



Stage Eight Introduction Book

Songs Tracks

1. Ten Tame Tadpoles
2. Silly Sloppy Sailors: Practice
3. Silly Sloppy Sailors
4. I Had a Little Nut Tree: Practice
5. I Had a Little Nut Tree
6. I Had a Little Nut Tree I: In Two Parts
7. The Wombling Song
8. The Wombling Song: Second Melody
9. The Wombling Song: In Two Parts
10. The Wombling Song: Backing Track
11. My Dame hath a Lame Tame Crane
12. Cock-a-doodle-do: Practice
13. Cock-a-doodle-do
14. Old King Cole: Practice
15. Old King Cole
16. Old King Cole: Rhythmic Ostinato
17. Old King Cole: In Two Parts
18. Santa Claus is Coming
19. Santa Claus is Coming: Second Melody
20. Santa Claus is Coming: In Two Parts
21. Santa Claus is Coming: Backing Track
22. Aural Dictation: Example of Melodic Movement by Step
23. Aural Dictation: Example of Melodic Movement by Leap
24. Aural Dictation Recap: Melody One
25. Aural Dictation Recap: Melody Two
26. Aural Dictation Quiz: Part One, Melody One
27. Aural Dictation Quiz: Part One, Melody Two
28. Aural Dictation Quiz: Part Two, Melody One
29. Aural Dictation Quiz: Part Two, Melody Two
30. She Sells Seashells
31. Happy Healthy Harry: Practice
32. Happy Healthy Harry
33. I went to the Animal Fair: Practice
34. I went to the Animal Fair
35. I went to the Animal Fair: In Two Parts
36. Beidh Aonach Amárach
37. Beidh Aonach Amárach: Second Melody
38. Beidh Aonach Amárach: In Two Parts
39. Beidh Aonach Amárach: Backing Track
40. A Maid named Lady Marmalade
41. Buzzing Lips: Practice
42. Buzzing Lips
43. Daisy Daisy: Practice
44. Daisy Daisy
45. Daisy Daisy: Rhythmic Ostinato
46. Daisy Daisy: In Two Parts
47. The Bare Necessities
48. The Bare Necessities: Second Melody
49. The Bare Necessities: In Two Parts
50. The Bare Necessities: Backing Track
51. Pretty Kitty Creighton
52. Leaping Lizards: Practice

53. Leaping Lizards
54. The Drunken Sailor
55. The Drunken Sailor
56. The Drunken Sailor: In Two Parts
57. Cáit Ní Dhuibhir
58. Cáit Ní Dhuibhir: Second Melody
59. Cáit Ní Dhuibhir: In Two Parts
60. Cáit Ní Dhuibhir: Backing Track

Listening & Responding

1. [Parade of the Charioteers, from 'Ben Hur](#), by Miklós Rózsa
2. [I Allegro, from Concerto No.3 in F Major](#), by Antonio Vivaldi
3. Conducting in 2/4 Time and Form (Structure)
4. [Hungarian Dance No.5 in G Minor](#), by Johannes Brahms
5. [Dance of the Blessed Spirits, from Act II of 'Orfeo et Eurydice'](#), by Christoph Willibald Gluck
6. Conducting in 3/4 Time and Articulation
7. [Main Theme from 'Jaws'](#), by John Williams
8. [Ave Maria, from 'Ellens Gessang'](#), by Franz Schubert
9. Conducting in Compound Time: A Recap
10. [Adagio in G Minor](#), by Tomaso Giovanni Albinoni
11. [Waltz of the Flowers, from 'The Nutcracker Suite'](#), by Piotr Ilyich Tchaikovsky
12. Quiz Number One
13. [Finlandia, Op.26](#), by Jean Sibelius
14. [Moto Perpetuo, from Five Pieces for Violin and Piano, Op.84](#), by Malcolm Arnold
15. Quiz Number Two

Stage 8

Licence

Dear Customer,

Thank you for choosing the acclaimed Ceol programme/s. Welcome to our Lesson Plans, Professional Development Modules and Resources.

Ceol is hereby licensing you to use these materials for the purpose of teaching children in the classroom. The Training Sessions may be shared among teachers in your school, to enhance the Professional Development experience. The Training Sessions must be viewed at six weekly Intervals, before the delivery of each Module, to ensure the smooth implementation of the Music Curriculum.

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Stage 8

Contents

Stage Eight: Using this Pack	1
Stage Eight: Lesson Plans A Closer Look	3
Stage Eight: Full Year Plan	7
Module One: Module Plan and Curriculum Focus	9
Module Two: Module Plan and Curriculum Focus	12
Module Three: Module Plan and Curriculum Focus	15
Module Four: Module Plan and Curriculum Focus	18
Module Five: Module Plan and Curriculum Focus	21
Catch-up Session	24

Stage 8

Using this Pack

The Ceol Stage Eight Programme is aimed at children and teachers of Sixth Class who have ideally completed Ceol's Stage One, Two, Three, Four, Five Six and Seven Music Programmes. This programme contains:

- 30 weeks of Lesson Plans and Full Year Plan
- Resource Key and teachers' aids, e.g., Songs and Listening & Responding Tracks
- Training Sessions to accompany Lesson Plans



Lesson Plans

- The Stage Eight Programme contains 30 weeks of scripted Lesson Plans for you to follow. These Lesson Plans are divided into five Modules. Each Module contains 6 weeks of music lessons. To complete the Stage Eight Programme within the school year, you need to cover **Module One** in September to October, **Module Two** in November to December, **Module Three** in January to February, **Module Four** in April to May and finally **Module Five** in May to June.
 - Each Lesson Plan contains three, 10-15 minute activities which are designed to complement and reinforce the Primary Music Curriculum. The principal objective of these activities is to provide children with a well rounded music education which allows them to experience Performance, Listening & Responding, Composition, Literacy and Concepts, on a week-by-week basis.
- NB.** You do not have to complete all the given activities in one go. Each activity is designed to cover a different aspect of music development. So, it can easily stand alone or be used in conjunction with the other activities, as your timetable allows.



Layout of Lesson Plans

When you open the Lesson Plans you'll see several icons to help guide you through the content:

- Each new activity is introduced by a rainbow 'Activity' sign, followed by the name of the activity. If the activity includes a Song / Aural activity or a Listening and Responding example, then you'll find a track number which corresponds to the relevant accompanying Tracks.
- Beneath the activity heading, you'll find a 'How to' section. This gives a step-by-step explanation of each activity and includes helpful hints and trouble shooting
- Finally, beneath the 'How to' section, you'll find the words or music to accompany that activity.

NB. An example of the Lesson Plan layout is shown overleaf.

Example



Song Focus

L'il Liza Jane (Songs Track 14)



How to



Resource Key

The Resource Key contains all resource materials, Music / Song words and Worksheets which accompany the Lesson Plans.

- When you open up the main menu of the Resource Key, you enter the main Module Menu. In this menu, you may select the relevant Module.
- Once in the correct Module Menu, select the appropriate Week.
- In the Week Menu, find the Worksheets, Resource materials or Song words / Music that accompany the activities covered in that week's Lesson Plan. You may either print these out or project them onto whiteboard, as you wish.



Training Sessions

Each Training Session covers one of the five Lesson Plan Modules. These sessions explain why activities are used, how to deliver each activity and explore teaching techniques, trouble shooting and assessment practices. We recommend that you sit down in September and watch the first Training Session which covers Module One. Having watched the session, complete the first six weeks of Lesson Plans in the classroom. At the end of that six weeks, watch Module Two, and so on throughout the year, until you have completed five Training Sessions and all 30 weeks of Lesson Plans in the classroom.

Stage 8

Lesson Plans: A Closer Look

Each of the Lesson Plans in the Stage Eight Programme features 3 activities. In this section we take a closer look at the three elements that make up a Lesson Plan, explaining why they are there and what music skills are being developed.



Activity One: Song Focus

In this part of the Lesson Plan we expand the children's Pitch and Performance skills through a more complex repertoire of Songs, introducing material from a wide range of sources that challenge and inspire. We develop the core skills that enable a child to sing with control and confidence. It is important to point out that song singing takes more than just learning a Song and performing it. Learning to **breathe** correctly, **relax neck and face muscles**, develop good **diction** and improve **vocal control** are just as important as performance. Without developing those key skills, our Performances never live up to their full potential. So, in the 'Song Focus' sections we pay just as much attention to warming up as we do to learning and performing a repertoire of Songs. Each of the 'Song Focus' activities feature two parts. The first focusses on warming up and developing the use of the voice as an instrument. The second part allows them to put these skills into practice, by performing Songs from various Genres. In each Module we introduce Warm-up activities in Week 1, a short Song in Weeks 2 and 3 and finally a longer Song in Weeks 4 to 6.

Why do we Warm-up?

Just as an athlete warms up his / her body before exercising, to avoid muscle strain and injury, so too must a singer Warm-up before singing. Warming up properly helps children to develop good posture, breathing and vocal control, necessary to avoid over-extending or straining the voice. Warming up also allows children to get rid of any inhibitions they may have about singing, so that they can enjoy singing, grow in self-esteem and be confident performers.

What are we warming up?

There are three main areas that we focus on when warming up:

- **Breathing:** warming up the diaphragm and lungs
- **Face:** learning to relax and control the mouth and jaw muscles
- **Voice:** warming up the vocal cords and removing tension

NB. Each of the Warm-up activities, featured in the 'Song Focus' section, provide opportunities to explore these three elements. For an in-depth look at these three Warm-up elements, see the [Module One, Week One](#), Lesson Plan.

Activity Two: Literacy Focus



In the second part of each Lesson Plan, we focus on developing the children's music Literacy skills. We use a balanced and progressive approach to learning music Literacy, to ensure that strong foundations are built. We focus on developing two key areas of Literacy: **Pitch** Literacy and **Rhythm** Literacy. This section in the Lesson Plans also feature many Worksheets. These are on the Resource Key and may be printed out for each child before completing that activity. Answers for Worksheets / Quiz material are also on your Resource Key.

Activities covered in this section include:

Rhythm Literacy

Children are enabled to:

- Read Rhythmic Notation in 2/4, 3/4, 4/4 and 6/8 time
- Perform from Rhythmic Notation
- Demonstrate an understanding of Rhythmic note names, values and equivalents
- Demonstrate an understanding of bars, Bar Lines and Double Bar Lines
- Demonstrate an understanding of Time Signatures
- Demonstrate an understanding of Rests and their equivalent note values (including Quaver and Semiquaver Rests)
- Write down simple Rhythmic patterns by listening
- Recognise aurally simple mistakes within Rhythmic patterns
- Compose and perform simple Rhythmic patterns
- Become familiar with tied notes across Bars
- Demonstrate an understanding of Dotted notes
- Compose answer phrases to given Rhythmic patterns

Pitch Literacy

Children are enabled to:

- Demonstrate an understanding of the Stave, the Treble Clef, the note names and the position of notes on the Stave
- Play Melodies from Stave Notation
- Play / Sing from sight
- Demonstrate an understanding of Melodic movement, using steps and leaps
- Demonstrate an understanding of Tones, Semitones and Accidentals
- Demonstrate an understanding of the Tone / Semitone pattern, used to create a Major Scale
- Demonstrate an understanding of the Tone / Semitone pattern, used to create a Harmonic Minor Scale
- Demonstrate an understanding of Key Signatures
- Demonstrate an understanding of the space or Interval between two notes
- Demonstrate an understanding of Tonic Triads
- Recognise simple mistakes within Melodic patterns

Activity Three:

The final activity in each Lesson Plan features either:

- a) A Listening and Responding activity, or
- b) A Composition activity



a) Listening and Responding

Listening and Responding plays a big part in almost every aspect of music development. What we are concerned with here is creating a space for focused listening.

Why listen to music?

The music we hear shapes our own creative experience and enables us to make informed choices as listeners and performers. Everything we are exposed to builds an experience and plays a part in shaping who we become. Our aim is to give children as many different experiences as possible, so that they can make informed choices as listeners and talk about their responses with ease. Each 6 weeks' Lesson Plan Module feature three listening activities, as we listen to music in three different ways:

- **Week 1: Subjective Listening**

Subjective listening is concerned with our individual and personal response to music. This approach to listening indicates that music is a very personal experience and that it has the capacity to affect our imaginations, emotions and memories in very different ways. Subjective listening encourages the development of a child's communication skills, teaching them to articulate personal responses in a variety of ways.

- **Week 3: Objective Listening**

Objective listening is concerned with developing a factual response to music. In these projects we explore music with particular focus on the recognition of key features, Historical context and Genre.

- **Week 5: Stylistic Listening**

Stylistic analysis is concerned with developing the children's awareness of, and sensitivity to, music Concepts / Elements. Music elements are the building blocks of music. Each of these building blocks are found in every piece of music and are all interrelated. In these activities we encourage the children to gain a deeper understanding of the inner workings of a piece of music and to consider the expressive and technical qualities of music.



b) Composition

Composition is the art of combining parts or elements to form a whole. Where music is concerned, Composition involves selecting appropriate sounds which are then combined and manipulated to form new music pieces. It is through this process that children learn to choose and sequence sounds, to create a sense of music progression and Structure. Composition also allows opportunities for children to explore Concepts such as Texture, Dynamics, Tempo, and Pitch, to enhance their ideas.

In the Stage Eight Programme, we encourage the children to:

- Select different types of sounds to portray a character, a sequence of events or an atmosphere in sound stories.
- Invent and perform simple pieces that show a developing awareness and manipulation of elements.
- Devise and use Graphic Symbols and / or standard Notation to record their music pieces and inventions.
- Recall, answer and invent simple Melodic and Rhythmic patterns, using voice, body percussion and instruments.
- Describe and discuss their own work and the work of other children.
- Record Compositions on electronic media, as well as using Graphic Symbols and standard Notation to record simple patterns and inventions.

In each Lesson Plan Module there are two Composition activities. The first focusses on creating character, mood and story through the selection and sequence of sounds. The second project focusses on the children's ability to invent and notate simple Melodic or Rhythmic patterns and simple pieces.

Stage 8

Full Year Plan

Aims of Music Education

Music education enables the child to:

- Explore the expressive possibilities of a variety of sound sources, including the voice, homemade and manufactured instruments
- Listen to, enjoy and respond to a wide range of music, including various Genres and Styles from different periods, cultures and ethnic groups, both live and recorded
- Develop sensitivity to music through making physical, verbal, emotional or cognitive responses
- Demonstrate and describe differences between sounds and silences, showing a sense of Pulse, Tempo, Duration, Pitch, Dynamics, Structure, Timbre, Texture and Style
- Perform, vocally and instrumentally, from a range of Styles and Traditions, relevant to the class level
- Acquire the skills that enrich music understanding and that are necessary for creative expression
- Imitate, with accuracy, Rhythmic and Melodic patterns, using the voice, gestures (hand signs), body percussion and manufactured / homemade instruments
- Recall and perform expressively music phrases and pieces, using voice and manufactured / homemade instruments, from memory or from Notation
- Develop confidence and independence through taking the initiative, making decisions and accepting responsibility for learning, individually and as a member of a group, through composing activities
- Select and Structure sounds to create his / her ideas
- Improvise Rhythmic and Melodic patterns in response to music, movement, ideas, poems, stories and artworks
- Talk about the appropriateness and effectiveness of his / her composed or improvised music
- Use a range of Graphic and standard Notations
- Record Compositions, using electronic media

Linkage and Integration

Particular attention is given to possibilities for linkage and integration between music and other curricular subjects. Our programme of music education enables linkage and integration with the following subjects and developmental areas:

- Oral Language (both in English and as Gaeilge)
- English
- Maths and relational Maths skills
- SESE
- PE
- Literacy
- Science
- Problem solving and reasoning skills
- Analysis and critical awareness

Assessment

We use the following assessment tools for assessing children in the different Strands and Units:

- Teacher observation
- Tasks, tests and projects
- Work samples and portfolios
- Curriculum profiles
- Report cards

Inclusion and Equality of Access and Participation

Our programmes enable all children to participate and to succeed in the acquisition of music skill, regardless of education needs, physical factors, social / ethnic background or economic facility. Music activities are differentiated, in order to meet special education needs. Equal opportunities are given to all children, across all Strands and activities.

Full Year Plan

Over the next few pages we take an in-depth look at each of the six weeks' Lesson Plan Modules. In each Module Plan we identify the activities that feature in those Lesson Plans. We highlight the Concepts and areas of music education that are being developed, by delivering each activity. These Module Plans can be used as part of your Full Year Planning for music.

Stage 8

Module One

Module Plan and Curriculum Focus



Curriculum Strands and Units	Activities that complement and reinforce Curriculum Strands and Units
<p>Performing: Song Singing</p> <ul style="list-style-type: none"> • Sing, from memory, a more demanding repertoire of Songs with increasing awareness of the music's Social, Historical and Cultural context • Perform independently with increasing control of music Concepts • Perform two Songs, sung individually and as partner Songs • Relate words and mood of a Song to Style of Performance • Perform arrangements of Songs that include Unison, Countermelodies and Harmonies • Notice differences created between the sections of Songs in various forms • Perform a Rhythmic or Melodic Ostinato or a Drone to accompany a Song • Perform, in groups, simple Rounds in two or more parts and distinguish these parts when reading a Score <p>Exploring Sounds</p> <ul style="list-style-type: none"> • Explore a range of sounds that the singing voice and the speaking voice can make • Listen to sounds in the environment with an increased understanding of how sounds are produced and organised • Perform in several different Textures 	<p>Week One Warm-Up: Take One</p> <p>Week Two I Had a Little Nut Tree</p> <p>Week Three I Had a Little Nut Tree</p> <p>Week Four The Wombling Song</p> <p>Week Five The Wombling Song</p> <p>Week Six The Wombling Song</p>





Curriculum Strands and Units

Activities that complement and reinforce Curriculum Strands and Units

Literacy

- Recognise longer and more complex Rhythmic patterns
- Recognise, name and use standard symbols to notate Metre and Rhythm
- Recognise and sing familiar, simple tunes in a variety of ways
- Recognise the shape (contour) of Melodies on a Graphic Score or in standard Notation
- Use standard symbols to read, sing and play simple Melodic patterns from sight
- Use standard symbols with increasing accuracy and fluency to notate Rhythm and Pitch
- Recognise that Melodies can be played in different keys and demonstrate an understanding of Key Signatures

Improvising and Creating

- Select sounds from a wide variety of sources for a range of music purposes
- Invent and perform simple music pieces that show an increasing awareness of music elements
- Recall, answer and invent simple Melodic and Rhythmic patterns, using voice, body percussion and instruments
- Reflect upon and evaluate his / her own work and the work of other children
- Devise and use Graphic Symbols and / or use standard Notation to record different lines of music patterns and inventions
- Record Compositions on electronic media

Exploring Sounds

- Identify a variety of ways of making sounds, using body percussion, manufactured and homemade instruments
- Explore how the Tone colours of suitable instruments can suggest various sounds and sound pictures

Week One

The Stave and Note Reading: A Recap

Week Two

Tied Notes: A Recap

Week Three

Dotted Notes: A Recap

Week Four

Tones and Semitones: A Quiz

Week Five

Accidentals: A Quiz

Week Six

Literacy Quiz

Week Two

My Holiday: A Graphic Score

- Select different types of sounds to portray a series of events
- Invent and perform simple music pieces that show a developing awareness of music elements
- Describe and discuss his / her own work and the work of other children
- Devise and use Graphic Symbols to record simple music patterns and inventions
- Record Compositions on electronic media

Week Four

All the Leaves are Brown

- Invent simple Rhythmic patterns, using voice, body percussion and instruments
- Use standard Notation to record simple music patterns and inventions
- Explore how the music elements can be used and manipulated to create character



Curriculum Strands and Units

Listening and Responding to Music

- Listen to and describe a broad range of music Styles and Genres, including familiar excerpts, recognising its function and Historical context, where appropriate
- Describe initial reactions, or feelings about the Compositions of others, giving preferences
- Respond imaginatively to longer pieces of music in a variety of ways
- Show the Steady Beat in listening to recorded music
- Differentiate between music with a Steady Beat and music without a Strong Beat
- Recognise strong and weak beats, illustrating them through gestures
- Identify and describe the Tempo of the music as fast or slow, getting faster or getting slower
- Distinguish between sounds of different Duration while listening to music
- Recognise and understand how Tempo and Dynamic choices contribute to an expressive music Performance
- Identify families of instruments
- Examine the effects produced by different instruments
- Distinguish the main instrument heard in a piece
- Respond appropriately to obviously different sections in a piece
- Discover two-beat time and three-beat time by using gestures to accompany music
- Experience six-eight time

Activities that complement and reinforce Curriculum Strands and Units

Week One: Subjective Analysis

Ride of the Charioteers from 'Ben Hur', by Miklós Rózsa

- Describe initial reactions, or feelings about the Compositions of others, giving preferences
- Respond imaginatively to longer pieces of music, in a variety of ways

Week Three: Objective Analysis

The Music of Vivaldi

- Listen to and describe music in various Styles and Genres, including familiar excerpts, recognising its function and Historical context
- Identify some families of instruments
- Respond appropriately to obviously different sections in a piece
- Differentiate between music with a Steady Beat and music without a Strong Beat

Week Five: Stylistic Analysis

Conducting in 2/4 Time and Form

- Show the Steady Beat in listening to recorded music
- Recognise strong and weak beats, illustrating them through gestures
- Discover two-beat time and three-beat time by using gestures to accompany music
- Identify and describe music elements while listening to recorded music, e.g., Tempo, Dynamics, Duration and Articulation, etc.

Stage 8

Module Two

Module Plan and Curriculum Focus



Curriculum Strands and Units	Activities that complement and reinforce Curriculum Strands and Units
<p>Performing: Song Singing</p> <ul style="list-style-type: none"> • Sing, from memory, a more demanding repertoire of Songs with increasing awareness of the music's Social, Historical and Cultural context • Perform independently with increasing control of music Concepts • Perform two Songs, sung individually and as partner Songs • Relate words and mood of a Song to Style of Performance • Perform arrangements of Songs that include Unison, Countermelodies and Harmonies • Notice differences created between the sections of Songs in various forms • Perform a Rhythmic or Melodic Ostinato or a Drone to accompany a Song • Perform, in groups, simple Rounds in two or more parts and distinguish these parts when reading a Score <p>Exploring Sounds</p> <ul style="list-style-type: none"> • Explore a range of sounds that the singing voice and the speaking voice can make • Listen to sounds in the environment with an increased understanding of how sounds are produced and organised • Perform in several different Textures 	<p>Week One</p> <p>Warm-up: Take Two</p> <p>Week Two</p> <p>Old King Cole</p> <p>Week Three</p> <p>Old King Cole</p> <p>Week Four</p> <p>Santa Claus is Coming</p> <p>Week Five</p> <p>Santa Claus is Coming</p> <p>Week Six</p> <p>Santa Claus is Coming</p>



Curriculum Strands and Units	Activities that complement and reinforce Curriculum Strands and Units
<p>Literacy</p> <ul style="list-style-type: none"> Recognise longer and more complex Rhythmic patterns Recognise, name and use standard symbols to notate Metre and Rhythm Recognise and sing familiar, simple tunes in a variety of ways Recognise the shape (contour) of Melodies on a Graphic Score or in standard Notation Use standard symbols to read, sing and play simple Melodic patterns from sight Use standard symbols with increasing accuracy and fluency to notate Rhythm and Pitch Recognise that Melodies can be played in different keys and demonstrate an understanding of Key Signatures 	<p>Week One Intervals Recap: Part One</p> <p>Week Two Intervals Recap: Part Two</p> <p>Week Three Intervals Quiz</p> <p>Week Four Aural Dictation: A Recap</p> <p>Week Five Aural Dictation Quiz: Part One</p> <p>Week Six Aural Dictation Quiz: Part Two</p>
<p>Improvising and Creating</p> <ul style="list-style-type: none"> Select sounds from a wide variety of sources for a range of purposes Invent and perform simple music pieces that show an increasing awareness of elements Recall, answer and invent simple Melodic and Rhythmic patterns, using voice, body percussion and instruments Reflect upon and evaluate his / her own work and the work of other children Devise and use Graphic Symbols and / or use standard Notation to record different lines of music patterns and inventions Record Compositions on electronic media <p>Exploring Sounds</p> <ul style="list-style-type: none"> Identify a variety of ways of making sounds, using body percussion, manufactured and homemade instruments Explore how the Tone colours of suitable instruments can suggest various sounds and sound pictures 	<p>Week Two</p> <p>Who Am I?</p> <ul style="list-style-type: none"> Select different types of sounds to portray a character, a sequence of events or an atmosphere in sound stories Invent and perform simple music pieces that show a developing awareness of music elements Discover ways of making sounds, using body percussion, manufactured and homemade instruments Explore how the Tone colours of suitable instruments can suggest various sounds and sound pictures <p>Week Four</p> <p>Play it Back</p> <ul style="list-style-type: none"> Invent and perform simple music pieces that show a developing awareness of music elements Invent simple Melodic and Rhythmic patterns, using instruments Use standard Notation to record simple music patterns and inventions



Curriculum Strands and Units

Listening and Responding to Music

- Listen to and describe a broad range of music Styles and Genres, including familiar excerpts, recognising its function and Historical context
- Describe initial reactions, or feelings about the Compositions of others, giving preferences
- Respond imaginatively to longer pieces of music in a variety of ways
- Show the Steady Beat in listening to recorded music
- Differentiate between music with a Steady Beat and music without a Strong Beat
- Recognise strong and weak beats, illustrating them through gestures
- Identify and describe the Tempo of the music as fast or slow, getting faster or getting slower
- Distinguish between sounds of different Duration while listening to music
- Recognise and understand how Tempo and Dynamic choices contribute to an expressive music Performance
- Identify families of instruments
- Examine the effects produced by different instruments
- Distinguish the main instrument heard in a piece
- Respond appropriately to obviously different sections in a piece
- Discover two-beat time and three-beat time by using gestures to accompany music
- Experience six-eight time

Activities that complement and reinforce Curriculum Strands and Units

Week One: Subjective Analysis

Hungarian Dance No.5 in G Minor, by Johannes Brahms

- Describe initial reactions, or feelings about the Compositions of others, giving preferences
- Respond imaginatively to longer pieces of music in a variety of ways

Week Three: Objective Analysis

The Music of Gluck

- Listen to and describe music in various Styles and Genres, including familiar excerpts, recognising its function and Historical context
- Identify some families of instruments
- Respond appropriately to obviously different sections in a piece
- Differentiate between music with a Steady Beat and music without a Strong Beat

Week Five: Stylistic Analysis

Conducting in 3/4 Time and Articulation

- Show the Steady Beat in listening to recorded music
- Recognise strong and weak beats, illustrating them through gestures
- Discover three-beat time by using gestures to accompany music
- Identify and describe music elements while listening to recorded music, e.g. Tempo, Dynamics, Duration and Articulation, etc.

Stage 8

Module Three

Module Plan and Curriculum Focus



Curriculum Strands and Units	Activities that complement and reinforce Curriculum Strands and Units
<p>Performing: Song Singing</p> <ul style="list-style-type: none"> • Sing, from memory, a more demanding repertoire of Songs with increasing awareness of the music's Social, Historical and Cultural context • Perform independently with increasing control of music Concepts • Perform two Songs, sung individually and as partner Songs • Relate words and mood of a Song to Style of Performance • Perform arrangements of Songs that include Unison, Countermelodies and Harmonies • Notice differences created between the sections of Songs in various forms • Perform a Rhythmic or Melodic Ostinato or a Drone to accompany a Song • Perform, in groups, simple Rounds in two or more parts and distinguish these parts when reading a Score <p>Exploring Sounds</p> <ul style="list-style-type: none"> • Explore a range of sounds that the singing voice and the speaking voice can make • Listen to sounds in the environment with an increased understanding of how sounds are produced and organised • Perform in several different Textures 	<p>Week One</p> <p>Warm-up: Take Three</p> <p>Week Two</p> <p>I went to the Animal Fair</p> <p>Week Three</p> <p>I went to the Animal Fair</p> <p>Week Four</p> <p>Beidh Aonach Amárach</p> <p>Week Five</p> <p>Beidh Aonach Amárach</p> <p>Week Six</p> <p>Beidh Aonach Amárach</p>



Curriculum Strands and Units	Activities that complement and reinforce Curriculum Strands and Units
<p>Literacy</p> <ul style="list-style-type: none"> • Recognise longer and more complex Rhythmic patterns • Recognise, name and use standard symbols to notate Metre and Rhythm • Recognise and sing familiar, simple tunes in a variety of ways • Recognise the shape (contour) of Melodies on a Graphic Score or in standard Notation • Use standard symbols to read, sing and play simple Melodic patterns from sight • Use standard symbols with increasing accuracy and fluency to notate Rhythm and Pitch • Recognise that Melodies can be played in different keys and demonstrate an understanding of Key Signatures 	<p>Week One Major Scales and Key Signatures: A Recap</p> <p>Week Two More Complex Major Scales: Part One</p> <p>Week Three More Complex Major Scales: Part Two</p> <p>Week Four Minor Scales: A Recap</p> <p>Week Five Minor Scales: Worksheet One</p> <p>Week Six Minor Scales: Worksheet Two</p>
<p>Improvising and Creating</p> <ul style="list-style-type: none"> • Select sounds from a wide variety of sources for a range of music purposes • Invent and perform simple music pieces that show an increasing awareness of music elements • Recall, answer and invent simple Melodic and Rhythmic patterns, using voice, body percussion and instruments • Reflect upon and evaluate his / her own work and the work of other children • Devise and use Graphic Symbols and / or use standard Notation to record different lines of music patterns and inventions • Record Compositions on electronic media <p>Exploring Sounds</p> <ul style="list-style-type: none"> • Identify a variety of ways of making sounds, using body percussion, manufactured and homemade instruments • Explore how the Tone colours of suitable instruments can suggest various sounds and sound pictures 	<p>Week Two</p> <p>Little Red Riding Hood: A Graphic Score</p> <ul style="list-style-type: none"> • Select different types of sounds to portray a character, a sequence of events or an atmosphere in sound stories • Invent and perform simple music pieces that show a developing awareness of music elements • Describe and discuss his / her own work and the work of other children • Record Compositions on electronic media • Explore how the Tone colours of suitable instruments can suggest various sounds and sound pictures <p>Week Four</p> <p>A Minor Mess</p> <ul style="list-style-type: none"> • Use standard Notation to record simple music patterns and inventions • Invent simple Melodic and Rhythmic patterns, using instruments • Discover ways of making sounds, using body percussion, manufactured and homemade instruments



Curriculum Strands and Units

Activities that complement and reinforce Curriculum Strands and Units

Listening and Responding to Music

- Listen to and describe a broad range of music Styles and Genres, including familiar excerpts, recognising its function and Historical context
- Describe initial reactions, or feelings about the Compositions of others, giving preferences
- Respond imaginatively to longer pieces of music in a variety of ways
- Show the Steady Beat in listening to recorded music
- Differentiate between music with a Steady Beat and music without a Strong Beat
- Recognise strong and weak beats, illustrating them through gestures
- Identify and describe the Tempo of the music as fast or slow, getting faster or getting slower
- Distinguish between sounds of different Duration while listening to music
- Recognise and understand how Tempo and Dynamic choices contribute to an expressive music Performance
- Identify families of instruments
- Examine the effects produced by different instruments
- Distinguish the main instrument heard in a piece
- Respond appropriately to obviously different sections in a piece
- Discover two-beat time and three-beat time by using gestures to accompany music
- Experience six-eight time

Week One: Subjective Analysis

Main theme from 'Jaws', by John Williams

- Describe initial reactions, or feelings about the Compositions of others, giving preferences
- Respond imaginatively to longer pieces of music in a variety of ways

Week Three: Objective Analysis

The Music of Schubert

- Listen to and describe music in various Styles and Genres, including familiar excerpts, recognising its function and Historical context, where appropriate
- Identify some families of instruments
- Respond appropriately to obviously different sections in a piece
- Differentiate between music with a Steady Beat and music without a Strong Beat

Week Five: Stylistic Analysis

Conducting in Compound Time: A Recap

- Show the Steady Beat in listening to recorded music
- Recognise strong and weak beats, illustrating them through gestures
- Discover two-beat time and three-beat time by using gestures to accompany music
- Identify and describe music elements while listening to recorded music, e.g. Tempo, Dynamics, Duration and Articulation, etc.

Stage 8

Module Four

Module Plan and Curriculum Focus



Curriculum Strands and Units	Activities that complement and reinforce Curriculum Strands and Units
<p>Performing: Song Singing</p> <ul style="list-style-type: none"> • Sing, from memory, a more demanding repertoire of Songs with increasing awareness of the music’s Social, Historical and Cultural context • Perform independently with increasing control of music Concepts • Perform two Songs, sung individually and as partner Songs • Relate words and mood of a Song to Style of Performance • Perform arrangements of Songs that include Unison, Countermelodies and Harmonies • Notice differences created between the sections of Songs in various forms • Perform a Rhythmic or Melodic Ostinato or a Drone to accompany a Song • Perform, in groups, simple Rounds in two or more parts and distinguish these parts when reading a Score <p>Exploring Sounds</p> <ul style="list-style-type: none"> • Explore a range of sounds of the singing voice and the speaking voice • Listen to sounds in the environment with an increased understanding of how sounds are produced and organised • Perform in several different Textures 	<p>Week One Warm-up: Take Four</p> <p>Week Two Daisy Daisy</p> <p>Week Three Daisy Daisy</p> <p>Week Four Bare Necessities</p> <p>Week Five Bare Necessities</p> <p>Week Six Bare Necessities</p>



Curriculum Strands and Units

Activities that complement and reinforce Curriculum Strands and Units

Literacy

- Recognise longer and more complex Rhythmic patterns
- Recognise, name and use standard symbols to notate Metre and Rhythm
- Recognise and sing familiar, simple tunes in a variety of ways
- Recognise the shape (contour) of Melodies on a Graphic Score or in standard Notation
- Use standard symbols to read, sing and play simple Melodic patterns from sight
- Use standard symbols with increasing accuracy and fluency to notate Rhythm and Pitch
- Recognise that Melodies can be played in different keys and demonstrate an understanding of Key Signatures

Improvising and Creating

- Select sounds from a wide variety of sources for a range of purposes
- Invent and perform simple pieces that show an increasing awareness of elements
- Recall, answer and invent simple Melodic and Rhythmic patterns, using voice, body percussion and instruments
- Reflect upon and evaluate his / her own work and the work of other children
- Devise and use Graphic Symbols and / or use standard Notation to record different lines of music patterns and inventions
- Record Compositions on electronic media

Exploring Sounds

- Identify a variety of ways of making sounds, using body percussion, manufactured and homemade instruments
- Explore how the Tone colours of suitable instruments can suggest various sounds and sound pictures

Week One

Tonic Triads: A Recao

Week Two

Introduction to Dominant Triads

Week Three

Introduction to Sub-Dominant Triads

Week Four

Form Recap: Part One

Week Five

Form Recap: Part Two

Week Six

Form Recap: Part Three

Week Two**Character Theme Tune**

- Select different types of sounds to portray a character, a sequence of events or an atmosphere in sound stories
- Invent and perform simple music pieces that show a developing awareness of music elements
- Describe and discuss his / her own work and the work of other children
- Devise and use Graphic Symbols and / or use standard Notation to record simple music patterns and inventions
- Record Compositions on electronic media

Week Four**Binary Blitz**

- Recall, answer and invent simple Melodic and Rhythmic patterns, using voice, body percussion and instruments
- Devise and use Graphic Symbols and / or use standard Notation to record simple music patterns and inventions



Curriculum Strands and Units

Activities that complement and reinforce Curriculum Strands and Units

Listening and Responding to Music

- Listen to and describe a broad range of music Styles and Genres, including familiar excerpts, recognising its function and Historical context, where appropriate
- Describe initial reactions, or feelings about the Compositions of others, giving preferences
- Respond imaginatively to longer pieces of music in a variety of ways
- Show the Steady Beat in listening to recorded music
- Differentiate between music with a Steady Beat and music without a Strong Beat
- Recognise strong and weak beats, illustrating them through gestures
- Identify and describe the Tempo of the music as fast or slow, getting faster or getting slower
- Distinguish between sounds of different Duration while listening to music
- Recognise and understand how Tempo and Dynamic choices contribute to an expressive music Performance
- Identify families of instruments
- Examine the effects produced by different instruments
- Distinguish the main instrument heard in a piece
- Respond appropriately to obviously different sections in a piece
- Discover two-beat time and three-beat time by using gestures to accompany music
- Experience six-eight time

Week One: Subjective Analysis*Adagio in G Minor', by Albinoni*

- Describe initial reactions, or feelings about the Compositions of others, giving preferences
- Respond imaginatively to longer pieces of music in a variety of ways

Week Three: Objective Analysis*The Music of Tchaikovsky*

- Listen to and describe music in various Styles and Genres, including familiar excerpts, recognising its function and Historical context, where appropriate
- Identify some families of instruments
- Respond appropriately to obviously different sections in a piece
- Differentiate between music with a Steady Beat and music without a Strong Beat

Week Five: Stylistic Analysis*Quiz Number One*

- Show the Steady Beat in listening to recorded music
- Recognise strong and weak beats, illustrating them through gestures
- Discover two-beat time and three-beat time by using gestures to accompany music
- Identify and describe music elements while listening to recorded music, e.g. Tempo, Dynamics, Duration and Articulation, etc.

Stage 8

Module Five

Module Plan and Curriculum Focus



Curriculum Strands and Units	Activities that complement and reinforce Curriculum Strands and Units
<p>Performing: Song Singing</p> <ul style="list-style-type: none"> • Sing, from memory, a more demanding repertoire of Songs with increasing awareness of the music's Social, Historical and Cultural context • Perform independently with increasing control of music Concepts • Perform two Songs, sung individually and as partner Songs • Relate words and mood of a Song to Style of Performance • Perform arrangements of Songs that include Unison, Countermelodies and Harmonies • Notice differences created between the sections of Songs in various forms • Perform a Rhythmic or Melodic Ostinato or a Drone to accompany a Song • Perform, in groups, simple Rounds in two or more parts and distinguish these parts when reading a Score <p>Exploring Sounds</p> <ul style="list-style-type: none"> • Explore a range of sounds that the singing voice and the speaking voice can make • Listen to sounds in the environment with an increased understanding of how sounds are produced and organised • Perform in several different Textures 	<p>Week One</p> <p>Warm-up: Take Five</p> <p>Week Two</p> <p>The Drunken Sailor</p> <p>Week Three</p> <p>The Drunken Sailor</p> <p>Week Four</p> <p>Cáit Ní Dhuibhir</p> <p>Week Five</p> <p>Cáit Ní Dhuibhir</p> <p>Week Six</p> <p>Cáit Ní Dhuibhir</p>



Curriculum Strands and Units

Activities that complement and reinforce Curriculum Strands and Units

Literacy

- Recognise longer and more complex Rhythmic patterns
- Recognise, name and use standard symbols to notate Metre and Rhythm
- Recognise and sing familiar, simple tunes in a variety of ways
- Recognise the shape (contour) of Melodies on a Graphic Score or in standard Notation
- Use standard symbols to read, sing and play simple Melodic patterns from sight
- Use standard symbols with increasing accuracy and fluency to notate Rhythm and Pitch
- Recognise that Melodies can be played in different keys and demonstrate an understanding of Key Signatures

Improvising and Creating

- Select sounds from a wide variety of sources for a range of music purposes
- Invent and perform simple music pieces that show an increasing awareness of music elements
- Recall, answer and invent simple Melodic and Rhythmic patterns, using voice, body percussion and instruments
- Reflect upon and evaluate his / her own work and the work of other children
- Devise and use Graphic Symbols and / or use standard Notation to record different lines of music patterns and inventions
- Record Compositions on electronic media

Exploring Sounds

- Identify a variety of ways of making sounds, using body percussion, manufactured and homemade instruments
- Explore how the Tone colours of suitable instruments can suggest various sounds and sound pictures

Week One

Performance Directions: Part One

Week Two

Performance Directions: Part Two

Week Three

Performance Directions: Part Three

Week Four

Literacy Quiz Number One

Week Five

Literacy Quiz Number Two

Week Six

Literacy Quiz Number Three

Week Two

Mr Malone and the Giant

- Select different types of sounds to portray different moods
- Invent and perform simple music pieces that show a developing awareness of elements
- Discover ways of making sounds, using body percussion, manufactured and homemade instruments
- Explore how the Tone colours of suitable instruments can suggest various sounds and sound pictures
- Record Compositions on electronic media

Week Four

Fast or Slow? How does it go?

- Recall, answer and invent simple Melodic and Rhythmic patterns, using voice, body percussion and instruments
- Devise and use Graphic Symbols and / or use standard Notation to record simple music patterns and inventions
- Record Compositions on electronic media



Curriculum Strands and Units

Activities that complement and reinforce Curriculum Strands and Units

Listening and Responding to Music

- Listen to and describe a broad range of music Styles and Genres, including familiar excerpts, recognising its function and Historical context, where appropriate
- Describe initial reactions, or feelings about the Compositions of others, giving preferences
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- Distinguish the main instrument heard in a piece
- Respond appropriately to obviously different sections in a piece
- Discover two-beat time and three-beat time by using gestures to accompany music
- Experience six-eight time

Week One: Subjective Analysis

Finlandia, Op. 26, by Jean Sibelius

- Describe initial reactions, or feelings about the Compositions of others, giving preferences
- Respond imaginatively to longer pieces of music in a variety of ways

Week Three: Objective Analysis

The Music of Malcolm Arnold

- Listen to and describe music in various Styles and Genres, including familiar excerpts, recognising its function and Historical context, where appropriate
- Identify some families of instruments
- Respond appropriately to obviously different sections in a piece
- Differentiate between music with a Steady Beat and music without a Strong Beat

Week Five: Stylistic Analysis

Quiz Number Two

- Show the Steady Beat in listening to recorded music
- Recognise strong and weak beats, illustrating them through gestures
- Discover two-beat time and three-beat time by using gestures to accompany music
- Identify and describe music elements while listening to recorded music, e.g. Tempo, Dynamics, Duration and Articulation, etc.

Stage 8

Catch-up Session

In this section, we take an in-depth look at the key music foundations and how they have been developed through the Ceol Programmes (Stages One to Eight).

Pitch Development

Developing a good sense of Pitch, involving two key skills:

- The ability to differentiate between notes and to describe them as being higher, lower or the same as other notes
- The ability to alter your voice to match a sound that is perceived aurally

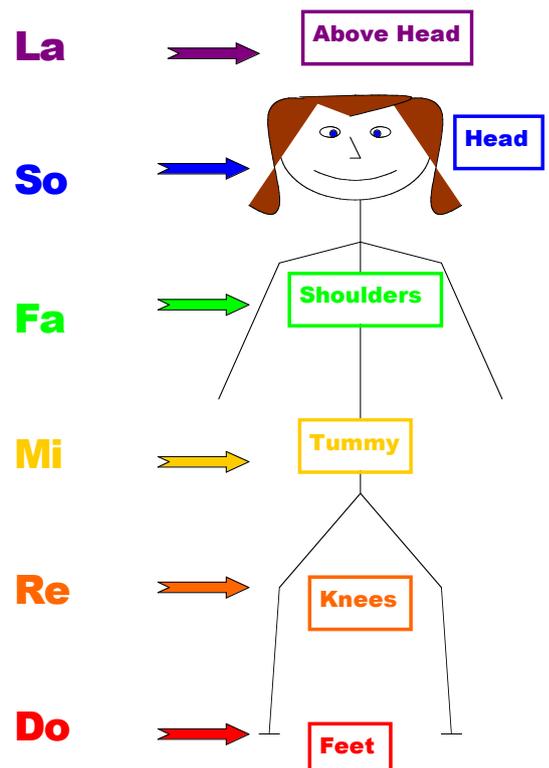
This process of Pitch development takes time and practice to get right. To ensure success in Pitch development, the children will have been taken on a journey over the last few years with Ceol:

- In the Stage One Programme, we introduced small sets of notes at a time, allowing children to build up a memory bank of sounds and how they relate to each other. We then used that small 'set' of notes for all the Songs and games over a four to six week period, before moving on and adding a new note or combination of notes. This ensured that children were able to differentiate between these notes and were able to imitate them with ease.
- In the Stage Two, Three and Four Programmes, we extended the range of notes that the children were already familiar with, building up to singing a full Major Scale. We used these notes in different ways and in different combinations, to build confidence and independence in Pitch.
- In the Stage Five, Six and Seven Programmes, we introduced a wider repertoire of Songs, paying particular attention to the development of vocal control and confidence. We also developed an awareness of Dynamic control, Phrasing and music Expression, while singing.

In the Stage Eight Programme, we continue to extend the children's repertoire of Songs, with

material taken from a wide range of different sources. We introduce activities to further the development of Vocal Control and flexibility, Breathing technique and Diction.

NB. When introducing Warm-ups and Sight-singing activities we use the notes of a Major Scale, described as 'Do', 'Re', 'Mi', 'Fa', 'So', 'La' and 'Ti'. These sounds come from the Sol Fa system of naming the notes of the music scale, using syllables. As part of these activities, we continue to develop the children's ability to demonstrate the movement of Pitch, using hand movements (a chart of notes and hand movements shown below). Using hand movements provides children with a physical and height-based representation of Pitch, which assists their aural ability to determine differences in Pitch.



Steady Beat

Underpinning all music, song, speech, rhyme and coordinated movement is a regular beat or throb. This 'throb' is a consistent and repetitive Pulse. We call this Steady Beat as the space, or amount of time that elapses, between each throb or beat remains constant. A Steady Beat can be fast or slow.

Steady Beat takes time and repetition of experience to develop. Because of this, we have allowed children many opportunities to keep the beat as an accompaniment to songs, rhymes, chants and recorded music. We continue to provide these opportunities in the Stage Eight Programme. We continue to develop the children's ability to demonstrate Metre, using simple hand gestures (Conducting).

Rhythm

Rhythm in music is concerned with how long a sound lasts, or its Duration / length. A Rhythmic pattern is created by a succession of these long sounds, short sounds and silences. The children have learnt Rhythm by clapping along to the word / Rhythm patterns of familiar songs, rhymes and chants.

Rhythm Literacy

In music we use symbols to represent different Durations of sound. In other words, each pictorial symbol we see tells us for how long that note lasts. Over the past seven years, the children have learnt to read and reproduce Rhythmic patterns, by reading Rhythmic Notation.

In the Stage One Programme, we began the process of developing Rhythm Literacy. However, trying to explain values of duration, and the relationships between them, to young children is quite challenging. As a result, we did not jump straight into reading notes. Instead we began by introducing the children to the 3 characters (the 3 Bears). We used these characters to introduce Rhythmic words / sounds to represent the three most common Rhythmic values / Durations in music (Mummy Bear or Crotchets, 'Ta'; Daddy Bear or Minims, Ta-ah; Baby Bear or Quavers, Ti-ti).

By the end of the Stage One Programme, the children were introduced to reading the real Rhythmic Notation for these three Rhythmic values.

In the Stage Two, Three, Four and Five Programmes, we allowed many opportunities for the children to practise reading and reproducing Rhythmic patterns using Ta, Ti-ti and Ta-ah, among others. In the Stage Six and Seven Programmes, we also introduced more complex Rhythmic values (see chart below). During these Programmes, we have also introduced the children to reading the Rhythmic Notation for familiar Songs, explored how Rhythm is written down and aural dictation. In the Stage Eight Programme, we continue to develop and advance the children's Rhythm Literacy skills through group activities and Worksheets.

Note	Name	Sound
	Crotchet	Ta
	Quavers	Ti-ti
	Minim	Ta-ah
	Semiquavers	Ti-ri-ti-ri
	Semibreve	Ta-ah-ah-ah
	Quaver plus two Semiquavers	Ti - Ti-ri
	Two Semiquavers plus Quaver	Ti-ri - Ti
	Crotchet Rest	No sound
	Quaver Rest	No sound
	Minim Rest	No sound
	Semibreve Rest	No sound

Pitch Literacy

In the Stage One Programme, we developed a good sense of Pitch with the children. This was achieved by giving them a wealth of opportunities to listen to, imitate and sing small sets of notes, so that a memory bank of sounds was built up.

In the Stage Two Programme, we took this process to the next level as we taught the children to imitate and sing sets of notes, using the Sol Fa system. We also introduced the children to reading Sol Fa, using coloured notes, placed on a simplified version of the Stave. During the Stage Two, Three and Four Programmes, the children learned to read and write the notes Do, Re, Mi, Fa, So and La.

In the Stage Five, Six and Seven Programmes, we introduced the children to the music Stave, the Treble Clef, Note names, Tones and Semitones, Accidentals, Major Scales, Intervals, Key Signatures, Tonic Triads and Harmonic Minor Scales during our Literacy activities.

In the Stage Eight Programme, we continue to develop and expand the children's Pitch Literacy skills.

Other Useful Information

Interval: The distance in Pitch between two notes

Semitone: Smallest Interval used in modern music: the space between two consecutive notes on the Piano Keyboard or Stave

Tone: The distance between two notes on the Piano Keyboard or Stave (two Semitones)

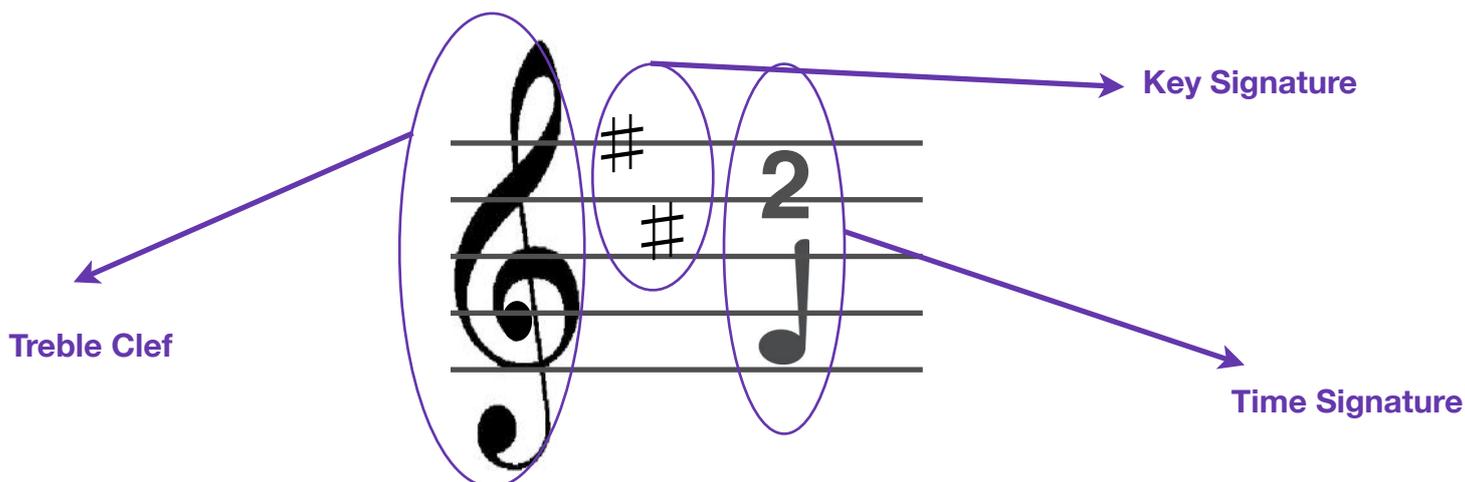
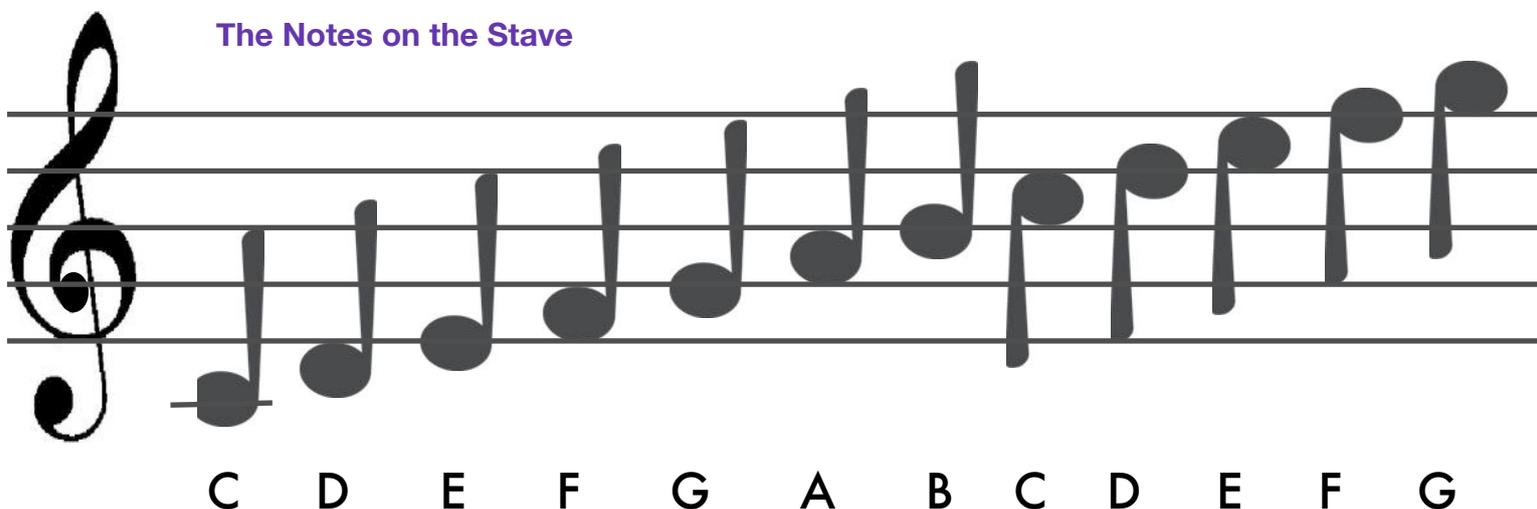
Accidental: a music sign used to raise or lower a note from its normal Pitch (usually by a Semitone):

: Shows a sharpened (raised) note

b : Show a flattened (lowered) note

Tonic: The Do of a scale, also known as the Keynote

The Notes on the Stave



Tempo

Tempo refers to the speed or pace of a piece of music. Tempo is most commonly determined by the nature of the music: what the music is for, what mood, story or character is being portrayed, etc. Over the past few years, we have provided multiple opportunities for the children to explore and differentiate between fast and slow Rhythmic and Melodic patterns, as well as getting faster and getting slower. In the Stage Eight Programme we begin to explore more Italian terms and how these are represented in Performance directions in music.

Dynamics

Dynamics refers to the level or volume of sound in a piece of music. Dynamics are most commonly determined by the nature of the music: what the music is for, what mood, story or character is being portrayed, etc. Over the past few years, we have provided many opportunities for the children to explore and differentiate between loud and quiet sounds, as well as getting louder and getting quieter.

The children have also been encouraged to select appropriate Dynamics according to the Style of the music or a character being portrayed. In the Stage Eight Programme we explore more Italian terms and how these are represented in Performance directions in music.

Structure

Structure in music is concerned with how a piece of music is organised. Structure is achieved through repetition, pattern and contrast. Over the past few years, we have given the children many opportunities to experience same, different and repeated phrases. We have also encouraged them to articulate Structure, using letters to represent the same and different phrases. In the Stage Eight Programme, we extend the children's understanding, exposing them to more complex music Structures, as well as introducing them to how these are represented through Performance directions in music.

Timbre

Timbre, also known as Tone colour, refers to the quality and variability of sound. We focus on the children's ability to recognise that instruments and voices produce different sounds, even when the same words are being sung or notes are being played. We focus on the way an instrument is played and how that alters the Tone colour and can, therefore, create different moods / characters for those listening.

Texture

Texture in music is concerned with layers of sound and with how sounds are contrasted and put together. Since the Stage Five Programme, we focussed the children's attention on how many parts there are and the function of those different parts. We now focus on the children's ability to listen, respond and experience sounds, from one source, and from more than one source.

Starting Together

It is very important for both children and teachers to feel confident about when to **start** a Song or Chant, the Tempo the Song / Chant moves along at, and the Note that a Song starts on. Being aware and comfortable with these elements allows for greater confidence when singing and performing. We use a simple technique to assist starting together, called a 'Rea-dy'. This means that we say, or sing on the starting note, the word 'Rea-dy' over two plods of the Steady Beat as an intro to Songs, Chants and activities. You'll hear this if you put on any of the Songs featured on the Songs CD. The children are now very familiar with this technique. We advise that you continue to use it to assist performing in the classroom during the Stage Eight Programme.

