Music, P Scale

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 Ingot's Music P scales provide learners with the opportunity to:

• experience a sense of pride and achievement in their own work
• demonstrate their ability in an area not dependent on language skills
• improve listening, concentration and attention skills
• develop imitation skills
• produce sounds and develop expressive language
• practise turn-taking
• choose, discriminate and justify decisions
• experiment and try new ideas where there are no right or wrong answers
• develop coordination and functional fine motor skills
• develop movement and mobility
• cooperate and develop tolerance and a willingness to work with others
• develop self-discipline and self-confidence
• become involved in their community
• be involved in activities that may provide a fulfiling hobby or pastime and promote lifelong learning

In response to these opportunities, pupils can make progress in music by:
• applying and consolidating skills, knowledge and understanding in a wide variety of age-related activities
• listening and responding to a wide variety of contrasting music
• listening and responding to music for increasing periods, for example, attending concerts
• increasing engagement and quality of response in musical activities, showing the development of specific knowledge, skills and understanding
• developing each of the interrelated skills of performing, composing and appraising in all activities
• extending these skills by applying listening skills and a knowledge and understanding of music
• becoming involved in community-based musical activities.

P1(i) - MUSIC

1. The learner will encounter activities and experiences

1.1 I can experience various sounds. [1]

1.2 I can experience light patterns. [3]

1.3 I can experience music. [5]

1.4 I can experience a combination of action with sound. [7]

1.5 I can experience movement. [9]

2. The learner will show simple reflex responses

2.1 I can make a startled response to a sudden noise. [2]

2.2 I can make a startled response to a sudden movement. [4]

2.3 I can make a startled response to a sudden bright light. [6]

2.4 I can be passive or resistant. [8]

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P1(ii) - MUSIC

1. The learner will show emerging awareness of activities and experiences

1.1 I can make a brief response to sound. [11]

1.2 I can make a brief response to a picture. [13]

1.3 I can make a brief response to music. [15]

1.4 I can make a brief response to physical sensory source. [17]

1.5 I can make a brief response to light patterns. [18]

1.6 I can make a brief response to a moving object. [19]

2. The learner will show intermittent reactions

2.1 I can react to movement. [12]

2.2 I can react to physical contact. [14]

2.3 I can react to a change in temperature. [16]

P2(i) - MUSIC

1. The learner will react to new activities and experiences

1.1 I can react to unfamiliar sounds. [21]

1.2 I can react to unfamiliar images. [24]

1.3 I can react to a new task. [26]

1.4 I can react to a new experience. [28]

2. The learner will begin to show interest in people, events and objects

2.1 I can respond consistently to familiar people. [22]

2.2 I can respond consistently to familiar events. [25]

2.3 I can respond consistently to familiar objects. [27]

3. The learner will participate in shared activities

3.1 I can engage in co-active exploration. [23]

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P2(ii) - MUSIC

1. The learner will communicate consistent preferences	2. The learner will communicate affective responses	3. The learner will recognise familiar people, events and objects	4. The learner will perform simple actions	5. The learner will remember learned responses	6. The learner will participate in shared activities
1.1 I can communicate preference for certain images. [30]	2.1 I can respond with volume variation. [31]	3.1 I can recognise familiar people. [32]	4.1 I can attempt to perform a simple action. [33]	5.1 I can remember learned responses over short periods of time. [34]	6.1 I can co-operate with shared exploration. [35]
1.2 I can communicate preference for certain sounds. [36]	2.2 I can respond to specific stimulation. [37]	3.2 I can recognise familiar events. [38]	4.2 I can use trial and improvement to perform an action. [39]		6.2 I can co-operate with supported participation . [40]
		3.3 I can recognise familiar objects. [41]			

P3(i) - MUSIC

1. The learner will request events or activities	2. The learner will participate in shared activities	3. The learner will sustain concentration	4. The learner will explore materials	5. The learner will perform simple actions	6. The learner will remember learned responses
1.1 I can	2.1 I can	3.1 I can	4.1 I can	5.1 I can	6.1 I can

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request for an event or activity. [43]	participate in shared exploration with less support. [44]	sustain concentration for short periods. [45]	explore different materials in increasingly complex ways. [46]	perform simple actions. [47]	remember learned responses over extended periods. [48]
				5.2 I can observe the result of my action. [49]	6.2 I can remember a learned activity. [50]
				5.3 I can demonstrate an awareness of change as a result of my action. [51]	6.3 I can remember the purpose of equipment. [52]

P3(ii) - MUSIC

1. The learner will initiate interactions and activities	2. The learner will remember learned responses	3. The learner will respond to options and choices	4. The learner will actively explore objects and events	5. The learner will apply potential solutions systematically to problems
1.1 I can greet familiar people. [54]	2.1 I can remember learned responses over increasing periods. [55]	3.1 I can respond to an option or choice. [56]	4.1 I can actively explore objects. [57]	5.1 I can attempt to solve simple problems. [58]
1.2 I can initiate interactions with familiar people. [59]	2.2 I can anticipate familiar events. [60]	3.2 I can demonstrate dissatisfaction. [61]	4.2 I can actively explore events. [62]	
1.3 I can initiate activities with familiar people.		3.3 I can demonstrate satisfaction. [64]	4.3 I can remain interested in an activity for a	

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[63]			short period. [65]	
		3.4 I can indicate preference. [66]		

P4 - Music

1. The learner will communicate about familiar musical activities or familiar instruments	2. The learner will listen and attend to familiar musical activities	3. The learner will attain awareness of cause and effect in familiar events	4. The learner will look for an instrument or noise maker played out of sight	5. The learner will imitate actions, sounds or words in songs and musical per formances
1.1 I can communicate about familiar musical activities. [68]	2.1 I can listen and attend to familiar musical activities. [69]	3.1 I can demonstrate awareness of cause and effect in familiar musical events. [70]	4.1 I can search for a musical instrument that is out of sight. [71]	5.1 I can copy simple actions. [72]
1.2 I can identify familiar musical instruments. [73]	2.2 I can follow and join in familiar routines. [74]			5.2 I can imitate sounds or words. [75]
				5.3 I can join in musical performances. [76]

P5 - Music

1. The learner will participate	2. The learner will respond to	3. The learner will play a	4. The learner will imitate

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in musical performances	signs given by a musical conductor	musical instrument in imitation	distinctive sounds played on a musical instrument
1.1 I can take part in simple musical performances. [78]	2.1 I can identify familiar signs given by a musical conductor. [79]	3.1 I can play loudly. [80]	4.1 I can copy distinctive sounds played on particular musical instruments. [81]
1.2 I can identify familiar musical instruments by sound or feature. [82]	2.2 I can respond to signs given by a musical conductor. [83]	3.2 I can play quietly. [84]	
	2.3 I can play a musical instrument when prompted. [85]	3.3 I can play quickly. [86]	
		3.4 I can play slowly. [87]	

P6 - Music

1. The learner will play instruments with others	2. The learner will respond expressively in response to music	3. The learner will explore the range of effects that can be made by a musical instrument	4. The learner will copy simple rhythms and musical patterns or phrases	5. The learner will play groups of sounds	6. The learner will categorise musical instruments
1.1 I can respond to others in music sessions. [89]	2.1 I can respond expressively to music or to words. [90]	3.1 I can explore the range of effects that can be made by a musical instrument.	4.1 I can copy simple rhythms. [92]	5.1 I can play groups of sounds. [93]	6.1 I can categorise musical instruments by sound or feature. [94]

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[91]

[1.2 I can play instruments with others.] [95]

[4.2 I can copy musical patterns or phrases.] [96]

[6.2 I can categorise musical instruments by the way its played.] [97]

[1.3 I can join in familiar songs, rhymes and musical routines.] [98]

P7 - Music

1. The learner will listen to and describe music in simple terms	2. The learner will respond to musical prompts	3. The learner will play simple patterns or sequences of music	4. The learner will listen and contribute to sound stories	5. The learner will make simple com positions
[1.1 I can listen to music.] [100]	[2.1 I can respond appropriately to various musical prompts.] [101]	[3.1 I can follow simple graphical scores.] [102]	[4.1 I can contribute to sound stories.] [103]	[5.1 I can create simple compositions.] [104]
[1.2 I can describe music in simple terms.] [105]		[3.2 I can play simple patterns or sequences of music.] [106]	[4.2 I can join in simple improvisation.] [107]	
			[4.3 I can make basic choices about the sound or instruments used.] [108]	

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P8 - Music

1. The learner will listen carefully to music	2. The learner will understand symbols and signs that relate to tempo, dynamics and pitch	3. The learner will create simple compositions	4. The learner will create simple graphic scores	5. The learner will use a growing musical vocabulary	6. The learner will make and communicate choices
1.1 I can carefully listen to music. [110]	2.1 I can understand symbols and signs that relate to tempo. [111]	3.1 I can carefully select appropriate sounds to create a simple musical composition. [112]	4.1 I can create simple graphical scores using pictures or symbols. [113]	5.1 I can use musical vocabulary to describe what I have played. [114]	6.1 I can make and communicate choices when performing. [115]
	2.2 I can respond to symbols and signs that relate to tempo. [116]			5.2 I can use musical vocabulary to describe what I have heard. [117]	6.2 I can make and communicate choices when composing. [118]
	2.3 I can understand symbols and signs that relate to dynamics. [119]				6.3 I can make and communicate choices when appraising. [120]
	2.4 I can respond to symbols and signs that relate to dynamics. [121]				

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2.5 I can understand symbols and signs that relate to pitch. [122]

2.6 I can respond to symbols and signs that relate to pitch. [123]

Links to PScale Units

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Science [129]	Physical education [130]	Art [131]	Music [132]
Design technology [133]	Personal social health education [134]	Geography [135]	History [136]
Religious education [137]	Modern foreign language [138]		

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[137] https://theingots.org/community/psre
[138] https://theingots.org/community/psml

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');