

Hazelwood College




Year 8 Music



Knowledge Organiser

Music Knowledge Organiser - Checklist

| | Activity | Completed  |
|----|------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| 1 | The Elements of Music - Talking About Music | |
| 2 | The Elements of Music - Key Words | |
| 3 | Instruments of the Orchestra - The Layout of the Orchestra | |
| 4 | Instruments of the Orchestra - Instruments Quiz | |
| 5 | The Keyboard - Find the Notes | |
| 6 | Beat and Rhythm - Note Values | |
| 7 | Notes on the Stave - Name the Notes | |
| 8 | Notes on the Stave - Drawing Notes on the Stave | |
| 9 | Notes on the Stave - Drawing Stems on Notes on the Stave | |
| 10 | Exam Practice | |



The Elements of Music

Below is a grid featuring some ELEMENTS OF MUSIC and their meanings.

| | |
|-----------------|----------------------------------------------------------------------------------------------------------------------------|
| Pitch | How HIGH or LOW sounds are. For example, you can have high-pitched or low-pitched sounds. |
| Duration | How LONG sounds are held on for. Sounds held on for different lengths create RHYTHMS. |
| Pace | How FAST or SLOW sounds are played, or whether they get faster or slower. |
| Timbre | This means the TONE QUALITY of a sound. Every musical instrument has its own particular "sound" or timbre. |
| Texture | How many instruments or sounds are being played together. For example, 1 person playing a solo or 2 people playing a duet. |
| Dynamics | How LOUD or QUIET the sounds are played, or whether they get louder or quieter. |

The Elements of Music

Talking About Music

Look at the statements below. Each statement has been spoken by someone about a piece of music they have listened to and is mainly concerned with one of the ELEMENTS OF MUSIC:

| | | | | | |
|-------|----------|------|--------|---------|----------|
| PITCH | DURATION | PACE | TIMBRE | TEXTURE | DYNAMICS |
|-------|----------|------|--------|---------|----------|

Complete each sentence by filling each blank space with one of the elements of music.

e.g. "The music started with a LOW note."

This statement is about Pitch.

1. "The music was very FAST."

This statement is about _____

2. "There were 5 instruments playing together in this music."

This statement is about _____

3. "I liked the lively RHYTHMS of this piece."

This statement is about _____

4. "The music began very LOUD but there were QUIET bits later"

This statement is about _____

5. "This piece was played on the CLARINET."

This statement is about _____

The Elements of Music

Key Words

Look at the words below and decide which of the **elements of music** that each is related to. Then write each word into the correct column below. The number in brackets after each element indicates how many answers should go in each box.

| | | | | |
|-------|--------|----------|-----------|------------|
| Solo | Long | Clarinet | Higher | Soft |
| Thick | Fast | Tempo | Orchestra | Low |
| Loud | Rhythm | Volume | Thin | Instrument |
| Short | Violin | Slower | Trumpet | Duet |
| Tune | Speed | Drum | Length | Quiet |

| | | |
|---------------------|---------------------|-------------------|
| <u>Dynamics</u> (4) | <u>Duration</u> (4) | <u>Pace</u> (4) |
| <u>Pitch</u> (3) | <u>Texture</u> (5) | <u>Timbre</u> (5) |

Instruments of the Orchestra

Elements of Music: Timbre and Texture

Reminder: Timbre = the sounds made by different instruments

Texture = the number of sounds or instruments playing together

An orchestra is a large group of many different instruments. The instruments are divided into four sections or families.

STRINGS

WOODWIND

BRASS

PERCUSSION

The instruments in each family are related, usually by the way that they are made and/or played:

Strings: Instruments in the Strings family have strings and are played by drawing a bow across the strings or by plucking them.

Woodwind: Instruments in the Woodwind family are basically cylinder-shaped. The player blows into the instrument to create the sound and changes the pitch by pressing the keys.

Brass: Instruments in the Brass family are basically long, metal tubes which have been bent into shape. The player blows into the instrument by buzzing their lips together to create the sound.

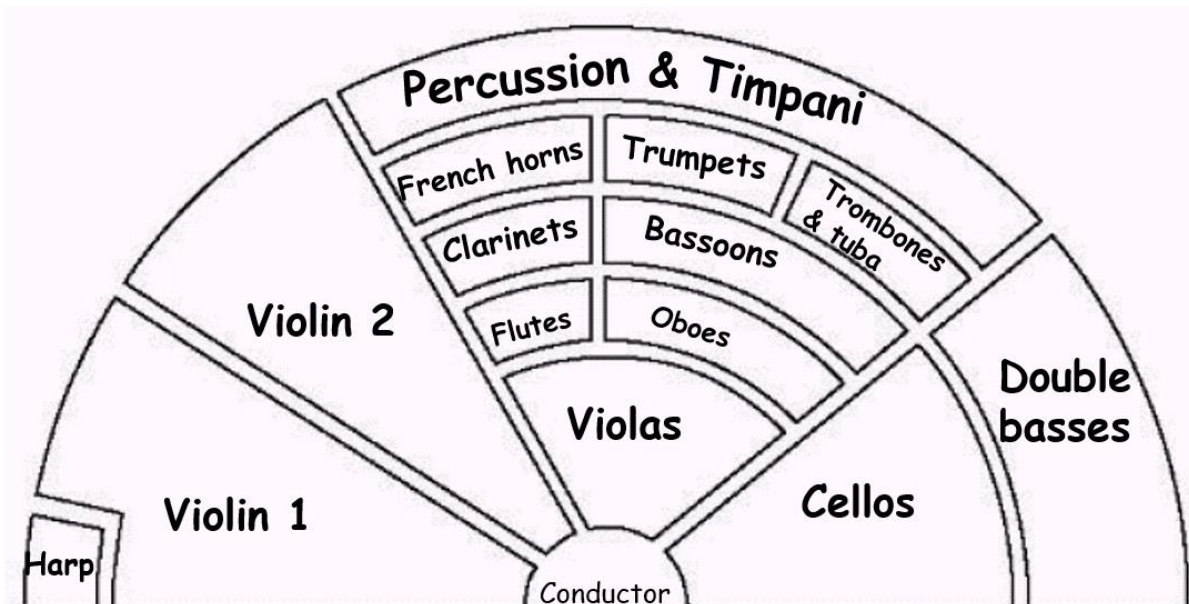
Percussion: Instruments in the percussion family are played by hitting, shaking or scraping them.

Instruments of the Orchestra

Below is a list of the instruments found in each orchestral family:

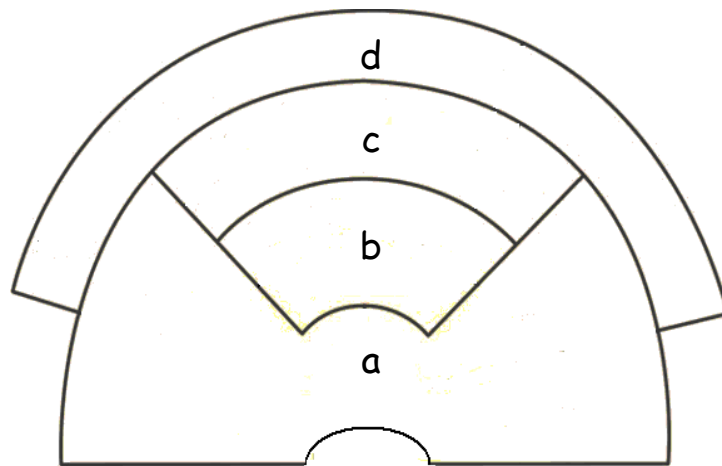
| | | | |
|----------------|-------------------|----------|---------------|
| <u>Strings</u> | <u>Woodwind</u> | | |
| Violin | Flute | | |
| Viola | Oboe | | |
| Cello | Clarinet | | |
| Double Bass | Bassoon | | |
| Harp | | | |
| <u>Brass</u> | <u>Percussion</u> | | |
| Trumpet | Glockenspiel | Gong | Wood block |
| French Horn | Xylophone | Maracas | Tubular bells |
| Trombone | Vibraphone | Cymbals | Castanets |
| Tuba | Tambourine | Cabasa | Bongos |
| | Bass drum | Triangle | Agogo bells |
| | Snare drum | Guiro | Cow bell |

The different instruments of the orchestra sit as follows:



Instruments of the Orchestra

The Layout of the Orchestra



1. Name the four sections of the orchestra as shown on the diagram above:

- a. _____
- b. _____
- c. _____
- d. _____

2. Why do you think that section d is placed at the back of the orchestra?

3. Which section has the largest number of instruments? Why is this?

4. Name three instruments which belong to each section:

Section a:

(i) _____ (ii) _____ (iii) _____

Section b:

(i) _____ (ii) _____ (iii) _____

Section c:

(i) _____ (ii) _____ (iii) _____

Section d:

(i) _____ (ii) _____ (iii) _____

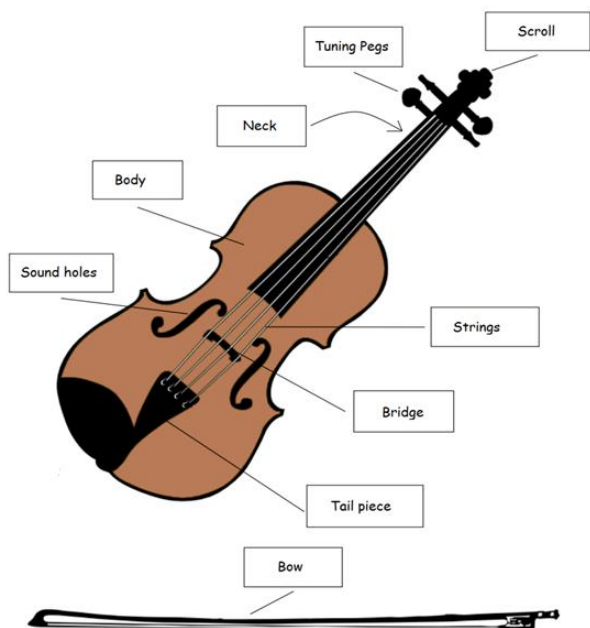
5. What is the job of a conductor in the orchestra?

Instruments of the Orchestra

The String Family



The violin, viola, cello and double bass mostly have all the same parts:



Violin and viola have a **chin rest** as they are played under the player's chin.



Cello and double bass have a **spike** as they are played resting on the floor.



Instruments of the Orchestra

The String Family

The violin, viola, cello and double bass can be played in two ways:

- **Arco** - drawing a bow across the strings
- **Pizzicato** - plucking the strings with the fingers

The player can play different pitches by placing their fingers on different parts of the strings.



The harp is a different shape from the other stringed instruments and is played by plucking the strings. Each string represents a different pitch - the short strings are higher-pitched and the long strings are lower-pitched.

Instruments of the Orchestra

The Woodwind Family

Flute



Clarinet



Oboe



Bassoon



The flute is made entirely of **metal**. The flute is played by holding it sideways with both hands and blowing across a hole in the mouthpiece, much like blowing across the top of a bottle. The player can play different pitches using the keys.



Instruments of the Orchestra

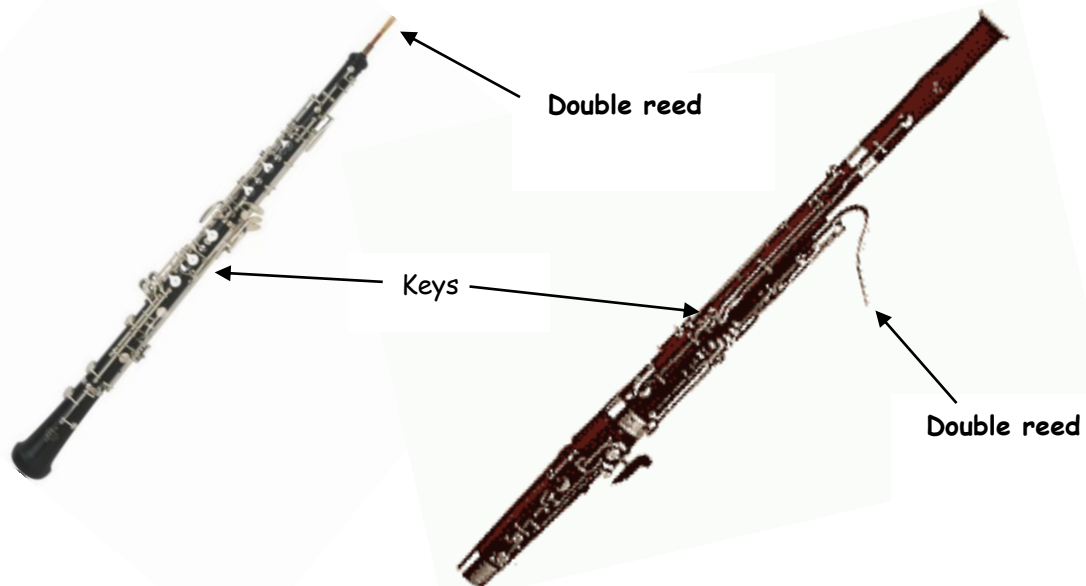
The Woodwind Family

The mouthpieces for some woodwind instruments, including the clarinet, oboe and bassoon, use a thin piece of wood called a **reed**, which vibrates when you blow across it.

The clarinet uses a **single reed** made of one piece of wood



The oboe and bassoon use a **double reed** made of two pieces of wood joined together, which becomes the mouthpiece.



Instruments of the Orchestra

The Brass Family

Trumpet



French Horn



Trombone



Tuba

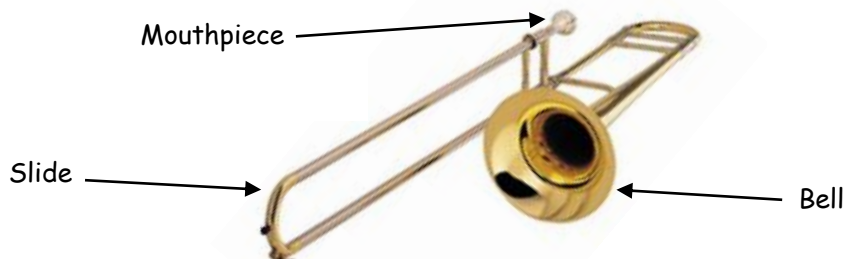


All brass instruments are played by the player buzzing their lips to blow into the mouthpiece.

The trumpet, French horn and tuba have **valves** attached to their long pipes; the valves look like buttons. The player changes the pitch and sound by pressing different combinations of valves and buzzing their lips harder or softer.



The trombone has a **slide** instead of valves - The player can play different pitches by moving the slide in and out and buzzing their lips harder or softer.



Instruments of the Orchestra

The percussion section of the orchestra has the widest range of instruments, yet the smallest number of players. Percussion players are required to be able to play all of the instruments in the percussion family so that they can ensure that all the instruments needed in any piece have someone to play them.

There are two types of percussion instrument:

Tuned Percussion

Tuned percussion instruments can play different pitches (high and low sounds) and can therefore play a melody or tune.

Xylophone
(wooden bars)



Glockenspiel
(metal bars)



Celeste
(a keyboard glockenspiel)



Timpani
(a drum which can be tuned to different pitches)



Untuned Percussion

Untuned percussion instruments cannot play different pitches, therefore they are used to play rhythms.

Snare drum



Maracas



Triangle



Cymbals



Wood block



Tambourine



Instruments of the Orchestra

Instruments of the Orchestra Quiz

Q1. Name the four families of the orchestra:

Q2. Which instrument is the odd one out? Give a reason for your answer.

Violin

Clarinet

Cello

Reason: _____

Q3. Which instrument is the odd one out? Give a reason for your answer.

Trumpet

Oboe

Flute

Reason: _____

Q4. Where does the percussion section sit in an orchestra?

Q5. What is the highest-pitched instrument in the Strings family?

Q6. What part does a cello have that a violin and viola does not?

Q7. Name **two** ways of playing a violin:

Q8. Which woodwind instrument has a **single reed**?

Q9. Which woodwind instrument **does not** have a reed?

Q10. Which brass instrument **does not** have valves?

Q11. What is the difference between tuned and untuned percussion instruments?

Q12. Name two **tuned** percussion instruments:

Q13. Name two **untuned** percussion instruments:

Q14. What is the difference between a xylophone and a glockenspiel?

Q15. Which instrument is the odd one out? Give a reason for your answer.

Bass drum

Snare drum

Timpani

Reason: _____

Beat and Rhythm

Elements of Music: Duration






Reminder: Duration = how long or short the notes are.

We count the length of notes in **beats**. When notes of different lengths are arranged into a pattern, this is called **rhythm**.

When we write rhythms in music, there are different symbols for notes of different lengths - these are called **note values**.

Look at the table below - you need to know and understand:



















- *What each note looks like*
- *What it is called*
- *How many beats it is worth*

| Note | Name | Note Value |
|-------------------------------------------------------------------------------------|-----------|----------------------------------------|
|  | Semibreve | 4 beats |
|  | Minim | 2 beats |
|  | Crotchet | 1 beat |
|  | Quaver | $\frac{1}{2}$ beat |
|  | 2 Quavers | 1 beat ($\frac{1}{2} + \frac{1}{2}$) |

Beat and Rhythm

Note Values

Answer the following questions on Note Values:

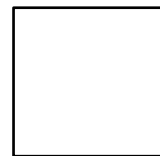
1.  = _____ beats
2.  = _____ beats
3.  = _____ beats
4.  is called a _____
5.  +  = _____ beats
6.  +  = _____ beats
7.  is called a _____
8.  is called a _____
9.  +  = _____ beats
10.  +  +  = _____ beats
11.  +  +  = _____ beats

Draw the following notes:

12. A Crotchet



13. A Minim



14. A Quaver



15. Two quavers



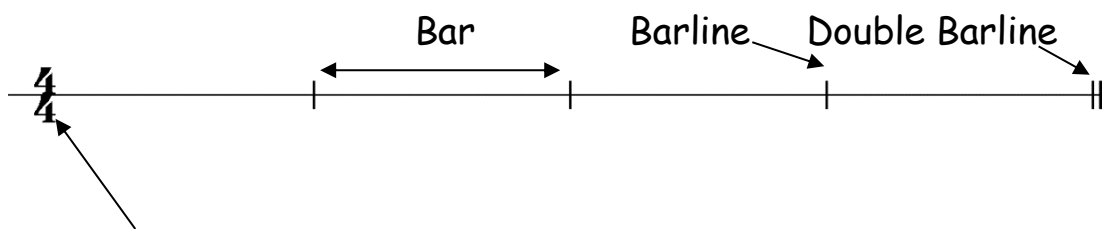
Beat and Rhythm

Bars and Time Signatures

When writing music, we divide the music into **bars**.

BARS are separated by **barlines** and there is a **double barline** at the end of every piece of music.

Each bar has the same number of beats. The **time signature** tells us how many beats are in each bar.



A time signature consists of two numbers, one on top of the other.



The Keyboard

The musical alphabet is made up of 7 letters:

A B C D E F G

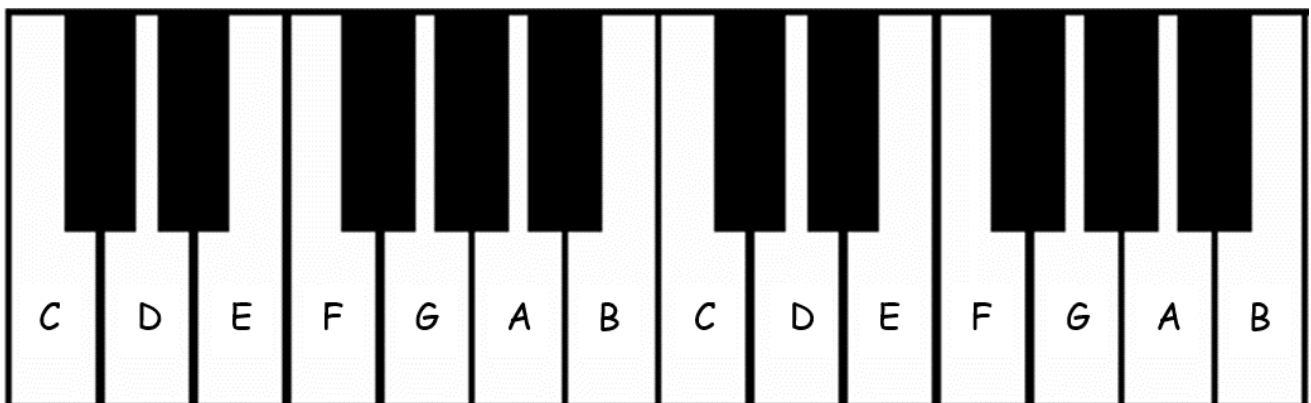
then we start again at A.

These are the white notes on a keyboard.

Look at the keyboard plan below - the black notes appear in groups of two and three.

The easiest note to find is **C** - it is always the white note immediately to the left of a group of **two** black notes.

Once you have found C, all of the other notes follow in alphabetical order, but remember that there are only 7 letters in the musical alphabet so A comes after G on the keyboard!



The Keyboard

Find the Notes

Test yourself on how well you know the notes on the keyboard:

Mark the note C:



Mark the note G:



Mark the note E:



Mark the note A:



Mark the note F:



Mark the note D:



Mark the note B:



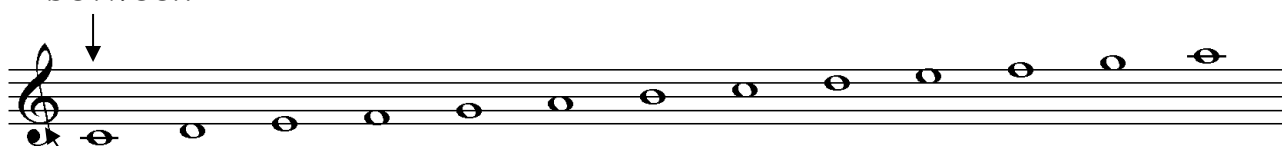
Notes on the Staff

As you already know, there are seven different notes in the musical alphabet:

A B C D E F G

then we start again at A.

We write these notes on a **staff** - five lines with four spaces in between:



A **treble clef** is found at the beginning of a piece of music and it tells us to play on the upper part of the keyboard using our **right hand**.

Notes are written on every line and every space on the staff. Here is a way you can remember which notes are written on the lines and which notes are written in the spaces:

Notes on the lines: Every Good Boy Deserves Football

Notes in the spaces spell: F A C E

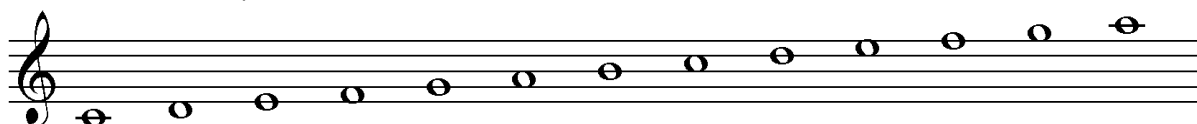
When using these little tricks, always start at the **bottom** of the staff and work your way up, like a musical ladder!

Always write pitch names in **CAPITAL LETTERS** - e.g. A, B, C etc

Notes on the Staff

There are also notes which sit **above** and **below** the staff.

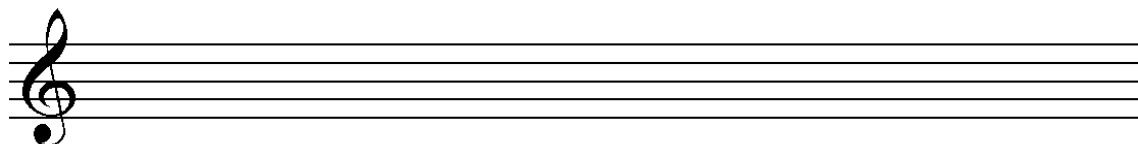
Tip: Remember that a line and a space which are next to each other are only one letter apart - this will help you to count up or down to the note that you need.



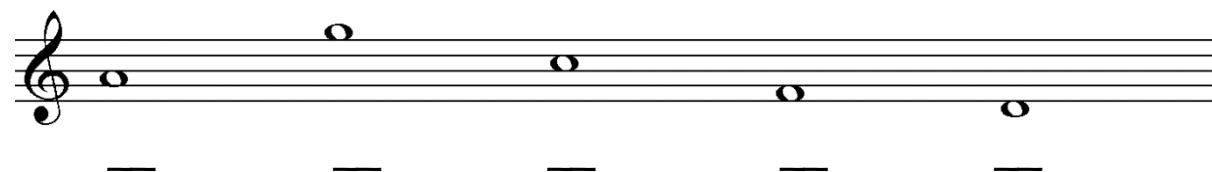
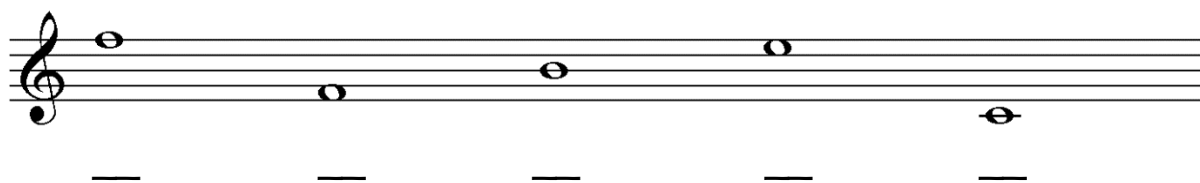
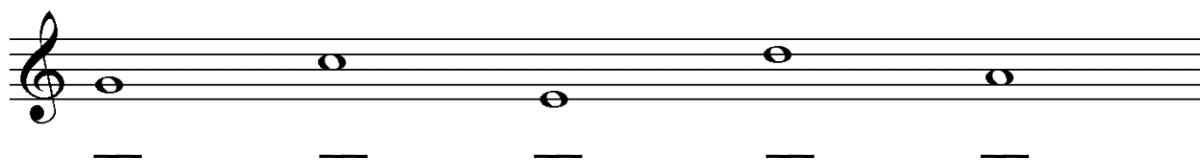
C ← D ← E F G A B C D E F → G → A

Name the Notes

Practise drawing the treble clef:



Name the following notes:

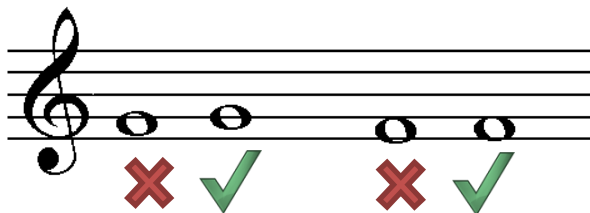


Notes on the Staff

Drawing Notes on the Staff

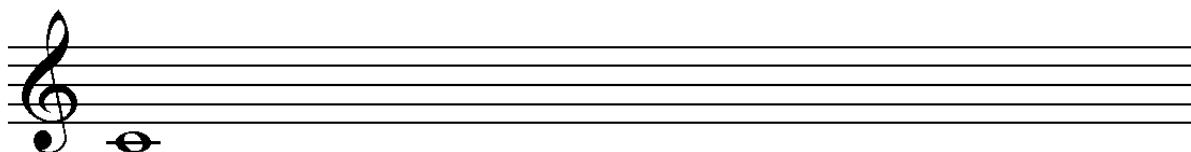
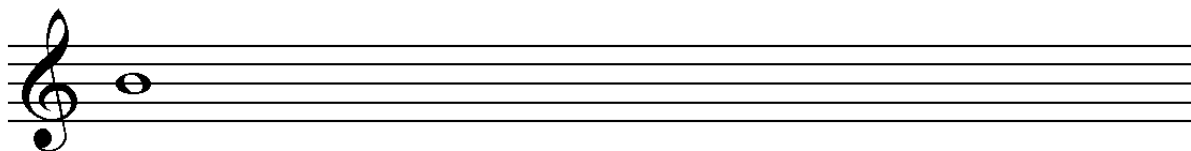
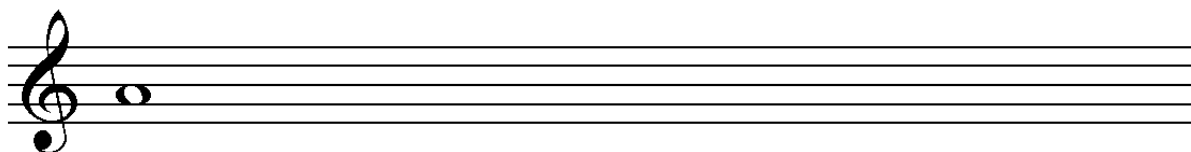
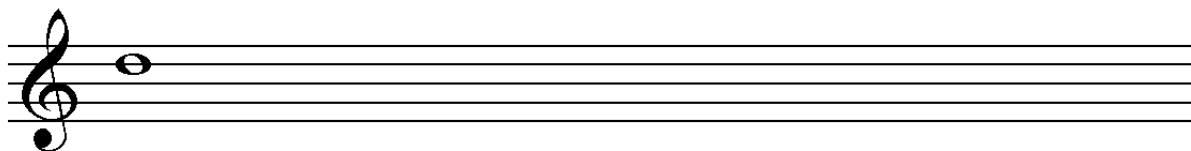
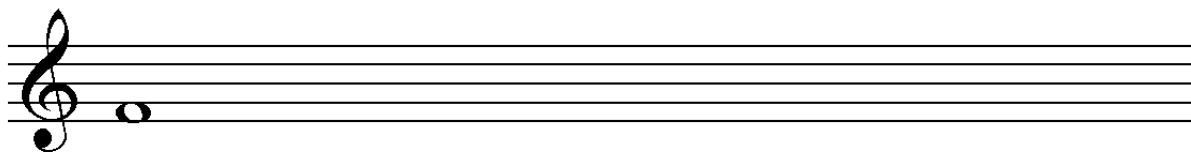
When drawing notes on the staff, draw the notes **clearly** so you can tell which line or space the note is supposed to be on:

A note on a line should clearly circle the line, without getting too close to the line above or below.



A note in a space should sit neatly between two lines, without going over the line above or below.

Practice drawing the following notes neatly:



Notes on the Stave

Drawing stems on notes on the stave

There are two things you need to know when drawing stems on minims, crotchets and quavers:

1. When to draw stems going up or down:

For notes **below** the middle line of the stave, the stems need to go **UP**



For notes **above** the middle line of the stave or above, the stems need to go **DOWN**.



For the note on the middle line of the stave, the stem can go either up or down.

2. How to draw stems correctly:

Remember the DOROTHY PERKINS rule!

When stems go UP, they should look like a letter **d** (for Dorothy)

When stems go DOWN, they should look like a letter **p** (for Perkins)

Remember: **Dorothy Perkins, not B&Q!**



Notes on the Staff

Drawing stems on notes on the staff

Reminder:

Minim:



or



Crotchet:



or



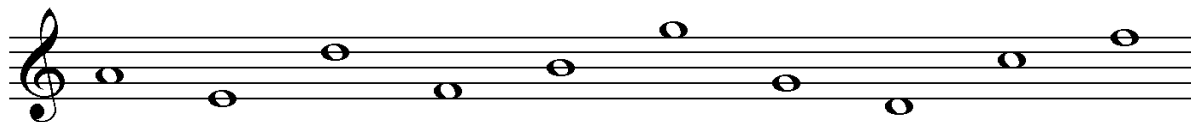
Quaver:



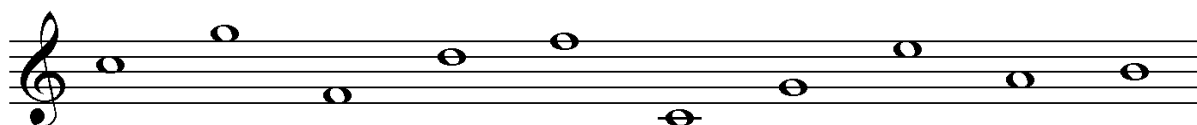
or



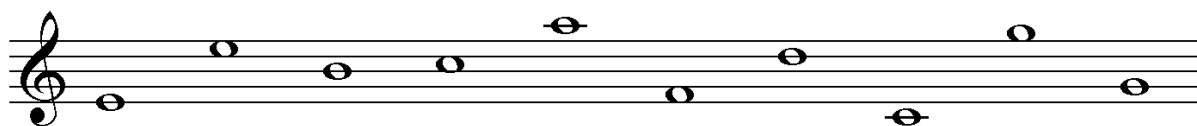
Turn the following notes into minims:



Turn the following notes into crotchets:

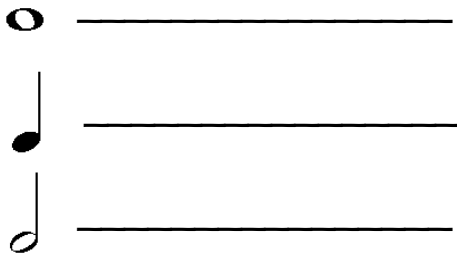


Turn the following notes into single quavers:



Exam Practice

1. Write the correct note name beside each note:



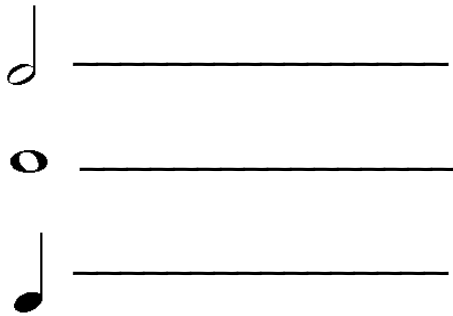
Note names:

Minim

Semibreve

Crotchet

2. Write the correct number of beats beside each note:



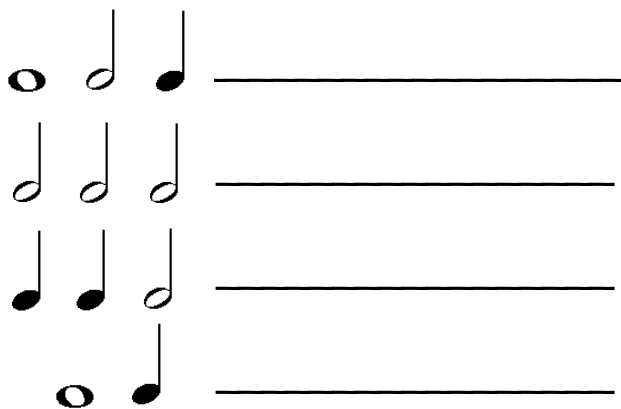
Number of beats:

Four beats

Two beats

One beat

3. Write the total number of beats beside each group of notes:



Total number of beats:

Four beats

Five beats

Seven beats

Six beats

4. Name the pitches (i.e. the letter names) of the following notes:





5. Match the six ELEMENTS OF MUSIC with the descriptions below:

| The Elements of Music | | |
|-----------------------|-------|---------|
| Duration | Pace | Texture |
| Dynamics | Pitch | Timbre |

| Description | Element of Music |
|-----------------------------------------|------------------|
| Loud and soft sounds | |
| High and low sounds | |
| The sound made by different instruments | |
| Fast and slow sounds | |
| The number of players or instruments | |
| Long and short sounds | |

6. Fill in the following missing instruments in the correct place on the layout of the orchestra diagram:

French Horns

Flutes

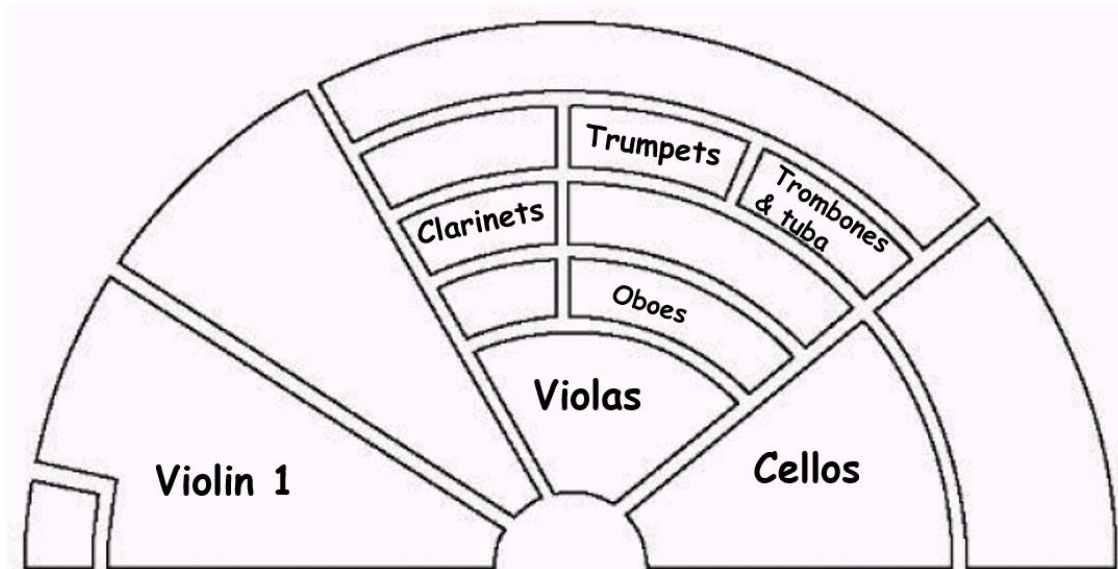
Harp

Double basses

Violin 2

Bassoons

Percussion & Timpani



7. Label **any four** parts of a violin on the picture below:



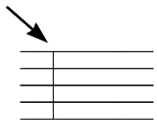
8. Name 2 instruments from each family of the orchestra:

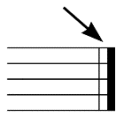
| Strings | Woodwind | Brass | Percussion |
|---------|----------|-------|------------|
| | | | |
| | | | |

9. Name the following musical symbols:



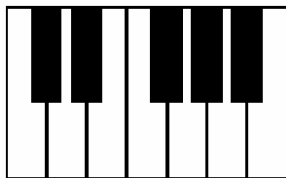






10. Mark the following notes on the keyboard:

D:



B:



F:



A:

