



# Cambridge Primary Music

Curriculum outline



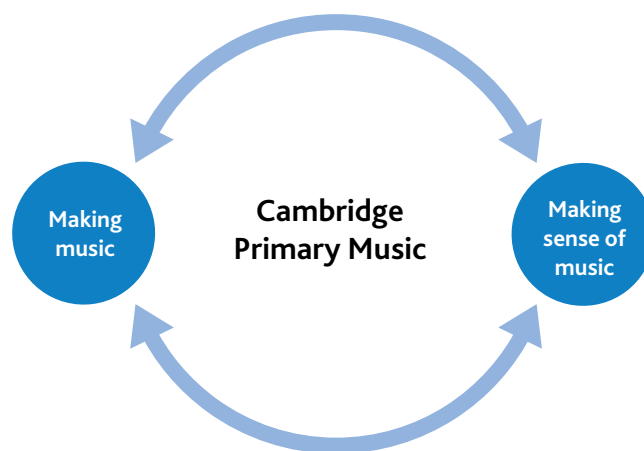
Music fosters creativity and builds confidence. It helps learners to develop a deeper understanding of self-expression and shows them the importance of communication as they learn to connect with other musicians and audiences. Cambridge Primary Music broadens learners' experience as they explore music as performers, composers and listeners, making, understanding and appreciating music from different cultures, times and places. It helps learners to develop leadership and collaboration skills and self-confidence.

### What will students learn?

Cambridge Primary Music learners will:

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

Students develop the creative skills that will help with many aspects of their future learning and development. This course supports progression to the next stage of the Cambridge Pathway.



### The curriculum and progression

Cambridge Primary Music includes a comprehensive set of learning objectives that provide a structure for teaching and learning, and a reference against which learners' attainment and skills can be checked. These learning objectives are divided into two main areas called 'strands' that can be taught separately or together. We have designed learning objectives to ensure progression in learning from Stage 1 to Stage 6 and onwards into Cambridge Lower Secondary. Here are some examples of how knowledge, understanding and skills progress across the stages:

Learning objective examples			
Strand	Stage 2	Stages 3 and 4	Stages 5 and 6
<b>Making music</b>	Contributing to performances with mostly accurate timing and awareness of pulse and melodic shape.	Contributing to performances with mostly accurate timing and with increasingly accurate tuning, control and expression.	Performing with increasing confidence, expression, skill and level of musicality and making adjustments to own performance in response to others.
<b>Making sense of music</b>	Listening and responding to music through asking and answering questions and making sounds and movement.	Listening and responding to music, beginning to use technical language accurately to describe features of the music.	Beginning to discuss how music reflects the contexts in which it is created, performed and heard.

## How is the programme taught?

This course 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. It is designed to complement, rather than replace, instrumental or singing lessons.

We provide a wide range of support to help deliver Cambridge Primary Music, including suggested activities that can be adapted to suit a range of contexts and resources.



## How are students assessed?

The emphasis of Cambridge Primary Music is for teachers to focus on formative feedback on the understanding and skills they want students to develop. This subject should be assessed in the classroom through discussion, observation and lesson outputs where teachers discuss with students 'what went well' and how they can improve further, so they can reflect on, and improve, their performance.

There are no Cambridge Primary Progression Tests or Checkpoint in this subject. To support assessment in the classroom, we have produced guidance that is available on the Cambridge Primary support site.

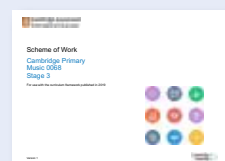
## Support to help you deliver the course:



### Teaching support

- **Curriculum framework** – outlines the structure of the curriculum, specifying how learning is organised.
- **Teacher guide** – support to plan and deliver lessons using effective teaching and learning approaches.
- **Schemes of work** – one for every stage; contains a suggested long-term plan, a medium-term plan and sample lesson plans with suggested teaching and learning activities and projects.

Go to <https://primary.cambridgeinternational.org>



### Community

- **Online forum** – ask questions about the curriculum or share ideas, challenges, resources and best practice with other Cambridge teachers.
- **Local networks/schools.**
- **Social media.**

## Cambridge Lower Secondary Art & Design support

**Online training** – tutor-guided, this allows teachers to study at their own pace (February 2020 onwards). Learn more at [cambridgeinternational.org/training](https://cambridgeinternational.org/training)

**Assessment support** – to support the delivery of assessment in the classroom. Learn more at <https://primary.cambridgeinternational.org>



### About Cambridge Primary

Cambridge Primary starts learners on an exciting educational journey, setting out what they should be able to do at each stage of their primary education. Typically for students aged 5 to 11 years, it develops young learners who are confident, responsible, reflective, innovative and engaged. The programme offers a broad curriculum with 10 subjects including English, mathematics and science.

Schools can shape the curriculum around their learners, with flexible ways to offer a wide range of subjects. For more information about how to implement Cambridge Primary in your school, visit *Implementing the Curriculum with Cambridge* on our website at [www.cambridgeinternational.org/implementing-curriculum](http://www.cambridgeinternational.org/implementing-curriculum)

**Learn more!** Visit [cambridgeinternational.org/primary](http://cambridgeinternational.org/primary) to find out more and register for the programme.