

NAME: _____ DATE: _____
 Music: Exam marking scheme, music practical and exam technique

Music

Exam marking scheme, music practical and exam technique

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	Exam marking scheme, music practical and exam technique	
All students: Activities that are suitable for Learning Support, Language Support and the Mainstream Subject Class include:	Keywords	3
	Vocabulary File	4-6
	Activating Students' Existing Knowledge	7
	Completing Sentences	13
	Multiple Choice	14
	Preparing a talk	15
	Wordsearch	18
Learning support and Language support: Activities suitable for students receiving Learning or Language Support include:	Working with words	8
	Picture Sentences	9
	Odd One Out	10
	Music Keywords	11
	Unscramble the letters	12
	Alphaboxes	17
Language support: Additional activities for Language Support:	Play Snap	19-21
	Grammar	16
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.

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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:



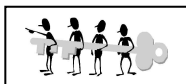
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



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**.

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Keywords

The list of keywords for this unit is as follows:

Nouns

accompanist
accuracy
activity
atmosphere
aural exam
composition
dynamics
enthusiasm
exam/examination
group
harmony
improvisation
marks
melody
memory
music
musical expression
noise
notes
perfection
performance
piano
pieces
practical exam
practice
question
rhythm
signature
solo (*noun*)
song
sound
standard (*noun*)
teacher

technique

tempo

terminology

tests

time

tips

triads

works

Verbs

to accompany

to balance

to choose

to concentrate

to count for

to examine

to harmonise

to improvise

to know

to listen

to listen back

to mark

to memorise

to perform

to play

to practise

to produce

to recommend

to sight-read

to sing

to sound

to understand

Adjectives

accurate

appropriate

aural

balanced

better

confident

correct

examined

harmonic

high

higher

Irish

low

melodic

memorised

musical

ordinary

original

perfect

practical

prepared

recommended

rhythmic

set

solo (*adjective*)

standard (*adjective*)

technical

tentative

timed

total

unprepared

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Vocabulary file 1

Word	Meaning	Note or example*
accompanist		
accuracy		
Aural exam		
composition		
dynamics		
harmony		
improvisation		

*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.



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

Word	Meaning	Note or example
marks		
melody		
memory		
notes		
performance		
pieces		
Practical exam		



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 3

Word	Meaning	Note or example
rhythm		
solo		
technique		
tempo		
terminology		
to sight-read		
recommended		



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

NAME: _____ **DATE:** _____
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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:

music **performing**

- 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.

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



Working with words

1. Tick the correct answer.



- a) table
- b) chair
- c) book
- d) piano



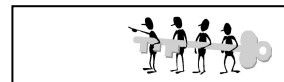
- a) question mark
- b) car
- c) animal
- d) bike

2. The box below contains adjectives. Some of these adjectives are used to describe music. Underline the adjectives usually used with music.

peaceful broken melodic rhythmic crooked
balanced harmonic green popular tasty

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



Picture Sentences

1. Tick the correct answer

- a) This is a cat.
- b) This is a band.
- c) This is a classroom.



- a) This is a solo singer.
- b) This is a group.
- c) This is an animal.



- a) This is a guitar.
- b) This is a piano.
- c) This is a school bag.



- a) This is a boy.
- b) This is a guitar.
- c) This is a box



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

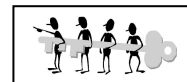
listener music must sense the make to

four made of quartet a is musicians up

trio is up made three a of musicians

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Level: A1 / A2
 Type of activity: pairs or individual
 Suggested time: 30 minutes



Odd One Out

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

Example: *apple orange banana taxi*

1. perform music cat melody
2. harmony solo group dog
3. melody song phone music
4. shoe aural memory exam

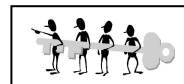
2 Take the words from the box below and put them into the correct categories in the grid.

melody	music	accompanist	violin
	flute		pieces
piano		notes	soloist
	tune		pianist
guitarist		solo	guitar
			band
			group

Instruments	Played on instruments	People

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



Hidden Music Keywords

1. Fill in the missing letters of the keywords listed below.
On the line next to the keywords, write down whether this word is a noun, an adjective or a verb.

m_s_c _____

e_a_ _____

p_an_ _____

p_rf_r_ _____

2. Wordbuilding

Fill in gaps in this table. If you need help, look at your textbook or dictionary.

Be careful! **Not all boxes will be filled.**

Noun (thing, event, action)	Noun (person)	Verb
<i>piano</i>	<i>pianist</i>	<i>to play the piano</i>
	performer	
		to listen
examination		
	singer	
production		
		to sound

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



Unscramble the letters

1. There are many different types of _____ MSUIC

Answer _____

2. In an examination, you must answer the _____ QEUSTNOIS

Answer _____

3. Another word for a tune is a _____ MLEDOY

Answer _____

4. This is an important element in music _____ RYHTMH

Answer _____

Look at each word as you write the answer.

Is your spelling correct?

Can you pronounce the word?

Do you know what the word means?

Have you got this word in your personal dictionary?



Solve the secret code

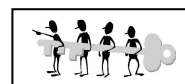
English=	A	C	D	E	L	I	N	M	O	S	T	U
Code=	B	X	Y	F	G	Q	R	O	L	E	A	W

example: (code) EAWYFRA = STUDENT (English)

OWEQXBG =

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Level: A1
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.

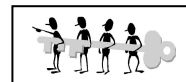
1. First impressions are important.
2. Look and feel confident from the moment you walk into the room/hall.
3. Choose to perform _____ that are not too difficult for your ability. Choosing something that you can _____ fluently and performing it well will build your confidence throughout your _____.
4. You will be nervous - but keep your nerves under control. Controlled nerves help you give your best.
5. Don't forget to breathe - not just singers, all performers!
6. Be so well prepared that you can play or sing with comfort and ease, so practise, _____ and practise!
7. No matter how you feel you have performed, this element of the _____ is not over until you leave the room or hall.

Word
Box:

exam	performance	pieces
	practise	perform

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



Multiple choice

Read the text below and choose the best answers.

Performing music is for the ear. You want to sound better. So, above all, remember to listen to yourself as you play or sing. This is difficult, so try to record your playing or singing when practising. Then listen back carefully and decide what you need to do to make your performance better.

Advantages: It improves listening. You can hear and judge your own playing instead of relying on somebody else to do it. By listening to your old recordings, you can hear the improvement you've made. Do it right from the very first practice. Always aim for perfection in notes, sound, and musical expression. Write things down. It helps you remember things if you write them down.

When you see what you've written a day, two days, or a week later, it refreshes your memory and helps you remember it permanently. Create your own style by interpretation. Circle all the dynamics and tempo markings.

1. What is music performance for?
 - a) toes
 - b) ears
 - c) legs
 - d) nose
2. What must you remember to do?
 - a) wash your hands
 - b) listen to yourself
 - c) rub your eyes
 - d) eat
3. What must you aim for in notes?
 - a) arrows
 - b) people
 - c) perfection
 - d) high A
4. Does writing things down help you remember?
 - a) Yes
 - b) No
5. Do you have to circle all dynamic markings?
 - a) Yes
 - b) No

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Level: A2 / B1
Type of activity: pairs / small groups
Suggested time: 40 minutes

Preparing a talk

You should work with another student. You are going to work together to prepare and give a short talk. The title of the talk is '**Advice for a student taking an examination in music**'.

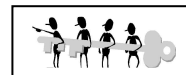
Preparation

- 1 Discuss and agree the important advice for a student taking a practical music exam.
- 2 Decide how you will order the points in your talk.
- 3 Have you any good examples to illustrate your points?
- 4 Is there any vocabulary that you need to check?
- 5 Agree who will present the points.
- 6 Write notes to help you when you are speaking. Think carefully about the support you will need - vocabulary, expressions, examples and so on.

Now you are ready to give your talk!

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Level: A2 / B1
Type of activity: pairs / small groups
Suggested time: 40 minutes



Grammar points

1. What do these 3 adjectives mean? Check the meaning if you are not sure. Then put each adjective in a sentence.

melodic _____

harmonic _____

rhythmic _____

2. Adjective Hunt

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

high

brilliant

new

carefully

pitch

songs

accurate

question

difficult

test

dramatic

easy

piano

performance

melody

solo

examination

harmony

great

old

technique

Score: _____ points

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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

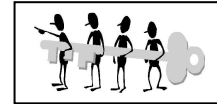
Do you understand all these words?



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 in the box below.

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

ENTHUSIASM	PERFECTION	RHYTHM	TECHNIQUE
EXAMINATION	PERFORMANCE	SIGNATURE	TEMPO
HARMONY	PIANO	SOLO	
IMPROVISATION	PIECES	SONG	
MARKS	PRACTICAL EXAM	SOUND	
MELODY	PRACTICE	TEACHER	
MEMORY	QUESTION		

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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.



music	music
melody	melody
harmony	harmony

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question	question
examination	examination
performance	performance

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musical	musical
songs	songs
technique	technique

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Answer key

Working with words, page 8

1. piano, question mark.
2. adjectives to describe music: peaceful, melodic, rhythmic, balanced, harmonic, popular

Picture Sentences, page 9

1. b, a, b, b
2. Music must make sense to the listener.
 A quartet is made up of four musicians.
 A trio is made up of three musicians.

Odd one out, page 10

1. cat, dog, phone, shoe

Instruments	Played on instruments	People
piano	melody	accompanist
guitar	music	guitarist
flute	notes	band
violin	tune	group
	solo	pianist
	pieces	soloist

Hidden music keywords, page 11

Music, noun, exam, noun, piano, noun, perform, verb
 Wordbuilding

Noun (thing, event, action)	Noun (person)	Verb
<i>piano</i>	<i>pianist</i>	<i>to play the piano</i>
performance	performer	to perform
	listener	to listen
examination	examiner	to examine
	singer	to sing
production	producer	to produce
sound		to sound

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Unscramble the letters, page 12

Music, questions, melody, rhythm

Secret code: musical

Completing Sentences, page 13

1 First impressions are important.

2 Look and feel confident from the moment you walk into the room/hall.

3 Choose to perform **pieces** that are not too difficult for your ability. Choosing something that you can **perform** fluently and performing it well will build your confidence throughout your **performance**.

4 You will be nervous - but keep your nerves under control. Controlled nerves help you give your best.

5 Don't forget to breathe - not just singers, all performers!

6 Be so well prepared that you can play or sing with comfort and ease, so practise, **practise** and practise!

7 No matter how you feel you have performed, this element of the **exam** is not over until you leave the room or hall.

Multiple Choice, page 14

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

Grammar points, page 16

Adjectives: high, solo, great, brilliant, dramatic, old, new, difficult, easy, accurate

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Word Search, page 18

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