



North Dublin Muslim National School

Ratoath Road

Dublin 7

Music Policy

May 2019

Introductory Statement

Through a process of consultation and collaboration with all the Staff, Co-Managers and Parents Association, a music policy was devised at the North Dublin Muslim National School in 2011. This policy has been reviewed since, with the latest review taking place in 2018/2019.

We aim through this plan to set out our approach to the teaching and learning of music. The plan will form the basis for teachers' long and short term planning. It will also inform new and temporary teachers of the approaches and methodologies used in our school. We concluded that pupils would benefit from the development and implementation of a coordinated programme of learning.

Introduction

The staff and the Co-Managers of the North Dublin Muslim National School are very aware of the sensitivities surrounding music within Islam. As a result it has become necessary for a plan to be implemented that is sensitive to the Muslim ethos of the school, while still fulfilling the requirements of the curriculum. We also recognise that music can be a learning support to our pupils in other subject areas in the Primary School Curriculum as a means of learning, developing self-confidence and encouraging engagement.

There are many opportunities to cover the music curriculum whilst taking into account the ethos of our school. Within Islamic communities there are differing opinions about the use of music and we need to be aware of and sensitive towards these opinions. The aim of this policy is to underline the aspects of the music curriculum that can be administered in this school.

It is important for us to try, as far as we can, to cover all strands and strand units of the curriculum, as well as exposing the children to, and teaching them about, the nine elements of music.

Vision

We emphasize the importance of music as part of the primary school curriculum, while being mindful of the school ethos. We employ various age appropriate approaches and methodologies, in keeping with the ethos, to enable children to enhance their skills and their enjoyment of musical theory. The school ethos is fostered through the use of Nasheed. Through developing children's musical abilities, we aim to develop their language and communication skills, as well as improving children's confidence and self-esteem.

Aims

We in the North Dublin Muslim National School endorse the aims of the Primary School Curriculum for music:

- 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

After due account was taken of intrinsic abilities and the ethos of the school, this music plan will enable the child to:

- explore the expressive possibilities of a variety of sound sources, including the voice.
- listen to, enjoy and respond to a wide range of vocal 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, tempo, duration, pitch, dynamics, structure, timbre, texture and style.
- perform, vocally from a range of musical styles and traditions relevant to the class level, with particular emphasis on Irish music and Islamic music.
- 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) and body percussion.
- 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.

After consultation with all stakeholders the following has been agreed:

- Incidental music will be incorporated into other subjects within the school. This will be beneficial for learning and allows us to use a wealth of resources within all classes.
- Percussion instruments will be used to help with rhythm and notation in music lessons.
- When pupils are learning about a musical instrument, the class teacher may allow the pupils to listen to the sound that the instrument makes.
- Classes will include one Islamic based song/nasheed/drama during their assembly performance.

Music in the Primary School Curriculum

Music is one of 11 required subjects of the Revised Primary School Curriculum (1999). It is part of the arts education curriculum, which also includes visual art and drama. In conjunction with our time

allocation, Visual Arts is allocated one hour forty five minutes per week for infant classes, and two hours per week for First Class – Sixth Class. Music has been proven to improve a child’s language development and is also very connected to mathematics. The teacher’s guidelines to the music curriculum states:

Music is an indispensable part of the child-centred curriculum as one of the range of intelligences and as a special way of knowing and learning. Musical activity challenges the child to act in unique ways to listen discerningly to his/her own music and the music of others, to sing, play or read sensitively and accurately, and to evaluate critically. 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 whole child.

The nine elements/concepts of music

1. **Pulse:** This refers to the beat of any song or piece of music. It is important for a child to learn to keep a beat and feel the beat in songs/music. It is difficult for a group to sing together if all are not able to recognize the beat of the song being sung. Until a child is familiar and confident in keeping a beat, he/she will find it difficult to relate to some of the other elements, particularly duration. Keeping a beat can be achieved through clapping or any other form of body percussion.
2. **Duration:** This element refers to rhythm in music. When you keep a beat, each sound made is of equal duration, but a rhythm is a combination of sounds of short durations and long durations. There is a strong connection to Maths here, with durations being fractions of each other. Through music lessons a child should be taught to imitate rhythmic patterns as well as recognize them and compose some of their own. In older classes children should learn about the notation that musicians use to represent different durations. This can be taught through singing / chanting / speech or body percussion.
3. **Tempo:** The tempo of a piece of music is how fast or slow the music is. Very often the tempo of a song or a piece of music is determined by the emotion it wants to convey. It is important when learning music to follow instruction (both verbal and non-verbal) regarding the tempo being fast / slow / getting faster / getting slower. This is one of the functions of a conductor of an orchestra and children need to learn to follow a teacher’s instructions as an orchestra follow the conductor’s. Tempo can be covered in the classroom by singing songs of varying tempos, or by asking children to perform songs or rhythm tasks at a faster or slower tempo.
4. **Pitch:** Pitch refers to high and low sounds. For a melody to be a melody, it has to have a combination of higher and lower sounds. When learning music, children are asked to recognize when a melody gets higher or lower and also if that happens gradually, step by step, or if it is with sudden leaps. Some teachers may use specific hand signals to show children changes in pitch. Pitch can be covered through song.
5. **Dynamics:** This is how loud or soft a song or a piece of music is. Again, very often this is connected to the emotion the music wishes to convey. For example, a lullaby would always be sung or played at a soft dynamic. Loud and soft sounds are all around us and it is important for a child to recognize the difference between the two. Children are also expected to recognize and control a sound getting louder / getting softer. When performing a song, children are taught to control the dynamics, often following non-verbal instructions from the teacher.

6. **Structure:** This refers to how a particular song or piece of music is organized. In the same way that there is structure to poetry, most music will follow a particular structure. For example, many of the songs taught to children in primary school follow a “verse – chorus – verse – chorus” structure. For a child to learn about structure, it is important that they are exposed to a variety of songs / pieces of music with differing structures.
7. **Timbre:** The timbre of a piece of music refers to the sound quality of that piece of music. Very often, this is directly connected to the instruments or combination of instruments used in the piece of music, however vocal music can have differing timbre. Timbre can be taught through song and vocal music.
8. **Texture:** Different textures are achieved in music by the adding of different layers, for example, different vocal parts being performed at the same time. In younger classes texture in singing can be achieved by simple clapping along to the song, or by singing a song in rounds. In older classes, vocal harmony can be used to change the texture of a song.
9. **Style:** Style refers to the different genres in music. It is important for children to hear the different styles in music and to recognize that, for example, a traditional Irish song has a different style to a traditional African song. Understanding of this element can be achieved by singing songs of varying styles with the children. To celebrate the multi-cultural aspect of the school, songs from different traditions can be taught.

Strands and Strand Units

The music curriculum comprises of three strands:

- Listening and responding
- Performing
- Composing

Strands and Strand Units for each class level are outlined in appendix 1.

Approaches and Methodologies

It is recommended that a variety of approaches are used when teaching music. Teachers in the North Dublin Muslim National School make use of different approaches to aid children’s learning and to make music lessons enjoyable. These approaches include:

Listening and Responding:

Short, simple listening activities will benefit the children and enhance their enjoyment. Use of a variety of recorded vocal music, both songs from Ireland and from other cultures.

Respond to vocal music in a variety of ways.

Performing: Song Singing:

- Teacher using the voice to teach a song.
- Using a recording of the song (unaccompanied).
- Teachers keeping the range of the song in mind.
- Keeping the elements of music in mind when teaching any song.

- Teacher conducting to keep the children together.
- Use of vocal exercises to improve vocal ability.
- Songs sung in rounds.
- Adding a drone or an ostinato to a song to add to colour.
- Children performing songs in public at assemblies.

Music Literacy:

- Use of graphic notation.
- Use of ta, ti-ti etc. is useful when teaching rhythmic notation.
- Use of stick notation, before using full notation.
- Use of games when learning rhythm notation.
- Use of tonic solfa when learning about pitch.
- Use of hand signs or finger stave.

Composing:

- Composing for a range of purposes, integration with other subjects.
- Keeping the musical elements in mind when composing.

Assessment

Teacher use a combination of observation and teacher designed tasks and tests to assess in the classroom at regular intervals.

Timetable

In conjunction with our time allocation, Visual Arts is allocated one hour forty five minutes per week for infant classes, and two hours per week for First Class – Sixth Class.

Individual teachers' planning and reporting

Teachers plan and prepare their work mindful of the school plan for the three strands of the Music Curriculum. Teachers are also mindful of the ethos of the school when planning music lessons. Plans are prepared termly or yearly with fortnightly schemes. A monthly report is handed into the office at the end of each month.

Staff Development

- Teachers are encouraged to keep abreast of curriculum developments by attending summer courses, on-line courses, in service seminars etc.
- Notices of upcoming courses are displayed in the staff room.
- Teacher expertise is shared.

Success Criteria

It will be evident that this plan is successful if:

- Teacher are enabled to prepare high quality long-term and lesson plans/.
- Procedures outlined in this plan are carefully followed.
- Schemes show progression from year to year.

The indicators that the plan has achieved its aims will be:

- Assessment of pupils
- Pupil enjoyment
- Inspectors reports.

Implementation and Review

The implementation of this plan will commence in September 2019 and will be monitored and reviewed in 2023 or earlier should it be deemed necessary.

Ratification and Communication

This plan was ratified by the Co-Managers in 2018/2019.

The plan is available to view on the school website and on the school's shared drive.

Signed: _____

Date: _____

Signed: _____

Date: _____

Signed: _____

Date: _____

Appendix 1

Listening and Responding

Content for Junior and Senior Infants

Strand Unit: Exploring Sounds	Strand Unit: Listening and responding to music
<p><i>Environmental Sounds</i></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. <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.• 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">• Percussion instruments:<ul style="list-style-type: none">- Suspended triangle/stick, tambourine, drum, chime bars, xylophone.	<ul style="list-style-type: none">• Listen to a range of short pieces of music or excerpts – vocal music.• 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.

Content for 1st and 2nd Class

Strand Unit: Exploring Sounds	Strand Unit: Listening and responding to music
<p>Environmental Sounds</p> <ul style="list-style-type: none"> • Listen to, identify and describe sounds in the environment with increasing awareness. • Recognise and classify sounds using differing criteria. • Recognise and demonstrate pitch differences. <p>Vocal Sounds</p> <ul style="list-style-type: none"> • Identify pitch differences in different voices. • Explore the natural speech rhythm of familiar words. <p>Body Percussion</p> <ul style="list-style-type: none"> • Discover ways of making sounds using body percussion. <p>Instruments</p> <ul style="list-style-type: none"> • Percussion instruments: <ul style="list-style-type: none"> - Suspended triangle/stick, tambourine, drum, chime bars, xylophone, jingle stick. 	<ul style="list-style-type: none"> • Listen to a range of short, familiar and unfamiliar pieces of music or excerpts – vocal music. • Respond imaginatively to pieces of music through movement - <i>clapping, tapping, swaying, marching</i>. • Talk about pieces of music, giving preferences, and illustrate responses in a variety of ways. • Show the steady beat in listening to a variety of live or recorded music, accompanying songs or chants. • Differentiate between steady beat 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 getting softer). • Perceive the difference between long and short sounds.

Content for 3rd and 4th Class

Strand Unit: Exploring Sounds	Strand Unit: Listening and responding to music
<p>Environmental 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. <p>Vocal Sounds</p> <ul style="list-style-type: none"> • Discover the different kinds of sounds that the singing voice and the speaking voice can make. • Imitate patterns of long or short sounds vocally. <p>Body Percussion</p> <ul style="list-style-type: none"> • Discover ways of making sounds using body percussion, in pairs and small groups. <p>Instruments</p> <ul style="list-style-type: none"> • Percussion instruments: <ul style="list-style-type: none"> - Suspended triangle/stick, tambourine, drum, chime bars, xylophone, jingle stick, tin whistle, recorder, glockenspiel. 	<ul style="list-style-type: none"> • Listen to and describe music (vocal 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 - songs or chants. • Differentiate between steady beat and music without a strong beat in music. • Recognise strong and weak beats, illustrating them through gestures. • 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. • Discover two-beat time (like a march) and three-beat time (like a waltz) by using gestures to accompany music. • Experience six-eight time (like a jig).

Content for 5th and 6th Class

Strand Unit: Exploring Sounds	Strand Unit: Listening and responding to music
<p>Environmental Sounds</p> <ul style="list-style-type: none"> • Listen to sounds in the environment with an increased 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. <ul style="list-style-type: none"> • Instruments <p>Percussion instruments:</p> <ul style="list-style-type: none"> - Suspended triangle/stick, tambourine, drum, chime bars, xylophone, jingle stick, tin whistle, recorder, glockenspiel. 	<ul style="list-style-type: none"> • Listen to and describe a broad range of musical styles and traditions (vocal music), including familiar excerpts, recognising where appropriate its function and historical context. • Listen to his/her own compositions and the compositions of others (recordings or live performances) and evaluate in terms of personal response and expressive qualities. • Respond imaginatively to music in a variety of ways. • Recognise and understand how tempo and dynamic choices contribute to an expressive musical performance. • Recognise strong and weak-beat patterns, 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 gestures. • Experience dotted rhythms or syncopation (emphasis on normally weak beats) in familiar tunes through gestures and movement.

Performing

Content for Junior and Senior Infants

Song Singing	Early Literacy	Playing Instruments
<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. 	<ul style="list-style-type: none"> • Match selected sounds with their pictured source. • Recognise and perform simple rhythm patterns from pictorial symbols. 	<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.

Content for 1st and 2nd Class

Song Singing	Literacy	Playing Instruments
<ul style="list-style-type: none"> • Recognise and sing with increasing vocal control and confidence a growing range of songs and melodies. • Show the steady beat (pulse) 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 dynamics (loud, soft) most suitable to a song. • Notice obvious differences created between sections of songs in various forms. 	<p><i>Rhythm</i></p> <ul style="list-style-type: none"> • Identify and perform familiar rhythm patterns from memory and from notation. • Recognise the shape (contour) of a simple melody. • Recognise and sing familiar tunes and singing games within a range of two or three notes. <p><i>Rhythm and Pitch</i></p> <ul style="list-style-type: none"> • Recognise and sing simple tunes, from simplified notation, combining rhythm and pitch. 	<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.

Content for 3rd and 4th Class

Song Singing	Literacy	Playing Instruments
<p>Unison 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 verse and refrain. <p>Simple Part Singing</p> <ul style="list-style-type: none"> • 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>Rhythm</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. <p>Pitch</p> <ul style="list-style-type: none"> • 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. <p>Rhythm and Pitch</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • discover different ways of playing percussion 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.

Content for 5th and 6th Class

Song Singing	Literacy	Playing Instruments
<p>Unison Singing</p> <ul style="list-style-type: none"> • Recognise and sing from memory a more demanding repertoire of songs with an awareness of the music's social, historical and cultural contexts. • Sing independently, with increasing awareness and control of pulse, tempo, pitch, diction and posture. • Perform familiar songs with increased control of dynamics, phrasing and expression. • Relate words and mood of a song to style of performance. • Notice the differences created between the sections of songs in different forms. • Explore structural elements within familiar songs. <p>Simple Part Singing</p> <ul style="list-style-type: none"> • Perform a rhythmic or melodic ostinato (a pattern that is repeated over and over) or drone (long, held notes) in accompanying a song. • Distinguish individual parts in a round by singing, listening, moving, or by observing notational cues. • Performing a round in several different textures. • Perform, as 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 (playing or singing the same line) and harmony parts (two or more independent parts together) visually (from notation) and aurally. 	<p>Rhythm</p> <ul style="list-style-type: none"> • Recognise longer and more complex rhythm patterns of familiar songs and chants. • Recognise, name and use some standard symbols to notate metre (time) and rhythm. <p>Pitch</p> <ul style="list-style-type: none"> • Recognise and sing familiar tunes in an increasing variety of ways. • Recognise the shape (contour) of a melody and movement by steps or by leaps, from a graphic score or from notation. • Use standard symbols to read, sing and play simple melodies from sight. <p>Rhythm and Pitch</p> <ul style="list-style-type: none"> • 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 doh, G doh or F doh. • Understand the function of major key signatures as indicating the position of doh. 	<ul style="list-style-type: none"> • perform a range of playing techniques on a wide selection of percussion 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.

Composing

Content for Junior and Senior Infants

Improvising and Creating	Talking About and Recording Compositions
<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.	<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.

Content for 1st and 2nd Class

Improvising and Creating	Talking About and Recording Compositions
<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 and body percussion.	<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.

Content for 3rd and 4th Class

Improvising and Creating	Talking About and Recording Compositions
<ul style="list-style-type: none">• Select different kinds of sounds (voice, body percussion) 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 and body percussion.	<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.

Content for 5th and 6th Class

Improvising and Creating	Talking About and Recording Compositions
<ul style="list-style-type: none">• Select from a wide variety of sound sources (voice, body percussion) 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 and body percussion.	<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.