

# The special skills development overview

a music curriculum for special schools



## The special skills development overview

### *Aims / purpose*

- The special skills development overview has been created in order to focus more clearly on the needs and abilities of special children. It identifies specific learning objectives organised into eight progressive stages of development.
- The overview will ensure continuity and coherence in the children's musical experiences and learning. It will also promote progression throughout the children's primary education.
- Designed for teachers to use as a basis for their planning, the overview could be adopted as the long-term plan for a school's scheme of work for music, supported by half-termly units of work developing activities to achieve the learning objectives.
- The objectives are specifically focused and can be extracted and used as directed IEP targets.

### *Organisation / layout*

- The knowledge, skills and understanding present in the special skills development overview have been derived in line with the QCA P Levels, the Early Learning Goals, and where appropriate, the National Curriculum 2000. P Level references are given at the top of each appropriate stage, with more comprehensive cross-references in the following pages.
- The overview is organised into stages rather than year groups and can be accessed as appropriate to the children in your school. Stage 1 incorporates P Levels 1 - 3, but has also been broken down into three sub-stages: 1a, 1b and 1c. These sub-stages can be used as separate levels of achievement.

- The layout reflects that of the National Curriculum 2000, and the number references are related directly to the programmes of study in order to provide the most appropriate access to the National Curriculum for children in special schools.
  - The contexts and purposes for music which encompass all stages of the skills development overview reflect the need for work which is age appropriate and appeals to the current interests and motivation of children. Planning for a range of different contexts ensures that children are offered opportunities to acquire, develop, practise, apply and extend their skills whilst accessing a relevant curriculum experience.
  - The placing of National Curriculum paragraph 4 first reflects the introductory statement that listening, and applying knowledge and understanding are developed throughout the interrelated skills of performing, composing and appraising. Understanding music is therefore placed at the heart of the learning. This is also reflected in the P Level guidelines.
  - The controlling skills in National Curriculum paragraph 1 (singing, playing, rehearsing and performing) are developed under 1a, 1b and 1c.
  - The creating skills in National Curriculum paragraph 2 (improvising and composing) are developed under 2a and 2b, the stimuli for these activities will be taken from paragraph 4, e.g. pitch.
  - The responding and reviewing skills in National Curriculum paragraph 3 (appraising) are developed in 3a, 3b and 3c. These are skills which should be addressed when children undertake any of the practical activities outlined in response to paragraphs 1 and 2; there should also be explicit opportunities to respond and review (through movement, gesture, facial expression, talk, etc.)
  - Paragraph 5, the breadth of study, will be addressed through the broad range of activities and experiences planned for within a wide variety of topics, contexts, purposes and starting points for music.

## Special skills development overview - contexts and purposes for music

SONGS	MUSICAL STYLES	MUSICAL PURPOSES	NON-MUSICAL STIMULI
<p>action game</p> <p>number and counting name / body / <i>about me</i> instrument nursery rhymes topic based</p> <p>greeting farewell</p> <p>folk traditional lullabies sea shanties</p> <p>raps popular</p> <p>gospel work songs</p> <p>cumulative round / with ostinati partner call and response</p>	<p>folk pop chart music reggae rap punk rock and roll / ragtime jazz / blues country</p> <p>baroque classical romantic impressionist contemporary electronic opera / musical</p> <p>dance techno / house / garage heavy metal</p> <p>Medieval / Gregorian Tudor Victorian</p> <p>Chinese African Indian calypso gamelan other world music</p>	<p>lullaby march</p> <p>carillon fanfare ballad</p> <p>celebrations festivals</p> <p>adverts / jingles theme tunes film scores cartoons</p> <p>sound effects sound bites</p> <p>performance spaces - hall, classroom, outside</p> <p>musical cues - familiar routines music for emotions (calming, stimulating)</p>	<p>pictures patterns images comic strips</p> <p>rhymes chants poems stories plays</p> <p>environment weather localities (including space!) sounds signals and signs recipes</p> <p>sequencing numbers counting</p> <p>dance movement drama</p> <p>toys transport / journeys body / ourselves abstract ideas</p> <p>other topic opportunities</p>

## Special skills development overview - Stage 1a

LISTENING and UNDERSTANDING	CONTROLLING	CREATING	RESPONDING and REVIEWING
<p>ELEMENTS OF MUSIC (Paragraph 4a/b)</p> <p><i>Duration:</i> encounter steady beat.</p> <p><i>Dynamics:</i> encounter loud and quiet.</p> <p><i>Pitch:</i> encounter high and low sounds.</p> <p><i>Structure:</i> encounter simple structures - pattern, repetition, echo, verse / chorus.</p> <p><i>Tempo:</i> encounter fast and slow.</p> <p><i>Texture:</i> encounter different textures.</p> <p><i>Timbre:</i> encounter different sound makers and qualities of sound.</p>	<p><b>1a</b></p> <ul style="list-style-type: none"> <li>• Experience a range of vocal sounds using a variety of pitch and length of note.</li> </ul> <p><b>1b</b></p> <ul style="list-style-type: none"> <li>• Experience / tolerate body sounds.</li> <li>• Experience / tolerate struck and shaken instruments.</li> <li>• Experience a range of sound makers using a variety of pitch and length of note, e.g. activating a soundbeam.</li> </ul> <p><b>1c</b></p> <ul style="list-style-type: none"> <li>• Experience group musical activity.</li> <li>• Tolerate others in the group.</li> <li>• Experience call and response activities using vocal or body sounds and other sound makers.</li> </ul>	<p><b>2a</b></p> <ul style="list-style-type: none"> <li>• Encounter and experience sound sources in different environments, e.g. outside / in the classroom, with varying degrees of support.</li> <li>• Explore single sounds / notes, e.g. a vocal sigh.</li> </ul>	<p><b>3a</b></p> <ul style="list-style-type: none"> <li>• Experience a variety of sounds in different environments, e.g. the acoustics in the hall, sounds far away / nearby.</li> <li>• Sometimes show an awareness of sound or music, e.g. through a smile / movement.</li> <li>• Experience a variety of music, e.g. through movement / stillness.</li> <li>• Encounter a range of action, counting, name and other simple songs.</li> <li>• Encounter words which describe sounds, e.g. shaky, where words are used to illustrate meaning.</li> <li>• Encounter music from different times, places and cultures, e.g. through recorded music, community musicians.</li> <li>• Experience music linked to other activities, e.g. hydrotherapy.</li> <li>• Encounter new, unfamiliar music, sounds and songs.</li> </ul>

## Special skills development overview - Stage 1b

LISTENING and UNDERSTANDING	CONTROLLING	CREATING	RESPONDING and REVIEWING
<p>ELEMENTS OF MUSIC (Paragraph 4a/b)</p> <p><i>Duration:</i> experience steady beat.</p> <p><i>Dynamics:</i> experience loud and quiet.</p> <p><i>Pitch:</i> experience high and low sounds.</p> <p><i>Structure:</i> experience simple structures - pattern, repetition, echo, verse / chorus.</p> <p><i>Tempo:</i> experience fast and slow.</p> <p><i>Texture:</i> experience different textures.</p> <p><i>Timbre:</i> experience different sound makers and qualities of sound.</p>	<p><b>1a</b></p> <ul style="list-style-type: none"> <li>• Explore a range of vocal sounds using a variety of pitch and length.</li> <li>• Begin to initiate favourite / familiar songs or activities through PECS / actions.</li> </ul> <p><b>1b</b></p> <ul style="list-style-type: none"> <li>• Explore body sounds.</li> <li>• Begin to use struck and shaken instruments.</li> <li>• Explore a range of sound makers using a variety of pitch and length of note.</li> </ul> <p><b>1c</b></p> <ul style="list-style-type: none"> <li>• Sporadically join in with group musical activity, e.g. through smiling, making a sound.</li> <li>• Begin to show an awareness of others in the groups, e.g. through musical cue, gesture, touch, symbol.</li> <li>• Join in with call and response activities using vocal or body sounds and other sound makers.</li> </ul>	<p><b>2a</b></p> <ul style="list-style-type: none"> <li>• Explore a range of sound sources in different environments, e.g. outside / in the classroom, with varying degrees of support.</li> <li>• Explore more extended musical sounds, e.g. a succession of rising vocal sounds, through ICT computer programmes.</li> </ul>	<p><b>3a</b></p> <ul style="list-style-type: none"> <li>• Be aware of a variety of sounds and silence in different environments, e.g. the acoustics in the classroom, sounds which are travelling.</li> <li>• Begin to respond to music, e.g. through movement / stillness.</li> <li>• Begin to distinguish music from other sounds.</li> <li>• Become familiar with a range of action, counting, name and other simple songs.</li> <li>• Begin to anticipate specific features in familiar music, e.g. a loud sound in the music.</li> <li>• Begin to respond in different ways to different types and moods of music, e.g. becoming excited during fast music.</li> <li>• Experience words which describe sounds, e.g. shaky, where words are used to illustrate meaning.</li> <li>• Encounter music from different times, places and cultures, e.g. recorded music, community musicians.</li> <li>• Experience music linked to other activities, e.g. physiotherapy.</li> <li>• Experience new, unfamiliar music, sounds and songs.</li> </ul>

## Special skills development overview - Stage 1c

LISTENING and UNDERSTANDING	CONTROLLING	CREATING	RESPONDING and REVIEWING
<p><b>ELEMENTS OF MUSIC</b> (Paragraph 4a/b)</p> <p><i>Duration:</i> experience and begin to develop awareness of steady beat.</p> <p><i>Dynamics:</i> experience and begin to develop awareness of loud and quiet.</p> <p><i>Pitch:</i> experience and begin to develop awareness of high and low sounds.</p> <p><i>Structure:</i> experience and begin to develop awareness of simple structures - pattern, repetition, echo, verse / chorus.</p> <p><i>Tempo:</i> experience and begin to develop awareness of fast and slow.</p> <p><i>Texture:</i> experience and begin to develop awareness of different textures.</p> <p><i>Timbre:</i> experience and begin to develop awareness of different sound makers and qualities of sound.</p>	<p><b>1a</b></p> <ul style="list-style-type: none"> <li>• Explore and imitate a range of vocal sounds with varying pitch, length and dynamic (volume) of note.</li> <li>• Initiate favourite songs through action or other cues.</li> </ul> <p><b>1b</b></p> <ul style="list-style-type: none"> <li>• Explore body sounds.</li> <li>• Begin to use struck and shaken instruments with greater effectiveness.</li> <li>• Explore and imitate a range of sounds with varying pitch, length and dynamic (volume) of note, e.g. repeated tapping on tray.</li> </ul> <p><b>1c</b></p> <ul style="list-style-type: none"> <li>• Join in group musical activity and begin to respond to simple instruction.</li> <li>• Begin to show an awareness of others in the groups, e.g. through eye contact, vocalisation or giggling.</li> <li>• Join with call and response activities with greater regularity.</li> <li>• Initiate familiar activities through actions or other cues, e.g. objects of reference.</li> </ul>	<p><b>2a</b></p> <ul style="list-style-type: none"> <li>• Join in with exploration of sound sources in different environments, e.g. outside / in the classroom, with varying degrees of support.</li> <li>• React to sounds made themselves, and explore them through repetition, e.g. smiling at the sound created when moving through a soundbeam, and repeating the movement to recreate the sound.</li> </ul>	<p><b>3a</b></p> <ul style="list-style-type: none"> <li>• Respond to a variety of sounds in different environments, e.g. the acoustics in the playground, sounds which are recorded / live.</li> <li>• To be aware of and respond more consistently to music, e.g. through gestures.</li> <li>• Become familiar with a range of action, counting, name and simple songs and other music, e.g. TV theme tunes.</li> <li>• Recognise and anticipate specific features in familiar music and react consistently to them, e.g. smile on first note of song.</li> <li>• React to contrasts and moods in different types of music showing preference (and in shorter cue time).</li> <li>• Experience and react to words which describe sounds, e.g. smooth, where words are used to illustrate meaning.</li> <li>• Encounter music from different times, places and cultures, e.g. through recorded music, community musicians.</li> <li>• Experience music linked to other activities, e.g. assembly time.</li> <li>• Experience new, unfamiliar music, sounds and songs to stimulate curiosity.</li> </ul>

LISTENING and UNDERSTANDING	CONTROLLING	CREATING	RESPONDING and REVIEWING
<p><b>ELEMENTS OF MUSIC</b> (Paragraph 4a/b)</p> <p><i>Duration:</i> experience and begin to develop awareness of steady beat.</p> <p><i>Dynamics:</i> experience and begin to develop awareness of loud and quiet.</p> <p><i>Pitch:</i> experience and begin to develop awareness of high and low sounds.</p> <p><i>Structure:</i> experience and begin to develop awareness of simple structures - pattern, repetition, echo, verse / chorus.</p> <p><i>Tempo:</i> experience and begin to develop awareness of fast and slow.</p> <p><i>Texture:</i> experience and begin to develop awareness of different textures.</p> <p><i>Timbre:</i> experience and begin to develop awareness of different sound makers and qualities of sound.</p>	<p><b>1a</b></p> <ul style="list-style-type: none"> <li>• Experience, explore and imitate a range of vocal sounds with varying pitch, length and dynamic (volume) of note.</li> <li>• Initiate favourite songs through action or other cues, e.g. symbols.</li> </ul> <p><b>1b</b></p> <ul style="list-style-type: none"> <li>• Explore body sounds.</li> <li>• Begin to use struck and shaken instruments with increasingly effective control.</li> <li>• Experience, explore and imitate a range of sounds with varying pitch, length and dynamic (volume) of note, e.g. repeated tapping on tray.</li> </ul> <p><b>1c</b></p> <ul style="list-style-type: none"> <li>• Join in with group musical activity and respond to simple instruction.</li> <li>• Begin to show an awareness of others in the groups, e.g. through eye contact, musical cue, vocalisation or giggling.</li> <li>• Join with call and response activities using vocal, body or other sound makers sounds.</li> <li>• Initiate familiar activities through actions or other cues.</li> </ul>	<p><b>2a</b></p> <ul style="list-style-type: none"> <li>• Engage in exploration of sound sources in different environments, e.g. outside / in the classroom, with varying degrees of support.</li> <li>• Experiment with, explore and react to sounds created themselves, e.g. smiling at the sound created when moving through a soundbeam, and repeating the movement to recreate the sound / repeated rising vocal phrases.</li> </ul>	<p><b>3a</b></p> <ul style="list-style-type: none"> <li>• Experience, be aware of and respond to a variety of sounds and silence in different environments, e.g. the acoustics in the hall, sounds which are recorded / live / moving around.</li> <li>• Become aware of and begin to respond to music, e.g. through movement / stillness, consistent gestures.</li> <li>• Become familiar with a range of action, counting, name and simple songs and other music, e.g. TV theme tunes.</li> <li>• Recognise and anticipate specific features in familiar music and react consistently to them, e.g. smile on first note of song, react to a loud sound.</li> <li>• React differently to different types, moods and contrasts of music and begin to show preferences to music, e.g. smiling in a fast section of music.</li> <li>• Encounter and react to words which describe sounds, e.g. smooth, where words are used to illustrate meaning.</li> <li>• Encounter music from different times, places and cultures, e.g. recorded music, community musicians.</li> <li>• Experience music linked to other activities, e.g. physiotherapy.</li> <li>• Experience new, unfamiliar music, sounds, songs to stimulate curiosity.</li> </ul>

Special skills development overview - Stage 2

LISTENING and UNDERSTANDING	CONTROLLING	CREATING	RESPONDING and REVIEWING
<p><b>ELEMENTS OF MUSIC</b> (Paragraph 4a/b)</p> <p><i>Duration:</i> experience and respond to steady beat.</p> <p><i>Dynamics:</i> begin to respond to loud and quiet.</p> <p><i>Pitch:</i> develop awareness of high and low.</p> <p><i>Structure:</i> develop awareness of simple structures - pattern, repetition, echo, verse / chorus.</p> <p><i>Tempo:</i> develop awareness of fast and slow.</p> <p><i>Texture:</i> develop awareness of different textures.</p> <p><i>Timbre:</i> explore and respond to a range of vocal, body, instrumental and environmental sounds.</p> <p><b>APPLYING UNDERSTANDING</b> (Paragraph 4b/c)</p> <ul style="list-style-type: none"> <li>• Distinguish between different sounds and begin to recognise one sound from another, even when sounds are unseen.</li> <li>• Recognise and respond to 3D objects by playing / making sounds.</li> <li>• Recognise that sounds can be made in different ways, e.g. voice, body, instrumental, environmental.</li> </ul>	<p><b>1a</b></p> <ul style="list-style-type: none"> <li>• Combine a range of imitated vocal sounds.</li> <li>• Engage in rhythmic and rhyming activities, joining in with repeated phrases or choruses of songs and stories.</li> <li>• Begin to join in with familiar action and other favourite songs.</li> </ul> <p><b>1b</b></p> <ul style="list-style-type: none"> <li>• Begin to use body sounds.</li> <li>• Explore and match a wider range of sound sources.</li> <li>• Tap out simple rhythms based on familiar ideas, e.g. names, food.</li> </ul> <p><b>1c</b></p> <ul style="list-style-type: none"> <li>• Engage in group musical activity showing an awareness of others in the group.</li> <li>• Be part of a musical performance.</li> </ul>	<p><b>2a</b></p> <ul style="list-style-type: none"> <li>• Explore and enjoy how sounds can be made.</li> <li>• Be involved in the exploration of different sound makers, remember how a sound is made and match or repeat these sounds.</li> </ul>	<p><b>3a</b></p> <ul style="list-style-type: none"> <li>• Experience, be aware of and respond to a wider variety of sounds and silence in different environments, e.g. the acoustics in the hall, sounds which are recorded / live / moving around.</li> <li>• Be aware of, and respond to music heard, e.g. through facial / body gestures or stillness.</li> <li>• Move regularly using repeated movement to music, e.g. rocking, skipping.</li> <li>• Respond consistently to sounds heard through signs, symbols or pictures.</li> <li>• Respond consistently to familiar songs and other music heard, e.g. bouncing to happy song, swaying to lullaby music.</li> <li>• Show preferences to music heard, e.g. smiling / clapping with music, covering ears to block out sound.</li> <li>• Begin to respond to or describe sounds heard in a differential way, e.g. shaky, rattly, even when sounds are unseen.</li> <li>• Experience music from different times, places and cultures.</li> <li>• Experience music linked to other activities, e.g. physiotherapy.</li> <li>• Experience unfamiliar music, sounds and songs to stimulate curiosity.</li> </ul>

Special skills development overview - Stage 3

LISTENING and UNDERSTANDING	CONTROLLING	CREATING	RESPONDING and REVIEWING
<p><b>ELEMENTS OF MUSIC</b> (Paragraph 4a/b)</p> <p><i>Duration:</i> distinguish between a steady beat / no beat.</p> <p><i>Dynamics:</i> respond to loud, quiet and silence.</p> <p><i>Pitch:</i> respond to high and low sounds.</p> <p><i>Structure:</i> respond to simple structures, e.g. patterns, repetition.</p> <p><i>Tempo:</i> respond to fast and slow.</p> <p><i>Texture:</i> respond to different textures in music.</p> <p><i>Timbre:</i> begin to respond to a limited range of instruments.</p> <p><b>APPLYING UNDERSTANDING</b> (Paragraph 4b/c)</p> <ul style="list-style-type: none"> <li>Recognise that musical elements can be used for different purposes.</li> <li>Recognise and respond to cue cards by playing an instrument or using body percussion.</li> <li>Sort percussion instruments by how they can be played.</li> </ul>	<p><b>1a</b></p> <ul style="list-style-type: none"> <li>Begin to show vocal shape when singing relative to speaking voice.</li> <li>Begin to develop control of diction and dynamics when speaking, singing songs and chanting.</li> <li>Participate in singing sections of familiar nursery and action songs from memory.</li> </ul> <p><b>1b</b></p> <ul style="list-style-type: none"> <li>Use body sounds in a variety of contexts.</li> <li>Begin to control playing techniques on a limited range of appropriate percussion, beams or switches using identified words in songs or poems as aural signals or in response to picture cues.</li> <li>Begin to maintain a steady beat using body percussion.</li> <li>Copy simple rhythm patterns.</li> </ul> <p><b>1c</b></p> <ul style="list-style-type: none"> <li>Sing and play in time within a group, starting and stopping together, following teacher directions for rehearsing and performing.</li> </ul>	<p><b>2a</b></p> <ul style="list-style-type: none"> <li>Explore and enjoy how sounds can be made and changed.</li> <li>Recognise and remember how a sound is made on an increased range of sound makers (including the use of ICT), match or repeat these sounds.</li> </ul>	<p><b>3a</b></p> <ul style="list-style-type: none"> <li>Begin to listen to music with increased attention.</li> <li>Respond to changes in mood and character within pieces of music through facial expressions, gestures, dance, movement and artwork.</li> <li>Recognise a wider range of instruments by sound alone, and match these sounds.</li> <li>Recognise and respond to a wider repertoire of familiar songs and other music.</li> <li>Express preferences more clearly and begin to tolerate unfamiliar / others' choice of music.</li> <li>Respond differently to elements and moods of music from different times, places and cultures.</li> <li>Begin to make links between music experienced in different activities throughout the curriculum or at specific times of the day, e.g. clearing up song.</li> </ul> <p><b>3b</b></p> <ul style="list-style-type: none"> <li>Begin to develop a musical vocabulary to describe sounds made and heard, including correct names of classroom instruments.</li> </ul>

Special skills development overview - Stage 4

LISTENING and UNDERSTANDING	CONTROLLING	CREATING	RESPONDING and REVIEWING
<p><b>ELEMENTS OF MUSIC</b> (Paragraph 4a/b)</p> <p><i>Duration:</i> respond to steady beat in music heard and performed, recognise simple short / long patterns.</p> <p><i>Dynamics:</i> recognise and respond to loud / quiet / silence.</p> <p><i>Pitch:</i> recognise and respond to high / low sounds, experience sounds which get higher / lower.</p> <p><i>Structure:</i> experience and begin to understand echo / repetition / pattern.</p> <p><i>Tempo:</i> recognise and respond to fast / slow.</p> <p><i>Texture:</i> recognise and respond to one sound / combined sounds.</p> <p><i>Timbre:</i> recognise an increased range of instruments.</p> <p><b>APPLYING UNDERSTANDING</b> (Paragraph 4b/c)</p> <ul style="list-style-type: none"> <li>Recognise that musical elements can be changed and used for different purposes.</li> <li>Experience signs and symbols for musical ideas linked to understanding of elements.</li> <li>Play groups of sounds indicated by simple picture / symbol-based scores.</li> <li>Match sounds even when unseen.</li> </ul>	<p><b>1a</b></p> <ul style="list-style-type: none"> <li>Begin to control and show an awareness of vocal pitching.</li> <li>Develop control of diction and dynamics when speaking, singing and chanting to enhance the expressive effect.</li> <li>Develop repertoire of songs, rhymes and chants.</li> </ul> <p><b>1b</b></p> <ul style="list-style-type: none"> <li>Begin to control playing techniques on an increased variety of percussion instruments, beams, switches.</li> <li>Develop accuracy of steady beat using body percussion.</li> <li>Copy simple rhythmic patterns on untuned percussion.</li> </ul> <p><b>1c</b></p> <ul style="list-style-type: none"> <li>Take account of musical instruction when rehearsing and performing.</li> <li>Work alongside other children in groups, taking turns, and develop performances as a whole class.</li> </ul>	<p><b>2a</b></p> <ul style="list-style-type: none"> <li>Experience and explore how sounds can be made and changed on an increased variety of instruments.</li> </ul> <p><b>2b</b></p> <ul style="list-style-type: none"> <li>Create and choose sounds for simple descriptive ideas, e.g. sound stories.</li> <li>Compose simple patterns, e.g. by ordering symbol / picture cue cards, tactile scores or 3D objects.</li> </ul>	<p><b>3a</b></p> <ul style="list-style-type: none"> <li>Listen to music with increased focus.</li> <li>Recognise and match an increasing variety of instruments and sound makers by sound alone, describe these sounds.</li> <li>Respond to a wider repertoire of familiar songs and other music, showing greater tolerance of others' choices.</li> <li>Respond differently to elements and moods of music from different times, places and cultures, showing personal preferences.</li> <li>Make links between music experienced in different activities or at different times of the day.</li> </ul> <p><b>3b</b></p> <ul style="list-style-type: none"> <li>Respond to changes in mood and character within pieces of music, e.g. through dance, movement and artwork.</li> <li>Begin to develop a musical vocabulary to describe sounds and music made and heard.</li> </ul> <p><b>3c</b></p> <ul style="list-style-type: none"> <li>Communicate ideas and opinions about their own work, e.g. make comment, use makaton symbols.</li> </ul>

LISTENING and UNDERSTANDING	CONTROLLING	CREATING	RESPONDING and REVIEWING
<p><b>ELEMENTS OF MUSIC</b> (Paragraph 4a/b)</p> <p><i>Duration:</i> distinguish between rhythm and beat, experience rhythm patterns fitting to the steady beat.</p> <p><i>Dynamics:</i> experience and respond to sounds getting louder / quieter.</p> <p><i>Pitch:</i> identify high / low sounds, respond to sounds getting higher / lower, respond to overall shapes of melodies.</p> <p><i>Structure:</i> begin to understand and identify patterns in music, and simple structures including beginning, middle and end.</p> <p><i>Tempo:</i> experience and respond to sounds getting faster / slower.</p> <p><i>Texture:</i> experience how music uses different layers of sound.</p> <p><i>Timbre:</i> identify wooden, metal, skinned and string instruments and their properties of sound.</p> <p><b>APPLYING UNDERSTANDING</b> (Paragraph 4b/c)</p> <ul style="list-style-type: none"> <li>Recognise that musical elements can be used and changed to create different moods.</li> <li>Begin to develop own signs / symbols for musical ideas linked to understanding of elements.</li> <li>Group classroom instruments by properties and sounds.</li> </ul>	<p><b>1a</b></p> <ul style="list-style-type: none"> <li>Control and show awareness of pitching (C - G as a guide).</li> <li>Continue to develop control of diction, dynamics and tempi when speaking, singing and chanting.</li> <li>Sing songs with steady beat or sound effect accompaniment.</li> <li>Extend repertoire of songs.</li> </ul> <p><b>1b</b></p> <ul style="list-style-type: none"> <li>Use dominant hand with untuned percussion, begin to use correct percussion techniques.</li> <li>Begin to maintain steady beat on a limited range of untuned percussion instruments.</li> <li>Copy and maintain simple patterns and rhythms on untuned percussion.</li> </ul> <p><b>1c</b></p> <ul style="list-style-type: none"> <li>Begin to follow hand and picture signals when rehearsing and performing.</li> <li>Communicate with others in group performances, taking turns, and begin to use picture signals to direct and lead.</li> <li>Experience playing alone, in pairs, in small groups and as a whole class.</li> </ul>	<p><b>2a</b></p> <ul style="list-style-type: none"> <li>Experience and explore how sounds can be made and changed and combined to create different moods and effects.</li> </ul> <p><b>2b</b></p> <ul style="list-style-type: none"> <li>Create simple compositions choosing sounds in response to a range of given starting points.</li> <li>Select sounds and sound makers for specific effect, e.g. in sound stories.</li> <li>Compose more extended patterns using symbols, picture cue cards and word-rhythm patterns.</li> </ul>	<p><b>3a</b></p> <ul style="list-style-type: none"> <li>Listen with greater care to music from a variety of times, places and cultures.</li> <li>Recognise and match an increasing variety of instruments and sound makers by sound alone, describe these sounds and begin to select them carefully for effect.</li> <li>Encounter the purpose of different pieces of music, e.g. a fanfare: to announce the arrival of someone important.</li> <li>Respond to an increasing repertoire of familiar and unfamiliar songs and pieces of music, showing some awareness of mood / appropriate use of elements, e.g. singing a lullaby quietly and smoothly.</li> </ul> <p><b>3b</b></p> <ul style="list-style-type: none"> <li>Respond to music through a variety of art forms, e.g. dancing to rock 'n' roll.</li> <li>Experience and use musical vocabulary which describes sounds and music heard / performed.</li> <li>Begin to express opinions about music heard.</li> </ul> <p><b>3c</b></p> <ul style="list-style-type: none"> <li>Begin to suggest changes or improvements to own work.</li> </ul>

LISTENING and UNDERSTANDING	CONTROLLING	CREATING	RESPONDING and REVIEWING
<p><b>ELEMENTS OF MUSIC</b> (Paragraph 4a/b)</p> <p><i>Duration:</i> understand how rhythmic patterns fit the steady beat.</p> <p><i>Dynamics:</i> begin to understand getting louder / quieter.</p> <p><i>Pitch:</i> recognise and respond to sounds which get higher / lower; experience steps, leaps and repeats in melodies.</p> <p><i>Structure:</i> respond to, and identify repetition or contrast, e.g. question and answer, verse and chorus.</p> <p><i>Tempo:</i> begin to understand getting faster / slower.</p> <p><i>Texture:</i> begin to understand how music uses layers of sounds.</p> <p><i>Timbre:</i> identify and begin to understand how sounds are made - blown, plucked, shaken, struck, vocalised and strummed.</p> <p><b>APPLYING UNDERSTANDING</b> (Paragraph 4b/c)</p> <ul style="list-style-type: none"> <li>Recognise and identify that musical elements can be used and changed to create different moods and effects.</li> <li>Develop own sign and symbols for musical ideas linked to understanding of elements.</li> <li>Recognise classroom instruments and their qualities.</li> </ul>	<p><b>1a</b></p> <ul style="list-style-type: none"> <li>Control and show an awareness of pitching (C - A as a guide).</li> <li>Increase control of diction, dynamics and tempi when speaking, singing and chanting.</li> <li>Consolidate use of steady beat as an accompaniment using a variety of instruments, use sound effects as accompaniments to songs.</li> </ul> <p><b>1b</b></p> <ul style="list-style-type: none"> <li>Begin to demonstrate accuracy and control of technique on a limited range of tuned and untuned instruments.</li> <li>Maintain a steady beat.</li> <li>Begin to copy and perform simple patterns on tuned percussion.</li> </ul> <p><b>1c</b></p> <ul style="list-style-type: none"> <li>Develop the use of picture cues and symbols to follow or direct.</li> <li>Begin to rehearse in pairs or small groups with adult help and take note of musical instruction.</li> </ul>	<p><b>2a</b></p> <ul style="list-style-type: none"> <li>Experience and explore how sounds can be made, changed and combined to create sound pictures, e.g. improvise sound effects to a poem.</li> <li>Experiment with combining rhythm patterns alongside the steady beat.</li> </ul> <p><b>2b</b></p> <ul style="list-style-type: none"> <li>Create and choose sounds in response to given starting points.</li> <li>Select and compose sound effect accompaniments for songs.</li> <li>Compose steady beat patterns to accompany songs.</li> </ul>	<p><b>3a</b></p> <ul style="list-style-type: none"> <li>Listen to more extended extracts with specific focus, e.g. listen for a sudden loud sound in music from a range of times, places and cultures.</li> <li>Listen carefully to a range of sounds and sound makers and begin to select these sounds carefully in response to mood / character.</li> <li>Experience music in different contexts, e.g. an advert is short and snappy to gain attention, a Tudor Pavane is for a stately dance.</li> </ul> <p><b>3b</b></p> <ul style="list-style-type: none"> <li>Begin to respond to changes of mood in music through a variety of art forms.</li> <li>Begin to use musical vocabulary to describe sounds heard and justify decisions.</li> </ul> <p><b>3c</b></p> <ul style="list-style-type: none"> <li>Make improvements to own work.</li> <li>Make comments to help others improve their work resulting in a sense of pride and achievement.</li> </ul>

LISTENING and UNDERSTANDING	CONTROLLING	CREATING	RESPONDING and REVIEWING
<p><b>ELEMENTS OF MUSIC</b> (Paragraph 4a/b)</p> <p><i>Duration:</i> consolidate understanding of how rhythm patterns fit to the steady beat; experience 2, 3, 4 metre.</p> <p><i>Dynamics:</i> understand getting louder / quieter.</p> <p><i>Pitch:</i> respond to steps, leaps and repeats in melodies, experience major, minor and pentatonic scales.</p> <p><i>Structure:</i> respond to, identify and show an awareness of repetition and contrast including question and answer, verse and chorus, ABA (verse-chorus-verse).</p> <p><i>Tempo:</i> understand getting faster / slower.</p> <p><i>Texture:</i> understand how different pieces use different layers of sound.</p> <p><i>Timbre:</i> identify a range of non-percussion instruments by name.</p> <p><b>APPLYING UNDERSTANDING</b> (Paragraph 4b/c)</p> <ul style="list-style-type: none"> <li>Identify how combined musical elements can be used expressively within simple structures.</li> <li>Develop and use a variety of signs or symbols linked to understanding of elements to communicate own musical ideas.</li> <li>Identify different families of instruments and their qualities.</li> </ul>	<p><b>1a</b></p> <ul style="list-style-type: none"> <li>Extend accuracy of vocal range (C - B' as a guide).</li> <li>Use increased control of diction, dynamics and tempi to enhance the quality of sound when speaking, singing songs and chanting.</li> <li>Begin to use simple patterns as accompaniments to songs as well as sound effects.</li> </ul> <p><b>1b</b></p> <ul style="list-style-type: none"> <li>Demonstrate increased accuracy and control of technique on an appropriate range of tuned and untuned percussion.</li> <li>Begin to use correct tuned percussion techniques.</li> <li>Maintain steady beat with increased accuracy.</li> <li>Begin to perform simple patterns and accompaniments keeping to a steady pulse.</li> </ul> <p><b>1c</b></p> <ul style="list-style-type: none"> <li>Begin to use and follow hand / eye signals alongside symbols and signs to direct and lead.</li> <li>Rehearse and perform in pairs, small groups and as a class, with adult help as necessary.</li> </ul>	<p><b>2a</b></p> <ul style="list-style-type: none"> <li>Begin to experiment with ways sounds can be made, changed and combined for musical effect.</li> <li>Experiment with musical patterns using tuned and untuned percussion.</li> </ul> <p><b>2b</b></p> <ul style="list-style-type: none"> <li>Begin to structure sounds in an order appropriate to a specific purpose in response to given starting points.</li> <li>Select, compose and begin to combine sound effect accompaniments for songs.</li> <li>Compose rhythm patterns to create sequences.</li> </ul>	<p><b>3a</b></p> <ul style="list-style-type: none"> <li>Listen to a range of more extended extracts with increased care, attention and focus from a wider repertoire of music from different times, places and cultures.</li> <li>Begin to develop an awareness of the different purposes of music, e.g. adverts to make products attractive to buy.</li> </ul> <p><b>3b</b></p> <ul style="list-style-type: none"> <li>Respond to music through a variety of art forms including dance, movement and artwork.</li> <li>Develop a musical vocabulary to describe sounds and music heard, express preferences and justify opinions.</li> </ul> <p><b>3c</b></p> <ul style="list-style-type: none"> <li>Make improvements to their own work.</li> <li>Make comments to help others improve their work resulting in a sense of pride and achievement.</li> </ul>

LISTENING and UNDERSTANDING	CONTROLLING	CREATING	RESPONDING and REVIEWING
<p><b>ELEMENTS OF MUSIC</b> (Paragraph 4a/b)</p> <p><i>Duration:</i> experience and begin to understand 2, 3, 4 metre.</p> <p><i>Dynamics:</i> understand and identify getting louder / quieter.</p> <p><i>Pitch:</i> experience major, minor and pentatonic scales.</p> <p><i>Structure:</i> understand and identify repetition and contrast, including question and answer, verse and chorus, ABA and ostinati.</p> <p><i>Tempo:</i> understand and identify getting faster / slower.</p> <p><i>Texture:</i> understand how different pieces use different layers of sound.</p> <p><i>Timbre:</i> distinguish between different ways of playing percussion instruments.</p> <p><b>APPLYING UNDERSTANDING</b> (Paragraph 4b/c)</p> <ul style="list-style-type: none"> <li>Recognise how combined musical elements can be used expressively within simple structures.</li> <li>Use and explore a variety of signs or symbols linked to understanding of elements to communicate own musical ideas.</li> <li>Identify how the choice of instruments can contribute to the mood or effect in music heard or performed.</li> </ul>	<p><b>1a</b></p> <ul style="list-style-type: none"> <li>Extend accuracy of vocal range (C - C' as a guide).</li> <li>Develop expressive effect and quality of sound when speaking, singing songs and chanting through increased control of diction, dynamics and tempi.</li> <li>Sing songs with simple patterns and sound effects as accompaniment.</li> </ul> <p><b>1b</b></p> <ul style="list-style-type: none"> <li>Demonstrate increased accuracy and control of technique on a wider range of tuned and untuned percussion instruments.</li> <li>Perform simple patterns and accompaniments keeping to a steady pulse, including ostinati.</li> <li>Practise use of two beaters on tuned percussion.</li> <li>Maintain steady beat / begin to copy and match rhythm patterns in 2, 3, 4 metre.</li> </ul> <p><b>1c</b></p> <ul style="list-style-type: none"> <li>Use and follow hand / eye signals to direct and lead.</li> <li>Rehearse and perform individually, in pairs, in small groups, as a class, with adult help if necessary.</li> <li>Improve their own work.</li> </ul>	<p><b>2a</b></p> <ul style="list-style-type: none"> <li>Experiment with ways sounds can be made, changed and combined to create different moods and musical effects.</li> <li>Experiment with more extended musical patterns using tuned and untuned percussion.</li> </ul> <p><b>2b</b></p> <ul style="list-style-type: none"> <li>Structure sounds in an order appropriate to a specific purpose in response to given starting points.</li> <li>Compose accompaniments to songs using a repertoire of known rhythms and sound effects.</li> </ul>	<p><b>3a</b></p> <ul style="list-style-type: none"> <li>Listen to a range of more extended extracts with increased care, attention and focus from a wider repertoire of music from different times, places and cultures.</li> <li>Respond to changes in mood and character within pieces of music with an awareness of the music's purpose.</li> </ul> <p><b>3b</b></p> <ul style="list-style-type: none"> <li>Respond to music through a variety of art forms including dance, movement and artwork, showing greater expression.</li> <li>Build a musical vocabulary to use when describing and discussing sounds and music heard and performed.</li> </ul> <p><b>3c</b></p> <ul style="list-style-type: none"> <li>Show confidence in improving their own work with an awareness of the music's purposes, e.g. lullaby, football chants.</li> <li>Continue to help others improve their work, building a sense of pride and achievements.</li> </ul>

## Special skills development overview - Vocabulary list

This list has been compiled to outline the key words and musical terms children need to be familiar with / know to support their learning. Each section builds on the section it follows and is not intended to be used in isolation. The words in italics should be used as most appropriate, but it is hoped that by the end of Key Stage 2 children will be aware of this subject specific vocabulary as well as their meanings. In addition to this list teachers will need to be aware of the contextual vocabulary to use as and when it is appropriate, e.g. calypso - steel pans, Tudor - Pavane.

STAGE 1	STAGE 2	STAGE 3	STAGE 4
Experience all of these words, as appropriate, through sound / movement / symbol, in order to acquire vocabulary.	<i>Dynamics:</i> loud quiet <i>Pitch:</i> high low <i>Tempo:</i> fast slow <i>Timbre:</i> descriptive words, e.g. smooth, rattly (body / vocal sound) (instrumental sound)	<i>Duration:</i> steady beat no beat <i>Dynamics:</i> silence <i>Texture:</i> one sound many sounds <i>Timbre:</i> sound effect instrument name	<i>Pitch:</i> higher lower <i>Structure:</i> echo repeat pattern <i>Texture:</i> thick sounds thin sounds
STAGE 5	STAGE 6	STAGE 7	STAGE 8
<i>Duration:</i> beat / pulse rhythm rhythmic pattern <i>Dynamics:</i> getting louder getting quieter <i>Pitch:</i> melody / tune <i>Structure:</i> beginning / middle / end <i>Tempo:</i> getting faster getting slower <i>Texture:</i> layers of sounds <i>Timbre:</i> metal sounds skinned sounds string sounds wooden sounds <i>Other vocab:</i> symbol / sign / signal mood	<i>Timbre:</i> blown plucked shaken struck strummed mood and effect <i>Structure:</i> verse / chorus question / answer (repetition / contrast)  <i>Other vocab:</i> sound effect	<i>Duration:</i> groups of beats <i>Pitch:</i> steps leaps repeats <i>Timbre:</i> non-percussion instruments (names) names of classroom instruments <i>Texture:</i> accompaniment <i>Structure:</i> repeated pattern 1st idea / 2nd idea (AB) 1st idea / 2nd idea / 1st idea (ABA) <i>Other vocab:</i> compose rehearse / practise / perform	<i>Duration:</i> 2, 3, 4 metre <i>Pitch:</i> major, minor and pentatonic scales <i>Structure:</i> repeated pattern ( <i>ostinati</i> ) ABA or verse-chorus- verse

## Cross-referencing special skills development overview and P Levels

### Stage 1

### Skills development overview reference

<p><b>P1 (i)</b> <i>Children encounter activities and experiences. They may be passive or resistant. They may show simple reflex response.</i></p>	<p>1a, 1b, 1c, 2a, 3a 1c iii, 2a ii, 3a ii, 3a iii</p>	<p>} <b>Stage 1a</b></p>
<p><b>P1 (ii)</b> <i>Children show emerging awareness of activities. ..have periods when appear alert . . . ..give intermittent reactions . . . e.g. excited by repeated pattern.</i></p>	<p>1c ii, 2a ii, 3a ii 1c i, 1c ii, 3a i, 3a ii, 3a iii 1b iii, 1c ii, 1c iii, 3a</p>	
<p><b>P2 (i)</b> <i>Begin to respond consistently to familiar people, events, objects. React to new activities. Begin to show an interest in people, events, objects . . e.g. turn to sound. Accept and engage in co-active exploration.</i></p>	<p>1b ii, 1c, 3 a iii, 3a iv, 3a v 1a, 1b, 1c, 2a, 3a 1a, 1b, 2a, 3a, 4a/b 1b i, 1b iii, 1c i, 1c iii, 2a</p>	<p>} <b>Stage 1b</b></p>
<p><b>P2 (ii)</b> <i>Begin to be proactive in their interactions. Communicate consistent preferences and affective response. They (children) recognise familiar people . . .e.g. favourite song. They (children) perform actions. Remember learned responses over short periods of time. They (children) co-operate with shared exploration and supported participation.</i></p>	<p>1a, 1b, 1c, 2a 1a ii, 3a i, 3a ii, 3a iv, 3a v, 3a vi, 3a viii 3a iii (iv on Stage 1b) 1c i, 1c iii, 3a iii (iv on Stage 1b) 3a iii, 3a iv, 3a v, 3a vi 1a, 1b, 1c, 2a, 4a/b</p>	
<p><b>P3 (i)</b> <i>Begin to communicate intentionally, seek attention through eye contact . . . They (children) explore materials in increasingly complex ways. Observe results of their actions with interest. They (children) remember learned responses for more extended periods.</i></p>	<p>1a ii, 1c, 2a, 3a ii, 3a iii, 3a iv, 3a v, 3a vi 1b ii, 1b iii, 2a, 4a/b 1a i, 1b iii, 2a ii 1c iii, 1c iv, 3a ii, 3a iii</p>	<p>} <b>Stage 1c</b></p>
<p><b>P3 (ii)</b> <i>May initiate interactions and activities. Remember learned responses over increasing periods of time, may anticipate known events. Respond to options and choices with actions / gestures. Actively explore objects, events. . . They (children) apply potential solutions to problems.</i></p>	<p>1a ii, 1c iv 3a iii, 3a iv, 3a v 1b ii, 1b iii, 2a ii 1a, 1b, 2a, 4 a/b 1c ii, 1 c iii</p>	

## Stage 2

- P4** *Use words, signs, . . . to communicate familiar musical activities.  
 . . . listen, attend . . . join in with familiar musical activity.  
 Aware of cause / effect, e.g. what happens when instrument is shaken.  
 Begin to look for noisemaker out of sight.  
 Repeat, copy, imitate actions . . .*
- P5** *Take part in musical performances.  
 Play loudly / quietly / quickly / slowly.  
 Listen to familiar instrument behind screen . . . match sounds.*

## Stage 3

- P5** *Take part in musical performances.  
 Respond to signs, e.g. start / stop.  
 Pick out specific instrument (name recognition).  
 Play loudly / quietly / quickly / slowly.  
 Play when prompted by cue card.  
 Listen to and imitate sounds.  
 Listen to familiar instrument behind screen . . . match sounds.*
- P6** *Join in, take turns in songs, play instruments with others.  
 Explore range of effects that can be made on instrument . . .  
 Copy simple rhythms.  
 Begin to categorise instruments by the way they are played.*

## Skills development overview reference

1a iii, 3a iv, 3a v, 3a vii, 4b/c  
 1a, 1b iii, 1c, 3a v  
 1b ii, 2a i, 2a ii  
 3a vii, 4b/c  
 1a i, 1a iii, 1b ii, 1b iii, 2a ii, 3a iv, 3a v

1a, 1c ii  
 1b ii, 2a, 4a/b  
 2a ii, 3a vii, 4b/c

1a ii, 1a iii, 1b ii, 1c  
 1c, 4b/c  
 3a iii  
 1a ii, 1b ii, 1c, 2a, 4a/b  
 1b ii, 1 c, 2a, 3a iii, 3a viii  
 1b iv, 3a iii, 3a iv  
 2a ii, 3a iii, 4a/b, 4b/c

1a ii, 1a iii, 1b, 1c  
 2a  
 1b iv  
 4b/c

## Stage 4

- P6** *Respond to other children in music session.  
Join in, take turns in songs, play instruments with others.  
Play, sing and move expressively in response to music.  
Explore range of effects that can be made on instrument . . .  
Copy simple rhythms, musical patterns. . .  
Play groups of sounds indicated by simple picture / symbols. . .  
Begin to categorise instruments by the way they are played.*
- P7** *Listen to music . . . describe in simple terms.  
Respond to prompts.  
Listen and contribute to sound stories... involved in simple improvisation, and make choices about sounds, instruments.  
Make simple compositions. . .*

## Stage 5

- P7** *Play faster, slower . . .*
- P8** *Listen carefully to music.  
Understand, respond to words, symbols, signs . . .  
Create own simple compositions, carefully selecting sounds.  
Create simple graphic scores . . .  
Use growing musical vocabulary.  
Make and communicate choices.*

## Skills development overview reference

- 1c i, 1c ii, 3a iii, 3b i, 3c  
1a, 1b, 1c ii, 2b, 3a iii  
1a ii, 1c, 2b i, 3a i, 3a iv, 3b i  
2a, 3a ii  
1b iii  
2b ii, 4b/c  
4a/b, 4b/c
- 3a ii, 3b ii, 3c  
1c i, 2b ii, 4b/c
- 1c ii, 2a, 2b i  
2a, 2b i, 2b ii, 4b/c
- 1b, 1c i, 1c ii, 2a, 2b, 4a/b
- 3a, 3b  
1c i, 1c ii, 2b iii, 4a/b/c  
2a i, 2b, 3a ii  
1c ii, 2b iii, 4b/c  
3b ii, 3b iii, 3c  
1c i, 1c ii, 1c iii, 2b, 3a