

'Seachanges' composed by Raymond Deane (1993)

- 'Seachanges' is a set work for Leaving Cert Course B students. This annotated video provides detailed analysis of the work.
- Guide/Notes / Audio / Video (on YouTube).
- The video shows a performance of a chamber piece by a contemporary Irish composer. The resource is an annotated video in which every aspect of the music is analysed in detail, as the performance occurs.
- This is a very useful aid for Leaving Cert Course B students who are beginning their analysis of 'Seachanges'.
- The clear layout is also geared towards revision.
- The annotations clarify many challenging sounds and techniques with excellent close-ups of instrumental techniques and straightforward text inserts, pointing out compositional techniques.
- Original video made by Contemporary Music Centre, Ireland and used as a resource by PDST Music with kind permission. See cmc.ie for further details.
- Duration 12'23"
- <https://www.scoilnet.ie/search/resource/entity/show/Lre/34295/>

'Un Bal' (from 'Symphonie Fantastique') composed by Hector Berlioz (1830)

- An analysis of the 2nd movement of Berlioz's symphony, conducted here by Herbert von Karajan.
- Guide/Notes / Audio / Video (in Edpuzzle format)
- This movement is one of the Set Works for Leaving Cert Music, Course B.
- The resource provides a step-by-step analysis of themes, instrumentation, keys and musical features.
- This is a very useful aid for Leaving Cert Course B students who are beginning their analysis of the 19th century orchestral work, 'Symphonie Fantastique'.
- The clear layout is also geared towards revision.
- Specific notes about themes and instruments are supplied to accompany the video, which stops at relevant points throughout the performance.
- Although this is in Edpuzzle format, it is not an assessment activity.
- Duration: 6'40"
- <https://www.scoilnet.ie/search/resource/entity/show/Lre/34251/>

'Dirait-on' composed by Morten J Lauridsen (1993)

- A choral performance of a song by a contemporary American composer. It is a setting of a French poem by Rainer Rilke, who lived at the turn of the 20th century. The song is performed by SATB choir with piano accompaniment.
- Assessment / Audio / Video (in an Edpuzzle format)
- The video gives the listener the opportunity of following the score and of analysing the music visually and aurally. The theory includes a key signature with five flats, terminology such as 'tempo rubato', 'poco rit' and 'a tempo'.
- The vocal scoring is challenging to follow because the SATB voices do not all sing together at the start.
- Open-ended questions relate to melodic development, intricate texture, the instrumental interlude, the coda and the accompaniment provided on piano.
- This activity prepares the student to tackle the Aural Skills section of the Leaving Cert Listening paper where one of the questions deals with music that they have not studied.
- This is in Edpuzzle format and is an assessment activity.
- Duration: 5'27"
- <https://www.scoilnet.ie/search/resource/entity/show/Lre/34277/>

How to answer LC Ordinary Level Harmony, Question 4: Part 1 of 3

- Tackling Question 4. In Part 1, the teacher prepares the chord grid, setting up the available chords and chord symbols to answer the question
- Guide to Assessment / Audio / Video
- This video is suitable for students who wish to revise the harmony question at home. The instructions are clear and straightforward. This video would fit well into a blended learning scheme. It would also suit students who decide to drop from Higher Level to Ordinary Level at a late stage in the course.
- This is a step-by-step guide on video. The voiceover is provided by the teacher.
- Overview of Question 4 (Harmony)
- How to fill in the chord grid
- How to write the chords in two formats.
- Duration: 1'54"
- <https://www.scoilnet.ie/search/resource/entity/show/Lre/34303/>

How to answer LC Ordinary Level Harmony, Question 4: Part 2 of 3

- Tackling Question 4. In Part 2, the teacher explains and demonstrates how to choose the chords at the four cadence points. She then works on the bass line.
- Guide to Assessment / Audio / Video
- This video is suitable for students who wish to revise the harmony question at home. The instructions are clear and straightforward. This video would fit well into a blended learning scheme. It would also suit students who decide to drop from Higher Level to Ordinary Level at a late stage in the course.
- This is a step-by-step guide on video. The voiceover is provided by the teacher.
- Reading and understanding the question.
- How to choose chords for the cadence points.
- How to write notes in the bass part.
- Duration: 3'06"
- <https://www.scoilnet.ie/search/resource/entity/show/Lre/34304/>

How to answer LC Ordinary Level Harmony, Question 4: Part 3 of 3

- Tackling Question 4. In Part 3, the teacher explains and demonstrates how to add melody notes over the bass notes in the cadential chord progressions.
- Guide to Assessment / Audio / Video
- This video is suitable for students who wish to revise the harmony question at home. The instructions are clear and straightforward. This video would fit well into a blended learning scheme. It would also suit students who decide to drop from Higher Level to Ordinary Level at a late stage in the course.
- This is a step-by-step guide on video. The voiceover is provided by the teacher.
- Reading and understanding the question.
- How to count intervals between bass and melody notes in a chord.
- How to avoid consecutive 8ves and 5ths.
- How to write a melody that moves smoothly.
- Duration: 2'28"
- <https://www.scoilnet.ie/search/resource/entity/show/Lre/34305/>

'Amazing Grace' performed by Andrea Bocelli

- Bocelli sings the song alone, standing in front of Duomo de Milano. An accompaniment joins in later. Video footage shows empty streets from cities around the world. It is atmospheric and adds poignancy to the lyrics.
- Assessment / Audio / Video (in an Edpuzzle format)
- This activity requires the students to listen carefully for specific details and is a good test of their aural skills. Questions are all open-ended and relate to the voice-type, a cappella singing, melodic features, cadence, accompaniment and how the music develops. Finally, a reflection on the music must be made by the student, supported by a quotation and the video footage.
- This is a well-known spiritual, so the emphasis is on the arrangements, so the questions probe the different stylistic features of this performance.
- This activity prepares the student to tackle the Aural Skills section of the Leaving Cert Listening paper where one of the questions deals with music that they have not studied.
- This is in Edpuzzle format and is an assessment activity with open-ended questions.
- Duration: 4'36"
- <https://www.scoilnet.ie/search/resource/entity/show/Lre/34273/>

'If ye love me' composed by Thomas Tallis (1565)

- A 16th century motet performed by an SATB choir and conducted by John Rutter. The music score enables the listener to follow the four parts and observe the music theory in action. The text is religious.
- Assessment / Audio / Video (in an Edpuzzle format)
- This exercise helps the learner to prepare for the Aural Skills section of the Leaving Cert Listening paper. It includes questions about texture, composing techniques, the voices, cadences, modulation to the dominant and syncopation caused by tied notes
- This is a religious choral work, featuring stock features of Renaissance music composing.
- Being able to follow the score during the performance adds an extra dimension to this activity e.g. complicated imitative overlapping which can be aurally challenging is laid out clearly on the score.
- For students who have little or no experience of works from this historical period, this is an excellent introduction to the genre.
- The students are given the opportunity of seeing their harmony rules in action e.g. at one point the piece modulates to the dominant. This key change is a component of their own melody-writing.
- This resource is in Edpuzzle format and is an assessment activity with multiple-choice questions, allowing the student to correct their own answers.
- Duration: 2'27"
- <https://www.scoilnet.ie/search/resource/entity/show/Lre/34243/>

'Blackbird' (Lennon-McCartney, 1968) performed by Seán Keane

- This is a cover version of a Beatles song. The solo singer is accompanied by flute and string quartet. The video consists only of a still image of the singer.
- Assessment / Audio / Video (in an Edpuzzle format)
- This exercise helps the learner to prepare for the Aural Skills section of the Leaving Cert Listening paper. It includes questions about instrumentation and instrumental techniques.
- The performer, music score and lyrics are not displayed in this video, so the student must concentrate on the audio alone to hear answers to the questions. This is good practice for the exam scenario.
- The arrangement lends itself to a comparison between this cover version and the original song.
- Apart from instrumental techniques, there is a focus on structure and compositional devices.
- The recording is not laden with studio effects, thereby allowing the listener to hear the singer's and arranger's interpretation without distraction.
- This resource is in Edpuzzle format and is an assessment activity with multiple-choice questions, allowing the student to correct their own answers.
- Duration: 2'29"
- <https://www.scoilnet.ie/search/resource/entity/show/Lre/34218/>

'Caro Mio Ben' composed by Giuseppe Giordani (1783)

- This art song used to be on the old Junior Cert course but is now an ideal vehicle for teaching senior students about the genre. It is performed here by Luciano Pavarotti, with piano accompaniment.
- Assessment / Audio / Video (in an Edpuzzle format)
- This exercise helps the learner to prepare for the Aural Skills section of the Leaving Cert Listening paper. It includes questions about the musical features found in art songs. It is in Italian.
- The video shows the importance of the piano in an art song.
- The structural analysis is clear.
- The stylistic features are probed.
- The students have the opportunity of hearing a 'master' in action.
- Without the assistance of a music score (which the JC students would have had), Senior Cycle students must rely on their ear to work out various musical features, such as the range of the melody.
- Music theory questions (e.g. on tonality) act as revision prompts.
- Students do not have access to the lyrics here and must use their own judgement to reflect on the mood.
- This resource is in Edpuzzle format and is an assessment activity with multiple-choice questions, allowing the students to correct their own answers.
- Duration: 2'42"
- <https://www.scoilnet.ie/search/resource/entity/show/Lre/34218/>

'Scenes from Childhood' – Robert Schumann (1838)

- One of thirteen piano pieces in the same collection. This one is called '*From Foreign Lands*'. The score allows non-pianists to see and analyse a 19th century piano piece.
- Assessment / Audio / Video (in an Edpuzzle format)
- The score-reading gives the listener the opportunity of both seeing how the pianist translates the written notes and instructions into music.
- The video consists of a dynamic music score.
- Music theory includes triplets linking left and right hands, intervals, rubato playing, legato playing and instructions such as ritardando, a metronome marking, a pause and repeat marks.
- This score also helps the listener to work out the structure of the piece.
- All of these points prepare 5th and 6th years for the Aural Skills question on the Listening paper, where 19th century works often feature.
- This resource is in Edpuzzle format and is an assessment activity with multiple-choice questions, allowing the students to correct their own answers.
- Duration: 1'27"
- <https://www.scoilnet.ie/search/resource/entity/show/Lre/34244/>

'A Thousand Years' (Christina Perri, 2011) – instrumental version performed by The Piano Guys

- This song by Christina Perri is performed here on piano and cello. The video consists of a still image.
- Assessment / Audio / Video (in an Edpuzzle format)
- The questions are gradated. It is useful to compare different arrangements of a piece of music. This instrumental version encourages students to listen with fresh ears without the support of lyrics and with no visual scaffolding.
- This activity prepares Leaving Cert students to tackle the Aural Skills section of the Listening paper where contemporary pop songs often feature.
- Musical features encountered include broken and block chords, arpeggios, pedal notes, ostinato, sequence, staccato, pizzicato, monophonic, homophonic, polyphonic, mood and 6/8 time.
- This resource is in Edpuzzle format and is an assessment activity with multiple-choice questions, allowing the students to correct their own answers.
- Duration: 4'37"
- <https://www.scoilnet.ie/search/resource/entity/show/Lre/34246/>

***'We Belong Together'* – Randy Newman (2010)**

- From the film *'Toy Story 3'*, this song won the Academy Award for best original song in 2011. The video consists of one still image, so the focus is on the audio.
- Assessment / Audio / Video (in an Edpuzzle format)
- This activity gives Senior Cycle students the opportunity of honing their listening skills through a range of focused questions involving instruments, structure, tonality and modulation.
- This music helps students to discover how composers create an evocative atmosphere in a film.
- Students will also reinforce their knowledge of concepts such as vocal harmony, descant, outro, prelude, interlude and postlude.
- This resource is in Edpuzzle format and is an assessment activity with multiple-choice questions, allowing the students to correct their own answers.
- Duration: 4'03"
- <https://www.scoilnet.ie/search/resource/entity/show/Lre/34250/>

***'Jesu Rex Admirabilis'* – Giovanni Pierluigi Palestrina (1586)**

- Choral performance by female voices (SSA) of a Latin motet from the 16th century. This has a religious text. The audio is supported by the use of a dynamic music score on the video.
- Assessment / Audio / Video (in an Edpuzzle format)
- This activity gives Senior Cycle students the opportunity of preparing for the Aural Skills question on the Leaving Cert Listening paper. Any music from any era may appear in this question.
- There is a 'moving' score, enabling the listener to see, as well as hear, the use of Latin and the relevant music theory from the Renaissance period on which many of the 'rules' we use are based.
- Stylistic features of Renaissance motets are easier to recognise with this mixture of score, audio and focused questioning.
- The questions relate to the minor key with its accidental, the unusual time signature and note-types as well as harmonic progressions.
- This resource is in Edpuzzle format and is an assessment activity with multiple-choice questions, allowing the students to correct their own answers.
- Duration: 1'55"
- <https://www.scoilnet.ie/search/resource/entity/show/Lre/34234/>

'L'Arlésienne Suite No 2', Movement 2 - Georges Bizet (1872)

- This orchestral work used to be on the old Junior Cert course but is now an ideal vehicle for teaching senior students about movements from suites. The video consists of a still image of the composer, so there is no distraction from the audio.
- Assessment / Audio / Video (in an Edpuzzle format)
- This activity helps the students to prepare for the Aural Skills section of the Leaving Cert Listening paper. It is recommended that the teacher explain the terminology, origins and structure of orchestral suites before the students attempt this assessment activity.
- The questions probe instrumentation, cadences, tonality, texture, themes and instrumental techniques.
- Students may be asked in an exam to describe how these musical features contribute to the composer's intentions in capturing a particular mood.
- This resource is in Edpuzzle format and is an assessment activity with multiple-choice questions, allowing the students to correct their own answers.
- Duration: 4'00"
- <https://www.scoilnet.ie/search/resource/entity/show/Lre/34220/>

'L'Arlésienne Suite No 2', Movement 4 - Georges Bizet (1872)

- This orchestral work used to be on the old Junior Cert course but is now an ideal vehicle for teaching senior students about movements from suites. The farandole from a suite by Bizet is a fast movement. The conductor is Herbert von Karajan.
- Assessment / Audio / Video (in an Edpuzzle format)
- This activity helps the students to prepare for the Aural Skills section of the Leaving Cert Listening paper. It is recommended that the teacher explain the terminology, origins and structure of orchestral suites before the students attempt this assessment activity.
- This activity tests the learners' ability to recognise instruments and instrumental techniques, tonality, melodic features, polyphonic textures and music terminology.
- Students may be asked in an exam to describe how these musical features contribute to the composer's intentions in capturing a particular mood.
- This resource is in Edpuzzle format and is an assessment activity with multiple-choice questions, allowing the students to correct their own answers.
- Duration: 3'30"
- <https://www.scoilnet.ie/search/resource/entity/show/Lre/34232/>

'Hello Summer' – Rameez (2016)

- This is a pop song with a strong backbeat. The video consists of one still image, so there is no distraction from the audio.
- Assessment / Audio / Video (in an Edpuzzle format)
- Senior Cycle students could use this activity to revise musical concepts for the Aural Skills section of the Listening course. Pop music features quite often in exam questions.
- Students are asked to provide structural analysis, recognise textural differences and understand terminology such as backbeat, syncopation, countermelody, harmonic ostinato, melodic repetition and rhythmic sequence.
- They are also asked to compare different treatments of the verses.
- This resource is in Edpuzzle format and is an assessment activity with multiple-choice questions, allowing the students to correct their own answers.
- Duration: 2'31"
- <https://www.scoilnet.ie/search/resource/entity/show/Lre/34249/>

Classroom Ways with Irish Music

- Teacher's notes for lesson ideas, suitable for 5th and 6th years. It is in pdf format.
- Notes / Guide / Terminology / Links to audio tracks
- Senior Cycle students could use this activity to revise musical concepts about Traditional Irish Music.
- A series of lessons and ideas.
- Part 1: 'The Pure Drop'.
- Part 2: Fusions.
- Listening assignments and performing instructions for Traditional Irish Music.
- Creating raps and mash-ups
- This resource is suitable for teachers and will help them to populate their lesson plans on the topic of Irish music. It provides discussion topics, links to YouTube audio examples and numeracy strategies.
- Length: 14 pages plus cover
- <https://www.scoilnet.ie/search/resource/entity/show/Lre/34393/>

Classroom composing, harmonising and arranging

- PowerPoint slides (in pdf format here) with a variety of approaches to harmony, involving aural work, singing, composing and arranging.
- Notes / Guide / Terminology / Links to audio tracks
- The resource includes chord charts, references to pop songs, a blues pattern, sung tongue twisters and single-line music scores for classroom activities. Suitable for 5th years, to scaffold their formal harmony lessons.
- The slides follow a train of thought from aural examples through performing examples and composing examples.
- Full-class interaction is at the heart of this presentation.
- It will take a few lessons to complete these ideas.
- The link to the audio for 'Mercy' by Duffy has been disabled but, like all chart songs, it is easy to find and download or stream.
- Length: 32 slides plus covers.
- <https://www.scoilnet.ie/search/resource/entity/show/Lre/34394/>

Music Toolkit: Using Classroom Performance for Teaching Literacy

- A video containing tips for listening, analysing and performing 'One Day Like This' by Elbow with extended ideas.
- Video / Terminology / Images of music notation / Teaching approaches
- This video was constructed from the slides and notes used at a series of PDST Music workshops in 2016.
- Senior Cycle students can benefit from this video by locating the musical concepts found therein. These include sequences, the flattened 7th, backbeat, a tonic anchor note, ostinato and 8ve leaps.
- With the aid of their teacher, they can perform the song as a single line melody (monophonic), with block chords (homophonic) and with a countermelody (polyphonic)
- This is a compilation of ideas used at the workshop. Without the presenter, it is up to the teacher to draw the musical connections between the images to create their own personal lesson plans, using this material.
- Duration: 4'38"
- <https://www.scoilnet.ie/search/resource/entity/show/Lre/34397/>

Ukulele as a Pedagogic Tool

- Ukulele has become a popular instrument for the Performing section of the Senior Cycle Music course. This is a collection of activities which explore different aspects of music, building on the students' lessons on ukulele to reinforce their skills in completing harmony questions.
- Slides (in pdf format) used at a PDST Music series of workshops on teaching strategies linked to the ukulele.
- The resource involves the use of vocal performance, ukulele playing and the analysis of a pop song by Fun ('*Some Nights*') to bring the harmony question (Q5 on the LC Composing paper) to life.
- The slides begin by showing how to develop a sense of harmony through the singing of a round ('*Banaha*'), call and response and riffs.
- The theory ranges from ukulele chords, through the development of a bass line, then the relevant music theory and the scaffolded completion of the chord progressions in a Leaving Cert harmony question (Q5).
- Images of the fingering on a ukulele are provided as well as lyrics and notated extracts from songs and images of keyboards to help with note-location.
- A knowledge of the chords C, F and G is sufficient to undertake the different composing and performing activities.
- Length: 29 slides plus cover
- <https://www.scoilnet.ie/search/resource/entity/show/Lre/34406/>

Improvisation Through Song

- A step-by-step guide through the process of building up improvised lines of singing.
- Slides (in pdf format) used at a PDST Music series of workshops on leading singers through the process of improvising.
- Apart from the general voice-related activities such as warm-ups, there is also a section on beatboxing and vocal health.
- Teachers can work through this presentation as it stands.
- It starts with sung warm-ups, then focuses on a well-known spiritual ('*Wade in the Water*') in four-part harmony, before moving on to beatboxing techniques and sounds
- There are plenty of notated examples and easy-to-follow instructions on lip buzzing etc for the warm-ups and beatboxing, so the teacher does not have to be an expert in this area. Tonic solfa notes are included for warm-ups.
- Length: 12 slides plus cover
- <https://www.scoilnet.ie/search/resource/entity/show/Lre/34409/>

A Teaching Approach to 'Viva la Vida' – Coldplay (2008)

- The song is used as the trigger for listening, performing, analysing music, singing harmonic ostinati, composing and being creative.
- Demonstration / Guide/Notes / Presentation
- These slides were used by the presenter at a PDST Music workshop and unfortunately the audio clips have been disabled here. However, they are easy to find, download or stream.
- Starting with a bass-line ostinato, the document shows how to build up a harmonic ostinato.
- Melodic elements are added and lyrics are changed.
- The 'Jaws' theme appears and there is a countermelody.
- The structure of the song is shown and nine learning outcomes are listed.
- The teacher may choose to use some or all of these resources when planning a lesson on performance-based acquisition of music theory.
- Length: 24 slides plus cover
- <https://www.scoilnet.ie/search/resource/entity/show/Lre/34413/>