

Infant Classes - Listening and Responding

Below is the Listening and Responding section for infant classes 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 pieces of music or excerpts

Excerpts from classical music


- [‘Dance of the Sugar Plum Fairy’](#) from the ‘Nutcracker Suite’ by Tchaikovsky
- [‘Sleigh Ride’](#) by Leroy Anderson
- extracts from ‘Carnival of the Animals’ by Saint-Saëns
[‘The Swan’](#) [‘The Elephant’](#)

Recordings of nursery rhymes and children’s songs by various artists


- [‘My Dog Tree’](#) by Eric Nagler
- [‘The Court Jester’](#) by Danny Kaye
- [‘Who fed the Chickens?’](#) by Ella Jenkins 
- [‘Sweepy, Sweepy, Sweepy’](#) by Pete Seeger 
- [‘Pop goes the Weasel’](#) by Wilbur Hall 

Irish Music

- [‘Each Little Thing’](#) recorded by Sharon Shannon


- [‘Trup, Trup, a Chapailín’](#),
- [‘A Stór’s a Stóirín’](#)
- [‘What what what’](#) by This is How We Fly 

Popular music

- [‘Yellow Submarine’](#) by Lennon and McCartney
- [‘Popcorn’](#) by Gershon Kingsley ([live performance](#))
- [‘I love you, Sadie’](#) by Wyvern Lingo 

- Respond imaginatively to short pieces of music or excerpts



Clapping, skipping, marching, waving

- [‘Hello, Dolly’](#) performed by Louis Armstrong
- [‘Golliwog’s Cakewalk’](#) from ‘Children’s Corner Suite’ by Claude Debussy
- [‘September’](#) by Earth Wind and Fire 

- Talk about pieces of music, giving preferences, and illustrate responses in a variety of ways


This music is bouncy, scary, funny

It makes me feel happy, frightened, like jumping drawing, painting


- [‘Zeppelin’](#) by The Louisville Leopard Percussionists 
- [‘Let’s Dance’](#) by David Bowie 



- Show the steady beat in listening to live or recorded music

Marching, clapping, tapping the beat

- [‘Portsmouth’](#) by Mike Oldfield ([version with brass](#))
- [‘Chicken in the Corn’](#) by Brushy One String 

- Recognise and show the difference between fast and slow tempos
 - Running, walking, skipping*
 - Reciting a rhyme quickly, slowly*
 - Responding to fast or slow recorded music*
 - Fast: [‘Flight of the Bumble Bee’](#) by Rimsky- Korsakov
 - Slow: [‘Morning’](#) from ‘Peer Gynt Suite’ by Grieg

- Recognise and show the difference between loud and soft sounds
 - Slamming a door, gently closing a door*
 - Loud voices, soft voices*
 - Adjusting volume control on a tape recorded*
 - Recorded music, loud or soft*
 - Loud and soft:*
 - [‘Pomp and Circumstance’](#) March No.1 by Elgar;
 - [‘Over the Sea to Skye’](#) traditional Scottish song
 - [‘It’s oh so quiet’](#) by Bjork 

- Recognise and show the difference between high and low sounds
 - Vocal sounds, songs*
 - Extreme notes on a keyboard instrument*
 - Low vocals in [‘Koyaanisqatsi’](#) by Philip Glass 
 - High vocals in [‘Wuthering Heights’](#) by Kate Bush 

- Listen and respond to patterns of long sounds and short sounds
 - Echo clapping, tapping rhythm patterns*