



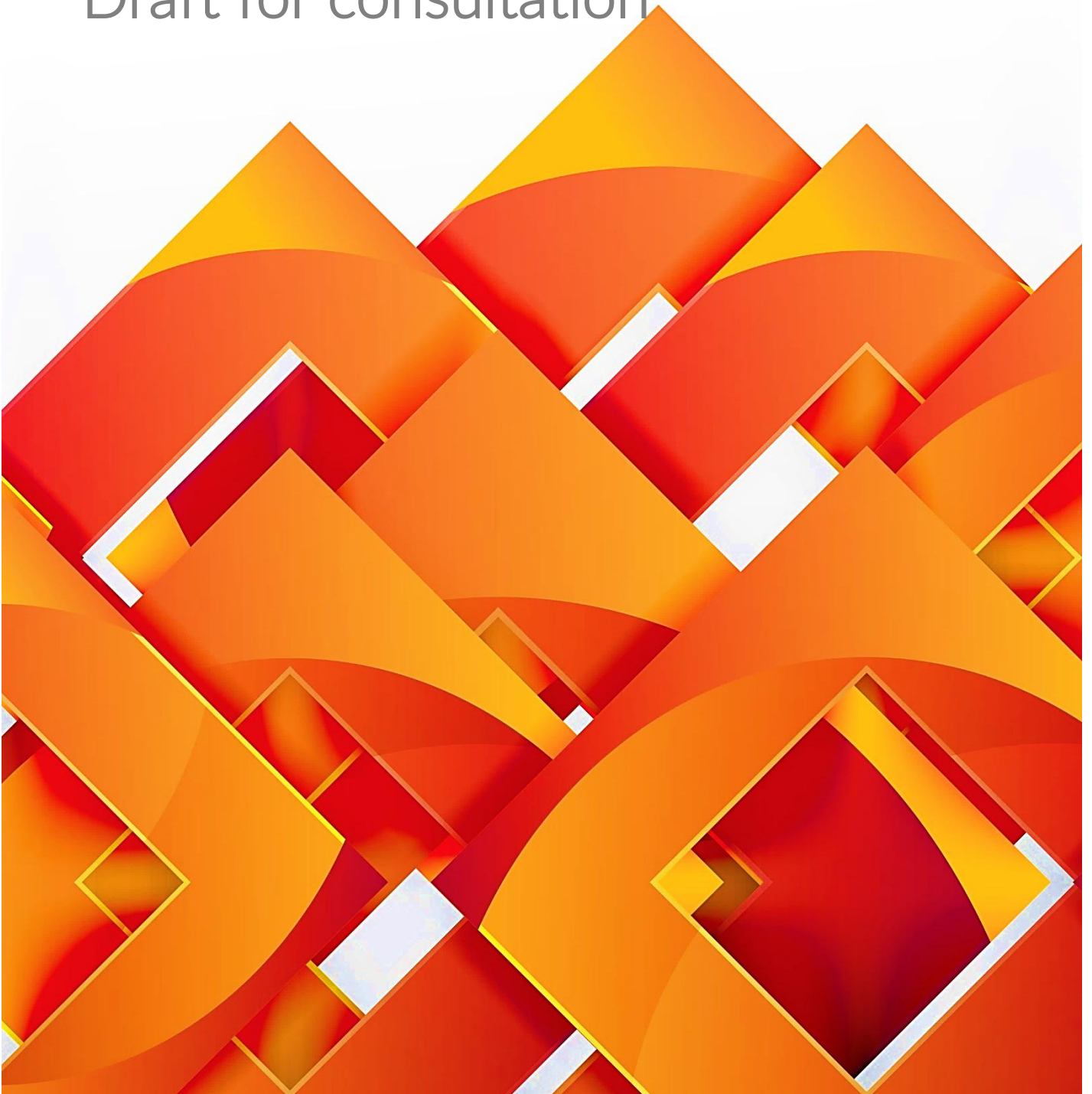
**NCCA**

An Chomhairle Náisiúnta  
Curriculum agus Measúnachta  
National Council for  
Curriculum and Assessment

# Senior Cycle Level 1 Learning Programme: Music

## Elective Module

### Draft for consultation



## Introduction

The Senior Cycle Level 1 Learning Programme (SCL1LP) consists of a range of curriculum areas, each designed on a modular basis. There are four curriculum areas at the heart of the SCL1LP: Numeracy; Communication and Literacy; Personal Care; and Electives. Music is an Elective Module.

Music consists of one module. It is designed for a minimum of 60 hours of teaching time/class contact time over two years.

Module title	Recommended time in hours
Music	60

## Rationale

Learning through the arts significantly contributes to the development of the whole person. Music may be a medium through which students can express themselves. This elective module aims to develop and support students' physical, sensory, social and emotional engagement by providing students with an opportunity to explore, express and communicate their emotions, thoughts, feelings and experiences in verbal and non-verbal ways.

Music is a medium for discovery, allowing students to focus on responding and self-expression through music. Through listening, responding to and making music, students recognise the presence and role of music in their everyday lives. Students recognise that music surrounds them, from nature, media, school to their local community. Elements of pattern, sound, structure, movement, vibration and rhythm inherent in our everyday environment are reflected in music. When students learn that music surrounds them, it supports them in interpreting their environment, enabling connection to their local environment. Music helps them to make sense of their world.

This elective module enables students to participate in music in all its forms in school, at home and in their communities through the enjoyment of a range of musical activities and experiences. It promotes students' overall wellbeing as they experience a range of musical activities in an informal but structured and supportive setting. Through these experiences, students will gain a sense of accomplishment.

Music is to be enjoyed. The development of students' understanding and appreciation of music contributes to the development of key competencies in senior cycle and vice-versa. When this happens, all learning across senior cycle is supported and the development of important life skills are promoted. Students stand to benefit in many ways as they progress in learning pathways and as they transition to life beyond school.

## Continuity and progression

Music builds upon students' learning and experiences with the Primary School Curriculum and the Framework for Junior Cycle. In particular, learning through the Music builds upon students' development of the junior cycle key skills of managing self, staying well, communicating, being creative, working with others, and managing information and thinking. The module also promotes development and learning in areas such as literacy, numeracy, language, motor coordination and leisure skills.

Music aims to develop students' key competencies in communicating, being creative and working with others, and promotes greater independence, as well as providing students with a sense of achievement and confidence in their learning. This supports and enhances students' overall wellbeing.

Students are given opportunities to demonstrate how learning acquired here can be linked to prior learning, to other modules and curriculum areas, wider school activities and life outside of school, applying their learning in areas such as Communication and Literacy, Numeracy, PE, Visual Art, Drama and Personal Care. This helps to reinforce learning and progress students' ability to communicate, interact, be creative, to express themselves, to explore their feelings and ideas in a variety of ways. This learning benefits students in many ways and supports them as they progress in learning pathways and as they transition to life beyond school.

## Teaching and learning

Music is an umbrella term for a range of music related experiences and learning activities. Music may take the form of listening, responding, participating or creating. This elective module emphasises active participation, social engagement, experiential hands-on learning and the sensory exploration of music.

Every individual has an innate sense of musicality that can be developed and explored through activities. Activities are the medium through which students achieve the learning outcomes. Therefore, schools can encourage students to engage in a range of activities designed to enable them to enjoy the musical world around them. Students may participate in individual activities and/or as part of a group and should be given many opportunities to experience the fun, creative and social aspects of music.

Collaborative projects promote social interaction and communication as students engage with their peer group and the broader community. All activities may be teacher or student led, supported or modelled, as appropriate. Students may show their reaction to music and different musical sounds through changes in facial expression, eye movement, body movement, vocalisation, visual attention, physical reaction or in any manner appropriate to each student. While some ideas are listed, schools have the flexibility to provide their own activities depending on available resources, local amenities and their students' interests, strengths and abilities.

Examples of activities include but are not limited to:

- Instrument exploration
- Singing phrases, rhymes, songs in groups or individually. Visuals, Lámh or ISL may be used
- Story time with music
- Rhythm and movement games to music
- Games to link music to emotions
- Response time-play sound or rhythm and encourage student to respond with instrument
- Music relaxation time
- Create your own instrument
- Musical story time
- Freeze dance
- Play music and let students paint draw or colour to express what they feel
- Musical communication activities such as call-and-response singing, rhythmic clapping, body percussion or expressive movement
- Jam time with instruments
- Lyric listening

- Digital music making
- Choir
- School play or musical
- Visits to musical events
- Guest musicians.

Music supports sensory-rich activities that enable students to explore their musical environment and create their own music. Students can enjoy these activities while recognising their own personal talents with music, develop an appreciation of music and form a way of expressing themselves through music. Music can also be used to support transition times by using familiar music or musical routines. Students can anticipate familiar songs or musical cues within a structured routine. Students can also participate in start-and-end procedures or structures for music sessions, such as introduction or conclusion songs.

Considerations may apply when teachers are planning their students' musical activities. Students may engage with, or respond to, the instruments in a manner appropriate to them such as

- Tapping
- Swiping
- Squeezing
- Clapping
- Sway to a rhythm
- Motor movement.

Accessible switches may be added to musical devices. This may apply to choosing equipment, technology and exploratory activities appropriate to students' needs. The initial learning point for some students may be to become accustomed to, and comfortable with, the acoustics of music environments or adapted instruments. Where appropriate, digital and assistive technology is used to support learning and participation. Visual aids, adaptive tools, communication devices, visual and object cues, may enhance students' ability to engage with the module.

## Module: Music

### Module descriptor

Students will experience and engage with various forms of music as an individual and within a group. This module supports students in expressing a response through music. Students will have the opportunity to create their own music.

Students learn about	Students should be able to
Types of music and a variety of musical instruments using touch, movement, or vocalisation. The student will explore how music can create an emotional response.	<ul style="list-style-type: none"> <li>a. communicate where they experience music in their lives</li> <li>b. explore a range of musical instruments and sound-making objects</li> <li>c. identify and respond to different sounds and/or voices</li> <li>d. respond to contrasting musical elements (e.g., loud/soft, fast/slow, high/low)</li> <li>e. participate in structured movement activities to music</li> <li>f. participate in musical turn-taking (e.g. waiting for their turn to play an instrument or respond to a musical cue)</li> <li>g. show preference for different musical experiences</li> <li>h. express emotional response to music</li> <li>i. engage with music to relax or energise</li> </ul>
Creating their own music. Students may use instrument, voice or digital technology to create music.	<ul style="list-style-type: none"> <li>j. use an instrument to create a musical sound</li> <li>k. use an instrument to create a variety of sounds, pitches, rhythms or effects</li> <li>l. explore techniques which support vocal and instrumental performances and musical routines (e.g., warm-up, rhythm, pattern, cool down)</li> <li>m. choose an instrument to create their own music</li> <li>n. create or perform music individually and/or in a group</li> <li>o. perform excerpts from a musical piece</li> <li>p. respond to music.</li> </ul>

