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| **Year Plan: Junior Infants (SEPTEMBER – DECEMBER)** | | | | | |
| **PERFORMING** | | **LISTENING AND RESPONDING** | | **COMPOSING** | **MUSICAL CONCEPTS** |
| Song Singing | Playing Instruments  Early Literacy | Exploring Sounds | Listening and Responding to Music | Improvising and Creating  Talking 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 Instruments  Early Literacy | Exploring Sounds | Listening and Responding to Music | Improvising and Creating  Talking 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 Instruments  Early Literacy | Exploring Sounds | Listening and Responding to Music | Improvising and Creating  Talking 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 |