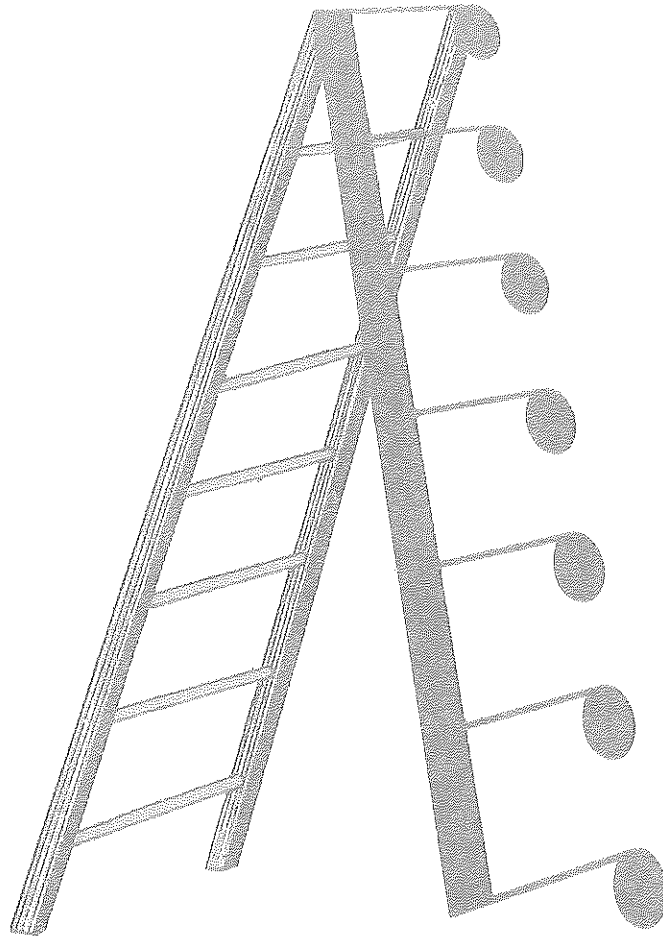


40 còpies

Workbook



ESO
Music II

R. Sabater
J. González



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Basic skills

Music

People with good basic musical skills know how to enjoy **listening to** and **playing** music, because they have developed **knowledge** of music and musical **sensitivity**.

1. Answer the questions.

■ Musical experience

a) Did you play the recorder in the first year of ESO?

.....

b) Write the name of some of the pieces or songs that you remember playing.

.....

.....

c) In the first year of ESO did you choreograph a dance with classmates?

.....

d) Do you go to a music school or play an instrument on your own? What instrument?

.....

e) Would you like to play an instrument? Yes No Which one?.....

f) Do you have a recorder, small keyboard or other musical instrument at home?

.....

g) Do you do any activities related to music like singing in a choir, dancing, or playing a music game on your computer or gaming console?

.....

.....

h) Have you ever downloaded a mobile app related to music? Which one?

.....

.....

■ Tastes and preferences

a) What style of music do you like the most?

.....

.....

b) Write the names of two groups, singers or DJs that you like to listen to the most.

.....

c) What do you like to do the most in music class: sing, play an instrument, learn to read music or listen to music?

.....

■ Environment

a) Do you have any friends who study music?

.....

b) Were any of your ancestors musicians?

.....

c) Does anyone in your family sing in a choir?

.....

d) Are there any musical groups at your school?

.....

2. Answer the questions about the different elements of music.

■ Length

a) Put in the lines that divide the bars.

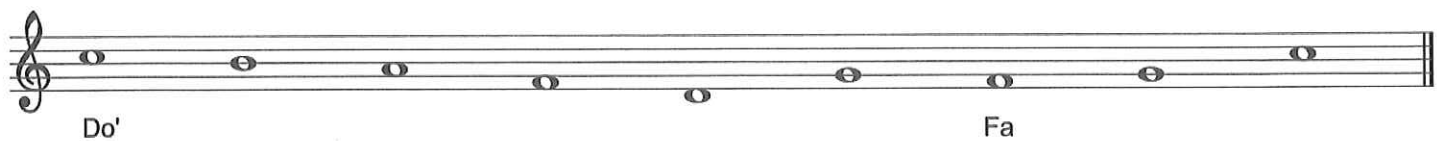
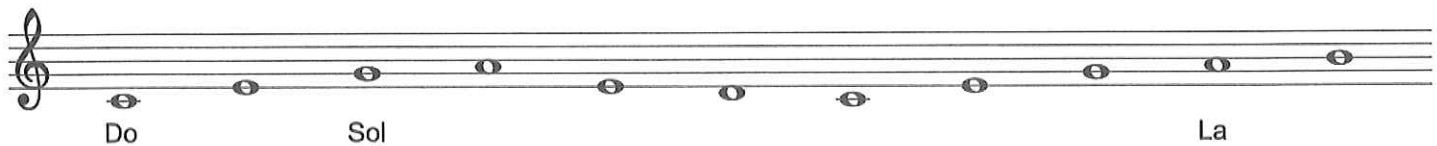


b) Complete the score with half notes (two beats) and quarter notes (one beat).



■ Pitch

a) Name the notes in the melody below.



■ **Timbre**

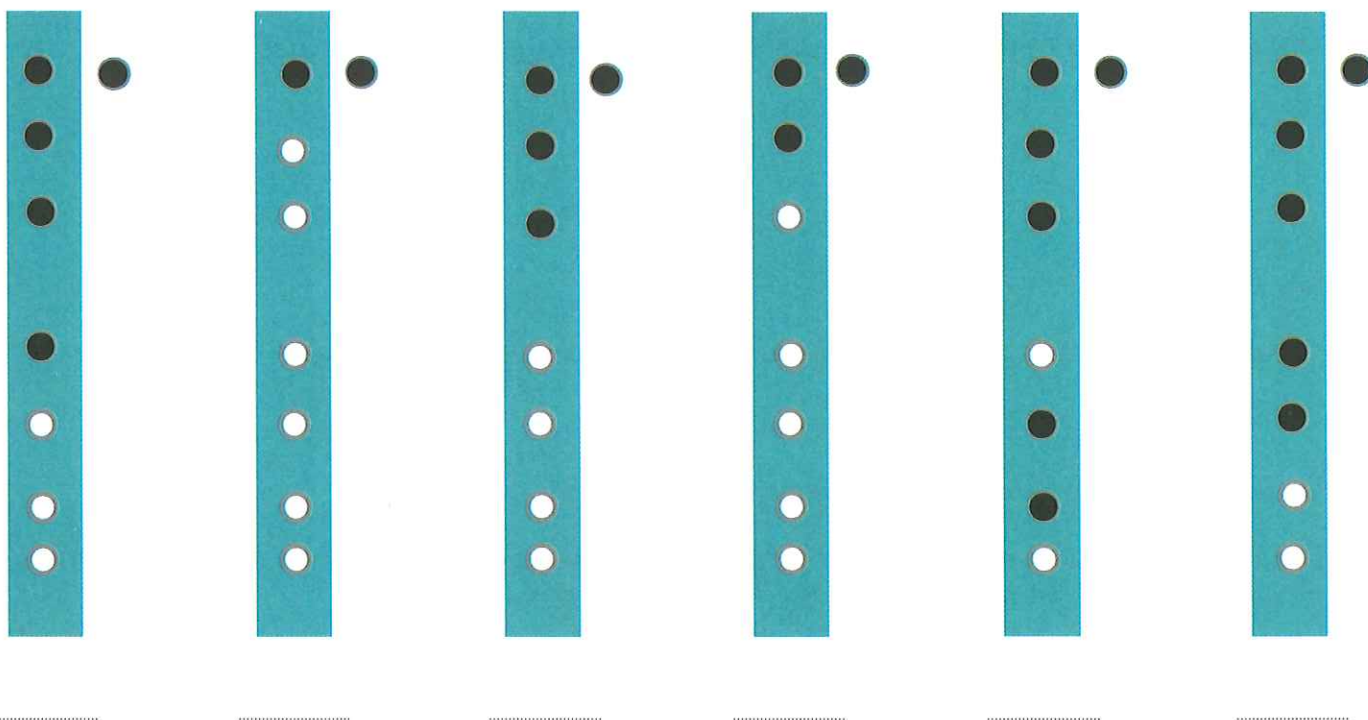
a) Put an S, W, or P next to the instruments below to indicate if they are string, wind or percussion instruments.

- | | | | |
|-----------------------------------|-------------------------------------|-----------------------------------|--------------------------------------|
| <input type="checkbox"/> Trumpet | <input type="checkbox"/> Cello | <input type="checkbox"/> Trombone | <input type="checkbox"/> Horn |
| <input type="checkbox"/> Triangle | <input type="checkbox"/> Tuba | <input type="checkbox"/> Flute | <input type="checkbox"/> Double bass |
| <input type="checkbox"/> Viola | <input type="checkbox"/> Tambourine | <input type="checkbox"/> Violin | <input type="checkbox"/> Clarinet |
| <input type="checkbox"/> Guitar | <input type="checkbox"/> Xylophone | <input type="checkbox"/> Harp | <input type="checkbox"/> Oboe |

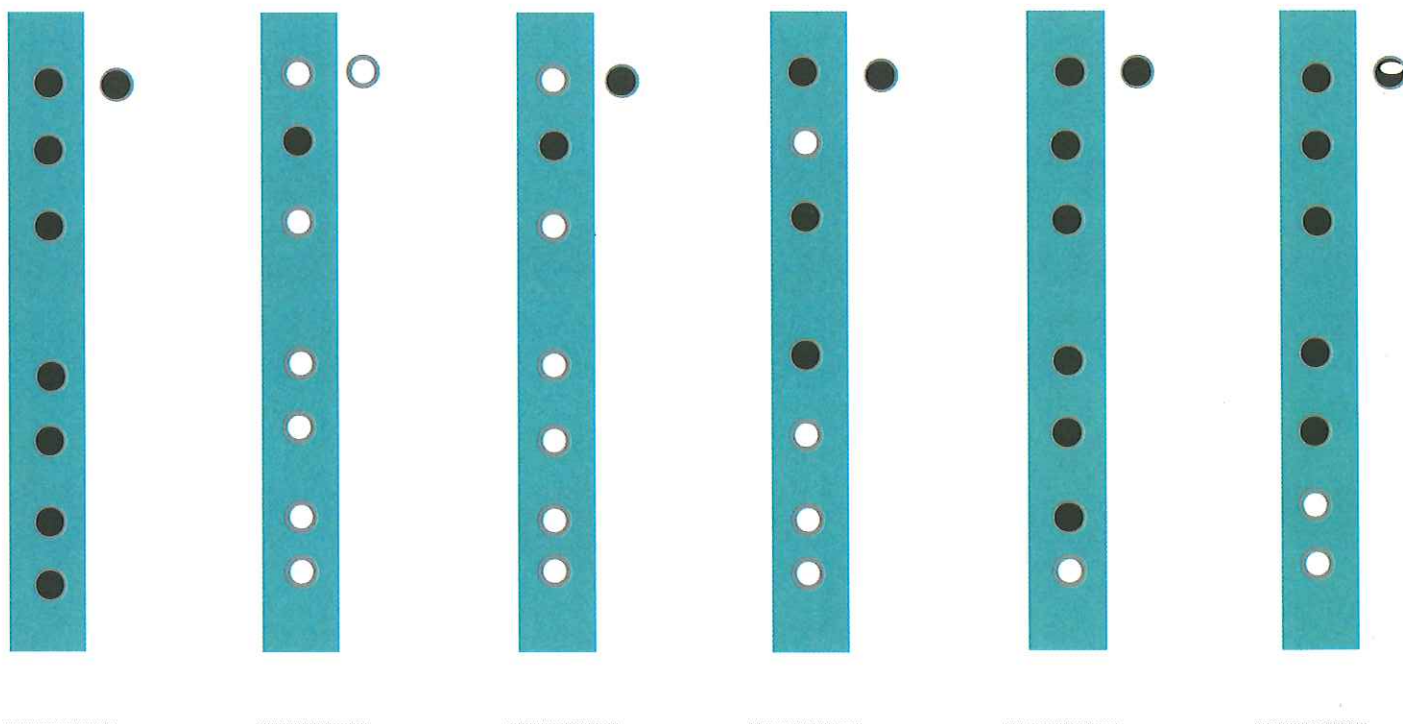
b) Name these instruments:



3. Look at the recorder figures below and memorize the position of each of the notes. They are in German fingering. If you have never played the recorder before, look in the appendix in your book. The positions on these recorders correspond to the notes SOL, LA, SI, FA, MI, FA#.



4. Now look at these figures and memorize the position of each of the notes DO, RE, DO SHARP, RE SHARP, MI SHARP and SI FLAT:



The power of music

1. According to the introduction to unit 1, what effects does the art of music have on people?

Music relaxes us,

.....

.....

2. Indicate if the following statements are true (T) or false (F):

Music is the art of making sound that has the ability to influence people's emotions.

The voice transmits emotions, but instruments do not.

Music is not processed with the brain, but rather with the heart.

Psychology studies how music affects people, which areas of the brain are activated when listening to or playing music, how music is learned and how it influences emotions.

There are no written texts about music's power over people.

The poet Homer thought the Sirens' voices and singing had a powerful influence on the sailors who heard them.

The legend of the Pied Piper of Hamelin talks about instruments' power to influence people.

3. Read these statements and rate them from 1 to 10 based on whether you strongly agree or strongly disagree:

We should fill the planet with violins and guitars instead of so many weapons. Chavela Vargas (vocalist)

Music isn't a competitive sport; it's an art form that you share. Abraham Laboriel (bassist)

Music expresses that which cannot be said and on which it is impossible to be silent. Victor Hugo (writer)

Ironically, some songs remind us of the people we'd most like to forget. Anonymous

There are songs that become people when you close your eyes. Anonymous

Dear music, thank you for being there when no one else was. Anonymous

4. Complete the table with the elements of music based on the following definitions:

VOLUME PITCH RHYTHM HARMONY TIMBRE

Element of music	Definition
	Length of the notes and the speed of the beat.
	Height of the notes on the lines of the score, higher or lower.
	Accompaniment to the notes of the melody.
	The type of sound of instruments or voices.
	The loudness of the sound played in music.

5. Complete the text about melody with the key words:

SCALES ALTERATIONS INTERVALS NAMES OF THE NOTES

- The in the melody are indicated by the key. Sol is the most common key.
- are signs that are put in front of notes to raise them a little (sharps #) or lower them a little (flats ♭). The natural sign (♮) cancels changes to the note made by sharp and flat signs.
- are the distances between notes. They are measured in tones and semitones.
- are series of notes with a distribution of tones and semitones. The most common scale is the major scale. Melodies are constructed with the notes of the scale.

6. Look at the score segment of the song "Sacred Grove" from unit 1 in your book and write the notes of the first voice in the score lines without their duration, just the different pitches.

A

A'

B

B'

Music and maths

■ Rhythm and maths

1. Complete the text with the words that relate music to the mathematics of rhythm.

MEASUREMENT 3/4 SPEED BEATS
 FRACTION BARS WHOLE NOTE 4/4 MATHEMATICAL

Everything in **rhythm** is a

..... are mathematical units of measurement and are separated by bar lines.

Within each bar there is a time signature or **number of**: two, three or four, depending on the metre.

The **time signature** is a that indicates the division of beats in a bar compared to a whole note, which has four beats.

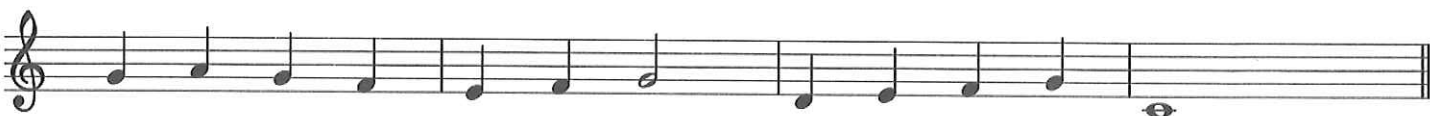
The **unit of measurement for music** is the

A bar is equal to a whole note. A $\frac{3}{4}$ bar is of a whole note. A $\frac{2}{4}$ bar is two-fourths of a whole note.

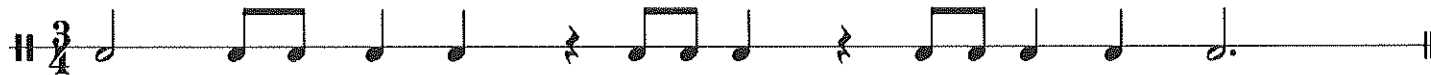
When you dance, you follow patterns. Your body moves at the speed of the beat and with the number of beats per bar.

The **of the beat** is measured in **beats per minute**.

2. Match the time signatures to the scores: $\frac{2}{4}$, $\frac{3}{4}$ or $\frac{4}{4}$.



3. Put in the bar lines for the rhythms below. Pay attention to the time signature they are written in.



4. Complete the rhythms dictated below.



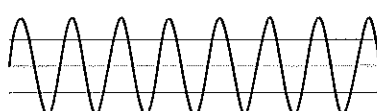
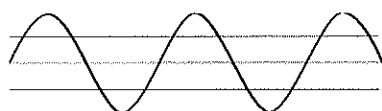
■ Melody and maths

5. Answer the questions.

a) Nowadays pitch is measured in hertz, the quantity of sound waves per second. If la has 440 hertz, how many waves does that note have per second?

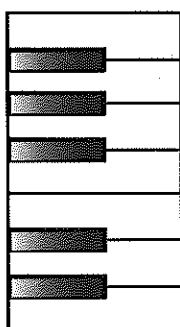
- 440 waves 60 waves

b) Which of the two waves corresponds to a higher sound?



- The first The second

c) Look at the keyboard and write the number of vibrations per second of the following notes:



Si	493.88
Sib (La#)	466.16
La	440.00
Lab (Sol#)	415.30
Sol	392.00
Solb (Fa#)	369.99
Fa	349.23
Mi	329.63
Mib (Re#)	311.13
Re	293.66
Reb (Do#)	277.18
Do	261.63

- DO →
- RE →
- SOL →
- LA →
- SI →

6. True or false? Test these statements with a recorder, an instrument from your class or a rubber band stretched across a box:

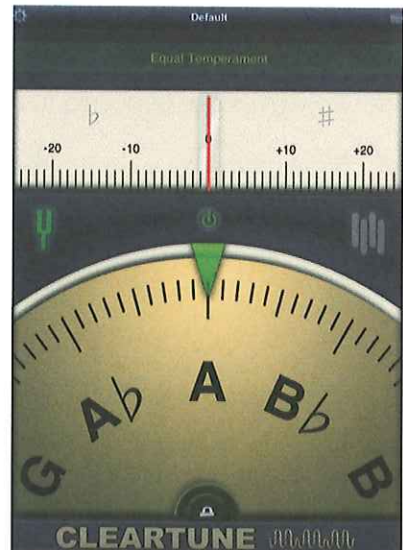
- The shorter an instrument's air column, the higher its pitch.
- The higher the air pressure, the higher the pitch.
- The longer the string, the higher the pitch.
- String instruments are tuned with tuning pegs.
- A shorter tube or strip creates a lower pitch.
- For membrane instruments, a tighter membrane creates a higher pitch.

7. Write the order in which you hear the following melody fragments:

--	--	--	--

■ Volume and maths

8. Which of these two devices measures pitch (tuner) and which measures decibels (sound level meter)?



--

--

■ Harmony and maths

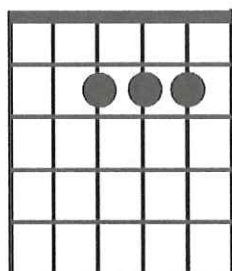
9. There are two ways to organize the harmony of a piece of music: vertically or horizontally. Which of the two words indicates that the voices sound at the same time and the melody is sung in the highest voice?

COUNTERPOINT

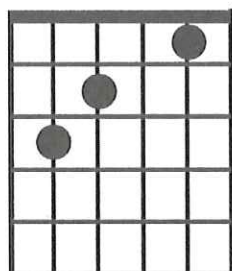
HOMOPHONY

10. Look in the appendix and write which chord corresponds to each of these guitar chord boxes:

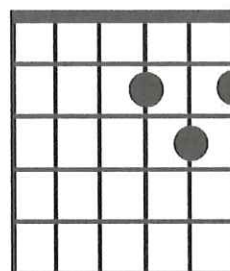
Do Major



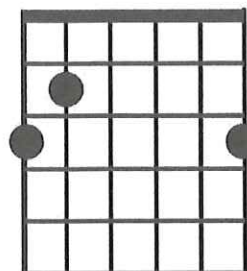
Re Major



Sol Major



La Major



11. Complete the text with the key words.

STRUCTURE

LISTEN

GEOMETRICALLY

REMEMBER

FORM

Music is ordered by themes, repetition of themes, some themes that are variations, some that are contrasting, repetition of the initial themes, etc.

All compositions follow a They all have a geometric form except free form compositions which are more like improvisation, for example the toccata.

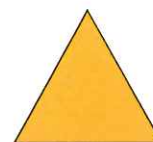
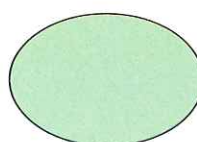
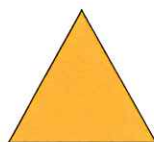
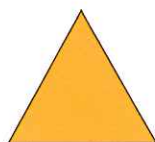
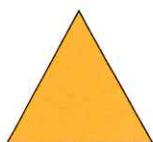
To listen to the structure or of a composition you need to closely to the themes to them when they come up again.

12. Look at these geometrical shapes, put the letters under each figure and write which musical form it corresponds to:

RONDO

SONG

SONATA



A

Music and history

1. Do you consider yourself a person who enjoys new things (going to new places, listening to new music, wearing newly designed clothes, making new friends), or are you more comfortable with familiar things?

.....

.....

.....

2. Name a song or piece of music that you like that was composed a while ago, more than four or five years ago.

.....

3. Name a song or piece of music that you like that was composed within the past year.

.....

4. Look at the unit and put the periods of music history in the right order.

THE ROMANTIC ERA THE BAROQUE THE RENAISSANCE THE CLASSICAL ERA
 THE MIDDLE AGES INNOVATIONS OF THE 20th CENTURY

From the year 500 to 1450

From 1450 to 1600

From 1600 to 1750

From 1750 to 1800

From 1800 to 1900

From 1900 to 2000

5. Music is an art which develops over time. So it is very important that different inventors found ways to record music and the images of musicians. All of the following inventions have had a significant effect on music. Put them in chronological order.

Photography

Internet

Video recording

System for writing music (the score)

System for printing music (printing press)

A device to record voices and instruments

■ The Renaissance

8. Say whether these statements about this historic period are true or false:

- The Renaissance is considered to comprise the period from 1450 to 1800.
- People were curious about discovering the world and embarked on great sea voyages.
- People were not interested in how nature or the human body worked during the Renaissance.
- Beauty was valued and life was lived through the senses.
- Music was no longer made with a single voice; people began experimenting with many voices.
- Feudal power began to break down a little and cities and trade began becoming more and more important.
- Economic power was held in different centres: in what is now Belgium and its surroundings, the northern Italian Peninsula, Rome, England and Spain.

9. The Christian religion divided into Catholics and Protestants during the Renaissance. In the 21st century, this division still remains. Complete the text with the key words.

LINKED MELODIES COMPLICATED POPULAR CATHOLIC
LOCAL PROTESTANT LATIN VOICES COUNTERPOINT

- music was sung in languages, with clear that were easy to remember, with all of the singing at the same time. The melodies were inspired by music.
- music continued to be sung in and the compositions were very with melody lines that to one another:

10. Musical printing was invented during the Renaissance and scores and songbooks were published. Answer the questions.




- a) What is a songbook?
- b) What was the most important songbook during the era of the Catholic Monarchs?
- c) How many compositions does it contain?
- d) Where is it kept today?
- e) What language are most of the songs written in?
- f) Which composer was very important in the court of the Catholic Monarchs?
- g) Write the names of two songs written by that composer:
- h) Look in the activities and write the name of the most important Spanish composer of religious music.

■ The Baroque

11. Answer the questions about the Baroque era and its music (1600-1750).

- a) During the Baroque era, were there big monarchies or small kingdoms?
- b) To celebrate power and the victory of battles won, did the great courts need sweet and sensitive music or music that was grandiose and full of contrast?
- c) In terms of melodies, did they like high, bright sounds or deep, dark sounds?
- d) Was the rhythm of the compositions natural or repetitive?
- e) The most common instruments were strings, but there was a keyboard instrument that was often used for accompaniment. What was it, the piano or the harpsichord?
- f) Was the change in volume in pieces from this time gradual or did it have lots of contrast between soft and loud?
- g) Pieces were composed like collections of dances. Were they all very fast, or were there fast and slow pieces?
- h) Did people like singers and instrumentalists who played very difficult music, or did they prefer musicians who did not stand out very much?

12. Who is who? Look for information on the internet about the three most important Baroque composers: Händel, Bach and Vivaldi. Match each image with the correct biography.

			
Name			
Year and country of birth			
Year and country of death			
Most significant works			

13. Look in the activities and mark the string instruments used in the string orchestra that plays Corelli's "Concerto Grosso".

Violins, harp and cellos

Violins, violas and guitars

Harpsichord, harp and violins

Violins, violas and cellos

■ The classical era

14. Underline the words that best define the musical taste of the era. What kind of music did people like?




FULL OF CONTRASTS PLEASANT FLAMBOYANT ELEGANT

15. The classical era gave rise to a new way of organizing musical compositions: the sonata. The form of the sonata is like that of a novel or a film; it has a background, a climax and a resolution. Write the key words about the sonata form in the table.

Theme A RESOLUTION Theme A BACKGROUND Theme B DEVELOPMENT Theme B

		Plays with the different themes, with A, with B or with both.		

16. Who is who? Look for information on the internet about the three most important classical era composers: Haydn, Mozart and Boccherini. Match each image with the correct biography.


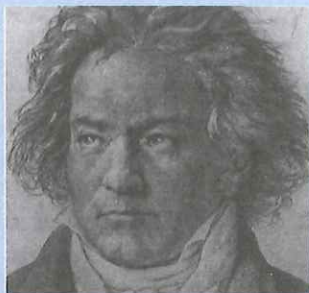

			
Name			
Year and country of birth			
Year and country of death			
Most significant works			

■ The Romantic era

17. Match the key words with the texts.

- a) Symphonic music
 - This instrument was the king of the home and of music itself. Girls learned to play it.
- b) Salon music
 - It was performed by large orchestras that gave it a dramatic flair, full of brass and percussion instruments.
- c) Piano
 - There were a lot of musicians: Beethoven, Schubert, Chopin, Brahms and many others.
- d) Nationalist music
 - It was played on the piano alone or the piano accompanied by a voice or another instrument.
- e) The great romantic composers
 - It was the time of Spanish, Scandinavian and Czech music.

18. Who is who? Look for information on the internet about three great Romantic era composers: Beethoven, Schubert and Chopin. Match each image with the correct biography.

			
Name			
Year and country of birth			
Year and country of death			
Most significant works			

■ 20th century

19. Say whether these statements about 20th century music are true or false:

- a) It is elegant and very similar to the music composed during the classical era.
- b) It was very experimental and broke away from everything composed before it.
- c) It awoke feelings.
- d) It awoke sentiments.

Music and technology

1. The first technologies used for music date to prehistory. Describe the following image considering the form, function, materials and tools used:



.....

.....

.....

.....

.....

2. Answer the questions about the technology of brass instruments.

a) At first, instruments were made with copper and tin alloys, i.e. bronze. Now what alloy are they made of? What properties does it have?

.....

.....

b) What was done to make it so instruments were not so long, like Egyptian trumpets? Did they curve the tubes or make them thinner?

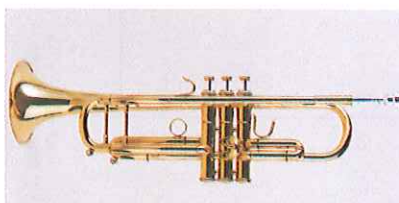
c) What family of orchestra instruments are an evolution of the Egyptian trumpet and Roman bugle?

.....

.....

d) In the nineteenth century a certain type of mechanism was introduced to shorten and lengthen the body of the instrument. What is it called?

e) What is the difference between these two trumpets? Which one is older?



.....

.....

f) What is the function of brass instruments?

.....

3. Say whether these statements about woodwinds are true or false:

- a) All woodwind instruments are made of wood except for the saxophone.
- b) In the beginning all the holes were covered with the fingers, but in the 21st century mechanisms called “keys” were introduced that covered the holes, creating ways to play notes in different positions.
- c) The **flute** is the oldest instrument.
- d) The **oboe**, **English horn**, and **bassoon** have a double reed. The Egyptians used double reed instruments and they can be found in cultures across the globe.
- e) The **clarinet** is also a double reed instrument that was invented in the time of the French Revolution.
- f) The **saxophone** is a single reed instrument used in a lot of different music formations, especially jazz, but not so much in orchestras.

4. Answer the questions about the technology of string instruments.

- a) What are the professionals who build and repair string instruments called?
- b) Strings have a very soft sound. How is the sound of string instruments amplified?
- c) How many strings do the instruments of the string orchestral family have?
- d) In the 18th century violins were built that are still played by the greatest soloists. What brands are they?
- e) How many strings does a guitar have? Since when?
- f) What material were the first strings made of?
- g) How are string instruments tuned?
- h) Is the piano a bowed, plucked or struck string instrument?
- i) What material is the frame on which the piano strings are tightened made out of?
- j) What material covers the wooden mallets that hit the piano strings to make a nicer sound than if the strings were struck directly with wood?
- k) What two actions do the keys make to play a note?
- l) What do you think a piano's dampers are?

5. What purpose do microphones and amplifiers serve?

6. Match each word with the correct statement. 1) Moog 2) Music programs 3) Sampler 4) MIDI

- The first instrument that generated sounds and was used commercially to compose music.
- The system used for digital communication between all of the different devices to make sound.
- This captures sound so it can be played at different pitches.
- This allows you to compose and listen to what you have composed immediately, using a computer.

Music and art

1. Music genres are a way of classifying music. Complete the text with the missing words.

RELIGIOUS MUSIC INSTRUMENTAL MUSIC SECULAR MUSIC
 DESCRIPTIVE MUSIC ABSOLUTE MUSIC VOCAL MUSIC

-: composed only for instruments.
-: composed for voice, can be accompanied by instruments.
-: composed to praise a god or gods.
-: all music that is not religious.
-: non-representational music.
-: inspired by other non-musical elements such as landscapes, paintings, history, characters, etc.

2. Write the components of the artistic chain of communication and of the musical chain of communication.

AUDIENCE WORK CREATOR PERFORMER

CREATOR → → AUDIENCE

(orchestra conductor)

..... → WORK → →

(score)

(recording)

3. Write whether the following statements are true or false:

- a) The performer is the first artist in the musical chain of communication.
- b) To compose, the composer needs inspiration and then to do the work of writing the piece.
- c) The work of the composer is expressed in a score.
- d) The score is converted to sound only when the composer plays it.
- e) The composer plays a key role because he or she ensures that the communication chain remains unbroken and that the work in the score reaches the audience as it was imagined by the performer.



4. Why is art that depicts images of music from the past important?

.....

.....

.....

5. Describe the scene in this Roman mosaic:



.....

.....

.....

.....

.....

6. Look at the three paintings. All three feature the same instrument: a lute. Put the three images in order from the oldest to the most recent. One comes from the Middle Ages, one from the Renaissance and one from the Baroque.



7. Circle the images that you think immortalize the figure of a musical genius.



8. Many literary works have been written on the subject of music. Match the literary genres with the musical texts.

- | | |
|---|--|
| <p>a) NOVELS</p> <p>b) BIOGRAPHIES</p> <p>c) MUSIC CRITICISM</p> <p>d) ESSAYS</p> <p>e) TEXTS THAT ARE SUNG</p> | <ul style="list-style-type: none"> • Presentation of a concert or a critique of a concert after it is finished, written by a journalist specializing in music and published in a newspaper, magazine or blog. • The lyrics of songs (written by lyricists) and opera libretti (written by librettists). • Pieces written on some aspect of music, like an instrument or a style. • Pieces written about the lives of great musical geniuses. • Narrations in which music plays a very important role in the plot. |
|---|--|

9. Write the key words about music in the performing arts: theatre, ballet and opera.

BALLET INCIDENTAL MUSIC OR STAGE MUSIC OPERA
INCIDENTAL BALLET MUSICAL THEATRE AND FILM

- a): all or almost all of the piece is sung and has lyrics and music.
- b): this is accompaniment, like background music that creates an atmosphere for the action.
- c): a musical piece that is performed with dance from beginning to end.
- d): scenes in which people would dance in everyday life.
- e): a complete art, for its music, its text, the artistry of the scenery and decorations and the performance of the story.

10. In cinema there are two ways of understanding music. Look at the still shot from a film and say what type of music it depicts.

- **Diegetic music:** there would be music at this time if the film were real life. The music is part of the narrative.
- **Incidental music:** used to link scenes together or to reinforce the images (percussion, a love scene, a fighting scene, etc.).

It is music.



Sense and Sensibility.

11. Look at the score of the march from the film *Star Wars* and put the bar lines in where necessary.

The image shows three staves of musical notation for a march. The first staff begins with a treble clef, a key signature of two flats (B-flat and E-flat), and a 4/4 time signature. The melody consists of quarter and eighth notes with some rests. The second and third staves continue the melody with similar rhythmic patterns, including some slurs and accents.

12. "Pictures at an Exhibition" is a suite of different pieces composed by Mussorgsky. Each of the pieces is inspired by a painting. The first piece is the passage from one painting to another with an irregular metre. Since the passage does not have a marked rhythm, the composer used a metre with little structure; he combines 5/4 and 6/4 time.

Look at the number of beats in each bar and write the correct time signature. If it does not change, you do not need to write it again.



The image shows three staves of musical notation for a passage from "Pictures at an Exhibition". The first staff begins with a treble clef, a key signature of two flats (B-flat and E-flat), and a 4/4 time signature. The melody consists of quarter and eighth notes with some rests. The second and third staves continue the melody with similar rhythmic patterns, including some slurs and accents.

6

Music and mood

1. The mood of songs comes from the lyrics and the music. Musical mood is necessary:

TO TRANSMIT

TO DEFINE THE MOOD

TO DESCRIBE

- landscapes.
- of a character in an opera or a film.
- the emotion of certain situations.

2. Musical mood is the emotion transmitted by a piece of music: happiness, sadness, power, calm, fear or sweetness. Write the name of songs or movie themes that communicate the following moods:

Happiness: Romance or sweetness:

Tension or anxiety: Energy:

3. There can be different moods within the same piece of music. The first recording for this unit is a military march. It represents going into combat and it requires energetic music, but as it is a composition to be played for royalty, it is combined with music with a softer mood. Count the number of bars for each energetic theme and for each contrasting sweet theme.

Intro percussion	Theme A loud brass	Theme B soft strings	Theme A loud brass	Theme C soft strings	Theme A loud brass
Number of bars					

4. This unit in your book presents two themes by the Italian composer Rossini. This composer and his operas are very successful at transmitting a mood that matches the plot and what is happening at every moment. Rossini draws the emotions of the text and describes the situations. Read his biography and answer the questions.



This Italian composer was born in Pesaro in 1792 and died in Paris in 1868. Chronologically, Rossini's life and work took place between the last great representatives of Neapolitan opera and the first greats of the Romantic era (Bellini and Donizetti). He holds a significant place in the Italian lyric repertoire thanks to his *operas buffas* (comic operas) like the *Barber of Seville*, *Cenerentola* (Cinderella) and *L'italiana in Algeri* (The Italian Girl in Algiers), which gained international fame and eclipsed other, lesser valued works.

The son of a trumpet player who worked with the orchestras of the theatres in the province and of a soprano who enjoyed a relatively short career, Rossini's life was linked to the world of opera from a very young age. In 1806, he became a student at the Music Conservatory of Bologna, where he studied under the master of counterpoint, Mattei senior, and came into contact with the symphonic production of the classic Viennese masters, Mozart and Haydn. The works of these musicians had a notable influence on the instrumental physiognomy of his great operas, with their richness of timbre and their play with volume, the celebrated and characteristic Rossinian crescendos, unheard of in Italy until then.

His great talent for composing led to the production of work after work without stop (he completed up to four operas a year). He moved to Paris in 1824 and composed and debuted what would be his last score for the stage: *William Tell* (1829). Despite his success, the composer completely gave up composing operas when he was thirty-seven years old, for reasons unknown.

- a) Were his parents musicians?
- b) What musical professions did they work in?
- c) Which two Romantic era opera composers are mentioned in the biography?
- d) *Operas buffas* have a funny plot. What are Rossini's most successful *operas buffas*?
- e) In the music school where he studied, he got to know the music of two great composers of symphony music of the elegant classical era. Who were they?
- f) Rossini's music is very rich in instrumentation and timbres, but it also used other very innovative resources related to the volume of the sound. Was he famous for his orchestral crescendos or diminuendos?
- g) Was Rossini a talented composer? Did he write a lot of works or just a few?
- h) Did he write operas throughout his life or did he stop suddenly?
- i) Which aria and which instrumental interlude did you listen to in this unit?

5. In groups with a lot of musicians like symphonic orchestras, who is the person who gives the piece its mood, who explains how he or she wants the piece to sound and shows this with gestures?

- The first violin
- The concert hall director
- The conductor of the orchestra

6. Who creates the mood in a piece of music? Write the key words.

THE PERFORMER

THE COMPOSER

THE AUDIENCE

- plays with acoustic resources to compose pieces that evoke certain emotions.
- transmits these by singing or playing an instrument.
- decodes these mentally and feels emotions.

7. Descriptive sound gives us information about what is happening in our surroundings. Some composers imitate real sounds when playing with the elements of music. Which three natural phenomena are described in the recordings in this unit?

- A forest, a storm and flies and bumblebees
- A storm, flies and bumblebees, the course of a river
- A storm, the course of a river and the sunrise

Music and musical notation

1. Complete the text about scores with the key words:

COMPOSERS

NOTATIONS

REMEMBER

GRAPHIC

SCORES

A score is a way of representing sound in writing.

Scores are needed in order to learn and pieces of music.

Thanks to scores, the works of many have not been lost.

Classical music musicians have to play everything that is written in the, which contains the about exactly how the composer wanted it to sound.

2. Answer the questions about the image.

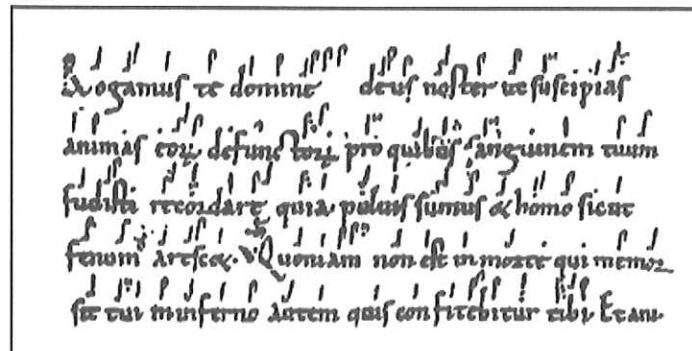
a) Can it be considered a score?

b) What information do you think this musical notation provides?

.....

.....

.....



3. Look at the two scores and answer the questions.

SCORE 1

(De Angelis) XV-XVI. c.

5. **K** Y-ri- e * e- lé- i-son. *ij.* Christe

e- lé- i-son. *ij.* Ký-ri- e e-

lé- i-son. *ij.* Ký-ri- e * ** e- lé- i-son.

SCORE 2

6. **R** Egína caéli * laetáre, alle-lú-ia : Qui- a quem me-

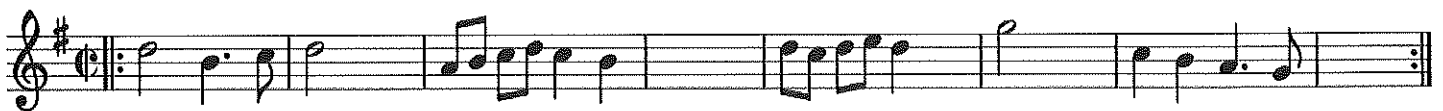
ru- ísti portáre, alle-lú-ia : Resurréxit, sic-ut dixit, alle-

lú-ia : Ora pro nó-bis Dé-um, alle-lú- ia.

a) Is there a time signature or is the metre not defined?

b) How many lines are there to write the notes on, four or five?

- c) Which score, 1 or 2, contains syllables that are sung with a lot of notes?
- d) Circle the syllables and the notes in the first score that are sung with a very long vowel with lots of notes.
- e) What language is the text written in?
4. The history of the score. Answer the questions.
- a) Around the year 1,000 AD, after years of trial and error, what teacher and monk invented a way to write pitch using a four line system called 'square notation'?
- b) Did his notation system precisely record the duration of sounds, or were the notes simply written closer or farther apart?
- c) When was it necessary to write the duration of the sound?
- d) What proportional system do rhythmic figures have: doubles and halves or is each figure a tenth of the one before it?
- e) What century was musical notation invented in?
- f) Which was invented first, a method for printing lyrics or for printing music?
- g) Who invented the printing press?
- h) Was there much demand for printed scores or did people continue to copy them by hand?
5. Scores have contained the same information since the end of the 18th century. What is it?
.....
.....
.....
6. Look at the scores in unit 10 and complete the score for the song "Canticorum Jubilo" with the notes that are missing for the first voice.



7. Read the texts and write what type of score these are and what instrument they are composed for.

Soprano
 Contralto
 Tenor
 Baj

TRIO VI
 Allegro.
 Violin.
 Violoncello.
 Piano-forte.

- ✓ **Melodic instruments.** Scores are written as a line of notes on a staff.
- ✓ **Piano and keyboards.** Pianists read two staves at the same time, one for the right hand and the other for the left hand.
- ✓ **Guitar.** The guitar is a harmony instrument, it can play more than one note at a time. In classical guitar the performer plays the melody, the accompaniment, and the bass. Scores for classical guitar are very complex, since the three roles are all written on a single staff.
- ✓ **Symphonic music.** An orchestra conductor's score book is quite large. Each page has all of the orchestra's instruments that play at the same time. Each musician has his or her own score.
- ✓ **Chamber music.** There is a general score and individual instrument parts. The pianist has the whole score. The other musicians each have their own part.
- ✓ **Choir or chorus.** There is a general score. Parts are not made for each voice: soprano, contralto, tenor and bass.
- ✓ **Jazz.** Jazz, like all pop music, does not use scores a lot. Scores are just used as a guide for each musician to improvise over a structure of rhythm and chords. Jazz is based on improvisation.

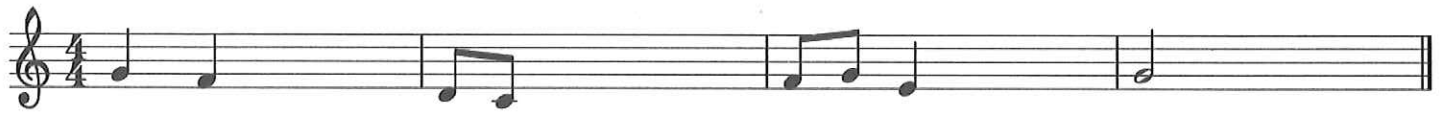
8. Open the program MuseScore and copy this score from the Tin Ton canon:



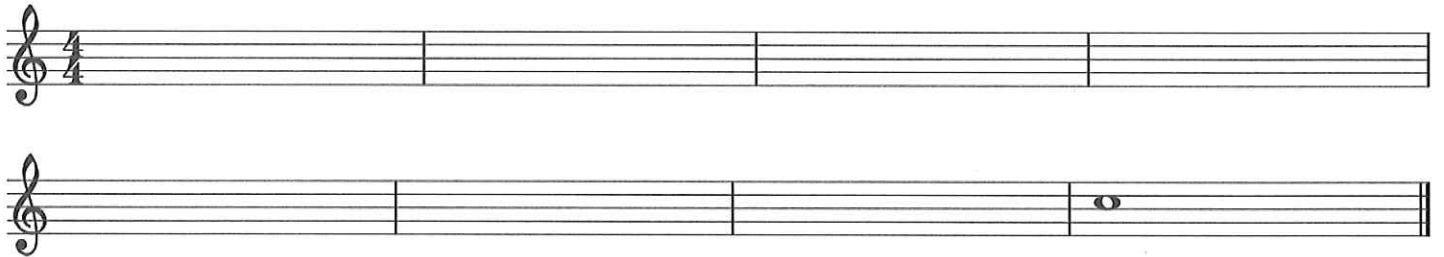
In the 21st century we can compose directly on the computer by entering notes one by one with the keyboard or mouse.

Composers hear the sound of the notes they write in their heads, but with a computer they can be listened to immediately using the computer's sound system.

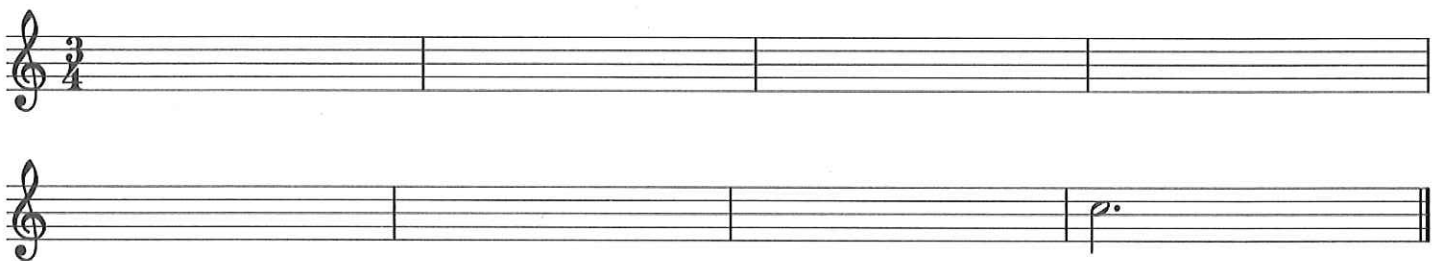
9. Enter this incomplete score in the MuseScore program and complete it with whatever notes you want. Try and test your results until you have something you like.



10. Compose an eight-bar piece in 4/4 for the recorder using the MuseScore program. Listen to it and when you have something you like, copy it into your notebook.



11. Compose an eight-bar piece in 3/4 for the recorder using the MuseScore program. Listen to it and when you have something you like, copy it into your notebook.



12. Look at the score and answer the questions.

SONATE

- a) How many flats are there in the key signature?
- b) What metre is it written in?
- c) What instrument is it written for, a piano or a guitar?
- d) It starts with a four-note pickup measure. Are the notes eighths or sixteenths?
- e) Not counting the pickup measure since it is not a full bar, how many bars are there in the score?
.....
- f) Are there signs that indicate volume?

- g) In the first line, which hand plays chords, the right or the left?
- h) What hand do you think accompanies the last line?
- i) What notes does the accompaniment play, quarter notes or eighth notes?
- j) Are there dotted quarter note rests or quarter note and half note rests?

13. Listen and, among these musical themes, choose the ones you like best to make a rondo:

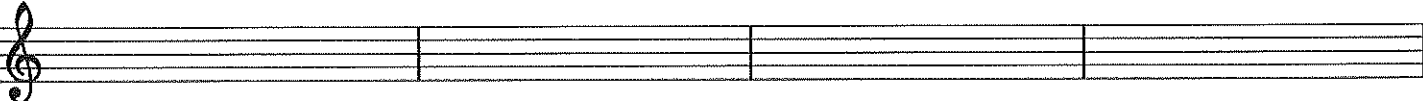
- First you have to choose which melody (1, 2 or 3) you will use for A, B or C.
- Write the rondo with the MuseScore program and play it on the recorder and with the program's sound.
- To create this form, you have to use the A B A C A format.
- Give it a title and put your name as the composer.
- If you are registered in the program, you can publish your score.

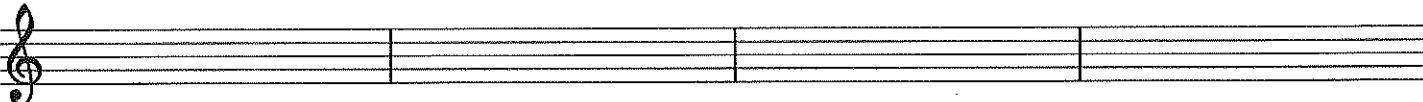
1 

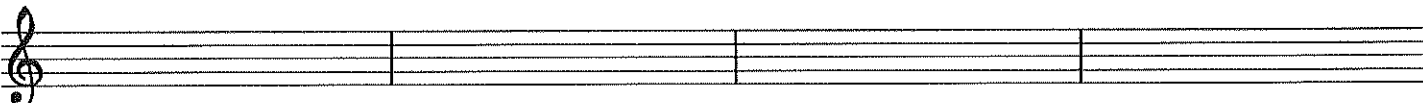
2 

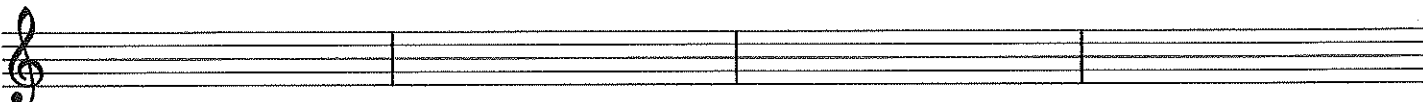
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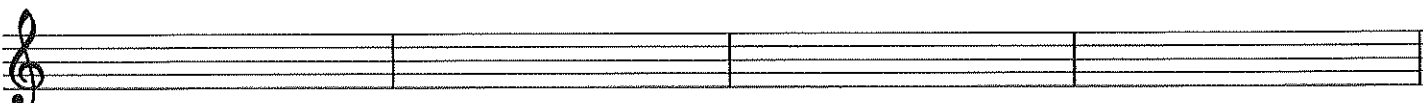
Copy the rondo you have written with the computer program into the staves.

A 

B 

A 

C 

A 

Music and musicians

1. Write the key words.

MUSICAL TALENT

INSPIRATION

MUSICAL GENIUSES

Musical is necessary to compose music because the musician imagines a new idea, a piece of music never composed before.

..... is what makes a person compose musical works that are so fantastic that they are remembered for centuries or overshadow the thousands of other compositions available at a given time. It depends on aptitude, passion, an ability to be inspired and the number of hours dedicated to practising. It is not genetically transmitted.

..... are people that demonstrate a special ability and passion for music from a very young age. Over the years they develop their musical skills if they are surrounded by a favourable cultural and family environment.

2. Write what being a musician was like before and after the 19th century.

Before the 19th century

.....

.....

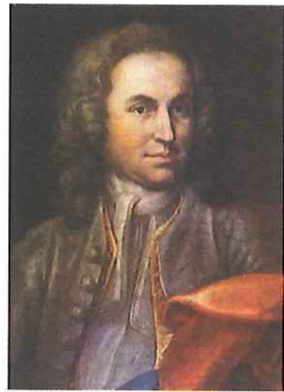
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After the 19th century

.....

.....

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.....



3. According to the Greeks, who is the muse of music and who is the muse of dance?

.....

4. Write the key words.

CHOOSE

DETERMINE

WRITE

GIVE

The composer is the musician who creates the work and has to:

..... the melody and accompaniment.

Find the rhythm,

..... the style,

..... form to the piece and

..... the sounds that each part will make.

5. What is the hook in a theme or song?

.....

6. What instruments are available to the composer or producer to add musical colour to his or her work?

.....

7. Why is the structure of a composition important?

.....

8. What do you have to do to copyright a piece of music?

.....

9. How does piracy affect composers, producers and performers of music?

.....

10. Write whether the following statements are true or false:

- a) Performers never compose the works they play.
- b) Performers give live concerts and record their performances.
- c) You cannot tell the difference between different performers playing the same piece of music.
- d) Because of sound recording, performers can also go down in history.
- e) There are no historic recordings of great performers before the 20th century.

11. The producer can be the songwriter, the sound engineer for the recording or play all of the instruments. The most important thing is that he or she knows about different aspects of the music business. Match each area of knowledge with the description of the functions of a producer.

- | | |
|---------------|--|
| MUSICAL | <ul style="list-style-type: none">• Knowledge of economics in order to plan the costs of a recording and think about compensating the musicians, because recording can be a long and laborious undertaking. |
| SOFTWARE | <ul style="list-style-type: none">• Knowledge of music editing and composing programs. |
| TECHNICAL | <ul style="list-style-type: none">• Experience with setting sound levels and knowledge of the components of a recording studio, acoustics, microphones and sounds. |
| PSYCHOLOGICAL | <ul style="list-style-type: none">• Ability to compose melodies and rhythms, knowledge of how acoustic and digital instruments sound, arranging the structure of a song and playing a harmonic instrument, like the guitar or the piano. |
| MANAGEMENT | <ul style="list-style-type: none">• Ability to plan the recording stages and calculate recording times. |
| ACCOUNTING | <ul style="list-style-type: none">• Capacity to create a work environment and manage the musicians and technicians. Bringing out the best in each musician. |

12. Look at the score in the book and write the score fragment of the most famous song composed in the history of modern music of the 20th century: "Yesterday".

13. Write the score for the first voice of this piece by a well-known producer. Do not write the rhythm, just the notes in the different pitches using all whole notes. Write every line of the score fragment in a line of the staff.

I Mi' mi' mi' mi' mi' re' re' mi' mi' mi' / Mi' mi' mi' mi' mi' // re' re' mi' mi' mi'
N Sol sol sol sol sol fa# fa# sol sol sol / Sol sol sol sol sol // fa# fa# sol sol sol
T Mi mi mi mi mi re re mi mi mi / Mi mi mi mi mi // re re mi mi mi
R
O

(Z)Sisi mimi mimi re'_re' do'_ ()sol la si la re re re la sol x3
A) (Z) sisi mimi mimi fa#_fa#mi_()mi fa# sol fa# re re re re fa# mi x3
 (Z)Sisi mimi mimi re'_re' do'_ () sol la si la sol la()
 (Z) sisi mimi mimi fa#_fa#mi_() mi fa# sol fa# mi fa#()

B) [Mimi mimi mi'mi / mi'mimi mimi mi x4 PERCU Clap (O)O foot O O O O

A — every day.... **B** — 1/2 INTRO + INTRO

C) Re'mi'_ re'mi'_ re're'mi're' re' mi'_ x3 re're'mi're' re' mi'_ re're'mi're' re' mi'_
 [Re'mi'_ re'mi'_]x4 re' mi' re're' mi're' re' mi'_ re' mi' [re're' mi'mi'] x4

A) ()Sisi mimi mimi re'_re' do'_ ()sol la sila rererere la sol ()Sisi mimi mimi re'_re' do'_
 ()sisi mimi mimi fa# fa#mi_ ()mifa#solfa#rererere fa#mi_ ()sisi mimi mimi fa# fa#mi_
 ()sol la sila rererere la_ la_ la_ sol () [do' si la si] x4

Party Rock. LMFO

Music and the body

1. Fill in this text about instrumentalists and health with the key words:

FOCUS MUSCLES PRESSURE EMOTIONS PRACTISING

Great performers of ballet and music need to keep their in good shape and their prepared so they can during their concerts and withstand the of criticism. One physical problem that instrumentalists have is that they have to spend long hours holding their instruments and/or staying in the same position.

2. Write the number 1 or 2 depending on the muscular difficulties these young musicians might encounter:

1. **Violinists** and **violinists** have to keep their arms at the level of their shoulders and hold their instruments to the side.
2. The **cello** and **double bass** put a heavy load on the back, because the instrumentalist's body is behind the instrument.



3. What physical problems might pianists have?



.....

.....

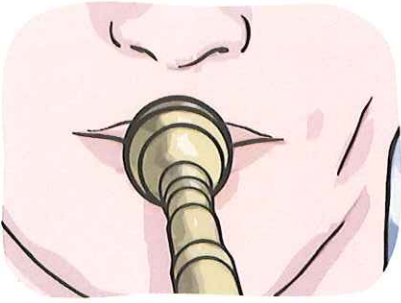
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4. Musicians that play wind instruments have to work on three levels: breathing, the pressure of their lips on the mouth-piece and physically holding the instrument. Which of the three do you think this image is related to?



.....

.....

5. Some wind instruments are very heavy. What instrument is this?



.....

6. Complete the text with the names of the missing instruments.

OBOE BASSOON FLUTE CLARINET



Musicians who play the have to hold their instruments to the side and control the quantity of air they blow.

Players of the, **English horn** and have to really blow hard into them to make the double reed vibrate.

The saxophone and are not very hard to hold. Saxophones are attached to a strap that goes around the player's neck.

7. Write whether the following statements are true or false:

- a) There are a wide variety of percussion orchestra instruments.
 - b) They play at a low intensity and do not cover the sound of the melody.
 - c) They tend to play sudden strong rhythms to add delicacy to symphonies.
 - d) They also play repetitive rhythms that require musicians to train their muscles.
 - e) Mallet instruments like the xylophone are struck string instruments.
 - f) Chimes are never part of a symphonic orchestra.
8. The drum is the percussion instrument that causes most injury because the rhythms played are very repetitive. The ankle joint is especially vulnerable when playing the bass drum. Drummers train the musculature in their legs and arms. Review the parts of a drum set and write them in the image.



9. Say whether the following statements are true (T) or false (F):

- a) **Dancing** has become more and more complex over the centuries. The expectation for perfection in how dancers move has increased steadily.
- b) **Classical ballet** has free movements that are easy to learn.
- c) Classical ballet and ballerinas have to be really **devoted** to dancing because the **mental** and **physical work** required is very intense.
- d) Male classical ballet dancers have to be **flexible**, but they do not necessarily have to be strong.

10. Write the following words in the right places: *voice, songs, opera, genres, musicals*.

There are some music in which the plays the leading role. Some of these are **dramatic genres** with a plot that is represented through music, like in or and others tell a short story or an emotion, like

11. Do an internet search and write down one famous opera for each of these composers:

Händel

Rossini

Mozart

Bellini

Donizetti

Verdi

Wagner

12. Write the names of three theatre musicals.

.....

.....

.....

13. What was the name of the earliest surviving complete opera?

La Traviata *The Mastersingers of Nuremberg* *L'Orfeo* *Don Giovanni*

14. During what period in opera history were castrati in fashion?

The Renaissance The Baroque In classical opera In romantic opera

15. What are the melodies in classical operas like?

EXAGGERATED AND DRAMATIC PLEASANT AND ELEGANT

16. What is the music of romantic opera like? Talk about the orchestras, the mood, the choirs and the theatres.

.....

.....

.....

.....

10

Musical repertoire

1. Look at piece 1, "Quen a omagen", and complete the score with the missing bars.

Intro

THEME A Re

Quen a O - ma - gen da Vir - gen et de seu fi llo on - rrar, d'e - les

THEME B Do

se - ra muit' on - rra - do no seu ben, que non a par. E de tal ra - zon com'

Re Do Re

es - ta vos di - rei, se vos prou - guer, mi - ra - gre que fez a Vir gen, que sem -

THEME A Re

pre nos - so ben quer, per - que a - ja - mos o rey - no de seu Fill' ond' a mo

x3

ller pri - mei - ro nos dei - tou fo - ra, que foi ma - la ment' er - rar.

2. Copy the score for piece 2, "Branle de Borgonya", and write the names of the notes. You can also download the score from the Editorial Teide website, write it with the MuseScore program and listen to it. When you put in the notes, the rests in every bar will disappear.

Intro Re

A Sol

Do **B** Sol

Do Sol Do

A Sol Do

3. Look for the score to piece 3, "Propiñan de Melyor" in your book and write it a tone higher. Before the fas and the dos you have to put a sharp in order to maintain the proportion between notes. You can also download it from the Editorial Teide website, complete it with the MuseScore program and listen to how it sounds.

To make the eighth notes in groups of two and not in groups of four, which is the default setting, go to the menu *Palette* → *Beam properties*, and click on the first icon. Then drag the cursor until the head of the eighth note you want to group changes colour (if there are not four, over the third note)



4. Find the score for piece 5 "Canticorum Jubilo", and write the second voice for A. You can also download the score from the Editorial Teide website, write it with the MuseScore program and listen to it in three voices.

A Sol Re Sol Do Re7 Sol

8

5. Look at the score for "The Trout"; it has a melody and a piano part. Write the score for only the melody.

You can find the score on the Editorial Teide website written using the MuseScore program. The piano part is there but not the melody. Add the melody. When you are finished, listen to how the melody sounds with the accompaniment

Intro

Musical score for the Intro of "The Trout". It consists of three systems of staves. The first system has a vocal line with notes Mib, Sib, Fa, Sib and a piano accompaniment. The piano part starts with a *mf* dynamic and includes a section marked *p*. The second system continues the piano accompaniment. The third system continues the piano accompaniment. A section labeled **A** is indicated above the first system.

Musical score for the first system of section A. It consists of two systems of staves. The piano accompaniment continues with a *p* dynamic. The vocal line has notes Fa 7 and Sib.

B

Musical score for the second system of section B. It consists of two systems of staves. The piano accompaniment continues. The vocal line has notes Fa, Do 7, Fa, Fa 7, Sib, and Fa 7.

Musical score for the third system of section B. It consists of two systems of staves. The piano accompaniment continues. The vocal line has notes Sib, Mib, Sib, Fa 7, and Sib. The system ends with a double bar line and repeat dots.

x3 + Intro

6. Find piece 11 "Land of Hope and Glory", by Edward Elgar. Take the notes from the second and third voice in the partial score and put them in the full score. You can find the score on the Editorial Teide website. There is a melody, but the two accompanying voices are missing, so you have to add them. When you are finished, listen to how the melody sounds with voices 2 and 3.



System 1 of the musical score, consisting of three staves in 2/4 time. The first staff contains a melody starting with a half note G4, followed by quarter notes A4, B4, C5, and a half note D5. The second and third staves contain a simple accompaniment of quarter notes G4, A4, B4, C5, and a half note D5.

System 2 of the musical score, consisting of three staves in 2/4 time. The first staff continues the melody with quarter notes D5, E5, F5, G5, and a half note A5. The second and third staves continue the accompaniment with quarter notes G4, A4, B4, C5, and a half note D5.

System 3 of the musical score, consisting of three staves in 2/4 time. The first staff continues the melody with quarter notes B5, C6, D6, E6, and a half note F6. The second and third staves continue the accompaniment with quarter notes G4, A4, B4, C5, and a half note D5.

System 4 of the musical score, consisting of three staves in 2/4 time. The first staff continues the melody with quarter notes G6, F6, E6, D6, and a half note C6. The second and third staves continue the accompaniment with quarter notes G4, A4, B4, C5, and a half note D5. The system ends with a double bar line and repeat dots.

7. Look for piece 12 "Fly Me to the Moon" and compare it with what you have here in the workbook. This score is incorrect; there are errors. Find them and circle them. Find the score on the Editorial Teide website and correct the wrong notes.

Intro **THEME**

8. Look for piece 14 "Edelweiss" and complete the fragment of the first voice of the song. The second is already written. You can download the score, finish it, and listen to it.

Intro **A**

9. From the collection of pieces *Movie Hits*, by John Williams, find the fragment from the score of the *Star Wars* theme and complete it. You can download the score, finish it, and listen to it.

To make dotted notes, hit the full stop (.) key on your keyboard on the note you want.

To make eighth note triplets, make the first note a quarter note, and then go to the *Notes* menu, *Notes* → *Tuplets* → *Triplet*, and enter the remaining notes.

10. Look for the piece “DJ Got Us Fallin’ in Love”, by Usher, and write only the bars that repeat. Download the score, put in the repetitions and listen to it.

11. Using MuseScore, write parts A and B of "We Found Love", by Rihanna.

Remember to enter the title and instrument afterwards. Remember to add:

The key signature: one flat

The time signature: 4/4

The structure: 16 bars

The image displays a musical score for the song "We Found Love" by Rihanna, written in 4/4 time with a key signature of one flat (Bb). The score is divided into several sections:

- Intro:** The first staff begins with the label "Intro" and a treble clef. It contains two measures of music, with the first measure labeled "Fa".
- A:** The second staff is labeled "A" and contains two measures of music, with the first measure labeled "Fa". A double bar line with repeat dots is present at the end of the first measure.
- B:** The third staff is labeled "B" and contains four measures of music. The notes are labeled "rem Sib Fa Do rem Sib Fa Do rem Sib Fa Do rem Sib Fa Do".
- Refrain:** The fourth staff is labeled "Refrain" and contains four measures of music. The notes are labeled "rem Sib Fa Do rem Sib Fa Do". The section ends with the label "A CODA".
- Perc:** The fifth staff is labeled "Perc" and contains four measures of music, each represented by a series of 'x' marks on a treble clef staff.
- CODA:** The sixth staff is labeled "CODA" and contains four measures of music. The first measure is labeled "Fa".
- D.S.:** The seventh staff is labeled "D.S." and contains four measures of music, identical to the CODA section.