

LISTENING

to music.

Identifying the use of the inter-related dimensions of music with increasing sophistication, using a range of appropriate musical vocabulary

15	Appraise a piece of music independently commenting on four or more dimensions using accurate terminology.
14	Comment on a range of specified musical dimensions accurately including timbre, meter and texture.
13	Appraise a piece of music independently commenting on three or more dimensions using accurate terminology.
12	Recognise a range of instrumentation and refer to specific instruments when describing timbre
11	Understand and recognise different meters - 4/4 $\frac{3}{4}$ or 2/4
10	Comment accurately on texture layers and structure e.g. theme and variations
9	Use some musical vocabulary to describe changes without prompts <i>e.g. the tempo slowed down-tempo, dynamics and pitch</i>
8	Describe changes in up to three given musical dimensions primarily tempo, dynamics, pitch
7	Describe changes in one musical dimension using given musical vocabulary <i>e.g. did the tempo get faster or slower?</i>
6	Describe changes in musical dimensions using non-specific musical vocabulary (simple language musical language can also be shared at this point though)
5	Can aurally identify whether the rhythm or the pulse is being clapped
4	Responds to changes in musical dimensions with a change in movement (very distinct contrasts)
3	Clap rhythm of phrases
2	March to the beat
1	Develop the ability to listen-excerpts of music with distinct features simple questioning

Appraising the expressive effect of a piece of music that they have heard

14	Identify and explain how a piece of music makes them feel with reference to their emotional response to it.
13	Recognise that music can evoke an emotional response.
12	Make links between genres of music and the historical context in which they belong (e.g. rock n roll music with fashion of the '50s and '60s)
11	Aural written dictation of three-note passages on a five-line staff
10	Identify some of the similarities and differences between different genres/periods/cultures
9	Identify plausible genre / historical period / culture evaluate the role of time and place
8	Use musical terminology to give reasons e.g. major/minor, dynamics build excitement
7	Respond graphically to music
6	Make appropriate choices, linking listening music to given themes with reasons
5	Identify phrasing in music and how it effects the feel of the music (e.g. passing a teddy bear or scarf round a circle at the end of each phrase).
4	Understand that music can be used for dancing (e.g. the difference between a 2/4 or 4/4 march and a $\frac{3}{4}$ waltz)
3	Make plausible links between listening music and themes either pictures or moods/ colours
2	Enjoy dancing or moving to a piece of music with an awareness of pulse e.g. marching in a circle to a tango or march Begin to respond on personal level with simple language
1	Enjoy dancing or moving to a piece of music without awareness of /specific reference to pulse

Vocabulary	Definition	Vocabulary	Definition
Rhythm	Pattern separate to beat	timbre	Quality of a sound
Pulse, beat	Pulse inside, beat shown externally	meter	How beats are grouped- 2-time, 3-time, 4 time
Tempo	faster, slower,	Pitch	High, low
dynamics,	soft, loud		

Words specifically explored in KS1