

Engaging with Level 1 Learning in the Junior Cycle Music Classroom



The Student Learning Activities suggested below link to the Learning Outcomes from The Arts PLU. A student may achieve a learning outcome at any one of the seven Progression Pathways. These activities are not intended to be prescriptive or exhaustive.

Learning Outcomes

Progression Pathways

Possible Student Learning Activities

5.9 identify the source and direction of a sound

5.10 listen and respond to a wide range of sounds and music (environmental, body percussion, vocal, instrumental, digital, technological, from a variety of traditions and cultures)

5.11 respond to the elements of music (pitch, pulse, duration, dynamics, structure, timbre, texture, style, tempo)

5.12 experiment with creating vocal sounds

5.13 use parts of the body to make sounds by moving on/through a reactive environment

5.14 explore and use a variety of sound-making equipment

5.15 participate in choosing and/or making appropriate sounds for stories, events, and celebrations

5.16 participate in group music-making activities

5.17 create short pieces of music using relevant digital technologies

5.18 link sounds to pictorial representations

5.19 play an uncomplicated tune on a chosen instrument

EXPERIENCING

ATTENDING

RESPONDING

INITIATING

ACQUIRING

BECOMING
FLUENT

GENERALISING

- Live music: visiting musician; school/classroom concert; teacher performing; other students; playing music created live from a digital audio workstation (DAW)
- Recorded music: speaker, computer, phone, tablet, TV, radio etc.

- Traditions: Haka, St Patrick's Day, Chinese New Year, Halloween
- Cultures: Irish dances, West African drumming, Indian ragas etc.
- Vocal: Liling in Irish Music, Scat singing in Jazz
- Body Percussion: Stellar Hand Ballet, Stomp, Body Avlaia Group

- Hands up/down, stand up/sit down – pitch, dynamics, structure
- Clap, tap, blink, click - beat, tempo
- Pass the beanbag - pulse
- Roll the ball to another person - timbre, duration

- Singing – high/low, loud/soft, long/short, shaky/smooth
- Vocalising - humming, laughing, hissing, coughing
- Beatboxing – consonant sounds e.g., Boots'n' Cats, Boots'n'Boots

- Sounds generated by movement/voice using digital technologies e.g., Chrome Music Lab and/or Experiments with Google

- CD player, radio, instruments, toys etc.
- Everyday sounds: microwave, fridge, kettle, telephone, doorbell etc.

- Collaborate on creating playlists for school sports games, weather events, birthday celebrations etc.

- Play in a Ukulele group, sing in a choir, get involved in the musical

- Tone Pad, Groove Pizza, Chrome Music Lab, Musescore, Samplebot

- Use icons that represent Music e.g., play, rewind, record etc.
- Imitate the exact sound the picture represents e.g., owl, car horn
- Link sounds to words/moods

- Sing/Play a simple two to five note melody e.g., Hot Cross Buns, Ode to Joy, Jingle Bells