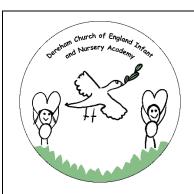
Dereham Church of England Infant and Nursery Academy- Music

Summer 2





Respond to and comment on:

Their opinion on the music and how it makes them feel.

Any changes they hear, e.g. 'it started fast then went slow.

Associations, e.g. 'this music sounds like waves'.

When they would listen to it-appropriate occasions.

Year group: Year I

Area/topic: Listening and Understanding

(objectives from NC/ELG/Development matters)
Key Stage | National Curriculum Objectives:

- \triangleright listen with concentration and understanding to a range of high-quality live and recorded music.
- > Lister attentively to a range of high-quality live and recorded music.
- > Know that there are different genres of music and that some music was created a long time ago.
- Make comments about the music they have listened to, commenting on:
- Their opinion on the music and how it makes them feel.
- Associations, e.g. 'it makes me think of waves in the sea',
- When they would listen to it-appropriate occasions.
- How music may match its content, or a character in a story, e.g. scary music with a monster."

describe the sounds.

Respond to music they have listened to, commenting on:

Their opinion of the music and how it makes them feel

When they would listen to it-appropriate occasions.

Comparisons between other pieces they have listened to Changes they notice in the music (e.g. fast and slow parts)

Associations, e.g. 'it makes me think of waves in the sea',

- Comparisons between other pieces of music they have listened to.
- Changes e.g. 'it started quiet then got louder
- Instruments they hear.

Prior learning Future learning In Reception... In Year 2: EYFS Statutory Framework- Early Learning Goals Key Stage I National Curriculum Objectives: Listening, Attention and Understanding: > lister with concentration and understanding to a range of high- Listen attentively and respond to what they hear with relevant quality live and recorded music. questions, comments and actions when being read to and during > Lister attentively to recorded and live performances. Know some whole class discussions and small group interactions. information about the social and historical context of the music they Make comments about what they have heard and ask questions to are listening to- understand that there are different genres and styles clarify their understanding. of music and that these are used across different cultures and Hold conversation when engaged in back-and-forth exchanges traditions. with their teacher and peers. > Show awareness of different genres and name some. > Listen to sounds in the local environment, identifying and describing Name some composers/artists. what they can hear. > Identify and name a variety of instruments from recorded music and > Lister attentively to a range of high-quality live and recorded music.

What pupils need to know or do to be secure			
Key knowledge and skills		Possible evidence	
Children will be able to listen attentively to a piece of music.		Adult will write up children's verbal	
Children will be able to explain in full sentences their opinion of the music and how it made them feel.		quotes.	
Children will be able make associations, describing what the music makes them think of.		Children can create a piece of art as a	
Children will be able to explain where they may hear this piece of music and when would be an appropriate		response to a piece of music they listen to	
time to play the music, e.g. party music at a disco.		They can create art to show what the	
Children will be able to comment on any changes within a piece of music, e.g. fast, slow, suspenseful,		music makes them think of, or something	
exciting parts etc		that may be described in a song.	
Children will be able to make comparisons with other pieces of music they have listened to.		Children can respond by creating their	
Children may be able to identify some instruments they hear in a piece of music.		own music and explain their choices, e.g.	
Key vocabulary		if they listen to a calm piece of music,	
Music, song, genre, composer, tempo,		they can respond by making their own	
		calm music.	
Common misconceptions	Books linking to this area		
Children may struggle to understand that a piece of music they listen to	Orchestra- Avalon Nuovo		
may not be necessarily when it was recorded, e.g. classical music was			
written a long time ago but the piece they may be listening to may been			
recorded recently.			
Memorable first hand experiences	Opportunities for communication		
TBC	Children will verbally communicate their responses to pieces of music they		
hear.			

Instruments Genre

The social and historical context- when they think it was written/ why was it written/ the purpose of the music.
 Composers/singers/bands/ groups

Dereham Church of England Infant and Nursery Academy Reasonable adjustments for pupils with SEND

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