



Crossflatts Music Curriculum- Listening and Appraising

Listening and Appraising	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocab.	instrument sound pulse song	pulse rhythm high low loud soft fast slow long short pitch	pulse rhythm timbre pitch dynamics melody, high low loud soft fast slow long short	pulse rhythm timbre pitch dynamics tempo melody high low forte piano allegro adagio	pulse rhythm timbre pitch dynamics tempo melody high low forte piano allegro adagio staccato legato ostinato accompaniment	pulse rhythm timbre pitch dynamics tempo melody high low forte piano crescendo diminuendo allegro adagio staccato legato ostinato accompaniment mood texture structure	pulse rhythm timbre pitch dynamics tempo melody high low fortissimo forte mezzo forte mezzo piano piano pianissimo crescendo diminuendo allegro allegretto andante adagio largo staccato legato ostinato accompaniment mood texture structure
N.C. Objectives	To identify and match an instrumental sound, eg hear a shaker and indicate that they understand it is a shaker.	To listen to a variety of musical styles from different times, traditions and composers, they can recognise the sound of musical instruments and basic key features of musical styles.	To listen to a variety of musical styles from different times, traditions and composers, they can recognise the sound of musical instruments and basic key features of musical styles.	To listen to a variety of musical styles from different times, traditions and composers, they can recognise the sound of musical instruments and basic key features of musical styles and discuss this using more accurate musical language.	Listen to a variety of musical styles from different times, traditions and composers, they can recognise the sound of musical instruments and basic key features of musical styles and discuss this using more accurate musical language.	Listen to a variety of musical styles from different times, traditions and composers, they can recognise the sound of musical instruments and basic key features of musical styles and discuss this using more accurate musical language.	Listen to a variety of musical styles from different times, traditions and composers, they can recognise the sound of musical instruments and basic key features of musical styles and discuss this using more accurate musical language.
Key Learning/ Evidence of working at the expected standard	Recall and remember short songs with prompting from an adult. Express whether or not they like a sound and why.	Recall and remember short songs and sequences and patterns of sounds. Respond physically when performing, composing and appraising music. Identify different sound sources. Choose sounds, and instruments carefully and make improvements to their own and others' work. Is beginning to recognise styles (Hip Hop, Pop and Rock) Find the pulse by clapping, marching or tapping etc. Recognise instruments.	Recall and remember short songs and sequences and patterns of sounds. Identify well-defined musical features. Choose sounds, and instruments carefully and make improvements to their own and others' work. Independently identify styles (Hip Hop, Pop and Rock). Independently find the pulse of the music and explain what this is. Independently discuss the dimensions of music.	Create sequences of movements in response to sounds. Explore and choose different movements to describe animals. Recognise how music can reflect different intentions. Identify basic music styles through learning about each style indicator and instruments playing (Hip Hop, Pop, Soul and Rock). Find the pulse and explain what this means. Describe music consistently accurately using correct vocabulary. Understand other people may have other ideas and feelings about music. Discuss how pulse, rhythm and pitch fit together.	Identify melodic phrases and play them by ear. Demonstrate the ability to recognise the use of structure and expressive elements through dance. Identify phrases that could be used as an introduction, interlude and ending. Recognise how music can reflect different intentions. Explain about different music styles and which musical instruments link to these (Hip Hop, Pop, Soul and Rock). Compare different pieces of music using the correct vocabulary. Discuss how pulse, rhythm and pitch fit together. Understand other people may have other ideas and feelings about music.	Identify different moods and textures. Identify how a mood is created by music and lyrics. Improve their work through analysis, evaluation and comparison. Correctly identify pop, country, acapella music and classical music. Use correct vocabulary to evaluate their own compositions. Discuss how pulse, rhythm and pitch fit together and understand what this means. Understand other people may have other ideas and feelings about music. They can discuss their own feelings and ideas about a piece of music and justify this.	Listen to longer pieces of music and identify features. Internalise short melodies and play these on pitched percussion (play by ear). Improve their work through analysis, evaluation and comparison. Create own composition and discuss pulse, rhythm and pitch and how they are all working together in their piece. Correctly identify pop, country, acapella music and classical music and discuss the differences of these. Correctly identify jazz, rock and classical music. Investigate any changes over time for different music styles and discuss why this may have occurred.



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		Listen and discuss other dimensions of music and moods they can hear (pitch, tempo, dynamics and timbre etc).		Describe the different purposes of music throughout history and in other cultures.	Describe the different purposes of music throughout history and in other cultures. Combine sounds expressively.	Understand the different cultural meanings and purposes of music, including contemporary culture.	Understand other people may have other ideas and feelings about music. They can discuss their own feelings and ideas about a piece of music and justify this. Make sensible predictions about musical future and justify this.
Possible evidence of greater depth understanding		Independently identify styles (Hip Hop, Pop and Rock). Independently find the pulse of the music and explain what this is. Independently discuss the dimensions of music.	Appraise a range of different pieces of music and independently identify pulse. Make comparisons between pieces of music. Independently explain changes in pitch, timbre and dynamics.	Explain about different music styles and which musical instruments link to these (Hip Hop, Pop, Soul and Rock) Compare and contrast viewpoints and attitudes about music.	Investigate any changes over time for different music styles and discuss why this may have occurred (Hip Hop, Pop, Soul and Rock) Use correct vocabulary to evaluate their own compositions.	Investigate any changes over time for different music styles and discuss why this may have occurred. Make sensible predictions about musical future and justify this.	Notice and explore how music reflects time, place and culture. Understand and express opinions on the different cultural meanings and purposes of music, including contemporary culture.