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| **Year Plan: Junior Infants (SEPTEMBER – DECEMBER)** |
| **PERFORMING** | **LISTENING AND RESPONDING** | **COMPOSING** | **MUSICAL CONCEPTS** |
| Song Singing | Playing InstrumentsEarly Literacy | Exploring Sounds | Listening and Responding to Music | Improvising and CreatingTalking About Compositions |
| **Unit 1: SEPTEMBER** ***Theme: Myself & my Friends**** Nursery Rhymes
* Greeting Songs
* *I Can Clap My Hands*
* *The More We Get Together*
* *Lámh, Lámh Eile*
 | * Match the tune of three nursery rhymes to pictorial representations
* Play instruments to accompany the song *The More We Get Together*
 | * Explore sounds we can make with our bodies
* Recognise and identify body and vocal sounds
 |   | * Invent new verses for the song *The More We Get Together*
* Invent and performing simple body percussion patterns
 | * Pitch
* Pulse; Rhythm
* Timbre
* Duration
 |
| **Unit 2: OCTOBER*****Theme: Autumn**** *Incy Wincy Spider*
* *Witch Song*
* *Halloween’s Coming*
* *Crazy Witch*
* *Oíche Shamhna*
* *Room on the Broom*
 | * Point to the correct picture for each verse when singing *Room on the Broom*
 | * Explore different ways of using the voice
* Recognise and identify sounds associated with Halloween
 | *Wicked Witch Theme* * Discuss the mood of the music
* Recognise the quick tempo of the music
 | * Invent new verses for the song *Crazy Witch*
 | * Pitch
* Pulse; Rhythm
* Timbre
* Tempo
* Structure
 |
| **Unit 3: NOVEMBER** ***Theme: Food**** *Pease Porridge Hot*
* *Five Currant Buns*
* *Jelly Belly*
* *Is Maith Liom*
 | * Play instruments to accompany a song
* Point to the correct picture for each verse when singing *Jelly Belly*
 | * Explore and identify sounds associated with eating, drinking and preparing food
* Describe ‘food sounds’ in terms of loud, quiet, long, short
 | *The Very Hungry Caterpillar** Respond to the pulse of the song using instruments
* Recognise the changing speeds in the song
 | * Invent new verses for the song *Jelly Belly*
 | * Pitch
* Pulse; Rhythm
* Dynamics
* Timbre
* Duration
* Tempo
 |
| **Unit 4: DECEMBER*****Theme: Christmas**** *Little Jack Horner*
* *Jog Along, Little Donkey*
* *Féach ar an Mainséar*
* *Here Comes Santa Claus*
 | * Play instruments on the pulse to accompany a song
* Play sleigh bells and wooden instruments at the appropriate time during *Sleigh Ride*
 | * Explore and identify sounds associated with Christmas and winter
* Explore different ways of producing sounds on bell and wooden instruments
* Name a range of bell and wooden instruments
* Recognising these instruments in an excerpt from *Sleigh Ride*
 | *Sleigh Ride** Discuss the mood of the music
* Recognise the quick tempo of the music
* Move imaginatively to the music

*Here Comes Santa Claus** Recognise happy or sad mood in music
* Add appropriate actions to the song
 |  | * Pitch
* Pulse; Rhythm
* Timbre
* Dynamics
* Tempo
* Structure
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| **Year Plan: Junior Infants (JANUARY – MARCH)** |
| **PERFORMING** | **LISTENING AND RESPONDING** | **COMPOSING** | **MUSICAL CONCEPTS** |
| Song Singing | Playing InstrumentsEarly Literacy | Exploring Sounds | Listening and Responding to Music | Improvising and CreatingTalking About Compositions |
| **Unit 5: JANUARY** ***Theme: Teddy Bears**** *Teddy Bear, Teddy Bear*
* *The Bear Went Over the Mountain*
* *The Three Bears*
* *Three Tapping Teddies*
* *Teidí Béar*
 | *Three Bowls of Porridge** Clap the pulse while following pictorial symbols

*Three Tapping Teddies** Play instruments using quiet, medium and loud dynamics
* Point to the correct sized items for each verse when singing *The Three Bears*
 | * Explore different bear voices – high, medium and low
* Explore different bear steps – quiet, medium and loud
* Explore, imitate and identify sounds that occur in the story *Peace At Last*
 | *The Teddy Bear’s Picnic** Recognise the happy mood of the song
* Draw a picture in response to the song
* Move to the pulse of the song
 | *Peace At Last** Add vocal sounds to imitate sounds that feature in the story
* Critically appraise the addition of vocal sounds to illustrate the story.
 | * Pitch
* Pulse; Rhythm
* Timbre
* Dynamics
* Structure
 |
| **Unit 6: FEBRUARY** ***Theme: Weather**** *Rain, Rain, Go Away*
* *Over the Deep Blue Sea*
* *Mister Golden Sun*
* *Cloisim Toirneach*
* *Pass the Beanbag Round and Round* (*used for exploring instruments*)
 | * Play instruments to accompany a song
 | * Explore sounds associated with different weather conditions
* Describe weather sounds in terms of quiet/loud, fast/slow, high/low
* Recognise and identify different weather sounds
* Explore and name a limited range of instruments that we can beat or shake
 | *Jafar Summons the Storm** Discuss the mood of the music
* Recognise the loud and quiet dynamics in the music
* Move imaginatively to the music
* Draw a picture in response to the music
 | *Storm Sound Picture** Assign weather sounds to instruments, body percussion and sounds made using classroom objects
* Create a picture sequence of a storm
* Perform a class composition about a storm
* Discuss the effectiveness of the class composition
 | * Pitch
* Pulse; Rhythm
* Dynamics
* Timbre
* Tempo
* Structure
 |
| **Unit 7: MARCH** ***Theme: Spring**** *Mary Had a Little Lamb*
* *Five Little Speckled Frogs*
* *The Green Grass Grew All Around*
* *Gugalaí Gug*
* *I’m a Little Leprechaun*
 | * Play instruments to accompany a song
* Select the correct picture for each excerpt of music
 | * Explore and identify the sounds of four common birds
* Explore and add sound effects to accompany a song
* Explore and use vocal sounds to represent various birds
 | *The Cuckoo In The Depths Of The Woods**The Aviary** Recognise the bird song in each excerpt
* Differentiate between higher and lower pitch
* Differentiate between quicker and slower speed
 | * Imitate a range of bird sounds vocally and use these to illustrate a story
* Critically appraise the addition of sound effects to the story *Chicken Licken*
 | * Pitch
* Pulse; Rhythm
* Timbre
* Tempo
* Structure
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| **Year Plan: Junior Infants (APRIL – JUNE)** |
| **PERFORMING** | **LISTENING AND RESPONDING** | **COMPOSING** | **MUSICAL CONCEPTS** |
| Song Singing | Playing InstrumentsEarly Literacy | Exploring Sounds | Listening and Responding to Music | Improvising and CreatingTalking About Compositions |
| **Unit 8: APRIL** ***Theme: The Farm**** *Baa Baa Black Sheep*
* *Oats and Beans and Barley Grow*
* *Little Red Hen*
* *Over in the Meadow*
* *Chuaigh Mé Go Dtí and Feirm*
 | * Point to the correct picture for each verse when singing the song *Oats and Beans and Barley*
* Play the two-tone woodblock while listening to *Horse and Buggy*
 | * Explore and identify a variety of farm animal sounds
* Imitate a variety of farm animal sounds vocally and use these to accompany a song
 | *Horse and Buggy** Differentiate between slow and quick tempo
* Recognise the sound of the woodblock and whip in the music
* Move imaginatively to the music

*Chicken Dance** Move to the music
* Understand the structure of the music
* Recognise the changing speeds in the music
 |   | * Pitch
* Pulse; Rhythm
* Tempo
* Timbre
* Structure
 |
| **Unit 9: MAY*****Theme: Fairy tales**** *The Grand Old Duke of York*
* *There Was a Princess*
* *Little Red Riding Hood*
* *Pinocchio*
* *Lámha Suas, An Féidir Leat?*
 | * Play instruments to accompany a song
* Point to the correct picture for each verse when singing the song *There Was a Princess*
 | * Explore and use a high, medium and low pitched voice
* Differentiate between singing and speaking voice
* Differentiate between deep/gruff voice and high/gentle voice
 | *Lullaby; Sabre Dance** Discuss the mood of the music
* Recognise the loud and quiet dynamics in the music
* Move imaginatively to the music
* Draw a picture in response to the music
 | * Invent new verses for the song *Pinocchio*
 | * Pitch
* Pulse; Rhythm
* Dynamics
* Timbre
* Structure
* Style
 |
| **Unit 10: JUNE*****Theme: Holidays**** *Hey Diddle Diddle*
* *I Love the Mountains*
* *A Sailor Went to Sea, Sea, Sea*
* *Baby Shark*
* *Tá Mé Ag Dul Ar Mo Laethanta Saoire*
 | * Play instruments to accompany a song
* Play castanets and tambourines to accompany an excerpt from  *España Cañí*
 | * Recognise and identify sounds associated with summer
* Imitate the sounds of summer vocally
 | *España Cañí* * Discuss and identify the tempo, dynamics and mood of the music
* Move imaginatively to the music

*Baby Shark** Differentiate between ‘same’ and ‘different’ in the song
* Move imaginatively to the song
 |  | * Pitch
* Pulse; Rhythm
* Timbre
* Tempo
* Dynamics
* Structure
* Duration
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