

MUSIC – LISTEN AND APPRAISE



## Music – KS1 & 2: Listen and Appraise / EYFS: Hearing and Listening To listen to and talk about pieces of music. Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 Nursery Can sit and Can say if they Can talk about Can discuss the Can begin to Can understand Can listen, Can compare like/dislike the any pictures or explore how pulse, rhythm, listen to music styles of music. interrelated comment on piece of music dimensions of colours they chronology of pitch and also and sounds and (using correct and why. imagine when Can begin to music (pulse, different pieces of tempo, dynamics, be able to musical match a picture listening to a think about the rhythm, pitch, music. timbre, texture and vocabulary) and Can say how piece of music background and Use timeline to structure fit into the discuss with tempo, to them. and draw or inspiration for the music dynamics) and show when the music we listen to. confidence ideas different genres how they fit with makes them represent the music was together in groups music/sounds the music we and whole class. feel. of music. composed and Can listen to they hear. have listened to. begin to place Can begin to them in their and respect others' opinions. recognise Can begin to historical context. talk about the simple style structure of a indicators e.g. rock has a verv piece of music strong drum and whether the music is fast or beat slow (tempo) and loud/quiet (dynamics) Can confidently Can identify Can begin to Can begin to Can begin to Can start to Can listen with Can recognise specific sounds discuss musical identify different identify and recognise recognise music music indicators concentration to a and describe different styles indicators to name instruments to identify instruments and wide variety of different styles of of music. they hear in the identify different group type (e.g. music from them. instruments within a piece of styles of music. strings, brass etc) different styles, music and music. aroup the What style of Why do you think and place pieces of traditions, times music. Can talk about this is classical? music into an likes/dislikes. instrument type music do vou and places; can think this is? then confidently Can explore e.g. strings, historical context. identify different moving to brass. Why do you think Can identify different styles percussion this is a blues Can enjoy listening style indicators, musical of music. song? instruments and to a variety of instruments and music from all over place music into group type (e.g. the world and its historical strings, brass etc) identify different context. style indicators.





						Can begin to compare different pieces of music.	Can confidently discuss the difference and similarities between two pieces of music.
Can say if they like/dislike the piece of music and how it makes them feel.	Can talk about any pictures or colours they imagine when listening to a piece of music and draw or represent the music/sounds they can hear.	Can compare styles of music. Can begin to think about the background and inspiration for different genres of music.	Can become more confident in using musical vocabulary when talking about a piece of music. <i>I like it when it</i> gets faster (tempo) quieter (dynamics). Can discuss simple dimensions of music (pulse, rhythm, pitch, tempo, dynamics) and how they fit with the music we have listened to.	Can begin to explore chronology of different pieces of music. Use timeline to show when the music was composed.	Can begin to understand how pulse, rhythm, pitch and also tempo, dynamics, timbre, texture and structure fit into the music we listen to.	Can listen, comment on (using correct musical vocabulary) and discuss with increasing confidence ideas together in groups and whole class.	Can confidently discuss a piece of music using all the interrelated dimensions of music vocabulary and use active listening skills and respect when engaging with the group.