

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.

Theme	Traditional Irish Music	
All students: Activities that are suitable for Learning Support, Language Support and the Mainstream Subject Class include:	Keywords	3
	Vocabulary File	4-5
	Activating Students' Existing Knowledge	6
	Completing Sentences	12
	Multiple Choice	13
	Writing	14-15
	Wordsearch	18
Learning support and Language support: Activities suitable for students receiving Learning or Language Support include:	Working with words	7
	Picture Sentences	8
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	Music Keywords	10
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	Play Snap	19-21
Language support: Additional activities for Language Support:	Grammar point	16
Levels for Language Support	A1 – B1 The language level of each activity is indicated in an information box.	
Learning focus	Using Music textbooks and accessing curriculum content and learning activities.	
Acknowledgement	The <i>English Language Support Programme</i> acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>Less Stress more Success. Music revision for Junior Cert.</i> by Andrew Purcell	

Note: The categorisation of activities is indicative only and should not prevent teachers from using any activities that are considered suitable for a particular group of students.

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Making the best use of these units

Learning Record

A copy of the Learning Record should be distributed to each learning support and language support student.

Students should:

1. Write the subject and topic on the record.
2. Tick off/date the different statements as they complete activities.
3. Keep the record in their files along with the work produced for this unit.
4. Use this material to support mainstream subject learning.

Introduction of a topic or activity should ensure that students understand **what** they are doing and **why**. Many students will have some difficulty in understanding both the language in the activity and the instructions/purpose for carrying out the activity.

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 learning/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.

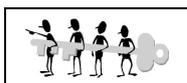


Have you ticked this activity on your Learning Record?

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 for different subjects and topics. This file will be an invaluable **learning resource** in supporting mainstream learning.



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

Don't forget that many of the activities in these units are also suitable as **homework** tasks or for **self-study**.

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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: _____
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Vocabulary file 1

Word	Meaning	Note or example*
traditional		
dancing		
singing		
melody		
rhythm		
feature		

*You may wish to write a sentence or phrase, make a note of the page in your textbook where this word appears or, if English is not your first language, provide a translation into your language.



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

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Vocabulary file 2

Word	Meaning	Note or example
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

Language Level: all
Type of activity: whole class
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 newcomer students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage all students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



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

NAME: _____ DATE: _____
Music: Traditional Irish music

Language Level: A1
Type of activity: pairs or individual
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

Language Level: A1
Type of activity: pairs or individual
Suggested time: 30 minutes



Picture Sentences

1. Use your textbooks to help you match the names with 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

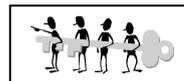
was/ from/ music/ generation to generation/ passed down

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

NAME: _____ DATE: _____

Music: Traditional Irish music

Language Level: A1/A2
Type of activity: pairs or individual
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 nós 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

Language Level: A2 / B1
Type of activity: individual
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!

NAME: _____ DATE: _____

Music: Traditional Irish music

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

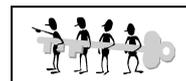
example: EAWYFRA = STUDENT

XBGOE _____

NAME: _____ DATE: _____

Music: Traditional Irish music

Language Level: A2 / B1
Type of activity: pairs or individual
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

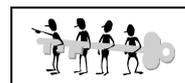
traditional

fusion

NAME: _____ DATE: _____

Music: Traditional Irish music

Language Level: A2 / B1
Type of activity: individual
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

Language Level: A2 / B1

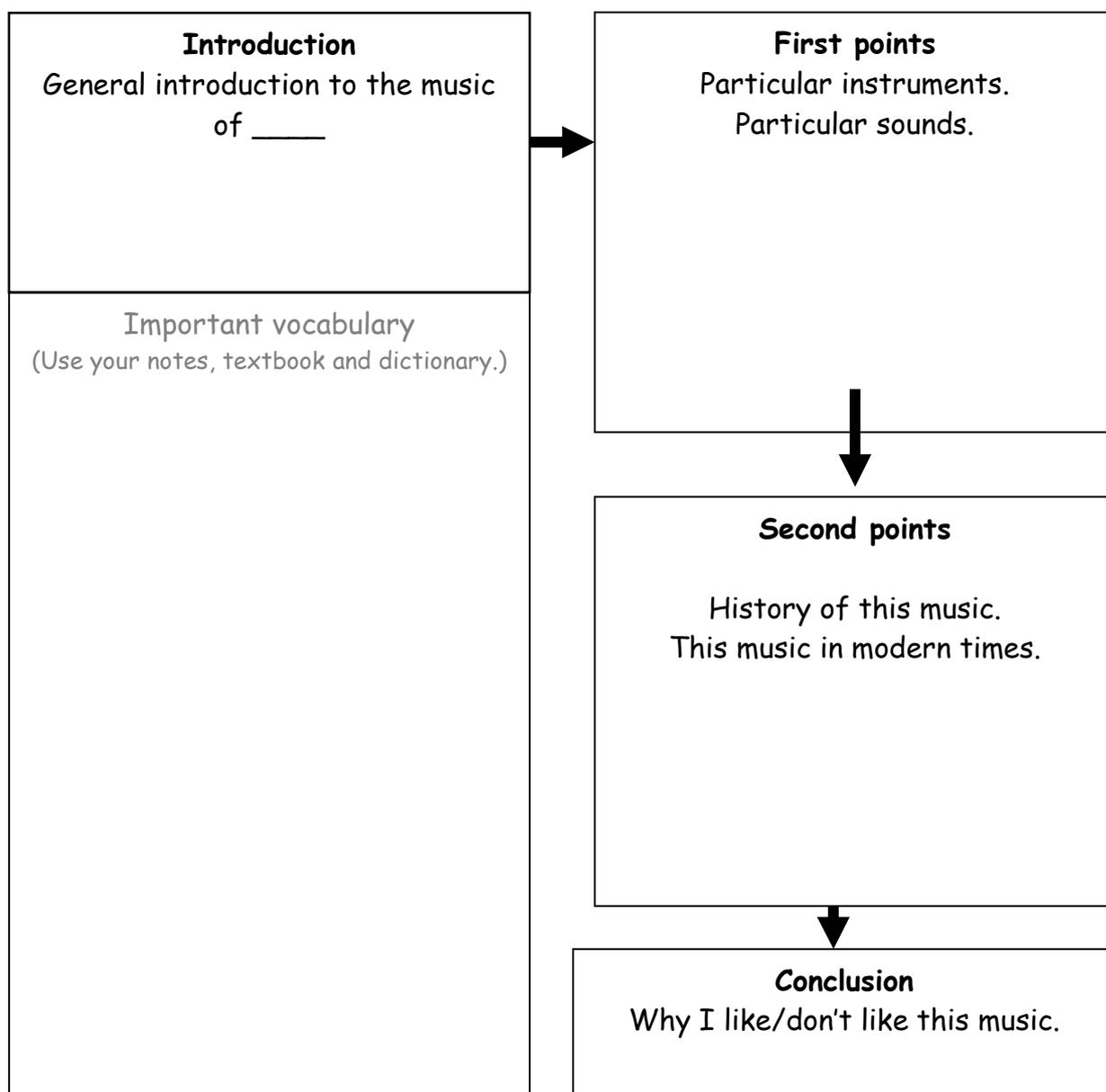
Type of activity: pairs / small groups

Suggested time: 40 minutes

Writing

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:



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Language Level: all
Type of activity: individual
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.

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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.

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Word search

Find the words from the list below.

```

                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.



Irish	Irish
traditional	traditional
harp	harp

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

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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
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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.

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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.

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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