



Music Plan for Darrara National School

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Underpinning Principles

The guiding principles which inform the teaching and learning of Music in our school are:

1. Music is for all teachers and all children
2. The three strands are equally important –
 - i. Listening and Responding
 - ii. Performing and
 - iii. Composing
3. Active enjoyable participation is fundamental to the Music curriculum
4. Music enhances and enriches the child's life.

Rationale

This plan is a record of our decisions regarding Music, and it reflects the Primary Curriculum, 1999. It is intended to guide teachers in their individual planning for Music.

Vision

Our school recognises that Music education is part of a balanced curriculum which aims to develop the whole spectrum of the child's intelligence. We also seek to develop the child's aesthetic, intellectual, emotional, creative and cultural development through engagement in positive musical experiences.

Aims

We endorse the aims of the Primary Curriculum for music, which are:

- 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, feeling 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 music 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.

1. Content Objectives for each class level

Listening and Responding Strand Unit: Exploring sounds

Objectives

1st & 2nd classes

Environmental Sounds

- Listen to, identify and imitate familiar sounds in the environment with increasing awareness
- Recognise and classify sounds using differing criteria

Vocal Sounds

- Recognise and demonstrate pitch differences
- Identify pitch differences in different voices
- Explore the natural speech rhythm of familiar words

P32 curriculum

Body Percussion

- Discover ways of making sounds using body percussion

Instruments

- Explore ways of making sounds using manufactured and home-made instruments
- Explore how the sound of different instruments can suggest different sounds

3rd & 4th classes

Environmental Sounds

- Listening to and describe a widening variety of sound from an increasing range of sources
- Classify and describe sounds within a narrow range

Vocal Sounds

- Recognise and demonstrate pitch differences
- Discover the different kinds of sounds that the singing voice can make
- Imitate patterns of long or short sounds vocally

P48/49 curriculum

Body Percussion

Discover ways of making sounds using body percussion, in pairs and small groups

Instruments

- Explore ways of making sounds using manufactured and home-made

- instruments
- Explore how the tone colour of suitable instruments can suggest various sounds and sound pictures

**5th&6th
Classes**

Environmental Sounds

- Listen to sounds in the environment with an increasing understanding of how sounds are produced and organised

Vocal Sounds

- 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 68/69/70
curriculum**

Body Percussion

- Identify a variety of ways of making sounds using body percussion in pairs and in small and large groups

Instruments

- Explore ways of making sounds using manufactured and home-made instruments
- Explore how the tone colour of suitable instruments can suggest various sounds and sound pictures

Strand Unit: Listening and responding to Music

Objectives

**1st & 2nd
classes**

- Listen to a range of short, familiar and unfamiliar pieces of music or excerpts
- Respond imaginatively to pieces of music through movement
- Talk about pieces of music, giving preferences, and illustrate responses in a variety of ways

**P33/34
curriculum**

- Show the steady beat in listening to live or recorded music.
- accompanying or chants
- Differentiate between steady music 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 softer)
- Perceive the difference between long and short sound
- Identify obviously different instruments

**3rd & 4th
classes**

- Listen to and describe 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. 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.
- accompanying or chants
- Differentiate between steady music and music without a steady beat
- Recognise strong and weak beats, illustrating them through gestures
- Identify and show the tempo of the music as fast or slow, getting faster or getting slower
- Distinguish between sounds of different duration (long or short) while listening to music
- Identify some families of instruments
- Respond appropriately to obviously different sections in a piece
- Discover 2-time beat and 3-time beat by using gesture to accompany music
- Experience 6/8 time (like a jig)

**P50/51
curriculum**

**5th & 6th
Classes**

- Listen to and describe a broad range of musical styles and traditions, including familiar excerpts, recognising its function and historical context where appropriate
- Listen to his/her own compositions and the compositions of others recording or live performances- and evaluate in terms of personal response, choice of instruments and expressive qualities
- Respond imaginatively to longer pieces in a variety of ways
- Identify families of instruments
- Examine the effects produced by different instruments
- Distinguish the main instrument heard in a piece of music
- Recognise and understand how tempo and dynamic choices contribute to an expressive musical performance

**P68/69/70
Curriculum**

- Recognise strong and weak beats, 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 gesture
- Experience dotted rhythms or syncopation in familiar tunes through gestures and movement.

Performing

Strand Unit: Song Singing

Teacher guidelines

- P70-88 General guidelines for Song Singing
- P72 Singing ranges
- P74 Singing with the musical elements in minds
- P76- 81 Effective singing skills
- P84-85 Developing part singing
- P86/87 Public performances
- P88 Overcoming singing difficulties
- P 82/83 Exemplar 14 Teaching a song (first to sixth classes)

Objectives

1st & 2nd classes

- Recognise and sing with increasing vocal control and confidence a growing range of songs and melodies
- Recognise and imitate short melodies in echoes,
- Show the steady beat 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 dynamic most suitable to a song
- Notice obvious differences created between sections of songs in various forms

P35
curriculum

3rd & 4th classes

Unison singing

- Sing from memory a widening repertoire of songs with increasing vocal control, confidence and expression
- Show greater control of pulse and tempo while singing well- known tunes
- Understand the difference between beat and rhythm
- Perform familiar songs with increasing understanding and control of pitch and extended vocal range
- Performing familiar songs with increasing awareness of dynamics,

P52/53
curriculum

- phrasing and expression
- Notice obvious differences created between sections of songs in various forms

Simple part singing

- Perform a rhythmic or melodic ostinato or drone in accompanying a song
- Perform, in groups, simple rounds in two or more parts

**5th & 6th
Classes**

Unison singing

- 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; dynamics, phrasing and expression
- Relate words and mood of a song to style and performance
- Notice the differences created between the sections of songs in different forms
- Explore structural elements within familiar songs

Simple part singing

- Perform a rhythmic or melodic ostinato or drone in accompanying a song
- Distinguish individual parts in a round by singing, listening, moving or by observing notational cues
- Perform a round in several different textures
- Perform, as apart 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 and harmony parts visually and aurally

P71/72
Curriculum

Performing

Strand Unit: Literacy

Teacher guidelines

- P89-103 General guidelines for Literacy
- P90/91 Graphic notation
- P82-101 Standard notation
- P93 Note values
- P96-99 Pitch
- P100 Pentatonic music
- P95 Exemplar 16 Sequence for teaching a new element
- P 98/99 Exemplar 17 Stages of pitch notation
- P102 Exemplar 19 Introducing a new note
- P136 Hand signs
- P137 A suggested sequence in rhythm
- P138 A suggested sequence in melody

Objectives

1st & 2nd classes

Rhythm

- Identify and perform familiar rhythm patterns from memory and from notation

Pitch

- Recognise the shape of a simple melody
- Recognise and sing familiar tunes and singing games within a range of two or three notes

P36/37
curriculum

Rhythm & Pitch

- Recognise and sing simple tunes, from simplified notation, combining rhythm and pitch

3rd & 4th classes

Rhythm

- Identify and define the rhythm patterns of well-known songs and chants
- Recognise and use some standard symbols to notate metre and rhythm

Pitch

- Recognise and sing familiar, simple tunes in a variety of ways
- Recognise the shape of melodies on a graphic score or in standard notation
- Use standard symbols to identify and sing limited range of notes and melodic patterns
- Use standard symbols to notate simple rhythm and pitch

P54/55/56
curriculum

Rhythm & Pitch

- Discover how pentatonic tunes can be read, sung and played in g doh, c doh or f doh
-

**5th & 6th
Classes**

Rhythm

- Recognise longer and more complex rhythm patterns of familiar songs and chants
- Recognise, name and use some standard symbols to notate metre and rhythm

Pitch

- Recognise and sing familiar tunes in an increasing variety of ways
- Recognise the shape of a melody and movement by steps or by leaps, from a graphic score or from notation

Rhythm & Pitch

- Use standard symbols to read. Sing and play simple melodies from sight
- 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 G F as doh
- Understand the function of major key signatures as indicating the position of doh

**P73/74/75
Curriculum**

Performing

Strand Unit: Playing instruments

Teacher guidelines

- P104-109 General guidelines for playing instruments
- P106 The Recorder
- P109 Tin Whistle
- P130/131 Musical instruments suitable for primary schools
- P132-135 How to hold and play some percussion instruments

Objectives

**1st & 2nd
classes**

- Play some percussion instruments with confidence
- Use percussion instruments to show the beat or rhythm in accompanying songs or rhythmic chants

- P38 curriculum
3rd & 4th classes
- Identify and perform simple two-note or three-note tunes by ear or from simple notation
 - Discover different ways of playing percussion and melodic 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
- P57 curriculum
- 5th & 6th Classes**
- Perform a range of playing techniques on a wide selection of percussion and melodic 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.
- P76 Curriculum

Composing

Strand Unit: Improvising and Creating

Teacher guidelines

- P110-119 General guidelines for Improvising and creating
- P113 Exemplar 20 Accompanying a story, song or game
- P114 Exemplar 21 Accompanying a poem
- P115 Exemplar 22 Using musical elements
- P116 Composing with rhythmic elements
- P118 Composing using melodic elements

Objectives

- 1st & 2nd classes**
- 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
- P39 curriculum
- 3rd & 4th classes**
- Recall, answer and invent simple melodic and rhythmic patterns, using voices, body percussion and instruments
 - Select different kinds of sounds (voice, body percussion, untuned ad tuned percussion, simple melodic instruments, electronic instruments) to portray a character, a sequence of events or an atmosphere in sound

P58 curriculum
**5th & 6th
Classes**

- 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, body percussion and instruments
- Select a wide variety of sound sources (voices, body percussion, untuned and tuned percussion, melodic instruments and technology 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, body percussion and instruments

**Curriculum
P77**

Composing

Strand Unit: Talking about and recording compositions

Teacher guidelines

- **P110-119 General guidelines for Improvising and creating**
- **P120/121 Talking about and recording compositions**

Objectives

**1st & 2nd
classes**

- 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

**P40/41
curriculum
3rd & 4th
classes**

- 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

**P59
curriculum
5th & 6th
Classes**

- 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

**P78/79
Curriculum**

- different lines of musical patterns and inventions
- Record compositions on electronic media

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.

2. 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

3. Linkage and Integration

Integration

Particular attention will be given to possibilities for integration.

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

- Oral language (English/Gaeilge)
- Design and make (Science)
- Energy and forces- Sound (Science)
- Visual arts: Construction, Drawing, Painting
- P.E: Dance - Exploration, creation and performance of dance
- History - stories that go with particular songs, songs relating to historical events
- Geography -songs relating to different countries or counties
- Religion-Songs from religion programme, Preparation for sacraments, School Choir

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.

4. Assessment and Record Keeping

We will use the following assessment tools for assessing pupils:

- Teacher observation
- Teacher designed tasks and tests e.g. rhythmic dictation, visual arts response to music etc
- Projects e.g. composition projects, Christmas carol service, Choir etc

5.Children with Different Needs

It is the policy of our school that all children in mainstream classes will participate in music activities. Music activities will be differentiated in order to meet the needs of all the children in each class.

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 opportunity to take out of school music 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.

6. 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.

7. Timetable

All classes will have a minimum of one hour per week of Music. This time allocation may be broken down at the discretion of the individual teacher. We recognise that in the junior classes, the time allotted will be of shorter duration on a more frequent basis, while senior classes may divide the hour into longer time spans, such as two thirty-minute sessions, or three twenty-minute sessions.

Teachers may also choose to block times for music at particular times of the year. We

encourage subject/theme integration and for teachers to incorporate music into a variety of lessons.

There are two hours of discretionary time available each week that teachers can occasionally use to support the Music curriculum.

Teachers should ensure that pupils removed from class by special education teachers are included for as much of the Music programme as possible.

8. Resources and ICT

The following publications are in use as reference for members of staff.

Main Scheme used in school: The Right Note

Other resources:

- Various other C.Ds used by individual teachers

Instruments:

Piano, Keyboard, Guitar, Chime Bars, Set of Percussion Instruments, Children's own instruments used where appropriate.

Assembly:

We have a weekly assembly. The music programme forms a central part of assembly each week. We include singing, music and movement activities and listening exercises in assembly from time to time.

An appropriate amount of money will be requested from the Board of Management to fund our music programme. Grants from the DES allocated for the music will be used specifically for this subject. Contributions may also be requested from the Parents' Association, and sponsorship from local businesses.

9. 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.

10. Individual Teachers' Planning and Reporting

Children should have opportunities to experience aspects of all three strands throughout the year.

Teachers planning and cuntais miosuil should reflect this.

11. Staff Development

Staff needs will be assessed and the local Education Centre will be requested to provide suitable ongoing training as the need arises. Teachers on staff who have particular musical ability will offer help and advice to colleagues as required. The staff will also avail of training as provided by the Department of Education and Science.

12. Parental Involvement

Parents who sing or play instruments, who are willing to help with making instruments from found materials, or who would like to be involved in musical events in the school will be considered as a valuable resource by the staff of Darrara National School. Parents will also be asked to help out with our fund raising initiatives.

13. Community Links

The local community and musicians living locally will be considered as valuable resources as support for the Music Curriculum.

Listed below are activities / initiatives which happen in our school annually or bi-annually:

- School mass
- Christmas carol service in local church
- Carol Singing
- Confirmation
- Communion
- Attendance at the Pantomime

- Attendance at the Secondary School concert

Our school also take part in a family mass run by the parish team.

Success Criteria

1. Self- assessment

- Have I/we covered the agreed strand units?
- What do I/we need to change?

2. Pupil assessment

- Teacher observation
- Teacher designed tasks and tests
- Projects

3. DES/outside assessment

Implementation

Roles and Responsibilities

Teachers will be responsible for overall development of the music curriculum.

Review

Roles and Responsibilities

Each teacher and the staff as a group will evaluate the progress in Music. A short session at staff meeting will be allocated to this work.

Timeframe

The content of this whole school plan for music will be fully implemented by _____.

Ratification and Communication

This school plan for music has been ratified by the Board of Management.

It will be reviewed every three years. All teachers on the staff will be responsible for informing the principal of any amendments they think should be made.

Appendix I – Song Resource Log Template

Class	Song	Resource

Strand: Performing









Strand Unit: Playing instruments

All children will receive the opportunity to play untuned and/or tuned percussion instruments. Children from first class to sixth class will receive the opportunity to play the tin whistle and/or chime bars

Strand: Performing

Strand Unit: Literacy

Appendix II – Literacy: Sequence of learning

	Junior & Snr Infants	1 st & 2 nd classes	Introduced in 3 rd class Revised in 4 th class	5 th & 6 th classes
Rhythm	<p>Pictorial symbols</p>  <p><i>cat</i></p>  <p><i>kit-tens</i></p>	<p>Pictorial symbols from level 1 leading to the use of these symbols</p>  <p>ta ti ti gesture</p> <p>Standard notation</p> 	<p>Symbols from level 2 & these new symbols</p>  <p>ta-aa ta-aa-aa</p> <p>Standard notation</p> 	<p>Symbols from levels 2 & 3 & new rhythm symbol and patterns</p>  <p>ta-aa-aa-aa</p>  <p>ta- i- ti standard notation</p>
Pitch	<p>Singing two and three note songs Measuring the contour of the melody (up/down)</p>	<p>s-m l-s-m</p> <p>two line stave</p> <p>soh & mi in different positions i.e. on lines or spaces</p>	<p>l-s-m-r-d</p> <p>three line stave</p> <p>doh in different positions On three & five line stave</p>	<p>l-s-m-r-d f-t (d-r-m-f-s-l-t-d')</p> <p>Five line stave</p> <p>five line stave, key signature indicate position of doh</p>
Rhythm & Pitch	<p>Rhythm and pitch are combined when children have first learned each separately children begin to recognise the symbols of rhythm patterns, and also associate pitch with dots/spots on the lines combining both of these leads to music literacy</p> <p>Further suggestions for teaching literacy, can be found on pages 137/138, & 89-101, in the Teacher Guidelines</p>			

Termly Suggestion for each Class Level

Term 1	September	October	November	December
Infants	<p>Theme: Autumn/ Friendship</p> <p>Performing: Song Singing http://www.bigeyedowl.co.uk/show_songs.php?t=50</p> <p>Performing: Early Literacy -Perform simple pictorial rhythm patterns ‘Tea Cof-fee Cof-fee Tea’ https://www.teachingideas.co.uk/musical-elements/tea-coffee-coffee-tea or ‘Cat Kit-ten’</p> <p>Performing: Song Singing -Learn the words of the song ‘You’ve got a friend in me’ https://www.youtube.com/watch?v=EcXURC_nNhc -Discuss what movie the song is from (Toy Story). Learn part of the song in lesson 1 and the remainder in lesson 2.</p>	<p>Performing: Early Literacy -‘Hunt the Object’- Introducing the musical elements pitch and dynamics https://www.teachingideas.co.uk/musical-elements/hunt-the-object</p> <p>Theme: Space Week Listening and Responding: Listening and Responding to music -Listen to the song ‘Sun, Moon and Stars’ https://www.youtube.com/watch?v=vcUyDAO1Fk0 -Discuss it</p> <p>Theme: Halloween Performing: Song Singing -‘The Witch is on her broomstick’ https://www.youtube.com/watch?v=ZwNqTdNdKmc -Children can make up their own movements to accompany the song</p>	<p>Theme: Winter</p> <p>Composing: Improvising and Creating -Use body percussion to depict a stormy night</p> <p>Performing: Song Singing https://www.youtube.com/watch?v=zB1573pwcbI -Listen to the Polar Animals song-perform the song with a sense of dynamic control.</p> <p>Theme: Science Week Listening and Responding: Listening and Responding to music -Lifecycle of a caterpillar song https://www.youtube.com/watch?v=k4PgljcarTA&t=58s -Talk about the lifecycle of a caterpillar as part of science week. Sing the chorus of the song.</p>	<p>Theme: Winter/Christmas</p> <p>Performing: Song Singing -Singing a range of Christmas Carols e.g. Rudolf the Red Nose Reindeer, Jingle Bells etc. -Five Little Snowmen rhyme</p>

<p>1st and 2nd class</p>	<p>Theme: Autumn/Friendship</p> <p>Listening and Responding: Listening and Responding to music</p> <p>-Vivaldi's Four Seasons: Autumn movement https://www.youtube.com/watch?v=8x4GC0-ZOZI</p> <p>-Children will respond to the music-what do you think is happening in this piece of music etc</p> <p>Performing: Song Singing</p> <p>-Learn the words of the song 'You've got a friend in me' https://www.youtube.com/watch?v=EcXURC_nNhc</p> <p>-Discuss what movie the song is from (Toy Story). Learn part of the song in lesson 1 and the remainder in lesson 2.</p> <p>Performing: Early Literacy</p>	<p>Performing: Literacy</p> <p>-Introductory lesson to reading music https://shanemcdonald.ie/music/learning-to-read-music-notation/</p> <p>-Pictorial symbols learned in infants will now lead to the use of standard notation symbols e.g. treble clef, crotchet and rest</p> <p>**Performing: Playing Instruments</p> <p>-Children will begin to learn the tinwhistle. Learn the notes and finger positioning for each one https://www.youtube.com/watch?v=kdUH1QZvEm8</p> <p>-Tutorial on the tin whistle</p> <p>-Learn a new tune every week/fornight</p> <p>Theme: Space Week</p> <p>Listening and Responding: Listening and Responding to music</p>	<p>Theme: Winter</p> <p>Composing: Improvising and Creating</p> <p>-Use body percussion to depict a stormy night</p> <p>Listening and Responding: Listening and Responding to music</p> <p>-Identify a range of percussion instruments</p> <p>Theme: Science Week</p> <p>Composing https://musiclab.chromeexperiments.com/Experiments</p> <p>-Combining science with music. A technological lab allowing for the creation of music.</p>	<p>Theme: Christmas</p> <p>Performing: Playing instruments</p> <p>-The children will have learned some Christmas songs on the tinwhistle to play in the Christmas play/at the Christmas concert.</p> <p>Performing: Song Singing</p> <p>-Sing a variety of Christmas carols e.g. Silent Night, Rudolf, Away in a Manger etc.</p> <p>Composing: Improvising and Creating/Talking about and Recording</p> <p>-Pick a Christmas story-break it into 3 or 4 pieces and ask the children to compose a piece of music for each part using percussion instruments/household</p>

	<p>-‘Hunt the Object’- Introducing the musical elements pitch and dynamics https://www.teachingideas.co.uk/musical-elements/hunt-the-object</p>	<p>-‘We are the plants of the Solar System’by Storybots https://www.youtube.com/watch?v=ttS4IKUUtIA -A fun way to introduce the class to the planets of the solar system. -Students could sing along to the chorus.</p> <p>Theme: Halloween Performing: Song Singing/Listening and Responding: Listening and Responding to music https://www.youtube.com/watch?v=ZwNqTdNdKmc -Listen to the song first, discuss it. -Learn the lyrics -Children can make up their own movements to accompany the song</p>		<p>objects etc. They could record them on ipad. Discuss each groups composition afterwards.</p>
<p>3rd and 4th class</p>	<p>Theme: Autumn Listening and Responding: Listening and Responding to Music -Vivaldi’s Autumn Movement (worksheet after listening to the piece: What can you hear/see in Vivaldi’s autumn?) -Draw a picture of what you see from listening to the music/write</p>	<p>Performing: Literacy -Revise symbols learned the previous year and Introduce new music symbols e.g. quaver, minim etc **Performing: Playing Instruments -The children will practice the tunes they have already learned on the tinwhistle from previous</p>	<p>Theme: Winter Composing: Improvising and Creating -Use body percussion to depict a stormy night Listening and Responding: Listening and Responding to music</p>	<p>Composing: Improvising and Creating/Talking about and Recording -Pick a Christmas story- break it into 3 or 4 pieces and ask the children to compose a piece of music for each part using percussion instruments/household objects etc. They could record</p>

	<p>about how the music made you feel.</p> <p>Composing: Improvising and Creating</p> <p>The children listen to the story of ‘Little Beaver and The Echo’. Ask the children how different phrases from the story might be echoed- should the phrase be repeated, should it become quicker/slower etc. In pairs the children work out the various ways of echoing, Comment on each pairs echo. The Right Note 3rd&4th class module unit 1 pgs14-15.</p>	<p>school year. They will be given a new tune to play weekly/fortnightly.</p> <p>Theme: Space Week</p> <p>Listening and Responding: Listening and Responding to music</p> <p>-‘We are the planets of the Solar System’by Storybots https://www.youtube.com/watch?v=ttS4IKUUtIA.</p> <p>-Students could learn the song -Add body percussion/movements to accompany the song.</p> <p>Theme: Halloween</p> <p>Performing: Song Singing</p> <p>-Learn the Monster Mash https://www.youtube.com/watch?v=SOFCQ2bfmHw</p> <p>Composing: Improvising and Creating</p> <p>-Get the children to work together to compose a short piece for a Halloween TV programme.</p>	<p>-Identify a range of percussion instruments</p> <p>Composing https://musiclab.chromeexperiments.com/Experiments -Combining science with music. A technological lab allowing for the creation of music.</p>	<p>them on ipad</p> <p>Performing: Playing instruments</p> <p>-The children will have learned some Christmas songs on the tinwhistle to play in the Christmas play/at the Christmas concert.</p> <p>Performing: Song Singing</p> <p>-Sing a variety of Christmas carols e.g. Jingle Bells, We Three Kings etc. Sing songs as gaeilge too e.g. Oíche ciúin.</p>
<p>5th and 6th class</p>	<p>Theme: Autumn/Friendship</p>	<p>Performing: Literacy</p> <p>-Revision of all notation learned</p>	<p>Theme: Winter</p>	<p>Theme: Christmas</p> <p>Performing: Song Singing</p>

**Listening and Responding:
Listening and Responding to
Music**

- Vivaldi's Autumn Movement (worksheet after listening to the piece: What can you hear/see in Vivaldi's autumn?)
- Draw a picture of what you 'see' from listening to the music/write about the music made you feel

Performing: Song Singing

- Learn the song 'Count on me'
<https://www.youtube.com/watch?v=Msl2fl3h59I>
- Talk about the qualities of a good friend
- Play instruments to accompany the song/add harmonies

to date.
-Musical element game: Matching a musical term with the correct definition
<https://www.quia.com/mc/65624.html>

****Performing: Playing
Instruments**

- Continue to practice the tinwhistle tunes they know to date and be given a new tune to learn weekly/fortnightly. Practice any other instruments they may play.

Theme: Space Week

**Composing: Improvising and
Creating**

- Ask the children to create their own Rap or song about the plants

Theme: Halloween

- Learn the Monster Mash.
<https://www.youtube.com/watch?v=SOFCQ2bfmHw>

**Composing: Improvising and
Creating**

- Get the children to work together

Theme: Science Week

Composing

<https://musiclab.chromeexperiments.com/Experiments>

- Combining science with music. A technological lab allowing for the creation of music.

Theme: Winter

**Listening and Responding:
Listening and Responding to
music**

Performing: Song Singing

- Listen to the song 'Winter Song'. Discuss. What instruments do you hear?
- Learn the song, add actions.
<https://www.youtube.com/watch?v=hHJr07zU9Gk>

and Playing instruments

- The children will have learned some Christmas songs on the tinwhistle to play in the Christmas play/at the Christmas concert.

Performing: Song Singing

- Sing a variety of Christmas carols as Gaeilge too e.g. An Chéad Nollaig Mhór.

**Composing: Improvising and
Creating**

- Compose a Christmas jingle
<http://www.wildmusic.org/aboundsound/soundactivities>

	to compose a short piece for a Halloween TV programme.		
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Term 2	January	February	March
Infants	<p>Theme: Weather</p> <p>Performing: Song Singing</p> <p>-Learn the song Mr. Sun -Draw a picture to accompany the song.</p> <p>Listening and Responding: Listening and Responding to music</p> <p>-Vivaldi's Four Seasons-Winter movement. Discuss.</p>	<p>Theme: Spring/Mini-beasts</p> <p>Performing: Song Singing</p> <p>-Sing a Song to Brigid https://www.youtube.com/watch?v=1YVqHnw0W-</p> <p>Performing: Early Literacy</p> <p>https://www.youtube.com/watch?v=1YVqHnw0W-Q&list=PLXUc52uTLvlAYGxCq9bLMayjhca4CTxoB&index=8 -Butterfly Lifecycle song</p> <p>Listening and Responding: Listening and Responding to music</p> <p>-The Mini-beasts song https://www.youtube.com/watch?v=LoIeeIEPGJI</p>	<p>Theme: Ireland</p> <p>Performing: Song Singing</p> <p>-Learn Ceann Gulainn Gliun is cos -Add the actions</p> <p>Lá 'le Pádraig https://www.youtube.com/watch?v=XMtOF3_onmY</p>
1st and 2nd class	<p>Theme: Weather</p> <p>Performing: Song Singing Listening and Responding: Listening and Responding to music, Exploring Sounds</p> <p>-Learn the song 'The Rain Song' -Identify percussion instruments played to</p>	<p>Theme: Spring/Mini-beasts</p> <p>Performing: Song Singing</p> <p>-Sing a Song to Brigid. Add movements to accompany the song. https://www.youtube.com/watch?v=yqs7lcZvSA8</p>	<p>Theme: Ireland/St. Patricks Day</p> <p>Performing: Song Singing</p> <p>https://www.youtube.com/watch?v=XMtOF3_onmY Lá le Pádraig</p>

	<p>accompany the song The Right Note 1st /2nd class manual.</p> <p>Composing: Improvising and Creating -Create a short piece of music depicting a storm using paper, instruments and voices, -p.59 Right Note manual</p> <p>Listening and Responding: Listening and Responding to music -Vivaldi's Four Seasons-Winter movement. Discuss,</p>	<p>Listening and Responding: Listening and Responding to music -Flight of the bumblebee https://www.youtube.com/watch?v=aYAJopwEYv8 -Discuss. How does the music make you feel? Is it fast/slow? What can you 'see' as the music plays?</p> <p>Listening and Responding: Listening and Responding to music -Vivaldi's Four Seasons-Spring movement. Discuss the piece of music-is it loud/soft, what instruments do you hear?</p>	<p>Listening and Responding: Listening and Responding to music -Learning about traditional Irish instruments</p>
<p>3rd and 4th class</p>	<p>Performing: Song Singing Listening and Responding: Listening and Responding to music, Exploring Sounds -Learn the song 'The Rain Song' -Identify percussion instruments played to accompany the song The Right Note 1st /2nd class manual.</p> <p>Performing: Playing Instruments -Make a range of musical instruments from simple items https://www.youtube.com/watch?v=7sUNXA4NYKI</p>	<p>Theme: Spring/Mini-beasts</p> <p>Performing: Song Singing -Sing a song to Brigid. Add actions to accompany the song. https://www.youtube.com/watch?v=yqs7lcZvSA8 -Tinwhistle notes available below.</p> <p>Listening and Responding: Listening and Responding to music -Flight of the bumblebee https://www.youtube.com/watch?v=aYAJopwEYv8</p>	<p>Theme: Ireland/St. Patrick's Day</p> <p>Performing: Song Singing https://www.youtube.com/watch?v=YAaeMKp7_C0 -St, Patrick's day song</p> <p>Listening and Responding: Listening and Responding to music -Learning about traditional Irish instruments</p>

	<p>Listening and Responding: Listening and Responding to music -Vivaldi's Four Seasons-Winter movement. Discuss-what instruments do you hear? Draw a picture of what you 'see' from listening to the music/write about how the music made you feel</p>	<p>-Discuss. What instruments can you hear, is it fast/slow, draw what you think of when you hear the music.</p> <p>Listening and Responding: Listening and Responding to music -Vivaldi's Four Seasons-Spring movement. Discuss. Draw a picture of what you can 'see' from listening to the music/write about how the music made you feel</p>	
<p>5th and 6th class</p>	<p>Theme: Weather</p> <p>Composing: Improvising and Creating -Using body percussion to make a storm effect. https://www.youtube.com/watch?v=LKDGCgXtETc</p> <p>Performing: Playing Instruments -Make a range of musical instruments from simple items https://www.youtube.com/watch?v=7sUNXA4NYKI</p> <p>Listening and Responding: Listening and Responding to music -Vivaldi's Four Seasons-Winter movement. Discuss-what instruments do you hear? Draw a picture of what you see from listening to the music/write about how the music made you feel.</p>	<p>Theme: Spring/Mini-beasts</p> <p>Listening and Responding: Listening and Responding to music -Flight of the bumblebee https://www.youtube.com/watch?v=aYAJopwEYv8</p> <p>-Discuss. What instruments can you hear, is it fast/slow, draw what you think of when you hear the music.</p> <p>Listening and Responding: Listening and Responding to music -Vivaldi's Four Seasons-Spring movement. Discuss. Draw a picture of what you can 'see' from listening to the music/write about how the music made you feel.</p> <p>Composing: Improvising and Creating -Learn the cup Game</p>	<p>Theme: Ireland/St. Patrick's Day</p> <p>Performing: Song Singing -Amhrán na gcupán https://www.youtube.com/watch?v=YAaeMKp7_C0 -St, Patrick's day song</p> <p>Listening and Responding: Listening and Responding to music -Recap on knowledge of traditional Irish instruments. Pick one Irish instrument and do a short project on it.</p>

Term 3	April	May	June
Infants	<p>Theme: Animals -Carnival of the animals</p> <p>Listening and Responding: Listening and Responding to music</p> <p>-Discuss the piece-what animals do you think this is? etc.</p> <p>Performing: Song Singing</p> <p>-Five Green and Speckled Frogs https://www.youtube.com/watch?v=kEJP1myKkUc</p>	<p>Theme: Around the World/Countries.</p> <p>Listening and Responding: Listening and Responding to music</p> <p>-Explore sounds of the rainforest including people, animals, insects, weather and birds. -Discuss-what do you think is making the sound? Is it an animal an insect etc. -Could you make this sound yourself? -Enough sounds to carry this lesson over a few weeks if needed.</p>	<p>Theme: Summer/End of School Year</p> <p>Composing</p> <p>-Virtual piano on Twinkl website.</p> <p>Performing: Song Singing</p> <p>https://www.youtube.com/watch?v=Xg5i9rxxuJM</p> <p>-I love Summertime</p>
1st and 2nd class	<p>Theme: Animals</p> <p>Listening and Responding: Listening and Responding to music.</p> <p>-Carnival of the animals-learn a brief history about the piece of music. https://www.youtube.com/watch?v=1L993HNAa8M&t=35s</p> <p>-Listen to the composition-discuss it-</p> <p>-Listen to two particular movements from the composition, answer questions on each and then compare and contrast both https://www.scoilnet.ie/uploads/resources/33185/32929.pdf (question sheets)</p> <p>https://www.youtube.com/watch?v=dHYSx6x1Ttw (part 2 of composition)</p> <p>https://www.youtube.com/watch?v=VZAGLJtj5RU (part 5 of composition)</p>	<p>Theme: Around the world/Countries</p> <p>Listening and Responding: Listening and Responding to music</p> <p>-Explore sounds of the rainforest including people, animals, insects, weather and birds. -Discuss-what do you think is making the sound? Is it an animal an insect etc. -Could you make this sound yourself? -Enough sounds to carry this lesson over a few weeks if needed.</p>	<p>Theme: Summer/End of School Year</p> <p>Composing: Improvising and Creating</p> <p>-Create your own class song for the end of the school year</p> <p>Listening and Responding: Listening and Responding to music</p> <p>-Vivaldi's Four Seasons-Summer movement. -Discuss-what instruments do you hear? Did you like the piece? Why/Why not?</p>

<p>3rd and 4th class</p>	<p>Theme: Easter Performing: Song Singing -The Ballad of 1916 https://www.scoilnet.ie/uploads/resources/16634/16311.mp3</p> <p>Theme: Animals Listening and Responding: Listening and Responding to music. -Carnival of the animals-learn a brief history about the piece of music. https://www.youtube.com/watch?v=1L993HNAA8M&t=35s -Listen to two particular movements from the composition, answer questions on each and then compare and contrast both https://www.scoilnet.ie/uploads/resources/33185/32929.pdf (question sheets) https://www.youtube.com/watch?v=dHYSx6x1Ttw (part 2 of composition) https://www.youtube.com/watch?v=VZAGLJtj5RU (part 5 of composition)</p>	<p>Theme: Around the world/Countries</p> <p>Listening and Responding: Listening and Responding to music -Nature sounds from across the world. Click on the hotspot, listen to the sound, discuss it-what type of animal do you think it is? -Try and recreate similar sound using body percussion/items in school or instruments https://www.naturesoundmap.com -Enough sounds to carry this lesson on over a number of weeks if required.</p>	<p>Theme: Summer/End of School Year</p> <p>Composing: Improvising and Creating -Create your own class song for the end of the school year</p> <p>Listening and Responding: Listening and Responding to music -Vivaldi's Four Seasons-Summer movement. -Discuss-what instruments do you hear? Draw a picture of what you see from listening to the music/write about the music-how does it make you feel -Compare and contrast the pictures drawn from each of the 4 movements/the feelings the children wrote about for each of the 4 movements.</p>
<p>5th and 6th class</p>	<p>Theme: Easter Performing: Song Singing -The Ballad of 1916 https://www.scoilnet.ie/uploads/resources/16634/16311.mp3</p>	<p>Theme: Around the World/Countries</p> <p>Listening and Responding: Listening and Responding to music -Nature sounds from across the world. Click on the hotspot, listen to the sound,</p>	<p>Theme: Summer/End of School Year</p> <p>Composing: Improvising and Creating -Create your own class song for the end of the school year and perform it for the school.</p>

<p>Theme: Animals</p> <p>Listening and Responding: Listening and Responding to music.</p> <p>-Carnival of the animals-learn a brief history about the piece of music.</p> <p>https://www.youtube.com/watch?v=1L993HNAA8M&t=35s</p> <p>-Listen to two particular movements from the composition, answer questions on each and then compare and contrast both</p> <p>https://www.scoilnet.ie/uploads/resources/33185/32929.pdf (question sheets)</p> <p>https://www.youtube.com/watch?v=dHYSx6x1Ttw (part 2 of composition)</p> <p>https://www.youtube.com/watch?v=VZAGLJtj5RU (part 5 of composition)</p>	<p>discuss it-what type of animal do you think it is? What country is it from?</p> <p>-Try and recreate similar sound using body percussion/items in school or instruments</p> <p>https://www.naturesoundmap.com</p> <p>Listening and Responding: Listening and Responding to music/Performing: Song Singing</p> <p>-Learn the song ‘Walk like an Egyptian’</p> <p>https://www.youtube.com/watch?v=Yrh9FNdA3D4</p> <p>-Discuss-is the music fast/slow, what instruments do you hear?</p> <p>-Learn the dance moves to accompany the song (integrate with PE strand Dance)</p> <p>https://www.youtube.com/watch?v=3gAI9bGD9g4</p>	<p>Listening and Responding: Listening and Responding to music</p> <p>-Vivaldi’s Four Seasons-Summer movement.</p> <p>-Discuss-what instruments do you hear? Draw a picture of what you see from listening to the music/write about the music-how does it make you feel</p> <p>-Compare and contrast the pictures drawn from each of the 4 movements/feelings explored by the children in each of the movements</p>
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**The children will have tin whistle classes weekly. These can be standalone music classes or integrated into other curriculum areas.

We Sing a Song to Brigid

Words: Clare Maloney

Music: Patricia Hegarty

Time :6/8

Key: D (one sharp) - but the c's are natural as in G

Chorus:

D D A A G F (D) D A A G (A)

We sing a song to Bri-gid, Brig-id brings the spring.

A B A A G F E D E E D F E E (D)

A-wa-kens all the fields and the flowers and calls the birds to sing.

Verse 1:

D A A G F G A A A B c B G (A)

All were wel-come at her door, no one was turn-ed a-way.

A B A A G F E D E E D F E E (D)

She loved the poor, the sick and the sore, she helped them on their way.

Verse 2:

D D A A G F G A A A B c B G (A)

She laid her cloak out on the ground and watched it grow_ and grow,

A B A A G F E D E E D F E E (D)

In wells and streams and fields_ of green St Bri-gid's bless-ings flow.