



**Music – KS1 & 2: Listen and Appraise / EYFS: Hearing and Listening**

**To listen to and talk about pieces of music.**

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



						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 gets faster (tempo) quieter (dynamics).</i>  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. <i>Use timeline to show when the music was composed.</i>	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.