

# Performance Descriptors in Music for children with Learning Difficulties

The performance descriptions outline early learning and attainment before level 1 in 8 levels, from P1 to P8

The performance descriptions can be used by teachers in the same way as the National Curriculum level descriptors to:

- Decide which descriptor best fits a pupil's performance over a period of time and in different context.
- Develop or support more focussed day to day approaches to ongoing teacher assessment by using the descriptions to refine and develop long, medium and short term planning.
- Track linear progress towards attainment at National Curriculum level 1
- Identify lateral progress by looking for related skills at similar levels across their Subjects
- Record pupils overall development and achievement, for example, at the end of a year or a key stage.

The performance descriptions for P1 – 3 are common across all subjects. They outline the types and range of general performance that pupils with learning difficulties might characteristically demonstrate.

From level P4 to P8, many believe it is possible to describe pupils' performance in a way that indicates the emergence of skills, knowledge and understanding in music.

More information can be found at the following web site:

[www.nc.uk.net/1d/Mu\\_perf.html](http://www.nc.uk.net/1d/Mu_perf.html)

No Need For Words – Special Needs in Music Education – NAME

[WWW.name.org.uk](http://WWW.name.org.uk)

IBSN 0 – 9505789

## Performance descriptions in Music for pupils with learning difficulties

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, e.g. <i>what happens when particular instruments are shaken, banged, scraped or blown.</i>	
	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.	
P5	Pupils take part in simple musical performances. They respond to signs given by the conductor, e.g. <i>to start and stop</i>	
	They pick out a specific musical instrument when <i>asked. e.g. a drum or a triangle</i>	
	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.	
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 <i>e.g. striking or shaking</i>	
P7	Pupils listen to music and can describe music in simple terms <i>e.g. describing musical experiences using phrases or statements combining a small number of words, signs, symbols, or gestures</i>	
	They respond to prompts to play faster, slower, louder, and 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, e.g. by choosing symbols or picture cue cards, ordering them from left to right, or making a patterns of sounds using computer software.	
P8	Pupils listen carefully to music	
	They understand and respond to words, symbols and signs that relate to tempo, dynamics and pitch, <i>e.g. faster, slower, louder, higher and lower.</i>	
	They create their own simple compositions, carefully selecting sounds.	
	They use a growing musical vocabulary of words, signs or symbols to describe what they play and hear, <i>e.g. fast, slow, high, low</i>	
	They make and communicate choices when performing, playing, composing, listening and appraising <i>e.g. prompting members of the group to play alone, in partnerships, in groups or all together</i>	