



**Oide**

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers



# Activate Your Voice

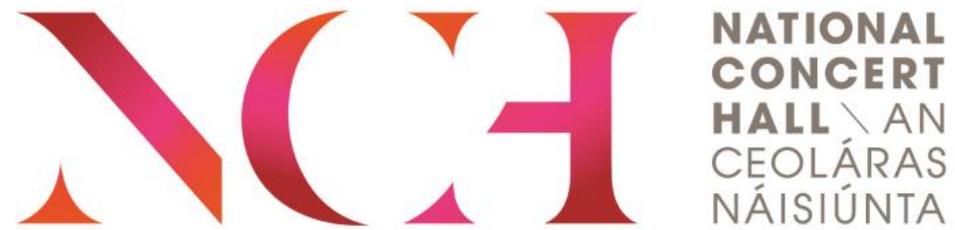
Kevin Barry Recital Hall, NCH  
28<sup>th</sup> Feb 2026



# Thank you and welcome!



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Dr Lynsey Callaghan



# Overview

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09:30      Tea / Coffee - Registration

10:00      Session 1

11:30      Tea/Coffee - Time to Connect

11:50      Session 2

13:30      Finish

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# Ask your question



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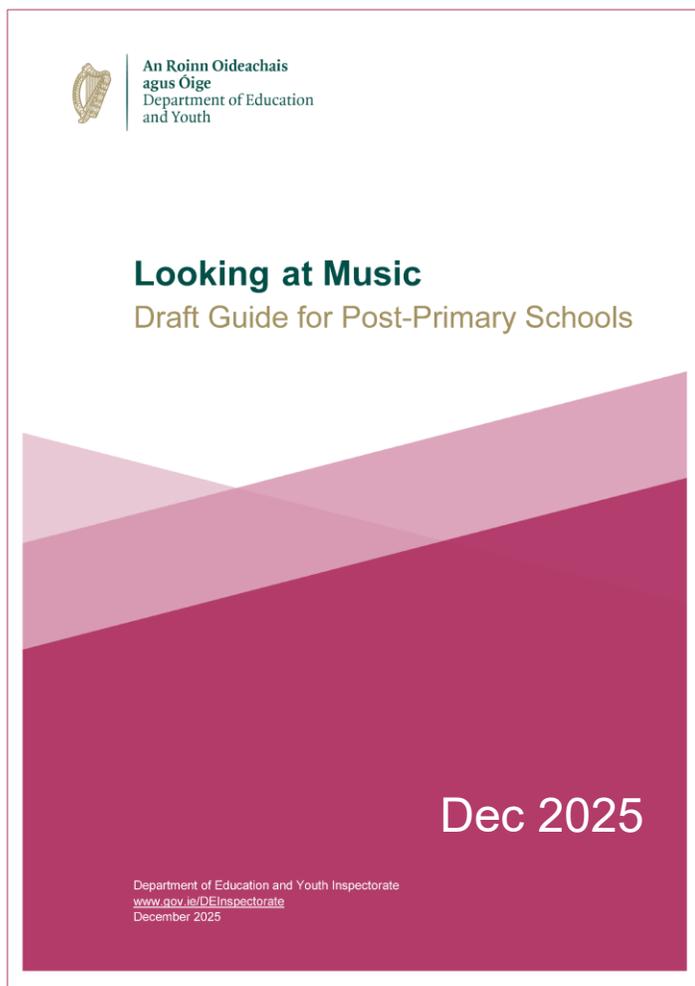
# High-quality Music teaching...



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*...integrates the three core disciplines of listening, composing and performing. These are not taught in isolation but are meaningfully connected.*

*This integrated approach deepens understanding and reinforces theoretical knowledge through practical application.*





# Learning together, we will...

- consider the Why, What and How of vocal warmups for classroom singing
- share our experiences of nurturing and motivating our young singers
- discuss key considerations when selecting and preparing repertoire
- demonstrate how DLT can support singing in the Music classroom
- investigate how to layer up the learning when teaching a song
- experience some beatboxing and liltin
- explore singing as a learning tool when teaching other areas of the curriculum
- meet the final series of our trilogy - *Meet the Voice*

# Vocal Warmups



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The Why,  
What and  
How!



Dr Lynsey Callaghan

# Vocal Warmups



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Consider the vocal warmups on p. 1  
Share an exercise that you find  
supports learning in the classroom





Image generated using Google Gemini

Share strategies for how you nurture the shy and/or unenthusiastic singer



# Strategies Shared



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*...model positive confident singing*

*...Some students can be anxious singing in front of others. Build resilience over time – start by getting them to perform to one person they choose, then a small group of friends, then others etc.*

*...make singing a part of the normal classroom routine, don't make a big deal of it*

*...pique their interest with a song they already know/are familiar with, and then bring in the warm-ups*

*...change the environment e.g., go outside*

*...incorporate physical games*

*...don't be afraid to have fun yourself. Positive for the students to see that it is enjoyable*

*...start by not singing, do exercises while speaking, not singing!*

# Sharing Repertoire



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Share a song that supported your students in engaging with singing and learning in the Music classroom



# Repertoire Shared

Oide + 27 • March 2, 2026

**Oide Music: Activate Your Voice - 28th February 2026**

Kevin Barry Room, NCH. Spreaghadh



Oide



## Solo Songs

Falling slowly



Dancing Through Life



Linger Cranberries



The scientist



Midnight Sun - Zara Larsson



Love me tender



I Like The Flowers



One horse - short canon



## Solo Songs

I'm Yours



Summerfly - Eleanor McEvoy



Dynamite



Hallelujah (L. Cohen)



Lay Me Down - The Frames



Canoe song - 'my paddle's keen and bright' - round and drone added; instruments for those who won't sing (e.g. drone on chime bars)



## Solo Songs

Dreams Cranberries



Solo song for low female voices - Feels like home - Randy Newman



To market ' Marion Ingolsby



Beauty and the Beast



Castle on a Cloud



Memories



## Group Songs

Die with a smile -burno mars , lady gaga



Count on Me - Bruno Mars



My Bonnie Lies Over the Ocean



Old Town - Phil Lynott



Killeagh by Kingfisher



Bruno mars - Count on me (key of C, ties in with theory well too)



Steve's Lava Chicken



## Group Songs

Killeagh



True Colours



Viva la vida for boomwhackers and cajons and vocals



Dreams The Cranberries



Native American Chants from Voiceworks 1. Easy chordal harmonies in minor tonality with Canon option also



High Hopes - The Mayries



## Group Songs

Dynamite



Mango kiwi warm up



Super trooper



Rule the world



Practice dynamics and timbre



Dona Nobis pacem round



Hi Ho lumineers



Hey Jude



## Group Songs

Part of your World



Black Velvet Band



Jersey Giant



Girls just wanna have fun - The Mayries



Rockabye - the Mayries



A Million Dreams 2-part



Feeling Good 2-part



Somewhere only we know



# Selecting Repertoire



What key factors do you consider when selecting a song for your students?

# DLT Supporting Your Selection



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Oide  
World in Union  
Music by Gustav Holst  
Arr. by Music Team

♩ = 80

Voice 1  
There's a

Piano/Keyboard

5  
Vox 1  
dream I feel, so rare so real, all the

Pho.

9  
Vox 1  
world in u - ni - ion, the world as one, Ga - ther -

Vox 2  
Ga - ther -

Pho.

©

## Oide Music Digital Score Library

[Click to open](#)

Documents > Music > Oide Music Digital Score Library

 Name	Modified
 Midi Files	 May 9, 2024
 PDF Files	 January 28, 2025
 XML Files	 May 9, 2024
 How to Import or Export an XML or ML...	 November 15, 2024

- Download MusicXML file
- Import into your notation software
- Adapt as desired

# How to...?

# Oide DLT Music Supports



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Using Digital Learning Technologies  
The Practical: Edit Scores for my School Context continued

The Learning	How to...
<b>MUSICXML FILES</b>	See Companion Supports <ul style="list-style-type: none"><li>Import MusicXML</li><li>Export MusicXML</li></ul>
<b>CHANGE INSTRUMENTS</b>	<ol style="list-style-type: none"><li>Double-click on instrument name on score to open <b>Staff/Part Properties</b></li><li>Click <b>Replace Instrument</b></li><li>Choose instrument and click <b>OK</b></li><li>Click <b>OK</b></li></ol>
<b>CHANGE THE TEMPO</b>	<ol style="list-style-type: none"><li>If there is no existing tempo marking, click on the first note or rest (if there is an existing tempo marking go to step 4)</li><li>If <b>Palettes</b> is not visible on the left click <b>View-&gt; Palettes</b></li><li>Click the Tempo arrow (⌘) in <b>Palettes</b></li><li>Double-click the required tempo marking</li><li>Double-click the tempo marking when it appears on the score and change the number to the required value</li></ol>
<b>TRANSPOSE TO A SUITABLE KEY</b>	<ol style="list-style-type: none"><li>Press escape key to deselect all</li><li>Click <b>Tools -&gt; Transpose</b></li><li>Click <b>To Key</b></li><li>Select new key</li><li>Click <b>OK</b></li></ol>
<b>REARRANGE THE MUSIC TO SUIT YOUR STUDENTS</b>	<ul style="list-style-type: none"><li>Select Multiple Bars <ol style="list-style-type: none"><li>Click the first note of the selection</li><li>Hold down shift key</li><li>Click the last note of selection</li></ol></li><li>Cut - Copy - Paste Cut: Ctrl/Cmd+X Copy: Ctrl/Cmd+C Paste: Ctrl/Cmd+V</li><li>Delete<ul style="list-style-type: none"><li>Backspace to delete notes</li><li>Ctrl/Cmd + Backspace to delete bars</li></ul></li><li>Remove Instrument <ol style="list-style-type: none"><li>Click <b>Instruments</b> (Click <b>View-&gt; Instruments</b> if not visible)</li><li>Click required instrument</li><li>Click this symbol (⊗) to remove selected instruments or this symbol (⊖) to hide selected instruments</li></ol></li></ul>

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Using Digital Learning Technologies  
The Practical: Edit Scores for my School Context continued

The Learning	How to...
<b>MUSICXML FILES</b>	See Companion Supports <ul style="list-style-type: none"><li>Import MusicXML</li><li>Export MusicXML</li></ul>
<b>CHANGE INSTRUMENTS</b>	<ol style="list-style-type: none"><li>Click on instrument name</li><li>In Instrument Settings, go to the Instrument you want to change</li><li>Click <b>Replace</b></li><li>Choose your new instrument</li><li>Click <b>Done</b></li></ol>
<b>CHANGE THE TEMPO</b>	<ol style="list-style-type: none"><li>If there is no existing tempo marking, you can add a tempo mark by going to the <b>Measure/Bar</b> toolbar and click on the tempo tool icon (♩)</li><li>To change the existing tempo, click the tempo mark</li><li>Type in the new tempo</li><li>If needed, click the <b>beat unit</b> to change the existing beat</li><li>Click <b>Save</b></li><li>Please note: by pressing the audio icon, (🔊) you can see all tempo options</li></ol>
<b>TRANSPOSE TO A SUITABLE KEY</b>	<ol style="list-style-type: none"><li>Select all - <b>Shift + Ctrl/Cmd + A</b></li><li>Select <b>Note &gt; Transpose icon</b> (♯/♭)</li><li>Choose whether to transpose by key, interval or semitone</li><li>Select new key</li><li>Click <b>Apply Transposition</b></li></ol>
<b>REARRANGE THE MUSIC TO SUIT YOUR STUDENTS</b>	<ul style="list-style-type: none"><li>Select Multiple Bars <ol style="list-style-type: none"><li>To start a range selection, hold the mouse left button</li><li>Drag the mouse to the extend the selection or alternatively hold down shift key and drag to the last note of the selection/ hold down shift key and use the arrows</li><li>Use the anchors to extend or reduce the range selection (⏪ ⏩)</li></ol></li><li>Cut - Copy - Paste Cut: Ctrl/Cmd+X Copy: Ctrl/Cmd+C Paste: Ctrl/Cmd+V</li><li>Delete Backspace to clear notes or alternatively click the <b>delete icon</b> (✖) Select <b>Measure/Bar &gt; Remove Measure/Bar</b> (⊗) Ctrl/Cmd + Backspace to remove measures</li><li>Remove Instrument <ol style="list-style-type: none"><li>Click on instrument name</li><li>Go to Instrument in Instrument Settings</li><li>Click <b>Remove</b></li><li>Click <b>Yes</b></li><li>Click <b>Done</b></li></ol></li></ul>

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# Preparing for Rehearsal



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How do you introduce  
a new song to your  
students?

# Preparing for Rehearsal



Together with your group, consider...

1. overall shape
2. a possible starting point
3. potential technical challenges
4. 3-4 musical features

Don't Tell Me  
Arr. Oide Music Team  
Hudson Taylor

$\text{♩} = 80$

Piano

Pno.

Vox1  
Put me in a box... and tick it

Vox2  
Don't tell me I can't be... who I am

Pno.

# A Possible Starting Point



## Response 1

Don't tell me I can't be\_\_who I am

The musical notation for Response 1 is written on a single staff in treble clef with a key signature of one sharp (F#). The melody consists of the following notes: G4 (quarter), A4 (quarter), B4 (quarter), A4-G4 (beamed eighth notes), F#4 (quarter), E4 (quarter), D4 (quarter), C4 (quarter), B3 (quarter), A3 (quarter), G3 (quarter), and F#3 (quarter). The lyrics are aligned with these notes: "Don't" under G4, "tell" under A4, "me" under B4, "I" under F#4, "can't" under E4, "be\_\_" under D4, "who" under C4, "I" under B3, and "am" under A3.

## Response 2

Don't tell me I can't be\_\_who I\_\_\_\_\_ am

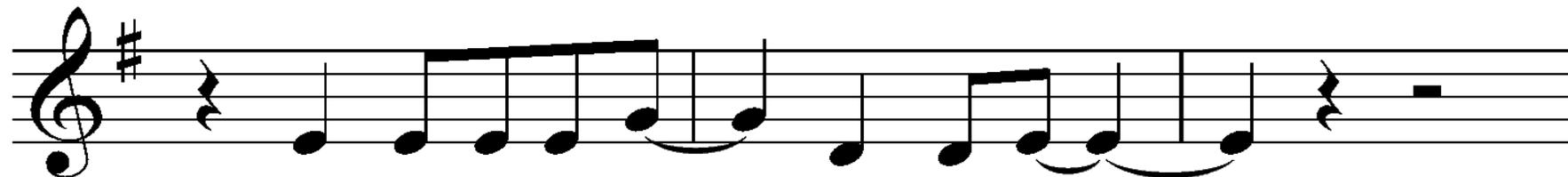
The musical notation for Response 2 is written on a single staff in treble clef with a key signature of one sharp (F#). The melody consists of the following notes: G4 (quarter), A4 (quarter), B4 (quarter), A4-G4 (beamed eighth notes), F#4 (quarter), E4 (quarter), D4 (quarter), C4 (quarter), B3 (quarter), A3 (quarter), G3 (quarter), and F#3 (quarter). The lyrics are aligned with these notes: "Don't" under G4, "tell" under A4, "me" under B4, "I" under F#4, "can't" under E4, "be\_\_" under D4, "who" under C4, "I\_\_\_\_\_" under B3, and "am" under A3.

# Teaching the Song – Tricky Rhythms



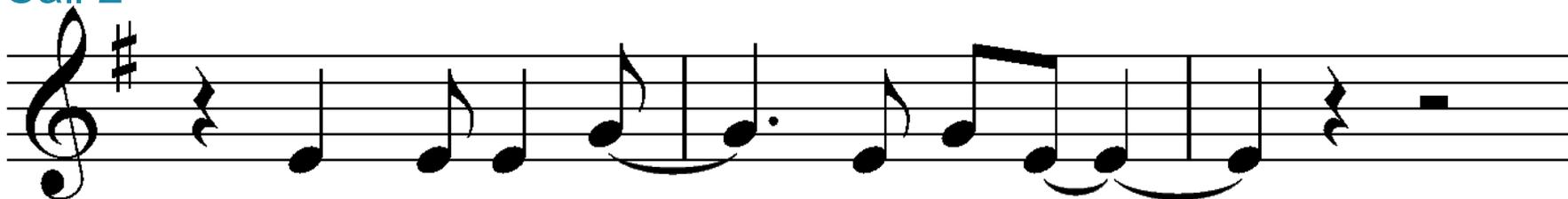
Oide

Call 1



Put me in a box\_\_ and tick it\_\_\_\_\_

Call 2



Make me a- fraid\_\_ to feel it\_\_\_\_\_

Call 3



I'll put you in a spot\_and then say it\_\_\_\_\_

Answer each  
call with  
Response 1

# Technical Point 1



Don't tell me I can't be who I am,

8ve Leap

Detailed description: A single staff of music in G minor (one flat) and 2/4 time. The melody consists of eighth notes: G4, A4, Bb4, C5, Bb4, A4, G4. The interval between G4 and C5 is circled in orange and labeled '8ve Leap'. The lyrics 'Don't tell me I can't be who I am,' are written below the staff.

## Preparatory Warmup

Oohah ya\_

Oohah ya\_

Oohah ya\_

Oohah ya\_

5 Oohah ya\_

Oohah ya\_

Oohah ya\_

Oohah ya\_

Detailed description: Two staves of music in G minor and 2/4 time. Each staff contains four measures of music. The first measure of each staff is marked with a '5' (finger number). The chords for each measure are Dm, C, Bb, and Am. The melody consists of eighth notes: G4, A4, Bb4, C5. The lyrics 'Oohah ya\_' are written below each measure.

# Technical Point 2



29

Vox1

I can't be\_ who I\_ am

Vox2

\_ am I can't be\_ who I\_ am

Pno.

33

Vox1

Stand up to the peo-ple who hate

Vox2

Stand up if you're feel-ing af-raid\_

Pno.

Modulation

E minor



D minor

# Preparatory Warmup



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A musical staff in treble clef with a key signature of one sharp (F#). The piece is divided into two measures by a double bar line. The first measure is marked with a repeat sign and contains the notes E4, F#4, G4, A4, B4, A4, G4, F#4, E4. Above this measure are the chord labels 'Em' and 'A'. The second measure is marked with a repeat sign and contains the notes D4, E4, F4, G4, A4, G4, F4, E4. Above this measure are the chord labels 'Dm' and 'G'. The notes in the second measure are circled in red.

Moving from E minor  D minor

# Singing Across the Curriculum



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1

2

3

4

What learning from other areas of the curriculum might this song support?



# Let's Sing!



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**Don't Tell Me**  
Arr. Oide Music Team  
Hudson Taylor

*J = 80*

Piano

Vox1

Vox2

Pno.

2

13

Turn the key in the lock... don't tell me...

Don't tell me I can't be... who I...

5

Pno.

17

Vox1

Vox2

Pno.

Make me af - raid

... am I can't be... who I ... am

9

Vox1

Vox2

Pno.

Put me in a box... and tick it...

Don't tell me I can't be... who I am

22

Vox1

Vox2

Pno.

... to feel it

Stomped out my faith,

Don't tell me I can't be... who I am

As we sing through this score, consider for what cohort of your students might this arrangement suit?



Score on pp.9-10

Full Piano Vocal Score available to download from Oide website



Time to  
connect

See you  
at 11:45



# Activate Your Beatbox

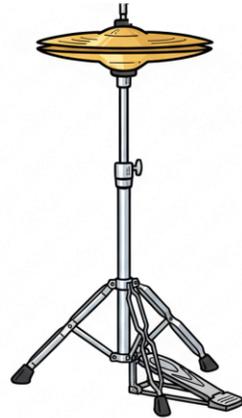


Oide



Bass drum

**B**



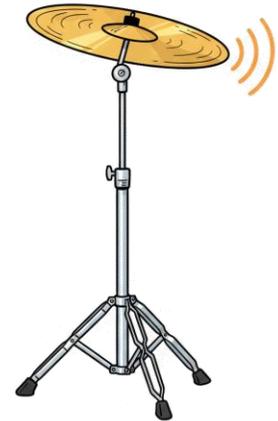
Hi-hat

**T**



Snare drum

**K**



Crash Cymbal

**Tsh**

# Four to the Floor



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Bass drum

**B**



Bass drum

**B**



Bass drum

**B**



Bass drum

**B**

# Backbeat



Oide



Bass drum

**B**



Snare drum

**K**



Bass drum

**B**



Snare drum

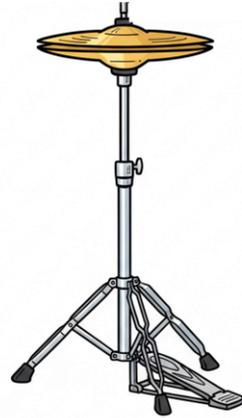
**K**

# Add the Hi-hat



Bass drum

**B**



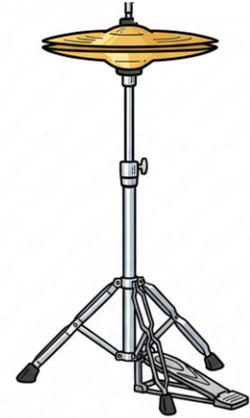
Hi-hat

**T**



Snare drum

**K**



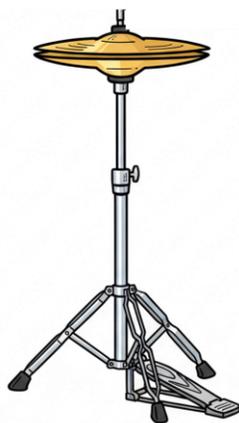
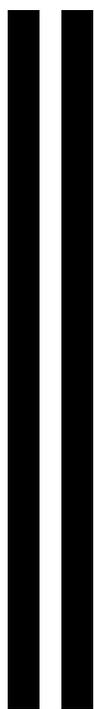
Hi-hat

**T**

# Drum Roll



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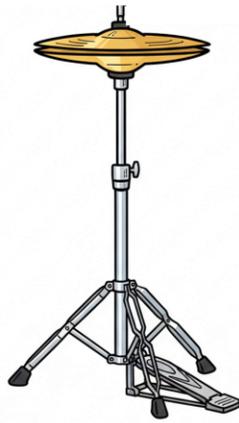
Hi-hat

**T**



Snare drum

**K**



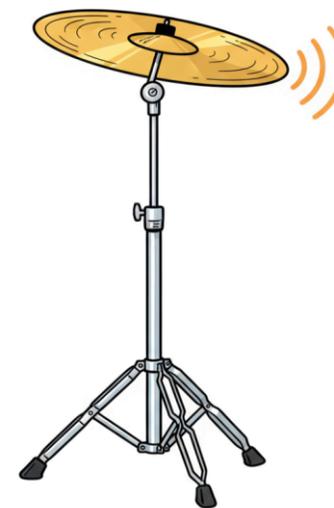
Hi-hat

**T**



Snare drum

**K**



Crash Cymbal

**Tsh**

Repeat x 3

# Combine Sounds



Bass drum and  
Crash Cymbal

**Bsh**

# Singing On and Off the Beat



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Naa naa naa naa na na na na

Naa na Naa na Naa na na Naa na na

Naa na na Naa na na Naa na na Naa na na

Naa na na Naa na na Naa na na Naa na na



# Harmony Singing in Octaves



## Preparatory Warmup

Want more and more just love what

Want more and more just love what

The image shows a musical score for a preparatory warmup exercise. It consists of two staves of music in 4/4 time, with a key signature of one flat (B-flat). The lyrics are: "Want more and more just love what". The first staff shows the melody with notes and rests. The second staff shows the same melody in a lower octave, with notes and rests. The lyrics are written below each staff.

# Harmony Singing in 6ths



Oide

## Preparatory Warmup

Want more and more just love what

Want more and more \_\_\_ just \_\_\_ love \_\_\_ what \_\_\_

Lower voice moves to the harmony note by step

# Harmony Singing in 6ths



Oide

## Preparatory Warmup

The image shows a musical exercise for harmony singing in sixths. It consists of two staves of music in 4/4 time, with a key signature of one flat (Bb). The lyrics are: "Want more and more just love what".

The first staff (top) has a treble clef and a key signature of one flat. The melody starts with a quarter note G4, followed by a quarter note A4, a quarter note Bb4, and a dotted quarter note C5. The second measure is a whole note Bb4. The third measure is a whole note A4. The fourth measure is a whole note G4. The fifth measure is a whole note F4. The sixth measure is a whole note E4. The piece ends with a double bar line and repeat dots.

The second staff (bottom) has a treble clef and a key signature of one flat. The melody starts with a quarter note G4, followed by a quarter note A4, a quarter note Bb4, and a dotted quarter note C5. The second measure is a whole note Bb4. The third measure is a whole note A4. The fourth measure is a whole note G4. The fifth measure is a whole note F4. The sixth measure is a whole note E4. The piece ends with a double bar line and repeat dots.

Want more and more just love what

Want more and more just love what

# Syncopation



Oide

## Preparatory Warmup

A musical staff in 4/4 time with a treble clef and a key signature of one flat (Bb). The notation consists of six measures. The first measure contains a whole note on the second line (G4). The second measure contains a dotted half note on the second line (G4). The third measure contains a quarter note on the second line (G4) followed by a quarter rest. The fourth measure contains a quarter note on the second line (G4) followed by a quarter rest. The fifth measure contains a quarter note on the second line (G4) followed by a quarter rest. The sixth measure contains a quarter note on the second line (G4) followed by a quarter rest. Below the staff, the syllable 'ba' is written under each of the six notes. The staff ends with a double bar line and repeat dots.



# Let's Sing!



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 **Oide** Teaching an 18th-century  
Classical Instrument  
to the 21st-century  
Musician Supporting the Professional  
Learning of School Children  
and Teachers

## Freed From Desire

Arr. Oide Music Team Molella, Carmeni  
& Rizzatto

Intro  
Dm

Melody Line  
ba ba

Voice 1  
ooh ooh

Voice 2  
ba ba

Piano  
Dm

Beatbox  
B

Mel.  
ba *f* My love has got no mon

Vo. 1  
ooh ooh

Vo. 2  
ba ba ba ba ba ba ba ba ba ba

Pno.

BB  
B

Score on pp.15-22



As we sing through this score, consider what cohort of your students this song might suit?



# Developing the Ear and the Eye - Sight Singing



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6 5 3 4 6 5 5 5 6 5 3 4 3 4 5 5  
l s m f l s s s l s m f m f s s

1 2 3 4 5 1 2 3 4 3 2 5  
d r m f s d r m f m r s

Movement: 1 = knees, 2 = thighs, 3 = hips, 4 = waist, 5 = shoulders, 6 = head

Develop the inner ear: sing along with the audio



# The Conspiracy Reel



**A**

l s m f l s s s l s m f m f s s

**B**

d r m f s d r m f m r s

What other areas of the curriculum might the learning here support?



# Lilting Rhythm



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Dum Da Dy Do Dee Dy Dum

Da Dy Da Do Dee Dy Day

# Layering the Rhythm



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Dum      Da      Dydin      Dodin      Dee      Dy      Dum

Musical notation for the first rhythm pattern: a quarter note, a quarter note, two eighth notes, two eighth notes, a quarter note, a quarter note, a quarter note, and a fermata.

Da      Dy      Dadin      Dodin      Deedin      Dydin      Day

Musical notation for the second rhythm pattern: a quarter note, a quarter note, two eighth notes, two eighth notes, two eighth notes, two eighth notes, a quarter note, and a fermata.

# Lilting with an Upbeat



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Dee - um



Da



Dydin



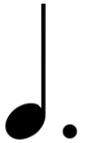
Dodin



Dee



Dy



Dum



Dee - a



Dy



Dadin



Dodin



Deedin



Dydin



Day

# Progressing the Learning



Oide



Dee - um



Diddly



Eydin



Dodin



Deedin



Diddly



Dum



Dee - adin



Diddly



Adin



Dodin



Diddly



Eydin



Day

# Lilting Melody



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dum da dy do dee dy dum da dy da do dee dy day



# Learning Irish Dance through Liltin



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## The Ashplant Reel

1  
dum da dy do dee dy dum da dy da do dee dy day

5  
dum da dy do dee dy dum dy do dee da dy day

9  
dum dy do dee dee dy do dum Dee dy day dy dee dum

13  
dy ly do dee dee dy do dum dee dy day dy dee dum

## The Ashplant Reel

1  
Dee - um da dy-din do-din dee dy dum da dy da-din do-din dee-din dy-din day

5  
dum da dy-din do-din dee dy dum dy do-din dee-din da-din dy-din day Dee-

9  
-um dy do dee dee dy do-din dum Dee dy-din day dy-din dee-din dum dy ly do dee

14  
dee dy do - din dum dee dy - dil day dee - ey - din dee - din dum Dee-

# Supporting Inclusion



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## The Ashplant Reel

Dee - um da dy-din do-din dee dy dum Dee - a dy da-din do-din dee-din dy-din day Dee -  
um da dy-din do-din dee dy dum dy da do-din dee-din da-din dy-din day Dee -  
um dy do dee dee dy do-dindum Dee dy-din day dee - ey-din dee-dindum  
dy ly do dee dee dy do-dindum dee dy-dil day dee - ey-din dee-dindum Dee-

## The Ashplant Reel

Dee - um di-di-ly ey-din do-din dee-din di-di-ly dum Dee - a-din di-di-ly a-din do-din di-di-ly ey-din day Dee -  
um di-di-ly ey-din do-din dee-din di-di-ly dum dy - da do-din dee-din di-di-ly ey-din day Dee -  
um dy-din do-din dee-din di-di-ly ey-din do-din dum Di-di-ly ey-din day dee - ey-din di-di-ly dum  
dy ly-din do-din dee-din di-di-ly ey-din do-din dum shkid-er-y ey-dil day dee - ey-din di-di-ly dum Dee-

# Possible Liting Syllables



Dum Da  
Dy Do  
Dee Dy Day



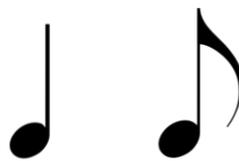
Dydin  
Dodin  
Deedin  
Dadin



Diddly  
Schkiddery  
The next D is often dropped e.g.  
diddly-um, diddly-ey, diddly-adin,  
schkiddery-eydin



Lapadoo  
Deedindoo  
Dydingoo  
Yadindoo



Dum Dee-  
Dy Dee-  
The next D is often dropped e.g.  
dee-um, dee-ey, dee-adindoo



Dee-um  
Dee-a  
(upbeat)

# DLT Supporting Vocal Learning



Oide

- Google Chrome extension
- Change key and speed
- Loop sections of the music



## Transpose

**DLT Supporting Vocal Learning**

**Transpose Extension for Google Chrome**

Note that this online tool will only work in the Google Chrome browser.

The Transpose extension enables the user to change the key, pitch and tempo when playing videos through the Google Chrome browser (e.g., on Youtube).

This extension also includes a looping function.



**To Install the Transpose Extension**

- Open Google Chrome browser
- Go to <https://chromewebstore.google.com/>
- Search for "Transpose"
- Click "Add to Chrome"

**To Use the Transpose Extension**

- Visit a music video on Youtube, using your Google Chrome browser
- Click the Extensions button, located in the top right corner of the browser
- Click the Transpose extension (This can be pinned to always appear if desired)
- Use the controls to change the transpose, pitch, tempo and loop points as desired



Irish liltin' brain massage ♡ "The Ashplant" Reel

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# Learn Rhythm through Words



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## Preparatory Warmup

**C**

*Up running up running up running up running*

*Up running up running running running up*



# Develop Step Movement



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**C** fa

*Up running up running up running up running*

**D** so

*Up running up running running running up*

**E** la

*Up running up running up running up running*

*Up running up running running running up*

# Consider the Learning

## Musical Literacy



up runn-ing up runn-ing up runn-ing up runn-ing up runn-ing up runn-ing runn-ing runn-ing up

up runn-ing up runn-ing up runn-ing up runn-ing up runn-ing up runn-ing runn-ing runn-ing up

# Preparatory Warmup



Oide

## Explore the Minor Pentatonic Scale

ba ba

## Rehearse Leaps

ba ba da ba

## Perform the Melody

Em C D Em C D Em

Ba bada Ba bada Ba bada\_\_\_ Badada\_\_\_ Bada Bada Ba da da



Em C D

Ba bada Ba ba da Ba ba da

uprunn-ing uprunn-ing uprunn-ing uprunn-ing uprunn-ing uprunn-ing runn-ing runn-ing up

Em

Ba da da Ba da

up runn-ing up runn-ing up runn-ing up runn-ing up runn-ing up runn-ing runn-ing runn-ing up

C D

Ba da Ba

up runn-ing up runn-ing up runn-ing up runn-ing up runn-ing up runn-ing runn-ing runn-ing up

Em

da da Ba ba da

up runn-ing up runn-ing up runn-ing up runn-ing up runn-ing up runn-ing runn-ing runn-ing up

Let's Sing

# Supporting Singing in Harmony



## Preparatory Warmup: 2-bar canons

1.   
Come on ba-by      come on dar-ling      Come on ba-by      come on dar-ling

2.   
let me steal this      moment from you now      let me steal this      moment from you now

What learning is at the heart of this exercise?







C D Em

Come on ba-by come on dar-ling let me steal this moment from you now

Come on ba-by come on dar-ling let me steal this moment from you now

up runn-ing up runn-ing up runn-ing up runn-ing

C D Em

Come on ba-by come on, come on dar-ling Let me steal the ex - per - ience

Come on ba-by come on, come on dar-ling Let me steal the ex - per - ience

up runn-ing up runn-ing up runn-ing up

Progressing  
the  
Learning

Building  
the Score

# My Students, My Context



Oide

Oide Supporting the Professional Development of Teachers

### Running Up That Hill

Arr. Oide Music Team Kate Bush

♩ = 100

Voice 2  
up that hill

Vc. 1  
run- ing

Vc. 2  
up that hill

Vc. 3  
run- ing up

5  
Vc. 1  
run- ing run- ing run- ing up

Vc. 2  
up that hill

Vc. 3  
run- ing up up

23  
Vc. 1  
run- ing run- ing run- ing up

Vc. 2  
up that hill

Vc. 3  
run- ing up up

What learning in this song might support your students?



# Let's Sing!



Oide

**Oide** Teach us to sing! Support the Professional Development of our Teachers

### Running Up That Hill

Arr. Oide Music Team Kate Bush

$\text{♩} = 100$

Voice 2  
up that hill

Voice 1  
run- ing

Voice 2  
up that hill

Voice 3  
run- ing up

Voice 1  
run- ing run- ing run- ing up

Voice 2  
up that hill

Voice 3  
run- ing up up

Voice 1  
run- ing run- ing run- ing up

Voice 2  
up that hill

Voice 3  
run- ing up up





# Learning together, we...

- considered the Why, What and How of vocal warmups for classroom singing
- shared our experiences of nurturing and motivating our young singers
- discussed key considerations when selecting and preparing repertoire
- demonstrated how DLT can support singing in the Music classroom
- investigated how to layer up the learning when teaching a song
- experienced some beatboxing and liltin
- explored singing as a learning tool when teaching other areas of the curriculum
- meet the final series of our trilogy - *Meet the Voice*



# Best of Luck to All Our Young Musicians!



Oide



Coimisiún na Scrúduithe Stáit  
State Examinations Commission

**2026** JC Practicals  
Mon 02 to Fri 13 March

**2026** LC Practicals  
Mon 13 to Fri 24 April

**2027** LC Practicals **PROVISIONAL**  
Mon 5 to Fri 16 April

LEAVING CERTIFICATE EXAMINATION  
LEAVING CERTIFICATE VOCATIONAL PROGRAMME  
PROVISIONAL\* SCHEDULE OF EXAMINATION AND  
COMPLETION DATES 2026/2027

NOVEMBER / DECEMBER 2026		JANUARY / FEBRUARY 2027	
Monday, 2 November	Home Economics Food Studies Coursework	Friday, 15 January	Design & Communication Graphics Practical Coursework
Friday, 27 November	Latin Research Study Report		Classical Studies Research Study Report
	Ancient Greek Research Study Report	Monday, 25 January – Friday, 29 January	Coursework Submission Window 1
Friday, 11 December	Physics in Practice Investigation		
Friday, 18 December	Physical Education Physical Activity Report	Friday, 26 February	LCPV: Link Modules Portfolio of Coursework
	Economics Research Study		Biology in Practice Investigation
MARCH / APRIL 2027		APRIL 2027	
Friday, 5 March	Engineering Project Component	Friday, 16 April	Textile Studies Elective Coursework in Home Economics, Scientific and Social Art Practical Coursework
Friday, 12 March	Business Alive Investigative Study		
	Climate Action and Sustainable Development Action Project	Friday, 23 April	Drama Film and Theatre Studies Creativity in Practice Project
Tuesday, 16 March	Computer Science Coursework Project		Chemistry in Practice Investigation
Friday, 19 March	Physical Education – Performance Assessment	Tuesday, 20 April – Thursday, 22 April	Art Practical Examinations
	Technology Practical Coursework		
Saturday, 20 March – Thursday 25 March	Leaving Certificate Oral Examinations: Irish, French, German, Spanish, Italian, Russian, Japanese, Mandarin Chinese, Lithuanian, Portuguese, Polish and Arabic	Tuesday, 27 April – Thursday, 29 April	Construction Practical Examinations
		Wednesday, 28 April	LCPV: Link Modules Written Examination (10.00 – 12.30)
Friday, 9 April	Applied Mathematics Mathematical Modelling Project	Friday, 30 April	Agricultural Science Individual Investigative Study
Monday, 5 April – Friday, 9 April	Coursework Submission Window 2		Politics & Society Citizenship Project
Monday, 5 April – Friday, 16 April	Music Practical Examinations		Geographical Investigation Report
			History Research Study Report
			Religious Education Practical Coursework
			Construction Studies Project Component
			Music, Higher Level Elective in Composing
MAY 2027		JUNE 2027	
Tuesday, 4 May – Friday, 14 May	Coursework Submission Window 3	Tuesday, 8 June – Wednesday, 23 June	Marking (in schools) of Leaving Certificate: Construction Studies Practical and Project Components
Tuesday, 4 May – Thursday, 6 May	Engineering Studies Practical		Engineering Practical and Project Components
Wednesday, 19 May	Leaving Certificate Computer Science - Written Examination Higher and Ordinary Level. Section A & B: 9.30 – 11.00 Section C: 11.30 – 12.30		Textile Studies, Elective Coursework in Leaving Certificate Home Economics Scientific and Social Technology Practical Coursework Art Coursework and Practical Components

\* Dates are subject to change in line with the Standardisation of the School Year circular

Coursework Completion dates  
 Coursework Submission window  
 Examination dates

“Music is an art form deeply rooted in human nature. It contributes to the development of artistic awareness and understanding, self-expression, self-esteem, imagination and multicultural sensitivity, and therefore, to the development of the whole person.”

[www.oide.ie](http://www.oide.ie)

Music

## Music Junior Cycle

Discover More

Music

## Music Senior Cycle

Discover More



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**We welcome your  
feedback**

Fáiltítear roimh bhur  
gcuid aiseolais



**Oide**

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

Thank you for your  
engagement!