Interconnected Strands

Oide

Discuss how you might support your students to engage with this interconnected learning in your Music classroom

Strand 1: Exploring and Expressing Musical Ideas

In this strand students develop their creative voice and realise their musical selves. Students do this by exploring, developing and expressing original musical ideas in a variety of musical styles. Students explore and express their musical creativity and imagination in both solo and group contexts. They develop a range of aural, analytical, technical, digital and notational skills as they learn to construct, organise and shape their musical ideas in response to a variety of stimuli and performance contexts. Creating musical ideas involves exploring and experimenting with musical elements including pulse, duration, tempo, pitch, dynamics, timbre, texture, structure, style, tonality and instrumentation.[3]

Prescribed and unprescribed music act as a rich source of stimulus material from which students explore, select, adapt and incorporate compositional and instrumental devices in their own work. Students learn to draft, redraft and edit their musical ideas.

When creating musical ideas, students perform their ideas using instruments, voices, sound sources, digital technology or a combination of these. Realising their learning in this way develops aural awareness and ensures the creative process is engaging, meaningful and authentic for all students.

In this strand, students learn about ethical and responsible practices in music. Students learn to value and protect their music, and the music of others when creating, performing or sharing music.

Throughout their learning, students' musical literacy and digital literacy evolve in sophistication. Students use appropriate musical language and notation practices to describe, document and communicate their ideas. Students make more informed and considered decisions about their creative direction, justifying and articulating their compositional choices with increasing confidence.

Students engaging with Ordinary Level are expected to be able to create music in key signatures of up to two sharps and two flats in both major and minor keys. Students engaging with Higher Level are expected to be able to create music in key signatures of up to four sharps and four flats in both major and minor keys. Students undertaking both Ordinary Level and Higher Level should be encouraged to create, experiment, perform, listen, appraise and respond to music which extends beyond these parameters where appropriate. In addition, all students will be expected to engage with all prescribed music, including music which extends beyond these parameters.

[3] These elements are neither prescriptive nor exhaustive, nor do they form a checklist.

Strand 2: Music in Context: Past and Present

In this strand, students develop an understanding of the key features and contextual influences of a wide range of musical styles. This understanding helps to shape students' ability to create, perform, appraise, and respond to music meaningfully.

Students investigate music associated with emotions, feelings, times, places, and social groups. Students share and discuss examples of music experienced at home, at school and in the wider community. They come to understand the historical, personal, political, social, and cultural dimensions of music and gain insights into the purpose, intent, and impact of music across different contexts and environments.

This strand aims to foster the curiosity, enjoyment, and pleasure that listening to, performing, and engaging with music can bring. Students engage with music from both historical and contemporary contexts. They listen to, appraise, and respond to music from a prescribed music list, as well as unprescribed music selected collaboratively by students and teachers. The prescribed music list will introduce students to music from a wide variety of musical styles, types, and genres. In addition to the prescribed music list, students will engage with other music in the classroom which will expose students to additional musical styles, types, and genres, and to music which reflects the students' own interests. Students listen to, appraise and respond to music they engage with; select and perform short extracts from this music; and use this music as stimulus material in creative tasks which are outlined in learning outcomes in this strand and also in Strand 1: Exploring and Expressing Musical Ideas.

Engagement with music repertoire should begin through aural perception. Students develop a deeper and more intuitive understanding of music repertoire by focusing on critical listening, internalising sounds, structures, and patterns, learning to imitate, perform and experiment with what they hear. Students will explore, investigate, and compare how stylistic features, musical elements, compositional, instrumental and vocal techniques are applied in different ways for different purposes across different musical styles. As students learn to appraise and respond to music, they formulate responses using appropriate musical language.

In this strand, students critique both live and recorded performances and use their learning to reflect upon, inform, and improve their own music practices. It is expected that students engaging with Leaving Certificate Music would attend at least one live musical performance(s)[5] as a class group during their study of the subject.



Curriculum specification for Leaving Certificate Music p.16 and p. 20

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