

| ACTIVITIES                                     | PURPOSE/CONCEPT   |
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| 1. The Little Beggarman/<br>The Red Haired Boy | An Irish folk song / an American fiddle tune; 2 different styles of playing the same piece. To demonstrate how a song from Ireland was brought to the United States and evolved into an American folk song.   |
| 2. The mandolin                                | A brief description of the mandolin. 2 different size mandolins are demonstrated, explaining how different sizes of the same instrument create a different sound. This is further demonstrated by playing the 2 mandolins together.   |
| 3. Froggie Went<br>A'courtin'                  | Another demonstration of how an Irish folk song came to America and evolved into a favorite American classic.   |
| 4. Frog in the Well                            | "Froggie Went A'courtin'" is traced back to its roots and we find ourselves in Ireland, where the story stays the same but the style of singing changes.  |
| 5. The Irish pennywhistle                      | Similar to the above; several different sizes of the penny-whistle are played for the students so that they can hear the difference in the sound. They are told that the penny-whistle is an affordable and easy instrument to start on.  |
| 6. The Irish harp                              | Explaining how the harp was very important to the culture of Ireland; how the harper (the bard) brought the news of the day and taught the history through music and song. The students are asked to imagine what it would be like before there was light, electricity etc. as Margie then performs a piece on the Irish harp.  |
| 7. Dilly, Dilly                                | This song is an example of how lessons were taught through song. It's about ducks that are called to dinner. The students are asked why the ducks did not want to go to dinner. Their response is that they would have been eaten. "A good lesson for the children of ancient Ireland and the children of today."   |
| 8. Duck call/accordion                         | Paul plays the duck call and accordion together at the end of "Dilly, Dilly". The students are told that they don't have to have a real musical instrument in order to make music. It's important to have a good imagination. The duck call is played to show them that they can make music on something other than a normal musical instrument. The way that the accordion produces sound is demonstrated and the accordion is played. |
| 10. Irish dance                                | A brief demonstration of Irish folk dance by Margie & Kathy with Paul accompanying on the accordion.  |
| 11. The violin & viola                         | Kathy explains the difference between the "violin" and the "fiddle" and demonstrates by playing a brief piece in the "violin" (classical) style and the "fiddle" style. The difference in size affecting tone is once again demonstrated with the violin and the viola.   |
| 12. The bodhran                                | Margie demonstrates the use of the bodhran.<br>How to get a big sound from a small drum.  |
| 13. The Rattlin' Bog                           | The students are told that they all have their own musical instrument with them. They are asked what it is and they respond that it is their voice. They then join in on a rollicking sing along.   |
| 14. Name the instruments                       | The students are shown each instrument and are asked to call out the name.  |
| 15. All God's Creatures                        | A final sing-along and clap-along. During this song, Margie pulls out a chicken made from a plastic cup and a string. She then shows the students how to play the "chicken" by running her fingers along the string.  |

### Program Summary:

Students will be exposed to the traditional music of Ireland, much of which was brought to the U.S. by immigrants and absorbed into our American folk culture. A variety of rare acoustic instruments, used in Irish and American folk music, are presented and explained. These include the better known; guitar, violin, mandolin, accordion, harmonica and recorder, to the more unusual; Celtic harp, penny-whistle and spoons. Brief descriptions and demonstrations of the instruments introduce students to the diverse and colorful world of Irish music. Students enjoy clapping along (hands can make rhythm) and singing along (your voice is a musical instrument). Explaining that most important ingredient for having fun with music is imagination, Golden Bough even performs music on a duck call and a chicken made from a plastic cup! Students are encouraged to pursue a musical instrument, whether simple (harmonica, penny-whistle) or more challenging (violin, harp, accordion).

### Objectives:

- To expose students to the music of the Ireland.
- To allow them to see and hear instruments and music they might otherwise miss.
- To encourage students to pursue the music or instruments of their choice.
- To recognize the importance of the contributions Irish people have made to the American culture.
- To teach the students about the similarities and differences in the Irish and American folk music.
- To involve the students in an Irish sing-along.



### Main Idea of the Program:

Specializing in the traditional folk music of Ireland and America, Golden Bough presents an educational, entertaining and FUN look at the music of other lands. During their music assembly program, Margie, Paul, and Kathy explain and demonstrate the similarities and differences in the folk music of Ireland, showing how it influenced, and was absorbed into, the folk music of the United States. Students enjoy clapping and singing along to the songs and are encouraged to pursue the music or instruments of their choice.

### VOCABULARY AND KEY CONCEPTS:

**Celtic:** (pronounced keltic) Of the Celts, their language, culture, characteristics; relating to the regions of Ireland, Scotland, Wales, Cornwall, Brittany (in France) or Galicia (in Spain).

**Acoustic:** Designating a musical instrument, usually a stringed instrument, whose tones are not electronically amplified.

**A cappella:** Unaccompanied (without instruments) vocal music.

**Harmony:** Compatibility of tone or the agreement of two or more united sounds.

**Melody:** A succession of sounds so arranged to be pleasing to the ear. A tune or song.

**Bard:** A composer, singer, poet or declaimer of epic or heroic verse.

**Bog:** Wet, spongy ground. A swamp or marsh.

**Folk Music:** Music made and handed down among the common people.

**Ceilidh:** A social event at which there is folk music and singing, traditional dancing, and storytelling.

**Bodhran:** A small drum that is held in one hand and played with a single stick in the other hand.