



2 - IMPLEMENTATION - can be seen in subject Mid-Term plans

3 – IMPACT

The Two Rivers High School music curriculum incorporates elements of the *My Music* scheme of work (copyright EQUALS 2018). The different ideas are ‘graded’ into (i) encountering (ii) exploration and (iii) developing understanding. This aids the creative process by gradually allowing for more depth to be offered over time so that learners move from encountering to exploration to developing understanding and beyond, but it also allows learners to proceed at their own pace.

Encountering may involve: raising awareness; becoming familiar with; focussing attention on; a sensory, immersive, visceral experience; an immediate and reactive response; sharing with others; apprehension; anticipation; experiencing a range of feelings; participation in presentation and/or performance. These encounters affect all people with or without learning difficulties, they are how we first make contact with the aesthetic;

Exploring may involve: recognition of the process; building sequential memory; playing; learning with and from others; experimenting; making connections, recognising same and different; discovering possibilities; coping with new or multiple encounters; expressing a range of feelings; sustaining attention; persevering; contributing; contributing to presentation and/or performance.

Developing understanding may involve: practising and refining; rehearsing; generalising; consolidating; building on previous learning; making something new; reforming, elaborating, embroidering and embellishing; arranging and rearranging; re-forming; appreciation, reflection, appraisal, practising and refining; collaboration and negotiation; independence; resolution; understanding meaning and significance; interpret a range of feelings; purposeful and focussed presentation and/or performance.

Pupils will learn through the process of doing, and the more they are given the opportunity to do, the more they will learn. Teachers will facilitate the creative process through guiding, offering ideas, demonstrating what will happen if, offering opportunities to experiment, offering differing instruments to experiment with, ensuring LOTS of opportunity to practice and refine ideas and skills, giving time and then giving more time. Performance can be exceedingly important, and can often be vital to enhance self-esteem, self-worth and self-confidence, but it is a by-product of teaching and learning music, it is not the purpose of teaching and learning music, any more than the purpose of learning to talk is to act on the stage or the purpose of learning to kick a ball is to play for a football team.



Autumn

Spring

Summer

- To react to changes in tempo
- To keep a steady beat
- To lay over an additional but complimentary tempo
- To react to changes in tempo
- To explore variations in tempo
- To observe variations in tempo
- To experience changing emotional states through changes in tempo
- To explore different states of tempo.
- To explore the nature of composition using changes in tempo
- To experience changes in tempo.
- To participate in changing tempo
- To create both musical and physical changes in tempo.
- To recognise stops and starts in the tempo
- To encourage innovation and invention.
- To encourage a group composition dynamic
- To experience the differences in tempo
- To relate movement to tempo.
- To make creative choices between preferred tempo.
- To explore the meaning of contrasting tempos.
- To explore creating simple rhythm tracks.
- To relate the tempo to beat, pace and number

- To perform using Samba rhythms
- To recognise that rhythm can be created using anything to hand (or foot!).
- To create rhythmic music to perform
- To copy a simple or complex rhythm
- To explore changes in rhythm
- To compose using rhythm.
- To experience the heartbeat as a rhythm
- To explore the nature of pulse.
- To explore and develop polyrhythms.
- To relate rhythm to movement
- To relate rhythm to song and movement.
- To develop an understanding of rhythmic composition
- To experience rhythmic patterns
- To recognise that instruments are everywhere and in everything.
- To use long and short symbols in creation.
- To experience different rhythms in music



To explore time signatures
To develop understanding of time signatures
To have sensory experiences of rhythm
To explore musical interactions and to relate these to a communicative experience.
To explore rhythmic point and counterpoint

To listen to voices with a wide range.
To explore changes in pitch.
To further explore changes in pitch.
To explore creating a rap.
To further explore rap music.
To explore repetition and rap.
To relate sound to a visual experience 1.
To relate sound to a visual experience 2.
To relate sound to a visual experience 3.
To experience a variation of pitch.
To explore variations in pitch.
To develop understanding of variations in pitch.
To listen to and watch for changes in pitch.
To explore changes in pitch.
To experiment with pitch changes.
To experience constant pitch.
To explore variations in pitch.
To develop and understanding of pitch.
To experience changes in pitch.
To explore changes in pitch.
To develop understanding pitch composition.

To experience variations in sound including quiet.
To explore the art of listening!
To experience the relationship between music and emotion.
To experience thematic dynamics.
To explore percussive dynamics
To physically compose musical dynamics
To explore the nature of soft and loud 1.
To explore the nature of soft and loud 2.
To explore the nature of soft and loud 3.
To experience extremes of sound.
To experience a gradation of sound.
To develop understanding of variations in sound.



To experience gentle, soft music.
To experience loud and soft within the same note.
To compose within the framework of loud and soft.
To experience dynamic listening.
To explore dynamic control.
To explore dynamic composition.
To reflect and practice with sound dynamics.
To listen and respond to changes in dynamic.
To compose from a given dynamic.
To experience musical texture within ambience and events.
To explore the range of musical textures within ambience and events.
To explore a wider range of musical textures within ambience and events.
To experience the differences between thick and thin sounds.
To explore the differences between thick and thin sounds.
To further explore and explain the differences between thick and thin sounds.
To experience layering of sound.
To take control of layering the musical sound.
To be involved with the composition process.
To experience a musical story.
To freely interpret a musical story.
To analyse the nature of textural styles.
To experience sound in nature.
To explore creating music from a repeated riff.
To develop creating music from a repeated riff.
To explore layering and delayering of sound.
To further explore layering and delayering of sound.
To explore an abstract understanding of sound layering and texture.
To experience changes in sound surround and layering.
To explore the nature of affecting changes in sound surround and layering.
To compose through affecting changes in sound surround and layering.
To experience different musical sounds
To note the differences in musical sounds
To relate the different musical sounds to different feelings and emotions.

To listen to the different timbres of different instruments.
To explore the different timbres of different instruments
To be able to differentiate the different timbres of different instruments.
To experience the differences in timbre between different sounds.
To explore how differences in timbre may be made.
To deepen exploration of how differences in timbre may be made.



To experience the timbre of non-musical instruments
To compare and contrast the differences in timbre between different musical instruments.
To explore how the same instrument can create differences in timbre.
To further explore how the same instrument can create differences in timbre.
To develop an understanding of how the character of a repeated sound can aid composition.
To experience live music and explore the instruments used.
To relate different sounds with different materials.
To explore the differences in timbre with various compositions.
To explore the relationship between event and sound.
To relate particular sounds to particular dramatic events.
To interpret dramatic events using sound.

SUPPORT – You can support your child’s learning

It would be helpful if parents and carers to give the students the opportunity to listen to a wide variety of different styles of music at home. Allowing students to experience live music would also be beneficial for example taking them to a concert or gig or attending a music festival. It would also be helpful to give students access to their chosen musical instruments (e.g. electronic keyboard, guitar etc.) at home so they can practice create music themselves.

Useful websites:

<https://www.bbc.co.uk/sounds>

<https://www.bbc.co.uk/tv/cbeebies>

<https://www.bbc.co.uk/iplayer/categories/music/featured>

<https://www.youtube.com/>