

Whole School Development Plan for Music

Introduction and Rationale:

At Scoil Mhairtín we are committed to supporting children in all aspects of their education and development.

Music facilitates the development of personal, social, intellectual and physical skills. It is a powerful, unique form of communication that can transform the way pupils feel, think and act. Music helps pupils to develop creativity and expression of emotions. It can enhance a pupil's ability to reason and think critically. Music education is part of a balanced curriculum which aims to develop the whole spectrum of pupil's intelligence.

Music is an important part of social culture which can enrich the lives of individual pupils. The music curriculum provides opportunities for pupils to progress to a level where they can derive pleasure and enjoyment from participating individually or in group musical activities involving listening, responding, composing and performing. There is a multiplicity of ways in which pupils can actively participate in musical activities regardless of their ability level.

Pupils will be given the opportunity to:

- Explore sound through singing, moving, listening and playing instruments.
- Experience social and musical aspects of sharing music and making music together.
- Develop their music ability by participating in and enjoying an expanding range of different kinds of music.
- Develop their understanding and appreciation of a wide range of different kinds of music.
- Develop skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work, for example, listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self confidence and sensitivity towards others.

The music curriculum encourages pupils to respond to musical experiences in an individual manner, thus highlighting the value of each pupil's response. Its motivational qualities make it an ideal subject for integration across the curriculum allowing pupils to absorb concepts and knowledge that might otherwise seem daunting.

Vision Statement:

We believe that music education is part of a balanced curriculum which aims to develop the whole spectrum of the pupil's intelligence. We are committed to maintaining a wide-ranging music curriculum, which we believe is an essential part of the whole curriculum, contributing in a major way to the spiritual, moral, emotional, cultural and intellectual development of the children. Through music education we seek to provide opportunities for pupils to understand themselves and relate to others, forging important links between the home, school and the wider community.

Aims:

Through the medium of music many essential enabling and life skills can be learned in the areas of Language and Communication, Reading, Personal and social Skills, Physical Skills and Mathematical Skills.

We endorse the aims of the Primary Curriculum for music, which are to:

- Enable the pupil to enjoy and understand music and to appreciate it critically.
- Develop the pupil's openness to, awareness of and response to a wide range of musical genres, including Irish music.
- Develop the pupil's capacity to express ideas, feelings and experiences through music as an individual and in collaboration with others.
- Enable the pupil to develop his/her musical potential and to experience the excitement and satisfaction of being actively engaged in musical creativity.
- Nurture the pupils' self esteem and self confidence through participation in musical performance.
- Foster higher-order thinking and life-long learning through the acquisition of musical knowledge, skills, concepts and values.
- Enhance the quality of the pupil's life through aesthetic musical experience.

Underpinning Principles:

The guiding principles which inform the teaching and learning of music in Scoil Mhairtin are:

- Music is for all teachers, special needs assistants and pupils.
- Active enjoyable participation is fundamental to the music curriculum with lessons kept short to avoid situations which pupils lose enthusiasm or concentration.
- 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.

Objectives:

Music offers our pupils opportunities to:

- Demonstrate their ability in an area not dependent on language skills.
- Improve listening, concentration and attention skills.
- Develop imitation skills.
- Produce sound and develop expressive language.
- Practice turn-taking.
- Choose, discriminate and justify decisions.
- Experiment and try new ideas where there are no right or wrong answers.
- Develop co-ordination and functional fine motor skills.(Learning the tin whistle)
- Support the development of movement and mobility.
- Encourage co-operation, tolerance and a willingness to work with others.
- Be involved in activities that may provide a fulfilling hobby or pastime and promote a life-long learning.

In response to these opportunities, pupils can make progress in music by:

- Applying and consolidating skills, knowledge and understanding in a wide variety of age related activities.
- Listening and responding to a wide variety of contrasting music.
- Increasing engagement and quality of response in musical activities, showing the development of specific knowledge skills and understanding.
- Extending these skills by applying listening skills and a knowledge and understanding of music.
- Becoming involved in community-based musical activities. All of our children will be given the opportunity to take part in school plays which will include musical performance. Children will take part in school choir for First Holy Communion, Confirmation and The Christmas Carol Service. We encourage children from Third class upwards to audition for and participate in Scor.
- Learn the tin whistle from second class up.

Curriculum Organisation:

All teachers will teach each of the three strands in each class. The following is a simple overview of the broad content of each strand.

Strand: Listening and responding:

This strand will include exploring sounds and responding to music. Sounds will include not just instruments but also environmental sounds, body percussion and vocal sounds. Children will be helped to respond to music in many ways. These might include describing emotions, responding through dance, drama through art, writing, or simply talking about the music.

Strand: performing:

This strand includes giving all the children the opportunity to play an instrument, and to acquire basic literacy skills in music. Children love to sing and each class will learn at least six songs annually, four of which are detailed in appendix

Strand: Composing:

This strand includes giving children the opportunity to improvise and to create their own music. Children will also have the opportunity to record their own music e.g. Christmas Carol Service, First Holy Communion and Confirmation ceremonies.

Assessment:

The main assessment tool used for music will be teacher observation and teacher designed tasks. The assessment will be used by teachers to inform their planning and the management of the learning activities. Teachers will report on the child's progress in music at parent teacher meetings, and in the annual report.

Children with Different Needs:

Scoil Mhairtin strives to meet the needs of all children in the school. Teachers will achieve this by varying the pace, content and methodologies, in order to try to ensure learning and success for all children. Where possible, children who have difficulty in manipulating sound sources and in particular, the tin whistle, will have help from an SNA, teacher or peer. Every effort will be made to simplify the terminology and language, so that children who do not have English as their mother tongue may participate.

Where a teacher recognises that a child displays a particular ability in music, this will be communicated to the parents, so that the child may have the opportunity to take out of school lessons, circumstances permitting. We recognise that some children in our school learn musical instruments. Teachers will encourage such children to play for their classmates, so that the other children will have opportunities to listen and respond to live music.

Equality of Participation and Access:

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

Organisational Planning:

Timetable

All classes will have a minimum of one hour per week of Music. This time allocation may be broken down at the discretion of the individual teacher. We recognise that in the junior classes, the time allotted will be of shorter duration on a more frequent basis, while senior classes may divide the hour into longer time spans, such as two thirty minute sessions, or three twenty minute sessions. Teachers may also choose to block times for music at particular times of the year. Tin whistle learning will also make up part of this time each week from second class up, at the teachers own discretion.

Resources and ICT:

TEACHING BOOKS:

The Pied Piper 4 x 2 copies

Songs for every occasion - 5-11years

Eileen Diamond - Let's make music fun - blue songbook + tape

Eileen Diamond - Let's make music fun - yellow songbook + tape

Singing made easy, Volume 2 + cd

Songs for every Easter

The Usbourne children's songbook

The right note - junior and senior infants

Sing with Mike x 2 copies

Music express year 1 + cd and cd rom

Piccolo book of favourite songs

100 kid's songs

200 songs every school loves to sing

About rounds

Songs and words 1
The great songbook

D'aon Ghuth 1 + cd
D'aon Ghuth 2 + cd
Buntus Ceoil
Mo Ceol thu
Rabhlai, Rabhlai
Failte Ui Cheallaigh x 3
Sonas is So
Beidh ceol again cuid a haon
Beidh ceol again cuid a do
Ceol a Phaid
Amhran/songs

FUN SONGS MUSIC BOOKS:

Let's go shoolie shoo + cd
Ring a ding ding + cd
Bobby Shaftoe - clap your hands
Let's go zudie-o
Sing a silver lining + cd
Three singing pigs
Bingo Lingo
Three rapping rats
Flying a round + cd
Count me in
Sonsense Nongs + cd
Banana splits
Tinder box
The jolly herring

TAPES:

The pied piper - songs from book 3
The pied piper - songs from book 4 x 2
Music time book 4
Let's all sing - 3
Music in the classroom - Irish times x 2
Music box - 5 + 6
Pied piper - Eileen Diamond - 5th and 6th class

IRISH TAPES:

Teip eisteachta - Naionain Rang 2
Ceol agus Gluaiseacht

C.D.s:

Ceol - listening cds 1 + 2
Lively music 4-7yrs
Lively music 7-9yrs
Lively music 9-11yrs
Music for schools cdc Volume 1
Songs for every easter 5 - 11 yrs
Songs for every season
Music express cd 2 - year 1 x 3
Sing with Mike x 2 copies
Singing made easy, junior and senior infants - songs and backing tracks
Singing made easy, volume 2

IRISH C.D.s:

Trup, trup a chapailin
Rabhlaí, rabhlaí
Ceol don cheili
Ranta, hup, hup a chapailin
Bliain na h Amhran
Amhran is fiche
Amhran is fiche don Nolliag
Gairdin an tSonais
Canaimis le cheile
A stor is as stoirin

MISCELLANOUS C.D.s:

Childrens lullaby favourites
My favourite things
Classical sounds
Sacred story - A celtic celebration, Liam Lawton
Ennis ceili band
Eluna - smile to the world x 2
Tchaikovsky - the masterpiece

Ireland - the path to peace - Philip Carty
Liam Lawton - healing song

Christmas Songs:

Christmas gold
Our god is near - hymns and songs for Christmas
Christmas choice

CHRISTMAS SONGS AND PLAYS:

Songs for every Christmas
Popular Christmas songs made easy

PLAYS:

Our god is near
Christmas stars
Gold, frankincense and myrrh
On the road to Bethelam

TIN WHISTLE AND RECORDER:

Tin whistle made simple
Tin whistle made simple - VOL 2
Whistle along - Julie Ryng + cd
Melodies in D - Julie Ryng
Sing, clap and play the recorder

ICT:

Each classroom is equipped with a CD player. In addition, each class has a computer with internet access. Teachers may use these to access useful sites to support the music programme, such as;

- www.pcsp.ie
- www.vanbasco.com
- www.teachnet.ie
- [www.seomraranga .ie](http://www.seomraranga.ie)

The use of the internet will be governed by the schools Acceptable Use policy, which is available to all teachers. Resources and supplies are checked at the beginning and end of every school year by the post holder with responsibility for Music. Requests for additional resources should be made to the post holder, who will coordinate purchases in consultation with the principal.

Health and Safety:

Teachers at all times must be mindful of the schools Health and Safety Policy. Children will be encouraged to safeguard their well-being. Children will not be permitted to plug in electrical equipment. Children will be encouraged to show respect for musical instruments, and to play them at an appropriate volume.

Individual Teachers' Planning and Reporting:

The music programmes currently in use in the school are:

- The Ceol music programme for Junior and Senior Infants and First Class. This programme is being adopted by the school on a phased basis, gradually reaching sixth class by the year 2015.



About Us

The Ceol Story

In 1998, Ceol (the Irish word for music) was set up, had a vision and worked hard to reawaken the dormant musical heritage of its home town in West Dublin. Following research up to 2005 and piloting in 2006 and 2007, Ceol began to offer music education to primary schools (from Junior Infants up), bringing on board a team of experts to create new and innovative teaching methods. These innovations gave birth to the Giusti Approach to music education, which focused on the development of musical fluency, teaching children to listen, speak, read and write the language of music.

In 2005/2006, Ceol and the City of Dublin Vocational Education Committee (Kylemore College) started a pilot, providing music tuition in many instruments to children who would not have had such opportunities otherwise. The challenges, obstacles and pitfalls experienced since then, have made Ceol even more successful. This model has been recommended as a template for new projects around Ireland.

In 2006, Social Entrepreneurs Ireland challenged Ceol to take the Ceol model and to roll it out across the country. The results of national piloting were outstanding, showing stunning success. Teachers who had once been fearful of teaching music were now thriving, through the use of Ceol lesson plans and materials, and through Ceol's regular professional development sessions (now available on DVD).

Today, Ceol has expanded its programmes to include pre-school music education, which can be easily used by parents and teachers alike. Ceol Ireland is working with over 340 educators who teach over 12,000 children, across the four provinces of Ireland. These children will thrive in music, languages,

maths and science. This expectation is supported by international research which shows evidence of the links between early music education and competencies in the sciences.

Vision

Ceol endeavours to complete the child through music and wishes to make Ireland a global beacon for music education.

Mission Statement

Ceol provides every child, regardless of physical ability or educational needs, with music education of the highest possible quality, that fulfils the requirements of pre-school and the Primary Music Curriculum, that is fun, simple and that forges links with other subjects.

- The Upbeat Music programme by Carroll Education is currently being implemented in second to sixth classes. This is accompanied by a CD for all classes.
- Tin whistle is being taught also in second to sixth classes. The "Whistle Along, Tin Whistle Tutor" by Julie Ryng is being followed. Additional tunes chosen by the individual teachers are also taught in addition to this scheme in the more senior classes.

Parental Involvement and Community Links:

- Parents are encouraged to support the school's music education.
- At individual parent-teacher meetings, teachers will discuss the child's musical progress.
- The school will seek to invite parents who play an instrument to play for the children.
- Musicians in the community may also be invited to play for the children. All such visits will be discussed in advance with the post holder and/or principal, and the teacher will be present in the class at all times.
- Children from senior classes will participate in local community events e.g. Scor.

Success Criteria:

The success of this plan will be measured by the following criteria:

- Implementation will be evident in teaching and learning in the classroom.
- Continuity of content and methodology will be evident in teachers' planning and monthly reports.
- Ongoing evaluation should demonstrate that pupils are acquiring and understanding of the musical concepts and an increasing awareness of sound and music.

Implementation:

(a) Roles and Responsibilities:

Class teachers are responsible for the implementation of the music curriculum in their own classes. Teachers and other staff members are all involved in the school choir. The post holder with

responsibility for music supports the implementation of the music programme, and is responsible for the purchase, distribution and monitoring of resources.

Review:

This policy will be reviewed again in

Ratification and Communication:

This plan will be presented to the board of management for ratification