

Music Whole School Plan

Creagh National School

December 2011

Whole School Music Plan Creagh N.S.

Introductory Statement&Rationale Page 4

Aims of the Music Curriculum Page 5

Objectives of the Music Curriculum Page 6

Learning Targets for our school 2011-2014 Page 7

Curriculum Planning

Strands & Strand Units Page 21

Approaches & Methodologies Page 26

Linkage & Integration Page 26

Assessment & Record Keeping Page 26

Children with Different Needs Page 27

Equality of Access & Participation Page 28

Organisational Planning

Time Allocation & Time Table Page 28

Resources & I.T. Page 28

Health & Safety Page 29

Whole School Music Plan Creagh N.S.

Individual Planning & Reporting	Page	29
Staff Development	Page	29
Parental Involvement	Page	30
Community Links	Page	30
<u>Success Criteria</u>	Page	30
<u>Roles & Responsibilities</u>	Page	31
<u>Implementation</u>	Page	32
<u>Review</u>	Page	32
<u>Communication & Ratification</u>	page	32
<u>Introductory Statement</u>		

This is a review of our school's original Whole School Music Plan and is informed by the Music Curriculum (1999) and Professional Development Support for Teachers (PDST). Review suggestions were received from teaching staff members during the academic year 2010–2011. The review

Whole School Music Plan Creagh N.S.

process involves self evaluation of our school's Music Plan and practices and includes recommendations and strategies for improvements to our existing plan.

Draft copies were supplied to our B.O.M and Parents' Association for their input and observations. This policy was then ratified by our Board of Management. Our policy now incorporates the views and the opinions of staff, parents and the B.O.M. To assist with the implementation of all aspects of the Music Curriculum, support materials and a wide range of resources have been made available to staff.

Rationale

Music is part of the Primary School Curriculum (1999) and is incorporated, along with Visual Arts and Drama under the heading of Arts Education. Our school regards music as a vital part of a balanced curriculum which contributes to the holistic development of the child as highlighted in the Teacher Guidelines which states "music contributes to the development of artistic awareness, self-expression, self-growth, self-esteem and multicultural sensitivity and, therefore, to the development of the whole child". Music in our school is for all children and for all teachers. We regard music as a pleasant and living element of school life. Music is a vital means of self-expression, a preparation for social life and a basis for future musical expression and creation. It enhances and enriches the life of the teacher and the student. **Active enjoyable participation is at the heart of the Music Curriculum in our school.**

Vision

Our school endeavours to enable all children to participate fully in a wide-range of enjoyable music-making activities as outlined in the three strands of the Music Curriculum. We recognise that children of all ages and abilities

Whole School Music Plan Creagh N.S.

have potential in music and that they have a right to high quality music education.

Aims

The aims of the Music Curriculum (1999) are outlined as follows:

- 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 experiences.

Objectives of the Music Curriculum

Whole School Music Plan Creagh N.S.

When due account is taken of intrinsic abilities and varying circumstances, the music curriculum should enable the child to

- explore the expressive possibilities of a variety of sound sources, including the voice and home-made and manufactured instruments
- 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
- develop sensitivity to music through making physical, verbal, emotional or cognitive responses
- demonstrate and describe differences between sounds and silences, showing a sense of pulse, tempo, duration, pitch, dynamics, structure, timbre, texture and style
- perform, vocally and instrumentally, from a range of musical styles and traditions relevant to the class level, with particular emphasis on Irish music
- acquire the musical skills that enrich musical understanding and are necessary for creative expression
- imitate with accuracy rhythmic and melodic patterns using the voice, gestures (hand signs), body percussion and manufactured and homemade instruments
- recall and perform expressively musical phrases and pieces, using tuned and untuned percussion or melodic instruments, from memory or from notation, as appropriate
- 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
- select and structure sounds to create his/her musical ideas

Whole School Music Plan Creagh N.S.

- improvise rhythmic and melodic patterns in response to music, movement, ideas, poems, stories and art works
- talk about the appropriateness and effectiveness of his/her composed or improvised music
- devise and use a range of graphic and standard notations
- record compositions using electronic media.

Learning Targets for Our School 2011–2014

1. Pupils will learn the following **songs** each year as outlined for each class level. In addition to teaching the songs listed, teachers may also compliment this repertoire with their own choices.

Junior Infants

1. Horsey Horsey
2. Eensey Weensey Spider
3. Ten Little Fingers
4. What can you play in the band today?
5. Morning on the Farm
6. If you are happy and you know it
7. Codail a stóirín
8. Ta teidí ag siúl
9. The Band

Senior Infants

1. Six Little Ducks
2. Jack in the Box
3. Feileachain
4. Dancing Around the Snowman
5. Lámha Suas An Féidir Leat?

Whole School Music Plan Creagh N.S.

6. I am the Farmer
7. Rudolph
8. Teddy Bears Picnic

First Class

1. The Music Man
2. A Spoonful of Sugar
3. Away in a Manger
4. Postman Pat
5. Daidí na Nollag
6. Teidí Beag Álainn
7. The Rabbit Action Song
8. Together Again

Second Class

1. Tick Tock
2. Oh What a Beautiful Morning
3. Molly Malone
4. The Bare Necessities
5. Éiníní
6. Ailliú Éanaí
7. Curra Road
8. The Hokey Cokey
9. Do you like to eat bananas?
10. It's a Pumpkin Patch
11. Christmas Carols

Whole School Music Plan Creagh N.S.

Third Class

1. Whistle While You Work
2. Tepok Amai-Amai
3. Bonjour Mes Amis
4. Zip a Dee Do Dah
5. The Little Drummer Boy
6. Silent Night
7. Dilín Ó Deamhas
8. Who's Dat Yonder
9. Beidh Aonach Amárach
10. An Trá
11. Tairse Abhaile A Mháirín Ó
12. Highway Number One

Fourth Class

1. Yellow Submarine
2. Oom-pah-pah (from Oliver)
3. Beidh Aonach Amarach
4. Go Tell it on the Mountain
5. Winter Wonderland
6. Tunes from the Sound of Music
7. Ireland's Call
8. Óró mo Bháidín

Fifth Class

Whole School Music Plan Creagh N.S.

1. Amhrán na bhFiann
2. Beidh Aonach Amárach
3. Oh You Can't Get to Heaven
4. Sin, Sin, Sin, Sin É
5. Oíche Shamhna
6. Isle of Hope
7. Grace
8. Best Friends
9. Peigín Leitir Mór
10. Báidín Fheidhlimidh
11. Medley of Christmas Songs
12. Cailín na Gaillimhe

Sixth Class

1. Any Dream Will Do
2. It's a long way to Tipperary / Pack up Your Troubles (Partner Song)
3. The West's Awake
4. On this Class Your Blessing Lord
5. An Cailín Álainn
6. Fir a Bhata
7. Seachain an Bruscair
8. My Grandfather's Clock
9. The Quartermaster's Stores
10. We Go Together
11. Fuaireas Cuireadh

Whole School Music Plan Creagh N.S.

12. Trasná na dTonnta

2. The following **songs** will be taught to all classes and performed at whole school assemblies throughout the year:

1. The Fields of Athenry
2. Yellow Submarine
3. Molly Malone
4. Peigín Leitir Mór
5. I'll Tell Me Ma
6. Feet of a Dancer

3. Pupils in second / third and fourth classes will learn the **tin whistle in D**. The following notes and pieces will be taught as outlined for each class level.

Second Class

Tin Whistle Notes: B, A, G, F#, E, D

Tin Whistle Pieces

1. Bee Tune
2. BAG Tune
3. Hot Cross Buns
4. Shepherd Song
5. BG Waltz/BAG March
6. The Fiz Waltz
7. Follow Me
8. Pease Pudding Hot

Third Class

Tin Whistle Notes: B, A, G, F#, E, D, C#, D'

Whole School Music Plan Creagh N.S.

Tin Whistle Pieces

1. Suantraí
2. Mary had a Little Lamb
3. This Old Man
4. Twinkle Twinkle
5. The Tea Waltz
6. Row Row Row Your Boat
7. Kookaburra
8. Sally Gardens

Fourth Class

Tin Whistle Notes

By the end of fourth class pupils will know **ALL** of the notes on the Tine Whistle in D.

Tin Whistle Pieces

1. Edelweiss
2. Spencil Hill
3. Silent Night
4. Planxty Irwin
5. Báidín Fheidhlimí
6. The First Noel
7. The Kerry Polka
8. Amhrán na bhFiann

Whole School Music Plan Creagh N.S.

4. Pupils in fifth and sixth classes will learn the descant recorder. The following notes and pieces will be taught as outlined for each class level.

Fifth Class

Recorder Notes B, A, G, C', D', Low D, E, C, F#, C#, E', G'

Recorder Pieces

1. Go Tell Aunt Nancy
2. Dance by Praetorius
3. Grand Old Duke of York
4. Ode to Joy
5. Dawning of the Day
6. Kookabarra
7. Edelweiss
8. Winter Wonderland
9. Silent Night
10. Jingle Bells

Sixth Class

Recorder Notes F#' C#' D#/E flat B flat, A flat

Recorder Pieces

1. Amhrán na bhFiann
2. The South Wind
3. Chopsticks
4. New World Symphony
5. Edelweiss

Whole School Music Plan Creagh N.S.

6. Christmas Carols
7. Brahms' Lullaby
8. Kookaburra
9. Mo Ghile Mear
10. Sally Gardens

5. The various stages in musical literacy will follow the content of the Music Curriculum.

Infants (Early Literacy) Page 23

First and Second: Pages 36 & 37

Third and Fourth: Pages 54–56

Fifth and Sixth: Pages 73–75

6. Pupils will **listen and respond** to the following musical compositions as outlined for each class level. Mindful of the selection for each group, teachers may supplement this list with their own choices.

Junior Infants

1. Vivaldi: the Four Seasons
2. Flight of the Bumble Bee
3. Dance of the Sugar Plum Fairy
4. The Golliwog Cakewalk
5. Carnival of the Animals: Under the Sea
6. Environmental Sounds

Whole School Music Plan Creagh N.S.

7. Integration with English Reading Scheme Reading Zone

Senior Infants

1. Mise An Traein
2. Stamping Land
3. Old Mac Donald Had A Band
4. If I Was A Drummer
5. Environmental Sounds
6. Dance of the Sugar Plum Fairy
7. Flight of the Bumble Bee
8. Sleigh Ride

First Class

1. The Nutcracker Suite
2. Walking in the Air
3. Super-cali-fragil-istic-expialidocious
4. Carraroe Jig
5. The Witches
6. Underwater Adventure
7. The Waltzing Cat

Second Class

1. I Just Can't Wait to be King
2. Over the Rainbow
3. The Nutcracker Suite
4. Sleigh Ride

Whole School Music Plan Creagh N.S.

5. Carnival of the Animals: The Elephant
6. Carnival of the Animals: The Aviary
7. Riverdance
8. Tubby the Tuba
9. Frosty the Snowman
10. The Toy Symphony

Third Class

1. I Whistle A Happy Tune
2. Getting to Know You
3. Peter and the Wolf
4. Silent Night
5. The Type Writer
6. The Syncopated Clock
7. St Patrick's Day
8. Chitty Chitty Bang Bang
9. Air on a G String (J.S. Bach)
10. The Trout Quintet (Schubert)
11. The Marriage of Figaro (Mendelssohn)
12. Hebrides Overture (Mendelssohn)

Fourth Class

1. The Sorcerer's Apprentice
2. Claire de la Lune

Whole School Music Plan Creagh N.S.

3. Carnival of the Animals: Aquarium
4. Extracts from the Sound of Music
5. Ballet of the Unhatched Chicks
6. The Skater's Waltz
7. Hoe-down from Rodeo
8. The Train by Ladysmith Black Mambzo

Fifth Class

1. The Four Seasons: Vivaldi
2. Carnival of the Animals: Fossils
3. Carnival of the Animals Swan Suite
4. Sporting Anthems: Le Marseilles
5. Morning (Greig)
6. Viennese Musical Clock (Kodaly)
7. Irish Music: Jig/Hornpipe/Reel

Sixth Class

1. Themes from Films: Chariots of Fire, Superman, The Mission
2. Modern Instrumental Music: Jean Michel Jarre
3. Pictures at an Exhibition: Mussorgsky
4. Handel's Messiah
5. Chorus of the Hebrew Slaves: Verdi
6. Local Traditional Irish Music Group: Stil Sloping (Live performance)

Whole School Music Plan Creagh N.S.

7. A selection of Traditional Irish Music Through the Ages (Compare and Contrast)
8. Sean Nós Singing
9. Lord of the Dance
- 10.No Sanctuary (Poem by Heaney set to Choral Music by Michael Holohan)

7. There will be a renewed focus on Composing over the coming three years. The material that will be covered is outlined below for each class level. In addition, mindful of the material specified, teachers may include other pieces of their choice.

Junior Infants

Music to accompany poems and stories

1. We are going on a bear hunt
2. Gingerbread Man
3. Selection of Material from The Three Tapping Teddies: Pages 4–26

Senior Infants

Compositions based on the following stories/themes:

1. Hickory Dickory Dock
2. The Little Red Hen
3. The Aliens
4. Chicken Licken
5. Cinderella
6. Please Mr Noah

Whole School Music Plan Creagh N.S.

7. The Witch Rides

First Class

Compositions based on the following themes:

1. Old Witch Wacketty
2. Suas Síos
3. Weather/ Storm
4. Walking in the Air
5. The Echo Game
6. A Spoonful of Sugar
7. An Autumn Greeting Poem
8. Bualadh Bos

Second Class

1. Create and perform simple ostinato to accompany songs
2. Discover and perform simple rhythmic patterns using body percussion
3. Explore the use of words to fit rhythms using crotchets and quavers
4. Select sounds and perform simple accompaniments to familiar nursery rhymes
5. Create and perform rhythm patterns using crotchet, quavers and one beat rest.
6. Compose and perform phrases based on sml.....select words to sing with the phrases
7. Composing movement responses to music.

Third Class

1. Compose an accompaniment for the song Tepok amai-amai

Whole School Music Plan Creagh N.S.

2. Music from Bottles
3. The Typewriter
4. Create movement to accompany The Syncopated Clock
5. Let's Compose using the notes mrd
6. Follow the Leader to "St Patrick's Day"
7. Vocal and Instrumental Sounds: Interpreting a Graphic Score
8. Creating a Farmyard Sound Scrape based on Down in the Barnyard
9. Create body percussion for Ding Dong Dedoro
10. Create Graphic Score for The King's Ears
11. Create a Halloween Spell using Chanting and Rhythm
12. Create short patterns of sound using the poem "On the Ning Nong Nang" as a stimulus

Fourth Class

1. Music to accompany the story Hansel and Gretel
2. Night Music
3. Music inspired by the Sea
4. Train Journey

Fifth Class

1. Composition in response to the poem Halloween
2. Composition based on a picture
3. Composition of a four bar melody in the Treble Clef
4. Compose a simple recorder tune
5. Composition based on War Theme: 1916 Rising/World War 1

Whole School Music Plan Creagh N.S.

6. Sounds to accompany the story The Three Little Pigs using tuned, untuned and percussion instruments.
7. Composition based on a theme: GAA/Intercultural Ireland

Sixth Class

1. Compositions/sound effects to accompany dramatic production e.g. The Sound Collector by Roger Gough
2. Compose March Music to integrate with War Theme (World War 2) using untuned and tuned instruments.
3. Compose a tune based on a Christmas Theme using a range of percussion instruments e.g. bells, chimes, and triangles.
4. A composition to accompany a trailer to a film.
5. Composition based on traditional Irish Music.
6. Composition based on Sporting Theme e.g. Clap & Chant to support a particular team.

8. Assessment in Music will be based on the guidelines in the school's revised Assessment Policy (2011). This new approach to assessment will be reflected in communication to parents about their child's progress in Music at parent teacher meetings and in end of school year reports.

CURRICULUM PLANNING

Strands & Strand Units

Strands	Strand Units
Listening and responding	<ul style="list-style-type: none">• Exploring Sounds• Responding to Music

Whole School Music Plan Creagh N.S.

Performing	<ul style="list-style-type: none">• Song singing• Literacy• Playing Instruments
Composing	<ul style="list-style-type: none">• Improvising and creating• Talking about and recording compositions

The three strands of the Music Curriculum are equally important and they are interrelated.

The following summary of each of the strands is taken from the Music section of the PDST Website, available online @ www.pdst.ie

Strand: Listening and responding

Children are encouraged to listen to a wide range of music, incorporating music from different traditions and sources. The key focus is on children's response and they are afforded opportunities to respond to the music in a variety of ways, including moving, talking, illustrating or by composing in response. Children need structured opportunities for exploring sounds, be they environmental, vocal, and instrumental or from body percussion. Providing frequent, well structured experiences for children to do this will build their confidence in working in the medium of sound and will enable children approach other areas of the Music curriculum with more ease.

Please refer to the support materials specific to Listening and responding.

Strand: Performing

The Performing strand of the Music curriculum emphasises the importance of **active music making**. At its core is the song singing aspect from which instrument playing and experiences in literacy grow.

Whole School Music Plan Creagh N.S.

The emphasis in the strand units is on 'performing' rather than 'performance', focusing on the process of actively engaging with the activities rather than viewing them in terms of an end product. The central approach in each of these strands is to encourage the child to be actively involved in experiencing and making music. Active music making involves the child in actively listening, attending and participating in making music, developing in his/her own musical understanding.

Song-singing is at the core of active music making in the Performing strand. Children are active as they recognise, imitate, echo and sing melodies. They are enabled to sing with the musical elements in mind, strengthening their understanding of these elements. Our school recommends that pupils learn a **minimum of 10 songs** in each class. This should include a repertoire of both Irish and English songs.

Musical Concepts / Musical Elements (The building blocks of all Music)

The elements of music are:

- **Timbre:**
- **Pitch:**
- **Duration:**
- **Dynamics**
- **Tempo:**
- **Texture**
- **Structure**
- **Style**
- **Pulse**

Musical Concepts do not belong to any one strand. It is essential that they are incorporated into all of the strands / strand units. Our school endeavours to develop knowledge, skills and understanding of the musical concepts through various activities within the three strands. Pupils at

Whole School Music Plan Creagh N.S.

infant / middle levels don't need to know the definitions of each word. The terms may / may not arise informally. Please refer to **Support Materials: Progression in Musical Concepts**.

Choral Work

In addition to song-singing within the classroom our school encourages pupils from fourth, fifth and sixth classes to participate in the school choir. Pupils sing for religious ceremonies such as First Holy Communion, Confirmation, School Masses and Carol Services. In recent times, whole school performances at school assemblies have taken place. Furthermore senior pupils have participated in the National Children's Choir since 2009. This has enabled pupils to learn a wide repertoire of songs and to participate in public performances both at regional and national level. Our school is represented at national level on the National Committee of the National Children's Choir.

Musical Literacy

Activities in the song singing strand support the development of musical literacy. Children not only learn about song singing; they learn through song singing, that is, songs become the springboard for other activities in music, most notably musical literacy. 'The inclusion of musical literacy as an integral element of song-singing' is central to this Music curriculum' (Teacher Guidelines p8). Melodic intervals and rhythmic patterns inherent in songs provide a reference point for children as they engage with them in literacy activities. Our school uses hand signs in the teaching of melodic intervals.

Pitch: Exemplar 17 (Teacher Guidelines pp 98-99) outlines the 11 stages of pitch notation for pupils from Junior Infants to Sixth Class

Whole School Music Plan Creagh N.S.

Rhythm: A suggested sequence in rhythm is presented in the appendix section of the Teacher Guidelines (Pg 137) for pupils from Junior Infants to Sixth Class.

Intervals: A suggested sequence in melody is also presented in the appendix section of the Teacher Guidelines (Pg 138) for pupils from Junior Infants to Sixth Class.

Uniformity throughout the school is essential in these areas.

Playing Instruments

Our school recognises the importance of providing opportunities for all students to play percussion and melodic instruments.

Percussion

Song singing also provides a means by which children can come to play instruments. Simple percussion instruments are used in the initial stages to support the beat and the rhythmic elements of songs.

Melodic Instruments

Pupils in our school progress to learning melodic instruments as outlined below:

Tin Whistle: 2nd Class / 3rd Class / 4th Class

Recorder: 5th Class / 6th Class

School Band

Our school encourages pupils from 3rd class up to join the school band. Instruments are available on a rental basis. Any other pupil from 2nd class up who has an instrument can join the band. The band focuses on traditional instruments.

Whole School Music Plan Creagh N.S.

Strand: Composing

Composing is a creative process, which involves exploring, selecting, organising and using sounds to make music. The Composing strand seeks to develop the child's creativity and uniqueness, first and foremost by providing an avenue for self-expression. 'The importance of developing the child's own creativity through music making, is central to the Composing strand' (Teacher Guidelines p9). Composing is 'concerned essentially, with developing the children's creativity within the framework of their thinking in music'. (Teacher Guidelines p110). It provides an avenue for the development of a 'spirit of discovery' (Teacher Guidelines p9). As children explore, select, organise and use their sounds to make music, they are involved in risk-taking, problem-solving and inquiry.

Please refer to the support material specific to composing.

Approaches & Methodologies

In relation to the teaching of music, our school policy is that the pupils are actively involved in an enjoyable way in all aspects of the music curriculum. We acknowledge the importance of using a variety of approaches to each of the strands as outlined in the Teacher Guidelines of the Music Curriculum. Our school views textbooks as a resource which may be availed of but they do not dictate the content of or the approach towards the music curriculum.

Linkage & Integration

The three strands of the Music Curriculum are very closely linked and they are interrelated with one activity being dependent upon and supportive of understanding in another. Music is not regarded as an isolated activity but rather as a vital force which may integrate and illuminate many other aspects

Whole School Music Plan Creagh N.S.

of the curriculum such as Language, Visual Arts, Drama, P.E., S.E.S.E & S.P.H.E.

Assessment & Record Keeping

We view assessment in Music as a continuous process but believe onerous recording should be kept to a minimum and that ideally it should be done 'on the job', where it will have most relevance to both the teacher and child. The process involves both assessment for learning (**A.F.L.**) as well as assessment of learning (**A.O.L.**) as outlined in our school's Assessment Policy. Pupils are actively involved in the assessment process and they are encouraged to look at their work in Music in a reflective manner, to identify aspects of their work that are good and aspects that could be improved. We use it to:

- Inform future teaching
- Summarise what has been achieved so far
- To meet the needs of the pupils, building on their expertise and understanding
- To provide a basis for reporting and communicating pupil progress to parents and other professionals.

Assessment tools:

Teacher Observation

Teacher Designed Tasks and Tests

Work Samples and Projects

Self Assessment: Rubrics / Thumbs Up / Thumbs Down / Talk Partners / What Went Well / Even Better If.... / WILF / WALT

Whole School Music Plan Creagh N.S.

What we assess:

Knowledge, skills, understanding and attitudes within each of the three strands

The development of understanding of the musical elements / musical concepts

Children with Different Needs

Our school encourages the full integration of children with different needs into mainstream music education, while recognising the teachers need to differentiate the curriculum in order to achieve that integration. We endeavour to enable **all** children to reach their musical potential by full participation in a wide range of enjoyable music making activities. Children who have reached a competency on musical instruments are encouraged to play in the school band. They are also encouraged to use their talent in the classroom by demonstrating their instruments, playing for the class and perhaps providing a simple accompaniment where appropriate.

Equality of Access & Participation

Our school promotes equality and prohibits discrimination against individual children, on the grounds of religion, age, disability or race (Equal Status Act 2000).

In Music, equal access is given to all pupils to play all of the percussion instruments and due regard is paid to gender equality in the choice of songs. Diversity is encouraged; music from different cultures is celebrated and

Whole School Music Plan Creagh N.S.

children of different ethnic backgrounds are encouraged to introduce their instruments, music, song and dance to the rest of the class.

ORGANISATIONAL PLANNING

Time Allocation & Time Table

The recommended time allocation for Arts Education is two and a half hours for Infant Classes and three hours for all other classes per week. What is of greater importance in any music lesson is the quality of the learning experience rather than the quantity of time allocated to it. As a school we believe strongly in an integrated approach, and therefore think it more useful to consider the time allocated to music and other arts areas over the course of a longer period such as a month or a term and to identify opportunities for integration well in advance e.g . responding to music may easily be integrated with the dance strand of the P.E. programme or with the visual arts programme. Ideally, music should not be timetabled for the last class of the day.

Resources & I.T.

Some music resources, such as CD Players, Keyboards and Percussion Instruments are stored in individual classrooms for ease of access. Larger boxes of percussion instruments, chime bars, boom whackers, bells, CDs and books are shared among all staff and are stored in the room adjacent to the library. The stage piano is stored in the store room beside Room 22. Resources are logged into the main library system and can be borrowed by staff using staff library cards.

Health & Safety

Whole School Music Plan Creagh N.S.

- Children will not share tin whistles or recorders.
- Percussion instruments will be regularly checked to make sure they are in a safe condition.
- Children will not be permitted to walk with a tin whistle or recorder in their mouth.
- The larger boxes of percussion instruments will be stored in the resource room adjacent to the library room. Teachers will be responsible for the collection and the return of these boxes.
- Children will be given ample space when using percussion instruments.
- Children are not permitted to carry the stage piano.

Individual Planning & Preparation

Planning for music will follow the same guidelines as for all other curricular areas, using the school's Scéim Coicíse and Cúntas Míósúil template.

Staff Development

Courses on various aspects of music are offered by the local education centres (Athlone Education Centre and Galway Education Centre). The most recent courses attended by staff members include Samba Drumming Courses and Choral Music Workshops. Teachers are notified of courses in Music as they arise.

Contact Details for Local Education Centres: **Athlone Education Centre** 0906420400 / www.athedcen.com **Galway Education Centre** 091 745600 / www.galwayec.ie

Whole School Music Plan Creagh N.S.

Parental Involvement

Parents are encouraged to contribute to music in the school by:

- Attending school events and playing the role of supportive audience.
- Encouraging the children to practise their instruments.
- Encouraging the children to join the school band and the school choir.
- Sharing their musical talents and expertise with our school.

Creagh Parents' Association (CPA) are very supportive of Music Education in our school. In addition, they provide financial support for the purchasing of some musical resources.

Community Links

Local musicians are invited to the school to provide the opportunity for the pupils to listen to live music. In addition, the school has links with the Galway Music Residency who sponsor workshops in our school.

CONTACT DETAILS: Maureen Rabbitt [087 2308860] Education Co-ordinator,

The Galway Music Residency, 55 Corrib Village, Newcastle Road, GALWAY

091 586706 or info@thegalwaymusicresidency.ie

Our school has very good links with the local education centres who provide workshops for pupils and continuing professional development for teachers.

SUCCESS CRITERIA

Success in Music is measured in terms of the attainment of the school's learning targets for each class level. These targets are specific and

Whole School Music Plan Creagh N.S.

measurable, allowing the school to engage in meaningful self evaluation. Each teacher can measure the levels of attainment within his/her class while the cúntas míosuil provides the principal with an overall view of what is being achieved. School self evaluation is an ongoing process which allows us to highlight the strengths as well as to identify any weaknesses in the provision of high quality music education.

ROLES & RESPONSIBILITIES

Board of Management: Has responsibility to oversee the implementation and review of this plan.

School Principal: Has overall responsibility for co-ordinating and for the implementation of this plan.

Music Co-ordinator: Has responsibility for the curricular area of Music in the school. This involves carrying out the duties specified in her contract with the BOM.

Teachers: Have responsibility to draw up long term and short term plans for Music which incorporate the three strands of the Music Curriculum (1999); to have the necessary resources to implement these plans and to ensure that pupils are actively participating in and enjoying a wide range of musical activities.

S.N.A. Staff: Have responsibility to give appropriate assistance during music lessons to pupils to whom they are assigned.

Parents: Have a responsibility to support the work of the school and to be actively involved in their child's learning.

IMPLEMENTATION

This is a review of an existing policy. Every class teacher is responsible for the implementation of the Music Curriculum with his/her class. Individual teachers take responsibility for more specialised areas such as the school choir and the school band.

REVIEW

The Whole School Music Plan for our school will be reviewed in 2014. The review will be a collaborative process.

COMMUNICATION

Copies of this plan will be given to all members of the school community. This plan is also available on the school's website.

RATIFICATION

This Whole School Plan for Music was officially ratified by our Board of Management.

Fr. Declan Mc Inerney

Chairperson of BOM, Creagh N.S.

Whole School Music Plan Creagh N.S.

Ratified on _____

REFERENCES

Assessment Policy, Creagh NS (2011)

DES Music Curriculum (1999)

DES Music Teacher Guidelines (1999)

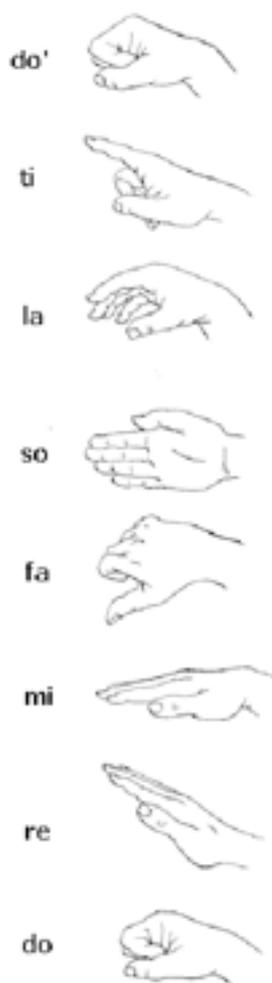
Equal Status Act 2000

PDST www.pdst.ie Accessed July 2011

NCCA www.ncca.ie Accessed July 2011

Curwen Hand Signs as popularised by Kodaly

Whole School Music Plan Creagh N.S.



Musical Concepts

Every Music Lesson must have at least one concept. The school adopts a spiral approach as follows.....

A sense of:	Infants	1 st and 2 nd	3 rd and 4 th	5 th and 6 th
Pulse	Show steady beat (marching, tapping, clapping)	Understand and differentiate between music with a steady beat and one without.	Discover and recognise strong and weak beats. Discover march/waltz/jig time	Identify march/waltz and jig time in moving to music
Duration	Listen to and imitate patterns of long and short sounds	Listen to, imitate and perform simple rhythm patterns which include silences.	Listen to, imitate and perform patterns of long and short sounds and silences	Listen to, imitate and perform patterns of long and short sounds and silences

Whole School Music Plan Creagh N.S.

Tempo	Fast /Slow	Getting faster /Getting slower	Terms: largo, adagio, andante, allegro, presto	Use tempo in compositions / note how effective it is
Dynamics	Loud /Quiet	Getting louder /Getting quieter	Select appropriate levels of loud and soft in performing	Select appropriate levels of loud and soft in performing
Structure	Understanding start/stop	Beginning/middle/end Identify an obviously diff. Or repeated section	Respond with a sense of phrase (observe the natural divisions in music)	Recognise simple form(e.g. ABA, where A represents the first section and B a second, contrasting section)
Timbre	Play with and explore a variety of sound-making materials Classify sounds by how they are produced	Differentiate between obviously different sounds and instruments e.g. triangle, drum. Families of sounds	Explore, classify and differentiate between different sounds and instruments How materials and techniques effect sound produced. Families of sounds	Accumulate and use a growing store of words to describe timbre...resonating / dry / muffled / rasping / piercing / mellow / harsh
Pitch	High/Low Imitate melodies / Rising / Falling / Stepping	Perceive the contours of a melody / trace contour through movement	Perceive the contours of melodies represented on a stave / Major Keys	Movement on the stave by steps or leaps Major / Minor / Pentatonic
Texture	Listen and respond to sounds from one source and from more than one source	Several Sounds	Recognise differences between single sounds and combined sounds when listening	Recognise single sounds from combined sounds, visually (from graphic or standard notation) or aurally (when listening)
Style	Listen and respond to music in different styles	Listen and respond to music in different styles	Listen and respond to music in a wide range of styles	Differentiate between clearly contrasting styles (e.g. folk and flamenco guitar playing)