

Assembly (main hall and class based) Listening and Appraising: Spring Term 2026

All the pieces of music are via Charanga:

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Weeks	Music choice	Teaching Notes
05.01.2026 – 16.01.2026 (Active listening)	Winter from the Four Seasons (Anton Vivaldi)	Period of music: Baroque Key instrument: Violins (string section), Harpsichord Key element of music: Structure, this is the second of three movements which is a ‘fast’ movement. The pizzicato strings represent the rain outside whereas the solo violin represents the warmth and comfort from the log fire.
19.01.2026 - 30.01.2026 (January)	Eine Kliene Nachtmusik (Mozart) 27.01.1756	Period of music: Classical Key instrument: Strings: Violins, Violas, ‘Cellos (Orchestral) Key element of music: Tempo, piece of music starts slow (Adagio), then to a more walking pace (Andante). There is a middle section that quickens (Allegro) Music commences in unison, the strings keep the tune and there is a simple accompaniment
02.02.2026 - 13.02.2026 (February)	Pick up the Pieces (Average White Band)	Period of music: Contemporary / Jazz Key instrument: Horns Key element of music: Ostinato rhythm This is an instrumental piece. The only vocals is the title being shouted.
23.02.2026 - 06.03.2026 (February)	In the Hall of the Mountain King from Peer Gynt (Edvard Greig) 24.02.1876	Period of music: Early 20 th Century Key instruments: Bassoon, pizzicato strings, timpani, cymbals Key element of music: Dynamics, tempo The melody transfers from one instrument to another and then all the instruments play in unison with increased tempo (allegro) and dynamics (forte) all ending with a dramatic percussion ending.
09.03.2026 – 01.03.2026 (March)	Spring from the Four Seasons (Anton Vivaldi)	Period of music: Baroque Key instrument: Violins (string section), Harpsichord Key element of music: Structure, this is the first of three movements which is a ‘fast’ movement. The movements tell a story with the trills representing birdsong, the lower strings then represent a babbling stream, the wind blows, a storm begins, once this passes the birds return.
23.03.2026 - 27.03.2026 (March)	Tocatta and Fugue in D minor (Johan Sebastian Bach) 1708	Period of music: Baroque Key instrument: Organ Key element of music: Structure, toccata (opening free flow), fugue (longer section) and coda (ending) This piece is believed to depict a storm. The ‘toccata’ section is fast flowing / moving passages enabling the performer to ‘show off’



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Getting the best out of Listening and Appraising:

- The identified piece of music will be played at Monday and Friday assemblies and phase singing assemblies
- The assembly leader will talk about the piece of music and use the Charanga timeline to draw comparisons with other pieces of music, composers and historical events. Opinions are important – it is fine not to like a piece of music however, there needs to be a reason for and a musical explanation provided. This needs to be taught. The more this is taught and the exposure learners have to a range of musical styles and genres the more experienced they get with providing a detailed answer
- Going forward, the assembly leader will draw comparisons with other pieces of music over the term and terms. With Baroque, Classical and Romantic Composers they tended to 'magpie' ideas and add their own twist. If comparisons are explicitly taught it enables learners to start to hear these comparisons for themselves
- The progression of skills for this musical strand is below and it is useful for assembly leaders and teachers to be aware of what children need to be able to achieve by the end of each year



Class based Listening and Appraising: Progression of skills

By the end of the academic year, learners should be able to:

Year 1	Year 2
<p>To join in with songs as part of the whole class. To clap the pulse of a song as part of the whole class with support To start to recognise the sounds that different instruments make.</p>	<p>To express a simple opinion about a piece of music. To join in with songs as part of the whole class. To clap the pulse of a song as part of the whole class. To recognise that instruments make different sounds and to start to name them.</p>
Year 3	Year 4
<p>To concentrate when listening to a piece of music. To notice some differences in pieces of music and can comment on them (may not be able to refer directly to the elements of music). To understand that all compositions contain a pulse and to clap along with the pulse of a piece of music.</p>	<p>To use some musical terms to describe what I am listening. To start to pick out key style indicators of different styles of music. To understand that all compositions contain a pulse and to find the pulse of a piece of music independently</p>
Year 5	Year 6
<p>To recognise music from some genres and cultures. To comment on music and how it makes me feel, showing an awareness of some of the elements of music. To internalise the pulse of most pieces of music.</p>	<p>To recognise music from a variety of genres and cultures. To comment on music by referring explicitly to the elements of music. To internalise the pulse of any piece of music.</p>