



**Plean Scoile don Ceoil**

**Corpus Christi Primary School**

**2020-2021**

Music is important as it allows for self-expression, creativity, appreciation and enjoyment in a non-threatening, cooperative, social atmosphere. At Corpus Christi we aim to develop the child's musical potential and to experience the excitement and satisfaction of being actively engaged in musical activity. Through these activities it is envisaged that each child would act in unique ways to listen discerningly to her own music and the music of others, to sing, play or read sensitively and accurately, and to evaluate critically.

At Corpus Christi, we see music as a valuable resource for all teachers and all children. It plays as a fundamental part of the child-centred curriculum and contributes to the personal, social, emotional, cognitive and physical development of the child. Through active and enjoyable participation in music speech development, listening, long- and short-term memory, imagination and social skills are enhanced while nurturing the child's self-esteem and self-confidence. As teachers in Corpus Christi, our primary focus is to facilitate a positive and enjoyable musical environment, catering for all needs, which encourages and values spontaneous sharing of ideas, skills and resources among teachers and children alike.

## **Aims of the Music Curriculum**

The aims of the music curriculum 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 musical 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

## **Broad objectives of the Music Curriculum**

When due account is taken of intrinsic abilities and varying circumstances, the music curriculum should enable the child to:

- Explore the expressive possibilities of a variety of sound sources, including the voice and home-made and manufactured instruments.
- Listen to, enjoy and respond to a wide range of music, including various genres and styles from different periods, cultures and ethnic groups, both live and recorded.
- Develop sensitivity to music through making physical, verbal, emotional or cognitive responses.

- Demonstrate and describe differences between sounds and silences, showing a sense of pulse, temp, duration, pitch, dynamics, structure, timbre, texture and style.
- Perform, vocally and instrumentally, from a range of musical styles and traditions relevant to the class level
- Acquire the musical skills that enrich musical understanding and are necessary for creative expression.
- Imitate with accuracy rhythmic and melodic patterns using the voice, gestures (hand signs), body percussion and manufactured and homemade instruments.
- Recall and perform expressively musical phrases and pieces, using tuned and untuned percussion or melodic instruments, from memory or from notation, as appropriate.
- Develop confidence and independence through taking the initiative, making decisions and accepting responsibility for learning, individually and as a member of a group, through composing activities.
- Select and structure sounds to create his/her musical ideas.
- Improvise rhythmic and melodic patterns in response to music, movement, ideas, poems, stories and art works.
- Talk about the appropriateness and effectiveness of his/her composed or improvised music.
- Devise and use a range of graphic and standard notations.
- Record compositions using electronic media.

## **A Broad and Balanced Curriculum**

The music curriculum in our school will be a developmental programme covering all three strands:

- Listening and Responding
- Performing
- Composing

Within each strand the content is organised into strand units: which provides a means of listening and responding to music, singing and playing music, reading and writing music and making new music. Fundamental to the programme will be the development of musical elements that provide both the teacher and the child with a means of thinking and behaving musically while engaging with the strands of the curriculum. It is envisaged that this approach will provide opportunities for each child to reflect on and appreciate their own musical talents and the talents of others.

**Listening and Responding:** The children will explore, experience and listen to a range of sound sources, from ordinary household sources to a variety of percussion and melodic instruments, as well as music in different styles and traditions thus becoming an 'active listener'. The child will develop a range of responses, such as gesture, movement, speech, written or graphic forms, that will allow for active involvement with the music and encourage the child to sustain concentration throughout the listening period.

**Performing:** The performing strand emphasises the importance of active music making beginning with the voice and later instruments as a means of developing musical understanding. Opportunities for the child to make music as individuals, groups or as a whole class will occur in song singing and playing instruments. They will listen and respond to their performance and to the performance of others.

**Composing:** This strand is the ideal listening response and the best way of gaining an understanding of performing activities. It is also important in the development of the child's own creativity through music making while listening and responding to their own compositions and the compositions of others.

### Overview of Content—Music

Strands	Strand Units
Listening and Responding	<ul style="list-style-type: none"> <li>• Exploring sounds</li> <li>• Listening and responding to music</li> </ul>
Performing	<ul style="list-style-type: none"> <li>• Song Singing</li> <li>• Early literacy</li> <li>• Playing instruments</li> </ul>
Composing	<ul style="list-style-type: none"> <li>• Improvising and creating</li> <li>• Talking about and recording a composition</li> </ul>

Strand Unit	Category	Student Outcomes	
Exploring Sounds	Environmental sounds  Vocal sounds  Body Percussion  Instruments	<b>Infants</b> <ul style="list-style-type: none"> <li>• Listen to identify and imitate familiar sounds in the immediate environment from varying sources</li> <li>• Describe sounds and classify them into sound families</li> <li>• Recognise the difference between the speaking voice and the singing voice and use these voices in different ways</li> <li>• Recognise different voices</li> <li>• Use sound words and word phrases to describe and imitate selected sounds</li> <li>• discover ways of making sounds using body percussion</li> <li>• Explore ways of making sounds using manufactured and home-made instruments</li> <li>• Experiment with a variety of techniques using manufactured and home-made instruments</li> </ul>	<b>First and Second</b> <ul style="list-style-type: none"> <li>• Listen to, identify and describe sounds in the environment with increasing awareness</li> <li>• Recognise and classify sounds using differing criteria (e.g. different types of mechanical sounds, different types of barking)</li> <li>• Recognise and demonstrate pitch differences               <ul style="list-style-type: none"> <li>• identify pitch differences in different voices</li> <li>• explore the natural speech rhythm of familiar words</li> </ul> </li> <li>• discover ways of making sounds using body percussion</li> <li>• Explore ways of making sounds using manufactured and home-made instruments</li> <li>• Explore how the sounds of different instruments can suggest various sounds and sound pictures (e.g. coconut halves/ horses hooves)</li> </ul>

<p><b>Listening and responding to music</b></p>		<ul style="list-style-type: none"> <li>• listen to a range of short pieces or excerpts e.g. excerpts from classical music recordings of nursery rhymes and children's songs by various artists Irish music, popular music</li> <li>• Respond imaginatively to short pieces of music through movement</li> <li>• Talk about pieces of music, giving preferences, and illustrate responses in a variety of ways</li> <li>• Show the steady beat in listening to live or recorded music</li> <li>• Recognise and show the difference between fast and slow tempos</li> <li>• Recognise and show the difference between loud and soft sounds</li> <li>• Recognise and show the</li> </ul>	<ul style="list-style-type: none"> <li>• listen to a range of short, familiar and unfamiliar pieces of music or excerpts</li> <li>• respond imaginatively to short pieces of movement through music</li> <li>• talk about pieces of music giving preferences and illustrate responses in a variety of ways (e.g. discussing emotions in piece—'...makes me feel sad, happy...' reminds me of..., drawing, painting, writing, humming...)</li> <li>• show the steady beat in listening to a variety of live or recorded music, accompanying songs or chants</li> <li>• differentiate between steady beat and music without a steady beat</li> <li>• identify and show the tempo of the music as fast or slow, getting faster or getting slower</li> <li>• differentiate between sounds at different dynamic levels (loud, soft, getting louder, getting softer)</li> <li>• perceive the difference between long and short sounds</li> <li>• identify obviously different instruments</li> </ul>
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		<p>difference between high and low sounds</p> <ul style="list-style-type: none"> <li>• Listen and respond to patterns of long sounds and short sounds (e.g. echo clapping, tapping rhythm patterns)</li> </ul>	
<b>Performing</b>	Song singing	<ul style="list-style-type: none"> <li>• recognise and sing familiar songs and melodies from other sources</li> <li>• recognise and imitate short melodies in echoes, developing a sense of pitch</li> <li>• show the steady beat in listening to or accompanying songs or rhythmic chants</li> <li>• show, while singing, whether sounds move from high to low or from low to high</li> <li>• perform songs and rhymes with a sense of dynamic (loud/soft) control where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• recognise and sing with increasing vocal control and confidence a growing range of songs and melodies</li> <li>• recognise and imitate short melodies in echoes</li> <li>• show the steady beat (pulse) when performing familiar songs, singing games or rhythmic chants</li> <li>• understand the difference between beat and rhythm</li> <li>• perceive the shape of melodies as moving upwards, downwards or staying the same</li> <li>• select the dynamics most suitable to a song</li> <li>• notice obvious differences created between sections of songs in various forms</li> </ul>

	Early Literacy	<ul style="list-style-type: none"> <li>• match selected sounds with their pictured source (e.g. teacher hums twinkle, twinkle and child identifies picture of star)</li> <li>• recognise and perform simple rhythm patterns from pictorial symbols</li> </ul>	<p><b>Literacy</b></p> <p>Rhythm:</p> <p>identify and perform familiar rhythm patterns from memory and from notation</p> <p>Pitch:</p> <ul style="list-style-type: none"> <li>• Recognise the shape (contour) of a simple melody</li> <li>• recognise and sing familiar tunes and singing games within a range of two or three notes</li> </ul> <p>Rhythm and Pitch:</p> <ul style="list-style-type: none"> <li>• recognise and sing simple tunes, from simplified notation, combining rhythm and pitch</li> </ul>
	Playing instruments	<ul style="list-style-type: none"> <li>• play simple percussion instruments</li> <li>• use simple home-made and manufactured instruments to accompany songs, nursery rhymes or rhythmic chants</li> </ul>	<ul style="list-style-type: none"> <li>• play some percussion instruments with confidence</li> <li>• use percussion instruments to show the beat or rhythm in accompanying songs or rhythmic chants</li> <li>• identify and perform simple two-note or three-note tunes by ear or from simple notation (using tuned percussion instruments e.g. chime bars, glockenspiel)</li> </ul>





		<p>listening to music</p> <ul style="list-style-type: none"> <li>• recognise strong and weak beats, illustrating them through gestures</li> <li>• discover two-beat time and three-beat time by using gestures to accompany music</li> <li>• experience six-eight time (like a jig) show the steady beat in listening to live or recorded music accompanying songs or chants</li> <li>• differentiate between steady beat and music without a strong beat</li> <li>• respond appropriately to obviously different sections in a piece</li> </ul>	<ul style="list-style-type: none"> <li>• distinguish the main instrument heard in a piece of music</li> <li>• recognise and understand how tempo and dynamic choices contribute to an expressive musical performance</li> <li>• recognise strong and weak-beat patterns, illustrating them through gestures</li> <li>• identify two-beat or three-beat time in moving to music</li> <li>• identify six-eight time in moving to music</li> <li>• experience dotted rhythms of syncopation (emphasis on normally weak beats) in familiar tunes through gestures and movement</li> <li>• determine simple form and represent through gestures</li> </ul>
<b>Performing</b>			
	<p>Song singing</p> <p>Unison singing</p>	<ul style="list-style-type: none"> <li>• sing from memory a widening repertoire of songs with increasing vocal control, confidence and expression</li> <li>• show greater control of pulse (steady beat) and tempo while singing well-known tunes</li> <li>• understand the difference between beat and rhythm</li> <li>• perform familiar songs with increasing understanding and control of pitch (accurate intervals) and extended vocal range</li> <li>• perform familiar songs with increasing awareness of dynamics, phrasing</li> </ul>	<ul style="list-style-type: none"> <li>• recognise and sing from memory a more demanding repertoire of songs with an awareness of the music's social, historical and cultural contexts</li> <li>• sing independently, with increasing awareness and control of pulse, tempo, pitch, diction and posture</li> <li>• perform familiar songs with increased control of dynamics, phrasing and expression</li> <li>• relate words and mood of a song to a style of performance</li> <li>• notice the differences</li> </ul>

	Simple part singing	<p>(appropriate breaks in the music) and expression</p> <ul style="list-style-type: none"> <li>• notice differences between the sections of songs in various forms</li> <li>• perform a rhythmic or melodic ostinato (a pattern that is repeated over and over) or a drone (long held notes) to accompany a song</li> <li>• perform, in groups, simple rounds in two or more parts</li> </ul>	<p>created between the sections of songs in different forms</p> <ul style="list-style-type: none"> <li>• explore structural elements within familiar songs</li> <li>• perform a rhythmic or melodic ostinato or drone in accompanying a song</li> <li>• distinguish individual parts in a round by singing, listening, moving, or by observing notational cues</li> <li>• perform a round in several different textures</li> <li>• perform, as part of a group, two songs sung individually and as partner songs</li> <li>• perform, as part of a group, arrangements of songs that include simple countermelodies or harmony parts</li> <li>• identify unison parts (playing or singing the same line) and harmony parts (two or more independent parts together) visually (from notation) and aurally</li> </ul>
	<b>Literacy</b> Rhythm	<ul style="list-style-type: none"> <li>• identify and define the rhythm patterns of well-known songs and chants</li> <li>• recognise and use some standard symbols to notate metre (time) and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>• recognise longer and more complex rhythm patterns of familiar songs and chants</li> <li>• recognise, name and use some standard symbols to notate metre (time) and rhythm</li> </ul>

	Pitch	<ul style="list-style-type: none"> <li>• recognise and sing simple tunes in a variety of ways</li> <li>• recognise the shape (contour) of melodies on a graphic score or in standard notation</li> <li>• use standard symbols to identify and sing a limited range of notes and melodic patterns</li> <li>• use standard symbols to notate simple rhythm and pitch</li> <li>• discover how pentatonic tunes (based on five notes: d,r,m,s,l) can be read, sung and played in G doh, C doh, or F doh</li> </ul>	<ul style="list-style-type: none"> <li>• recognise and sing familiar tunes in an increasing variety of ways</li> <li>• recognise the shape (contour) of a melody and movement by steps or by leaps, from a graphic score or from notation</li> <li>• use standard symbols to read, sing and play simple melodies from sight</li> </ul>
	Rhythm and pitch		<ul style="list-style-type: none"> <li>• use standard notation with increasing fluency and accuracy to notate simple rhythm and pitch</li> <li>• recognise that melodies can be read, sung or played in different keys</li> <li>• read, sing and play simple tunes from sight with G doh, C doh, or F doh</li> <li>• understand the function of major key signatures as indicating the position of doh</li> </ul>
	Playing Instruments	<ul style="list-style-type: none"> <li>• discover different ways of playing percussion and melodic instruments</li> <li>• use percussion instruments to show the beat or rhythm in accompanying songs or rhythmic chants</li> <li>• identify and perform simple, familiar tunes from memory or from notation</li> </ul>	<ul style="list-style-type: none"> <li>• perform a range of playing techniques on a wide selection of percussion and melodic instruments</li> <li>• use percussion instruments with increasing confidence and skill to accompany tunes, songs and chants</li> <li>• identify and perform familiar tunes from</li> </ul>

			memory or from notation independently
<b>Composing</b>	Improvising and creating	<ul style="list-style-type: none"> <li>• Select different kinds of sounds (voice, body percussion, untuned and tuned percussion, simple melodic instruments, electronic instruments) to portray a character, a sequence of events or an atmosphere in sound stories</li> <li>• Invent and perform simple musical pieces that show a developing awareness of musical elements</li> <li>• Recall, answer and invent simple melodic and rhythmic patterns, using voice, body percussion and instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Select from a wide variety of sound sources (voice, body percussion, untuned and tuned percussion, melodic instruments and technology) for a range of musical purposes</li> <li>• Invent and perform pieces that show an increasing awareness and control of musical elements</li> <li>• Recall, answer and invent simple melodic and rhythmic patterns, using voice, body percussion and instruments</li> </ul>
	Talking about and recording compositions	<ul style="list-style-type: none"> <li>• Describe and discuss his/her work and the work of other children</li> <li>• Devise and use graphic symbols and/or use standard notation to record simple musical patterns and inventions</li> <li>• Record compositions on electronic media</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect upon and evaluate his/her work and the work of other children</li> <li>• Devise and use graphic symbols and/or use standard notation to record different lines of musical patterns and inventions</li> <li>• Record compositions on electronic media</li> </ul>

## **Children with Differing Needs**

All children in our school will have equal access to music. Class programmes will be designed to suit individual and class readiness for the introduction of concepts and skills, so that each child can reach their musical potential.

## **Integration and Linkage**

The music programme lends itself towards linkage and integration on a cross-curricular basis. Thematic planning may be a feature at classroom level.

## **Time**

The time allocation for music within the school will be in accordance with guidelines for the Department of Education and Science; 50 minutes per week Junior level, 1 hour per week Senior level.

Teachers will have the freedom to block their music time or to use it in smaller time sections depending on the requirements of the activity. It is envisaged that the children will experience all strands during the school year.

## **Performance**

Children will have many opportunities to perform within their own classroom. They will also perform in school assemblies, masses, Christmas concerts, school shows, liturgical events and celebrations. They will also have the opportunity to perform for school visits and within the local community. Visiting musicians will be invited to the school to share their talent and expertise.

This year because of COVID restrictions we have adapted a new concept for performance music education in the classroom. We are working with Music Generation, who has created a weekly livestream

interactive approach to music incorporating content, developing skills, introducing musical concepts that will lay the foundation for musical composition. We are also linked with Creative schools initiative that will focus on composition, performance and recording through the arts.

### **Assessment**

Assessment is an integral part of the teaching and learning process. Our assessment policy will be in keeping with the guidelines of the music document. The assessment tools used will include teacher observation, teacher-designed tasks, work samples and children's performance. Integration and Linkage will be an important factor in the area of assessment where the teacher will use a stimulus e.g. a poem/story to enable music making. The teacher will comment about the child's involvement in music during parent/teacher meetings and will make a brief comment in the school report card.

### **Organisational Planning**

Many materials and instruments necessary for the implementation of this music programme have been purchased and made available to staff. They are stored in a central supply area located in Room 25 and are reviewed regularly.

School policy for Music is available for all on Aladdin.

### **Support for Implementation**

Corpus Christi is fortunate to work very closely with outside agencies and this is very obvious with the execution of music in our school. We have strong links the Irish World Academy of Music and Dance (Nóirín Ní Ríain), the Learning Hub, MIC and Music Generation Limerick City (MGLC) where groups of children have the opportunity to learn ukulele, guitar, drums, and explore composition and

recording. Parents are also encouraged to support the implementation of the music curriculum by attending the children's performances in school and by supporting them, praising them and discussing it with their children. When and where possible, classes may be brought to LIT, MIC and UL for lunchtime concerts and musical workshops, attend Christmas/annual shows in neighbouring schools and any other musical events of interest to the children.

### **Classroom Planning**

The Right Note is the scheme of work that we will use throughout the school but teachers will have the scope to devise a suitable programme of work that meets the needs and abilities of their class grouping.

### **School Choir**

Corpus Christi School Choir is a great ambassador for the school and is enthusiastically supported by Mr O'Neill and the entire school community. Participation in the choir is a very positive and valuable experience for the children and provides opportunities to encourage talents and support initiatives while developing self-esteem and self-confidence. The choir performs at liturgical occasions and also on a semi-formal basis throughout the year; in school assemblies, Christmas concerts, Community and National gatherings.

Choir members experience a varied repertoire with regard to style, tempo, period, language, mood, range, and number of parts, complexity and technical demands. In posing these challenges, music contributes to the development of artistic awareness, self-expression, self-growth, self-esteem and multicultural sensitivity and, therefore, to the development of the child.

### **Review**

This music programme has been reviewed and revised in October 2020.