

### Happy Music

- Use Major Chords
- Ascending melody line (mostly moving upwards)
- Shorter rhythms
- Loud Dynamics
- Sometimes High Pitch
- Faster Tempo

### Sad Music

- Use Minor Chords
- Descending melody line (mostly moving downwards)
- Longer rhythms
- Softer Dynamics
- Sometimes Low Pitch
- Slower Tempo

## EXPRESSION IN MUSIC

**Chord** – more than two notes played together

**Melody** – the tune.

**Drone** – A long held note or repeated note.

**Ostinato** – A repeated pattern.

**Tempo** – How fast or slow the music is.

**Dynamics** – How loud or soft the music is.

**Texture** – How many instruments / parts are laying

**Pitch** – How high or low the music is

**Pianissimo (pp)** – very quiet.

**Piano (p)** – quiet

**Forte (f)** – loud

**Fortissimo (ff)** – very loud

**Mezzo Piano (mp)** – Moderately soft

**Mezzo Forte (mf)** – moderately loud

**Polyphonic** – lots of instruments / parts

**Monophonic** – one voice or instrument

### Dancing Music

- Use Major Chords
- Use 3/4 time (um pah pah)
- Medium Tempo

### Chords

- Major Chords:  
I = CEG, ii = DFA,  
IV = FAC,  
V = GBD
- Minor Chords:  
I = ACE, ii = BDF,  
iv = DFA,  
V = EGB

### Modest Mussorgsky



- Modest Mussorgsky was a German composer in the Romantic Period (late 18<sup>th</sup> and 19<sup>th</sup> Century)
- In the Romantic period, music became more expressive and emotional, expanding to include literacy and art.
- In 1874 Mussorgsky wrote a series of 10 pieces of music called 'Pictures at an Exhibition'
- These pieces were inspired by Mussorgsky walking around an exhibition of paintings.
- The music depicts his tour of the exhibition, with each of the ten pieces of music serving as a musical illustration of each of the paintings he viewed.

**PAINTINGS AT AN EXHIBITION**

**THE GNOME**

**Describe the Tempo and the Dynamics.**

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**Why is the tempo suitable for this picture?**

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**The Old Castle**

**Describe the Texture. What instruments can you hear?**

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**How does the music match the picture?**

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**The Unhatched Chicks**

**Which family of instruments are used?**

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**Describe the pitch. How does Mussorgsky use pitch to match the picture?**

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The Old Castle - Planning



Timbre / Instrument –

Tempo –

Pitch –

Dynamics (pp,p,f,ff) –

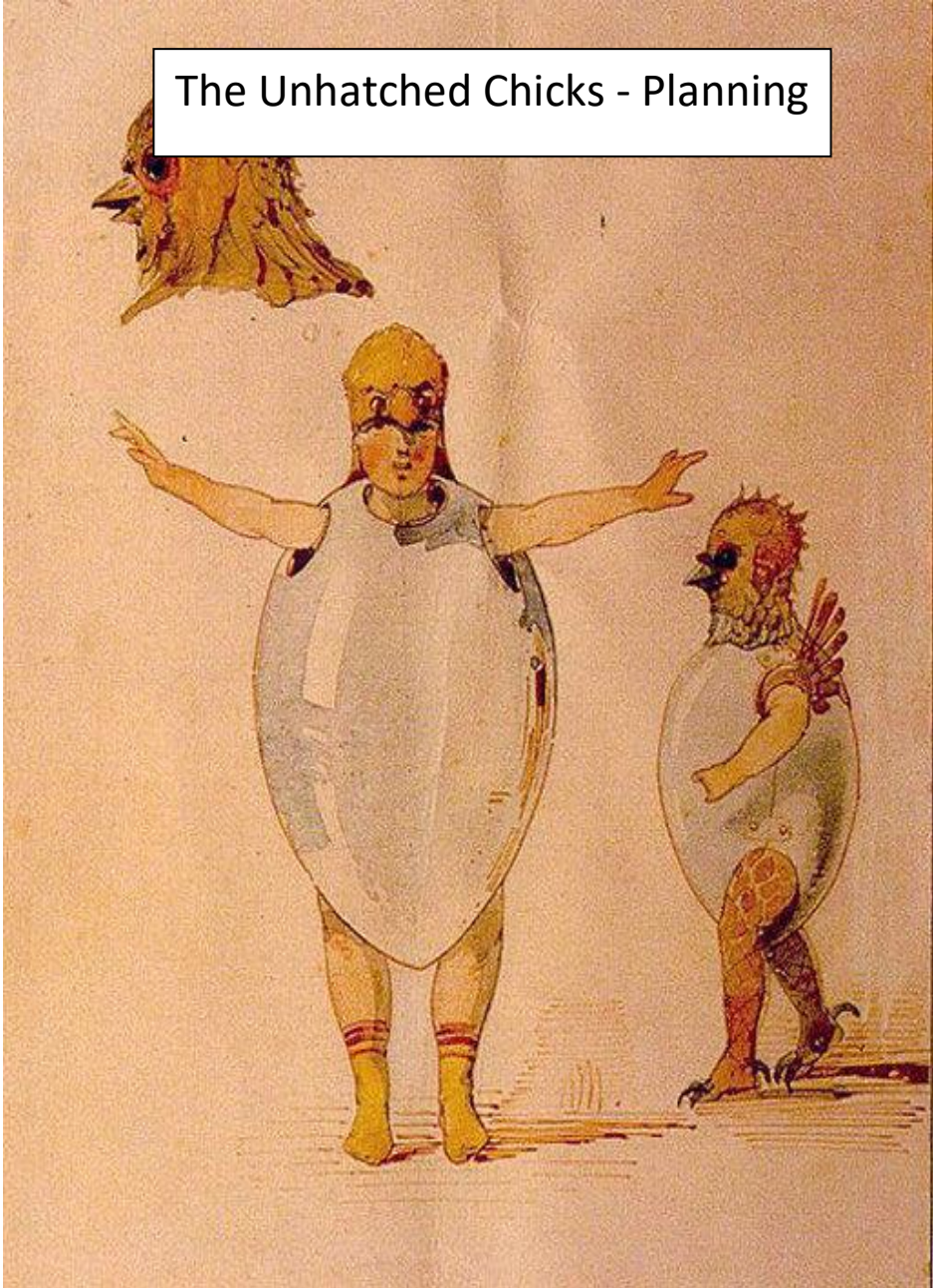
Texture (polyphonic, Homophonic) –

**Chords – Major (happy) / Minor (sad)**

Major: C (CEG), D (DFA), F (FAC), G(GBD)

Minor: E (EGB), F# (F#AC), A (ACE), B (BDF#)

The Unhatched Chicks - Planning



Timbre / Instrument –

Tempo –

Pitch –

Dynamics (pp,p,f,ff) –

Texture (polyphonic, Homophonic) –

**Chords – Major (happy) / Minor (sad)**

Major: C (CEG), D (DFA), F (FAC), G(GBD)

Minor: E (EGB), F# (F#AC), A (ACE), B (BDF#)

## The Gnome - Planning



Timbre / Instrument –

Tempo –

Pitch –

Dynamics (pp,p,f,ff) –

Texture (polyphonic, Homophonic) –

**Chords – Major (happy) / Minor (sad)**

Major: C (CEG), D (DFA), F (FAC), G(GBD)

Minor: E (EGB), F# (F#AC), A (ACE), B (BDF#)

## DO NOW: KEY WORD MATCH UP

Match up the key words to the meanings

|    |                 |  |  |
|----|-----------------|--|--|
| 1  | Chord           |  | Fast or slow music.                                  |
| 2  | Melody          |  | How many instruments are playing.                    |
| 3  | Accompaniment   |  | A long held note or repeated note.                   |
| 4  | Drone           |  | How loud or soft the music is.                       |
| 5  | Ostinato        |  | Music that is not the tune and is in the background. |
| 6  | Dynamics        |  | Soft dynamics  |
| 7  | Tempo           |  | Loud dynamics  |
| 8  | Texture         |  | Very soft dynamics                                   |
| 9  | Pitch           |  | Very loud dynamics                                   |
| 10 | Pianissimo (pp) |  | More than 2 notes played together.                   |
| 11 | Fortissimo (ff) |  | The tune.  |
| 12 | Piano (p)       |  | How high or low the sounds are.                      |
| 13 | Forte (f)       |  | A repeating pattern.                                 |
| 14 | Polyphonic      |  | Lots of voices or instruments                        |
| 15 | Monophonic      |  | One voice or instrument                              |

**Year 7 - 'Music & Art' Whole Class Teacher Feedback**

**Key Words:**  
 Chord  
 Melody  
 Accompaniment  
 Drone  
 Ostinato  
 Dynamics  
 Tempo  
 Texture  
 Pitch  
 Piano (p)  
 Forte (f)  
 Pianissimo (pp)  
 Fortissimo (ff)  
 Polyphonic  
 Monophonic

**You will now perform your Music and Art compositions to the class. At the end your teacher will give you some letters, these are your feedback comments. Highlight the letters below and read them. You should then use this feedback to write yourself a FIP target below:**

**WWW:**

- A: Well done, you created music that matched your chosen picture excellently.
- B: Well done, you created music that matched your chosen picture well.
- C: Well done, you created music that matched your chosen picture in some places.
- D: You worked really hard during lessons.
- E: You worked quite well during lessons.

**EBI:**

- F: Write a melody line using notes from the chords / drone so the melody matches the chords.
- G: Make sure I am picking appropriate timbres (instruments / sounds) that match my chosen picture.
- H: Compose more than one rhythmic / melodic idea.
- I: Plan my composition properly so I have a good guide to follow.
- J: Write down my ideas and practice them rather than improvising the performance.
- K: Focus during my lesson time to make sure I achieve my best.
- L: Make my composition longer.
- M: Try to have more than one idea playing at a time, so that my composition is layered.
- N: Add an accompaniment part (chords, Drone, Ostinato)
- O: Compose more complicated rhythms / melodies.
- P: Add Dynamics to my composition (pp, p, ff, f)

**SR:** Use all the feedback that you have been given to set yourself a FIP target for the next topic. Think about the following: Practice skills, Performing skills, Attitude and behaviour.

My target is....

**DO NOW: Put these Dynamic Markings in the correct order from quietest to loudest**

**p, f, ff, mp, mf, pp**

Extension: Write the full names of the Dynamic markings underneath

|            |       |       |       |       |       |
|------------|-------|-------|-------|-------|-------|
| pp         |       |       |       |       |       |
| _____      | _____ | _____ | _____ | _____ | _____ |
| pianissimo |       |       |       |       |       |
| _____      | _____ | _____ | _____ | _____ | _____ |



# Cinderella Story Sheet



| <u>Story Line</u>  | <u>Musical Ideas – Instruments, Tempo, Texture, Dynamics, Pitch, Sound Effects</u> |
|--|--|
| Once upon a time there was a <b>SAD</b> girl called Cinderella who was made to do all the housework.   |  |
| She had two very ugly and <b>LAZY</b> sisters who were going to a grand ball.  |  |
| Cinderella was not allowed to go but a fairy godmother used her <b>MAGIC POWERS</b> to transform Cinderella’s clothes and a pumpkin into a carriage so she could go to the ball. |  |
| Cinderella and the Prince <b>DANCED</b> all night.   |  |
| As midnight struck, Cinderella suddenly remembered she had to leave and <b>RAN</b> out of the castle so <b>FAST</b> she lost her shoe.   |  |
| Cinderella was back at home in her rags feeling <b>SAD</b> again.  |  |
| A <b>KNOCK</b> at the door, it was the Prince who wanted to find the owner of the shoe, everyone tried it but it only fitted a very <b>HAPPY</b> Cinderella.                     |  |



## Fact Retrieval



|  |  |  |
|--|--|--|
| Put these Dynamic markings in the right order from loudest to quietest<br>p, f, ff, mp, mf, pp<br>[6 mark] | Where does Samba music come from?<br>[1 mark]                      | What are the four families of the Orchestra<br>[4 mark]          |
|  |  |  |
| What does the word Ostinato mean?<br>[1 mark]  | What instrument stops and starts the Samba?<br>[1 mark]            | Name the four main instruments of the String family?<br>[4 mark] |
|  |  |  |
| What does Polyphonic mean?<br>[1 mark]   | What instrument keeps the steady pulse in Samba music?<br>[1 mark] | Name two roles of the Conductor?<br>[2 marks]                    |
|  |  |  |

|                  |                   |                  |
|------------------|-------------------|------------------|
| <b>Last week</b> | <b>Last month</b> | <b>Way back!</b> |
|------------------|-------------------|------------------|

**Total points    /21**

| Learning Question  | Success Criteria   | Achieved? |
|--|--|-----------|
| <p><u>Week 5-6</u><br/><u>Cinderella Composition</u></p> <p>How to compose music to match a story?</p> | As: Develop a musical idea for the story using some appropriate timbres and rhythms.   |           |
|  | En: Develop a complex musical idea for the story, selecting appropriate timbres and rhythms.   |           |
|  | Ac: Develop a complex and appropriate musical idea for the story, select appropriate timbres using imaginative rhythms and complex melodies.                       |           |
|  | As: Show <b>basic</b> use of the instruments, playing similar or the same parts as other members of the group.   |           |
|  | En: Show <b>good</b> use of the instruments, playing an independent part that forms part of the whole performance.   |           |
|  | Ac: Show <b>very good</b> use of the instruments, playing an independent part that forms part of the whole performance.  |           |
|  | As: Have a completed composition but each bullet point of the story may only last for a short amount of time.  |           |
|  | En: Have a well organised, structured and completed composition, each bullet point lasting for a good length of time.  |           |
|  | Ac: Have a well organised, structured and completed composition, each bullet point lasting for a considerable amount of time. (The music may continue throughout.) |           |
|  | As: Write a simple rhythmic / melodic part. Showing some awareness of Tempo and Pitch.   |           |
|  | En: Write a catchy rhythmic / melodic part. Showing some awareness of Texture, Tempo, Dynamics and Pitch.  |           |
|  | Ac: Write well-constructed melody / rhythmic parts. Showing a clear awareness of Texture, Tempo, Dynamics and Pitch.   |           |
|  | As: Compose a completed piece, but may be short.   |           |
|  | En: Compose a completed piece that matches the story well.   |           |
| Ac: Compose a completed composition appropriate to the brief that matches the story excellently.       |  |           |
| <p><b>Peer Comment:</b> WWW &amp; EBI: (use the success criteria above to help you)</p>                |  |           |