

Learning Ladder: Listening

Step 8	<ul style="list-style-type: none"> • Understand how music reflects a given occasion or context • Listen to and comment on a wide range of genres and styles of music using a broad musical vocabulary • Identify how specific musical techniques and devices contribute to the impact of a piece
Step 7 (Y6)	<ul style="list-style-type: none"> • Listen to a diverse range of genres, styles and traditions and identify stylistic features • Listen to a wide range of live and recorded musicians • Develop a cultural respect and celebrate differences in the music listened to • Listen to music from different times and places and identify their own uniqueness
Step 6 (Y5)	<ul style="list-style-type: none"> • Identify 2/4, 3/4 and 4/4 time signatures when listening to a piece of music • Listen to a variety of pieces from different times and places, identifying their unique qualities • Develop awareness of interrelated dimensions of music and use the correct vocabulary in their responses • Recognise simple structures in the music being performed or listened to eg binary, ternary, verse, chorus etc
Step 5 (Y4)	<ul style="list-style-type: none"> • Copy short melodic phrases including those using the pentatonic • Identify and discuss the inter-related dimensions of music when listening to a piece of music • Begin to identify key stylistic features within a genre of music • Begin to develop a chronological understanding of different styles of music • Listen to a broad range of music from different times and places • Identify and name crotchets and quavers in rhythmic patterns • Begin to identify key stylistic features within a genre of music
Step 4 (Y3)	<ul style="list-style-type: none"> • Use listening skills to correctly order phrases using dot notation showing different arrangements of 3 notes C D E • Individually copy a short melodic phrase with stepwise movement using a range of 5 notes and beginning on C. Begin with singing and when confident, progress to a melodic instrument • Identify silent beats in music (rests) • Begin to develop active listening skills and relate what they hear to the inter-related dimensions of music • Pupils can listen to a rhythmic call and response and reproduce it accurately on their instrument using appropriate technique
Step 3 (Y2)	<ul style="list-style-type: none"> • Tap or clap the beat of a listening piece and recognise the tempo and any changes • Move to music, responding to the mood and emotion • Begin to group beats in four and threes by demonstrating the strongest beat when clapping • Respond independently to pitch changes heard in short melodic phrases indicating with actions (e.g., stand up / sit down, hands high /hands low) • Begin to recognise changes in tempo, dynamics, timbre (scratchy, smooth, string, brass etc) and texture (solo, multiple instruments) • Identify the different parts of a piece of music e.g., the verse and chorus in a song, introduction
Step 2	<ul style="list-style-type: none"> • Respond to the pulse in recorded / live music through movement and dance

(Y1)	<ul style="list-style-type: none">• Listen to sounds in the local environment and compare high and low sounds and long and short sounds• Identify the pulse• Recognise the changes in pitch between high and low pitch (pitched patterns) within a small section of melody e.g. trace the pattern of the melody and also identify long and short sounds
Step 1 (EYFS)	<ul style="list-style-type: none">• Identify high and low (pitch) and fast and slow (tempo) when listening to music• To respond to questions about a piece of music they have listened to i.e. how does it make you feel? Giving a reason linked to music