

Branar

ROCKIN' THE CLASSROOM



RESOURCE BOOKLET
LEABHRÁN ACMHAINNE

ABOUT THE PROJECT

Welcome to *Rockin' the Classroom* with *Rockin' Rhymes!*

In the absence of the opportunity for school children to experience live performances throughout much of 2020 **Branar**, the **Linenhall Arts Centre** and the **Lime Tree Theatre** have joined forces to deliver an exciting new music project for children in **Junior & Senior Infants, 1st & 2nd Class**.

Rockin' the Classroom is a pilot multiplatform initiative that brings the music from **Branar's** hit show *Rockin' Rhymes* into classrooms throughout the country.

We have taken some very well-known nursery rhymes (and some you might not have heard before!) and we've brought them to groovy life with the help of 5 fantastic musicians. We've played around with some of the tunes and words but don't worry, you will still recognise your favourite nursery rhymes easily!

Rockin' the Classroom offers children and teachers the opportunity to enjoy and explore the songs from the show, discover the world of music and learn about music making.

The project hopes to inspire children to create their own rocking rhymes, and to express themselves through other creative projects inspired by the songs on this album.

Your pack contains:

- CD album
- Dedicated resource booklet for teachers
- Exclusive access to *Rockin' the Classroom* videos and printable PDFs online
- A *Rockin' Rhymes* poster.

MAIDIR LEIS AN TOGRA

Fáilte go *Rockin' the Classroom* le *Rockin' Rhymes!*

Le teacht i dtír ar an gcaoi nach féidir le páistí a bheith i láthair ag léiriú na beo le linn 2020, chruthaigh **Branar** i gcomhar le **hIonad Ealaíne an Linenhall** agus **Amharclann Crann Teile** togra ceoil den scoth do pháistí ó **Naíonáin Bheaga do Rang a Dó**.

Is togra píolótach ilardán é *Rockin' the Classroom* a thugann an ceol ó léiriú iomráiteach de chuid **Branar**, *Rockin' Rhymes*, isteach i seomraí ranga ar fud na tíre.

Tá beocht chroíuil curtha againn i gcuid de na rainn is cáiliúla do pháistí (agus cuid eile nach mbeidh cloiste agaibh!) le cúigear ceoltóirí iontacha. Bhain muid casadh nua as cuid de na foinn agus na focail ach ná bíodh imní ort, aithneoidh tú na rainn is fearr leat gan aon fhadhb!

Tugann *Rockin' the Classroom* deis do pháistí agus do mhúinteoirí taitneamh a bhaint as amhráin an tseó agus iniúchadh a dhéanamh orthu, le foghlaim faoi dhéantús agus faoi dhomhain an cheoil.

Táimid ag súil go spreagfaidh an togra seo páistí a *Rockin' Rhymes* féin a chumadh agus iad féin a chur in iúl trí thograí cruthaitheacha eile bunaithe ar amhráin an albaime seo.

Istigh i do phacáiste tá:

- Albam CD
- Leabhrán Acmhainne dírithe ar mhúinteoirí
- Rochtain eisiach ar fhíseáin *Rockin' the Classroom* agus PDFeanna inclóite ar líne,
- Póstaer *Rockin' Rhymes*.

How To Use This Booklet

Dear Teacher

Many thanks for taking part in this project, we hope you enjoy experiencing the fun of this album with your classroom! We have designed this resource pack specifically with you in mind.

We have put together suggested Lesson Plans to go along with each song. While some activities are specific to a certain song, **many of the activities can be adapted to suit any and all of the songs on the album.**

Each **Lesson Plan** follows a basic template:

LISTEN: Listening activities to introduce the children to the instruments, train their ears and minds to notice details in the music, encourage them to ask questions and to think about how music impacts them.

WATCH: We have created **EXCLUSIVE VIDEO CONTENT** to be used alongside this booklet that can be accessed by you through the Branar website. Go to www.branar.ie/rockintheclassroom Password: rockin10

ACTIVITY: Art projects that encourage responding to the music using creativity and imagination; musical activities that teach the children about rhythm and beat, dances routines to

encourage movement; instrument making and simple composition games.

Each Activity has been broken down into the following sections:

- **Junior and Senior Infants: ALL CLASSES start with this foundational activity.**
- **1st and 2nd Class:** Once the children are comfortable with the foundational activity, move on to this section which builds on the first section. Junior and Senior Infants are welcome to try these sections if you think they're able!

Where To Begin?

Free Listening - Listen to the songs together for pure enjoyment. Have the album on during other classroom activities. Let the children get excited about working with the album.

Focus on the Album - We suggest working through the activities in this booklet in the order the tracks appear on the CD. **There is a Suggested Timeline on Page 11 to help you with this.** Start with the Intro Song. The lesson/activities we've suggested to complement this song include use of the exclusive video content to introduce the band members and their instruments.

Have fun!

CONAS AN LEABHRÁN SEO A ÚSÁID

A Mhúinteoir, a chara,

Go raibh míle maith agat as páirt a ghlacadh sa togra seo agus tá súil againn go mbainfidh tú sult as spraoi an albaim seo a thabhairt isteach sa seomra ranga! Is ag smaoineamh ar mhúinteoirí cosúil leatsa a bhíomar nuair a chuireamar an pacáiste seo le chéile.

Tá Pleananna Ceachta a bhaineann le gach amhrán molta againn. Cé go mbaineann gníomhaíochtaí áirithe le hamhráin ar leith, is féidir an chuid **is mó de na gníomhaíochtaí a chur in oiriúnt d'amhrán ar bith ar an albam.**

Leanann gach **Plean Ceachta** teimpléad bunúsach:

ÉIST: Tugann na gníomhaíochtaí éisteachta blaiseadh de na huirlisí ceoil do na páistí agus cuidíonn siad lena gcluasa agus lena n-intinní sonraí a aithint sa cheol. Spreagtar iad chun ceisteanna a chur agus machnamh a dhéanamh ar an tionchar atá ag an gceol orthu féin.

FÉACH: Tá **ÁBHAR FÍSE EISIACH** curtha le chéile againn le húsáid taobh leis an leabhrán seo. Is féidir teacht ar an ábhar ar shuíomh idirlín Branar, www.branar.ie/rockintheclassroom Pasfhocal: rockin10

GNÍOMH: Tionscnaimh ealaíne a spreagann na páistí chun freagra a thabhairt ar an gceol trí mheán na cruthaitheachta agus na samhlaíochta; gníomhaíochtaí ceoil a mhúineann buille agus rithim an cheoil do na páistí; dreasa damhsa chun gluaiseacht a spreagadh; déanamh uirlisí agus cluichí simplí cumadóireachta.

Bristear na gníomhaíochtaí ar fad síos sna míreanna seo a leanas:

- **Naíonáin Bheaga agus Mhóra: Tosóidh GACH RANG leis an mbunghníomhaíocht seo.**
- **Rang 1 agus 2:** Nuair atá na páistí ar a gcomord leis an mbunghníomhaíocht, is féidir bogadh ar aghaidh chuig an mír seo a thógann ar an gcéad mhír. Tá fáilte roimh Naíonáin Bheaga agus Mhóra triail a bhaint as na míreanna seo freisin ná cheapann tú go mbeidh siad in ann acu!

Cá Diosaíonn Muid?

Saor-Éisteacht - Éistigí leis na hamhráin lena chéile agus bainigí sult astu. Cuir an t-albam ar siúl agus gníomhaíochtaí ranga eile ar siúl agaibh. Múscail spéis na bpáistí san obair a bheas ar siúl acu ar an albam.

Dírigh ar an Albam - Molaimid go n-oibreoidh tú ar na gníomhaíochtaí sa leabhrán seo san ord ina bhfuil na traiceanna ar an CD. **Tá Amlíne Molta ar leathanach a 11.** Tosaigh leis an Amhrán Intreoir. San áireamh sna **gníomhaíochtaí** a mholaimid leis an amhrán seo tá an t-ábhar físe eisiach a chuireann baill an ghrúpa agus a n-uirlisí ceoil in aithne. Bainigí taitneamh as!

LISTENING QUESTIONS

While working through this pack there are lots of opportunities to listen out for particular musical elements in the music:

Pulse: Do you feel a strong beat in this music? Tap your hand on your knee along with the beat to show us the pulse you feel.

Tempo: How would you describe the speed or tempo of this song? Is it slow? Is it fast? Is it walking speed? Is it running speed? Does the speed/ tempo change?

* **Fun Fact:** Lots of the terms we use in music come from Italian. Often the term *Andante* is used to describe a moderately slow speed or tempo. In Italian the direct translation for *andante* is walking, or walking speed!

Dynamics: How would you describe the volume or dynamics in this song? Is it loud? Is it soft or quiet? Is it moderately loud or moderately quiet?

Pitch: Listen out for high sounds and low sounds in the music. Raise your hand up in the air when you hear a high sound, and down to your knee when you hear a low sound.

Sound/Instrument Identification: (Watch the 'Meet The Instruments' video before moving on to this question) What instruments do you hear in this song? Do you hear voices singing? If so can you figure out how many voices (older classes)?

Timbre: How would you describe the sound that the [instrument name] makes? What sort of words might we use to describe that sound? Brassy, thick, cold, breathy, bright, clean, distorted, piercing, rich, warm, heavy, dull, thin, round, mellow etc...

Note: These questions are best suited to situations where the child is listening to one instrument by itself – try them with the instrument videos.

There are also opportunities to identify elements in the music that elicit different feelings. When discussing the mood or feeling of a piece of music it may be useful to regularly return to the question: **What do you hear that makes you say that?**

For example: How would you describe the mood or feeling of the music (is it sad / happy / calm / excited / angry etc)? ... [child answers] ...What do you hear that makes you say that?

In these types of discussions it may be helpful to remind the child of the various elements.

- Is it the speed or tempo that makes it feel like that
- Is it the volume or dynamic...
- Is it the pitch...
- Is it the sound quality of the particular instruments or voices...

Also included in this booklet is a Listening Sheet for writing (2nd class) or drawing (Jr Infants to 1st class) about what you hear (page 10).

CEISTEANNA ÉISTEACHTA

Agus sibh ag obair ar an bpacáiste seo beidh neart deiseanna luas éisteachta a thabhairt do ghnéithe ar leith den cheol:

Buille: An mothaíonn tú buille láidir sa cheol seo? Buail cnag éadrom láimhe ar do ghlúin leis an gceol chun an buille a mhothaíonn tú a léiriú.

Luas: Cén cur síos a dhéanfa ar luas an amhráin seo? An bhfuil sé mall? An bhfuil sé sciobtha? An bhfuil sé ar luas siúil nó reatha? An athraíonn an luas?

* **Fíric Fhánach:** Is ón Iodáilis a fhaighimid go leor téarmaí ceoil. Úsáidtear an téarma *andante* go minic le cur síos a dhéanamh ar luas measartha mall. Ciallaíonn *andante* siúl nó luas siúil san Iodáilis!

Dinimic: Cén cur síos a dhéanfa ar fhuaim nó ar dhinimic an amhráin seo? An bhfuil sé ard? An bhfuil sé bog nó séimh? An bhfuil sé measartha ard nó measartha séimh?

Tuinairde: Cuir luas ort féin d'fhuaimeanna arda agus ísle sa cheol. Cuir do lámh san aer nuair a chloiseann tú fuaim ard, agus síos ag do ghlúin nuair a chloiseann tú fuaim íseal.

Aithint Fuaime/Uirlise: (Breathnaigh ar na físeáin uirlise sula ndéanann tú an ceist seo) Cad iad na huirlisí a chloiseann tú san amhrán seo? An gcloiseann tú glórtha ag canadh? Más ea, cé mhéad glórtha chloiseann tú (ranganna níos sine)?

Tondath: Cén cur síos a dhéanfa ar an bhfuaim a dhéanann an [ainm uirlise]? Cad iad na focail a d'úsáidfeá le cur síos a dhéanamh ar an bhfuaim sin? Prásach, tiubh, fuar, análach, geal, glan, anchumtha, géar, saibhir, teolaí, trom, balbh, tanaí, cruinn, séimh srl... Nóta: Is fearr aghaidh a thabhairt ar na ceisteanna seo agus na páistí ag éisteacht le huirlis amháin - bain triail astu ansin leis na físeáin uirlise.

Tá deis anseo freisin gnéithe den cheol a aithint a spreagann mothúcháin éagsúla. Agus an meon nó na mothúcháin a spreagann píosa ceoil ar leith á bplé, b'fhiú fillleadh go rialta ar an gceist seo: **Cad a chloiseann tú a spreagann an freagra sin?**

Mar shampla: Cén cur síos a dhéanfa ar mheon nó ar mhothúchán an cheoil (an bhfuil sé brónach / sásta / suaimhneach / corraithe / feargach srl)? ... [freagra an pháiste] ... Cad a chloiseann tú a spreagann an freagra sin?

Leis an gcineál plé seo seans go gcabhródh sé na gnéithe éagsúla a chur i gcuimhne do na páistí:

- An é an luas a spreagann an mothúchán sin?
- An é an fhuaim nó an dinimic ... An é an tuinairde...
- An é caighdeán fuaime na n-uirlisí nó na nglórtha ar leith...

Tá Bileog Éisteachta san áireamh sa pacáiste seo chun an méid a chloiseann tú a tharraingt (Naíonáin Beaga - Rang 1) nó a scríobh (Rang 2). (leathanach a 10).

COMPOSING!

At junior level it can be helpful to think of composing as simply **organising a series of sounds to express an idea, feeling or story.**

We touch on composing in the sound story activities for the “Falling” song (page 30). There are lots of ways to expand on these activities.

Try making **sound versions** of the other rhymes in the pack, using **sounds rather than words** to perform the story. Alternatively ask the children to come up with their own one-line story. Start simple!

Eg: I am having fun playing blocks with my friends.

Pull out the key content of the sentence. For this one you might decide it's - fun, blocks, friends. As a group come up with a **sound*** (not words) to represent each word.

Then have the children make the sounds in the order of the sentence to tell the story by **using just sounds.** You have your first composition.

Over a week add a sentence to the sound story each day - by the end of the week you have a large composition.

Ways to remember your sound story:

a) Notation: As a group come up with a drawn symbol for each of the sounds for the key words. Draw the symbols on the board in the order of the story and you have graphic notation for your composition which the children can follow.

b) Recording: It can be useful to use a recording device in the classroom to document and remember the sounds. However if you don't have one, **give each child one sound that they are responsible for remembering.** When you perform the piece each child performs their remembered sound at the appropriate point in the piece.



Explore making sounds with objects in the classroom - scrunching paper, dragging the chair on the floor, vocalising, clapping, rubbing hands together, using the contents of a pencil case, or simply shaking the pencil case, or using an object from your story (eg. blocks) to make a sound.

Exploring sounds in the environment around us can be a lot of fun. It is a good time to ask timbre questions - how would you describe that sound? Is it warm, cold, scratchy etc... see Listening Questions page - Timbre. Does that quality match the object/word you are representing in your story?

CUMADÓIREACHT!

Ag an leibhéal sóisir seans go gcabhródh sé smaoineamh ar an gcumadóireacht **mar shraith fuaimanna a eagrú chun smaoineamh, mothúchán nó scéal a chur in iúl.**

Déanaimid tagairt don chumadóireacht sna gníomhaíochtaí fuaimscéil don amhrán ‘Falling’ (leathanach 31). Tá go leor bealaí le tógáil ar na gníomhaíochtaí seo.

Déan iarracht leaganacha fuaimne a dhéanamh de na rainn eile sa phacáiste, ag úsáid fuaimanna seachas focail chun an scéal a chur i láthair. De rogha air sin, iarr ar na páistí a scéal aon líne féin a chumadh. Coinnigh simplí é!

M.sh: Is maith liom a bheith ag imirt bloicíní le mo chairde.

Leag béim ar chroí-ábhar na habairte. Don cheann thuas d'fhéadfá a rá gur spraoi, bloicíní agus cairde atá ann. Mar ghrúpa, déan **fuaim*** (ní focail) a léiríonn gach focal.

Cuir na páistí ag déanamh na bhfuaimanna san ord ina bhfuil siad san abairt chun scéal a insint **ag úsáid fuaimanna amháin.** Beidh bhur gcéad phíosca cumadóireachta agaibh ansin.

Thar thréimhse seachtaine cuir abairt leis an bhfuaimscéal gach lá - beidh píosa mór cumadóireachta agaibh faoi dheireadh na seachtaine.

Bealaí le cuimhneamh ar bhur bhfuaimscéal:

a) Nodaireacht: Mar ghrúpa, smaoinigh ar shiombal a tharraingt do na fuaimanna do na heochairfhocail go léir. Tarraing na siombail ar an gclár in ord scéil agus beidh **nodaireacht ghrafach** agat don phíosca cumadóireachta gur féidir leis na páistí a leanúint.

b) Taifeadh: Bheadh sé tairbheach gléas taifeadta a úsáid sa seomra ranga le taifead a dhéanamh ar na fuaimanna agus iad a thabhairt chun cuimhne. Muna bhfuil ceann agat, áfach, **tabhair fuaim amháin do gach páiste a mbeidh siad freagrach as.** Nuair atá an píosa á chur i láthair agaibh, déanann gach páiste a bhfuaim féin ag an bpointe cuí.



Bain úsáid as rudai sa seomra ranga chun fuaimanna a dhéanamh - páipéar a chrapadh, cathaoir a tharraingt trasna an urláir, guthú, bualadh bos, lámha a chuimilt lena chéile, rudai sa chás pinn luaidhe a úsáid, nó an cás pinn luaidh féin a chroitheadh, nó ábhar ón scéal (m.sh bloicíní) a úsáid chun fuaim a dhéanamh.

Tá spraoi ag baint leis na fuaimanna sa timpeallacht thart orainn. D'fhéadfá ceist a chur faoin tondath ag an bpointe seo - cén cur síos a dhéanfá ar an bhfuaim sin? An bhfuil sé teolaí, fuar, garbh srl... féach na Ceisteanna Éisteachta - Tondath. An dtagann an tréith sin leis an bhfocal/rud atá á chur in iúl agat i do scéal?

LISTENING WORKSHEET / BILEOG OIBRE ÉISTEACHTA

Song Title:

Teideal an Amhráin:

✓ **Tick the box**
Cuir tic sa bhosca

The tempo speed is:

Tá luas an cheoil:

Fast
Tapa

Moderate
Measartha

Slow
Mall

The dynamics/volume are:

Tá dinimic/fuaim and cheoil:

Very Loud
An-Ard

Medium Loud
Measartha

Loud
Ard

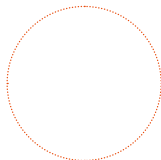
Quiet
Ciúin

Medium Quiet
Measartha Ciúin

Very Quiet
An-Chiúin

The music makes me feel:

Mothaim agus mé ag éisteacht:



Face
Aghaidh

Instruments/Uirlisí

Voices/Glórtha

Sounds/Fuaimanna

Write or draw what the music makes you think of:

Scríobh nó tarraing an rud nó na rudaí a spreagann an ceol ionat.

SUGGESTED TIMELINE

Below is the order in which to work through the booklet, with approximate times of activities.

1. Teacher listens to CD to familiarise themselves with it (40 mins)
2. Teacher reads the booklet to familiarise themselves with the activities (20 mins)
3. Access the exclusive extra video content online at www.branar.ie/rockintheClassroom. Password: rockin10
4. With your class, watch the 'Rockin' the Classroom Rehearsals' video to introduce the class to the band. Watch the 'Ellen Arrives At Branar' video to meet Ellen, a 9 year old girl who will be interviewing the band members about their instruments. (7 mins)
5. Photocopy the double-page 'Instrument Bingo' spread that you will find in the middle of this booklet. One per child.
6. Listen to Track 1. Intro.
Watch the 5 videos that introduce each musician and their main instrument ('Meet Miquel', 'Meet Rickie' etc). Colour in each of the main instruments on your Instrument Bingo sheet. (40mins)
7. Listen to Track 2.
Watch the 'Meet The Instruments' video, a montage of other instruments that are on the album and what they sound like. Colour these new instruments in on the Instrument Bingo sheet. (20 mins)
Take A Line For A Walk activity (30 mins)
8. **Do the activity for Track 3. Incy Wincy BEFORE listening to the song**, so the children have their Dancing Spiders ready to go for jumping and bouncing along to the song! (45mins + paint and glue drying time)
9. Listen to Track 3. Incy Wincy
10. **Do the activity for Track 4. Rockabye Baby BEFORE listening to the song**, so the children have their shakers ready for playing along with the song! (1 hour + paint drying time)
11. Listen to Track 4. Rockabye Baby
12. Listen to Track 5. Twinkle Twinkle. Create A Night Sky Together activity (1 hour + paint drying time)
13. Listen to Track 6. Three Blind Mice. Drama and Movement activity (1 hr)
14. Listen to Track 7. The Owl And The Pussycat. Dance Moves activity (30 mins)
15. Listen to Track 8. Mary. Circle Game activity (40 mins)
16. Listen to Track 9. Falling. Inventing Sounds activity (1 hr)
17. There are extra activities at the end of this booklet; a Wordsearch, Little Bo Peep Maze and an Animal Bingo colouring in page as well.
18. Once you've worked through the songs, feel free to mix and match the Listening Questions and activities to get even more out of the music!

TRACK 1. INTRO



LISTEN

Listen to the first song all together first. Ask the children what they heard and what they think this album is about.

'Ellen Arrives At Branar' video

- introducing Ellen, who will be interviewing the musicians about their instruments in later videos.

'Meet The Musician' - 5 different videos introducing Miquel, Michael, Grace, Helen and Rickie, and their main instruments.

WATCH

'Rockin' the Classroom Rehearsals' video - introducing the band

ACTIVITY

Introducing Instrument Bingo! (centre of booklet)

Instrument Bingo is an activity that spans the entire album, with each song featuring new sounds and instruments.

Per child: A photocopy of the Instrument Bingo double page spread in the middle of this booklet. Some crayons.

Watch the 'Meet The Musician' videos and each time a band member introduces their main instrument, **find it on the Instrument Bingo sheet** and colour it in. This activity can take as much time as you need.

Main Instruments: Electric Guitar, Drums, Double Bass, Violin and Viola, Singing.

JUNIOR & SENIOR INFANTS

- You will have already listened to the song once together and watched the 'Meet The Musicians' videos.
- Listen to the song again, inviting the children to **put their hand up every time they hear a new sound in the song**. You will most likely have to act as leader in this activity, but through copying you the children will become aware of when a new sound appears in the song.

- The order of new sounds: voices & mandolin (begin the song together), electric guitar (joins on the second "A Bhuachaill") drums (join on "show") followed by double bass.
- When the song is finished you can talk about the different sounds, whether anyone has a favourite one? You can use the Listening Questions on Page 6 to continue the conversation.

FIRST & SECOND CLASS

- Listen to the Intro song a third time, this time asking the children to look at their Instrument Bingo sheet as they listen.
- When the song is over, work together as a class to decide which instruments they heard in the song and circle them. (it will be the main instruments that

they have already coloured in)

- As you listen to each new song, work with the children to identify and **circle the new instruments that are in each song**. To help you identify the new instruments there are images of them on each song page. As with all of the lessons feel free to listen to the song as often as you need to ensure the best comprehension for the lesson.

TRAC 1. INTRO



ÉIST

Éistigí leis an gcéad amhrán lena chéile ar dtús. Cuir ceist ar na páistí faoin méid a chuala siad agus faoina smaointe faoi ábhar an albaim.

'Ellen Arrives At Branar' fiseán ag cur Ellen i láthair do na páistí, beidh sí ag déanamh agallaimh leis na ceoltóirí faoina gcuid uirlisí.

'Meet The Musician' - fiseáin dhifriúla ina gcuirtear Miquel, Michael, Grace, Helen, Rickie agus a gcuid príomhuirlisí i láthair do na páistí.

FÉACH

'Rockin' the Classroom Rehearsals' - fiseán ag cur an banna ceol i láthair do na páistí

GNÍOMH

Biongó na nUirlisí! (i lár an leabhráin)

Is gníomh é Biongó na nUirlisí a chuimsíonn an t-albam iomlán le huirlisí agus fuaimanna nua i ngach amhrán a aithint.

Do gach páiste: Cóip den leathanach dúbáilte Biongó na nUirlisí atá i lár an leabhráin seo. Roinnt crián.

Breathnaigh ar an 5 fhiseán 'Meet the Musician' agus gach uair a chuireann ceoltóir a príomhuirlis in aithne, **aimigh ar an leathanach Biongó é agus dathaigh isteach é.**

Na Príomhuirlisí: An Giotár Leictreach, na Drumai, an tOllDroim, an Veidhlín agus an Viola, Canadh. Is féidir an oiread ama a theastaíonn uaibh a thógáil leis an ngníomhaíocht seo.

NAÍÓNÁIN BHEAGA & MHÓRA

- D'éist sibh cheana féin leis an amhrán uair amháin lena chéile agus d'fheach sibh ar na fiseáin 'Meet The Musicians'. Dhathaigh sibh isteach na príomhuirlisí ar an leathanach Biongó na nUirlisí chomh maith.
- Éistigí arís leis an amhrán, agus iarr ar na páistí a **lámh a chur in airde aon uair a chloiseann siad fuaim nua san amhrán**. Seans go mbeidh ort a bheith i do cheannaire ar an gceacht seo ach tabharfaidh na páistí fuaimanna nua san amhrán faoi deara agus iad ag déanamh aithrise ort.

- Ord na bhfuaimanna nua: glórtha & maidilín (le chéile ag tús an amhráin); giotár leictreach (tagann sé isteach ag an dara 'A bhuachaillí'); drumai (tagann siad isteach ag 'show') á leanúint ag an olldroim.
- Nuair a chríochnaíonn an t-amhrán is féidir labhairt faoi na fuaimanna éagsúla. Cad é an fhuaim is fearr atá ag daoine? Is féidir úsáid a bhaint as na Ceisteanna Éisteacha ar leathanach 6 chun an comhrá a spreagadh.

RANG A HAON & A DÓ

- Éistigí leis an amhrán Intro uair amháin eile ach an uair seo iarr ar na páistí breathnú ar a leathanach Biongó na nUirlisí agus iad ag éisteacht.
- Nuair a chríochnaíonn an t-amhrán, oibrigh lena chéile chun na huirlisí a chuala siad san amhrán a roghnú agus ciorcal a chur timpeall orthu (seo na príomhuirlisí a dhathaigh siad isteach ar leathanach Biongó na nUirlisí)
- Agus sibh ag éisteacht le gach amhrán nua, cuidigh leis na páistí **na huirlisí nua a aithint agus ciorcal a chur timpeall orthu**. Tá íomhánna de na huirlisí nua ar gach leathanach amhráin a chabhróidh libh iad a aithint. Mar aon leis na gníomhaíochtaí ar fad, bí cinnte éisteacht leis an amhrán chomh minic agus a theastaíonn uaibh chun an tuiscint is fearr ar an gceacht a chothú.

TRACK 2. JACK



RHYMES

Jack Be Nimble, Jack Sprat, Little Jack Horner, The House That Jack Built, Three Little Monkeys

LISTEN

Listen to the song together. Use the Listening Questions on Page 6 to discuss a) the mood/feeling of this Song (there may be a few) b) the tempo (does it change?)

WATCH

Watch the “Meet The Instruments” video. This video is a montage of every single instrument that is on the album and what they sound like. **Colour these new instruments in on the Instrument Bingo sheet.**

INSTRUMENT BINGO

Circle the Keyboard (plays a solo after the second time “speed it up Jack now go, go, go” is sung). The electric keyboard can be used to create lots of different sounds, in this song it sounds like a synthesizer.

ACTIVITY

Take A Line For A Walk!

Per child: An A4 sheet of white paper and some crayons. This activity will encourage the children to interpret the music creatively by letting the music guide their hand.

JUNIOR & SENIOR INFANTS

- Put the A4 sheets of paper in landscape position and ask the children to choose one colour of crayon.
- When the song is playing ask the children to start drawing a line.
- The game is: never lift your crayon off the paper!
- Encourage the children to listen to the music as they draw their line and draw how they think the music makes them feel.
- When the song is finished ask the children to colour in all the strange shapes and spaces that they created by listening to the music.
- * This song is 4 minutes long so the children might need more than 1 sheet of paper.

FIRST & SECOND CLASS

- Listen to the song with your eyes closed.
- When you've finished listening, ask the children to think of something they saw in their head while they listened to the song and then draw it.

TRAC 2. JACK



RAINN

Jack Sprat, Jack Be Nimble, Little Jack Horner, The House That Jack Built, Three Little Monkeys

ÉIST

Éistigí leis an amhrán lena chéile. Bain úsáid as na Ceisteanna Éisteachta at leathanach 6 chun a) an meon/na mothúcháin san amhrán (seans go mbeidh cúpla ceann ann) agus b) an luas (an athraíonn sé?) a phié.

FÉACH

Breathnaigh ar an bhfíseán ‘Meet The Instruments’. Cuireann an físeán seo gach uile uirlis atá ar an albam in iúl dos na páistí. **Aimsigh na huirlisí nua ar an leathanach Biongó agus dathaigh isteach iad.**

BIONGÓ NA NUIRLISÍ

Cuir ciorcal timpeall ar an Méarchlár (castar aonréad méarchláir nuair a deirtear ‘speed it up Jack Now go, go, go’ don dara huair). Bíonn an méarchlár in ann go leor fuaimanna a chruthú, san amhrán seo tá fuaim cosúl le shintéiseoir uaidh.

GNÍOMH

Téigh ag siúl le Líne!

Do gach páiste: Leathanach A4 de pháipéar bán agus roinnt críán.

Spreagfaidh an ghníomhaíocht seo na páistí chun ciall chruthaitheach a bhaint as an gceol trí lígean leis an gceol a lámh a stiúradh.

NAÍÓNÁIN BHEAGA & MHÓRA

- Leag na leathanaigh A4 amach i bhformáid tírdhreacha agus iarr ar na páistí dath amháin a roghnú.
- Nuair a sheintear an t-amhan iarr ar na páistí líne a tharraingt. Ní féidir leat do chríán a ardú ón leathanach: sin an cluiche!
- Spreag na páistí chun éisteacht leis an gceol agus an líne a tharraingt acu agus na mothúcháin a chothaíonn an t-amhrán iontu a tharraingt.
- Nuair a chríochnaíonn an t-amhrán, iarr ar na páistí smaoineamh ar rud éigin a chonaic siad ina gcinn agus iad ag éisteacht agus é sin a tharraingt.
- Nuair a chríochnaíonn an t-amhrán, iarr ar na páistí na cruthanna agus na spásanna aisteacha a tharraingt siad agus iad ag éisteacht leis an gceol a dhathú isteach.
- * Tá an amhrán seo 4 noiméad ar fad, mar sin tá seans go mbeidh A3 ag teastáil nó an dara leathnach.

RANG A HAON & A DÓ

- Éist leis an amhrán le bhuir síle dúnta.

TRACK 3. INCY WINCY



* We suggest doing the Art Activity below before listening to this song so you have your Dancing Spiders ready! There is a suggested Youtube video in the List of Links on the Branar website.

🎵 RHYMES

Little Miss Muffet, Incy Wincy Spider,
Cur Báistí, It's Raining It's Pouring,
The Rain In Spain

👂 LISTEN

Listen to the song together.
Use the Listening Questions on Page 6
to discuss a) the mood/feeling of this
song, b) the pulse.

👁️ WATCH

Watch the 'Meet Miquel' video about
the Guitar. Find the Mandolin in the
'Meet The Instruments' video.
The Mandolin plays the Spiderman
theme tune in this song. Ask the
children to raise their hand when
they hear the Mandolin and if they
recognise the tune.

🎵 INSTRUMENT BINGO

Circle the Mandolin and the Rainstick

🚩 ACTIVITY

Make Dancing Spiders!

Per child: 1 egg carton cup, paint,
PVA glue, paintbrush, 4 pipe cleaners,
google eyes, string or wool
Teacher: Cardboard egg cartons,
scissors, skewer or sharp pencil, tape.

ALL CLASSES

- The teacher prepares the egg cartons by cutting them into cup sections. Each child gets one cup section.
 - Turn the cup upside-down so the opening is on the bottom.
 - Choose a colour to paint your spider, paint the cup. Leave to dry.
 - Once dry use the PVA to glue the googly eyes to the side of the cup.
 - * VERY IMPORTANT * The Teacher uses a skewer or a sharp pencil to poke 4 holes in each side of the cup, and one hole in the middle of the top of the cup.
 - Feed a pipe cleaner through one hole and out the opposite hole, to create a leg on either side of the spider. Repeat with the remaining 3 pipe cleaners.
- Bend the bottom of the pipe cleaners to create little feet.
- Cut a length of string/wool long enough to allow the child to stand and still have their spider on the table. Tie a knot at one end of the string/wool.
 - Feed to the string/wool through the underside of the top of the cup until the knot stops it. Tape for extra security. The child can now control the spider by holding the string and bouncing the spider up and down.

Now listen to the song and ask the children to make their spiders jump to the **pulse** before doing some free dancing. Have fun making your spiders jump and dance along to the song!

TRAC 3. INCY WINCY



* Molaimid an Ghníomhaíocht Ealaíne thíos a dhéanamh sula n-éisteann sibh leis an amhrán le go mbeidh bhur ndamháin Alla Damhsa réidh! Moltar fiseán YouTube sna nascanna ar shuíomh idirlín Branar.

🎵 RAINN

Little Miss Muffet, Incy Wincy Spider,
Cur Báistí, It's Raining It's Pouring,
The Rain In Spain

👂 ÉIST

Éistigí leis an amhrán lena chéile.
Bainigí úsáid as na Ceisteanna Éisteachta ar leathanach 6 chun
a) meon / mothúchán b) buille an
amhráin a phlé.

👁️ FÉACH

Breathnaigh ar fhiseán 'Meet Miquel',
faoin nGiotár. Aimsigh an Maindilín
sa bhfiseán 'Meet The Instruments'.
Castar ceol aitheantais Spiderman ar
an Maindilín san amhrán seo. Iarr ar
na páistí lámh a chur in airde nuair a
chloiseann siad an Maindilín agus má
aithníonn siad an fonn.

🎵 BIONGÓ NA NUIRLISÍ

Cuir ciorcal timpeall ar an Maindilín
agus an rainmaker

🚩 GNÍOMH

Déan Damháin Alla Atá In Ann Damhsa!

Do gach páiste: cupán amháin ó
bhosca uibheacha, péint, gliú PVA,

scuab phéinteála, 4 réiteoir piopa,
cnapshúile, sreang nó olann.
Múinteoir: Boscaí uibheacha
cairtchláir, siosúr, briogún nó peann
luaidhe géar, téip.

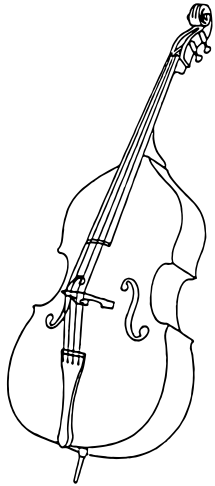
GACH RANG

- Gearrann an múinteoir cupáin amach as na boscaí uibheacha. Faigheann gach páiste cupán amháin.
 - Iompaign an cupán bunoscíonn, béal faoi.
 - Roghnaigh dath do do dhamháin alla agus déan an cupán a phéinteáil. Fág le tríomú.
 - Nuair atá sé tirim, úsáid an gliú PVA chun na cnapshúile a ghreamú ar thaobh an chupáin.
 - * AN-TÁBHACHTACH * Úsáideann an múinteoir briogún nó peann luaidhe géar chun 4 pholl a chur i ngach taobh den chupán, agus poll amháin a chur ar bharr an chupáin.
- Cuir réiteoir piopa trí pholl amháin agus amach an poll trasna uaidh, chun cos a chruthú ar dhá thaobh an damháin alla. Déan an rud céanna leis an 3 réiteoir piopa eile. Lúb bun an réiteora piopa chun cosa beaga a chruthú.
 - Gearr piosa sreinge / olla atá fada a dhóthain le go mbeidh an damhán alla fós ar an mbord agus na páistí ina seasamh. Cuir snaidhm ar thaobh amháin den tsreang / olann.
 - Cuir an tsreang / olann aníos trí bhun an chupáin go dtí go stopann an tsnaidhm é. Cuir téip air chun é a dhaingniú. Beidh smacht ag an bpáiste ar an damhán alla anois agus greim acu ar an tsreang agus an damhán alla á phreabadh suas is anuas.

Anois, éistigí leis an amhrán agus iarr ar na páistí a ndamháin alla a chur ag **preabadh** le buille an amhráin sula ndéanann siad roinnt saordhamhsa.

INSTRUMENT BINGO

Colour in the instruments as you are introduced to them.
Then circle each instrument as you hear them in the songs!



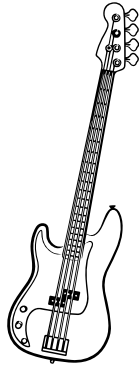
Double Bass
Olldord



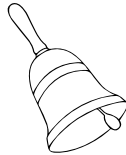
Viola
Vióla



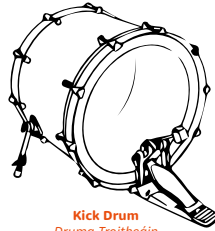
Violin
Veidhlín



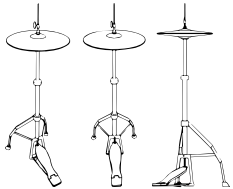
Electric Guitar
Giotár Leictreónach



Bell
Cloigíní



Kick Drum
Druma Troitheadín



Cymbal
Giombal



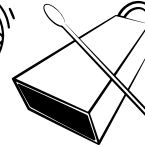
Drumkit
Drumaí

BIONGÓ NA NUURLISÍ

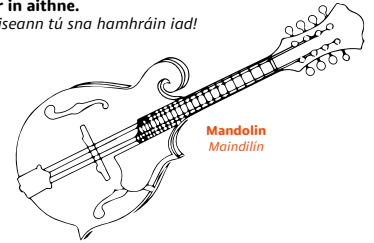
Dathaigh isteach na n-uirlisí agus iad á gcur in aithne.
Cuir ciorcal timpeall ar gach uirlis nuair a chloiseann tú sna hamhráin iad!



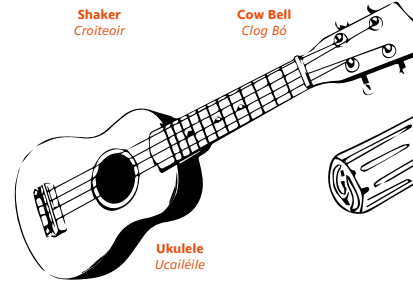
Shaker
Croiteoir



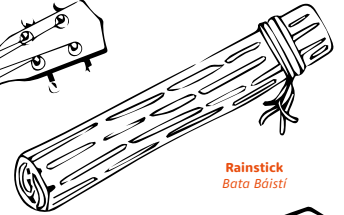
Cow Bell
Clog Bó



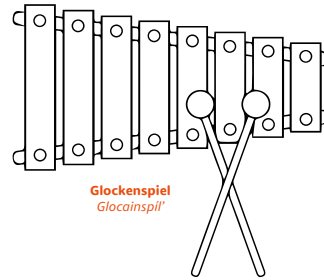
Mandolin
Moindilín



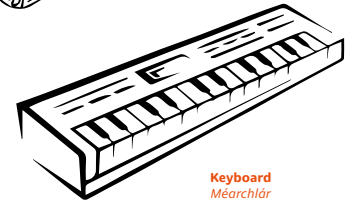
Ukulele
Ucailéile



Rainstick
Bata Báistí



Glockenspiel
Glocainspil



Keyboard
Méarchlár



Tom Drum
Tom Drum

TRACK 4. ROCKABYE BABY



* We suggest doing the Art Activity below before listening to this song so you have your Shakers ready to shake along with the song! There is a suggested Youtube video in the List of Links on the Branar website.



RHYMES

Rockabye Baby, Luasc Leat A Leanbh, Hush Little Baby



LISTEN

Listen to the song together.

SOLOS: Point out the sections in the song where an **instrument plays by itself with only drums in the background.** Explain to them that this is called a solo.

Order of solos: Between English and Irish versions of Rockabye Baby: violin, electric guitar; After Irish version of Rockabye Baby: violin, drums



ACTIVITY

Make A Shaker!

Per child: A toilet roll, paint and paintbrushes, 2 tablespoons dried rice/beans/lentils.



WATCH

Watch the 'Meet Grace' video, about the Double Bass. Notice the deep sound and low pitch of the Double Bass at the beginning of the song. Watch the 'Meet Rickie' video about Drums. Listen to the song and ask the children if they can hear all the different **percussion** sounds. **Game!** Let the children take turns to clap a rhythm, and everyone else copies them.



INSTRUMENT BINGO

Shaker, cow bell.

To close the shakers: A stapler or 2 squares of large masking tape/ packaging tape/duct tape.

JUNIOR & SENIOR INFANTS

- First let the children decorate their toilet roll with paint. Leave to dry.
- When they are completely dry, the teacher squashes one end of the roll flat and staples the end closed, making sure to use as many staples as it takes so there are no open gaps. Make sure to cover the staples with tape to protect little hands from sharp edges.

- Let the children fill their shaker with two tablespoons of rice/beans/lentils/beads.
- The teacher squashes the open end of the toilet roll in the opposite direction to the other side (so both ends make a cross)
- Go crazy with your shaker during the rhythm solo of this song!

FIRST & SECOND CLASS

- Teach the children to sing the 'Ooh' **line** that Helen and Grace sing at the beginning of the drum solo, the **shaker rhythm** that you hear in the song and the 'Hush, hush!' phrase the way Helen says it.

- Divide the class into three groups: 'Ooh' group, 'Shaker' group and 'Hush Hush!' group and sing along with the song.

TRAC 4. ROCKABYE BABY



* Molaimid an Ghníomhaíocht Ealaíne thíos a dhéanamh sula n-éisteann sibh leis an amhrán le go mbeidh bhur gCroiteoirí réidh le croitheadh agaibh! Moltar físeán YouTube sna nascanna ar shuíomh idirlín Branar.



RAINN

Rockabye Baby, Luasc Leat A Linbh, Hush Little Baby



ÉIST

Éistigí leis an amhrán lena chéile.

AONRÉID: Tarraing aird ar na míreanna san amhrán ina bhfuil **uirils á casadh leis féin leis na drumáí sa chúrla.** Mínigh go dtugtar aonréad air seo. Ord na n-aonréad: Idir leaganacha Béarla agus Gaeilge de Rockabye Baby: veidhlín, giotáir leictreach; i ndiaidh leagan Gaeilge Rockabye Baby: veidhlín, drumáí.



FÉACH

Breathnaigh ar an bhfíseán 'Meet Grace', faoin OllDord. Tarraing aird ar an bhfuaimíseal a dhéanann an tOllDord ag tús an amhráin. Breathnaigh ar an bhfíseán 'Meet Rickie' faoi na Drumáí. Éistigí leis an amhrán agus fiafraigh de na páistí an gcloiseann siad na fuaiméanna éagsúla cnaguirilise. **Cluiche!** Lig do na páistí seal a ghlacadh rithim a bhuailadh lena mbosa, agus déanann gach duine eile aithris orthu



BIONGÓ NA NUIRLISÍ

Croiteoir, clog bó.



GNÍOMH

Déan Croiteoir!

Do gach páiste: Rolla páipéar leithris, péint agus scuaba péinteála, 2 spúnóg bhoird ris/pónairí/lintilí triomaithe.

Chun na croiteoirí a dhúnadh:

Stáplóir nó 2 chearnóg mhóra téip chumhdaigh/téip dhuchta.

NAÍÓNÁIN BHEAGA & MHÓRA

- Cuir na páistí ag maisiú na rollaí le péint. Fág iad le triomú.
- Nuair atá siad iomlán tirim, leacaíonn an múinteoir taobh amháin den rolla agus dúntar le stápláí é. Bí cinnte gan aon bhearna oscailte a fhágáil. Déan cinnte na stápláí a chlúdach le téip ar fhaitíos na lámha beaga a ghortú.

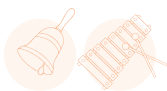
- Lig do na páistí a gcroiteoirí a líonadh le dhá spúnóg bhoird ris/pónairí/lintilí/coirníní.
- Leacaíonn an múinteoir an taobh eile den rolla sa treo eile le go ndéantar crois leis an dá thaobh.
- Bain spraoi agus sult as do chroiteoir le linn aonréad rithime an amhráin seo!

RANG A HAON & A DÓ

- Taispeáin do na páistí conas **an líne 'Ooh'** a chasann Helen agus Grace ag tús aonréad na ndrúmaí a chanadh, conas **rithim an chroiteora** a chloisteair san amhrán a dhéanamh agus an frása **'Hush, hush!'** a rá mar a deir Helen é.

- Roinn an rang i dtrí ghrúpa: an grúpa 'Ooh', grúpa an chroiteora agus an grúpa 'Hush, hush!' agus canaigí in éineacht leis an amhrán.

TRACK 5. TWINKLE TWINKLE



RHYMES

Twinkle Twinkle, Réaltín Réaltín,
When You Wish Upon A Star,
Star Light Star Bright

LISTEN

Listen to the song together.
Can you hear a new sound?
What kinds of things make that
kind of sound?
Examples: clock, microwave,
doorbell, fairy.

WATCH

Watch Helen's video about Singing.
Find the Bell and the Glockenspiel in
the 'Meet The Instruments' video.
GAME! When listening to the song,
reach up into the sky when the pitch
is HIGH, and then reach down to your
toes when the pitch is LOW.

INSTRUMENT BINGO

Circle the Bell and the Glockenspiel

ACTIVITY

Create a Night Sky Together!

Per child: 1 plain A4 sheet of paper and
1 A4 sheet of paper with a star shape
on it. Dark blue paint, paintbrushes,
crayons.

JUNIOR & SENIOR INFANTS

- Ask the children to paint their plain A4 sheet of paper dark blue, covering the whole page. Leave to dry.
- Once the pages are dry stick them all together on the wall to create a Night Sky background.

- While you are waiting for the background to dry the children can colour in their star shape. As an imagination exercise, listen to the song again and ask the children what colour they think of when they hear the bells and the glockenspiel.
- Cut the stars out and stick them on to the Night Sky background.

FIRST & SECOND CLASS

- Instead of using the star template, ask the children to draw their own star shape.

- When the children have coloured in their stars, ask them to write or draw a wish in the middle of the star. Cut the stars out and stick to the Night Sky.

Twinkle Twinkle
Twinkle, twinkle, little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky

When You Wish Upon A Star
When you wish upon a star
Makes no difference who you are
When you wish upon a star
Your dreams come true

Starlight Starbright
Starlight Starbright
First star I see tonight
I wish I may
I wish I might
Have the wish I wish tonight

TRAC 5. TWINKLE TWINKLE



RAINN

Twinkle Twinkle. Réiltín Réiltín,
When You Wish Upon A Star,
Star Light Star Bright

ÉIST

Éistigí leis an amhrán lena chéile.
An gcloiseann tú fuaim nua? (tagann sé
isteach tar éis chéad chuid den
amhránaíocht)
Cad iad na cineálacha rudaí a dhéanann
an fhuaim sin?
Samplaí: clog, micreathonnán, cloigin
dorais, sióg.

FÉACH

Breathnaigh ar fhéiseán Helen
faoin Chanadh.
Aimsigh an Cloigin agus an
gGlocainspil sa bhféiseán
'Meet The Instruments'.
CLUICHE! Agus sibh ag éisteach leis an
amhrán, cuirigí bhur lámha in airde i
dtreo na spéire nuair atá an tuainirde
ARD agus síos i dtreo bhur mbarraicíní
nuair atá an tuainirde ÍSEAL.

BIONGÓ NA NUIRLISÍ

Cuir ciorcal timpeall ar an gCloigin
agus ar an gGlocainspil

GNÍOMH

Cruthaigh Spéir na hOíche lena chéile!

Do gach páiste: Leathanach amháin
A4 bán agus leathanach amháin A4 le
cruth réalta air. Péint dhúghorm, scuab
péinteála, criáin.

NAÍÓNÁIN BHEAGA & MHÓRA

- Iarr ar na páistí an leathanach bán
A4 a phéinteáil dúghorm agus an
leathanach ar fad a chlúdach.
Fág le triomú.
- Nuair atá na leathanaigh tirim
greamaigh iad ar fad ar an mballa chun
cúlra Spéir na hOíche a chruthú.

- Agus sibh ag fanacht go dtriomóidh
an cúlra is féidir leis na páistí a réalta a
dhatú. Mar cheacht cruthaitheachta,
éistigí leis an amhrán arís agus fiafraigh
de na páistí cén dath a smaoiníonn siad
air nuair a chloiseann siad na cloigíní
agus an ghlocainspil.
- Gearr amach na réalta agus greamaigh
le cúlra Spéir na hOíche iad.

RANG A HAON & A DÓ

- Seachas teimpléad réalta a úsáid,
iarr ar na páistí a gcruith réalta féin a
tharraingt.

- Nuair atá na réalta daite isteach ag na
páistí, iarr orthu mian a scríobh nó a
tharraingt i lár na réalta.

Réaltín Réaltín
Réaltín Réaltín cá bhfuil tú?
Thuas sa spéir i bhfad ar shiúl
Thuas sa spéir ag Ionru leat

Gleoite glégeal tú mar réidh
Réaltín Réaltín cé tú féin?
Abair liom ní heol dom é

TRACK 6. 3 BLIND MICE



RHYMES
Three Blind Mice

LISTEN
Listen to the song together. Discuss a) the tempo of this song – does it change, b) timbre - what words would you use to describe the sound of the viola in the Introduction section of this song? What words would you use to describe the sounds the double bass make when Helen tells the mice to run? See Listening Questions Page 6.

WATCH
Watch the 'Meet Michael' video about the Violin and the Viola. Watch the 'Meet Grace' video about the Double Bass. Compare the sound the Double Bass makes when Helen says "Oh you'd better run mice, because the farmer's wife has got a knife," with the sound it makes at the beginning of Rockabye"

INSTRUMENT BINGO
Viola, Double Bass

ACTIVITY
Drama and Movement!

Space: Clear the furniture or use the hall/multipurpose room. We are going to use our imagination to create the furniture in the house.

JUNIOR & SENIOR INFANTS

- Listen to the song and work together to make a list of the objects and places mentioned in the lyrics (for example: table, grandfather clock, kitchen, bedroom)
- When you have the list created ask the children to 'become' the furniture.
- Be like a table, stand tall like a grandfather clock, become a bed (but make sure it's different to a table)
- When you are sure that everyone understands the task, play the song again and when the children hear the object mentioned they must become it.

FIRST & SECOND CLASS

- Choose areas in the space which will be the kitchen and the bedroom. Assign children to that space.
- Using only their bodies they must populate that space with furniture.
- Allow them time to create the spaces - have the other children look at the finished works and offer suggestions.
- Now choose 3 children to be the mice and 1 child to be the farmer's wife.
- The task is that we are making a music video for the song. The children must recreate what is happening in the song in time with the song lyrics. This may take some rehearsal before filming but the end product will be lots of fun!
- Rotate the mice and farmer's wife roles with the furniture.
- By moving in time with the music you ensure that they are listening to the rhythm, words and tempo of the song.

TRÁIC 6. 3 BLIND MICE



RAINN
Three Blind Mice

ÉIST
Éistigí leis an amhrán lena chéile. Déanaigí plé ar a) luas an amhráin - an athraíonn sé? b) tondath - cad iad na focail a d'úsáidfeá chun cur síos a dhéanamh ar fhuaimneanna an víola ag tús an amhráin, agus an t-ollordóir nuair atá na lucht ag rith? Féach na Ceisteanna Éisteachta ar leathanach 6.

FÉACH
Breathnaigh ar fhíseán 'Meet Michael' faoin Veidhlín agus faoin Víola. Breathnaigh ar fhíseán 'Meet Grace' faoin Ollbord. An gcloiseann sibh difríocht idir an fhuaim a dhéanann an tOllbord san amhrán seo, i gcomparáid le tús Rockabye?

BIONGÓ NA nUIRLISÍ
Cuir ciorcal timpeall ar an Víola

GNÍOMH
Dráma agus Gluaiseacht!

Spás: Bog an troscán nó úsáid an halla nó seomra ilfheidhme. Táimid chun ár gcuid samplaíochta a úsáid chun troscán an tí a chruthú.

NAÍÓNÁIN BHEAGA & MHÓRA

- Éistigí leis an amhrán agus oibrigí lena chéile chun liosta a dhéanamh de na rudaí agus na háiteanna a luaitear sna liricí (m.sh bord, clog urláir, cistin, seomra leapa)
- Nuair atá an liosta déanta agat iarr ar na páistí a bheith cosúil leis an troscán.
- Bí cosúil le bord, seas go hard ar nós clog urláir, bí i do leaba (ach bí cinnte go bhfuil sé éagsúil ón mbord).
- Nuair atá tú cinnte go dtuigeann gach duine an ceacht, cas an t-amhrán arís agus nuair a luaitear an rud caithfidh na páistí a bheith cosúil leis.

RANG A HAON & A DÓ

- Roghnaigh áiteanna sa spás a bheas mar chistin agus mar sheomra leapa. Cuir páistí sna spásanna sin.
- Caithfidh siad an spás a líonadh le troscán ag úsáid a gcoirp amháin.
- Tabhair am dóibh na spásanna a chruthú - cuir na páistí eile ag breathnú ar na spásanna críochnaithe agus ag tabhairt moltaí.
- Anois roghnaigh triúr páistí le bheith mar lucht agus páiste amháin le bheith mar bhean an fheirmeora.
- Leis an gceacht seo caithfidh físeán ceoil a chruthú don amhrán. Caithfidh na páistí an méid atá ag tarlú san amhrán a athchruthú in am leis na liricí. Seans go mbeidh roinnt cleachta ag teastáil ach beidh go leor spraoi ag baint leis an leagan deiridh!
- Déan rólanna na lucht agus mná an fheirmeora a bhabhú leis an troscán.
- Agus iad ag bogadh leis an gceol déan cinnte go bhfuil siad ag éisteacht le rithim, focail agus luas an amhráin.

TRACK 7. THE OWL AND THE PUSSYCAT



RHYMES

The Owl and the Pussycat
(by Edward Lear), Hey Diddle Diddle

LISTEN

Listen to the song together.

Sound effects: Ask the children what animals feature in the song? Ask them to create sounds for each animal.

Listen to the song again, this time the children make that sound every time they hear the name of an animal.

Extra Activity! Colour in the animals on the Animal Bingo sheet.

WATCH

Watch the 'Meet The Instruments' video again and find the Ukulele. How many of these instruments are in this song?

INSTRUMENT BINGO

Circle the Ukulele

TRAC 7. THE OWL AND THE PUSSYCAT



RAINN

The Owl and the Pussycat
(le hEdward Lear), Hey Diddle Diddle

ÉIST

Éistigí leis an amhrán lena chéile.

Maisiochtaí Fuaim: Cuir ceist ar na páistí faoi na hainmhithe atá san amhrán. Iarr orthu fuaim a chruthú do gach ainmhi. Éistigí leis an amhrán arís, agus an uair seo iarr ar na páistí an fhuaim sin a dhéanamh gach uair a luaitear an t-ainmhi.

Gníomhaíocht Bhreise! Dathaigh na hainmhithe ar an mbileog Biongó na nAinmhithe.

FÉACH

Breathnaigh ar fhíseán 'Meet The Instruments' agus aimsigh an Ucailéile. Cé mhéad de na huirlísí seo atá san amhrán, meas tú?

BIONGÓ NA nUIRLÍSÍ

Cuir ciorcal timpeall ar an Ucailéile

ACTIVITY

Dance Routine!

ALL CLASSES

- The chorus of the song features the key words:

You are, you are, you are,
What a beautiful
Kitty **you are.**



YOU ARE, NOSE, MOON, SPOON.

Follow the dance moves below to dance along with the song!

The moon, the moon, the moon,
They danced by
the light of the
moon.



His nose, his nose, his nose,
With a ring at the
end of **his nose.**



The spoon, the spoon, the spoon, The dish
ran away with
the spoon.



- Once the children are comfortable with the dance moves above, ask them to create a new dance move for SPOON.
- Listen to the song again, doing the four moves they now have.
- Ask the children what sections of the song don't have any dance moves. Work together as a class to come up with dance moves for the whole song!

GNÍOMH

Dreas Damhsa!

GACH RANG

- Cloistear na heochairfocail seo a leanas sa churfá:

You are, you are, you are,
What a beautiful
Kitty **you are.**



YOU ARE, NOSE, MOON, SPOON.

Leanaigí na gluaiseachtaí damhsa thíos agus bigí ag bogadh leis an amhrán!

The moon, the moon, the moon,
They danced by
the light of the
moon.



His nose, his nose, his nose,
With a ring at the
end of **his nose.**

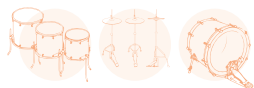


The spoon, the spoon, the spoon, The dish
ran away with
the spoon.



- Nuair atá na páistí ar a gcompond leis na gluaiseachtaí damhsa thuas, iarr orthu ceann nua a chumadh do SPOON.
- Éistigí leis an amhrán arís, agus iarr orthu an ceithre ghluaiseacht atá acu anois a dhéanamh.
- Fiafraigh de na páistí cad iad na míreanna den amhrán nach bhfuil gluaiseachtaí damhsa acu. Oibrigí lena chéile mar rang chun gluaiseachtaí damhsa a chruthú don amhrán iomlán!

TRACK 8. MARY



🎵 RHYMES

Mary Had A Little Lamb,
Little Bo Peep

👂 LISTEN

Listen to the song together.
Use the Listening Questions on Page 6 to discuss a) the mood/feeling of this song, b) the dynamics.

👁️ WATCH

Watch the 'Meet Rickie' video about Drums and the 'Meet Miquel' video about the Guitar. Drums and guitar feature a lot in this song.

🎵 INSTRUMENT BINGO

Circle the Toms, the Kick Drum and the Cymbal. What sound do you hear that ISN'T an instrument? Can you make this sound yourself? (clapping)

🚩 ACTIVITY

Circle Game!

JUNIOR & SENIOR INFANTS

- Ask the class to stand in a circle holding hands (like circle time).
- There should be enough space between the children for them to form an arch by holding their hands in the air (still holding hands).
- One child is 'Mary' and starts off in the middle of the circle holding a 'lamb' (any kind of teddy).
- When the song starts, 'Mary' and her lamb go on a little journey weaving in and out of the arches.

- When the first child has done the full circle circuit they pass the teddy to the next child and take their place in the circle. That child then becomes 'Mary' and does their own circuit. Repeat this until every child has had a go.
- As they move around their circle encourage the children to move with the tempo of the song.
- * You may need to repeat the song so that every child has a turn

FIRST & SECOND CLASS

- Make the game more difficult by adding in an element of Musical Statues. When the teacher stops the music 'Mary' freezes. Alternatively,

'Mary' can only move around the circle when there is SINGING in the song, and has to freeze whenever it's just instruments by themselves.

Mary Had A Little Lamb

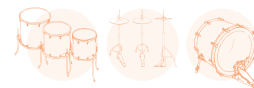
Mary had a little lamb
Its fleece was white as snow
And everywhere that Mary went
The lamb was sure to go
He followed her to school one day
Which was against the rules
It made the children
laugh and play
To see a lamb at school
And so the teacher

turned him out
But still he lingered near
And waited patiently
Til Mary did appear

Little Bo Peep

Little Bo peep has lost her sheep
And doesn't know where to find them.
Leave them alone and they'll come home,
Bringing their tails behind them.

TRAC 8. MARY



🎵 RAINN

Mary Had A Little Lamb,
Little Bo Peep

👂 ÉIST

Éistigí leis an amhrán lena chéile. Úsáid na Ceisteanna Éisteachta ar leathanach 6 chun a) meon/mothúchán agus b) dinimic an amhráin a phlé.

👁️ FÉACH

Breathnaigh ar fhíseán 'Meet Rickie' faoi na Drumai agus ar fhíseán 'Meet Miquel', faoin nGiotár. Tá a lán Drumai agus Giotáir san amhrán seo!

🚩 GNÍOMH

Cluiche an Chiorcail!

NAÍÓNÁIN BHEAGA & MHÓRA

- Cuir an rang ina sheasamh i gCiorcail agus greim láimhe acu ar a chéile (ar nós Am Ciorcail).
- Fág a dhóthain spáis idir na páistí le go mbeidh siad in ann áirse a chruthú agus a lámha san aer acu (greim láimhe acu ar a chéile go fóill).
- Beidh páiste amháin mar 'Mary' agus tosaíonn siad i lár an chiorcail agus 'uain' (teidí de shaghas éigin) ina lámha acu.
- Nuair a thosaíonn an t-amhrán téann 'Mary' agus a huain ar thuras beag ag coradh agus ag casadh tríd na háirsí.

🎵 BIONGÓ NA NUIRLISÍ

Cuir ciorcail timpeall ar Tom Drum, druma troitheáin agus an ciombal. Cén fhuaim a chloiseann tú nach uirlis atá ann? An féidir leat an fhuaim seo a dhéanamh tú féin? (bualadh bos)

- Nuair atá ciorcail iomlán déanta ag an bpáiste tugann siad an teidí don chéad pháiste eile agus seasann siad isteach sa chiorcail. Tá an chéad pháiste eile mar 'Mary' anois agus bogann siad timpeall an chiorcail. Leanaigí oraibh go dtí go raibh deis ag gach duine é seo a dhéanamh.
- Agus iad ag bogadh timpeall an chiorcail, déan iarracht na páistí a chur ag gluaiseacht le luas an cheoil.
- Tá seans go mbeidh ort an traic a sheinnt arís le deis a thabhairt do gach duine.

RANG A HAON & A DÓ

- Déan an cluiche níos deacra le Dealbha Ceoil a chur san áireamh. Nuair a stopann an mhúinteoir an cheol bíonn

'Mary' reoite. Nó, ní féidir le 'Mary' bogadh ach nuair atá CANADH le cloisteáil san amhrán.

TRACK 9. FALLING

RHYMES

Humpty Dumpty, Ring a Ring a Rosie, Jack and Jill

rhymes and at the end? (Hint: the word 'Falling' sung slowly as if the musicians are falling)

LISTEN

Listen to the song together. What do the musicians sing between each of the



WATCH

Ask the children if they have a favourite video they'd like to rewatch.

ACTIVITY

Inventing Sounds!

JUNIOR & SENIOR INFANTS

Explore Inventing Sounds

Using our voices to invent our own sound for falling.

- Invite the children to take a moment to think about and experiment with making sounds for falling on its own (not landing), and then think about falling and landing sounds.
- Invite children to share their sounds with the class and pick one falling sound for all the class to do together.
- Learn the rhyme Humpty Dumpty and recite it together. Then repeat and add the class falling sound after the word 'fall'.

Making Sound Stories

- Recite Humpty Dumpty again but instead of saying the words 'had a great fall' the class makes the falling sound together
- Now explore sounds for 'sitting', 'horses', 'King's men'. Replace the words in the rhyme with your sounds to create a sound story!
- Listen to Falling: Listen to the sounds that the band makes when they are singing 'falling' at the end of each rhyme. What do we hear that makes this sound like falling?

FIRST & SECOND CLASS

Rhythm and Words

- Recite Humpty Dumpty together and this time tap out the rhythm of the syllables on the table (one tap per syllable):
- **Hump/ty Dump/ty sat on a wall = tap/tap tap/tap tap tap tap tap**
- Recite again but this time only say 'Humpty Dumpty' and 'All the King's Horses and' and just tap out the rest: **Humpty Dumpty tap tap tap tap Humpty Dumpty tap tap tap tap**

All the King's Horses and tap tap tap tap Tap/tap tap tap/tap tap/tap/tap tap/tap

- Now as a group explore coming up with **new words to fit the rhythms of the taps**. Start by offering a suggestion and then invite suggestions from the class. For example, 'Humpty Dumpty stayed in his bed'.
- Try a similar exercise with Jack and Jill.
- See downloadable PDF for the rhythm notation for this lesson.

TRAC 9. FALLING

RAINN

Humpty Dumpty, Ring A Ring A Rosey, Jack and Jill

rainn agus ag an deireadh? (Nod: Cantar "Falling" go mall ar nós go bhfuil siad ag titim.)

ÉIST

Éistigí leis an amhrán lena chéile. Cad a chanann na hamhránaithe idir na



FÉACH

Cur ceist ar na páistí céard é an físeáin is fearr leo agus breathnaigh ar arís

GNÍOMH

Ag Cumadh Fuaimneanna!

NAÍÓNÁIN BHEAGA & MHÓRA

Cumadóireacht Fuaimneanna a phlé

Bainimis úsáid as ár nglórtha chun fuaim títme a chumadh. Céard a bheadh ann?

- Iarr ar na páistí tamall a chaitheamh ag smaoineamh faoi agus ag baint triail as fuaimneanna a dhéanamh don titim leis féin (ní don tuirlingt), agus ansin don titim agus don tuirlingt araon.
- Iarr ar na páistí a bhfuaimneanna a roinnt leis an rang agus roghnaigh fuaim títme amháin a dhéanfaidh an rang iomlán le chéile.
- Foghlaim an rann Humpty Dumpty agus abair le chéile é. Abair arís é ach cuir isteach an fhuaim ranga don titim i ndiaidh an fhocail 'fall'.

Ag Déanamh Fuaimneanna

- Abair Humpty Dumpty arís ach in áit na bhfocal 'had a great fall' a rá iarr ar an rang an fhuaim títme a dhéanamh lena chéile.
- Anois déan plé ar fhuaimneanna do 'sitting', 'horses', 'King's men'. Cuir na fuaimneanna isteach in áit na bhfocal sa rann chun fuaimneanna a chruthú!
- Éist le Falling: Cuir cluas ort féin do na fuaimneanna a dhéanann an banna agus iad ag canadh 'falling' ag deireadh gach rainn. Cad a chloiseann muid a chuireann an titim i gcumhne dúinn?

RANG A HAON & A DÓ

Rithim agus Focail

- Abair Humpty Dumpty le chéile agus an uair seo buail amach rithim na siollaí ar an mbord (buille amhin do gach siolla):
- **Hump/ty Dump/ty sat on a wall = cnag/cnag cnag/cnag cnag cnag cnag**
- Abair arís é ach an uair seo ná habair amach ach 'Humpty Dumpty' agus 'All the King's Horses and' agus buail amach an chuid eile ar an mbord:

Humpty Dumpty cnag cnag cnag cnag Humpty Dumpty cnag cnag cnag cnag

All the King's Horses and cnag cnag cnag

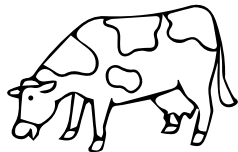
Cnag/cnag cnag/cnag/cnag/cnag/cnag/cnag

Mar ghrúpa déan plé ar fhocail nua a chruthú do rithim na mbuillí. Tabhair moltaí ar dtús agus ansin iarr roinnt moltaí ón rang. Mar shampla, 'Humpty Dumpty stayed in his bed'.

- Déan ceacht den chineál céanna le Jack and Jill.

ANIMAL BINGO

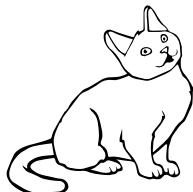
Colour in the animals that feature in the songs!



Cow/Bó



Dog/Madra



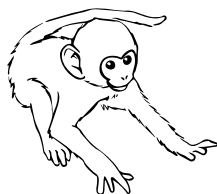
Cat/Cat



Mouse/Luch



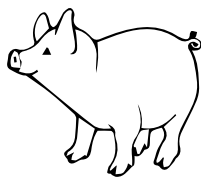
Rat/Francach



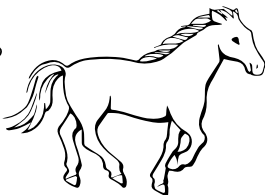
Monkey/Moncaí



Owl/Ulchabhán



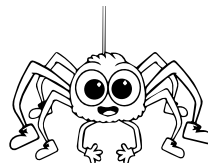
Pig/Muc



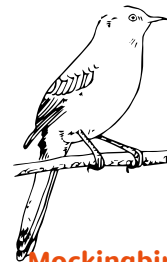
Horse/Capall

BIONGÓ NA nAINMHITHE

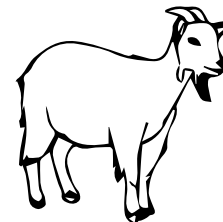
Dathaigh isteach na n-ainmhithe atá sna hamhráin seo!



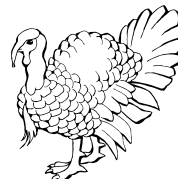
**Spider/
Damhán Alla**



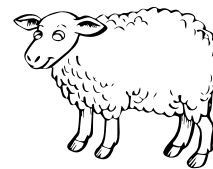
**Mockingbird/
Éan Aithrise**



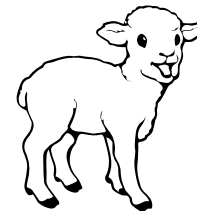
**Billy Goat/
Poc Gabhair**



**Turkey/
Turcaí**



**Sheep/
Caora**



**Lamb/
Uain**

Pick your favourite animal from this sheet and draw it here:

Pioc an ainmhi is fearr leat ar an leathannach seo agus tarraing sa spá seo é:

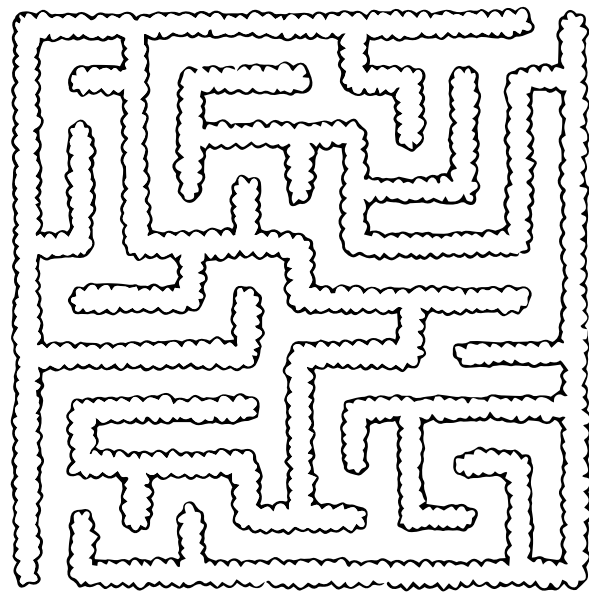
ROCKIN' RHYMES WORDSEARCH

LITTLE BO PEEP MAZE



H	U	M	U	S	I	C	M
R	A	I	N	C	Y	L	A
N	S	P	I	D	E	R	R
O	U	Z	F	B	A	B	Y
O	N	M	C	A	T	A	P
M	O	R	P	N	X	P	K
I	S	S	I	D	A	Q	C
C	E	T	G	L	O	W	L
E	J	A	C	K	Z	G	A
E	A	R	S	H	E	E	P

- | | | |
|-----------|-----------|----------|
| 1. MARY | 9. BAND | 17. INCY |
| 2. BABY | 10. STAR | 18. TAP |
| 3. RAIN | 11. JACK | 19. HUM |
| 4. SPIDER | 12. OWL | 20. EAR |
| 5. SHEEP | 13. PIG | 21. NOSE |
| 6. SUN | 14. MICE | 22. MOON |
| 7. CAT | 15. MUSIC | |
| 8. DOG | 16. CLAP | |



ROCKIN' RHYMES



- | | | | |
|----------|----------------------|-----------|---------------------------------|
| 1 | INTRO | 6 | 3 BLIND MICE |
| 2 | JACK | 7 | THE OWL AND THE PUSSYCAT |
| 3 | INCY WINCY | 8 | MARY |
| 4 | ROCKABYE BABY | 9 | FALLING |
| 5 | TWINKLE | 10 | FINALE |

THANK YOU TO MIQUEL BARCELÓ, MICHAEL CHANG, HELEN GREGG, GRACE KIELY, RICKIE O'NEILL, CIARAN KELLY, JAMIE O'NEILL, HUGH MURRAY, AVERYL DOOHER, BLACK GATE STUDIO, LIAM KING, PEADAR KING, ED KENEHAN, KEEVA O'SHEA, MIKE NESTOR, MAEVE CLANCY, KATE MURPHY, ALEX FERNIE, MICHAEL FOLEY, ELAINE MEARS, ALICE McDOWELL, ANITA MURPHY, SHARON O'GRADY, GALWAY COUNTY COUNCIL ARTS OFFICE, JAMES HARROLD, GALWAY CITY COUNCIL ARTS OFFICE, ORLA HENIHAN AND ALL AT THE LINENHALL ARTS CENTRE, LOUISE DONLON, GILL FENTON, RACHEL RYAN-KEATING AND ALL AT THE LIME TREE THEATRE, STANDARD PRINTERS, ALL OUR FAMILIES AND LOVED ONES.

BRANAR TEAM

MARC MAC LOCHLAINN	ARTISTIC DIRECTOR
JOANNE BEIRNE	EXECUTIVE PRODUCER
NIAMH NÍ FHLATHARTA	ADMINISTRATOR + MARKETING
CIARAN KELLY	TECHNICAL MANAGER
SORCHA NÍ CHRÓINÍN	EDUCATIONAL RESOURCE COORDINATOR
PETER O'TOOLE	GRAPHIC DESIGNER
STIOFÁN SEOIGE	TRANSLATION

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Galway County Council



The Linenhall
arts centre

