

<b>4th Class</b>	<b>Teacher:</b>	<b>Music</b>	<b>Date:</b>
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		<b>Content Objectives</b>	<b>Strands</b>	<b>Strand Units</b>	<b>Concepts</b>	<b>Resources</b>	<b>Comments</b>
<b>September</b>	<b>Lesson 1</b> How the Voice Works	<ul style="list-style-type: none"> <li>Discover the different kinds of sounds that the singing voice and the speaking voice can make</li> <li>Imitate patterns of long and short sounds vocally</li> <li>Recognise the shape (contour) of melodies on a graphic score or in standard notation</li> </ul>	Listening and Responding	Listening and Responding	<ul style="list-style-type: none"> <li>A sense of pitch</li> <li>A sense of timbre</li> <li>A sense of structure</li> <li>A sense of duration</li> </ul>	Video examples	
	<b>Lesson 2</b> Using Words in Music	<ul style="list-style-type: none"> <li>Show the steady beat in listening to live or recorded music accompanying songs or chants</li> <li>Devise and use graphic symbols and /or use standard notation to record simple musical patterns and inventions</li> </ul>	Performing	Literacy			
			Listening and Responding	Listening and Responding	<ul style="list-style-type: none"> <li>A sense of pitch</li> <li>A sense of structure</li> <li>A sense of duration</li> <li>A sense of timbre</li> </ul>	Worksheets	
			Composing	Improvising and Creating			

		<b>Content Objectives</b>	<b>Strands</b>	<b>Strand Units</b>	<b>Concepts</b>	<b>Resources</b>	<b>Comments</b>
	<b>Lesson 3</b> The Sounds in a Story	<ul style="list-style-type: none"> <li>Select different kinds of sounds to portray a character, a sequence of events or an atmosphere in sound stories</li> <li>Devise and use graphic symbols and /or use standard notation to record simple musical patterns and inventions</li> <li>Record compositions on electronic media</li> </ul>	Composing	Improvising and Creating	<ul style="list-style-type: none"> <li>A sense of pitch</li> <li>A sense of timbre</li> <li>A sense of duration</li> </ul>	Worksheet	
			Composing	Talking about and recording Compositions			
	<b>Lesson 4</b> Using Instruments	<ul style="list-style-type: none"> <li>Discover different ways of playing percussion and melodic instruments</li> <li>Invent and perform simple musical pieces that show a developing awareness of musical elements</li> </ul>	Performing	Playing Instruments	<ul style="list-style-type: none"> <li>A sense of structure</li> <li>A sense of duration</li> <li>A sense of timbre</li> <li>A sense of texture</li> </ul>	The Clock resource	
			Composing	Improvising and Creating			
<b>October</b>	<b>Lesson 5</b> Making Instruments with Ed Devane	<ul style="list-style-type: none"> <li>Explore ways of making sounds using manufactured and home-made instruments</li> <li>Describe initial reaction to, or feelings about, his/her compositions and the compositions of others, giving preferences</li> </ul>	Listening and Responding	Exploring Sounds	<ul style="list-style-type: none"> <li>A sense of structure</li> <li>A sense of duration</li> <li>A sense of timbre</li> <li>A sense of texture</li> </ul>	The Clock resource	
			Listening and Responding	Listening and Responding			

		<b>Content Objectives</b>	<b>Strands</b>	<b>Strand Units</b>	<b>Concepts</b>	<b>Resources</b>	<b>Comments</b>
	<b>Lesson 6</b> School Walk - Composition	<ul style="list-style-type: none"> <li>Select different kinds of sounds to portray a character, a sequence of events or an atmosphere in sound stories To recognise connections between sounds and visuals</li> <li>Discover different ways of playing percussion and melodic instruments</li> </ul>	Composing	Improvising and Creating	<ul style="list-style-type: none"> <li>A sense of structure</li> <li>A sense of duration</li> <li>A sense of timbre</li> <li>A sense of texture</li> </ul>	Video Examples	
	<b>Lesson 7</b> Song - Hal- loween Songs	<ul style="list-style-type: none"> <li>Sing from memory a widening repertoire of songs with increasing vocal control, confidence and expression</li> <li>Show greater control of pulse (steady beat) and tempo while singing wellknown tunes</li> </ul>	Performing	Song Singing	<ul style="list-style-type: none"> <li>A sense of pitch</li> <li>A sense of structure</li> <li>A sense of duration</li> <li>A sense of rhythm</li> </ul>	Worksheets	
<b>November</b>	<b>Lesson 8</b> Performance Cards	<ul style="list-style-type: none"> <li>Discover different ways of playing percussion and melodic instruments</li> <li>Invent and perform simple musical pieces that show a developing awareness of musical elements</li> </ul>	Performing  Composing	Playing Instru- ments  Improvising and Creating	<ul style="list-style-type: none"> <li>A sense of pitch</li> <li>A sense of structure</li> <li>A sense of duration</li> <li>A sense of rhythm</li> </ul>	Worksheets  The Clock	

	<b>Content Objectives</b>	<b>Strands</b>	<b>Strand Units</b>	<b>Concepts</b>	<b>Resources</b>	<b>Comments</b>
	<p><b>Lesson 9</b> The Clock - Three Parts</p> <ul style="list-style-type: none"> <li>Discover different ways of playing percussion and melodic instruments</li> <li>Devise and use graphic symbols and /or use standard notation to record simple musical patterns and inventions</li> <li>Invent and perform simple musical pieces that show a developing awareness of musical elements</li> </ul>	<p>Performing</p> <p>Composing</p> <p>Composing</p>	<p>Playing Instruments</p> <p>Talking About and Recording Compositions</p> <p>Improvising and Creating</p>	<ul style="list-style-type: none"> <li>A sense of structure</li> <li>A sense of duration</li> <li>A sense of timbre</li> <li>A sense of texture</li> </ul>	The Clock resource	
	<p><b>Lesson 10</b> Compose a Film Score</p> <ul style="list-style-type: none"> <li>Explore how the tone colours of suitable instruments can suggest various sounds and sound pictures</li> <li>Select different kinds of sounds to portray a character, a sequence of events or an atmosphere in sound stories</li> <li>Describe and discuss his/her work and the work of other children</li> </ul>	<p>Listening and Responding</p> <p>Composing</p> <p>Composing</p>	<p>Exploring Sounds</p> <p>Improvising and Creating</p> <p>Talking about and recording compositions</p>	<ul style="list-style-type: none"> <li>A sense of structure</li> <li>A sense of duration</li> <li>A sense of timbre</li> <li>A sense of texture</li> </ul>	Video Examples	
	<p><b>Lesson 11</b> Song - The Bare Necessities</p> <ul style="list-style-type: none"> <li>Sing from memory a widening repertoire of songs with increasing vocal control, confidence and expression</li> <li>Perform familiar songs with increasing understanding and control of pitch (accurate intervals) and extended vocal range</li> </ul>	<p>Performing</p>	<p>Song Singing</p>	<ul style="list-style-type: none"> <li>A sense of pitch</li> <li>A sense of structure</li> <li>A sense of duration</li> <li>A sense of rhythm</li> </ul>	Video and Lyrics	

		<b>Content Objectives</b>	<b>Strands</b>	<b>Strand Units</b>	<b>Concepts</b>	<b>Resources</b>	<b>Comments</b>
<b>December</b>	<b>Lesson 12</b> Rock and Roll Christmas	<ul style="list-style-type: none"> <li>Listen to and describe music in various styles and genres, including familiar excerpts, recognising its function and historical context where appropriate</li> </ul>	Listening and responding	Listening and responding	<ul style="list-style-type: none"> <li>A sense of timbre</li> <li>A sense of dynamics</li> <li>A sense of duration</li> <li>A sense of structure</li> </ul>	Listening examples	
	<b>Lesson 13</b> Blues Music - Blue Christmas	<ul style="list-style-type: none"> <li>Listen to and describe music in various styles and genres, including familiar excerpts, recognising its function and historical context where appropriate</li> <li>Invent and perform simple musical pieces that show a developing awareness of musical elements</li> <li>Recognise strong and weak beats, illustrating them through gestures</li> </ul>	Listening and Responding  Composing	Listening and Responding to Music  Improvising and Creating	<ul style="list-style-type: none"> <li>A sense of pulse</li> <li>a sense of tempo</li> <li>A sense of timbre</li> <li>A sense of rhythm</li> </ul>	Video Resource  Listening examples	
	<b>Lesson 14</b> Christmas Songs	<ul style="list-style-type: none"> <li>Sing from memory a widening repertoire of songs with increasing vocal control, confidence and expression</li> <li>Show greater control of pulse (steady beat) and tempo while singing wellknown tunes</li> <li>Identify and define the rhythm patterns of well known songs and chants</li> </ul>	Performing  Performing	Song Singing  Literacy	<ul style="list-style-type: none"> <li>A sense of pitch</li> <li>A sense of structure</li> <li>A sense of duration</li> <li>A senses of rhythm</li> </ul>	Video and Lyrics	

		<b>Content Objectives</b>	<b>Strands</b>	<b>Strand Units</b>	<b>Concepts</b>	<b>Resources</b>	<b>Comments</b>
<b>January</b>	<b>Lesson 15</b> Find the Pulse	<ul style="list-style-type: none"> <li>Differentiate between steady beat and music without a strong beat</li> <li>Show the steady beat in listening to live or recorded music accompanying songs or chants</li> <li>Respond appropriately to obviously different sections in a piece</li> </ul>	Listening and Re-sponding	Listening and responding to music.	<ul style="list-style-type: none"> <li>A sense of pulse</li> <li>A sense of style</li> <li>A sense of tempo</li> </ul>	Video examples	
	<b>Lesson 16</b> Body Percussion	<ul style="list-style-type: none"> <li>Recognise strong and weak beats, illustrating them through gestures</li> <li>Discover ways of making sounds using body percussion, in pairs and small groups</li> <li>Discover different ways of playing percussion and melodic instruments</li> </ul>	Listening and Re-sponding  Performing	Listening and responding to music.  Exploring Sounds  Playing Instruments	<ul style="list-style-type: none"> <li>A sense of pulse</li> <li>A sense of style</li> <li>A sense of tempo</li> <li>A sense of rhythm</li> </ul>	video examples	
	<b>Lesson 17</b> Rhythm with Igor	<ul style="list-style-type: none"> <li>Use percussion instruments to show the beat or rhythm in accompanying songs or rhythmic chants</li> <li>Identify and describe the tempo of music as fast or slow or getting faster or slower</li> <li>Show the steady beat in listening to live or recorded music accompanying songs or chants</li> </ul>	Performing  Listening and Re-sponding	Playing Instruments  Listening and Responding	<ul style="list-style-type: none"> <li>A sense of pulse</li> <li>a sense of tempo</li> <li>A sense of timbre</li> <li>A sense of rhythm</li> </ul>	Igor resource	

		<b>Content Objectives</b>	<b>Strands</b>	<b>Strand Units</b>	<b>Concepts</b>	<b>Resources</b>	<b>Comments</b>
	<b>Lesson 18</b> Compose with Igor	<ul style="list-style-type: none"> <li>Use percussion instruments to show the beat or rhythm in accompanying songs or rhythmic chants</li> <li>Invent and perform simple musical pieces that show a developing awareness of musical elements</li> </ul>	Performing  Composing	Playing Instruments  Improvising and Creating	<ul style="list-style-type: none"> <li>A sense of pulse</li> <li>A sense of structure</li> <li>A sense of timbre</li> <li>A sense of duration</li> </ul>	Igor Resource  Worksheet	
<b>February</b>	<b>Lesson 19</b> Perform With Igor	<ul style="list-style-type: none"> <li>Use percussion instruments to show the beat or rhythm in accompanying songs or rhythmic chants</li> <li>Identify and describe the tempo of music as fast or slow or getting faster or slower</li> <li>Distinguish between sounds of different duration while listening to music</li> </ul>	Performing  Listening and Responding	Playing Instruments  Listening and Responding	<ul style="list-style-type: none"> <li>A sense of pulse</li> <li>A sense of tempo</li> <li>A sense of timbre</li> <li>A sense of rhythm</li> </ul>	Igor resource	
	<b>Lesson 20</b> Artist Profile - Nina Simone	<ul style="list-style-type: none"> <li>Listen to and describe music in various styles and genres, including familiar excerpts, recognising its function and historical context where appropriate</li> <li>Respond appropriately to obviously different sections in a piece</li> </ul>	Listening and responding	Listening and responding	<ul style="list-style-type: none"> <li>A sense of timbre</li> <li>A sense of duration</li> <li>A sense of structure</li> </ul>	Listening Examples  Worksheets	

		<b>Content Objectives</b>	<b>Strands</b>	<b>Strand Units</b>	<b>Concepts</b>	<b>Resources</b>	<b>Comments</b>
	<b>Lesson 21</b> Music Notation with Igor	<ul style="list-style-type: none"> <li>Use standard symbols to notate simple rhythm and pitch</li> <li>Recognise and use some standard symbols to notate metre (time) and rhythm</li> </ul>	Performing	Literacy	<ul style="list-style-type: none"> <li>A sense of pitch</li> <li>A sense of pulse</li> <li>A sense of duration</li> <li>A sense of style</li> </ul>	Igor Resource  Worksheets	
<b>March</b>	<b>Lesson 22</b> Irish Music Radio and Irish Music Instruments	<ul style="list-style-type: none"> <li>Listen to and describe music in various styles and genres, including familiar excerpts, recognising its function and historical context where appropriate</li> <li>Recognise strong and weak beats, illustrating them through gestures</li> </ul>	Listening and Responding  Listening and Responding	Listening and Responding to Music  Listening and Responding to Music	<ul style="list-style-type: none"> <li>A sense of pulse</li> <li>A sense of tempo</li> <li>A sense of timbre</li> <li>A sense of rhythm</li> </ul>	Listening examples	
	<b>Lesson 23</b> Song - Baidin Phelimi	<ul style="list-style-type: none"> <li>Sing from memory a widening repertoire of songs with increasing vocal control, confidence and expression</li> <li>Perform familiar songs with increasing understanding and control of pitch (accurate intervals) and extended vocal range</li> </ul>	Performing	Song Singing	<ul style="list-style-type: none"> <li>A sense of pitch</li> <li>A sense of structure</li> <li>A sense of duration</li> <li>A sense of rhythm</li> </ul>	Video and Lyrics	



		<b>Content Objectives</b>	<b>Strands</b>	<b>Strand Units</b>	<b>Concepts</b>	<b>Resources</b>	<b>Comments</b>
	<b>Lesson 24</b> Artist Profile - Planxty	<ul style="list-style-type: none"> <li>Listen to and describe music in various styles and genres, including familiar excerpts, recognising its function and historical context where appropriate</li> <li>Respond appropriately to obviously different sections in a piece</li> </ul>	Listening and responding	Listening and responding	<ul style="list-style-type: none"> <li>A sense of timbre</li> <li>A sense of duration</li> <li>A sense of structure</li> </ul>	Listening Examples  Worksheets	
	<b>Lesson 25</b> Irish Fiddle	<ul style="list-style-type: none"> <li>Listen to and describe music in various styles and genres, including familiar excerpts, recognising its function and historical context where appropriate</li> <li>Experience six-eight time</li> <li>Discover two-beat time and three-beat time by using gestures to accompany music</li> </ul>	Listening and responding	Listening and responding	<ul style="list-style-type: none"> <li>A sense of timbre</li> <li>A sense of dynamics</li> <li>A sense of duration</li> <li>A sense of structure</li> </ul>	Video Examples  Worksheets	
<b>April</b>	<b>Lesson 26</b> Artist Profile - Sigrid	<ul style="list-style-type: none"> <li>Listen to and describe music in various styles and genres, including familiar excerpts, recognising its function and historical context where appropriate</li> <li>Respond appropriately to obviously different sections in a piece</li> </ul>	Listening and responding	Listening and responding	<ul style="list-style-type: none"> <li>A sense of timbre</li> <li>A sense of dynamics</li> <li>A sense of duration</li> <li>A sense of structure</li> </ul>	Listening Examples  Worksheets	





		<b>Content Objectives</b>	<b>Strands</b>	<b>Strand Units</b>	<b>Concepts</b>	<b>Resources</b>	<b>Comments</b>
<b>June</b>	<b>Lesson 33</b> Artist Profile - U2	<ul style="list-style-type: none"> <li>Listen to and describe music in various styles and genres, including familiar excerpts, recognising its function and historical context where appropriate</li> <li>Show greater control of pulse (steady beat) and tempo while singing wellknown tunes</li> <li>Perform familiar songs with increasing understanding and control of pitch (accurate intervals) and extended vocal range</li> </ul>	Listening and responding	Listening and responding to Music	<ul style="list-style-type: none"> <li>A sense of pitch</li> <li>A sense of structure</li> <li>A sense of duration</li> <li>A sense of rhythm</li> </ul>	Video and Lyrics	
			Performing	Song Singing			
			Performing	Song Singing			
	<b>Lesson 34</b> Create Your Own Music Festival	<ul style="list-style-type: none"> <li>Recognise and sing familiar songs and melodies from other sources</li> <li>Talk about pieces of music, giving preferences and illustrate responses in a variety of ways</li> <li>Play simple percussion instruments</li> </ul>	Performing	Song Singing	<ul style="list-style-type: none"> <li>A sense of pitch</li> <li>A sense of structure</li> <li>A sense of duration</li> <li>A sense of Rhythm</li> <li>A sense of timbre</li> </ul>	Worksheets	
			Listening and Responding	Listening and Responding		Folk songs	
			Play simple percussion instruments	Playing Instruments		Pop songs	
						Playlists	

		<b>Content Objectives</b>	<b>Strands</b>	<b>Strand Units</b>	<b>Concepts</b>	<b>Resources</b>	<b>Comments</b>
	<b>Lesson 35</b> School Fest 2021	<ul style="list-style-type: none"> <li>Recognise and sing familiar songs and melodies from other sources</li> <li>Talk about pieces of music, giving preferences and illustrate responses in a variety of ways</li> <li>Play simple percussion instruments</li> </ul>	Performing  Listening and Re- sponding  Play simple percussion instruments	Song Singing  Listening and Responding  Playing Instru- ments	<ul style="list-style-type: none"> <li>A sense of pitch</li> <li>A sense of struc- ture</li> <li>A sense of duration</li> <li>A sense of Rhythm</li> <li>A sense of timbre</li> </ul>	Worksheets  Folk songs  Pop songs  Playlists	
	<b>Lesson 36</b> End of Year Disco	<ul style="list-style-type: none"> <li>Recognise and sing familiar songs and melodies from other sources</li> <li>Listen to a range of short pieces or excerpts</li> <li>Show the steady beat in listening to live or recorded music</li> </ul>	Performing  Listening and Re- sponding  Listening and Re- sponding	Song Singing  Listening and Responding  Listening and Responding	<ul style="list-style-type: none"> <li>A sense of pitch</li> <li>A sense of structure</li> <li>A sense of duration</li> <li>A sense of rhythm</li> </ul>	Disco Playlists	

## Aims

- to encourage enjoyment, critical appreciation and understanding of music
- to develop the child's understanding and appreciation of a wide range of styles and genres, fostering cultural empathy
- 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 being actively engaged in musical creativity
- to nurture the child's self-esteem and self-confidence through participation in musical activities
- 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

## Musical Concepts to be Developed

- **A sense of pulse** (the beat of a song, where we tap our toes)
- **A sense of duration** (the length of sound events, notes or duration of a section of a piece of music)
- **A sense of tempo** (fast or slow)
- **A sense of pitch** (high or low pitch, contours of a melody. Is the melody going up or down?)
- **A sense of dynamics** (loud or soft, getting louder or getting softer)
- **A sense of structure** (different sections of a song, intro / verse / chorus)
- **A sense of timbre** (the difference between instruments, their unique sound and character)
- **A sense of texture** (how different instruments and musical elements sound and fit together)
- **A sense of style** (different genres and types of music from different cultures around the world)

# Approaches and Methodologies

## **Talk and discussion**

Talk and discussion will be used throughout the lessons to ascertain the children's previous knowledge about the given topic and the best way to approach the lesson. This method will also be used in all listening and responding lessons and composition lessons, developing critical listening and appraisal.

## **Collaborative/Co-operative learning**

Group work will be used frequently, including group performance, composition lessons and project based activities.

## **Use of ICT**

Video clips, online resources and interactive resources will be used in each lesson to enhance the children's learning experience, and to encourage group performance and composition. All DabbledooMusic resources are optimised for interactive whiteboards. Sing-along videos will also feature in song singing lessons.

## **Direct teaching**

- Direct teaching will be used to teach and model the appropriate vocabulary and performance techniques as well as anything else that may arise during the course of the lessons.
- I will directly teach the children the songs to be learned this term using my own voice and sing-along resources at DabbledooMusic.com.
- Meaning of pitch, dynamics and tempo in relation to the musical concepts to be developed.

## **Call-and-response**

The "Jazz Cat" resource will be used to teach pitch through call and response with 3 and 5 note scales. Call and response song will also be used frequently.

## **Movement: clapping, conducting, marching, dancing**

The children will be taught these skills in order to illustrate the steady beat in the songs learned, and listened to.

## **Imitating environmental sounds with vocals and instruments.**

- Creating soundscapes using different themes throughout the year.
- Using graphic notation to represent environmental sounds as part of composition lessons.
- Exploring the unique sounds of different instruments and how they can be used in a variety of ways.

## **Responding to music in a variety of ways**

- Through movement, art, dance and orally.
- Singing games and action songs.
- Using actions to accompany known songs to aid memory of the song.

# Differentiation

## Level

I will vary the level and complexity of the content to reflect the diversity of the children's previous achievement. I will also recognise the different levels of engagement and interaction within each lesson or activity. At every stage of group performance or composition children will be encouraged to contribute at a level suitable to them.

## Sequence

The child will be introduced to different elements of the learning content in accordance with their stage of readiness. All children will be introduced to new topics through the appropriate level of DabbledooMusic resources.

## Teaching style

A variety of methodologies will be used, as outlined in methodologies section, to allow all children to engage with the lesson.

## Task

A variety of tasks are set relating to each learning activity. Different strands will be explored in each lesson combining group and individual tasks.

## Pace

I will vary the rate at which teaching takes place and the rate at which children are required to work and produce outcomes. Children will proceed at their own pace with each activity particularly in the worksheets and composition elements.

## Choice

Children can choose activities, within each lesson, that they find interesting and that match their ability. The children will be placed in groups based on topics they choose, instruments chosen, choice of percussion, choice of response. This will be possible through the online Resource section of DabbledooMusic.

## Support

I will vary the nature of the support in accordance with the children's individual needs. (e.g. peer modelling, one to one teacher support).

## Resource

The children are provided with online resources and worksheets specific to their own level of learning needs. The DabbledooMusic resources are designed to allow different levels to work together as an ensemble.

## Response

The children have opportunities to provide different outcomes while working on the same task. Body percussion, use of percussion instruments, through dance, worksheets and written tasks.



# Assessment

## **Conferencing**

The children have frequent opportunities to talk about their work in either one-to-one, small groups or whole-class settings. The colour coded groups used in DabbledooMusic will assist this activity.

These are some of the questions I will use to guide this interaction:

*What did you find easy? What did you find difficult? What do you think you need more help with? What area do you need more practice in?*

## **Questioning**

I plan on using a variety of questioning levels to ascertain the children's previous knowledge and practice, as well as what they have learned in the lesson.

## **Teacher observation**

As the children work during the Music classes, I will circulate the area taking brief notes. I plan to choose key musical concepts per lesson to observe and assess the children on, depending on the lesson content, for example, can demonstrate the steady beat, follow a pictorial symbol

## **Teacher designed tasks and tests**

I will frequently set tasks in the music class based on worksheet resources. These will allow for review of previous skills taught, as well as assessing what needs to be taught before the lesson continues. They will also ascertain what the children have learned in this lesson; if they understood the concept, if they mastered the concept etc.

## **Pupil Profiles and Portfolio**

Information observed, completed and collected about the child's learning in music will be compiled in their personal profile in the teacher's assessment folder. This will be based on the worksheet content with DabbledooMusic.

## Linkage and Integration

### Linkage within Subject

Linkage between the three strands of Listening and Responding, Composing and Performing will be developed in each lesson. Listening and responding will include clapping along to the pulse with body percussion or instruments. Composing will be followed by performance and listening and responding to the performance.

### Linkage and Integration across the Curriculum

Linkage and Integration will depend on the area of resources being used. Lessons will also link with seasonal themes like Spring, Winter, Seachtain na nGaeilge, St Patrick's Day and Earth Day.

**Front Door.** - numbers, colours, shapes, language

**The Clock** - instrument construction / physics, time

**Igor** - animals, the sea, numbers and maths

**Jazz Cat.** - animals, history of America

**Song Singing** - history, geography, cultural empathy, social history