



**CONNECTING COMMUNITIES AND TRANSFORMING LIVE  
MUSIC TRAINING SCHOOL CURRICULUM FOR STREET CHILDREN**

- Music
  - Individual and Group of Pupils
- Aims
  - Purpose of Study
- Mission
  - Attainment Targets
- Structure
  - Key Stage 1 , 2 , 3
- Inclusion

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# 1. Aims

- The Rwanda Legacy of Hope curriculum provides training pupils with an introduction to the essential knowledge that they need to be educated for street children. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.
- The Rwanda Legacy of Hope curriculum is just one element in the music education of every street children. There is time and space in the school day and in each week, term and year to range beyond the Rwanda Legacy of Hope curriculum specifications. The Rwanda Legacy of Hope curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

## 2. Structure

- Pupils of compulsory school age in community RLH street children schools, must follow the curriculum. It is organised on the basis of four key stages<sup>3</sup> and twelve subjects, classified in legal terms as 'core' and 'other foundation' subjects.
- The structure of the RLH curriculum, in terms of which subjects are compulsory at each key stage, is set out in the table below:

### 3. Setting suitable challenges

- Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious



## 4. Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

- Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.
- A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full Rwanda Legacy of Hope curriculum.
- With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every Rwanda Legacy of Hope curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.

# MUSIC

## Purpose of study

- Music is a universal language that embodies one of the highest forms of creativity. A high quality 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 compose, and to listen with discrimination to the best in the musical canon.



# The RLH 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, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

# Mission

The primary goal of all band classes at Rwanda Legacy of Hope street children music school is to heighten each child aesthetic awareness through the musical art

- While there are many secondary objectives that are also set for the students, using sound as a means to communicate the feelings embodied in a musical work is always the ultimate focus. Dedication and maturity are required to develop this uniquely human ability. Dedication, because the skills needed to recreate music are both numerous and complex. Maturity, because, once the technical skills are learned, a musician must be patient and open minded in order to understand and then communicate the essence of a composer's work. Many people go their entire lives without being aware of the power that art has to affect them.

- We believe that R L H street children music school students are not too young to begin delving into the meaning of music as art.
- We also believe there is no better way to accomplish that than to develop the ability to perform and take the creation of an artist and bring it to life.
- We also believe that music can heal many emotional wounds and be therapy to many traumatic experiences and change lives.
- At the middle level we attempt to develop the musical skills necessary to recreate meaningful music and listen critically to both ourselves and others as they perform. It would be naive to suggest that such a lofty goal can be fully realized at the junior high level.
- We therefore strive to start young people down a path that will eventually lead to aesthetic awareness. We firmly believe that a person who is aesthetically aware will be better able to reap all that life has to offer and to share with others the wealth of his or her talent.

# 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

## Subject content Key : Stage 1

- Pupils should be taught to:
  - Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and not tuned instruments musically
  - Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.
  - Develop strong musicianship and cultivate aesthetic awareness in the classroom through the preparation and performance of music.

- Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should 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 for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

- **Key stage 3**

Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

## Pupils should 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 inter-related 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
- Develop a deepening understanding of the music that they perform and to which they listen, and its history
- Provide curricular and extra-curricular opportunities for all music students that enhance their musical experience
- Facilitate opportunities for students seeking musical self-enrichment.
- Create community on all levels: within our classrooms, our department, our school buildings, and our local population; as well as within the national and global community
- Enrich students' appreciation of the musical arts by attending fine cultural events
- Create the best possible learning environment for students to pursue an education in the musical arts
- Inspire students to become life-long learners and intelligent consumers of music
- Address the needs of students seeking a future career in the field of music