

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	
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
	Wordsearch	16
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	15
	Play Snap	17-19
Language support: Additional activities for Language Support:	Grammar point	14
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: Harmony

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.

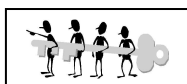


Have you ticked this activity on your Learning Record?

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: Harmony

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

Verbs

compose
lead
plot
resolve
study

Adjectives

dominant
imperfect
major
minor
perfect

NAME: _____ DATE: _____
Music: Harmony

Vocabulary file 1

Word	Meaning	Note or example*
soprano		
alto		
bass		
tenor		
cadence		
harmony		

*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.

NAME: _____ DATE: _____
Music: Harmony

Vocabulary file 2

Word	Meaning	Note or example
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.

NAME: _____ DATE: _____
Music: Harmony

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:

Singing Choirs

- 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.

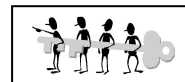
NAME: _____ DATE: _____

Music: Harmony

Level: A1

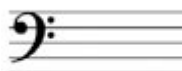
Type of activity: pairs or individual

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 a note or example to help you remember the word.

Word	Page in textbook	Explanation	Note or example
		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

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?

NAME: _____ DATE: _____

Music: Harmony

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**

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 _____

NAME: _____ DATE: _____

Music: Harmony

Level: A2 / B1

Type of activity: individual

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.

NAME: _____ DATE: _____

Music: Harmony

Level: A1 / A2

Type of activity: pairs or individual

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 _____

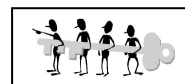
NAME: _____ DATE: _____

Music: Harmony

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.

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?

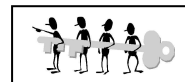
Word Box:

major rhythm minor chords cadence

NAME: _____ DATE: _____

Music: Harmony

Level: A2 / B1
Type of activity: individual
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 |
|--------|-------|

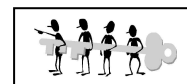
5. Must we double the leading note?

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

NAME: _____ DATE: _____

Music: Harmony

Level: all
Type of activity: individual
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.

NAME: _____ DATE: _____
Music: Harmony

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.



Word search

Find the words from the list below.

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	

NAME: _____ DATE: _____

Music: Harmony

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

NAME: _____ DATE: _____

Music: Harmony

alto	alto
tenor	tenor
bass	bass

NAME: _____ DATE: _____

Music: Harmony

voice	voice
motion	motion
cadence	cadence

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.

Hint

NAME: _____ DATE: _____

Music: Harmony

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.

NAME: _____ DATE: _____
Music: Harmony

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