



An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath
City of Dublin Education and Training Board

Programme Module

Music Appreciation

leading to

Level 3 QQI Component: Music Appreciation 3N0595

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:
 1. **Level 3 QQI Certificate in General Learning 3M0874**
 2. **Level 3 QQI Certificate in Employability Skills 3M0935**
 3. **Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**
- Upon successful completion of this programme module the learner will achieve 5 credits towards the Level 3 QQI Certificates in General Learning or Employability Skills or Information and Communication Technologies.
- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning or Employability Skills or Information and Communication Technologies.
- Teachers/tutors should familiarise themselves with the information contained in CDETB's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.
- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.
- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors are required to devise Assessment Briefs for the Collection of Work and the Skills Demonstration.
- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.
- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETb or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award
1. Title of Programme Module Music Appreciation	2. Component Name and Code Music Appreciation 3N0595
3. Duration in Hours of Programme Module 50	4. Credit Value 5
5. Assessment Technique Collection of Work 100%	6. Specific Requirements None
7. Aims and Objectives of the Programme Module This programme module aims to equip the learner with the knowledge, skills and competencies to listen to and actively appreciate music. It is designed to develop essential learning skills such as listening, recall, concentration and recognition. 8. Objectives: <ul style="list-style-type: none"> • develop active listening skills and aural awareness • develop the skills needed to analyse music • acquire an understanding of musical vocabulary • acquire a heightened appreciation of music 	
9. Learning Outcomes of Level 3 Music Appreciation 3N0595 The learner will be able to: <ol style="list-style-type: none"> 1. describe the common instrumental groupings and the instruments commonly used in selected musical styles 2. list the main characteristics of a number of preferred musical styles 3. list the processes involved in the production of recorded music 4. describe the aspects of preparation undertaken by musicians involved in a live musical performance 5. use the terminology of music when describing pieces of music 6. differentiate between instrument sounds for two or more instruments when played solo and when accompanied 7. recognise patterns in music including repeating rhythmic and melodic patterns in two contrasting pieces of music 8. obtain information about a range of artists including genre, instruments, historical context, key developments and personal history 9. discuss the elements of composition used in at least two contrasting pieces of music 10. describe the personal impact of listening to music. 	
Delivery Strategies and Learning Activities The programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities. There are practical elements to this module requiring access to a range of materials, resources and equipment and the learner should be allocated adequate time and facilities to complete each task. All practical activities should exemplify safe working practices and reinforce standard health, safety and environmental concerns.	
10. Guidelines for Teaching and Learning Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes outlined in section 9.	

Exploring instrumental families

Learning Outcome 1 Describe the common instrumental groupings and the instruments commonly used in selected musical styles.

*In order to help the learner achieve **Learning Outcome 1** in particular, consider doing the following:*

- explore with the learner the different type of instruments they have come across
- encourage the learner to describe the different types of sound they make
- discuss with the learner the different ways that instruments make sound, and explain that these are categorised as instrumental families
- discuss with the learner different common instrumental groupings (also known as families)
 - Strings, for example, guitar, harp,
 - Percussion, for example, drums, tambourine, spoons
 - Woodwind , for example, flute, clarinet,
 - Electronic, for example, synthesiser
 - Brass, for example, trumpet, saxophone

Recognising musical styles & their commonly used instruments

Learning Outcome 2: List the main characteristics of a number of preferred musical styles.

*In order to help the learner achieve **Learning Outcome 2** in particular, consider doing the following:*

- encourage the learner to identify the types of music they know, and encourage them to classify them into musical styles, for example, Mozart = classical, Louis Armstrong =jazz, u2 = rock etc.
- discuss with the learner the way different styles of music might rely more on different types of instruments.
- facilitate the learner to identify a range of instruments that are commonly used in selected musical styles, for example,
 - Jazz
 - Folk / Traditional
 - Orchestral / Classical
 - Ethnic
 - Rock
 - Other

- discuss with the learner the personal nature of why we like certain music and not other music.

What influences those preferences? Is it the rhythm? Is it the instruments used? Does it relax us? Does it excite us? Are we influenced by where we first heard it? Do we start to like something because we hear it frequently on the radio?

- facilitate the learner to select a range of preferred musical styles, for example,
 - Pop
 - Classical
 - Rock
 - Jazz
 - Traditional Irish
 - Other
- explore with the learner some of the characteristics of the styles chosen above.

The characteristics explored could include:

- Instruments typically used
- Typical mood
- Melody
- Rhythm
- Sound
- Purpose or function of music
- Structure of instrumentation

Producing recorded music

Learning Outcome 3: List the processes involved in the production of recorded music.

*In order to help the learner achieve **Learning Outcome 3** in particular, consider doing the following:*

- discuss with the learner the processes involved in the production of recorded music, for example,
 - Multi-tracking
 - Use of microphones
 - Use of mixing desks
 - Mastering
 - Digital and analogue recording Arrangement
 - Recording a piece personally for YouTube

Music performed live

Learning Outcome 4: Describe the aspects of preparation undertaken by musicians involved in a live musical performance.

*In order to help the learner achieve **Learning Outcome 4** in particular, consider doing the following:*

- discuss with the learner any experience they might have had going to a live musical performance
- explore with the learner how their experience of a live musical performance differed from listening to a recorded piece of music
- discuss with the learner the ways in which musicians might prepare for a live musical performance, for example,
 - Tuning
 - Sound checks
 - Volume
 - Balance
 - Position

The language of music

Learning Outcome 5: Use the terminology of music when describing pieces of music.

*In order to help the learner achieve **Learning Outcome 5** in particular, consider doing the following:*

- explore with the learner some of the terminology that is used to discuss a particular piece of music, for example,
 - Tempo
 - Rhythm
 - Mood
 - Melody
 - Instruments
 - Pace
 - Tuning
 - Lyrical content
 - Theme
 - Sound system
 - Balance
 - Major / Minor key

- explore with the learner in what context they might use these terms

Listening for instruments

Learning Outcome 6: Differentiate between instrument sounds for two or more instruments when played solo and when accompanied.

*In order to help the learner achieve **Learning Outcome 6** in particular, consider doing the following:*

- encourage the learner to listen to a range of different musical pieces
- facilitate the learner to differentiate between the sounds of two or more instruments when played solo, for example,

• Bass	• Drums	Violin
• Guitar	• Saxophone	Flute
- facilitate the learner to differentiate between the sounds of two or more instrument sounds when accompanied.

Patterns and melodies

Learning Outcome 7: Recognise patterns in music including repeating rhythmic and melodic patterns in two contrasting pieces of music.

*In order to help the learner achieve **Learning Outcome 7** in particular, consider doing the following:*

- facilitate the learner to recognise and repeat rhythmic and melodic patterns in two contrasting pieces of music, for example, by clapping or singing.

Learning about musical artists

Learning Outcome 8: Obtain information about a range of artists including genre, instruments, historical context, key developments and personal history.

*In order to help the learner achieve **Learning Outcome 8** in particular, consider doing the following:*

- facilitate the learner to find information about an artist of their choice
- introduce the learner to at least two new artists from a range of genres
- facilitate the learner to find information about the new artists

Information obtained about **both** familiar new artists could include:

- | | |
|--------------------------------|--------------------------------------------------|
| • Genre of music | • Historical context of artist |
| • Instruments played by artist | • Key developments |
| • Personal history of artist | • Any other interesting information about artist |

Introduction to Composition

Learning Outcome 9: Discuss the elements of composition used in at least two contrasting pieces of music.

*In order to help the learner achieve **Learning Outcome 9** in particular, consider doing the following:*

- explore with the learner the elements that might be used when composing music
- facilitate the learner to recognise **each** of the following in at least two contrasting pieces:
 - Melody
 - Repetition of melody
 - Pace
 - Mood
 - Elements of arrangement/orchestration
 - Message or function of the music
 - Rhythmic structure

Music in our lives

Learning Outcome 10: Describe the personal impact of listening to music.

*In order to help the learner achieve **Learning Outcome 10** in particular, consider doing the following:*

- facilitate the learner to explore the personal impact of listening to music.

Themes that could be explored include

- Effect of music on mood
- Listening to music as a private/social activity
- The impact of music on memory
- Making music as a private/social activity
- Any other personal response

Specific Information Relating to the Assessment Techniques

The assessor (teacher/tutor) is required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration. In devising the Assessment Brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner's contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentation or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner's assessment portfolio.

Collection of Work	100 %
The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.	
<p>The learner will compile a Collection of Work to include evidence of tasks which demonstrate an understanding of:</p> <p>Learning about music, to include:</p> <ul style="list-style-type: none"> • an explanation of the common instrumental groupings and the instruments commonly used in at least two selected musical styles • using in the correct context at least five terms used to describe music • a description of the elements of composition used in at least two contrasting pieces of music • an recognition of the differences between instrument sounds for two or more instruments when played solo and when accompanied <p>Making Music, to include:</p> <ul style="list-style-type: none"> • a repetition of the rhythmic and melodic patterns in two contrasting pieces of music to be evidenced on video, audio , digital other suitable format • a description of at least three processes involved in the production of recorded music • an outline of at least three aspects of preparation undertaken by musicians involved in a live performance <p>Assignment on the lives of at least 2 artists, in either written, verbal or visual form</p> <p>Learner's reflection on:</p> <ul style="list-style-type: none"> • details of two musical styles preferred by the learner, and at least three characteristics associated with them • the personal impact of music in their lives 	

11.b Assessment - General Information – Music Appreciation 3N0595

All instructions for the learner must be clearly outlined in an Assessment Brief.

Mapping Each Learning Outcome to an Assessment Technique	
Learning Outcome	Assessment Technique
1. Describe the common instrumental groupings and the instruments commonly used in selected musical styles.	Collection of Work
2. List the main characteristics of a number of preferred musical styles.	Collection of Work
3. List the processes involved in the production of recorded music.	Collection of Work
4. Describe the aspects of preparation undertaken by musicians involved in a live musical performance.	Collection of Work
5. Use the terminology of music when describing pieces of music.	Collection of Work
6. Differentiate between instrument sounds for two or more instruments when played solo and when accompanied.	Collection of Work
7. Recognise patterns in music including repeating rhythmic and melodic patterns in two contrasting pieces of music.	Collection of Work
8. Obtain information about a range of artists including genre, instruments, historical context, key developments and personal history.	Collection of Work
9. Discuss the elements of composition used in at least two contrasting pieces of music.	Collection of Work
10. Describe the personal impact of listening to music.	Collection of Work

Grading

At Level 3 a learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

Referred means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from QQI.




12.

Level 3 Music Appreciation 3N0595

Learner Marking Sheet

Learner's Name: _____

Learner's PPSN: _____

The learner will be able to:	Evidence of the following is included in the assessment portfolio:	 If present in portfolio	Please indicate where evidence is to be found
1. describe the common instrumental groupings and the instruments commonly used in selected musical styles	<ul style="list-style-type: none"> • describe instrumental groupings: <ul style="list-style-type: none"> ○ strings ○ woodwind ○ brass ○ percussion ○ electronic • identify the instruments used in two selected musical styles 		
2. list the main characteristics of a number of preferred musical styles	<ul style="list-style-type: none"> • list three characteristics of two preferred musical styles 		
3. list the processes involved in the production of recorded music	<ul style="list-style-type: none"> • list three processes involved in the production of recorded music 		
4. describe the aspects of preparation undertaken by musicians involved in a live musical performance	<ul style="list-style-type: none"> • describe three aspects of preparation undertaken by musicians involved in a live musical performance 		
5. use the terminology of music when describing pieces of music	<ul style="list-style-type: none"> • use five musical terms for describing pieces of music 		
6. differentiate between instrument sounds for two or more instruments when played solo and when accompanied	<ul style="list-style-type: none"> • differentiate between instrument sounds for two or more instruments when played solo and when accompanied 		

7. recognise patterns in music including repeating rhythmic and melodic patterns in two contrasting pieces of music	<ul style="list-style-type: none"> • recognise patterns in music including repeating rhythmic and melodic patterns in two contrasting pieces of music 		
8. obtain information about a range of artists including genre, instruments, historical context, key developments and personal history	<ul style="list-style-type: none"> • outline a range of information about at least 2 artists, including: <ul style="list-style-type: none"> ○ genre ○ instruments ○ historical context ○ key developments ○ personal history 		
9. discuss the elements of composition used in at least two contrasting pieces of music	<ul style="list-style-type: none"> • outline elements of composition used in at least two contrasting pieces of music 		
10. describe the personal impact of listening to music.	<ul style="list-style-type: none"> • describe the personal impact of listening to music. 		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature: _____

Date: _____

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____