



Viking International School

Music Curriculum

CURRICULUM INTENT

Viking International School's curriculum aligns with the Danish *Fællesmål* and meets the standards of the British National Curriculum, leading to GCSE-level outcomes.

We focus on developing critical thinking, creativity, and problem-solving, encouraging students to apply knowledge across subjects through inquiry-based and real-world learning. Collaboration, communication, and cultural understanding are central to our approach. Students learn to work effectively with others, respect diverse perspectives, and develop as responsible global citizens.

Digital literacy and responsible technology use are integrated throughout all subjects to prepare students for the modern world. We promote a growth mindset and lifelong learning, ensuring that our curriculum provides the knowledge, skills, and values students need to succeed in further education—whether in Denmark or internationally—and to contribute positively to society. Each child is supported to reach their full potential through personalized teaching.

The purpose of Music teaching at VIS is to nurture students' musical understanding, creativity, and expression. Through listening, performing, and composing, students develop the skills to appreciate diverse musical traditions, understand musical structures, and communicate ideas through sound. Music encourages imagination, collaboration, and confidence, supporting students in engaging meaningfully with both their own cultural experiences and the wider global musical community.

Students' progress in Music is assessed continuously through classroom participation, practical application, and formative feedback. Summative assessments and self-reflection are used to evaluate understanding and development in relation to the *Fællesmål* sub-goals.

Learning connects naturally to other areas of the curriculum, supporting a holistic educational experience that encourages students to make connections across disciplines and apply their knowledge in diverse contexts.

Teaching is adapted to meet individual learning needs, ensuring accessibility and inclusion for all learners. Students who require additional support, such as those with dyslexia or other learning differences, benefit from personalized instruction, assistive technology, and tailored strategies that help them thrive within the classroom environment.

YEARGROUP ALIGNMENT

Danish	VIS	Key Stage (KS)
0 Klase	IC 1	KS 1
1 Klase	IC 2	KS 1
2 Klase	IC 3	KS 1
3 Klase	IC 4	KS 2
4 Klase	IC 5	KS 2
5 Klase	IC 6	KS 2
6 Klase	IC 7	KS 3
7 Klase	IC 8	KS 3
8 Klase	IC 9	KS 4
9 Klase	IC 10	KS 4
10 Klase	IC 11	KS 4

OVERVIEW

Requirement (Friskoleloven §1a)

How VIS meets this

Final Goals

Defined through Fælles Mål competence objectives for each subject area.

Sub-goals

Described in the “Skill” and “Knowledge” columns per Key Stage.

Teaching Plan

This document outlines how goals are taught, sequenced, and assessed through each phase.

Common Goals Outcomes Expected to be reached by end of each Key Stage (KS)

Competence Area	After KS 1	After KS 2	After KS3	After KS 4
Musical Performance & Musicianship 'Students can...'	Students can keep a steady pulse, copy and perform simple rhythmic patterns, and sing a small repertoire of songs in tune with their classmates. They know how to start and stop together, listen to others, and use their voices, bodies, and classroom instruments confidently in group music-making.	Students can perform confidently in class ensembles, reading and playing simple notated rhythms and melodies on voice and instruments with a secure pulse. They rehearse purposefully for informal performances, follow conductor or leader cues, and adapt their part to fit the group's balance, style and dynamics.	Students can perform on voice and/or instruments in both solo and ensemble settings with control, expression and growing independence. They use technique, notation reading and aural skills to learn and rehearse more demanding repertoire, and many can take on basic leadership roles in directing rehearsals or guiding small groups. s	Final I can statements
Musical Knowledge, Listening & Analysis 'Students can...'	Students can listen and move to music, showing changes in speed, loudness and mood, and recognise a small range of instrument sounds. They notice simple patterns and sections in songs and use their own words to describe how different pieces of music sound and feel.	Students can use basic musical vocabulary and notation to describe and compare pieces from different styles and cultures. They recognise common song forms, identify instruments and families by sound, and explain simple features of genres and world music, including how musical elements and context shape character and purpose.	Students can analyse how melody, rhythm, harmony, texture, timbre, structure and context work together in music from a broad range of traditions. They use staff and other notation and appropriate vocabulary to explain stylistic features and cultural or historical influences, and to support their own musical decisions.	Final I can statements
Musical Creativity, Composition & Collaboration 'Students can...'	Students can experiment with sounds to invent short rhythms and simple musical ideas, sometimes using pictures or basic symbols to remember them. They enjoy making music together, taking turns, responding to classmates' ideas, and beginning to talk about the choices they make when composing and performing.	Students can work creatively with others to rehearse, compose and refine short musical pieces using instruments and simple digital tools. They generate rhythmic and melodic ideas, contribute to group arrangements and remixes, and give and receive basic constructive feedback about how their choices affect the final result.	Students can plan, compose and refine short to medium-length pieces or songs that use melody, harmony, structure and technology purposefully for a chosen style or personal theme. They collaborate on ensemble and project work, use DAWs or other tools to record and arrange music, and engage in structured peer feedback and reflection to explain how their musical decisions express ideas and how their work has developed.	Final I can statements

Area of competence		After KS1				
Musical Performance & Musicianship	Students can keep a steady pulse, copy and perform simple rhythmic patterns, and sing a small repertoire of songs in tune with their classmates. They know how to start and stop together, listen to others, and use their voices, bodies, and classroom instruments confidently in group music-making.	Pulse & Basic Rhythm		Singing & Performance		
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	
		IC1	Keep a simple steady beat with body percussion or instruments and copy very short rhythm patterns in games.	Know that music has a steady “heartbeat” (pulse) and that beats can be clapped, tapped or stepped.	Join in simple songs and chants, matching words and basic actions with the group.	Know that singers use their voices like instruments and should start/stop together and listen to each other.
		IC 2	Maintain a steady pulse and perform short rhythm patterns using simple notation or visual cues in a group.	Know that rhythm patterns are made of long and short sounds organised over the pulse, and that symbols can show these patterns.	Sing short songs and echo patterns with improving pitch-matching and clear words; take part in very simple group performances.	Know that pitch can go higher and lower and that following the leader’s cues helps performances stay together.
IC 3	Perform layered rhythm patterns in small ensembles, staying mostly in time with others.	Know that ensemble rhythm requires counting, listening and watching so that different parts fit together.	Sing a small repertoire of songs in tune, sometimes in rounds or with simple harmony, and perform short pieces confidently in a group.	Know that harmony means different notes sounding together and that confident performance needs practice and focus.		
Musical Knowledge, Listening & Analysis	<i>Students can listen and move to music, showing changes in speed, loudness, and mood, and can recognise a growing range of instrument sounds. They notice simple patterns and sections in songs (such as repeats and contrasts) and can use their own words to describe how different pieces of music sound and feel.</i>	Listening & Responding		Pitch & Melody		
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	
		IC1	Move freely to music, showing fast/slow and loud/soft, and respond when the music changes.	Know that music can change speed, loudness and mood, and that movement can show these changes.	NA	NA
		IC 2	Listen for simple patterns and sections in songs (e.g. verse and chorus) and recognize when sounds are high/low or same/different.	Know that music is organised into repeating and contrasting sections and that patterns can be heard and described.	Identify and echo simple high/low pitch patterns using voice or instruments (e.g. stepwise up/down).	Know that melodies are made of pitches in a sequence and that tools like solfège or hand signs can help track them.
IC 3	Compare short musical examples from different styles	Know that music from different places can sound	Sing and play short melodic patterns accurately and	Know basic ideas about intervals (same, step, leap) and		

Musical Creativity, Composition & Collaboration	Students can experiment with sounds to invent short rhythms and simple musical ideas, using pictures or basic symbols to help remember and share them. They enjoy making music together, taking turns, responding to classmates' ideas, and beginning to talk about the choices they make when composing and performing..	or cultures, describing obvious similarities and differences in sound, tempo, or mood.	different and be used for different purposes (dance, celebration, story, etc.).	recognise when a melody moves by step or leap.	that melodies can move in different ways.			
		Early Composition & Sound Exploration		Group Work & Collaboration				
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge			
		IC1 Experiment with body percussion, voice and simple instruments to create very short sound patterns or effects, alone and with others.	Know that they can choose different sounds (long/short, loud/soft, high/low) to create simple musical ideas.	Take turns, share instruments and follow simple group instructions in music games.	Know that everyone needs a role and that listening to others helps the group stay together.			
IC 2 Create and perform short rhythmic or melodic patterns using echo, call-and-response, or repeated motifs.	Know that repeating patterns (ostinatos) and simple structures help make their ideas sound like "music"	Work in small groups to rehearse short patterns or songs, following a leader and starting/stopping together.	Know that successful group music requires agreeing on a plan (who plays what, when to start/stop).					
IC 3 Contribute ideas to a group composition, helping to decide patterns, order and dynamics, and use pictures or simple notation to record them.	Know that composing involves planning, trying ideas, choosing what to keep/change, and that symbols can show their decisions.	Collaborate on class pieces and performances, giving simple suggestions and responding to peers' ideas respectfully.	Know that reflecting together on what worked well or needs improving is part of the musical process.					
Area of competence	Competency goals After KS2							
Musical Performance & Musicianship	Students can perform confidently in small and whole-class ensembles, keeping a secure pulse, reading and playing simple notated rhythms and melodies, and adapting their part to fit the group. They rehearse purposefully for informal and formal performances, follow conductor or leader cues, and use developing vocal and instrumental technique to suit different musical styles.	Ensemble Rhythm		Performance Practice & Group Performance		Reading & Using Notation		
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	
		IC 4 Perform layered rhythm patterns (including simple syncopation) accurately in a percussion or body-percussion ensemble.	Know how common note values and time signatures are counted and how individual rhythm parts fit together in an ensemble.	Rehearse and perform a short piece for an audience, following rehearsal routines and conductor/leader cues.	Know basic rehearsal etiquette (listening, repeating tricky sections, count-ins) and simple expectations for performing on stage.	Read and clap/play simple rhythmic patterns from notation in common time signatures.	Know names, shapes and basic durations of the rhythmic symbols used in class pieces	
IC 5 Maintain secure pulse and rhythm when performing notated patterns as part of small ensembles.	Know how to use written rhythm notation to prepare and check their part (e.g. counting in bars, spotting rests).	Take responsibility for an individual part in a small ensemble, entering confidently and staying in role throughout the performance.	Know how individual practice (slow practice, section work) supports the success of the whole group.	Read and perform short melodic and rhythmic phrases on the staff using voice or instrument.	Know staff layout (clef, lines/spaces, basic note names) and how notation links pitch direction and rhythm to sound.			

Musical Knowledge, Listening & Analysis	Students can use basic music vocabulary and notation to describe, analyse, and compare pieces from a range of styles and cultures. They recognise common song forms, identify instruments and families by sound, and explain simple features of genres and world music, including how musical elements and context shape the character and purpose of what they hear.	IC 6 Use solid ensemble rhythm to perform grooves or patterns appropriate to different genres or tech-based pieces.	Know that different styles have characteristic rhythmic feels (e.g. straight, swing, off-beat) and how these are shown or felt.	Perform effectively in genre or tech-based group projects, balancing their contribution with others and adjusting dynamics and timing.	Know that balance, blend and clear cueing are essential for successful group performance in different styles.	Apply either staff notation or pattern-based notation (e.g. grids in a DAW) to learn and perform parts in projects.	Know that musicians use different notational systems and when each is most useful (traditional scores vs. digital patterns).		
		Theory & Notation		Song Structure & Analysis		Instrument Families & Timbre		Genres, World Music & Style Analysis	
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge
		IC 4 Use rhythm notation to read and write simple patterns linked to performance pieces.	Know basic rhythmic values, rests and simple time signatures encountered in class.	Identify sections in songs (intro, verse, chorus, bridge) and explain in simple terms how lyrics and music fit together.	Know that repetition and contrast in sections help organise songs and support their message or story.	NA	NA	Know that timbre choices help define style and can be closely tied to cultural identity.	Know that timbre choices help define style and can be closely tied to cultural identity.
		IC 5 Read and write short musical phrases that combine pitch and rhythm on the staff.	Know treble-staff note names taught, bar lines, and how notation supports both performance and composition.	Analyse short songs or pieces using key form labels (e.g. verse–chorus, binary, ternary) and describe key musical elements.	Know these form terms and basic vocabulary for tempo, dynamics and texture used in analysis tasks.	Identify and classify common instruments into families by sight and sound, describing their timbre.	Know the main instrument families (strings, woodwind, brass, percussion, keyboards) and simple descriptors for their sound qualities.	Know that timbre choices help define style and can be closely tied to cultural identity.	Know that timbre choices help define style and can be closely tied to cultural identity.
Musical Creativity, Composition & Collaboration	Students can work creatively with others to rehearse, compose, and refine short musical pieces, using both traditional instruments and simple digital tools. They generate rhythmic and melodic ideas, contribute to group arrangements and remixes, and participate in giving and receiving constructive feedback, reflecting on how their choices and	IC 6 Interpret notation or visual patterns (scores, chord charts, DAW grids) when analysing and rehearsing genre pieces.	Know that notation can take multiple forms and that all are tools for understanding and organising music.	Compare structures of songs from different genres or cultures, noting at least one similarity or difference.	Know that musical form can vary between styles and is often linked to cultural function (dance, worship, storytelling, etc.).	Describe how specific instruments and timbres are used in world-music or genre examples to create particular colours.	Know that timbre choices help define style and can be closely tied to cultural identity.	Know that timbre choices help define style and can be closely tied to cultural identity.	Know that timbre choices help define style and can be closely tied to cultural identity.
		Ensemble & Rehearsal Skills		Melody & Composition		Music Technology & Remixing		Musical Critique & Group Reflection	
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge
		IC 4 Work with classmates to rehearse ensemble rhythm/performance pieces, suggesting small improvements (e.g. clearer entries, tighter endings).	Know rehearsal strategies such as section practice, count-ins and agreeing on tempo/dynamics.	Create short rhythmic or melodic ideas to fit into ensemble pieces or simple song structures.	Know that composing involves choosing patterns that fit the pulse and structure and can be remembered or notated.	NA	NA	Offer simple verbal feedback after rehearsals or performances, mentioning at least one strength and one area to improve.	Know a few musical words (e.g. loud/soft, fast/slow, together, clear) to support basic critique.

teamwork affect the final result.

IC 5	Plan and rehearse short ensemble or composition projects, dividing roles and supporting one another.	Know that successful projects need agreed roles, timelines and shared decisions about musical structure.	Compose simple melodies using a given set of notes, capturing them in notation or a basic DAW, and share them with peers.	Know how to pick notes from a scale or key, show rhythm and pitch in notation/DAW, and form clear phrases.	Use simple digital tools to enter, play back and lightly edit melodic or rhythmic ideas for compositions.	Know basic functions of the chosen app/DAW (add notes/loops, play/stop, save project)	Describe and compare musical works in short spoken or written critiques, giving reasons for likes/dislikes and responding respectfully to peers.	Know that critique combines description of musical features with personal evaluation.
IC 6	Collaborate in genre or tech-based projects, coordinating parts (beats, melodies, effects) to complete a group piece.	Know how to organise tasks and rehearsal time when working on a longer project, especially when technology is involved.	Adapt existing musical material (e.g. folk tunes, loops) into short remixes or new pieces in small groups.	Know that remixing keeps some core material while changing elements such as tempo, instrumentation, order or texture.	Use music apps or DAWs to create, arrange and save short tracks, including remixes, combining loops, samples and recordings.	Know how to manage a simple project in the software (tracks, basic effects, exporting) and recognise some ways technology changes how music is made and shared.	Work in groups to analyse and present opinions on pieces or styles, explaining their views with musical examples and vocabulary.	Know how to structure a simple group presentation or discussion about music (introduction, key points with evidence, conclusion).

Area of competence		After KS3							
Musical Performance & Musicianship	Competency goals Students can perform confidently on voice and/or instruments in both solo and ensemble settings, maintaining secure pulse, accurate pitching and coordinated entries and endings.	Ensemble Rhythm & Performance		Vocal & Instrumental Technique		Notation in Performance		Leadership & Stage Presence	
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge
		IC7	Perform confident rhythm and melody parts in small and whole-class ensembles, keeping accurate pulse, entries and endings.	Know how their part fits within the ensemble texture (who leads, who supports) and how to count rests, pickups and simple syncopation.	Use developing vocal or instrumental technique to play or sing in tune, with appropriate tone and basic expression in solo and ensemble contexts.	Know key technical habits for their chosen voice/instrument (posture, breathing, hand position, articulation) and how these influence sound quality.	Read and perform short pieces from notation or lead sheets, using aural skills to correct errors and stay together with the ensemble.	Know common symbols for pitch, rhythm and basic expression (tempo/dynamic markings, articulation signs) and how to use them when preparing a part.	Take on simple musical leadership roles (count-ins, cueing sections, leading a rehearsal task) and perform with developing stage presence.

Musical Knowledge, Listening & Analysis	They apply developing technique, notation reading and aural skills to rehearse and present pieces with expression, and many can take on basic leadership roles in directing rehearsals or guiding small groups	IC 8	Perform more demanding ensemble pieces that require independence, dynamic contrast and coordinated changes, maintaining cohesion even on challenging material.	Know how to interpret rehearsal markings and structural cues (e.g. repeats, codas, D.S.) and how ensemble balance and blend affect musical impact.	Apply more controlled technique (intonation, articulation, phrasing) to shape musical lines expressively and sustain parts confidently in performance.	Know how dynamics, articulation and tone colour can be varied deliberately to communicate character and style.	Use notation and listening together to learn and perform longer or more complex parts, sometimes adapting written material (e.g. simple arrangements).	Know how to interpret more detailed markings (phrasing, accents, repeats) and how to make appropriate stylistic decisions when the score leaves choices open.	Lead or co-lead parts of ensemble rehearsals or performances (e.g. directing dynamics, structure, or entries) and present confidently in public performance settings.	Know how to plan and communicate rehearsal goals, and how performer behaviour (eye contact, posture, audience awareness) shapes audience engagement.		
			Theory & Notation		Structure & Form		Instrumentation & Timbre		Genres, Styles & Cultural Context		Listening & Critical Analysis	
			Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge
			Use key theoretical concepts (scales, chords, basic harmony, simple texture descriptions) to understand and discuss music studied or performed.	Know relevant scale patterns, chord symbols/roman numerals introduced in class, and basic terms for texture and tonality, and can connect these to what they hear.	Identify and describe structures in a range of pieces (e.g. verse–chorus, 12-bar blues, theme and variations), explaining how repetition and contrast support musical ideas.	Know key structural models used in the repertoire and how sections are signalled through changes in melody, harmony, texture or instrumentation.	Describe and justify instrumentation choices in pieces they perform or study, including how different timbres support musical character.	Know typical roles of common instruments and voices in ensembles and how combinations of timbres affect texture and mood.	Identify stylistic features and cultural or historical context of the main genres studied (e.g. rock, jazz, classical, world traditions), linking these to performance choices.	Compare and discuss different styles or traditions in more depth, explaining how musical features reflect cultural identity, social function or historical period.	Listen with concentration and describe, in speech or short writing, how musical elements (melody, rhythm, harmony, texture, timbre, dynamics, structure) work together in pieces.	Produce more extended analytical and evaluative responses to music (e.g. reviews, presentations), supporting judgements with detailed musical evidence.
Musical Creativity, Composition & Collaboration	Students can plan, compose and refine short to medium-length pieces or songs, using melody, harmony, structure and technology purposefully for a chosen style or personal theme.	IC 8	Apply theory to analyse and support their own compositions and performances (e.g. describing chord progressions, melodic contour, texture choices).	Know how harmonic and melodic devices (cadences, sequences, ostinatos, pedal notes) function in pieces they study and create.	Analyse more extended or complex forms (e.g. ternary, rondo, multi-section works), relating formal design to expressive or narrative purposes.	Know how form helps organise longer musical ideas and how composers/performers use structural expectations and surprises to shape listeners' experience.	Use understanding of instrumentation to plan or analyse arrangements (e.g. who has melody, harmony, rhythm, bass) and to adjust balance and timbre in rehearsal.	Know basic arranging concepts such as doubling, layering, and textural contrast, and how these influence clarity and impact.	Know key stylistic markers (rhythms, instrumentation, harmony, typical forms) and simple contextual information (when/where/why the music is or was used).	Know that musical styles evolve over time and across cultures, and can outline key similarities and differences between selected examples.	Know and use appropriate musical vocabulary to support analytical comments, moving beyond simple like/dislike.	Know how to structure analysis (overview → key features → evidence → evaluation) and link observations to concepts from theory, form, style and context.
			Ensemble Project Work & Arrangement		Composition & Songwriting		Music Technology & Production		Critique, Reflection & Personal Expression			
			Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge
			Plan and carry out small-scale projects such as arranging or preparing ensemble pieces, sharing tasks and solving musical problems as a group.	Know simple project-planning strategies (agree roles, deadlines, rehearsal plans) and basic arranging ideas (who plays/sings what, when, and why).	Compose short pieces or songs that develop an idea (motif, chord pattern, groove) with clear structure, and revise them in response to feedback.	Know basic tools for developing material (repetition, variation, sequence, changes in texture or instrumentation) and how to notate or record their work clearly.	Use DAWs or apps to record, edit and arrange short pieces, combining audio and MIDI where appropriate.	Know key functions of the chosen software (tracks, basic mixing, simple effects, exporting) and how to use technology to support composing and performing.	Give and receive structured peer feedback on performances and compositions, and explain how their own pieces express personal ideas or identity.	Know criteria for effective feedback (specific, respectful, evidence-based) and simple ways to articulate intention (“I wanted this section to feel...”).		

They work collaboratively on ensemble and project work, use DAWs or other tools to record and arrange music, and give and respond to structured peer feedback, explaining how their musical decisions express ideas and how their work has developed over time

IC 8

Work on larger projects (e.g. integrated performance/composition pieces or show sets), coordinating rehearsal, arrangement and presentation to a high standard.

Know how to manage a project from brief to performance, including rehearsal scheduling, material preparation and reflection on outcomes.

Create more extended compositions that use melody, harmony and texture purposefully, often linked to a chosen brief, style or personal theme.

Know how to plan a composition (outline form, key ideas, instruments), and how harmonic and textural decisions shape tension, release and character

Produce more refined recordings or digital compositions/remixes that show deliberate choices in structure, layering and basic mixing.

Know simple production concepts (balance, panning, EQ/effects at a basic level) and how these influence clarity and style.

Produce reflective writing or presentations that connect intentions, processes and outcomes in their projects, and respond thoughtfully to critique to improve work.

Know how to document process (planning notes, rehearsal logs, screenshots/recordings) and use this evidence to evaluate progress and next steps.