


Dereham Church Infant and Nursery School- Music

Year 1 Summer 2 MTP

	<p>Year group: 1</p>	<p>Area/topic: Listening and understanding</p>
	<p>In Year 1</p> <p><b>Key Stage 1 National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Listen attentively to a range of high-quality live and recorded music.</li> <li>Know that there are different genres of music and that some music was created a long time ago.</li> <li>Make comments about the music they have listened to, commenting on:             <ul style="list-style-type: none"> <li>Their opinion on the music and how it makes them feel.</li> <li>Associations, e.g. 'it makes me think of waves in the sea',</li> <li>When they would listen to it- appropriate occasions.</li> <li>How music may match its content, or a character in a story, e.g. scary music with a monster.'</li> <li>Comparisons between other pieces of music they have listened to.</li> <li>Changes e.g. 'it started quiet then got louder</li> <li>Instruments they hear.</li> </ul> </li> </ul>	

Prior learning	Future learning
<p>In Reception...</p> <p><b>EYFS Statutory Framework- Early Learning Goals</b></p> <p>Listening, Attention and Understanding:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<p><b>In Year 2:</b></p> <p><b>Key Stage 1 National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>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.</li> </ul>

<p>Listen to sounds in the local environment, identifying and describing what they can hear.</p> <p>Listen attentively to a range of high-quality live and recorded music.</p> <p>Respond to and comment on:  <i>Their opinion on the music and how it makes them feel.</i>  <i>Associations, e.g. 'this music sounds like waves'.</i>  <i>Any changes they hear, e.g. 'it started fast then went slow.</i>  <i>When they would listen to it- appropriate occasions.</i></p>	<ul style="list-style-type: none"> <li>• Show awareness of different genres and name some.</li> <li>• Name some composers/artists.</li> <li>• Identify and name a variety of instruments from recorded music and describe the sounds.</li> <li>• Respond to music they have listened to, commenting on: <ul style="list-style-type: none"> <li>• <i>Their opinion of the music and how it makes them feel</i></li> <li>• <i>Associations, e.g. 'it makes me think of waves in the sea',</i></li> <li>• <i>When they would listen to it- appropriate occasions.</i></li> <li>• <i>Comparisons between other pieces they have listened to</i></li> <li>• <i>Changes they notice in the music (e.g. fast and slow parts)</i></li> <li>• <i>Instruments</i></li> <li>• <i>Genre</i></li> <li>• <i>The social and historical context- when they think it was written/ why was it written/ the purpose of the music.</i></li> <li>• <i>Composers/singers/bands/ groups</i></li> </ul> </li> </ul>
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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.</p>

		if they listen to a calm piece of music, they can respond by making their own calm music.
Key vocabulary		
Music, song, genre, composer, tempo,		
<b>Common misconceptions</b>	<b>Books linking to this area</b>	
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	
<b>Memorable first hand experiences</b>	<b>Opportunities for communication</b>	
TBC	Children will verbally communicate their responses to pieces of music they hear.	

DCINS Reasonable adjustments for pupils with SEND

<p><b>Communication and Interaction</b></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><b>Cognition and Learning</b></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>
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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.