

Whole School Music Plan

Broombridge Educate Together National School

1. Introductory Statement and Rationale

1.1 Introductory Statement

This plan was discussed and formulated by the staff of Broombridge Educate Together in March 2024. It was devised in consultation with our Board of Management. The involvement of all relevant bodies in our school community (parents, staff & BOM) will contribute to an effective implementation of the Music programme in the school. Therefore, It was brought to the attention of the Board of Management and Parents for consideration, approval and ratification.

1.2 Rationale

At Broombridge Educate Together we endeavour to expose children to all music genres from all over the world. The aim is to reflect our own demographic in the music and musicians that we study at the school. Music and musical content will span the continents. Children will have the opportunity to perform, listen and partake in musical activities. All work is valued equally and all children should experience a feeling of success and worth through music.

The music policy follows whole school guidance on the curriculum and how it is managed, organised, delivered, assessed and evaluated. It also reflects agreed approaches to the whole school issues, i.e. teaching and learning strategies, differentiation, behaviour and discipline, special educational needs and equal opportunities. The implementation of the policy is the responsibility of all the teaching staff.

2. Vision and Aims

2.1 Vision:

At Broombridge ETNS our vision is to enable each child to be exposed to all aspects of Music-listening and responding to music, recording and composing and performing from Junior Infants to to 6th class. We hope to achieve this by adhering to the curricular music plan and through the interest of the teacher. We encourage the active participation of parents and the community in music events.

2.2 Aims:

The aims of Arts education are

- ❖ To enable the child to explore, clarify and express ideas, feelings and experiences through a range of arts activities.
- ❖ To provide for aesthetic experiences and to develop aesthetic awareness in the visual arts, in music, in drama, in dance and in literature.
- ❖ To develop the child's awareness of, sensitivity to and enjoyment of visual, aural, tactile and spatial environments.
- ❖ To enable the child to develop natural abilities and potential, to acquire techniques, and to practise the skills necessary for creative expression and for joyful participation in different art forms.
- ❖ To enable the child to see and to solve problems creatively through imaginative thinking and so encourage individuality and enterprise
- ❖ To value the child's confidence and self-esteem through valuing self-expression.
- ❖ To foster a sense of excellence in and appreciation of the arts in local, regional, national and global contexts, both past and present.
- ❖ To foster a critical appreciation of the arts for personal fulfilment and enjoyment

3. Content of Plan: Curriculum

3. 1 Strands and Strand Units:

The Music curriculum consists of three strands-performing, listening and responding to music and composing. These strands are taught throughout the school. The strands are interrelated and are of equal importance. Teachers are aware of the musical concepts in teaching music and these will be developed in the strand and strand units

Junior and Senior Infants

Musical Concepts	
A sense of pulse	❖ Show a steady pulse or beat (e.g. marching, tapping, clapping)
A sense of duration	❖ Listen to and imitate patterns of long and short sounds
A sense of tempo	❖ Understand and differentiate between fast and slow rhythmic and melodic patterns
A sense of pitch	❖ Understand and differentiate between high and low sounds ❖ Imitate melodies
A sense of dynamics	❖ Understand and differentiate between loud and soft sounds
A sense of structure	❖ Understand start and stop
A sense of timbre	❖ Play with and explore a variety of sound-making materials ❖ Classify sounds by the way they are produced
A sense of texture	❖ Listen and respond to sounds from one source and from more than one source

A sense of style	<ul style="list-style-type: none"> Listen and respond to music in different styles
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Content Objectives: Junior and Senior Infants		
Listening & Responding	Performing	Composing
<p>Exploring Sounds</p> <ul style="list-style-type: none"> listen to, identify and imitate familiar sounds in the immediate environment from varying sources describe sounds and classify them into sound families recognise the difference between the speaking voice and the singing voice and use these voices in different ways recognise different voices use sound words and word phrases to describe and imitate selected sounds discover ways of making sounds using body percussion explore ways of making sounds using manufactured and home-made instruments experiment with a variety of techniques using manufactured and homemade instruments 	<p>Song Singing</p> <ul style="list-style-type: none"> recognise and sing familiar songs and melodies 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 sounds move from high to low or from low to high perform songs and rhymes with a sense of dynamic (loud/soft) control where appropriate <p>Early Literacy</p> <ul style="list-style-type: none"> match selected sounds with their pictured source recognise and perform simple rhythm patterns from pictorial symbols 	<p>Improvising and Creating</p> <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 <p>Talking about and recording compositions</p> <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

<p><i>Listening and Responding to Music</i></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 sounds and short sounds 	<p><i>Playing Instruments</i></p> <ul style="list-style-type: none"> ❖ play simple percussion instruments ❖ use simple home-made and manufactured instruments to accompany songs, nursery rhymes or rhythmic chants 	
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1st and 2nd Class

Musical Concepts	
A sense of pulse	<ul style="list-style-type: none"> ❖ show a steady pulse or beat (e.g. marching, clapping) ❖ understand and differentiate between music with a steady pulse or beat and music without a strong beat
A sense of duration	<ul style="list-style-type: none"> ❖ listen to, imitate and perform simple rhythm patterns which include silences
A sense of tempo	<ul style="list-style-type: none"> ❖ understand and differentiate between fast and slow rhythmic and melodic patterns, getting faster, getting slower
A sense of pitch	<ul style="list-style-type: none"> ❖ understand and differentiate between high and low sounds, same, different ❖ • imitate melodies ❖ perceive the contour (shape) of melodies
A sense of dynamics	<ul style="list-style-type: none"> ❖ understand and differentiate between loud and soft sounds, getting louder, getting softer
A sense of structure	<ul style="list-style-type: none"> ❖ understand beginning, middle and end ❖ identify an obviously different or repeated section
A sense of style	<ul style="list-style-type: none"> ❖ listen and respond to music in different styles.
A sense of timbre	<ul style="list-style-type: none"> ❖ explore a variety of sound-making materials • classify instruments by the way the sound is produced ❖ differentiate between obviously different sounds and instruments triangle, drum
A sense of texture	<ul style="list-style-type: none"> ❖ listen and respond to sounds from one source and from more than one source

Content Objectives: 1st & 2nd Class		
Listening & Responding	Performing	Composing
<p>Exploring Sounds</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 ❖ 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>Listening and Responding to Music</p>	<p>Song Singing</p> <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>Literacy</p> <ul style="list-style-type: none"> ❖ recognise and sing simple tunes, from simplified notation, combining rhythm and pitch ❖ recognise and sing familiar tunes and singing games within a range of two 	<p>Improvising and Creating</p> <ul style="list-style-type: none"> ❖ recall, answer and invent simple melodic and rhythmic patterns, using voices, body percussion and instruments ❖ invent and perform short musical pieces with increasing ease and control of musical elements ❖ select sounds from a variety of sources to illustrate a character or a sequence of events, individually and in groups <p>Talking about recording compositions</p> <ul style="list-style-type: none"> ❖ record compositions on electronic media ❖ invent graphic symbols or use standard notation to represent selected sounds ❖ talk about his/her work and the work of other children

<ul style="list-style-type: none"> ❖ identify obviously different instruments ❖ perceive the difference between long and short sounds ❖ differentiate between sounds at different dynamic levels (loud and soft, getting louder and getting softer) ❖ identify and show the tempo of the music as fast or slow, getting faster or getting slower ❖ differentiate between steady beat and music without a steady beat ❖ show the steady beat in listening to a variety of live or recorded music, accompanying songs or chants ❖ talk about pieces of music, giving preferences, and illustrate responses in a variety of ways ❖ respond imaginatively to pieces of music through movement 	<p>or three notes*</p> <ul style="list-style-type: none"> ❖ recognise the shape (contour) of a simple melody ❖ identify and perform familiar rhythm patterns from memory and from notation <p><i>Playing Instruments</i></p> <ul style="list-style-type: none"> ❖ identify and perform simple two-note or three-note tunes by ear or from simple notation ❖ use percussion instruments to show the beat or rhythm in accompanying songs or rhythmic chants ❖ play some percussion instruments with confidence 	
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3rd & 4th Class

Musical Concepts	
A sense of pulse	<ul style="list-style-type: none"> - show a steady pulse or beat (keeping time to the music) - understand and differentiate between music with a steady pulse or beat and music without a strong beat - discover and recognise strong and weak beats - discover two-beat time (like a march), three-beat time (like a waltz) and six-eight time (like a jig)
A sense of duration	<ul style="list-style-type: none"> - listen to, imitate and perform patterns of long and short sounds and silences
A sense of tempo	<ul style="list-style-type: none"> - understand and differentiate between fast and slow rhythmic and melodic patterns, getting faster, getting slower
A sense of pitch	<ul style="list-style-type: none"> - understand and differentiate between high and low sounds, same, different, repeated - imitate melodies - perceive the contour (shape) of melodies (the general shape of a short, simple melody represented on a staff)
A sense of dynamics	<ul style="list-style-type: none"> - understand and differentiate between loud and soft sounds, getting louder, getting softer - select appropriate levels of loud and soft in performing
A sense of structure	<ul style="list-style-type: none"> - understand beginning, middle and end - identify a different or repeated section - respond with a sense of phrase (observe the natural divisions in music)
A sense of timbre	<ul style="list-style-type: none"> - explore, classify and differentiate between different sounds and instruments - identify some families of instruments
A sense of texture	<ul style="list-style-type: none"> - recognise differences between single sounds and combined sounds when listening
A sense of style	<ul style="list-style-type: none"> - listen and respond to music in a wide range of styles.

Content Objectives: Third and Fourth Class		
Listening and Responding	Performing	Composing
<p>Exploring Sounds</p> <ul style="list-style-type: none"> ❖ listen to and describe a widening variety of sound from an increasing range of sources ❖ classify and describe sounds within a narrow range ❖ recognise and demonstrate pitch differences ❖ discover the different kinds of sounds that the singing voice and the speaking voice can make ❖ imitate patterns of long or short sounds vocally ❖ discover ways of making sounds using body percussion, in pairs and small groups ❖ explore ways of making sounds using manufactured and home-made instruments ❖ explore how the tone colours of suitable instruments can suggest various sounds and sound pictures <p>Listening and Responding to Music</p>	<p>Song Singing</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 (steady beat) and tempo while singing well known tunes ❖ understand the difference between beat and rhythm ❖ perform familiar songs with increasing understanding and control of pitch (accurate intervals) and extended vocal range ❖ perform familiar songs with increasing awareness of dynamics, phrasing (appropriate breaks in the music) and expression ❖ notice differences created between the sections of songs in various forms ❖ perform a rhythmic or melodic ostinato (a pattern that is repeated over and over) or a drone (long, held notes) to accompany a song ❖ perform, in groups, simple rounds in two or more parts 	<p>Improvising and Creating</p> <ul style="list-style-type: none"> ❖ 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 ❖ 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 <p>Talking about recordings and compositions</p> <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

<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 of others (recordings or live performances), giving preferences ❖ respond imaginatively to longer pieces of music in a variety of ways ❖ show the steady beat in listening to live or recorded music accompanying songs or chants ❖ differentiate between steady beat and music without a strong beat in music ❖ recognise strong and weak beats, illustrating them through gestures ❖ clap for strong beat, tap knees for weak beat ❖ identify and describe the tempo of the music as fast or slow, or getting faster or getting slower ❖ distinguish between sounds of different duration (long or short) while listening to music ❖ respond appropriately to obviously different sections in a piece 	<p>Literacy</p> <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 (time) and rhythm ❖ recognise and sing familiar, simple tunes in a variety of ways ❖ recognise the shape (contour) of melodies on a graphic score or in standard notation ❖ use standard symbols to identify and sing a limited range of notes and melodic patterns* ❖ use standard symbols to notate simple rhythm and pitch ❖ 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 <p>Playing Instruments</p> <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 	<p>media</p>
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5th & 6th Class

Musical Concepts	
A sense of pulse	<ul style="list-style-type: none"> ❖ show a steady pulse/beat ❖ understand and differentiate between music with a steady pulse or beat and music without a strong beat ❖ recognise strong and weak beats ❖ identify two-beat time (like a march), three-beat time (like a waltz) and sixeight time (like a jig) in moving to music
A sense of duration	<ul style="list-style-type: none"> ❖ listen to, imitate and perform patterns of long and short sounds and silences
A sense of tempo	<ul style="list-style-type: none"> ❖ understand and differentiate between fast and slow rhythmic and melodic patterns, getting faster, getting slower
A sense of pitch	<ul style="list-style-type: none"> ❖ understand and differentiate between high and low sounds ❖ imitate melodies ❖ perceive the contour (shape) of melodies (general shape of a melody on a stave, movement by steps or by leaps)
A sense of dynamics	<ul style="list-style-type: none"> ❖ understand and differentiate between loud and soft sounds, getting louder, getting softer ❖ select appropriate levels of loud and soft in performing
A sense of structure	<ul style="list-style-type: none"> ❖ identify a contrasting or repeated section ❖ respond with a sense of phrase (observe the natural divisions) ❖ recognise simple form (e.g. ABA, where A represents the first section and B a second, contrasting section)
A sense of timbre	<ul style="list-style-type: none"> ❖ explore and differentiate between different sounds and instruments ❖ identify families of instruments

A sense of texture	<ul style="list-style-type: none"> ❖ recognise single sounds from combined sounds, visually (from graphic or standard notation) or aurally (when listening)
A sense of style	<ul style="list-style-type: none"> ❖ listen and respond to music in a wide range of styles ❖ differentiate between clearly contrasting styles (e.g. folk and flamenco guitar playing).

Fifth and Sixth Class		
Listening and Responding	Performing	Composing
<p>Exploring Sounds</p> <ul style="list-style-type: none"> ❖ explore how the tone colours of suitable instruments can suggest various sounds and sound pictures ❖ explore ways of making sounds using manufactured and home-made instruments ❖ identify a variety of ways of making sounds using body percussion in pairs and in small and large groups ❖ distinguish and describe vocal ranges and tone colours heard in a piece of music ❖ explore a range of sounds that the singing voice and the speaking voice can make ❖ listen to sounds in the environment with an increased understanding of how sounds are produced and organised 	<p>Song Singing</p> <ul style="list-style-type: none"> ❖ performing a round in several different textures ❖ distinguish individual parts in a round by singing, listening, moving, or by observing notational cues ❖ perform a rhythmic or melodic ostinato (a pattern that is repeated over and over) or drone (long, held notes) in accompanying a song ❖ explore structural elements within familiar songs ❖ notice the differences created between the sections of songs in different forms ❖ relate words and mood of a song to style of performance ❖ perform familiar songs with increased control of dynamics, phrasing and expression 	<p>Improvising and Creating</p> <ul style="list-style-type: none"> ❖ recall, answer and invent melodic and rhythmic patterns, using voices, body percussion and instruments ❖ invent and perform pieces that show an increasing awareness and control of musical elements ❖ 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 <p>Talking about and recording compositions</p> <ul style="list-style-type: none"> ❖ record compositions on electronic media ❖ devise and use graphic symbols and/or use standard notation to

<ul style="list-style-type: none"> ❖ Talking about and recording compositions ❖ record compositions on electronic media ❖ invent graphic symbols or use standard notation to represent selected sounds ❖ talk about his/her work and the work of other children 	<ul style="list-style-type: none"> ❖ sing independently, with increasing awareness and control of pulse, tempo, pitch, diction and posture ❖ recognise and sing from memory a more demanding repertoire of songs with an awareness of the music's social, historical and cultural contexts 	<ul style="list-style-type: none"> ❖ record different lines of musical patterns and inventions ❖ reflect upon and evaluate his/her work and the work of other children
<p><i>Listening and Responding to Music</i></p> <ul style="list-style-type: none"> ❖ identify six-eight time in moving to music identify two-beat or three-beat time in moving to music ❖ recognise strong and weak-beat patterns, illustrating them through gestures ❖ recognise and understand how tempo and dynamic choices contribute to an expressive musical performance ❖ distinguish the main instrument heard in a piece of music ❖ examine the effects produced by different instruments ❖ identify families of instruments ❖ respond imaginatively to music in a variety of ways ❖ listen to his/her own compositions 	<p>Literacy</p> <ul style="list-style-type: none"> ❖ read, sing and play simple tunes from sight with C doh, G doh or F doh ❖ recognise that melodies can be read, sung or played in different keys ❖ use standard symbols with increasing fluency and accuracy to notate simple rhythm and pitch ❖ use standard symbols to read, sing and play simple melodies from sight ❖ recognise the shape (contour) of a melody and movement by steps or by leaps, from a graphic score or from notation ❖ recognise and sing familiar tunes in an increasing variety of ways ❖ recognise, name and use some standard symbols to notate metre 	

<p>and the compositions of others (recordings or live performances) and evaluate in terms of personal response, choice of instruments and expressive qualities</p> <ul style="list-style-type: none"> ❖ listen to and describe a broad range of musical styles and traditions, including familiar excerpts, recognising where appropriate its function and historical context 	<p>(time) and rhythm</p> <ul style="list-style-type: none"> ❖ recognise longer and more complex rhythm patterns of familiar songs and chants <p><i>Playing Instruments</i></p> <ul style="list-style-type: none"> ❖ identify and perform familiar tunes from memory or from notation independently ❖ 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 	
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4. Approaches and Methodologies

At Broombridge ETNS we believe that the approaches and methodologies used in Music are crucial to the effectiveness of the programme. Active learning is the principal learning and teaching approach recommended for Music, therefore we will endeavour to teach Music using a variety of strategies which include

<p style="text-align: center;">Talk and discussion</p> <p>Talk and discussion will be used throughout the lessons to ascertain the children’s previous knowledge about the given topic and the best way to approach the lesson. This method will also be used in all listening and responding lessons and composition lessons, developing critical listening and appraisal.</p>	<p style="text-align: center;">Collaborative/Cooperative learning</p> <p>Group work will be used frequently, including group performance and composition lessons.</p>
<p style="text-align: center;">Use of ICT</p> <p>Video clips, online resources and interactive resources will be used in each lesson to enhance the children’s learning experience, and to encourage group performance and composition. All DabbledooMusic resources are optimised for interactive whiteboards. Sing-along videos will also feature in song singing lessons.</p>	<p style="text-align: center;">Direct teaching</p> <ul style="list-style-type: none"> ❖ Direct teaching will be used to teach and model the appropriate vocabulary and performance techniques as well as anything else that may arise during the course of the lessons. ❖ I will directly teach the children the songs to be learned this term using my own voice and sing-along resources at DabbledooMusic.com. ❖ Meaning of pitch, dynamics and tempo in relation to the musical concepts to be developed.
<p style="text-align: center;">Call-and-response</p> <p>The "Jazz Cat" resource will be used to teach pitch through call and response with 3 and 5 note scales. Call and response song will also be used.</p>	<p style="text-align: center;">Movement: Clapping, conducting, marching, dancing</p> <p>The children will be taught these skills in order to illustrate the steady beat in the songs learned, and listened to.</p>
<p style="text-align: center;">Imitating environmental sounds with vocals and instruments.</p> <ul style="list-style-type: none"> ❖ Creating soundscapes using different themes throughout the year. ❖ Using graphic notation to represent environmental sounds as part of composition lessons. 	<p style="text-align: center;">Responding to music in a variety of ways</p> <ul style="list-style-type: none"> ❖ Through movement, art, dance and orally. ❖ Singing games and action songs.

5. Assessment

<p style="text-align: center;">Conferencing</p> <p>The children have frequent opportunities to talk about their work in either one-to-one, small groups or whole-class settings. The colour coded groups used in DabledooMusic will assist this activity. These are some of the questions I will use to guide this interaction: <i>What did you find easy? What did you find difficult? What do you think you need more help with? What area do you need more practice in?</i></p>	<p style="text-align: center;">Questioning</p> <p>I plan on using a variety of questioning levels to ascertain the children's previous knowledge and practice, as well as what they have learned in the lesson.</p>
<p style="text-align: center;">Teacher observation</p> <p>As the children work during the Music classes, I will circulate the area taking brief notes. I plan to choose key musical concepts per lesson to observe and assess the children on, depending on the lesson content, for example, can demonstrate the steady beat, follow a pictorial symbol</p>	<p style="text-align: center;">Teacher designed tasks and tests</p> <p>I will frequently set tasks in the music class based on worksheet resources. These will allow for review of previous skills taught, as well as assessing what needs to be taught before the lesson continues. They will also ascertain what the children have learned in this lesson; if they understood the concept, if they mastered the concept etc.</p>
<p style="text-align: center;">Pupil Profiles and Portfolio</p> <p>Information observed, completed and collected about the child's learning in music will be compiled in their personal profile in the teacher's assessment folder. This again will be based on the worksheet content with DabledooMusic</p>	

6. Differentiation

<p>Level I will vary the level and complexity of the content to reflect the diversity of the children's previous achievement. I will also recognise the different levels of engagement and interaction within each lesson or activity. At every stage of group performance or composition children will be encouraged to contribute at a level suitable to them.</p>	<p>Sequence The child will be introduced to different elements of the learning content in accordance with their stage of readiness. All children will be introduced to the topic through using the appropriate level of DabledooMusic resources.</p>
<p>Teaching style A variety of methodologies will be used. As outlined in the methodologies section to allow all children access to the lesson.</p>	<p>Task A variety of tasks are set relating to the same learning activity. Different strands will be explored in each lesson combining group and individual tasks.</p>
<p>Pace I will vary the rate at which teaching takes place and the rate at which children are required to work and produce outcomes. Children will proceed at their own pace with each activity particularly in the worksheets and composition elements.</p>	<p>Choice Children can choose activities, within each lesson, that they find more interesting and that match their ability. The children will be placed in groups based on topics they choose, instruments chosen, choice of percussion, choice of response. This will be possible through the online Resource section of DabledooMusic.</p>
<p>Support I will vary the nature of the support in accordance with the children's individual needs. Peer modelling, one to one teacher support.</p>	<p>Resource The children are provided with online resources and worksheets specific to their own level of learning needs. The DabledooMusic resources are designed to allow different levels to work together as an ensemble.</p>

7. Equality of Participation and Access

Broombridge ETNS recognises and values diversity, and believes all children are entitled to access the services, facilities, or amenities that are available in the school environment. Integrate cultures (maybe each year choose a different culture – learn a song from it, link to whole school singing). Provide musical instruments for families who can't afford – identify provision required.

8. Health and Safety

When planning for music in the school, the following health and safety issues should be considered: the hidden dangers posed by unstable furniture or equipment if children are moving around a classroom; the storage facilities for equipment, as well as access to and transport of that equipment; ventilation of the classrooms; the amount of space available for children to sit or stand (for example when doing choral or instrumental work).

9/ School Events

The children will participate in Whole School Singing every second week. They will be divided into Junior and Senior Singing groups. By the end of the year they will have learned a broad repertoire of songs varying from traditional to modern and Irish to other cultures. In June the school will hold a sing-along/family fun day where the parents will be invited to come and listen to the children singing ten of the songs they have learned.

10. Programmes and Other Materials

Dabledoo Music programme.

School Piano

Spotify

Whiteboards

Keyboard

Box of Percussion & Melodic Instruments (list) – (Chime Bars, Boomwhackers, Triangles, Percussion Plus Hand Bells, Shakers,

Tambourine, Maracas, Castanets)

Music on Network

Little Voices- Film Songs

Projector and Whiteboard

Books: Songs for Every Singing School

Songs for Assembly/ Multicultural Song Books for Children (To be purchased)

11. Individual Teachers' Planning and Reporting:

Whole school following the “ Dabbledoo Music Programme”

Reporting teaching in Cúntas Míósúil

As the music curriculum allows considerable flexibility for the school in teaching approaches and content suggestions, planning will address the individual needs of the school, the teachers and the pupils. It should ensure that the music curriculum (in listening and responding, performing and composing) at all levels encompasses

- *The three strands of the curriculum*

The aims and objectives contained within the three strands set out in the curriculum statement -- Listening and responding, Performing, and Composing -- will provide the framework for curriculum planning. Issues to be addressed for each class level will include: the range of listening excerpts, the repertoire of songs, games and instrumental music, the extent of composing projects, and recording techniques.

- *The musical elements*

The development of understanding of the musical elements at each class level (pulse, duration, tempo, pitch, dynamics, structure, timbre, texture and style) should form an equally important aspect of planning, closely linked with the strand units, as outlined in the curriculum.

- *The needs of the children*

Given a systematic music education from junior infants, by first class some children will be singing in tune reasonably well, handling percussion instruments with confidence, beginning to express themselves as young composers and even reading music a little. However, where children have had fewer musical experiences over an extended period, their needs will be quite different.

- *Sequence of progression and continuity*
Curriculum sequence refers to the process of building and expanding upon the strands and elements in the curriculum. It ensures that each new learning experience uses previous knowledge as the basis for the elaboration and progressive development of more complex skills, concepts or attitudes. For instance, sequence in music involves ensuring that music literacy in third class builds on music literacy from first and second class level; simple songs learned in infant classes can be recalled for exploring rhythmic and melodic features in senior classes. Continuity refers to the reinforcement of common curriculum concepts or approaches throughout the curriculum. For instance, at all levels children should have opportunities to listen to familiar pieces of music from time to time, as a backdrop to new listening experiences.
- *selection within the strands*
While the objectives stated in the three strands form the basis of the curriculum at each level, the exemplars given in italic type throughout the document allow the teacher to choose those (or others not listed) that he/she believes best achieve or illustrate a specific learning outcome. From a methodological point of view, the teacher may wish to rely on an approach that has worked successfully in the past or, alternatively, may choose a newer approach to invigorate his/her teaching. The degree of freedom afforded to each teacher, as well as the amount of uniformity of content or method, should form a significant part of the school plan.

12. Staff Development:

The staff have received either pre-service and/or in-service in the following Music and this training will support an effective implementation of the Music programme. Professional development as required by teachers
Future post-holder for music to organise in school events, update teachers on available courses, offer assistance and act as liaison person for that subject area and coordinate whole school singing.

13. Parental Involvement:

Parental involvement is an integral part to effectively implementing Music as Broombridge ETNS believe that Music is a shared responsibility. This plan and the curriculum documents are available for parents to inform them of the programme for Music. Parents are invited into whole school concerts and in class short performances. Aim to invite parents to help out in class teaching music –songs and instruments playing.

14. Community Links:

Broombridge ETNS believe that the local community has a very important role to play in supporting the programme in Music. Invite musical groups/musicians from the local community into school.

15. Success Criteria

The success of this plan will be evaluated through teacher's planning and preparation, and will be evident when children engage in all strands of the music curriculum. Children will be confident singing a wide variety of sounds and have gained experience playing instruments and developing their understanding of musical concepts. Further evidence should include that children have been exposed to a wide genre and variety of music

16. Implementation

Roles and Responsibilities:

Broombridge ETNS believes that the school community must be involved to successfully implement Music. Therefore the teaching staff will implement this plan with the support of the Board of Management, Parents and the Local Community.

Timeframe:

The plan will be begin to be implemented in a staged and planned manner from May 2024

17. Review

Roles and Responsibilities:

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the Music curriculum in the school. Our school Arts committee members will be responsible for coordinating this review.

Those involved in the review will include:

- *Teachers*
- *Pupils*
- *Parents*
- *Post holders/plan coordinator*
- *BOM/DES/Others*

Timeframe:

This plan will be reviewed in June 2026

18. Ratification and Communication

This plan will be brought to, discussed and edited by the staff of Broombridge ETNS and ratified by the BOM in _____. The final draft will be communicated to teachers in June 2024.

Signed: _____ (Chairperson of Board of Management) Date: _____

Appendix A: Song Lists by Year Group

Junior/Senior Infants

Junior Infants	Senior Infants	Songs as Gaeilge/Learn Together
<ul style="list-style-type: none"> ● The Name Song ● Sweepy Sweepy Sweepy ● Five Batty Bats ● Yellow Submarine ● Octopus Garden ● Jingle Bells ● Rudolph the Red Nose Reindeer ● Aerodynamic ● One More Time ● Oh so Quiet ● Human Behaviour ● Mary Had a Little Lamb ● The Marino Waltz ● The Bee Song ● Jambo ● Che Che Koolay ● Twinkle Twinkle Little Star ● Bingo 	<ul style="list-style-type: none"> ● Old McDonald Had a Farm ● Jamming ● Three Little Birds ● Five Batty Bats ● ABC Song ● Christmas in Puerto Rico ● Inspector Norse ● Hoe Down ● Fanfare for the Common Man ● The Foxchase ● Who Fed the Chickens? ● Rain is Falling Down ● The Four Seasons ● This Too Shall Pass ● Upside Down and Inside Out 	<ul style="list-style-type: none"> ● Mé Féin ● Hé, Hó Mo Dhaideo ● Cén sort aimsir? ● Bualadh Bos ● Éadaí Glana, Éadaí Salacha ● Is Maith liom an teilifís ● Hócaí Pócaí ● An Clós ● Hócaí Pócaí ● Ceann, Gualainn, Glúin is Cos ● Lóla ag ithe Dinnéir ● Ag dul ar scoil ● Gan Éadaí Scoile ● Táim sa seomra suite ● Leipreachán ina shuí ● Cúig hUibhe

1st/2nd Class

1st Class	2nd Class	Songs as Gaeilge/Learn Together
<ul style="list-style-type: none"> ● Mamma Mia ● Thank you for the Music ● Toom-Ba-Er-Lo ● All in the Middle of the Night ● Christmas in LA ● Jingle Bells ● Santa Claus is coming to town ● The Funky Penguin ● Song of the Sea ● Lille ● Jambo ● Irish Polka ● Dance of the Sugar Plum Fairy ● Waltz of the Flowers ● Hill and Gully Rider ● Tingalayo ● Frere Jacques 	<ul style="list-style-type: none"> ● Superstition ● Sir Duke ● Bingo ● Skeleton Stomp ● Yule Festival in Latvia ● Jingle Bells ● Santa Claus is coming to town ● Afrobeat Dancing ● Halo ● Spirit ● Mo Li Hua ● Irish Polka ● Do Re Mi ● Busy Bee ● Iko Iko ● Peter and the Wolf 	<ul style="list-style-type: none"> ● An Chlann ● Mo Bhricfeasta ● Lá Gaofar ● Bualadh Bos ● Siopa na bPeataí ● Cá bhfuil an rialtán ● Ag imirt rugbaí ● Cuir do lámh ar do chos ● Mo Bhosca Lóin ● An Geimhridh & An Samhradh ● Cáca Milis ● Dia Dhuit, A Shiopadóir ● Ag Fás I Mo Ghairdín

3rd/4th Class

3rd Class	4th Class	Songs as Gaeilge/Learn Together
<ul style="list-style-type: none"> ● Hill and Gully Rider ● The Munsters Theme Song ● Hedwig's Theme ● The Adams Family Theme Song ● Wren in the Furz ● Jingle Bells ● Santa Claus is Coming to Town ● Sleigh Ride ● Let it Snow ● Trasna na dTonnta ● An Maidrin Rua ● The Elephant- Carnival of Animals ● The Colours of the Wind ● Don't Worry be Happy ● Happy ● Runnin ● Che Che Koolay 	<ul style="list-style-type: none"> ● Rap with Gary McCarthy ● Ghostbusters ● This is Halloween ● Baby Yaga ● The Bare Necessities ● Rock n Roll Christmas ● Christmas Blues ● Jingle Bells ● Santa Claus is Coming to Town ● Trup Trup a Capaillín ● Feeling Good ● I wish I knew how it would feel to be free ● Baidin Pheilimi ● Mominsko Hero ● Strangers ● Home to You ● Yellow Bird ● Beautiful Day ● Where the Streets Have no name 	<ul style="list-style-type: none"> ● Mo Bhreithlá ● Bia! ● Ag cur báistí arís ● Oíche chiúin ● Óró Sé do Bheatha Bhaile ● Riptide (ar line) ● Is Mise Seán! ● Ní Maith Liom an Ghrian ● Téir Abhaile Riú ● An Baile Beag

5th/6th Class

5th Class	6th Class	Songs as Gaeilge/Learn Together
<ul style="list-style-type: none"> ● Che Che Koolay ● Skalloween ● Lets Dance ● Starman ● A Funky Christmas ● Jazzy Christmas Songs ● Jingle Bells ● Santa Claus is coming to town ● Can I Kick it? ● Don't Sweat the technique ● Don't Worry be Happy ● Dílín O Deamhas ● Kanzenzenze ● The Green Grass Grows all around ● Zombie ● What's Going on? ● Frere Jacques ● Ekokolo ● Mamama Pasa 	<ul style="list-style-type: none"> ● The Nightmare before christmas ● Oogie Boogies ● Prepared Piano Sonata No.5 ● Winter-Vivaldi and Max Ritcer ● Winter Wonderland ● Have yourself a merry little Christmas ● Let it snow ● White Christmas ● Ode to Joy ● Piano Symphony no. 8 ● Baidín Fheilimí ● Cherry Blossom Song ● Amazing Grace ● What a wonderful world ● Sea Shanties ● Dúlamán ● The Robots ● Europe Endless ● All along the watchtower ● Little Wing 	<ul style="list-style-type: none"> ● An Baile Beag ● Cad ba choir dom a ithe? ● An Sneachta ● An Chéad Nollaig Mhór ● Amhrán na bhFiann ● Taobhsí nó Laochra ● An bhFaca tú Mo Shéamuisín? ● Báidín Fheilimí ● Peigín Leitir Móir ● Tír na nÓg ● An Nóta sa Bhuidéal ● Mise sa Toghcháin