

**PONTEFRACT**

ACADEMIES TRUST

# **OUT OF LESSON WORK**

## **TERM 1**

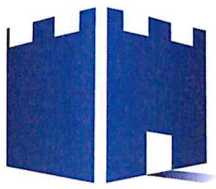
## **MUSIC**

## **YEAR 7**



**PONTEFRACT**

ACADEMIES TRUST



# The Musical Elements - missing words

Complete the grid below by using the clues to solve the musical elements.

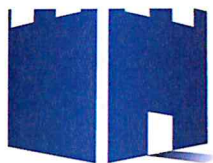
Musical description	Musical element
The speed of the music	T _ _ _ _
The length of the notes	_ _ _ _ t _ _ _
The volume of the music	_ y _ _ _ _ _
How sounds are made	_ _ _ b _ _
The sound of the note	_ _ _ _ _
Gaps/rests in the music	_ i _ _ _ _ _
The type of music	_ _ _ _ e
The number of parts	T _ _ _ _ _ _

Help box: Use each word once.

Tempo   Dynamics   Texture   Duration   Silence   Pitch   Genre   Timbre

2. Think of a description for each of the musical elements listed below. Write your description next to that musical element. Two examples have been done for you.

Musical description	Musical element
	Tempo
	Duration
	Dynamics
To play a drum you hit the skin with a drum stick.	Timbre
	Pitch
	Silence
	Genre
There were lots of parts playing.	Texture



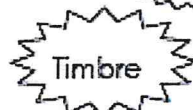
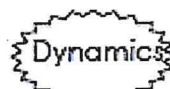
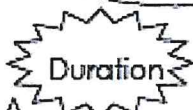
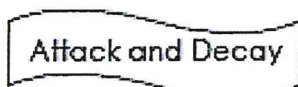
Name \_\_\_\_\_ Form \_\_\_\_\_

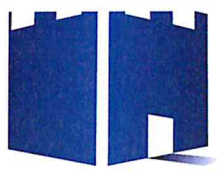
Music is made up of many different things called Elements. They are the building bricks of music. When you compose a piece of music you use the elements of music to build it. If the piece of music is to sound right, then you have to use the elements correctly.



Answer the following questions by filling in the gaps using the words provided

1. \_\_\_\_\_ means the highness or lowness of the sound.
2. \_\_\_\_\_ means the fastness or slowness of the music.
3. \_\_\_\_\_ means the loudness or softness of the music.
4. \_\_\_\_\_ means the length of each sound.
5. \_\_\_\_\_ means the way the sound starts and stops.
6. If all the instruments are playing at once then the \_\_\_\_\_ is thick.  
If only one instrument is playing then it is thin.
7. \_\_\_\_\_ is the opposite of sound.
8. \_\_\_\_\_ is the word given to each instrument's own tone colour.





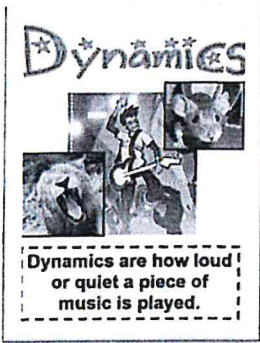
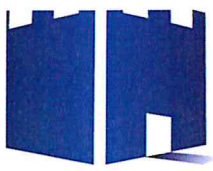
## The Elements of Music Wordsearch 1



- A. Find the missing words to the 8 statements below regarding the **ELEMENTS OF MUSIC** from the word search grid.

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

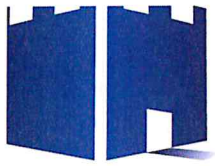
- \_\_\_\_\_ describes the *highness* or *lowness* of a sound. Higher sounds are written down using the \_\_\_\_\_ clef, whereas lower sounds are written down using the \_\_\_\_\_ clef.
- The speed of a piece of music is called its \_\_\_\_\_.
- If all of the instruments of an orchestra, band or pop group are playing at the same time, then the \_\_\_\_\_ of the music can be described as \_\_\_\_\_. If only one instrument, or a few instruments are playing, then this can be described as \_\_\_\_\_.
- \_\_\_\_\_ is the opposite of sound or no sound. In music, when performers are not playing or singing, this is written down using \_\_\_\_\_.
- The musical word describing the *volume* of a sound or piece of music is called \_\_\_\_\_. Getting gradually louder in music is called a \_\_\_\_\_ and getting gradually softer in music called either a \_\_\_\_\_ or a \_\_\_\_\_.
- The *length* of a sound or musical note is described as its \_\_\_\_\_. The length of some sounds or notes can be \_\_\_\_\_ and others \_\_\_\_\_.
- Each instrument has its own *tone quality*. The two words which can be used to describe *how* an instrument sounds e.g. *woody*, *metallic*, *stringy* are \_\_\_\_\_ and \_\_\_\_\_.
- \_\_\_\_\_ describes how individual notes are played or performed. Notes which are \_\_\_\_\_



B. Design a poster for one of the **ELEMENTS OF MUSIC** suitable for a Year 6 student choosing from those given on page 1. The example on the left shows a very simple example of **DYNAMICS**, but see if you can produce something, using pictures or illustrations, a bit more detailed perhaps giving some *Italian musical terms* if you can. This **DYNAMICS** poster could be improved by adding some musical symbols which are used when describing **DYNAMICS** – *pp, p, mp, mf, f, ff* and *cresc. and dim.*, together with their meanings.

C. The following storyboard shows a character exploring a “Haunted Castle”. For each scene, describe what is going on and the action within the scene, then choose at **LEAST TWO** of the **ELEMENTS OF MUSIC** and describe how you would create an effective musical soundtrack to accompany each scene.

<p>Describe what is going on in this scene:</p>	<p>Describe what is going on in this scene:</p>	<p>Describe what is going on in this scene:</p>
<p>How would you use the <b>ELEMENTS OF MUSIC</b> to create a musical soundtrack to accompany this scene?</p>	<p>How would you use the <b>ELEMENTS OF MUSIC</b> to create a musical soundtrack to accompany this scene?</p>	<p>How would you use the <b>ELEMENTS OF MUSIC</b> to create a musical soundtrack to accompany this scene?</p>
<p>Describe what is going on in this scene:</p>	<p>Describe what is going on in this scene:</p>	<p>Describe what is going on in this scene:</p>
<p>How would you use the <b>ELEMENTS OF MUSIC</b> to create a musical soundtrack to accompany this scene?</p>	<p>How would you use the <b>ELEMENTS OF MUSIC</b> to create a musical soundtrack to accompany this scene?</p>	<p>How would you use the <b>ELEMENTS OF MUSIC</b> to create a musical soundtrack to accompany this scene?</p>



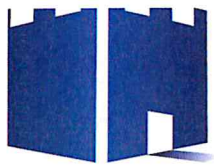
## The Elements of Music Wordsearch 2



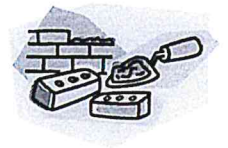
D. Try to find all of the words below relating to the **ELEMENTS OF MUSIC** in the grid.

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

Fast	Pitch	Long	Soft
Hard	Quiet	Loud	Speed
High	Short	Low	Tone
Length	Slow	Volume	



## The Elements of Music Wordsearch 3



E. Try to find all of the words below relating to the **ELEMENTS OF MUSIC** in the grid.

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

Fast

Pitch

Long

Soft

Hard

Quiet

Loud

Speed

High

Short

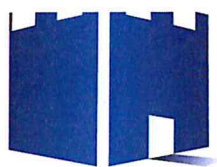
Low

Tone

Length

Slow

Volume



# AN ELEMENTS ACROSTIC



Acrostics are a good way of helping you remember all of the **ELEMENTS OF MUSIC**. You can begin by listing all of the words you need to know and taking only their first letters:

**Pitch, Tempo, Dynamics, Duration, Texture, Timbre, Sonority, Articulation, Silence**

Then you can make a “silly acrostic” to help you remember them all...

**P**roud (**P**itch)

**T**urkeys (**T**empo)

**D**evoured (**D**ynamics)

**D**affodils (**D**uration)

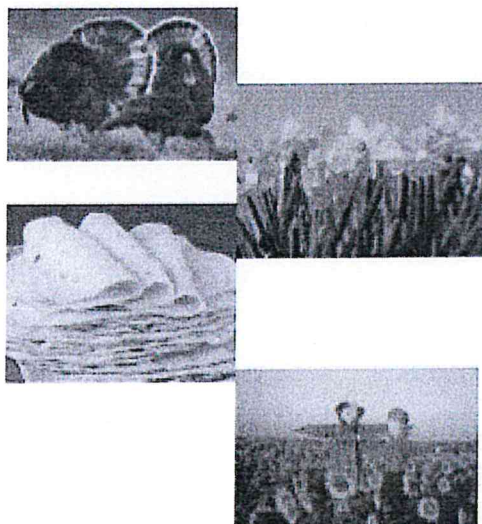
**T**hrough (**T**exture)

**T**ortillas. (**T**imbre)

**S**carecrows (**S**onority)

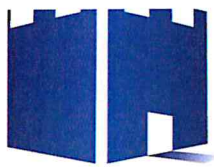
**A**plauded (**A**rticulation)

**S**ilently. (**S**ilence)



Try making your own “silly acrostic” to help you remember all of the Elements of Music – you can use the first letters in any order – and draw some pictures to help you remember!





# Mix and Match

Match the key words on the left (The Elements of Music) with the correct description from the right.

Pitch

Tempo

Dynamics

Duration

Texture

Articulation

Timbre or Sonority

Silence

The opposite or absence of sound, no sound.

The speed of a sound or piece of music – fast/slow

How individual notes or sounds are played *e.g. smooth, spikily*

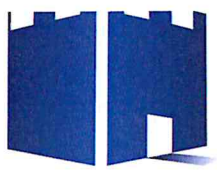
The length of a sound – long/short

The highness or lowness of a sound

The volume of a sound or piece of music – loud/soft

Each instruments own unique "tone quality"

The thickness or thinness of the music – how much sound



## Key Word Definitions 1

Define/draw these key words in the space below

Pitch

Tempo

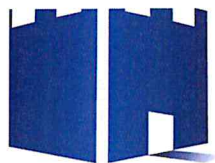
Duration

Texture

Silence

Timbre or Sonority

Dynamics



## Key Pad Conundrums

Using the keypad, work out the following musical words relating to the **Elements of Music** on your whiteboards:

A. 39N26I2S

B. 74T2H

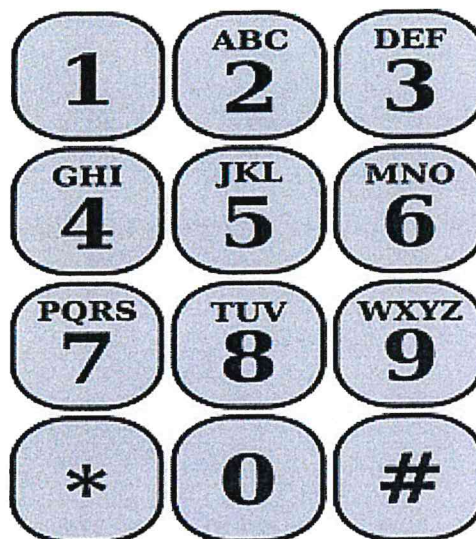
C. 8E6P6

D. S666R4T9

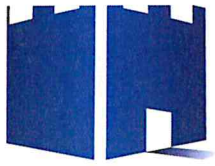
E. 38R2T4O6

F. 8E9T87E

G. 2R8I2852TI66



A	
B	
C	
D	
E	
F	
G	



## List-o-mania

List as many

# ELEMENTS OF MUSIC

as you can!

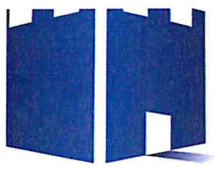


### List-o-mania

List as many words as you can relating to or describing the Element of Music:

# PITCH





### List-o-mania

List as many words as you can relating to or describing the Element of Music:

# TEMPO



### List-o-mania

List as many words as you can relating to or describing the Element of Music:

# DYNAMICS

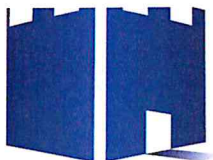


### List-o-mania

List as many words as you can relating to or describing the Element of Music:

# DURATION





### List-o-mania

List as many words as you can relating to or describing the Element of Music:

# TEXTURE

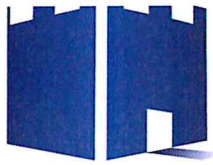


### List-o-mania

List as many words as you can relating to or describing the Element of Music:

# TIMBRE





0-1 0-2 0-4  
 $\text{♩} = 1$   $\text{♪} = \frac{1}{2}$   
 $\text{♩} = 3$   $\text{♩} = 1\frac{1}{2}$

**About This Activity**

Drill three basic rhythmic values with this musical math fact worksheet. Provide the answers for the first column of "facts" (Example:  $\text{♩} + \text{♩} = 2$ ). Then try to beat your score with more correct answers, or by racing the clock to complete the second and third columns in record time. This activity is great fun for the music classroom, as kids work together in pairs racing to be the first to complete the worksheet!

Worksheet One/Whole, Half and Quarter Notes

$\text{♩} + \text{♩} = 2$



# It All Adds Up! - 0

$\text{♩} + \text{♩} =$   
 $\text{♩} + \text{♩} =$   
 $\text{♩} + \text{♩} =$   
 $\text{♩} + \text{♩} =$   
 $\text{♩} + \text{♩} =$   
 $\text{♩} + \text{♩} =$   
 $\text{♩} + \text{♩} =$   
 $\text{♩} + \text{♩} =$   
 $\text{♩} + \text{♩} =$   
 $\text{♩} + \text{♩} =$

$\text{♩} + \text{♩} =$   
 $\text{♩} + \text{♩} =$   
 $\text{♩} + \text{♩} =$   
 $\text{♩} + \text{♩} =$   
 $\text{♩} + \text{♩} =$   
 $\text{♩} + \text{♩} =$   
 $\text{♩} + \text{♩} =$   
 $\text{♩} + \text{♩} =$   
 $\text{♩} + \text{♩} =$   
 $\text{♩} + \text{♩} =$

$\text{♩} + \text{♩} =$   
 $\text{♩} + \text{♩} =$   
 $\text{♩} + \text{♩} =$   
 $\text{♩} + \text{♩} =$   
 $\text{♩} + \text{♩} =$   
 $\text{♩} + \text{♩} =$   
 $\text{♩} + \text{♩} =$   
 $\text{♩} + \text{♩} =$   
 $\text{♩} + \text{♩} =$   
 $\text{♩} + \text{♩} =$

Score: \_\_\_\_\_ of 10

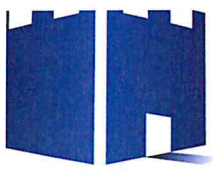
Score: \_\_\_\_\_ of 10

Score: \_\_\_\_\_ of 10

Bonus Question:

$\text{♩} + \text{♩} + \text{♩} + \text{♩} + \text{♩} + \text{♩} + \text{♩} + \text{♩} + \text{♩} + \text{♩} + \text{♩} =$





About This Activity

Drill three basic rhythmic values with this musical math fact worksheet. Provide the answers for the first column of "facts" (Example: ♪ + ♪ = 2). Then try to beat your score with more correct answers, or by racing the clock to complete the second and third columns in record time. This activity is great fun for the music classroom, as kids work together in pairs racing to be the first to complete the worksheet!

Worksheet Two/Half, Quarter and Eighth Notes

♪ + ♪ = 2



It All Adds Up! - 2

♪ + ♪ =

♪ + ♪ =

♪♪ + ♪ =

♪ + ♪ =

♪ + ♪♪ =

♪♪ + ♪♪ =

♪ + ♪ =

♪ + ♪ =

♪♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪♪ =

♪♪ + ♪♪ =

♪ + ♪ =

♪ + ♪ =

♪♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪♪ + ♪ =

♪ + ♪ =

♪♪ + ♪♪ =

♪ + ♪ =

♪ + ♪ =

♪♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪♪ + ♪ =

♪ + ♪ =

♪ + ♪♪ =

Score: \_\_\_\_ of 10

Score: \_\_\_\_ of 10

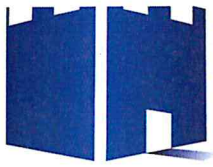
Score: \_\_\_\_ of 10

Bonus Question:

♪ + ♪ + ♪ + ♪ + ♪♪ + ♪ + ♪ + ♪♪ + ♪ + ♪ =







### About This Activity

Drill three basic rhythmic values with this musical math fact worksheet. Provide the answers for the first column of "facts" (Example: ♪ + ♪ = 2). Then try to beat your score with more correct answers, or by racing the clock to complete the second and third columns in record time. This activity is great fun for the music classroom, as kids work together in pairs racing to be the first to complete the worksheet!

Worksheet Three/Whole, Dotted Half and Half Notes

♪ + ♪ = 2



# It All Adds Up! 3

♪ + ♪ =

♪ + ♪. =

○ + ○ =

♪. + ♪. =

○ + ♪. =

○ + ○ =

○ + ♪. =

♪ + ○ =

○ + ♪ =

♪. + ○ =

♪ + ♪ =

○ + ♪. =

○ + ○ =

○ + ♪. =

♪ + ○ =

♪ + ♪. =

○ + ○ =

♪. + ♪. =

♪. + ○ =

○ + ♪ =

○ + ♪. =

♪ + ♪ =

♪. + ♪. =

○ + ♪. =

○ + ○ =

♪ + ♪. =

○ + ○ =

○ + ♪. =

♪ + ○ =

♪. + ○ =

○ + ♪ =

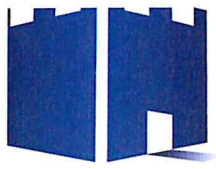
Score: \_\_\_\_\_ of 10

Score: \_\_\_\_\_ of 10

Score: \_\_\_\_\_ of 10

Bonus Question:

○ + ♪. + ♪ + ♪. + ♪. + ○ + ♪. + ○ + ♪ + ♪. =



**About This Activity**

Drill three basic rhythmic values with this musical math fact worksheet. Provide the answers for the first column of "facts" (Example: ♪ + ♪ = 2). Then try to beat your score with more correct answers, or by racing the clock to complete the second and third columns in record time. This activity is great fun for the music classroom, as kids work together in pairs racing to be the first to complete the worksheet!

Worksheet Four/Dotted Quarter, Quarter, and Eighth Notes

♪ + ♪ = 2



**It All Adds Up!** - 4

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

♪ + ♪ =

Score: \_\_\_\_\_ of 10

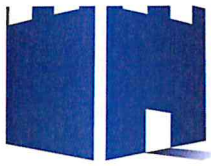
Score: \_\_\_\_\_ of 10

Score: \_\_\_\_\_ of 10

Bonus Question:

♪ + ♪ + ♪ + ♪ + ♪ + ♪ + ♪ + ♪ + ♪ + ♪ =





## Name the Note - 1

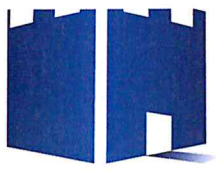
C D E F G

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Name the Note - 2

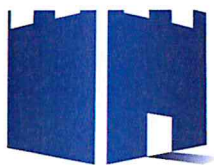
C D E F G

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Name the Note - 3

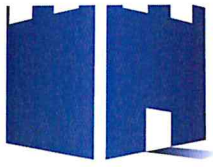
C D E F G

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Treble Clef Lines - 4

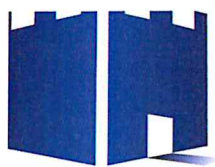
E G B D F

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



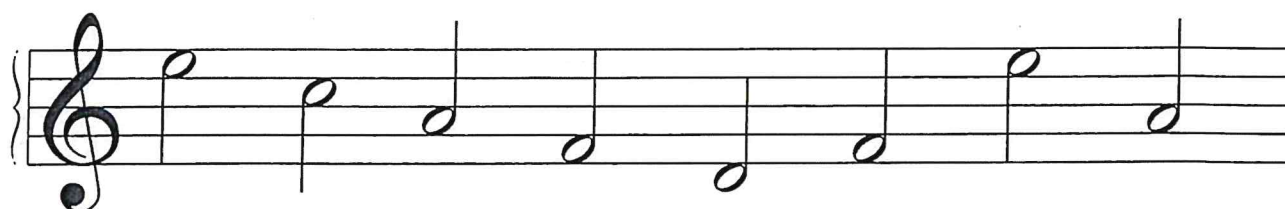
## Treble Clef Spaces - 5



D F A C E



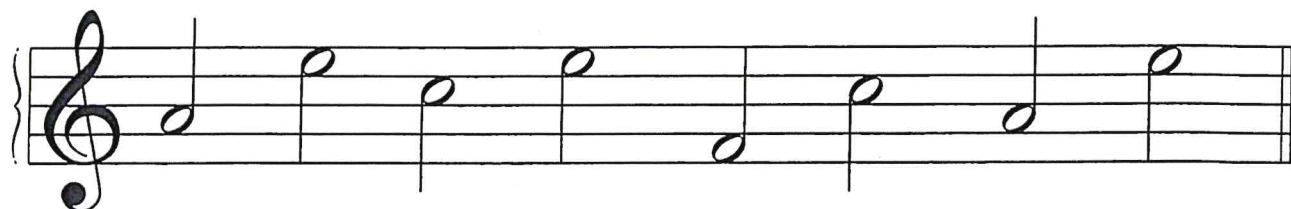
-----

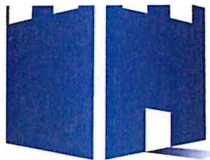


-----



-----





## Treble Clef Spaces - 6

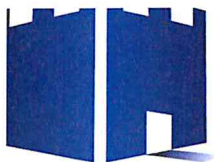
D F A C E

-----

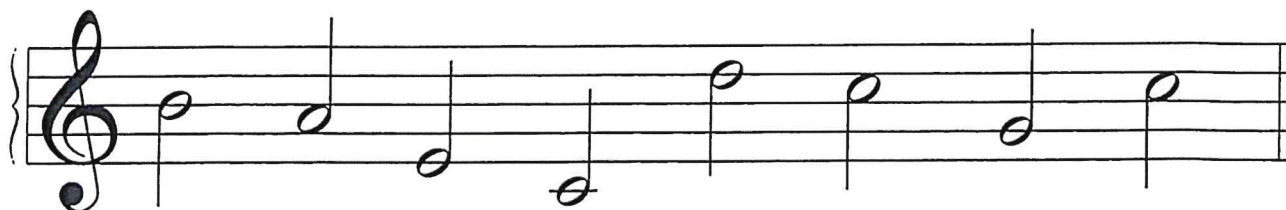
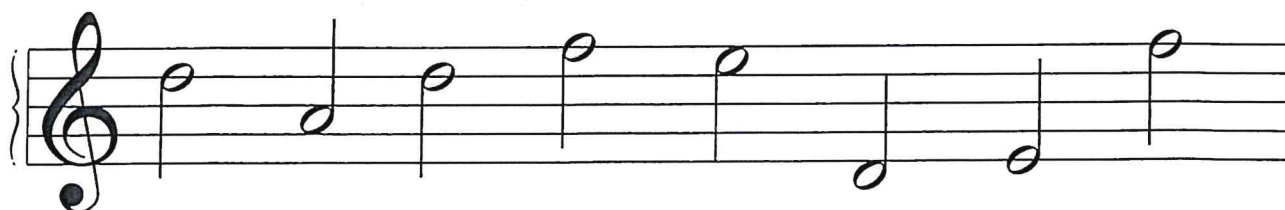
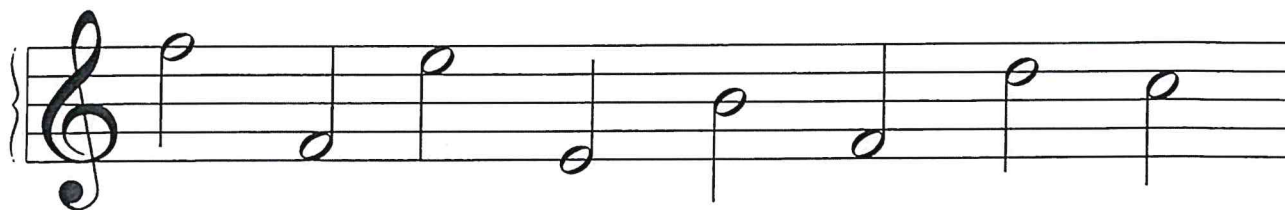
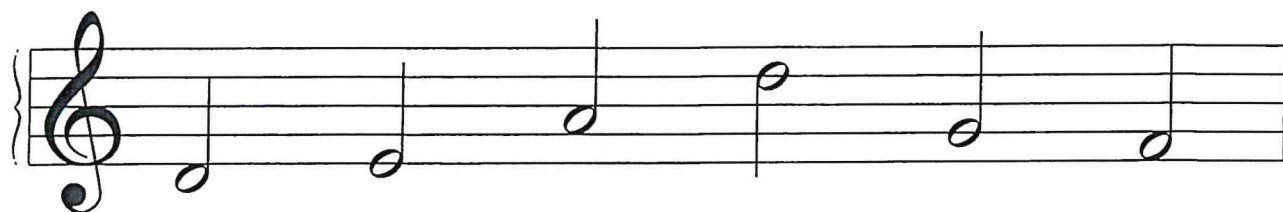
-----

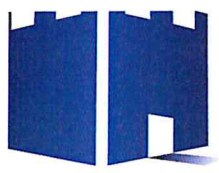
-----



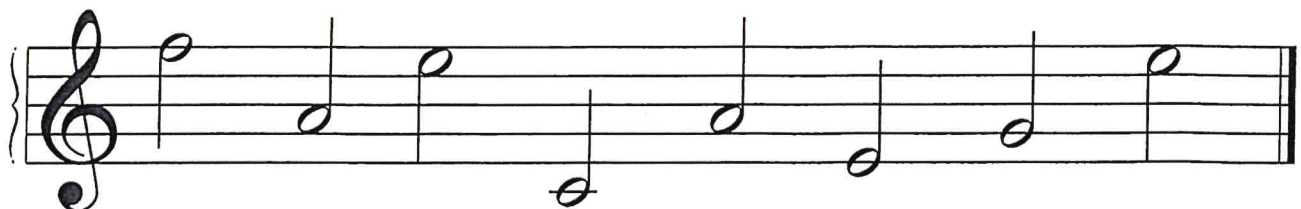
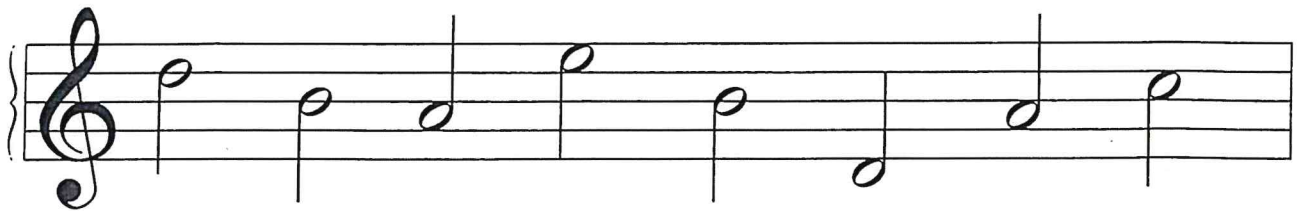
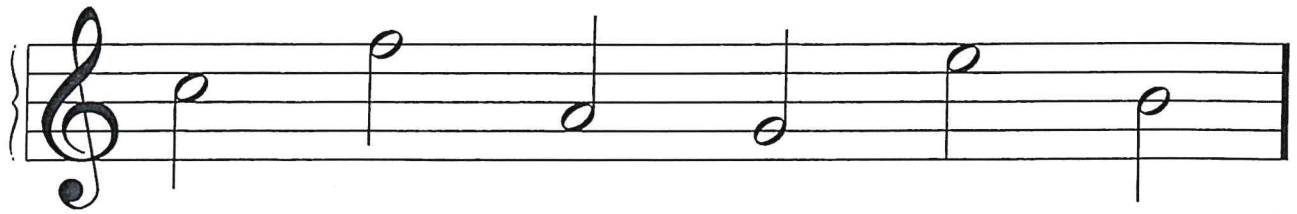


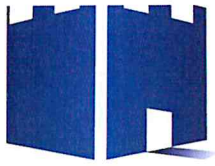
## Treble Clef Lines and Spaces - 7



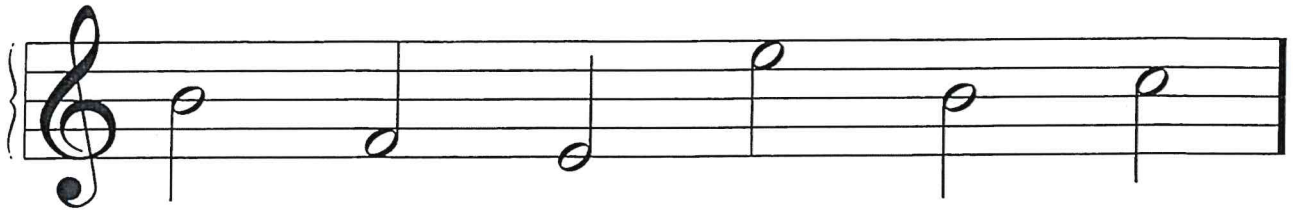


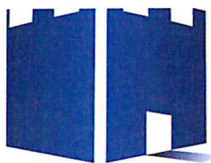
## Treble Clef Lines and Spaces - 8





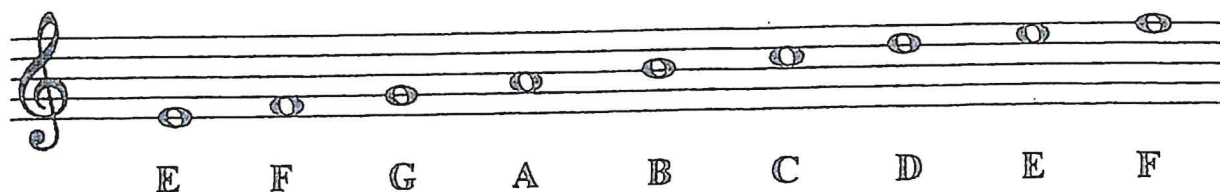
## Treble Clef Lines and Spaces - 9





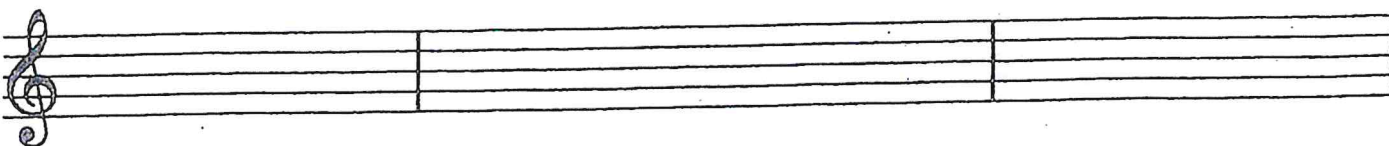
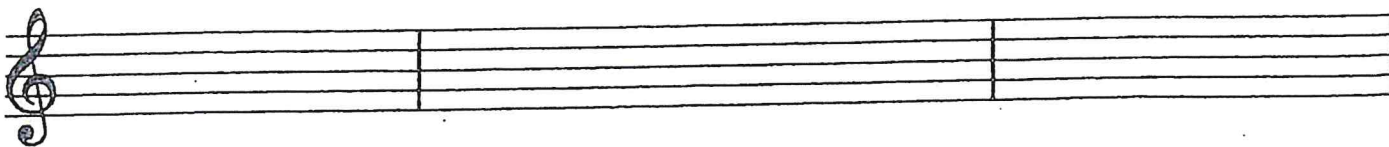
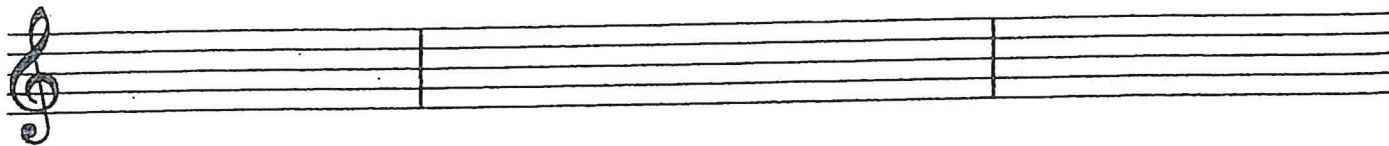
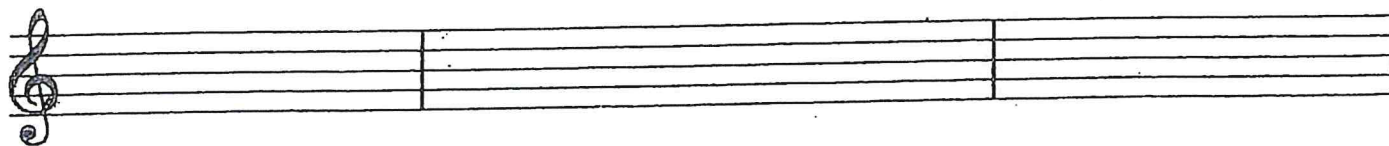
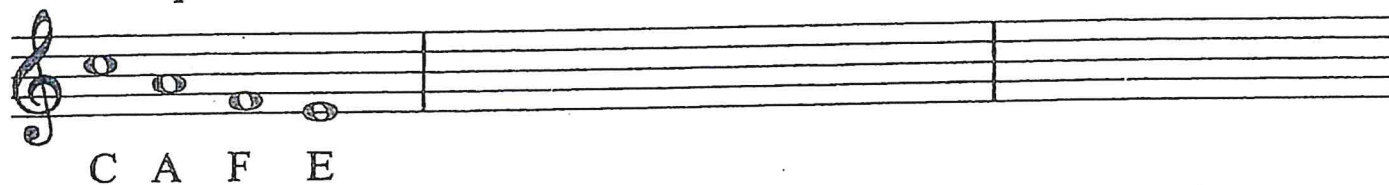
## MUSICAL WORDS - 10

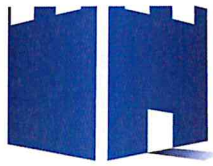
As we use the first seven letters of the alphabet as the names of the notes, it is possible to write some words as music:



Make up some words using the letters ABCDEF and G. Write them as notes on the staff:

Example:





# Music Notation - 11

O	N	O	I	T	A	R	U	D	H	I	T	I	A
T	O	I	G	S	E	N	I	L	I	E	E	T	S
R	T	A	R	B	D	E	T	T	O	D	T	H	T
L	R	A	B	Q	U	A	V	E	R	R	G	E	A
C	R	O	T	C	H	E	T	G	O	I	L	T	V
P	A	C	N	T	A	C	E	E	H	B	A	U	E
R	B	T	H	O	R	L	B	R	E	L	E	T	R
A	E	M	C	T	T	A	A	R	F	I	E	V	E
H	A	I	T	R	A	A	T	E	I	P	T	A	S
S	T	N	I	L	E	T	T	M	L	T	T	I	T
L	H	I	P	O	I	F	U	I	R	Q	C	C	R
S	I	M	L	N	T	S	N	O	O	U	O	H	S
T	F	O	L	G	I	A	H	E	I	N	O	T	F
C	G	T	A	C	N	S	D	O	C	L	E	F	D

- HIGH
- NOTATION
- MUSIC
- QUAVER
- TREBLE
- REST
- DOTTED
- SHORT
- CROTCHET
- BEAT
- FLAT
- CLEF
- PITCH
- DURATION
- STAVE
- LINES
- LONG
- BAR
- SHARP
- MINIM