

The 'Me' Framework of Wider Development based on Sounds of Intent: Assessment Schedule

Level	'Me' dimension	Main descriptor	Having a go	Got it!	Taking things further
2	Me: my body	Connects movement with sound	Shows awareness of self through making vocal sounds or through making own body sounds or through making sound by interacting with the environment	Shows awareness of self in <i>two</i> different ways: through making vocal sounds and/or through making own body sounds and/or through making sound by interacting with the environment	Shows awareness of self in at least <i>three</i> different ways: through making vocal sounds and/or through making own body sounds and/or through making sound by interacting with the environment
3	Me: my body	Connects repeated or uniform movement with simple patterns in sound	Shows awareness of self by moving in response to a pattern or regular change in sound or through making a pattern of sounds through a repeated action or through a controlled movement that produces a regular change in sound (eg strumming a guitar)	Shows awareness of self by moving in response to a pattern or regular change in sound and through making a pattern of sounds through a repeated action or through a controlled movement that produces a regular change in sound (eg strumming a guitar)	Shows awareness of self by moving in response to a pattern and regular change in sound and through making a pattern of sounds through a repeated action and through a controlled movement that produces a regular change in sound (eg strumming a guitar)
4	Me: my body	Connects short sequences of different movements with particular musical motifs	Makes an appropriate physical gesture in response to its physical correlate (such as 'left, right' from <i>Soundabout Tracks: Motifs</i>) or makes the necessary physical actions to sing or play a motif	Makes an appropriate physical gesture in response to its physical correlate (such as 'left, right' from <i>Soundabout Tracks: Motifs</i>) and makes the necessary physical actions to sing or play a motif	Makes <i>at least two</i> appropriate physical gestures in response to their physical correlates (such as 'left, right' and 'up and down' from <i>Soundabout Tracks: Motifs</i>) and makes the necessary physical actions to sing or play <i>at least two</i> motifs
2	Me: my thoughts and feelings	Connects feelings with sound	Shows awareness of self through responding emotionally to sound or by expressing emotions through sound	Shows awareness of self through responding emotionally to sound and by expressing emotions through sound	Shows awareness of self through responding emotionally to sound in <i>two or more</i> different ways and by expressing <i>two or more</i> emotions through sound
3	Me: my thoughts and feelings	Connects emotional uniformity or change with simple patterns in sound	Responds emotionally to a pattern of repeated sounds or through a regular change in sound or expresses emotions through repetition or regular change in sound	Responds emotionally to a pattern of repeated sounds or through a regular change in sound and expresses emotions through repetition or regular change in sound	Responds emotionally to a pattern of repeated sounds and through a regular change in sound and expresses emotions through repetition and regular change in sound
4	Me: my thoughts and feelings	Connects distinct emotional states with particular musical motifs	Responds to a musical motif with an associated text such as 'happy' from <i>Soundabout Tracks: Motifs</i> or expresses an emotion through singing or playing such a motif	Responds to a musical motif with an associated text such as 'happy' from <i>Soundabout Tracks: Motifs</i> and expresses an emotion through singing or playing such a motif	Responds to <i>two or more</i> musical motifs with associated texts such as 'happy' and 'sad' from <i>Soundabout Tracks: Motifs</i> and expresses <i>two or more</i> emotions through singing or playing such motifs
2	Me, you and other people	Is aware of others through sound	Shows awareness of another person through the sounds they make or through the impact of own sound-making on someone else	Shows awareness of another person through the sounds they make and through the impact of own sound-making on someone else	Shows awareness of <i>two or more</i> other people through the sounds they make and through the impact of own sound-making on <i>two or more</i> other people
3	Me, you and other people	Is aware of others' thoughts and feelings through imitation in sound	Develops an understanding of another person's thoughts and feelings through copying their sounds or an awareness that another person understands and empathises with self by copying sounds made by self	Develops an understanding of another person's thoughts and feelings through copying their sounds and an awareness that another person understands and empathises with self by copying sounds made by self	Develops an understanding of at least <i>two</i> other people's thoughts and feelings through copying their sounds and an awareness that at least <i>two</i> other people understand and empathise with self by copying sounds made by self
4	Me, you and other people	Identifies and communicates with others through particular musical motifs	Is aware that a distinctive fragment of music (a 'motif') with an associated text can be used to identify people and convey their thoughts and feelings or uses a musical motif (eg from <i>Soundabout Tracks: Motifs</i>) to communicate with others	Is aware that a distinctive fragment of music (a 'motif') with an associated text can be used to identify people and convey their thoughts and feelings and uses a musical motif (eg from <i>Soundabout Tracks: Motifs</i>) to communicate with others	Is aware that <i>two or more</i> distinctive fragments of music ('motifs') with associated texts can be used to identify people and convey their thoughts and feelings and uses <i>two or more</i> musical motifs (eg from <i>Soundabout Tracks: Motifs</i>) to communicate with others
2	Me and my world	Is aware of the world through sound	Starts to become aware of the environment through the sounds that an object can make or through the sounds that can be caused by interacting with an object (eg by hitting or shaking it)	Develops further awareness of the environment through the sounds that an object can make and through the sounds that can be caused by interacting with an object (eg by hitting or shaking it)	Develops still further awareness of the environment through the sounds that <i>two or more</i> objects can make and through the sounds that can be caused by interacting with <i>two or more</i> objects (eg by hitting or shaking them)
3	Me and my world	Is aware of orderliness in the world through simple patterns in sound	Becomes aware of the similarities in objects through the similar sounds that they make (helping form a single category or concept) or grasps how <i>one</i> type of regular change in sound can relate to regularity in the environment (such as a sound-making object appearing to be louder the nearer it gets), either through observation or proactive engagement	Becomes aware of the similarities in objects through the similar sounds that they make (helping form a single category or concept) and grasps how <i>one</i> type of regular change in sound can relate to regularity in the environment (such as a sound-making object appearing to be louder the nearer it gets), either through observation or proactive engagement	Becomes aware of the similarities in objects through the similar sounds that they make (helping form a single category or concept) and grasps how <i>one</i> type of regular change in sound can relate to regularity in the environment (such as a sound-making object appearing to be louder the nearer it gets), either through observation and proactive engagement
4	Me and my world	Associates key information about the world with particular musical motifs	Is aware that a distinctive fragment of music (a 'motif') with an associated text can be used to convey information about the world around, such as 'What is it?' in <i>Soundabout Tracks: Motifs</i> or uses such a motif to communicate own understanding of the world	Is aware that a distinctive fragment of music (a 'motif') with an associated text can be used to convey information about the world around, such as 'What is it?' in <i>Soundabout Tracks: Motifs</i> and uses such a motif to communicate own understanding of the world	Is aware that at least <i>two</i> distinctive fragments of music ('motifs') with associated texts can be used to convey information about the world around, such as 'What is it?' in <i>Soundabout Tracks: Motifs</i> and uses at least <i>two</i> such motifs to communicate own understanding of the world