

Music Knowledge Organiser

Unit/Term 1: Introduction to GCSE Music

Year: 9 (3 Year Option)

Purpose of Unit:

- To develop an understanding of how to evaluate music using the elements (SMARTTT)
- To learn basic score reading skills (Treble Clef and Rhythm)
- To understand how solo performances are assessed at key stage 4.
- To compose a clear chord sequence and bass line
- To understand the concept of a Ground Bass and learn about music from the Baroque period.

Set Work: Purcell - 'Music for a While'



Key Learning/Knowledge:

- What are the notes in the Treble Clef?
- What are chords and how do I compose a bass line from a chord sequence?
- What does SMARTTT stand for?
- What is a solo performance and how is it marked?
- How do I use SMARTTT to compare two contrasting pieces of music?

Key Vocabulary and meanings:

Ground Bass

a short theme, usually in the bass, which is constantly repeated as the other parts of the music vary

Continuo

A **continuo** is an accompanying part used in Baroque music, which provides a bassline for the other parts and adds harmony.

Baroque

Era in the arts that originated in Italy in the 17th century and flourished elsewhere well into the 18th century. It embraced painting, sculpture, architecture, decorative arts, and music.

Chord Sequence/Progression

A repeating set of chords. The defining feature on which melody and rhythm are built.

Elements of Music

This is what we use to talk about music. We use the acronym SMARTTT

- Structure
- Melody
- Accompaniment and Chords
- Rhythm
- Texture
- Timbre
- Technology

Key Skills:

- ✓ Composing a Bass line
- ✓ Composing, identifying and naming chords
- ✓ How to use key words to evaluate and discuss music
- ✓ Reading music in the Treble Clef
- ✓ Using Sharepoint and Teams for independent Study
- ✓ Identifying music and features from the Baroque era
- ✓ Comparing two pieces of music using SMARTTT

Links to prior knowledge/learning:

KS3 focusses on using chords (including a specific topic in Year 7).

Cross Curricular link/ World Issues

Art and History - the Baroque period and influence of Italy/Catholic Church

Music Knowledge Organiser

Unit/Term 2: Songs and the Rock style

Year: 9 (3 Year Option)

Purpose of Unit:

- To develop an understanding of how to evaluate songs using specific terminology and the elements (SMARTTT)
- To learn key terms associated with the Electric Guitar and Rock Music
- To understand how to use lyrics to form a melodic line
- To transcribe a simple melody using the treble clef
- To understand how to use FX such as distortion
- To develop a sense of how to perform in an ensemble

Set Work: Queen - 'Killer Queen'



Key Learning/Knowledge:

- How do I write a melody using words and syllables?
- How do I write down music when I hear it being played?
- What musical words can I use to talk about a song?
- What are the features of Rock music and how does the electric guitar work?

Key Vocabulary and meanings:

Distortion/Overdrive

Deforming the waveform - the term is used to describe either intentional or undesired sonic destruction

Syllabic

each syllable is matched to a single note

Melismatic

a phrase or composition employing several distinct pitches for the vocalization of a single syllable

Flanger

mixing two identical audio signals together, with one of the signals playing at a slightly slower speed

Elements of Music

This is what we use to talk about music. We use the acronym SMARTTT

Structure

Melody

Accompaniment and Chords

Rhythm

Texture

Timbre

Technology

Key Skills:

- ✓ Composing a melody using lyrics
- ✓ Using the FX plug-in strip on software
- ✓ Performing as part of a group/ensemble
- ✓ Writing down music in the Treble Clef
- ✓ Using Sharepoint and Teams for independent Study
- ✓ Identifying music and features from Rock genres
- ✓ Describing a song using SMARTTT

Links to prior knowledge/learning:

This topic develops student understanding from the Year 8 Rock music topic.

Cross Curricular link/ World Issues

Ethics: Popular Music and Society - rebellion and rock music. Science: Manipulating audio signals

Music Knowledge Organiser

Unit/Term 4: Sequence & Imitation

Year: 9 (3 Year Option)

Purpose of Unit:

- To learn about how Bach composed music using mathematical patterns
- To learn key terms associated with the Baroque concerto
- To understand how to compose using sequences
- To learn how to identify, compose and perform using intervals
- To use SMARTTT to evaluate previously unfamiliar pieces of music

Set Work: Bach - 'Brandenburg Concerto'



Key Learning/Knowledge:

- What are the features of Bach's music?
- How can I use sequences and intervals to improve my composing skills?
- What instruments are used in the Baroque era?
- How many SMARTTT words am I confident using when I hear an unfamiliar piece of music?

Key Vocabulary and meanings:

Concerto

A concerto is a piece of classical music that features a soloist accompanied by an orchestra.

Ripieno

The **ripieno** (Italian for "stuffing" or "padding") is the bulk of instrumental parts of a musical ensemble who do not play as soloists

Concertino

the group of soloists in a concerto grosso

Sequence

the restatement of a motif or longer melodic (or harmonic) passage at a higher or lower pitch in the same voice

Imitation

the repetition of a melody in a polyphonic texture shortly after its first appearance in a different voice

Elements of Music

This is what we use to talk about music. We use the acronym SMARTTT

Structure
Melody
Accompaniment and Chords
Rhythm
Texture
Timbre
Technology

Key Skills:

- ✓ Creating and developing a musical sequence
- ✓ Understanding how to identify and perform a melodic/harmonic interval
- ✓ Identifying the role of instruments within a piece of Baroque music/Concerto
- ✓ Describing an unfamiliar piece of music using SMARTTT terms

Links to prior knowledge/learning:

This topic develops knowledge of Baroque vocal music (term 1). It focuses on instrumental music.

Cross Curricular link/ World Issues

History: Music for the elite and music for specific occasions and audiences

Music Knowledge Organiser

Unit/Term 4: Musicals

Year: 9 (3 Year Option)

Purpose of Unit:

- To learn about the common features of musicals and musical theatre
- To learn the techniques that composers use to establish mood/enhance drama
- To develop SMARTTT specific musical theatre terminology
- To learn how to compose a leitmotif or melodic theme
- To learn how to assess your own role within a ensemble performance

Set Work: Swartz - 'Defying Gravity'



Key Learning/Knowledge:

- How is the orchestra used to create a variety of instrumental effects?
- What are the key words to describe the use of voice in musical theatre?
- What is the wider background to how musical theatre developed?
- How is rhythm and tempo used in 'Defying Gravity'?
- How do I make sure I gain marks when performing alongside other musicians?

Key Vocabulary and meanings:

Leitmotif

a recurrent theme throughout a musical or literary composition, associated with a particular person, idea, or situation

Colla Voce

an indication that the vocal part sings in a free manner and the other instruments should follow.

Synthesizer

an electronic musical instrument that generates audio signals

Vocalisation

The production of musical sounds using the voice

Key Skills:

- ✓ Composing a theme or leitmotif
- ✓ Composing for a larger orchestration
- ✓ Performing with an awareness of others
- ✓ Identifying the sounds created by a wide range of orchestral and electronic instruments
- ✓ Comparing a set work with an unfamiliar piece from the same genre

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Links to prior knowledge/learning:

Term 1 - Purcell is a good starting point for evaluating this piece. Year 8 film music and Year 7 Vocalisations topics are also useful background to the analysis of 'Defying Gravity'.

Cross Curricular link/ World Issues

PSHE: Are people born wicked? Racism - skin colour and the dangers of unhealthy amounts of positivity!

Music Knowledge Organiser

Unit/Term 5: Sonata Form

Year: 9 (3 Year Option)

Purpose of Unit:

- To learn about the musical features of the romantic period
- To develop a wider vocabulary when discussing keyboard music
- To understand the components/sections of sonata form
- To develop an understanding of how to develop your own compositional style
- To record a GCSE standard solo performance

Set Work: Beethoven - 'Pathetique'



Key Learning/Knowledge:

- How did composers develop more complex harmonies in the Romantic period?
- What made the piano such a popular instrument?
- What is sonata form and why did Beethoven make changes with "Pathetique"?
- Have I developed my composing skills to a point where I can compose with independence?
- Have my solo performing skills developed during the year?

Key Vocabulary and meanings:

Exposition

The first section in sonata form where melodic ideas (subjects) are presented to the listener (exposed)

Development

The second section in sonata form where the melodies (subjects) are mixed around (developed)

Recapitulation

The third section of sonata form where the exposition is repeated (usually in a different key)

Coda

An ending in music. Used in "Pathetique"

Key Skills:

- ✓ Composing without teacher support or prompts
- ✓ Recognising piano playing techniques and devices
- ✓ Solo performing with an awareness of expression, technique and difficulty level
- ✓ Discussing the
- ✓ Comparing a set work with an unfamiliar piece from the same genre

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Links to prior knowledge/learning:

Term 3: Bach "Brandenburg" - instrumental music features, tempo and dynamics.

Term 1: Purcell - the development of keyboard instruments (from Harpsichord to Piano)

Cross Curricular link/ World Issues

Describing feelings with the power of music (the romantic period)

Devising a purpose/brief for an original composition project

Music Knowledge Organiser

Unit/Term 6: Fusions

Year: 9 (3 Year Option)

Purpose of Unit:

- To learn about music from other countries
- To learn about music technology and how it can be used to create musical timbres and structures
- To develop SMARTTT specific world music terminology
- To learn how to use a sampler and create sounds using a synthesizer
- To be able to identify music technology in fusion recordings

Set Work: Afro Celt Sound System "Release"



Key Learning/Knowledge:

- How are the features and instruments from Africa used in 'Release'?
- What are the key words associated with fusion music technology?
- What is Celtic music and why does folk music use modes rather than scales?
- How do I use a sampler and how can I gain credit from editing an idea that is based on a loop?

Key Vocabulary and meanings:

Sampler

A device that records short clips of audio (samples) and repeats (loop) or manipulates these to form a new riff or effect

Synthesizer

An electronic sounding keyboard instrument. These are analogue, digital or sampled

Filter Sweep

An effect used to change the EQ gradually making a gradual change in timbre (sweeping through the frequency range)

Fusion

Two or more styles of music combined (fused) together. Usually EDM/Pop/Rock/Jazz and a genre of world music

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- Timbre
- Technology

Key Skills:

- ✓ Composing using music technology
- ✓ Identifying sounds created using a sampler and synthesizer
- ✓ Identifying and using Modes (rather than scales)
- ✓ Arranging musical and audio material composed or created by someone else

Links to prior knowledge/learning:

World Music/Jazz/Mix It Up topics from KS3 link to this unit

Cross Curricular link/ World Issues

The influence of the synthesizer and sampler on culture throughout the past 70 years
African and Celtic culture - worksongs