

<b>SUBJECT</b>	Music				
<b>YEAR GROUP</b>	Year 9				
<b>Term</b>	<b>Knowledge &amp; Understanding</b>			<b>Key Vocabulary</b>  T2/T3	<b>CEIAG careers linked to curriculum learning</b>
	Composite	<b>Components Declarative</b> (Know that)	<b>Component Procedural</b> (Know how to)		

Autumn Term	Hooks, Riffs and Basslines	<p>To <b>know that</b> a riff is a repeating short and catchy melodic idea</p> <p>To <b>know that</b> a hook is a short memorable part of a song</p> <p>To <b>know that</b> a chord progression is often repeated throughout a song/section</p> <p>To <b>know that</b> popular and traditional music include hooks, riffs and basslines. To</p> <p><b>know that</b> keyboard melodies are played in the right hand and shown on the treble clef in stave notation. To</p> <p><b>know that</b> keyboard accompaniments are played in the left hand and shown on the bass clef in stave notation.</p> <p>To <b>know that</b> the pentatonic scale is based on 5 notes.</p> <p>To <b>know that</b> a key signature tells you which sharp and flat notes to play.</p>	<p>To <b>know how to</b> play and compose riffs in popular and classical music</p> <p>To <b>know how to</b> play and compose hooks in popular and classical music To</p> <p><b>know how to</b> structure a pop song To <b>know how to</b> play a keyboard melody in the right hand reading treble clef stave notation</p> <p>To <b>know how to</b> play a keyboard accompaniment in the left hand reading bass clef stave notation</p> <p>To <b>know how to</b> compose based on the pentatonic scale</p> <p>To <b>know how to</b> read a key signature to identify which sharp and flat notes to play.</p>	<p>Tier 2 Compose</p> <p>Tier 3 Clef</p> <p>Stave Notation Riff Bassline Pentatonic rhythm tempo ostinato Crotchet quaver quaver semibreve Note Verse Chorus Chord Progression Signature Quantize Automation Semitone Pitch Major Minor Duration Pulse tone root</p> <p>Treble Bass Clef</p> <p>semi- minim Dotted Chord</p> <p>Key DAW</p> <p>Hook</p>	<p>Composer / Arranger Musician Music teacher Vocal teacher Piano Accompanist Session musician Journalist Radio Presenter Music Reporter Talent Scout Music Producer Sound Engineer</p>
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Spring Term	Modulation	<p>To <b>know that</b> modulation means to change key signature</p> <p>To <b>know that</b> modulations happen in both popular and classical music</p> <p>To <b>know that</b> a perfect cadence is a musical full stop</p> <p>To <b>know that</b> the circle of fifths shows the relationships between different keys</p> <p>To <b>know that</b> relative minor / major is a common modulation</p> <p>To <b>know that</b> a bridge or B section is often where a modulation occurs</p> <p>To <b>know that</b> a modulation can be shown through a new key signature or accidentals</p>	<p>To <b>know how to</b> identify a modulation</p> <p>To <b>know how to</b> perform modulations in performances from different genres / eras</p> <p>To <b>know how to</b> create a perfect cadence in a composition</p> <p>To <b>know how to</b> use the circle of fifths to change key</p> <p>To <b>know how to</b> modulate to the relative major/minor key</p> <p>To <b>know how to</b> compose a bridge section with modulation</p> <p>To <b>know how to</b> notate a key signature</p>	<p><b>Tier 2</b></p> <p>Roman numerals</p> <p><b>Tier 3</b></p> <p>Relative minor</p> <p>Circle of fifths</p> <p>Perfect cadence</p> <p>Modulation</p> <p>Tempo</p> <p>Notation</p> <p>Stave</p> <p>Bass Clef</p> <p>Treble Clef</p> <p>Pulse</p> <p>Accompaniment</p> <p>Pitch</p> <p>Bridge</p>	<p>Composer / Arranger</p> <p>Musician</p> <p>Music teacher</p> <p>Vocal teacher</p> <p>Piano Accompanist</p> <p>Session musician</p> <p>Band Leader</p> <p>Journalist</p> <p>Radio Presenter</p> <p>Music Reporter</p> <p>Talent Scout</p>
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Summer Term	Form and Structure	<p>To <b>know that</b> the baroque era was between 1600-1750</p> <p>To <b>know that</b> the classical era was between 1750-1830</p> <p>To <b>know that</b> the romantic era was between 1830-1910</p> <p>To <b>know that</b> there are difference musical textures</p> <p>To <b>know that</b> different eras/ genres have common structures</p> <p>To <b>know that</b> musical instruments developed throughout history</p> <p>To <b>know that</b> dynamics developed throughout history</p>	<p>To <b>know how to</b> identify and play music from the baroque era</p> <p>To <b>know how to</b> identify and play music from the classical era</p> <p>To <b>know how to</b> identify and play music from the Romantic era</p> <p>To <b>know how to</b> explain the musical structures which are linked with each era of music</p> <p>To <b>know how to</b> identify different musical textures</p> <p>To <b>know how to</b> add in appropriate dynamics to my performance</p> <p>To <b>know how to</b> choose appropriate instruments to represent an era</p>	<p><b>Tier 2</b></p> <p>Orchestration</p> <p>Anacrusis</p> <p>Expression</p> <p>Ground bass</p> <p>Theme and Variation</p> <p>Homophonic</p> <p>Monophonic</p> <p>Polyphonic</p> <p>Binary form</p> <p>Ternary form</p> <p>Sonata form</p> <p>Verse-Chorus</p> <p>Tempo</p> <p>Pitch</p> <p>Dynamics</p> <p>Terraced dynamics</p> <p>Crescendo</p> <p>Diminuendo</p> <p>Phrase</p> <p>Cadence</p> <p>Dissonance</p> <p>Rondo form</p> <p>Ornamentation</p>	<p><b>Tier 3</b></p> <p>Composer / Arranger</p> <p>Musician</p> <p>Music teacher</p> <p>Piano Accompanist</p> <p>Session musician</p> <p>Band Leader</p> <p>Journalist</p> <p>Radio Presenter</p> <p>Music Reporter</p> <p>Music Historian</p>