Music

Listening Critically:

Listen to a variety of different pieces of music from a range of genres (different styles).

Explain what you like and dislike about them. Try to include some of the musical terminology we have learnt previously: volume, pitch, tempo, timbre, melody and harmony.

How are different genres different to each other? For example, how are Baroque and folk music different?

Which genres and which composers/artists do you like the most and why?

Performance:

If you play an instrument or sing, I would love to see/hear an informal performance! Email me a video or sound clip to:

pythagoras@penshurst.kent.sch.uk.

Composition:

If you don't play an instrument and don't want to sing, experiment with things you have around the house. Have a look online at the percussion group, Stomp, for some inspiration.

Otherwise, GarageBand is a free app where you can record and manipulate sounds, or compose using pre-recorded sounds.

Maths

Reading the time using both analogue, 12-hour and 24-hour digital clocks.

Calculating with time and converting between units of time.

Interpreting and understanding time tables. Try looking at TV schedules first, then move on to train or bus time tables. Can you make a timetable for your day?

Learning Goals

In this music-based unit, you will continue the music learning that we began earlier in the year and in Fife lessons—listening critically and performing. I have added an extra element to music as well—composition. I'm really excited to hear what you come up with. In History and Writing, you will learn about a key musician or composer and how they influenced music that came after them. In Science you will continue to learn about sound, this term focussing on the more musical aspects—pitch and volume (we call the change in volume *dynamics* in music). In Art, you will explore how artists have been inspired by music and create some of your own music-inspired artwork.

History

Research and write a biography about an influential musician or composer.

You should separate your writing into paragraphs, and each paragraph should answer a different question:

1. Who was this person and why were they important?
2. Where did they grow up? Who were their parents? What led them into a life of music?
3. What were the key events in their life? You should write these in chronological order.
4. How have they influenced the world of music? Do you think they have influenced the music of today? Is their music still popular? What do you like about their music?

Science How do we hear sounds?

How do we produce sounds that have different pitches?

Art Many artists have been influenced by music.

1. Listen to some jazz music. Draw whilst listening, taking inspiration from the different sounds you hear. Look at art work by Paul Klee and Wassily Kandinsky to see how they were influenced by music.
2. Graffiti is a key part of the world of hiphop and rap music. Have a go at doing your own graffiti designs. How can you link them to music you enjoy?

Musical instruments

String instruments

String instruments make sounds by vibrating strings. They are played by plucking the strings, like a guitar, or using a bow, like a violin. Different notes are made by changing the thickness, tightness and material of the strings, for example, thin and tight strings produce higher notes.

violin

Woodwind instruments

In wind instruments, like the flute and clarinet, vibrating air makes the sound. Blowing across the hole in a flute makes sound waves travel down the tube. The pitch is changed by pressing keys to open or close holes, making the different notes.

flute

Brass instruments

In brass instruments, such as the trumpet and French horn, it is the vibrations made between the lips and mouthpiece that cause the air down the brass tube to vibrate. By pressing valves, the tube can be made longer or shorter, making different sounds.

French horn

Keyboard instruments

Instruments with a keyboard make sounds by pressing a key that causes a string inside the instrument to be hit, like a piano, or plucked, like a harpsichord. The strings vibrate when they are struck, making sound waves.

piano

Singing

Singing is making musical sounds with the voice. Singing is part of every culture in the world.

Pop

Pop music started in the United States and United Kingdom in the 1950s. It is a type of music that appeals particularly to teenagers and younger adults. There is often a clear rhythm, catchy tune and theme of love and romantic relationships.

Jazz

Jazz music came from the southern United States but is rooted in music from Africa and Europe. It uses a variety of instruments, including the trumpet, saxophone, piano and drums. It uses improvisation, where music and words can be made up during the song.

Opera

Opera music is usually sung in a different style to other forms of singing. To project their voices, opera singers use a musical technique called vibrato, where there is a slight, repeated shaking on the musical note to give a fuller sound.

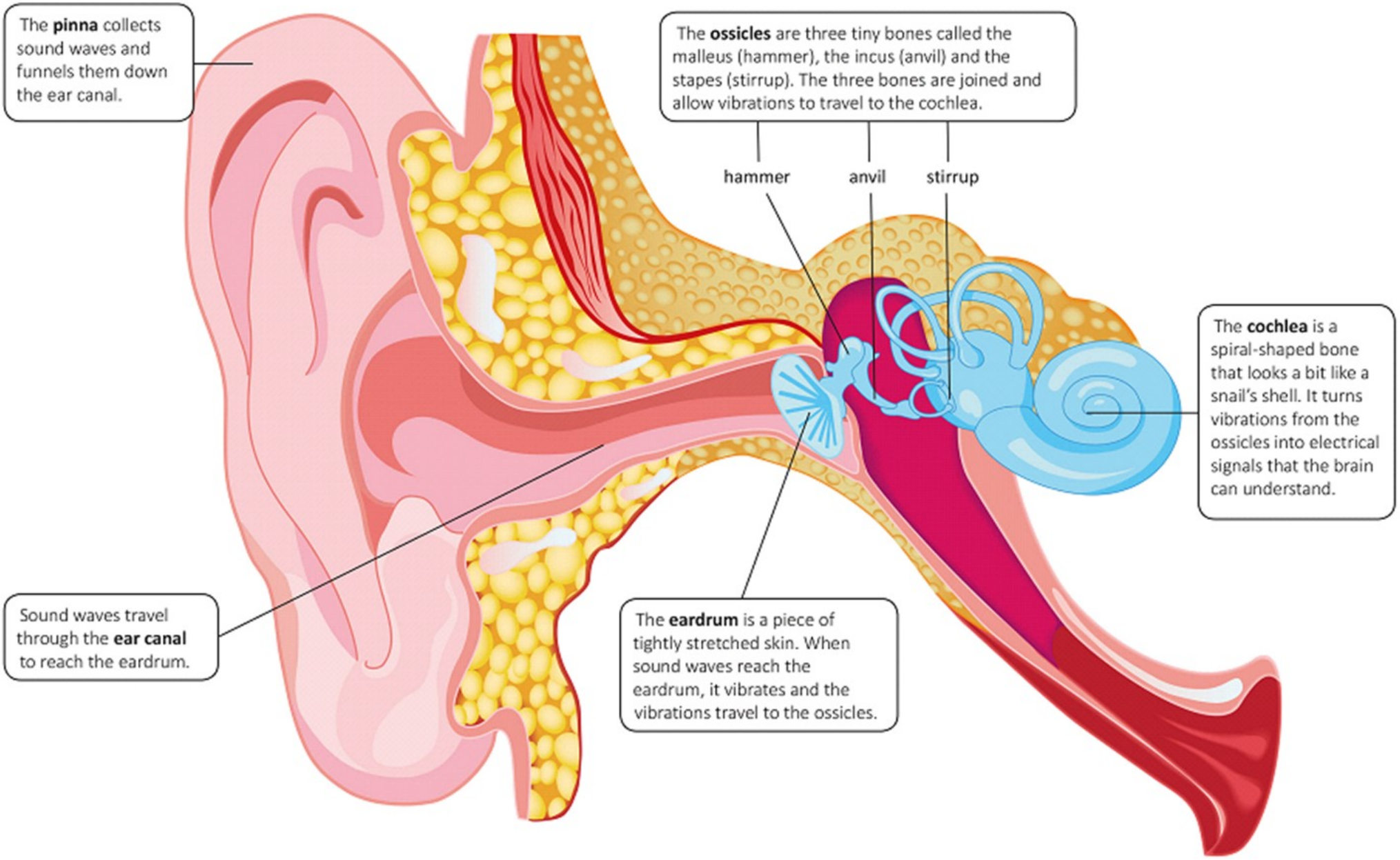
Country

Country music came from the southern United States. It often tells a story accompanied by string instruments, such as banjos, guitars and violins.

Taylor Swift is a pop and country music singer

Glossary

absorb	To take in or reduce the effect.
cochlea	A hollow, coiled tube inside the inner ear that contains nerves to help carry information about sound to the brain.
decibel (dB)	A unit for measuring the loudness of a sound.
ear canal	The tube that connects the outer and middle ear.
eardrum	A piece of tightly stretched skin inside the ear that vibrates in response to sound waves.
instrument	A device used to make music.
insulator	A material used to stop sound, heat or electricity from passing through it.
ossicles	Three small bones in the middle ear.
outer ear	The part of the ear, which includes the pinna and the ear canal, that collects sound waves and directs them towards the eardrum.
pinna	The visible part of the outer ear that is outside the head and acts as a funnel, directing sounds down the ear canal.
pitch	The measure of how high or low a sound is.
soundproof	Designed to prevent the passage of sound.
vibration	A quick, back and forth movement.
volume	The measure of how loud or quiet a sound is.


The **pinna** collects sound waves and funnels them down the ear canal.
The **ossicles** are three tiny bones called the malleus (hammer), the incus (anvil) and the stapes (stirrup). The three bones are joined and allow vibrations to travel to the cochlea.
hammer
anvil
stirrup
The **cochlea** is a spiral-shaped bone that looks a bit like a snail's shell. It turns vibrations from the ossicles into electrical signals that the brain can understand.
Sound waves travel through the **ear canal** to reach the eardrum.
The **eardrum** is a piece of tightly stretched skin. When sound waves reach the eardrum, it vibrates and the vibrations travel to the ossicles.