

Teacher's Manual

Fourth Class



MUSIC

Made

EASY.



SAMPLE

PAGES

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SAMPLE

PAGES

YEARLY WORK SCHEME

<u>MONTH</u>	<u>LESSONS</u>	<u>MUSICAL CONCEPTS</u>	<u>STRANDS</u>
S E P T E M B E R	<ul style="list-style-type: none"> • Lesson 1 (Distinguishing and classifying vocal sounds i.e. different accents from around the world) • Lesson 2 (Keyboard and pitch) 	<ul style="list-style-type: none"> • A Sense of Pulse (Show a steady beat e.g. clapping/playing percussion instruments) • A Sense of Pitch (Imitate melodies, understand and differentiate between high and low notes i.e. higher, lower and same, when played on the same instrument as well as on different instruments) • A Sense of Dynamics (Select appropriate levels of loud and soft in performing) • A Sense of Structure (Gain an understanding of the structure or layout of songs) • A Sense of Timbre (Explore and differentiate between different accents from around the world i.e. Ireland, Northern Ireland, England, Scotland, Wales, Australia, America and Canada) • A Sense of Texture (Recognise differences between the accents when trying to learn how to differentiate between them) 	<ul style="list-style-type: none"> • Listening and Responding (Exploring sounds, listening and responding to music/sounds) • Performing (Song singing, literacy and playing instruments) • Composing (Improvising and creating)

<u>MONTH</u>	<u>LESSONS</u>	<u>MUSICAL CONCEPTS</u>	<u>STRANDS</u>
O C T O B E R	<ul style="list-style-type: none"> • Lesson 3 (Beat i.e. 2/4 time signature, 3/4 time signature and tempo) • Lesson 4 (Rhythm i.e. crotchet, quavers, crotchet rest, minim and dotted minim) • Lesson 5 (Revision) 	<ul style="list-style-type: none"> • A Sense of Pulse (Show a steady beat e.g. clapping/playing percussion instruments, discover and recognise strong and weak beats in relation to music which is in 2/4 time and 3/4 time) • A Sense of Duration (Listen to, imitate and perform patterns of long and short sounds and silences) • A Sense of Tempo (Understand and differentiate between fast and slow melodic pieces of music using musical terms like largo, moderato and presto) • A Sense of Pitch (Imitate melodies, understand and differentiate between high and low notes i.e. higher, lower and same) • A Sense of Dynamics (Select appropriate levels of loud and soft in performing) • A Sense of Structure (Understand beginning, middle and end especially in relation to clapping rhythms, gain an understanding of the structure or layout of songs) • A Sense of Timbre (Explore and differentiate between accents from around the world) • A Sense of Texture (Recognise differences between the accents when trying to learn how to differentiate between them) • A Sense of Style (Listen and respond to music in different styles) 	<ul style="list-style-type: none"> • Listening and Responding (Exploring sounds, listening and responding to music/sounds) • Performing (Song singing, literacy and playing instruments) • Composing (Improvising and creating)

<u>MONTH</u>	<u>LESSONS</u>	<u>MUSICAL CONCEPTS</u>	<u>STRANDS</u>
N O V E M B E R	<ul style="list-style-type: none"> • Lesson 6 (Fast and slow music i.e. tempo - largo, andante, moderato, allegro, presto, accelerando and ritardando, composer covered - Tchaikovsky) • Lesson 7 (Loud and soft music i.e. dynamics - forte, piano, crescendo and diminuendo, composer covered - Grieg) 	<ul style="list-style-type: none"> • A Sense of Pulse (Show a steady beat e.g. clapping/playing percussion instruments, understand and differentiate between music with a steady beat and music without a strong beat) • A Sense of Tempo (Understand and differentiate between fast and slow music using the terms largo, andante, moderato, allegro, presto, accelerando and ritardando) • A Sense of Pitch (Imitate melodies) • A Sense of Dynamics (Understand and differentiate between loud/forte (<i>f</i>) and soft/piano (<i>p</i>) music and music which is getting loud/ crescendo (<) and getting soft/ diminuendo (>), select appropriate levels of loud and soft in performing) • A Sense of Structure (Gain an understanding of the structure or layout of songs) • A Sense of Style (Listen and respond to music in different styles) 	<ul style="list-style-type: none"> • Listening and Responding (Exploring sounds, listening and responding to music) • Performing (Song singing, literacy and playing instruments) • Composing (Improvising and creating)

<u>MONTH</u>	<u>LESSONS</u>	<u>MUSICAL CONCEPTS</u>	<u>STRANDS</u>
D E C E M B E R	<ul style="list-style-type: none"> • Lesson 8 (Rhythm i.e. taking down rhythms based on crotchets, quavers, crotchet rests, minims and dotted minims) • Lesson 9 (Brass instruments - trumpet, horn, trombone and tuba) • Lesson 10 (Revision) 	<ul style="list-style-type: none"> • A Sense of Pulse (Show a steady beat e.g. clapping/playing percussion instruments) • A Sense of Duration (Listen to, differentiate between and notate simple one / two bar rhythms i.e. become familiar with and reproduce the symbols for a crotchet, 2 quavers, a crotchet rest, a minim and a dotted minim) • A Sense of Tempo (Understand and differentiate between fast and slow music using the terms largo, andante, moderato, allegro, presto, accelerando and ritardando) • A Sense of Pitch (Imitate melodies) • A Sense of Dynamics (Understand and differentiate between loud/forte (<i>f</i>) and soft/piano (<i>p</i>) music and music which is getting loud/ crescendo (<) and getting soft/ diminuendo (>), select appropriate levels of loud and soft in performing) • A Sense of Structure (Understand beginning, middle and end especially in relation to clapping rhythms, gain an understanding of the structure or layout of songs) • A Sense of Timbre (Classify instruments by the way the sound is produced and identify individual instruments within the brass family also, from a selection of instruments given, identify the instruments which are playing the piece) • A Sense of Texture (Recognise differences between single sounds and combined sounds when listening to music) • A Sense of Style (Listen and respond to music in different styles) 	<ul style="list-style-type: none"> • Listening and Responding (Exploring sounds, listening and responding to music) • Performing (Song singing, literacy and playing instruments) • Composing (Improvising and creating)

<u>MONTH</u>	<u>LESSONS</u>	<u>MUSICAL CONCEPTS</u>	<u>STRANDS</u>
J A N U A R Y	<ul style="list-style-type: none"> Lesson 11 (Staff i.e. lines and spaces of the treble staff as well as above and below the treble staff) 	<ul style="list-style-type: none"> A Sense of Pulse (Show a steady beat e.g. clapping/playing percussion instruments) A Sense of Pitch (Imitate melodies) A Sense of Dynamics (Select appropriate levels of loud and soft in performing) A Sense of Structure (Gain an understanding of the structure or layout of songs, understand, recognise and know the names of the lines and spaces of a treble staff as well as the lines and spaces above and below the treble staff, ledger lines, a treble clef and a bass clef etc.) 	<ul style="list-style-type: none"> Performing (Song singing, literacy and playing instruments) Composing (Improvising and creating)
F E B R U A R Y	<ul style="list-style-type: none"> Lesson 12 (Melody i.e. recognising melodies, contour lines, movement of melodies i.e. steps, skips, repeats and leaps) Lesson 13 (Irish music i.e. jig, reel and hornpipe, traditional music from Spain, France, Italy, England, Norway and Greece) 	<ul style="list-style-type: none"> A Sense of Pulse (Show a steady beat e.g. clapping/playing percussion instruments) A Sense of Pitch (Understand and recognise the contour (shape) of simple melodies through listening and seeing, imitate melodies, understand the movement of melodies i.e. steps, skips, repeats and leaps) A Sense of Dynamics (Select appropriate levels of loud and soft in performing) A Sense of Structure (Gain an understanding of the structure or layout of songs) A Sense of Timbre (Explore, classify and differentiate between instruments which are playing the melody and identify families of instruments) A Sense of Texture (Recognise differences between single sounds and combined sounds when listening out for melodies) A Sense of Style (Listen and respond to music in different styles and from different countries) 	<ul style="list-style-type: none"> Listening and Responding (Exploring sounds, listening and responding to music) Performing (Song singing, literacy and playing instruments) Composing (Improvising and creating)

<u>MONTH</u>	<u>LESSONS</u>	<u>MUSICAL CONCEPTS</u>	<u>STRANDS</u>
M A R C H	<ul style="list-style-type: none"> • Lesson 14 (Keyboard and staff) • Lesson 15 (Revision) 	<ul style="list-style-type: none"> • A Sense of Pulse (Show a steady beat e.g. clapping/playing percussion instruments) • A Sense of Pitch (Understand and recognise the contour (shape) of simple melodies through listening and seeing, imitate melodies, understand the movement of melodies i.e. steps, skips, repeats and leaps) • A Sense of Dynamics (Select appropriate levels of loud and soft in performing) • A Sense of Structure (Gain an understanding of the structure or layout of songs, understand, recognise and know the names of the lines and spaces of a treble staff as well as the lines and spaces above and below the treble staff, ledger lines, a treble clef and a bass clef etc.) • A Sense of Timbre (Explore, classify and differentiate between instruments which are playing the melody and identify families of instruments) • A Sense of Texture (Recognise differences between single sounds and combined sounds when listening out for melodies) • A Sense of Style (Listen and respond to music in different styles and from different countries) 	<ul style="list-style-type: none"> • Listening and Responding (Exploring sounds, listening and responding to music) • Performing (Song singing, literacy and playing instruments) • Composing (Improvising and creating)

<u>MONTH</u>	<u>LESSONS</u>	<u>MUSICAL CONCEPTS</u>	<u>STRANDS</u>
A P R I L	<ul style="list-style-type: none"> • Lesson 16 (Making instruments i.e. castanets, mini shakers, a rain stick, a kazoo, a pan flute and a shofar) • Lesson 17 (Rhythm i.e. compose an original 6/12 bar rhythm, arrange percussion and compose words/sounds to go with the rhythm) 	<ul style="list-style-type: none"> • A Sense of Pulse (Show a steady beat e.g. clapping/playing percussion instruments, work with 3/4 time signature on original rhythms, recognise where the strong beat is when working with 3/4 time) • A Sense of Duration (Listen to, imitate and perform simple rhythmic patterns which have been created by the children) • A Sense of Tempo (Understand and differentiate between different tempos especially in relation to the newly composed rhythm) • A Sense of Pitch (Understand and differentiate between high and low sounds in relation to the exploration of the home-made instruments etc., imitate melodies) • A Sense of Dynamics (Select appropriate levels of loud and soft in performing songs and the newly composed rhythm) • A Sense of Structure (Understand beginning, middle and end, have a sense of phrase in the rhythm, gain an understanding of the structure or layout of songs) • A Sense of Timbre (Explore and differentiate between the sounds created by the home-made instruments) 	<ul style="list-style-type: none"> • Listening and Responding (Exploring sounds, listening and responding to music) • Performing (Song singing, literacy and playing instruments) • Composing (Improvising, creating and talking about compositions)

<u>MONTH</u>	<u>LESSONS</u>	<u>MUSICAL CONCEPTS</u>	<u>STRANDS</u>
M A Y	<ul style="list-style-type: none"> • Lesson 18 (Melody i.e. composing and arranging original melody based on rhythm created in lesson 17) • Lesson 19 (The History of Music - Classical) • Lesson 20 (Revision) 	<ul style="list-style-type: none"> • A Sense of Pulse (Show a steady beat e.g. clapping/ playing percussion instruments, understand and differentiate between music with a steady beat and without a strong beat, recognise strong and weak beats in relation to a 3/4 time signature especially in relation to the self composed song) • A Sense of Duration (Listen to, imitate, perform and write simple rhythms i.e. become familiar with and be able to notate simple rhythms using the symbols for a crotchet, 2 quavers, a crotchet rest, a minim and a dotted minim especially in relation to the self composed song) • A Sense of Tempo (Understand and differentiate between fast and slow music using the terms largo, andante, moderato, allegro, presto, accelerando and ritardando especially in relation to the self composed song) • A Sense of Pitch (Imitate melodies, understand and differentiate between high and low notes i.e. higher, lower and same and perceive the contour of melodies especially in relation to the self composed song) • A Sense of Dynamics (Understand and differentiate between loud/forte (<i>f</i>) and soft/piano (<i>p</i>) music and music which is getting loud/crescendo (<) and getting soft/ diminuendo (>), select appropriate levels of loud and soft in performing the newly composed song) • A Sense of Structure (Understand beginning, middle and end, use a sense of phrase while composing the new melody, gain an understanding of the structure or layout of songs) • A Sense of Timbre (Explore, classify and differentiate between home-made and manufactured instruments by the way the sound is produced and identify individual instruments within the brass, string and percussion family) • A Sense of Texture (Recognise differences between single sounds and combined sounds when listening) • A Sense of Style (Listen and respond to music in a wide range of styles) 	<ul style="list-style-type: none"> • Listening and Responding (Exploring sounds, listening and responding to music) • Performing (Song singing, literacy and playing instruments) • Composing (Improvising, creating, talking about and recording compositions)

<u>MONTH</u>	<u>LESSONS</u>	<u>MUSICAL CONCEPTS</u>	<u>STRANDS</u>
J U N E	<ul style="list-style-type: none"> • Use this time to catch up if you have fallen behind in the plan. • This would be a great opportunity to invite a local musician into your classroom to play for the children. Music will come alive for the children if they can actually see and hear someone playing it in front of them. • Up-date your assessments of the children's work. • Revise all the songs you have learned throughout the year. 	<ul style="list-style-type: none"> • A Sense of Pulse • A Sense of Duration • A Sense of Tempo • A Sense of Pitch • A Sense of Dynamics • A Sense of Structure • A Sense of Timbre • A Sense of Texture • A Sense of Style <p>(At this stage of the year you have covered all these musical concepts.)</p>	<ul style="list-style-type: none"> • Listening and Responding (Exploring sounds, listening and responding to sounds/music) • Performing (Song singing, literacy and playing percussion instruments) • Composing (Improvising, creating, talking about and recording compositions) <p>(At this stage of the year you have covered all these strands and strand units.)</p>

SAMPLE

PAGES

LESSON 2

<u>RESOURCES REQUIRED</u>	<u>OBJECTIVES</u>
<ul style="list-style-type: none"> • Wall chart for lesson 2 - keyboard • CD 1 • Children's Workbook • Pencils/pens for children to complete workbook activities • Percussion instruments (Always have percussion instruments within easy reach because you will need them to accompany song singing) • Songs and backings can be found on CD 7, CD 8 and CD 9 	<p>The child will be enabled to:</p> <ul style="list-style-type: none"> • Find and name all the white notes on the keyboard with a good level of confidence. • Understand and show the meaning of the word <i>octave</i> by finding notes which are either an octave higher or lower than notes already drawn in on the keyboard. • Understand and demonstrate how to find a note which is <i>one whole note higher or lower</i> than notes already drawn in. • Recognise and demonstrate pitch differences when two notes are played on the same instrument as well as two different instruments. • Explore ways of making sounds using manufactured and/or home-made instruments when accompanying song singing. • Sing from memory a widening repertoire of songs with increasing vocal control, confidence and expression, especially the song chosen for this lesson i.e. "Ím Bím Babaró". • Notice the structure of the song. • Show greater control of a steady beat and tempo while singing the ever increasing repertoire of songs. • Sing familiar songs with increasing control of musical elements e.g. control of pitch and extended vocal range, increasing awareness of dynamics, phrasing and expression. • Recognise and sing a familiar, simple tune using the tonic solfa names i.e. simple melody which is sung at the beginning and end of every lesson using the notes <i>d', l, s, m, r and d</i>.

<u>MUSICAL CONCEPTS</u>	<u>STRANDS</u>
<ul style="list-style-type: none"> • A Sense of Pulse (Show a steady beat e.g. clapping/playing percussion instruments) • A Sense of Pitch (Imitate melodies, understand and differentiate between high and low notes i.e. higher, lower and same, when played on the same instrument as well as on different instruments) • A Sense of Dynamics (Select appropriate levels of loud and soft in performing) • A Sense of Structure (Gain an understanding of the structure or layout of songs) 	<ul style="list-style-type: none"> • <u>Listening and Responding</u> <u>Exploring Sounds:</u> *Recognise and demonstrate pitch differences when two notes are played on the same instrument as well as two different instruments. *Explore ways of making sounds using manufactured and/or home-made instruments when accompanying song singing. • <u>Performing</u> <u>Song Singing:</u> *Sing from memory a widening repertoire of songs with increasing vocal control, confidence and expression, especially the song chosen for this lesson i.e. “Ím Bím Babaró”. *Show greater control of a steady beat and tempo while singing the ever increasing repertoire of songs. *Select appropriate dynamic levels i.e. loud and soft while performing “Ím Bím Babaró”. *Notice the structure of the song. <u>Literacy:</u> *Recognise and sing a familiar, simple tune using the tonic solfa names i.e. simple melody which is sung at the beginning and end of every lesson using the notes <i>d', l, s, m, r and d</i>. <u>Playing Instruments:</u> *Play simple percussion instruments e.g. striking triangle, beating drum etc., while accompanying song singing. *Use simple instruments to accompany song singing. • <u>Composing</u> <u>Improvising and Creating:</u> *Sing familiar songs with increasing control of musical elements e.g. control of pitch and extended vocal range, increasing awareness of dynamics, phrasing and expression.

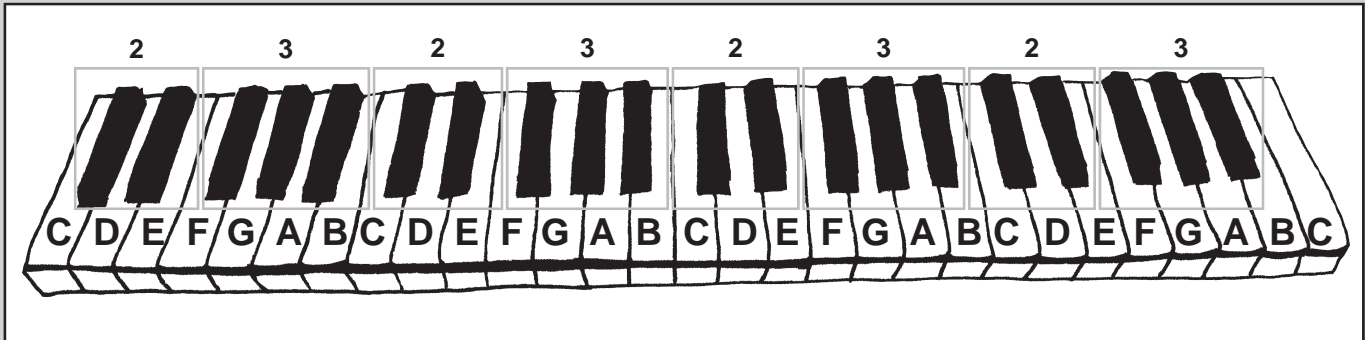
<u>INTRODUCTION</u>	<u>DEVELOPMENT</u>
<ul style="list-style-type: none"> • The wall chart which is specifically needed for this particular lesson is the one marked as lesson two. It has pictures of a keyboard on it. All the white keys have been named, so when the children are asked to fill in the names on their keyboard, they can use this as a guide to help them. The second keyboard on this chart shows the children examples of an octave higher, an octave lower, and two examples of notes which are one whole note away from each other. • Listen to Diarmuid on the CD explain what this lesson is about i.e. lesson 2 (keyboard and pitch). • Follow the instructions given. • Each lesson has been divided up into shorter tracks so that if you need to go back over a certain part of the lesson, then it is easier to do so. 	<ul style="list-style-type: none"> • To begin any lesson in “Music Made Easy” for 4th Class, the children are required to sing the class song, which they have learned in the introductory lesson. This song will reinforce the <i>d’, l, s, m, r and d</i> intervals. They will get an opportunity to sing it at the beginning and end of each lesson. Without knowing it, the children are training their ear to recognise the <i>d’, l, s, m, r and d</i> intervals. For lessons one to ten the children will continue to use the notes <i>d’, l, s, m, r and d</i> while singing the song. I would suggest that if you know the hand gestures to go with the tonic solfa names, then this would be an ideal opportunity to teach them. From lessons eleven to twenty, the children will be using the same backing but they will be asked to write their own words to go with the song. • The Narrator, Diarmuid, will explain in detail what the children have to do to complete the tasks in this lesson i.e. lesson 2. • First of all, the children will be asked to follow the instructions given on CD and fill in the names of the white keys on their keyboard. • The next part of the lesson looks back over the meaning of the word <i>octave</i> and once this is done, they are asked to find certain notes which are either an octave higher or an octave lower than the notes already written in on their keyboard. • The next section of this lesson explains how to find a note which is one whole note higher or lower than another. This section only concerns itself with white notes of a keyboard which have a black note between them. The children are shown two examples which are on the wall chart and in their workbooks. The children are then asked to listen to and follow the instructions given on the CD. These instructions will be asking the children to find and name notes which are either one whole note higher or lower than notes already written in on the keyboard. • The next section of this lesson concerns itself with pitch. The children are asked to listen to two notes which will be played on a piano. They will be asked to put a tick beside the word “Higher” if the second note is higher, put a tick beside the word “Lower” if the second note is lower and put a tick beside the word “Same” if the second note is the same as the first. • The last section of this lesson is very similar to the previous exercise. This time the two notes will be played on two different instruments. People often find it more difficult to distinguish between the pitch of two notes when they are being played by two different instruments. This exercise will challenge the children a bit more.

<u>CONCLUDING ACTIVITY AND FOLLOW UP</u>	<u>ASSESSMENT</u>
<ul style="list-style-type: none"> • The next part of the lesson requires the children to learn the song “Ím Bím Babaró”. This part of the lesson could be done separately from the rest of the work as it may take up too much time if done the same day. The lesson plans are designed so that you can do a lesson one week and teach the song the following week. When you are teaching the song to the children, it would be great if you could discuss whether the song needs to be sung in a certain way i.e. loud/soft, fast/slow etc. or if you could introduce extras like percussion instruments and arrange how they would be played during the song. Introduce graphics or symbols to indicate to the children what they need to play on their percussion instruments and when they need to play e.g. you may only want them to tap a drum on the 1st beat or the 4th beat. There is an example of how this could be approached, at the end of lesson 1. Have some fun with the arrangement of the percussion instruments and let the children give their input. • You could also spend sometime discussing the structure of the song e.g. Is there a chorus in the song? Are there certain parts of the song repeated? How long is the song? etc. • The song should be written on a list somewhere in the classroom and as the children learn more songs they can add to the list. This is great for their sense of achievement also, as they see the list growing from week to week. It also helps the teacher to know at a glance what songs have been covered as the year progresses. (Include songs covered other than songs in this scheme of work.) 	<ul style="list-style-type: none"> • The best form of assessment is the teacher’s observation of the students as they carried out their tasks. • The workbooks will act as a good back-up to the teacher’s observation. You will have a written record in the workbooks indicating each child’s progression. • There is a score/observation card enclosed with this set of lesson plans. It might be advisable to enter the scores/observations of each child as they go along. This is so you don’t have a back log to catch up on at a later date and as the year develops, improvements made or not made are clearly defined.

ANSWERS - LESSON 2

Exercise 1

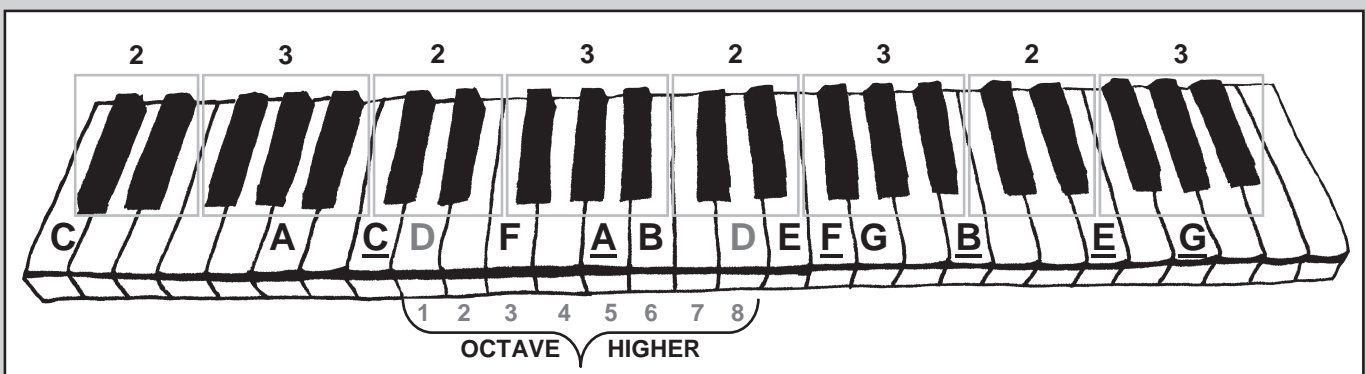
Fill in all the names of the white notes on the keyboard.



Exercise 2 - Part 1

Identify and name the notes which are an **octave higher** than the notes already drawn in.

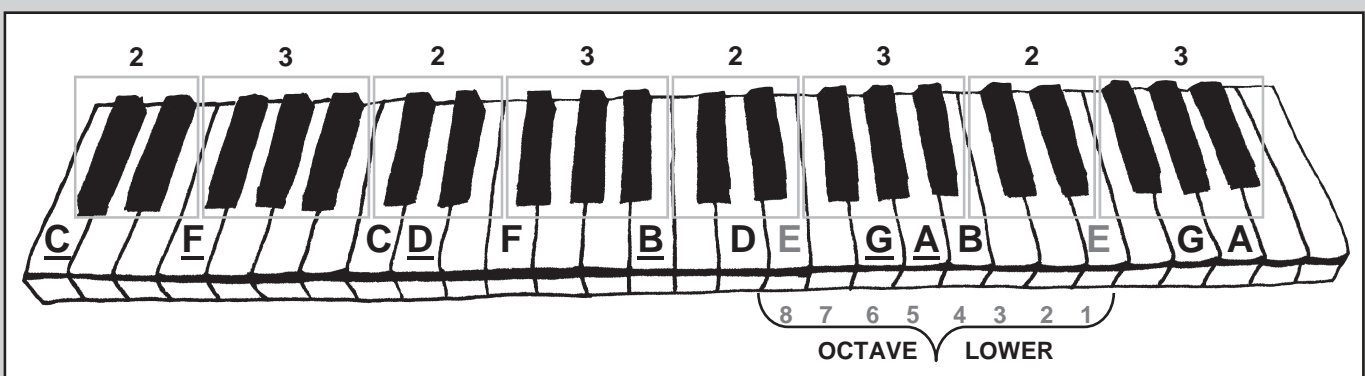
The underlined notes are the correct answers.



Exercise 2 - Part 2

Identify and name the notes which are an **octave lower** than the notes already drawn in.

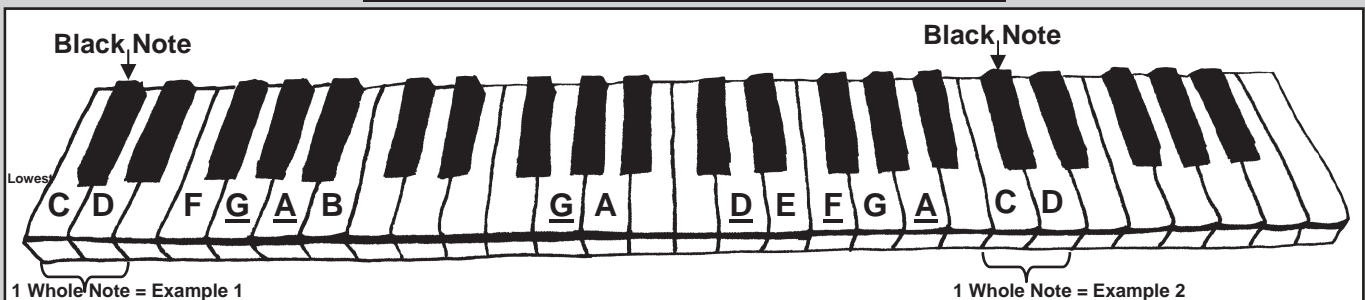
The underlined notes are the correct answers.



Exercise 3

Follow the instructions given on CD.

The underlined notes are the correct answers.



Exercise 4

No. 1 = Higher
No. 2 = Lower
No. 3 = Same
No. 4 = Higher
No. 5 = Lower

Exercise 5

No. 1 = Higher
No. 2 = Lower
No. 3 = Higher
No. 4 = Same
No. 5 = Lower

CLUE FROM LESSON 2

The clue given at the end of the second lesson was
the name of a piece of music.

The name of this music is **“Moonlight Sonata”**.

SAMPLE

PAGES

ÍM BÍM BABARÓ

(There are no flats or sharps in the key signature for this song. This means it is in the key of “C”.)

s f m r d r m f s l t d' r' d' t s s f r d d

bhuach - aill - ín a thioc - fa' roimh an lá, A - gus ím bim — ba - ba - ró 'gus ó ró 'ghrá.

ÍM BÍM BABARÓ

1
C G C G
Ím bím babaró 'gus ó ró 'ghrá,
C G C G G
Táim a' fanacht le mo bhuachaillín a thiocfa' roimh an lá,
C G C
Agus ím bím babaró 'gus ó ró 'ghrá.

2
Ím bím babaró 'gus ó ró 'ghrá,
Tá cruit ar do mhuirín
Is ní thiocfa' sé go lá,
Aguas ím bím babaró 'gus ó ró 'ghrá.

3

Ím bím babaró 'gus ó ró 'ghrá,
Bíonn caipín bán ar amadán
Is púicín ar do ghrá,
Agus ím bím babaró 'gus ó ró 'ghrá.

4
Ím bím babaró 'gus ó ró 'ghrá,
Ar chuala tú nó 'bhfacá tú
Go bhfuair an chailleach bás?
Aguas ím bím babaró 'gus ó ró 'ghrá.

5
Ím bím babaró 'gus ó ró 'ghrá,
Má fhaigheann an chailleach bás orainn
Cé 'bhogfaidh an cliabhán?
Agus ím bím babaró 'gus ó ró 'ghrá.

6
 Ím bím babaró 'gus ó ró 'ghrá,
 Bhogfainn le mo chois é d'fhonn
 An chailleach 'chur chun báis.
 Agus ím bím babaró 'gus ó ró 'ghrá.

7
Ím bím babaró 'gus ó ró 'ghrá,
Nuair a bhraithnaím ar Chnoc Mordáin
Tagann meadhrán ar mo cheann,
Agus ím bím babaró 'gus ó ró 'ghrá.

8
Ím bím babaró 'gus ó ró 'ghrá,
Tá mo ghrá chomh fada uaim
Le prátaí Chontae an Chláir,
Agus ím bím babaró 'gus ó ró 'ghrá.

9
Ím bím babaró 'gus ó ró 'ghrá,
Ná lig do rún le bun an chlaí
Go seasa tú 'ar bharr,
Agus ím bím babaró 'gus ó ró 'ghrá.

10
 Ím bím babaró 'gus ó ró 'ghrá,
 Ná lig do rún le buachaill ciúin
 Nó is fada 'bheas do cháil,
 Agus ím bím babaró 'gus ó ró 'ghrá.

11
Ím bím babaró 'gus ó ró 'ghrá,
Isteach i gcluais, amach i gcluais,
A ligim comhrá 'lán,
Agus ím bím babaró 'gus ó ró 'ghrá.

12
 Ím bím babaró 'gus ó ró 'ghrá,
 Faisean 'bhíonn ag cailleacha
 Bheith 'coinneáil fear ó mhná,
 Agus ím bím babaró 'gus ó ró 'ghrá.

13

Ím bím babaró 'gus ó ró 'ghrá,
Tá mac ag Páidín Píobaire
In íochtar Chontae an Chláir,
Aguas ím bím babaró 'gus ó ró 'ghrá.

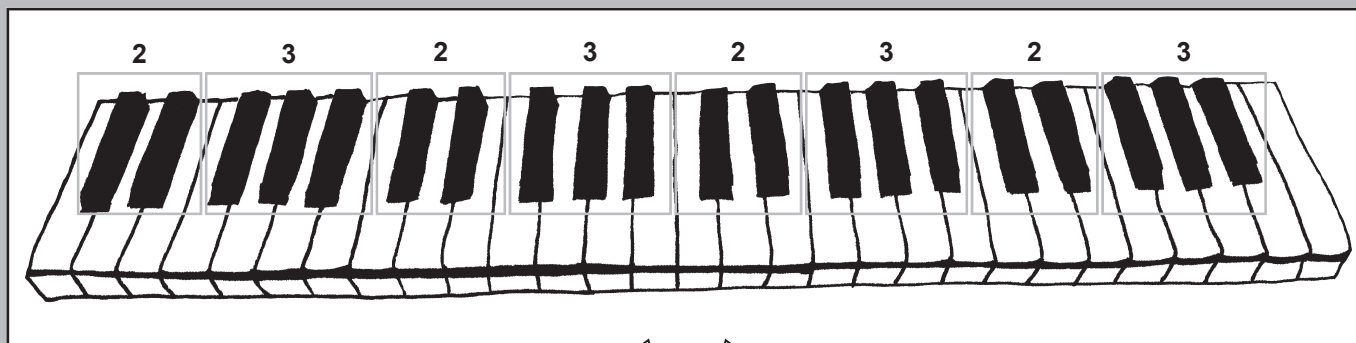
SAMPLE

PAGES

Lesson 2

EXERCISE 1

Listen to the CD and follow the instructions



RULE 1

The white note before a set of two black notes is called **C**

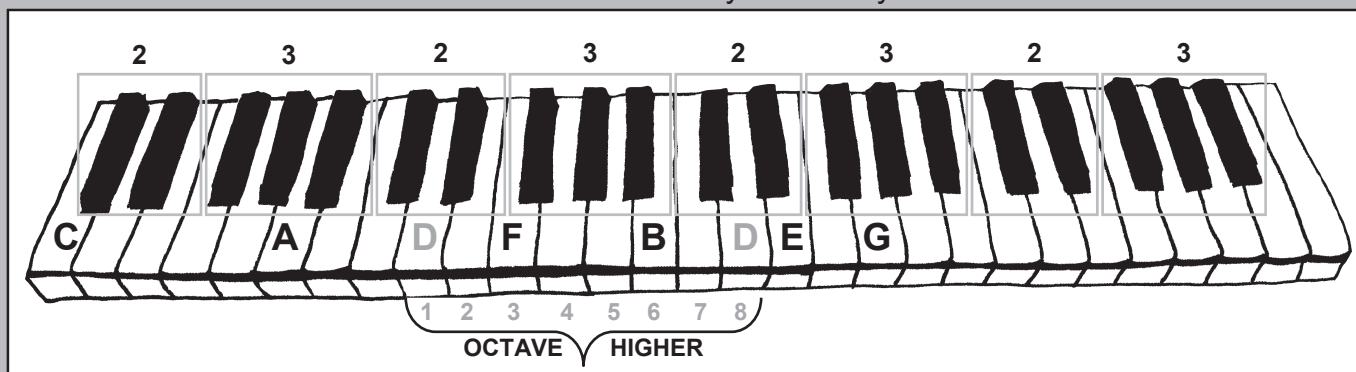
RULE 2

The white note before a set of three black notes is called **F**

THE KEYBOARD

EXERCISE 2 - Part 1

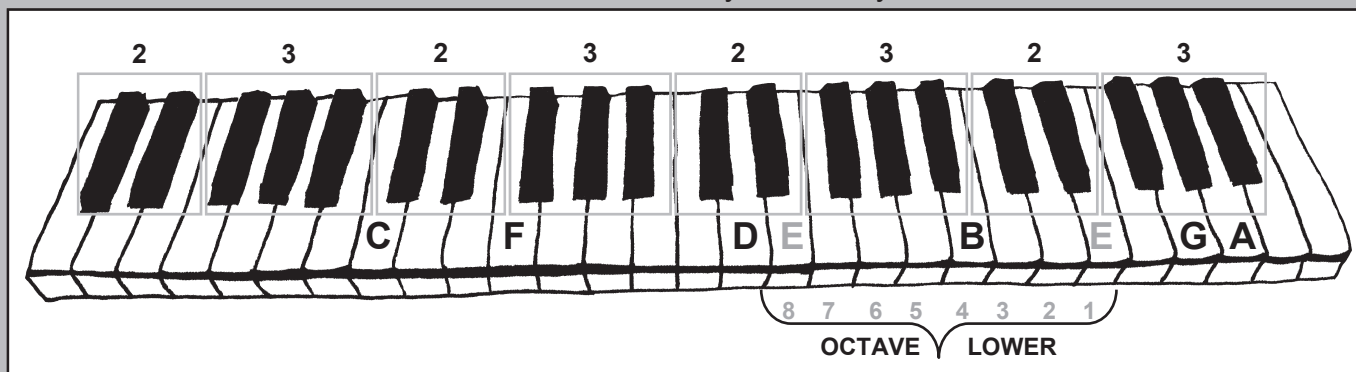
Identify and name the notes which are an **octave higher** than the notes already drawn in.
The note D is already done for you.



OCTAVE - There are 8 notes in an octave

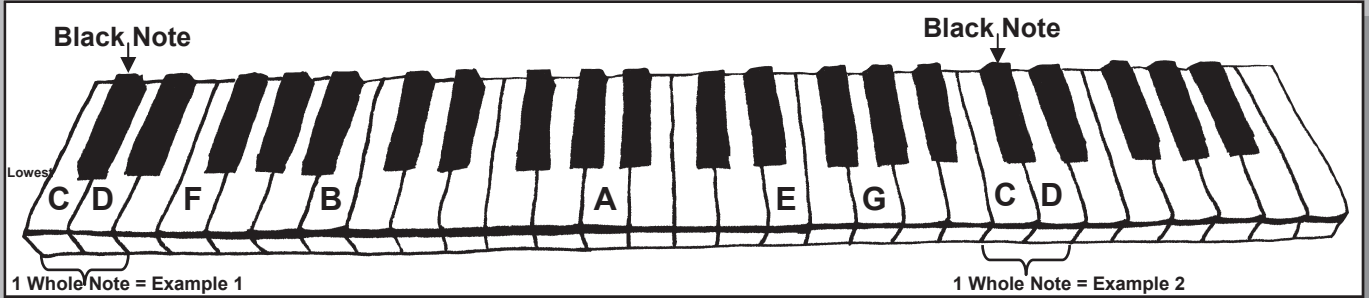
EXERCISE 2 - Part 2

Identify and name the notes which are an **octave lower** than the notes already drawn in.
The note E is already done for you.



EXERCISE 3

White notes which have a black note between them are **one whole note** away from each other.
Listen to the CD and follow the instructions.



EXERCISE 4

Listen to the two notes played.

Put a tick beside the word "Higher", if the second note is higher.

Put a tick beside the word "Lower", if the second note is lower.

Put a tick beside the word "Same", if the second note is the same.

1	HIGHER <input type="checkbox"/>	2	HIGHER <input type="checkbox"/>	3	HIGHER <input type="checkbox"/>
	LOWER <input type="checkbox"/>		LOWER <input type="checkbox"/>		LOWER <input type="checkbox"/>
	SAME <input type="checkbox"/>		SAME <input type="checkbox"/>		SAME <input type="checkbox"/>
4	HIGHER <input type="checkbox"/>	5	HIGHER <input type="checkbox"/>		
	LOWER <input type="checkbox"/>		LOWER <input type="checkbox"/>		
	SAME <input type="checkbox"/>		SAME <input type="checkbox"/>		

EXERCISE 5

Listen to the first note which is played on the flute.

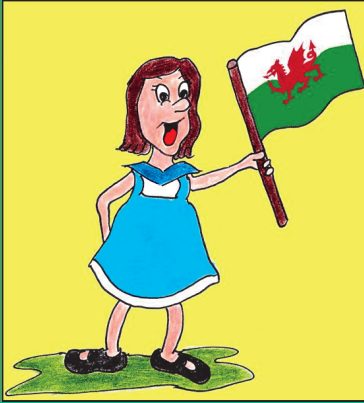
Then listen to the second note which is played on the piano.

Put a tick beside the word "Higher", if the second note is higher.

Put a tick beside the word "Lower", if the second note is lower.

Put a tick beside the word "Same", if the second note is the same.

1	HIGHER <input type="checkbox"/>	2	HIGHER <input type="checkbox"/>	3	HIGHER <input type="checkbox"/>
	LOWER <input type="checkbox"/>		LOWER <input type="checkbox"/>		LOWER <input type="checkbox"/>
	SAME <input type="checkbox"/>		SAME <input type="checkbox"/>		SAME <input type="checkbox"/>
4	HIGHER <input type="checkbox"/>	5	HIGHER <input type="checkbox"/>	SCORE / OBSERVATION:	
	LOWER <input type="checkbox"/>		LOWER <input type="checkbox"/>		
	SAME <input type="checkbox"/>		SAME <input type="checkbox"/>		



WALES



SCOTLAND



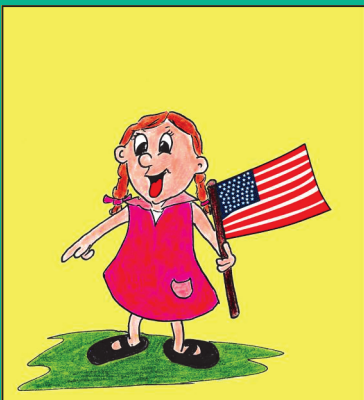
IRELAND



ENGLAND



**NORTHERN
IRELAND**



AMERICA



AUSTRALIA



CANADA