

# Leaving Certificate Applied Arts Education Music Learning Outcomes



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The LCA Music student will choose from: Music Module 1 and Music Module 2 OR Music Module 1 and one other module from Dance, Drama or Visual Art

Music Module 1 consists of Unit 1, Unit 2, Unit 3(a) or 3(b) and Unit 4(a) or 4(b)

Music Module 2 consists of Unit 1, Unit 2, and the Units not chosen in Module 1 from Units 3 and 4

LEARNING OUTCOMES

TEACHER GUIDELINES

## Unit 1 Music Types

In relation to any two of the following types of music: Jazz, Classical, Religious, Pop, Rock, Music for Stage, Contemporary or any other recognised type the student will be able to:

1. demonstrate listening skills for this type of music
2. name some of the prominent personalities involved in this type of music
3. display a knowledge of the instruments associated with this type of music
4. identify the main characteristics of this type of music
5. demonstrate an awareness of this type of music in reference to its historical, social, cultural and geographical context
6. partake in one music-making activity related to Unit 1.

## Unit 2 World Music

In relation to one of the following: African music, Latin American music, Indian music, Spanish music, Arab music, Caribbean music, Chinese music, Greek music, Indonesian music or any other recognised world music the student will be able to:

1. demonstrate an appreciation for this type of music
2. display a knowledge of the instruments associated with this music
3. identify the distinguishing features of the chosen style of music
4. develop an understanding of the role of the music in its cultural context
5. partake in one music-making activity related to Unit 2.

## Unit 3(a) Music in the Community

The student will be able to:

1. describe a range of music activities at local level - concerts, choirs, festivals etc.
2. list music resources available in the locality – library, music shops, art centres, recording studios etc
3. research a local musician or group or person involved in music in the community
4. outline some changes in music at local level within a specific time-frame
5. identify music activities which are already in existence in the school
6. attend a local music event.

## Unit 3(b) Music of Ireland

In relation to Irish Traditional Music or any other style of music with a discernible Irish influence the student will be able to:

1. identify the main characteristics of their chosen music
2. display a knowledge of the instruments used when performing this music
3. identify the prominent personalities associated with this style of music
4. place the music in its historical, social, geographical and cultural context
5. discuss reasons for the demise or the current success of this music, as appropriate
6. partake in one music-making activity related to Unit 4.

## Unit 4(a) Music Industry

The student will be able to:

1. outline the main structures of the music industry e.g. record companies, managers, etc.
2. evaluate the influence of marketing and advertising on the music industry
3. identify the main processes involved in the production of a video for the music industry
4. display a basic knowledge of the principles of recording music
5. understand the basic principles of music property rights.

## Unit 4(b) Music and the Media

The student will be able to:

1. describe the role of music in advertising
2. describe the role of music in film
3. create promotional material for a music event
4. produce a short music related radio or video documentary/interview/advertisement/presentation
5. research the time given to music on one national radio station or one local radio station
6. discuss the role of reviews, reviewers and critics.

- Explore chosen pieces under the following headings:

*Rhythm* – regular versus irregular, pulsating, repetitive or choppy.

Are there even or uneven patterns? Does it stress the on-beat or the off-beat?

*Melody* - smooth and continuous or jagged and jerky, possible to sing or difficult to reproduce. The piece may be based on a single melody, a number of different melodies throughout or perhaps several melodies happening at the same time. Melody may not even be important in this type of music. The composer/performer may well be trying to achieve something very different as a means of expression.

*Instruments and Orchestration*

What are the instruments used and how are they used? Solo, large groups, electronic, a mixture.

*Speed and Dynamics*

*Mood and Impression conveyed*

*Possible Influences on the Music*

The music performed or composed against the political, social, historical and geographical backdrop of its period.

- See Music Types

- Have a visiting percussion workshop to demonstrate the instruments and rhythms of a particular music.

- Have an instrument-making workshop linked to art or woodwork activities.

- In many cultures musical instruments are still very accessible. Consider the possible role of marketing and advertising on the rising cost of music-making e.g. brand names etc.

- Having discussed the characteristics of a particular music incorporate the use of dance as a means of exploring that music within its cultural context.

- This unit affords many opportunities for linking with other courses, e.g. Social Education (Contemporary Issues modules), Hotel Catering & Tourism (Catering for Diversity module). Students could integrate their learning about their chosen music with their learning about social issues, customs, the food and culture of that country, through an event, meal, presentation or display.

- Use local newspapers, local radio, fliers or the information page on teletext to build up a picture of music at local level. Perhaps do a comparative study through your local newspaper of the music events in the locality during a previous time-frame. Compare rural with urban.

- Encourage a visit to the local library or Arts Centre. Invite a local Music Promoter or Arts Officer to visit the class and discuss music at local level.

- Interview older members of the community about the music trends of their youth. Invite a number of people of different ages to select and give reasons for the choice of their favourite music. Invite these people to visit your school and hold a classroom forum to discuss. This can help break down barriers between old and young as well as encouraging an openness to different types of music.

- Attend a local music event. Talk to the musicians after the performance. In an effort to promote attendance and encourage audience development tickets may well be made available at the door if a representative of the school makes a call in advance.

- See Music Types

Of the listening examples chosen consider the following:

How 'traditional' are they? Do they incorporate other styles? How?

Discuss the success both at home and abroad of this music.

Look at the profile of the performers, listeners and audiences.

Listen to examples of crossover styles of music.

Invite a local musician to visit the school and consider the similarities or the difference between this music and the listening examples.

Have a Bodhran workshop visit the school. Discuss other ways that percussion can be incorporated into music of Ireland.

- Examine the direction taken by any group from their founding to their present status e.g. their dealings with managers, record companies, recordings, contracts, marketing and advertising etc.

- Make contact with a recording studio and examine their promotional material and the services provided. Visit a recording studio or have a sound engineering/ music technology workshop visit your school.

- Discuss the stages involved in the production of any CD/Video.

- Consider the percentage of profit share e.g. manager, promoter etc.

- Look at what is involved in the touring of any group: the costs, the people involved in setting it up, the crew on the road, the advertising as well as the insurance and rental of venues.

- Pick a number of advertisements or films and discuss the music used under the following headings:

- Mood
- Target audience
- How the music is linked to the product
- Production cost of the advertisement
- How important is the music.

- Replace the existing music with a different piece.

- Allow students to pick a number of their favourite pieces and create an advert around them.

- Technical aspect of using the music – timing, mixing etc.

- Create a promotional package for any music event – posters, flyers, press release, advert for local paper.

- Collect and discuss reviews from national and local newspapers.

- Compile a WHAT'S ON guide for music events in your area.

- Interview a musician, singer, manager, promoter or music technician.

- Review a gig, concert, show, pantomime or musical.

- Select music for a radio/television show.