



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Phase 4: Music Statements 2023/2024

1st Years

- **New
Statements
Only**



2nd Years

- **New
Statements
Only**



3rd Years

- **New
Statements
Only**

Introductory text for JCSP Statements Supporting The Junior Cycle Music

The statements below were 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.

June, 2021

Area of Experience: Music

Music

At Junior Cycle level I can:

MUSIC1 I can participate and make music

☐ ☐ ☐

MUSIC2 I can create and explore in music

☐ ☐ ☐

MUSIC3 I can appraise and respond in music

☐ ☐ ☐

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

Work begun

☒ ☐ ☐

Work in progress

☒ ☒ ☐

Work completed

☒ ☒ ☒

I can participate and make music

Music

Statement Code No. MUSJC1

Student:

Class:

I can:

I have begun ☐☐☐ | I am working on this ☐☐☐ | I can ☐☐☐

This has been demonstrated by my ability to:

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

Reflecting on my learning ...

One thing I did well ...

One thing I did to improve...

I really enjoyed...

because...

I can create and explore in music

Music

Statement Code No. MUSJC2

Student:

Class:

I can:

I have begun ☐☐☐ | I am working on this ☐☐☐ | I can ☐☐☐

This has been demonstrated by my ability to:

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

Reflecting on my learning ...

One thing I did well ...

One thing I did to improve...

I really enjoyed...

because...

I can appraise and respond in music

Music

Statement Code No. MUSJC3

Student:

Class:

I can:

I have begun ☐☐☐ | I am working on this ☐☐☐ | I can ☐☐☐

This has been demonstrated by my ability to:

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

Reflecting on my learning ...

One thing I did well ...

One thing I did to improve...

I really enjoyed...

because...