

# Key Stage 3 Music – Year 8

## Task 1 – Listening task

Listen to **two** pieces of music **from different musical genres/different styles**. Listen carefully and think about the different elements of music that are used.

Think about trying to answer the following questions when you are listening to the two pieces of music:

- Title of the piece?
- Who wrote the piece?
- Who is performing the piece?
- When was it composed (written, created)?
- What style/genre of music is it?
- What instruments can you hear?
- How many beats in a bar are there?
- Is it in a major or minor key?
- What is the structure of the song (how many different sections are there, what are they called? E.g. chorus introduction, section A etc)
- What makes the songs different?
- What do you like and dislike about each song?

## Tips:

### What should I listen to?

Each song should be in a different style/from a different genre. Be brave and varied in your music choices, don't just listen to songs and pieces you already know and like. Use this opportunity to discover new styles of music, new musicians, bands, singers. Try something different!

Below are some ideas about different musical styles you could try listening to:

Blues, Rock and Roll, Jazz, Folk, Reggae, Musical Theatre, Disco, Soul music, Baroque, Techno, Swing, Classical music, Film music, TV theme tunes, Video game music, Music for celebrations, Music from different decades (1960's, 1920's etc), Music from different countries, A Cappella, Choral music, Musical fusions (two different types of music fused together).

## How do I find new music?

If you don't have access to the internet:

- Radio stations
- Music channels on TV (freeview or paid service)
- Ask family members if they have music on their phones • Watch a film and listen to the music
- Theme tunes of TV programmes
- CD's in the house or from family members

### If you do have access to the internet:

- Youtube
- Spotify
- Radio station websites
- BBC Ten pieces website
- BBC Bitesize Music
- Google - ask for random/ new music

## Task 2

Research a music composer of your choice.

Here are some ideas of things to find out:

- When the composer was born?
- Where they were born?
- Did they play any instruments?
- What genres of music did they compose?
- Find out at least 5 different songs/pieces of music they composed
- Listen to 2 of the songs/pieces of music they composed
- What was unique about their style?

### Tips

Here are some ideas of some different composers you could try researching:

John Williams, Freddie Mercury, Elton John, Henry Mancini, James Horner, Taylor Swift, Beethoven, Mozart, Schumann, J.S. Bach, Hans Zimmer, John Cage, Paul McCartney, Marvin Gaye, Bjork, Quincy Jones, Benjamin Britten, Gustav Holst.

Tips for writing lyrics:

### **Task 3**

Lyric writing.

Try creating some lyrics for your own Britpop song. Create lyrics for a verse and chorus.

Listen to a song from a well-known Britpop band for inspiration. Here are some suggestions of bands to listen to:

Blur, Oasis, Suede, Elastica, The Verve

### **Tips for writing lyrics**

- Think about what you want your song to be about. Britpop lyrics are often about everyday life
- Write lyrics that convey the main theme or message throughout your song (try to cover only one topic or message throughout the song)
- Chorus sections usually use the same lyrics each time the chorus comes around. Your chorus is your best chance to help make the song memorable and catchy.
- Each verse usually has different lyrics but these are still linked to the theme of the song. Think of your lyrics as telling a story! Verses are usually the place to tell the story, try to make the details interesting.
- Just remember, you are trying to tell a story with your lyrics.

### **Task 4**

**Part 1:** Creating a melody (tune) .

In task 3, you created lyrics for your own song. Now you could try creating a melody to go with these lyrics. You could create a melody on any instrument or just by using your voice!

**Part 2:** Design the structure of your pop song. Choose from the sections below and put them in the order you would like to use them in your own song. You can use sections more than once:

Intro, outro, verse, chorus, middle 8, bridges instrumental.

### **Here are some ideas for different ways you could try keeping a record of your melody:**

- Record yourself singing/humming/playing your melody, you could use a phone to do this
- Write the letter names down on a piece of paper: e.g. C, C, C, C, D, D, E, E, E, E, D
- If you know how to use staff notation (writing notes on the stave – the 5 lines music can be written on), you could write the notes out this way.
- You could create a graphic score to represent the shape of your melody

## **Structure**

Here is one example of structure in a popular song. You can have more sections if you want to. I have added descriptions to help you understand each section.

Intro	The first section in the song, introduces the main key and chord sequence
Verse	The part that builds tells the story. The words change each time but the melody usually stays the same.
Chorus	The part that is repeated, usually the catchy part that sums up the main theme of your song.
Verse 2	Continues to tell the story. Same melody as verse 1, different lyrics
Middle 8	A link section which sometimes happens between a verse and chorus. This section is often 8 bars long and helps to create contrast as it usually has a different chord sequence or melody.
Chorus	Catchy part of the song again
Outro	The end section of the song

### **Extension task ideas**

If you would like to try a few more musical tasks, here are a few ideas of things you could try:

- Learn to play a new song on an instrument
- Learn to sing a new song
- Memorise where the notes are on a musical keyboard
- Memorise where the notes are on the stave (how to read music)
- Visit the website: [www.musictheory.net](http://www.musictheory.net) and try to learn something new about music theory
- Read through the 'basic music literacy' at the bottom of this document and try to learn some of the
- Try to create your own rhythm track on the website [www.soundation.com](http://www.soundation.com)
- Listen to genres/styles of music you wouldn't usually listen to

## **Some websites you might find useful:**

**Free composing sites:**

Bandlab.com

Soundation.com

**Music theory sites**












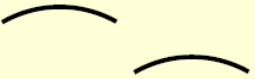









Music theory.net




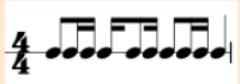



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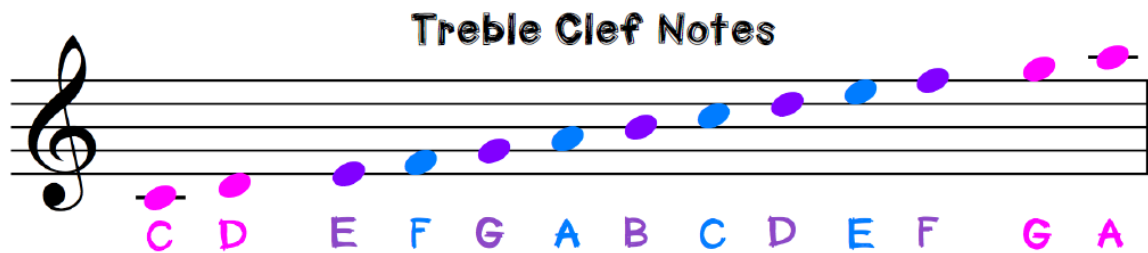
**Music videos to help with learning about music**

- <https://www.youtube.com/watch?v=vi25BFJy5x8> - to help learn where the notes are on the stave
- <https://www.youtube.com/watch?v=aovVKP02noU> – to help you learn where the notes are on the keyboard

# Basic Music Literacy

Melody - the main tune					
<b>Ascending</b>  Going up in pitch	<b>Descending</b>  Going down in pitch	<b>Conjunct</b>  Moves by step	<b>Disjunct</b>  Moves in big jumps		
Articulation - how the notes are played		Dynamics - volume			
<b>Detached</b>  (Note: The image shows notes with stems and flags, which typically indicate beamed sixteenth notes, but the label is Detached.)	<b>Sustained</b> 	<b>Piano</b> 	<b>Forte</b> 		
Texture - the layers of sound and how they fit together					
<b>Thin</b>  A single layer	<b>Thick</b>  Lots of layers weaving together	<b>Unison</b>  All doing the same thing	<b>Imitation</b>  When one part copies another		
Structure - the sections and how they are ordered					
<b>Phrase</b>  Like a musical sentence	<b>Section</b>  Like a musical paragraph	<b>Repeated</b>  A section that is the same again	<b>Contrasting</b>  A section that is different		
Instrumentation - the instruments used					
<b>Orchestra</b>  Strings, brass, woodwind and percussion instruments	<b>Vocal</b>  Male and/or female singer	<b>String</b>  Violin, viola, cello, double bass	<b>Brass</b>  Trumpet, french horn, trombone, tuba	<b>Woodwind</b>  Flute, oboe, clarinet, bassoon, saxophone	<b>Percussion</b> Timpani Snare Drum Cymbal Tambourine Triangle Bass Drum

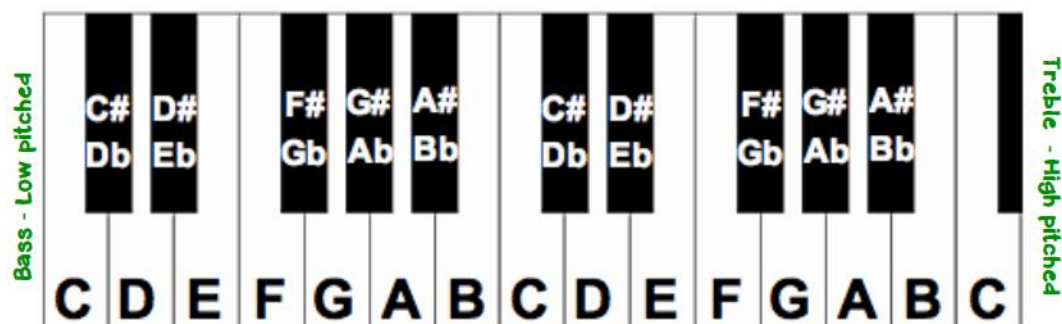
Rhythm - the pattern of notes against the beat			
<b>Beat</b>  Steady pulse of the music	<b>Time Signature</b>  How many beats in a bar	<b>Simple</b>  Simple pattern of note values	<b>Complex</b>  Complicated rhythm
Tempo - the speed of the music			
<b>Allegro</b>  Quick	<b>Andante</b>  Walking Pace	<b>Largo</b>  Slow and Steady	



On the line - Use the Rhyme - **Every Gateshead Bus Drives Fast**  
 In the space, it spells **FACE**

## The Keyboard

**C is always to the left of TWO black notes**



Flat **b**

# Sharp

Makes a note lower - Black note to the left      Makes a note higher - Black note to the right