# The Language of Senior Cycle Redevelopment in the Music Classroom

| Students Learn About | Learning Outcomes | Senior Cycle Key Competencies | Strands |
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| Additional Assessment Component | Modes of Engagement | Senior Cycle Guiding Principles | Attributes |
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| This left-hand column outlines specific areas that students must learn about. It provides more detail and scaffolds understanding of the learning outcomes without over-elaboration. | Statements which outline the knowledge, skills, values and dispositions students should be able to demonstrate after a period of learning. | This learning spans **across** all of the students' senior cycle experiences.<br>It is an umbrella term which refers to the knowledge, skills, values and dispositions students will develop in an integrated way. | The learning from *Exploring & Expressing Musical Ideas* and *Music in Context: Past & Present* is mutually reinforcing. The learning is interwoven and should be studied concurrently, rather than in isolation or in a linear order. |
| Encourages students to develop a holistic understanding of what being a musician involves by applying their learning, which cannot be readily assessed by a written examination, through a practical performance. | The integration of *creating & experimenting, listening, appraising & responding, performing & music-making,* promotes deeper musical understanding and provides opportunities for students to learn to become musicians and realise their musical selves. | These 8 guiding principles are a touchstone for schools and other educational settings as they design their senior cycle. | These statements help to make each key competency clearer by setting out how students will develop and apply the key competency. The aim is that students strive to develop as many of these as possible, while retaining what makes them uniquely themselves. |