

## **Year 9 Knowledge Book**

### **The Year 9 Music programme**

#### **Term 1 (Advent)**

##### **Unit 1**

Solo Instrument study - Study leading to a performance piece

##### **Unit 2**

Song writing - Performing Songs - Learn to use GarageBand software on MACS

#### **Term 2 (Lent)**

##### **Unit 3**

**Writing film music** - Studying film soundtracks - Descriptive storyboard

##### **Unit 4**

Study leading to a group performance piece - Group Performance piece

**Evolution of Popular Music** - (Rock 'n' Roll 1950 – 1960/Rock Anthems 1970 – 1980/Pop Ballads 1970's – 1990's/Solo Artists 1990 to present)

#### **Term 3 (Pentecost)**

##### **Unit 5**

Listening to Music - Music Theory in Practice – Preparing for listening exam

##### **Unit 6**

Rhythms of the World – (India and Punjab, Middle East/ East Mediterranean, Africa, Drumming and Central/South America)

### **The Year 9 Music Learning**

#### **Unit 1 Solo Performing**

The formula for a successful Solo performance all comes from one thing – **PRACTISE**

Students will learn that to make a successful performance they must;

- Play in time (See Unit 5 Time Signatures)
- Play in tune (Where appropriate)
- Play with accuracy of notes
- Play Fluently
- Play with dynamics (Expression) (See Unit 5 Dynamics)

To achieve this, we will look at;

- Play in time – Time signatures (Beats are subdivided into 3's or 4's) (See Unit 5)
- Play in tune (Where appropriate) – Performing techniques and control of the instrument and the sound (Timbre) it makes
- Play with accuracy of notes – Learning scales (Combinations of notes)
- Play Fluently – We will use a practise diary to chart progress till fluent
- Play with dynamics (Expression) – We will learn all the varieties of dynamics (See Unit 5)
- Playing with articulation (Legato – Smoothly and Staccato Short notes)

Here is a selection of the Instrument specific techniques that students will learn where appropriate to their studies;

### **For Strings;**



Pizzicato – Plucking Strings



Arco – Using the bow

### **For Woodwind and Brass;**

Tonguing – Wind instruments playing short notes (Staccato)

Slurring - Wind instruments playing smoothly (Legato)

### **For Guitars;**

Glissando – Sliding up or down the string



Strumming down



Strumming up



Picking (plucking) strings

### **For Electric Guitars;**

Power Chords – Strumming across all the strings loudly

Distortion – Using the amplifier to change the sound of the guitar

Dynamics – (loud to soft)

ff      f      mf      mp      p      pp



Getting louder



Getting softer

## Timbre

In music, **timbre**, also known as tone colour or tone quality, is the perceived sound quality of a musical note, sound or tone. Timbre distinguishes different types of sound production, such as choir voices - and musical instruments; such as string instruments, wind instruments, and percussion instruments.

Tone. The **clarinet** has a distinctive **timbre**, resulting from the shape of the cylindrical bore, whose characteristics vary between its three main registers: the chalumeau (low), clarion or clarino (middle), and altissimo (high).

Vocal **Timbre**, or as it is described as the quality of that tone utilizing complex overtones, or sound waves, is that unique “something” that gives colour and personality to your **voice**, and how it is recognized. Every **voice** has its own distinguished **timbre**.

The term **timbre** refers to the tone colour of your sound. While there are many ways to adjust **timbre**, it is the picking hand that is most responsible for changing the colour of the sound. ... Let's use a technique called bridge picking to hear these possible differences in tone colour.

Good video on timbre;

[https://www.youtube.com/watch?v=AjJLAcDb\\_MU](https://www.youtube.com/watch?v=AjJLAcDb_MU)

## Unit 2 Song Writing

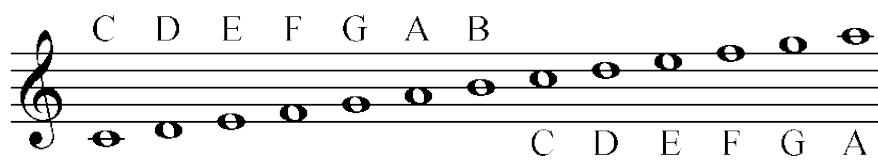
We will analyse Song structure;

- **Intro** – Sets the speed and mood of the song and the key for the singer to start
- **Verse** – Same tune each time, but different words. Fewer instruments, often quieter
- **Chorus** - Same tune and words each time. Climax of the song, more instruments and louder. Contains the “Hook”. (The main tune of the song)
- **Bridge/Middle 8** - A new tune to add variety, usually different instruments, texture and dynamics also.
- **Instrumental** - Break for the singer and gives the listener something else to hear
- **Key change** - Lifts the song to a higher key, adds excitement. known as modulation
- **Outro** – The ending, either a fade out (On recordings only) or a chord

We will look at building a song by adding the following component parts;

**A Chord sequence (pattern)** - We will start with the chords from the scale of C (see below) as a base, but students are welcome to expand to other keys.

Notes of the scale;

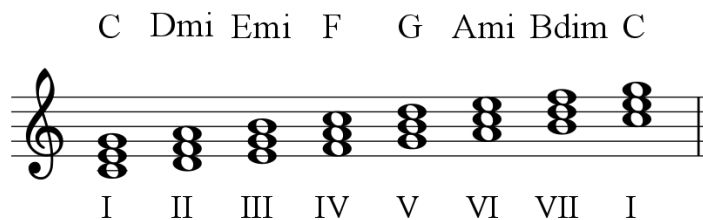


A Major scale consists of;

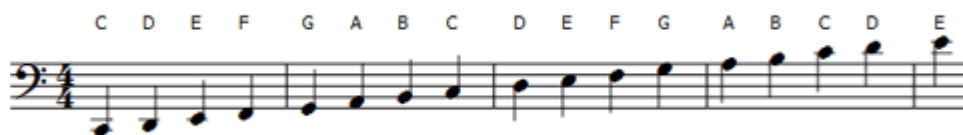
**Tone Tone Semitone Tone Tone Tone Semitone**  
**(TTSTTTS)**

A TONE IS TWO STEPS AND A SEMITONE IS ONE STEP

Chords from the scale;



A Bass line



A Riff – (A repeated phrase usually at the beginning of a song or behind the main melody)

The opening to the song below is a great example of a Riff

A Walking Bass – The Bass part plays on every beat of the bar (Crotchets) stepping up or down. (see below)

## My Baby Just Cares for Me

Words by Gus Kahn  
Music by Walter Donaldson



A Hook – This is the main melody or tune of the song that the singer has. It is called a hook because the intention is that you will go away remembering it. (It will hook you)

### Unit 3 Film Music

We will learn how moods can be created by music and how without it, films would not be as dramatic

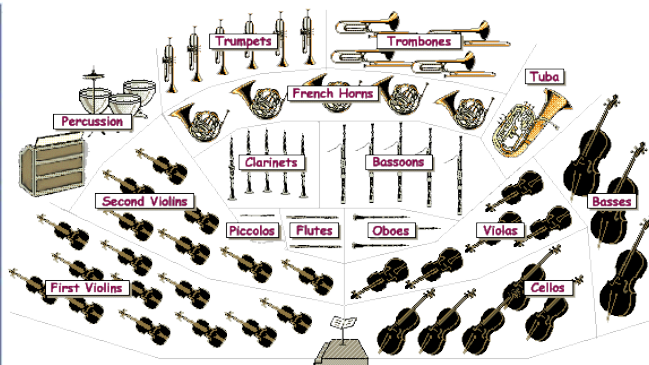
We will look at how the elements of music can create moods for a film. This is summed up in the chart below;

|         | Pace<br>(Speed) | Dynamics<br>(Volumes) | Rhythms<br>(Beats)         | Melodies<br>(Pitch) | Timbres<br>(Sounds)                | Harmony<br>(Backing) | Texture<br>(Number of instruments) | Intended mood |
|---------|-----------------|-----------------------|----------------------------|---------------------|------------------------------------|----------------------|------------------------------------|---------------|
| Romance | Usually slow    | Usually soft          | Usually gentle and flowing | Usually lyrical     | Usually gentle (E.g. Flute/Violin) | Usually rich harmony | Usually solo instruments           | Loving /Happy |

|        |                    |                          |                              |                    |                        |                    |                         |                     |
|--------|--------------------|--------------------------|------------------------------|--------------------|------------------------|--------------------|-------------------------|---------------------|
| Horror | Usually changeable | Usually sudden           | Usually harsh                | Usually atonal     | Usually quick changing | Usually dissonance | Usually very varied     | Suspense /Fear      |
| Comedy | Usually fast       | Usually moderate to loud | Usually syncopated or dotted | Usually lively     | Usually very varied    | Usually simple     | Usually few instruments | Humour              |
| Action | Always fast        | Loud                     | Usually continuous           | Usually repetitive | Usually harsh          | Usually chromatic  | Usually thick           | Excitement /Tension |

#### Unit 4 Group Performances

Students will select the format that their group performances will take, but will study the standard grouping below as an example of how to perform together;



- Orchestra



- String quartet, (2 Violins, Viola, Cello)



- Jazz group (Piano, Drums, Bass, and Saxophone etc.)



- Electronic and pop instruments  
Guitar, Drums, synthesizer (Electric Guitar, Bass)

## **Unit 5 Music Theory**

During this unit, the end of year exam will be taken and we will focus on the listening skills and knowledge needed to describe the music in the paper.

### **Melodic and compositional devices**

- Repetition, (Of a short idea)
- Sequence, (Patterns of notes)
- Imitation, (dialogue between instruments, like an echo)
- Ostinato (repeated idea for a longer period than repetition)

### **(I Can't Get No) Satisfaction**

The Rolling Stones

♩ = 132



- Riff (Repeated short phrase used in Pop/Rock music)

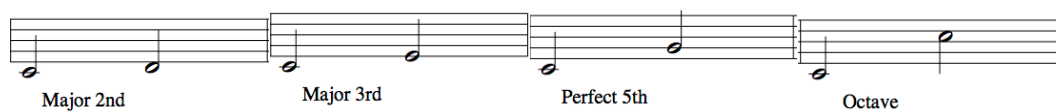
- Improvisation/improvised (made up on the spot)
- Drone (continuous note)
- Pedal Note that continues, but can stop. (unlike a drone)
- Dialogue, question and answer phrases, call and response

Walking bass  (notes stepping on the beat continuously)

- Fills, stabs (Short notes usually played loudly between lines of the song)
- Hook (main tune of the chorus)
- Lyrics (words of a song)

### Melody/Pitch

- Stepwise, scalar, passing note, leap
- Intervals: Tone, (2 notes) Third, (Three notes) Fifth, (five notes) Octave (8 notes)



- Bend/slide/glissando. (Sliding down the notes of a piano or a string)

### Notation

- Note lengths and rests from semibreve to semiquaver including dotted notes and triplets

### Note values and rests

| Sign                                                                                | Name       | Relative Length | In 4/4 Time | Rest                                                                                  |
|-------------------------------------------------------------------------------------|------------|-----------------|-------------|---------------------------------------------------------------------------------------|
|  | Semibreve  | Whole note      | 4 beats     |  |
|  | Minim      | Half note       | 2 beats     |  |
|  | Crotchet   | Quarter note    | 1 beat      |  |
|  | Quaver     | Eighth note     | 1/2 beat    |  |
|  | Semiquaver | Sixteenth note  | 1/4 beat    |  |

### Dotted notes

The dot adds half again to whatever the note is worth e.g.;

4+2

2+1

1+1/2

See chart below;

| Note                                                                              | Beats   | Note                                                                              | Beats    |
|-----------------------------------------------------------------------------------|---------|-----------------------------------------------------------------------------------|----------|
|  | 4 beats |  | 6 beats  |
|  | 2 beats |  | 3 beats  |
|  | 1 beat  |  | 1½ beats |
|  | ½ beat  |  | ¾ beat   |

A dot after a note lengthens it by half again of its value

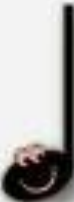
Time signatures: simple duple, triple, quadruple,



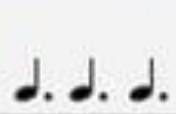
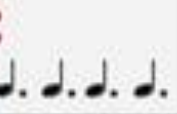
## SIMPLE TIME

|                                                                                                                                                                                                                   |                                                                                                                                                                         |                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Duple Time:</b><br>Two beats in each measure                                                                                                                                                                   | <b>Triple Time:</b><br>Three beats in each measure                                                                                                                      | <b>Quadruple Time:</b><br>Four beats in each measure                                                                                                                       |
| <b>The Quarter Note = 1 beat/count</b><br>  |   |   |

and compound duple



## COMPOUND TIME

|                                                                                                                                                                                                                    |                                                                                                                                                                         |                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Duple Time:</b><br>Two beats in each bar                                                                                                                                                                        | <b>Triple Time:</b><br>Three beats in each bar                                                                                                                          | <b>Quadruple Time:</b><br>Four beats in each bar                                                                                                                           |
| <b>A Dotted Crotchet = 1 beat/count</b><br>  |   |   |

- Phrase marks, tie

**Rhythm (Duration of notes)**

- Off-beat/syncopation, dotted (“jumpy” rhythm)
- Metre/pulse (Speed)
- Rest/silence (these are counted)
- Swung/swing rhythm (Jazzed up)

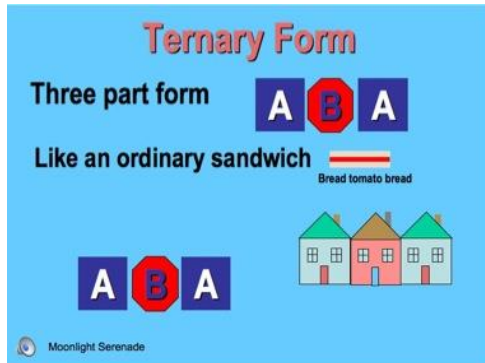
**Accompaniments (Backing to music)**

- Apeggios – Up and down the notes of the Chord
- Block Chords – Repeated notes all played together

### Structure (Sections of the music)

- Binary, (AB) ternary, ABA) rondo, variation

#### BINARY FORM



Two sections, with the first repeated

- Introduction, coda, bridge, tag
- Cadenza (solo section)
- Verse and chorus
- Instrumental break, middle eight.

### Technology (If you can plug it in!)

- Synthesiser, drum machine, mixing desk, sequencer, multitracking, overdubbing
- Amplification, sampler, sampling, scratching, DJ, decks, looping, groove, panning
- MIDI, computer
- Digital effects, (FX), reverb, echo, distortion, attack, delay
- Vocoder, quantising
- Remix, collage, overlay.
  - Looping – Where you copy/paste or drag across a previous section without actually playing it
  - Quantising – Where music that is out of time gets put into perfect time by the computer

### Dynamics (Volume)

- Pianissimo – Very Soft
- Piano – Soft
- Forte – Loud
- Fortissimo Very Loud
- Crescendo – Getting Louder
- Diminuendo – Getting Softer

### Tempo (Pace)

- Largo, (slow)
- Andante, moderato, (Medium speed)
- Allegro (Fast)
- vivace, presto (Lively)
- Accelerando (Getting faster)
- Rallentando/ritenuto (Getting slower)
- Rubato (changing speed)
- Pause. (Stop the counting for a short period)

### **Scales (Lines of notes that melodies are made from)**

- Major – Happy sounding TTSTTTS
- Minor – Has a sad feel to it
- Pentatonic – A Five note Scale
- Chromatic – Every note going up SSSSSSS

### **Texture (Not just Thick and Thin)**

- Solo, monophonic, thick, thin
- Homophonic/chordal
- Polyphonic, contrapuntal, counterpoint

### **Musical textures**

#### **Monophony**



All play the same thing

#### **Homophony**



A tune with block chords backing

#### **Polyphony**



Lots of different parts at the same time The same part played a bit differently by all

#### **Heterophony**



Musical examples: <https://www.youtube.com/watch?v=ZV87EBnv8RI>

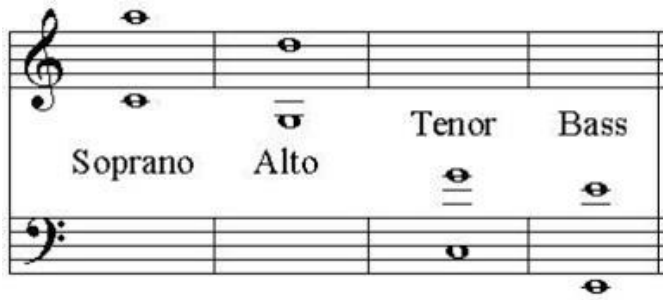
- Unison, parallel motion, contrary motion (opposite directions)
- Counter melody, (another melody behind the main one) descant, obbligato
- Melody and accompaniment.

### **Tonality**

- Key, major, minor  
Musical example: <https://www.youtube.com/watch?v=SVm3NOAk0EY>
- Basic modulations, (changing key) e.g. tonic – dominant (1<sup>st</sup> note to 5<sup>th</sup> note)
- Chord progression (e.g. C major – G major – A minor - F major repeated)

### **Voices/Ensembles/Timbre**

- Voices: soprano, (high woman) alto, (low woman) tenor, (high man) bass (low man)



- A cappella - Singers only (no instruments)
- Syllabic (one syllable per note e.g. "God Save our Gra-cious Queen)
- melismatic Lots of notes per word e.g.(I----- will always love you-----)
- Solo, lead singer, backing vocals, chorus/choir
- Scat (singing without words)
- Vibrato (voice shaking on a note)
- Falsetto (man singing in female range)

## Unit 6 Rhythms of the World

We will study music from the parts of the world specified in the newest GCSE Music syllabus

# Punjabi Bhangra

This music is a fusion between Punjabi folk Music and British pop.

Here are the main ingredients that make Bhangra;

## Dhol



Used to Play the beat known as 'Chaal'

## Drum Machine



Provides the continuous 'club' beat

## Tumbi



Plays a riff style repeated idea over only 3 or 4 notes

## Synthesizer



Gives the electronic sounds

## Punjabi Vocals



## Western Instruments



Often uses shout of 'Hoi'. Call and response is common

Bass guitar or Bass synthesizer

## Mixing Desk



Balances the music

## Music Computer



This can add effects such as echo

## Bhangra Music

- ❖ Bhangra originates from the Punjabi region of India. It was originally known as the folk music of farm workers. It became popular in the UK in the 1970's.
- ❖ It was named after the hemp crop of the farmers which was known as *Bhang*, hence Bhangra.
- ❖ Folk melodies were sung to the accompaniment of the *Dhol* a double-headed drum. The *Dhol* plays the repetitive triplet crotchet-quaver rhythm called the *Chaal*. It is also capable of playing complex cross-rhythms between the hands. example below.



## Modern Bhangra

- Uses traditional rhythms and folk tunes with western instruments
- Complex rhythms based around 8 beat rhythm cycle (Kawaha)
- Western production techniques and use of music technology
- Sequencing, sampling, multi-tracking
- Fusion of Reggae, Rap, Drum & Bass, Techno, Ambient

We will also look at the Dance

## The Dance:

- ❖ Originally a male dance with strong, energetic steps and actions.
- ❖ The represented movements of the farmers as they worked in the field
- ❖ More recently danced by women
- ❖ Now different dances grouped under the heading bhangra
- ❖ Mostly group dances
- ❖ Dancing in a circle is common
- ❖ Acrobatic stunts popular. Eg. Human pyramids
- ❖ The style of club dance individual + improvised

