

# Programme of study: Music (Key stage 3)

## Curriculum aims

Learning and undertaking activities in music contribute to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

## The importance of music

Music is a unique form of communication that can change the way pupils feel, think and act. Music forms part of an individual's identity and positive interaction with music develops pupils' competence as learners and increases their self-esteem. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, music helps pupils understand themselves, relate to others, and develop their cultural understanding, forging important links between the home, school and the wider world.

Music education encourages active involvement in different forms of music making, both individual and communal, helping to develop a sense of group identity and togetherness. Music can influence pupils' development in and out of school; it can help foster personal development and maturity, a sense of achievement and self-worth, and the ability to work with others in a group context.

Music learning develops pupils' critical skills: their ability to listen, to appreciate a wide variety of music, and to make judgements about musical quality. It also increases self-discipline, creativity, aesthetic sensitivity and fulfilment.

# Key concepts

There are a number of key concepts that underpin the study of music. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

## Integration of practice

- Developing knowledge, skills and understanding through the integration of [performing, composing and listening](#).
- [Participating, collaborating and working with others](#) as musicians, adapting to different musical roles and respecting the values and benefits others bring to musical learning.

## Cultural understanding

- [Understanding musical traditions](#) and the part music plays in national and global culture and personal identity.
- Exploring how ideas, experiences and emotions are conveyed in a range of music from different times and cultures.

## Critical understanding

- Engaging with music, developing views and justifying opinions.
- Drawing on experience of a [wide range of musical contexts](#) and styles to inform judgements.

## Creativity

- Using existing musical knowledge, skills and understanding for new purposes and in new contexts.
- Exploring ways music can be [combined with other art forms](#) and other subject disciplines.

## Communication

- Exploring how thoughts, feelings, ideas and emotions can be expressed through music.

### Performing, composing and listening

Performance, composing and listening are interrelated. Pupils should be encouraged, for example, to develop listening skills through performance and composition activities. Knowledge, skills and understanding in each of these areas should be developed interactively through practical music making.

### Participating, collaborating and working with others

Music is a social experience where each performer and listener contributes to the whole experience. Music activities help pupils develop as effective team workers and participators by providing opportunities to play a full part in the life of their school or wider community through performance.

### Understanding musical traditions

The way we respond to music is determined to a large extent by our culture – we need to learn how and why music is different if we are to appreciate unfamiliar music.

### Wide range of musical contexts

Pupils' awareness and experience of a wide range of music should be broadened through the key processes of performing, composing and listening.

### Combined with other art forms

This includes music linked to video, film, dance or drama.

# Key processes

These are the [essential skills and processes](#) in music that pupils need to learn to make progress.

## Performing, composing and listening

Pupils should be able to:

- sing in a solo or [group context](#), [developing vocal techniques](#) and musical expression
- perform with increasing control of instrument-specific techniques and musical expression
- practise, rehearse and perform with awareness of different parts, the roles and contributions of different members of the group, the audience and venue
- [create, develop and extend](#) musical ideas by selecting and combining resources within [musical structures, styles, genres and traditions](#)
- improvise, explore and develop musical ideas when performing
- listen with discrimination and internalise and recall sounds
- identify the expressive use of [musical elements, devices, tonalities and structures](#).

## Reviewing and evaluating

Pupils should be able to:

- analyse, review, evaluate and compare pieces of music
- identify conventions and contextual influences in music of different [styles, genres and traditions](#)
- communicate ideas and feelings about music using expressive language and musical vocabulary to justify their opinions
- adapt their own musical ideas and refine and improve their own and others' work.

### Essential skills and processes

These should be seen as interrelated processes that enable the development and demonstration of musicianship and musical understanding.

### Group context

This includes singing unison and part songs.

### Developing vocal techniques

This might include using the voice to make music in a variety of ways, including different singing styles, rapping, beatboxing, choral singing, scat singing, chant and other vocal styles from around the world.

### Create, develop and extend

This includes composing original music, arranging existing musical ideas and creating new pieces using a range of existing material.

### Musical structures

Musical structures include popular song structures, binary form, ternary form, rondo, raga and 12-bar blues.

### Musical elements

Musical elements include pitch, duration, dynamics, tempo, timbre, texture and silence.

### Musical devices

Musical devices include repetition, riff, ostinato, call and response, canon, sequence, inversion, cyclic patterns and ornamentation.

### Musical tonalities

Musical tonalities include major and minor keys, atonality, modulation and different types of scales.

### Styles, genres and traditions

Different types of music across time and place (styles), music for different purposes (genres), and ways of working and producing music that may reflect a specific cultural or social function (traditions).

# Range and content

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes.

The study of music should include:

- [performance activities in a range of contexts](#) within and beyond the classroom
- a range of live and recorded music from different times and cultures
- [a range of classical and popular traditions](#) and current trends in music that reflect cultural diversity and a global dimension
- [staff notation](#) and [other relevant notations](#) in a range of musical genres, styles and traditions
- the consideration of [contextual influences](#) that affect the way music is created, performed and heard
- the [use of ICT and music technologies](#) to create, manipulate and refine sounds
- the role of music and musicians in society, the music industry and of [artistic and intellectual property rights](#).

## **Performance activities in a range of contexts**

For example student concerts, public concerts, assemblies, rehearsals, and formal and informal external events. This might also include online performance events.

## **A range of classical and popular traditions**

This should include music of the western classical tradition as well as music from other national and cultural traditions, for example folk, jazz, contemporary and 20th-century popular music, and music for film, television and the stage.

## **Staff notation**

This should include gaining an understanding of, and using, traditional staff notation in a range of musical styles (including contemporary and popular music).

## **Other relevant notations**

Other notations, where relevant to particular styles of music, could include graphic notation, tablature, chord symbols, notation for percussion instruments and lead sheets.

## **Contextual influences**

This includes historical, social, national or political contexts, the purpose of different types of music, the roles of performers, composers and audience, and the influence of developments in technology.

## **Use of ICT and music technologies**

This includes the use of ICT and music technologies to control and structure sound in performing and composing activities and developing pupils' own ideas within and beyond the classroom.

## **Artistic and intellectual property rights**

This includes pupils' own work and the work of others.

# Curriculum opportunities

During the key stage pupils should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum should provide opportunities for pupils to:

- develop individual performance skills both vocal and instrumental, including the use of music technology
- develop listening and aural perception skills in practical activities, including composing and performing
- develop creative and compositional skills, including song writing, arranging and improvising
- work with [a range of musicians](#) and watch and listen to live musical performances where possible, to extend pupils' musical learning
- work individually, in musical groups of different sizes and as a class
- build on their own interests and skills and develop [music leadership skills](#)
- make links between music and other subjects and areas of the curriculum.

## **A range of musicians**

These could include instrumental tutors, community musicians, professional artists, amateur musicians and students from peer groups and other groups in the school. This might also include web-based learning opportunities.

## **Music leadership skills**

This includes taking different roles and responsibilities, such as organising musical activities or events or being the leader or director of a performance.