



**S.3**  
**Understanding**  
**Music**





# *World Music*



S.3 Understanding Music  
Unit 1



# Learning Intentions

- To review learning from S.2 Scottish Music unit
- To learn about 2 Scottish Vocal styles
- To learn about styles of music from across the World
- To review literacy work from S1-2|

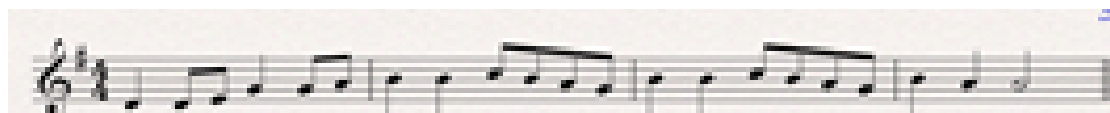


# Music from Scotland

In second year we listened to these Scottish Dances:

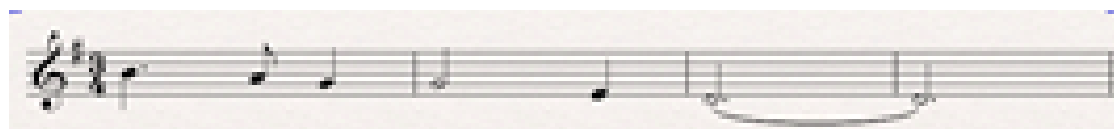
## ❖Reel

- a dance in simple time with 2 or 4 beats in the bar and which is played quite fast



## ❖Waltz

- a dance in simple time with 3 beats in the bar



## ❖Strathspey

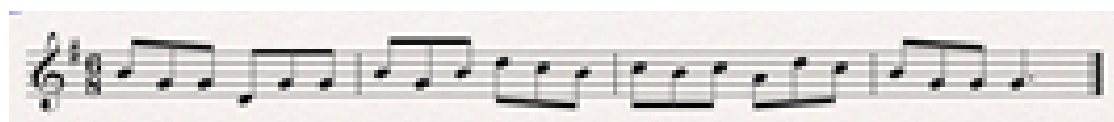
- a dance in simple time with 4 beats in the bar featuring the Scotch Snap



Here is a new dance....

## ❖JIG

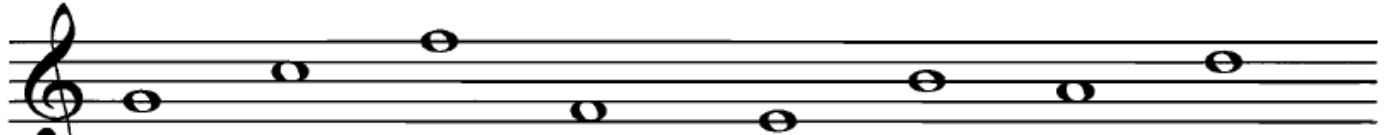
- a dance in compound time ( strawberry – raspberry) usually with 2 or 4 beats in the bar



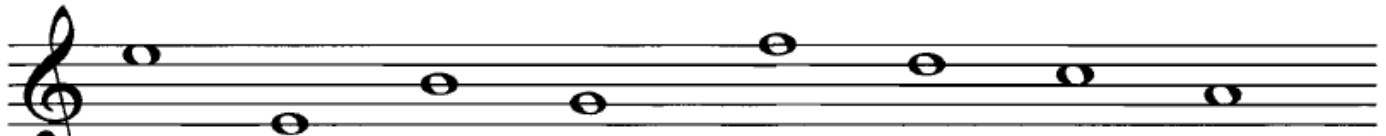
# Homework Sheet 1

## EXERCISE 1

Write the letter name of each of these notes. The first answer has been done for you.



Names G                                   



Names                                      

Write a definition for the following concepts:

Waltz: \_\_\_\_\_

March: \_\_\_\_\_

Reel: \_\_\_\_\_

Strathspey: \_\_\_\_\_

Jig: \_\_\_\_\_

Simple Time: \_\_\_\_\_

Compound Time: \_\_\_\_\_

## In first year we listened to these Scottish Instruments:

### ❖ Accordion -



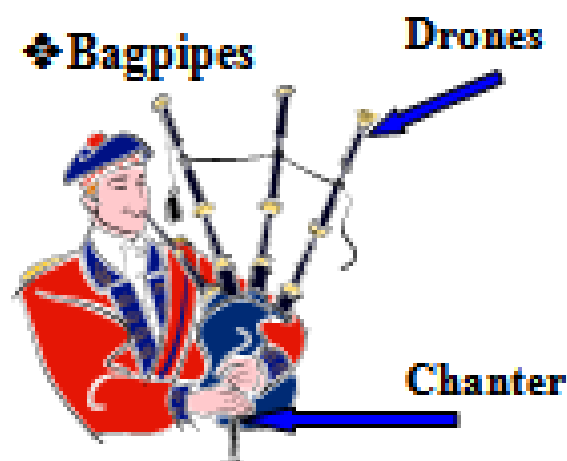
Right Hand plays the melody on the keyboard while the Left Hand uses the buttons to provide the bass line and chords.

Played with a bow or plucked with the fingers. The left hand presses down on the finger board to produce different notes.

### ❖ Fiddle / violin



### ❖ Bagpipes



Blowing into the bag, through the mouth piece, you then 'squeeze' the air out through the 3 drones – to produce a constant sound and the chanter which produced the melodies.



### Scottish Dance Band

- provides music for dancing; made up of Accordion, Piano, fiddle, drums, bass. Listen for the piano accompaniment style called a **Vamp**.



### Folk Group

- group of musicians and singers; usually you will hear guitar, fiddle, whistle, banjo and maybe a bodhran

Scotland also has a large variety of styles of vocal music, from religious music sung in churches, to work songs, to historic ballads telling tales from Scottish History as well as vocal music used for dancing when there was not a piper, accordion player or a fiddler available.

We are going to listen to just 2 of these styles.

### Scots Ballad

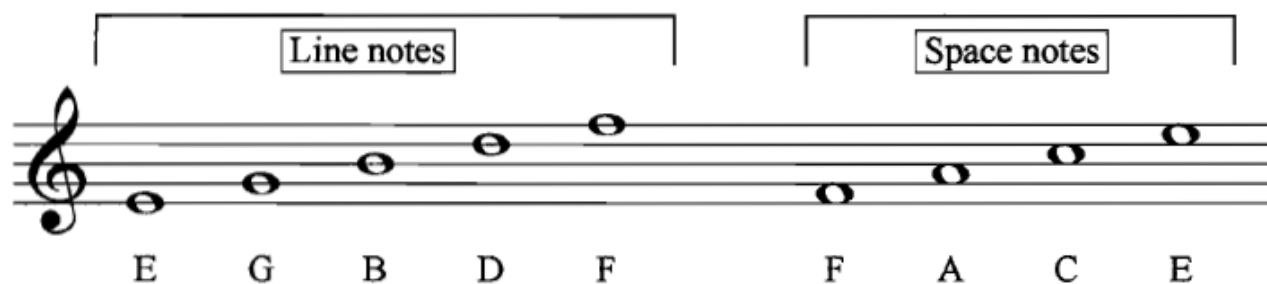
A Scottish song which tells a story, made up of verses set to the same tune. Examples would be 'Flower of Scotland' or 'Loch Lomond'. Notice how the tune below only uses 5 different notes; many folk tunes use this feature called a **pentatonic scale**.



### Mouth Music

- Gaelic nonsense words or sounds used as an accompaniment to dancing when there was no instrument – bagpipes or accordion.

Letter **names of notes** in the treble clef.

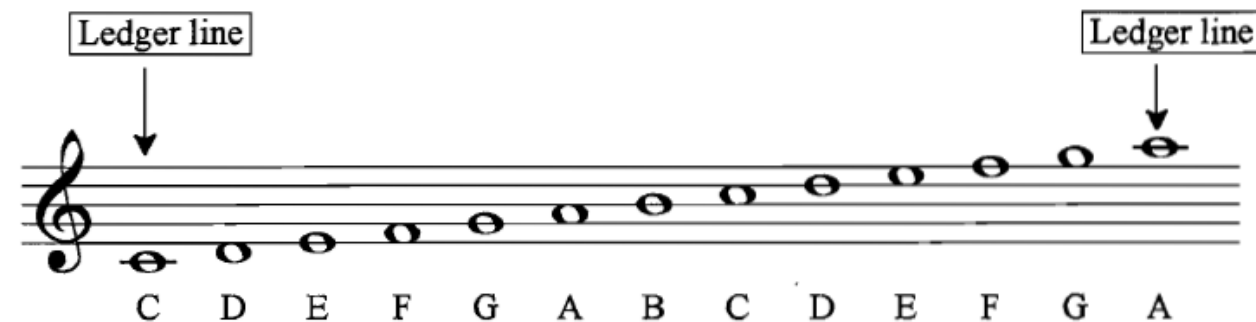


Here are all of the above notes in their ascending order.  
As the notes rise on the stave, they also rise in pitch.



Sometimes musical notes are lower than the bottom line or higher than the top line of the stave. This means we need to add other lines. These are called **ledger lines**.

We are going to add one extra **ledger line** at the bottom and one extra at the top.



# Homework Sheet 2

## EXERCISE 2

Write the letter name of each of these notes. The first answer has been done for you.



A musical staff with a treble clef. It contains eight notes: a half note on F4, a quarter note on G4, a half note on A4, a quarter note on B4, a half note on C5, a quarter note on D5, a half note on E5, and a quarter note on F5. Below the staff, the word "Names" is followed by eight blank lines for labeling. The first line is pre-filled with the letter "F".

Names F                                                               



A musical staff with a treble clef. It contains eight notes: a half note on G4, a quarter note on A4, a half note on B4, a quarter note on C5, a half note on D5, a quarter note on E5, a half note on F5, and a quarter note on G5. Below the staff, the word "Names" is followed by eight blank lines for labeling.

Names                                                                     

Write a definition for the following concepts:

Scottish Dance Band \_\_\_\_\_

\_\_\_\_\_

Folk Group \_\_\_\_\_

\_\_\_\_\_

Scots Ballad: \_\_\_\_\_

\_\_\_\_\_

Mouth Music: \_\_\_\_\_

\_\_\_\_\_

Moving away from Scotland there is large variety of music to be heard from around the world.

### **Latin American Music**

- rhythmic dance music from south America; use of percussion – maracas, cowbell, tom-toms, bongos, guiro, whistles. Styles include Samba and Salsa



### **African Music**

- rhythmic music features mainly drums, shakers and bells which are played together with occasional vocals involved as well




# Homework Sheet 3

## EXERCISE 3

The following notes spell words. Write the words in the boxes.


The first answer has been done for you.

(a) (b) (c)



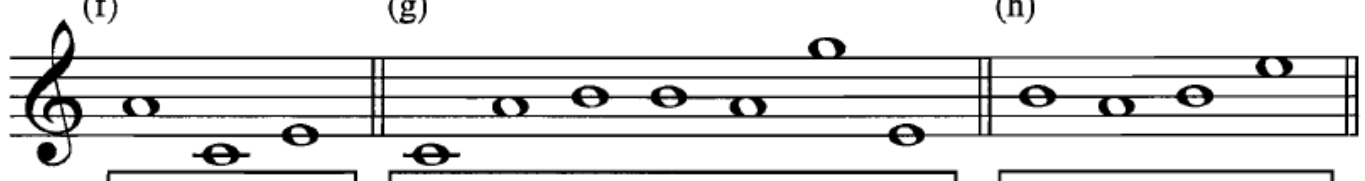
Names

(d) (e)



Names

(f) (g) (h)



Names

Write a definition for the following concepts:

Latin American Music: \_\_\_\_\_

\_\_\_\_\_

African Music: \_\_\_\_\_

\_\_\_\_\_

### **Steel Band**

- the sound of the Caribbean; instruments made from old oil drums formed in to 'pans' of various sizes and hit with mallets. A very lively style of music.



### **Reggae Music**

- a style of music from Jamaica; rhythmic accents from guitar / keyboard on the 2<sup>nd</sup> and 4<sup>th</sup> beat combined with the drum accent on beat 3 and a slower tempo than other styles of 'popular' music. Eg Bob Marley, UB40 and others!!

### **Rapping**

- Rhyming lyrics that are spoken and performed in time to a beat. Rapping is popular in hip-hop music.



# Homework Sheet 4

## EXERCISE 4

This time the words are given. Draw a correct note for each letter.

The first answer has been done for you.

(a) (b) (c)

B E E F

(d) (e) (f)

D A D F A C E D E E D

(g) (h) (i)

E G G B A D G E C A G E

Write a definition for the following concepts:

Steel Band: \_\_\_\_\_

\_\_\_\_\_

Reggae: \_\_\_\_\_

\_\_\_\_\_

Rapping: \_\_\_\_\_

\_\_\_\_\_

## **What have we learned in this unit:**

- Reel
- Waltz
- Strathspey – features SCOTCH SNAP
- Jig
  
- Accordion
- Fiddle – played with a bow
- Bagpipes – chanter & drones
  
- Scottish Dance band
- Vamp
- Folk Group
- Scots Ballad
- Pentatonic Scale
- Mouth Music
  
- Latin American Music
- African Music
- Steel Band
- Reggae
- Rapping

## **What else have we talked about?**

- Note Names
- Note Values
  
- Time Signatures – 2, 3, 4 beats in the bar
- Simple Time
- Compound Time

For revision of the above go to:

[www.educationscotland.gov.uk/nqmusic](http://www.educationscotland.gov.uk/nqmusic)

click on National 4 and select ‘Scottish Music’ and then ‘World Music’

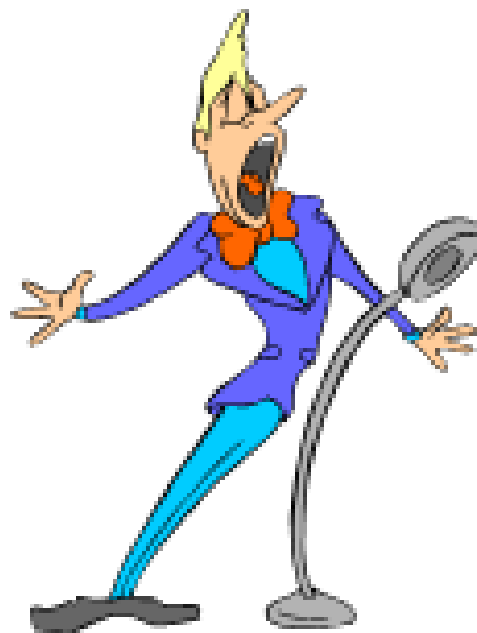
You should also check out the concepts for each style of music at National 3. Use the link on the above pages.







# *Vocal Music*



S.3 Understanding Music  
Unit 2



# Learning Intentions

- To learn about the different types of voice
- To learn how the voice is used in different contexts and structures
- To learn about different musical structures
- To review Repetition and Sequence and Note Lengths

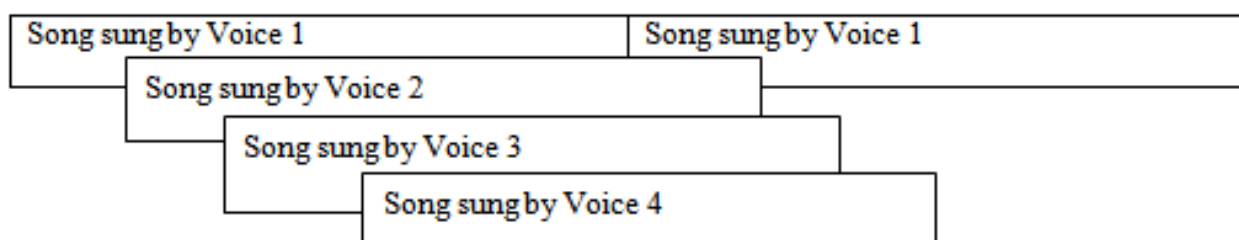


# The VOICE is the most versatile and dynamic instrument in the world.

Listen to the following examples of the voice in action!

## ❖ ROUND

Each part sings or plays the same melody, entering one after the other. When they reach the end they start again.



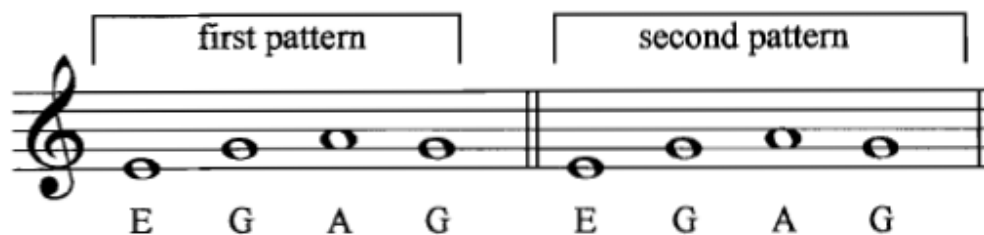
## ❖ POP

A style of popular music played by a group of musicians.

## ❖ BLUES

Blues started as Black American folk music, developing from spirituals and work songs.

To **repeat** a section of music means to play exactly the same thing again. Here is an example of **repetition**.



The second pattern of notes is exactly the same as the first.

# Homework Sheet 5

## EXERCISE 5

Copy each group of notes into the space provided and also name the notes.



Names \_\_\_\_\_



Names \_\_\_\_\_



Names \_\_\_\_\_



Names \_\_\_\_\_



Names \_\_\_\_\_

Write a definition for the following concepts:

Round: \_\_\_\_\_

\_\_\_\_\_

Pop: \_\_\_\_\_

Blues: \_\_\_\_\_

\_\_\_\_\_

## ❖ SWING

A jazz style which started in the 1930s and was performed by a big band. The numbers and types of instruments in the big bands increased during this period, through the influence of swing.

## ❖ ROCK 'N' ROLL

1950s American music which grew from the combined styles of jazz, blues, gospel and country.

## ❖ Scots Ballad

Remember this one? A Scottish song that tells a story?

A **sequence** copies a pattern or shape at a different pitch.  
Here is an example of **sequence**.



The second pattern of notes is two notes higher than the first pattern.  
Play this on a keyboard and listen to how it sounds.

Here is another example. This time the **sequence** is lower.



The second pattern of notes is one note lower than the first pattern.

# Homework Sheet 6


## EXERCISE 6

Write the following sequences one note HIGHER.

(a) 

(b) 

(c) 

(d) 

## EXERCISE 7

Write the following sequences one note LOWER.

(a) 

(b) 

(c) 

(d) 

Write a definition for the following concepts:

Swing: \_\_\_\_\_

\_\_\_\_\_

Rock 'n' Roll \_\_\_\_\_

\_\_\_\_\_



## There are 4 different types of singing voice: 2 female and 2 male

### ❖ SOPRANO

The highest range of female voice



### ❖ ALTO

The lowest female voice



### ❖ TENOR

A high pitched, adult male voice



### ❖ BASS

The lowest male voice




# Homework Sheet 7

## EXERCISE 8

Look at each exercise and write down what you see.

Choose from **repetition** or **ascending sequence** or **descending sequence**.

(a)



This is \_\_\_\_\_

(b)



This is \_\_\_\_\_

(c)




This is \_\_\_\_\_

(d)



This is \_\_\_\_\_

(e)



This is \_\_\_\_\_

Write a definition for the following concepts:

Soprano: \_\_\_\_\_

Alto: \_\_\_\_\_

Tenor: \_\_\_\_\_

Bass: \_\_\_\_\_

A group of singers who perform together is known as a **CHOIR**

Listen to the following 2 examples:

1. Military Wives singing 'Wherever You Are' ... choir of female voices
2. SATB Choir singing 'A Gaelic Blessing' (accompanied by organ)

Sometimes the choir will sing the same notes at the same time – **UNISON**



Sometimes the choir will sing different notes at the same time – **HARMONY**






Listen to the change in the vocal music  
(Note – there are no accompanying instruments)

Sometimes the choir will sing the same notes but at different pitches – high/low -  
**OCTAVES**



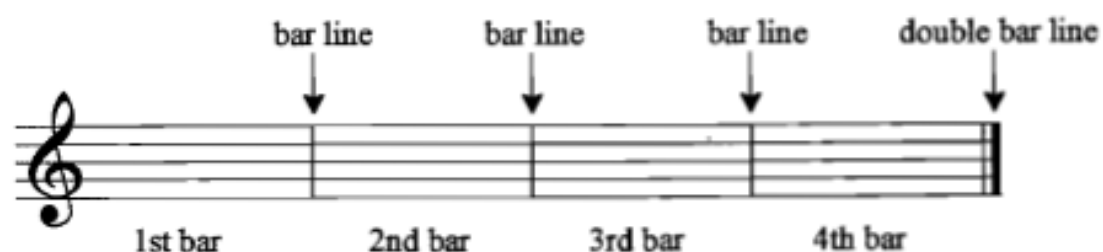
Notes can have different pitches and different lengths.  
The shape of the note shows how long it lasts.  
Every shape has a name.

Here are some common notes:

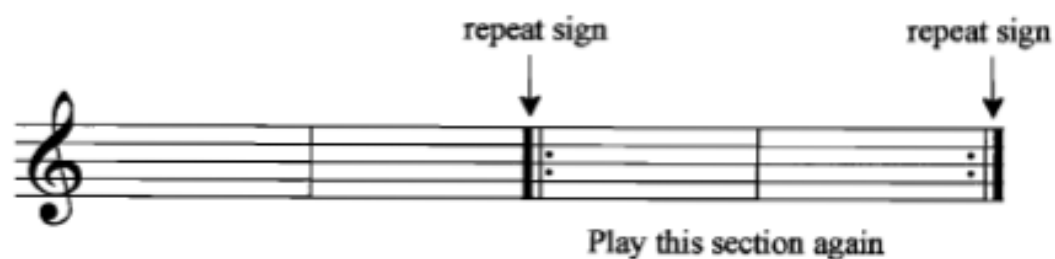
Note	Length	Name
	4 beats	semibreve
	3 beats	dotted minim
	2 beats	minim
	1 beat	crotchet
	1 beat	2 quavers

Music is usually split into sections of equal numbers of beats.  
These sections are called **bars** and are split by **bar lines**.

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



A **repeat sign** means that a section of the music should be played again.



# Homework Sheet 8

## EXERCISE 9

How many beats are in each bar ? The first answer has been done for you.

(a)



There are 2 beats in a bar.

(b)



There are \_\_\_\_ beats in a bar.

(c)



There are \_\_\_\_ beats in a bar.

(d)



There are \_\_\_\_ beats in a bar.

(e)



There are \_\_\_\_ beats in a bar.

Write a definition for the following concepts:

Choir: \_\_\_\_\_

Unison: \_\_\_\_\_

Harmony: \_\_\_\_\_

Octaves: \_\_\_\_\_

One of the main settings for the use of the voice is in the theatre, either in an **OPERA** – a drama set to music with soloists, chorus, acting and orchestral accompaniment



Or in a **MUSICAL** – a musical play which has speaking, singing and dancing and is performed on a stage.

Listen to this example from Mamma Mia – the film of the musical.

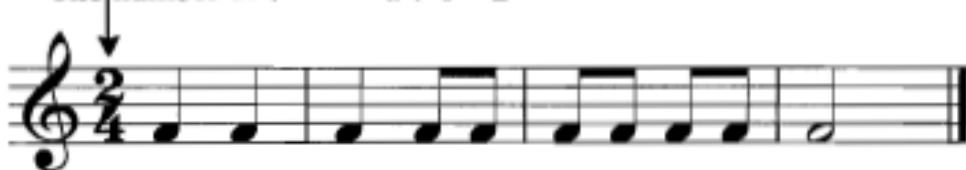


Here are the **time signatures** that you will use:

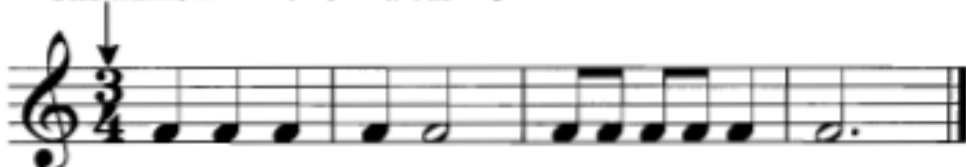
2	3	4
4	4	4

The TOP number of the **time signature** tells you how many beats are in a bar.

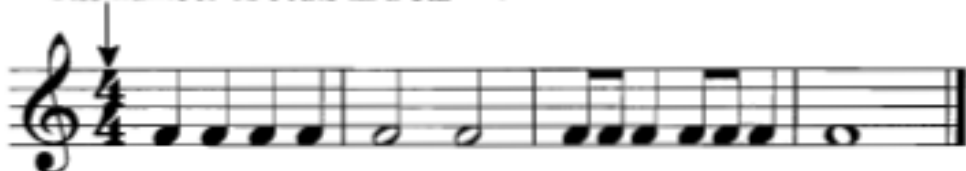
The number of beats in a bar = 2



The number of beats in a bar = 3



The number of beats in a bar = 4





# Homework Sheet 9

## EXERCISE 10

In each of the following examples, add ONE note at the places asterisked, to complete the bar.  
Make sure that the TOTAL NUMBER of beats in each bar matches the TOP number in the time signature.



Write a definition for the following concepts:

Opera: \_\_\_\_\_

\_\_\_\_\_

Musical: \_\_\_\_\_

\_\_\_\_\_

Having listening to styles of music where you hear the voice, let us look at the *structures* of some of the songs:

**ABA** – Three-part structure/form – music in three sections: Section A, then B, then back to A.



**VERSE AND CHORUS** – a structure/form popular in many songs. The music of the verse will repeat, often with different words, and in between verses, the chorus will repeat and feature different music to the verse.

Verse ----- Chorus ----- Verse ----- Chorus .....



The *B* section is what you call a **Middle 8** – in popular music, a section which provides a contrast to the opening section. It is often 8 bars long. Listen to this song – spot the middle 8!

Here is a different style of song, where the *middle 8* features **SCAT SINGING**- nonsense words, syllables and sounds are improvised (made up) by the singer. Sometimes the singer is imitating the sounds of instruments.

# Homework Sheet 10

## EXERCISE 11

Insert the bar lines and a double bar line in each of the following.  
The first bar line in each exercise has been done for you.



Write a definition for the following concepts:

Verse: \_\_\_\_\_

Chorus: \_\_\_\_\_

ABA: \_\_\_\_\_

Middle 8: \_\_\_\_\_

Scat Singing: \_\_\_\_\_

# Homework Sheet 10 (continued)

Add suitable signs to show that the 4 BAR SECTION from bars 3 - 6 is to be played TWICE.

(d)

The musical notation is written on two staves in 4/4 time, D major. The notes are as follows:

Bar	Notes
1	D4 (half note)
2	E4 (quarter), F#4 (quarter), G4 (quarter), A4 (quarter)
3	B4 (quarter), A4 (quarter), G4 (quarter), F#4 (quarter)
4	E4 (quarter), D4 (quarter), C#4 (quarter), B4 (quarter)
5	A4 (quarter), G4 (quarter), F#4 (quarter), E4 (quarter)
6	D4 (half note)
7	E4 (quarter), F#4 (quarter), G4 (quarter), A4 (quarter)
8	B4 (quarter), A4 (quarter), G4 (quarter), F#4 (quarter)

## **What have we learned in this unit:**

- Solo
- Round
- Pop, Blues, Swing, Rock 'n' Roll
  
- Soprano
- Alto
- Tenor
- Bass
  
- Unison/Harmony/Octaves
  
- Musical/Opera
- Backing Vocals
- Verse and Chorus/ABA/Middle 8
- Scat Singing

## **What else have we talked about?**

- Note Names
- Note Values
  
- Time Signatures – 2, 3, 4 beats in the bar
- Simple Time
- Compound Time

For revision of the above go to:

[www.educationscotland.gov.uk/nqmusic](http://www.educationscotland.gov.uk/nqmusic)

click on National 4 and select 'Vocal Music'.

You should check out the definitions and examples for each of the concepts listed above.

Now do the Vocal Music Quiz from the right hand side of the National 4 home page – keep a note of your score!





# *Instrumental* *Music*



S.3 Understanding Music  
Unit 3





# Learning Intentions

- To learn about musical instruments
- To learn how instruments are used in different groupings
- To begin composing by writing answering rhythms
- To learn some Italian terms used in Music|



**Instruments which produce sound by BLOWING.**  
**These are referred to as Wind instruments.**

**The Flute**



**The Recorder**



**Pan Pipes**



**The Clarinet**



**The Saxophone**



When writing an answering rhythm -

- check the time signature
- experiment with rhythm to write a two bar answering phrase

Things to check -

- the rhythm in each bar is accurate

And finally -

- try to hear what you writing
- remember that there is not just one 'correct' answer !



# Homework Sheet 11

Complete the following phrases by writing a 2 bar answering rhythm.



Write a definition for the following concepts:

Clarinet: \_\_\_\_\_

Flute: \_\_\_\_\_

Saxophone: \_\_\_\_\_

Recorder: \_\_\_\_\_

Pan Pipes: \_\_\_\_\_

Because instruments are so versatile, composers have written music for the performers to show off their skills. The pieces featured a solo instrument and an orchestral backing. This style of piece is a **CONCERTO**.

Listen to this example of a Clarinet Concerto.


**Clarinet Concerto**

Mozart

Solo with orchestra backing

5

Orchestra plays repeats theme



The image shows a musical score for a Clarinet Concerto by Mozart. It consists of two staves of music in 3/4 time. The first staff begins with a 'p' (piano) dynamic marking and a green vertical line indicating the start of the solo. The second staff starts at measure 5 and includes a box indicating that the orchestra repeats the theme.

Instruments which produce sound by **Bowing**.

The Violin



The 'Cello



The Double Bass



Here are 2 instruments where the sound is produced by **Plucking**.

Harp



Bass Guitar



# Homework Sheet 12



Write a definition for the following concepts:

Concerto: \_\_\_\_\_

Violin: \_\_\_\_\_

Cello: \_\_\_\_\_

Double Bass: \_\_\_\_\_

Harp: \_\_\_\_\_

Bass Guitar: \_\_\_\_\_

Other instruments which produce sound by **BLOWING** are Brass instruments.

The Trumpet



The Trombone



Sometimes the sound is altered using a **MUTE**.  
Listen to this example.



Listen to a **Brass Band**; this group features Brass instruments and Percussion.

The Great escape





Listen to a **Wind Band** playing the same piece; this group features Brass, Woodwind and Percussion.

Listen closely to hear the difference.



Composers use words (often Italian) and signs to tell performers how to play their music.

Here are some examples:

<i>DYNAMICS</i> (= volume)	<i>ABBREVIATION</i>	<i>SIGN</i>	<i>MEANING</i>
<b>forte</b>	f		loud
<b>piano</b>	p		soft
<b>crescendo</b>	cresc.		getting gradually louder
<b>diminuendo</b>	dim.		getting gradually softer

<i>TEMPO</i> (= speed)	<i>ABBREVIATION</i>	<i>MEANING</i>
<b>allegro</b>		fast
<b>andante</b>		moderate speed
<b>adagio</b>		slow
<b>accelerando</b>	accel.	getting gradually faster
<b>rallentando</b>	rall.	getting gradually slower

In this example, the music gets gradually louder then softer.





# Homework Sheet 13

Write a definition for the following concepts:

Trumpet: \_\_\_\_\_

Trombone: \_\_\_\_\_

Mute: \_\_\_\_\_

Brass Band: \_\_\_\_\_

Wind Band: \_\_\_\_\_

Crescendo: \_\_\_\_\_

Diminuendo: \_\_\_\_\_

Allegro: \_\_\_\_\_

Andante: \_\_\_\_\_

Adagio: \_\_\_\_\_

Accelerando: \_\_\_\_\_

Rallentando: \_\_\_\_\_

The final group of instruments produce sound by **STRIKING**.

**Tuned instruments:**

Timpani – cauldron shaped drum

Xylophone – made from wooden bars

Glockenspiel – made out of metal bars

**Un-tuned instruments:**

Snare Drum

Bass Drum

Cymbals

Triangle

Tambourine

Have you heard of a **Guiro**?.....here is what it sounds like

- 0 - 0 - 0 - 0 - 0 - 0 - 0 -

Another instrument which uses STRIKING to create a sound is a **Harpsichord** – an old style of keyboard instrument

Listen to this – it has a ‘brittle’ tinkling sound.



Finally we need to note ‘effects’ that can be added to instruments sounds. We have heard about the Trumpet and the **MUTE**.

Listen to this electric guitar sound – it has an electronic ‘fuzz’ added to the sound. This is called **DISTORTION**.

# Homework Sheet 14

Write a definition for the following concepts:

Timpani: \_\_\_\_\_

Xylophone: \_\_\_\_\_

Glockenspiel: \_\_\_\_\_

Snare Drum: \_\_\_\_\_

Cymbals: \_\_\_\_\_

Guiro: \_\_\_\_\_

Harpsichord: \_\_\_\_\_

Bass Drum : \_\_\_\_\_

Andante: \_\_\_\_\_

Adagio: \_\_\_\_\_

Accelerando: \_\_\_\_\_

Rallentando: \_\_\_\_\_

## **What have we learned in this unit:**

### **Instruments that produce sound by**

**Blowing** - Flute, Recorder, Pan Pipes, Clarinet, Saxophone

**Blowing:2:-** Trumpet, Trombone

**Bowing** - Violin, Cello, Double Bass

**Plucking** - Harp, Bass Guitar

**Striking** - Tuned & Un-Tuned *percussion*  
- Harpsichord

### **Concerto and Cadenza**

**Groupings** – Brass Band, Wind Band (also review Orchestra)

### **Effects – Mute, Distortion**

#### **What else have we talked about?**

- Note Names
- Note Values
- Flat, Sharp signs
  
- Time Signatures – 2, 3, 4 beats in the bar
- Simple Time

For revision of the above go to:

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click on National 4 and select 'Instrumental Music'

You should check out the definitions and examples for each of the concepts listed above.

Now do the Instrumental Music Quiz from the right side of the National 4 'home' page – keep a note of your score!!





**Styles,**  
**Structures**  
**& more....**



S.3 Understanding Music  
Unit 4



# Learning Intentions

- To learn about different styles of music
- To learn about different musical structures
- To highlight other features of music
- To compose a Pentatonic Melody





**Baroque** music was composed from 1600 – 1750.

It features a limited range of instruments and voices used in a variety of contexts.

Here is an example which features a **Theme and Variations**, written for harpsichord – remember, keyboard instrument?

Here is the **Theme**, in a major key.



Listen carefully to hear how it changes.

What happened?.....these are called **Variations**

A **pentatonic** melody is based on a 5 note scale.

Here are the notes:



# Homework Sheet 15

## EXERCISE 13

Just to remind yourself, write the letter names of the notes.



Names    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

## EXERCISE 14

Before you write a 16 bar melody let's try and complete the following 4 bar phrases.



Write a definition for the following concepts:

Baroque: \_\_\_\_\_

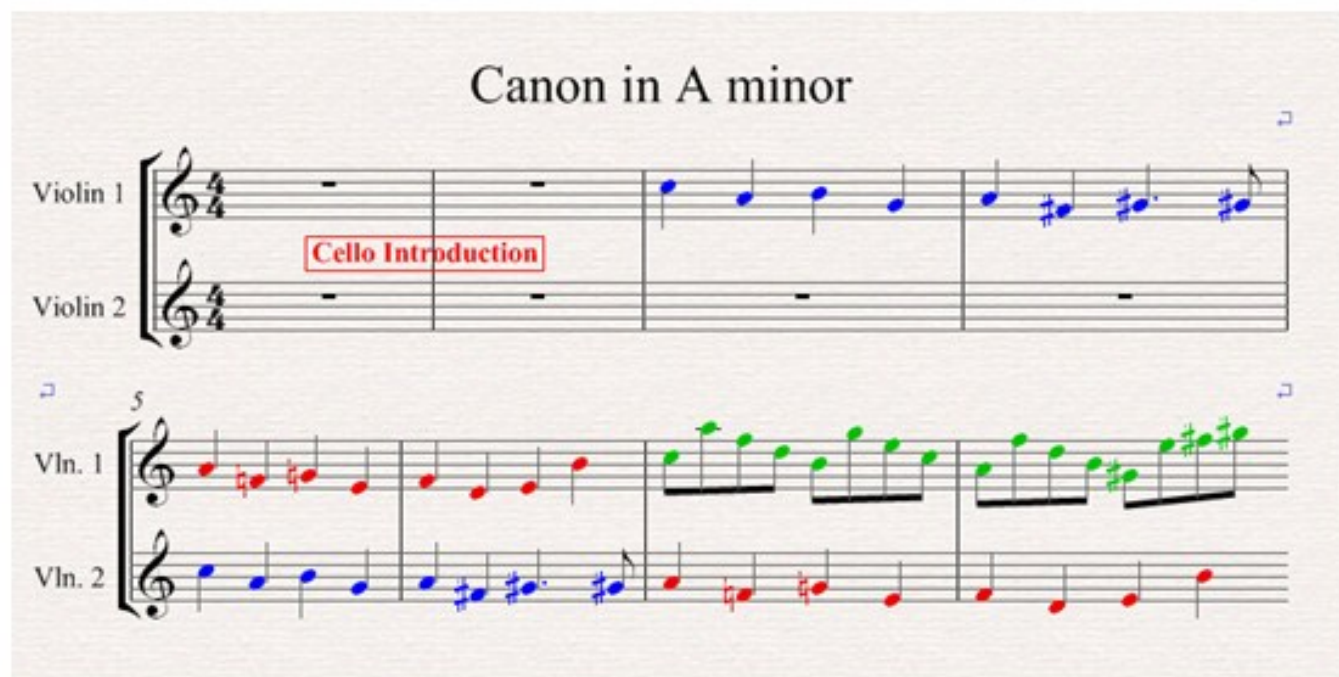
Theme: \_\_\_\_\_

Variations: \_\_\_\_\_

Here is a **Canon** for strings....it is in a **MINOR** key

**Imitation** is the key feature of canon the same tune played by different instruments.

Canon in A minor



The image shows a musical score for 'Canon in A minor' for Violin 1 and Violin 2. The key signature is one flat (B-flat), and the time signature is 4/4. The score is divided into two systems. The first system shows Violin 1 and Violin 2 staves. Violin 1 has a red box labeled 'Cello Introduction' over the first two measures. The second system shows Violin 1 and Violin 2 staves. Violin 1 has a red box labeled 'Cello Introduction' over the first two measures. The score is written in treble clef for both staves. The first system shows Violin 1 and Violin 2 staves. Violin 1 has a red box labeled 'Cello Introduction' over the first two measures. The second system shows Violin 1 and Violin 2 staves. Violin 1 has a red box labeled 'Cello Introduction' over the first two measures.

Other examples of Baroque music feature the organ.

Listen carefully to the BASS as the organist uses a **Pedal Note**: a long held note in the bass.

Look carefully at the music to see the **Pedal Note**; listen for it in this example.



The image shows a musical score for a Baroque organ piece. The score is written in treble and bass clef. The bass clef staff has a long held note (Pedal Note) in the bass, which is highlighted by a green arrow pointing to it. The score is divided into three measures. The first measure shows the Pedal Note in the bass and a melodic line in the treble. The second measure shows the Pedal Note in the bass and a melodic line in the treble. The third measure shows the Pedal Note in the bass and a melodic line in the treble.

Here is - probably - the most famous Baroque piece for **SATB Choir** and orchestra. The 'Hallelujah' chorus by George Frederick Handel – written in 1721.

**Hallelujah**

Soprano

3 Bars  
Introduction  
from the  
Orchestra

Hal - le - luj - ah! Hal - le - luj - ah! Hal-le-

4  
luj - ah! Hal-le-luj - ah! Hal - le - luj - ah! Hal - le-luj - ah! Hal - le-luj - ah! Hal-le

8  
luj - ah! Hal - le - luj - ah! Hal - le - luj - ah!

10  
For the Lord God Om - ni - po - tent reign - eth,

Finally, listen to this Baroque **Concerto** written by Antonio Vivaldi.....remember what a concerto is?



**Romantic** music was composed from 1820 – 1900.

It features a large range of instruments and **dynamics** (volume) giving a wide variety of sounds for the composer to use. Romantic music is nothing to do with love!!!



Here is a piece for full Romantic orchestra written by the Russian composer Tchaikovsky.

Listen for the drama in the music: the **dynamics**, the changes of **tempo** – speed, the effect of the percussion instruments.

Listen carefully - how many concepts you can hear?

Melody / Harmony	Rhythm / Tempo	Texture / Structure Form	Timbre / Dynamics <i>Instruments / volume</i>
Major	Simple time	Imitation	Timpani
Pedal	Allegro	Repetition	Bass Drum
Scale(s)	Accelerando		Cymbals
			Piano / Forte
			Crescendo

Here is another piece of Romantic Music.

It tells the story of Peer Gynt when he strayed in to the 'Hall of the Mountain King'

## Hall of the Mountain King

As you listen think what concepts you can hear. What column would they go into?

Melody / Harmony	Rhythm / Tempo	Texture / Structure Form	Timbre / Dynamics <i>Instruments / volume</i>

<b>MAJOR</b>	<b>VIOLINS</b>	<b>CRESCENDO</b>	
<b>MINOR</b>	<b>WOODWIND</b>	<b>DIMINUENDO</b>	
<b>CHANGE OF KEY</b>	<b>ALLEGRO</b>	<b>PIANO</b>	<b>SIMPLE TIME</b>
	<b>ACCELERANDO</b>	<b>FORTE</b>	<b>4 BEATS IN THE BAR</b>
	<b>MODERATO</b>		
<b>BASS DRUM</b>	<b>RALLENTANDO</b>	<b>REPETITION</b>	<b>CYMBALS</b>
<b>TRUMPET</b>		<b>SEQUENCE</b>	<b>TIMPANI</b>
<b>ORCHESTRA</b>		<b>IMITATION CELLO / DOUBLE BASS</b>	

Some hints for writing a 16 bar **pentatonic melody** below:

- the time signature has been given for you. There are 4 beats in each bar.
- the first 2 bars have been completed for you. You must create another 14 bars.
- use the rhythms you have learned. Try to use repetition and sequence.
- add dynamic markings at the places marked with an asterisk.
- add a crescendo or diminuendo wherever you think is appropriate.
- use an instrument to help you create your melody. It is important to listen to what you write.
- write the letter names of the notes below the staff as you go along if you think it will help.

EXERCISE 15

The musical staff is divided into four measures per line, with bar numbers 1 through 16 indicated above the staff. The first two measures are pre-composed: Measure 1 contains a quarter note G4, a quarter note A4, and a half note B4; Measure 2 contains a quarter note C5, a quarter note B4, and a half note A4. Measures 3 and 4 are empty. Measures 5 through 8 are empty. Measures 9 through 12 are empty. Measures 13 through 16 are empty. An asterisk (\*) is placed above the first measure of the first line (measure 1) and the first measure of the third line (measure 9). The staff ends with a double bar line at the end of measure 16.

CONGRATULATIONS You have now created a pentatonic invention. Why not give it a name ?  
My pentatonic melody is called \_\_\_\_\_




The Romantic period also saw a lot of songs being composed to be accompanied by the now very versatile piano.

Listen to this song, written in a **TERNARY** form – ABA.

Look at the title and, as you listen, think - how does the piano contribute to the performance?

**Anacrusis**

**The Trout**



**Answer the following questions:**

- How many beats are in the bar? \_\_\_\_\_
- Give the letter names of the notes in line 4, Bar 1. \_\_\_\_\_
- Give the note values of the first 2 notes in Bar 3. \_\_\_\_\_
- Circle the sharp sign in the above music.
- The music is loud. Write the correct dynamic under bar 1.

Look again at the music; it begins on the last beat of the bar which is called an **ANACRUSIS**. Every other phrase starts this way as well.

Can you think of any other tunes that have an anacrusis?



Finally, we return to Jazz, and its roots in America.

The 1930s and 1940s saw the the rise of 'Swing' style music with the dance band. This group had saxophones, trumpets, trombones as well as piano, bass and drums and had a very distinctive style.

Listen to these 2 examples of **Swing** music.

- *slow, very mellow, featuring the saxophones on the melody with muted brass – trumpets and trombones*
- *faster, featuring saxophones on melody and muted trumpets; listen to rhythm from the drum kit and the steady beat from the Double Bass*

In the 1920's Ragtime was a popular style of jazz music played on a piano. It was a fusion of a march style, 'oom pah' accompaniment and a SYNCOPATED 'jazzy' tune drawn from the music of the African slaves that were brought to America by the European settlers.

Look at the music for 'The Entertainer'



Listen for the march style bass.

# Homework Sheet 16

Write a definition for the following concepts:

Romantic: \_\_\_\_\_

Anacrusis: \_\_\_\_\_

Swing: \_\_\_\_\_

Ragtime: \_\_\_\_\_



Syncopation: \_\_\_\_\_

## EXERCISE 16

Study the music and answer the questions.

**Adagio**

The musical score is written on two staves in treble clef. The first staff begins with a box for a time signature, followed by a piano (*p*) dynamic marking. The music consists of eighth and sixteenth notes. The second staff starts with a forte (*f*) dynamic marking and continues with eighth and sixteenth notes. There are crescendo and decrescendo hairpins. The piece ends with a repeat sign.

- (a) Write the correct time signature in the box at the beginning of the stave.
- (b) Give the meaning of *p* in bar 1. \_\_\_\_\_
- (c) Give the meaning of *f* in bar 5. \_\_\_\_\_
- (d) What does **Adagio** mean? \_\_\_\_\_
- (e) What does this sign mean?  \_\_\_\_\_
- (f) What does the sign  at the end of the extract mean? \_\_\_\_\_

# Homework Sheet 17

## EXERCISE 17

Study the music and answer the questions.



- Draw the missing bar line in the first stave.
- The speed is moderate. Write an appropriate Italian word above the first note to show this.
- There is a sequence at the bracket . Write the two missing notes at \* \*.
- What does ***p*** mean? \_\_\_\_\_
- What does this sign mean?  \_\_\_\_\_
- What is the letter name of the last note in the excerpt? \_\_\_\_\_

## **What have we learned in this unit:**

**Baroque Music**

**Romantic Music**

**Theme and Variations**

**Imitation**

**Canon**

**Pedal Note**

**Anacrusis**

**Swing style**

**Ragtime**

**Remember:**

**SATB**

**Choir**

**Concerto**

**ABA (Ternary) form**

**What else have we talked about?**

- Note Names
- Note Values
- Flat, Sharp signs
  
- Time Signatures – 4 beats in the bar
- Simple Time / Compound Time

For revision of the above go to:

[www.educationscotland.gov.uk/nqmusic](http://www.educationscotland.gov.uk/nqmusic) click on National 4 and select Musical Periods and Styles / Popular Music Styles.

You should check out the definitions and examples for each of the concepts listed above, including the music literacy.

Now try the Quizzes from the 'Learner Revision' on National 4

## Concepts You Have Learned from S.1 – 3

<b>Styles</b>	<b>Melody/ harmony</b>	<b>Rhythm / tempo</b>	<b>Texture/ structure/ form</b>	<b>Timbre/ dynamics</b>
Blues Jazz Rock Pop Rock'n' roll Musical Scottish Latin American	Ascending Descending Step (stepwise) Leap (leaping) Repetition Sequence Question and answer Improvisation Chord Discord Chord change	Accent / accented Beat / pulse Bar; 2, 3 or 4 beats in the bar On the beat / off the beat Repetition Slower / faster Pause March Reel Waltz Drum fill  Adagio Allegro	Unison / octaves Harmony / chord solo Accompanied/ unaccompanied  Repetition Ostinato / riff Round	Striking (hitting), blowing, bowing, strumming, plucking  Orchestra Strings, brass, woodwind, percussion (tuned and un-tuned)  Accordion, fiddle, bagpipes  Acoustic guitar, electric guitar Piano, organ Drum-kit Steel band, Scottish dance band, folk group Voice Choir Staccato / legato
Baroque Ragtime Romantic Swing Concerto Opera  Scots ballad Mouth music  Reggae African music Rapping	Major/minor (tonality) Drone Broken chord/arpeggio  Chord progression- chords I,IV and V (in major keys)  Change of key Pedal Scale Pentatonic scale Octave Vamp Scat singing Ornament	Syncopation Scotch snap Strathspey Jig  simple time: 2 3 4 4 4 4 Compound time  Anacrusis  Andante Accelerando Rallentando A tempo  Dotted rhythms	Canon Ternary (ABA) Verse and chorus Middle 8  Theme and variations Cadenza Imitation	Brass band, windband  Violin, cello, double bass, harp  Flute, clarinet, saxophone, pan pipes, recorder  Trumpet, trombone  Timpani, snare drum, bass drum, cymbals, triangle, tambourine, guiro, xylophone, glockenspiel  Harpsichord Bass guitar  Distortion Muted  Soprano, Alto, Tenor, Bass Backing vocals

Using the website: [www.educationscotland.gov.uk/nqmusic](http://www.educationscotland.gov.uk/nqmusic)  
 Go through all the above and test your knowledge!