

The Elements of Music

Lesson Aims

- To develop your musical understanding of the elements of music.
- To develop your composition skills

Homework

Answer the following questions for homework. You must write at least one side of A4 paper..

Why did you choose Music GCSE?

What are you most looking forward to/least looking forward to in this GCSE?

What would you like to develop as a Musician??
(e.g. performing/
composing/theory
etc)

What are your strengths as a musician??
(e.g. performing/
composing/theory
etc)

Introduction to GCSE Music

Music GCSE at St Gabriel's

By the end of Y10 you will have..

- Completed your **solo performance (April)**
- Completed your **composition 1 on your instrument (April)**
- Complete your Performance Commentary **(April)**.

YOU WILL RECEIVE YOUR RESULTS FOR THESE MODULES IN RESULTS DAY 2013



By the end of Y11 you will have..

- Completed your **ensemble performance**
- Completed your **composition 2 on ICT/ your instrument**
- Completed your **log and evaluation.**
- Completed your **Creative Task**
- Completed your **Listening Test.**

YOU WILL RECEIVE YOUR RESULTS FOR THESE MODULES IN RESULTS DAY 2014

GCSE Music Handbook

Name

My Target.....

Teacher

Awarding Body *OCR*

Assessment *75% Coursework*

25% Examination

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The Elements of Music

What are they??????????????

Elements of Music

Which two do you feel most confident about?????

PITCH

DYNAMICS

TEMPO

DURATION

TEXTURE

TIMBRE

Elements of Music

Which two do you feel most unconfident about?????

PITCH

DYNAMICS

TEMPO

DURATION

TEXTURE

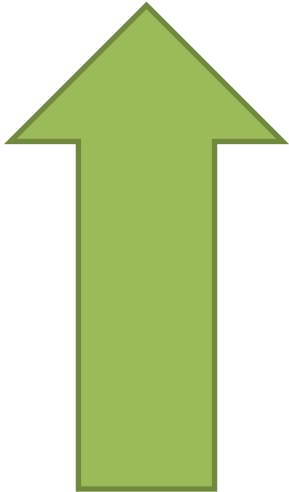
TIMBRE

TEXTURE

TIMBRE

DURATION

TEXTURE



Thick/ thin?????

Think-pair-share
What does this
mean?????????????????

TEXTURE

THICK = POLYPHONIC



Hong Kong (Aug. 26, 2006)
<http://www.globalphotos.org>

thin= **HOMOPHONIC**

TEXTURE

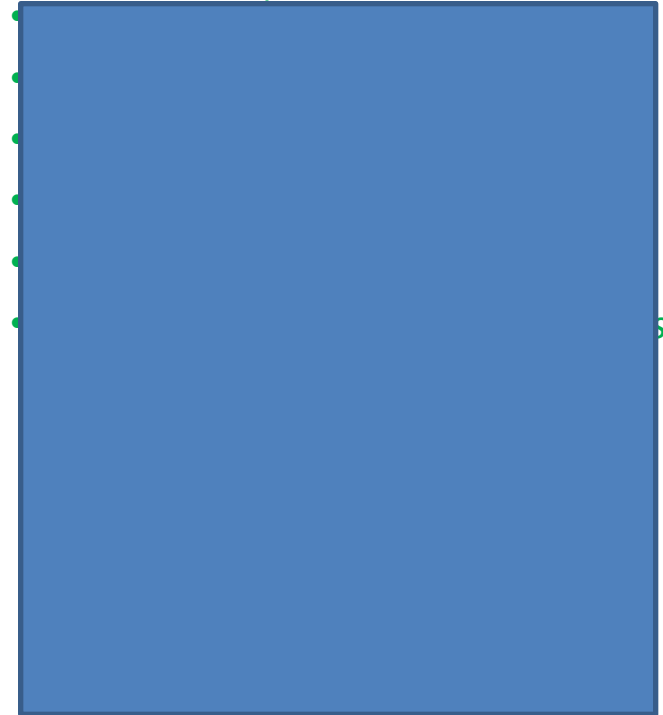


Think-Pair-Share

What other musical words do you know that are associated with each element??(List these in the back of your books).

- Pitch
- Tempo
- Dynamics
- Duration
- Texture
- Timbre

- High/ Low
- Fast/slow
- Loud /Quiet
- Long/short (notes)
- Thick/thin
- Sound created



ssion

Think-Pair-Share

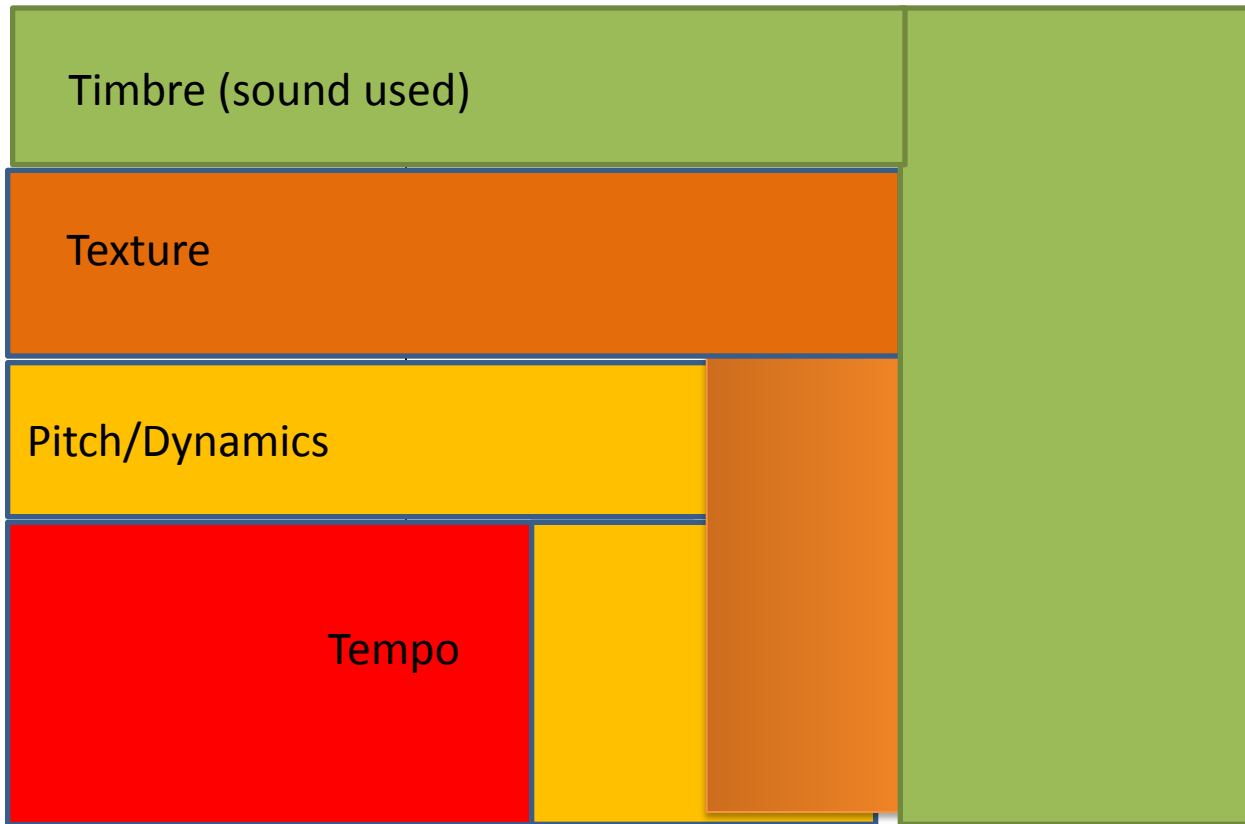
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- *Soprano, alto, tenor, bass*
- *Allegro/ andante/ adagio*
- *Forte/ piano /
crescendo/diminuendo*
- *Minims/ quavers*
- *polyphonic/ homophonic / unison*
- *Brass/strings/woodwind/ percussion*

Listen! Compare and contrast the elements of music used in the verse and chorus



E.G

The tempo stays the same in both the chorus and the verse.

In pairs, compose a piece of music that describes the following scene on the keyboards.

Scene 1



It was a cold winters night and a school student was walking home through the woods.

Success Criteria:

You should include:

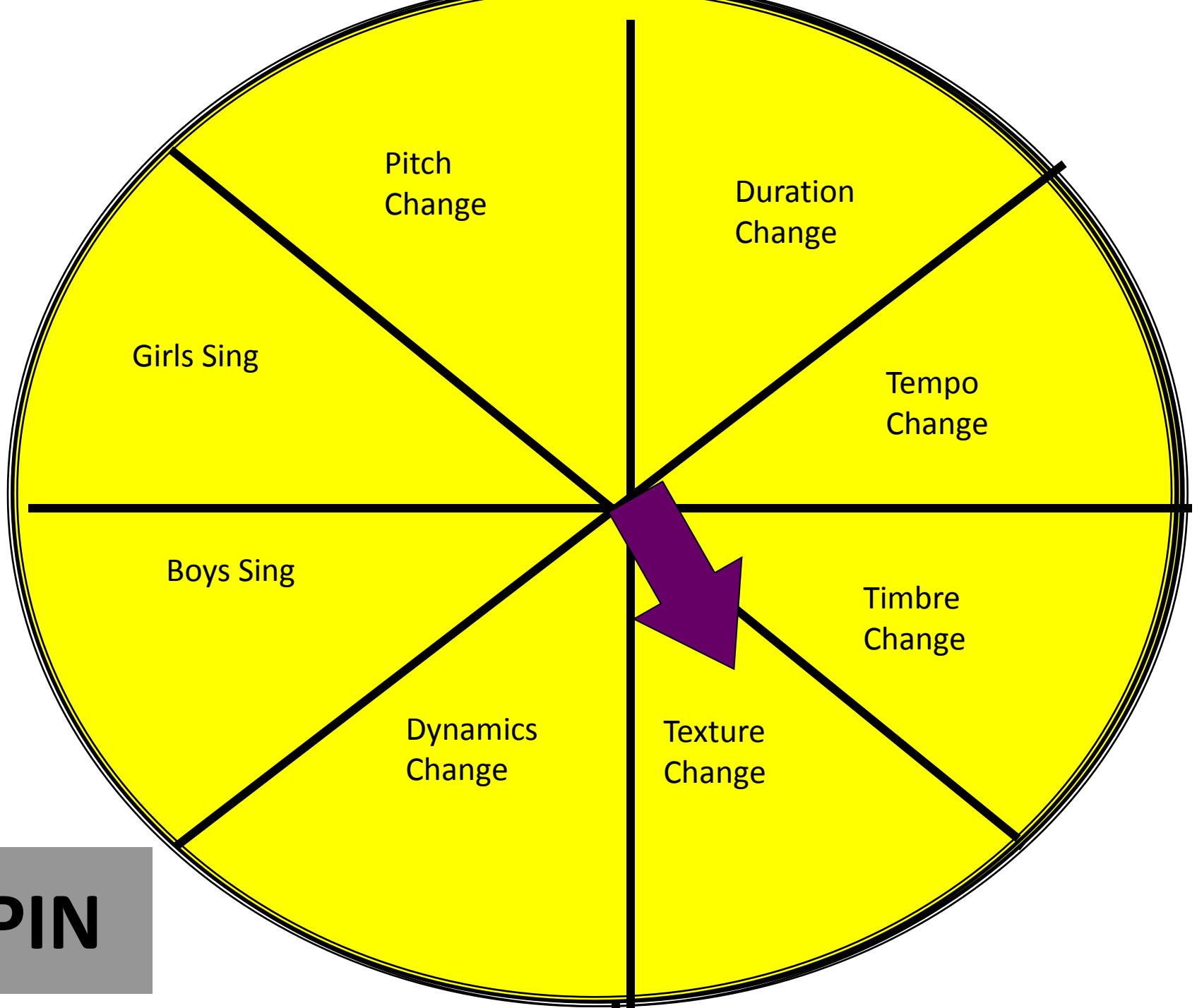
It must: include dynamic and tempo contrast.

It should: include timbre (sound) contrast

It could: include textural contrast

Consolidate

- Tell me a new word you have learnt on the way out of the classroom.



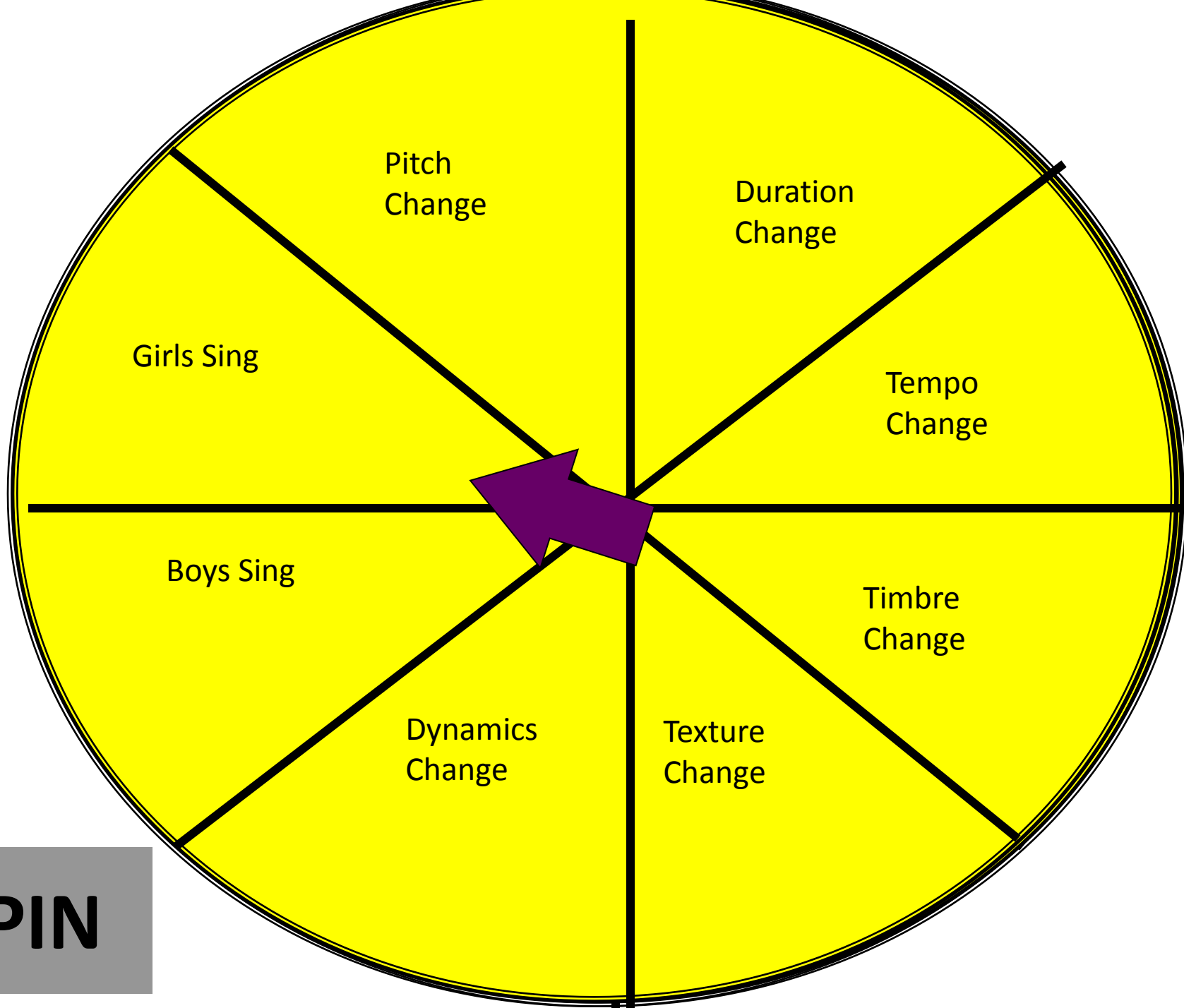
SPIN

Sing through Valerie:

Well, sometimes I go out by myself
And I look across the water
And I think of all the things, what you're doing
And in my head I paint a picture

'Cause since I've come on home
Well, my body's been a mess
And I've missed your ginger hair
And the way you like to dress

Won't you come on over
Stop makin' a fool out of me
Why don't you come on over Valerie?
Valerie, Valerie, Valerie



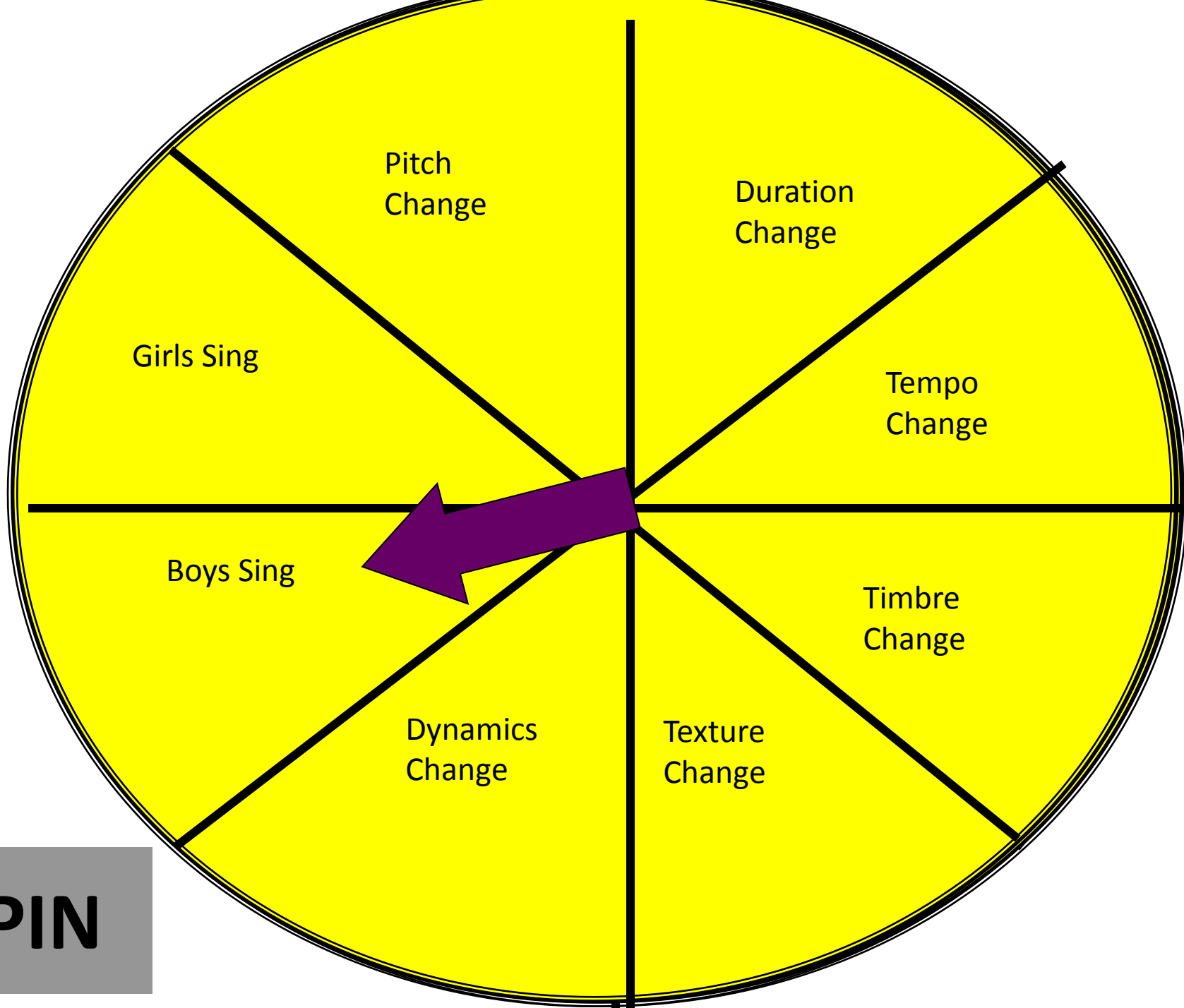
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