

## Year 8 Music Revision for Summer Assessment

### Pitch

- \*The five lines for musical notation are called **staves**.
- \*The symbol at the beginning of each staff is called a **clef**: it shows the pitch of notes on the staves.
- \*The most common clef is the **treble clef**. It has a curved shape which wraps around the note 'G'.
- \***Practise naming the pitches on the treble staff below using letters of the alphabet.**

Treble clef

A B C D E F G A B C D E F G A B C

### Rhythm

- \*The numbers at the beginning of a staff are the **time signature**. They describe the number of beats in each bar of music.
- \*The time signature 4/4 describes 4 crotchet beats in each bar.
- \*The time signature 3/4 describes 3 crotchet beats in each bar.
- \***Practise naming these note and rest lengths and identifying their values in beats.**

#### Note lengths

4/4 time signature (4 crotchet beats per bar)

Semibreve	Minim	Minim	Dotted minim	Crotchet	Dotted crotchet	Quavers	Semiquavers
Number of beats → 4	2	2	3	1	1.5	1/2 1/2 1/2	1/4 1/4 1/4 1/4

3/4 time signature (3 crotchet beats per bar)

Dotted minim	Minim	Crotchet	Dotted crotchet	Quavers	Semiquavers
Number of beats → 3	2	1	1.5	1/2 1/2	1/4 1/4

#### Rest lengths

4/4 time signature (4 crotchet beats per bar)

Semibreve rest	Minim rest	Minim rest	Dotted minim rest	Crotchet rest	Dotted crotchet rest	Quaver rests	Semiquaver rests
Number of beats → 4 or whole bar	2	2	3	1	1.5	1/2 1/2 1/2	1/4 1/4 1/4 1/4

### Instruments of the Orchestra

- \*The instrument families of the orchestra are:

**Woodwind    Brass    Percussion    Strings**

- \*The common instruments of the orchestra are:

**Piccolo Flute Oboe Clarinet Bassoon (Woodwind)**  
**French horn Trumpet Trombone Tuba (Brass)**  
**Timpani Cymbals Bass drum Snare drum Xylophone Glockenspiel (Percussion)**  
**Violin Viola Cello Double bass Harp (Strings)**

- \*Follow the [link](https://sites.google.com/view/musicstudyhub/curricular-music/ks3-music/year-7-music/y7-orchestra) to practise listening to Benjamin Britten's 'Young Person's Guide To The Orchestra' and naming the instrument(s) which play the main melody (tune) in each section of the piece:

<https://sites.google.com/view/musicstudyhub/curricular-music/ks3-music/year-7-music/y7-orchestra>

## The Elements of Music

\*Follow the [link](https://sites.google.com/view/musicstudyhub/curricular-music/ks3-music/year-7-music/y7-elements-of-music) to practise listening to musical examples illustrating the elements of music:

<https://sites.google.com/view/musicstudyhub/curricular-music/ks3-music/year-7-music/y7-elements-of-music>

\*Revise and practise using the words in bold to describe the music you hear.

\***Only words in bold are required for the assessment** – other words are included only to help your understanding.

### Dynamics

\*Dynamics describes the volume of music: how loud or soft the music is. Dynamic changes may be sudden or gradual.

\*Follow the [link](https://sites.google.com/view/musicstudyhub/curricular-music/ks3-music/year-7-music/y7-elements-of-music) to practise listening to musical examples illustrating dynamics:

<https://sites.google.com/view/musicstudyhub/curricular-music/ks3-music/year-7-music/y7-elements-of-music>

\*Practise using the following words to describe the dynamics you hear in the music:

**Forte** (loud)    **Crescendo** (getting gradually louder)

**Piano** (soft)    **Diminuendo** (getting gradually softer)

### Timbre

\*Timbre describes the nature or quality of a sound. Each musical instrument has its own distinctive timbre. Musical instruments from the same family often have similar timbres.

\*Follow the [link](https://sites.google.com/view/musicstudyhub/curricular-music/ks3-music/year-7-music/y7-elements-of-music) to practise listening to musical examples illustrating timbre:

<https://sites.google.com/view/musicstudyhub/curricular-music/ks3-music/year-7-music/y7-elements-of-music>

\*Practise using the following words to describe the family of instruments you hear in the music:

**Woodwind**    **Brass**    **Percussion**    **Strings**    **Synthesisers** (electronic instruments)

### Tempo

\*Tempo describes the speed of a piece of music. The tempo of a piece is measured by its pulse (beat), and how fast or slow this is.

\*Follow the [link](https://sites.google.com/view/musicstudyhub/curricular-music/ks3-music/year-7-music/y7-elements-of-music) to practise listening to musical examples illustrating tempo:

<https://sites.google.com/view/musicstudyhub/curricular-music/ks3-music/year-7-music/y7-elements-of-music>

\*Practise using the following words to describe the tempo of the music you hear:

**Allegro** (fast)    **Moderato** (moderate pace)    **Andante** (walking pace)    **Adagio** (slow)

**Accelerando** (getting faster)    **Rallentando** (getting slower)

### Pitch and Melody

\*Pitch describes how high or low a sound is. When different pitches are played one after another, a melody (tune) is created. A melody may be high or low in pitch. It may ascend (get higher) or descend (get lower) in pitch.

\*Follow the [link](https://sites.google.com/view/musicstudyhub/curricular-music/ks3-music/year-7-music/y7-elements-of-music) to practise listening to musical examples illustrating pitch and melody:

<https://sites.google.com/view/musicstudyhub/curricular-music/ks3-music/year-7-music/y7-elements-of-music>

\*Practise using the following words to describe the pitch of the melody you hear in the music:

**Mainly high in pitch**    **Mainly low in pitch**

**Ascending** (getting higher in pitch)    **Descending** (getting lower in pitch)

### Rhythm

Rhythm describes how musical sounds (including pitches) and silences (known as rests) of different durations (lengths) are organised, one after another, to create a pattern. Combining longer and shorter note lengths in different ways results in different rhythms.

\*Follow the [link](https://sites.google.com/view/musicstudyhub/curricular-music/ks3-music/year-7-music/y7-elements-of-music) to practise listening to musical examples illustrating rhythm:

<https://sites.google.com/view/musicstudyhub/curricular-music/ks3-music/year-7-music/y7-elements-of-music>

\*Practise using the following words to describe the rhythm you hear in the music:

**Using mainly longer note lengths**    **Using mainly shorter note lengths**

### Harmony

\*Harmony describes the relationship between sounds of different pitches played or sung simultaneously. Pitches which come from the same chord (and therefore complement each other) create consonant harmony when heard together. Pitches which come from different chords (and therefore clash with each other) create dissonant harmony when heard together.

\*Follow the [link](https://sites.google.com/view/musicstudyhub/curricular-music/ks3-music/year-7-music/y7-elements-of-music) to practise listening to musical examples illustrating harmony:

<https://sites.google.com/view/musicstudyhub/curricular-music/ks3-music/year-7-music/y7-elements-of-music>

\*Practise using the following words to describe the harmony you hear in the music:

**Mainly consonant** ('non-clashing' harmony)    **Mainly dissonant** ('clashing' harmony)

### Tonality (Key)

\*Tonality describes the collection of pitches (notes) used to compose a piece of music, and the relationship between them. Music in a major key often sounds 'happy' or 'calm'. Music in a minor key often sounds 'sad' or 'dramatic'.

\*Follow the [link](https://sites.google.com/view/musicstudyhub/curricular-music/ks3-music/year-7-music/y7-elements-of-music) to practise listening to musical examples illustrating tonality (key):

<https://sites.google.com/view/musicstudyhub/curricular-music/ks3-music/year-7-music/y7-elements-of-music>

\*Practise using the following words to describe the tonality you hear in the music:

**Mainly in a major key** (sounding 'happy')    **Mainly in a minor key** (sounding 'sad' or 'angry')

## World Music 1: Celtic Folk Music

\*Follow the [link](#) to listen to examples of Celtic folk music:

<https://sites.google.com/view/musicstudyhub/curricular-music/ks3-music/year-8-music/y8-celtic-folk-music/celtic-folk-instruments>

\*Revise and practise using the words in bold to describe the music you hear.

\***Only words in bold are required for the assessment** – other words are included only to help your understanding.

Traditional Celtic folk music originates from the **Celtic** nations within and around the British Isles, with music from **Ireland** and **Scotland** remaining the most important. Like most folk music, Celtic folk music belongs to an **oral tradition**: the music is learned and shared by 'word of mouth' (by ear) instead of notated sheet music.

Common features of Celtic folk music include:

**Pentatonic melodies**: tunes based on five different notes, helping to make them simple, with a small range.

**Conjunct melodies**: melodies which move mainly by step and small jumps.

**Repeating motifs**: short, repeated musical ideas.

**Ornaments**: extra notes decorating the main notes of the melody, improvised by the player.

**Drone accompaniments**: sustained or repeated notes to accompany a melody.

Common instruments of Celtic folk music include:

**Bodhran**: a hand held drum.

**Bagpipes**: (Scottish) played by blowing into a bag squeezed under the arm, pushing air through pipes of different lengths.

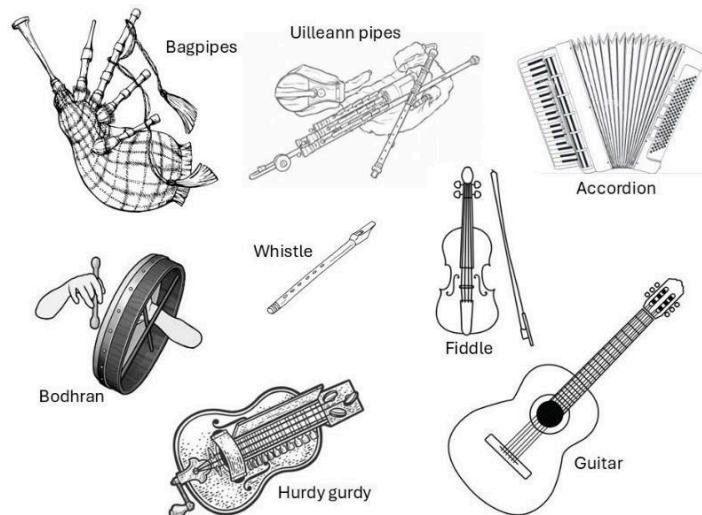
**Uilleann pipes**: (Irish) like bagpipes, but played by pumping air into a bag using bellows.

**Whistle**: like a recorder, played by blowing into a wooden or metal tube with finger holes.

**Fiddle**: the folk name for a violin, it has four strings played with a bow.

**Hurdy gurdy**: played by rotating a wheel which 'scrapes' strings, and by pressing keys which change their length and pitch.

**Guitar**: with six strings, played by picking (plucking) or strumming.



## World Music 2: Indian Classical Music

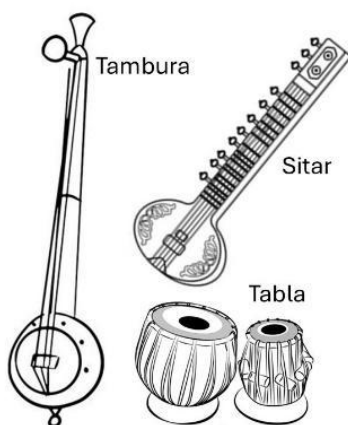
\*Follow the [link](#) to listen to examples of Indian classical music:

<https://sites.google.com/view/musicstudyhub/curricular-music/ks3-music/year-8-music/y8-indian-classical-music>

\*Revise and practise using the words in bold to describe the music you hear.

\***Only words in bold are required for the assessment** – other words are included only to help your understanding.

Anoushka Shankar's Rag Desh (Live at Carnegie Hall 2001) is performed by three common Indian classical instruments:



**Tambura**: a plucked string instrument. It begins the piece and plays a **drone** throughout: (the same notes repeated/sustained).

**Sitar**: a plucked string instrument with frets similar to a guitar. The sitar enters next playing a **melody** (tune) **improvised** (composed as it is played) using notes from the **raga** or **rag** (a pattern of pitches similar to a scale).

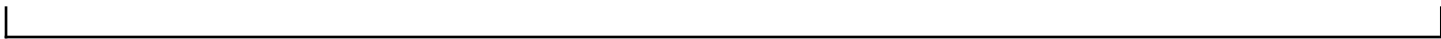
**Tabla**: a pair of drums, one larger, one smaller, played by hand. They play a **rhythmic pattern** later in the music, also **improvised** (composed as it is played) based on a **tala** (a pattern of beats similar to a **time signature**).

\*Listen to Anoushka Shankar's Rag Desh and practise using the words below to describe the three sections typical of Indian classical music:

Section 1: **slow, long notes, free tempo** (the music gently speeds up and slows down)

Section 2: **faster, shorter note lengths, steady pulse** (the music remains at a constant speed)

Section 3: **very fast, very short note lengths, virtuosic** (showing off the player's skill)



### World Music 3: West African Traditional Music

\*Follow the [link](https://sites.google.com/view/musicstudyhub/curricular-music/ks3-music/year-8-music/y8-west-african-traditional-music/4-instruments) to listen to examples of West African traditional music.

<https://sites.google.com/view/musicstudyhub/curricular-music/ks3-music/year-8-music/y8-west-african-traditional-music/4-instruments>

\*Revise and practise using the words in bold to describe the music you hear.

\***Only words in bold are required for the assessment** – other words are included only to help your understanding.

West African traditional music originates from countries on the **west coast of Africa**. It belongs to an **oral tradition** (passed on by voice/ear), characterised by **singing, drumming, and dancing** ensembles, linked to community **celebrations and rituals**. During the transatlantic **slave trade**, traditional West African and European music mixed in the **Americas**, leading to the development of modern **pop music**.

Common features of West African traditional music include:

\***Pentatonic melodies**: tunes based on five different notes.

\***Syncopated rhythms**: 'off-beat' rhythms.

\***Cross-rhythms**: when different 'off-beat' rhythms are played simultaneously.

\***Swing rhythms**: 'long-short, long-short' rhythms.

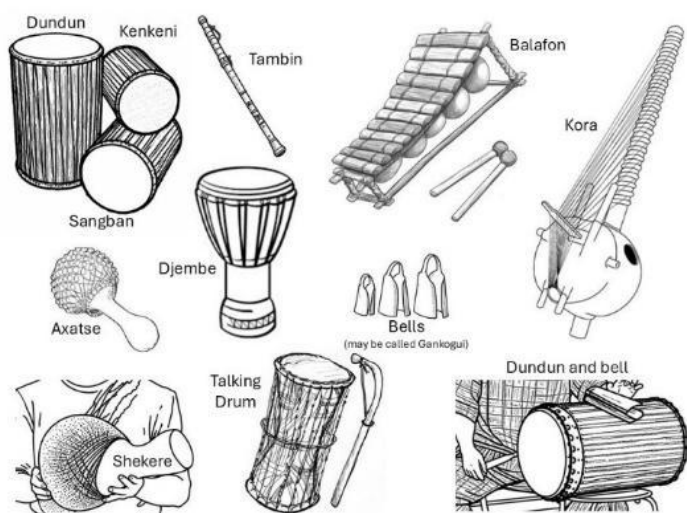
\***Call and response**: when musical phrases are performed in turn by different musicians / groups.

Common instruments of West African music include:

\***Djembe**: a single-headed, goblet shaped drum played with the hands used to lead drum ensembles, especially when played by the 'master drummer'.

\***Dundun family**: cylindrical drums, each played on its side with a straight stick to accompany drum ensembles.

\***Bell**: a folded, rounded piece of metal, attached to the dundun family.



### The Blues

\*Follow the [link](https://sites.google.com/view/musicstudyhub/curricular-music/ks3-music/year-8-music/y8-the-blues) to listen to examples of Blues music.

<https://sites.google.com/view/musicstudyhub/curricular-music/ks3-music/year-8-music/y8-the-blues>

\*Revise and practise using the words in bold to describe the music you hear.

\***Only words in bold are required for the assessment** – other words are included only to help your understanding.

Blues music developed in the late 19<sup>th</sup> century within **African American** communities, combining features of spirituals, work songs and gospel music.

Common features of blues music include:

**Syncopated rhythms**: rhythms which are played 'off the beat'

**Swing rhythms**: rhythms with 'uneven' quavers in a 'long-short-long-short' pattern.

**Improvisation**: composing music as it is played.

**Call and response**: two or more instruments/voices play in turn, like a conversation.

**Blues scale**: notes used to improvise blues melodies, such as the 'C' blues scale: C, E flat, F, F sharp, G and B flat.

**12-bar blues**: a chord pattern used to accompany blues music, such as the 'C' 12-bar blues: C C C F F C C G F C C

**Rhythm section**: jazz instruments which usually play a rhythmic accompaniment, typically piano, double bass, drum kit.

**Front line instruments**: jazz instruments which usually play the melody, such as trumpet, trombone, saxophone, clarinet.

**Scat singing**: singing without words, imitating a jazz instrument.

**Glissando**: sliding between notes

\*Listen to Louis Armstrong's West End Blues and practise using the words below to describe the following features:

Introduction: **Trumpet solo**

Chorus 1: **Trumpet** plays melody with long notes. **Rhythm section** and **front line instruments** play accompaniment.

Chorus 2: **Trombone** plays melody with **glissandos** (slides). **Rhythm section** play accompaniment.

Chorus 3: **Clarinet and scat singing melody** in **call and response**. **Rhythm section** play accompaniment.

Chorus 4: **Piano right hand melody** with **piano left hand stride bass** accompaniment.

Chorus 5: **Trumpet** plays melody with long notes. **Rhythm section** and **front line instruments** play accompaniment.

Coda: All instruments play **sustained chords** together.