

	Year 9 Music					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 2	Summer Term 2
	Topic 1 – 4 Chord Songs		Topic 2 – Key Signatures		Topic 3 – Skills Showcase	
BIG Q Content (max 5)	What is the 4 chord “pop progression”? 1. Understand the term “pop progression”. 2. Understand the link between roman numerals and chords in music. 3. Effectively explain what chords are and their purpose. 4. Perform the 4 chords I-V-vi-IV in the context of different songs. 5. Perform as part of an ensemble that features a 4 chord progression.	How can we use the 4 chords as the basis of an effective composition? 1. Develop confidence in using BandLab to create original music. 2. Understand how to construct a chord progression using music technology. 3. Practice combining chord progressions with other layers and musical elements. 4. Revisit and revise key compositional skills.	What is a key signature and how does this link to tonality? 1. Learn how to use the circle of fifths to work out different key signatures. 2. Understand what a key signature is and where to find it in a music score. 3. Understand how key signatures are linked to tonality in music. 4. Perform a variety of melodies in different keys and tonalities. 5. Combine knowledge of chord progressions and key signatures in performance.	How do we use Sibelius to create a melody in a specific key signature? 1. Learn how to use Sibelius notation software to compose. 2. Understand the features of an effective melody in music. 3. Create a melody in a specific key signature that compliments a chord progression. 4. Revisit the musical elements and utilise them to recreate the stylistic features of a specific genre.	How do we combine our practical skills and knowledge in an effective performance? 1. Combine knowledge from across KS3 to accurately perform a chosen piece of music. 2. Perform a specific part within an ensemble. 3. Work effectively within a group to rehearse and perform a piece of music. 4. Appraise, reflect and provide feedback on performances as an individual and peer-to-peer.	How do we combine our practical skills and knowledge to create an effective composition? 1. Confidently use BandLab to create a final composition. 2. Use knowledge of musical elements, chords, melodies and tonality to create music. 3. Respond to teacher and peer feedback to develop and refine music. 4. Explore personal music tastes and creativity through composition.
Vocabulary (max 10) Please log into MAPPER to support your child to learn these words	Beat Chord Flat Major Minor Progression Rhythm Sharp Time Signature Triad	Bass Clef Crotchet Minim Notation Pitch Quaver Semibreve Semiquaver Stave Treble Clef	Accidental Bass Clef Hook Key Signature Major Melody Minor Riff Scale Treble Clef	Bassline Compose Genre Harmony Melody Notation Phrasing Rhythm Syllabic TAB	Backing Vocals Beats Per Minute (BPM) Genre Harmony Lead Vocals Lyrics Melody Rhythm Score Tempo	Amplification Distortion Loop Multitrack Ostinato Recording Reverb Reverb Sample Synthesizer

Catholic Link	Community and Participation	Truth and Discernment	Community and Participation
Careers Link	Music Technology Composer Performer	Music Industry Performer Music Technology	Sound design Recording Composer
Ways to enrich the year 9 curriculum at home...(max 3) • Watch the Theory Rocks videos to revise the basics of music theory. • Practice exercises on musictheory.net to test and embed your musical knowledge. • Log on to BandLab Education at home to practice using a DAW and improve your composition skills.			