

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Music: Traditional Irish music

# Music

## Traditional Irish Music

It is not necessary to carry out all the activities contained in this unit.

Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

<b>Theme</b>	Traditional Irish music
<b>Levels</b>	A1 – B1
<b>Language focus</b>	Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.
<b>Learning focus</b>	Using Music textbooks and accessing curriculum content and learning activities.
<b>Activity types</b>	Matching, word identification, structuring sentences and text, cloze, multiple choice, reading comprehension, categorising vocabulary, recording learning, developing a learning resource.
<b>Acknowledgement</b>	<b>Extracts from Less Stress more Success. <i>Music revision for Junior Cert.</i> Andrew Purcell. Gill &amp; Macmillan.</b>  We gratefully acknowledge Gill & Macmillan for the right to reproduce text in some of these activities.
<b>Learning Record</b>	A copy of the Learning Record should be distributed to each student.  Students should: <ol style="list-style-type: none"><li>1. Write the subject and topic on the record.</li><li>2. Tick off/date the different statements as they complete activities.</li><li>3. Keep the record in their files along with the work produced for this unit.</li><li>4. Use this material to support mainstream subject learning.</li></ol>

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

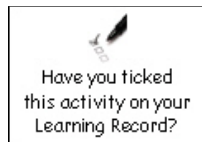
Music: Traditional Irish music

## Making the best use of these units

- **At the beginning of the class**, make sure that students understand **what** they are doing and **why**. *'We are doing the exercise on page (12) to help you to remember key words / to help your writing skills / to help with grammar'* etc.
- You can create your **personal teaching resource** by printing these units in full and filing them by subject in a large ring binder.
- **Encourage students to:**
  - Bring the relevant **subject textbooks** to language support class. It does not matter if they have different textbooks as the activities in these units refer to vocabulary and other items that will be found in all subject textbooks. These units are based on curriculum materials.
  - Take some **responsibility for their own learning** programmes by:



Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



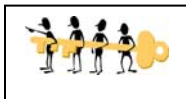
Have you ticked this activity on your Learning Record?

Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



Keeping their own **files** with good examples of the work produced in language support for different subjects and topics. This file will be an invaluable **learning resource** in supporting mainstream learning.

- Don't forget that many of the activities in these units are suitable as **homework** tasks, for **self-study**, or for use in the **subject classroom** with the agreement of the subject teacher.



Indicates that answers may be found at the end of the unit.

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**Music: Traditional Irish music**

## Keywords

The list of keywords for this unit is as follows:

### **Nouns**

accompaniment

characteristic

dance

dancer

dynamics

excerpt

expression

feature

fusion

harmony

history

Irish

lament

lullaby

melody

ornamentation

performance

performer

quaver

rhythm

signature

singer

solo

style

tempo

tradition

### **Instruments**

accordion

bodhrán

concertina

fiddle

flute

harp

tin whistle

### **Dances**

hornpipe

jig

polka

reel

### **Irish words**

Sean nós (old style) of traditional

singing

Céilí (Irish dancing)

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Music: Traditional Irish music

### Vocabulary file 1

This activity may be done in language support class or in the mainstream subject classroom.

<b>Word</b>	<b>Meaning</b>	<b>Word in my language</b>
traditional		
dancing		
singing		
melody		
rhythm		
feature		



Get your teacher to check this and then file it in your folder so you can use it in the future.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Music: Traditional Irish music

### Vocabulary file 2

This activity may be done in language support class or in the mainstream subject classroom.

<b>Word</b>	<b>Meaning</b>	<b>Word in my language</b>
performer		
performance		
accompaniment		
history		
fusion		
excerpt		



Get your teacher to check this and then file it in your folder so you can use it in the future.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Music: Traditional Irish music

**Level:** all  
**Type of activity:** whole class

**Focus:** vocabulary, spelling,  
dictionary, writing  
**Suggested time:** 10 minutes

## Activating students' existing knowledge

Use a spidergram to activate students' ideas and knowledge on the key points in this chapter. See **Teachers' Notes** for suggestions.

Possible key terms for the spidergram:

**Traditional music**  
**Traditional singing**  
**Traditional dancing**

- Invite students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



Students should record vocabulary and terms from the spidergram in their personal dictionaries.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Music: Traditional Irish music

Level: A1

Type of activity: pairs or individual

Focus: vocabulary, spelling, dictionary

Suggested time: 20 minutes

### Working with words



#### 1. Tick the correct answer



- a) this is a cello
- b) this is a fiddle
- c) this is a harp
- d) this is a double bass



- a) this is a cello
- b) this is a fiddle
- c) this is a harp
- d) this is a double bass

#### 2.

Put a circle around the words that are connected to music

musician	machine	piano	song	singer
dance	science	river	rhythm	melody
harmony	water	performer	maths	



Check that these key words are in your personal dictionary.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Music: Traditional Irish music

Level: A1  
Type of activity: pairs or individual

Focus: vocabulary, basic sentence structure  
Suggested time: 30 minutes



## Picture Sentences

1. Use your textbooks to help you to match the names and the pictures of the instruments.



- a) These are uilleann pipes.
- b) This is a bodhrán.
- c) These are tin whistles.



2. Put these words in the correct order to form sentences.

every /is part of/ dancing/ culture

---

was/ from/ music/ generation to generation/ passed down

---

the/everyday/ songs/ words of / describe/ life

---



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Music: Traditional Irish music

Level: A1/A2

Type of activity: pairs or individual

Focus: word identification, vocabulary

Suggested time: 20 minutes

### Odd One Out



1. Circle the word which does not fit with the other words in each line.

Example: *apple*    *orange*    *banana*    **taxi**

computer    tradition    harmony    styles

experiment    jig    reel    dance

hornpipe    book    singing    Irish

sean n3s    flute    light    harp

2. Find these words in your textbook. Then put them in short sentences in your own words. Use a dictionary if necessary.

to dance \_\_\_\_\_

to express \_\_\_\_\_

to accompany \_\_\_\_\_

to perform \_\_\_\_\_

to collect \_\_\_\_\_



Check that these key words are in your personal dictionary.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Music: Traditional Irish music

Level: A2 / B1

Type of activity: individual

Focus: key vocabulary text

Suggested time: 20 minutes



## Keywords

1. Fill in the missing letters of the keywords listed below.

On the line beside each word, write whether the word is a noun, an adjective or a verb.

I\_is\_ \_\_\_\_\_

t\_ad\_ti\_n \_\_\_\_\_

f\_ut\_ \_\_\_\_\_

f\_si\_n \_\_\_\_\_

2. Write as many words as possible related to **traditional Irish music**. You have 3 minutes!

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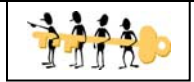
NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Music: Traditional Irish music

**Level:** A1 / A2  
**Type of activity:** pairs or individual

**Focus:** key vocabulary, pronunciation, spelling  
**Suggested time:** 20 minutes

### Unscramble the letters



1. A type of Irish dance HNORPIEP

**Answer** \_\_\_\_\_

2. A style of singing SNEA OSN

**Answer** \_\_\_\_\_

3. A musical instrument FULET

**Answer** \_\_\_\_\_

4. There are many types of Irish... DNACSE

**Answer** \_\_\_\_\_

### Solve the secret code

English	A	H	D	E	R	I	N	P	O	S	T	U
Code	B	X	Y	F	G	Q	R	O	L	E	A	W

ex: EAWYFRA = STUDENT

XBGOE \_\_\_\_\_

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Music: Traditional Irish music

**Level:** A2 / B1

**Type of activity:** pairs or individual

**Focus:** reading comprehension, extracting meaning from text, vocabulary

**Suggested time:** 30 minutes



## Completing sentences

Fill in the blanks in these sentences. Use words from the Word Box below.

Information on the exam.

All candidates must show some knowledge of Irish \_\_\_\_\_ music **and**

- Its unique features and the characteristics of different types of performances.
- A general account of its \_\_\_\_\_ and some awareness of its growth in popularity today.
- Irish traditional \_\_\_\_\_ (aural recognition).
- Identify a variety of \_\_\_\_\_ styles
- Identify the dance's time signatures and typical bars of rhythm
- Identify vocal styles and characteristics.

You must also have some knowledge of:

- Irish traditional musical characteristics and history, instruments and collectors
- past and ongoing developments and styles in Irish traditional music - and \_\_\_\_\_ with other musical styles.

*Word Box:*

history	dance	instruments	traditional	fusion
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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Music: Traditional Irish music

Level: A2 / B1

Type of activity: individual

**Focus:** key vocabulary, topic information, reading comprehension, multiple choice  
**Suggested time:** 40 minutes

### Multiple choice



*Read the text below and choose the best answers.*

Emigration and the deterioration of Irish music culture in the nineteenth century. The Famine and the mass emigration that resulted from it brought about a decline in musicians, dance masters and the use of the Irish language. Much traditional folklore was lost in Ireland, but traditional Irish music became part of the fabric of life from the USA to Australia.

#### **The revival of Irish traditional music in the twentieth century**

With Independence a new breed of traditional musician was born: one who could revive old folklore and interpret it for the world of the twentieth century. The formation of céilí bands, radio and television programmes and recordings, helped this revival.

1. What did the famine and mass emigration result in?
  - a) decline in musicians
  - b) food shortage
  - c) parties
  - d) music
  
2. Where was much traditional folklore lost?
  - a) Spain
  - b) France
  - c) Ireland
  - d) Germany
  
3. What brought about a new breed of traditional musician?
  - a) luck
  - b) independence
  - c) poetry
  - d) dances
  
4. Were céilí bands formed?
  - a) Yes
  - b) No
  
5. Was music played on the radio?
  - a) Yes
  - b) No

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Music: Traditional Irish music

**Level:** A2 / B1

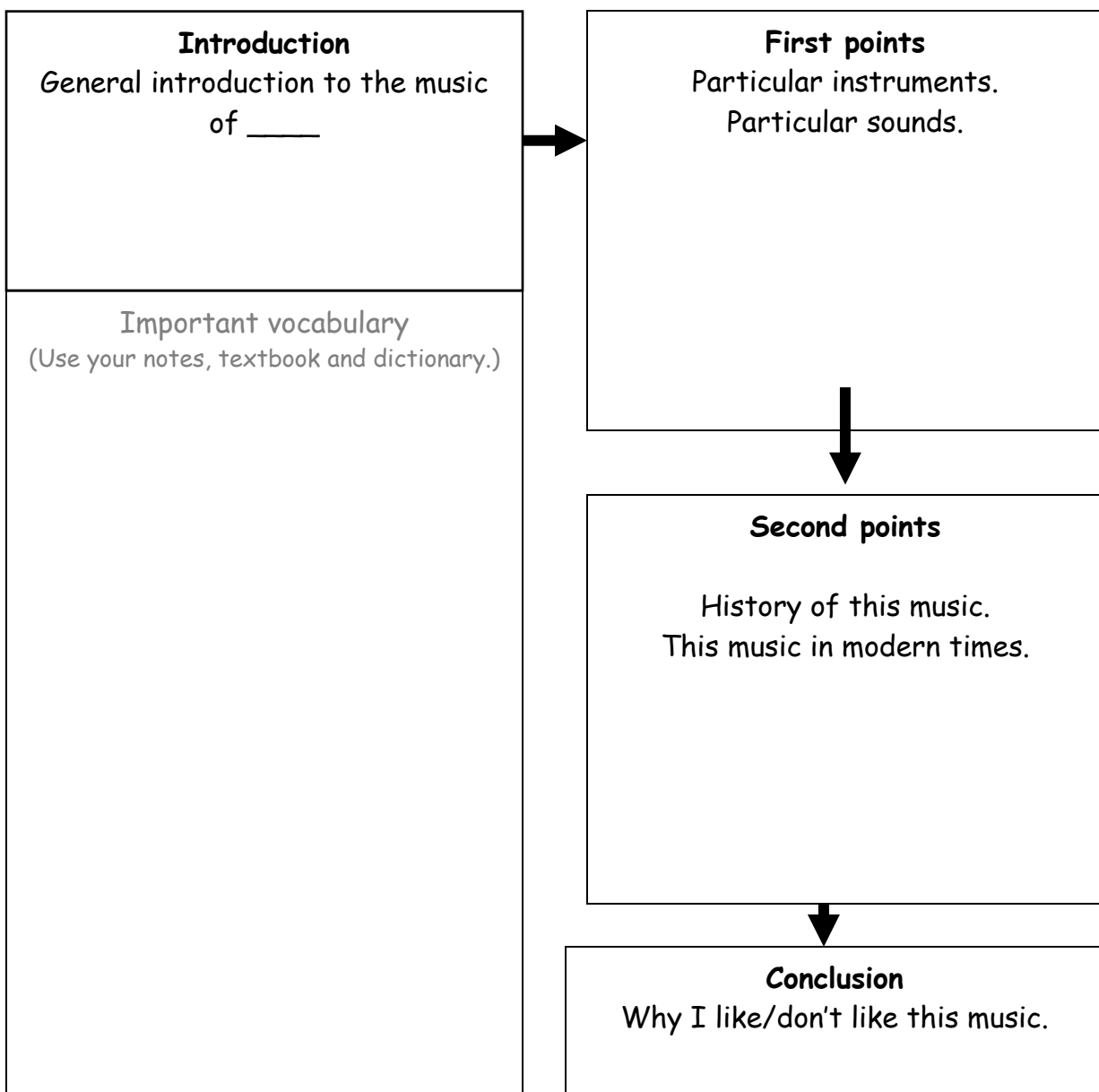
**Type of activity:** pairs / small groups

**Focus:** vocabulary, structure, planning and creating text

**Suggested time:** 40 minutes

You are going to write about the traditional music of any country, except Ireland! You must describe the types of music, the instruments and the history. Explain why you like or don't like this music. Use your keyword list, textbook and dictionary to help you. When you have finished, give your work to other students to read.

First plan what you are going to write by making notes on this chart:





NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Music: Traditional Irish music

Level: all  
Type of activity: individual

Focus: adjectives, word  
identification, sentence structure.  
Suggested time: 30 minutes



## Grammar point

### 1. Adjective Hunt

(adjective: a word that describes a noun or pronoun, example: a big tree, a small child)

Circle the 10 adjectives in the box below:

traditional	harp	flute	singers	happy
repeated				
cheerful	history	styles	entertaining	
fusion	harmony	slow	accordion	polka
lively	reel	jig	great	sad
professional				

2. The following sentences are taken from your textbooks. However, some of the adjectives are missing. Read the sentences and decide what adjectives might be missing, then select one from the box below.

- Irish history is reflected in our \_\_\_\_\_ music.
- In the past \_\_\_\_\_ people had a strong tradition of dance, music and song.
- Many \_\_\_\_\_ versions of tunes exist.
- Sharing tunes is a \_\_\_\_\_ part of the tradition.
- Some internet sites now enable musicians to learn from \_\_\_\_\_ performers.

ordinary	skilled	different	strong	traditional
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3. Now it's your turn! Go to your textbook and select 5 sentences about traditional Irish music. Rewrite the sentences putting a gap where the adjectives should be. Swap your sentences with another student. Correct one another's work.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Music: Traditional Irish music

## Levels A1 and A2 - Alphaboxes

Using your textbook, find **one** word beginning with each of the letters of the alphabet. Write the word in the relevant box. You could also write the word in your own language.

a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	xyz

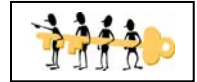
Do you understand all these words?



Get your teacher to check this, then file it in your folder so you can use it in the future.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Music: Traditional Irish music



### Word search

Find the words from the list below. When you have found all the words, write each word in your own language.

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

CHARACTERISTICS	HIGHER	SEAN
DANCE	IRISH	SOLO
EXCERPTS	LEVEL	STYLES
FUSION	NOS	TRADITIONAL
HARMONY	PERFORMANCE	

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Music: Traditional Irish music

## Play Snap

Make Snap cards with 2 sets of the same keywords. See *Notes for teachers* for ideas about how to use the cards.



<b>Irish</b>	<b>Irish</b>
<b>traditional</b>	<b>traditional</b>
<b>harp</b>	<b>harp</b>

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Music: Traditional Irish music

**dances**

**dances**

**Sean nós singing**

**Sean nós singing**

**jig**

**jig**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Music: Traditional Irish music

**characteristics**

**characteristics**

**hornpipe**

**hornpipe**

**excerpts**

**excerpts**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Music: Traditional Irish music

## Answer key

### Working with words, page 7

1. b, c
2. musician, piano, song, singer, dance, rhythm, melody, harmony, performer

### Picture sentences, page 8

1. The first picture is a bodhrán (b) underneath are the tin whistles(c), and then the uilleann pipes (a)
2. Dancing is part of every culture. Music was passed down from generation to generation. The words of songs describe everyday life.

### Odd one out, page 9

Computer, experiment, book, light

### Keywords, page 10

Irish (adjective or noun), tradition (noun), flute (noun), fusion (noun)

### Unscramble the letters, page 11

1. hornpipe, 2. sean nós, 3. flute, 4. dances
2. Secret code: harps

### Completing Sentences, page 12

#### Information on the exam.

All candidates must show some knowledge of Irish **traditional** music and

- Its unique features and the characteristics of different types of performances.
- A general account of its **history** and some awareness of its growth in popularity today.
- Irish traditional **instruments** (aural recognition).
- Identify a variety of **dance** styles
- Identify the dance's time signatures and typical bars of rhythm
- Identify vocal styles and characteristics.

You must also have some knowledge of:

- Irish traditional musical characteristics and history, instruments and collectors
- past and ongoing developments and styles in Irish traditional music - and **fusion** with other musical styles.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**Music: Traditional Irish music**

**Multiple choice, page 13**

1.a, 2.c, 3.b, 4.a, 5.a

**Grammar point, page 16**

1. adjectives: traditional, happy, repeated, cheerful, entertaining, slow, lively, great, sad, professional

2.

- Irish history is reflected in our **traditional** music.
- In the past **ordinary** people had a strong tradition of dance, music and song.
- Many **different** versions of tunes exist.
- Sharing tunes is a **strong** part of the tradition.
- Some internet sites now enable musicians to learn from **skilled** performers.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Music: Traditional Irish music

Word Search, page 18

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