

MUSIC POLICY

Introduction and Rationale

Enable Ireland Sandymount School is a special school which caters for students with physical disabilities and complex needs. Music has a significant role to play in the holistic education of our students. Music activities can influence the development of personal, social, physical and intellectual abilities. Individual and group music sessions can provide opportunities for children to participate at their own level. These musical experiences can contribute to the development of self-confidence and self-esteem.

The collaborative and interpersonal nature of musical experiences can influence the development of social skills. The latter is a critical component of our special needs education curriculum. Music activities can enhance learning in other subject areas and the motivational nature of these activities make it an excellent subject for integration across the curriculum. Opportunities for free expression will allow pupils to be creative and help with problem-solving. Education in the Arts 'extend children's understanding, imagination and creativity through a broad range of experiences' (Primary Curriculum Framework p.18).

Our Vision

We are committed to the holistic development of our students. The music curriculum in Sandymount School will give our students opportunities to express themselves creatively and to develop musical knowledge. The music curriculum will be facilitated, with the support of a music therapist, through music activities, designed to cater for individual cognitive and physical levels of ability. Performance is an important aspect of our music vision, students are encouraged and facilitated to participate in whole school performances for peers and parents and staff during the school year.

Through engagement with music our students are encouraged to be as independent as possible, making active choices and communicating to peers and staff alike about personal preference. Where students have high dependency needs, the discrete support of special needs assistants is extremely valuable.

Our Aims

- To enable the child to enjoy and appreciate music
- To develop the students capacity to express ideas, feelings and experiences through music as an individual and in collaboration with others,
- To develop the child's awareness of and response to a wide range of musical genres, including Irish music
- 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-skills and lifelong learning through the acquisition of musical knowledge, skills, concepts and values



- To acquire and adapt instruments with a view to giving all students the experience of playing an instrument successfully.
- To explore the use of ICT as a tool, which may enhance the delivery of the music curriculum to students with physical and intellectual difficulties
- To enhance the quality of the child's life through aesthetic musical experience

Curriculum Planning

In Sandymount School we believe in fostering enjoyment in music making. We seek to develop the skills, understanding, knowledge and attitudes of the child. We allow for musical growth and the development of creativity in the child.

The music curriculum is structured as follows:

Strands	Strand Units
Listening and Responding	Exploring sounds Listening and Responding to music
Performing	Song Singing Early Literacy Playing Instruments
Composing	Improvising and Creating Communicating about and recording composition

The Musical concepts are based on the elements of music and will be developed as the students engage in learning activities

- A sense of pulse
- A sense of duration
- A sense of tempo
- A sense of pitch
- A sense of dynamics
- A sense of timbre
- A sense of texture
- A sense of style

Approaches and Methodologies

- Talk and discussion
- Active learning and doing
- Active choice making
- Collaborative learning
- Listening and responding
- Performing using percussion instruments, voice and assistive technology
- Performing for all occasions during the School year



The Primary Curriculum Framework (p 23) outlines the importance of teachers preparing a learning environment where pupils can explore, discover, enquire and experiment. Sandymount School also recognises the importance of preparing a respectful, nurturing environment which provides the security for learning and development to occur. Our students benefit greatly from a multi-sensory approach in the presentation of music. Pictures, signs, concrete materials and movement appropriate to a song or piece of music can be a valuable aid to comprehension. In whatever approach and methodology adopted for teaching music, it is necessary that the experience should:

- Foster enjoyment in music making
- Seek to develop skills, understanding, knowledge and attitudes of students
- Allow for musical growth and the development of creativity in our students

Children with Different Needs

Exposure to a well-structured enjoyable music activities can be stimulating and life-enhancing for our students. We endeavour to cater for individual needs in the development of knowledge, skills and understanding in the area of music. **Music activities are differentiated in order to meet the needs of the children. Our music therapist provides invaluable advice to teachers on adapting musical activities and experiences for individual needs.**

Linkage and integration

The Primary Curriculum Framework states that integration of Curriculum Areas (p.14), Key Competencies (p.8) and opportunities to draw on multiple sources of knowledge and skills benefits the learner. The strands of the music curriculum are very much inter-related and often music lessons will include elements of all three. While promoting a child-centred holistic education for our students, it is encouraged that music be integrated across all subject areas.

Assessment

The Primary Curriculum Framework outlines three way assessment takes place – intuitive assessment, planned interactions and assessment events (p.22). Intuitive assessment is ongoing and is particularly relevant to music sessions.

- Teacher observation
- Student feedback – monitored by music therapist through observation of student responses where a student is non-verbal

Equality of Participation and Access

All of our students have equal access to music activities.

Organisational Planning

Music is integrated across the curriculum and teachers have music resources available to them to cater for individual needs. Class teachers may join with other to team teach in this area. The SNAs may assist in order to facilitate access to the curriculum for all pupils. Additionally each class have two sessions per week with our music therapist. Some pupils attend small group or one to one sessions with the music therapist.



Resources

We have a wide range of musical instruments, recorded music and resource material. Staff are encouraged to use technology to improve access to music for all, while our music therapist provides support and ideas in adapting musical experiences. Each class their own box of musical instruments. TacPac and The Equals Music Programme are available for teachers to use in the classroom.

Individual teachers' planning and reporting

Teachers will include music in their fortnightly/monthly plans and reports.

Staff development

Teachers work closely together and share their talents and strengths. Information on courses will be circulated as soon as they come into the School. The musical therapist provides advice for staff as needed

Parental involvement

Parents and families who would like to be involved in musical events in the school will always be welcomed by the staff of Sandymount School.

Community Links

Classes are encouraged to attend musical performances off site, while we endeavour to create musical experiences in school by means of visiting bands, singers and performers.

Success criteria

Engagement and enjoyment of music experience by all

Review and Ratification

This policy was reviewed and ratified by the Board of Management.

Signed:



Sé Goulding
Chairperson of Board of Management



Jennifer Doyle
Principal

Date: 17 April 2024



Strand Listening and Responding

Exploring sounds

Listening and responding to music

Attending

The student should be enabled to

- become aware of familiar sounds in the immediate environment
- have the opportunity to use a wide variety of sound-making equipment/toys
- attend to the direction from which sounds come
- begin to associate sounds with their source
- experience periods of silence
- listen to an adult's voice being used in different ways
- listen to his/her own incidental vocalisations being imitated by others
- listen to recordings of familiar voice
- listen to sounds of machines/animals
- allow parts of the body to be used to make sounds
- participate in making sounds using a wide variety of homemade and manufactured instruments
- participate in experimenting with different ways in which instruments can be played
- listen to a range of short pieces of music
- become aware of the difference between pieces of music
- become aware of the moods associated with various types of music
- develop awareness of a steady pulse or beat in live or recorded music
- become aware of varying tempi in music

Responding

The student should be enabled to

- respond to familiar sounds in the immediate environment
- show interest in using sound making equipment/toys objects freely
- look/turn towards the direction of sounds when asked
- associate sounds with their source when asked
- show reaction to periods of silence
- show reaction when his/her vocalisations are imitated by an adult of student
- imitate sounds of a voice being used in different ways
- show reaction to a recording of familiar voices
- imitate sounds of machines/animals when asked
- copy ways of making sounds using body percussion
- imitate ways of making sounds using manufactured and homemade instruments
- show interest in and imitate a variety of ways of playing instruments
- listen and express feelings about a range of short pieces of music
- indicate, when asked a desire for music to continue/stop
- make a choice between instruments when asked
- make a choice between two pieces of music when asked
- respond appropriately to familiar music that is regularly used for a particular purpose

Initiating

The student should be enabled to

- draw attention to sounds heard in the environment
- experiment with sound-making equipment/toys
- track and find the source of sounds
- identify familiar sounds in the environment
- operate sounds to signify routine events
- understand and maintain silence when appropriate
- use his/her voice in different ways
- seek to play recordings of familiar/favourite voices
- make machine or animals sounds when playing or in response to rhymes or songs
- classify sounds according to type of sound
- experiment with using the body to make percussion sounds
- explore ways of making sounds using manufactured and homemade instruments
- experiment with a variety of techniques using manufactured and homemade instruments
- link a familiar sound with the instrument that makes it
- chose independently a favourite instrument or an appropriate instrument for a particular purpose
- show interest in or ask to listen to music
- show preference for a particular type of music and make choices about preferences



<ul style="list-style-type: none"> • increase his/her awareness of the difference between loud and soft sounds • increase his/her awareness of sounds of different duration • listen to, observe and participate in making sounds of contrasting pitch • move rhythmically to various types of music, give guidance as necessary • have the opportunity to attend live music performances • develop an awareness of sharing a listening experience with other 	<ul style="list-style-type: none"> • imitate steady clapping, marching or tapping steady beat to live or recorded music • respond to fast and slow tempi • discriminate between loud and soft sounds • respond to patterns of long sounds and short sounds • discriminate between high and low sounds • respond to the rhythm and mood of musical pieces by moving rhythmically and expressively, with gradually decreasing guidance • have the opportunity to respond to the special atmosphere or live music performances • show awareness that others are sharing a listening experience 	<ul style="list-style-type: none"> • show ability to maintain a steady beat when listening to live or recorded music • understand the difference between fast and slow tempi • understand the difference between loud and soft sounds • recognise the difference between long and short sounds • understand the difference between high and low sounds • communicate about the characteristics of pieces of music • respond imaginatively to short pieces of music through self-inspired movement • have the opportunity to attend and communicate about live music performances • make attempts to share a listening experience with others
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Taken from the Music Guidelines for Teachers of Students with Severe and Profound General Learning Disabilities (p. 11 – 17)
[P_Sev_Music.pdf \(ncse.ie\)](#)



Strand: Performing

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> • become aware that other listen to the sounds he/she makes • become aware of the sounds made by other in a group • attend to the musical pattern of familiar songs, rhymes and melodies • become aware that familiar songs, rhymes and melodies can be represented by a picture • become aware that rhythm patterns can be represented by pictorial symbols • develop awareness of being involved in performing for others • answer a prompt to play an instrument on cue • become aware of the difference between playing loudly and softly, quickly and slowly, high notes and low notes • attend of instruction for starting and stopping • have opportunities to help conduct a class performance • listen to/look at recordings of his/her own vocalisation/instrument playing (individual and group efforts) 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> • show awareness that other listen to the sounds he/she makes • respond to sounds made by others in a group • imitate sound sequences to develop a sense of pitch • recognise and respond to musical patterns in familiar songs, rhymes and melodies • imitate the matching of selected sounds with their pictured sources • follow/point to pictorial rhythm symbols that represent a short rhythm pattern, with help if necessary • follow pictorial symbols to play a short rhythm on an instrument, with help if necessary • show anticipation and awareness of performing for others • respond to a prompt to sing/play an instrument on cue • respond to instruction on musical elements as appropriate to performance • respond to instructions on conducting a class performance • respond to recording of his/her own performance (individual or as part of a group) 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> • deliberately make sounds in order to gain or sustain attention • join in independently with others in a group • sing/play familiar short melodies • initiate actions/recitation of familiar songs, rhymes and melodies • match sounds independently, with their pictured source • tap familiar rhythm patterns independently by following pictorial symbols • recognise and sing/play short tunes with pictorial notation, combining rhythm and pitch, e.g. Rain, Rain, 'Hello song' • understand what performing entails and communicate a desire/unwillingness to perform • know when his/her turn comes to sing/play an instrument in a group performance • play with a sense of appropriate dynamics, pitch, tempo, rhythm and structure • make a good attempt to conduct a class performance • sing/play independently familiar tunes from memory • enjoy and communicate about recordings of his/her own individual or group performance

Taken from the Music Guidelines for Teachers of Students with Severe and Profound General Learning Disabilities (p. 18 – 20)
[P_Sev_Music.pdf \(ncse.ie\)](#)



Composing

Attending

The student should be enabled to

- attending to the variety of sounds that can be created with voice and body percussion
- become aware of the broad range of sounds that can be created using homemade and manufactured instruments
- participate in and attend to the use of sounds effects to accompany stories, rhymes, games and pictures
- listen to and participate in creating patterns of sounds
- listen to recordings of his/her own musical compositions or class compositions
- participate in making pictorial representations of his/her own short musical compositions or class compositions

Responding

The student should be enabled to

- show interest in experimenting with making sounds using his/her voice and body percussion
- show interest in experimenting with sounds from a broad range of homemade and manufactured instruments
- respond to prompts to make sounds effects to accompany favourite stories rhymes, games and pictures
- respond to encouragement to make patterns of sounds
- with help, invent and perform short patterns of sounds with some control of musical elements
- react to recordings of his/her own musical compositions or class compositions
- show interest in make pictorial representations of his/her own short musical compositions

Initiating

The student should be enabled to

- make vocal sounds and use body percussion to achieve particular sound effects
- choose independently from a broad range of homemade and manufactured instruments in order to achieve a variety of sound effects
- independently select sounds from a variety of sources to accompany stories, games and pictures
- invent and perform short musical pieces with creasing control of musical elements
- enjoy making and playing recordings of his/her own compositions
- make a good attempt or ask for help in making pictorial representations of his/her own short musical compositions or class compositions

Taken from the Music Guidelines for Teachers of Students with Severe and Profound General Learning Disabilities (p. 21 – 22)
[P_Sev_Music.pdf \(ncse.ie\)](#)

