



KS3- Year 8 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.

In year 8 pupils focus on the compositional and cultural aspects of music. Travelling to places such as Jamaica and the deep south of America in the Reggae and Jazz topics. Pupils learn how to compose music in media, whilst also focusing on theme and variations as a device to create and reimagine music.

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 8.

Key Concepts 1:

Key Concepts 2:



<p>Hooks and Riffs To compose a jingle for an advert</p> <p>Understanding Theme and Variations Adapt and arrange a piece of music</p>		<p>Understand the culture of Reggae To play a reggae piece</p> <p>Learn about the culture of blues To compose a blues piece.</p>
<u>National Curriculum Coverage:</u>		<u>National Curriculum Coverage:</u>
<p>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.</p> <p>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.</p>		<p>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.</p> <p>To improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. 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.</p>
<u>Components (Key Content):</u>	<u>HO Knowledge:</u>	<u>Components (Key Content/ Knowledge)</u>
<u>Unit 1</u>		<u>Unit 2</u>





<p>To understand how to identify different pieces of music within the media</p> <p>To understand different key terms associated with music within the media.</p> <p>To understand and perform extended rhythms.</p> <p>To understand how to create an advert.</p>	<p><u>Unit 1</u></p> <p>To lead discussion about different pieces of music within the media</p> <p>To be able to lead performances and help others when performing.</p> <p>To be able to lead a performance of their group composition.</p> <p><u>Unit 2</u></p> <p>To be able to lead demonstrations of their theme and variation.</p> <p>To be able to use DAWs to level the piece of music.</p> <p>To use further key words to adapt their piece of music.</p> <p>To use several variations when creating the piece of music.</p>	<p>To be able to perform a piece to a good standard.</p> <p>To be able to adapt and change the piece of music.</p> <p>To be able to define key words as well as put them into practice.</p> <p>To be able to use DAWs in the correct context.</p>
<u>Unit 3</u>		<u>Unit 4</u>
<p>To understand the culture of reggae.</p> <p>To understand key terms based on the topic.</p> <p>To be able to perform the key terms</p>	<p><u>Unit 3</u></p> <p>To understand the culture of reggae and how it links to Britain.</p> <p>To understand extended key terms based on</p>	<p>Listening to different pieces of blues and identifying what elements are effective.</p> <p>To understand how to use the key features of blues in composition and performance.</p>





<p>featured within reggae.</p> <p>To understand how to perform as an ensemble so the piece of music fits together well.</p>	<p>reggae.</p> <p>To lead performances based on reggae.</p> <p>To lead an ensemble.</p> <p>Unit 4</p> <p>To understand how the elements of music are used to create blues.</p> <p>To perform further key features of blues at the same time.</p> <p>To understand the culture of blues, it's links to slavery and how it influences popular music.</p>	<p>To understand the culture of blues and its links to slavery.</p>
<u>Generic Composite Skills:</u>	<u>HO Composites:</u>	<u>Composite Skills:</u>
<u>Unit 1</u>		<u>Unit 2</u>
<p>Appraising skills</p> <p>To develop the understanding of how music can work in media industries when listening and appraising.</p>	<p>Unit 1</p> <p>Appraisal</p> <p>To be able to understand and apply the theory of how music works in the media.</p> <p>To be able to understand and recognise</p>	<p><u>Appraisal skills</u></p> <p>To be able to understand several new extended keywords such as retrograde, canon, sequence and modulation.</p> <p>To be able to understand and recognise when something is being played in sequence, retrograde canon or modulation.</p>





<p>To be able to understand and recognise different types of hooks and riffs.</p> <p>To develop an understanding of what makes a good jingle.</p> <p>Performing skills</p> <p>To develop an understanding of more complex rhythms such as semi quavers or quaver-semiquaver patterns.</p> <p>To be able to perform their own compositions using hooks, riffs and taglines.</p>	<p>different types of hooks and riffs and how to change them to create new ones.</p> <p>Performing</p> <p>To be able to lead pupils in creating their own jingle.</p> <p>To be able to show use of more extended rhythms when performing their own project.</p> <p>Composing</p> <p>To be able to create several sections to their jingle.</p> <p>Unit 2</p> <p>Appraisal</p> <p>To develop the skill of knowing how a piece of music could be changed.</p> <p>Performing</p> <p>To develop the skill of being able to lead in performance.</p> <p>To develop the skills necessary to perform retrograde and sequence.</p> <p><u>Composition</u></p> <p>To develop the skills necessary to adapt the piece further in a DAW including a section of their own composition.</p>	<p><u>Performing skills</u></p> <p>To be able to learn a short modern piece of music such as Frere Jacques or away in a manger fully.</p> <p>To be able to adapt and perform their piece with deliberate changes in tempo, dynamic, texture or structure.</p> <p>To develop skills when working in a group to play in an ensemble.</p> <p><u>Composing</u></p> <p>To develop the skill to adapt a piece of music already written and change the key elements such as tempo or texture.</p> <p>To develop their computer skills in order to record a melody onto a DAW.</p>
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<u>Unit 3</u>		<u>Unit 4</u>
<p>Appraisal skills</p> <p>Develop skills to learn how to recognise different types of Reggae pieces</p> <p>To develop skills to be able to understand the different features needed for reggae such as bass line, riff and syncopation.</p> <p>To develop listening skills to identify a range of rhythms.</p> <p>Performing skills</p> <p>To develop understanding of how to read both bass clef and treble clef.</p> <p>To develop performance skills to be able to play riffs and the bass line.</p> <p>To be able to play a riff, bass line and chords separately.</p>	<p>Unit 3</p> <p>Appraisal</p> <p>To lead discussion about different types of reggae pieces such as ska.</p> <p>To be able to lead other pupils in understanding bass line, riff and syncopation.</p> <p>Performance</p> <p>To develop the skills such as, how to read both bass clef and treble clef at the same time.</p> <p>To be able to play a riff, bass line and chords at the same time.</p> <p>Unit 4</p> <p>Appraisal</p> <p>To lead in discussion when talking about the types of music involved in jazz and blues.</p> <p>Performance</p> <p>To lead in performance skills based around walking bass, 12 bar blues and solo improvising.</p>	<p>Composing skills</p> <p>To develop independent skills whilst improvising a walking bass line, 12 bar blues and solo improvising.</p> <p>Develop when creating a composition, using Melody, rhythm and harmony.</p> <p>Appraisal skills</p> <p>To develop listening skills to understand jazz and blues piece of music.</p> <p>Identify how different effects are created within jazz and blues.</p> <p>Listen to jazz and its key features.</p> <p>Performance skills</p> <p>To develop performance skills based around key elements of jazz including walking bass, 12 bar blues and solo improvising.</p>





	To be able to lead in performance whilst playing both walking bass and 12 bar blues.	
<u>Final composition/ Deliberate Practice:</u>		<u>Final composition/ Deliberate Practice:</u>
<p>Inspire and challenge pupils when developing piano skills. Helping them to understanding the basic principles when learning to play an instrument.</p> <p>Knowledge and skills to experiment, invent and create their own pieces of music inspired by others.</p> <p>To challenge students listening skills, when performing or evaluating the work of others.</p> <p>Think critically and develop a more rigorous understanding of music.</p>		<p>Inspire and challenge pupils when developing a composition. Helping them to understanding the basic principles when learning to compose music.</p> <p>Knowledge and skills to experiment, invent and create their own pieces of music inspired by others.</p> <p>To challenge students performing skills, when taking part in a group performance.</p> <p>Think critically and develop a more rigorous understanding of music.</p>
<u>Assessment/s (Formative and Summative):</u>		<u>Assessment/s (Formative and Summative):</u>



St Philip Howard Catholic Voluntary Academy

Department Planning 2025-26

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- synoptic tests. 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- Synoptic tests 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.		
<u>Key Terms:</u>		<u>Key Vocabulary:</u>	<u>Key Terms:</u>		<u>Key Vocabulary:</u>



<p>Dynamics</p> <p>Rhythm</p> <p>Pitch</p> <p>Instruments</p> <p>Tempo</p> <p>Texture</p> <p>Structure</p>	<p>Hooks</p> <p>Riff</p> <p>Tag line</p> <p>Retrograde</p> <p>Sequence</p> <p>Modulate</p> <p>Dynamics</p> <p>Rhythm</p> <p>Pitch</p> <p>Instruments</p> <p>Tempo</p> <p>Clef</p> <p>Texture</p> <p>Structure</p> <p>Attack</p> <p>Decay</p> <p>Silence</p> <p>Composing</p> <p>Performing</p> <p>Appraising</p> <p>Stave</p> <p>Staff</p> <p>Bass</p> <p>Flats</p> <p>Sharps</p> <p>Octave</p> <p>Keyboard</p> <p>Melody</p>	<p>Dynamics</p> <p>Rhythm</p> <p>Pitch</p> <p>Instruments</p> <p>Tempo</p> <p>Texture</p> <p>Structure</p>	<p>Syncopation</p> <p>Walking Bass Line</p> <p>Improvisation</p> <p>12 Bar Blues</p> <p>Chords</p> <p>Riff</p> <p>Bassline</p> <p>Syncopation</p> <p>Keyboard</p> <p>Rhythm</p> <p>Stave</p> <p>Pitch</p> <p>Staff</p> <p>Instruments</p> <p>Tempo</p> <p>Bass Clef</p> <p>Texture</p> <p>Melody</p> <p>Structure</p> <p>Ascending</p> <p>Attack</p> <p>Descending</p> <p>Decay</p> <p>Flats</p> <p>Silence</p> <p>Sharps</p> <p>Composing</p> <p>Octave</p> <p>Performing</p> <p>Appraising</p>
<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>		<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>	





Unit 1

Literacy

There is opportunity to write a narration for the product they are selling. They are asked to learn about various vocabulary and do a keyword test.

Numeracy

Pupils will be focusing on counting of beats, and will learn how to sequence different pitches.

Cross-Curricular

Design tech- Creation of product.

Art- Pupils will draw their product in order to best visual a composition.

Drama- Pupils will perform a version of their advert.

Unit 3

Literacy

Pupils will learn subject specific vocabulary. Pupils will learn and write about the links between Britain and Jamaica.

Numeracy

Pupils will look at counting and focusing on notation that is between regular beats.

Cross-Curricular

History: Pupils will look at the link between Britian and Jamaica.

RE: Pupils will look at Rastafarianism and its links to Christianity.

Unit 2

Literacy

Pupils will learn vocabulary specific to the topic. Provide written evidence of what they are adapting.

Numeracy

Pupils will be focusing on counting beats, pupils will learn finger patterns to help memorise the piece of music.

Cross-Curricular

RE: During the first rotation pupils will vary a sacred piece of music.

MFL: Pupils will learn Frere Jacque during the second rotation.

Computer Science: Pupils will input their work onto a DAW.

Unit 4

Literacy

Pupils will learn about subject specific keywords. Pupils will learn about and write about different types of blues songs and their impact.

Numeracy

Pupils will learn about phrasing, and regular 2 or 4 bar patterns.

Cross-Curricular

History: Pupils will learn about the slave trade and its links to blues.

RE: Pupils will learn about blues and its links to old spiritual songs.



<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 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 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 from other students and also visiting professionals.</p> <p>SPIRITUAL</p> <p>This aspect of the curriculum is encouraged through the experience and</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>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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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 	<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 	<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





<ul style="list-style-type: none"> 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"> 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"> 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**
Catholic Multi Academy Trust



ST. PHILIP HOWARD
CATHOLIC VOLUNTARY ACADEMY