



*Music*



LEAVING  
CERTIFICATE  
APPLIED

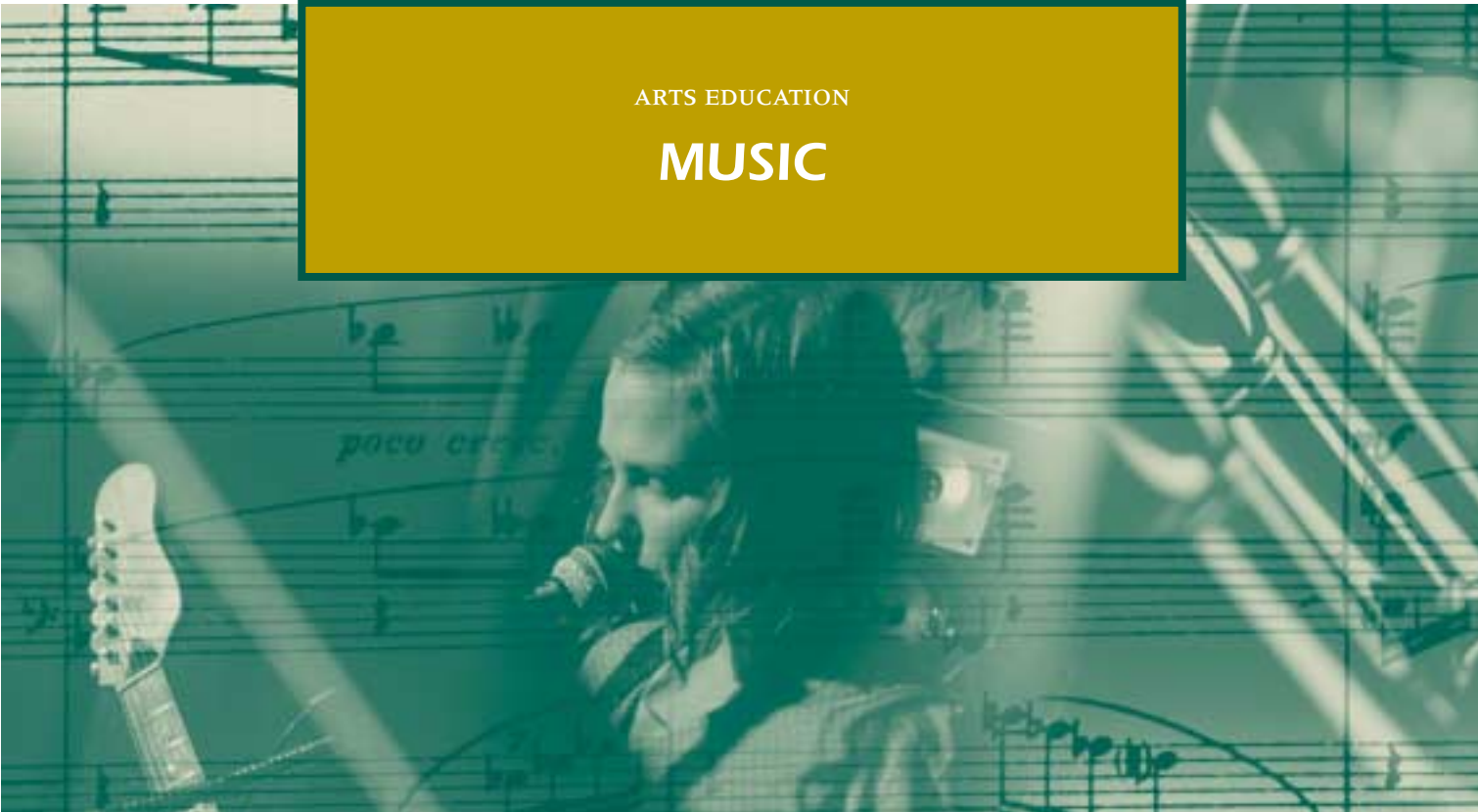
ARDTEISTIMÉIREACHT  
FHEIDHMEACH

The logo for the Leaving Certificate Applied (LCA) program. It features a stylized red and white flower-like symbol above the letters 'LCA'. To the right of the symbol, the text 'LEAVING CERTIFICATE APPLIED' is written vertically. Below the 'LCA' logo, the Irish text 'ARDTEISTIMÉIREACHT FHEIDHMEACH' is written horizontally.



ARTS EDUCATION

# MUSIC





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## INTRODUCTION

**The Arts Education course requires the completion of two modules from Dance, Drama, Music or Visual Art or any combination of these.**

### RATIONALE

This course promotes an awareness of music through the development of listening, performing and composing skills. It is designed so that a number of music areas can be selected to suit the strengths and interests of the students. School and community resources are used to facilitate the exploration of music in a manner both meaningful and relevant to students.

## NUMBER AND SEQUENCE OF MODULES

There are two Modules offered as outlined in the table given below.

To meet the Arts Education requirement of the Leaving Certificate Applied programme a student who chooses to take a module/s in music must take:

Music Module 1 and one other module from any of the alternative Arts Education courses i.e. Dance, Drama, Visual Art

*OR*

Music Module 1 and Music Module 2

<b>UNITS</b>	<b>MUSIC MODULE 1</b> Four Units to be covered	<b>MUSIC MODULE 2</b> Four Units to be covered
<b>Unit 1:</b> Music Types. Seven types listed with an option to do any other recognised type	Any TWO types from the list provided or any other recognised type	A further TWO types other than those selected for Module 1.
<b>Unit 2:</b> World Music. Nine types listed with an option to do any other recognised type	Any ONE type from the list provided or any other recognised type	Another ONE type other than that selected for Module 1.
<b>Unit 3:</b> 3(a): Music in the Community. 3(b): Music of Ireland.	3(a) OR 3(b)	The unit not chosen in Module 1.
<b>Unit 4:</b> 4(a): Music Industry. 4(b): Music and the Media.	4(a) OR 4(b)	The unit not chosen in Module 1.

## DESCRIPTION OF MODULES

### **UNIT 1 TYPES OF MUSIC**

In relation to two types of music, the students are encouraged to develop both their listening skills and a greater awareness of the characteristics of these types of music and of the instruments associated with them. They are also encouraged to participate in a music-making activity.

### **UNIT 2 WORLD MUSIC**

In relation to one type of music, the students are encouraged to develop their listening skills, a greater awareness of the distinguishing features of this type of music and an understanding of its role in its cultural context. They are also encouraged to take part in a music-making activity.

### **UNIT 3 (a) MUSIC IN THE COMMUNITY**

In this module the students investigate music resources, musical activities and musicians in the local community and in the school.

### **UNIT 3 (b) MUSIC OF IRELAND**

In relation to Irish Traditional Music or any other style of music with a discernible Irish influence, students are encouraged to develop an awareness of the characteristics of the music, the instruments used and the cultural context. They are also encouraged to take part in a music-making activity.

### **UNIT 4 (a) MUSIC INDUSTRY**

In this module students find out about the main structures of the music industry, the processes involved in recording music and in producing a video for the music industry, and the influence of marketing and advertising on the industry.

### **UNIT 4 (b) MUSIC AND THE MEDIA**

In this module students develop an awareness of the role of music in advertising and in film, create promotional material for a music event, and produce a short music-related radio or video presentation.



MUSIC

MODULE 1 & 2

# MUSIC ONE AND TWO



## MODULE 1 & 2:

### MUSIC

#### PURPOSE

This course is designed so that a number of music areas can be selected to suit the strengths and interests of the students. Through the introduction of listening, performing and composing skills it is hoped to encourage students awareness of music in a wider context. By incorporating existing school and community resources music can be explored in a manner that is both meaningful and relevant to today's student. In turn this should lead to the development and appreciation of many forms of music and music making. To expand students' creativity teachers are encouraged to adapt any or all parts of the course to the particular needs of their own students.

#### PREREQUISITES

None.

## AIMS

This module aims:

- to develop the students' listening, performing and music creation skills
- to encourage an openness to many types of music and music-making
- to facilitate individual creativity and its expression through music
- to encourage participation in some form of music-making
- to develop communication skills by encouraging the social sharing of music
- to develop skills which will raise levels of self-esteem and self-confidence
- to integrate the programme with existing aspects of the curriculum
- to deliver a programme that is meaningful in the lives of the students.

## UNITS

UNIT 1: Music Types

UNIT 2: World Music

UNIT 3: Music in the Community *or* Music of Ireland

UNIT 4: Music Industry *or* Music and the Media

For the first Music module, four units should be covered, with a choice as indicated above. If a second module is being taken, different types of music from those chosen in the first module should be covered in Units 1 and 2, and the units not covered in the first module should be taken for Units 3 and 4.

(See Number and Sequence of Modules, Page 3).

## Unit 1: Music Types

### LEARNING OUTCOMES

In relation to any two of the following types of music: Jazz, Classical, Religious, Pop, Rock, Music for Stage, Contemporary or any other recognised type the student will be able to:

1. demonstrate listening skills for this type of music
2. name some of the prominent personalities involved in this type of music
3. display a knowledge of the instruments associated with this type of music
4. identify the main characteristics of this type of music
5. demonstrate an awareness of this type of music in reference to its historical, social, cultural and geographical context
6. partake in one music-making activity related to Unit 1.

### TEACHER GUIDELINES

- ▶ Explore chosen pieces under the following headings:

*Rhythm* – regular versus irregular, pulsating, repetitive or choppy.

Are there even or uneven patterns?  
Does it stress the on-beat or the off-beat?

*Melody* - smooth and continuous or jagged and jerky, possible to sing or difficult to reproduce. The piece may be based on a single melody, a number of different melodies throughout or perhaps several melodies happening at the same time. Melody may not even be important in this type of music. The composer/performer may well be trying to achieve something very different as a means of expression.

*Instruments and Orchestration*

What are the instruments used and how are they used? Solo, large groups, electronic, a mixture.

*Speed and Dynamics*

*Mood and Impression conveyed*

*Possible Influences on the Music*

The music performed or composed against the political, social, historical and geographical backdrop of its period.

## Unit 2: World Music

### LEARNING OUTCOMES

In relation to one of the following: African music, Latin American music, Indian music, Spanish music, Arab music, Caribbean music, Chinese music, Greek music, Indonesian music or any other recognised world music the student will be able to:

1. demonstrate an appreciation for this type of music
2. display a knowledge of the instruments associated with this music
3. identify the distinguishing features of the chosen style of music
4. develop an understanding of the role of the music in its cultural context
5. partake in one music-making activity related to Unit 2.

### TEACHER GUIDELINES

- ▶ See Music Types
- ▶ Have a visiting percussion workshop to demonstrate the instruments and rhythms of a particular music.
- ▶ Have an instrument-making workshop linked to art or woodwork activities.
- ▶ In many cultures musical instruments are still very accessible. Consider the possible role of marketing and advertising on the rising cost of music-making e.g. brand names etc.
- ▶ Having discussed the characteristics of a particular music incorporate the use of dance as a means of exploring that music within its cultural context.
- ▶ This unit affords many opportunities for linking with other courses, e.g. Social Education (Contemporary Issues modules), Hotel Catering & Tourism (Catering for Diversity module). Students could integrate their learning about their chosen music with their learning about social issues, customs, the food and culture of that country, through an event, meal, presentation or display.

## Unit: 3(a) Music in the Community

### LEARNING OUTCOMES

The student will be able to:

1. describe a range of music activities at local level - concerts, choirs, festivals etc.
2. list music resources available in the locality – library, music shops, art centres, recording studios etc
3. research a local musician or group or person involved in music in the community
4. outline some changes in music at local level within a specific time-frame
5. identify music activities which are already in existence in the school
6. attend a local music event.

### TEACHER GUIDELINES

- ▶ Use local newspapers, local radio, fliers or the information page on teletext to build up a picture of music at local level. Perhaps do a comparative study through your local newspaper of the music events in the locality during a previous time-frame. Compare rural with urban.
- ▶ Encourage a visit to the local library or Arts Centre. Invite a local Music Promoter or Arts Officer to visit the class and discuss music at local level.
- ▶ Interview older members of the community about the music trends of their youth. Invite a number of people of different ages to select and give reasons for the choice of their favourite music. Invite these people to visit your school and hold a classroom forum to discuss. This can help break down barriers between old and young as well as encouraging an openness to different types of music.
- ▶ Attend a local music event. Talk to the musicians after the performance. In an effort to promote attendance and encourage audience development tickets may well be made available at the door if a representative of the school makes a call in advance.

## Unit 3 (b): Music of Ireland

### LEARNING OUTCOMES

In relation to Irish Traditional Music or any other style of music with a discernible Irish influence the student will be able to:

1. identify the main characteristics of their chosen music
2. display a knowledge of the instruments used when performing this music
3. identify the prominent personalities associated with this style of music
4. place the music in its historical, social, geographical and cultural context
5. discuss reasons for the demise or the current success of this music, as appropriate
6. partake in one music-making activity related to Unit 4.

### TEACHER GUIDELINES

► See Music Types

Of the listening examples chosen consider the following:

How 'traditional' are they? Do they incorporate other styles? How?

Discuss the success both at home and abroad of this music.

Look at the profile of the performers, listeners and audiences.

Listen to examples of crossover styles of music.

Invite a local musician to visit the school and consider the similarities or the difference between this music and the listening examples.

Have a Bodhran workshop visit the school. Discuss other ways that percussion can be incorporated into music of Ireland.

## Unit 4 (a): Music Industry

### LEARNING OUTCOMES

The student will be able to:

1. outline the main structures of the music industry e.g. record companies, managers, etc.
2. evaluate the influence of marketing and advertising on the music industry
3. identify the main processes involved in the production of a video for the music industry
4. display a basic knowledge of the principles of recording music
5. understand the basic principles of music property rights.

### TEACHER GUIDELINES

- ▶ Examine the direction taken by any group from their founding to their present status e.g. their dealings with managers, record companies, recordings, contracts, marketing and advertising etc.
- ▶ Make contact with a recording studio and examine their promotional material and the services provided. Visit a recording studio or have a sound engineering/ music technology workshop visit your school.
- ▶ Discuss the stages involved in the production of any CD/Video.
- ▶ Consider the percentage of profit share e.g. manager, promoter etc.
- ▶ Look at what is involved in the touring of any group: the costs, the people involved in setting it up, the crew on the road, the advertising as well as the insurance and rental of venues.



## Unit 4 (b): Music and the Media

### LEARNING OUTCOMES

The student will be able to:

1. describe the role of music in advertising
2. describe the role of music in film
3. create promotional material for a music event
4. produce a short music related radio or video documentary/interview/advertisement/presentation
5. research the time given to music on one national radio station or one local radio station
6. discuss the role of reviews, reviewers and critics.

### TEACHER GUIDELINES

- ▶ Pick a number of advertisements or films and discuss the music used under the following headings:
  - Mood
  - Target audience
  - How the music is linked to the product
  - Production cost of the advertisement
  - How important is the music.
- ▶ Replace the existing music with a different piece.
- ▶ Allow students to pick a number of their favourite pieces and create an advert around them.
- ▶ Technical aspect of using the music – timing, mixing etc.
- ▶ Create a promotional package for any music event – posters, flyers, press release, advert for local paper.
- ▶ Collect and discuss reviews from national and local newspapers.
- ▶ Compile a WHAT'S ON guide for music events in your area.
- ▶ Interview a musician, singer, manager, promoter or music technician.
- ▶ Review a gig, concert, show, pantomime or musical.
- ▶ Select music for a radio/television show.

## RESOURCES

### BOOKS/LISTENING EXAMPLES/ORGANISATIONS

*Irish Music Handbook* Compiled by Music Network, The Coach House, Dublin 2 A comprehensive guide to organisations and venues in Ireland, North and South

*Music Network* Touring Classical, Jazz and Traditional Concerts Nationwide. Information 01- 6719429

*Artscope* Arts Education Outreach Workshops  
Specially designed LCA music workshops in all music genres.  
Information 079 - 62963 or 087 - 2368160

*Ceol* Irish Music Centre Smithfield Village Dublin 7

*Understanding Music* by Judy Tatchell an Usborne Introduction

*World Sound Matters* by Jonathan Stock Schott Educational Publications

*Eyewitness Guides* – Music by Dorling Kindersley, London, 1994

*Dance modules* Leaving Certificate Applied Arts Education

*Mr Producer* Video of The World's Greatest Concert of Musicals  
Cameron Mackintosh

*Gael Force Video* RTE

*Music Magazines* (e.g. Hot Press, BBC Music Magazine and Gramophone)

*Band in a Box* PG Music (many different MIDI files illustrating different musical styles and genres)

*Bohemian Rhapsody* Playright Music (an analysis of the music by Queen for Windows)

*Sibelius* Finn Brothers (a music publishing package for Acorn)

**Local County Council Arts Officers**

**Local Arts Centres**



# KEY ASSIGNMENTS

MODULE 1: MUSIC ONE

## CHECKLIST

### Unit 1 Music Types

I have participated in a music-making activity related to one of my chosen types of music

### Unit 2 World Music

I have presented in writing or on video/audio tape a review of a tape/album/CD/event of my chosen world music

### Unit 3 (a) Music in the Community

I have presented in writing or on video/audio tape an interview with a person involved in music in my locality

OR

### Unit 3 (b) Music of Ireland

I have compiled with my own commentary a tape of examples of my chosen music

*or*

I have participated in a music-making activity related to this unit

### Unit 4 (a) Music Industry

I have prepared a report on a visit to a recording studio

*or*

I have compiled a report on the visit to my school of a sound engineer or a person working in the music industry

OR

### Unit 4 (b) Music and the Media

I have compiled examples of music suitable for use in three contrasting advertisements or creating three contrasting moods



# KEY ASSIGNMENTS

MODULE 2: MUSIC TWO

## CHECKLIST

### MUSIC MODULE 2

#### Unit 1 Music Types

I have presented in writing or on video/audio tape a review of a live music performance that I attended

#### Unit 2 World Music

As part of a group I have compiled a presentation/display  
OR participated in a performance/event of my chosen world music

#### Unit 3 (a) Music in the Community

I have presented in writing or on video/audio tape an interview with a person involved in music in my locality

OR

#### Unit 3 (b) Music of Ireland

I have compiled with my own commentary a tape of examples of my chosen music

*or*

I have participated in a music-making activity related to this unit

#### Unit 4 (a) Music Industry

I have prepared a report on a visit to a recording studio

*or*

I have compiled a report on the visit to my school of a sound engineer or a person working in the music industry

OR

#### Unit 4 (b) Music and the Media

I have compiled examples of music suitable for use in three contrasting advertisements or creating three contrasting moods



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