



KS3- Year 10 Long Term Mapping

Expressive Arts - Music

Subject Intent/ Aims:

At St Philip Howard, the music department provides in-depth education that allows pupils to come up with a creative solution to problems, whilst learning how music impacts the wider world.

The core aspects of the GCSE course focuses on the key strands: performance, composition and listening and appraising. Year 10 provides support for pupils to understand the theory of music, focuses on their 4 key areas of study Musical forms and devices, Music for ensemble, Music for Film and Popular Music. This feeds into their musical exam and allows them to perform, compose and appraise music to a high standard.

The subject's intent is for pupils to build on their knowledge and skills from year 9. From the knowledge and skills will build towards successful GCSEs. St Phillip Howard's musical curriculum is developed in line with the national curriculum. The overall aim is for pupils to be able to be proficient in a musical instrument, to be able to read and write music and to have an appreciation and theoretical understanding of a wide range of music; socially, spiritually and culturally.

The overall intention of the music department is to provide the pupils with a safe and engaging learning environment, which fosters a love for music. Particularly through creative thought, whilst acquiring a wide range of the knowledge and skills necessary for a broad and balanced education inside and out of school.



| <u>ADVENT- Key Concepts:</u> | <u>LENT- Key Concepts:</u> | <u>PENTECOST- Key Concepts:</u> |
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| <p>The Theory of Music</p> <p>Musical Forms and Devices</p> | <p>Film Music</p> <p>Composition for a brief</p> <p>Music for Ensemble</p> <p>Performing with Ensembles</p> | <p>Popular Music</p> <p>Free Composition</p> <p>Practical Performance</p> |
| <u>National Curriculum Coverage:</u> | <u>National Curriculum Coverage:</u> | <u>National Curriculum Coverage:</u> |
| <p>Unit 1</p> <p>To develop composing skills to organise musical ideas and make use of appropriate resources.</p> <p>To engage actively in the process of music study.</p> <p>To engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.</p> <p>Unit 2</p> <p>To recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology.</p> <p>To recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music.</p> | <p>Unit 1</p> <p>To engage actively in the process of music study.</p> <p>To broaden musical experience and interests, develop imagination and foster creativity.</p> <p>To engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.</p> <p>To develop composing skills to organise musical ideas and make use of appropriate resources.</p> <p>Unit 2</p> <p>To develop awareness of a variety of instruments, styles and approaches to performing and composing.</p> <p>To develop performing skills individually and in groups to communicate musically with fluency and control of the resources used.</p> | <p>Unit 1</p> <p>To develop awareness of music technologies and their use in the creation and presentation of music.</p> <p>To recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology.</p> <p>To engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.</p> <p>Unit 2</p> <p>To develop performing skills individually and in groups to communicate musically with fluency and control of the resources used.</p> |





| <u>Components</u> <u>(Key Content):</u> | <u>HO Knowledge:</u> | <u>Components (Key Content/ Knowledge)</u> | <u>Components (Key Content/ Knowledge)</u> |
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| <u>Advent 1</u> | | <u>Lent 1</u> | <u>Pentecost 1</u> |
| <p>Understanding how to read music using EGBDF and FACE.</p> <p>Understanding how to read rhythms and construct them into bars.</p> <p>Understand how to create time signatures and how each rhythm has a beat within that bar.</p> <p>To be able to understand key signatures and how to use the circle of fourths and fifths to find them.</p> | <p>To understand how theoretical skills can be applied to composition.</p> <p>Using a 4/4 time signature they can create a 4 bar rhythm, then add a conjunct and disjunct pattern.</p> <p>To be able to apply the key signatures and create a modulated section of music using chords that are part of the scale.</p> | <p>To be able to understand the difference between horror, action, sci fi and fantasy.</p> <p>To understand what elements are used to create clichés within the music.</p> <p>To be able to use harmony to create a film music chord progression.</p> | <p>To understand the difference between middle eight, verse, chorus, intro and pre-chorus.</p> <p>To understand the main chord progressions.</p> <p>To understand the key features of the area of study 'Africa' by toto.</p> <p>To understand the structure of popular music.</p> <p>To understand the use of electronic music in popular music.</p> <p>To understand the use of chord progressions in pop music.</p> |
| <u>Advent 2</u> | | <u>Lent 2</u> | <u>Pentecost 2</u> |





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| <p>To understand the key features of baroque as well as the main composers and how they have used the elements of music.</p> <p>To understand the key features of classical music as well as the main composers and how it developed from the baroque era.</p> <p>To understand the key features of romantic music as well as the main composers and how it proceeded classical music.</p> | <p>To be able to answer questions on the set work, understanding the harmony, melody and texture.</p> <p>To be able to use understanding of western classical tradition and the transition between each classical period.</p> | <p>To be able to recognise the difference between polyphonic, homophonic and monophonic.</p> <p>To be able to compare this with heterophonic, canonic and polyrhythmic.</p> <p>To be able to name key features of different genres of film and why they are effective.</p> <p>To be able to use MADTSHIRTS to describe film music.</p> <p>To understand the different types of texture.</p> <p>To understand how to compose in those textures.</p> | <p>Focus on the practical exam</p> <p>Focus on the free composition.</p> |
| Generic Composite Skills: | HO Composites: | Composite Skills: | Composite Skills: |
| <p>Performing skills</p> <p>To be able to perform in small groups and individually.</p> <p>Appraising skills</p> | <p>Performing Skills</p> <p>To be able to perform a high grade piece (Grade 4 or above) in music.</p> <p>Appraising Skills</p> | <p>To refine skills when performing well known parts of film music and understand why they are used.</p> <p>Appraisal skills</p> <p>Learning about different genres of film and how they are effective.</p> <p>How to answer a long answer question discussing different features.</p> | <p>Performance skills</p> <p>To be able to perform different popular songs as a tool understanding key features.</p> <p>Appraisal skills</p> <p>Introduction to set work 'Africa' by Toto.</p> |





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| <p>Learn about the key building blocks of music.</p> <p>Composition skills To be able to compose a short piece of music.</p> <p>Musical Forms and Devices.</p> <p>Performance skills To be able to perform in the western classical tradition.</p> <p>Appraising. To be able to understand the timeline of western classical music. To be introduced to set work Badinerie.</p> | <p>To be able to focus on the understanding of key features and put them to music.</p> <p>Composition To be able to compose a short piece with a Binary Structure.</p> | <p>Composition skills To be able to compose to a brief and create a film music score</p> <p>Performance skills To understand how to perform as part of an ensemble. Composition: To compose for an ensemble using texture.</p> <p>Appraising skills To introduce AOS 2: Music for Ensemble skills Listening skills - Preparation for GCSE listening paper.</p> | <p>Composition skills To start composing the free composition.</p> <p>Focus on the practical exam Focus on the free composition.</p> |
| <u>Final composition/ Deliberate Practice:</u> | | <u>Final composition/ Deliberate Practice:</u> | <u>Final composition/ Deliberate Practice</u> |
| Performance Skills Test Listening exams | | Composition skills tests Listening Tests. | Composition Exam Practical Mock Exam. |





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| End of Topic Exam. | | | End of Topic Exam | | | | | |
| <u>Assessment/s (Formative and Summative):</u> | | | <u>Assessment/s (Formative and Summative):</u> | | | <u>Assessment/s (Formative and Summative):</u> | | |
| Term Dates | Sept/Oct | Nov/Dec | Term Dates | Jan/Feb | Feb/Mar/Apr | Term Dates | Apr/May | June/July |
| Curriculum content (Ongoing formative assessments. WWW EBI) | Week starting 23-9-24 Week starting 21-10-24 | Week starting 18-11-24 Week starting 16-12-24 | Curriculum content (Ongoing formative assessments) | Week starting 13-1-25 Week starting 10-2-25 | Week starting 3-3-25 Week starting 31-3-25 | Curriculum content (Ongoing formative assessments) | Week starting 28-4-25 Week starting 12-5-25 | Week starting 16-6-25 Week starting 14-7-25 |
| Assessment (Summative assessment. Synoptic Quiz) | Week starting 14-10-24 | Week starting 25-11-24 | Assessment (Summative assessment. Synoptic Quiz) | Week starting 20-1-25 | Week starting 10-3-25 | Assessment (Summative assessment. Synoptic Quiz) | Week starting 5-5-25 | Week starting 30-6-25 (End of year assessment) |
| Feedback | Week starting 14-10-24 | Week starting 9-12-24 | Feedback | Week starting 3-2-25 | Week starting 24-3-25 | Feedback | Week starting 19-5-25 | Week starting 7-7-25 |
| Assessment on composition based around a 4-bar phrase. | | | RRR- Five questions at the start of the lesson, revisiting learning from HT1&2 and previous lesson. | | | Mock exam late June | | |
| Listening questions based on the key terms learnt in theory lessons. | | | 10 Question | | | Mock practical exam- late July | | |
| RRR- Five questions at the start of the lesson, revisiting learning from HT1&2 and previous lesson | | | Practical Assessment based on their own solo piece. | | | Composition checkpoint-late July | | |
| | | | Assessment on listening focusing on AOS 4. | | | RRR- Five questions at the start of the lesson, revisiting learning from the start of the year and previous lesson. | | |
| | | | | | | Year 10 Mock based on AOS1,2,3 and 4. Also focusing on their set works Badinerie and Toto's Africa. | | |
| | | | | | | Solo Performance Mock. | | |
| | | | | | | Assessment based on their free composition. | | |



| <u>Key Terms:</u> | <u>Key Vocabulary:</u> | <u>Key Terms:</u> | <u>Key Vocabulary:</u> | <u>Key Terms:</u> | <u>Key Vocabulary:</u> |
|--------------------------|----------------------------|---------------------|-----------------------------|-----------------------|------------------------|
| Melody | Primary/ secondary | Theme | Theme | Riff | Structure |
| | Chords | | Motif | | Harmonic |
| Articulation | Cadences | Diegetic | Leitmotif | Chord Sequence | Rhythm |
| | Relative keys Modes | | Musical elements | | Cadence |
| Dynamics | Pentatonic | Non-Diegetic | Timbre/ sonority, diatetic/ | Panning | Modulation |
| | Harmonic | | Non diatetic | | Syncopation |
| Texture | Rhythm | Homophonic | Underscore | Automation | |
| | Degrees of the scale | | Soundtrack | | |
| Harmony | Intervals | Monophonic | Ostinato | | |
| | Circle of fifths circle of | | Glissando | | |
| | fourths | Polyphonic | Tremolando | | |
| Instruments- | Form and structure binary | | Dissonance | | |
| | Ternary | | Stab chords | | |
| Rhythm and tempo- | Da capo | | Legato, conjunct/ disjunct | | |
| | Rondo | | Ensemble | | |
| Tonality | Strophic | | Duet/ trio/ quartet | | |
| | Minuet and Trio | | Texture | | |
| Style | drone/pedal | | Monophonic | | |
| | Canon | | Unison | | |
| | Sequence | | Heterophonic | | |
| | Ornamentation | | Homophonic | | |
| | Alberti bass | | Melody and | | |
| | Renaissance | | Accompaniment | | |
| | | | Polyrhythmic | | |





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| | Baroque Classical Romantic | | Polyphonic Counterpoint Canon Imitation | | |
| <u>Literacy/ Numeracy/ Cross-Curricular Links:</u> | | <u>Literacy/ Numeracy/ Cross-Curricular Links:</u> | | <u>Literacy/ Numeracy/ Cross-Curricular Links:</u> | |
| <p>Numeracy- Pupils look at different types of rhythms which allows them understand combination of numbers through beats.</p> <p>Literacy- Pupils focus on the meaning and structure of songs which links to poetry writing.</p> <p>Drama- Pupils will focus on how to perform.</p> <p>Computer Science- Pupils will use DAWs which will use their computer skills.</p> <p>History- Pupils will be looking at the earlier history of music and how historical events link to music.</p> | | <p><u>AOS 3</u></p> <p>Literacy- Pupils look at words and actions on screen and how they can be amplified with music.</p> <p>Numeracy- Pupils will focus on timings and how it reflects different actions taken by the performer.</p> <p>Drama- Pupils focus on the actions on screen and how this can link with music.</p> <p>AOS 2-</p> <p>Literacy- Pupils will be looking at different vocal pieces and why certain lyrics are used.</p> <p>Numeracy- Pupils will be understanding time signatures.</p> <p>History- Pupils will be looking at the history of jazz and blues, musicals and vocal pieces.</p> | | <p><u>AOS 4-</u></p> <p>Literacy- Pupils focus on learning set works and how song writers use literary devices within their music.</p> <p>Numeracy- Pupils learn about chord sequences and to use roman numerals to help them devise their own works.</p> | |



| <u>SMSC/ BV/ RSHE:</u> | <u>SMSC/ BV/ RSHE:</u> | <u>SMSC/ BV/ RSHE:</u> |
|---|---|--|
| <p>Students are encouraged to have an open mind when observing work allowing them to appreciate others viewpoint that may challenge their own beliefs. They are encouraged to give appropriate feedback to peers in a variety of ways, giving justification for their views.</p> <p>Pupils are encouraged to communicate with each other in groups and as a class promoting social development.</p> <p>SOCIAL</p> <p>Students collaborate routinely in group tasks where they take responsibility for their own learning outcomes and progress. We encourage the skills of independence, resilience and time management. Through our program of extra-curricular activities and clubs we ask students pool ideas for repertoire and to organise themselves.</p> <p>MORAL</p> <p>We encourage out pupils to engage in critical discussions of musical performances and dramas/presentations from other students and also</p> | <p>Students are encouraged to have an open mind when observing work allowing them to appreciate others viewpoint that may challenge their own beliefs. They are encouraged to give appropriate feedback to peers in a variety of ways, giving justification for their views.</p> <p>Pupils are encouraged to communicate with each other in groups and as a class promoting social development.</p> <p>SOCIAL</p> <p>Students collaborate routinely in group tasks where they take responsibility for their own learning outcomes and progress. We encourage the skills of independence, resilience and time management. Through our program of extra-curricular activities and clubs we ask students pool ideas for repertoire and to organise themselves.</p> <p>MORAL</p> <p>We encourage out pupils to engage in critical discussions of musical performances and dramas/presentations from other students and also</p> | <p>Students are encouraged to have an open mind when observing work allowing them to appreciate others viewpoint that may challenge their own beliefs. They are encouraged to give appropriate feedback to peers in a variety of ways, giving justification for their views.</p> <p>Pupils are encouraged to communicate with each other in groups and as a class promoting social development.</p> <p>SOCIAL</p> <p>Students collaborate routinely in group tasks where they take responsibility for their own learning outcomes and progress. We encourage the skills of independence, resilience and time management. Through our program of extra-curricular activities and clubs we ask students pool ideas for repertoire and to organise themselves.</p> <p>MORAL</p> <p>We encourage out pupils to engage in critical discussions of musical performances from other students and also visiting professionals.</p> |





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| <p>visiting professionals.</p> <p>SPIRITUAL</p> <p>This aspect of the curriculum is encouraged through the experience and emotion of responding to performing, listening and composing music including looking at sacred music.</p> <p>Students work is also celebrated throughout the school and displayed in many areas.</p> <p>CULTURAL</p> <p>The resources and musical examples used across both Key Stages for our students encourage a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles. We use a wide variety of instruments from around the world to enrich the cultural experiences of our students.</p> <p>BRITISH VALUES</p> <p>Students research current British musicians and are encouraged to visit current performances in Britain. Students develop an understanding of the way Music is valued in Britain and how their work can be appreciated</p> | <p>visiting professionals.</p> <p>SPIRITUAL</p> <p>This aspect of the curriculum is encouraged through the experience and emotion of responding to performing, listening and composing music including looking at sacred music.</p> <p>Students work is also celebrated throughout the school and displayed in many areas.</p> <p>CULTURAL</p> <p>The resources and musical examples used across both Key Stages for our students encourage a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles. We use a wide variety of instruments from around the world to enrich the cultural experiences of our students.</p> <p>BRITISH VALUES</p> <p>Students research current British musicians and are encouraged to visit current performances in Britain. Students develop an understanding of the way Music is valued in Britain and how their work can be appreciated</p> | <p>SPIRITUAL</p> <p>This aspect of the curriculum is encouraged through the experience and emotion of responding to performing, listening and composing music including looking at sacred music.</p> <p>Students work is also celebrated throughout the school and displayed in many areas.</p> <p>CULTURAL</p> <p>The resources and musical examples used across both Key Stages for our students encourage a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles. We use a wide variety of instruments from around the world to enrich the cultural experiences of our students.</p> <p>BRITISH VALUES</p> <p>Students research current British musicians and are encouraged to visit current performances in Britain. Students develop an understanding of the way Music is valued in Britain and how their work can be appreciated by society, nationally and internationally.</p> |
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| by society, nationally and internationally. | by society, nationally and internationally. | |
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| Adaptive Curriculum Content | Adaptive Curriculum Content | Adaptive Curriculum Content |
| <ul style="list-style-type: none"> • Clear instructions on PowerPoint • Adapted handouts • Demo of practical tasks • Extra time given during RRR and mid-term assessments • Homework adapted • The end of topic assessment modified to reflect the topics covered by certain classes and ability levels. | <ul style="list-style-type: none"> • Clear instructions on PowerPoint • Adapted handouts • Demo of practical tasks • Extra time given during RRR and mid-term assessments • Homework adapted • The end of topic assessment modified to reflect the topics covered by certain classes and ability levels. | <ul style="list-style-type: none"> • Clear instructions on PowerPoint • Adapted handouts • Demo of practical tasks • Extra time given during RRR and mid-term assessments • Homework adapted • The end of topic assessment modified to reflect the topics covered by certain classes and ability levels. |
| Adaptive Implementation Practices | | |
| Practices used during each unit of work | | |
| Differentiated Instruction: Class instructions adapted to meet the needs of students by providing varied materials, activities, and assessments. | Scaffolded Instruction: Break down complex concepts into smaller, more manageable steps, providing additional support and guidance as students' progress through the material. | Formative Assessment: Use ongoing assessments, such as quizzes, discussions, and peer reviews, to continuously monitor student progress and provide timely feedback. |
| | | Pace: Time given to students to organise equipment and resources at their own pace. |



St Philip Howard Catholic Voluntary Academy

Department Planning 2024-25



**St Ralph
Sherwin**
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