

Music

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The National Curriculum for England www.nc.uk.net

Key stages 1–3



Jointly published by

**Department for Education
and Employment**

Sanctuary Buildings
Great Smith Street
London SW1P 3BT

**Qualifications and
Curriculum Authority**

29 Bolton Street
London W1Y 7PD

First published in 1999

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Foreword

The National Curriculum lies at the heart of our policies to raise standards. It sets out a clear, full and statutory entitlement to learning for all pupils. It determines the content of what will be taught, and sets attainment targets for learning. It also determines how performance will be assessed and reported. An effective National Curriculum therefore gives teachers, pupils, parents, employers and their wider community a clear and shared understanding of the skills and knowledge that young people will gain at school. It allows schools to meet the individual learning needs of pupils and to develop a distinctive character and ethos rooted in their local communities. And it provides a framework within which all partners in education can support young people on the road to further learning.

Getting the National Curriculum right presents difficult choices and balances. It must be robust enough to define and defend the core of knowledge and cultural experience which is the entitlement of every pupil, and at the same time flexible enough to give teachers the scope to build their teaching around it in ways which will enhance its delivery to their pupils.

The focus of this National Curriculum, together with the wider school curriculum, is therefore to ensure that pupils develop from an early age the essential literacy and numeracy skills they need to learn; to provide them with a guaranteed, full and rounded entitlement to learning; to foster their creativity; and to give teachers discretion to find the best ways to inspire in their pupils a joy and commitment to learning that will last a lifetime.

An entitlement to learning must be an entitlement for all pupils. This National Curriculum includes for the first time a detailed, overarching statement on inclusion which makes clear the principles schools must follow in their teaching right across the curriculum, to ensure that all pupils have the chance to succeed, whatever their individual needs and the potential barriers to their learning may be.

Equality of opportunity is one of a broad set of common values and purposes which underpin the school curriculum and the work of schools. These also include a commitment to valuing ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live. Until now, ours was one of the few national curricula not to have a statement of rationale setting out the fundamental principles underlying the curriculum. The handbooks for primary and secondary teachers include for the first time such a statement.

This is also the first National Curriculum in England to include citizenship, from September 2002, as part of the statutory curriculum for secondary schools. Education in citizenship and democracy will provide coherence in the way in which all pupils are helped to develop a full understanding of their roles and responsibilities as citizens in a modern democracy. It will play an important role, alongside other aspects of the curriculum and school life, in helping pupils to deal with difficult moral and social questions that arise in their lives and in society. The handbooks also provide for the first time a national framework for the teaching of personal, social and health education. Both elements reflect the fact that education is also about helping pupils to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives, as individuals, parents, workers and members of society.



Rt Hon David Blunkett
Secretary of State for Education
and Employment



Sir William Stubbs
Chairman, Qualifications
and Curriculum Authority

About this booklet

This booklet:

- sets out the legal requirements of the National Curriculum in England for music
- provides information to help teachers implement music in their schools.

It has been written for coordinators, subject leaders and those who teach music, and is one of a series of separate booklets for each National Curriculum subject.

The National Curriculum for pupils aged five to 11 is set out in the handbook for primary teachers.

The National Curriculum for pupils aged 11 to 16 is set out in the handbook for secondary teachers.

All these publications, and materials that support the teaching, learning and assessment of music, can be found on the National Curriculum web site at www.nc.uk.net.

About music in the National Curriculum

The structure of the National Curriculum

The programmes of study¹ 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.

¹ 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.

Attainment target and level descriptions

The attainment target for music sets out the ‘knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage². The attainment target consists 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.

In music, the level descriptions indicate progression in the aspects of the knowledge, skills and understanding set out in the programme of study. Each level in music begins with an overarching statement, which identifies the key characteristic of attainment at that level. The detail that follows illustrates how this expectation is demonstrated through performing, composing and appraising activities. Progression in music also occurs within each level in terms of pupils’ increasing confidence, independence and ownership.

The level descriptions provide the basis for making judgements on 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	1–3	at age 7	2
Key stage 2	2–5	at age 11	4
Key stage 3	3–7	at age 14	5/6

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.



² As defined by the Education Act 1996, section 353a.

Learning across the National Curriculum

The importance of music to pupils' education is set out on page 14. The handbooks for primary and secondary teachers also set out in general terms how the National Curriculum can promote learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development, key skills and thinking skills. The examples below indicate specific ways in which the teaching of music can contribute to learning across the curriculum.

Promoting pupils' spiritual, moral, social and cultural development through music

For example, music provides opportunities to promote:

- *spiritual development*, through developing pupils' awareness of the power of music to take the listener out of the commonplace and helping pupils use music to express and reflect on their own thoughts and feelings
- *moral development*, through helping pupils exercise responsibility in the choices and decisions they, and others, make as part of the creative process, valuing their own and others' work and recognising the effect of music [for example, its use in advertising and propaganda, and its misuse in sound pollution]
- *social development*, through helping pupils share music making and develop a sense of social cohesion, recognising the value of different contributions and their own responsibility to support and enrich the work of others, and recognising the need for different roles in group performance
- *cultural development*, through helping pupils recognise how music influences and reflects the way people think and feel, relating music to the time and place in which it was created and performed, and through analysing, evaluating and reflecting on music from contrasting traditions and identifying how and why some aspects change or stay the same.

Promoting key skills through music

For example, music provides opportunities for pupils to develop the key skills of:

- *communication*, through presenting music to different audiences, and discussing and sharing ideas with others
- *application of number*, through recognising pattern, sequence, order and rhythmic relationships
- *IT*, through using a range of ICT to compose and perform music
- *working with others*, through taking different roles and recognising and supporting the different contributions of others in groups and ensemble work
- *improving own learning and performance*, through appraising their own work, recognising the need for perseverance, developing the ability to use time effectively, and increasing their ability to work independently
- *problem solving*, through achieving intentions when composing and presenting performances to different audiences and in different venues.

Promoting other aspects of the curriculum

For example, music provides opportunities to promote:

- *thinking skills*, through analysis and evaluation of music, adopting and developing musical ideas and working creatively, reflectively and spontaneously
- *enterprise and entrepreneurial skills*, through encouraging pupils to form groups and perform, to arrange concerts including setting the cost of tickets, and selling recordings of performances
- *work-related learning*, through relating musical processes [for example, performing, composing, musical criticism] to similar activities within the profession, identifying how pupils' own purchases are affected by sales promotion, and working with professionals within and outside of the school environment.



The programmes of study for music



A common structure and design for all subjects

The programmes of study

The National Curriculum programmes of study have been given a common structure and a common design.

In each subject, at each key stage, the main column **1** contains the programme of study, which sets out two sorts of requirements:

- **Knowledge, skills and understanding** **2** – what has to be taught in the subject during the key stage
- **Breadth of study** **3** – the contexts, activities, areas of study and range of experiences through which the **Knowledge, skills and understanding** should be taught.

Schools are not required by law to teach the content in grey type. This includes the examples in the main column [printed inside square brackets], all text in the margins **4** and information and examples in the inclusion statement. In the programmes of study *italic type* is used to emphasise options, where schools and teachers can choose between requirements.

The programmes of study for English, mathematics and science

The programmes of study for English and science contain sections that correspond directly to the attainment targets for each subject. In mathematics this one-to-one correspondence does not hold for all key stages – see the mathematics programme of study for more information. In English, the three sections of the programme of study each contain **Breadth of study** requirements. In mathematics and science there is a single, separate set of **Breadth of study** requirements for each key stage.

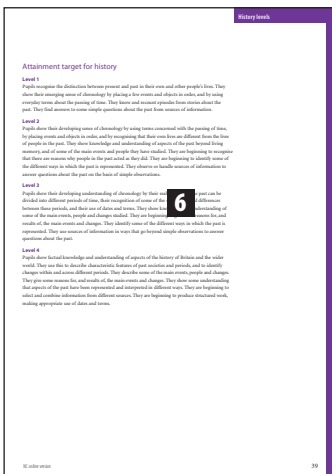
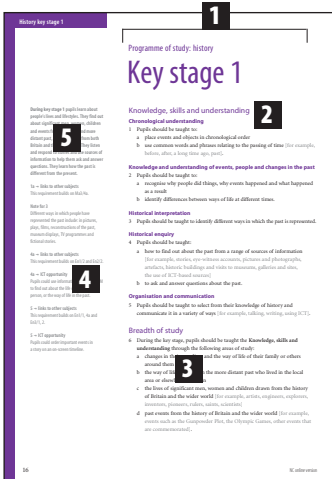
The programmes of study in the non-core foundation subjects

In these subjects (except for citizenship) the programme of study simply contains two sets of requirements – **Knowledge, skills and understanding** and **Breadth of study**. The programmes of study for citizenship contain no **Breadth of study** requirements.

Information in the margins

At the start of each key stage, the margin begins with a summary **5** of the main things that pupils will learn during the key stage. The margins also contain four other types of non-statutory information:

- notes giving key information that should be taken into account when teaching the subject
- notes giving definitions of words and phrases in the programmes of study
- suggested opportunities for pupils to use information and communication technology (ICT) as they learn the subject
- some key links with other subjects indicating connections between teaching requirements, and suggesting how a requirement in one subject can build on the requirements in another in the same key stage.



The referencing system

References work as follows:

A reference in ...

Physical education key stage 2

... reads ...

11a, 11b → links to other subjects
These requirements build on Gg/2c.

... and means ...

Physical education key stage 2,
requirements 11a and 11b build on
geography (key stage 2), paragraph
2, requirement c.

Art and design key stage 1

4a → links to other subjects
This requirement builds on
Ma3/2a, 2c, 2d.

Art and design key stage 1,
requirement 4a builds on
mathematics (key stage 1),
Ma3 Shape, space and measures,
paragraph 2, requirements a, c and d.

Citizenship key stage 3

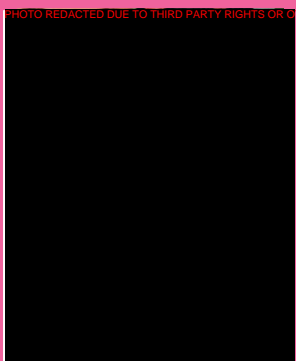
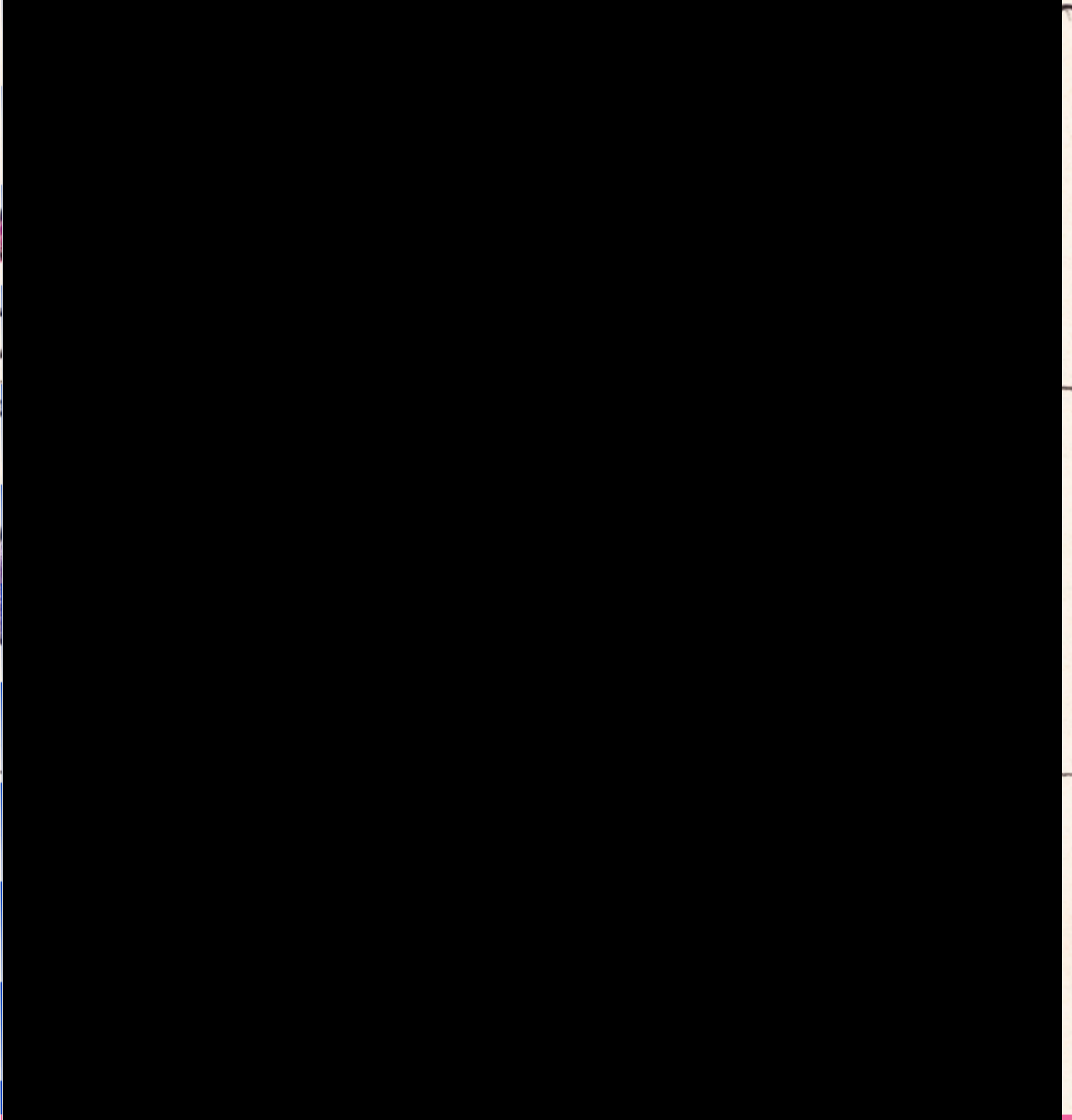
1a → links to other subjects
This requirement builds on Hi/10, 13.

Citizenship key stage 3,
requirement 1a builds on history
(key stage 3) paragraphs 10 and 13.

The attainment target

The attainment target **6** is at the end of this booklet.





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

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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.

Programme of study: music

Key stage 3

During key stage 3 pupils deepen and extend their own musical interests and skills. They perform and compose music in different styles with increasing understanding of musical devices, processes and contextual influences. They work individually and in groups of different sizes and become increasingly aware of different roles and contributions of each member of the group. They actively explore specific genres, styles and traditions from different times and cultures with increasing ability to discriminate, think critically and make connections between different areas of knowledge.

1a → links to other subjects

This requirement builds on En1/1c.

1c → links to other subjects

This requirement builds on En1/4.

Note for 4

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

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 unison and part songs developing vocal techniques and musical expression
 - b perform with increasing control of instrument-specific techniques
 - c practise, rehearse and perform with awareness of different parts, the roles and contribution of the different members of the group, and the audience and venue.

Creating and developing musical ideas – composing skills

- 2 Pupils should be taught how to:
 - a improvise, exploring and developing musical ideas when performing
 - b produce, develop and extend musical ideas, selecting and combining resources within musical structures and given genres, styles and traditions.

Responding and reviewing – appraising skills

- 3 Pupils should be taught how to:
 - a analyse, evaluate and compare pieces of music
 - b communicate ideas and feelings about music using expressive language and musical vocabulary to justify their own opinions
 - c adapt their own musical ideas and refine and improve their own and others' work.

Listening, and applying knowledge and understanding

- 4 Pupils should be taught to:
 - a listen with discrimination and to internalise and recall sounds
 - b identify the expressive use of musical elements, devices, tonalities and structures
 - c identify the resources, conventions, processes and procedures, including use of ICT, staff notation and other relevant notations, used in selected musical genres, styles and traditions
 - d identify the contextual influences that affect the way music is created, performed and heard [for example, intention, use, venue, occasion, development of resources, impact of ICT, the cultural environment and the contribution of individuals].

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 create, manipulate and refine sounds
 - e a range of live and recorded music from different times and cultures including music from the British Isles, the ‘Western classical’ tradition, folk, jazz and popular genres, and by well-known composers and performers.

5b → links to other subjects

This requirement builds on En1/1a–1c and En3/1a–1d and PE/6a.

General teaching requirements



Inclusion: providing effective learning opportunities for all pupils

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils. This statutory inclusion statement on providing effective learning opportunities for all pupils outlines how teachers can modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage. It sets out three principles that are essential to developing a more inclusive curriculum:

- A Setting suitable learning challenges
- B Responding to pupils' diverse learning needs
- C Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Applying these principles should keep to a minimum the need for aspects of the National Curriculum to be disapplied for a pupil.

Schools are able to provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of pupils such as speech and language therapy and mobility training.

Three principles for inclusion

In planning and teaching the National Curriculum, teachers are required to have due regard to the following principles.

A Setting suitable learning challenges

- 1 Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum programmes of study set out what most pupils should be taught at each key stage – but teachers should teach the knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach will be needed to take account of any gaps in pupils' learning resulting from missed or interrupted schooling [for example, that may be experienced by travellers, refugees, those in care or those with long-term medical conditions, including pupils with neurological problems, such as head injuries, and those with degenerative conditions].

- 2 For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary. In these circumstances, teachers may need to use the content of the programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their pupils.¹
- 3 For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work. As well as drawing on materials from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.²

B Responding to pupils' diverse learning needs

- 1 When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers need to be aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.
- 2 To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability.³
- 3 Teachers should take specific action to respond to pupils' diverse needs by:
 - a creating effective learning environments
 - b securing their motivation and concentration
 - c providing equality of opportunity through teaching approaches
 - d using appropriate assessment approaches
 - e setting targets for learning.

Examples for B/3a – creating effective learning environments

Teachers create effective learning environments in which:

- the contribution of all pupils is valued
- all pupils can feel secure and are able to contribute appropriately
- stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability

¹ Teachers may find QCA's guidance on planning work for pupils with learning difficulties a helpful companion to the programmes of study.

² Teachers may find QCA's guidance on meeting the requirements of gifted and talented pupils a helpful companion to the programmes of study.

³ The Sex Discrimination Act 1975, the Race Relations Act 1976, the Disability Discrimination Act 1995.

- pupils learn to take responsibility for their actions and behaviours both in school and in the wider community
- all forms of bullying and harassment, including racial harassment, are challenged
- pupils are enabled to participate safely in clothing appropriate to their religious beliefs, particularly in subjects such as science, design and technology and physical education.

Examples for B/3b – securing motivation and concentration

Teachers secure pupils' motivation and concentration by:

- using teaching approaches appropriate to different learning styles
- using, where appropriate, a range of organisational approaches, such as setting, grouping or individual work, to ensure that learning needs are properly addressed
- varying subject content and presentation so that this matches their learning needs
- planning work which builds on their interests and cultural experiences
- planning appropriately challenging work for those whose ability and understanding are in advance of their language skills
- using materials which reflect social and cultural diversity and provide positive images of race, gender and disability
- planning and monitoring the pace of work so that they all have a chance to learn effectively and achieve success
- taking action to maintain interest and continuity of learning for pupils who may be absent for extended periods of time.

Examples for B/3c – providing equality of opportunity

Teaching approaches that provide equality of opportunity include:

- ensuring that boys and girls are able to participate in the same curriculum, particularly in science, design and technology and physical education
- taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in English, science, design and technology, ICT, art and design, music and physical education
- avoiding gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment, particularly in science, design and technology, ICT, music and physical education
- taking account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences or to the use of particular types of equipment, particularly in science, design and technology, ICT and art and design
- enabling the fullest possible participation of pupils with disabilities or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations. (See **Overcoming potential barriers to learning and assessment for individuals and groups of pupils.**)

Examples for B/3d – using appropriate assessment approaches

Teachers use appropriate assessment approaches that:

- allow for different learning styles and ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means
- are familiar to the pupils and for which they have been adequately prepared
- use materials which are free from discrimination and stereotyping in any form
- provide clear and unambiguous feedback to pupils to aid further learning.

Examples for B/3e – setting targets for learning

Teachers set targets for learning that:

- build on pupils' knowledge, experiences, interests and strengths to improve areas of weakness and demonstrate progression over time
- are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn.

C Overcoming potential barriers to learning and assessment for individuals and groups of pupils

A minority of pupils will have particular learning and assessment requirements which go beyond the provisions described in sections A and B and, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special educational need or disability or may be linked to a pupil's progress in learning English as an additional language.

- 1 Teachers must take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During end of key stage assessments, teachers should bear in mind that special arrangements are available to support individual pupils.

Pupils with special educational needs

- 2 Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Teachers will encounter a wide range of pupils with special educational needs, some of whom will also have disabilities (see paragraphs C/4 and C/5). In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEN Code of Practice, or, in exceptional circumstances, with a statement of special educational need.



Teachers should, where appropriate, work closely with representatives of other agencies who may be supporting the pupil.

- 3 Teachers should take specific action to provide access to learning for pupils with special educational needs by:
 - a providing for pupils who need help with communication, language and literacy
 - b planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
 - c planning for pupils' full participation in learning and in physical and practical activities
 - d helping pupils to manage their behaviour, to take part in learning effectively and safely, and, at key stage 4, to prepare for work
 - e helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Examples for C/3a – helping with communication, language and literacy

Teachers provide for pupils who need help with communication, language and literacy through:

- using texts that pupils can read and understand
- using visual and written materials in different formats, including large print, symbol text and Braille
- using ICT, other technological aids and taped materials
- using alternative and augmentative communication, including signs and symbols
- using translators, communicators and amanuenses.

Examples for C/3b – developing understanding

Teachers develop pupils' understanding through the use of all available senses and experiences, by:

- using materials and resources that pupils can access through sight, touch, sound, taste or smell
- using word descriptions and other stimuli to make up for a lack of first-hand experiences
- using ICT, visual and other materials to increase pupils' knowledge of the wider world
- encouraging pupils to take part in everyday activities such as play, drama, class visits and exploring the environment.

Examples for C/3c – planning for full participation

Teachers plan for pupils' full participation in learning and in physical and practical activities through:

- using specialist aids and equipment
- providing support from adults or peers when needed
- adapting tasks or environments
- providing alternative activities, where necessary.

Examples for C/3d – managing behaviour

Teachers help pupils to manage their behaviour, take part in learning effectively and safely, and, at key stage 4, prepare for work by:

- setting realistic demands and stating them explicitly
- using positive behaviour management, including a clear structure of rewards and sanctions
- giving pupils every chance and encouragement to develop the skills they need to work well with a partner or a group
- teaching pupils to value and respect the contribution of others
- encouraging and teaching independent working skills
- teaching essential safety rules.

Examples for C/3e – managing emotions

Teachers help individuals manage their emotions and take part in learning through:

- identifying aspects of learning in which the pupil will engage and plan short-term, easily achievable goals in selected activities
- providing positive feedback to reinforce and encourage learning and build self-esteem
- selecting tasks and materials sensitively to avoid unnecessary stress for the pupil
- creating a supportive learning environment in which the pupil feels safe and is able to engage with learning
- allowing time for the pupil to engage with learning and gradually increasing the range of activities and demands.

Pupils with disabilities

- 4 Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers must take action, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the National Curriculum and the statutory assessment arrangements. Potential areas of difficulty should be identified and addressed at the outset of work, without recourse to the formal provisions for disapplication.
- 5 Teachers should take specific action to enable the effective participation of pupils with disabilities by:
- a planning appropriate amounts of time to allow for the satisfactory completion of tasks
 - b planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
 - c identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.



Examples for C/5a – planning to complete tasks

Teachers plan appropriate amounts of time to allow pupils to complete tasks satisfactorily through:

- taking account of the very slow pace at which some pupils will be able to record work, either manually or with specialist equipment, and of the physical effort required
- being aware of the high levels of concentration necessary for some pupils when following or interpreting text or graphics, particularly when using vision aids or tactile methods, and of the tiredness which may result
- allocating sufficient time, opportunity and access to equipment for pupils to gain information through experimental work and detailed observation, including the use of microscopes
- being aware of the effort required by some pupils to follow oral work, whether through use of residual hearing, lip reading or a signer, and of the tiredness or loss of concentration which may occur.

Examples for C/5b – developing skills in practical aspects

Teachers create opportunities for the development of skills in practical aspects of the curriculum through:

- providing adapted, modified or alternative activities or approaches to learning in physical education and ensuring that these have integrity and equivalence to the National Curriculum and enable pupils to make appropriate progress
- providing alternative or adapted activities in science, art and design and design and technology for pupils who are unable to manipulate tools, equipment or materials or who may be allergic to certain types of materials
- ensuring that all pupils can be included and participate safely in geography fieldwork, local studies and visits to museums, historic buildings and sites.

Examples for C/5c – overcoming specific difficulties

Teachers overcome specific difficulties for individuals presented by aspects of the programmes of study and attainment targets through:

- using approaches to enable hearing impaired pupils to learn about sound in science and music
- helping visually impaired pupils to learn about light in science, to access maps and visual resources in geography and to evaluate different products in design and technology and images in art and design
- providing opportunities for pupils to develop strength in depth where they cannot meet the particular requirements of a subject, such as the visual requirements in art and design and the singing requirements in music
- discounting these aspects in appropriate individual cases when required to make a judgement against level descriptions.



Pupils who are learning English as an additional language

- 6 Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning should take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary to confirm that no learning difficulties are present.
- 7 The ability of pupils for whom English is an additional language to take part in the National Curriculum may be ahead of their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subject areas.
- 8 Teachers should take specific action to help pupils who are learning English as an additional language by:
 - a developing their spoken and written English
 - b ensuring access to the curriculum and to assessment.

Examples for C/8a – developing spoken and written English

Teachers develop pupils' spoken and written English through:

- ensuring that vocabulary work covers both the technical and everyday meaning of key words, metaphors and idioms
- explaining clearly how speaking and writing in English are structured to achieve different purposes, across a range of subjects
- providing a variety of reading material [for example, pupils' own work, the media, ICT, literature, reference books] that highlight the different ways English is used, especially those that help pupils to understand society and culture
- ensuring that there are effective opportunities for talk and that talk is used to support writing in all subjects
- where appropriate, encouraging pupils to transfer their knowledge, skills and understanding of one language to another, pointing out similarities and differences between languages
- building on pupils' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

Examples for C/8b – ensuring access

Teachers make sure pupils have access to the curriculum and to assessment through:

- using accessible texts and materials that suit pupils' ages and levels of learning
- providing support by using ICT or video or audio materials, dictionaries and translators, readers and amanuenses
- using home or first language, where appropriate.



Additional information for music

Teachers may find the following additional information helpful when implementing the statutory inclusion statement: **Providing effective learning opportunities for all pupils.** Teachers need to consider the full requirements of the inclusion statement when planning for individuals or groups of pupils. There are specific references to music in the examples for B/3c and C/5c. Teachers also need to identify and enable the development of musical giftedness.

To overcome any potential barriers to learning in music, some pupils may require:

- help in managing the written communication aspects of music, such as the use of symbols, by using larger print and colour codes, multi-sensory reinforcement and a greater emphasis on aural memory skills
- encouragement to use their voices expressively and to use different forms of communication, such as gesture to compensate for difficulties when singing and speaking, when responding to music
- opportunities to learn about music through physical contact with an instrument and/or sound source where they are unable to hear sounds clearly or at all
- access to adapted instruments or ICT to overcome difficulties with mobility or manipulative skills.

In assessment:

- pupils who are unable to use their voices to communicate may be unable to complete the requirements of the programmes of study or attainment target relating to singing. In these circumstances, teachers should provide opportunities for pupils to develop strength in depth in other aspects of the programmes of study. When a judgement against level descriptions is required, assessment of progress should discount those aspects that relate to singing.



Use of language across the curriculum

- 1 Pupils should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding. Since standard English, spoken and written, is the predominant language in which knowledge and skills are taught and learned, pupils should be taught to recognise and use standard English.

Writing

- 2 In writing, pupils should be taught to use correct spelling and punctuation and follow grammatical conventions. They should also be taught to organise their writing in logical and coherent forms.

Speaking

- 3 In speaking, pupils should be taught to use language precisely and cogently.

Listening

- 4 Pupils should be taught to listen to others, and to respond and build on their ideas and views constructively.

Reading

- 5 In reading, pupils should be taught strategies to help them read with understanding, to locate and use information, to follow a process or argument and summarise, and to synthesise and adapt what they learn from their reading.
- 6 Pupils should be taught the technical and specialist vocabulary of subjects and how to use and spell these words. They should also be taught to use the patterns of language vital to understanding and expression in different subjects. These include the construction of sentences, paragraphs and texts that are often used in a subject [for example, language to express causality, chronology, logic, exploration, hypothesis, comparison, and how to ask questions and develop arguments].



Use of information and communication technology across the curriculum

- 1 Pupils should be given opportunities¹ to apply and develop their ICT capability through the use of ICT tools to support their learning in all subjects (with the exception of physical education at key stages 1 and 2).
- 2 Pupils should be given opportunities to support their work by being taught to:
 - a find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility
 - b develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy
 - c exchange and share information, both directly and through electronic media
 - d review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

¹ At key stage 1, there are no statutory requirements to teach the use of ICT in the programmes of study for the non-core foundation subjects. Teachers should use their judgement to decide where it is appropriate to teach the use of ICT across these subjects at key stage 1. At other key stages, there are statutory requirements to use ICT in all subjects, except physical education.

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’¹. Except in the case of citizenship², 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	1–3	at age 7	2
Key stage 2	2–5	at age 11	4
Key stage 3	3–7	at age 14	5/6³

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.

¹ As defined by the Education Act 1996, section 353a.

² 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.

³ 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.

Acknowledgements

About the work used in this document

The artwork and photographs used in this book are the result of a national selection organised by QCA and the Design Council. We would like to thank all 3,108 pupils who took part and especially the following pupils and schools whose work has been used throughout the National Curriculum.

Pupils Frankie Allen, Sarah Anderson, Naomi Ball, Kristina Battleday, Ashley Boyle, Martin Broom, Katie Brown, Alex Bryant, Tania Burnett, Elizabeth Burrows, Caitie Calloway, Kavandeep Chahal, Donna Clarke, Leah Cliffe, Megan Coombs, Andrew Cornford, Samantha Davidoff, Jodie Evans, Holly Fowler, Rachel Fort, Christopher Fort, Hannah Foster, Ruth Fry, Nicholas Furlonge, Tasleem Ghanchi, Rebecca Goodwin, Megan Goodwin, Joanna Gray, Alisha Gazette, Emma Habbeshon, Zoe Hall, Kay Hampshire, Jessica Harris, Aimee Howard, Amy Hurst, Katherine Hymers, Safwan Ismael, Tamaszina Jacobs-Abiola, Tomi Johnson, Richard Jones, Bruno Jones, Thomas Kelleher, Sophie Lambert, Gareth Lloyd, Ope Majekodunmi, Sophie Manchester, Alex Massie, Amy McNair, Dale Meachen, Katherine Mills, Rebecca Moore, Andrew Morgan, Amber Murrell, Sally O'Connor, Rosie O'Reilly, Antonia Pain, Daniel Pamment, Jennie Plant, Christopher Prest, Megan Ramsay, Alice Ross, David Rowles, Amy Sandford, Zeba Saudagar, Nathan Scarfe, Daniel Scully, Bilal Shakoor, Sandeep Sharma, Morrad Siyahla, Daryl Smith, Catriona Statham, Scott Taylor, Amy Thornton, Jessica Tidmarsh, Alix Tinkler, Lucy Titford, Marion Tulloch, Charlotte Ward, Kaltun Warsame, Emily Webb, Bradley West, Daniel Wilkinson, Soriah Williams, Susan Williamson, Helen Williamson, Charlotte Windmill, Ryan Wollan, Olivia Wright.

Schools Adam's Grammar School, Almondbury Junior School, Bishops Castle Community College, Bolton Brow Junior and Infant School, Boxford C of E Voluntary Controlled Primary School, Bugbrooke School, Cantell School, Charnwood Primary School, Cheselbourne County First School, Chester Catholic High School, Dales Infant School, Deanery C of E High School, Driffield C of E Infants' School, Dursley Primary School, Fourfields County Primary School, Furze Infants School, Gosforth High School, Grahame Park Junior School, Green Park Combined School, Gusford Community Primary School, Hartshill School, Headington School, Holyport Manor School, Jersey College for Girls Preparatory School, King Edward VI School, King James's School, Kingsway Junior School, Knutsford High School, Leiston Primary School, Maltby Manor Infant School, Mullion Comprehensive School, North Marston C of E First School, Norton Hill School, Penglais School, Priory Secondary School, Redknock School, Richard Whittington Primary School, Ringwood School, Sarah Bonnell School, Sedgemoor Manor Infants School, Selly Park Technology College for Girls, Southwark Infant School, St Albans High School for Girls, St Denys C of E Infant School, St Helen's C of E (Aided) Primary School, St John's Infants School, St Joseph's RC Infant School, St Laurence School, St Mary Magdalene School, St Matthews C of E Aided Primary School, St Michael's C of E School, St Saviour's and St Olave's School, St Thomas The Martyr C of E Primary School, Sawtry Community College, The Duchess's High School, Tideway School, Torfield School, Trinity C of E Primary School, Upper Poppelton School, Walton High School.

QCA and the Design Council would also like to thank the figures from public life who contributed their ideas about the value of each curriculum subject.

Excellence
in schools

This booklet:

- sets out the legal requirements of the National Curriculum in England for music
- provides information to help teachers implement music in their schools.

It has been written for coordinators, subject leaders and those who teach music, and is one of a series of separate booklets for each National Curriculum subject.

The National Curriculum for pupils aged five to 11 is set out in the handbook for primary teachers. The National Curriculum for pupils aged 11 to 16 is set out in the handbook for secondary teachers.

All these publications, and materials that support the teaching, learning and assessment of music, can be found on the National Curriculum web site at www.nc.uk.net.