

# KS4 Music Contents

## Main Units

### Unit 1: Dance Music – 1A Elizabethan Dance

13 slides, 3 Flash activities

This presentation is designed to teach:

- Recognition of two dance forms from the Elizabethan period.
- What kinds of musical instruments were used in Elizabethan times.

**Pavan and galliard: instrumentation**

**Keyboard instruments**

The **harpsichord** was an instrument with wooden jacks which plucked strings when keys on the keyboard were pressed. There were several different sizes, and some had two keyboards and mechanisms called stops, which altered the timbre and pitch.

### Unit 1: Dance Music – 1B Baroque Dance

22 slides, 4 Flash activities

This presentation is designed to teach:

- Recognition of a range of dance forms from the baroque period.
- The structure of the baroque orchestra.
- Composition in the style of the baroque suite dances.

**Baroque dances: key terms**

- anacrusis
- homophonic
- contrapuntal
- fugal
- ornaments
- sequence
- imitation
- hemiola
- Alberti bass

**Hemiola** is a form of **syncopation** used in triple time. The notes are accented to make 2 bars of 3 beats sound more like 3 bars of 2 beats.

1 2 3 1 2 3 1 2 1 2 1 2 (Mozart)

### Unit 1: Dance Music – 1C Classical Dance

15 slides, 4 Flash activities

This presentation is designed to teach:

- Recognition of the features of the waltz and the polka.
- What changed in the musical world between the baroque and classical periods.
- Composition in the style of a waltz or polka.

**Waltz composition**

Use the given chords to create an 'um-cha-cha' accompaniment for this waltz-style melody. Write your accompaniment in the blank staves.

D G D G

**Unit 1: Dance Music**  
**– 1D Tango and Samba**

13 slides, 5 Flash activities

This presentation is designed to teach:

- About the features of a range of Latin American forms of dance music.
- About the instruments used in tango and samba music.
- Performance and composition of pieces in the style of the tango and samba.



**Unit 1: Dance Music**  
**– 1E Salsa and Recent Performers**

12 slides, 2 Flash activities

This presentation is designed to teach:

- About the features of a range of Latin American forms of dance music.
- About the instruments used in salsa music.
- Salsa-style composition.
- About the influences of Latin American music on the music of recent artists.

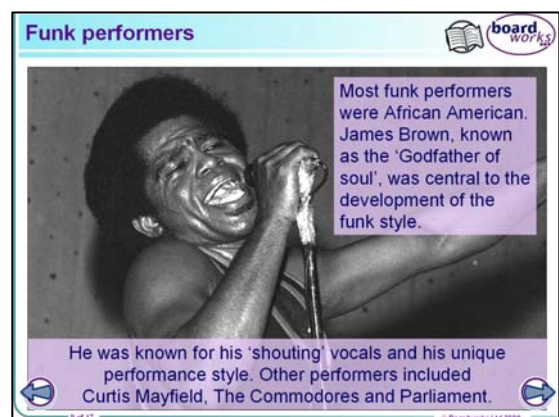


**Unit 1: Dance Music – 1F Funk and Disco**

17 slides, 3 Flash activities

This presentation is designed to teach:

- Recognition of the features of funk and disco music.
- Understanding of funk and disco instrumentation and structure.
- Performance or sequencing of funk-style music.



## Unit 1: Dance Music – 1G Club Dance

21 slides, 5 Flash activities

This presentation is designed to teach:

- About the key features of a range of club dance styles.
- About DJ skills and equipment.
- Composition and performance of a trance-style piece.

**DJ skills**

beat matching	using the decks as instruments by turning the records by hand to create a scratching sound
blending	switching quickly from one track to another without losing the beat
cutting	the art of producing a smooth, gradual transition from one track to another
harmonic mixing	adjusting the turntable speeds so that both tracks play at the same tempo
back cueing	mixing records according to their keys to avoid clashing sounds
scratching	switching between two copies of the same record to create a loop

## Unit 2: Popular Song – 2A Blues and Jazz

15 slides, 5 Flash activities

This presentation is designed to teach:

- The development of the blues as a genre, looking at its key features and origins.
- The basic features of jazz music.
- The role of instruments in a jazz band.

**Small jazz group**

**Front line:**  
Instruments play the main melody and solos.

**Rhythm section:**  
Creates the backing for the melody lines.

## Unit 2: Popular Song – 2B The 1960s

18 slides, 5 Flash activities

This presentation is designed to teach:

- The developments in popular music in the 1950s and 1960s.
- The key components of pop songs, including: the rhythm section, guitars, backing, bass, lyrics, melody, riffs, structure and form.

**The 1960s song structures**

The song 'A hard day's night' by The Beatles (1964) has an AABA structure which is taken from the jazz standard.

Listen to The Beatles performing 'A hard day's night' and describe the structure of the whole song, the phrases and the chords.

**Unit 2: Popular Song**  
**– 2C The 1960s continued**

8 slides, 4 Flash activities

This presentation is designed to teach about:

- The basics of multitrack recording and the impact it had on music in the 1960s.

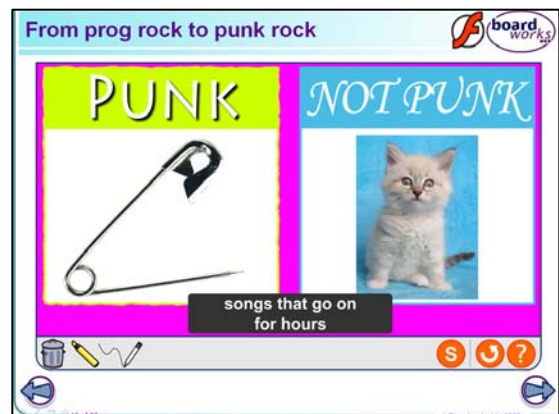


**Unit 2: Popular Song – 2D The 1970s**

22 slides, 7 Flash activities

This presentation is designed to teach:

- About the key features of disco music.
- The roots and key features of rock music.
- Critical listening skills.
- The influence of society and technological advances on rock music in the 1970s.

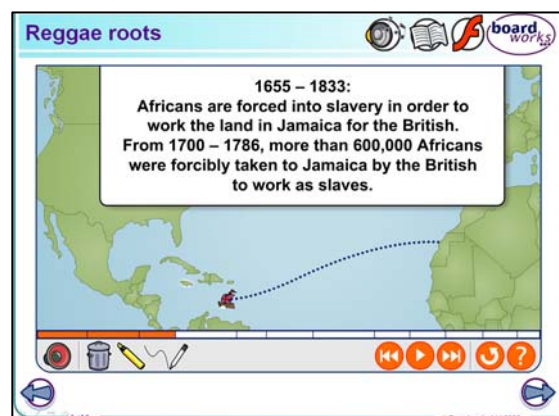


**Unit 2: Popular Song**  
**– 2E The 1970s continued**

9 slides, 3 Flash activities

This presentation is designed to teach:

- The roots, influences and characteristics of reggae music.
- The development of Jamaican-inspired music in Britain in the late 1970s, such as ska and two tone.



## Unit 2: Popular Song – 2F The 1980s

15 slides, 3 Flash activities

This presentation is designed to teach:

- Different musical styles of the 1980s.
- The impact of technology on the music of the 1980s, including the drum machine and synthesizer.

1980s image

🎵 Listen to 'Don't you want me' by the Human League and identify elements in the lyrics and the sound that mark it out as being from the 1980s. 🎵

## Unit 2: Popular Song – 2G Britpop and the 1990s

17 slides, 2 Flash activities

This presentation is designed to teach:

- The emergence of Britpop.
- A performance and composition activity in a Britpop style.

Summary: 1960s v 1990s

## Unit 3: Musical Theatre – 3A Elements of the Musical

23 slides, 8 Flash activities

This presentation is designed to teach:

- The origins of the musical.
- The common elements of a musical.
- To learn about different styles of songs used in musicals.

The elements of the musical

score  
plot  
characters  
style

Some musicals use a particular style of music and some use a range of musical styles.

libretto through-sung  
lyrical recitative

**Unit 3: Musical Theatre**  
**– 3B British and American Musicals**

11 slides, 4 Flash activities

This presentation is designed to teach:

- The key features of an American musical.
- Developments in British musicals in the 1960s and 1970s.

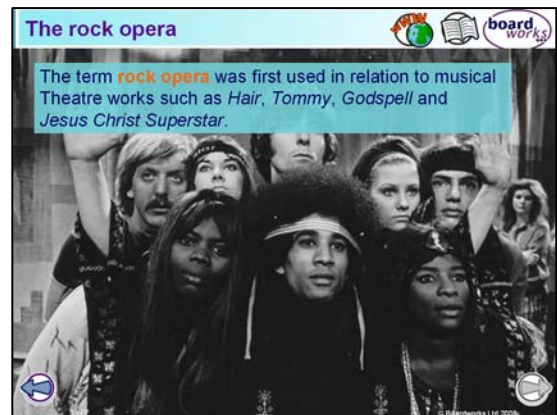


**Unit 3: Musical Theatre**  
**– 3C Recent Developments**

7 slides, 2 Flash activities

This presentation is designed to teach:

- Developments in musical theatre from the 1960s to the present, such as rock operas and jukebox musicals.

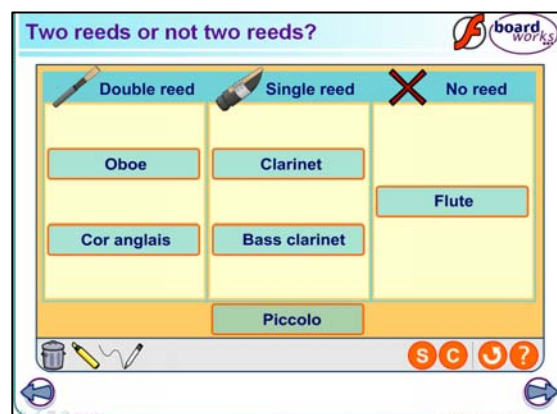


**Unit 4: Orchestral Landmarks**  
**– 4A Introducing the Orchestra**

25 slides, 8 Flash activities

This presentation is designed to teach:

- Recognition of members from all four families of orchestral instruments.
- About the basic playing techniques.
- Understanding of the differences between instruments within each section of the orchestra.



**Unit 4: Orchestral Landmarks  
– 4B Baroque Style**

24 slides, 4 Flash activities

This presentation is designed to teach:

- Understanding of the make-up of the baroque orchestra.
- The key features of baroque orchestral writing.
- Performance based on a baroque piece.
- Composition in a baroque style.

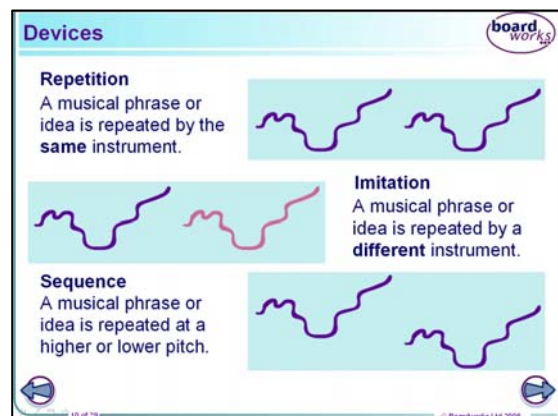


**Unit 4: Orchestral Landmarks  
– 4C Classical Style**

29 slides, 7 Flash activities

This presentation is designed to teach:

- Understanding of how the orchestra developed during the classical period.
- Recognition and understanding of the key features of classical orchestral pieces.

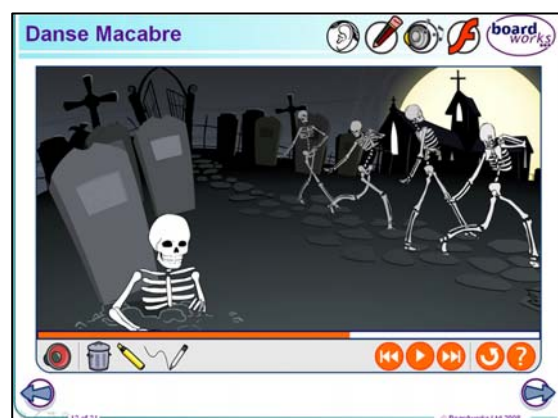


**Unit 4: Orchestral Landmarks  
– 4D Romantic Style**

13 slides, 6 Flash activities

This presentation is designed to teach:

- Understanding of the make-up of the romantic orchestra.
- Recognition of the key features of romantic orchestral writing.

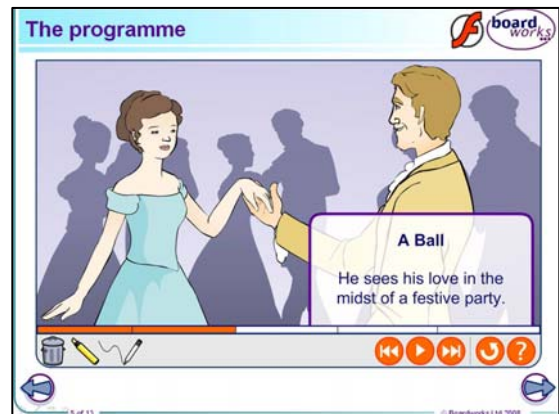


### Unit 4: Orchestral Landmarks – 4E Romantic Style continued

13 slides, 5 Flash activities

This presentation is designed to teach:

- Understanding of the different aspects of programme music.
- Composition of a piece of programme music.

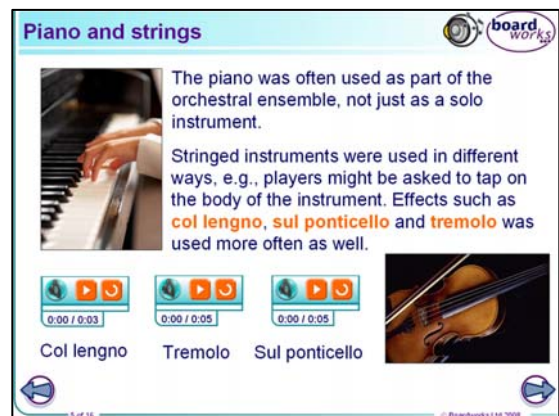


### Unit 4: Orchestral Landmarks – 4F The Orchestra in the 20<sup>th</sup> Century

16 slides, 2 Flash activities

This presentation is designed to teach:

- How to recognize some of the key features of 20th century orchestral writing.
- Performance based on a traditional English folk song.
- Musical arrangement in the style of Gershwin.

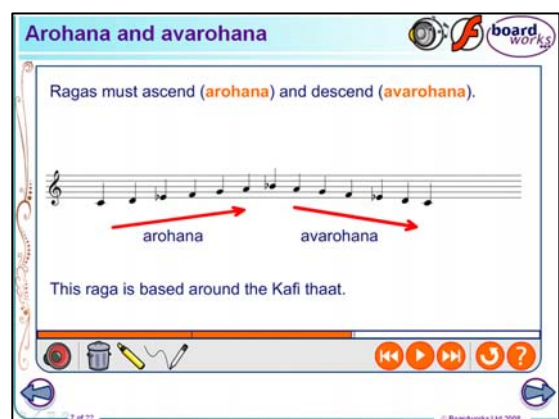


### Unit 5: World Music – 5A Indian Music

10 slides, 3 flash activities

This presentation is designed to teach:

- Understanding of the concept of the raga; its use, sound and basic form.
- Some basic theory of Indian music.
- How rhythmic division takes place in Indian music.



**Unit 5: World Music**  
**– 5B Raga Bhimpalasi – Alap**

3 slides, 1 Flash activity

This presentation is designed to teach:

- The features of the alap section of a raga.

**Unit 5: World Music**  
**– 5C Raga Bhimpalasi – Jor and Jhala**

3 slides, 1 Flash activity

This presentation is designed to teach:

- The features of the jor and jhala sections of a raga.

**Unit 5: World Music**  
**– 5D Raga Bhimpalasi – Gat**

5 slides, 2 Flash activities

This presentation is designed to teach:

- The features of the gat section of a raga.

**Unit 5: World Music**  
**– 5E Indian Instruments**

9 slides, 2 flash activities

This presentation is designed to teach:

- Understanding of the look, sound and role of key instruments used in Indian music.

### Unit 5: World Music – 5F African Music

13 slides, 3 Flash activities

This presentation is designed to teach about:

- The traditional social context of African music, including the use of dance, drums, vocals and costume.
- Understanding of the main instruments and playing techniques employed in African drumming music.

**Talking drum**

African languages tend to be **tonal**, which means that the meaning of a word can be changed by altering the tone or pitch at which it is spoken. A drummer will relay messages on the talking drum by increasing or decreasing the tension on the strings, so the drumming mimics the tones of speech.

Press play to hear a talking drum.

### Unit 5: World Music – 5G African Music continued

16 slides, 5 Flash activities

This presentation is designed to teach:

- Understanding of the main instruments and playing techniques employed in African drumming music.
- How singing is used in traditional African music.
- About the connections between the improvised nature, and call and response patterns of drumming and singing.

**Harmonisation**

A fourth singer could add in other notes, which move in parallel with the other singers.

### Unit 5: World Music – 5H Fusions

22 slides, 9 Flash activities

This presentation is designed to teach:

- How fusions develop.
- About the key elements of the traditional Bhangra folk dance from the Punjab and its fusion with Western pop styles.
- How traditional African music influenced the development of Afro-Caribbean musical styles and blues.

**Development of fusions**

**Colin McPhee** was a famous Canadian ethnomusicologist. He was the first person to make an ethnomusicological study of Bali. McPhee travelled to Indonesia in the 1930s and learnt to transcribe, play and compose Balinese gamelan music. He later fused Balinese gamelan music with western classical music.

## Unit 6: Electronic and Experimental Music – 6A Expressionism

15 slides, 5 Flash activities

This presentation is designed to teach:

- Understanding of the genre of expressionism.
- Recognition of the features of expressionist compositions.
- How to create and perform a piece in an expressionist style.

## Unit 6: Electronic and Experimental Music – 6B Serialism

15 slides, 5 Flash activities

This presentation is designed to teach:

- Understanding of the genre of serialism.
- Recognition of the features of serial compositions.
- How to compose using serial techniques.

## Unit 6: Electronic and Experimental Music – 6C Minimalism

13 slides, 5 Flash activities

This presentation is designed to teach:

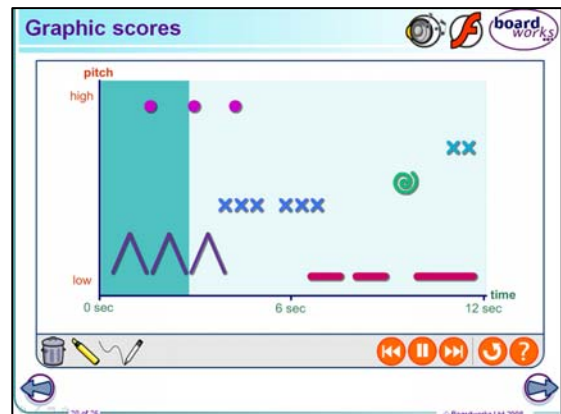
- How the style of minimalism developed.
- The key features of minimalist compositions.
- How to compose in a minimalist style.

**Unit 6: Electronic and Experimental Music – 6D Experimental Music**

26 slides, 4 Flash activities

This presentation is designed to teach:

- How advances in technology have influenced musical experimentation.
- About experimental forms of musical notation, including three line staves and graphic scores.
- How to recognize the features of a range of 20<sup>th</sup> century experimental music.
- How to devise and perform music in an experimental style.



**Unit 7: Music for Special Events – 7A Celebration and Commemoration**

15 slides, 1 Flash activity

This presentation is designed to teach:

- How music is used to mark special events.
- How to compose a protest song.

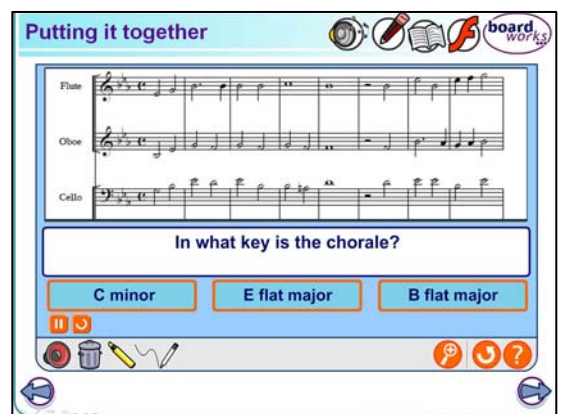


**Unit 7: Music for Special Events – 7B Patronage**

19 slides, 7 Flash activities

This presentation is designed to teach about:

- The role of patronage in the development of music in the classical and baroque periods.



**Unit 7: Music for Special Events  
– 7C Public Events**

*19 slides, 7 Flash activities*

This presentation is designed to teach:

- About a range of music created for special events in the 20<sup>th</sup> century.
- How to compose a piece which has been commissioned for a specific event.

**The War Requiem: structure and form**

Britten uses the motif of a tritone (C - F sharp) throughout the piece. A tritone is an interval that spans three whole tones. It is also known as an augmented 4th or a diminished 5th. It is a dissonant interval (the notes clash) and this reflects a theme of conflict. Britten sometimes resolves the tritone by following it with a perfect 5th (C - G) to represent reconciliation.

tritone    perfect 5th

movements of the requiem    settings of Owen's poems    use of resources    use of tritones

**Unit 7: Music for Special Events  
– 7D Music and Sporting Events**

*12 slides, 5 Flash activities*

This presentation is designed to teach:

- How music is used in connection with sporting events.
- How to compose a football song.

**Songs for the World Cup**

Official songs	Unofficial songs
'Back home' (1970) by the England World Cup Squad	'Ally's tartan army' (1978) by Andy Cameron
'World in motion' (1990) by New Order	'Three lions' (1998) by Baddiel & Skinner
'Don't come home too soon' (1998) by Del Amitri	'Vindaloo' (1998) by Fat Les

**Unit 7: Music for Special Events  
– 7E Music and Charity**

*9 slides, 1 Flash activity*

This presentation is designed to teach:

- How music can be used to raise awareness of an issue.
- Critical listening skills.

**Listening activity**

♫ Listen to two examples of records which have been created to raise money for charity and discuss any similarities you identify. ♫

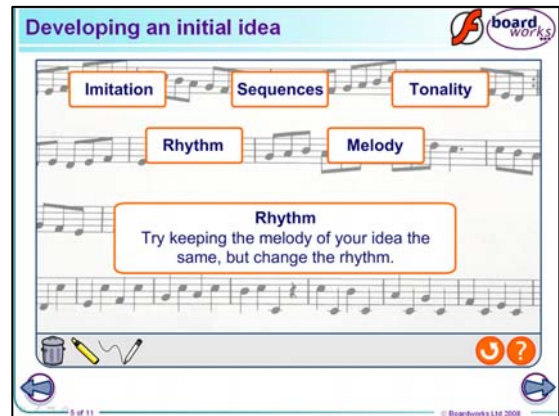
## Revision Units

### Revision Unit: Composing

11 slides, 2 Flash activities

This presentation is designed to provide key revision tips for composition coursework, such as:

- How to develop a musical idea into a piece.
- Thinking about resources, style, structure and contrast.
- Forms of notation.
- Recording compositions.
- Writing about compositions.



**Developing an initial idea**

Imitation Sequences Tonality

Rhythm Melody

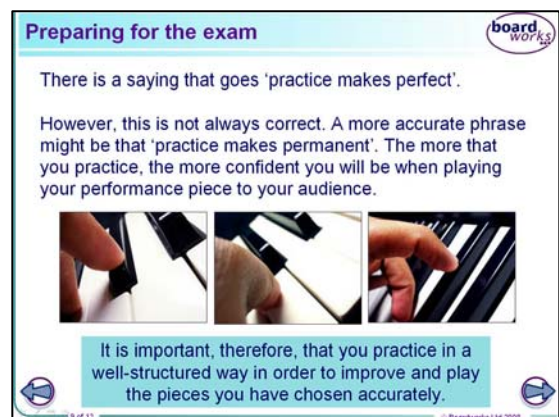
**Rhythm**  
Try keeping the melody of your idea the same, but change the rhythm.

### Revision Unit: Performing

13 slides, 1 Flash activity

This presentation is designed to provide key revision tips for the performance exam, such as:

- Tips for solo and ensemble performances.
- Accuracy and interpretation.
- Choosing appropriate pieces.
- Practice techniques.
- Performing under pressure.



**Preparing for the exam**

There is a saying that goes 'practice makes perfect'.

However, this is not always correct. A more accurate phrase might be that 'practice makes permanent'. The more that you practice, the more confident you will be when playing your performance piece to your audience.

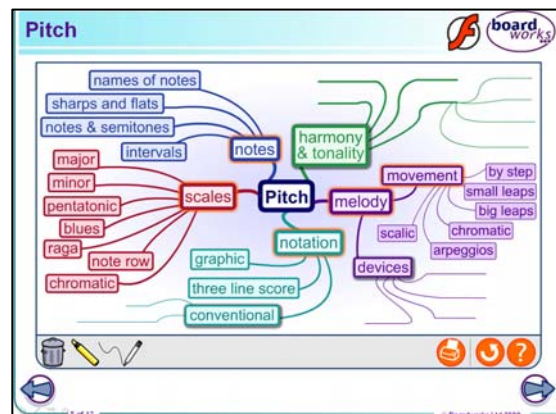
It is important, therefore, that you practice in a well-structured way in order to improve and play the pieces you have chosen accurately.

### Revision Unit: Listening and Appraising

12 slides, 6 Flash activities

This presentation is designed to provide key revision tips for the listening exam, such as:

- How to describe what you hear.
- Revision of key terms relating to pitch, duration and tempo, timbre, texture, expression, and form and structure.
- Exam technique.



**Pitch**

names of notes

sharps and flats

notes & semitones

intervals

notes

harmony & tonality

scales

melody

notation

movement

devices

chromatic

major

minor

pentatonic

blues

raga

note row

graphic

three line score

conventional

by step

small leaps

big leaps

chromatic

arpeggios

scalic

## Accompanying materials

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### **Sound Library**

For easy reference, each unit is accompanied by a folder with a selection of audio clips which feature in the presentations. These can be used in class or independently.



### **Worksheets**

Each unit is accompanied by a selection of printable, editable worksheets.



### **Glossary**

Glossary terms are highlighted throughout the resource and there is a printable, editable glossary.