

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

Music

Set Songs and Set 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	Set Songs and Set 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
	Wordsearch	17
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	16
	Play Snap	18-20
Language support: Additional activities for Language Support:	Grammar points	14-15
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:



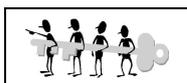
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



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

ballad
brass
canon
cantata
carols
category
chorus
church
composer
counterpoint
country
details
discussion
excerpt
flute
folk song
harpsichord
keyboard
leap
minuet
mood
notation

ornamentation
pause
percussion
range
rhythm
saxophone
signature
song
spring
strings
style
suite
tempo
time
woodwind

Adjectives

historical
modern
polyphonic
popular
simple
spiritual

(see also adjectives page 14)

Verbs

expect
listen
play
precede

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Vocabulary file 1

Word	Meaning	Note or example*
mood		
ballad		
composer		
excerpt		
to precede		
church		

*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
carol		
rhythm		
pause		
category		
spiritual		
blues		



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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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:

My favourite Song

My favourite Composer

- 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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Music: Set Songs and Set Works

Level: A1

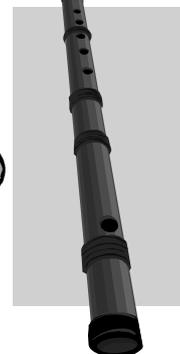
Type of activity: pairs or individual

Suggested time: 30 minutes



Working with words

1. Use your textbooks to find the names of these instruments and fill in the box below.



Name of instrument	Page in textbook	Type of instrument	Note or example
		string	
		woodwind	
		percussion	
		keyboard	
		brass	

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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 performer.
- b) This is a composer.
- c) This is an author.



- a) This is a performer.
- b) This is a composer.
- c) This is an author.

Less Stress More Success
Music Revision for Junior Certificate
By Andrew Purcell
Published by Gill & Macmillan

- a) This is a performer.
- b) This is a composer.
- c) This is an author.



2. Put these words in the correct order to form questions that you might hear in the music classroom.

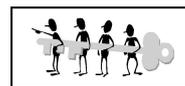
the work /what/ the title/ of/ is/?

is /the composer/ who/?

instruments/ what/ hear /can /you/?

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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*

violin viola cello drum

Vivaldi Bach house Beethoven

fire church carol cantatas

composer doctor singer performer

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

to consist (of) _____

to be linked to _____

to tap _____

to identify _____

to compose _____



Check that these key words are in your personal dictionary.

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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.

k_yb__rd _____

p_rc__s_on _____

p__se _____

p_p_l_r _____

s_ir_t_al _____

2. Write as many words as possible related to **Set songs and set works**.
You have 3 minutes!

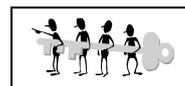
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Level: A1 / A2

Type of activity: pairs or individual

Suggested time: 20 minutes



Unscramble the letters

1. At Christmas, we hear lots of Christmas CRALOS

Answer _____

2. A song that tells a story LABLDA

Answer _____

3. The speed of music is often called the TPMEO

Answer _____

4. A melody can move by step or by LPAES

Answer _____

Solve the secret code

English	A	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

XBRLRE _____

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Music: Set Songs and Set Works

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.

Categories of Songs:

1. Irish Folk Songs
2. Folk Songs from _____ Countries
3. Art Songs
4. Modern and _____ Ballads
5. Popular Songs, Negro Spirituals, Jazz and Blues Songs
6. Church Music and Carols
7. Songs from Operas, _____, Cantatas and Oratorios
8. Songs with simple Descants, Two-part Songs, Rounds and Canons

Each group contains _____ different set songs, one from each of the eight different categories. Each year the set songs and set works from Group A, Band C _____.

Word Box:

historical	alternate	other
musicals	eight	

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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.

Bizet's L'Arlesienne Suite No.1: Intermezzo and Farandole

- This is Romantic French theatrical music. It was composed in 1872.
- The play L'Arlesienne was unsuccessful, but Bizet's background and scene music for the play was popular, so he arranged the music into a suite.

Later, after Bizet's death, a second suite of the music was arranged.

- The first piece you must study is the second movement of Suite No.1: the Intermezzo - which is a piece of music played between two scenes or acts of a play, opera, etc.
- Bizet uses French folk music as a basis for his melodies.
- The saxophone is an unusual instrument to hear in 1870s music.
- The second piece of music on your course is the fourth movement, the Farandole - a lively French dance from the area of Provence.
- Bizet's music is very structured and simple but clearly evokes contrasting moods between and within pieces.

1. When was L'Arlesienne composed?

- | | |
|---------|---------|
| a) 2002 | b) 1984 |
| c) 1872 | d) 1972 |

2. What did he arrange the music into?

- | | |
|------------|--------------|
| a) a suite | b) chocolate |
| c) musical | d) oratorio |

3. What is the music played between two scenes called?

- | | |
|---------------|----------|
| a) intermezzo | b) mezzo |
| c) opera | d) play |

4. Does Bizet use French music as a basis for his music?

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

5. Is the Farandole a French dance?

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

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



Grammar point

Adjectives

(Adjective: a word that describes a noun or pronoun, example: a sad song, a happy child)

1. In your music textbooks, adjectives are used to describe the mood (feeling) of a piece of music. Below is a list of adjectives taken from the unit on Set Songs. Read through the adjectives, check them in your textbook and/or in a dictionary. Decide if they positive or negative (or neither) by writing them in the correct column.

sad solemn joyous serene content joyful
cheerful devout distressing happy lively
gentle vigorous restrained regretful spiritual
sacred reverent calm heartbreaking

Positive 	Negative 	Neither

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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 from the list below.

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

ALLEGRO	PERCUSSION	TEMPO
CONCERTO	POLYPHONIC	TIMPANI
FLUTE	RITORNELLO	TUTTI
HOMOPHONIC	SOLO	VIOLIN
MOVEMENT	STRINGS	
ORCHESTRA	SUITE	

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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.



syncopation	syncopation
ornamentation	ornamentation
spiritual	spiritual

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carols	carols
triadic	triadic
popular	popular

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fermata

fermata

triplets

triplets

anacrusis

anacrusis

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Answer key

Working with words, page 7

Name of instrument	Page in textbook	Type of instrument	In my language
violin		string	
pipe/flute		woodwind	
bongos/drums		percussion	
piano		keyboard	
trumpet		brass	

Picture sentences, page 8

1. b, c, a
2. What is the title of the work?
Who is the composer?
What instruments can you hear?

Odd one out, page 9

Drum, house, fire, doctor

Keywords, page 10

Keyboard (noun), percussion (noun or adjective), pause (noun or verb), popular (adjective), spiritual (adjective)

Unscramble the letters, page 11

Carols, ballad, tempo, leaps.

Secret code: canons

Completing Sentences, page 12

Categories of Songs:

- 1 Irish Folk Songs
- 2 Folk Songs from **other** Countries
- 3 Art Songs
- 4 Modern and **Historical** Ballads
- 5 Popular Songs, Negro Spirituals, Jazz and Blues Songs
- 6 Church Music and Carols
- 7 Songs from Operas, **Musicals**, Cantatas and Oratorios

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8 Songs with simple Descants, Two-part Songs, Rounds and Canons

Each group contains **eight** different set songs, one from each of the eight different categories. Each year the set songs and set works from Group A, Band C alternate.

Multiple Choice, page 13

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

Grammar point, page 14

Note: students may have different opinions on the meaning of negative or positive, the answer below is a suggested answer only

Positive: joyous, serene, content, joyful, cheerful, happy, lively, gentle, vigorous, calm

Negative: sad, solemn, distressing, restrained, regretful, heartbreaking.

Neither: devout, spiritual, sacred, reverent

