

LITERACY MAT

Year 7 Music



ST BERNARD'S
HIGH SCHOOL

LOVE ONE ANOTHER AS I HAVE LOVED YOU

KEY

VOCABULARY

Pitch: How high or low a note is

Tempo: How fast or slow the music is

Dynamics: How loud or quiet the music is

Silence: when there is no sound

Texture: How thick or thin the music is

Duration: How long or short the note is

Structure: The overall plan of a piece of music

Compose: To create your own piece of music

COMMAND

WORDS

Describe: what you are hearing by using points that may or may not be linked.

Explain: by giving points using the word 'because'.

Compare: by making points about the similarities and differences.

Discuss: by identifying an issue and exploring it.

Evaluate: by making judgements and drawing conclusions.

Analyse: by focussing on a musical element and how it creates an effect.

KEY

PUNCTUATION

Full stop (.)

To show the end of a sentence.

Comma (,)

To list or to separate clauses.

Exclamation mark (!)

To end a sentence and show shock or surprise.

Question mark (?)

To pose/end a question.

Apostrophe (')

To show possession or omission.

Speech marks ("")

To show direct speech – the exact words spoken or quoted.

Colon (:)

To introduce a list, statement or quote in a sentence.

Semi colon (;)

To separate two sentences that are related and of equal importance.

Hyphen (-)

To separate extra information from the main clause by holding words apart

Dash (–)

To add extra information in the middle

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WRITING SUPPORT

When describing the elements consider the following:

Melody:

- Does it go **up** or **down**?
- Does it move by **small steps** or **big leaps**?
- Does the melody use a **small range** or a **wide range** of notes?

Dynamics:

- Is it **loud** or **soft**?
- How does it **change**? Crescendo (getting louder), Diminuendo (getting quieter)?

Tempo:

- Is it **fast**, **moderate** or **slow**?
- Does it get **faster**? or get **slower**?

Rhythm:

- Is it constantly **repeating** or **changing**?
- Is it **Straight** (on the beat) or **Swung** (a bit jazzy)?

KEY SKILLS

Performance: Aim to **perform** with co-ordination accuracy, fluence and expression

Composition: Compose (create music) with imagination and creativity and remember to extend your ideas using the elements of music

Listening and Appraising: Recall and explain key knowledge and evaluate your own and others' work using **appropriate musical vocabulary**

TOP TIPS

Listen carefully to the elements of music when appraising a piece of music. E.g. Tempo, dynamics and pitch.

When rehearsing a piece of music for a performance, practise the challenging section at a very slow speed.

In an ensemble performance, count to keep in time and show awareness of your group members.

Remember to **keep going** even if you make a mistake!