

Progression of skills – Listening & Appraising

Year 1	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: HIGH OR LOW?
1. Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.	√	√	√
2. Respond to music through movement and dance, identifying a steady beat with others and changing the speed of the beat as the tempo of music changes.	√	√	√
3. Listen and describe musical patterns using appropriate vocabulary (high, low, loud, soft, fast, slow, spiky, smooth, long, short)	√	√	√
4. Listen to sounds in the local school environment, comparing high and low sounds.			√
Year 2	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: HIGH OR LOW?
1. Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.	√	√	√
2. Listen to and describe simple changes in dynamics, tempo, pitch and articulation using appropriate musical vocabulary (faster, slow, spiky, smooth, loud, soft, getting louder/quieter) and say how it effects the music	√	√	√
3. Listen to and interpret features in recorded or live music using dance, art or drama	√	√	√
4. Move to the pulse of familiar music, coordinating movements and recognising changes in tempo	√	√	√
5. Respond independently to pitch changes heard in melodic phrases, indicating with actions			√
Year 3	Term 1: HEAR IT, PLAY IT!	Term 2: PAINTING PICTURES WITH SOUND	Term 3: SING, PLAY, NOTATE!
1. Listen to music developing an understanding of its background, history and context.	√	√	√
2. Listen out for specific features of music (e.g. tempo, dynamics, texture, articulation) and explain responses using a growing range of musical vocabulary	√	√	√
3. Listen, and describe how the interrelated dimensions are used to create moods and effects		√	√
4. Use listening skills to correctly order a sequence of notes			√
5. Listen, and identify direction of pitch in a simple melody, copying with voices or instruments		√	√
6. Listen, and interpret features in recorded or live music using dance, art or drama		√	
Year 4	Term 1: PLAYING WITH RHYTHM	Term 2: MUSICAL CONTRASTS	Term 3: MELODY BUILDERS
1. Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.	√	√	√
2. Recognise and describe timbres of instruments and recall orchestral families (string, woodwind, brass and percussion).	√	√	
3. Listen and identify musical contrasts (e.g. dynamics, tempo, articulation, tonality and discuss the effect on the listener)		√	
4. Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)	√	√	√
5. Listen and describe direction and shape of melodies	√		√
6. Recognize major and minor chords		√	
7. Listen and compare music, discussing similarities and differences and expressing preferences.	√	√	√

Year 5	Term 1: EXPLORING RHYTHMIC LAYERS	Term 2: MUSIC AND WORDS	Term 3: SONG INGREDIENTS
1. Listen to music with an understanding of stories, origins and traditions, history and social context of the music they listen to, sing and play.	√	√	√
2. Listen, compare and evaluate music from a diverse range of genres, styles and musical periods	√	√	√
3. Develop understanding of a particular musical style or genre, identifying key influences and shared characteristics	√	√	
4. Use a range of musical vocabulary to describe musical features such as instruments, time signature, dynamics, tempo, timbre, articulation	√	√	√
5. Interpret features of music through visual art or movement		√	√
6 Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)	√	√	√
7. Understand how pitches can be combined to create harmony and describe the effect		√	√
Year 6	Term 1: WE'VE GOT RHYTHM	Term 2: MUSICAL EFFECTS AND MOODS	Term 3: CELEBRATING SONGS
1. Listen to music with an understanding of stories, origins and traditions, history and social context of the music they listen to, sing and play.	√	√	√
2. Listen, compare and evaluate music from a diverse range of genres, styles and musical periods	√	√	√
3. Develop understanding of a particular musical style or genre, identifying key influences, shared characteristics and musical techniques used	√	√	√
4. Use a range of musical vocabulary to describe music commenting on features such as instruments, time signature, dynamics, tempo, timbre, pitch, articulation	√	√	√
5. Analyze songs, exploring lyrics and identifying structural features (e.g. verse, chorus, bridge)	√		√
6 Understand how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant) and listen out for these features in the music they play and listen to	√	√	