



KS3- Year 7 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 music curriculum provide support for pupils to understand the elements of music, the key building blocks of the subject. This will allow them to compose, appraise and perform to a high standard.

The subject's intent is for pupils to build on their knowledge and skills each year as they progress from year 7 to year 9. This gives them a solid platform to choose it as an option for GCSE music. 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.

Lessons are delivered on a carousel timetable, to ensure students are given the opportunity to study music two terms out of the three terms in year 7.



<u>Key Concepts 1:</u>		<u>Key Concepts 2:</u>
The Musical Elements Performance of a basic piece. Understanding Structure To compose a piece To learn how to accompany using chords. To sing a song whilst playing.		Understand the instruments of the orchestra Perform an ensemble piece in groups of 3 or 4. Learn about DAWS. Create a piece of textures and loops.
<u>National Curriculum Coverage:</u>		<u>National Curriculum Coverage:</u>
To play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. To use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. To play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. To develop a deepening understanding of the music that they perform and to which they listen, and its history.		To listen with increasing discrimination to a wide range of music from great composers and musicians. To develop a deepening understanding of the music that they perform and to which they listen, and its history. To improvise and compose; and extend and develop popular musical ideas. To identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.
<u>Components (Key Content):</u>	<u>HO Knowledge:</u>	<u>Components (Key Content)</u>



<u>Unit 1</u>		<u>Unit 2</u>
Understanding how to read music using EGBDF and FACE. To understand how to find 'C' on the keyboards. Using 'C' is to the left of the two black keys. To understand how to use syllabic words to understand different rhythmic patterns (i.e. Coffee and tea). Using word association to help understand the musical elements and DR PITTS. Using simple addition to help explain beats in a bar. To understand how to play using two hands at once. To learn how to compose a simple 4 bar melody.	<u>Unit 1</u> To lead and demonstrate to others and how to read music using EGBDF and FACE. To be able to use rhythm and melody to create an 8-bar piece of music and demonstrate it. To be able to create a piece of music using a ternary or rondo structure. <u>Unit 2</u> To be able to have a lead role in the song.	To be able to use singing as a tool to learn music. To be able to use the ukulele or piano to accompany yourself. To understand why it is important to learn multiple instruments To understand the difference between certain songs of the same genre. To understand how to play together as a group through whole class demonstration.





	To help lead a small group. To be able to play and sing at the same time	
<u>Unit 3</u>		<u>Unit 4</u>
Understand how to recognise different instruments. To understand how to play as an ensemble. To understand the different families of instruments. To understand how to improve using basic and easy to follow guidelines.	<u>Unit 3</u> To be able to recognise extended instruments of each family. To be able to play multiple parts as part of an ensemble. Unit 4 To be able to create their own loops rather than those in the library. To be able to understand extended textures.	Listening to different types of electronic dance music and using the key features spotted in each. To understand how to use a DAW to create a piece of texture and loops. To understand the 3 key types of texture. To understand how to use techniques learnt to create a piece of music.
<u>Generic Composite Skills:</u>	<u>HO Composites:</u>	<u>Composite Skills:</u>



<u>Unit 1</u>		<u>Unit 2</u>
<u>Appraising skills</u> To develop skills when recognising the elements of music when listening and appraising. To develop skills when working out what flats and sharps are. To learn about time signatures and develop skills to understand the pace of a piece of music. <u>Performing skills</u> To develop skills when reading music in treble clef. To develop skills when learning how to use rhythms. Learning how a bar is usually constructed To develop skills when finding 'C' on a keyboard To understand the difference between the right and left hand. <u>Composition skills</u> To develop composition skills and create a simple melody.	<u>Unit 1</u> <u>Appraisal</u> To be able to use extended questioning <u>Performing Skills</u> Develop higher reading in treble clef. <u>Composition skills</u> To create a piece of music that is simple but has several contrasting sections. Unit 2 <u>Appraisal</u> To develop extended listening skills, understanding the difference between secular and sacred in big detail. <u>Performance</u> To develop leadership skills in performance.	<u>Appraisal skills</u> To develop listening skill to be able to listen to different songs of that genre. Develop skills, to understand different characteristics of the genre. <u>Performing skills</u> To develop performing skills through using chords and accompaniment. To develop skills when working in a group to play in an ensemble. To develop skills when learning how to read different parts on different instruments.





<u>Unit 3</u>		<u>Unit 4</u>
Composing skills To develop independent skills when creating a short textural piece using loops from a library. To develop skills that takes into account the structure of the piece of music. Appraisal skills To develop listening skills to understand textural pieces that feature monophonic, polyphonic and homophonic. Identify how different effects are created. Listen to EDM pieces and note their key features. Performance skills To develop performance skills, when performing their own compositions using a DAW.	<u>Unit 3</u> Composition To compose extended textures and loops that rely on own compositions. Appraisal To understand extended textures such as unison and canon. Performance To be able to perform your piece with 3 contrasting sections. Composition To develop understanding of the pitches of instruments whilst composing. <u>Unit 4</u>	Composing skills To develop skills to compose using different instruments. Appraisal skills Develop skills to learn how to recognise different types of instruments To develop skills to be able to recognise different types of ensembles. To develop listening skills to identify a range of rhythms. Performing skills To learn how to read both bass clef and treble clef. To develop performance skills to be able to play complex rhythms. To be able to play a three-part piece of music. To learn how to play a new instrument.



	<u>Appraisal Skill</u> Develop skills that are able to recognise instruments that are not typically orchestral. <u>Performance Skills</u> To be able to read both bass clef and treble clef proficiently. To be able to play four part harmony.	
<u>Final composition/ Deliberate Practice:</u>		<u>Final composition/ Deliberate Practice:</u>
Inspire and challenge pupils when developing piano skills. Helping them to understand the basic principles when learning to play an instrument. Knowledge and skills to experiment, invent and create their own pieces of music inspired by others. To Challenge students listening skills, when performing or evaluating the work of others. Think critically and develop a more rigorous understanding of music.		Inspire and challenge pupils when developing a composition. Helping them to understand the basic principles when learning to compose music. Knowledge and skills to experiment, invent and create their own pieces of music inspired by others. To challenge student's performing skills, when taking part in a group performance. Think critically and develop a more rigorous understanding of music.



St Philip Howard Catholic Voluntary Academy

Department Planning 2025-26

Assessment/s (Formative and Summative):			Assessment/s (Formative and Summative):		
Term Dates (dependant on rotation)	Half Term 1	Half Term 2	Term Dates (Department on rotation)	Half Term 3-	Half Term 4
Curriculum content (Ongoing formative assessments. WWW EBI)	Week starting 21-10-24 Or 10-2-25	Week starting 16-12-24 Or 31-3-25	Curriculum content (Ongoing formative assessments)	Week Starting 10-2-25 Or 12-5-25	Week starting 31-3-25 Or 14-7-25
Assessment (Summative assessment. Synoptic Quiz)	Week starting 14-10-24 Or 20-1-25	Week starting 25-11-24 Or 10-3-25	Assessment (Summative assessment. Synoptic Quiz)	Week starting 20-1-25 Or 5-5-25	Week starting 10-3-25 Or 30-6-25
Feedback	Week starting 14-10-24 Or 3-2-25	Week starting 24-3-25	Feedback	Week starting 3-2-25 Or 19-5-25	Week starting 24-3-25 Or 7-7-25
RRR- Five questions at the start of the lesson, revisiting learning from the start of the year and previous lesson. Key terms tests- Spelling test. Games during and at the end of the lesson. Multiple choice quizzes – Key points during the lesson to assess students understanding. Questioning – Whole class. One to one. (Focus on PP and SEN students to unsure understanding of learning objective) Performance test- Teacher assessment WWW. EBI Listening tests- Teacher assessment WWW. EBI Peer-assessment – Keywords and performance. Self-assessment- Quiz, key terms and performance.			RRR- Five questions at the start of the lesson, revisiting learning from the start of the year and previous lesson. Key terms tests- Spelling test. Games during and at the end of the lesson. Multiple choice quizzes – Key points during the lesson to assess students understanding. Questioning – Whole class. One to one. (Focus on PP and SEN students to unsure understanding of learning objective) Performance test- Teacher assessment WWW. EBI Listening tests- Teacher assessment WWW. EBI Peer-assessment – Keywords and performance. Self-assessment- Quiz, key terms and performance.		
<u>Key Terms:</u>		<u>Key Vocabulary:</u>	<u>Key Terms:</u>	<u>Key Vocabulary:</u>	



Dynamics	Conjunct	Dynamics	Brass
Rhythm	Disjunct	Rhythm	Woodwind
Pitch	Piano	Pitch	Percussion
Instruments	Forte	Instruments	Strings
Tempo	Binary	Texture	DAW
Texture	Ternary	Tempo	Textures
Structure	Rondo	Structure	Loops
	Chords		Dynamics
	Piano		Keyboard
	Forte		Rhythm
	crescendo		Stave
	Dynamics		Pitch
	Keyboard		Staff
	Rhythm		Instruments
	Stave		Tempo
	Pitch		Bass Clef
	Staff		Texture
	Instruments		Melody
	Tempo		Structure
	Bass Clef		Ascending
	Texture		Descending
	Melody		Flats
	Structure		Silence
	Ascending		Composing
	Attack		Octave
	Descending		Performing
	Decay		Appraising
	Flats		Monophonic
	Silence		Polyphonic
	Sharps		Homophonic
	Composing		Canon
	Octave		Unison
	Performing		
	Appraising		
	Strings		





	Frets Accompaniment Syllabic Melismatic.		Octave Ensemble
<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>		<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>	
<u>Unit 1</u> Literacy Pupils will focus on the different elements of music and use words and acronyms to associate and understand them. Numeracy Pupils will focus on rhythms and their durations. Cross-Curricular This topic shares a cross-curricular link with maths as pupils will be interacting with durations to be able to understand rhythm.		<u>Unit 3</u> Literacy Pupils will be asked to understand keywords such as phonic, mono, homo and poly. Numeracy Pupils will be using different durations when creating their own piece of music. Cross-Curricular Pupils will be using computer science to access a Digital Audio Workstation	
<u>Unit 2</u> Literacy Pupils will be using literacy in order to answer in depth response to listening questions. Numeracy Pupils will be learning about bars and will have to combine rhythm and pitch to create bars of different lengths. Cross-Curricular Pupils will use performance skills such as singing which has a direct link with Drama.		<u>Unit 4</u> Literacy Pupils will be asked to focus on the key characteristics of different types of instruments in music using literacy to aid their understanding. Numeracy This is not a heavy numeracy topic but pupils will have to count and keep in time with their group members. Cross-Curricular Pupils will start to learn about famous composers throughout History including Beethoven and Mozart in this topic.	



<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 encouraged to give appropriate feedback to peers in a variety of ways, giving justification for their views. Pupils are encouraged to communicate with each other in groups and as a class promoting social development. SOCIAL 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. MORAL We encourage out pupils to engage in critical discussions of musical performances and dramas/presentations from other students and also visiting professionals. SPIRITUAL This aspect of the curriculum is encouraged through the experience and emotion of responding to performing, listening and composing music including looking at sacred	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. Pupils are encouraged to communicate with each other in groups and as a class promoting social development. SOCIAL 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. MORAL We encourage out pupils to engage in critical discussions of musical performances from other students and also visiting professionals. SPIRITUAL This aspect of the curriculum is encouraged through the experience and emotion



music.

Students work is also celebrated throughout the school and displayed in many areas.

CULTURAL

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.

BRITISH VALUES

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.

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Adaptive Curriculum Content		Adaptive Curriculum Content		Adaptive Curriculum Content	
• 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.		• 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.		• 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
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Catholic Multi Academy Trust



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