

The National Strategies **Defining musical understanding: six stages of progression**

Secondary

Stage of progression	Objective for understanding	Outcome of understanding
Recognise and Respond	<ul style="list-style-type: none"> Learn how layered combinations of sound can express and communicate ideas; by Learning how to use layered sounds in order to respond to and convey simple moods or messages 	Pupils understand how music layers and combines sounds to express ideas. They recognise and respond to expressive gestures including those that are particularly intense and / or personal and idiosyncratic
Identify and Manipulate	<ul style="list-style-type: none"> Learn how musical sounds can be manipulated into effective, predictable patterns and structures to reflect simple contexts; by Learning how to use patterns of sound to create a specific mood for a defined but basic expressive purpose 	Pupils understand how music fits together, and can identify how music works to realise a simple but defined purpose. They produce effective, patterned music that matches basic intentions, but does not readily reflect the full breadth of wider musical contexts of style, genre or tradition
Identify and Relate	<ul style="list-style-type: none"> Learn how musical styles, genres or traditions and the conventions they use can be compared and related to their origins; by Learning how to experiment with combinations of conventions to meet a range of expressive purposes that reflect changing contexts 	Pupils understand a range of styles, genres or traditions, comparing and relating their differences to origins of time and place. They begin to identify how changes to (or breaking of) conventions can be used to create different expressive outcomes. They try this out in their own practical work, showing a wider awareness of contextual implications and controlling the conventions of the music with the support of teachers or peers
Identify and Integrate	<ul style="list-style-type: none"> Learn how details of musical conventions can be developed to express individual ideas, while staying integrated within a given style, genre or tradition; by Learning how to explore within a range of idiomatic musical styles, genres or traditions, integrating their own ideas into stylistically consistent outcomes 	Pupils understand the detailed processes of the style, genre or purpose of the music being studied. They can use this understanding to create music or perform convincingly within the style (good pastiche). They are also able to deliberately and successfully explore the details of stylistic idioms, bringing some individuality to their work, and are able to work at this expectation with confidence
Discriminate and Develop	<ul style="list-style-type: none"> Learn how known musical styles, genres and traditions can develop into distinctive forms; by Learning how to refine and / or combine conventional procedures to create new and coherent forms of musical expression that challenge and excite 	Pupils understand how known music can be developed into a modified, coherent style that is distinctive to a composer or group of musicians. They can develop interesting music by increasingly pushing the boundaries within one style, or by using ideas from one style when working in another to formulate an emerging 'fusion' style
Discriminate and Exploit	<ul style="list-style-type: none"> Learn how individual musical characteristics can be exploited and extended into new music; by Learning how to create music that can express and symbolise personal views 	Pupils understand how musical starting points can be exploited to go beyond a style, and begin to create a distinctive musical 'voice'. They have the capacity to talk about the processes involved and to explore music's impact on personal meaning and values