



# Knowledge Organiser: Year 7 Music

## Keyboard Skills and Programme Music (Spring Term)

### What is Programme Music?

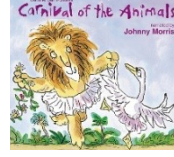
Programme music tells a story. It can be composed (written) to represent a character, object, event, emotion or theme. Sometimes, certain musical instruments are associated with certain events, emotions and animals:

Woodwind instruments	Natural sounds such as bird song, small high-pitched animals and rivers.
Brass instruments	Soldiers, war, royalty, ceremonial occasions.
Tuba	Large and slow moving things (e.g elephants).
Harp	Tenderness, love, angels, daydreaming and the feeling of peace.
Glockenspiel	Music box, magic and fairy tales.
Drums/timpani	War, fighting, thunder, feeling of fear and doom.
Strings	Emotions such as sadness and love.

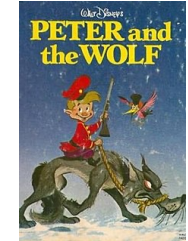
### Programme Music

#### Composers

Camille Saint-Saëns  
(Pronounced *San – Sohn*) –  
Carnival of the Animals



Sergei Prokofiev – Peter and the Wolf

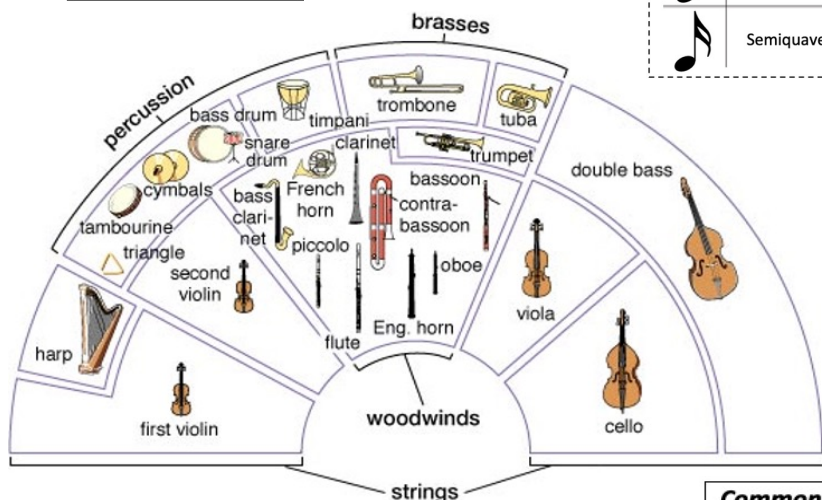


Every Green Bus Drives Fast  
FACE in the space

Green Budgies Don't Fly Away  
All Cows Eat Grass

Note	Name	Beats
	Semibreve	4 beats
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	Semiquaver	1/4 beat

- Pitch**
  - High
  - Low
- Melody** (the tune)
- Tempo** (speed)
  - Allegro (fast)
  - Adagio (slow)
- Dynamics** (volume)
  - Forte (loud)
  - Piano (quiet)
- Sonority** – Sound of the instrument
- Chord** (2 or more notes played at the same time)
  - Major chord – Happy
  - Minor chord – Sad
- Composer** – A person who writes music
- Compose** – To write music



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

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

begin repeat    end repeat

**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.



# Music careers and transferable skills – Part 2!

## Music Careers – Part 2

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<b>Conductor</b>	A conductor stands at the front of an orchestra or choir and directs them as they perform. They may also be responsible for choosing the music that is performed.

## Music and Technology Careers – Part 2

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## Careers in Radio and TV – New section!

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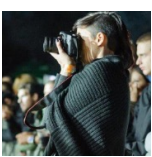
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*"I might not want a career in Music, so how can Music lessons help me in the future?"*

Here are just a few examples of transferable Music skills for non-Music careers . . .

Transferable Skill	What could this look like in the Music classroom?	What could this look like in a future career?
Time management	Spending an equal amount of time practicing each section of a melody (not just playing the easy part over and over again).	If you are given lots of tasks to do, you need to make sure you spend enough time on each task so you can complete each one to the best of your ability.
Attention to detail	Listening carefully to a piece of music and writing a detailed description of it in full sentences, using correct spelling and grammar.	Creating a presentation as part of your job to present to colleagues, line management, external companies and/or the public.
Problem solving	When you work in pairs to learn a melody, who is going to learn which part? When you perform, how will you know when to start and stop?	If you don't know how to complete a task in your job, who could you go to? How can you work out what your next steps should be?
Good organisation	How could you make time to prepare for Music assessments, as well as assessments in your other subjects? How can you revise?	You will have to be organised enough to get your work done at the right time, even when new tasks are given to you (as well as keeping a good work/life balance).



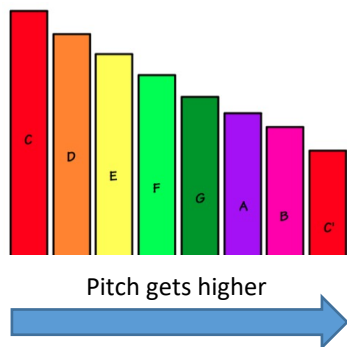


# Knowledge Organiser: Year 8 Music

## Boomwhackers and Binary Form Composition (Spring Term)

### What are Boomwhackers?

A boomwhacker is a musical instrument in the percussion family. They are lightweight, hollow, colour-coded plastic tubes, tuned to a musical pitch by length. The shorter it is, the higher the pitch.



### Structure keywords

Binary form = Two different sections (*Bi* means two or twice).



Ternary form = Three sections, where the first and last section are the same.



**Compose** – To write music.

**Composer** – Someone who writes music.

**Composition** – A piece of music.

**Melody** – The tune.

**Fluency** – The ability to perform without hesitating (starting and stopping).

### What does a good melody sound like?

There are so many good melodies out there, and there are many features that can make a melody memorable. Try experimenting with a combination of the following techniques:

- ✓ **Steps** – Using keyboard notes that are right next to each other (e.g. C to D). Also known as a conjunct melody.
- ✓ **Leaps** – Using keyboard notes that are not next to each other. Also known as a disjunct melody.
- ✓ **Repetition** – Repeating a melody is an easy way to make it more memorable.
- ✓ **Pitch** – Try experimenting with high and low pitches. Could you use pitch to help your melody build up to the most important point in your composition?
- ✓ **Challenge! Rhythm** – Rhythm and pitch are two different musical features, but without a steady, simple rhythm, a melody will sound incoherent (it won't make sense) and it will sound like it doesn't have a structure.
- ✓ **Challenge! Tempo** – If the music is too fast, then you may not be able to perform it fluently, and the audience may not be able to hear each pitch clearly. If your tempo is too slow, the audience may not find it interesting to listen to.

### Common music symbols

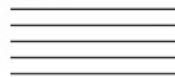
#### Bass Clef



#### Treble Clef



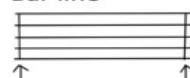
#### Stave



#### Sharp (not a hashtag)



#### Bar line



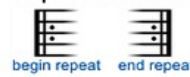
#### Flat



#### Natural

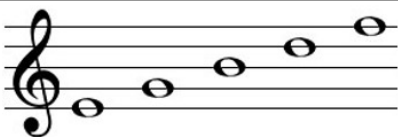


#### Repeat bar line

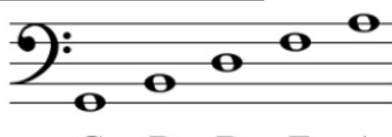


### I want to compose my own melody, but where do I start?

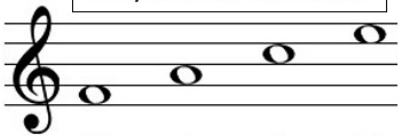
- Try choosing three or four 'next door' notes on the keyboard (like C, D, E and F), playing them in different combinations until you like the sound of an idea.
- Think about what you want your melody to sound like? Could it sound like an emotion (happiness or sadness)?



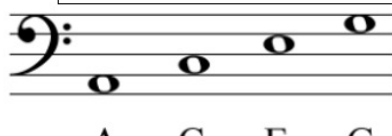
Every Green Bus Drives Fast



Green Budgies Don't Fly Away



FACE in the space



All Cows Eat Grass

### Note Values

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# Music careers and transferable skills – Part 2!

## Music Careers – Part 2

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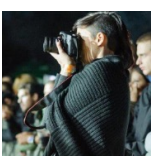
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# Knowledge Organiser: Year 9 Music

## Pop Music Composition (Spring Term)

### 1. Popular Song Structure

**Song Structure** – How a song is made up of or divided into different sections (see below) and the order in which these sections occur.

**Introduction** – Often shortened to 'intro', this is the first section of a song.

**Verse** – Verses tell the story of the song. There are normally several verses in a song in which the lyrics change but the melody stays the same.

**Chorus** – The chorus is often the most memorable part, and it gives the main message of the song. It is repeated several times, with the same lyrics and melodies each time.

**Middle 8/Bridge** – A section (often 8 bars in length) that provides contrasting material (a new melody/different chords/instrument solo).

**Coda/Outro** – The final section of the song (Coda is Italian for 'tail').

**Optional sections** – The sections below are sometimes used in pop songs:

**Link** – An optional short section often used to join different parts of a song together.

**Pre-Chorus** – An optional section that occurs before the chorus. The lyrics often relate to the main message of the chorus.

### 2. Keywords

**Melody** – The main tune of a song, often sung by the lead singer.

**Lyrics** – The words of a song.

**Hook** – A hook is a short musical idea that attracts the attention of the listener at the start of the song. The beginning of *Uptown Funk* uses a hook.

**Riff** – A repeated musical idea that can be played at any point during the song (e.g. during the chorus)

**Counter-melody** – An extra melody that is in harmony with the main melody (the notes from both melodies fit together well).

**Texture** – The layers of a song (e.g. melody line, chords, bassline)

### 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

### 3. Pop Technology

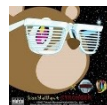
**Autotune** – Technology used to correct sung notes that are not in tune with the music.

An example of a song with autotune is *One More Time* by Daft Punk

**Synthesiser** – An electronic musical instrument (similar to a keyboard) that can produce a wide variety of different sounds. An example of a song that uses this instrument is *Blinding Lights* by The Weeknd

**Sampling** – This is when a section of a song is reused by adding it to a new track.

An example of a song that uses this technique is Kanye West's *Stronger*, which uses the Robotic voice from Daft Punk's *Harder, Better, Faster, Stronger*.

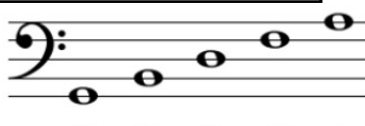


### 4. Common Instruments

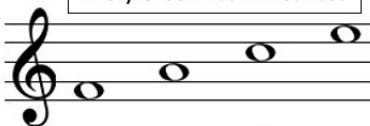
Common instruments include the acoustic and electric guitar, piano, drum kit, vocals, synthesizer, drum machines and more.



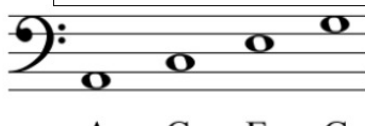
E G B D F  
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G B D F A  
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F A C E  
FACE in the space



A C E G  
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Bass Clef 	Sharp (not a hashtag) 	Bar line 
Flat 	Natural 	Repeat bar line  begin repeat    end repeat

### 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



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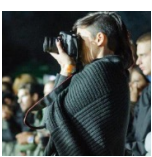
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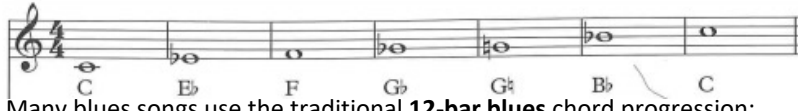
# Knowledge Organiser: Year 10 Music

## Jazz, Blues and Popular Music

### Blues

These songs are about the hard life of the African Americans and are usually for piano, guitar or traditional jazz band and solo voice. They have a sad, melancholy feel to them and use the **blue notes** of the scale.

The **blues scale** is the minor pentatonic scale (scale with 5 notes), with the added 5<sup>th</sup> note of the scale with a flat added. The example in C is below:



Many blues songs use the traditional **12-bar blues** chord progression:

Chord I	Chord I	Chord I	Chord I
Chord IV	Chord IV	Chord I	Chord I
Chord V	Chord IV	Chord I	Chord IV

Famous singers of the blues include Bessie Smith, Billie Holiday, Sarah Vaughan and Ella Fitzgerald.

### Traditional Jazz

- This is performed by instruments such as the trumpet, clarinet and trombone with a rhythm accompaniment of piano, bass and drums (sometimes guitars and banjos may be added).
- There is commonly a **saxophone** soloist.
- This type of jazz often uses the **12-bar blues chord progression**.
- The players **improvise** their music (make it up on the spot) based on the set chords, or on well-known songs.
- Rhythmic features include **swing rhythms** (music written as quavers, but performed as dotted quavers) and **syncopation** (off-beat rhythms).
- There is commonly a **rhythm section**, made up of a **drummer** (who keeps a steady beat), a **bass player** who commonly plays a bass guitar or a double bass (they play a steady crotchet bassline called a **walking bass**) and a keyboardist/guitarist (who plays the chords in an interesting way)
- The **walking bass** is a style of bass movement that maintains a steady rhythm, ascending and descending the notes of the scale of the key.

### Popular music structures

#### Verse-chorus structure definitions

Section	Definition
Intro	The first section of the music, which creates a sense of anticipation.
Verse	Gives the message of the song. Each verse may have different lyrics, but the melody is often the same.
Pre-chorus	A short link between the verse and the chorus. Not often used.
Chorus	Contains the main message of the song, and the music and lyrics are repeated each time the chorus is played in most cases.
Break, middle 8 or instrumental	A link section that often occurs just before the final chorus. The chords and melodies may be different in this section. An instrumental may take place, where an instrument plays a solo (instead of the vocal part singing).
Outro or coda	Sometimes added as an extra section at the end of a song to finish off the music.

### 32 bar song form

Section A – 8 bars	Section A – 8 bars	Section B – 8 bars	Section A – 8 bars	Voice types (SATB)
Usually starts in the main key (although maybe not chord I). Could be presented as two four-bar phrases.	Repeat of section A. There may be some slight variation.	Usually in a related key. Possibly will end on chord V of the home key ready for the next section.	Repeat of section A. There may be some slight variation.	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
Notes:				Solo – When a solo voice or instrument is performing Duet – When two voices or instruments are performing together
<ul style="list-style-type: none"> <li>• Each A section may have some differences in the music.</li> <li>• Musical phrases usually end with a cadence, and a variety of cadences are used.</li> <li>• In this form, most of the music revolves around the A section, which is probably the material for the 'verse'.</li> <li>• The B section presents contrasting material.</li> </ul>				Melisma – When more than note is sung on one syllable Syllabic – When one note is sung per syllable



# How do we use Knowledge Organisers in Music?

## 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

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

- **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.
- **Sketch it:** Draw an image to represent each fact; this can be done in isolation or as part of the mind map/flash card.
- **Teach it:** Teach someone the information on your knowledge organiser, let them ask you questions and see if you know the answers.

### 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 staff with accuracy

### Exam practice!

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

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

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.**





# Knowledge Organiser: Year 11 Music

## M.R. T.D. T.I.G.H.T.S. and A0S2 (Music for Ensemble) Revision

### 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
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- **Verse-Chorus** song structure
- **32 bar song form** - AABA, 8 bars each

**MUSICAL ENSEMBLE:** A group of people who perform instrumental or vocal music together

**DUET:** 2 performers **TRIO:** 3 performers **QUARTET:** 4 performers **QUINTET:** 5 performers **SEXTET:** 6 performers

**SEPTET:** 7 performers **OCTET:** 8 performers

An ensemble may group together:

- **Different** instruments (e.g. a quartet for violin, clarinet, piano and guitar) or voices (soprano, alto, tenor and bass)
- The **same** types of instruments, from the same families (e.g. all string instruments or a group of saxophones) or voices (all male voices)
- A group of instruments/voices suitably based on the **style** of music they perform (e.g. in jazz style - drums, bass, trumpet and sax)

#### The Baroque Era

Music was classified in terms of function, it was either played in Church, the theatre or “the chamber” (nobility employed musicians as part of their household staff)

#### **BASSO CONTINUO** (continuous bass)

- Strong bass line with a melody
- Main instruments were: harpsichord, organ, or lute and sometimes supported by a cello, bassoon or ‘viola da gamba’

#### **BAROQUE SONATA**

- Sonata = a piece in several movements for one or two soloists + basso continuo

#### The Classical Era

The “Golden age” of chamber music

- Many ensembles written: duos, trios, quartets etc.
- The use of basso continuo declined giving way to the new “Pianoforte” (early piano)

#### **STRING QUARTET**

Consists of four string performers: two violins, a viola and cello “a musical conversation amongst equals”

Follows the four-movement structure:

- Mov1: Fast (allegro) usually in **sonata form**
- Mov2: Slow in **Ternary** or **theme and variations**
- Mov3: Moderate dance style (**minuet and trio**)
- Mov4: a final fast movement in **sonata** or **rondo**

#### The Romantic Era

Composers experimented with different combinations of instruments, as advances in construction (especially woodwind instruments) had improved.



Musical styles are always **changing**. Musicals are usually written in the style of the popular music that's around at the time – so musicals from different times sound very different.

Musicals use singing, dancing and talking to tell stories.

They usually have an orchestra to accompany the singers.

Some musicals have been made into popular musical films: *Hairspray*, *Grease*, *Billy Elliot*, *Mamma Mia*.

The genre started out on Broadway, a famous theatre street in New York. Later ones started in London's West End.

Earlier musicals were influenced by jazz and swing music while lots of musicals from the 1970s onwards used rock music.

The types of musicals that are around today originated in the 1920s, and developed throughout the rest of the 20th and into the 21st century.

Some musicals hit the charts. For example, Andrew Lloyd Webber's 'Don't cry for me Argentina' and 'Memory'.

**KEYWORDS**

**Chorus:** The background singers, dancers and actors.

**Book Musical:** A musical with a story.

**Concept Musical:** A musical in which the idea or concept takes precedence over the plot. (*A Chorus Line*, *Company*)

**Jukebox Musical:** Musical where the majority of songs are well-known popular **music** songs. (*Mamma Mia*, *We Will Rock You*)

**Rock Musical:** A musical that uses rock music rather than "Broadway" music. (*School of Rock*)

**Overture:** A song used to open a musical; it consists of a medley of songs from the show.

**Libretto:** The lyrics to a musical. (Sung Dialogue)

**JAZZ AND BLUES**

**Origins:**

- African slaves brought their musical traditions with them when they were transported to work in the North American colonies.
- These Work songs were sung rhythmically in time with the task being done. Their songs were passed on orally (word of mouth) and were never usually written down.
- They used call and response where phrases from a lead singer were followed by the others.
- Early styles of Blues was known as country blues and was usually a solo singer accompanied on guitar or piano sometimes with added harmonica or drums.

**Bebop:** Developed in 1940's as swing declined. Fast tempo. Tricky chord changes, virtuoso improvisation. Composers: Charlie Parker, Dizzy Gillespie



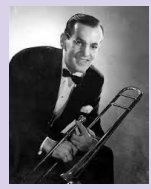
**Dixieland/New Orleans Jazz**  
Small ensembles of 5 or 6 players. Instruments such as drums, banjo, cornet, trombone, string bass, clarinet etc. Based on traditional "song" but "played around" with solo performers adding **improvisations** and **countermelodies**. Soloists accompanied by a rhythm section. Composers: Duke Ellington, Bix Beiderbecke, Louis Armstrong



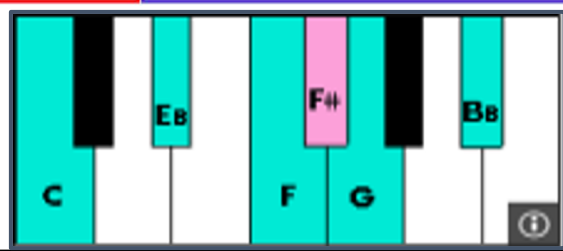
**Swing:** Large ensembles of 10+ with a leader who wrote and arranged the music. Sections included rhythm (piano/drums/bass) reeds, trumpets and trombones

**Chromatic scale** often used in swing. Uses soloists who **improvise** against the ensemble in **collective improvisation** against a **walking baseline**.

**Composer:** Glenn Miller - "In the Mood"



**Blues Scale:** A selection of notes that are put together to create a 'bluesy' scale. The blues scale is used for the notes during improvised sections of music.



## AOS3: Film Music

### Musical Elements

**Melody** – This adds character and shape to musical ideas. It is common in film music to have a variety of different themes of equal importance. An important melodic theme will often be referred to as a **Leitmotif**.

**Tempo** – This will often reflect the action on the screen.

**Metre** - The time signature used – how many beats in each bar and what type of beats they are.

**Rhythm** – Different length durations of notes and rests to create a pattern. There many rhythmic devices used in film music – please refer to your film music PowerPoint resource.

**Harmony** – The way in which chords are used to create interest and complexity to the music.

- **Diatonic** – Chords that use notes from a specific key.
- **Chromatic** – Use of notes that are not in the key.
- **Dissonant** – Chords that use notes that do not 'fit' together well.

**Intervals** – The gaps between notes. Some intervals are very effective in film music in creating a certain mood, atmosphere and tension.

**Fanfare** – A short musical flourish or call to attention based on chords. It is often associated with an announcement or significant event.

**Tonality** – This refers to whether the music is Major, Minor or Atonal (no key/tone).

- **Atonal** – No sense of a tonic or 'home' key. Often use by composers to create an unsettling feeling.

### Musical Devices

**Leitmotif** – A short musical theme or idea that is associated with a character, place, object or situation – often abbreviated to 'motif'.

**Ostinato** – A short repeating musical idea. In film music this could be a melody, rhythm or chord sequence. Often, other parts will be layered over the ostinato to emphasise a build up of the action or tension in the film.

**Riff** – Similar to the ostinato. The word riff indicates music from a popular or modern genre.

**Layering** - Building up the musical ideas to fill out the texture, to achieve a more powerful or interesting outcome.

**Minimalism** - A style of music characterised by the repetition of small cells of music, which evolve very gradually to create a hypnotic effect. Often used by film composers to establish the mood of a scene.

**Mickey-mousing**: music is precisely synchronised with events on screen

### How music is used in film

- To create an atmosphere.
- To create a specific or geographic setting.
- To set the era, time or period, e.g. the use of classical music for a film set in the 18<sup>th</sup> century.
- To support the physical action and control the pace.
- To support the emotions of the characters and evoke certain emotions in the audience.
- To generate tension and build suspense.
- To support characters, situations and places through the use of a **leitmotif**.
- To predict events or inform the audience of impending events, e.g. when the *Jaws* theme is heard, but the shark has not yet been seen in the film. The audience are aware of the forthcoming danger, but the on-screen characters are not.
- To create a sense of space, breadth, depth i.e. the 'size' of something.

**Hans Zimmer** (1957) is a German composer. He has written music for over 100 movies:

*Lion King* (1994), *Gladiator* (2000), *Inception* (2010)



**John Williams** (1932) is an American composer and conductor. He has composed many soundtracks

for blockbuster movies such as *Star Wars*, *Superman*, *Jaws*, *Indiana Jones*, *Jurassic Park*, and *Harry Potter*.



**Danny Elfman** (1953) is an American singer-songwriter and composer. He wrote music for many movies and

television series: *Men in Black*, *The Nightmare Before Christmas*, *Edward Scissorhands*, *The Simpsons*



### **Exam practice!**

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

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

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

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