

Learning Ladder: Understanding, Reviewing and Evaluating

Step 8	<ul style="list-style-type: none"> • Evaluate musical choices in performance and composition and justify them in appropriate musical vocabulary • Demonstrate an ability to think widely about music and compare and contrast alternative viewpoints through discussion with others • Understand how music in a particular genre or style has developed over a period of time
Step 7 (Y6)	<ul style="list-style-type: none"> • Understand semiquavers and minim rests and the relationship between semibreves, minims, crotchets, quavers, semiquavers, crotchet, and minim rests • Discuss the features of a piece of music which work together to reflect a mood, culture or sense of occasion referring to interrelated dimensions of music • Present a well-formed opinion and show a willingness to engage with alternative perspectives • Recognise syncopated rhythms • Identify how specific musical techniques and devices contribute to the impact of a piece • Use appropriate musical vocabulary to explain choices in composition • Pupils perform with increasing confidence either from memory or from given notation demonstrating an understanding of different styles / genres
Step 6 (Y5)	<ul style="list-style-type: none"> • Introduce a major and minor scale e.g. C major and A minor and identify which notes are different. • Understand and develop how triads are formed, and play them on tuned percussion, melodic instruments, or keyboards • Introduce semibreves and semiquavers and understand the relationship between semibreves, minims, crotchets and crotchet rest, paired quavers and semiquavers • Understand the difference between 2/4, 3/4 and 4/4 time signatures • Pupils can follow the notations used on their whole class instrumental lessons and associate it with the correct fingering or they can remember more complex rhythm patterns / melodic phrases in the case of percussionists
Step 5 (Y4)	<ul style="list-style-type: none"> • Introduce major and minor chords and use technology to demonstrate e.g. interactive keyboard • Identify chordal accompaniment and melody understanding static and moving parts when listening • Introduce and understand the relationship between minims, crotchets, paired quavers and rests • Understand how sounds combine and create different effects, mood and feelings • Begin to develop an understanding of the term chromatic • Pupils show awareness of and can respond to different rhythm values – quavers, crotchets and minims
Step 4 (Y3)	<ul style="list-style-type: none"> • Introduce the stave, lines and spaces, and use clef. Use notation to show higher or lower pitch • Introduce and understand the differences between crotchets and quavers and their values

	<ul style="list-style-type: none"> • Apply word chants to rhythms understanding how to link each syllable to a musical note • Use appropriate musical vocabulary with understanding to describe music they are listening to and begin to identify different styles of music • Develop an ability to evaluate their own music and suggest improvements • Understand how sounds combine and create different effects on mood • Understand a rest indicates silence in music (crotchet rest) • Understand and identify different sections of a song, intro, verse, chorus and bridge • Pupils can assemble and look after their instrument and hold it correctly. Pupils show an awareness of pitch, pulse/beat. They are learning to control pitch when singing and, on their instrument, and they can generally maintain a steady beat when playing as part of a whole class.
Step 3 (Y2)	<ul style="list-style-type: none"> • Respond to the leader's directions and visual symbols of dynamics and tempo • Understand the speed of the music can change • Read and respond to chanted rhythm patterns, and represent them with stick notation (crotchet, quaver, crotchet rest) • Recognise dot notation and match it to 3 note tunes played on tuned percussion • Understand that music can be structured in different ways • Understand different sounds suit different moods • Comment constructively on the music produced by others and begin to use the inter-related dimensions of music in their answer
Step 2 (Y1)	<ul style="list-style-type: none"> • Understand the difference between creating a rhythm pattern and a pitch pattern • Understand that symbols (pictures) can be used to represent and organise sound • Develop a basic understanding of how music is organised e.g. beginning, middle and end • Investigate a range of instruments and understand they produce different sounds and then select the appropriate instrument for a specific purpose
Step 1 (EYFS)	<ul style="list-style-type: none"> • Respond to music in an intuitive way through movement, matching emotions, tempo and dynamics