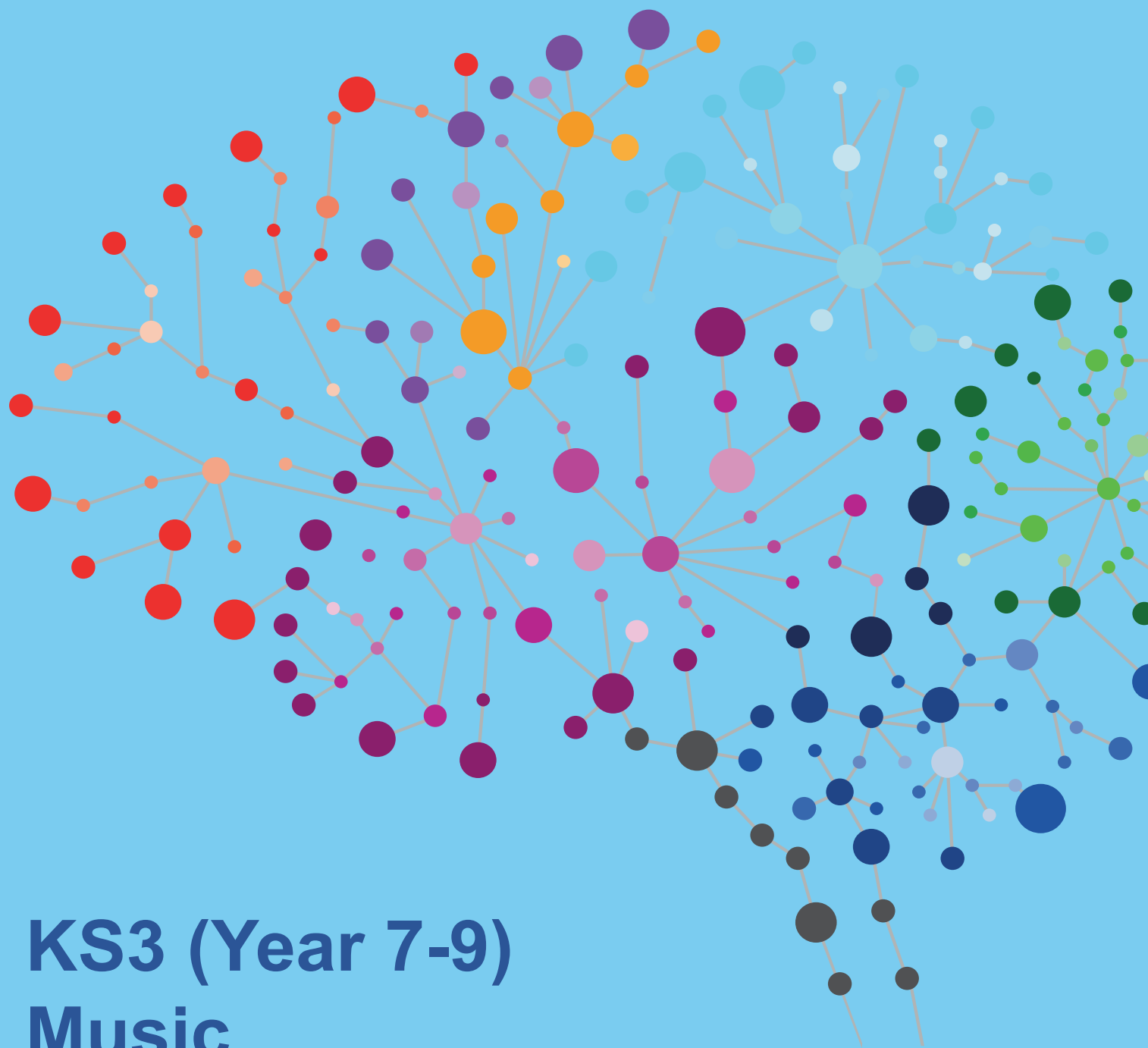




KS3 (Year 7-9) Music Knowledge Book

Name: _____
Teacher: _____
Form: _____



Saint Benedict
A Catholic Voluntary Academy



Love, Belief, Integrity, Knowledge



OUR VALUES

**BE WHO GOD MEANT YOU TO BE AND YOU
WILL SET THE WORLD ON FIRE.**

LOVE

As we know we are loved by God, we will learn to love ourselves and care for our own body mind and soul.

We will show love to one another by being patient and kind, not by being rude, boastful or proud.

As one body in Christ, we will ensure that no member of our community is left out or left behind

BELIEF

We will encourage one another and build each other up.

We will let our light shine, making the world a better place for all.

KNOWLEDGE

We will value knowledge: intelligent hearts acquire knowledge, the ears of the wise seek knowledge.

INTEGRITY

We will always strive to make the right choice even when this is the harder path to take.

We will live and work sustainably.

**AT SAINT BENEDICT
WE DEVELOP THE
CHARACTER OF OUR
COMMUNITY THROUGH
OUR CURRICULUM AND
CULTURE.**

Respect

What is Respect?

Showing respect is an important part of life, and how you maintain relationships.

Three types of respect:

1. Respect Yourself
2. Respect Others
3. Respect the Planet

Why is respect important?

Receiving respect from others is important because it helps us to feel safe and to express ourselves. Respecting others helps maintain a peaceful world and encourages others to be better people. Showing respect to our planet allows us to maintain it for future generations.

Key words	Definitions
Respect	Due regard for the feelings, wishes and rights of others
Honour	The quality of knowing and doing what is morally right
Dignity	Sense of pride and self respect
Relationships	The way two or more people or groups connect and behave towards each other
Worthiness	The quality of being good enough

1

Rules and Sanctions

Build up a loving community

Key word	
Conduct	The way in which a person behaves.
Unacceptable	Something that is not suitable or appropriate.
Boundaries	The limits of something.
Sanction	A penalty or action taken when a rule or law has been broken.
Consistent	Acting in the same way overtime to be fair.

Behaviour

Rules and sanctions are things which guide our behaviour. We follow rules and regulations to be fair and consistent. Sanctions occur if we do not follow rules or deliberately break them.

Preparation for life

All aspects of life require us to follow rules. There are rules in school; rules in your family and home; rules to follow when crossing the road and using the bus and so on. Structure and rules allow us all to know what is acceptable and how to conduct ourselves. Rules reassure us

The law

We are all bound by the rules of the law. If we break the law, we face a raft of different sanctions. Ultimately, having rules in schools is about a lifelong understanding about what is right and what is wrong.

2

Kindness

Key word

Empathy	Understand and share feelings of others
Compassion	Concern for misfortune of others
Compliment	Praise or congratulate others
Considerate	Thoughtfulness and sensitivity to others
Generous	Being liberal with things

Treat others how you would want to be treated yourself.

What is Kindness?

The quality of being friendly, generous and considerate

What does it mean to be kind?

To have empathy/sympathy, be compassionate, looking for good in people.

Why is it important to be kind?

Makes you feel happy, feel good about yourself

Builds strong relationships

Inspires others

How can we show kindness?

Smile

Hold the door open for somebody

Say something nice (compliment)

Invite somebody sat on their own to join you

Manners

Listen to somebody

3

Emotions

Key Words

Feelings	An emotional state or reaction.
Relationships	The state of being connected with someone else.
Instinct	A fixed pattern of behaviour.
Intuitive	Using what you feel to be true even without conscious reasoning.
Reaction	Something done, felt or thought in response to a situation or event.
Identification	The act or process of identifying someone or something.

Work and play in harmony

What are emotions?

Emotions are biological states associated with the nervous system.

Thoughts, feelings, behavioural responses, and relationships all generate emotions.

An instinct or, intuitive reaction or feeling can create emotions

Identifying feelings

Making sense of what and how you feel is not always easy. To do this, we need to regularly check in with ourselves, making time to think about the feelings we are having and naming them. To do this, we need to think about our daily lives which may help us to see patterns of behaviour.

Not all feelings or emotions are bad or negative!

It is important to recognise when you feel happy; relaxed and good about yourself. Knowing what has led to these feelings can help us identify things we do not like which may cause us negative feelings.

4

Verbal Communication

Treat each other with dignity and justice

Key Words	
Clarity	Vocal clarity means you do not speak too fast or too slowly. You consider carefully the words you mean and whether your listener can understand you.
Honesty	Honesty is speaking the truth.
Respect	Respect means that you accept somebody for who they are, even when they are different from you or you do not agree with them.
Appropriate	fitting the practical or social requirements of the situation.
Tone	a quality in the voice that expresses your feelings or thoughts, often towards the person being spoken to or the subject being spoken about
Courtesy	politeness, good manners, or consideration for other people.

What is verbal communication?

Verbal communication is the use of words to share information with other people.

What does it mean to communicate effectively?

Every time you verbally interact with someone you are aiming to develop your understanding of the world; you may be wishing to obtain information, respond to a request or offer support or guidance to another. In every one of these exchanges you are representing your tutor, your family and most importantly yourself.

Why is it important to communicate effectively?

All young people need to develop good speech, language and communication skills to reach their full potential.

Speech, language and communication underpin the basic skills of literacy and numeracy and are essential for you to understand and achieve in all subjects.

How can we communicate effectively?

Make eye contact

Speak honestly

Consider your role within the school

Consider the role of the person you are speaking to

Think carefully why you need to speak to the person you are addressing

Where necessary adapt as your conversation develops

5

Manners

Key Words	
Manners	A person's words or way of behaving towards others.
Respect	A regard for the feelings, wishes, or rights of others.
Listen	To take in what you hear.
Harmony	A time of behaving in one way to produce a pleasing effect.
Vocabulary	The range of words that we know and use.
Gratitude	The quality of being thankful; readiness to show appreciation for and to return kindness.

Loving...harmony...dignity

Treat your neighbour as yourself

The way in which we behave and speak towards others, reflects in their actions and words towards us.

Show the best side of yourself

When you speak to others, always show respect; be polite and thankful. Use the words 'please, thank you, sorry and pardon' when communicating with others.

Manners are for every situation

Every interaction has space for the use of manners: speech, emails, messages. Often when we get upset or angry we don't use manners.

However it does calm a situation if you do.

6

Change

Key Words	Definition
Change	Make or become different
Organised	Make arrangements or preparations for an event or activity
Opportunity	A time set of circumstances that make it possible to do something
Coping	To deal effectively with something difficult
Embrace	Accept (a belief, theory or change) willingly and enthusiastically
Strategies	A plan of action designed to achieve a long term or overall aim

Develop potential to the full

Find the positive

Don't allow yourself to become negative about the changes in your life. Change is good, keep repeating it.

Feeling vulnerable

Facing change can be very overwhelming, leaving you feeling very emotional. Make it your mission to be proactive and respond to it positively.

Talk about it

It's good to talk about change in your life. Focus on problems, solutions and the positives that change will bring. Try to avoid focussing on the negatives and letting emotions take over.

Study Skills – Ways to learn and remember

Self quizzing (look, cover, write)



Read through the information in the knowledge book that you want to learn



Cover the information up



Write down as much as you can remember



Use the knowledge book to;

- a) Correct any mistakes
- b) Add any information that you forgot

1

Study Skills – Ways to learn and remember

Spacing



Complete a self quiz of the information you want to learn



Wait for a day or 2 (depending on the deadline)



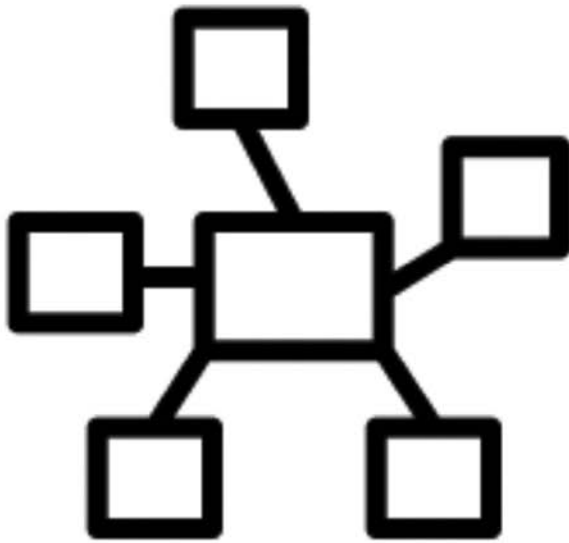
Repeat the self quiz.

The more times you can repeat this process, the more you will be able to remember without the book

2

Study Skills – Ways to learn and remember

Elaboration



Think about the topic that you are studying

Ask questions such as who, what, why, where, when how. Try to find the answers

See how these ideas connect - a mind map will be useful for this

3

Study Skills – Ways to learn and remember

Concrete Examples

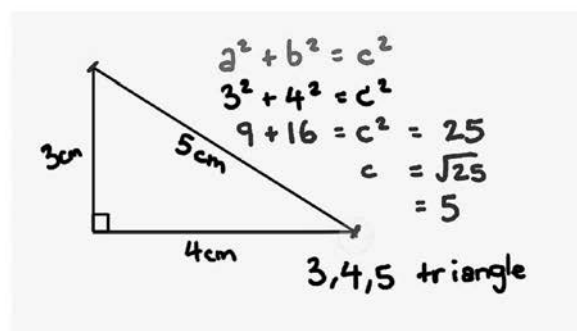


Pythagoras theorem example

If you tried to explain Pythagoras's theorem to someone verbally, it would be quite hard to understand.

By using a concrete example that shows exactly how to use Pythagoras theorem, it is much easier to remember, understand and use

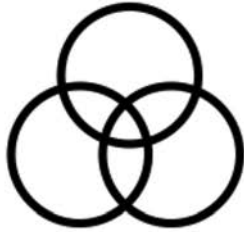
A concrete example is an clear example of an abstract idea



4

Study Skills – Ways to learn and remember

Interleaving



Research says we will actually learn more effectively if we mix our study skills up rather than using the same techniques all the time

1. Try to use different study skills rather than just one technique.

2. When revising for exams, prepare a revision timetable and try to revise more than one subject during a session

5

Study Skills – Ways to learn and remember

Dual Coding



As well as **writing** information down, **create an icon/ drawing** too for individual facts. This helps your brain to remember the information

6

KS3 Music Knowledge Organiser

Page 2 –3	Musical Elements	Page 18	Baroque Music (y7)
Page 4	Dynamics	Page 19	Computer Game Music (y7)
Page 5	Tempo	Page 20-21	Blues (y8)
Page 6-7	Pitch	Page 22-23	Classical Music (Y8)
Page 8-9	Rhythm	Page 24	Music from North India (Y8)
Page 10	Musical Notation	Page 25	Romantic Era Music (Y8)
Page 11	Musical Structure	Page 26	Popular Song (Y8)
Page 12	Tonality	Page 27	Film Music (Y9)
Page 13	Harmony	Page 28	Musical Theatre (Y9)
Page 14	Melody, articulation, texture	Page 29	20th Century Music (Y9)
Page 15	Instruments of the orchestra	Page 30	Reggae (Y9)
Page 16	Vocal Music (y7)	Page 31	Composing
Page 17	African Music (y7)		

1

Musical Elements

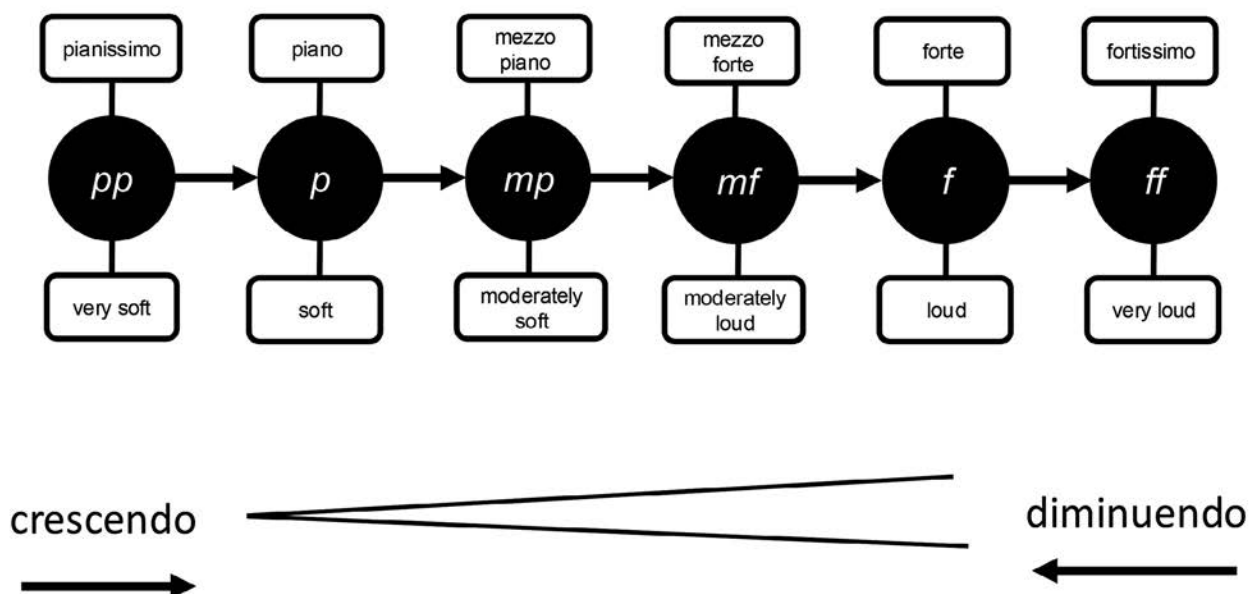
Keyword	Definition	Example
Pulse	The beat of the music. Every piece of music has a heartbeat. It doesn't need to be played by drums - you can 'feel' the beat.	"the pulse of the music is steady"
Tempo	The speed of the music. Music can change tempo within a piece. We often describe it using Italian words	"the tempo is fast"
Pitch	How high or how low a sound is.	"the music is high"
Dynamics	The Volume of the Music. Music can change dynamics within a piece. We often describe it using Italian words	"the music is quiet and then gets louder"
Tonality	The Key of the music	"The music is in a major key/the music is in a minor key"

2

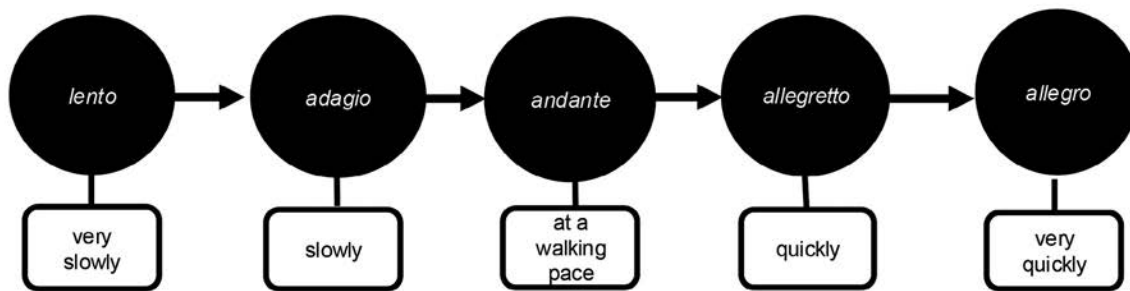
Musical Elements

Keyword	Definition	Example
Structure	Music is divided into sections. The order of these sections create structure. For example verse and chorus/ Binary/Ternary	"the music starts with an 'A' section"
Texture	How the different musical layers combine. A single melody creates a thin sound. Adding more parts/layers creates a thicker sound.	"the texture is thick"
Timbre	Each instrument has a unique sound – this individual sound is its timbre. When describing sound first try to describe the instrument and then how it is played	" the flute has a warm timbre when played low down"
Rhythm	Each note can have a long or short duration. Putting different notes together creates a rhythm	"there are lots of crotchet rhythms in this piece"
Melody	The 'tune' of the music – the part we sing along to	" the melody of this song is made up of lots of repeated sections" 3

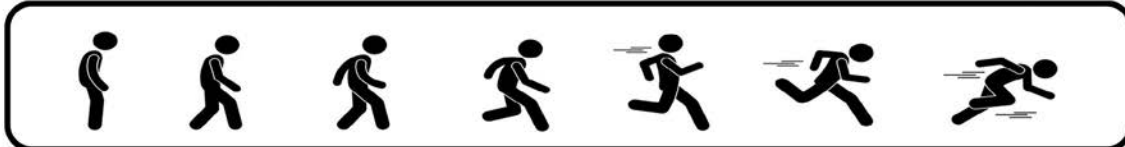
Dynamics - volume



Tempo - speed



accelerando : getting faster



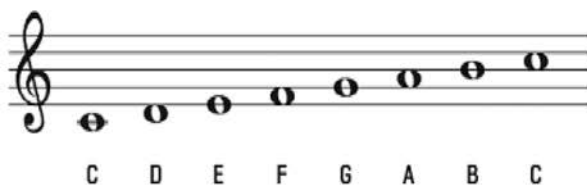
rallentando: getting slower



5

Pitch – how high or low a note is

Treble Clef Notes



Notes on the line: Every Green Bus Drives Fast

Notes in the space: FACE

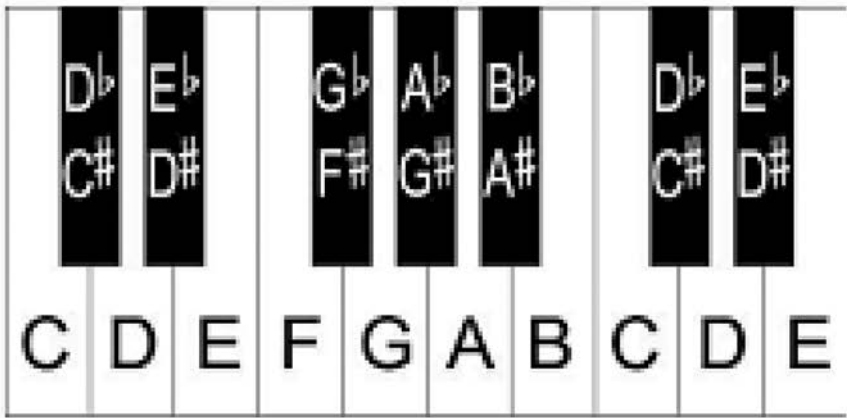
Bass Clef Notes



Notes on the line Good Burgers Don't Fall Apart

Notes in the space All Cows Eat Grass

Pitch – how high or low a note is



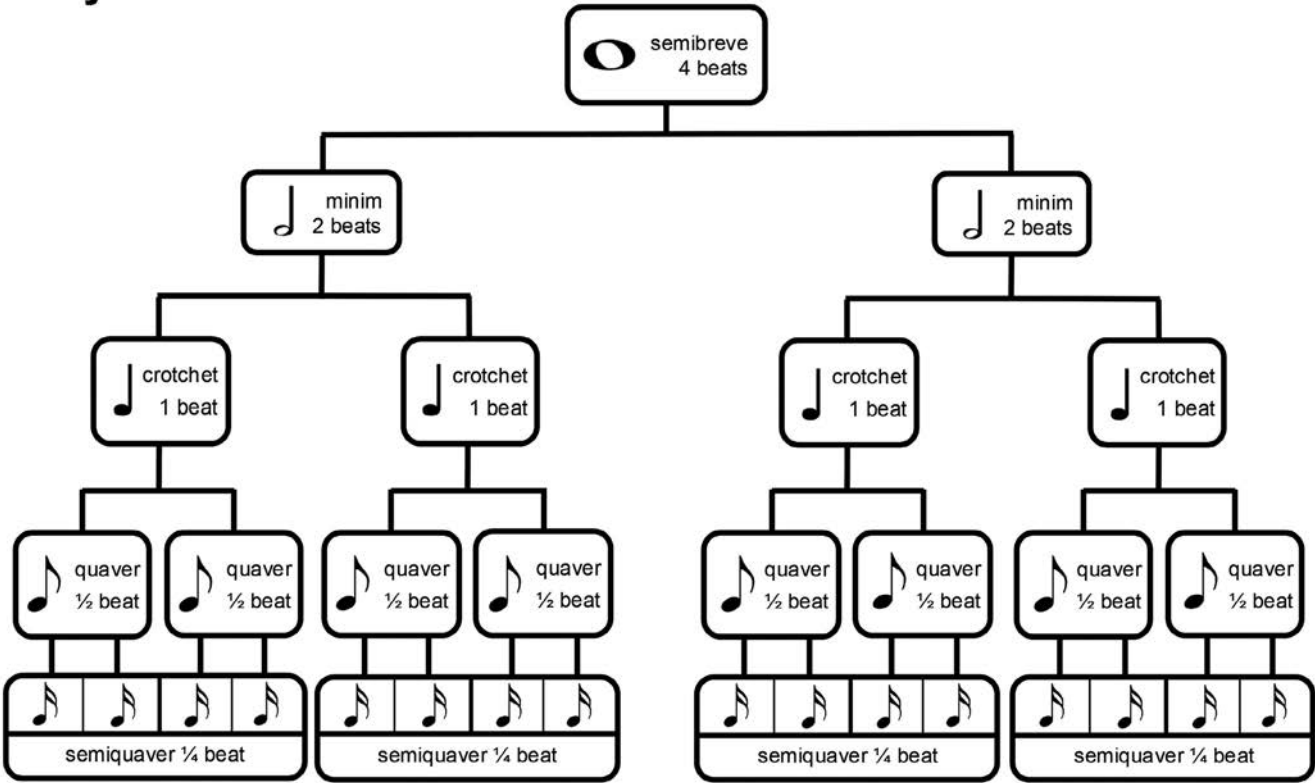
Sharp A sharp makes the note higher

b Flat A flat makes the note lower

Chromatic Notes that are sharp and flat – but they were not in the key signature – they just appear in the music

natural symbol Natural A natural cancels out any sharps or flats

Rhythm - note durations



Rhythm



Dotted Minim: 3 Beats



4 Beats in a bar

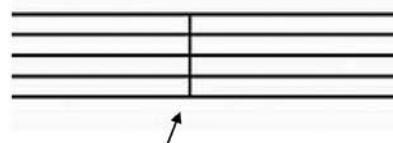
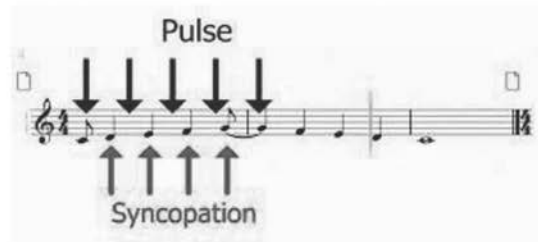


3 Beats in a bar



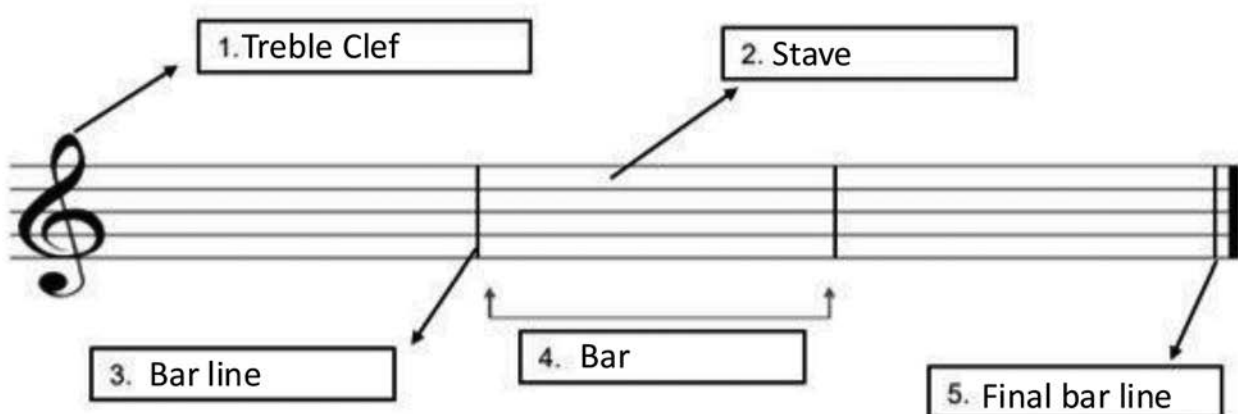
2 Quavers Joined together: $\frac{1}{2}$ beat each

Syncopated Rhythm: playing on the weak beats of the bar (like the offbeat)



Bar line – this divides up the music: You are allowed so many beats in each bar.

Musical Notation



Musical Structures

Keyword	Definition
Structure	The way different sections of music are put together
Binary	Two contrasting sections of music which are not repeated later on in the piece: AB
Ternary	Two contrasting sections of music, where the first section is repeated later on: ABA
Through Composed	When the music follows what is happening in the film - no defined structure
Verse Chorus	Popular music structure often containing these sections: Intro, Verse, Pre chorus, Chorus, Bridge, Outro
Strophic	Verse, Verse, Verse – no chorus
32 Bar Song Form	Musical Theatre Structure: AABA
12 Bar Blues	Blues structure following a set chord pattern and lyric structure

12 Bar Blues Chord Progression

1	I	2	I	3	I	4	I
5	IV	6	IV	7	I	8	I
9	V	10	IV	11	I	12	I or V

Tonality

Keyword	Definition
Major	The music has a 'happy' feel to it.
Minor	The music as a 'sad' feel to it
Atonal	The music is not in any key

Key Signature	Major Key	Minor Key
No Sharps or flats	C Major	A Minor
1 Sharp 	G Major	E Minor
2 Sharps 	D Major	B Minor
1 Flat 	F Major	D Minor
2 Flats 	Bb Major	G Minor

Harmony

Keyword	Definition
Diatonic	The music has no extra sharps and flats in it – the music sounds 'normal'
Chromatic	There are lots of extra sharps and flats in the music

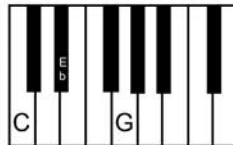
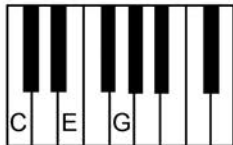
Chords

A chord is formed when 3 notes are played at the same time – usually following a 'play note – miss a note- play a note' pattern

They are major or minor depending on the distance between the 2nd note of the chord from the first

Major = 5 semitones

Minor = 4 semitones



Some common chords

		Name	
C	C E G	Cm	C Eb G
D	D F# A	Dm	D F A
E	E G# B	Em	E G B
F	F A C	Fm	F Ab C
G	G B D	Gm	G Bb D
A	A C#E	Am	A C E
B	B D# F#	Bm	B D F#

Useful Words for Melody, Articulation and Texture

Melody

Melody Can be conjunct or disjunct

Conjunct: Notes move in step (next to each other on a keyboard)

Disjunct: Notes move in a 'jumpy' way (they are not next to each other)

Ascending: Notes moving upwards

Descending: Notes moving downwards



Articulation

Staccato



The notes are played in a detached way (very short) Shown by a dot over or under the note head

Legato



The notes are played in a very smooth way. Shown by a curved line over or under the note head

Texture

Thin Texture

Very few layers of sound

Thick Texture

Lots of different layers of sound doing different things

String Family



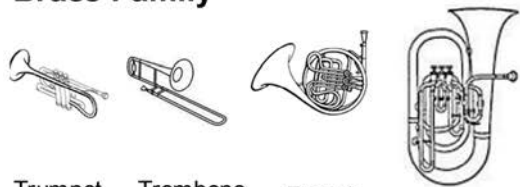
Violin Viola Cello Double Bass

Woodwind Family



Flute Clarinet Oboe Bassoon Saxophone

Brass Family

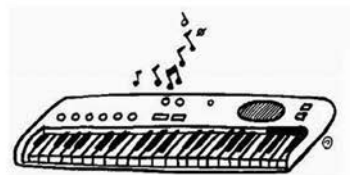


Trumpet Trombone French Horn Tuba

Keyboards



Piano



Keyboard



Harpsichord

Percussion Family



Timpani



Glockenspiel (metal)
Xylophone (wooden)



Triangle



Snare Drum



Bass Drum



Tambourine

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Vocal Music

Keyword	Definition
Unison	Singing or playing the same thing as someone else
Soprano	The highest female voice
Alto	The lower female voice
Tenor	The highest male voice
Bass	The lowest male voice
Harmony	Two or more different notes sung/played at the same time
A capella	Singing with no accompaniment
Solo	One person singing or playing with or without an accompaniment
Duet	Two people playing or singing together

African Music

Keyword

Definition

Polyrhythm

More than one rhythm playing at a time

Djembe

An African drum that you hit with your hand (the ones we use in school)



Master Drummer

The experienced drummer who leads the rest of the group

Syncopation

A rhythm where the main accents do not fall on the beat

Improvisation

Making something up on the spot

Ostinato

A short, repeated pattern or rhythm

Call and response

A singer or musician leads with a 'call' and the group responds with a musical answer

Balafon

A musical instrument that is a bit like a xylophone – different lengths of wood lead to different pitches – they hit them with a stick



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Baroque era

Keyword

Definition

Baroque Era

1600-1750

Ground Bass

Repeating bass line over which the melody is played

Canon

A bit like a round – each part come in one at a time and plays what the previous part has played (think of Frere Jacques)

Pachelbel

Composer who wrote 'Pachelbel's Canon'

Ornamentation

Where you 'decorate' the melody – often using trills

Trill

Play two notes next to each other really fast - (form of ornamentation)

Conjunct Melody

Melody moves in step

Harpsichord

Keyboard instrument used in the Baroque era (bit like a piano but sounds 'twangy')

Cello

The Bass instrument that plays in a Baroque piece of music

D major

The Key of the music – the music has 2 sharps – F# and C#

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Computer Game Music

Keyword	Definition
Sound Effect	An artificially created or enhanced sound used to emphasize certain actions within computer and video games often performed on certain CUES.
Ground Theme	A name given to the music often heard over a computer or video game's "main menu" – the theme by which a computer or video game is often most well known from and may continue throughout the entire gameplay often as 'background music'.
Character Theme/Motif	Describes the music which is associated with a particular character within a computer or video game
Decision Motif	A name given to a point within a computer or video game when the player has to make a decision often accompanied by a short piece of memorable music or series of sound effects.
Jumping Bass Line	Bass lines often move by leap (DISJUNCT MOVEMENT) in much music from computer and video games, leaving 'gaps' between the notes.
Staccato	An ARTICULATION marking where notes are performed sharply and detached from each other to create a 'spiky' feel – common in much computer and video game music
Syncopation	Accenting the weaker beats of the bar to give an "offbeat" or 'jumpy' feel to the music.
Cues	A point within a computer or video game knowing when a significant event is about to occur – often accompanied by music or a sound effect.
Loops	A pre recorded sample that can be repeated over and over again
Sample	A piece of pre-recorded sound used in a song

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Blues 1

Keyword	Definition
Scat	Using your voice as an instrument in order to sing without lyrics
Syncopation	Off-beat rhythm
Improvisation	Making music up on the spot
Blues Scale	A particular scale (pattern) of notes used in Blues music
Blue Note	A flattened note on the 3 rd or 7 th of the scale
12 Bar Blues	The chord structure used in Blues music
Walking Bass	A Bassline that moves at a moderate pace usually stepwise up or down the scale
Call and Response	A song style in which the leader sings a call and the rest of the group responds
Work Song	A song that was sung by slaves in order to promote faster work
Spirituals	Songs sung by slaves with themes of yearning for freedom, to be lifted out of suffering and the belief that a higher power will help a person persevere in tough times.
Ostinato	A repeated pattern – usually a rhythm or bassline
Slave	Someone 'owned' by someone else: often forced to work against their will for little/no money
Swing Rhythm	The first bit of the beat is longer as it steals time from the second bit to give the music a swinging feel.

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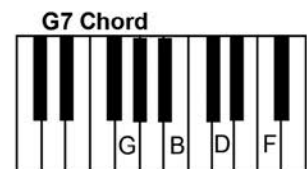
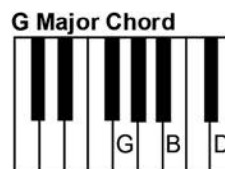
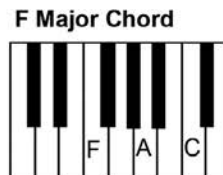
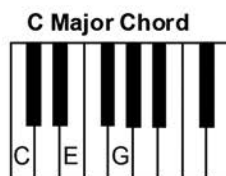
Blues

12 Bar Blues Chord Sequence in C

C	C	C	C
F	F	C	C
G	F	C	C

I	I	I	I
IV	IV	I	I
V	IV	I	I

I Chord 1
IV Chord 4
V Chord 5



Instruments in the Blues

Violin



Piano



Trumpet



Double Bass



Saxophone



Banjo



Electric Guitar



Acoustic Guitar



Harmonica



Bass Guitar



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Year 8 Music

Classical Era: 1750-1810

Keyword	Definition
Concerto	Solo instrument plus an orchestra
Symphony	Played by a full orchestra
Sonata	Piece for solo instrument (either solo piano or solo instrument with piano accompaniment)
Cadence	Mark the end of a phrase
Perfect Cadence	The music sounds 'finished': Chord V – Chord I
Imperfect Cadence	The music doesn't sound quite 'finished': The phrase ends on chord V
Interrupted Cadence	The music sounds definitely not finished – like its been stopped midway – Ends on chord VI
Diatonic Harmony	Harmony (chords) that belong to the key
Chromatic Notes	Notes that do not belong to the Key
Phrase	Short section of music where the melody seems naturally to fall. Sometimes this is 4 bars, but shorter and longer phrases occur. Sometimes a phrase may be contained within one breath
Homophonic Texture	A type of texture: Where all the parts move in block chords
Homophonic Texture: Melody plus accompaniment	A type of texture: Where there is one melody with a simple accompaniment
Polyphonic Texture	A type of texture where there are lots of interweaving melodies
Classical Composers	Beethoven, Mozart, Haydn

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Classical Era: 1750-1810

Family	Instruments
String Family	Violin, Viola, Cello, Double Bass, Harp
Woodwind Family	Flute, Oboe, Bassoon,
Percussion Family	Timpani, Triangle, Bass Drum, Snare Drum
Brass Family	Trumpet, Trombone, French Horn, Tuba
Conductor	The person in charge of the Orchestra – leading them from the front

Facts

Important Composers: Beethoven, Mozart, Haydn

Classical melodies have a clear and simple structure – often with balanced phrases

Balanced Phrases are where the music sounds like there is a question and then an answer

Classical texture is often homophonic – melody plus accompaniment

Tempo in classical music will rarely change – one speed throughout

Harmony in classical music is normally diatonic (this means there are not too many surprising notes and chords)

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Classical Music from North India

Facts

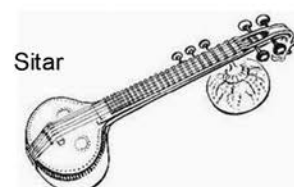
Music is based on ragas (special types of scales)

A piece of Indian Classical Music is also called a Raga

Indian Ragas are often improvised

A raga has 4 sections: The Alap, The Jhor, The Jhala, The Gat or Bandish

Keyword	Definition
Raga	A set of notes (between 5 and 8) – like a scale
Sitar	Stringed instrument – often plays the melody
Tabla	The rhythm is played on the tabla
Tala	The rhythm of the raga – a set pattern of beats
Tambura	An instrument that plays the accompaniment – sounds a bit like a drone
Drone	A long, held on sound
Alap	Opening section of music where the sitar player improvises freely with no pulse. The Tambura plays a drone
Jhor	Second Section where the music speeds up – still just the sitar and tambura – melody starts to have a beat to it
Jhala	Third section where the music is much faster
Gat or Bandish	The table player comes in and the group play a pre-composed piece (called a Gat if it is just instruments and a Bandish if there are voices)



Tabla



Tambura



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Programme Music: From the Romantic era 1810 - 1900

Keyword	Definition
Programme Music	Music that is intended to evoke images or convey the impression of events
Motif	A recurring theme or idea
Pedal Note	A note that is held down or repeated over and over again
Cluster Chord	Several notes played together as a chord deliberately designed to make a "clashing" dissonant sound
Ascending Melody	Notes get higher in pitch
Descending Melody	Notes get lower in pitch
Conjunct Melody	Melody moves in step
Disjunct Melody	Melody jumps around – does not move in step
Major Tonality	The music sounds 'happy'
Minor Tonality	The Music sounds 'sad'
Chromatic	Notes that are sharpened or flattened and do not belong to the key- often used for expressive purposes
Thick Texture	The music sounds 'big' and 'busy' – lots of instruments playing different things
Thin Texture	There is only one thing happening in the music - even if there are lots of instruments playing
Important Composers	Chopin, Saens Sans, Rachmaninov, Tchaikovsky

New instruments were added in this era

Glockenspiel (metal) Xylophone (wooden)



Clarinet



Piccolo



25

Popular Song

Keyword	Definition
Verse	A part of the song that tells the story and has different words but the same melody each time it is heard
Chorus	A part of the song that is repeated with the same words and melody each time it is heard
Middle 8	A section in the middle of the song that is usually 8 or 16 bars long and introduces a different melody. It can also be instrumental.
Introduction	A short section of music which opens the song and sets the tone and speed which are to follow
Outro	The section of the song that allows it to fade or end in style
Pre-Chorus/Bridge	A short section which connects the verse and the chorus
Hook	A short riff or passage near the beginning of the song designed to capture the ear of the listener
Lyricist	The person responsible for writing the lyrics (words) to the song
Chord Sequence	The repeated chords that you find in a song – lots of songs use the same 4 chords over and over again
Loops	A pre recorded sample that can be repeated over and over again
Sample	A piece of pre-recorded sound used in a song
Cover	Taking an existing song and making it your own – doing it your way
Acapella	Singing with no accompaniment

26

Film Music

Keyword	Definition
Ostinato	A repeated pattern
Pedal note	A repeated note – normally in the bass – either repeated or held down
Leitmotif	Musical theme which is used to represent a specific character
Dissonant	Harmony that is not pleasing to the ear – notes clash “ the harmony is dissonant”
Underscore	The music in a film that you do not always notice – it builds up the atmosphere.
Diagetic sound	Sound or Music that belongs in the scene: e.g. someone turns on a radio and you hear music.
Non Diagetic sound	The music is in a scene and the character’s can’t hear it – it doesn’t belong – you can’t see it being played
Through Composed	A song structure that is composed from beginning to end without any particular repetition of sections
Cluster Chord	Several notes played together as a chord deliberately designed to make a “clashing” dissonant sound
Thick Texture	Lots of instruments playing lots of different things – very busy
Thin Texture	It doesn’t matter how many instruments are playing – they are all playing the same thing
Monophonic Texture	Only one thing is being played – one sound
Polyphonic Texture	Lots of interweaving melodies
Ascending melody	The melody gets higher in pitch
Descending Melody	The melody gets lower in pitch

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Musical Theatre

Keyword	Definition
Solo	One person singing a song by themselves (accompanied by the band/orchestra)
Duet	Two people singing a song (accompanied by the band or orchestra)
Chorus	A large group of the cast singing together
Recitative	Rhythmically free piece of singing that mirrors speech – normally not very melodic (on one or two notes) you wouldn’t class it as a ‘song’ – it moved the musical on – normally in sung through musicals
32 Bar Song	A type of structure – AABA – each section is 8 bars long
Verse chorus structure	A type of structure a bit like a pop song with verses and choruses
Sung through	A type of musical where there is no spoken dialogue
Word Painting	When the music matches what the words are singing about
Syllabic	One Syllable per musical note
Key Composers	Rodgers and Hammerstein, Bernstein, Lin Manuel Miranda, Kander and Ebb, Andrew Lloyd Webber
Overture	Piece of music at the start of the musical – normally plays through the key melodies you will hear in the musical

28

20th Century Music and Minimalism

Keyword	Definition
Ostinato	A repeated pattern
Sample	A recording of music/sounds which is used in another piece of music
Loops	Music is made up of loops – repeated sections of music
Additive Melody	Notes are gradually added to the loop each time it is repeated.
Metamorphosis	Tiny changes are made to a note or one bit of the rhythm each time it is repeated
Phase Shifting	Two or more performers start with the same pattern. On each repeat of the loop one of the performers adds or takes away a rest or a note – this changes the length of their loop so they go out of sync with each other.
Polyrhythm	More than one rhythm at a time
Aleatoric Music	Music that happens by chance
Graphic Score	Shapes and images tell the performer what to play
Experimental Music	Composers explored how music could be made in different ways – e.g. new ways of playing instruments
Diatonic Harmony	Harmony that belongs to the key it doesn't sound strange!
Steve Reich	Composer – born in 1936 – influenced by Gamelan and African Music. Wrote 'Different Trains' – reaction to the Holocaust using samples of people talking about train journeys Wrote Clapping Music

29

Musical Fusion: Reggae

Keyword	Definition
Mento	Jamaican folk music that emerged in the 1940s and 1950s. Characterised by the fusion of European and African traits, with origins in enslaved work songs – created with guitar, rumba box, bongo and banjo, Mento mixed this with satirical lyrics of everyday life and verse repetition, creating a foundation from which reggae would blossom.
Ska	Fast dance music that emerged in the 1950's fusing American R&B with Mento rhythms and featuring Electric Guitars, Jazzy Horn Sections and characteristic Offbeat Rhythms.
Rocksteady	A more vocal style of dance music which used riffs, simple harmonies, offbeat rhythms and a strong bass line.
Offbeat	Emphasising beats 2 and 4 rather than beats 1 and 3
Pentatonic scale	5 Note scale
Rastafarian	Type of religion that influenced Reggae. Lyrics of reggae songs are strongly influenced by Rastafarianism and are often political including themes such as love, brotherhood, peace, poverty, antiracism, optimism and freedom.
Slow Tempo	Slow speed – characteristic of reggae
Syncopated bass riff	Bass guitar plays a short section of music – which repeats throughout
Call and response	Similar to a "Question and Answer" often the call sung by the lead singer and answered by the backing singers or instruments (the response) – musical dialogue.
Key instruments	Lead singer, Backing singers, Electric Guitars, Drum kit, Bass guitar, Brass section (trumpets and trombones) Saxophones
Key performers	Bob marley,

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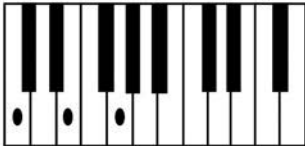
Composing

Try to choose chords from the same key: Below are chords in C major and A minor

Chords in A Major	Chords in Aminor
C: CEG	Am: ACE
Dm: DFA	Bm: BDF
F: FAC	Dm: DFA
G: GBD	Em: EGB or E: EG#B
Am: ACE	F: FAC

Whatever notes you use in the chord then try to use these for the melody

E.g. C Chord uses C, E, G – so when creating a melody make C, E or G your most important notes



Include Passing Notes to make it more interesting (these are notes that do not belong to the chord but that help you pass from one to the next e.g. C **D** E F G



INDEPENDENCE: DIAGNOSIS – THERAPY - TEST

NAME: CLASS:

TOPIC:

DIAGNOSIS: The thing I don't understand

THERAPY: Where am I going to learn about this?

Which of the templates will I use to transform the information?

TEST: 5 questions someone can ask me about my new understanding.



INDEPENDENCE: DIAGNOSE

NAME: CLASS:

SUBJECT:

Be clear about what you know and what you don't know before you begin.

First, use a contents page or a topic list for the subject you are going to revise.

Then, fill in the following table – the topics, and how well you know them.

Next, prioritise. Which topics will you revise first? Spend time studying the topics which will make the biggest difference to your results.

Topic	Knowledge	Priority
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	

Finally, use the **diagnosis – therapy – test** worksheet to plan your independent study.



INDEPENDENCE: PRIORITISE, REDUCE, CATEGORISE, EXTEND

NAME:

CLASS:

TOPIC:

Take a section of text and do the following:

Prioritise: write out the three most important sentences. Rank 1-3 in terms of importance. Justify your decision.

Reduce: reduce the key information to 20 words.

Categorise: sort out the information into three categories. Give each category a title which sums up the information.

Extend: write down three questions you would like to ask an expert in this subject.



INDEPENDENCE: RANKING TRIANGLE

NAME:

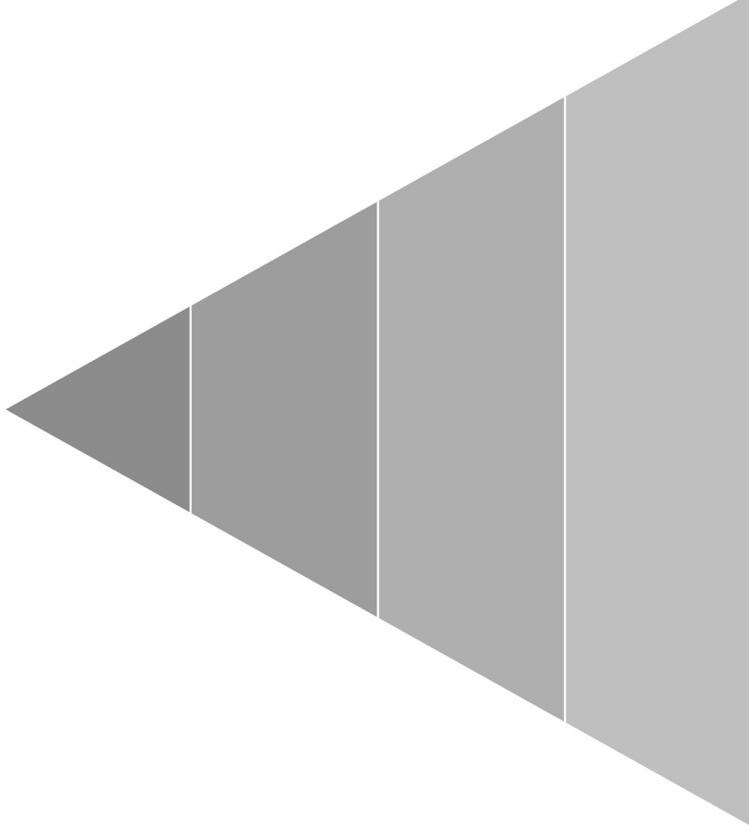
CLASS:

TOPIC:

The most important information goes at the top.

The least important information goes at the bottom.

Justify WHY. Why is it the most important? Why is it the least important?





INDEPENDENCE: QUIZZING

NAME: CLASS:

TOPIC:

Read the text and transform it into 10 questions to ask someone.

Question	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Question stems:

- State... Explain... Suggest...
- Describe... Evaluate... Compare...



INDEPENDENCE: BOXING UP

NAME: CLASS:

TOPIC:

Take a section of text. Read it and put your thoughts about the text into different boxes.

Needs a boost: 3 things I did not know:
Almost there: 3 things I understand better now:
I've got these: 3 things I already knew:



INDEPENDENCE: OTHER IDEAS

Steps → flow chart Transform a sequence of steps into a flow chart or a diagram.

Flow chart → steps Transform a flow chart or a diagram into a sequence of steps.

Look, cover, write, check Cover a list of key words. Write them down. Check which ones you have got right. Repeat until you get them all right.

Link key words Take three words from a topic. Link them together in a sentence or a diagram. Repeat until all the key words have been linked.



INDEPENDENCE: Pictionary

NAME:

CLASS:

TOPIC:

Transform the material into 6 pictures – one per paragraph or one per key piece of information. The pictures should represent the information so that they can act as a reminder of what the text said. Underneath each picture, explain your thinking.

1.	2.	3.

4.	5.	6.

