



Music Progression Map

Intent

The music curriculum is built on elements set out in the national curriculum and new model music curriculum. The focus within music is providing engaging learning experiences which encourage social development through active participation where pupils can build their cultural capital through exposure to key musical knowledge and demonstrate their awareness and understanding through performing, composing and responding to music. Key to the development of the cultural capital is the continuing performances from visiting professional musicians so that pupils experience live music in a way that they can access.

The music curriculum supports the preparation for adulthood themes through providing opportunities for the development of communication, social and emotional competences, engaging in music for enjoyment and enrichment, alongside musical development. Music at Beverley develops confidence and resilience in individuals leading to performance opportunities within class and beyond. The curriculum is tailored to meet early developmental milestones in communication and social and emotional development alongside musical milestones set out by the Sounds of Intent Framework.

Music is a key part of the communication routines around the structure of the day, routine activities, key skills in English and math's, as well being utilized to enhance wider topics at the stage-development needs of the pupils. Those who have an aptitude are provided with individual fully-funded instrumental lessons and many go on to perform with the Open Orchestra that we founded with MBC and another local special school.

Music is a key component of the whole school celebrations, such as the Christingle Service at the local church and the end of year summer events, providing opportunities for pupils to present their skills. Engagement is a key principle within the music curriculum and the extra-curricular events with all abilities welcome to attend.

Implementation

At Beverley School all pupils from nursery to key stage 4 have access to music and many in key stage 5 access regular music related lessons. The music curriculum is planned to provide opportunities to touch on or directly relate to project-based learning themes, providing a connection to learning within the context of other subjects, linking ideas and concepts.

In EYFS and Key stage 1 the curriculum is the vehicle by which we develop pupil's awareness, attention and choices. Pupils can demonstrate their awareness of choosing instruments and taking turns. All key skills in our school Preparation for Adulthood curriculum that starts from the youngest age possible. Music offers an opportunity for learning through play and is encouraged in sessions within soft play and the light and sound spaces.

In Key Stage 2, pupils are introduced to a wider range of instruments and repertoire, differentiated and appropriate to their individual development. This allows the skills and knowledge to develop of the music curriculum to develop through active participation. It also develops social togetherness through ensemble working and allows exploration of emotions through musical genres.

At Key Stage 3 pupils build on their knowledge and skills with greater opportunities within lessons and extra-curricular activities to participate in music making. A greater emphasis is placed on instrumental and ensemble skills. The understanding of notation is developed at an appropriate level for the student and used appropriately to understand and convey musical meaning. A broader range of terms and concepts are taught and pupils develop skills in self-assessment and peer-assessment.

The *Sounds of Intent* framework is used to measure progress across key stages. This offers an evidence-based assessment system which is designed for pupils with special needs and autism and covers PMLD through to those with savant tendencies. Nursery and foundation are measured against the early year's foundation framework.

At Key Stage 4 and 5 Bronze and Silver Arts Awards are offered to many pupils and for those that Arts Award is not appropriate, other accreditations may be offered. There are a number of extra-curricular activities available including choir, steel pans, drumming and instrumental lessons.

Pupils happily engage in extra-curricular music activities including choir, drumming club, ukulele club and steel pan club. A group of pupils, chosen for their musical aptitude, take part in the Open Orchestra project which allows further musical development, particularly for those who are gifted. Here they receive individual and small group lessons which feed into Open Orchestra. The Orchestra meets once a week at Middlesbrough Town Hall alongside another local special school to rehearse.

Impact

Pupils develop their musical understanding and use methods of notation (graphic and traditional) to reproduce music and record compositions at a level appropriate to the individual pupil. Pupils are engaged and willingly participate in music. They show improvements across the range of key areas of the music curriculum and it is evident and assessed that pupil's confidence and resilience builds over time.

Open Orchestra has provided the evidence of significant improvement in a range of skills including musical, social and emotional and communication skills for those attending and they enjoy and feel a sense of importance being part of this project. Music is viewed by staff and management as important to the development of pupils at Beverley school and an integral component contributing to pupil's happiness and wellbeing.

Staff value the opportunities for pupils to engage with live performances and how this develops pupils' engagement with the world and their enjoyment, a key part of preparation for adulthood.

Level Expected at the End of EYFS

We have selected the most relevant statements from the Delivery Matters age ranges for 0 -3 and 3 – 4 years olds as well as highlighting the statements within the ELGs which feed into the programme of study for History.

Music (Expressive Arts and Design)	
0 – 3	<ul style="list-style-type: none"> • I can show attention to sounds and music • I can respond emotionally and physically to music when it changes • I can move and dance to music • I can anticipate phrases and actions in rhymes and songs, like ‘Peepo’ • I can explore my voice and enjoy making sounds • I can join in with songs and rhymes, making some sounds • I can make rhythmical and repetitive sounds • I can explore a range of soundmakers and instruments and play them in different ways • I can enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’
3 – 4	<ul style="list-style-type: none"> • I can listen with increased attention to sounds • I can respond to what I have heard, expressing my thoughts and feelings • I can remember and sing entire songs • I can sing the pitch of a tune sung by another person (‘pitch match’) • I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs • I can create my own song, or improvise a song around one I know • I can play instruments with increasing control to express my feelings and ideas
Reception	<ul style="list-style-type: none"> • I can listen attentively, move to and talk about music, expressing my feelings and responses • I can sing in a group or on my own, increasingly matching the pitch and following the melody • I can explore and engage in music making and dance, performing solo and in groups
ELG	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • I can sing a range of well-known nursery rhymes and songs • I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music

The following curriculum progression map comprehensively shows the progression of writing skills and concepts from Pre Milestone 1 – Milestone 4. For students above Milestone 3 they will follow the appropriate National Curriculum/ Accreditation routes. Accreditation routes are in parentheses eg. (Entry Level 1 – Entry Level 2)

Sounds of Intent	Pre Milestone 1 Beverley Steps P4 – 5 (Working Towards Entry Level)		Pre Milestone 2 Beverley Steps P6 – 7 (Working Towards Entry Level)		Pre Milestone 3 Beverley Steps P8-9 (Working Towards Entry Level – Entry Level 1)			
	Reactive <ul style="list-style-type: none">I show an awareness of sound		Reactive <ul style="list-style-type: none">I can react to simple patterns in sound.		Reactive <ul style="list-style-type: none">I can recognise musical motifs and the relationships between them.			
	Proactive <ul style="list-style-type: none">I can intentionally make or control sound.		Proactive <ul style="list-style-type: none">I can intentionally make simple patterns in sound.		Proactive <ul style="list-style-type: none">I can reproduce or create musical motifs and potentially links them together.			
	Interactive <ul style="list-style-type: none">I can interact with others using sound.		Interactive <ul style="list-style-type: none">I can copy other’s sound and/or I am aware of my own sound being copied.		Interactive <ul style="list-style-type: none">I can engage in musical dialogues using motifs.			
	Milestone 1 Beverley Steps P10 – 11 Year 1 – 2 (Entry Level 2-Entry Level 3)		Milestone 2 Beverley Steps P12 – 13 Year 3 – 4 (Level 1 Emerging – Level 1 Developing)		Milestone 3 Beverley Steps P14 -15 Year 5 – 6 (Level 1 Secure- Level 2 Emerging)		Milestone 4 Beverley Steps 16+ Year 7+ (Level 2 Developing- GCSE 4+)	
	Reactive <ul style="list-style-type: none">I can recognize musical motifs and the relationships between them.I can attend to the whole piece of music, anticipating prominent structural features and		Reactive <ul style="list-style-type: none">I can attend to the whole piece of music, anticipating prominent structural features and responding to general characteristics.I have a mature, shared understanding and		Reactive <ul style="list-style-type: none">I have a mature, shared understanding and appreciation of music of a particular culture, in a given style.		Reactive <ul style="list-style-type: none">I can listen with increasing discrimination to a wide range of music from great composers and musiciansI can develop a deeper understanding of the music that I perform and to which I listen, and its history	

	<p>responding to general characteristics.</p>	<p>appreciation of music of a particular culture, in a given style.</p>		
	<p>Proactive</p> <ul style="list-style-type: none"> • I can reproduce or create musical motifs and potentially links them together. • I can perform, improvise and/or compose short and simple pieces of music, which may increase in complexity over time. 	<p>Proactive</p> <ul style="list-style-type: none"> • I can perform, improvise and/or compose short and simple pieces of music, which may increase in complexity over time. • I can perform and/or improvise solos of increasing sophistication persuasively within a given style of music, which may increase in complexity over time. 	<p>Proactive</p> <ul style="list-style-type: none"> • I can perform and/or improvise solos of increasing sophistication persuasively within a given style of music, which may increase in complexity over time. 	<p>Proactive</p> <ul style="list-style-type: none"> • I can play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression • I can identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
	<p>Interactive</p> <ul style="list-style-type: none"> • I can engage in musical dialogues using motifs. • I can Perform and/or improvise short and simple pieces of music with other people, which may increase in complexity over time. 	<p>Interactive</p> <ul style="list-style-type: none"> • I can perform and/or improvise short and simple pieces of music with other people, which may increase in complexity over time. • I can Perform and/or improvise music of increasing sophistication expressively with other people. 	<p>Interactive</p> <ul style="list-style-type: none"> • I can Perform and/or improvise music of increasing sophistication expressively with other people. 	<p>Interactive</p> <ul style="list-style-type: none"> • I can improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions • I can use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions

This Progression Map complements the Curriculum Map, which covers subject content over time.
These are planned in Key Stages and can be found on TEAMS.

