

# Area of Experience: Music

## Music

At Junior Certificate level the student can:

- |   |  |
|---|--|
| <b>1 Music: Listening</b>   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Listen to recorded extracts and give a variety of descriptive responses using simple technical and non-technical language |  |
| <b>2 Music: Performance</b>   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Engage in basic music-making, either with voice or another Instrument   |  |
| <b>3 Music: Composition 1</b>   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Compose basic rhythmic phrases using staff notation   |  |
| <b>4 Music: Composition 2*</b>  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Compose basic rhythmic and melodic phrases using staff notation   |  |

\* 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: 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: / /

Date Awarded: / /

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

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

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    | Work in progress    | Work completed

# 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: / /

Date Awarded: / /

### 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: / /

Date Awarded: / /

### 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<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

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

Work begun    | Work in progress    | Work completed