



MUSIC LISTEN AND APPRAISE



Phase1	Nursery	Reception	Year 1
Skills	<ul style="list-style-type: none">• Listen to and enjoy a range of well-known nursery rhymes and songs.• Listen with increased attention to sounds.• Respond to what they have heard, expressing their thoughts and feelings.	<ul style="list-style-type: none">• Listen carefully to rhymes and songs, paying attention to how they sound.• Listen attentively, move to and talk about music, expressing their feelings and responses.	<ul style="list-style-type: none">• To learn that music can touch your feelings.• To enjoy moving to music by dancing, marching and clapping.
Knowledge and Understanding	<ul style="list-style-type: none">• Try to move in time with the music.	<ul style="list-style-type: none">• To know twenty nursery rhymes off by heart.• To know the stories of some of the nursery rhymes.• To learn that music can touch your feelings.	<p>To know 5 songs off by heart.</p> <ul style="list-style-type: none">• To know what the songs are about.• To know and recognise the sound and names of some of the instruments they use.

Phase2	Year 2	Year 3
Skills	<ul style="list-style-type: none"> • To enjoy moving to music by dancing, marching and clapping. • To learn how songs can tell a story or describe an idea. 	<ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To think about what the words of a song mean. • To take it in turn to discuss how the song makes them feel. • Listen carefully and respectfully to other people's thoughts about the music.
Knowledge and Understanding	<ul style="list-style-type: none"> • To know five songs off by heart. • To know some songs have a chorus or a response/answer part. • To know that songs have a musical style. 	<p>To know five songs from memory and who sang them or wrote them.</p> <ul style="list-style-type: none"> • To know the style of the five songs. • To choose one song and be able to talk about: <ol style="list-style-type: none"> 1. Its lyrics: what the song is about. 2. Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) 3. Identify the main sections of the song (introduction, verse, chorus etc.) 4. Name some of the instruments they heard in the song.

Phase3	Year 4	Year 5	Year 6
Skills	<ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To think about what the words of a song mean. • To take it in turn to discuss how the song makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. • Use correct musical vocabulary. 	<ul style="list-style-type: none"> • To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • To talk about the musical dimensions working together in the songs using correct musical language. • Talk about the music and how it makes you feel. 	<ul style="list-style-type: none"> • To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • To talk about the musical dimensions working together in the songs using correct musical vocabulary. • Talk about the music and how it makes you feel using musical language to describe the music.
Knowledge and Understanding	<ul style="list-style-type: none"> • To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about: <p>1. Some of the style indicators of that song (musical characteristics that give the song its style).</p>	<ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? • To know the style of five songs and to name other songs in those styles. • To choose two or three other songs and be able to talk about: 	<ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? • To know the style of five songs and to name other songs in those styles. • Know and talk about the fact we each have a musical identity.

	<ol style="list-style-type: none"> 2. The lyrics: what the song is about. 3. Any musical dimensions featured in the song and where they are used (Texture, dynamics, tempo, rhythm and pitch). 4. Identify the main sections of the song (introduction, verse, chorus etc). 5. Name some of the instruments they heard in the song. 	<ol style="list-style-type: none"> 1. Some of the style indicators of the songs (musical characteristics that give the songs their style) 2. The lyrics: what the songs are about. 3. Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) 4. Identify the main sections of the songs (intro, verse, chorus etc.) 5. Name some of the instruments they heard in the songs 6. The historical context of the songs. What else was going on at this time? 	<ul style="list-style-type: none"> • To choose two or three other songs and be able to talk about: <ol style="list-style-type: none"> 1. Some of the style indicators of the songs (musical characteristics that give the songs their style) 2. The lyrics: what the songs are about. 3. Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) 4. Identify the main sections of the songs (intro, verse, chorus etc.) 5. Name some of the instruments they heard in the songs. 6. The historical context of the songs. What else was going on at this time?
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National Curriculum Aims:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

National Curriculum Subject Content Key Stage 1:

- listen with concentration and understanding to a range of high-quality live and recorded music

National Curriculum Subject Content Key Stage 2

- listen with attention to detail and recall sounds with increasing aural memory
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

Early Years

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Listen attentively, move to and talk about music, expressing their feelings.