

MUSIC

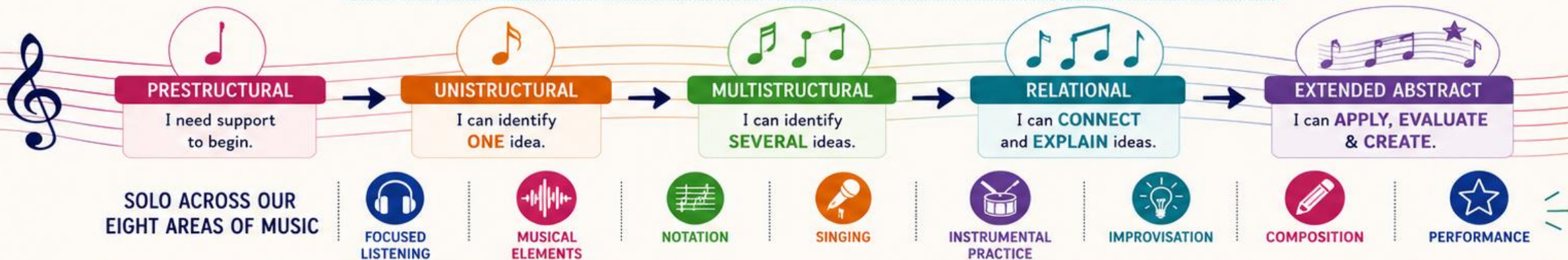
SOLO PROGRESSION

Deepening musical thinking, understanding and independence



SOLO helps children move beyond knowing musical facts to connecting, explaining, evaluating and applying their musical understanding.

FROM KNOWING MUSIC
TO THINKING LIKE A MUSICIAN



NOTICE



CONNECT



EXPLAIN



CREATE



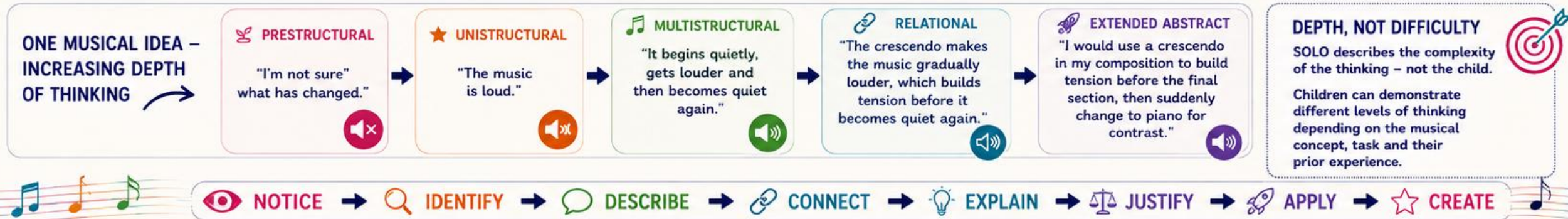
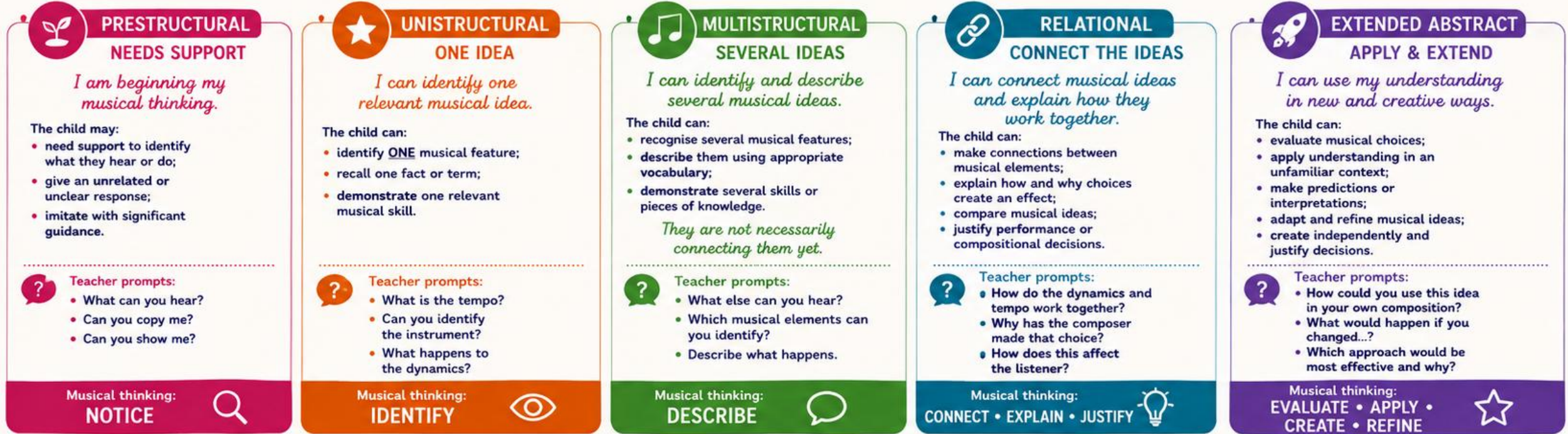
REFLECT



SOLO IN MUSIC

= From knowing → connecting → applying =

SOLO Taxonomy helps us recognise increasing depth in children's musical thinking. Progress is not simply knowing more: children move towards connecting musical ideas, explaining their effect and applying their understanding independently.



SOLO ACROSS MUSIC

Deepening thinking across our eight areas of musical learning

SOLO can be used across every area of musical learning. The context changes, but the journey remains the same: children move from identifying individual features to connecting ideas, explaining their significance and applying understanding independently.



1 FOCUSED LISTENING



UNI IDENTIFY

I can identify one feature I hear.



MULTI DESCRIBE

I can describe several features in the music.



RELATIONAL EXPLAIN

I can explain how musical features work together to create an effect.



EXTENDED EVALUATE

I can interpret and evaluate the music, supporting my ideas with musical evidence.



2 MUSICAL ELEMENTS



UNI IDENTIFY

I can identify one musical element.



MULTI DESCRIBE

I can describe changes in several musical elements.



RELATIONAL EXPLAIN

I can explain how elements such as tempo, dynamics, pitch and texture interact.



EXTENDED APPLY

I can manipulate musical elements deliberately to achieve a chosen effect.



3 NOTATION



UNI IDENTIFY

I can recognise one musical symbol.



MULTI DESCRIBE

I can recognise and use several forms of notation.



RELATIONAL EXPLAIN

I can explain how notation represents the music I hear or perform.



EXTENDED APPLY

I can select and use notation to record, communicate and develop my own musical ideas.



4 SINGING



UNI IDENTIFY

I can demonstrate one aspect of good singing.



MULTI DESCRIBE

I can control several aspects such as pitch, diction, breathing and dynamics.



RELATIONAL EXPLAIN

I can explain how these skills work together to improve a performance.



EXTENDED APPLY

I can independently adapt my vocal performance to communicate musical style and intent.



5 INSTRUMENTAL PRACTICE



UNI IDENTIFY

I can play a simple musical part.



MULTI DESCRIBE

I can use several skills accurately when playing.



RELATIONAL EXPLAIN

I can explain how technique, rhythm, pitch and ensemble awareness contribute to the performance.



EXTENDED APPLY

I can independently refine and adapt my playing for different musical contexts.



6 IMPROVISATION



UNI IDENTIFY

I can create one musical response.



MULTI DESCRIBE

I can explore several musical ideas.



RELATIONAL EXPLAIN

I can connect my ideas to the pulse, rhythm, pitch or style of the music.



EXTENDED APPLY

I can improvise independently, making and justifying creative musical choices.



7 COMPOSITION



UNI IDENTIFY

I can create one musical idea.



MULTI DESCRIBE

I can combine several musical ideas.



RELATIONAL EXPLAIN

I can organise and connect ideas purposefully to create structure and effect.



EXTENDED APPLY

I can compose, refine and evaluate independently, applying previous learning in new ways.



8 PERFORMANCE



UNI IDENTIFY

I can perform my part.



MULTI DESCRIBE

I can demonstrate several performance skills.



RELATIONAL EXPLAIN

I can respond to others and explain how individual parts combine within an ensemble.



EXTENDED APPLY

I can interpret, refine and evaluate a performance, making purposeful musical decisions.

THE THINKING CHANGES, NOT THE SUBJECT



IDENTIFY

What is there?



DESCRIBE

What can I notice?



CONNECT & EXPLAIN

How and why does it work?



APPLY & EVALUATE

How can I use, adapt or improve it?



SOLO is not an additional music activity. It provides a framework for deepening the thinking within the musical learning already taking place.

SOLO QUESTIONING IN MUSIC

Questions that deepen musical thinking

Asking the right questions helps children move from identifying musical ideas to connecting, explaining, evaluating and applying their understanding.

TEACHER QUESTIONING



Ask questions that guide deeper thinking.



UNISTRUCTURAL

IDENTIFY

One relevant idea

- What can you hear?
- What instrument can you identify?
- What is the tempo?
- What happens to the dynamics?
- Can you identify the rhythm?
- Which musical symbol can you see?
- Can you demonstrate this musical skill?

Thinking verbs:
identify • name • recognise
recall • show



MULTISTRUCTURAL

DESCRIBE

Several relevant ideas

- What else can you hear?
- Which musical elements can you identify?
- How does the music change?
- What happens to the pitch, tempo and dynamics?
- What different sounds are being used?
- Which performance skills can you demonstrate?
- Describe the musical structure.

Thinking verbs:
describe • list • recognise
sequence • demonstrate



RELATIONAL

CONNECT & EXPLAIN

Ideas working together

- How do these musical elements work together?
- Why has the composer made this choice?
- How does this create the effect you hear?
- How are these two pieces similar or different?
- How does your part contribute to the ensemble?
- Why did you choose that rhythm/melody?
- What evidence from the music supports your answer?

Thinking verbs:
connect • compare • explain
justify • analyse



EXTENDED ABSTRACT

APPLY & EVALUATE

Transfer and independent thinking

- How could you use this idea in your own music?
- What might happen if you changed...?
- How could you adapt this for a different effect?
- Which approach would be most effective and why?
- How could you improve or refine your performance?
- Can you apply this idea in a different musical context?
- What would you do differently next time?

Thinking verbs:
apply • evaluate • predict
adapt • refine • create



PUPIL LANGUAGE

Talking like a musician



IDENTIFY

- I can hear..."
- I can identify..."
- The music uses..."
- I notice..."



DESCRIBE

- I can also hear..."
- The music changes when..."
- I can describe..."
- The musical elements include..."



CONNECT & EXPLAIN

- I think this because..."
- The ___ works with the ___ to..."
- This creates the effect of..."
- These are similar/different because..."
- The evidence I can hear is..."



APPLY & EVALUATE

- I chose to ___ because..."
- I could improve this by..."
- If I changed ___, it would..."
- I would use this idea when..."
- This was effective because..."



CHOOSE THE QUESTION FOR THE THINKING YOU WANT

A Year 1 child can make a **Relational** connection.

A Year 6 child may need to work **Unstructurally** when encountering an unfamiliar musical concept.

SOLO is about depth of thinking – not year-group labels.



HEAR IT



NOTICE IT



NAME IT



DESCRIBE IT



CONNECT IT



EXPLAIN IT



APPLY IT



FROM HEARING MUSIC → TO THINKING, TALKING & CREATING LIKE A MUSICIAN

