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| **Year Plan: Third Class (SEPTEMBER – DECEMBER)** | | | | | |
| **PERFORMING** | | **LISTENING AND RESPONDING** | | **COMPOSING** | **MUSICAL CONCEPTS** |
| Song Singing | Playing Instruments  Early Literacy | Exploring Sounds | Listening and Responding to Music | Improvising and Creating  Talking About Compositions |
| **Unit 1: SEPTEMBER**  ***Theme: Fun***   * *John Brown’s Baby* (action song) * *Tick Tock* * *Rattlin’ Bog* (cumulative song) | * Sing the song *Tick Tock* using hand signs and solfa syllables * Read the notes *s*, *m* and *l* and the note values *ta* and *ti-ti from* a 2-line stave | * Explore sounds we can make with our bodies, e.g. clap, tap, sing * Recognise and identify instrumental and vocal sounds * Explore tempo getting faster | *Toy Symphony*   * Describe the mood and musical style * Identify different instruments * Differentiate between playing ‘in-tune’ and ‘out of tune’ | * Compose, sing and play 4-beat phrases using *ta*, *ti-ti* and *Z* and the notes *s*, *m* and *l* * Perform along with a recording * Discuss and evaluate a performance | * Pitch * Pulse; Rhythm * Tempo * Timbre * Dynamics * Duration * Structure |
| **Unit 2: OCTOBER**  ***Theme: Halloween***   * *Halloween* * *Autumn Leaves* * *Seo Oiche Shamhna* | * Introduce *ta-aa* (minim) * Introduce *d* and the 3-line stave * Sing from a 3-line stavea *s*, *m* and *d* tune with *ta*, *ti-ti* and *ta-aa note values* | * Explore sounds using the voice, simple materials and percussion instruments * Explore musical contour * Differentiate between pulse and rhythm | *This Is Halloween* (from *The Nightmare before Christmas*)   * Discuss initial reactions * Describe the mood and atmosphere * Talk about the rap song style | * Talk about, invent and improvise suitable sound effects to accompany a song | * Pitch * Duration * Pulse; Rhythm * Tempo * Timbre * Dynamics * Structure * Style |
| **Unit 3: NOVEMBER**  ***Theme: It’s a Small World***   * *It’s a Small World* * *I’m Gonna Sing Today* * *An bhFaca Tú Mo Shéamuisín* | * Sing *s*, *m*, *l* and *d* using solfa and hand signs * Read from a 3-line stave music involving *ta*, *ti-ti* and *ta-aa* and the notes *s*, *m*, *l* and *d* * Place notes correctly on a 3-line stave * Practise aural memory | * Explore ‘*same*’ and *‘different*, *‘higher*’ and ‘*lower*’, ‘*louder*’ and ‘*quieter*’ in music * Differentiate between pulse and rhythm and between verse and chorus | *You’ve Got a Griend in Me* (from *Toy Story*)   * Discuss initial reactions * Identify steady beat, tempo and jazz style * Identify high sounding and low sound instruments | * Improvise a simple ostinato to accompany a song * Consider the shape of a melody | * Pulse * Pitch * Dynamics * Structure * Tempo * Timbre * Style |
| **Unit 4: DECEMBER**  ***Theme: Christmas***   * *Winter Wonderland* * *Sweet Baby of Mine* | * Read and write rhythms involving *ta*, *ti-ti*, *ta-aa* and *Z* * Reading and writing on a 3-line stave 8-beat tunes using *ta* and *ta-aa*, and *s*, *m*, *l* and *d* * Maintain a steady beat using body percussion and instruments | * Identify obvious changes, e.g. ‘*the same*’, ‘*nearly the same*’ or ‘*different*’,   ‘*getting louder*’ or ‘*getting quieter*’, ‘*getting faster*’ or ‘*getting slower*’ | *Somewhere in My Memory* (from *Home Alone*)   * Explore mood and melodic shape * Identify instruments and choir | * Composing 4-beat answering phrases usingthe note values *ta*, *ti-ti* and *Z* * Composing on a 3-line stave 8-beat tunes using the note values *ta* and *ta-aa* and the notes *s*, *m*, *l* and *d* | * Pitch * Rhythm * Tempo * Dynamics * Style * Structure * Timbre * Duration |

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| **Year Plan: Third Class (JANUARY – MARCH)** | | | | | |
| **PERFORMING** | | **LISTENING AND RESPONDING** | | **COMPOSING** | **MUSICAL CONCEPTS** |
| Song Singing | Playing Instruments  Early Literacy | Exploring Sounds | Listening and Responding to Music | Improvising and Creating  Talking About Compositions |
| **Unit 5: JANUARY**  ***Theme: Waltzing & Marching***   * *Siyahamba* (*We Are Marching*) * *Waltzing with Bears* | * Demonstrate a steady beat and tempo in performing * Perform songs with simple ostinati and with instruments * Understand and read the rhythmic patterns of well known rhymes * Discover 4-time (march time) and 3-time (waltz time) | * Describe initial reactions and respond to the mood in music * Demonstrate an awareness of dynamics * Identify obvious changes in music and differentiate between what is ‘*the same*’, ‘*different*’ or ‘*nearly the same*’ | *O’Donnell Abú March* and *Waltz* (Shostakovich)   * Mark the pulse of a march by counting, clapping and saying ‘left’-right’ * Identify instruments * Mark the pulse of a waltz by counting, clapping and saying “um-cha-cha’ * Identify the order that instruments are heard | * Compose and perform rhythmic phrases in 4-time and in 3-time * Compose new song verses | * Pulse; Rhythm * Pitch * Dynamics * Style * Tempo * Structure * Timbre * Duration |
| **Unit 6: FEBRUARY**  ***Theme: Stories***   * *Joshua Fought the Battle of Jericho* * *Never Tell Lies* | * Introduce the sofa note ‘*r*’ and its hand sign * Sing ‘r’ in easy solfa note patterns using hand signs * Identify bars with the same pitch and rhythm * Show control of pulse and tempo * Perform with instruments | * Explore the use of dynamics in song to best portray elements of a story | *Flying Theme* (from *E.T.*)   * Consider various words to describe musical features * Match instruments with their correct instrumental family * Identify how and why the music changes at the end | * Select different sounds (using body percussion and everyday objects) to portray a sequence of events * Use dynamics, texture and sound pictures to structure a composition * Discuss and evaluate a composition | * Pitch * Pulse * Dynamics * Structure * Mood * Style * Tempo * Timbre * Texture |
| **Unit 7: MARCH**  ***Theme: Jigs and Reels***   * *Téir Abhaile ‘Riú* * *Merrily We Roll Along* * *Michael Finnegan* | * Position ‘*r*’ on a 3-line stave * Sing from a 3-line stave note patterns involving ‘*s*’, ‘*m*’, ‘*d*’ and ‘*r*’ * Sing a 4-note song from listening and from a 3-line stave * Transcribe into solfa from a 3-line stave * Sing with percussion accompaniment | * Identify and describe tempo and dynamics in Irish dance music * Explore song phrases that are ‘*the same*’ or ‘*different*’ | *Single Jig* and *Kitty’s Reel*   * Listen to and talk about the Irish dance music genre * Describe and clap/tap the strong steady jig and reel pulse * Respond to different sections in the music * Identify some Irish traditional instruments * Respond imaginatively to Irish dance through dance movement | * Compose additional song verses | * Pulse; Rhythm * Pitch * Tempo * Dynamics * Structure * Style * Timbre * Mood |

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| **Year Plan: Third Class (APRIL – JUNE)** | | | | | |
| **PERFORMING** | | **LISTENING AND RESPONDING** | | **COMPOSING** | **MUSICAL CONCEPTS** |
| Song Singing | Playing Instruments  Early Literacy | Exploring Sounds | Listening and Responding to Music | Improvising and Creating  Talking About Compositions |
| **Unit 8: APRIL**  ***Theme: Sailing***   * *Wellerman* * *Sailing Along* * *Báidín Fheilimí* | * Show control of steady pulse and tempo * Sing in different ways * Sing with ostinati and instruments * Revise ‘*ta*’, ‘*ti-t*i’ and ‘*ta-aa*’, and the pentatonic hand signs * Sing in solfa and with hand signs from standard symbols * Transcribe pentatonic notes from a 3-line stave into solfa | * Discover 3-beat time (like a waltz) * Discover ways of adding expression to singing, e.g. singing slower and quieter to bring greater meaning to the words * Discriminate between what is ‘*the same*’ and ‘*different*’ in songs | *Sailing By* (Ronald Binge)   * Describe and consider initial reactions to and feelings about music * Show awareness of musical features * Identify instruments * Respond imaginatively to music through creative writing |  | * Pulse; Rhythm * Pitch * Mood * Tempo * Structure * Duration * Dynamics |
| **Unit 9: MAY**  ***Theme: Europe***   * *The Happy Wanderer* (German song) * *Arlequin dans sa Boutique* [*Arlequin in His Shop*] (French song) | * Differentiate between pulse and rhythm * Perform with ostinato, percussion instruments and in simple parts * Demonstrate control of pitch, pulse and tempo * Show awareness of dynamics * Sing using solfa and hand signs | * Discover 2-time and 4-time (like a march) * Discriminate between pitch ‘*going higher’* and ‘*going lower*’ * Differentiate between ‘*same*’ and ‘*different*’ in phrase structure * Use voice in different ways, e.g. humming, whistling, singing to ‘la’ | *Funiculi, Funicula* (Italian music) and *Anthem of Europe*   * Consider genre, style, mood and tempo * Identify and name plucked string instruments choir * Discover and label the verse-chorus structure of the music | * Improvise free movement to accompany a piece of music | * Mood * Structure * Pitch * Pulse; Rhythm * Tempo * Dynamics |
| **Unit 10: JUNE**  ***Theme: America***   * *Bill Grogan’s Goat* * *Camptown Races* | * Perform a simple part song with instruments * Revise the notes of the pentatonic scale with solfa and hand signs * Revise ‘*ta*’, ‘*ti*-ti’ and ‘*ta-aa*’ * Introduce the 5-line stave and identify notes in solfa * Match text with solfa phrases | * Respond to inspiring music by humming and marching * Respond to changes in tempo, dynamics and pitch | *Battle Hymn of the Republic*   * Consider initial reactions * Discover and label the verse-chorus structure of music * Identify instruments and voices * Identify changes at a given point in the music |  | * Pulse * Tempo * Style; Genre * Mood, * Dynamics * Structure * Texture |