



BSRAC Music Policy

Réamhrá agus Reasúnaíocht

Introductory Statement

This policy was created for staff and children of Bunscoil Rinn an Chabhlaigh (Rushbrooke National School). It is our response to the 1999 Primary School Curriculum for Music and is designed to ensure that the principles outlined in the document are adhered to, that our practice is informed by its recommendations and that we review our practice in comparison to it. All staff and pupils worked collaboratively to create this document for music instruction and their voices have guided this policies creation. As a whole school plan, this document provides structure to support the teaching and learning of music and will serve as the basis for all long-term and short-term planning.

Rationale

At Bunscoil Rinn an Chabhlaigh, music will be used as a vehicle to enrich and nourish the teaching and learning experiences that children receive while ultimately contributing to their holistic development. Pupils will be provided with opportunities to engage with a wide range of musical styles and traditions whilst developing their own unique understanding and interpretation of music. This document will provide a clear, spiral-like approach to music and will cover all aspects of music. It shall also provide a continuum for music instruction that develops upon past skillsets whilst developing new ones simultaneously.

Fís agus Aidhmeanna

Vision

Through music, we seek to live out our school motto, *Mo Chumas Abú (Be All You Can Be)* and assist pupils in achieving their fullest potential through the development of their talents in the area of music. We hope to do this by providing multifarious opportunities to engage with music regularly and ensure that we adapt to the individual needs of our pupils in music always.

Aims

We endorse the aims of the Primary School Curriculum for Music so as:

1. To enable the child to enjoy and understand music and to appreciate it critically.
2. To develop the child's openness to, awareness of and response to a wide range of musical genres, including Irish music.
3. To develop the child's capacity to express ideas, feelings and experiences through music as an individual and in collaboration with others.
4. To enable the child to develop his/her musical potential and to experience the excitement and satisfaction of being actively engaged in musical creativity.

5. To nurture the child's self-esteem and self-confidence through participation in musical performance.
6. To foster higher-order thinking and lifelong learning through the acquisition of musical knowledge, skills, concepts and values.
7. To enhance the quality of the child's life through aesthetic musical experience.

To support the implementation of these aims, our Music Policy aims to introduce and develop upon the children's abilities to:

1. Read and write music in a variety of styles and notation formats.
2. Sing songs and rhymes known and unknown to the children.
3. Experience the playing of a variety of musical instruments familiar and unfamiliar to the children.
4. Perform actively in a variety of contexts and scenarios such as Christmas Productions, musical showcases, public performances, religious services/ceremonies and musical competitions.
5. Reflect objectively on musical performances and interpretation by themselves and others.
6. Use musical skillsets at a cross-curricular level to advance their holistic learning.
7. Creatively respond to various stimuli through music and similar areas in the creative arts.
8. Enjoy music and develop an appreciation for its vast reach and scope in society.
9. Develop the visibility of the children's own talents in music at school and encourage them to bring in and play instruments from home.
10. Provide differentiated instruction to ensure the individual development of all children's natural musical talents.

This Music Plan will be laid out under the following headings:

Curriculum Planning:

1. Strands and strand units
2. Approaches and methodologies
3. Linkage and integration
4. Assessment and record keeping
5. Children with different needs
6. Equality of participation and access

Organisational Planning:

1. Timetable
2. Resources and ICT
3. Health and safety
4. Individual teachers' planning and reporting
5. Staff development
6. Parental involvement
7. Community links

Pleanáil Curaclaim

Strands and strand units:

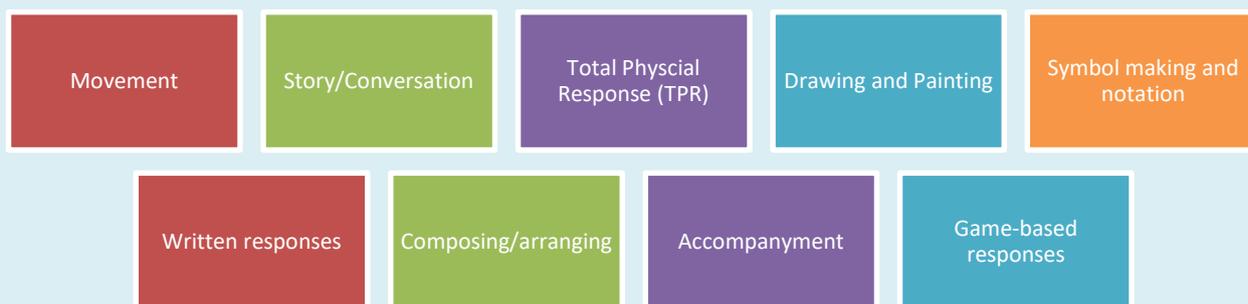
1. Teachers are familiar with and supported in their understanding and implementation of strands, strand units and content objectives for their class level as well as other levels.
2. Familiarity of the music programme is maintained when teachers change class or if new teachers join the staff through the core curriculum and school plan.
3. Continuity, progression and consistency from class to class is ensured through following the curriculum, core curriculum and school plan.
4. Teachers are familiar with the musical concepts and the three strands of Listening & Responding, Performing and Composing so as to ensure that they are comprehensively covered and afforded equal importance.

Approaches and methodologies

1. All children are actively engaged and involved in the teaching and learning of music education through a variety of active and explorative methodologies.
2. All teachers are actively involved in music education in our school. In some cases, teachers with a particular musical talent may teach music in other classes while that teacher teaches another curricular area e.g. PE which, along with teachers sharing ideas, skills and resources, creates a positive musical environment.
3. All children and teachers are provided with opportunities to enhance the musical experiences of our school across all of the strands and strand units of the curriculum. This will be done through performing at a variety of school and public events, Continuous Professional Development workshops, engaging in a variety of musical workshops, encouraging the integration and input of musical expertise in our local community.

Listening and Responding

1. Children are provided with opportunities to listen and respond to music both in the classroom and at other venues/events *Example: Church events, School Assembly, Musical events in Cobh/Surrounding Areas etc.* Teachers will ensure that children experience a wide range of musical styles, traditions and cultures as evident in the selection of pieces for the core curriculum.
2. The teacher will provide opportunities for active listening and investigative responding through open and closed questioning and prompting. By listening to a variety of musical stimuli regularly, children can respond in some of the following ways:

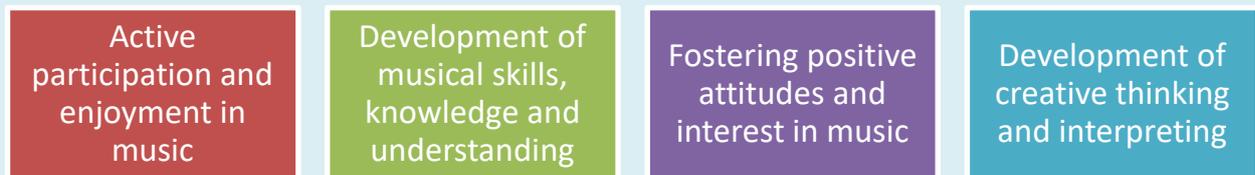


3. Children are provided with opportunities to work in different layouts. *Example:* whole group, small groups, pairs, individually.
4. Children are encouraged to provide varying and creative solutions to musical concepts presented to them.
5. Children are provided with opportunities to perform at and listen to live performances include Christmas Concerts, Choir Performances and Local Performances
6. A broad range of materials are provided for listening and responding, such as:

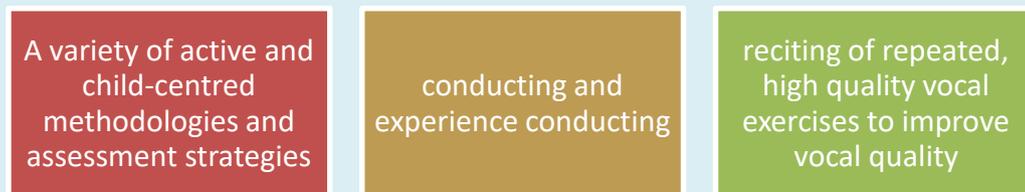


Performing

7. In the Performing strand all the following are emphasised:



8. Effective singing skills are developed through:



9. Approaches to music literacy will include pictorial representation of rhythm, stick notation and tonic sulpha.
10. Children are provided with opportunities to play a variety of pitched and unpitched percussion instruments in all classes
11. Children will have regular and varied opportunities to perform for audiences within class, for other classes and for parents and the wider community.

Tin Whistle

- Notes are introduced in the following order: B, A, G, F#, E, D, C#, High D', High E', C, High F#, High G' High A', High B'
- Keys to be learned: Key of G major and D major
- A variety of traditional and self-composed tunes, building in a spiral-like fashion, will be built upon from 1st Class to 6th Class.

Tenor Drumming

- Beatings in simple and compound time will be introduced followed by relevant flourishes.
- A variety of traditional and self-composed tunes, building in a spiral-like fashion, will be built upon within the senior classes.

Beginning Literacy

Steps involved in teaching pitch notation (Juniors to 6th)

- Teach song
- Show contour of song using hands
- Show song on lines using notes
- Introduce names of notes e.g. Soh, Mi...
- Tap and notate rhythms of various lines.
- Sing the song and substitute words for tonic solfa names
- Teach hand-signs for the notes
- Clap/tap rhythms using stick and standard notation
- Use 'ta, ti-ti' rhythm syllables for discovering beats
- Play the songs on instruments e.g. hand bells, boom whackers, etc.
- Present notes to children without any clues. They must name them and sing them
- Explain that the notes can move up or down on the stave.

Composing

12. Children encouraged to compose music as part of the Composing strand through
 - a. Creating rhythms
 - b. Composing melodies
 - c. Writing lyrics
 - d. Compose as a response to a poem, picture or story
 - e. Compose for the purposes of accompanying drama or art

Songs

Where possible, teachers should aim to teach one song each Month leading to 10 whole school songs which can be then sung at assembly. Songs could be drawn from the following genres:

- Folk songs
- Show songs
- Irish language songs
- Foreign songs
- Modern songs
- Rap/percussion songs

Linkage and integration

1. There is natural linkage across the strands of the curriculum – Listening and responding, Performing, and Composing – particularly if the main emphasis of the lesson is song singing.
2. Music is a subject that lends itself easily to integration across the curriculum.

Assessment and record keeping

1. Assessment informs the teaching and learning of music by determining the skills the children already have and enabling teachers to identify what needs to be reinforced, consolidated or the next skill to be taught
2. Children’s overall musical ability, interest and participation level is assessed as well as
3. individual aspects of each strand
4. Teacher observation is the main assessment tool
5. Teacher-designed tasks
6. Recordings of the children’s work
7. Graphic/pictorial scores.
8. Assessment is recorded in teachers’ notes and in the end of year report
9. This is communicated to parents in the end-of-year report

Children with different needs

All children participate in classroom music. Teachers adapt and differentiate the curriculum according to the needs and talents of the children and a special-needs assistant provides support to some children, if necessary/allocated.

Equality of participation and access

Music class is used as an opportunity to integrate the cultural backgrounds of all pupils. The place of student voice is also held central in the planning, preparation and implementation of music instruction at Bunscoil Rinn an Chabhlaigh.

Pleanáil Eagraíochtúla

Timetable

1. Time is allocated at each class level for Music (part of Arts Education) as per the curriculum guidelines i.e. 1 hour per week from 1st-6th and 45 minutes per week in the infant classroom
2. Teachers may do a time block on occasions for Music e.g. using a thematic approach, working on a project, fieldwork etc
3. Teachers have the opportunity to block Arts Education time (using a cross curricular approach, using three hours for Music one week, three hours for Visual Arts the following week and three hours for Drama the week after) and to use discretionary curriculum time occasionally for Arts Education

Resources and ICT

1. An inventory of resources, equipment and instruments is available for music instruction in a specific room within the school hall.
2. The interactive whiteboard is used to assist in musical instruction, to expose pupils to performances from around the world and to present resources at a whole class level.

3. Teachers who play instruments can use their own instruments to develop and enjoy music in the classroom.
4. The school also keeps a variety of sponsored tenor drumming resources from Tyler Fry (obtained in 2020).
5. Resources will also be sourced from external music groups and instructors throughout the course of the year. *Example:* Musical Instruments, Worksheets, Instructional guidance for teachers etc.

Health and safety

1. Teachers always do their utmost to provide safe learning environments across all areas of the curriculum. Consideration is given to the following when planning for music:
 - a. Safety of children moving around the classroom
 - b. Storage facilities
 - c. Access to, and transport of, equipment/instruments
 - d. Ventilation of the classrooms
 - e. Amount of space for children to sit or stand when doing choral or instrumental work
 - f. Appropriate volume levels when using audio equipment and instruments.

Individual teachers' planning and reporting

1. The whole-school plan, core curriculum and the curriculum documents for music provide information and guidance to individual teachers for their long and short term planning.
2. Teachers plan using the objectives as laid out in the strands and strand units and assess ability using assessment documents, as outlined by the NCCA.
3. Each teacher will record their month's work in their Cuntas Miosuil which will serve in reviewing and developing the whole school plan/individual preparation for following years.

Staff development

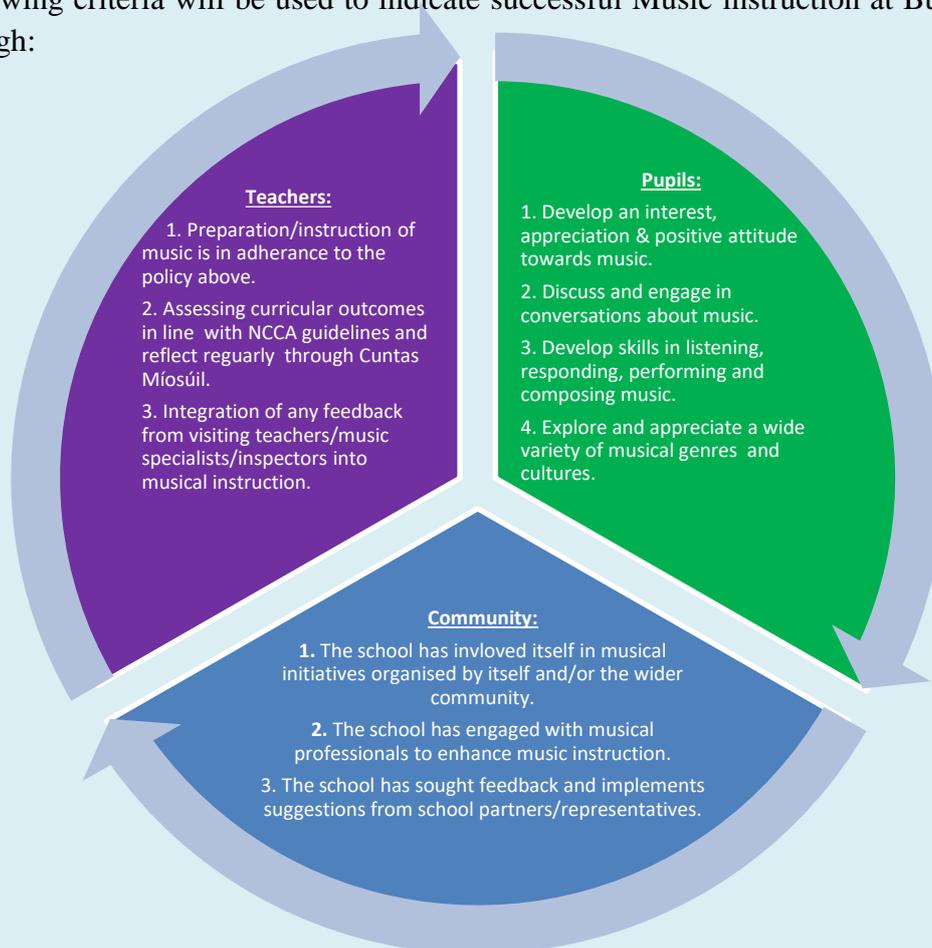
1. Teachers have access to reference books, resource materials, instruments, equipment and websites dealing with music. The Assistant Principal for Music, Gary Stephenson, is also readily available to advise or assist with all areas associated with music.
Information about Continuous Professional Development, school visits, musical events are communicated to all. Furthermore, staff are consulted about supports, appropriate methodologies and materials for music regularly throughout the course of the year through discussions and surveys.
2. We regularly seek out opportunities for staff with expertise in the areas of music to share their ideas, talents and knowledge with other staff members e.g. co-operative teaching / team teaching.
3. Time will be allocated at staff meetings to discuss aspects of the music curriculum so as to improve it further.
4. The school plan will provide guidance and advice to help in the preparation and implementation of the music curriculum.
5. There are also regular opportunities for team-teaching and whole school projects in music; School assembly, Band performance, Christmas/Nativity Plays, Seasonal involvement in festivals.

Parental/Guardian involvement and Community Links

1. Parents/Guardians are encouraged to share any expertise they have in music with the school and are regularly invited to assist in the preparation of performances and/or perform.
2. Parents/Guardians will also be regularly invited to attend performances and engage in performances as organised by the school.
3. The school will strive to engage with our community as much as possible through organised musical performances and contributing to events, wherever possible.

Critéir chun a bheith Rathúil:

The following criteria will be used to indicate successful Music instruction at Bunscoil Rinn an Chabhlaigh:



Cur i bhFeidhm agus Athbheithniú:

The plan will be monitored and reviewed on a regular basis by Gary Stephenson and the whole school community regularly to ensure optimum implementation (Teachers, Students, Parents, Post Holders, Board of Managements, Music advisors/experts, Department of Education Staff). This plan is a living document and will be altered to best support our school's music instruction. Its next review shall be during the Academic Year 2022/2023

Achmhainí eagsúla:

- Music Resources at BSRAC: available here: [Music - Resources\BSRAC - Class Level Music Resources.docx](#)
- Primary Curriculum Support Programme www.pcsp.ie
- School Development Planning Support www.sdps.ie
- National Council for Curriculum and Assessment www.ncca.ie

Music at Bunscoil Rinn an Chabhlaigh – Academic Year 2022/2023:

1. Implementation of Tenor Drumming Programme has been rolled out across all three sixth classes. Children are engaging in regular performance and competition including competing at the Spring World Online Solo Piping and Drumming Championships.
2. Skipping Rhyme booklets in English and Gaeilge have been distributed across 1st – 6th Class levels to assist in the reintroduction of song recitation and to bring the music classroom outside/onto the yard. Developing child autonomy in musical performance.
3. A variety of songs have been circulated across class levels to be performed for Seachtain na Gaeilge both at individual levels and collaboratively.
4. Musical performances have been set up at various school events such as Morning arrivals to school and also during assembly (Assembly performance to commence during April 2022)
5. Music of varying genres to be played on yard each Friday to increase enjoyment and awareness relating to music and to promote wellbeing strategies throughout the school.
6. A booklet of over [100 digital resources](#) has been compiled to assist class teachers (CPD and lesson examples) and their classes (resources, activity sessions and tutorials) in streamlining the process of musical instruction and to expose one another to various methods of learning, teaching and assessment current in music at the moment.
7. The integration of background music during free writing tasks/art activities shall be used throughout the whole school to expose children as much as possible to a musically-enhanced learning environment.
8. Utilise the [musical resources](#) compiled to obtain the school SSE target of Oral Language development in a playful means through understanding poetry in music videos.
9. Develop an appreciation of music during International Music Day events on September 30th through a selection of workshops and active learning strategies.

Action Plan for Music at Bunscoil Rinn an Chabhlaigh 2022/2023:

1. Extend our SSE focus for 2022-2023 of ‘Oral Language Development through Poetry’ into Music by exploring the emotive impact of song through Music Videos. Engage in one lesson per term in relation to this topic and consult with teachers at the end of each term and evaluate success (December 2022, April 2023, June 2023).
2. Song Singing: Create an updated list of songs that develop year on year and continue to progress the child as a musician throughout their Primary School years. Some of these songs will be performed as a whole school community during assembly (one song per assembly) (June 2023).
3. Performances and School Choir: Maintain the tradition of school community performances at a whole school level during various events as listed in the plan above by utilising each class and School choir/After School Choir Club. *Example:* Christmas

Concerts/Carolling/Church Event (December 2022), Assemblies (One per term), Religious Ceremonies (School Mass – September 2022/Confirmation 2022), Cór Féile (March 2022 – 5th/6th).

4. Musical Instruments: Build upon tin whistle instruction this coming academic year in Term 2 with a performance of The Kerry Polka by 3rd -6th Classes featuring during Seachtain Na Gaeilge 2023 (March). Introduce the teaching of recorder at 1st and 2nd class levels and support its implementation through CPD sessions (Term 1) and structured, developmental planning (Term 2 and 3).
5. Create opportunities for children to work with and explore the lives of professional musicians at a selection of events throughout the school calendar year. Examples include but are not limited to: International Music Day 30th September (Singers, Drummers, Online Resources and Digital Technologies), Cork Choral Festival (April 2023 - Visiting International Choirs), Seachtain Na Gaeilge (Working with Irish Musicians - March).

Sínithe: Gary Stephenson

Dáta: Meán Fómhair 2022

