TY MUSIC Module

Title	***The Music of...***
Rationale Why?	Curriculum (and assessment) across every stage of a young person's education in Ireland strives towards students becoming lifelong independent learners who are motivated and confident, who value learning and who have an understanding of how best they learn. Transition Year provides many opportunities for students to further develop that understanding and awareness of the power of their own agency in the learning process and how it might support them as they move into their 5th and 6th year and beyond. This TY Music module aims to develop that independence and motivation to learn, providing opportunities for students to share the responsibility for the 'why', 'what' and 'how' of their learning by supporting their agency in engaging with music through a variety of themes and pedagogical activities of their choice. Music plays many important roles in the world. It is everything from a source of cultural expression, a means of expressing and eliciting emotion, a device for storytelling, a tool of the consumer industry, a way to unite, to motivate, to communicate and more. Through engaging with this module students will develop an appreciation of the ways music is interwoven into the human experience and will deepen their understanding of the power of their own agency as musicians and creative people.
Aim	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. It will provide time and space for students to increase their capacity for independent and self-regulated learning of music through setting goals, exploring a range of learning strategies and reflecting on feedback both individually and collaboratively.
Context Who?	Total of 23 Students 11 with JC Music including - 4 study music outside school (5 years rock/pop guitar, flute grade 4) - 3 engaged at Level 2 - 2 with dyslexia, 1 autistic student (sensitive to noise) 12 who did not engage in JC Music including - 6 study music outside school (classical guitar grade 5, piano grade 4, violin grade 7) - 1 with dyscalculia, 1 autistic student - 2 who have recently moved to Ireland (1 from Vietnam, 1 from Ukraine)
Time allocation	The 10-week module divides into 10 x 1-hour lessons

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TY Music continued

Oide

Where?

The learning outcomes below are neither prescriptive nor exhaustive. For the purposes of this Oide Music module, there are 13 learning outcomes. When designing your teacher-made learning outcomes for your module, you might include 3-6 learning outcomes

Learning Outcomes

This learning is about…

Listening, composing, performing, responding, researching, comparing, music literacy, independent learning strategies, collaboration, reflection, using digital learning technologies

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 enact 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, active listening and research
- express their musical interests through making a study of music they find enjoyable 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 Dimensions

Many Developmental Indicators across all 4 Student Dimensions were selected for this Oide Music module. When designing your Music module, you might select a smaller number of indicators chosen from the Student Dimensions that are 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.
- 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.

Personal Growth

- Becoming more assured and confident about themselves as a person.
- Persevering longer with tasks, especially when challenging.
- Interacting with others with more empathy, both in person 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 enterprise.

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How?

Learning Experiences

For this 10-week module, students choose from the selection of themes taken from the '*Music of...*" series:

- The Music of Change
- The Music of Sport
- The Music of Adventure
- The Music of the World
- The Music of Ireland
- The Music of Food

Lesson 1 will be an investigation into students' prior music learning through engagement with various learning experiences and the variety of roles music can play in our lives. Students will consider how they learn and the ways they could develop their music learning and skill of independent learning.

Lessons 2-9 will be designed with a combination of learning strategies peppered throughout the module. Three of which include...

Group Learning

Students will work and learn together to develop their skills of research, listening, composing and performing using voices, classroom instruments and Digital Learning Technologies of their choice

Independent Learning

Students will choose a theme and explore it independently drawing on their learning so far. Their learning will be supported by a set of experiences, resources and links to further support their chosen theme. They will regularly reflect on their learning, considering what learning activities work best for them and how their skill of independent learning is developing.

Sharing of Learning

Students will regularly share their learning. This might be a short explanation or demonstration of new learning, a description of a plan for a project, performance or playback of a short excerpt from a piece of music being rehearsed or composed. At the end of the module, students will present a performance, a composition or a presentation for the class that evidences their learning during the module.

Lesson 10 Each module will finish with a final self, peer and class reflection exercise, and a class celebration and showcase of the learning. See **Summative Assessment** on p. 4.

Possible Learning Experiences may include…

- group performance tasks exploring rhythm, melody, harmony and other musical features
- group discussion and worksheets investigating prior 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 analysing 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, illustrate a story
- composing tasks using digital learning technologies such as notation software or digital audio workstations
- 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
- interviewing an AI version of an artist of figure relevant to the chosen theme
- researching the context, meaning or other information about a piece of music or topic relevant to a theme
- adding verses, bars or new parts to an existing piece of music
- experimenting with processing effects using digital audio workstations
- exploring themes and pieces of music and making choices about what to engage with
- completing reflection tasks that involve goal setting, planning, choosing from a list of possible learning activities and evaluating those learning strategies
- collaboratively designing and planning tasks to evidence learning with teacher and peers
- critical thinking tasks where students assess information gathered through research

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TY Music Plan continued

What? **Assessment** Evidencing the Learning	**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 have set and how they plan to reach those goals • organise materials and resources • reflect on their creative and critical processes • showcase and celebrate their learning achievements • reflect on the development of their learning This portfolio may include a broad range of learning such as, but not limited to, a music project, audio recordings, xml files, notation, pictures of manuscript, scores, reflective journal, peer and self-assessments, practical performance records, concerts attended, reviews of gigs, podcasts, etc. This portfolio will also facilitate feedback conversations between the teacher and student via typed notes or recorded voice notes. **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.3, students will be invited to share their learning during the lessons but consistently at the end of each lesson. In acknowledging the nature of Transition Year, this capturing of learning at the end of each lesson supports those students who may not be able to attend all lessons of the module. **Summative assessment:** While the focus of this module is on the formative assessment it is hoped that students will design and complete a final task to showcase and demonstrate all their learning of music in this module. Guidance will be provided by the teacher as they support the students in completing their tasks. This task could be a musical performance, playback of a composition, demonstration of a skill e.g. using music 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 our end-of-year Transition Year Concert held in May each year.
Resources	• Oide *Music of…* Learning Experiences • Digital Audio Workstations and Notation Software • Appropriate online sources of information • Interactive apps and websites to support music learning • Virtual Learning Environment • Word processing and Presentation Software • Humy.ai Digital Learning Technologies • Other supports identified by the students themselves

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