Draft Music Statements

The following statements comprise draft statements developed with input from a number of practicing Music teachers in JCSP schools. They are offered as one possible model that teachers may use to approach the new Junior Cycle Music specification. They will be adjusted over time based on feedback from teachers in JCSP schools.

The new Music specification may be accessed in full at www.curriculumonline.ie. In addition, support for teaching of the Junior Cycle Music specification may be accessed through the Junior Cycle for Teachers (JCT) Music team at www.jct.ie.

It is important to note that the statements below offer a sample approach for the creation of Junior Cycle music statements. They do not cover all of the learning outcomes which are expected to be taught in the new junior cycle course.

September 2018
At Junior Certificate level the student can:

<table>
<thead>
<tr>
<th>MUSC1</th>
<th>I can participate and make music - Draft</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC2</td>
<td>I can create and explore in music - Draft</td>
</tr>
<tr>
<td>MUSC3</td>
<td>I can appraise and respond in music - Draft</td>
</tr>
<tr>
<td>1</td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>Listen to recorded extracts and give a variety of descriptive responses using simple technical and non-technical language</td>
</tr>
<tr>
<td>2</td>
<td>Performance</td>
</tr>
<tr>
<td></td>
<td>Engage in basic music-making, either with voice or another instrument</td>
</tr>
<tr>
<td>3</td>
<td>Composition 1</td>
</tr>
<tr>
<td></td>
<td>Compose basic rhythmis phrases using staff notation</td>
</tr>
<tr>
<td>4</td>
<td>Composition 2</td>
</tr>
<tr>
<td></td>
<td>Compose basic rhythmic and melodic phrases using staff notation</td>
</tr>
</tbody>
</table>

* Because this statement includes Composition 1, students achieving this statement cannot be credited with Music: Composition 1
I Can Participate and Make Music

Music

Statement code no. MUSJC1

<table>
<thead>
<tr>
<th>I can:</th>
<th>I have begun</th>
<th>I am working on this</th>
<th>I can</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
</tr>
</tbody>
</table>

This has been demonstrated by my ability to:

1. Perform my own musical ideas ☐ ☐ ☐
2. Experiment, through participating and music-making, a variety of ways to change the feel and style of a musical idea ☐ ☐ ☐
3. Show evidence of progress in my musical performance ☐ ☐ ☐
4. Participate in a variety of pieces of music through rehearsal ☐ ☐ ☐
5. Produce a short description of my music informing the listener of key musical moments ☐ ☐ ☐
6. Explore the key ingredients of music through active music-making ☐ ☐ ☐
7. Rehearse and make music individually and with others ☐ ☐ ☐
8. Revise my performance based on feedback from others ☐ ☐ ☐

Reflecting on my learning...

One thing I did well...

One thing I might improve...

I really enjoyed......because...
I Can Create and Explore in Music

Music

Statement code no. MUSJC2

I can:

<table>
<thead>
<tr>
<th>I have begun</th>
<th>I am working on this</th>
<th>I can</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This has been demonstrated by your ability to:

1. Compose a musical phrase using melody and/or rhythm
2. Recognise and work with chords for an accompaniment
3. Explore different styles of music to influence my compositions
4. Experiment with different types of sounds to communicate feelings and ideas
5. On the spur of the moment, create and perform rhythm and/or melody
6. Participate in a discussion about how a piece of music was constructed; my own compositions and/or the compositions of others
7. Experiment, through creating and exploring, a variety of ways to change the feel and style of a musical idea
8. Record a music performance
9. Describe a music performance, using music keywords in the description
10. Reflect on the process of creating and exploring music

Reflecting on my learning...

One thing I did well...

One thing I might improve...

I really enjoyed......because...
I Can Appraise and Respond in Music

Music

Statement code no. MUSJC3

I can:

<table>
<thead>
<tr>
<th>I have begun</th>
<th>I am working on this</th>
<th>I can</th>
</tr>
</thead>
</table>

This has been demonstrated by your ability to:

1. Listen to music and recognise musical features, melodic and rhythmic
2. Respond to a piece of music by commenting on key musical moments
3. Listen to and illustrate a melody using symbols to represent sound
4. Listen to and illustrate a rhythm using symbols to represent sound
5. Explore music experienced at home, in school and/or the wider community
6. Express my feelings about music using music keywords
7. Suggest improvements for my compositions or the music of others
8. Use Digital Learning Technologies in my music
9. Listen to different types of music and identify similarities and differences between two pieces

Reflecting on my learning...

One thing I did well...

One thing I might improve...

I really enjoyed......because...
At Junior Certificate level the student can:

Listen to recorded extracts and give a variety of descriptive responses using simple technical and non-technical language

**Learning Targets** - This has been demonstrated by your ability to:

1. Listen attentively to different types* of music and comment on the mood of each piece
2. Listen attentively to different types of music and comment on the tempo of each piece
3. Listen attentively to different types of music and comment on the performing medium (instrumentation) of each piece
4. Listen attentively to different types of music and comment on the rhythm of each piece
5. Listen attentively to different types of music and comment on the melody of each piece
6. Listen attentively to different types of music and comment on the texture of each piece
7. Listen attentively to different types of music and comment on the dynamics (basic) – use Italian and non-Italian terms
8. Listen attentively to different types of music and comment on the style/type of each piece
9. Identify the style of a piece of music and name its composer
10. Point out the ways in which two pieces are similar and different e.g. rhythm, melody etc.

Refer also to: Art, Drama, Religious Education and English – Irish

* Different types of music, for example, Irish folk and traditional, classical, pop, jazz, world music, rap, rave, TV and film music
At Junior Certificate level the student can:

Engage in basic music-making, either with voice or another instrument

**Learning Targets** - This has been demonstrated by your ability to:

1. Tap out or clap a given rhythm
2. Control the voice, or other instrument, by holding a rhythm
3. Control the voice, or other instrument, by holding a melody
4. Perform either solo, or in a group, pieces from different traditions*
5. Respond to basic music signals e.g. forte, piano, pause mark, tempo, stop etc.

Refer also to: Art, Drama, Religious Education and English

* Different types of music, including Irish folk and traditional, classical, pop, jazz, world music, rap, rave, TV and film music
At Junior Certificate level the student can:

Compose basic rhythmic phrases using staff notation

Learning Targets - This has been demonstrated by your ability to:

1. Recognise and work with bar lines
2. Recognise and work with rhythmic notation from semibreve to quaver
3. Recognise and work with rhythmic notation including dotted minim and dotted crotchet
4. Compose a rhythmic pattern using note values semibreve to quaver
5. Compose a rhythmic pattern including dotted minim and dotted crotchet
6. Recognise and work with common time signatures \( \frac{2}{4}, \frac{3}{4}, \frac{4}{4} \)

Optional Learning Target

7. Compose a modern piece using unusual percussive effects
   e.g. water, paper rulers etc.

Refer also to: Art, Drama, Religious Education and English

Work begun | Work in progress | Work completed
At Junior Certificate level the student can:

**Compose basic rhythmic and melodic phrases using staff notation**

**Learning Targets** - This has been demonstrated by your ability to:

1. Recognise and work with bar lines
2. Recognise and work with rhythmic notation from semibreve to quaver
3. Recognise and work with rhythmic notation including dotted minim and dotted crotchet
4. Compose a rhythmic pattern using note values semibreve to quaver
5. Compose a rhythmic pattern including dotted minim and dotted crotchet
6. Recognise and work with common time sign $\frac{1}{2}$, $\frac{3}{4}$ and $\frac{4}{4}$
7. Recognise and work with the musical alphabet
8. Recognise and work with the Treble Clef
9. Recognise and work with the Stave
10. Recognise and work with the major key signatures C, G, F
11. Recognise and work with the major keys including D and B flat
12. Compose a basic 4-bar melody
13. Compose a basic 4-bar melody using the range of an octave

**Optional Learning Target**

14. Compose a modern piece using unusual percussive effects e.g. water, paper, rulers etc.

Refer also to: Art, Drama, Religious Education and English

* Because this statement includes Composition 1, students achieving this statement cannot be credited with Music: Composition 1