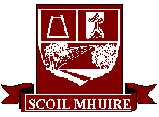
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Scoil Mhuire Glenties

Roll 19912B

Whole School Plan for

Music

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| * Underpinning Principles   The guiding principles which inform the teaching and learning of Music in our school are:   1. Music is for all teachers and all children 2. The three strands are equally important – (i) Listening and Responding (ii) Performing and (iii) Composing 3. Active enjoyable participation is fundamental to the Music curriculum 4. Music enhances and enriches the child’s life |
| * Introductory Statement and Rationale  1. **Introductory Statement**: Music is a powerful, unique form of communication that can change the way children feel, think and act. It promotes children’s spiritual, moral social and cultural development. The learning of music in our school helps develop an awareness and appreciation of musical traditions, from the past and present, in a variety of cultures and societies. The teaching of music develops children’s ability to listen and appreciate a wide variety of music and to make judgments about musical quality. It encourages active involvement in different forms of music making, both individual and groups, developing a sense of identity and togetherness. It also aids self-discipline and creativity. 2. **Rationale:** This plan is a record of our decisions regarding Music, and it reflects the Primary Curriculum, 1999. It is intended to guide teachers in their individual planning for Music. |
| * Vision and Aims  1. **Vision:** Our school recognises that Music education is part of a balanced curriculum which aims to develop the whole spectrum of the child’s intelligence. We also seek to develop the child’s aesthetic, intellectual, emotional, creative and cultural development through engagement in positive musical experiences. 2. **Aims:** We endorse the aims of the Primary Curriculum for music, which are:    * 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, feeling 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 music performance    * to foster higher-order thinking 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 |
| 2. Approaches and Methodologies: Our approach to the teaching of music will be governed by the underpinning principles as outlined in the opening statement of this document. Therefore, we have agreed the following:   * + All teachers will provide opportunities for their classes to engage with all strands from September 2007   + All classes will explore sound- vocal, body, environment and percussion – as per the objectives for that class level   + All classes will listen to a minimum of 6 pieces/extracts from a variety of genres, and respond in a variety of ways   + The teacher will choose the pieces for his/her class, and will endeavour to ensure a balance between Irish, classical, world, modern and other music   + Opportunities will be supplied for multiple opportunities to listen and respond to each piece, and pieces will be revisited at different times of the year, where a different response is elicited   + Teachers will teach aspects of the other strands (*Performing* and *Composing*) in accordance with the whole school plan for these strands   + The emphasis will be on active learning. Textbooks will be used as a resource for teachers, and pupils will use a workbook for reference only. |
| 3. Linkage: We recognise the inter-related nature of the Music curriculum, and acknowledge that while the children are engaged in the other strands, *Performing* and *Composing*, they will frequently be *Listening and responding.*  Integration: *The Music Curriculum* provides many opportunities for integration, and teachers will plan for integration as appropriate. We recognise in particular the opportunities to integrate the strand unit *Exploring sound* with the Science curriculum. In addition, we recognise that there may be opportunities to integrate with History, Geography, Language and Visual Arts. |
| 4. Assessment  The main assessment tool used for music will be teacher observation, teacher designed tasks and tests. 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. |
| 5. Children with Different Needs  Scoil Mhuire National School strives to meet the needs of all children in the school. 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. 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. |
| 6. 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   7. Timetable  All classes will have a minimum of one hour per week of Music.  From Junior Infants to 6th Class, one 30 minute session of this time is facilitated by a visiting teacher. Junior- 4th class Tin whistle. 5th and 6th Recorder. Responding to music Jiving classes/Ceili Dancing- alternating every year between the two.  The remaining time allocation may be broken down at the discretion of the individual teacher.  Teachers may also choose to block times for music at particular times of the year. Timetables will all record the time allocation for Music.  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.  Music in Scoil Mhuire forms a major part of the RE programme and children will be involved during festivals, sacraments and celebrations in a school choir. Music is performed in assemblies, Friendship week, Active Sports week, Green schools and other initiatives. |
| 8. Resources and ICT  Instruments: Each class will have access to the following instruments are stored in the Senior room, and are available for borrowing:   * Full set of 8 chime bars * 8 boom- boom sticks * Set of percussion instruments * 3 Indian bells, 1 cowbell, 1 handbell, Sleighbells * 1 Hand drum * 2 Tamborines * 1 Jungle stick * 4 cymbals * 4 triangles * 1 tinwhistle * 1 wooden flute * 1 rainstick * Selection of woodblocks * Wooden agogo * Castinets * Bass claves * Electronic keyboard   Books and CDs: The following are available to support the Listening and Responding strand:   * Easy ways to Christmas Plays * Nursery Rhyme Activities * Three little celebrations * Tinsel and Teatowels * Sing a song of Seasons * Topsy Turvey Christmas * The night before Christmas * Flying Around * Three Singing Pigs * Three rapping rats * Let’s go Juide-o * Ring-a-ding-ding * Bingo Lingo * Listening to music Elements * High low Dolly Pepper * Three Tapping Teddies * Banana Splits   ICT: Each classroom has access to a CD player. In addition, each class has an Interactive Whiteboard with internet access. Teachers may use these to access useful sites to support the music programme, such as:   * [www.pcsp.ie](http://www.pcsp.ie) * [www.vanbasco.com](http://www.vanbasco.com) * [www.teachnet.ie](http://www.teachnet.ie)   Resources and supplies are checked at the beginning and end of every school year. |
| 9. 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 will be encouraged to show respect for music instruments, and to play them at an appropriate volume. |
| 10. Individual Teachers’ Planning and Reporting  Teachers will base their long term and short term plans on this Music development plan. Work covered will be outlined in the Cúntas Míosúil. |
| 11. Staff Development   * The Principal will notify the staff of any opportunities for further professional development through participation in courses offered by the Education Centre and/or other parties. * 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. * The school received visits from the PCSP Music Cuiditheoir. |
| 12. 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 in 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 Principal, and the teacher will be present in the class at all times. |
| 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   1. **Roles and Responsibilities:** Class teachers are responsible for the implementation of the Listening and responding for their own classes.   2. **Timeframe:** School year 2017- 2019 |
| * Review   Progress made during the school year 2017 will be reviewed at the June 2019 staff meeting. |
| * Ratification and Communication   This plan was ratified by the Board of Management on the \_\_\_\_\_\_\_\_\_\_\_\_. It was distributed to all teachers and was implemented in classes from September 2017. It was communicated to the parents in September 2017.  Chairperson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Tin Whistle and Singing- Mary Rodgers

Songs:

Yellow Submarine

The Bare Necessities

When the Saints go Marching In

Oh! Susanna

You are my sunshine

She’ll be coming round the mountain

I’ll tell me Ma

Galway girl

Las Vegas in the Hills of Donegal

Oró, Sé do Bheatha ‘bhaile

Trasna na dtonnta

Baidín Fheilimidh

Peigin Leitir Móir

Hit the Diff

Wagon Wheel

Homes of Donegal

Grand old Duke of York

Five Little Ducks

Hockey Pokey

Tin Whistle:

Scale: Twinkle Twinkle

Mary had a little lamb

Winter Wonderland

Hush little Baby

Michael Rode a boat ashore

Raitlin Bog

BINGO

Irish Rover

I’ll Tell me Ma

Leaving of Liverpool

Pop Goes the weasel

Danny Boy

Flower of Scotland

Sunday Game

Eastenders Theme

Faith of Our Fathers

Wheels on the bus

Row, Row, Row your boat.