

# 1st and 2nd Class - Listening and Responding

Below is the Listening and Responding section for 1st and 2nd class taken from the [Irish primary music curriculum](#). This resource contains video links of the example pieces of music mentioned in this section.




This symbol means the piece of music is an example by [Dabbledoo Music](#) and not mentioned in the actual curriculum.


The child should be enabled to:

- Listen to a range of short, familiar and unfamiliar pieces of music or excerpts


## *Excerpts from classical music*

- [‘Tuby the Tuba’](#) by G. Kleinsinger
- [‘Peter and the Wolf’](#) by Prokofiev
- excerpts from the [‘Nutcracker Suite’](#) by Tchaikovsky
- [‘Ode to Joy’](#) from Beethoven’s 9th Symphony 






## *Irish music*

- [‘Riverdance’](#) by Bill Whelan,
- [‘Trad at Heart’](#)
- [‘The Pilgrim’s Song’](#) by The Gloaming 


## *Popular*

- [‘Walking in the Air’](#) (theme from ‘The Snowman’, by Howard Blake)
- [‘Grandad’](#) by Flowers and Pickett
- [‘Illuminate’](#) by Ham Sandwich 

## Musicals

- songs from 'Oliver!' by Lionel Bart
  - [Food glorious food \(film\)](#)
  - [Consider yourself \(stage\)](#)
- ['Make 'em Laugh' from Singin' in the Rain](#) 
  
- Respond imaginatively to pieces of music through movement  
*clapping, tapping, swaying, marching, dancing*
  - ['I want to be like you' from Jungle Book](#) 
  
- Talk about pieces of music, giving preferences, and illustrate responses in a variety of ways  
*this music is exciting, sad, lively*  
*it makes me feel happy, frightened, giddy*  
*it reminds me of the circus, a storm, big crowds*  
*writing, drawing, painting, humming*
  - [Trombone Ensemble](#) 
  - [Schindler's List Theme](#) - by John Williams 
  
- Show the steady beat in listening to a variety of live or recorded music, accompanying songs or chants  
*marching, clapping, skipping, dancing*
  
- Differentiate between steady beat and music without a steady beat  
*music with a steady beat*
  - ['Winter Bonfire' by Prokofiev](#)
  - ['The Pact' by Divine Comedy](#) 

*music without a steady beat*

- [‘Theme from Harry’s Game’](#) by Clannad
- [‘Stars’](#) by Brian Eno 

- Identify and show the tempo of the music as fast or slow, getting faster or getting slower

*drum beat, played quickly or slowly*

*dance music*


*getting faster: [‘Shoe the Donkey’](#)*

*slow: a short extract from [Piano Concerto No. 21](#), second movement, by Mozart*

- Differentiate between sounds at different dynamic levels (loud and soft, getting louder and getting softer)



*triangle, struck heavily to make a loud sound, struck gently to make a soft sound*

*music gradually getting louder*

- [‘Bolero’](#) by Ravel
- [‘Pizzicato’](#) from *Sylvia* by Delibes 

- Perceive the difference between long and short sounds

*a resonating instrument, such as a triangle or a bodhrán, makes a long sound once struck; if it is touched by hand, the sound is interrupted and hence shortened*

- [‘Triangle techniques’](#) by Jose Cortijo 
- [Bodhran Solo](#) by Robbie Harris 

- Identify obviously different instruments

*bodhrán, triangle.*

- ['Well Below the Valley'](#) performed by Christy Moore 