

The Learning Journey

Programme Note
During 3rd Year
CBA 2

Practical Examination
During 3rd Year
30%

Composition Portfolio
During 2nd Year
CBA 1



Written Examination
End of 3rd Year
70%

Supported by formative assessment across the three years

First Year

The Learning

- The learning in first year will be derived from the 36 learning outcomes from across the three interconnected strands and through the three integrated elements.
- Learning is supported by formative assessment.

Second Year

The Learning

- The learning across second year will again be derived from the 30 learning outcomes but will now build on learning from first year.
- Learning is supported by formative assessment.

Classroom Based Assessment 1

- **Composition Portfolio** is a collection of the students' musical ideas and creative expressions.
- The focus is on the developmental and progressive nature of the student exploring creative ideas.
- Can be in any musical style, written for any instrument, including voice, and as a solo or group.
- Presented in written, visual, digital, audio or any other format.
- Student Reflection is included on each of the final two pieces chosen for assessment purpose.

Subject Learning Assessment Review (SLAR)

- The results of CBA1 are reported using descriptors

Third Year

The Learning

- As the learning outcomes are for three years, teachers plan for learning building on the learning that took place in first and second year.
- Learning is supported by formative assessment.

Classroom Based Assessment 2

- Programme Note is an individual task and is intended to illuminate the content of the student's performance for their practical examination
It could include:
 - Brief introduction to the composers/songwriters
 - Description about the historical context
 - Interesting musical point to listen out for in each piece
 - Famous exponents of a tune or instrument
 - Student's role in a group performance

Subject Learning Assessment Review meeting

- The results of CBA2 are reported using descriptors

Practical Examination (SEC) worth 30%

- Three solo and/or group songs / pieces
- Can be presented on a combination of instruments
- Standard is based on three years class-based tuition
- Choice of unprepared test: aural memory or sight reading or improvisation.

Written Examination (SEC) worth 70%

- One paper at common level
- One and a half hour's duration
- Sample of the 36 learning outcomes will be examined

Junior Cycle Profile of Achievement (JCPA)

Results of the CBAs, and the overall SEC result are recorded on the Junior Cycle Profile of Achievement.

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An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**
for teachers

Junior
Cycle
Information
on
Music



Junior Cycle Music encourages students to:

- Develop their imagination and curiosity, where individuality and personality are given the opportunity to grow and have a voice
- Immerse themselves intellectually, emotionally and kinesthetically in the learning experience
- Foster both the specific skills related to music and transferable skills that may apply to other individual and collaborative endeavours
- Explore, experiment and take creative risks
- Engage in learning that inspires, challenges, provokes, exhilarates and liberates
- Collaborate in the formation of ideas and the presentation of these ideas
- Learn to be self-reflective through evaluating and critiquing their own work and the work of others
- Develop as responsible, ethical and culturally aware, engaged and connected citizens



Learning Outcomes

Junior Cycle Music has been designed for a minimum of 200 hours of timetabled student engagement across the three years of junior cycle. The learning to be experienced by students during these 200 hours is organised into 36 learning outcomes.

Learning Outcomes are statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having studied music in junior cycle. The specification stresses that the learning outcomes are for three years and therefore the learning outcomes focused on at a point in time will not have been 'completed' but will continue to support the students' learning in music up to the end of junior cycle. This specification affords flexibility and freedom for teachers to facilitate learning in a way that reflects students' own choices, their curiosity and their creative spirit.

'Engagement and learning are optimised by a fully integrated experience across the three strands.'

... Music Specification, P.11

Learning Outcomes



Strands

The learning identified from the 36 learning outcomes is achieved across three interconnected strands:

- Procedural Knowledge
- Innovate & Ideate
- Culture & Context

These strands focus on giving students the opportunity

- To explore their musical knowledge and skills
- To develop an awareness of sounds for generating ideas and communicating feelings
- To investigate music in past and present contexts and how it is influenced by the culture within which it is created, performed and listened to.

Elements

The three integrated elements inform how the students will experience the learning across the three strands.

- Creating & Exploring
- Participating & Music Making
- Appraising & Responding

As students attain the learning through these elements across the strands, they will develop their critical skills and allow their musical selves emerge.

Assessment

Junior Cycle Reform places a strong emphasis on assessment as an integral part of the learning process. This requires a more varied approach to assessment in ensuring that the assessment methods chosen are fit for purpose, timely and relevant to the students. Essentially, the purpose of assessment in junior cycle music is to support student learning.

Junior Cycle Profile of Achievement (JCPA)

The assessment of music for the JCPA will comprise two **Classroom Based Assessments (CBAs)**, a practical examination and a final written examination. These **four summative moments** are distinct markers in the student's learning journey. They are best supported by the use of **formative assessment** that occurs every day in the music classroom. Students learn best when teachers provide feedback that helps students to understand how their learning can be improved.

Classroom-Based Assessments

CBAs will happen during normal class time and will capture the knowledge and skills that are not easily assessed in a written examination. Examples of students' work will be made available and provide teachers with a clear framework within which to evaluate the work of their own students for assessment purposes.

Features of Quality

To support teacher judgement in the CBAs, descriptors called Features of Quality are set out in the **Assessment Guidelines**.

Subject Learning and Assessment Review (SLAR)

In the case of the CBAs, the teacher's judgement is recorded for the SLAR meeting, and for reporting to parents/guardians and students. Subject Learning and Assessment Review meetings provide teachers with the opportunity to share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning.

The State Examinations Commission (SEC) will assess both the practical and written examinations in third year.