

## **Subject: Music**

Department Staff – Miss M Greenrod, Mr K Da Silva

Year 10 - Autumn Term 2010

### ***Contents: what you will study***

At the beginning of Year 10 and throughout the autumn term you will:

- Study and use a range of composition techniques focusing on the development of simple musical ideas and phrases.
- Completed one piece of coursework based on the study of repetition and contrast in Western Classical music.
- Performed in front of an audience or in the class on, at least, two different occasions. Your performance may be solo or ensemble. All performances will be recorded.
- Describe and analyse music in different styles using appropriate musical vocabulary.

### ***GCSE levels at which you will work***

GCSE grades A\* - C

### ***Skills which you will develop this term:***

- You will study musical styles and conventions used in Western Classical Music 1600-1900.
- Compose music for specific instruments or voices.
- Develop further your knowledge and application of musical harmony and structure.
- Make creative use of tempo, dynamics, texture, harmony, melody and rhythm in order to bring contrast and variety in your musical pieces.

### ***Assessment: how you will be tested this term***

Your composition based on Area of Study 1 will be marked according to the following criteria:

- The creative development of your ideas.
- The appropriate use of instrumental and vocal resources.
- The structure of your piece.
- Your melodies must be balanced displaying style and character.
- The use of harmony and chords appropriate for the style and mood of your piece.
- The creative and sensitive use of tempo, rhythm, texture and dynamics.

### ***Equipment which you will need for this terms work***

- Your music folder with manuscript paper.
- Pencil case.
- Your own instrument if needed for your composition work or for class performances.
- A ninety- minute tape.

## Subject: Music

Department Staff – Miss M Greenrod, Mr K Da Silva

### *Key words which you will need to learn for this term's work*

You will be given a vocabulary list from the examination board. You must be able to use this vocabulary in your written work, homework and when answering questions in the class.

Printed below is the vocabulary, which is related to the styles studied during the autumn term.

- **Harmony:** the chords in a musical piece. The harmony can be major, minor, chromatic, consonant or dissonant.
- **Cadences:** punctuation in music. Common cadences are **perfect, imperfect and interrupted**.
- **Modulation:** change of key.
- **Tempo instructions:** andante (slowly), moderato (medium pace), allegro (fast).
- **Dynamic instructions:** forte (**f**, loud), mezzo forte (**mf**, medium loud), piano (**p**, soft).
- **Instruments of the orchestra:** **strings** (violin, viola, cello, double bass), **woodwind** (piccolo, flute, oboe, cor anglais, clarinet, bassoon, saxophone), **brass** (trumpet, French horn, trombone, tuba), **percussion** (timpani, glockenspiel, xylophone).
- **Melody and Accompaniment:** the main tune and the background in a musical piece.
- **Homophonic texture:** both melody and chords are “moving” in the same way.
- **Polyphonic texture:** the piece is made up of melodies that are different and independent from each- other.
- **Counter melody/contrapuntal:** a second melody independent from the main melody in a musical piece.
- **Composition techniques/conventions:** repetition, recapitulation, decoration, sequence, imitation, canon, motivic development, episode.
- **Structure:** ground bass, rondo, variations, ternary form.

## **Subject: Music**

Department Staff – Miss M Greenrod, Mr K Da Silva

Year 10 - Spring Term 2011

### ***Contents: what you will study***

***Area of Study 1 Western Classical Music 1600-1899***

***Area of Study 3 Popular Music in Context***

- There are set works for each of these areas of Study.
- You will complete one piece of coursework based on Area of Study 1. The deadline for the completion of this work is half term February.

### **Then:**

- You will begin the study of 12-bar blues, reggae music and club dance remix.
- You will listen to musical examples and you will be able to identify the main characteristics of the previous styles.

### **In the end:**

- You will begin the composition of a musical piece following the conventions used in one of the previous musical styles.

### ***GCSE levels at which you will work***

GCSE grades A\* - C

### ***Skills which you will develop this term:***

- Compose music for specific instruments or voices.
- Develop further your knowledge and application of harmony and structure.
- Make creative use of tempo, dynamics, texture, harmony, melody and rhythm in order to bring contrast and variety in your musical pieces.
- You will be able to recognise the main conventions used in 12-bar blues, reggae and dance music and in songs written for musicals.

### ***Assessment: how you will be tested this term***

Your composition based on Area of Study 1 will be marked according to the following criteria:

- The creative development of your ideas.
- The appropriate use of instrumental and vocal resources.
- The structure of your piece.
- Your melodies must be balanced displaying style and character.
- The use of harmony and chords appropriate for the style and mood of your piece.
- The creative and sensitive use of tempo, rhythm, texture and dynamics.

### ***Equipment which you will need for this term's work***

- Your music folder with manuscript paper.
- Pencil case.
- Your own instrument if needed for your composition work or for class performances.

## Subject: Music

Department Staff – Miss M Greenrod, Mr K Da Silva

### *Key words which you will need to learn for this term's work*

- **Harmony:** the chords in a musical piece. The harmony can be major, minor, chromatic, consonant or dissonant.
- **Cadences:** punctuation in music. Common cadences are **perfect, imperfect and interrupted**.
- **Modulation:** change of key.
- **Tempo instructions:** andante (slowly), moderato (medium pace), allegro (fast).
- **Dynamic instructions:** forte (**f**, loud), mezzo forte (**mf**, medium loud), piano (**p**, soft).
- **Instruments of the orchestra:** **strings** (violin, viola, cello, double bass), **woodwind** (piccolo, flute, oboe, cor anglais, clarinet, bassoon, saxophone), **brass** (trumpet, French horn, trombone, tuba), **percussion** (timpani, glockenspiel, xylophone).
- **Melody and Accompaniment:** the main tune and the background in a musical piece.
- **Homophonic texture:** both melody and chords are “moving” in the same way.
- **Polyphonic texture:** the piece is made up of melodies that are different and independent from each- other.
- **Counter melody/contrapuntal:** a second melody independent from the main melody in a musical piece.
- **Composition techniques/conventions:** repetition, recapitulation, decoration, sequence, imitation, canon, motivic development, episode.
- **Structure:** ground bass, rondo, variations, ternary form.

## **Subject: Music**

Department Staff – Miss M Greenrod, Mr K Da Silva

Year 10 - Summer Term 2011

### ***Contents: what you will study***

#### ***Area of Study 3 Popular Song in Context***

You will complete the study of ***Popular song in context***. In order to achieve this you will have to:

- Develop an aural acuity for the set works of this Area of Study
- Listen to musical examples in 12-bar blues and reggae styles, songs from musicals and current remixes.
- Recognise and describe the main characteristics of the previous styles using musical vocabulary.

#### **Then:**

- You will compose a musical piece in one of the styles studied this term.
- Alternatively, you will complete the work on your first composition.

**One composition (50% of your composition coursework), must be completed before you leave the school for your work experience placement.**

#### **In addition:**

You will perform a solo piece of your choice or you will participate in an ensemble performance.

### ***GCSE levels at which you will work***

GCSE grades A\* - C

### ***Skills which you will develop this term:***

- You will be able to develop your musical ideas making creative use of structure, harmony, rhythm, texture, dynamics and tempo.
- You will make decisions in relation to the instrumental combinations you would like to use in your pieces.
- You will be able to recognise the main conventions used in 12-bar blues, reggae and dance music and in songs written for musicals.
- You will improve the use and understanding of specific musical vocabulary.

### ***Assessment: how you will be tested this term***

You will submit one completed composition coursework before your work experience placement in July 2008. **Your composition is going to be marked for:**

- The creative development of ideas.
- The appropriate use of instrumental and vocal resources.
- Structure, style and character.
- The creative and sensitive use of harmony, tempo, rhythm, texture and dynamics appropriate for the style of your work.

#### **In addition:**

- Your solo performance must be accurate and expressive.
- Your ensemble performance must also be accurate and expressive demonstrating a clear interaction with the other members in the group.

## Subject: Music

Department Staff – Miss M Greenrod, Mr K Da Silva

### *Equipment which you will need for this term's work*

- Your music folder with manuscript paper.
- Pencil case.
- Your own instrument if needed for your composition work or for class performances.

A ninety- minute tape.

### *Key words which you will need to learn for this term's work*

You will have to **revise** the vocabulary given to you in the Spring Term. In addition you must **learn and apply to your work** the following words:

- **12 bar blues:** a musical style usually organised in groups of 12 bars and with each stanza being three lines, each line four bars long. The tonality of a blues song is predominantly major but with the 3<sup>rd</sup> and 7<sup>th</sup> of the key flattened (the “blue” notes).
- **Reggae:** a musical style that originated in Jamaica in mid-1960s. Reggae music is characterised by a strong bass and an emphasis on the off- beat, thus the 2<sup>nd</sup> and 4<sup>th</sup> beats of the bar. Words usually refer to news, social gossip and political comment.
- **Riff:** a short repetitive musical idea used in blues, jazz, reggae, pop and rock music.
- **Arrangement:** adaptation of a musical piece for instrumental or vocal groups other than the ones for which it was originally composed. In jazz music arrangement means orchestration.
- **Scale/Blues scale:** We call scale a group of notes arranged in an ascending or descending order. A blues scale is a major scale with the 3<sup>rd</sup> and 7<sup>th</sup> degrees flattened; these are the “blue” notes.
- **Chord pattern:** A specific arrangement of two or three chords in a sequence. Different combinations of the tonic (1<sup>st</sup> chord), sub-dominant (4<sup>th</sup> chord) and dominant (5<sup>th</sup> chord) are used in blues, reggae and other popular genres.
- **Syncopation:** The placing of an accent on a weak instead of a strong beat. This can be achieved by placing rests on strong beats, by holding on over strong beats or by a sudden change of time signature.
- **Swing:** A particular blues and jazz performing technique. The music is written in a duple time but it is performed as if written in a triple time.
- **Call and response:** A structural device in which a group of singers or instrumentalists respond (answer back) to a musical phrase performed by a leader singer or instrumental player. The style originated in Africa.