

Skills and learning

Music in the national curriculum for Wales

This document highlights those statements or sections in the programmes of study for music that provide explicit opportunities for

- developing thinking
- developing communication
- developing ICT
- developing number

and promoting

- Curriculum Cymreig and Wales Europe and the world
- personal and social education
- careers and the world of work.

The number and context of such opportunities are for schools to determine within their curriculum overview/curriculum planning.



## **Developing thinking**

Schools should provide opportunities, where appropriate, for learners to develop and apply 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.

In music, opportunities to develop thinking apply throughout the Skills and Range sections of the programmes of study for Key Stages 2 and 3.



## **Developing communication**

Schools should provide opportunities, where appropriate, for learners to develop and apply 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.

In music, opportunities to develop communication apply throughout the Skills and Range sections of the programmes of study for Key Stages 2 and 3.



## **Developing ICT**

Schools should provide opportunities, where appropriate, for learners to develop and apply 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.

### **Key Stage 3**

#### Skills

##### *Performing*

Pupils should be given opportunities to:

10. realise music using ICT and music technology.

##### *Composing*

Pupils should be given opportunities to:

5. compose using ICT and music technology.



## **Developing number**

Schools should provide opportunities, where appropriate, for learners to develop and apply their number skills across the curriculum by using mathematical information, calculating, and interpreting and presenting findings.

In music, there no explicit references to developing number.



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

Schools should provide opportunities, where appropriate, for learners aged 7–14 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.

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.

### **Key Stage 2**

#### 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.

##### *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.

### **Key Stage 3**

#### 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.

### *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.



## **Personal and social education**

Schools should provide opportunities, where appropriate, for learners 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.

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.

In music, there no explicit references to personal and social education.



## **Careers and the world of work**

Schools should provide opportunities, where appropriate, for learners aged 11–19 to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life.

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.

In music, there are no explicit references to careers and the world of work.