

	<p>Year group: Year 2</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"> ➤ 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. ➤ How music may match its content, or a character in a story, e.g. scary music with a monster.' ➤ Comparisons between other pieces they have listened to. ➤ 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 Year 1.</p> <p>Children will have commented on music they have heard, expressing:</p> <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. ➤ How music may match its content, or a character in a story, e.g. scary music with a monster.' 	<p>Key Stage 2 National Curriculum Objectives:</p> <ul style="list-style-type: none"> ➤ Listen with attention to detail and recall sounds with increasing aural memory. ➤ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. ➤ Develop an understanding of the history of music

What pupils need to know or do to be secure	
<p>Key knowledge and Skills</p> <p>Children will listen to music with concentration, knowing they need to be quiet.</p> <p>Children will be able to comment and share their thoughts clearly about a piece of music. Children will be able to comment on the content of music. Children will be able to explain how and why a piece of music is similar or different to another piece of music listened to.</p> <p>Children will be able to respond to music appropriately in a variety of ways. Children will be able to explain why they have responded in a particular way.</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, opinion, music, song, compare</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>Listen: How Evelyn Glennie, a Deaf Girl, Changed Percussion- Shannon Stocker</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>