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Music: Set Songs and Set Works

# Music

## Set Songs and Set Works

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	Set Songs and Set Works
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	<b>Extracts from Less Stress more Success. <i>Music revision for Junior Cert.</i> Andrew Purcell. Gill &amp; Macmillan.</b>  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"><li>1. Write the subject and topic on the record.</li><li>2. Tick off/date the different statements as they complete activities.</li><li>3. Keep the record in their files along with the work produced for this unit.</li><li>4. Use this material to support mainstream subject learning.</li></ol>

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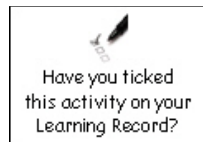
## Music: Set Songs and Set Works

### 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.

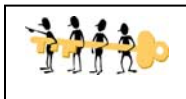


Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



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

ballad

brass

canon

cantata

carols

category

chorus

church

composer

counterpoint

country

details

discussion

excerpt

flute

folk song

harpsichord

keyboard

leap

minuet

mood

notation

ornamentation

pause

percussion

range

rhythm

saxophone

signature

song

spring

strings

style

suite

tempo

time

woodwind

### Adjectives

historical

modern

polyphonic

popular

simple

spiritual

*(see also adjectives page 14)*

### Verbs

expect

listen

play

precede

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### Vocabulary file 1

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

Word	Meaning	Word in my language
mood		
ballad		
composer		
excerpt		
to precede		
church		



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
carol		
rhythm		
pause		
category		
spiritual		
blues		



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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**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:

# My favourite Song

# My favourite Composer

- 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.

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**Music: Set Songs and Set Works**

**Level:** A1

**Type of activity:** pairs or individual

**Focus:** vocabulary, spelling, dictionary

**Suggested time:** 30 minutes



**Working with words**

1. Use your textbooks to find the names of these instruments and fill in the box below.



Name of instrument	Page in textbook	Type of instrument	In my language
		string	
		woodwind	
		percussion	
		keyboard	
		brass	

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Music: Set Songs and Set Works

Level: A1

Type of activity: pairs or individual

Focus: vocabulary, basic sentence structure

Suggested time: 30 minutes



## Picture Sentences

### 1. Tick the correct answer

- a) This is performer.
- b) This is a composer.
- c) This is an author.



Less Stress More Success  
Music Revision for Junior Certificate  
By Andrew Purcell  
Published by Gill & Macmillan

- a) This is a performer.
- b) This is a composer.
- c) This is an author.

- a) This is a performer.
- b) This is a composer.
- c) This is an author.



### 2. Put these words in the correct order to form questions that you might hear in the music classroom.

the work /what/ the title/ of/ is/?

\_\_\_\_\_

is /the composer/ who/?

\_\_\_\_\_

instruments/ what/ hear /can /you/?

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Music: Set Songs and Set Works

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*

violin                  viola                  cello                  drum

Vivaldi                  Bach                  house                  Beethoven

fire                  church    carol                  cantatas

composer   doctor       singer       performer

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

to consist (of) \_\_\_\_\_

to be linked to \_\_\_\_\_

to tap \_\_\_\_\_

to identify \_\_\_\_\_

to compose \_\_\_\_\_



Check that these key words are in your personal dictionary.

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Music: Set Songs and Set Works

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.

k\_yb\_\_rd \_\_\_\_\_

p\_rc\_\_s\_on \_\_\_\_\_

p\_\_se \_\_\_\_\_

p\_p\_l\_r \_\_\_\_\_

s\_ir\_t\_al \_\_\_\_\_

2. Write as many words as possible related to **Set songs and set works**.

You have 3 minutes!

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Music: Set Songs and Set Works

**Level:** A1 / A2

**Type of activity:** pairs or individual

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

### Unscramble the letters



1. At Christmas, we hear lots of Christmas CRALOS

**Answer** \_\_\_\_\_

2. A song that tells a story LABLDA

**Answer** \_\_\_\_\_

3. The speed of music is often called the TPMEO

**Answer** \_\_\_\_\_

4. A melody can move by step or by LPAES

**Answer** \_\_\_\_\_

### Solve the secret code

English	A	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

**XBRLRE** \_\_\_\_\_

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**Music: Set Songs and Set Works**

**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.

Categories of Songs:

1. Irish Folk Songs
2. Folk Songs from \_\_\_\_\_ Countries
3. Art Songs
4. Modern and \_\_\_\_\_ Ballads
5. Popular Songs, Negro Spirituals, Jazz and Blues Songs
6. Church Music and Carols
7. Songs from Operas, \_\_\_\_\_, Cantatas and Oratorios
8. Songs with simple Descants, Two-part Songs, Rounds and Canons

Each group contains \_\_\_\_\_ different set songs, one from each of the eight different categories. Each year the set songs and set works from Group A, Band C \_\_\_\_\_.

*Word Box:*

historical	alternate	other	musicals	eight
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**Music: Set Songs and Set Works**

**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.**

**Bizet's L'Arlesienne Suite No.1: Intermezzo and Farandole**

- This is Romantic French theatrical music. It was composed in 1872.
- The play L'Arlesienne was unsuccessful, but Bizet's background and scene music for the play was popular, so he arranged the music into a suite.

Later, after Bizet's death, a second suite of the music was arranged.

- The first piece you must study is the second movement of Suite No.1: the Intermezzo - which is a piece of music played between two scenes or acts of a play, opera, etc.
- Bizet uses French folk music as a basis for his melodies.
- The saxophone is an unusual instrument to hear in 1870s music.
- The second piece of music on your course is the fourth movement, the Farandole - a lively French dance from the area of Provence.
- Bizet's music is very structured and simple but clearly evokes contrasting moods between and within pieces.

1. When was L'Arlesienne composed?

- |         |         |
|---------|---------|
| a) 2002 | b) 1984 |
| c) 1872 | d) 1972 |

2. What did he arrange the music into?

- |            |              |
|------------|--------------|
| a) a suite | b) chocolate |
| c) musical | d) oratorio  |

3. What is the music played between two scenes called?

- |               |          |
|---------------|----------|
| a) intermezzo | b) mezzo |
| c) opera      | d) play  |

4. Does Bizet use French music as a basis for his music?

- |        |       |
|--------|-------|
| a) Yes | b) No |
|--------|-------|

5. Is the Farandole a French dance?

- |        |       |
|--------|-------|
| a) Yes | b) No |
|--------|-------|

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**Music: Set Songs and Set Works**

**Level:** B1  
**Type of activity:** individual

**Focus:** adjectives, identifying, classifying and using  
**Suggested time:** 30 minutes





**Grammar point**

**Adjectives**

(*Adjective: a word that describes a noun or pronoun, example: a sad song, a happy child*)

1. In your music textbooks, adjectives are used to describe the mood (feeling) of a piece of music. Below is a list of adjectives taken from the unit on Set Songs. Read through the adjectives, check them in your textbook and/or in a dictionary. Decide if they positive or negative (or neither) by writing them in the correct column.

sad	solemn	joyous	serene	content	joyful
	cheerful	devout	distressing	happy	lively
	gentle	vigorous	restrained	regretful	spiritual
	sacred	reverent	calm	heartbreaking	

Positive 	Negative 	Neither

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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

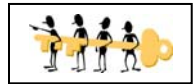
Do you understand all these words?



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.

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

ALLEGRO	PERCUSSION	TEMPO
CONCERTO	POLYPHONIC	TIMPANI
FLUTE	RITORNELLO	TUTTI
HOMOPHONIC	SOLO	VIOLIN
MOVEMENT	STRINGS	
ORCHESTRA	SUITE	

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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.



<b>syncopation</b>	<b>syncopation</b>
<b>ornamentation</b>	<b>ornamentation</b>
<b>spiritual</b>	<b>spiritual</b>

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<b>carols</b>	<b>carols</b>
<b>triadic</b>	<b>triadic</b>
<b>popular</b>	<b>popular</b>

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**fermata**

**fermata**

**triplets**

**triplets**

**anacrusis**

**anacrusis**

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## Answer key

### Working with words, page 7

Name of instrument	Page in textbook	Type of instrument	In my language
violin		string	
pipe/flute		woodwind	
bongos/drums		percussion	
piano		keyboard	
trumpet		brass	

### Picture sentences, page 8

1. b, c, a
2. What is the title of the work?  
Who is the composer?  
What instruments can you hear?

### Odd one out, page 9

Drum, house, fire, doctor

### Keywords, page 10

Keyboard (noun), percussion (noun or adjective), pause (noun or verb), popular (adjective), spiritual (adjective)

### Unscramble the letters, page 11

Carols, ballad, tempo, leaps.

Secret code: canons

### Completing Sentences, page 12

Categories of Songs:

- 1 Irish Folk Songs
- 2 Folk Songs from **other** Countries
- 3 Art Songs
- 4 Modern and **Historical** Ballads
- 5 Popular Songs, Negro Spirituals, Jazz and Blues Songs

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6 Church Music and Carols

7 Songs from Operas, **Musicals**, Cantatas and Oratorios

8 Songs with simple Descants, Two-part Songs, Rounds and Canons

Each group contains **eight** different set songs, one from each of the eight different categories. Each year the set songs and set works from Group A, Band C **alternate**.

**Multiple Choice, page 13**

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

**Grammar point, page 14**

**Note: students may have different opinions on the meaning of negative or positive, the answer below is a suggested answer only**

Positive: joyous, serene, content, joyful, cheerful, happy, lively, gentle, vigorous, calm

Negative: sad, solemn, distressing, restrained, regretful, heartbreaking.

Neither: devout, spiritual, sacred, reverent

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Word Search, page 18

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