

## Case Study: Musical outcomes within an all-subject progression pathway

This document was created to support a specific East Midlands special provision unit to create a meaningful musical **Learning Pathway** for schools that have a wide variety of pupil ability within a single classroom.

The unit is a specialist autism unit within a mainstream primary school. The school uses a system of rainbow colours to plan for progression/assessment across all subjects, using a adapted version of the '**Achievement for All**' (AFA) framework. It became clear that the AFA framework didn't offer clear progression pathways that emphasised specifically musical progression, but school policy meant that it needed to be used. In response, we adapted the framework to make as much musical sense as possible and created a sample Scheme of Work: How Does Your Garden Grow.

We did this by adapting a set of AFA statements grouped under **Key Skills, Scientific Technologies, Understanding the World around us and The Arts**. Statements in red were taken directly from EYFS Foundation Stage/ELGs. Indigo 1 & 2 and Violet 1&2 had separate designated columns of statements for 'Art' and 'Music'

To identify the progression of musical learning, the arts statements were 'sifted' and filed under 5 categories - these were chosen to best reflect the contents of the original grid:

- *Listening and responding*
- *Copying sounds on body percussion sound-makers, instruments and with voices*
- *Recognising and controlling sounds made on sound-makers and instruments, following instructions, or scores; playing with others*
- *Expressing self; creating and manipulating sounds*
- *Singing/vocalising*

This case study aims be useful to schools in a similar situation. It demonstrates the gaps and anomalies that can occur when a non-specialist progression framework is applied to music.

With thanks to curriculum consultant Sue Nicholls

Learning Categories	Yellow 1	Yellow 2	Green 1	Green 2	Blue 1	Blue 2	Indigo 1	Indigo 2	Violet 1	Violet 2
<b>Listening &amp; responding</b>	<p>Sings/vocalises whilst listening to music or playing with instruments/sound makers</p> <p>Moves while singing/vocalising whilst listening to sounds and music while playing with sound makers /instruments.</p>		Describes and/or responds to sounds and music imaginatively				(ELG) when appropriate – try to move in time with music.	Identifies the mood of a piece of music.		
<b>Copying sounds on body percussion sound-makers, instruments and with voices</b>		<p>Copies loudly, quietly, quickly and slowly.</p> <p>Listens to and imitates distinctive sounds played on a particular instrument.</p>	Copies simple rhythms.	Copies a simple musical pattern of three sounds				<p>Can clap or strike a percussion instrument mimicking a given rhythm</p> <p>Repeats short melodic phrases using voice.</p>		
<b>Recognising and controlling sounds made on sound-makers and Instruments, following instructions, or scores</b>  <b>Playing with others</b>	Aware that a sound can be started and stopped.	Stops and starts playing on request.	Plays loudly, quietly, fast and slow.	<p>Responds to requests to play faster, slower, louder, quieter.</p> <p>Follows simple scores with symbols or pictures.</p>	Keeps a steady beat	Understands and responds to words, symbols and signs that relate timbre (descriptive vocabulary), texture (thick and thin),		<p>Recognises how sounds can be made and changed</p> <p>Identifies a beat and joins in.</p> <p>Performs with</p>	Uses their body to make sounds: Loud/quiet, fast/slow, Long/short, high/low.	Makes patterns with sounds e.g. loud - quiet - loud - quiet long - short - long -

				Plays simple patterns or sequences of music.		pitch (high and low)		awareness of others.	Performs simple patterns and accompaniments, keeping to a steady pulse	short.
<b>Expressing self</b> <b>Creating and manipulating sounds</b>	Expresses self through physical actions and sounds	Creates sounds by banging, shaking, tapping or blowing.		Creates a sound to represent actions or characters.	Produces a sequence of sounds from a range of sound making objects.  Makes up rhythms.  Creates sounds, movements ... to accompany stories	Creates own simple compositions, carefully selecting sounds.  Creates simple graphic scores using pictures or symbols.  Chooses particular movements, instruments/sounds ... for their own imaginative purposes. Uses combinations of art forms e.g., moving and singing	Sings songs, makes music and dance and experiments with changing them.			Makes sounds that reflect a topic.
<b>Singing/ vocalising</b>			Joins in with favourite		Sings to self and makes up simple		(ELG) Sing a range of well-known	Uses their voice in different	Uses: high voice, middle	Uses their voice to do:

			songs through singing, signing or movement		songs.		nursery rhymes & songs; (ELG) Perform songs with others	ways, such as speaking, singing and chanting.	voice, low voice	humming, whispers, whistles.
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## **This second sheet shows the statements relating to music from the Learning Pathway, listed from Yellow 1 to Indigo 2**

### **Yellow 1**

- Aware that a sound can be started and stopped.
- Moves while singing/vocalising whilst listening to sounds and music while playing with sound makers/instruments.
- Sings/vocalises whilst listening to music or playing with instruments/sound makers
- Expresses self through physical actions and sound

### **Yellow 2**

- Copies loudly, quietly, quickly and slowly.
- Listens to and imitates distinctive sounds played on a particular instrument.
- Stops and starts playing on request.
- Creates sounds by banging, shaking, tapping or blowing.

### **Green 1**

- Uses tools, materials and simple actions with the intention to create **and represent their world**.
- Mixes colours and notices that colour can be changed.
- Joins in with favourite songs through singing, signing or movement.
- Copies simple rhythms.
- Plays loudly, quietly, fast and slow.
- **Describes and/or responds to sounds and music imaginatively**

### **Green 2**

- Responds to requests to play faster, slower, louder, quieter.
- Follows simple scores with symbols or pictures.
  - Plays simple patterns or sequences of music.
  - Copies a simple musical pattern of three sounds.
  - Creates a sound to represent actions or characters.

### **Blue 1**

- Manipulates materials to have a planned effect.
- Sings to self and makes up simple songs.
- Produces a sequence of sounds from a range of sound making objects.
- Makes up rhythms.
- Keeps a steady beat
- Makes simple compositions e.g. chooses symbols or picture cue cards, ordering them from left to right.
- **Creates sounds, movements and drawings to accompany stories**

### **Blue 2**

- Understands and responds to words, symbols and signs that relate timbre (descriptive vocabulary), texture (thick and thin), pitch (high and low)
- Creates own simple compositions, carefully selecting sounds.
- Creates simple graphic scores using pictures or symbols.
- Uses lines to enclose a space and begin to use drawing to represent actions and objects based on imagination, observation and experience
- Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes.
- Uses combinations of art forms e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping

### **Indigo 1**

- Sings songs, makes music and dance and experiments with changing them.

### ***ELG- Being Imaginative and Expressive:***

- ***Sing a range of well-known nursery rhymes and songs;***
- ***Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.***

### **Indigo 2**

- Recognises how sounds can be made and changed.
- Can clap or strike a percussion instrument mimicking a given rhythm.
- Uses their voice in different ways, such as speaking, singing and chanting.
- Performs with awareness of others.
- Repeats short melodic phrases using voice.
- Identifies a beat and joins in.
- Identifies the mood of a piece of music.

### **Violet 1**

- Uses their body to make sounds: Loud/quiet, fast/slow, Long/short, high/low.
- Uses: high voice, middle voice, low voice.
- Performs simple patterns and accompaniments, keeping to a steady pulse.

### **Violet 2**

- Uses their voice to do: humming, whispers, whistles.
- Claps or strikes a percussion instrument mimicking a given rhythm to some.
- Makes patterns with sounds e.g. loud - quiet - loud - quiet long - short - long - short.
- Makes sounds that reflect a topic.