

Subject: Music

Department Staff – Mr K Da Silva, Miss M Greenrod

Year 7 - Autumn Term 2009

Contents: what you will study

The Musical Elements

- You will be able to recognise the main characteristics of sound.
- You will hear musical recordings and you will discuss the effect created by different sounds in various musical pieces.

Then:

You will compose a short piece that is inspired by a picture. You must use appropriate instruments and musical elements for each of the sections in the piece.

National Curriculum levels at which you will work

Most girls will be able to achieve level 4. Some girls will be working towards level 4. Some girls will be able to progress further and work towards or achieve level 5.

Skills which you will develop this term:

You will

- be able to keep in time while performing with other girls in the class.
- learn to compose rhythms and short melodies that create a specific effect.
- You will learn to describe musical pieces using appropriate musical vocabulary.

Assessment: how you will be tested this term

You will be working at **NC level 4 or above**, if you are able to complete the following tasks:

Performance:

- Is your performance correct? Do you listen to your partners? Do you keep in time with the other members of the group?

Composition:

- Did you make good use of all the musical elements in your piece?
- Did you use a variety of musical instruments creating different effects?
- Did you compose at least one short melody for your piece?
- Is your piece well organised? Does it have a beginning, a middle section and a clear ending?

Listening:

- Can you describe a musical piece using the vocabulary given to you by your teacher?
- Do you use appropriate musical vocabulary in your written work?
- Do you answer questions in the class making use of appropriate musical vocabulary?

Equipment which you will need for this terms work

- Please bring to the class your pencil case.
- Always return your music book to the school after completing your homework.

If you play a musical instrument bring it to the school and use it for your compositions or for your performances.

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

- **Chord:** Two or more notes or sounds played together. Chords are the foundations of harmony in music.
- **Melody:** The main tune in a musical piece. Something that we can easily remember and sing if possible.
- **Accompaniment:** The “background” in a musical piece; something that “goes” with the melody.
- **Form/ Structure:** The design or layout of a musical composition. The ways in which the composers organise and present their ideas. In Year 7 we will study binary, ternary and rondo forms. We will also explore cyclic structures and “call and response”, used in African music and in Indonesian gamelan.
- **Ostinato:** A repeated melodic or rhythmic pattern.
- **Scale/ Pentatonic scale:** A scale is a group of notes, arranged in an ascending or descending order. A pentatonic scale is a five note scale (from the prefix “penta”, which means five)

You will also need to learn the meaning and spelling of the following words:

Tempo, dynamics, duration, pitch, texture and timbre.

You will find these words printed in your music text- book.

You must always try to use the words printed above when answering questions in the class.

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Year 7 - Spring Term 2010

Contents: what you will study

Music from Africa and Music from Indonesia

- You will hear musical recordings on CD from Africa and Indonesia.
- You will be able to recognise the main characteristics of African and Indonesian music. .

Then:

- You will perform different African rhythms and songs.
- You will also perform a piece of Indonesian “gamelan”.

In the end:

You will compose a piece of dance music using the main characteristics of the “gamelan” and of African Drumming.

National Curriculum levels at which you will work

Most girls will be able to achieve level 4. Some girls will be able to progress further and work towards or achieve level 5.

Skills which you will develop this term:

You will

- be able to keep in time while performing with other girls in the class.
- learn and use rhythms and melodies appropriate for dance music while composing your own musical pieces.
- learn vocabulary related to African and Indonesian music.

Assessment: how you will be tested this term

Performance:

- Is your performance correct? Do you listen to your partners? Do you keep in time with the other members of the group?

Composition:

- Do you make good use of the characteristics of African and Indonesian music in your piece?
- Do you use rhythms, melodies and musical elements appropriate for a dance piece?
- Is your piece well organised?

Listening:

- Can you recognise whether a piece comes from Africa or from Indonesia? Can you explain why?
- Do you use appropriate musical vocabulary in your written work?

Do you answer questions in the class making use of appropriate musical vocabulary?

Equipment which you will need for this term's work

- Please bring to the class your pencil case.
- Always return your music book to the school after completing your homework.

If you play an instrument bring it to the school and use it during the music lesson.

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

- **Structure:** The “design” of a musical piece; the ways it is organised in sections.
- **Cyclic structure:** The same part is repeated over and over in a musical piece with occasional changes.
- **Call and response:** A group is performing a melody or sings a song and a second group “answers” back or echoes.
- **Ostinato:** a repeated melody or rhythm.
- **Pentatonic scale:** A group of five notes used in African and Indonesian music.
- **Gamelan:** An “orchestra” of percussion instruments used in Indonesian music.
- **Mnemonics:** Vocal sounds that represent music. They can be used instead of writing music on paper.
- **Instruments used in African music:** Agogo bells, xylophones, talking drums.
- **Instruments used in Indonesian music:** Gongs, bells, metallophones.

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Year 7 - Summer Term 2010

Contents: what you will study

Musical Structures

- You will learn what we mean by structure in music.
- You will listen to different musical pieces in binary, ternary, rondo or cyclic forms/structures.

Then:

You will compose a short musical piece that has a specific musical structure.

In the end:

You will listen to musical examples and you will recognise their musical form/structure.

National Curriculum levels at which you will work

All girls should be able to achieve NC level 4 by the end of the summer term. Some girls will achieve NC level 5 and few girls might be working towards NC level 6.

Skills which you will develop this term:

You will

- be able to compose short melodies.
- create short musical pieces that are well organised and structured.
- perform on keyboards using different “voices” and “styles” improving your solo and ensemble performing skills.

Assessment: how you will be tested this term

Performance:

- Is your performance correct? Do you keep in time with other members in your group?
- Is your performance expressive? Do you vary your dynamics?

Composition:

- Do you develop your musical ideas?
- Is your piece exciting and imaginative?
- Is your piece organised in sections and well structured?

Listening:

You will be assessed on your ability to recognise and name different musical structures such as binary, ternary and rondo.

Equipment which you will need for this term's work

- Please bring to the class your pencil case.
- Always return your music book to the school after completing your homework.

If you play an instrument bring it to the school and use it during the music lesson.

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

- **Structure:** The “design” of a musical piece; the ways it is organised in sections.
- **Binary form:** The musical piece is organised in two similar sections A and B.
- **Ternary form:** The musical piece is organised in three sections. **Section A** is followed by a contrasting **section B**. In the end of the piece **section A** is repeated. The shape of the piece is therefore **ABA**.
- **Rondo form:** The initial section A is repeated in between contrasting “episodes” B, C, etc. The shape of the musical piece is therefore **ABACA...**
- **Cyclic structure:** The same part is repeated over and over in a musical piece with occasional changes.
- **Call and response:** A group is performing a melody or sings a song and a second group “answers” back or echoes.
- **Instruments of the orchestra:** name and spell the instruments of the orchestra that belong to the families of strings, woodwind, brass and percussion