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## Welcome to the Comhaltas in Britain Learning to play the Tin-Whistle Programme

In this course you will be taken through the basics of Traditional Irish music, learning about the various instruments and tune types involved and you will learn to play the Tin-Whistle.

This course has been developed by Comhaltas (Coal-tas) in Britain who have been promoting Traditional Music since 1957

If you are interested in taking further lessons in Irish Traditional Music once this course has finished, please visit our website for information on classes near you

[www.comhaltas.co.uk](http://www.comhaltas.co.uk)  
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developed by Paddy Callaghan

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To make things easier on the Tin-Whistle, each note is given a number and each number is equal to the number of finger holes which need to be covered to make that sound. For example, a '1' means we cover only the first hole. '2' means we cover the top two holes and for a '3' we cover the top 3 holes.

## The Tin Whistle

Welcome to the first lesson in our learning to play the Tin-Whistle programme. We are now going to meet the instrument that you are going to be learning - the Tin-Whistle.

Although the name may suggest the whistles are made of Tin, they are more commonly made of Nickel or Brass with a plastic top. Lets look a little closer at the different parts of the Tin-Whistle.



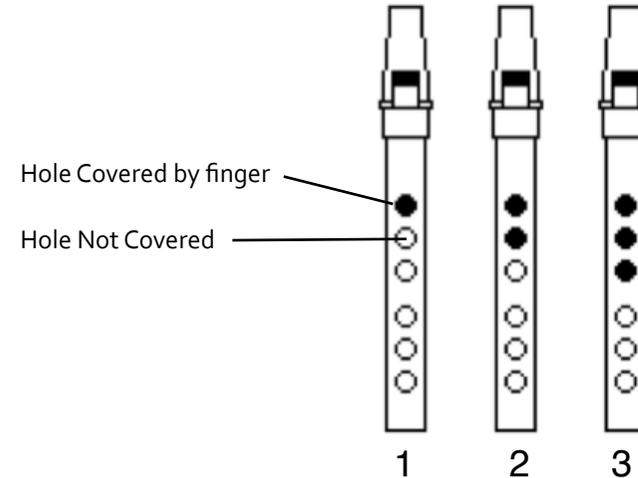
The top section is called the fipple or mouth piece and is made of plastic

The lower section contains the 6 finger holes, This section is made of metal



Sound is produced by **gently** blowing in to the fipple and selecting a note by covering some or all of the 6 finger holes.

You will now hear a demonstration of what the Tin-Whistle sounds like before you can have a go yourself!



Start by holding your Tin-Whistle in your left hand, with the finger holes facing away from your body. The Tin-Whistle is held between the fingers covering the finger holes in front of the Tin-Whistle, and the thumb which is in behind the instrument.

To make the note '1' - place your first (index) finger over the top hole.

To make the note '2' - make the note '1' and add your middle finger to the second hole.

For the note '3' - add on to the note '2' by placing the 3rd finger on the 3rd hole!

## First Tune

Using the notes above, lets have a go at playing the first tune on the Tin-Whistle. To make things easy, the first tune is a nursery rhyme you may be familiar with - Mary Had a Little Lamb!

### 1. Mary Had A Little Lamb

1 2 3 2 1 1 1    2 2 2    1 1 1

1 2 3 2 1 1 1    2 2 1 2 3

Well done, You have now completed lesson one!

Make sure to practice your first tune before we move on to using both hands with the Tin-Whistle!



## Learning outcomes for this lesson

Pupils will be enabled to:

Identify the instrument 'The Tin-Whistle' and be able to recognise its parts

Relate the numbers '1', '2', & '3' to the notes on a tin-whistle

Illustrate the mechanisms involved in playing the tune 'Mary Had A Little Lamb' which they should already recognise.

## Lesson Plan

If you are using the provided PowerPoint Presentation resource, Open Lesson 1 and display the screen to the class showing the opening page



Issue each pupil their own Workbook and instruct them to open page 3

Either play the video 'Introduction to the tin-whistle' video from the resources folder or introduce the instrument to the class yourself.



To do this, hold the instrument in the air with one hand and using the other hand, point to the 'Fipple' (plastic mouthpiece) and then point to the 6 finger holes and outline that in this lesson the pupils will be starting to work on the first 3 finger holes only.

Then tilt the whistle to hold it horizontal and point out the small slit at the top where the air is blown in to the whistle

Finally play the audio recording 'Sound of the tin-whistle' 

Issue the pupils with their own tin-whistles and ask the pupils to not put the whistles in to their mouths until instructed.

Using their left hands, ask the pupils to cover the first hole from the top of the whistle with their index finger. Indicate that this is a '1'

Once all the pupils have been able to demonstrate this, ask them to cover the 1st 2 holes and then the first 3 holes. and introduce the note names '2' and '3'

Ask the pupils to put the whistles to their mouths, and not covering any holes, blow gently until the '0' sound is produced. Use the audio recording 'Playing a 0' for reference 

Then ask the pupils to cover the first hole and play that note, and repeat this for the '2' and '3' notes.

Then introduce the tune 'Mary Had a Little Lamb' - they should already be familiar with this nursery rhyme and demonstrate either using the audio or by yourself how it sounds on the whistle.

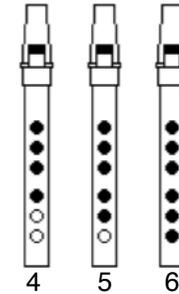
Using the audio recording 'Playing MHALL slow' ask the pupils to play the tune following on from the 4 clicks and following the notes in their workbook. If this needs reinforced, repeat the process before continuing to play faster using 'Playing MHALL medium' and then 'Playing MHALL faster' - once this is complete, the lesson has outcomes have been met. 

**Recap the progress and continue to lesson 2 for the next session**

## New Notes

In the first lesson, you learned to play the first 3 notes '1', '2', and '3'. These were all played using the left hand.

In this lesson learn to play notes '4', '5', and '6' which use both our hands. Lets have a look at the chart below.



As you can see from the chart, for these new notes, the 3 notes at the top are covered completely by the left hand, whilst the right hand is used to cover the fourth hole for a '4', the fifth hole for a '5' and the sixth hole for a '6'. Just like in the left hand, only use the first (index), middle and third fingers to cover the holes with the right hand.

It's now time to try a practice exercise called a scale before we look at learning a new tune for today. Lets play the notes below - Remember to blow gently!

1 2 3 4 5 6 6 5 4 3 2 1 1 2 3 4 5 6 6 5 4 3 2 1

Using the notes that you have learned so far, lets try a new tune!

Just like in our first lesson it's a nursery rhyme: Twinkle Twinkle Little Star.

### 2. Twinkle Twinkle Little Star

6 6 2 2 1 1 2 3 3 4 4 5 5 6  
2 2 3 3 4 4 5 2 2 3 3 4 4 5  
6 6 2 2 1 1 2 3 3 4 4 5 5 6

Well Done! You have now learned 2 tunes on the Tin-Whistle. Don't forget to keep practicing older tunes once you learn new ones, as practice makes perfect!



## The Fiddle

The Fiddle is one of the most popular traditional music instruments. The fiddle is called a violin in classical music.

The fiddle is held under the musician's chin and the sound is created drawing a bow across one or more strings. The bow is like a long stick with hair attached to produce the sound. Sometimes the bow hair is made from horse hair and other times the hair is made from nylon.



You will hear a clip of a Fiddle being played

Now the pupils have been introduced to the look and sound of the fiddle, its now time to go back to playing the tin-whistle.

## Learning outcomes for this lesson

Pupils will be enabled to:

Identify the instrument 'The Fiddle' and recognise some of its features

Recognise and analyse the sound made by the fiddle

Recite and reinforce the tune 'Mary Had a Little Lamb'

Relate their understanding of playing with 1 hand to playing with 2 hands and apply their knowlege to help develop their playing of 'Twinkle Twinkle Little Star'

## Lesson Plan

If you are using the provided PowerPoint Presentation resource, Open Lesson 2 and display the screen to the class showing the opening page for this lesson



Ask the pupils to open their workbook at page 4 and instruct them to label parts of the instrument as they are introduced on the screen. If not using the screen, use the picture of a fiddle in their workbooks and instruct the pupils to label each part of the instrument as its name is introduced.



Once the Fiddle has been correctly labeled in each pupils workbook, play the fiddle video on screen, or else play the audio recording 'Sound of the Fiddle' and once completed invite pupils to discuss the different sound of the fiddle to that of the tin-whistle



Begin this part of the lesson by playing the audio clip from the 1st lesson of 'Playing MHALL faster' and ask the pupils if they remember how to play the tune



The invite the pupils to play along with the audio clip 'Playing MHALL medium' and then with 'Playing MHALL faster'.



Like in lesson 1, we are going to invite the pupils to cover the finger holes firstly without holding the whistle to their mouths. First ask the pupils to play a '4' - this involves the first 3 holes covered by the first 3 fingers in the left hand, and the 4th hole covered by the index finger of the right hand. Once this has been completed, do the same for '5' and '6' - where all 6 holes are covered.

Now play the recordings of 'Playing '4' for reference' ..5 and 6... so the pupils understand the sound of the notes, and encourage them all to play a '4', then a '5', then a '6'. - Note a 6 can be difficult to get the right sound, so spend some more time on this if necessary.



Then introduce the tune 'Twinkle Twinkle Little Star' - they should already be familiar with this tune, and demonstrate either using the audio 'Twinkle Twinkle' or by yourself how it sounds on the whistle.

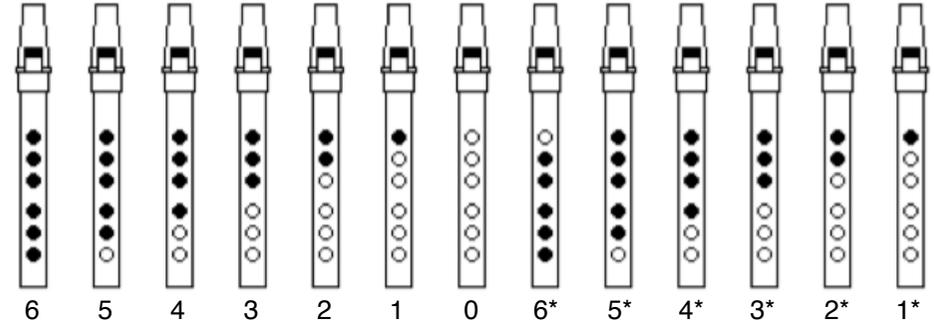


Using the audio recordings as previously, encourage the pupils to play along with the tune - noting the 1st and 3rd lines are the same notes. Use the slower recording and work up to the faster one. Once the pupils can comfortably play 'Twinkle Twinkle Little Star', the learning outcomes for this lesson have been achieved.

**Recap the progress and continue to lesson 3 for the next session**

## High Notes

So far all of the notes we have learned to play on the Tin-Whistle involve blowing very gently in to the whistle. For notes which are higher pitched we can blow harder to play these notes. These are called 'High Notes' we write these notes with a star - e.g. 6\*



As you can see from the chart, these high notes are almost identical to the normal notes except for the high 6 (6\*) where the first finger hole is left open but the remaining five are covered. This chart also introduces a new note '0' which is played when no finger holes are covered.

Lets try the scale we did last time, but now we will go all the way up to 1\*

6 5 4 3 2 1 0 6\* 5\* 4\* 3\* 2\* 1\* 2\* 3\* 4\* 5\* 6\* 0 1 2 3 4 5 6

Now we have learned these new high notes, lets try a tune which includes them. This is also the first 'Traditional Irish' tune which we have learned and its called: The Dawning of the Day and its an example of the tune type 'March'

### 3. The Dawning of the Day

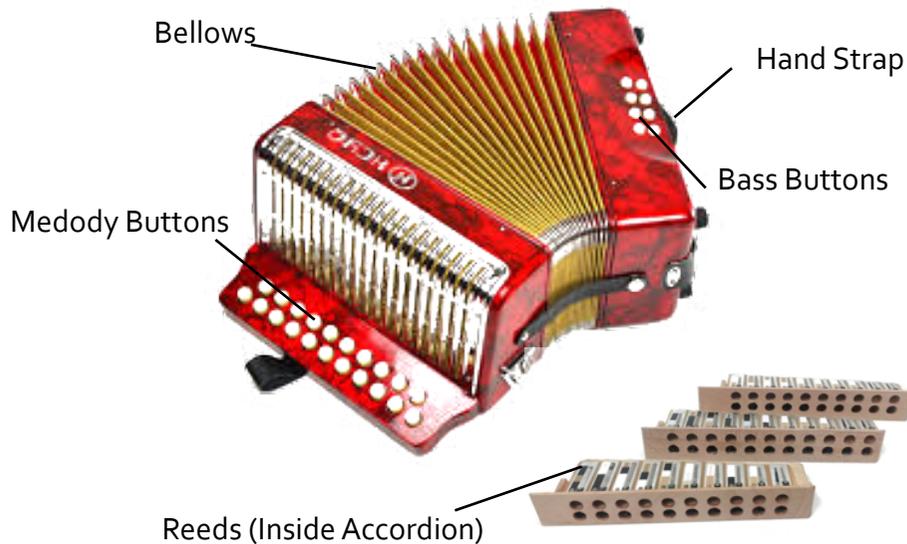
6	5	4	4	4	5	4	2	2	1	2	4	6	4	5	6	6	6
4	2	1	2	1	6*	4	5	6	4	3	2	4	6*	4	5		
4	2	1	2	1	6*	4	5	6	4	3	2	4	6*	4	5		
6	5	4	4	4	5	4	2	2	1	2	4	6	4	5	6	6	6



Excellent progress, you are now learning more tunes and picking up new notes and skills along the way!  
Keep it up!

## The Button Accordion

The button accordion is a box shaped instrument with bellows separating the two ends. On each end of the box there is a keyboard. The melody is played on the righthand side of the accordion. The buttons on the left hand side are used to play the bass notes. The accordion can also be called a box or a squeeze box.



You will hear a clip of the Button Accordion being played.  
You will hear lots of longer deeper sounding notes that accompany the tune - these come from the bass side of the accordion.



## Learning outcomes for this lesson

Pupils will be enabled to:

Identify the instrument 'The Button Accordion' and recognise some of its features

Recognise and analyse the sound made by the Button Accordion

Recite and reinforce the tune 'Twinkle Twinkle'

Relate their understanding of playing 'Low Notes' to playing 'High Notes' and apply their knowledge to help develop their playing of 'The Dawning of the Day' ('TDoTD')

## Lesson Plan

If you are using the provided PowerPoint Presentation resource, Open Lesson 3 and display the screen to the class showing the Button Accordion



Ask the pupils to open their workbook at page 5 and instruct them to label parts of the instrument as they are introduced on the screen. If not using the screen, use the picture of the button accordion in their workbooks and instruct the pupils to label each part of the instrument as its name is introduced.



Once the instrument has been correctly labeled in each pupils workbook, play the Button Accordion video on screen, or else play the audio recording 'Sound of the Button Accordion' and once completed invite pupils to discuss the different sound of the fiddle to that of the tin-whistle and fiddle



Now the pupils have been introduced to the look and sound of the Button accordion, its now time to go back to playing the tin-whistle.

Begin this part of the lesson by playing the audio clip from the 1st lesson of 'Playing Twinkle Twinkle faster' and ask the pupils if they remember how to play the tune



Then invite the pupils to play along with the audio clips of 'Twinkle Twinkle' until they are able to comfortably play it at speed.



This lesson introduces a new note '6\*' where the fingering is similar to a '6' without the 1st hole covered and the the whistle blown slightly heavier. Show this to the class and play recording 'Playing '6\*' for reference' Ask the pupils to play this note and switch back and forth between '6' and '6\*' to help establish control.

Then introduce the tune 'The Dawning of the Day' - they may not be familiar with this tune, so first play the audio recording for reference.

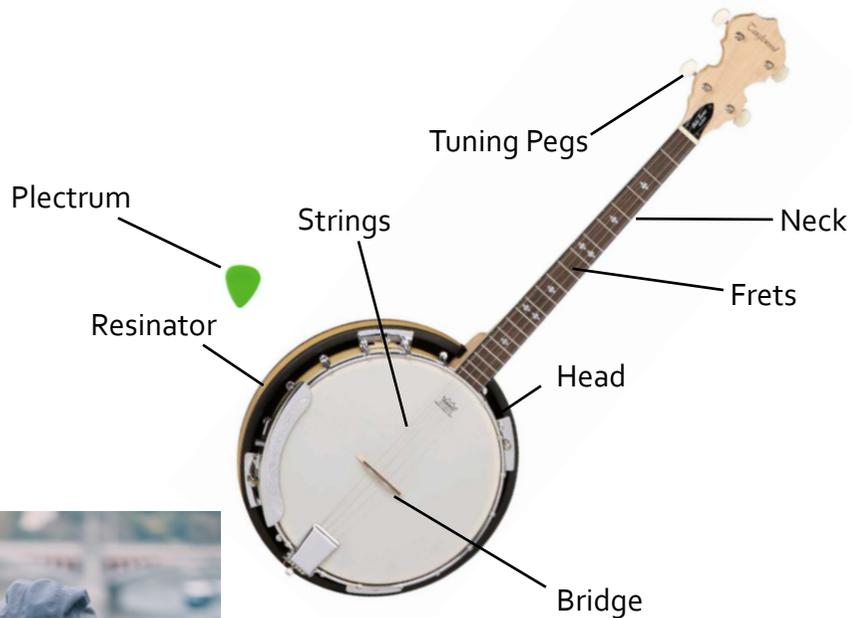


Using the audio recordings as previously, encourage the pupils to play along with the tune firstly slowly then at a faster speed. Once the pupils can comfortably play 'The dawning of the Day' at speed, the learning outcomes for this lesson have been achieved.

**Recap the progress and continue to lesson 4 for the next session**

## The Banjo

A banjo is a four stringed instrument that is played using a plectrum. Notes can be played by plucking one string and chords can be played by strumming over more than one string at a time. Notes are played by pressing down on the strings and frets on the neck.

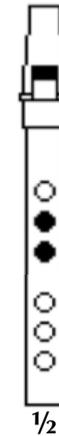


Listen to the clip of the Banjo being played. Can you hear the plectrum hitting off the strings to make the sound?

## One New Note & One New Tune

Lets work on a new Irish Traditional tune called 'The Mountains of Mourne'. In this tune we will be playing a new note which is called '½'

The '½' note is similar to a '6\*' in that the first hole isn't covered, yet the second and third holes are. Just make sure to not cover any of the lower holes either, Check out the chart below!



**Top Tip!**  
When covering a hole, make sure to cover it completely with the pad (soft part) of your finger. This makes sure that you get the correct sound!

Today's new tune has a new rhythm which we have not worked on before which is called a waltz. You may be familiar with the dance to waltzes and the rhythm for these works in groups of threes 'One two three, One two three' e.t.c.

### 4. The Mountains of Mourne

6 6 1 1 1 2 1 2 3 3 3 4 5 5 6 6 6 5 4 2 3 3 3  
6 6 1 1 1 2 1 2 3 3 3 4 5 5 6 6 6 5 4 2 3 3 3

6 6 ½ ½ ½ 6\* ½ ½ 1 1 1 6 6 3 1 6\* ½ 1 1 2 2 2  
6 6 1 1 1 2 1 2 3 3 3 4 5 5 6 6 6 5 4 2 3 3 3

## Learning outcomes for this lesson

Pupils will be enabled to:

- Identify the instrument 'The Banjo' and recognise some of its features
- Recognise and analyse the sound made by the Banjo
- Recite and reinforce the previously learned tunes
- Relate their understanding of playing '6\*' note to playing '1/2' notes and apply their knowledge to help develop their playing of 'The Mountains of Mourne'

## Lesson Plan

If you are using the provided PowerPoint Presentation resource, Open Lesson 4 and display the screen to the class showing the Banjo



Ask the pupils to open their workbook at page 6 and instruct them to label parts of the instrument as they are introduced on the screen. If not using the screen, use the picture of the banjo in their workbooks and instruct the pupils to label each part of the instrument as its name is introduced.



Once the instrument has been correctly labeled in each pupils workbook, play the Banjo video on screen, or else play the audio recording 'Sound of the Banjo' and once completed invite pupils to discuss the different sound of the Banjo to that of the other



instruments we have currently explored.

Now the pupils have been introduced to the look and sound of the Banjo, its now time to go back to playing the tin-whistle.

Begin this part of the lesson by playing the audio clip from the previous lessons tune 'The Dawning of the Day' and ask the pupils if they remember how to play the tune 

Then invite the pupils to play along with the audio clips of 'TDoTD' until they are able to comfortably play it at speed. If you feel it is worthwhile, revisit previous tunes to reinforce their learning. 

This lesson introduces a new tune type, the 'Waltz' spend some time playing the audio recording and invite the pupils to clap along to the 3 beat rhythm in order to help them understand the feel of the tune. 

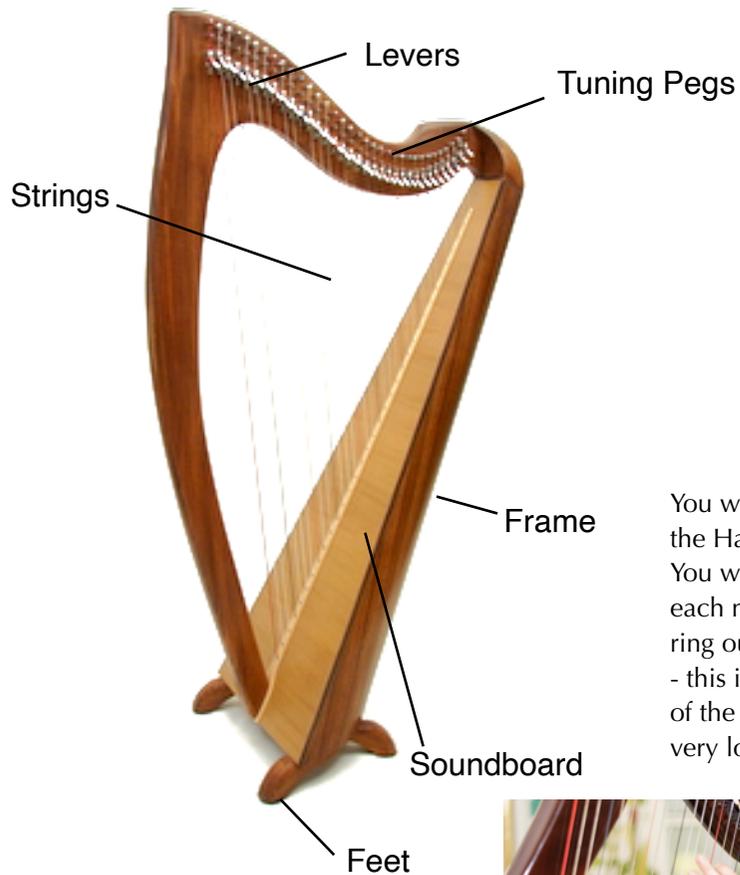
Then invite the pupils to play along with the tune 'The Mountains of Mourne' Using the audio recordings as previously, encourage the pupils to play along with the tune firstly slowly then at a faster speed. Once the pupils can comfortably play 'The Mountains of Mourne' at speed, the learning outcomes for this lesson have been achieved. 

**Recap the progress and continue to lesson 5 for the next session**

## Lets learn a new tune type 'Planxty'

### The Harp

The harp is national symbol of Ireland. The harp is played by plucking strings with fingers. The long strings have a low pitch and the shorter strings have a higher pitch. The Traditional Irish harp is made of Wood with Gut or Nylon strings and has between 30 & 34 strings.



You will hear a clip of the Harp being played, You will notice that each note continues to ring out for a long time - this is because some of the harp strings are very long!



In this lesson we will learn to play a new tune type called the Planxty. These tune types are very old tunes which were played from the 1700's in Ireland and were particularly popular amongst Harp players and pipers, although these have become much more popular once again in recent years.

These tunes are played at a quite a slow speed and their rhythm is similar to that of Waltzes like 'The Mountains of Mourne' which we learned in the last lesson.

What can make these tunes tricky to play is the lengths of the notes. Some notes are very long and some are very short. Listen to the recording of the tune to get a feel for how it is played.

### 5. Planxty Irwin

2 6\* 0 1 0 6\* 2 3 4 5 6  
3 5 4 3 2 0 6\* 5\*  
2 6\* 0 1 0 6\* 2 3 4 5 6  
3 5 4 3 2 6 5 6

2 6\* 5\* 6\* 6\* 0 6\* 5\* 4\* 5\* 5\* 0 2  
4\* 3\* 4\* 5\* 4\* 6\* 0 6\* 1 2 1 0  
6\* 0 1 0 6\* 2 3 4 5 6  
3 5 4 3 2 6 5 6



You're doing so well!!

This is the half-way point and we have already learned 5 tunes!

## Learning outcomes for this lesson

Pupils will be enabled to:

Identify the instrument 'The Harp' and recognise some of its features

Recognise and analyse the sound made by the Harp

Recite and reinforce the previously learned tunes

Discover a new tune type and compare this setting to previously learned tunes. Articulate the tune 'Terry Teehans Polka'

## Lesson Plan

If you are using the provided PowerPoint Presentation resource, Open Lesson 5 and display the screen to the class showing the Harp



Ask the pupils to open their workbook at page 7 and instruct them to label parts of the instrument as they are introduced on the screen. If not using the screen, use the picture of the Harp in their workbooks and instruct the pupils to label each part of the instrument as its name is introduced.



Once the instrument has been correctly labeled in each pupils workbook, play the Harp video on screen, or else play the audio recording 'Sound of the Harp' and once completed invite pupils to discuss the different sound of the Harp to that of the other instruments we have currently explored.



Now the pupils have been introduced to the look and sound of the Harp, its now time to go back to playing the tin-whistle.

Begin this part of the lesson by playing the audio clip from the previous lessons tune 'The Mountains of Mourne' and ask the pupils if they remember how to play the tune 

Then invite the pupils to play along with the audio clips of 'The Mountains of Mourne' until they are able to comfortably play it at speed. If you feel it is worthwhile, revisit previous tunes to reinforce their learning. 

This lesson introduces a new tune type, the 'Polka'. spend some time playing the audio recording and invite the pupils to clap along to the 4 beat rhythm in order to help them understand the feel of the tune. Note - Polkas are much faster tunes then those previously learned! 

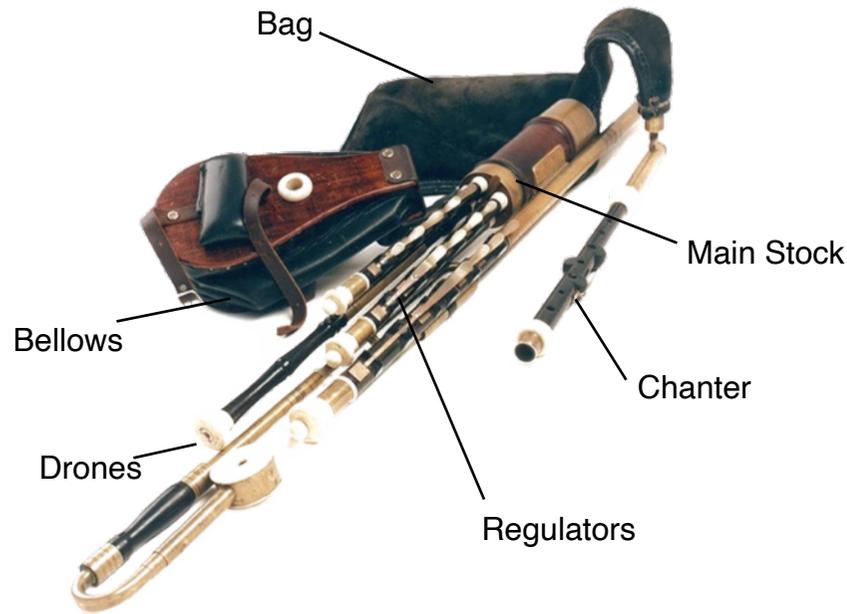
Then invite the pupils to play along with the tune 'Terry Teehan's Polka' Using the audio recordings as previously, encourage the pupils to play along with the tune firstly slowly then at a faster speed. Once the pupils can comfortably play 'Terry Teehans' at speed, the learning outcomes for this lesson have been achieved. 

**Recap the progress and continue to lesson 6 for the next session**

**\*It may be worthwhile during the recap to stress that this has been the half-way point in the programme and praise how much has been learned in the first 5 lessons**

## The Uilleann Pipes (ill-in Pipes)

The uilleann pipes are specific to the Celtic culture. Uilleann (ill-in) is the Irish word for elbow. The bellows are pumped with the elbow to inflate the bag. The sound is produced by pushing the air out of the bag and playing the notes on the chanter.



Listen to the Uilleann Pipes being played, can you hear the deep drone sound which is there for the whole tune?

## Learning a new tune type - 'The Polka'

You've been making amazing progress so far and we're already more than half way through this programme. So far we have learned 5 tunes on the tin-whistle but now we are going to speed things up by learning a Polka!

Polkas are tunes found mainly in the South West of Ireland as part of a tradition called 'Sliabh Luchra' (Sleeve Lookra) and these tunes are much faster than the nursery rhymes, marches, waltzes and planxty's we've learned up until this stage.

As far as the rhythm is concerned, these tunes are grouped in beats of 4 and they are much faster tunes than we have learned up until now. We will listen to an example of this Polka before we try to play it.

You will notice that these tunes have 'Rpt' at the end of some of the lines, this simply means go back over the last few lines and repeat them before going on to the next section. By writing 'Rpt' we can write the tune out in a smaller space rather than writing all of the parts twice.

### 6. Terry Teehan's Polka

```

6 6 1 2 3 5 3 6 6 1 2 3 3 5
6 6 1 2 3 5 3 6 6* 1 2 3 3 Rpt

1 6* 2 1 2 3 5 3 1 6* 2 1 2 3 3
1 6* 2 1 2 3 5 3 6 6* 1 2 3 3 Rpt
    
```

**Top Tip: Don't lift the fingers that aren't covering holes too high so they don't have to move far to cover the holes when needed!**



## Learning outcomes for this lesson

Pupils will be enabled to:

Identify the instrument 'The Uilleann Pipes' and recognise some of the instruments features

Recognise and analyse the sound made by the Uilleann Pipes

Recite and reinforce previously learned tunes

Develop the idea of playing tunes separately in to playing them grouped in 'set's'

## Lesson Plan

If you are using the provided PowerPoint Presentation resource, Open Lesson 6 and display the screen to the class showing the Uilleann Pipes



Ask the pupils to open their workbook at page 8 and instruct them to label parts of the instrument as they are introduced on the screen. If not using the screen, use the picture of the Uilleann Pipes in their workbooks and instruct the pupils to label each part of the instrument as its name is introduced.



Once the instrument has been correctly labeled in each pupils workbook, play the Uilleann Pipes video on screen, or else play the audio recording 'Sound of the Uilleann Pipes' and once completed invite pupils to discuss the different sound of the instrument to that of the other instruments we have currently explored.



Now the pupils have been introduced to the look and sound of the Uilleann Pipes, its now time to go back to playing the tin-whistle.

Begin this part of the lesson by playing the audio clip from the previous lessons tune 'Terry Teehans' and inviting the pupils to play along with it - choosing a slower version at first if its proving challenging for the pupils



If you feel it is worthwhile, at this point revisit previous tunes to reinforce their learning.

This lesson introduces a new tune which is of the same tune type as the previously learned tune. This tune 'The Kerry Polka' should be quite straight forward to learn and once the tune is up to speed, introduce the concept of playing both tunes together (Terry Teehans twice, immediately followed by The Kerry Polka)



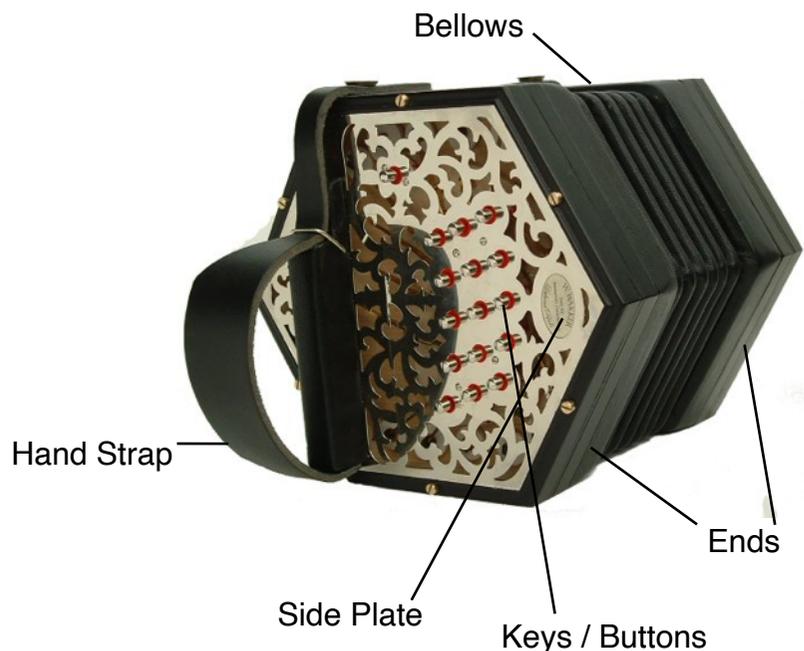
Invite the pupils to play alongside the recording for this. You may notice stamina waining slightly during the second polka of the set as this will have been longer than any of the previous tunes. Encourage them to get to the end of the set.



**Recap the progress and continue to lesson 7 for the next session**

## The Concertina

The concertina is a similar instrument to the button accordion. It is very small and usually hexagonal shaped. Concertinas were first made in England and were patented in London in 1829 by Sir Charles Wheatstone.



Listen to the clip of the concertina - can you hear the Concertina has a distinctive high-pitched sound? This is very different to the sound of the button accordion.



Putting tunes together in sets is fun!



## Lets learn another 'Polka' and work on our first 'Set' of tunes

In our last lesson we learned our first 'Polka' called 'Terry Teehan's'. Today we are going to learn a second polka, this time called 'The Kerry Polka'.

In traditional music, tunes tend to be played in groups called 'Sets' where a number of tunes are played together. Much of the reason for this being the case was that one tune was too short in length to be played for dancing, and dancers needed longer and longer 'sets' to be created for their new dances.

Some 'sets' can have as many as 8-10 tunes in them and can last up to 15 minutes of continuous playing!

Don't worry though, we are going to start small, and once we have learned the 'Kerry Polka' below, we will put both together in to a 'set'

### 7. The Kerry Polka

4\* 2 1 2   4\* 2 1 2   6\* 5\* 4\* 5\* 6\* 1 2  
4\* 2 1 2   4\* 2 1 2   6\* 5\* 4\* 5\* 6\* 6\*   Rpt

5\* 4\* 2\* 4\* 5\* 5\* 6\* 1 2   6\* 5\* 4\* 5\* 6\* 1 2  
4\* 2\* 4\* 5\* 5\* 6\* 1 2   6\* 5\* 4\* 5\* 6\* 6\*   Rpt

### Terry Teehan's Polka

6 6 1 2 3 5 3   6 6 1 2 3 3 5  
6 6 1 2 3 5 3   6 6\* 1 2 3 3   Rpt

1 6\* 2 1 2 3 5 3   1 6\* 2 1 2 3 3  
1 6\* 2 1 2 3 5 3   6 6\* 1 2 3 3   Rpt

Now the pupils have been introduced to the look and sound of the Concertina, its now time to go back to playing the tin-whistle.

## Learning outcomes for this lesson

Pupils will be enabled to:

Identify the instrument 'The Concertina' and recognise some of the instruments features

Recognise and analyse the sound made by the Concertina

Recite and reinforce previously learned tunes

Discover a new tune type (Planxty) and compare this setting to previously learned tunes. Relate its similarity to 'waltzes'

## Lesson Plan

If you are using the provided PowerPoint Presentation resource, Open Lesson 7 and display the screen to the class showing the Concertina



Ask the pupils to open their workbook at page 9 and instruct them to label parts of the instrument as they are introduced on the screen. If not using the screen, use the picture of the Concertina in their workbooks and instruct the pupils to label each part of the instrument as its name is introduced.



Once the instrument has been correctly labeled in each pupils workbook, play the Concertina video on screen, or else play the audio recording 'Sound of the Concertina' and once completed invite pupils to discuss the different sound of the instrument to that of the other instruments we have currently explored.



Begin this part of the lesson by playing the audio clip from the previous lessons tunes 'The Kerry Polka & Terry Teehans' and inviting the pupils to play along with it



If you feel it is worthwhile, at this point revisit previous tunes to reinforce their learning. By this stage of the programme, the pupils should be improving in their proficiency on the whistle, and can play tunes at a faster speed comfortably.



This lesson introduces a new tune type (Planxty) which is very similar in rhythm to the waltz - see 'The Mountains of Mourne' from lesson 4 for reference.



Invite the pupils to play alongside the recording for this tune, starting with a slower version before speeding up to faster version of the tune.



**Recap the progress and continue to lesson 8 for the next session**

**Another good opportunity to appraise progress to date with only 3 lessons left of the programme**

## Flute

The Flute is traditionally made from wood (Blackwood, caucus or ebony wood). There are 56 finger holes on the flute - similar to the Tin-Whistle. The flute is played by blowing air across the moutpiece to produce a sound.



You will now hear a clip of the Flute being played, The sound from the flute is a very dry air type sound, you should be able to hear the player taking breaths.

## Now it's time to try a new tune type - 'Slides'

In the last lesson we learned a played a set of polkas which are fast tunes counted in 4's.

In this lesson we are going to look at another type of fast tune however one in which the rhythm is grouped in 3's. These tunes are called 'Slides'.

Although these tunes are played very fast, they tend to have less notes which means they are usually quite easy to learn. With this in mind it will take no time at all to learn the tune below - 'Dennis Murphy's Slide'

Like in the other tune types we have tried, listen to the recording of the tune to get a feel for the rhythm before trying to learn the notes as this will make learning the tune much easier!

### 8. Dennis Murphy's Slide

2 6 4 5 6 4 2 2 4\* 3\* 5\* 4\* 6\* 5\* 6\* 1 6\* 1  
 2 6 4 5 6 4 2 2 4\* 2\* 4\* 5\* 4\* 5\* 6\* 6\* Rpt  
 2 6\* 5\* 4\* 4\* 3\* 4\* 5\* 4\* 4\* 3\* 4\* 5\* 4\* 6\* 5\* 6\* 1 2  
 6\* 5\* 4\* 4\* 3\* 4\* 5\* 4\* 3\* 2\* 4\* 5\* 4\* 5\* 6\* 6\* Rpt



discuss the different sound of the instrument to that of the other Instruments we have currently explored.

Now the pupils have been introduced to the look and sound of the Flute, its now time to go back to playing the tin-whistle.

## Learning outcomes for this lesson

Pupils will be enabled to:

Identify the instrument 'The Flute' and recognise some of the instruments features

Recognise and analyse the sound made by the Flute

Recite and reinforce previously learned tunes

Discover a new tune type (slides) and compare this setting to previously learned tunes.

Illustrate ability to learn 2 tunes and play them as a set

## Lesson Plan

If you are using the provided PowerPoint Presentation resource, Open Lesson 8 and display the screen to the class showing the Flute



Ask the pupils to open their workbook at page 10 and instruct them to label parts of the instrument as they are introduced on the screen. If not using the screen, use the picture of the Flute in their workbooks and instruct the pupils to label each part of the instrument as its name is introduced.



Once the instrument has been correctly labeled in each pupils workbook, play the Flute video on screen, or else play the audio recording 'Sound of the Flute' and once completed invite pupils to



Begin this part of the lesson by playing the audio clip from the previous lessons tune 'Planxty Irwin' and inviting the pupils to play along with it 

If you feel it is worthwhile, at this point revisit previous tunes to reinforce their learning. By this stage of the programme, the pupils should be improving in their proficiency on the whistle, and can play tunes at speed comfortably. 

This lesson introduces a new tune type (Slides) which have a very different rhythm to those we have previously explored. Slides have beats arranged in groups of 3 but like Polkas, these tunes are played much faster than some of the other tune types.

Invite the pupils to play alongside the recording for this tune, starting with a slower version before speeding up to faster version of the tune. 

**Recap the progress and continue to lesson 9 for the next session**

## Piano Accordion

The Piano Accordion is a box shaped instrument with two ends seperated by bellows just like the Button Accordion and Concertina. The musician plays the melody (notes) in the keyboard which looks like a Piano. The left hand side is used to play the bass notes.



You will hear a clip of the Piano Accordion being played, Since there are lots of buttons on the 'Bass' side of the Piano Accordion, you will hear lots notes that accompany the melody.

## Lets learn another new Slide!

In this lesson we will learn to play another slide following on from playing our first slide in the last lesson. The tune we are going to learn today is called 'The Kerry Slide'

Like in Lesson 7, we are going to put our new tune in to a set once we have learned it and play it alongside the Slide from the previous lesson 'Dennis Murphy's Slide' so that by the end of this lesson we will have learned 2 sets of tunes!

### 9. The Kerry Slide

1 1 2 1 6\* 1 3 2 1 6\* 3\* 5\* 6\* 1 2 1 ½

1 1 2 1 6\* 1 3 2 1 6\* ½ 1 2 3 3 Rpt

3\* 3\* 4\* 5\* 6\* 1 ½ 6\* 5\* 2\* 2\* 1\* 2\* 3\* 5\* 4\*

3\* 2\* 3\* 4\* 5\* 6\* 1 ½ 6\* 5\* 6\* 5\* 4\* 3\* 3\* Rpt

### Dennis Murphy's Slide

2 6 4 5 6 4 2 2 4\* 3\* 5\* 4\* 6\* 5\* 6\* 1 6\* 1

2 6 4 5 6 4 2 2 4\* 2\* 4\* 5\* 4\* 5\* 6\* 6\* Rpt

2 6\* 5\* 4\* 4\* 3\* 4\* 5\* 4\* 4\* 3\* 4\* 5\* 4\* 6\* 5\* 6\* 1 2

6\* 5\* 4\* 4\* 3\* 4\* 5\* 4\* 3\* 2\* 4\* 5\* 4\* 5\* 6\* 6\* Rpt



instrument to that of the other instruments we have currently explored.

Now the pupils have been introduced to the look and sound of the Piano Accordion, its now time to go back to playing the tin-whistle.

## Learning outcomes for this lesson

Pupils will be enabled to:

Identify the instrument 'The Piano Accordion' and recognise some of the instruments features - and contrast these to other Accordion instruments

Recognise and analyse the sound made by the Piano Accordion

Recite and reinforce previously learned tunes

Discover a new tune type (Jig) and compare this setting to previously learned tunes.

## Lesson Plan

If you are using the provided PowerPoint Presentation resource, Open Lesson 9 and display the screen to the class showing the Piano Accordion



Ask the pupils to open their workbook at page 11 and instruct them to label parts of the instrument as they are introduced on the screen. If not using the screen, use the picture of the Piano Accordion in their workbooks and instruct the pupils to label each part of the instrument as its name is introduced.



Once the instrument has been correctly labeled in each pupils workbook, play the Piano Accordion video on screen, or else play the audio recording 'Sound of the Piano Accordion' and once completed invite pupils to discuss the different sound of the



Begin this part of the lesson by playing the audio clip from the previous lessons tune 'Dennis Murphy's Slide' and inviting the pupils to play along with it



If you feel it is worthwhile, at this point revisit previous tunes to reinforce their learning. By this stage of the programme, the pupils should be improving in their proficiency on the whistle, and can play tunes at speed comfortably.

This lesson introduces a new slide which has the same rhythm to the slide which we learnt in the previous lesson. This tune is called 'The Kerry Slide' If you feel it will help understanding of the rhythm to clap along with the recording before attempting to play, ask the pupils to do this.



Invite the pupils to play alongside the recording for this tune, starting with a slower version before speeding up to faster version of the tune.



Once you are satisfied that the pupils have learnt 'The Kerry Slide' at full speed, it's time to try the 'Slide Set' by playing 'The Kerry Slide' followed by 'Dennis Murphy's Slide' as a set of tunes.



**Recap the progress and continue to lesson 10 for the penultimate session**

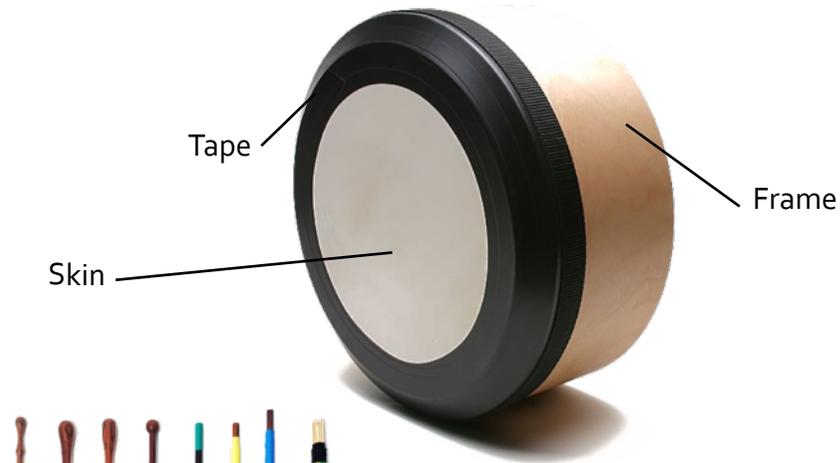
## Let's finish up with some Marches!

For our last lesson, we are going to finish off learning one last tune! The tune we are going to learn is a March and this is the same type of tune we learned back in Lesson 3 called 'The Dawning of the Day'.

The new march we are going to learn today is called 'O'Donnell Abu' and we are going to add on 'The Dawning of the Day' at the end to make these tunes in to a set, just like we did with the Polkas in Lesson 6, and with the slides last time around.

### Bodhran (Bow-Ron)

The bodhran is a percussion instrument which does not play any melody. The instrument is made of three main parts. A dried animal skin (usually goat) is stretched over a wooden frame and held in place either with tape or pins. Sound is made by hitting the skin with a 'stick' (also called a 'beater') and different sounds can be made by pressing against the skin from the inside using the other hand.



Collection of  
'Sticks' and  
'Beaters'



You will hear a clip of the Bodhrán being played accompanying a melody instrument.

See if you can spot the different tones coming from the Bodhran!

#### 10. O'Donnell Abu

2 6 5 3 4 5 6 4 2 6\* 0 6\* 1 2 4 3 2 4 5 4 5 6  
2 6 5 3 4 5 6 4 2 6\* 0 6\* 1 2 4 3 2 4 5 4 5 6

2 6\* 0 1 0 6\* 0 1 2 2 1 4 4 2 1 0 6\*  
2 4 6 5 3 4 5 6 4 2 6\* 0 6\* 1 2 4 3 2 4 5 4 5 6

#### The Dawning of the Day

6 5 4 4 4 5 4 2 2 1 2 4 6 4 5 6 6 6  
4 2 1 2 1 6\* 4 5 6 4 3 2 4 6\* 4 5  
4 2 1 2 1 6\* 4 5 6 4 3 2 4 6\* 4 5  
6 5 4 4 4 5 4 2 2 1 2 4 6 4 5 6 6 6



You can keep playing traditional music at a local group who teach whistle and other instruments!

Ask your teacher for contact details of your nearest Comhaltas Group for details of their weekly music classes!

## Learning outcomes for this lesson

Pupils will be enabled to:

Identify the instrument 'The Bodhran' and recognise some of the instruments features - and contrast these to other instruments

Recognise and analyse the sound made by the Bodhran and understand its role in percussion rather than melody

Recite and reinforce previously learned tunes

Discover two new tunes and add this to a tune learned in lesson 3 to form a set

## Lesson Plan

### Note pronunciation of instrument - 'Bow-ron'

If you are using the provided PowerPoint Presentation resource, Open Lesson 10 and display the screen to the class showing the Bodhran

Ask the pupils to open their workbook at page 12 and instruct them to label parts of the instrument as they are introduced on the screen. If not using the screen, use the picture of the Bodhran in their workbooks and instruct the pupils to label each part of the instrument as its name is introduced.

Once the instrument has been correctly labeled in each pupils workbook, play the Bodhran video on screen, or else play the audio recording 'Sound of the Bodhran' and once completed invite pupils to discuss the different sound of the instrument to that of the



other instruments we have currently explored - this is the only 'accompaniment' instrument that does not play a melody line that we have covered - so discuss how this instrument would be difficult to play solo

Now the pupils have been introduced to the look and sound of the Bodhran, its now time to go back to playing the tin-whistle.

Begin this part of the lesson by playing the audio clip from the previous lessons tune 'The Kerry Slide' and inviting the pupils to play along with it 

If you feel it is worthwhile, at this point revisit previous tunes to reinforce their learning. By this stage of the programme, the pupils should be improving in their proficiency on the whistle, and can play tunes at speed comfortably. 

This lesson introduces a new march which we first explored as tune types in lesson 3. The tune we will learn today is called 'O'Donnell Abu' .

Invite the pupils to play alongside the recording for this tunes, starting with a slower version before speeding up to faster version of the tune. Once the tune has been learnt, complete the set by playing 'O'Donnell Abu' followed by 'The Dawning of the Day' 

**Recap the progress made during the programme and appraise the pupils achievements made over the 10 lessons.**

**Advise that if any pupils want to continue learning traditional music, the organisation who devised this programme operate lessons worldwide and there will be a local group nearby who will provide lessons - details available on [www.comhaltas.co.uk/branches](http://www.comhaltas.co.uk/branches)**

