



CAMBRIDGE

International Education

Curriculum Framework

Cambridge Primary

Music 0068

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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 play and on 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.

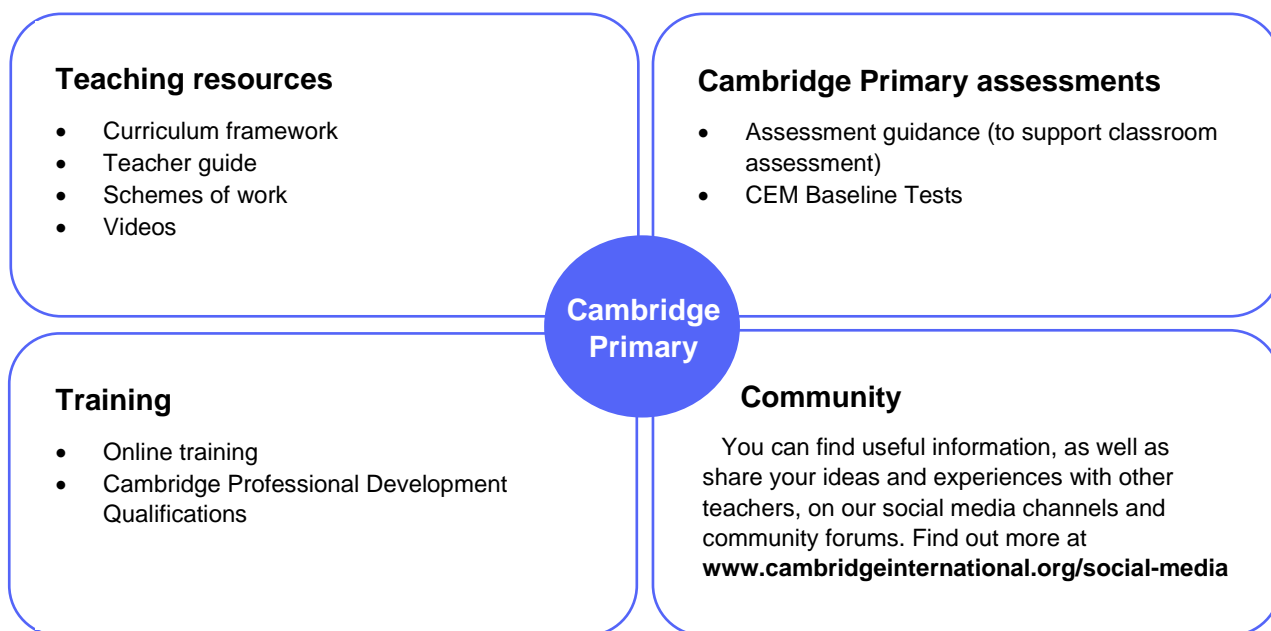
Cambridge Primary Music is designed to be flexible so you can combine music from your local context with music from other cultures. Learners will experiment and contribute as they follow a wide variety of possible musical paths. This will help each learner to develop a personal affinity to music as well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

Throughout Cambridge Primary 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 Primary Music.

You will find most of these resources on the Cambridge Primary support site (primary.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 primary 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 5 to 11, 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 Primary support site.

Teaching time

For guidance, this curriculum framework is based on learners having about 1 hour of music per week (or about 30 hours per stage). Your actual number of teaching hours may vary according to your context.

2 Curriculum overview

Aims

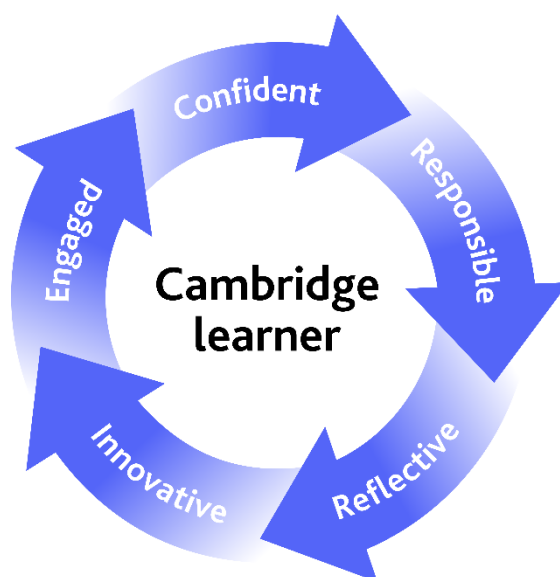
Following the Cambridge Primary programme helps learners to lay the foundations for lifelong learning, including:

- 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 Primary 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 Primary Music supports learners to become:

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.

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.

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.

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.

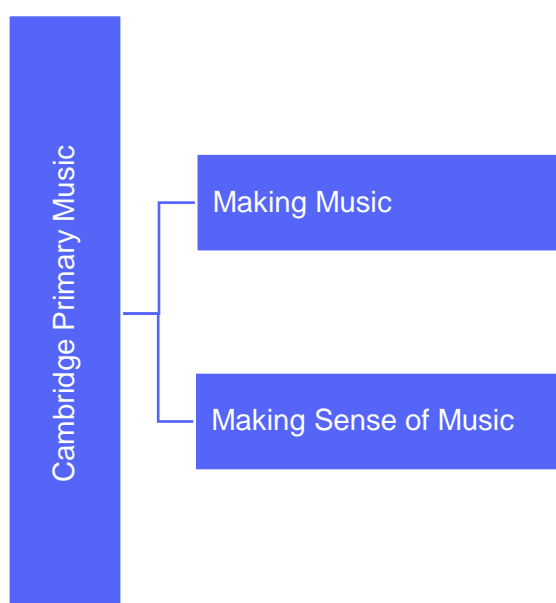
Engaged – They explore music of different styles and from different cultures, times and places. They are curious listeners, engaged performers and informed communicators through and about music. Learners make music independently and with others.

Overview of the strands

This curriculum framework provides a comprehensive set of learning objectives for Cambridge Primary 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 primary stage. These are:

- Making Music
- Making Sense of Music.



Below is a brief description of each strand:

Making Music

Learners make music through singing, playing and contributing to compositions. They develop their performance skills as soloists and in groups, building confidence, expression, skill and musicality. They build musical compositions by experimenting, both in response to ideas they are given and those they create.

Making Sense of Music

Learners build the skills to respond to and analyse an increasingly wide range of music including their own music and the music of others. Learners will listen and respond with words, sounds and movement, and will talk with increasing knowledge and nuance using some technical language.

In the Cambridge Primary Music curriculum, separate learning objectives are provided for Stages 1 and 2 to allow for the rapid cognitive and social development in these years. In Stages 3 and 4 the same objectives are used to structure learning, and it is intended that learners will encounter a wider range of music, both as listeners and performers in Stage 4 than in Stage 3. The same is true of Stages 5 and 6 where the same objectives are used for both stages.

Overview of teaching approaches

The Cambridge Primary 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.

Most music will be taught aurally (by listening and copying). Music notation is introduced gradually through the primary stages, so learners appreciate that there is a connection between symbols and sound.

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 Primary Music Teacher Guide* and schemes of work available on the Primary support site (primary.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 Primary 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 Primary 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 primary 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 1 to 6 is available on the Primary support site (primary.cambridgeinternational.org).

Learning objective codes

Each learning objective has a unique code, e.g. **34MM.01**. These codes appear in the schemes of work and teacher guide. Each learning objective code includes:

- the stage number, e.g. **34** (Stages 3 and 4)
- 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.

Stage 1

Making Music

- **1MM.01** Sing and play music, joining in when appropriate and spontaneously.
- **1MM.02** Follow melodic shape and timing with some accuracy; start and stop mostly as appropriate.
- **1MM.03** Freely explore and enjoy playing with sounds, melodies and rhythms.

Making Sense of Music

- **1MS.01** Listen and respond to music through words, sounds and movement.
- **1MS.02** Show basic understanding of feedback given.

Stage 2

Making Music

- **2MM.01** Participate in music making with an increasing awareness of others.
- **2MM.02** Contribute to performances with mostly accurate timing and awareness of pulse and melodic shape.
- **2MM.03** Explore and combine sounds in response to a range of given or chosen stimuli.
- **2MM.04** Begin to demonstrate basic organisation of musical ideas when contributing to improvisations and compositions.

Making Sense of Music

- **2MS.01** Listen and respond to music through asking and answering questions and making sounds and movement.
- **2MS.02** Offer and accept suggestions for improvement to work.
- **2MS.03** Recognise that there is a link between sounds and symbols.

Stages 3 and 4

Making Music

- **34MM.01** Participate in unison and part singing or playing.
- **34MM.02** Contribute to performances with mostly accurate timing and with increasingly accurate tuning, control, and expression.
- **34MM.03** Experiment with and combine sounds for a given purpose.
- **34MM.04** Contribute short fragments to improvisations and compositions which respond coherently to a range of given or chosen stimuli.

Making Sense of Music

- **34MS.01** Listen and respond to music, beginning to use technical language accurately to describe features of the music.
- **34MS.02** Demonstrate an understanding of how work can be improved to suit intentions.
- **34MS.03** Explore simple ways of scribing their own and others' music, making the link between sounds and symbols.

Stages 5 and 6

Making Music

- **56MM.01** Take responsibility in leading and following the lead of others when rehearsing and performing.
- **56MM.02** Perform with increasing confidence, expression, skill and level of musicality and make adjustments to own performance in response to others.
- **56MM.03** Experiment with, develop, revise and refine musical material.
- **56MM.04** Contribute to increasingly more complex improvisations and compositions which respond coherently to a range of given or chosen stimuli and for different occasions.

Making Sense of Music

- **56MS.01** Use some technical language to talk about music.
- **56MS.02** Begin to discuss how music reflects the contexts in which it is created, performed and heard.
- **56MS.03** Use feedback to refine ideas and processes, reflecting on different views and how this relates to purpose and meaning.
- **56MS.04** Use simple 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.

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

Expression – playing or singing music with emotion and individuality using varied speed, volume, and articulation (smooth or not) so that the music shows how the performer feels.

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

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.

Melodic shape – the shape that is created by the arrangement of the notes in a melody, such as pitches arranged in an upward direction to create an ascending line.

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

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.

Part singing or **part playing** – music that is made up of multiple voice or instrumental parts to be performed by a group of musicians.

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.

Pulse – the regular beat of the music, to which you are likely to tap your foot.

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.

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 Primary 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.

Stimuli – anything that is used by musicians to generate new ideas. This could include another piece of music, a piece of text or art, a person or place, a historical event or period, or an entire culture.

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.

Tuning – adjusting the pitch of an instrument or voice to an agreed note. In group performances, this will complement other instruments or voices by resonating together at the same frequency.

Unison – musicians playing or singing the same note or group of notes at exactly the same time.

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