



**TWO RIVERS**  
HIGH SCHOOL

**Two Rivers High School**

**Year 7 & 8**

**Knowledge and Skills**

	<b>Autumn 2022-23</b>		<b>Spring 2022-23</b>		<b>Summer 2022-23</b>	
	Musical elements	Instruments of the orchestra	Reading rhythm notation	Programme music	Keyboards	Aaron Copeland Rodeo Hoedown
Sing a range of songs in unison	■	■				
Sing two-part rounds		■				
Listen to a range of recorded performances	■	■		■		■
Listen to music and start to identify the use of some musical elements	■					
Listen to music and practise identifying the use of musical elements	■	■	■	■		■
Listen to music and identify how the musical elements are used and their impact on the listener				■		
Listen to music and start to understand its meaning and purpose				■		■
Clap or play a steady beat or pulse in time with some music	■	■				■
Clap or play along with the beat in music with tempo changes	■		■			



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### HIGH SCHOOL

Group beats in 2s, 3s or 4s when playing by accenting the first beat						
Identify group beatings in familiar music						
Repeat short (4 beat) rhythms accurately						
Perform a short repeating rhythmic pattern (ostinato) and keep it in time with a steady beat						
Listen to sounds and compare the pitch						
Say whether a sound is high or low pitched						
Explore percussion sounds to enhance storytelling						
Follow simple pictures or symbols to guide singing or playing						
Use graphic symbols to keep a record of music performance						
Read and respond to crotchets, paired quavers and crotchet rests						
Improvise rhythmic patterns						
Play rhythmically simple melodies on keyboard instruments following staff notation written on one stave						
Use notes within a range of a 5th						
Read simple phrases using pitch and rhythmic notation on the treble clef containing melodies that move mostly by step						
Read and respond to staff notation using 5 notes						



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Learn to find notes on the keyboards						
Improvise on a limited number of pitches						
Read and respond to minims						
Recognise whether a sound is loud or quiet						
Describe the dynamics of a piece of music						
Use Italian terms to describe dynamics						
Read and respond to rhythmic notation						
Describe music as having a thin or thick texture						
Choose an appropriate instrument for a part and explain why it is suited						
To recognise and describe the structure of a piece of music						
Read and perform pieces on a keyboard instrument within an octave using one hand						
Play as part of an ensemble keeping in time with others in the group						



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	Autumn 2023-24		Spring 2023-24		Summer 2023-24	
	Tempo	Djembes (duration)	Mambo (dynamics)	Ukuleles (structure)	Mars TBoW (pitch)	Samba
Sing a range of songs in unison	■					
Sing two-part rounds	■					
Listen to a range of recorded performances	■		■		■	
Listen to music and practise identifying the use of musical elements	■	■	■	■	■	
Listen to music and identify how the musical elements are used and their impact on the listener			■		■	
Listen to music and start to understand its meaning and purpose			■		■	
Clap or play a steady beat or pulse in time with some music	■	■	■		■	■
Clap or play along with the beat in music with tempo changes	■					
Group beats in 2s, 3s or 4s when playing by accenting the first beat	■		■			
Repeat short (4 beat) rhythms accurately		■				■
Perform a short repeating rhythmic pattern (ostinato) and keep it in time with a steady beat		■	■		■	■
Read and respond to crotchets, paired quavers and crotchet rests		■				



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Improvise rhythmic patterns		■				■
Read and respond to minims		■				
Play simple chords				■		
Recognise major and minor chords						
Improvise over a simple groove		■				■
Recognise whether a sound is loud or quiet			■			
Describe the dynamics of a piece of music			■			
Play an instrument with control over the dynamics						■
Use Italian terms to describe dynamics			■			■
To recognise and describe the structure of a piece of music				■		■
To identify the introduction, verse, chorus, bridge and coda				■		
Play as part of an ensemble keeping in time with others in the group	■	■	■	■	■	■
Read staff notation						
Play chord sequences from a range of familiar songs				■		