

SLIEVEARDAGH N.S.

Roll No. 11470B

MUSIC POLICY

Music Policy **Slieveardagh N.S.**

Introductory Statement and Rationale

(a) Introductory Statement

This policy was initially reviewed in 2021. It was reviewed by staff in April 2021 and revised in accordance with the guidelines set out in the Primary School Curriculum 1999. The information outlined in this policy will form the basis of each teacher's long term planning and short term planning in Music, and so will influence teaching and learning in both the Junior Room and Senior Room. It serves to ensure consistency throughout the school in our approach to the implementation of the Music curriculum. The information in this policy will also inform new teachers of our approaches and methodologies in this subject area.

(b) Rationale

As outlined in the Primary School Curriculum 1999, music is a discrete body of knowledge, a unique form of communication and a means by which feelings and interests are organised and expressed. Music offers lifelong opportunities for the development of imagination, sensitivity, inventiveness, risk-taking and enjoyment. Children of all ages and abilities have potential in music, and music education celebrates individual differences among them.

This policy was formulated to enhance the teaching and learning of music in our school, and to ensure pupils are given appropriate opportunities to engage in all three strands of the Music Curriculum:

1. Listening and responding
2. Performing
3. Composing

This policy will:

- Provide a coherent and well balanced approach to the teaching of the three strands of Music across the whole school
- Review the existing plan for Music in light of the 1999 Primary School Curriculum
- Guide teachers in their individual planning for Music
- Ensure Music is being implemented in a well-planned and organised manner

-Vision and Aims

(a) Vision

Music education is part of a balanced curriculum which aims to develop the whole spectrum of the child's intelligence, as outlined in the Music Curriculum. Through music education we seek to provide opportunities for pupils to understand themselves and relate to others, forging important links between the home, school and the wider community

The vision for teaching music at Slieveardagh N.S. is:

- To provide equal access to develop skills, knowledge and understanding
- To provide equality of opportunity for every child to experience and share in a wide variety of music and songs from different styles and cultures.

We understand music to be:

- An expressive art through which one can communicate and share sounds regardless of age, gender, race or class.
- A vehicle for personal and communal expression through performing and composing
- A fundamental and life enhancing experience which is practiced in all cultures and societies
- An assistance with artistic and aesthetic development through a cross curricular and multi-cultural approach.

(b) Aim

We endorse the aims and objectives of Music, as outlined in the Music curriculum:

Aims:

- 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 with musical performance
- To foster higher order thinking skills 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 experiences

Objectives

- To explore the expressive possibilities of a variety of sound sources, including the voice and home-made and manufactured instruments
- To listen to, enjoy and respond to a wide range of music, including various genres and styles from different periods, cultures and ethnic groups, both live and recorded
- To develop sensitivity to music through making physical, verbal, emotional or cognitive responses
- To demonstrate and describe differences between sounds and silences, showing a sense of pulse, tempo, duration, pitch, dynamics, structure, timbre, texture and style
- To perform, vocally and instrumentally, from a range of musical styles and traditions relevant to the class level, with particular emphasis on Irish music
- To acquire the musical skills that enrich musical understanding and are necessary for creative expression

- To imitate with accuracy rhythmic and melodic patterns using the voice, gestures (hand signs), body percussion and manufactured and homemade instruments
- To recall and perform expressively musical phrases and pieces, using tuned and untuned percussion or melodic instruments, from memory or from notation, as appropriate
- To develop confidence and independence through taking the initiative, making decisions and accepting responsibility for learning, individually and as a member of a group, through composing activities
- To select and structure sounds to create his/her musical ideas
- To improvise rhythmic and melodic patterns in response to music, movement, ideas, poems, stories and art works
- To talk about the appropriateness and effectiveness of his/her composed or improvised music
- To devise and use a range of graphic and standard notations
- To record compositions using electronic media.

Underpinning Principles

The guiding principles which inform the teaching and learning of music on our school are:

- Music is for all teachers, special needs assistants and pupils
- Active, enjoyable participation is fundamental to the music curriculum
- The three strands of the curriculum [(1) Listening and Responding, (2) Performing, (3) Composing] are equally important, and can be explored over periods of time
- Music lends itself easily to integration with other areas of the curriculum and planning for this integration in advance allows the teacher to reinforce musical concepts on other areas of the curriculum

Curriculum Planning

All class teachers will teach each of the three strands in each class every year. Each teacher will design a long term plan for their classes for music each year which will be informed by this policy. Each teacher will record short-term planning in the form of fortnightly plans and progress will be recorded monthly in each teacher's Cuntas Míosúil. There is continuity, progression and consistency from class to class and teachers ensure that each of the three strands are comprehensively covered and afforded equal importance.

1. Listening and Responding

The Listening and Responding strand of the music curriculum aims to give children opportunities to experience a wide range of musical styles, traditions and cultures. Through enjoyable and varied listening experiences the children are encouraged to listen actively and to focus on the actual music.

All classes will explore sounds (environmental, voice, body, instruments), as per objectives for that class level.

All classes will listen to extracts from a variety of genres and respond in a variety of ways. These may include:

- 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

The teacher will endeavour to ensure that the pieces chosen for his/ her class will have a balance of Irish, classical, modern and other music.

2. Performing

In the Performing strand the following will be emphasised:

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

Songs may be taught using the following:

- Using voice, recording, instrument, sheet music
- When selecting the songs it is important to match the song to the vocal range of the children

Resources

The following may be used for effective singing skills being developed:

- Conducting
- Improving vocal quality
- Vocal exercise
- Part singing
- Teaching rounds
- Partner songs (duet) and part songs

This strand also includes giving the children the opportunity to play an instrument and to acquire basic literacy skills in music. Our children all get the opportunity to perform using a D tin whistle.

Tin Whistle

The tin whistle will be taught each year to all children in the . Letter notes (D, E, F, G, A, B, C, C#) will be used in the teaching of the tin whistle. Children place their left hand on top of the tin whistle and their right hand at the bottom.

The following approaches to music literacy are used throughout the various class levels:

- Graphic notation
- Stick notation
- Staff notation
- Note value
- Note name
- Rhythm syllable

3. Composing:

This strand includes giving children the opportunity to improve and/ or create their own music in a variety of contexts:

- To accompany a nursery rhyme, song, poem or story
- To explore the musical concepts/ elements
- To experiment with sound
- To portray a character, mood or setting
- To illustrate events
- To convey an abstract concepts
- To explore melody

Children will also have the opportunity to discuss, evaluate and record their own music as part of the Composing strand.

- At certain times of the year, a thematic approach may be adopted:
 1. Christmas performances
 2. Religious celebrations including First Communion and Confirmation
 3. Grandparents' Day celebrations
 4. Concerts/ Performances outside of the school. (e.g. Peace Proms)
 5. Seachtain na Gaeilge

Musical Elements

The following musical concepts will be developed by each child as they engage with Music activities:

- A sense of pulse
 - A sense of duration
 - A sense of tempo
 - A sense of pitch
 - A sense of dynamics
 - A sense of structure
 - A sense of timbre
 - A sense of texture
 - A sense of style

Approaches and Methodologies

All children will be actively engaged in Music education at Slieveardagh N.S.

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 the environment

The three strands of the curriculum are taught at all levels and are pitched at an appropriate level for the class, taking into account both the mixed age groups and the varying musical backgrounds within one class.

Percussion instruments are used at all levels.

Tin whistle is taught every year in both Classrooms

Linkage and Integration

The linkage of all strands (Performing, Composing, Listening and Responding) in music is encouraged, as there are opportunities to develop themes that cover the strands. We recognise the inter-related nature of the music curriculum and acknowledge that while the children are engaged in the Performing and Composing strands, they will frequently be Listening and Responding.

The music curriculum can be integrated with

- Visual Arts,
- Drama
- Mathematics
- Gaeilge
- P.E.
- History
- Geography
- Science
- R.E.
- S.P.H.E.
- Oral Language programme.

Assessment

The main assessment tool used for music will be teacher observation and teacher designed tasks.

The following may also be used by the class teacher:

- Projects (on composers/ musical instruments)

- Recordings of the children's work

Self assessment and peer assessment will also be encouraged.

Teachers will use assessments to inform their planning and to manage learning activities. Each teacher will report on every child's progress in Music at parent-teacher meetings and in the annual end-of-year school report.

Children with Different Needs:

The music programme aims to meet the needs of all children in the school. This will be achieved by teachers by varying pace, content and methodologies to ensure learning for all pupils. Activities may be differentiated and modified to ensure all children can participate meaningfully in Music. The school will provide activities of appropriate challenge for children of exceptional ability, as emerging needs are identified. We achieve differentiation with support from our Special Needs Assistants where applicable and by setting suitable learning challenges and responding to each child's individual needs.

Equality of participation and access:

All the children in our school will participate in all aspects of the music curriculum. All children are provided with equal opportunities across all strands and class activities.

School Choir

We have a strong tradition in Slieveardagh N.S. of our school choir participating in church and community events, as well as school events. All children from Junior Infants to 6th Class participate in the choir during school events. All children in the Senior classes are invited to participate in events held in the church.

Organisational Planning

Timetable

All classes 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, the time allocated may be of shorter duration on a more frequent basis, while in the Senior classes, lessons may be divided into longer spans such as two thirty-minute sessions or three twenty-minute sessions. Teachers may also choose to block times for music at particular times of the year.

Resources and ICT

Percussion instruments are stored in the Staff Room and Store Room, and book resources are stored in teacher's classrooms.

ICT

Each classroom is equipped with an I.W.B. with internet access. Teachers may use these to access useful sites to support the music programme, including music on-line, interactive instruments, composing music online, interactive games, environmental sounds etc.. All classrooms are also equipped with a CD player. iPads are also available for the teaching and learning of music and can be used for music appreciation, recording compositions, to record the children for assessment, etc. Apps, including Garageband, iMovies, and Recorder, are available for children to access during

Music lessons. Each child supplies their own D tin whistle in the Senior Classes. Requests for additional resources should be made to the principal who will coordinate the purchases.

Health and Safety

Teachers will at all times be mindful of the school's Health and Safety policy. Children will be encouraged to show respect for musical instruments and to play them at an appropriate volume and with appropriate care, as demonstrated by staff.

Individual Teacher's Planning and Reporting

Each teacher's planning reflects a balanced approach to all strands. The whole school plan and the curriculum documents for music will provide information and guidance to individual teachers for their individual planning. Where appropriate, music will be taught in a thematic way to integrate with the other subjects. At each class level the teacher prepares a long-term plan for music. Details, and assessment, of activities completed are then recorded in the Cúntas Míósúil. The school plan is designed to be spiral and cumulative. This ensures that concepts and skills are developed from year to year and that activities are not repetitive for children.

Staff Development

Teachers will be notified of any opportunity for further professional development available such as courses run by the Education Centre and/ or other parties. The skills and expertise of the school will be shared in Music, as in other curricular areas, through input at staff meetings as well as on an informal basis.

Parental Involvement

Parents are asked to give support to their children's music activities by encouraging active listening, discussing attitudes and taste towards music, allowing time and space to practice an instrument and by encouraging positive attitudes to music in general and to school-based activities in particular. Parents are invited to attend school or classroom music events throughout the year, playing the role of critical listener or supportive audience members for children's performance. At individual parent-teacher meetings, teachers will discuss each child's progress in Music with parents/ guardians.

Community Links

Children from the school regularly sing and play at community events, at First Holy Communion Masses/ Confirmation Masses, etc.

Success Criteria

This plan will be assessed through:

- Revisiting the plan as a staff
- Teacher feedback
- Parental feedback
- Children's feedback

- Inspectors' reports and suggestions

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

- Continuity of content and methodology through the strands and class levels
- On going assessment will show pupils are developing a level of appreciation of music appropriate to their age and ability
- Children will develop a repertoire of songs to sing and tunes to play at all class levels

Roles and Responsibilities

All class teachers are responsible for the implementation of the Music curriculum in their own classes. Teachers will be encouraged to present feedback during staff meetings on review of Music. The management team ensures the implementation of the music programme and is responsible for the purchase, distribution and monitoring of resources. We at Slieveardagh N.S. also acknowledge the role of parents and the local community in the delivery and enrichment of the Music curriculum.

Timeframe

To be implemented in school year 2021/2022

Review

All staff, parents and BOM will be involved in the review of this policy.

Ratification and Communication

This plan will be presented to and ratified by the BOM of Slieveardagh N.S. in Summer 2020.

This plan was ratified by the Board of Management in _____

Signed _____ Chairperson B.O.M.

This plan will be communicated to all relevant parties.

Reviewed 2023

Next review 2025