



An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE
for teachers

Resource Booklet

MUSIC

2017 - 2018

Activity 1: Anticipatory Exercise

TASK: Make predictions about the topic before the workshop. Did they hold true after the workshop?

Before Workshop			MUSIC IN THE CONTEXT OF JUNIOR CYCLE REFORM	After Workshop		
Agree	Disagree	Don't know	Statement	Agree	Disagree	Don't know
			Strand 1 is to be taught in first year, strand 2 in second year and strand 3 in third year.			
			The key skills will be embedded in the learning outcomes			
			The 36 learning outcomes will support learning across the three years			
			The three elements are isolated learning experiences throughout the three years			
			Students will not do any compositional portfolio work in year three			
			Music will be examined at Common Level.			
			Students must choose between solo and group performance in the Practical Examination			
			Students must complete two Classroom-Based Assessments, an Assessment Task, a Practical Examination and a Written Examination.			
			The specification supports the integrated use of technology as a learning and teaching tool			

Please note: This is an exercise to be used at CPD courses and is NOT an information leaflet on Junior Cycle Music.

Activity 3: The Value of Music Education

"Music is a moral law. Musical training is a more potent instrument than any other, because rhythm and harmony find their way into the inward places of the soul"

PLATO

"To me the sole hope of human salvation lies in teaching."

George Bernard Shaw

"One activity is scientifically proven to improve cognitive function, help memory systems to work, help us to learn language, help to moderate our emotional state, help us to solve complex problems and help our brains to be healthier into later life? That activity is Music Education"

Anita Collins

"Music enhances the education of our children by helping them to make connections and broadening the depth with which they think and feel. If we are to hope for a society of culturally literate people, music must be a vital part of our children's education."

Yo-Yo Ma

'Creativity is about connecting things. It is in Apple's DNA that technology alone is not enough—it's technology married with liberal arts, married with the humanities, that yields us the results that make our heart sing. The broader one's understanding of the human experience, the better design we will have.'

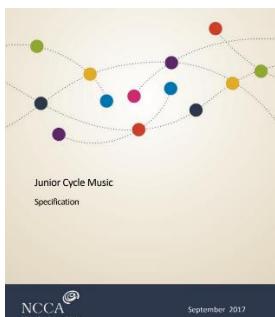
Steve Jobs

- Log onto www.todaysmeet.com/ _____
- Enter a **Nickname** and press **JOIN**
- Add your comments and click **SAY**

TASK: Compile one or two statements as to the value of music being offered in your school.

Statement 1

Statement 2



Music Specification: AIM
'contribute 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'

... Music Specification, p.7

Activity 4: Statements of Learning

TASK: Read through the six statements specifically related to Music.
Pick one or two and say where can you find evidence of these
Statements of Learning in your music classroom?

SOL 3

SOL 4

SOL 8

Statements of Learning

The student
1 communicates effectively using a variety of means in a range of contexts in L1*
2 listens, speaks, reads and writes in L2* and one other language at a level of proficiency that is appropriate to her or his ability
3 creates, appreciates and critically interprets a wide range of texts
4 creates and presents artistic works and appreciates the process and skills involved
5 has an awareness of personal values and an understanding of the process of moral decision making
6 appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives
7 values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
8 values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
9 understands the origins and impacts of social, economic, and environmental aspects of the world around her/him
10 has the awareness, knowledge, skills, values and motivation to live sustainably
11 takes action to safeguard and promote her/his wellbeing and that of others
12 is a confident and competent participant in physical activity and is motivated to be physically active
13 understands the importance of food and diet in making healthy lifestyle choices
14 makes informed financial decisions and develops good consumer skills
15 recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning
16 describes, illustrates, interprets, predicts and explains patterns and relationships
17 devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills
18 observes and evaluates empirical events and processes and draws valid deductions and conclusions
19 values the role and contribution of science and technology to society, and their personal, social and global importance
20 uses appropriate technologies in meeting a design challenge
21 applies practical skills as she/he develops models and products using a variety of materials and technologies
22 takes initiative, is innovative and develops entrepreneurial skills
23 brings an idea from conception to realisation
24 uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner

SOL 16

SOL 23

SOL 24

Activity 6: Junior Cycle Framework

TASK: Demonstrate your understanding of the Framework for junior cycle by filling in one point of information in each of the boxes below

8 Principles

24 Statements of Learning

8 Key Skills

Curricular Wellbeing

Wellbeing in the overall context

The Framework for Junior Cycle

Assessment and Reporting

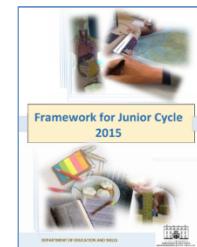
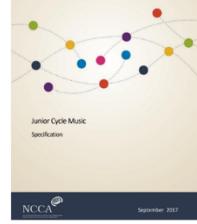
Subjects
MUSIC

Level 2
Learning
Programme

Wellbeing

Short
Courses

Other Areas
of Learning



8 Key Skills

24 Statements of Learning

8 Principles

C U R R I C U L U M

L2LPs

Short Courses

OALs

Assessment

Reporting

Activity 5: Wellbeing Indicators

TASK: Find where these Wellbeing Indicators might be activated in the music classroom



'an inclusive group of people, motivated by a shared learning vision, who support and work with each other, finding ways inside and outside their immediate community, to enquire into their own practice and together learn new and better approaches that will enhance all pupils' learning'

...Professional Learning Communities, Stoll, 2006, p.6



'The provision of individual professional time for teachers reflects the commitment under the Framework for Junior Cycle 2015 to provide such support to allow teachers engage in professional collaborative activities to support teaching, learning and assessment'

...Circular 0015/2017, p.24

Professional Time

Suggested use of professional time

Professional time for teachers – non-student contact time in which teachers will participate in a range of professional and collaborative activities to support the implementation of Junior Cycle. This time will facilitate teachers to potentially engage in activities in the following areas:

- Whole-school professional activities to support the Junior Cycle
- Individual teacher and subject department professional activities, including activities related to formative assessment, feedback, reporting and inputs being compiled for the JCPA
- Attendance at Subject Learning and Assessment Review meetings
- Preparation for, and overseeing the outcomes of Subject Learning and Assessment Review meetings

This document contains a list of suggestions for how teachers of Music could use their allocated 22 hours of professional time from 2017/2018 onward. The suggestions encompass opportunities for professional activities for an individual teacher and/or for a subject department and is not exhaustive.

It is up to each school, subject department and teacher to arrange the 22 hours of professional time in a way that works for them with school management.

Whole-school professional activities to support the Junior Cycle

- Whole school interrogation of The Framework for Junior Cycle 2015
- Whole school discussions and meetings on the implications of the Framework on teaching, learning and assessment practice



Suggestions for how to use professional time individually, collaboratively & at music department level



Individually

Engage with the subject specification for Junior Cycle Music by becoming familiar with the three strands, three elements and the 36 learning outcomes which can be found in the music specification on www.curriculumonline.ie

Explore the learning outcomes and make connections in the learning across the three strands.

Consider how you might make this learning visible when designing your first year plans for September 2018.

Begin to gather or create resources that will support student learning in Junior Cycle Music

Collaboratively

Unpack the Learning Outcomes and consider how you might gather and capture evidence of this learning

Revisit the CPD days and resource material on www.jct.ie

Connect with other music teachers in your area

Music Department Level

Set norms outlining how you intend to work together

Create a vision for your music department

Work together to decide the groupings of the Learning Outcomes for your first year group.

Decide together how you are going to gather evidence of this learning

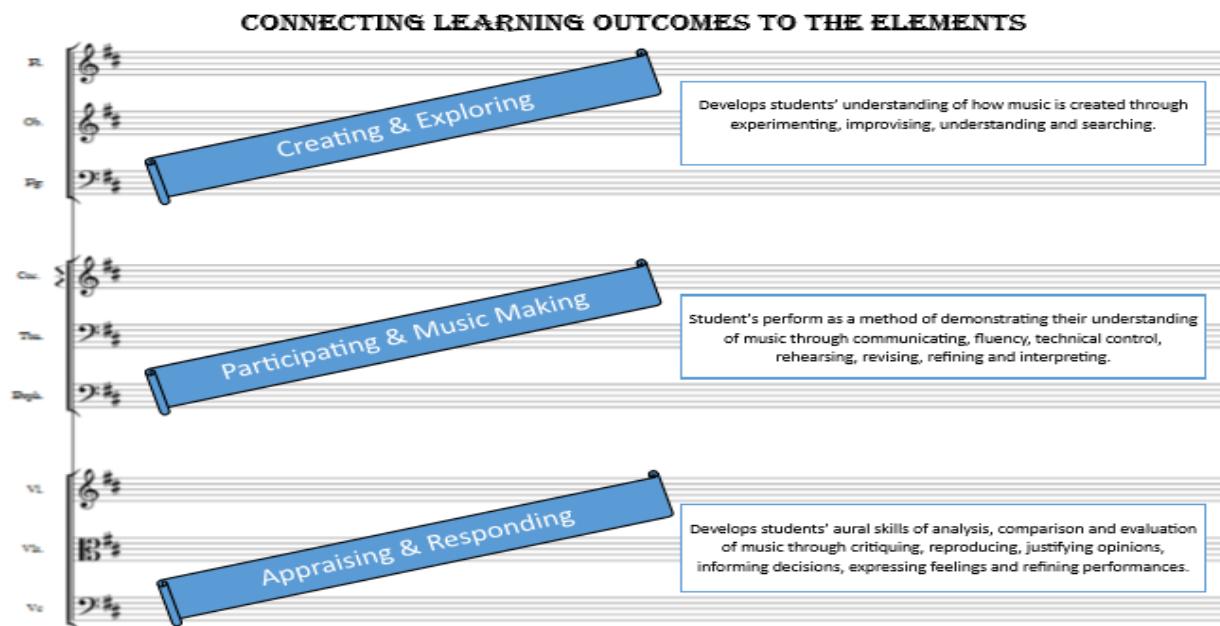
Share resources

Reflect on how effective the learning was in the class and share the results with your colleagues

Any other suggestions for how you might use this professional time in your school context:

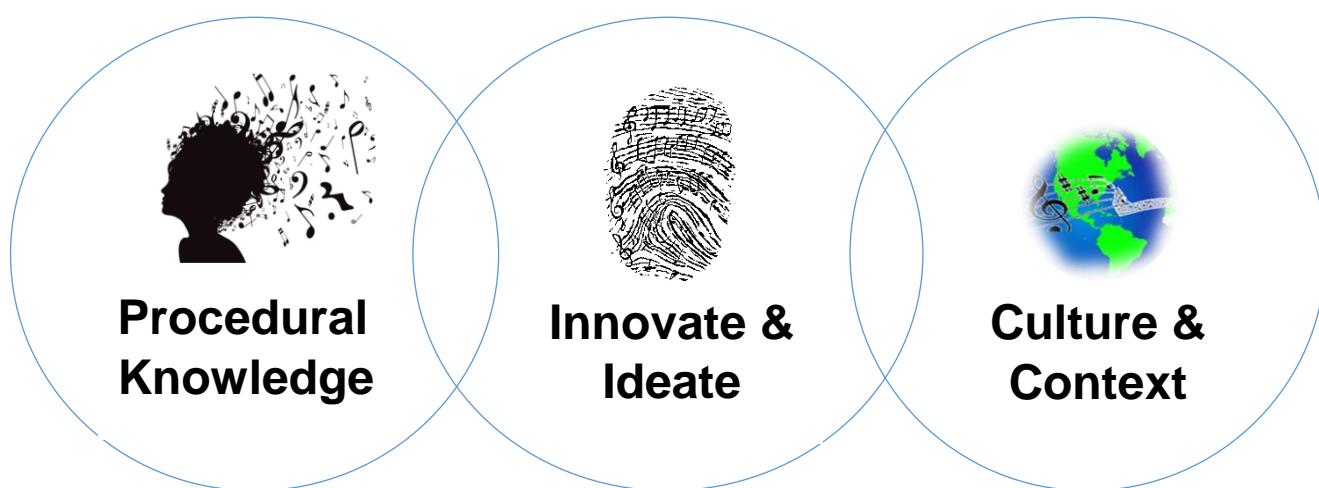
Activity 10: Getting inside our music specification

TASK: Deal the Learning Outcomes cards so each member of the group has at least two in their hand. Consider the learning in each of the cards and using the placemat on the table, connect the Learning Outcome to the relevant element.



Activity 13: Connecting with the strands

TASK: Consider what learning might be new in each of these strands?



EXPLORE THE LANGUAGE

Music Specification

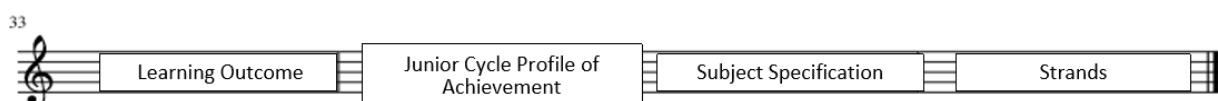
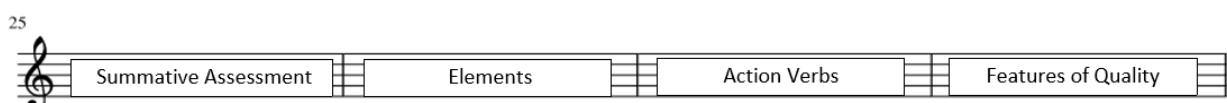
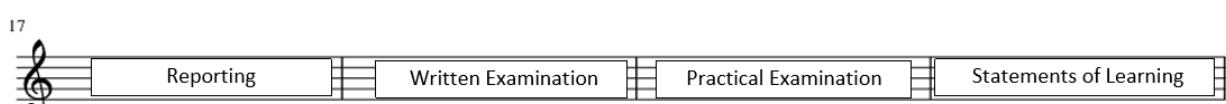
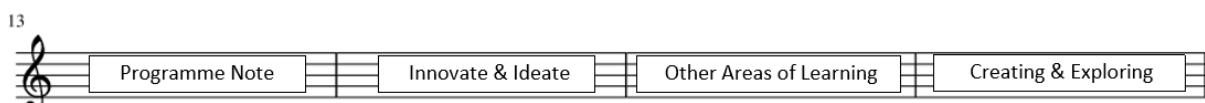
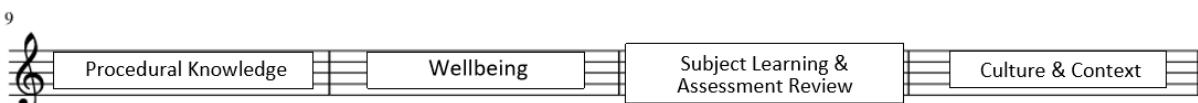
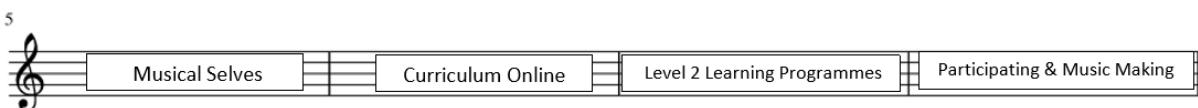
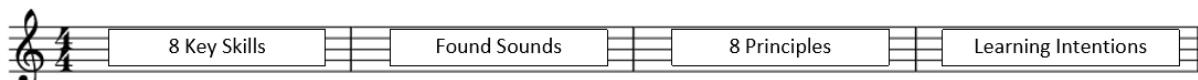
Reference Guide



TASK: THINK / PAIR / SHARE

Take a moment to refer to the guide below. Choose one term you are familiar with and one you are not. Discuss in pairs and then share with the group.

Key Terms



Activity 15: Unpacking a Learning Outcome

'A Learning outcome describes the Knowledge, Skills and Values students should be able to demonstrate having studied music in junior cycle'

Music Specification, Pg. 18

The Learning is at the centre of every Learning Outcome.

2.7 create and present some musical ideas using instruments and/or found sounds to illustrate moods or feelings in a poem, story or newspaper article

TASK: Identify the learning in this Learning Outcome for a first-year class.

We are learning to.....

The knowledge, skills and values are what we will build up over the three years of the learning experience.

TASK: Consider what the Knowledge, Skills and Values might look like for our first years at this point of their learning journey.

Knowledge

Skills

Values

Activity 16: The Creative Process

TASK: What connections to your classroom practice might you take from Hans Zimmer?

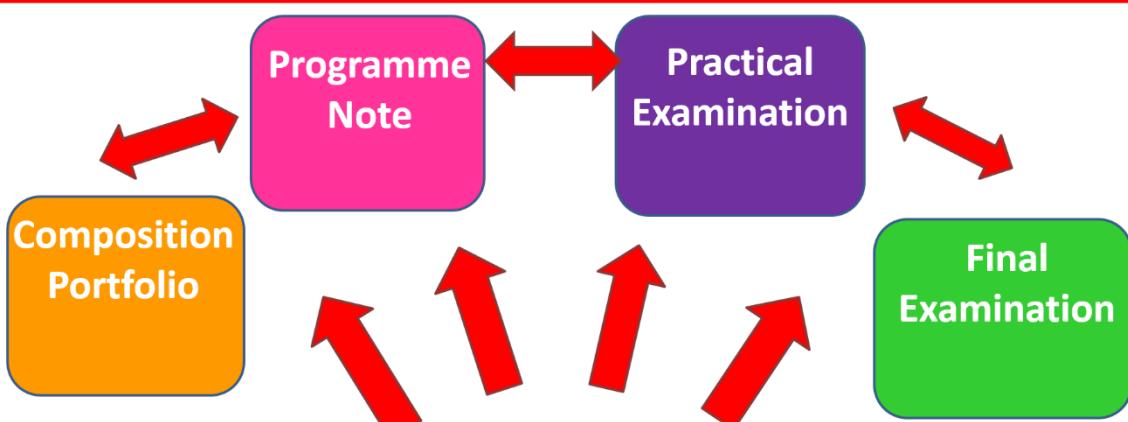


Pick 2 – 3 points here

- 1.
- 2.
- 3.

Activity 17: The Learning Journey

Connect one Learning Outcome to each of the Check-In Points



Composition Portfolio: _____

Programme Note: _____

Practical Examination: _____

Final Examination: _____

Junior Cycle Music Learning Outcomes

Strand	Procedural Knowledge	Strand	Innovate & Ideate	Strand	Culture & Context
Elements	<h3>Creating and Exploring</h3> <p>1.1 compose and perform or play back short musical phrases and support these phrases by creating rhythmic/melodic/harmonic ostinati to accompany them</p> <p>1.2 create and present a short piece, using instruments and/or other sounds in response to a stimulus</p> <p>1.3 design a harmonic or rhythmic accompaniment, record this accompaniment and improvise over this recording</p> <p>1.4 indicate chords that are suitable to provide harmonic support to a single melody line</p>	<h3>Creating and Exploring</h3> <p>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</p> <p>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</p> <p>2.3 adapt excerpts/motifs/themes from an existing piece of music by changing its feel, style, or underlying harmony</p>	<h3>Creating and Exploring</h3> <p>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</p> <p>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</p> <p>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</p>		
Elements	<h3>Participating and Music Making</h3> <p>1.5 read, interpret and play from symbolic representations of sounds</p> <p>1.6 listen to and transcribe rhythmic phrases of up to four bars and melodic phrases of up to two bars</p> <p>1.7 perform music at sight through playing, singing or clapping melodic and rhythmic phrases</p> <p>1.8 rehearse and perform pieces of music that use common structural devices and textures</p> <p>1.9 demonstrate an understanding of a range of metres and pulses through the use of body percussion or other means of movement</p>	<h3>Participating and Music Making</h3> <p>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</p> <p>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</p> <p>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</p> <p>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</p>	<h3>Participating and Music Making</h3> <p>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</p> <p>3.5 devise and perform examples of incidental music that could be used in a variety of contexts or environments</p>		
Elements	<h3>Appraising and Responding</h3> <p>1.10 discuss the characteristics and defining features of contrasting styles of music represented in the local school or community</p> <p>1.11 illustrate the structure of a piece of music through a physical or visual representation</p> <p>1.12 indicate where chords changes occur in extracts from a selection of songs</p> <p>1.13 compare different interpretations or arrangements of a piece of Irish traditional or folk music, paying attention to musical elements and other influences</p> <p>1.14 compare pieces of music that are similar in period and style by different composers from different countries</p>	<h3>Appraising and Responding</h3> <p>2.8 analyse the chordal structure of excerpts from a range of songs and compile a list of songs with similar chord structures and progressions</p> <p>2.9 distinguish between the sonorities, ranges and timbres of selections of instruments and voices; identify how these sounds are produced and propose their strengths and limitations in performance</p> <p>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</p> <p>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</p>	<h3>Appraising and Responding</h3> <p>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</p> <p>3.7 compare compositions by two or more Irish composers or songwriters; use listening, background reading, and scores (where appropriate) to explain and describe differences and similarities in the compositions</p> <p>3.8 select a particular advertisement and analyse the role music plays in supporting the message and promoting the product</p> <p>3.9 investigate the influence of processing effects (e.g., distortion, reverb, compression) on the recording process; select some recordings and evaluate the use and effectiveness of such effects within them</p> <p>3.10 discuss the principles of music property rights and explain how this can impact on the sharing and publishing of music</p> <p>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</p>		

Action VERBS

Definitions + Related Learning Outcomes



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ADAPT

2.3

Make something suitable for new condition, use or purpose.

ANALYSE

2.8

3.3

3.8

Study or examine something in detail, break down something in order to bring out the essential elements or structure; identify parts and relationships, and interpret information to reach conclusions

ASSOCIATE

3.6

To connect or bring into relation; to fit together and cause to correspond

COMPARE

1.13

1.14

3.7

Give an account of the similarities and/or differences between two (or more) items or situations, referring to both/all of them throughout

COMPOSE

1.1

3.4

Write or create a work of art, especially music or poetry

CREATE

1.2

2.2

2.7

To bring something into existence; to cause something to happen as a result of one's actions

DEMONSTRATE

1.9

Prove or make clear by reasoning or evidence; illustrating with examples or practical application

DESCRIBE

3.3

3.7

Tell or depict in written or spoken words; to represent or delineate by a picture or other figure

DESIGN

1.3

2.6

Do or plan something with a specific purpose in mind

DEVELOP

2.10

Bring to a later or more advanced stage; to elaborate or work out in detail

DEVISE

3.5

Plan, elaborate or invent something from existing principles or ideas

DISCUSS

1.10

2.4

3.10

Offer a considered, balanced review that includes a range of arguments, factors or hypotheses: opinions or conclusions should be presented clearly and supported by appropriate evidence

DISTINGUISH

2.9

make the difference between two or more concepts or items clear

EVALUATE (information)

3.9

Collect and examine data to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgments about ideas, solutions or methods

EVALUATE (ethical judgement)

2.11

Collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about ideas, solutions or methods

EXAMINE

3.2

Consider an argument, concept or object in a way that uncovers its assumptions, interrelationships or construction

EXPERIMENT

2.1

To try and test, in order to discover something new or to prove something

EXPLAIN

3.7

3.10

Give a detailed account including reasons or causes

EXPLORE

3.11

Observe, study, in order to establish facts

IDENTIFY

2.4

2.9

Recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature

ILLUSTRATE

1.11

2.7

Use drawings or examples to describe something

IMPROVISE

1.3

2.1

Create and perform music spontaneously or without prior preparation; to produce or make something from whatever is available

INTERPRET

1.5

2.4

3.2

Use knowledge and understanding to recognise trends and draw conclusions from given information

INDICATE

1.4

1.12

To point out or point to; to direct attention to

INVESTIGATE

3.9

Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions

JUSTIFY

3.6

Give valid reasons or evidence to support an answer or conclusion

PRESENT

1.2

2.4

2.7

3.11

To bring, offer or give in a formal way; to bring before or introduce to a public forum

PROPOSE

2.9

2.11

Offer or suggest for consideration, acceptance or action

REFINE

2.5

To improve by inserting finer distinctions or musical elements

REHEARSE

1.8

2.4

2.5

Practise a play, piece of music, or other work for later public performance

TRANSCRIBE

1.6

Put thoughts, speech, data, into written or printed form; write out what is heard into characters or sentences

USE

1.9

2.10

3.7

Apply knowledge or rules to put them into practice

THREE STRANDS

Procedural Knowledge

Innovate & Ideate

Culture & Context

Adapted from the Junior Cycle Music Curriculum Specification available at www.curriculumonline.ie

More music resources available at www.jct.ie/music/music

NOTES

Handwriting practice lines (5 sets of 5-line staff lines).

Digital Technologies – Software utilised today include

- Mentimeter.com
 - Todaysmeet.com
 - Postit App
 - Plickers.com
 - Videoscribe
 - Rawshorts
 - iMovie
 - Audacity
 - Musescore
-



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