

Ballycanew
National School

Music

School Plan

Music Plan

Introductory statement

The whole staff formulated the music curriculum music plan following music in-service today at teacher centre, Enniscorthy On _____ '05. Through discussion and referring to department guidelines, music curriculum books, music resource books, and inventory of music equipment, we formulated the music curriculum for Ballycanew N.S.

Vision and Aims

Vision: We seek to assist the children in our school in achieving their potential with regard to music. To foster an enjoyment of music in their everyday lives to respond to music in a variety of ways and to achieve a level of knowledge and ability suitable to each individual child. We endorse the aims of the Primary School Curriculum for Music

- 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 experience

Aims; We hope to enable the child to explore sound; listen to, enjoy and respond to a wide range of music genres, and respond to music in various ways. We aim to develop musical skills, musical understanding and confidence in the children.

We endorse the aims of the Primary School Curriculum for music.

Movements

Muscular activity linked to musical elements e.g.

- Tempo
 - Pulse
 - Rhythm
 - Dynamics
1. Movements performed naturally by the children i.e.
Tapping clapping, slapping
 2. Express a musical element or elements
 3. Involve mainly gross motor {whole body} movement also fine motor movement.
 4. Aim to extend children's co-ordination, balance and suppleness over time.

Sound

1. Children given opportunities to listen to, identify, and initiate familiar sounds in environment.
2. Discover ways of making sound using body percussion.
3. Explore ways of making sounds used manufactured and homemade instruments.
4. Children work individually or in groups
5. Broad range of listening materials.
 - a. Recorded music on video
 - b. Audio tape, Cd or music technology
 - c. Tuned and untuned percussion instruments
 - d. Environmental objects e.g. assortment of metal, wood or fibres
 - e. Instruments of children in the class
 - f. Melodic instruments, tin-whistle, keyboard, recorder.
 - g. Performance of choir, group band, orchestra visiting school.

Approaches and Methodologies =} performing

A sense of continuity and satisfaction will be fostered through the performing of songs learned in previous years. There will be an emphasis on achieving enjoyable participation. We aim to develop skills, understanding and knowledge and creativity. Songs will be taught using voice, recording, instruments and sheet music.

Songs will be selected following curriculum criteria (p.71)
teachers guidelines

The children will be given opportunities to perform at an informed and found level. Public performances will be provided through carol services, school concerts and choir participation. Class performances will be provided for an audience of peers and parents where appropriate.

Approaches and Methodologies for teaching composing

Children are encouraged to develop their creativity in music in the following ways

- Using sound effects to accompany games, stories, and poems.
- Invent and perform short pieces by varying tempo/dynamics and rhythm.
- Composing singing conversations.
- Use sound effects to represent characters in a story.
- To illustrate a series of events in a story.
- Using voice/body percussion and percussion instruments to portray an abstract concept e.g. walk in the jungle / accident / space music / carnival music / earthquake

Children are encouraged to talk about and record their own compositions.

- When child has completed first draft, this encourages the child's sense of self-evaluation.
- Child is encouraged to write a short assessment of his / her own compositions

Teacher will need to consider the following management issues

- Organise group work
- Teaching basic rules before children begin.

- a. Clear start and stop signals
- b. Proper handling of instruments
- c. Sound levels
- d. Limiting time spent at each activity

Linkage and Integration

Linkage: The strands of the curriculum--- listening and responding, performing and composing will be interrelated and interconnected within the music subject, with other art areas and with other subject areas.

Themes in music, especially in composing areas will be explored through dance, drama and gymnastics.

Integration__ Music will be integrated with:

- a. Language: Oral descriptions in response to music. Introduction to new vocabulary in new songs. Childs descriptions of composing process
- b. Irish: amhrain agus ceol gaelach. Gaelige a labhairt lad ag imirt cluichi ceol
- c. S E S E : insights into other cultures. Recognising purposes of music. Exploration of sound.
- d. Maths: Pattering and ordering. One to one correspondence. Fractions { full beats and half beats }

Assessment and Record Keeping

The purpose of our assessment and record keeping will be to determine where adjustments are needed in instruction and whether the child is adequately prepared for the introduction of the next unit. We aim to inform future teaching and summarise what has learned so far and to give a report to parents on progress. The assessment tools we will use in music are:

- a. teacher observation. Watching the children's behaviour as they sing, play instruments and create their own music.
- b. Teacher designed tasks and tests
- c. Work samples and portfolios

- d. Projects
- e. Curriculum profiles
- f. Recordings of children's work
- g. Graphic scores

Children with Different Needs

In most instances the child with a disability can participate in classroom music, with some modification or adaptation to his/her needs, particularly in the areas of performing and composing. An S. N. A. can have a role during some music activities in assisting a child with a disability.

Equality of Participation and Access

- A balanced song-singing programme will reflect the interests of both boys and girls.
- Both boys and girls will have equal opportunities to play a range of instruments.
- Children who learn an instrument privately will have opportunities to participate in classroom music making.

ITC

- Cd-Roms, videos and the Internet will be used in the classroom for music.
- There is no appropriate software currently available.
- The Internet can be used to access websites.
- There is a code of practice to ensure safe Internet usage.
- Teachers familiarise themselves with material on websites prior to use.

Resources and ITC

- There is an inventory of resources, equipment and instruments available for music.
- The staff
- Each teacher has a copy.
- Resources are centrally stored. There is not a timetable for their use.
- Resources are purchased centrally.
- Additional resources needed

Appendix 1

Organisational Planning

Timetable:

One hour per week is allocated for classes 1st – 6th and 45 minutes per week in infant classes.

Health and Safety

Teachers will consider dangers posed by unstable furniture and equipment if children are moving around a classroom. Where possible, these will be removed.

Equipment will be stored in shared areas and will be transported in the boxes in which they are stored.

Classrooms will be well ventilated during music lessons.

Consideration will be given to the amount of space available for children and to appropriate volume levels when using audio equipment and instruments.

Individual Teachers Planning and Reporting

Teachers will refer to the whole school plan and curriculum document for music in compiling their long and short term planning.

Teachers will cover all strands and strand units in their planning. The curriculum will serve to facilitate development of the whole school plan for following years.

Staff Development

Teachers have access to a range of reference and resource books, inventory of instruments and equipment and Internet. The staff will be responsible for monitoring developments. The staff will make the decision on implementing new methodologies and materials.

Where external teaching support specific aspects of the music curriculum they are included in staff development for music.

Success Criteria

[We will know that the plan has been implemented]

We envisage that this plan will enhance the teaching and learning of music in our school. The classroom teacher will follow the procedures outlined in this plan consistently. The following criteria will be used in assessing the overall implementation of the planning referral to general aims, curriculum statement p. 4, child, parent and teacher feedback, performance of Christmas concert and carol service. The following criteria will be used as an indication of the success of our music plan.

- Children have a positive attitude and appreciation of music.
- Children have an interest in expression through music.
- Children engage in listening and responding, performing and composing music.
- Children engage have explored sound each year to include vocal sound, body percussion, instruments and environmental sounds.
- Children have listened and responded to music from a wide variety of genres and cultures in a variety of ways.
- Children sing songs appropriate to their vocal range from a wide variety of sources and cultures.
- Children play a variety of instruments
- Children experience a variety of ways of recording music, which may include graphic, pictorial, ICT and traditional music notation.
- Children improvise and create music using a variety of sound sources.
- Children talk about, evaluate and record their work.

Implementation

Roles and Responsibilities:

The staff will be responsible for the support, development and implementation of the music plan.

Review

The plan will be monitored and evaluated at regular intervals. Teachers, taking into account responses and feedback from pupils, parents, BOM, will review this plan.

Ratification and Communication

The music plan was drawn up by the Principal and staff and presented to the BOM for ratification on _____

Chairperson of BOM _____

This plan will be implemented from 1st Sept '05. It will be available in the school for viewing by parents.

Appendix 1

Music Resources

- Pied Piper (Books & CD's)
- New Music box (Books & CD's)
- The Right Note (Books & CD's)
- Singing Sherlock
- Supplement songs & recorder tunes
- Theu Usborne book of easy recorder tunes
- Sleve Rosenberg – Recorder Playing
- Recorder in the classroom – Loreto Desmond
- Ring-a-ding-ding – Simple ideas for tuned percussion in the classroom (& CD)
- Tree Tapping Teddies – Kaye Umansky
- Flying a Round (88 Rounds and Partner songs)
- Irish Times CD's
- MO Cheol Thú (& CD)
- A selection of CD's & tapes
- Tape recorders in each classrooms
- 2 keyboards
- Drumsticks
- Box for instruments stored in the hall