Planning music for children with learning difficulties

A guidance booklet for teachers working in Hampshire special schools
Introduction

This booklet has been put together to provide guidance to teachers working with music in Hampshire special schools. Its aims are:

- to identify why music is a vital part of the education for all children, particularly those with special needs
- to promote the benefits of using music as a vehicle for learning across the whole curriculum
- to support children’s learning through focused planning, ensuring continuity and progression throughout their education
- to support effective planning strategies, building on good practice already in existence throughout the county.

It is divided into five sections.

Why music?

The benefits of music as a unique tool to support, inspire, encourage and develop the whole child.

Music when?

Specific cross-curricular links where music can be used to enhance the learning in key skill areas such as PSD, communication and other curriculum areas, including maths, literacy and the foundation subjects.

What music?

The music curriculum, how the curriculum is organised nationally and principles of planning. This section also contains planning documents, specifically the special skills development overview identifying specific learning objectives for each of the eight stages of learning, relating directly to the QCA P Levels, the Early Learning Goals and National Curriculum 2000.

Appendices

Ideas to support curriculum development including blank planning proformas and examples of existing planning.

Exemplification of skills

A bank of ideas to try out in the classroom or wherever music takes place, to work towards achieving P Levels 1 - 3.
Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. The teaching of music develops pupil’s ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

National Curriculum 2000
Jointly published by
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Why music?

Music is fundamental to all of us. It surrounds us and makes up the tapestry of our daily lives. Music encompasses the ways in which we develop and can tap into places that other subject areas cannot reach. It works on a physical, emotional, social and intellectual level and thus develops the person as a whole regardless of colour, gender, background or ability. Music is accessible to everyone.

The following bullet points consider how music can support, inspire and encourage children, helping them develop and move forward with their lives. The bullets have been organised into areas of emotional, social, physical and intellectual development but as there is considerable scope for overlap between the categories, the areas remain undefined. Examples of musical activities are given where appropriate.

Music . . .

● is a universal language
● is a non-verbal form of communication
● helps us express our feelings and emotions

● can be fun, exciting, pleasurable
● can be calming in times of stress

● is personal - it's internal, it's natural
● involves the whole person - it is a holistic experience
● can also be a multi-sensory experience

● develops listening skills leading to increased attention span and concentration
● can increase memory (learning chants and songs, remembering actions, echo / copy, match and repeat sounds)

● gives everyone involved room and opportunity for exploration (sounds, ways of playing instruments or organising sounds)
● stimulates creativity, leads to use of imagination, encourages experimentation

● encourages social interaction, co-operation and greater levels of mutual respect and tolerance (group work, turn taking, sharing, opinions / preferences)
● develops a sense of community (group work, working towards a common goal)
can lead to a sense of pride and achievement (group / class performance, composition work, gaining new skills)

- can raise self esteem through involvement and success (group performance, class composition)
- can be a vehicle for discipline and change in attitude

- offers opportunities for children to express preferences and make genuine choices (listening to music, choice of instruments, composition work)
- is non-judgemental - no right or wrong answers when expressing preference or opinion

- is practical - learn by doing, learn through play
- provides opportunities to practise gross / fine motor control (using instruments, actions to songs)
- involves the manipulation of tools (playing instruments, using signs / symbols)

- encompasses aspects of many other curriculum areas, is a vehicle for other areas of learning (world music, music for worship)
- promotes the use of ICT in communication or as an expressive vehicle (soundbeam, switches)

- can give increased focus to activities (singing instructions could make them more accessible)
- encourages an awareness of the world around us
- links school with outside world (pop music, radio, concerts)
- introduces us to other times, places and cultures.
Music when?

Music is already an integral part of our everyday lives, and we need to capitalise on its natural place during our time at school too.

Music can tie the working day together and provide links between activities. It can be used to enhance understanding in other curriculum areas. Through music, children can move from dependence to confidence and independence. Allowing children to access other areas of the curriculum through music can facilitate a wider sense of achievement, personal satisfaction and self-respect across the whole curriculum.

The following pages outline some ways in which music can be incorporated into other areas of the curriculum, with some examples of musical activity to illustrate each point.

**Personal and social development and communication**

- Making real choices (choosing an instrument to play).
- Taking decisions and justifying opinions (choice of instrument for a particular idea).
- Realising / accepting choices have consequences (choosing an instrument to make one sound effect means you can’t also make a different sound effect).
- Expressing preferences (of music heard, songs, sounds in creative work).
- Discriminating between preferences (hearing sounds and music and deciding what you like / don’t like).
- Working with others, encouraging eye contact (circle games, greeting song).
- Relating to others through interactive games (call and response, pre-verbal rhymes).
- Sharing and turn taking (resonance board, taking turns with sound makers).
- Co-operating, collaborating and interacting within a group.
- Discussing (deciding which sounds to choose in creative work, talking about music heard).
- Developing a sense of belonging (group composition work - everyone can put forward suggestions and ideas which may be of value to the group).
- Meeting and talking to others (community / visiting musicians, audience for performance).
• Responding to sounds / music heard through signs, symbols and gestures.
• Following instructions (having instructions sung).
• Understanding / consolidating classroom routines (using musical cues for activities / times of the day).

• Listening skills (concentration, anticipation of familiar sounds in music).
• Independence in learning (using a Picture Exchange Communication System – PECS, actions to initiate familiar songs).
• Improving own learning and performance.

Thinking skills

• Exploring (sounds - body / environmental / vocal / instrumental).
• Asking questions and enquiring.
• Information processing (matching sounds of instruments).
• Reasoning (making choice of instrument based on context of music).
• Creative thinking (putting together sequences / patterns, choosing sounds).
• Evaluating (thinking about / commenting on own or others’ composition work / choices of sounds / way of playing an instrument).
• Accelerated learning through use of recorded music (ADHD and Mozart).
Language and literacy

- Communicating for a given purpose (choosing a sound, requesting a CD to be played).
- Asking questions (“How do you make a sound with this?”).
- Answering questions (after listening to music).
- Responding to request offering choice (select favourite instrument, choose next song to sing).
- Increasing attention span when listening.
- Talking about own experiences (“What did you hear in the music?”), talk about concert / visiting music group (“How did you feel about the music?”).
- Using voice to demonstrate intonation and volume (chanting games, singing).
- Playing with and having fun with words (rhyming songs, silly songs).
- Sharing big books (rhythm of words, syllables).
- Experiencing and recognising words and pictures carry meaning (use of symbols to represent sounds).
- Left to right orientation (following flashcards / graphic scores / grids to play music and rhythms).
- Sequencing / emergent reading skills (sound sequences, narrative music).
- Patterning of picture cues.
● Using narrative / stories in music heard / composed and performed.
● Singing narrative songs.
● Making up own stories (improvise own music with narrative structure).
● Adding sound effects to poetry.
● Rhythmic and rhyming poetry (chanting, adding steady beat patterns, rapping).

### Maths

- Counting games / songs.
- Counting using resonance board.
- Counting number of sounds instruments can make.
- Counting number of instruments heard / played.
- Developing mental image of number (sound / rhythm flashcards).

- Shape awareness (instruments - triangle / tambourine).
- Awareness of size (high / low games / songs / stories).
- Awareness of weight (loud / quiet sounds / games / songs / stories).
- Awareness of length (long / short sounds / songs / stories).

- Order, groupings (steady beat and rhythm).
- Sorting (instruments into groups / families).
- Sequencing (sound flashcards).
- Pattern songs.
- Exploring, matching and creating patterns (red = loud, blue = quiet, patterns in multi-link cubes).
Physical development, PE and dance

- Body awareness (resonance board / actions to songs).
- Mobility (songs involving standing / sitting, movement to music).
- Motor control practice (action songs, playing a variety of percussion instruments).
- Fine motor control / manipulation of tools using different grips (use of instruments / beaters on tuned percussion).
- Handling apparatus with control and confidence (rolling / throwing a ball in time to music / along with steady beat).

- Moving in different ways (bending / stretching, running / skipping / shuffling to different kinds of music).
- Changing level / direction / rhythm / speed of movement (in response to steady beat or recorded music).
- Moving imaginatively to music.
- Creating and performing simple movement patterns (learning dance sequence as seen on Top of the Pops).
- Moving with increased expression to music, communicate feelings or ideas (moving slowly to calm music, using props - ribbons / scarves to reflect calm feeling).
Creative development

Drama

● Balance, stillness and movement in response to music heard.
● Spatial awareness.
● Co-ordination.
● Imitating simple actions (using recorded music songs).

● Personal expression (using props, e.g. scarves).
● Singing dramatic songs with expression.
● Using sound effects to create atmosphere.
● Using imagination (moving to steady beat in different ways / moods).

● Sequencing (own or learned movement routine).
● Mimic (to music heard / performed, a song).
● Acting out scene, using film score to enhance dramatic effect.
● Frieze framing creating still image in response to music.
● Mirror sequences, paired work.

● Co-operating with others.
● Rehearsing and performing.

Art

● Choosing different media / forms of art in response to music.
● Creating moods by using different colours (responding to music heard).
● Creating own images inspired by music heard.

● Making fabric designs / wrapping paper / potato print patterns (using patterns in music, using flashcard ideas).
Exploring different genre (designing poster to advertise rock / jazz concert).
Exploring different purpose (create advertising slogans in response to jingles).
Comic strips (design own cartoon / comic strip in response to music heard / composed).

Knowledge and understanding of the world

Science

- Sorting materials (timbre, texture).
- Investigating sounds and sound makers (types of sounds - high / low, loud / quiet, long / short).
- Investigating sound makers (how the sound is made - tap / shake / scrape / blow / pluck).
- Investigating sound makers (how sounds can be changed - more / less water in bottle, different sized tins).
- Design and make own sound makers (use to accompany a poem / story / in a composition).
- Make comparisons.

- Forces - faster / slower, start / stop (respond through listening / playing music).

- Growing (music getting higher or louder or texture of music getting thicker).

ICT

- Using switches to make choices, play sounds.
- Discriminate between sounds / copy and match sounds.
- Exploration of soundbeam to select sounds.
- Manipulation of soundbeam within composition.
● Use of pre-recorded sounds on keyboard.
● Use of keyboards in creative work (exploring sounds / choosing sounds, producing sounds independently).
● Use of tape recorder / video to record / listen.
● Computer based sound-sequencing programme, e.g. Compose World.
● Computer based grid programme to input symbols and record rhythms / musical composition.

Geography, history and religious education

● Different parts of the world (songs, musical contexts, e.g. samba, reggae, dance, e.g. African work songs with actions).
● Journeys (sound effects for journey to school).
● Different times (songs, musical contexts, e.g. Victorians, Ancient Egypt, dance, e.g. folk dance / stately pavanne from Tudor times).
● Famous people (composers).
● Worship (songs, music for reflection, celebration of special events throughout the year, e.g. Chinese New Year, Christmas, Diwali).
What music?

Why is music special?

Music is a unique area in our curriculum, which is able to impact on, and add to, all other areas of study. It is a practical subject that integrates performing, composing, appraising and listening skills. Underpinning these skills is the understanding of music, musical ideas and the way in which music works.

Music can be encountered, experienced and taught explicitly or within the context of other subjects. Offering children cross-curricular experiences will enable them to make keener links with their own world and strengthen their understanding of music and other areas.

Music is an area of the curriculum which gives children the opportunity to experience and work within a variety of learning contexts. Through music they will be given opportunities to take the role of former - being involved in music making and creating their own musical ideas, performer - sharing their musical ideas, and audience - experiencing and being part of other people’s music making.

Children will have opportunities to:

- watch and listen
- actively investigate
- work with others
- interact
- use relevant ICT
- work within a recognisable context.
When putting together a music curriculum for your own school, it is important to ensure there is an appropriate balance between familiar activities or experiences and new challenges. It may be that specific learning objectives will remain relevant for a significant period of time, but the context for the work can be varied and altered in order to give the children a new perspective in which to practise and refine emerging skills and understanding. Given this time, the children will have more opportunity to realise their potential and feel a greater sense of pride, achievement and fulfilment through their work.

But above all, remember to plan for fun - do nothing without joy! If the children are enjoying their work, their learning will be increasingly effective.

The following pages in this section give detailed guidance for developing planning for an effective music curriculum, and compiling a scheme of work for your school.
The music curriculum

Planning documents in this section:

● Special skills development overview
● Music unit brainstorm
● Music unit of work
● Curriculum map

Principles of planning

It is important to recognise that the prime purpose of all planning documentation in school is to support children’s learning through effective planning for good teaching.

The following documents are intended to provide a framework which adheres to current thinking in general planning strategies, whilst also recognising the particular nature and emphasis of the National Curriculum orders for music. It is important that planning shows how paragraph 4, listening, and applying knowledge and understanding, is taught through interrelated and practical activities outlined in paragraphs 1, 2 and 3 (controlling, creating, and responding and reviewing).

Schools need to recognise that different subjects will lend themselves to different planning styles. Music in particular often needs more support for the non-specialist teacher in the planning stage. A medium term unit of work which gives sufficient detail to effectively incorporate short term planning within it would be most appropriate.

The following documents in this section are designed to help meet the needs of the music curriculum as outlined here:

● The special skills development overview identifies specific objectives for eight stages of learning, ranging from P Level 1 to National Curriculum Level 2.

● The music unit brainstorm provides guidance at the early stages of planning to ensure the basic principles of learning are addressed, e.g. the interrelated skills of listening, performing and composing.

● The music unit of work is an example of a medium-term planning document which enables the teacher to sequence the activities as appropriate.
● The curriculum map helps the co-ordinator keep track of appropriate cross-curricular links whilst ensuring the balance of learning needs and activities across each year-group and throughout the school.

This outline planning keeps the documentation to a minimum and creates opportunities for the specialist or co-ordinator to be as supportive as possible. Schools are free to take on the whole planning system or adapt it to suit the needs of their children and staff.
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

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<th>MUSICAL PURPOSES</th>
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<td>music for emotions (calming,</td>
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### Special skills development overview - Stage 1a

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<th>CONTROLLING</th>
<th>CREATING</th>
<th>RESPONDING and REVIEWING</th>
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</table>
| **ELEMENTS OF MUSIC**  
(Paragraph 4a/b) | **1a**  
- Experience a range of vocal sounds using a variety of pitch and length of note.  
- **1b**  
  - Experience / tolerate body sounds.  
  - Experience / tolerate struck and shaken instruments.  
  - Experience a range of sound makers using a variety of pitch and length of note, e.g. activating a soundbeam.  
- **1c**  
  - Experience group musical activity.  
  - Tolerate others in the group.  
  - Experience call and response activities using vocal or body sounds and other sound makers. | **2a**  
- Encounter and experience sound sources in different environments, e.g. outside / in the classroom, with varying degrees of support.  
- Explore single sounds / notes, e.g. a vocal sigh. | **3a**  
- Experience a variety of sounds in different environments, e.g. the acoustics in the hall, sounds far away / nearby.  
- Sometimes show an awareness of sound or music, e.g. through a smile / movement.  
- Experience a variety of music, e.g. through movement / stillness.  
- Encounter a range of action, counting, name and other simple songs.  
- Encounter words which describe sounds, e.g. shaky, where words are used to illustrate meaning.  
- Encounter music from different times, places and cultures, e.g. through recorded music, community musicians.  
- Experience music linked to other activities, e.g. hydrotherapy.  
- Encounter new, unfamiliar music, sounds and songs. |

**Duration:** encounter steady beat.  
**Dynamics:** encounter loud and quiet.  
**Pitch:** encounter high and low sounds.  
**Structure:** encounter simple structures - pattern, repetition, echo, verse / chorus.  
**Tempo:** encounter fast and slow.  
**Texture:** encounter different textures.  
**Timbre:** encounter different sound makers and qualities of sound.
## Special skills development overview - Stage 1b

<table>
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<th>RESPONDING and REVIEWING</th>
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<tbody>
<tr>
<td><strong>ELEMENTS OF MUSIC</strong></td>
<td><strong>1a</strong> Explore a range of vocal sounds using a variety of pitch and length.</td>
<td><strong>2a</strong> Explore a range of sound sources in different environments, e.g. outside / in the classroom, with varying degrees of support.</td>
<td><strong>3a</strong> Be aware of a variety of sounds and silence in different environments, e.g. the acoustics in the classroom, sounds which are travelling.</td>
</tr>
<tr>
<td>(Paragraph 4a/b)</td>
<td>• Begin to initiate favourite / familiar songs or activities through PECS / actions.</td>
<td>• Explore more extended musical sounds, e.g. a succession of rising vocal sounds, through ICT computer programmes.</td>
<td>• Begin to respond to music, e.g. through movement / stillness.</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td><strong>1b</strong> Explore body sounds.</td>
<td><strong>2b</strong> Begin to distinguish music from other sounds.</td>
<td>• Begin to anticipate specific features in familiar music, e.g. a loud sound in the music.</td>
</tr>
<tr>
<td><strong>Dynamics</strong></td>
<td>• Begin to use struck and shaken instruments.</td>
<td><strong>2c</strong> Become familiar with a range of action, counting, name and other simple songs.</td>
<td>• Begin to respond in different ways to different types and moods of music, e.g. becoming excited during fast music.</td>
</tr>
<tr>
<td><strong>Pitch</strong></td>
<td>• Explore a range of sound makers using a variety of pitch and length of note.</td>
<td><strong>3a</strong> Begin to anticipate specific features in familiar music, e.g. a loud sound in the music.</td>
<td>• Experience words which describe sounds, e.g. shaky, where words are used to illustrate meaning.</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td><strong>1c</strong> Sporadically join in with group musical activity, e.g. through smiling, making a sound.</td>
<td><strong>3b</strong> Encounter music from different times, places and cultures, e.g. recorded music, community musicians.</td>
<td>• Encounter music from different times, places and cultures, e.g. recorded music, community musicians.</td>
</tr>
<tr>
<td><strong>Tempo</strong></td>
<td>• Begin to show an awareness of others in the groups, e.g. through musical cue, gesture, touch, symbol.</td>
<td><strong>3c</strong> Experience music linked to other activities, e.g. physiotherapy.</td>
<td>• Experience music linked to other activities, e.g. physiotherapy.</td>
</tr>
<tr>
<td><strong>Texture</strong></td>
<td>• Join in with call and response activities using vocal or body sounds and other sound makers.</td>
<td><strong>3d</strong> Experience new, unfamiliar music, sounds and songs.</td>
<td>• Experience new, unfamiliar music, sounds and songs.</td>
</tr>
<tr>
<td><strong>Timbre</strong></td>
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<td></td>
</tr>
</tbody>
</table>
**LISTENING and UNDERSTANDING**

**ELEMENTS OF MUSIC**  
(Paragraph 4a/b)

*Duration:* experience and begin to develop awareness of steady beat.

*Dynamics:* experience and begin to develop awareness of loud and quiet.

*Pitch:* experience and begin to develop awareness of high and low sounds.

*Structure:* experience and begin to develop awareness of simple structures - pattern, repetition, echo, verse / chorus.

*Tempo:* experience and begin to develop awareness of fast and slow.

*Texture:* experience and begin to develop awareness of different textures.

*Timbre:* experience and begin to develop awareness of different sound makers and qualities of sound.

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**CONTROLLING**

1a  
- Explore and imitate a range of vocal sounds with varying pitch, length and dynamic (volume) of note.  
- Initiate favourite songs through action or other cues.

1b  
- Explore body sounds.  
- Begin to use struck and shaken instruments with greater effectiveness.  
- Explore and imitate a range of sounds with varying pitch, length and dynamic (volume) of note, e.g. repeated tapping on tray.

1c  
- Join in group musical activity and begin to respond to simple instruction.  
- Begin to show an awareness of others in the groups, e.g. through eye contact, vocalisation or giggling.  
- Join with call and response activities with greater regularity.  
- Initiate familiar activities through actions or other cues, e.g. objects of reference.

---

**CREATING**

2a  
- Join in with exploration of sound sources in different environments, e.g. outside / in the classroom, with varying degrees of support.  
- 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.

---

**RESPONDING and REVIEWING**

3a  
- Respond to a variety of sounds in different environments, e.g. the acoustics in the playground, sounds which are recorded / live.  
- To be aware of and respond more consistently to music, e.g. through gestures.  
- Become familiar with a range of action, counting, name and simple songs and other music, e.g. TV theme tunes.  
- Recognise and anticipate specific features in familiar music and react consistently to them, e.g. smile on first note of song.  
- React to contrasts and moods in different types of music showing preference (and in shorter cue time).  
- Experience and react to words which describe sounds, e.g. smooth, where words are used to illustrate meaning.

---
**LISTENING and UNDERSTANDING**

**ELEMENTS OF MUSIC**
(Paragraph 4a/b)

*Duration:* experience and begin to develop awareness of steady beat.

*Dynamics:* experience and begin to develop awareness of loud and quiet.

*Pitch:* experience and begin to develop awareness of high and low sounds.

*Structure:* experience and begin to develop awareness of simple structures - pattern, repetition, echo, verse / chorus.

*Tempo:* experience and begin to develop awareness of fast and slow.

*Texture:* experience and begin to develop awareness of different textures.

*Timbre:* experience and begin to develop awareness of different sound makers and qualities of sound.

**CONTROLLING**

1a
- Experience, explore and imitate a range of vocal sounds with varying pitch, length and dynamic (volume) of note.
- Initiate favourite songs through action or other cues, e.g. symbols.

1b
- Explore body sounds.
- Begin to use struck and shaken instruments with increasingly effective control.
- Experience, explore and imitate a range of sounds with varying pitch, length and dynamic (volume) of note, e.g. repeated tapping on tray.

1c
- Join in with group musical activity and respond to simple instruction.
- Begin to show an awareness of others in the groups, e.g. through eye contact, musical cue, vocalisation or giggling.
- Join with call and response activities using vocal, body or other sound makers sounds.
- Initiate familiar activities through actions or other cues.

**CREATING**

2a
- Engage in exploration of sound sources in different environments, e.g. outside / in the classroom, with varying degrees of support.
- 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.

**RESPONDING and REVIEWING**

3a
- 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.
- Become aware of and begin to respond to music, e.g. through movement / stillness, consistent gestures.
- Become familiar with a range of action, counting, name and simple songs and other music, e.g. TV theme tunes.
- 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.
- 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.
- Encounter and react to words which describe sounds, e.g. smooth, where words are used to illustrate meaning.
- Encounter music from different times, places and cultures, e.g. recorded music, community musicians.
- Experience music linked to other activities, e.g. physiotherapy.
- Experience new, unfamiliar music, sounds, songs to stimulate curiosity.
### Special skills development overview - Stage 2

<table>
<thead>
<tr>
<th>LISTENING and UNDERSTANDING</th>
<th>CONTROLLING</th>
<th>CREATING</th>
<th>RESPONDING and REVIEWING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELEMENTS OF MUSIC</strong>&lt;br&gt;(Paragraph 4a/b)</td>
<td><strong>1a</strong>&lt;br&gt;• Combine a range of imitated vocal sounds.&lt;br&gt;• Engage in rhythmic and rhyming activities, joining in with repeated phrases or choruses of songs and stories.&lt;br&gt;• Begin to join in with familiar action and other favourite songs.</td>
<td><strong>2a</strong>&lt;br&gt;• Explore and enjoy how sounds can be made.&lt;br&gt;• Be involved in the exploration of different sound makers, remember how a sound is made and match or repeat these sounds.</td>
<td><strong>3a</strong>&lt;br&gt;• 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.&lt;br&gt;• Be aware of, and respond to music heard, e.g. through facial / body gestures or stillness.&lt;br&gt;• Move regularly using repeated movement to music, e.g. rocking, skipping.&lt;br&gt;• Respond consistently to sounds heard through signs, symbols or pictures.&lt;br&gt;• Respond consistently to familiar songs and other music heard, e.g. bouncing to happy song, swaying to lullaby music.&lt;br&gt;• Show preferences to music heard, e.g. smiling / clapping with music, covering ears to block out sound.&lt;br&gt;• Begin to respond to or describe sounds heard in a differential way, e.g. shaky, rattly, even when sounds are unseen.&lt;br&gt;• Experience music from different times, places and cultures.&lt;br&gt;• Experience music linked to other activities, e.g. physiotherapy.&lt;br&gt;• Experience unfamiliar music, sounds and songs to stimulate curiosity.</td>
</tr>
<tr>
<td><strong>Duration</strong>: experience and respond to steady beat.</td>
<td><strong>1b</strong>&lt;br&gt;• Begin to use body sounds.&lt;br&gt;• Explore and match a wider range of sound sources.&lt;br&gt;• Tap out simple rhythms based on familiar ideas, e.g. names, food.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dynamics</strong>: begin to respond to loud and quiet.</td>
<td><strong>1c</strong>&lt;br&gt;• Engage in group musical activity showing an awareness of others in the group.&lt;br&gt;• Be part of a musical performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pitch</strong>: develop awareness of high and low.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Structure</strong>: develop awareness of simple structures - pattern, repetition, echo, verse / chorus.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tempo</strong>: develop awareness of fast and slow.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Texture</strong>: develop awareness of different textures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Timbre</strong>: explore and respond to a range of vocal, body, instrumental and environmental sounds.</td>
<td><strong>APPLYING UNDERSTANDING</strong>&lt;br&gt;(Paragraph 4b/c)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Apply</strong>&lt;br&gt;• Distinguish between different sounds and begin to recognise one sound from another, even when sounds are unseen.&lt;br&gt;• Recognise and respond to 3D objects by playing / making sounds.&lt;br&gt;• Recognise that sounds can be made in different ways, e.g. voice, body, instrumental, environmental.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
**LISTENING and UNDERSTANDING**

**ELEMENTS OF MUSIC**
(Paragraph 4a/b)

- **Duration**: distinguish between a steady beat / no beat.
- **Dynamics**: respond to loud, quiet and silence.
- **Pitch**: respond to high and low sounds.
- **Structure**: respond to simple structures, e.g. patterns, repetition.
- **Tempo**: respond to fast and slow.
- **Texture**: respond to different textures in music.
- **Timbre**: begin to respond to a limited range of instruments.

**APPLYING UNDERSTANDING**
(Paragraph 4b/c)

- Recognise that musical elements can be used for different purposes.
- Recognise and respond to cue cards by playing an instrument or using body percussion.
- Sort percussion instruments by how they can be played.

---

**CONTROLLING**

1a
- Begin to show vocal shape when singing relative to speaking voice.
- Begin to develop control of diction and dynamics when speaking, singing songs and chanting.
- Participate in singing sections of familiar nursery and action songs from memory.

1b
- Use body sounds in a variety of contexts.
- 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.
- Begin to maintain a steady beat using body percussion.
- Copy simple rhythm patterns.

1c
- Sing and play in time within a group, starting and stopping together, following teacher directions for rehearsing and performing.

---

**CREATING**

2a
- Explore and enjoy how sounds can be made and changed.
- 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.

---

**RESPONDING and REVIEWING**

3a
- Begin to listen to music with increased attention.
- Respond to changes in mood and character within pieces of music through facial expressions, gestures, dance, movement and artwork.
- Recognise a wider range of instruments by sound alone, and match these sounds.
- Recognise and respond to a wider repertoire of familiar songs and other music.
- Express preferences more clearly and begin to tolerate unfamiliar / others’ choice of music.
- Respond differently to elements and moods of music from different times, places and cultures.
- 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.

3b
- Begin to develop a musical vocabulary to describe sounds made and heard, including correct names of classroom instruments.
Special skills development overview - Stage 4

<table>
<thead>
<tr>
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<th>CONTROLLING</th>
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<th>RESPONDING and REVIEWING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELEMENTS OF MUSIC</strong></td>
<td><strong>1a</strong></td>
<td><strong>2a</strong></td>
<td><strong>3a</strong></td>
</tr>
<tr>
<td>(Paragraph 4a/b)</td>
<td>• Begin to control and show an awareness of vocal pitching.</td>
<td>• Experience and explore how sounds can be made and changed on an increased variety of instruments.</td>
<td>• Listen to music with increased focus.</td>
</tr>
<tr>
<td></td>
<td>• Develop control of diction and dynamics when speaking, singing and chanting to enhance the expressive effect.</td>
<td>• Develop repertoire of songs, rhymes and chants.</td>
<td>• Recognise and match an increasing variety of instruments and sound makers by sound alone, describe these sounds.</td>
</tr>
<tr>
<td></td>
<td>• Develop accuracy of steady beat using body percussion.</td>
<td>• Copy simple rhythmic patterns on untuned percussion.</td>
<td>• Respond to a wider repertoire of familiar songs and other music, showing greater tolerance of others' choices.</td>
</tr>
<tr>
<td></td>
<td>• Copy simple rhythmic patterns on untuned percussion.</td>
<td>• Take account of musical instruction when rehearsing and performing.</td>
<td>• Respond differently to elements and moods of music from different times, places and cultures, showing personal preferences.</td>
</tr>
<tr>
<td></td>
<td>• Work alongside other children in groups, taking turns, and develop performances as a whole class.</td>
<td>• Experience signs and symbols for musical ideas linked to understanding of elements.</td>
<td>• Make links between music experienced in different activities or at different times of the day.</td>
</tr>
<tr>
<td></td>
<td>• Play groups of sounds indicated by simple picture / symbol-based scores.</td>
<td>• Experience sounds which get higher / lower.</td>
<td><strong>3b</strong></td>
</tr>
<tr>
<td></td>
<td>• Match sounds even when unseen.</td>
<td>• Develop control of diction and dynamics when speaking, singing and chanting to enhance the expressive effect.</td>
<td>• Respond to changes in mood and character within pieces of music, e.g. through dance, movement and artwork.</td>
</tr>
<tr>
<td><strong>APPLYING UNDERSTANDING</strong></td>
<td><strong>1b</strong></td>
<td><strong>2b</strong></td>
<td><strong>3c</strong></td>
</tr>
<tr>
<td>(Paragraph 4b/c)</td>
<td>• Begin to control playing techniques on an increased variety of percussion instruments, beams, switches.</td>
<td>• Create and choose sounds for simple descriptive ideas, e.g. sound stories.</td>
<td>• Communicate ideas and opinions about their own work, e.g. make comment, use makaton symbols.</td>
</tr>
<tr>
<td></td>
<td>• Develop accuracy of steady beat using body percussion.</td>
<td>• Compose simple patterns, e.g. by ordering symbol / picture cue cards, tactile scores or 3D objects.</td>
<td>• Begin to develop a musical vocabulary to describe sounds and music made and heard.</td>
</tr>
<tr>
<td></td>
<td>• Copy simple rhythmic patterns on untuned percussion.</td>
<td>• Take account of musical instruction when rehearsing and performing.</td>
<td><strong>3c</strong></td>
</tr>
<tr>
<td></td>
<td>• Work alongside other children in groups, taking turns, and develop performances as a whole class.</td>
<td>• Experience signs and symbols for musical ideas linked to understanding of elements.</td>
<td>• Respond to changes in mood and character within pieces of music, e.g. through dance, movement and artwork.</td>
</tr>
<tr>
<td></td>
<td>• Play groups of sounds indicated by simple picture / symbol-based scores.</td>
<td>• Develop control of diction and dynamics when speaking, singing and chanting to enhance the expressive effect.</td>
<td>• Begin to develop a musical vocabulary to describe sounds and music made and heard.</td>
</tr>
</tbody>
</table>
# Special skills development overview - Stage 5

<table>
<thead>
<tr>
<th>ELEMENTS OF MUSIC</th>
<th>CONTROLLING</th>
<th>CREATING</th>
<th>RESPONDING and REVIEWING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTENING and UNDERSTANDING</strong> (Paragraph 4a/b)</td>
<td><strong>1a</strong></td>
<td><strong>2a</strong></td>
<td><strong>3a</strong></td>
</tr>
<tr>
<td>Duration: distinguish between rhythm and beat, experience rhythm patterns fitting to the steady beat.</td>
<td>Control and show awareness of pitching (C - G as a guide).</td>
<td>Experience and explore how sounds can be made and changed and combined to create different moods and effects.</td>
<td>Listen with greater care to music from a variety of times, places and cultures.</td>
</tr>
<tr>
<td>Dynamics: experience and respond to sounds getting louder / quieter.</td>
<td>Continue to develop control of diction, dynamics and tempi when speaking, singing and chanting.</td>
<td>Select sounds and sound makers for specific effect, e.g. in sound stories.</td>
<td>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.</td>
</tr>
<tr>
<td>Pitch: identify high / low sounds, respond to sounds getting higher / lower, respond to overall shapes of melodies.</td>
<td>Sing songs with steady beat or sound effect accompaniment.</td>
<td>Compose more extended patterns using symbols, picture cue cards and word-rhythm patterns.</td>
<td>Encounter the purpose of different pieces of music, e.g. a fanfare: to announce the arrival of someone important.</td>
</tr>
<tr>
<td>Structure: begin to understand and identify patterns in music, and simple structures including beginning, middle and end.</td>
<td>Extend repertoire of songs.</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Tempo: experience and respond to sounds getting faster / slower.</td>
<td>Texture: experience how music uses different layers of sound.</td>
<td><strong>1b</strong></td>
<td><strong>2b</strong></td>
</tr>
<tr>
<td>Timbre: identify wooden, metal, skinned and string instruments and their properties of sound.</td>
<td>Use dominant hand with untuned percussion, begin to use correct percussion techniques.</td>
<td>Create simple compositions choosing sounds in response to a range of given starting points.</td>
<td>Respond to music through a variety of art forms, e.g. dancing to rock ‘n’ roll.</td>
</tr>
<tr>
<td>APPLYING UNDERSTANDING (Paragraph 4b/c)</td>
<td>Begin to maintain steady beat on a limited range of untuned percussion instruments.</td>
<td>Copy and maintain simple patterns and rhythms on untuned percussion.</td>
<td>Experience and use musical vocabulary which describes sounds and music heard / performed.</td>
</tr>
<tr>
<td>• Recognise that musical elements can be used and changed to create different moods.</td>
<td>• Communicate with others in group performances, taking turns, and begin to use picture signals to direct and lead.</td>
<td>• Experience playing alone, in pairs, in small groups and as a whole class.</td>
<td>• Begin to express opinions about music heard.</td>
</tr>
<tr>
<td>• Begin to develop own signs / symbols for musical ideas linked to understanding of elements.</td>
<td>• Experience playing alone, in pairs, in small groups and as a whole class.</td>
<td><strong>1c</strong></td>
<td><strong>3b</strong></td>
</tr>
<tr>
<td>• Group classroom instruments by properties and sounds.</td>
<td></td>
<td></td>
<td>• Respond to music through a variety of art forms, e.g. dancing to rock ‘n’ roll.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Experience and use musical vocabulary which describes sounds and music heard / performed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Begin to express opinions about music heard.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>3c</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Begin to suggest changes or improvements to own work.</td>
</tr>
</tbody>
</table>
### Special skills development overview - Stage 6

**LISTENING and UNDERSTANDING**

<table>
<thead>
<tr>
<th>ELEMENTS OF MUSIC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration:</strong> understand how rhythmic patterns fit the steady beat.</td>
</tr>
<tr>
<td><strong>Dynamics:</strong> begin to understand getting louder / quieter.</td>
</tr>
<tr>
<td><strong>Pitch:</strong> recognise and respond to sounds which get higher / lower; experience steps, leaps and repeats in melodies.</td>
</tr>
<tr>
<td><strong>Structure:</strong> respond to, and identify repetition or contrast, e.g. question and answer, verse and chorus.</td>
</tr>
<tr>
<td><strong>Tempo:</strong> begin to understand getting faster / slower.</td>
</tr>
<tr>
<td><strong>Texture:</strong> begin to understand how music uses layers of sounds.</td>
</tr>
<tr>
<td><strong>Timbre:</strong> identify and begin to understand how sounds are made - blown, plucked, shaken, struck, vocalised and strummed.</td>
</tr>
</tbody>
</table>

**APPLYING UNDERSTANDING**

<table>
<thead>
<tr>
<th>CONTROLLING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1a</strong></td>
</tr>
<tr>
<td>• Control and show an awareness of pitching (C - A as a guide).</td>
</tr>
<tr>
<td>• Increase control of diction, dynamics and tempi when speaking, singing and chanting.</td>
</tr>
<tr>
<td>• Consolidate use of steady beat as an accompaniment using a variety of instruments, use sound effects as accompaniments to songs.</td>
</tr>
<tr>
<td><strong>1b</strong></td>
</tr>
<tr>
<td>• Begin to demonstrate accuracy and control of technique on a limited range of tuned and untuned instruments.</td>
</tr>
<tr>
<td>• Maintain a steady beat.</td>
</tr>
<tr>
<td>• Begin to copy and perform simple patterns on tuned percussion.</td>
</tr>
<tr>
<td><strong>1c</strong></td>
</tr>
<tr>
<td>• Develop the use of picture cues and symbols to follow or direct.</td>
</tr>
<tr>
<td>• Begin to rehearse in pairs or small groups with adult help and take note of musical instruction.</td>
</tr>
</tbody>
</table>

**CREATING**

| **2a** |
| • Experience and explore how sounds can be made, changed and combined to create sound pictures, e.g. improvise sound effects to a poem. |
| • Experiment with combining rhythm patterns alongside the steady beat. |
| **2b** |
| • Create and choose sounds in response to given starting points. |
| • Select and compose sound effect accompaniments for songs. |
| • Compose steady beat patterns to accompany songs. |

**RESPONDING and REVIEWING**

| **3a** |
| • 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. |
| • Listen carefully to a range of sounds and sound makers and begin to select these sounds carefully in response to mood / character. |
| • Experience music in different contexts, e.g. an advert is short and snappy to gain attention, a Tudor Pavane is for a stately dance. |
| **3b** |
| • Begin to respond to changes of mood in music through a variety of art forms. |
| • Begin to use musical vocabulary to describe sounds heard and justify decisions. |
| **3c** |
| • Make improvements to own work. |
| • Make comments to help others improve their work resulting in a sense of pride and achievement. |
### Special skills development overview - Stage 7

<table>
<thead>
<tr>
<th>LISTENING and UNDERSTANDING</th>
<th>CONTROLLING</th>
<th>CREATING</th>
<th>RESPONDING and REVIEWING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELEMENTS OF MUSIC</strong></td>
<td><strong>1a</strong></td>
<td><strong>2a</strong></td>
<td><strong>3a</strong></td>
</tr>
<tr>
<td>(Paragraph 4a/b)</td>
<td><strong>Extend accuracy of vocal range (C - B’ as a guide).</strong></td>
<td><strong>Begin to experiment with ways sounds can be made, changed and combined for musical effect.</strong></td>
<td><strong>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.</strong></td>
</tr>
<tr>
<td><strong>Duration:</strong> consolidate understanding of how rhythm patterns fit to the steady beat; experience 2, 3, 4 metre.</td>
<td><strong>Use increased control of diction, dynamics and tempi to enhance the quality of sound when speaking, singing songs and chanting.</strong></td>
<td><strong>Begin to develop an awareness of the different purposes of music, e.g. adverts to make products attractive to buy.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Dynamics:</strong> understand getting louder / quieter.</td>
<td><strong>Begin to use simple patterns as accompaniments to songs as well as sound effects.</strong></td>
<td><strong>Select, compose and begin to combine sound effect accompaniments for songs.</strong></td>
<td><strong>Respond to music through a variety of art forms including dance, movement and artwork.</strong></td>
</tr>
<tr>
<td><strong>Pitch:</strong> respond to steps, leaps and repeats in melodies, experience major, minor and pentatonic scales.</td>
<td><strong>Demonstrate increased accuracy and control of technique on an appropriate range of tuned and untuned percussion.</strong></td>
<td><strong>Compose rhythm patterns to create sequences.</strong></td>
<td><strong>Develop a musical vocabulary to describe sounds and music heard, express preferences and justify opinions.</strong></td>
</tr>
<tr>
<td><strong>Structure:</strong> respond to, identify and show an awareness of repetition and contrast including question and answer, verse and chorus, ABA (verse-chorus-verse).</td>
<td><strong>Begin to use correct tuned percussion techniques.</strong></td>
<td><strong>3b</strong></td>
<td><strong>Make improvements to their own work.</strong></td>
</tr>
<tr>
<td><strong>Tempo:</strong> understand getting faster / slower.</td>
<td><strong>Maintain steady beat with increased accuracy.</strong></td>
<td><strong>Make comments to help others improve their work resulting in a sense of pride and achievement.</strong></td>
<td><strong>3c</strong></td>
</tr>
<tr>
<td><strong>Texture:</strong> understand how different pieces use different layers of sound.</td>
<td><strong>Begin to perform simple patterns and accompaniments keeping to a steady pulse.</strong></td>
<td><strong>3c</strong></td>
<td><strong>Identify a range of non-percussion instruments by name.</strong></td>
</tr>
<tr>
<td><strong>Timbre:</strong> identify a range of non-percussion instruments by name.</td>
<td><strong>APPLICATION UNDERSTANDING</strong> (Paragraph 4b/c)</td>
<td><strong>3c</strong></td>
<td><strong>Identify different families of instruments and their qualities.</strong></td>
</tr>
<tr>
<td><strong>Identify how combined musical elements can be used expressively within simple structures.</strong></td>
<td><strong>Begin to experiment with ways sounds can be made, changed and combined for musical effect.</strong></td>
<td><strong>3c</strong></td>
<td><strong>Identify different families of instruments and their qualities.</strong></td>
</tr>
<tr>
<td><strong>Develop and use a variety of signs or symbols linked to understanding of elements to communicate own musical ideas.</strong></td>
<td><strong>Begin to develop an awareness of the different purposes of music, e.g. adverts to make products attractive to buy.</strong></td>
<td><strong>3c</strong></td>
<td><strong>Identify different families of instruments and their qualities.</strong></td>
</tr>
<tr>
<td><strong>Identify different families of instruments and their qualities.</strong></td>
<td><strong>Make improvements to their own work.</strong></td>
<td><strong>3c</strong></td>
<td><strong>Identify different families of instruments and their qualities.</strong></td>
</tr>
</tbody>
</table>
### Special skills development overview - Stage 8

#### LISTENING and UNDERSTANDING

**ELEMENTS OF MUSIC**

(Paragraph 4a/b)

- **Duration:** experience and begin to understand 2, 3, 4 metre.
- **Dynamics:** understand and identify getting louder / quieter.
- **Pitch:** experience major, minor and pentatonic scales.
- **Structure:** understand and identify repetition and contrast, including question and answer, verse and chorus, ABA and ostinati.
- **Tempo:** understand and identify getting faster / slower.
- **Texture:** understand how different pieces use different layers of sound.
- **Timbre:** distinguish between different ways of playing percussion instruments.

**APPLYING UNDERSTANDING**

(Paragraph 4b/c)

- Recognise how combined musical elements can be used expressively within simple structures.
- Use and explore a variety of signs or symbols linked to understanding of elements to communicate own musical ideas.
- Identify how the choice of instruments can contribute to the mood or effect in music heard or performed.

#### CONTROLLING

1a

- Extend accuracy of vocal range (C - C' as a guide).
- Develop expressive effect and quality of sound when speaking, singing songs and chanting through increased control of diction, dynamics and tempi.
- Sing songs with simple patterns and sound effects as accompaniment.

1b

- Demonstrate increased accuracy and control of technique on a wider range of tuned and untuned percussion instruments.
- Perform simple patterns and accompaniments keeping to a steady pulse, including ostinati.
- Practise use of two beaters on tuned percussion.
- Maintain steady beat / begin to copy and match rhythm patterns in 2, 3, 4 metre.

1c

- Use and follow hand / eye signals to direct and lead.
- Rehearse and perform individually, in pairs, in small groups, as a class, with adult help if necessary.
- Improve their own work.

#### CREATING

2a

- Experiment with ways sounds can be made, changed and combined to create different moods and musical effects.
- Experiment with more extended musical patterns using tuned and untuned percussion.

2b

- Structure sounds in an order appropriate to a specific purpose in response to given starting points.
- Compose accompaniments to songs using a repertoire of known rhythms and sound effects.

#### RESPONDING and REVIEWING

3a

- 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.
- Respond to changes in mood and character within pieces of music with an awareness of the music’s purpose.

3b

- Respond to music through a variety of art forms including dance, movement and artwork, showing greater expression.
- Build a musical vocabulary to use when describing and discussing sounds and music heard and performed.

3c

- Show confidence in improving their own work with an awareness of the music’s purposes, e.g. lullaby, football chants.
- Continue to help others improve their work, building a sense of pride and achievements.
**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.

<table>
<thead>
<tr>
<th>STAGE 1</th>
<th>STAGE 2</th>
<th>STAGE 3</th>
<th>STAGE 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience all of these words, as appropriate, through sound / movement / symbol, in order to acquire vocabulary.</td>
<td><strong>Dynamics:</strong> loud quiet&lt;br&gt;<strong>Pitch:</strong> high low&lt;br&gt;<strong>Tempo:</strong> fast slow&lt;br&gt;<strong>Timbre:</strong> descriptive words, e.g. smooth, rattly (body / vocal sound) (instrumental sound)</td>
<td><strong>Duration:</strong> steady beat&lt;br&gt;<strong>Dynamics:</strong> silence&lt;br&gt;<strong>Texture:</strong> one sound many sounds&lt;br&gt;<strong>Timbre:</strong> sound effect instrument name</td>
<td><strong>Pitch:</strong> higher lower&lt;br&gt;<strong>Structure:</strong> echo repeat pattern&lt;br&gt;<strong>Texture:</strong> thick sounds thin sounds</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAGE 5</th>
<th>STAGE 6</th>
<th>STAGE 7</th>
<th>STAGE 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration:</strong> beat / pulse rhythm&lt;br&gt;<strong>Dynamics:</strong> getting louder getting quieter&lt;br&gt;<strong>Pitch:</strong> melody / tune&lt;br&gt;<strong>Structure:</strong> beginning / middle / end&lt;br&gt;<strong>Tempo:</strong> getting faster getting slower&lt;br&gt;<strong>Texture:</strong> layers of sounds&lt;br&gt;<strong>Timbre:</strong> metal sounds skinned sounds string sounds wooden sounds&lt;br&gt;Other vocab: symbol / sign / signal mood</td>
<td><strong>Timbre:</strong> blown plucked shaken struck strummed mood and effect&lt;br&gt;Structure: verse / chorus question / answer (repetition / contrast)</td>
<td><strong>Duration:</strong> groups of beats&lt;br&gt;<strong>Pitch:</strong> steps&lt;br&gt;<strong>Texture:</strong> accpaniment&lt;br&gt;<strong>Structure:</strong> repeated pattern 1st idea / 2nd idea (AB) 1st idea / 2nd idea / 1st idea (ABA)</td>
<td><strong>Duration:</strong> 2, 3, 4 metre&lt;br&gt;<strong>Pitch:</strong> major, minor and pentatonic scales&lt;br&gt;<strong>Structure:</strong> repeated pattern (ostinat) ABA or verse-chorus-verse</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAGE 6</th>
<th>STAGE 7</th>
<th>STAGE 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration:</strong> groups of beats&lt;br&gt;<strong>Pitch:</strong> steps&lt;br&gt;<strong>Texture:</strong> accompaniment&lt;br&gt;<strong>Structure:</strong> repeated pattern 1st idea / 2nd idea (AB) 1st idea / 2nd idea / 1st idea (ABA)</td>
<td><strong>Other vocab:</strong> compose rehearse / practise / perform</td>
<td><strong>Duration:</strong> 2, 3, 4 metre&lt;br&gt;<strong>Pitch:</strong> major, minor and pentatonic scales&lt;br&gt;<strong>Structure:</strong> repeated pattern (ostinat) ABA or verse-chorus-verse</td>
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</table>

<table>
<thead>
<tr>
<th>STAGE 8</th>
<th>STAGE 8</th>
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</thead>
<tbody>
<tr>
<td><strong>Duration:</strong> 2, 3, 4 metre&lt;br&gt;<strong>Pitch:</strong> major, minor and pentatonic scales&lt;br&gt;<strong>Structure:</strong> repeated pattern (ostinat) ABA or verse-chorus-verse</td>
<td><strong>Duration:</strong> 2, 3, 4 metre&lt;br&gt;<strong>Pitch:</strong> major, minor and pentatonic scales&lt;br&gt;<strong>Structure:</strong> repeated pattern (ostinat) ABA or verse-chorus-verse</td>
</tr>
</tbody>
</table>
Cross-referencing special skills development overview and P Levels

Stage 1

**P1 (i)**  
*Children encounter activities and experiences. They may be passive or resistant.*  
They may show simple reflex response.

**P1 (ii)**  
*Children show emerging awareness of activities.*  
..have periods when appear alert . . .  
give intermittent reactions . . . e.g. excited by repeated pattern.

**P2 (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.

**P2 (ii)**  
*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.

**P3 (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.

**P3 (ii)**  
*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.

Skills development overview reference

<table>
<thead>
<tr>
<th>Stage 1a</th>
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<tbody>
<tr>
<td>1a, 1b, 1c, 2a, 3a</td>
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<tr>
<td>1c ii, 2a ii, 3a iii</td>
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<tr>
<td>Stage 1b</td>
</tr>
<tr>
<td>1b ii, 1c, 3a iii, 3a iv, 3a v</td>
</tr>
<tr>
<td>1a, 1b, 1c, 2a, 3a</td>
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<tr>
<td>1a, 1b, 2a, 3a, 4a/b</td>
</tr>
<tr>
<td>1b i, 1b iii, 1c i, 1c iii, 2a</td>
</tr>
<tr>
<td>Stage 1c</td>
</tr>
<tr>
<td>1a ii, 1c, 2a</td>
</tr>
<tr>
<td>1a ii, 1b iii, 2a, 4a/b</td>
</tr>
<tr>
<td>1a i, 1b iii, 2a ii</td>
</tr>
<tr>
<td>1c iii, 1c iv, 3a ii, 3a iii</td>
</tr>
</tbody>
</table>

Planning music for children with learning difficulties
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 ii, 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 . . .

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

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.

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
The music unit brainstorm

The music unit brainstorm will ensure that at the earliest stages of planning the basic principles of learning are addressed. It is organised to incorporate the interrelated skills of listening, composing and performing with a specific musical focus and within a relevant context.

It is designed to be used by all teachers who teach music, in conjunction with the special skills development overview, supported by the music co-ordinator and / or other music specialists working in the school.

How to complete the brainstorm:

- The title / context provides the ‘umbrella’ for the unit of work. All of the activities will be linked through this context; it may be topic related or explicitly musical. A range of contexts and purposes can be found on page 20.

- The quality musical experience(s) provide the buzz factor of the unit of work. To identify it early in the planning gives the unit of work a clear direction and focuses the learning on fewer activities, resulting in greater quality in the children’s work.

- The objective for the elements should be taken from the special skills development overview, paragraph 4a/b (listening and understanding).

- The objectives for the skills should be taken from the special skills development overview paragraphs 1, 2 and 3 (controlling, creating, and responding and reviewing).

- Activities which support the learning objectives should be placed in boxes 1, 2, 3 and 4 on the brainstorm sheet.

- The activities that develop specific musical skills should be noted in box 1; the activities that enable the children to use the skills they have developed should be noted in box 2 (this often includes the quality musical experience).

- Box 3 should include activities that focus on responding, along with specific musical vocabulary to be developed. Examples of music for listening which will support the learning objectives and previous experience that will add to the work within the unit, should be included in box 4 (look at the applying understanding section in the special skills development overview).
● Cross-curricular links (including relevant use of ICT) can be made and planned for at this stage to ensure the cohesion of the subjects during the unit of work, helping the children make links within their school life.

● Planning in a specific performance opportunity ensures that the children have the experience of sharing their work with others as part of each unit of work. The audience could be another class, invited guests and parents, or other members of staff. The performance could take place in an assembly or other event, or within the classroom where it could be recorded onto video to watch and evaluate later. Planning for different performing opportunities and experiences throughout the year is an important consideration.

A guide sheet follows, but for completed examples at Stages 1, 4 and 8, and blank photocopiable proformas, please refer to the appendices.
### Music unit brainstorm
A guide to aid your planning

<table>
<thead>
<tr>
<th>Title / Context:</th>
<th>Could be topic linked / explicitly musical focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class: Stage:</td>
<td></td>
</tr>
</tbody>
</table>

**Quality musical experience(s):** The buzz factor of the unit, the activity (-ies) that the children will remember and enjoy, where the unit has been heading towards, could be performing, creating, listening, responding, or a mixture of these.

**Element(s):**
One or two elements of focus per half term unit to gain deeper understanding

**Skills:**
Three or four skills per term - ideally either from 1a or from 1b
always from 1b
either from 2a or 2b
always from 3a (or 3b after Stage 3)

### 1 Controlling sounds through singing and playing - performing skills
- All games that help development of skills
- Activities that equip children with tools to move on to more independent work
- All songs / vocal experiences
- Teacher directed activities
- Short, snappy, need repetition

### 2 Creating and developing musical ideas - composing skills
- All composing / improvising activities
- Children use tools they have developed through games / activities above
- Children have greater input and greater independence
- Chunkier activities, including quality musical experience, could take time to build up

### 3 Responding and reviewing - appraising skills
- How the children will respond to the music they hear
- What the children will do in response to games / sounds / songs / any activity already planned for in the boxes above

**Vocabulary / signs / symbols / objects of reference:**
- Key words the children will experience (and use at later stages)
- Any signs / symbols / objects of reference which are relevant and will enhance the level of understanding

### 4 Listening, and applying knowledge and understanding
- How does the music link to the element of focus? what will the children get from it?
- How can the children use the knowledge / skills they are learning alongside the music?
- Are there any previous areas of study that can be revisited / revised?
- How can the children show their understanding of key ideas through activities already planned for in the above boxes?

**Musical examples:**
- One or two musical examples (or extracts) to be used repeatedly throughout the unit

**Cross-curricular links, including use of ICT**
- Linking any other curriculum areas with music to provide continuity in learning
- Planning for relevant experiences in other areas of study, including ICT which enhance / revisit / consolidate musical skills

**Performance opportunity:** A planned chance for children to share their work with an audience
The music unit of work

The music unit of work will enable the teacher to develop each unit of work from the brainstorm stage into a detailed sequence of activities. Teaching strategies and suggested child groupings can also be considered at this point.

These medium term plans could be kept together with the special skills development overview to form the school’s music scheme of work. They can be revisited and revised in subsequent years if necessary, e.g. in line with new Individual Education Plan (IEP) targets, while the basis of the planning remains the same.

Schools are free to adapt this format, or substitute their own medium term plans to best suit their needs. In these cases, the music unit brainstorm can still be used initially to ensure that the basic principles of planning for music are addressed.

How to complete the unit of work:

● The learning objectives can be taken straight from the music unit brainstorm, which in turn are taken from the special skills development overview.

● The quality musical experience can also be transferred from the brainstorm planning, as can the performing opportunity and key vocabulary identified.

● The applying understanding box will act as a reminder of previous musical experiences which are relevant to the unit, and ways that the children will show their understanding. The statement can be taken directly from the brainstorm plan.

● Activities in boxes 1, 2, 3 and 4 of the brainstorm plan should be sequenced to indicate clear progression within the unit, working towards the quality music experience(s).

● Cross-curricular links and subject-partner activities already identified in the brainstorm plan should be incorporated into the plan, indicating when and how the links will be made.

● Assessment opportunities should be identified by cross-referencing to the learning objectives.

● Resources should be identified, including all ICT needs, books, instruments, listening materials and any other equipment.
Evaluation of learning should be completed as the unit of work progresses, noting aspects which have been successful / effective and areas which need revisiting.

A guide sheet follows, but for completed examples at Stages 1, 4 and 8, and blank photocopiable proformas, please refer to the appendices.
<table>
<thead>
<tr>
<th>Class:</th>
<th>Stage:</th>
<th>Term:</th>
<th>Title / Context:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Planning music for children with learning difficulties</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Music unit of work</th>
<th>Activities (including differentiation)</th>
<th>Activities taken from brainstorm sheet and organised into logical teaching order, building on previous activities and showing clear progression.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning objectives</td>
<td>Understanding element(s):</td>
<td>Directly from brainstorm sheet. Be clear in where the work is leading and what the expectations are. Allow flexibility to revisit activities the children need more time with. Give page references for activities taken from books rather than write them out again, unless further explanation / adaptation is needed.</td>
</tr>
<tr>
<td></td>
<td>Developing skills:</td>
<td>Directly from brainstorm sheet. Refer back to learning objectives - skills and element(s) focus. Place number references against specific activities as appropriate.</td>
</tr>
<tr>
<td></td>
<td>Quality musical experience(s):</td>
<td>Directly from brainstorm sheet. Reference back to learning objectives - skills and element(s) focus. Place number references against specific activities as appropriate.</td>
</tr>
<tr>
<td></td>
<td>Applying understanding:</td>
<td>Directly from brainstorm sheet. What, when and who the children will perform to (headteacher, dinner ladies, another class, video recorder, invited audience).</td>
</tr>
<tr>
<td></td>
<td>Vocabulary / signs / symbols:</td>
<td>Directly from brainstorm sheet. Everything needed to teach the unit - teacher and pupil resources.</td>
</tr>
<tr>
<td>Repertoire / resources:</td>
<td>Buying / making / renting / sharing</td>
<td>Cross-curricular links and activities (including ICT): Directly from brainstorm sheet. Could be in logical teaching order as in main activities section / cross referenced to activities in main activities section.</td>
</tr>
<tr>
<td>Performign opportunity:</td>
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</tbody>
</table>
The curriculum map

There are numerous opportunities to make cross-curricular links between music and other subjects. These can enhance the children’s understanding in music as well as in other subjects and can help them to make links between what goes on during the school day.

The curriculum map encourages appropriate links to be made between music and other subjects, and is a way of seeing the progression, continuity and balance of the music units of work at a glance.

Where there are no immediately obvious cross-curricular links, it may be more appropriate to plan for a discrete musical topic, for example Music grows - higher and lower sounds.

How to complete the map:

- The context / purpose of each unit of work should be made explicit (see first page of the special skills development overview or use an appropriate topic link).

- The focus of unit of work, i.e. the musical element of study, for example, pitch, should be identified on the map. There may be a single focus, or more than one if it is appropriate within the context of the work and the children’s previous experiences.

- The controlling, creating, and responding and reviewing skills being developed through the range of planned activities should also be identified.

- Cross-curricular links could be added to the map to show how music and the other subjects will work alongside each other through the unit of work, if deemed appropriate.
When to complete the map:

● Some aspects of the music curriculum can be identified in advance of planning the unit of work, e.g. a clear topic link - Science, sounds around us.

● The learning objectives must be closely linked to the activities within each unit of work, so these can only be added to the map as the units are planned during the year.

● It is recommended that the curriculum map is gradually built up during the year, giving an overview of an evolving music curriculum.

_A guide-sheet follows, blank versions of the curriculum map can be found in the appendices._
# Music curriculum map

<table>
<thead>
<tr>
<th>Stage:</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Title / Context: <strong>Topic based or explicitly music</strong></td>
<td>Title / Context:</td>
<td>Title / Context:</td>
</tr>
<tr>
<td></td>
<td>Element(s) focus:</td>
<td>Element(s) focus: <strong>Identified on medium-term planning</strong></td>
<td>Element(s) focus:</td>
</tr>
<tr>
<td></td>
<td>Skills focus:</td>
<td>Skills focus:</td>
<td>Skills focus: <strong>Just put in the number references from the special skills development overview</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class:</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>4LD</td>
<td>Title / Context: <strong>Victorians</strong></td>
<td>Title / Context:</td>
<td>Title / Context: <strong>Victorians</strong></td>
</tr>
<tr>
<td></td>
<td>Could be noted early if a link is clear, e.g. Victorians</td>
<td>Element(s) focus: Some elements, e.g. texture and structure could be incorporated continuously throughout all units</td>
<td>Element(s) focus:</td>
</tr>
<tr>
<td></td>
<td>Skills focus:</td>
<td>Skills focus: <strong>Ensure a good balance of skills throughout the year</strong></td>
<td>Skills focus: <strong>Regular practise of ongoing skills should continue alongside units of work</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage: 3</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Title / Context: <strong>Water</strong></td>
<td>Title / Context: <strong>Africa</strong></td>
<td>Title / Context: <strong>Victorians</strong></td>
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<tr>
<td></td>
<td>Element(s) focus: <strong>Pitch</strong></td>
<td>Element(s) focus: <strong>Duration</strong></td>
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<td></td>
<td>Skills focus: 1b (ii) 1c 2a(ii) 3a (iv)</td>
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<th>Summer</th>
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<tr>
<td></td>
<td>Title / Context: <strong>Christmas</strong></td>
<td>Title / Context: <strong>Special Event (Fernham Hall)</strong></td>
<td>Title / Context:</td>
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<tr>
<td></td>
<td>Element(s) focus: <strong>Dynamics</strong></td>
<td>Element(s) focus:</td>
<td>Element(s) focus:</td>
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<tr>
<td></td>
<td>Skills focus: 1a (iii) 1c 2a(i) 3a (iv)</td>
<td>Skills focus:</td>
<td>Skills focus:</td>
</tr>
</tbody>
</table>
Appendices

(Photocopiable resources)

- Blank brainstorm.
- Blank unit of work.
- Blank curriculum map.
- Sound makers
  Completed brainstorm and unit of work for Stage 1.
- Musical moods
  A completed brainstorm and unit of work for Stage 4.
- Sounds and symbols
  Completed brainstorm and unit of work for Stage 8.
- Exemplification of skills outlined in the special skills development overview, specifically those at Stage 1 (P Levels 1 - 3).
### Music unit brainstorm

<table>
<thead>
<tr>
<th>Quality musical experience(s):</th>
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<tbody>
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<table>
<thead>
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<th>Element(s):</th>
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<table>
<thead>
<tr>
<th>Skills:</th>
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<table>
<thead>
<tr>
<th>1  Controlling sounds through singing and playing - performing skills</th>
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<table>
<thead>
<tr>
<th>2  Creating and developing musical ideas - composing skills</th>
</tr>
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<table>
<thead>
<tr>
<th>3  Responding and reviewing - appraising skills</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Vocabulary / signs / symbols / objects of reference:</th>
</tr>
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<table>
<thead>
<tr>
<th>4  Listening, and applying knowledge and understanding</th>
</tr>
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<table>
<thead>
<tr>
<th>Musical examples:</th>
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<table>
<thead>
<tr>
<th>Cross-curricular links, including use of ICT</th>
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<thead>
<tr>
<th>Performance opportunity:</th>
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</thead>
<tbody>
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</table>
## Music unit of work

<table>
<thead>
<tr>
<th>Class:</th>
<th>Stage:</th>
<th>Term:</th>
<th>Title / Context:</th>
</tr>
</thead>
</table>

### Learning objectives

<table>
<thead>
<tr>
<th>Understanding element(s):</th>
<th>Activities (including differentiation)</th>
<th>Specific assessment opportunities</th>
<th>Evaluation of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>(paragraphs 4a/b)</td>
<td></td>
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</tbody>
</table>

| Developing skills:        |                                        |                                  |                        |
| (paragraphs 1, 2 and 3)  |                                        |                                  |                        |

| Quality musical experience(s): | | | |
|-------------------------------| | | |

| Applying understanding: | | | |
|------------------------| | | |

<table>
<thead>
<tr>
<th>Vocabulary / signs / symbols:</th>
<th>Repertoire / resources:</th>
<th>Performing opportunity</th>
</tr>
</thead>
</table>

| Cross-curricular links and activities (including ICT): | | |
|---------------------------------------------------------| | |
### Music curriculum map

<table>
<thead>
<tr>
<th>Class:</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage:</td>
<td>Title / Context:</td>
<td>Title / Context:</td>
<td>Title / Context:</td>
</tr>
<tr>
<td>Element(s) focus:</td>
<td>Element(s) focus:</td>
<td>Element(s) focus:</td>
<td>Element(s) focus:</td>
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<tr>
<td>Skills focus:</td>
<td>Skills focus:</td>
<td>Skills focus:</td>
<td>Skills focus:</td>
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<table>
<thead>
<tr>
<th>Class:</th>
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<th>Summer</th>
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<td>Skills focus:</td>
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<td>Skills focus:</td>
<td>Skills focus:</td>
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</tbody>
</table>
Exemplar Planning for Stages 1b, 4 and 8
<table>
<thead>
<tr>
<th>Quality musical experience(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Exploration of sound sources in different environments, tape recorded for repeated experience.</td>
</tr>
<tr>
<td>• Rippling Rhythms.</td>
</tr>
<tr>
<td>• Call and response activity.</td>
</tr>
</tbody>
</table>

**Element(s):**

Timbre: experience different sound makers and qualities of sound.

**Skills:**

1biii Explore a range of sound makers using a variety of pitch and length of note.
1ciii Join in with call and response activities using vocal or body sounds and other sound makers.
2ai Explore a range of sound sources in different environments, e.g. outside / in the classroom, with varying degrees of support.
3ai Be aware of a variety of sounds and silence in different environments, e.g. the acoustics in the classroom, sounds which are travelling.

**1 Controlling sounds through singing and playing - performing skills**

- Hello song – Welcome song
- Bobby Shaftoe, Clap Your Hands
- Sound bag - choose sound maker from a bag and play in turn.
- Pass instrument around ring - circle game (sing and play).
- Call and response using instruments / other sound makers.

**2 Creating and developing musical ideas - composing skills**

- Explore different sound sources / makers in different places.
- Go on a sound walk - explore and collect different sounds.
- Soundbeam booklet - timbre activity (Bristol Blues).

**3 Responding and reviewing - appraising skills**

- Movement to music with props, e.g. scarves / parachute / large bungee.
- Large soft ball, move around circle to music / through soundbeam.
- Free movement / expression to music heard.
- Resonance board - different types of sound (finger tips / nails / palms or brushes).

**Vocabulary / signs / symbols / objects of reference:**

- Descriptive words for sounds, e.g. scratchy, smooth, spiky and ways sounds are made, e.g. shake, tap.

**4 Listening, and applying knowledge and understanding**

- Listen to sounds travelling around different spaces, follow sound source.
- Experience words / touch / tactile objects describing different sounds.

**Musical examples:**

- Rippling Rhythms – Shep Fields (Listening to Music: Elements 5+)

**Cross-curricular links, including use of ICT**

- Language – experiencing descriptive words.
- ICT – using tape recorder to collect sounds, soundbeam, switches.
- Movement – to music using props, free expression.

**Performance opportunity:**

- Call and response activity – video and play back for enjoyment / revisit experience.
# Music unit of work

**Class:**

**Stage:** 1b (P2)

**Term:**

**Title / Context:** *Sound makers*

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Activities (including differentiation)</th>
<th>Specific assessment opportunities</th>
<th>Evaluation of learning</th>
</tr>
</thead>
</table>
| **Understanding element(s):**
(paragraphs 4a/b) | *Hello - Welcome* song (*Bobby Shaftoe, Clap Your Hands*), sing to each person in turn each session, use personal sound and/or touch if appropriate while singing.
| | Sound bag - form a circle and in turn choose a sound maker from a bag. Make a sound with it. Return sound maker before moving on to next person. Talk about sounds, reinforce with touch if appropriate, e.g. hairbrush/comb on skin alongside scratchy sound and visual cues, e.g. Makaton or other flashcards.
| | Moving sounds - leader plays a sound while moving around the room - behind/in front/above/near/far from listeners. Vary sounds, e.g. fast/slow, loud/quiet, high/low.
| | Explore different sound sources/makers - radiators, bins, wheelchair spokes, in different rooms/areas of school environment. Talk about sounds, give tactile input alongside sound if appropriate, use visual cues to reinforce ideas.
| | Resonance board - explore different types of sounds, e.g. finger tips/nails/palms/knuckles or paintbrush/toothbrush.
| | Sound walk - explore and collect different sounds from around school using tape recorder; talk about sounds, play back and listen, revisit sounds of interest.
| | Soundbeam - *Bristol Blues*: timbre activity in *HMS Soundbeam* book, exploring sounds in a band, using balls or other forms of movement to explore different sounds on beam switches.
| | Pass instrument around ring - circle game, sing song altogether and when song ends child with instrument plays it. Try with acoustic sound makers/soundbeam switches/classroom instruments.
| **Timbre:** experience different sound makers and qualities of sound.
| **Developing skills:**
(paragraphs 1, 2 and 3) | **1biii** Explore a range of sound makers using a variety of pitch and length of note.
| **1ciii** Join in with call and response activities using vocal or body sounds and other sound makers.
| **2ai** Explore a range of sound sources in different environments, e.g. outside/in the classroom, with varying degrees of support.
| **3ai** Be aware of a variety of sounds and silence in different environments, e.g. the acoustics in the classroom, sounds which are travelling.

**Quality musical experience(s):**

- Exploration of sound sources in different environments, tape recorded for repeated experience.
- *Rippling Rhythms.*
- Call and response activity.

**Applying understanding:**

- Listen to and follow sound source travelling around different spaces; experience words/touch describing different sounds.

**Reperoire / resources:**


**Performing opportunity**

- Call and response activity - video and play back for enjoyment/revisit experience.

**Vocabulary / signs / symbols:**

- Descriptive words for sounds, e.g. scratchy, smooth, spiky and ways sounds are made, e.g. shake, tap.

**Cross-curricular links and activities (including ICT):**

- Language - experiencing descriptive words; ICT - using tape recorder to collect sounds, soundbeam, switches; movement - to music using props, free expression.
Games and songs for sound makers, Stage 1b

Sound bag

● Prepare a bag / box with sound makers to pass around the circle.
● Initially, explore only one type of sound at a time, e.g. only shaking sounds.
● In turn, around the circle, select a sound maker and use it to make a sound.
● Talk about the types of sounds made.
● As children gain more experience, mix two types of sound in the bag, e.g. shakers and tappers.

● After playing sound bag, you could listen to music with the specific sound in it, for example:

  tapping sounds  Clog dance, Ferdinand Herold  
  (Sounds Topical CD 2, Oxford University Press)  
  shaking sounds  Troika - Lt. Kije, Prokofiev  
  (Fanfare 2 CD, Tim Cain, Cambridge University Press)  
  scraping sounds  Introduction of Baby Elephant Walk, Henry Mancini  
  (Fanfare 1 CD, Tim Cain, Cambridge University Press)

● Respond to music through free expression / using props, e.g. scarves / large bungee / parachute / large soft ball as appropriate.

Some ideas for sound bag contents:

**shakers**  
shaky egg  
maraca  
smarites in tube  
elentils in container  
keys  
jingle stick

**tappers**  
drum  
woodblock  
pringle tube with lid on  
spoons  
small box  
claves

**scrapers**  
guiro  
scraper  
corrugated card  
sandpaper  
comb  
cabassa

These are not exhaustive lists, just a starting point.
Moving sounds

- Travelling sounds in different spaces can give a new perspective to sounds.
- Try using:  
  - a gong
  - finger cymbals
  - a drum
  - a whirly tube
  - a rainmaker
  - an ocean drum
  - an alarm clock
  - keys
  - handbells
  - And anything else you can find!
  
- Play it and move around the space playing it.
- Do the children follow the sound source (eyes / head movement)?
- Do they react to any of the sounds in particular?
- Is their reaction in the hall different to that in the bathroom, for example?
- Would it be appropriate to move the children around a sound source, e.g. a CD / other sound makers?

Pass the instrument

- Choose an instrument / sound maker to pass around the circle.
- Sing together (to the tune of *Yellow Submarine* chorus).

  *I* can play a sound today,  
  A sound today, a sound today,  
  *I* can play a sound today,  
  Listen while *I* play, listen while *I* play.

  *substitute ‘I’ for child’s name if you prefer.

- Each person in the circle should have an opportunity to explore and play the instrument.
- Sing the song in between each person’s turn.

- Talk about the sounds made.
- Make gestures / hand actions to show kind of sound.
- Look at visual cues which could represent the sounds.

- tap
- shake
- scrape
• Explore only one instrument at a time.
• Experiment with different instruments / sound makers / switches / soundbeam.

Call and response

• Model call / response with other adults

<table>
<thead>
<tr>
<th>Call (leader)</th>
<th>Response (using sound maker)</th>
</tr>
</thead>
<tbody>
<tr>
<td>tap* a sound</td>
<td>tap tap</td>
</tr>
<tr>
<td>tap a sound</td>
<td>tap tap</td>
</tr>
<tr>
<td>tap a sound with me</td>
<td>sh</td>
</tr>
<tr>
<td>tap</td>
<td>tap</td>
</tr>
<tr>
<td>tap</td>
<td></td>
</tr>
<tr>
<td>tap a sound with me</td>
<td>tap tap tap tap . . . .</td>
</tr>
</tbody>
</table>

Respond to stop sign.

*Change instruction to shake / scrape / make as appropriate.

• Try it one to one with adult / child.
• Try all children on mass!
• Use different sound makers as in Pass the instrument above.
# Music unit brainstorm

## Quality musical experience(s):  
- Creating and playing own and others' sound patterns.  
- Björk – listening and responding to changes in mood / dynamic in music.  
- Make a face song

## Element(s):  
**Dynamics:** recognise and respond to loud / quiet / silence.  
**Structure:** experience and begin to understand pattern.

## Skills:  
1bi Begin to control playing techniques on an increased variety of percussion instruments and switches.  
1oii Work alongside other children in groups, taking turns.  
2bi Compose simple patterns by ordering symbol / picture cue cards or tactile scores.  
3bi Respond to changes in mood and character within pieces of music through dance / movement.

## 1 Controlling sounds through singing and playing - performing skills  
- Hello song, Make a Face song (Game Songs with Prof Dogg's Troupe).  
- Clap Your Hands and Wiggle Your Fingers (Bobby Shaftoe Clap Your Hands).  
- Mahachagogo (Songbirds: Me).  
- Extraordinary tambourine, Sleeping tambourine (with other instruments also).  
- Sound bag – dynamics.  
- Give me a sound.  
- Play patterns of sound - follow flashcards / puppets.

## 2 Creating and developing musical ideas - composing skills  
- Choosing sounds which represent different feelings, explore different instruments / switches and adding to Make a Face song.  
- Organising sounds into simple patterns (using flashcards / other objects of reference).

## 3 Responding and reviewing - appraising skills  
- Movement to music, make faces / gestures, PECs, join in with “sh” in music, talk.  
- Clap your hands, wiggle your fingers – physical response.  
- Creating sounds in response to flashcards and talk about sounds.

## Vocabulary / signs / symbols / objects of reference:  
- loud    quiet    silence    pattern  
- Makaton symbols for happy / sad / angry / calm / frightened

## 4 Listening, and applying knowledge and understanding  
- Recognise / react to / anticipate change in music.  
- Representing emotions through different sounds, e.g. sad – quiet, happy – loud.

## Musical examples:  
- Björk – Post: It’s Oh So Quiet

## Cross-curricular links, including use of ICT  
- Movement – slow, calm movements to quiet sections contrast with lively movement in louder sections of music.  
- PSHE – emotions, turn taking.  
- ICT – use of switches to create sound patterns.  
- Numeracy – patterning.

## Performance opportunity:  
- Own patterns to class / LSA.
## Music unit of work

### Class: Stage: 4 (P6/7)

### Title / Context: Musical moods

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Activities (including differentiation)</th>
<th>Specific assessment opportunities</th>
<th>Evaluation of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding element(s):</strong> (paragraphs 4a/b)</td>
<td>Hello song - every session to start off music time. Make a Face (Game Songs with Prof. Dogg’s Troupe no.8) - learn together and sing, add sounds after each chorus to represent mood using instrument / different switches, tape record and listen. Clap Your Hands and Wiggle Your Fingers (Bobby Shaftoe, Clap Your Hands no. 29) - learn song together, talk about pattern of actions - sound / silence, try song just doing actions, try putting in instrument sound / silence, e.g. tap your drum, and keep it silent . . . Mahachagogo (Songbirds: Me no. 23) - explore different moods using chant / vocal sounds, try adding instrumental sounds / switches to represent moods, e.g. happy - bright, lively sound, sad - quiet, slow sound, etc. Sound bag - explore other types of sound makers in a ‘feely’ bag, e.g. lentils in carton, wooden spoons, keys, etc. (have one silent object also, e.g. teddy). Extraordinary / sleeping tambourine - exploring different sounds on one instrument taking turns around circle / keeping instrument as quiet as possible. Give me a sound - show flashcard, children respond through instrumental / vocal sounds, let children choose flashcards to show for others to respond. Play patterns of sound - follow happy / sad flashcards using appropriate instrumental / switch sounds to represent emotion / mood, try using puppets instead of flashcards. Make up own patterns using flashcards / other objects of reference to play. Perform in class to / with other children. <strong>It’s Oh So Quiet</strong> - listen to changes, talk about music, make faces / gestures, indicate mood of music through appropriate PECs, (e.g. Makaton flashcards) join in with “sh” in music, respond through movement to music, recognise / react to / anticipate change in music - mood and dynamic especially.</td>
<td>1bi</td>
<td>1bi</td>
</tr>
<tr>
<td><strong>Dynamics:</strong> recognise and respond to loud / quiet / silence.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Structure:</strong> experience and begin to understand pattern.</td>
<td></td>
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<tr>
<td><strong>Developing skills:</strong> (paragraphs 1, 2 and 3)</td>
<td>1bi Begin to control playing techniques on an increased variety of percussion instruments and switches. 1cii Work alongside other children in groups, taking turns. 2bii Compose simple patterns by ordering symbol / picture cue cards or tactile scores. 3bi Respond to changes in mood and character within pieces of music through dance / movement.</td>
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<td>1bi</td>
</tr>
<tr>
<td><strong>Quality musical experience(s):</strong></td>
<td>Creating and playing own and others’ sound patterns. Björk - listening and responding to changes in mood / dynamic in music. Make a Face song.</td>
<td>1bi</td>
<td>1bi</td>
</tr>
<tr>
<td><strong>Applying understanding:</strong></td>
<td>Recognise that musical elements can be changed and used for different purposes.</td>
<td>2bii</td>
<td>2bii</td>
</tr>
<tr>
<td><strong>Repertoire / resources:</strong></td>
<td>Hello song, Bobby Shaftoe, Clap Your Hands (A &amp; C Black), Songbirds: Me (A &amp; C Black), Game Songs with Prof. Dogg’s Troupe (A &amp; C Black), emotion flashcards, classroom instruments, Björk - Post: It’s Oh So Quiet.</td>
<td>3bi</td>
<td>3bi</td>
</tr>
<tr>
<td><strong>Listening - each session</strong></td>
<td>It’s Oh So Quiet - listen to changes, talk about music, make faces / gestures, indicate mood of music through appropriate PECs, (e.g. Makaton flashcards) join in with “sh” in music, respond through movement to music, recognise / react to / anticipate change in music - mood and dynamic especially.</td>
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<tr>
<td><strong>Performing opportunity</strong></td>
<td>Sing song onto tape and use as listening resource. Own sound patterns to / with class/LSA.</td>
<td></td>
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<tr>
<td><strong>Vocabulary / signs / symbols:</strong></td>
<td>Flashcards - loud / quiet / silence; happy / sad / angry / calm.</td>
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</tr>
<tr>
<td><strong>Cross-curricular links and activities (including ICT):</strong></td>
<td>Movement - slow, calm movements to quiet sections contrast with lively movement in louder sections of music; PSHE - emotions, turn taking; ICT - use of switches to create sound patterns (also see HMS Soundbeam booklet); numeracy - patterning.</td>
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</tbody>
</table>
Games and songs for musical moods, Stage 4

Hello song

● Sing (to tune of London’s Burning), leader sings - class echoes

Hello
Hello
How are you?  How are you?
I am happy!*  I am happy!
Thank you!  Thank you!

*change emotion as you like

● Try singing fast / slow, loud / quiet reflecting emotion.
● Add a vocal / instrumental / switch sound after each verse if appropriate.

Sound bag

● Prepare a bag with a variety of sound makers (everyday objects / instruments).
● Pass the bag around the circle (you could do it while you sing, use the end of song as an indicator that someone can look inside).
● Child selects an object from the bag and makes a sound.
● Talk about kind of sound made.
● Try and include a silent object.
● Change the sound makers to add variety each time you play.

Extraordinary tambourine

● Pass a tambourine around the circle.
● In turn, each child makes a sound with the tambourine.
● Try and find different ways of creating sounds.
● Try with a different instrument.
● Try giving children an emotion to play, e.g. sad - slow, quiet.
Sleeping tambourine

- Pass a tambourine around the circle, each child plays it loudly and passes it on (gets rid of loudness, but be careful not to damage instruments!)
- Pass it again, this time the tambourine is asleep so it must be passed as quietly as possible.
- If the tambourine wakes up, put it back to sleep gently and continue.
- Try passing other instruments / objects with the same idea.

Give me a sound

- Have a small selection of instruments / sound makers / switches in the centre of the circle.
- Listen to sounds of each and talk about them.
- Show a picture / flashcard / other object of reference (also act out / facial gesture) indicating happy / sad / angry / calm / frightened.
- Invite child to choose a sound maker and make a sound representing that emotion.
- Other children listening respond by making facial gesture / using symbols.
- Invite child to select an emotion for others to create sounds for.
- Try making one sound after another, e.g. happy then sad.

Patterns of sound

- Using picture cues / flashcards, make a pattern, e.g. sad / happy / sad / happy.
- Lay it out for all to see.
- Invite different children to play patterns.
- Can the listening children tell where the sounds change?

- Try it with two children, one only plays happy sounds, the other only plays sad sounds (hold up flashcards so that children know when to play).

- Try it with groups of children, each group only playing one of the sounds.

- Using the same cards, change the patterns around and play again.

- Invite a child to rearrange the cards.
### Music unit brainstorm

**Title / Context:** Sounds and symbols

<table>
<thead>
<tr>
<th>Quality musical experience(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hello song.</td>
</tr>
<tr>
<td>• Christmas stockings composition, using different timbre and dynamics.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timbre: distinguish between different ways of playing percussion instruments.</td>
</tr>
<tr>
<td>Dynamics: understand and identify getting louder / quieter.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills:</th>
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</thead>
<tbody>
<tr>
<td>1bi Demonstrate increased accuracy and control of technique on a wider range of untuned percussion instruments.</td>
</tr>
<tr>
<td>1cii Rehearse and perform as a class.</td>
</tr>
<tr>
<td>2bi Structure sounds in an order appropriate to a specific purpose in response to given starting points.</td>
</tr>
<tr>
<td>3bi Respond to music through a variety of art forms including dance, movement and artwork, showing greater expression.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1 Controlling sounds through singing and playing - performing skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hello song.</td>
</tr>
<tr>
<td>• Boom Chicka Boom.</td>
</tr>
<tr>
<td>• Echo clapping (use different body sounds).</td>
</tr>
<tr>
<td>• Pass the beater.</td>
</tr>
<tr>
<td>• Air music.</td>
</tr>
<tr>
<td>• Learn chants for bonfire night and Christmas stocking music.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 Creating and developing musical ideas - composing skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Bonfire night - sound effects.</td>
</tr>
<tr>
<td>• Christmas stocking music (with chant).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 Responding and reviewing - appraising skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Respond to symbols through creating sounds.</td>
</tr>
<tr>
<td>• Recognise music getting louder / quieter - conduct / tap / talk about / tell story of music.</td>
</tr>
<tr>
<td>• Air music - using hand actions to represent sounds.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary / signs / symbols / objects of reference:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louder / quieter descriptive words for sounds symbols representing sounds</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4 Listening, and applying knowledge and understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Symbols quiz - which sound is being played?</td>
</tr>
<tr>
<td>• Developing own symbols for Christmas stocking music to use as score for performance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Musical examples:</th>
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### Music unit of work

**Class:** 8 (L2)  
**Stage:** 8  
**Term:** Autumn  
**Title / Context:** Sounds and symbols

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| **Understanding element(s):**  
(paragraphs 4a/b) | ■ Hello song - get louder / quieter for each verse.  
■ Echo clapping - listening skills, explore different body sounds.  
■ Boom Chicka Boom - explore different vocal timbres and dynamics.  
■ Pass the beater - play different types / dynamics of sound, respond to timbre flashcard, experiment with different ways of playing the same instrument.  
■ Air music - explore vocal sounds by following different hand actions, match drawn symbols to hand actions, explore instrumental sounds for same symbols.  
■ Bonfire night - learn chant and add sound effects (vocal / instrumental), think about ways of recording sounds through symbols, e.g.  
| ■ Quiz - children choose a symbol to play using an untuned instrument, others listen and guess which symbol it is (could be linked with Pass the beater).  
■ Christmas stocking music - learn chant together, think about what might be inside a stocking, explore sounds for each toy in the stocking, repeat chant between each new sound. Think about use of dynamics - if sounds are added on top of each other, dynamic will increase.  
■ Practise as class, tape record and listen before final performance.  
■ Perform in school assembly.  

| **Dynamics:** understand and identify getting louder / quieter.  
| ■ As the Wagon Passes - listen for music getting louder / quieter, talk about story of the music, conduct the music using bigger actions as it gets louder, tap steady beat getting louder / quieter with the music, dance interpretation.  
| ■ Hello song to start off assembly, teach rest of school.  
■ Composition in assembly.  

| **Developing skills:**  
(paragraphs 1, 2 and 3) | ■ 1bi Demonstrate increased accuracy and control of technique on a wider range of untuned percussion instruments.  
■ 1cii Rehearse and perform as a class.  
■ 2bi Structure sounds in an order appropriate to a specific purpose in response to given starting points.  
■ 3bi Respond to music through a variety of art forms including dance, movement and artwork, showing greater expression. | ■ 1bi  
| | ■ Hello song - get louder / quieter for each verse.  
■ Echo clapping - listening skills, explore different body sounds.  
■ Boom Chicka Boom - explore different vocal timbres and dynamics.  
■ Pass the beater - play different types / dynamics of sound, respond to timbre flashcard, experiment with different ways of playing the same instrument.  
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■ Practise as class, tape record and listen before final performance.  
■ Perform in school assembly.  

| **Quality musical experience(s):**  
| ■ Hello song.  
■ Class composition - Christmas stockings using different types of sounds and dynamics.  
| • Hello song.  
• Class composition - Christmas stockings using different types of sounds and dynamics.  

| **Applying understanding:**  
| ■ Use and explore a variety of signs or symbols linked to understanding of timbre to communicate own musical ideas.  
| ■ Hello song, Bonfire night chant, Stocking chant, timbre flashcards, classroom instruments, As the Wagon Passes - Elgar, (Fanfare 1CD - Cambridge University Press).  

| **Vocabulary / signs / symbols:**  
| ■ Louder / quieter; descriptive words for ways of playing, e.g. shaky.  

| **Cross-curricular links and activities (including ICT):**  
| ■ Dance - to music, possibly link to Christmas theme - elves filling stockings. Art - exploring different shapes / lines. Literacy - descriptive words, word play - rhyming in chants.  

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**Performing opportunity**  
■ Hello song to start off assembly, teach rest of school.  
■ Composition in assembly.
Games and songs for sounds and symbols, Stage 8

Hello song

● Sing together: We all sing hel-lo at ** school
G C C C E E F F G

We all sing hel-lo at ** school
G C C C E E F F G

We all sing hel-lo at ** school
G C C C E E F F G

At ** school we’re real-ly cool
G G G G G E C

charted: second verse same as the first,
but a little bit louder / quieter and a little bit worse
(* * insert own school name)

● Repeat verse, each time a little louder / quieter.
● Add steady beat to accompany song.

Echo clapping

● Teacher / leader claps simple pattern.
● All echo straight back.
● Try using different body percussion sounds, e.g. clap-tap-tap-stamp.
Boom Chicka Boom

● Teacher / leader starts off chant, all echo each line as closely as possible.

    Say boom-chicka-boom  echo
    Say boom-chicka-boom  echo
    Say boom-chicka-rocka-chicka-rocka-chicka-boom  echo
    Ah-ha  echo
    Oh yeah  echo
    Say it again  echo
    Only louder  echo

● Repeat and change the instruction each time.
● Experiment with different vocal sounds, e.g. like a mouse / squeaky.

Pass the beater

● Chant / sing together (to the tune of London Bridge).

    Pass the beater round and round,
    Round and round, round and round,
    Pass the beater round and round,
    Round until it stops.

● When all are confident with the chant / song, repeat it whilst passing a beater.
● When the chant / song ends, the child with the beater is invited into the centre of circle and plays sound according to instruction, e.g. shaky sound / sound which gets louder / scrapping sound which gets quieter.
● Try responding to flashcards, for example:
Bonfire night chant

- Learn a short chant and perform together:

  Bonfire night, bonfire night,
  What do we hear on bonfire night?

- Add sound effects of different things heard, for example:
  - crackling fire
  - rockets
  - Catherine wheels
  - sparklers

- Repeat the chant and add a different sound effect after each repeat.

Christmas stocking chant

- Learn chant together:

  Christmas stocking, very exciting.
  Christmas stocking, very inviting.
  Christmas stocking, Santa’s kind,
  Look inside, see what you find!

- Add sounds which represent different toys / gifts found inside a Christmas stocking.
- Experiment with different dynamics for sounds.
- Try using more than one sound at a time.
- Try splitting the chant between two groups, but come together for the last line.
- Repeat the chant as many times as needed to structure music.
Exemplification of skills

Stages 1a, 1b and 1c (P Levels 1 - 3)

The following pages contain a variety of musical activities to support the learning objectives and expectations of achievement at P Levels 1 - 3. Each statement, taken from the special skills development overview, is supported by a range of musical ideas and starting points. However, some of the statements are self-explanatory or are so open-ended that they are not supported by examples, i.e.:

Stage 1b  3a experience new, unfamiliar music, sounds and songs.

The ideas are not exhaustive but rather are meant to be a jumping off point for teachers to use, adapt and develop their own ideas from. The activities and suggestions build on each other, therefore in some sections they refer back to a previous stage.

The exemplification covers P Levels 1 - 3, since from P Level 4 onwards the expectations for musical achievement are more explicit and can be supported more easily by existing materials.
Stage 1a - P Level 1

1a  Experience a range of vocal sounds using a variety of pitch and length of note

- Pre-verbal rhymes using sounds, e.g.
  - The witch says *ha, ha, ha*
  - The ghost says *ooooo*
  - The cat says *miaow*
  - We all say *boo!*

- Facial expressions linked with sounds.

- Teletubbies language *eh-oh, noo noo, la la*, etc.

- Tweenies.

- Own experimentation with sound (could also be echoed back / echoed and extended).

- Hear others talking / chanting / singing, exposure to different voices.

- Using puppets with different voices.

- Repetitive stories with sound effects, e.g. *Bear Hunt* (Michael Rosen, Walker Books), *Peace at Last* (Jill Murphy, Macmillan).

- Poetry with repeated sounds or opportunities for sound effects.

- Drama games.

- *Old Macdonald (e - i - e - i - o)*.

- Nursery rhymes.

- Simple songs.

- Cumulative songs.

- Joining chants with repeating vowel sounds / parts, e.g. *Banana Splits* in Banana Splits (Ana Sanderson, A & C Black).

- Songs with backing singers, e.g. Motown.

- Scat singing (jazz singers using nonsense words, e.g. *ooo-ah, shooby do*).

- Songs / chants in different languages, e.g. *Beat That* CD (Bobbie Stormont).

- Play opera - over dramatise singing gestures and sounds.

- Allow children to feel different voice vibrations - touching different speakers’ / singers’ throats / necks as well as their own.
Stage 1a - P Level 1

1b Experience / tolerate body sounds

- Resonance board - experience hand tapping, rubbing, etc.
- Massage exploring different sounds - stroking arms, tapping legs.
- TacPac programme - sensory relaxation to music (ref. Bobbie Stormont - Beat That).
- Sherborne Movement - developing body awareness.
- Someone else tapping / stroking head (or other body parts) in time / response to music.
- Explore through modelling, e.g. hand-over-hand.
- See / hear / experience others clapping, tapping their own knees.
- Body sounds as actions to song.

1b Experience and tolerate struck and shaken instruments

- Listen to ocean drum held over head.
- Resonance board work.
- Experience claves / drums / maracas (and other classroom instruments which are tapped / shaken).
- Experience shaky eggs - holding, moving around inside a bowl or octochime.
- Experience other sound makers, e.g. pasta on string, pasta in pots.
- Attach something that rattles to lycra, move the lycra and the object makes a sound.
Stage 1a - P Level 1

1b  Experience a range of sound makers using a variety of pitch and length of note

- Hand bells, glockenspiels, xylophone, single chimebars including bass chimebars (touch these to feel the vibrations - feet and hands).
- Soundbeam work.
- Different length pipes (boomwhackers, whirly tubes).
- Water in bottles to strike / blow.
- Tap / shake everyday objects, e.g. keys, cutlery, trays.
- Live instruments and visiting musicians.
- Bournemouth Symphony Orchestra workshops.
- Special events.

1c  Experience group musical activity

- Use lycra strip / bungee to link whole group - respond to music through movement, e.g. swaying, bouncing material.
- Parachute work.
- Ball rolling along with music / through soundbeam.
- Circle time songs.
- Chants and rhymes.
- Make sounds at same time as others.

1c  Tolerate others in the group

- Use lycra / bungee / strips of material instead of holding hands.
- Move the material in time / feel with music.
- Parachute games using songs.
- Greeting songs welcoming each child in turn.
- Roll a ball along with song / through soundbeam to another person.
- Respond to the gathering drum.
- Make one sound or many in a group.
- Resonance board work.
Stage 1a - P Level 1

1c  Experience call and response activities using vocal or body sounds and other sound makers

- Echo / copy sounds heard, e.g. aaahh, oh!
- Tommy Thumb type games, e.g. *Tommy thumb, Tommy thumb*
  *Where are you?*
  *Here I am, here I am,*
  *How do you do?*
- Short rhymes / songs to known tunes, e.g. *Bobby Shaftoe, Clap Your Hands* (Sue Nicholls, A & C Black).
  
  ![Images of people playing clapping game]

- Name songs, e.g. *Beat That* CD.
- Respond to name through sound, e.g. registration time.
- Tap table / stamp feet in response to learned phrase, e.g. in *Bear Hunt*.
- Use verbal / sound / picture cues as trigger to making response.
Stage 1a - P Level 1

2a  *Encounter and experience sound sources in different environments*

- Tapping radiators around the school.
- Shaking keys.
- Tapping / scraping tree bark.
- Explore vocal sounds in different rooms, e.g. hoot in hall, bathroom.
- Scrape the carpet.
- Explore different papers - cellophane, brown paper, foil, corrugated card.
- Go for a sound walk.
- Beads on the spokes of wheelchairs, listen to sound when moving / still.
- Listen to different shoes on hall floor, e.g. high heels, wellies, trainers, tap shoes, etc.
- Explore sounds outside, e.g. shout, roar, whisper, use sound makers.
- Pre-recorded sound effects.
- Own sounds recorded and revisited in different locations in / outside school.

2a  *Explore single sounds / notes*

- Woodblock, claves, other wooden sound makers.
- Finger cymbals, cowbell, gong, other metal sound makers.
- Drums or other skinned instruments.
- Doorbells / buzzers.
- Switches with single sounds (on press and on release).
- Hand bells.
- Using bass chimebars, feel vibration in hands / feet.

- Using touch to associate different sounds, e.g. scraping sound – touch arm with hairbrush, finger cymbals – touch with something cold.

- Exploring vocal sounds, e.g. sigh, high note / low note - hear it echoed back, for high note put hand on head to feel vibration, lower notes vibrate in throat / chest.
3a **Experience a variety of sounds in different environments**

- See examples in 2a.
- A gong is played and moved around the room, try in different sized rooms, e.g. hall / classroom / toilet.
- Moving in and out of a soundbeam in different spaces.
- Hear sounds / music in a dark environment.
- Listen to music / sounds in different positions, e.g. sitting, lying, standing.
- Sounds outside, e.g. wind-chimes moving in breeze (wooden, metal, shell, ceramic).
- Experience music / music making in places outside school, e.g. theatre, church, outside.
- Canned music in shops, cafes.

3a **Sometimes show an awareness of sound or music**

- Raise head on hearing sound.
- Smile at sounds / music liked.
- Move to some music / songs.
- Still when hearing some music.
- React to sounds played at different positions around, e.g. above head, to left / right of head, near knees.

3a **Experience a variety of music**

- See special skills development overview - contexts and purposes for music (p20).
- Music with strong beat for stimulation.
- Ambient music for relaxation.
- Music using change / contrast within it.
- Music from the charts (links school and home life).
- Music with single instrument playing, e.g. solo clarinet, solo guitar.
- Music played by ensembles, including bands and orchestras, e.g. jazz band, string quartet.
- Solo and choral vocal music.
- Accompanied and unaccompanied vocal music.
- Junk band music, e.g. *Stomp* (video / live).
3a Encounter a range of action, counting, name and other simple songs

- Action songs
  Okki-Tokki-Unga
  by Beatrice Harrop, Linda Friend and David Gadsby
  published by A & C Black
  ISBN: 0-7136-4078-2 (book only)
  ISBN: 0-7136-4081-2 (double cassette pack)

  Game Songs with Prof Dogg’s Troupe
  by Harriet Powell
  published by A & C Black
  ISBN: 0-7136-2306-3 (book and CD)

- Mathematics linked songs (including counting songs)
  Tom Thumb’s Musical Maths
  by Helen MacGregor
  published by A & C Black

  Count Me In
  published by A & C Black
  ISBN: 0-7136-2622-4

- Language linked songs
  Bingo Lingo
  by Helen MacGregor
  published by A & C Black
  ISBN: 0-7136-5075-3

- Simple / silly songs
  Sonsense Nongs
  by Michael Rosen
  published by A & C Black

- Nursery rhymes
  Sing Hey Diddle Diddle
  by Beatrice Harrop
  published by A & C Black
  ISBN: 0-7136-5934-3
Stage 1a - P Level 1

- Vocal skills and musical concepts
  *Singing Sherlock*
  by Val Whitlock and Shirley Court
  published by Boosey & Hawkes
  ISMN: M-060-11371-0 (book 1)
  ISMN: M-060-11372-7 (book 2)

- Singing games
  *Singing Games and Rhymes for Early Years*
  published by the National Youth Choir of Scotland
  ISBN: 0-9538261-0-4

  *All Join In*
  by Adam Ockelford
  published by RNIB
  ISBN: 1-85878-081-0

- Songs of different genres
  *Gospel songs*
  by Ken Burton  www.kenburton.com

3a  *Encounter words which describe sounds*

- Hear words to describe sounds and illustrate sound through use of voice, e.g. shaky - use a wobbly voice, quiet - use a whisper, etc.
- Use touch to illustrate meaning of words, e.g. smooth - stroke arm.
- Use movement to illustrate meaning of words, e.g. blow into bottle of water; wobbly sound, wobble in seat (child or user of the word, or both!)
3a  *Encounter music from different times, places and cultures*

- See special skills development overview - contexts and purposes for music (p20).
- Visiting musicians from local community.
- Visiting musicians from Hampshire Music Service or other music organisations, e.g. Bournemouth Symphony Orchestra.
- Topic based projects, e.g. Tudors, St Lucia.
- Recorded music from different cultures, e.g. Rough Guide series - [www.worldmusic.net](http://www.worldmusic.net)
- Music for different celebrations, e.g. Hannukah, Diwali, Christmas.

3a  *Experience music linked to other activities*

- Use music (including songs) to welcome and greet children arriving at school.
- Use music to signal an event, e.g. tidy up song.
- Use music / sound to signal a room / place, e.g. windchimes signify going outside.
- Use music to signal a subject area, e.g. *Pink Panther* theme tune means it's PE time.
- Share class music or individual personal choice during circle time.
- Assembly time.
- Music used in therapy sessions, e.g. hydrotherapy.
- Multi-sensory room - use variety of music, music with contrast and change within it.
- Physiotherapy - use familiar and comforting music to make experience less painful, or to encourage / stimulate movement.

3a  *Encounter new, unfamiliar music, sounds and songs*

- As inspired . . . from different books / CDs / other resources as appropriate!
- Live and recorded sounds / music.
Stage 1b - P Level 2

1a Explore a range of vocal sounds using a variety of pitch and length

● See Stage 1a.

1a Begin to initiate favourite / familiar songs or activities through PECS / actions

● Use actions from song to request singing a particular song.
● Use makaton symbols / other PECS to request song / piece of music.
● Use object of reference as a request, e.g. collect CD, photograph, etc.
● Use gesture, e.g. pointing, eye pointing.
● Use sound to request song / other music.

1b Explore body sounds

● Use songs about parts of the body, explore sounds if appropriate, e.g. clapping hands, stamping feet.
● Use body sounds to accompany other songs, e.g. tapping for a bouncy song, stroking for a lullaby.
● Use body sounds as sound effects to stories / poems / chants.
● Explore different mouth sounds, e.g. raspberry, popping, humming.
● Stamp on different surfaces, e.g. carpet, tiles, wood.
● Explore bare feet / shoes on / socks on sounds.
● Explore sounds on face, e.g. tap cheeks while opening / closing mouth.
● Explore qualities of sound, e.g. nails on nails, skin on palms, rubbing hair.
● Drum fingers on different parts of body, e.g. head, chest, knees, legs.
● Explore qualities of sound, e.g. ways of making sounds - tapping, rubbing.
Stage 1b - P Level 2

1b  
**Begin to use struck and shaken instruments**

- What can you do with it? Explore ways of playing instruments.
- Circle games using different instruments, e.g. I can play a sound (*page 51 Sound makers*).
- Extraordinary tambourine (*page 55 Musical moods*) explore different sounds, use different instruments, e.g. cymbal and beater / drum / bells.
- Sound effects - adding different sounds to accompany stories / poems, e.g. *The Magic Paintbrush* (Cynthia Rider, Oxford Literacy Web) or topic based poetry, e.g. Autumn poems with shaking leaves, etc.

- Songs and games involving instrument exploration, e.g. *Bobby Shaftoe, Clap Your Hands* (see earlier reference), *Michael Finnigin, Tap Your Chinigin* (Sue Nicholls, A & C Black).

1b  
**Explore a range of sound makers using a variety of pitch and length of note**

- See Stage 1a.

1c  
**Sporadically join in with group musical activity e.g. through smiling, making a sound**

- See Stage 1a.
- Join in with some words / sounds in familiar songs.
- Tap body / tray along with shared music / singing.
- Show signs of being involved in activity, e.g. smile, eye pointing.
Stage 1b - P Level 2

1c Begin to show an awareness of others in the groups, e.g. through musical cue, gesture, touch, symbol

- See Stage 1a.
- Touch person sitting next door during welcome / Hello song.
- Pass instrument to next person in circle.
- Offer symbol / flashcard to another person in group.
- Indicate someone else's turn by passing on instrument.
- Show response to another person's sound / voice.

1c Join in with call and response activities using vocal or body sounds and other sound makers

- See Stage 1a.
- Join with echo songs / chants.
- Use own musical object of reference, (e.g. specific sound / instrument) in response to name / familiar call.
- Add body sounds in response to action song, e.g. Call: “If you’re happy and you know it” . . . Response: “clap your hands!”

2a Explore a range of sound sources in different environments with varying degrees of support

- Roll a closed tube with lentils in it across the hall floor, listen as sound gets quieter.
- Blow up a balloon and let it go in different sized environments.
- Try playing radiators with different beaters.
- Throw different sized stones into a pool of water, listen to different splash sounds.
- Listen to own voice outside / in hall / changing room / sensory room / toilet.
- Explore sounds of different doors / table tops / chairs and other school furniture.
- Shake a box of cornflakes, then shake them into a bowl.
- Listen to CD of rock-band then experience rock music live, e.g. special event.
- Experience sounds and music in larger buildings, e.g. local church, theatre.
- Experience sounds and music outside.
- Sing / listen to music on minibus outings.
- Experiment with jewellery, e.g. bangles on the arm / on a string or bangles of different materials.
Stage 1b - P Level 2

2a  Explore more extended musical sounds

- A succession of rising vocal sounds.
- Blow bubbles into a glass of water.
- Use a kazoo.
- Hum.

- Sequences of sounds on ICT computer programme, e.g. Compose World.
- Soundbeam work.
- Use sound switches with sounds on press and release.
- Electronic keyboard - explore pre-recorded sounds, pre-set rhythms and styles.

- Use full range of xylophone / glockenspiel, sliding up / down notes with beater.
- Use a range of percussion instruments - explore longer, more sustained sounds.
- Explore other instruments, e.g. guitar, repeated strumming of open strings.

3a  Be aware of a variety of sounds and silence in different environments

- See Stage 1a.
- Acoustics in different rooms / places in the school (inside and outside).
- Moving sound, e.g. play a gong and move around the room to change the direction of the sound source.
- Moving sound / silence, e.g. moving in / out of a soundbeam.
- Encourage mobile children to move towards the sound source / find the beam, move wheelchair users in / out or towards sound.
- Use live and recorded sounds in different environments, e.g. listening to CD in hall and listening to live musicians in hall.

3a  Begin to respond to music

- Still to listen to music.
- Move along with music, e.g. jiggle to bouncy music, sway to calmer music, wave arms to fast music.
- Look or turn towards music source.
- Cover ears on hearing music (not all responses need to be positive).
- Smile / show enjoyment on hearing music.
3a Begin to distinguish music from other sounds

3a Become familiar with a range of action, counting, name and other simple songs of song / music

- See songbooks listed in Stage 1a. The children may begin to initiate the singing of these songs.
- Smile on first note.
- Begin to perform known actions.
- Rock / move / gesture in response to opening of song.
- Join in with parts of song.

3a Begin to anticipate specific features in familiar music

- Sit up / raise head in anticipation of a loud sound in the music.
- Clap / wave hands / smile in response to anticipated sound in music.
- Move then change movement in response to change in music.
- Follow shape of the music, e.g. trace a rising slide on the violin.
Stage 1b - P Level 2

3a  Begin to respond in different ways to different types and moods of music

- Becoming excited during fast music.
- Keeping still when listening to calming music.
- Smiling at familiar / personal music, e.g. name song, Happy birthday to you.
- Use props to respond to music in a way which shows mood, e.g. scarves, parachute, bungee, ribbons, streamers, etc.
- Free expression through dance / movement.
- Physical ideas linked to different music, for example: *Let’s Go Zudie-O*
  by Helen MacGregor and Bobbie Gargrave
  published by A & C Black

3a  Experience words which describe sounds

- See Stage 1a.

3a  Encounter music from different times, places and cultures

- See Stage 1a.

3a  Experience music linked to other activities

- See Stage 1a.

3a  Experience new, unfamiliar music, sounds and songs
Stage 1c - P Level 3

1a Explore and imitate a range of vocal sounds with varying pitch, length and dynamic (volume) of note.

- See Stage 1a and 1b.
- Air music use hand actions to initiate sound e.g. (move hand slowly in air to show shape)

![Graph of音符形状]

Use pictorial cues to initiate vocal sound.

- Echoing own / others’ vocal sounds.
- Adding vocal sound effects to poetry, stories, etc.
- Use a kazoo / tissue paper.
- Use voices to indicate characters, e.g. *Three Billy Goats Gruff*.
- Explore vocalising using a microphone - feel voice vibrations through speakers.
- Explore vocal sounds while wearing headphones to block out peripheral noises and sounds.
- Have a karaoke session.

1a Initiate favourite songs through action or other cues

- See Stage 1a and 1b.
- Also vocalise request, e.g. use key word, hum opening of song.
- Fetch prop indicating song.
- Request song through symbol / flashcard / other PECs.

1b Explore body sounds

- See Stage 1a and 1b.
Stage 1c - P Level 3

1b  *Begin to use struck and shaken instruments with greater effectiveness*

- See Stage 1a and 1b.
- Sleeping tambourine (p56 *Musical moods*).
- Bubbles - blow some bubbles and follow them until they pop. Choose an instrument to play (shaky egg / cymbal) the length the bubble lasts or only play when the bubble pops. (Try using vocal / body sounds also).

- Follow start / stop signals when playing, e.g. red / green circles or puppet.
- Experiment with quiet sounds on instruments (greater control needed).
- Explore trickier instruments, e.g. shaking a tambourine, tapping claves.
- Play in response to movement, stop when mover stills.

1b  *Explore and imitate a range of sounds with varying pitch, length and dynamic of note*

- See Stages 1a and 1b.
- Can you make my sound? All chant question, leader makes a sound and all echo that sound. Different people could be the leader each time.
- Switches - activating them for longer / shorter time, different sounds.
- Soundbeam on setting which explores different pitches, e.g. *Major Arpeggio, New York Blues, Glastonbury Bells, Dorians*, etc.

- Long / short sounds in response to symbols / puppets / hand signals / movement, echoing back an idea or own exploration, e.g. puppet appears / disappears, make a sound as long as the puppet is visible.
- Explore how many ways there are to play instrument, use a wide range of sound makers.
- Also explore high / low and loud / quiet sounds as above.
1c Join in group musical activity and begin to respond to simple instructions

- Use puppets to indicate start / stop or loud / quiet (open / close mouth).
- Traffic lights - green for start, red for stop.
- Use 3D objects to start and stop sounds - show / hide behind back.
- Simon says - only react if specific sound is given also, e.g. shaky sound.
- Doorbells - two hoops; one indicates, e.g. loud, the other quiet, jump in and out of different hoops and children respond accordingly by making body / instrumental sound or using other sound makers.
- Starting and stopping - musical bumps / musical statues.

1c Begin to show an awareness of others in the group

- Continue to build on Stage 1b.
- Begin to make eye contact during circle games, e.g. when passing an instrument.
- Vocalisation directed towards others in the group.
- Respond to other people’s giggling.
- Hearing others thanked for their contribution and responding.

1c Join with call and response activities with greater regularity

- Continue to build on Stage 1b.
Stage 1c - P Level 3

1c  *Initiate familiar activities through actions or other cues*

- Continue to build on Stage 1b.

2a  *Join in with exploration of sound sources in different environments.*

- See Stage 1b.

2a  *React to sounds made by themselves and explore them through repetition.*

- Tap on a tray, e.g. drumming fingers, using spoon, knocking.
- Vocal sounds, e.g. long slide downwards, repeat sounds and enjoy, begin to explore differences in sound, e.g. hold last note on for longer.
- Use different shoes on floor surfaces, and choosing to repeat shoe sounds they enjoy.
- Clap hands / stamping / humming.
- Repeat mouth sounds, e.g. popping, etc.
- Play classroom instruments and repeat the sound they have made, e.g. shake a jingle stick and repeat the sound again and again.
- Explore sounds on a xylophone, e.g. sliding up / down or playing each note separately.
- Use a switch to add sound effects to story, continue pressing switch to repeat sound.
- When repeating sounds, explore them differently, e.g. playing increasingly fast, quietly, getting louder, slowly.

3a  *Respond to a variety of sounds in different environments*

- See Stage 1a and 1b.
3a  To be aware of and respond more consistently to music

● Continue to build on Stage 1b.
● Use gestures to respond to music.
● Use learned response, e.g. start to march / use marching actions when hearing marching music, sway on hearing gospel songs.

3a  Become familiar with a range of action, counting, name and simple songs and other music

● See Stage 1a and 1b.
● Listen and respond to recorded TV theme tunes, e.g. smiling / showing recognition.
● Use mobile phone tones.
● Listen and respond to advert jingles, combine with visual image as appropriate, e.g. try looking at visual image with and without sound.
● Music from the charts / current hits and bands.

3a  Recognise and anticipate specific features in familiar music and react consistently to them

● See Stage 1b.

3a  React to contrasts and moods in different types of music, showing preference in a shorter time cue

● See Stage 1b.
3a  **Experience and react to words which describe sounds**

- See Stage 1a.
- Show reaction to different words and ideas, e.g. smile, move away from.

3a  **Encounter music from different times, places and cultures**

- Continue to build on Stage 1a and Stage 1b.

3a  **Experience music linked with other activities**

- See Stage 1a and 1b.
- See *Music when?* (section 2 of this booklet.)
- PE - roll the ball in time to music.
- Art - use paint in response to music.
- Use play-dough in response to music or different sounds heard, e.g. making a deep indent in response to loud sounds.
- Use different qualities of fabric, e.g. hessian, felt, velvet to link with different qualities of sound / music.
- Patterning - sounds linked with particular colour / object / switch, for example:

  red yellow green red yellow green  
  clap  clap

- Patterning - using word rhythms and syllables, for example:

  star  star  rock-et  star

3a  **Experience new, unfamiliar music, sounds and songs to stimulate curiosity**
# Bibliography

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