

TEACHER NOTES MUSIC



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

Lesson 1: Sounds Like...GAA

Strand: Listening And Responding/Composing.

Strand Unit: Exploring Sounds/ Improvising And Creating.

Aims:

1. To enable the child to classify and describe sounds within a narrow range.
2. To select different kinds of sounds to portray a sequence of events.
3. To devise and use graphic symbols to record simple sound effects.

Resources: Worksheet 9A.

Introduction

Clap a county

Give each child in the class the name of a county. The children move around the room and clap the rhythm of their county. (One syllable = one clap. For example, Fermanagh - Fer- clap, -man clap. -agh clap.) Ask the children to form groups with the other people that have the same rhythm pattern. The children may not speak to each other as they need to listen to find the correct group to join.



Development

1. Ask the children to close their eyes and listen to all the sounds around them. Discuss the sounds they hear and what other sounds the children hear in the school environment each day. Discuss sounds that are heard in other environments, in the playground, birthday party, train station, garda station, hospital, supermarket etc. Brainstorm other situations where many sounds can be heard. Create the sounds using body percussion and/or objects in the classroom.
2. Divide the children into groups. Give each group a different GAA scene for which they have to create the sound effects. For example, a changing room, a school GAA match, the supporters bus, a winning team returning home, etc. Each group chooses instruments or GAA objects, to portray the sounds and scene effectively. The groups create the sound effects for the rest of the class and the other groups try to guess which scene they are portraying.
3. Brainstorm the key moments of All-Ireland day on the blackboard. The topics discussed should include the bus journey, the spectators, the referee, the winning team, the losing team, the trainer and the dressing room. Write the various topics on the blackboard. Divide the class into groups and assign a key moment to each group. Explain to the children that they should try to come up with sounds that may be heard at these key moments. Allow the children to experiment by creating these sounds using instruments, everyday objects and body percussion. The groups then portray their sound effects to the rest of the class. A narrator may be chosen to explain what some of the sounds represent.
4. Give each group a copy of the story (see **Worksheet 9A**). Ask the children to read the story and look at the cue words at the top of the page. The children are given the task of creating sound effects and a graphic symbol for each cue word using body percussion, instruments or even GAA 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 (if there is a lack of instruments available in the school it may be better to allow only body percussion to be used).

Conclusion

Each group performs their sound effects for the rest of the class. The teacher calls out the moments of the day in sequence and the groups take turns to create their effects.

Extension Exercises:

- Record the group's compositions on electronic media such as a tape recorder.

Lesson 2: Call And Response Song

Strand: Performing And Composing.

Strand unit: Song Singing, Playing Instruments.

Aims:

- To teach children to use percussion instruments to show the beat or rhythm in accompanying rhythmic chants.
- To enable the pupils to recall, answer and invent simple melodic or rhythmic patterns, using voice, percussion and instruments.
- To teach the child to perform a rhythmic ostinato or a drone to accompany a song.

Resources: A blindfold, sample 'call and response' song.

Introduction

Singing conversations

The children, in pairs, engage in conversation through song. The children sing their conversations instead of speaking. Each conversation should last for one minute and could be based on incidents such as:

- A mother who will not allow her daughter go to a rounders match.
- A father and son discussing a hurling match they watched on television.
- A referee speaking to a player about a disallowed goal.

Who's singing?

Ask the children to form a circle. One blindfolded child stands in the centre. The child spins once and then points at one of the children in the circle. The blindfolded child then sings a question for the other child to answer in song. For example, the question sung may be: "What hurling team do you support?" To which the child sings in reply: "I support Tipperary." The blindfolded child must listen to the answer carefully and guess the identity of the singer. If he/she is correct, the two children swap places. If the guess is incorrect, the child remains in the centre and the game continues.

Development

- Clap this way:

Ask the children to form a circle. The children listen to a piece of music and clap to its rhythm. Once the children have perfected this, explain to them that this time they must follow instructions called out by the teacher. For example the instruction could be to:

Clap high (above your head), 2, 3, 4,
Clap low (by your knees), 2, 3, 4,
Clap to the left, 2, 3, 4,
Clap to the right 2, 3, 4.



- Discuss with the children what a 'call and response song' is (i.e. one child sings a line, the other repeats it). Use the example below to portray this. The teacher says/sings the first line and the children repeat what the teacher has sung/said. Do this a few times getting groups/individuals to do the 'call' and the rest of the class to do the 'response'.

CALL: I don't know but I've been told – RESPONSE (repeat line)

CALL: You can't play hurling if you are bold – RESPONSE

CALL: That's what my teacher said to me – RESPONSE

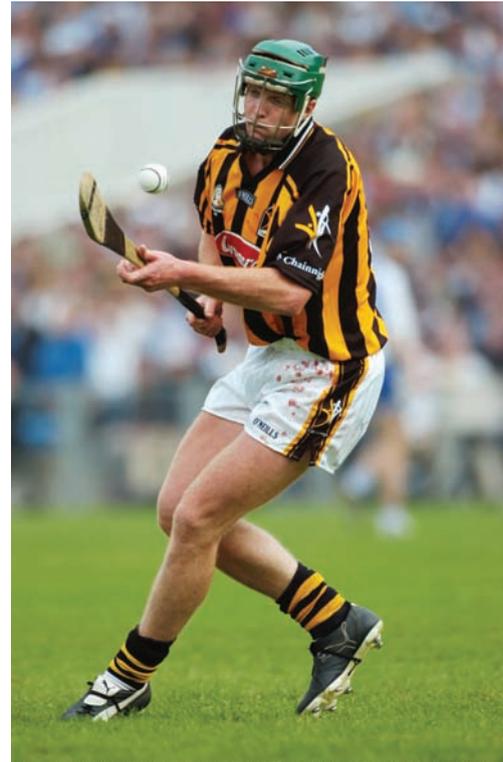
CALL: Now I'm good, as good can be – RESPONSE

Sound off 1, 2,

Sound off 3, 4,

Sound off 1, 2, 3, 4.

- Explain to the children that they will now clap a steady beat along to the *call and response*. One group will then be asked to choose instruments to create a beat in accompaniment with the 'call'. The other group chooses instruments for the beat to accompany the *response*. Perform the 'call and response' with the different instruments creating the beat.
- In groups, the children create their own 'call and response' song about their favourite GAA star or team. The groups choose appropriate instruments to create a steady beat to accompany their song.



Conclusion

Singing syllables

The children stand in a circle. One child leaves the room. The group then chooses a word with at least three syllables, for example, ref-er-ee. Assign one of the syllables to every child in the group. Choose a simple tune such as 'Twinkle, Twinkle Little Star'. The children sing their syllable to the tune. For example some children sing "ref, ref, ref, ref," while another group sings "er, er, er" and so on. The child outside the room returns and tries to guess the word.

Extension Exercises:

- Show the steady beat in a variety of ways to accompany the *call and response* songs. This can be done by marching, tapping, skipping, dancing or even using GAA objects to create the beat.
- The documentary about Micheál Ó Muircheartaigh in the English section of the DVD shows a short performance of the number 1 song "The GAA Anthem".
- Add another verse onto the sample *call and response* song so that this first part is accompanied by a steady beat. This can be followed by a contrasting middle section and then the first melody repeated again.
- Record the children's compositions on electronic media.

Lesson 3: A Mini Musical

Strand: Listening, Responding and Composing.

Strand unit: Listening And Responding To Music, Improvising And Creating.

Aims:

- To encourage the child to describe his/her initial reactions to, or feelings about, their compositions and the compositions of others. The children could also choose the compositions they liked best.



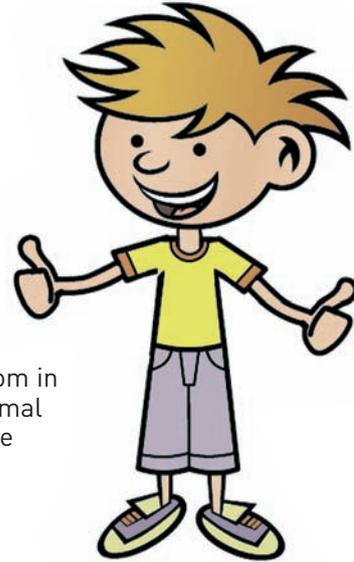
- To enable the children to respond imaginatively to pieces of music in a variety of ways.
- To help the pupil select different kinds of sounds to portray a character, sequence of events or an atmosphere.

Resources: Two pieces of local GAA-related music, **Worksheet 9B**, sound-making sources (body percussion, vocal sounds, classroom instruments), tape recorder.

Introduction

Vary the volume

The children are asked to listen to a piece of music, paying particular attention to its volume. The children move around the room in a manner appropriate to the music volume. Play the music at a normal volume, followed by very loud, followed by very soft. Discuss how the volume affected the children's behaviour.



Development

- The teacher plays both recordings of the music, without referring to the titles. Play the first piece of music again. The children fill in part (A) of the worksheet. Once sufficient time has been given to allow the children to fill in the details, play the second piece of music. The children then fill in part (B) of the worksheet. Discuss the pieces individually, with attention focused on the musical elements.
- The teacher explains to the children that both pieces of music are GAA related. Ask the children to close their eyes and listen to both pieces again. Discuss what the music suggests to them and what images they imagined as they listened to the songs. Record their ideas on the blackboard.
- The class in groups will then get an opportunity to create a 'mini musical' using one of these songs. Ensure that the groups are divided to have mixed abilities in each group.

Explain to the groups that they could include some of the following:

- A storyline that would accompany the piece of music; each child should get the opportunity to narrate.
- The characters in the storyline (i.e. who will it be about?).
- The sound-making sources (body percussion, vocal sounds, classroom instruments).
- The movements that will best portray the mood of the song.
- The title of their piece.

Conclusion

Each group performs their 'musical' for the rest of the class. The final pieces may be recorded and listened to so that the children may reflect upon and evaluate their composition before making amendments if necessary. The other groups could also suggest ways that the composition could be improved.

This could be spread out over a few music lessons. Each group gets the opportunity to show their 'mini musical' and the other groups could get the opportunity to suggest improvements and additions to their work.

Extension Exercises:

The children create their own GAA song for their local team or county team.

