

The National Curriculum

The National Curriculum sets out a clear, full and statutory entitlement to learning for all pupils. Each subject area has its own National Curriculum which determines the content of what is taught and sets attainment targets for learning. It also covers how performance will be assessed and reported. Year groups are divided into *Key Stages* at the end of which there are certain standards that must be achieved. The National Curriculum (Key Stages One and Two) are in this guide for your information.

Classification	Age Range	School Year Group
Early years	3-4	Nursery
	4-5	Reception
Key Stage 1	5-6	Year 1
	6-7	Year 2
Key Stage 2	7-8	Year 3
	8-9	Year 4
	9-10	Year 5
	10-11	Year 6
Key Stage 3	11-12	Year 7
	12-13	Year 8
	13-14	Year 9
Key Stage 4	14-15	Year 10
	15-16	Year 11
A Level	16-17	Year 12
	17-18	Year 13

At the end of Key Stages 1, 2, 3 students complete SAT's, (Standard Attainment Tests). At age 16 GCSE (General Certificate of Secondary Education) examinations are held and at 18, A Level exams are undertaken after which students may gain entrance to university.

From age 5-11, children attend primary schools. Primary school teachers generally teach all the subjects in a school day to an allocated class. The government has launched a literacy and numeracy programme to raise the standards of learning for all pupils. There is normally two hours a day allocated to this. As you will be a Class Music Teacher you will only be expected to cover this subject at the school.

At 11, pupils transfer to secondary schools. Most stay here until 16 and then move to sixth form colleges to complete their A levels but some secondary schools also provide this facility.

National Curriculum for Key Stage 1 (5-7 Years)

During key stage 1, pupils develop the ability to listen carefully with increasing understanding of how sounds are made, changed and organised. They enjoy exploring, and beginning to control, sounds and silence through singing songs from memory, creating sound sequences and accompaniments and responding to music through movement and dance.

Curriculum Area:

Controlling sounds through singing and playing

1. Pupils should be taught:
 - a) How to use their voices, singing songs, chants and rhymes with an awareness of pitch;
 - b) How to play tuned and untuned instruments and develop a sense of pulse;
 - c) How to rehearse and perform with awareness of other performers and a sense of occasion.

Creating and developing musical ideas

2. Pupils should be taught:
 - a) How to create sound and sound patterns;
 - b) How to explore, choose and organise sounds in simple structures.

Responding, and reviewing own and others' work

3. Pupils should be taught:
 - a) How to use movement, dance, symbols, and expressive and musical language to share and communicate ideas and feelings about music;

- b) How to make changes to their own work

Listening and applying knowledge and understanding

4. In developing musical skills, pupils should be taught to:

- a) Listen with concentration, internalise sounds and increase aural memory;

- b) Apply their knowledge and understanding of:

- i) How sounds can be changed, organised and used expressively through the combined use of pitch (higher/lower)

Duration (longer/shorter; steady beat or pulse; rhythm);

Dynamics (louder/quieter/silence);

Tempo (faster/slower);

Timbre;

Texture (one sound/several sounds);

Structure (different sections);

- ii) The different ways sounds can be made, *e.g. vocalising, clapping, shaking, plucking, electronically*, and describing through given and invented signs and symbols;

- iii) How music is used for particular purposes, *e.g. for dance, marching, as a lullaby*.

Breadth of study across key stage

5. Over the course of the key stage, pupils should develop the skills, knowledge and understanding through:

- a) Performing, composing and appraising activities;
- b) Working together as a class and in groups of different sizes and presenting work to different audiences;
- c) Using different stimuli, musical and non-musical;
- d) Making use of ICT to explore and record sounds;
- e) Engaging with a range of familiar and unfamiliar, live and recorded music from different times and cultures.

National Curriculum for Key Stage 2 (Age 7-11)

During key stage 2, pupils develop the ability to identify and understand how sounds are organised, used expressively and produced. They enjoy exploring, and controlling, musical resources and ideas through singing songs, creating class performances and their own compositions and responding to music through different forms of communication.

Curriculum Area:

Controlling sounds through singing and playing

1. Pupils should be taught:

- a) How to sing songs, in unison and two-parts, with diction, control of pitch and a sense of phrase;
- b) How to play tuned and untuned instruments with increasing accuracy and sense of rhythm;
- c) How to practise, rehearse and present performances with an awareness of the audience.

Creating and developing musical ideas

2. Pupils should be taught:

- a) How to invent rhythmic and melodic material when performing;
- b) How to explore, select, combine and organise sounds within musical structures.

Responding, and reviewing own and others' work

3. Pupils should be taught:

- a) How to use movement, dance, relevant notations and expressive and musical language to share, communicate and support own thoughts and feelings about music;
- b) How to analyse and evaluate sounds and structures and refine and improve own and others' work in relation to intended effort.

Listening and applying knowledge and understanding

4. In developing musical skills, pupils should be taught to:

- a. Listen with attention to detail, internalise sounds and increase aural memory;
- b. Apply their knowledge and understanding of:
 - i) How sounds can be organised and used to communicate different moods and effects through the combined use of pitch;

Pulse;

Rhythm;

Dynamics (graduations of loudness);

Tempo (different speeds);

Timbre;

Texture (ways sounds are combined);

Structure (ways sounds are organised);

ii) How music is produced, *e.g. the selection of different resources, including ICT, and relevant established and invented notations;*

iii) How time and place can influence the way music is created, performed and heard, *e.g. the effect of the occasion and venue.*

Breadth of study across key stage

5. Over the course of the key stage, pupils should develop the skills, knowledge and understanding through:

- a) Performing, composing and appraising activities;
- b) Working together as a class and in groups of different sizes and presenting work to different audiences;
- c) Using different stimuli, musical and non-musical;
- d) Making use of ICT to capture and change sounds;
- e) Engaging with a range of familiar and unfamiliar, live and recorded music from different times and cultures.