



Strand 2: Listen and Respond



	Curriculum Skills and Elements	Key Learning The children will learn:	National Curriculum The National Curriculum for Music says that pupils should be taught to:
Year 1	Listening Responding Musical styles Historical context Different musicians Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	<ul style="list-style-type: none"> To move, dance and respond with their bodies in any way they can when listening. To describe their thoughts and feelings when listening to the music, including why they like or don't like the music. To talk about any instruments they might hear and perhaps identify them. To recognise some band and orchestral instruments. To identify a fast or slow tempo. To identify loud and quiet sounds as an introduction to understanding dynamics To talk about any other music they have heard that is similar. Begin to understand where the music fits in the world. Begin to understand different styles of music. 	Listen with concentration and understanding to a range of high-quality live and recorded music.
Year 2	Listening Responding Musical styles Historical context Different musicians Pulse Rhythm Pitch Tempo	<ul style="list-style-type: none"> To find and try to keep a steady beat. To invent different actions to move in time with the music. To move, dance and respond with their bodies in any way they can. To describe their thoughts and feelings when hearing the music. 	Listen with concentration and understanding to a range of high-quality live and recorded music.

	Dynamics Timbre Texture Structure	<ul style="list-style-type: none"> • To describe what they see in their individual imaginations when listening to the piece of music. • To talk about why they like or don't like the music. • To identify a fast or slow tempo. • To identify loud and quiet sounds as an introduction to understanding dynamics. • Begin to understand the concept of there being different styles of music. • To discuss the style of the music • To discuss together what the song or piece of music might be about. • To talk about any other music they have heard that is similar. • To mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo. • To walk in time to the beat of a piece of music • To describe differences in tempo and dynamics with more confidence. • To recognise some band and orchestral instruments. • Continue to talk about where music might fit into the world. 	
Year 3	Listening Responding Musical styles Historical context Different musicians	<ul style="list-style-type: none"> • To share their thoughts and feelings about the music together. • To find the beat or groove of the music. 	Listen with attention to detail and recall sounds with increasing aural memory.

	<p>Connecting</p> <p>Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure</p>	<ul style="list-style-type: none"> • To invent different actions and move in time with the music • To talk about what the song or piece of music means. • To talk about the style of the music. • To identify and describe their feelings when hearing the music, including why they like or don't like the music. • To use appropriate musical language to describe and discuss the music. • Start to use musical concepts and elements with more confidence when talking about the music. • To recognise that some instruments are band instruments and some are orchestral instruments, identifying specific instruments if they can. • To talk about where the music fits into the world. • To think about and discuss why the song or piece of music was written and what it might mean. • To discuss the style of the music and any other music they have heard that is similar. 	
<p>Year 4</p>	<p>Listening Responding Musical styles Historical context Different musicians Connecting</p> <p>Pulse Rhythm Pitch Tempo Dynamics</p>	<ul style="list-style-type: none"> • To talk about the words of a song. To think about why the song or piece of music was written. • To find and demonstrate the steady beat. To identify 2/4, 3/4, and 4/4 metre. • To identify the tempo as fast, slow or steady • To recognise the style of music they are listening to. • To recognise different styles and any important musical features that distinguish the style. 	<p>Appreciate and understand a wide range of high-quality live and recorded music, drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>

	<p>Timbre Texture Structure</p>	<ul style="list-style-type: none"> • To discuss the structures of songs. • To explain what a main theme is and identify when it is repeated. • To identify: • Call and response • A solo vocal or instrumental line and the rest of the ensemble • A change in texture • Articulation of certain words • Programme Music. • To understand what a musical introduction is and its purpose • To recall (by ear) memorable phrases heard in the music. • To identify major and minor tonalities. • To recognise the sound and notes of the pentatonic scale, by ear and from notation. • To describe legato and staccato. 	
<p>Year 5</p>	<p>Listening Responding Musical styles Historical context Different musicians Connecting</p> <p>Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure</p>	<ul style="list-style-type: none"> • To talk about feelings created by the music. • To justify a personal opinion with reference to musical elements • To find and demonstrate a steady beat. • To identify 2/4, 3/4, 6/8 and 5/4 metre. • To identify the musical style of a song or piece of music. • To identify instruments by ear and through a range of media. • To discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, final chorus, improvisation, call and response and AB form. 	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>

		<ul style="list-style-type: none"> • To explain a bridge passage and its position in a song • To recall (by ear) memorable phrases heard in the music. • To identify major and minor tonalities. • To recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation. • To explain the role of a main theme in a musical structure. • To understand what a musical introduction is and its purpose. • To explain rapping. 	
Year 6	<p>Listening Responding Musical styles Historical context Different musicians Connecting</p> <p>Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure</p>	<ul style="list-style-type: none"> • To talk about feelings created by the music • To justify a personal opinion with reference to the musical elements. • To identify 2/4, 4/4, 3/4, 6/8 and 5/4 • To identify the musical style of a song, using some musical vocabulary to discuss its musical elements. • To identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesisers, and vocal techniques such as scat singing. • To discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break. • To explain a bridge passage and its position in a song. • To recall (by ear) memorable phrases heard in the music 	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>

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| | | <ul style="list-style-type: none">• To identify major and minor tonalities, chord triads I, IV and V, and intervals within a major scale.• To explain the role of a main theme in a musical structure• To understand what a musical introduction and outro are, and their purposes.• To identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and an A cappella group• To recognise the following styles and any key musical features that distinguish them: 20th and 21st Century Orchestral; Soul; Pop; Hip Hop; Jazz: Swing; Rock; Disco; Romantic; Zimbabwean Pop; RnB; Folk; Gospel; Salsa; Reggae; Musicals and Film Music. | |
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