

Curriculum for Music

This is a translation from Norwegian Bokmål of the official Norwegian subject curriculum text.

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About the subject

Relevance and central values

Music is an important subject for creative power, cultural understanding and development of identity. The subject shall give the pupils the basis for participating in music in a lifelong perspective. In the music subject, the pupils develop competence in playing, singing and dancing, in making music and in forming and understanding a diversity of expressions. The subject shall help the pupils to understand how music stems from cultures, creates culture and contributes to social change, and the pupils shall be given the opportunity to experience that music can contribute to the quality of life. The music subject shall prepare the pupils for participation in a social and working life which needs practical and aesthetic skills, creativity and social interaction.

All subjects shall help the pupils to understand the value system for learning. Through the music subject the pupils shall develop their aesthetic and creative abilities and have the opportunity to express themselves. The subject shall encourage the enjoyment of music and give a sense of mastering, and the pupils shall experience that their voice is important in the common setting with their co-pupils. In music the pupils shall encounter a diversity of artistic and cultural expressions that open the door to a greater sense of togetherness. Encounters with live music are a natural part of this, and the pupils shall be given the opportunity to experience that folk music and the Saami music culture are important parts of our common culture and cultural heritage.

Core elements

Performing music

The core element of performing music places emphasis on the pupils' active participation through voice, body and instruments in interaction, performing and playing together in different musical expressions and genres. The core element shall provide the pupils with the experience of playing, singing and dancing in different contexts. The core element contributes to giving the pupils training in crafts, expressions and presentations through creative processes.

Making music

The core element of making music emphasises the creative work of pupils through organising and combining the basic elements of music into something new or transforming something familiar. The core element contributes to training the pupils to express themselves and listen with focus

on the creative processes. The pupils shall gain experience of and training in various ways of making music and shall also learn to use various improvisation and composing techniques, tools and methods.

Experiencing music

The core element of experiencing music emphasises the pupils' ability to listen actively and open their senses. This opens for emotional experiences ranging from everyday experiences to the existential encounters with music, and gives the pupils training in expressing their musical experiences. Knowledge about and experience with music and musical techniques is the point of departure for a reflected and exploratory approach to the experience of music.

Cultural understanding

The core element of cultural understanding refers to how singing and music that are performed, made and experienced by the pupils are anchored in and are important to the culture they originate in. Being able to understand one's own musical expressions and those of others, performing music, making music and experiencing music all require and contribute to musical competence. Playing, singing and dancing as aesthetic expressions are influenced by and are expressions of historical and societal circumstances. The meaning of music is created when music is used in social contexts, and music gives meaning to social events and rituals.

Interdisciplinary topics

Health and life skills

In the music subject the interdisciplinary topic health and life skills refers to the pupils developing the ability to express themselves through playing, singing and other vocal expressions and dancing. The sense of togetherness around music builds relationships between people, gives a sense of mastering and contributes to a positive self-image when the aesthetic and practical dimensions of music are in focus. Music is a resource for recognising, naming and dealing with thoughts and emotions, in good times and bad. Artistic expressions give the opportunity to understand your own emotions better, as well as those of others, and this forms the basis for good mental health.

Democracy and citizenship

In music the interdisciplinary topic of democracy and citizenship refers to the pupils developing knowledge about how music can be an important democratic resource. Working with the topic in the subject gives the pupils an understanding of how to use artistic forms of expression and aesthetic

expressions in democratic processes. The music subject shall contribute to awareness of how throughout time music has been used to express opinions and to create and communicate identities. In music the pupils train in dealing with differences of opinion and respecting disagreement, and they develop awareness of the right to utter opinions and emotions and the boundaries of freedom of speech.

Basic skills

Oral skills

Oral skills in the music subject refers to the ability to be able to use one's voice in a variety of ways in singing and other vocal expressions to improvise, reproduce and present musical material. Oral skills also refer to finding words for and discussing one's own creative processes and being able to reflect on musical experiences and perceptions. The development of oral skills progresses from being able to present simple musical content to being able to present more complex musical expressions, and from being able to relate about one's own experiences and using simple techniques to being able to describe more complex music-subject-related topics, aesthetic perceptions, musical techniques and the functions of music in more detail.

Writing

Writing in music refers to using various forms of analogue and digital notations which support performing, making and experiencing music, and supports the documentation of processes and results. This includes graphic notation, written music or written figures. The development in writing music progresses from becoming familiar with and being able to use simple notation techniques to using different forms of notation and written language to explore, document and present musical ideas.

Reading

Reading in music refers to interpreting and understanding different musical texts, including written musical notation and symbols and texts composed of several modalities, digitally and in stage presentations. The development of the ability to read progresses from being able to recognise, talk about and use simple signs and symbols to utilizing various forms of notation in musical interaction, and being able to understand and reflect on the use of music, dance and accompanying techniques in increasingly complex expressions.

Numeracy

Numeracy in music refers to understanding and using the basic elements of music, such as beat, time, rhythm, pitch, texture and form. It also refers to exploring and experimenting with patterns and structures, and being able to

make calculations of time and space when music and dance are performed. The development of numeracy in music progresses from being able to make, perform and describe simple patterns and structures, and being able to make simple calculations of time and space, to deeper bodily and cognitive understanding of precision and complexity relating to the basic elements of music, patterns and structures, time and space

Digital skills

Digital skills in music refers to being able to use music technology to perform, make and experience music. It also refers to using digital tools creatively to make recordings, process and manipulate audio and use programming in creative work. Digital skills also refers to being able to judge digital sources and interaction. This means complying with copyright rules relating to one's own and others' music and demonstrating web ethics in interaction with others. The development of digital skills in music progresses from using simple digital tools for composing musical works, to using digital tools and technology strategically and with variation to achieve well-reasoned and creative musical expressions. It also progresses from exercising protection of personal information and web ethics in individual situations to demonstrating sound judgment and contributing to responsible interaction in musical environments.

Competence aims and assessment

Competence aims and assessment Year 2

Competence aims after Year 2

The pupil is expected to be able to

- perform a repertoire of singing games, songs and dances from the pupils' local music culture and from cultural heritage
- explore and experiment with beat, rhythm, tempo, sound, melody, dynamics, harmony and form in dance, vocals and in playing instruments
- play with the basic elements of music through sound and voice, make patterns and combine the patterns into simple improvisations and compositions, also with digital tools
- present perceptions of different musical expressions through talking and through artistic expressions

Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop competence in music in Years 1 and 2 when they take part in and perform singing games, sing, dance and play instruments, when they make music, experiment and describe musical expressions, and when they listen, relate to and present musical experiences.

The teacher shall facilitate for pupil participation and stimulate the desire to learn by allowing the pupils to listen, play, question and use their senses in ways that develop their subject-related understanding, give them the opportunity to express themselves and contribute to a sense of mastering. The teacher and pupils shall be in dialogue about their development in music. The pupils shall have the opportunity to experiment in the subject. With the competence the pupils have demonstrated as the starting point, they shall have the opportunity to express what they believe they have achieved, and what they have done better than before. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their competence in the subject.

Competence aims and assessment Year 4

Competence aims after Year 4

The pupil is expected to be able to

- perform and explore a repertoire of songs and dances from different music cultures, including Saami music culture
- sing and play instruments alone and together with others by ear and using simple notation
- experiment with rhythms, melodies and other basic elements, assemble patterns into compositions, including using digital tools, and describe the work processes and results
- present one's own musical experiences and describe the use of musical techniques by means of simple subject-related terms
- talk about and reflect on how music creates meaning when used in different contexts

Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop competence in music in Years 3 and 4 when they sing and perform and make music, give simple explanations of their own work processes and of what they have performed and made, describe and present their own music perceptions and develop understanding of the importance of music, singing and dance.

The teacher shall facilitate for pupil participation and stimulate the desire to learn by allowing the pupils to experiment and use their imagination and creativity. The teacher and pupils shall engage in dialogue about their development in music. The pupils shall have the opportunity to experiment in the subject. With the competence the pupils have demonstrated as the starting point, they shall have the opportunity to express what they believe they have achieved, and what they have done better than before. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their competence in the subject.

Competence aims and assessment Year 7

Competence aims after Year 7

The pupil is expected to be able to

- perform a repertoire of music, songs, other vocal expressions and dance from the contemporary period and from past times
- explore and discuss how music from the past affects today's music
- rehearse and perform songs and music, together or alone, by ear and using simple notation techniques
- listen to, experiment and create new expressions with instruments, body, voice or sounds from other sources, and present the result
- use technology and digital tools to create, rehearse and process music
- use subject-related terms in the description of and reflection on work processes, results, musical expressions and techniques
- explore and present musical experiences and perceptions
- investigate how gender, gender roles and sexuality are presented in music and dance in the public sphere, and create expressions that challenge stereotypes
- reflect on how music can play different roles in developing the identity of individuals and groups

Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop competence in music in Years 5, 6 and 7 when they play, sing, perform other vocal expressions and dance. They also demonstrate and develop competence when they have the opportunity to make music, show creativity and imagination in creative work, work in a process oriented way with craft and aesthetic skills, and use music, singing and dance to explore, express understanding of and present their own opinions about social phenomena and challenges.

The teacher shall facilitate for pupil participation and stimulate the desire to learn by allowing the pupils to experiment, and use their imagination and creativity in processes and creative work. The teacher and pupils shall engage in dialogue about their development in music. The pupils shall have the opportunity to experiment in the subject. With the competence the pupils have demonstrated as the starting point, they shall have the opportunity to express what they believe they have achieved and what they believe they have done better than before. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their competence in the subject.

Competence aims and assessment Year 10

Competence aims after Year 10

The pupil is expected to be able to

- perform a varied repertoire of music, singing and other vocal expressions and dance
- reflect on how musical traditions, including Sami traditions, are preserved and renewed
- collaborate with others on planning and carrying out rehearsal processes, with self-chosen singing, other vocal expressions, playing instruments or dancing, and present the result in a group or individually
- create and programme musical sequences by experimenting with sound from different sources
- explore and present musical perceptions and experiences, and reflect on the use of musical techniques
- listen to and experiment with different expressions and give grounds for choices in creative processes from idea to finished result
- use ear and notation techniques as support in creative work
- use subject-related terms in creative work and in reflection on processes and results
- explore and reflect on how music, singing and dance as aesthetic expressions are influenced by and are expressions of historical and social circumstances, and create musical expressions that address contemporary challenges
- explore and discuss the importance of music and dance in society and ethical issues relating to musical utterances and music cultures

Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop competence in music in Years 8, 9 and 10 when they play, sing and dance, and when they plan and carry out work to perform and make music and reflect on the results. They also demonstrate competence when they find words for and discuss

what songs, other vocal expressions and dance may mean in a society and when they discuss ethical issues relating to expressions.

The teacher shall facilitate for pupil participation and stimulate the desire to learn by allowing the pupils to experiment, use their imagination and creativity and work systematically with developing a product from idea to finished result. The teacher and pupils shall engage in dialogue about their development in music. The pupils shall have the opportunity to experiment in the subject. With the competence the pupils have demonstrated as the starting point, they shall have the opportunity to express what they believe they have achieved, and what they have done better than before. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their competence in the subject.

Assessment of coursework

The grade awarded for coursework shall reflect the overall competence of the pupil in music after completing Year 10. The teacher shall plan and facilitate for the pupils to demonstrate their competence in various ways, including through understanding, reflection and deliberation, and in various contexts. The teacher shall award a grade in music based on the competence demonstrated by the pupil when performing and making music, experiencing music and working with cultural understanding relating to the creative work.

Type of assessment

Assessment of coursework

Year 10 or the Year when the subject is completed: Pupils shall be awarded one grade for coursework.

Examination for pupils

Year 10 or the Year when the subject is completed: Pupils do not have an examination.

Examination for external candidates

Year 10 or the Year when the subject is completed: There is no arrangement for examinations for external candidates in the subject.