

Music Plan

Introductory Statement and Rationale

(a) Introductory Statement

The plan was formulated in 2012 by Dermot Stanley, in consultation with the staff of Canal Way ETNS.

(b) Rationale

We teach music to engage children with a wide range of musical styles and traditions, to become involved in moving, dancing, illustrating, story telling, making drama, song singing and instrumentation.

The Canal Way ETNS Music Plan introduces children to music reading and writing, to song singing and to playing percussion instruments and tin whistle.

Vision and Aims

(a) Vision

We seek to assist the children in our school in achieving their potential through developing his/her talents in the area of music

(b) Aims

We endorse the aims of the Primary School Curriculum for Music

- to enable the child to enjoy and understand music and to appreciate it critically
- to develop the child's openness to, awareness of and response to a wide range of musical genres, including Irish music
- to develop the child's capacity to express ideas, feelings and experiences through music as an individual and in collaboration with others
- to enable the child to develop his/her musical potential and to experience the excitement and satisfaction of being actively engaged in musical creativity
- to nurture the child's self-esteem and self-confidence through participation in musical performance
- to foster higher-order thinking and lifelong learning through the acquisition of musical knowledge, skills, concepts and values
- to enhance the quality of the child's life through aesthetic musical experience.

This Music plan will be addressed under the following headings

Curriculum Planning:

1. Strands and strand units
2. Approaches and methodologies
3. Linkage and integration
4. Assessment and record keeping
5. Children with different needs
6. Equality of participation and access

Organisational Planning:

7. Timetable
8. Resources and ICT
9. Health and safety
10. Individual teachers' planning and reporting
11. Staff development
12. Parental involvement
13. Community links

1. Strands and strand units

- The strands/strand units/content objectives for the class level(s) are in the Curriculum book on the following pages:
1st / 2nd pp. 26-41 ; 3rd / 4th pp.42-59 ; 5th / 6th pp. 60-79
- There is continuity and progression in the music programme from class to class. We recognise that it is important that each strand unit and sub-unit be explored each year to ensure continuity, depth and breadth in the music programme. The strands and strand units offer teachers a sequenced, comprehensive programme on which to base the teaching and learning of music in the classroom.
- The three strands - Listening and responding, Performing and Composing, are comprehensively covered and afforded equal importance.

2. Approaches and Methodologies

- All children are actively engaged in music education in PETNS.
- Teachers are actively involved in music education in our school. We create a welcoming environment for all members of staff to become involved in music initiatives, irregardless of talent. (school singing, setting up choir, percussion band).
- A variety of approaches and methodologies are used to foster active enjoyable participation in the music curriculum
- Opportunities are provided to enhance children's lives through musical performances in whistle, percussion and singing.

Listening and responding

(Curriculum pp. 32-34(1st&2nd); pp. 48-51 (3rd&4th); pp. 66-70 (5th& 6th),
Teacher Guidelines pp.53-69)

- Children are provided with opportunities to listen and respond to music both in the classroom. Teachers ensure that children experience a wide range of musical styles, traditions and cultures.
- The teacher provides opportunities for active listening and responding through e.g. questioning, prompting suggesting, listening to short examples repeatedly, responding in some of the following ways:

Moving

Talking about ...

Listening for specific instruments and/or specific features

Drawing and painting

Following/creating a pictorial score of music

Writing in response to music

Composing

Singing or playing along with music

Musical games and/or action songs e.g. Spot the rhythm, Identify Nursery Rhyme.

- Children are provided with opportunities to work in different groupings, e.g. whole group, small groups, pairs, individually
- Children are provided with opportunities to work collaboratively/co-operatively
- Children are provided with opportunities to offer varying and creative solutions to presented problems
- Opportunities provided for live performances during assemblies.
- A broad range of materials is provided for listening and responding e.g.

Recorded music on video, audio tape, CD or music technology

Tuned and un-tuned percussion instruments.

Children are encouraged to bring in their instruments.

Melodic instruments – accordion, tin whistle, guitar, etc.

Visiting musicians to the school

- Listening and responding pieces are as per Right Note CD's ref Table1.

Performing

(Curriculum pp. 35-38 (1st&2nd); pp. 52-57 (3rd&4th); pp. 71-76 (5th& 6th),
Teacher Guidelines pp.70-88)

- Songs for performance for each class are listed in Table 1. CD's are in the right note books. Teachers teach these songs. We encourage teachers to teach additional songs but not those from another level.
- In the Performing strand all the following are emphasised

- Active enjoyable participation
- Development of skills, understanding, knowledge
- Fostering of children's attitude and interests
- Development of creativity.

- Effective singing skills are developed through

- Different Methodologies of teaching
- Conducting
- Improving vocal quality
- Vocal exercises
- Encouraging the following - part singing, teaching rounds, partner songs (duet) and part songs

- Approaches to music literacy include pictorial representation of rhythm, stick notation, tonic solpha and reading music for tin whistles. These approaches are listed in Table 1.
- Children are provided with opportunities to play un-tuned and tuned percussion instruments in all classes.
- Children learn tin whistle from first class onwards. Approaches to literacy and songs are listed in table1, and sheet music is provided for each class by Dermot Stanley. Sheet music is contained in music boxes in each classroom, and master copy is held with the musical instruments.
- Children have many opportunities to perform for an audience

- Within Class
- Other Classes / assembly.
- Parents and wider community.

Composing

- Children encouraged to compose music as part of the Composing strand through
 - Composing melodic composition by using some sort of tuned instrument.
 - Children from Juniors to 6th use numbers to compose short pieces (refer to core curriculum)
 - Children from 4th to 6th compose by putting a melody to a rhythm
 - Children from 4th to 6th compose melodic tunes on a melodic instrument
- Children are given opportunities to compose a rhythmic piece by using vocal sounds, body sounds and percussion instruments

3. Linkage and integration

- There is natural linkage across the strands of the curriculum – Listening and responding,
- Performing and composing – particularly if the main emphasis of the lesson is song singing.
- Music is a subject that lends itself easily to integration across the curriculum

4. Assessment and record keeping

Assessment informs the teaching and learning of music by determining the skills the children already have and enabling teachers to identify what needs to be reinforced, consolidated or the next skill to be taught

- Children's overall musical ability, interest and participation level is assessed as well as individual aspects of each strand

Teacher observation is the main assessment tool

Other assessment tools used are

- Teacher-designed tasks
- Recordings of the children's work
- Graphic/pictorial scores.
- Assessment is recorded in teachers' notes and in the end of year report

This is communicated to parents in the end-of-year report

5. Children with different needs

All children participate in classroom music. Teachers adapt and differentiate the curriculum according to the needs and talents of the children and a special-needs assistant provides support to some children if necessary/allocated.

Music is also considered as a useful methodology for children with special needs, to encourage social skills and language development.

6. Equality of participation and access

PETNS aims to embrace all cultures. The music class, assemblies and other school events are and will continue to be welcoming and respectful to every culture.

All children are given equal access to the curriculum and are expected to participate in every strand. Canal Way ETNS recognises that there may be members of our school community who wish to withdraw from certain aspects of the curriculum for cultural reasons. Applications must be sent to the Board of Management for their consideration. It must be noted that music is an integral part of the day, and a methodology which cannot be timetabled. Children will not be withdrawn from the room without parental supervision.

Children who learn an instrument outside school are encouraged to accompany classroom/assembly singing and to enrich the class programme in listening and responding.

Organisational Planning:

7. Timetable

Three hours per week is the minimum time allotted for Arts education which encompasses Music, Visual Arts and Drama. The blocking of time for Arts Education is at the discretion of the teacher. Allocating time over the course of a month or term and identifying opportunities for integration well in advance is the best approach for

time allocation to music.

Teachers could decide to concentrate the available periods on one aspect of arts education at a time. Eg the concentration of the work for two or three weeks might be on dance, with a focus on listening to music, to be followed by a period in which the focus would be largely on visual arts (eg making percussion instruments) or on drama (eg composing and presenting music that tells a story).

8. Resources

An inventory of resources, equipment and instruments are listed below. Resources have been purchased from www.thomann.ie

Right Note:

2 X Right Note JI / SI X 4

1 X Right Note 1st / 2nd

1 X Right Note 3rd / 4th

1 X Right Note 5th / 6th

6 X 25cm Djembes

2 X Tambourines

2 X Casabas

2 X Soprano Glockenspiels

1 x Set of chimebars

2 X Triangles

2 X Metal Agogos

10 X Shakers

2 X Gyro Shakers

1 X Twin Hand Bongos

3 X sets of Boomwhackers - CDEFGABC

2 x set of # boomwahckers

1 X Indian Drum (Dermot)

1 X Cajon (Demrot)

Whistle Sheet Music (PETNS made resource – ref Dermot for originals)

Drumming Lesson Plan folder – PETNS Made Resource – Folder on Drumming Trolley.)

Dermot Stanley is responsible for music resources and they are kept on a trolley. Resources must be signed out.

9. ICT

The internet is also available as a resource. The code of practice to ensure safe internet usage is recorded in the ICT Acceptable Usage Policy

Audacity - <http://www.audacity.com>.

INTO - <http://www.into.ie/ROI/Interactive/ClassroomResources/Music/>

Scoilnet - <http://www.scoilnet.ie>

Teachnet - <http://www.teachnet.ie>

10. Health and Safety

ACETNS recognises that when organising a music lesson, it is important to consider the following health and safety issues:

" Hidden dangers if children are moving around the classroom

" The level of sound in the room when using audio equipment and instruments.

" Ventilation

- " The amount of space available for children to sit, stand or move
- " Access to and transport of musical equipment.

11. Individual Teachers' Planning and Reporting

The whole school plan for music in ACETNS will aim to provide help to the teacher. Teachers will plan using the strand and strand units in line with the school plan. They may use a thematic approach in their teaching. Teacher reports, plans and the Cuntas Miosiuil can be used to review and develop the whole school plan for the coming years.

Each teacher will strive to:

- Complete work set-out in Table1.
- Follow Right Note Teachers year plan as detailed in the book.
- Select appropriate strands and strand units to devise a balance programme
- Use a wide range of teaching methods and approaches
- Devote an appropriate amount of time to strands and strand units
- Consider integration with other subjects when planning.

12. Staff Development.

- CD's and tapes are stored in music boxes in each class room. Replacement CD's can be requested from Dermot.
- Information about in-service courses, school visits and musical events are communicated to all through the staff notice board. Teachers are encouraged to attend in-service courses
- A number of music courses take place in the area each Summer. Staff members are encouraged and supported if they wish to avail of these.
- Staff members share any expertise acquired during planning days, staff meetings or through sharing notes received at such courses.
- Help is given to colleagues who need assistance and advice on the preparation and implementation of the music curriculum through informal discussion with other staff members - if they so wish.
- Opportunities are provided for team-teaching in our school. This can be managed by way of arrangement between the individual teachers concerned.

13. Parental Involvement

Parents can support their child in fostering an interest in music by:

- Singing together songs learned at school – these are listed on our website.
- Listening to music together
- Encouraging active listening
- Discussing attitudes towards and taste in music
- Allowing time and space to practise or improvise on an instrument
- Encouraging positive attitudes to music in general and to school based activities in particular.
- Attending school or classroom events, playing the role of critical listeners or supportive audience members or assisting in the supervision of movement of children.
- Becoming involved in Seachtain Na Gaeilge.

There is an invitation to the parents to become involved in our school choir, on our school website.

14. Community Links

- " Members of the community can be involved in supporting the music programme e.g.

Success Criteria

The following criteria will be used to assess the success of the plan. We will know the plan is being implemented if:

- " Teachers' preparation is based on this plan
- " Procedures outlined in this plan are being consistently followed

Indicators Teacher, parent and community feedback

- " Children's feedback regarding enjoyment and skills and concepts development.
- " Inspector suggestions/ reports.

We will know that the plan has promoted the key considerations of a broad and balanced music education programme and that it has enhanced pupil learning if:

- " Children have a positive attitude and appreciation of music
- " Children have an interest in expression through music
- " Children engage in listening and responding, performing and composing music
- " Children have explored sound including vocal sound, body percussion, instruments and environmental sounds
- " Children have listened and responded to music from a wide variety of genres and cultures in a variety of ways
- " Children sing songs appropriate to their vocal range from a wide variety of genres and cultures
- " Children play a variety of instruments

Roles and Responsibilities

The plan will be supported, developed and implemented by all teachers. Dermot will monitor the progress of the plan and will encourage and accept feedback on its implementation. He will also report back to the staff on findings. This plan will be monitored and evaluated on an annual basis by Dermot.

Timeframe

It is our aim that the music plan will be implemented in December 2013.

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the music curriculum in the school. Those involved in the review include:

- " Teachers
- " Pupils
- " Parents
- " Board of Management

The review will be co-ordinated by Dermot Stanley

Ratification and Communication

This plan will be presented to the Board of Management for ratification. It will be communicated to members of the school community as appropriate.

