

LEITH ACADEMY
MUSIC DEPARTMENT

S1 PUPIL PROFILE



NAME _____

CLASS _____

S1 MUSIC UNITS

Aug – Oct	TV Music
Oct – Dec	Getting To Know The Orchestra
	Christmas Music
Jan – Mar	Scottish Music
Mar – Jun	Pop and Rock Music
	Song Writing



Leith Academy Music Department

Welcome to the Music Department at Leith Academy. Your work in this subject will include using a variety of different instruments and activities to help you build on what you have already done in Music either in Primary School or in your own time. You will do a mixture of *performing, inventing and listening* activities on your own and in groups. Before we begin we are very interested to hear about what experiences you have already had in Music and what you thought of them. Please answer the following questions in as much detail as you can.

Q1) Which Primary School did you go to?

Q2) What did you do in Music in your Primary School (singing, playing instruments)?

Q3) What did you enjoy most about Music at Primary School?

Q4) Do you get lessons from a teacher on any instrument(s) (either in or out of school)?

Q5) Have you even been to listen to a concert? If so, what was it and where did you go to hear it?

Q6) Have you ever played or sung in a concert (either in or out of school)?

Q7) What kind(s) of music do you like listening to?

Q8) What instrument(s) do you already play?

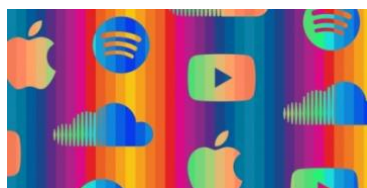
Q9) What instrument(s) would you really like to learn how to play?

Q10) Who is your favourite band or singer?

Welcome to Leith Academy's Music Department. We are sure you will enjoy your time in our subject and look forward to helping you succeed in all areas of your course. Here are a few pointers to help you achieve your full potential during the various activities you will be doing. Use them when you need to and try to remember them throughout your work.

HINTS AND TIPS!

- ❖ Always be prepared to work your hardest, even if you find it challenging
- ❖ Listen to instructions and follow them immediately
- ❖ Don't be afraid to ask for help if you need it (it will help you understand more easily)
- ❖ Practise slowly and do small sections at a time
- ❖ Work with others if you are in a group and listen to their comments
- ❖ Share your ideas confidently
- ❖ Make notes as your work if you need to (it will help you remember what you were doing if you need to come back to it later!)
- ❖ If you find the music too easy, ask for a more challenging part to make sure you are always trying to improve
- ❖ If you can, revise at home so that you remember what you learned
- ❖ If you are asked to work on your own for a while, don't waste your time by talking or being silly
- ❖ Respect other people at all times
- ❖ Respect equipment (instruments, beaters, iPads, computers etc.) at all times. These things have to last you a long time and are used by lots of other people
- ❖ During listening activities, make sure you do LISTEN!
- ❖ Try to answer questions during class discussions. It will help both you and your teacher to know what you understand and what you find more challenging
- ❖ HAVE FUN! This is a great subject and, if you are sensible, you will have a great time!



UNIT 1: TV MUSIC

In this unit you will learn how to:

- Read different types of music notes
- Listen to and recognise different TV Theme Tunes
- Play and understand the basic skills of the xylophone and keyboard
- Play different well-known TV Theme Tunes
- Play a simple beat on the Drum Kit
- Create your own TV Advert Jingle



TASK: Listen to the following TV theme tunes and identify which TV show they come from.

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

EASTENDERS THEME TUNE

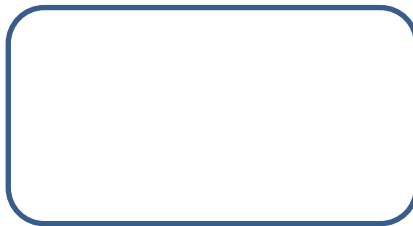
MUSICAL PATTERNS AND SHAPES

TASK: Next to each musical term, draw an example of the pattern in each box.

1. ASCENDING

2. DESCENDING

3. REPETITION



DRUM KIT

TASK: Identify each part of the drum kit, by writing the correct name of the kit next to the correct number on the diagram.



CHOOSE FROM:

BASS DRUM

FLOOR TOM

HI-HAT

SNARE DRUM

MEDIUM TOM

CRASH CYMBAL

HI-TOM

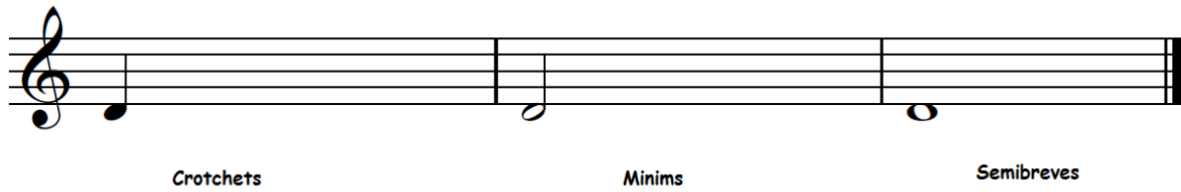
RIDE CYMBAL

Eastenders Theme Tune – Performance Assessment

I can play some of the correct notes and rhythms, and can play in time with the piano for parts of the song	I can play most of the correct notes and rhythms, and can play in time with the piano for most of the song	I can confidently play the correct notes and rhythms, and I am able to play in time with the piano for the entire song

Note Values

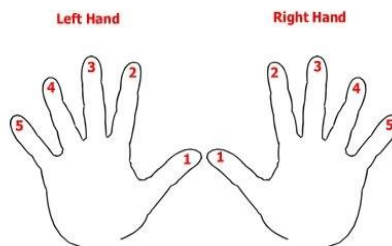
TASK: Draw a line of Ds



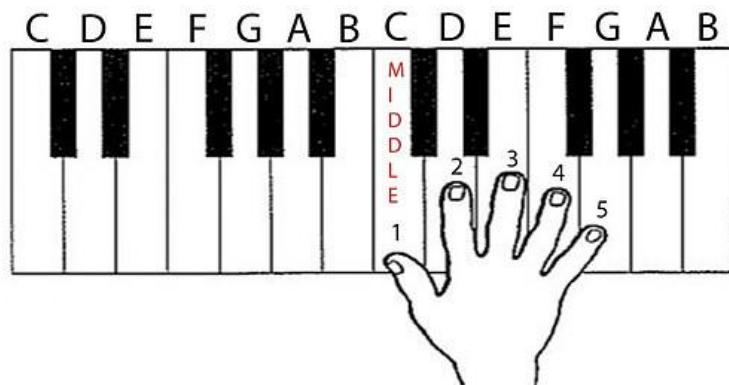
TASK: Draw a line of Es



Keyboard Hand Positions



Use the numbers on your music to show you what finger to use




Place your right hand thumb on Middle C on the keyboard

Mystery TV Theme Tune

TASK: Using the note names written on a few pages back, work out the letter names of the notes to help you solve which TV theme tune this is!

TV Advert Catchphrases



**How Many TV
Catchphrases
Can You Name?**

Create Your Own TV Advert Jingle

TASK: After watching the YouTube video about different TV adverts, write down **three** things which you think are important to have in your TV advert jingle.

1. _____
2. _____
3. _____



WHO?	<i>I am working with.....</i>	
WHAT?	<i>Our TV advert is about.....</i>	<i>Our catchphrase is.....</i>
HOW?	<i>We have decided to use the.....</i>	<i>My role is to.....</i>

SPACE FOR WORKING

Self-Evaluation of My Music

Name of Piece: _____

1) Did I understand the task? YES NO

2) How many people were in my group? _____

3) How did we decide which instruments to use?

DISCUSSED IN GROUP

CHOSE INDIVIDUALLY

4) Did I listen to other people's suggestions and opinions? YES NO

5) How much did I contribute to the group discussions? 1 2 3 4 5
(1= not much 5= spoke and listening most)

6) What did we do best?

7) What did we find most difficult?

8) What will I do next time to make creating my own music even better?

9) How much did I enjoy the task? 1 2 3 4 5
(1= not at all 5= really liked it)



UNIT 2: GETTING TO KNOW THE ORCHESTRA

In this unit you will:

- Have the opportunity to learn about the instruments of the orchestra
- Listen to and discuss various types of orchestral music
- Comment on orchestral music, describing the concepts that you can hear
- Perform with confidence and accuracy
- Reflect on your own and others' work
- Work effectively as an individual, in a pair or in a group



Information about the Orchestra

An orchestra is a large group of instruments that play music together. It is made up of a variety of instruments that are divided into FAMILIES or SECTIONS. They are known as STRINGS, WOODWIND, BRASS and PERCUSSION. The orchestra has a CONDUCTOR who stands at the front of the players and keeps everyone playing together by waving his/her hands or a BATON in a pattern that the players watch and follow. The players read music that is specific to their own instrument, while the conductor needs to look at everyone's music at the same time (to make sure everyone plays their notes in the right place!). To do this, the music for all instruments in the orchestra is collated in a CONDUCTOR'S SCORE which the conductor follows as the orchestra play the piece of music.



Orchestral Families

TASK: The orchestra is split into four different families. Can you fit these instruments into the correct families?

Cymbal

Glockenspiel

Flute

Clarinet

Cello

Tuba

Xylophone

Piccolo

Double Bass

Trombone

Violin


French Horn

Viola

Bassoon

Trumpet

Snare Drum

<p>Strings</p> 	
<p>Woodwind</p> 	
<p>Brass</p> 	
<p>Percussion</p> 	

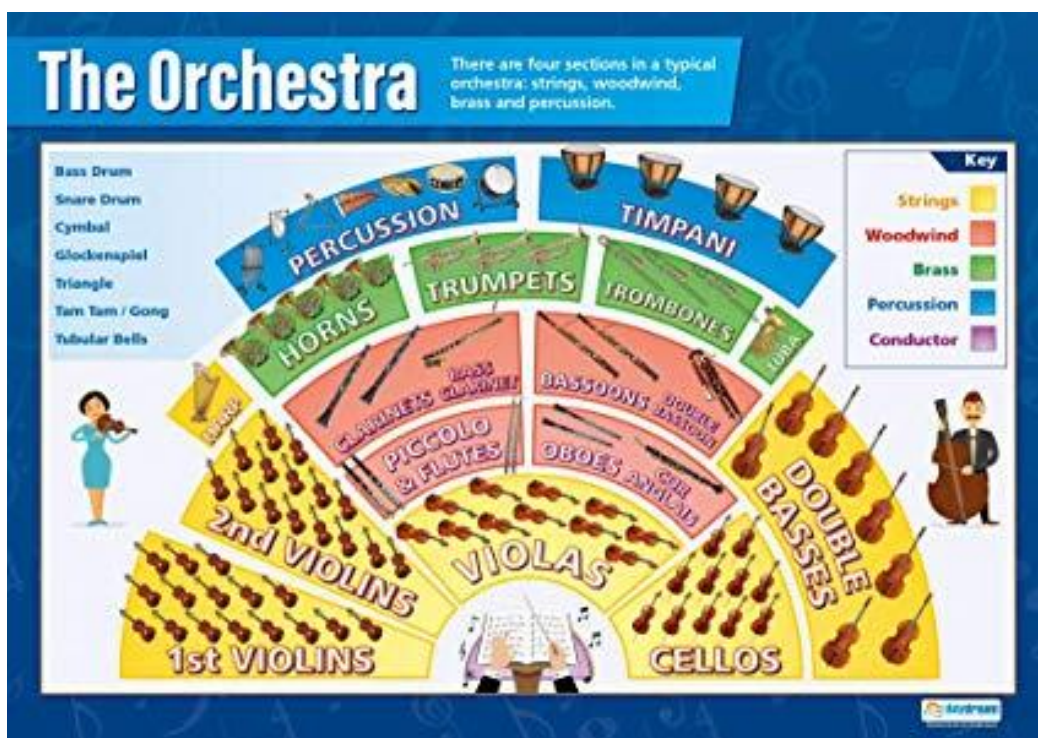
KEYBOARD TASK: Each instrument named on the previous page has a different sound on the keyboard. Can you find all 16 instruments? Make a note of it's number below once you've found them e.g. Trumpet = 065 (use the VOICE button and menu to help you!)

INSTRUMENT	SOUND NUMBER	INSTRUMENT	SOUND NUMBER
1.		9.	
2.		10.	
3.		11.	
4.		12.	
5.		13.	
6.		14.	
7.		15.	
8.		16.	



Orchestra Set Up

The orchestra always sit in a particular section of the orchestra.



Group Discussion – Space for Work

Orchestra Listening Activity

TASK: Listen to the following music and CIRCLE the correct answer to describe what you hear.

NAME OF PIECE: _____

1. What type of instrument is playing the main tune?
 - a. String
 - b. Woodwind
 - c. Brass
 - d. Percussion

2. How many beats are in the bar?
 - a. 3
 - b. 4
 - c. 6

3. What word best describes the speed of the music?
 - a. Slow
 - b. Medium
 - c. Fast

KEYBOARD TASK: Now it's your turn to try playing it!!!! Remember to place your RIGHT HAND THUMB on MIDDLE C and this will help you to reach all of the other notes.

Orchestra Listening Activity

TASK: Answer these questions in the spaces provided as you listen to the different pieces of music.

PERCUSSION INSTRUMENTS

TRIANGLE XYLOPHONE SNARE DRUM GLOCKENSPIEL

From the list above, which percussion instrument do you hear?

1. _____ 2. _____

STRING INSTRUMENTS

VIOLIN VIOLA CELLO DOUBLE BASS HARP

From the list above, which string instrument do you hear?

1. _____ 2. _____

WOODWIND INSTRUMENTS

PICCOLO FLUTE OBOE CLARINET BASSOON

From the list above, which woodwind instrument do you hear?

1. _____ 2. _____

BRASS INSTRUMENTS

TRUMPET FRENCH HORN TROMBONE TUBA

From the list above, which brass instrument do you hear?

1. _____ 2. _____



THE ORCHESTRA WORDSEARCH



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

1. VIOLINS
2. PICCOLO
3. OBOES
4. BASSOONS
5. DOUBLE BASS
6. CLARINETS
7. TUBA
8. VIOLAS
9. BASS DRUM
10. HARP
11. TRUMPETS
12. TROMBONES
13. TIMPANI
14. FLUTE
15. BASS CLARINET
16. DOUBLE BASSOON
17. HORNS
18. CELLOS
19. CYMBAL
20. GLOCKENSPIEL
21. TRIANGLE
22. TUBULAR BELLS
23. SNARE DRUM
24. ORCHESTRA!!!!

UNIT 3: CHRISTMAS MUSIC

In this unit you will:

- Learn to play different Christmas songs
- Improve your keyboard skills
- Have the opportunity to perform as part of a group/class

Jingle Bells Class Performance

TASK: Practise playing Jingle Bells on the keyboard and xylophone by using the music shown on the following page.

KEYBOARD CHALLENGE – Using the letters written in the boxes, play these using your **LEFT HAND** to create a chord (remember to press the **ACMP** button on your keyboard first!)

STARTER TASK:

- 1) How many beats are in the bar? _____
- 2) What is the highest note in the xylophone part? _____
- 3) How many quavers can you see in the xylophone part? _____
- 4) There is repetition in the keyboard part - TRUE OR FALSE
- 5) How many crotchets can you see in the keyboard part? _____



UNIT 4: SCOTTISH MUSIC

In this unit you will:

- Have the opportunity to learn about different styles of Scottish Music
- Learn about Scottish instruments and groups
- Develop your skills in reading and writing music notation
- Perform with confidence and express opinions about own/others' work
- Listen to and discuss Scottish concepts in class, pairs and group situations
- Create your own piece of Scottish music



The words you will learn include:

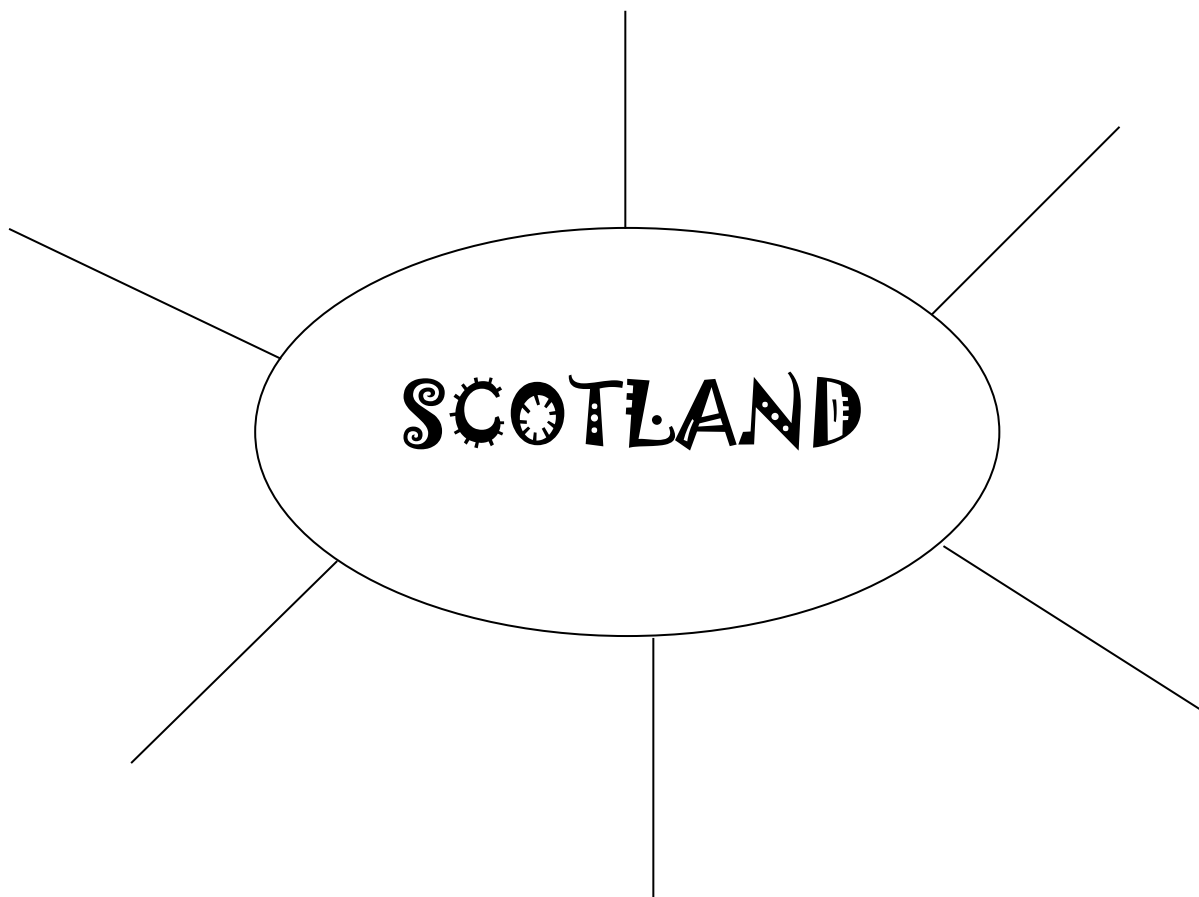


TASK: With a shoulder partner/table group, discuss anything that makes you think of Scotland. You have 4 minutes to make notes on your diagram, making sure that everyone has the same information to feed back to the rest of the class. You can add more if you need to.

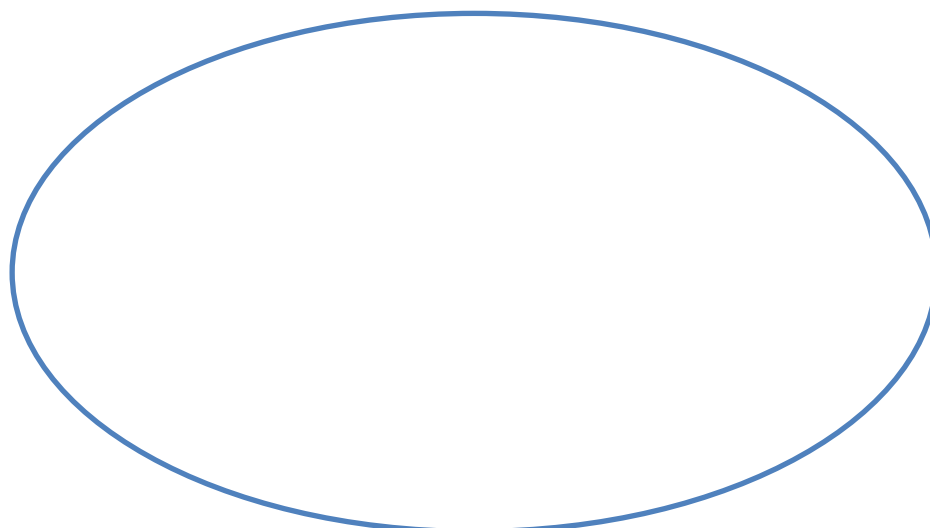


You might want to include:

- Scottish pop groups
- Scottish songs
- Things that make you think of Scotland
- Instruments from Scotland etc.



In the space below, add any other ideas from the rest of the class



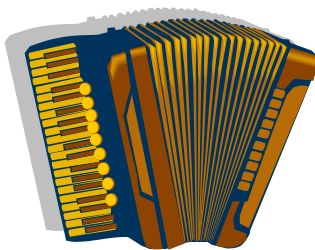
Note Name Revision

TASK: Write the letter name of each of the following notes. The first one has been done for you.

Scottish Instruments

There are lots of popular musical instruments that originated in Scotland – probably more than you think!

TASK: As you learn about different Scottish musical instruments, give each instrument below its correct name and label the important parts of each one.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Class Performance – Ye Canny Shove Yer Granny Off The Bus

TASK: Practise playing each section of our class song on the following instruments xylophone, keyboard, glockenspiels and guitar. As a class, we have already learnt how to play the keyboard and xylophone, therefore take extra care when practising the guitar.




GUITAR – Play the string that's nearest the floor. The numbers tell you what fret (box) to hold your finger in i.e. 6 = fret 6.

Scottish Groups

There are four main ensembles (groups) found in Scottish music – pipe band, Scottish dance band, celtic rock band and folk group. Each ensemble is made up of a variety of different instruments. As you listen to different examples of these groups, see if you can work out which ensemble it and make a note of the different instruments you can hear.



PIPE BAND	
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 SCOTTISH DANCE BAND	
 CELTIC ROCK BAND	
 FOLK GROUP	

Writing your own Scottish song

In Scottish music, composers used a Pentatonic Scale to make the music sound Scottish. This is a scale made up of five notes (penta = 5 tonic=note).

TASK: On your own or with a partner, create your own Scottish song. To write a song, we need a melody (note names) and rhythms (different types of notes).

We are going to use the pentatonic scale of G = G A B D E and a 4/4 time signature.

In each box below, draw different types of notes that add up to 4 beats per bar. For a fast song, use crotchets and quavers, and for a slower song use minims and semibreves.

Once you have chosen your notes, decide what letters you want to use (G A B D E). Your first and last note must be a G. Have a go at playing different combinations at a keyboard or xylophone so you can hear how it will sound.

Scottish Music Listening Activity

TASK: Listen to the following pieces of Scottish music and answer the related question.

1. Listen to these pieces of music. How many beats are there in the bar?

Choose from: 2 3 4

- a)
- b)
- c)

2. Which Scottish Ensemble is playing?

Choose from: Folk Group Pipe Band Ceilidh Band Celtic Rock Band

- a)
- b)
- c)

3. What instrument is playing this piece of music?

Choose from: Accordion Fiddle Clarsach Bagpipe

- a)
- b)
- c)

Scottish Poster Design

TASK: Using the space below, design a poster based on everything that you have learnt about Scottish music. This could include instruments, ensembles or famous singers/bands.



SCOTTISH MUSIC WORDSEARCH



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

1. BAGPIPES
2. CLARSACH
3. FIDDLE
4. PIPE BAND
5. CEILIDH
6. DRONE
7. FOLK
8. PENTATONIC
9. SCOTTISH DANCE BAND



UNIT 5: POP AND ROCK MUSIC

In this unit you will:

- Have the opportunity to learn about the history of pop and rock music
- Listen to and perform music from different eras
- Learn how to perform as a band
- Develop your performing skills
- Have the opportunity to learn new musical instruments



POP & ROCK LISTENING ACTIVITY

TASK: Listen to the following pop & rock songs and fill in the blanks.

SONG ONE TITLE:

The style of this song is:

The instruments I can hear are:

The voices are singing as a: SOLO DUET GROUP

The number of beats in the bar are: 2 3 4

SONG TWO TITLE:

The style of this song is:

The instruments I can hear are:

The voices are singing as a: SOLO DUET GROUP

The number of beats in the bar are: 2 3 4

Pop & Rock History

Rock Music

Rock music has its roots firmly planted in the Blues era of the early 1900s. The rock sound is usually made up of electric guitars, bass guitars, drum kit, vocals and often a keyboard/synthesiser. Rock music really evolved in the early 1960s as a follow on from the rock 'n' roll feel made popular in the 1950s (including artists such as Elvis Presley, Jerry Lee Lewis and Chuck Berry). Many forms of rock influenced music in existence today, including: Mod, Rhythm and Blues, Psychedelic, Progressive or Hard Rock and Heavy Metal, Reggae and Ska.

Pop Music

Pop music also has roots in earlier music forms such as rock 'n' roll and rock music. Originally "pop" was simply a shortened version of saying "popular music" (i.e. music that appeals to a younger audience) but this evolved over the years and Pop music was later used to differentiate Pop from Rock, highlighting the distinctions between the two. Pop music became more commercially produced and was written primarily with a view to generate money (as opposed to Rock music which was written to communicate feelings such as anger, political opinions or emotions). Pop music became increasingly electronically produced and more studio effects were used as technology developed. Nowadays, Pop music has a distinct sound and often feels "lighter", more upbeat, and perhaps "catchier" than Rock music. Pop has a variety of sounds and examples include: Michael Jackson, Lady Ga Ga, Justin Bieber and Little Mix. There are other forms of music that branch from Pop music such as: R 'n' B, Hip Hop, Rap or Electro Pop.

Paired Discussion Activity

TASK: Working with a partner, discuss the following questions and write some comments in the spaces provided. Be ready to feed back to the whole class at the end.

How do you think technology has changed the music business in recent years?

What are the advantages & disadvantages of TV programmes like "The X Factor"?

What type(s) of music do you most enjoy and why?

KEYBOARD WORDSEARCH



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

1. CHORD CHANGES
2. ENDING
3. HARPSICHORD
4. KEYBOARD
5. ORGAN
6. RHYTHM
7. SYNTHESIZER
8. VOICE
9. CHROMATIC NOTES
10. HANDS TOGETHER
11. INTRODUCTION
12. LEFT HAND
13. PIANO
14. RIGHT HAND
15. TEMPO

DRUM KIT WORDSEARCH



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

1. HIHAT
2. SNARE
3. BASS DRUM
4. FOOTPEDAL
5. TOMTOMS
6. RIDE CYMBAL
7. BASIC ROCK BEAT
8. CRASH CYMBAL
9. FILL
10. CYMBAL
11. DRUM
12. STICKS
13. STAND
14. FLOOR TOM
15. BEATS
16. STOOL
17. KIT
18. ROCK RHYTHM

S1 MUSIC – SELF EVALUATION

1. What 3 new skills have you learnt this year?

2. What has been your favourite instrument to play, and why?

3. What has been your favourite unit of work, and why?

4. What has been your favourite song to play, and why?

5. What would you like to develop in S2 Music?

