

# Music Whole School Plan

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27/3/2017

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## **Underpinning Principles**

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 plan is a record of our decisions regarding Music, and it reflects the Primary Curriculum, 1999. It is intended to guide teachers in their individual planning for Music.

## **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, feeling 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.

# 1. Content Objectives for each class level

## Listening and Responding Strand Unit: Exploring sounds

### Objectives

#### Infants Classes

P19

##### **Environmental Sounds**

- Listen to, identify and imitate familiar sounds in the immediate environment from varying sources
- Describe sounds and classify them into sound families

##### **Vocal Sounds**

- Recognise the difference between the speaking voice and the singing voice and use these voices in different ways
- Recognise different voices
- Use sound words and word phrases to describe and imitate selected sounds

##### **Body Percussion**

- Discover ways of making sounds using body percussion

##### **Instruments**

- Explore ways of making sounds using manufactured and home-made instruments
- Experiment with a variety of techniques using manufactured and homemade instruments

#### 1<sup>st</sup> & 2<sup>nd</sup> classes

P32  
curriculum

##### **Environmental Sounds**

- Listen to, identify and imitate familiar sounds in the environment with increasing awareness
- Recognise and classify sounds using differing criteria

##### **Vocal Sounds**

- Recognise and demonstrate pitch differences
- Identify pitch differences in different voices
- Explore the natural speech rhythm of familiar words

##### **Body Percussion**

- Discover ways of making sounds using body percussion

##### **Instruments**

- Explore ways of making sounds using manufactured and home-made instruments
- Explore how the sound of different instruments can suggest different sounds

#### 3<sup>rd</sup> & 4<sup>th</sup> classes

P48/49  
curriculum

##### **Environmental Sounds**

- Listening to and describe a widening variety of sound from an increasing range of sources
- Classify and describe sounds within a narrow range

##### **Vocal Sounds**

- Recognise and demonstrate pitch differences
- Discover the different kinds of sounds that the singing voice can make
- Imitate patterns of long or short sounds vocally

##### **Body Percussion**

Discover ways of making sounds using body percussion, in pairs and small groups

##### **Instruments**

- Explore ways of making sounds using manufactured and home-made instruments
- Explore how the tone colour of suitable instruments can suggest various sounds and sound pictures

#### 5<sup>th</sup>&6<sup>th</sup>

##### **Environmental Sounds**

## **Classes**

- Listen to sounds in the environment with an increasing understanding of how sounds are produced and organised

### **Vocal Sounds**

- Explore a range of sounds that the singing voice and the speaking voice can make
- Distinguish and describe vocal ranges and tone colours heard in a piece of music

### **Body Percussion**

- Identify a variety of ways of making sounds using body percussion in pairs and in small and large groups

### **Instruments**

- Explore ways of making sounds using manufactured and home-made instruments
- Explore how the tone colour of suitable instruments can suggest various sounds and sound pictures

P 68/69/70  
curriculum

## **Strand Unit: Listening and responding to Music**

## **Objectives**

### **Infants Classes**

P20

- Listen to a range of short pieces of music or excerpts
- Respond imaginatively to short pieces of music through movement
- Talk about pieces of music, giving preferences, and illustrate responses in a variety of ways
- Show the steady beat in listening to live or recorded music.
- Recognise and show the difference between loud and soft sounds
- Recognise and show the difference between loud and soft sounds
- Listen and respond to patterns of long sounds and short sounds

### **1<sup>st</sup> & 2<sup>nd</sup> classes**

P33/34  
curriculum

- Listen to a range of short, familiar and unfamiliar pieces of music or excerpts
- Respond imaginatively to pieces of music through movement
- Talk about pieces of music, giving preferences, and illustrate responses in a variety of ways
- Show the steady beat in listening to live or recorded music.
- accompanying or chants
- Differentiate between steady music and music without a steady beat
- Identify and show the tempo of the music as fast or slow, getting faster or getting slower
- Differentiate between sounds at different dynamic levels (loud and soft, getting louder and softer)
- Perceive the difference between long and short sound
- Identify obviously different instruments

### **3<sup>rd</sup> & 4<sup>th</sup> classes**

P50/51  
curriculum

- Listen to and describe music in various styles and genres, including familiar excerpts, recognising its function and historical context where appropriate
- Describe initial reactions to, or feelings about, his/her compositions and the compositions. Giving preferences
- Respond imaginatively to longer pieces of music in a variety of ways
- Show the steady beat in listening to live or recorded music.
- accompanying or chants
- Differentiate between steady music and music without a steady beat
- Recognise strong and weak beats, illustrating them through gestures
- Identify and show the tempo of the music as fast or slow, getting faster or getting slower
- Distinguish between sounds of different duration (long or short) while listening to music
- Identify some families of instruments
- Respond appropriately to obviously different sections in a piece
- Discover 2-time beat and 3-time beat by using gesture to accompany music

**5<sup>th</sup> & 6<sup>th</sup>  
Classes**

P68/69/70  
Curriculum

- Experience 6/8 time (like a jig)
- Listen to and describe a broad range of musical styles and traditions, including familiar excerpts, recognising its function and historical context where appropriate
- Listen to his/her own compositions and the compositions of others recording or live performances- and evaluate in terms of personal response, choice of instruments and expressive qualities
- Respond imaginatively to longer pieces in a variety of ways
- Identify families of instruments
- Examine the effects produced by different instruments
- Distinguish the main instrument heard in a piece of music
- Recognise and understand how tempo and dynamic choices contribute to an expressive musical performance
- Recognise strong and weak beats, illustrating them through gestures
- Identify two-beat or three-beat time in moving to music
- Identify six-eight time in moving to music
- Determine simple form and represent through gesture
- Experience dotted rhythms or syncopation in familiar tunes through gestures and movement.

**Performing**

**Strand Unit: Song Singing**

**Teacher guidelines**

- P70-88 General guidelines for Song Singing
- P72 Singing ranges
- P74 Singing with the musical elements in minds
- P76- 81 Effective singing skills
- P84-85 Developing part singing
- P86/87 Public performances
- P88 Overcoming singing difficulties
- P 82/83 Exemplar 14 Teaching a song (first to sixth classes)

**Objectives**

**Infants  
Classes**

P22

- Recognise and sing familiar songs and melodies from other sources
- Recognise and imitate short melodies in echoes, developing a sense of pitch
- Show the steady beat in listening to or accompanying songs or rhythmic chants
- Show, while singing, whether sounds move from high to low or from low to high
- Perform songs and rhymes with a sense of dynamic (loud/soft) control where appropriate

**1<sup>st</sup> & 2<sup>nd</sup>  
classes**

P35  
curriculum

- Recognise and sing with increasing vocal control and confidence a growing range of songs and melodies
- Recognise and imitate short melodies in echoes,
- Show the steady beat when performing familiar songs, singing games or rhythmic chants
- Understand the difference between beat and rhythm
- Perceive the shape of melodies as moving upwards, downwards or staying the same
- Select the dynamic most suitable to a song
- Notice obvious differences created between sections of songs in various forms

**3<sup>rd</sup> & 4<sup>th</sup>  
classes**

**Unison singing**

- Sing from memory a widening repertoire of songs with increasing vocal control, confidence and expression
- Show greater control of pulse and tempo while singing well-known tunes
- Understand the difference between beat and rhythm
- Perform familiar songs with increasing understanding and control of pitch and extended vocal range
- Performing familiar songs with increasing awareness of dynamics, phrasing and expression
- Notice obvious differences created between sections of songs in various forms

**P52/53  
curriculum**

**Simple part singing**

- Perform a rhythmic or melodic ostinato or drone in accompanying a song
- Perform, in groups, simple rounds in two or more parts

**5<sup>th</sup> & 6<sup>th</sup>  
Classes**

**Unison singing**

- Recognise and sing from memory a more demanding repertoire of songs with an awareness of the music's social, historical and cultural contexts
- Sing independently with increasing awareness and control of pulse, tempo, pitch, diction and posture
- Perform familiar songs with increased control; dynamics, phrasing and expression
- Relate words and mood of a song to style and performance
- Notice the differences created between the sections of songs in different forms
- Explore structural elements within familiar songs

**Simple part singing**

- Perform a rhythmic or melodic ostinato or drone in accompanying a song
- Distinguish individual parts in a round by singing, listening, moving or by observing notational cues
- Perform a round in several different textures
- Perform, as part of a group, two songs sung individually and as partner songs
- Perform as part of a group, arrangements of songs that include simple countermelodies or harmony parts
- Identify unison parts and harmony parts visually and aurally

**P71/72  
Curriculum**

**Performing**

**Strand Unit: Literacy**

**Teacher guidelines**

- 
- P89-103 General guidelines for Literacy
- P90/91 Graphic notation
- P82-101 Standard notation
- P93 Note values
- P96-99 Pitch
- P100 Pentatonic music
- P95 Exemplar 16 Sequence for teaching a new element
- P 98/99 Exemplar 17 Stages of pitch notation
- P102 Exemplar 19 Introducing a new note
- P136 Handsigns
- P137 A suggested sequence in rhythm
- P138 A suggested sequence in melody

## Objectives

### Infant Classes

P23

#### Rhythm

- Match selected sounds with their pictured source
- Recognise and perform simple rhythm patterns from pictorial symbols

### 1<sup>st</sup> & 2<sup>nd</sup> classes

P36/37  
curriculum

#### Rhythm

- Identify and perform familiar rhythm patterns from memory and from notation

#### Pitch

- Recognise the shape of a simple melody
- Recognise and sing familiar tunes and singing games within a range of two or three notes

#### Rhythm & Pitch

- Recognise and sing simple tunes, from simplified notation, combining rhythm and pitch

### 3<sup>rd</sup> & 4<sup>th</sup> classes

P54/55/56  
curriculum

#### Rhythm

- Identify and define the rhythm patterns of well-known songs and chants
- Recognise and use some standard symbols to notate metre and rhythm

#### Pitch

- Recognise and sing familiar, simple tunes in a variety of ways
- Recognise the shape of melodies on a graphic score or in standard notation
- Use standard symbols to identify and sing limited range of notes and melodic patterns
- Use standard symbols to notate simple rhythm and pitch

#### Rhythm & Pitch

- Discover how pentatonic tunes can be read, sung and played in g doh, c doh or f doh

### 5<sup>th</sup> & 6<sup>th</sup> Classes

P73/74/75  
Curriculum

#### Rhythm

- Recognise longer and more complex rhythm patterns of familiar songs and chants
- Recognise, name and use some standard symbols to notate metre and rhythm

#### Pitch

- Recognise and sing familiar tunes in an increasing variety of ways
- Recognise the shape of a melody and movement by steps or by leaps, from a graphic score or from notation

#### Rhythm & Pitch

- Use standard symbols to read. Sing and play simple melodies from sight
- Use standard symbols with increasing fluency and accuracy to notate simple rhythm and pitch
- Recognise that melodies can be read, sung or played in different keys
- Read, sing and play simple tunes from sight with C G F as doh
- Understand the function of major key signatures as indicating the position of doh

## Performing

### Strand Unit: Playing instruments

#### Teacher guidelines

- P104-109 General guidelines for playing instruments
- P106 The Recorder
- P109 Tin Whistle
- P130/131 Musical instruments suitable for primary schools

- P132-135 How to hold and play some percussion instruments

## Objectives

### Infants Classes

- Play simple percussion instruments
- Use simple home-made and manufactured instruments to accompany songs, nursery rhymes or rhythmic chants

P23

### 1<sup>st</sup> & 2<sup>nd</sup> classes

- Play some percussion instruments with confidence
- Use percussion instruments to show the beat or rhythm in accompanying songs or rhythmic chants
- Identify and perform simple two-note or three-note tunes by ear or from simple notation

P38

### curriculum 3<sup>rd</sup> & 4<sup>th</sup> classes

- Discover different ways of playing percussion and melodic instruments
- Use percussion instruments to show the beat or rhythm in accompanying songs or rhythmic chants
- Identify and perform simple, familiar tunes from memory or from notation

P57

### curriculum 5<sup>th</sup> & 6<sup>th</sup> Classes

- Perform a range of playing techniques on a wide selection of percussion and melodic instruments
- Use percussion instruments with increasing confidence and skill to accompany tunes, songs and chants
- Identify and perform familiar tunes from memory or from notation independently.

P76

### Curriculum

## Composing

### Strand Unit: Improvising and Creating

#### Teacher guidelines

- P110-119 General guidelines for Improvising and creating
- P113 Exemplar 20 Accompanying a story, song or game
- P114 Exemplar 21 Accompanying a poem
- P115 Exemplar 22 Using musical elements
- P116 Composing with rhythmic elements
- P118 Composing using melodic elements

## Objectives

### Infants Classes

- Select sounds from a variety of sources to create simple sound ideas, individually and in groups
- Invent and perform short, simple musical pieces with some control of musical elements

P24

### 1<sup>st</sup> & 2<sup>nd</sup> classes

- Improvise new answers to given melodic patterns
- Select sounds from a variety of sources to illustrate a character or a sequence of events, individually and in groups
- Invent and perform short musical pieces with increasing ease and control of musical elements

P39

### curriculum 3<sup>rd</sup> & 4<sup>th</sup>

- Recall, answer and invent simple melodic and rhythmic patterns, using voices, body percussion and instruments
- Select different kinds of sounds (voice, body percussion, untuned ad

<b>classes</b>	tuned percussion, simple melodic instruments, electronic instruments) to portray a character, a sequence of events or an atmosphere in sound stories
P58 curriculum <b>5<sup>th</sup> &amp; 6<sup>th</sup> Classes</b>	<ul style="list-style-type: none"> <li>• Invent and perform simple musical pieces that show a developing awareness of musical elements</li> <li>• Recall, answer and invent simple melodic and rhythmic patterns, using voice, body percussion and instruments</li> </ul>
Curriculum P77	<ul style="list-style-type: none"> <li>• Select a wide variety of sound sources ( voices, body percussion, untuned and tuned percussion, melodic instruments and technology for a range of musical purposes</li> <li>• Invent and perform pieces that show an increasing awareness and control of musical elements</li> <li>• Recall, answer and invent melodic and rhythmic patterns, using voices, body percussion and instruments</li> </ul>

## Composing

### Strand Unit: Talking about and recording compositions

#### Teacher guidelines

- **P110-119 General guidelines for Improvising and creating**
- **P120/121 Talking about and recording compositions**

#### Objectives

<b>Infants Classes</b>	<ul style="list-style-type: none"> <li>• Talk about his/her work and the work of other children</li> <li>• Invent graphic symbols for single sounds and sound effects</li> <li>• Record compositions on electronic media</li> </ul>
<b>1<sup>st</sup> &amp; 2<sup>nd</sup> classes</b>	<ul style="list-style-type: none"> <li>• Talk about his/her work and the work of other children</li> <li>• Invent graphic symbols or use standard notation to represent selected sounds</li> <li>• Record compositions on electronic media</li> </ul>
P40/41 curriculum <b>3<sup>rd</sup> &amp; 4<sup>th</sup> classes</b>	<ul style="list-style-type: none"> <li>• Describe and discuss his/ her work and the work of other children</li> <li>• Devise and use graphic symbols and/or use standard notation to record simple musical patterns and inventions</li> <li>• Record compositions on electronic media</li> </ul>
P59 curriculum <b>5<sup>th</sup> &amp; 6<sup>th</sup> Classes</b>	<ul style="list-style-type: none"> <li>• Reflect upon and evaluate his/her work and the work of other children</li> <li>• Devise and use graphic symbols and/or use standard notation to record different lines of musical patterns and inventions</li> <li>• Record compositions on electronic media</li> </ul>
P78/79 Curriculum	<ul style="list-style-type: none"> <li>• Record compositions on electronic media</li> </ul>

Through engaging in the strands and strand units the child should be enabled to develop a sense of the Musical Concepts of pulse, duration, tempo, pitch, dynamics, structure, timbre, texture and style.

## 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 environment

### **3. Linkage and Integration**

#### **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)
- Design and make (Science)
- Energy and forces- Sound (Science)
- Visual arts: Construction, Drawing, Painting
- P.E: Dance - Exploration, creation and performance of dance
- History - stories that go with particular songs, songs relating to historical events
- Geography -songs relating to different countries or counties
- Religion-Songs from religion programme, Preparaton for sacraments, School Choir

Integration may also be approached through planning on a thematic basis.

As a staff we will be avail of opportunities for linkage between strands when planning individual music activities.

### **4. Assessment and Record Keeping**

We will use the following assessment tools for assessing pupils:

- Teacher observation
- Teacher designed tasks and tests e.g. rhythmic dictation, visual arts response to music etc
- Projects e.g. composition projects, Christmas carol service, Choir etc

### **5.Children with Different Needs**

It is the policy of our school that all children in mainstream classes will participate in music activities. Music activities will be differentiated in order to meet the needs of all the children in each 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 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**

Equal opportunities will be given to all children regardless of gender, ethnic background, socio-economic status across all strands and activities.

### **7. 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 recognise 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, such as two thirty-minute sessions, or three twenty-minute sessions.

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

will all record the time allocation for Music.

There available each week that teachers can occasionally use to support the Music curriculum. Teachers should ensure that pupils attending supplementary teaching are included for as much of the Music programme as possible.

## **8. Resources and ICT**

The following publications are in use as reference for members of staff.

**Main Scheme used in school:** The Right Note

**Other resources:**

- Singing made easy Bernie Murray-Ryan
- The Pied Piper series
- Various other C.Ds used by individual teachers

**Instruments:**

Keyboard, Chime Bars, Set of Percussion Instruments, Children's own instruments used where appropriate.

**Assembly:**

We have a weekly assembly. The music programme forms a central part of assembly each week. We teach songs to the whole school on a variety of themes.

## **9. Health and Safety**

Care and attention will be given to the following:

- Hidden dangers if children are moving around 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.

## **10. Staff Development**

Teachers on staff who have particular musical ability will offer help and advice to colleagues as required. The staff will also avail of training as provided by the Department of Education and Science.

## **11. Parental Involvement**

Parents who sing or play instruments, who are willing to help with making instruments from found materials, or who would like to be involved in musical events in the school will be considered as a valuable resource by the staff of Ballaghelea National School.

## **12. Community Links**

The local community and musicians living locally will be considered as valuable resources as support for the Music Curriculum.

Listed below are activities / initiatives which happen in our school annually or bi-annually:

- School mass
- Christmas carol service
- Confirmation
- Communion

Occasionally, we use our school tour to enable the children to see a musical or a pantomime.

## **Success Criteria**

### **Self- assessment**

- Have I/we covered the agreed strand units?
- What do I/we need to change?

### **Pupil assessment**

- Teacher observation
- Teacher designed tasks and tests
- Projects

### **DES/outside assessment**

## **Implementation**

### **Roles and Responsibilities**

The principal will be responsible for overall development of the music curriculum. She will delegate tasks as appropriate to the musical interests of members of staff. It will be her remit to liaise with others within the school community on the matter of music development within the school. She will also be responsible for all resources.

## **Review**

### **Roles and Responsibilities**

Each teacher and the staff as a group will evaluate the progress in Music by referring back to our set of stated objectives as stated in this plan.

### **Timeframe**

The content of this whole school plan for music will be reviewed by September 2017

## **Ratification and Communication**

This school plan for music has been ratified by the Board of Management.

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It will be reviewed after two school years and every three years thereafter. All teachers on the staff will be responsible for informing the principal of any amendments they think should be made.

## Appendix I – Song Resource Log Template

Class	Song	Resource
Infants		
1 <sup>st</sup> – 2nd class		
3 <sup>rd</sup> – 4 <sup>th</sup> class		
5 <sup>th</sup> – 6 <sup>th</sup> class		

### **Strand: Performing**

#### **Strand Unit: Playing instruments**

All children will receive the opportunity to play untuned and/or tuned percussion instruments. Children from first class to sixth class will receive the opportunity to play the tinwhistle and/or chime bars

### **Strand: Performing**

#### **Strand Unit: Literacy**

## Appendix II – Literacy : Sequence of learning

	<b>Junior &amp; Snr Infants</b>	<b>1<sup>st</sup> &amp; 2<sup>nd</sup> classes</b>	<b>Introduced in 3<sup>rd</sup> class Revised in 4<sup>th</sup> class</b>	<b>5<sup>th</sup> &amp; 6<sup>th</sup> classes</b>
<b>Rhythm</b>	Pictorial symbols	Pictorial symbols from level 1 leading to the use of these symbols  ta ti ti gesture  Standard notation	Symbols from level 2 & these new symbols  ta-aa ta-aa-aa  Standard notation	Symbols from levels 2 & 3 & new rhythm symbol and patterns  ta-aa-aa-aa  ta- i- ti standard notation
<b>Pitch</b>	Singing two and three note songs Measuring the contour of the melody (up/down)	<b>s-m l-s-m</b>  two line stave  soh & mi in different positions i.e. on lines or spaces	<b>l-s-m-r-d</b>  three line stave  doh in different positions On three & five line stave	<b>l-s-m-r-d f-t (d-r-m-f-s-l-t-d')</b> Five line stave  five line stave, key signature indicate position of doh
<b>Rhythm &amp; Pitch</b>	<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>Further suggestions for teaching literacy, can be found on pages 137/138, &amp; 89-101, in the Teacher Guidelines</p>			

### Music Resources

<b>Class</b>	<b>Books</b>	<b>CD's</b>	<b>Play</b>	<b>Other</b>
All Classes	<ul style="list-style-type: none"> <li>• Hallelujah 2010</li> <li>• New Songs for Children</li> <li>• Have Fun Singing</li> <li>• Children's Film Favourites</li> <li>• The Music Peoples Favourite Carols for Keyboard</li> <li>• Art Through Music</li> <li>• The Christmas Bumper Book for Buskers</li> </ul>	<ul style="list-style-type: none"> <li>• Hallelujah 2010</li> </ul>	<ul style="list-style-type: none"> <li>• Follow that Star –Words &amp; Music (No CD)</li> <li>• Hosanna Rock – Musical Nativity</li> <li>• All the Angels song – Words &amp; Music(no cd)</li> <li>• Follow the Star</li> <li>• The Gift</li> </ul>	

	<ul style="list-style-type: none"> <li>• Yamaha –owners manual</li> <li>• New Music Box 1 &amp; 2</li> <li>• The Usborne Piano Course</li> <li>• Ready to Rock Book A/B 1 &amp; 2</li> <li>• High School Musical 2 &amp; 3</li> <li>• Instruments of the Orchestra</li> <li>• Ready to Rock Teachers Manual A &amp; B Junior / Seniors</li> <li>• Christmas Songs(Music/Words &amp; Chords)</li> <li>• Let's Make Music 1 &amp; 2</li> <li>• Music Ties (whole series)</li> <li>• Singing made Easy</li> <li>• Let's all Sing</li> <li>• 50 Irish Ballads</li> <li>• Singing Made Easy</li> <li>• With Christmas in Mind (music sheets)</li> <li>• Repertoire 1996 (music sheets)</li> <li>• A Spring Thing (Book &amp; CD)</li> <li>• I Have a Dream (music sheet)</li> <li>• Irish Ballads (volume 1 &amp; 2)</li> <li>• Folksongs &amp; Ballads</li> </ul>		<ul style="list-style-type: none"> <li>• Rock Around the Flock</li> <li>• The Christmas Farm</li> <li>• Count down to Christmas</li> <li>• Children of the World</li> <li>• It's a Baby</li> <li>• It's a Party</li> <li>• Born in a barn</li> <li>• Present for the Baby</li> <li>• Shelter</li> <li>• Tommy Turkey Runs Away</li> <li>• Noah</li> <li>• The Ginger Bread Man</li> <li>• Angels up High</li> <li>• Papa Panov (Christmas – shoemaker)</li> <li>• The Toyman</li> <li>• Images of Christmas (singing)</li> </ul>	
<b>5<sup>th</sup> &amp; 6<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Right Note 5<sup>th</sup> &amp; 6<sup>th</sup></li> <li>• Music Express Year 5<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Christmas Party</li> <li>• Classical Music for Children</li> <li>• Classics for Children</li> <li>• The Right Note</li> <li>• Children's Party Favourites</li> </ul>		
<b>3<sup>rd</sup> &amp; 4<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• The Right Note 3<sup>rd</sup> &amp; 4<sup>th</sup></li> <li>• Upbeat – Music Fourth Class</li> <li>• Let's Make Music 3<sup>rd</sup> &amp; 4<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Looking for Vikings (cd's)</li> <li>• Music for Schools 1 &amp; 2</li> <li>• The Best of Christmas 2</li> <li>• 100 Christmas Classics</li> <li>• The Right Note</li> </ul>		
<b>1<sup>st</sup> &amp; 2<sup>nd</sup></b>	<ul style="list-style-type: none"> <li>• The Right Note 2<sup>nd</sup> Class</li> <li>• The Right Note 1<sup>st</sup> Class</li> </ul>	<ul style="list-style-type: none"> <li>• The Essential Vivaldi</li> </ul>		

	<ul style="list-style-type: none"> <li>• The Right Note Teachers Resource Book</li> </ul>			
<b>Infants</b>	<ul style="list-style-type: none"> <li>• The Right Note for Junior &amp; Senior Infants</li> <li>• Music Time Book B The Educational Company</li> <li>• 30 Irish Tunes for Easy Recorder</li> <li>• New Music workbook</li> <li>• Let's Make Music workbook</li> <li>• The Pied Piper workbook</li> <li>• High &amp; Low Dolly Pepper by Veronica Clark</li> </ul>	<ul style="list-style-type: none"> <li>• The Right Note Junior &amp; Senior Infants</li> <li>• Rhyming CD's</li> <li>• Animal CD</li> <li>• Christmas CD</li> </ul>		