



Comparison with the 'P-Levels' for Music

P-Scales for Music and Sounds of Intent



P-Scales for Music and Sounds of Intent

[Communicating about instruments is not a musical skill!]

P4 Pupils use single words, gestures, signs, objects, pictures or symbols to communicate about familiar musical activities or name familiar instruments. **With some support, they listen and attend to familiar musical activities and follow and join in familiar routines. They are aware of cause and effect in familiar events, for example, what happens when particular instruments are shaken, banged, scraped or blown, or that a sound can be started and stopped or linked to movement through a sound beam.** They begin to look for an instrument or noisemaker played out of sight. **They repeat, copy and imitate actions, sounds or words in songs and musical performances.**

(R.3) ? (R.4)
[Not enough musical description to go on!]

(P.3) ? (P.4)

[Not enough musical description to go on!]

(R.2)

(I.3)

[Could mean anything!]
(I.3) ? (I.4) ? (I.5)

[Communicating about playing is not a musical skill]

[Recognising what instruments look like is not a musical skill]

[Communicating about playing is not a musical skill]

P5 Pupils take part in simple musical performances. They respond to signs given by a musical conductor, for example, to start or stop playing. They pick out a specific musical instrument when asked, for example, a drum or a triangle. **They play loudly, quietly, quickly and slowly in imitation.** They play an instrument when prompted by a cue card. **They listen to, and imitate, distinctive sounds played on a particular instrument.** They listen to a familiar instrument played behind a screen and match the sound to the correct instrument on a table.

(I.3)

[Recognising what instruments look like is not a musical skill, though there could be elements of R.2 here]

[Could mean anything!]
(I.2) ? (I.3) ? (I.4) ? (I.5)

[Not enough information]
(I.4)?

P6 Pupils respond to other pupils in music sessions. They join in and take turns in songs and play instruments with others. **They begin to play, sing and move expressively in response to the music or the meaning of words in a song. They explore the range of effects that can be made by an instrument or sound maker. They copy simple rhythms and musical patterns or phrases. They can play groups of sounds indicated by a simple picture or symbol-based score.** They begin to categorise percussion instruments by how they can be played, for example, striking or shaking.

(P.2)

[Don't have to be notated]
(P.4)

[Not enough information]
(P.4) ? (P.5)

(I.4)

[Not a musical skill]

[Could mean anything!]
(R.3) ? (R.4) ? (R.5)

[Not a musical skill]

[Could mean anything!]
(P.3) ? (P.4) ? (P.5)

P7 Pupils listen to music and can describe music in simple terms, for example, describing musical experiences using phrases or statements combining a small number of words, signs, symbols or gestures. They respond to prompts to play faster, slower, louder, softer. They follow simple graphic scores with symbols or pictures and play simple patterns or sequences of music. Pupils listen and contribute to sound stories, are involved in simple improvisation and make basic choices about the sound and instruments used. **They make simple compositions, for example, by choosing symbols or picture cue cards, ordering them from left to right, or making patterns of sounds using computer software.**

[Don't have to be notated]
(P.4)

[Don't have to be notated]
(P.5)?

(P.4)

[Too vague]
(R.4) ? (R.5)

[Not musical skills]

(P.5)?

[Not a musical skill]

[Too vague]
(P.3) ? (P.4) ? (P.5)

[Not a musical skill]

P8 Pupils listen carefully to music. They understand and respond to words, symbols and signs that relate to tempo, dynamics and pitch, for example, faster, slower, louder, higher, and lower. **They create their own simple compositions, carefully selecting sounds.** They create simple graphic scores using pictures or symbols. They use a growing musical vocabulary of words, signs or symbols to describe what they play and hear, for example, fast, slow, high, low. **They make and communicate choices when performing, playing, composing, listening and appraising, for example, prompting members of the group to play alone, in partnerships, in groups or all together.**

Commentary

Set against the Sounds of Intent framework, it is evident that the P-Scales for music have

(a) omissions

(b) errors

(c) a good deal of material that does not relate directly to musical skills

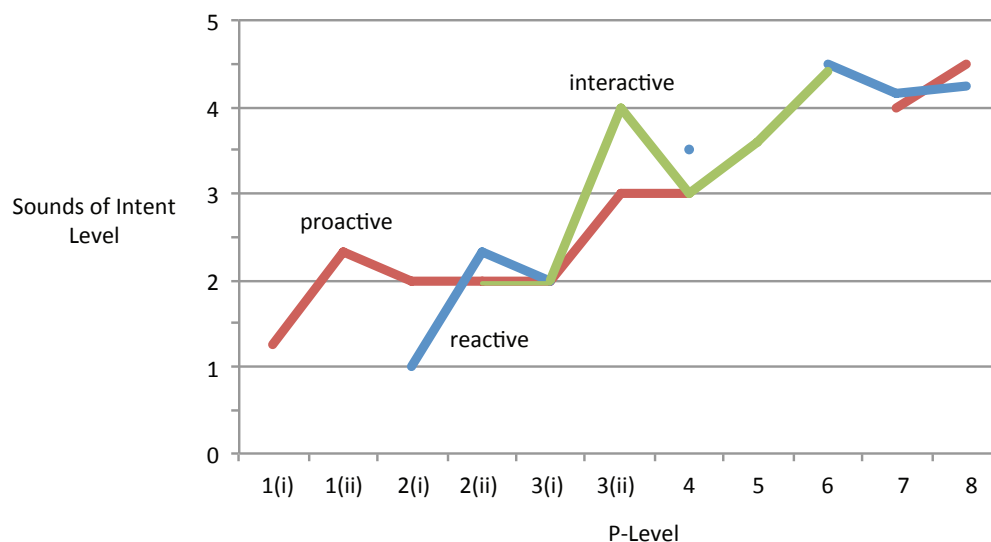
Nonetheless, analysis of the data shows a surprisingly close correlation.

Taking the analysis on pp. 1 and 2, gives the following comparative scores:

P-Level	Sol R	Sol P	Sol I
1(i)	1,1,1,2	1	–
1(ii)	2,2,3	–	–
2(i)	2,2,2	1	–
2(ii)	2	2,2,3	2
3(i)	2,2	2,2	2
3(ii)	2,4	–	4
4	2,3,4	3,4	3
5	–	–	3,3,3,4,5
6	–	4,5	2,3,4,4,4,5
7	3,4,5	3,4,4,4,5,5	–
8	4,5	3,4,5,5	–

As averages:

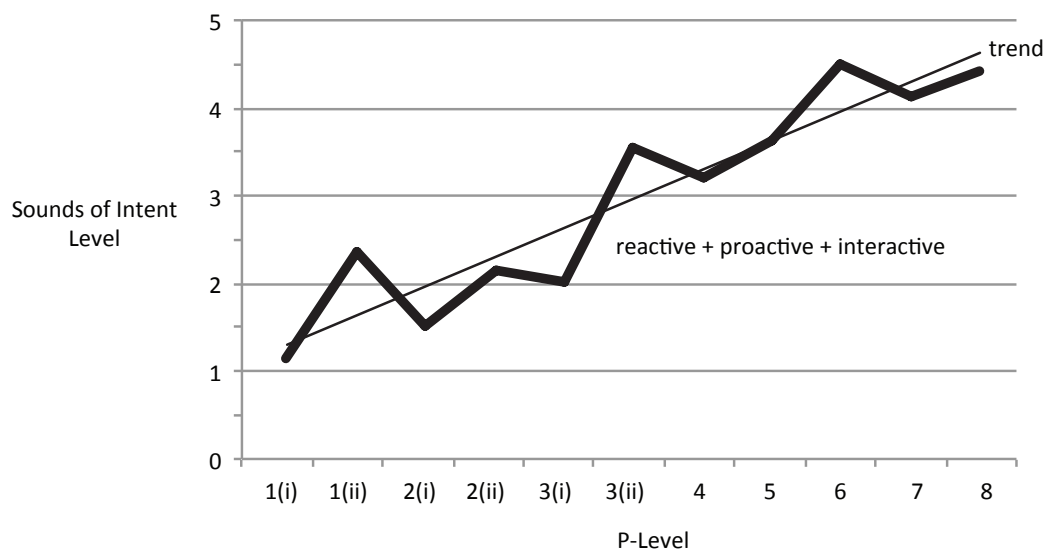
P-Level	Sol R	Sol P	Sol I
1(i)	1.25	1.00	
1(ii)	2.33		
2(i)	2.00	1.00	
2(ii)	2.00	2.33	2.00
3(i)	2.00	2.00	2.00
3(ii)	3.00		4.00
4	3.00	3.50	3.00
5			3.60
6		4.50	4.40
7	4.00	4.17	
8	4.50	4.25	



Comparison of Sounds of Intent and P-Levels (music)

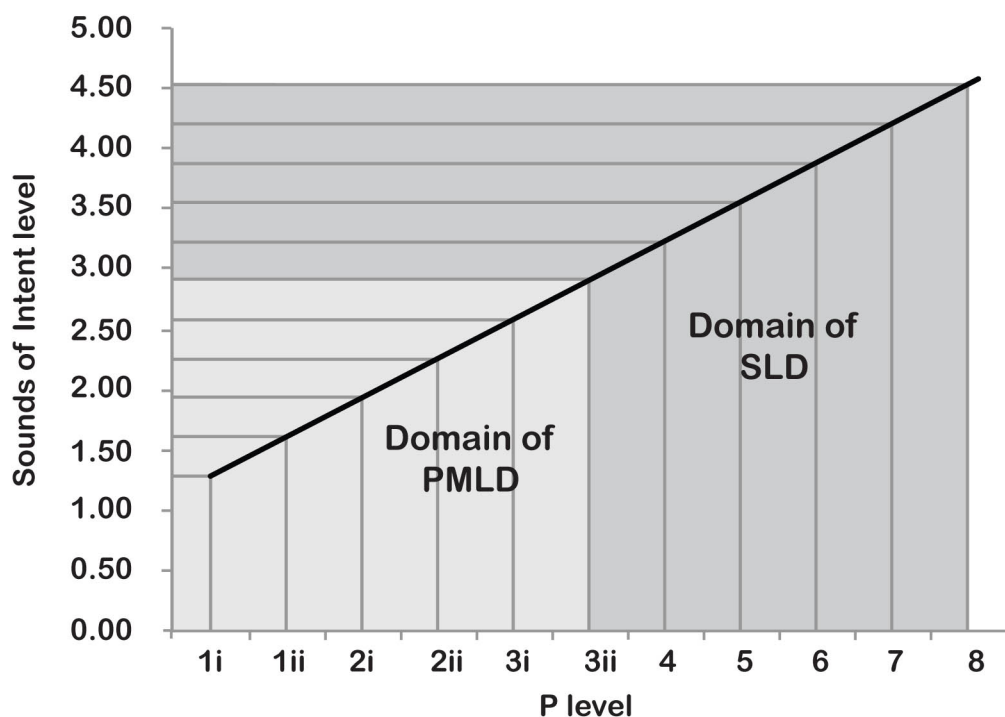
Taking means of all three domains:

P-Level	1(i)	1(ii)	2(i)	2(ii)	3(i)	3(ii)	4	5	6	7	8
Sol level	1.13	2.33	1.50	2.11	2.00	3.50	3.17	3.60	4.45	4.08	4.38



Comparison of Sounds of Intent and P-Levels (music)

Read across by PMLD/SLD and level by level ...



P level	1i	1ii	2i	2ii	3i	3ii	4	5	6	7	8
Sol level	1-2		2-3			3-4		4-4.5			

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