

	<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. ➤ Listen 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: <ul style="list-style-type: none"> ▪ 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.' ▪ 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
<p>In Reception...</p> <p>EYFS Statutory Framework- Early Learning Goals</p> <p>Listening, Attention and Understanding:</p> <ul style="list-style-type: none"> ▪ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. ▪ Make comments about what they have heard and ask questions to clarify their understanding. ▪ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <ul style="list-style-type: none"> ➤ Listen to sounds in the local environment, identifying and describing what they can hear. ➤ Listen attentively to a range of high-quality live and recorded music. ➤ Respond to and comment on: <ul style="list-style-type: none"> ▪ Their opinion on the music and how it makes them feel. ▪ Associations, e.g. 'this music sounds like waves'. ▪ Any changes they hear, e.g. 'it started fast then went slow. ▪ When they would listen to it- appropriate occasions. 	<p>In Year 2:</p> <p>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. ➤ Listen attentively to recorded and live performances. Know some information about the social and historical context of the music they are listening to- understand that there are different genres and styles of music and that these are used across different cultures and traditions. ➤ Show awareness of different genres and name some. ➤ Name some composers/artists. ➤ Identify and name a variety of instruments from recorded music and describe the sounds. ➤ Respond to music they have listened to, commenting on: <ul style="list-style-type: none"> ▪ Their opinion of 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. ▪ Comparisons between other pieces they have listened to ▪ Changes they notice in the music (e.g. fast and slow parts)

	<ul style="list-style-type: none"> ▪ <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/singers/bands/ groups</i>
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What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Children will be able to listen attentively to a piece of music.</p> <p>Children will be able to explain in full sentences their opinion of the music and how it made them feel.</p> <p>Children will be able make associations, describing what the music makes them think of.</p> <p>Children will be able to explain where they may hear this piece of music and when would be an appropriate time to play the music, e.g. party music at a disco.</p> <p>Children will be able to comment on any changes within a piece of music, e.g. fast, slow, suspenseful, exciting parts etc...</p> <p>Children will be able to make comparisons with other pieces of music they have listened to.</p> <p>Children may be able to identify some instruments they hear in a piece of music.</p>	<p>Adult will write up children's verbal quotes.</p> <p>Children can create a piece of art as a response to a piece of music they listen to. They can create art to show what the music makes them think of, or something that may be described in a song.</p> <p>Children can respond by creating their own music and explain their choices, e.g. if they listen to a calm piece of music, they can respond by making their own calm music.</p>
Key vocabulary	
Music, song, genre, composer, tempo,	
Common misconceptions	Books linking to this area
Children may struggle to understand that a piece of music they listen to 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 be recorded recently.	Orchestra- Avalon Nuovo
Memorable first hand experiences	Opportunities for communication
TBC	Children will verbally communicate their responses to pieces of music they hear.

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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. 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 non-verbally. 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 gets too loud.</p>