

Music Plan 2008

Introduction and Rationale:

In Holy Family School, we are committed to supporting children in all aspects of their education and development.

Music facilitates the development of personal, social, intellectual and physical skills. It is a powerful, unique form of communication that can transform the way pupils feel, think and act. Music helps pupils to develop creativity and expression of emotions. It can enhance a pupil's ability to reason and think critically. Music education is part of a balanced curriculum which aims to develop the whole spectrum of pupils' intelligence.

Music is an important part of social culture which can enrich the lives of individual pupils. The Music curriculum provides opportunities for pupils to progress to a level where they can derive pleasure and enjoyment from participating individually or in group musical activities which involve listening and responding, performing, and composing. There are many ways in which pupils can actively participate in musical activities, regardless of their ability level.

Pupils are given opportunities to:

Explore sound through singing, moving, listening, and playing instruments;

Experience social and musical aspects of sharing music and making music together;

Develop their music ability by participating in and enjoying an expanding range of musical activities;

Develop their understanding and appreciation of a wide range of different kinds of music;

Develop skills, attitudes and attributes that can support learning in other subject areas, and that are needed for life and work—for example, listening skills, ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence, and sensitivity towards others.

The Music curriculum encourages pupils to respond to musical experiences in an individual manner, thus highlighting the value of each pupil's response. Its motivational qualities make it an ideal subject for integration across the curriculum, allowing pupils to absorb concepts and knowledge that might otherwise seem daunting.

Vision Statement:

We believe that Music education is part of a balanced curriculum which aims to develop the whole spectrum of the pupil's intelligences. We are committed to maintaining a wide-ranging curriculum in Music, which we believe is an essential part of the whole curriculum, contributing in a major way to the spiritual, moral, emotional, cultural, and intellectual development of all the pupils. Through Music education, we seek to provide opportunities for pupils to understand themselves and to relate to others, forging important links between the home, school, and the wider community.

Aims:

Through the medium of Music, many essential enabling- and life-skills can be learned in the areas of Language and Communication, Reading, Personal and Social Skills, Physical Skills and Mathematical Skills.

We endorse the aims of the Primary Curriculum for Music (p. 12 Curriculum Book), which are to:

Enable the pupil to enjoy and understand Music and to appreciate it critically;

Develop the pupil's openness to, awareness of, and response to, a wide range of musical genres, including Irish music;

Develop the pupil's capacity to express ideas, feelings, and experiences through Music as an individual and in collaboration with others;

Enable the pupil to develop his/her musical potential and to experience the excitement and satisfaction of being actively engaged in musical creativity;

Nurture the pupils' self-esteem and self-confidence through participation in musical performance;

Foster higher-order thinking and life-long learning through the acquisition of musical knowledge, skills, concepts, and values;

Enhance the quality of the pupil's life through aesthetic musical experiences.

We add one more aim: to use Music as a learning tool/ aid in our school.

Underlying Principles:

The guiding principles which inform the teaching and learning of Music in Holy Family School are:

Music is for all teachers, special needs assistants and pupils;

Active and enjoyable participation is fundamental to the Music curriculum;

The three strands of the curriculum —1) Listening and Responding, 2) Performing, and 3) Composing— are equally important and can be explored over periods of time;

Music lends itself to integration with other areas of the curriculum, and planning for this integration in advance allows the teacher to reinforce musical concepts in other areas of the curriculum (c.f. pp.123-15 Draft Guidelines).

Objectives:

We endorse the broad objectives of the Music curriculum (p. 13 Curriculum book).

Music offers our pupils opportunities to:

Demonstrate their ability in an area not dependent on language skills;

Improve listening, concentration, and attention skills;

Develop imitation skills;

Produce sound and develop expressive language;

Practice turn-taking;

Choose, discriminate, and justify decisions;

Experiment and try out new ideas where there are no right or wrong answers;

Develop co-ordination and functional fine motor skills;

Support the development of movement and mobility;

Encourage co-operation, tolerance, and a willingness to work with others;

Be involved in activities that may provide a fulfilling hobby or pastime, as well as a life-long, active interest in music.

In response to these opportunities, pupils can make progress in Music by:

Applying and consolidating skills, knowledge, and understanding in a wide variety of age-related activities;

Listening and responding to a wide variety of contrasting music;

Increasing engagement and quality of response in musical activities, showing the development of specific knowledge, skills and understanding;

Becoming involved in community-based musical activities—school concerts which include musical performance, school choir of children from 3rd and 4th classes which perform at First Communion and Confirmation Church ceremonies, and Carol Service for all. Sixth Class pupils will compose and perform songs for their end-of-year Mass, and the students will be encouraged to sing and play instruments for that event.

Curriculum Organisation:

All teachers will teach each of the three strands in each class. The following is a simple overview of the broad content of each strand. Teachers have their own detailed plan for their class.

Strand: Listening and Responding:

This strand includes exploring sounds and responding to Music. Sounds include instruments, environmental sounds, body percussion, and vocal sounds. Children will be helped to respond to music in many ways: these might include describing emotions, responding through dance, drama, art, writing, or simply talking about the music.

Children in our school are provided with opportunities to listen and respond to music by experiencing a wide range of musical styles, traditions, and cultures. Our teachers provide opportunities for active listening and responding by questioning, prompting, suggesting, listening to short examples repeatedly etc., in line with Teacher Guidelines p.55. Children are given opportunities to respond to music in a variety of ways which include: moving, talking about it, listening for specific instruments and/or specific features, drawing and painting, following/creating a pictorial score of music, writing in response to music, composing, singing or playing along with music, musical games and action songs. Children are provided with opportunities to work in different groupings: whole groups, small groups, pairs, and individually; children are especially encouraged to work collaboratively and co-operatively.

During these activities, children are provided with opportunities to offer varying and creative solutions to presented problems.

Listening Materials:

A broad range of listening materials are available:

Audio tape, C D, recorded music on video, music technology (see our ICT and Music section);

- Tuned and untuned percussion instruments;
- Environmental objects, e.g. assortments of metals, wood, fibres;
- Instruments of children in the class;
- Melodic instruments—tin whistles, pianos, guitars;
- Instruments of teachers on staff—e.g. keyboards;

- Performance of a group, individual, band, orchestra visiting the school or at another venue—e.g. Mayo Concert Orchestra, R T E Symphony Orchestra, Whistle Blast Quartet.

In both music and environmental recordings selected for listening, the focus is on discriminating between sounds and describing them in terms of their source, timbre, texture, structure, pitch, dynamics, tempo, duration, structure, and style. In selecting recorded music, a balance is maintained between music from Ireland and other countries, choral and instrumental, music for different occasions and purposes (e.g. religious ceremonies), solo and ensemble, classical and folk.

Strand: Performing:

This strand includes giving all children the opportunity to play an instrument, and to acquire basic music literacy skills. Children love to sing, and each class will learn at least six songs annually, to be chosen from song bank. (See Appendix 2 for song bank for each class grouping.) Opportunities for pupil performances are provided in class, at School Assembly, Holy Communion, Confirmation, School Mass, School Concerts, and other occasions.

In the Performing strand, the following are emphasised:

- Active enjoyable participation;
- Development of skills, understanding, and knowledge;
- Fostering of children's attitudes and interests;
- Development of creativity.

Song –Singing:

Because the voice is everyone's first instrument, it forms the key to access to music education in the classroom. Song singing is seen by our teachers as an

ideal way of engaging large groups in enjoyable and fulfilling music making. Our teachers are aware that the range of notes of a song should be within the range of the children's voices. Some of our teachers teach a song by ear—i.e. using their own voice—which is seen as the best method. Others use a melodic instrument, which also works very well. Some teachers use a recording to teach songs. Teachers are aware of the fact that some of the songs in the Alive-O Religion programme are pitched too high for the children's voices.

In teaching song-singing, teachers keep in mind the recommendations of Teacher Guidelines pp.70-73, and 76-80. When teaching singing with the musical elements in mind, teachers refer to Teacher Guidelines pp.74-76. Simple round singing may be introduced in 2nd class, as preparation for part-singing (see pp.84-85 of Teacher Guidelines).

3rd and 4th Classes form a choir for Church ceremonies—Holy Communion, Confirmation, School Masses. The repertoire of hymns for these performances will be selected and taught by P. Mac Eoin.

All children are given the opportunity to use the percussion and melodic instruments which are available in the school. Opportunities are also provided for children to perform for an audience, in their own class and for other classes.

Strand: Composing:

Children are encouraged to improvise, discuss, evaluate, and record music as part of the Composing Strand. Opportunities are provided to improvise and/or compose in a variety of contexts—e.g. to accompany a rhyme, song, poem, or story; to explore the musical concepts/elements; to experiment with sound; to portray a character, mood or setting; to illustrate events; to convey an abstract concept; to explore melody. Children are given opportunities to

compose/improvise using vocal sounds, body sounds, instruments, and environmental sounds.

Children are given opportunities to contribute to the setting of ground rules for creative music activity: when organising composing activities, teachers refer to pp.111-112 of Teacher Guidelines.

Music Literacy

Teachers will introduce both tonic solfa and staff notation in a phased manner to facilitate Music exercises and develop pupils' Music literacy.

In Infants the children will recognize and perform simple rhythm patterns from pictorial symbols. Stick notation and simplified staff notation (two lines) will be introduced in First Class. Formal reading of the stave is introduced in Third Class. P. Mac Eoin will be available to assist in the delivery of these lessons where class teachers feel they need support.

Integration:

Music will be integrated with other subjects in ways that complement curriculum aims and objectives in both subjects, e.g.

Gaeilge (le amhráin, rannta, scéalta);

English (oral language, new music vocabulary, stories);

Mathematics (number songs and rhymes);

History (development of music and instruments through the ages, lives of famous composers, different traditions);

Geography (origins of instruments, music from different countries, cultural links);

P.E. (dance: appreciation of various genres of music and dance styles).

S.P.H.E. (e.g. 'I have a voice')

Assessment:

The main assessment tool used for music will be teacher observation and teacher-designed tasks. Recording of the children's work and graphic/pictorial scores may also be used. The assessment will be used by teachers to inform their planning and the management of the learning activities. Teachers will report on the child's progress in Music at parent-teacher meetings and in the annual school report. When passing on their class at the beginning of the school year, each teacher (verbally) informs the new teacher of the children's ability and progress in Music over the previous year. When assessing the three strands, teachers refer to pp. 125-127 of the Teacher's Guidelines. Teachers are aware that assessment in Music may produce evidence of learning needs in other areas of the curriculum also.

Children with Different Needs:

Teachers in Holy Family School strive to meet the needs of all children in the school. They will achieve this by varying the pace, content, and methodologies, in order to ensure learning and success for all children. To help in this work, they refer to pp.40-41 of Teacher Guidelines.

The Resource Teacher in our Autism Class follows the NCCA guidelines for teaching Music to children with moderate learning difficulties. All strands are covered in the class and Music is considered an integral part of each child's education. It is the practice of the class to have classical music playing at a low

volume throughout the day. (The children enjoy this music and request it if it is not playing.)

Special Education Teachers may use chosen classical music as an aid to learning for their pupils (c.f. 'Music for Learning' research and 'The Enchanted Forest—Imagination Gym' in use in the school).

Where a teacher recognizes that a child displays a particular ability in Music, he/she will communicate this to the parents, in order that the child may have opportunity to take out-of-school supplementary Music lessons. We recognize that some children in our school already attend Music lessons outside of school (including lessons in our school hall after school on Thursdays); we will encourage these children to play (perform) for their classmates, which will also give the other children opportunities to listen and respond to live music performances.

Equality of Participation and Access:

All the children in our school will participate in all aspects of the Music curriculum. Girls and boys are provided with equal opportunities. The teachers work in accord with our school's Equality Policy, and p.41 of Teacher Guidelines.

Organisational Planning:

Timetable

All classes will have a minimum of one hour per week of Music. This time allocation may be broken down at the discretion of the individual teacher. We recognize that, in the junior classes, the time allotted will be of shorter duration on a more frequent basis, while senior classes may divide the hour into longer time spans, e.g. two thirty-minute sessions or three twenty-minute sessions.

Teachers may also choose to block times for Music at particular times of the year.

The school adopts a thematic approach at certain stages of the year: e.g. the seasons of Autumn, Winter, Spring, and Summer; Hallowe'en; Christmas; St. Patrick's Day; Green Flag Day. These occasions provide ready-made opportunities for integration and cross-curricular activities. Seachtain na Gaeilge, leading up to St. Patrick's Day, gives scope for the integration of Music activities with Gaeilge, Art and Craft; similarly with the seasons, Christmas, and Green Flag Day.

Timetables will all record the time allocation for Music. There is discretionary time available each week (Infants : one hour; First to Sixth Classes: two hours) that teachers can occasionally use to support the Music curriculum. Teachers will ensure that pupils attending supplementary teaching are included in as much of the Music programme as possible.

Resources and ICT:

Each teacher has a copy of the inventory of resources, equipment, and instruments available in the school; this list can be found in Appendix 1. Some of these resources are centrally stored on the shelves upstairs, to where teachers will return them after use. P. Mac Eoin has other resources stored in his room, which teachers may request when needed.

We have built up a picture and word bank that is a useful resource for rhythm exercises, which is available in the staff room. From Junior Infants to Second Class, the picture bank areas are Fruit, Animals, Toys, and Clothes. Areas for Third to Sixth Classes include names of towns, counties, countries, etc.

Each classroom is equipped with a CD player. In addition, each class has a computer with internet access. Teachers may use these to access useful sites to support the Music programme, such as—

www.pcsp.ie

www.vanbasco.com

www.teachnet.ie

The use of the internet will be governed by the school's Acceptable Use Policy. Resources and supplies are checked at the beginning and end of every school year by P. Mac Eoin, to whom requests for additional resources should be made.

Health and Safety:

Teachers will at all times be mindful of the school's Health and Safety Policy. Children will be encouraged to safeguard their own well-being. Children from Infants to Second Class inclusive will not be permitted to plug in electrical equipment. Children will be encouraged to show respect for musical instruments, and to play them at an appropriate volume.

When planning for music, consideration will be given to the following:

- Hidden dangers if children are moving about the classroom;
- Storage facilities;
- Access to, and transport of, equipment/instruments;
- Ventilation of the classrooms;
- Amount of space for children to sit or stand when doing choral or instrumental work;
- Appropriate volume levels when using audio equipment and instruments.

Individual Teachers' Planning and Reporting:

In order to provide information and guidance for their long- and short-term planning for Music, teachers will refer to the NCCA curriculum documents for Music and to this Whole-School Plan. The Cuntas Míosúil plays a role in reviewing and developing individual teachers' planning and the school plan, by the Principal's monitoring of work completed by individual teachers and making suggestions.

Staff Development:

The Music co-ordinator (P. Mac Eoin) will notify the staff of any opportunities for further professional development through participation in courses offered by the Mayo Education Centre and/ or other parties. Teachers may apply to the Board of Management for funding for such courses, in line with the school's Professional Development Policy.

The skills and expertise of school personnel will be shared in Music as in other curricular areas, through input at staff meetings, as well as in an informal basis.

Music for Learning:

Padraic Mac Eoin has undertaken research in this area--see his findings in adjoining document. It is intended to use this knowledge to develop music as a learning tool, in our classes and generally throughout the school. Music technology to facilitate this is being installed, with funding coming from our DEIS funds. The technology will cover classroom and corridor areas.

Parental Involvement and Community Links:

Parents are encouraged to support their children's activities in Music by

- Encouraging active listening
- Discussing attitudes towards, and taste in, music
- Allowing time and space to practice and improvise on an instrument
- Encouraging positive attitudes to Music in general and school-based activities in particular.

Parents are sometimes invited to attend school or classroom music events, as supportive audience members for children's performances, and/or to assist in the supervision of children. At times, the skills of parent-musicians are included when planning for live performances or when creating a class composition. The Parents' Association may be involved in the organization of workshops by visiting musicians.

At individual parent-teacher meetings, teachers will discuss the child's progress in Music with the parents.

Local musicians may, on special occasions (e.g. Heritage Week), be invited to perform for the pupils. All such visits will be discussed in advance with the Principal, P. Mac Eoin, and the class teacher will be present in the class at all times.

Children are regularly brought to the Linenhall Theatre and Traveller's Friend Theatre (both in Castlebar), as well as other venues, to listen to and appreciate live music, e.g. 'Music in the Classroom'.

Our school has been used as a venue for Fleadh Maigheo; this has provided opportunities for pupils, as well as the community in general, to listen to, appreciate, and (for some) perform Irish traditional music. The Whistle Blast

Quartet in 2008 provided a great opportunity for the community, and particularly the pupils, to partake in Music activities.

Success Criteria:

The success of this plan will be measured by the following criteria:

Implementation will be evident in teaching and learning in the classroom;

Continuity of content and methodology will be evident in teachers' planning and monthly reports;

On-going evaluation will demonstrate that pupils are acquiring an understanding of the concepts in Music;

Children will have a positive attitude and appreciation of Music;

Children will have an interest in expression through Music;

Children will have listened and responded to music from a wide range of genres and cultures;

Children will be able to use their voice as an instrument and sing songs, appropriate to their vocal range, from a wide range of genres and cultures;

Children will be able to play a variety of instruments;

Children will experience a variety of ways of recording Music, which may include graphic, pictorial, ICT, and classical music notation;

Children will improvise and create music, using a variety of sound sources;

Children will discuss, evaluate, and record their activities in Music.

Implementation:**Roles and Responsibilities—**

The plan will be implemented and developed by the teachers in their own classes. P. Mac Eoin will co-ordinate and monitor the implementation/ progress of the Music programme by formal and informal discussions with the teachers, by encouraging and accepting feedback on its implementation, and reporting to staff on findings. P. Mac Eoin is responsible for the purchase, distribution, and monitoring of resources for Music.

Review:

This plan was last reviewed on 26th November 2008, and will be reviewed on a regular basis.

Ratification and Communication:

This plan will be implemented by teachers from November 2008. It will be made available to parents and presented to the Board of Management for ratification in February 2009. Formal and full ratification by the Board of Management will be completed by Easter 2009.

Appendix 1 School Music Resources

Class Schemes

The Right Note (Folens)

New Music Box (EDCO)

Upbeat (Carroll Education Limited)

Resources held by Mr. Mac Eoin:

Performing Strand

Song Books:

1. The Pied Piper 2 (1st & 2nd Classes)
2. The Pied Piper 3 (3rd & 4th Classes) + tape
3. The Pied Piper 4 (5th & 6th Classes) + tape
4. Eileen Diamond Super Songbook (8 - 12 years)
5. Anois Teacht an Earraigh - tape of songs in Irish (for Senior Classes)
6. Let's All Sing (Folens) - Songbook for all classes + Tape for Senior Classes
7. Folk Songs of England, Ireland, Scotland and Wales
8. New Songs for Children - The Gingerbread Man Book (modern songs for Senior Classes)
9. The Basil Brush Songbook (for Junior Classes)
10. Songs(Folens) for Junior Classes

11. A Handful of Songs—tape (for Junior Classes)
12. Songs and Words
13. A Stór 's a Stóirín - Songs in Irish (for Senior classes) + tape
14. Beidh Ceol Againn - Song-book
15. Nua-Ranna Ceoil - Songs in Irish
16. Fáilte Uí Cheallaigh - Songs in Irish
17. Ceolta Gael - Songs in Irish
18. Cuisle an Cheoil
19. Cas Amhrán
20. Abair Amhrán (words of old Irish songs)
21. Children's Film Favourites
22. Manyways – 50 song arrangements
23. Children's Film Favourites
24. Christmas Carols (*see separate page for Contents*)
25. Usborne Book of Christmas Carols (*see separate page for Contents*)
26. Christmas Songs (*see separate page for Contents*)
27. Sing an Irish Song (words and chords)
28. Best of Irish Songs (words and chords)
29. Songs and Words 2
30. Songs and Words 3
31. Damhsa na gCoiníní
32. Irish Part-Songs

33. Irish Fireside Songs (Walton's)—old songs
34. Cór na n-Og Repertoire 1990+1991 (+ tape).
35. Amhráin Mhuighe Seola (Collection of Traditional Folk-Songs from Galway and Mayo)
36. Amhránleabhar Ogra Eireann (old Irish songs)
37. Amhránleabhar Ogra Eireann— (amhrain Ghaeilge, amhráin Bhéarla)
38. Traditional / Patriotic Songs of Ireland (brown paper-covered collection)
39. Geantraí is Suantraí—Ceol do bhun-Scoileanna (words and notes of old Irish songs)
40. School and Home Song-book (words and notes of old Irish songs)
41. Music for Children's Choirs (cassette)
42. 'The Sound of Music'—vocal selection.
43. Tips on Teaching a Song (hand-out)
44. 'Folksongs of the Sea'
45. 'Sing in Harmony' by Mary Rynge
46. Folksongs and Ballads popular in Ireland

Also scores of individual songs—modern and traditional, Irish and International.

Suggestion: Class teacher to contact Padraic Mac Eoin re. current theme of learning in class in order to source integration with Music.

Listening to Music

1. Music in the Classroom (RTE Orchestra) + tapes + manual (for all classes)
2. Music in the Classroom 2006 CD
3. Peter and the Wolf – The Young Person’s Guide to the Orchestra (CD)
4. Peter and the Wolf (tape)
5. ‘Instruments of the Orchestra’—practical activities based on ‘Young Person’s Guide to Orchestra’ (book)
6. ‘The Orchestra—A First Guide’ (very good reading book for senior classes)
7. ‘Carnival of the Animals’ + ‘Mother Goose’ + ‘The Sorcerer’s Apprentice’ CD
8. Atlantic Rhythms—Cross Border Orchestra of Ireland (book + CD)
9. Nutcracker CD - Narration + Orchestra
10. ‘Cinderella’ + ‘Sleeping Beauty’ CD
11. 1001 Nights CD (Sinbad the Sailor & other stories) - Narration + Orchestra
12. Irish Garden Bird Songs – CD
13. The Dawn Chorus (RTE)
14. Classroom Cacophonies: music appreciation lesson plans by Fionnuala Tynan and Anne Moriarty N.T. (manual + CD)
15. Box of ‘Music in the Classroom’ Irish Times back-copies
16. ‘Adventures in Music’—Books +Tapes 1, 2, and 3; recordings of Orchestral pieces with activities (for Middle and Senior Classes)

COMPOSING

1. Hand-outs on Music Creativity / Improvisation
2. 'Treasure Island' story
3. 'Creating Music Around the World'
4. 'The Great Red Hairy Beast' story
5. 'Sound Waves'—practical ideas for children's music making
6. The Kingfisher Book of Music—history of music around the world (very good reading for Senior Classes)
7. Software Notes + CD by John Crowe

Songs and Stories for Percussion

1. Gréasaí Beag Bídeach (amhrán)
2. The Shoemaker and the Elves (story)
3. Black Beauty (story excerpt)
4. Sounds and Noises (song)
5. Listen to the Sound (song)
6. 'Percussion Plus video (demo. of percussion class)
7. 'Musical Instruments of the World-- Percussion' (simple, interesting, well-illustrated book for all classes)

PERFORMING

1. 'The Legend of Golden Arrow' musical
2. 'The Famous Voyage of Christopher Columbus' musical
3. 'The First Kids in Space' musical
4. 'Goldilocks and the Three Bears' musical
5. 'Jack Frost'
6. 'The Pied Piper'
7. 'The Wooing of Eadaoin'

Melodic Instruments:

Handbells (octave—key C)

Glockenspiel

Set of Chimebars

Melodica

Mini-Keyboard

Music for Learning

1. The Mozart Effect - Music for Children: Relax, Daydream & Draw
2. The Mozart Effect - Music for Children: Tune up your Mind

Other Resources:

1. Redmond Connolly's resources, located on Shared Network Drive in Teacher\Resources\Music\Redmond Connolly PCSP folder
2. John Crowe's CDs (2) and Teacher's Manual.
3. 'Musican'.

We also have the use of **Mr. Moynihan's resources**:

Buntús Ceoil: Traditional Music for 'Listening and Responding'-- Teacher's Manual + 20 track C D—for all classes;

'Sing with Mike': Songs and Activities that Open Up the World of Music for Primary School Children—Teacher's Manual + C D—for all classes;

'Let's Go Shoolie-Shoo'—Creative Activities for Dance and Music, age 5+, Teacher's Manual + C D;

'D'Aon Guth'—words and music by Sue Furlong, manual + cd;

'Listening to Music Elements': active listening materials + 2 CDs to support a primary music scheme, age 5+;

'Three Singing Pigs': making music with traditional stories;

'Tin Whistle Made Simple, Volume 1: tin whistle tutor for primary school;

Box of Percussion Instruments.

Appendix 2: Lists of Songs

Junior Infants

1. Stepping over Stepping Stones
2. The Witch Rides
3. Miss Polly
4. Féach ar an mainséar
5. Boa Constrictor
6. The Three Bears
7. Five Little Ducks
8. Jig a-jog, jig
9. An Leipreachán
10. Chuaigh mé go dtí an fheirm

Senior Infants

1. Slap the Sillies out
2. There was an old witch
3. Cloigíní na Nollag
4. When I was one
5. How do you like to go up in a Swing?
6. Who built the Ark?
7. Katie Beardie's Circus

8. Hokey Pokey
9. Appusky Dusky
10. Chuaigh mé go dtí an trá

1st Class

1. I can't stop tapping my feet
2. Song for every day / 7 days a week
3. It's a small world
4. Something spooky
5. Oíche Shamhna
6. Please Miss!
7. It's Christmas Time
8. Start at Number Ten
9. Ní maith le hÉinne mé
10. We are the greatest

Other resources: Musican CD

Music is Fun CD

Songs for Everybody

2nd/3rd Class

1. The Bare Necessities (*2nd Class Right Note)
2. Boom Chicka Boom (3rd Class Right Note)

3. Bonjour Mes Amis (Music Box 3)
4. Lá Éigin Beidh Mé Mór (Mo Cheol Thú)
5. Winter Wonderland
6. Mary's Boy Child
7. Time and Time and Time again (Alive O 4)
8. How Lucky we are (Alive O 4)
9. An Maith Libh Rock and Roll (Mo Cheol Thú)
10. Vltava (3rd Class Right Note)

3rd/4th Class

1. Vltava (by Bedrich Smetana, *Music in the Classroom* Supplement 3, Disc 3)
2. Food, Glorious Food (from *Oliver!* the musical)
3. Matchstalk Men and Matchstalk Cats and Dogs (by Brian and Michael)
4. Báidín Fheidhlimidh
5. Walking in a Winter Wonderland
6. Oíche Chiúin
7. Scarborough Fair (by Simon and Garfunkel)
8. Wouldn't it be Lovely (from *My Fair Lady* the musical)
9. A Spoonful of Sugar (from *Mary Poppins* the musical)
10. We Sing a Song to Brigid (Alive-O)

5th Class

- | | | |
|-----|-----------------------------|--------------------|
| 1. | City of Chicago | Folk/Contemporary |
| 2. | If you find me in Morocco | Folk/Comtemporary |
| 3. | An bhfaca tú mo Shéamaisín? | Gaeilge |
| 4. | Peigín Litir Mhór | Gaeilge |
| 5. | O What a Beautiful Morning | Musical |
| 6. | Mary's Lullaby (Alive-O 7) | Jewish Song |
| 7. | Hark the Herald Angels Sing | Carol |
| 8. | O Come all ye Faithful | Carol |
| 9. | Rocky Mountain High | American |
| 10. | Senua Dedendé | African Song/Round |

6th Class

1. Stand by Me (Ben E. King)
2. Don't Worry Be Happy (Bobby Mc Ferrin)
3. When I'm 64 (The Beatles)
4. We Will Rock You (Queen)
5. You've got a Friend (James Taylor)
6. Good Riddance (time of your life by Greenday)
7. Life goes on (obladi oblada) (The Beatles)

8. Jacob's Ladder (Alive-O 8)
9. Well (Alive-O 8)
10. Do not be afraid (Alive-O 8)
11. Be not afraid (Alive-O 8)
12. Here I am Lord
13. Green and Red of Mayo (Saw Doctors)
14. To Win just Once (Saw Doctors)
15. Amhrán na bhFiann

Also a selection of songs will be learned for Confirmation, which is held every second year.

Middle Class pupils form a choir and learn a repertoire of hymns for First Communion every year and for Confirmation . This choir is trained by Padraic Mac Eoin.