

Welcome to your Music Project for Year 7!

The idea behind this project is to allow you to practice and recap some of the work you have already covered in music as well as giving you the opportunity of expressing your creative ideas.

Below you will see a list of the tasks and a tick box, when you have finished the task, tick it off with the date completed and this will let you know how much you have left to do. Each task is worth 10 marks, except for the last task which is worth 20!!!!

Task Number	Date completed To be completed by the student	Mark To be completed by the teacher
1. The Musical Stave		/10
2. Bar Lines		/10
3. Treble Clef		/10
4. Rhythm of the notes		/10
5. Colour of the music		/10
6. Expression		/10
7. FINAL TASK		/20
TOTAL		/80

Good Luck, have fun and express your inner musician!

All the sections you have to complete are in bold and italics to draw your attention to them

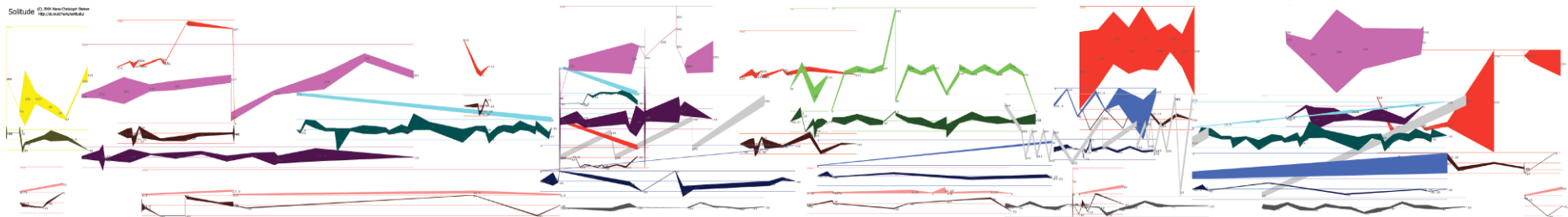
Lower (Level N-3)

A lot of people are not even aware that they are musical. If you look at the excerpt of music below you may have no idea what is going on, however if I told you it was the theme tune to Eastenders you would probably be able to sing the tune back to me (or at least remember the dah,dah,dah,dah, dah rhythm at the end. You see everyone is musical!!!!!!!



STANDARD SCORE

Over the centuries music has developed in the western world, into a standard way of writing it out, this means that anyone who understands the “code” can replay the piece of music but what happens if you don’t understand it? And why should it all be the same? Some people at the end of the last century decided to make up their own musical notation and some of their pieces looked like this



They called them GRAPHIC SCORES

Warm up questions to answer to see if you’ve read the first sheet!

1. Which one do you prefer?

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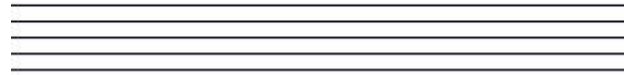
2. Why do you prefer it?

.....

Lower (Level N-3)

TASK 1 THE MUSICAL STAVE

The musical stave is the start of any piece of music, it is a set of five straight black lines on which musical symbols are placed to show the **pitch** (high note or low note) and length (**rhythm**) of a note. When you read a stave you start on the left hand side and read across to the right, the higher position on the stave the higher the pitch is of the note



Can you draw five equal spaced horizontal lines to demonstrate a stave in the space below?

START

END

BUT in graphic scores, music doesn't have to go from left to right and it doesn't have to be five lines, or even lines! You can change the **direction** (up, down, forwards, backwards), **what the lines look like** (straight, dotted, shaped, waves?), the **number** of lines and the **colour** of the lines (black is boring isn't it?)

Below draw your own Graphic Musical Stave changing the four elements mentioned above.

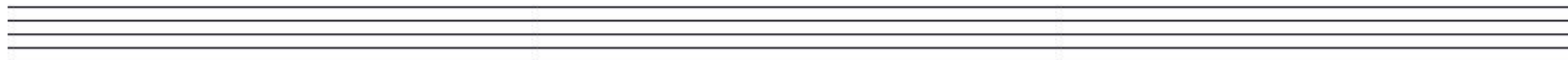
Lower (Level N-3)

TASK 2 BAR LINES

Bar lines are placed on a musical staff to make it easier for the performers to follow where they are in the music as it divides up the staff into easier to read sections.



Now it's your go to divide up the staff into "bars" See if you can put 5 EQUALLY spaced bar lines



HOWEVER in graphic scores the bar lines might be different, they could be shapes or lines, different colours etc, etc.

Below draw 5 possible ideas for bar lines and when you have finished put a ring around your favourite.

TASK 3 THE TREBLE CLEF

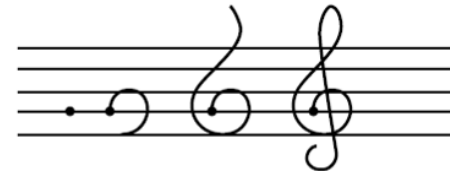
Some instruments have low notes, some have high notes and it's these high notes which normally play the tune in a piece. To help the musicians know which notes to play we use a CLEF or Key. The Treble clef is the clef used for high notes.



The TREBLE CLEF

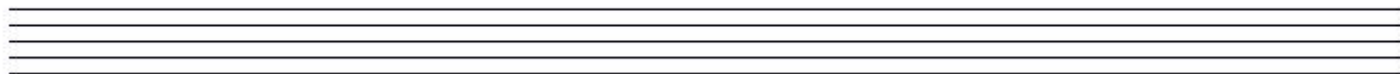
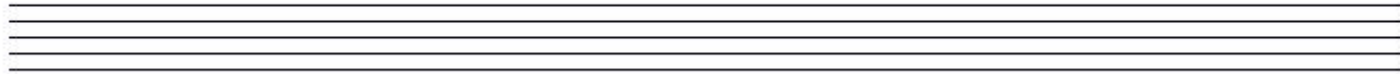
You should have already learnt to draw the treble clef but below is a reminder of one way of drawing it.

- STEP 1 Draw a music stave
- STEP 2 Make a little dot on the second line up
- STEP 3 Make a clockwise snail shell
- STEP 4 Take your pen off and make the letter P joining it up with snail shell
- STEP 5 Draw a monkey tail at the bottom finishing it off!



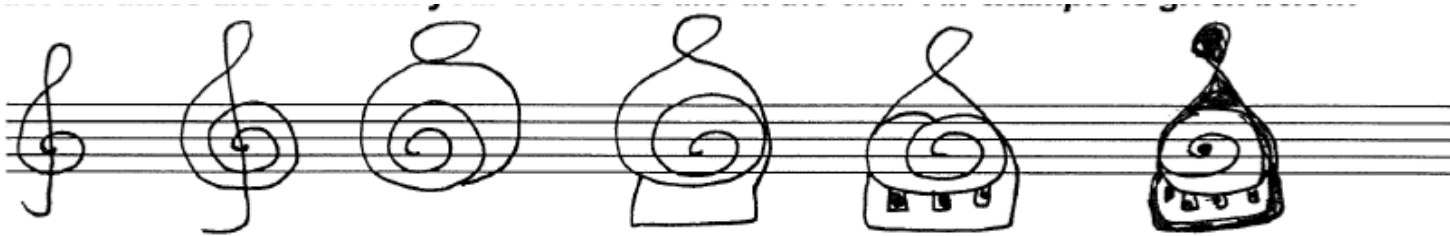
Now it's your go

Take the staves and draw out 12 treble clefs (6 one each stave) – do they get better the more you practice? How about putting bar lines between each one?

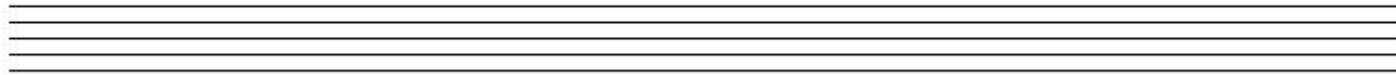


Lower (Level N-3)

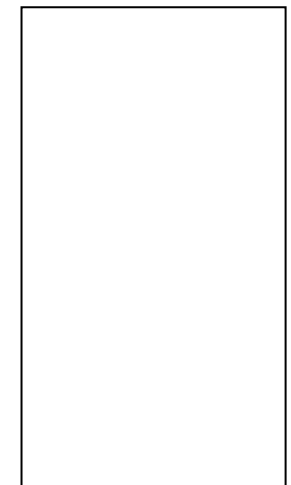
HOWEVER in Graphic Notation a treble clef can change. **Draw a normal treble clef below and then change one thing about it. After you have done this copy your second clef and change something else about it. Repeat the whole exercise at least six times and see what your clef looks like at the end. An example is given below.**



YOUR GO



CONGRATULATIONS YOU HAVE INVENTED A NEW CLEF DRAW IT IN THE SPACE PROVIDED

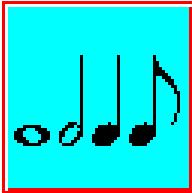


MY CLEF

TASK 4 RHYTHM OF NOTES

Not only do the notes in the Eastenders theme tune move up and down, some last longer than others and the musicians need to know which ones through their “code”. The different length of notes creates a **rhythm** which makes it more interesting to listen to.

Here are the standard notes:



The notes are worth a different amount of beats:

The first note is worth 4 beats and is called a SEMIBREVE

The second note is worth 2 beats and is called a MINIM

The third note is worth 1 beat and is called a CROTCHET

The fourth note is worth $\frac{1}{2}$ a beat and is called a QUAVER (like the crisp!)

Why don't you come up with some new names for the notes?

THE FIRST NOTE IS WORTH 4 BEATS AND IS CALLED A

THE SECOND NOTE IS WORTH 2 BEATS AND IS CALLED A

THE THIRD NOTE IS WORTH 1 BEAT AND IS CALLED A

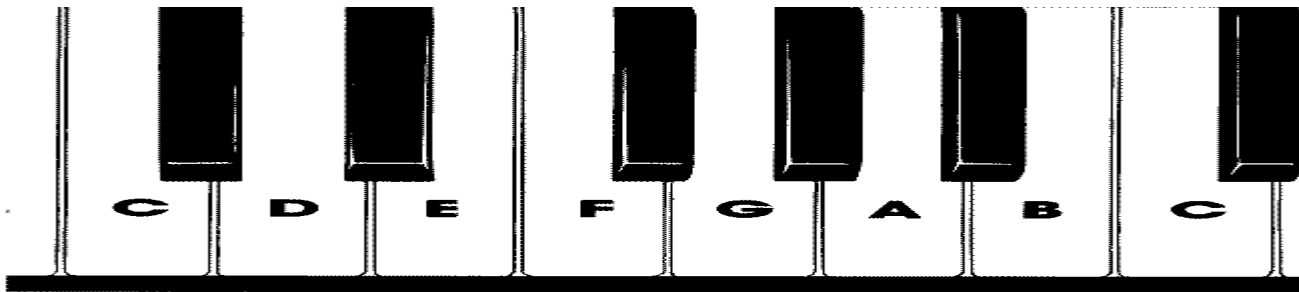
THE FORTH NOTE IS WORTH $\frac{1}{2}$ BEAT AND IS CALLED A

Doodle 10 different shapes and put a circle around your 4 favourite ones, then label them with your new names of notes!

TASK 5 COLOURS OF MUSIC AND SOUND

Everyone knows that music produces different emotions and feelings in people but some people think that different notes on the musical stave produce different coloured music. For example Skyrabin (a composer with a great name for colours!) thought that:

- A = green
- B = blue-white
- C = red
- D = bright yellow
- E = blue-white
- F = red
- G = rose-orange



When you listen to the Eastenders Theme tune, what colour or colours does it suggest in your head?

Why is that do you think?

Lower (Level N-3)

TASK 6 EXPRESSION

Sometimes musicians and composers add in expression marks or clues on how they want to play the music. Some come from Italian, some German and some French

furioso:	furiously.	
pesante:	heavy, weighting.	ITALIAN
affectuoso:	affectionate, with tender warmth.	
kurz:	short.	
schwermütig:	sad.	GERMAN
leidenschaftlich:	passionate.	
sombre:	somber, dark.	
doux:	soft, light.	FRENCH
tristement:	sadly	

Write down a list of 10 words that describe emotions. Now ring all the words that you feel could represent the Eastenders theme tune. HINT, not all the words have to come at the START of the piece of music and do they have to be in English, can they not be made up words?

WORDS AND EMOTIONS

Lower (Level N-3)

FINAL TASK

As you have worked your way through this booklet you have explored standard notation and have experimented with creating your own graphic scores. It is now time to put these into practice.

***YOUR FINAL TASK IS TO CREATE A GRAPHIC SCORE IN THE SPACE BELOW FOR ONE OF YOUR FAVOURITE T.V THEME TUNES.
MAKE SURE YOU WRITE DOWN YOUR CHOSEN T.V THEME TUNE AND USE LOTS OF COLOUR AND IMAGINATION.***

**CONGRATULATIONS!!!!
YOU HAVE SUCCESSFULLY COMPLETED YOUR MUSIC PROJECT YEAR 7**

