



Curriculum Road Map – Morland Area C of E Primary School



Music: Listening

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Year 1:

Identify musical conventions and inter-related dimensions: begin to identify the sound with the intended message. Recognise changes in the music e.g. slower/faster, quieter/louder. Justify preference when listening to various styles of music and understand that other people may have different opinions. Begin to use music terminology to describe the changes e.g. the tempo got faster.

Recognise sound & instruments: begin to recognise some instrumental sounds and name classroom instruments. Know that instruments are played differently e.g. hit, shaken and this produces different sounds.

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Year 3:

Identify musical conventions and inter-related dimensions: begin to identify musical conventions being employed in a variety of pieces. Begin to identify how the inter-related dimensions of music are used to effect the mood and message of the piece. Know that composers use the inter-related dimension to help to portray the message of the piece

Recognise sound & instruments: begin to recognise the sound of different sections of the orchestra and a variety of instruments within each section. Know that the orchestra is made up of different sections and families of instruments.

Year 4:

Identify musical conventions and inter-related dimensions: begin to place music with guidance into historical context, eg. Baroque, Classical, Romantic, 20th century or genre e.g. minimalist, samba. Identify specific inter-related dimensions of music in a variety of styles. Know that different eras and genres have key features that help to define them.

Recognise sound & instruments: aurally and by sight identify a variety of instruments. Know the role of different instruments within a genre e.g. the apito whistle is the role of the leader.

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Year 5:

Identify musical conventions and inter-related dimensions: develop an understanding of music across time and place. Use an increasing musical vocabulary to respond to music. Know the features of different styles of music to justify placement.

Recognise sound & instruments: begin to recognise a broader range of ensembles and instruments relating to different styles of music. Know that instruments from different genres or eras have similarities in how they are played.

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Year 6:

Identify musical conventions and inter-related dimensions: place music within both time and place. Understand that using my knowledge of musical conventions, instrumental knowledge and the inter-related dimensions will help me to confidently justify opinions of a variety of music.

Recognise sound & instruments: confidently recognise different orchestral instruments and instruments specific to a genre or era. Understand why composers use certain instruments or sounds at different times to create effect.

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EYFS:

Identify musical conventions and inter-related dimensions: describe sound e.g. whistling, twinkly. Begin to react to changes in the music such as tempo or dynamics by explaining or moving. Know that instruments can be played in different ways and this makes different sounds. Know that when the music changes speed (tempo) so does my movement. Know that music can be loud or quiet and fast or slow and this makes me feel differently.

Recognise sound & instruments: begin to recognise classroom instruments. Listen to sound effects. Know that sound effects can be used to show what a piece of music is about. Know that sound effects can be used to show what a piece of music is about.

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Year 2:

Identify musical conventions and inter-related dimensions: begin to recognise how composers use music to tell the story or message of their piece. Recognise changes in tempo, dynamics and pitch. Know the meaning of tempo, dynamics and pitch.

Recognise sound & instruments: begin to recognise instruments aurally. Know that instruments are made of different materials and this creates different sounds (timbres).

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