

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers

Resource Booklet

MUSIC

Online Cluster Workshop

2020 - 2021













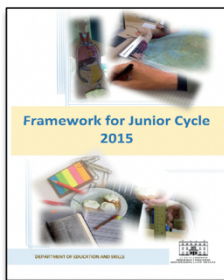
An Roinn Oideachais
Department of Education

Putting it all Together...

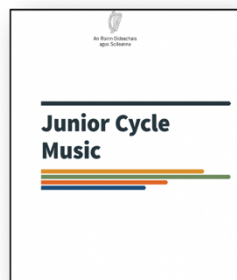
...we aim to inspire, support and empower our colleagues through exploring assessment, considering teaching and learning and reflecting on reporting

Structure of the Day and Key Documents

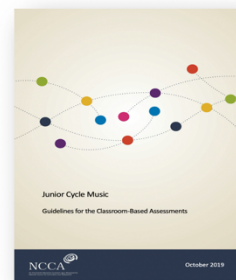
09:30 - 09:50	 Welcome	
09:50 - 11:10	 Why, What and How of ASSESSMENT	
11:30 - 13:00	 TEACHING and LEARNING	 11:10 - 11:30 BREAK 13:00 - 14:00 LUNCH
	<ul style="list-style-type: none"> • Level 2 Learning Programmes (L2LPs)  • Music Property Rights  	
14:00 - 15:10	 <ul style="list-style-type: none"> • Practical and CBA2: Programme Note  • CBA1: Composition Portfolio  	
15:10 - 15:30	 Why, What and How of REPORTING	



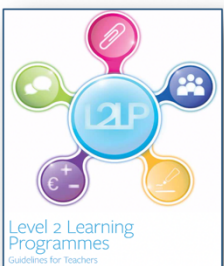
Framework for Junior Cycle (2015)



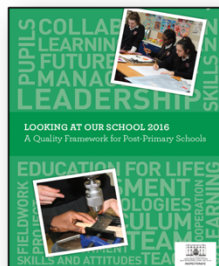
Junior Cycle Music Specification



Junior Cycle Music Assessment Guidelines



Level Two Learning Programmes



Looking At Our School 2016



Ongoing Reporting for Effective Teaching and Learning

Putting it all Together: Why Assessment?



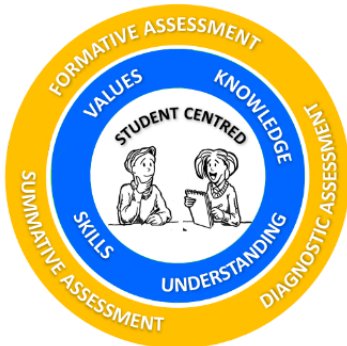
'Junior Cycle education places students at the centre of the educational experience'

...Music Specification, p.3



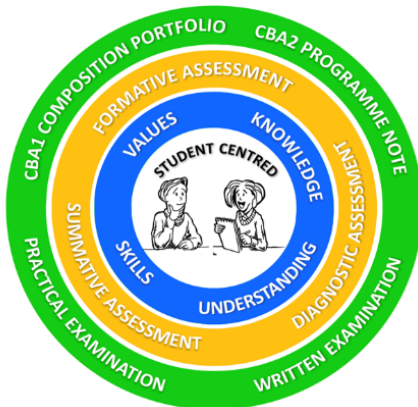
'Learning Outcomes are for three years and describe what knowledge, understanding, skills and values students should be able to demonstrate having studied music in junior cycle'

...Music Specification, p.15



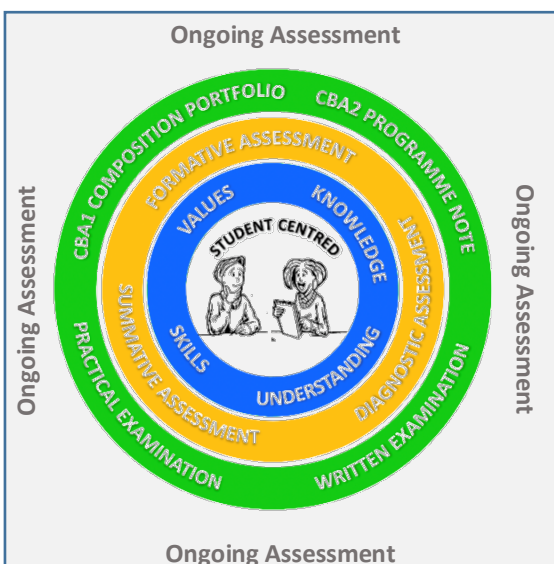
'Junior cycle places a strong emphasis on assessment as part of the learning process'

...Music Specification, p.19



'...distinct markers in the student's learning journey'

...Music Specification, p.19

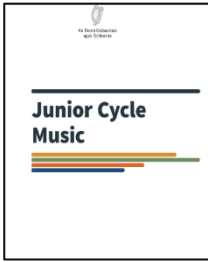


'Assessment focuses not just on how the student has done in the past but on next steps for further learning.'

This approach will ensure that assessment takes place as close as possible to the point of learning'

...Music Specification, p.19

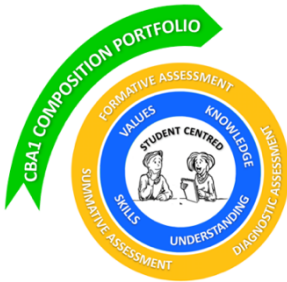
Putting it all Together: Assessment to Support Learning



'While different techniques may be employed for formative, diagnostic and summative purposes, the focus of the assessment and reporting is on the improvement of student learning. To do this it must fully reflect the aim of the curriculum'

...Music Specification, p.19

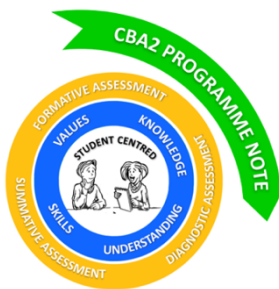
Classroom-Based Assessment 1: Composition Portfolio



'...the focus of this assessment activity will be on the creation of a set of musical compositions.'

...Music Specification, p.21

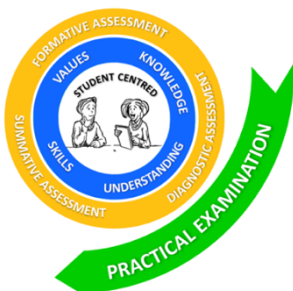
Classroom-Based Assessment 2: Programme Note



'...the student will prepare a programme note to inform an audience on the content of their upcoming performance which itself will comprise the practical examination'

...Music Specification, p.22

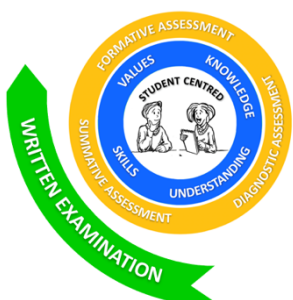
The Practical Examination



'Technical control, musicality and fluency will be assessed. The standard will reflect what can be attained in three years of class-based tuition'

...Music Specification, p.23

The Written Examination



'During this assessment, students will be required to engage with, demonstrate comprehension of, and provide written responses to stimulus material'

...Music Specification, p.24

Junior Cycle Music aims to...

'contribute to the development of artistic awareness and understanding, self-expression, self-esteem, imagination and multicultural sensitivity, and therefore, to the development of the whole person. Students will develop the knowledge, skills and understanding necessary to produce and engage with authentic and original music, that is both theirs and the music of others. In doing so, they will develop the music literacy, critical skills and language necessary to engage with today's musical world.'

...Music Specification, p. 6

Activity 1: Find evidence of the Composition Portfolio, Programme Note, Practical and Written Examination inside the aim of our specification

Composition Portfolio

Programme Note



Practical Examination

Written Examination

Putting it all Together: Types of Assessment

Activity 2: Consider the description for each of the three assessment types outlined below. Match each description to its correct Assessment title ⚡⚡⚡

Assessment 1

...gathers evidence of learning during the learning process and is used to adapt teaching to meet student needs. It permits teachers and students to collect information about student progress and suggest next steps

Assessment 2

...diagnoses the strengths and / or areas of need in students prior to a learning activity

Assessment 3

...evaluates student learning at the end of a period of learning. It summarises the students' achievements and determines the degree to which the students have demonstrated understanding of that learning

FORMATIVE

DIAGNOSTIC

SUMMATIVE

Activity 3: Now consider how each of these assessments can support learning

1. Through...

- sharing learning intentions
- designing effective discussions, tasks, activities
- providing meaningful feedback
- activating students as learning resources for one another
- activating students as owners of their own learning

2. Through...

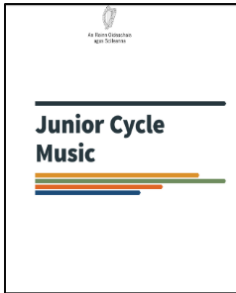
- acknowledging the prior learning
- identifying and providing appropriate pedagogical approaches necessary to scaffold the learning to meet the individual learning needs of students

3. Through...

- measuring the learning from across the 36 learning outcomes



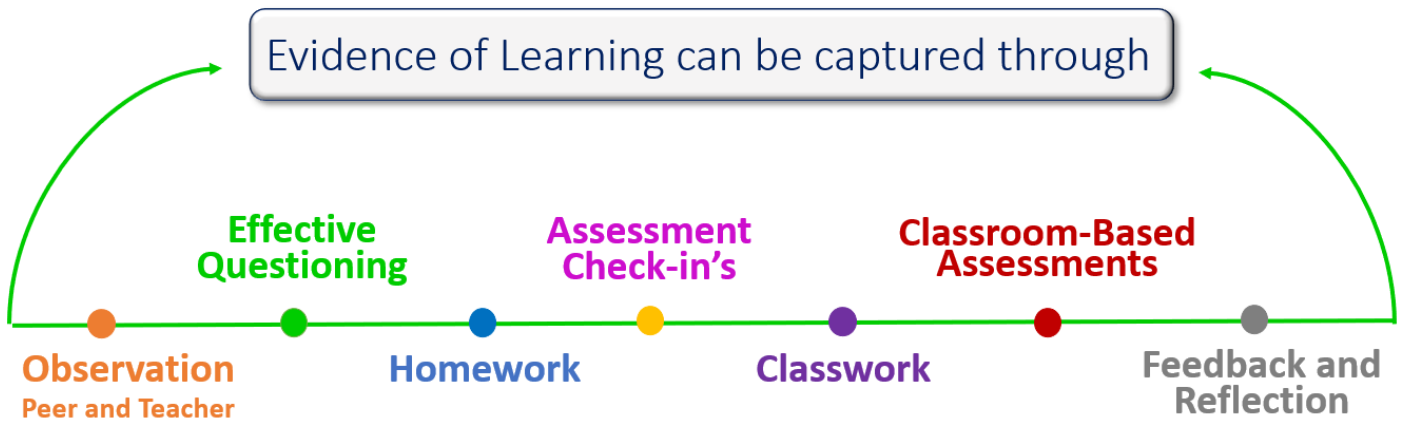
Putting it all Together: Evidencing the Learning



'Assessment involves gathering, interpreting and using information about the processes and outcomes of learning.

It takes different forms and can be used in a variety of ways'

...Music Specification, p.19



Activity 4: SEC Published Sample Paper: What have you noticed?

One thing
that is
familiar

One thing
that is
new

One
question you
may have

Music Departmental Conversations

Activity 5: In your virtual music departments, answer the following questions

What learning is referenced here?	What prior learning will have informed this learning?
Question 6	
Question 5	
Question 4	
Question 3	
Question 2	
Question 1	

Activity 7: In your virtual music departments, design a sample assessment item to evidence the learning inherent in learning outcome 3.3



Music Departmental Conversations: Planning for Learning

Activity 6: Design a Unit of Learning

Year: Third

Duration of Unit: 3 weeks

Date: 2nd October

Context/Prior Learning: This unit is for a third-year class of 22 students of which 2 students are participating in the Level 2 Learning Programmes.

LEARNING OUTCOMES IN FOCUS – What learning outcomes will inform this unit?

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
L2LPs: Communication and literacy 1.4 Express personal opinions, facts and feelings appropriately e.g. expressing an opinion on a television programme, relate news from their weekend
L2LPs: Communication and literacy 1.25 Listen to a range of music and respond by discussing thoughts and feelings e.g. favourite singer and say why they like their music

INTENDED LEARNING – WHAT will the Learning be about?

EVIDENCE OF LEARNING – How I will KNOW this learning has taken place?

LEARNING EXPERIENCES – HOW this learning will take place?

Individual Teacher Planning for Learning

Activity 8: In considering how you currently plan for assessing your students, do you agree and/or disagree with the following statements taken from *Looking at Our School 2016*?

STANDARDS	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE	Agree	Disagree	To Some Extent
The teacher selects and uses planning, preparation and assessment practices that progress students' learning	My plans identify clear, relevant learning intentions that are contextualised to students' learning needs. Learning intentions reflect a developmental and incremental approach to progressing students' learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I plan for assessing all relevant aspects of students' learning using both assessment of learning (summative) and assessment for learning (formative)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My assessment practices include not only assessment of knowledge but also assessment of skills and dispositions. I tailor assessment strategies to meet individual learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I regularly provide students with constructive, developmental oral and written feedback. I use feedback to work with students on clear strategies for improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I share and co-create success criteria with students so that they can assess their own learning through self-assessment and peer assessment, and identify areas for improvement and strategies to achieve improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reflection

Reflecting on the learning so far, what one action might you take on your return to school? Consider why this is a priority for you





Level 2 Learning Programmes (L2LPs)

L2LPs are designed for students with a low mild to high moderate general learning disability

Overview www.youtube.com/watch?v=ZXxX1e0ZMII

What is the learning at the heart of these learning outcomes?

Priority Learning Unit
**COMMUNICATING
AND LITERACY**

1.6 Listen to and respond to a range of stories

1.26 Use drama or dance to explore real and imaginary situations

1.29 Use technology to communicate in an activity with others

Priority Learning Unit
PERSONAL CARE

3.20 Identify a range of emotional and physical states

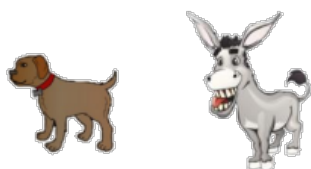


1.6 Evidence of Learning: Task

Match the music
to the story

Learning Experience

- ♪ Listen to each story
- ♪ Point to your chosen clip
- ♪ Drag the circle over your chosen audio



1.26 Evidence of Learning: Task

What happened when
Dog and Donkey
went for a walk?

Learning Experience

- ♪ Explore the imaginary situation
- ♪ Sound it out through animal noises
- ♪ Act it out through body movement



1.29 Evidence of Learning: Task

Tell me about
your birthday

Learning Experience

- ♪ Open Incredibox – choose web version
- ♪ Pick a Character
- ♪ Press PLAY
- ♪ Drag symbol up

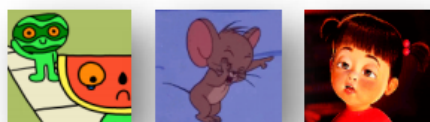


1.29 Evidence of Learning: Task

Describe
the weather

Learning Experience

- ♪ Open Creatability – Keyboard
- ♪ Click START PLAYING
- ♪ Move mouse to play
- ♪ Adjust settings on left panel



3.20 Evidence of Learning: Task

Name that
feeling

Learning Experience

- ♪ Engage with the stimulus material
- ♪ Name the feeling through...
 1. Writing in the textbox
 2. Dragging the circle over the emoji
 3. Talking / recording your voice




Music Property Rights

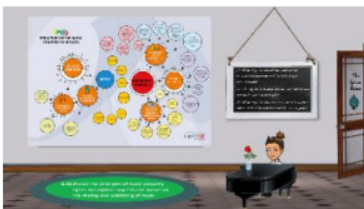
A property right is not copyright protected until it is presented in a material form. So for a piece of music or song to become copyrighted it is not sufficient for it to exist in the mind of the composer but instead it must be in a written form or recorded

...www.imro.ie

What is the learning at the heart of this learning outcome?

 **3.10** discuss the principles of music property rights and explain how this can impact on the sharing and publishing of music

MUSIC HEADQUARTERS:



The Green Room

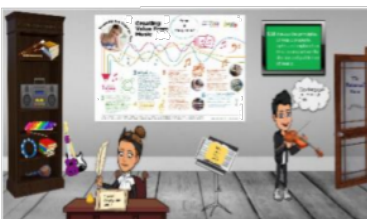
Evidence of Learning: Task

Explore the various organisations that deal with music property rights in Ireland and abroad

Learning Experience

Research questions may include...

- ♪ What organisation collects royalties for songwriters / composers both in Ireland and internationally?
- ♪ Identify an Irish organisation that collects and distributes mechanical royalties
- ♪ What organisation issues licences to businesses across Ireland for playing recorded music in public?



The Rehearsal Room

Evidence of Learning: Task

Write an article about copyright for the next edition of Hot Press

Learning Experience

Research questions may include...

- ♪ What is copyright?
- ♪ How do I copyright my music?
- ♪ Who owns this music?
- ♪ How long does my copyright last?



The Music Cafe

Evidence of Learning: Task

Composers and songwriters make their livelihood from their music. Describe four different types of royalties they can earn income from

Learning Experience

- ♪ Check out "*The Royalties*"
- ♪ Explore the various types of royalties by clicking on the live sections in *The Music Café*

Improvisation

Spontaneous musical creation, often based on an existing melodic or harmonic fragment

...Music Specification, p.28

What is the learning at the heart of these learning outcomes?

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

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

I IV V I - Calypso

Evidence of Learning: Task

Perform a piece of music, 12 bars long in a Calypso style

Learning Experience

Using the Backing Track provided...

- ♪ experience the syncopated rhythm
- ♪ perform the bass and melody patterns
- ♪ improvise using the solo breaks
- ♪ rehearse each role for the group performance

Rhythm and Melody

Evidence of Learning: Task

Improvise on a given rhythm and melody

Learning Experience

Build the skills of improvising through...

- ♪ call and response for 16 bars
- ♪ rhythm improvising in 2/4 time
- ♪ using the 2-bar rhythm in 4/4 time and the 3 notes from the melody bank

Pentatonic Scale

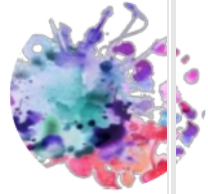
Evidence of Learning: Task

Perform a piece of music, 8 bars long, built on the pentatonic scale

Learning Experience

Using the Backing Track provided...

- ♪ listen to the chord progression
- ♪ rehearse the pentatonic scale for each chord
- ♪ improvise using these notes over the backing track



CBA1: Composition Portfolio

The development of the creative expression in music is a central element to this course. The student brings an idea from conception to realisation

...Music Specification, p.21

What is the learning at the heart of these learning outcomes?

Students will...

- develop their understanding of how music is created
- layer sounds to create texture
- make creative decisions by exploring symbolic representation of sound



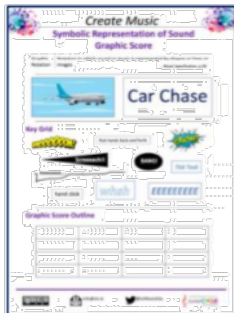
Example of a piece built on found sounds: [Lockdown Soundz – Found Sounds](#)

Evidence of Learning: Task

Create and present a short piece, through an mp3 format, using 3 or more found sounds in response to *'The People Upstairs'*

Learning Experience

- ♪ Record 3-4 found sounds on your phone
- ♪ Import these sounds into your chosen audio editing software
- ♪ Add one or more processing effect
- ♪ Loops may be added to your piece
- ♪ Export as an MP3



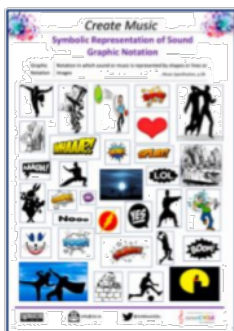
Example of a piece using a graphic score: [Stripsody](#): Cathy Berberian

Evidence of Learning: Task

Create a short piece using a graphic score to describe your journey

Learning Experience

- ♪ Select your sounds from the key grid
- ♪ Insert/draw the symbols onto the score
- ♪ Add tempo and dynamics
- ♪ Vary the texture
- ♪ Include performance instructions



Example of a piece using graphic notation: [Thunderstorm](#): Alex Chorley

Evidence of Learning: Task

Create and present a short piece, through a video format, to accompany a sequence of at least 4 images

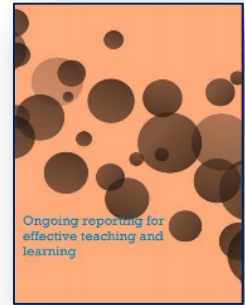
Learning Experience

- ♪ Select four images from the bank
- ♪ Create a piece of music to accompany the sequence of images
- ♪ Place the images and your piece of music into your chosen video editing software
- ♪ Edit and mix your project
- ♪ Export as an MP4

Putting it all Together: Reporting

*'Reporting needs to go beyond grades and marks and should be seen as a means of **sharing progress in learning** between teachers, students and parents'*

...NCCA Reporting Booklet, p.6



Language of Reporting

Ongoing Formative Assessment

Sharing learning intentions
Co-creating Success Criteria
Providing Feedback
Active Learning Experiences
Effective Questioning
Reflection

Classroom-Based Assessments

Exceptional
Above expectations
In line with expectations
Yet to meet expectations

Final Examination

Distinction
Higher Merit
Merit
Achieved
Partially Achieved
Not Graded

Language of the Final Examination

Final Examination

Distinction
≥90 to 100

Higher Merit
≥75 and < 90

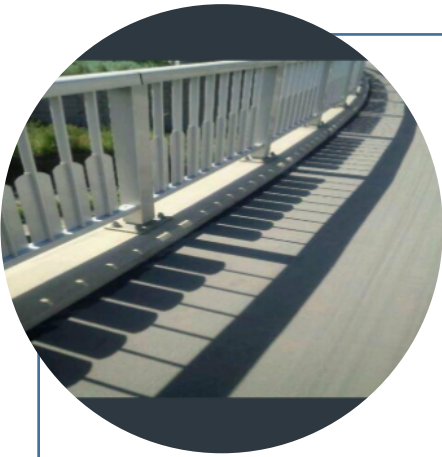
Merit
≥55 and < 75

Achieved
≥40 and < 55

Partially Achieved
≥20 and < 40

Not Graded
≥0 and < 20

Reflection



Reflecting further on the learning, what one action might you take on your return to school?

For all Junior Cycle Supports, visit www.jct.ie

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An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
for teachers

10:58am 30th of Nov. 2020

Welcome
Dr. Pádraig Kirk
Director,
CPD for Junior Cycle

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STE(A)M in Junior Cycle
Arts in Junior Cycle
Content & Language Integrated Learning (CLIL)
Junior Cycle Talks

Home

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Maths	Music	Geography	History	Home Economics	Technologies
Religious Education	Jewish Studies	Classics	L1LPs/L2LPs	Leadership	Wellbeing

