

***Sounds of Intent* assessment**

Please indicate which descriptor or descriptors most accurately reflect the child's level of engagement with music
For further information go to www.soundsofintent.org or email Adam Ockelford, a.ockelford@roehampton.ac.uk

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| Level 1 | <u>Has no observable engagement with sound (including music)</u> |
| <i>Reactive</i> | Encounters sounds, but shows no observable response |
| <i>Proactive</i> | Any sounds that are made are accidental or incidental |
| <i>Interactive</i> | Any interaction through sound is unintentional and unnoticed |
| Level 2 | <u>Engages with sound (including music) in a purely sensory way</u> |
| <i>Reactive</i> | Shows an emerging awareness of sound, but with no sense of anticipation |
| <i>Proactive</i> | Makes or controls sounds intentionally, but with no sense of pattern |
| <i>Interactive</i> | Interacts with others using sound, but with no sense of imitation |
| Level 3 | <u>Engages with simple patterns in sound (including music)</u> |
| <i>Reactive</i> | Responds to simple patterns in sound, made through repetition or regularity |
| <i>Proactive</i> | Intentionally makes simple patterns in sound through repetition or regularity |
| <i>Proactive</i> | Interacts through imitating others' sounds, or through recognising self being imitated |
| Level 4 | <u>Engages with short chunks of music such as motifs, hooks and riffs</u> |
| <i>Reactive</i> | Recognises and responds to distinctive groups of musical sounds (such as motifs, hooks and riffs) and the relationships between them (as in 'call and response') |
| <i>Proactive</i> | Creates or recreates distinctive groups of musical sounds and links them coherently |
| <i>Interactive</i> | Engages in dialogues using distinctive groups of musical sounds |
| Level 5 | <u>Engages with short, simple pieces of music as a whole (comparable to Grades: Initial, 1, 2, 3, 4, 5)</u> |
| <i>Reactive</i> | Attends to whole pieces; recognises and anticipates prominent structural features (such as the choruses of songs); responds to general characteristics such as tempo and mode |
| <i>Proactive</i> | Creates or recreates short, simple pieces of music, increasingly in time and (where relevant) in tune |
| <i>Interactive</i> | Performs and/or improvises short, simple pieces of music with others |
| Level 6 | <u>Engages in a mature way with music of a given culture (comparable to Grades: 6–8 and above)</u> |
| <i>Reactive</i> | Shows a mature understanding of music of a given style or culture, engaging with as abstract narratives in sound of increasing length and complexity |
| <i>Proactive</i> | Seeks to communicate through mature, expressive performance, with increasing levels of technical competence; may create pieces that are intended to convey particular effects |
| <i>Interactive</i> | Makes music expressively with others, with a widening repertoire, potentially in a range of styles |