



Year
7

The Elements of Music

Name..... Class.....

Objectives:

To identify and capture elements of pieces of music.

To notate these using their own and traditional forms of notation.

Performance:

To learn how to read and perform simple rhythms accurately.

To perform music using different elements of music.

Composition:

To use your own ideas in the making of two compositions

To use different elements in each of the two works.

Listening:

To be able to identify the elements used in a selection of pieces of music, including those compositions of other members of the class.

The Elements

Pitch, pulse, dynamics, duration, texture, timbre, structure and silence.

Fill in the definitions for each element below, adding your own design of symbols. The first one is already done;

Pitch	How high or low a note or a sound is	~ ~
P		
D		
D		
T		
T		
S		
S		

L3/4



You can remember the pattern of words through the sentence;
“Please Don’t Tell Sir”

Pitch describes how **low** or **high** a note is



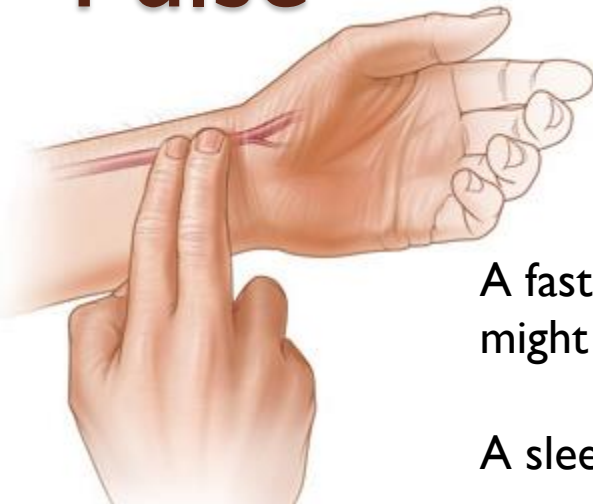
Birds generally sing _____ sounds
Thunder is usually a _____-pitched sound

L3



The very next note is a **semitone** away. If you miss out a note it is called a **tone**

Pulse describes the regular **beat** of the music



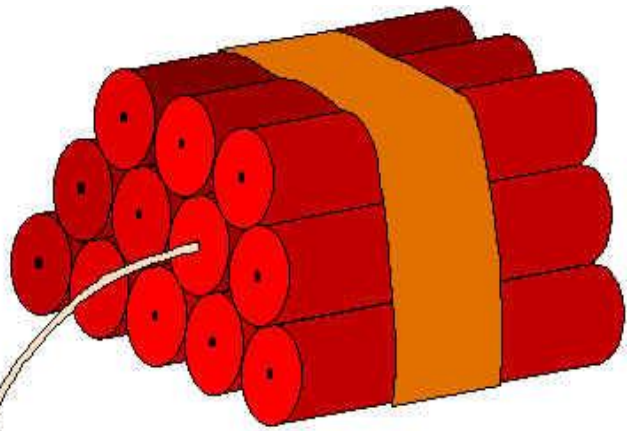
L3

A fast moving chase scene in a movie might use _____ music.

A sleepy tortoise might be shown as a _____ piece of music.

Dynamics

is how **LOUD**



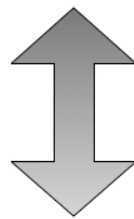
L3

A tranquil/relaxing piece of music might be _____.

A steam train going through a tunnel might be represented by a _____ piece of music.

or **soft** a sound is.

From Loud










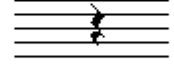





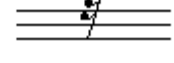

To Soft

- *ff* Fortissimo
- *f* Forte
- *mf* Mezzo-Forte
- *mp* Mezzo-Piano
- *p* Piano
- *pp* Pianissimo

Duration

Is how **long** a note or a piece of music lasts

Note Rest

		4 beats	
		2 beats	
		1 beat	
		1/2 beat	
		1/4 beat	

long ↑
Short ↓

A piece of music representing a tortoise might have _____ notes.

A piece of music representing someone running might have _____ notes.



When looking at 4 beat and 2 beat rests, think of them as a spider; it takes twice as long walking on the ceiling than on the floor!



L3



The Haunted House

Your names and instruments played

0

Time

Texture

in music is how **thick** or **thin** it all sounds.



A piece of music that has lots of different sounds could be called “_____ -textured music”

Music illustrating a clear blue sky will probably have a _____ texture.

Timbre

in music is how an individual instrument sounds.

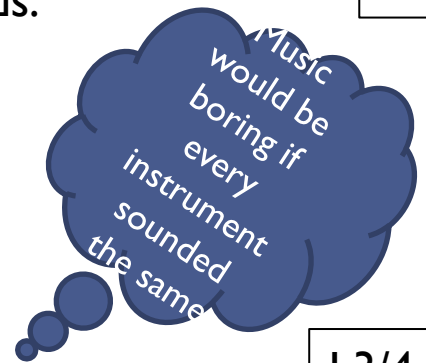
L3



Think of timbre (pronounced "TAM-ber") as the 'colour' of music.

How would you describe the sound of a flute? _____

How would you describe the sound of a harpsichord? _____



L3/4

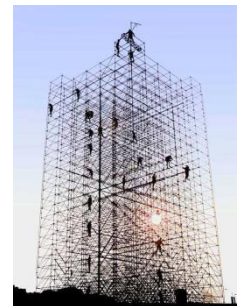
Structure

The “building block” of a piece of music

Listen to your favourite piece of music and work out which are the verses and choruses

INTRO - VAMP ON C UNTIL CUE

- A VERSE 1
- B CHORUS
- A VERSE 2
- B CHORUS
- C BRIDGE
- A GUITAR SOLO
- B CHORUS (JUST BASS & DRUMS)
- B CHORUS (FULL BAND)
- B REPEAT & FADE



Silence



Think of using silence to give an effect of tension or surprise

The Zoo

Your names and instruments played

Time

0



Level Descriptors



Level 3: Pupils can recognize and combine several layers of sound expressively.

Level 4: Pupils describe, compare and evaluate different kinds of music using an appropriate musical vocabulary.

Level 5: Pupils can use a variety of notations and compose music for different occasions using appropriate musical devices.

Level 6: Pupils can select and make expressive use of tempo, dynamics, phrasing and timbre. They make subtle adjustments to fit their own part within a group performance.



Notes





Notes








Assessment Tracker

Keep these pages up-to date with your comments

<u>DATE</u>	What did I do?	What went well?	What could I have done better?	What have I learnt?	Teacher's comments

Peer comment:

What Have I Learned?

<input type="checkbox"/> I know the definition for all the musical elements 	I need to learn the definition for....
<input type="checkbox"/> I can identify how elements have been used in a piece of music 	I must try to listen carefully to different kinds of music and hear how the music elements have been used.
<input type="checkbox"/> I can use and adapt different musical elements in my own compositions 	I need to spend more time experimenting to get the best music elements in my compositions.
<input type="checkbox"/> I can use basic graphics to show the different elements in music 	I need to learn the symbols for the following elements in music....
<input type="checkbox"/> I can effectively work as a member of a team 	I need to learn the skills to work with other members in a classroom.