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| **Year Plan: Third Class (SEPTEMBER – DECEMBER)** |
| **PERFORMING** | **LISTENING AND RESPONDING** | **COMPOSING** | **MUSICAL CONCEPTS** |
| Song Singing | Playing InstrumentsEarly Literacy | Exploring Sounds | Listening and Responding to Music | Improvising and CreatingTalking 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 InstrumentsEarly Literacy | Exploring Sounds | Listening and Responding to Music | Improvising and CreatingTalking 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 InstrumentsEarly Literacy | Exploring Sounds | Listening and Responding to Music | Improvising and CreatingTalking 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
 |