

Music

Extended Curriculum Overview 2026-27

At Cleaswell Hill, chronological age determines the Music experiences pupils encounter. Individual starting points determine the level of cognitive demand, communication, support, specialist approaches and independence through which pupils access those experiences. Music is organised through four connected strands - singing, listening, composing and performing - so pupils encounter an age-respectful curriculum while building musicianship from their individual starting points. Music also supports communication, creativity, confidence, emotional wellbeing and, where appropriate, regulation, without losing the subject identity of the curriculum.

Intent

Our Music curriculum is ambitious, inclusive and age-respectful. It is designed to engage and inspire pupils to develop a love of music, self-confidence, creativity and a sense of achievement. Pupils progressively build musical understanding through singing, active listening, composing and performing, including the use of voice, tuned and untuned instruments, notation and music technology.

All pupils encounter a broad musical offer. Adaptation removes barriers so that pupils can participate meaningfully from their individual starting points while maintaining high expectations and the integrity of musical learning.

Implementation

The curriculum draws on the National Curriculum and Model Music Curriculum and is organised as staged, cumulative learning. Pupils revisit pulse, rhythm, pitch, dynamics, tempo, musical memory, expression, improvisation, composition and performance with increasing precision, independence and depth.

Teachers connect listening, composing and performing, explicitly teach musical vocabulary and notation, and use modelling, rehearsal, repetition, retrieval and feedback. Practical evidence is captured through observation, photographs and video, Earwig assessment and solo or ensemble performance. Subject leadership, professional development and specialist partnerships support inclusive musical practice.

Impact

Pupils know more, can do more and become increasingly musically independent from their individual starting points. They sustain attention to music, recognise and use musical features, sing and play with growing control, create and refine musical ideas, use notation and technology where appropriate, perform collaboratively and respond to music with increasing discrimination. Music also contributes to confidence, communication, cultural capital, wellbeing and participation.

What pupils learn

The curriculum separates the musical knowledge pupils acquire from the musical practices they learn to use. This keeps the focus on what pupils are learning, not simply the song, instrument or activity they complete.

Musical knowledge - what pupils know	Musical practice - what pupils learn to do
Interrelated dimensions: pulse, rhythm, pitch, dynamics, tempo, timbre, texture and structure; how these features shape musical effect and meaning.	Sing and play with increasing control; maintain a beat; imitate, reproduce and apply rhythmic and pitch patterns; use musical features expressively.
Voice and instruments: breathing, posture, vocal sound; tuned and untuned instruments; how sound is produced and controlled.	Use the voice expressively and creatively; play tuned and untuned instruments musically; develop accuracy, fluency, control and expression.
Musical memory, notation and technology: melodic shapes, rhythmic and pitch patterns; graphic, dot and staff notation; crotchets, quavers and rests; technology to capture, change and combine sounds.	Listen with attention to detail and recall sounds; improvise and compose; record musical ideas using appropriate notation and use music technology where appropriate.

Repertoire, culture and history: music from different traditions, composers and musicians; origins, social context and history; how music affects the listener.	Listen actively and critically to live and recorded music; broaden musical horizons; perform solo and in ensembles; rehearse, refine, collaborate, use peer feedback and develop stagecraft.
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Age-related curriculum experiences: staged musical progression

The supplied Music curriculum is organised by stage and term rather than by a three-year rotating topic cycle. The tables below preserve that structure. Chronological age determines the musical experiences pupils encounter; individual starting points determine how pupils access them and the level of independence, complexity and musical understanding expected.

Stage 1 - Themes and experiences aligned with Key Stage 1				
Term	Singing	Listening	Composing	Performing
Autumn	Vocal warm-ups; breathing and posture; loud/quiet and fast/slow; explore voices; chanting; call and response.	Listen actively; mark the beat; connect music to local cultural context; notice the impact of music on the listener.	Create short music and melodies; recall melodic, rhythmic and pitch patterns; use sounds and motifs to represent ideas or characters.	Link listening, composing and performing; share music; begin stagecraft, peer response and solo or ensemble performance.
Spring	As autumn, adding following a melody and increasingly secure participation in familiar songs and chants.	Mark the beat; broaden musical horizons; listen for how music affects the listener.	Develop short melodies and patterns; strengthen musical memory; use sound symbolically and combine ideas into short pieces.	Celebrate and share music of different kinds; collaborate and perform solo or in an ensemble with increasing confidence.
Summer	As prior learning, adding singing in a round, following a melody and singing with expression.	Listen actively and critically; mark the beat; broaden repertoire and describe or communicate the effect of music.	Create and recall melodic, harmonic, rhythmic and pitch patterns; shape sounds into short purposeful pieces.	Rehearse, share and perform; develop stagecraft and peer feedback; experience live performance where available.

Stage 2 - Themes and experiences aligned with Key Stage 2				
Term	Singing	Listening	Composing	Performing
Autumn	Warm-ups, breathing, posture, dynamics, chanting and following a melody; sing with expression and enjoyment.	Mark the beat and attend to whole pieces; consider mood, meaning, movement, stories, origins, traditions, social context and history.	Create in response to a stimulus; improvise a musical conversation; select and combine sounds; use graphic or dot notation, crotchets, quavers and rests.	Connect listening, composing and performing; collaborate; develop stagecraft, peer feedback and solo or ensemble performance.
Spring	Continue expressive singing with greater security in melody, posture, breathing and dynamic control.	Attend to whole pieces and broaden repertoire; explore musical effect, context and history.	Compose from a stimulus such as a busy city; improvise; select and combine sounds; record ideas using graphic or dot notation and simple note values.	Rehearse and perform with growing confidence, collaboration and awareness of audience.
Summer	Consolidate expressive singing, following melody and musical contrasts.	Listen across whole pieces; connect musical features to mood, meaning, traditions and context.	Create from a stimulus; improvise and combine sounds; record ideas using graphic or dot notation and simple rhythms.	Rehearse and perform solo or in ensembles; use feedback and experience live music where available.

Stage 3 - Themes and experiences aligned with Key Stage 3

Term	Singing	Listening	Composing	Performing
Autumn	Warm-ups, breathing, posture, dynamics, chanting, following a melody and expressive singing with increasing control.	Listen actively to whole pieces; mark the beat; explore effect, meaning, origins, traditions, social context and history.	Compose from a stimulus such as animation; improvise; use graphic, dot and staff notation; use music technology to capture, change and combine sounds.	Perform solo and in ensembles; collaborate, develop stagecraft, use peer feedback and connect performance to listening and composition.
Spring	Consolidate expressive vocal technique and increasingly independent melodic performance.	Listen with increasing discrimination and contextual understanding across a wider repertoire.	Create original pieces for a purpose; improvise and combine sounds; use staff and other notation; use technology to develop musical ideas.	Rehearse, refine and perform with greater accuracy, fluency, control, expression and awareness of audience.
Summer	Apply prior vocal learning with greater independence, confidence and expression.	Sustain attention to whole pieces; connect musical detail with mood, meaning, tradition, context and history.	Create original purposeful music; refine ideas; use staff and other notation and music technology to record and develop work.	Perform, review and improve solo or ensemble work; celebrate and share music and experience live performance where available.

Stage 4 - Personalised progression aligned with Key Stage 4 and beyond

Route	Singing	Listening	Composing	Performing
Personalised	Continue expressive vocal work at an appropriate level, building confidence and independence.	Extend active and critical listening through an increasingly broad and personally relevant repertoire.	Develop original musical ideas using notation and music technology where appropriate.	Continue solo and ensemble performance, rehearsal, feedback and stagecraft from prior learning.
Instrumental / vocal	Access vocal coaching where appropriate to individual interests and next steps.	Develop aural awareness and musical memory linked to chosen voice or instrument.	Apply musical understanding through creative work and interpretation where appropriate.	Access 1:1 or small-group instrumental tuition and rehearsal; graded-level progression may be supported where appropriate.
Performing arts	Apply singing and vocal performance within personalised or accredited work where relevant.	Respond to repertoire and performance requirements as part of the chosen pathway.	Develop creative musical or media work where relevant to the selected course or award.	Pupils may follow BTEC Media and Performing Arts in Key Stage 4 or 5 and can access qualifications or awards and rehearsal opportunities.

Cognitive progression: building Music skills from individual starting points

Progression is not tied to chronological age or a fixed pathway. It shows how the same musical skills can build from a pupil's individual starting point. A pupil may be at different points in different aspects of Music, and teaching should move learning forward through reduced prompting, greater control and accuracy, deeper musical understanding, wider repertoire and increased independence. Assessment anchors use the supplied Earwig statements at Key Stages 1 and 2; no music-specific prerequisite Earwig anchors were supplied.

Singing - Progression moves from purposeful vocal response and imitation towards controlled, expressive and increasingly independent singing.

Skill thread	Explore & respond	Choose & communicate	Follow & apply	Plan, explain & improve	Create, refine & generalise	Assessment Framework anchor(s)
Voice, breath & posture	Attend to or explore vocal sound; show a response to familiar songs, voices or vocal play.	Choose or imitate a vocal sound; join a familiar warm-up with support; respond to breathing or posture cues.	Use the voice purposefully in chants and songs; apply taught breathing and posture routines; vary loud/quiet and fast/slow.	Follow a melody, sustain short phrases and use breath, posture and dynamics with increasing control and independence.	Use vocal technique intentionally across new repertoire; adapt breath, posture, dynamics and phrasing to communicate musical intent.	Prerequisite: no music-specific prerequisite Earwig statement supplied. KS1: Can use their voices expressively and creatively by singing songs and speaking chants and rhymes. KS2: Can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Pulse, rhythm & chant	Respond physically or vocally to a clear beat, repeated rhythm or chant.	Join a repeated pulse or rhythmic pattern and anticipate a familiar musical turn.	Maintain a steady beat for a short period; copy and repeat simple rhythmic patterns and chants.	Maintain pulse and rhythm more consistently within songs, chants and rounds; recover after losing the beat.	Control rhythmic phrasing across varied repertoire and transfer pulse/rhythm learning to unfamiliar music.	Prerequisite: no music-specific prerequisite Earwig statement supplied. KS1: Can use their voices expressively and creatively by singing songs and speaking chants and rhymes. KS2: Can listen with attention to detail and recall sounds with increasing aural memory. KS2: Can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Melody, pitch & musical memory	Explore high/low sounds and respond to short melodic patterns.	Echo or choose between contrasting pitch patterns;	Follow a simple melody and recall short pitch or melodic patterns with support.	Sing increasingly secure melodies and recall longer	Apply pitch awareness and musical memory independently	Prerequisite: no music-specific prerequisite Earwig statement supplied.

		anticipate a familiar melodic phrase.		patterns; use musical memory to improve accuracy.	across new songs, rounds or ensemble material.	KS1: Can use their voices expressively and creatively by singing songs and speaking chants and rhymes. KS2: Can listen with attention to detail and recall sounds with increasing aural memory. KS2: Can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Expression & ensemble singing	Participate alongside others and show a response to shared singing.	Join a group vocal activity and make a simple expressive choice or preference.	Sing with others and begin to use expression, dynamics and simple call-and-response appropriately.	Sing with expression in an ensemble, including rounds where appropriate; listen and adjust to others.	Perform confidently and responsively within ensembles; make and justify expressive choices and support a shared musical outcome.	Prerequisite: no music-specific prerequisite Earwig statement supplied. KS1: Can use their voices expressively and creatively by singing songs and speaking chants and rhymes. KS2: Can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Listening - Progression moves from attending and responding to sound towards increasingly discriminating, contextual and analytical listening.

Skill thread	Explore & respond	Choose & communicate	Follow & apply	Plan, explain & improve	Create, refine & generalise	Assessment Framework anchor(s)
Attend & respond	Orient towards, attend to or show a clear response to live or recorded music.	Choose between contrasting pieces or communicate a simple preference or response.	Listen for a sustained short period and respond to a familiar feature or cue.	Attend to whole pieces with increasing concentration; describe or communicate detail and changes.	Listen with increasing discrimination across unfamiliar repertoire and use evidence from the music to explain responses.	Prerequisite: no music-specific prerequisite Earwig statement supplied. KS1: Can listen with concentration and understanding to a range of high-quality live and recorded music. KS2: Can listen with attention to detail and recall sounds

						with increasing aural memory. KS2: Can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Pulse & beat	Respond to a strong pulse through movement, gesture, sound or instrument.	Anticipate or join a repeated beat and distinguish a clear contrast in speed.	Mark the beat of familiar listening pieces and maintain it for increasing periods.	Identify and compare pulse, tempo and rhythmic features across pieces and connect these to musical effect.	Apply secure pulse/rhythm listening to new genres and use it to inform performance and composition.	Prerequisite: no music-specific prerequisite Earwig statement supplied. KS1: Can listen with concentration and understanding to a range of high-quality live and recorded music. KS2: Can listen with attention to detail and recall sounds with increasing aural memory.
Pitch, rhythm & aural memory	Notice a change in pitch, rhythm or repeated sound.	Match, choose or imitate a familiar short pitch or rhythm pattern.	Recall and recognise short melodic, rhythmic and pitch patterns.	Recall musical detail with increasing aural memory and compare recurring or contrasting ideas.	Use refined aural memory to identify, reproduce and discuss increasingly complex musical patterns.	Prerequisite: no music-specific prerequisite Earwig statement supplied. KS1: Can listen with concentration and understanding to a range of high-quality live and recorded music. KS2: Can listen with attention to detail and recall sounds with increasing aural memory.
Musical features & meaning	Respond to obvious contrasts such as loud/quiet, fast/slow or different timbres.	Choose or communicate a simple musical contrast and its effect.	Identify familiar interrelated dimensions and link them to mood, movement, characters or stories.	Explain how combinations of musical features shape mood, meaning and listener response.	Analyse and compare how musical features are used expressively across styles, genres and traditions and apply this understanding elsewhere.	Prerequisite: no music-specific prerequisite Earwig statement supplied. KS1: Can listen with concentration and understanding to a range of high-quality live and recorded music. KS1: Can experiment with, create, select and combine sounds using the interrelated dimensions of music. KS2: Can appreciate and understand a wide range of high-quality live and recorded music drawn from different

						traditions and from great composers and musicians.
Culture, repertoire & history	Experience a range of music and show recognition or preference for familiar pieces.	Engage with music from different people, places and traditions and communicate simple similarities or differences.	Broaden repertoire and connect music to people, places, stories, traditions or events.	Explain origins, traditions, social context and historical links within a widening range of music.	Develop a deepening understanding of repertoire, composers, musicians and musical history; make connections across traditions and contexts.	Prerequisite: no music-specific prerequisite Earwig statement supplied. KS1: Can listen with concentration and understanding to a range of high-quality live and recorded music. KS2: Can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. KS2: Can develop an understanding of the history of music.

Composing - Progression moves from exploratory sound-making towards purposeful improvisation, original composition, notation and musical refinement.

Skill thread	Explore & respond	Choose & communicate	Follow & apply	Plan, explain & improve	Create, refine & generalise	Assessment Framework anchor(s)
Explore, select & combine sounds	Explore vocal, instrumental or environmental sounds and notice cause and effect.	Choose between familiar sounds and combine two or more for a simple intended effect.	Experiment with, create, select and combine sounds using familiar musical features.	Select sounds deliberately and combine musical elements to create a coherent idea for a purpose.	Select and manipulate sound with increasing sophistication, balancing musical intention, structure and expressive effect.	Prerequisite: no music-specific prerequisite Earwig statement supplied. KS1: Can experiment with, create, select and combine sounds using the interrelated dimensions of music. KS2: Can improvise and compose music for a range of purposes using the interrelated dimensions of music.
Improvise & develop ideas	Respond to another sound or musical cue through vocal or instrumental exploration.	Take a simple musical turn and imitate or vary a short idea.	Improvise a short musical conversation and repeat or adapt a familiar pattern.	Develop an improvised idea by varying rhythm, pitch, dynamics, texture or structure; respond musically to others.	Sustain and refine improvisation across unfamiliar contexts, using musical dialogue to generate and develop original ideas.	Prerequisite: no music-specific prerequisite Earwig statement supplied. KS1: Can experiment with, create, select and combine sounds using the interrelated

						dimensions of music. KS2: Can improvise and compose music for a range of purposes using the interrelated dimensions of music.
Compose for stimulus or purpose	Use sounds to represent a familiar object, action, character or feeling.	Choose sounds for a simple stimulus and communicate an intended effect.	Create a short piece in response to a stimulus such as a story, image, place or animation.	Compose an original piece for a clear purpose; structure and refine ideas and explain key choices.	Create, refine and evaluate original music for varied purposes, transferring compositional learning across contexts and genres.	Prerequisite: no music-specific prerequisite Earwig statement supplied. KS1: Can experiment with, create, select and combine sounds using the interrelated dimensions of music. KS2: Can improvise and compose music for a range of purposes using the interrelated dimensions of music.
Notation & music technology	Recognise that a mark, symbol, object or digital action can represent or trigger a sound.	Use simple graphic marks, symbols or digital choices to record or sequence an idea.	Use graphic or dot notation and simple rhythmic values such as crotchets, quavers and rests to keep a record of music.	Use staff and other notation appropriately; use music technology to capture, change and combine sounds.	Select notation and digital tools independently to record, edit, communicate and refine increasingly complex musical ideas.	Prerequisite: no music-specific prerequisite Earwig statement supplied. KS1: Can experiment with, create, select and combine sounds using the interrelated dimensions of music. KS2: Can use and understand staff and other musical notations. KS2: Can improvise and compose music for a range of purposes using the interrelated dimensions of music.

Performing - Progression moves from supported musical participation towards accurate, expressive, collaborative and increasingly independent performance.

Skill thread	Explore & respond	Choose & communicate	Follow & apply	Plan, explain & improve	Create, refine & generalise	Assessment Framework anchor(s)
Voice / instrument access	Explore a voice, tuned or untuned instrument and notice the effect of an action.	Choose or repeat a familiar vocal or instrumental action for a musical purpose.	Use voice or instrument purposefully within a familiar song, pattern or piece.	Select and use an appropriate vocal or instrumental technique with growing independence.	Apply secure technique across unfamiliar material and make independent choices about sound production and musical role.	Prerequisite: no music-specific prerequisite Earwig statement supplied. KS1: Can use their voices

						expressively and creatively by singing songs and speaking chants and rhymes. KS1: Can play tuned and untuned instruments musically. KS2: Can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Technique & control	Participate in a supported musical action such as striking, shaking, plucking, tapping or vocalising.	Repeat a familiar action with greater consistency and control.	Control dynamics, tempo or sound production within a short performance.	Use technique with increasing control and expression and adjust in response to musical demands.	Use refined technique to shape musical outcomes intentionally and sustain control across longer or more complex performances.	Prerequisite: no music-specific prerequisite Earwig statement supplied. KS1: Can play tuned and untuned instruments musically. KS2: Can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Accuracy, fluency & expression	Recognise or respond when a familiar musical action starts, stops or changes.	Repeat a short familiar part and show awareness of a model or cue.	Perform a taught part with developing accuracy and continuity.	Perform with increasing accuracy, fluency, control and expression; recover from errors with less support.	Perform confidently and expressively across varied repertoire, adapting interpretation in response to musical intention and feedback.	Prerequisite: no music-specific prerequisite Earwig statement supplied. KS1: Can play tuned and untuned instruments musically. KS2: Can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Solo & ensemble collaboration	Perform alongside another person and attend to shared sound.	Take a turn or join a simple repeated ensemble part.	Maintain a short individual or group part while listening to others.	Perform in solo and ensemble contexts, balancing own part with others and following agreed cues.	Contribute independently and responsively to complex ensemble outcomes; support peers and adapt to changing musical roles.	Prerequisite: no music-specific prerequisite Earwig statement supplied. KS1: Can play tuned and untuned instruments musically. KS2: Can play and perform in solo and ensemble contexts, using their voices and playing

						musical instruments with increasing accuracy, fluency, control and expression.
Rehearse, feedback & refine	Repeat a musical action and show a response to praise, correction or modelling.	Make a simple change following a prompt, model or preference.	Use a rehearsal cue or feedback to improve one feature of a performance.	Identify strengths and areas to improve; use peer or teacher feedback to rehearse and refine performance.	Evaluate performance critically, select relevant feedback and refine interpretation, technique and ensemble balance independently.	Prerequisite: no music-specific prerequisite Earwig statement supplied. KS1: Can play tuned and untuned instruments musically. KS2: Can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Stagecraft, audience & live music	Experience performance routines and attend to another performer or audience response.	Join familiar performance routines and recognise simple audience or stage cues.	Share music with others and follow basic stagecraft expectations during a performance.	Perform for an audience with growing confidence, appropriate stagecraft and awareness of presentation; reflect on live performance experiences.	Plan and deliver confident performances, making informed decisions about presentation, technology, stagecraft and audience communication.	Prerequisite: no music-specific prerequisite Earwig statement supplied. KS1: Can listen with concentration and understanding to a range of high-quality live and recorded music. KS1: Can play tuned and untuned instruments musically. KS2: Can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. KS2: Can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

SMSC and Fundamental British Values through Music

SMSC and Fundamental British Values are developed naturally through listening, creativity, performance, collaboration, reflection and engagement with music from different cultures and traditions. The curriculum provides meaningful opportunities for pupils to apply these values through authentic musical experiences.

SMSC / FBV area	What Music develops	Expected Music activities and applications
Spiritual	Enjoyment and fascination through music; imagination, creativity, self-expression and reflection on personal experiences and responses.	Listen and respond to live and recorded music; explore how music makes pupils feel; improvise and compose; perform creatively; reflect on musical experiences and outcomes.
Moral	Responsible choices, respect for others and understanding the consequences of behaviour within shared creative and performance spaces.	Care for instruments and equipment; follow agreed expectations; give constructive feedback; consider how behaviour affects rehearsal, performance and the experience of others.
Social	Communication, turn-taking, cooperation, teamwork and resolving creative differences while working towards a shared musical outcome.	Ensemble singing and playing; musical conversations; shared composition; rehearsals; peer feedback; group performance and audience participation.
Cultural	Appreciation of the musical influences, traditions and communities that shape pupils' own heritage and the wider world.	Listen to and perform music from different traditions, composers and musicians; explore origins, context and history; participate in live music, arts and cultural opportunities.
Democracy	Pupil voice, shared creative decisions and consideration of other people's musical ideas and preferences.	Choose repertoire, instruments, sounds or performance roles; contribute to ensemble and composition decisions; use peer feedback and agree shared musical outcomes.
Rule of Law	Understanding that agreed rules, routines and responsibilities support safe, fair and successful musical participation.	Follow rehearsal and performance expectations; use instruments and technology safely; respect turn-taking and agreed roles; understand the consequences of unsafe or disruptive choices.
Individual Liberty	Creative choice, self-expression, personal preference and increasing responsibility for musical decisions.	Choose sounds, instruments, repertoire or roles; express ideas through composition and performance; work independently where appropriate and develop a personal musical identity.
Mutual Respect & Tolerance	Respect for different musical preferences, cultures, traditions, abilities and viewpoints.	Listen respectfully to unfamiliar music; value music from different faith, ethnic, national and global communities; collaborate inclusively and give and receive feedback respectfully.

Preparation for Adulthood through Music

Music supports Preparation for Adulthood because pupils communicate, collaborate, make choices, regulate, rehearse, solve creative problems, use technology, respond to feedback and participate in cultural and community life. These links are strongest when the musical learning remains clear and the activity also has an authentic adult-life, community or vocational purpose.

PfA outcome	What Music develops	Expected Music activities and applications
Employment	Communication, teamwork, confidence, following direction, creativity, rehearsal discipline, stagecraft, performance, use of sound or music technology and responding to feedback. Music also opens awareness of creative, technical and front-of-house roles.	Performances and rehearsals; group projects; drama and performing arts activity; using sound technology; careers learning linked to roles such as community performer, music assistant, event assistant, stage crew, lighting or sound assistant, front of house and costume or props assistant. The Music Development Plan records careers exposure through Koast Radio and The Glasshouse International Centre for Music.
Independent living	Making choices, following routines and sequences, organising equipment, practising independently, communicating preferences and building confidence to participate in leisure and cultural activity.	Choose instruments, sounds and repertoire; set up and put away equipment; follow rehearsal routines; practise a familiar part; make increasingly independent musical decisions and access music as a meaningful leisure interest.
Health	Emotional wellbeing, self-expression, regulation, confidence, breathing and posture, perseverance and opportunities to develop communication and motor skills through carefully graded musical activity.	Use music appropriately as part of regulation strategies where identified; vocal warm-ups, breathing and posture; movement and sign-and-sing activities; music therapy and therapeutic musical experiences, including the Nordoff Robbins provision recorded in the Music Development Plan.
Community inclusion	Belonging, cultural participation, audience skills, shared interests, collaboration and confidence to take part in inclusive arts and community experiences.	Musical assemblies, school performances, pantomime, lunch clubs, drama and performance groups, visits to shows and concerts, and other inclusive cultural experiences that build cultural capital and community participation.

Progression, accreditation and pathways: Key Stage 4 to Key Stage 5

From Key Stage 4 onwards, pupils continue to develop musical knowledge, technical control, creativity, performance skills and independence at a level matched to their individual starting point, interests and intended destination. Progress is recognised through the school curriculum and linked assessment, supported by practical music-making, rehearsal, composition, listening responses and solo or ensemble performance.

Where external accreditation becomes appropriate, the qualification is selected because it reflects the pupil's attainment and supports their next stage rather than determining the curriculum. The school's Music Development Plan identifies BTEC Media and Performing Arts as an option at Key Stage 4 or 5 and also provides opportunities for pupils wishing to pursue music further through instrumental tuition, vocal coaching, rehearsal and access to qualifications or awards.

Careers learning broadens pupils' understanding of future creative, technical and performance pathways. The supplied careers materials identify roles including community performer, music assistant, event assistant, stage crew assistant, lighting or sound assistant and front-of-house assistant.

The qualification levels below therefore provide a progression guide rather than a statement of the school's current accredited Music offer.

Progression point	Expected Music learning	Recognition / possible next step
Pre-Entry / Foundation	Explores and responds purposefully to music, sound, rhythm and voice; shows preferences; anticipates familiar musical events; experiments with instruments or vocal sounds; begins to participate in shared music-making and performance.	Progress recognised through practical observation, photographs/video, online evidence where appropriate and participation in musical experiences. Foundation or personalised accreditation could be considered where appropriate.
Entry Level 1	Participates in structured singing, listening, composing and performing activities; copies or repeats simple rhythms, sounds or vocal patterns; makes purposeful musical choices and performs familiar material with support.	Curriculum and Earwig-linked evidence, practical performance and recorded musical outcomes. Entry Level 1 music, performing arts or relevant creative units could be considered where an appropriate qualification is available.
Entry Level 2	Performs familiar vocal or instrumental material with increasing control; maintains a simple pulse or rhythm; selects and combines sounds for a purpose; responds to different musical features and begins to communicate simple ideas about music.	Practical and recorded evidence of performance, composition and listening. Entry Level 2 music, performing arts or relevant creative accreditation could support progression where appropriate.
Entry Level 3	Performs with growing accuracy, expression and independence; contributes to ensemble work; creates and develops simple musical ideas; uses familiar notation or other recording methods where appropriate; listens with increasing attention and reflects on musical choices.	Increasingly sustained practical and portfolio evidence. Entry Level 3 music, performing arts or relevant creative accreditation could be considered in relation to the pupil's interests and next steps.
Level 1	Develops more sustained musical responses through performance, composition and listening; demonstrates increasing technical control of voice or instrument; rehearses and refines work; contributes reliably to solo or ensemble performance and applies musical knowledge in creative or performance contexts.	Level 1 music, performing arts, media or wider creative/vocational qualification where appropriate. The school's identified BTEC Media and Performing Arts route may support pupils whose attainment, interests and intended destination align with this pathway.

Level 2	Works with greater independence, technical control and musical intention; develops, rehearses and refines sustained performances or compositions; makes increasingly informed creative decisions; evaluates musical outcomes and applies knowledge across different styles, contexts or performance settings.	Level 2 music, performing arts, media or wider creative/vocational qualification where appropriate and available. This can support progression towards further education and more specialist creative or performing arts study.
Post-16 / destination pathway	Builds on individual musical strengths, interests and preferred forms of music-making through increasingly purposeful performance, composition, production, rehearsal and vocational experiences. Develops confidence, communication, teamwork, creativity and independence for adult life.	Personalised next-step planning through Preparation for Adulthood and careers guidance. Opportunities may include further creative or performing arts study, vocational learning, work-related experiences and roles linked to performance, events, sound, production or community arts.

Personalised progression: pupils do not need to move through these levels at the same rate or in a fixed sequence. Music learning is matched to each pupil's attainment, interests, communication, independence, next steps and intended destination. Pupils who are not working towards an external qualification continue to make and evidence meaningful progress through increasing musical understanding, technical control, creativity, participation, independence and the ability to rehearse, perform, compose and respond to music. The school's wider offer, including instrumental tuition, vocal coaching and rehearsal opportunities, can extend learning where appropriate.