

NAME: _____ DATE: _____

Music: Harmony

Music

Harmony

It is not necessary to carry out all the activities contained in this unit.

Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

Theme	Harmony
Levels	A1 – B1
Language focus	Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.
Learning focus	Using Music textbooks and accessing curriculum content and learning activities.
Activity types	Matching, word identification, structuring sentences and text, cloze, multiple choice, reading comprehension, categorising vocabulary, recording learning, developing a learning resource.
Acknowledgement	Extracts from Less Stress more Success. <i>Music revision for Junior Cert.</i> Andrew Purcell. Gill & Macmillan. We gratefully acknowledge Gill & Macmillan for the right to reproduce text in some of these activities.
Learning Record	A copy of the Learning Record should be distributed to each student. Students should: <ol style="list-style-type: none">1. Write the subject and topic on the record.2. Tick off/date the different statements as they complete activities.3. Keep the record in their files along with the work produced for this unit.4. Use this material to support mainstream subject learning.

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Making the best use of these units

- **At the beginning of the class**, make sure that students understand **what** they are doing and **why**. *'We are doing the exercise on page (12) to help you to remember key words / to help your writing skills / to help with grammar'* etc.
- You can create your **personal teaching resource** by printing these units in full and filing them by subject in a large ring binder.
- **Encourage students to:**
 - Bring the relevant **subject textbooks** to language support class. It does not matter if they have different textbooks as the activities in these units refer to vocabulary and other items that will be found in all subject textbooks. These units are based on curriculum materials.
 - Take some **responsibility for their own learning** programmes by:



Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.

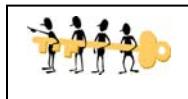


Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



Keeping their own **files** with good examples of the work produced in language support for different subjects and topics. This file will be an invaluable **learning resource** in supporting mainstream learning.

- Don't forget that many of the activities in these units are suitable as **homework** tasks, for **self-study**, or for use in the **subject classroom** with the agreement of the subject teacher.



Indicates that answers may be found at the end of the unit.

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Keywords

The list of keywords for this unit is as follows:

Nouns

alto
bass
cadence
chords
definitions
harmony
interval
key
patterns
phrase
rhythm
soprano
symbol
tenor
tonality
triads
voice

Adjectives

dominant
imperfect
major
minor
perfect

Verbs

compose
lead
plot
resolve
study

NAME: _____ DATE: _____

Music: Harmony

Vocabulary file 1

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
soprano		
alto		
bass		
tenor		
cadence		
harmony		



Get your teacher to check this and then file it in your folder so you can use it in the future.

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Vocabulary file 2

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
dominant		
major		
minor		
chord		
compose		
lead		



Get your teacher to check this and then file it in your folder so you can use it in the future.

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Music: Harmony

Level: all
Type of activity: whole class

Focus: vocabulary, spelling,
dictionary, writing
Suggested time: 10 minutes

Activating students' existing knowledge

Use a spidergram to activate students' ideas and knowledge on the key points in this chapter. See **Teachers' Notes** for suggestions.

Possible key terms for the spidergram:

Singing Choirs

- Invite students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



Students should record vocabulary and terms from the spidergram in their personal dictionaries.

NAME: _____ DATE: _____

Music: Harmony

Level: A1

Type of activity: pairs or individual

Focus: vocabulary, spelling, dictionary

Suggested time: 30 minutes

Working with words



1. Use your textbook to match the name and the picture.



- a) this is a treble clef
- b) this is a bass clef
- c) this is a bar

2. Find these words in your textbook.

Chord Harmony Cadence

Decide which is the best explanation for each word. Then write the word in your own language. Use your dictionary if necessary.

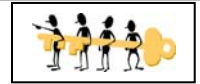
Word	Page in textbook	Explanation	In my language
		The relationship of any notes that happen at the same time.	
		Two or more notes played at the same time to produce harmony.	
		A place in a piece of music that feels like a stopping or resting point.	

NAME: _____ DATE: _____

Music: Harmony

Level: A1/A2
Type of activity: pairs or individual

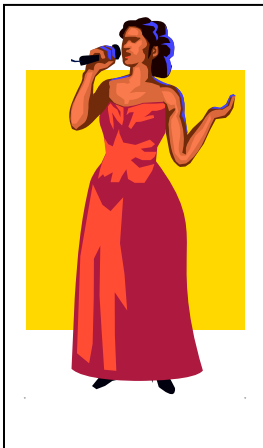
Focus: vocabulary, basic sentence structure
Suggested time: 20 minutes



Picture Sentences

1. Use your textbooks and dictionaries to match the types of singers (in the box) to the meanings (below).

Soprano	
Tenor	
Bass	
Alto	



- The highest female (or boy's) voice.
- A vocal range that is usually the lowest female voice in choral music.
- The highest natural male voice range.
- The lowest male voice.

2. Put these words in the correct order to form questions you should ask yourself when listening to cadences:

or unfinished /it sound/ does/ finished/

chord /does / a major/ or minor /it end in/?

a weak ending /is it / ending/ or/ a strong?

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Music: Harmony

Level: A1/A2

Type of activity: pairs or individual

Focus: word identification, vocabulary

Suggested time: 20 minutes



Odd One Out

1. Circle the word which does not fit with the other words in each line.

Example: *apple* *orange* *banana* **taxi**

table soprano alto bass

tenor cadence voice wind

interval tree harmony Music

range symbol note pen

2. Find these words in your textbook. Then put them in short sentences in your own words. Use a dictionary if necessary.

to lead _____

to compose _____

to sound _____

to end _____

to identify _____

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Music: Harmony

Level: A2 / B1

Type of activity: individual

Focus: key vocabulary, writing
descriptive text

Suggested time: 20 minutes



Keywords

1. Fill in the missing letters of the keywords listed below.

On the line beside each word, write whether the word is a noun, an adjective or a verb.

h_r_m_n_y _____

t_n_r _____

p_r_f_c_ _____

c_d_nc_ _____

2. Write as many words as possible related to **Harmony**. You have 3 minutes!



Check that these key words are in your personal dictionary.

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Music: Harmony

Level: A1 / A2

Type of activity: pairs or individual

Focus: key vocabulary, pronunciation, spelling
Suggested time: 20 minutes



Unscramble the letters

1. Two or more notes form a _____ CDORH

Answer _____

2. The lowest male voice _____ BSAS

Answer _____

3. The lowest female voice _____ AOTL

Answer _____

4. A type of cadence _____ PREFCET

Answer _____

Solve the secret code

English	V	C	D	E	F	I	N	M	O	S	T	U
Code	B	X	Y	F	G	Q	R	O	L	E	A	W

ex: EAWYFRA = STUDENT

BLQXF _____

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Music: Harmony

Level: A2 / B1

Type of activity: pairs or individual

Focus: reading comprehension, extracting meaning from text, vocabulary

Suggested time: 30 minutes



Completing sentences

Fill in the blanks in these sentences. Use words from the Word Box below.

A _____ is a place in a piece of music that feels like a stopping or resting point - the end of a musical phrase, like a comma or full stop in an English sentence. It is made up of two _____ (sometimes with an approach chord). There are four types of cadences depending on what chord progressions are used. Most pieces of music use regular phrases with cadences in a 4, 8, 16, 32 bar pattern. Changes in the _____ of a piece, like a pause in the rhythm or a lengthening of the note values, are often found at cadence points.

Hint

When trying to identify cadences from a listening extract, ask yourself:

1. Does it sound finished or unfinished?
2. Does it end in a _____ or _____ chord?
3. Is it a strong ending or a weak ending?

Word Box:

major	rhythm	minor	chords	cadence
-------	--------	-------	--------	---------

NAME: _____ DATE: _____

Music: Harmony

Level: A2 / B1
Type of activity: individual

Focus: key vocabulary, topic information, reading comprehension, multiple choice
Suggested time: 40 minutes

Multiple choice



Read the text below and choose the best answers.

- 1 Keep each voice within its standard range.
- 2 Keep the upper three parts (S A T) smooth. Maintain common notes wherever possible. Stepwise motion is excellent. Where necessary, skips (interval jumps) should be as small as possible. Larger leaps (fourth, fifth and sixth) should be followed immediately by a return in the opposite direction. Avoid leaps of a seventh or greater than an octave. Bass voice may skip around more. Special Notes: Leading note (ti, seventh) should resolve up by step to the tonic (doh) when in an outer voice. Sharpened notes should resolve upward by step, and flatted notes should resolve downward by step in the same voice.
- 3 Doubling with root position chords
Always try to double the bass (root), if possible. Never double the leading note.
Occasionally you can omit the fifth.

1. What must you keep the voice within?
 - a) the box
 - b) standard range
 - c) indoors
 - d) classroom
2. What is excellent?
 - a) student
 - b) leaps
 - c) stepwise motion
 - d) octaves
3. What may skip around more?
 - a) soprano voice
 - b) bass voice
 - c) tenor voice
 - d) alto
4. Must you double the root if possible?
 - a) Yes
 - b) No
5. Must we double the leading note?
 - a) Yes
 - b) No

NAME: _____ DATE: _____

Music: Harmony

Level: all
Type of activity: individual

Focus: verbs, work, word
identification
Suggested time: 30 minutes



Grammar points

1. Verb Hunt

(verb: a word that refers to an action, example: arrive, make)

Circle the 10 verbs in this box.

fair	identify	dominant	cadence	understand	harmony
harmonise		perform	common	compose	funny tenor use
hot	soprano	chords	double-check	most	slow range
	major minor	musical	play triads fill		sing

2. Here is an extract from your textbook, but some of the verbs are missing. The verbs are all included in the box above. Read the sentences and decide on the best verbs for the gaps.

Important

Question 8 is worth 45 marks, or 15% of the total written exam. It is therefore vital that you:

- _____ how to identify the key and tonality
- can _____ out a chord box/grid or triad scale in the key of your question
- can understand, _____ and compose cadence points
- can _____ melodies with the correct backing chords (and cadence chords) in the correct manner (Question 8c)
- understand how to _____ for SATB using the rules of four-part writing (Question 8b)
- can compose in the bass clef (Question 8a and 8b)
- _____ a sharp B pencil and be as neat as possible in your notation
- _____ every bar of your answer when you have finished.

3. Now it's your turn! Go to your textbook and select 5 sentences about harmony. Rewrite the sentences putting a gap where the adjectives should be. Swap your sentences with another student. Correct one another's work.

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Levels A1 and A2

Alphaboxes

Using your textbook, find **one** word beginning with each of the letters of the alphabet. Write the word in the relevant box. You could also write the word in your own language.

a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	xyz

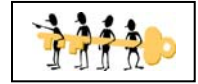
Do you understand all these words?



Get your teacher to check this, then file it in your folder so you can use it in the future.

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Word search

Find the words from the list below. When you have found all the words, write each word in your own language.

I X
Q A
B A S S
H D W D
B X F Z M Y
L R X J W V

M A J O R S E H R E S O L V E O A C L J
Z W R F M I N O R F T R I A D S Z Y D P
I K N E S T F H A R M O N Y L U K J
E M Z N G B A C K I N G Y O P D
S O P R A N O J S M E Z V K
T N F L X X F M Q V E V
S P B L M C J O K A J M U H
Z X I Y X M X C I N B Q Y X
Y M A L T O H C A D E N C E D L
N C H O R D S V O I C E Y S
V O I C E S N K B J C M O Z
C O L G Q O P G Z F
N A G I L R P R
O I D I

ALTO	HARMONY	TRIADS
BACKING	MAJOR	VOICE
BASS	MINOR	VOICES
CADENCE	RESOLVE	
CHORDS	SOPRANO	

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Play Snap

Make Snap cards with 2 sets of the same keywords. See *Notes for teachers* for ideas about how to use the cards.



harmony	harmony
interval	interval
soprano	soprano

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alto	alto
tenor	tenor
bass	bass

NAME: _____ DATE: _____

Music: Harmony

voice

voice

motion

motion

cadence

cadence

NAME: _____ DATE: _____

Music: Harmony

Answer key

Working with words, page 7

1. bas clef, bar, treble clef
2. Harmony: the relationship of any notes that happen at the same time.
Chord: two or more notes played at the same time to produce harmony.
Cadence - a place in a piece of music that feels like a stopping or resting point

Picture sentences, page 8

1. Soprano - the highest female (or boy's) voice.
Tenor - the highest natural male voice range.
Bass - the lowest male voice.
Alto - a vocal range that is usually the lowest female voice in choral music.
2. Does it sound finished or unfinished?
Does it end in a major or minor chord?
Is it a weak ending or a strong ending?

Odd one out, page 9

Table, wind, tree, pen

Keywords, page 10

Harmony (noun), tenor (noun), perfect (adjective), cadence (noun)

Unscramble the letters, page 11

Chord, bass, alto, perfect

Secret Code: voice

Completing Sentences, page 12

A **cadence** is a place in a piece of music that feels like a stopping or resting point - the end of a musical phrase, like a comma or full stop in an English sentence. It is made up of two **chords** (sometimes with an approach chord). There are four types of cadences depending on what chord progressions are used. Most pieces of music use regular phrases with cadences in a 4, 8, 16, 32 bar pattern. Changes in the **rhythm** of a piece, like a pause in the rhythm or a lengthening of the note values, are often found at cadence points.

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Hint

When trying to identify cadences from a listening extract, ask yourself:

- 1 Does it sound finished or unfinished?
- 2 Does it end in a **major** or **minor** chord?
- 3 Is it a strong ending or a weak ending?

Multiple choice, page 13

1.b, 2.c, 3.b,4a, 5b

Grammar, page 14

2. Verbs: identify, understand, harmonise, perform, compose, use, double-check, play, fill, sing

3. Important

Question 8 is worth 45 marks, or 15% of the total written exam. It is therefore vital that you:

- **understand** how to identify the key and tonality
- can **fill** out a chord box/grid or triad scale in the key of your question
- can understand, **identify** and compose cadence points
- can **harmonise** melodies with the correct backing chords (and cadence chords) in the correct manner (Question 8c)
- understand how to **compose** for SATB using the rules of four-part writing (Question 8b)
- can compose in the bass clef (Question 8a and 8b)
- **use** a sharp B pencil and be as neat as possible in your notation
- **double-check** every bar of your answer when you have finished.

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Word Search, page 16

I X
Q A
B A S S
H D W D
B X F Z M Y
L R X J W V
M A J O R S E H R E S O L V E O A C L J
Z W R F M I N O R F T R I A D S Z Y D P
I K N E S T F H A R M O N Y L U K J
E M Z N G B A C K I N G Y O P D
S O P R A N O J S M E Z V K
T N F L X X F M Q V E V
S P B L M C J O K A J M U H
Z X I Y X M X C I N B Q Y X
Y M A L T O H C A D E N C E D L
N C H O R D S V O I C E Y S
V O I C E S N K B J C M O Z
C O L G Q O P G Z F
N A G I L R P R
O I D I