



KS3- Year 9 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.

In year 9, pupils will be focusing not only the upcoming GCSEs but on the composing element of music. Pupils will learn about: film music, EDM, Popular Music and video game music. As they take a more in depth look into the subject, they learn techniques used by top composers in each genre mentioned and put them into practice.

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.

In year 9 pupils will take a deeper dive into musical theory, whilst focusing on topics that allow them to bridge the gap to GCSE. Pupils will also develop their instrumental skills and eventually learn how to play as part of a band.

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 9.

Key Concepts 1:

Key Concepts 2:



<p>Understanding the significance of music in video games. To be able to play well known video game themes. To be able to create their own video games.</p> <p>Understanding the cultural significance of film music To be able to create part of a film music piece. To learn the key features of film music. To be able to story board and create a soundtrack.</p>	<p>Understand the significance of electronic dance music. To be able to put together the structure of an EDM piece of music. To be able to create an EDM piece of music.</p> <p>Understanding the cultural significance of pop song. To perform a pop song. To create a pop song.</p>
<u>National Curriculum Coverage:</u>	<u>National Curriculum Coverage:</u>
<p>Unit 1 To use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. Identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. To listen with increasing discrimination to a wide range of music from great composers and musicians.</p> <p>Unit 2 To develop a deepening understanding of the music that they perform and to which they listen, and its history. To use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.</p>	<p>Unit 1 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. Identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</p> <p>Unit 2 To use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.</p>



<p>To listen with increasing discrimination to a wide range of music from great composers and musicians.</p> <p>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, 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.</p> <p>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</p>
<u>Components (Key Content):</u>	<u>HO Knowledge:</u>	<u>Components (Key Content/ Knowledge)</u>
<u>Unit 1</u>		<u>Unit 3</u>
<p>To understand the context of video game music.</p> <p>To understand the key features of video game music.</p> <p>To understand the importance of sound effects.</p> <p>To understand the key vocabulary used within video games.</p> <p>To understand how to perform complex melodies played in video games.</p> <p>To understand how to use a DAW when composing.</p> <p>To compose a soundtrack with a change in</p>	<p><u>Unit 1:</u></p> <p>To lead discussions when understanding the context of video games.</p> <p>To be able to understand the key features and put it into a practical context.</p> <p>To be able to perform complex melodies in both</p>	<p>To be able to analyse the different types of EDM Music.</p> <p>To be able to understand different types of complex textures.</p> <p>To be able to compose their own EDM.</p> <p>To be able to compose different parts of an electronic dance music piece.</p> <p>To be able to perform short parts of a song.</p> <p>To be able to compose using levels.</p>



atmosphere.	<p>the right and left hand.</p> <p>To understand and be able to perform sound effects as part of the composition.</p> <p>To be able to lead and help others when using a DAW.</p> <p>Unit 2:</p> <p>To be able to lead in discussions about film music.</p> <p>To lead others in creating a soundtrack together.</p>	
Unit 2		Unit 4
<p>To understand the historical context of film music</p> <p>To understand the difference between diagetic and non diagetic music.</p> <p>To analyse how music can be changed in terms of atmosphere.</p> <p>To understand how to storyboard.</p> <p>To understand how to use leitmotif to create music from a soundtrack.</p>	<p>Unit 3</p> <p>To lead others in class discussion regarding EDM.</p> <p>To be able to understand compose complex textures.</p> <p>To be able to compose multiple tracks for different parts of a EDM piece.</p> <p>To compose and use levels</p>	<p>To understand the history of pop music.</p> <p>To understand the differences between the verse, chorus and the middle 8.</p> <p>To understand the four chords and why they are relevant in music.</p> <p>To understand the roles of each instrument.</p> <p>To understand to play chords on each instrument is important to listen and read the tabs/chords.</p> <p>To recognise the typical pop song structure of verse and chorus.</p> <p>To understand how to perform riffs.</p> <p>To understand the distance between notes.</p> <p>To understand how to create a complete performance it is important to combine parts together.</p>



	<p>such as panning</p> <p>Unit 4</p> <p>To lead discussions about the history of pop music.</p> <p>To understand and create and lead a pop song.</p>	
Generic Composite Skills:	HO Composites:	Composite Skills:
Unit 1		Unit 3
<p>Appraising skills</p> <p>To develop skills in appraising by using the elements of music in the context of video games.</p> <p>To develop analysis skills and understand how sound effects are created.</p> <p>To develop skills in being able to put key vocabulary such as syncopation and put them into context.</p> <p>Performance Skills</p> <p>To develop skills in using both hands when playing.</p> <p>To develop skills in understanding the keyboard range.</p> <p>To develop skills when working out where flats and sharps are.</p> <p>Composing skills</p>	<p>Unit 1</p> <p>To be able to lead and help others put their video game music knowledge into context.</p> <p>To develop skills in playing complex patterns in both hands.</p> <p>To be able to use the whole range of the keyboard.</p> <p>To develop skills in order to use and enhance DAW.</p> <p>Unit 2</p>	<p>Composing skills</p> <p>To develop skills when improvising a piece of music.</p> <p>To develop skill to use levels such eq or bass effectively.</p> <p>To compose using a polyphonic or homophonic texture.</p> <p>To be able to implement features such as a bass drop.</p> <p>Appraisal skills</p> <p>Develop skills to learn how to recognise different types of textures</p> <p>To develop skills to be able to understand how to recognise and use an 'Ostinato'.</p> <p>To develop listening skills to identify a range of beats.</p> <p>Performing skills</p> <p>To learn how to read both bass clef and treble clef.</p> <p>To develop performance skills to be able to play a complex rhythms.</p> <p>To be able to play multiple parts of music.</p> <p>To learn how to use a DAW.</p>





<p>To develop skills to use a DAW, being able to record their own piece onto the software.</p> <p>To develop skills to compose a change atmosphere.</p>	<p>To develop skills to lead an ensemble.</p> <p>To develop skills and use advance harmony to create change in atmosphere.</p> <p>To develop skills to understand and create extended structures.</p>	
<u>Unit 2</u>		<u>Unit 4</u>
<p>Appraisal skills</p> <p>To develop listening skills to be able to identify different instruments.</p> <p>Develop skills, to be able to identify different types of structure</p> <p>To develop listening skills to understanding famous composers through film music.</p> <p>Performing skills</p> <p>To develop skills when working in a group to play in an ensemble.</p> <p>To develop skills when learning how to read different parts on different instruments.</p> <p>To be able to develop performance skills to play film themes and leitmotifs.</p> <p>Composition Skills</p>	<p><u>Unit 3</u></p> <p>To develop skills and lead improvisation in a piece.</p> <p>To develop skills to use levels such as eq or bass and help others with the skills.</p> <p>To compose several sections using different structures.</p> <p><u>Unit 4</u></p> <p>To lead your group when composing your own piece including ensuring lyrics, bass line and chords work.</p>	<p>Compose skills</p> <p>To develop independent skills when working as a group to create their own pop song.</p> <p>Skills when creating a composition, using Melody, rhythm and harmony.</p> <p>To develop skills when creating their own structure such as chorus.</p> <p>Appraisal skills</p> <p>To develop listening skills to understand pop music pieces.</p> <p>Identify how different effects are created.</p> <p>Performance skills</p> <p>To develop performance skills, when performing their own compositions using various instruments.</p>





<p>To develop skills to change the atmosphere. To develop skills to create music that matches the action on screen.</p>	<p>To lead and help other with performing on guitar, piano, drums and voice.</p>	
<p><u>Final composition/ Deliberate Practice:</u></p>		<p><u>Final composition/ Deliberate Practice:</u></p>
<p>Inspire and challenge pupils when developing an understanding of video game music. Helping them to understand the basic principles when learning to compose music.</p> <p>Knowledge and skills experiment, invent and create their own piece of music.</p> <p>To challenge pupils' composition skills, being to compose their own piece of music on a DAW.</p>		<p>Inspire and challenge pupils when developing an understanding of film music. Helping them to understand 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 of a pop song.</p>
<p><u>Assessment/s (Formative and Summative):</u></p>		<p><u>Assessment/s (Formative and Summative):</u></p>



St Philip Howard Catholic Voluntary Academy

Department Planning 2024-25

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
<p>RRR- Five questions at the start of the lesson, revisiting learning from the start of the year and previous lesson.</p> <p>Key terms tests- synoptic tests.</p> <p>Multiple choice quizzes – Key points during the lesson to assess students understanding.</p> <p>Questioning – Whole class. One to one. (Focus on PP and SEN students to unsure understanding of learning objective)</p> <p>Performance test- Teacher assessment WWW. EBI</p> <p>Listening tests- Teacher assessment WWW. EBI</p> <p>Peer-assessment – Keywords and performance.</p> <p>Self-assessment- Quiz, key terms and performance.</p>			<p>RRR- Five questions at the start of the lesson, revisiting learning from the start of the year and previous lesson.</p> <p>Key terms tests- Synoptic tests</p> <p>Multiple choice quizzes – Key points during the lesson to assess students understanding.</p> <p>Questioning – Whole class. One to one. (Focus on PP and SEN students to unsure understanding of learning objective)</p> <p>Performance test- Teacher assessment WWW. EBI</p> <p>Listening tests- Teacher assessment WWW. EBI</p> <p>Peer-assessment – Keywords and performance.</p> <p>Self-assessment- Quiz, key terms and performance.</p>		
<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>Diagetic</p> <p>Non Diagetic</p> <p>Tonality</p> <p>Harmony</p>	<p>Dynamics</p> <p>Rhythm</p> <p>Pitch</p> <p>Instruments</p>	<p>DAW</p> <p>Bass Drop</p> <p>Polyphonic</p> <p>Monophonic</p>	



Tempo Texture Structure	Melody Chromatic Sound effects Conjunct Disjunct Tessitura Pitch Glissando Sforzando 8-bit Syncopation Ground Theme Staccato Major Minor Terraced dynamics Sequence Imitation	Tempo Texture Structure	Homophonic Chords Conjunct Melody Disjunct Accompaniment Texture Lead Guitar Rhythm Guitar Bass Guitar Drums Vocals Verse Chorus Middle 8 Solo Intro Melisma syllabic Strophic Verse Chorus
<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>		<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>	
Unit 1 Literacy Pupils will engage in listening and appraising and they will be encouraged to explain their reasoning using PEEL. Numeracy Pupils will focus on textures and will be encouraged to use counting to keep in time with group members.		Unit 3 Literacy Pupils will be using literacy in order to create an in-depth response to listening questions in this subject. Numeracy Pupils will be encouraged to count to keep time with each other.	





<p>Cross-Curricular Pupils will be using their computer skills when accessing the DAW. Pupils will be using their art skills when creating their video game character.</p> <p>Unit 2</p> <p>Literacy Pupils will be encouraged to focus on different pieces of dialogue and how the music can reflect the action on screen.</p> <p>Numeracy This is not a heavy numeracy topic but pupils will have to count and keep in time with their group members.</p> <p>Cross-Curricular Drama- Pupils will be watching emotion and mood and relating to music</p>	<p>Cross-Curricular Pupils will be using a DAW which focuses on computer science. Pupil will be looking at which relates to DT.</p> <p>Unit 4</p> <p>Literacy Pupils will be able to engage with listening and appraising and they will be encouraged to explain their reasoning using PEEL.</p> <p>Numeracy Pupils will use their knowledge of fractions to help with rhythms.</p> <p>Cross-Curricular Cross curricular link with drama as pupils will be asked to improve their own piece of music.</p>
<p><u>SMSC/ BV/ RSHE:</u></p>	<p><u>SMSC/ BV/ RSHE:</u></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 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' 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</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> <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>
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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.		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.	
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
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CATHOLIC VOLUNTARY ACADEMY