

	<b>Content Objectives</b> The child will be enabled to:	<b>Strand</b>	<b>Strand Unit</b>	<b>Concept</b>	<b>Resource</b>	<b>Comments</b>	
<b>September</b>	<b>Lesson 1</b> The Name Song	<ul style="list-style-type: none"> <li>Recognise the difference between the speaking voice and the singing voice and use these voices in different ways</li> <li>Show the steady beat in listening to or accompanying songs or rhythmic chants</li> </ul>	Listening and Responding  Performing	Exploring Sounds  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> </ul>	Sing along video	
	<b>Lesson 2</b> I Hear With My Little Ear	<ul style="list-style-type: none"> <li>Listen to, identify and imitate familiar sounds in the immediate environment from varying sources</li> <li>Match selected sounds with their pictured source</li> </ul>	Listening and Responding  Performing	Exploring sounds  Early literacy	<ul style="list-style-type: none"> <li>A sense of pitch</li> <li>A sense of duration</li> <li>A sense of timbre</li> </ul>		
	<b>Lesson 3</b> Morning Sounds	<ul style="list-style-type: none"> <li>Listen to, identify and imitate familiar sounds in the immediate environment from varying sources</li> <li>Invent and perform short, simple musical pieces with some control of musical elements</li> <li>Invent graphic symbols for single sounds and sound effects</li> </ul>	Listening and Responding  Composing	Exploring sounds  Improvising and creating  Talking about and recording composition	<ul style="list-style-type: none"> <li>A sense of pitch</li> <li>A sense of timbre</li> <li>A sense of duration</li> <li>A sense of structure</li> </ul>	Worksheet	

		<b>Content Objectives</b> The child will be enabled to:	<b>Strand</b>	<b>Strand Unit</b>	<b>Concept</b>	<b>Resource</b>	<b>Comments</b>
	<b>Lesson 4</b> Sweepy Sweepy Sweepy	<ul style="list-style-type: none"> <li>Recognise and sing familiar songs and melodies from other sources</li> <li>Recognise and imitate short melodies in echoes, developing a sense of pitch</li> <li>Discover ways of making sounds using body percussion</li> </ul>	Performing  Listening and Responding	Song Singing  Exploring sounds	<ul style="list-style-type: none"> <li>A sense of pitch</li> <li>A sense of structure</li> <li>A sense of duration</li> </ul>	Sing Along Video	
<b>October</b>	<b>Lesson 5</b> Find the Pulse - Irish artists and bands.	<ul style="list-style-type: none"> <li>Show the steady beat in listening to live or recorded music</li> <li>Talk about pieces of music, giving preferences and illustrate responses in a variety of ways</li> <li>Listen to a range of short pieces or excerpts</li> </ul>	Listening and Responding	Listening and Responding	<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 rhythm</li> </ul>	Listening examples	
	<b>Lesson 6</b> Halloween Soundscape	<ul style="list-style-type: none"> <li>Listen to, identify and imitate familiar sounds in the immediate environment from varying sources</li> <li>Invent and perform short, simple musical pieces with some control of musical elements</li> <li>Invent graphic symbols for single sounds and sound effects</li> </ul>	Listening and Responding  Composing	Exploring sounds  Improvising and creating  Talking about and recording composition	<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>	Worksheet	
	<b>Lesson 7</b> Halloween Songs	<ul style="list-style-type: none"> <li>Recognise and sing familiar songs and melodies from other sources</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 rhythm</li> </ul>	Sing Along Video Spotify and youtube links	

		<b>Content Objectives</b> The child will be enabled to:	<b>Strand</b>	<b>Strand Unit</b>	<b>Concept</b>	<b>Resource</b>	<b>Comments</b>
<b>November</b>	<b>Lesson 8</b> Loud and Soft	<ul style="list-style-type: none"> <li>Recognise and show the difference between loud and soft sounds</li> <li>Play simple percussion instruments</li> </ul>	Listening and Responding	Listening and Responding	<ul style="list-style-type: none"> <li>A sense of structure</li> <li>A sense of duration</li> <li>A sense of dynamics</li> <li>A sense of texture</li> </ul>	Video example	
			Performing	Playing Instruments		The Clock resource	
	<b>Lesson 9</b> Fast and Slow	<ul style="list-style-type: none"> <li>Recognise and show the difference between fast and slow tempos</li> <li>Play simple percussion instruments</li> </ul>	Listening and Responding	Listening and Responding	<ul style="list-style-type: none"> <li>A sense of structure</li> <li>A sense of duration</li> <li>A sense of tempo</li> <li>A sense of texture</li> </ul>	Video Example	
			Performing	Playing Instruments		The Clock resource	
	<b>Lesson 10</b> Composing with the Clock	<ul style="list-style-type: none"> <li>Match selected sounds with their pictured source</li> <li>Select sounds from a variety of sources to create simple sound ideas, individually and in groups</li> </ul>	Performing	Early Literacy	<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>Lesson 11</b> The Beatles	<ul style="list-style-type: none"> <li>Talk about pieces of music, giving preferences and illustrate responses in a variety of ways</li> <li>Listen to a range of short pieces or excerpts</li> </ul>	Listening and Responding	Listening and Responding	<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 rhythm</li> </ul>	Listening examples	
						Worksheets	
<b>December</b>	<b>Lesson 12</b> Winter Songs Around the World	<ul style="list-style-type: none"> <li>Talk about pieces of music, giving preferences and illustrate responses in a variety of ways</li> <li>Recognise and sing familiar songs and melodies from other sources</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> </ul>	Worksheets	
			Performing	Song Singing			

		<b>Content Objectives</b> The child will be enabled to:	<b>Strand</b>	<b>Strand Unit</b>	<b>Concept</b>	<b>Resource</b>	<b>Comments</b>
	<b>Lesson 13</b> Winter Sounds Composition and Performance	<ul style="list-style-type: none"> <li>Listen to, identify and imitate familiar sounds in the immediate environment from varying sources</li> <li>Invent and perform short, simple musical pieces with some control of musical elements</li> <li>Talk about his/her work and the work of other children</li> </ul>	Listening and Responding  Composing	Exploring sounds  Improvising and creating  Talking about and recording composition	<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	
	<b>Lesson 14</b> Christmas Songs	<ul style="list-style-type: none"> <li>Recognise and sing familiar songs and melodies from other sources</li> <li>Discover ways of making sounds using body percussion</li> </ul>	Performing  Listening and Responding	Song Singing  Exploring sounds	<ul style="list-style-type: none"> <li>A sense of pitch</li> <li>A sense of structure</li> <li>A sense of duration</li> </ul>	Sing Along Video	
<b>January</b>	<b>Lesson 15</b> The Front Door - Letters and Their Sounds	<ul style="list-style-type: none"> <li>Use sound words and word phrases to describe and imitate selected sounds</li> <li>Match selected sounds with their pictured source</li> </ul>	Listening and Responding  Performing	Exploring sounds  Early 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 sense of timbre</li> </ul>	The Front Door Resource	
	<b>Lesson 16</b> Rhythm with Igor	<ul style="list-style-type: none"> <li>Show the steady beat in listening to live or recorded music</li> <li>Recognise and perform simple rhythm patterns from pictorial symbols</li> <li>Show the steady beat in listening to or accompanying songs or rhythmic chants</li> </ul>	Listening and Responding  Performing	Playing Instruments  Literacy  Song singing	<ul style="list-style-type: none"> <li>A sense of pulse</li> <li>A sense of tempo</li> <li>A sense of timbre</li> </ul>	Igor resource	

		<b>Content Objectives</b> The child will be enabled to:	<b>Strand</b>	<b>Strand Unit</b>	<b>Concept</b>	<b>Resource</b>	<b>Comments</b>
	<b>Lesson 17</b> Compose with Igor	<ul style="list-style-type: none"> <li>Show the steady beat in listening to live or recorded music</li> <li>Invent and perform short, simple musical pieces with some control of musical elements</li> </ul>	Listening and Responding  Composing	Playing Instruments  Improvising and performing	<ul style="list-style-type: none"> <li>A sense of pulse</li> <li>A sense of tempo</li> <li>A sense of timbre</li> </ul>	Igor resource	
	<b>Lesson 18</b> Daft Punk	<ul style="list-style-type: none"> <li>Talk about pieces of music, giving preferences and illustrate responses in a variety of ways</li> <li>Listen to a range of short pieces or excerpts</li> </ul>	Listening and Responding	Listening and Responding	<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 rhythm</li> </ul>	Listening examples  Worksheets	
<b>February</b>	<b>Lesson 19</b> Pitched and Un-pitched	<ul style="list-style-type: none"> <li>Recognise and show the difference between high and low sounds</li> <li>Play simple percussion instruments</li> </ul>	Listening and Responding  Performing	Listening and responding to music  Playing with instruments	<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>	Jazz Cat resource  The Clock resource	
	<b>Lesson 20</b> Do, re, me	<ul style="list-style-type: none"> <li>Recognise and sing familiar songs and melodies from other sources</li> <li>Recognise and imitate short melodies in echoes, developing a sense of pitch</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 rhythm</li> </ul>	Sing Along Video	
	<b>Lesson 21</b> Artist Profile: Björk	<ul style="list-style-type: none"> <li>Talk about pieces of music, giving preferences and illustrate responses in a variety of ways</li> <li>Listen to a range of short pieces or excerpts</li> </ul>	Listening and Responding	Listening and Responding	<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 rhythm</li> </ul>	Listening examples	

		<b>Content Objectives</b> The child will be enabled to:	<b>Strand</b>	<b>Strand Unit</b>	<b>Concept</b>	<b>Resource</b>	<b>Comments</b>
<b>March</b>	<b>Lesson 22</b> Jazz Cat - Melody	<ul style="list-style-type: none"> <li>Recognise and sing familiar songs and melodies from other sources</li> <li>Recognise and imitate short melodies in echoes, developing a sense of pitch</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> </ul>	Sing Along Video	
	<b>Lesson 23</b> Waltzes and Marches	<ul style="list-style-type: none"> <li>Talk about pieces of music, giving preferences and illustrate responses in a variety of ways</li> <li>Listen to a range of short pieces or excerpts</li> </ul>	Listening and Responding	Listening and Responding	<ul style="list-style-type: none"> <li>A sense of timbre</li> <li>A sense of pitch</li> <li>A sense of rhythm</li> </ul>	Listening examples	
	<b>Lesson 24</b> Song - The Illy Ally O	<ul style="list-style-type: none"> <li>Recognise and sing familiar songs and melodies from other sources</li> <li>Perform songs and rhymes with a sense of dynamic (loud/soft) control where appropriate</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 rhythm</li> <li>A sense of dynamics</li> </ul>	Sing Along Video	
	<b>Lesson 25</b> The Piano	<ul style="list-style-type: none"> <li>Talk about pieces of music, giving preferences and illustrate responses in a variety of ways</li> <li>Listen to a range of short pieces or excerpts</li> </ul>	Listening and Responding	Listening and Responding	<ul style="list-style-type: none"> <li>A sense of timbre</li> <li>A sense of pitch</li> <li>A sense of rhythm</li> </ul>	Listening examples  Worksheets	
<b>April</b>	<b>Lesson 26</b> More Singing with Jazz Cat	<ul style="list-style-type: none"> <li>Recognise and sing familiar songs and melodies from other sources</li> <li>Recognise and imitate short melodies in echoes, developing a sense of pitch</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> </ul>	Sing Along Video Jazz Cat	

		<b>Content Objectives</b> The child will be enabled to:	<b>Strand</b>	<b>Strand Unit</b>	<b>Concept</b>	<b>Resource</b>	<b>Comments</b>
	<b>Lesson 27</b> Earth Day - The Bee Song	<ul style="list-style-type: none"> <li>Recognise and sing familiar songs and melodies from other sources</li> <li>Use simple home-made and manufactured instruments to accompany songs, nursery rhymes of rhythmic chants</li> </ul>	Performing	Song Singing  Playing Instruments	<ul style="list-style-type: none"> <li>A sense of pitch</li> <li>A sense of structure</li> <li>A sense of rhythm</li> <li>A sense of dynamics</li> </ul>	Sing Along Video	
	<b>Lesson 28</b> Song-Jambo	<ul style="list-style-type: none"> <li>Recognise and imitate short melodies in echoes, developing a sense of pitch</li> <li>Invent and perform short, simple musical pieces with some control of musical elements</li> <li>Talk about his/her work and the work of other children</li> </ul>	Listening and Responding  Composing	Exploring sounds  Improvising and creating  Talking about and recording composition	<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	
<b>May</b>	<b>Lesson 29</b> Song - Che Che Kooley	<ul style="list-style-type: none"> <li>Recognise and sing familiar songs and melodies from other sources</li> <li>Recognise and imitate short melodies in echoes, developing a sense of pitch</li> <li>Discover ways of making sounds using body percussion</li> </ul>	Performing  Listening and Responding	Song Singing  Exploring sounds	<ul style="list-style-type: none"> <li>A sense of pitch</li> <li>A sense of structure</li> <li>A sense of duration</li> </ul>	Sing Along Video	
	<b>Lesson 30</b> 2 Musical Games for Outside	<ul style="list-style-type: none"> <li>Recognise and imitate short melodies in echoes, developing a sense of pitch</li> <li>Listen to, identify and imitate familiar sounds in the immediate environment from varying sources</li> </ul>	Performing  Listening and Responding	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 timbre</li> </ul>	Sing Along Video	

		<b>Content Objectives</b> The child will be enabled to:	<b>Strand</b>	<b>Strand Unit</b>	<b>Concept</b>	<b>Resource</b>	<b>Comments</b>
	<b>Lesson 31</b> Song - Twinkle Twinkle	<ul style="list-style-type: none"> <li>Recognise and sing familiar songs and melodies from other sources</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> </ul>	Sing Along Video	
	<b>Lesson 32</b> Summer Composing	<ul style="list-style-type: none"> <li>Listen to, identify and imitate familiar sounds in the immediate environment from varying sources</li> <li>Invent and perform short, simple musical pieces with some control of musical elements</li> </ul>	Listening and Responding  Composing	Exploring sounds  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 timbre</li> </ul>	Worksheets	
<b>June</b>	<b>Lesson 33</b> Song - Bingo	<ul style="list-style-type: none"> <li>Recognise and sing familiar songs and melodies from other sources</li> <li>Recognise and imitate short melodies in echoes, developing a sense of pitch</li> <li>Discover ways of making sounds using body percussion</li> </ul>	Performing  Performing  Listening and Responding	Song Singing  Song Singing  Exploring sounds	<ul style="list-style-type: none"> <li>A sense of pitch</li> <li>A sense of structure</li> <li>A sense of duration</li> </ul>	Sing Along Video	
	<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  Listening and Responding  Play simple percussion instruments	Song Singing  Listening and Responding  Playing Instruments	<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  Folk songs  Pop songs  Playlists	





	<b>Content Objectives</b> The child will be enabled to:	<b>Strand</b>	<b>Strand Unit</b>	<b>Concept</b>	<b>Resource</b>	<b>Comments</b>
	<b>Lesson 35</b> End of Year 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  Listening and Responding  Play simple percussion instruments	Song Singing  Listening and Responding  Playing Instruments	<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  Folk songs  Pop songs  Playlists	

<b>Junior Infants</b>	<b>Teacher:</b>	<b>Music</b>	<b>Date:</b>
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## 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 or piece of music, 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