

NAME: _____ DATE: _____
 Music: Choice Songs and Choice Works

Music

Choice Songs and Choice 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	Choice Songs and Choice Works	
All students: Activities that are suitable for Learning Support, Language Support and the Mainstream Subject Class include:	Keywords	3
	Vocabulary File	4-5
	Activating Students' Existing Knowledge	6
	Completing Sentences	12
	Multiple Choice	13
	Preparing a talk	14-15
	Wordsearch	19
Learning support and Language support: Activities suitable for students receiving Learning or Language Support include:	Working with words	7
	Picture Sentences	8
	Odd One Out	9
	Music Keywords	10
	Unscramble the letters	11
	Alphaboxes	18
	Play Snap	20-22
Language support: Additional activities for Language Support:	Vocabulary	16-17
Levels for Language Support	A1 – B1 The language level of each activity is indicated in an information box.	
Learning focus	Using Music textbooks and accessing curriculum content and learning activities.	
Acknowledgement	The <i>English Language Support Programme</i> acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>Less Stress more Success. Music revision for Junior Cert.</i> by Andrew Purcell	

Note: The categorisation of activities is indicative only and should not prevent teachers from using any activities that are considered suitable for a particular group of students.

NAME: _____ DATE: _____
Music: Choice Songs and Choice Works

Making the best use of these units

Learning Record

A copy of the Learning Record should be distributed to each learning support and language support 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.

Introduction of a topic or activity should ensure that students understand **what** they are doing and **why**. Many students will have some difficulty in understanding both the language in the activity and the instructions/purpose for carrying out the activity.

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 learning/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.

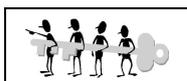


Have you ticked this activity on your Learning Record?

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 for different subjects and topics. This file will be an invaluable **learning resource** in supporting mainstream learning.



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

Don't forget that many of the activities in these units are also suitable as **homework** tasks or for **self-study**.

NAME: _____ **DATE:** _____
Music: Choice Songs and Choice Works

Keywords

The list of keywords for this unit is as follows:

Nouns

ballet
cantatas
category
church
concert
dance
film
Germany
movement
musicals
opera
operetta
oratorio
orchestra
overture
soloist
songs
symphony
theme
tone
variety
jazz

Adjectives

busy
classical
colourful
dance-like
energetic
folk
historical
inspiring
restful
traditional
regular
irregular

NAME: _____ DATE: _____
Music: Choice Songs and Choice Works

Vocabulary file 1

Word	Meaning	Note or example*
traditional		
variety		
choice		
musical		
concert		
modern		

*You may wish to write a sentence or phrase, make a note of the page in your textbook where this word appears or, if English is not your first language, provide a translation into your language.



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

NAME: _____ DATE: _____
Music: Choice Songs and Choice Works

Vocabulary file 2

Word	Meaning	Note or example
soloist		
conductor		
symphony		
ballet		
inspiring		
energetic		



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

NAME: _____ DATE: _____
Music: Choice Songs and Choice Works

Language Level: all
Type of activity: whole class
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:

Traditional music

Classical music

Rock music

Pop music

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



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

NAME: _____ DATE: _____
 Music: Choice Songs and Choice Works

Language Level: A1
 Type of activity: pairs or individual
 Suggested time: 30 minutes



Working with words

1. Tick the correct answer



- a) this is an opera
- b) this is a ballet
- c) this is a choir
- d) this is a rock festival



- a) this is an opera
- b) this is a ballet
- c) this is a choir
- d) this is a rock festival

2. Find these words in your textbook. Think about what they might mean, then choose an explanation for each word and write it in the box. (a *beat* is a sound).

speed

number of beats

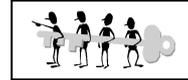
regular beat

Word	Page in textbook	Explanation	Note or example
metre			
tempo			
rhythm			



Check that these key words are in your personal dictionary.

Language Level: A1
Type of activity: pairs or individual
Suggested time: 30 minutes



Picture Sentences

1. Tick the correct answer



- a) This is the percussion section of an orchestra.
- b) This is the strings section of an orchestra.
- c) This is the wind section of an orchestra.



- a) This is the percussion section of an orchestra.
- b) This is the strings section of an orchestra.
- c) This is the wind section of an orchestra.



- a) This is the percussion section of an orchestra.
- b) This is the strings section of an orchestra.
- c) This is the wind section of an orchestra.

2. Put these words in the correct order to form sentences from your textbook.

set to/ an opera/ drama/ music/ is a

is a/ opera/ an operetta/ light

an operetta /is a/ 20th century/a musical /version of

NAME: _____ DATE: _____
Music: Choice Songs and Choice Works

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

composer musical cat concert

shoe church rock folk

songs theme house opera

boy overture symphony film

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

energetic _____

inspiring _____

traditional _____

modern _____

busy _____



Check that these key words are in your personal dictionary.

NAME: _____ DATE: _____
Music: Choice Songs and Choice Works

Language Level: A2 / B1
Type of activity: individual
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.

c _ n c _ r _ _____

m _ s i _ a l _____

c _ u r _ h _____

o _ e _ a _____

2. Write as many words as possible related to **Choice Songs and Choice Works /this unit**. You have 3 minutes!



Check that these key words are in your personal dictionary.

NAME: _____ DATE: _____
Music: Choice Songs and Choice Works

Language Level: A1 / A2
Type of activity: pairs or individual
Suggested time: 20 minutes



Unscramble the letters

1. Mozart is a famous _____ CMPOSREO

Answer _____

2. A type of German song _____ CNATTAA

Answer _____

3. The Marriage of Figaro is an _____ OERPA

Answer _____

4. One person singing is called a _____ SLOOSIT

Answer _____

Solve the secret code

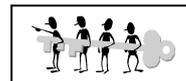
English	T	H	D	E	F	I	N	M	O	S	T	U
Code	B	X	Y	F	G	Q	R	O	L	E	A	W

ex: EAWYFRA = STUDENT

BXFOF _____

NAME: _____ DATE: _____
Music: Choice Songs and Choice Works

Language Level: A2 / B1
Type of activity: pairs or individual
Suggested time: 30 minutes



Completing sentences

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

Information on the exam:

For each piece you must know the name, _____, relevant background information and musical characteristics.

Choice Song Categories

(These are the same as the Set _____ categories!)

1. Traditional Irish songs.
2. Folk songs from other _____.
3. Art songs.
4. Historical and _____ ballads.
5. Popular songs including negro spirituals, jazz and blues songs.
6. Vocal church music and carols.
7. Songs from operas, _____, cantatas and oratorios.
8. Songs involving simple descants, simple two-part songs, rounds and canons.

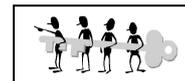
Word Box:

musicals composer song countries modern

NAME: _____ DATE: _____

Music: Choice Songs and Choice Works

Language Level: A2 / B1
Type of activity: individual
Suggested time: 40 minutes



Multiple choice

Read the text below and choose the best answers.

The music in these excerpts covers many different musical styles. You should, after actively listening to many different types of music, both in music lessons and out of class, be able to answer these questions using proper musical terminology (Italian, English or even German). If you can't think of a suitable technical term, try to explain your ideas fully, clearly and concisely, referring to the musical excerpt given. Download some pod casts from www.rte.ie/lyricfm/ and listen to some opera, choral, world music or contemporary music from RTE's classical music station.

When describing a personal response to a particular piece of music or its performance, use descriptive words like colourful, energetic, busy/restful, inspiring, dance-like, etc. Don't leave blank spaces or empty lines.

1. What does the music in the excerpts cover?
 - a) different musical styles
 - b) windows
 - c) doors
 - d) people
2. What should you actively listen to?
 - a) people
 - b) different styles of music
 - c) others
 - d) me
3. What must you be able to use?
 - a) musical terminology
 - b) television
 - c) radio
 - d) pencils
4. Do you have to use descriptive words?
 - a) Yes
 - b) No
5. Do you have to leave blank spaces?
 - a) Yes
 - b) No

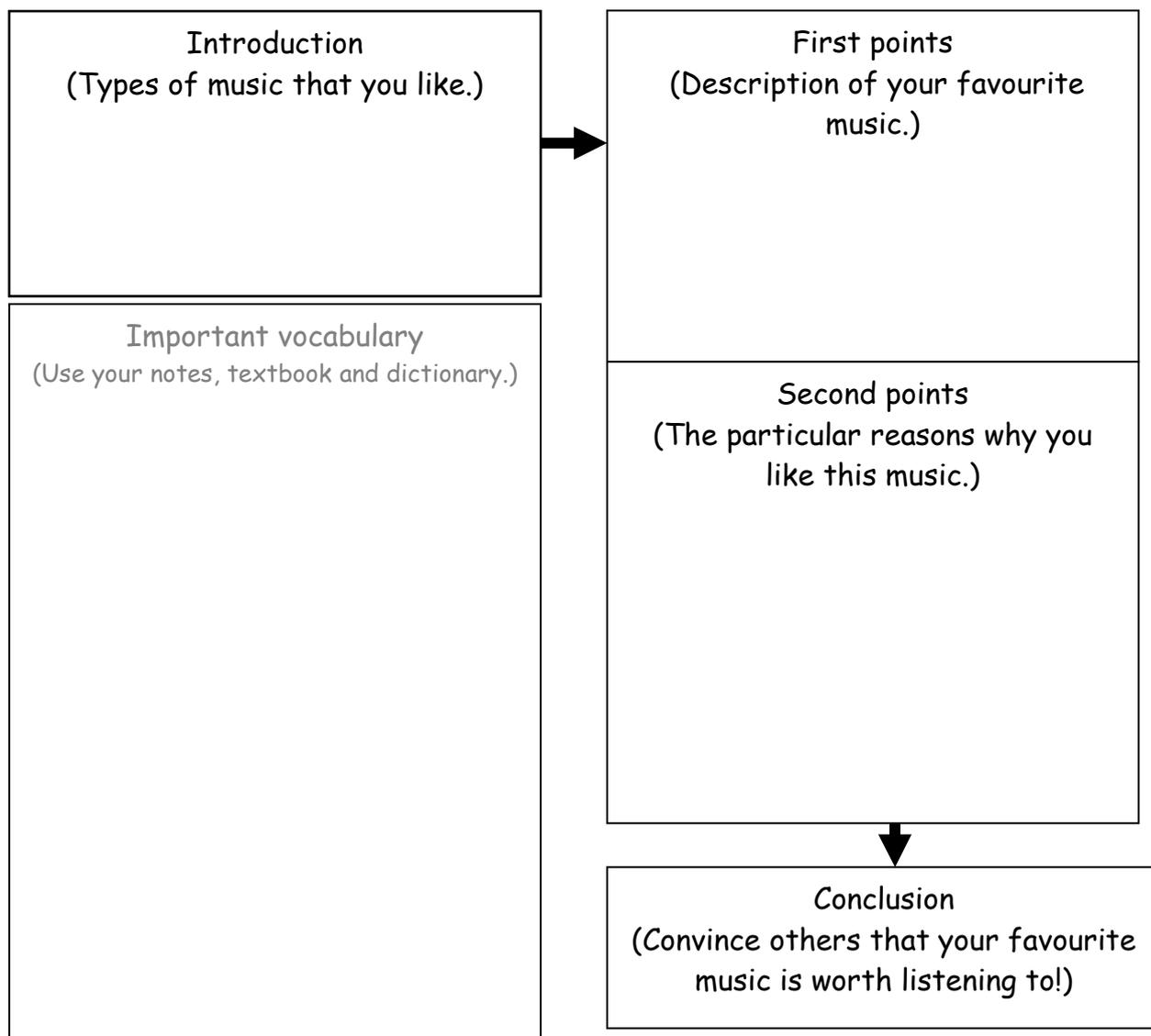
NAME: _____ DATE: _____
Music: Choice Songs and Choice Works

Language Level: A2 / B1
Type of activity: individual
Suggested time: 40 minutes

Preparing a Talk

You are going to give a talk to your class. The topic of your talk is '**My favourite music**'. (This can be a particular piece of music, a particular band or group of musicians, or a particular type 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:



NAME: _____ DATE: _____
Music: Choice Songs and Choice Works

Language Level: B1
Type of activity: pair and individual
Suggested time: 30 minutes



Vocabulary

1. Adjective Hunt

(*adjective - a word that describes a noun or pronoun*)

Circle the 10 adjectives in the box. Score 4 points for each correct answer. Who will score the highest? Perhaps you will. Good luck!

fair choice detailed songs symphony symphonic early
classical overture opera musical choir oratorios
regular easy composer German ballet film electric

2. Missing adjectives.

The following sentences are all from your music textbooks. However, some of the adjectives are missing. Read the sentences and think about what adjectives might fit in the blank spaces, then select adjectives from the box.

- Folk dances have strong traditions and are based on the rhythms of the _____ tunes of the country.
- When music is composed to dance to, then it is _____ dance music, for example, a waltz.
- The tempo is _____, as it is music for dancing to.
- The trombone plays _____ scales.
- Three flutes play the dance. The mood is lively, bright, and _____.
- The Brendan Voyage has melodies based on _____ Irish dance tunes.
- The _____ tune is shared around the instruments of the orchestra.

NAME: _____ DATE: _____
Music: Choice Songs and Choice Works

Vocabulary (continued)

- Gentler, _____ section with the melody in the minor key.
- Some of the _____ melodies from the opera are heard in the prelude.
- Pop songs have catchy, _____ tunes, influenced by many different styles.

descending, dance-like, graceful, repetitive, traditional, well-known, quieter, fast, folk, functional

3. If possible, work with another student. In the box below are adjectives we can use to describe music. Rewrite the adjectives next to each music heading. The first one is done for you.

style country _____

mood _____

rhythm _____

timbre (voice) _____

instrumentation _____

sad	throaty	nasal	electronic	regular	
rock	timid	classical	acoustic	folk	happy
angry	dark	sorrowful	rough	smooth	vibrato
		country	irregular		



Check that these key words are in your personal dictionary.

NAME: _____ DATE: _____
Music: Choice Songs and Choice Works

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.

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

- CANTATAS OPERAS
- CATEGORIES ORATORIOS
- CHOICE SOLOIST
- COMPOSER SONGS
- EXCERPTS WORK
- FILM
- ILLUSTRATIVE
- MUSICALS

NAME: _____ DATE: _____
Music: Choice Songs and Choice Works

Play Snap

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



symphony	symphony
overture	overture
folk	folk

NAME: _____ DATE: _____
Music: Choice Songs and Choice Works

concert

concert

musicals

musicals

church

church

NAME: _____ DATE: _____
Music: Choice Songs and Choice Works

opera	opera
illustrative	illustrative
cantatas	cantatas

NAME: _____ DATE: _____
Music: Choice Songs and Choice Works

Answer key

Working with words, page

1. b, c

Metre = number of beats, tempo = speed, rhythm = regular beats

Picture sentences, page 8

1. b, c, a

2. An opera is a drama set to music.

An operetta is a light opera.

A musical is a 20th century version of an operetta.

Odd one out, page 9

Cat, shoe, house, boy

Keywords, page 10

Concert (noun), musical (noun or adjective), church (noun or adjective *church music*), opera (noun)

Unscramble the letters, page 11

Composer, cantata, opera, soloist

Secret Code: theme

Completing Sentences, page 12

Information on the exam:

For each piece you must know the name, **composer**, relevant background information and musical characteristics.

Choice Song Categories

(These are the same as the Set **Song** categories!)

1. Traditional Irish songs.

2. Folk songs from other **countries**.

3. Art songs.

4. Historical and **modern** ballads.

5. Popular songs including negro spirituals, jazz and blues songs.

6. Vocal church music and carols.

7. Songs from operas, **musicals**, cantatas and oratorios.

8. Songs involving simple descants, simple two-part songs, rounds and canons.

Multiple Choice, page 13

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

NAME: _____ DATE: _____
Music: Choice Songs and Choice Works

Vocabulary, pages 16, 17

1. Adjectives: fair, detailed, symphonic, early, classical, musical (also a noun), regular, easy, German (also a noun), electric

2. Missing adjectives: (these sentences are taken from your textbooks, other combinations are possible, however)

the **folk** tunes, **functional** dance music, the tempo is **fast**, plays **descending** scales, lively, bright and **graceful**, **traditional** Irish dance tunes, **dance-like** tune, gentler, **quieter**, **well-known** melodies, catchy, **repetitive** tunes

3. **style**: country, classical, folk

mood: dark, sad, sorrowful, happy, timid, angry

rhythm: regular, irregular

timbre: nasal, throaty, vibrato, rough, smooth

instrumentation: rock, electronic, acoustic

NAME: _____ DATE: _____
Music: Choice Songs and Choice Works

Word Search, page 19

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