

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

All the pieces of music are via Charanga:

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

Weeks	Music choice	Teaching Notes
13.04.2026 – 24.04.2026 (April)	Montague and Capulets from Romeo and Juliet (Prokofiev)	Period of music: Early 20 <sup>th</sup> Century Key instruments: Strings, tuba, bass trombone (full orchestra) Key element of music: Dynamics, timbre (layers of sound build) Used in The Apprentice (BBC)
27.04.2026 - 08.05.2026 (May)	Ode to Joy (Ludwig van Beethoven)	Period of music: Romantic Key instrument: Symphony orchestra, choral vocals Key element of music: tempo, dynamics
11.05.2026 - 22.05.2026 (April)	Waterloo (Abba)	Period of music: Contemporary Key instruments: Vocals, piano, guitar Key elements of music: timbre (harmony) Abba won the Eurovision Song contest in 1974. 2026 Eurovision song contest is 16.05.2026 this is the 70 <sup>th</sup> Year of the contest
01.06.2026 – 12.06.2026 (June)	O Fortuna from Carmina Burana (Carl Orff)	Period of music: Early 20 <sup>th</sup> Century Key instruments: Timpani, symphony orchestra, choral vocals Key element of music: Dynamics (forte to piano and then crescendo fortissimo) Ostinato low down in strings and bassoon. Dramatic opening with timpani. <b>The piece is one of the BBC ten pieces.</b>
15.06.2026 – 26.06.2026 (August)	Horn Concerto No.4 (Wolfgang Amadeus Mozart)	Period of music: Classical Key instrument: French horn, string section Key element of music: Structure - a concerto is a piece of music for a solo instrument and orchestra to 'show off' the talent of the soloist. <b>The piece is one of the BBC ten pieces.</b>
29.06.2026 - 10.07.2026 (August)	Jai Ho (A R Rahman)	Period of music: Contemporary Key instrument: vocals, drums, horns, synthesizers Key element of music: Rhythm, tempo (stair stepping pitch bend)
13.07.2026 - 22.07.2026 (August)	Don't you worry 'bout a thing (Incognito)	Period of music: Contemporary Key instrument: Vocals, horn section (trumpets, trombones, saxophones) Key element of music: Rhythm (Latin / jazz)



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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>