

Elmfield Rudolf Steiner School Music Curriculum 2018-2019

Sources

- Indications and principles given by Rudolf Steiner in various lectures
- Curriculum as given in the The Tasks and Content of the Steiner-Waldorf Curriculum
- The National Curriculum for Music
- The living tradition of music teaching at Elmfield School

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. This high-quality and practical music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to perform, compose, and to listen with discrimination to the best in the musical canon.

Aims

This curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, ranging from the works of the great composers and musicians to our own intangible cultural heritage
- Learn to sing and to use their voices, to create and compose music on their own and with others, have an opportunity to learn a musical instrument, use technology appropriately and have the possibility of progressing to the next level of musical excellence. (All pupils learn choro pipe in the Lower School, and there is further opportunity to take up private lessons on an instrument from Class 3 upwards)
- Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
- Experience the confidence, positive feelings and enjoyment that come from singing or playing an instrument, either alone or in ensemble

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Method

In the Early Years and Class 1 (Key Stage 1), music, singing and movement occur as a natural part of daily activities, and as a teacher-led part of stories. Singing and playing, all learned by imitation, in order to develop aural skills, will form a regular part of circle time and of the rhythmic time in Main Lessons.

Frequent repetition of songs and tunes will help to imbed the skills of intonation and of playing different sequences of notes on the pipe. The gradual development of a sense of rhythm will be underpinned by rhythmic actions in the songs. Just as in our curriculum pupils learn to speak before they write letters, and then they learn to read them, so in music we sing and play before we write music (Class 4) and then learn to read it. Songs will generally be sung in free time (containing rhythm but not strongly ruled by beat) and be based on a pentatonic scale. Letter names of notes are not given at this stage.

In Classes 2 – 5 (Key Stage 2), a more conscious approach to music learning will very gradually be brought in. Music will still occur as a natural part of daily activities, and as a teacher-led part of stories. Singing and playing, all learned by imitation to develop aural skills, will still form a regular part of the rhythmic time in

Main Lessons, as will pipe playing, by ear, in Classes 2 and 3. Songs will form an important part of language lessons. Teachers will use frequent repetition of songs and tunes to develop the memorising and fitting of words, and will further the skills of intonation; they will play more adventurous sequences of notes on the pipe. Movement and actions will still form part of many songs. By Class 3, songs chosen for the class will move on from a pentatonic scale through the English major and minor modes to the established major keys. By this stage, songs will have a clear regular beat and more complex rhythms. Teachers may introduce simple rounds at this point, once the pupils' intonation is secure. In Class 4, the class will have a weekly music lesson with a music specialist, and written notation will be introduced; they will continue to practise singing, reading and playing skills during Main Lesson time with their class teacher. They will also have a weekly choir lesson, joining with another class to sing rounds and simple part songs. These will be taught by ear, and the teacher will pay attention to good practice in singing. Basics of musical theory will be added as they occur in songs and tunes in Class 5. Many of the skills taught in the dancing lesson in Classes 4, 5, and 6 will support the music teaching, as will the lessons given to individual instrument learning by our peripatetic teachers.

In Classes 6, 7 and 8 (Key Stage 3), classes will have one weekly music lesson, and they will also join choir and orchestra rehearsals. This will allow pupils to play their personal instruments and give them ensemble experience. Much attention will be paid to rehearsal technique and listening to other parts. By now, they will be working on three or four part songs, some of these taught by ear and some from notation. Individuals will be encouraged to take their turn at leading others in singing. Pupils will gather a folder of all the music they sing in class and choir. Class music lessons will include a balance of listening, performing and arranging music. The teacher will choose appropriate recorded music for classes to listen to, engaging them in discussion, and helping them to evaluate what they hear. Pupils will be offered opportunities to hone their performance skills by playing at school events. The teacher will bring deeper awareness of intonation and rhythmic accuracy into all activities, as well as working with the classes on their listening and appraising skills and their use of technical terms.

In Classes 9, 10 and 11 (Key Stage 4), pupil involvement in music may change. All pupils will still sing together as a choir to prepare for various events. The weekly music lesson in Class 9 will now involve much listening and evaluating, as well as creating music as a group. The teacher will choose music to play that works best for that particular group of pupils. After that, pupils can opt for music modules, and in Class 10 they can choose to take music as a GCSE subject (Edexcel/Pearson). Despite the weighting of the GCSE towards analysis, pupils will still fit in as much practical music as possible, performing at school functions. Skills of transcription and learning of technical language will be worked on, with the aim of developing musicians who can work alongside others in a variety of genres.

Outcomes

Key Stage 1 (ages 5 – 7, Early Years and Class 1)

Pupils will be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and un-tuned instruments creatively as part of their play
- Listen and respond to the sounds of live music provided by their teachers and visitors – (we do not use recorded music at this stage)
- Experiment with, create, select and combine sounds using the interrelated dimensions of music as part of their play and circle time in Early Years settings

By the end of the year, Class 1 pupils will be able to:

- Sing pentatonic and seasonal songs, and speak rhymes every day as part of their rhythmic time, and to accompany their every-day activities
- Use movement to convey dynamics and expression

- Play simple tunes on the choroí pipe, by imitation
- Use some tuned and un-tuned percussion or lyres in songs and plays
- Listen and respond to performances by other classes and visiting musicians

Key Stage 2 (ages 7 – 11, Classes 2 – 5)

Pupils will be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music (within the possibilities of our limited facilities) for a range of purposes using the interrelated dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations from class 4 onwards
- Appreciate and understand a wide range of high-quality live music and later on, recorded music, drawn from different traditions and from great composers and musicians
- Develop an age-appropriate understanding of the history and geography of music they use

By the end of the year, Class 2 pupils will be able to:

- Play simple melodies on choroí pipes, learning by imitation
- Sing seasonal songs, songs in Spanish or German, and songs connected with their Main Lesson topics
- Work together to create music for their class play and for festivals
- Repeat clapping patterns and melodies from aural memory
- Listen to live music attentively in school concerts and festivals, and to reflect on what they have heard
- Understand the source and context of music that they sing or play

By the end of the year, Class 3 pupils will be able to:

- Play choroí pipes by imitation, using a full major scale
- Sing a variety of songs connected with their Main Lesson topics, and to sing songs in different languages
- Work together to create music for special occasions, plays and festivals
- Recall and reproduce sounds on pipe, and sing melodic phrases to show development of aural memory
- Show musical independence in the singing of simple rounds
- Listen attentively in concerts and festivals in school, and to reflect on what they have heard
- Understand the source and context of music that they sing or play

By the end of the year, Class 4 pupils will be able to:

- Play choroí pipes, using the full range of the instrument
- Work together to sing or play regularly in school festivals
- Sing songs connected with their local area as part of their home surroundings Main Lesson
- Sing more complicated rounds or in simple two part harmonies
- Read musical notation, starting with duple time rhythm, then adding pitch
- Take part in rhythmic games/chants to develop their sense of rhythm
- Read simple melodies for pipes from notation
- Use terms of expression and basic musical terminology
- Repeat more complex rhythmic or melodic patterns using aural memory
- Listen attentively in concerts and festivals in school, and to reflect on what they have heard
- Understand the geographical or historical context of songs and tunes

- Use good habits and best practise when singing

By the end of the year, Class 5 pupils will be able to:

- Work together to play choro pipes and sing regularly in school festivals, assemblies or concerts
- To use their musical skills to enhance their class play
- Sing songs and play tunes from around the British Isles, in connection with their geography of the British Isles Main Lesson
- Learn and perform songs that are historically or geographically appropriate for their class play or Main Lessons, and to sing in Spanish or German
- Play music by reading notation on a regular basis, starting to play in two parts, or to play in a round
- Lead a part in a round in school choir or in class
- Learn several major scales and read triple time as well as compound timing
- Listen attentively in school festivals, plays and concerts, or in the 'Folk Fortnight', and to reflect on what they have heard
- Reflect on music they have heard, using appropriate musical language
- Understand the meaning of 'intangible cultural heritage'
- Play melodies, both by ear and from notation
- Use good habits and best practise when singing in class or choir
- Listen to appropriate archive recordings from the British Isles and elsewhere
- Listen and respond to recordings of programme music

Key Stage 3 (ages 11 – 14, Classes 6 – 8)

Pupils from Class 6 upwards will be able to build on their previous knowledge and skills through performing, composing and listening. However, pupils who have joined the school later may not have the same rich musical background as pupils who have been in the class from the beginning. Extra support will be offered wherever possible, but there may be some parts of the curriculum that need modifying in order for them to access it.

Pupils will be taught to:

- Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- Identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- Listen with increasing discrimination to a wide range of music from great composers and musicians, and from a variety of genres and traditions, encompassing as much live music as possible
- Develop a deepening understanding of the music that they perform and to which they listen, and its geographical, social and historical context

By the end of the year, Class 6 pupils will be able to:

- Work together to sing or play regularly in school festivals using more complex pieces which involve creating a mood or more exacting dynamics
- Use music creatively within class plays or a classroom context, or take part in group compositions
- Work in smaller ensembles where possible, or to rehearse a part separately
- Take on a solo line or verse, or a solo part in an ensemble
- Explore, play and sing a variety of musical traditions from countries in Europe, in connection with the Geography of Europe Main Lesson
- Sing in a variety of different languages, including German and Spanish

- Learn to sing and play in 7/8, particularly for Balkan songs, learning either by ear or from notation
- Learn to play in two or three parts on pipes, or to sing in two or three parts
- Use a variety of articulation and dynamics, and use appropriate musical terminology to describe this
- Understand the difference between major, minor, Balkan and chromatic scales and use basic key signatures
- Listen and learn in Folk Fortnight concerts, school concerts, workshops and festivals, and to appraise what they hear.
- Rehearse and play as an orchestra together with other classes, and to sing as a choir, working in three or more parts
- Consciously develop good practice in singing, playing, or when practising an instrument
- Listen to appropriate recordings of traditions and to be able to pick out musical details and reflect on what they hear, using some technical language
- Listen to some classical works relating to the countries they are studying

By the end of the year, Class 7 pupils will be able to:

- Work together to play and sing regularly in school festivals, assemblies and concerts using more complex pieces which involve creating a mood or more exacting dynamics
- Self-direct their performances, with support only where needed
- Use music creatively within class plays or a classroom context, or take part in group compositions
- Work in smaller ensembles where possible, or rehearse a part separately
- Take on a solo line or verse, or a solo part in an ensemble
- Lead a section, or teach a part to other pupils
- Explore and play music in connection with the USA, South America or Africa in connection with their Geography Main Lessons
- Adapt parts and use orchestral instruments or guitars in class ensemble
- Play recorders, so that they can use descants, trebles and tenors to form a three part ensemble
- Distinguish varying elements which create a genre or style of music, and listen with an open mind to unfamiliar genres
- Understand the current range of their voice and be able to use it to its best advantage, employing good practice
- Listen critically in Folk Fortnight concerts, school concerts, workshops and festivals, including some Upper School events
- Rehearse and play as an orchestra with other classes, and to sing as a choir working in three or more parts
- Consciously develop good habits in singing, playing, practising and rehearsing

By the end of the year, Class 8 pupils will be able to:

- Work together to play and sing regularly in school festivals using more complex pieces which involve creating a mood or more exacting dynamics
- Use music creatively within class plays or a classroom context, or take part in group compositions, rehearsing small groups independently
- Work in smaller ensembles, lead or rehearse a part separately
- Take on a solo line or verse, or a solo part in an ensemble, learn a part independently and practise it
- Understand the development of commercial music, through jazz and blues, the 1950s rock and roll craze and the 1960s pop culture, including the social and historical context of the music
- Learn guitar (as a whole class) so they can play enough chords to perform songs from the 1950s and 1960s, and follow a chord sequence.
- Listen to and play music from the Civil Rights movement, understanding its social and historical context
- Listen to and appraise protest songs, and write one as a group
- Listen to, and compare recordings of songs for the eras they are studying

- Understand the meaning of a chord sequence and of a twelve bar blues
- Distinguish the varying elements which create a genre or style of music, and listen with increasing discrimination to unfamiliar genres
- Understand the current range of their voice and use it to its best advantage
- Listen critically and evaluate Folk Fortnight concerts and school concerts, workshops and festivals, including some Upper School events
- Rehearse and play as an orchestra with other classes, and sing as a choir, working in three or more parts in a variety of genres
- Consciously develop good practice in singing, playing, practising or rehearsing
- Identify the roots and elements of the music they listen to for leisure

Key Stage 4 (ages 15 – 17, Classes 9 – 11)

Teaching the Class 9 music syllabus:

The Class 9 music syllabus is based on practical musical activity and aimed to build on their previous knowledge and skills through performing, composing and listening. Pupils should develop their individual vocal and/or instrumental fluency, accuracy and expressiveness, and understand a variety of musical structures, styles, genres and traditions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should be able to use available technologies appropriately and appreciate and understand a wide range of musical contexts and styles. There will be one regular lesson per week for this.

By the end of the year, Class 9 pupils will have done most of the following, depending on the options they chose:

- Undertaken a wide range of practical music making in a variety of genres
- Sung in parts, understanding how to create the sound of various genres
- Self-directed music for performing in festivals and their class play or musical, using whatever instruments the group can play
- Worked in small ensembles and taken on solo performances
- Developed leadership skills, rehearsal techniques, and worked with younger classes in music
- Created new songs and music by pooling their skills, and been able to hone their creations to showcase the final results
- Worked alongside professional musicians in the Folk Fortnight module, learned techniques for playing dance music and of arranging songs for performance; taken part in a professional level concert
- Played as an orchestra or sung as a choir with other pupils and staff
- Shown an ability to distinguish and describe the elements in musical fusion using technical language
- Understood some of the uses of music technology and started to identify techniques
- Understood the workings of the music industry through talks by visiting musicians

**some of these are optional activities for pupils*

Classes 10 and 11:

Pupils can choose to follow the Edexcel/Pearson GCSE music syllabus. The syllabus will be arranged to incorporate as much practical music making as possible, with the aim of developing musicians able to partake with others in a variety of musical genres. The syllabus aims to give a holistic understanding of music, as students investigate, analyse and evaluate eight set works, and requires a high standard of both performance and compositional skills. It encourages a depth of understanding, developing critical and creative thinking and cultural awareness. The Learning Outcomes from this course will not only be shown in the GCSE results, but also in the performances and compositions that the pupils share with the school.

In addition, pupils also have the opportunity to take part in music modules, encompassing composition, performance and traditional music. There may be orchestra and choir sessions that they can take part in, with performances at festivals and in concerts. There is also an after-school choir they can join, that gives regular high standard performances of world harmony. Music may also play a large part in their final class drama production.

Class 11:

Class 11 will have one Main Lesson, on the History of Music, covering Western composed music from 850CE until the present day. This will take one complete Main Lesson block, and will involve listening to, singing and appraising recorded music from all the eras. By the end of the Main Lesson, pupils will be able to:

- Produce a piece to perform in a school festival
- Identify music from different eras and place them into their social context
- Identify features within a piece of music that create a style or genre
- Produce a drawn and written timeline that they have created, showing the composers and music that they have listened to in chronological order
- Use some technical language when referring to a piece of music

Assessment

Classes 1–3 will be assessed by class teacher observation, and will take into account the effort a pupil puts in, and the fine motor skills shown in pipe playing. Also relevant will be the pupil's ability to join in with songs.

Classes 4–8 will be assessed across the range of their musical activities by the music teacher, through careful observation, and will be based firstly on effort, attention in class and attitude, and secondly on ability to play and sing with age-appropriate accuracy. From Class 4, ability to read notation will be included, and from Class 6 upwards this will also include the understanding of the context of music. The practical work will be observed over a period of weeks by the teacher whilst pupils are playing or singing in class, rather than by individual evaluation, and the understanding of music assessed by a test relating to the current genre.

Class 9 will be assessed on a pupil's attitude and input in performance situations, as well as their ability to play or sing a chosen piece.

Class 10 will be assessed every half term, and from Spring in Class 10, on a variety of tests that show aural and analytical skills, as well as on performance skills. Composition will mainly be worked on in the second year of the course, and will be marked, along with interim performances, as the GCSE guide.

Class 11 Music Main Lesson will be assessed in accordance with the school's rubric for marking Main Lessons in the Upper School.

Cross-Curricular Links

Almost all music at Elmfield crosses the curriculum, as there is a strong connection with many Main Lessons. Historical, seasonal, cultural and geographical topics are often connected with songs or tunes, and the original language is frequently used for a song. Singing helps with the rhythm of words and language, descriptions are required, and there is a specific vocabulary to get to grips with. Later on, these words have to be spelled correctly and put into sentences. Confidence with rhythms may support work in Maths. In addition, there are the following possibilities and links with music to be explored:

- Identity and cultural diversity
- Healthy lifestyle and emotional well-being

- Community participation
- Initiative and enterprise for creating events and celebrations
- Technology and media
- Creativity and critical thinking