



KEY STAGE 3 MUSIC

Elements of Music

Year 7 and 8

Please complete the following booklet on the elements of music.

If you can, write your answers in this document save it and email it back to Mr Mullin/Mr Ralls.

If not follow the booklet and write all your answers on a separate piece of paper to bring to school.

Access to YouTube.

Unit 1 – Elements of Music

The elements of music are basically the essential ingredients that make up a piece of music. The elements are:

Rhythm

Pitch

Dynamics

Timbre

Texture

Tempo

In Unit 1, you will learn and understand in greater detail about each of these musical elements.

This may be a refresher to fill in the gaps in your knowledge.

Lesson 1 – Rhythm

Lesson Objective:

- *To understand the basic elements of rhythm in music.*

Key Words: *Rhythm, Pulse, Beat, Semibreve, Minim, Crotchet, Quaver, Time Signature*

The definition of **rhythm** according to the Oxford Dictionary is:

'A strong, regular repeated pattern of movement or sound'.

In music, music is measured in beats whether it be the rhythm of the melody or the rhythm of the percussion/drum.

Exercise:

Clap the rhythm of the syllables in their name. For example:

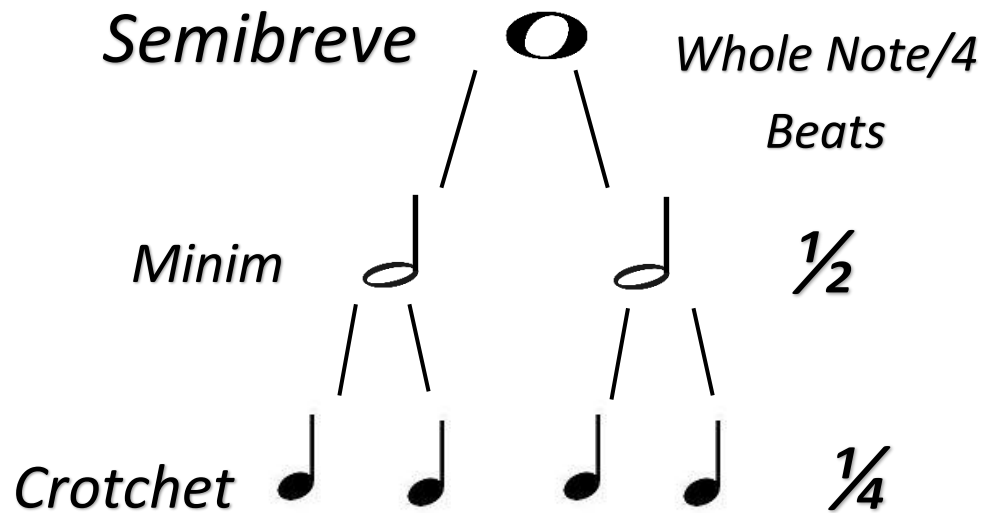
Martin Jackson Could be clapped as



To define the way in which we count and notate rhythms more simply, let's look at seconds in time. There are, as you well know, 60 seconds per minute otherwise known as 60bpm in terms of tempo in music. (60 beats per minute). Therefore, each second in time is equal to one beat.

Rhythmic Values:

Some of the most common rhythmic notation values are shown in the chart below:



To explain the chart more simply, a semibreve (whole note) is equal to two minims or four crotchets.

In a Time Signature of 4/4, this means that there are four crotchet beats to a bar.

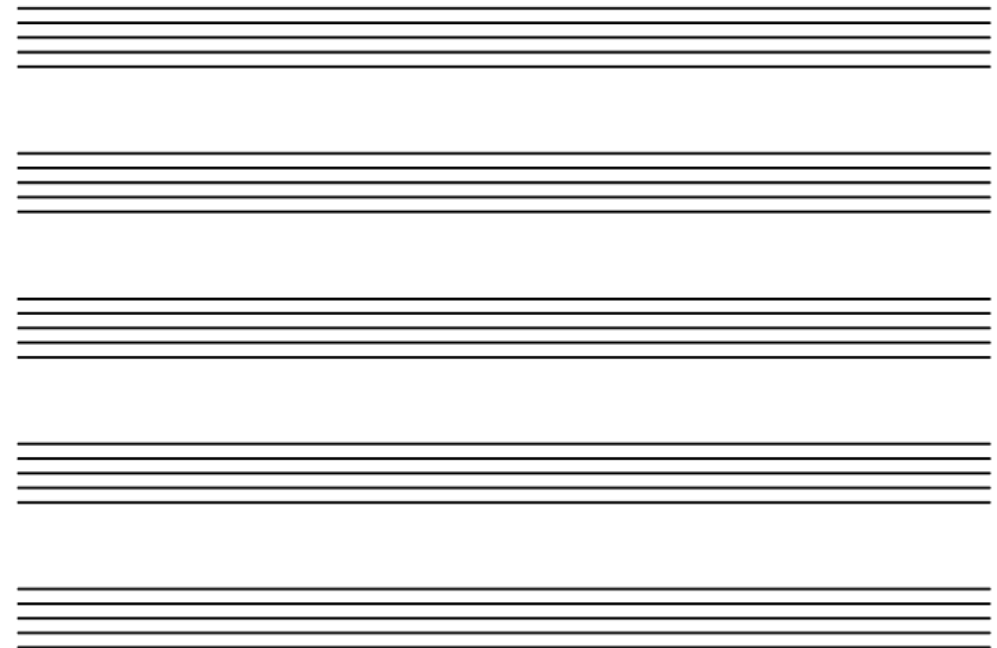


Of course, there are other combinations of these beats you can use in a bar of 4/4. (See below):



Class Exercise:

Using the staves below, write out your own combination of rhythms in 4/4 time. You must stick to the tempo of 60bpm and your total number of beats should equal 60. Therefore, if you were to perform your rhythmic combinations, the performance should last exactly 1 minute.



Now try performing your rhythmic notation and time it to see if you can get it exactly in time to 1 – minute.

Some Other Rhythmic Values:



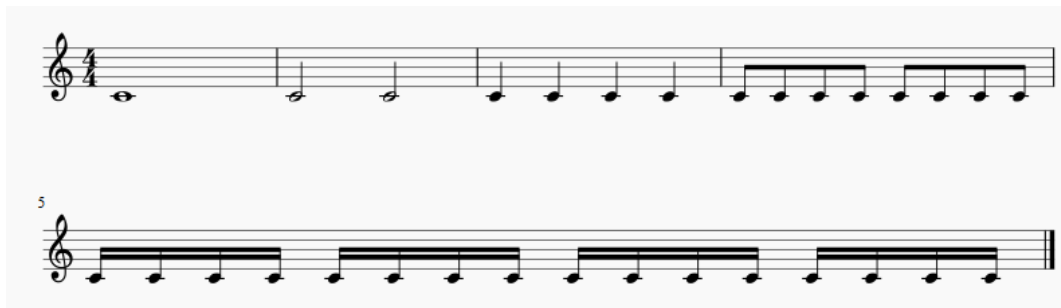
Quaver



Semiquaver

A quaver is worth $\frac{1}{2}$ a beat or a $\frac{1}{8}$ th note and the semiquaver is worth a $\frac{1}{4}$ beat or a $\frac{1}{16}$ th note.

To make this clearer, look at the notation below:



One bar of 4/4 contains:

- 1 Semibreve
- 2 minims
- 4 crotchets
- 8 quavers
- 16 semiquavers
- Or any combination of the above that equals to the value of 1 semibreve

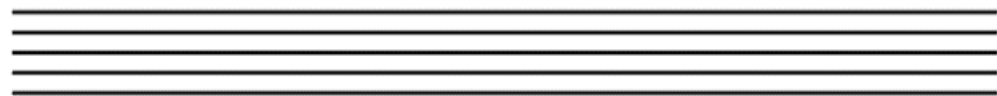
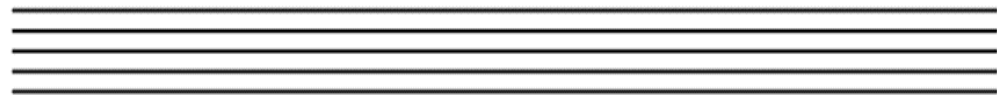
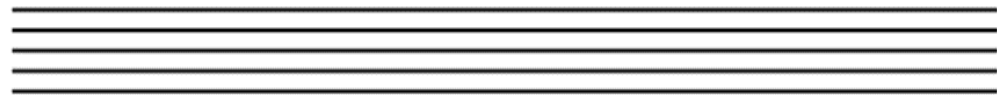
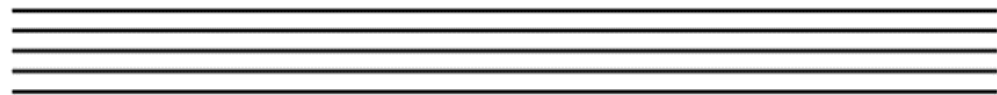
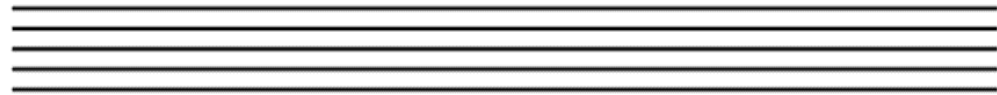
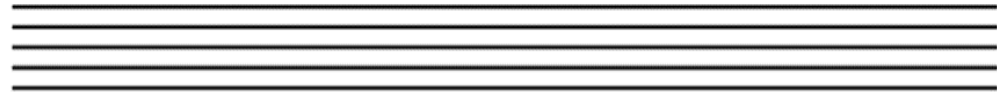
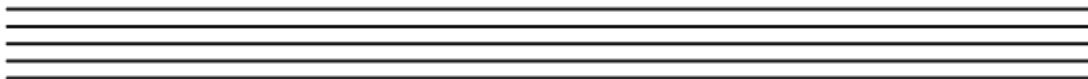
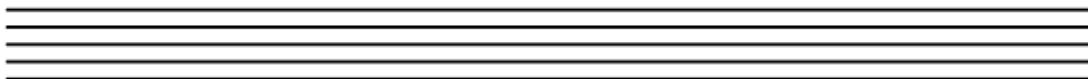
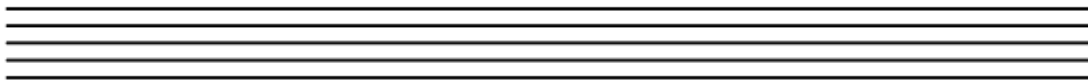
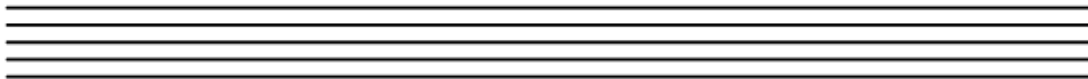
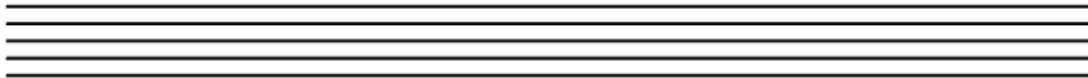
Assessment Activity.

Create a short rhythm piece. If you have an instrument feel free to use is if not clapping is fine.

The important thing is that it must be in 4/4 time and use a combination of the key rhythm values:

Semibreve, Minim, Crotchet, Quaver, Semiquaver. – Go back through your work to find the notes and values. Each bar must add up to 4

You must notate your rhythms using the stave below:



Lesson 2 – Pitch

Lesson Objective:

- To understand the basic elements of pitch within music.
- To apply rhythm and pitch together.

What is *pitch*?

Sound is produced through vibrations. The number of vibrations in a second determines the pitch (how high/how low) the note is.

The simplest way to view this for yourself is to pick up a guitar and pluck the individual strings. As you pluck the lower strings, you will notice that they vibrate slower than the higher strings.



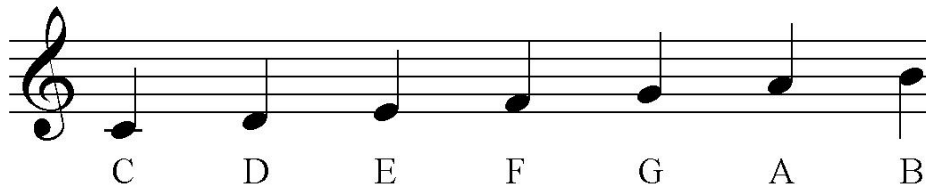
Therefore, the faster the vibrations, the higher the pitch and of course, the slower the vibrations, the lower the pitch.

The Musical Alphabet:

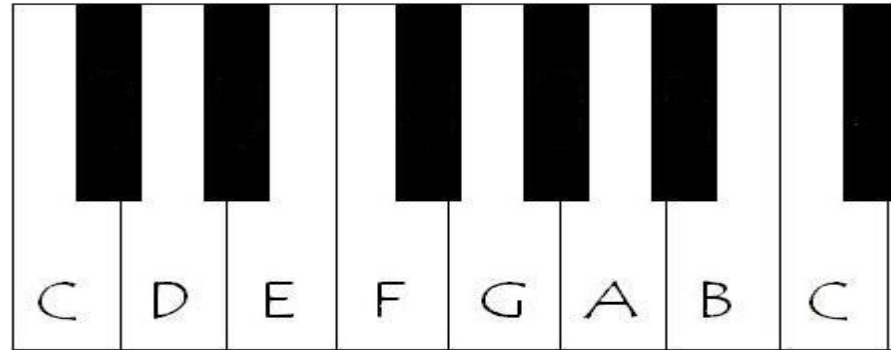
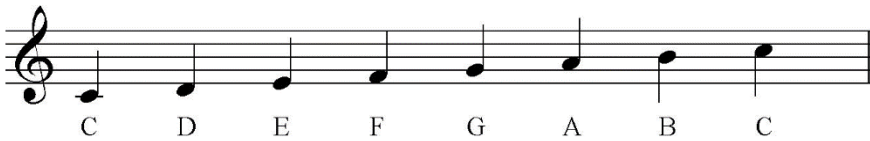
The basic musical alphabet is:

A B C D E F G

Therefore, in terms of musical notes, after the note 'G', we go back to 'A' again. Look at the notes of the C Major Scale below:

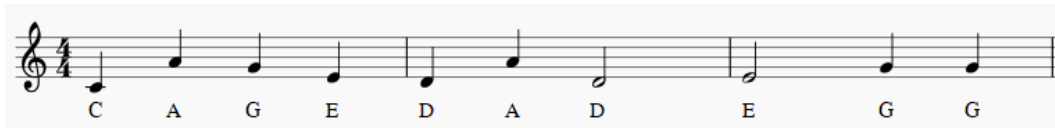


Notice, after the letter 'G', it simply goes back to 'A' again.



Class Exercise 2:

Using the letters of the musical alphabet, create as many words as you can and write them down in notation. There are some examples below to start you off:



Keep the rhythm of the words so that they make up bars of 4/4. Make each word fit into one bar and then add a bar-line. Once you have written the words, practice playing them on the keyboard.

Handwriting practice lines for musical notation, consisting of six sets of five horizontal lines each.

Lesson 3 – Dynamics

Lesson Objective:

- To understand what is meant by the term, Dynamics.
- To learn how dynamics are used within music.

Keywords: *Dynamics, Crescendo, Diminuendo, Piano, Pianissimo, Forte, Fortissimo*

Dynamics are related to the volume of the music. This does not mean how loud you have your music turned up on your iPod but the natural intended changes of volume within the music.

Composers use dynamics to help give their music more expression. Perhaps one of the greatest pieces of music that uses stark contrast in dynamics is Carmina Burana composed by Carl Orff in 1935.

Class Exercise 1:

Listen to Carmina Burana and comment on how you feel the sudden change in dynamics affects the music.

Comment:

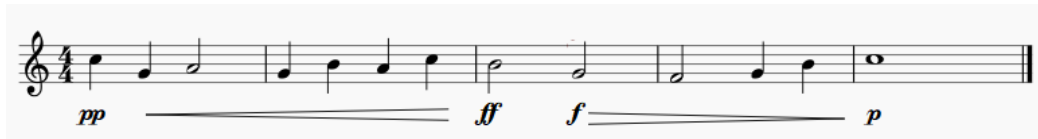
Sometimes the changes in dynamics can be more gradual. Listen to the theme from Jaws composed by John Williams. Notice how the dynamics gradually get louder (*Crescendo*) as the repeated motif (*Ostinato*) gets faster.

Class Exercise 2:

Watch the scene in Jaws where the shark is making its way to attack the boy, listen to how the music helps to create a sense of fear and tension in this scene. Comment on how you feel the music achieves this.

Comment:

Dynamics in music are written down in the following ways:

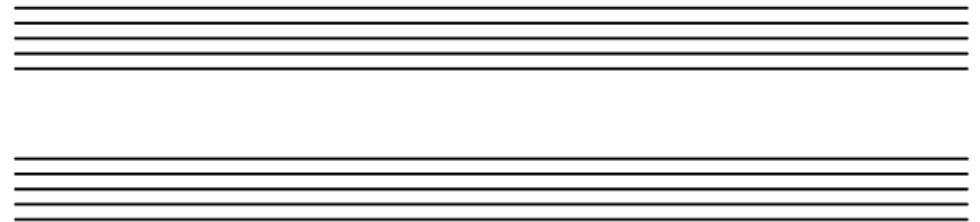


The table below indicates the meanings of the dynamic markings.

| Sign | Term | Meaning/Description |
|-----------|------------|---------------------------|
| <i>pp</i> | Pianissimo | Very Quiet |
| <i>P</i> | Piano | Quiet |
| <i>F</i> | Forte | Loud |
| <i>FF</i> | Fortissimo | Very Loud |
| | Crescendo | Getting Gradually Louder |
| | Diminuendo | Getting Gradually Quieter |

Class Exercise 3:

Compose a short 4-bar melody using notes of the C Major Scale in 4/4 time. Once you have composed the melody, add some dynamic markings. Perform your piece of music for the rest of the class.



Lesson 4: Timbre

Lesson Objectives:

- To understand the meaning of Timbre.
- To be able to recognise some key instruments of the Orchestra through listening to the sound. (You will learn more about the instruments of the Orchestra in Unit 2.)

Timbre literally refers to the tonal character/colour of the instrument or voice. Each instrument or voice has a clearly distinctive sound.

Class Exercise 1:

Listen to the sound of each of the following instruments and colour in the box on the right with a colour you feel best represents the timbre of the instrument.

Whilst there is no right or wrong answer with this, try to justify your reasons for choosing the colour you chose to represent the timbre of the instrument.

| Instrument | Timbre Colour |
|-------------|---------------|
| Trumpet | |
| Double Bass | |
| French Horn | |
| Timpani | |

Class Exercise 3:

If you can ask someone play you recordings of different instruments from different families/categories. Listen to each one and try to recognise the sound of the instrument.

| | |
|-----|--|
| 1. | |
| 2.. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

Why not try this fun musical instrument word search...

Lesson 5: Texture

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|-------------|
| P | A | N | P | I | P | E | E | T | E | M | O | Z | L | CLARINET |
| N | S | R | C | A | R | R | M | O | R | O | E | I | A | ACCORDION |
| Z | A | N | I | O | K | Z | E | C | B | N | A | T | B | BAGPIPE |
| P | C | O | A | N | D | O | P | C | O | O | N | H | O | FLUTE |
| C | I | O | I | R | A | N | O | H | O | P | I | E | N | BONGO DRUMS |
| C | N | L | C | C | E | A | P | Z | C | R | T | R | G | SNARE |
| B | O | O | E | D | L | O | N | D | A | U | D | S | O | BAZOOKA |
| A | M | C | A | R | X | A | D | I | L | B | C | E | D | CORNET |
| G | R | C | C | A | C | B | R | F | R | E | O | X | R | HARMONICA |
| P | A | I | S | T | T | G | U | I | T | A | R | I | U | OBOE |
| I | H | P | E | L | D | D | I | F | N | U | C | A | M | OCARINA |
| P | C | O | R | N | E | T | R | C | O | E | Z | O | S | PAN PIPE |
| E | A | N | O | I | D | R | O | C | C | A | T | E | P | PICCOLO |
| E | X | E | N | E | I | N | E | I | G | B | R | R | D | RECORDER |
| | | | | | | | | | | | | | | SAXOPHONE |
| | | | | | | | | | | | | | | FIDDLE |
| | | | | | | | | | | | | | | GUITAR |
| | | | | | | | | | | | | | | ZITHER |

Lesson Objectives:

- To understand the meaning of the word texture in relation to music.
- To be able to recognise some simple textures within music.

Texture in music refers to the number of different layers within the music. If you think about a knitted jumper, there are many strands of wool that have been interwoven in order to create that garment. The same applies to a piece of music where there are often, though not always, many different instruments interwoven to create that piece of music.

Texture can be referred to in several ways in order to clarify what is happening in the music. Below are some basic categories of texture.

| Music | Texture |
|---|------------|
| A solo melodic instrument or voice. | Monophonic |
| Two or more melodic instruments or voices performing different melodies at the same time. | Polyphonic |
| Several voices singing in harmony or instruments playing chordal accompaniment. | Homophonic |
| Several voices or instruments performing the same melody at the same time. | Unison |

Class Exercise 1:

Use YouTube – find a favourite song (one you know the words too)

- Does it have a harmony? (a secondary part often in the vocals)
- Can you sing the harmony?

Lesson 6 – Tempo

Lesson Objectives:

To understand the meaning of the term Tempo.

To be able to recognise some of the key Italian Tempo Terms.

Tempo literally refers to speed or the speed of the music.

Therefore, how fast or how slow the music is...

Class Exercise 1:

Listen to 'In the Hall of the Mountain King' by Grieg and describe how the tempo changes in the music.

<https://www.youtube.com/watch?v=TCsV7ElhoMU>

Class Exercise 2:

This is a copy of the tune. Notice how it says Slow March.

Slow March By EDVARD GR

p gradual cresc. throughout

To Coda

What do you think the music is about? What kind of story does it tell?

Class Exercise 3:

In music, **tempo** is usually written in Italian Terms. Below are some common Italian Terms for different tempo directions.

Look at the Italian Term and write in the tempo direction. The first has been done for you. Research your answers.

| Term | Tempo |
|-------------|------------|
| Adagio | Slow Tempo |
| Andante | |
| Largo | |
| Grave | |
| Moderato | |
| Accelerando | |
| Rallentando | |
| Prestissimo | |

Class Exercise 4:

Complete the tempo word search below.

Musical Tempos

U D I D Q F Z G I C X A F Q H D J P K X
U D V B P X U H W F V K X U R Q N W H W
W A C R I R I I B V H N N O A R U U E H
K L J Y D P E A Q Q V F J G G L K G B D
W D U Z X V Z S O V S S F U P P L J E H
B G R A V E B M T X C P G Q U Q R P X Z
B A Z F A A U J H I K R P R G Q F F B B
W X T E S Y I F W K S E Y G C S A W V Z
C F P I P S Y T H N L S M V Z L Z T W Q
L A S U N A R T R F N T I I G X Z K N E
Z C O Z O I G A D A N O A M D K L G T D
V C E N F G W Z L W K E N L O L J M H F
R E W G I O W D G L C L D Q Q M B H J F
D L A X R T H N I W E T A G J K Z W W H
P E O N R A W U U S Q N N R A U B G Z U
L R L W M R D F Z C V K T R G A V G J Z
V A O A V E V S W L S Z E A T O Z U E G
N N A Y G D G X C G N D R P N W Z R Q S
Y D R O W O C J X B T N G M L D B F D P
X O X X D M C F Q E X E X K Z Y O O I U

ADAGIO
RALLENTANDO
PRESTO
GRAVE
LARGO
MODERATO
PRESTISSIMO
ANDANTE
ACCELERANDO

Musical Elements Assessment

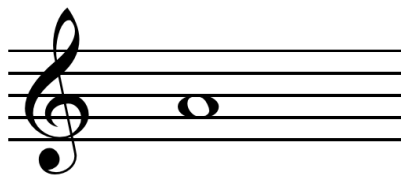
Answer the 10 questions below as best as you can. Try to do this without looking back over previous lessons on musical elements for clues...

1. How many beats is a **Semibreve** worth?

2. What is a **Time Signature**?

3. What are the notes of the **musical alphabet**?

4. Identify the note below:



5. What does this sign indicate?



6. What is meant by the term, **Timbre**?

7. What does **Polyphonic** mean?

8. What does **Unison** mean?

9. What tempo is indicated by the word, **Moderato**?

10. What term is used to indicate that the music must slow down?

Total Marks (out of 10) =