

## TRANSITION YEAR UNITS

### 1. Title of Transition Unit

Music Appreciation

### 2. Area of Study

Aesthetic Development, Enterprise & Technical Development

### 3. Overview

This Transition Unit helps students develop many skills that will be beneficial to them both in the Senior Cycle and in further education. This course will help all students build on the basic music knowledge they acquired in first year.

There is an emphasis on the creative use of music in film composition, popular genres of music, Musical Theatre and World Music with a practical approach to these topics.

They may also learn new skills relating to Music Technology. This will be subject to the availability of the Computer Room and/or Library.

### 4. Links

Music, English, Art, History, Film Studies, Cultural Studies, IT

### 5. Summary Outline of the Unit

#### **Film Music**

Students will learn to understand and appreciate film music. This shall initially focus on Programme/Illustrative from the classical canon.

Attention shall turn to the theory behind film music and analysis of its use in a selection of well-known examples (i.e. James Bond and the film music of John Williams). Students will also learn about the use of *leitmotifs* in film music.

#### **Popular Genres of Music including Music Theatre.**

Students will learn about a variety of Popular Music genres including Musical Theatre. This will focus on improving listening skills, historical context, analysis of lyrics and practical elements such as performance and composition.

#### **World Music**

Students will learn about various types of World Music. This will focus on improving listening skills, historical context, social context, musical features, analysis of lyrics and practical elements such as performance and composition.

#### **Introduction to Music Notation Software, *Finale Notepad*, and other music software.**

##### **(SUBJECT TO AVAILABILITY OF THE COMPUTER ROOM/LIBRARY)**

Students learn how to input music in up to four parts. They will also learn about editing a piece of music once it has been inputted – changing key, changing tempo, adding dynamics etc.

Students will also learn to use online music sequencers and mixers.

<b>6. Breakdown of the Unit</b>	
Two class periods each week per module.  1 <sup>st</sup> module dates: September to end of term December. 2 <sup>nd</sup> module dates: January to end of term May.	
<b>7. Aims</b>	
<i>This Transition Unit aims to:</i>	
<ul style="list-style-type: none"> <li>● Promote musical creativity.</li> <li>● Improve listening skills and appreciation of Film Music, Classical and Popular music.</li> <li>● Enhance students' appreciation and understanding of World Music and its cultural context.</li> <li>● Introduce the basic ideas of music theory and notation that are needed to underpin a study of the technology of music, and to develop a number of listening skills. (Subject to the availability of the Computer Room/Library).</li> </ul>	
<b>8. Learning Outcomes</b>	
<i>On completion of this unit students should be able to:</i>	
<ul style="list-style-type: none"> <li>● Understand the theory and develop an appreciation of film music.</li> <li>● Appreciate and understand key musical features, social context and the production of various types of Popular Music including Musical Theatre.</li> <li>● Appreciate and understand key musical features and the social context of various types of World Music.</li> <li>● Name and recognise rhythmic values from semiquaver to semibreve.</li> <li>● Read the notes of the treble and bass clef.</li> </ul> <p><b>SUBJECT TO THE AVAILABILITY OF THE COMPUTER ROOM/LIBRARY:</b></p> <ul style="list-style-type: none"> <li>● Input music using Finale notepad software and edit said music</li> <li>● Compose minimalist compositions using online music sequencers.</li> <li>● Complete a 'mix' of pre-recorded tracks using online music mixers.</li> </ul>	
<b>9. Key Skills</b>	<b>How evidenced</b>
<b>Information Processing</b>	Students will evaluate information for project work and presentations.  Students will present information gathered using ICT.

<p><b>Critical and Creative Thinking</b></p>	<p>Creativity: students will actively engage in elements of music performance and composition.</p> <p>Critical thinking: Students will analyse Film music and compare and contrast Film Music of different composers.</p> <p>Students will analyse various types of World Music and Popular Music genres.</p>
<p><b>Communicating</b></p>	<p>Students will have the opportunity to present their ideas and work orally.</p> <p>There will be also be class discussion and debate on film music and other genres of music.</p>
<p><b>Working with Others</b></p>	<p>Students will engage in group work and class discussion in analysing film music and other genres of music.</p> <p>Students will work in pairs or small groups during various sections of the unit to complete practical work.</p>
<p><b>Being Personally Effective</b></p>	<p>Students will develop qualities that help when faced with learning a new skill such as perseverance and taking initiative.</p> <p>Students will be able to evaluate their own work and receive and respond to feedback</p>
<p><b>10. Methodologies</b></p>	
<ul style="list-style-type: none"> <li>● Activity-based learning (composing, researching, presenting work, inputting and editing music)</li> <li>● Directed learning (revision of elementary music theory)</li> <li>● Group work, pair work (project work, inputting)</li> <li>● Project work and research</li> <li>● use of ICT for research and presentations</li> </ul>	

<b>11. Assessment Methods</b>	
<b>Ongoing</b>  Portfolio of all work to be kept by students and assessed by teacher during the unit which can be included in the students' digital online portfolio.	<b>Culminative</b>  TY Credits awarded for the completion of assignments and tasks.
<b>12. Evaluation</b>	
At end of unit each student to fill out a questionnaire relating to the course.	
<b>13. Resources</b>	
<p><b>www.teachnet.ie</b></p> <p><b>www.scoilnet.ie</b></p> <p><b>Finale Notepad software</b></p> <p><b>Muscore</b></p> <p><b>Blobprod online music mixer/beatbox</b></p> <p><b>A variety of online music mixers</b></p> <p><b>Bbc.co.uk/gcsebitesize/music</b></p> <p><b>Midi Files</b></p> <p><b>Teacher-prepared worksheets on music theory</b></p> <p><b>Sheet-music for inputting</b></p> <p><b>Film Music Recordings</b></p> <p><b>DVDs</b></p> <p><b>Musical Instruments</b></p> <p><b>Art Materials</b></p>	
<b>14. Literacy and Numeracy</b>	
<b>Literacy</b>  Key Words List  Visual Literacy promoted through PowerPoint, diagrams, worksheets & images  Digital Literacy through use of IT Resources	<b>Numeracy</b>  Promoted through discussion and practice questions. Music Theory: Bar Lengths, rhythmic note values, intervals, time signatures, key signatures, Form of Songs/Pieces of Music. Timelines examined when discussing cultural/historical context of Music genres

