



LEVEL 3

# Musical Appreciation

Student Worksheets

Sample!

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## Assessment Brief 1

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Course:	Level 3 Musical Appreciation
Course Code:	3N0595
Assessment:	Collection of Work
Title:	<b>Musical Styles</b>
Weighting:	Collection of Work 100%.

### Guidelines

You will be expected to:

1. Describe the common instrumental groupings and the instruments commonly used in selected musical styles.
2. List the main characteristics of a number of preferred musical styles.
3. Use the terminology of music when describing pieces of music.

### Assessment criteria

- ♪ Exercises and tasks must be complete and correct.
- ♪ Use the terminology of music correctly when describing pieces of music of different styles.
- ♪ Describe the different types of sounds the instruments make.
- ♪ Describe at least 4 different common instrumental families.
- ♪ Listen to a variety of musical pieces to become familiar with different instrument sounds and musical styles.
- ♪ Take part in a discussion about music.
- ♪ Discussions may be recorded.

Submission date:

Declaration of Authenticity: I confirm that this is my own original work.

Signed:

Date:

## A. Musical Discussion

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I. In your group, talk about the following:

a) What musical instruments do you know about?

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b) What musical instrument sounds do you like?

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c) What kind of music do you enjoy listening to?

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d) How often do you listen to music?

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## B. Common Instrumental Groupings

I. Complete the sentences:

musicians, sound, four, Brass

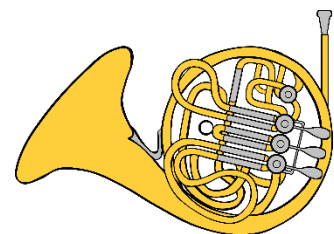
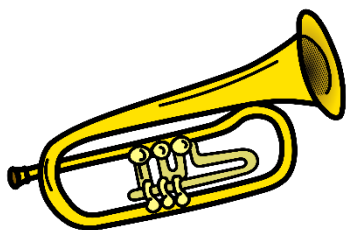


Musical instruments are grouped into families based on how they make \_\_\_\_\_ . In an orchestra, \_\_\_\_\_ sit together in these family groupings. Typically, there are \_\_\_\_\_ instrumental groupings, namely: Strings, Woodwind, \_\_\_\_\_ and Percussion.

2. Label the brass instruments below:

Brass instruments are made of brass or some other metal and make sound when air is blown inside.

French horn, trumpet, trombone



3. Write a few key words to describe each family of musical instruments. Also, give one example of each.

Strings:

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Woodwind:

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Brass:

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Percussion:

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9. Listen to these pieces of music, or similar. Tick any pieces below that you listen to or write a few others below:

- Beethoven - Für Elise (piano)
- Michael Nyman - The Heart Asks Pleasure First (piano)
- Mendelssohn - Violin Concerto (violin)
- Vivaldi - Flute Concerto in G minor (flute)
- Johann Sebastian Bach - Brandenburg Concerto No.2, BWV 1047 (trumpet and orchestra)
- Jimi Hendrix - Machine Gun (electric guitar)
- Rage Against the Machine - Killing in the Name (drums)
- George Michael - Careless Whisper (saxophone)

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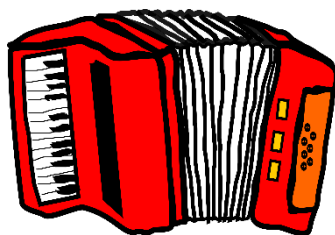
## D. Some Musical Styles

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1. Match the musical styles and one of its characteristics:

- a) A cappella    theatrical shows, dialogue is sung
- b) Baroque      music genre from Jamaica in the late 1960s
- c) Carol        American roots music, guitars, banjos, fiddles
- d) Chamber     dub-inspired of UK garage, heavy basslines
- e) Country      classical music for small audience
- f) Dubstep      a festive song, often sung on Christmas
- g) Opera        singing without any background music
- h) Reggae       popular music
- i) Pop            Western art music, 17th and 18th centuries

2. Name one musical style for each of these instruments:



6. Listen to the music your teacher plays. You can fill in the template. (available separately)

## Listening to Music

<b>Title &amp; Composer</b>	<b>Instruments I hear</b>
<b>Dynamics</b>	<b>Tempo</b>
<b>Style</b>	<b>Mood</b>
<b>What I like</b>	<b>What I don't like</b>



## 4. Use of mixing desks

Match the beginnings and ends of sentences:

- |  |                 |
|--|-----------------|
| a) A mixer is an electronic                          | audio signals.  |
| b) Another word for a mixing desk is a               | a live concert. |
| c) A mixer takes audio sources to                    | device.         |
| d) ) It takes various audio sources through multiple | affordable.     |
| e) Audio sources can be tweaked and effects          | mono output.    |
| f) A mixer can change the level, tone, dynamics of   | mixer.          |
| g) A mixer combines audio sources to a stereo or     | input channels. |
| h) A mixer can be used in a recording studio or for  | combine them.   |
| i) Mixers are now far more                           | added.          |



Go online and look at a mixing desk. Look at the different controls and their functions. Write below one fact you learned.

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## D. Preparation for a Live Musical Concert



Circle the correct answers:

- 1) Know your venue and its vibe: Creating a set list for a small pub needs **different / the same** planning than for a huge stadium concert.
- 2) Know your set length: See how many songs you can play within the required set length. Factor in time for **mistakes / applause** between each song. Also, consider any dialogue with the audience or **instrument / audience** changes. Plan an extra song or two for encores.
- 3) Know any equipment and size limitations of the venue: Make sure that the venue is equipped with all you need, e.g. correct **musical / electrical** voltage. Make a list of your needs and check with your booking contacts.
- 4) Know your audience: Know which of your songs get the best responses. Plan to use your **least / most** popular songs!
- 5) Determine your opening and ending numbers: A set should start with a song that grabs the attention of your audience and end with a song that either gets them **sad / excited** or calms them down.
- 6) Plan to vary your vocal range: Varying your vocal range with a song that brings the voice lower or higher gives the **listeners/band** a contrast which helps to keep them interested.



## B. Contrasting Pieces of Music



1. Choose 2 contrasting pieces of music to listen to. Your tutor will help you with this.

Here are some suggestions. Listen to a few pieces of music / songs and then choose two! Tick the ones you listen to.

- Elvis Presley - That's Alright Mama
- Eminem - Lose Yourself
- Schubert - Ave Maria
- Led Zeppelin - Stairway to Heaven
- Queen - Bohemian Rhapsody
- Ludwig van Beethoven - Eroica
- Johann Pachelbel - Canon in D major
- Pink Floyd - Comfortably Numb
- Bob Dylan - Like a Rolling Stone
- Mozart - Eine Kleine Nachtmusik: Allegro
- Public Enemy - Fight the Power
- Gloria Gaynor - I Will Survive
- John Lennon - Imagine
- Eagles - Hotel California
- Richard Wagner - The Prelude from Tristan und Isolde
- Gregorian Chants
- Louis Armstrong - What a Wonderful World
- Nirvana - Smells Like Teen Spirit
- The Beatles - Please, Please Me
- The Doors - Light my Fire
- Igor Stravinsky - The Rite of Spring
- Don McLean - American Pie
- Amy Winehouse - Rehab
- Metallica - One
- Johann Sebastian Bach - Brandenburg Concerto No. 3 in G major
- Liszt - Hungarian Rhapsody No. 2
- Camille Saint Saens's - Danse Macabre

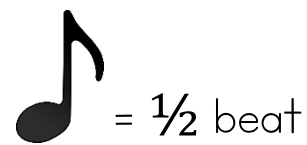
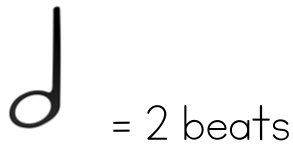


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APPLICATION



1. Look at these two rhythms. They are both excerpts from Minuets by Bach. Clap the rhythms.



## Minuet

J.S. Bach

- There are 3 beats in each bar.
- The numbers below the notes tell you how to count.
- Make sure when you clap out the rhythm, you keep the basic count of 1, 2, 3 steady and at the same pace.

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## A. Music and Mood

How does music affect your mood?

I. Complete the sentences:

low, weeks, negative, everyday, health, pleasure

- a) Music is part of our \_\_\_\_\_ lives.
- b) Even sad music brings some listeners \_\_\_\_\_ and comfort.
- c) For some people, sad music can cause \_\_\_\_\_ feelings of grief.
- d) It seems that some people tend to prefer sad music when they are feeling \_\_\_\_\_.
- e) A study showed that people who listened to upbeat music could boost their happiness in just two \_\_\_\_\_.
- f) Happiness has been linked to better physical \_\_\_\_\_, higher income, and greater relationships.
- g) Listen to a sad piece of music, e.g. Stravinsky and then listen to upbeat music, e.g. Copland. How does the music affect your mood?



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## D. Listening to Music

When do we listen to music? Sometimes, we don't have a choice, e.g. there could be music playing in the supermarket. And who can escape the Christmas carols during the festive season?

1. Are these listening activities private, social or public? Write the words.



- a) The radio in a taxi \_\_\_\_\_
- b) Live music in a bar \_\_\_\_\_
- c) A busker in the city \_\_\_\_\_
- d) Meditation music while you work out \_\_\_\_\_
- e) Advertisement \_\_\_\_\_
- f) Listening to music while you do housework \_\_\_\_\_
- g) A friend's CD in the car \_\_\_\_\_
- h) Live concert of your favourite band \_\_\_\_\_
- i) A ringtone on your mobile phone \_\_\_\_\_
- j) St Patrick's Day Band in the street \_\_\_\_\_
- k) Classical music in a café \_\_\_\_\_
- l) Singing at a sports event \_\_\_\_\_
- m) Music in a movie \_\_\_\_\_

## Mapping of Learning Outcomes

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1 Describe the common instrumental groupings and the instruments commonly used in selected musical styles

- Pages 8 to 14 (common instrumental groupings)
- Pages 19 to 25 (musical styles)

2 List the main characteristics of a number of preferred musical styles

- Pages 23 to 26 (characteristics of musical styles)

3 List the processes involved in the production of recorded music

- Page 27 (music production today)
- Pages 28 to 34 (processes in the production of recorded music, including preparing to record, microphones, multi-tracking, mixing desks, mastering, digital and analogue, making a song cover)

4 Describe the aspects of preparation undertaken by musicians involved in a live musical performance

- Pages 35 to 37 (going to a live concert)
- Pages 38 to 39 (preparation for a live musical concert)

**Separate: Musical Performance Review Template**

5 Use the terminology of music when describing pieces of music

- Pages 15 to 18 (musical vocabulary)
- Throughout the course

Separate: Listening Review Template

Separate: Listening to Music Template

Separate: Musical Performance Review Template

6 Differentiate between instrument sounds for two or more instruments when played solo and when accompanied

- Page 49 (Solo instruments)
- Page 50 (More than one instrument)

Separate: Listening Review Template

Separate: Listening to Music Template

7 Recognise patterns in music including repeating rhythmic and melodic patterns in two contrasting pieces of music

- Pages 45 to 48 (rhythm)

Separate: Musical Performance Review Template



8 Obtain information about a range of artists including genre, instruments, historical context, key developments and personal history

- Page 52 (looking at Mozart)
- Page 53 (looking at David Bowie)
- Pages 54 and 55 (researching artists)

### Separate: Music Project Template

9 Discuss the elements of composition used in at least two contrasting pieces of music

- Page 41 (musical elements)
- Pages 42 to 44 (contrasting pieces of music)

### Separate: Listening to Music Template

### Separate: Listening Review Template

### Separate: Musical Performance Review Template

10 Describe the personal impact of listening to music.

- Page 7 (discussion - music)
- Pages 57 to 58 (music and mood)
- Pages 59 to 60 (impact of music on memory)
- Page 61 (other ways music helps us)

- Pages 62 to 64 (listening to music, e.g., private / social / public)
- Pages 65 to 67 (musical performance)
- Page 68 (your favourite music)

Separate: Listening Review Template

Separate: Listening to Music Template

Separate: Musical Performance Review Template

Other: Music Log Template