



Creating and Exploring Junior Cycle Music



Webinar: 9th April 2019

'Creating and exploring in my music classroom takes place through...'

- Using B, A and G on the recorder to compose short melodies. Students develop their rhythm through beatboxing, rap and body percussion. These activities are the building blocks for students learning of rhythmic and melodic ostinatos.
- playlists. One teacher used a local event, the Fleadh in Drogheda, as the basis for his playlist. Other teachers used events such as the Ploughing Championships, Electric Picnic, St. Patricks Day Parade. Some teachers shared how their students designed CD Covers or Programme Notes to provide information on their playlist.
- adapting motifs from existing pieces of music from nursery rhymes, pop music and classical pieces. One colleague told us that *Twinkle Twinkle* was the piece of music she used to adapt an existing piece of music. They used glockenspiels, boom whackers and bells for the melody and ukuleles to decide on the chords that would suit. This teacher also has a student undertaking the Level 2 Learning Programme in her class. Because the glockenspiel, boom whackers and bells all have the same colour assigned to the same notes this student was able to engage fully in all of the learning experiences through colour.
- responding to a piece of art. Other stimuli colleagues reported using are short movie clips depicting different emotions or feelings, poems, Mother's Day, muted television advertisements, the weather, character relationships in a musical, videos of fashion shows and Earth Day 2019. One teacher has used images and a story board to encourage students to create a sound-appropriate response. One colleague used the theme of a childhood nursery. Students brought in toys to use as percussion instruments to create their pieces of music.
- Irish music. One teacher selected a piece of Irish popular music and made a graphic representation of the structure of the piece. Another has created a 3 note jig, looking at structure and features of Irish music such as the repeated last note.
- the use of art and various instruments – chime bars, drums, ukuleles, voices, garage band and musescore. Students explored through experimenting and listening to various sounds/instruments using technology devices. Students were then asked to complete a short reflection after each unit.
- graphic scores were used to create a *Oíche Samhna* sound scape using instruments, vocal sounds and other sounds made from objects in the room.
- the RTÉ Lyric FM jingles that formed part of our cluster day workshop this year. Students had great fun exploring how these jingles differ and what composing techniques were used to put them together. Students are now using chords to compose their short 4-bar melodies. The Lyric FM quartet are visiting the school in May and the class hope to have the melodies displayed as a background for the stage.

Don't forget this resource of jingles is now available to download from our website www.jct.ie

'Progressing the learning of symbolic representations of sound in your classroom can take place by...'

- exploring rhythms and words through the drumkit and/or Chrome Music lab
- using the words and rhythms on a note(s) to improvise vocal percussions. These early beginnings with exploring melody could scaffold the introduction of solfa
- improvising on a note, building to fanfares, constructing a triad, finding different pieces of music that use the devices of fanfares and triadic melodies
- building on the learning of a triadic melody to incorporate the chords of I and V, towards creating a jingle and then scaffolding a simple arrangement of a piece of existing music
- using rhythms to develop students sight-reading and transcribing skills
- creating through group work, a rap, based on a poem that they have written about their first-year music class or any other stimulus
- exploring shapes, lego and/or lollypop sticks to develop their students understanding of beats, the construction of a bar and the length of rhythms
- designing graphic scores to represent sounds in responding to a stimulus or illustrating the structure of a piece of music. Lots of students are using the four-cell idea as the basis of their graphic scores. Others are using technology and taking an approach similar to Smalin. Check out Kadinsky in Chrome Music Lab where students can not only graphically represent their soundscape but also explore instrumental sonority
- engaging students in the learning of the triads to build towards an understanding of key signatures and roman numerals for their triads
- enabling students to master the playing of an instrument, e.g., ukulele and bass, through the visual understanding of tablature
- layering and building this learning towards an overall understanding of staff notation