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| **Year Plan: Senior Infants (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: Let’s Move**** *When I Was One*
* *Slap the Sillies Out*
* *A Ram Sam Sam*
* *Hócaí Pócaí*
 | * Point to the correct picture for each verse when singing a song
* Clap or tap a rhythm pattern illustrated by picture symbols
* Play percussion instruments to a beat
* Match sounds to pictorial sources
 | * Explore and identify sounds we can make with our bodies
* Perform simple rhythm patterns using body percussion
* Explore loud and quiet sounds using body percussion
 | *Country Canter** Understand the structure of the music (same and different)
* Move to the pulse of the music
 | * Compose a short ‘body percussion rap’
 | * Pitch
* Pulse; Rhythm
* Structure
* Dynamics
 |
| **Unit 2: OCTOBER*****Theme: Halloween**** *There Was an Old Witch*
* *In the Hairy Scary Castle*
* *Witch Witch* (s-m song)
* *The Gruffalo*
* *Hallowe’en’s Coming*
 | * Follow picture symbols to perform *A Spooky Soundscape*
 | * Explore and identify ways of using the voice
* Explore and identify sounds associated with Halloween
* Imitate Halloween sounds using body and vocal sounds
 | *Hedwig’s Theme** Discuss the mood of the music
* Move imaginatively to the music
* Draw a picture in response to the music
 | * Create a composition, *A Spooky Soundscape,* using body percussion and vocal sounds
* Assemble a pictorial representation of the class composition *A Spooky Soundscape*
 | * Pitch
* Pulse; Rhythm
* Timbre
* Dynamics
* Structure
* Texture
 |
| **Unit 3: NOVEMBER*****Theme: About the House**** *When I Build My House*
* *The Wise Man and the Foolish Man*
* *Rain on the Green Grass* (s-m song)
* *Na Casúir*
 | * Play percussion instruments to accompany a song
* Play instruments to perform a class composition
* Follow picture symbols, perform *A Building Soundscape*
 | * Explore a range of percussion instruments

and identify their sounds * Explore and identify familiar sounds heard in the home
* Explore sounds associated with building
 | *March Past of the Kitchen Utensils** Distinguish between loud and quiet sounds in the music
* March to the steady pulse of the music
* Move imaginatively to the music
 | * Create a building soundscape using percussion instruments
* Assemble a pictorial representation of the class composition *A Building Soundscape*
 | * Pitch
* Pulse; Rhythm
* Timbre
* Dynamics
* Duration
* Texture
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| **Unit 4: DECEMBER*****Theme: Christmas**** *Jingle Bells*
* *Bualadh Bos*
* *How Far Is It To Bethlehem?*
* *Star Light* (s-m song)
* *Cloigíní na Nollag*
 | * Play percussion instruments to accompany a song

Point to the correct picture when listening to two excerpts of music* Follow pictorial symbols when clapping on the pulse of *Star Light*
 | * Explore and identify a range of bell sounds
 | *Dance of the Sugar Plum Fairy** Recognise the high pitch of the music
* Recognise the quiet dynamic of the music
* Move imaginatively to the music
 |  | * Pitch
* Pulse; Rhythm
* Timbre
* Dynamics
* Structure
 |
| **Year Plan: Senior Infants (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: Food**** *Short’nin’ Bread*
* *One, Two, Three, Four*

(s-m song)* *Silly Pizza Song*
* *A hAon, a Dó, a Trí*
 | * Play percussion instruments to accompany a song
* Follow pictorial symbols when clapping or playing instruments on the pulse of *One, Two, Three, Four*
* Follow picture symbols to perform *Popcorn Music*
 | * Pitch – distinguish between high and low notes in *Popcorn Song*
* Duration – explore short and long sounds using body or vocal sounds and percussion instruments
* Select appropriate sounds to depict the popping of popcorn
 | *Popcorn** Recognise the short, popping notes in the music
* Identify the quick tempo of the music
* Respond to the pulse of the music
* Respond to the rise and fall of the tune through gesture
 | * Invent a composition *Popcorn Music* using short sounds
* Illustrate the composition using pictorial symbols
* Invent new verses to add to *Silly Pizza Song*
 | * Pitch
* Pulse; Rhythm
* Duration
* Timbre
* Tempo
* Dynamics
* Structure
 |
| **Unit 6: FEBRUARY*****Theme: People At Work**** *What Shall We Do In Our Work Today?*
* *Hey, Hey, Look At Me*

(s-m song)* *Harry Was a Fireman*
* *Tá Duine Ag An Doras*
 | * Play percussion instruments to accompany a song
* Follow pictorial symbols when clapping or playing instruments on the pulse of *Hey, Hey, Look At Me*
 | * Explore percussion instruments to imitate the sound of a typewriter
* Explore body percussion and vocal sounds to imitate the sound of a typewriter
* Explore suitable instruments to accompany each verse in *What Sall We Do In Our Work Today?*
 | *Postman Pat** Recognise the happy mood of the music
* Identify sound effects featured in the music

*The Typewriter** Recognise the sound effects that feature in the music
* Identify the quick tempo of the music
 | * Compose new verses to the song *What Shall We Do In Our Work Today?*
* Improvise musical conversations using the pitches *soh* and *mi*
 | * Pitch
* Pulse; Rhythm
* Timbre
* Tempo
* Structure
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| **Unit 7: MARCH*****Theme: Music From Around the World**** *Funga Alafia*
* *Zum Gali Gali*
* *Juba This and Juba That*

(s-m song)* *An Leiprechán*
 | * Play percussion instruments to accompany a song
* Follow pictorial symbols when clapping/playing instruments on the pulse of *Juba This and Juba That*
* Recognise and perform simple rhythm patterns from pictorial symbols – cats and kittens
 | * Recognise and appreciate the sound of the madinda instrument (giant xylophone) in *Bunyoro Madinda*
* Recognise and identify the sound of voices in *Bunyoro Madinda*
 | *Bunyoro Madinda**The Rakes of Mallow**Sasha Dance** Listen to and appreciate music from Africa, Ireland and Russia
* Respond to each excerpt through movement
* Recognise and identify music getting louder
* Recognise and identify music getting quicker
 |  | * Pitch
* Pulse; Rhythm
* Timbre
* Tempo
* Dynamics
* Structure
 |
| **Year Plan: Senior Infants (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: Zoo Animals**** *Listen to the Animals*
* *Please Mr Noah*
* *Who Built the Ark?*
* *Chuaigh Mé go dtí an Zú*
 | * Play percussion instruments to accompany a song
* Follow picture symbols to perform *A Jungle Soundscape*
* Recognise and perform simple rhythm patterns from pictorial symbols – snakes and tigers
 | * Recognise and identify the sound of common zoo animals
* Imitate the sound of wild animals vocally
 | *Tortoises**Kangaroos** Differentiate between:
* Fast and slow tempo
* High and low pitch
* Long and short sounds
* Respond to each excerpt through movement
 | * Create a composition, *A Jungle Soundscape* using vocal sounds, body percussion and percussion instruments
* Illustrate the soundscape using pictorial symbols
* Critically appraise the class composition about the jungle
 | * Pitch
* Pulse; Rhythm
* Duration
* Timbre
* Tempo
* Dynamics
* Structure
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| **Unit 9: MAY*****Theme: Minibeasts**** *Minibeasts Song*
* *Bee, Bee, Bumble Bee*

(s-m song)* *Wiggly Woo*
* *An Beach*
 | * Play percussion instruments to accompany a song
* Follow pictorial symbols when clapping or playing instruments on the pulse of *Bee, Bee, Bumble Bee*
 | * Describe sounds made by familiar insects as long or short
* Categorise a selection of insect sounds according to long or short
 | *Flight of the Bumble Bee** Recognise the fast tempo of the music
* Recognise the quiet dynamic of the music
* Move imaginatively to the music
* Draw a picture in response to the music
 |  | * Pitch
* Pulse; Rhythm
* Duration
* Timbre
* Tempo
* Dynamics
* Structure
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| **Unit 10: JUNE*****Theme: The Sea**** *Apusski Dusky*
* *Seagull, Seagull*
* *Chuaigh Mé go dtí an Trá*
 | * Play percussion instruments to accompany a song
* Follow picture symbols to perform *A Seaside Soundscape’*
* Recognise and perform simple rhythm patterns from pictorial symbols – buckets and spades
 | * Recognise and identify sounds associated with the seaside
* Discuss seaside sounds in terms of loud/quiet, long/short, high/low
 | *Part of Your World**Under the Sea** Discriminate between fast and slow tempo
* Discriminate between happy and sad mood
* Move imaginatively to the music
 | * Create a class composition or soundscape about the seaside
* Illustrate the soundscape using picture symbols
* Critically appraise the class composition about the seaside
 | * Pitch
* Pulse; Rhythm
* Timbre
* Tempo
* Structure
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