



Presentation Senior School

"A community of learners inspired by the vision and values of Nano Nagle"

Whole School Plan for Music

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■ Introductory Statement and Rationale

(a) Introductory Statement

Music is a non verbal form of communication that can convey ideas, images and feeling through selected sounds and symbols. It is an art that combines many concepts and techniques and uses them to inspire, to imagine , to invent and to express feelings. These are the features of listening and responding, performing and composing on which the curriculum is based.

(b) Rationale

Music is important because it contributes to the personal, social, religious, mental and physical development of the child.

■ Vision and Aims

Vision: As part of the child's holistic development, **music**, which offers opportunities for the development of imagination, sensitivity, inventiveness and enjoyment is a vital and integral part of the curriculum and each child should be afforded the opportunity to experience all aspects of music curriculum

(a) Aims

We endorse the aims of the Primary School Curriculum for Music with particular emphasis on enhancing the quality of a child's life through aesthetic musical experience.

- 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

a) Musical Concepts:

- **A sense of pulse**
- **A sense of duration**
- **A sense of tempo**
- **A sense of pitch**

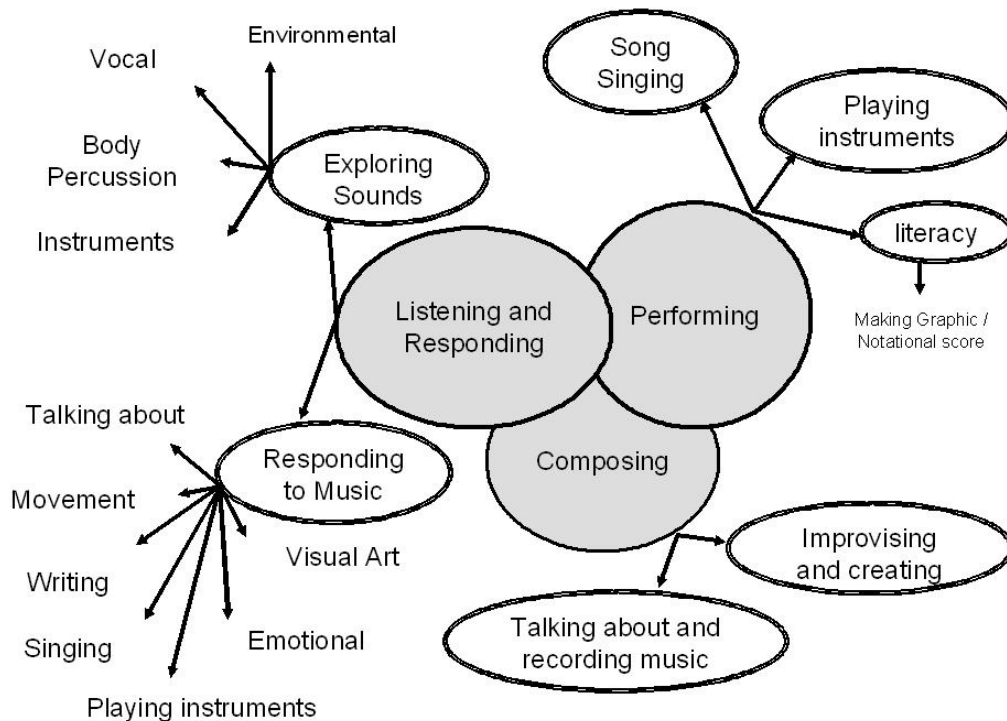


- A sense of dynamics
- A sense of structure
- A sense of timbre
- A sense of texture
- A sense of style

The musical concepts above are based on the musical elements and will be developed as work is completed on the strands and strand units of the curriculum outlined below.

1. Strands and Strand Units

Curriculum Planning



Strand: Performing

Objectives for Song singing

Children from Third to Sixth Class will:

3rd and 4th class:

- Recognize and sing from a widening and more demanding repertoire of songs, as per class scheme, with increasing vocal control, confidence and expression.
- These should include: pentatonic songs (based on five notes: d,r,m,s,l)
- Songs with major, minor and modal keys)
- When singing children should show greater control of pulse (steady beat) tempo, pitch (By the end of 6th class children should achieve a vocal range of approximately one and a half octaves) diction and posture.
- Perform songs with increased control of dynamics, phrasing and expression and relate words and mood of a song to style of performance.
- Understand the difference between beat (pulse) and rhythm.
- Notice the differences created between the sections of songs in different forms : e.g. verse/refrain, call –and-response, solo/chorus, question-and-answer, four-line song structure as in poetry or verse and add-on-songs,
- Perform simple part-singing:
- Perform rhythmic or melodic ostinato- a pattern that is repeated over and over.
- Use a drone in accompanying a song – long held notes
- Perform in groups simple rounds in two or three parts

5th and 6th class:

- Distinguish individual parts in a round by singing, listening, moving,
- Perform a round in several textures: voices and chimebars
- Perform as part of a group, two songs sung individually and as
- partner songs
- Perform as part of group arrangements songs that include counter melodies or harmony parts.
- Identify unison parts (playing or singing the same line) and harmony parts (two or more independent parts played together) visually (from notation) and aurally.

Objectives for Literacy

Children from Third to Sixth Class will:

Rhythm

- Identify and define rhythm patterns of well- known songs and chants progressing to more complex chants in fifth and sixth classes.
- Recognize, name and use some standard symbols to notate metre (time) and rhythm cf Appendix 2 for sequence progression.



Pitch

- Recognize and sing familiar tunes in a variety of ways: hummed, sung to one syllable (e.g. da da da) from hand signs, sung in tonic solfa and sung from staff notation following the general direction, shape and structure of the melody.
- Recognize the shape (contour) of melodies on a graphic score or in standard notation.
- Use standard symbols to identify and sing a limited range of notes and by 5th / 6th class children will in addition read and play simple melodies from sight.

Rhythm and Pitch

- Children will use standard symbols to notate simple rhythm and pitch.
- Discover how pentatonic tunes (based on five notes: d, r, m, s, l) can be read sung and played in G doh, C doh or F doh.
- By sixth class children will understand the function of major key signatures indicating the position of doh e.g. C major, D major, G major, F major.

Objectives for Playing Instruments:

Children from Third to Sixth Class will:

- Discover different ways of playing percussion and melodic instruments e.g. scraping or striking a drum, clamping the sound on a triangle by placing hand on it, flicking/ rolling/slapping or shaking a cabasa, playing a xylophone with one or two sticks, covering a number of holes on a tin whistle, using various features on an electronic keyboard.
- Use percussion instruments with increasing confidence and skill to accompany tunes, songs and chants e.g. playing a rhythmic ostinato, playing a drone.
- Identify and perform simple, familiar tunes from memory or from notation. Instruments may include tuned percussion (e.g chime bars, glockenspiel, xylophone) melodic instruments (e.g tin whistle, recorder) playing pentatonic tunes (based on five notes: d, r, m, s, l) on the black notes of a keyboard instrument. Repertoire may include simple melodies learned in previous years, simple rounds, tunes from the listening programme.

Strand: Listening and responding

Strand unit: Exploring Sounds

Children in classes from third to sixth will be enabled to:

Environmental sounds

- Listen to and describe a widening variety of sound from an increasing range of sources with, in fifth and sixth class, an increased understanding of how sounds are produced and organised.



- Recognise and classify sounds using differing criteria.
- Children will recognise and demonstrate pitch differences.

Vocal sounds

- Discover and explore the different kinds of sounds that the singing voice and the speaking voice can make.
- Distinguish and describe vocal ranges and tone colours heard in a piece of music sixth class.
- Imitate patterns of long or short sounds vocally

Body percussion

- Discover a wider variety of ways of making sounds using body percussion in pairs, small groups and, in fifth and sixth classes, large groups.

Instruments

- Explore ways of making sounds using manufactured and home-made instruments
- Explore how the tone colours of suitable instruments can suggest various sounds and sound pictures.

Strand Unit: Listening and responding to music

Children in classes from third to sixth will be enabled to:

- Listen to and describe a broad range of musical styles and traditions, including familiar excerpts, recognising where appropriate its function and historical context.
- Respond imaginatively to music in a variety of ways.
- Listen to his/her own compositions and the compositions of others (recordings or live performances) and evaluate in terms of personal response, (giving preferences) and, in fifth and sixth class, choice of instruments and expressive qualities.
- Show the steady beat in listening to a variety of live or recorded music, accompanying songs or chants. Differentiate between steady beat and music without a steady beat.
- Recognise strong and weak beats (and in fifth and sixth class strong and weak-beat patterns) illustrating them through gestures.
- Discover (and in fifth and sixth class) identify two-beat time (like a march) and three-beat time (like a waltz) by using gestures to accompany music and later in moving to music.
- Experience, and in fifth and sixth class identify, six-eight time (like a jig)
- Experience dotted rhythms or syncopation (emphasis on normally weak beats) in familiar tunes through gestures and movement.
- Identify and describe the tempo of the music as fast or slow, or getting faster or getting slower.
- Children in fifth and sixth class will recognise and understand how tempo and dynamic choices contribute to an expressive musical performance
- Children in third and fourth class will distinguish between sounds of different duration (long or short) while listening to music.
- Identify an increasing number of families of instruments and, in fifth and sixth class, distinguish the main instrument heard in a piece of music and examine the effects produced by different instruments.



- Respond appropriately to obviously different sections in a piece and, in fifth and sixth class, determine simple form and represent through gestures.

Composing

Objectives:

Children from Third to Sixth Class are:

- Selecting different kinds of sounds to portray a character, a sequence of events or an atmosphere, to accompany a song, poem or story, to portray an abstract concept or an occasion
- Inventing and performing simple musical pieces that show a developing awareness and control of the elements of music.
- Recalling, answering and inventing simple melodic and rhythmic patterns using voice, body percussion and instruments.
- Describing, discussing and evaluating their work and the work of other children
- Devising and using graphic symbols and/or using standard notation to record simple music patterns and inventions
- Recording their compositions on electronic media
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Approaches and Methodologies

All children will be actively engaged in music education in our school. Approaches and methodologies used will be based on the active learning strategies recommended in the curriculum:

- **talk and discussion**
- **active learning**
- **collaborative learning**
- **problem solving**
- **skills through content**
- **use of environment**

Linkage and Integration

Integration

The three strands can be interrelated. Music can be integrated with Maths, Language, SESE, Visual Arts, Gaeilge, PE and Alive O.

Assessment and Record Keeping

We will use the following assessment tools for assessing pupils in the Listening and responding strand:

- **Teacher observation;**



- **Teacher designed tasks and tests;**
- **Work samples and portfolios;**
- **Projects**
- **Curriculum Profiles**

Children with Different Needs

It is the policy of our school that all children in mainstream classes or in special classes will participate in music activities. Music activities will be differentiated in order to meet the needs of the children in a particular class.

Equality of Participation and Access

Equal opportunities will be given to all children regardless of gender, ethnic background, socio-economic status across all strands and activities.

Organisational Planning Timetable

Time allocated to Music in every class will be as outlined in the Introduction to the Curriculum (minimum time allocations). Some discretionary time may also be allocated periodically for Music, particularly in the context of integrated project work or celebration occasions.

Resources and ICT

Each class has a music folder outlining songs as per scheme with an accompanying cd.

Each standard has access to a set of percussion instruments

Various music resource books are available in the school library

There is a set of chime bars also.

Teachers have access to the online tin whistle programme www.primarywhistle.com

Health and Safety

Care and attention will be given to the following:

- Hidden dangers if children are moving around the classroom
- Storage facilities
- Access to, and transport of, equipment/instruments
- Ventilation of the classrooms
- Amount of space for children to sit or stand when doing choral or instrumental work
- Appropriate volume levels when using audio equipment and instruments.

Individual Teachers' Planning and Reporting

A scheme of work is available for each standard on google drive



<p>Planning for the school year</p> <p>The focus for the forthcoming year's planning will be on developing the Performance Strand.</p>
<p>Staff Development</p> <p>To develop and upskill staff in relation to teaching the tinwhistle . This will be carried out with a tinwhistle tutor from Comhaltas Éireann and an online tinwhistle tutor www.primarywhistle.com</p>
<p>Parental Involvement</p> <p>To support the music programme, allowing the child time and space to practise or improvise on instruments, attend school concerts and share expertise at class level.</p>
<p>Community Links</p> <p>Christmas Performances and other school performances e.g. Seachtain na Gaeilge Performance in the local area at seasonal times Performance at Church Ceremonies –First Communion, Confirmation and carol services etc... Participation in local and national concerts e.g, Cross Border Orchestra Music Work Shops when available</p>
<p>■Success Criteria</p> <p>Self- assessment: Have I/we covered the agreed strand units? What do I/we need to change?</p> <p>Pupil assessment Teacher observation Teacher designed tasks and tests DES/outside assessment</p>
<p>■Implementation</p> <p>Roles and Responsibilities Each class teacher is responsible for coverting all aspects of music curriculum during the school year..</p>
<p>■Review</p> <p>(a) Roles and Responsibilities The Post Holder with responsibility for music supports the implementation of the Music Programme and is responsible for monitoring resources. See Special Duties</p> <p>(b) Timeframe Ongoing</p>
<p>■Ratification and Communication This plan was ratified by the Board of Management in _____ 2014.</p>



- ***Tin Whistle:*** If your class are participating in tin whistle lessons for the first time please use these lessons as your focus for music for a six week period. After this period please revert to the music scheme. *Tin Whistle lessons will take priority over the music scheme for the six week period.*
- ***Christmas Performances:*** If doing a Christmas play/performance leave out the performance strand of yearly scheme for November and December.
- ***Seachtain na Gaeilge/Paddy's Day:*** Focus on Irish Songs after February midterm break through to week running up to St. Patrick's Day (Seachtain na Gaeilge).
- Try your best to teach songs on our school list to your class standard. A CD and booklet is provided to help with this.

