

Virtual West African Drumming

UK National Curriculum Focus (NC 2007)

Here is a summary of the Programme of study: music for Key Stage 3.

1. Key Concepts

1.1 Integration of Practice

- a. Develop knowledge, skills and understanding through the integration of performing, composing and listening.
- b. Participating, collaborating and working with others as musicians, adapting to different musical roles and respecting the values and benefits others bring to musical learning.

1.2 Cultural Understanding

- a. Understanding musical traditions and the part that music plays in national and global culture and in personal identity.
- b. Exploring how ideas, experiences and emotions are conveyed in a range of music from different times and cultures.

1.3 Critical Understanding

- a. Engaging with and analysing music, developing views and justifying opinions.
- b. Drawing on experience of a wide range of musical contexts and styles to inform judgements.

1.4 Creativity

- a. Using existing musical knowledge, skills and understanding for new purposes and in new contexts.
- b. Exploring ways music can be combined with other art forms and other subject disciplines.

1.5 Communication

- a. Exploring how thought, feelings, ideas and emotions can be expressed through music.

2. Key processes

2.1 Performing, composing and listening

- a. sing in solo or group contexts , developing vocal techniques and musical expression.

- b. Perform with control of instrument-specific techniques and musical expression.
- c. Practice, rehearse and perform with awareness of different parts, the roles and contributions of different members of the group, the audience and venue.
- d. Create, develop and extend musical ideas by selecting and combining resources within musical structures, styles, genres and traditions.
- e. Improvise, explore and develop musical ideas when performing.
- f. Listen with discrimination and internalise and recall sounds.
- g. Identify the expressive use of musical elements, devices, tonalities, and structures.

2.2 Reviewing and Evaluating

- a. analyse, review, evaluate and compare pieces of music
- b. identify conventions and contextual influences in music, using expressive language and musical vocabulary to justify their opinions.
- c. Adapt their own musical ideas and refine and improve their own and others' work.

3. Range and content

The study of music should include :

- a. performance activities in a range of contexts within and beyond the classroom.
- b. A range of live and recorded music from different times and cultures.
- c. A range of classical and popular traditions and current trends in music that reflect cultural diversity and a global dimension.
- d. Staff notation and other relevant notations in a range of musical styles, genres and traditions.
- e. Consideration of contextual influences that affect the way music is created, performed and heard.
- f. The use of music technologies to create, manipulate and refine sounds.
- g. The role of music and musicians in society, of the music industry and of artistic and intellectual property rights.

4. Curriculum opportunities

The curriculum should provide opportunities for pupils to :

- a. develop individual performance skills, both vocal and instrumental, including the use of music technology.
- b. Develop listening and aural perception skills in practical activities, including composing and performing
- c. Develop creative and compositional skills, including songwriting, arranging and improvising.
- d. Work with a range of musicians and watch and listen to live musical performances where possible, to extend their musical learning.
- e. Work individually, in musical groups of different sizes and as a class.

- f. Build on their own interests and skills, taking on different roles and responsibilities and developing music leadership skills.
- g. Make links between music and other subjects and areas of the curriculum.

Virtual West African Drumming carries the potential for covering the following aspects of the Key Stage 3 Programme of study : music.

Programme of Study Component	Indonesia	Indonesian Music	Listen	Play	Compose	Evaluate
1. Key Concepts						
1.1 Integration of practice						
1.1a Integration of performing, composing and listening			✓	✓	✓	
1.1b Participating and collaborating						
1.2 Cultural understanding						
1.2a Understanding traditions	✓	✓	✓	✓	✓	✓
1.2b Exploring ideas...		✓	✓	✓	✓	✓
1.3 Critical understanding						
1.3a Engaging and analysing		✓	✓			✓
1.3b Drawing on a wide range of contexts		✓	✓	✓	✓	✓
1.4 Creativity						
1.4a Using existing knowledge, skills and understanding			✓	✓		✓
1.4b Combining with other art forms		✓	✓	✓	✓	✓
1.5 Communication						
1.5a Exploring thought, feeling etc. through music		✓	✓			
2. Key Processes						
2.1 Performing, composing and listening						
2.1a Sing in solo and group contexts						
2.1b Perform with instrument-specific..				✓		
2.1c Awareness of role, audience and venue		✓	✓	✓		✓
2.1d Create develop and extend ideas...					✓	
2.1e Improvise, explore				✓		

and develop...in performance						
2.1f Listen with discrimination...			✓			
2.1g Identify the expressive use of elements...			✓			
2.2 Reviewing and Evaluating						
2.2a Analyse, review, evaluate and compare pieces...			✓			✓
2.2b Identify conventions...		✓	✓			✓
2.2c Adapt own musical ideas...						✓
3. Range and content						
3a performance in a range of contexts				✓		
3b live and recorded music...		✓	✓			
3c range of classical and popular traditions...		✓	✓	✓		
3d Staff and other relevant notations...				✓		
3e consideration of contextual influences ...		✓	✓	✓		
3f Use of music technology...				✓	✓	
3g The role of music and musicians in society...		✓				
4. Curriculum opportunities						
4a develop performance skills...				✓		
4b develop listening and aural skills ...			✓	✓	✓	
4c develop creative and compositional skills ...					✓	
4d Work with musicians and watch live performance...						
4e Work individually and in groups ...	✓	✓	✓	✓	✓	✓
4f Build on own interests and develop leadership ...						
4g Links with other curriculum areas ...	✓	✓	✓	✓	✓	✓