Key Messages:

1. Ofsted will not recommend any single way to design your curriculum or any individual resource

2. Musical progression (becoming more musical – see 'the pillars') should always be the golden thread. Simply doing music is not enough.

3. Have a clear rationale for "why you are doing what you are doing". e.g. one mandatory instrument through an entire key stage, with no choice for the child, is likely to be as inappropriate as a carousel of different instruments each term.

4. Providing breadth should not compromise progress (a mile wide and an inch deep is no good!)

5. Don't rely on any single scheme or resource to provide automatic progress. How do your resources add value to your lessons and help your pupils to make progress?

6. Factual knowledge about music needs to be understood in relation to musical sound (e.g. the pupil might know that a minim lasts for two beats but may not be able to play one in a rhythmic phrase)

7. Assessment should be a constant, purposeful, and relevant guide to enable children to make progress.

Skills and Knowledge

Progress is "knowing more, remembering more and applying more". To apply knowledge brings in skill. "Being more musical" is outlined under the three pillars below, "technical, constructive and expressive". Each area will have components that are skills and knowledge based:

Technical development
- **Knowledge** of relevant notation, knowing the process of producing different notes (How to finger a G, how to hold a stick etc...)
- **Skill** in applying that knowledge to the instrument: developing automaticity in moving between notes, playing chords etc... (applying knowledge that two quavers make up a beat and playing them evenly....)

Constructive
- **Knowledge** of elements, devices, procedures etc
- **Skill** in applying these to sound to create musical compositions, aural skill in recognising etc....

Expressive
- **Knowledge** of contexts, resources, purposes (provenance)
- **Skill** in expressive engagement with stylistic features