

TERM 1							
Listen and Appraise	Reception	Identify and describe contrasts in tempo and dynamics.	Begin to use musical terms (louder/quieter, faster/slower, higher/lower).	Respond to music in a range of ways e.g. movement, mark making, writing.			
	Year 1	Listen and move in time to the song.	Respond to musical characteristics through movement.	Describe the features of a march using music vocabulary and recognise instruments in a marching band.	Listen to 'Aquarium', reflecting the character of the music through movement.	Identify a simple song structure and rhyme pattern.	
	Year 2	Listen to, recognise, and play echoing phrases by ear.	Listen and respond to music verbally or physically.	Identify different qualities of sound (timbre) i.e. smooth, scratchy, clicking, ringing, and how they are made.	Recognise and respond to changes of speed (tempo), volume (dynamics), and pitch (high/low) using music vocabulary, or movement.	Listen to Aquarium reflecting the character of the music through movement.	Listen to music in a minor key, recognising small steps in the music.
	Year 3	Listen and identify where notes in the melody of the song go down and up.	Begin to develop an understanding and appreciation of music from different musical traditions.	Identify differences in songs from around the world, i.e. instruments, beat, tempo and describe using musical vocabulary.	Understand that a folk song is music that belongs to the people of a particular place.	Identify how the pitch and melody of a song has been developed using symmetry.	
	Year 4	Listen and move in time to songs in a gospel style.	Recognise elements of the music that establishes the mood and character e.g. the rhythm.	Talk about the effect of particular instrument sounds (timbre).	Identify how the pitch and melody of a song has been developed using symmetry.	Move to music marking the beat with action durations for crotchets, quavers, minims.	
	Year 5	Talk about the purpose of sea shanties and describe some of the features using music vocabulary.	Recognise individual instruments and voices by ear.	Listen to gospel music identifying key features. Talk about the music using appropriate vocabulary.	Identify the structure of songs and analyse songs to appreciate the role of metaphor.	Understand techniques for creating a song and develop a greater understanding of the songwriting process.	Respond to music with action durations for crotchet, minim, semiquaver, and dotted quaver semiquaver.
	Year 6	Listen to historical recordings of big band swing and describe features of the music using music vocabulary.	Explore the influences on an artist by comparing pieces of music from different genres.	Recognise and identify features of timbre/instrumentation and expression in an extract of recorded music.	Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.	Understand techniques for creating a song and develop a greater understanding of the songwriting process.	Listen to traditional Scottish folk music identifying the features that have influenced the composing of the song <i>Touch the sky</i> .

TERM 2						
Listen and Appraise	Reception	Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music. (so-mi)	Enjoy moving freely and expressively to music.	Use appropriate hand actions to mark a changing pitch.	Listen to a piece of classical music and respond through dance.	
	Year 1	Recognise the difference between a pattern with notes (pitched) and without (unpitched).	Listen actively by responding to musical signals and musical themes using movement.	Create a musical movement picture.	Move and rock to music to develop a sense of beat.	Recognise how graphic symbols can represent sound. Copy short rhythm patterns by ear.
	Year 2	Listen to a variety of music and show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).	Listen with attention to detail and recall sounds and patterns.	Recognise how graphic symbols can represent sound.	Listen to the music and create a 'minibeast' inspired dance.	
	Year 3	Listen to music from Cuba and describe features of the music using music vocabulary.	Develop active listening skills by responding to musical themes through movement.	Understand the structure of rondo form (A-B-A-C-A).	Develop a sense of beat and rhythmic pattern through movement.	Experience call-and-response patterns through moving with a partner. Listen to pieces of music that have cleverly combined words and music and compare how different composers have approached it.
	Year 4	Listen and identify similarities and differences between acoustic guitar styles.	Recognise and talk about the musical characteristics of a fanfare using music vocabulary.	Listen to pieces of music that have cleverly combined words and music and compare how different composers have approached it.		
	Year 5	Listen and copy back simple rhythmic and melodic patterns.	Listen to drum patterns and riffs and copy them on voices, instruments, and clapping rhythms.	Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.	Demonstrate an understanding of the history of Argentine Tango.	Develop a knowledge and understanding of the origins, history, and social context of Reggae music.
	Year 6	Listen to a piece of music identifying where the texture of the music changes.	Listen to music from a mass and talk about features of the music using music vocabulary.	Recognise and identify key musical features such as rhythm, tempo, timbre, structure, and instruments.	Use musical vocabulary and knowledge to discuss similarities and differences in pieces of music.	Listen to drum patterns and riffs and copy them on voices, instruments, and clapping rhythms. Develop knowledge and understanding of the origins, history, and social context of a song used in the civil rights movement in the USA.

TERM 3							
Listen and Appraise	Reception	Listen to a range of sea-related pieces of music and respond with movement.	Develop listening skills, identifying dynamics across a range of different musical styles.	Find the beat in a partner clapping game.	Listen to examples of other folk songs from North America.		
	Year 1	Respond to musical signals and musical themes using movement.	Develop awareness of duration and the ability to move slowly to music.	Create art work, drawing freely and imaginatively in response to a piece of music.	Notice how a change of pitch is used to create an effect.	Listen to a jig and move in time to the music.	Listen and copy patterns on voices and instruments.
	Year 2	Listen and move, stepping a variety of rhythm patterns.	Understand how beats can be grouped into patterns and identify them in familiar songs.	Move freely and creatively to music using a prop.	Listen and copy rhythm patterns.	Notice how a change of pitch is used to create an effect.	Listen and copy vocal and rhythm patterns accurately, in tune, and in time with a steady beat.
	Year 3	Listen and copy back stepwise phrases using mi-re-do. Recognise different arrangements of m-r-d from dot notation	Recognise and copy rhythms and pitches C-D-E.	Move in time with the beat of music.	Talk about what has been learnt about Brazilian music and carnival.		
	Year 4	Compare and understand that the pentatonic scale features in lots of music traditions and cultures.	Recognise and copy rhythms and pitches C-D-E.	Identify similarities and differences between folk and folk-rock styles.			
	Year 5	Develop knowledge and understanding of the Balinese gamelan forms of beleganjur and kecak.	Listen and match vocal and instrumental parts to grid and dot notation.	Listen and respond to music using drawings and words. Recognise that music can describe feelings and tell a story.	Listen to lullabies from around the world, understanding why people sing lullabies. Understand the differences between 3/4 and 4/4 time signatures."	Listen and explore a range of timbres to use in the creation of a soundscape.	
	Year 6	Listen and respond to music using drawings and words. Recognise that music can describe feelings and tell a story.	Develop knowledge and understanding of a variety of musical styles from India and talk about them using music vocabulary.	Show the beat by dancing to bhangra music.	Recognise the instruments used in the song and identify the way the texture develops.		