

Key Stages 2–3

# Music

in the National Curriculum for Wales



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- Audience** Teachers, headteachers and governing bodies of maintained schools in Wales; local authorities; regional consortia; initial teacher training providers; teacher unions and school representative bodies; church diocesan authorities; national bodies in Wales with an interest in education.
- Overview** This document sets out the Welsh Assembly Government's requirements for music in the national curriculum for Wales. It is issued pursuant to the powers contained in Section 108 of the Education Act 2002 and which are vested in the Welsh Ministers. The Welsh Ministers form part of the Welsh Assembly Government.
- Action required** Teachers, headteachers and governing bodies of maintained schools must ensure that the legal requirements set out in this document are implemented in line with the dates specified in the Foreword.
- Further information** Enquiries about this document should be directed to:  
Curriculum Division  
The Education Directorate  
Welsh Assembly Government  
Cathays Park  
Cardiff  
CF10 3NQ  
e-mail: [curriculumdivision@wales.gsi.gov.uk](mailto:curriculumdivision@wales.gsi.gov.uk)
- Additional copies** This document can be accessed from the Learning Wales website at [gov.wales/learning](http://gov.wales/learning)

# Contents

Foreword	2
Including all learners	4
Skills across the curriculum	6
Learning across the curriculum	8
Progression in music	10
Key Stage 2 Programme of Study	12
Key Stage 3 Programme of Study	14
Attainment target	16
National curriculum outcomes	18

## Foreword

This document sets out the revised national curriculum for **music** in Wales.

### The structure of the national curriculum

The national curriculum applies to pupils of compulsory school age in maintained schools. It is organised on the basis of three key stages, which are broadly as follows\*:

	Pupils' ages	Year groups
Key Stage 2	7–11	3–6
Key Stage 3	11–14	7–9
Key Stage 4	14–16	10–11

In Wales, the following subjects are included in the national curriculum at the key stages shown:

Key Stage 2	English, Welsh, mathematics, science, design and technology, information and communication technology, history, geography, art and design, music and physical education.
Key Stage 3	As at Key Stage 2, plus a modern foreign language.
Key Stage 4	English, Welsh, mathematics, science and physical education.

For each subject, in each of the key stages listed above, programmes of study set out what pupils should be taught and, for Key Stages 2 and 3, attainment targets set out the expected standards of pupils' performance.

At the end of Key Stages 2 and 3, standards of pupils' performance are set out in eight level descriptions of increasing difficulty, with an additional description above Level 8 to help teachers in differentiating Exceptional Performance.

At Key Stage 4, external qualifications are the main means of assessing attainment in the national curriculum. The Welsh Assembly Government publishes annually the list of qualifications that, under Section 96 of the Learning and Skills Act 2000, are approved for use with pupils of compulsory school age.

\* The key stages are defined precisely in Section 103 of the Education Act 2002.

## Including all learners

The revised national curriculum contains a section on including all learners which clarifies learner entitlement and schools' responsibilities.

## Implementation dates

The revised programmes of study and attainment target for **music** become legal requirements by means of an Order made by the Welsh Assembly Government and come into effect on:

- 1 August 2008 for Years 3, 4 and 5 and Years 7 and 8
- 1 August 2009 for Year 6 and Year 9.

From these dates the existing national curriculum for **music** is superseded.

**Welsh Assembly Government**  
**January 2008**

## Including all learners

### **Responsibilities of schools**

Under the United Nations Convention on the Rights of the Child and the Welsh Assembly Government's overarching strategy document *Rights to Action*, all children and young people must be provided with an education that develops their personality and talents to the full. The Education Act 2002 further strengthens schools' duty to safeguard and promote the welfare of all children and young people.

The equal opportunities legislation which covers age, disability, gender, race, religion and belief and sexual orientation further places a duty on schools in Wales towards present and prospective learners to eliminate discrimination and harassment, to promote positive attitudes and equal opportunities and encourage participation in all areas of school life.

Schools should develop in every learner a sense of personal and cultural identity that is receptive and respectful towards others. Schools should plan across the curriculum to develop the knowledge and understanding, skills, values and attitudes that will enable learners to participate in our multi-ethnic society in Wales. Schools should develop approaches that support the ethnic and cultural identities of all learners and reflect a range of perspectives, to engage learners and prepare them for life as global citizens.

Schools must work to reduce environmental and social barriers to inclusion and offer opportunities for all learners to achieve their full potential in preparation for further learning and life. Where appropriate, schools will need to plan and work with specialist services to ensure relevant and accessible learning experiences.

For learners with disabilities in particular, they should:

- improve access to the curriculum
- make physical improvements to increase participation in education
- provide information in appropriate formats.

Schools should seek advice regarding reasonable adjustments, alternative/adapted activities and appropriate equipment and resources, which may be used to support the full participation of all learners including those who use a means of communication other than speech.

For learners whose first language is neither English nor Welsh, schools should take specific action to help them learn both English and Welsh through the curriculum. Schools should provide learners with material that is appropriate to their ability, previous education and experience, and which extends their language development. Schools should also encourage the use of learners' home languages for learning.

## Learner entitlement

Schools in Wales should ensure that all learners are engaged as full members of their school communities, accessing the wider curriculum and all school activities and working wherever possible alongside their peers. Schools should teach all programmes of study and frameworks in ways appropriate to learners' developing maturities and abilities and ensure that learners are able to use fully their preferred means of communication to access the curriculum. In order to extend their learning, learners should experience a variety of learning and teaching styles.

To enable all learners to access relevant skills, knowledge and understanding at an appropriate level, schools may use content from earlier phases or key stages within the curriculum. Schools should use material in ways suitable for the learners' age, experience, understanding and prior achievement to engage them in the learning process.

For learners working significantly below the expected levels at any key stage, schools should use the needs of the learner as a starting point and adapt the programmes of study accordingly. Sufficient flexibility exists within the curriculum to meet the needs of learners without the need for disapplication. In exceptional cases, individual learners may be disapplied, usually on a temporary basis, but group or large-scale disapplications should not be used.

Where it is not possible to cover the content of all of the programmes of study for each key stage, the statutory requirement to provide a broad, balanced curriculum can be met by selecting appropriate topics/themes from the curriculum as contexts for learning.

For more-able and talented learners working at higher levels, schools should provide greater challenge by using material in ways that extend breadth and depth of study and opportunities for independent learning. The level of demand may also be increased through the development and application of thinking, and communication, ICT and number skills across the curriculum.

Schools should choose material that will:

- provide a meaningful, relevant and motivating curriculum for their learners
- meet the specific needs of their learners and further their all-round development.

Learners of all abilities should have access to appropriate assessment and accreditation.

## Skills across the curriculum

A non-statutory *Skills framework for 3 to 19-year-olds in Wales* has been developed in order to provide guidance about continuity and progression in developing thinking, communication, ICT and number for learners from 3–19.

At Key Stages 2 and 3, learners should be given opportunities to build on skills they have started to acquire and develop during the Foundation Phase. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the ‘big picture’; familiar to unfamiliar; and supported to independent and interdependent.

For 14–19 learners, the framework should provide the basis for making effective progress in these skills, which can be assessed through a range of qualifications, including Key Skills.

### Developing thinking



Learners develop their thinking across the curriculum through the processes of **planning, developing** and **reflecting**.

In **music**, learners plan, develop and reflect, both over time and during live music-making. For example, learners choose suitable resources for performing and composing, create and develop musical ideas, evaluate their own and others’ music and reflect on their methods of working.

### Developing communication



Learners develop their communication skills across the curriculum through the skills of **oracy, reading, writing** and **wider communication**.

In **music**, learners communicate through performing and composing, and develop and apply the skills of speaking and listening through appraising their own and others’ work.



## Developing ICT



Learners develop their ICT skills across the curriculum by **finding, developing, creating and presenting information and ideas** and by using a wide range of equipment and software.

In **music**, learners develop and apply their ICT skills by using music technology to explore, create, develop and realise musical ideas.

## Developing number



Learners develop their number skills across the curriculum by **using mathematical information, calculating, and interpreting and presenting findings**.

## Learning across the curriculum

At Key Stages 2 and 3, learners should be given opportunities to build on the experiences gained during the Foundation Phase, and to promote their knowledge and understanding of Wales, their personal and social development and well-being, and their awareness of the world of work.

At Key Stage 4, learners' knowledge and understanding should be developed and applied within the contexts of their individual 14–19 pathways including the Learning Core.

### Curriculum Cymreig (7–14) and Wales, Europe and the World (14–19)



Learners aged 7–14 should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. Learners aged 14–19 should have opportunities for active engagement in understanding the political, social, economic and cultural aspects of Wales as part of the world as a whole. For 14–19 learners, this is a part of their Learning Core entitlement and is a requirement at Key Stage 4.

In **music**, learners perform and listen to the music of Wales, from the past and present. This includes music from the classical tradition, folk and popular music, and other traditions and cultures, which represent the communities of Wales. Composing activities may be based on extra-musical stimuli such as the literature, visual art, or physical landscape of Wales.

### Personal and social education



Learners should be given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning. For 14–19 learners, this is a part of their Learning Core entitlement and is a requirement at Key Stage 4.

**Music** brings many benefits to learners' health and well-being, some of which come directly from the intrinsic pleasure of making music. Music develops learners' self-esteem and confidence, resilience and perseverance, and self-discipline and commitment. Music also contributes to learners' spiritual and emotional development, and promotes awareness and valuing of their own and other cultures.

## Careers and the world of work



Learners aged 11–19 should be given opportunities to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life. For 14–19 learners, this is a part of their Learning Core entitlement and is a requirement at Key Stage 4.

In **music**, learners develop transferable skills and attributes, through making music individually and in groups. These skills and attributes help to prepare for lifelong learning, work and leisure, and can offer a route into the ever-expanding creative and cultural industries.

## Progression in music

### **Creative Development in the Foundation Phase**

Children should be continually developing their imagination and creativity across the curriculum. Their natural curiosity and disposition to learn should be stimulated by everyday sensory experiences, both indoors and outdoors. Children should engage in creative, imaginative and expressive activities in art, craft, design, music, dance and movement. Children should explore a wide range of stimuli, develop their ability to communicate and express their creative ideas, and reflect on their work.

### **Music at Key Stage 2**

At Key Stage 2, music activities should enable learners to build on the skills, knowledge and understanding acquired during the Foundation Phase.

Music education enables learners to engage with and enjoy making music. Through active involvement in performing, composing and appraising, learners will develop their sensitivity to and understanding of music. Learners will develop musical skills relating to the control, manipulation and presentation of sound. At Key Stage 2, these skills include singing, playing instruments and practising; improvising, composing and arranging music; and listening to and appraising music.

Learners should improve their performing, composing and appraising by developing and applying their thinking and communication skills, and give due regard to health and safety.

### **Music at Key Stage 3**

At Key Stage 3, music activities should enable learners to build on the skills, knowledge and understanding acquired at Key Stage 2.

Music education enables learners to engage with and enjoy making music. Through active involvement in performing, composing and appraising, learners will develop their sensitivity to and understanding of music. Learners will develop musical skills relating to the control, manipulation and presentation of sound. At Key Stage 3, these skills include singing, playing instruments and practising; improvising, composing and arranging music; and listening to and appraising music with perception and attention to detail.

Learners should improve their performing, composing and appraising by developing and applying their thinking, communication and ICT skills, and give due regard to health and safety.





**Pupils should perform, compose and appraise music focusing their listening (in all musical activities) on the musical elements (pitch, duration, pace, timbre, texture, dynamics, structure and silence). Music activities at Key Stage 2 should enable pupils to make links between their performing, composing and appraising activities, and work as a class and in a smaller group.**

## Skills

### Performing

**Pupils should be given opportunities to:**

1. sing with increasing control of breathing, posture, diction, dynamics, phrasing, pitch and duration
2. play instruments, using appropriate playing techniques and with increasing dexterity and control of sound
3. practise and evaluate their performing in order to improve

**during which they should:**

4. maintain a part as a member of a group in a part song
5. maintain an individual instrumental part in a group piece
6. imitate, memorise, internalise (hear in their heads) and recall musical patterns and songs
7. communicate with others when performing
8. plan and make decisions about which music to perform and how to perform it.

## Range

### Performing

The repertoire for performing should be taken from the past and present. This repertoire should include music from the European 'classical' tradition, folk and popular music, the music of Wales and other musical traditions and cultures. It should extend pupils' musical experience, be progressively more demanding and take account of pupils' needs, interests, backgrounds and stages of musical development.



The repertoire for singing should include unison and simple part songs, e.g. *rounds*, *songs with a descant*, *cerdd dant arrangements*, etc. and be appropriate for pupils' vocal range.

Each pupil should gain experience of playing a wide range of tuned and untuned instruments, e.g. *percussion*, *recorders*, *electronic keyboards*, etc.

## Composing

**Pupils should be given opportunities to:**

1. improvise, compose and arrange music

**during which they should:**

2. explore, use, create, select and organise sounds for a musical purpose
3. develop and refine musical ideas, and evaluate their work in order to improve it
4. communicate ideas and emotions through music.

## Appraising

**Pupils should be given opportunities to:**

1. listen to and appraise music

**during which they should:**

2. make distinctions within the musical elements
3. recognise and describe musical characteristics
4. discuss and evaluate music, making connections between their own and others' work.

## Composing

Composing activities should involve the exploration and use of a wide range of sound sources, *e.g. pupils' voices and bodies, sounds from the environment, instruments and music technology*. The stimuli for composing should be musical, *e.g. a five-note scale or sampled sound*, and extra-musical, *e.g. a picture, sculpture or poem*.

## Appraising

The repertoire for listening should include pupils' own compositions and performances and the music of others, of varied genres and styles, from different times and cultures. It should link with and extend pupils' musical experiences and include examples taken from the European 'classical' tradition, folk and popular music, the music of Wales, and other musical traditions and cultures.





**Pupils should perform, compose and appraise music focusing their listening (in all musical activities) on the musical elements (pitch, duration, pace, timbre, texture, dynamics, structure and silence). Music activities at Key Stage 3 should enable pupils to make links between their performing, composing and appraising activities, and work as a class, in a smaller group and as individuals.**

## Skills

### Performing

**Pupils should be given opportunities to:**

1. sing with increasingly sophisticated technique and with control of subtle changes within the musical elements
2. play instruments, with increasingly sophisticated technique and with control of subtle changes within the musical elements
3. practise and evaluate their performing in order to improve
4. maintain a part as a member of a group in a part song and/or sing a short solo part
5. maintain an individual instrumental part in a group piece and/or play a short solo part
6. imitate, memorise, internalise and recall increasingly complex sections of music and perform by ear
7. develop ensemble skills and communicate with other performers
8. rehearse and direct others and respond to a conductor
9. plan and make decisions about which music to perform and how to perform it
10. realise music using ICT and music technology.



## Range

### Performing

The repertoire for performing should be taken from the past and present. This repertoire should include music from the European 'classical' tradition, folk and popular music, the music of Wales, other musical traditions and cultures, and music that evolves during the twenty-first century. It should extend pupils' musical experience, be progressively more demanding and take account of pupils' needs, interests, backgrounds and stages of musical development.



The repertoire for singing should include unison and part songs, and be appropriate for pupils' vocal range.

Each pupil should gain experience of playing a wide range of instruments.



## Composing

**Pupils should be given opportunities to:**

1. improvise, compose and arrange music

**during which they should:**

2. explore, use, create, select, combine and organise sounds for a musical purpose
3. develop and refine musical ideas, and evaluate their work in order to improve it
4. communicate ideas and emotions through music
5. compose using ICT and music technology.



## Appraising

**Pupils should be given opportunities to:**

1. listen to and appraise music with perception and attention to detail

**during which they should:**

2. discriminate within the musical elements
3. recognise and describe distinctive musical characteristics
4. analyse music aurally, discussing, evaluating and making connections between their own and others' work.

## Composing

Composing activities should involve the use of a wide variety of vocal, instrumental and electronic sound sources. The activities should be based on a wide range of stimuli, include individual and group work, and incorporate vocal and instrumental improvisation.

## Appraising

The repertoire for listening should include live and recorded music, including pupils' own compositions and performances and the music of others, of varied genres and styles, from different periods and cultures, composed for different media and for various purposes. It should link with and extend pupils' musical experience and include examples taken from the European 'classical' tradition from its earliest roots to the present day, folk and popular music, the music of Wales, and other musical traditions and cultures, including those that evolve during the twenty-first century.



# Attainment target

## Level descriptions

The following level descriptions describe the types and range of performance that pupils working at a particular level should characteristically demonstrate. 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. Each description should be considered in conjunction with the descriptions for adjacent levels.

By the end of Key Stage 2, the performance of the great majority of pupils should be within the range of Levels 2 to 5, and by the end of Key Stage 3 within the range 3 to 7. Level 8 is available for very able pupils and, to help teachers differentiate Exceptional Performance at Key Stage 3, a description above Level 8 is provided.

### Level 1

Pupils sing with clear diction, performing loudly or quietly as directed. They clap or tap a steady beat in time with others. Having explored a variety of sound sources, pupils choose suitable sounds in response to a given stimulus. They recognise and respond to sounds and music, in terms of elements such as dynamics, pace, duration and timbre.

### Level 2

Pupils sing songs comprising a limited range of notes, keeping broadly in tune. They play a simple pattern on a percussion instrument in time to a steady beat. They choose and organise sounds in response to a given stimulus and create short melodic patterns, showing some control of musical elements. They make broad distinctions within musical elements and use simple terms to describe how they are used for expressive purposes.

### Level 3

Pupils sing songs in tune and control their breathing in order to enhance their performance. They play an instrumental part using a limited range of notes. They work with others to create compositions which have a simple musical shape, revising their ideas where necessary. They make distinctions within musical elements and discuss how effectively these elements are used.

### Level 4

Pupils sing and play, showing control of musical elements. They maintain a part as a member of a group in a simple part song and maintain an instrumental part in a group piece. Working with others, they devise and undertake simple development of musical ideas to produce compositions, demonstrating understanding and appropriate use of musical elements. They make distinctions within musical elements in describing, comparing and making judgements about different kinds of music.

## Level 5

Pupils demonstrate fluency in singing and playing a broad repertoire. They maintain a part as a member of a group in a part song and maintain an individual instrumental part in a group piece. Working with others, they develop and organise material within appropriate musical structures and they evaluate and refine their compositions. They discriminate within musical elements and recognise the main characteristics of, and evaluate, a variety of music.

## Level 6

Pupils demonstrate fluency, attention to detail and, where appropriate, responsiveness to others in singing and playing an expanding repertoire. They maintain a part as a member of a group in a part song and/or sing a short solo part; they play individually, in a group piece or as a solo. They produce a variety of compositions, including pieces composed individually, which sustain and develop musical ideas. They discriminate within musical elements and recognise the distinguishing characteristics of a variety of music.

## Level 7

Pupils perform with a degree of stylistic awareness and, where appropriate, a sense of ensemble. They produce coherent compositions, demonstrating a high level of understanding and control of musical elements. Through aural analysis, they recognise the distinguishing characteristics of, and make critical judgements about, a variety of music.

## Level 8

Pupils perform a technically demanding repertoire, demonstrating stylistic awareness, sensitivity of interpretation and, where appropriate, a degree of empathy with other performers. They produce convincing compositions which display general consistency of style. Through aural analysis, they identify the distinguishing characteristics of, and make critical appraisals of, a variety of music.

## Exceptional Performance

Pupils demonstrate stylistic awareness and sensitivity of interpretation in performing a repertoire that makes challenging technical and musical demands. They give a convincing performance of a solo piece and demonstrate empathy with other performers in ensemble music. They produce compositions which demonstrate a coherent development of musical ideas, consistency of style and a degree of individuality. They make detailed aural analyses and subtle critical appraisals of a variety of music.

## National curriculum outcomes

The following national curriculum outcomes are non-statutory. They have been written to recognise the attainment of pupils working below Level 1. National Curriculum Outcomes 1, 2 and 3 align with the Foundation Phase Outcomes 1, 2 and 3.

Foundation Phase	National Curriculum
Foundation Phase Outcome 1	National Curriculum Outcome 1
Foundation Phase Outcome 2	National Curriculum Outcome 2
Foundation Phase Outcome 3	National Curriculum Outcome 3
Foundation Phase Outcome 4	National Curriculum Level 1
Foundation Phase Outcome 5	National Curriculum Level 2
Foundation Phase Outcome 6	National Curriculum Level 3

The national curriculum outcomes describe the types and range of performance that pupils working at a particular outcome should characteristically demonstrate. In deciding on a pupil's outcome of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent outcomes.

### Outcome 1

Pupils explore a range of sound sources, and experiment with making sounds through shaking, striking, scraping, etc. They recognise familiar music and simple routines, and respond by joining in or moving to the music, broadly imitating actions, sounds and words.

### Outcome 2

Pupils imitate simple rhythms and musical patterns, broadly matching dynamics or other musical elements. They explore a range of sound sources, and experiment with producing different qualities of sound. Through listening and making music, they begin to recognise familiar sounds.

### Outcome 3

Pupils perform simple action songs with others, broadly matching dynamics or other musical elements. They contribute to sound stories, making choices about the sounds to be used. Through making music and listening, they begin to show an awareness of musical elements.

## Notes