

THE ARTS: Music

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 **Learning Outcomes** (at the bottom of the page). Additional guidance appears in plain text. *All examples are in italics*. All of the illustrations offered aim to relate this strand to Life and Work contexts.

Developing pupils' Knowledge, Understanding and Skills	(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society	(Objective 3) Developing pupils as Contributors to the Economy & Environment
<p>Young people should develop their musical potential by having opportunities, through the contexts opposite, to:</p> <ul style="list-style-type: none"> • improvise, compose and perform music in a range of styles; • explore and combine the elements of music (pitch, rhythm, dynamics, timbre, texture) to create structure and style when improvising and composing; • perform individually and in groups, and discuss and decide on points of interpretation in the music; • use existing and emerging music technology resources when composing and performing; • listen to and appraise their own music and that of others; • listen to a wide range of music from 	<p>Young people 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 etc.</i></p> <p>Reflect on the personal processes used in developing a composition, for example, <i>generating, selecting, developing and refining ideas and producing a final performance etc.</i> (Key Element: Personal Understanding)</p> <p>Listen to compositions and performances by other members of the class and discuss content and effect in the music. (Key Element: Mutual Understanding)</p> <p>Take account of health and safety issues when composing and performing, for example, <i>volume, when listening to music,</i></p>	<p>Young people should have opportunities to:</p> <p>Explore the power of music to evoke mood and atmosphere and to influence behaviour, for example, <i>its use in ritual and religion and in advertising, films, restaurants, shops and other social/political contexts etc.</i> Compose music which reflects social comment, for example, <i>compose a song on an issue such as poverty or homelessness etc.</i></p> <p>Listen to and discuss the expressive impact of music which celebrates human achievement, for example, <i>Copland's "Fanfare for the Common Man"</i>, then compose own music to celebrate some personal/community achievement. (Key Element: Citizenship)</p> <p>Listen to and perform music from different periods (<i>classical to present day</i>), styles, (<i>blues, "pop", rock, hip-hop</i>) and cultural traditions (<i>Irish, English, Scottish, American, Eastern European, African, Asian, Chinese</i>) and discuss how</p>	<p>Young people should have opportunities to:</p> <p>Develop awareness of employment opportunities in the music industry and the skills required, for example, <i>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.</i></p> <p>Develop the ability to be discriminating consumers of music through making and responding to music, for example, <i>by discussing how the musical elements are combined and used in the music they like to listen to.</i></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. Discuss the skills and qualities needed to be a successful musician as a soloist/member of an orchestra/member of</p>

<p>different styles and genres and respond critically to what they hear;</p> <ul style="list-style-type: none"> explore how the skills they learn through music-making are relevant to their present and future lives; develop awareness of the range of employment opportunities in the music and music-related industries. 	<p><i>and safe use of electronic equipment when composing and performing etc.</i> Compose and/or perform a piece of music to support a health-related issue, for example, <i>an anti-smoking jingle; or music suitable for different types of exercise, conveying moods of energy or relaxation etc.</i> (Key Element: Personal Health)</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: Moral Character)</p> <p>Explore issues related to Spiritual Awareness 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 etc.</i> (Key Element: Spiritual Awareness)</p>	<p>the elements of music are used within the different contexts. (Key Element: Cultural Understanding)</p> <p>Explore issues related to Media Awareness 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 etc.</i> (Key Element: Media Awareness)</p> <p>Explore issues related to Ethical Awareness Explore how music can be used to raise emotion and manipulate people, for example, <i>at a football match, political rally etc.</i> 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: Ethical Awareness)</p>	<p>a pop/rock group. (Key Element: Employability)</p> <p>Explore issues related to Economic Awareness Explore the importance of music to young people’s lives, for example, <i>money spent on buying CDs, going to gigs, concerts etc.</i> and discuss their experiences in relation to “value for money”. (Key Element: Economic Awareness)</p> <p>Explore issues related to Education for Sustainable Development 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 etc.</i> (Key Element: Education for Sustainable Development)</p>
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<p>Learning Outcomes</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>Young people should be able to:</p>	<ul style="list-style-type: none"> • demonstrate critical thinking and skilful decision-making when combining the elements of music to create compositions and performances; • demonstrate musical understanding and creativity when making and responding to music; • use a range of appropriate resources (including music technology) to explore and experiment with different approaches to composing and performing; • demonstrate self-management by working independently and systematically, persisting with tasks, evaluating and improving performance; • work effectively as members of a group when composing and performing; • 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.
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*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.*