

Dette er en oversettelse av den fastsatte læreplanteksten. Læreplanen er fastsatt på Bokmål

Valid from 01.08.2006

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Utgått

Purpose

All children, young people and adults in our society have a relationship to music. Music is used in many different contexts; it has different functions and also different importance and meaning for each of us. Music embodies, expresses and presents moods, thoughts and feelings about all aspects of the way we are. Music is therefore a source of both self-awareness and interpersonal understanding across time, place and culture.

As a general education and art subject, the music subject shall give the pupils the grounds for experiencing, reflecting on, understanding and participating in musical expressions. As a creative subject, the music subject shall provide the foundation from which to develop creativity and creative powers so that the pupils are able to create musical expressions according to their skills and aptitudes.

The perception of music is unpredictable, but it is still informed. This is an acknowledgement that the experience of music is not only intuitive, but rather that familiarity with music, knowledge about music, development of musical skills and reflection on music inform our perception of music, understood as both an aesthetic and existential experience. In working with music, the interaction between us and music is important, and in the music subject socialisation and interaction must be balanced with mastering in such a way that the pupils in all years will achieve quality in their performance of music at the level that they are on.

The music subject plays a key role in an adapted programme in an inclusive school. Through content and types of activity which aim to satisfy the pupils' needs to express themselves and allow room for aesthetic experience, the subject may contribute to perception, empathy, expression and participation. Dance is a natural part of the music subject and contributes to diversity in the pupils' musical forms of expression. The music subject addresses both musical diversity and a broad range of genres. Sami and Norwegian music, the folk music of other cultures, classical music and various forms of improvised and rhythmic music are part of the music subject.

One of the requirements for satisfying the aims of subject is that within all the main areas and over all the years, the pupil will work with a broad range of genres and music diversity. In this way, attitudes can be developed whereby the pupil will treat the many various musical expressions with openness and curiosity. In a multicultural society, the subject may contribute to positive formation of identity by promoting a sense of belonging in one's culture and cultural heritage, tolerance and respect for the culture of others and understanding of the importance of music as a cultural carrier and value creator locally, nationally and internationally. Music connects aesthetics and technology and will naturally also be included as part of the work done in other subjects with technology and design.

Cooperation with professional musicians and artists and cooperation between primary school and schools of music and the performing arts will make it possible to experience artistic expressions of high quality, giving the pupils the opportunity to be co-creators in the work and presentation process. The musical background of the pupils and the music and dance competence they acquire outside school should be used in the subject where this is natural. The total competence in music and dance contributes to fulfilling the school's goal of developing creative, interacting and integrated individuals who are capable of realising themselves in ways that are beneficial for the individual and society.

Main subject areas

The subject has been structured into main subject areas with competence aims.

The main subject areas are complementary and should be viewed in relation to one another. Goal attainment in one area thus also develops competence in the other areas.

Music has competence objectives after years 2, 4, 7 and 10 in primary and lower secondary school.

Overview of the main subject areas:

Years	Main subject areas		
1-10	Playing music	Composing	Listening

The main area playing music refers to the experience of music, understood as both an aesthetic and existential experience. This main area comprises practical activities – singing, playing various instruments and dancing – within different musical genres and expressions in all years. This means applying the basic elements of music (beat, rhythm, tempo, sound, melody, dynamics, harmony and form), training in musical memory and performance skills and music orientation in practice. Important elements in this main area are practice, musical communication, playing music together, interaction and presentation.

The main area composing refers to the experience of music and creation of music and also refers to creative work with music and dance with varied expressions. This includes exploring and experimenting with the basic elements of music, exploring voice, combining musical sequences in sound and movement and creating personal musical expressions. This means applying the basic elements of music in various ways, training musical memory and performance skills and training in music communication and presentation. Different music instruments and digital tools will be applied to create music and to record and process audio and music into one's own compositions. Composing also includes music orientation and reflection on music and musical experiences.

The main area listening refers to musical experience and reflection. The ability to listen is a fundamental part of both the experience of music and personal performance, alone and when playing with others. In a society with a surfeit of sound and music the listener needs to have a discerning ear and critical abilities. The main area refers to the development of sensitivity to the basic elements of music and various use of these as well as knowledge about and familiarity with different forms of music. This includes working with children's song culture, Sami music and folk music, classical music, improvisation and rhythmic music. Musical diversity and a wide range of genres which include the main characteristics and strains of the various musical genres thus constitute the core of this main area in all years. Music orientation is also part of the knowledge base in this main area, comprising both music-theory topic areas and music-sociology topic areas in connection with the use and function of music in different societies, past and present. Thus, the main area listening to music contributes to giving depth and perspective to the work involved in playing music and composing, and the main areas in the music subject complement each other in a dynamic whole, where goal attainment in one area also develops the competence in another area.

Teaching hours

Teaching hours are given in 60-minute units:

Primary school

Years 1–7: 285 hours

Lower secondary school

Years 8–10: 83 hours (85 hours for those who complete Year 10 in the spring of 2014)

Basic skills

Basic skills are integrated in the competence aims where they contribute to developing the competence in the subject while also being part of this competence. In music, the basic skills are understood as follows:

Oral skills in music refer to singing, composing by experimenting with the voice and playing music together and vocal performance. This skill also refers to being able to put into words what is heard and

what one wishes to express and present of one's own personal music experiences of and reflections on music as a phenomenon.

Being able to write in music means using various forms of notation. This is a necessary tool, serving as support in musical sequences, as part of improvisation and listening exercises and as part of the ability to note down and preserve one's own compositions in music and dance. Writing is also used to experiment with language rhymes, rhythm and sound, to present musical experiences, ideas and form expressions, and to reflect on knowledge in the subject.

Being able to read in music refers to being able to interpret and understand different musical expressions, symbols, signs and forms of notation. The ability to concentrate over time is an important requirement for reading, and through listening to and playing music, and interpreting musical expressions and symbols, the music subject gives important contributions to this. Reading texts will be an important foundation on which to build one's own compositions and as a source of reflection.

Numeracy in music refers to becoming familiar with the basic elements of music and different musical patterns, variations and forms, and to calculating time and space in musical and bodily expressions. Through recognition and application of the basic elements of music, understanding is developed on how different patterns and structures characterise artistic and musical expressions.

Digital literacy in music refers to developing music-technology competence connected to listening, playing music and composing. Part of the music subject involves the use of recording equipment and music software to assemble and manipulate audio in one's own compositions. This also includes knowledge on how to critically judge sources and knowledge about copyrights for such use of music.

Competence aims

Playing music

The aims of the studies are to enable pupils to

- use his/her voice in a varied manner, with different degrees of loudness and pitches
- imitate rhythms and short melodies in different tempos, times and keys
- improvise simple voices and rhythms by ear
- participate in games with a varied repertoire of songs, rhymes, verses, singing games and dances
- participate in performing songs, playing music and dance

Composing

The aims of the studies are to enable pupils to

- assemble basic music elements such as sound, rhythm, dynamics and melodic motifs into small compositions
- explore different musical expressions by improvising with sound and movement

Listening

The aims of the studies are to enable pupils to

- talk about what is characteristic of a piece of music, and which associations it may give
- talk about the sound, melody, rhythm, dynamics and tempo of the music
- recognise the sound of some instruments and know their names
- talk about his or her own relationship to music and his or her own musical tastes
- express his or her experiences through language, dramatization, dance and movement
- listen to and tell about sounds in everyday life

Playing music

The aims of the studies are to enable pupils to

- maintain a regular beat at different tempos
- imitate and improvise simple rhythms and sounds
- play simple ostinatos and melodies by ear
- master a song repertoire from different genres and sing with focus on intonation
- dance a selection of Norwegian and international folk dances
- sing, play music and dance in interaction with others

Composing

The aims of the studies are to enable pupils to

- experiment with song, speech choir and instruments in simple interactive music playing
- compose melodies and audio illustrations for texts and make their own texts to music
- improvise dance and movement and talk about how dance can illustrate a musical sequence

Listening

The aims of the studies are to enable pupils to

- recognise and describe sound, melody, rhythm, dynamics, tempo and form
- recognise Norwegian and Sami folk music and folk music from other cultures
- participate in conversations on special features of some music genres
- recognise the sound of and name important wind, string and percussion instruments
- explain his or her own music experiences, and about different uses of music and different functions music may have

Playing music

The aims of the studies are to enable pupils to

- perceive and apply beat, rhythm, form, melody, sound, dynamics, tempo and simple harmony when listening and playing
- sing in unison and sing parts in groups with emphasis on intonation, sound and expression
- master simple playing of a melody by ear and simple harmonic and rhythmic accompaniment
- perform songs from the past and more recent times
- master some Norwegian dances and dances from other countries
- participate in performing through song, music and dance where his or her own composed music and dance are included

Composing

The aims of the studies are to enable pupils to

- improvise with voice and instruments based on simple rhythmic, melodic and harmonic patterns
- express his or her own ideas, thoughts and feelings through movement and dance
- make his or her own compositions where the starting point is simple musical forms and motifs and the use of graphic notation to make sketches of the compositions
- compose and make audio recordings using digital tools

Listening

The aims of the studies are to enable pupils to

- recognise music from historic classical music epochs
- discuss special features of classical music, Norwegian and Sami folk music, folk music from other countries and rhythmic music
- express experiences in the encounter with works by important classical-music composers
- recognise the sound of and name the different instrument groups
- talk about how music is both an artistic expression and a commercial commodity
- express his or her own assessments relating to how the use and function of music has changed over time

Playing music

The aims of the studies are to enable pupils to

- apply the basic elements of music, symbols for chords and chord progressions when playing instruments
- choose the expression and form of presentation in his or her own playing and give reasons for the choices
- rehearse and present a repertoire of music and dance from different genres with emphasis on rhythmic music
- apply relevant terms when presenting a work of music he or she has chosen

Composing

The aims of the studies are to enable pupils to

- improvise over existing music material as inspiration for his or her own compositions
- note down his or her own produced music using graphic or traditional notation
- create his or her own dance expressions based on the special character of the music
- use digital recording equipment and music software to manipulate audio and put together his or her own compositions
- explain copyright rules relating to the use of music

Listening

The aims of the studies are to enable pupils to

- recognise and describe musical style features from improvised music and rhythmic music
- discuss special features of rhythmic music, classical music and folk music from Norwegian, Sami and other cultures and explain personal music preferences
- recognise and name different instruments and ensembles in different genres
- express and present his or her reflections on music as an expression of art and culture and as an entertainment and consumer product
- explain how music mirrors features of social development and youth culture, and how this is expressed through different forms of rhythmic music, classical music and the folk music from Norwegian, Sami and other cultures

Assessment

Provisions for final assessment:

Overall achievement assessment

Year	Provision
Year 10 or the year when the subject is completed.	The pupils shall receive one overall achievement grade.

Examinations for pupils

Year Level	Provision
Year 10 or the year when the subject is completed.	The pupils do not sit for an examination.

Examinations for external candidates

Year	Provision
Year 10 or the year when the subject is completed.	There is no provision for external candidates in the subject.

The general provisions for assessment have been laid down in the regulations relating to the Norwegian Education Act.