

5th and 6th Class - Listening and Responding

Below is the Listening and Responding section for 5th and 6th 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 a broad range of musical styles and traditions, including familiar excerpts, recognising where appropriate its function and historical context


Excerpts from classical music

- [‘Ah Vous Dirai-Je Maman’](#) by Mozart
- [‘Fantasia on Greensleeves’](#) by Vaughan Williams
- [‘The Moldau’](#) from ‘Má Vlast’ by Smetana
- [‘Young Person’s Guide to the Orchestra’](#) by Britten
- [‘Mambo’](#) from ‘West Side Story’ by Leonard Bernstein 


Irish music, traditional and contemporary

- [‘The Brendan Voyage’](#) by Shaun Davey
- [‘The Children of Lir’](#) by Brian O’Reilly
- [‘Swinging Tripes and Trilibubkins’](#) from the album ‘Nua Nós’ by Gerald Barry
- [‘Daffodil Mulligan’](#) - Lankum 


Film

- [‘The Good the Bad and the Ugly’](#) by Ennio Morricone
- [‘E.T.’](#) by John Williams
- [‘Pirates of the Caribbean’](#) by Hans Zimmer 


Jazz


- [‘Chattanooga Choo Choo’](#) recorded by Glenn Miller
- [‘Salt Peanuts’](#) performed by Dizzy Gillespie 

Sacred music

- [‘The Wexford Carol’](#), recordings from Glenstal Abbey
- [‘The Lamb’](#) by John Tavener 


Opera

- [‘Soldiers’ Chorus’](#) from ‘Faust’ by Gounod
- [‘Nessun Dorma’](#) from ‘Turandot’ by Puccini 


- Listen to his/her own compositions and the compositions of others (recordings or live performances) and evaluate in terms of personal response, choice of instruments and expressive qualities
- Respond imaginatively to music in a variety of ways
 - moving, dancing, creating a mime*
 - drawing a ‘plan’ of a composition*
 - writing a poem or story, illustrating through visual art*
- Try copying or making up dances to [‘The Vine’](#) by Meltybrains? 

- Identify families of instruments

orchestral instruments

- *strings, woodwind, brass, percussion*
- [‘I got a plan’](#) by Stomptown Brass 

traditional instruments

- *Irish harp, tin whistle, uilleann pipes, Irish flute, bodhrán, accordion, concertina, Irish fiddle*
- [Reels](#) performed by Planxty 

- Examine the effects produced by different instruments

‘Silenzio della Terra’ (Silence of the Earth) by Jane O’Leary

[‘Also Sprach Zarathustra’](#) by Richard Strauss

[‘The Typewriter’](#) by Leroy Anderson

- Distinguish the main instrument heard in a piece of music

[cello in ‘The Swan’](#) from ‘Carnival of the Animals’ by Saint-Saëns

[French horn in ‘Horn Concerto in E’](#) K447 by Mozart

[Clarinet and piano in ‘Rhapsody in Blue’](#) by Bernstein 

- Recognise and understand how tempo and dynamic choices contribute to an expressive musical performance





slow, moderate, fast tempo, increases and decreases

very soft, soft, moderate, loud, very loud

[‘The Seville Suite’](#) by Bill Whelan

[‘Valse Triste’](#) from ‘Kuolema’ Op. 44 by Sibelius

- [‘La Danse Macabre’](#) by Saint-Saens 

- Recognise strong and weak-beat patterns, illustrating them through gestures
clap for first beat, tap for second and subsequent beats
- Identify two-beat or three-beat time in moving to music
two-beat in marches
three-beat in waltzes or country and western music
familiar songs in three-beat time
 - [‘Daisy, Daisy’](#), [‘Báidín Fhéilimí’](#), [‘Edelweiss’](#)
 - Two-beat march: [‘Elephant March’](#) from *Jungle Book* 
 - Three-beat waltz: [‘Rapture and Revelry’](#) by *The Eskies* 
- Identify six-eight time in moving to music
 - [‘Planxty Irwin’](#) performed by *Planxty*
 - [‘The Irish Washerwoman’](#) performed by *John Sheahan and Eamon Campbell*
- Determine simple form and represent through gestures
recognise AB form (binary) and ABA form (ternary), where A represents the first section and B a second, contrasting section
 - AB form of [‘Turkey in the straw’](#) by *Tennessee Mafia Jug Band* 
- Experience dotted rhythms or syncopation (emphasis on normally weak beats) in familiar tunes through gestures and movement
syncopation in music (Caribbean) [‘Yellow Bird’](#), [‘Junkanoo’](#), [‘Day-O’](#)
 - [‘Superstition’](#) by *Stevie Wonder* 
dotted rhythms
 - [‘John Brown’s Body’](#) performed by *Pete Seeger*

- ['Phil the Fluter's Ball'](#) performed by Ronnie Drew