



St. Raphaela's Primary School

Whole School Development Plan for Music

Introduction and Rationale:

At St. Raphaela's Primary School 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 pupils' 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 opportunities 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 musical activities.
- 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 all the pupils. 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 St. Raphaela's Primary School 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 where 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.

(Refer Pages 12-15 Draft Guidelines)

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.
- 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 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 from Third Class upwards will take part in school choir which performs for First Communion, Confirmation and The Carol Service. We actively encourage Muslim children to participate in Choir but we do not coerce. We encourage children from Third Class upwards to audition for parts in the Stillorgan Musical Society productions.

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. A detailed plan for each class is attached to this document.

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. A list of pieces which each class will cover is attached to this document.

Strand: Performing:

This strand includes giving all 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. A list of songs which each class will cover is attached to this document.

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.

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:

St. Raphaela's 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 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 the 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 opportunity to take out of school music 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. Muslims must do music but if parents so wish they may be exempt from singing religious songs.

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. Timetables will all record the time allocation for Music. We normally have choir

each week for children from Third to Sixth Class. This half hour will count as part of their music timetable.

There is discretionary time available each week (Infants: one hour, First to Sixth Classes: two hours) that teachers can occasionally use to support the Music curriculum.

Teachers should ensure that pupils attending supplementary teaching are included for as much of the Music programme as possible.

Resources and ICT:

Instruments:

The following instruments are located in the music resource area located in the resource room

- ♪ Full set of 25 chime bars
- ♪ Set of handbells
- ♪ Set of boomwhackers
- ♪ Three sets of percussion instruments.

Books and CDs:

The following books and cds are in the resource room:

- ♪ Let's go Zudie-O, Book and CD
- ♪ Let's go Shoolie Shoo, Book and CD
- ♪ Listening to Music: Elements, Book and CD
- ♪ Buntus Ceoil (available from mid-October) Book and CD
- ♪ 100 Popular Classics - Castle Communications
- ♪ Music In the Classroom- CD's and booklet produced by the Irish Times
- ♪ Three tapping Teddies
- ♪ Three Rapping Rats
- ♪ Three Singing Pigs
- ♪ Ring a Ding Ding
- ♪ Harlequin (with cd)

We also have a copy of Whistle Along A tin whistle Tutor by Julie Ryng with a cd and musical accompaniment and a copy of Recorder Rules with cd by the same author.

A copy of eleven lessons on Listening and Responding with cd created by Julie Ryng is also available to each teacher.

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

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 will at all times be mindful of the school's Health and Safety Policy. Children will be encouraged to safeguard their own well-being. Children from Infants to Third Class inclusive 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:

Each teacher has an agreed annual long term plan (see attached document). This plan was agreed and devised by the whole staff in February 2007. Teachers will base their fortnightly short-term planning on this Music long term plan for their class. This will be submitted to the Principal on the last Thursday of each month.

Staff Development:

- ♪ The post holder will notify the staff of any opportunities for further professional development through participation in courses offered by the Education Centre and/or other parties.
- ♪ Teachers may apply to the Board of Management for funding for such courses, in line with the school's Professional Development Policy
- ♪ The skills and expertise of the school will be shared in Music as in other curricular areas, through input at staff meetings, as well as in an informal basis.

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 progress music
- ♪ 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. carol singing in Airfield and encouraged to join Cór Na nÓg.
- ♪ We participate whenever we can get seats at the Music in the Classroom concerts in the National Concert Hall.

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
- ♪ On going evaluation should demonstrate that pupils are acquiring an 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 of the music curriculum in their own classes. Normally, one of our teachers will take 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.

(b) Timeframe:

School year 2005-2008

Review:

Progress made during this school year will be reviewed at the June 2006 staff meeting, and the development of the whole school plan in another strand will commence at this meeting.

We reviewed this policy again in February 2007 and will do so again in 2008.

Ratification and Communication:

This plan will be presented to the Board of Management for ratification in January 2006. It will be circulated to all teachers and implemented in all classes from November 2005.

This plan was reviewed in February 2007