

# Music

Key Stage 3 Non Statutory Guidance  
for Music

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# Section 01

## Purpose of this Guidance

This guidance is part of the support and implementation package for the Revised Northern Ireland Curriculum (hereafter referred to as Northern Ireland Curriculum) already with your school that includes:

- The Statutory Curriculum at Key Stage 3: Supplementary Guidance; and
- The Curriculum Support and Implementation Box.

Both these resources and additional learning and teaching materials are also available at [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk).

Music is part of the minimum requirement for every pupil at Key Stage 3. This guidance seeks to build on good practice and to provide heads of department with information and practical approaches to help them plan and roll-out the requirements for Music in a manageable way. The guidance explains and provides interpretation of the statutory requirements for Music.

There are departmental questions and activities after each section which can help you and the members of your department to reflect on and evaluate your current practice and identify actions for departmental planning.

The questions and activities follow *The 4A's Model for Planning* as documented in the booklet, *Planning for the Revised Curriculum at Key Stage 3*, in your school's Curriculum Support and Implementation Box. Working through this guidance and its accompanying activities means that your department will be well on course for rolling out the Northern Ireland Curriculum.



# Section 02

## Music in the Northern Ireland Curriculum

The Northern Ireland Curriculum aims to empower pupils to achieve their potential and to make informed and responsible choices and decisions throughout their lives. It is about helping all pupils prepare for life and work:

- as individuals;
- as contributors to society;
- as contributors to the economy and the environment.

Music has a significant role to play in this.

The fundamental aim of the music curriculum is to develop pupils' musical ability. All pupils are potentially musical and should be provided with learning experiences which develop their knowledge, understanding and skills in making and responding to music through active engagement in the core musical activities of composing, performing and listening.

### Meeting Curriculum Objectives

Music **develops pupils as individuals** by:

- giving pupils opportunities to create personal meaning through composing, performing and listening activities;
- enabling pupils to express their own feelings through music;
- building an appreciation of the diverse musical tastes of others;
- encouraging pupils to explore and experiment creatively in a variety of situations.

Music **develops pupils as contributors to society** by:

- developing the skills central to understanding and responding to music;
- developing pupils' awareness of how music influences behaviour;
- developing an understanding of music from different periods, styles and cultural traditions that are different from their own;
- developing an understanding of the power of music in evoking mood and atmosphere.

Music **develops pupils as contributors to the economy and environment** by:

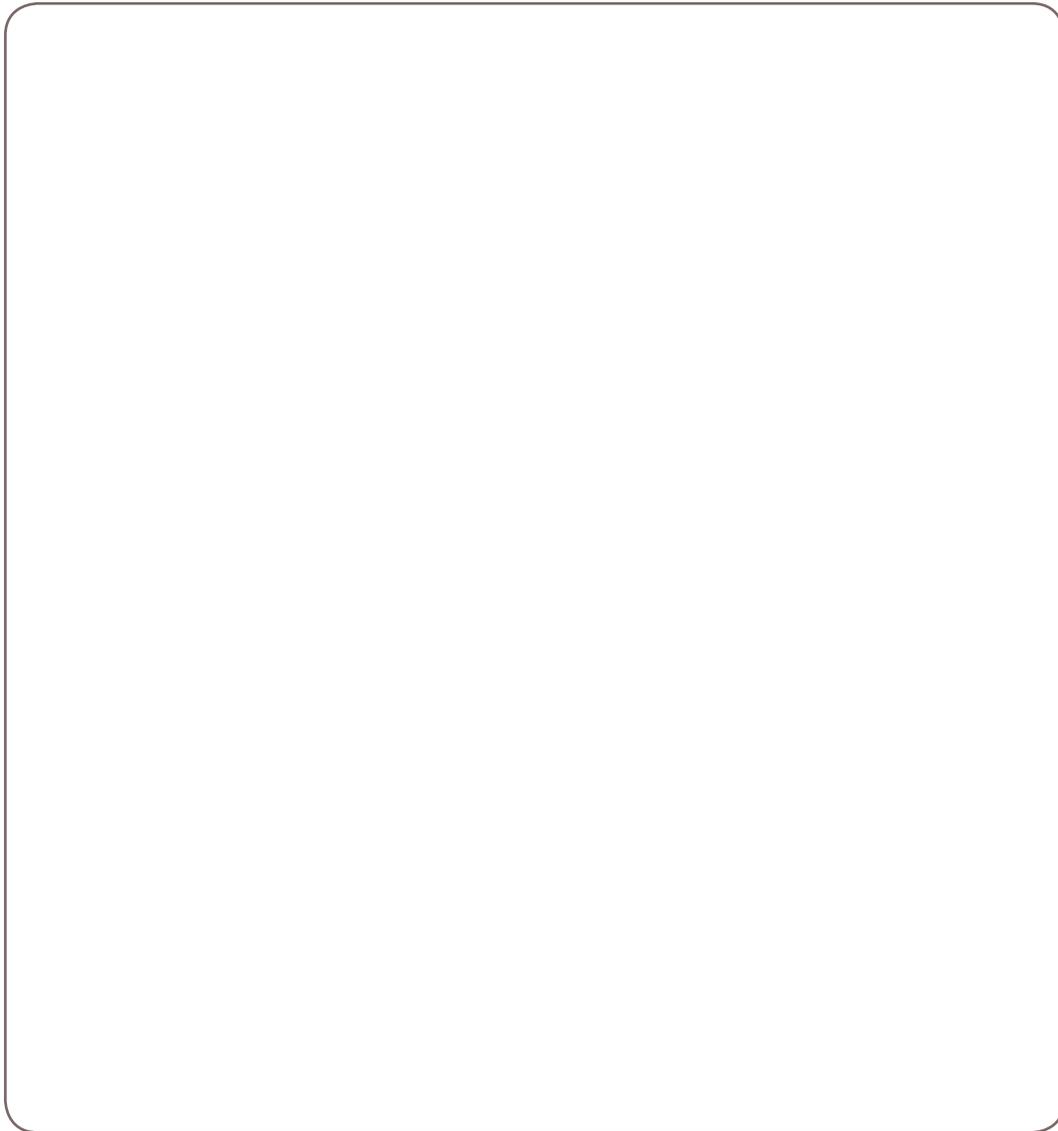
- developing pupils' ability to be discriminating consumers of music as a result of their own experiences in making and responding to music;
- developing pupils' awareness and understanding of the skills required to be successful within the music industry (and how many of those skills and qualities are also highly valued throughout the world of work in all types of employment).

## Questions for Departments

In order to contribute to the curriculum objectives during Key Stage 3, what do we want our pupils in Music to:

- know (knowledge and understanding);
- be able to do (skills);
- be like (attitudes and dispositions)?

## Action

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# Section 03

## Links to Key Stage 2 and Key Stage 4

### 3.1 Key Stage 2

At Key Stage 2 the statutory requirements for Music provision are set out as follows:

**Making full use of tuned and untuned percussion, and other sound sources and resources, teachers should ensure that pupils are given worthwhile experiences which enable them to:**

- **work creatively with sound** by creating musical stories, pictures, patterns, conversations, accompaniments and by investigating ways of preserving the music they have created;
- **sing and perform with simple instruments** from memory, by ear or from notation to develop vocal and instrumental skills;
- **listen and respond to their own and others' music-making**, thinking about, talking about and discussing a variety of characteristics within the music that they create, perform or listen to.

### 3.2 Key Stage 4

The flexible Music framework at Key Stage 3 allows:

- teachers to establish foundations for Key Stage 4 study by providing opportunities for pupils to demonstrate deeper understanding;
- pupils to become more independent learners who will be increasingly adept and experienced in managing their own learning.

Key Stage 3 experiences should provide a robust basis for learning at Key Stage 4. The knowledge, understanding and skills outlined in the statutory requirements for Key Stage 3 Music provide a framework that enables teachers to tailor the breadth and depth of coverage to meet the needs and interests of their pupils.

CCEA offers a range of qualifications, details of which are available on the CCEA website. GCSE specifications in all subjects are currently being reviewed.

For those pupils who opt not to continue with further study of Music, their experiences during the key stage should have provided them with the musical knowledge, understanding and skills necessary to help them engage meaningfully with **real** and **relevant** issues in their world.



# Section 04

## Understanding the Statutory Requirements for Music

This section includes explanation of:

- The Layout of the Statutory Requirements;
- Knowledge, Understanding and Skills;
- Curriculum Objectives and Key Elements;
- The Learning Outcomes;
- Thinking Skills and Personal Capabilities.

### 4.1 The Layout of the Statutory Requirements

Developing pupils' Knowledge, Understanding and Skills	(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society
<p>Through engagement with a range of stimuli including peers, poetry, prose, drama, non-fiction, media and multimedia which enhance creativity and stimulate curiosity and imagination, pupils should have opportunities to become critical, creative and effective communicators by:</p> <ul style="list-style-type: none"> <li>• expressing meaning, feelings and viewpoints;</li> <li>• talking, to include debate, role-play, interviews, presentations and group discussions;</li> <li>• listening actively and reporting;</li> <li>• reading and viewing for key ideas, engagement and empathy;</li> <li>• writing and presenting in different forms for different audiences and purposes;</li> <li>• participating in a range of drama and role-play;</li> <li>• interpreting visual stimuli including film and moving image;</li> <li>• developing an understanding of different forms, genres and methods of communication and an understanding of how they are created;</li> <li>• developing their knowledge of how language works and their accuracy in using the conventions of language, including spelling, punctuation and grammar;</li> </ul>	<p>Pupils should have opportunities to:</p> <p>Engage, through language, with their peers and with fictional and real-life characters and situations, to explore their own emotions and develop creative potential, for example, discuss what they would have done or how they would have felt when faced with a situation in a novel; produce a digital portfolio highlighting their personal qualities etc. [Key Element: Personal Understanding]</p>	<p>Pupils should have opportunities to:</p> <p>Use literature, drama, poetry or the moving image to explore others' needs and rights, for example, consider the needs of a fictional character; participate in a role play involving conflicting rights etc. [Key Element: Citizenship]</p> <p>Explore how different cultures and beliefs are reflected in a range of communication methods, for example, through film, television, advertising, social media etc. [Key Element: Media Awareness]</p>
<p>Developing their knowledge of how language works and their accuracy in using the conventions of language, including spelling, punctuation and grammar;</p> <p>Understanding and responding to spoken and other texts; and understanding of the structure and content of texts and the ways in which they are created and communicated.</p>	<p>Create a campaign to promote a health and safety issue such as dealing with misuse of substances. Improvise a scene demonstrating peer support or peer pressure about a health related issue. [Key Element: Personal Health]</p> <p>Explore issues related to Moral Character : Demonstrate a willingness to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses, for example, discuss moral choices of real-life and fictional characters; take responsibility for choices and actions. [Key Element: Moral Character]</p> <p>Explore the use of language and imagery in conveying and evoking a variety of powerful feelings, for example, comment on a film, novel, performance or poem which has stimulated a personal insight. [Key Element: Spiritual Awareness]</p>	<p>Investigate and evaluate communication techniques used to explore a relevant ethical issue, for example, track coverage of the same issue in a range of media; design and produce own current affairs programme/news sheet for young audience etc. [Key Element: Ethical Awareness]</p>
<p><b>Learning Outcomes</b></p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of English and Media Education.</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• research and manage information effectively using a range of resources and ICT where appropriate;</li> <li>• show deeper understanding of texts and media through analysis and evaluation;</li> <li>• demonstrate creative and imaginative responses;</li> <li>• work effectively in groups and teams;</li> <li>• demonstrate effective communication skills;</li> <li>• demonstrate attention to detail and accuracy in their work.</li> </ul>	<p>These state the skills and capabilities pupils should be able to demonstrate throughout the key stage in the context of Music.</p>	<p>Investigate and evaluate communication techniques used to explore a relevant ethical issue, for example, track coverage of the same issue in a range of media; design and produce own current affairs programme/news sheet for young audience etc. [Key Element: Ethical Awareness]</p>

**Objectives**  
The curriculum objectives provide the real and relevant contexts in which musical knowledge, understanding and skills are developed. The objectives should be developed throughout the key stage.

**Exemplar**  
See back cover for an A3 version of the Statutory Requirements for Music with additional guidance and examples

The Knowledge, Understanding and Skills to be developed in Music over Key Stage 3.

The objectives are made up of **Key Elements**. These provide opportunities for subjects to connect with Learning for Life and Work and with other Subjects.

**Learning Outcomes**  
These state the skills and capabilities pupils should be able to demonstrate throughout the key stage in the context of Music.

NB: Teachers may develop activities that combine many of the statutory requirements. Subjects highlighted in BOLD (including each of the Key Elements) are met.


## 4.2 Knowledge, Understanding and Skills

The first column in the statutory requirements for Music is headed “Developing pupils’ Knowledge, Understanding and Skills.”

- Everything in this column is a statutory requirement for the key stage as a whole, not for individual years within the key stage.
- It is intended that schools interpret and develop these requirements as appropriate to their own context.
- The recursive nature of Music means that the bullet points in the knowledge, understanding and skills column are likely to be covered a number of times in each academic year within the key stage.

The table below seeks to explain, illustrate and expand on the bullet points under knowledge, understanding and skills.

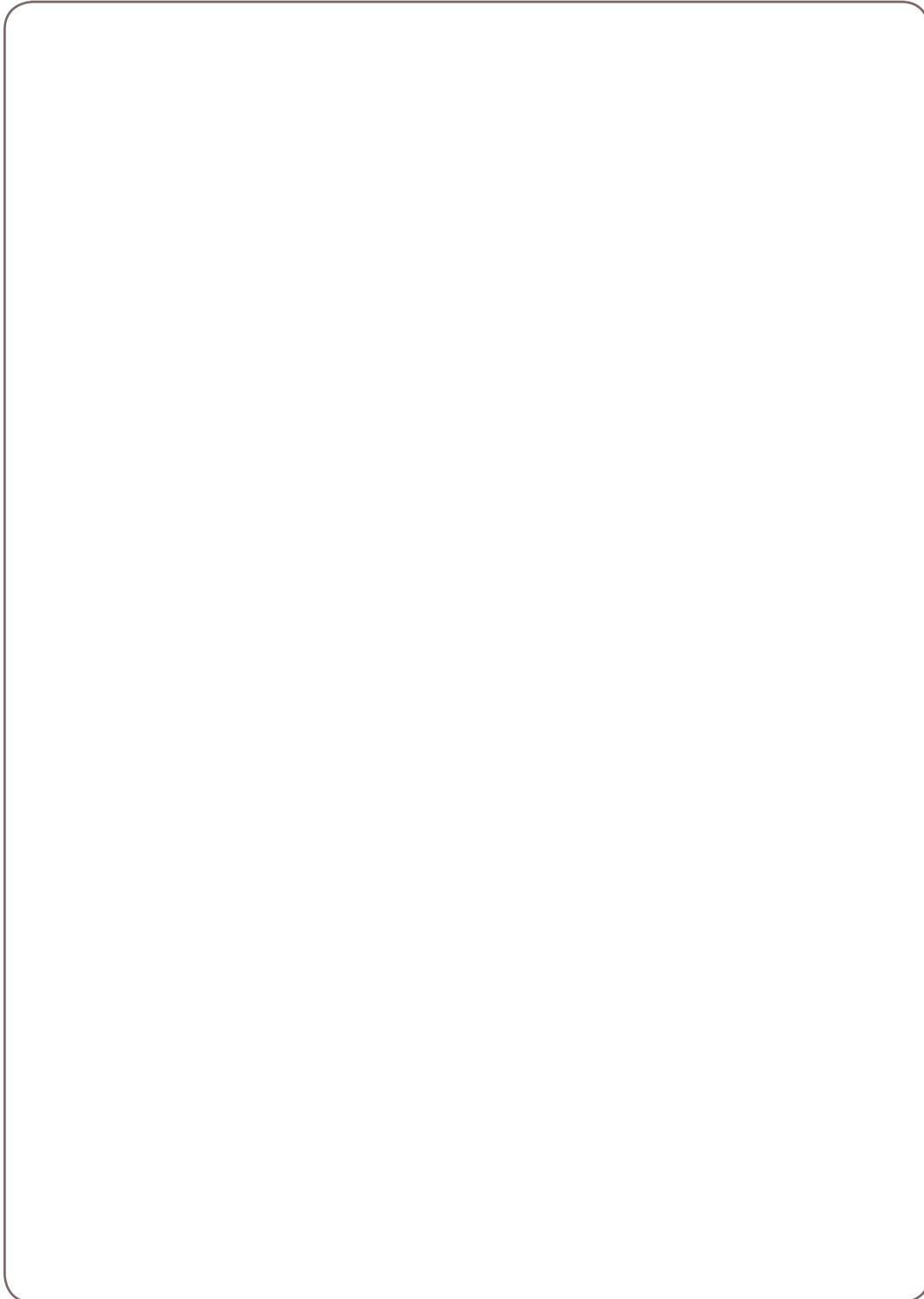
Developing pupils’ Knowledge, Understanding and Skills	Supporting notes
<ul style="list-style-type: none"> <li>• <b>improvise, compose and perform music in a range of styles;</b></li> </ul>	<p>The fundamental aim of the Music curriculum is to develop pupils’ musical ability through practical music-making activities. Music within the curriculum aims to give all pupils opportunities to experience a wide range of practical music-making activities based round integrated composing, performing and listening activities suited to their abilities.</p>
<ul style="list-style-type: none"> <li>• <b>explore and combine the elements of music (pitch, rhythm, dynamics, timbre, texture) to create structure and style when improvising and composing;</b></li> </ul>	<p>Being familiar with the basic building blocks of music, and becoming confident in using and manipulating them to achieve a desired outcome in an improvisation, a performance or a composition, is central to progress in Music. At various stages, it may be appropriate to focus pupils on one of the elements of music to develop their understanding and control of it, for example, rhythm. As pupils progress, they will be expected to incorporate more of the elements of music simultaneously in their music-making.</p>
<ul style="list-style-type: none"> <li>• <b>perform individually and in groups, and discuss and decide on points of interpretation in the music;</b></li> </ul>	<p>All music is a form of communication and performance is active, enjoyable and relevant to pupils. Musical performance enables pupils of all ability levels to engage with an audience and to consider the context and the purpose of the music. Many pupils make greater musical progress as part of an ensemble than they do individually. Performance, both individually and in groups, gives pupils unique opportunities for social interaction and to develop their skills in Working with Others.</p>

Developing pupils' Knowledge, Understanding and Skills	Supporting notes
<ul style="list-style-type: none"> <li>• <b>use existing and emerging music technology resources when composing and performing;</b></li>   <li>• <b>listen to and appraise their own music and that of others;</b></li>   <li>• <b>listen to a wide range of music from different styles and genres and respond critically to what they hear;</b></li>   <li>• <b>explore how the skills they learn through music-making are relevant to their present and future lives;</b></li>   <li>• <b>develop awareness of the range of employment opportunities in the music and music-related industries.</b></li> </ul>	<p>Pupils should be enabled to use music technology to realise and enhance their own music-making. Music technology is very effective in engaging pupils, and many pupils can make greater progress and musical satisfaction through the use of music technology than would be otherwise possible.</p> <p>Regular evaluation of individual work and progress is an important part of learning. However, looking at individual work in isolation is not sufficient. Evaluating work in comparison with relevant examples can support progress alongside the development of mutual understanding.</p> <p>The flexible nature of the statutory requirements for Music in the Northern Ireland Curriculum means that teachers can use diverse styles and sources of music in a variety of contexts to provide meaningful and relevant examples for pupils.</p> <p>The study of Music in the curriculum will help to equip pupils with skills that will be useful throughout their lives and to a wide spectrum of prospective employers, for example, being a member of a choir or an instrumental ensemble requires them to have developed the skill of Self Management.</p> <p>The study of Music in the curriculum will open opportunities to pupils and expose them to the rapidly expanding area of music-related industries, for example, sound engineers, producers, music management, DJs, etc.</p>

### Questions for Departments

- What is the current balance between musical knowledge, understanding and skills in our departmental provision?
- What are the implications for future learning and teaching at Key Stage 3?

### Action




### 4.3 Curriculum Objectives and Key Elements

The curriculum objectives are broken down into key elements. The key elements are a vehicle for ensuring that Music directly connects to the curriculum objectives in preparing pupils for life and work. The key elements also provide a means for connecting learning in Music to Learning for Life and Work and to other subjects. Using Learning for Life and Work to make connections is explored further in Section 5.3 Connecting the Learning.

The table below shows that each curriculum objective is linked to specific key elements.

The Northern Ireland Curriculum should provide relevant learning opportunities to help each pupil develop as:		
Objective 1	Objective 2	Objective 3
An individual	A contributor to society	A contributor to the economy and the environment
Key Elements	Key Elements	Key Elements
Personal Understanding Mutual Understanding Personal Health Moral Character Spiritual Awareness	Citizenship Cultural Understanding Media Awareness Ethical Awareness	Employability Economic Awareness Education for Sustainable Development

Every subject must contribute to all key elements across the key stage, although some subjects will be better at developing certain key elements. These are contextualised and specified on the statutory requirement page (see A3 version with examples inside back cover).

The key elements that Music contributes to more fully are:

- Personal Understanding;
- Mutual Understanding;
- Moral Character;
- Citizenship;
- Cultural Understanding;
- Employability.

The statements relating to these particular key elements in Music are emboldened and are therefore statutory and part of the minimum requirement. For example, Music will have a leading role to play in Personal Understanding. Although every other subject will address an aspect of this key element, Music will focus pupils in exploring how combining of the elements of music results in music of which they express a definite like or a dislike. Music gives pupils a vehicle for expressing their ideas, feelings and emotions which is a central part of Personal Understanding.

The key elements that do not include emboldened examples still have to be included in Music provision, and schools are free to develop their own contexts for exploring these.

The key elements offer opportunities to make meaningful links with other subjects and promote coherence across the whole curriculum and facilitate more collaborative planning and teaching.

The table overleaf gives examples of some of the questions which may help to explore what is meant by each key element in Music.

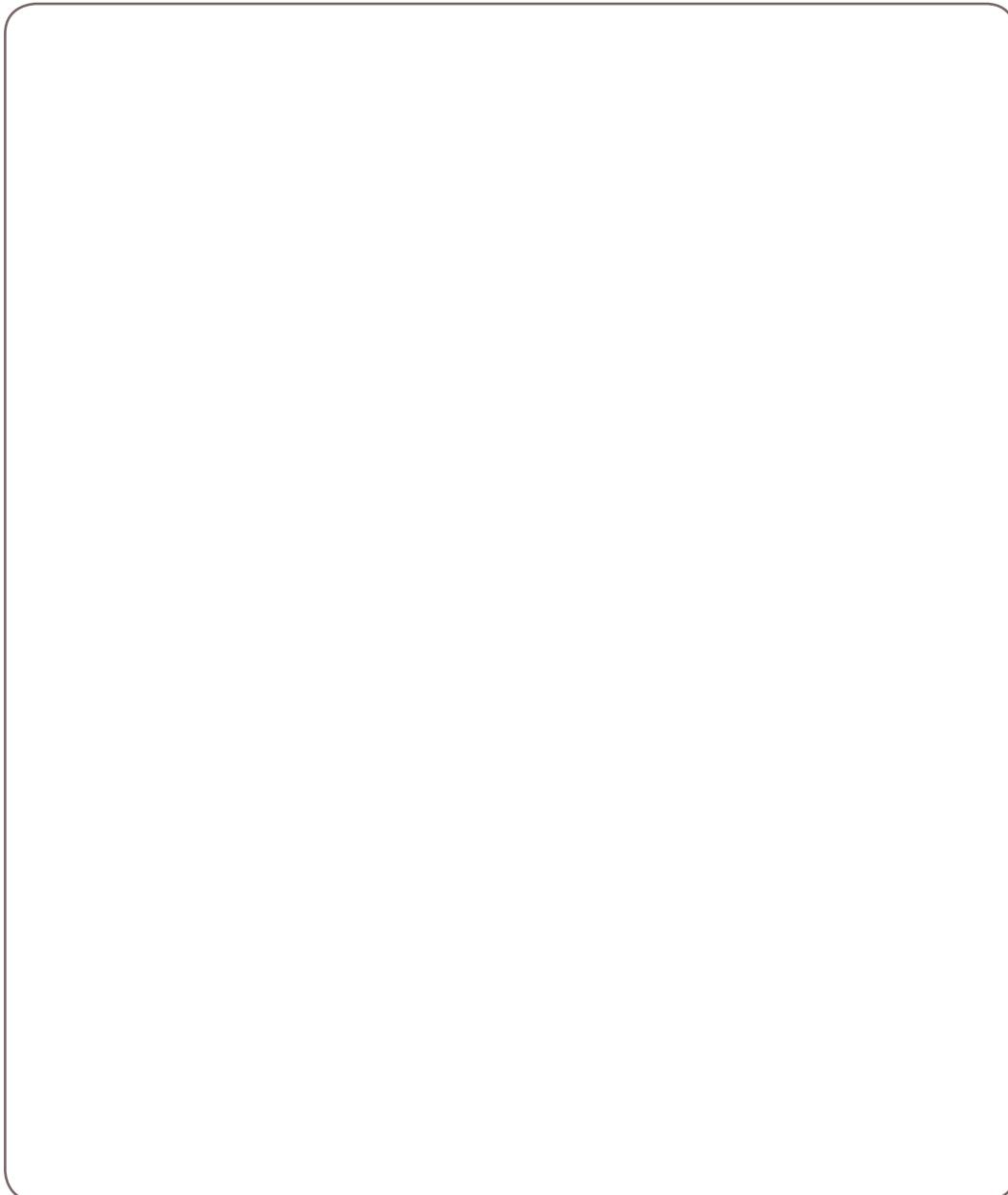
Developing pupils as .... individuals	.... contributors to society	.... contributors to the economy and environment
<p><b>Personal Understanding</b>                      What sorts of music do I like and dislike?                      Which music makes me feel happy or sad?                      What are my musical strengths/areas for improvement?</p> <p><b>Mutual Understanding</b>                      What sorts of music do other people like/dislike?                      How can we improve on our music-making by listening to each others' comments and opinions?                      How can ensemble work help us to build good working relationships with others?</p> <p><b>Personal Health</b>                      What health and safety issues arise in music?                      Could I improve my well-being through being involved in regular music-making?</p> <p><b>Moral Character</b>                      Can I accept constructive criticism in music?                      How can I show strength of character by setting myself musical challenges?</p> <p><b>Spiritual Awareness</b>                      How can music be uplifting/inspiring?                      Is music more important to me than material things?</p>	<p><b>Citizenship</b>                      How does music affect my mood and behaviour?                      How can music comment on important issues?                      How can music capture mood in society?</p> <p><b>Cultural Understanding</b>                      What do I understand about the music of other nations/peoples?                      What do I understand about music from different eras?                      Do I recognise music of different styles and do I understand what makes it sound different?</p> <p><b>Media Awareness</b>                      How does music add to/support other forms of communication?                      What makes music commercial?                      How does music make other forms of communication more appealing to different audiences?</p> <p><b>Ethical Awareness</b>                      How can music be used to manipulate people?                      What do I feel about copyright/plagiarism/illegal downloading of music?</p>	<p><b>Employability</b>                      What skills/attributes am I developing in Music that will make me more employable?                      What do employers assume about pupils who have been involved in Music?                      What employment opportunities does Music present me with?</p> <p><b>Economic Awareness</b>                      How does music contribute to local, national and global economies?                      What issues am I aware of with regard to the copyright of music?                      What are the economic issues around commercial music?</p> <p><b>Education for Sustainable Development</b>                      How do music and lyrics convey ideas about local, national or global issues?</p>

## Questions for Departments

Which key elements do we

- address well?
- need to focus more on?
- not address at all?
  
- Are there any key elements that we could develop with another department to promote connected learning?
  
- How could we use the curriculum objectives or key elements to move our departmental planning forward?
  
- What are the implications for our resources?

## Action





## Skills and the Learning Outcomes

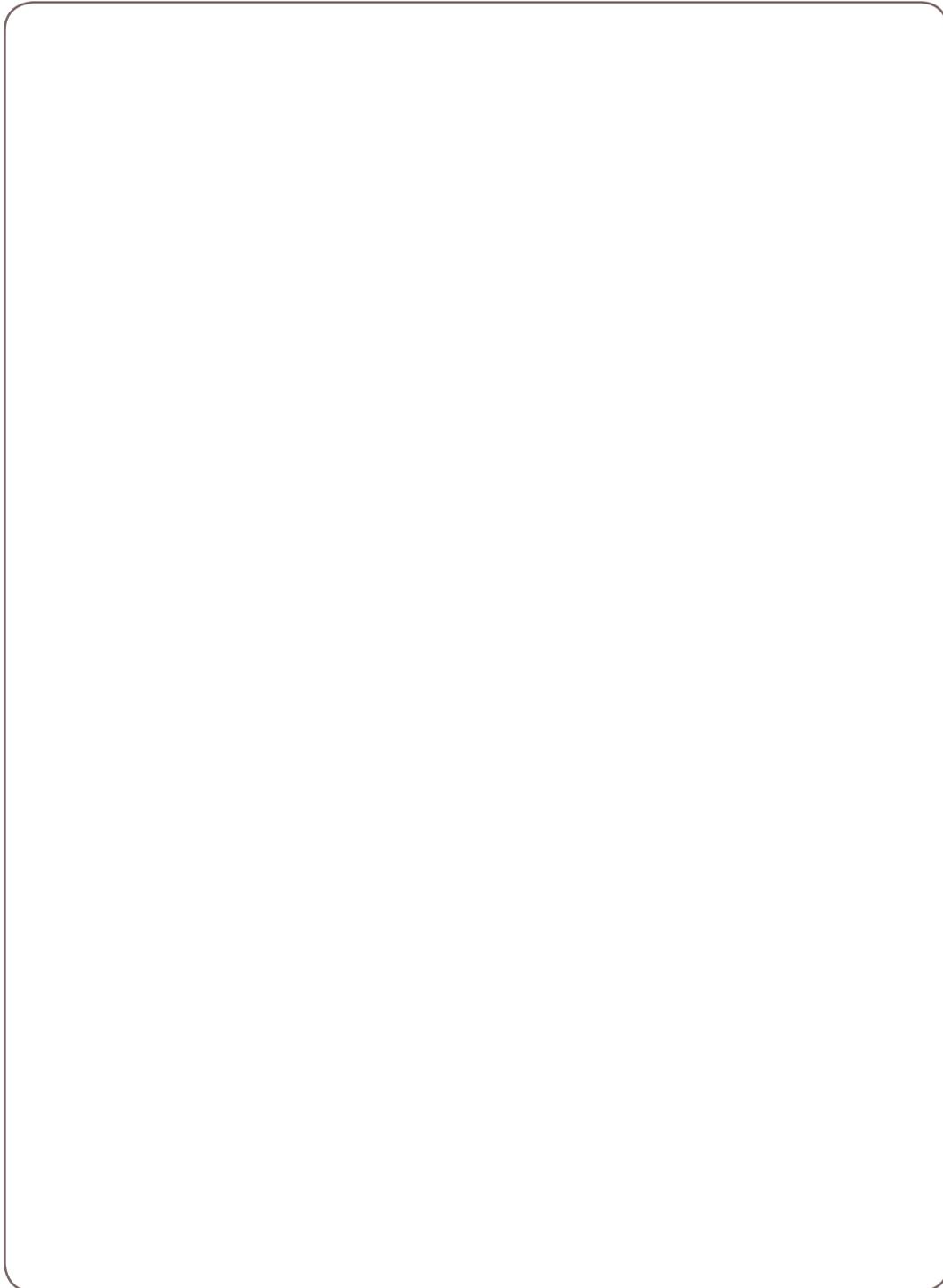
The relationship between the learning outcomes and the cross-curricular skills and Thinking Skills and Personal Capabilities is set out in the table below.

Learning Outcomes	Cross-Curricular Skills/Thinking Skills and Personal Capabilities
<b>Demonstrate critical thinking and skilful decision making when combining the elements of music to create compositions and performances;</b>	Communication Thinking, Problem-Solving and Decision-Making Managing Information Being Creative Self-Management
<b>Demonstrate musical understanding and creativity when making and responding to music;</b>	Communication Being Creative Thinking, Problem-Solving and Decision-Making Managing Information Self-Management
<b>Use a range of appropriate resources (including music technology) to explore and experiment with different approaches to composing and performing;</b>	Using ICT Communication Being Creative Thinking, Problem-Solving and Decision-Making Managing Information Self-Management
<b>Demonstrate self management by working independently and systematically, persisting with tasks, evaluating and improving own performance;</b>	Self-Management
<b>Work effectively as members of a group when composing and performing;</b>	Communication Working with Others Managing Information Being Creative Thinking, Problem-Solving and Decision-Making Self-Management
<b>Demonstrate musical understanding and skills by expressing and communicating their thoughts, ideas and feelings through making and responding to music, showing a clear awareness of audience and purpose.</b>	Communication Managing Information Being Creative Thinking, Problem-Solving and Decision-Making Self-Management

## Questions for Departments

- How can we plan for these learning outcomes?
- How can our existing departmental assessment policy be amended to make reference to learning outcomes?
- Which learning outcomes will be the most challenging for our department?

## Action



## 4.5 Thinking Skills and Personal Capabilities

The Thinking Skills and Personal Capabilities framework consists of five overlapping sets of skills:

- Managing Information;
- Thinking, Problem-Solving, Decision-Making;
- Being Creative;
- Working with Others;
- Self Management.

Each strand is broken down into further detail (see Appendix 2). These can facilitate lesson planning and provide criteria against which pupils' performances can be assessed and reported. For example, when planning a composition task, the teacher may wish to focus on the skill of Self-Management and observe how the pupil organises and plans how to go about the composition task. A focus on self-evaluation might encourage the pupil to review his/her own work and to make amendments that will improve upon and refine the work already done. The pupil will most likely have to seek the teacher's help on some of the musical aspects involved during the process.

Many of the skills are not new and are already being developed across a range of subjects. This single framework aims to make the development of Thinking Skills and Personal Capabilities more structured and explicit, to encourage application across a range of contexts and to provide a common language that pupils and teachers can use to talk about their thinking and learning.

There are a number of teaching strategies that will promote the development of Thinking Skills and Personal Capabilities generally, for example: setting open ended tasks, effective questioning, talking about thinking and learning, providing meaningful opportunities for collaborative learning, etc.

The big shift, however, is to focus on opportunities in Music where a specific thinking skill or personal capability will help to deepen understanding in particular musical activities. The musical activity in turn provides opportunities for the development and practice of the thinking skill/personal capability. This promotes lessons where there is the parallel development of subject specific knowledge and understanding as well as the development of a particular mode of thinking. This approach is known as infusion; adding one thing to another to give new significance.

Planning for infusion involves, for example:

- (a) looking across a series of units of work in a particular year group and identifying where the most appropriate contexts are to introduce and develop specific skills, such as: self and peer-evaluation of group compositions, justifying musical opinions, reaching agreement within a group as part of an ensemble performance, etc.
- (b) identifying the specific skills and capabilities best developed through Music and setting up activities to introduce and practice them, such as: comparing and contrasting different pieces of music, examining options and weighing up pros and cons within the process of composition, taking turns, sharing and cooperating while rehearsing an ensemble performance, etc.

This explicit approach to developing Thinking Skills and Personal Capabilities provides opportunities to observe, record, feedback and report on pupils' strengths and areas for future focus in terms of their development in Thinking Skills and Personal Capabilities. It also enables pupils to transfer particular Thinking Skills or Personal Capabilities to other contexts.

Progression in Thinking Skills and Personal Capabilities is only made through practice and application in a range of contexts and at increasing levels of challenge and demand.

Continuing Professional Development materials have been developed to promote the infusion of Thinking Skills and Personal Capabilities across the curriculum.

The five strands are best considered as overlapping sets rather than separate entities. Music teachers may find that learning activities will have certain integral skills and capabilities which are most easily developed and most readily assessed.

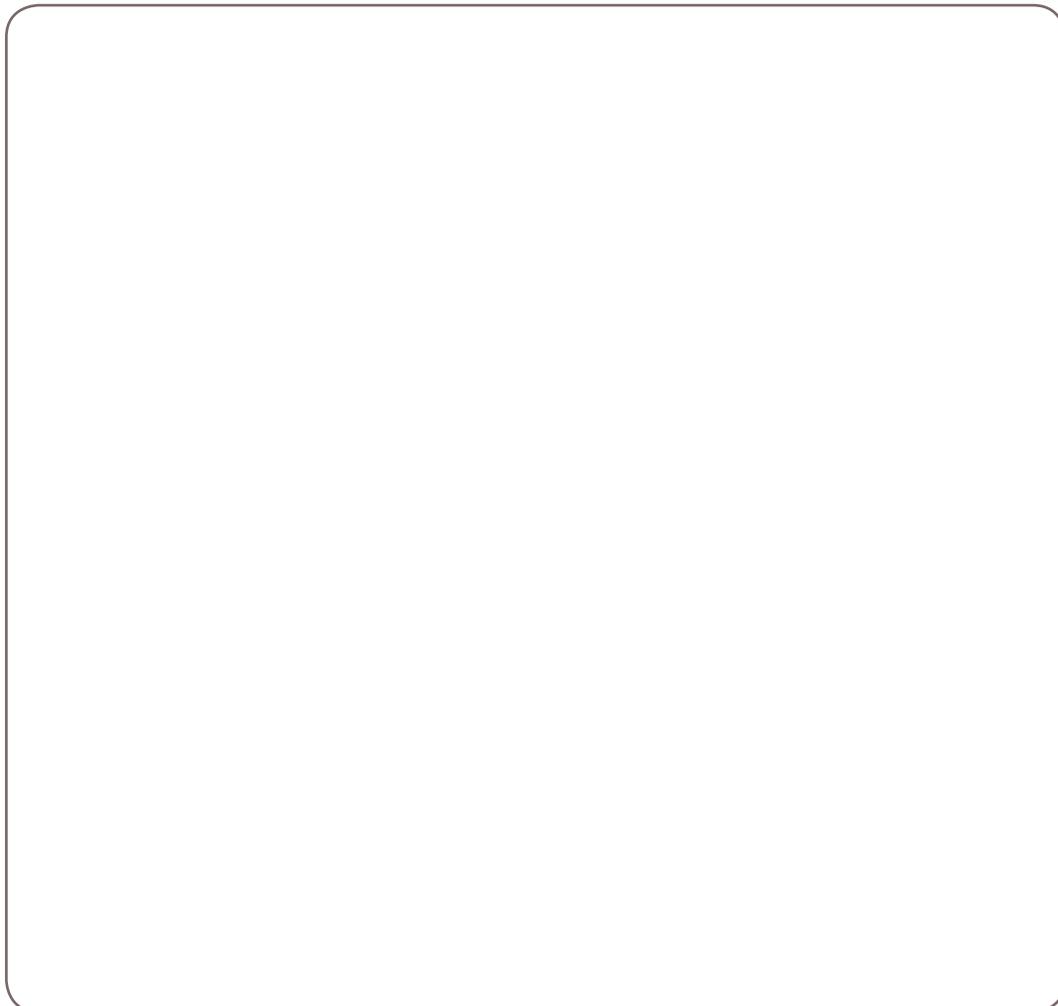
For example, preparation for a group musical performance can provide opportunities for pupils to take responsibility for the planning of their own work and managing their time within that group (*Working with Others*). Pupils will share opinions about the interpretation of the piece of music to be performed; they will have to take personal responsibility for their contribution to the group and evaluate that contribution; they will have to negotiate and reach compromise within the group as to who directs the group, who plays each part, etc.

Further support on Thinking Skills and Personal Capabilities materials are available at [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk).

### Questions for Departments

- How can Music meaningfully develop each of the five strands of the Thinking Skills and Personal Capabilities framework?
- What are the key opportunities in Music for infusion?

### Action





# Section 05

## Approaches to Learning and Teaching

### 5.1 Key Messages

#### Flexibility

Teachers now have the opportunity to use the statutory requirements to devise schemes and units of work in Music that follow the needs and interests of pupils. This does not mean throwing out schemes of work and resource materials that have been carefully developed over the years. It provides opportunities for teachers to build on those units that best engage and develop their pupils and replace or revitalise those units that did not engage the pupils so much.

#### Relevance

Teachers have opportunities to explore themes and issues that are real and relevant to the lives of pupils today. The musical skills and the concepts in the first column of the Music strand can be developed through many current musical activities and examples in which pupils express an interest.

#### Integrated

The statutory requirements for Music have been written to help teachers form units of work that integrate the knowledge, understanding and skills listed.

#### Values Based

The key elements provide opportunities for pupils to reflect on moral, ethical, spiritual, social and cultural dimensions of Music relating to real people. Pupils will also be given opportunities to consider their own views and opinions about them.

#### Future Focused

Pupils should have opportunities to explore how the skills developed through Music might help them in the future.

## 5.2 Assessment for Learning

'Assessment for Learning' (AfL) focuses on the learning process (rather than the end product) and attempts not to prove learning, but rather improve it. It is formative assessment. It is a way to take stock of learning during the process and it can help to inform teachers on how learning is progressing.

In 'Assessment for Learning':

- there is a high emphasis on *transferable learning*;
- assessment becomes a much more *transparent process* because it is based on critical information that is shared with the learners; and
- learners are able to *take responsibility* for their own learning and for aspects of assessment.

'Assessment for Learning' is not something extra or 'bolted on.' It integrates with existing classroom practice. Assessment for Learning involves the following key actions:

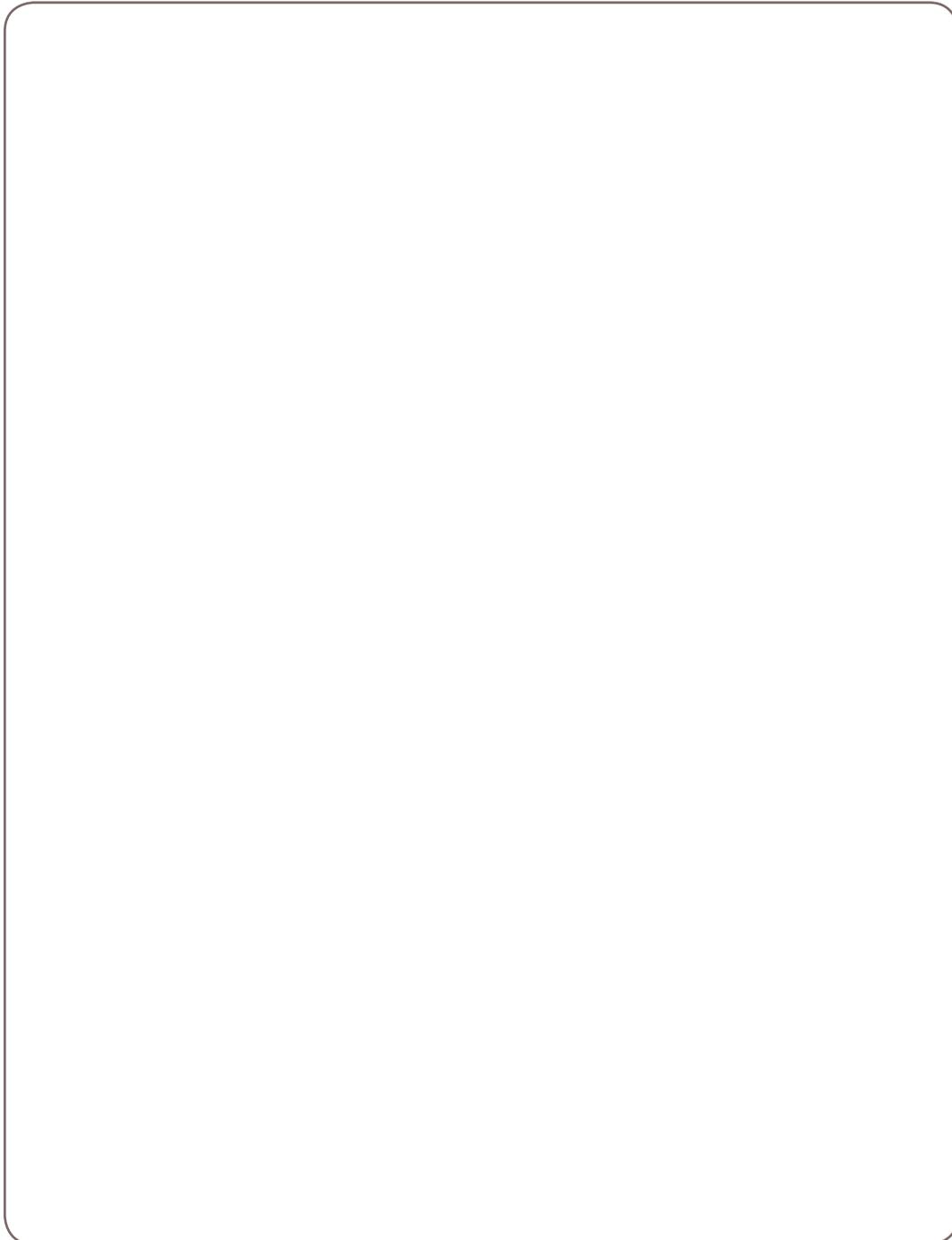
<b>Sharing learning intentions</b>	A learning intention is a description of what teachers want pupils to know, understand or be able to do by the end of an activity. It tells pupils what the focus for learning is going to be. It helps both teachers and pupils to focus on the learning rather than the activity, for example: Identify what pupils will be learning (We are learning to.....) Explain the reason for learning (We are learning this because.....)
<b>Sharing and negotiating success criteria</b>	Success criteria are statements that help pupils recognise if they have been successful in their learning. Pupils may be involved in deciding these. They summarise the processes or characteristics needed for success, and they always link directly to the learning intention. They essentially spell out the steps or ingredients required to achieve the learning intention, offering specific guidance on how to be successful.
<b>Giving feedback to pupils</b>	Quality feedback is essential for effective learning and teaching. Feedback can motivate pupils by building self-esteem and reinforcing the positive. To be truly formative the feedback must inform the next steps in the learning process. For example, when offering written feedback: 1.Find two occasions where they have achieved success (symbols can be used); 2.Identify an aspect of their work that they can immediately improve; 3.Provide them with a prompt or strategy on how to improve; 4.Give them time to make this improvement.
<b>Effective questioning</b>	Effective questioning is about asking questions in a way that elicits maximum feedback from pupils, which can then be used to evaluate, plan and extend learning, for example: • Ask better questions: ask 'open' questions or reframe questions where there is no single correct answer and pupils are rewarded for exploring options and sharing possible solutions; • Ask questions better: provide pupils with time to think; by increasing the wait time to 3 to 5 seconds between posing the question and asking for the answer, teachers can make a significant difference to the question's effectiveness.
<b>Self and peer assessment</b>	Pupil reflection promotes independent learning, communication and support in the classroom. Teachers can develop pupil reflection in the classroom through the use of peer and self-assessment and self-evaluation.

Continuing Professional Development materials have been provided for schools to promote 'Assessment for Learning'.

## Questions for Departments

- What are the benefits of Assessment for Learning practice in our classrooms?
- Which of the Assessment for Learning key actions are part of our existing classroom practice?
- Which do we need to give more attention to?
- How do we do this?

## Action



## 5.3 Connecting the Learning

The Northern Ireland Curriculum is designed to accommodate links across subjects. Many natural links exist although at the moment, these may be under-exploited. Where these links are identified and planned for, they have the potential to make learning more meaningful, more informed and purposeful.

Opportunities to connect the learning can range from small and informal, to whole school and formally planned.

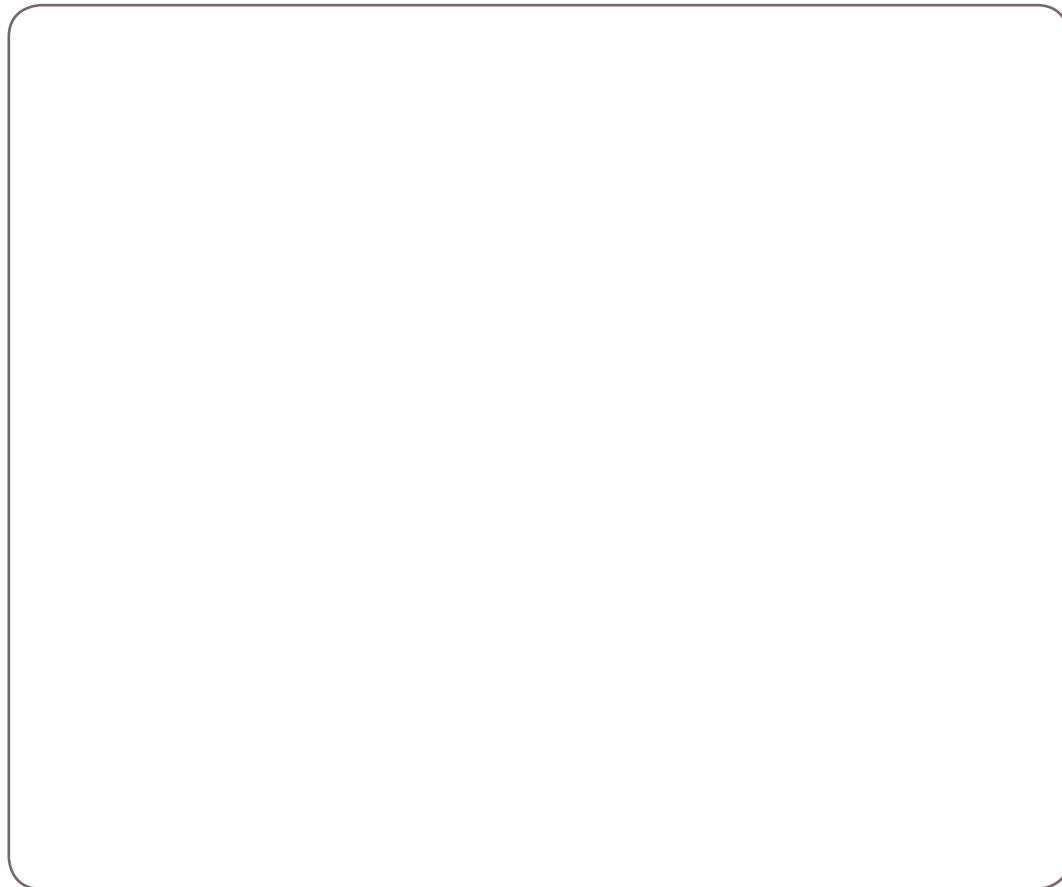
Any of the following can be used as drivers to connect learning between two or more subjects:

- Skills/Learning Outcomes;
- Key Elements;
- Themes;
- Knowledge;
- Concepts;
- Learning experiences;
- Learning for Life and Work;
- Other suitable approaches.

### Questions for Departments

- Which of these drivers could best be used as a starting point to make meaningful connections with other subjects?

### Action



(Examples of connecting learning across subjects are available in the thematic and collaborative units)

## Connecting to Learning for Life and Work

One way of beginning to make connections is to use Learning for Life and Work and this is exemplified below.

The four subject strands with the Learning for Life and Work area contribute directly to the three curriculum objectives. The other areas of learning also contribute to the curriculum objectives and Learning for Life and Work.

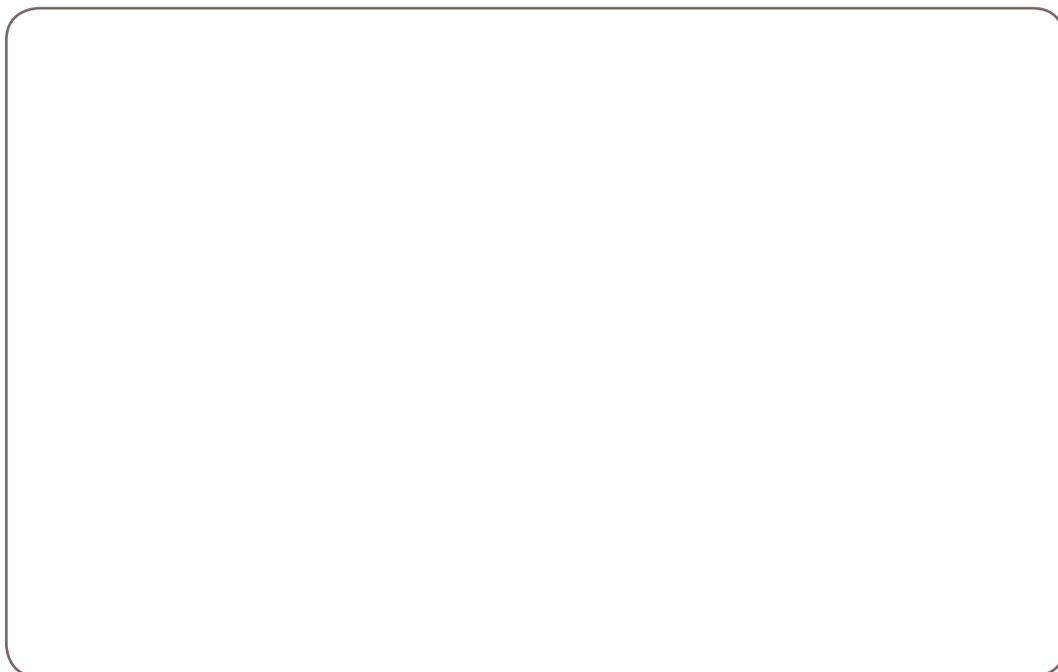
Well-planned and organised work within subjects makes a distinctive and natural contribution to Learning for Life and Work and helps to strengthen and enrich Learning for Life and Work provision as a whole. Relevant key elements within subjects can support learning related to Personal Development, Local and Global Citizenship, Home Economics and Employability. Teachers have flexibility to enhance the breadth and depth of their subject's contribution to Learning for Life and Work. Subject teachers can therefore:

- raise awareness about Learning for Life and Work key concepts;
- develop more detailed understanding about Learning for Life and Work key concepts within their subject context;
- explore particular Learning for Life and Work key concepts. When delivered in sufficient depth, this will enable an Area of Learning/subject strand to take full responsibility for meeting a particular statement of requirement.

## Questions for Departments

- How can we make connections with other areas of learning in relation to:
  - Thinking Skills and Personal Capabilities?
  - Cross-curricular skills?
  - Learning for Life and Work?
- Which aspects of our current practice promote connected learning?
- What are the issues around the management of connected learning?
- How will we know that pupils are learning to make connections?

## Action



## 5.4 Active Learning

Engaging pupils more in their learning and providing them with opportunities to demonstrate thinking skills and personal capabilities requires an approach beyond traditional didactic methods.

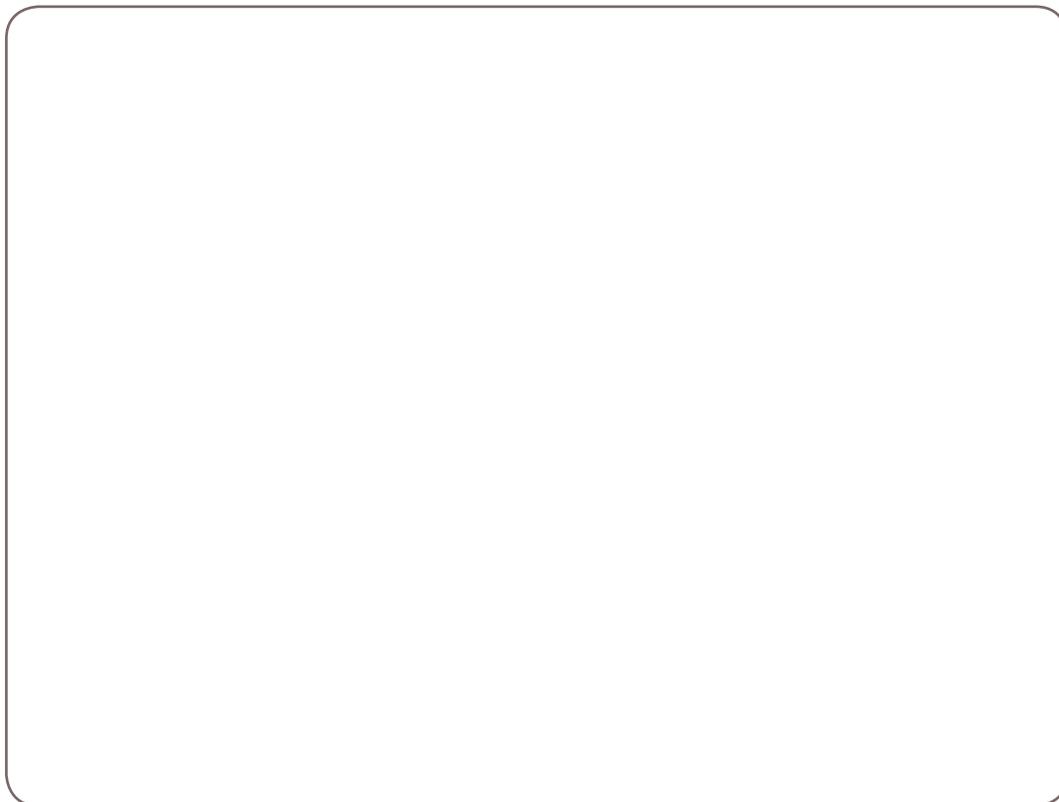
A glossary, *Active Learning and Teaching Methods for Key Stage 3*, is available from [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk) and is included in the post primary Curriculum Support and Implementation Box. This resource contains a wide range of active and experiential strategies to promote pupils' participation and engagement.

However, most Music teachers in post-primary schools will already have been teaching in a very active and practical way, using individual activities and group work. The majority of methodologies included in the glossary above are more suited to subjects which have traditionally been more content-based and have been taught in a very didactic way. Key Stage 3 Music teachers may find certain methodologies useful, particularly to involve pupils in self and peer evaluation. Other strategies may have to be refined for use in specific subjects.

### Questions for Departments

- What active learning strategies might work in our department?
- How does the climate in our classroom support the use of active learning?
- How can the teacher observe, evaluate and refine teaching strategies?
- What are the implications for classroom management?

### Action



# Section 06

## Auditing and Planning

It is important to evaluate existing schemes of work in relation to the statutory requirements for Music. Departmental planning for the Northern Ireland Curriculum should be informed by an evaluation process and may result in a completely fresh approach.

### 6.1 Conducting a Departmental Audit

When planning to carry out a departmental audit, refer to the training materials *Planning for the Revised Curriculum at Key Stage 3*. Used in conjunction with the following guidance, departments can decide how to evaluate existing and planned provision.

Audits are a starting point for the long term process. There are a number of possible approaches to carrying out a departmental audit. Some of these are outlined in the table below. Further details are available at [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk).

Starting Point for Audit	Description of Process
Curriculum Objectives	What do we teach and why? Look at how the topics currently taught address the broad curriculum objectives. The objectives provide a rationale for the topic. The key elements can provide the footholds into the objectives.
Key Elements	Check where units of work contain aspects of the key elements, or could be re-focused to suit. Check for coverage across the key stage. Remove excessive duplication, add material to address any omissions.
Thinking Skills and Personal Capabilities	Starting with current units of work it is possible to audit the provision of Thinking Skills and Personal Capabilities using the statements from the "From - To Progress Map". After completing an audit in this way, gaps in provision can easily be detected and it will then be possible to develop opportunities to ensure overall coverage in a year and progression across the key stage.
Learning Experiences	List the categories of learning experience from the 'Big Picture' document in a column. Beside each, match the units of work in your scheme which fit with the category. Assess the coverage: is there a good mixture and variety of experience planned?
'Blue Skies'	Begin with aspirations for a completely new scheme of work, and work up details so as to match planned experiences with Northern Ireland Curriculum requirements.

## 6.2 Long, Medium and Short Term Planning

### Long Term Planning

In producing long term plans or schemes of work you might think about:

- how Music is delivered across the key stage;
- how Music links with the wider curriculum objectives;
- how and when to develop specific skills and capabilities;
- how Music can actively link with other curricular areas;
- how Music aligns with whole school development/circumstances.

### Medium Term Planning

In planning units of work you might think about:

- identifying big questions to engage pupils;
- the teaching and learning activities and strategies to best develop the skills;
- how to build in time for review, reflection and remediation.

### Short Term Planning

In planning a lesson or series of lessons you might think about:

- making the learning intentions explicit to clarify what you want the pupils to know, understand and/or be able to do;
- agreeing and negotiating with the pupils what success in this activity will look like;
- using a launch activity to engage the pupils and develop their sense of inquiry;
- using a range of activities/challenges;
- supporting and prompting pupil performance;
- planning evaluation sessions, reflecting on thinking and learning, make connections to other learning and set up next lesson(s).

Curriculum development is a process and requires ongoing evaluation. It will always prove useful to consider the reasons why some lesson work well and others are not so successful.

For any scheme of work, it might be useful to ask:

- How well did the pupils respond to that?
  - did they enjoy it?
  - did they see the relevance?
  - were they motivated to learn?
- How well did they achieve?
  - what evidence of achievement was there?
  - was there evidence of deep learning?
  - how did I collect this evidence?
- What modifications could I make
  - in the content?
  - in the learning materials?
  - in the learning activities?
- When were your pupils really engaged in an activity in your classroom?
  - What were the pupils engaged in?
  - What was the purpose of their learning?
  - Why had you chosen this particular activity to use with the pupils?
  - Why had you chosen these particular resources to use with those pupils?

# Appendices

## Appendix 1

### Cross-Curricular Skills

#### Communication Across the Curriculum

Communication is central to the whole curriculum. Pupils should be able to communicate in order to express themselves socially, emotionally and physically, to develop as individuals, engage with others and contribute as members of society.

Pupils should be given opportunities to engage with and demonstrate the skill of communication and to transfer their knowledge about communication concepts and skills to real-life meaningful contexts across the curriculum.

The modes of communication include talking and listening, reading and writing. However, effective communication also includes non-verbal modes of communication, wider literacy and the use of multimedia and ICT technologies which may combine different modes. Pupils are therefore encouraged to become effective communicators by using a range of techniques, forms and media to convey information and ideas creatively and appropriately.

The requirements for Communication are set out below.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in:

#### Talking and Listening

Pupils should be enabled to:

- listen to and take part in discussions, explanations, role-plays and presentations;
- contribute comments, ask questions and respond to others' points of view;
- communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;
- structure their talk and speak clearly so that ideas can be understood by others;
- adapt ways of speaking to audience and situation;
- use non-verbal methods to express ideas and engage with the listener.

#### Reading

Pupils should be enabled to:

- read a range of texts\* for information, ideas and enjoyment;
- use a range of strategies to read with increasing independence;
- find, select and use information from a range of sources;
- understand and explore ideas, events and features in texts\*;
- use evidence from texts\* to explain opinions.

\* Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual and symbolic forms.

#### Writing

Pupils should be enabled to:

- talk about, plan and edit work;
- communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;
- develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes;
- write with increasing accuracy and proficiency.

## Using Information and Communications Technology Across the Curriculum

Using Information and Communications Technology (ICT) provides powerful tools and contexts to support meaningful learning and has the potential to transform and enrich pupils' learning experiences and environments across the curriculum. The creative use of ICT can empower learners to become independent, self-motivated and flexible, helping in turn to develop self-esteem and positive attitudes to learning, with which to realise their full potential. It also provides opportunities to collaborate within and beyond the classroom to pose questions, take risks and respond positively to 'what if' questions.

To help develop skills in researching, handling and communicating information, pupils should have opportunities, using ICT, to engage in genuine research and purposeful tasks set in meaningful contexts. They should be encouraged to re-work information, present and exchange their ideas and translate their thinking into creative products and productions which show an awareness of audience and purpose.

The requirements for Using ICT are set out below.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills to:

### Explore

Pupils should be enabled to:

- access and manage data and information;
- research, select, process and interpret information;
- investigate, make predictions and solve problems through interaction with digital tools;
- understand how to keep safe and display acceptable online behaviour.

### Express

Pupils should be enabled to:

- create, develop, present and publish ideas and information using a range of digital media;
- create information and multimedia products using a range of assets.

### Exchange

Pupils should be enabled to:

- communicate using a range of contemporary methods and tools;
- share, collaborate, exchange and develop ideas digitally.

### Evaluate

Pupils should be enabled to:

- talk about, review and make improvements to work, reflecting on the process and outcome;
- consider the sources and resources used;

### Exhibit

Pupils should be enabled to:

- manage and present their stored work;
- showcase their learning across the curriculum.

## Using Mathematics Across the Curriculum

Please note that the acquisition, development and assessment of the skill of Using Mathematics are not statutory in Music.

## Links between Cross-Curricular Skills and Music

Cross-curricular skill	Communication	Using ICT
<b>Purpose</b>	To provide opportunities for pupils to acquire, develop and demonstrate the cross curricular skill of communication	To provide opportunities for pupils to acquire, develop and demonstrate the cross curricular skill of Using ICT
<b>Examples of processes</b>	<p>Discussion;                      Presentation;                      Demonstration;                      Asking questions;                      Reading text for information;                      Using evidence from text to explain opinion;                      Communicate information in a clear and organised way;                      Present ideas in a variety of formats for different audiences and purposes, etc.</p>	<p>Explore information using electronic tools;                      Create, develop, present and publish ideas using a range of digital media;                      Communicate electronically, etc</p>
<b>Examples of contexts in Music</b>	<ul style="list-style-type: none"> <li>• To perform piece of music taking account of different audiences, for example, own class or school assembly</li> <li>• To compose a song in celebration of the success of a local sporting team</li> <li>• Explain their thoughts and feelings about a composer's work by giving reasoned explanations about their musical opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Using music technology to record and preserve a musical performance</li> <li>• Employing a piece of software to assist in a composition task</li> <li>• Developing knowledge of microphone techniques from the perspective of both a performer and a sound engineer</li> </ul>

Please note that the acquisition, development and assessment of Using Mathematics in Music are not statutory.

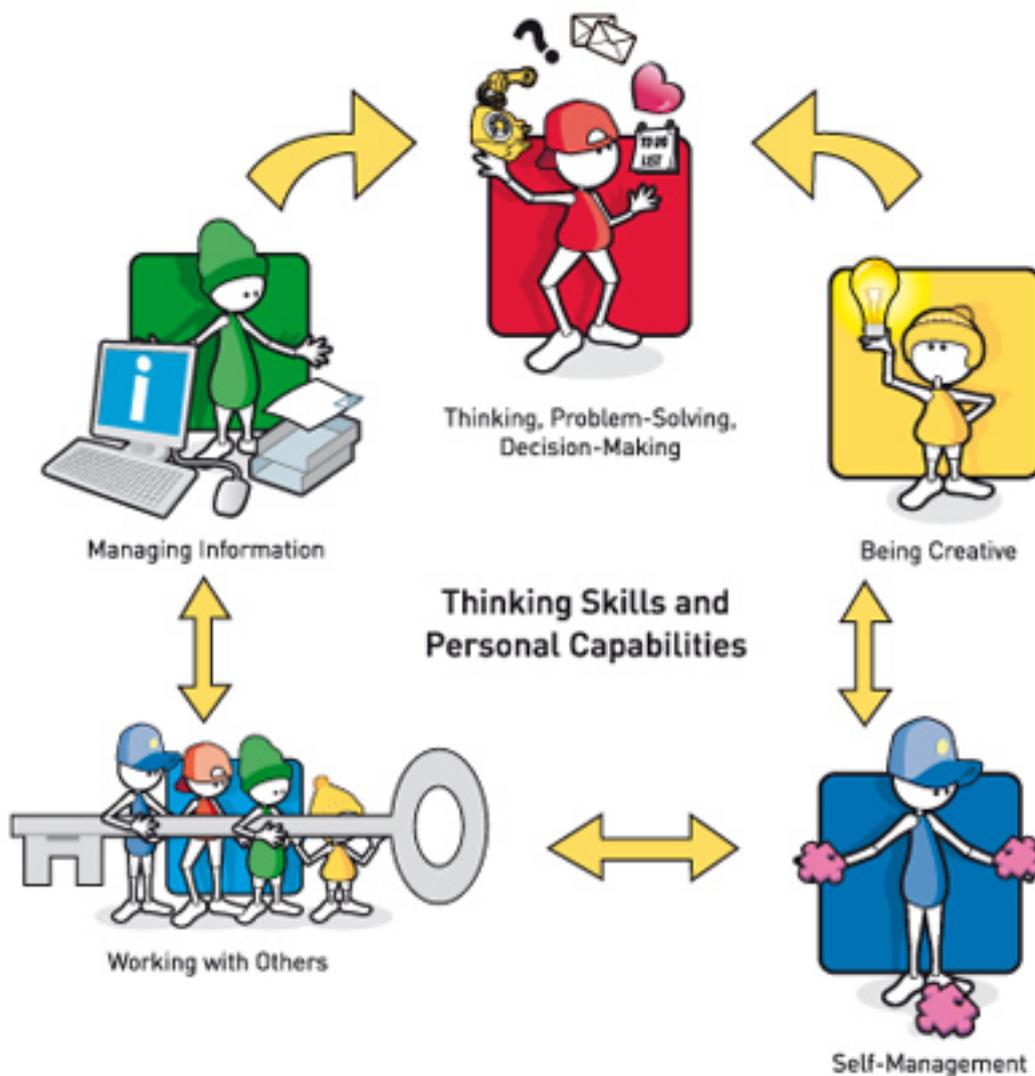
## Appendix 2

# Thinking Skills and Personal Capabilities

Thinking skills are tools that help children to go beyond the acquisition of knowledge in order to search for meaning, apply ideas, analyse patterns and relationships, create and design something new and monitor and evaluate their progress.

Personal and interpersonal skills and capabilities underpin success in all aspects of life. It is important, therefore, that children's self-esteem and self-confidence are explicitly fostered along with the ability to understand and manage their own emotions and to interact effectively with others.

Teachers should help children to develop Thinking Skills and Personal Capabilities by focusing on the following areas.



## Thinking Skills and Personal Capabilities in Music

Thinking skills and Personal Capabilities strands	Managing Information	Thinking, Problem-Solving and Decision-Making	Being Creative	Working with Others	Self-Management
<b>Purpose</b>	To develop learners' abilities in an information intensive environment	To engage pupils in active learning so that they can go beyond mere recall of factual information and the routine application of procedures	To encourage personal response of the learner by promoting dispositions for curiosity, exploration, experimentation and invention	To enable learners to engage in collaborative activities and to make the most of their learning when working with others	To help learners to become more self-directed so that they can manage their learning in new situations and in the longer term
<b>Examples of processes in which pupils are involved</b>	Asking, accessing, selecting, recording, integrating, communicating	Searching for meaning, deepening understanding, coping with challenges	Imagining, generating, inventing, taking risks for learning	Being collaborative, being sensitive to others' feelings, being fair and responsible	Evaluating strengths and weaknesses, setting goals and targets, managing and regulating self
<b>Examples of contexts in Music</b>	Take into account the purpose for a piece of musical composition, for example, music to depict a journey in outer space Use a piece of suitable music software to create a contemporary dance track Produce a graphic score for a piece of music	Justify reasons for choosing a particular instrument to state the melody in a piece of musical composition Compare and contrast two pieces of dance music from different eras, for example, medieval and modern-day Decide on the most appropriate tempo for a group performance	Experiment with dynamics to achieve desired effect in a piece of composition Improvise over a 12 bar blues chord pattern Learn from ideas used by other people in their music, for example, pentatonic scale, ostinati, etc	Give and respond to feedback about group performances/compositions Develop skills of listening actively to each other's parts and using eye contact while playing as part of an ensemble performance Reach agreements about decisions within a group composition by negotiating and compromising	Select an appropriate piece of music to perform in public by being aware of personal musical strengths Organise and plan how to go about the musical task of composing a soundtrack for a piece of video footage Develop ability to manage time effectively when working on a piece of individual performance or composition

## The Arts: Music

The minimum content is set out below. The statutory requirements are set out in **bold** under **Knowledge, Understanding and Skills** in column 1, under the **Curriculum Objectives** and **Key Elements** in columns 2, 3 and 4 and in the **Learning Outcomes** at the bottom. Additional non-statutory guidance and suggestions are set out in plain text and italics.

<b>Developing pupils' Knowledge, Understanding and Skills</b>	<b>(Objective 1) Developing pupils as Individuals</b>	<b>(Objective 2) Developing pupils as Contributors to Society</b>	<b>(Objective 3) Developing pupils as Contributors to the Economy and the Environment</b>
<p>Pupils should develop their musical potential by having opportunities, through the contexts opposite, to:</p> <ul style="list-style-type: none"> <li>improvise, compose and perform music in a range of styles;</li> <li>explore and combine the elements of music (pitch, rhythm, dynamics, timbre, texture) to create structure and style when improvising and composing;</li> <li>perform individually and in groups, and discuss and decide on points of interpretation in the music;</li> <li>use existing and emerging music technology resources when composing and performing;</li> <li>listen to and appraise their own music and that of others;</li> <li>listen to a wide range of music from different styles and genres and respond critically to what they hear;</li> <li>explore how the skills they learn through music-making are relevant to their present and future lives;</li> <li>develop awareness of the range of employment opportunities in the music and music-related industries.</li> </ul>	<p>Pupils should have opportunities to:</p> <p>Compose music which expresses their own personal responses to themes and issues, for example, <i>turn a poem that appeals to them into a song; compose music which reflects their feelings about an issue or event which has impacted on their lives.</i></p> <p><b>Reflect on the personal processes used in developing a composition, for example, generating, selecting, developing and refining ideas; producing a final performance.</b> (Key Element: <b>Personal Understanding</b>)</p> <p><b>Listen to compositions and performances by other members of the class and discuss content and effect in the music.</b> (Key Element: <b>Mutual Understanding</b>)</p> <p><b>Take account of health and safety issues when composing and performing, for example, volume, when listening to music; safe use of electronic equipment when composing and performing.</b></p> <p>Compose and/or perform a piece of music to support a health-related issue, for example, <i>an anti-smoking jingle; music suitable for different types of exercise, conveying moods of energy, relaxation, etc.</i> (Key Element: <b>Personal Health</b>)</p> <p><b>Explore issues related to Moral Character</b></p> <p>Demonstrate a willingness to respond positively to criticism during music-making activities and to challenge own and others pre-conceived ideas about different types and styles of music by listening to unfamiliar music with open minds. (Key Element: <b>Moral Character</b>)</p> <p><b>Explore issues related to Spiritual Awareness</b></p> <p>Compose, perform and listen to music for a special event and discuss how the music reflects the occasion, for example, <i>religious festivals and social occasions.</i> (Key Element: <b>Spiritual Awareness</b>)</p>	<p>Pupils should have opportunities to:</p> <p><b>Explore the power of music to evoke mood and atmosphere and to influence behaviour, for example, its use in ritual and religion and in advertising, films, restaurants, shops and other social/political contexts.</b></p> <p>Compose music which reflects social comment, for example, <i>compose a song on an issue such as poverty, homelessness, etc.</i></p> <p>Listen to and discuss the expressive impact of music which celebrates human achievement, for example, Copland's <i>"Fanfare for the Common Man"</i>; then compose own music to celebrate some personal or community achievement. (Key Element: <b>Citizenship</b>)</p> <p><b>Listen to and perform music from different periods (classical to present day), styles, (blues, "pop", rock, hip-hop) and cultural traditions (Irish, English, Scottish, American, Eastern European, African, Asian, Chinese) and discuss how the elements of music are used within the different contexts.</b> (Key Element: <b>Cultural Understanding</b>)</p> <p><b>Explore issues related to Media Awareness</b></p> <p>Explore the role of music in supporting other forms of communication, for example, <i>listen to and discuss how music adds to the emotional impact in films; compose and perform music to accompany a video clip or advertisement.</i> (Key Element: <b>Media Awareness</b>)</p> <p><b>Explore issues related to Ethical Awareness</b></p> <p>Explore how music can be used to raise emotion and manipulate people, for example, <i>at a football match, political rally, etc.</i></p> <p>Become aware of some dilemmas which exist in the music industry, for example, <i>copyright, plagiarism, downloading music from the internet, etc.</i> (Key Element: <b>Ethical Awareness</b>)</p>	<p>Pupils should have opportunities to:</p> <p><b>Develop awareness of employment opportunities in the music industry and the skills required, for example, working as a DJ, sound engineering, studio recording/mixing, performing as a soloist and in a group, managing an artist or music outlet, instrument making or working as a lawyer in the field of contracts, copyright, intellectual property, etc.</b></p> <p><b>Develop the ability to be discriminating consumers of music through making and responding to music, for example, by discussing how the musical elements are combined and used in the music they like to listen to.</b></p> <p>Discuss the processes involved in producing a group composition or performance and highlight the skills needed to work effectively as part of a group.</p> <p>Discuss the skills and qualities needed to be a successful musician as a soloist/member of an orchestra/member of a pop/rock group. (Key Element: <b>Employability</b>)</p> <p><b>Explore issues related to Economic Awareness</b></p> <p>Explore the importance of music to young people's lives, for example, <i>money spent on buying CDs, going to gigs, concerts etc.</i></p> <p>Discuss their experiences in relation to "value for money". (Key Element: <b>Economic Awareness</b>)</p> <p><b>Explore issues related to Education for Sustainable Development</b></p> <p><b>Develop</b></p> <p>Compose and perform music in response to a local, national or global environmental issue, for example, <i>pollution, the demise of the rainforests, famine, fair trade, sustaining traditions and cultures through music.</i> (Key Element: <b>Education for Sustainable Development</b>)</p>
<p><b>Learning Outcomes</b></p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of Making Music and Responding to Music.</p> <p>Pupils should be able to:</p>	<ul style="list-style-type: none"> <li>demonstrate musical understanding and skills by expressing and communicating their thoughts, ideas and feelings through making and responding to music, showing a clear awareness of audience and purpose;</li> <li>demonstrate critical thinking and skilful decision-making when combining the elements of music to create compositions and performances;</li> <li>demonstrate musical understanding and creativity when making and responding to music;</li> <li>use a range of appropriate resources (including music technology) to explore and experiment with different approaches to composing and performing;</li> <li>demonstrate self management by working independently and systematically, persisting with tasks, evaluating and improving own performance;</li> <li>work effectively as members of a group when composing and performing.</li> </ul>		

NB: Teachers may develop activities that combine many of the statutory requirements, provided that, across the key stage, all of the statutory aspects highlighted in **BOLD** (including each of the Key Elements) are met.

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