



Year group: 2

Area/topic: Listening and understanding

**Key Stage 1 National Curriculum Objectives:**

- 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:
  - *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)*
  - *Instruments*
  - *Genre*
  - *The social and historical context- when they think it was written/ why was it written/ the purpose of the music.*
  - *Composers/ singers/bands/groups*

| Prior learning   | Future learning   |
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| <p>In Year 1:</p> <p><b>Key Stage 1 National Curriculum Objectives:</b></p> <p>listen with concentration and understanding to a range of high-quality live and recorded music.</p> <ul style="list-style-type: none"> <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>• <i>Their opinion on 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>How music may match its content, or a character in a story, e.g. scary music with a monster.'</i></li> <li>• <i>Comparisons between other pieces of music they have listened to.</i></li> <li>• <i>Changes e.g. 'it started quiet then got louder'</i></li> <li>• <i>Instruments they hear.</i></li> </ul> </li> </ul> | <p><b>Key Stage 2 National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• develop an understanding of the history of music.</li> </ul> |

| What pupils need to know or do to be secure   |  |
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| <p><b>Key knowledge and skills</b></p> <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 to comment on any changes within a piece of music, e.g. fast, slow, suspenseful, exciting parts etc...</p> <p>Children will show an understanding of when the music was produced.</p> <p>Children will be able to name some genres of music and comment on when different types of music may be played.</p> | <p><b>Possible evidence</b></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> |

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| <p>Children will be able to compare different genres of music.<br/>         Children will be able to identify some music instruments they hear.<br/>         Children may be able to name composers and singers/bands.</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> |
| <p>Key vocabulary</p>  |   |   |
| <p>Genre, composer, tempo, dynamics</p>  |   |   |
| <p><b>Common misconceptions</b></p>  | <p><b>Books linking to this area</b></p>  |   |
| <p>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 been recorded recently.</p> | <p>Orchestra- Avalon Nuovo</p>  |   |
| <p><b>Memorable first hand experiences</b></p>   | <p><b>Opportunities for communication</b></p>   |   |
| <p>Leaver's service</p>  | <p>Children will verbally communicate their responses to pieces of music they hear.</p> |   |

DCINS Reasonable adjustments for pupils with SEND

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| <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> |
| <p><b>Social, Emotional and Mental health</b></p> <p>Children do not have to listen to the duration of a song if it is too difficult to sustain attention.</p>  | <p><b>Sensory and Physical</b></p> <p>Children can wear ear defenders if music gets too loud.</p>  |

