



# Ballinteer Educate Together National

## Music Policy

### Introductory Statement

Music is central to the character, spirit and ethos of our school community. It is an integral part of everyday life in Ballinteer Educate Together and of our child-centred curriculum, not just because it enhances other areas of learning but because it deepens the child's sense of humanity, teaching them to recognise beauty and to be sensitive to and to appreciate more fully the world in which they live in. Music provides children with ways to explore our cultural heritage and our connection to a changing world. Music provides children with opportunities to imagine, invent, express feelings and develop their sense of wonder and delight.

The staff of Ballinteer Educate Together N.S. have collaboratively drawn up this whole school plan in Music. The purpose of this policy is to provide practical guidance for teachers, parents and other relevant persons on the provision of effective music education in our school.

### Rationale:

To benefit teaching and learning of music in our school.

To provide a coherent approach to the teaching of music in the whole school.

To reflect the aims of the 1999 Primary School Curriculum for Music.

### Vision and Aims

#### *(a) Vision*

Music in our school should provide lifelong opportunities for the development of imagination, sensitivity, inventiveness, risk-taking and enjoyment.

#### *(b) Aims*

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

- To enable the child to enjoy and understand music and 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 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 enable the child to develop his/her musical potential and to experience the excitement and satisfaction of being actively engaged in musical creativity.
- To enhance the quality of a children's life through aesthetic musical experience.

## Curriculum Planning

### 1. Strand and Strand Units

*Through engaging in the strands and strand units the child should be enabled to develop a sense of the Musical Concepts of pulse, duration, tempo, pitch, dynamics, structure, timbre, texture and style.*

**Strand:** Performing

**Strand Unit:** Song Singing

**Objectives:**

**Children from Junior Infants to Second Class will be enabled to:**

- Recognise 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. First and Second Class will move on to understanding the difference between beat (pulse) and rhythm e.g. one group will clap the beat, another groups taps the rhythm and another groups sings the song.
- Perform songs and rhymes with a sense of dynamic (loud/ soft) where appropriate. First and Second Class children will begin to select the dynamics most suitable to a song.

- ° First and Second Class will identify obvious differences between sections of songs in various forms e.g. verse and refrain.

### Children from Third Class to Sixth Class will:

- ° Recognise 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.
- ° Show greater control when singing of pulse (steady beat), temp, pitch (By the end of Sixth 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 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 (phased in gradually as follows)
  - a. Perform rhythmic or melodic ostinato - a pattern that is repeated over and over (year 1)
  - b. Use a drone in accompanying a song - long held notes (year 2)
  - c. Perform songs in groups simple rounds in two or three parts (year 3)
  - d. (Fifth and Sixth Class) Distinguish individual parts in a round by singing, listening, moving
  - e. Perform a round in several textures: voices, chimebars and/ or boomwhackers
  - f. Perform as part of a group, two songs sung individually and as partner songs
  - g. Perform as part of a group arrangement songs that include 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.

### Resource Materials

Please see list of core songs in the appendix.

*Care should be taken in selecting additional materials that the themes and lyrics of songs chosen are appropriate to the age and stage of development of the children and are in keeping with the equality-based ethos of our school.*

**Strand: Performing**

**Strand Unit: Literacy**

**Objectives:**

**Children from Junior Infants to Second Class will be enabled to:**

**Rhythm**

- Match selected sounds with their pictured source
- Recognise and perform simple rhythm patterns from pictorial symbols e.g. cat/ kitten, dog/ puppy.
- Identify and perform simple rhythm patterns from memory and from notation.
- Progress from pictorial representation to symbolic representation.
- Introduce rhythm syllable for 1 beat, and 1 beat rest and  $\frac{1}{2}$  beat (ta, ti ti)

**Pitch**

- Recognise the shape (contour) of a simple melody
- Recognise 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 (two-lined stave)

**Rhythm and Pitch (First and Second Class)**

Recognise and sing simple tunes, from simplified notation, combining rhythm and pitch using:

- a. Symbolic representation will lead into stick notation (1 beat, 1 beat rest and  $\frac{1}{2}$  beat)
- b. Simplified staff notation (two-lined stave)

**Children from Third Class to Sixth Class will be enabled to:**

**Rhythm**

- Identify and define rhythm patterns of well-known songs and chants progressing to more complex chants in Fifth and Sixth Classes
- Replace stick notation with standard notation.
- Recognise, name and use some standard symbols to notate metre (time) and rhythm i.e. quaver, crotchet, minim, dotted minim, semibreve.

**Pitch**

- Recognise 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.
- Recognise 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 Fifth/ Sixth 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 eg C major, D major, G major, F major.

### Strand: Performing

#### Strand Unit: Playing Instruments

#### Objectives:

#### Children from Junior Infants to Second Class will be enabled to:

- 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.
- (First and Second Class) Use percussion instruments to show beat or rhythm in accompanying songs or rhythmic chants.
- Identify and perform two-note and three-note tunes by ear or from simple notation using tuned percussion instruments e.g chime bars

#### Children from Third Class to Sixth Class will be enabled to:

- Discover different ways of playing percussion and melodic instruments e.g scraping or striking a drum, clamping the sounds 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, xylophone) melodic instruments (e.g. tin whistle, recorder) laying 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.

### Support Materials

A selection of activities (for song singing, literacy and playing an instrument) to support the implementation of these objectives, at all class levels is included in the appendix.

## Strand: Listening and Responding

### Strand Unit: Exploring Sounds

#### Objectives:

**Children from Junior Infants to Second Class will be enabled to:**

#### Environmental sounds

- Listen to, identify and imitate familiar sounds in the immediate environment from varying sources. Children in First and Second Class will also describe sounds in the environment with increasing awareness.
- Describe sounds and classify them into sound families. In First and Second Class children will recognise and classify sounds using differing criteria.
- Classify and describe sounds within a narrow range.
- Children in First and Second Class will recognise and demonstrate pitch differences.

#### Vocal Sounds

- Recognise the difference between the speaking voice and the singing voice and use these voices in different ways in infant classes.
- Recognise different voices and in First and Second Class, identify pitch differences in different voices.
- Use sound words and word phrases to describe and imitate selected sounds in infants classes.
- Explore the natural speech rhythm of familiar words in First and Second Classes.

## Body Percussion

- Discover ways of making sounds using body percussion

## Instruments

- Explore ways of making sounds using manufactures and home-made instruments.
- Experiment with a variety of techniques using manufactured and home-made instruments.
- (First and Second Class) Explore how the sounds of different instruments can suggest various sounds and sound pictures.

Children from Third to Sixth Class 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.
- (Third and Fourth Class) Recognise and demonstrate pitch differences.

## Vocal Sounds

- Discover, and in Fifth and Sixth Class explore, the different kinds of sounds that the singing voice and the speaking voice can make.
- (Fifth and Sixth Class) Distinguish and describe vocal ranges and tone colours heard in a piece of music.
- (Fifth and 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 Class, 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.

## Support Materials

A core list of activities for Vocal Sounds and Body Percussion, for each class level, is included in the appendix.

**Strand: Listening and Responding**

**Strand Unit: Listening and Responding to Music**

**Objectives:**

**Children from Junior Infants to Second Class will be enabled to:**

- 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. (Second Class)  
Progress to differentiating between music with and without a steady beat.
- Recognise and show the difference between fast and slow tempos and in First and Second Class, getting faster and getting slower.
- Recognise and show the difference between loud and soft sounds, getting gradually louder and getting softer.
- Recognise and show the difference between high and low sounds.
- Listen and respond to patterns of long sounds and short sounds.
- (First and Second Class) Perceive the difference between long and short sounds.
- Identify obviously different instruments.

**Children from Third to Sixth Class 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) 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 jog).
- 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.
- **(Fifth and Sixth Class)** Recognise and understand how tempo and dynamic choices contribute to an expressive musical performance.
- **(Third and Fourth Class)** 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.

### Support Materials

A list of Musical Excerpts to be covered in each class is included in the appendix.

### Strand: Composing

**Strand Units:** Improvising and Creating

Talking About and Recording Compositions

### Objectives:

**Children from Junior Infants to Second Class will be enabled to:**

- 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
- 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

### Children from Third to Sixth Class will be enabled to:

- Select from a wide variety of sound sources (voice, body percussion, untuned and tuned percussion, melodic instruments and technology) to portray a character, a sequence of events or an atmosphere, to accompany a song, poem or story, to portray an abstract concept or occasion.
- 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
- 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

### Resource Materials

A selection of activities to support the implementation of these composing objectives, at all class levels is included in the appendix.

## 2. 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 the environment
  - ✓ Guided and discovery learning
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- When the occasion presents itself, children will be given the opportunity to attend music lessons with visiting musicians e.g. Music Generations Violins
  - Musicians, including students and parents, will be invited to the school to perform for the children.

- Whole School Singing assemblies will take place as frequently as accommodation and available teaching resources allow (ideally weekly). These assemblies will take place with the whole school assembling together and/ or with smaller assemblies for class groupings i.e. Infants, First and Second Class, Third to Sixth Class.
- Children will engage in musical performances yearly for parents.
- When the occasion presents itself, children will be given the opportunity to perform in musical theatre shows.
- Team teaching will be used to facilitate the sharing of expertise amongst the teaching staff.

### **3. Children with Special Educational Needs**

Differentiation will be used for children with emotional and behavioural difficulties, children with additional learning needs and children with physical difficulties. Their needs will be considered during planning and assessed after each lesson.

Ear protectors will be used where appropriate to allow children with sensory needs to engage comfortably in music activities.

### **4. Linkage and Integration**

Themes and topics will be chosen from various curricular areas. Linkage and Integration will take place through these themes and topics. Teachers will be open to the possibilities for integrating our work in music with other subject areas: Oral language (English and Irish), Visual Arts (Looking and Responding), SESE (History, Geography), Movement and Dance (PE), Science (Energy and Forces - Sound), Ethical Education.

### **5. Assessment and Record Keeping**

- ✓ Teacher observation.
- ✓ Teacher designed tasks.
- ✓ Portfolios, projects and work samples
- ✓ Recording and communicating.
- ✓ Short recordings aired on the school blog.

## **6. Organisational Planning**

### **Timetable**

Music is part of the Arts education programme where two hours and thirty minutes are allocated each week in the Infant classes and three hours each week are allocated in first to sixth classes. Teachers will timetable music for approximately 50 minutes (Infants) or 1 hour (First to Sixth) each week.

Music can be timetabled in a block of time for example for a seasonal performance, where the school may be involved in a whole school production or where the opportunity for visiting performers or music teachers presents itself.

## **7. Resources and ICT**

A list of Music Resource books currently in use in the school as reference material is included. Also included is a list of the Musical Instruments available in the school. Fund raising events will be held to raise money for the purchase of additional books and instruments.

Information about online resources such as Dabbledoo Music will be shared with the staff on an ongoing basis.

The use of model lessons and staff presentations will be encouraged to facilitate the sharing of expertise amongst the school's staff.

## **8. Health and Safety**

Teachers will consider the health and safety of the staff and children at all times. A safe area of space should be used for music activities.

Care and attention will be given to the following:

- ✓ Children's safety when moving around the classroom
- ✓ Storage facilities
- ✓ Access to, and transport of, equipment/ instruments
- ✓ Space for children to sit or stand when doing musical activities
- ✓ Appropriate volume levels when using audio equipment and instruments
- ✓ Voice care: Songs in registers appropriate to the current stage of development
- ✓ Care will be taken in selecting songs with themes and lyrics suitable to the age group and stage of development of the children

## **9. Individual Teachers' Planning and Reporting**

Each teacher will receive a copy of this policy and use it to formulate music plans. Music lessons delivered will be recorded in the Cuntas Míosúil. This record of lessons will be used to review and develop teachers planning and the whole school plan.

## **10. Parental Involvement**

In Ballinteer ETNS, we welcome interested parents in for workshops and musical activities. Parents who sing or play instruments will be invited to perform for the children or to participate in whole school singing. We place a large emphasis on our yearly shows, where we welcome the parents into our school to showcase our children's musical ability. Parents can contribute to the children's musical development by continual home support for example the practising of songs or pieces learned on musical instruments.

## **11. Community Links**

The children can experience music in the community by visiting the local musical performances in The Mill, The Ark and DLR Lexicon. The National Concert Hall, and national support structures will all be considered as valuable resources support for the Music Curriculum. We also run an after school music classes (singing, violin, keyboard, guitar) in order to cater for those children with an added interest in the subject.

Children will engage in community lead music initiatives such as Music Generations as the opportunity presents itself.

## **12. Success Criteria**

The Cuntas Míosúil will show the elements of the plan that have been used. Assessment of the children's progress through teacher observation, teacher designed tasks and tests and portfolios will show the areas of success and areas that need to be developed.

The criteria for evaluating the success of this policy will be:

- ✓ The level of enjoyment exhibited by the children
- ✓ The maximum participation by all children
- ✓ The development of skills and understanding across all strands of the music curriculum
- ✓ The provision of opportunities for achievement for each child
- ✓ The level of teacher satisfaction in teaching a broad, balanced curriculum.

## **13. Evaluating the policy**

Means of assessing the outcomes of the plan may include;

1. Teacher/parent/community feedback
2. Children's feedback regarding activity levels, enjoyment and skill development
3. Inspectors' suggestions/WSE recommendations

## **14.Review**

### **Roles and Reponsibilities**

Each teacher and the staff as a group will evaluate the progress in each strand referring back to our set of stated objectives as stated in their plan. A short session at staff meeting will be allocated to this work at least once annually.

### **Timeframe**

The content of this whole school plan for music is currently being implemented.

The focus for the school years 2018/2019 and 2019/2020 will be the collation of resource materials for each class level as outlined in the plan for each strand unit in this policy.

### **Ratification and Communication**

- ✓ This Music policy was ratified by the Board of Management on 13<sup>th</sup> November 2018.
- ✓ This policy is to be emailed to all staff and saved to our communal policies folder.
- ✓ The policy can be viewed by parents on our website.
- ✓ The policy will be reviewed in three years.

### **Signed**

Chairperson

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Date:

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