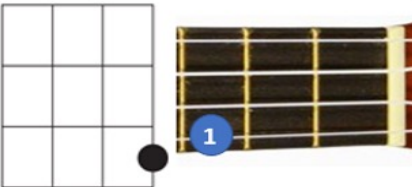




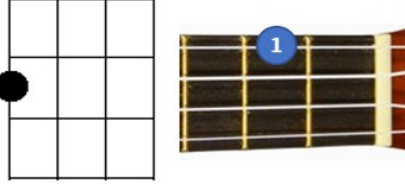
# Knowledge Organiser: Year 7 Music

## Rhythms and Ukulele skills (Autumn Term)

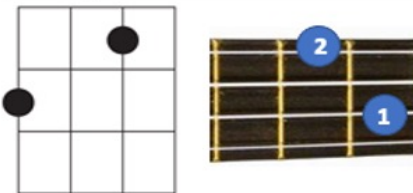
### C major chord ukulele tab



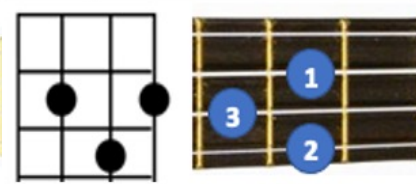
### A minor chord ukulele tab



### F major chord ukulele tab



### G major chord ukulele tab



**Common music symbols**

Treble Clef



Bass Clef

Sharp (not a hashtag)

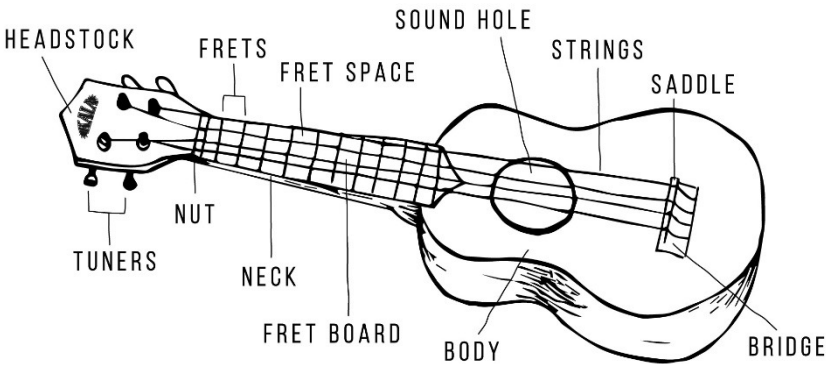


Flat

Natural



## PARTS OF THE UKULELE



### The plectrum (pick)



A pick is a small, thin piece of plastic that musicians sometimes use to **strum** the strings of certain string instruments such as guitars and ukuleles.

### Pitch

- High
- Low



### Tempo (speed)

- Allegro (fast)
- Adagio (slow)



**Melody** – The tune of a piece of music.



### Dynamics (volume)

- Forte (loud)
- Piano (quiet)



### Ukulele Posture checklist!

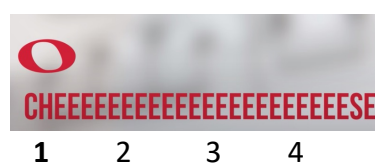
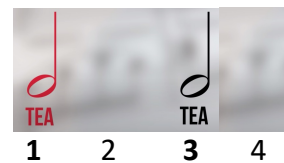
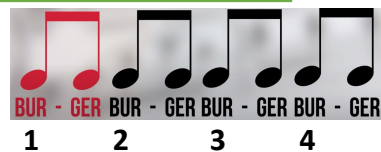
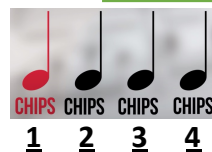
- Ukulele is pointing to your left
- The back of the ukulele is against your stomach

### Note Values

Duration (length) of beats

Note	Name	Beats
	Semibreve	4 beats
	Minim	2 beats
	Crotchet	1 beat
	Quaver	1/2 beat
	Semiquaver	1/4 beat

### Food Rhythm examples





# Music careers and transferable skills

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<b>Arranger</b>	Writes instrumentation and arrangements of musical notes for studio recordings and live performances.

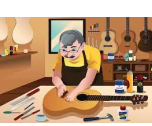
## Other careers in Music

<b>Music/Peripatetic Teacher (Primary/Secondary/College/University)</b>	Music teachers teach people about music—both how to play it and how to appreciate it.
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Transferable Skill	What could this look like in the Music classroom?	What could this look like in a future career?
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Team work	Planning out your composition ideas with a partner.	Collaborative problem solving (finding solutions to problems as a group) leads to better results overall. Working with others also may increase job satisfaction.
Listening skills	Listening to a performance and being respectful as you listen.	Listening can build trust between you and your colleagues, it encourages empathy and it reduces misunderstandings so that everyone can move forward and work together in a positive way.
Self Discipline	Learning a melody on a keyboard without getting distracted.	In a future career, there may not always be someone to sit next to you and tell you what to do. You may be expected to complete your job independently. You will need to keep yourself motivated and stay on track.





# Knowledge Organiser: Year 8 Music

## Film Music and Keyboard Skills (Autumn Term)

### 1. The Purpose of Music in Film

Film Music is a type of descriptive music that represents a **mood, story, scene** or **character** through music. It is designed to **support the action and emotions** of the film on screen.

Film music can be used to:

- Create or enhance a mood
- Function as a **Leitmotif** (see section 2)
- To **emphasise a gesture** (e.g music in Tom and Jerry cartoons)
- Provide unexpected **juxtaposition/irony** (using music the listener wouldn't expect to hear giving a sense of uneasiness or humour).

### 2. What is a Leitmotif?

Leitmotif (pronounced Light – mo – teef)

- A **short musical idea** that **represents** a character, event, idea, object or situation in a film.

Example – **The Jaws**  
**Leitmotif** is played whenever the shark is nearby, **even if it isn't on screen.**



### 3. History of Film Music

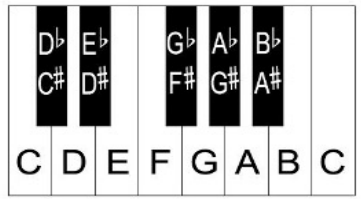
- Early films had no soundtrack that played along with the film (this was called **silent cinema**). Instead, the music was performed live in the cinema, usually **improvised** by a **pianist** or **organist**.
- The first soundtracks appeared in the 1920s and used existing music from Classical composers.
- Today, film music often blends **popular, electronic** and **classical** music together in a flexible way that suits the needs of a particular film.

### 4. How the elements of Music are used in Film Music

**Pitch and melody** – **Ascending/rising** melodies are often used for increasing tension, **descending/falling** melodies for defeat.  
**Dynamics** – Forte (loud) dynamics often represent power and Piano (quiet) dynamics often represent weakness/calmness. Sudden loud dynamics can also be used to create '**jump scares**' in horror films.  
**Harmony** – Major chords are normally used in happy film scenes and minor chords are often used in sad film scenes.

 E G B D F <b>Every Green Bus Drives Fast</b>	 G B D F A <b>Green Budgies Don't Fly Away</b>
 F A C E <b>FACE in the space</b>	 A C E G <b>All Cows Eat Grass</b>

C is to the left of the two black keys



#### Note Values

Duration (length) of beats

Note	Name	Beats
	Semibreve	4 beats
	Minim	2 beats
	Crotchet	1 beat
	Quaver	1/2 beat
	Semiquaver	1/4 beat

<b>Common music symbols</b>	Treble Clef	Staff
Bass Clef	Sharp (not a hashtag)	Bar line
Flat	Natural	Repeat bar line

<b>Melody</b> (the tune)	<b>Pitch</b> - High - Low
-----------------------------	---------------------------------

<b>Tempo (speed)</b> - Allegro (fast) - Adagio (slow)	<b>Tonality</b> - Major chord (Happy) - Minor chord (Sad)	<b>Dynamics (volume)</b> - Forte (loud) - Piano (quiet)
---	---	---

Keyboard skill	Definition	Why is this important?	How can I achieve this?
Note accuracy	Play the right notes (pitches) at the right time.	It is important that you read the music carefully, so that you play the right pitches at the right times.	Read the music carefully, and take time to concentrate on the notes.
Fluency	Performing without hesitating.	Your performance will sound 'smoother' to the audience.	Practise! Playing a melody once or twice is not enough to improve your fluency.
Posture	Sitting in the correct position to play the keyboard comfortably.	You will be able to play for longer periods of time, and will prevent injury (muscle ache).	Use a nice round hand, instead of flat fingers. Avoid using 'odd fingers' (playing the keyboard using one finger on each hand).



# Music careers and transferable skills

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# Knowledge Organiser: Year 9 Music

## Musicals (Autumn Term)

### Musical Theatre – Context and background facts

- Musicals use **singing, dancing and acting** to tell entertaining stories.
- They usually have an **orchestra or band** to accompany the singers.
- The types of musical that are around today began in the **1920s** and developed into the **21<sup>st</sup> Century**.
- This genre (type of music) started out on **Broadway**, a famous theatre street in **New York USA**, and later became popular in **London's West End** (as well as other places).
- Some songs from musical have hit the charts such as **This is Me** from **The Greatest Showman**, and **Can You Feel the Love Tonight** from **The Lion King**.
- Many musicals have been made into films including **The Sound of Music, Hairspray, Grease, Billy Elliot, Mamma Mia, and West Side Story**.
- Musicals are usually written in the **style** of the **popular music** around at that time. For example, Hamilton (2015) is inspired by **hip-hop, R&B, pop and soul** music.



Type of musical	Definition	Example
Jukebox musical	A musical based on songs from one music artist.	Mamma Mia is full of songs composed by members of ABBA.
Book musical	A musical based on a book.	Matilda the book was written by Roald Dahl.
Concept musical	A musical that has a theme or message for the audience.	West Side Story (based on Shakespeare's Romeo and Juliet) shows how gang violence/racism causes lost of harm to a community.

E G B D F

Every Green Bus Drives Fast

G B D F A

Green Budgies Don't Fly Away

F A C E

FACE in the space

A C E G

All Cows Eat Grass

**Voice types (SATB)**

Soprano – Higher female  
 Alto – Lower female  
 Tenor – High male  
 Bass – Lower male  
 Falsetto – When a male singer sings in a much higher range than tenor  
 Solo – When a solo voice or instrument is performing  
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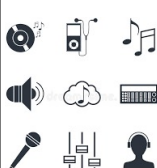
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# Knowledge Organiser: Year 10 Music

## M.R. T.D. T.I.G.H.T.S. and music theory keywords and symbols

### M.R. T.D. T.I.G.H.T.S. keywords for exam revision

**M – Melody (the tune in a piece of music)**

- **Ostinato** – A pattern that repeats
- **Imitation** – When one instrument copies (or imitates) another
- **Call and response** – When one instrument plays a melody, then another instrument plays straight afterwards, in response
- **Sequence** – When a melody is repeated at a higher or lower pitch

**R – Rhythm (patterns of beats used)**

- **On beat rhythm**
- **Syncopation** - off beat rhythm
- **Time Signature**
- **Dotted rhythm** - 'Swung' rhythm

**T – Tempo (speed of music)**

- **Presto** – Very Fast
- **Allegro** – Fast
- **Moderato** – Moderate
- **Adagio** – Slow
- **Largo** – Very slow
- **Accelerando** – Getting faster
- **Ritardando (rit.) and Rallentando (rall.)** – getting slower

**D – Dynamics (volume in music)**

- **Pianissimo** - Very Quiet
- **Piano** - Quiet
- **Mezzo piano** - Moderately quiet
- **Mezzo forte** - Moderately loud
- **Forte** - Loud
- **Fortissimo** - Very Loud
- **Crescendo** – Getting louder

**T – Texture (the layers in music)**

- **Monophonic** – One layer of music
- **Homophonic** – Melody and accompaniment)
- **Polyphonic** – Two or more melodies playing at the same time

**I – Instruments**

- **Strings** – Violin, Viola, Cello, Double Bass
- **Woodwind** – Piccolo, Flute, Oboe, Clarinet, Bassoon
- **Brass** – Trumpet, French Horn, Trombone, Tuba
- **Percussion** – Timpani, Drum Kit, Maracas, Tambourine, Triangle, Djembe (African), Surdo (Samba), Dhol (Bhangra) as well as others
- **Keyboard** – Piano, Organ, Harpsichord (Baroque only)

**G – Genre (type of music)**

- **Film Music**
- Pop, Rock 'n' Roll, Ballad
- **Classical** – Baroque, Classical, Romantic
- **World Music** – African, Samba, Bhangra

**H – Harmony (two or more notes are played at the same time)**

- **Diatonic chords** – All notes belong to the key
- **Chromatic chords** – Some notes don't belong to the key
- **Perfect (V-I), Imperfect (I-V), Plagal (IV-I) and Interrupted (V-I) cadences**

**T – Tonality (the key)**

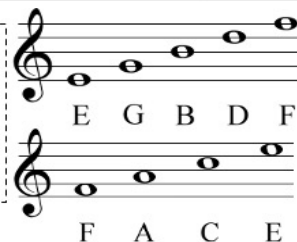
- **Major** – Happy sounding
- **Minor** – Sad sounding
- **Modulation** – Key change
- **Key signature**

**S – Structure (the plan for a piece of music)**

- **AB** – Binary
- **ABA** – Ternary
- **ABACA** – Rondo
- **Verse-Chorus** song structure
- **32 bar song form** - AABA, 8 bars each

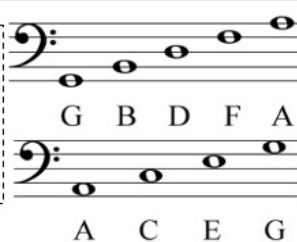
Notes (itches) on a Treble Clef Stave:

- Lines = Every Good Boy Deserves Football
- Spaces = FACE (Face in the space)



Notes (itches) on a Bass Clef Stave:

- Lines = Green Budgies Don't Fly Away
- Spaces = All Cows Eat Grass



Notes above or below the stave use **ledger lines**, so that we can still identify the pitch.



**What is a scale?**  
A set of musical notes ordered by pitch

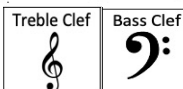
**What is a tone and a semitone?**  
**Tone (T)** = 2 steps up/down in pitch  
**Semitone (S)** = 1 step up/down in pitch

To work out a major scale, use **T T S T T T S**  
To work out a minor scale, use **T S T T S T T**

Natural symbol: Cancels out sharps and flats

Flat symbol: Semitone DOWN

Sharp symbol: Semitone UP



**Dynamics – The volume in music**

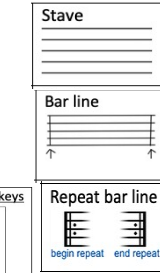
Symbol	Italian	Meaning
<i>pp</i>	<i>pianissimo</i>	Very soft.
<i>p</i>	<i>piano</i>	Soft.
<i>mp</i>	<i>mezzo piano</i>	Moderately soft.
<i>mf</i>	<i>mezzo forte</i>	Moderately loud.
<i>f</i>	<i>forte</i>	Loud.
<i>ff</i>	<i>fortissimo</i>	Very loud.
<i>fp</i>	<i>fortepiano</i>	loud then soft
<i>sfz</i>	<i>sforzando</i>	sudden accent
	<i>crescendo</i>	gradually louder
	<i>diminuendo</i>	gradually softer

**Instruments of the Orchestra**

Strings	Woodwind	Brass	Percussion
Violin	Piccolo	Trumpet	Timpani
Viola	Flute	Trombone	Snare Drum
Cello	Clarinet	French Horn	Marimba
Double Bass	Oboe	Tuba	Tambourine
Harp	Bassoon		Triangle

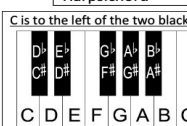
**Keyboard family**

Piano
Organ
Keyboard
Harpsichord



**Orchestra:** A group of musicians that play instruments together. The instruments are a combination of those above.

**Conductor:** A person who leads the orchestra so that they can play in time with each other.



**Voice types (SATB)**

- Soprano – Higher female
- Alto – Lower female
- Tenor – High male
- Bass – Lower male
- Falsetto – When a male singer sings in a much higher range than tenor
- Solo – When a solo voice or instrument is performing
- Duet – When two voices or instruments are performing together
- Melisma – When more than note is sung on one syllable
- Syllabic – When one note is sung per syllable

**Note Values**

Note	Name	Beats
	Semibreve	4 beats
	Minim	2 beats
	Crotchet	1 beat
	Quaver	1/2 beat
	Semiquaver	1/4 beat

**Key Signature:**  
An indication of the sharps or flats that are used in each key.

Phrase to remember	Key signature	Sharps (#) needed	Phrase to remember	Key signature	Flats (b) needed
Good	G major	F#	Foot-	F major	Bb
Dogs	D major	F# and C#	Ballers	Bb major	Bb and Eb
Always	A major	F#, C# and G#	Eat	Eb major	Bb, Eb and Ab
Eat	E major	F#, C#, G# and D#	Always	Ab major	Bb, Eb, Ab and Db

Leave blank to allow pupils to glue.



# How do we use Knowledge Organisers in Music?

## How can you use knowledge organisers at home to help you revise?

- **Retrieval Practice:** Read over a section of the knowledge organiser, cover it up and then write down everything you can remember. Repeat until you remember everything.
- **Flash Cards:** Using the Knowledge Organisers to help on one side of a piece of paper write a question, on the other side write an answer. Ask someone to test you by asking a question and seeing if you know the answer.
- **Mind Maps:** Turn the information from the knowledge organiser into a mind map. Then reread the mind map and on a piece of paper half the size try and recreate the key phrases of the mind map from memory.
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## How will we use knowledge organisers in Music?

- **Literacy:** Spelling is important in all subjects, including Music. Whenever you use a keyword in your writing, double-check your spelling of that word before writing it down.
- **Treble/bass clef practice:** Use the diagrams and phrases to help you to read the notes on the treble and bass clef stave with accuracy

### **Exam practice!**

1. Listen to a piece of music (no more than 1 minute) from one of the following genres:

- |                 |            |
|-----------------|------------|
| - Baroque       | - Musicals |
| - Classical     | - Jazz     |
| - Romantic      | - Blues    |
| - Pop           | - Bhangra  |
| - Rock 'n' Roll |            |

2. Use M.R. T.D. T.I.G.H.T.S. to analyse what you can hear

3. Write your answers in full sentences, using music keywords consistently and accurately

4. If you want Miss to mark it, please give her your written answer or email her ([mbridgewater@kingshurst.tgacademy.org.uk](mailto:mbridgewater@kingshurst.tgacademy.org.uk)) a typed-up version, with the name of the piece you have analysed and its artist/composer.

**Want a M.R. T.D. T.I.G.H.T.S. template to use? Please email Miss Bridgewater.**

### Some of the careers that studying Music can help you achieve are:

1. **DJ** - DJs play a mix of different recorded music in various venues—it could be for Radio, for a recording or for in clubs/bars
2. **Session Musician** - A session musician is someone who records or performs specific parts— they are employed 'per track' and not part of the band/ group.
3. **Music/Peripatetic Teacher (Primary/Secondary/College/University)** – Music teachers teach people about music—both how to play it and how to appreciate it.
4. **Choral Singer** - A choral singer is employed to sing as part of a choir.
5. **Musical director** – A radio station's music director chooses songs for airplay.
6. **Conductor** - A conductor stands in front of the orchestra or choir and directs them as they perform.

**7. Producer** - Someone who gathers ideas for the track, gathers and coaches session musicians, and oversees the recording of the track.

**8. Music Critic** - A music critic reviews recordings and performances and writes about them.

**9. Recording Artist** - A musician or singer who records and releases music, usually professionally through a record label.

**10. Composer** - A composer writes music. You can compose music for many different reasons: film scores, video games, purely for listening, for special occasions, for a particular performance, etc.

**11. Arranger** – Writes instrumentation and arrangements of musical notes for studio recordings and live performances

**12. Sound Engineer** - Sound engineers work at either live concerts or recording studios and balance the different parts of the performance as they are played/recorded.

**13. Booking Agent** – They are responsible for booking live performances including concerts, gigs, tours and radio/TV performances for musicians. They are responsible for developing the musicians' career in regard to performances.

**14. Songwriter** - A songwriter writes songs. These could be in a variety of styles. Songwriters could write songs for themselves or be paid to write songs for others to perform.

**15. Orchestral Performer** - An orchestral performer is a highly talented musician who rehearses and performs with an orchestra at concerts or for recordings.

**16. Music Historian** - A music historian is someone who is an expert in a particular area of music history, or a particular style of music.

**17. Instrument Maker** - Instrument makers are highly skilled people. Making instruments is difficult, and each part of what they do has a massive effect on the final sound of the instrument.

**18. Accompanist** – A pianist who accompanies singers, dancers and instrumentalists for rehearsals and performances.

**19. Music Therapist** - Music Therapists use music and musical elements to promote and maintain mental health. As music doesn't involve words, it is particularly useful for young children.

**20. Speech Pathologist** – Help rehabilitate patients with vocal disorders through voice therapy exercises.

**21. Voice therapist** – Works with patients to help them recover from vocal damage and to make positive lifestyle and/or vocal behaviour changes.





# Knowledge Organiser: Year 11 Music

## M.R. T.D. T.I.G.H.T.S. and music theory keywords and symbols

### M.R. T.D. T.I.G.H.T.S. keywords for exam revision

#### M – Melody (the tune in a piece of music)

- **Ostinato** – A pattern that repeats
- **Imitation** – When one instrument copies (or imitates) another
- **Call and response** – When one instrument plays a melody, then another instrument plays straight afterwards, in response
- **Sequence** – When a melody is repeated at a higher or lower pitch

#### R – Rhythm (patterns of beats used)

- **On beat rhythm**
- **Syncopation** - off beat rhythm
- **Time Signature**
- **Dotted rhythm** - 'Swung' rhythm

#### T – Tempo (speed of music)

- **Presto** – Very Fast
- **Allegro** – Fast
- **Moderato** – Moderate
- **Adagio** – Slow
- **Largo** – Very slow
- **Accelerando** – Getting faster
- **Ritardando** (rit.) and **Rallentando** (rall.) – getting slower

#### D – Dynamics (volume in music)

- **Pianissimo** - Very Quiet
- **Piano** - Quiet
- **Mezzo piano** - Moderately quiet
- **Mezzo forte** - Moderately loud
- **Forte** - Loud
- **Fortissimo** - Very Loud
- **Crescendo** – Getting louder

#### T – Texture (the layers in music)

- **Monophonic** – One layer of music
- **Homophonic** – Melody and accompaniment)
- **Polyphonic** – Two or more melodies playing at the same time

#### I – Instruments

- **Strings** – Violin, Viola, Cello, Double Bass
- **Woodwind** – Piccolo, Flute, Oboe, Clarinet, Bassoon
- **Brass** – Trumpet, French Horn, Trombone, Tuba
- **Percussion** – Timpani, Drum Kit, Maracas, Tambourine, Triangle, Djembe (African), Surdo (Samba), Dhol (Bhangra) as well as others
- **Keyboard** – Piano, Organ, Harpsichord (Baroque only)

#### G – Genre (type of music)

- **Film Music**
- Pop, Rock 'n' Roll, Ballad
- **Classical** – Baroque, Classical, Romantic
- **World Music** – African, Samba, Bhangra

#### H – Harmony (two or more notes are played at the same time)

- **Diatonic chords** – All notes belong to the key
- **Chromatic chords** – Some notes don't belong to the key
- **Perfect (V-I), Imperfect (I-V), Plagal (IV-I) and Interrupted (V-I) cadences**

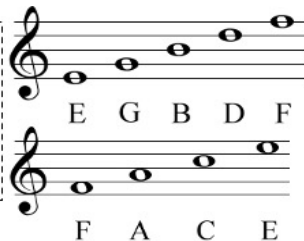
#### T – Tonality (the key)

- **Major** – Happy sounding
- **Minor** – Sad sounding
- **Modulation** – Key change
- **Key signature**

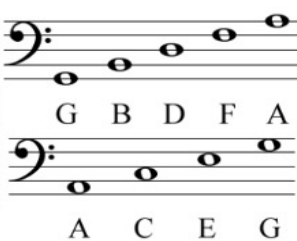
#### S – Structure (the plan for a piece of music)

- **AB** – Binary
- **ABA** – Ternary
- **ABACA** – Rondo
- **Verse-Chorus** song structure
- **32 bar song form** - AABA, 8 bars each

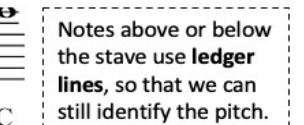
Notes (itches) on a Treble Clef Stave:  
- Lines = **Every Good Boy Deserves Football**  
- Spaces = **FACE (Face in the space)**



Notes (itches) on a Bass Clef Stave:  
- Lines = **Green Budgies Don't Fly Away**  
- Spaces = **All Cows Eat Grass**



Notes above or below the stave use **ledger lines**, so that we can still identify the pitch.



- **What is a scale?**  
A set of musical notes ordered by pitch  
- **What is a tone and a semitone?**  
**Tone (T)** = 2 steps up/down in pitch  
**Semitone (S)** = 1 step up/down in pitch  
To work out a major scale, use **T T T T S**  
To work out a minor scale, use **T S T T S T T**

Natural symbol: Flat symbol: Semitone DOWN Sharp symbol: Semitone UP

Cancels out sharps and flats

Treble Clef Bass Clef

Stave

**Dynamics** – The volume in music

<i>pp</i>	<i>pianissimo</i>	Very soft.
<i>p</i>	<i>piano</i>	Soft.
<i>mp</i>	<i>mezzo piano</i>	Moderately soft.
<i>mf</i>	<i>mezzo forte</i>	Moderately loud.
<i>f</i>	<i>forte</i>	Loud.
<i>ff</i>	<i>fortissimo</i>	Very loud.
<i>fp</i>	<i>fortepiano</i>	loud then soft
<i>sfz</i>	<i>sforzando</i>	sudden accent
	<i>crescendo</i>	gradually louder
	<i>diminuendo</i>	gradually softer

**Instruments of the Orchestra**

Strings	Woodwind	Brass	Percussion
Violin	Piccolo	Trumpet	Timpani
Viola	Flute	Trombone	Snare Drum
Cello	Clarinet	French Horn	Marimba
Double Bass	Oboe	Tuba	Tambourine
Harp	Bassoon		Triangle

Orchestra: A group of musicians that play instruments together. The instruments are a combination of those above.  
Conductor: A person who leads the orchestra so that they can play in time with each other.

**Keyboard family**  
Piano  
Organ  
Keyboard  
Harpsichord

C is to the left of the two black keys

**Voice types (SATB)**  
Soprano – Higher female  
Alto – Lower female  
Tenor – High male  
Bass – Lower male  
Falsetto – When a male singer sings in a much higher range than tenor  
Solo – When a solo voice or instrument is performing  
Duet – When two voices or instruments are performing together  
Melisma – When more than note is sung on one syllable  
Syllabic – When one note is sung per syllable

**Note Values**  
Duration (length) of beats

Note	Name	Beats
	Semibreve	4 beats
	Minim	2 beats
	Crotchet	1 beat
	Quaver	1/2 beat
	Semiquaver	1/4 beat

**Key Signature:**  
An indication of the sharps or flats that are used in each key.

Phrase to remember	Key signature	Sharps (#) needed	Phrase to remember	Key signature	Flats (b) needed
Good	G major	F#	Foot-	F major	Bb
Dogs	D major	F# and C#	Ballers	Bb major	Bb and Eb
Always	A major	F#, C# and G#	Eat	Eb major	Bb, Eb and Ab
Eat	E major	F#, C#, G# and D#	Always	Ab major	Bb, Eb, Ab and Db




**Baroque, Classical and Romantic Period**  
**Revision Notes (AOS1 – Musical forms and**  
**Devices)**

**The Baroque Period (1600-1750)**



Musical element (M.R. T.D. T.I.G.H.T.S. feature)	Common feature in Baroque music
Instruments	<ul style="list-style-type: none"> <li>• <b>Basso continuo</b> – Cello and harpsichord</li> <li>• Small orchestras, consisting of mostly <b>strings</b> (violin, viola, cello, double bass), and early versions of <b>flutes</b> and <b>oboes</b>.</li> <li>• The <b>harpsichord</b> and <b>organ</b> were the most common keyboard instruments.</li> </ul>
Melody	<ul style="list-style-type: none"> <li>• Ornamentation such as <b>trills</b> (added decoration to make melodies more interesting)</li> </ul>
Dynamics	<ul style="list-style-type: none"> <li>• <b>Terraced dynamics</b> – Quick changes from p to f (and vice versa)</li> <li>• No crescendos and diminuendos</li> </ul>
Harmony	<ul style="list-style-type: none"> <li>• Diatonic harmony – No accidentals (added sharps or flats)</li> <li>• Simple harmonies</li> </ul>
Texture	<ul style="list-style-type: none"> <li>• <b>Homophonic</b> textures</li> <li>• <b>Polyphonic</b> textures</li> </ul>
Structure	<ul style="list-style-type: none"> <li>• <b>Binary</b> form (AB)</li> <li>• <b>Ternary</b> form (ABA)</li> <li>• <b>Theme and variation</b> (A, A1, A2, A3 etc)</li> </ul>

**Key Composers**




	<p><b>George F Handel (1685-1759)</b>  <b>Pronounced Han-dle</b></p> <p>Handel was a <b>German/English</b> composer, best known for writing <b>oratorios</b> (an opera without costumes/scenery, singers tell a story with religious text)  The <b>Messiah</b> (featuring the <b>Hallelujah Chorus</b>) is considered to be the greatest oratorio ever written and is often performed at Christmas.</p>
	<p><b>Antonio Vivaldi (1678-1741)</b></p> <p>Antonio Vivaldi was an <b>Italian composer</b>, most famous for his composition, <b>The Four Seasons</b>. This is a piece in four movements (sections), each one named after each season.</p>
	<p><b>J. S Bach (1685-1750)</b>  <b>Pronounced Bark</b></p> <p>Johann Sebastian Bach was a <b>German</b> composer who wrote hundreds of pieces of music during his lifetime. Amongst these, he wrote a set of <b>Brandenburg Concertos</b>, written for the military commander of Brandenburg in 1721.</p>

**The Classical Period (1750-1830)**



Musical element (M.R. T.D. T.I.G.H.T.S. feature)	Common feature in Classical music
Texture	<ul style="list-style-type: none"> <li>• <b>Homophonic</b> textures (melody and accompaniment)</li> </ul>
Dynamics	<ul style="list-style-type: none"> <li>• <b>Crescendos</b> and <b>diminuendos</b> were introduced to make dynamics more interesting</li> </ul>
Instruments	<ul style="list-style-type: none"> <li>• Moving away from the harpsichord, the piano was invented</li> <li>• Orchestras were getting bigger</li> <li>• Clarinets (woodwind instrument) were invented and were added to the orchestra</li> </ul>
Tonality	<ul style="list-style-type: none"> <li>• A wider variety of different keys were used compared to the Baroque Period</li> </ul>
Structure	<ul style="list-style-type: none"> <li>• New structures were introduced</li> <li>• Rondo – ABACA</li> <li>• Minuet and Trio – A (minuet), B (trio), A (minuet)</li> </ul>
Harmony	<ul style="list-style-type: none"> <li>• Alberti bass was used in piano and orchestra accompaniment</li> </ul>

**Key Composers**

	<p><b>Wolfgang Amadeus Mozart (1756 - 1791)</b>  <b>Pronounced Moat - zart</b></p> <p>Born in Austria. A child prodigy. He composed his first piece at five. By 20 he was considered the most famous composer in Europe. Mozart was only 35 when he died. He composed in different musical forms, operas, symphonies, concertos, masses, and chamber music.</p>
	<p><b>Franz Joseph Haydn (1732 - 1809)</b>  <b>Pronounced Hi - don</b></p> <p>Born in Austria. "Father of Symphony" or the "Father of the String Quartet," Joseph Haydn's pivotal role in birthing the Classical Era is unquestioned. He composed over 340 hours of music.</p>
	<p><b>Ludwig van Beethoven (1770 - 1827)</b>  <b>Pronounced Bait - ho - ven</b></p> <p>Beethoven was born in Bonn, Germany. A crucial figure in the transition between the classical and romantic eras in classical music, he remains one of the most recognized and influential musicians. He wrote 772 works including symphonies, sonatas and concertos.</p>



## The Romantic Period (1600-1750)



Musical element (M.R. T.D. T.I.G.H.T.S. feature)	Common feature in Romantic music
Instruments	<ul style="list-style-type: none"> <li>Orchestras are getting <b>bigger</b></li> <li>The <b>piccolo, bass clarinet, contrabassoons, trombones, tubas, xylophones, glockenspiels</b> and many other instruments are now included in the orchestra</li> <li><b>Pianos were used even more, including in large solos (and concertos)</b></li> </ul>
Melody	<ul style="list-style-type: none"> <li>Melodies, as well as other musical elements sounded more <b>emotional and dramatic</b> in this period.</li> </ul>
Dynamics	<ul style="list-style-type: none"> <li>Dynamics were more <b>extreme. Fortissimos (ff) and pianissimos (pp)</b> were used more.</li> </ul>
Tempo	<ul style="list-style-type: none"> <li><b>Tempo changes</b> were common, including <b>accelerandos</b> and <b>ritardandos/rallentandos</b></li> <li><b>Rubato</b> sections (brief changes in tempo to show expression) were used</li> </ul>
Structure	<ul style="list-style-type: none"> <li><b>Concertos</b> (pieces of music with virtuosic solo parts) were composed more</li> </ul>
Harmony	<ul style="list-style-type: none"> <li><b>Modulations</b> (changes in key) were more dramatic</li> <li><b>Dissonance</b> (notes that clashed with the key) was used to create more expression</li> </ul>

### Key Composers

<b>Pyotr Ilyich Tchaikovsky</b> (1840 –1893) Pronounced <i>Chai – kov - ski</i>		He was the first Russian composer whose music made a lasting impression internationally. He wrote melodies which were dramatic and emotional.
<b>Fryderyk Chopin</b> (1810 –1849) Pronounced <i>Show – pan</i>		Chopin was a Polish composer and virtuoso pianist of the Romantic era who wrote primarily for solo piano.
<b>Franz Liszt</b> (1811 - 1886) Pronounced <i>List</i>		Liszt was a Hungarian composer. Many of his piano pieces were harder to play than anything that had been written before.
<b>Clara Schumann</b> (1819 – 1896) Pronounced <i>Shoe - man</i>		German pianist, composer and piano teacher. Regarded as one of the most distinguished pianists of the Romantic era.

### How can you use knowledge organisers at home to help you revise?

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- |                    |            |
|--------------------|------------|
| - Baroque Period   | - Musicals |
| - Classical Period | - Jazz     |
| - Romantic Period  | - Blues    |
| - Popular Music    | - Bhangra  |
| - Film Music       |            |

2. Use M.R. T.D. T.I.G.H.T.S. to analyse what you can hear

3. Write your answers in full sentences, using music keywords consistently and accurately

4. If you want Miss to mark it, please give her your written answer or email her

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