



SEND SCHEME **ASSESSMENT FRAMEWORK** **SKILLS LADDERS**

Listening to and appraising music (L)	2
Playing instruments/performing (P)	3
Composing/improvising/exploring (C)	4
Singing/vocalising (S)	5





LISTENING TO AND APPRAISING MUSIC (L)

L1	Encounters and experiences different types of music.
L2	Demonstrates reflex responses to music and significant sounds.
L3	Shows brief responses to music through gesture/facial expression/stilling/body movement (if hearing impaired – responds to vibration through body, e.g. using a resonance board).
L4	Turns towards an instrument sound.
L5	Tracks a sound as it moves.
L6	Engages in listening for short periods (e.g. attentive to an adult singing to them).
L7	Responds differently to different tones/timbres of voice (e.g. soothing, playful).
L8	Enjoys songs/chants/rhymes and begins to anticipate them.
L9	Shows consistent responses to certain instrument sounds/songs/pieces of music (e.g. smiles at a familiar song, moves to a recognised piece of music).
L10	Responds to strong changes in music (e.g. becomes more animated or vocal when music becomes louder or faster).
L11	Engages with a wide range of instrument sounds and musical styles (e.g. actively listens and responds to recorded music).
L12	Expresses preferences when offered a choice of instruments (e.g. turning towards the preferred sound).
L13	Responds to a regular musical pulse (e.g. through rocking/tapping/vocalising).
L14	Can express consistent like/do not like opinions about familiar songs/pieces of music.
L15	Anticipates consistent events in music/songs (e.g. expecting a loud sound to happen).
L16	Can identify instruments by their sound (e.g. when an instrument is played out of sight).
L17	Can describe* music/changes in music in simple terms (e.g. loud, quiet, fast, slow).
L18	Can describe* the 'feeling' of a piece of music (e.g. happy, sad, scary).
L19	Can relate music to an external stimulus (e.g. sounds like a storm, sounds like a video game).
L20	Describes* music in more complex terms (e.g. how a piece of music changes or why they like/dislike a piece of music).

* Describing may be verbally, using symbols, signing or other means of communication, according to an individual's needs.



PLAYING INSTRUMENTS/ PERFORMING (P)

P1	Responds briefly to a classroom percussion instrument/other soundmaker (e.g. smiles, blinks, reaches toward).
P2	Explores sound-making objects coactively with another person.
P3	Demonstrates an awareness of change as a result of an action.
P4	Creates a sound by reaching (e.g. touching wind chimes or instruments suspended on strings).
P5	Taps or bangs on a surface to make a sound.
P6	Recalls/recognises an instrument as a sound-making object (e.g. shaking wrist bells rather than just holding or turning them over or using a sound-making toy effectively).
P7	Uses technology consistently to produce a sound (e.g. purposefully using a switch to trigger a drumbeat on several occasions).
P8	Coordinates clapping hands or brings hands together.
P9	Responds to prompts to play and stop.
P10	Remembers learned responses to specific instruments (e.g. repeating an action to make a sound on a drum over time).
P11	Holds a beater/drumstick to play an instrument.
P12	Copies simple body percussion/actions in a song or musical performance.
P13	Uses two hands to make sounds on a percussion instrument (e.g. when shaking, tapping, banging or scraping).
P14	Plays* loud/quiet or fast/slow in imitation.
P15	Recalls a sequence of actions for a song.
P16	Plays* classroom percussion instruments with control (e.g. selects which note to play when using tuned percussion).
P17	Responds to simple directions (verbal or symbols) to play loud/quiet or fast/slow.
P18	Plays* to a steady beat either on body percussion or an instrument.
P19	Copies a short pattern on an instrument (e.g. a simple rhythm on untuned percussion or a short sequence of notes on tuned percussion).
P20	Plays* a short instrumental part during a simple performance.

*Playing may be using adult support.



COMPOSING/IMPROVISING/ EXPLORING (C)

C1	Encounters a range of musical instruments and other soundmakers.
C2	Creates* sounds using a variety of instruments/soundmakers.
C3	Shows enjoyment when creating a sound themselves.
C4	Creates different effects using an instrument.
C5	Takes turns with an adult to improvise on an instrument together.
C6	Creates sounds using technology (e.g. switches, apps, soundbeams, etc.).
C7	Makes simple choices about sounds (e.g. choosing which instrument or selecting a sound effect on a tablet).
C8	Combines music with movement (e.g. dancing or waving ribbons to accompany a piece of music).
C9	Explores pitch by improvising on tuned percussion (e.g. chime bars/xylophone/desk bells).
C10	Varies tempo and/or dynamics when improvising on an instrument.
C11	Uses their singing voice creatively (e.g. varies the pitch of the voice expressively during singing games).
C12	Selects instruments to create imitative sound effects (e.g. splash, bang, marching feet).
C13	Performs a sequence of sounds in a fixed order.
C14	Responds to symbols and signs as a cue to play.
C15	Improvise in a way that reflects mood/emotion (e.g. drumming excited, angry, sleepy).
C16	Creates* a sequence of sounds using pictures/symbols (e.g. arranging five instrument pictures in the order they are to be played).
C17	Creates* a descriptive soundscape by choosing instruments that describe a theme/story.
C18	Creates* simple rhythms.
C19	Composes a short melody on tuned percussion (e.g. improvises a five-note pattern and repeats it consistently, or arranges desk bells in an order and plays them over and over).
C20	Combines words and music when improvising (e.g. chanting instead of speaking/singing a sentence).

* Creating may often be with adult support (e.g. holding instruments for pupils to interact with, or playing instruments when a pupil points to its picture).



SINGING/VOCALISING (S)

S1	Encounters a range of different singing voices (live and recorded).
S2	Shows reflex responses to voices.
S3	Responds to other voices (e.g. turning towards the source/changes in facial expression, etc.).
S4	Makes pre-vocal oral movements in response to song/music (e.g. lip/tongue movement, changes in breathing, etc.).
S5	Makes reflex/unintended vocal sounds.
S6	Listens to/shows awareness of their own voice or sound of their own breathing (e.g. through a mic or flexitube).
S7	Intentionally vocalises in response to an adult voice (e.g. turn-taking when sung to).
S8	Responds differently to a singing voice compared to a spoken voice.
S9	Vocalises in response to a musical stimulus (e.g. a song or piece of music).
S10	Consistently responds vocally to a familiar/favourite song.
S11	Makes vowel sounds of varied duration.
S12	Explores different vocal sounds for different musical activities or songs.
S13	Vocalises with a variety of pitch.
S14	Copies simple vocal sounds, including loud and quiet voices.
S15	Initiates vocal activities in music lessons (e.g. by singing part of a familiar song or pointing to a symbol or object that refers to a song).
S16	Copies a variety of sung sounds/words.
S17	Anticipates when to sing/vocalise (e.g. knowing to join in vocally at a particular place in a song /story).
S18	Imitates sounds with changing elements (e.g. changing from one vowel sound to another or rising in pitch then staying at a fixed pitch).
S19	Joins in with key words from a song (or signs).
S20	Sings a simple song following the general shape of the melody (or signs fluently).