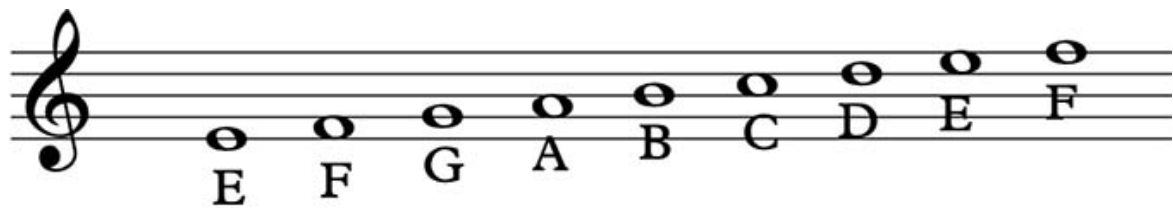


## Year 9 Music – Term 1

Key Term	Definition / Related Concepts
Melodic Movement	Describes how a melody moves: by step, by leap, ascending, descending, or repeating; relative to the tonic.
Pitch	The highness or lowness of a sound: low, mid, high; includes octave relationships.
Notation	Visual representation of music: metre, note names/values, bar, beat, clef (treble), stave, key signature.
Texture	How musical layers interact: melody and accompaniment, unison, solo, layering, octaves, a cappella.
Rhythm	Timing in music: pulse, repetition, even/uneven tempo, time signature.
Harmony and Tonality	The relationship of notes and chords: tonic (home note/key).
Forces	The instruments or voices used: voice types (choir), band, orchestra, a cappella.
Structure	The form of a piece: verse, chorus, introduction, ending.
Dynamics	Volume in music: loud/strong, quiet/soft.
Listening, analysing, improvising, composing, arranging	Core musical activities involving understanding, creating, and interpreting music.
Improvising	Creating music spontaneously
Composing	The art of creating and original piece of music

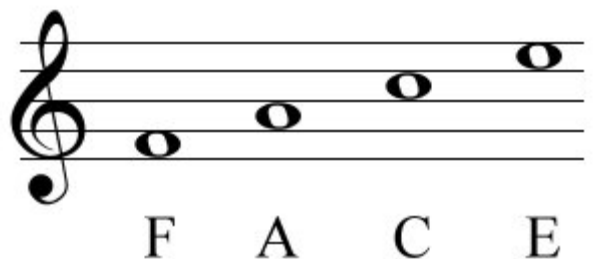
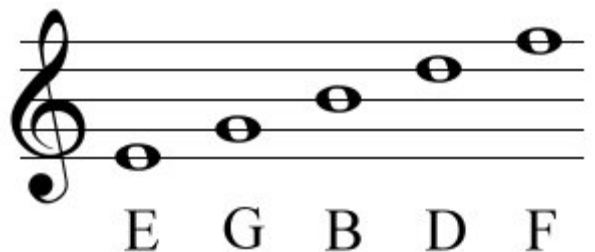
## Reading Notes on the Treble Clef



The treble clef is used for higher-pitched instruments and voices. Notes are placed on the lines and spaces of the staff:

- Lines (bottom to top): E - G - B - D - F  
(Every Good Boy Deserves Football)
- Spaces (bottom to top): F - A - C - E  
(spells FACE)

Each note corresponds to a pitch, and reading them accurately is key to performing music.



## Reading notes on the bass clef



The bass clef is used for lower-pitched instruments and voices. Notes are placed on the lines and spaces of the staff:

- Lines (bottom to top): G - B - D - F - A  
(Green Buses Drive Fast Always)
- Spaces (bottom to top): A - C - E - G  
(All Cows Eat Grass)

