*Seir Kieran’s National School*

*Music Policy*

**Introduction:**

This policy outlines the teaching of organisation and music at Seir Kieran’s National School, Clareen.

**Rationale:**

The rationale behind the formulation of this plan was:

1. To benefit teaching and learning of music in our school.
2. To provide a coherent approach to the teaching of music across the whole school.
3. To ensure that the children experience elements of all the three strands every year as they move from Junior Infants to Sixth Class

The strands are as follows -

* Listening and Responding
* Performing
* Composing

**Vision Statement:**

We believe that Music education is part of a balanced curriculum which aims to develop the whole spectrum of the pupil’s intelligences. We are committed to maintaining a wide ranging curriculum in Music, which we believe is an essential part of the whole curriculum, contributing in a major way to the spiritual, moral, emotional, cultural, and intellectual development of all pupils. Through Music education, we seek to provide opportunities for pupil’s to understand themselves and to relate to others, forging important links between home, school, and the wider community.

**Aims:**

We endorse the aims of the Primary Curriculum for Music (p.12) which are:

* 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

**Curriculum Planning**

1. Strands and Strand Units

The teachers of each class grouping will familiarise themselves with the strands/ strand units and content objectives as outlined in the curriculum for their class levels.

* Junior & Senior Infants p. 14-25
* 1st & 2nd p. 26-40
* 3rd & 4th p. 41-59
* 5th & 6th p. 60-79

Each teacher will be familiar with or seek assistance from those familiar with the necessary musical concepts:

* 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

The three strands:

* Listening and Responding
* Performing
* Composing

are to be afforded equal importance in general but at various times emphasis may be placed on one or other of these.

At certain stages of the year a thematic approach may be adopted. These occasions are:

* The annual Christmas Performance
* Religious celebrations including First Communion and Confirmation
* Other public performances (Family Mass, community events etc.)
* Seachtain na Gaeilge
* Assemblies

**Approaches and Methodologies:**

(*refer to Curriculum and Teacher Guidelines pp.52 – 127*)

School planning for music takes into account a range of approaches, ensuring continuity where valuable work has begun and to provide support where weaknesses emerge.

We will ensure that the approaches and methodologies used will

* Foster enjoyment in music making.
* Seek to develop the skills, understanding, knowledge and attitudes of the child.
* Allow for musical growth and the development of creativity in the child.
* Provide children who learn musical instruments outside of the school with an opportunity to develop and showcase their talents at various events throughout the year – e.g school masses , concerts , talent showcases
* Teachers will make use of the DabbleDoo Music, ‘Right Note’, Ready to Rock, Upbeat 2/3/4 and other approved music programmes.

Listening and responding

* Children will be provided with opportunities to listen and respond to music e.g. experience wide range of musical styles, traditions and cultures
* The teacher will provide opportunities for active listening and responding e.g. questioning, prompting suggesting, listening to short examples repeatedly.
* Children will be given opportunities to respond to music in a variety of ways which may include:
* 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.
* Children will be provided with opportunities to work in different groupings, e.g. whole group, small groups, pairs, individually
* Children will be provided with opportunities to work collaboratively/co-operatively.
* Children will be provided with opportunities to offer varying and creative solutions to presented problems through the means of listening, describing, expressing and extending.
* Opportunities are provided for live performances at school and community level e.g. concerts, choir performances, assemblies.
* Listening Materials:
* A broad range of materials are provided
  + Recorded music on laptop, CD or music technology
  + Music from DAbbleDoo Music scheme
  + Tuned and untuned percussion instruments
  + Environmental objects, such as assortments of metals, wood or fibres
  + Instruments belonging to a child/children in the class
  + Melodic instruments – tin whistle, keyboards, xylophone, recorder
  + Instruments belonging to members of staff
  + Performance of a group, ensemble, band, choir, orchestra visiting the school or at another venue as appropriate
* Selecting listening materials: Materials are selected for listening to and discriminating between environmental sounds and describing them in terms of their source, pitch, dynamics, duration and tempo
* Selecting recorded music: Pieces are selected e.g. music from written and unwritten traditions, classical and folk, music from Ireland and other countries, choral and instrumental, solo and ensemble, music for different occasions and purposes

Performing

In the Performing strand the following are emphasised

* Active enjoyable participation
* Development of skills, understanding, knowledge
* Fostering of children’s attitude and interests
* Development of creativity.
* Songs are taught from “DabbleDoo Music” Programme and issues considered are :
  + Using voice, recording, instrument, sheet music
  + Teaching by ear
  + Selecting the song
  + Matching the vocal range of the children
  + Resources.
* Effective singing skills are developed by considering issues around:
  + Methodology of teaching
  + Conducting
  + Improving vocal quality
  + Vocal exercises
* The whole school approach on overcoming singing difficulties is by working with individuals and by working with groups and whole class using specific teaching techniques
* Approaches to music literacy are used in the following ways: pictorial notations, graphic notation, standard notation, learning rhythm notation through game, notation pitch and pentatonic music – DabbleDoo Music Programme
* Opportunities are provided to perform for an audience
* Within class
* Parents are welcomed in to view musical performances at different times of the year.
* School Mass, Assemblies
* Community Events

Composing

Opportunities are provided for children to develop their creativity in music

* Children are encouraged to improvise, discuss, evaluate and record music as part of the Composing strand
* Opportunities are provided to improvise and/or compose in a variety of contexts such as
* 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 concept
* To explore melody.
* Children are given opportunities to compose/improvise using vocal sounds, body sounds, instruments and environmental sounds
* The following management issues will be considered when organising composing activity: timetabling, resources, grouping of children
* Children are given opportunities to contribute to the setting of ground rules for creative music activity

**Integration and Linkage**.(see pg. 19 - 22 of curriculum T.G.)

*Music can be linked and integrated with all other areas of the curricular areas*.

Linkage:

Listening and Responding- Exploring Sounds- Performing- Playing Instruments, patterns explored in music literacy incorporated into students improvisations and compositions.

Integration:

Cross-curricular connections Visual Arts, P.E. Science, History, Language, Language and Reading, S.E.S.E. and Maths

* Maths eg. Counting syllables, beats
* Themes in music may be explored though dance, drama and gymnastic
* Songs provide the children with instant access to new words and phrases, especially songs in Irish or in modern languages
* History eg. Life Stories of Composers
* English eg. Putting music or accompaniment to a poem or story
* Arts eg. Responding to music visually, creatively (dance, movement) and making instruments
* P.E. eg. Responding through dance and movement
* Gaeilge eg. Repertoire of Irish songs
* Science eg. Sound, how instruments work, designing and making
* Geography eg. Countries that composers come from, origin of the music or instruments
* Religion eg. Learning and performing songs based on weekly theme

## Assessment and Record Keeping

As in all subject areas, assessment is an integral part of the teaching and learning of music. We as a staff have a common understanding of its purpose and the ways in which the progress of children in music will be assessed, documented and reported.

Teacher Observation:

The teacher observes the students participation in musical activities and their application skills taught and their knowledge and understanding. The students emerging understanding of invented or standard musical notation is noted. Distinctions are made between students solo and group performance.

Literacy:

Students efforts when composing, which illustrate musical knowledge (beats/sounds, stick/standard notation) are noted.

Teacher designed tasks and tests:

Playing a tune from memory, designing or making a musical instrument, composing a song, composing a dance sequence, singing from sight etc

Conferencing

The children have frequent opportunities to talk about their work in either one-to-one, small groups or whole-class settings. The colour coded groups used in DabbledooMusic will assist this activity.

Pupil Profiles and Portfolio

Information observed, completed and collected about the child’s learning in music will be compiled in their personal profile in the teacher’s assessment folder. This again will be based on the worksheet content with DabbledooMusic.

**Children with different needs:**

Approaches and methodologies employed by class teachers take into account students with differing needs. By using flexibility in their planning and preparation teachers in most cases allow students with differing needs to participate in classroom music with minor modifications.

It is important that all children experience a rounded arts education. Music plays a pivotal role in this education and so we will ensure that every child will have opportunities to engage in learning activities appropriate to their abilities. Teachers will use a mixture of whole-class teaching and group work, with different groups set tasks of various complexities.

All teachers will familiarise themselves with the Guidelines for Children with General Learning Disabilities (NCCA) in this regard

## Equality of Participation and Access:

Teachers should promote equal access to music making amongst all children when planning and implementing a music programme.

## Organisational Planning

### Timetable

* Time allocation. 1 hour per week at each class level.
* At infant level two half hours.
* However at certain times in the year teachers may decide to concentrate on a particular musical project e.g. Christmas Play, Christmas choir concert/carol service

### Resources

* Our school is very well resourced with musical instruments. These instruments are made available to all teachers.
* An inventory of resources, equipment and instruments available for music is to be displayed in the music storage area, which is located the storeroom between classroom 3 and 4.
* Ms. Murphy holds a post of responsibility for music in our school and is responsible for the equipment.
* We will ensure that pupils are afforded the opportunity to manipulate and construct materials to make music and rhythm.
* ICT: All classrooms in the school are furnished with an interactive white board, children can listen to music, explore and learn about music through the use of IT in the classroom mainly through the use of the interactive programme DabbleDoo Music.

### Health and Safety

We have a Health and Safety policy in place in our school which covers safety concerning various aspects of classroom organisation. Teachers will consult with the Principal/Deputy Principal whenever it is proposed to engage in any work outside the school grounds.

Consideration will be given to the following when planning for music:

* Hidden dangers if children are moving around the classroom.
* Care must be taken transporting and accessing the equipment.
* Ventilation of the classroom.
* Amount of space for children to sit or stand when doing choral or instrumental work.
* Appropriate volume levels when using audio equipment and instruments.
* Individual teachers planning and reporting.

**Individual Teachers Planning and Reposting**

### Teachers will consult this whole school plan and the curriculum documents for music when they are drawing up their long and short term plans.

### Each teacher will have a long term plan.

### Music will be a regular and evident element of the child’s classroom experience.

### Where it is meaningful and suitable music will be taught in a thematic way to integrate with the other subjects.

### Cuntas Míosúil will assist in recording work covered in evaluating progress in music and in informing future teaching. Parents are informed of children’s progress in music at parent teacher meetings and in the end of year report cards.

### Staff Development

* Teachers will have access to reference books, resource materials and websites dealing with music.
* Staff will be encouraged to research and try out new approaches and methodologies.
* Ms. Murphy will be responsible for keeping resource material up to date and will arrange for opportunities for resources to be assessed for purchase and for new approaches to be piloted in the school.
* Teachers will be encouraged to attend in-service workshops and courses in music. They will up-skill other staff members in what they have learnt at staff meetings.
* Our school has a culture where teachers share their expertise, good experience and practice with others.

### Parental Involvement

* Parents are invited to view the children’s performances in music
* Parents with musical talents are invited in to support musical activities

**Community Links:**

* Annual School Mass in local church.
* Christmas Concerts.
* Involvement with local choir for Confirmation, Communion and Family Mass
* Children attend local musical events from time to time

### Success Feedback

* Staff Feedback
* Organization
* Use of Resources
* More effective planning
* Parent and children feedback
* Review within the next year to consider

1. Children’s positive attitude and appreciation of music
2. Children’s involvement in the various strands

### Implementation

* Class teachers are responsible for the implementation of the music curriculum. However in the case of a particular teacher having a talent in that area, this talent will be used for the benefit of the children. The post holder with responsibility for music (currently Ms. Murphy) supports the implementation of the music programme and is also responsible for the distribution and monitoring of resources. She also provides feedback to the staff as required.

**Review:**

* Plan will be revised/reviewed every 2 years or as needed in the interim

**Ratification and Communication:**

* This plan was presented to the Board of Management in November 2019, by the Principal.
* Made available to all the educational partners in the school

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson