

Name:

Form:

Y7 ELEMENTS Homework Booklet

	TOPIC	Homework done (tick)	Test mark
H1	Elements – Test 1 on elements		/15
	Test 2 on elements		/16
H2	Pitch – Learn about musical pitch		/100
H3	Tempo – Learn about musical tempo		/100
H4	Dynamics – Learn about musical dynamics		/100
H5	Elements together – Options for Elements		/15
H6	Using terms - when listening to music		Grade A B C D E
H7	Sentences – describing the music in sentences		Grade A B C D E
H8	All H1-H5 – revising for the end of unit test		





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 number):

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My musicfirst password is

8 digit Date of Birth

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..... so if your birthday is 2nd of November 2009 the password would be 02112009



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

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: _____ .

DR P SMITH



Dr P Smith is a specialist in musical ingredients.

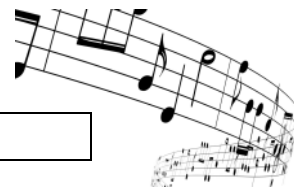
He's like a dietician or nutritionist for music!

Think of music like food – food that we all need to survive.....

Well Dr P Smith can look at your food (your music) and tell you what the ingredients are inside that music:

	Musical term	Meaning
D	Dynamics	The Volume
R	Rhythm	Note lengths in the order we hear them
P	Pitch	How high or low a note is
S	Structure	The number and order of sections
M	Melody	The main musical line or tune
I	Instrumentation	The chosen instrument or group of instruments
T	Tempo	The speed of the beat or pulse
H	Harmony	When notes are played together at the same time

Homework 1 *Elements*



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

TASK: Add the missing terms to the paragraph below using the terms in the box at the bottom. Learn all the terms and definitions used for a test next lesson.

HELP: If you can't remember some of the terms look at the chart on the page before this one or go to www.quizlet.com / click on search & type in 'Turton Elements Definitions'.

The speed of a piece of music is its _____ and we refer to musical volume using the word _____.

The _____ of a note tells us how high or low 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 _____.

A piece of music for rock band will have a different _____ to one for

an orchestra. When we place different note lengths after one another

we end up with a musical _____ that we can clap or

play. The main musical line or tune is called the _____

and this is often accompanied by chords and accompaniment which

give us some _____. If the piece of music we play

has an introduction, a verse and then a chorus, this order of sections

can be called the musical _____.

(Mark out of 9 =)

Terms		Terms
Dynamic		Melody
Rhythm		Instrumentation
Pitch		Tempo
Structure		Harmony

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.

1. Cover the lesson on Pitch online and complete the boxes below as you go.
Then take the end of lesson test online.
2. Make sure you know Dr P Smith terms for another 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?	
Mark out of 7 for the boxes above:	Write the % score you got for the online PITCH test at the end of the lesson:

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 online 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? (not the music ... but the ...?)	
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)	
Mark out of 6 for the boxes:	Write the % score you got - TEMPO (speed) test at the end of the online 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 online 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)	
Mark out of 6 for the boxes above:	Write here the % score you got for the DYNAMICS (volume) online test:

Homework 5

Options for each Element

In class we have been discussing the possible ways composers can use the elements.

So, for example – with DYNAMIC (volume) composers could make the music loud, quiet, or medium loud. And, they could either keep the dynamics the same level or change them (for eg, from quiet to loud). Those are the possible options.

List some possible options for the other elements. Remember we have done this already in class! (A reminder of the meanings of each term is on pg3 'Dr P Smith')

Mark out of /15

	Musical term	Options for each musical term
D	Dynamics	Is it loud, quiet or medium loud? Do the dynamics stay the same or change?
R	Rhythm	
P	Pitch	
S	Structure	
M	Melody	
I	Instrumentation	
T	Tempo	
H	Harmony	



Homework 6



Using the terms when listening to music

AIM: In class we have already tried answering Qs about music we are listening to while it is playing.
Now it's time for you to try this on your own at home.

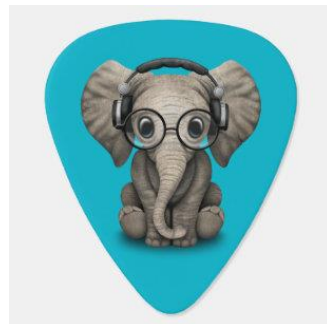
TASK: Go to turton.musicfirst.co.uk



Click on 'Focus on Sound' / My Class / choose 'Year 7 - Homework 6' on the left

Complete the chart below while you listen to the music. You must use phrases – not single word answers.

Use your option list on the page before to help you – this gives you the options



Element	Your comments on how that element is used in this piece of music
Dynamic	
Rhythm	
Pitch	
Structure	(you can leave this one out for now)
Melody	
Instruments	
Tempo	
Harmony	

Homework 7

Elements together – using sentences



Sentences and phrases which use pitch, tempo, dynamic and instrumentation to describe the piece. You will always be able to talk about these 4 elements in a piece.

You now need to listen to short sections from 2 pieces of music. You can use mp3s, CDs, radio, you tube – whatever. You choose the music!

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.

You can read my answer while you listen to this on you tube.

Instrumentation: Starts with lots of voices (a choir) & then the strings take over.

Pitch: The choir start quite low and get higher in pitch

Tempo: The 1st choir section is a slow tempo, but 2nd section is fast (I mentioned structure here too!)

Dynamic: The choir start quite loudly, but the 2nd string string section is much quieter.

My first extract is from the piece:

by

Instruments:

Pitch:

Tempo:

Dynamic:

My second extract is from the piece:

by

Instruments:

Pitch:

Tempo:

Dynamic:

Check:

- 1) Did you read my example in the box on the first page of homework 7?
- 2) Did you write the title of the piece of music / composer at the top of each?
- 3) Did you use words from your options lists? (how loud, how fast, did it change?)
- 4) Did you write in sentences?



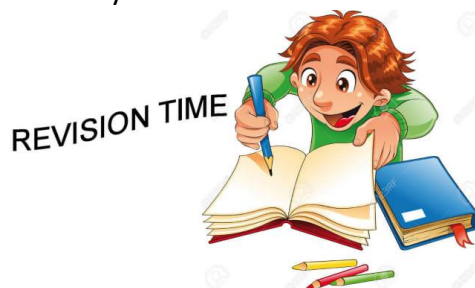
Homework 8 - Prepare for end of unit Elements test

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 all mixed together. Make sure you revise the chart below too.

Log on to your musicfirst account at turton.musicfirst.co.uk

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



All these words will be on the test – do you know them all?

Cover the meanings and test yourself.

Then cover the terms and check you know these too.

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PERSONAL EVALUATION

Look at the marks you got for the different homeworks and the tests.

How confident are you now understanding the meaning of the **element** terms? (Circle a face)



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?



TARGET:

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? Thinking about the options for each term?

Write down the area that you think you need to work on?

Does the teacher agree with you? **Y** or **N**