

Lesson Plans: Stage 4 - Module One

Stage 4

Module One

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Stage 4

Week One

Module One



Concept Development Focus

In this activity we focus our attention on 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. In this activity, we provide opportunities for the children to explore fast and slow rhythmic and melodic patterns.

Song: Fáthach Mór Buí (Songs CD Track 1)



How to

- 1 Say, 'I am going to teach you a new song today. I'll sing a line and you sing it back to me.' Sing each line, using your hand movements as you sing and ask the children to copy you.
- 2 Sing the song together. Ask the children to put their hands beside their toes, sing a 'Rea-dy' on the 'Do' note, and away you go.
- 3 Ask the children to stand up and explain, 'We will sing the song again. This time we'll march to the beat, with big giant steps, just like the big yellow giant.' Lead the children in marching to the steady beat, saying, 'Left, right, left, right', as you march. Sing a 'Rea-dy' and sing the song together.
- 4 Explore different tempos with your class. Sing the song a little faster, then very slowly, and finally very, very fast (advice on altering tempo can be found in the professional development DVD session).
- 5 Applaud the children.



		Rea-	-dy
		Do	Do
		X	X
		♪	♪
Aon	dó	trí	Sshhh
Do	So	Mi	Rest
X	X	X	X
♪	♪	♪	♪
Fáth-ach	mór	buí	Sshhh
Do Do	So	Mi	Rest
X	X	X	X
♪	♪	♪	♪
Rith is-	-teach	rith a-	-mach
Do Do	Re	Mi Mi	Re
X	X	X	X
♪	♪	♪	♪
Tá an	fáth-ach	buí ag	teacht
Do Do	Re Re	Mi So	So
X	X	X	X
♪	♪	♪	♪
A-	-mach	leat	Sshhh
Mi	Re	Do	Rest
X	X	X	X
♪	♪	♪	♪

X2



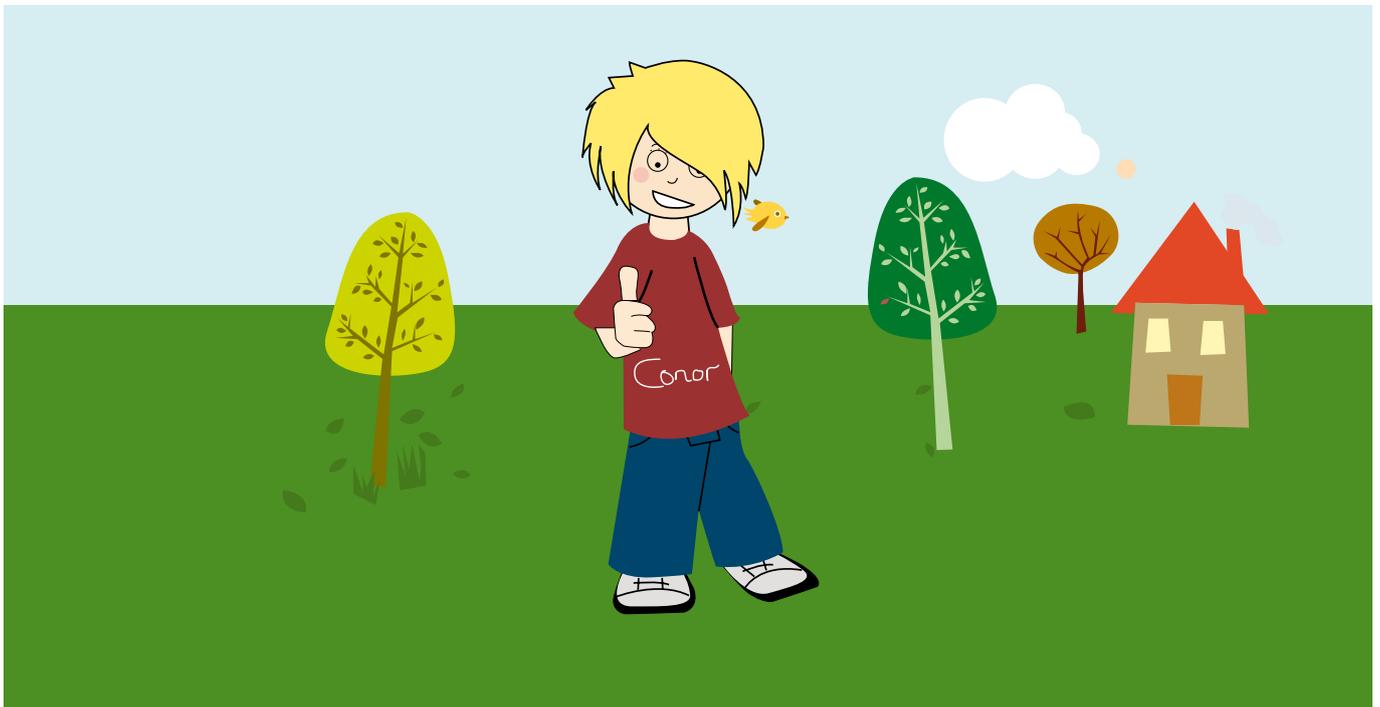
Song Focus

Conor Murphy – 'Do', 'Re', 'Mi', 'So' and 'La' Pitch Echoes (Songs CD Track 2)



How to

- 1 Bring out the picture of Conor Murphy and talk through the words of the song, using the visual aid.
- 2 Say, 'I'd like to teach you a song about Conor. I'll say a line and you copy me.' Say each line and ask the children to copy you.
- 3 Sing each line, using hand movements as you sing, and ask the children to copy you.
- 4 Ask the children to get their hands down beside their toes. Sing a 'Rea-dy' on the 'Do' note and sing the song through together, using your hand movements as you sing.
- 5 Repeat the song one last time and applaud the children.





		Rea-	-dy
		Do	Do
		X	X
		♪	♪
Con-nor	Mur-phy	sailed from	Cork
Do Re	Mi So	La La	So
X	X	X	X
♪	♪	♪	♪
Think-ing	he would	surely reach New	York
La La	So Mi	Re Re Mi Do	So
X	X	X	X
♪	♪	♪	♪
Rain poured	down and	thun-der	roared, so
Do Re	Mi So	La La	So So
X	X	X	X
♪	♪	♪	♪
Con-nor	sailed right	back to-ward the	shore
La La	So Mi	Re Re Mi Re	Do
X	X	X	X
♪	♪	♪	♪



Literacy Focus

Clap It Back



How to

Part A

- 1 Say, 'We are going to play an echo game today. I am going to clap you a rhythm and you clap it back to me. We'll start with some easy ones and then get harder and harder.'
- 2 Ask the children to concentrate hard. Clap a rhythmic pattern and say the rhythmic words as you clap. Encourage the children to clap and say the rhythm back in echo. Use the rhythms shown below as a guide.

Part B

- 1 Say, 'Now we'll try the second part of the game. This time I am going to show you two different rhythm cards. I will clap a rhythm that goes with one of the rhythm cards and you will tell me which rhythm card I clapped.'
- 2 Before you begin this second part of the game, bring out a few rhythm cards and make sure that the children are confident with which rhythmic sounds go with each rhythmic symbol (shown on the chart below).
- 3 Now you're ready to go. Clap a rhythm card and say the rhythmic sounds as you clap. Ask the children to tell you which one of the two rhythm cards you clapped. Once they have identified the correct rhythm card, involve the whole group in clapping and saying the rhythm pattern together, using a 'Rea-dy' to introduce each pattern.
- 4 Applaud the children.

Rhythm Chart

Ta	Ti-ti	Ti-ri-ti-ri	Sshhh	Ta-----ah
X	X	X	X	X



Echo Game Example

Rhythm 1

Ti-ti	Ta	Ti-ti	Ta

Rhythm 2

Ta	Ti-ti	Ti-ti	Sshhh

Rhythm 3

Ti-ti	Ta	Ta-----ah

Rhythm 4

Ti-ri-ti-ri	Ti-ti	Ti-ti	Ta

Rhythm 5

Ti-ti	Ti-ri-ti-ri	Ti-ti	Ta

Rhythm 6

Ti-ri-ti-ri	Ti-ti	Ti-ri-ti-ri	Sshhh

Rhythm 7

Ti-ti	Ti-ri-ti-ri	Ta-----ah



Subjective Listening

Missa Aeterna Christi Munera: II. Gloria, Palestrina
(Listening and Responding CD Track 1)



How to

- 1 Say, 'Children, we are going to go on an adventure. I am going to play you a piece of music. Lie down on the floor, close your eyes and listen.'
- 2 Explain, 'The piece of music will make you imagine something. It might put a picture in your head, or it may even remind you of something.'
- 3 Tell the children, 'Take your imaginary cameras with you and take pictures of everything you see, feel and hear, while the music is playing.'
- 4 Explain, 'When the music stops, draw your imaginary photos and then tell everyone about them.'
- 5 Ask the children to lie on the floor, quietly. Play the piece of music for no longer than a minute. Let the children have a wiggle and then play it again.
- 6 As they listen, put out paper and crayons in front of the children and when the music finishes they 'wake up' and draw the images they saw.
- 7 After a few minutes, ask your class to sit around in a circle holding their pictures. Each child in turn should have a chance to say what the music made them think about, and what they think the music might be for (dancing, marching, religious use, celebration, etc.). Ask the children to comment on the features of the music that affected the way they felt when listening to it.
- 8 Applaud the children.



Stage 4

Week Two

Module One



Concept Development Focus

Fáthach Mór Buí (Songs CD Track 1)

(For detailed explanation of this activity see Module One, [Week One](#))



Song Focus

Conor Murphy – Pulse on Laps and Pulse, using Instruments (Songs CD Track 2)



How to

- 1 Bring out the picture of Conor Murphy. Recap the song by singing each line, using your hand movements as you sing. Ask the children to copy you.
- 2 Say, 'We are going to sing the song again. This time we will tap our knees to the beat, as we sing.' Lead the children in tapping their knees to the beat, saying, 'Real slow, real slow', as you tap. Sing a 'Rea-dy' and away you go.
- 3 Continue, 'This time we will keep the beat, using some instruments instead of tapping our knees.' Take out an instrument and demonstrate how to keep a steady beat as you play.
- 4 Give out the instruments and encourage the children to tap along to the beat with you. Once everyone is tapping the beat, sing a 'Rea-dy' and sing the song through.

N.B. If you have a larger class, split the class into two groups. One group can keep the beat, using the instruments, while the other group taps their knees. This will allow you more opportunity to assist any children who are struggling to keep a steady beat.

- 5 Applaud the children!



Literacy Focus

Small Rhythm Cards

In Ceol Ireland's Stage Three Programme, the children were introduced to the small rhythm card activity. At the beginning of the Stage Four Programme, we recap this rhythmic literacy and aural dictation exercise, in order to consolidate the children's understanding, before moving on.



How to

- 1 Ask the children to sit at their desks or in a circle on the floor and give out a pack of small rhythm cards to each child (as shown in your training session).
- 2 Ask the children to put their rhythm cards out on the floor in front of them, grouping the same notes together.
- 3 Explain, 'We are going to play a little game. I am going to clap a rhythm and you must listen carefully and create the rhythm I clapped, using your small rhythm cards.' Demonstrate clapping a rhythm and putting the small rhythm cards in the right order, in front of you.

N.B. It is important to remind the children, at this point, that we read from left to right, so the first small rhythm card will be nearest their left hand and follow across towards their right hands.

- 4 Ask the children to listen and concentrate very hard as you clap the first rhythm for them. Clap the rhythm at least two or three times at first, while the children are getting used to this new activity.
- 5 Once most of the children have got the right rhythm in front of them, ask them to put their finger on the first rhythm, say a 'Rea-dy' and lead them in saying the rhythm together.
- 6 Repeat this several times, using the suggested rhythms below. Use rhythmic words as you clap for the first few turns. If the children are doing well, clap the rhythm without saying the rhythmic words. This will allow you to challenge and further develop the children's aural dictation and rhythmic literacy skills.
- 7 Applaud the children!

1	<p>Ti - ti Ti - ti Ta Sshhh</p> 	3	<p>Ti - ti Ti-ri-ti-ri Ti - ti Sshhh</p> 
2	<p>Ti - ti Ta Ta-----ah</p> 	4	<p>Ti-ri-ti-ri Ti - ti Ti - ti Ta</p> 

activity

Composition

My Terrible Journey



How to

- 1 Begin by bringing out the 'My Terrible Journey' storyboard and talking through the story featured below.

My Terrible Journey

Last Thursday, I set out for my Gran's house. I left really early so that I'd be there on time, but as soon as I turned the corner at the end of the road, the journey started to go wrong. There on the corner were a group of work-men, digging up the road. They were digging and drilling and blocking the road. It took me ages to get past them.

Then, I turned the next corner and there were three big horses blocking the road. They had jumped over the fence in their field and were now galloping backwards and forwards on the road. The horses were very stubborn and wouldn't move. It took me ages to get past them. I turned the next corner. There the gates of the level crossing began to beep and block the road because a train was coming. I sat at the level crossing for ages.

Finally, the train arrived, but it was very long and chugged past very slowly. I was beginning to wonder if I would ever reach Gran's house. When the train had chugged into the distance I was off again. I turned the next corner and coming straight towards me was a big drumming band. They were marching in a parade towards me. I swerved to miss them and I nearly hit the big bass drum.

I turned the last corner and there was Gran's house. Finally I had made it, but I was over two hours late.



How to

- 2 Having told the story, involve the children in selecting and imitating appropriate sounds. Say, 'Now we are going to tell the story again, using some sound effects. The first problem I found on the road was the workmen. They were digging and drilling on the road. What sounds could we use for the workmen digging up the road?' Once a sound has been suggested, lead the group in imitating that sound. Having practised the pig sounds, go to the board and explain, 'To remind us of the workmen, I am going to draw some red, zig-zag lines (see Graphic Score example below) and when I touch those red lines, you'll have to make the noise of the workmen. But when my finger reaches the end of the red, zig-zag lines, stop making the sounds.' Ask the children to practise making the noise, as you run your finger along the red, zig-zag lines, encouraging them to watch carefully and to stop the sound when your finger leaves the line. Continue this process until the children have selected sounds and Graphic Score symbols for each of the five sounds in the story.
- 3 Once you have run through the sounds and Graphic Score symbols, perform the story. Ask the children to watch carefully where your finger is on the board, so that they know which sounds to make. Once the children are quiet, place your finger in an animated fashion at the start of the Graphic Score. Slowly move your finger from one symbol to the next, encouraging the children to change between sounds, as appropriate.
- 4 Applaud the children for reading the score so well and split them into five groups, responsible for each of the sounds in the story.
- 5 Bring out the instruments, one by one. Play an instrument to the children and ask them to identify which part of the story it sounds most like. Once they have matched an instrument with a sound from the Graphic Score, give out that instrument to each member of the group and practise starting and stopping their instrumental sound as you trace your finger across the appropriate Graphic Score symbol.
- 6 Once each group has an instrument, tell the story again, using instrumental sounds this time.
- 7 Perform the story one more time, but this time record the composition. Recording compositions enables you to play the story back to the children and allows them to talk about what they did, what sounds and instruments they used and how the Graphic Score was used to tell the story. This discussion of the composition process and its outcomes is really important as it reinforces the learning experience and allows children to evaluate their work.

Workmen



Horses



Level Crossing



Train



Marching Band

