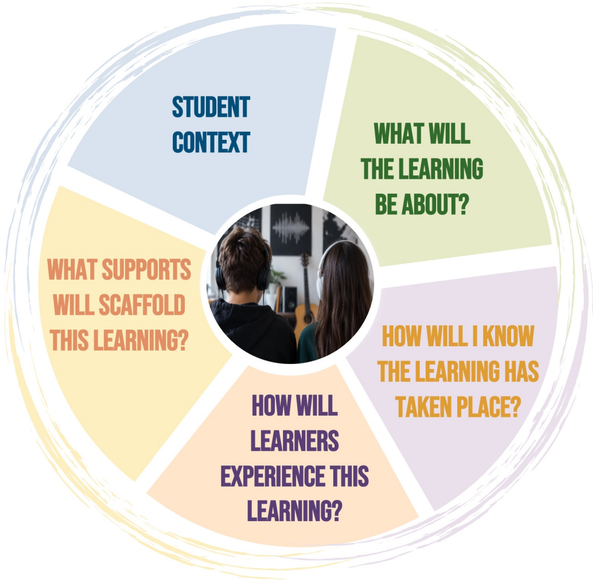
MUSIC

Planning for Student Learning

in the Leaving Certificate Music Classroom

Oide





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Exploring and Expressing Musical Ideas

Students learn about	Students should be able to
Performance skills including: • pitch accuracy and consistency • rhythmic accuracy and consistency • appropriate tempo • technical dexterity • control of an instrument and/or voice • intonation • tone quality • expressive techniques and articulation • how to perform to an accompaniment • how to contribute meaningfully, and musically, to a performance • how to maintain balance, blend and tuning • musical communication and interpretation with an appropriate sense of the chosen style • how to reflect on and refine a performance	**1.1 Discuss performance skills that are necessary to communicate music effectively.** **1.2 Demonstrate a range of appropriate performance skills.**
How to construct a single line melody for instruments and voices: • in simple time signatures and in compound time signatures • in major and minor key signatures • for a variety of instruments and voice types • using the appropriate range and capabilities of instruments and voices • using appropriate word setting/word painting • with added performing and expressive techniques • which includes a modulation* • using staff notation and digital notation formats • using established structures and forms • using compositional devices from prescribed and unprescribed music	**1.3 Create and perform a single line melody for instruments and voices.**
How to improvise using voice(s) and/or instrument(s) and/or body percussion and/or other sound sources. How to develop short rhythmic, melodic, harmonic fragments, or chord patterns to create musical ideas.	**1.4 Improvise to create short musical ideas.**
How to perform unfamiliar rhythmic, melodic and harmonic phrases and chord patterns: • in simple and compound time signatures • in major and minor keys • with performing and expressive techniques	**1.5 Perform unfamiliar music at sight and through aural perception.**
Writing a single-line melody in the style of Irish Traditional dances: • Reel • Double jig • Slip jig	**1.6 Create and perform a single line melody in the style of a given Irish Traditional dance rhythm, metre, or form.**
Adding accompaniment to a single-line melody in keeping with the musical style including: • a rhythmic accompaniment • ostinato • sequence • imitation • a countermelody • supporting voices • a bassline • suitable chords • accompaniment styles used in prescribed music	**1.7 Create and perform accompaniment to a single line melody.**
How digital technology can be used to create, edit, record, share and play back music including: • recording live audio/instruments/voices • performing live on instruments/voices • appropriate conditions for effective recording to take place • an understanding of microphone types and microphone placement • feedback and how to prevent it • importing sounds • inputting sounds • building a track(s) • making edits to audio: cut, move, loop and adjust sounds to improve the track • sourcing, importing sounds including samples and loops. • responsible use of sampling and permissions • adjusting volume levels, equalisation (EQ) and balancing parts • exporting and sharing music in a digital format The opportunities, limitations and challenges offered by technology in sharing music.	**1.8 Demonstrate, using digital technology, a range of techniques for creating, editing, recording and sharing a piece of music.** **1.9 Rehearse and perform to a backing track.**
Processing effects: • Reverb • Panning • Delay • Distortion • Chorus • Equalisation • Compression • Automation	**1.10 Identify and describe processing effects in live and recorded music through auditory perception.** **1.11 Apply processing effects to original music or recordings and evaluate the impact of the effects used.**
Appropriate musical language to justify their creative compositional decisions.	**1.12 Provide a brief description of the role of the music they create and justify their creative compositional decisions.**
Music copyright and how it applies to the sharing and publishing of music: • What is copyright • What does copyright protect/not protect • Performance rights • Music and reproduction rights • Public domain • Professional organisations in Ireland who manage copyright for musicians • Revenue streams for musicians and royalties • Copyright infringement	**1.13 Explain what copyright is and why it matters in the music industry.** **1.14 Outline the steps that are needed to copyright original music.**

Music in Context: Past and Present

Students learn about	Students should be able to
Forming an articulate and informed response to a piece of music. Appropriate musical language to appraise and respond to music. How to appraise, respond and compare music through aural and visual perception: • stylistic features • compositional techniques • instruments and instrumental techniques • voices and vocal techniques • performance techniques How to support their responses with evidence and reference to the music.	**2.1 Listen to, appraise and respond to music using appropriate musical language.**
The relationship between music and its context, including: • historical, personal, political, social and cultural contexts as appropriate • stylistic features of the music • styles which may have influenced composers/arrangers/ performers	**2.2 Explore the relationship between music and its context.**
The main characteristics and distinguishing features of Irish Traditional dance, music and song through aural and visual perception. This includes: • stylistic features • instruments and instrumental techniques • vocal techniques • rhythmic, melodic and harmonic features Historical, personal, political, social and cultural contexts as appropriate How Irish Traditional dance, music, and song shares connections with other music. Irish Traditional Singing: • Sean Nós • Irish folk songs Dance types to be explored: • March • Polka • Reel • Hornpipe • Double Jig • Slip Jig • Single Jig	**2.3 Identify and describe the main characteristics and distinguishing features of Irish Traditional Music.** **2.4 Explore how Irish Traditional Music is influenced by and influences other music.**
The purpose of music in media, including: • to convey a feeling, mood or emotion • to tell a story • cultural significance • social and/or political purpose • use of leitmotif • use of symbolism Media to be explored: • Film and television • Musical theatre • Video games • Incidental music	**2.5 Identify and explore the role and purpose of music in a variety of media.** **2.6 Create and present a short piece of original music which illustrates a character, mood or atmosphere suitable for use in a media context.**
Stimuli used to inspire a musical response, including: • a work of art • a mood • an event • film and television • a personal experience • a piece of music • prescribed music • text • place How to create and perform melodic, rhythmic and harmonic ideas in response to stimulus material.	**2.7 Create and perform original musical ideas in response to stimulus material.**
Considerations when critiquing a musical performance including: • musical accuracy • technical dexterity • expression and interpretation of the music • timbre • ensemble and balance • musical communication to an audience • musical style • instrumentation • technological features of a performance, or use of technology in a performance, where applicable • historical, personal, political, social and cultural contexts as appropriate	**2.8 Devise and apply criteria to evaluate live and recorded performances.**
Musical activities in their local community/school community and where musical activities/events take place. Local musician(s) or groups of any style who create and/or perform in the local community/school community.	**2.9 Research and explore musical activities available in the local community.** **2.10 Discuss how music has contributed to a local community event which the student has attended and/or participated in.**
• How to notate rhythmic phrases up to four bars • How to notate melodic phrases up to four bars • How to identify and indicate common chord progressions • How to identify and indicate cadences	**2.11 Transcribe through aural perception rhythmic and melodic phrases, and chord progressions.**
The influence of • musical styles and/or • musicians/composers on music which the student creates. How to recognise and acknowledge musical influences.	**2.12 Describe how the work of other musicians and composers has informed and influenced the student's musical ideas.**
How to adapt musical features in an existing piece of music or song including: • melodic, rhythmic and harmonic ideas • established structures • tempo • time signature • tonality • underlying harmony The impact of making changes to a piece of music.	**2.13 Collaborate with others to adapt and perform an extract from an existing piece of music or song.**

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