

	<p>Year group: Year 1</p>	<p>Area/topic: Listening and Understanding</p>
<p>(objectives from NC /ELG /Development matters) Key Stage 1 National Curriculum Objectives:</p> <ul style="list-style-type: none"> ➤ Listen with concentration and understanding to a range of high- quality live and recorded music. ➤ Make comments about the music they have listened to, commenting on: <ul style="list-style-type: none"> ➤ <i>Their opinion of the music and how it makes them feel</i> ➤ <i>Associations, e.g. 'it makes me think of waves in the sea',</i> ➤ <i>When they would listen to it- appropriate occasions.</i> ➤ <i>How music may match its content, or a character in a story, e.g. scary music with a monster.'</i> ➤ Respond appropriately to music, in different ways. 		

Prior learning	Future learning
<p>Children will have listened to and responded to different genres of music in Reception. Children will have commented on: <i>Their opinion of the music and how it made them feel.</i> <i>Associations e.g. 'it makes me think of waves in the sea'</i> <i>When they would listen to it- appropriate occasions.</i></p>	<p>In Year 2...</p> <ul style="list-style-type: none"> ➤ Listen with concentration and understanding to a range of high- quality live and recorded music. ➤ Make comments about the music they have listened to, commenting on: <ul style="list-style-type: none"> ▪ <i>Their opinion of the music and how it makes them feel</i> ▪ <i>Associations, e.g. 'it makes me think of waves in the sea',</i> ▪ <i>When they would listen to it- appropriate occasions.</i> ▪ <i>Comparisons between other pieces they have listened to</i> ▪ <i>Changes they notice in the music (e.g. fast and slow parts)</i> ▪ <i>Instruments</i> ▪ <i>Genre</i> ▪ <i>The social and historical context- when they think it was written/ why was it written/ the purpose of the music.</i> ▪ <i>Composers.</i> ➤ Respond appropriately and creatively to music, in different ways

What pupils need to know or do to be secure	
<p>Key knowledge and skills</p> <p>Children will listen to music with concentration.</p> <p>Children will be able to comment and share their thoughts clearly about a piece of music. Children will be able to explain how a piece of music makes them feel. Children will be able to comment on the content on the music.</p> <p>Children will be able to respond to music appropriately in different ways.</p>	<p>Possible evidence</p> <p>Verbal evidence- quotes of children discussing music.</p> <p>Ways children could respond to music could include:</p> <p>Drawing a picture while listening</p> <p>Dance/ movement.</p> <p>Building/ making something, e.g. with playdough.</p>
<p>Key vocabulary</p> <p>Listen, concentrate, music, song,</p>	
<p>Common misconceptions</p> <p>Children may confuse their personal opinion of a piece of music, with the quality of music. E.g. they may find slow music 'boring' and decide it's not of high quality.</p>	<p>Books linking to this area</p> <p>The Bear and the Piano- David Litchfield</p>
<p>Memorable first hand experiences</p> <p>Harvest Festival.</p> <p>Collective Worship performances.</p>	<p>Opportunities for communication</p> <p>Children will communicate their thoughts and ideas verbally when discuss a piece of music.</p>

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Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <p>Children do not have to verbally communicate their thoughts on a piece of music- they can respond in a different way.</p> <p>Children can be asked more simple questions about music they have listened to.</p>	<p>Cognition and Learning</p> <p>Children do not have to verbally communicate their thoughts on a piece of music- they can respond in a different way.</p> <p>Children can be asked more simple questions about music they have listened to.</p>
<p>Social, Emotional and Mental health</p> <p>Children do not have to listen to the duration of a song if it is too difficult to sustain attention.</p>	<p>Sensory and Physical</p> <p>Children can wear ear defenders if music is too loud</p>