

Assembly (main hall and class based) Listening and Appraising: Autumn Term 2025

Weeks	Music choice	Teaching Notes
04.09.2025 - 19.09.2025 (September)	Zadoc the Priest (G.F. Handel)	Period of music: Baroque Key instrument: Harpsichord Written for George II coronation and used ever since Key element of music: Dynamics
22.09.2025 - 03.10.2025 (September)	Largo from the New World Symphony (Dvorák)	Period of music: Romantic Key instrument: Cor Anglais (woodwind instrument similar to Oboe played with a double reed) Largo - Italian meaning 'slow' (Presto means 'fast') Key element of music: Rhythm Repeated rhythmic pattern
06.10.2025 - 17.10.2025 (October)	The Blue Danube (Johann Strauss)	Period of music: Romantic Key instrument: Symphony Orchestra Key element of music: Structure: Waltz so 3 crochet beats (1 beat) in a bar (3/4 time)
20.10.2025 – 07.11.2025 (November)	Mbube (Soweto Gospel Choir)	Period of music: Contemporary Key instrument: Gospel choir (voices) Key element of music: Texture - layers of sound. Harmony is entwined
10.11.2025 - 21.11.2025 (November)	Hedwigs Theme from Harry Potter (John Williams)	Period of music: Contemporary Key instrument: Celeste (Full Orchestra) Key element of music: Timbre John Williams is famous for writing film soundtracks and the layers used (timbre) builds the atmosphere and suspense
24.11.2025 - 05.12.2025 (December)	Symphony Number 5 (Beethoven) BBC Ten Pieces	Period of music: Romantic Key instrument: Full symphony orchestra Key element of music: Dynamics and texture The opening four notes (motif) is repeated throughout the piece across the instruments
08.12.2025 – 18.12.2025 (The Match Girl's Christmas)	Brass Band Carols Traditional Carols	Deck the Halls – welsh origin dating back to 16 th Century The Sussex Carol (on Christmas night) written by Vaughan Williams first performed 1912 was Ding dong merrily on high – was originally a dance, first published in 1924



Assembly listening and appraising Autumn Term 2025

All the pieces of music are found via Charanga:

Home > Freestyle > Listening Centre > Listening Calendar > *month which is in brackets above*

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>