

## Crossflatts Music Curriculum- Listening and Appraising

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