



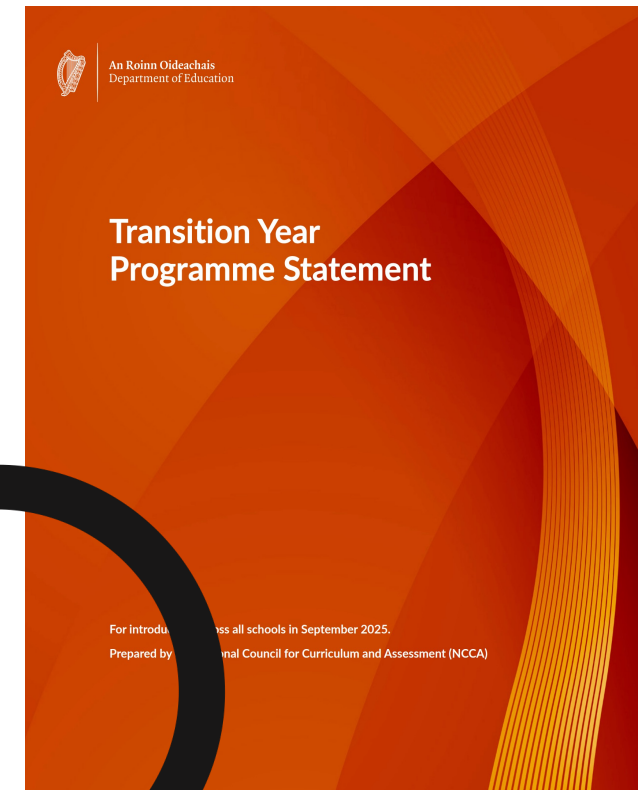
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Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Senior Cycle Key Competencies in Transition Year Music 2025-2026

PLE 2024-2025



# Learning together, we will...



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- explore the newly published TY Programme Statement 2024 through investigating a possible 10-lesson module for TY Music
- investigate how the Senior Cycle Key Competencies are brought to life through suggested learning experiences for this TY Music module

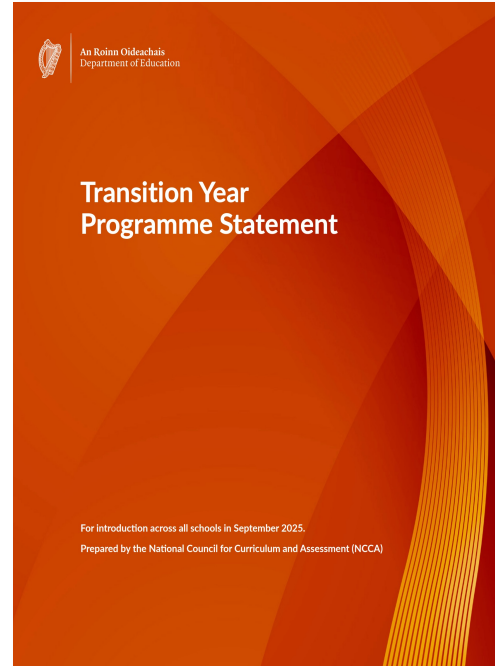
# Key Documents



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Key Competencies in  
Senior Cycle  
Aug 2024



Transition Year  
Programme Statement  
Sep 2024

- Published September 2024
- Across all schools September 2025
- 2024/25 all schools will have the opportunity to audit and revise their current TY
- 4 interlocked Student Dimensions, with a particular focus on *Being a Learner*
- An Introduction to the Senior Cycle Key Competencies

# New TY Programme – An Introduction



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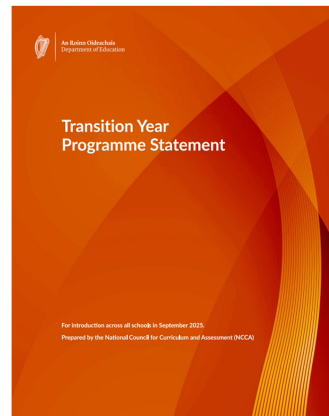
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## An Introduction to the Transition Year Programme Statement

Sep 2024



As you watch this video,  
write down any questions  
you might have



Video available on [oide.ie](https://oide.ie)



## School Context

- One Class for the full year - Choice
- One module repeated 3 times
- Mandatory for every student
- Arts Education / Creative Studies
- Annual Musical / Collaborative
- Themes for modules decided by the school



## Student Context

- Junior Cycle v's No Junior Cycle
- Never studied music
- Studied music outside of school
- No interest in music
- Curious about music
- From another school/country
- Proficient performer but has no foundation in music theory



# Opportunity to Audit your TY Music



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- Identify your student context
- Outline your school context
- Describe the learning experiences your TY music students currently engage in



# Senior Cycle Redevelopment



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*...aims to educate the whole person.*

*It is important that TY is distinguished as a standalone year within senior cycle. Where senior cycle subjects or modules form the basis of a TY component, teachers can use their professional autonomy to decide on the most stimulating and innovative pedagogies, while supporting student progression across the developmental indicators.*

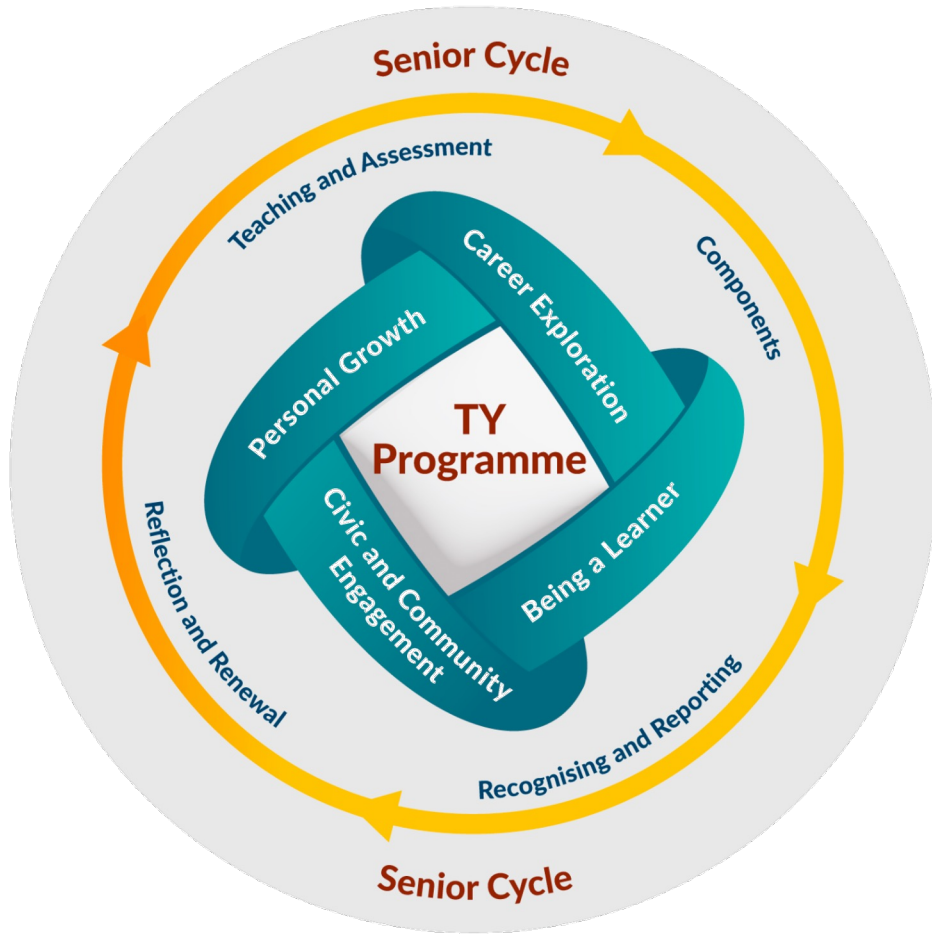
# Transition Year Rationale



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- *Rapid changing world*
- *Autonomy for schools*
- *Opportunities to develop key competencies*
- *Broader range of possibilities and pathways*
- *Inclusive and embraces diversity*
- *Adaptable, empathetic, competent and resilient human beings*





- **Student Dimensions** are central to the programme and describe how students can develop in TY and the experiences that can support this development
- **Curriculum Dimensions** provide the design parameters to assist schools in developing, evaluating, and renewing their TY programme

# Each Student Dimension contains...



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Transition Year Programme Statement  
(2024), pp.11-15

## Developmental Indicators

While these indicators set out the parameters for the learning and development of the student, students will develop in different ways and to varying degrees across each of the indicators. In this sense, they also serve as reflective guidance for students.



The **Student Experiences** provide possible opportunities and contexts to support student learning and development consistent with the developmental indicators. These are not intended to be exhaustive but to offer guidance to schools in their planning.

# New TY Student Dimensions



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## Civic and Community Engagement Oide

Students make a positive difference in their schools, communities and society. They learn to act on their responsibilities and exercise their rights as local, national and global citizens in ethical and sustainable ways.

### Developmental indicators

- Sustaining more...
- Having a greater...
- Deepening their...
- Recognising and...
- Taking actions to...
- Showing more in...
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- Working more c...
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- Sharing of know...
- Guided creation...
- Projects, compe...
- Meaningful invo...
- Learning opport...

## Career Exploration Oide

Students explore diverse future pathways in a guided and coordinated manner, gaining firsthand workplace experience, and developing career-related competencies.

### Developmental indicators

- Being more informed on the link...
- Increasing their awareness of pe...
- Identifying and reviewing career...
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## Personal Growth Oide

Students mature socially and emotionally over the course of the year, developing in areas that include health and wellbeing, autonomy, identity, empathy, and leadership.

### Developmental indicators

- Becoming more assured and c...
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- Activities and experiences pro...
- Opportunities for guided refle...
- Formal and informal opportu...
- Interviews.
- Recognition of personal grow...
- during the year.

## Being a Learner Oide

Building on their previous experiences, students begin to develop as senior cycle students, embracing opportunities and strategies for learning that work best for the student now and into the future.

### Developmental indicators

- Being more motivated to learn and seeing education as worthwhile and enjoyable.
- Setting learning goals and reviewing them regularly.
- Becoming more skilled with digital technologies, both as a user and a creator.
- Exploring their own personal interests.
- Having a greater appreciation of lifelong learning.
- Being more willing to learn from mistakes and expand their comfort zone.
- Acquiring more knowledge and skills relevant to senior cycle.
- Seeing the importance of feedback and placing more value on it.
- Increasing their capacity for independent and self-regulated learning.
- Being more open to trying a range of learning strategies.
- Broadening their communication and presentation skills.
- Expressing their own ideas more clearly while engaging with other people's ideas.

### Student experiences

- Continuity subjects and sampling of subjects with learning designed to develop senior cycle key competencies.
- A variety of pedagogies consistent with realising the aims of the Programme Statement and supporting developmental indicators for all students.
- Meaningful learning opportunities that incorporate student input.
- Opportunities to build on student learning in the transition from junior to senior cycle.
- Assessment of their learning and development through a variety of forms such as teacher, peer and self-assessment, and for formative and summative purposes.
- Recognition of achievement across all areas of the curriculum.
- Guided creation of a portfolio that captures development of the student, and their progress as a learner.
- A range of individual and team projects, competitions, activities over the year that are manageable and appropriately challenging.

Together in your group,  
consider how your selected  
Student Dimension might  
inform learning in your  
classroom



*‘A clear statement of aims in curriculum policy is only the starting point. It should be accompanied by **systematic sense-making** by teachers. **Clarity of purpose** is a necessary prerequisite for constructive and purposeful curriculum making.*

**HOW?**

*It requires teachers to be more than simple **implementers** of policy, but instead, professionals who **interpret**, **translate**, **mediate** and **enact** policy through the exercise of **professional judgment**.’*

# Go on the Learning Journey!



Oide

WHY  
are we  
going?

TY Programme  
Statement

WHO  
is  
coming?

The  
Student

WHERE  
do we want  
to go?

The  
Learning

HOW  
do we get  
there?

Pedagogy

WHAT  
did the learner  
learn?

Assessment

# Possible TY Music Module



Oide

## Transition Year Music Module Template



<b>Title</b>	A short title that clearly describes the module
<b>Rationale</b>	A clear and concise description of why the learning in this module is relevant for Senior Cycle students
<b>Why?</b>	
<b>Aims</b>	A description of the Developmental Indicators from the Transition Year Programme statement found in this module. These statements will link to the rationale.
<b>Context</b>	An overview of who will be engaging in this module, their musical interests, experiences and other relevant information.
<b>Who?</b>	
<b>Time Allocation</b>	The duration and intended number of lessons for this module.
<b>Learning Outcomes</b>	Specific statements that describe the learning that students should be able to demonstrate at the end of this module i.e., the outcome of the learning. These statements will clearly link to the aim.
<b>Where?</b>	
<b>Student Dimensions</b>	An identification of the relevant student dimensions that are developed through the learning experiences in this module.
<b>Teaching for Student Learning</b>	A description of the pedagogic strategies and learning experiences that will empower students in becoming lifelong learners. These innovative, inclusive, active learning methodologies and appropriate student-centred approaches will link to the aims and learning outcomes of this module.
<b>How?</b>	
<b>Assessment</b>	A description of a variety of ongoing tasks, reflection exercises, and activities for both summative and formative purposes. These integrated assessment approaches will evidence the learning inherent in this module. They will also provide opportunities for the student to realise the student dimensions and develop the Senior Cycle Key Competencies and will link to the aims and learning outcomes of the module.
<b>What?</b>	
<b>Resources</b>	A description of the resources that will support the learning in this module.

Oide.ie



**Oide**  
TY MUSIC Module

**Title** The Music of...  
**Rationale** The TY Music module aims to develop their independence and motivation to learn, providing opportunities for students to take the responsibility for their 'what, when and how' of their learning by supporting their agency in engaging with music through a variety of themes and pedagogical approaches of their choice.  
**Why?** This module will support students in becoming more motivated to learn about music in different real-world contexts and will give students an opportunity to explore their own personal musical areas of interest.  
**Aim** It will provide time and space for students to increase their capacity for independent and self-directed learning through setting personal goals, using a range of learning strategies and reflecting on feedback both individually and collaboratively.  
**Context** Total of 23 Students  
4 study music outside school (5 years rock/pop/guitar, flute grade 4)  
2 with guitar, 1 electric student (bass to noise)  
6 study music outside school (classical guitar grade 5, piano grade 4, violin grade 7)  
1 with ukulele, 1 with saxophone.  
**Time Allocation** The 10-week module divides into 10 x 1-hour lessons.

**Oide**  
TY Music continued

**Where?** The learning outcomes below are neither prescriptive nor exhaustive. For the purposes of this Oide Music module, there are 3 learning outcomes. When designing your teacher-made learning outcomes for your module, you might include 3-6 learning outcomes.  
**Learning Outcomes** On completion of this module, students should be able to...  
- create musical ideas in response to a stimulus  
- rehearse, perform, and communicate creative ideas clearly and confidently  
- read, interpret and play from symbolic representation of sounds  
- identify and assess learning strategies that empower them as music learners  
- harness the skill of research to source information, materials and resources  
- demonstrate the ability to plan and complete tasks independently  
- develop their skills of listening, composing and performing by working independently and collaboratively  
- demonstrate understanding of musical features and their role and effect in the music  
- use Digital Learning Technologies to support their music learning  
- progress their skill of comparison through score reading, audio listening and research  
- explore their musical interests through making a study of music they find engaging and interesting  
- set, create and refine goals for their music learning to be progressed in the short, medium and long term  
- engage in learning and learning strategies that are new and outside their areas of interest and comfort zone and reflect on the value of these experiences.  
**Student Dimension** Any Developmental Indicator below that is relevant to the Oide Music module. When designing your Music Module, you might select a lot less indicators and only choose the Student Dimensions relevant for your module.  
**Being a Learner**  
- Being more motivated to learn and seeing education as worthwhile and enjoyable.  
- Becoming more skilled with digital technologies, both as a user and a creator.  
- Exploring their own personal interests.  
- Being more willing to learn from mistakes and expand their comfort zone.  
- Seeing the importance of feedback and placing more value on it.  
- Becoming their capacity for independent and self-regulated learning.  
- Being more open to trying a range of learning strategies.  
- Strengthening their communication and collaboration skills.  
**Personal Growth**  
- Becoming more assured and confident about themselves as a person.  
- Pressing longer with tasks, especially when challenging.  
- Working with others with more empathy, both in games and online.  
**Civic and community engagement**  
- Having a greater appreciation and respect for human dignity and diversity.  
- Working more co-operatively with others and in teams.  
- Becoming more involved with creative and cultural activities.  
- Understanding better the interconnections of local, national and global communities.  
**Career exploration**  
- Being more informed on the links between education and career opportunities.  
- Learning how to generate ideas and turn ideas into action.  
- Having more awareness of the world of work and industry.

**Oide**  
TY Music continued

**How?** For this 10-week module, students choose from the selection of themes listed from the 'Music of...' section.  
**Teaching for Student Learning** Lesson 1 will be an investigation into students' prior music learning through engagement with musical learning experiences and the variety of Oide Music can offer to their learning. Students will consider how they learn and the ways they could develop their music learning and skill of independent learning.  
**Lesson 2-8** will be designed with a combination of learning strategies peppered throughout the module. These activities include:  
**Group Learning** - Students will work in groups of 4-6 to explore their own learning experiences and the variety of Oide Music can offer to their learning. They will be encouraged to share their own learning experiences and the variety of Oide Music can offer to their learning. They will be encouraged to share their own learning experiences and the variety of Oide Music can offer to their learning.  
**Independent Learning** - Students will be encouraged to explore their own learning experiences and the variety of Oide Music can offer to their learning. They will be encouraged to share their own learning experiences and the variety of Oide Music can offer to their learning.  
**Sharing of Learning** - Students will be encouraged to share their own learning experiences and the variety of Oide Music can offer to their learning. They will be encouraged to share their own learning experiences and the variety of Oide Music can offer to their learning.  
**Lesson 10** Each module will finish with a final self-reflection session, and a peer assessment and showcase of the learning. See Summative Assessment on p. 4.  
**Possible Learning Experiences may include:**  
- group performance tasks exploring rhythm, melody, harmony and musical features  
- group discussion and evaluation of their own learning  
- listening to pieces of music, and associating them with aspects of a chosen theme, e.g., a sport, a social justice issue, an emotion, a place  
- rehearsing and performing pieces of music related to a chosen theme  
- sharing relevant pieces of music from their own experience and exploring and discussing these pieces  
- exploring musical features and identifying those features in the music being studied  
- evaluating why certain musical features might help to support a message, create a mood, stimulate a story  
- comparing tasks using digital learning technologies such as notation software or digital audio workstation  
- comparing pieces of music and different performances of the same piece of music  
- creating a series of movements to accompany a piece of music  
- composing a piece of music with a specific purpose, context or mood relevant to a chosen theme  
- filling in missing lyrics and analysing the meaning of lyrics  
- interpreting an 8-bar sample of an artist's lyrics related to the chosen theme  
- researching the context, meaning or other information about a piece of music or topic related to it  
- adding verses, bars or new parts to an existing piece of music  
- experimenting with processing effects using digital audio workstation  
- exploring themes and pieces of music and making choices about what to engage with  
- comparing reflection tasks that involve goal setting, planning, choosing from a list of possible learning activities and evaluating those learning strategies  
- collaboratively designing and sharing tasks to evaluate learning with teacher and peer  
- critical thinking tasks where students assess information gathered through research

**Oide**  
TY Music Plan continued

**What?** Music Portfolio: Each student portfolio will be shared with the music teacher. This portfolio will offer students the opportunity to...  
- capture their learning  
- share goals they want to set and how they plan to reach those goals  
- register standards and resources  
- reflect on their creative and critical processes  
- showcase and celebrate their learning achievements  
- reflect on the development of their learning  
**Evidence of Learning** This portfolio may include a broad range of learning such as, but not limited to, a music project, audio recordings, live film, notation, videos of musicals, scores, reflective journal, peer and self-assessments, practical performance records, concert attendance, reviews of digital portfolios, etc. This portfolio will include feedback correspondence between the teacher and student (to be done on a regular basis).  
**Feedback:** Learning is supported by regular structured conversations either directly in class or via digital means with appropriate time given for students to review and act on teacher feedback and engage in peer assessment.  
**Ongoing assessment:** should inform all learning. As described in the Teaching for Student Learning section on p.2, students will be invited to share their learning during the lesson. This includes the opportunity for students to demonstrate their learning. This includes the opportunity for students to demonstrate their learning. This includes the opportunity for students to demonstrate their learning.  
**Summative assessment:** While the focus of this module is on the formative assessment it is hoped that students will engage and complete a final task to assess and evaluate their learning of music in this module. Guidance will be provided by the teacher as they support the students to complete their task. This task could be a musical performance, a piece of music, a composition, a presentation of a well-known musical technology, a presentation about the music they have studied or a learning activity for peers to engage in.  
A celebration and showcase of this learning may take place at an end-of-year Transition Year Concert held in May each year.  
**Resources**  
- Oide Music Learning Experiences  
- Digital Audio Workstations and Notation Software  
- Appropriate online sources of information  
- Interactive sites and websites to support music learning  
- Visual Learning Environment  
- Music programs and presentation software  
- Ready to go Digital Learning Technologies  
- Other supports identified by the students themselves

*‘Planning is the hard thinking teachers need to do in order to design quality opportunities for student learning’*

# Curriculum Sense-making



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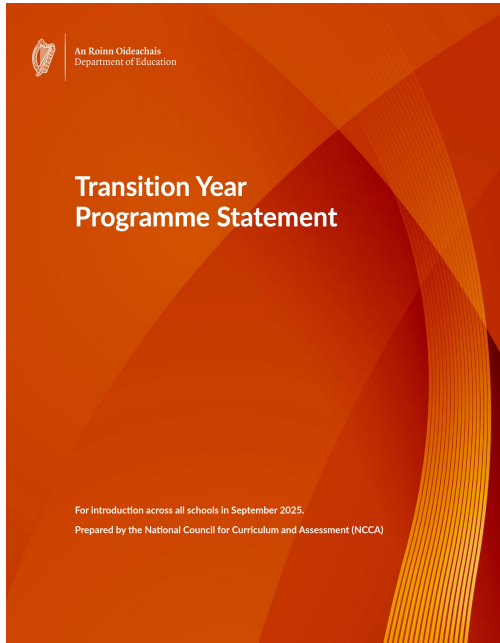
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- Recognition of achievement across all areas of the curriculum.
- Guided creation of a portfolio that captures development of the student, and their progress as a learner.
- A range of individual and team projects, competitions, activities over the year that are manageable and appropriately challenging.

How are the Student Dimensions evidenced in this TY Music Module?



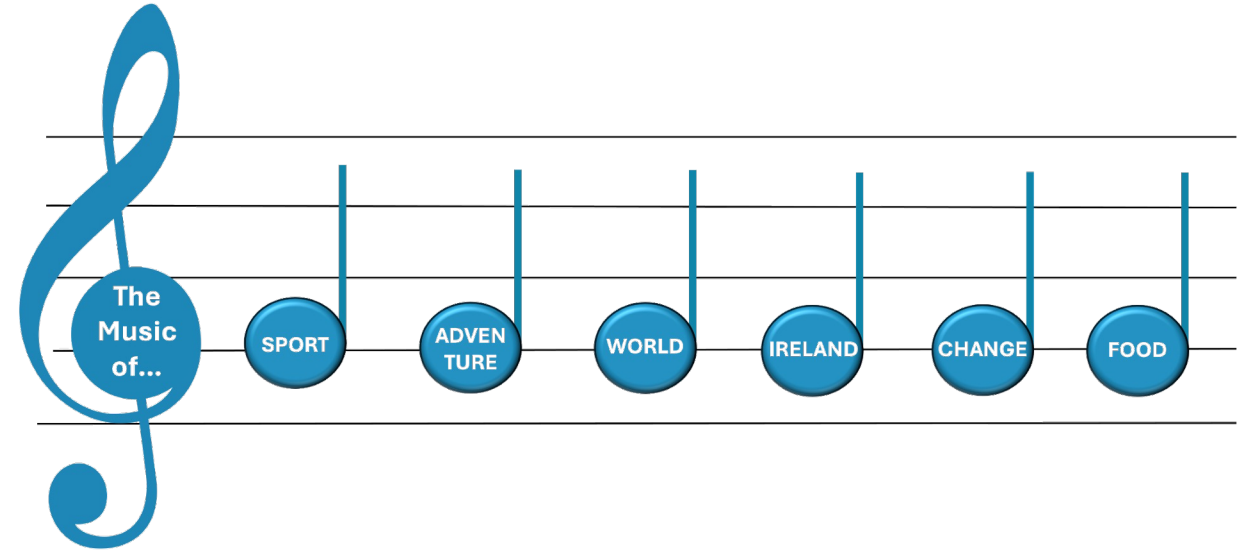
- *appropriate and effective pedagogies, alongside ongoing assessment, supporting students to progress in their learning while also fostering innovative classroom practice*
- *offers time, space and autonomy to create enjoyable and meaningful educational experiences that support students*



# Music of...



How does engaging with this series offer students enjoyable and meaningful educational experiences?  
What other topic might you add to this series?



# Making the Learning Visible

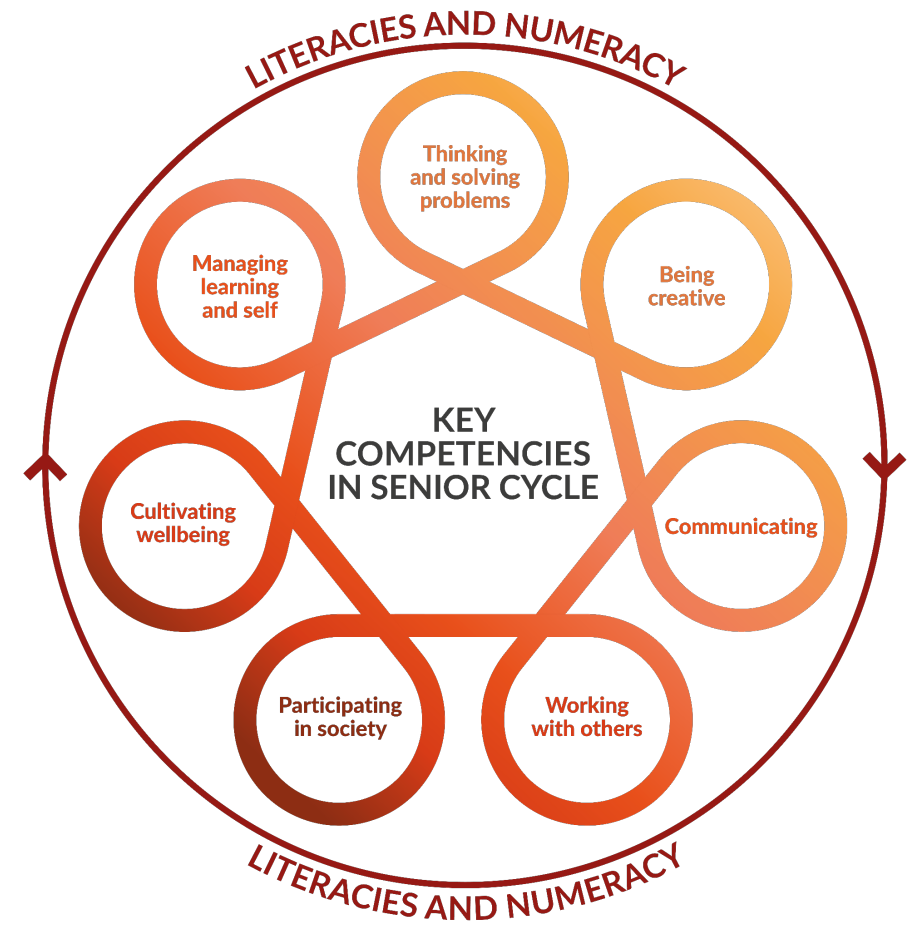


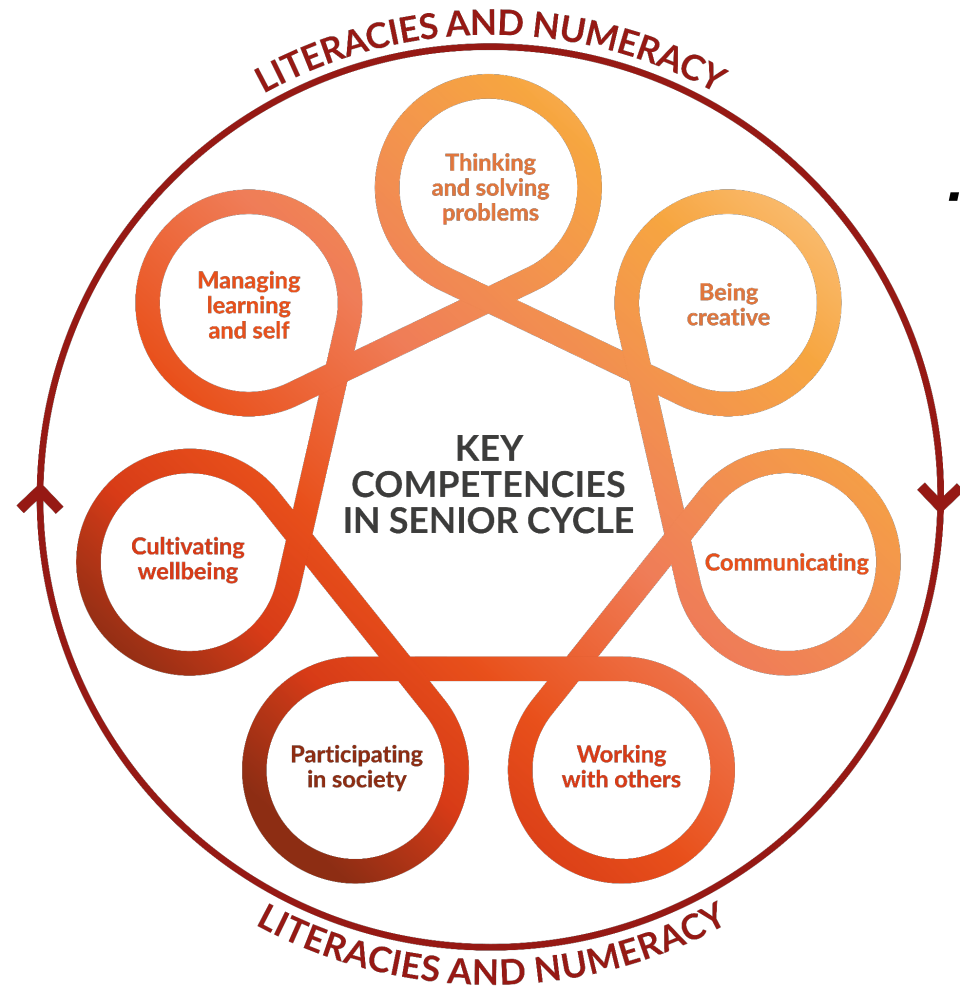
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## TY Student Dimensions



*...interlock in such a way that they intersect with the seven key competencies of senior cycle*





*...replace the existing key skills of senior cycle*

*...come to life through the learning experiences and pedagogies teachers choose and through students' responses to them.*

# SC Key Competencies - An Introduction



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Each competency has an introductory description, followed by the over-arching learning outcomes and the associated attributes.

The attributes help to make the competency clearer by setting out how the student will develop and apply the learning.

It is unlikely that any one individual will develop all of the attributes equally.

**Thinking and solving problems** Oide

This competency is about students using logic and reason to make well-thought-out decisions, decide when to do more, and to craft questions, responses, and solutions. They figure out what works and what doesn't work about their thinking and the way they approach tasks. They try to improve their thinking and problem solving using different approaches, including dialogue, study, feedback, reflection, and continued practice.

**Being Creative** Oide

This competency is about coming up with novel ideas, questions, thinking, theories, solutions, and creative works, often by playing with and combining existing concepts in new ways, and by embracing divergent thinking, the power of human imagination and the potential of technologies. Being creative can benefit individuals, groups, communities and society and can result in innovation. Creativity can help human beings to navigate difficult problems. Developing strategies, habits of mind and dispositions which nurture creativity can help students to develop and sustain a personal response to their learning.

**Communicating** Oide

This competency is about meaningfully interacting with others and gaining a deeper understanding of how important communication is to human relationships. Through this competency, students further develop their communicative expertise. They communicate to make connections and to share their thoughts, feelings and ideas in a clear, authentic and effective way. They develop habits and nurture dispositions which support their capacity to communicate, in person and using various media.

**Working with others** Oide

This competency is about working cooperatively in a range of contexts for many different purposes. When structured well, working with others can enrich students' learning and deepen their understanding of the dynamics of pairs, groups, and teams. Students can further develop their social and emotional skills and their understanding and appreciation of the talents, options, experiences and personalities of their peers, teachers and others. Working with others can deepen students' appreciation of the importance of diversity and inclusion. It gives students opportunities to get better at navigating emotions, challenges, and conflicts which may arise, and to figure out how to negotiate a way forward. Technology is an increasingly important tool which can both support and present challenges to working with others.

**Participating in society** Oide

This competency is about participating meaningfully in school, families, communities, and society, at local, national and global level, in person and online. As students participate in society, they deepen their understanding of human rights and responsibilities, diversity, equity, inclusion, social justice, and sustainability. They demonstrate their commitment to meaningful participation in school and society in a range of ways. They are aware of and engaged with societal issues, seeking to understand why these issues arise and to mitigate their impacts. They advocate for and try to bring about positive change.

**Cultivating wellbeing** Oide

Student wellbeing is present when students realise their abilities, take care of their physical wellbeing, cope with the normal stresses of life, and feel a sense of purpose and belonging. When setbacks occur, students know how to cope and to ask for help when they need it. This competency helps students understand how to protect and nurture their own wellbeing and support the wellbeing of others. They come to understand how social, economic and cultural factors can positively and negatively impact on the overall quality of life and wellbeing of individuals, groups and societies. Students' overall wellbeing – their social, emotional, environmental, intellectual, spiritual, and physical wellbeing – and their academic success mutually support each other, and healthy, caring relationships are key to both.

**Managing learning and self** Oide

This competency is about students understanding who they are as people and as learners, as they set goals and make life plans. They deepen their understanding of how learning works and can use this knowledge to improve their learning. They become more aware of and nurture their attitudes, abilities and interests. They develop strategies which help them to make decisions and to take action, to reflect on their learning and to decide next steps in learning and in life. They understand how to get things done and how to use resources effectively and become more adept and confident in acting autonomously.

Learning outcomes	Attributes
Students should be able to	Managing learning and self by
Manage their own learning, with support from their teachers, other adults, their peers and technology.	<ul style="list-style-type: none"><li>Developing your commitment to improving your learning.</li><li>Making choices and setting personal learning goals.</li><li>Making connections across different areas of learning.</li><li>Managing your learning in different contexts and environments.</li><li>Figuring out ways to respond to complexity and uncertainty.</li><li>Reflecting on and evaluating your learning.</li><li>Developing internal standards in relation to your own and others' work.</li></ul>
Develop strategies, values and dispositions which support their learning and their future life path.	<ul style="list-style-type: none"><li>Having a sense of self-efficacy and experiencing achievement.</li><li>Being flexible, adaptable and willing to learn from your mistakes.</li><li>Identifying and pursuing your hopes and goals for the future.</li><li>Making informed choices and taking responsibility for your educational journey and career path, with appropriate support.</li></ul>

# SC Key Competencies - An Introduction



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**Thinking and solving problems** | Oide

This competency is about students using logic and reason to make well-thought-out decisions, decide what to do next, and to draft questions, responses, and solutions. They figure out what works and what doesn't work about their thinking and the way they approach tasks. They try to improve their thinking and problem-solving using different approaches, including dialogue, study, feedback, reflection, and continued practice.

**Being Creative** | Oide

This competency is about coming up with novel ideas, questions, thinking, theories, solutions, and creative works, often by playing with and combining existing concepts in new ways, and by embracing divergent thinking, the power of human imagination and the potential of technologies.

**Communicating** | Oide

This competency is about meaningfully interacting with others and gaining a deeper understanding of how important communication is to human relationships. Through this competency, students further develop their communicative repertoire. They communicate to make connections and to share their thoughts, feelings and ideas in a clear, authentic and effective way. They develop habits and nurture dispositions which support their capacity to communicate, in person and using various media.

**Working with others** | Oide

This competency is about working cooperatively in a range of contexts for many different purposes. When structured well, working with others can enrich students' learning and deepen their understanding of the dynamics of pairs, groups, and teams. Students can further develop their social and emotional skills and their understanding and appreciation of the talents, opinions, experiences and personalities of their peers, teachers and others. Working with others can

**Participating in society** | Oide

This competency is about participating meaningfully in school, families, communities, and society, at local, national and global level. In person and online. As students participate in society, they deepen their understanding of human rights and responsibilities, diversity, equity, inclusion, social justice, and sustainability. They demonstrate their commitment to meaningful participation in school and society in a range of ways. They are aware of and engaged with societal issues.

Learning outcomes	Attributes
Students should be able to	Participate
Participate meaningfully in their schools, communities, and wider society.	<ul style="list-style-type: none"><li>Developing learning</li><li>Having learning</li><li>Investigating</li><li>Reflecting challenge</li><li>Learning transfer</li><li>Planning bring all</li><li>Contributing practice</li><li>Seeking dignity</li><li>Making sustains</li><li>Reflecting being appropriate</li></ul>
Develop values and dispositions which support meaningful participation.	<ul style="list-style-type: none"><li>Acting rights a</li><li>Showin</li><li>Showin and fut</li><li>Cultivat ambiguo</li></ul>

**Managing learning and self** | Oide

This competency is about students understanding who they are as people and as learners, as they set goals and make life plans. They deepen their understanding of how learning works and can use this knowledge to improve their learning. They become more aware of and nurture their aptitudes, abilities and interests. They develop strategies which help them to make decisions and to take action, to reflect on their learning and to decide next steps in learning and in life. They understand how to get things done and how to use resources effectively and become more adept and confident in acting autonomously.

Learning outcomes	Attributes
Students should be able to	Managing learning and self by
Manage their own learning, with support from their teachers, other adults, their peers and technology.	<ul style="list-style-type: none"><li>Developing your commitment to improving your learning.</li><li>Making choices and setting personal learning goals.</li><li>Making connections across different areas of learning.</li><li>Managing your learning in different contexts and environments.</li><li>Figuring out ways to respond to complexity and uncertainty.</li><li>Reflecting on and evaluating your learning.</li><li>Developing internal standards in relation to your own and others' work.</li></ul>
Develop strategies, values and dispositions which support their learning and their future life path.	<ul style="list-style-type: none"><li>Having a sense of self-efficacy and experiencing achievement.</li><li>Being flexible, adaptable and willing to learn from your mistakes.</li><li>Identifying and pursuing your hopes and goals for the future.</li><li>Making informed choices and taking responsibility for your educational journey and career path, with appropriate support.</li></ul>

**Cultivating wellbeing** | Oide

Student wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and feel a sense of purpose and belonging. When setbacks occur, students know how to cope and to ask for help when they need it. This competency helps students understand how to protect and nurture their own wellbeing and time to understand how social, economic and cultural context on the overall quality of life and wellbeing of 's' overall wellbeing - their social, emotional, physical wellbeing - and their academic success mutually relationships are key to both.

Learning outcomes	Attributes
Students should be able to	Contributing to wellbeing by
Be aware of and looking after your physical wellbeing.	<ul style="list-style-type: none"><li>Making and sustaining caring relationships.</li><li>Developing and expressing your personal identity, values and beliefs.</li><li>Contributing to making your class and school an inclusive, supportive space.</li><li>Appreciating, celebrating and understanding diverse identities and cultures.</li><li>Having a sense of meaning and purpose and developing your self-confidence.</li><li>Recognising, accepting and regulating emotions, as appropriate.</li><li>Feeling empowered to act as an ally when others are treated unfairly.</li><li>Being aware of what to do and where to go when help is needed.</li><li>Building resilience when facing challenges and difficulties.</li><li>Being able to assess risk and respond in healthy ways.</li></ul>

Select one of the seven SC Key Competencies and identify how this competency might come to life in your music classroom



## Possible School Context

- design and perform an annual musical in TY
- Music is offered as a subject at Junior Cycle
- JC Artistic Performance Short Course completed by many students



## Student Context

Consider your students  
as we progress through  
this learning

# Music of Adventure



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**1.2** create and present a short piece of music, using instruments and/or other sounds in response to a stimulus

**1.11** illustrate the structure of a piece of music through a physical or visual representation

**1.12** indicate where chord changes occur in extracts from a selection of songs

**2.9** distinguish between the sonorities, ranges and timbres of selections of instruments and voices; identify how these sounds are produced and proposed their strengths and limitations in performance

**2.5** prepare and rehearse a musical work for an ensemble focusing on co-operation 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

How might engaging with the learning of Fanfares and Triads support the learning at the heart of these JC learning outcomes?

The image displays a collection of musical notation examples. At the top right, it features the Oide logo and the text 'Oide' along with smaller text: 'Táir léis an bhFoghlaim Ghairmiúil i nGairneoireacht' and 'Supporting the Professional Learning of School Leaders and Teachers'. The examples include:

- Fanfares**: Two staves of music in 2/4 time, featuring rhythmic patterns of eighth and sixteenth notes.
- Triads – The Trumpet Shall Sound, Messiah**: Two staves of music in 3/4 time, showing a sequence of chords.
- Fanfares & Triads – William Tell Overture**: Three staves of music in 2/4 time, illustrating various rhythmic and harmonic patterns.
- Fanfares & Triads – Fanfare for the Common Man**: Two staves of music in 4/4 time, with a tempo marking of ♩ = 52. It features a mix of eighth and sixteenth notes.

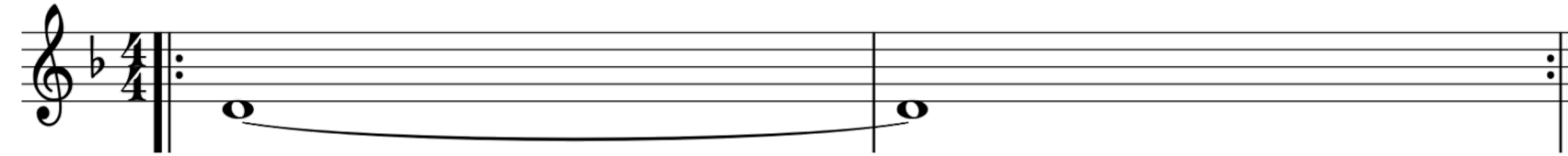
At the bottom of the page, there are contact details: 'info@oide.ie', the website 'oide.ie', and a Creative Commons license icon.

# Possible Learning – Creating & Performing a musical idea



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Something's about to happen! = SUSPENSE



Call the Ambulance!

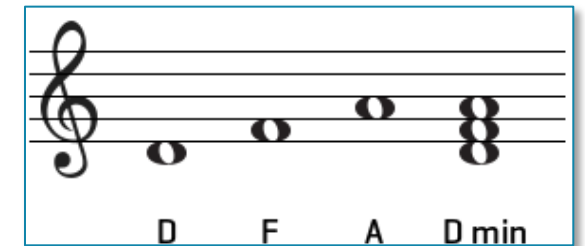


All is calm and serene



## EVIDENCE OF LEARNING

Create a musical idea using this triad to illustrate a feeling





# Progressing the Learning – Scared!



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D F A D min

B $\flat$  D F B $\flat$  maj

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# Progressing the Learning – Hopeful!



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D F A D min

B $\flat$  D F B $\flat$  maj

F A C F maj

C E G C maj

# Progressing the Learning – Energetic



Oide

D F A D min

B $\flat$  D F B $\flat$  maj

F A C F maj

C E G C maj

# Consolidating and Capturing this



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The image displays a collage of musical score pages for a piece titled "Building The Score". The pages are arranged in a layered, overlapping fashion, showing different sections of the score. Each page includes staves for Voice (Vo.), Violin (Vln.), and Piano (Pno.). The pages are labeled "Page 2", "Page 3", "Page 4", and "Page 5". The score is written in 4/4 time and features various musical notations, including notes, rests, and dynamic markings. The pages are presented in a way that suggests they are part of a larger, cohesive musical work.

Possible Task:  
Use your instruments and/or  
chosen software, work together to  
build a score for your trailer by  
organising your small musical ideas  
into a short piece of music

Build a  
Score

MUSICXML • 763 KB

# Evidencing the Learning – Music of ADVENTURE



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MusicXML available on [oide.ie](http://oide.ie)

A musical score for a piece in 4/4 time, tempo 120. The score consists of four staves. The top staff is a vocal line with a melody of quarter notes: G4, A4, B4, C5, B4, A4, G4, F4, E4, D4. The second and third staves are piano accompaniment with a steady eighth-note pattern. The bottom staff is a bass line with a simple melody of quarter notes: G3, F3, E3, D3, C3, B2, A2, G2.

- Original?
- Imaginative?
- Skillful?
- Sophisticated?

# Literacy and Numeracy



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Musical notation in a red box, featuring two staves with notes and rests. The first staff starts with a treble clef, a key signature of one flat, and a dynamic marking of *mf*. The second staff continues the melody. A square symbol is at the end of the second staff.

Musical notation in a yellow box, featuring two staves with notes and rests. The first staff starts with a treble clef, a key signature of one flat, and a dynamic marking of *mf*. The second staff continues the melody. A square symbol is at the end of the second staff.

Musical notation in an orange box, featuring two staves with notes and rests. The first staff starts with a treble clef, a key signature of one flat, and a dynamic marking of *mf*. The second staff continues the melody. A square symbol is at the end of the second staff.



Together in your groups, place these themes in the order in which they are heard

Musical notation in a purple box, featuring three staves with notes and rests. The first staff starts with a treble clef, a key signature of one flat, and a dynamic marking of *mf*. The second and third staves continue the melody. A square symbol is at the end of the third staff.

Musical notation in a green box, featuring two staves with notes and rests. The first staff starts with a treble clef, a key signature of one flat, and a dynamic marking of *mf*. The second staff continues the melody. A square symbol is at the end of the second staff.

Musical notation in a blue box, featuring two staves with notes and rests. The first staff starts with a treble clef, a key signature of one flat, and a dynamic marking of *p*. The second staff continues the melody. A square symbol is at the end of the second staff.



# Meeting the learning of all TY Students



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Arr. Oide Music Team 3

33

Pno.

Perc.

37

Pno.

Perc.

41

Pno.

Perc.

45

Pno.

Perc.

Arr. Oide Music Team 3

35

Pno.

37

Pno.

39

Pno.

42

Pno.

46

Pno.

Consider how these two arrangements give every student the opportunity to learn

MusicXMLs available on [oide.ie](http://oide.ie)



Level 2  
Learning  
Experiences

 **Oide** Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí Supporting the Professional Learning of School Leaders and Teachers

# Victory

Thomas Bergersen

How might these learning experiences give every student the opportunity to learn?

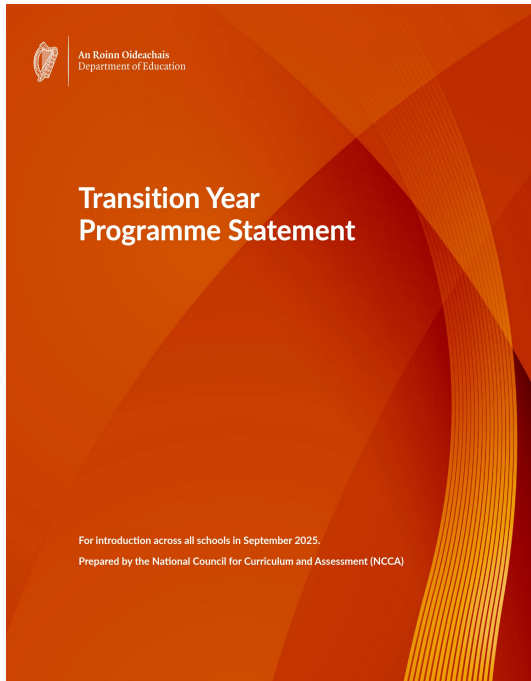




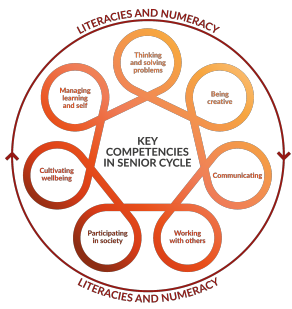
# Transition Year...



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- is inclusive
- facilitates a sense of discovery
- reports more broadly on student learning and development
- values the contribution each student can make



# Making the Learning Visible



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*The transformative potential of key competencies is most likely to be realised when teachers and students analyse and discuss the competencies they are developing*

Find how the Key Competencies of *Being Creative* and *Communicating* were brought to life in these learning experiences. How might this learning influence your classroom practice?



## Possible School Context

- A strong sporting tradition in the local area
- A new school that is running initiatives for students to create a school anthem, jersey designs for different teams and a school emblem




## Student Context

Consider your students  
as we progress through  
this learning

# Music of Sport – Skill of Comparison







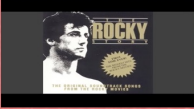

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**Comparison** 7  Oide

Choose three pieces of music related to sport

Identify and explain some similarities and differences between these excerpts e.g., tonality, tempo, use of musical features

Listen to the original recordings and describe the mood of the music.  
Suggest ways in which the musical features help to create this mood.





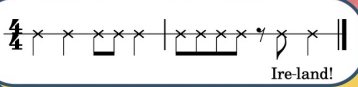
How might this learning experience develop students' ability to come to informed, clear and coherent conclusions?



# Progressing the Learning - Literacy







Oide


Rehearse and Perform these Excerpts 3  Oide

**Ireland Chant**   Ire-land!

**Charge!**  

**Gonna Fly Now Introduction**  

**Chariot's of Fire**  



How might this learning deepen students' understanding and enjoyment of symbols, language and sound and support them in setting personal learning goals?



## Music and Movement

9



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Consider this short piece of music that was used for the Paris 2024 Olympic and Paralympic Games. How do these movements mimic the movement of the music?

Choose an inspiring or exciting piece of music and create a set of movements to perform with the music

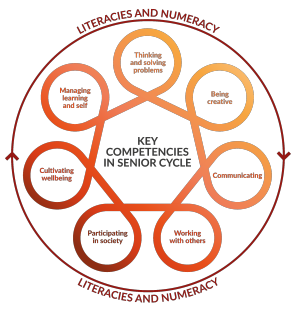


How might this engagement support students turning the ingredients of music into actions, performances and creative works?

# Music of Sport – Quality Learning Experiences Oide



How might these learning experiences motivate students to learn and expand their comfort zone?



# Making the Learning Visible



Oide

*The transformative potential of key competencies is most likely to be realised when teachers and students analyse and discuss the competencies they are developing*

Find 1-2 Key Competencies that were brought to life in these learning experiences. How might this learning influence your classroom practice?



# Music of CHANGE



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## Possible School Context


- One module repeated 3 times
- Mandatory for all students
- Theme is set by TY team and will be engaged with across the curriculum



## Student Context

Consider your students  
as we progress through  
this learning

# Music of CHANGE – Cross Curricular Theme Oide

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## 2 What issue is your song about?

**1**



Set up 4 stations around the room, with a different song at each station:

- Don't Tell Me - Hudson Taylor
- Nina Cried Power - Hozier
- Glory - Legend & Common
- Mercy Mercy Me - Gaye

**2**

Individually or collaboratively, listen to and fill in the missing lyrics of the song.

Through discussion and repeated listening, agree on what the song is about and underline the keywords found in the lyrics.



How might this learning experience deepen students' understanding of human rights, diversity and sustainability both inside and outside the classroom?





7

## Don't Tell Me

arr. Oide Music Team

Hudson Taylor

$\text{♩} = 80$

Piano

Vox1

Vox2

Pno.

Put me in a box... and tick it...

Don't tell me I can't be... who I am



MusicXML available on [oide.ie](http://oide.ie)

Using this backing video score, add your verse to this song. Perform your version.

How might this task enable students to communicate meaningfully?

# Music of CHANGE - Innovative and Creative Digital Learning Technology



Oide

Oide

## 5 Make a study of an important figure linked to the issue in your song

Critical Thinking

Using <https://humy.ai> or similar, choose an important figure to "interview" about their activism.

You might ask questions relating to the event, the use of music, how events are commemorated.

Verify/fact-check the accuracy of the answers to your questions.

**Nina Simone**  
Pioneering singer, songwriter, and civil rights activist.

**Greta Thunberg**  
Swedish environmental activist.

**Billie Jean King**  
Renowned tennis player and advocate for gender equality in sports.

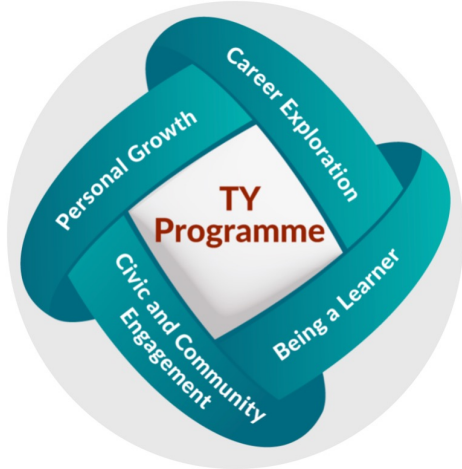
Interrogate how this learning experience might stimulate critical thinking and support your students in increasing their capacity for self-regulated learning

# Music of CHANGE

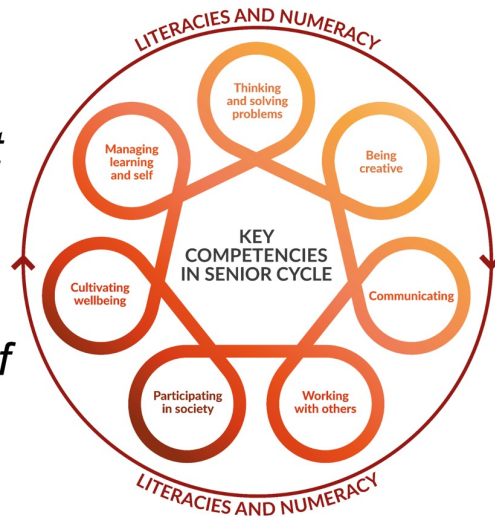


Oide

## TY Student Dimensions



*...interlock in such a way that they intersect with the key competencies of senior cycle*



Describe how the student dimensions intersect with the senior cycle key competencies through the learning experiences in the Music of CHANGE.

# New TY Programme Statement 2024?



**Oide**

## New TY Music Module?

Reflecting on all our conversations today and the audit of your current TY Music learning from earlier, what might your TY Music Module 2025 include?

Share one action you might take on your return to school.



- explored the newly published TY Programme Statement 2024 through investigating a possible 10-lesson module for TY Music
- investigated how the Senior Cycle Key Competencies are brought to life through suggested learning experiences for this TY Music module



**Oide**

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

Thank you for your  
engagement!

Professional Learning Experiences  
2024 –2025

