

# Music



The National Curriculum for England [www.nc.uk.net](http://www.nc.uk.net)



# About music in the National Curriculum

## The structure of the National Curriculum

The programmes of study<sup>1</sup> set out what pupils should be taught, and the attainment target sets out the expected standards of pupils' performance. It is for schools to choose how they organise their school curriculum to include the programmes of study for music.

### The programmes of study

The programmes of study set out what pupils should be taught in music at key stages 1, 2 and 3 and provide the basis for planning schemes of work. When planning, schools should also consider the general teaching requirements for inclusion, use of language and use of information and communication technology that apply across the programmes of study.

The **Knowledge, skills and understanding** in the programmes of study identify the aspects of music in which pupils make progress:

- controlling sounds through singing and playing – performing skills
- creating and developing musical ideas – composing skills
- responding and reviewing – appraising skills
- listening and applying knowledge and understanding.

Teaching should ensure that listening, and applying knowledge and understanding, are developed through the interrelated skills of performing, composing and appraising.

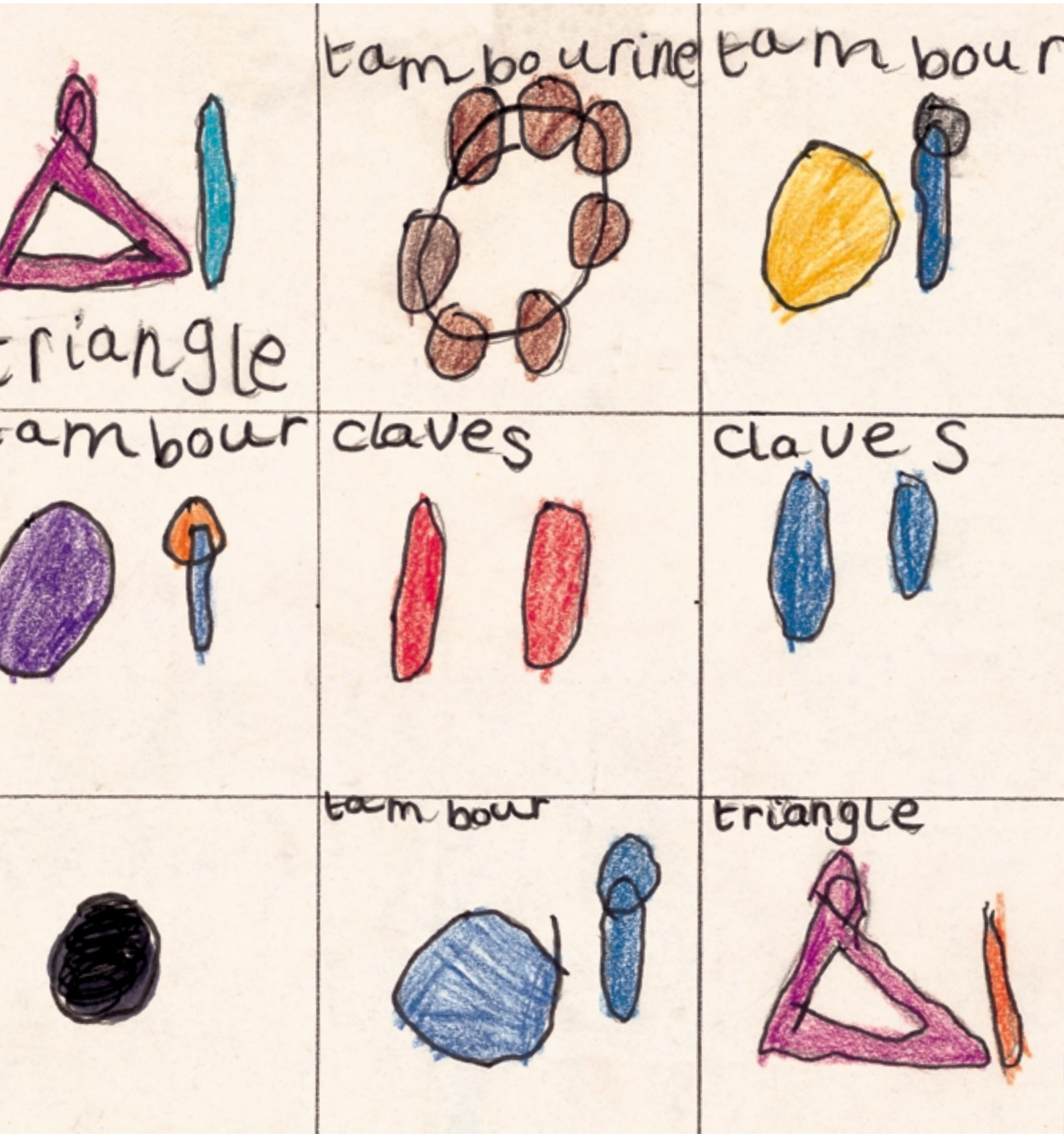
**Breadth of study** describes the types of activities that bring together requirements from each of the aspects, the different starting points and size of groups, and the range of music to be experienced, including live and recorded, and from different times and cultures.

Schools may find the DfEE/QCA exemplar schemes of work at key stages 1, 2 and 3 helpful to show how the programmes of study and attainment target can be translated into practical, manageable teaching plans.

<sup>1</sup> The Education Act 1996, section 353b, defines a programme of study as the 'matters, skills and processes' that should be taught to pupils of different abilities and maturities during the key stage.

# The programmes of study for music





### The importance of music

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school

and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

Music makes a kind of liquid link between the study of languages, literature and the other arts, history, and the sciences – joining them together in the outer world of feelings and relationships and the inner world of the imagination.

Dr Robin Holloway, Composer

Music is the most universal of all the arts. Ask any person in any city in any country what their favourite music is, and they'll always have an answer. So treasure music and keep it with you always.

John Suchet, Newscaster

Music is our daily medicine which aids far better communication with others and ourselves.

Evelyn Glennie OBE, Percussionist



Programme of study: music

# Key stage 1

During key stage 1 pupils listen carefully and respond physically to a wide range of music. They play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They explore and enjoy how sounds and silence can create different moods and effects.

**1a → links to other subjects**

This requirement builds on En1/1a, 8b.

**2b → ICT opportunity**

Pupils could use software designed to enable exploration of sounds.

**3a → links to other subjects**

This requirement builds on En1/4a and PE/6a, 6c.

**3b → ICT opportunity**

Pupils could use recording equipment to recall sounds and identify and make improvements.

**Note for 4**

Listening is integral to the development of all aspects of pupils' knowledge and understanding of music.

**4a → links to other subjects**

This requirement builds on En1/2a, 2f.

**4b, 4c → links to other subjects**

These requirements build on Sc4/3c, 3d.

**Note for 4b**

- 'pitch' – higher/lower
- 'duration' – longer/shorter, steady pulse, beat, rhythm
- 'dynamics' – louder/quieter/silence
- 'tempo' – faster/slower
- 'timbre' – different types of sound
- 'texture' – different ways sounds are combined
- 'structure' – different ways sounds are organised.

## Knowledge, skills and understanding

Teaching should ensure that **listening, and applying knowledge and understanding**, are developed through the interrelated skills of **performing, composing and appraising**.

### Controlling sounds through singing and playing – performing skills

- 1 Pupils should be taught how to:
  - a use their voices expressively by singing songs and speaking chants and rhymes
  - b play tuned and untuned instruments
  - c rehearse and perform with others [for example, starting and finishing together, keeping to a steady pulse].

### Creating and developing musical ideas – composing skills

- 2 Pupils should be taught how to:
  - a create musical patterns
  - b explore, choose and organise sounds and musical ideas.

### Responding and reviewing – appraising skills

- 3 Pupils should be taught how to:
  - a explore and express their ideas and feelings about music using movement, dance and expressive and musical language
  - b make improvements to their own work.

### Listening, and applying knowledge and understanding

- 4 Pupils should be taught:
  - a to listen with concentration and to internalise and recall sounds with increasing aural memory
  - b how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures [for example, beginning, middle, end]
  - c how sounds can be made in different ways [for example, vocalising, clapping, by musical instruments, in the environment] and described using given and invented signs and symbols
  - d how music is used for particular purposes [for example, for dance, as a lullaby].

## Breadth of study

- 5 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through:
- a a range of musical activities that integrate performing, composing and appraising
  - b responding to a range of musical and non-musical starting points
  - c working on their own, in groups of different sizes and as a class
  - d a range of live and recorded music from different times and cultures.

### 5b → links to other subjects

This requirement builds on En2/3b, 3d–3f and PE/6a–6c.

## Programme of study: music

## Key stage 2

During key stage 2 pupils sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.

## 1a → links to other subjects

This requirement builds on En1/1e.

## 1c → links to other subjects

This requirement builds on En1/1b.

## 3b → links to other subjects

This requirement builds on PE/6b and En1/1a.

## Note for 4

Listening is integral to the development of all aspects of pupils' knowledge and understanding of music.

## 4a → links to other subjects

This requirement builds on En1/2c.

## 4b, 4c → links to other subjects

These requirements build on Sc4/3e–3g.

## Note for 4b

- 'pitch' – gradations of high/low
- 'duration' – groups of beats, rhythm
- 'dynamics' – gradations of volume
- 'tempo' – different speeds
- 'timbre' – different types of sound
- 'texture' – different ways sounds are combined
- 'structure' – different ways sounds are organised.

## Knowledge, skills and understanding

Teaching should ensure that **listening, and applying knowledge and understanding**, are developed through the interrelated skills of **performing, composing and appraising**.

## Controlling sounds through singing and playing – performing skills

- 1 Pupils should be taught how to:
  - a sing songs, in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression
  - b play tuned and untuned instruments with control and rhythmic accuracy
  - c practise, rehearse and present performances with an awareness of the audience.

## Creating and developing musical ideas – composing skills

- 2 Pupils should be taught how to:
  - a improvise, developing rhythmic and melodic material when performing
  - b explore, choose, combine and organise musical ideas within musical structures.

## Responding and reviewing – appraising skills

- 3 Pupils should be taught how to:
  - a analyse and compare sounds
  - b explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary
  - c improve their own and others' work in relation to its intended effect.

## Listening, and applying knowledge and understanding

- 4 Pupils should be taught:
  - a to listen with attention to detail and to internalise and recall sounds with increasing aural memory
  - b how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures [for example, *ostinato*] and used to communicate different moods and effects
  - c how music is produced in different ways [for example, through the use of different resources, including ICT] and described through relevant established and invented notations
  - d how time and place can influence the way music is created, performed and heard [for example, the effect of occasion and venue].

## Breadth of study

- 5 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through:
- a a range of musical activities that integrate performing, composing and appraising
  - b responding to a range of musical and non-musical starting points
  - c working on their own, in groups of different sizes and as a class
  - d using ICT to capture, change and combine sounds
  - e a range of live and recorded music from different times and cultures [for example, from the British Isles, from classical, folk and popular genres, by well-known composers and performers].

### 5b → links to other subjects

This requirement builds on En2/8 and PE/6a, 6b.

### 5d → links to other subjects

This requirement builds on ICT/1b.

# The attainment target for music



# About the attainment target

An attainment target sets out the ‘knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage’<sup>1</sup>. Except in the case of citizenship<sup>2</sup>, attainment targets consist of eight level descriptions of increasing difficulty, plus a description for exceptional performance above level 8. Each level description describes the types and range of performance that pupils working at that level should characteristically demonstrate.

The level descriptions provide the basis for making judgements about pupils’ performance at the end of key stages 1, 2 and 3. At key stage 4, national qualifications are the main means of assessing attainment in music.

Range of levels within which the great majority of pupils are expected to work		Expected attainment for the majority of pupils at the end of the key stage	
Key stage 1	<b>1–3</b>	at age 7	<b>2</b>
Key stage 2	<b>2–5</b>	at age 11	<b>4</b>
Key stage 3	<b>3–7</b>	at age 14	<b>5/6<sup>3</sup></b>

## Assessing attainment at the end of a key stage

In deciding on a pupil’s level of attainment at the end of a key stage, teachers should judge which description best fits the pupil’s performance. When doing so, each description should be considered alongside descriptions for adjacent levels.

Arrangements for statutory assessment at the end of each key stage are set out in detail in QCA’s annual booklets about assessment and reporting arrangements.

<sup>1</sup> As defined by the Education Act 1996, section 353a.

<sup>2</sup> In citizenship, expected performance for the majority of pupils at the end of key stages 3 and 4 is set out in end of key stage descriptions.

<sup>3</sup> Including modern foreign languages.

## Attainment target for music

### Level 1

Pupils recognise and explore how sounds can be made and changed. They use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others. They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points. They respond to different moods in music and recognise well-defined changes in sounds, identify simple repeated patterns and take account of musical instructions.

### Level 2

Pupils recognise and explore how sounds can be organised. They sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse. They choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points. They represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects. They improve their own work.

### Level 3

Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform rhythmically simple parts that use a limited range of notes. They improvise repeated patterns and combine several layers of sound with awareness of the combined effect. They recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.

### Level 4

Pupils identify and explore the relationship between sounds and how music reflects different intentions. While performing by ear and from simple notations they maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect. They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures. They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. They suggest improvements to their own and others' work, commenting on how intentions have been achieved.

**Level 5**

Pupils identify and explore musical devices and how music reflects time and place. They perform significant parts from memory and from notations with awareness of their own contribution such as leading others, taking a solo part and/or providing rhythmic support. They improvise melodic and rhythmic material within given structures, use a variety of notations and compose music for different occasions using appropriate musical devices such as melody, rhythms, chords and structures. They analyse and compare musical features. They evaluate how venue, occasion and purpose affects the way music is created, performed and heard. They refine and improve their work.

**Level 6**

Pupils identify and explore the different processes and contexts of selected musical genres and styles. They select and make expressive use of tempo, dynamics, phrasing and timbre. They make subtle adjustments to fit their own part within a group performance. They improvise and compose in different genres and styles, using harmonic and non-harmonic devices where relevant, sustaining and developing musical ideas and achieving different intended effects. They use relevant notations to plan, revise and refine material. They analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard. They make improvements to their own and others' work in the light of the chosen style.

**Level 7**

Pupils discriminate and explore musical conventions in, and influences on, selected genres, styles and traditions. They perform in different styles, making significant contributions to the ensemble and using relevant notations. They create coherent compositions drawing on internalised sounds and adapt, improvise, develop, extend and discard musical ideas within given and chosen musical structures, genres, styles and traditions. They evaluate, and make critical judgements about, the use of musical conventions and other characteristics and how different contexts are reflected in their own and others' work.

**Level 8**

Pupils discriminate and exploit the characteristics and expressive potential of selected musical resources, genres, styles and traditions. They perform, improvise and compose extended compositions with a sense of direction and shape, both within melodic and rhythmic phrases and overall form. They explore different styles, genres and traditions, working by ear and by making accurate use of appropriate notations and both following and challenging conventions. They discriminate between musical styles, genres and traditions, commenting on the relationship between the music and its cultural context, making and justifying their own judgements.

**Exceptional performance**

Pupils discriminate and develop different interpretations. They express their own ideas and feelings in a developing personal style exploiting instrumental and/or vocal possibilities. They give convincing performances and demonstrate empathy with other performers. They produce compositions that demonstrate a coherent development of musical ideas, consistency of style and a degree of individuality. They discriminate and comment on how and why changes occur within selected traditions including the particular contribution of significant performers and composers.