



St. Fiacc's N.S Music Policy

Underpinning 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

Introductory Statement:

This policy was formulated following a consultative process which took place over a period of months. The Principal, class teachers, resource teacher and learning support teacher were involved in drafting this policy.

Rationale:

Rationale: 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.

Vision and Aims

a) 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.

b) Aims

- 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

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. A short session at a staff meeting will be allocated to this work.

A music working group will be established to look after the purchasing and the maintenance of resources, instruments and equipment. Colleagues who need assistance are given help and advice on the preparation and implementation of the music curriculum.

Timeframe

This policy will be implemented fully by September 2024. This policy will be reviewed in September 2026 and every year thereafter. This policy was ratified by the BOM on 8/9/2009.

8.2 Music Policy.

This Music Policy will be addressed under the following headings

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
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
14. Success Criteria

<p>P48/49 curriculum</p>	<ul style="list-style-type: none"> • Discover the different kinds of sounds that the singing voice can make • Imitate patterns of long or short sounds vocally <p>Body Percussion Discover ways of making sounds using body percussion, in pairs and small groups</p> <p>Instruments</p> <ul style="list-style-type: none"> • Explore ways of making sounds using manufactured and home-made instruments • Explore how the tone colour of suitable instruments can suggest various sounds and sound pictures
<p>5th&6th Classes</p> <p>P 68/69/70 curriculum</p>	<p>Environmental Sounds</p> <ul style="list-style-type: none"> • Listen to sounds in the environment with an increasing understanding of how sounds are produced and organised <p>Vocal Sounds</p> <ul style="list-style-type: none"> • Explore a range of sounds that the singing voice and the speaking voice can make • Distinguish and describe vocal ranges and tone colours heard in a piece of music <p>Body Percussion</p> <ul style="list-style-type: none"> • Identify a variety of ways of making sounds using body percussion in pairs and in small and large groups <p>Instruments</p> <ul style="list-style-type: none"> • Explore ways of making sounds using manufactured and home-made instruments • Explore how the tone colour of suitable instruments can suggest various sounds and sound pictures
<p>Strand Unit: Listening and responding to Music</p>	
<p>Objectives</p>	
<p>Infants</p> <p>P20/21 curriculum</p>	<ul style="list-style-type: none"> • 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, giving preferences, and illustrate responses in a variety of ways • Show the steady beat in listening to live or recorded music • Recognise and show the difference between fast and slow tempos • Recognise and show the difference between loud and soft sounds • Recognise and show the difference between high and low sounds • Listen and respond to patterns of long and short sounds
<p>1st & 2nd classes</p>	<ul style="list-style-type: none"> • Listen to a range of short, familiar and unfamiliar pieces of music or excerpts • Respond imaginatively to pieces of music through movement • Talk about pieces of music, giving preferences, and illustrate responses in a variety of ways

<p><i>P33/34 curriculum</i></p>	<ul style="list-style-type: none"> ● Show the steady beat in listening to live or recorded music. ● accompanying or chants ● Differentiate between steady music 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 (loud and soft, getting louder and softer) ● Perceive the difference between long and short sound ● Identify obviously different instruments
<p>3rd & 4th classes</p> <p><i>P50/51 curriculum</i></p>	<ul style="list-style-type: none"> ● Listen to and describe music in various styles and genres, including familiar excerpts, recognising its function and historical context where appropriate ● Describe initial reactions to, or feelings about, his/her compositions and the compositions. Giving preferences ● Respond imaginatively to longer excerpts in a variety of ways ● Show the steady beat in listening to live or recorded music. ● accompanying or chants ● Differentiate between steady music and music without a steady beat ● Recognise strong and weak beats, illustrating them through gestures ● Identify and show the tempo of the music as fast or slow, getting faster or getting slower ● Distinguish between sounds of different duration (long or short) while listening to music ● Identify some families of instruments ● Respond appropriately to obviously different sections in a piece ● Discover 2-time beat and 3-time beat by using gesture to accompany music ● Experience 6/8 time (like a jig)
<p>5th & 6th Classes</p> <p><i>P68/69/70 Curriculum</i></p>	<ul style="list-style-type: none"> ● Listen to and describe a broad range of musical styles and traditions, including familiar excerpts, recognising its function and historical context where appropriate ● Listen to his/her own compositions and the compositions of others recording or live performances- and evaluate in terms of personal response, choice of instruments and expressive qualities ● Respond imaginatively to longer pieces in a variety of ways ● Identify families of instruments ● Examine the effects produced by different instruments ● Distinguish the main instrument heard in a piece of music ● Recognise and understand how tempo and dynamic choices contribute to an expressive musical performance ● Recognise strong and weak beats, illustrating them through gestures ● Identify two-beat or three-beat time in moving to music ● Identify six-eight time in moving to music

Strand Unit: Song Singing

- P70-88 General guidelines for Song Singing
- P72 Singing ranges
- P74 Singing with the musical elements in minds
- P76- 81 Effective singing skills
- P84-85 Developing part singing
- P86/87 Public performances
- P88 Overcoming singing difficulties
- P 82/83 Exemplar 14 Teaching a song (first to sixth classes)

Infants	<ul style="list-style-type: none"> ● Recognise and sing familiar songs from other sources ● Recognise and imitate short melodies in echoes, developing a sense of pitch ● Show the steady beat in listening to or accompanying songs or rhythmic chants ● Show while singing, whether songs move from high to low or from low to high ● Perform songs and rhymes with a sense of dynamic control where appropriate <p>P22 curriculum</p>
1st & 2nd classes	<ul style="list-style-type: none"> ● Recognise and sing with increasing vocal control and confidence a growing range of songs and melodies ● Recognise and imitate short melodies in echoes, ● Show the steady beat 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 ● Select the dynamic most suitable to a song ● Notice obvious differences created between sections of songs in various forms <p>P35 curriculum</p>
3rd & 4th classes	<p><u>Unison singing</u></p> <ul style="list-style-type: none"> ● Sing from memory a widening repertoire of songs with increasing vocal control, confidence and expression ● Show greater control of pulse and tempo while singing well- known tunes ● Understand the difference between beat and rhythm

<p><i>P52/53 curriculum</i></p>	<ul style="list-style-type: none"> ● Perform familiar songs with increasing understanding and control of pitch and extended vocal range ● Performing familiar songs with increasing awareness of dynamics, phrasing and expression ● Notice obvious differences created between sections of songs in various forms <p><u>Simple part singing</u></p> <ul style="list-style-type: none"> ● Perform a rhythmic or melodic ostinato or drone in accompanying a song ● Perform, in groups, simple rounds in two or more parts
<p>5th & 6th Classes</p> <p><i>P71/72 Curriculum</i></p>	<p><u>Unison singing</u></p> <ul style="list-style-type: none"> ● Recognise and sing from memory a more demanding repertoire of songs with an awareness of the music's social, historical and cultural contexts ● Sing independently with increasing awareness and control of pulse, tempo, pitch, diction and posture ● Perform familiar songs with increased control; dynamics, phrasing and expression ● Relate words and mood of a song to style and performance ● Notice the differences created between the sections of songs in different forms ● Explore structural elements within familiar songs <p><u>Simple part singing</u></p> <ul style="list-style-type: none"> ● Perform a rhythmic or melodic ostinato or drone in accompanying a song ● Distinguish individual parts in a round by singing, listening, moving or by observing notational cues ● Perform a round in several different textures ● Perform, as apart of a group, two songs sung individually and as partner songs ● Perform as part of a group, arrangements of songs that include simple countermelodies or harmony parts ● Identify unison parts and harmony parts visually and aurally
<p>2. Performing</p>	
<p><i>Strand Unit: Literacy</i></p>	
<p>Teacher guidelines</p>	

- P89-103 General guidelines for Literacy
- P90/91 Graphic notation
- P82-101 Standard notation
- P93 Note values
- P96-99 Pitch
- P100 Pentatonic music
- P95 Exemplar 16 Sequence for teaching a new element
- P 98/99 Exemplar 17 Stages of pitch notation
- P102 Exemplar 19 Introducing a new note
- P136 Handsigns
- P137 A suggested sequence in rhythm
- P138 A suggested sequence in melody

Objectives

Infants <i>P23 curriculum</i>	<u>Early Literacy</u> <ul style="list-style-type: none"> • Match selected sound with their pictured source • Recognise and perform simple rhythm patterns from pictorial symbols
1st & 2nd classes <i>P36/37 curriculum</i>	<u>Rhythm</u> <ul style="list-style-type: none"> • Identify and perform familiar rhythm patterns from memory and from notation <u>Pitch</u> <ul style="list-style-type: none"> • Recognise the shape of a simple melody • Recognise and sing familiar tunes and singing games within a range of two or three notes <u>Rhythm & Pitch</u> <ul style="list-style-type: none"> • Recognise and sing simple tunes, from simplified notation, combining rhythm and pitch
3rd & 4th classes <i>P54/55/56 curriculum</i>	<u>Rhythm</u> <ul style="list-style-type: none"> • Identify and define the rhythm patterns of well-known songs and chants • Recognise and use some standard symbols to notate metre and rhythm <u>Pitch</u> <ul style="list-style-type: none"> • Recognise and sing familiar, simple tunes in a variety of ways • Recognise the shape of melodies on a graphic score or in standard notation • Use standard symbols to identify and sing limited range of notes and melodic patterns • Use standard symbols to notate simple rhythm and pitch <u>Rhythm & Pitch</u> <ul style="list-style-type: none"> • Discover how pentatonic tunes can be reads , sung and played in g doh, c doh or f doh

	•
5th & 6th Classes	<p><u>Rhythm</u></p> <ul style="list-style-type: none"> ● Recognise longer and more complex rhythm patterns of familiar songs and chants ● Recognise , name and use some standard symbols to notate metre and rhythm <p><u>Pitch</u></p> <ul style="list-style-type: none"> ● Recognise and sing familiar tunes in an increasing variety of ways ● Recognise the shape of a melody and movement by steps or by leaps, from a graphic score or from notation <p><u>Rhythm & Pitch</u></p> <ul style="list-style-type: none"> ● Use standard symbols to read. Sing and play simple melodies from sight ● Use standard symbols with increasing fluency and accuracy to notate simple rhythm and pitch ● Recognise that melodies can be read, sung or played in different keys ● Read, sing and play simple tunes from sight with C G F as doh ● Understand the function of major key signatures as indicating the position of doh
P73/74/75 Curriculum	
Strand Unit: Playing instruments	
Teacher guidelines <ul style="list-style-type: none"> ● P104-109 <u>General guidelines</u> for playing instruments ● P106 <u>The Recorder</u> ● P109 <u>Tin Whistle</u> ● P130/131 <u>Musical instruments suitable for primary schools</u> ● P132-135 <u>How to hold and play some percussion instruments</u> 	
Objectives	
Infants P23 curriculum	<ul style="list-style-type: none"> ● Play simple percussion instruments ● Use simple home-made and manufactured instruments to accompany songs, nursery rhymes and rhythmic chants
1st & 2nd classes P38 curriculum	<ul style="list-style-type: none"> ● Play some percussion instruments with confidence ● Use percussion instruments to show the beat or rhythm in accompanying songs or rhythmic chants ● Identify and perform simple two-note or three-note tunes by ear or from simple notation
3rd & 4th classes	<ul style="list-style-type: none"> ● Discover different ways of playing percussion and melodic instruments ● Use percussion instruments to show the beat or rhythm in accompanying songs or rhythmic chants ● Identify and perform simple, familiar tunes from memory or from notation

<i>P57 curriculum</i>	
5th & 6th Classes <i>P76 Curriculum</i>	<ul style="list-style-type: none"> • Perform a range of playing techniques on a wide selection of percussion and melodic instruments • Use percussion instruments with increasing confidence and skill to accompany tunes, songs and chants • Identify and perform familiar tunes from memory or from notation independently
3. Composing	
<i>Strand Unit: Improvising and Creating</i>	
Teacher guidelines <ul style="list-style-type: none"> • P110-119 <u>General guidelines</u> for Improvising and creating • P113 Exemplar 20 <u>Accompanying a story, song or game</u> • P114 Exemplar 21 <u>Accompanying a poem</u> • P115 Exemplar 22 <u>Using musical elements</u> • P116 <u>Composing with rhythmic elements</u> • P118 <u>Composing using melodic elements</u> 	
Objectives	
Infants <i>P24 curriculum</i>	<ul style="list-style-type: none"> • 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 • Improvise new answers to given melodic patterns •
1st & 2nd classes <i>P39 curriculum</i>	<ul style="list-style-type: none"> • Select sounds from a variety of sources to illustrate a character or a sequence of events, individually and in groups • Invent and perform short musical pieces with increasing ease and control of musical elements • Recall, answer and invent simple melodic and rhythmic patterns, using voices, body percussion and instruments
3rd & 4th classes <i>P58 curriculum</i>	<ul style="list-style-type: none"> • Select different kinds of sounds (voice, body percussion, untuned ad tuned percussion, simple melodic instruments, electronic instruments) to portray a character ,a sequence of events or an atmosphere in sound stories • Invent and perform simple musical pieces that show a developing awareness of musical elements • Recall, answer and invent simple melodic and rhythmic patterns, using voice, body percussion and instruments

5th & 6th Classes Curriculum P77	<ul style="list-style-type: none"> • Select a wide variety of sound sources (voices, body percussion, untuned and tuned percussion, melodic instruments and technology for a range of musical purposes • Invent and perform pieces that show an increasing awareness and control of musical elements • Recall, answer and invent melodic and rhythmic patterns, using voices, body percussion and instruments
3. Composing	
Strand Unit: Talking about and recording compositions	
Teacher guidelines <ul style="list-style-type: none"> • P110-119 General guidelines for Improvising and creating • P120/121 Talking about and recording compositions 	
Objectives	
Infants P25 curriculum	<ul style="list-style-type: none"> • Talk about his/her work and the work of other children • Invent graphic symbols for single sounds and sound effects • Record compositions on electronic media
1st & 2nd classes P40/41 curriculum	<ul style="list-style-type: none"> • Talk about his/her work and the work of other children • Invent graphic symbols or use standard notation to represent selected sounds • Record compositions on electronic media
3rd & 4th classes P59 curriculum	<ul style="list-style-type: none"> • Describe and discuss his/ her work and the work of other children • Devise and use graphic symbols and/or use standard notation to record simple musical patterns and inventions • Record compositions on electronic media
5th & 6th Classes P78/79 Curriculum	<ul style="list-style-type: none"> • Reflect upon and evaluate his/her work and the work of other children • Devise and use graphic symbols and/or use standard notation to record different lines of musical patterns and inventions • Record compositions on electronic media

Through engaging in the strands and strand units the child should be enabled to develop a sense of the Musical Concepts of pulse, duration, tempo, pitch, dynamics, structure, timbre, texture and style.

Tin Whistle:

Third and Fourth Class teachers will be encouraged to teach Tin Whistle in preparation for Christmas concerts, Seachtain na Gaeilge and Lá glas. Tin whistles will be collected by third and fourth class teachers at the end of the year and stored with Miss Kavanagh. The children will then receive their tin whistles back in September of the following year. Children are encouraged to keep their tin whistles and music copy / folder in an A4 plastic folder.

Here is a list of suggested tunes to be taught in third and fourth class. This list will be reviewed each year.

<u>3rd class (Introducing)</u>	<u>4th class (revising and building on skill)</u>
<ul style="list-style-type: none"> ● Ambulance ● Hot Cross Buns ● Twinkl Twinkl ● Feré Jacques ● London Bridge ● Yankee Doodle ● The Drunken Sailor ● Bristí Breac 	<ul style="list-style-type: none"> ● Twinkle Twinkle ● Frere a Jacque ● Mary Had a Little Lamb ● Row Row Row ● This Old Man ● Cockles and Mussels ● Ireland's Call ● Bristí Breaca (Polka) ● Christ be my light ● Christ be beside me ● Amazing Grace ● Turn on the Sun ● Fainne Geal an Lae ● Kerry Polka
<p>Christmas Tunes: Jingle Bells Silent Night Away in a Manger Winter Wonderland</p>	<p>Christmas Tunes: Silent Night Joy to the World Good King Wenceslas We Wish You a Merry Christmas</p>

Amhráin Gaeilge

Each year group will be encouraged to teach a traditional Irish Song in preparation for a special performance during Seachtain na Gaeilge / Lá Glas. These songs will be taught over a two year cycle and will be reviewed every year.

<u>Rang</u>	<u>Bliain 1</u>	<u>Bliain 2</u>
Naíonáin Shóisearacha	Ceol ars' an tAsal - or other	Ceol ars' an tAsal or other
Naíonáin Shinsearacha	Éiníní	Éiníní
Rang 1	Peigín Leitir Móir	Bog Braon don tSeandúine
Rang 2	Dilín O'Deamhas	An bhfaca tú mo Shéamuisín?
Rang 3	Mo Gile Mear	Téir Abhaile Riú
Rang 4	Beidh Aonach Amárach	Báidín Fheidhlimidh
Rang 5	Óró Sé do Bheatha Bhaile	An Poc ar Buile
Rang 6	Trasna na dTonnta	Dúlaman

The following songs may also be taught throughout the year in keeping with school and Irish traditions:

- We sing a song to Brigid (Whole School end of Jan)
- Hail Glorious Saint Patrick (March 1st - 6th)
- Dóchas Linn Naomh Pádraig (March 3rd - 6th)
- Amhrán na bhFiann (2nd - 6th)

- School Anthem : The Boys and Girls of St. Fiaccs (Whole School)
- Friendship Song: 'We're all the Same' (Whole School for 'Friendship' / 'Wellbeing' Week)

Miss Kavanagh and Mr. Bolton will also provide a list of songs to teachers for whole school mass gatherings for beginning of school year, Christmas Mass of Giving and end of year school mass and any other religious occasions that occur throughout the year.

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

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)
- Construction
- Drawing
- Paint
- Elements of art: an awareness of line, pattern, shape
- P.E.: Dance: Exploration, creation and performance of dance
- Story: early people and ancient societies,
- Continuity and change over time;
- Local studies;
- Feasts and festivals in the past
- Geography
- Religion

Integration may also be approached through planning on a thematic basis. **The Into Music programmes offers a range of themes e.g. food, weather, winter, animals etc, which teachers can use to integrate when planning other topics in other curricular areas in order to have a more thematic approach suitable to the new curriculum.**

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

4. Assessment and Record Keeping

As in all subject areas, assessment is an integral part of the teaching and learning of music. We as a staff have a common understanding of its purpose and the ways in which the progress of children in music will be assessed, documented and reported.

Teacher Observation: The teacher observes the students participation in musical activities and their application skills taught and their knowledge and understanding. The students emerging understanding of invented or standard musical notation is noted. Distinctions are made between students solo and group performance.

Literacy: Students efforts when composing, which illustrate musical knowledge (beats/sounds, stick/standard notation) are noted.

Teacher designed tasks and tests: Playing a tune from memory, designing or making a musical instrument, composing a song, composing a dance sequence, singing from sight etc.

Work Samples, portfolios and projects: Teachers and students can complete music projects, create compositions, play tunes from memory, use music apps on tablets and upload work to our digital learning platform SEESAW. Teachers can use apps such as 'garage band' for creating compositions. Teachers can also use podcasting equipment to record interviews with musicians, students with an interest in music and record their own music songs or record a tune that they have learned to play.

5. Inclusive of all learners

It is the policy of our school that all children will participate in music activities. Music activities will be differentiated in order to meet the needs of the children in the 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 the 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 is discretionary time available each week (Infants: one hour, First to Sixth Classes: two hours) 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

The following Resources are already in use as reference for members of staff including storage points:

Scheme : Into Music - folens music scheme - (digital access with access to books as PDF)

Instruments:

Tuned Bells: One set - Stored in room 13

BoomWhackers: One set - Stored in room 13

Percussion Instruments: - Stored in room 13.

Tambourines: 4

Rainmaker: 1.

Xylophones: 3.

Sleigh bells: 10.

Guero: 1

Castanets: 4.

Triangles: 5.

Maracas: 2.

Wood block, two tone: 2.

Single wood block: 2.

Claves: 8

Keyboard:1.

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.

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
- 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.

10. Individual Teachers' Planning and Reporting

All teachers will refer to the strands and the strand units when planning fortnightly. The fortnightly plans double as a Cuntas Miosiuil and are stored centrally.

Children will have opportunities to experience aspects of all three strands throughout the year.

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. 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 always be welcomed by the staff of St. Fiacc's N.S.

13. 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.

The school holds monthly assemblies of which music plays an integral part. The school also have a school choir which performs at Peace Proms and other special events arising throughout the year. Ms. Davitt gives weekly in school and after school traditional music lessons to pupils who wish to avail of them. Banna ceoil performs at assemblies and other special occasions throughout the year.

Mr. Kelly and Mr. O'Flaherty offer guitar lessons after school for anyone who wishes to avail of these lessons.

14. Success Criteria

We will review this whole school plan under the following headings:

- Are individual teachers preparing, planning and teaching according to this plan?
- Are we using a variety of methodologies?
- How are children's music skills progressing?
- How well is music knowledge being learned by the children?
- Are we assessing our music as outlined in the plan?
- Have we acquired the resources we need?

Ways of assessing this plan will be:

- Revisiting the plan as a staff.
- Teacher feedback
- Parental feedback
- Children's feedback
- Inspectors' reports and suggestions.

Ratification and Implementation.

This school plan will be ratified by the Board of Management.

It will be reviewed each September.

Ratified By BOM: Signed: _____

Board of Management

Date: _____

Signed: _____

Principal

Date: _____

