



SN Tulach Uí Chadhain

School Curriculum Plan **Music**

Introduction:

This plan will form the basis of each teacher's long and short-term planning in Music and so will influence the teaching and learning in individual classrooms. It will also inform new or temporary teachers of our approaches and methodologies in this subject area. This plan was drafted in accordance with the guidelines set out by the Primary Curriculum.

Rationale

As music is a diverse and lifelong activity, enjoyed by people of all ages, we in Scoil Naomh Bríde consider music to be an indispensable part of the child centered curriculum. It is a discrete body of knowledge, another form of communication and assists in the development of the child's imagination and creative skills. It assists in the personal, social, mental and physical development of the child. Music offers lifelong opportunities for the development of imagination, sensitivity, inventiveness and enjoyment.

Vision & Aims:

Our shared vision is that all children in Scoil Naomh Bríde will have a thorough musical education. That they will be exposed to a wide variety of learning experiences and provided with opportunities to perform and express themselves in a broad range of contexts both individually and as part of a group. We envision an environment where music is valued and embraced as a central part of our school culture and tradition. We hope that each child that leaves Scoil Naomh Bríde at the end of their Primary School education has the skills necessary to continue their musical journey throughout their lives.

We endorse the aims of the Music Curriculum;

- 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 activity.
- To nurture the child's self-esteem through participation in musical performance.
- To foster higher-order thinking skills and lifelong learning through acquisition of musical knowledge, skills concepts and values.
- To enhance the quality of the child's life through aesthetic musical experience.

Planning & Organisation

The school employs a visiting teacher to teach violin and music theory in each room. Teachers

have planned and worked in consultation with the visiting teacher to ensure that the music curriculum is covered in its entirety. Teachers will plan accordingly and document progress.

Strands and Strand Units

Each teacher will prepare a yearly plan for music which will be informed by strands and strand units of the music curriculum. Teachers are aware of the strands, strand units and content objectives for their class. In the early years, priority is given to instrumental instruction and song singing, providing the children with a strong musical base and positive disposition from which to further develop as they progress through the school.

Approaches and Methodologies:

School planning for music considers a range of methodologies and approaches to provide a varied and stimulating learning environment for all pupils. We will ensure that approaches and methodologies used will:

- Foster enjoyment in music making
- Seek to develop the skills, understanding, knowledge and attitudes of the child
- Allow for musical growth and the development of creativity in the child

Performing/ Instrumental Work: Each child will be taught the violin from senior infants to 6th class. Opportunities for performance will be provided at appropriate school events such as Christmas concerts and St. Patrick's Day Assemblies.

Music Literacy: Children will also receive instruction in reading music. Priority will be given initially to teaching children the basics of playing the instrument and learning by ear with instruction in reading music coming later

Song Singing: Children receive numerous opportunities for song singing across all classes. This can take place through integration with other subjects such as Drama and Gaeilge.

Listening and Responding: Children will be exposed to wide range of music and will have an opportunity to respond in a variety of creative ways. Again, this may be done through integration with other subjects such as art and drama. An effort will be made to expose children to range of genres and styles.

Composing: As children develop and consolidate their instrumental and music literacy skills they will receive ample opportunity for experimentation and composition. This can happen through instrumental improvisation, through structured music literacy instruction and through the creation and experimentation with a variety of instruments.

Linkage and Integration

Music is closely linked with the other elements of the Arts Curriculum (art and drama). Children will use various mediums as stimulus for creative expression in another and vice versa.

Music is also regularly integrated into other subjects, particularly the language curriculum. Irish songs are taught as part of instruction as Gaeilge and a variety of rhymes and songs are

used, particularly in the younger classes for language learning in both languages.

Assessment

A variety of assessment methods will be used in accordance with the school's assessment policy. Our visiting teacher will help in providing feedback to teachers and children. The visiting teacher will be made aware of the importance of praise as well as constructive suggestions for improvement. Teachers will be ultimately responsible to assessing children's progress and reporting on this as part of their usual reporting procedures.

Children with different needs

Approaches and methodologies employed by class teachers and the visiting teachers will consider a variety of learning needs. Teachers will be flexible in their planning and preparation to ensure that all children have the opportunity to engage in music instruction to the best of their ability. Differentiation may take a variety of forms including differentiation by pace, support, time, materials and task.

Equality of Participation and Access

All students and all teachers are actively engaged in music education within the school.

- Equal opportunities will be given to every child to experience all strands.
- All children will have an equal opportunity to participate in music lessons and activities.
- Provision for children with physical difficulties will be made so that they can access the music curriculum.
- If we have children whose first language is not English, they will be supported in accessing the music curriculum also.

Timetable:

The integrated approach to the teaching of music will be widely used at all levels of our school. Some elements of the music curriculum may be taught in an integrated approach through other subjects. Time will be allocated in blocks for specific aspects of arts education also where appropriate. In keeping with the recommendations in the Primary School Curriculum Introduction (pg.70) a minimum two and half hours per week is devoted to Arts education in the infant classes and a minimum of three hours per week for classes for 1st to 6th. This time may be banked to dedicate an extended period of time less frequently as deemed appropriate by individual teachers.

Staff Development

Teachers will have access to reference books, resource materials and websites dealing with Music. Staff will be encouraged to research and try out new approaches and methodologies. Teachers will be encouraged to attend courses on music and to share information gathered at such courses with other staff members. Our visiting teacher will also be a valuable resource of experience and knowledge.

Parental Involvement

Parents have a key role to play in the teaching of music in the school. While children will

receive instruction in class they will also be given their violins to bring home and practice. The school will communicate with parents in encouraging them to facilitate regular practice of instruments at home and maintain positive disposition towards the learning of their instruments.

Success Criteria

We will review this whole school plan for Music in the future using the following criteria:

1. How individual teacher preparation, planning and teaching reflects this plan
2. Are a range of stimulating methodologies being used?
3. Are we assessing children's musical learning
4. How well are musical concepts learnt by children
5. How well are children's musical skills progressing

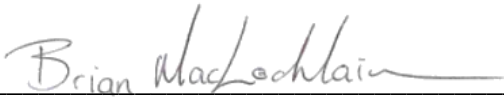
Ratification and Review

This policy was adopted by the Board of Management in May 2024 and will be reviewed every 3 years. The policy has been made available to school personnel, published on the school website and provided to the Parent's Association.

Signed  _____

Date: 16/5/2024

Chairperson, Board of Management

Signed  _____

Date: 16/05/2024

School Principal

