



'Me and My Music'

A collaboration between Junior Cycle for Teachers (JCT), Irish Music Rights Organisation and Sing Ireland

Collaborative Preparation and Planning Booklet

Autumn 2019



Rialtas na hÉireann
Government of Ireland



Clár Éire Ildánach
Creative Ireland
Programme
2017-2022



An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**
for teachers



'Me and My Music' is an Arts in Junior Cycle initiative in collaboration with the Irish Music Rights Organisation (IMRO) and Sing Ireland. This initiative aims to support the integration of the principles and key skills which underpin the Framework for Junior Cycle (2015), the Arts in Education Charter and the Creative Ireland Programme (2017-2022), Pillar 1 Creative Youth. As part of this initiative, we wish to document, celebrate and promote creativity in music at Junior Cycle.

The Creative Ireland Programme is guided by a vision that every person in Ireland will have the opportunity to realise their full creative potential. It is a five-year all-of-Government initiative, from 2017 to 2022, to place creativity at the centre of public policy.

Junior Cycle for Teachers (JCT) is a dedicated continuing professional development (CPD) support service of the Department of Education and Skills. Our vision is to inspire, support and empower teachers in the transformation of junior cycle education in Ireland through the provision of appropriate high quality CPD for school leaders and teachers.

The **Irish Music Rights Organisation (IMRO)** is responsible for protecting, promoting and developing the collection and distribution of royalties. Our aim is to foster music creation and to promote the value of music to the creative, cultural and business communities in Ireland.

Sing Ireland is the national representative organisation that develops and supports all forms of singing groups and choirs in Ireland. It does this by providing quality experiences through activities led by Sing Ireland and by supporting the work of our members and the wider choral sector.

The emphasis in 'Me and My Music' is on the creative process working towards the creation of a musical artefact. The music teacher together with the visiting musician will aim to instil in students a creative disposition where they are free to experiment, allowed to take risks, encouraged to explore new and challenging opportunities and reflect on the creative process. This learning will support **second-year** students, music teachers and visiting musician to engage with their own creativity and will support their understanding of Junior Cycle Music.

Participating Schools/Music Teachers have agreed to:

- Undertake a partnership approach to the initiative, where the visiting musician and music teacher have shared responsibility for its planning and delivery
- Attend the *Collaborative Preparation and Planning Day* on **28th September 2019**
- Be present at all times during the class contact time of up to six hours
- Complete a short online evaluation report and attend an Evaluation Event on **11th January 2020**
- Secure all permissions in relation to recording and documenting by photographing / audio / video of the students at work and their work
- Submit the music artefacts created as a result of this initiative to meandmymusic@jct.ie by **13th December 2019**. These artefacts may be used by JCT in further Continuous Professional Development workshops for music teachers
- Creative Ireland, JCT, IMRO and Sing Ireland will be credited on any promotional material that may be used in connection with this initiative (e.g. local press, school newsletter etc.)

'Me and My Music'

CONTACT DETAILS

Please share all relevant and important information below



Teacher:

Name

Contact Number

Email

Preferred method of communication and times

Area of speciality



Visiting Musician:

Name

Contact Number

Email

Preferred method of communication and times

Area of speciality



Students:

Class Group

Class Size

Any special requirements or supports needed



School:

Principals Name

School Name

School Address

Eircode

Contact Number

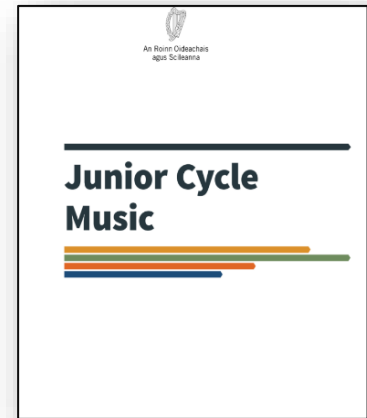
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JUNIOR CYCLE MUSIC AIMS TO CONTRIBUTE TO...

'the development of artistic awareness and understanding, self-expression, self-esteem, imagination and multicultural sensitivity'

'... the development of the whole person.'

developing 'the knowledge, skills and understanding necessary to produce and engage with authentic and original music, that is both theirs and the music of others.'

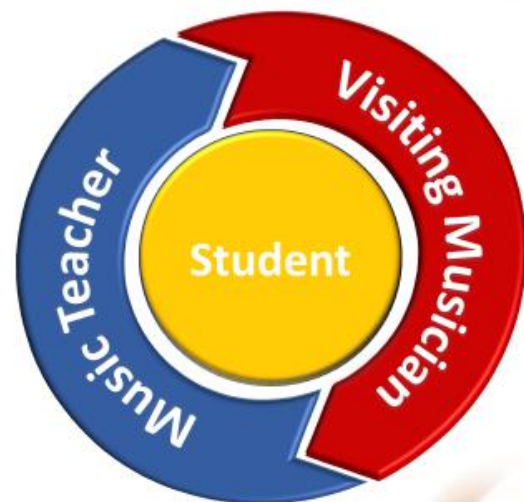


... Music Specification, p.4-5

'Me and My Music'

'In the best of partnerships, [students], teachers and artists become colleagues, collaborating on projects that will encourage creativity based on the expertise of all involved and focused on the children's talents and needs.'

...S. Wolf: The Mysteries of Creative Partnerships, p.89



'Coming together is a beginning

Keeping together is progress

Working together is success'

...Henry Ford

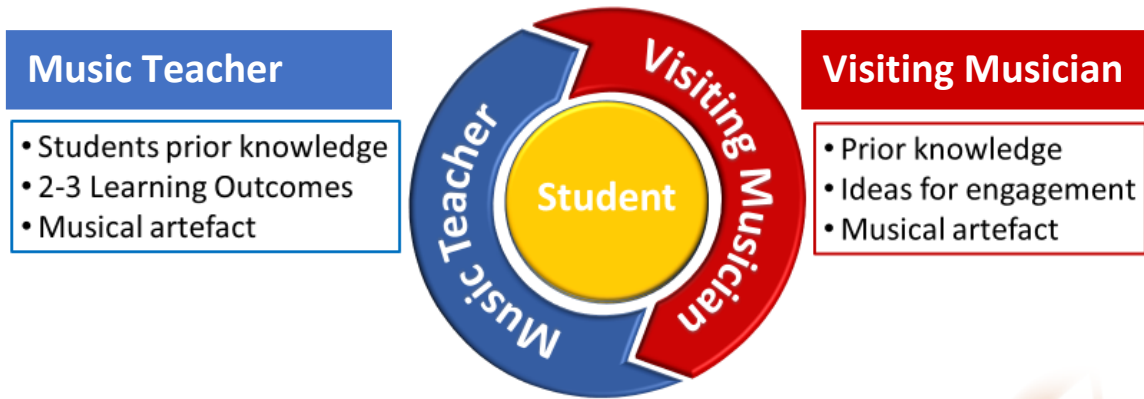


<http://bit.ly/2TqZtqy>

What do you believe your role will be in engaging with 'Me and My Music'?

'Me and My Music': A PARTNERSHIP APPROACH

Developmental NOT Rehearsal



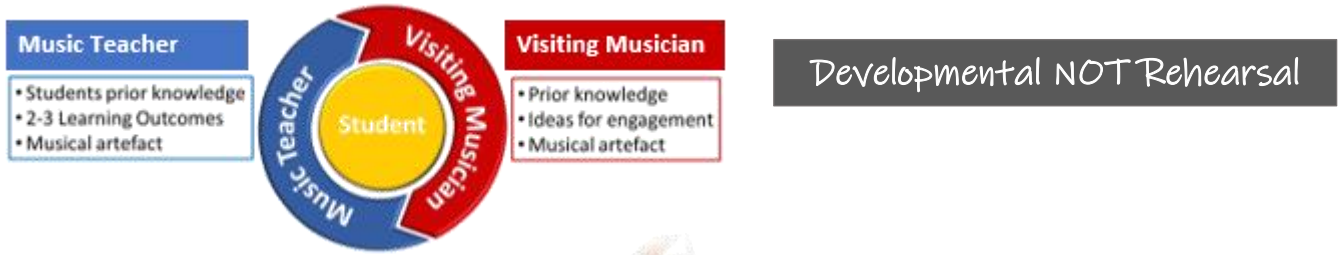
SAMPLE REFLECTION QUESTIONS

PRIOR KNOWLEDGE

- What learning (chords, key signatures, rhythm etc.) have the students achieved to date?
- What instruments do my students play?
- Do any of my students have additional learning needs?
- What technology, if any, is available to the students?
- What experience of creating music have they been engaged with?
- Do they compose in solo/pairs/groups?
- The style of music my students would be most interested in is...
- How long has the class been engaged in Junior Cycle Music? Have they been sampling?

NOTES

'Me and My Music': A PARTNERSHIP APPROACH



LEARNING OUTCOMES - SAMPLE REFLECTION QUESTIONS

- Are there learning outcomes from my existing units of learning that might support the learning in this initiative?
- Do I need to add more or different learning outcomes?

MUSICAL ARTEFACT

- Could the artefact be a jingle, rap, musical phrase, song, an arrangement of an existing piece of music, short piece, school anthem, improvisation, musical statement or other?

POSSIBLE IDEAS FOR ENGAGEMENT

Procedural Knowledge	Innovate & Ideate	Culture & Context
1.1	compose and perform or play back short musical phrases and support these phrases by creating rhythmic/melodic/harmonic ostinato to accompany them	
1.2	create and present a short piece, using instruments and/or other sounds in response to a stimulus	
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	
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 statement's purpose and development	
2.3	adapt excerpts/motifs/themes from an existing piece of music by changing its feel, style, or underlying harmony	
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	
3.4	compose and perform an original jingle or brief piece of music for use in a new advertisement for a product, and record the composition	
3.5	devise and perform examples of incidental music that could be used in a variety of contexts or environments	

'Me and My Music': A PARTNERSHIP APPROACH

Developmental NOT Rehearsal

The student

- **Be clear** on the intended learning
- **Co-create success criteria** together with the music teacher and visiting musician
- **Confirm their approach** – composing in pairs, solo or in a group
- Be ready to **experiment, explore, use their imagination, drive new ideas and take risks**
- **Continue to explore and practice their musical piece** in school and at home - drafting and redrafting until the composition is done
- **Reflect on creative process;** outlining the purpose of their musical idea, what they have learned/what might they do differently next time?



NOTES

TIMETABLING

Class Time	Monday	Tuesday	Wednesday	Thursday	Friday

SCHEDULING

Sessions: Brief outline of what will happen e.g. will the musician share their practice/process with the students? Will the teacher and musician facilitate a brainstorming session in session 1 with the students or will this be done in advance by the music teacher?

Session 1:

Session 2

Session 3

Session 4

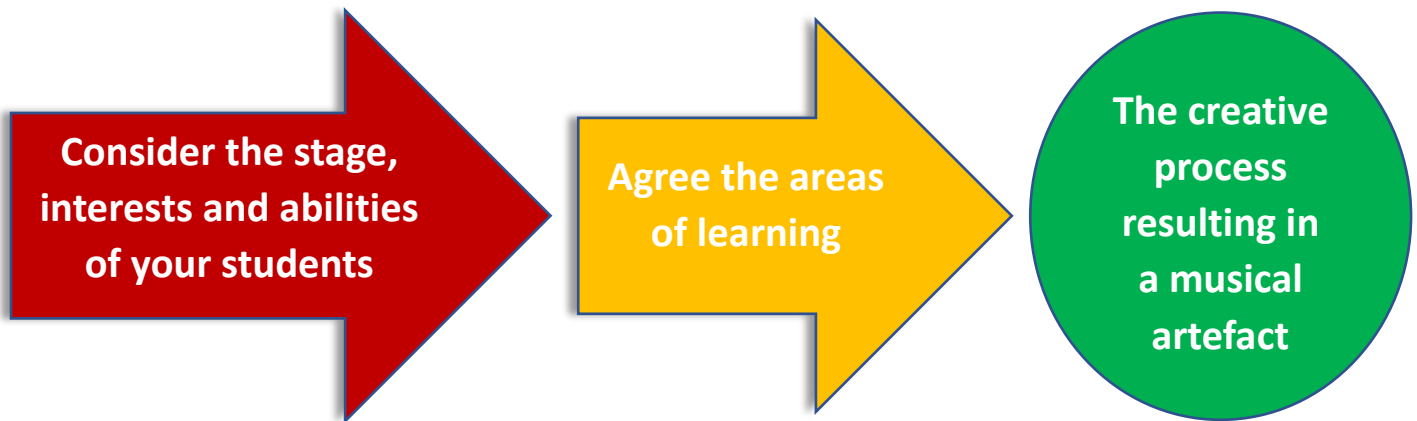
Session 5

Session 6

'Me and My Music': A PARTNERSHIP APPROACH

Developmental NOT Rehearsal

PLANNING FOR 'Me and My Music'



PLANNING

Identify the learning outcomes to be focused on in this Unit of Learning:

Intended Learning: (What will the learning be about?)

Evidence of Learning: (What might the music artefact be?)

Quality Learning Experiences: (What learning activities will the students engage in?)

CREATING A MUSICAL ARTEFACT: CONSIDER THE POSSIBILITIES

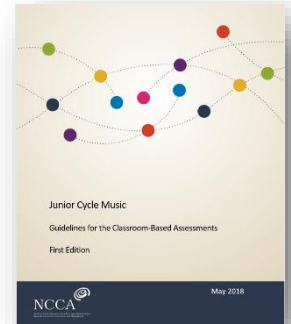
Musical compositions, ideas or motifs.

Celebration of their achievements as creators of music

- Any musical style/genre
- Any instrument or Voice
- Solo and/or Group composition
- Format – written, visual, digital, audio, other
- Student Reflection

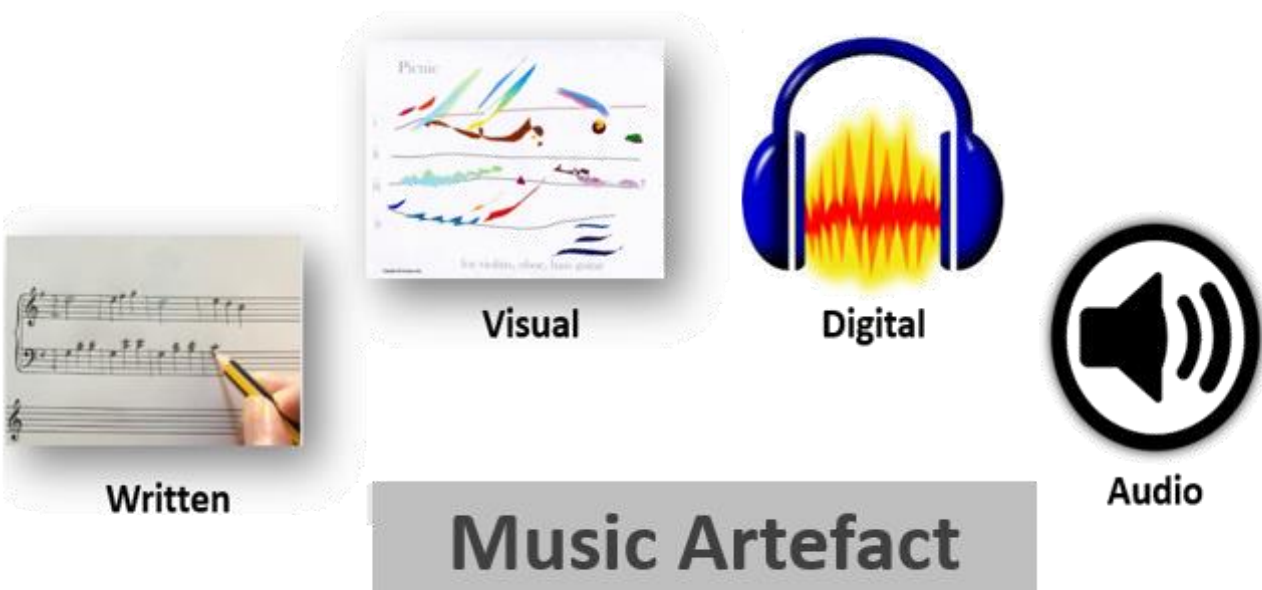
The following are a list of suggestions. This list is not prescriptive or exhaustive

- Responding to stimulus
- Arranging an existing piece of music
- Creating an answering phrase
- Adding music to text
- Responding to a story or literary text
- Creating an advertisement jingle
- Devising a piece of electro-acoustic music
- Creating an anthem or a musical piece for a school event
- Composing music in response to a personal experience



The Assessment Guidelines

PRESENTING A MUSICAL ARTEFACT: CONSIDER THE POSSIBILITIES



HELPING STUDENTS TO REFLECT ON THEIR LEARNING

This is intended to give students the opportunity to set out a brief statement on the purpose or intention for the creative idea and asks the student to indicate what they have learned from the creative process. It also offers the student the space to consider what they might do differently on a subsequent occasion.

STUDENT NAME:		SCHOOL:	
Title of my composition:			
Where did I get the ideas for this composition?		My composition could be used for...	
What style did I choose and why?		Who are some famous performers of this type of music?	
What instruments did I choose and why?		What processing or recording effects could be added to my music?	
MY ASSESSMENT OF MY WORK:			
What or where is my favourite section of this piece? / What is the most interesting moment in this piece for me?		What do I want the attention of the listener to be guided towards?	
What have I learned from creating this composition?			
What I would do differently next time is...			

