



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

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

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	Lesson 6 School Walk - Composition	<ul style="list-style-type: none"> 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 Discover different ways of playing percussion and melodic instruments 	Composing	Improvising and Creating	<ul style="list-style-type: none"> A sense of structure A sense of duration A sense of timbre A sense of texture 	Video Examples	
	Lesson 7 Song - Halloween Songs	<ul style="list-style-type: none"> Sing from memory a widening repertoire of songs with increasing vocal control, confidence and expression Show greater control of pulse (steady beat) and tempo while singing wellknown tunes 	Performing	Song Singing	<ul style="list-style-type: none"> A sense of pitch A sense of structure A sense of duration A sense of rhythm 	Worksheets	
November	Lesson 8 Chance Cards for Classroom Performance	<ul style="list-style-type: none"> Discover different ways of playing percussion and melodic instruments Invent and perform simple musical pieces that show a developing awareness of musical elements 	Performing	Playing Instruments	<ul style="list-style-type: none"> A sense of pitch A sense of structure A sense of duration A sense of rhythm 	Worksheets The Clock	
			Composing	Improvising and Creating			

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

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

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

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

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

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

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	Lesson 27 Earth Day - Joni Mitchel	<ul style="list-style-type: none"> Perform familiar songs with increasing awareness of dynamics, phrasing (appropriate breaks in the music) and expression Notice differences between the sections of songs in various forms Recognise the shape (contour) of melodies on a graphic score or in standard notation 	Performing	Song Singing Literacy	<ul style="list-style-type: none"> A sense of pitch A sense of pulse A sense of style A sense of structure 	Listening Examples	
	Lesson 28 Song -Funga Alafia	<ul style="list-style-type: none"> Sing from memory a widening repertoire of songs with increasing vocal control, confidence and expression Perform familiar songs with increasing understanding and control of pitch (accurate intervals) and extended vocal range 	Performing	Song Singing	<ul style="list-style-type: none"> A sense of pitch A sense of structure A sense of duration A senses of rhythm 	Video and Lyrics	
May	Lesson 29 Singing with 5 Notes	<ul style="list-style-type: none"> Perform familiar songs with increasing awareness of dynamics, phrasing (appropriate breaks in the music) and expression Notice differences between the sections of songs in various forms Recognise the shape (contour) of melodies on a graphic score or in standard notation 	Performing	Song Singing Literacy	<ul style="list-style-type: none"> A sense of pitch A sense of pulse A sense of style A sense of structure 	Jazz Cat resource	

	Content Objectives	Strands	Strand Units	Concepts	Resources	Comments	
	Lesson 30 Song - Yellow Bird	<ul style="list-style-type: none"> Sing from memory a widening repertoire of songs with increasing vocal control, confidence and expression Perform familiar songs with increasing understanding and control of pitch (accurate intervals) and extended vocal range 	Performing	Song Singing	<ul style="list-style-type: none"> A sense of pitch A sense of structure A sense of duration A sense of rhythm 	Video and Lyrics	
	Lesson 31 Singing the Major Scale	<ul style="list-style-type: none"> Perform familiar songs with increasing awareness of dynamics, phrasing (appropriate breaks in the music) and expression Notice differences between the sections of songs in various forms Recognise the shape (contour) of melodies on a graphic score or in standard notation 	Performing	Song Singing Literacy	<ul style="list-style-type: none"> A sense of pitch A sense of pulse A sense of style A sense of structure 	Jazz Cat resource	
	Lesson 32 Irish Artist -Anna Mieke	<ul style="list-style-type: none"> Describe initial reaction to, or feelings about, his/her compositions and the compositions of others, giving preferences Perform familiar songs with increasing understanding and control of pitch (accurate intervals) and extended vocal range 	Listening and responding Performing	Listening and responding to Music Song Singing	<ul style="list-style-type: none"> A sense of timbre A sense of dynamics A sense of duration A sense of structure 	Video Examples	

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

	Content Objectives	Strands	Strand Units	Concepts	Resources	Comments	
	Lesson 35 End of Year Festival	<ul style="list-style-type: none"> Recognise and sing familiar songs and melodies from other sources Talk about pieces of music, giving preferences and illustrate responses in a variety of ways Play simple percussion instruments 	Performing Listening and Responding Play simple percussion instruments	Song Singing Listening and Responding Playing Instruments	<ul style="list-style-type: none"> A sense of pitch A sense of structure A sense of duration A sense of Rhythm A sense of timbre 	Worksheets Folk songs Pop songs 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 a sound event or section of music, is it long or short?)
- **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