

UNIT 1: LESSONS 1-4

TEACHING NOTES

PLANNED TASKS

- Students will have to answer a questionnaire (to establish their musical experiences). Collect the questionnaires and ask a volunteer student to tabulate the results on the blackboard.
- Power Point presentation to introduce the subject, what it is about and the topics that will be explained. (Musical symbols).
- The teacher writes on the blackboard the names of the symbols making a list in English.
- The students will have to take notes individually.
- The students will be provided with a sheet with an exercise about the name of the notes.
- Power Point presentation to introduce the name of the musical notes through a keyboard picture. In groups of four, they will have to answer some questions.
- Plenary: The conclusions of each group will be presented to the rest of the class. Results are discussed.
- Working in class: They will be provided with a handout with a variety of questions about musical symbols and notes that they will have to answer. (e.g. match the answer with the right option, complete the spiral grid, words search, fill in the gaps). They will compare the answers with their classmates. The teacher monitors the work.
- Working in threes: they will have to find the mistakes discussing and comparing the answers. (Exercise about notation)
- Plenary: the conclusions of each group will be presented to the rest of the class. Results are discussed. Trying to explain through the issues.
- Working in class: The students will be provided with a handout with a variety of questions about clefs, time signatures, dots, ties, repeats, enharmonics) that they will have to answer. (e.g. fill in the gaps, fill in the table, heads and tails). They will compare the answers with their classmates. The teacher monitors the work.
- Game: working in threes. Linking dominoes together by matching each domino with another domino that has an equivalent number of beats/rests.
- Homework: For the exercises about (tempo, dynamics and intervals) a handout for each student. The outcomes of the questions will be corrected during next session.

RESOURCES

- For the Power-Point presentation a computer, a screen and a projector.
- For the exercises, handouts for each student.
- For the homework, photocopies for each student.
- The outcomes and participation of the students in different activities.

METHODOLOGY

- There will be a combination of many different activities; theoretical explanations, exercises in: (group, pairs, individually), games, debates, power-point presentations.

ASSESSMENT

- Assessment Criteria
 - Work during the term
 - Homework
 - Behaviour: (punctuality, attendance, effort, participation and interest)
 - Teacher assesses the use of previous knowledge in the activities and the work done during the session.
 - Homework will be suitably marked.
 - During the lesson, students who talk in English will be given extra marks.
 - In the plenary, the students will be marked according their participation in the discussion.

UNIT 2: LESSONS 1-4

TEACHING NOTES

PLANNED TASKS

- Power-Point (interactive presentation of musical instruments) to introduce the families of musical instruments in the symphony orchestra.
- In the plenary students will try to identify the families of musical instruments. The conclusions will be presented to the class discussing their results.
- The teacher writes on the blackboard the names of the musical instruments and families.
- They will have to take notes individually and to make a list with the name of the instruments.
- Working in the class: The students will be provided with a handout with a variety of exercises (e.g. fill in the gaps, true or false, classifying, fill in the table, identifying the strings, woodwinds, brass and percussion instruments) that they will have to fill in, when finished, they have to exchange their results with their classmates. The teacher monitors the work.
- They will listen to a CD with the sound of the musical instruments that they will have to try to recognize and identify. The teacher monitors the session.
- Game: working in groups of four, (resources: boards, dice and coloured counters). They will have to roll the dice and try to answer the questions that they will find in the square for remaining in it, if they don't know the answer they will go straight to start. The winner will be who finishes first. They will be provided with a set of cards with the correct answers. Teacher monitors the game.
- Homework: For the exercises about (guitar, keyboard and organ) a handout for each student. The outcomes of the questions will be corrected during next session.

RESOURCES

- For the Power-Point a computer, a screen and a projector.
- For the exercises handouts for each student.
- For the game: boards, dice and coloured counters.
- For the listening a CD player: Student's and teacher's CDs from *Music Iniciació* by McGraw Hill.
- For the homework, photocopies for each student.

METHODOLOGY

- There will be a combination of many different activities; theoretical explanations, exercises in group, pairs, individually, games, debates, power-point presentations.

ASSESSMENT

- Assessment Criteria
 - Work during the term
 - Homework
 - Behaviour: (punctuality, attendance, effort, participation and interest).
 - Teacher assesses the use of previous knowledge in the activities and the work done during the session.
 - During the lesson, the students who talk in English will be given extra marks.
 - Homework will be suitably marked.
 - In the plenary, the students will be marked according their participation in the discussion.

UNIT 3: LESSONS 1-4

TEACHING NOTES

PLANNED TASKS

- Power-Point: to introduce the subject, what it is about and the topics that will be explained.
- In the plenary students will have to discuss some questions that will be presented in power-point. Their conclusions are discussed.
- They will be provided with a handout with some activities. They will have to fill it in. (The Beatles article).
- Reading activity: The students will have to read the lyrics of the song Yesterday. They will look up in the dictionary those words that they don't know the meaning of.
- The teacher writes on the blackboard some (word sentences) from the song and the students will have to guess the meaning of the sentences.
- They will listen to a CD playing the tune and they will have to complete the song with the missing words, and to reorder the lyrics too.
- Role-play interview: Ask students to pretend that they are journalists and that they will be interviewing anyone of The Beatles group. They each write three questions they would like to ask about his personal or professional life. Ask for a volunteer (or pairs, each partner takes turns at acting out the artist) to play the role of the artist. The volunteer goes to the front of the class and answers the other students' questions.
- They will be provided with a handout with the music of the song.
- Working in pairs: They will have to answer some exercises related to the music.
- They will have to compare their analyses and conclusions with another pair.
Results are discussed. Teacher monitors the session.
- In class: practice singing the song repeating the fragments (memorizing its) for improving pronunciation and intonation.
The teacher monitors the class. Stopping the tape or performance at intervals for the students to learn and repeat the tune.
- Working in groups: The teacher will divide the class and will give different parts of the song to each group. Alternatively, will ask the boys to sing the chorus first and then the girls.
- The students will practice the tune using their own flute. The teacher monitors the class.
- For the other songs (All my loving, Let it be) they will follow the same steps according to the student's worksheets.

RESOURCES

- For the Power-Point a computer, a screen and a projector.
- For the exercises handouts for each student.
- For the listening a CD player.
- For the performing flutes and xylophones.

METHODOLOGY

- There will be a combination of many different activities; theoretical explanations, exercises in group, pairs, individually, power-point presentations, debates, singing and performing with musical instruments.

ASSESSMENT

- Assessment criteria

Work during the term

Homework

Behaviour: (punctuality, attendance, effort, participation and interest).

- Teacher assesses the use of previous knowledge in the activities and the work done during the session.
- During the lesson, the students who talk in English will be given extra marks.
- Homework will be suitably marked.
- In the plenary, the students will be marked according to their participation in the discussion.
- The work done performing with the group in the class will be suitably marked.

Answer book

UNIT 1: LESSONS 1 – 4 MUSIC NOTATION

Question 1

ABBA, BABE, EDGE, CABBAGE, FACE, CAFÉ

Question 2

The pitch

Question 3

sharp; b flat play a semitone lower; play one tone higher; bb double flat.

Question 4

- a) Stave b) clef/treble clef c) time signature d) crotchet/quarter note e) bar f) Minim/half note g) quaver/eight note h) semiquaver/sixteenth note.

Question 5

naturals.....tone.....semitone.....sharps.....flats.....(or flats.....sharps.....) semitone.....semitone.

Question 6

- 1) b 2) b 3) c 4) a 5) c 6) c

Question 7

- 1) Whole 2) Beats 3) Tail 4) Lines 5) Minim 6) Three 7) Double 8) common 9) One 10) Semibreves

The hidden message is Well done

Question 9

pattern.....regular.....irregular.....seven.....threes

Question 10

- a) Quaver b) semiquaver c) crotchet d) semibreve

Question 11

- a) crotchet rest b) minim rest c) quaver rest d) semiquaver rest

Question 12

To show what pitch the notes should be played at.

Question 13

Bass Clef (picture); (picture C clef) Can be used for the viola in one stave position and for bass in a different stave position; vocal tenor clef. For tenor voices and lead guitar parts; treble clef (picture G clef).

Question 14

a) how many beats in each bar b) how long each beat is c) the length of each beat in a bar is 1 quaver d) the length of each beat in a bar is 1 minim

Question 15

4/4, 4/8, 3/2, 12/8

Question 16

The number of beats in each bar and how long they are

Question 17

1) crotchet 2) 2 3) 4/2 4) 2/4

Question 18

Eighth note, whole note, sixteenth note, half note

Question 19

9 beats, 4 beats, 9 beats, 7 beats

Question 20

triplets....."3".....middle.....square.....curved.....rests

Question 21

a) 3 b) 1 ½ c) $\frac{1}{2}$. d) $\frac{3}{4}$

Question 22

- 1) The common time sign is back to front.
- 2) The minim in bar 1 has a tail on it.
- 3) The second minim in bar 2 has its stem on the wrong side
- 4) There is a double bar in the middle of the piece and not at the end.

5) The quavers in bar 3 have their stems on back to front.

6) There are too many beats in the last bar.

The	common		1		back to front
	is		2		on back to front
There	are	bar 3	is	on the wrong side
	quavers		4	has	on it
	minim			have	

Question 23

It means you have to add another half of the value of the undotted note.

Question 24

a) false....a tie is a curved line b) true c) false....a tie joins notes of the same pitch d) true

Question 25

c) It makes the note or rest half as long again

Question 26

1) Db & C# 2) F 3) Bb & A# 4) G# 5) E 6) C#

Question 27

The missing ingredient is letter F

Question 28

The name of the overture by Tchaikovsky is the 1812

Question 29

Player A will finish first

Question 30

One of the words in the list tells you to get gradually louder. Which word is it?
The answer is CRESCENDO.

Question 31

Amoroso= lovingly; risoluto= strongly; grandioso= grandly; dolce= sweetly;
agitato= agitated; energico=energetically.

Question 32

The piece should be played at a speed of sixty crotchet beats per minute (as the second hand watch).

Question 33

A tempo means “go back to the original tempo of the piece” Accelerando means “getting faster” ; Rubato means “you can vary the tempo”.

Question 34

Staccato= notes are slightly short; legato= notes flow into each other; diminuendo= music gets gradually quieter; crescendo= music gets gradually louder.

Question 35

ff f mf mp p pp

Question 36

- a) An interval is.....the gap between 2 notes. b) A melodic interval is.....the gap between 2 notes in a melody. c) A harmonic interval is.....the gap between 2 notes when they are played together.

Question 37

C up to E, 3rd ; G up to E, 6th; F up to E, 7th; E up to B, 5th; D up to G, 4th.

Question 38

Can play chords: guitar, organ; synthesizer; harpsichord; piano

Can't play chords: Flute; trumpet; trombone; clarinet; saxophone.

UNIT 2: LESSONS 1 – 4 FAMILIES OF MUSICAL INSTRUMENTS**Question 1**

There are all found in an orchestra

Orchestral strings**Question 2**

a) violin b) bass c) cello d) viola

Question 3

bowing/ plucking/ pedals/chords

Question 4

1. 1) False: The cello is played between the players knees. 2) False. 3) True. 4) False. 5) True.

Woodwinds**Question 5**

Bassoon (double-reed) ; clarinet (single-reed); piccolo (edge-tone);oboe (double-reed); flute (edge-tone)

Question 6

a) piccolo b) clarinet c) double bassoon

Question 7

holes.....keys.....metal.....length.....lower

Brass**Question 9**

a) true b) true c) false. The tuba uses valves to change the notes d) false. The largest brass instruments play the lowest notes.

Question 10

Tuba trombone trumpet French horn

Percussion**Question 11**

a) timpani or kettle drums b) vibraphone c) cymbals

Question 13

Tuned: marimba, timpani, vibraphone, tubular bells, glockenspiel.

Untuned: cymbals, bongos, castanets, jembe (tam tam), (snare) drum, woodblock, triangle, tumbadoras (congas), timbale.

Question 15

Track 16-20. Teacher's CD (P) 1. Electric bass (electrophone, electric).

2. Maracas (idiophone, percussion). 3. Clarinet (aerophone, woodwinds).

4. Bongos (membranophone, percussion). 5. Harpsichord (chordophone)

Question 16

Track 68. Student's CD (A) 1. Synthesizer (electrophone, electronic) 2. Oboe (aerophone, woodwind). 3. Flute (aerophone, woodwind). 4. Castanets (idiophone, percussion). 5. Electric guitar (electrophone, electric). 6. Mouth organ (aerophone).

Question 17

Track 67. Student's CD (A) 1. Violin (chordophone). 2. Drum set (membranophone, percussion). 3. Piano (chordophone, struck). 4. Flute (aerophone, string). 5. Guitar (chordophone). 6. Saxophone (aerophone, woodwind). 7. Organ (aerophone). 8. Xilophone (idiophone, percussion).

Question 18

Track 74. Student's CD (A) 1. Whole orchestra. 2. Woodwinds. 3. Brass. 4. Strings. 5. Percussion. 6. Whole orchestra.

Question 19

Track 75 Student's CD (A) Violin (string). Track 76 Cello (string). Track 77 Clarinet (woodwind). Track 78 Bassoon (woodwind).

Guitar and Keyboard**Question 21**

a) E-A-D-G-B-E b) E-A-D-G c) is called strumming d) is called picking e) picking out individual notes.

Question 22

Nylon strings.....steel

strings.....pop.....loudspeaker.....amplifier.....combo.....

Question 23

a) By air blown through rank of pipes b) two or more keyboards called manuals
c) played by the feet d) select different instrument sounds e) electricity to produce sounds.

UNIT 3: LESSONS 1- 4 ANALYSING AND PERFORMING SONGS

Question 1- The Beatles article

YESTERDAY

Question 3

The Beatles; British; 60's

Question 8

AABA

Question 10

F; (D-F) tenth

ALL MY LOVING

Question 16

AABB

Question 17

(C-C) eighth

Question 18

Repeat

Question 19

C

LET IT BE

Question 25

AABB AABB AABB (ABABAB)

Question 26

G

Question 27

eleventh

MUSIC NOTATION

The **symbols** tell you how long notes and rests are:

(semibreve or whole note, minim or half note, crotchet or quarter note, quaver or eighth note, semiquaver or sixteenth note).

The five lines are called **Stave**.

The **names of the notes** are as follows: A (la), B (si), C (do), D (re), E (mi), F (fa), G (sol).

The position of the notes tells you **the pitch**.

Treble Clef: is used for quite high, melody instruments, e.g. flute, oboe, clarinet, violin, trumpet and horn.

Bass Clef: is used for low, bass instruments like the tuba, trombone, bassoon, cello and double bass.

A **sharp** makes a note slightly higher (one semitone higher).

A **flat** makes a note lower (one semitone lower).

A **natural** sign cancels a sharp or flat.

The parts of a note are: the **tail**, the **steam** and the **head**.

Joining quavers together is called **beaming**. Their tails have been replaced by a thick line across the top of their steams called a **beam**, making them easier to read.

The **key signature's** shown with sharps or flats. It's written at the start of a piece.

Bar-lines are used to show you where bars start and finish.

A **double bar-line** tells you that you have reached the end of the piece.

In music, notes are usually divided up into groups of the same number of counts, called **bars** or **measures**.

The **time signature** shows how many beats in a bar.

The **top number** tells you how many beats there are in each bar.

The **bottom number** tells you how long each beat is.

The **letter C** is used: this stands for **common time** and is another way of writing **4/4**.

A **dot** after a note or rest makes it longer (half as long again).

A **tie** joins two notes together.

A **tie** is a curved line joining two notes of the same pitch together. It turns them into one note. **Ties** are often used to make a long note that goes over the end of the bar.

A **triplet** is three notes played in the time of two.

A **triplet** is three notes, all the same length squeezed into the time of two. **Triplets** are marked with a "3" above or below the middle of the three notes.

The **tempo** is the speed of the main beats.

Mood is the overall feel of a piece. To describe the overall mood put the word at the beginning of the piece. To describe a change of mood write the word under the stave.

Dynamic markings tell you how loud or quietly to play.

An **interval** is the gap or distance between two notes. When one note jumps up or down to another note, you get a **melodic interval**. The **interval number** tells you how many notes the interval covers.

Repeats :|| This sign is called a repeat, when you see one you should go back until you see this sign ||: (if there is one) or to the beginning of the piece, and then play it all again. The second time through you ignore the signs. Sometimes you'll see markings above a stave like these 1-----2----- called first and second time bars. They are used with repeat signs when the tune needs to end differently the second time it is played. The first time through just play the first time bar and then repeat. Then next time leave out the first time bar and play the second instead.

CLASSIFICATION OF MUSICAL INSTRUMENTS

The Hornbostel-Sachs System

The system divides up instruments as follows:

Aerophones: (any type of vibrating air)

Chorddophones: (vibrating string)

Membranophones: (The drums family; vibrating stretched membrane such as a drum head)

Idiophones: (the instrument itself vibrating, such as a bell, or a xylophone)

Electrophones: (it uses electronic oscillators to make the sound)

The traditional orchestral divisions

Woodwinds: (the sound is made by a vibrating column of air; the sound is started either by a vibrating reed or by air striking a hard edge)

Brass: (the sound is started by the vibrating of the player's lips, or by air being forced through a small hole)

Strings: (the sound is made by a vibrating string)

Percussion: (the sound is made by something being struck)

Electronic instruments: (use electronic oscillators to make the sound)

BASIC STRUCTURES FOR SONGS

Analysing songs

The main sections of a song are the **verse** and **chorus**

- 1) The **verse** always has the **same tune**, but the lyrics change in each verse.
- 2) The **chorus** has a **different tune** from the **verse**, usually quite a catchy one. The lyrics and tune of the chorus don't change.
- 3) The **verse tells the story** of the song. The chorus **backs up** the **message** of the story.
- 4) In a lot of songs, the verse and the chorus are both 8 bars long. This gives the song a **balanced** feel.
- 5) Most songs go verse, chorus, verse, chorus, etc. But there's **no rule** about this. You can use verses and choruses in **any order you like**, e.g. chorus, verse, verse, verse, chorus, verse, chorus. It's up to you.

The **middle 8** is an example of a **bridge**.

Bridges are used to link different sections. – verse and chorus, verse and verse, a show bit and fast bit ...

A song needs an **Intro** and a **Coda**.

Introductions have two jobs: they grab the audience's **attention** and **set the mood** for the song.

The **Coda** is an ending that's different from the verse and the chorus.

You can use the **Coda** to create a big **finish**, or just **fade out**.

Instrumentals let the player show off. An instrumental section is one of those bits where the singer has a rest, and somebody else – maybe the lead guitar or keyboard – get to play their little hearts out. They use the same chords as the verse or chorus.