Kingsland School

Music Progression Map

Subject Specific Pathway (SLD and SCERTS)

NB: Although not included as a specific strand, pupils will be developing their listening skills through the whole curriculum.

This map should only be used with pupils on the SCERTS curriculum pathway who are working above elements of musical learning outlined within the SCERTS Literacy & Communication progression map (part of the non-subject specific SCERTS curriculum). This subject-specific music progression map is applied to some SCERTS pupils, as the school recognizes that some individuals with autism display heightened levels of musical ability (see McPherson & Lehmann, 2012; Ockelford, 2008; Sacks, 2008; Treffert, 1989).

Music progression map:– Subject-specific pathway **Musicianship**

	Experience & Explore	Embed & Recall	Awareness & Application in real life contexts (functional skills)
Rhythm (including Beat and tempo)	• Experiences a regular beat at different tempi and responds inconsistently • Experiences songs, chants and other music with simple rhythms • Shows awareness of steady beat	• Keeps regular beat at different tempi consistently • Prepare then present rhythms through songs and chants (progressively including ta, titi, tika tika, ta-a and associated rests) • Understands difference between beat and rhythm	• Understands tempo, bar, simple and compound time • Practises rhythms experienced, including reading stick notation • Creates, performs and records own rhythm patterns
Pitch	• Listens to sounds in the environment, showing awareness of likes and dislikes • Experiences and shows awareness of high and low • Experiences 'so' and 'mi' through simple songs • Some pupils (those with Autism and VI) may have absolute pitch—this is the ability to know what pitch a note is without hearing a reference tone	• Tracks pitch with their hands • Learns and practices notes 'so' and 'mi' (using hand signs) • Experiences 'la', 'do', 're' to complete pentatonic scale • Pupils with Autism (those with absolute pitch) might progress better by learning note names A-G instead	• Recognises and practices pitches experienced building to do-do' pentatonic and diatonic scales, including using hand signs • Reads stave and dot notation —including floor stave • If learning note names, reads notes using combination of letters and stick notation then progresses on to stave and dot reading • For most able pupils working on note names, begins to read F# and Bb
Form/ Harmony or Texture	• Anticipates events in familiar songs, chants and music	• Breathes subconsciously at the end of phrases • Begins to join in with call and response songs • Continues familiar songs when adult stops	• Shows awareness of phrase length, breathing appropriately • Analyses simple songs by recognising patterns of phrases eg. AABA • Joins in with and eventually leads question and answer songs, echo songs, rounds and partner songs, verse and chorus
Expression	• Responds differently to loud and quiet sounds • Has a preference for instruments with particular timbre	• Copies loud and quiet sounds • Explores the variety of sounds that can be made with different instruments	• Understands range of dynamics, including crescendo and diminuendo, demonstrating these in performing, composing and listening work • Communicates ideas, thoughts and feelings through simple musical demonstration, language, movement and other art forms
Cultural development	• Engages in singing games from local, national as well as own cultural heritage • Recognises and engages with popular music	• Engages with music from western classical tradition • Engages with traditional music from around the world	• Shows preferences for particular pieces of music from different traditions, styles, times or genres and explains why • Communicates personal thoughts and feelings about music, through discussion, movement, sound-based and other creative responses such as visual arts

Music progression map:– Subject Specific pathway **Singing and Performing**

	Experience & Explore	Embed & Recall	Awareness & Application in real life contexts (functional skills)
Singing	• Experiences songs, chants and rhymes • Uses voice to explore range of pitch, dynamic and tone • Uses voice to demonstrate awareness of high and low, including making sounds within a specific pitch range • May develop singing voice limited to one or two specific notes • Expresses feelings using voice	• Sings short phrases (one line of a song) • Sings using similar pitch range to adult • Distinguishes between speaking and singing voice • Sings familiar songs by ear • Joins in with melody and/or words for familiar chants and songs • Sings within a range of up to a sixth • Mirrors movements of the voice with body movements	• Develops ability to internalise their singing voice • Uses voice to create dynamic contrasts • Breathes to show phrases • Sings within a range of up to an octave, eventually with leaps • Recognises, names and sings or plays solfa pitches known • Sings with a relaxed posture, open mouth, clear diction, accurate tuning, control of breathing and appropriate tone • Remembers all words and dynamics of a song with more than one verse
Playing instrument/ body percussion	• Uses body to make sounds intentionally • Uses hands to explore sound of pitched and unpitched instruments • Uses instruments and body percussion to play fast and slow sounds	• Develops skills to tap, shake, strum, scrape, pluck and blow instruments • Uses instruments to create dynamic contrasts • Uses instruments and body percussion to play a consistent beat • Plays short rhythm patterns (1 bar) • Performs actions confidently and in time to a range of action songs	• Uses instruments to play melodies with four or five notes and rhythms with up to three note lengths (ta, titi and tika tika) • Copies body percussion actions or movements in sync with the song • If possible, develops facility in the basic skills of a selected musical instrument over a sustained period
Performing with others	• Sings or plays music alongside others • Takes turns with others to make sounds • Makes sounds to gain a response in sound by another person	• Plays or sings in time with others • Responds to simple visual directions, eg. start/stop and counting in • Engages with others through dance	• Sings wide range of unison songs in tune with others • Sings songs in canon with others and maintain a simple independent part, eg. drone or ostinato with support • Supports other musicians by playing or singing a part to accompany others • Performs a solo and in groups to teacher, in assembly and for larger audiences including parents • Suggests, follows and leads simple performance directions
Evaluation		• Improves own work with support	• Perseveres to improve own work independently • Suggests improvements to own and others' work

Music progression map:– Subject Specific pathway **Composing and Improvising**

	Experience & Explore	Embed & Recall	Awareness & Application in real life contexts (functional skills)
Melody	• Explores pitch and rhythm freely • Responds to the use of percussion sounds to enhance storytelling	• Improvises 1-bar rhythm using known rhythms • Improvises 1-bar melody using known pitches • Improvises vocal chants • Understands the difference between creating rhythm pattern and a pitch pattern • Creates musical sound effects in response to stimuli	• Improvises an ostinato or riff, eg. as an accompaniment • Improvises a melodic phrase (more than 1 bar) • Combines known rhythmic notation with letter names to create short pentatonic phrases
Harmony/ structure	• Explores combinations of sounds	• Combines sounds to create a story including voice, instruments, found sounds, recorded sounds • Uses music technology to collect sounds	• Explores layering of rhythmic or melodic phrases • Uses music technology to change and combine sounds and musical ideas • Structures musical ideas to create music that has a beginning, a middle and an end • Experiments with voice, sounds, technology and instruments in creative ways and to explore new techniques
Notation	• Uses symbols or pictures to represent specific sounds	• Creates graphic score by inventing own symbols to represent sounds	• Recognises and musically demonstrates awareness of link between shape and pitch using graphic notations • Uses knowledge of stick or staff notation to write simple melodies and possibly layers of sounds
Expression	• Explores dynamic choices • Explores instrument choices • Explores tempo choices	• Makes decisions about dynamic, tempo and instrument choices	• Justifies decisions made about dynamic, tempo and instrument choices • Musically demonstrates understanding and use of basic musical features, timbre and texture when creating and making music