



Music Whole School Plan

Introduction

We, at St. Nicholas' Monastery NS, have written this Music Whole School Plan to inform teachers, parents, B.O.M. and other relevant parties of the process and approaches adopted in this school regarding the teaching and learning of Music. It has been ratified by the B.O.M and will be reviewed annually by means of a staff meeting. Any amendments will be made at this point and ratified by the Board of Management

Vision Statement

Our school recognises that Music education is part of a balanced curriculum which aims to develop the whole spectrum of the child's intelligence. We also seek to develop the child's aesthetic, intellectual, emotional, creative, and cultural development through engagement in positive musical experiences. Our school plan will cover the nature and extent of music in our school, recognising the social and cultural environment, the varying needs of the children and the available resources. Our school plan will acknowledge the many activities in the music curriculum that may be organised successfully without the need for specialist knowledge, while allowing for additional support from colleagues, parents, local music groups and audiovisual resources where these are appropriate.

Aims

We endorse the aims of the Music Curriculum as stated in the Curricular Documents:

- to enable the child to explore, clarify and express ideas, feelings, and experiences through a range of arts activities
- to provide for aesthetic experiences and to develop aesthetic awareness in the visual arts, in music, in drama, in dance and in literature

- to develop the child's awareness of, sensitivity to and enjoyment of visual, aural, tactile, and spatial environments
- to enable the child to develop natural abilities and potential, to acquire techniques, and to practise the skills necessary for creative expression and for joyful participation in different art forms
- to enable the child to see and to solve problems creatively through imaginative thinking and so encourage individuality and enterprise
- to value the child's confidence and self-esteem through valuing self expression
- to foster a sense of excellence in and appreciation of the arts in local, regional, national, and global contexts, both past and present
- to foster a critical appreciation of the arts for personal fulfilment and enjoyment.

Music Curriculum Concepts and Strands

We have chosen in St. Nicholas' Monastery NS to plan using the strands and strand units. The same musical concepts will be taught from Junior Infants to Sixth Class. Teachers must refer to their curriculum documents for further elaboration and clarification on subject content and guidance.

Infants – Sixth Class

<i>Concepts development</i>	
Musical concepts	A sense of pulse (steady beat) A sense of duration (long/short, patterns, rhythm) A sense of tempo (fast/slow) A sense of pitch (high/low) A sense of dynamics (loud/soft) A sense of structure (same/different) A sense of timbre (tone colour) A sense of texture (one sound/several sounds) A sense of style
<i>The musical concepts above are based on the musical elements and will be developed as work is completed on the strands and strand units of the curriculum outlined below.</i>	
Strands	Strand units
Listening and responding	Exploring sounds Listening and responding to music
Performing	Song singing Early literacy Playing instruments

Composing

Improvising and creating
Talking about and recording compositions

Approaches and Methodologies

All children will be actively engaged in music education in our school. Approaches and methodologies used will be based on the active learning strategies recommended in the curriculum:

- talk and discussion
- active learning
- collaborative learning
- problem solving
- skills through content
- use of environment

The deliverance of our music curriculum will be supported by Louth Music Generation who provide specially trained music teachers to teach such instruments as the ocarina and the ukulele. Furthermore, Music Generation also provide support in music composition, performance, and assessment.

Assessment

Assessment in music is related to the sequence in which musical knowledge and understanding are acquired. Music learning is easiest to assess when children are actively involved in making music.

Assessment in this subject will generally take a summative approach. Each class teacher will use their discretion when deciding on which form of assessment best suits their pupil's needs and abilities. The main and most successful method of music assessment will be teacher observation:

Teacher observation: In using observations as an assessment tool the teacher should be clear about what aspect of musical behaviour he/she is expecting the pupils to demonstrate and should anticipate learning outcomes before making observations.

Pupils may be observed working in groups or as individuals in the following contexts:

- ✚ listening attentively to music
- ✚ talking about what has been heard as part of class discussions
- ✚ illustrating or writing about what has been heard
- ✚ listening to the responses of others
- ✚ moving to music
- ✚ singing a favourite song
- ✚ playing an instrument
- ✚ reading a simple rhythmic or melodic pattern
- ✚ sharing ideas for a composing activity
- ✚ selecting and organising instruments

- ✚ rehearsing a performance
- ✚ attempting to record compositions, either on tape or through invented graphic notation, simplified notation, or standard notation.

Other suggested forms of assessment are:

- ✚ Self Assessment
- ✚ Conferencing
- ✚ Portfolios

Observations and assessment results may be recorded to inform parents of their child's progress and may be discussed at Parent Teacher meeting and other opportunities throughout the year.

Linkage and Integration

We recognise the inter-related nature of the Music curriculum, and acknowledge that while children are engaged in any one strand there will be overlapping with the other strands. Music provides many opportunities for integration, and teachers will plan for the integration as appropriate. We recognise that there will be many opportunities to integrate with Science, History, Geography, Drama, Language, and Visual Arts

Children with differing needs

We, as a school, recognise that all children are unique individuals and therefore we strive to meet all their needs on an individual basis. Our teachers adapt and modify activities so that all children can participate meaningfully in classroom music, and they refer to pp.40-41 of Teacher Guidelines. Where a teacher recognises that a child displays an ability in Music, this will be communicated to the parents, so that the child may have opportunity to take out of school music lessons, circumstances permitting. We recognise that some children in our school learn musical instruments. Teachers will encourage such children to play for their classmates, so that the other children will have opportunities to listen and respond to live music.

Equality of participation and access

At no point will any child be denied or deprived of any teaching or learning because of gender, age, religion, or ability. All children will have the same access to education as other children.

Timetable

All classes from Junior Infants to Sixth class will have a minimum of one hour per week of Music. This time allocation may be broken down at the discretion of the individual teacher. We recognise that in the junior classes, with a total Visual Arts allocation of 2 hours and 30 minutes, the time allocated will be of shorter duration and on a more frequent basis, while senior classes may divide the hour into longer time spans, such as two thirty-minute sessions, or three twenty-minute sessions.

Teachers may also choose to block times for music at times of the year. Timetables will all record the time allocation for Music. There are two hours of discretionary time available each week those teachers can occasionally use to support the Music curriculum

Homework

The giving of Music homework will be at the discretion of the class teacher

Resources and ICT

We have not adopted a formal music scheme as such we have found that a variety of schemes provide for greater scope with the music curriculum. Teachers teach to the curriculum and not a resource. There is a certain amount of resources available to each teacher to cover each of the strands. These are stored in a carry bag/box and must be returned to their place once the unit of work is finished. Individual teachers also have their own resources. It is intended to develop our resources for Music. Teachers have access to a wealth of online resources including You Tube (children do not have access to You Tube on their lap tops). Furthermore, access to such outside agencies such as Louth Music Generation provides additional resources to the teaching of the music curriculum.

Individual Teacher Planning

Each class teacher is responsible for their Music planning. All teachers will plan on a termly and fortnightly basis. Both musical concepts and content to be taught must be recorded in teacher planning. A Cuntas Míosúil must be completed at the end of each month where subject skills and objectives achieved are recorded. A copy of the Cuntas Míosúil should be submitted to the Principal.

Staff Development

All staff members have attended the Curriculum In-service Training days. In addition, help can be sought by the staff from the PDST to assist in our development. Teachers also have access to the courses that are run by the local education centre.

Parental and Community Involvement

Overall parental involvement is encouraged. We believe that children should share with their parents all they have learned in Music.

The local community and musicians living locally will be considered as valuable resources as support for the Music Curriculum.

Listed below are activities / initiatives which happen in our school monthly, annually or bi-annually:

- School mass

- School Assemblies
- Christmas carol service in local church
- Carol Singing in a local nursing home
- Confirmation
- Communion

Occasionally, we use our school tour to enable the children to see a musical or a pantomime.

Success Criteria

The success of this plan will be measured using the following criteria:

- Implementation of the Music curriculum will be evident in the teacher work
- Continuity of content and methodology will be evident in teachers' preparation

Ongoing assessment will show that pupils are acquiring concepts thought and an ability to engage with others in a manner appropriate to their age and personality

This plan was ratified by the Board of Management on and will be reviewed annually.

Signed: _____ Chairperson, B.O.M.

Date: _____