



**Whole School Plan
for
Music**

Music

■ Title:

MusicPlan for Lucan Educate Together N.S.

■ Introductory Statement and Rationale:

(a) Introductory Statement

Music was identified as a curriculum subject for school development. Staff completed a questionnaire and some areas of need emerged for example the teaching of an instrument (the Tin Whistle and the violin), support with teaching of Music Literacy and the Composition strand. Additional resources were provided to support teachers in their instruction. This intervention led to a policy review.

(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,
- It is intended to guide teachers in their individual planning for music

■ Aims:

Vision and Aims

(a) Vision

The vision for teaching music at Lucan Educate Together N.S is:

To provide equal access to all pupils to develop skills, knowledge and understanding of the various strands of the Music curriculum - *listening and responding, performing and composing.*

To provide equality of opportunity for every child to experience and share in a wide variety of music and songs from different styles and cultures

We understand music to be:

An expressive art through which one can communicate and share sounds regardless of age, gender, race, creed or class,

A vehicle for personal and communal expression through performing and composing,

A fundamental and life enhancing experience which is practiced in all cultures and societies,

An assistance with artistic and aesthetic development through a cross curricular and multi-cultural approach.

(b) Aims

We endorse the aims and objectives of the 1999 curriculum for music and in addition we aim:

- 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 experiences.

Underpinning Principles

The guiding principles which inform the teaching and learning of music in our school are:

- Music is for all teachers, special needs assistants and pupils.
- Active enjoyable participation is fundamental to the music curriculum.
- The three strands of the curriculum are equally important (1) Listening and Responding, (2) Performing and (3) Composing and can be explored over periods of time.
- Music lends itself easily to integration with other areas of the curriculum and planning for this integration in advance allows the teacher to reinforce musical concepts in other areas of the curriculum.

■ Curriculum Planning

All teachers will teach each of the three strands in each class each year.

Listening and Responding

The Listening and Responding strand of the music curriculum aims to give children opportunities to experience a wide range of musical styles, traditions and cultures. Through enjoyable and varied listening experiences the children are encouraged to listen actively and to focus on the music being played.

All classes will explore sounds (environmental, voice, body, instruments) as per curriculum objectives for that class level (See Appendix A).

All classes will listen to a minimum of six pieces/extracts from a variety of genres and respond in a variety of ways. These 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

The teacher will endeavour to ensure that the pieces chosen for his/her class will have a balance of Irish, classical, modern and other music. A list of pieces that are available on CD in the Listening and Responding to Music Resources Folder is attached to this document. Other pieces of music as listed in the curriculum documents are available on youtube.com. (Appendix B).

Performing:

In the Performing strand the following will be emphasised:

- Active enjoyable participation
- Development of skills, understanding, knowledge
- Fostering of children's attitudes and interests
- Development of creativity.

Each class will learn a minimum of seven songs annually (three songs specific to the class level, four songs will be learned by all classes for the purpose of whole-school singing at school assemblies. A list of these songs is attached to this document (Appendix C).

Songs may be taught using the following:

- Using voice, recording, instrument, sheet music
- Teaching by ear
- Matching the vocal range of the children

The following may be used for effective singing skills being developed. (See Teacher Guidelines pg.76-81).

- Methodology of teaching
- Conducting
- Improving vocal quality
- Vocal exercises

Encouragement of the following can be found in the Teacher Guidelines pg. 84-85.

- Part singing
- Teaching rounds
- Partner songs (duet) and part songs

This strand also includes giving the children the opportunity to play an instrument and to acquire basic literacy skills in music.

Violin:

The violin is being taught in 3rd to 6th class. These lessons began in October 2017. Each child receives a forty minute lesson a week with their class learning how to play the violin.

Letter notes (A, B, C, D, E, F, G) and staff notation is being used in the teaching of the violin. Children practise using pizzicato (the hand) and the bow when playing the violin.

The following approaches to music literacy are used throughout the various class levels

(Teacher Guidelines pg. 93):

- Graphic notation
- Stick notation
- Staff notation
- Note value
- Note name
- Rhythm syllable

Tin Whistle:

The tin whistle is first being practiced in 1st and 2nd class and continuing on throughout the classes up to sixth class at different stages of the year. The Mobile Music School began teaching Tin Whistle instruction and music literacy from 1st to 6th Classes in 2015 and 2016 using a resource available in our school on the shared drive on all computers (Tin Whistle Made Simple by Gina Cullen). It is accessible for whole-class teaching on all interactive whiteboards.

Letter notes (A, B, C, D, E, F, G) and staff notation will be used in the teaching of the tin whistle. Children place their left hand on top of the tin whistle and their right hand at the bottom.

The following approaches to music literacy are used throughout the various class levels

(Teacher Guidelines pg. 93):

- Graphic notation
- Stick notation
- Staff notation
- Note value
- Note name
- Rhythm syllable

Composing:

This strand includes giving children the opportunity to improvise and/or create their own music in a variety of contexts:

- 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 will also have the opportunity to discuss, evaluate and/or record their own music as part of the Composing strand. There is a USB recordable microphone available in the school for recording children's own compositions. There are also programmes on the school computers for recording compositions and playing them back.

The Boomwhacker Beatz Programme available for use on all interactive whiteboards in the school incorporates music literacy, composition and performance.

Resources:

Lucan Educate Together N.S is well-resourced for the teaching of music:

- Two music trolleys (one upstairs and one downstairs) containing a variety of percussion and melodic instruments. (See Appendix D attached)
- Dabledoo Music lessons from Junior Infants to Sixth Class online (purchased as a whole school to develop

Music Curriculum).

- Tin Whistle Made Easy (on shared drive)
- Boomwhacker Beatz scheme (on shared drive)
- Listening and Responding folder
- Repertoire Folders
- Out of the Ark books/CDs (all on shared drive)
- A variety of music schemes
- A variety of music books

Linkage and Integration:

The linkage of all strands (Performing, Composing, Listening and Responding) in music is encouraged, as there are opportunities to develop themes that cover the strands. We recognise the inter-related nature of the music curriculum and acknowledge that while the children are engaged in the other strands Performing and Composing they will frequently be Listening and Responding. The music curriculum can be integrated with Visual Arts, Mathematics, Gaelge, P.E., History, Geography and the Oral Language programme.

Assessment

The main assessment tool used for music will be teacher observation and teacher designed tasks.

The following may also be used by the class teacher:

- Projects (on composers/ musical instruments)
- Recordings of the children's work
- Graphic/pictorial scores.

Children with Different Needs:

The music programme aims to meet the needs of all children in the school. This will be achieved by teachers by varying the pace, content and methodologies to ensure learning for all pupils. Music lessons and workshops facilitated by outside agencies will include all children from our mainstream classes and our two Outreach Classes where appropriate. Children from the Outreach Classes will also participate in the learning of the violin, where appropriate.

Equality of participation and access:

All the children in our school will participate in all aspects of the music curriculum. All children are provided with equal opportunities.

All classes lead Assembly within the course of the school year and have equal opportunity to participate and perform.

School String Ensemble

Every child from 3rd to 6th Class participates in a forty minute lesson each week with their class level, learning to play a string instrument, the violin. This String project was established in the school in September 2017. The children learn how to read notation and tonic solfa notes and practise the three strand units of the Music Curriculum within their lesson; Listening and Responding, Composing and Performance. The children get an opportunity to play the pieces they have learnt at seasonal assemblies and end of year performances.

Dabledoo Music

Each class teacher from third to sixth class is following the Dabledoo Music curriculum during their class music lesson each week. Dabledoo music gives the children an opportunity to explore all three strand units of the Music Curriculum interactively within their classroom. The children are exposed to different types of music including classical, traditional Irish music and music from around the world during these lessons.

Tina Stallard
Chairperson

Date

For and on behalf of the Board of Management of Lucan Educate Together N.S.