



Music Listening & Appreciation Progression Map

Aligned to the English National Curriculum for Music (EYFS, KS1 & KS2)

This document outlines a clear, progressive listening and music appreciation journey from Reception to Year 6, supporting pupils to listen with concentration, understand musical elements, explore a wide range of music, and develop evaluative language.

Year group	National Curriculum Links	Listening Activities	Listening Progression
<p>Progression Map: Listening & Appreciation</p> <p>Reception (EYFS)</p>	<p>Curriculum Focus: Exploring sound and responding to music</p> <p>Listening Skills: - Recognizes changes in tempo and dynamics - Responds physically and emotionally to music - Begins to talk about how music makes them feel</p> <p>Musical Elements Introduced: - Pulse - Tempo (fast/slow) - Dynamics (loud/quiet) - Mood</p> <p>Types of Music: - Nursery rhymes - Simple classical excerpts - Songs from films</p>	<p>Reception (Ages 4–5)</p> <p>Focus: Pulse, tempo, mood, familiar sounds</p> <p>Core Listening Repertoire & Genres:</p> <ul style="list-style-type: none"> ● Nursery Rhymes – <i>Traditional / Folk</i> ● The Wheels on the Bus – <i>Traditional / Children’s Song</i> ● In the Hall of the Mountain King – <i>Romantic Classical / Orchestral</i> ● Carnival of the Animals – Saint-Saëns – <i>Programme Music / Classical</i> ● Let It Go – Frozen – <i>Film Music / Musical Theatre</i> ● Twinkle Twinkle Little Star (instrumental) – <i>Traditional / Classical Arrangement</i> ● Peter and the Wolf (extracts) – Prokofiev – <i>Programme Music / Classical</i> 	<ul style="list-style-type: none"> ● Identifies fast and slow music ● Responds to loud and quiet sounds ● Expresses basic emotional responses (happy/sad) ● Begins to recognise different instruments
<p>Year 1</p>	<p>Curriculum Focus: Listening with concentration</p> <p>Listening Skills: - Identifies different instruments - Recognises high and low sounds - Notices repeated sections in music</p> <p>Musical Elements Introduced: - Pitch - Timbre - Structure (repeat)</p> <p>Types of Music: - Classical - Popular songs - Marches</p>	<p>Focus: Instruments, pitch, simple structure</p> <p>Core Listening Repertoire & Genres:</p> <ul style="list-style-type: none"> ● Ode to Joy – Beethoven – <i>Classical / Symphony</i> ● Yellow Submarine – The Beatles – <i>Pop / Rock</i> ● The Planets: Jupiter – Holst – <i>20th Century Classical / Orchestral</i> ● When the Saints Go Marching In – <i>Traditional Jazz / Gospel</i> ● Under the Sea – The Little Mermaid – <i>Film Music / Calypso-inspired</i> ● Flight of the Bumblebee – Rimsky-Korsakov – <i>Romantic Classical</i> 	<p>Listening Progression:</p> <ul style="list-style-type: none"> ● Identifies high and low sounds ● Recognises repeated sections <p>Names instrument families (strings, brass, woodwind, percussion)</p>

<p>Year 2</p>	<p>Curriculum Focus: Understanding style and rhythm</p> <p>Listening Skills: - Claps and moves to a steady pulse - Identifies simple rhythmic patterns - Begins to recognise music from different cultures</p> <p>Musical Elements Developed: - Rhythm - Tempo changes - Style</p> <p>Types of Music: - Jazz - World music - Orchestral music</p>	<p>Focus: Rhythm, style, cultural awareness</p> <p>Core Listening Repertoire & Genres:</p> <ul style="list-style-type: none"> ● Happy – Pharrell Williams – <i>Pop / Soul</i> ● Radetzky March – Johann Strauss – <i>Romantic Classical / March</i> ● Rockin’ Robin – Bobby Day – <i>Rock and Roll</i> ● Hava Nagila – <i>Traditional Jewish Folk Music</i> ● Boléro (excerpt) – Ravel – <i>20th Century Classical</i> ● Zorba the Greek – Mikis Theodorakis – <i>Greek Folk / Dance Music</i> 	<p>Listening Progression:</p> <ul style="list-style-type: none"> ● Claps and copies rhythmic patterns ● Begins to recognise musical styles ● Identifies music from different cultures
<p>Year 3</p>	<p>Curriculum Focus: Musical storytelling and expression</p> <p>Listening Skills: - Describes changes in dynamics and tempo - Identifies verses and choruses - Explains how music creates mood or tells a story</p> <p>Musical Elements Developed: - Dynamics (crescendo/decrescendo) - Texture - Structure (verse/chorus)</p> <p>Types of Music: - Film music - Reggae - Classical programme music</p>	<p>Focus: Dynamics, form, musical storytelling</p> <p>Core Listening Repertoire & Genres:</p> <ul style="list-style-type: none"> ● The Nutcracker Suite – Tchaikovsky – <i>Ballet / Romantic Classical</i> ● Lean On Me – Bill Withers – <i>Soul / Gospel-influenced Pop</i> ● Three Little Birds – Bob Marley – <i>Reggae</i> ● African Drumming – <i>Traditional African Music</i> ● Mamma Mia – ABBA – <i>Pop / Disco</i> ● The Sorcerer’s Apprentice – Dukas – <i>Programme Music / Classical mood</i> 	<p>Listening Progression:</p> <ul style="list-style-type: none"> ● Identifies crescendos and diminuendos ● Recognises verse and chorus structures ● Explains how music tells a story or creates mood
<p>Year 4</p>	<p>Curriculum Focus: Genre and historical awareness</p> <p>Listening Skills: - Recognises music from different historical periods - Identifies layers of sound - Uses musical vocabulary accurately</p> <p>Musical Elements Developed: - Texture (layers) - Tempo variation - Genre</p> <p>Types of Music: - Baroque and Classical music - Pop and rock - World music (e.g. Samba)</p>	<p>Focus: Genre, texture, historical periods</p> <p>Core Listening Repertoire & Genres:</p> <ul style="list-style-type: none"> ● Four Seasons (Spring) – Vivaldi – <i>Baroque Classical</i> ● Livin’ on a Prayer – Bon Jovi – <i>Rock / Arena Rock</i> ● Stand By Me – Ben E. King – <i>Soul / Rhythm and Blues</i> ● Samba Music – Brazil – <i>Latin American / Samba</i> ● Ghostbusters – Ray Parker Jr. – <i>Pop / Film Music</i> ● William Tell Overture – Rossini – <i>Romantic Classical / Overture</i> 	<p>Listening Progression:</p> <ul style="list-style-type: none"> ● Recognises different musical genres ● Identifies layered textures ● Describes tempo changes using musical vocabulary

<p>Year 5</p>	<p>Curriculum Focus: Influence and musical structure</p> <p>Listening Skills: - Identifies key features of styles and genres - Recognises how music has changed over time - Discusses composer or performer intent</p> <p>Musical Elements Developed: - Harmony - Form - Stylistic features</p> <p>Types of Music: - Jazz - Film music - Classical symphonies - Global traditions</p>	<p>Focus: Musical elements, influence & innovation</p> <p>Core Listening Repertoire & Genres:</p> <ul style="list-style-type: none"> ● Symphony No. 5 (1st movement) – Beethoven – <i>Classical / Symphony</i> ● Waka Waka – Shakira – <i>Pop / World Music Fusion</i> ● Take the “A” Train – Duke Ellington – <i>Jazz / Swing</i> ● Indian Classical Raga – <i>Indian Classical Music</i> ● Bohemian Rhapsody – Queen – <i>Rock / Progressive Rock</i> ● Star Wars Main Theme – John Williams – <i>Film Music / Orchestral</i> ● 	<p>Listening Progression:</p> <ul style="list-style-type: none"> ● Identifies musical structure and harmony ● Recognises stylistic features of genres ● Discusses composer or performer intent
<p>Year 6</p>	<p>Curriculum Focus: Analysis, evaluation and context</p> <p>Listening Skills: - Analyses music using appropriate vocabulary - Explains how music reflects time, place and purpose - Evaluates personal preference with justification</p> <p>Musical Elements Mastered: - Structure - Texture - Dynamics - Tempo - Timbre - Harmony</p> <p>Types of Music: - 20th/21st century music - Rock and pop - Minimalism - Protest and message-driven music</p> <p>Expected Outcomes by End of Year 6</p> <p>Pupils will be able to: - Listen with attention to detail - Identify and describe musical elements - Appreciate music from a wide range of traditions and historical periods - Discuss music using appropriate musical language - Make informed judgements and express preferences</p>	<p>Focus: Analysis, context, evaluation</p> <p>Core Listening Repertoire & Genres:</p> <ul style="list-style-type: none"> ● Adagio for Strings – Samuel Barber – <i>20th Century Classical</i> ● Smells Like Teen Spirit – Nirvana – <i>Grunge / Alternative Rock</i> ● Africa – Toto – <i>Pop Rock</i> ● Clapping Music – Steve Reich – <i>Minimalism / Contemporary Classical</i> ● Blinding Lights – The Weeknd – <i>Synth-pop</i> ● Redemption Song – Bob Marley – <i>Reggae / Protest Song</i> 	<p>Listening Progression:</p> <ul style="list-style-type: none"> ● Analyses music using correct musical vocabulary ● Explains how music reflects time, place, and purpose ● Evaluates music with justified personal opinions

