TRINITY
COLLEGE LONDON

Learning outcomes and assessment criteria

Entry Level 1–2

Entry level 1 (Sounds of Intent level 2)

Domain	Learning outcome	Assessment criteria: **Emerging**	Assessment criteria: **Achieving**	Assessment criteria: **Excelling**
Reactive	Shows an awareness of sound	Consistently reacts to *one* type of sound	Consistently reacts to *two* types of sound	Consistently reacts to at least *three* types of sound
Proactive	Intentionally makes or controls sound	Intentionally makes or causes *one* type of sound	Intentionally makes or causes *two* different types of sound in *two* different ways	Intentionally makes or causes *three or more* different types of sound in *three or more* different ways
Interactive	Interacts with others using sound	Responds to *one* type of sound by making a sound **or** makes *one* type of sound expecting a sound to be made in response	Responds to *one* type of sound by making a sound **and** makes *one* type of sound expecting a sound to be made in response	Responds to *two or more* types of sound by making sounds **and** makes *two or more* types of sound expecting sounds to be made in response

Entry level 2 (Sounds of Intent level 3)

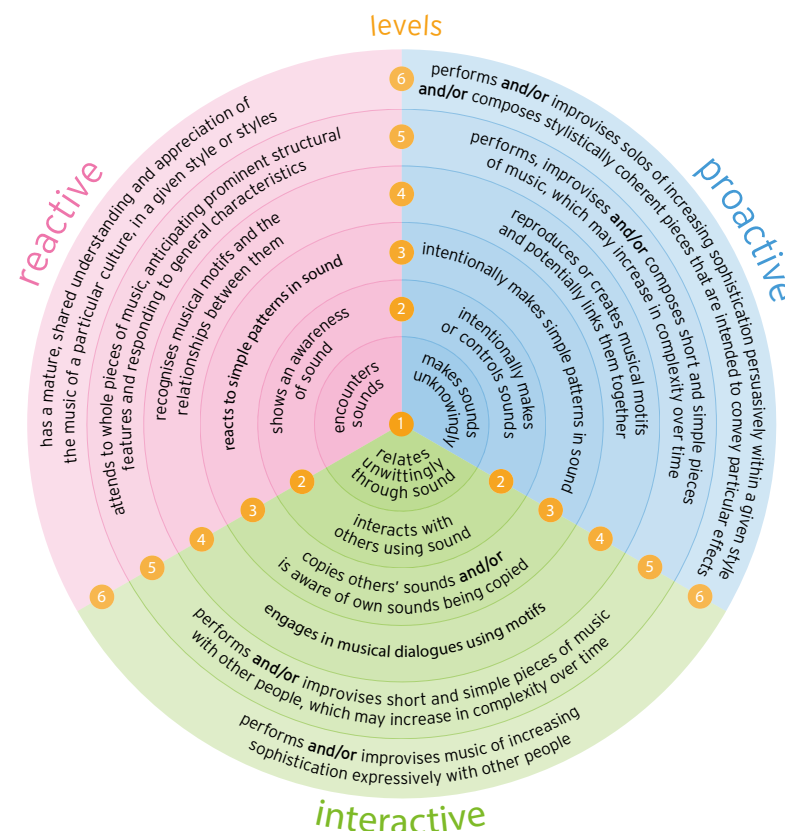| Domain	Learning outcome	Assessment criteria: **Emerging**	Assessment criteria: **Achieving**	Assessment criteria: **Excelling**
Reactive	Reacts to simple patterns in sound	Consistently reacts to *one* type of simple pattern in sound	Consistently reacts to *two* types of simple pattern in sound	Consistently reacts to at least *three* types of simple pattern in sound
Proactive	Intentionally makes simple patterns in sound	Intentionally makes *one* type of simple pattern in sound	Intentionally makes *two* different types of simple pattern in sound	Intentionally makes at least *three* different types of simple pattern in sound
Interactive	Copies others' sounds **and/or** is aware of own sounds being copied	Consistently recognises own individual sounds being copied **or** copies another's individual sounds	Consistently recognises own individual sounds being copied **and** copies another's individual sounds	Consistently recognises own simple pattern or patterns in sound being copied **and** copies another's simple pattern or patterns in sound

Each domain is marked as Emerging, Achieving or Excelling (E•A•X).

Marks for each assessment criterion are awarded as follows:

Emerging = 1 mark   **Achieving** = 2 marks   **Excelling** = 3 marks

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Learning outcomes and assessment criteria

Entry Level 3

Entry level 3 (Sounds of Intent level 4)

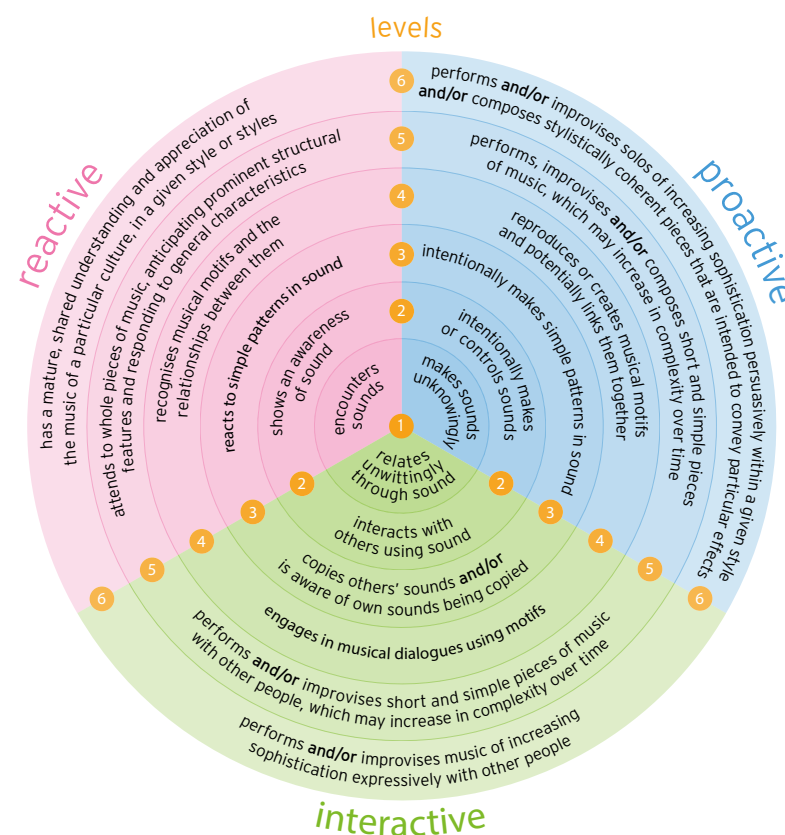| Domain	Learning outcome	Assessment criteria: **Emerging**	Assessment criteria: **Achieving**	Assessment criteria: **Excelling**
Reactive	Recognises musical motifs and the relationships between them	Consistently recognises *one* distinct musical motif	Consistently recognises *two* distinct musical motifs **and** realises when one motif is repeated or varied (as in 'call and response')	Consistently recognises at least *two* distinct musical motifs **and** realises when one motif is repeated or varied (as in 'call and response') **and** realises when one motif is logically related to another that is different (as in 'question and answer')
Proactive	Reproduces or creates musical motifs and potentially links them together	Sings or plays *at least one* motif that has a distinct musical identity, and which may be made up or copied from somewhere else	Repeats **or** varies at least *two* motifs, **or** links different motifs together to form short musical narratives that need not be exactly in time or in tune	Repeats **and** varies *three or more* motifs, **and** links different motifs together to form short musical narratives that need not be exactly in time or in tune
Interactive	Engages in musical dialogues using motifs	Any *one* of the following: (a) produces motifs that are meant to be repeated or varied by someone else; (b) repeats or varies motifs that are provided by someone else (as in 'call and response'); (c) responds to motifs made by someone else with different motifs that follow coherently (as in 'question and answer')	Any *two* of the following: (a) produces motifs that are meant to be repeated or varied by someone else; (b) repeats or varies motifs that are provided by someone else (as in 'call and response'); (c) responds to motifs made by someone else with different motifs that follow coherently (as in 'question and answer')	All *three* of the following: (a) produces motifs that are meant to be repeated or varied by someone else; (b) repeats or varies motifs that are provided by someone else (as in 'call and response'); (c) responds to motifs made by someone else with different motifs that follow coherently (as in 'question and answer')

Each domain is marked as Emerging, Achieving or Excelling (E·A·X).

Marks for each assessment criterion are awarded as follows:

Emerging = 1 mark   **Achieving** = 2 marks   **Excelling** = 3 marks

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Learning outcomes and assessment criteria

Level 1 and 2

Level 1 (Sounds of Intent level 5: Emerging and Achieving) and Level 2 (Sounds of Intent level 5: Excelling)

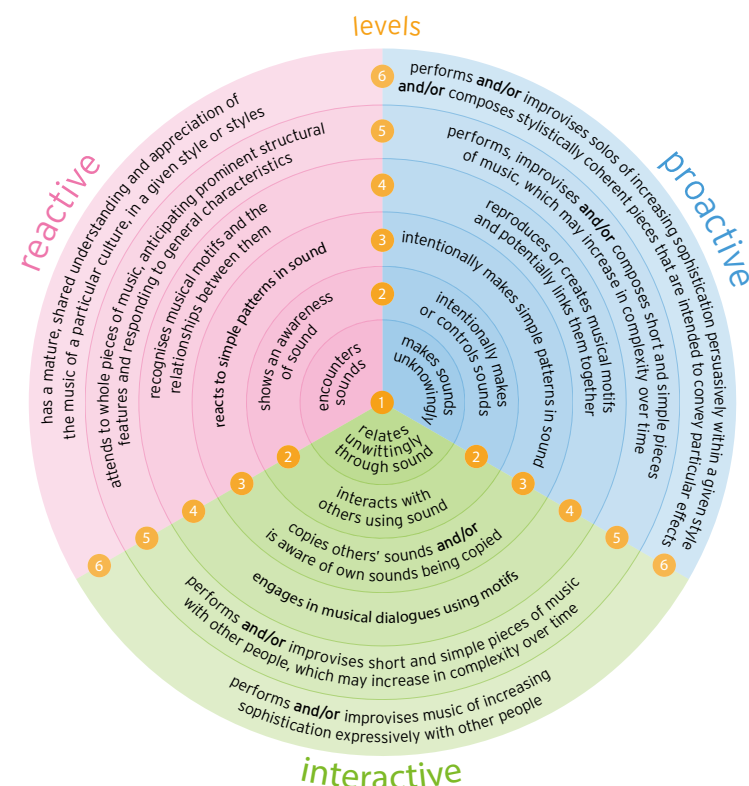| Domain	Learning outcome	Assessment criteria: **Emerging**	Assessment criteria: **Achieving**	Assessment criteria: **Excelling**
Reactive	Attends to whole pieces of music, anticipating prominent structural features and responding to general characteristics	Any *one* of the following: (a) anticipates prominent structural features of short pieces (played and not sung); (b) recognises or responds to at least two different metres or grooves (such as three and four time, rap or rock), shown, for example, through moving to the music in different ways; (c) recognises or responds in different ways to different modes (such as major and minor keys)	Any *two* of the following: (a) anticipates prominent structural features of short pieces (played and not sung); (b) recognises or responds to at least two different metres or grooves (such as three and four time, rap or rock), shown, for example, through moving to the music in different ways; (c) recognises or responds in different ways to different modes (such as major and minor keys)	All *three* of the following: (a) anticipates prominent structural features of short pieces (played and not sung); (b) recognises or responds to at least two different metres or grooves (such as three and four time, rap or rock), shown, for example, through moving to the music in different ways; (c) recognises or responds in different ways to different modes (such as major and minor keys)
Proactive	Performs, improvises **and/or** composes short and simple pieces of music, which may increase in complexity over time	Performs or improvises pieces solo at the level of Grade 1 in the UK public music exam system, or composes pieces of equivalent length and complexity	Performs or improvises pieces solo at the level of Grade 3 in the UK public music exam system, or composes pieces of equivalent length and complexity	Performs or improvises pieces solo at the level of Grade 5 in the UK public music exam system, or composes pieces of equivalent length and complexity
Interactive	Performs **and/or** improvises short and simple pieces of music with other people, which may increase in complexity over time	Performs or improvises pieces as part of an ensemble at the level of Grade 1 in the UK public music exam system	Performs or improvises pieces as part of an ensemble at the level of Grade 3 in the UK public music exam system	Performs or improvises pieces as part of an ensemble at the level of Grade 5 in the UK public music exam system

Each domain is marked as Emerging, Achieving or Excelling (E·A·X).

Marks for each assessment criterion are awarded as follows:

Emerging = 1 mark   **Achieving** = 2 marks   **Excelling** = 3 marks

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