

Subject Department Plan for Music

2009

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Aims:

- The course has been designed to enable all students, to acquire musical skills suited to their age, varying abilities and musical experiences.
- We aim to develop musical sensitivity, critical and imaginative faculties.
- To advance the musical skills and concepts acquired at primary and secondary level, so that the very talented and those with special needs can engage in worthwhile musical activities

Objectives:

Courses are divided into three component parts which represent the three main musical activities: -

1. Performing skills
 2. Composing skills
 3. Listening skills
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1. To facilitate the development of performing skills by providing the opportunity for the regular practice of vocal and/or instrumental music
 2. To provide factual information to enable students to develop and practise composing skills.
 3. To develop aural perception in its broadest sense and to foster an awareness and appreciation of music past and present

Subject Co-ordinator:

Ms. A. Kielty

Subject teachers:

Ms. M. Sheridan

Ms. A. Kielty

Time Allocation:

1st Year - 3 classes per week

2nd Year - 4 classes per week

3rd Year - 4 classes per week

5th Year - 5/6 classes per week

6th Year - 5/6 classes per week

Options Structure:

Music is not compulsory, being a choice subject from 1st year to 6th year.

1st Year:

Music is offered as an option from a range of choice subjects.

2nd Year:

Students select music as one of three choice subjects.

5th Year:

Students can choose music from a broad range of choice subjects.

Grouping of pupils:

All classes are mixed ability.

In practice, any student at either junior or senior level can take a higher level paper at state examinations

Textbooks and Course Materials:

Year - Junior Cycle	Textbooks	Other Resources
	<ul style="list-style-type: none">• Tuned In• JC Workbook• Manuscript• Exam papers	Sounds Good – resource text Recorder Traditional and non-traditional instruments Listening materials <ul style="list-style-type: none">• Traditional music• Classical music• Film music• Jazz• Popular music• Contemporary music• Set Works• Choice works Technology

Year – Senior Cycle	Textbooks	Course Materials
	<ul style="list-style-type: none"> • Set Work Scores • Manuscript • Folders • L.C.Music Workbook • Rapid Revision - Music 	<ul style="list-style-type: none"> • Technology • Set Works CDs • Listening Materials – Baroque Classical Romantic Contemporary Popular Film Traditional • PPMTA CDs and workbooks • Practical Materials • Internet Resources

Planning for students with special needs:

Students with special needs are integrated into regular music classes.

Course materials are modified to meet the needs of the particular student to help them find a path through the course.

Ongoing liaison is maintained with the Special Needs staff

Cross-curricular planning:

- The faculties of music and religion co-operate in liturgical services
- The music dept. links with the IT dept.

Culturally Diverse Society

In respect of our culturally diverse society we utilise the wealth of music experience which non-national students bring to our classrooms. Their performances broaden and enrich the musical experiences of all.

Range of Teaching Methodologies:

- Sound before symbol approach
- Use of stave board
- Recorders
- Piano
- CDs and video
- Textbooks
- Workbooks
- Folders
- Group work
- Project work
- Quizzes
- AFL methods (assessment for learning)

Provision for Health and Safety requirements:

The Health and Safety Policy of the school is implemented in all aspects of music education.

Curriculum Content – Long-Term Planning

In all years, we aim to integrate and synthesise the three curricular areas of performing, listening and composing.

Junior Cycle

Year 1

Performing:

Students are given the opportunity to take part in and enjoy practical music making.

Recorder is used as the common class instrument.

Students perform in a variety of styles and genre.

Students also perform on the range of instruments learned outside the classroom.

Students participate in singing

- Solo
- Group singing
- Part singing

Students participate in a variety of musical events – including Masses, Carol Service, CD production and traditional performances

Listening:

We aim to introduce students to a broad range of styles and genre.

- Traditional
- Classical
- Jazz
- Popular
- Film

This work develops an awareness of, and an appreciation for –

- Melody
- Rhythm
- Tempo
- Dynamics
- Harmony
- Texture
- Form and structure
- Mood
- Style

Composing:

An introduction to music literacy, including the following:

- Treble stave
- Time signatures
- Note values
- Keys of C and G
- Basic rhythm and dictation
- Simple melody and rhythm composition

Year 2

Performing:

We develop the degree of difficulty in practical music making, to include part work, solo and group performances.

Students continue to participate in a variety of school based musical events.

Listening:

We expand upon the variety of listening experiences encountered in 1st year. Listening now includes prescribed set works.

We strive to give the students the opportunity to attend a live performance.

Composing:

The development of skills acquired in 1st year include the following

- Keys of D, F and B flat
- Compound time
- Rests
- Complex rhythm and note values
- Melody writing
- Chord composition

Year 3

Performing:

Further development in the area of performance with particular emphasis on Junior Certificate practical examinations.

Students continue to participate in a variety of school based musical events.

Listening:

Consolidation of all course work to include use of examination papers and CDs

General Study.

We strive to give the students the opportunity to attend a live performance.

Composing:

Further development and completion of Junior Certificate programme, including the bass clef.

Senior Cycle

Year 5

Performing

Students are given the opportunity to participate in and enjoy practical music making, with special emphasis on preparation for the practical examination at the end of 6th year. The range of activities include –

- Solo playing
- Group playing
- Solo singing
- Group singing

Students continue to participate in a variety of school based musical events.

Listening:

Through immersion in, and exposure to a diversity of musical experiences, students broaden their musical response to the following elements.

- Melody
- Rhythm
- Tempo
- Dynamics
- Harmony
- Texture
- Form and structure
- Mood
- Style
- Performing medium
- Timbre

Listening resources are drawn from:

- Baroque
- Classical
- Romantic
- Contemporary
- Popular
- Film
- Traditional

Detailed listening is involved in the study of three of the four prescribed set works.

We strive to give the students the opportunity to attend a live performance.

Composing:

Literacy skills include the following

- Key signatures up to four sharps and four flats
- Minor key
- Modulation
- Melody composition
- Backing chords

Year 6

Performing:

An extension and completion of work commenced in 5th year
Technology component of the practical exam is completed.
Students continue to participate in a variety of school based musical events

Listening:

Further development of listening skills through PPMTA work book, past papers and CDs
Completion of set works.
We strive to give the students the opportunity to attend a live performance.

Composing:

Development of 5th year work, including –

- 1st and 2nd inversions
- Melodic minor scale

Homework Procedures:

- Homework is assigned and regularly monitored.
- Homework consists of both written and practical assignments.
- Homework is recorded in student's diary.
- The diary is signed each night by parent/guardian.
- Students are advised on good study/homework practice by teachers

Assessments/Examinations Procedures:

- Informal modes of assessment are used in music lessons with oral questioning, judging students level of engagement during lessons and monitoring their progress while involved in practical activities.
- Regular class tests and end-of-topic tests are applied.
- Formal exams are held at mid-term, Christmas, Easter and Summer
- Trial Exams are held for 3rd years and 6th years.

Record Keeping Procedures:

- All examination results are recorded and retained by the teachers.
- Results are officially recorded in school report books.
- Results are retained by the school and sent to the student's home twice per year.

Reporting Procedures:

- Each student has a school diary/journal, which facilitates daily contact with parents/guardians
- Parent – teacher meetings are held at least once per year
- A special progress is available to inform parents of day-to-day behaviour/progress of a student, if necessary

Teacher in-career development:

- Attendance at PPMTA conference
- Completion of technology courses
- First –aid training
- In-service on stress and classroom management
- Attendance at examiner’s marking conferences

DES – Subject Inspection Report on Music (2005)

Findings:

- The level of commitment and enthusiasm shown by the music teachers to the development of music in St Nathy's College was very evident
- Good planning is shown in the work of individual teachers
- The lessons were delivered at a level and pace appropriate to the students, and presented to facilitate the synthesis of listening, composing and performing.
- Assessment of students was carried out on an ongoing basis.
- There was evidence of good pupil-teacher rapport in all lessons observed.
- The school is very supportive towards music as shown by its:
 - willingness to support teachers in-career development
 - support for developing resources for the music dept.
 - affirmation for the work of the teachers, especially in their dedication to extra-curricular activities

Recommendations:

- Work should continue on increasing the uptake of students in music.
- School Management, in collaboration with the Music Dept. should consider developing an overall plan for music education as part of the school development plan.