

Whole School Plan For Music

**Kilgarvan Central School, Kilgarvan, Co. Kerry
Uimhir Rolla: 19458F**



Introductory Statement and Rationale

Introductory

This policy was formulated by the teaching staff of Kilgarvan Central School to have a transparent and uniform approach to Music throughout the school after a reflection on the current practice of teachers in relation to music. P.D.S.T guidelines were used to assist in the drafting of this policy. This revised plan was developed in January 2024.

Rationale

As music is a diverse and lifelong activity, enjoyed by people of all ages, we in Kilgarvan Central School consider music to be an indispensable part of the child centred curriculum. It is a discrete body of knowledge, another form of communication and means and assists in the development of the child's imagination and listening 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, risk-taking and enjoyment. (Music Curriculum pg.5)

Vision and Aims

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. Music involves learning in the major domains of knowledge, skills, attitudes and feelings and the senses. We also seek to develop the child's aesthetic, intellectual, emotional, creative and cultural development through engagement in positive musical experiences. As a whole staff we endeavour to cultivate a lifelong love of music in our pupils which will enhance their development, mental health and enrich their lives.

Aims

We endorse the aims and objectives for music as outlined in the music curriculum (p. 12-13).

- 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.

Strands and Strand Units

The choice of content is determined by the previous musical experience and need of the student. At times this may be accommodated through attempting the content suggestions for an earlier level. When choosing strand unit/objectives, every effort is made to ensure that all the musical concepts are included resulting in a plan for music that is broad, balanced and coherent. Familiarity is maintained when teachers change classes or for new teachers by providing a template which lists what is expected at each class level. This ensures continuity and progression. Each teacher also has a chart for the musical concepts, their definitions and when each should be introduced. Individual classes use thematic approaches e.g. Christmas, seasonal themes, etc.

1. Listening and Responding Strand Unit: Exploring sounds	
Objectives: The child will be enabled to	
Infants	<p><u>Environmental Sounds</u></p> <ul style="list-style-type: none"> • Listen to, identify and imitate familiar sounds in the environment from varying sources • Describe sounds and classify them into sound families <p><u>Vocal Sounds</u></p> <ul style="list-style-type: none"> • Recognise the difference between the speaking voice and the singing voice and use these voices in different ways • Recognise different voices • Use sound words and word phrases to describe and imitate selected sounds <p><u>Body Percussion</u></p> <ul style="list-style-type: none"> • Discover ways of making sounds using body percussion <p><u>Instruments</u></p> <ul style="list-style-type: none"> • Explore ways of making sounds using manufactured and home-made instruments • Experiment with a variety of techniques using manufactured and home-made instruments
1 st & 2 nd classes P32 curriculum	<p><u>Environmental Sounds</u></p> <ul style="list-style-type: none"> • Listen to, identify and imitate familiar sounds in the environment with increasing awareness • Recognise and classify sounds using differing criteria <p><u>Vocal Sounds</u></p> <ul style="list-style-type: none"> • Recognise and demonstrate pitch differences • Identify pitch differences in different voices • Explore the natural speech rhythm of familiar words <p><u>Body Percussion</u></p> <ul style="list-style-type: none"> • Discover ways of making sounds using body percussion <p><u>Instruments</u></p> <ul style="list-style-type: none"> • Explore ways of making sounds using manufactured and home-made instruments • Explore how the sound of different instruments can suggest different sounds
3 rd & 4 th classes P48/49 curriculum	<p><u>Environmental Sounds</u></p> <ul style="list-style-type: none"> • Listening to and describe a widening variety of sound from an increasing range of sources • Classify and describe sounds within a narrow range <p><u>Vocal Sounds</u></p> <ul style="list-style-type: none"> • Recognise and demonstrate pitch differences • Discover the different kinds of sounds that the singing voice can make • Imitate patterns of long or short sounds vocally <p><u>Body Percussion</u></p> <ul style="list-style-type: none"> • Discover ways of making sounds using body percussion, in pairs and small groups <p><u>Instruments</u></p> <ul style="list-style-type: none"> • Explore ways of making sounds using manufactured and home-made instruments

	<ul style="list-style-type: none"> Explore how the tone colour of suitable instruments can suggest various sounds and sound pictures
5th&6th Classes P 68/69/70 curriculum	<p>Environmental Sounds</p> <ul style="list-style-type: none"> Listen to sounds in the environment with an increasing understanding of how sounds are produced and organised <p>Vocal Sounds</p> <ul style="list-style-type: none"> Explore a range 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 <p>Body Percussion</p> <ul style="list-style-type: none"> Identify a variety of ways of making sounds using body percussion in pairs and in small and large groups <p>Instruments</p> <ul style="list-style-type: none"> Explore ways of making sounds using manufactured and home-made instruments Explore how the tone colour of suitable instruments can suggest various sounds and sound pictures

Strand Unit: Listening and responding to Music

Objectives: The child will be enabled to:

Infants	<ul style="list-style-type: none"> Listen to a range of short pieces of music or excerpts Respond imaginatively to short pieces of music through movement Talk about pieces of music, giving preferences, and illustrate responses in a variety of ways Show the steady beat in listening to live or recorded music Recognise and show the difference between fast and slow tempos Recognise and show the difference between loud and soft sounds Recognise and show the difference between high and low sounds Listen and respond to patterns of long and short sounds
1st & 2nd classes P33/34 curriculum	<ul style="list-style-type: none"> Listen to a range of short, familiar and unfamiliar pieces of music or excerpts Respond imaginatively to pieces of music through movement Talk about pieces of music, giving preferences, and illustrate responses in a variety of ways Show the steady beat in listening to live or recorded music. accompanying or chants Differentiate between steady music and music without a steady beat Identify and show the tempo of the music as fast or slow, getting faster or getting slower Differentiate between sounds at different dynamic levels (loud and soft, getting louder and softer) Perceive the difference between long and short sound Identify obviously different instruments
3rd &4th classes	<ul style="list-style-type: none"> Listen to and describe music in various styles and genres, including familiar excerpts, recognising its function and historical context where appropriate

P50/51 curriculum	<ul style="list-style-type: none"> Describe initial reactions to, or feelings about, his/her compositions and the compositions. Giving preferences Respond imaginatively to longer excerpts in a variety of ways Show the steady beat in listening to live or recorded music. accompanying or chants Differentiate between steady music and music without a steady beat Recognise strong and weak beats, illustrating them through gestures Identify and show the tempo of the music as fast or slow, getting faster or getting slower Distinguish between sounds of different duration (long or short) while listening to music Identify some families of instruments Respond appropriately to obviously different sections in a piece Discover 2-time beat and 3-time beat by using gesture to accompany music Experience 6/8 time (like a jig)
5 th & 6 th Classes	<ul style="list-style-type: none"> Listen to and describe a broad range of musical styles and traditions, including familiar excerpts, recognising its function and historical context where appropriate Listen to his/her own compositions and the compositions of others recording or live performances- and evaluate in terms of personal response, choice of instruments and expressive qualities Respond imaginatively to longer pieces in a variety of ways Identify families of instruments Examine the effects produced by different instruments Distinguish the main instrument heard in a piece of music Recognise and understand how tempo and dynamic choices contribute to an expressive musical performance Recognise strong and weak beats, illustrating them through gestures Identify two-beat or three-beat time in moving to music Identify six-eight time in moving to music Determine simple form and represent through gesture Experience dotted rhythms or syncopation in familiar tunes through gestures and movement.
P68/69/70 Curriculum	

Performing

Strand Unit: Song Singing

Teacher guidelines

- P70-88 General guidelines for Song Singing
- P72 Singing ranges
- P74 Singing with the musical elements in minds
- P76- 81 Effective singing skills
- P84-85 Developing part singing
- P86/87 Public performances
- P88 Overcoming singing difficulties
- P 82/83 Exemplar 14 Teaching a song (first to sixth classes)

Objectives: The child will be enabled to:

Infants:	<ul style="list-style-type: none"> Recognise and sing familiar songs from other sources
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	<ul style="list-style-type: none"> • Recognise and imitate short melodies in echoes, developing a sense of pitch • Show the steady beat in listening to or accompanying songs or rhythmic chants • Show while singing, whether songs move from high to low or from low to high • Perform songs and rhymes with a sense of dynamic control where appropriate
1st & 2nd classes P35 curriculum	<ul style="list-style-type: none"> • Recognise and sing with increasing vocal control and confidence a growing range of songs and melodies • Recognise and imitate short melodies in echoes, • Show the steady beat when performing familiar songs, singing games or rhythmic chants • Understand the difference between beat and rhythm • Perceive the shape of melodies as moving upwards, downwards or staying the same • Select the dynamic most suitable to a song • Notice obvious differences created between sections of songs in various forms
3rd & 4th classes P52/53 curriculum	<p><u>Unison singing</u></p> <ul style="list-style-type: none"> • Sing from memory a widening repertoire of songs with increasing vocal control, confidence and expression • Show greater control of pulse and tempo while singing well-known tunes • Understand the difference between beat and rhythm • Perform familiar songs with increasing understanding and control of pitch and extended vocal range • Performing familiar songs with increasing awareness of dynamics, phrasing and expression • Notice obvious differences created between sections of songs in various forms <p><u>Simple part singing</u></p> <ul style="list-style-type: none"> • Perform a rhythmic or melodic ostinato or drone in accompanying a song • Perform, in groups, simple rounds in two or more parts
5th & 6th Classes	<p><u>Unison singing</u></p> <ul style="list-style-type: none"> • Recognise and sing from memory a more demanding repertoire of songs with an awareness of the music's social, historical and cultural contexts • Sing independently with increasing awareness and control of pulse, tempo, pitch, diction and posture • Perform familiar songs with increased control; dynamics, phrasing and expression • Relate words and mood of a song to style and performance • Notice the differences created between the sections of songs in different forms • Explore structural elements within familiar songs <p><u>Simple part singing</u></p> <ul style="list-style-type: none"> • Perform a rhythmic or melodic ostinato or drone in accompanying a song • Distinguish individual parts in a round by singing, listening, moving or by observing notational cues • Perform a round in several different textures

P71/72 Curriculum	<ul style="list-style-type: none"> • Perform, as a part of a group, two songs sung individually and as partner songs • Perform as part of a group, arrangements of songs that include simple countermelodies or harmony parts • Identify unison parts and harmony parts visually and aurally
	Performing
Strand Unit: Literacy	
Teacher guidelines	
<ul style="list-style-type: none"> • P89-103 <u>General guidelines</u> for Literacy • P90/91 <u>Graphic notation</u> • P82-101 <u>Standard notation</u> • P93 <u>Note values</u> • P96-99 <u>Pitch</u> • P100 <u>Pentatonic music</u> • P95 Exemplar 16 Sequence for teaching a new element • P 98/99 Exemplar 17 Stages of pitch notation • P102 Exemplar 19 Introducing a new note • P136 <u>Hand signs</u> • P137 <u>A suggested sequence in rhythm</u> • P138 <u>A suggested sequence in melody</u> 	
Objectives: The child will be enabled to:	
Infants	<ul style="list-style-type: none"> • Match selected sound with their pictured source • Recognise and perform simple rhythm patterns from pictorial symbols
1 st & 2 nd classes	<p><u>Rhythm</u></p> <ul style="list-style-type: none"> • Identify and perform familiar rhythm patterns from memory and from notation <p><u>Pitch</u></p> <ul style="list-style-type: none"> • Recognise the shape of a simple melody • Recognise and sing familiar tunes and singing games within a range of two or three notes
P36/37 curriculum	<p><u>Rhythm & Pitch</u></p> <ul style="list-style-type: none"> • Recognise and sing simple tunes, from simplified notation, combining rhythm and pitch
3 rd & 4 th classes	<p><u>Rhythm</u></p> <ul style="list-style-type: none"> • Identify and define the rhythm patterns of well-known songs and chants • Recognise and use some standard symbols to notate metre and rhythm <p><u>Pitch</u></p> <ul style="list-style-type: none"> • Recognise and sing familiar, simple tunes in a variety of ways • Recognise the shape of melodies on a graphic score or in standard notation • Use standard symbols to identify and sing limited range of notes and melodic patterns • Use standard symbols to notate simple rhythm and pitch <p><u>Rhythm & Pitch</u></p> <ul style="list-style-type: none"> • Discover how pentatonic tunes can be reads, sung and played in g doh, c doh or f doh •
P54/55/56 curriculum	<p><u>Rhythm</u></p> <ul style="list-style-type: none"> • Recognise longer and more complex rhythm patterns of familiar songs and chants • Recognise, name and use some standard symbols to notate metre and rhythm <p><u>Pitch</u></p>
5 th & 6 th Classes	<p><u>Rhythm</u></p> <ul style="list-style-type: none"> • Recognise longer and more complex rhythm patterns of familiar songs and chants • Recognise, name and use some standard symbols to notate metre and rhythm <p><u>Pitch</u></p>

P73/74/75 Curriculum	<ul style="list-style-type: none"> • Recognise and sing familiar tunes in an increasing variety of ways • Recognise the shape of a melody and movement by steps or by leaps, from a graphic score or from notation
	<p>Rhythm & Pitch</p> <ul style="list-style-type: none"> • Use standard symbols to read. Sing and play simple melodies from sight • Use standard symbols with increasing fluency and accuracy to notate simple rhythm and pitch • Recognise that melodies can be read, sung or played in different keys • Read, sing and play simple tunes from sight with C G F as doh • Understand the function of major key signatures as indicating the position of doh

Performing

Strand Unit: Playing instruments

Teacher guidelines

- P104-109 General guidelines for playing instruments
- P106 The Recorder
- P109 Tin Whistle
- P130/131 Musical instruments suitable for primary schools
- P132-135 How to hold and play some percussion instruments

Objectives

Infants P 37 Curriculum	<ul style="list-style-type: none"> • Play simple percussion instruments • Use simple home-made and manufactured instruments to accompany songs, nursery rhymes and rhythmic chants
1st & 2nd classes P38 curriculum	<ul style="list-style-type: none"> • Play some percussion instruments with confidence • Use percussion instruments to show the beat or rhythm in accompanying songs or rhythmic chants • Identify and perform simple two-note or three-note tunes by ear or from simple notation
3rd & 4th classes P57 curriculum	<ul style="list-style-type: none"> • Discover different ways of playing percussion and melodic instruments • Use percussion instruments to show the beat or rhythm in accompanying songs or rhythmic chants • Identify and perform simple, familiar tunes from memory or from notation
5th & 6th Classes P76 Curriculum	<ul style="list-style-type: none"> • Perform a range of playing techniques on a wide selection of percussion and melodic instruments • Use percussion instruments with increasing confidence and skill to accompany tunes, songs and chants • Identify and perform familiar tunes from memory or from notation independently

Composing

Strand Unit: Improvising and Creating

Teacher guidelines

- P110-119 General guidelines for Improvising and creating
- P113 Exemplar 20 Accompanying a story, song or game

- P114 Exemplar 21 Accompanying a poem
- P115 Exemplar 22 Using musical elements
- P116 Composing with rhythmic elements
- P118 Composing using melodic elements

Objectives: The child will be enabled to:

Infants: P 38 Curriculum	<ul style="list-style-type: none"> • Select sounds from a variety of sources to create simple sound ideas, individually and in groups vocal sounds, body percussion, manufactured instruments, home-made instruments representing a bear, a frog, a fairy using sound effects to accompany games, stories, poems • Invent and perform short, simple musical pieces with some control of musical elements fast/slow (tempo), loud/soft (dynamics), long/short (rhythm), knowing when to start and stop (structure) • Improvise new answers to given melodic patterns singing conversations ‘How are you?’ - ‘Fine, thank you!’ ‘Céard is ainm duit?’—‘Pád-raig’ • New verses for familiar songs and rhymes ‘Hickory dickory dock, the (cat) ran up the clock.
1st & 2nd classes P39 curriculum	<ul style="list-style-type: none"> • Select sounds from a variety of sources to illustrate a character or a sequence of events, individually and in groups • Invent and perform short musical pieces with increasing ease and control of musical elements • Recall, answer and invent simple melodic and rhythmic patterns, using voices, body percussion and instruments
3rd & 4th classes P58 curriculum	<ul style="list-style-type: none"> • Select different kinds of sounds (voice, body percussion, untuned ad tuned percussion, simple melodic instruments, electronic instruments) to portray a character, a sequence of events or an atmosphere in sound stories • Invent and perform simple musical pieces that show a developing awareness of musical elements • Recall, answer and invent simple melodic and rhythmic patterns, using voice, body percussion and instruments
5th & 6th Classes Curriculum P77	<ul style="list-style-type: none"> • Select a wide variety of sound sources (voices, body percussion, untuned and tuned percussion, melodic instruments and technology for a range of musical purposes • Invent and perform pieces that show an increasing awareness and control of musical elements • Recall, answer and invent melodic and rhythmic patterns, using voices, body percussion and instruments

Composing

Strand Unit: Talking about and recording compositions

Teacher guidelines

- P110-119 General guidelines for Improvising and creating
- P120/121 Talking about and recording compositions

Objectives : The child should be enabled to

Infants P 40 Curriculum	<ul style="list-style-type: none"> • Talk about his/her work and the work of other children how the instruments were selected how the sounds were produced what they sounded like how easy or difficult they were to play how he/she enjoyed exploring them what he/she liked best
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	<ul style="list-style-type: none"> • Invent graphic symbols or use standard notation to represent selected sounds symbols that represent metal and wooden instruments metal: wood: simple rhythm notation with rhythm sound pattern
1st & 2nd classes P40/41 curriculum	<ul style="list-style-type: none"> • Talk about his/her work and the work of other children • Invent graphic symbols or use standard notation to represent selected sounds • Record compositions on electronic media
3rd & 4th classes P59 curriculum	<ul style="list-style-type: none"> • Describe and discuss his/ her work and the work of other children • Devise and use graphic symbols and/or use standard notation to record simple musical patterns and inventions • Record compositions on electronic media
5th & 6th Classes P78/79 Curriculum	<ul style="list-style-type: none"> • Reflect upon and evaluate his/her work and the work of other children • Devise and use graphic symbols and/or use standard notation to record different lines of musical patterns and inventions • Record compositions on electronic media

Planning

This school plan in conjunction with the curriculum documents will provide information and guidance to individual teachers for their long- and short-term planning. Each teacher will prepare a long-term yearly plan for music which will be informed by this plan. Each teacher will ensure that the music content for their class will be covered at a minimum during the school year and will record this in their fortnightly plans and Cuntas Míosúil.

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. In order to develop an understanding of the Music Elements in children, the following methodologies are used:

Listening and Responding:

Talk and discussion

Use of the environment to listen to and reproduce sounds

Responding to music through movement, visual arts, creative writing, playing percussion, singing individually and in groups.

Performing:

Listening and responding to songs

Teaching songs through the teacher singing the song, or using a cd

Teaching instruments e.g. tin whistle, percussion, homemade instruments.

Teaching the children how to read notes on the stave

Using instruments to accompany songs

Composing:

Using environmental, vocal and body sounds as well as instruments to create short musical pieces to accompany stories, poems, etc.

Recording the children's compositions

Talk and discussion about the compositions

Linkage and Integration

Linkage in the Music Curriculum occurs naturally across all three strands.

Music, as a subject, can be integrated with many other subjects across the curriculum:

Visual Arts – listening and responding to a piece of music through drawing pictures

English – responding to music through writing

Maths – developing an understanding of number through teaching rhythm

Gaeilge – through teaching Irish songs, through exploring the rhythm of Irish words

P.E. – responding to Music through dance

Drama – using/composing music to accompany a piece of dramatic action

Integration may also be approached through planning on a thematic basis. As a staff we will be avail of opportunities for linkage between strands when planning individual music activities.

Assessment and Record Keeping:

Each teacher will evaluate the Music programme periodically by referring back to the objectives in the 1999 Music curriculum. A short session at staff meetings may be allocated from time to time to discuss the progress of the Music curriculum throughout the school.

The assessment of children's work is made by teachers on the basis of their informal observations. These observations will be communicated on an informal basis between class teachers and to parents at parent-teacher meetings. More formal reports of these observations will be made to parents as part of annual written school reports.

Children with Different Needs

All children will be treated equally in the area of Music and will be encouraged to participate to their own ability. Any child attending resource/learning support will be given every opportunity to participate with the rest of the class and not to continually miss out in Music. Children who display a particular talent in the area of Music will be encouraged to develop this talent e.g. through performing for other classes throughout the school or through encouraging parents to further develop this talent. 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

Equal opportunities will be given to all pupils regardless of gender, ethnic background or 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 (50 minutes for infants, 1 hour for 1st to 6th class). This time allocation may be broken down at the discretion of the individual teacher. Teachers may occasionally block plan their time for Music. Some discretionary time may also be allocated periodically to work in Music, particularly at celebrated occasions e.g. The sacraments of First Confession, Communion and Confirmation, Christmas, Easter. Teachers should ensure that pupils attending supplementary teaching are included for as much of the Music programme as possible. From 2024, the children in 1st and 2nd class as well as 3rd and 4th class will engage with the Music Generation programme. Music generation is a new performance music education service for children in Ireland. It will provide opportunities for children to access a range of high quality, subsidised vocal, instrumental and music technology tuition.

Resources

Resources for the teaching of music have been purchased. An inventory of resources, equipment and instruments, have been drawn up (a copy of this has been given to each class teacher).

The following programmes and resources are in use by the staff for Music:

Let's Make Music- Juniors- second class

Into Music- 3rd – 6th class

Various CDs

YouTube and other online music sources

The following instruments are in use:

Percussion kit

Chime bars

Tin whistles

Hand bells

Homemade musical instruments

Health and Safety:

Care and attention will be given to the following:

- Hidden dangers if children are moving around the classroom
- Storage facilities for instruments
- Access to, and transport of, materials
- Ventilation of the classrooms
- Amount of space for children to sit or stand when engaging in Music especially when responding through dance
- Appropriate volume levels when using audio equipment and instruments

Staff Development:

The staff will avail of training as provided by the Department of Education and Science. Staff will be kept informed of any upcoming courses in Music. Teachers may also participate in summer courses for Music.

Parental Involvement and Community Links

Musicians living locally or those with talent in Music in the school community, including parents, will be asked to support the school in its efforts to develop music in Kilgarvan Central School. e.g. a parent has played music for the sacraments along with the school choir.

The school choir sings at different events in the school and wider community, e.g. school concerts, First Communion, Confirmation, etc.

Review

Roles and Responsibilities

All teachers, under the guidance of the principal, will be responsible for overall development of the music curriculum. All teachers will be responsible for resources.

Timeframe

This whole school plan for Music has been revised this year (2024) and will be reviewed and updated where necessary.

Ratification and Communication

This school plan for Music was ratified by the Board of Management of Kilgarvan Central School on _____.

The policy will be reviewed regularly in the light of experience. It will be reviewed by the full staff and Board of Management. Next review of this policy will occur during the school year of 2028/2029.

Signed: _____
(Chairperson of Board of Management)
Date: _____

Signed: _____
(Principal)
Date: _____