An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE
for teachers

Digital Learning Technologies

in

Junior Cycle
MUSIC

Position Digital Learning Technologies in the context of Junior Cycle Music

Digital Strategy Vision:

'*Realise the potential of digital technologies to enhance teaching, learning and assessment so that Ireland's young people become engaged thinkers, active learners, knowledge constructors and global citizens to participate fully in society and the economy*'

Steve Jobs, 1980

"*We humans are tool builders and that we can fashion tools that amplify these inherent abilities that we have to spectacular magnitudes.*"

"*A computer has always been a bicycle of the mind. Something that takes us far beyond our inherent abilities and I think that we are just at the early stages of the tool… it is still in its formation. Already we have seen enormous changes but that's nothing compared to what's coming in the next one hundred years.*"

Examine the potential of Digital Learning in the Music Specification

1.3 DESIGN A HARMONIC OR RHYTHMIC ACCOMPANIMENT, RECORD THIS ACCOMPANIMENT AND IMPROVISE OVER THIS RECORDING.

WHAT LEARNING NEEDS TO TAKE PLACE TO ACHIEVE THIS LEARNING OUTCOME?

TASK: Perform the following musical phrases:

TASK: Consider what learning could be engaged with from the following learning outcomes using this video as a resource

1.1 compose and perform or play back short musical phrases and support these phrases by creating rhythmic/melodic/ harmonic ostinato to accompany them	**1.3** design a harmonic or rhythmic accompaniment, record this accompaniment and improvise over this recording	**1.11** illustrate the structure of a piece of music through a physical or visual representation
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 a sequence of images	**3.9** investigate the influence of processing effects (e.g. distortion, reverb, compression) on the recording process; select some recording and evaluate the use and effectiveness of such effects within them	**3.10** discuss the principles of music property rights and explain how this can impact on the sharing and publishing of music

Link the Learning across the three interconnected Strands

QR Code

What is a Quick Response (QR) Code?

A QR Code can be used to navigate to a source, for example a website. It stores data, URL links, resources and text for reading by the camera on a device or via a downloaded app.
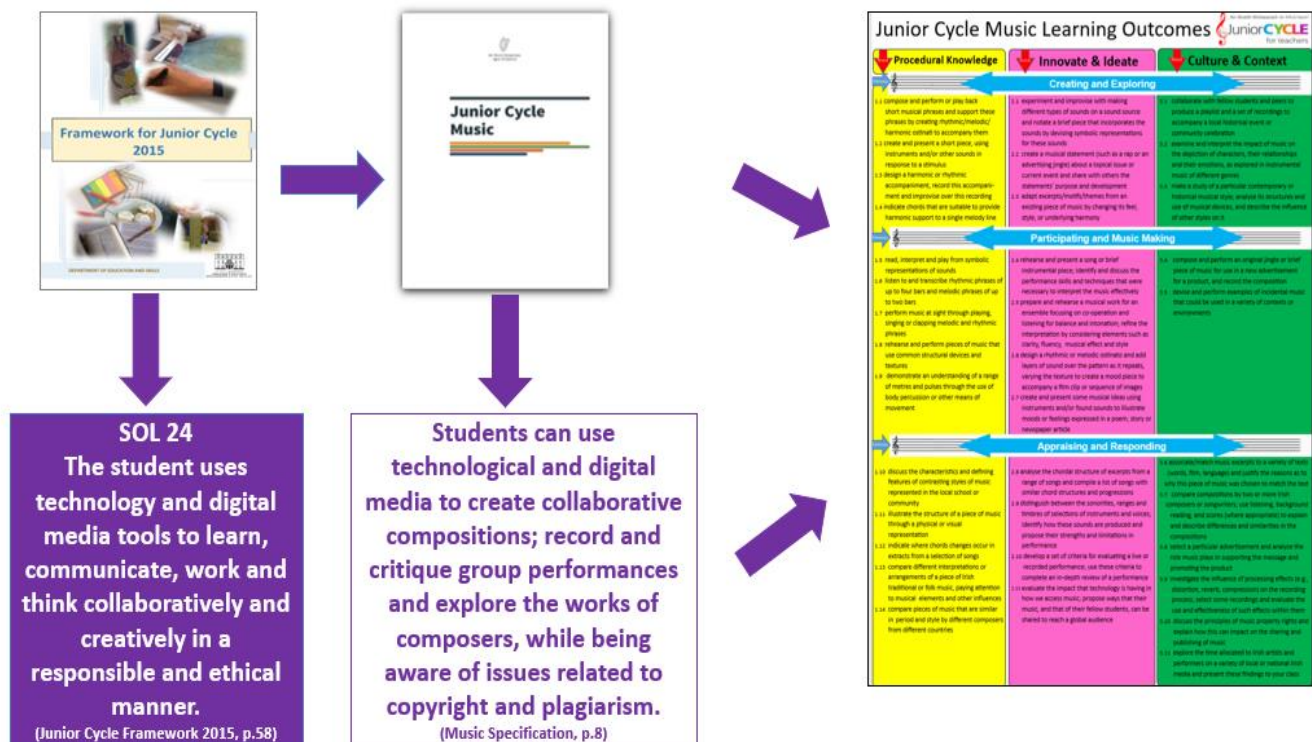
How to create a QR Code

Log onto QRstuff.com and follow these steps:

1. Select the type of QR code you need: website, video etc.
2. Add the QR code content: the website URL.
3. Style your QR code: change colour, add logo etc.
4. Download your QR code.

Digital Learning in the Music Specification

Framework for Junior Cycle 2015

Junior Cycle Music

Junior Cycle Music Learning Outcomes

SOL 24
The student uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner.
(Junior Cycle Framework 2015, p.58)

Students can use technological and digital media to create collaborative compositions; record and critique group performances and explore the works of composers, while being aware of issues related to copyright and plagiarism.
(Music Specification, p.8)

TASK: Find the POTENTIAL for using digital learning technologies to enhance learning, teaching and assessment in our music specification

Junior Cycle Music Learning Outcomes

An tSraith Shóisearach do Mhúinteoirí
Junior **CYCLE** for teachers

Strand: Procedural Knowledge	Strand: Innovate & Ideate	Strand: Culture & Context

Creating and Exploring

Procedural Knowledge	Innovate & Ideate	Culture & Context
1.1 compose and perform or play back short musical phrases and support these phrases by creating rhythmic/melodic/harmonic ostinati to accompany them	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	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
1.2 create and present a short piece, using instruments and/or other sounds in response to a stimulus	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	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
1.3 design a harmonic or rhythmic accompaniment, record this accompany ment and improvise over this recording	2.3 adapt excerpts/motifs/themes from an existing piece of music by changing its feel, style, or underlying harmony	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
1.4 indicate chords that are suitable to provide harmonic support to a single melody line		

Participating and Music Making

Procedural Knowledge	Innovate & Ideate	Culture & Context
1.5 read, interpret and play from symbolic representations of sounds	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	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
1.6 listen to and transcribe rhythmic phrases of up to four bars and melodic phrases of up to two bars	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	3.5 devise and perform examples of incidental music that could be used in a variety of contexts or environments
1.7 perform music at sight through playing, singing or clapping melodic and rhythmic phrases	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	
1.8 rehearse and perform pieces of music that use common structural devices and textures	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	
1.9 demonstrate an understanding of a range of metres and pulses through the use of body percussion or other means of movement		

Appraising and Responding

Procedural Knowledge	Innovate & Ideate	Culture & Context
1.10 discuss the characteristics and defining features of contrasting styles of music represented in the local school or community	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	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
1.11 illustrate the structure of a piece of music through a physical or visual representation	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	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
1.12 indicate where chords changes occur in extracts from a selection of songs	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	3.8 select a particular advertisement and analyse the role music plays in supporting the message and promoting the product
1.13 compare different interpretations or arrangements of a piece of Irish traditional or folk music, paying attention to musical elements and other influences	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	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
1.14 compare pieces of music that are similar in period and style by different composers from different countries		3.10 discuss the principles of music property rights and explain how this can impact on the sharing and publishing of music
		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

Explore Digital Learning in a sample Unit of Learning using an iPad

1.9 Demonstrate an understanding of a range of metres and pulses through the use of body percussion or other means od movement.

1.3 Design a harmonic or rhythmic accompaniment, record this accompaniment and improvise over this recording.

1.11 Illustrate the structure of a piece of music through a physical or visual representation

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

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

Intended Learning: (Section A)

- 4/4 Time signature
- Body percussion
- Rhythmic accompaniment
- How to record
- Reverb

Intended Learning: (Section B)

- Rhythmic Improvisation
- Rhythmic Accompaniment
- How to record
- Reverb, Panning, Treble and Bass effects

Intended Learning: (Section C)

- Harmonic accompaniment
- How to record
- Songs with similar chord progressions.

Intended Learning: (Section D)

- Structure in music
- Visual representation of structure

Experience Digital Learning in a sample Unit of Learning using a PC

1.2 Create and present a short piece using instruments and/or other sounds in response to a stimulus.

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.

3.9 Investigate the influence of processing effects (e.g. distortion, reverb, compression) on the recording process; select some recording and evaluate the use and effectiveness of such effects within them

Intended Learning:

Founds Sounds

Responding to a stimulus

Processing Effects

Consider further digital supports for your classroom.

<u>Digital Technologies: Software utilised today include:</u>

- **Garageband**
- **Audacity**
- **QR Codes**
- **Mentimeter**
- **Hooktheory**
- **Musescore**

<u>Further Supports (iPAD APP's)</u>

- **Just Press Record**   Sound recorder, syncs with iCloud

- **Incredibox**   Looping, simple music making

- **Music Memos**   Create backing tracks, identify chords, build song structures

- **Acapella**   Layering sounds, overdubbing

- **Anytune Pro+**   Slowing down, changing the key on the fly

- **TonePad**   Simple music making with sound grids

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An tSraith Shóisearach do Mhúinteoirí

Junior**CYCLE**
for teachers

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