



Pelletstown Educate Together National School

Music Policy

January 2020

Introductory Statement

This whole school plan for music was formulated by the teaching staff of Pelletstown Educate Together National School in Term 1 of the 2019-2020 school year.

The guiding principles which inform the teaching and learning of Music in our school are:

1. Music is for all teachers and all children
2. The three strands are equally important- (i) Listening and Responding (ii) Performing and (iii) Composing
3. Active enjoyable participation is fundamental to the Music curriculum
4. Music enhances and enriches the child's life

Rationale

This policy was developed in order to provide guidelines for staff members in relation to the delivery of the Music curriculum, and to inform the school community of same. This plan is a record of our decisions regarding the teaching of Music, and it reflects the Primary Curriculum, 1999. It is intended to guide teachers in their individual planning for Music. CPD in music was provided by Dabbledoo music for all members of teaching staff in March 2019.

Vision

Our school recognises that Music education is part of a balanced curriculum which aims to develop the whole spectrum of the child's intelligence. We also seek to develop the child's aesthetic, intellectual, emotional, creative and cultural development through engagement in positive musical experiences.

Aims:

We endorse the aims of the Primary Curriculum for music, which are:

- To enable the child to enjoy and understand music and to appreciate it critically
- To develop the child's openness to, awareness of and response to a wide range of musical genres, including Irish music
- To develop the child's capacity to express ideas, feelings and experiences through music as an individual and in collaboration with others
- To enable the child to develop his/her musical potential and to experience the excitement and satisfaction of being actively engaged in musical creativity
- To nurture the child's self-esteem and self-confidence through participation in music performance
- To foster higher-order thinking and lifelong learning through the acquisition of musical knowledge, skills, concepts and values
- To enhance the quality of the child's life through aesthetic musical experience

Curriculum Planning

1. Strands and Strand Units

Strand: Listening and Responding to Music

Strand Unit: Exploring Sounds

Infant classes	1 st and 2 nd class	3 rd and 4 th class	5 th and 6 th class
<p>Environmental: Listen to, identify and imitate familiar sounds in the immediate environment from varying sources</p> <p>Describe sounds and classify them into sound families</p> <p>Vocal: Recognise the difference between the speaking voice and the singing voice and use these voices in different ways</p> <p>Recognise different voices</p> <p>Use sound words and word phrases to describe and imitate selected sounds</p> <p>Body percussion: Discover ways of making sounds using body percussion</p> <p>Instruments: Explore ways of making sounds using manufactured and home-made instruments</p> <p>Experiment with a variety of techniques using manufactured and home-made instruments</p>	<p>Environmental: Listen to, identify and describe sounds in the environment with increasing awareness</p> <p>Recognise and classify sounds using different criteria</p> <p>Recognise and demonstrate pitch differences</p> <p>Vocal: Identify pitch differences in different voices</p> <p>Explore the natural speech rhythm of familiar words</p> <p>Body percussion: Discover ways of making sounds using body percussion</p> <p>Instruments: Explore ways of making sounds using manufactured and home-made instruments</p> <p>Explore how the sounds of different instruments can suggest various sounds and sound pictures</p>	<p>Environmental: Listen to and describe a widening variety of sound from an increasing range of sources</p> <p>Classify and describe sounds within a narrow range</p> <p>Recognise and demonstrate pitch differences</p> <p>Vocal: Discover the different kinds of sounds that the singing voice and the speaking voice can make</p> <p>Imitate patterns of long and short sounds vocally</p> <p>Body percussion: Discover ways of making sounds using body percussion, in pairs and small groups</p> <p>Instruments: Explore ways of making sounds using manufactured and home-made instruments</p> <p>Explore how the tone colours of suitable instruments can suggest various sounds and sound pictures</p>	<p>Environmental Listen to sounds in the environment with an increased understanding of how sounds are produced and organised</p> <p>Vocal: Explore a range of sounds that the singing voice and the speaking voice can make</p> <p>Distinguish and describe vocal ranges and tone colours heard in a piece of music</p> <p>Body percussion: Identify a variety of ways of making sounds using body percussion in pairs and in small and large groups</p> <p>Instruments: Explore ways of making sounds using manufactured and home-made instruments</p> <p>Explore how the tone colours of suitable instruments can suggest various sounds and sound pictures</p>

Strand: Listening and Responding to Music

Strand Unit: Listening and Responding to Music

Infants	1st and 2nd class	3rd and 4th class	5th and 6th class
Listen to a range of short pieces or excerpts	Listen to a range of short, familiar and unfamiliar pieces of music or excerpts	Listen to and describe music in various styles and genres, including familiar excerpts, recognising its function and historical context where appropriate	Listen to and describe a broad range of musical styles and traditions, including familiar excerpts, recognising where appropriate its function and historical context
Respond imaginatively to short pieces of music through movement	Respond imaginatively to pieces of music through movement	Describe initial reaction to, or feelings about, his/her compositions of others, giving preferences	Listen to his/her own compositions and the compositions of others and evaluate in terms of personal response, choice of instruments and expressive qualities
Talk about pieces of music, giving preferences and illustrate responses in a variety of ways	Talk about pieces of music, giving preferences, and illustrate responses in a variety of ways	Respond imaginatively to longer pieces of music in a variety of ways	Respond imaginatively to music in a variety of ways
Show the steady beat in listening to live or recorded music	Show the steady beat in listening to a variety of live or recorded music, accompanying songs or chants	Show the steady beat in listening to live or recorded music accompanying songs or chants	Examine the effects produced by different instruments
	Differentiate between steady beat and music without a steady beat	Differentiate between steady beat and music without a strong beat	Recognise and understand how tempo and dynamic choices contribute to an expressive musical performance
	Identify and show the tempo of music as fast	Recognise strong and weak beats, illustrating them through gestures	Recognise strong and weak beat patterns, illustrating them through gestures
		Identify and describe the tempo of music as	

Recognise and show the difference between fast and slow tempos	or slow, getting faster or getting slower	fast or slow or getting faster or slower	Identify two-beat or three-beat time in moving to music Identify six-eight time in moving to music
Recognise and show the difference between loud and soft sounds	Differentiate between sounds at different dynamic levels		
Listen and respond to patterns of long sounds and short sounds	Perceive the difference between long and short sounds	Distinguish between sounds of different duration while listening to music	Determine simple form and represent through gestures
Recognise and show the difference between high and low sounds	Identify obviously different instruments	Identify some families of instruments	Identify families of instruments
		Respond appropriately to obviously different sections in a piece	Distinguish the main instrument heard in a piece of music
		Discover two and three-beat time by using gestures to accompany music	Experience dotted rhythms or syncopation in familiar tunes through gestures and movement.
		Experience six-eight time time.	

Strand: Performing

Strand Unit: Song-singing

See appendix 1: Teaching a song

Infants	1st and 2nd class	3rd and 4th class	5th and 6th class
Recognise and sing familiar songs and melodies from other sources	Recognise and sing with increasing vocal control and confidence a growing range of songs and melodies	Sing from memory a widening repertoire of songs with increasing vocal control, confidence and expression	Recognise and sing from memory a more demanding repertoire of songs with an awareness of the music's social, historical and cultural context
Recognise and imitate short melodies in echoes, developing a sense of pitch	Recognise and imitate short melodies in echoes	Perform familiar songs with increasing understanding and control of pitch (accurate intervals) and extended vocal range	Sing independently, with increasing awareness and control of pulse, tempo, pitch, diction and posture
Show the steady beat in listening to or accompanying songs or rhythmic chants	Show the steady beat (pulse) when performing familiar songs, singing games or rhythmic chants	Understand the difference between beat and rhythm	
	Understand the difference between beat and rhythm	Show greater control of pulse (steady beat) and tempo while singing well-known tunes	
Show, while singing, whether sounds move from high to low or from low to high	Perceive the shape of melodies as moving upwards, downwards or staying the same		
Perform songs and rhymes with a sense of dynamic (loud/soft) control where appropriate	Select the dynamics most suitable to a song	Perform familiar songs with increasing awareness of dynamics, phrasing (appropriate breaks in the music) and expression	Perform familiar songs with increased control of dynamics, phrasing and expression relate words and mood of a song to a style of performance
	Notice obvious differences created between sections of songs in various forms	Notice differences between the sections of songs in various forms	Notice the differences created between the sections of songs in different forms

		<p>Perform a rhythmic or melodic ostinato (a pattern that is repeated over and over) or a drone (long held notes) to accompany a song</p> <p>Perform, in groups, simple rounds in two or more parts</p>	<p>Explore structural elements within familiar songs</p> <p>Perform a rhythmic or melodic ostinato or drone in accompanying a song</p> <p>Distinguish individual parts in a round by singing, listening, moving, or by observing notational cues</p> <p>Perform a round in several different textures</p> <p>Perform, as part of a group, two songs sung individually and as partner songs</p> <p>Perform, as part of a group, arrangements of songs that include simple countermelodies or harmony parts</p> <p>Identify unison parts (playing/singing the same line) and harmony parts (two or more parts together) visually (from notation) and aurally</p>
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Strand: Performing

Strand Unit: Playing Instruments

Infants	1 st and 2 nd class	3 rd and 4 th class	5 th and 6 th class
Play simple percussion instruments	Play some percussion instruments with confidence	Discover different ways of playing percussion and melodic instruments	Perform a range of playing techniques on a wide selection of percussion and melodic instruments
Use simple home-made and manufactured instruments to accompany songs, nursery rhymes of rhythmic chants	Use percussion instruments to show the beat or rhythm in accompanying songs or rhythmic chants	Use percussion instruments to show the beat or rhythm in accompanying songs or rhythmic chants	Use percussion instruments with increasing confidence and skill to accompany tunes, songs and chants
	Identify and perform simple two-note or three-note tunes by ear or from simple notation (using tuned percussion instruments e.g. chime bars, glockenspiel)	Identify and perform simple, familiar tunes from memory or from notation	Identify and perform familiar tunes from memory or from notation independently

Tin Whistle:

- All classes from 1st - 6th Class learn the Tin Whistle.
- Pupils buy their Tin Whistle in 1st class and keep it until 6th Class.
- All Tin Whistles played in school are 'D' whistles
- Tin Whistle will be taught in Term 2 in all classes every year

See Appendix 3 - School Tin Whistle plan.

Strand: Composing

Strand Unit: Improvising and Creating

Infants	1st and 2nd class	3rd and 4th class	5th and 6th class
Select sounds from a variety of sources to create simple sound ideas, individually and in groups.	Select sounds from a variety of sources to create simple sound ideas, individually and in groups.	Select different kinds of sounds (voice, body percussion, untuned and tuned percussion, simple melodic instruments, electronic instruments) to portray a character, a sequence of events or an atmosphere in sound stories.	Select a wide variety of sound sources (voices, body percussion, untuned and tuned percussion, melodic instruments and technology) for a range of musical purposes.
Invent and perform short, simple musical pieces with some control of musical elements.	Invent and perform short musical pieces with increasing ease and control of musical elements.	Invent and perform simple musical pieces that show a developing awareness of musical elements.	Invent and perform pieces that show an increasing awareness and control of musical elements.
Improvise new answers to given melodic patterns.	Recall, answer and invent simple melodic and rhythmic patterns, using voices, body percussion and instruments.	Recall, answer and invent simple melodic and rhythmic patterns, using voice, body percussion and instruments.	Recall, answer and invent simple melodic and rhythmic patterns, using voice, body percussion and instruments.

Strand: Composing

Strand Unit: Talking about and Recording Compositions

Infants	1st and 2nd class	3rd and 4th class	5th and 6th class
Talk about his/her work and the work of other children	Talk about his/her work and the work of other children	Describe and discuss his/her work and the work of other children	Reflect upon and evaluate his/her work and the work of other children
Invent graphic symbols for single sounds and sound effects	Invent graphic symbols or use standard notation to represent selected sounds	Devise and use graphic symbols and/or use standard notation to record simple musical patterns and inventions	Devise and use graphic symbols and/or use standard notation to record different lines of musical patterns and inventions
Record compositions on electronic media	Record compositions on electronic media	Record compositions on electronic media	Record compositions on electronic media

Musical Concepts

Through engaging in the strands and strand units, as outlined above, the child should be enabled to develop a sense of the Musical Concepts:

- **Pulse:** throb, steady beat, strong or weak, grouped e.g. in 3's or 4's
- **Duration:** long/short, patterns, rhythm, silences
- **Tempo:** fast/slow
- **Pitch:** high/low, imitate melodies, perceive the shape of a melody on stave, movement of melody by steps or leaps
- **Dynamics:** loud/soft, getting louder/softer
- **Structure:** same/different, identify contrasting or repeated sections
- **Timbre:** tone/colour of music, explore and differentiate between different sounds/instruments
- **Texture:** one sound/several sounds/layers from graphic when listening
- **Style:** listen and respond identifying style of music.

2. Approaches and Methodologies

All children will be actively engaged in music education in our school. Approaches and methodologies used will be based on the active learning strategies recommended in the curriculum:

- Talk and Discussion
- Active Learning
- Collaborative Learning
- Problem Solving
- Skills through Content
- Use of the Environment

3. Linkage and Integration

Particular attention will be given to possibilities for integration. As a staff we see possibilities for integrating our work in music with the following aspects of other subject areas:

- Oral Language (English/Gaeilge)
- Science: Designing and Making, Energy and Forces Sound
- Visual Arts- Construction, Drawing, Painting, Elements of Art
- P.E. - Dance
- History
- Geography
- Ethical Education
- Drama

4. Assessment and Record Keeping

Assessment is a natural part of teaching and learning. It enables teachers to clarify the learning achieved by pupils, thus assisting with future planning and learning. We assess children's knowledge of the past and their development of skills and attitudes through:

- Teacher Observation
- Teacher designed tasks and tests
- Work Samples, portfolios and projects
- Pupil Self-Assessment

Pupils engagement with, and achievement in, music will be reported in the end-of-year school report for each pupil.

5. Children with Different Needs

It is the policy of our school that all children will participate in music activities. Music activities will be differentiated in order to meet the needs of the children in a particular class. Where a teacher recognises that a child displays a particular ability in music, this will be communicated to the parents, so that the child may have an opportunity to take out of school music lessons, circumstances permitting. We recognise that some children in our school learn musical instruments. Teachers will encourage such children to play for their classmates, so that the other children will have opportunities to listen and respond to live music.

6. Equality of Participation and Access

Music is taught to all children regardless of gender, ability or age. All pupils must participate in music lessons, as it is a subject in the Primary Curriculum, 1999, as laid out by the Department of Education and Skills.

Organisational Planning

1. Timetable

The NCCA time allocation for primary schools outlines that 2 hours 20 minutes in Senior classes, and 1 hour 50 minutes in Junior classes should be spend on Arts Education. Therefore, classes in Pelletstown ETNS will spend a minimum of the following time on Music per week:

Class:	Time Allocation :
Junior Infants and Senior Infants	40 minutes
First Class - Sixth Class	50 minutes

This time allocation may be broken down at the discretion of the individual teacher. Teachers may also choose to block times for music at particular times of the year. Timetables will record the time allocation for music.

2. Resources and ICT

The music programme which will be followed by the whole school is Dabbledoo Music (www.dabbledoomusic.com). This will be followed in Junior Infants, 1st Class, 3rd, 4th, 5th and 6th Classes.

A list of additional resources available for teachers in the school is attached to this plan (Appendix 4)

3. Health and Safety

Care and attention will be given to the storage of resources, access to and transportation of musical equipment/instruments around the school. School rules and procedures will be followed when participating in musical activities both inside and outside of the school grounds.

4. Individual Teachers' Planning and Reporting

Teachers' long and short term planning will be informed by this Whole School Plan for Music, the curriculum documents for Music and the long-term plans linked to the chosen Music Programme (i.e. Dabbledoo Music and Castleknock School of Music Programme (SI and 2nd Class only).

Work carried out will be recorded in the Cúntas Míósúil of each teacher. These monthly reports must be reflective of the plans as above and will also serve to inform future teaching, assist teachers and evaluate progress.

5. Staff development

Pelletstown ETNS places a great emphasis on the importance of professional development. Skills, resources and ideas are shared within the school informally through teacher interaction and observation of school displays and formally through input at staff meetings. Teachers are informed of courses that are run through Dublin West Education Centre throughout the school year and other appropriate Summer Courses. Dabbledoo Music provided CPD in music for all staff members in March 2019.

6. Parental Involvement

Parents, carers and other relatives are very much encouraged to become involved in activities at Pelletstown ETNS. Parents with an interest in Music or parents who would like to be involved in musical events in the school will always be welcomed by the staff. Parents are encouraged to support their children's music activities by encouraging active listening, discussing attitude towards and taste in music, allowing time and space to practice tin whistle and by encouraging positive attitudes to music in general and to school based activities in particular.

7. Community Links

At Pelletstown ETNS, community links are an important part of school life. Where possible, members of local musical societies and individuals from the community are invited to support the implementation of the Music curriculum.

We have developed strong links with Castleknock School of Music, who will supplement the teaching of Music in Senior Infants and Second Class, through the engagement of an external music teacher once a week.

Success Criteria

We will measure the success of our plan by monitoring the following:

- Pupils' participation in music activities
- Class and corridor displays
- Teachers' Cuntas Míosúil
- Feedback from teachers, children and parents
- Suggestions and reports from inspectors

Implementation

a. Roles and Responsibilities

The Principal (overseen by the BOM) is responsible for overseeing and supporting the implementation of the Music policy. Class teachers are responsible for the implementation of this Music policy in their classes. Class teachers are responsible for the storage and upkeep of all music resources.

b. Timeframe

This whole-school plan will be implemented from 2019-2020 school year.

Review

This policy will be reviewed during the 2023-2024 school year, after we have completed a full school cycle of Junior Infants - Sixth Class. The policy will be reviewed before then, should a need arise.

Ratification and Communication

The attention of all newly appointed staff will be drawn to this whole-school plan upon their appointment to the school by the NQT mentor.

This policy will be published on the school website, and a copy of it will be provided to the Parent Teacher Association. A copy of this policy will be made available to the Department of Education and Skills and the Patron, if requested. Hard copies of this, and all school policies, are available at the school upon request.

This policy was adopted by the Board of Management in January 2020.

Signed:  _____ (Chairperson, BOM)

Signed: Caitiona ní Cheallaigh _____ (Principal)

Date: January 2020

Date of next review: January 2024

Teaching a Song - Approach

Selecting a song

- ♪ Appeal - will the song appeal to the teacher and the children
- ♪ Genre - what type of song am I teaching
- ♪ Suitability - are words appropriate to children's stage of development
- ♪ Range - is the range of notes suited to children's voices

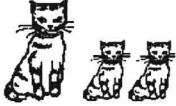




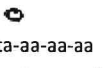
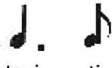
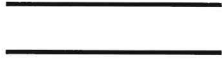
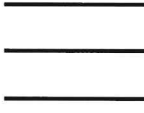
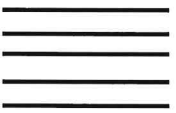
Teaching a song

- ♪ Starting note given at a comfortable pitch and from a tuned instrument
- ♪ Give the pupils something to listen to, to help concentration
- ♪ Work on words , beat, rhythm, melody, diction, style and expression

Things to do with a song

- ♪ Sing it
- ♪ Chant it
- ♪ Walk or step the pulse
- ♪ Clap the rhythm
- ♪ One group clap pulse and other group clap rhythm
- ♪ Do actions
- ♪ Leave out a word or a line and sing with inner voice
- ♪ Sing in canon or as a round (if appropriate)
- ♪ Add an Ostinato (repeated pattern) either sung or on percussion
- ♪ Add drone (repeated note)
- ♪ Add percussion instruments
- ♪ Arrange the song with ensembles, duets, solo etc
- ♪ Arrange the song with introduction or ending (repeated phrase)
- ♪ Perform and record the song
- ♪ Perform the song for another class
- ♪ Get conductor from the class to point to the dynamics required

Sequence of learning for music literacy

Literacy Sequence of Learning				
	Level 1 Infants	Level 2 1 st and 2 nd	Level 3 3 rd and 4 th	Level 4 5 th and 6 th
Rhythm	<p><i>Pictorial symbols</i></p>  <p><i>cat kit-tens</i></p>	<p><i>Pictorial symbols from level 1 leading to the use of these symbols</i></p>  <p>ta ti gesture</p> <p><i>Standard notation</i></p> 	<p><i>Symbols from level 2 & these new symbols</i></p>  <p>ta-aa ta-aa-aa</p> <p><i>Standard notation</i></p> 	<p><i>Symbols from levels 2 & 3 & new rhythm symbol and patterns</i></p>  <p>ta-aa-aa-aa</p> <p><i>standard notation</i></p> 
Pitch	<p>Singing two and three note songs Measuring the contour of the melody (up/down)</p>	<p>s-m l-s-m</p> <p><i>two line stave</i></p>  <p><i>soh & mi in different positions i.e. on lines or spaces</i></p>	<p>l-s-m-r-d</p> <p><i>three line stave</i></p>  <p><i>doh in different positions On three & five line stave</i></p>	<p>l-s-m-r-d f-t (d-r-m-f-s-l-t-d')</p> <p><i>Five line stave</i></p>  <p><i>five line stave, key signature indicate position of doh</i></p>
Rhythm and Pitch	<p>Rhythm and pitch are combined when children have first learned each separately children begin to recognise the symbols of rhythm patterns, and also associate pitch with dots/spots on the lines combining both of these leads to music literacy</p> <p><i>Further suggestions for teaching literacy, can be found on pages 137/138, & 89-101, in the Teacher Guidelines</i></p>			

School Tin Whistle Plan

Organisation

- Label each tin whistle with the child's name
- Have a designated space/box for storing tin whistles, or if children are bringing them home, make sure they know which day the tin whistles must be brought to school.

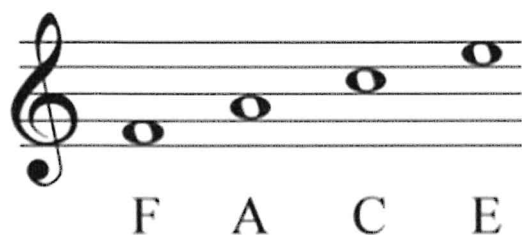
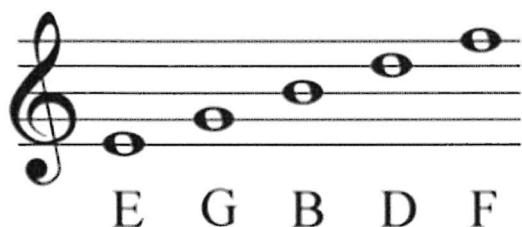
Routine

- At the beginning of each lesson, children must leave tin whistle on the table and listen to the teacher
- Children are told to only play the tin whistle when they are asked
- Develop a stop signal with the class - e.g. hand in the air, or pinching hand motion (like a conductor in an orchestra)

Teaching how to play notes

- Hold the tin whistle with left hand on top
- Progression as follows:
 - ♩ B (1 finger)
 - ♩ A (2 fingers)
 - ♩ G (3 fingers)
 - ♩ F# (4 fingers - 3 left and 1 right)
 - ♩ E (5 fingers - 3 left and 2 right)
 - ♩ D (6 fingers - 3 left and 3 right)
 - ♩ C# (no fingers)

Teaching how to read notes (2nd Class upwards)



- Lines: EGBDF (Every Green Bus Drives Fast)
- Spaces: FACE (Face)
- Encourage children to make up their own mnemonics also

Introducing a song/tune

- Ensure all children have tin whistles on the tables so they can listen attentively
- Play the piece for the children 3 - 4 times so they know what it sounds like.
- Show the notes. Either letter names or the piece of music with letter names underneath.
- Play the piece again. The children should practice the fingering and rest the tin whistle mouthpiece on their chin.
- Count the children in (depending on the time signature).
- Allow the children to play once - at this stage call out the notes to keep them together.
- Play the tricky parts - if children have to jump from one note to another note - practise this a number of times (ask the children to rest their tin whistle mouthpiece on their chin and practise the fingering a few times.) Ask the children to play any tricky part one by one so you can see who needs extra support.
- Play together

Content - Ref: Primary Tin Whistle Complete Course

Class:	Content:	Tunes:
1 st Class	<ul style="list-style-type: none"> • Teach notes of the tin whistle: <ul style="list-style-type: none"> ♫ B (1 finger) ♫ A (2 fingers) ♫ G (3 fingers) ♫ F# (4 fingers - 3 left and 1 right) ♫ E (5 fingers - 3 left and 2 right) ♫ D (6 fingers - 3 left and 3 right) ♫ C# (no fingers) • Read music from letter names 	Mary Had a Little Lamb Hot Cross Buns Baa Baa Black Sheep Twinkle Twinkle Little Star This Old Man The Sliabh Luachra Polka
2 nd Class	<ul style="list-style-type: none"> • Revise notes of the tin whistle • Read music from letter names 	Revise 1 st class tunes Beidh Aonach Amárach The Bog Down in the Valley We Wish you a Merry Christmas Jingle Bells
3 rd Class	<ul style="list-style-type: none"> • Revise notes of the tin whistle • Read music from notation (with letter names also) 	Revise 2 nd class tunes Mo Ghile mear Óró sé do bheatha 'bhaile Maggie in the Woods Planxty Fanny Power
4 th Class	<ul style="list-style-type: none"> • Revise notes of the tin whistle • Read music from notation (with letter names also) 	Revise 3 rd class tunes Amhrán na bhFiann The Kesh Jig Out on the Ocean Sí bheag sí mhór

5 th Class	<ul style="list-style-type: none"> • Revise notes of the tin whistle • Read music from notation 	Revise 4 th class tunes Báidín Fheilimí The Heather Breeze The Silver Spear Planxty Irwin
6 th Class	<ul style="list-style-type: none"> • Revise notes of the tin whistle • Read music from notation • Tunes with Ornamentation 	Revise 5 th class tunes Bean Pháidín The boys of Bluehill Off to California Hewlett Out in the Ocean The Silver Spear

Pelletstown ETNS Music Resources

Whole-School Music Programme:

Dabledoo Music: www.dabledoomusic.com

Supplementary books:

- The Right Note Music Programme (Infants to Sixth Class)
- Mini-Music Academy programme (Senior Infant and 2nd Class)
- Primary Tin Whistle - Complete Course
- Eye Witness: Great Musicians
- Let's All Sing
- Dabledoo Music - Activity Book for Young Music Makers
- Apuskidu songs for children
- Let's make music
- Ready to Rock
- Sing a Song of Africa
- Three Singing Pigs
- Three Rapping Rats
- Let's go Shoolie Shoo

CDs:

- Let's move to Music
- An tAmhránaí Óg
- Action songs for Autumn

Instruments:

- Percussion Instruments- 2 boxes
- Bells