



MUSIC – River H (SLD) 6th Form

1 - INTENT

All students will follow a one-year programme:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & 2
1	Tempo & Rhythm Nursery Rhymes Halloween Songs	Pitch & Dynamics Nursery Rhymes Christmas Carols/Songs	Texture & Timbre Nursery Rhymes Sea Shanties	Structure Nursery Rhymes Summer Concert Prep	Structure Nursery Rhymes Summer Concert
Assessment	Video & audio recording	Video & audio recording	Video & audio recording	Video & audio recording Live performance	Video & audio recording Live performance AQA Unit Award

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 listen to voices with a wide range.	To experience musical texture within ambience and events.	To experience changes in the musical structure.	To experience changes in the musical structure.
To keep a steady beat	To explore changes in pitch.	To explore the range of musical textures within ambience and events.	To explore learning a song with an A B structure	To explore learning a song with an A B structure
To lay over an additional but complimentary tempo	To further explore changes in pitch.	To explore a wider range of musical textures within ambience and events.	To develop the skill of re-writing a well-known song	To develop the skill of re-writing a well-known song
To react to changes in tempo	To explore creating a rap.	To experience the differences between thick and thin sounds.	To physically experience structural changes.	To physically experience structural changes.
To explore variations in tempo	To further explore rap music.	To explore the differences between thick and thin sounds.	To explore structural changes.	To develop understanding of the structural changes within composition.
To observe variations in tempo	To explore repetition and rap.	To further explore and explain the differences between thick and thin sounds.	To develop understanding of the structural changes within composition.	To experience simple structural songs
To experience changing emotional states through changes in tempo	To relate sound to a visual experience 1.	To experience layering of sound.	To experience simple structural songs	To explore binary, ternary and rondo forms.
To explore different states of tempo.	To relate sound to a visual experience 2.		To explore binary, ternary and rondo forms.	To explore and compose in binary, ternary and rondo forms.
To explore the nature of composition using changes in tempo	To relate sound to a visual experience 3.		To explore binary, ternary and rondo forms.	To explore a three piece musical structure.
	To experience a variation of pitch.			To explore a sectional two and three piece structural counterpoint.
	To explore variations in pitch.			To create a sectional musical structure.
				To experience loops.
				To explore creating a piece of music through Launchpad.
				To compose music through Launchpad.
				To experience improvising with peers.
				To explore improvising with peers.



<p>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</p> <p>To perform using Samba rhythms To recognise that rhythm can be created using anything to hand (or foot!).</p>	<p>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</p>	<p>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.</p>	<p>To explore and compose in binary, ternary and rondo forms. To explore a three piece musical structure. To explore a sectional two and three piece structural counterpoint. To create a sectional musical structure. To experience loops. To explore creating a piece of music through Launchpad. To compose music through Launchpad. To experience improvising with peers. To explore improvising with peers. To conduct an improvisation. To experience music as a storytelling medium. To explore composing music to tell a story. To further explore composing music to tell a story</p>	<p>To conduct an improvisation. To experience music as a storytelling medium. To explore composing music to tell a story. To further explore composing music to tell a story</p>
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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 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 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 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 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.		
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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 some musical instruments at home so they can 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/>