Music
Theory of Music

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	Theory of Music
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.** *Music revision for Junior Cert.* **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: 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.

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:

    o 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.
    o 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.


    Have you ticked this activity on your Learning Record?

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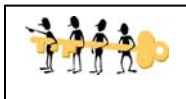
    Indicates that answers may be found at the end of the unit.

Keywords

The list of keywords for this unit is as follows:

Nouns

articulation
bass
beats
canon
clef
counterpoint
crescendo
crotchet
dynamics
instrument
interval
monophonic
note
phrase
scale
semitones
signature
tempo
tones
treble
vocalist

Verbs
to accompany
to play

Adjectives
homophonic
instrumental
loud/louder
major
minor
polyphonic
soft/softer
vocal

Vocabulary file 1

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

Word	Meaning	Word in my language
minor		
major		
note		
tempo		
beat		
scale		

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

Vocabulary file 2

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

Word	Meaning	Word in my language
vocalist		
to accompany		
loud		
soft		
articulation		
instrument		

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

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:

Musical instruments

My favourite music

- 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.
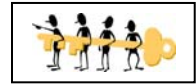
Music: Theory of Music

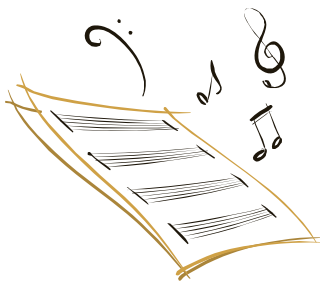| Level: A1	Focus: vocabulary, dictionary
Type of activity: pairs or individual	Suggested time: 30 minutes

Working with words

1. Tick the correct answer

⬜ a) this is a guitar
b) this is a piano
c) this is a flute
d) this is a drum

⬜ a) this is a newspaper

⬜ b) this is a magazine

⬜ c) these are musical notes

⬜ d) these are computer graphics

2. Find these words in your textbook. Think about what they might mean, then choose an <u>explanation</u> for each word and write it in the box.

<u>a tune</u>   <u>play notes together at the same time</u>
<u>rising and falling notes</u>   <u>accompanying notes</u>

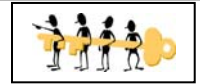| Word	Page	Explanation	In my language
scale			
melody			
harmony			
chords			

Check that these key words are in your personal dictionary.

Level: A1
Type of activity: pairs or individual

Focus: vocabulary, basic sentence structure
Suggested time: 30 minutes

Picture Sentences

1. Tick the correct answer
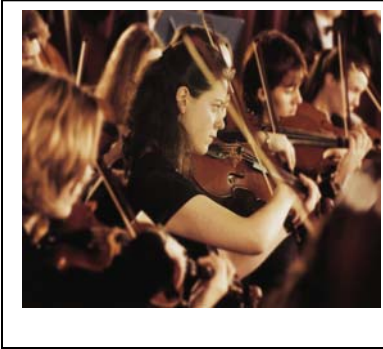
a) This is a band.
b) This is an orchestra.
c) This is a choir.

a) This is a band.
b) This is an orchestra.
c) This is a choir.

.

a) This is a band.
b) This is an orchestra.
c) This is a choir.

.

2. Put a circle around all of the words associated with music.

notes	biscuits	strings	engine	rain	chords
	scales	bass	accompany	run	
	harmony	castle	conductor	trees	

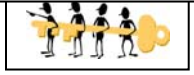|	
Level: A1/A2 **Type of activity:** pairs or individual	**Focus:** word identification, vocabulary **Suggested time:** 20 minutes

Odd One Out

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

Example: *apple   orange   banana   taxi*

interval   minor   major   girl

house   dynamics   score   crotchet

bass   key   man   crescendo

hot   texture   treble   clef

2. Rearrange these words to make sentences from your textbook.

the/ describe/ tune/ hear/ you

_____

orchestra/ four/ has/ the /sections

_____

band/ are /rock/ U2/ a

_____

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Focus: key vocabulary, writing descriptive text
Suggested time: 20 minutes
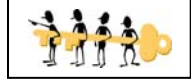
Music Keywords

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.

m_j_r   _____

p_ra_e   _____

i_te_va_ _____

t_x_u_e _____

2. Write as many words as possible related to **the theory of music**/this unit. You have 3 minutes!

_____

_____

_____

_____

_____

Check that these key words are in your personal dictionary.

Music: Theory of Music

Level: A1 / A2 **Type of activity:** pairs or individual	**Focus:** key vocabulary, pronunciation, spelling **Suggested time:** 20

Unscramble the letters

1. One type of musical scale   MJARO

    Answer _____

2. Another type of musical scale   MNIRO

    Answer _____

3. Musical changes for loud to soft are called   DNYAMCIS

    Answer _____

4. A music score has a key   SGINTARUE

    Answer _____

Solve the secret code

English	R	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

EXLBF _____

Music: Theory of Music

Level: A2 / B1
Type of activity: pairs or individual

Focus: reading comprehension, extracting meaning from text, vocabulary
Suggested time: 30 minutes

Completing sentences

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

When you describe the texture of a piece of music, you are describing how much is going on in the music at any given moment. For example, the _____ of a piece of music may have many layers or just one or two. It might be made up of rhythm alone; of a melody line with chordal accompaniment; or of many interweaving melodies.

• monophonic music has only _____ melodic line, with no harmony. Example: plain chant.

• homophonic music has one clear melody line and this is the most _____ line. All other parts provide some type of accompaniment to the _____. Example: ballad-type song.

• Polyphonic music can also be called counterpoint or contrapuntal music. There are _____ or more independent melody lines being performed at once. Example: a canon/round.

Word Box:

one	melody	texture	important	two

2. Check your understanding by answering the following questions:

- What does texture mean?

- What are the three basic styles of musical texture?

Level: A2 / B1
Type of activity: individual

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

Multiple choice

Read the text below and choose the best answers.

Harmonic analysis just means understanding how a chord is related to the key (*key = set of notes*) and to the other chords (*chords = notes played together at the same time*) in a piece of music.

• Harmonic rhythm refers to how often the chords change.

• Diatonic harmony stays in a particular major or minor key.

• Chromatic harmony includes notes and chords that are not in the key, so it contains many accidentals.

• Dissonance means a note, chord, or interval that does not fit into the triadic harmonies. A dissonance may sound surprising, jarring, even disagreeable.

• Bass line - this means the lowest notes that are being sung or played.

1. What does harmonic rhythm refer to?
      a)   how often the chord changes b)   nothing
      c)   maths   d)   science

2. Which harmony stays in the same key?
      a)   chromatic harmony   b)   diatonic harmony
      c)   dissonance   d)   bass line

3. What does chromatic harmony include?
      a)   food   b)   people
      c)   accidentals   d)   teachers

4. Can dissonance be disagreeable?
      a)   Yes   b)   No

5. Does the bass line represent the lowest notes?
      a)   Yes   b)   No

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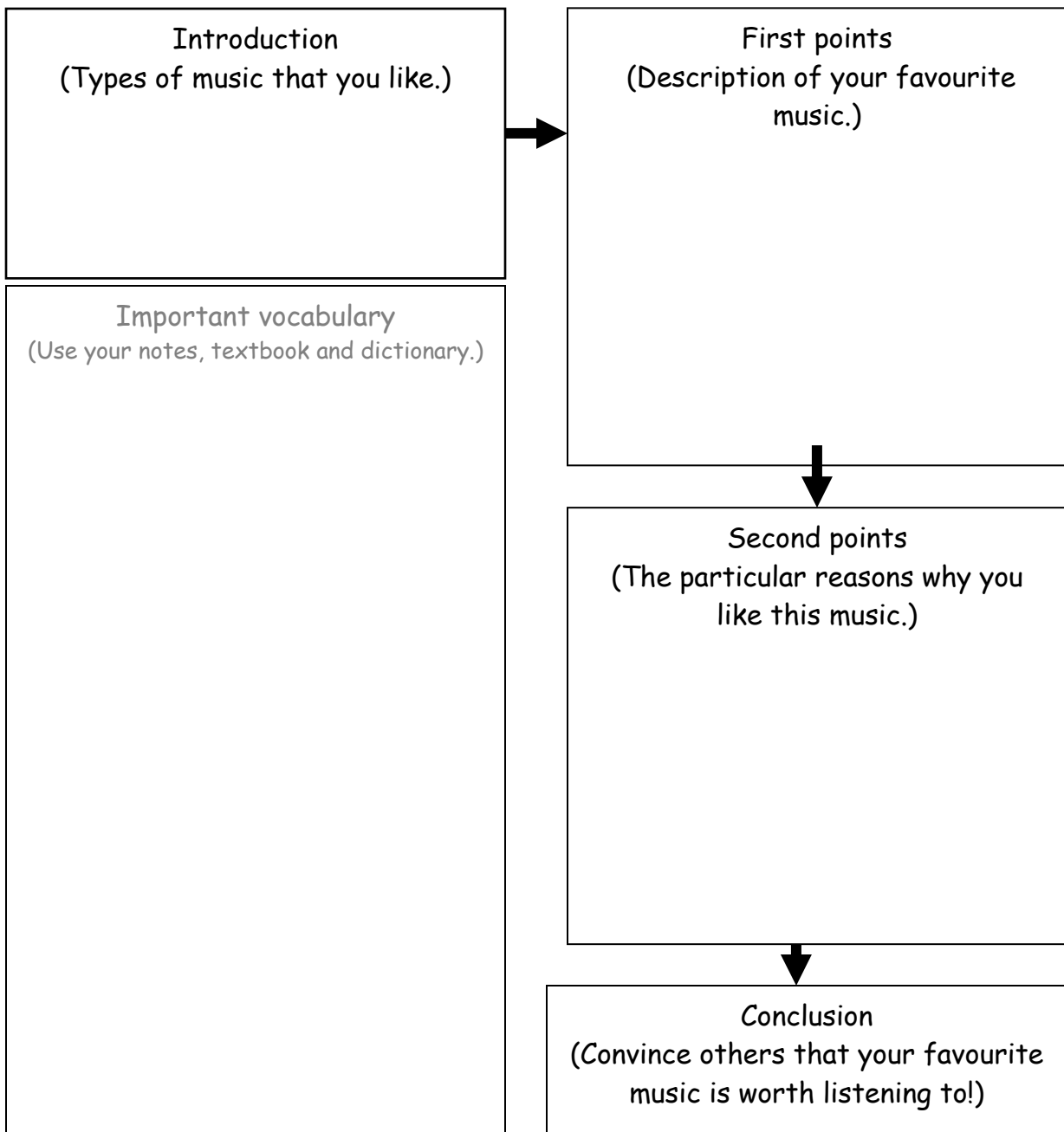
Level: A2 / B1 **Type of activity:** individual	**Focus:** vocabulary, structure, planning and creating text **Suggested time:** 40 minutes

You are going to give a talk to your class. The topic of your talk is **'My favourite music'**.   (This can be a particular <u>piece</u> of music, a particular <u>band or group</u> of musicians, or a particular <u>type</u> of music). Use your keyword list, textbook and dictionary to help you.

First plan what you are going to write by making notes on this chart:

Introduction
(Types of music that you like.)

First points
(Description of your favourite music.)

Important vocabulary
(Use your notes, textbook and dictionary.)

Second points
(The particular reasons why you like this music.)

Conclusion
(Convince others that your favourite music is worth listening to!)

Use your plan and make notes for your talk.

'My favourite music'

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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_____

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_____

_____

_____

Have you ticked
this activity on your
Learning Record?

Music: Theory of Music

Level: B1 Type of activity: individual	Focus: content words, dictionary work, word structure Suggested time: 30 minutes

Vocabulary

1.   These three words describe the melody (or tune) of a piece of music. **Match** the word with the description. (You can use your textbook or the reading passage on page 13 to help you)

homophonic   music that has only one line of melody

polyphonic   music that has two or more melody lines performed at once

monophonic   music that has one clear melody line and accompanying chords

2. Many words that we use in English come from Latin or Greek. We find lots of these words in Science and music.   It can help if you know what parts of the words mean.

For example: The word *phonic* comes from the Greek word *sound/voice*.

Decide what the Greek words *poly*, *homo* and *mono* mean, by matching them to the short words (prefixes) in the word box. (Hint: Use the words homophonic, polyphonic and monophonic to help you)

poly	homo	mono

one	the same	many

Vocabulary (continued)

3. If possible, work in pairs.

Student A: Look up the following words in your dictionary. They are all the prefix 'mono'. Then explain, to Student B, in English what these words mean.

Monopoly
Monolingual
Monotonous

Student B: Look up the following words in your dictionary. They are all the prefix 'homo'. Then explain, to Student A, in English what these words mean.

Homogeneous
Homosexual
Homonym

4. We use many other prefixes (words added to the beginning of a word) in English. Match the prefix on the right with the meaning on the left.

multi-   former, not now
pro-   many
semi-   in favour of
anti -   half
ex-   against

5. Next, form new words by choosing a word from the box to combine with each prefix. Example: ex-priest, ex-soldier

| circle | war | democracy | president | racial |

Well done! Don't forget to store this information in your vocabulary files.
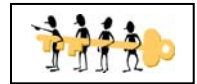
Levels A1 and A2   *Alphaboxes*

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

Word search

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

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

ARTICULATION	MELODIES
BASS	MUSICAL
CLEF	POLYPHONIC
COUNTERPOINT	INTERVAL
CROTCHETS	INTERVALS
DESCANT	
DYNAMIC	
FLATS	
HARMONIC	
HARMONIES	
HARMONY	
HOMOPHONIC	
INSTRUMENTAL	

Play Snap

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

Get the students to write the words for you.

✂

counterpoint	**counterpoint**
texture	**texture**
interval	**interval**

dynamics

dynamics

canon

canon

major

major

minor

minor

crotchet

crotchet

Key signature

Key signature

Answer key

Working with words, page 7
1. b, c
2.

Word	Page	Explanation	In my language
scale		Rising and falling notes	
melody		A tune	
harmony		Accompanying notes	
chords		Play notes together at the same time	

Picture sentences, page 8
1. b, a, c
Music: notes, strings, chords, scales, bass, accompany, harmony, conductor

Odd one out, page 9
1. girl, house, man, hot
2. Describe the tune you hear.
   The orchestra has four sections.
   U2 are a rock band.

Keywords, page 10
Major (adjective), phrase (noun), interval (noun), texture (noun)

Unscramble the letters, page 11
Major, minor, dynamics, signature
Secret Code: score

Completing Sentences, page 12

When you describe the texture of a piece of music, you are describing how much is going on in the music at any given moment. For example, the **texture** of a piece of music may have many layers or just one or two. It might be made up of rhythm alone; of a melody line with chordal accompaniment ; or of many interweaving melodies.
• monophonic music has only **one** melodic line, with no harmony. Example: plain chant.

• homophonic music has one clear melody line and this is the most **important** line.
All other parts provide some type of accompaniment to the **melody**. Example:
ballad-type song.
• Polyphonic music can also be called counterpoint or contrapuntal music.
There are **two** or more independent melody lines being performed at once. Example:
a canon/round.

Multiple Choice, page 13
1.a, 2.b, 3.c, 4.a, 5.a

Vocabulary, pages 16, 17

   1. homophonic - music that has one clear melody line and accompanying
                       chords

   monophonic - music that has only one line of melody
   polyphonic - music that has two or more melody lines
                    performed at once

2. poly = many, homo = the same, mono = one
4. multi = many, pro = in favour of, semi = half, anti = against, ex = former, not now
5. semi-circle, pro-war (anti-war), pro-democracy (anti-democracy), ex-president, multi-racial)

Word Search:

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