

Junior Cycle Music Learning Outcomes

Strand Procedural Knowledge	Strand Innovate & Ideate	Strand Culture & Context
<p>1.1 compose and perform or play back short musical phrases and support these phrases by creating rhythmic/melodic/harmonic ostinati to accompany them</p> <p>1.2 create and present a short piece, using instruments and/or other sounds in response to a stimulus</p> <p>1.3 design a harmonic or rhythmic accompaniment, record this accompaniment and improvise over this recording</p> <p>1.4 indicate chords that are suitable to provide harmonic support to a single melody line</p>	<p>2.1 experiment and improvise with making different types of sounds on a sound source and notate a brief piece that incorporates the sounds by devising symbolic representations for these sounds</p> <p>2.2 create a musical statement (such as a rap or an advertising jingle) about a topical issue or current event and share with others the statements' purpose and development</p> <p>2.3 adapt excerpts/motifs /themes from an existing piece of music by changing its feel, style, or underlying harmony</p>	<p>3.1 collaborate with fellow students and peers to produce a playlist and a set of recordings to accompany a local historical event or community celebration</p> <p>3.2 examine and interpret the impact of music on the depiction of characters, their relationships and their emotions, as explored in instrumental music of different genres</p> <p>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</p>
<p>1.5 read, interpret and play from symbolic representations of sounds</p> <p>1.6 listen to and transcribe rhythmic phrases of up to four bars and melodic phrases of up to two bars</p> <p>1.7 perform music at sight through playing, singing or clapping melodic and rhythmic phrases</p> <p>1.8 rehearse and perform pieces of music that use common structural devices and textures</p> <p>1.9 demonstrate an understanding of a range of metres and pulses through the use of body percussion or other means of movement</p>	<p>2.4 rehearse and present a song or brief instrumental piece; identify and discuss the performance skills and techniques that were necessary to interpret the music effectively</p> <p>2.5 prepare and rehearse a musical work for an ensemble focusing on co-operation and listening for balance and intonation; refine the interpretation by considering elements such as clarity, fluency, musical effect and style</p> <p>2.6 design a rhythmic or melodic ostinato and add layers of sound over the pattern as it repeats, varying the texture to create a mood piece to accompany a film clip or sequence of images</p> <p>2.7 create and present some musical ideas using instruments and/or found sounds to illustrate moods or feelings expressed in a poem, story or newspaper article</p>	<p>3.4 compose and perform an original jingle or brief piece of music for use in a new advertisement for a product, and record the composition</p> <p>3.5 devise and perform examples of incidental music that could be used in a variety of contexts or environments</p>
<p>1.10 discuss the characteristics and defining features of contrasting styles of music represented in the local school or community</p> <p>1.11 illustrate the structure of a piece of music through a physical or visual representation</p> <p>1.12 indicate where chord changes occur in extracts from a selection of songs</p> <p>1.13 compare different interpretations or arrangements of a piece of Irish traditional or folk music, paying attention to musical elements and other influences</p> <p>1.14 compare pieces of music that are similar in period and style by different composers from different countries</p>	<p>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</p> <p>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</p> <p>2.10 develop a set of criteria for evaluating a live or recorded performance; use these criteria to complete an in-depth review of a performance</p> <p>2.11 evaluate the impact that technology is having in how we access music; propose ways that their music, and that of their fellow students, can be shared to reach a global audience</p>	<p>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</p> <p>3.7 compare compositions by two or more Irish composers or songwriters; use listening, background reading, and scores (where appropriate) to explain and describe differences and similarities in the compositions</p> <p>3.8 select a particular advertisement and analyse the role music plays in supporting the message and promoting the product</p> <p>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</p> <p>3.10 discuss the principles of music property rights and explain how this can impact on the sharing and publishing of music</p> <p>3.11 explore the time allocated to Irish artists and performers on a variety of local or national Irish media and present these findings to your class</p>