

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
 Music: Theory of Music

# 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	
<b>All students:</b>  Activities that are suitable for <b>Learning Support, Language Support</b> and the <b>Mainstream Subject Class</b> 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
<b>Learning support and Language support:</b>  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
<b>Language support:</b>  Additional activities for Language Support:	Vocabulary	16-17
<b>Levels for Language Support</b>	<b>A1 – B1</b> The language level of each activity is indicated in an information box.	
<b>Learning focus</b>	Using Music textbooks and accessing curriculum content and learning activities.	
<b>Acknowledgement</b>	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.

## 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.

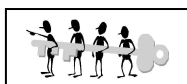


Have you ticked this activity on your Learning Record?

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**.

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## **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

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### Vocabulary file 1

Word	Meaning	Note or example*
minor		
major		
note		
tempo		
beat		
scale		

\*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 resource folder so you can use it in the future.

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### Vocabulary file 2

Word	Meaning	Note or example*
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.

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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:

### **Musical instruments**

### **My favourite 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.

Level: A1  
 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



t

- 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 explanation for each word and write it in the box.

a tune

play notes together at the same

time

rising and falling notes

accompanying notes

Word	Page	Explanation	Note or example
scale			
melody			
harmony			
chords			



Check that these key words are in your personal dictionary.

Level: A1  
Type of activity: pairs or individual  
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	



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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*

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

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orchestra/ four/ has/ the /sections

---

band/ are /rock/ U2/ a

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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.

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!

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Check that these key words are in your personal dictionary.

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Level: A1 / A2

Type of activity: pairs or individual

Suggested time: 20 minutes



### 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 \_\_\_\_\_

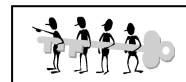
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Level: A2 / B1

Type of activity: pairs or individual

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
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2. Check your understanding by answering the following questions:

- What does texture mean?
- What are the three basic styles of musical texture?

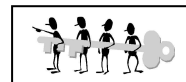
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Level: A2 / B1

Type of activity: individual

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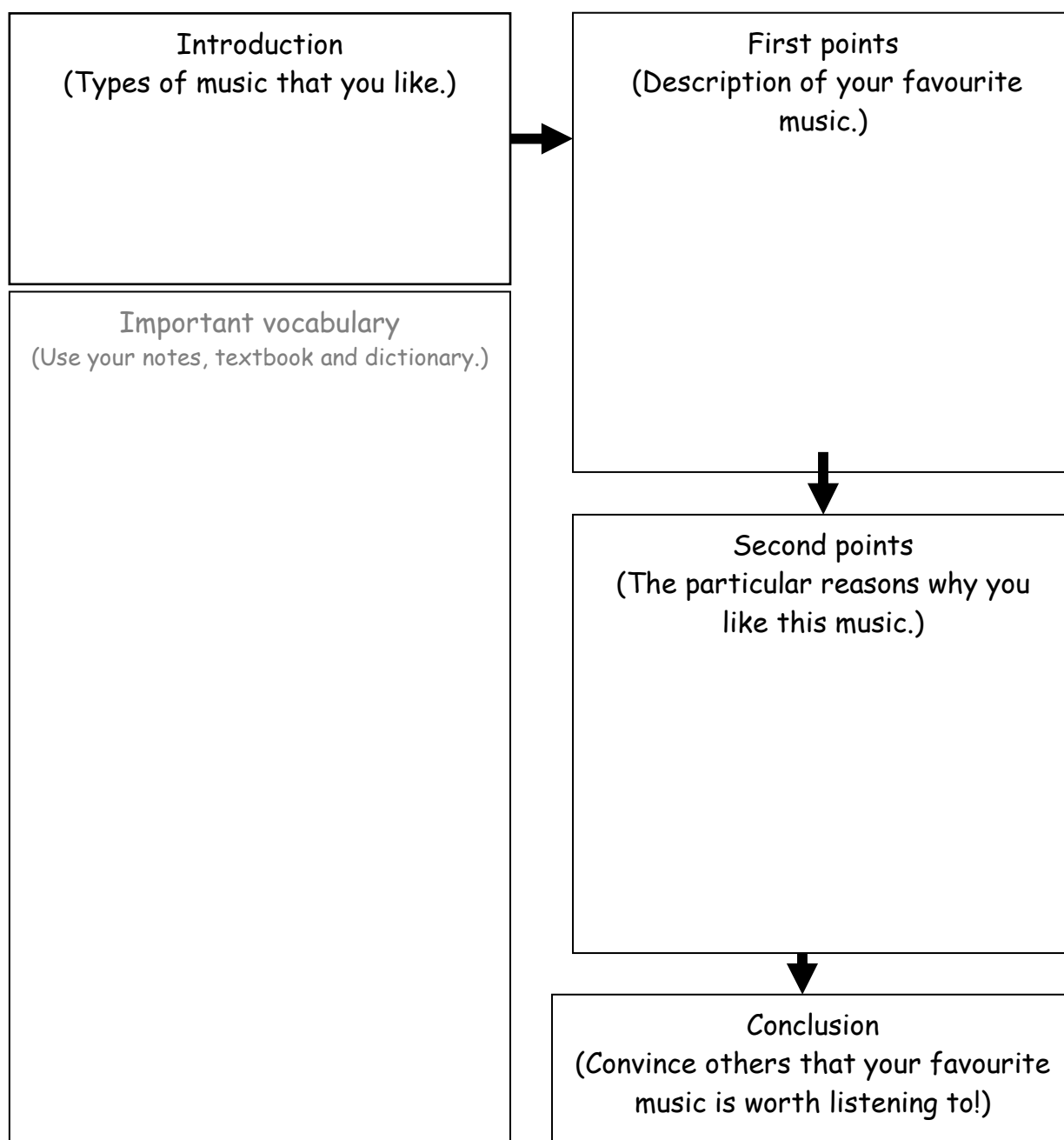
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**Level:** A2 / B1  
**Type of activity:** individual  
**Suggested time:** 40 minutes

**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: Theory of Music**

Use your plan and make notes for your talk.

**'My favourite music'**

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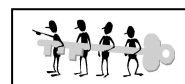
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Level: B1  
Type of activity: individual  
Suggested time: 30 minutes



## 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
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one	the same	many
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## Vocabulary (continued)

3. If possible, work in pairs.

Student A: Look up the following words in your textbook or 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
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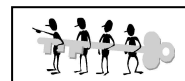
***Well done! Don't forget to store this information in your vocabulary files.***

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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



### Word search

Find the words from the list below.

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

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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.



counterpoint	counterpoint
texture	texture
interval	interval

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<b>dynamics</b>	<b>dynamics</b>
<b>canon</b>	<b>canon</b>
<b>major</b>	<b>major</b>

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<b>minor</b>	<b>minor</b>
<b>crotchet</b>	<b>crotchet</b>
<b>Key signature</b>	<b>Key signature</b>

## 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.

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• 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)



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
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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