

Music Department
Year: 9
Topic: 4 Chord Compositions
Learning Journey

Prior learning:

Musical literacy – Students have learnt how to read bass clef and treble clef notation in previous topics. They have not yet written their own music onto the staff.

Analysis/ listening – Students have completed analysis of a range of musical styles throughout KS3. They have learnt key features of different genres of music and have developed a bank of key terms for musical elements.

Performance – Students have performed as soloists or as part of an ensemble in all previous topics.

Composition – Students have chosen chords in a given key signature (Four Seasons), written melodies (Four Seasons, Krishna and Blues) and composed their own rhythms (Rhythm, Krishna).

Learning sequence – topic title							Endpoint
Main learning steps	Chords, triads, accompaniment figures and inversions.	Composing rhythm (using notation).	Composing melody (using notation).	Writing Lyrics	Analysis of pop music.	Ensemble Performance.	Students will have composed their own music based on a given chord sequence. Some students will have notated their work.
	Introduction to chords, triads, inversions and accompaniment figures (block chords, broken chords and rhythmic chords). Students will use this knowledge to	Students will compose 4 bars of rhythm that will be used as the basis for their melodies in this topic. This notation will be written down in musical notes.	Students will learn about key notes and passing notes and will use this information to add pitch to their 4 bar rhythms. They will then learn to play the	Students will write lyrics for their compositions and add these to their performances.	Students will analyse a range of pop songs when listening and describe the key features of each piece. They will compare sub genres of pop such as rock	Students will perform their compositions in small groups. These performances will be marked by their class teacher.	

	create an exciting accompaniment for the chord sequence that they are given.		melodies that they have composed.		music, ballads and urban r and b.		
Assessment			Formative Assessment – Students will perform their chords and melodies in pairs to another group. Peer-assessment completed by all students.			Summative Assessment - Students will perform in their ensembles for their end of unit assessment. Students will receive written feedback from their teacher.	

Where will we use these ideas again:

Musical literacy – Students will need to read staff notation, tablature and drum notation in all future topics.

Analysis/ listening – Students will continue to develop a wide knowledge of different genres of music and the key features of these genres. They will develop their musical vocabulary further.

Performance – Students will perform as a soloist or as part of an ensemble in all future topics.

Composition – Students will learn more about composition if they opt to continue music at GCSE.