Listening and evaluating

	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of Key Stage 1
Listening and responding to music	Listening appropriately to someone leading a short musical phrase, song or rhyme. Exploring spontaneous movement with different parts of their body in response to music. Expressing different spontaneous emotional reactions to music, (smiling, movement, body language). Using artwork or creative play as a way of expressing feelings and responses to music.	Children in reception will be learning to: • Listen attentively, move to and talk about music, expressing their feelings and responses.	Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to move in time with the beat of the music. Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy)	Confidently moving in time with the beat of the music when modelled. Beginning to keep movements to the beat of different speeds of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.	Pupils should be taught to: • Listen with concentration and understanding to a range of high-quality live and recorded music.
Analysing	Identifying and imitating sounds from a variety of music. Considering whether background music and sound effects can enhance storytelling.		Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud). Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). Recognising simple patterns and repetition in pitch (e.g. do re mi). Talking about the tempo of music using the vocabulary of fast and slow. Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. Talking about the pitch of music, using the vocabulary of high and low.		

Listening and evaluating

	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of Key Stage 1
Evaluating	Showing preferences for certain music or sounds.	Children in reception will be learning to: • Listen attentively, move to and talk about music, expressing their feelings and responses.	Stating what they enjoyed about their peers' performances. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.		Pupils should be taught to: • Listen with concentration and understanding to a range of high-quality live and recorded music.
Cultural and historical awareness of music	Listening to music from a wide variety of cultures and historical periods.		Appreciating music from a wide variety of cultures and historical periods.		
	To recognise and name at least two instruments from Groups A and B.		To recognise and name the following instruments: up to three instruments from Group A and B. To know that sections of music can be described as fast or slow and the meaning of these terms. To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. To know that sounds within music can be described as high or low sounds and the meaning of these terms.		

Listening and evaluating

	Year 3	Year 4	Year 5	Year 6	National curriculum end of Key Stage 2
Listening and responding to music	Explaining their preferences for a piece of music using musical vocabulary.		Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.		Pupils should be taught to: • Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Analysing	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different parts of the world has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre.	Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music.	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect.	

Listening and evaluating

	Year 3	Year 4	Year 5	Year 6	National curriculum end of Key Stage 2
Evaluating	Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.	Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.	Pupils should be taught to: • Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Cultural and historical awareness of music	Understanding that music from different times has different features.	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.	