



**Newport Convent Primary School**

**MUSIC POLICY**

## **Introductory Statement**

The staff of Newport Convent Primary School have collaboratively drawn up and reviewed this whole school plan in Music. This plan is for the information of teachers, others who work in the school, the Board of Management, Department of Education and Science and other interested parties in the school community.

### **Staff Reflection:**

The teachers reviewed the teaching in our school of the three strands of the Music Curriculum –i.e.(i) Performing, (ii) Listening and Responding, and (iii) Composing. All teachers are following the Into Music series (Junior Infants – Sixth class). All teachers agreed that this music series provides a range of enriching activities that embody the three strands of performing, listening and responding and composing, as prescribed by the Revised Music Curriculum for primary schools. The Into Music series is based on a thematic approach, using a different theme for each month of the year.

Teachers feel that all strand units are satisfactorily dealt with throughout the whole year and all teachers follow the “Into Music” music series planning template in the Teacher’s Manual throughout the year. Some teachers may also use their own music material to supplement teaching of Into Music and also teach their own class an instrument such as Tin Whistle during the school year

## **Rationale**

Music is an important part of social culture which can enrich the lives of individual pupils. The music curriculum provides opportunities for pupils to progress to a level where they can derive pleasure and enjoyment from participating individually or in group musical activities involving listening, responding, composing and performing. There is a multiplicity of ways in which pupils can actively participate in musical activities regardless of their ability level.

Pupils will be given the opportunity to:

- Explore sound through singing, moving, listening and playing instruments.
- Experience social and musical aspects of sharing music and making music together.
- Develop their music ability by participating in and enjoying an expanding range of different kinds of music.
- Develop their understanding and appreciation of a wide range of different kinds of music.

- Develop skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work, for example, listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self confidence and sensitivity towards others.

### **Vision**

We believe that music education is part of a balanced curriculum which aims to develop the whole child. We are committed to maintaining a wide-ranging music curriculum, which we believe is an essential part of the whole curriculum, contributing in a major way to the spiritual, moral, emotional, cultural and intellectual development of the children. Through music education we seek to provide opportunities for pupils to understand themselves and relate to others, forging important links between the home, school and the wider community.

### **Aims**

We endorse the aims of the Primary School Curriculum for Music with particular emphasis on enhancing the quality of a child's life through aesthetic musical experience.

- 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 enhance the quality of the child's life through aesthetic musical experience.
- To foster higher-order thinking-skills and lifelong learning through the acquisition of musical knowledge, skills, concepts and values.
- To nurture the child's self-esteem and self-confidence through participation in musical performance.

### **Underpinning Principles**

The guiding principles which inform the teaching and learning of music in Newport Convent Primary School are:

- Music is for all teachers and for all pupils.
- Active enjoyable participation is fundamental to the music curriculum.
- The three strands of the Music Curriculum (listening and responding, performing, and composing) are equally important.
- Music enhances the child's life.
- Music lends itself easily to integration with other areas of the curriculum and planning for this integration in advance allows the teacher to reinforce musical concepts in other areas of the curriculum.

We agree as to how these messages relate to current practice in our school:

- All our teachers are involved in music education in our school.
- All children are included.
- Teachers and children enjoy music in our school.

## **Content of Plan**

### **Strand: Performing**

*Children from Junior Infants to Second Class will:*

- Recognise and sing familiar songs and melodies from other sources, with increasing vocal control and confidence as the children progress. These should include pentatonic songs (based on five notes: d,r,m,s,l).
- Develop a sense of pitch through imitating short melodies in echoes (In Infant classes the vocal range is five to six notes D to A and by seven or eight years the range will increase to an octave).
- Show the shape of melodies by moving upwards, downwards or staying the same.
- Show the steady beat (pulse) when listening to; accompanying or performing familiar songs, rhythmic chants or games.
- Perform songs and rhymes with a sense of dynamic (loud/soft) where appropriate. By 1<sup>st</sup> and 2<sup>nd</sup> class children will begin to select the dynamics most suitable to a song.

- 1<sup>st</sup> and 2<sup>nd</sup> class will understand the difference between beat (pulse) and rhythm e.g. one group will clap the beat, another group taps the rhythm, and another group sings the song.
- 1<sup>st</sup> and 2<sup>nd</sup> will identify obvious differences between sections of songs in various forms e.g. verse and refrain.

*Children from Third to Sixth Class will:*

- Recognise and sing from a widening and more demanding repertoire of songs with increasing vocal control, confidence and expression.
- When singing children should show greater control of pulse, tempo, pitch, diction and posture.
- Perform songs with increased control of dynamics, phrasing and expression and relate words and mood of a song to style of performance.
- Understand the difference between beat (pulse) and rhythm.
- Notice the differences created between the sections of songs in different forms
- Perform simple part-singing:
  - a) Perform rhythmic or melodic ostinato- a pattern that is repeated over and over.
  - b) Use a drone in accompanying a song – long held notes.  
Perform in groups simple rounds in two or three parts e.g. “Three Blind Mice”, “Ceol arsa an t-asal”.

*5<sup>th</sup> and 6<sup>th</sup> class:*

- e) Distinguish individual parts in a round by singing, listening and moving.
- f) Perform a round in several textures: voices, chimebars and /or glockenspiel.
- g) Perform as part of a group, two songs sung individually and as partner songs e.g. “This old Man” and “Michael Finnigin”
- h) Perform as part of group arrangements songs that include countermelodies or harmony parts.
- i) Identify unison parts (playing or singing the same line) and harmony parts (two or more independent parts played together) visually (from notation) and aurally.

## **Objectives for Literacy**

*Children from Junior Infants to Second Class will:*

### **Rhythm**

- Match selected sounds with their pictured source e.g. teacher hums “Twinkle Twinkle” or “Pease Pudding Hot” and the child chooses a picture of a star or a picture of a porridge bowl as the appropriate matching symbol.
- Recognise and perform simple rhythm patterns from pictorial symbols e.g. cat/ kitten, dog / puppy.
- Identify and perform familiar rhythm patterns from memory and from notation.
- Progress from pictorial to stick notation – ta, ti ti and ta rest).

### **Pitch**

- Recognise the shape (contour) of a simple melody.
- Recognise and sing familiar tunes within range of two and three notes: s,m,l – hummed, sung to one syllable e.g. da da da; sung in tonic solfa e.g. s,m; from signs; from staff notation hand ( two – lined stave).

### **Rhythm and Pitch ( 1<sup>st</sup> and 2<sup>nd</sup> class)**

- Recognise and sing simple tunes, from simplified notation, combining rhythm and pitch using:
  - a) stick notation
  - b) simplified staff notation (two – lined stave)

*Children from Third to Sixth Class will:*

### **Rhythm**

- Identify and define rhythm patterns of well- known songs and chants

### **Pitch**

- Recognise and sing familiar tunes in a variety of ways: hummed, sung to one syllable (e.g. da da da ).
- Use standard symbols to identify and sing a limited range of notes and by 5<sup>th</sup> / 6<sup>th</sup> class children will in addition read and play simple melodies from sight.

### **Rhythm and Pitch**

- Children will use standard symbols to notate simple rhythm and pitch.
- By sixth class children will understand the function of major key signatures indicating the position of doh e.g. C major, D major, G major, F major.

## **Objectives for Playing Instruments:**

*Children from Junior Infants to Second Class will:*

- Play simple percussion instruments e.g. triangle, tambourine, and drum. They will learn to take turns, play in ones, twos and in small groups
- Use simple homemade and manufactured instruments to accompany songs, nursery rhymes or rhythmic chants.
- Children in first and second class will use percussion instruments to show beat or rhythm in accompanying songs or rhythmic chants
- Children in first and second class will identify and perform two-note and three-note tunes by ear or from simple notation using tuned percussion instruments e.g. chime bars / glockenspiel.

*Children from Third to Sixth Class will:*

- Discover different ways of playing percussion and melodic instruments e.g. scraping or striking a drum, clamping the sound on a triangle by placing hand on it, flicking/ rolling/slapping or shaking a cabasa, playing a xylophone with one or two sticks, covering a number of holes on a tin whistle, using various features on an electronic keyboard.
- Use percussion instruments with increasing confidence and skill to accompany tunes, songs and chants e.g. playing a rhythmic ostinato, playing a drone.
- Identify and perform simple, familiar tunes from memory or from notation. Instruments may include tuned percussion (e.g. chime bars, glockenspiel, xylophone) melodic instruments (e.g. tin whistle, recorder) playing pentatonic tunes (based on five notes: d, r, m, s, l) on the black notes of a keyboard instrument. Repertoire may include simple melodies learned in previous years, simple rounds, and tunes from the listening programme.

## **Strand: Listening and responding**

### **Strand unit: Exploring Sounds**

*Children in classes from infants to second will be enabled to:*

#### **Environmental sounds**

1. Listen to, identify and imitate familiar sounds in the immediate environment from varying sources. Children in first and second class will also describe sounds in the environment with increasing awareness.
2. Describe sounds and classify them into sound families. In first and second-class children will recognise and classify sounds using differing criteria.
3. Classify and describe sounds within a narrow range.

4.Children in first and second classes will recognise and demonstrate pitch differences

#### **Vocal sounds**

1. Recognise the difference between the speaking voice and the singing voice and use these voices in different ways in infant classes.
- 2.Recognise different voices and in first and second class, identify pitch differences in different voices.
- 3.Use sound words and word phrases to describe and imitate selected sounds in infant classes.
- 4.Explore the natural speech rhythm of familiar words in first and second classes.

#### **Body percussion**

- 1.Discover ways of making sounds using body percussion.

#### **Instruments**

- 1.Explore ways of making sounds using manufactured and home-made instruments
- 2.Experiment with a variety of techniques using manufactured and home-made instruments
- 3.Children in first and second class will explore how the sounds of different instruments can suggest various sounds and sound pictures.

*Children in classes from third to sixth will be enabled to:*

#### **Environmental sounds**

- 1.Listen to and describe a widening variety of sound from an increasing range of sources with, in fifth and sixth class, an increased understanding of how sounds are produced and organised.
- 2.Recognise and classify sounds using differing criteria. .

#### **Vocal sounds**

- 1.Discover, and in fifth and sixth class explore, the different kinds of sounds that the singing voice and the speaking voice can make.
- 2.Distinguish and describe vocal ranges and tone colours heard in a piece of music in fifth and sixth class.
- 3.Imitate patterns of long or short sounds vocally, in fifth and sixth class.

#### **Body percussion**

- 1.Discover a wider variety of ways of making sounds using body percussion in pairs, small groups and, in fifth and sixth classes, large groups.

#### **Instruments**

1. Explore ways of making sounds using manufactured and homemade instruments.



## **Strand Unit: Listening and responding to music**

*Children in classes from infants to second will be enabled to:*

1. Listen to a range of short familiar and unfamiliar pieces of music or excerpts.
2. Respond imaginatively to pieces of music through movement.
3. Talk about pieces of music, giving preferences, and illustrate responses in a variety of ways.
4. Show the steady beat in listening to live or recorded music. Children in first and second will differentiate between steady beat and music without a steady beat.
5. Recognise and show the difference between fast and slow tempos and in first and second-class, getting faster or getting slower.
6. Differentiate between sounds at different dynamic levels (loud and soft) and, in first and second class, getting gradually louder and getting softer.
7. Recognise and show the difference between high and low sounds.
8. Listen and respond to patterns of long sounds and short sounds.
9. Perceive the difference between long and short sounds in first and second-class.
10. Identify obviously different instruments in first and second class.

*Children in classes from third to sixth will be enabled to:*

1. Listen to and describe a broad range of musical styles and traditions, including familiar excerpts, recognising where appropriate its function and historical context.
2. Respond imaginatively to music in a variety of ways.
3. 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.
4. Recognise strong and weak beats (and in fifth and sixth class strong and weak-beat patterns) illustrating them through gestures.
5. Discover (and in fifth and sixth class) identify two-beat time (like a march) and three-beat time (like a waltz) by using gestures to accompany music and later in moving to music.
6. Experience, and in fifth and sixth class identify, six-eight time (like a jig)
7. Identify and describe the tempo of the music as fast or slow, or getting faster or getting slower.
8. Children in fifth and sixth class will recognise and understand how tempo and dynamic choices contribute to an expressive musical performance
9. Children in third and fourth class will distinguish between sounds of different duration (long or short) while listening to music.
10. Identify an increasing number of families of instruments and, in fifth and sixth class, distinguish the main instrument heard in a piece of music and examine the effects produced by different instruments.
11. Respond appropriately to obviously different sections in a piece and, in fifth and sixth class, determine simple form and represent through gestures.

## **Strand Unit: Composing**

*Children from Junior Infants to Second Class are:*

- Selecting sounds from a variety of sources to create simple sound ideas individually or in groups.
- Inventing and performing short, simple musical pieces with increasing control of musical elements.
- Improvising, recalling and inventing new answers to given melodic and rhythmic patterns using voice, body percussion and instruments.
- talking about their work and the work of other children.
- inventing graphic symbols or using standard notation to represent selected sounds.
- recording their compositions on electronic media.

*Children from Third to Sixth Class are:*

- selecting different kinds of sounds to portray a character, a sequence of events or an atmosphere, to accompany a song, poem or story, to portray an abstract concept or an occasion.
- inventing and performing simple musical pieces that show a developing awareness and control of the elements of music.
- describing, discussing and evaluating their work and the work of other children.
- devising and using graphic symbols and/or using standard notation to record simple music patterns and inventions.

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.

## **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

### Performing: Song Singing

Children will generally sing as a whole group in the performing strand. The teacher's voice or a c.d. will be used to guide the children in learning new songs. Children may also be divided into groups to sing songs with rounds/ two parts/ three parts/ two parts with melodic instruments playing the third part/ melody and harmony. Children may sing individually if they wish to do so and if they are comfortable in doing so. Our teachers are aware that the range of notes of a song should be within the range of children's voices. Some of our teachers teach a song by ear—i.e. using their own voice—which is seen as the best method. Others use a melodic instrument, which also works very well. Some teachers use a recording to teach songs.

### Performing: Playing instruments/ Literacy

In the case of early music literacy, playing instruments and literacy, it is felt that direct teaching is initially vital. When sufficiently familiar with the material, the children will then be encouraged to devise their own rhythm patterns. Improvising and creating will involve teamwork and group activities designed by the pupils themselves. It was decided to introduce both tonic solfa and staff notation into the school in a phased manner in accordance with the Into Music series, to facilitate music exercises and develop pupils' music literacy. All children are given the opportunity to use the percussion and melodic instruments which are available in the school. Opportunities are also provided for children to perform for an audience, in their own class and for other classes.

### Listening and Responding:

Teachers' will use the guided discovery approach in this strand. Children will learn about the four families of instruments in accordance with the Into Music series plan for each class. Children in our school are provided with opportunities to listen and respond to music by experiencing a wide range of musical styles, traditions, and cultures. Our teachers provide opportunities for active listening and responding by questioning, prompting, suggesting, listening to short examples repeatedly, etc. in line with Teacher Guidelines p.55. Children are given opportunities to respond to music in a variety of ways which include moving, talking about it, 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 action songs. Children are provided with opportunities to work in different groupings: whole groups, small groups, pairs, and individually; children are especially encouraged to work collaboratively and co-operatively.

### Composing:

Initially teachers will introduce the composing strand as a whole class activity and pupils will engage in collaborative learning. In time pupils will learn to compose their rhythms, melodies, lyrics, sequence, body percussions sequences and rhythms, in groups, pairs and individually. Children are encouraged to improvise, discuss, evaluate, and record music

as part of the Composing Strand. Opportunities are provided to improvise and/or compose in a variety of contexts—e.g. to accompany a 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. Children are given opportunities to compose/improvise using vocal sounds, body sounds, instruments, and environmental sounds.

Children are given opportunities to contribute to the setting of ground rules for creative music activity: when organising composing activities, teachers refer to p.111-112 of Teacher Guidelines.

### **Linkage and Integration**

Particular attention will be given to possibilities for linkage and integration.

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

- Gaeilge (le rannata ,amhráin, scéalta)
- English (oral language, music vocabulary, stories)
- Mathematics (number songs and rhymes)
- Design and make (Science)
- Energy and forces (Science)
- Construction (Visual Arts)
- History (development of music and instruments through the ages, lives of famous composers, different traditions);
- Geography (origins of instruments, music from different countries, cultural links)
- P.E. (dance: appreciation of various genres of music and dance styles).
- R.E. (songs for assembly, school masses, Communion,Confirmation,graduation mass)

Integration may also be approached through planning on a thematic basis. As a staff we will be avail of opportunities for linkage between strands when planning individual music activities.

Through actively completing the strand units of the music curriculum, the children should be enabled to develop a deeper understanding of the musical concepts.

Children in the middle and senior end of the school may learn a musical instrument. Tin whistle is the main instrument that children may learn in our school.

Teachers may decide to have plays/ musicals either at Christmas or at the end of the school year. Children will be involved in the performing and composing strands by participating in these plays/musicals.

Sixth Class children may compose and perform songs for their end-of-year Mass, and the students will be encouraged to play instruments and sing for that event.

### **Assessment**

Teachers are aware that assessment is needed to determine where adjustments are needed in instruction: that assessment for learning goes hand-in-hand with assessment of learning. The assessment tools that our teachers use include teacher observation, teacher-designed tasks and tests, projects, curriculum profiles, recording of the children's work, graphic/pictorial scores. Our teachers understand the importance of having clear learning objectives for each music class.

The main assessment tool used for music will be teacher observation and teacher designed tasks. Teacher's observations feed directly back into the teaching and learning process, emphasising areas of weakness or strength in the children's achievement, providing useful summative information and guidelines for future planning. When assessing the three strands, teachers refer to pp.125-127 of Teacher Guidelines. Teachers will report on the child's progress in music at parent teacher meetings, and in the annual report.

### **Children with Different Needs**

Newport Convent Primary School strives to meet the needs of all children in the school. Our teachers adapt and modify activities so that all children can participate meaningfully in classroom music(refer to p.40-41 of Teacher Guidelines).Teachers will achieve this by varying the pace, content and methodologies, to try to ensure learning and success for all children. 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 the opportunity to take out of school 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.

### **Equality of Participation and Access**

Equal opportunities will be given to all children regardless of gender, ethnic background, socio-economic status across all strands and activities. In planning and implementing the music programme, our teachers promote equal access to music by working in accordance with Teacher Guidelines p. 41.

### **Organisational Planning**

## **Timetable**

Specific time is allocated at each level for music. It is structured by the following:

Infants – 40 mins per week

1st– 6th– 1 hour per week

Some discretionary time may also be allocated periodically for music, particularly in the context of integrated project work or celebration occasions. The time allocated to music may be spread over number of days, rather than as a single block.

## **Resources and ICT**

Every class has their own c.d. player and/or laptop, interactive whiteboard and access to the Into Music series. Teachers may have built up their own bank of musical resources also. Percussion instruments are stored in Ms. Sadleir's room

The local community, musicians living locally, concert halls, local musical events and national support structures will all be considered as valuable resources as support for the music curriculum.

## **Information and Communications Technology**

The teachers realise that children's understanding and experience of music can be broadened and enriched in various ways through the use of ICT. Many programmes encourage active listening, musical playing and meaningful composing, and heighten the relationships between the Listening and Responding, Performing, and Composing strands.

Interactive Whiteboards in all classrooms supply high-tech support for a range of graphic, textual, and sound sources which can greatly enhance understanding in music.

## **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

- Appropriate ventilation levels in the classroom when the pupils are singing

### **Individual Teachers' Planning and Reporting**

Teachers refer to the whole school plan, the music curriculum and the Into Music series to provide information and guidance for their long and short term planning. Teachers will plan using the strands and strand units, and a thematic approach as in the Into Music series plan. The Cuntas Míosúil will serve in reviewing and developing the whole school plan and individual planning, by the Principal's monitoring of work completed by individual teachers and suggesting improvements.

### **Staff Development**

Teachers have access to reference books, resource materials, instruments, equipment, and websites dealing with music. School personnel are encouraged to research new methodologies, try out materials /instruments, and assess whether they should be purchased. Information about in-service courses, school visits, and musical events are communicated to all. Time is allocated at staff meetings to discuss aspects of the music curriculum. Colleagues, who may need assistance, are given help and advice on the preparation and implementation of the music curriculum.

### **Parental Involvement**

Parents are asked to give support to their children's music activities by encouraging active listening, discussing attitudes towards and taste in music, allowing time and space to practise or improvise on an instrument, and by encouraging positive attitudes to music in general and to school-based activities in particular. Parents are sometimes invited to attend school or classroom music events, playing the role of critical listeners or supportive audience members for children's performance, or assisting in the supervision of movements of children. At times, the skills of parent-musicians are included when planning for live performances or when creating a class composition. At times also, the Parents' Association are involved in the organisation of workshops by visiting musicians.

### **Community Links**

The local community, musicians living locally, local arts centres, concert halls, galleries, local musical events and national support structures will all be considered as valuable resources as support for the music curriculum. There are musicians in the locality that can work with the children and/or perform for the children, and, on special occasions, if they are invited to do so. Children may be brought to such places as the University Concert Hall in University of Limerick to listen to and appreciate music. We have a school band and choir who perform at different events in the school and wider community, e.g. school

concerts, First Communion, Confirmation, local events such as the Christmas Lights and St. Patrick's Day parade etc. We will also participate in Peace Proms.

### **Success Criteria**

This plan is intended to make a difference to the learning and teaching of music in our school. We will know that the plan has been implemented when teachers' preparations are based on this plan, and when procedures in this plan have been consistently followed.

We will know that the plan has achieved its aims when:

- Children have a positive attitude and appreciation of music.
- Children have an interest in expression through music
- Children engage in listening and responding, performing, and composing music
- Children have explored sound, including vocal sound, body percussion, instruments, and environmental sounds
- Children have listened and responded to music from a wide range of genres and cultures in a variety of ways
- Children sing songs appropriate to their vocal range, from a wide variety of genres and cultures
- Children play a variety of instruments
- Children experience a variety of ways of recording music, which may include graphic, pictorial, I C T, and traditional music notation
- Children improvise and create music using a variety of sound sources
- Children talk about, evaluate, and record their work.

Each teacher will evaluate the Music programme periodically by referring to the objectives in the 1999 Music curriculum. A short session at staff meetings may be allocated from time to time to discuss the progress of the Music curriculum throughout the school. The assessment of children's work is made by teachers based on their informal observations. These observations will be communicated on an informal basis between class teachers and to parents at parent teacher meetings. More formal reports of these observations will be made to parents as part of annual written school reports



## **Implementation**

### **Roles and Responsibilities**


The plan will be implemented and developed by the teachers and supported by the Board of Management. The principal will co-ordinate and monitor the progress of the plan in the classrooms by formal and informal discussions with the teachers, encourage and accept feedback on its implementation, and report to staff on findings.

### **Review**

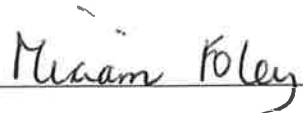
It will be necessary to review this plan on a regular basis to ensure optimum implementation of the music curriculum in the school. The review will provide an opportunity to report on findings and to take feedback from staff.

### **Ratification and Communication**

This school plan for music has been ratified by the Board of Management of Newport Convent Primary School in October 2024. It will be reviewed every two years or as deemed necessary. It is available to view on the school website.

Signed:   
Chairperson, Board of Management

Date: 9/10/24

Signed:   
Principal

Date: 9/10/24