

3rd and 4th Class - Listening and Responding

Below is the Listening and Responding section for 3rd and 4th 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 and describe music in various styles and genres, including familiar excerpts, recognising its function and historical context where appropriate

Music that tells a story


- [‘The Sorcerer’s Apprentice’](#) by Dukas
- [Tom and Jerry](#)

Descriptive music


- [‘The Planets’](#) by Holst
- [‘Viennese Musical Clock’](#) from ‘Háry János Suite’ by Kodály
- [The Foxchase](#) performed by Joe Mc Kenna (DabbledooMusic Classroom Concert)

Irish music


- recordings by the Chieftains, Altan, Na Casaidigh, Mary Bergin
- [‘O’Carolan Medley’](#) by Chieftains
- [‘Dúlamán’](#) by Altan

- [Jig Medley](#) by Na Casaidigh
- [Mary Bergin](#)
- [Suas Síos](#) by Kíla 


Popular music


- [‘A Spaceman Came Travelling’](#) performed by Chris de Burgh
- [‘Tea in a pot’](#) by Rusangano Family 

Film music







- [‘Theme from Superman’](#) by J. Williams
- [‘Theme from Jurassic Park’](#) by J. Williams 





Sacred music

- [‘Hallelujah Chorus’](#) from ‘Messiah’ by G. F. Handel
- [‘Pie Jesu’](#) from ‘Requiem’ by Gabriel Fauré 

- Describe initial reactions to, or feelings about, his/her compositions and the compositions of others (recordings or live performances), giving preferences
this music reminds me of flying, cleaning my bedroom, Christmas
- Respond imaginatively to longer pieces of music in a variety of ways
moving, dancing, creating a mime
writing a poem or story, illustrating through visual art
 - [‘Perpetuum Mobile’](#) by Penguin Cafe Orchestra 
- Show the steady beat in listening to live or recorded music accompanying songs or chants
marching, clapping, tapping, skipping, dancing

individually and in groups

- [‘Daft Punk Medley’](#) performed by The French Army Band 
- Differentiate between steady beat and music without a strong beat in music
 - steady beat: [‘Hennessey’s’](#) recorded by Arcady*
 - without a steady beat: music for relaxation*
 - *Music without a strong beat - [‘Music for cars at night on country roads’](#) by Jane Cassidy *
- Recognise strong and weak beats, illustrating them through gestures
 - clap for strong beat, tap knees for weak beat*
 - [‘Billie Jean’](#) by Michael Jackson 
- Identify and describe the tempo of the music as fast or slow, or getting faster or getting slower
 - fast: extracts from [‘Carpathian Virtuosi’](#), Romanian Folkloric Music*
- Distinguish between sounds of different duration (long or short) while listening to music
 - long and short sounds in a [bugle call](#) *
 - [long drum roll versus short](#) *
 - clipped drumming*
- Identify some families of instruments
 - strings, brass, percussion (drums)*
 - [‘Adagio for Strings’](#) by Barber 
 - traditional Irish instruments*

- [‘Lady Montgomery and Follow me Down’](#) performed by Téada 
- respond appropriately to obviously different sections in a piece
 - changing movement sequences or patterns in recognition of a new section*
 - [‘The Nutcracker Suite’](#) by Tchaikovsky
 - [‘Lucy in the Sky with Diamonds’](#) by Lennon and McCartney
 - [‘Live and Let Die’](#) by Paul McCartney 
 - [‘Bohemian Rhapsody’](#) by Queen 
- Discover two-beat time (like a march) and three-beat time (like a waltz) by using gestures to accompany music
 - listening and responding to marches with the walking motion: left, right, left, right*
 - [‘Stars and Stripes Forever’](#) by Sousa
 - [‘When the Saints Go Marching In’](#)—traditional
 - listening and responding to waltzes, with the dancing motion: one-two-three, one-two-three*
 - [‘The Marino Waltz’](#) performed by M. Howard and J. Sheahan
 - [‘The Blue Danube’](#) by J. Strauss
 - [‘What’s New Pussycat?’](#) by Tom Jones 
- experience six-eight time (like a jig)
 - [‘Saddle the Pony’](#) [‘The Blackthorn Stick’](#).
 - [‘The Kesh Jig’](#) performed by The Bothy Band 