



Holy Family

Senior School

Ennis, Co Clare

Roll Number: 07315N

Email: info@hfss.org

Website: <http://www.hfss.org/>

Music

Policy

Principal: Hugh Connolly
Co-ordinator: Arts Committee
September 2018



Holy Family Senior School Music Policy

Title: Music

Following the in-service of 2004-2005, it was decided to commence the development of the school plan in music. It was reviewed in 2014 with further development in 2017 on the appendices and current best practise in our school.

This document is the new reviewed music plan for our school, 2018.

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.

■ Introductory Statement

Holy Family Senior School is a community where pupils, teachers and parents/ guardians work together to ensure that all pupils feel happy and valued and are afforded every opportunity to flourish as learners and individuals. This policy was drafted as a collaborative exercise between the Board of Management, staff, parents/guardians and pupils.

■ Rationale

This policy had been drawn up by Jillian Bridge (music co-ordinator) following the 3 curriculum inservice days of 2004-2005 and subsequently reviewed and updated in 2013 / 14 and again in 2017 by the Arts Committee, co-ordinated by Jillian Bridge in conjunction with principal, post holders and staff.

The core of the policy is that we teach music to provide children with opportunities to engage with a wide range of musical styles and traditions, to become involved in moving, dancing, illustrating, story telling and making drama.

Our Music Curriculum introduces children to music reading and writing, to song singing and to playing classroom instruments.

■ Relationship to Characteristic Spirit of the School

Holy Family Senior School aspires to achieve the full potential of each child with particular concern for those who are disadvantaged or marginalised. It is our intention that the procedures identified in this policy will contribute to best practice in Music.

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

1. Music is for all teachers and all children

2. The three strands are equally important – (i) Listening and Responding (ii) Performing (iii) Composing
3. Active enjoyable participation is fundamental to the Music curriculum
4. Music enhances and enriches the child's life

■ Aims

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.

The primary aims/objectives of the policy 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, 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 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
- to provide children with opportunities to perform using their musical talents e.g. Christmas concerts, school bands, school choir, various choral events, sacraments of Confirmation Communion and Penance, community singing

■ Guidelines

This Music plan will be addressed 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:

7. Timetable
8. Resources and ICT
9. Health and safety
10. Individual teachers' planning and reporting
11. Staff development
12. Parental involvement
13. Community links

Curriculum Planning

Strands and Strand Units

- Teachers are familiar with the strands/strand units/content objectives for their class level as well as the core curriculum for Holy Family Senior School
- 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
- Continuity, progression and consistency from class to class is ensured through following the curriculum, core curriculum and school plan
- Teachers are familiar with the musical concepts and the three strands including Listening & Responding, Performing and Composing, ensuring that they are comprehensively covered and afforded equal importance

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

Linkage and Integration

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. As a staff we will avail of opportunities for linkage between strands when planning individual music activities.

Music is a subject that lends itself easily to integration across the curriculum. Particular attention will be given to possibilities for integration. As a staff we see possibilities for integrating our work in music with the following aspects of other subject areas:

English and Irish:

- Oral language
- Poetry

Science:

- Design and make (Science)
- Energy and Forces (Science)

Visual arts:

- Construction, Drawing, Paint, Elements of art: an awareness of line, pattern, shape

P.E.:

- Dance: Exploration, creation and performance of dance

History:

- Story: early people and ancient societies, Continuity and change over time, Local studies, Feasts and festivals in the past.

Geography

- Human Environments

Integration may also be approached through planning on a thematic basis

Assessment and Record Keeping

- Assessment informs the teaching and learning of music by determining the skills the children already have and enable teachers to identify what needs to be reinforced, consolidated or the next skill to be taught
- Children's overall musical ability, interest and participation level is assessed as well as individual aspects of each strand
- Children will self-assess following various lessons/activities/events using such strategies as a traffic light system, two stars and a wish etc.
- Teacher observation is the main assessment tool
- Other assessment tools used are
 1. Teacher-designed tasks
 2. Recordings of the children's work
 3. Graphic/pictorial scores.
- Assessment is recorded in teachers' notes and in the end of year report
- This is communicated to parents in the end-of-year report

Children with Different Needs

It is the policy of our school that all children in mainstream classes or in special classes will participate in music activities. Music activities will be differentiated in order to meet the needs of the children in a particular class. Special-needs assistants will provide support to some children if necessary/allocated. There will be equal opportunities of access to the school choir (See Appendix 2) and band.

Where a teacher recognises that a child displays a particular ability in Music, this will be communicated to the parents, so that the child may have opportunity to take out of school music lessons, circumstances permitting. 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 and Participation and Access

Equal opportunities will be given to all children regardless of gender, ethnic background and socio-economic status across all strands and activities. We provide after-schools music lessons in a variety of instruments in addition to working closely with Music Generation Clare in delivering low-cost instrumental music tuition to our students and giving them the opportunity to learn a musical instrument in school which they otherwise mightn't have had.

Organisational Planning

Timetable

All classes will have a minimum of one hour per week of music. This time allocation may be broken down at the discretion of the individual teacher. We recognise that in the junior classes, the time allotted will be of shorter duration on a more frequent basis, while senior

classes may divide the hour into longer time spans, such as two thirty-minute sessions, or three twenty-minute sessions.

Teachers may also choose to block times for music at particular times of the year i.e. Christmas. Timetables will all record the time allocation for music.

There is discretionary time available each week (2nd -6th classes: 2hours) that teachers can occasionally use to support the music curriculum.

Teachers should ensure that pupils attending supplementary teaching are included for as much of the music programme as possible.

Teachers try to timetable the performance strand of music during Band and Choir practice where possible.

Resources and ICT

The Right Note by Folen's **was** the music publication in use as reference for members of staff. However, our current music programme is in a period of transition, as we assess which scheme or combination of texts will best enhance the musical education of our pupils. While our base text now is **Let's Make Music**, the children do not use a specific workbook and teachers have fluidity to move between texts/schemes while still covering the Music curriculum for their class.

They may also employ the use of:

- Dabbledoo Music
- The Right Note and other schemes from various publishers
- *Music in the Classroom*
- The *Disney Series* of DVDs for exploring the instruments of the orchestra
- *Sing with Mike*
- Various *A and C Black* musical publications
- You Tube
- Activ- Primary
- Instruments
- Internet sites

School choir will meet for weekly choral rehearsals for approx. 45mins each Friday.

The school bands – Traditional and Rock Band, assembles each Friday for weekly rehearsals for approx 45mins duration each.

An inventory of resources, equipment and instruments is available for music and is included in Appendix 3

Jillian Bridge, post holder, is responsible for music resources and they are kept in The Music Room under the stage and in Room 12.

Health and safety

Care and attention will be given to the following:

- Hidden dangers if children are moving around the classroom
- Storage facilities
- Access to, and transport of, equipment/instruments
- Ventilation of the classrooms
- Amount of space for children to sit or stand when doing choral or instrumental work
- Appropriate volume levels when using audio equipment and instruments

Individual Teacher's Planning and Reporting

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

- Teachers plan using the objectives as laid out in the strands and strand units
- Each teacher will record their month's work in their Cuntas Míosúil which will serve in reviewing and developing the whole school plan/individual preparation for following years

Staff Development

- Teachers have access to reference books, resource materials, instruments, equipment and websites dealing with music.
- Jillian Bridge (post holder) and Sarah Barnes (principal) will take responsibility for monitoring developments.
- Staff are consulted about the purchasing of instruments and materials for music
- Information about in-service courses, school visits, musical events are communicated to all by Jillian Bridge
- Teachers are made aware of music courses and events and encouraged to attend/participate.
- Time is allocated at staff meetings to discuss aspects of the music curriculum
- There are opportunities for team-teaching in music
- There are opportunities for whole school engagement with particular strands e.g. Various Church Service Events, Assembly; Christmas Nativity/ Musical

Parental Involvement

- Parents can and do support their children in fostering an interest in music through attendance at concerts/performances/choral events, encouragement of musical instrument practice, giving permission to attend out-of-school music days (e.g. Peace Proms Concert) and general encouragement of their child's talent/ interest
- Parents are invited and encouraged to view the children's performances in music wherever possible e.g. Carol singing, Christmas Concerts, Sacraments, String School Recitals

Community Links

The local community, musicians living locally, local arts centres and education officers, concert halls, galleries, local musical events and national support structures will all be considered as valuable resources as support for the Music Curriculum.

Also:

- Annual carol service/musicals
- Peace Proms Concerts
- Singing in local venues for charity
- Obliging by singing for special schools/ masses/ sacraments/ nursing homes
- Participation in annual town festivals

- Participating in combined choirs

■ Success Criteria

This policy is considered successful if:

This plan makes a difference to the teaching and learning of music in our school and teachers use it to inform their planning and teaching. The following criteria will indicate success.

- **We will know that the plan has been implemented if**
 1. Teachers' preparation is based on this plan and appendices
 2. Procedures outlined in this plan are consistently followed
- **Means of assessing the outcomes of the plan include**
 1. Teacher/parent/pupil/community feedback
 2. Cuntas Míosúil
 3. Inspectors' suggestions/report
- **We will know if the plan has enhanced pupil learning if**
 1. Children have a positive attitude and appreciation of music
 2. Children have an interest in expression through music
 3. Children engage in listening and responding, performing and composing music
 4. Children have explored sound including vocal sound, body percussion, instruments and environmental sounds
 5. Children have listened and responded to music from a wide variety of genres and cultures in a variety of ways
 6. Children sing songs appropriate to their vocal range from a wide variety of genres and cultures
 7. Children play a variety of instruments
 8. Children experience a variety of ways of recording music which may include graphic, pictorial, ICT and traditional music notation
 9. Children improvise and create music using a variety of sound sources
 10. Children talk about, evaluate and record their work.

■ Roles and Responsibility

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the music curriculum in the school.

Those involved in the review are

- Teachers
- Pupils
- Parents
- Music Committee
- Post holder – Jillian Bridge (music) – co-ordinator of plan/review
- BoM/DES.

■ Timeframe for Implementation

The procedures outlined in this policy will be in operation by Sept 2018

■ Timeframe for Review

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the music curriculum in the school.

This policy will be reviewed every 3 years

■ Responsibility for Review

Those involved in the review are

- Teachers
- Pupils
- Parents
- Music Committee
- Post holder – Jillian Bridge (music) – co-ordinator of plan/review
- Principal – Hugh Connolly
- BOM/DES.

The review will be instigated by Sarah Barnes and Jillian Bridge

■ Ratification and Communication

This policy will be posted on our website for a period of two weeks and parents will be invited to comment and contribute. The policy will then be presented to the Board of Management for ratification. The ratified policy will be posted on our website and will also be available in hard copy form in reception. Parents will be notified of this in a newsletter.

This policy was ratified by the Board of Management on _____

Signed: _____
Chairperson