St John of God Primary School

St. John of God Primary School, The Faythe, Wexford, Y35 YT38

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**Guiding Principles**

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 and
   iii. Composing
3. Active enjoyable participation is fundamental to the Music curriculum
4. Music enhances and enriches the child's life.

**Rationale**

This plan reflects the Primary Curriculum, 1999. It is intended to guide teachers in their individual planning for Music.

**Vision**

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.

**Aims**

We endorse the aims of the Primary Curriculum for music, which 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, feeling 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.

## 1.Content Objectives for each class level

Attached to this plan are the comprehensive and detailed outlines for each class level as prepared by the post holder and shared with staff in November 2024. Below is an overview of the Year 1 Year 2 plan. Our school uses the Dabbledoo programme.

**Music Plan Overview**
**Programme: Dabbledoo**

| Class | Year 1 | Year 2 |
|---|---|---|
| Junior & Senior Infants | Senior Infants | Junior Infants |
| 1st & 2nd Class | 1st Class | 2nd Class |
| 3rd & 4th Class | 3rd Class | 4th Class |
| 5th & 6th Class | 5th Class | 6th Class |

## 2. Approaches and Methodologies

All children will be actively engaged in music education in our school. Approaches and methodologies used will be based on the active learning strategies recommended in the curriculum:

- talk and discussion
- active learning
- collaborative learning
- problem solving
- skills through content
- use of environment

## 3. Linkage and Integration

**Integration**
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:

- Oral language (English/Gaeilge)
- Design and make (Science)
- Energy and forces- Sound (Science)
- Visual arts: Construction, Drawing, Painting
- P.E: Dance - Exploration, creation and performance of dance
- History - stories that go with particular songs, songs relating to historical events
- Geography -songs relating to different countries or counties
- Religion-Songs from religion programme, Preparation for sacraments, School Choir

Integration may also be approached through planning on a thematic basis.

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

## 4. Assessment and Record Keeping

We will use the following assessment tools for assessing pupils:

- Teacher observation
- Teacher designed tasks and tests e.g. rhythmic dictation, visual arts response to music etc
- Projects e.g. composition projects, Christmas carol service, Choir etc

## 5. Children with Different Needs

It is the policy of our school that all children in mainstream classes will participate in music activities. Music activities will be differentiated in order to meet the needs of all the children in each class.

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.

## 6. Equality of Participation and Access

Equal opportunities will be given to all children regardless of gender, ethnic background, socio-

economic status across all strands and activities.

**7. 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. Timetables will all record the time allocation for Music.
There are two hours of discretionary time available each week 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.

**8. Resources and ICT**

**Main Scheme used in school:** Dabbledoo

**A broad range of listening materials are provided**:

Audio tapes, CDs, recorded music on video, music technology

**Instruments:**

- Tuned and untuned percussion instruments;
- Environmental objects, e.g. assortments of metals, wood, fibres;
- Instruments of children in the class;
- Melodic instruments—tin whistles, recorders, ukuleles;
- Instruments of teachers on staff—e.g. keyboards, guitars;
- Performance of a group, individual, band, orchestra visiting the school or another venue

**Assembly:**
We have a fortnightly assembly. The music programme forms a central part of assembly each fortnight. We teach songs to the whole school on a variety of themes. We also include part singing, music and movement activities and listening exercises in assembly from time to time.

An appropriate amount of money will be requested from the Board of Management to fund our music programme. Grants from the DES allocated for the music will be used specifically for this subject. Contributions may also be requested from the Parents' Association and sponsorship from local businesses.

## 9. 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
  - o Ventilation of the classrooms
  - o Amount of space for children to sit or stand when doing choral or instrumental work
  - o Appropriate volume levels when using audio equipment and instruments.

## 10. Individual Teachers' Planning and Reporting

Teachers refer to the whole school plan and the curriculum documents for music to provide information and guidance for their long and short term planning. They plan using the strands and strand units, and on occasions, a thematic approach. The Cuntas Míosúil plays a part in reviewing and developing the whole school plan and individual planning, by the Principal's monitoring of work completed by individual teachers and suggesting improvements.

## 11. Staff Development

Staff needs will be assessed and the local Education Centre will be requested to provide suitable ongoing training as the need arises. Teachers on staff who have particular musical ability will offer help and advice to colleagues as required. The staff will also avail of training as provided by the Department of Education and Science.

## 12. Parental Involvement

Parents who sing or play instruments, who are willing to help with making instruments from found materials, or who would like to be involved in musical events in the school will be considered as a valuable resource by the staff. Parents will also be asked to help out with our fund raising initiatives.

## 13. Community Links

The local community and musicians living locally will be considered as valuable resources as support for the Music Curriculum.

Listed below are activities / initiatives which happen in our school:

- School masses
- Christmas carol service in Bride St.
- Confirmation
- Communion
- World Music Day

Occasionally, children may have the opportunity to see a musical or a pantomime.

**Success Criteria**

**Self- assessment**

- Have I/we covered the agreed strand units?
- What do I/we need to change?

**Pupil assessment**

- Teacher observation
- Teacher designed tasks and tests
- Projects

**DES/outside assessment**

**Implementation**

**Roles and Responsibilities**

The principal and post holder will be responsible for the overall development of the music curriculum. They will delegate tasks as appropriate to the musical interests of members of staff. It will be their remit to liaise with others within the school community on the matter of music development within the school. They will also be responsible for all resources.

**Review**

**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.

**Timeframe**

The content of this whole school plan for music will be fully implemented by June 2026.

**Ratification and Communication**

This school plan for music has been ratified by the Board of Management.
It will be reviewed after one year and every three years thereafter. All teachers on the staff will be responsible for informing the principal of any amendments they think should be made.

Signed: _____ Date: 26/6/25
Chairperson of the BOM

Signed: _____ Date: 26/6/25
Principal