

	<p>Year group: 2</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> • <i>Comparisons between other pieces they have listened to.</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 Year 1.</p> <p>Children will have commented on music they have heard, expressing:</p> <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> 	<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

Key knowledge and skills		Possible evidence
<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>Verbal evidence- quotes of children discussing music.</p> <p>Ways children could respond to music could include: Drawing a picture while listening Dance/ movement. Building/ making something, e.g. with playdough.</p>
Key vocabulary		
Listen, concentrate, opinion, music, song, compare		
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.	Listen: How Evelyn Glennie, a Deaf Girl, Changed Percussion- Shannon Stocker 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

Communication and Interaction

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.

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.

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 is too loud