

Linking Junior Cycle Music with Level 2 Learning Programmes

	Elements of the Priority Learning Unit	Level 2 Learning Outcomes	Curriculum Specification for Junior Cycle Music: Suggested Links to Learning Outcomes	
Communication and literacy	Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener	A4 Express personal opinions, facts and feelings appropriately e.g. <i>expressing an opinion on a television programme, relate news from their weekend</i>	1.13 compare different interpretations or arrangements of a piece of Irish traditional or folk music, paying attention to musical elements and other influences 2.7 create and present some musical ideas using instruments and/or found sounds to illustrate moods or feelings expressed in a poem, story or newspaper article 3.6 associate /match music excerpts to a variety of texts (words, film, language) and justify the reasons as to why this piece of music was chosen to match the text	
		A6 Listen to and respond to a range of stories	2.2 create a musical statement (such as a rap or an advertising jingle) about a topical issue or current event and share with others the statements' purpose and development 2.7 create and present some musical ideas using instruments and/or found sounds to illustrate moods or feelings expressed in a poem, story or newspaper article 3.2 examine and interpret the impact of music on the depiction of characters, their relationships and their emotions, as explored in instrumental music of different genres	
	Using non-verbal behaviour to get the message across	B1 Identify a range of non-verbal communication methods, e.g., <i>facial expression, tones of voice, symbols, clothing, colours to signal mood/appropriate action.</i>		1.9 demonstrate an understanding of a range of metres and pulses through the use of body percussion or other means of movement 1.11 illustrate the structure of a piece of music through a physical or visual representation
		B2 Use appropriate non-verbal behaviour in communicating a simple idea, e.g. <i>disappointment or joy, tone of voice to seek assistance /complain</i>		1.9 demonstrate an understanding of a range of metres and pulses through the use of body percussion or other means of movement 1.11 illustrate the structure of a piece of music through a physical or visual representation
	Using expressive arts to communicate	E1 Participate in a performance or a presentation, e.g. <i>presentation of a short drama piece to members of the class, performance of dance or music to parents.</i>		2.4 rehearse and present a song or brief instrumental piece; identify and discuss the performance skills and techniques that were necessary to interpret the music effectively 2.5 prepare and rehearse a musical work for an ensemble focusing on co-operation and listening for balance and intonation; refine the interpretation by considering elements such as clarity, fluency, musical effect and style
		E3 Produce a piece of work for display		3.11 explore the time allocated to Irish artists and performers on a variety of local or national Irish media and present these findings to your class 1.14 compare pieces of music that are similar in period and styles by different composers from different countries
		E4 Listen to a range of music and respond by discussing thoughts and feelings e.g. <i>favourite singer and say why they like their music</i>		3.3 make a study of a particular contemporary or historical musical style; analyse its structures and use of musical devices, and describe the influence of other styles on it 3.11 explore the time allocated to Irish artists and performers on a variety of local or national Irish media and present these findings to your class
		E5 Use drama or dance to explore real and imaginary situations		1.9 demonstrate an understanding of a range of metres and pulses through the use of body percussion or other means of movement 1.11 illustrate the structure of a piece of music through a physical or visual representation
	Using suitable technologies for a range of purposes	F1 Identify three everyday uses of technology e.g. <i>for learning, working and for fun</i>		2.11 evaluate the impact that technology is having in how we access music; propose ways that their music, and that of their fellow students, can be shared to reach a global audience 3.1 collaborate with fellow students and peers to produce a playlist and a set of recordings to accompany a local historical event or community celebration
		F2 Use technology requiring not more than three functions, for personal, home and educational/workplace use, e.g. <i>assistive technologies, mobile phone (pre-programmed numbers), photocopier, computer, camera, DVD/video player, household appliances</i>		1.3 design a harmonic or rhythmic accompaniment, record this accompaniment and improvise over this recording
F3 Use technology to communicate in an activity with others			1.3 design a harmonic or rhythmic accompaniment, record this accompaniment and improvise over this recording 3.4 compose and perform an original jingle or brief piece of music for use in a new advertisement for a product, and record the composition	
F4 Use a new piece of ICT equipment			1.3 design a harmonic or rhythmic accompaniment, record this accompaniment and improvise over this recording 2.1 experiment and improvise with making different types of sounds on a sound source and notate a brief piece that incorporates the sounds by devising symbolic representations for these sounds	
Numeracy	Developing spatial awareness	G5 Use the body or body parts to move in a given direction	1.9 demonstrate an understanding of a range of metres and pulses through the use of body percussion or other means of movement	
Personal care	Developing a healthy lifestyle	C7 Identify a range of emotional and physical states, e.g. <i>using a range of images to identify a range of emotional and physical states</i>	2.6 design a rhythmic or melodic ostinato and add layers of sound over the pattern as it repeats, varying the texture to create a mood piece to accompany a film clip or sequence of images 2.7 create and present some musical ideas using instruments and/or found sounds to illustrate moods or feelings expressed in a poem, story or newspaper article 3.6 associate/match music excerpts to variety of texts (words, film, language) and justify the reasons as to why this piece of music was chosen to match the text	
	Recognising emotions	G1 Identify common emotions and associated words used to express them	2.7 create and present some musical ideas using instruments and/or found sounds to illustrate moods or feelings expressed in a poem, story or newspaper article 3.6 associate /match music excerpts to variety of texts (words, film, language) and justify the reasons as to why this piece of music was chosen to match the text	
Living in the community	Developing good relationships	A6 Participate co-operatively in a group situation	2.5 prepare and rehearse a musical work for an ensemble focusing on co-operation and listening for balance and intonation; refine the interpretation by considering elements such as clarity, fluency, musical effect and style 3.1 collaborate with fellow students and peers to produce a playlist and a set of recordings to accompany a local historical event or community celebration	
	Resolving conflict	B3 Demonstrate an ability to negotiate with peers, e.g. <i>in the sharing of equipment</i>	2.5 prepare and rehearse a musical work for an ensemble focusing on co-operation and listening for balance and intonation; refine the interpretation by considering elements such as clarity, fluency, musical effect and style 3.1 collaborate with fellow students and peers to produce a playlist and a set of recordings to accompany a local historical event or community celebration	
	Using local facilities	C4 Participate in a school-based community project and record their participation, e.g. <i>a liter campaign</i>	1.10 discuss the characteristics and defining features of contrasting styles of music represented in the local school or community 3.1 collaborate with fellow students and peers to produce a playlist and a set of recordings to accompany a local historical event or community celebration	
Preparing for work	Being able to set goals for learning	A4 Express opinions on how performance could be improved, e.g. <i>next time I will give myself more time to reach the target</i>	2.4 rehearse and present a song or brief instrumental piece; identify and discuss the performance skills and techniques that were necessary to interpret the music effectively 2.10 develop a set of criteria for evaluating a live or recorded performance; use these criteria to complete an in-depth review of a performance	

* Links are described as 'possible' as teachers/subject departments are best placed to make the relevant direct links to the L2LP Learning Outcomes which they deem appropriate to their students.