

Listen and Appraise		
	Knowledge	Skills
EYFS	<ul style="list-style-type: none"> ● To know twenty nursery rhymes off by heart. ● To know the stories of some of the nursery rhymes. 	<ul style="list-style-type: none"> ● To learn that music can touch your feelings. ● To enjoy moving to music by dancing, marching, being animals or Pop stars.
Y1	<ul style="list-style-type: none"> ● To know 5 songs off by heart. ● To know what the songs are about. ● To know and recognise the sound and names of some of the instruments they use. 	<ul style="list-style-type: none"> ● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
Y2 As Y1 and...	<ul style="list-style-type: none"> ● To know some songs have a chorus or a response/answer part. ● To know that songs have a musical style. 	<ul style="list-style-type: none"> ● To learn how songs can tell a story or describe an idea.
Y3	<ul style="list-style-type: none"> ● To know five songs from memory and who sang them or wrote them. ● To know the style of the five songs. ● To choose one song and be able to talk about: <ul style="list-style-type: none"> ○ Its lyrics: what the song is about ○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the song (introduction, verse, chorus etc.) ○ Name some of the instruments they heard in the song 	<ul style="list-style-type: none"> ● To confidently identify and move to the pulse. ● To think about what the words of a song mean. ● To take it in turn to discuss how the song makes them feel. ● Listen carefully and respectfully to other people's thoughts about the music.
Y4 As Y3 and...	<p>To choose one song and be able to talk about: ● Some of the style indicators of that song (musical characteristics that give the song its style).</p>	<ul style="list-style-type: none"> ● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). ● Talk about the music and how it makes them feel. ● When you talk try to use musical words.
Y5	<ul style="list-style-type: none"> ● To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? ● To know the style of the five songs and to name other songs from the Units in those styles. ● To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> ○ Some of the style indicators of the songs (musical characteristics that give the songs their style) 	<ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people's thoughts about the music.

	<ul style="list-style-type: none"> ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs ○ The historical context of the songs. What else was going on at this time? 	<ul style="list-style-type: none"> ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel.
Y6 As Y5 and...	<ul style="list-style-type: none"> ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and <u>timbre</u>) ○ Know and talk about that fact that we each have a musical identity. 	<ul style="list-style-type: none"> ● Talk about the music and how it makes you feel, using musical language to describe the music.