

TEACHER NOTES MUSIC



MODULE

9

TO BE USED IN CONJUNCTION WITH WORKSHEETS 9A TO 9D

Lesson 1: Amhrán na bhFiann

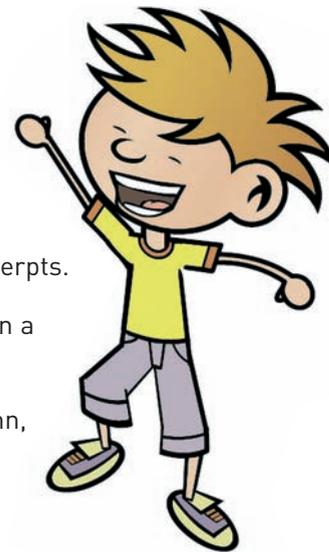
Strand: Listening And Responding.

Strand Unit: Listening And Responding To Music.

Aims: The child should be enabled to:

1. Listen to a range of short, familiar and unfamiliar pieces of music or excerpts.
2. Respond imaginatively to pieces of music through movement.
3. Talk about pieces of music, giving preferences and illustrate responses in a variety of ways.
4. Create the steady beat to accompany a song.

Resources: A range of short music pieces, a recording of Amhrán na bhFiann, musical instruments, Worksheet 9A.



Introduction

Introduce the children to a range of short pieces of music e.g. Irish, popular, love, rock, classical. As you play them, encourage the children to respond imaginatively to the music in a variety of ways. This could include for example clapping, moving, dancing, acting, marching and so on. After playing each song, the teacher should develop the children's understanding of the musical elements through questioning and discussion. Was the music fast or slow? Was it loud or soft?

Development

1. Differentiate between the different types of music and the factors that cause us to like or dislike a piece, e.g.:
 - What types of music do you like and why?
 - Who's your favourite band or singer?
 - What is it about a song that makes you like it?
 - Was it the beat, melody, music video or the singer?
 - What do your parents and guardians like and how does their choice differ from your favourite type of music?
 - Is there any song that reminds you of something or some place?
2. Explain to the children that you will now play a piece of music and ask the children to fill in **Worksheet 9A** as they listen to it being played. Play Amhrán na bhFiann a few times to allow the children time to fill the worksheet in. Discuss the children's answers and the following questions with the children also:
 - Has anyone heard this song before?
 - Where might the pupils have heard this being played?
 - What do people do when it is played?
 - Why is it played at events such as the All-Ireland final?
 - What language is it sung in? Why?
3. Explain to the children that a national anthem is a song that praises a nation or expresses loyalty to a nation. Amhrán na bhFiann was written in English in 1907 but it is the Irish version of the song that is usually sung. The national anthem consists of the chorus only of Amhrán na bhFiann; the original also has several verses.



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4. Explain to the children that Amhrán na bhFiann translates into "The Soldier's Song" in English. Elicit how a soldier stands to attention and marches. Discuss what else a soldier does. Remind the children that the national anthem deserves a lot of respect. Elicit from the children how people show respect when it is being played. Explain for example that people stand, take off hats, stay quiet, and face in the direction of the Irish flag. Play a part of the anthem and ask the children to stand and show their respect.
5. Play another marching tune and ask the children to march around the room as soldiers in time to the beat of the song. Discuss how a soldier marches and how he moves the various parts of his body to the beat. Allow the children time to experiment in creating a steady beat using body percussion and musical instruments to accompany the song. Play the song a few times, encouraging the children to move around the room.

Conclusion

Ask the children to fill in the Part B of the **Worksheet 9A**, based on Amhrán na bhFiann. The teacher plays the song and the children are asked to draw their image of the soldier.

Lesson 2: Break it up!

Strand: Composing/Performing.

Strand unit: Improvising And Creating/ Literacy.

Aims: The child should be enabled to:

1. Recall, answer and invent simple melodic and rhythmic patterns, using voices, body percussion and instruments.
2. Identify and perform familiar rhythm patterns from memory and from notation.
3. Recognise and sing simple tunes, from simplified notation, combining rhythm and pitch.

Resources: Whiteboard and Worksheet 9B.

Introduction

Discuss robots and the funny ways that they talk and make sounds. How do robots speak? They break up words into syllables. In pairs, encourage the children to engage in conversation as robots. Ask the children to pretend to be robots when saying some names of children in the class – for example, Nat-ash-a, Jon-ath-an, Shau-na etc. Practice this a few times until the children understand how words are broken up into parts. Now ask the children to say the name and clap simultaneously for each syllable, for example Em (clap) – ma (clap).



Development

1. The teacher then asks the children to clap the syllables for different counties of Ireland for example, Dub-lin, May-o. Have a game whereby one child claps out the syllables of a county, gives a clue and the children must try and guess the name of the county. The children could also try to clap out the syllables of the GAA county team players for example, Darr-agh Ó- Sé (ti- ti ta ta)
2. Explain to the children that words with two syllables are clapped in time (ti- ti) and one syllable is (ta). Ask the children for examples of words with more than one syllable and practice breaking them up, accompanied by their rhythm sound pattern. Write up the first few lines of the song "Twinkle Twinkle Little Star". Invite the children to clap the rhythm of the song in order to increase their understanding of the rhythm pattern.

Twin-kle Twink-le Lit-tle Star
(ti- ti) (ti- ti) (ti- ti) (ta)

How I won-der what you are
(ta) (ta) (ti- ti) (ta) (ta) (ta)



3. Put some names of the counties of Ireland on the board and practice clapping their rhythm pattern. For example:

Ker-ry (ti-ti)

Cork (ta)

Dub-lin (ti-ti)

Invite the children to clap the syllables using different parts of their bodies (hands, feet, knees, and fingers) or using musical instruments. First the children clap while saying each word and after a few times, invite the children to clap the rhythm of the words without saying the words aloud.

4. Sing/say the names of counties in as many ways as the children can come up with. For example, stretch the word, sing it with rising and falling notes, increase/decrease the volume as they say it, or say it in the voice of a chosen character.
5. Distribute **Worksheet 9B** to the children and encourage the children to practice clapping the rhythm pattern of the rhyme. Once the children have perfected this, ask individual children to perform for the class, followed by a whole class performance.

Conclusion

Divide the children into groups. Encourage the children to compose a short rhyme and work out the rhythm pattern for it. Once the children have completed the task, the groups could perform their rhyme for the rest of the class.

Lesson 3: The Biggest Little Band!

Strand: Listening And Responding/Composing.

Strand unit: Exploring Sounds/ Improvising And Creating.

Aims: The child should be enabled to:

1. Discover ways of making sounds using body percussion and instruments.
2. Select sounds from a variety of sources to illustrate a sequence of events.
3. Invent graphic symbols to represent selected sounds.

Resources: Musical instruments, everyday objects, GAA objects and Worksheet 9C and 9D.

Introduction

The Sound Circle

Discuss different sounds that the children hear in the environment daily. Classify the sounds using different criteria such as different types of sounds in school, at home, different modes of transport and games, and so on. The children stand in a circle with one child in the middle. The child creates one of the sounds discussed using his/her body parts. The other children take turns guessing what the sound signifies.

Once the children have identified the sound, invite another child to enter the centre of the circle also. He/she adds a facial expression or body movement to accompany the sound. The other children in the class then imitate the sound and action in unison.



Development

1. Encourage the children to use body percussion and their own voices to create the contrast between a "winning" sound and a "losing" sound. Discuss where one might hear winning and losing sounds. Explain to the children that these sounds are often heard in Croke Park on All-Ireland final day. How would one recognise the difference between a winning and a losing sound? Divide the class into two groups, one facing the other. The two groups are the opposing teams' supporters on All-Ireland final day. Explain to the children that if you point at a group it means their team is winning and they create a winning sound, while the other supporters create a losing sound. The teacher stands in between as the conductor. The teacher could also experiment in changing the pitch, tempo, dynamics and rhythm of the sounds created by the children.
2. Discuss with the children what other sounds can be heard in Croke Park on All-Ireland final day. These could include the referee's whistle, the clash of the ash, foghorns, music etc. Ask the children if they know of any other sounds that can be heard just before the match begins. Ask the children if they have ever heard of the Artane Boys Band. Explain that this band play before the match and march in front of the teams on All-Ireland final day. Distribute **Worksheet 9C** to the children. Discuss the following:
 - The instruments.
 - The job of the drum major (i.e. the one who holds the stick at the front of the band). His job is to command the band, dictate the pace the band walks at and how long the band will play in front of each stand.
 - The flag bearers (i.e. members of the band who do not play brass instruments but carry the flags).
 - The uniform worn by the children.

The children then do the questions on the worksheet based on the picture.
3. Read the short story on **Worksheet 9D**, which is based on the Artane Boys Band, with the children. Ask the children to first look at the cue words at the top of the page. The children, in groups, are given the task to create sound effects and a graphic symbol for each cue word using body percussion, instruments, GAA objects or even everyday objects. Each group could get the opportunity to present their cues to the other groups and for the whole class to participate in creating the sound effects as the story is read aloud.

Conclusion

Discuss the task with the children and discuss why certain instruments suited certain words. What words were easy or difficult to create sound effects for? Encourage the children to create their own simple story and choose certain words from the story for which to create sound effects.

