

Whole School Plan

For

Music



Scoil Naomh Peadar
Droichead Átha

St. Peter's N.S
Curriculum Policy Document
Music

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❖ Guiding Principles

The guiding principles that inform the teaching and learning of Music in our school are:

- ✓ Music is for all teachers and all children.
- ✓ The three strands are equally important –
 - a) *Listening and Responding*
 - b) *Performing*
 - c) *Composing*
- ✓ Active enjoyable participation is fundamental to the Music Curriculum.
- ✓ Music enhances and enriches the child's life.

❖ Introductory Statement and Rationale

• **Introductory Statement:**

Following in-service training of 2004-2005, it was decided to commence the development of the school plan in Music. During the following year teachers had an opportunity to try out different elements of the revised Music Curriculum in their classrooms before a detailed school plan was formulated. With the assistance of Mr. Ian Packman, Cuideathóir, the school staff has now devised this school policy for the teaching and learning of Music in St. Peter's N.S..

• **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

• **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.

• **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

Curriculum Planning

❖ Strands and Strand Units

- **Strand: Performing**

Objectives for Song singing

Children from Junior Infants to Second Class will:

- Recognize and sing familiar songs and melodies from other sources, with increasing vocal control and confidence as the children progress. These should include pentatonic songs (based on five notes: *d,r,m,s,l*)
- Develop a sense of pitch through imitating short melodies in echoes (In Infant classes the vocal range is five to six notes D to A and by seven or eight years the range will increase to an octave)
- Show the shape of melodies by moving upwards, downwards or staying the same.
- Show the steady beat (pulse) when listening to, accompanying or performing familiar songs, rhythmic chants or games.
- Perform songs and rhymes with a sense of dynamic (loud/soft) where appropriate. By 1st and 2nd class children will begin to select the dynamics most suitable to a song.
- 1st and 2nd class will understand the difference between beat (pulse) and rhythm e.g. one group will clap the beat, another group taps the rhythm and another group sings the song.
- 1st and 2nd will identify obvious differences between sections of songs in various forms e.g. verse and refrain.

Children from Third to Sixth Class will:

- Recognize and sing from a widening and more demanding repertoire of songs 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:
 - a) Perform rhythmic or melodic ostinato- a pattern that is repeated over and over.
 - b) Use a drone in accompanying a song – long held notes
 - c) Perform in groups simple rounds in two or three parts e.g. “Three Blind Mice”, “Ceol arsa an t-asal”

(In 5th & 6th Class)

- d) Distinguish individual parts in a round by singing, listening, moving
- e) Perform a round in several textures: voices, chimebars and /or glockenspiel.
- f) Perform as part of a group, two songs sung individually and as partner songs e.g. “This old Man” and “Michael Finnigin”
- g) Perform as part of group arrangements songs that include countermelodies or harmony parts.
- h) 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 Junior Infants to Second Class will:

Rhythm

- Match selected sounds with their pictured source e.g. teacher hums “Twinkle Twinkle” or “Pease Pudding Hot” and the child chooses a picture of a star or a picture of a porridge bowl as the appropriate matching symbol.
- Recognize and perform simple rhythm patterns from pictorial symbols e.g. cat/ kitten, dog / puppy.
- Identify and perform familiar rhythm patterns from memory and from notation.
- Progress from pictorial to stick notation – ta, ti ti and ta rest)

Pitch

- Recognize the shape (contour) of a simple melody
- Recognize and sing familiar tunes within range of two and three notes : s,m,l – hummed, sung to one syllable e.g. da da da; sung in tonic solfa e.g. s,m; from signs; from staff notation hand (two – lined stave)

Rhythm and Pitch (1st and 2nd class)

- Recognize and sing simple tunes, from simplified notation, combining rhythm and pitch using:
 - a) stick notation
 - b) simplified staff notation (two – lined stave)

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

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 Junior Infants to Second Class will:

- Play simple percussion instruments e.g. triangle, tambourine, drum. They will learn to take turns, play in ones, twos and in small groups
- Use simple home-made and manufactured instruments to accompany songs, nursery rhymes or rhythmic chants.
- Children in first and second class will use percussion instruments to show beat or rhythm in accompanying songs or rhythmic chants
- Children in first and second class will identify and perform two-note and three-note tunes by ear or from simple notation using tuned percussion instruments e.g chime bars / glockenspiel.

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.