

Music Policy The Commons National School

Whole School Plan for Music.

Introductory statement:

Staff members gathered on the 21st of May 2005 to draw up a school plan for music. We based the plan on the points outlined in the template devised by the PCSP. This plan was revised on the 4th of October 2016.

Rationale:

This plan was formulated to benefit the teaching and learning of music in our school, to provide a coherent approach to music across the whole school and to ensure that pupils are given adequate opportunities to engage in the three strands of listening and responding, performing and composing as envisaged in the Primary School curriculum.

It was decided to focus on this area for development:

To benefit the teaching and learning of music in our school.

To conform to principles outlined in the primary curriculum.

To review the existing planning for music in light of the 1999 Primary School Curriculum.

Music education is part of a balanced curriculum which aims to develop the whole spectrum of the child's intelligence. We want to ensure that the children have access to the requirements of the curriculum in a progressive manner.

Vision:

Our school cherishes all children equally. Children of all ages and abilities have potential in music and music education celebrates individual differences among them. It is for everyone, children and teachers, regardless of ability and talent. Music offers lifelong opportunities for the development of imagination, sensitivity and inventiveness.

Aims:

We endorse the aims of The Primary School Curriculum for Music as outlined on pages 12-13.

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 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 musical performance.

To enhance the quality of the child's life through aesthetic musical experience.

Curriculum Planning:

The content of the music curriculum is set out in four levels: Infant classes, First & Second Class, Third & Fourth Class and 5th & 6th Class. The content is presented in three strands at each level.

The Strands, Strand units and Sub – Units are:

Listening and Responding

Exploring Sounds – environmental, vocal, body percussion, instrumental

Listening and Responding to Music

Performing.

Song singing – unison singing, simple part singing.

Literacy – rhythm, pitch, rhythm and pitch.

Playing Instruments.

Composing.

Improvising and Creating.

Talking about and Recording Compositions.

The final stages of curriculum planning should ensure that the following aspects are given due attention:

breadth, balance and coherence.

time.

approaches to teaching.

health and safety aspects.

integration

assessment.

While the curriculum presents three areas, these are not discrete categories. Listening is an essential activity in both performing and composing, and indeed the listening response itself may inspire a performance or composition at another stage. In a similar way, while performing, the performer will listen to the music s/he is playing, considering the expressive and technical qualities of the music and the structure of the composition. Later s/he may adopt similar approaches when improving, arranging or composing something new.

The following musical concepts will be developed as he/she engages in musical activities:

A sense of pulse.

A sense of duration.

A sense of tempo.

A sense of pitch.

A sense of dynamics.

A sense of structure.

A sense of timbre.

A sense of texture.

A sense of style.

Approaches and Methodologies:

Active engagement of the children in all activities in an enjoyable manner.

Opportunity for a variety of responses and integration with other subject areas e.g. Irish, Visual Arts, English, P.E.

Through a range of experiences in Listening and Responding, Performing and composing the children are enabled to develop their music literacy.

A positive music environment will encourage the sharing of ideas, skills, resources among pupils and teachers alike. Teachers with expertise in the area of music will swap classes for recorder/tin whistle or singing lessons. Children in 5th/6th class will develop their performing skills while working on all strands through the learning of recorder or tin whistle.

Linkage and Integration:

The three strands of the curriculum are interrelated therefore there are many opportunities for integration. Opportunities for the use of an integrated approach exists at all levels in the music curriculum. As a staff we see possibilities for integrating our work in music with the following subject areas :

SPHE, Drama, Maths, Visual Arts, P.E, Religion, History, Science, Irish and English.

Assessment and Record Keeping:

Teacher observation.

Teacher designed tasks and tests.

Projects.

Portfolios of childrens' work.

Recording/use of IT for children's work.

Children with Different Needs:

Children with differing needs will be catered for. Activities will be adapted and modified if necessary so that all children can participate. Any child with exceptional ability will be encouraged to proceed

at his/her own pace – pursuing personal projects or teacher designed tasks more suited to his/her ability.

Equality of Participation and Access:

In Planning and implementing the music programme, teachers will promote equal access for all boys and girls.

Organisational Planning:

Timetable

Junior/Senior Infants – 45 minutes.

1st – 6th class – 50 minutes.

Teachers who are availing of the sharing of music skills from other teachers will timetable music at a time that suits all teachers /classes involved. This may be on a weekly basis or at certain times of the school year as we prepare for school events e.g. concerts, carol service, sacraments etc..

Resources & ICT:

A copy of the inventory of resources is attached. Resources are stored in the main school building and their security is overseen by the teacher with Infants. Resources for the teaching of recorder/tin whistle will be purchased as needed, usually at the start of the school year. School plays and music to accompany them will be kept in the relevant classrooms. Children will be encouraged to take their own instruments etc. into school at certain times during the school year if they are performing.

Health & Safety:

As with all curricular areas, the Music Curriculum maintains due care to our schools Health and Safety Policy. Care and attention are given to the following:

The number of children in the class.

The movement of furniture if and when applicable.

The movement of resources (musical instruments) if and when applicable.

The provision, use and storage of music resources within the classroom and school (CD Players, recording equipment, delicate instruments etc.)

Providing adequate supervision for music related events and activities, both within and outside of the school, e.g. musical performances, Christmas plays, Talent Show, Carol service, visits to shows etc.

Individual Teachers' Planning and Reporting:

Whole school planning in the shape of the yearly plans for all classes provides information and guidance to individual teachers for their long and short-term planning. Teachers plan for music using both the strands and strand units as listed above. Linkage and integration across the music curriculum and other subjects provides opportunities and lends itself to this.

The Cuntas Míosúil ensures accountability for the teaching of music across the whole school and it ensures the teaching aims and objectives set out in the music plan are met each month. It also enables individual teachers to review teaching points in music when and where necessary. Teachers must consider the needs of the child, the school plan, time, resources, health and safety aspects and cross curricular links.

Staff Development :

Staff have access to reference books, instruments, audio and visual resources and IT. Staff development in the area of music is also encouraged through participation in courses, run by the Education Centres. Ideas, lessons, strategies and resources from courses are brought back and shared with fellow staff members in the school, both informally and formally at staff meetings and planning meetings. Colleagues who need assistance are also given help and advice on the preparation and implementation of the music curriculum when and where applicable. Staff with musical expertise collaborate with their colleagues to ensure that all classes have equal opportunities to access the music curriculum.

Parental Involvement:

The musical experiences acquired in the home are of immense value and should always be encouraged.

singing together – songs learned at school or elsewhere.

listening to music together.

playing with 'found' sounds and body percussion.

encourage active listening.

discuss attitudes towards taste in music.

allow time and space to practise or improve their skills on an instrument.

encourage positive attitudes to music in general and to school based activities e.g. School Plays, Carol Service, Talent Show, Chapel Choir, Sacraments.

Parents as listeners, performers and composers

Parents can also contribute effectively to music in schools by attending school or classroom events, playing the role of critical listeners or supportive audience members or assisting in the supervision of movement of children. The skills of parent- musicians should also be included when planning for live performances or creating a class composition.

Community Links:

The childrens' musical experiences can be deepened and enriched by the promotion of involvement in local music organisations and societies e.g. Church choir, local band.

Use of local library.

Success Criteria:

This plan will make a difference to the teaching and learning of music in our school. We will know that the plan has been implemented because teacher's planning will become more co-ordinated and streamlined across the school, linkage and integration of music will take place more easily and naturally as a result of the plan and we will be enabled to observe the pupils all round enjoyment of music in general.

Implementation:

Roles and Responsibilities

The plan will be supported, developed and implemented by school staff, pupils, parents, the school's board of management, visiting musicians and groups to the school. The Teachers with expertise in the area of music will co-ordinate the progress of the plan encourage and accept feedback on its implementation and report to staff on findings.

The plan will be monitored and evaluated regularly by the teaching staff as they use the plan for short-term planning purposes and their fortnightly schemes. Time will also be allocated in staff meetings to discuss any issues which arise in relation to the music plan.

Review and Timeframe:

This plan will be reviewed on a regular basis to ensure optimum implementation of the music curriculum.

Those involved in the review are:

Class Teachers- Master Cannon, Mrs. Hampshire, Mrs. Rose, Mrs. Mc Daid

Learning Support teacher – Ms. Boyle

The School's Board of Management

This music plan will be reviewed in 2020.

Ratification and Communication:

This policy will be communicated to the school community by the following means:

Parents via School Website.

Parents' Association via hard copy .

Board of Management/Other staff members via hard copy.

Hard copy available in Principal's Office.

This policy was ratified by the Board of Management.

Ratified by Board of Management on 28th March 2017

Signed _____

Chairperson, Board of Management

List of resources

Selection of musical instruments including :

two tone woodblock

Alto Chime Bars

Claves

triangle

tambourines

wooden blocks

rainmaker

wooden guiro

clappers/castanets

bodhrán

maracas

cymbals

jingle sticks, sleigh bells

shakers

tin whistles

Selection of Books

Singing Sherlock Books 1 & 2

The Right Note

Singing Made Easy

Peter and the Wolf C.D.

Mo Cheol Thú leabhar agus C.D.

Songs for every singing school, C.D. & book

Recorders – Recorder books

Tin whistle – Tin whistle books

Out of the Ark plays – C.D. & scripts

Whoops A Daisy Angel

A Miracle in Town

C-H-R-I-S-T-M-A-S spells Christmas

Three Little Nativities

The Little Bird Told Me

The Christmas Nativity

Recorder Duets from the beginning

Recorder in the Classroom Book 1 & 2

First Recorder book of Christmas Tunes

50+ Greatest Classics

Recorder from the beginning – Pops & Shows

30 Irish Tunes for Easy recorder

Tin Whistle made simple Vol 1 + 2

Junior & Senior Infants (Even years)

Strand: Listening & Responding

Strand Unit: Exploring Sounds

Environmental Sounds

Listen to, identify & imitate familiar sounds in the immediate environment from varying sources.

Describe sounds & classify them into sound families.

Vocal Sounds

Recognise the difference between the speaking voice and the singing voice and use these voices in different ways.

Recognise different voices.

Body Percussion

Discover ways of making sounds using body percussion.

Instruments

Explore ways of making sounds using manufactured and home-made instruments.

Strand Units = Listening & responding to music

Listen to a range of short pieces of music or excerpts.

Respond imaginatively to short pieces of music through movement.

Talk about pieces of music and illustrate responses in a variety of ways.

e.g. verbal description/drawing/painting.

Show the steady beat in listening to live or recorded music.

Strand: Performing

Strand Unit = Song Singing

Recognise & sing familiar songs and melodies from other sources.

Recognise, imitate short melodies in echoes, developing a sense of pitch.

Perform songs with a sense of loud/soft dynamics.

Strand Unit: Early Literacy

Match selected sounds with their pictured source.

Strand Unit: Play Instruments

Play simple percussion instruments.

Strand = Composing

Strand Unit: Improvising & Creating

Select sounds from a variety of sources to create simple sound ideas, individually and in groups.

Invent and perform short, simple musical pieces with some control of musical elements. Tempo (fast/slow), dynamics (loud/soft).

Strand Unit: Talking about & recording compositions

Talk about his/her own work and the work of others.

Invent graphic symbols for single sounds.

Junior & Senior Infants (Odd years)

Strand : Listening & Responding

Strand Unit: Exploring Sounds

Environmental Sounds

Listen to, identify & imitate familiar sounds in the environment.

Describe sounds & classify them into sound families. e.g. animals, weather etc.

Vocal Sounds

Recognise the difference between the speaking voice and the singing voice and use these voices in different ways.

Use sound words and word phrases to describe and imitate selected sounds.

Body Percussion

Discover ways of making sounds using body percussion.

Instruments

Experiment with a variety of techniques using manufactured and home-made instruments.

Strand Unit = Listening & responding to music

Recognise and show the difference between fast and slow tempos.

Recognise and show the difference between loud and soft sounds/high and low sounds.

Listen and respond to patterns of long sounds and short sounds.

Strand = Performing

Strand Unit = Song Singing

Show the steady beat in listening to or accompanying songs or rhythmic chants.

Show, while singing whether sounds move from high to low or from low to high.

Perform songs/rhymes with a sense of dynamic control where appropriate.

Strand Unit: Early Literacy

Recognise and perform simple rhythm patterns from pictorial symbols.

e.g. cat cat kittens cat

Strand Unit: Playing Instruments

Use simple home-made and manufactured instruments to accompany song and nursery rhymes or rhythmic chants.

Strand = Composing

Strand Unit: Improvising & Creating

Invent and perform short, simple musical pieces with some control of musical elements:

Rhythm (long/short), structure (start, stop)

Improvise new answers to given melodic patterns.

Strand Unit: Talking about & recording compositions

Invent graphic symbols for sound effects.

Record compositions on electronic media. e.g. school camera

First & Second Class (Odd years)

Strand: Listening & Responding

Strand Unit: Exploring Sounds

Environmental Sounds

Recognise and classify sounds using different criteria.

Recognise and demonstrate pitch differences.

Vocal Sounds

Explore the natural rhythm of familiar words.

Body Percussion

Discover ways of making sounds using body percussion.

Instruments

Explore ways of making sounds using manufactured and home-made instruments.

Explore how the sounds of different instruments can suggest various sounds and sound pictures.

Strand Unit = Listening & responding to music

Differentiate between steady beat and music without a steady beat.

Identify and show the tempo of the music as fast or slow, getting faster or getting slower.

Differentiate between sounds at different dynamic levels.

Perceive the difference between long and short sounds.

Identify obviously different instruments.

Strand = Performing

Strand Unit = Song Singing

Recognise and imitate short melodies in echoes.

Show the steady beat (pulse) when performing familiar songs, singing games or rhythmic chants.

Understand the difference between beat and rhythm.

Perceive the shape of melodies as moving upwards, downwards or staying the same.

Strand Unit: Literacy

Rhythm:

Identify 4/4 time.

Engage in activities to develop 4/4 time

Pitch

Sing tunes in a humming voice, in one syllable (e.g. da, da, da) using s,l,m.

Recognise the shape of a simple melody.

Rhythm & Pitch:

Become familiar with stick notation (I and Π)

Recognise and sing simple tunes from simplified notation.

Strand Unit: Playing Instruments

Identify and perform simple two-note or three-note tunes by ear.

Use percussion instruments to show the beat or rhythm in accompanying rhythmic chants.

Play some percussion instruments with confidence.

Strand = Composing

Strand Unit: Improvising and Creating

Use sound effects to accompany stories and games.

Invent and perform short musical pieces using body percussion.

Invent simple rhythmic patterns using 4/4 time.

Become aware of the musical elements rhythm and structure.

Strand Unit: Talking about and recording compositions

Invent standard notation to represent selected sounds.

Record compositions on electronic media. e.g. Camera, Dictaphone

First & Second Class (Even years)

Strand : Listening & Responding

Strand Unit: Exploring Sounds

Environmental Sounds:

Identify and describe environmental sounds.

Classify the sounds using different criteria.

Recognise pitch differences.

Vocal Sounds:

Identify pitch differences in different voices.

Explore the natural rhythm of familiar words.

Body Percussion:

Discover ways of making sounds using the body.

Instruments:

Investigate ways of making sounds using manufactured or homemade instruments.

Represent sounds and sound pictures using various instruments. e.g. rustling paper used to represent leaves.

Strand Unit = Listening & responding to music

Listen to a range of short, familiar and unfamiliar pieces of music.

Respond imaginatively to pieces of music through movement.

Talk about pieces of music and illustrate responses in a variety of ways.

Show the steady beat.

Identify the tempo of the music – fast-slow- getting faster.

Explore the dynamics at a simple level.

Identify the main instruments in a piece of music e.g. the tuba in Tubby the Tuba, the cello in The Swan by Saint Saens.

Strand: Performing

Strand Unit =Song Singing

Recognise and sing a growing number of songs and melodies including Amhráin Ghaeilge, folk tunes from other countries, simple rounds, hymns and Christmas carols.

Notice the difference between sections of a song, e.g. verse and refrain.

Sing using the dynamics most suitable to the song.

Strand Unit =Literacy

Rhythm:

Engage in activities to develop 2/4 time.

Perform simple rhythm patterns (using the syllables ta and ti ti) from stick notation (and at a later stage simplified staff notation).

Become familiar with the crotchet rest.

Pitch:

Recognise the shape of a simple melody.

Sing tunes in tonic solfa using the notes s,l,m.

Use the appropriate hand signs for s, l and m.

Rhythm and Pitch:

Recognise and sing tunes, from simplified notation, combining rhythm and pitch.

Become familiar with the abbreviated stave (2 lines).

Strand Unit =Playing instruments

Recognise and identify the instruments in the music room.

Explore the sounds made by the various instruments - tuned and untuned.

Classify the instruments according to shape, sound, material etc.

Become familiar with how to hold the various instruments in order to achieve the best sounds.

Perform simple rhythmic patterns using the crotchet, the quaver and the crotchet rest.

Use percussion instruments to accompany songs.

Perform two-note or three-note tunes from simple notation.

Strand: Composing

Stand Unit = Improvising and creating

Select sounds suitable to illustrate created characters, an event or a story.

Use sound effects to accompany poems, stories and pictures.

Invent and perform short musical pieces.

Invent simple rhythmic patterns using 2/4 time.

Become aware of the musical elements tempo, pitch and dynamics.

Stand Unit = Talking about and recording compositions

Discuss their own work and the work of children in the class e.g. explain the choice of instrument.

Invent graphic symbols or use stick notation to represent selected sounds.

Third & Fourth Class (Odd year)

Strand: Listening & Responding

Strand Unit: Exploring Sounds

Environmental sounds:

Listen to and describe a widening variety of sounds.

Recognise and demonstrate pitch differences – high and low.

Vocal sounds:

Discover different kinds of sounds that the singing voice and speaking voice can make.

Body percussion:

Discover ways of making sounds using the body percussion.

Instruments:

Explore ways of making sounds using manufactured or homemade instruments.

Strand Unit =Listening and responding to music.

Listen to and describe music in various styles and genres.

Respond imaginatively to various pieces of music.

Show the steady beat in listening to music accompanying songs and chants.

Identify and describe the tempo of the music.

Explore the dynamics of a piece of music.

Strand: Performing

Strand Unit: Song singing

Sing from memory a widening repertoire of songs with increasing vocal control, confidence and expression.

Perform familiar songs with increasing awareness of pitch, dynamics and expression.

Notice differences created between the sections of song in various forms e.g. solo/chorus; question and answer.

Perform a rhythmic or melodic ostinato or a drone to accompany a song.

Understand the difference between beat and rhythm.

Perform in groups simple rounds in two parts.

Strand Unit: Literacy

Rhythm:

Identify and perform simple rhythm patterns in 4/4 and 2/4 time (Second class).

Engage in games and activities to develop 4/4 time.

Use rhythm syllables ta, ti-ti and ta-aa and crotchet rest.

Become familiar with the note names crotchet, quaver and minim.

Use stick notation and standard notation to represent rhythmic patterns.

Perform simple rhythm patterns using: crotchet, quaver, crotchet rest (second class) and minim (third class).

Pitch:

Recognise and sing a variety of melodic patterns.

Sing simple tunes in tonic solfa using the notes: d, r, m, s and l.

Become familiar with the hand signs for the above notes.

Recognise and sing familiar simple tunes in a variety of ways, e.g. humming or from hand signs.

Rhythm & Pitch:

Recognise and sing simple tunes (within the range of d,r,m,s and l) using simplified staff notation on a three lined stave.

Combine rhythm and pitch only after a lot of work has been done separately on Rhythm and Pitch.

Strand Unit: Playing instruments

Recognise and identify the various instruments in the music room.

Hold the instruments correctly in order to produce the best sounds.

Explore ways of producing different sounds from instruments by striking, scraping etc.

Use percussion instruments to show the beat in accompanying songs or rhythmic chants.

Perform simple rhythmic patterns using the crotchet, the quaver, the minim and the crotchet rest.

Perform pentatonic tunes (using simple rhythms).

Strand: Composing

Strand Unit: Improvising and Creating

Select different kinds of sounds to portray a character/atmosphere/an event.

Invent and perform simple musical pieces that show a developing awareness of the musical elements: structure, pulse, dynamics, tempo and pitch.

Create and perform simple rhythmic patterns using 2/4 and 4/4 time.

Compose and perform simple tunes using the notes d r m (s and l added if teacher feels that the class is ready).

Strand Unit: Talking about Recording Compositions

Describe and discuss their work and the work of other children.

Invent graphic symbols or use stick notation or tonic solfa to record a composition.

Third & Fourth Class (Even year)

Strand: Listening & Responding

Strand Unit: Exploring Sounds

Environmental Sounds:

Classify and describe sounds within a narrow range e.g. bird sounds.

Recognise and demonstrate pitch differences.

Vocal Sounds:

Imitate patterns of long and short sounds vocally e.g. boomchicka boom.

Body Percussion:

Discover ways of making sounds using body percussion, in pairs and small groups.

Instruments:

Explore how the tone colours of suitable instruments can suggest various sounds and sound pictures e.g. glockenspiel to represent raindrops.

Strand Unit: Listening and responding to music

Listen to and describe music in various styles and genres.

Show the steady beat and differentiate between steady beat and music without a steady beat.

Discover two-beat time (a march) and three-beat time (a waltz) by using gestures to accompany the music.

Identify some families of instruments.

Respond appropriately to obviously different sections in a piece.

Listen and respond to the compositions of others.

Strand : Performing

Strand Unit: Song Singing

Sing from memory a widening repertoire of songs with increasing vocal control, confidence and expression.

Perform songs with increasing understanding and control of pitch.

Perform songs with increasing awareness of dynamics, phrasing and expression.

Perform in groups, simple rounds in two or more parts.

Strand Unit: Literacy

Rhythm

Identify and perform simple rhythm patterns in 3/4 time, 4/4 time (3rd class) and 2/4 time (2nd class).

Engage in activities to develop 3/4 time.

Become familiar with the dotted minim, (using the rhythm syllable ta-aa-aa).

Perform simple rhythm patterns using the crotchet, quaver, crotchet rest (2nd class), minim (3rd class), dotted minim (4th class).

Patterns should gradually increase in difficulty as the children progress.

Pitch

Recognise and sing familiar, simple tunes in a variety of ways. e.g. humming, one syllable e.g. da-da.

Use tonic solfa and hand signs to sing a limited range of notes (s, l, m, r, d) and melodic patterns.

Rhythm and Pitch

Recognise and sing simple tunes (within the range of d, r, m, s, l) using simplified staff notation on a three-lined stave.

Use the five-lined stave when deemed appropriate.

Strand Unit: Playing Instruments

Recognise and identify the various instruments in the music room.

Hold the instrument correctly in order to produce the best sounds.

Discuss different ways of playing percussion and melodic instruments.

Use percussion instruments to accompany songs or rhythmic chants.

Perform simple rhythmic patterns using the crotchet, the quaver, the minim, the dotted minim and the crotchet rest.

Perform simple tunes from notation.

Play a rhythmic ostinato to accompany a familiar song.

Strand: Composing

Strand Unit: Improvising and Creating

Create and perform simple rhythmic patterns using 3 / 4 time. (4/4 time and 2/4 time).

Compose and perform simple tunes using the notes d, r, m, s, l.

Invent and perform simple musical pieces that show a developing awareness of the musical elements.

Strand Unit: Talking about and recording compositions

Describe and discuss her work and the work of other children.

Invent graphic symbols or use stick notation/standard notation to record a composition.

Fifth/ Sixth Class (Even year)

Strand: Listening and Responding

Strand Unit: Exploring Sounds

Environmental Sounds:

Listen to sounds in the environment with an increased understanding of how sounds are produced e.g. echoes, vibrating string.

Vocal Sounds:

Explore a range of sounds that they can make vocally and distinguish and describe these sounds.

Body Percussion:

Identify a variety of ways of making sounds using body percussion with increasingly complex sequences.

Vocal Sounds:

Explore how the tone colours of suitable instruments can suggest various sounds and sound pictures.

Strand Unit: Listening and Responding to music.

Listen to and describe a broad range of musical styles and traditions.

Respond imaginatively to music in a variety of ways.

Distinguish the main instrument heard in a piece of music

Recognise and understand how tempo and dynamics contribute to a musical performance.

Recognise A B form (binary) and A B A form (ternary).

Listen to and evaluate their own compositions and the compositions of others.

Strand: Performing

Strand Unit: Song Singing

Recognise and sing from memory a repertoire of songs with an awareness of the music's cultural, social and historical contexts.

Perform familiar songs with increased control of dynamics, phrasing and expression.

Sing with increasing awareness and control of pulse, tempo, pitch, diction and posture.

Simple Part Singing

Perform a rhythmic or melodic ostinato or drone in accompanying a song.

Perform a round in several different textures e.g. voices, glockenspiel.

Perform arrangements of songs which include simple harmonies (if the children are ready for harmony).

Strand Unit: Literacy

Rhythm

Identify and perform more complex rhythm patterns in 2/4, 3 /4, 4/4 time.

Perform more complex rhythm patterns using the crotchet, quaver, crotchet rest (2nd class), minim (3rd class), dotted minim (4th class), semibreve(5th class), Semiquaver (ti-ri-ti-ri) may be introduced in sixth class if the class teacher feels that the class are ready.

Pitch

Recognise and sing tunes in a variety of ways – from hand signs, hummed, sung to one syllable.

Use tonic solfa and hand signs to sing melodic patterns, incorporating the notes d, r, m, s, l.

(If not introduced in fifth class, the teacher may introduce f ant t if the class are ready).

Rhythm and Pitch

Use standard symbols with increasing fluency and accuracy to notate rhythm and pitch.

Read, sing and play simple tunes from sight using tonic solfa.

Strand Unit: Playing Instruments

Use percussion instruments with increasing confidence and skill, to accompany songs and chants.

Perform a range of playing techniques on a wide selection of percussion and melodic instruments.

Perform more complex rhythm patterns using the standard symbols and the time signatures already learnt.

Strand: Composing

Strand Unit: Improvising and Creating.

Invent and perform pieces that show an increasing awareness and control of the musical elements.

Strand Unit: Talking about and Recording compositions

Reflect upon and evaluate her own work and the work of others.

Devise and use graphic symbols or standard notation to record musical patterns and inventions.

Fifth/ Sixth Class (Odd year)

Strand: Listening and Responding

Strand Unit: Exploring Sounds

Environmental Sounds:

Listen to sounds in the environment with an increased understanding of how sounds are produced and organised e.g. echoes.

Vocal Sounds:

Explore a range of sounds that can be made vocally and distinguish and describe these sounds.

Body Percussion:

Identify a variety of ways of making sounds using body percussion in pairs, small groups and larger groups.

Instruments:

Explore ways of making sounds using a variety of manufactured and home-made instruments.

Strand Unit: Listening and responding to music

Listen to and describe a broad range of musical styles and traditions: Irish music, Jazz, Classical music, Opera.

Respond imaginatively to music in a variety of ways.

Identify families of instruments.

Identify the main instrument heard in a piece of music.

Move in time to two-beat and three-beat music.

Listen to and evaluate their own compositions and the compositions of others.

Strand: Performing

Strand Unit: Song Singing

Recognise and sing from memory a repertoire of songs with an awareness of the music's social, historical and cultural contexts.

Perform familiar songs with increased control of dynamics, phrasing and expression.

Relate words and mood of a song to the style of performance.

Simple Part Songs

Perform a rhythmic or melodic ostinato or drone in accompanying a song.

Perform a round in two or more parts.

Perform partner songs.

Strand Unit: Literacy

Rhythm

Identify and perform rhythm patterns in 2/4, 3 / 4, 4/4 time.

Become familiar with the semibreve (using the rhythm syllable ta-aa-aa-aa).

Perform simple rhythm patterns using the crotchet, quaver, crotchet rest (2nd class).

Minim (3rd class.)

Dotted minim(4th class.)

Semibreve (5th class.)

Patterns should gradually increase in difficulty as the children progress.

Pitch

Recognise and sing familiar tunes in an increasing variety of ways – from hand signs, hummed, sung in one syllable (e.g. da-da-da).

Use tonic solfa and hand signs to sing the notes s,l,m,r,d, as part of a melodic pattern. (f and t may be introduced if the teacher feels the class are ready.)

Use standard symbols with increasing fluency and accuracy to notate rhythm and pitch.

Read, sing and play simple tunes from sight using tonic solfa.

Strand Unit: Playing Instruments

Use percussion instruments with increasing confidence and skill, to accompany tunes, songs and chants.

Perform a range of playing techniques on a wide selection of percussion and melodic instruments.

Perform more complex rhythm patterns using the standard symbols and the time signatures already covered in previous classes.

Strand: Composing

Strand Unit: Improvising and Creating

Select from a wide variety of sound sources (e.g. voice, body percussion, tuned percussion), the appropriate accompaniment to a song, poem or event.

Invent and perform pieces that show an increasing awareness and control of musical elements.

Echo and invent melodic and rhythmic patterns in 2/4, 3 / 4 and
4 / 4 time.

Strand Unit: Talking about and Recording compositions

Reflect upon and evaluate her own work and the work of other children.

Devise and use graphic symbols or standard notation to record musical patterns and inventions.

Possible Questions

Listening and responding to music

Junior and Senior Infants

1. Is the music happy, sad, exciting etc.?

2. Is it loud or soft?
3. Is it fast or slow?
4. How does the music make you feel?

First and Second Class

1. Is the music happy, sad, exciting etc.?
2. Is it loud or soft?
3. Is it fast or slow?
4. Has it a steady beat? I.e. can you clap to the music?
5. How does the music make you feel?
6. Can you think of a name for this piece of music?

Third and Fourth Class

1. What does this piece remind you of – place, time, event etc?
2. Have you heard music like this before?
3. Does the music have a strong beat?

4. How would you move to the music?
5. How many players can you hear – one, two, or more than two?
6. Can you name any of the instruments that you hear?
7. Can you hum the melody?
8. Are there any repeated sections?
9. Does the music finish in the same way it started – e.g. if it was very soft at first, did it finish softly?

Fifth and Sixth Class

1. Where could you hear this music?
2. Was there any part of the music you liked best? Why?
3. What country do you think this piece of music might be from?
4. Do you know any other piece of music on the same theme?
5. Do you know any other piece of music by the same composer?

Possible Excerpts:

Junior and Senior Infants

1. Offenbach, Jacques – Orpheus in the Underworld: Can Can.
2. Saint –Saëns, Camille –The Carnival of the Animals: The Elephant.
3. Saint –Saëns, Camille –The Carnival of the Animals: The Swan.
4. Kodály, Zoltan – Háry János Suite: Viennese musical clock.
5. Tchaikovsky, Pyotr Il'yich – Nutcracker Suite.
6. Beethoven, Ludwig van – Symphony 9 : Ode to Joy.

First and Second Class

1. Offenbach, Jacques – Orpheus in the Underworld: Can Can.
2. Dukas, Paul – The Sorcerer's Apprentice.
3. Saint –Saëns, Camille –The Carnival of the Animals: Introduction and Royal March of the Lion.
4. Saint –Saëns, Camille –The Carnival of the Animals: Hens and Cockerels.
5. Saint –Saëns, Camille –The Carnival of the Animals: Wild Asses.
6. Saint –Saëns, Camille –The Carnival of the Animals: Tortoises.
7. Saint –Saëns, Camille –The Carnival of the Animals: The Elephant.
8. Saint –Saëns, Camille –The Carnival of the Animals: Kangaroos.

9. Saint –Saëns, Camille –The Carnival of the Animals: Aquarium.
10. Saint –Saëns, Camille –The Carnival of the Animals: The Cuckoo in the Depths of the Woods.
11. Saint –Saëns, Camille –The Carnival of the Animals: Aviary.
12. Saint –Saëns, Camille –The Carnival of the Animals: The Swan.
13. Vivaldi, Antonio – The Four Seasons: Winter, Allegro Non Molto.
14. Vivaldi, Antonio – The Four Seasons: Winter, Largo.
15. Vivaldi, Antonio – The Four Seasons: Winter, Allegro.
16. Kodály, Zoltan – Háry János Suite: Viennese musical clock.
17. Tchaikovsky, Pyotr Il'yich – Nutcracker Suite.
18. Beethoven, Ludwig van – Symphony 9 : Ode to Joy.

Third and Fourth Class

1. Pachelbel, Johann –Canon.
2. Ravel, Maurice –Bolero.
3. Haydn, Franz Joseph –Symphony 99: Andante.
4. Haydn, Franz Joseph – Symphony 94: Andante.

5. Mozart, Wolfgang Amadeus – Eine Kleine Nachtmusik: Allegro.
6. Mozart, Wolfgang Amadeus – Eine Kleine Nachtmusik: Romanze, Andante.
7. Mozart, Wolfgang Amadeus – Eine Kleine Nachtmusik: Menuett, Allegretto.
8. Mozart, Wolfgang Amadeus – Eine Kleine Nachtmusik: Rondo, Allegro.
9. Rimsky –Korsakov, Nikolay Andreyevich –The Flight of the Bumble-Bee.
10. Copland, Aaron –Rodeo: Hoedown.
11. Strauss, Johann (Senior) –The Radetzsky March.
12. Holst, Gustav – The Planet Suite: Jupiter.
13. Beethoven, Ludwig van – Symphony 5: Allegro con brio.
14. Beethoeven, Ludwig van – Symphony 6: Shepherd’s Song. Happy and Thankful feelings after the Storm.
15. Strauss, Johann (Junior) – The Blue Danube.
16. Shostakovich, Dmitri – Jazz Suite 2; Waltz 2.
17. Mozart, Wolfgang Amadeus –The marriage of Figaro: Overture.
18. Handel, Georg Frideric – Messiah: Hallelujah Chorus.

Fifth and Sixth Class

1. Strauss, Richard – Also Sprach Zarathustra, Op. 30.
2. Smetana, Bedrich – Ma Vlast: Vltava.
3. Puccini, Giacomo – Turandot: Nessun dorma.
4. Wagner, Richard –Die Valkyrie: Ride of the Valkyries.
5. Chopin, Frederic – Nocturnes: No. 2, Eb major Op.9.
6. Bach, Johann Sebastian – Air On A G string.
7. Bach, Johann Sebastian - Brandenburg Concerto 3 BWV 1048.
8. Kelly, Thomas C. – O'Carolan Suite in Baroque Style/O'Carolan's Concerto.
9. Larchet, John F. – Mac Ananty's Reel.
10. Brahms, Johannes – Symphony No. 4: Allegro Non Troppo.
11. Prokofiev, Sergey – Romeo and Juliet.
12. Bach, Johann Sebastian – Toccata and Fugue in D minor.
13. Dvorak, Antonin – Symphony No. 9.
14. Sibelius, Jean –Finlandia.
15. Verdi, Giuseppe – Rigoletto: La donna è mobile.
16. Mussorgsky, Modest – Pictures At An Exhibition: Promenade, Gnomus.

17. Mussorgsky, Modest – Pictures At An Exhibition: Promenade, Tuileries, Bydlo.
18. Mussorgsky, Modest – Pictures At An Exhibition: The hut on hen's legs, The great gate of Kiev.
19. Tchaikovsky, Pyotr Il'yich – 1812 Overture.
20. Beethoven, Ludwig van – Piano Concerto No. 5: Adagio Un Poco Mosso.

Class

Solfa Notes

Time Signature

Rhythm

Rhythm Represented by

Stave

Jun. & Sen Infants

imitate short melodies using l,s,m

4 4

Ta and ti-ti using pictorial symbols

Pictures (stick or standard if class are ready)

1st & 2nd

l s m and hand signs

2 4 4 4

crotchet quaver ta ti-ti crotchet rest

stick notation and standard notation

abbreviated stave 2 lines

3rd

m r d and hand signs

4 4

minim ta-aa

as above

abbreviated stave 3 lines

4th

s l m r d and hand signs

3 4

dotted minim

as above

5 line stave introduced towards end of year

5th & 6th

f and t if you can and hand signs

2 4 3 4 4 4

crotchet quaver minim dotted minim semibreve and semiquaver ti-ri-ti-ri quarter beats (if the class are ready)

as above

5 line stave