



# Submission to NCCA on Draft Leaving Certificate Music Specification



**NPC**

SUPPORTING PARENTS  
SUPPORTING CHILDREN

# NPC Vision

The National Parents Council want to see an Ireland where every child has the opportunity to reach their full potential

# NPC Mission

The National Parents Council exists to ensure that all parents are supported and empowered to become effective partners in their children’s education. NPC will work to increase the capacity and capability of the education sector, to achieve true partnership and deliver better outcomes for all children and young people.

# Values

NPC knows that when parents and schools work together, children do better. Therefore, NPC believes that in order to achieve this parents must feel:

**Engaged:** Parents must be actively engaged in the education of their children.

**Supported:** Parents’ involvement in children’s education must be supported by the attitudes, beliefs and practices of all members of the school and broader education community.

**Partners:** Parents must be viewed as partners in facilitating children’s learning and be supported in this role by the school and broader education community.

**Valued:** Parents should be viewed as full partners in the decisions that affect their children and their family.

**Welcomed:** Parents should be welcome in the school, and their support and assistance sought as a valuable resource to support children’s education in the school.

**Connected:** All communication and dialogue with parents must be regular, open, two-way and meaningful.

# National Parents Council

## Key Activities

### SERVICE DELIVERY

NPC's services are developed to empower parents so that they can support their children in all aspects of education.

### HELPLINE

The NPC helpline is a national confidential service for parents. The helpline staff listen and give information and support to parents to help them make the best possible decisions for and with their children.

### TRAINING AND DEVELOPMENT

The NPC Training and Development programme is a national programme of training, development and support for parents. The purpose is to empower parents to play an active part in their child's education at every level.

### WEBSITE

The NPC's website [www.npc.ie](http://www.npc.ie) aims to provide parents with information regarding education at early years, primary and post primary levels.

### ADVOCACY

NPC engages in awareness-raising activities and campaigning and lobbying at a national level on the objectives of its Strategic Plan.

### REPRESENTING PARENTS

NPC represents the voice of parents through representation on external bodies and other mediums. NPC consults with parents and brings parents' views to bear on education policy.

### BUILDING PARTICIPATION

NPC builds participation strategies and activities to ensure parents and children are an integral part of the work of NPC.



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# Introduction

The National Parents Council (NPC) has gathered and analysed feedback from parents regarding their opinions on the development of Music for Leaving Certificate. This report will focus on the seven key competencies, critical thinking and solving problems, being creative, communicating, working with others, participating in society, cultivating well being and managing learning. We will also share Parents' views on the assessment of Music and their overall views on the current music curriculum.

The findings presented in this report are based on a survey conducted by the NPC between the 24<sup>th</sup> to the 27<sup>th</sup> of February 2026. The survey was sent to all parents on the NPC mailing list who had consented to receiving such invitations. During this time, a total of 61 responses were collected. The opinions of the parents who completed the survey will be shared in this report.



# Survey

A survey titled Leaving Certificate Music was sent to parents to gather feedback on the draft Leaving Certificate Music specification. The survey included a mix of multiple-choice questions and open-ended questions. This allowed parents to select answers that reflected their views and also share additional comments.



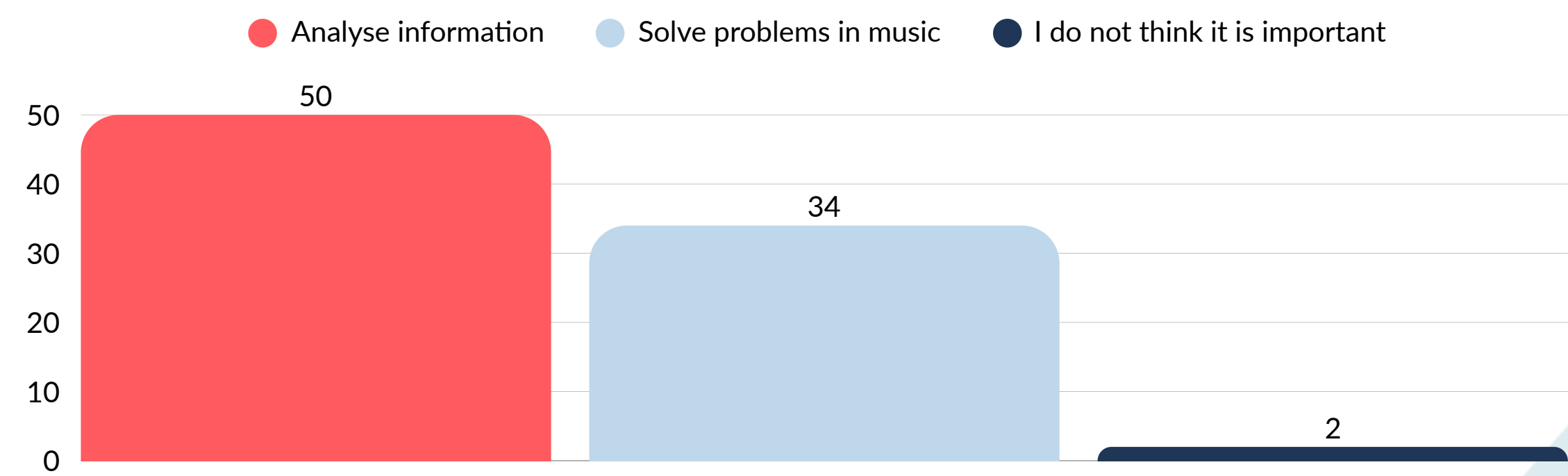
# Survey Findings



When considering the importance of the different competencies, parents were given the opportunity to choose more than one option.

## First competency: Critical Thinking and Solving Problems

When asked about the importance of critical thinking and problem-solving, most parents highlighted the value of analysing information, while many others emphasised the importance of solving problems in music. Only a very small number of respondents indicated that they do not consider it important (see Figure 1).



(Figure 1)

### First competency: Critical Thinking and Solving Problems

What I find important about critical thinking and solving problems is that my child will learn to

When invited to give more details several parents highlighted the importance of critical thinking. One described it as important “across the board,” while another referred to having a framework to approach tasks and breaking things into smaller pieces. One parent expressed hope that learning would help with solving problems in everyday life.

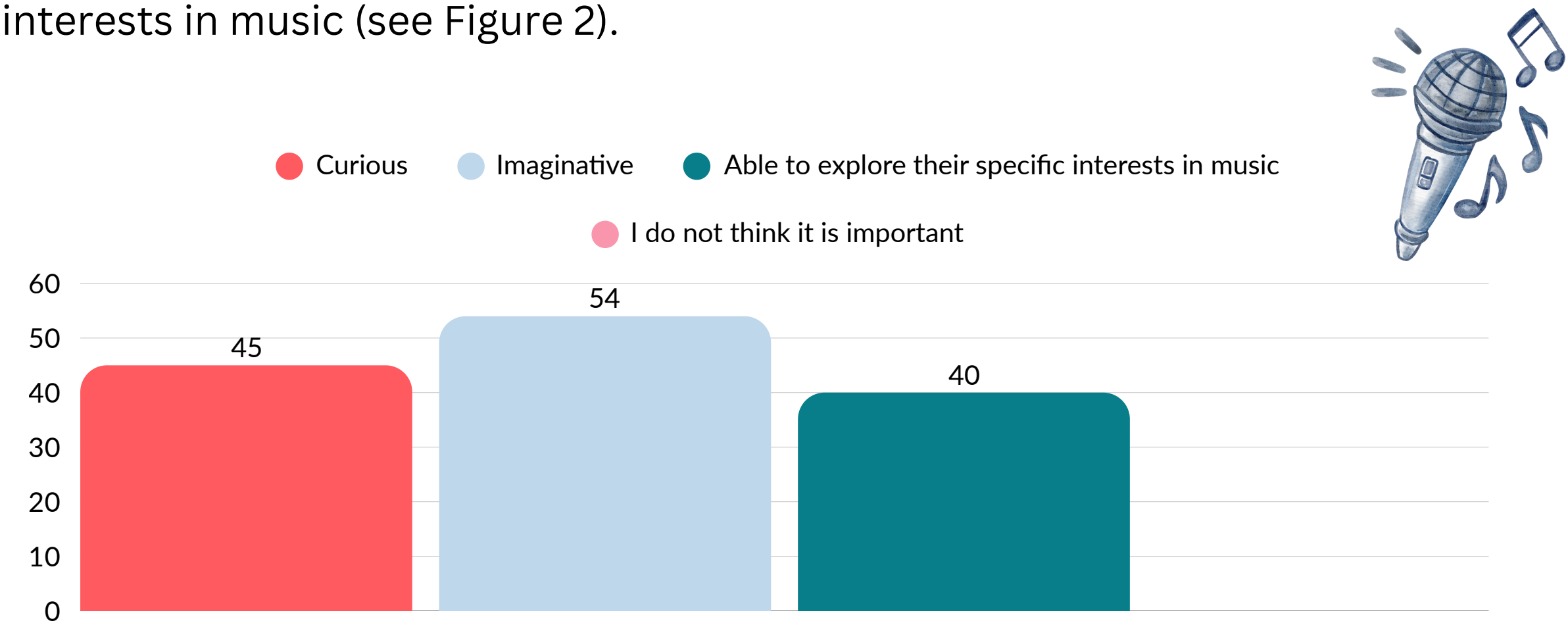
Some responses focused on musical knowledge and understanding. One parent wanted their child to understand music and styles from different eras and countries. Another said students should be able to critique different music styles and identify AI-created music.

There was also interest in creativity and practical music-making. One parent said they would like the music course to be more creative and less analytical, noting that their child already does significant analysis in other subjects. Another expressed a wish for their child to learn a musical instrument, even something simple like a tin whistle, and commented that music is important and can help build confidence.

\*This is a summary of the parents' voices; please refer to the appendix for full answers.

Second competency: Being Creative

When asked about the importance of creativity in their child’s learning, most parents highlighted the importance of being imaginative, while many others emphasised the value of encouraging curiosity. A smaller number of parents also recognised the importance of allowing children to explore their specific interests in music (see Figure 2).



(Figure 2)

Second competency: Being Creative

What I find important about being creative is that my child will learn to be

Parents shared further views about why they believe creativity is important in music.

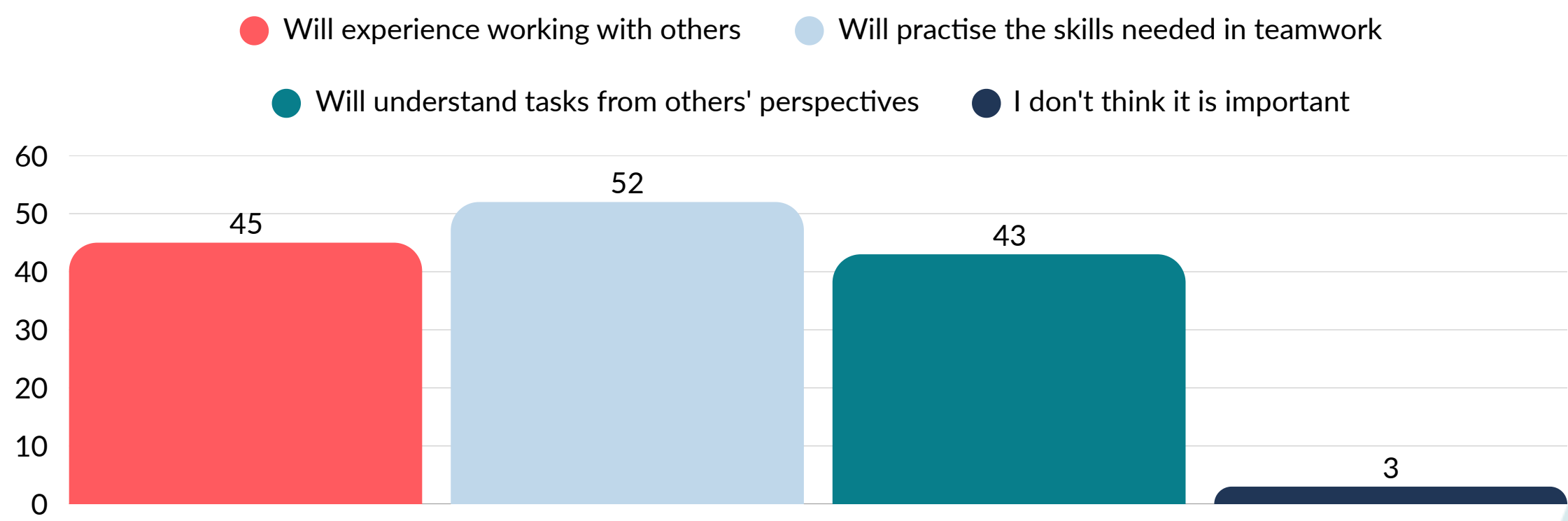
Some said composing and creating music is important and that students should have opportunities to enjoy and engage with different musical genres, with one parent noting that their child attends piano classes and enjoys them. Others cautioned that not all children are naturally creative and that students can excel in music from a theoretical perspective, with attention needed for those with neurodivergence or special educational needs.

Some felt that while students should be able to explore their musical preferences, this should not be formally prescribed within the curriculum. The curriculum was described as best focused on broadening students’ understanding, knowledge, and appreciation of a wide range of musical forms, with peer pressure noted as a factor influencing preferences. Students wishing to pursue particular interests, one parent suggested, could do so through other outlets such as clubs, home activities, groups, or online communities, and broad musical knowledge was said to support creativity, including through blending genres.

\*This is a summary of the parents' voices; please refer to the appendix for full answers.

**Third competency: Working with others**

When asked what they find important about working with others most parents indicated that their child will practise essential teamwork skills, while many others believed it is important that their child will gain experience working with others and a similar number believe their child will gain an understanding of tasks from others’ perspectives. Only 3 parents indicated that they do not think it is important (see Figure 3).



(Figure 3)

Third competency: Working with Others  
What I find important about working with others is that my child

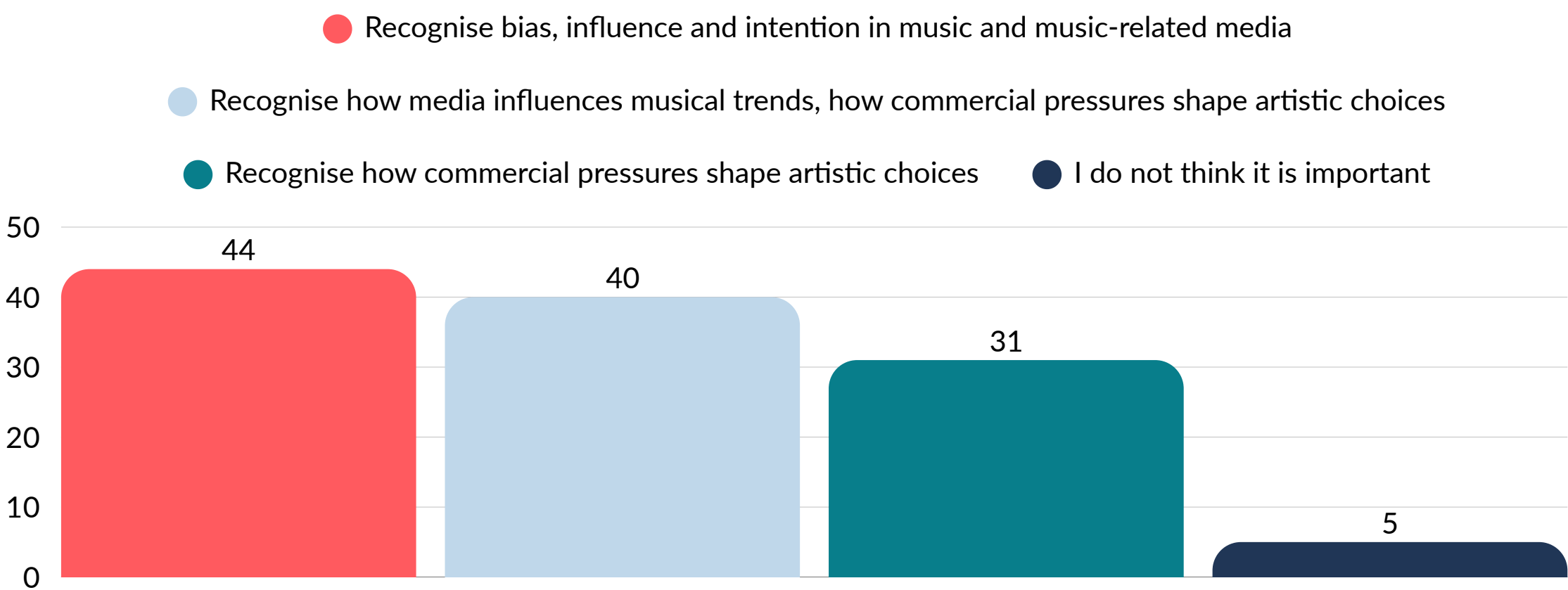
Parents shared their views on teamwork in music. They particularly commented on the way playing music with others could build children’s confidence. One parent described Music as being, by its nature, collaborative. Even where there is one musician and one listener. this parent believes the curriculum should develop the learners' ability to collaborate (and all that entails, respect for a fellow musician, ability to lead, ability to support etc.) but should also focus on the learners' individual competencies as learning outcomes.

\*This is a summary of the parents' voices; please refer to the appendix for full answers.



**Fourth competency: Participating in Society**

Regarding the importance of participating in society, parents saw equal value in their child learning to contribute by making informed choices, engaging with social and economic issues, and contributing to sustainable futures through the study of music. 5 parents said that they do not think it is important (see Figure 4).



(Figure 4)

Fourth competency: Participating in Society  
What I find important about participating in society is that my child will learn to

When invited to give more details on this a small number of parents said they did not think it was relevant.

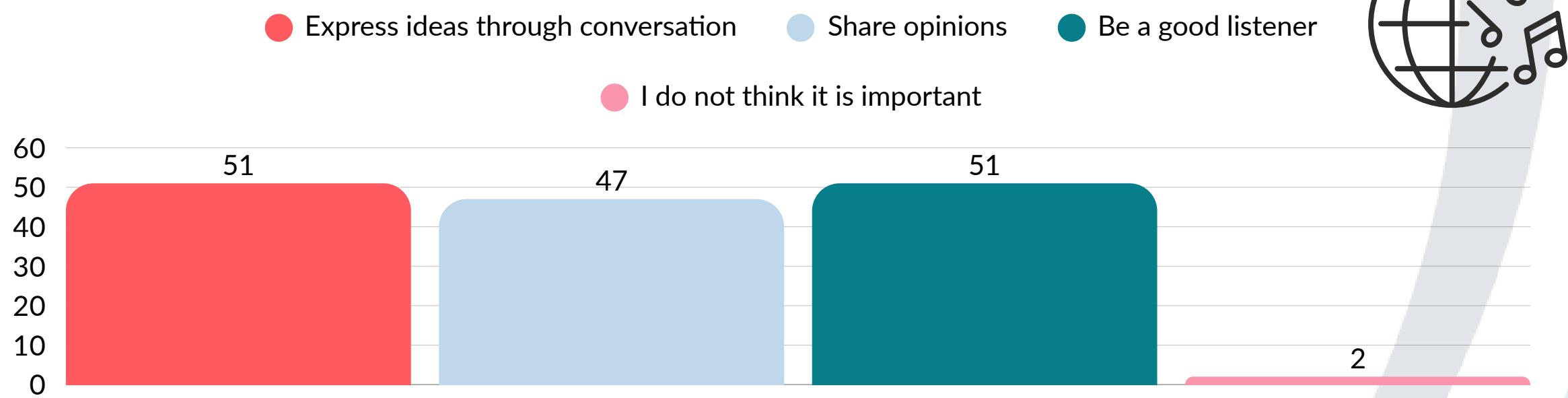
Others had a different view and described its inclusion in the curriculum as fantastic. One parent particularly commented on music as a commodity and the importance of students being able to recognise this.

This is a summary of the parents' voices; please refer to the appendix for full answers.



Fifth competency: Communicating

In response to the importance of communication, most parents believed their child will learn to express ideas through conversation, while many others highlighted the value of being a good listener. A considerable number also emphasised the importance of sharing opinions. Only a very small number of parents indicated that they do not consider communication important (see Figure 5).



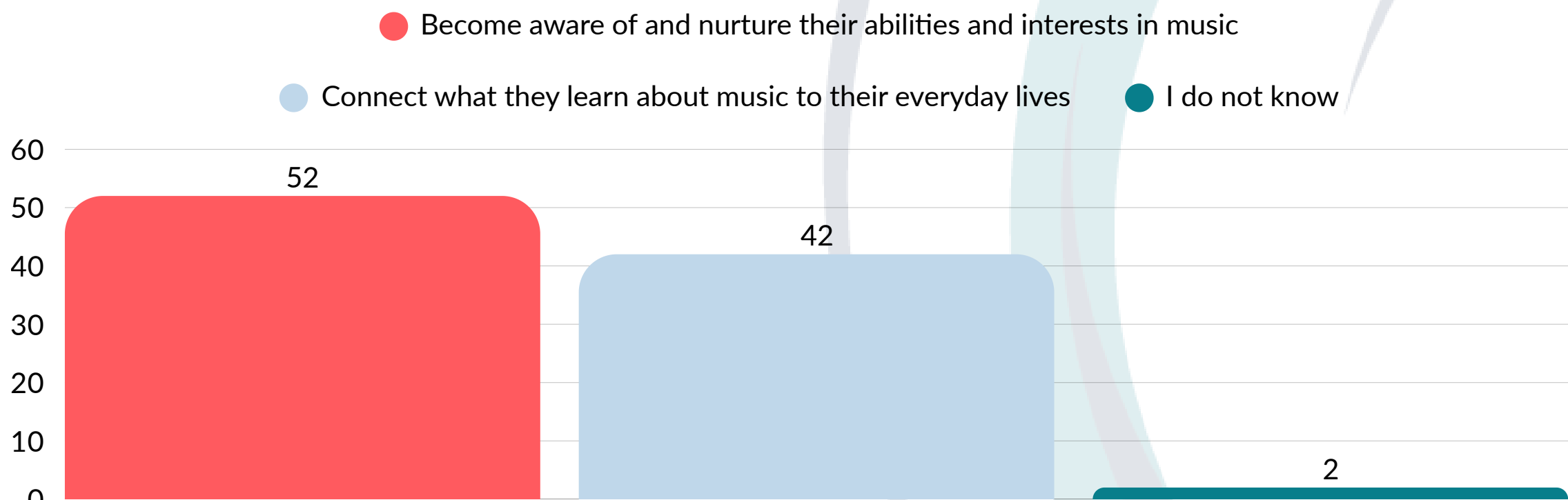
(Figure 5)  
Fifth competency: Communicating  
What I find important about communicating is that my child will learn to

A few parents shared more detailed views on communication skills in music education. Parents saw the value in music as a means of communication and shared the hope that playing music would increase their child’s confidence and sociability.

\*This is a summary of the parents' voices; please refer to the appendix for full answers.

Sixth competency: Cultivating Wellbeing

In terms of cultivating well-being, more than half of the parents believed their child will learn to become aware of and nurture their abilities and interests in music, while many others emphasised the connection between what their child learns in music and their personal lives. Only a very small number of respondents indicated that they did not know (see Figure 6).



(Figure 6)  
Sixth competency: Cultivating Wellbeing  
What I find important about cultivating wellbeing is that my child will learn how to

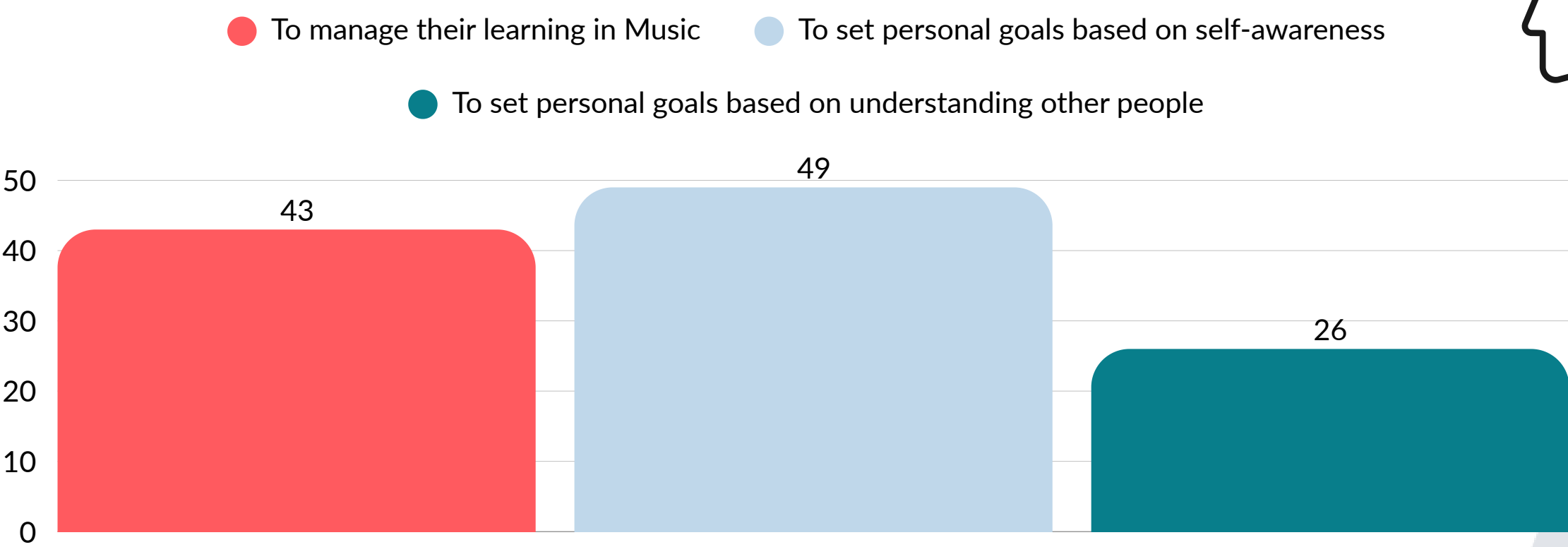
Some parents shared more detailed views on wellbeing in music. They highlighted the important role music can play with regard to mental health.

\*This is a summary of the parents' voices; please refer to the appendix for full answers.



**Seventh competency: Managing Learning and Self**

When it comes to managing learning and self-questioning, most parents emphasised the importance of setting personal goals based on self-awareness, while many others believed their child will learn to manage their own learning. A smaller number highlighted the importance of setting personal goals based on understanding other people (see Figure 7).

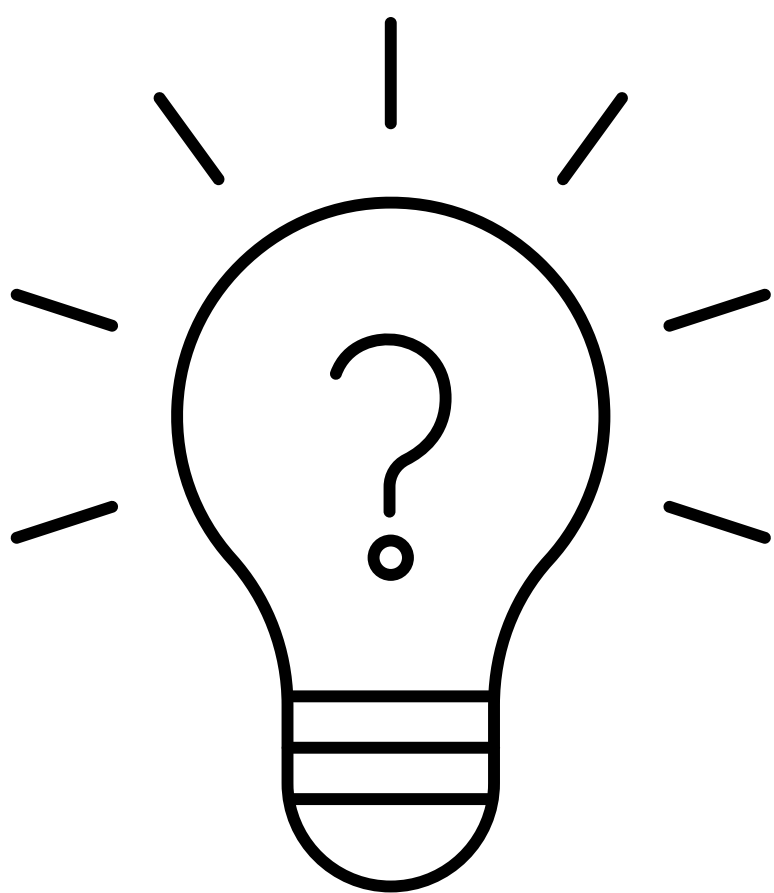


(Figure 7)

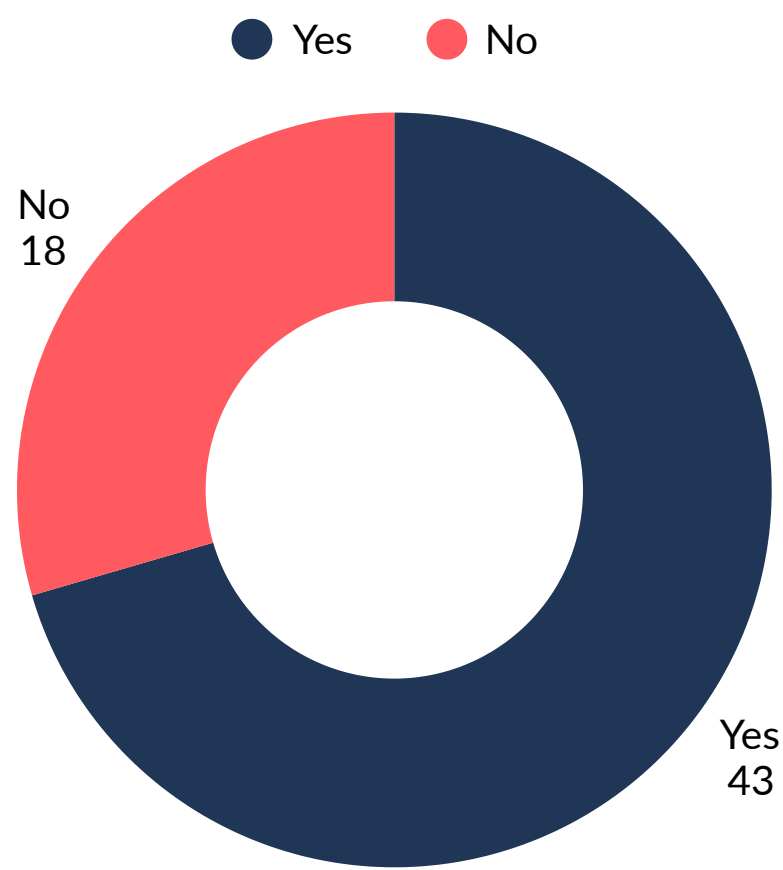
Seventh competency: Managing Learning and Self:  
What I find important about managing learning and self is that my child will learn

When invited to give more details parents shared diverse views. One parent believes the proposed music curriculum is contradictory, unrealistic, and out of touch with what most students actually want from music education. Another described it as a thoughtful approach to curriculum development and for the opportunity to engage in the study of music.

\*This is a summary of the parents' voices; please refer to the appendix for full answers.



I agree that 50% should go to a written examination



(Figure 8)  
I agree that 50% should go to written examination

As for the assessment section, regarding the allocation of 50% to the written examination, 70% of parents agreed with this weighting, with 30% disagreeing (see Figure 8).

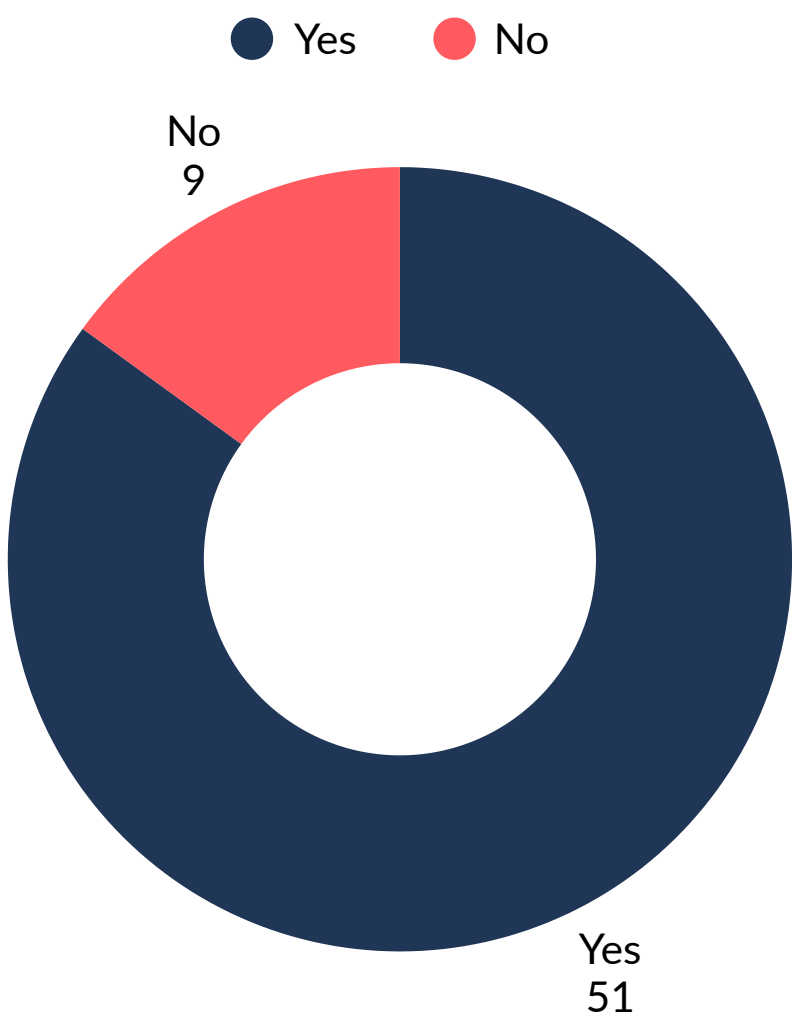
\*This is a summary of the parents' voices; please refer to the appendix for full answers.

I agree that the 50% should go to an additional assessment component



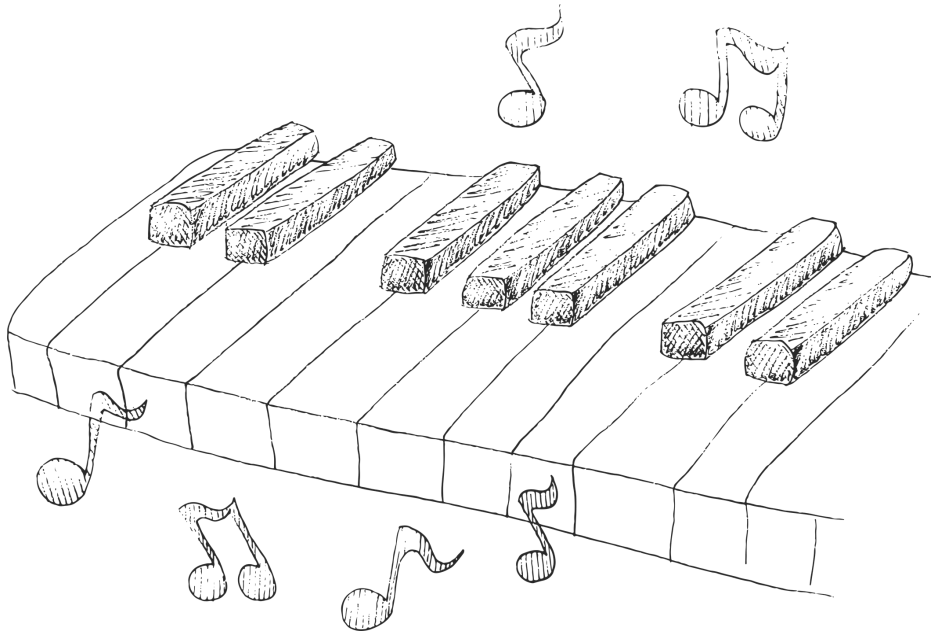
In response to the plan that 50% should go to an additional assessment component, 85% of parents expressed agreement, while 15% disagreed (see Figure 9).

Two parents shared concerns regarding the practical element of the music curriculum with one parent sharing a particular concern regarding the original composition.



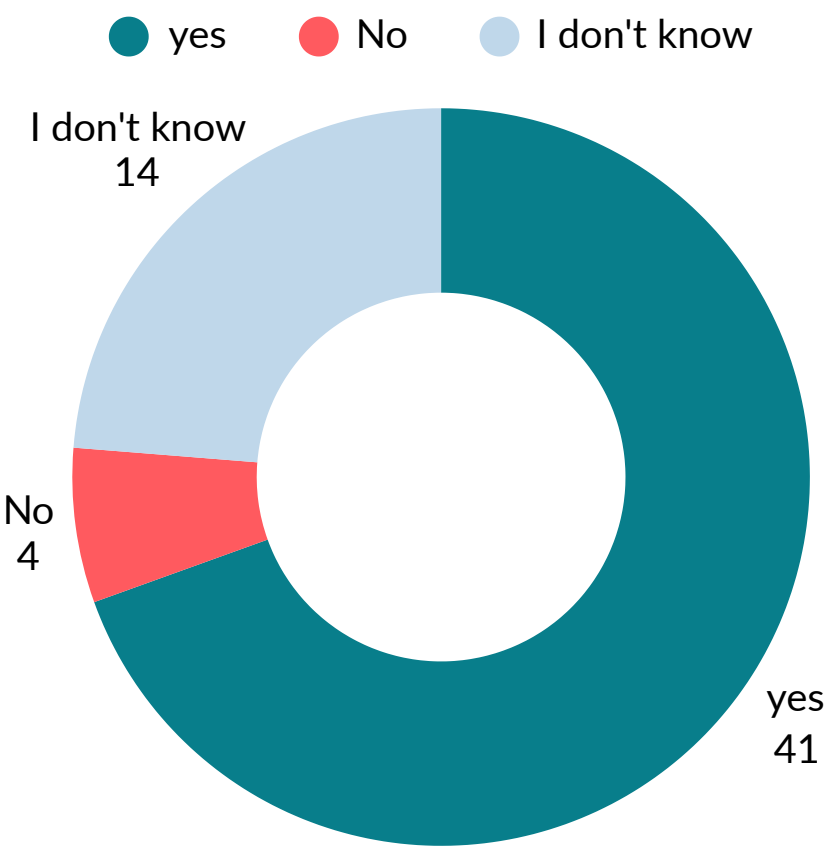
(Figure 9)  
I agree that the 50% should go to additional assessment component.

\*This is a summary of the parents' voices; please refer to the appendix for full answers.



I want my child to be assessed at regular intervals throughout the 2-year cycle

On the question of assessments, 69% of parents wanted their child to be assessed at regular intervals throughout the 2-year cycle, while a small number disagreed (7%) and 24% were unsure (see Figure 10).

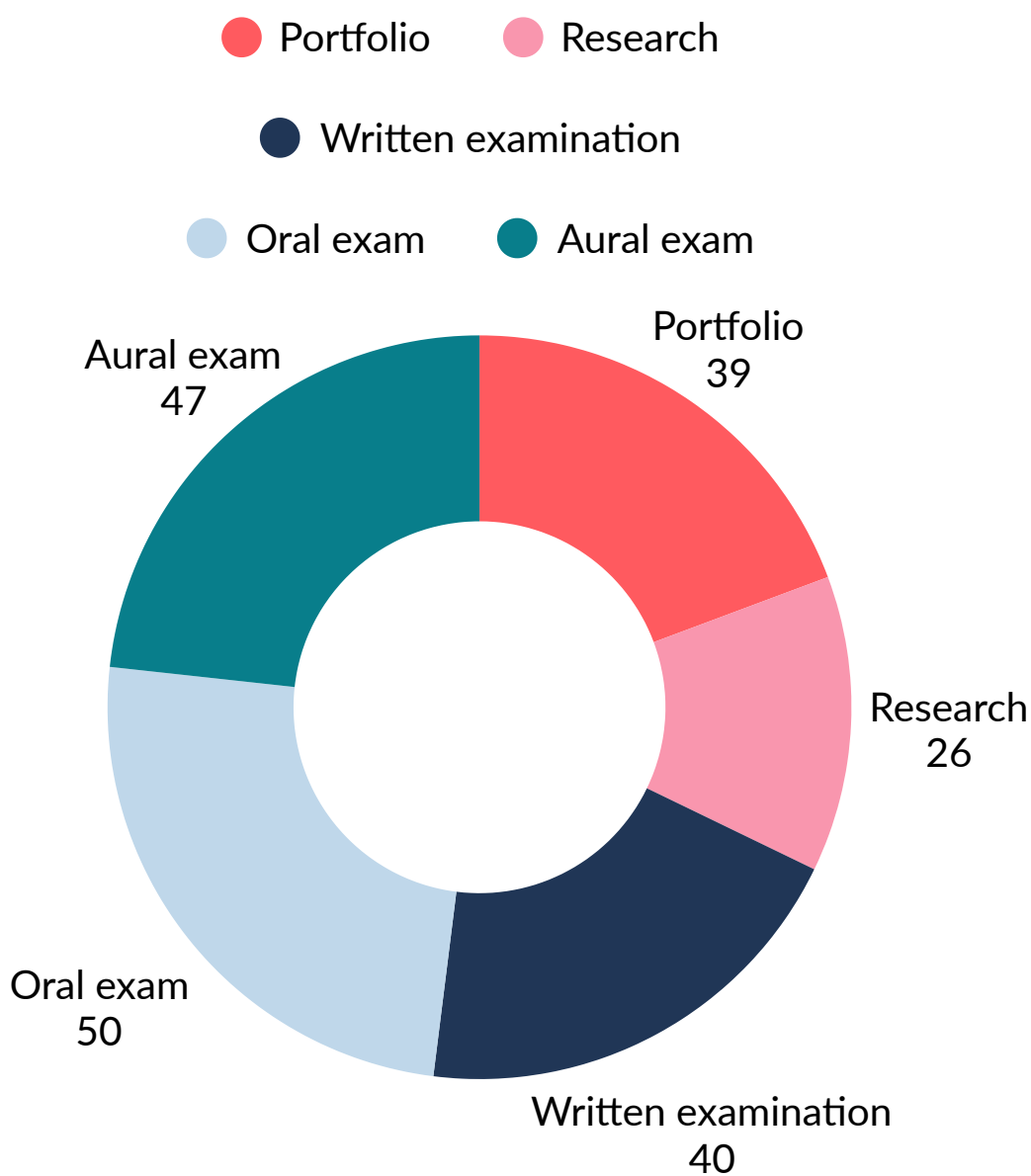


(Figure 10)  
I want my child to be assessed at regular intervals throughout the 2-year cycle.



As part of their study of music, I want my child to be engaged in

As part of their study of music, parents responses showed an almost equal preference for written (20%), portfolio (19%) and aural (23%), with an oral exam being showing the highest preference (25%), the least preferred option was research (13%) (see Figure 11).



(Figure 11)  
As part of their study of music, I want my child to be engaged in



# Open Text Questions

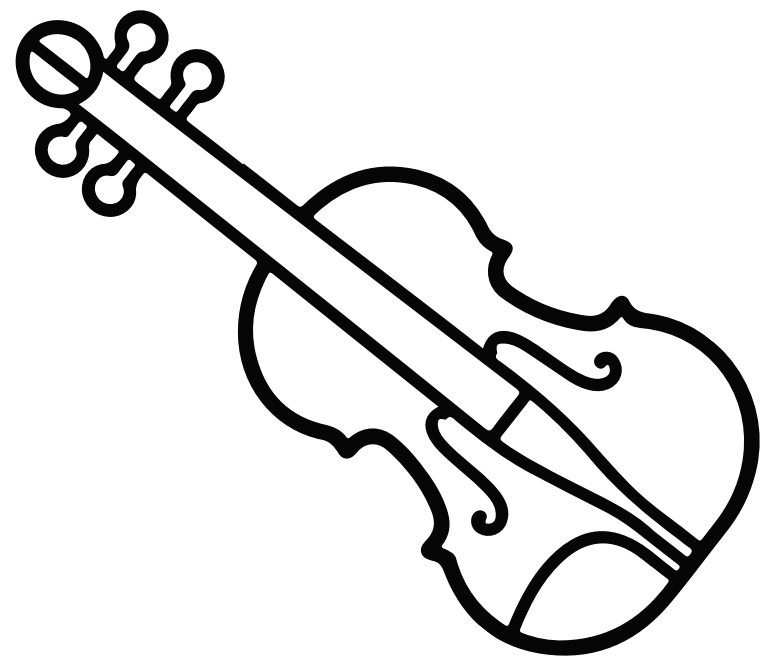
## As a parent, what do you think the purpose of Leaving Certificate Music should be?

Parents shared a rich and thoughtful range of views on what Leaving Certificate Music should aim to achieve. Overall they believe the subject should foster their child's creativity and imagination.

Many parents see the course as a way to gain additional life long skill which may also support the development of their social skills.

There is a strong desire from parents for the subject to give students an opportunity to experience different genres of music, and to learn the history of music.

\*This is a summary of the parents' voices; please refer to the appendix for full answers.



## What is good about the current Leaving Certificate Music that you want to keep?

While many parents told us they were unfamiliar with the content of current Leaving Certificate music curriculum, those who were aware of it highlighted several positive aspects they would like to see retained.

One of the most widely appreciated features is the practical element and the weighting of 50% of the final grade being awarded to this.

\*This is a summary of the parents' voices; please refer to the appendix for full answers.



# What should be taken out of the current Leaving Certificate Music, if anything?

Most parents said they did not know enough about the current Leaving Certificate Music curriculum to suggest specific changes.

A number of parents, however, did express concern about the cost involved in studying a music curriculum where there was a focus on playing an instrument. They believe this could make the subject exclusive and limited only to those who could afford it.

\*This is a summary of the parents' voices; please refer to the appendix for full answers.



# What would you like to improve about the current Leaving Certificate Music?

As in previous questions many parents said they did not know enough about the current Music curriculum to offer suggestions for improvement. They repeated the concerns regarding the potential cost of taking this course. They also called for an emphasis on creativity.

There were some calls for the implementation of continuous assessments to be re-examined taking into account individual students' needs.

\*This is a summary of the parents' voices; please refer to the appendix for full answers.



# Conclusion

This report offers a comprehensive view of parents' perspectives on the future of Leaving Certificate Music, capturing both enthusiasm for its potential and some concerns about its current structure. Parents strongly value the practical element of the curriculum and they particularly value the opportunity the study of Music will give their children to be creative.

Overall parents are happy for the current assessment procedures where 50% of the final grade is for a practical element.

They did also express concerns regarding the potential costs in the study of music and how this could lead to inequality.



# Appendix

## Q2. First competency: Critical Thinking and Solving Problems

### Would you like to add other comments?

- 1.-
2. Understanding music and the styles from different eras and countries.
3. Critical thinking is important across the board
4. Have a framework of how to approach things, break things into little pieces
5. No
6. Please keep your woke nonsense out of our schools, since this government is trying to sneak it into every subject each time with a different excuse
7. No
8. Be able to critique different music styles and in particular to be able to identify AI created music
9. I would like the music course to be more creative and less analytical. My son gets plenty of analysing in other subjects.
10. Na
11. Don't know enough about the curriculum yet
12. It would be great for my child to learn a musical instrument, even if its only a tin whistle. Music is important and it helps some children with their confidence, ect.
13. No
14. Hopefully will help solve problems in everyday life.

#### **Q4. Second competency: Being Creative**

##### **Would you like to add other comments?**

- 1...
2. Not all children are naturally creative. I don't think we should weight highly an explicitly creative section. There should be space for it but it shouldn't be a stipulation. You can be great at music and not creative. You can be more theoretical and still be great at music. We should be careful of this. Especially with those with neurodivergence's and SEN
3. No
4. Please keep your woke nonsense out of our schools, since this government is trying to sneak it into every subject each time with a different excuse
5. Composing/ creating music is important here
6. No
7. To be able to enjoy different musical genres
8. Na
9. Obviously, I believe it is very important for a child to explore their musical preferences, but I don't think this should be a prescribed part of the curriculum. This is for the following reasons: The music curriculum should be given EVERY opportunity to broaden the learner's understanding of, knowledge of, and appreciation of a wide spectrum of musical forms. Also, peer pressure can be a distinct factor for second-level students. A student may be very open to forms of music but may narrow their scope because of conformity bias. Learners who want to follow a specific interest may find several other outlets for that; After School or lunchtime clubs, at home, in groups, even online communities. Often times new and exciting genres and subgenres of music occur during a fusion project, where a musician blends an established genre with influences from another. Broad knowledge can maximise creativity.
10. My child is going to piano classes and he loves this.
11. No

## Q6. Third competency: Working with Others

### Would you like to add other comments?

- 1..
2. Respect other people's viewpoint
3. No
4. Please keep your woke nonsense out of our schools, since this government is trying to sneak it into every subject each time with a different excuse
5. in music this is probably playing in an orchestra/ singing in a choir or collaborative composition
6. No
7. I think working with others is great and learning to play music with a range of different people. Builds confidence
8. This is not an easy one in terms of curriculum development. Music is, by its nature, collaborative. Even where there is one musician and one listener. The curriculum should develop the learners' ability to collaborate (and all that entails, respect for a fellow musician, ability to lead, ability to support etc.) but should also focus on the learners' individual competencies as learning outcomes.
9. Working with others will help his social skills, and his confidence.
10. No

## **Q8. Fourth competency: Participating in Society**

### **Would you like to add other comments?**

- 1..
2. Not so important at this point
3. No
4. Please keep your woke nonsense out of our schools, since this government is trying to sneak it into every subject, each time with a different excuse
5. No
6. Have the opportunity to attend live music
7. Again, a little of this would be useful, but not at the expense of playing music and exploring creative thinking
8. This is fantastic to see included in the development of the curriculum. The music industry has changed dramatically in the past 20 years or so. The integrity of the art lies with the next generation. It is vital that they have an understanding of the juxtaposition (often) between music as an art form and music as a corporate commodity and where the balance might lie between the two.
9. He will learn to help others, and appreciate the society he lives in. He can see how much other people do in the community and that its good for him to help.
10. No

## **Q10. Fifth competency: Communicating**

**Would you like to add other comments?**

- 1..
- 2.Please keep your woke nonsense out of our schools, since this government is trying to sneak it into every subject each time with a different excuse
- 3.Build confidence
- 4.communicating in a music context is surely about communication through playing/ singing
- 5.No
- 6.Again, great to see. These are not just music based skills, these are societal imperatives.
- 7.He will learn to communicate as others do, and not feel left out in social events, converstaions, ect.
- 8.No

## **Q12. Sixth competency: Cultivating Wellbeing**

**Would you like to add to other comments?**

- 1..
- 2.Realise the impact of music/feel it
- 3.No
- 4.Please keep your woke nonsense out of our schools, since this government is trying to sneak it into every subject each time with a different excuse
- 5.No
- 6.Understand the important role that music can play with regard to mental health and well being for relaxation or regulation
- 7.Learn the benefits of music to mental health and health

## **Q14. Seventh competency: Managing Learning and Self:**

### **Would you like to add other comments?**

- 1..
2. Not so important in regards to music. Music should be fun, no learning pressure
3. No
4. Please keep your woke nonsense out of our schools, since this government is trying to sneak it into every subject, each time with a different catchphrase
5. To set goals and achieve them
6. No
7. Learn the importance of applying themselves over time to some thing where the learning is cumulative over time. To develop an understanding of patience in learning
8. This is complete and utter contradictory nonsense. This is performing arts you are attempting to goad students into. A lot of the manifesto is about nurturing the individuals choices and aptitudes yet, the rest is forcing them to undergo a seemingly vigorous education of music that the average child is not going to have any interest in. You're taking some serious leaps in the importance you give towards this proposed curriculum with regards to making each student a better person as an outcome. It's complete nonsense. Your performing arts element to everything will put children off wanting to join. Speaking from experience as someone who studied music in school and went onto study music production in 3rd level education; I just wanted to learn guitar, the basics of sheet music and then the digital side of performance such as ableton/pro tools and using a desk. This nonsense would have put me off completely. How do you think you will nurture someone who just wants to learn drums or guitar, how to follow music, organise a song, create a song using the 4 main instruments and nothing else? Are you going to force them to listen to 'Diverse' music and integrate/communicate with ethnic minorities through music? It's pure nonsense. This is just an exercise in social status. If you think kids by the time they're 13,14 or 15 dont have a taste in music you're more naive than expected. Kids at this stage don't want to listen to Jazz or soul if they are integrated in heavy metal and rock. They will have heard all elements of music by the time they reach junior cert level and will have no interest in Tibetan chanting. They will like what they like and your proposed forcing of 'other cultures' music is in exact contradiction of 'Nurturing their interests'. I will not be promoting this curriculum to my children and will educate them on whatever music they wish to be educated on at home. This is a pathetic social justice experiment and laughable at how much importance you are trying to give this in terms of making students more inclusive and better people. Kids go into music to learn an instrument or learn how to record, edit and mix whatever

they're doing. Realistically now, this class should just be an introduction to setting up your own podcast. Here's what mics to use. Here's how different mics sound. Here's the equipment you will need to do it and it's multi functional if you want to record and edit your own music. That would be more proficient these days for kids. You should be identifying which children wants to learn classical sheet music. Separating them and encouraging them towards classical instruments and not forcing them to sit through a presentation on rap and its political overtures. They won't care. They will want to listen to Berlioz and Bach and study the different era's of classical music. So if you want to do your jobs right. Ask the students what they're interested in and just focus on that for each student. If you can't do that through lack of resources, then stop with the 'nurturing your aptitudes' nonsense and inform potential students that they will have to endure nonsense that they have 0 interest in and perform YOUR OWN entitled social justice notions of music throughout and might touch on their interests for about 10% of the overall curriculum. Waste of time for anyone. Just do podcasts, equipment and introduction to music. Your engagement will be much higher and kids will have more knowledge to do something outside of education with that information than the nonsense you're spouting.

9. Just to thank everyone involved in this thoughtful approach to curriculum development and for the opportunity to engage.
10. No

### **Q17. Would you like to comment further**

1. Placing so much emphasis on a practical is not inclusive as kids whose parents can afford to pay for music lessons are better off
2. Please keep your woke nonsense out of our schools, since this government is trying to sneak it into every subject, each time with a different excuse
3. An original composition maybe a lot to ask from a young inexperienced mind.

## Q20. Would you like to add other comments?

1. Great subject for kids who learn visually and orally and struggle with theory heavy subjects, and for kids who excel in creativity
2. It is developing a valuable skill for life. Don't they say to older people learn a language or a instrument to keep the brain active. It also helps release pressure and it is enjoyable
3. Give the child an understanding of music and its importance in understanding feelings and expressing individuality
4. To demonstrate you have an understanding of the different elements of music - theory, listening, composition, music in media, etc etc and - I think aural is important but feel there was too much emphasis on personal performance aspect as some children don't want to play an instrument or sing
5. Giving them an opportunity to learn while in school
6. Engaging the students interest, creativity. It can be relaxing & therapeutic.
7. To ensure the student has achieved some competences they will need if they continue on with creative careers in the field of music.
8. Get an indepth and rounded knowledge of the principals of music.
9. To get a good understanding and appreciate lots of different types of music and development of their own skills in playing an instrument
10. To prepare certain students who want to apply for third level degrees in music etc
11. Learning new skills in music, learning to perform, learning to listen, to respect other tastes and opinions, learning to work with others.
12. Exposure to different genres and critical thinking about where music comes from and how it can influence
13. Opening a wider choice for students. Develop social skills
14. To learn & experience different genres of music, to learn the history of music & to understand how music can have a positive effect on mood, outlook. As an are of self expression & growth
15. The way Leaving Cert is currently structured, its all about getting a result to make up points
16. Learning to enjoy music Analyse music Learn to play music but not too much emphasis on playing ability Learn about composers and musicians
17. To learn and enjoy music, to have a choice to study music
18. To further develop music skills and competencies
19. Understand and be able to produce music.
20. Enhancing musical talent
21. Explore the principles of music and appreciate how music can be made through working with others and encouraging talent as well as imagination.
22. It's a life skill, relates to everything/everyday , expands the mind, creativity talent of individuals, it's a valuable subject

23. To allow the student to demonstrate musicality / composition / mastery of an instrument which can include voice/ appreciation of music ie composers / genres/ styles / theory
24. Qualification
25. To provide children with exposure to music and different genres of music. To instill a love of music. To give children the opportunity to take up music even if they haven't been exposed at home. To make music accessible and attractive to teens.
26. To explore music creatively and to encourage a love of music. Not to kill it by over analysing and by rote learning.
27. To broaden my child's understanding and knowledge of music and learn how it can influence all aspects of life in a meaningful way
28. Study music in college maybe go into teaching it in clubs such as comhaltas
29. Informing students in the type of equipment required. Informing them on how that equipment works. Handling and care of equipment. A knowledge of different instruments and how they should be used. Learning chord progressions or scales. A good knowledge of at least one instrument and how to perform with it competently. Freedom to express themselves with music and to nurture their love for whatever type of music they like as opposed to shoving stuff they're not interested in down their throats.
30. Become competent in musical skills, be able to share that, value it and impart / teach that to others. Also recognise what a privilege it is
31. To set students up with a lifetime skill that can greatly help with social skills, confidence and mental wellbeing.
32. to learn a skill, history of music and broader information about the topic
33. That they can learn a instrument and be able to play, and if they can sing they can do this along side the other. It is another skill, and one they can
34. To allow my child to explore their interest in music and to nurture their creativity
35. a wide knowledge of music, its construct and delivery
36. To learn about how sounds trigger and convey emotions
37. In preparation for a job in this area or simply for the love of music and wanting to learn more
38. To gain additional life long skill
39. To nurture and explore my child's interest in music and all its genres
40. To help build skills through music
41. Subject choice, skills for life
42. to foster my child's creativity and imagination

**Q21. What is good about the current Leaving Certificate Music that you want to keep?**

1. Practical
2. I actually don't know
3. Theory
4. Unsure
5. I don't have enough experience to comment other than to say the musical practical is good to keep
6. NA
7. I am not familiar with it.
8. Not familiar with it
9. I don't know
10. 50% performance with music technology. I also like that there are pieces from different eras as set works but the intricate detail is difficult for some students.
11. Don't know it
12. Performance, composing, self expression, different genres of music
13. The practical aspect
14. I believe that the practical exam should remain as 50% of the overall mark. Many students have worked, practised for several years to achieve their competencies in their chosen instruments. This should be recognised and rewarded
15. All of it
16. Learning composition.
17. Practical exam,
18. practical - playing or singing and learning a few classical pieces really well and composition and harmony
19. Memories
20. I don't know the current syllabus well enough to say. I would like that children can take it up at senior cycle as a new subject without prior musical education. I would like musical education to be encouraged and as to be as accessible as possible for the benefit of children and society at large.
21. The creative aspects of it.
22. Unsure
23. It's not performance arts.
24. Don't know enough about it yet
25. Unknown
26. theory and history of music
27. n/a
28. The practical
29. I didn't do it
30. Unsure of the current LC requirements
31. I do have input into this at present
32. The practical element of music in its current status is good
33. Everything
34. Practical, aural, written
35. performance part

**Q22. What should be taken out of the current Leaving Certificate Music, if anything?**

1. Not sure
2. Baker
3. No comment
4. NA
5. I am not familiar with it.
6. I don't know
7. I think the composition should be portfolio based as it's unfair to compose in a strict format without being able to hear. I love that they learn melody writing and harmony but they should also learn about other forms of composition, popular, mash ups, contemporary. Allow them to choose what pieces they would like to submit and explain their learning and inspiration. Make it real. Not an Algebra formula to copy another composers music!
8. Practical components
9. Don't know
10. Not sure
11. Nil
12. Nothing
13. Do not know.
14. I think it has a good balance of different aspect and doesn't need to be messed with
15. Nothing
16. Hard to answer without knowing the curriculum well. I would like for there to be options for children to study at a more theoretical level if they are able. ie, doing harmony and theory at a high level but also to have an alternative programme that allows children who have not had the opportunity to study previously to do music for the leaving cert. I would like for the economic privilege to be removed from the ability to engage in music at leaving cert level.
17. There is too much by rote learning and analysing. More creativity please.
18. If a student hasn't learned an instrument or hasn't a good singing voice they are by virtue of the exam layout excluded from studying music. Not all families can afford lessons in an instrument and not everyone is a singer but they may still have a love for music. This needs consideration.
19. Unsure
20. N/a
21. Too much emphasis on written and written
22. Unknown
23. nothing
24. n/a

- 25. Studied composers holding as much weight as they do
- 26. Unnecessary history based music learning
- 27. Unsure of the current LC requirements
- 28. Do not know
- 29. Nothing
- 30. Unsure

**Q23. What would you like to improve about the current Leaving Certificate Music?**

- 1. More up to date music, and connect with radio stations for production of ads etc
- 2. Unsure
- 3. I cannot comment
- 4. The coursework should have a higher % value upon the final mark, as some students don't perform well under pressure the day of the exam.
- 5. Accessibility for students who do not play instruments/ cannot afford instruments/ cannot afford music lessons
- 6. Maybe have the written exam as an option to students, but for them to have to choose another form of assessment to replace the written
- 7. More variety in composition. More freedom to express creativity if they want to but the option to not have to either
- 8. Can't say.
- 9. Learn more genres of music & their history & importance in different cultures
- 10. Continual assessment - averaging. Unfair to expect students to always have good days for continual assessment.
- 11. Less emphasis on performance
- 12. More information about music as a career.
- 13. collaborative work
- 14. Nothing
- 15. Hard to say without full knowledge of curriculum. I would like it to be developed in such a way that there is a curriculum open to all levels of musical knowledge at leaving cert level. I would like there to be a curriculum that is standalone for children who have not had the advantage of having had extracurricular musical education all along through primary and secondary education
- 16. Move more towards nurturing creativity and a love of music.
- 17. Unsure
- 18. It should be modernised to the current landscape of podcasting and equipment knowledge.
- 19. Continuous assessment
- 20. Unknown
- 21. more skills based learning
- 22. n/a
- 23. Emphasis on student's creativity and more personalised

- 24. Sight reading assessment
- 25. Unsure of the current LC requirements
- 26. All aspects of music production
- 27. Nothing
- 28. Unsure
- 29. have regular exams and with it lessen the stress on the final exam