

Music Scheme of Work based on Sounds of Intent

An inclusive framework of musical engagement

Sounds of Intent is a model of musical development that sets out how we all engage with music, from children in the early years to older people with dementia, from those with profound learning difficulties who are still learning to process sound, to others who are regarded as advanced musicians in their culture.

Sounds of Intent Framework (SOI Framework)

Sounds of Intent identifies six levels of musical engagement that occur sequentially in human development. Their usual age of occurrence is shown below, together with the levels of disability likely to be associated with each form of musical engagement in older children, young people and adults.

Level	Name	Description	Age of 'neurotypical' occurrence	Associated level of disability
1	learning to hear	before hearing gets going	prior to three months before birth	coma or vegetative state; the most profound learning difficulties
2	sounds interesting	sound is heard or made as a purely sensory experience	from three months before birth to around nine months	profound learning difficulties
3	copy me copy you	recognising simple patterns: anticipating and copying	from around nine months to around 15 months	severe or profound learning difficulties; may include autism
4	bits of pieces	hearing and creating groups of sounds as meaningful units of musical information, such as ringtones, motifs and riffs	from around 15 months to around 33 months	moderate or severe learning difficulties; may include autism
5	whole songs	intuitively understanding simple musical structures; singing short songs in time and in tune; playing relatively simple pieces	from around 33 months onwards	moderate or severe learning difficulties; may include autism
6	the wider world of music	appreciating music in a mature way as a language of the emotions; performing persuasively within a familiar culture, potentially at an advanced level	in the teenage years	moderate or severe learning difficulties; may include autism

These levels should not be thought of as 'stages', in which one set of abilities replaces another; rather, each level builds on those that precede as children grow up and adults with learning difficulties mature. Typically, people engage with music at several different levels at once: listening to the quality of the sounds that are made; intuitively picking up on moment-to-moment patterns, and hearing how notes form recognisable groups; following the narratives of pieces as a whole as they unfold in time, and being aware of their place in a wider musical culture.

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Domains

In addition to these six levels, Sounds of Intent identifies three different ways in which people engage with music, called 'domains'. These are 'reactive', 'proactive' and 'interactive', and are consistently colour-coded as follows:

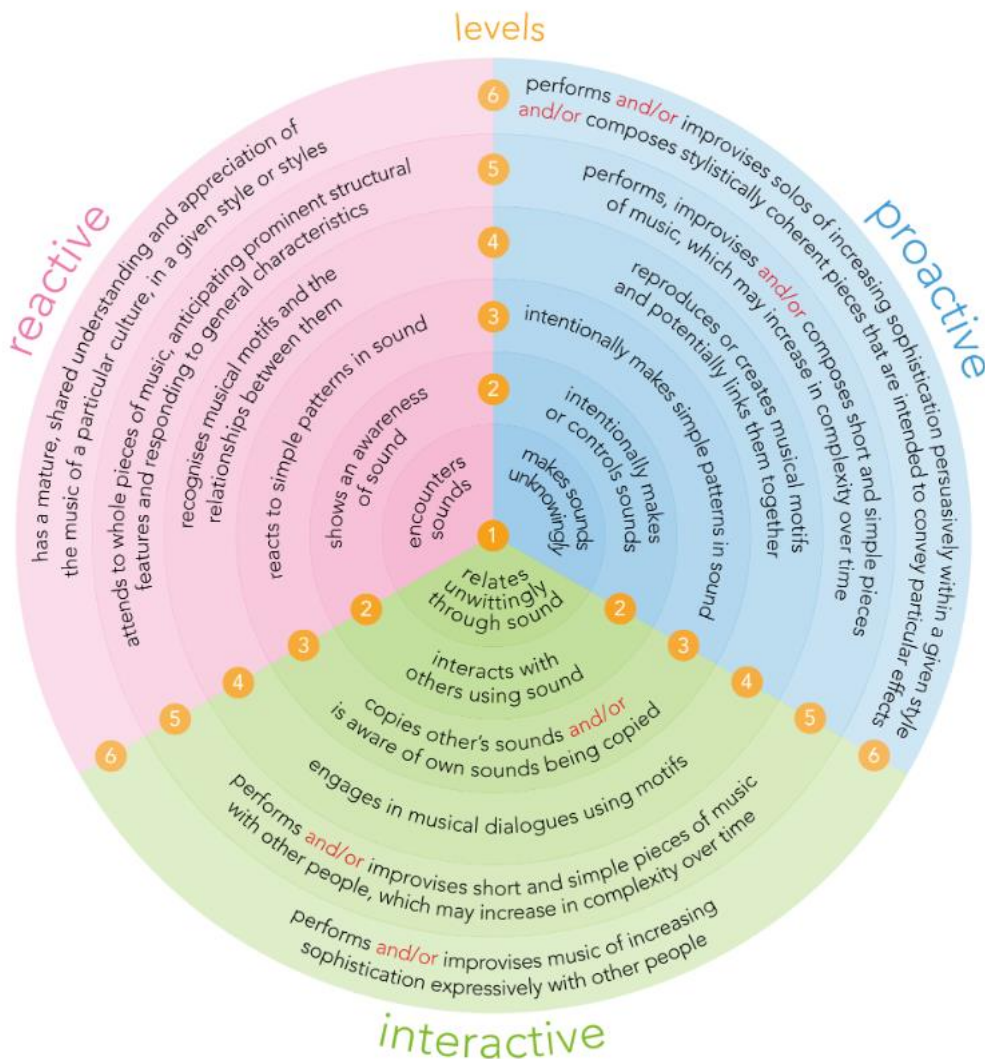
Domain	Abbreviation	Description
reactive	R	listening and responding to sounds and music
proactive	P	making sounds, singing and playing alone
interactive	I	making sounds and music with other people

Circular Figure

Mapping these three domains onto the six levels yields eighteen 'headlines' of musical engagement. These can be represented as segments in concentric circles, as shown in the figure below. The expanding circles are intended as a metaphor for musical growth, moving from individuals with little or no awareness of themselves at the centre to sophisticated cultural participants at the outer ring.

Each segment breaks down into four more detailed 'elements', labelled 'A', 'B', 'C' and 'D', to help gauge an individual's capacity to engage with music (through formative assessment) and to plan activities accordingly.

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The Sounds of Intent Framework of Musical Development

Music in EYFS

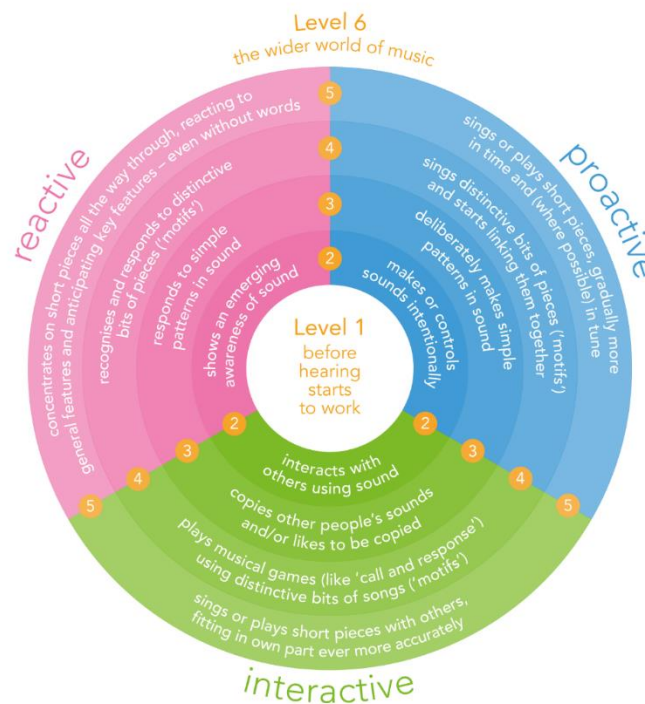
Our vision is to develop well rounded, confident and responsible individuals who aspire to achieve their full potential. We will do this by providing a welcoming, happy, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated. The EYFS vision is reflective of the whole school values of child centred, aspirational, innovation, togetherness and communication and used to support the overarching principles set out in the EYFS statutory framework the unique child, positive relationships, enabling environments with teaching and support from adults, and the importance of learning and development. Villa Real School EYFS are child centred to provide the best possible start in life and the support that enables them to fulfil their potential, from whatever their unique starting points may be. We offer bespoke, personalised, inclusive, enabling environments within which the children can learn, develop and take risks to further enhance their independence. Staff promote a love of learning through our engaging topic-

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based curriculum. We create both indoor and outdoor environments that foster personal, social and emotional development appropriate for all. Villa Real School EYFS is both aspirational and realistic, fostering a 'can do' approach to all areas of development, with open expectations – there is no limit to what the children and staff can achieve. We foster good self-esteem through focusing on what the children can do with some support today, allowing the staff to withdraw gradually, to allow them to achieve more with greater independence over time. The children make excellent progress, taking into account their different developmental starting points and learn at different rates due to the responsive and aspirational nature of the teaching delivered. Villa Real School EYFS are innovative and champion new initiatives that will positively impact the learning of our children, the knowledge and ability of our staff and support for the parents and wider community. EYFS staff push 3 boundaries in order to develop dynamic and creative solutions, sharing knowledge, research and resources to best meet the needs of the children. Villa Real School EYFS staff model and promote the learning of 'togetherness'. The staff within the key stages are flexible and share their own areas of expertise with one another to the benefit of all. We pride ourselves on our equality and diversity practices, where all are valued, welcomed and supported.

Sounds of Intent In EYFS

Sounds of Intent in the Early Years' developed as a natural extension of the main Sounds of Intent project in the second decade of the 21st century.

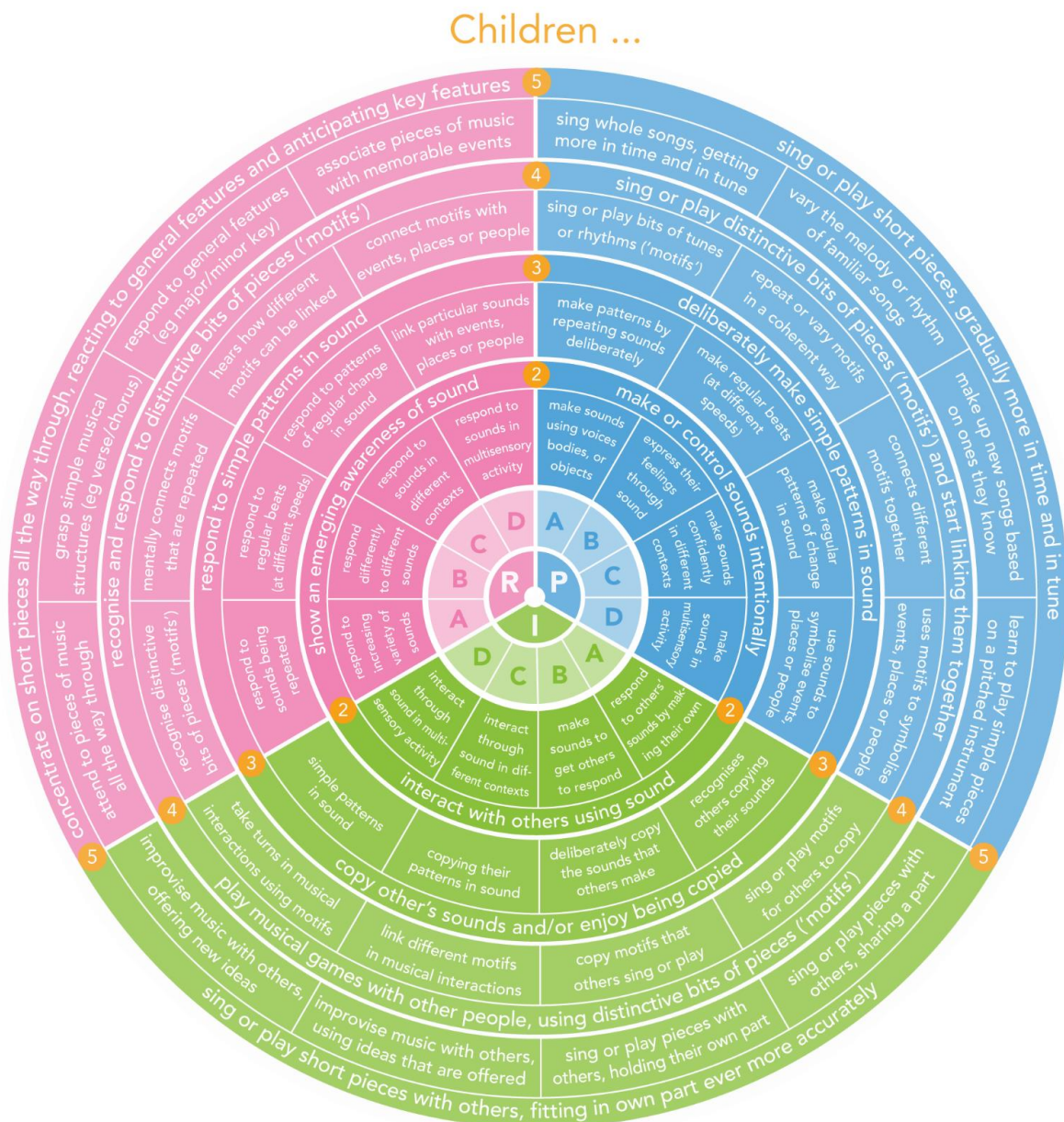


The Sounds of Intent in the Early Years Framework of Musical Development

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The Sounds of Intent in the Early Years Framework can be represented as a set of concentric circles that map precisely onto Levels 2-5 of the original; the concepts described in each segment are the same, though the language is changed somewhat to reflect the different context.

The four elements that apply to each of the main descriptors are captured in an expanded version of this figure.



The Sounds of Intent in the Early Years Framework of Musical Development with Detailed Elements

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From KS1 to KS3, pupils access music who are on Pathway 3. Pupils on Pathway 2 access music through sensory therapeutic approaches following the Interactive, proactive and Reactive approaches. Across the curriculum pupils will develop and explore a wide range of skills such as: Pulse and rhythm; duration; tempo; dynamics; timbre; performance skills; active listening & appraising music; song structure; composition; improvisation; recording & working together.

Key Stage 1- Rolling Programme of Topics

Year	Autumn	Spring	Summer
Festivals & celebrations	Halloween, Bonfire Night, Harvest, Diwali (Hinduism), Hannukah festival of light (Judaism), Christmas	Valentine's Day, Chinese New Year, Holi festival of colours (Hinduism), Mother's Day, Easter	Father's Day, Wesak (Buddhism), Eid (Islam)
2024-2025	<i>Festivals and Friendship</i> Exploring sounds Dynamics (Loud/Quiet) Active listening Genre: Folk & Classical	<i>Woodland and traditional tales</i> Exploring duration. Duration (Long/short) Genre: Folk music & Jazz	<i>Out an about, music around the world</i> Exploring pulse. Pulse (Fast/Slow) Genre: Reggae & Jazz
2025-2026	<i>Our selves and others</i> Exploring rhythm Tempo (Lento vs Presto) Performance Genre: Classical & Pop	<i>Living things</i> Exploring pitch Dynamics (Loud/Quiet) Improvisation Genre: Pop & Gospel	<i>Holidays</i> Exploring duration. Duration (Long/short) Genre: Rock & Gospel
2026-2027	<i>Festivals and celebrations</i> Pitch (High/Low) Genre: Bollywood & Gospel	<i>Colour and light</i> Structure Tempo (Fast/Slow) Genre: Indian & Blues	<i>Around the world</i> Duration (Long/short) Composition Genre: Blues & Samba
2027-2028	<i>Colour and light</i> Form and structure Dynamics (Loud/Quiet) Genre: Samba & Indie	<i>Fairy tails</i> Duration (Long/short) Genre: Indie & Western	<i>Travelling around</i> Tempo (Fast/Slow) Performance Genre: Western & African

By the end of KS1 pupils have explored with their voices, played tuned and untuned instruments, listened to a high quality live and recorded music, and experiment with, create, select and combine sounds using their inter-related dimensions of music. Adapted from National Curriculum March 21.

Musical genres to contrast each term and enrich musical experience. To extend knowledge, include musical of important festivities and celebrations related to that term.

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Key Stage 2 - Rolling Programme of Topics

Year	Autumn	Spring	Summer
Festivals & celebrations	Halloween, Bonfire Night, Harvest, Diwali (Hinduism), Hannukah festival of light (Judaism), Christmas	Valentine's Day, Chinese New Year, Holi festival of colours (Hinduism), Mother's Day, Easter	Father's Day, Wesak (Buddhism), Eid (Islam)
2024-2025	<i>Festivals</i> Dynamics (Loud/Quiet) Performance Genre: Blues & Pop	<i>Woodland adventures</i> Duration (Long/short) Genre: Asian & Folk (UK)	<i>At the seaside</i> Tempo (Fast/Slow) Improvisation Genre: African & Cuba
2025-2026	<i>Friendship</i> Dynamics (Loud/Quiet) Improvisation Genre: Indie & Jazz	<i>Water Blues</i> Dynamics (Loud/Quiet) Genre: Disco & Blues	<i>Broadway</i> Tempo (Fast/Slow) Genre: Reggae & Gospel
2026-2027	<i>The big screen (films)</i> Dynamic (high/low) Structure Genre: Classical & Rock	<i>Musicals</i> Tempo (Fast/Slow) Improvisation Genre: Bollywood & Western	<i>The journey</i> Tempo (Fast/Slow) Composition Genre: Calypso & Pop
2027-2028	<i>Rainbow Rag</i> Pitch (High/low) Structure (beginning/end) Genre: Jazz & Folk	<i>Festivals</i> Form and structure Performance Genre: Asian & Bollywood	<i>Musicals</i> Duration (Long/short) Mood (happy/sad/angry, etc) Genre: Indie & Funk

By the end of KS2 pupils have played and perform solo and ensemble contexts, using their voices and instruments; improvise and compose music for a range of purposes; listen and begin to recall sounds, begin to understand musical notations; appreciate and understand a high quality live and recorded music from different traditions, composers and musicians and become familiar with history of music. Adapted from National Curriculum March 21.

Musical genres to contrast each term and enrich musical experience. To extend knowledge, include musical of important festivities and celebrations related to that term.

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Key Stage 3- Rolling Programme of Topics

Year	Autumn	Spring	Summer
Festivals & celebrations	Halloween, Bonfire Night, Harvest, Diwali (Hinduism), Hannukah festival of light (Judaism), Christmas	Valentine's Day, Chinese New Year, Holi festival of colours (Hinduism), Mother's Day, Easter	Father's Day, Wesak (Buddhism), Eid (Islam)
2024-2025	<i>Friendship</i> Pitch (high/low) Mood (happy/Sad/Angry) Genre: Blues & Rock	<i>Urban rap</i> Duration (Long/Short) Timbre (Rough/Smooth) Genre: Rap & Pop	<i>Out and about</i> Tempo (Fast/Slow) Structure (Beginning/End) Genre: African & Calypso
2025-2026	<i>The big screen (films)</i> Pitch (high/low) Mood (happy, sad, angry, etc) Genre: Jazz & Pop	<i>Woodland</i> Duration (Long/short) Timbre (rough/smooth) Genre: Folk & Disco	<i>Farm Reggae</i> Tempo (Fast/Slow) Structure (Beginning/end) Genre: Reggae & Country
2026-2027	<i>Festivals and celebrations</i> Tempo (Fast/Slow) Mood (happy, sad, angry, etc) Genre: Indie & Gospel	<i>Spring serenade</i> Tempo Pitch (high/low) Genre: Classical & Jazz	<i>Summer Jig</i> Form and structure Composition Genre: Folk & African
2027-2028	<i>Musicals</i> Tempo (Fast/Slow) Form and structure Genre: Classical & Western	<i>Animal magic: exploring descriptive sounds</i> Timbre Pulse Improvisation Genre: Folk & Blues	<i>Computer Chip Rock</i> Rhythm Dynamic Genre: Rock & Electronic

By the end of KS3 pupils have played and perform solo and ensemble contexts, using their voices and instruments with increasing confidence; improvise and compose music for a range of purposes, exploring musical structures, styles genres and traditions; listen and begin to recall sounds; appreciate and understand a high quality live and recorded music from different traditions, composers and musicians and become familiar with history of music. Adapted from National Curriculum March 21.

Musical genres to contrast each term and enrich musical experience. To extend knowledge, include musical of important festivities and celebrations related to that term.

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KS4 & KS5

From Ks4 and KS5 pupils will have the choice to take part in music and musical performances sessions.

If pupils are on Pathway 2 on Ks4, their access to music would be through therapeutic and exploratory processes. Pathway 3 pupils on KS4 can choose to opt in to the following units

- Using the Internet as a Medium for Music. Entry Level 3
- Exploring Music. Entry Level 1
- Exploring Music. Entry Level 2
- Exploring Performance. Entry Level 1

Pathway 4 is for all pupils in KS5 who will complete their choices booklet in order to access music and performance if that is an area, they are interested in. This can be for leisure purposes as well as college or employment