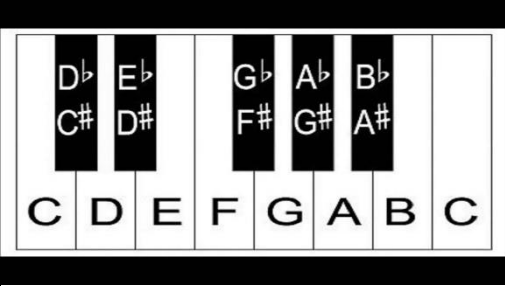


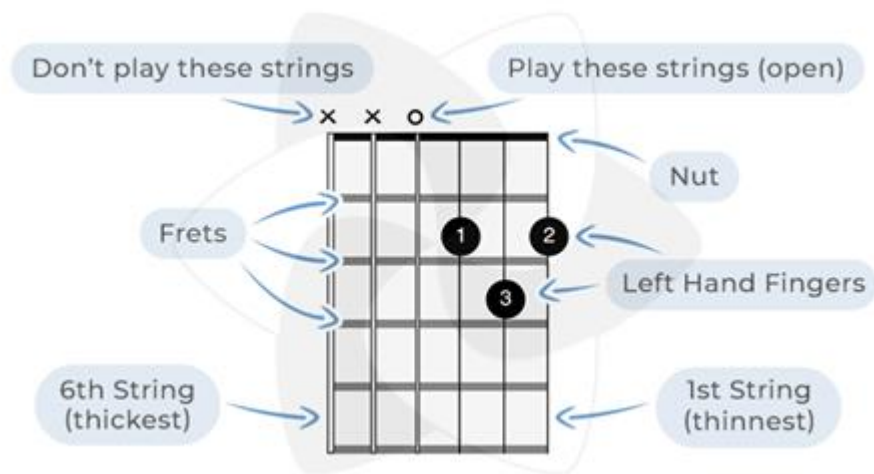
## Film Music

| Feature                            | Definition  |
|------------------------------------|---|
| <b>Melody</b>                      | The main tune.  |
| <b>Accompaniment</b>               | The supporting parts. (they support the melody)   |
| <b>Pedal note</b>                  | a low-pitch, long note  |
| <b>Copy and Paste</b>              | When we select something we have already recorded in and then paste it so we hear it again                    |
| <b>Ostinato</b>                    | Repeating rhythm  |
| <b>Pitch</b>                       | How high or low the music is  |
| <b>Tempo</b>                       | How fast or slow the music is   |
| <b>Mood</b>                        | What does the music feel like?<br>Happy, sad, menacing, angry, calm, intense etc.                             |
| <b>Fanfare</b>                     | A short piece of music, usually played by brass instruments, like a musical announcement                      |
| <b>Texture</b>                     | The layers of sound in a song. Thick or thin  |
| <b>Dynamics</b>                    | The volume of the music – soft or loud  |
| <b>Crescendo</b>                   | Gets gradually louder   |
| <b>Diminuendo</b>                  | Gets gradually softer   |
| <b>Strings</b>                     | Section in orchestra: violins, cellos, violas and double basses   |
| <b>Woodwind</b>                    | Section in orchestra: flutes, clarinets, oboes and bassoons   |
| <b>Brass</b>                       | Section in orchestra: trumpets, French horns, trombones and tubas.  |
| <b>Percussion</b>                  | Section in an orchestra including timpani, cymbals, bass drum, snare drum and other instruments that you hit. |
| <b>Arrangement</b>                 | A musical remix, or re-creation, of a previously <a href="#">composed</a> piece of music                      |
| <b>Quantise</b>                    | Pulling out of time notes in to time.   |
| <b>Finding notes on a keyboard</b> |                           |

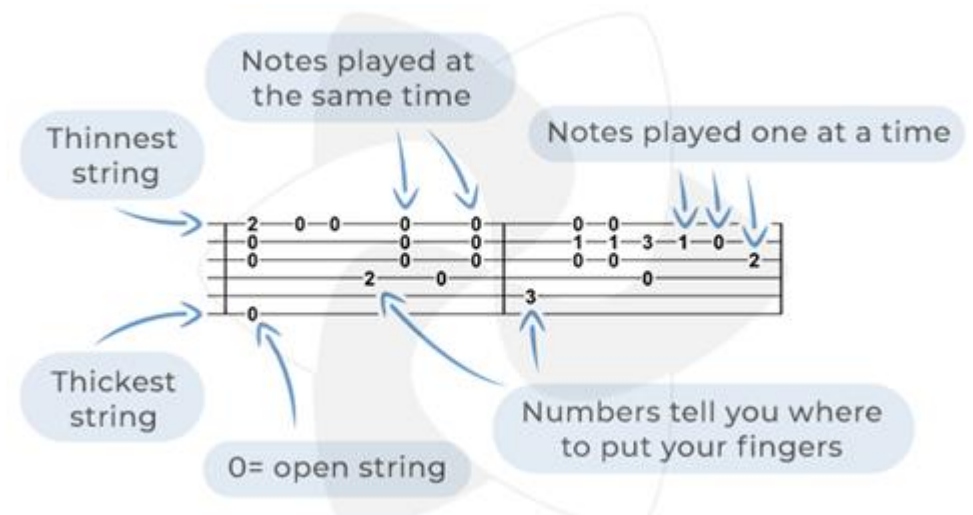
## Guitar Skills

|                   |   |
|-------------------|---|
| Strumming         | Playing all of the strings together.  |
| Strumming pattern | The rhythm used when strumming  |
| Picking           | Playing one string at a time.   |
| Chord             | Two or more notes played at the same time   |
| Riff              | A short repeated pattern  |
| Chorus            | Section of the song that repeats. Usually has a higher pitch and thicker texture. |
| Verse             | Section of the song that tells the story. Lyrics change.                          |
| Chord chart       | Grid representing the top of the guitar showing how to play chords                |
| Tab               | A type of notation using fingering instead of musical pitch                       |

### Reading Chord Charts












### Reading Tab



## Summer 2 Year 7: In the Hall of the Mountain King

| Feature                                       | Definition   |
|---|--|
| <b>Melody</b>                                 | The main tune.   |
| <b>Bass Line</b>                              | The lowest pitch part  |
| <b>Orchestra</b>                              | Group of instruments   |
| <b>Tempo</b>                                  | How fast or slow the music is  |
| <b>Articulation</b>                           | How the notes are played   |
| <b>Legato</b>                                 | Notes are played smoothly  |
| <b>Staccato</b>                               | Notes are played short and spikey  |
| <b>Accented</b>                               | Notes are played heavy and stompy  |
| <b>Texture</b>                                | The layers of sound in a song. Thick or thin   |
| <b>Dynamics</b>                               | The volume of the music – soft or loud   |
| <b>Crescendo</b>                              | Gets gradually louder  |
| <b>Diminuendo</b>                             | Gets gradually softer  |
| <b>Strings</b>                                | Section in orchestra: violins, cellos, violas and double basses  |
| <b>Woodwind</b>                               | Section in orchestra: flutes, clarinets, oboes and bassoons  |
| <b>Brass</b>                                  | Section in orchestra: trumpets, French horns, trombones and tubas.   |
| <b>Percussion</b>                             | Section in an orchestra including timpani, cymbals, bass drum, snare drum and other instruments that you hit.  |
| <b>Edward Grieg</b>                           | Composer from Norway<br>1843-1907  |
| <b>The story of Hall of the Mountain King</b> | In this play, Peer falls in love with a girl but is not allowed to marry her. After being forced to leave home for being untrustworthy, Peer finds himself in the Hall of the Mountain King where he is captured by trolls. Peer runs from the trolls and barely makes it out! |
| <b>Finding notes on a keyboard</b>            | <div data-bbox="719 1145 1093 1337"> </div> <div data-bbox="1205 1313 1473 1345"> <p>The notes on a stave</p> </div> <div data-bbox="1597 1137 1933 1337"> <p>The Stave</p> </div>   |

## Haydn Trumpet Concerto

| Feature   | Definition  |   |                                       |
|---|---|---|---------------------------------------|
| Melody  | The main tune.  |   |                                       |
| Accompaniment   | The supporting parts. (they support the melody)   |   |                                       |
| Bass line   | Lowest pitched part   |   |                                       |
| Harmony   | Another set of pitches supporting the melody  |   |                                       |
| Haydn   | Classical Austrian composer who lived in 1700s.   |   |                                       |
| Concerto  | Piece for soloist with an orchestra   |   |                                       |
| Strings   | Section in orchestra: violins, cellos, violas and double basses                                   |   |                                       |
| Woodwind  | Section in orchestra: flutes, clarinets, oboes and bassoons                                       |   |                                       |
| Brass   | Section in orchestra: trumpets, French horns, trombones and tubas.                                |   |                                       |
| Percussion  | Section in an orchestra including timpani, cymbals, bass drum and other instruments that you hit. |   |                                       |
| Arrangement   | A musical remix, or re-creation, of a previously <a href="#">composed</a> piece of music          |   |                                       |
| Quantise  | Pulling out of time notes in to time.   |   |                                       |
|    | Crotchet. TA.   |    | Dotted crotchet. TUM                  |
|    | Quavers. TEE TEE  |    | Quaver. TEE                           |
|   | Semi quavers. TIKKA TIKKA   |   | Dotted crotchet and quaver. TUM - TEE |
|  | Rest. SHH.  |  | Minim TA - AA                         |
|  | Triplet. TRIPITY  |   |                                       |

## Traditional African Music

|    |  |   |
|----|--|---|
| 1  | <b>Djembe</b>  | Goblet-shaped drum used in some African music   |
| 2  | <b>Three expectations during Traditional African Music lessons</b> | <ol style="list-style-type: none"> <li>1. Everyone works with everyone</li> <li>2. Track the speaker</li> <li>3. Give 100%</li> </ol> |
| 3  | <b>Traditional Music</b>   | Very old music that has been passed down through generations  |
| 4  | <b>Oral tradition</b>  | Learning play/sing music by watching, listening and copying   |
| 5  | <b>At which events is traditional African music performed at</b>   | Storytelling<br>Worship (church)<br>Weddings<br>Funerals<br>During work   |
| 6  | <b>Dynamics</b>  | The volume of the music = loud or soft<br>Crescendo = gets louder gradually<br>Diminuendo = gets softer gradually                     |
| 7  | <b>Call and Response</b>   | The leader sings something and the group sing it back   |
| 8  | <b>Arrangement</b>   | Adapting a song by adding in our own ideas and putting the song in certain order  |
| 9  | <b>Melody</b>  | The main tune of the music  |
| 10 | <b>Harmony</b>   | Another tune which fits with the main tune  |
| 11 | <b>Structure</b>   | The order of the different sections in a song   |

## Whole Class Band

|                                    |  |
|------------------------------------|--|
| <b>Melody</b>                      | The main tune  |
| <b>Accompaniment</b>               | The other 'backing' or 'supporting' parts in a song that go alongside the main melody  |
| <b>Riff</b>                        | A short repeated pattern   |
| <b>Bass line</b>                   | Lowest pitched part  |
| <b>Drum beat</b>                   | The drum rhythm heard in a song  |
| <b>Chord</b>                       | 2 or more notes played at the same time  |
| <b>Ensemble rehearsal skills</b>   | <ol style="list-style-type: none"> <li>1. Listen</li> <li>2. Only play when everyone plays</li> <li>3. Lost? Stop, listen and come back in.</li> </ol> |
| <b>Independent practice skills</b> | <ol style="list-style-type: none"> <li>1. Repeat</li> <li>2. Slow it down</li> <li>3. Play the hardest part first</li> </ol>                           |
| <b>Structure</b>                   | The way the music is organised. The sections in a song   |
| <b>Verse</b>                       | Tells the story of the song. Each verse has different lyrics   |
| <b>Chorus</b>                      | Repeats throughout the song and is the same each time it returns. Catchy   |
| <b>Contrast</b>                    | Making something in the music different or changing something  |
| <b>Rhythms</b>                     | How long or short the notes are  |
| <b>Pitch</b>                       | How high or low the music is   |
| <b>Dynamics</b>                    | How loud or soft the music is  |