

Curriculum Plan For Music

Introductory Statement and Rationale.

Introductory Statement

- This music plan was drawn up in accordance with the Music Curriculum to set out our approach to the teaching of music. This plan will form the basis for teachers' long term and short term planning. It will also inform new or temporary teachers of the approach and methodologies used in our school.
It was a collaborative and consultative process involving the principal, the teachers and the Board of Management.

Rationale

- Music contributes to the personal, social, mental and physical development of the child. Co-ordination of mind and body is achieved through music.
- 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.
- Speech and language is developed and enhances through exposure to a wide variety of songs.
- The development of listening skills receives special attention on the music curriculum.
- Musical activities develop both long and short term memories.
- Opportunities to develop the imagination arise in unique ways in the music curriculum.
- As collaborative interpersonal activity music develops social skills, helps develop life long leadership skills and fosters verbal and non-verbal communication. It also enhances the child's self-esteem.
- It deepens the child's sense of humanity, teaching him/her to recognise beauty and to be sensitive to and to appreciate more fully the world in which he/ she lives.

Vision and Aims

Visions

- We seek to enable the children to enjoy music, to understand that music is a diverse and lifelong activity, a universal part of all culture, to realise that music exists in a great many forms, for a great many purposes and at many levels of complexity.

Aims

We endorse the aims of the Primary School Curriculum for Music

- To enable the child to enjoy and understand music and appreciate it critically.
- To develop the 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 mature the child's self esteem and self confidence through participation in musical performance.
- To foster higher-order thinking-skills and life long 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:

- Listening and Responding.
- Performing
- Composing

Strand Units:

Listening and responding:

- Exploring Sounds
- Listening and Responding to Music

Performing:

- Song singing
- Literacy
- Playing Instruments

Composing:

- Improving and creating
- Talking about and recording composition

Approaches and Methodologies

“The Right Note” music book and teachers manual were distributed at each level and teachers were requested to review the contents, approaches and methodologies used being mindful of the curriculum objectives which we had already discussed at our Music Planning Day. It was agreed that all three strands were comprehensively covered and afforded equal importance in this scheme. Continuity, progression and consistency from class to class were also present. The scheme was teacher friendly, well laid out and also fostered active enjoyable participation in the music curriculum. It was agreed to follow this scheme.

The approaches and methodologies used foster active enjoyable participation through the organisation of:

- School concerts
- Visiting musicians
- Outing to local second level school musicals.
- Carol singing in local shopping centres
- Credit Union ~fund raiser
- Liturgical services
- Book presentations
- Christmas Celebrations
- Performing for parents

Linkage and Integration

Linkage:

- The interrelated nature of the three strands of the curriculum as presented in ‘The Right Note’ lend themselves readily to integrated learning, eg. In Third Class – unit 2. In the performing strand the children are asked to identify, notate and sing soh – mi- patterns in the song ‘Witch, Witch’. In the ‘Listening and Responding’ strands the children explore the difference in the vocal timbre of the witch and the children in ‘Witch Witch’. In the Composing strand the children use a graphic score as a stimulus for inventing a spooky sound track.

Integration:

Integration occurs in a number of ways:

Languages::

- **English** : the children are provided with opportunities for additional language development through the development of their musical vocabulary in song singing and their description of the composing process.
- **Gaeilge**: Is féidir coincheapanna an ceoil a shníomh isteach i nGaeilge – mar shampla fada nó gear (rithim), go tapa, go mall(luas). Is féidir leat ainmneacha na huirlisí ceoil a ainmniú i gGaeilge.
Tá amhráin Gaelach sa scéim Right Note.

S.E.S.E:

The inclusion of songs from other cultures in ‘The Right Note’ offers the opportunities for further studies in History and Geography. Music links with science through the exploration of sound and breathing control.

Mathematics:

Many programmes link with mathematical activity – eg. Time signature → clapping rhythm. In working with sounds in music- in patterning and ordering- children engage in mathematical processes. Simple rhythm skill can lead to an understanding of fractions.

Art:

Children can respond in pictorial form (graphics) to music.

Musical concepts such as tempo or dynamics can be conveyed through long or short lines, through dark and light lines or shapes.

Assessment and Record Keeping:

Teachers observe how children are progressing. This is done orally and working through their text book/observation/interactive whiteboard. The three strands of the music curriculum are assessed.

- Responding
- Performing
- Composing

Children get the opportunity to perform through participating in events already listed (see Approaches and Methodologies)

Parents are informed of their child's progress in their reports and teachers are informed when classes transfer.

Children with special needs

In most cases a child with a disability can participate in classroom music with some modification or adaptation to his/her needs. If a child with learning difficulty cannot manage a tin whistle he/she can use soft percussion instruments etc.

A child with a physical disability will have suitable support to suit his/her needs. (Classroom Assistant very helpful here)

As music is universal, children from different cultural backgrounds have no problems participating. A child who is musically more able is encouraged to perform at school events.

Equality of Participation and access

A balanced song –singing programme reflects the interest of boys and girls - Right Note Music Series/Teacher song selection. The series provides a balance in selection of songs. Equal opportunities are given to boys and girls to participate in activities. Girls and boys have equal opportunities to play instruments eg. Tin whistle (4th class) percussion instruments – sleigh bells, tulip blocks, woodblocks, castanets, shakers, tambourines, chime bars, tom-tom.—see reources

We have a school band (song singing and instruments). As instruments are limited (6 guitars, 2 keyboards, percussion instruments and tin whistles) emphasis is put on encouraging children who may not get opportunities in learning an instrument elsewhere.

Timetable:

There are 10 units in the Right Note Music Scheme. The series provides a range of enriching activities that embody the strands of Listening and Responding Performing and Composing. It is envisaged one unit will be attempted each month. This can vary however. For instance the concentration of the work for two or three weeks might be on dance with a focus on listening to music, to be followed by a period in which the focus would be largely on visual arts or on drama.

Timetabling must be also taken into consideration for school events:

- (A) **Liturgical Events**
- (B) **Carol Singing**

- (C) **Christmas Festivities**
- (D) **School Concerts**
- (E) **'Write a Book' Stage Singing**

Resources and I.C.T

- Each teacher has been given a list of items musical (Irish Times Music in the classroom – Musical Instruments – CD's, - DVD's – backing tracks) Music in various styles. These are stored in our Resource Room or room off the small hall. The guitars are stored in Mr. Nea's room (Music Post Holder).
- Using Tesco Tokens we are hoping to purchase more percussion instruments and musical software.
- Irish Times---Music in the Classroom—4 editions

I.C.T.

- OUR 4 KEYBOARDS ARE Midi compatible. These can be connected to a school computer. Midi Files can be played through the keyboard. We use these as backing tracks which the children play and sing along to. The keyboard is also used to demonstrate different rhythms and instrumental sounds. The backing tracks are kept in Mr. Nea's room.
- All computers are protected by the server.
- Access to the Internet is available to teachers and children interested in researching matters musical.

Health and Safety

When planning for music in the school the following health and safety issues are considered:

- ❖ The hidden dangers posed by unstable furniture.
- ❖ Storage facilities for equipment is easy to access.
- ❖ Heavy instruments (keyboard, sound system) are carried by adults only.
- ❖ Halls and classrooms are ventilated.
- ❖ There is sufficient space for children's singing and activities

Individual Teachers' Planning and Reporting

Having studied all the information available to us we decided as a staff to adopt 'The Right Note' series as our scheme. 'The Right Note' series is based on a thematic approach using a different theme for each month of the school year. The themes were judiciously chosen by the authors to reflect the interest of the children at the various levels.

Staff Development

All teachers have access to resource materials, instruments, microphones, p.a. system, amplifiers and percussion instruments (see resource and I.C.T.). Teachers are informed of courses that are available (K.E.C.). Newspaper supplements (Music in the classroom) – kept informed of new music schemes ('The Right Note') and are asked for an assessment of same.

Teachers prepare children for musical events plus they help prepare hall and church for musical events(see approaches and Methodologies. Time is allocated at staff meetings to discuss the above. At these events children are given the opportunity here for team – teaching and offering assistance. The Music Post Holder is available at planning or staff meetings to help out.

Parental Involvement

Parents can play an important role in fostering their child's interest in music.

Parents are invited to attend school events and to participate.(Carol Singing—School Concert)

At parent/teacher meetings parents are encouraged and shown how to help children with their work eg. Listening to tin whistle – follow their 'Right Note Workbook.

Parents have performed at School Concerts/ Carol Singing.

Community Links

- Community Games.
- Children who play in the local band (Gerry O' Connor) are invited to perform for school concerts.
- The children are annually taken to musical shows performed by the local Secondary Schools.
- Jenny Brady teaches dance in our school.
- Garda Band is invited to perform from time to time.

Success Criteria – How will we know that the plan has been implemented?

- **The teacher consults with the former teacher of the class. His/ her school report is reviewed (progress report)—Teachers will also look at gaps in music plan and try and ensure that various aspects of plan are covered.**
- **Planning occurs at the beginning of every month.**

- **One unit of work is envisaged each month, however issues/time will need to be considered to ensure effecting planning – school events – dance classes.**

Has the plan achieved its aims? What are the indicators?

- ❖ Follow The Right Note Series Plan.
- ❖ Pupils may be observed working in groups or as individuals in the following contexts:
- ❖ Listening attentively to music talking about what has been heard as part of a class discussion.
- ❖ Listening and responding to others
- ❖ Moving to music.
- ❖ Singing songs.
- ❖ Playing an instrument
- ❖ Reading a simple rhythmic or melodic pattern.
- ❖ Attempting graphic notation- simplified or standard notation. Rehearsing and performing.

Has the plan enhanced pupil learning?

The themes in the Right Note Series were chosen by the authors to reflect the interests of the children at the various levels. All strands of the primary School Curriculum are covered. This enables the child to gain first hand experience of what it means to be a listener, performer and composer. The plan offers a sequenced comprehensive programme on which to base the teaching and learning of music in the classroom. Song singing is a vital aspect of the child's musical development. In the Right Note Series all genres of music are covered. Additional songs will be taught from the Religious Series. Liturgical Services (Hymns) – Christmas Carols, Concert items – songs generally covered in class all add to the enjoyment of the music for the child. Children in 4th class are taught the tin whistle— (key of D) in tonic solfa. This may also be introduced in 3rd class and carried through to the 6th classes. All the children get the opportunity to play their instruments at Christmas celebration/ St. Patrick's Day Irish Mass. Children get an opportunity to create their own dance while performing – 'Christmas Twist', 'Alleluia, 'Merry Christmas Everyone,' 'Cha Cha Slide' and in the creative section of P.E..These events are all recorded/ taped. The children get an opportunity to talk about and enjoy their work.

Implementation

The Right Note series will be reviewed at planning meetings and at staff meetings as necessary.

Revised 2012

Teachers, post holders and principal will review the series. This review will be co-ordinated by the principal and the post holder.

Hired in personnel

Alison Behan will take the 5ths for music on a weekly basis. She also follows the Right Note Series.. She will also do a 6 week block of “choral work” with the 6th classes with a view to performing at our Christmas Celebrations—Write A Book Presentation—Senior Citizens Concert.

Lisa Dowling takes 3rd classes for violin from September to Easter. These children will also get the opportunity to perform for the school.

Don Nea does two guitar and percussion workshops during the year with the 4th classes. Sep.2010---Guitar, keyboard and mandolin is currently being taught to 9 children.

Review:

It will be necessary to review this plan every two years and update as necessary.

Roles and Responsibilities:

- (1) Teachers
- (2) Post Holder
- (3) Principal
- (4) BOM/ DES
- (5) Parents

Ratification and Communication:

Ratification by the Bord of Management. The plan will be communicated to all parties concerned by the post holder and the principal.

Signed: _____
Stuart Conaty
Chairperson BOM

Date: _____

Revised 2012