

Irish music for Years 3 & 4

Planning sheet

by

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PLANNING SHEET Term : 2a - Spring	YEAR: 3 & 4 SUBJECT: Music – Irish Music	KEY STAGE: 2
NOTES Topic linked to literacy work on Ireland.	CURRICULUM AREA Music: 2a, 3a, 3b, 4d	LINKS TO OTHER AREAS: Literacy. Geography. (Historical element). ICT – listening to MIDI files.

Aims: Children should be taught	Objectives	Activities	Assessment activity
The background to Irish music and the reasons for it. The meaning of traditional Irish music and instrumentation.	To know and understand the background to early Irish music. To be familiar with the term ‘traditional Irish Music’ and understand its meaning. To be able to name and identify traditional instruments in given tunes and songs. To be able to discuss music in terms of fast, slow, loud, soft. To make comparisons between pieces of music.	To explore the background to Irish music. To listen to a selection of traditional Irish session pieces. Identify the instruments and discuss the elements of the music, comparing each piece that they hear. To discuss music in terms of fast, slow, loud, soft and describe its mood and patterns. Where would they expect to hear this type of music? How does it differ to modern day music in the charts? (E.g. no lyrics, instrumentation).	Discussion
To explore the music for patterns and rhythmic elements. To know how rhythm can be described. To understand and pick out repeated rhythmic patterns.	To be able to explore the music and describe what they can hear by drawing on specific elements of the music. To define the word ‘pulse’ and to be able to identify the pulse in a given piece of music. To discuss the tempo, and how the tempo relates to the pulse. To look at a two part rhythm song, (The Corrs – Minstrel Boy and Toss the Feathers), to know the difference between the parts.	To listen to traditional Irish melodies. Discuss the word ‘pulse’ and what it means. Define the pulse in the music and clap the pulse to the music. Discuss how many beats there are between each clap. Explain to the children that they are called the time signature. Discuss how we can count the beat, try clapping on the 2 nd and 3 rd beats. How does this change the emphasis on the tune? Try activity for tunes with differing rhythms. Use the Corrs – Minstrel Boy – Toss the Feathers to discuss tempo changes and how they contribute to the overall effect of the music.	Defining the pulse. Clapping the pulse.
To explore Irish instruments in detail.	To explore the instruments and their sounds and how they create their sounds.	To develop knowledge of instruments. To investigate how the sound is made. To listen to songs and be aware of when certain instruments are used.	

<p>To explore later Irish music and the introduction of lyrics. To discuss what Irish song lyrics are based on. To identify themes in songs.</p>	<p>To understand the importance of lyrics in a song. To understand the themes in Irish music. To discuss favourite style of music. To explore how melody reflects the lyrics. Do the lyrics have cultural (or social) meanings?</p>	<p>To listen to a selection of Irish songs. To discuss what the singer is singing. To listen to the accent of the singer. To make a logbook of the counties and places that are mentioned and to find these on the maps. Do we learn anything about the country from the songs?</p>	<p>Imagination and interpretation of the lyrics.</p>
<p>To discuss styles of songs, e.g. waltz, country, session songs etc.</p>	<p>Children should be able to identify the differences between the styles of song. To discuss their own feelings about the songs.</p>	<p>To listen to songs from different musical genres and define each style. Investigate the features of each song and group songs together into specific musical groups.</p>	<p>Can children identify the style and categorise them?</p>
<p>To sing songs as a class from the different genres of music.</p>	<p>To learn to sing songs from Ireland, thinking about the melody, lyric and mood.</p>	<p>To learn songs from Ireland, combining all the musical elements considered in previous sessions, to sing in a suitable way for each song. (Use original recordings to aid the style of singing)</p>	<p>Outcome and performance.</p>
<p>To develop singing, into a performance. To incorporate Percussion instruments into the performance to enhance the sound.</p>	<p>To improve performance of songs.</p>	<p>To consider what instruments would be suitable to add to the sound and where they would fit.</p>	<p>Outcome and performance.</p>