

John Scottus NS
Whole School Music Plan
January 2017

Introductory Statement and Rationale

(a) Introductory Statement

This plan has been formulated by the teaching staff

(b) Rationale

Music is

1. multi-sensory
2. benefits other subjects
3. for all

We are focussing on Music in the light of the need to have a Whole School Music plan

Vision and Aims

(a) Vision

Music is particularly important in JSNS in the light of our ethos:

- 1) singing is an expression of 'Delighting in the present'
- 2) we put an emphasis on speech as a form of expression and singing helps with clear pronunciation of vowels and consonants
- 3) singing opens the heart

(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-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 experience*
- *To foster a sense of community by singing together and performing*

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

All teachers are familiar with the strands and strand units of the curriculum.

We use 'The Right Note' as a framework to ensure that all aspects of the curriculum are taught. Teachers are however free to teach music using alternative methodologies, as long as all the strands and strand units are covered.

To ensure continuity, progression and consistency from class to class teachers refer to 'The Right Note' and the curriculum.

Teachers are familiar with the 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 - to be taught

All three strands – Listening and responding, Performing and Composing, comprehensively covered but emphasis will be given to Performing. We also recognise that we need to develop in the area of Composition.

We adopt a thematic approach at certain stages of the year. e.g. Music week every second year, music integrated to Aistear in Infants.

2. Approaches and methodologies

All children actively engaged in music education in our school.

- Not all teachers actively involved in music education in our school; we employ a specialist music teacher in classes where we believe it is of benefit to those particular classes. This teacher is familiar with and follows the curriculum.
- There a positive musical environment that encourages and values sharing of ideas, skills and resources?

Listening and responding

Children are provided with opportunities to listen and respond to music *e.g. experience a wide range of musical styles, traditions and cultures?*

- Teachers provide opportunities for active listening and responding *e.g. questioning, prompting suggesting, listening to short examples repeatedly*
- Children are 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 are provided with opportunities to work in different groupings, *e.g. whole group, small groups, pairs, individually*
- Children provided with opportunities to work collaboratively/cooperatively.
- Children provided with opportunities to offer varying and creative solutions to presented problems.
- Opportunities are provided for live performances in class, at assembly and during external performances from 1st Class up
- Listening Materials: a broad range of materials provided
 - Recorded music on video, audio tape, CD or music technology
 - Tuned and untuned percussion instruments
 - Environmental objects, such as assortments of metals, wood or fibres
 - Instruments of child/children in the class
 - Melodic instruments – recorder, tin whistle, piano, guitar, etc.
 - Instruments of a musician on the staff, among the parent body or in the locality
 - Performance of a group, ensemble, band, choir, orchestra visiting the school or at another venue.
- Materials are selected for listening to and discriminating between environmental sounds and describing them in terms of their source, pitch, dynamics, duration and tempo
- Recorded music is selected from a wide range of sources. *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

We put particular emphasis on song performing. All children sing in assembly - at least three times a week. There are Universal Choirs from 1st to 4th Class and in 5th and 6th Class. The lower universal choir participates in Córthéile na Scoileanna and Wesley. The upper choir participates in Wesley and Carol Singing in the Black Church at Christmas. Both choirs sing at the annual school Carol Service. In recent years there has been an annual Musical performed by 6C. (This is currently not scheduled for 2016/17.)

We are careful to ensure that all music content is of the highest relevant quality.

- In the Performing strand the following are emphasised
 - Active enjoyable participation
 - Development of skills, understanding, knowledge particularly clear pronunciation of vowels and consonants
 - Fostering of children's attitude and interests
 - Development of creativity.
- Songs are taught taking the following issues into consideration
 - 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 taking the following into consideration:
 - Methodology of teaching
 - Conducting
 - Improving vocal quality
 - Vocal exercises
 - How are the following encouraged - part singing, teaching rounds, partner songs (duet) and part songs? *(See Teacher Guidelines pp. 84-85).*
- Currently opportunities are provided for playing instruments *e.g. recorder, tin whistle* - in some classes. We are going to investigate introducing an instrument learning module for all pupils at a particular age level.

- Opportunities are provided to perform for audiences:
 - Within class
 - To other classes
 - Parents
 - Wider community.

Composing

We recognise a need to develop teaching skills in this area.

We will do this by

- specifically planning to teach composition in every class
- regularly reflecting in Cuntas Míósúils on progress in the area

3. Linkage and integration

- Linkage:
 - How are the strands of the curriculum – Listening and responding, Performing, and Composing interrelated and interconnected?
- Integration:
 - Music is used in other subjects, particularly in the younger class e.g.rhymes
 - Songs are related to Aistear topics

4. Assessment and record keeping

Currently assessment of music to inform the teaching and learning of music is very subjective.

We recognise a need to develop our assessment skills to be able to better inform future plans and to assess pupil progress. This will be incorporated in the long term Better Planning project.

We currently assess primarily for engagement.

5. Children with different needs

- Activities are adapted and modified so that all children can participate meaningfully in classroom music?
- In After School there is provision to learn guitar and piano.

6. Equality of participation and access

- There are no gender issues that need to be considered in relation to the teaching of music. Equal opportunities given to boys and girls to participate in classes/activities

Organisational Planning:

7. Timetable

- Music is timetabled into all class timetables
- In addition, there is singing in assembly
- The universal choir (1C to 4C) meets for 20 minutes every Friday and the the 5&6C universal choir meets every second week for 20 minutes.

8. Resources and ICT

- There is an inventory of resources, equipment and instruments available for music
- Currently Ms Russell is responsible for it

- Each teacher to have a copy
- Resources centrally stored.
- There are adequate resources for all classes?
- Resources are purchased centrally

ICT

- The Internet be used to access websites, present work on the school's website as appropriate.
- The school is connected to the internet through Scoilnet, which incorporates inappropriate site restrictions
- Children use laptops in pairs only

9. Health and safety

- Consideration has been given to the following when planning for music:
 - Hidden dangers if children are moving around the classroom
 - Storage facilities
 - Access to, and transport of, equipment/instruments
 - Ventilation of the classrooms
 - Amount of space for children to sit or stand when doing choral or instrumental work
 - Appropriate volume levels when using audio equipment and instruments.
- There are no identified risks.

10. Individual teachers' planning and reporting

- The whole school plan and the curriculum documents for music provide information and guidance to individual teachers for their long and short term planning using 'The Long Note'
- Teachers will plan using the strands and strand units and use a thematic approach when relevant
- The Cuntas Míosúil will serve in reviewing and developing the whole school plan periodically and will be reviewed by the Principal.

11. Staff Development -

- Have teachers access to reference books, resource materials, instruments, equipment and websites dealing with music?
- Who will take responsibility for monitoring developments?
- Can school personnel research new methodologies etc? Can they arrange for demonstrations, opportunities to try out materials/instruments and assess whether or not they should be purchased?
- If external teachers are supporting specific aspects of the music curriculum, are they included in staff development for music?
- Is information about in-service courses, school visits, musical events communicated to all?
- Are teachers encouraged to attend in-service courses? Is there a sharing of the expertise acquired at these courses?
- Is time allocated at staff meetings to discuss aspects of the music curriculum?
- Can teachers avail of internal and/or external expertise to inform and upskill the school community on these issues?
- Are colleagues, who need assistance, given help and advice on the preparation and implementation of the music curriculum?
- Are there opportunities for team-teaching? How can this be managed?
- Identify opportunities for whole school engagement with particular strands.

It is recognised that there is significant work to be done relating to this section.

12. Parental involvement

- Parents invited to view the children's performances in music during end of term and end of year performances and at Universal choir performances
- There is a bi-annual Music Week
- Parents are invited into class and assembly to perform.

13. Community links

- It is noted that the National Concert Hall is close by
 - There is also a specialist music teacher - Guitar- and other Afterschool teachers who could be invited to perform to a class or at assembly.
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Actions Required

1. Develop composition teaching skills
 - a. investigate getting a curriculum expert or other expert in during a CP hour to upskill staff
 - b. Individual teachers to consider a course in this area
 - c. Reflect and report periodically in CMs
2. Improve assessments
 - a. investigate getting a curriculum expert or other expert in during a CP hour to upskill staff
 - b. Individual teachers to consider a course in this area
 - c. Integrate into Better Teaching project
 - d. Reflect and report periodically in CMs
3. Provide a melodic instrument two year module for all pupils
 - a. Staff to decide at what age children will learn an instrument and which instrument(s)
 - b. Principal to arrange teacher (if required)
4. Arrange for Staff Development for the specific needs identified above

Success criteria

- **We will know that the plan has been implemented because all of the identified required actions will have been implemented**
- **We will know if the plan achieved its aims by conducting a review a year after the implementation date. The indicators will be teacher and pupil feedback taking the following into account**
 - *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*

- o *Children sing songs appropriate to their vocal range from a wide variety of genres and cultures*
- o *Children play a variety of instruments*
- o *Children experience a variety of ways of recording music which may include graphic, pictorial, ICT and traditional music notation*
- o *Children improvise and create music using a variety of sound sources*
- o *Children talk about, evaluate and record their work.*
- o *Teachers be working more closely together*
- o *Music will have a higher profile*
- o *There will be adequate resources*
- o *Melodic instrument being taught*

Implementation

(a) Roles and Responsibilities

As January 2017, the Principal has specific responsibility for development of Music.

(b) Timeframe

The plan should be implemented as soon as someone has responsibility for it.

Review

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

(a) Roles and Responsibilities

State those involved in the review

- o *Teachers*
- o *Pupils*
- o *Parents*
- o *Post holders/plan co-ordinator*
- o *BoM/DES/Others.*

(b) Timeframe

The date for the review of the review and completion of this plan is during the Spring term 2019.

Ratification and Communication

Ratification by Board of Management.

State how and to whom this plan will be communicated.