

Donabate Portrane Educate Together National School

Whole School Development Plan for Music

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■ 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 and Rationale

(a) **Introductory Statement:** This plan was formulated by the teaching staff of Donabate Portrane Educate Together with reference to The Primary Curriculum Guidelines for Music. We see music as offering lifelong opportunities for the development of imagination, sensitivity, inventiveness, risk taking and enjoyment. The curriculum emphasises active responses and music making at all levels and we embrace this in our school.

(b) **Rationale:** We are drawing up this plan to build on good practice and to help teachers plan.

■ 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:** We endorse the aims of the Primary Curriculum for music, which are:

- to enable the child to enjoy and understand music and to appreciate it critically
- to develop the child's openness to, awareness of and response to a wide range of musical genres, including Irish music
- to develop the child's capacity to express ideas, feeling and experiences through music as an individual and in collaboration with others
- to enable the child to develop his/her musical potential and to experience the excitement and satisfaction of being actively engaged in musical creativity
- to nurture the child's self-esteem and self-confidence through participation in music performance
- to foster higher order thinking and lifelong learning through the acquisition of musical knowledge, skills, concepts and values
- to enhance the quality of the child's life through aesthetic musical experience

Musical Concepts

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.

1. Listening and Responding	
<i>Strand Unit: Exploring sounds</i>	
Objectives	
<p>Infant classes</p> <p><i>P 19 curriculum</i></p>	<p><i>Environmental Sounds</i></p> <ul style="list-style-type: none"> • Listen to, identify and imitate familiar sounds in the environment from varying sources • Describe sounds and classify them into sound families <p><i>Vocal Sounds</i></p> <ul style="list-style-type: none"> • 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 <p><i>Body Percussion</i></p> <ul style="list-style-type: none"> • Discover ways of making sounds using body percussion <p><i>Instruments</i></p> <ul style="list-style-type: none"> • Explore ways of making sounds using manufactured and home-made instruments • Experiment with a variety of techniques using manufactured and home-made instruments
<p>1st & 2nd classes</p> <p><i>P32 curriculum</i></p>	<p><i>Environmental Sounds</i></p> <ul style="list-style-type: none"> • Listen to, identify and imitate familiar sounds in the environment with increasing awareness • Recognise and classify sounds using differing criteria <p><i>Vocal Sounds</i></p> <ul style="list-style-type: none"> • Recognise and demonstrate pitch differences • Identify pitch differences in different voices • Explore the natural speech rhythm of familiar words <p><i>Body Percussion</i></p> <ul style="list-style-type: none"> • Discover ways of making sounds using body percussion <p><i>Instruments</i></p> <ul style="list-style-type: none"> • Explore ways of making sounds using manufactured and home-made instruments • Explore how the sound of different instruments can suggest different sounds
<p>3rd & 4th classes</p>	<p><i>Environmental Sounds</i></p> <ul style="list-style-type: none"> • Listen to and describe a widening variety of sounds from an increasing range of sources • Classify and describe sounds within a narrow range

<p>P48/49 curriculum</p>	<p>Vocal Sounds</p> <ul style="list-style-type: none"> • Recognise and demonstrate pitch differences • 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> <p>P33/34</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.

<p><i>curriculum</i></p>	<p>accompanying or chants</p> <ul style="list-style-type: none"> • 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 of others giving preferences and reasons • Respond imaginatively to longer pieces 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 their functions and historical context where appropriate • Listen to his/her own compositions and the compositions of others, recordings 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 • Determine simple form and represent through gesture • Experience dotted rhythms or syncopation in familiar tunes through gestures and movement.

Performing

Strand Unit: Song Singing

Please note: There are a list of recommended songs for each level attached to this document, these are available on the network.

Teacher guidelines

- 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)

Objectives

Infants <i>P22 curriculum</i>	<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
1st & 2nd classes <i>P35 curriculum</i>	<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
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• Perform familiar songs with increasing understanding and control of pitch and extended vocal range• Performing familiar songs with increasing awareness of dynamics, phrasing

<p><i>P52/53 curriculum</i></p>	<p>and expression</p> <ul style="list-style-type: none"> • 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 social, historical and cultural contexts of the music • 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 a part 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
<h2>Performing</h2>	
<p><i>Strand Unit: Literacy</i></p>	
<p>Teacher guidelines</p> <ul style="list-style-type: none"> • P89-103 <u>General guidelines</u> for Literacy • P90/91 <u>Graphic notation</u> • P82-101 <u>Standard notation</u> • P93 <u>Note values</u> • P96-99 <u>Pitch</u> • P100 <u>Pentatonic music</u> • 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 <u>Hand signs</u> • P137 <u>A suggested sequence in rhythm</u> • P138 <u>A suggested sequence in melody</u> 	

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 read , sung and played in g doh, c doh or f doh •
5th & 6th Classes <i>P73/74/75 Curriculum</i>	<u>Rhythm</u> <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 <u>Pitch</u> <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 <u>Rhythm & Pitch</u> <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

Performing

Strand Unit: Playing instruments

Teacher guidelines

- P104-109 General guidelines for playing instruments
- P109 Tin Whistle
- P130/131 Musical instruments suitable for primary schools
- P132-135 How to hold and play some percussion instruments

Objectives

Infants <i>P23</i> <i>curriculum</i>	<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 • Senior Infants prepare and take part in a Winter Performance annually
1st & 2nd classes <i>P38</i> <i>curriculum</i>	<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 • First Classes join together to form our Junior Choir, they practise regularly and take part in performances throughout the year • Second Class learn to play the Ukulele, including la, so, mi and the Chord of C
3rd & 4th classes <i>P57</i> <i>curriculum</i>	<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 • Third Class prepare and take part in a Winter Performance annually • The Fourth Classes form our Senior Choir, they practise regularly and take part in performances in school and in outside venues throughout the year
5th & 6th Classes <i>P76</i> <i>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 • Fifth Class prepare and take part in a Winter Performance annually • Sixth Class prepare and take part in their Graduation annually

Composing

Strand Unit: Improvising and Creating

Teacher guidelines

- P110-119 General guidelines for Improvising and creating
- P113 Exemplar 20 Accompanying a story, song or game
- P114 Exemplar 21 Accompanying a poem
- P115 Exemplar 22 Using musical elements
- P116 Composing with rhythmic elements
- P118 Composing using melodic elements

Objectives

<p>Infants</p> <p><i>P24 curriculum</i></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>1st & 2nd classes</p> <p><i>P39 curriculum</i></p>	<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
<p>3rd & 4th classes</p> <p><i>P58 curriculum</i></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>5th & 6th Classes</p> <p><i>Curriculum P77</i></p>	<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

Composing

Strand Unit: Talking about and recording compositions

Teacher guidelines

- *P110-119 General guidelines for Improvising and creating*
- *P120/121 Talking about and recording compositions*

Objectives

<p><i>Infants</i></p> <p><i>P25</i> <i>curriculum</i></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>1st & 2nd</i> <i>classes</i></p> <p><i>P40/41</i> <i>curriculum</i></p>	<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
<p><i>3rd & 4th</i> <i>classes</i></p> <p><i>P59</i> <i>curriculum</i></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 media
<p><i>5th & 6th</i> <i>Classes</i></p> <p><i>P78/79</i> <i>Curriculum</i></p>	<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

Suggested activities to support these objectives at all levels are available from the music co-ordinator.

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
- Guided discovery
- Use of ICT

- Direct teaching
- Learning through play
- Live performances
- Tonic solfa
- Hand signs
- Responding to music in a variety of ways
- Chants
- Call and response
- Visual scaffolding
- Clapping, conducting, marching, dancing
- Recording sounds using graphic symbols
- Miming the movements of performers
- Imitating environmental sounds with body percussion
- Responding to music in a variety of ways
- Singing games and action songs

We are currently using 'The Right Note' music scheme (Folens) in every class in the school.

3. Linkage and Integration

Integration

Particular attention will be given to possibilities for integration.

As a staff we see possibilities for integrating our work in music with the following aspects of other subject areas:

- Oral language (English/Gaeilge)
- Design and make (Science)
- Energy and forces- Sound (Science)

Visual arts:

- Construction
- Drawing
- Paint
- Elements of art: an awareness of line, pattern, shape

P.E.:

- Dance: Exploration, creation and performance of dance

History

Geography

Ethical Education/ Learn Together

Drama

Etc.

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

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

5. Children with Different Needs

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 a particular class.

Where a teacher recognises that a child displays a particular ability in Music, this will be communicated to the parents, so that the child may have opportunity to take out of school music lessons, circumstances permitting. We recognise that some children in our school learn musical instruments. Teachers will encourage such children to play for their classmates so that the other children will have opportunities to listen and respond to live music.

6. Equality of Participation and Access

As an Educate Together School, equal opportunities will be given to all children regardless of gender, ethnic background and 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 may 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 list of resources available for teachers in the school is attached to this plan.

An appropriate amount of money may be requested from the Board of Management to fund our music programme. Parents may be requested to make a very small contribution should we find a shortfall in finances. Contributions may also be requested from the Parents' / Teacher Association, grants from the DES and sponsorship from local businesses.

9. Health and Safety

Care and attention will be given to the following:

- Hidden dangers if children are moving around the classroom
- Storage facilities
- Access to, and transport of equipment/instruments
- 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

Planning for the school year

Each level may collaborate on content and methodology for the music curriculum in the forthcoming year. Details of these decisions will be recorded by the class teacher. Each teacher is responsible for their own class planning.

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, or 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 **Donabate Portrane Educate Together National School**.

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.

Initiatives which happen from time to time are

- ♪ **Team teaching**
- ♪ **Outings to musical events e.g. the National Concert Hall/The Helix**
- ♪ **Class performances**
- ♪ **School Talent Show**
- ♪ **School Concert/Musical**
- ♪ **Visiting musicians**
- ♪ **Musicians on staff**
- ♪ **Music workshops e.g. drum workshops**
- ♪ **Music in the classroom**

■ Success Criteria

The success of this plan will be measured using the following criteria

- Continuity of content and methodology through the strands and class levels
- Ongoing assessment showing pupils are developing a level of skill, literacy and appreciation of music appropriate to their age and ability
Assessment methods may include: Self-assessment, Conferencing, Portfolio Work, Concept Mapping, Questioning, Teacher Observation, Teacher Designed Tests and Tasks, and, Pupil profiles
- Children will develop a repertoire of songs to sing and tunes to play including the songs listed at Appendix 2

Information collated by the DES or outside assessment will be implemented as appropriate

■ Implementation

(a) Roles and Responsibilities

A team of staff members have undertaken to review the music policy and to maintain the overall development of the music curriculum. The team will liaise with others within the school community on the matter of music development within the school. They will also be responsible for all resources.

(b) 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.

■ Ratification and Communication

This school plan for music has been ratified by the Board of Management of Donabate Portrane Educate Together National School.

It will be reviewed after two years and every two years thereafter. All teachers on the staff will be responsible for informing the music post holder or the music curricular team of any amendments they think should be made.

Appendix 1

List of musical instruments currently available in the school:

- 1 set of boomwhackers
- 1 little tykes xplophone
- 1 kidsway keyboard
- 1 set of chime bars + individual chime bars

- 2 little tykes drums
- 1 early learning centre keyboard
- 1 large and 1 small remo drum plus drumsticks
- 2 bongo drums
- 6 tambourines
- 1 tambour
- 1 gymboree percussion
- 1 large cymbal, 1 small cymbal
- 9 sets of bells
- 1 mini guitar
- 3 shakers
- 15 assorted maracas
- 14 castanets
- 2 class sets of rhythm sticks
- 18 small triangles with strikers
- 19 large triangles with strikers
- 1 mini triangle with striker
- Assorted wooden/plastic “guiros”
- 1 Roland keyboard
- 32 ukuleles

Appendix 2

Song Material that should be learned every year by each Class Level.

Junior Infants and Senior Infants

School Song
Amhrán na BhFiann

First and Second Class

The Golden Rule – VBS
This Pretty Planet – Tom Chapin

Third and Fourth Class

Tue, Tue – The Right Note
Ireland’s Call

Fifth and Sixth Class

Gold Britt Nicole
We go Together – Sixth Class Right Note

