



Music Plan



Lurga National School



Lurga National School Primary School

Whole School Plan for Music

• **Introductory Statement and Rationale**

(a) Introductory Statement

The staff and parents Lurga National Primary School have collaboratively drawn up this whole school plan in Music. This plan is for the information of teachers, others who work in the school, parents, the Board of Management, Department of Education and Science and other interested parties in the school community.

(b) Rationale

To benefit teaching and learning of music in our school

To provide a coherent approach to the teaching of music across the whole school

To review the existing plan for music in light of the 1999 Primary School Curriculum

• **Vision and Aims**

(a) Vision

Music in our school should provide lifelong opportunities for the development of imagination, sensitivity, inventiveness, risk-taking and enjoyment.

(b) Aims

We endorse the aims of the Primary School Curriculum for Music with particular emphasis on enhancing the quality of a child's life through aesthetic musical experience.

- *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, with opportunities presented at assembly, religious occasions and termly concerts*
- *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*

- **Curriculum Planning**
Strands and Strand Units

The music curriculum comprises three strands (1) Listening and Responding (2) Performing (3) Composing and these are broken into strand units as follows:

<i>Listening & Responding</i>	<i>Performing</i>	<i>Composing</i>
<i>Exploring Sounds</i>	<i>Song Singing</i>	<i>Improvising & Creating</i>
<i>Listening & Responding to Music</i>	<i>Early Literacy (Infants)</i>	<i>Talking about and recording compositions</i>
	<i>Playing Instruments</i>	
	<i>Literacy (1st – 6th class)</i>	

Listening and Responding

This strand emphasises the importance of purposeful, active listening in order to elicit physical, verbal, emotional and cognitive responses. It gradually builds on the experience of earlier classes by providing the child with opportunities to listen to a range of familiar and unfamiliar musical pieces, by focusing on a wide range of sound sources.

Performing

This strand emphasises the importance of using the voice for enjoyment and also as a means through which musical skills may be expanded. The child's repertoire should be expanded to include songs and tunes with a wide range of notes, Irish songs and songs of different cultures, styles and traditions and simple part singing

The development of musical literacy is closely linked with the song singing programme in the early stages and is expanded through playing simple tunes on melodic instruments such as the tin whistle.

Music Literacy is explored through rhythm and pitch. Opportunities to demonstrate growing confidence and understanding in making music can be provided by enabling the children to perform on tuned and un-tuned percussion instruments and melodic instruments such as the tin whistle. The child is encouraged to perform both from memory and from simple notation.

Composing

This strand seeks to develop the child's creativity and uniqueness by providing an avenue for self-expression. The child is given opportunities to evaluate the composing process and to record her work.

Through engaging in the strands and strand units the child should be enabled to develop a sense of the Musical Concepts of pulse, duration, tempo, pitch, dynamics, structure timbre texture and style.

Additional activities/resources for Listening and Responding to Music are contained in Appendix A and for composing activities in Appendix E. A non-exhaustive list of suggestions for songs is contained in Appendix B.

1. Possibilities for Linkage and Integration

Linkage

Composing – Talking about and recording compositions.

As a staff we will avail of opportunities for linkage between strands when planning individual music activities.

Integration

Particular attention will be given to possibilities for integration.

As a staff we see possibilities for integrating our work in music with the following aspects of other subject areas:

Visual arts:

- *Drawing*
- *Paint*
- *Elements of art: an awareness of line, pattern, shape*

P.E.:

- *Dance: Exploration, creation and performance of dance*
- *Gymnastics: Movement to music*

Science:

- *Energy and forces – Sound*
- *Materials – designing and making*

Religion:

- *Hymn Singing*
- *Communion/Confirmation Choir*
- *Festivals and feast days: celebrating through song*

English:

- *Language – Phonics, syllables and rhyming words*
- *Adding creative verses to songs*

Gaeilge:

- *Amhráin Gaeilge*
- *Damhsa agus ceol Gaelach*

Geography:

- *Exposing children to music from different countries – people, places, cultures*
- *Natural environment – songs about seasons, weather*

History

- *Traditional songs*
- *Irish cultural songs*
- *Life of composers*
- *Famous people – events, feasts and festivals*

Maths

- *Teaching multiplication facts through songs*
- *Time and Beat – rhythm and metre, patterns and sequencing*
- *Integrating time signature with teaching fractions*

Drama

- *Responding to music – exploring feelings, responses, mood in drama*
- *Music as a stimulus – nursery rhymes, song lyrics, film soundtracks, music from ballets and operas, music with a story, e.g. Peter and the Wolf action songs*

- *Composing sound effects to add atmospheric mood to drama content*

S.P.H.E.

- *Responding to music*
- *Stay Safe song*
- *Human relationships, emotions*

Integration may also be approached through planning on a thematic basis.

2. 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*
- *Guided discovery learning*
- *Collaborative learning*
- *Skills through content*
- *Using the environment*
- *Listening & responding*
- *Performing*
- *Composing*
- *Use of ICT*

3. Assessment and Record Keeping

We will use the following tools for assessing pupils and recording their work in the different strands:

- *Teacher observation;*
- *Teacher designed tasks and tests;*
- *Projects;*
- *Report Cards*
- *Checklists (See Appendix F)*

4. Children with Different Needs

It is the policy of our school that all children will participate in music activities. Music activities will be differentiated in order to meet the needs of the children with special educational needs where necessary.

5. Equality of Participation and Access

Equal opportunities will be given to all children regardless of gender, ethnic background, socio-economic status across all strands and activities.

Organisational Planning

6. Timetable

Time allocated to Music in every class will be as outlined in the Introduction to the Curriculum (minimum time allocations). Some discretionary time may also be allocated periodically for Music, particularly in the context of integrated project work or celebration occasions, i.e. Communion/Confirmation, School Mass, Christmas concert. Annual participation of the choir in the Cór Fhéile is encouraged, the preparation of which requires

extra time.

7. Individual Teachers' Planning and Reporting

- *Monthly class group meetings*
- *Periodic sessions at staff meetings*
- *Short and long term plans*
- *Cúntas Míosúil*

8. Resources and ICT

A full list of musical resources currently available in the school is contained in Appendix C. They will generally be stored in the storage room off Room 22 or in classrooms.

An appropriate amount of money may be requested from the Board of Management annually to fund our music programme. Any grants that may come from the DES that are allocated for music will be used specifically for this subject. Parents may be requested to make a very small contribution should we find a shortfall in finances. Contributions may also be requested from the Parents' Association, and sponsorship from local businesses.

9. Health and Safety

Care and attention will be given to the following:

- *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*

10. Staff Development

Staff needs will be assessed and the local Education Centre will be requested to provide suitable ongoing training if the need arises. The staff will also avail of training as provided by the Department of Education and Science.

11. Parental Involvement

Parents who sing or play instruments, who are willing to help with making instruments from 'found' materials, or who would like to be involved in musical events in the school will always be welcomed by the staff of St. Louise de Marillac Primary School.

12. Community Links

The local community, musicians living locally, local arts centres and education officers, concert halls, galleries, local musical events and national support structures will all be considered as valuable resources as support for the Music Curriculum.

- **Success Criteria**

Self- assessment:

Have I/we covered the agreed strand units?

What do I/we need to change/improve?

Pupil assessment

Teacher observation

Teacher designed tasks and tests

Portfolios

- **Implementation**

(a) Roles and Responsibilities

The post-holder for Music will be responsible for overall development of the music curriculum.

He/She will delegate tasks as appropriate to members of staff. It will be his/her remit to liaise with others within the school community on the matter of music development within the school. He/She will also be responsible for all music resources.

- **Review**

(b) Roles and Responsibilities

Each teacher and the staff as a group will evaluate the progress in the Music Curriculum by referring back to our set of stated objectives as stated in this plan. A short session at a staff meeting during the year will be allocated to this work as the need arises.

- **Ratification and Communication**

This school plan for music has been ratified by the Board of Management of Lurga National School at its meeting on 20/06/22

It will be reviewed after one year and every three years thereafter. All teachers on the staff will be responsible for informing the music post holder of any amendments they think should be made.

Signed:



(Chairperson, Board of Management)