|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year Plan: Senior 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: Let’s Move***   * *When I Was One* * *Slap the Sillies Out* * *A Ram Sam Sam* * *Hócaí Pócaí* | * Point to the correct picture for each verse when singing a song * Clap or tap a rhythm pattern illustrated by picture symbols * Play percussion instruments to a beat * Match sounds to pictorial sources | * Explore and identify sounds we can make with our bodies * Perform simple rhythm patterns using body percussion * Explore loud and quiet sounds using body percussion | *Country Canter*   * Understand the structure of the music (same and different) * Move to the pulse of the music | * Compose a short ‘body percussion rap’ | * Pitch * Pulse; Rhythm * Structure * Dynamics |
| **Unit 2: OCTOBER**  ***Theme: Halloween***   * *There Was an Old Witch* * *In the Hairy Scary Castle* * *Witch Witch* (s-m song) * *The Gruffalo* * *Hallowe’en’s Coming* | * Follow picture symbols to perform *A Spooky Soundscape* | * Explore and identify ways of using the voice * Explore and identify sounds associated with Halloween * Imitate Halloween sounds using body and vocal sounds | *Hedwig’s Theme*   * Discuss the mood of the music * Move imaginatively to the music * Draw a picture in response to the music | * Create a composition, *A Spooky Soundscape,* using body percussion and vocal sounds * Assemble a pictorial representation of the class composition *A Spooky Soundscape* | * Pitch * Pulse; Rhythm * Timbre * Dynamics * Structure * Texture |
| **Unit 3: NOVEMBER**  ***Theme: About the House***   * *When I Build My House* * *The Wise Man and the Foolish Man* * *Rain on the Green Grass* (s-m song) * *Na Casúir* | * Play percussion instruments to accompany a song * Play instruments to perform a class composition * Follow picture symbols, perform *A Building Soundscape* | * Explore a range of percussion instruments   and identify their sounds   * Explore and identify familiar sounds heard in the home * Explore sounds associated with building | *March Past of the Kitchen Utensils*   * Distinguish between loud and quiet sounds in the music * March to the steady pulse of the music * Move imaginatively to the music | * Create a building soundscape using percussion instruments * Assemble a pictorial representation of the class composition *A Building Soundscape* | * Pitch * Pulse; Rhythm * Timbre * Dynamics * Duration * Texture |
| **Unit 4: DECEMBER**  ***Theme: Christmas***   * *Jingle Bells* * *Bualadh Bos* * *How Far Is It To Bethlehem?* * *Star Light* (s-m song) * *Cloigíní na Nollag* | * Play percussion instruments to accompany a song   Point to the correct picture when listening to two excerpts of music   * Follow pictorial symbols when clapping on the pulse of *Star Light* | * Explore and identify a range of bell sounds | *Dance of the Sugar Plum Fairy*   * Recognise the high pitch of the music * Recognise the quiet dynamic of the music * Move imaginatively to the music |  | * Pitch * Pulse; Rhythm * Timbre * Dynamics * Structure |
| **Year Plan: Senior 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: Food***   * *Short’nin’ Bread* * *One, Two, Three, Four*   (s-m song)   * *Silly Pizza Song* * *A hAon, a Dó, a Trí* | * Play percussion instruments to accompany a song * Follow pictorial symbols when clapping or playing instruments on the pulse of *One, Two, Three, Four* * Follow picture symbols to perform *Popcorn Music* | * Pitch – distinguish between high and low notes in *Popcorn Song* * Duration – explore short and long sounds using body or vocal sounds and percussion instruments * Select appropriate sounds to depict the popping of popcorn | *Popcorn*   * Recognise the short, popping notes in the music * Identify the quick tempo of the music * Respond to the pulse of the music * Respond to the rise and fall of the tune through gesture | * Invent a composition *Popcorn Music* using short sounds * Illustrate the composition using pictorial symbols * Invent new verses to add to *Silly Pizza Song* | * Pitch * Pulse; Rhythm * Duration * Timbre * Tempo * Dynamics * Structure |
| **Unit 6: FEBRUARY**  ***Theme: People At Work***   * *What Shall We Do In Our Work Today?* * *Hey, Hey, Look At Me*   (s-m song)   * *Harry Was a Fireman* * *Tá Duine Ag An Doras* | * Play percussion instruments to accompany a song * Follow pictorial symbols when clapping or playing instruments on the pulse of *Hey, Hey, Look At Me* | * Explore percussion instruments to imitate the sound of a typewriter * Explore body percussion and vocal sounds to imitate the sound of a typewriter * Explore suitable instruments to accompany each verse in *What Sall We Do In Our Work Today?* | *Postman Pat*   * Recognise the happy mood of the music * Identify sound effects featured in the music   *The Typewriter*   * Recognise the sound effects that feature in the music * Identify the quick tempo of the music | * Compose new verses to the song *What Shall We Do In Our Work Today?* * Improvise musical conversations using the pitches *soh* and *mi* | * Pitch * Pulse; Rhythm * Timbre * Tempo * Structure |
| **Unit 7: MARCH**  ***Theme: Music From Around the World***   * *Funga Alafia* * *Zum Gali Gali* * *Juba This and Juba That*   (s-m song)   * *An Leiprechán* | * Play percussion instruments to accompany a song * Follow pictorial symbols when clapping/playing instruments on the pulse of *Juba This and Juba That* * Recognise and perform simple rhythm patterns from pictorial symbols – cats and kittens | * Recognise and appreciate the sound of the madinda instrument (giant xylophone) in *Bunyoro Madinda* * Recognise and identify the sound of voices in *Bunyoro Madinda* | *Bunyoro Madinda*  *The Rakes of Mallow*  *Sasha Dance*   * Listen to and appreciate music from Africa, Ireland and Russia * Respond to each excerpt through movement * Recognise and identify music getting louder * Recognise and identify music getting quicker |  | * Pitch * Pulse; Rhythm * Timbre * Tempo * Dynamics * Structure |
| **Year Plan: Senior 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: Zoo Animals***   * *Listen to the Animals* * *Please Mr Noah* * *Who Built the Ark?* * *Chuaigh Mé go dtí an Zú* | * Play percussion instruments to accompany a song * Follow picture symbols to perform *A Jungle Soundscape* * Recognise and perform simple rhythm patterns from pictorial symbols – snakes and tigers | * Recognise and identify the sound of common zoo animals * Imitate the sound of wild animals vocally | *Tortoises*  *Kangaroos*   * Differentiate between: * Fast and slow tempo * High and low pitch * Long and short sounds * Respond to each excerpt through movement | * Create a composition, *A Jungle Soundscape* using vocal sounds, body percussion and percussion instruments * Illustrate the soundscape using pictorial symbols * Critically appraise the class composition about the jungle | * Pitch * Pulse; Rhythm * Duration * Timbre * Tempo * Dynamics * Structure |
| **Unit 9: MAY**  ***Theme: Minibeasts***   * *Minibeasts Song* * *Bee, Bee, Bumble Bee*   (s-m song)   * *Wiggly Woo* * *An Beach* | * Play percussion instruments to accompany a song * Follow pictorial symbols when clapping or playing instruments on the pulse of *Bee, Bee, Bumble Bee* | * Describe sounds made by familiar insects as long or short * Categorise a selection of insect sounds according to long or short | *Flight of the Bumble Bee*   * Recognise the fast tempo of the music * Recognise the quiet dynamic of the music * Move imaginatively to the music * Draw a picture in response to the music |  | * Pitch * Pulse; Rhythm * Duration * Timbre * Tempo * Dynamics * Structure |
| **Unit 10: JUNE**  ***Theme: The Sea***   * *Apusski Dusky* * *Seagull, Seagull* * *Chuaigh Mé go dtí an Trá* | * Play percussion instruments to accompany a song * Follow picture symbols to perform *A Seaside Soundscape’* * Recognise and perform simple rhythm patterns from pictorial symbols – buckets and spades | * Recognise and identify sounds associated with the seaside * Discuss seaside sounds in terms of loud/quiet, long/short, high/low | *Part of Your World*  *Under the Sea*   * Discriminate between fast and slow tempo * Discriminate between happy and sad mood * Move imaginatively to the music | * Create a class composition or soundscape about the seaside * Illustrate the soundscape using picture symbols * Critically appraise the class composition about the seaside | * Pitch * Pulse; Rhythm * Timbre * Tempo * Structure |