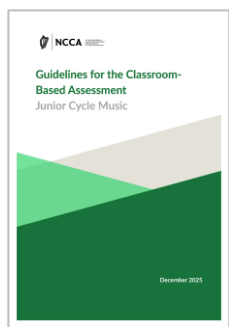


# Updated JC Music Specification December 2025

## JC Music Specification

| September 2017   | December 2025 Amendments  |
|--|---|
| 1.13 compare different interpretations or arrangements of a piece of Irish traditional or folk music, paying attention to musical elements and other influences  | 1.13 compare different interpretations or arrangements of a piece of <b>Irish traditional music</b> , paying attention to musical elements and other influences   |
| 2.8 analyse the chordal structure of excerpts from a range of songs and compile a list of songs with similar chord structures and progressions   | 2.8 analyse the <b>chord progressions</b> of excerpts from a range of songs and compile a list of songs <b>with similar chord progressions</b>  |
| 2.9 distinguish between the sonorities, ranges and timbres of selections of instruments and voices; identify how these sounds are produced and propose their strengths and limitations in performance          | 2.9 distinguish between the <b>ranges and timbres</b> of selections of instruments and voices; identify how these sounds are produced and propose their strengths and limitations in performance                    |
| 3.3 make a study of a particular contemporary or historical musical style; analyse its structures and use of musical devices, and describe the influence of other styles on it                                 | 3.3 make a study of a particular contemporary or historical musical style; analyse its structures and use of musical devices, and <b>describe how this style shares musical connections with other styles</b>       |
| 3.6 associate/match music excerpts to a variety of texts (words, film, language) and justify the reasons as to why this piece of music was chosen to match the text  | 3.6 <b>associate</b> music excerpts to a variety of texts (words, film, language) and justify the reasons as to why this piece of music was chosen to match the text  |
| 3.9 investigate the influence of processing effects (e.g. distortion, reverb, compression) on the recording process; select some recordings and evaluate the use and effectiveness of such effects within them | 3.9 investigate the influence of processing effects ( <b>e.g. distortion, reverb, panning</b> ) on the recording process; select some recordings and evaluate the use and effectiveness of such effects within them |



# Updated Junior Cycle Music Guidelines for the Classroom-Based Assessment December 2025



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## Assessment Guidelines

| November 2021  | December 2025 Amendments  |
|--|---|
| <p>p. 26 <b>CBA 2 Features of Quality</b><br/>In line, 1<sup>st</sup> bullet point:</p> <p>Programme Note adequately offers a few interesting facts and details of the pieces that are clear and provide some insights with good supports for the listener</p>   | <p>p. 27 <b>CBA 2 Features of Quality</b><br/>In line, 1<sup>st</sup> bullet point:</p> <p>Programme Note adequately offers a few interesting facts and details of the pieces that are <b>concise, clear and provide good supports for the listener</b></p> |
| <b>Additions to the December 2025 edition</b>  |   |
| <p>p. 13 Completing the <b>Classroom-Based Assessment 1: Composition Portfolio</b>, 3<sup>rd</sup> paragraph:</p> <p>Students can select to submit their Student Reflection for each piece in a written, digital, visual or audio form, or any other format that is deemed suitable by the student and appropriate for capturing their reflections on their compositions.</p> <p>See also p. 14 in the <b>Composition Portfolio: Advice for Students</b> section</p>   |   |
| <p>p. 20 <b>Student Preparation</b>, 2<sup>nd</sup> paragraph:</p> <p>Teachers should ensure that the information details in the students' Programme Note is the students own work. Students should be reminded of the need to process any information they find by reading, understanding and then preparing the information in their own words. Students should not copy material directly from research sources.</p>  |   |
| <p>p. 22 <b>Programme Note: Advice for Students</b>, 2<sup>nd</sup> paragraph:</p> <p>The emphasis in preparing your Programme Note is on summarising the key information which you want the audience or the listener to be alerted to. The Programme Note should be concise and avoid overly long, complicated or unnecessary details. When preparing your Programme Note, it is important to use your own words to explain what you have learned. When researching information from different websites, read the information, think about how it applies to the music which you will perform, and then prepare the Programme Note in your own words.</p> |   |
| <p>p. 28 <b>Reporting on Achievement in the Programme Note</b>:</p> <p>The descriptor used in the JCPA to report on students achievement in Classroom-Based Assessment 2, Programme Note, is the one which is the 'best-fit' and captures the student's overall achievement in communicating the musical intentions, contexts and insights of their upcoming performance.</p>  |   |