

## 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	<b>(Objective 1)</b> Developing pupils as Individuals	<b>(Objective 2)</b> Developing pupils as Contributors to Society	<b>(Objective 3)</b> 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"> <li>• <b>improvise, compose and perform music in a range of styles;</b></li> <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> <li>• <b>perform individually and in groups, and discuss and decide on points of interpretation in the music;</b></li> <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</b></li> </ul>	<p>Young people should have opportunities to:</p> <p><b>Compose music which expresses their own personal responses to themes and issues</b>, 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><b>Reflect on the personal processes used in developing a composition</b>, for example, <i>generating, selecting, developing and refining ideas and producing a final performance etc.</i> (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</b>, for example, <i>volume, when listening to music, and safe use of electronic equipment when</i></p>	<p>Young people should have opportunities to:</p> <p><b>Explore the power of music to evoke mood and atmosphere and to influence behaviour</b>, 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: <b>Citizenship</b>)</p> <p><b>Listen to and perform music from different periods</b> (<i>classical to present day</i>), <b>styles</b>, (<i>blues, "pop", rock, hip-hop</i>) <b>and cultural traditions</b> (<i>Irish, English, Scottish, American, Eastern</i></p>	<p>Young people should have opportunities to:</p> <p><b>Develop awareness of employment opportunities in the music industry and the skills required</b>, for example, <i>working as a DJ, sound engineering, recording/mixing, performing as a soloist and in a group, managing an artist or music outlet, instrument making, working as a lawyer in the music industry, negotiating contracts, copyright, intellectual property etc.</i></p> <p><b>Develop the ability to be discriminating consumers of music through making and responding to music</b>, for example, <i>by discussing how the musical elements are combined and used in the music they like to listen to.</i> Discuss the processes involved in producing a 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 a pop/rock group. (Key Element: <b>Employability</b>)</p> <p><b>Explore issues related to Economic Awareness</b> 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</p>

<p><b>from different styles and genres and respond critically to what they hear;</b></p> <ul style="list-style-type: none"> <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><i>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: <b>Personal Health</b>)</p> <p><b>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.</b>          (Key Element: <b>Moral Character</b>)</p> <p><b>Explore issues related to Spiritual Awareness</b>          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: <b>Spiritual Awareness</b>)</p>	<p><i>European, African, Asian, Chinese)</i>  <b>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>          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: <b>Media Awareness</b>)</p> <p><b>Explore issues related to Ethical Awareness</b>          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: <b>Ethical Awareness</b>)</p>	<p>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>          Compose and perform music in response to a national or global environmental issue, for example, <i>pollution; the demise of the rainforests, family trade, sustaining traditions and cultures through music etc.</i>          (Key Element: <b>Education for Sustainable Development</b>)</p>
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<p><b>Learning Outcomes</b></p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of <b>Making Music and Responding to Music</b></p> <p>Young people should be able to:</p>	<ul style="list-style-type: none"> <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 performance;</li> <li>• work effectively as members of a group when composing and performing;</li> <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> </ul>
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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.*