

# Area of Experience: Music

## Music

At Junior Certificate level the student can:

MUSJC1	I can participate and make music - Draft	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
MUSJC2	I can create and explore in music - Draft	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
MUSJC3	I can appraise and respond in music - Draft	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1	Listening Listen to recorded extracts and give a variety of descriptive responses using simple technical and non-technical language	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2	Performance Engage in basic music-making, either with voice or another instrument	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3	Composition 1 Compose basic rhythmic phrases using staff notation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4	Composition 2 Compose basic rhythmic and melodic phrases using staff notation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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

Work begun



Work in progress



Work completed



# Music

## I Can Participate and Make 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
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

Student:

Class:

I can:

I have begun



| I am working on this



| I can



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

Student:

Class:

I can:

I have begun



| I am working on this



| I can



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...

# Music: Listening

## Music

Statement Code no: 1

Student:

Class:

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

Date Commenced:  /  /

Date Awarded:  /  /

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

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

Work begun

Work in progress

Work completed

# Music: Performance

## Music

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

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

Date Commenced: 00/00/00

Date Awarded: 00/00/00

**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

Work begun 0 0 0

Work in progress 0 0 0

Work completed 0 0 0

# Music: Composition 1

## Music

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Compose basic rhythmic phrases using staff notation

Date Commenced: 00/00/00

Date Awarded: 00/00/00

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

- |   |   |  |
|---|---|--|
| 1 | Recognise and work with bar lines   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Recognise and work with rhythmic notation from semibreve to quaver                          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Recognise and work with rhythmic notation including dotted minim and dotted crotchet        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Compose a rhythmic pattern using note values semibreve to quaver                            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Compose a rhythmic pattern including dotted minim and dotted crotchet                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Recognise and work with common time signatures $\frac{2}{4}, \frac{3}{4}$ and $\frac{4}{4}$ | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

### Optional Learning Target

- |   |  |  |
|---|--|--|
| 7 | Compose a modern piece using unusual percussive effects<br>e.g. water, paper rulers etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
|---|--|--|

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

Work begun   

| Work in progress   

| Work completed   

# Music: Composition 2\*

## Music

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

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

Date Commenced: 00/00/00

Date Awarded: 00/00/00

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

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

### 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

Work begun

Work in progress

Work completed