Evidencing the Learning – Curriculum Specification for Leaving Certificate Music



- ✓ Evidencing the Learning is how we will know the learning has taken place.
- ✓ The Assessment section can be found on pp. 25-27 of your Music specification.
- ✓ In meeting our specification today, consider the learning in the yellow and blue highlighted sections and describe how students will engage with this process.

Assessment

Assessment in senior cycle involves gathering, interpreting, using and reporting information about the processes and outcomes of learning. It takes different forms and is used for a variety of purposes. It is used to determine the appropriate route for students through a differentiated curriculum, to identify specific areas of strength or difficulty for a given student and to test and certify achievement. Assessment supports and improves learning by helping students and teachers to identify next steps in the teaching and learning process.

As well as varied teaching strategies, varied assessment strategies will support student learning and provide information to teachers and students that can be used as feedback so that teaching and learning activities can be modified in ways that best suit individual learners. By setting appropriate and engaging tasks, asking questions and giving feedback that promotes learner autonomy, assessment will support learning and promote progression, support the development of student key competencies and summarise achievement.

Assessment for certification

Assessment for certification is based on the rationale, aims and learning outcomes of this specification. Leaving Certificate Music has two assessment components: one written examination and one additional assessment component (AAC) comprising the Music Performance.

The written examination will be at Higher and Ordinary Level. The Music Performance AAC will be based on a common brief but will be assessed at Higher and Ordinary Level. Each component will be set and examined by the State Examinations Commission (SEC).

In the written examination, Leaving Certificate Music will be assessed at two levels, Higher and Ordinary. Examination questions will require students to demonstrate learning appropriate to their chosen level. Differentiation at the point of assessment will also be achieved through the stimulus material used, and the extent of the structured support provided for examination students at different levels.

Assessment component	Weighting	Level
Music Performance AAC	50%	Common brief. Assessed at Higher and Ordinary Level
Written examination	50%	Higher and Ordinary Level

The Additional Assessment Component (AAC)

The Additional Assessment Component (AAC) in Leaving Certificate Music directly responds to the rationale and aims of the subject, which are to develop competencies in students so that they can communicate effectively as musicians. This AAC encourages students to develop a holistic understanding of what being a musician involves.

The Music Performance AAC requires all students to perform a programme on an instrument/voice as follows:

- freely selected musical pieces/songs and
- an original musical piece/song and
- an unprepared musical test.

The design of the AAC facilitates students to evidence a broad range of learning as set out in the learning outcomes from both Strand 1, Exploring and Expressing Musical Ideas and Strand 2, Music in Context: Past and Present. It requires students to apply their learning in Leaving Certificate Music in ways that cannot be readily assessed by a written examination.

Detailed guidance on the assessment process will be provided in a separate document, *Guidelines to Support the Completion of the Music Performance AAC in Leaving Certificate Music*.

Ordinary Level

Students taking Ordinary Level will be required to perform a total of **three** musical pieces/songs on an instrument(s)/voice(s).

- **Two** freely selected musical pieces/and
- **One** original musical piece/song and
- an unprepared test.

Higher Level

Students taking Higher Level will be required to perform a total of **five** musical pieces/songs on an instrument(s)/voice(s).

- **Four** freely selected musical pieces/and
- **One** original musical piece/song and
- an unprepared test.

As part of the AAC, **all students** will participate in a reflective discussion with the examiner, demonstrating insights into their creative process and the musical decisions that shaped their original piece/song.

The Leaving Certificate Music specification is designed to provide many and varied collaborative musicmaking and performance opportunities for students. This AAC offers students choice in whether to perform their pieces/songs (both freely selected and original) individually or as a member of a group. Where a student presents their pieces/songs as a member of a group, they will be examined and assessed on their own contribution to the group performance.

Solo and group performing may be freely mixed. The musical pieces/songs may be performed live on a variety of instruments or through a combination of voice and instruments, or with the appropriate support of digital technology.

For the unprepared test, students will choose from aural memory (rhythmic or melodic), sight-reading (instrumental/vocal/rhythmic) or improvisation. Aural memory and sight-reading tests will be eight bars long. In the case of improvisation, students taking Ordinary Level will be required to improvise for at least eight bars duration, while students taking Higher Level will be required to improvise for at least sixteen bars duration.

The AAC provides students with practical, musicmaking opportunities to bring the core subject learning to life through their performance. The Music Performance AAC is intended to be integrated into the natural rhythm of classroom teaching and learning.[6] It is designed to be both motivating and enjoyable for students and to provide students with opportunities to explore musical areas and styles that interest them.

The assessment component provides students with an opportunity to apply key competencies they have developed through their engagement with Leaving Certificate Music, in particular, being creative, communicating, managing learning and self, thinking and solving problems, and working with others. Students are encouraged to explore the dynamic and creative world of music. The AAC supports students to recognise the relevance of music to their lives and to their school, community and society. It has the potential to highlight future career pathways in music and in the arts more generally.

6 It is envisaged that the AAC will take up to 25 hours to complete. Further details will be provided in the *Guidelines to support the completion of the Music Performance AAC*.

CC BY NC