


Dereham Church Infant and Nursery School- Music

Year 1 Autumn 1 MTP

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|  | <p>Year group: 1</p> | <p>Area/topic: Listening and understanding.</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. • 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 |
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| <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> |

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| | <p><i>Composers.</i></p> <ul style="list-style-type: none"> Respond appropriately and creatively to music, in different ways |
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| What pupils need to know or do to be secure | |
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| Key knowledge and skills | Possible evidence |
| <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>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> |
| Key vocabulary | |
| Listen, concentrate, music, song, | |
| Common misconceptions | Books linking to this area |
| 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. | The Bear and the Piano- David Litchfield |
| Memorable first hand experiences | Opportunities for communication |
| Harvest Festival. Collective Worship performances. | Children will communicate their thoughts and ideas verbally when discuss a piece of music. |

DCINS Reasonable adjustments for pupils with SEND

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| <p data-bbox="481 84 862 113">Communication and Interaction</p> <p data-bbox="226 156 1120 220">Children do not have to verbally communicate their thoughts on a piece of music- they can respond in a different way.</p> <p data-bbox="212 263 1133 327">Children can be asked more simple questions about music they have listened to.</p> | <p data-bbox="1489 84 1771 113">Cognition and Learning</p> <p data-bbox="1182 156 2076 220">Children do not have to verbally communicate their thoughts on a piece of music- they can respond in a different way.</p> <p data-bbox="1169 263 2089 327">Children can be asked more simple questions about music they have listened to.</p> |
| <p data-bbox="454 391 889 419">Social, Emotional and Mental health</p> <p data-bbox="219 462 1126 526">Children do not have to listen to the duration of a song if it is too difficult to sustain attention.</p> | <p data-bbox="1503 391 1758 419">Sensory and Physical</p> <p data-bbox="1319 462 1942 491">Children can wear ear defenders if music is too loud</p> |