





Year 7 Knowledge Book

In Year 7 we will look at the following elements of music, which are the building blocks of all music. They are;

- Rhythm (Duration)
- Melody (Pitch)
- Instruments (Timbre)
- Pentatonic scales (Structure)
- Ostinato & Chords (Backings & harmonies)
- Graphic Scores (Texture and Dynamics)

Note Values Unit 1 (Rhythm)

We learn about pulse, which underlies all music and how to notate and perform the following rhythms;

Crotchet		1 Beat
Minim		2 Beats
Quaver		$\frac{1}{2} + \frac{1}{2}$ Beats
Crotchet Rest		1 beat rest

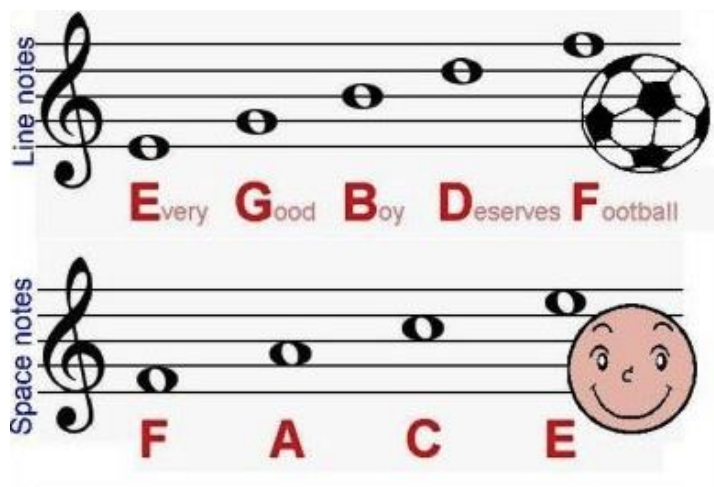
4 beats in a bar means you can use any combinations of the above that add up to 4, then draw a **bar line**, which divides all the beats into fours.

Our assessment project on rhythm, will be on “Rap” music and we will focus on the way words have natural rhythms and they can be fitted to rhythms of musical beats.

We will learn how to “Beatbox” rhythms and fit words to this. This will take a lot of group cooperation and teamwork.

Treble Note Names Unit 2 (Pitch)

We learn to understand how to read music, it doesn't have to be fluent, as long as you can work out the notes

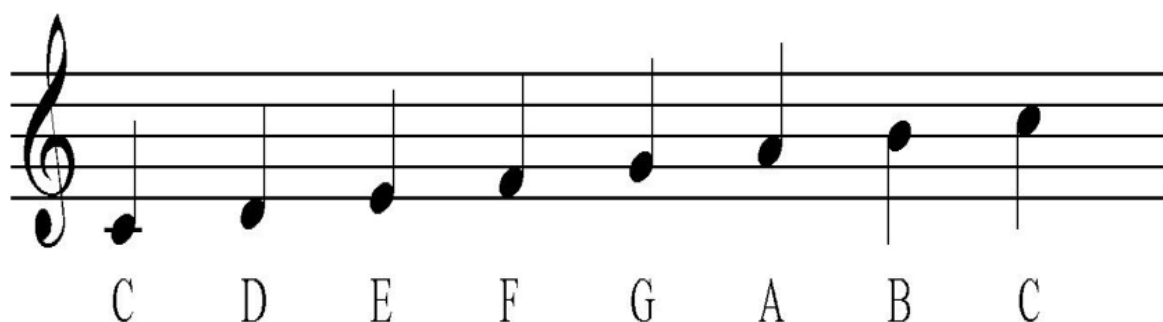


E G B D F are on the 5 lines and go up in pitch by 2 notes on the piano each time.

F A C E are on the 4 spaces between the lines and also go up in 2 notes on the piano each time.

We will apply this to a performance of "Love me Tender" by Elvis Presley from music notation and students will go on to compose a melody of their own from the **scale of C**. (Which is the white notes on a piano from one C to the next)

A Scale is a line of notes that we use to make melodies



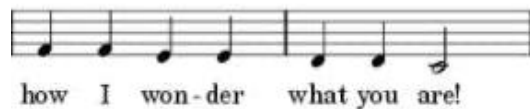
Question and Answer is where the first half of a tune in a line is followed by another to finish each line off. Most tunes have 4 lines.

Here is an example of the first line of a song with Question & Answer;

QUESTION



ANSWER



Instruments of the Orchestra Unit 3 (Timbre)

An Orchestra has 4 families of instruments that pupils will have to identify by hearing them.



Here are some listening examples of the Brass Family;

https://www.youtube.com/watch?v=2EvgkO_bwQA

Highest in pitch; Trumpet

Mid-range; French horn

Lowest in pitch; Trombone and Tuba

woodwind instruments



Here are some listening examples of the Woodwind Family;

<https://www.youtube.com/watch?v=7OjqeyOvC1c>

Highest in pitch; Piccolo and Flute

Mid-range; Oboe and Clarinet

Lowest in pitch; Bassoon

STRiNG Family



Here are some listening examples of the String Family;

<https://www.youtube.com/watch?v=RxFNHeXKmrY>

Highest in pitch; Violin

Mid-range; Viola

Lowest in pitch; Cello and Bass

The harp can cover the entire pitch range from low to high

Percussion Family



Here are some listening examples of the Percussion Family;

<https://www.youtube.com/watch?v=nrmCbsM6eyk>

Highest in pitch; Triangle





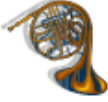


Mid-range; Snare drum

Lowest in pitch; Timpani (also called kettle drums) and bass drum

We will study how **each instrument has a specific timbre** and can be used to represent characters, focussing on Peter and the Wolf by Prokofiev. High instruments can represent small animals and as the instrumental pitch gets lower, so it represents larger animals.

Peter and the Wolf Composed by Sergei Prokofiev

Each character is represented by a different instrument:

PETER—violin		BIRD—flute	
DUCK—oboe		CAT—clarinet	
WOLF—French horn		GRANDFATHER—bassoon	
HUNTERS—timpani / kettle drums			

Here is a link to all the themes for each character;

https://www.youtube.com/watch?v=eli_q4bNZMM&list=PLuDmepj8uyhdOY-ehbhPL1UABHyVXfos&index=1

Students will create their own story, but use musical timbres to represent their characters. This will require teamwork, with a narrator and performers for each character.



For example, Little Red Riding Hood has;

A Little Girl – needs a happy jolly theme

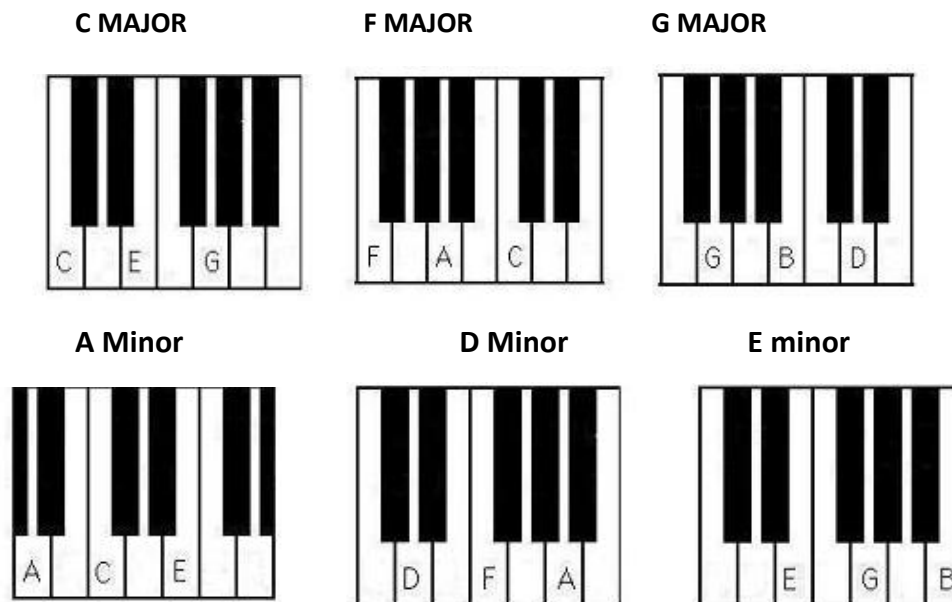
A Granny – needs a slow and sleepy theme

A Big Bad Wolf – needs a scary theme

A Wood chopper – needs a heroic theme

We will learn how to play the chords of C F and G Majors. We will also learn A D and E Minors. **Don't worry, they all just use the white notes.**

Here they are below;



For our assessment piece, we will learn how to fit chords to simple 4 note Ostinatos in groups of 2.

Chords **PROVIDE HARMONY** to the music and consist of groups of notes played together at the same time. SO THAT MEANS chords can only be played on instruments that can play more than one note at a time like;

PIANO – GUITAR – HARP – KEYBOARD

NOT on instruments that can only play one note at a time like;

TRUMPET – FLUTE – CLARINET - TROMBONE

MUSICAL STRUCTURE

This means how we divide the music up into different sections. With a song, we call the sections **VERSES & CHORUSES**, but in music without singers, we just call it **section A and Section B.**

VERSE	CHORUS	VERSE	CHORUS
A	B	A	B

Graphic Scores Unit 6 (Texture/Dynamics)

Graphic Scores are shapes that are used to represent changes in music as it proceeds

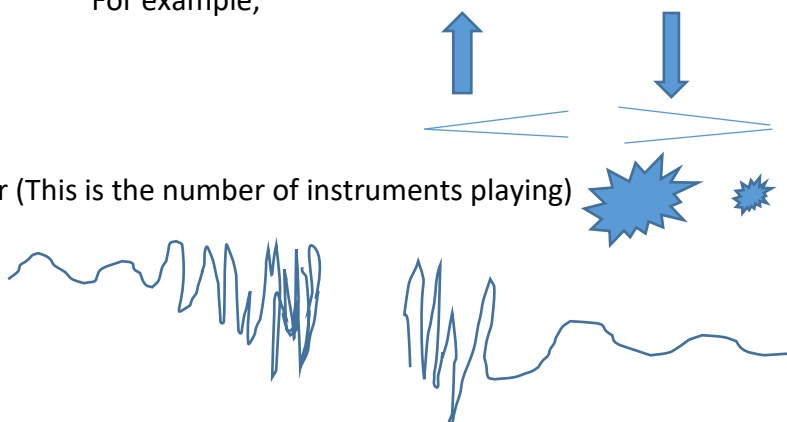
For example;

Getting Higher – Getting Lower

Getting Louder – Getting Softer

Getting Thicker – Getting Thinner (This is the number of instruments playing)

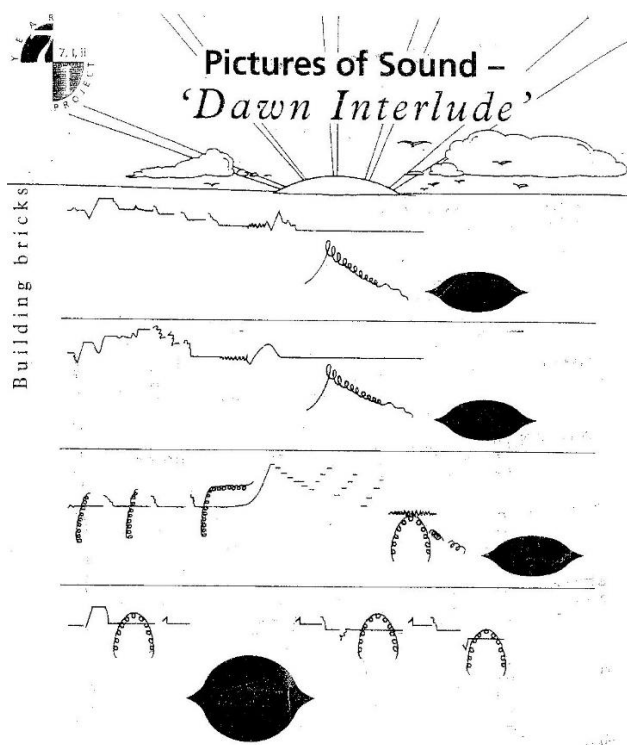
Getting faster – Getting Slower



These symbols are only examples, students create their own, but must explain how each of their shapes represents musical textures

Below is the Graphic Score we will be studying.

The 3 shapes represent 3 families of instruments and we will discuss how these shapes represent what is happening.



Students will end the Year's curriculum by devising, drawing and performing their own graphic scores within a group