



Multi Academy Trust

# MUSIC

Skills and progression  
document

## **The Bath & Wells MAT Music Curriculum is based on the following principles:**

- Every child should be able to access, achieve and enjoy music.
- A high-quality music education should allow pupils to develop knowledge and skills in the interlinked disciplines of active listening, composing and improvising, performing and singing.
- All pupils have the innate ability to be creative and should be encouraged to foster an appreciation of music, inspiring interest and curiosity in a range of musical styles and traditions, using music as a way to learn about other cultures.
- A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians. We endeavour to inspire children to find the music that moves them, so that they will continue to take joy from it throughout their lives.
- A high-quality music education can increase pupils' self-confidence, creativity and sense of achievement. Opportunities to showcase their skills are built into the scheme, with regular chances to create, play and perform music to an audience.
- A high-quality music education should allow pupils to understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre and texture. Each class's lessons build on previous learning, promoting a love of singing and performing in an experiential way.
- A high-quality music education should allow pupils to make significant progress in at least one instrument as well as singing.
- All pupils should have the opportunity to take part in a range of solo and ensemble extra-curricular music making.
- All pupils should have access to live musical performances.

Development Matters	National Curriculum - Music Programme of Study	
<p style="text-align: center;"><b>EYFS</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● Listen attentively, move to and talk about music, express their feelings and responses</li> <li>● Watch and talk about dance and performance art, expressing their feelings and responses</li> <li>● Sing in a group or on their own, increasingly matching the pitch and following the melody</li> </ul>	<p style="text-align: center;"><b>KS1</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>● play tuned and untuned instruments musically</li> <li>● listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>● experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<p style="text-align: center;"><b>KS2</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>● improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>● listen with attention to detail and recall sounds with increasing aural memory</li> <li>● use and understand staff and other musical notations</li> <li>● appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>● develop an understanding of the history of music</li> </ul>

## Knowledge and skills as a musician

<b>Building Blocks</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b><i>Pulse</i></b>	Use body percussion, instruments and voices to keep a steady pulse in a group	Use body percussion, instruments and voices to keep a steady pulse in a group and be able to pick out two different tempos in music (eg: slow/ lento and fast/ presto)	Use body percussion, instruments and voices to keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4)	Use body percussion, instruments and voices to keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, ¾ and 4/4 using at least 3 different tempos	Use body percussion, instruments and voices to keep a steady pulse in 2/4, 3/4 and 4/4 time signatures and using different tempos with other pupils playing another ostinato to accompany	Use body percussion, instruments and voices to accurately perform pieces using at least 3 contrasting tempos and time signatures	When performing solo and in an ensemble, using body percussion, instruments and voices, follow direction to change tempo accurately within pieces of music
<b><i>Rhythm (and notation)</i></b>	Repeat back short simple rhythms	Repeat back short simple rhythms using long and short sounds	Repeat back longer simple rhythms introducing notation of crotchets and minims	Repeat back longer rhythms that use minims, crotchets, quavers and their rests	Repeat back rhythms that use semibreves, minims, crotchets, quavers, semiquavers and their rests	Repeat back rhythms that use semibreves, dotted minims, minims, dotted crotchets, crotchets, dotted quavers, quavers, semi-quavers and their rests	Repeat back rhythms that use semibreves, dotted minims, minims, dotted crotchets, crotchets, dotted quavers, quavers, semi-quavers, triplet quavers and their rests
<b><i>Melody</i></b>	Repeat back short melodies using high and low notes	Repeat back short melodies that use two contrasting phrases	Repeat back short melodies that use at least two contrasting phrases	Repeat back longer melodies and warm-ups that use at least three major keys	Repeat back longer melodies and warm-ups that use both	Repeat back extended melodies and phrases that use major and minor	Repeat back extended melodic patterns that span at least an octave,

					major and minor keys	keys, simple and compound (dotted) rhythms	using major and minor keys, simple and compound (dotted) rhythms
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## Knowledge and skills as a musician

For each area, the section in **bold** is the overarching aim and the other sections are the small stepping stones required to reach it.

Strands of Learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Singing</i>	<p><b>To build a repertoire of simple unaccompanied songs as part of a group</b></p> <p>Join in when singing/ rapping/ chanting as a group</p> <p>Sing a song in a group broadly in time</p>	<p><b>To sing simple songs in unison with accompaniment</b></p> <p>Find their singing voice in a group and build confidence</p> <p>Sing with an awareness of pulse and rhythm</p>	<p><b>To sing simple songs in unison and sometimes in parts, building confidence and voice control</b></p> <p>Sing with increasing confidence and pitch control as part of a class group</p> <p>Sing with an awareness of pulse and rhythm, following a conductor</p>	<p><b>To sing a broader variety of songs in unison and harmony using a wider vocal range</b></p> <p>Sing as part of a class choir, taking on the challenge of singing in harmony</p> <p>Sing with developing understanding of the rhythm, following the leader or conductor</p>	<p><b>To sing a wide variety of songs in two parts that have contrasting melodies and countermelodies</b></p> <p>Demonstrate building confidence when singing accurately in harmony.</p> <p>Begin to self-correct if out of time or lost, following the conductor as a guide</p>	<p><b>Sing pieces musically, of a variety of genres, with at least two parts</b></p> <p>Sing songs in unison, harmony and as part of a small group.</p> <p>Demonstrate clear understanding of the rhythm, particularly when switching between parts</p> <p>Sing with expression and control, with</p>	<p><b>Sing musically, responding to performance directions (eg: phrasing), in unison and harmony in at least two parts</b></p> <p>Confidently and accurately take the lead in singing a broad range of harmony and unison songs</p> <p>Confidently lead a performance of piece with two or more parts showing understanding of how the parts fit together</p>

	Sing for own enjoyment	Sing with an emerging awareness of other performers	Sing songs with an emerging awareness of expressive elements, eg: tempo and dynamics, and an initial understanding of breath control	Sing with awareness of the expressive elements, eg: timbre, tempo and dynamics, and their effect on the audience, and developing breath control	Sing with awareness and increasing control of the expressive elements, eg: timbre, tempo dynamics, and their effect on the audience	attention to dynamics and articulation, and consideration of the audience and theme of the song	Sing expressively, with full control, mastery of dynamics, articulation and phrasing, clear consideration of the audience, with a strong sense of style and confidence
<b><i>Performing with instruments</i></b>	<b>To tap a steady beat and play instruments and body percussion with control</b>	<b>To play basic rhythms on untuned percussion instruments and using body percussion</b>	<b>To play longer phrases on untuned percussion instruments and body percussion</b>	<b>Use tuned percussion/ melodic instruments/ voice to perform short melodies/</b>	<b>Play five-note melodies and more complex rhythms on tuned instruments</b>	<b>Perform longer melodies (5-8 notes) or 2+ chords per bar and more complex</b>	<b>Rehearse and perform a range of pieces with accuracy, fluency, control and expression,</b>

				<b>chords and simple rhythms</b>		<b>(dotted) rhythms.</b>	<b>from memory or with notation.</b>
	Copy short rhythmic patterns on untuned percussion instruments or body percussion	Copy short rhythmic patterns with growing confidence on untuned percussion instruments or body percussion	Accurately copy longer rhythmic patterns on untuned or tuned instruments and body percussion	Play a short melody on a tuned instrument, identifying basic rhythm from staff notation	Play a longer melody on a tuned instrument with accuracy from staff notation	Confidently and accurately play a simple instrumental part as part of a small group, from notation (graphic or staff)	Independently play a simple instrumental part with accuracy and fluency from notation (graphic or staff)
	—	—	—	Play from within a five-note range	Play from within at least a five-note range	Play from within an octave range	Play from within at least an octave range
	Move body in time to the music/ clap hands	Maintain the pulse using body percussion or untuned/ tuned instruments	Maintain the pulse with increasing accuracy	Play in time with peers with understanding of note value	Play in time with peers with understanding of simple note value from semi-quavers to semi-breve ( <i>see Building Blocks: Rhythm and notation</i> )	Play in time with a small group with understanding of simple and dotted note values ( <i>see Building Blocks: Rhythm and notation</i> )	Play as an individual or group, adjusting tempo, timbre and dynamics to enhance the mood or musicianship of the music, while following a conductor's cues
	Stop and start at the right time	Follow musical instructions from a conductor such as 'louder', 'softer', 'faster', 'slower'.	Follow basic dynamic and tempo instructions given using musical terminology.	Identify dynamic and tempo musical terminology and respond to a conductor's cues when playing			



<b>Performance entitlement (singing or instrumental)</b>	<i>EYFS</i> <i>Small group performance to class</i>	<i>KS1</i> <i>Class performance to parents/ school</i>		<i>LKS2</i> <i>Cross-class performance in hall to school/ parents</i>		<i>UKS2</i> <i>Performance (possibly with other school or group) in public venue</i>	
<b>Composing &amp; Improvising</b>	<p><b>To improvise (often to a theme such as Little Red Hen) using instruments or body percussion</b></p> <p>Experiment with body percussion/ voices to improvise a response to a theme or story</p> <p>Recognise graphic/ staff notation</p>	<p><b>To compose and simply record a melody and rhythm using crotchets based on a given stimuli</b></p> <p>Improvise short sequences using percussion/ body percussion/ voice to represent a character or theme</p> <p>Recognise how graphic notation can represent sound (including</p>	<p><b>To compose and simply record rhythmical patterns using quavers and crotchets and their rests</b></p> <p>Create short improvised sequences using percussion/ body percussion/ voice to represent a character or theme demonstrating a basic understanding of beat and rhythm</p> <p>Use graphic/ staff notation to represent crotchets and</p>	<p><b>To create basic five note tunes and rhythms using quavers, crotchets, minims and their rests</b></p> <p>Improvise on the spot to a given style (eg: marching band/ jazz), showing elements of that style and experimenting with tuned and untuned instruments and/or voice</p> <p>Use staff notation to represent minims,</p>	<p><b>To improvise and compose tunes using at least five notes. Create more developed rhythmic patterns</b></p> <p>Improvise to a set style, purposely selecting instruments and demonstrating understanding of the theme's characteristics</p> <p>Use staff notation to represent minims,</p>	<p><b>To compose original music organising sounds around a four-bar structure, using varying tempos, notation and time signatures</b></p> <p>Compose a structured piece of music in a recognisable style, showing intentioned selection of instruments. Include improvised elements as part of this or a separate work</p> <p>Use staff notation to represent semibreves,</p>	<p><b>To compose and record original music using repeating rhythmic and melodic patterns, layering sound understanding the effect on the listener</b></p> <p>Compose a well-structured melodic piece of music that may include lyrics, showcasing appropriate instrumentation for the theme/ style. Incorporate improvised elements as part of this or a separate work</p> <p>Use staff notation to represent semibreves,</p>

	<p>Improvise a phrase of short and long notes to be clapped</p>	<p>Compose a phrase of one bar using crotchets to be performed on percussion or body percussion</p>	<p>Compose a phrase of at least two bars using crotchets and quavers to be performed on percussion or body percussion</p>	<p>Compose a 4-bar melodic phrase (using five notes) to be performed on tuned instruments, incorporating an introduction and main section</p>	<p>Compose a 4-bar melodic phrase (using at least five notes) to be performed on tuned instruments using an introduction, main section and finale</p>	<p>Compose a 4-bar melodic phrase to be performed on tuned instruments, using structures such as verse/chorus, AB form</p>	<p>Compose an 8-bar melodic phrase to be performed on tuned instruments, using structures such as verse/chorus, AB or ABA form</p>
	<p>Recognise when the music/ composition should get louder or softer. Experiment with the dynamic options</p> <p>—</p>	<p>Suggest appropriate dynamics (loud/soft) to fit the composition</p> <p>—</p>	<p>Try appropriate dynamics (loud/soft) to fit the composition</p> <p>—</p>	<p>Experiment with using a simple selection of dynamics within the composition, such as piano (p) and forte (f)</p> <p>Use music technology to capture sounds</p>	<p>Refine use of a simple selection of dynamics, checking that they fit the melody and instrumentation</p> <p>Use music technology to capture sounds</p>	<p>Use a wide range of dynamics from pp (pianissimo – very quiet) to ff (fortissimo – very loud), crescendo and diminuendo</p> <p>Use music technology to record and compose sounds</p>	<p>Refine use of a wide range of dynamics from pp (pianissimo – very quiet) to ff (fortissimo – very loud), crescendo and diminuendo</p> <p>Use music technology to record, compose and combine sounds</p>

<p><b>Active Listening</b> <i>(see also Programme of Listening)</i></p>	<p>To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or a marching song</p> <p>Explore the story behind a song or piece of music</p> <p>Respond to a piece of music through movement</p>	<p>To identify musical features (loud, soft/ fast, slow etc) in a range of music, and express whether they like or dislike it.</p> <p>Describe the character or mood of the piece of music both verbally and through movement</p> <p>Express a basic opinion about music (like/ dislike)</p>	<p>To identify where musical elements change (eg: getting faster or louder) and. To know several composers from different genres.</p> <p>Start to link story/ mood with musical elements in the piece (“It is sad because the music slows down”.)</p> <p>Talk (to a partner) about how music makes you feel</p>	<p>To identify and describe musical features in pieces from different musical traditions, using terminology of tempo and dynamics</p> <p>Recognise differences between different pieces of music</p> <p>Share your thoughts and feelings about music, starting to think about why</p>	<p>To compare and contrast different pieces of music by a variety of composers using correct terminology and explaining its effect on the listener.</p> <p>Recognise differences between different pieces of music and know whether I like or dislike it</p> <p>Talk about your response to a piece of music, linking it to features of the music</p>	<p>To compare and contrast different pieces of music, focusing on musical features, starting to justify my opinions and know the timeline for a variety of composers</p> <p>Start to justify a personal opinion of a piece of music (or comparing two pieces of music), focusing on musical features</p> <p>Identify the feelings created by the music using some musical language</p>	<p>To identify the key features of music within its place in history, including tempo, dynamics, timbre and melody, and justify my opinion of it</p> <p>Confidently justify a personal opinion of a piece of music (or comparing two pieces of music) with reference to timbre, rhythm, style and theme</p> <p>Express and explain the feelings created by the music using correct musical vocabulary</p>
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	Understand that different instruments make different sounds	Know that instruments can be grouped according to their timbre and material	Identify the families of instruments that they can hear	Identify a family of instruments and be able to name an instrument within it	Identify several instruments by ear	Identify more instruments by ear	Identify a wide range of instruments by ear
	Be aware of structures within music (eg: chorus)	Begin to understand about different structures within music (eg: chorus and verse)	Start to talk about and identify the structure of the music	Talk more confidently about the structure of the music	Be able to identify some of the structures used in music (such as introduction and finale)	Be able to identify some of the structures used in music (including references such as introduction, chorus and verse)	Discuss the structure of the music (including references such as introduction, chorus, verse and instrumental break)
	Know that they might hear different music at different times or places, eg: lullaby at bedtime; pop music at a disco	Know that there are different styles of music for different situations and eras	Know a few styles of music and where they come from (eg: Flamenco – Spain)	Know that different styles of music come from different places in the world	Recognise a style of music and its musical features	Recognise and name several styles and their musical features	Recognise and name a wide range of styles and describe their musical features
	Describe what they hear using familiar language (eg: slow, quiet)	Know that the speed (tempo) and volume (dynamics) can vary in music	Build a small bank of musical vocabulary to describe musical elements (see below)	Start to use musical vocabulary to describe music and evaluate own and others' work (see below)	Expand bank of musical vocabulary to describe music and evaluate own and others' work (see below)	Build up confidence to use a breadth of musical vocabulary to describe music and evaluate own and others' work (see below)	Confidently use appropriate and accurate musical vocabulary to describe music and evaluate own and others' work (see below)

<b><i>Key musical vocabulary</i></b>	beat, pulse, rhythm, conductor, instrument, lyrics, pitch, percussion, tune	timbre, tempo, unison, dynamics, forte, piano, crotchet, bar, woodwind, brass, strings	texture, quaver, rest, volume, stave, bar lines, scale	minim, crescendo, diminuendo, chord, harmony, score, solo, tuned and untuned percussion, in the round, improvisation, time signature, instrumentation, staccato, legato	Counter-melody, texture, motif, structure, notation	Semi-breve, semi-quaver, dotted rhythm, ostinato, off-beat, loop, riff	Syncopated, polyrhythm, a capella
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This listening guide can be used weekly in assembly. The aim is to create a music timeline with which pupils become familiar, with focused listening during the 10 minutes of entry/exit of the hall.

Pieces have been chosen for their popularity, style and the diversity of the composer/performer's nationality











## Programme of Listening – Autumn Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<p><b>Baroque</b> (1600-1750) Brandenburg Concerto – JS Bach</p>  <p><a href="#">Bach - Brandenburg Concerto No. 3: I. Allegro (Live) (Metamorphose String Orchestra) - YouTube</a></p>	<p><b>Baroque</b> Canon in D – Johann Pachelbel</p>  <p><a href="#">Pachelbel - Canon In D Major. Best version. - YouTube</a></p>	<p><b>Baroque</b> Four Seasons – Vivaldi</p>  <p><a href="#">Vivaldi: The Four Seasons (Orquesta Reino de Aragón) - Bing video</a></p>	<p><b>Classical</b> (1730-1820) Ode to Joy from Symphony No. 9 in D Minor - Beethoven</p>  <p><a href="#">Beethoven 9th Symphony - Movement IV - "Ode to Joy" - Bing video</a></p>	<p><b>Classical</b> Romeo &amp; Juliet Overture – Tchaikovsky</p>  <p><a href="#">Tchaikovsky - Romeo and Juliet (Fantasy Overture) - Bing video</a></p>	<p><b>Classical</b> Non Piu Andrai from The Marriage of Figaro – Mozart</p>  <p><a href="#">Mozart - The Marriage of Figaro (Overture) - Bing video</a></p>	<p><b>Classical</b> La Partenza – Francesca Lebrun</p>  <p><a href="#">Francesca Lebrun - 6 Sonatas For Fortepiano and Violin, Op. 1 - YouTube</a></p>	<p><b>Romantic</b> (1815-1910) Schubert- Ave Maria</p>  <p><a href="#">Luciano Pavarotti - Ave Maria (Schubert) - YouTube</a></p>	<p><b>Romantic</b> Piano Concerto No. 3 – Rachmaninov</p>  <p><a href="#">Martha Argerich - Rachmaninov Piano Concerto No. 3 - Bing video</a></p>	<p><b>Romantic</b> Das Jahr song cycle - Fanny Mendelssohn</p>  <p><a href="#">Fanny Mendelssohn : Das Jahr (The Year) - Bing video</a></p>

## Programme of Listening – Spring Term


Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<p><b>Jazz</b> (1900-1960) On the Sunny Side of the Street – Louis Armstrong</p>  <p><a href="#">On The Sunny Side Of The Street - YouTube</a></p>	<p><b>Jazz</b> Take Five – Dave Brubeck Quartet</p>  <p><a href="#">Dave Brubeck, The Dave Brubeck Quartet - Take Five (Audio) - YouTube</a></p>	<p><b>Jazz</b> Summertime – Gershwin/ Ella Fitzgerald</p>  <p><a href="#">Summertime - YouTube</a></p>	<p><b>Blues</b> (1920-1960) Sweet Home Chicago – Robert Johnson</p>  <p><a href="#">Robert Johnson "Sweet Home Chicago" - Bing video</a></p>	<p><b>Blues</b> The Thrill is Gone – BB King</p>  <p><a href="#">B.B. King - The Thrill Is Gone ( 1969 ) HD - YouTube</a></p>	<p><b>Rock'n'Roll</b> (1950-1960) That'll be the Day – Buddy Holly &amp; the Crickets</p>  <p><a href="#">Buddy Holly &amp; The Crickets - That'll be the Day - YouTube</a></p>	<p><b>Rock'n'Roll</b> Great Balls of Fire – Jerry Lee Lewis</p>  <p><a href="#">Great Balls Of Fire - YouTube</a></p>	<p><b>Rock'n'Roll</b> Hound Dog – Elvis Presley</p>  <p><a href="#">Elvis Presley - Hound Dog (Official Lyric Video) - Bing video</a></p>	<p><b>Rock'n'Roll</b> Twist'n'Shout – The Beatles</p>  <p><a href="#">Twist And Shout (Remastered 2009) - Bing video</a></p>	<p><b>Rock'n'Roll</b> Proud Mary - Tina Turner</p>  <p><a href="#">Proud Mary - YouTube</a></p>

## Programme of Listening – Summer Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<p><b>Reggae</b> (1960-1970) One Love – Bob Marley and the Wailers</p>  <p><a href="#">Bing Videos</a></p>	<p><b>Country &amp; Western</b> Coat of many colours -Dolly Parton</p>  <p><a href="#">Coat of Many Colors - YouTube</a></p>	<p><b>Pop</b> (1970-present) Thriller – Michael Jackson</p>  <p><a href="#">Michael Jackson - Thriller (Lyrics) - YouTube</a></p>	<p><b>Pop</b> Vogue – Madonna</p>  <p><a href="#">Vogue - Madonna (Lyrics) - YouTube</a></p>	<p><b>Pop</b> We are the Champions – Queen</p>  <p><a href="#">Queen - We Are The Champions [Lyrics] - YouTube</a></p>	<p><b>Hip Hop</b> (1970-present) Happy – Pharrell Williams</p>  <p><a href="#">HAPPY - PHARRELL WILLIAMS (Lyrics) - YouTube</a></p>	<p><b>Hip Hop/ Electronica</b> I Gotta Feeling – Black Eyed Peas</p>  <p><a href="#">The Black Eyed Peas - I Gotta Feeling (Lyrics) - YouTube</a></p>	<p><b>Rap</b> (1970-present) Crown - Stormzy</p>  <p><a href="#">STORMZY - CROWN (Clean Version) - Bing video</a></p>	<p><b>Electronica</b> (1980-present) The Model – Kraftwerk</p>  <p><a href="#">Kraftwerk - The Model (official video) - YouTube</a></p>	<p><b>Drum &amp; Bass</b> (2000-present) Cool Down – Andy C</p>  <p><a href="#">Andy C - Cool Down RAMM12 - YouTube</a></p>



## Programme of listening -Music from Around the World

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Scandinavia</b>                      Abba  <a href="#">Abba - Dancing Queen (Official Music Video Remastered) - YouTube</a></p>	<p><b>South America</b>                      Peruvian pan pipes</p>  <p><a href="#">Leo Rojas - Der einsame Hirte (Videoclip) - YouTube</a></p>	<p><b>Africa</b>  <a href="#">Jason Aryeh Research Project. "Agbekor" (War Dance from Volta Region, Ghana) - YouTube</a></p>	<p><b>Hawaiian</b>  <a href="#">Somewhere Over the Rainbow by Israel Kamakawiwo'Ole - YouTube</a></p>	<p><b>Aboriginal</b>  <a href="#">"Fire Blessing": 40,000 Year-old Prayer from the indigenous Australians - YouTube</a></p>	<p><b>K pop</b>  <a href="#">Coldplay X BTS - My Universe (Official Video) - YouTube</a></p>

## OFSTED's Pillars of Progression:

Music development should be as a result of planned knowledge and skills progression using these three interdependent elements

### Technical:

- Build singing and instrumental playing techniques
- Build knowledge of music technology
- Build knowledge of systems for notation and programming

### Constructive:

- Learn how music works: scales, chords, keys, structure
- Deepen knowledge of musical elements: dynamics, tempo

### Expressive:

- Build knowledge of music's history, culture, purpose and meaning
- Increase understanding of how musical elements combine to create expression
- Apply that understanding to give personal reflection on musical meaning

