

Name:

Form:

Y7 ELEMENTS Homework Booklet

| | TOPIC | Homework done (tick) | Test mark |
|----|--|----------------------|-----------|
| H1 | Elements – Learn Year7 element terms | | /15 |
| | Homework 2 test on elements | | /15 |
| H2 | Pitch – Learn about musical pitch | | /100 |
| H3 | Tempo – Learn about musical tempo | | /100 |
| H4 | Dynamics – about musical dynamics | | /100 |
| H5 | Elements together – writing about 4 elements at the same time | | Grade |
| H6 | All H1-H5 – revising for end of unit test | | /20 |



Throughout this unit and the other units this year you will often use information, video and audio clips from the musicfirst resource which Turton has paid for.

If you don't have access to the internet at home you will need to do musicfirst homeworks in the library or music rooms at break, lunchtime, before school or at 3pm.



The website address is:
turton.musicfirst.co.uk

My musicfirst username is (dinnercard no.): _____ .

My musicfirst password is (8 digit DOB): _____ .

(eg if your birthday was 2nd May 2009 your password = 02052009)



There are flashcards, explanations, quizzes and games to help with all aspects of this topic at the quizlet site too:

We have designed the pages specifically to match these Turton lessons.

The website address is: www.quizlet.com

My quizlet username is: _____ .

My quizlet password is: _____ .

Homework 1 *Elements*



AIM: To learn the terms and meanings for the main musical elements.

TASK: Add the missing terms to the paragraph below. Then complete the chart too. Learn all the terms and definitions used for a test next lesson.

HELP: If you can't remember some of the terms go to www.quizlet.com / click on search and type *Turton Y7 Elements or TurtonY8 Film Music Terminology*. (Or – use google search and type in the definition or term)

The speed of a piece of music is its _____ and we refer to musical volume using the word _____. The **PITCH** of a note tells us how _____ or _____ the note is. So, a trumpet and a tuba will have quite different PITCHES because they are very different sizes. The lower pitched of the two instruments will be the _____. These two instruments will also have different _____ because they produce different sorts of sound. The **DURATION** of a note is its _____ and when these different note lengths are placed one after each other we end up with a musical _____ that we can clap or play. If lots of musicians play different parts at the same time the _____ will be very full and busy, and only when all these players have a musical 'rest' at the same time will a _____ be created. If the piece of music they play has an introduction, a verse and then a chorus, this order of sections can be called the musical _____.

| Terms | Definition | Terms | Definition |
|-----------------|--------------------------------|------------------|-------------------------|
| | Volume of sound | | How high or low |
| Duration | | | Speed of the music |
| R | A pattern of diff note lengths | | No sound. Musical rests |
| Timbre | | Structure | |
| Texture | | | |

Class test on Homework 1 *Elements*



| Q. | TERM | Definition | ✓ or X |
|----|-------------|---------------------------|--------|
| 1 | Dynamics | | |
| 2 | | Speed of music | |
| 3 | Pitch | | |
| 4 | | The way sounds combine | |
| 5 | Timbre | | |
| 6 | | A pattern of note lengths | |
| 7 | Silence | | |
| 8 | | The length of notes | |
| 9 | Tempo | | |
| 10 | | A musical rest | |
| 11 | Rhythm | | |
| 12 | | How high or low | |
| 13 | Texture | | |
| 14 | | The sound or instrument | |
| 15 | Duration | | |
| | | Total mark out of 15 = | |

Homework 2 *PITCH*

AIM: To become familiar with how PITCH works in music. To be able to hear which different instruments produce low, medium or high pitches.

TASK: Go to turton.musicfirst.co.uk. Cover the lesson on Pitch and answer the Qs below. Then take the end of lesson test.



Log on to your musicfirst account. Click on
instruments first / lessons / basics / pitch



| Question | Answer |
|---|--------|
| Which direction do you need to move when going from low to high pitches on the piano? | |
| Name 2 instruments that are best at playing low pitches | |
| Name a medium pitched brass instrument | |
| The flute and piccolo play what sort of pitches? | |
| Who plays the lowest pitches? A trumpet or a bass trombone? | |
| Which instrument in the lesson played the highest notes? | |
| Music that gradually goes up in pitch is said to be? | |
| Write here the % score you got for the PITCH test at the end of the lesson: | |

Class test on Homework 1 & 2 *Elements test 2*

| Q. | Element | Meaning | ✓ or X |
|----|-----------|---|--------|
| 1 | Dynamic | | |
| 2 | | How high or low | |
| 3 | Timbre | | |
| 4 | | The amount of parts/different voices. Way the sounds combine. | |
| 5 | Tempo | | |
| 6 | Structure | | |
| 7 | | A rest in the music | |
| 8 | Duration | | |
| 9 | | A pattern of different note lengths | |
| 10 | Pitch | | |
| 11 | | The type of sound | |
| 12 | Texture | | |
| 13 | | The speed of the beat | |
| 14 | | The way the music is organised | |
| 15 | | The volume | |
| | | Total out of 15 = | |

Homework 3 *Tempo*



AIM: To become familiar with how TEMPO works in music. To be able to identify music at different tempi (speeds).

TASK: Go to turton.musicfirst.co.uk. Cover the lesson on TEMPO (speed) and answer the Qs below. Then take the end of lesson test.

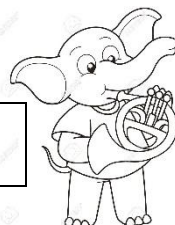


Log on to your musicfirst account.

Click on instruments first / lessons / basics / speed

| | |
|---|--|
| When musicians talk about tempo they are talking about the speed of what? | |
| What does 60BPM mean? How fast is this? | |
| What BPM would be about right for a medium tempo? | |
| Sometimes music does not stay at the same tempo it either speeds up or ... | |
| Can you find a musical term for speeding up / getting faster. (It's not mentioned in the lesson notes) | |
| Can you find a musical term for slowing down / getting slower. (It's not mentioned in the lesson notes) | |
| Write here the % score you got - TEMPO (speed) test at the end of the lesson: | |

Homework 4 *Dynamics*



AIM: To become familiar with how DYNAMICS work in music.
To be able to identify music of different dynamics.

TASK: Go to turton.musicfirst.co.uk. Cover the lesson on DYNAMICS (**volume**) and answer the Qs below. Then take the test.



Log on to your musicfirst account.



Click on instruments first / lessons / basics / volume

| | |
|---|--|
| Why do composers change the dynamic during a piece? | |
| Name 2 naturally loud instruments. | |
| Name an instrument that is naturally fairly quiet. | |
| What does <i>f</i> mean when you see it on the music? | |
| Can you find a musical term for getting louder. (It's not mentioned in the lesson notes) | |
| Can you find a musical term for getting quieter. (It's not mentioned in the lesson notes) | |
| Write here the % score you got for the DYNAMICS (volume) test at the end: | |

Homework 5

Elements together



Sentences and phrases which use pitch, tempo, dynamic and timbre to describe the piece.

You will always be able to talk about these 4 elements in a piece of music.

You now need to listen to short sections from 2 pieces of music. You can use mp3s, CDs, radio, you tube – whatever. For each piece you have to comment on the 4 elements above.

Sample answer using the first 30 seconds of ‘Duel of the fates’ from Star Wars. Look can read my answer while you listen to this on you tube.

Timbre: The piece starts with lots of voices (choir) & then strings take over.

Pitch: The choir start low and get higher in pitch

Tempo: The choir section is a slow tempo, but the string section is fast

Dynamic: The choir start quite loudly, but the string section is quiet.

My first extract is from the piece:

Timbre:

Pitch:

Tempo:

Dynamic:

My second extract is from the piece:

Timbre:

Pitch:

Tempo:

Dynamic:

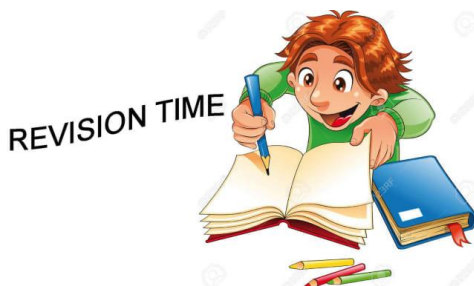
Homework 6 - Prepare for end of unit Elements test

Next lesson you will have a test on this unit. You need to be confident with the terms and definitions below. You will need to be able to apply these to clips that you hear. So, when you hear a piece, you will need to be able to say (for eg.) that the piece is at a high pitch and a loud dynamic.

Now take the musicfirst test with pitch, dynamics & tempo mixed.

Log on to your musicfirst account.

Click on instruments first / tests / basics / **ALL**



| Q. | Element | Definition |
|----|-----------|---|
| 1 | Pitch | How high or low the notes are |
| 2 | Tempo | The speed of the musical beat |
| 3 | Dynamic | The volume of the music |
| 4 | Timbre | The type of sound (instrument) |
| 5 | Texture | The way all the sounds combine |
| 6 | Duration | The length of the notes |
| 7 | Rhythm | A pattern of notes of different lengths |
| 8 | Structure | The way the music is organized |
| 9 | Silence | Rests or gaps in the music |

PERSONAL EVALUATION

Look at the marks you got for the different tests.

How confident are you now understanding the meaning of **element** terms?



How confident are you at spotting these **elements** in music you hear?



How well did you do compared with the rest of the class on your musicfirst exercises?



So which areas do you now need to work on? One of the above? Maybe using the words in sentences. Or spotting features in audio and applying the correct term?