Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Introducing the New Leaving Certificate Music Specification

Professional Learning Experience 2026-2027

CC BY NC

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A YEAR IN THE LIFE OF A MUSIC TEACHER

...identifies the continuum of annual support that the Oide Music team will provide over the next four years.

Blank spaces are for you to plot out events that you know will take place in a year of your Music department. Some of these events might include, but are not limited to:

- Assessment - class tests, CBAs, Christmas exams, mocks, practicals, state exams...
- School events - masses, graduations, open night/day, awards night...
- Celebration events (e.g., LGBTQI+, Arts week, Music week, Seachtain na Gaeilge, etc.)
- Local events/school trips
- Music-specific events (e.g., concerts/musicals/shows)
- Other

Activity: Identify key moments for a year in the life of your Music department.
Shade in the relevant months in the image below.

2026-2027	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Workshop 1									
Professional Learning Experience Day 1									
Collaborative 1a									
Webinar 1									
Collaborative 1b									

SENIOR CYCLE REDEVELOPED LEAVING CERTIFICATE MUSIC

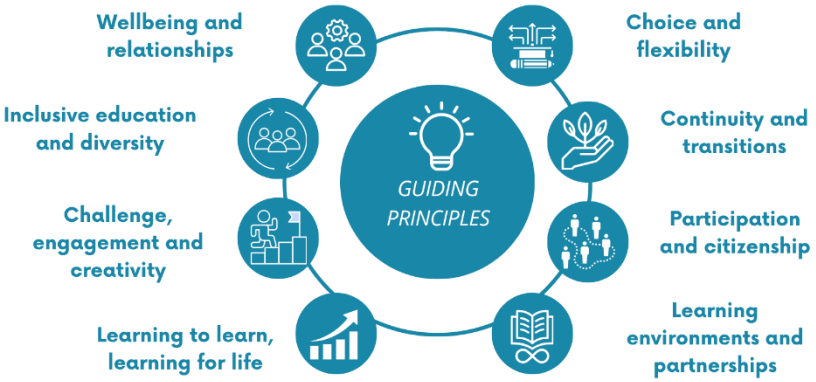
Activity: Make predictions about each of the statements before this PLE begins.
Did they hold true at the end of the workshop?

Before Workshop				After Workshop		
TRUE	FALSE	Don't Know	Anticipatory Exercise	TRUE	FALSE	Don't Know
			Strand 1 is to be taught in 5th year and Strand 2 in 6th year.			
			The Key Competencies are integrated across the rationale, aims, learning outcomes and assessment sections of the specification.			
			Technology is gone from the Practical examination.			
			The 27 Learning outcomes promote teaching and learning processes that develop students' knowledge, skills, values and dispositions incrementally across the two years.			
			Students must choose between solo and group performance in the Practical Examination.			
			Students will only spend 25 hours on the Additional Assessment Component (AAC).			
			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.			

NOTE: This exercise is used during this Music PLE 2026-2027, solely to position your thinking about Senior Cycle Redevelopment at this time.

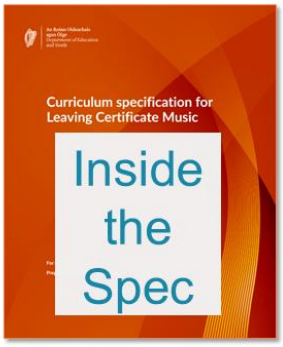
SENIOR CYCLE GUIDING PRINCIPLES

The 8 guiding principles are a touchstone for schools as they design their senior cycle. A touchstone evaluates the quality of something. Select 1 principle from the descriptions below and share how your classroom practice reflects this principle.



Wellbeing and relationships: Students' experiences in school, in other educational settings and in the wider society contribute directly to their overall wellbeing and to their holistic development. Students' experiences throughout senior cycle are supported in the relationships students have with teachers, peers, parents and other significant adults.
Inclusive education and diversity: The educational experience in senior cycle is inclusive of every student, valuing and respecting diversity and the contribution each student can make. Every student has enjoyable experiences in and meaningful outcomes from senior cycle education
Challenge, engagement and creativity: Students experience a challenging, engaging and high-quality education, with opportunities for new and deep learning and for critical, creative and innovative thinking.
Learning to learn, learning for life: Students develop greater independence in, and understanding of, how they learn; deepen their capacity to meet the challenges of life within and beyond school; and have second-chance opportunities for learning and assessment.
Choice and flexibility: Senior cycle facilitates broad learning and increased specialisation. It provides flexibility and coherence for students as they combine learning in a variety of ways, navigate their personal pathway through senior cycle, and pursue diverse futures.
Continuity and transitions: Students build on their learning to date and are supported as they develop and pursue their chosen pathways, and as they transition to adult life
Participation and citizenship: Students participate in schools, communities and society, exercising their rights and responsibilities as local, national and global citizens in ethical and sustainable ways.
Learning environments and partnerships: Partnerships and collaboration across schools, with families, communities, and with other learning environments, including online, enrich and extend student learning and expand the possibilities open to them.

MEET THE LC MUSIC SPECIFICATION





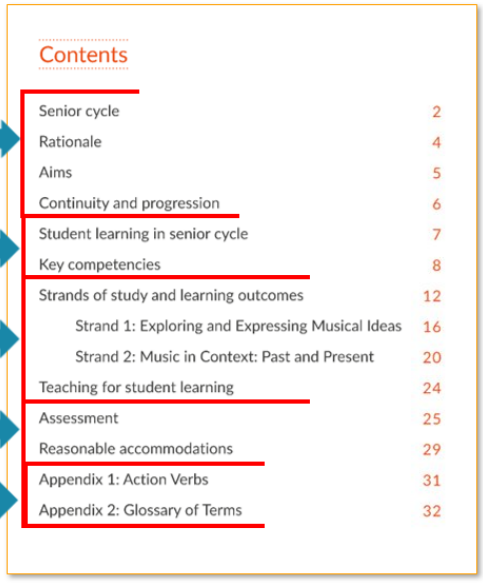
The Purpose

Student Learning in Senior Cycle

Learning in the Music Class

Evidencing the Learning

Language of Learning



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1. Purpose

- ✓ In your specification, p.4, highlight the statements in the **RATIONALE** that align with your beliefs and values as a music teacher.
- ✓ Label the five **AIMS** on p.5 A – E. Organise them according to what is currently done well and what may need further development in your music department.

Working well?	Needs further development?

- ✓ Highlight 3-4 key messages from the **CONTINUITY AND PROGRESSION** section on p.6, which you might use to showcase the value of choosing music as a Senior Cycle subject.

2. Senior Cycle Learning

- ✓ Select one Key Competency that sings to you.
- ✓ Identify how 1-2 attributes from your chosen key competency might be activated in your Music classroom.



3. Learning in the Music Class

As you read through the **LEARNING OUTCOMES**, use the following symbols to…

✔ identify learning you currently engage in

♡ select learning that you are excited about

? identify what learning is new for your context.

4. Evidencing the Learning

✓ Consider the highlighted yellow and blue sections from pp.25-30

How will engaging with the AAC encourage students to develop a holistic understanding of what being a musician involves?

How does the AAC provide varied performance opportunities for students?

5. Language of Learning

✓ As you visit the other 4 stations in our carousel, mark with a ? any *new* language you encounter.

✓ Once you have finished the carousel activities, take a moment to find the language you marked with a ? in the Glossaries at the back of your specification.
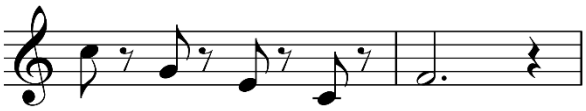
NOTES

Capture feedback in the space below
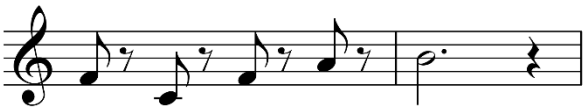
THE SOUNDS OF OUR MUSIC SPECIFICATION
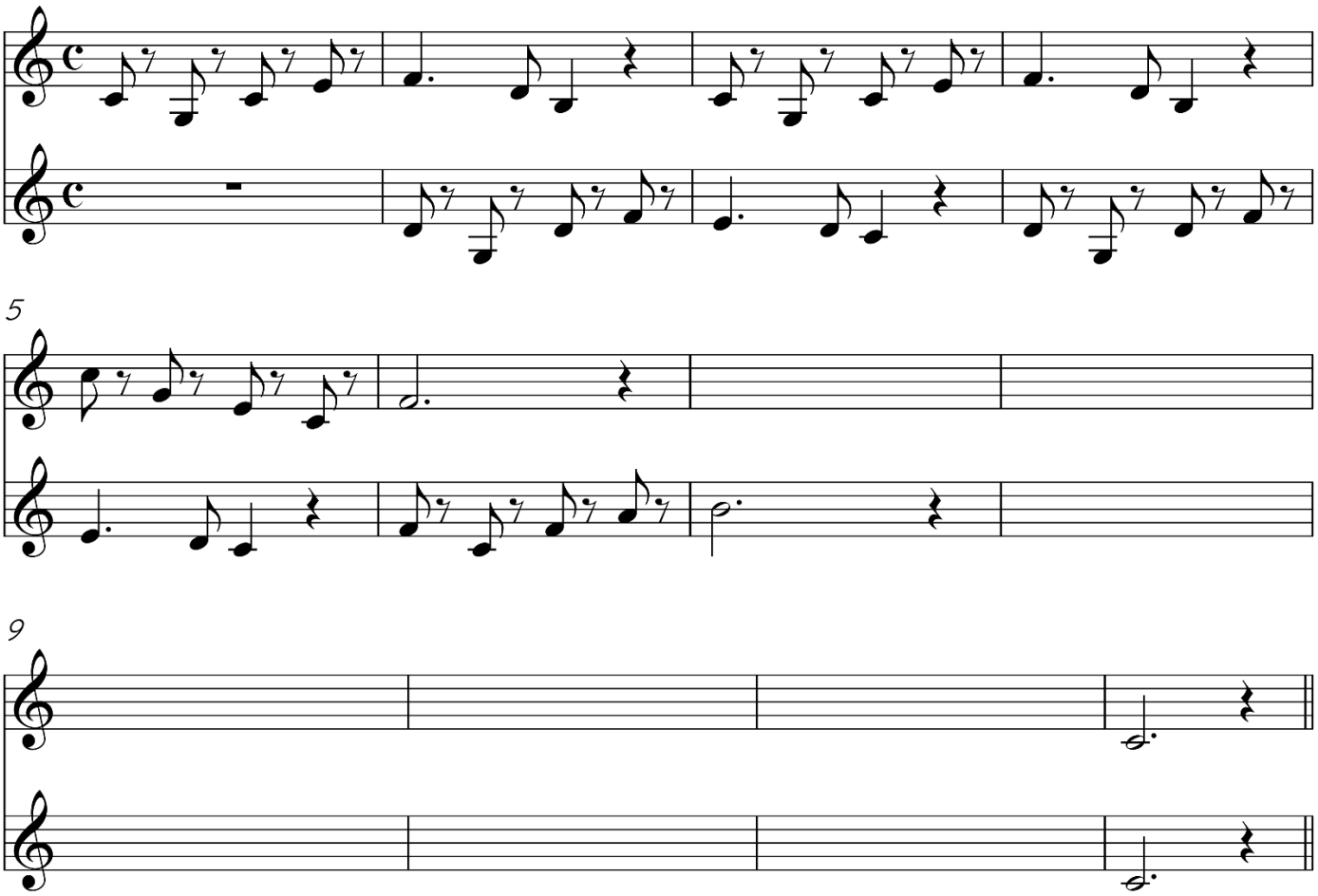
Activity: Continue your group's 2-bar motif in a descending sequence.

Motif 1



Motif 2





Activity: What Key Competencies from pp.10-11 of the specification were activated in this learning experience?

Key Competencies in the Music specification

TEACHING FOR STUDENT LEARNING

Activity: Complete the two tasks below.

1. Consider the three messages below, taken from the ***Teaching for Student Learning*** section
2. Using the Modes of Engagement on pp.13-14, describe in detail the learning students will engage in to enact these messages as musicians in today's world.

The music classroom is a safe space where relationships are grounded in trust and respect so that students feel encouraged to express themselves and their ideas confidently and competently. Creativity thrives in the music classroom when students feel confident to experiment with a variety of approaches when creating, improvising and performing in ways that promote originality and personal expression. By facilitating creativity, students feel supported to propose alternative ideas, challenge conventions and take risks, embracing uncertainty and innovation.

Mode of Engagement: Creating and Experimenting

Engagement in performance activities requires strategies which foster confidence, communication and inclusivity. Gradual exposure to diverse performance settings, performing individually and as a member of a group and scaffolded reflective practice help to build confidence and motivation. Accommodating student choice, interests and existing talents in the selection of repertoire helps to support students to engage meaningfully in their learning.
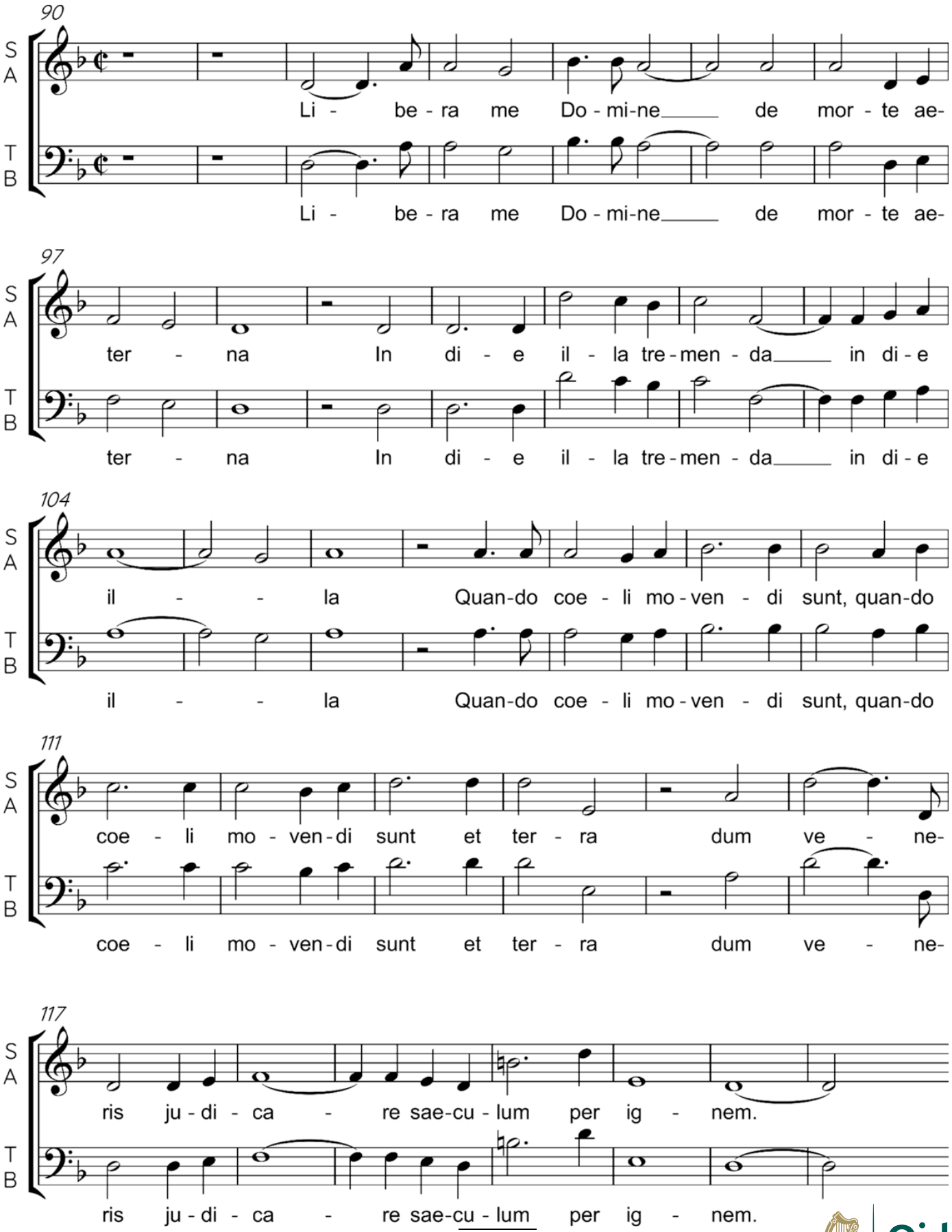
Mode of Engagement: Performing and Music-making

Throughout their studies, students engage with, listen, appraise and respond to a wide range of music. All interaction with music begins with the development of aural awareness and critical listening skills. This foundation is deepened through exploration and analysis of notated music, where available, thereby fostering a more comprehensive understanding of musical structure, musical elements and expression.

Mode of Engagement: Listening, Appraising and Responding

LEARNING MUSIC

Activity: Sight sing the complete melody and consider what performance skills will be needed to communicate this music effectively.



PLANNING FOR LEARNING IN THE MUSIC CLASSROOM



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

Activity: How does your Music department currently plan for 5th and 6th year Music?

How we currently plan for 5th & 6th Year Music...

Activity: What are the good practices we can continue from planning for Junior Cycle and Transition Year Music?

Planning strategies that have worked well for us are...

MUSIC DEPARTMENT PLANNING PROMPT QUESTIONS

NOTE: This list is not prescriptive or exhaustive – add some of your own to this list

DEPARTMENTAL CONVERSATIONS

CONTEXT

- Who are my students? / What are their musical interests/concerns? / What instruments do they play?
- What inclusive strategies, if any, might I need to consider for these students, i.e., EAL, AEN, other?
- Where relevant, what VLE might support students' learning, i.e., OneNote, Teams, Google Classroom, other?
- What Guidance-related activities might support students' personal, social, educational and career development?

PRIOR LEARNING

- What music curriculum, if any, have the students engaged with? / Where is their learning at? / What do they already know? / What misconceptions are evident?

LEARNING OUTCOMES IN FOCUS

- What learning outcomes might meaningfully link together to build on the student prior learning?
- What parts of the learning outcomes might this unit focus on?

INTENDED LEARNING - What the learning will be ABOUT

- What is the key learning I want students to know about at the end of this unit?
- What misconceptions are likely to occur?
- What prior learning will this key learning build on?
- What musical terms/literacy should students become fluent in?
- What musical skills will students build on through this unit of learning?

EVIDENCE OF LEARNING - How I will KNOW the learning has taken place

Tasks/opportunities might include CW, HW, CBAs/AACs, feedback, test, observation, questioning, projects, reflection…

- What assessment strategies do I need to consider?
- What range of evidence will I gather/capture? Evidence may come from what students will… Say, Play, Write, Create or Do! The range of evidence gathered/captured will depend on the focus of the unit
- How will I capture/gather this evidence of learning?
- Are these tasks/opportunities aligned to the learning intentions and learning outcomes?
- What specific tasks/opportunities will require students to think?
- What specific tasks/opportunities will enable students to build on their existing understanding in order to create new understanding?

LEARNING EXPERIENCES - This learning will take place THROUGH…

- What classroom activities and resources will support and enable students to engage with the learning?
- What key skills/competencies have been activated in the design of these classroom activities?
- What methodologies will I use? / How might DLT support this engagement?
- What formative assessment strategies will I include? Is the formative feedback linked to the success criteria?
- How have I integrated listening, responding, composing and performing into these activities?
- How might these activities build on prior learning and create new learning?

INDIVIDUAL

LEARNING INTENTIONS – Clarifying the learning

- Are the learning intentions student-friendly?
- Do the learning intentions align with the selected learning outcomes?

SUCCESS CRITERIA – Determining the quality of the learning

- How might I involve students in co-creating the success criteria?
- Do the success criteria link to the learning intentions and the task?

REFLECTION AND ACTION

- **WHAT** *was the learning about*? **SO WHAT** *learning took place*? **NOW WHAT** *are my next steps*?
- How might these reflections influence my classroom practice in the future?
- How might these reflections become the **Prior Learning** for the next unit?

RESOURCES / SUPPORTS

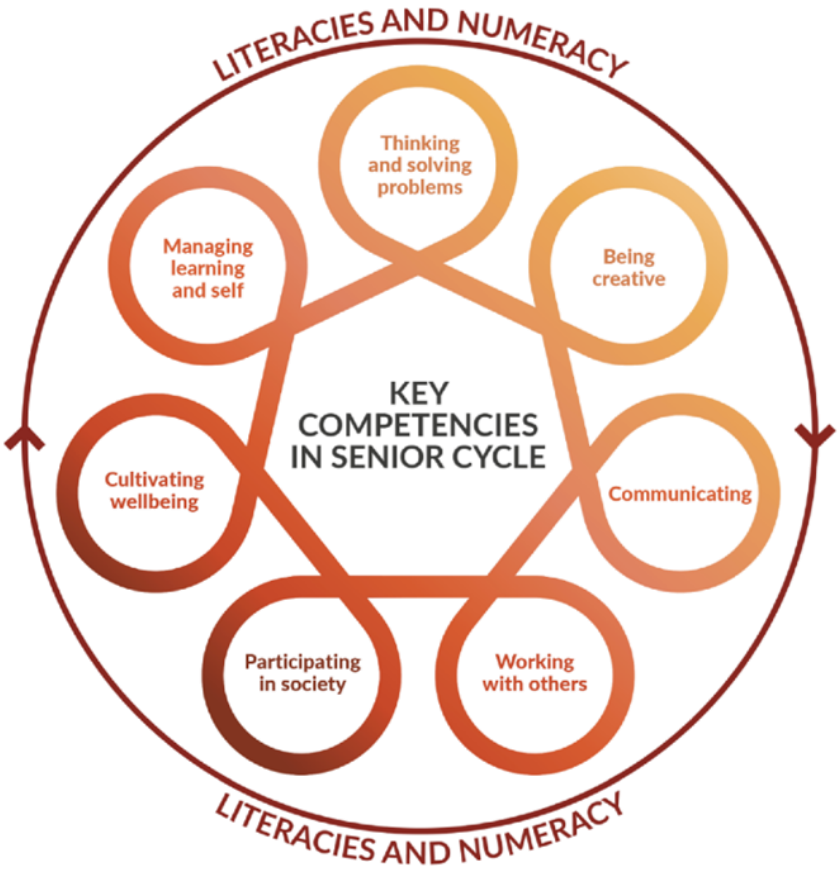
- Identify the DLT, websites, audio tracks, scores, worksheets and/or other materials that will be used in this unit

MANUSCRIPT

SENIOR CYCLE KEY COMPETENCIES

Key competencies is an umbrella term which refers to the knowledge, skills, values and dispositions students develop in an integrated way during senior cycle.

The key competencies come to life through the learning experiences and pedagogies teachers choose and through students' responses to them. Students can and should be helped to develop their key competencies irrespective of their past or present background, circumstances or experiences and should have many opportunities to make their key competencies visible.



The development of students' literacies and numeracy contributes to the development of competencies and vice-versa.

Curriculum specification for Leaving Certificate Music (2026), pp.8-9

Each competency has an introductory description, followed by the overarching 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.

Key Competencies in Senior Cycle (2024), p.3

Further detail in relation to key competencies is available at
https://ncca.ie/en/senior-cycle/senior-cycle-redevelopment/student-key-competencies/

Participating in society



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.

Learning outcomes Students should be able to	**Attributes** Participating in society by
participate meaningfully in their schools, communities, and wider society.	• developing and expressing your own ideas. • having choice, voice and influence both in your learning and in society. • investigating complex societal issues. • reflecting on your own role in relation to societal challenges. • learning to critique, challenge, protect and/or transform systems. • planning and taking individual and collective action to bring about positive change. • contributing to peaceful and democratic values and practices at school and community levels. • seeking solutions to situations that undermine human dignity and rights. • making choices which contribute towards creating sustainable futures. • reflecting on your values, perceptions and actions and being able to compromise or take a stand, as appropriate.
develop values and dispositions which support meaningful participation.	• acting ethically, informed by individual and collective rights and responsibilities. • showing solidarity where there is inequity and injustice. • showing respect for the needs and rights of current and future generations and for nature. • cultivating hope and efficacy in the face of uncertainty, ambiguity and risk.

Thinking and solving problems



This competency is about students using logic and reason to make well-thought-out decisions, decide what to do next, and to craft questions, responses and solutions. They figure out what works and what doesn't work in terms of their thinking strategies 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.

Learning outcomes Students should be able to	**Attributes** Thinking and solving problems by
apply critical thinking in both familiar and new situations.	• getting knowledge, ideas, theories and concepts from different places and putting them to use. • using criteria to choose between sources e.g., reliability, suitability, relevance, cost and accessibility. • using criteria to tell the difference between opinions, judgements, biases, and facts. • thinking critically about social norms and practices. • exploring data, information, patterns, trends, connections, and relationships to gain deeper understanding and better explanations. • creating hypotheses, making predictions, exploring and weighing up arguments and evidence, and coming to clear and coherent conclusions. • challenging assumptions and errors; formulating valid arguments and counter arguments.
identify problems, come up with potential solutions and make informed decisions.	• understanding, analysing, synthesising, evaluating, interpreting and creating. • using numbers and data to make observations, estimates and calculations. • exploring different options and solutions, predicting likely consequences and results. • making informed decisions and evaluating the short-term and long-term results and consequences. • being alert to the pros and cons of hindsight. • recognising and investigating how real-world constraints affect possible solutions and actions.
develop and use a range of thinking strategies, values and dispositions to develop and respond critically to questions and tasks and to solve problems.	• asking questions and seeking challenges. • being open minded, speculating, looking for different points of view and exploring multiple possibilities. • being open to feedback and able to use it to improve their learning. • making connections across different learning and between prior knowledge and new knowledge. • reflecting on thinking strategies to improve learning. • acting with integrity, taking responsibility for your own work and the work of the group. • being transparent about sources, learning from and crediting the work and ideas of others.

Communicating



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.

Learning outcomes Students should be able to	**Attributes** Communicating by
deepen their understanding of various forms of communication and of the material they are studying.	• deepening understanding words, symbols, numbers, language, sound, movement, tools, media, and texts. • listening, viewing, and reading attentively and responding meaningfully. • asking questions to figure out ideas, viewpoints and emotions. • mediating meaning and changing understanding and approach for different formats, audiences and situations. • expressing opinions, speculating and discussing, arguing, informing and persuading. • analysing and interpreting a range of texts. • developing critical understanding.
communicate meaningfully and effectively, using various tools and formats, for different purposes and audiences.	• gathering information from all of the senses. • using a variety of tools to communicate, including languages, instruments, equipment, materials and technology. • using appropriate language, formats and techniques to present data and information clearly. • being aware of the purpose and the target audience for the communication. • creating, designing and composing texts, objects, artefacts and performances.
develop habits and nurture dispositions which help them to communicate meaningfully and effectively.	• communicating authentically, in person and virtually, using various forms of communication. • listening actively and seeking clarity and understanding. • recognising and trying to counteract misinformation and disinformation. • being patient and reflective when communication challenges occur and adapting to the situation. • being open to diverse perspectives and worldviews. • understanding how tone, gestures, body language, emotions and visuals affect communication and using this understanding in an ethical and responsible way. • reflecting on what you do well and what you could do better when communicating.

Working with others



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 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.

Learning outcomes Students should be able to	**Attributes** Working with others by
work co-operatively in pairs, groups and teams.	• deciding things as a group and working together to achieve shared goals. • taking on different roles, including taking the lead on occasion. • contributing meaningfully to the work of the group. • evaluating the work as it progresses and changing approach if necessary. • giving and responding to feedback and understanding its importance. • understanding group dynamics, being able to give and take and navigating differences of opinion and approach.
develop strategies, values and dispositions which make working with others more meaningful.	• interacting ethically, in person and virtually. • understanding and appreciating the value of diversity within groups and promoting inclusivity. • encouraging and celebrating the success of peers. • understanding the emotional involvement needed to work well with others and managing emotional challenges which may arise. • reflecting on what you do well and what you could do better when working with others.

Being creative



This competency is about coming up with novel ideas, questions, thinking, theories, solutions, and creative works, often by playing with and combining existing human 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.

Learning outcomes Students should be able to	**Attributes** Being creative by
be creative and develop a range of strategies and processes which support their creativity.	• participating in cultural experiences and learning from creative works. • exploring and learning from examples of innovation and entrepreneurship. • coming up with and exploring questions, identifying problems and speculating about possible answers and solutions. • trying different things to respond to tasks and situations. • combining ideas that already exist to enhance concepts, ideas, processes, products, and communities. • turning ideas into actions, creating new ideas, designs, creative works, performances, processes, and products. • imagining sustainable futures and taking steps to achieve these.
develop values and dispositions which nurture their creativity.	• being curious, open-minded, adventurous, and imaginative. • being playful and willing to take appropriate risks in pursuit of learning. • being comfortable with ambiguity and uncertainty, while still finding ways to move forward. • developing internal standards about how good your own and other people's work is. • reflecting on your creativity and creative process.

Cultivating wellbeing



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 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.

Learning outcomes Students should be able to	**Attributes** Cultivating wellbeing by
cultivate the wellbeing of self and others.	• being aware of and looking after your physical wellbeing. • making and sustaining caring relationships. • developing and expressing your personal identity, values and beliefs. • contributing to making your class and school an inclusive, supportive space. • appreciating, celebrating and understanding diverse identities and cultures.
develop values and dispositions which support wellbeing and the capacity to cope with and respond to challenges.	• having a sense of meaning and purpose and developing your self-confidence. • recognising, accepting and regulating emotions, as appropriate. • feeling empowered to act in solidarity when others are treated unfairly. • being aware of what to do and where to go when help is needed. • building resilience when facing challenges and difficulties. • being able to assess risk and respond in healthy ways.

Managing learning and self



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 Students should be able to	**Attributes** Managing learning and self by
manage their own learning, with support from their teachers, other adults, their peers and technology.	• developing your commitment to improving your learning. • making choices and setting personal learning goals. • making connections across different areas of learning. • managing your learning in different contexts and environments. • figuring out ways to respond to complexity and uncertainty. • reflecting on and evaluating your learning. • developing internal standards in relation to your own and others' work.
develop strategies, values and dispositions which support their learning and their future life path.	• having a sense of self-efficacy and experiencing achievement. • being flexible, adaptable and willing to learn from your mistakes. • identifying and pursuing your hopes and goals for the future. • making informed choices and taking responsibility for your educational journey and career path, with appropriate support.

THE LANGUAGE OF SENIOR CYCLE REDEVELOPMENT

Additional Assessment Component (AAC) encourages students to develop a holistic understanding of what it means to be a musician by applying their learning, which cannot be readily assessed by a written examination, through a practical performance.

Attributes are statements which 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.

Learning Intentions are statements created by the teacher that clearly describe what the teacher wants students to know, understand, and be able to do as a result of the learning and teaching activities for a lesson or a series of lessons.

Learning Outcomes are statements which outline the knowledge, skills, values and dispositions students should be able to demonstrate after a period of learning.

The integrated **Modes of Engagement** are *Creating & Experimenting, Listening, Appraising & Responding, Performing & Music-Making*, which promote deeper musical understanding and provide opportunities for students to learn to become musicians and realise their musical selves.

Formative Assessment occurs in the ebb and flow of daily classroom interaction. It is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. The five formative assessment strategies include *Clarifying the Intended Learning, Feedback to Progress Learning, Eliciting Evidence of Learning, Students as Resources for Each Other, and Students as Independent Learners*.

Senior Cycle Key Competencies is learning which spans across all of the students' senior cycle experiences. It is an umbrella term which refers to the knowledge, skills, values and dispositions students will develop in an integrated way.

The learning in the **Strands** is interwoven and should be studied concurrently, rather than in isolation or in a linear order. There are two strands in the LC Music specification: *Exploring & Expressing Musical Ideas* and *Music in Context: Past & Present*

Students Learn About is a column to the left of the learning outcomes, which outlines specific areas that students must learn about. It provides more detail and scaffolds understanding of the learning outcomes without over-elaboration.

The 8 **Senior Cycle Guiding Principles** are a touchstone for schools and other educational settings as they design their senior cycle.

Success Criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgments about the quality of student learning.

Summative Assessment is used to evaluate student learning at the end of the instructional process or a period of learning. The purpose is to summarise the students' achievements and to determine whether and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or features of quality descriptors.

Unit of Learning links learning outcomes, which clearly set out what students should know, understand, and be able to do as a result of learning and teaching activities within that unit.

FURTHER SUPPORTS

NCCA Senior Cycle Redevelopment Music

Oide Website Senior Cycle Music

Curriculum Online

DEY Senior Cycle Redevelopment

SEC Senior Cycle Redevelopment

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