Scoil Ghráinne Community
National School
Phibblestown, Clonee, Dublin 15
Phone: 016402418
www.scoilghrainnecns.ie

Music Policy – Scoil Ghráinne CNS

1. Overview

Introductory Statement and Rationale

Statement

Scoil Ghráinne CNS is a diverse and multicultural school with a population of students, teachers and parents with hugely creative talents. It is the vision of our school to provide a safe environment for each member to explore these talents and to express themselves through Music. It is the duty of the entire school community to encourage expression through the Arts.

Rationale

The purpose of this policy for Music is to provide an overview on the teaching of Music as practiced in Scoil Ghráinne Community National School and to provide a reference framework for all future planning in Music. This document is primarily intended for the information of our teachers, Special Needs Assistants, and other partners in the education system.

Vision and Aims

Vision

Scoil Ghráinne CNS recognises that Music education is part of a balanced curriculum which aims to develop the whole spectrum of the child's intelligence. Music involves learning in the major domains of knowledge, skills, attitudes and feelings and the senses. We also seek to develop the child's aesthetic, intellectual, emotional, creative and cultural development through engagement in positive musical experiences. As a whole staff we endeavour to cultivate a lifelong love of music in our pupils which will enhance their development, mental health and enrich their lives.

Aims

We endorse the aim set out in the national curriculum for Music, i.e:

- 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.

As well as these curriculum aims we will:

- To begin to emphasise the importance of Musical creation
- To provide a broad and balanced curriculum in each class making use of all the strands
- Provide opportunities for children and parents of all different traditions to share music from their own cultures

2. Planning

Strands and strand units

The following strands and strand units will be used in the implementation of the Music curriculum as set out by the NCCA. When choosing strand/ strand unit, every effort is made to ensure that all the musical concepts are included, resulting in a plan for Music that is broad, balanced and coherent. This will ensure consistency and diversity in the development of long-term planning.

Strand	Strand Unit
Listening and Responding	*Exploring Sounds*
	Listening and responding to music
Performing	*Song Singing*
	Early Literacy (Infants)
	Playing Instruments
	Literacy (1st to 6th Class)
Composing	*Improvising and creating*
	Talking about and recording compositions

Exploring Sounds

Through the implementation of music programmes in the school, children will be encouraged to explore the making of sounds. Throughout the school, the use of vocal sounds, body percussion, playing of tuned and untuned instruments and environmental sounds should be encouraged during lessons.

Listening and responding

The Listening and Responding strand of the music curriculum aims to give children opportunities to experience a wide range of musical styles, traditions and cultures. Through enjoyable and varied listening experiences the children are encouraged to listen actively and to focus on the actual music. All classes will explore sounds (environmental, voice, body, instruments) as per objectives for that class level. All classes will listen to extracts from a variety of genres and respond in a variety of ways.

These may include:

- Moving

- Talking about...
- Listening for specific instruments and/or specific features
- Drawing and painting
- Following/creating a pictorial score of music
- Writing in response to music
- Composing
- Singing or playing along with music
- Musical games and/or action songs

The teacher will endeavour to ensure that the pieces chosen for his/her class level will have a balance of different musical genres.

Performing

Performance of music has many benefits to the confidence of children independently and as part of a group. It also provides motivation and encouragement to express themselves musically. It develops the creativity of the child also. Performance may take place in the classroom and may be vocal, instrumental or response to music.

As well as these opportunities within the classroom, other opportunities will be provided throughout the year to perform for parents, guardians and members of the community. E.g. annual 'Winter Performances' by all classes. Performances with be done on the stage in the school hall.

There are many other occasions during the school year, in which children can perform musically. These include

- School Assemblies
- Welcoming ceremony (Junior Infants)
- Graduation ceremony
- Seachtain na Gaeilge
- School Choir Events
- Intercultural Day

Song Singing

Songs from a range of genres will be taught using the following:

- Using voice, recording, instrument, sheet music
- Teaching by ear
- Selecting the song
- Matching the vocal range of the children
- Conducting
- Vocal exercises
- Part singing
- Teaching rounds

- Partner songs (duet) and part songs

Scoil Ghráinne has its own school song which children may perform at school events.

Playing instruments
Teachers will endeavour to provide the children at all class levels to experience playing a range of tuned and untuned instruments.

Many afterschool activities will provide the opportunity to play other tuned instruments such as guitar, piano and tin whistle.

Literacy
Musical literacy will be introduced from junior infants in an informal way in creating and listening to music. From 1st class, more formal literacy will be introduced as per the Music Curriculum guidelines.

Composing
The children in Scoil Ghráinne, having come from many different cultures and traditions will be given the opportunity to create music and musical graphic scores. Teachers will aim to develop the musical creativity in response to:

- pictures
- other pieces of music
- videos
- Dramas
- Stories
- Sounds in the environment
- To accompany a nursery rhyme, song, poem or story
- To explore the musical concepts/elements
- To experiment with sound
- To portray a character, mood or setting
- To illustrate events
- To convey an abstract concept
- To explore melody

Musical Concepts
By discussing the children's work and the work of other musicians, the teacher can informally draw attention to the various musical concepts.

- **A sense of pulse:** - throb, steady beat, strong or weak, grouped, e.g. in 3's or 4's.
- **A sense of duration:** -long/short, patterns, rhythm, silences.
- **A sense of tempo:** -fast/slow.
- **A sense of pitch:** - high/low, imitate melodies; perceive the shape of a melody on a stave, movement by steps or by leaps.
- **A sense of dynamics:** - loud/soft, getting louder, getting softer.

- **A sense of structure**: - same/different, identify a contrasting or repeated section.
- **A sense of timbre:** - Tone colours – explore and differentiate between different sounds and instruments.
- **A sense of texture**: - one sound/ several sounds from graphic or when listening.
- **A sense of style: -** listen and respond to music in a wide range of styles.

Differentiation

All children will be treated equally in the area of Music and will be encouraged to participate to their own ability. Any child with Additional Educational Needs will be given every opportunity to participate in Music. Appropriate supports will be provided for children with Additional Educational Needs where required. Children who display a particular talent in the area of Music will be encouraged to develop this talent e.g. through performing for other classes throughout the school or through encouraging parents to further develop this talent. 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. Equal opportunities will be given to all pupils regardless of gender, ethnic background or socio-economic status across all strands and activities.

Linkage and Integration

The strands of performing, listening and responding and composing are intrinsically linked and two or three of these elements may be used in any one lesson. Music is also widely integrated across the curriculum. Scoil Ghráinne has adopted a 'Thematic Approach' to teaching and learning. Music can be used as a methodology across all subject areas to enhance learning.

- Maths – songs about shapes, rhymes/rhythms to develop an understanding of number
- Gaeilge – Rainn agus amhráin
- English – Poetry and composing to story, responding to music through writing and linking picture books and phonics
- SESE – thematic approach
- Goodness Me Goodness You – Music from various cultures and faiths
- Visual Arts – look/listen and respond through music or listen and respond to music through art
- Drama – using / composing music to accompany a piece of dramatic action
- PE – responding to music through dance
- S.P.H.E -Mindfulness and regulation activities supported by calming music. Circle time during SPHE lessons. You Can Do It Songs.

Assessment and Record keeping

Assessment is measured against the criteria set for the learning. Assessment informs the teaching and learning of music because it determines where adjustments are needed in instruction and whether the child is adequately prepared for the introduction of the next unit or a higher level. Teacher observation is the main assessment tool for whole class, group or individual activities. In addition, the following assessment tools will be used as necessary:

- Teacher-designed tests and tasks
- Recordings of the children's work
- Graphic/pictorial scores

This progress will be communicated to parents during parent teacher meetings and in the end of year report.

3. Organisation

Timetable

As per the curriculum guidelines, teachers will assign 2.5 hours (for Infant Classes) and 3 hours (1st Class – 6th Class) for Arts Education

The time allocated to Music in every class will be prioritised at the discretion of the teacher. Teachers may occasionally block plan their time for Music. Teachers may also choose to block times for Music at particular times in the year e.g. Winter Performances, Seachtain na Gaeilge

Health and Safety

Consideration is given to the following when planning for music:

- Hidden dangers if children are moving around the classroom
- Storage facilities for instruments
- Access to, and transport of, equipment/instruments
- Amount of space for children to sit or stand when doing choral, instrumental work or when responding through dance
- Appropriate volume levels when using audio equipment and instruments.

Resources and ICT

Each year band is furnished with a box of percussion instruments to be shared among the three classes of the year band. A list of all resources in the music boxes can be found on the lid of each box.

Other resources accessible include:

- Guitars
- Piano
- Piano keyboard
- Additonal audio files available for use on the shared drive
- Youtube can be accessed for various videos and musical tracks
- Spotify
- Dabbledoo Music Programme
- Bua na Cainte (amhráin agus rainn)
- You Can Do It (audio files)

Staff development and CPD

- Teachers will have access to all of the resources mentioned above

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- Notices of musical workshops will be circulated by email and mentioned at staff meetings
- Courses for continuous professional development will be circulated to teachers

Parental and Community links

- Parents will be given the opportunity to view children's work during the Winter Performances, Welcome Ceremony, Graduation Ceremony, Intercultural Day etc.
- Parents are welcome to use their own musical skills to aid in school activities
- Community musicians will visit the school to provide musical workshops
- Children may also take visits to musicals and the National Concert Hall to view performances

Implementation

The Post Holder and the Music Committee are responsible for:

- Ensuring that this policy is reviewed regularly
- The acquisition of suitable resources
- Conveying relevant information to staff
- Organisation of visits and performances
- Organisation of visits to musical performances
- Liaising with companies regarding resources etc.

4. Review

Roles and Responsibilities

All teachers, under the guidance of the Principal, will be responsible for the overall development of the Music Curriculum. All teachers will be responsible for resources.

Timeframe

This whole school plan for Music in Scoil Ghráinne CNS has been revised in 2025 and will be reviewed and updated where necessary.

Ratification and Communication

The plan was ratified by the BOM of Scoil Ghráinne CNS on 11/9/25

It will be available on the school website and the shared drive to be viewed by staff and the wider community.

Signed: Séamus Ó Dálaigh
Chairperson of Board of Management
Date: 11/9/25

Signed: Jonathan Hanlon
Principal/Secretary to the Board of Management
Date: 11/9/25

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