



## JUNIOR CYCLE MUSIC: LINKING LEVEL 3 AND LEVEL 1 LEARNING

School Name:

## DEPARTMENTAL PLANNING for \_\_\_\_\_ Year

Link the learning outcomes across the 5 or 6 units / Highlight the parts of the learning outcomes you will focus on / Fill in the intended learning for the required number of weeks / Adapt and tweak this planning tool to suit your context, e.g., plot 3 separate weeks for Reflection & Feedback, or other...

Strand 1: Procedural Knowledge		Strand 2: Ideate and Innovate		Strand 3: Culture and Context	
1.1	Compose and perform or play back short musical phrases and support these phrases by creating rhythmic/melodic/ harmonic ostinati to accompany them	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	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
1.2	Create and present a short piece, using instruments and/or other sounds in response to a stimulus	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 statement's purpose and development	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
1.3	Design a harmonic or rhythmic accompaniment, record this accompaniment and improvise over this recording	2.3	Adapt excerpts/motifs/themes from an existing piece of music by changing its feel, style, or underlying harmony	3.3	Make a study of a particular contemporary or historical musical style; analyse its structures and use of musical devices, and describe how this style shares musical connections with others styles
1.4	Indicate chords that are suitable to provide harmonic support to a single melody line	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	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
1.5	Read, interpret and play from symbolic representations of sounds	2.5	Prepare and rehearse a musical work for an ensemble focusing on cooperation and listening for balance and intonation; refine the interpretation by considering elements such as clarity, fluency, musical effect and style	3.5	Devise and perform examples of incidental music that could be used in a variety of contexts or environments
1.6	Listen to and transcribe rhythmic phrases of up to four bars and melodic phrases of up to two bars	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	3.6	Associate 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
1.7	Perform music at sight through playing, singing or clapping melodic and rhythmic phrases	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	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
1.8	Rehearse and perform pieces of music that use common structural devices and textures	2.8	Analyse the chordal progressions of excerpts from a range of songs and compile a list of songs with similar chord progressions	3.8	Select a particular advertisement and analyse the role music plays in supporting the message and promoting the product
1.9	Demonstrate an understanding of a range of metres and pulses through the use of body percussion or other means of movement	2.9	Distinguish between the ranges and timbres of selections of instruments and voices; identify how these sounds are produced and propose their strengths and limitations in performance	3.9	Investigate the influence of processing effects (e.g. distortion, reverb, panning) on the recording process; select some recordings and evaluate the use and effectiveness of such effects within them
1.10	Discuss the characteristics and defining features of contrasting styles of music represented in the local school or community	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	3.10	Discuss the principles of music property rights and explain how this can impact on the sharing and publishing of music
1.11	Illustrate the structure of a piece of music through a physical or visual representation	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	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
1.12	Indicate where chord changes occur in extracts from a selection of songs	Unit 1:		Unit 2:	
1.13	Compare different interpretations or arrangements of a piece of Irish traditional music, paying attention to musical elements and other influences				
1.14	Compare pieces of music that are similar in period and style by different composers from different countries				

Level 1 Learning Outcomes PLU 5: The Arts – MUSIC	
Students can...	
5.9	identify the source and direction of a sound
5.10	listen and respond to a wide range of sounds and music (environmental, body percussion, vocal, instrumental, digital, technological, from a variety of traditions and cultures)
5.11	respond to the elements of music (pitch, pulse, duration, dynamics, structure, timbre, texture, style, tempo)
5.12	experiment with creating vocal sounds
5.13	use parts of the body to make sounds by moving on/through a reactive environment
5.14	explore and use a variety of sound-making equipment
5.15	participate in choosing and/or making appropriate sounds for stories, events and celebrations
5.16	participate in group music-making activities
5.17	create short pieces of music using relevant digital technologies
5.18	link sounds to pictorial representations
5.19	play an uncomplicated tune on a chosen instrument

Unit 1:	Unit 2:
Unit 3:	Unit 4:
Unit 5:	Unit 6: