

# Asdee National School



## Music Policy

December 2022

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## **Music Policy**

### **Guiding Principles**

The guiding principles which underpin the teaching and learning of Music Education at Asdee National School are:

- Music is a subject which every child and teacher can take part in regardless of ability.
- Equal importance is to be placed on the teaching of music in comparison with other subjects on the Primary School Curriculum 1999.
- Music is an indispensable part of the child-centred curriculum.

### **Rationale**

As a subject on the Primary School Curriculum, music provides children with the environment to explore our own Irish heritage and the heritage of other cultures around the world. This plan was formulated by all members of staff at Asdee National School to provide a coherent approach to teaching music across the whole school and to ensure that pupils are given adequate opportunities to engage with the strands and strand units of the music curriculum. The plan is a record of our decisions regarding music education and reflects the Primary School Curriculum and is intended to guide teachers in their individual planning for music. We formulated several drafts before finally completing this school plan which encompasses the ideas, opinions and visions of all teachers at Asdee National School.

### **Vision**

At Asdee National School, we are committed to the all-round development of each child in our care. We envisage that by engaging with the music curriculum, each child will be given the opportunity to develop their musical skills and competencies in order to reach their full potential appropriate to their age and ability. Our school recognises that Music is a valuable subject on the primary school curriculum, which aims to develop the whole spectrum of the child's intelligence. At Asdee National School, we seek to develop each child's expressive, creative and artistic abilities through engagement with the music curriculum and to foster a spirit of innovation, initiation and imagination.

### **Aims**

We endorse the aims of the Primary School Music Curriculum:

- To enable the child to enjoy, appreciate and understand music.
- To develop the child's openness to, awareness of and response to a wide range of musical genres, including Irish Music, liturgical music and music from other cultures.
- To develop the child's capacity to express ideas, feelings and experiences through music, individually 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 class performances both vocal and non-vocal and church related performances.
- 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**

Each class teacher will be familiar with the content objectives for their class levels and the strands and strand units to develop the concepts.

## **Approaches and Methodologies**

All children attending Asdee National School are actively involved in music education. In our school, there is a positive environment that encourages the sharing of ideas, skills and resources and teachers are supported in their teaching by colleagues within the school.

The school choir performs during religious ceremonies and other events such as Grandparents day and Graduation. We encourage the children to bring in their instruments from home and they are encouraged to play in class and at school events.

The approaches and methodologies which will be employed by teachers within the school include:

- Talk and discussion.
- Active learning.
- Guided and discovery learning.
- Collaborative learning.
- Using the environment.

### **Listening and Responding:**

Children at Asdee National School are provided with opportunities to listen and respond to a wide range of musical styles, instruments, traditions and cultures, especially Irish traditions and cultures. All teachers will use the techniques of questioning, prompting, suggesting and repeated listening to provide opportunities for active listening and responding. All children are given opportunities to respond to music in a variety of ways including: talking about musical pieces, listening for specific instruments and specific features, drawing and painting, following or creating a pictorial score of music, writing in response to music, composing, singing or playing along with music, musical games and action songs. Children are provided with opportunities to work within different settings including individually, paired work, small groups and as a class. We have chosen Listening and Responding as an area to focus on as part of our School Self-Evaluation, this was implemented in 2016-2017. (See **S.S.E music**) This is now embedded in our teaching.

### **Performing:**

As part of the performing strand of the music curriculum, we at Asdee National School place emphasis on children actively enjoying class participation. We broaden children's attitudes and interests in music, we develop their creativity and imaginative flair while developing their skills, understanding and knowledge. Songs are taught using a variety of methodologies e.g. using recordings, teaching by ear (call and response), using an instrument, and by the teacher using their own voice. Songs are selected to match the vocal range of the children from available resources and are curriculum linked in a variety of different ways. Effective singing skills will be developed according to the Teacher Guidelines (see pages 70-81). Teachers will use graphic notation and standard notation to achieve literacy in music. All children will have access to a range of instruments, both percussion and melodic available in

the school. The school choir gives the children an opportunity to perform for parents and the wider community. Asdee NS has an annual Christmas play/Carol service in Asdee church. The children perform for religious ceremonies throughout the year. Bi-annually the school engages with the Kilmoyley School of Music to create a whole school musical and orchestra performance in the Tintean Theatre Ballybunion.

Over the last few years the children have performed in a selection of musicals- 'Joseph & his technicoloured dreamcoat', 'The sound of music' and 'Grease'.

### **Composing:**

Children are encouraged to improvise, discuss, evaluate and record music as part of the composing strand using vocal sounds, body percussion, homemade instruments, percussion instruments and melodic instruments. The children will also be encouraged to compose a piece of music based on a particular theme or story.

### **Children with Additional Needs**

Children with additional needs must be enabled to develop knowledge, skills and understanding in music, to experience the various different musical elements and to release their creativity by engaging in musical activities in a structured way. In most instances, the child with a special need can participate in classroom music with some modification or adaptation to his/her needs, particularly in the areas of performing and composing.

The teacher may need to approach the same material in a variety of ways to present it to different children, and therefore some flexibility in planning and preparation will be necessary.

A child who has poor co-ordination will need additional time to practise a skill, a suitable musical instrument that is easy to play or an instrument that can be played using one hand.

A child who is physically disabled will need suitable support for an instrument or an instrument that is sensitive to touch. A child who is hearing impaired will need a quiet learning environment, while instrumental needs may include a low or high pitched instrument, according to his/her specific needs. Instruments in which vibration can be felt can greatly increase the sensation of vibration. A child with a visual difficulty should encounter music that is easily learnt by rote and instruments that can be played by touch as well as plenty of time to practise a skill. Where a child is experiencing learning difficulties, plenty of encouragement and repetition of instructions will be necessary. Visual symbols and cues can help to reinforce theoretical concepts. A child with emotional or behavioural difficulties will benefit from exposure to a variety of enjoyable musical activities. These activities should be structured and have specific rules and clear instructions.

A child who is musically more able, should be catered for by providing work at his/her appropriate level (e.g. a more difficult piece to play).

### **Assessment and Record Keeping**

#### *Teacher observation*

This is the form of assessment most consistently used by teachers at Asdee N.S. and the most effective in relation to children's engagement with music education. It involves the informal monitoring of children's progress as the musical process takes place. Much of this observation is concerned with detailed and immediate musical activity and is unrecorded. However, it can be useful to make brief notes from time to time about particular learning requirements. This can be a further help to the teacher in taking account of the progress of the

class, a group or an individual at any particular juncture, and can inform his/her planning of short-term and long-term approaches to music education within the school.

#### *Teacher-designed tasks and tests*

A further dimension of this type of continuous assessment is the monitoring of children's performance in various tasks arising from their engagement with music. These arise continually in the course of music activity.

We will assess

- Willingness to participate in activities
- Readiness to engage with a certain activity
- The level of competence of a child in carrying out an activity
- Interest in and attitude to activity
- Willingness to cooperate in individual, pair and group activities

Our assessment tools are:

- Teacher observation
- Teacher-designed tasks
- Work samples

### **Differentiation**

At Asdee N.S, All children will have equal access to music education. It is crucial for positive reinforcement to be given to all children to build up their confidence and self-esteem in the music area in order to help the children to maximise their full potential.

### **Organisational planning**

Because of the cross curricular nature of music, teachers will need to be flexible. Fifty minutes is allocated for music as part of the Infant Curriculum and One hour per week will be allocated for all other classes. All teachers at Asdee National School will need to liaise and co-operate regarding specific times for music to allow for share use of resources and to ensure that music noise levels do not interfere with work taking place in other classes.

### **Resources**

The following facilities are available to the children and staff for Music Education.

1. Asdee Community Centre
2. Asdee Church
3. Tintean Theatre Ballybunion

The following resources are available to the children and staff for Music Education.

1. Keyboard, tinwhistles & percussion instruments, children are also encouraged to bring in their own musical instruments.
2. Dabledoo online music programme is used as a guide in each classroom.

3. Bua na cainte Gaeilge programme, lots of songs & poems
4. P.E. music resources- Dance strand e.g. Go noodle/Dancing time cd
5. Grow in love Religion programme, lots of music , songs & psalms.
6. Internet/Interactive white board has lots of music resources
7. Kilmoyley school of Music-visiting teachers bi-annually to direct musical.

Teachers keep a variety of CDs, books and music & song sheets & lesson ideas in their own individual classrooms.

### **Linkage and integration**

The inter-related nature of the three strands of the curriculum (Listening and responding, Performing and Composing) lend themselves readily to integrated learning.

Music integrates easily with other areas on the primary school curriculum especially English, Religion, Visual Arts, P. E, Drama and Gaeilge.

Linkage and integration are accounted for in teacher's individual plans.

### **Extracurricular activity & Community Links**

Opportunities are provided for children to participate in and enjoy a variety of extra-curricular activities after school. The children perform for religious ceremonies e.g. First Holy Communion, Graduation mass, Grandparents Day etc. The children in the school have taken part in scór na bpaistí singing and music competitions, fleadh ceoil and our bi-annual musical/orchestra performance. Each year the school performs a Christmas Concert in the local church for the wider local community. The school takes part in local fundraising events e.g. Star in your eyes. We encourage the children to join local ceoltas groups. We invite local musicians/singers to share their talents with the children.

### **Code of ethics**

All teachers and coaches working in the school context will be expected to adhere to the school Child Protection Statement. They should always ensure that they treat children with integrity and respect and that the self-esteem of children is enhanced. All adult actions should be guided by what is best for the child and carried out in the context of respectful and open relationships.

### **Health and Safety**

Teachers are vigilant of hidden dangers when children are moving about in the classroom. It is also important that classrooms are well ventilated when participating in music activities.

### **Individual teachers' planning and reporting**

Teachers will refer to the whole school plan and the curriculum documents for music when preparing long and short term planning. Teachers will plan using the strands and strand units as outlined by the primary school curriculum.

### **Staff development**

All teachers have access to resource materials, instruments and equipment dealing with music. Time will be allocated at staff meetings to discuss aspects of the music curriculum and to monitor developments. Teachers are encouraged to attend in service courses and to share individual expertise in the area of music with colleagues.

Visiting teachers may be used to supplement and support the work of the class teacher. These are recognised as up-skilling opportunities for the teachers involved. Teachers will be notified of courses relating to Music available in the area.

### **Parental involvement**

Parents have a responsibility to encourage their children to participate in all strands of the Music curriculum. This policy will be emailed to all parents in the school. Parents are encouraged to attend all school performances- school musicals, Christmas concerts etc. Any parent with musical talents is always welcome to come and perform or share their talents with the staff and children.

### **Success Criteria**

We will assess the success of this plan over the next three years and make amendments as necessary. Success will be noted on teacher's experiences and children's interaction with the music curriculum. Feed back from children, parents and inspectors reports.

### **Evaluating the policy**

#### **(a) Roles and Responsibilities**

Each teacher and the staff as a group will evaluate the progress in Music by referring back to our set of stated objectives as stated in this plan. This will be discussed during Croke park hours.

#### **(b) Timeframe**

This policy will be reviewed as necessary.

Means of assessing the outcomes of the plan may include;

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

**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

**Ratification and communication**

This Music policy was reviewed & updated by staff and ratified by the Board of Management in December 2022.

Chairperson: \_\_\_\_\_ Date: \_\_\_\_\_  
Oliver Kearney

Principal: \_\_\_\_\_ Date: \_\_\_\_\_  
Michelle Sheehy

## Overview infant classes

### Concepts development

#### Musical concepts

- A sense of pulse (steady beat)
- A sense of duration (long/short, patterns, rhythm)
- A sense of tempo (fast/slow)
- A sense of pitch (high/low)
- A sense of dynamics (loud/soft)
- A sense of structure (same/different)
- A sense of timbre (tone colour)
- A sense of texture (one sound/several sounds)
- A sense of style (different styles of music)

The musical concepts above are based on the musical elements and will be developed as work is completed on the strands and strand units of the curriculum outlined below.

#### Strands

#### Strand units

#### Listening and responding

- Exploring sounds
- Listening and responding to music

#### Performing

- Song singing
- Early literacy
- Playing instruments (percussion & homemade instruments)

#### Composing

- Improvising and creating (e.g. sounds to go with a story)
- Talking about and recording compositions  
(animal sounds etc.)

See Music Curriculum pg.15-25 & Teacher Guidelines

## **Overview first and second classes**

### **Concepts development**

#### **Musical concepts**

- A sense of pulse (steady beat)
- A sense of duration (long/short, patterns, rhythm)
- A sense of tempo (fast/slow)
- A sense of pitch (high/low)
- A sense of dynamics (loud/soft)
- A sense of structure (same/different)
- A sense of timbre (tone colour)
- A sense of texture (one sound/several sounds)
- A sense of style (different styles of music)

The musical concepts above are based on the musical elements and will be developed as work is completed on the strands and strand units of the curriculum outlined below.

#### **Strands**

#### **Strand units**

#### **Listening and responding**

- Exploring sounds
- Listening and responding to music

#### **Performing**

- Song singing
- Literacy
- Playing instruments

#### **Composing**

- Improvising and creating
- Talking about and recording compositions

**See Music Curriculum pg.27-41 & Teacher Guidelines**

## Overview third and fourth classes

### Concepts development

#### Musical concepts

- A sense of pulse (steady beat)
- A sense of duration (long/short, patterns, rhythm)
- A sense of tempo (fast/slow)
- A sense of pitch (high/low)
- A sense of dynamics (loud/soft)
- A sense of structure (same/different)
- A sense of timbre (tone colour)
- A sense of texture (one sound/several sounds)
- A sense of style (different styles of music)

The musical concepts above are based on the musical elements and will be developed as work is completed on the strands and strand units of the curriculum outlined below.

#### Strands

#### Strand units

##### Listening and responding

- Exploring sounds
- Listening and responding to music

##### Performing

- Song singing
- Literacy
- Playing instruments

##### Composing

- Improvising and creating
- Talking about and recording compositions

See Music Curriculum pg.43-59 & Teacher Guidelines

## Overview fifth and sixth classes

### Concepts development

#### Musical concepts

- A sense of pulse (steady beat)
- A sense of duration (long/short, patterns, rhythm)
- A sense of tempo (fast/slow)
- A sense of pitch (high/low)
- A sense of dynamics (loud/soft)
- A sense of structure (same/different)
- A sense of timbre (tone colour)
- A sense of texture (one sound/several sounds)
- A sense of style (different styles of music)

The musical concepts above are based on the musical elements and will be developed as work is completed on the strands and strand units of the curriculum outlined below.

#### Strands

#### Strand units

##### Listening and responding

- Exploring sounds
- Listening and responding to music

##### Performing

- Song singing
- Literacy
- Playing instruments

##### Composing

- Improvising and creating
- Talking about and recording compositions

See Music Curriculum pg.61-79 & Teacher Guidelines


