



KS4- Year 11 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 focus on the key strands: performance, composition and listening and appraising. Year 11 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 and 10. 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.

ADVENT- Key Concepts:

Going deeper into film music.
Free Composition
Composition for a brief

LENT- Key Concepts:

Going deeper into Music for ensemble

Pop Music
Film Music Revision

PENTECOST- Key Concepts:

REVISION
(Listening Paper in June)



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Revision: Forms and Devices Free Composition for a brief		Practical	
<u>National Curriculum Coverage:</u>		<u>National Curriculum Coverage:</u>	<u>National Curriculum Coverage:</u>
Unit 1 To engage actively in the process of music study broaden musical experience and interests, develop imagination and foster creativity. To engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development. To develop composing skills to organise musical ideas and make use of appropriate resources. Unit 2 To recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology. To recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music.		Unit 1 To engage actively in the process of music study broaden musical experience and interests, develop imagination and foster creativity. To engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development. To reflect upon and evaluate their own and others' music. Unit 2 To develop awareness of a variety of instruments, styles and approaches to performing and composing. To develop performing skills individually and in groups to communicate musically with fluency and control of the resources used. To develop performing skills individually and in groups to communicate musically with fluency and control of the resources used.	Unit 1 To develop awareness of music technologies and their use in the creation and presentation of music To recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology To engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development
<u>Components (Key Content):</u>	<u>HO Knowledge:</u>	<u>Components (Key Content/ Knowledge)</u>	<u>Components (Key Content/ Knowledge)</u>
<u>Advent 1</u>		<u>Lent 1</u>	<u>Pentecost 1</u>



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<p>To understand the difference between horror, action, sci fi and fantasy.</p> <p>To understand what elements are used to create clichés within music.</p> <p>To understand how to use harmony to create a film music chord progression.</p>	<p>To understand the difference between horror, action and fantasy and be able to answer a ten-mark question.</p> <p>To understand what elements are used to create clichés within music, and be able to use composition to create a film music composition.</p>	<p>To be able recognise the difference between polyphonic, homophonic and monophonic.</p> <p>To be able to compare this with heterophonic, canonic and polyrhythmic.</p> <p>To understand the key features of jazz music including walking bass line.</p> <p>Understanding voice types and vocal techniques.</p>	REVISION
<u>Advent 2</u>		<u>Lent 2</u>	<u>Pentecost 2</u>
<p>To understand the key features of baroque as well as the main composers and how they used the elements of music.</p>	<p>To understand the key features of baroque focusing mainly on the set work 'Badinerie', and be able to answer questions on the instruments, texture, melodic devices of the work.</p>	<p>To recap the main four chords used with popular music.</p> <p>To understand different chord progressions.</p> <p>Understanding fusion.</p>	Listening exam



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<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 preceeded classical music.</p> <p>To understand the difference between perfect, plagal, imperfect and interrupted cadences and when they are use.</p>			
<u>Generic Composite Skills:</u>	<u>HO Composites:</u>	<u>Composite Skills:</u>	<u>Composite Skills:</u>
<p>Performing skills</p> <p>To be able to perform in small groups and individually based on</p>	<p>Performing Skills</p> <p>To be able to perform a grade 4 or above piece and an ensemble piece to a higher</p>	<p>Performance skills</p> <p>To perform different types of ensembles.</p> <p>Appraising skills</p> <p>Recap different ensemble key works.</p>	<p>Revision</p>



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<p>different types of appraisal techniques.</p> <p>Appraisal skills</p> <p>Learn about film music techniques, including genre and motif.</p> <p>Composition skills</p> <p>To be able to finish the free composition and composition log.</p> <p>Musical Forms and Devices.</p> <p>Performance skills</p> <p>To be able to perform in the western classical tradition.</p> <p>Appraisal skills</p> <p>To be able to recap the timeline of western classical music, key features and cadences.</p> <p>To refine skills when revisiting set work</p> <p>Badinerie.</p>	<p>level.</p> <p>Appraisal Skills</p> <p>To be able to answer 10 mark questions based on a variety of topics.</p> <p>To be able to create a multisectional piece of music, incorporating the key elements of music.</p>	<p>To recap musical theatre.</p> <p>To recap chamber music</p> <p>To recap Jazz/Blues</p> <p>Composition skills</p> <p>To be able to finish the composition for a brief.</p> <p>Performance skills</p> <p>To prepare for the practical assessment.</p> <p>Composition skills: To finish composition for a brief.</p> <p>Appraisal skills - To recap toto.</p> <p>To develop skills to understand the importance of fusion.</p> <p>To recap skills for cadences and chords.</p>	
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<u>Final composition/ Deliberate Practice:</u>			<u>Final composition/ Deliberate Practice:</u>			<u>Final composition/ Deliberate Practice</u>
Performance Skills Test Listening exams Mocks Recording of free composition.			Composition for brief. Practical performance.			Listening 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	June- Listening Exam
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 28-2-25 Practical Assessment	Week starting 10-3 Week starting 31-3-25 Composition hand in.	
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	
Feedback	Week starting 14-10-24	Week starting 9-12-24	Feedback	Week starting 3-2-25	Week starting 24-3-25	
RRR- Five questions at the start of the lesson, revisiting learning from previous lesson. Composition Assessments based on their free composition. Mock solo and ensemble practical assessment.			RRR- Five questions at the start of the lesson, revisiting learning from HT1&2 and previous lesson. Coursework handin- Free composition, composition log and composition for Brief hand in. Performance Composition Handin- Solo and ensemble recordings to be completed.			





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<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- A stepwise or leaping line which is followed by the solo instrument	Theme Motif Leitmotif, Musical elements, Timbre/sonority, Diegetic/non diegetic	Theme- A main melodic idea within music. Diegetic- Music or sounds that are in the scene.	Ensemble Duet/trio/quartet Texture Monophonic Unison Heterophonic Homophonic Melody and accompaniment Polyrhythmic	Theme- A main melodic idea within music. Diegetic- Music or sounds that are in the scene.	Theme Motif Leitmotif, Musical elements, Timbre/sonority, Diegetic/non diegetic
Articulation- The length of a note, short or long.	Underscore Soundtrack <i>Ostinato</i> <i>Glissando</i> <i>Tremolando</i>	Non-Diegetic- The Musical score that can't be heard by the characters on screen.	Polyphonic Counterpoint Canon Imitation Structure Harmonic rhythm Cadence Modulation Syncopation Double tracking Overdubbing	Non-Diegetic- The Musical score that can't be heard by the characters on screen.	Underscore Soundtrack <i>Ostinato</i> <i>Glissando</i> <i>Tremolando</i>
Dynamics- How Loud or quiet the music is.	Dissonance Stab chords <i>Legato</i> Conjunct/disjunct	Homophonic- Melody and accompaniment. Chords and melody.	Panning Vocoder Distortion Harmonic rhythm Power chords	Homophonic- Melody and accompaniment. Chords and melody.	Dissonance Stab chords <i>Legato</i> Conjunct/disjunct
Texture- The layers of music.	Form and structure Binary Ternary <i>Da capo</i> Rondo Strophic Variation Through-composed Minuet Trio	Monophonic- One single melody line. Polyphonic- Multiple lines played at the same time. Riff- A repeated pattern.		Monophonic- One single melody line.	Form and structure Binary Ternary <i>Da capo</i> Rondo Strophic Variation Through-composed Minuet
Harmony- The different sounds (usually presented as chords) played at the same time.		Chord Sequence- a series of chords in a particular which makes up a song.		Polyphonic- Multiple lines played at the same time.	
Instruments- What is playing the music.		Panning- The direction of			



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Rhythm and tempo- The pattern of the music and the speed.	Drone/pedal Canon Sequence Ornamentation	the sound been transferred from one speaker to another.	Inversion Four on the floor Riff Hook Fill Arpeggio Syllabic Melismatic	Riff- A repeated pattern. Chord Sequence- a series of chords in a particular which makes up a song. Panning- The direction of the sound been transferred from one speaker to another. Melody- A stepwise or leaping line which is followed by the solo instrument Articulation- The length of a note, short or long. Dynamics- How Loud or quiet the	Trio Drone/pedal Canon Sequence Ornamentation Alberti bass Renaissance Baroque Classical Romantic Primary/secondary chords Cadences Relative keys Modes Pentatonic Harmonic rhythm Degrees of the scale Intervals Circle of fifths Circle of fourths Modulation Syncopation Double tracking Overdubbing Panning Vocoder
Tonality- The mood of the piece of music.	Alberti bass Renaissance Baroque Classical Romantic Primary/secondary chords Cadences Relative keys Modes Pentatonic Harmonic rhythm Degrees of the scale Intervals Circle of fifths Circle of fourths				





				music is. Texture- The layers of music. Harmony- The different sounds (usually presented as chords) played at the same time. Instruments- What is playing the music. Rhythm and tempo- The pattern of the music and the speed. Tonality- The mood of the piece of music.	Distortion Harmonic rhythm Power chords Inversion Four on the floor Riff Hook Fill Arpeggio Syllabic Melismatic
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<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>	<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>	<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>
<p>Numeracy- Pupils focus on different types of rhythms which allows them to understand a combination of numbers through beats.</p> <p>Literacy- Pupils are looking at meaning and structure of songs which links to poetry writing.</p> <p>Drama- Pupils will have a basic understanding of performance.</p> <p>Computer Science- Pupils will use DAWs which will use their computer skills.</p> <p>History- Pupils will be accessing history of music, and looking at how historical events link to music.</p>	<p>AOS 3</p> <p>Literacy- Pupils will be looking at words and actions on screen and how they can be amplified with music.</p> <p>Numeracy- Pupils will be looking at timings and how it reflects different actions taken by the performer.</p> <p>Drama- Pupils will look at how actions on screen can link with music.</p> <p>AOS 2-</p> <p>Literacy- Pupils will look 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>AOS 4-</p> <p>Literacy- Pupils will focus on learning set works and how song writers use literary devices within their music.</p> <p>Numeracy- Pupils will learn about chord sequences and use roman numerals to help them devise their own works.</p> <p>History- Pupils will focus on the history of music.</p>
<u>SMSC/ BV/ RSHE:</u>	<u>SMSC/ BV/ RSHE:</u>	<u>SMSC/ BV/ RSHE:</u>
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	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	Students are encouraged to have an open mind when observing work allowing them to appreciate others viewpoint that may challenge



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<p>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 visiting professionals.</p> <p>SPIRITUAL</p> <p>This aspect of the curriculum is encouraged through the experience and emotion of responding to</p>	<p>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 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. Students work is also celebrated throughout the school and</p>	<p>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> <p>SPIRITUAL</p>
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<p>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>	<p>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>	<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</p>
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		their work can be appreciated by society, nationally and internationally.
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 <i>Practices used during each unit of work</i>		
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.



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