

Stage 5 Music
Learning-from-home
booklet

Week 2 of Tamworth
Lockdown, August 2021

Listening task

Choose a song. It can be any style, performed by any artist, from any decade or time period.

Do not choose a song that contains highly offensive language and/or inappropriate themes. This activity is for school and it needs to be treated the same as if we were in the classroom.

As you listen to your song, answer the following questions as best you can.

1. Outline the structure (sections eg. verse, chorus, etc.) of the song.

2. What is the time signature? In other words, how many beats are in each bar?

3. A 'hook' is a repeated word or phrase in a piece of popular music. What is the 'hook' of this song?

4. Complete the following table:

Instruments in the song	Describe its tone colour – use descriptive or 'mood' words eg. Haunting, shrill, deep, etc.	What family of instruments does it belong to? Eg. Strings, woodwind, brass, percussion, etc.

5. What is the tempo (speed of the beat) of the song? Colour in your answer.

andante	at an easy walking pace
allegro	fast
moderato	at a moderate pace
vivace (pronounced 'viv-arch-ay')	lively

Listening task

Choose a song. It can be any style, performed by any artist, from any decade or time period.

Do not choose a song that contains highly offensive language and/or inappropriate themes. This activity is for school and it needs to be treated the same as if we were in the classroom.

As you listen to your song, answer the following questions as best you can.

1. Outline the structure (sections eg. verse, chorus, etc.) of the song.

2. What is the time signature? In other words, how many beats are in each bar?

3. A 'hook' is a repeated word or phrase in a piece of popular music. What is the 'hook' of this song?

4. Complete the following table:

Instruments in the song	Describe its tone colour – use descriptive or 'mood' words eg. Haunting, shrill, deep, etc.	What family of instruments does it belong to? Eg. Strings, woodwind, brass, percussion, etc.

5. What is the tempo (speed of the beat) of the song? Colour in your answer.

andante	at an easy walking pace
allegro	fast
moderato	at a moderate pace
vivace (pronounced 'viv-arch-ay')	lively

Listening task

Choose a song. It can be any style, performed by any artist, from any decade or time period.

Do not choose a song that contains highly offensive language and/or inappropriate themes. This activity is for school and it needs to be treated the same as if we were in the classroom.

As you listen to your song, answer the following questions as best you can.

1. Outline the structure (sections eg. verse, chorus, etc.) of the song.

2. What is the time signature? In other words, how many beats are in each bar?

3. A 'hook' is a repeated word or phrase in a piece of popular music. What is the 'hook' of this song?

4. Complete the following table:

Instruments in the song	Describe its tone colour – use descriptive or 'mood' words eg. Haunting, shrill, deep, etc.	What family of instruments does it belong to? Eg. Strings, woodwind, brass, percussion, etc.

5. What is the tempo (speed of the beat) of the song? Colour in your answer.

andante	at an easy walking pace
allegro	fast
moderato	at a moderate pace
vivace (pronounced 'viv-arch-ay')	lively

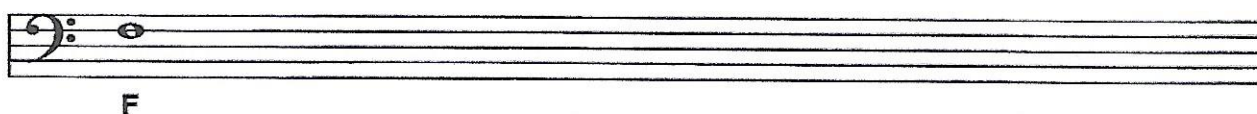
Lesson Four

BASS LINES AND SPACES

A BASS CLEF is used for the notes below middle C. The bass or F clef has two dots after it, one on each side of the fourth line of the stave, giving it the name of F. So the note on that line will be F.

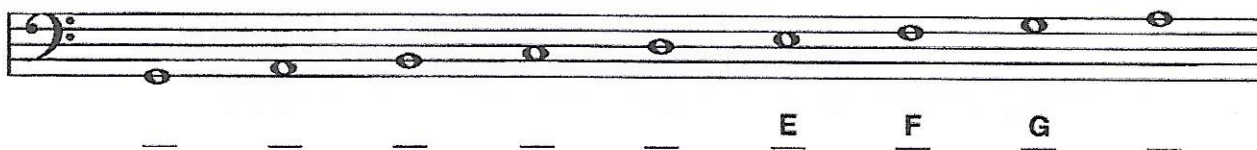
EXERCISES

- Copy this bass clef six times and write the note F beside each clef.

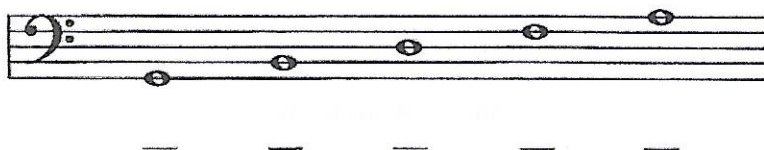


From this F we can work out the names of all the other notes on the bass stave.

- Some of the notes on this stave have been named. Fill in the rest.



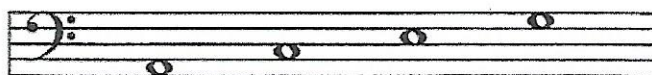
- Notice the names of the notes on the lines – G B D F A. Think of the treble lines – E G B D F, cross off the bottom one, E, and add A at the top – G B D F A. Write these names under the notes below.



- Learn the names of the notes on the lines in the bass from memory. A sentence like "Good Birds Don't Fly Away" may be a help.
- Turn the following crotchets into quavers by adding a tail to each.

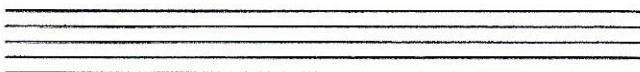


6. Write below each quaver in exercise 5 its letter name.
7. Look back to the staff at exercise 2 and notice the names of the notes on the spaces – A C E G. Think of the treble spaces – F A C E, cross off the bottom one, F, and add G at the top – A C E G.
Write these names under the notes below.



— — — —

8. Learn the names of the notes on the spaces in the bass from memory. A sentence like “All Cows Eat Grass” may be a help.
9. On the staff below write a bass clef then write as minims the notes named, all on spaces.



G E C A

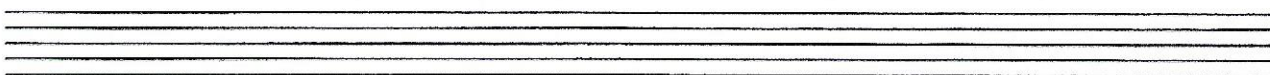
10. Below each of these crotchets write its name.



— — — — — — — —

11. Using semibreves, write the following notes in the bass: –

- | | |
|-----------------------|------------------------------|
| (i) A in a space | (vi) D |
| (ii) F on a line | (vii) E |
| (iii) C | (viii) A on a line |
| (iv) G, space or line | (ix) F below the first line. |
| (v) B | |



Did you remember the clef at the beginning of the staff?

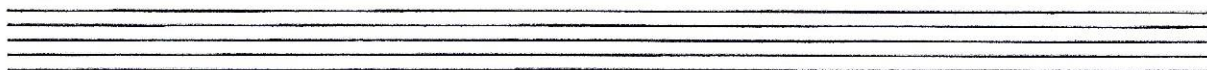
12. The bass clef is also called the F clef. Why?

13. What is the treble clef also called?
14. What does the treble clef written at the beginning of a stave tell us about the notes written on that stave?
15. What are the names of the notes on the lines in the treble?
16. What are the names of the notes on the lines in the bass?
17. What are the names of the spaces in the treble?
18. What are the names of the spaces in the bass?
19. To what do these letters refer – G, B, D, F, A?
20. What is the other name for the bass clef?
21. Below each note write its letter-name. Notice the clef each time.



22. Using the proper clefs, write the following notes in quavers connected by a beam.

- (i) A and B in the bass,
- (ii) F and E in the treble,
- (iii) B and C in the treble,
- (iv) D, E, F, G in the bass



23. What sort of singer has his music written on the bass stave?
24. Name a deep-sounding instrument whose music would be written in the bass

Sounding strings

ADVERBS

Adverbs give us information about a verb, adjective or another adverb. They tell us where, when or how something happens.

Circle all the verbs in these sentences. An adverb is missing. On the right hand side of the page you will find three options for each gap. Fill in the circle next to the correct answer.

LIFTING THE STRINGS

1. The strings of lutes, lyres and zithers must be lifted so they can vibrate _____ ☐ free ☐ freely ☐ freefully

2. A bridge is a raised piece of wood that _____ raises the strings. ☐ easily ☐ easaly ☐ easy

3. On a violin, the bridge is made from _____ carved wood. ☐ finely ☐ finly ☐ fienly

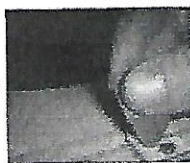


SOUNDING THE STRINGS

4. A common method of creating a sound on the string is to pluck _____ with the fingers or a plectrum. ☐ gentle ☐ jently ☐ gently

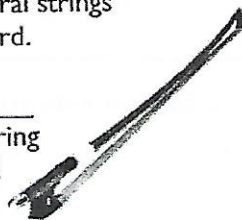
5. A plectrum, or pick, is a _____ carved piece of wood, metal or bone. ☐ good ☐ goodly ☐ well

6. Modern picks are _____ made of plastic. ☐ usually ☐ usual ☐ usally



7. A plectrum _____ plucks an individual string or strums several strings _____ to create a chord. ☐ neatly ☐ neat ☐ neattally ☐ quick ☐ quickly ☐ quickerly

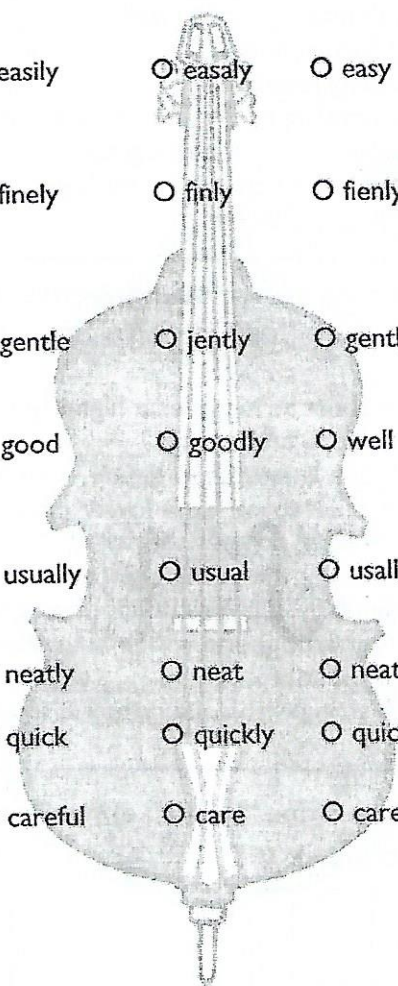
8. A bow is made from a _____ chosen piece of wood, with a string or hairs stretched from one end to the other. ☐ careful ☐ care ☐ carefully



9. Playing with a bow makes it possible to play sustained notes _____. ☐ sweetly ☐ sweet ☐ sweetfully

10. On some zithers, the performer uses a beater or a hammer to tap the string _____. ☐ sharp ☐ sharply ☐ sharpful

11. Strings are attached to a chordophone's neck by tying then _____ to the neck, or to a tuning peg. ☐ direct ☐ directally ☐ directly



Strings and pitch

Conjunctions can be used to compare things or ideas.

as _____ **as** compares two things,
saying one is the same as the other
or has the same qualities as the other
as cold as ice
as hungry as a lion

_____ **than** compares two things,
using comparing adjectives and
saying one has different qualities from the other
my sister is older than your sister
today is much colder than yesterday

1. That violin is _____ old _____ the hills.
2. I can't play _____ well _____ you can.
3. The harp sounded _____ delicate _____ sparkling jewellery.
4. The drawing of the ancient lyre was _____ detailed _____ a photograph.
5. The steel strings under my fingers felt _____ sharp _____ knives.

1. These days, the harp is more popular _____ the lyre.
2. She can play more complicated guitar pieces _____ I can.
3. The concert was even better _____ we hoped.
4. A double bass is much bigger _____ a violin.
5. This instrument is older _____ you!

Here are some statements about pitch and tone on chordophones. Write "than" or "as" on the lines provided to make each sentence correct.

1. A short string gives a higher pitch _____ a long one.
2. Imagine two strings _____ long _____ each other.
3. If one is stretched tightly, it sounds higher _____ the loose string.
4. A thick string has a lower pitch _____ a thin one.
5. A player presses the string _____ firmly _____ possible.
6. Pressing the string creates the same pitch _____ a shorter string.
7. Similarly, a large chordophone instrument sounds deeper in pitch _____ a small instrument.
8. A chordophone with a soundbox, or resonator, has a better tone _____ one without it.
9. A soundbox can be _____ effective _____ a microphone in projecting the sound.
10. A string with a soundbox is louder _____ a string without a soundbox.



Label one string "higher" and one string "lower" to indicate the pitch of each string in these diagrams.

Diagram 1

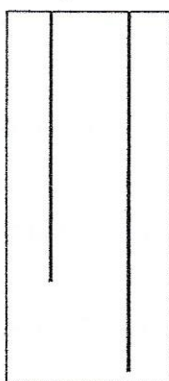


Diagram 2

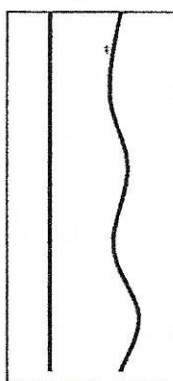


Diagram 3

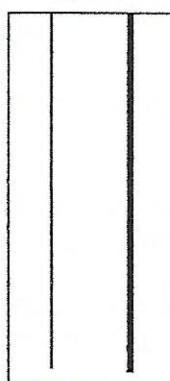
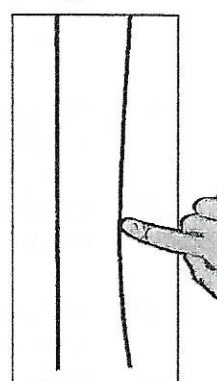


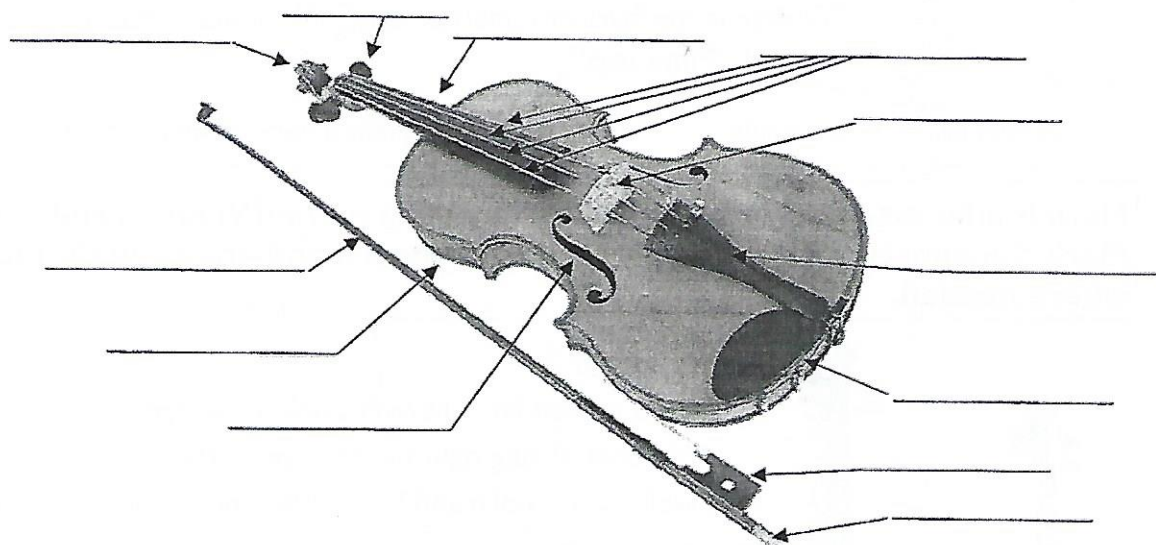
Diagram 4



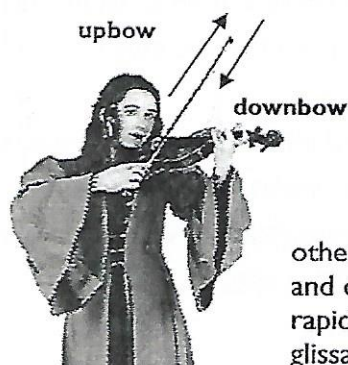
Violin

Label these parts of a violin and bow:

fingerboard chin rest scroll strings bridge sound hole
hair stick frog screw tuning pegs tailpiece



Read this information about ways of bowing and playing the violin. Add a capital letter at the beginning of each sentence and a full stop at the end.



the most common method of bowing is to play smooth down-strokes (called downbows) and up-strokes (called upbows) these result in a warm, singing legato sound legato means smooth in Italian the bow is drawn smoothly across the string from the bottom of the bow, near the frog, to the top

other bowing methods include detached, or staccato strokes, where up-bows and down-bows are short a tremolo marking means to play the same note rapidly, moving the bow just a little, up and down as quickly as possible a glissando happens when the performer slides his or her finger up or down on one string during an up-bow or down-bow

sometimes the performer is requested to play *col legno* which means "with wood" this means that the performer should turn the bow over and play with the wood of the bow instead of the hair double stopping refers to the technique of playing two strings at the same time pizzicato means to play without the bow, and instead to pluck strings with the fingers a mute can be placed on top of the bridge, making the sound softer and less vibrant



mute

Write the meanings of these words in point form on the lines provided.

legato

staccato

tremolo

glissando

col legno

double stopping

pizzicato

mute

Viola

We use quotation marks to show that someone is speaking. This is called direct speech. Keep all punctuation inside the quotation marks.

quotation marks

“Guitar is my favourite instrument,” announced Maria.
I added, “Mine too!”

comma before a direct quote exclamation mark, question mark or comma inside the quotation marks

Here is a fantasy conversation between a viola named Vi and a violin named Lin. Mark the punctuation correctly for direct speech and add capitals and full stops where needed.



LIN
the violin

VI
the viola



the
beautiful
viola
clef

hi lin said vi.

hello replied lin. I haven't seen you in ages.

I've been sitting right next to you in the orchestra pit for days!
well, I am a violin and I'm far too important to be talking to a mere viola.

what's so special about you violins asked vi

we get to play the melody replied lin there are 48 of us in the orchestra so we outnumber you violas and we're much more popular.

vi was upset. she was sick and tired of all the criticism of violas.
it's time for an education vi, she said. violas are the most misunderstood instruments in the orchestra. we violas are just a little bit bigger than you violins but we're special.

what's so different about you asked lin

my body is larger than yours, replied vi, and my strings are longer so my sound is lower and even more mellow than yours.
my low C string sounds amazing

that's true said lin I can't play like that. why doesn't your music look the same as mine?

well, said vi. we have our very own clef - the alto clef.

why do we need you in the orchestra asked vi

you can't play a symphony without us smiled vi. you need us for lower harmony notes and a nice throaty viola tone

thanks for the chat vi said lin see you around the pit!

absolutely replied vi, smiling.