

Áit Cheoil Music corner



Aiseanna/Resources

The music sound-making area should include:

- Reference and storybooks about music
- Posters or photographs of musical instruments being used
- Collections of objects and musical instruments that includes things to bang, scrape, blow, pluck and shake
- A collection of objects with which to make sounds such as keys, pots and pans, rattles, wind chimes, cans, tubes, metal and wooden spoons, assorted lengths of copper piping
- A collection of commercially produced instruments from different cultures bells, jingle sticks, rainsticks, drums and cymbals
- A cassette or CD player with headphones
- A collection of tapes, CDs with a wide range of musical styles including drum music, classical, jazz, steel band, songs in different languages, music with song books, nursery rhymes and songs, traditional music and singing



Foghlaim/learning

Although the primary aim of the music and sound-making area is to support children's creative development, learning across all six areas of the curriculum can take place here. It is an area which offers opportunities for children to:

- * Continue to be excited and motivated to learn as they explore sound-making resources
- * Become familiar with the rhythm and rhymes of favourite songs
- * Repeat, continue and create patterns made with instruments
- * Ask questions about why things and how things work
- * Explore sounds that can be made with different instruments
- * Show increasing control over their own body as they make sounds and begin to respond to music



Suíomh/Location

- The music and sound area does not have to be very big. Situate it in an area where children can explore the potential of sound-making equipment without disturbing other activities.
- Provide space for displays of posters of musical instruments and photographs of children making music



Pleanáil/Planning

Plan for children to have

- Regular access to the music and sound-making resources both indoors and outdoors.
- Time with adults in the music area or using musical instruments in other parts of the naíscoil
- Diversity of presentation. Plan to change displays and present resources in stimulating and exciting ways. Consider providing instruments by type e.g. instruments we can shake
- Opportunities to explore the use of sound-making equipment. Plan activities around hitting everyday objects with a wooden or metal spoon to note the similarities and differences in pitch
- Monitor the use of instruments and use it to inform future planning.



Tacaíocht foghlama/ supporting learning

The adult role:

- Be familiar with the correct names of musical instruments and how they can be used
- Introduce and support the use of specific vocabulary
- Initiate the use of CDs and tapes to sing along to or to accompany with percussion instruments
- Support children in singing their favourite songs and introduce a wide repertoire of new songs
- Provide opportunities for children to move to music
- Ask open-ended questions that encourage children to develop their creativity and expressive/descriptive vocabulary ('That was a really interesting rhythm, why did you play it softly?' or 'Bhí an ceol sin iontach callanach cad é mar a mhothaigh tú agus tú ag ceol?')

Eispéireas agus gníomhaíochtaí/experiences and activities

The music and sound-making area should be available on a regular basis. Staff should plan experiences that extend the children's knowledge and understanding, skills and attitudes.

- Give children opportunities to respond to music throughout the environment. Play different music on different days in the creative or outdoors areas and provide large emulsion brushes with huge pieces of paper, observe the children's different responses to the different music.
- Create a naíscoil band. All the children sit in a circle around six or more instruments. Name the instruments together. Adult chooses the leader of the band, who selects the first instrument, names it and marches around the circle playing the instrument as everyone chants, 'Tá Máire sa bhanna cheoil', the leader chooses the next member of the band and so forth until all the instruments are chosen

Teanga/language

Introduce, use and reinforce the specific language of learning to the music & sound-making area

callánach ciúin go gasta go mall téip dlúthdhiosca uirlis rím rithim lean ort buail pioc séid croith

loud quiet fast slow cassette CD instrument rhyme rhythm continue beat pluck blow shake

