

Music Work Pack

Over the next half term, you will be completing work based on the musical elements which will aid your work you undertake when we are back together in lesson. This booklet is designed to give you practice with:

- Musical elements including Pitch, Rhythm, Duration, Structure, Dynamics, Tempo, Texture.
- Music Theory – musical notes, the music stave, time signatures, Key signatures, rhythm, rests, sharps, flats.
- Practicing of oral skills – listening and identifying musical elements.

This booklet comprises of 7 lessons

2. we will focus on musical notes on the stave.
3. we will focus on different types of rhythmic values.
3. we will focus on rests, sharps and flats.
4. we will focus on time signatures.
5. we will focus on Musical elements.
6. we will focus on knowledge learnt in lessons 1-5.
7. we will focus on listening to identify musical elements.

There is a quiz / reflection/creative task to complete at the end of each lesson. Ensure you complete the quizzes/ tasks without looking at your lesson, so that you can check that you have understood.

Parents

Overview of content

The main focus of this booklet will be the consolidation of musical elements and theory from the previous weeks work pack. Pupils need to know the fundamental musical elements without being prompted in order to gain a real insight into music. Knowing the musical elements will aid pupils in being able to listen and appraise music and identify key aspects orally. Having a sound understanding of music theory will help the pupils when it comes to practical elements of music making such as performance and composition.

Pupils have already had practical lessons with the musical elements incorporated in them and these activities should refresh their memories of their meanings and functions.

This booklet is an extension of the work already done and will provide your child with the opportunity to consolidate what they already know.

Parental support

Please support your child learning by asking them specific questions:

What was the lesson about?

What are the anagrams for remembering the music notes on the stave?

What symbol does a piece of music start with?

What is the function of a time signature?

What are the different rhythmic values? How many beats are they worth?

What does a _____ rest look like?

What are the notes of the keyboard?

What are the black keys called?

What is the difference between a sharp and a flat?

Name the musical elements?

(Musical element) means?

Have some music theory fun!

Mrs A

Lesson 1:

Let's activate your memory:

What do I already know about the musical stave and notes on the music stave?

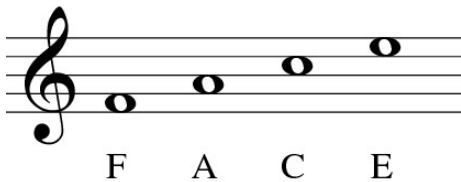
How many lines are there on a music stave?

How many Musical notes are there?

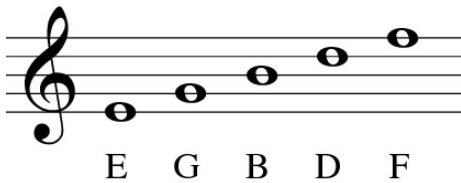
Music is written through symbols called **notes**. These notes are named after the first seven letters of the alphabet, A-G.

Music notes are written on a five lines, called the **stave**. Notes can be placed on the lines or in the spaces between the lines.

The names of the notes in the spaces are:



The names of the notes on the lines are:



The note names in the spaces spell FACE. Can you think of a phrase to remember the note names on the lines? For example, the phrase Every Good Boy Deserves Fruit is a simple sentence and uses the names of the notes in the correct order.

E_____ G_____ B_____ D_____ F_____

Can you name these notes?



The symbol at the beginning of every line of music is called a **treble clef**.

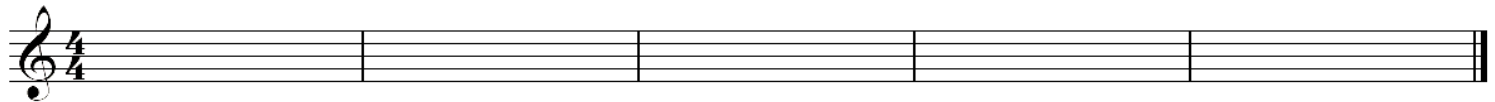


Music notes are divided by lines on the stave, called **bar lines**.

At the very end of a piece of music there is always a **double bar line**.

The set of numbers at the beginning of a piece of music is called the **time signature**.

Using the staff below, practise drawing ten treble clefs:



Putting together everything that you have learned, can you label all the musical symbols on this piece of music, including the names of the notes.

Allegro Moderato



p

p

REVIEW: Knowledge checker:

What do the spaces on the stave spell?

What are the notes that fall on the lines?

We looked at a type of clef – what was it called? Where is it positioned on the stave?

What's the function of a double bar line?

Reflect

How did you find the lesson?

What did you find challenging?

What have you learnt?

How does this link to what you already knew?

Do you need any further support? Do you have any questions?

Lesson 2

Let's activate your memory:

What does duration mean?

What does pulse mean?

Can you remember how many beats a crotchet is worth?

There are many different types of notes. This is to represent how many beats each note is worth. They all look different and have a name.

 **Semibreve** = 4 beats

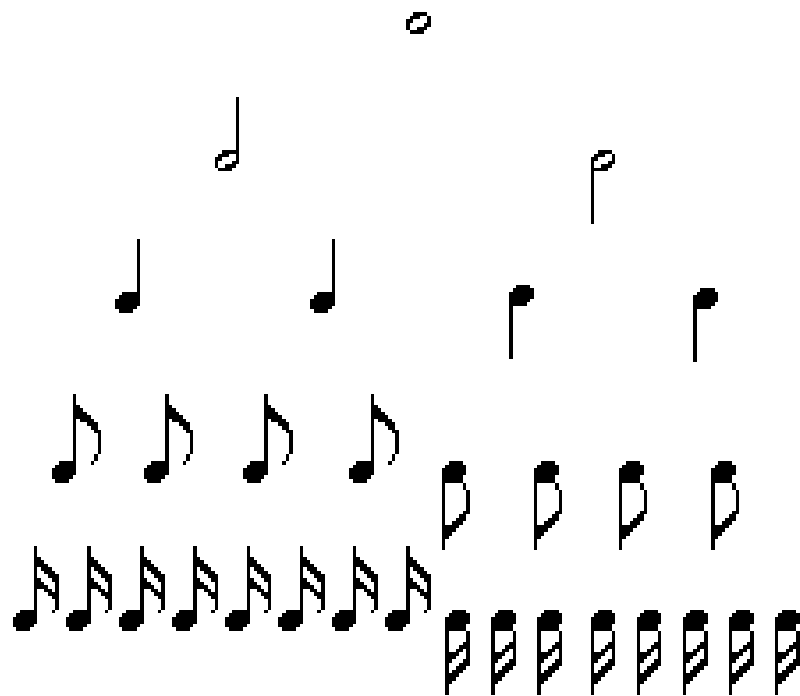
 **Minim** = 2 beats

 **Crotchet** = 1 beat



 **Quaver** = $\frac{1}{2}$ beat



 **Semi-quaver** = $\frac{1}{4}$ beat



This means that four quavers are equal to two crotchets, that two crotchets are equal to one minim, etc. The chart below will help to explain this:







How long is each note? Complete the following sentences with the right answer. The first and last sentences have been completed as examples.

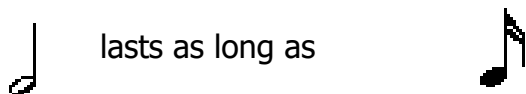
 lasts as long as 2 

 lasts as long as 

 lasts as long as 

 lasts as long as 

 lasts as long as 



When there are two or more quavers in music, they can be joined together, like this:

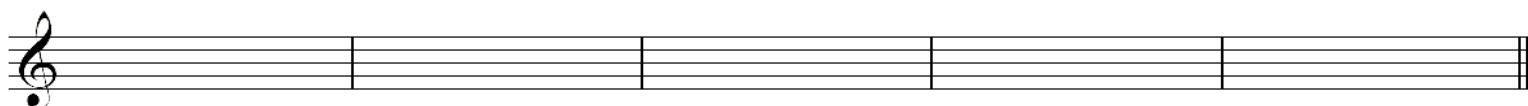


When there are two or more semiquavers in music, they can also be joined together, like this:



Look at the following piece of music. Underneath all the notes, write in the number of beats in each one (i.e. 1 beat, $\frac{1}{4}$ beat, 2 beats etc.):

Using the blank stave below, draw your own set of notes in whichever order you like. You must then label the name of each note (i.e. A B C D E F or G) and also the value of each note (i.e. 4 beats, 2 beats, 1 beat, $\frac{1}{2}$ beat or $\frac{1}{4}$ beat):



REVIEW: Knowledge checker:

How many beats is a semi-breve worth?

How many semi-quavers can I fit into a minim?

Draw out a 2 beat note, a crotchet and 4 semi-quavers.

Reflect

How did you find the lesson?

What did you find challenging?

What have you learnt?

How does this link to what you already knew?

Do you need any further support? Do you have any questions?

Lesson 3

Let's activate your memory:


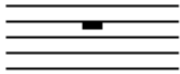

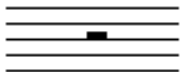

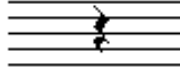

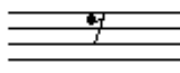

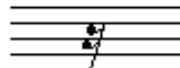
When there is a silence in music, what is this called?

Name some functions of rests?

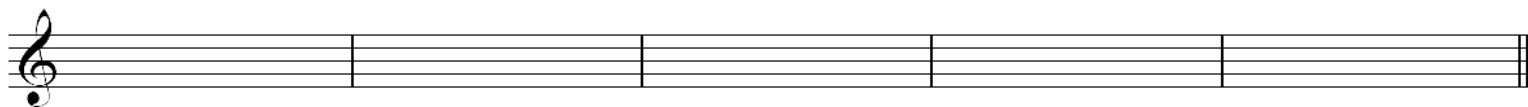
When there is a rest symbol in a piece of music, what do you play?

As well as playing notes, there are times in the music when there are silences and pauses. These are called **rests**.

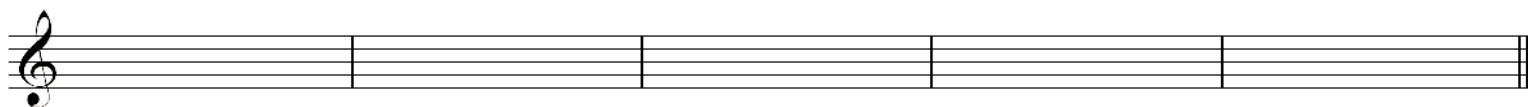
Rests have the same names as the notes that they match up with:

		Semibreve Rest	=	4 beats
		Minim Rest	=	2 beats
		Crotchet Rest	=	1 beat
		Quaver Rest	=	1/2 beat
		Semi-quaver Rest	=	1/4 beat

Using the stave below, practise drawing ten crotchet rests:



Using the stave below, practise drawing ten quaver rests:



Look at the following piece of music. Underneath all the rests, write in their length values.

A musical score for piano, consisting of four staves. The first staff is in treble clef with a key signature of two sharps (F# and C#). It contains a half rest in the first measure, followed by a half note, a quarter note, and a half note, all beamed together. The second staff is in alto clef with a key signature of two sharps. It contains a half rest in the first measure, followed by a half note, a quarter note, and a half note, all beamed together. The third staff is in bass clef with a key signature of two sharps. It contains a half rest in the first measure, followed by a half note, a quarter note, and a half note, all beamed together. The fourth staff is in bass clef with a key signature of two sharps. It contains a half rest in the first measure, followed by a half note, a quarter note, and a half note, all beamed together. The score is divided into two measures by a vertical bar line. The first measure contains the first three staves, and the second measure contains the second three staves. The first staff in the second measure has a half rest in the first measure, followed by a half note, a quarter note, and a half note, all beamed together. The second staff in the second measure has a half rest in the first measure, followed by a half note, a quarter note, and a half note, all beamed together. The third staff in the second measure has a half rest in the first measure, followed by a half note, a quarter note, and a half note, all beamed together. The fourth staff in the second measure has a half rest in the first measure, followed by a half note, a quarter note, and a half note, all beamed together. The score is marked with a piano (p) dynamic.

Use the stave below to compose a melody. Make sure you use one rest in each bar. Make sure your notes add up to 4 beats in each bar.



Knowledge check:

What is the function of a rest?

How many different rests are there?

What does a crotchet rest look like?

What's the visual difference between a minim rest and a semi-breve rest?

Lesson 3 cont.

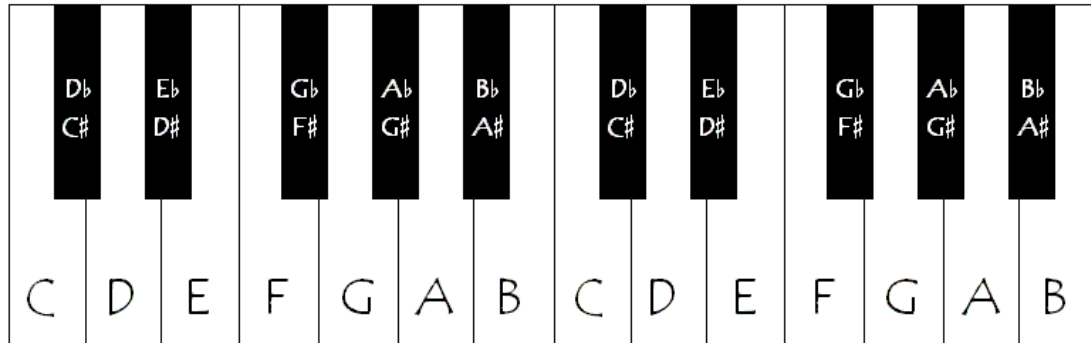
Memory check:

How many white notes are there on the keyboard?

What are the black notes called?

What is it called when you move from white note to black note?

The keys on a piano are notes and also have names. They match up with the names of music notes.



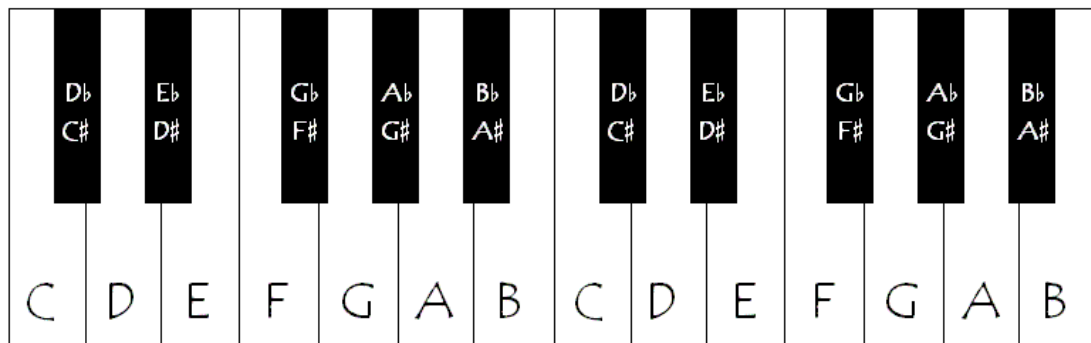
Every black note on a piano has two different names. The two symbols shown on the diagram represent this.

is the symbol for **sharp**.

b is the symbol for **flat**.

For example: *E_b* means E flat, and *C_#* means C sharp.

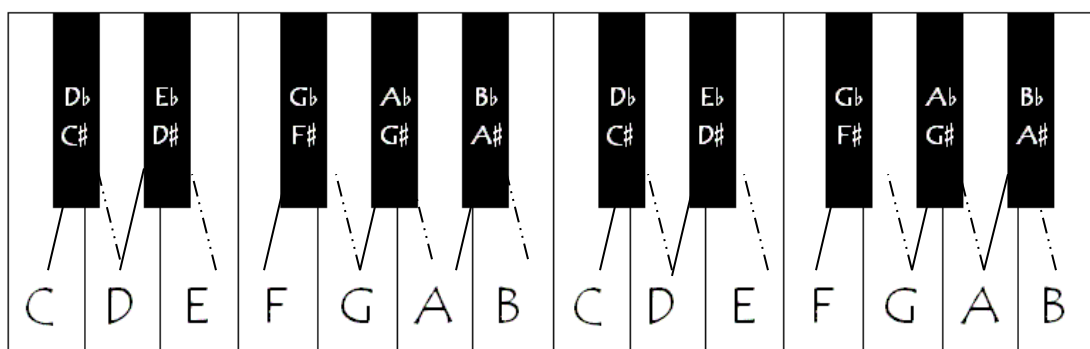
Using different coloured pencils, work out how many different notes there are on the white keys only of a piano. Colour in the same notes in the same colour. For example, if you decide C is red, find all the C's on the diagram below and colour them in red, etc.



Including both C's, how many white notes are there between two C's? _____.
This is called an **octave**, (the distance between two of the same note).

Sharps and Flats

We've already had a brief look at **sharps** and **flats**. On a piano every single black key is either a sharp or a flat, as it has two names.



Remember that **#** is the symbol for **sharp**, and **b** is the symbol for **flat**.

You will notice that all the straight lines link a white note to a black note that is diagonally on the right, i.e. C to C♯, F to F♯, G to G♯ etc.

All the dotted and dashed lines link a white note to a black note that is diagonally to the left, i.e. B to B♭, A to A♭, E to E♭ etc.

The reason for the black keys having two names is because if you flatten a note, it is being made to sound lower (the dotted and dashed lines going left on the piano). If you sharpen a note, it is being made to sound higher (the straight lines going right on the piano).

Look at the following notes and their symbols. Name the note, (i.e. A B C D E F or G) and say whether they have been made to sound lower, or higher.



Knowledge checker:

When you sharpen a note you make the gap _____.

When you flatten a note you make the gap _____.

What is the second note name for C sharp?

What is the second note name for A flat?

Reflect

How did you find the lesson?

What did you find challenging?

What have you learnt?

How does this link to what you already knew?

Do you need any further support? Do you have any questions?

Lesson 4

Let's activate your memory:

Do you need a time signature in music?

What would happen if you did not have a time signature?

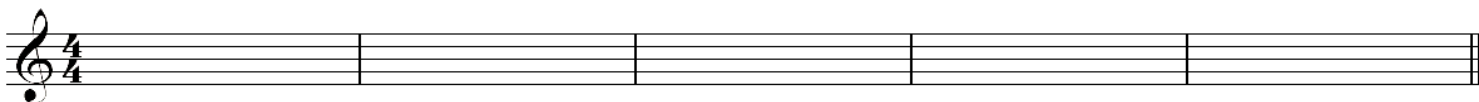
Where is the time signature located?

It is very important to be able to count music. In all music you will find a **time signature**, this tells you everything you need to know when counting music.

Time signatures are always placed after the key signature (treble clef) at the beginning of a piece of music.



The top number tells you how many beats there are in each bar. 4/4 means that you have no more than 4 beats in each bar. (Remember a bar is divided by vertical bar lines).



The bottom number tells you the type of beat that you are counting in. The 4 at the bottom represents crotchet beats.

This means that 4/4 tells you there are 4 counts of 1 beat in each bar.

Imagine that each bar is a cupcake box.

The top number in the time signature tells you how many cupcakes each box can hold, i.e. 4 in this case.



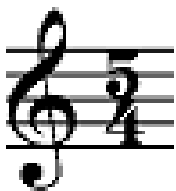
The bottom number tells you the type of cupcake each box holds, i.e. 1 whole cupcake, in this case.



This tells us that 4/4 means each box can hold 4 whole cupcakes. We know now that 4/4 means 4 crotchet beats in each bar.



Look at the time signatures below. For each one circle the number that tells you how many beats there are in each bar.



In the space below, draw a cupcake box holding the correct number of whole cupcakes for the following time signature.



Knowledge checker:

How many beats are there in the bar of a 2/4 time signature?

Explain a 4/4 time signature?

Challenge – explain a 12/8 time signature? What's the difference?

Reflect

How did you find the lesson?

What did you find challenging?

What have you learnt?

How does this link to what you already knew?

Do you need any further support? Do you have any questions?

Lesson 5

Let's activate your memory:

How many musical elements are there?

What is the difference between pitch and dynamics?

Name some Italian terms for tempo and dynamics?

What's the difference between a polyphonic and homophonic texture?

When describing music, there are words and phrases used that you may not use in every day life. For example, when using the word tempo, we are talking about the speed of the music.

See if you can complete the table below, matching up the sets of pictures to the correct musical meaning.



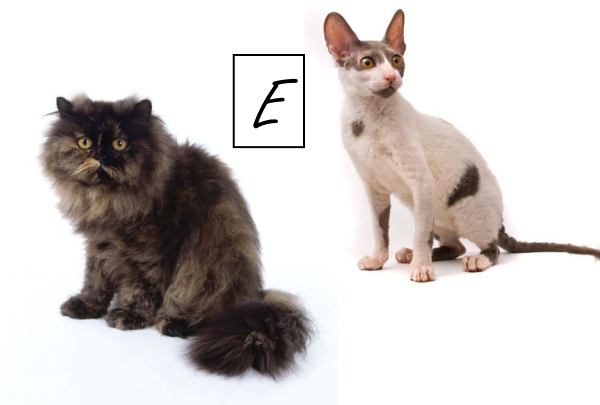
A



C



D



E



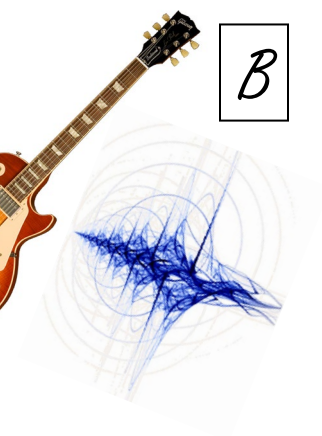
F



C



B



<i>Musical Definition</i>	<i>Picture</i>	<i>Why?</i>
<i>Tempo (Speed)</i>		
<i>Pitch (High or Low notes)</i>		
<i>Texture (Thick or Thin)</i>		
<i>Duration (Length)</i>		
<i>Dynamics (Volume)</i>		
<i>Structure</i>		
<i>Timbre (Sound of the instruments)</i>		

Knowledge check:

What does structure refer to?

What is the meaning of texture?

What does duration mean?

If I said the following:

“The piece of music is in ternary form, with a high descant melody in the second section. The strings play pizzicato in the beginning section and legato in the end section. The Trumpet melody is extremely forte as the music comes to a close.”

What musical elements am I referring to?

Reflect

How did you find the lesson?

What did you find challenging?

What have you learnt?

How does this link to what you already knew?

Do you need any further support? Do you have any questions?

Lesson 6 – memory test

This next lesson test your memory of the past 5 lessons. The questions in the memory test focus on the following:

- Note names
- Music symbols
- Sharps and flats
- Notes of the piano
- Rhythm and duration

Read through each question carefully and answer without looking at your previous lessons. Let's see if we have retained the knowledge from the past 5 lessons.

Good luck!

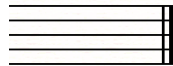
You have learned a lot about music over the past weeks in your work packs. Putting all your knowledge together, you are going to see how much you can remember.

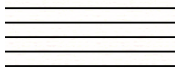
Name these notes.

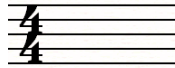


What are these symbols called?









In time signatures the top number tells you _____ beats there are in each bar. The bottom number tells you the _____ beat that you are counting in. The 4 at the bottom represents _____ beats.



_____ this makes the note higher/lower.



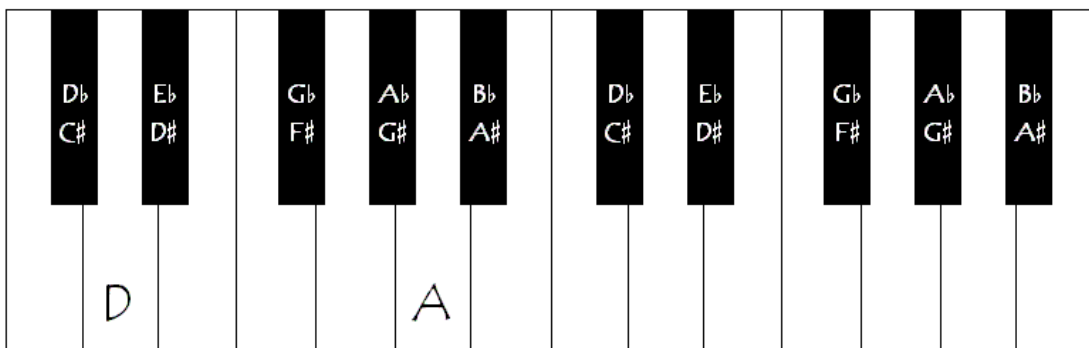
_____ this makes the note higher/lower.

Draw the series of notes onto the staff. Make sure you are placing the note on the correct line or space. Use all crotchet rhythms.

F# G A Bb G G# C D E D# Eb C G Ab Gb A B



Fill in the missing notes on the piano and complete the sentences.



The distance between two of the same note is called an _____. This means there are _____ notes.







lasts as long as _____







lasts as long as _____





 lasts as long as — 

 lasts as long as — 

 lasts as long as — 

 lasts as long as — 

 lasts as long as — 

Reflect

How did you find the quiz?

What did you find challenging?

What have you learnt?

How does this link to what you already knew?

Do you need any further support? Do you have any questions?

If you were to do this quiz again what would you revise more thoroughly?

Lesson 7 – listening

Musical Elements	Active listening Lesson 1 Grieg: In the Hall of The Mountain King
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Purpose: Over the weeks you have been completing activities based on the musical elements and general music theory. The following listening activity is designed to see if you have remembered the features of the musical elements and it tests to see whether you can apply your knowledge to answer questions based on different pieces of music. Good luck!

Piece of Music: Grieg 'In the Hall of the Mountain King'.
<https://www.youtube.com/watch?v=dRpzxKsSEZg>

Task: Answer the following questions using the **Elements of Music** to **justify** your answers

1. What is the **tempo** of the music at the **start**? Circle (1 mark)
Presto Adagio Grave
2. What happens to the **dynamics** of the music as it **progresses**? Circle (1 mark)
Stays the same
Crescendo
Diminuendo
3. What is the tonality of the piece of music? Circle (1 mark)
Major Minor Modal Atonal
4. What is the structure of this piece of music? Circle (1 mark)
Binary Ternary Rondo

5. What happens to the tempo as the music progresses? Circle (1 mark)

Rallentando

Accelerando

Stays the same

6. What instruments begin the piece of music and what family do they belong to? (6 mark)

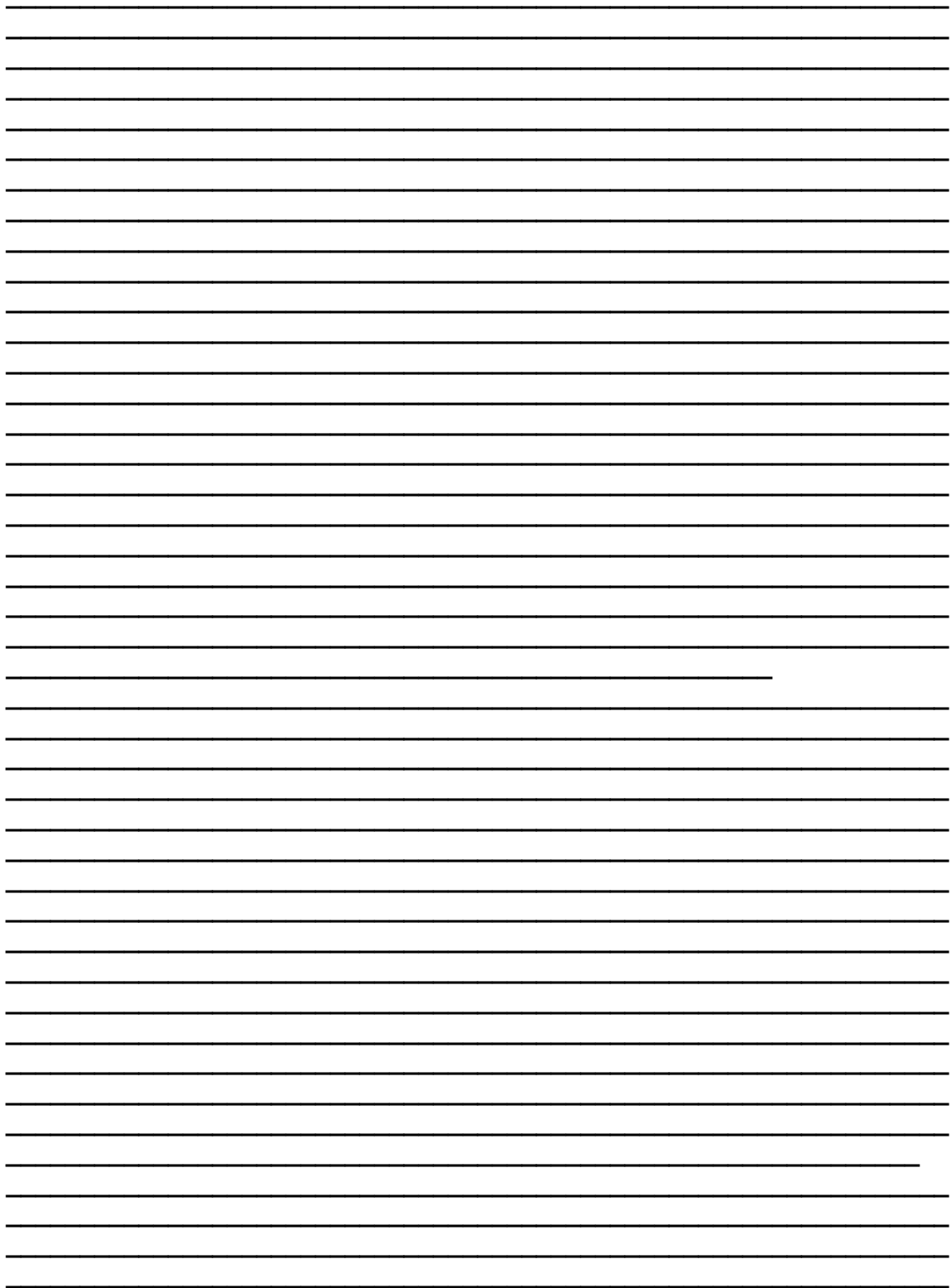
7. Describe the texture of the last section in the music. (2 marks)

8. What instruments are being played in the first section? Comment on how they enter the music. (5 marks)

9. How does the tempo, dynamics and use of instruments help create the mood of the last section? (5 marks)

10. How are the musical elements used in the first, second and third section and how do they, along with the instrumentation contribute to the overall mood of the piece of music? (12 marks)

**Remember the musical elements include: Pitch, rhythm, texture, timbre, structure, dynamics and tempo.*

A series of horizontal lines for handwriting practice. The lines are evenly spaced and extend across the width of the page. There are 25 lines in total, starting from the top of the page and ending near the bottom. The lines are thin and black.

[illegible]

Reflect

How did you find the listening?

What did you find challenging?

What have you learnt?

Do you need any further support? Do you have any questions?

If you were to do this listening again what would you revise more thoroughly?

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

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:


Take turn in clapping the rhythm of the syllables in your 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:


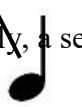


Some of the most common rhythmic notation values are shown in the chart below:

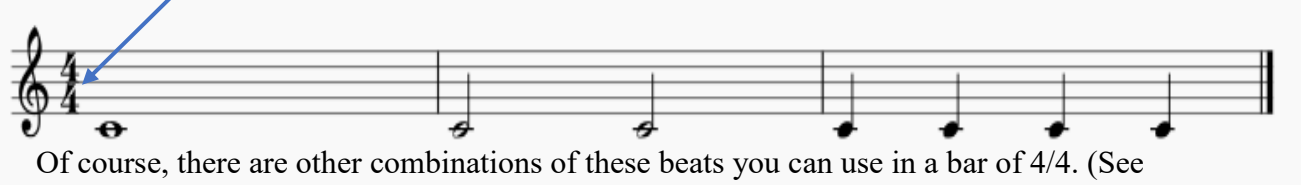
Semibreve  *Whole Note/4 Beats*

Minim   *1/2 Note/2 Beats*

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.

Crotchet     *1/4 Note/1 Beat*



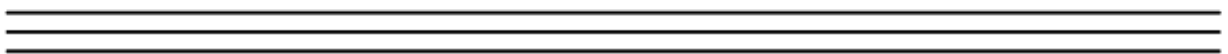
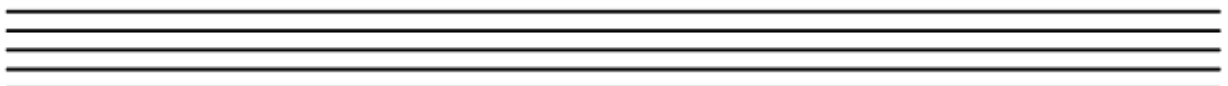
Of course, there are other combinations of these beats you can use in a bar of 4/4. (See below):



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

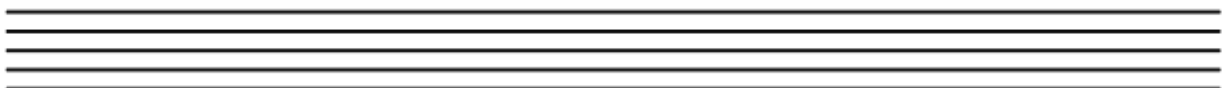
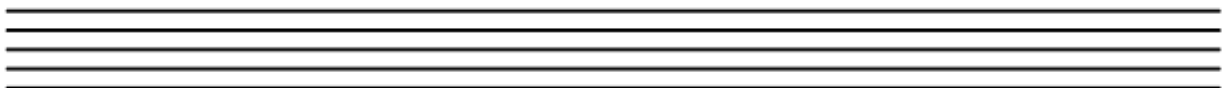
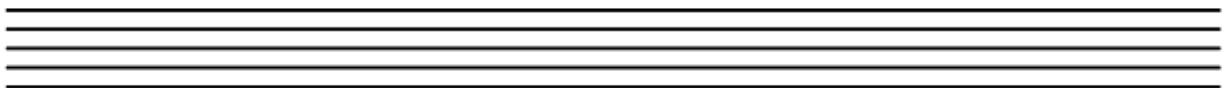
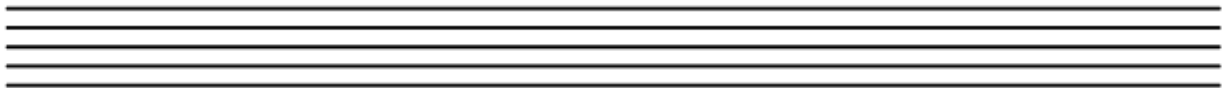
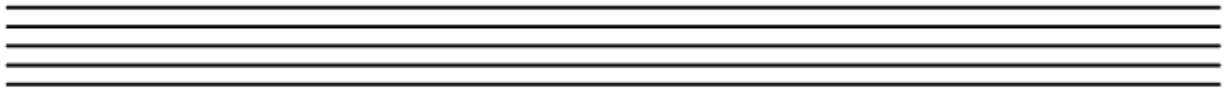
Assessment:

Create a short rhythm piece.

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.

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.

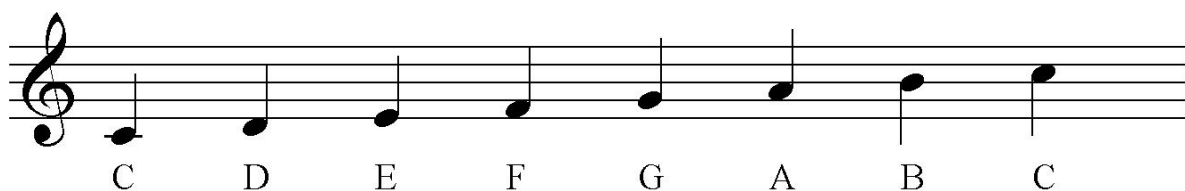


Therefore, the faster the vibrations, the higher the pitch and of course, the slower the vibrations, the lower the pitch.

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:



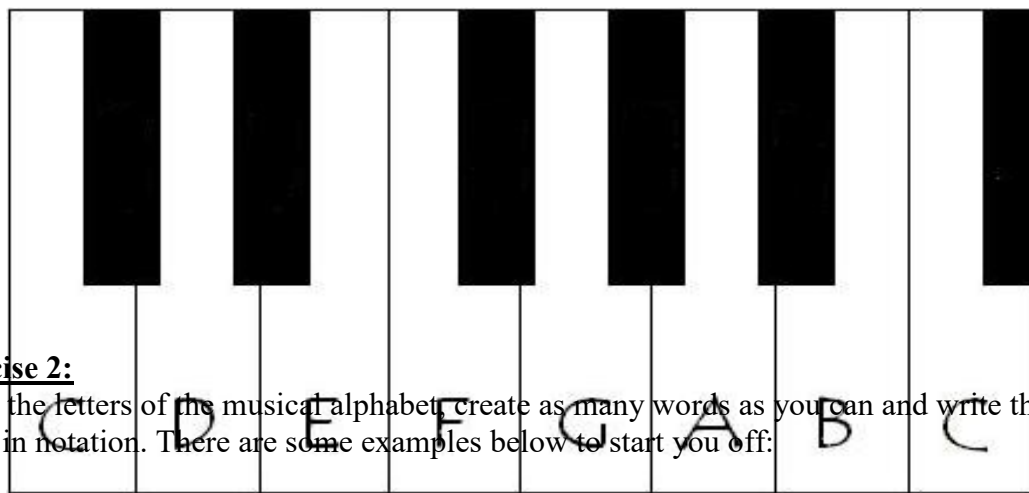
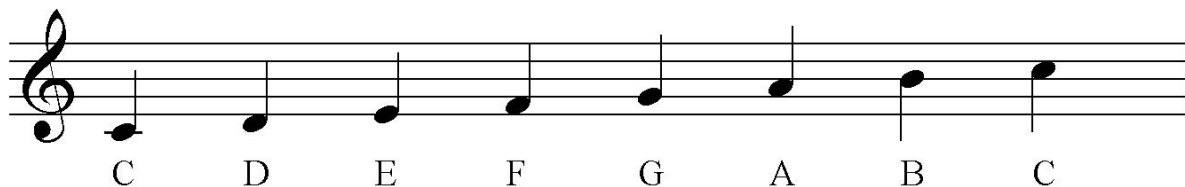
Notice, after the letter 'G', it simply goes back to 'A' again.

Exercise 1:

Go to a keyboard or virtual keyboard if you don't have one and practice playing the C Major Scale.

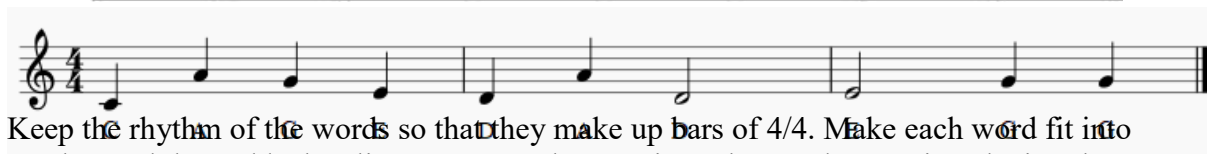
Virtual Keyboard: <https://virtualpiano.net/>

If you do not have internet access, use the diagram below to practice your finger movements.

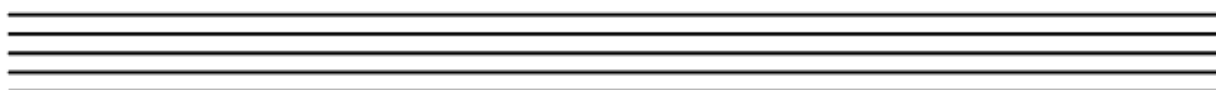
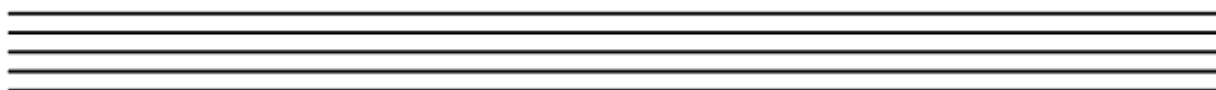


Exercise 2:

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.



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, Fortisissimo*

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.

Exercise 1:

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

<https://www.youtube.com/watch?v=GXFSK0ogeg4>

If you do not have access to the internet, listen to any piece of music you have and comment on the change in dynamics. If you do not have access to music, describe how the change in dynamics could affect a piece of music.

Comment:

Exercise 2:

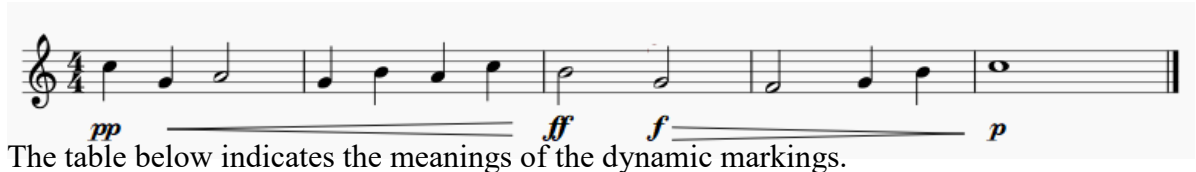
Sometimes the changes in dynamics can be more gradual. Listen to the theme from Jaws composed by John Williams. Notice how the dynamics gradually get louder (*Crescendo*) as the repeated motif (*Ostinato*) gets faster.

<https://www.youtube.com/watch?v=A9QTSyLwd4w>



How does the music help 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:

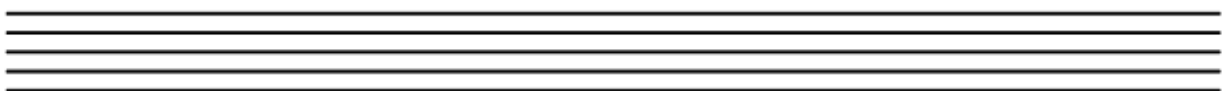


The table below indicates the meanings of the dynamic markings.

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

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.

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.

If you do not have access to the internet, use the descriptions below to help you make a decision about the colour you would use for the instrument.

Instrument	Timbre Colour	Description
Trumpet		Warm, full, majestic, bright
Double Bass		Mellow, rounded, vibrato, deep
French Horn		Thick, warm, velvety
Timpani		Dark, deep, resonant

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

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 5: Texture

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

Draw diagrams of each of the following textures:

Monophonic:

Polyphonic:

Homophonic:

Unison

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...

Exercise 1:

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

If you do not have access to the internet, listen to any piece of music you have available and comment on the tempo of the music and how and if it changes. If you do not have any access to music, comment on how tempo can affect the change in feel and mood.

<https://www.youtube.com/watch?v=TCsV7EIhoMU>

Exercise:

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.

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

Exercise:

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) =

Answers:

1. 4 beats
2. Tell you how many beats are in each bar.
3. A B C D E F G
4. A
5. Getting louder
6. Timbre = the sound sources of different instruments
7. Several layers/melodies
8. Unison= together/same melody line
9. Moderate speed
10. Rallentando