



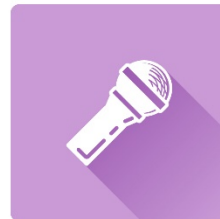
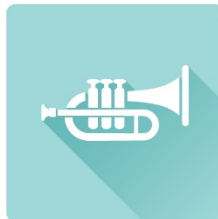
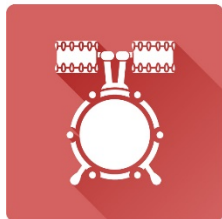
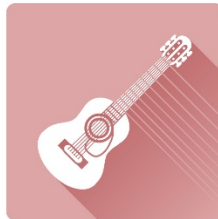
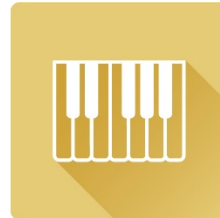
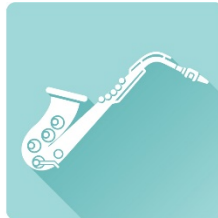
Cambridge Assessment
International Education

Curriculum Framework

Cambridge Lower Secondary

Music 0078

Published in September 2019.



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Changes to this curriculum framework

For information about changes to this curriculum framework, go to page 13.

The latest curriculum framework is version 2.0, published August 2021

1 Why choose this curriculum framework?

Key benefits

Music fosters creativity and builds confidence. It helps learners develop a deeper understanding of self-expression, and shows them the importance of communication as they learn to connect with other musicians and audiences. Music broadens learners' experiences as they make, create and explore their own music along with music from different cultures, times and places. It sparks imagination, requires problem solving and builds intellectual curiosity, as well as developing physical coordination, empathy and emotional intelligence.

The curriculum emphasises musical exploration with opportunities for learners to perform and present their music at every stage of development. The focus is on experimentation and responding to music which leads to an increasing awareness of self and personal musicality. Musical language is introduced gradually so that it is accessible to learners, while creating a foundation for success.

It is important that learners recognise that being a musician is not restricted to any single way of making music, and that what makes a musician is the way that they are able to apply the core skills and qualities of musicianship to any type of music and musical activity. Both objective and subjective viewpoints are necessary in making music and making sense of music. The core skills and qualities outlined are the mechanisms that musicians use to make personal connections with music, and to enable them to approach unfamiliar music with an open mind.

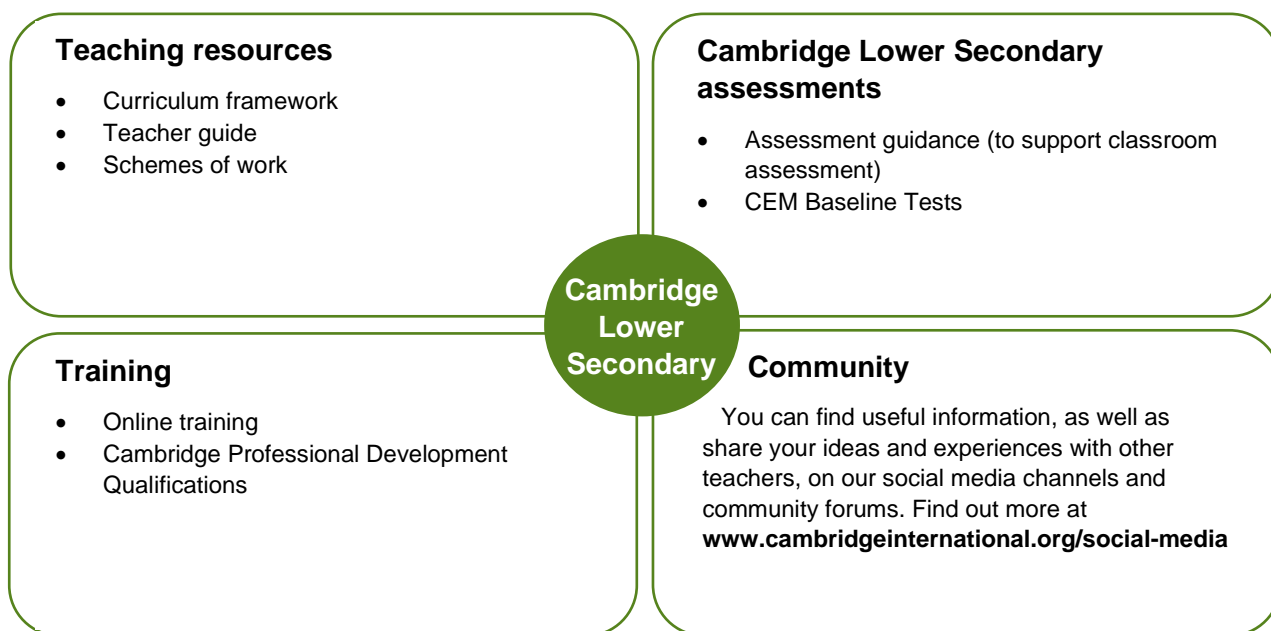
Cambridge Lower Secondary Music is designed to be flexible so you can combine music from your local context with music from other cultures. Learners will experiment and contribute as they follow a wide variety of possible musical paths. This will help each learner to develop a personal affinity to music as well as find ways to express their unique musical personality.

Throughout Cambridge Lower Secondary Music, learners will develop a genuine depth of understanding, so they can both make music and make sense of music. This prepares them to be lifelong makers and listeners of music while also providing a solid foundation for learners who continue to study music through the Cambridge Pathway.

Supporting teachers

We provide a wide range of practical resources, detailed guidance, innovative training and professional development so that you can give your learners the best possible experience of Cambridge Lower Secondary Music.

You will find most of these resources on the Cambridge Lower Secondary support site (lowersecondary.cambridgeinternational.org). Ask the Cambridge coordinator or exams officer in your school if you do not already have a log-in for this support site.



Progression through the Cambridge Pathway

Our lower secondary programme is part of the Cambridge Pathway. This pathway leads seamlessly from primary to secondary and pre-university years. Each step of the pathway builds on the learners' development from the previous one or from other educational systems. This curriculum framework is typically for learners aged 11 to 14, but it may be appropriate to use it for slightly different ages to suit your context.

You can download more information on progression from the Cambridge Lower Secondary support site.

Teaching time

For guidance, this curriculum framework is based on learners having 1.5 hours of music per week (or about 45 hours per stage). Your actual number of teaching hours may vary according to your context.

2 Curriculum overview

Aims

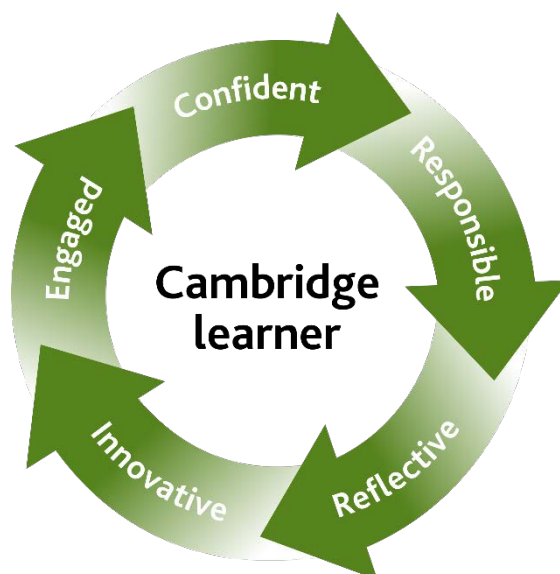
Following the Cambridge Lower Secondary programme helps learners to lay the foundations for lifelong learning, including:

- curiosity about the world around them and enthusiasm for learning
- knowledge, understanding and skills that can be applied in and across subjects
- effective and confident communication skills, including in English
- understanding of their personal and local context, as well as having global awareness.

In Cambridge Lower Secondary Music, learners:

- cultivate a joy of music through participating in meaningful and enjoyable experiences
- develop the knowledge, skills and attitudes necessary to think and contribute as musicians
- collaborate with others in purposeful and expressive ways through singing and playing instruments
- nurture individual and collective creativity
- use their growing knowledge to explore and generate music that is unique, valuable and relevant.

The Cambridge approach encourages learners to be:



Cambridge Lower Secondary Music supports learners to become:

Responsible – They understand that ideas, experiences and emotions are conveyed in music, and make creative and thoughtful decisions in practical work. They explore and appreciate the importance of music making within their own community and of music from outside their familiar context.

Innovative – They have a relationship with music which drives them to experiment with ideas, instruments, sounds and techniques to create music. Learners adapt their own musical ideas and recognise that being a musician is not restricted to any single way of making music.

Confident – They are enthusiastic musicians who explore, experiment and take risks to build musical skills. They develop confidence in performing, so they can express themselves effectively, connecting as musicians to peers and listeners.

Engaged – They explore music of different styles and from different cultures, times and places. They are curious listeners, engaged performers and informed communicators through and about music. Learners make music independently and with others.

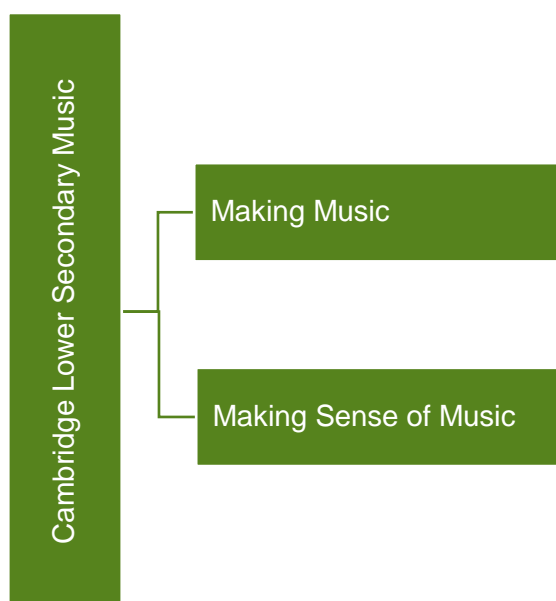
Reflective – They experience the influence of music on themselves and others, listen to feedback and observe audience reaction. They have opportunities for thinking, feeling and making judgements while reflecting on their own and others' work, and have space to assess and enjoy their own music making.

Overview of the strands

This curriculum framework provides a comprehensive set of learning objectives for Cambridge Lower Secondary Music. These give a structure for teaching and learning and a reference against which learners' attainment and skills development can be checked.

We have divided the learning objectives into two main areas called 'strands' which run through every lower secondary stage. These are:

- Making Music
- Making Sense of Music.



Below is a brief description of each strand:

Making Music

Learners apply an increasingly wide range of techniques in their composing and performing. Learners continue to collaborate with peers but also begin to compose with growing independence and perform and improvise as soloists. In the classroom, learners work together to rehearse and perform; contribute to musical compositions and explore the make-up of musical pieces; and engage with new and different methods for writing music.

Making Sense of Music

Learners explore a range of music which demonstrates the different ways music is used and created. Learners become more confident in talking about their own and others' music by considering the broader development of music across time and cultures. They also have the opportunity to become more confident using notation to explore and expand their knowledge of music.

In Stages 7 and 8 the same objectives are used to structure learning, and it is intended that learners will encounter a wider range of music in Stage 8 than in Stage 7, both as listeners and performers. Separate learning objectives are provided for Stage 9.

Overview of teaching approaches

The Cambridge Lower Secondary Music curriculum is designed to be flexible so learners can perform through singing and playing musical instruments of any kind (as well as found objects and music technology). We recommend that learners experience music from their own culture as well as exploring music from other times and places.

There is a wide variety of musical notation which reflects different instruments and musical styles. Where notation is used in Cambridge Lower Secondary Music, the intention is that it supports practical music making. Although not compulsory, learners who intend to progress to IGCSE Music will benefit from having some familiarity with staff notation and aural dictation.

The programme is designed to supplement, rather than replace, instrumental or singing lessons.

You can find more information and ideas for teaching and learning activities in the *Cambridge Lower Secondary Music Teacher Guide* and schemes of work available on the Lower Secondary support site (lowersecondary.cambridgeinternational.org).

The teacher guide will support you to plan and deliver lessons using effective teaching and learning approaches.

The scheme of work for each stage of Cambridge Lower Secondary Music contains:

- suggested units showing how the learning objectives in the curriculum framework can be grouped and ordered
- at least one suggested teaching activity for each learning objective
- a list of subject-specific language that will be useful for your learners
- sample lesson plans.

You do not need to use the ideas in the schemes of work to teach Cambridge Lower Secondary Music. They are designed to indicate the types of activities you might use, and the intended depth and breadth of each learning objective. These activities are not designed to fill all the teaching time for each lower secondary stage.

3 Learning objectives by stage

To enable effective progression in your teaching, you need to be familiar with the progression of skills across stages. This will help you to build on prior learning in every stage. The progression of learning objectives across Stages 7 to 9 is available on the Lower Secondary support site (lowersecondary.cambridgeinternational.org).

Learning objective codes

Each learning objective has a unique code, e.g. **78MM.01**. These codes appear in the schemes of work and teacher guide. Each learning objective code includes:

- the stage number, e.g. **78** (Stages 7 and 8)
- a reporting code that reflects the strand titles, e.g. **MM** (Making Music)
- a number reflecting the order of the learning objectives in the strand for the stage, e.g. **01** is the first learning objective.

Stages 7 and 8

Making Music

- **78MM.01** Rehearse, perform and make musical choices within a broad range of musical material, beginning to make choices about repertoire.
- **78MM.02** Perform in a variety of given and chosen styles, being responsive to others including communicating a good level of musical effectiveness to audiences.
- **78MM.03** Contribute to coherent and successful compositions and improvisations, drawing on internalised sounds from a wide variety of sources.
- **78MM.04** Organise and structure material including harmony, melody and rhythm, in order to convey intentions to an audience.
- **78MM.05** When composing, demonstrate some understanding of writing for the instruments or digital media they have chosen to use.
- **789MM.06** Use post-production techniques to refine own music making.

Making Sense of Music

- **78MS.01** Begin to identify, discriminate between and explore musical conventions across a wider range of musical influences, using a greater variety of technical language.
- **78MS.02** Begin to explore and recognise specific features of particular styles, genres and traditions in music, relating it to context.
- **78MS.03** Identify and describe creative decisions made by performers, arrangers and composers (including self).
- **78MS.04** Begin to explore the ways that key events and people influence music in different ways, across time as well as culture and genre, recognising influences in their own music as well as existing music.
- **78MS.05** Use notation(s) to support musical learning appropriate to the context.

Stage 9

Making Music

- **9MM.01** Perform convincingly music from different traditions, time and genres.
- **9MM.02** Experiment with familiar material, using some improvisatory skills, creatively and flexibly, when rehearsing and performing.
- **9MM.03** Improvise and compose using a range of musical structures and devices, with growing independence.
- **9MM.04** Organise and structure material with increasing sophistication to convey intentions to an audience.
- **9MM.05** When composing and arranging, demonstrate a good understanding of writing for the instruments or digital media they have chosen to use.
- **789MM.06** Use post-production techniques to refine own music making.

Making Sense of Music

- **9MS.01** Listen and respond to familiar and unfamiliar musical extracts in a broad range of musical styles, justifying responses with technical language.
- **9MS.02** Identify, explain and demonstrate how specific features of music relate to its context.
- **9MS.03** Identify, describe and justify creative decisions made by musicians in different contexts (including self).
- **9MS.04** Describe key events and people who have influenced the development of music across time and cultures, demonstrating an understanding of the historical and contextual links between music and its roots.
- **9MS.05** Confidently discuss their music through recognising who and what has influenced their work and demonstrate these influences.
- **9MS.06** Use notation(s) to support musical learning appropriate to the context.

4 Glossary

This glossary is provided to support your understanding of the content of this curriculum framework. The definitions are intended to be sufficient to guide an informed reader.

Arranging – adapting an existing piece of music so that it can be played by a different group of instrumentalists or singers. Arranging can include changing the tempo, instruments, voices, dynamics, harmony, rhythm or key.

Aural dictation – hearing a melody, harmony or rhythm, and producing a written representation of it using staff notation or non-staff notation such as symbols or graphs, in order to develop the connection between what is heard and what is written.

Composing – creative musical activity in which, contrasted to improvisation, learners make deliberate decisions about the structure and melodic content of their music.

Harmony – two or more notes played at the same time that sound good together, such as a chord; music can be written in harmony, or harmony notes can be added to a melody.

Improvising – creative musical activity in which musicians create music in the moment, according to loose ‘rules’ provided, but without refinements.

Internalised sounds – pitch, rhythm or harmony that is created, repeated or ‘read’ inside of your head without making any audible sounds.

Learning objectives – statements from the curriculum framework of the expectations of knowledge, understanding and skills that learners will develop; they provide a structure for teaching and learning, and a reference against which to check learners’ attainment and skills development.

Melody – a combination of pitch and rhythm in a single line to create a ‘tune’ or song.

Musical device – the tools composers use to develop musical ideas and make music more interesting. Examples of musical devices include repetition, round, ostinato, and imitation.

Musical structure – the way a piece of music is organised into parts. Examples of musical structure include round, theme and variations, songs, AB (two parts), and ABA (same-different-same).

Musicality – the use of musical skills and expression to produce music that links the emotion of the performer to the music’s mood.

Notation – the visual representation of the pitch, rhythm and structure of music. Notation allows the same piece of music to be played multiple times and enables it to be shared with others.

Performing – presenting prepared work in a variety of contexts: to the class, to other classes, to the whole school, and to parents and the wider school community.

Post-production techniques – the process in which musicians evaluate and polish digital music. Techniques include combining different parts of several pieces of music into one piece of music, using MIDI instruments, clarifying timing, and adding effects.

Rehearsing – repeatedly practising a piece of music to improve skill and prepare for performance. Rehearsing can include practising a small portion of music several times, taking a slower speed, checking for the accuracy of pitches and tuning, and adding dynamics and expression.

Repertoire – a collection of musical pieces that can be performed. Individual learners or groups of learners can have a repertoire.

Rhythm – the division of individual notes over a pulse. It is possible to tap a rhythm with fingers, while keeping the pulse by tapping a foot.

Scheme of work – support materials for each stage of Cambridge Lower Secondary Music. Each scheme of work contains a suggested long-term plan, a medium-term plan with suggested teaching and learning activities and sample short-term (lesson) plans.

Staff notation – a type of musical notation common in Western music using five lines, clefs, notes and rests.

Strand – a collection of learning objectives in the curriculum framework that forms an area of learning.

Teacher guide – a document providing support in using the curriculum framework to plan and deliver lessons using effective teaching and learning approaches.

5 Changes to this curriculum framework

This curriculum framework has been amended. The latest curriculum framework is version 2.0, published August 2021.

- We have made changes in order to make the curriculum framework digitally accessible. For example, we have increased the font size and spacing and added alternative text to images and tables.

There may be other minor changes that do not affect teaching and learning.

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Cambridge Assessment International Education
The Triangle Building, Shaftesbury Road,
Cambridge, CB2 8EA, United Kingdom

t: +44 (0)1223 553 554

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