## 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]

## 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]

## 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]

## 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 coactive exploration. [23]

## P2(ii) - MUSIC

| 1. The learner will com municate consiste nt prefer ences | 2. The learner will com municate affective response s | 3. The learner will recognis e familiar people, events and objects | 4. The learner will perform simple actions | 5. The learner will reme mber learned $\mathbf{r}$ esponses | 6. The learner will parti cipate in shared activities |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1.11 can communicat e preference for certain images. [30] | $\begin{aligned} & \begin{array}{l} 2.1 \text { I can } \\ \text { respond } \\ \text { with volume } \end{array} \\ & \underline{\text { variation. }} \\ & {[31]} \end{aligned}$ | 3.1 I can recognise familiar people. [32] | 4.1 I can attempt to perform a simple action. [33] | 5.11 can remember learned responses over short periods of time. [34] | 6.1 I can co-operate with shared exploration. [35] |
| 1.21 can communicat e preference for certain sounds. [36] | 2.21 can respond to specific stimulation. [37] | 3.21 can recognise familiar events. [38] | 4.21 can use trial and improvemen $t$ to perform an action. [39] |  | 6.21 can co-operate with supported participation [40] |
|  |  | 3.31 can recognise familiar objects. [41] |  |  |  |

## P3(i) - MUSIC

1. The
learner
will
request
events or
activities
1.1 I can
2. The learner will parti cipate in shared activities
3. The
learner
will sustain c oncentra tion
4. The
learner will explore materials
5. The
learner
will
perform
simple
actions
6. The learner will reme mber learned r esponses
5.1 I can
6.1 I can
request for an event or activity. [43]
participate in shared exploration with less support. [44]
sustain conc entration for short periods. [45]
explore
different materials in increasingly complex ways. [46]

| perform | remember |
| :--- | :--- |
| simple |  |
| actions. [47] | learned <br> responses <br>  |
|  | over <br> extended <br>  |
|  | periods. |
|  | $[48]$ |


| 5.2 I can <br> observe the | 6.2 I can <br> remember a |
| :--- | :--- |
| result of my | learned <br> action. [49] |
| activity. [50] |  |

5.3 Ican 6.3Ican demonstrat remember e an awareness of change as a result of $m y$ action. [51]
remember earned
sponses
over periods. [48]
6.21 can remember a learned activity. [50] the purpose of equipment. [52]

## P3(ii) - MUSIC

\(\left.$$
\begin{array}{lllll}\begin{array}{ll}\text { 1. The } \\
\text { learner will } \\
\text { initiate } \\
\text { interaction } \\
\text { s and } \\
\text { activities }\end{array} & \begin{array}{l}\text { 2. The } \\
\text { learner will } \\
\text { remember } \\
\text { learned } \\
\text { responses }\end{array} & \begin{array}{l}\text { 3. The } \\
\text { learner will } \\
\text { respond to } \\
\text { options } \\
\text { and } \\
\text { choices }\end{array} & \begin{array}{l}\text { 4. The } \\
\text { learner will } \\
\text { actively } \\
\text { explore } \\
\text { objects and } \\
\text { events }\end{array} & \begin{array}{l}\text { 5. The } \\
\text { learner will } \\
\text { apply } \\
\text { potential } \\
\text { solutions s } \\
\text { ystematical }\end{array}
$$ <br>
ly to <br>

problems\end{array}\right]\)| 1.1 I can greet |
| :--- |

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

## P4 - Music

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

## P5 - Music

## 1. The learner <br> will participate <br> 2. The learner will respond to <br> 3. The learner <br> 4. The learner will imitate

## in musical performances

signs given by a musical conductor
1.1 I can take part in simple musical performances. [78]
2.1 I can identify familiar signs given by a musical conductor. [79]
2.2 I can respond to signs given by a musical conductor. [83]
2.3 I can play a musical instrument when prompted. [85]

## musical instrument in imitation

### 3.1 I can play

 loudly. [80]3.2 I can play quietly. [84]
3.3 I can play quickly. [86]
3.4 I can play slowly. [87]
distinctive sounds played on a musical instrument
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]

## P6 - Music

| 1. The learner will play instrume nts with others | 2. The learner will respond expressi vely in response to music | 3. The learner will explore the range of effects that can be made by a musical i nstrume nt | 4. The learner will copy simple rhythms and musical patterns or phrases | 5. The learner will play groups of sounds | 6. The learner will cate gorise musical i nstrume nts |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1.11 can | 2.1 I can | 3.1 I can | 4.1 I can | 5.11 can | 6.11 can |
| respond to | respond | explore the | copy simple | play groups | categorise |
| others in | expressively | range of | rhythms. | of sounds. | musical |
| music | to music or | effects that | [92] |  | instruments |
| sessions. <br> [89] | to words. [90] | can be |  |  | by sound or feature [94] |
|  |  | made by a musical |  |  |  |

1.2 I can
play
instruments with others. [95]
1.3 I can
join in
familiar songs, rhymes and musical routines. [98]
4.21 can
copy
musical
patterns or
phrases.
[96]
6.2 I can categorise musical instruments by the way its played. [97]

## P7 - Music

1. The
learner will
listen to and describe music in simple terms

| 3. The | 4. The |
| :--- | :--- |
| learner will | learner will |
| play simple | listen and |
| patterns or | contribute |
| sequences | to sound |
| of music | stories |

2. The learner will respond to musical prompts
1.11 can
listen to music. [100]
1.2 I can
describe music
in simple
terms. [105]
2.11 can respond appropriately to various musical prompts. [101]
3.1 I can
follow simple
graphical
scores. [102]
3.21 can play
simple patterns or sequences of music. [106]
4.1 I can contribute to sound stories. [103]
3. The learner will make simple com positions
5.1 I can create simple compositions. [104]
4.31 can
make basic choices about the sound or instruments used. [108]

## P8-Music

1. The
learner
will
listen
carefully
to music
1.11 can
carefully listen to music. [110]

| 2. The | 3. The | 4. The |
| :--- | :--- | :--- |
| learner | learner | learner |
| will unde | will | will |
| rstand | create | create |
| symbols | simple c | simple |
| and | ompositi | graphic |
| signs | ons | scores |
| that |  |  |
| relate to |  |  |
| tempo, |  |  |
| dynamics |  |  |
| and pitch |  |  |

4.1 I can create simple graphical scores using pictures or symbols. [113]
composition

- [112]

| 3.1 I can | 4.1 I can |
| :---: | :---: |
| carefully | create |
| select | simple |
| appropriate | graphical |
| sounds to | scores using |
| create a | pictures or |
| simple | symbols. |
| musical | [113] |
| composition |  |

2.11 can understand symbols and signs that relate to tempo. [111]
5.1 I can use musical vocabulary to describe what I have played. [114]

| 5. The | 6. The |
| :--- | :--- |
| learner | learner |
| will use a | will |
| growing | make |
| musical v | and com |
| ocabular | municate |
| $y$ | choices |

2.21 can
respond to
symbols and signs that relate to tempo. [116]
2.3 I can understand symbols and signs that relate to dynamics. [119]
2.41 can respond to symbols and signs that relate to dynamics. [121]

| 5.2 I can <br> use musical | 6.2 I can <br> make and |
| :--- | :--- |
| vocabulary | communicat |
| to describe e choices |  |
| what I have | when |
| heard. [117] | composing. <br> [118] |
|  |  |

6.31 can make and communicat e choices when appraising. [120]
6.11 can make and communicat e choices when performing. [115]
[118]
$\underline{2.5 ~ I ~ c a n}$
understand
symbols and
signs that
relate to
pitch. [122]
2.6 I can respond to symbols and signs that relate to pitch. [123]

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