

Subject: Music

Department Staff – Miss M Greenrod, Mr K Da Silva

Year 9 - Autumn Term 2010

Contents: what you will study

12- bar Blues

- You will hear recordings of blues pieces.
- You will identify the main characteristics of the blues style.
- You will investigate the origins and the development of 12- bar blues.

Then:

- You will perform a blues ensemble piece.
- You may perform on an instrument of your choice trying to improvise on a given chord sequence.

In the end:

- Working individually or as a member of a small group, you will compose a piece in the blues style.

National Curriculum levels at which you will work

Most girls will be working at levels 5 and 6. Some girls will still be working towards level 5. Few girls will be able to progress further and work towards or achieve NC level 7.

Skills which you will develop this term:

- You will be able to use harmony in your composition work.
- You will have the opportunity to explore different musical structures used in popular music.
- You will perform solo or as a member of a small group improvising melodies on an instrument of your choice.
- You will be able to recognise the characteristics of different popular musical styles.

Assessment: how you will be tested this term

You will be working at NC level 6 if you achieve the following:

- Compose music in a specific style, i.e. blues or rock.
- Improvise melodies developing original musical ideas.
- Perform solo or as a member of a small group fitting your own performance in the ensemble.
- Make notes of your work in your book.
- Recognise the characteristics of different musical styles.
- Explain how music reflects the contexts in which it was created, performed and heard.

Equipment which you will need for this terms work

- Please bring to the class your pencil case.
- Always return your music book to the school after completing your homework.
- If you play an instrument bring it to the school and use it during the music lesson.

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Key words which you will need to learn for this term's work

- **Blues:** A musical style or song in a generally sad mood; each verse is usually 12 bars long following a specific harmonic baseline.
- **Riff:** A short repetitive musical idea, usually used in the bass of a blues or jazz piece.
- **Chord sequence:** A repeated series of a number of bars, with one or two specific chords in each bar.
- **Structure:** The design of a musical composition. The ways in which the composers organise and present their ideas. The typical structure of a pop song is: intro, verse 1, verse 2, chorus, verse 3, bridge, chorus, outro.
- **Arrangement:** Adaptation of a musical piece for instrumental or vocal groups other than the ones for which it was originally composed. In jazz music arrangement means orchestration.
- **Improvisation:** The making of music “on the spot” without the use of notation. Improvisation was widely used in blues and jazz music.

In addition to the previous you must revise and use the following vocabulary learnt in previous years:

Tempo, dynamics, duration, pitch, texture, timbre, melody, accompaniment and chords.

You must always try to use the words printed above in your written work, when you describe musical pieces and when you answer questions in the class.

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Year 9 - Spring Term 2011

Contents: what you will study

Music for Media

- You will discuss how music is present in our every day lives and is used to influence our thoughts.
- You will watch images from films and TV programmes and you will analyse how music influences our perception of the image.
- You will discuss how music creates particular effects in relation to different media.
- You will also discuss how music creates an effective representation of different products on TV and other media.

Then: You will compose and perform music written for a short advertisement.

National Curriculum levels at which you will work

Most girls will be working at levels 5 and 6. Some girls however will progress further and will work at levels 7 and 8.

Skills which you will develop this term:

- You will compose music that creates a specific effect.
- You will make appropriate use of tempo, dynamics, texture, harmony, structure and instrumental timbres.
- You will explore the effect of musical tension and resolution.

Assessment: how you will be tested this term

- Does your music successfully create an intended effect?
- Do you make good use of tempo, dynamics, texture, timbre, structure and harmony?
- Does your piece have a strong sense of style?
- Do you develop and extend your musical ideas using composition techniques such as repetition and variation?

Equipment which you will need for this term's work

- Please bring to the class your pencil case.
- Always return your music book to the school after completing your homework.
- If you play an instrument bring it to the school and use it during the music lesson.

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Key words which you will need to learn for this term's work

- **Motif:** a short melodic or rhythmic musical idea.
- **Incidental Music:** Music written for atmospheric effect or to accompany the action in a play. Music for films and TV is also in a sense “incidental” music.
- **Concord (consonance)/Discord (dissonance):** **Concord:** sounds that “go” with each- other, they do not clash, therefore they are pleasing to the ear.
Discord: the opposite of concord.
- **Form/Structure:** The design of a musical composition. The ways in which the composers organise and present their ideas.
- **Development:** The creative use and extension of musical ideas with the use of appropriate musical elements, resources and devices, such as: tempo, dynamics, texture, melody, harmony, rhythm, repetition, and contrast.

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Year 9 - Summer Term 2011

Contents: what you will study

Music for Media

All girls should complete the work they started before Easter and submit it for examination. This will form their End of Key Stage 3 assessment.

End of Year Group Performances.

Girls will work in small groups in order to perform a song of their choice from the current charts. The performances may be vocal or just instrumental or, ideally, a combination of both.

National Curriculum levels at which you will work

Most girls will be working at levels 5 and 6. Some girls however will progress further and will work at levels 7 and 8.

Skills which you will develop this term:

- You will develop further both your solo and your ensemble performing skills.
- You will improvise musical ideas and use harmony and chords whilst performing your own versions of a pop song.
- You will use appropriate musical vocabulary in order to evaluate and suggest improvements for your work.

Assessment: how you will be tested this term

Performance:

- Your ensemble performance must be accurate. Always try to keep in time with the other girls in your group.
- You will be assessed performing a solo part accompanied by other members in the group.
- You must give an expressive performance: make good use of tempo, dynamics and phrasing.

Composition:

- You must develop musical ideas and organise them into musical structures.
- You will try to explore the characteristics of different musical styles and apply these in your work.

Listening:

- You must listen and recognise different musical styles and conventions and describe them using musical vocabulary.
- You will discuss how music reflects the contexts in which it is created and performed.
- You will discuss the contribution of various artists to the development of specific musical styles.
- You will be asked to evaluate your work suggesting ways to improve it.

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Equipment which you will need for this term's work

- Please bring to the class your pencil case.
- Always return your music book to the school after completing your homework.
- If you play an instrument bring it to the school and use it during the music lesson.

Key words which you will need to learn for this term's work

You must **revise** the vocabulary given to you in the spring term. In addition you will be asked to learn and apply to your work the following words:

- **Arrangement:** adaptation of a musical piece for instrumental or vocal groups other than the ones for which it was originally composed.
- **Counter melody:** a second melody played alongside the main melody in a musical piece.
- **Question and answer:** a musical technique in which one musical idea is repeated, echoed or slightly changed as if it answers a previous musical idea.
- **Introduction:** the opening section in a musical piece.
- **Coda:** the finishing section in a musical piece.
- **Improvisation:** make it up as you go along. You will improvise musical ideas based on chords or on a simple bass line.