

# PiXL Independence:

## Music – Student Booklet

### KS4

#### Contents:

- I. Multiple Choice Questions – 10 credits
- II. Wider Reading and Writing Tasks – 150 credits
- III. Composition Developing – 10 credits each
- IV. Composing Ideas – 20 credits each
- V. Essay Questions – 100 credits
- VI. Wider Study Tasks – 60 credits per question

## I. Multiple Choice Questions

1. What term means to copy the same melody in another part?
  - a. Sequence.
  - b. Imitation.
  - c. Arpeggio.
  - d. Broken Chord.
  
2. What word means to repeat a short musical pattern?
  - a. Arpeggio.
  - b. Ostinato.
  - c. Riff.
  - d. Scale.
  
3. What word means to repeat a short musical pattern in popular styles of music?
  - a. Arpeggio.
  - b. Ostinato.
  - c. Riff.
  - d. Scale.
  
4. What word is a repetition of a melody but on different pitches, with the rhythm the same and the distance between the notes the same?
  - a. Ostinato.
  - b. Scale.
  - c. Sequence.
  - d. Riff.
  
5. What word means to elaborate or decorate musical material (particularly a melody)?
  - a. Ostinato.
  - b. Ornamentation.
  - c. Sequence.
  - d. Riff.

6. The distance between two neighbouring notes heard simultaneously.
  - a. Melody.
  - b. Leap.
  - c. Interval.
  - d. Stepwise.
  
7. A note which is sustained or repeated often in the bass – generally the tonic or dominant note.
  - a. Drone.
  - b. Monotone.
  - c. Pedal.
  - d. Interval.
  
8. The chord that concludes a musical phrase.
  - a. Pedal.
  - b. Cadence.
  - c. Pedal.
  - d. Chord progression.
  
9. When the note occurs or is stressed on the weak beat of the bar.
  - a. Dotted rhythm.
  - b. Syncopation.
  - c. Triplets.
  - d. Accent.
  
10. A succession of pitches in stepwise order usually extending for an octave.
  - a. Stepwise.
  - b. Scale.
  - c. Leap.
  - d. Ostinato.
  
11. A series of chords, usually repeated.
  - a. Cadence.
  - b. Harmony.
  - c. Chord progression.
  - d. Scale.

12. Based on a 5 note scale.

- a. Cadence.
- b. Major.
- c. Pentatonic.
- d. Modal.

13. Notes of those progressing by semitones.

- a. Stepwise.
- b. Pentatonic.
- c. Chromatic.
- d. Modal.

14. An ornament that is to rapidly alternate between 2 notes.

- a. Turn.
- b. Grace note.
- c. Trill.
- d. Mordent.

15. When the notes slide from one note to another.

- a. Turn.
- b. Grace note.
- c. Mordent.
- d. Glissando.

16. A cadence that has the dominant chord moving to the tonic chord.

- a. Plagal Cadence.
- b. Imperfect Cadence.
- c. Perfect Cadence.
- d. Interrupted Cadence.

17. A cadence that moves from I-V.

- a. Plagal Cadence.
- b. Imperfect Cadence.
- c. Perfect Cadence.
- d. Interrupted Cadence

18. A cadence that moves from chords IV–I.
- Plagal Cadence.
  - Imperfect Cadence.
  - Perfect Cadence.
  - Interrupted cadence.
19. A cadence that moves from chords V–VI.
- Plagal Cadence.
  - Imperfect Cadence.
  - Perfect Cadence.
  - Interrupted Cadence.
20. In traditional harmony a note that does not belong to a common chord or triad.
- Bass line.
  - Sequence.
  - Dissonance.
  - Consonance.

## II. Wider Reading and Writing Tasks

1. <http://piccolavoce.blogspot.co.uk/2011/12/antonio-vivaldis-four-seasons-winter.html>

- a) Read and summarise the following blog on Antonio Vivaldi's "Four Seasons: Winter" in point form.
- b) Compare the differences between the three movements.

2. <https://www.bbc.co.uk/education/clips/zfj4wmn>

Watch the video on BBC Bitesize.

Myleene Klass explains why "The Four Seasons" by Antonio Vivaldi is her favourite piece of classical music. She explains how the concertos capture her imagination and describes some of the images the piece conjures in her mind.

Write a paragraph describing why she likes this work?

3. Listen to each of Vivaldi's "The Four Seasons" and write a paragraph describing how Vivaldi depicts the images of each Season.

a) Spring.

<https://www.youtube.com/watch?v=kPaUtnJTMn8>

b) Summer.

[https://www.youtube.com/watch?v=sL\\_K5Z1DeCc](https://www.youtube.com/watch?v=sL_K5Z1DeCc)

c) Autumn.

<https://www.youtube.com/watch?v=g632Wbi17gg>

d) Winter.

[https://www.youtube.com/watch?v=1ob6T7\\_QVnQ](https://www.youtube.com/watch?v=1ob6T7_QVnQ)

4. The Four Seasons – Winter

Use the following violin part from “Winter” to answer the following questions.

1) List all the ornaments that you can see/hear:

A) \_\_\_\_\_ Bar number \_\_\_\_\_

B) \_\_\_\_\_ Bar number \_\_\_\_\_

C) \_\_\_\_\_ Bar number \_\_\_\_\_

2) Describe the rhythmic device used in the melody in bar 48.

\_\_\_\_\_

3) What interval is used at the end of each phrase in the opening theme?

\_\_\_\_\_

4) Which bar can you hear all of the parts doubling the main theme?

\_\_\_\_\_

\_\_\_\_\_

5) Describe where you can hear sequence being used.

\_\_\_\_\_

6) Describe how the piece ends.

\_\_\_\_\_

\_\_\_\_\_

5. TED-ED Why should you listen to Vivaldi’s “Four Seasons”?

Watch the following video and use it to help you write a magazine article entitled ‘Why should you listen to Vivaldi’s “Four Seasons”’.

<https://www.youtube.com/watch?v=Xcpc8VDsv3c>

### III. Composition Developing

1. Annotate any examples of sequence from all of your set works on manuscript paper.  
Title them with the name of the set work.
2. Notate any examples of imitation from all of your set works on manuscript paper.  
Title them with the name of each set work.
3. List any examples of pedals being used in any of the set works.
4. List any examples of ornamentation used in any of the set works.
5. List any examples of word painting used in any of the set works and describe how the music depicts the word.
6. Which pieces have syncopated rhythms?  
Which pieces used triplet rhythms?  
Which pieces have dotted rhythms?



## IV. Composing Ideas

The below tasks will consolidate your understanding of the key terms and will help you build ideas to use for your compositions.

1. Compose a 2-4 bar melodic phrase for any instrument.
2. Create four different sequences of the melodic phrase that you composed above.
3. Compose a second melodic phrase for any instrument and harmonise it using broken chords.
4. Compose a third melodic phrase and decorate it using a mordant and harmonise it with a tonic pedal.
5. Compose a melodic phrase that uses dotted rhythms and harmonise it with chord symbols. Try to use some extended chords.
6. Compose an 8 bar melody that uses triplet rhythms.
7. Compose an 8 bar chord progression that uses some 7th chords and then compose a melody to fit the chord progression.

## V. Essay Questions

Choose one of the essay questions below.

1. Evaluate how effectively Vivaldi depicts the mood of Winter.

You should use your knowledge of musical elements, context and language in your response.

2. Compare and contrast Vivaldi's Winter from The Four Seasons to JS Bach's: 3<sup>rd</sup> Movement from Brandenburg Concerto No. 5 in D major.

You should use your knowledge of musical elements, context and language in your response.

3. Evaluate how effectively the emotion and mood is conveyed in Vivaldi's Winter from The Four Seasons and JS Bach's: 3<sup>rd</sup> Movement from Brandenburg Concerto No. 5 in D major.

You should use your knowledge of musical elements, context and language in your response.

4. Compare how The Handel Concerto Grosso complements Vivaldi's Winter from The Four Seasons and JS Bach's: 3<sup>rd</sup> Movement from Brandenburg Concerto No. 5 in D major.

You should use your knowledge of musical elements, context and language in your response.

5. Compare and contrast the use of the orchestra in the excerpt from Bach's Brandenburg Concerto No. 5 in D major and in Vivaldi's Winter from The Four Seasons. You should ensure that you reference any valid points made.

You should use your knowledge of musical elements, context and language in your response.

6. Compare features of Bach's Brandenburg Concerto No. 5, 3rd movement, with G.F. Handel's Concerto Grosso Op. 6 No. 5, 2nd movement.

You should use your knowledge of musical elements, context and language in your response.

7. Compare and contrast the features of Vivaldi's Winter from The Four Seasons with any other examples of programme music.

You should use your knowledge of musical elements, context and language in your response.

8. Compare and contrast the mood, emotions and features of Vivaldi's Winter From The Four Seasons with Vivaldi's Summer from The Four Seasons.

You should use your knowledge of musical elements, context and language in your response.

9. Compare and contrast the mood, emotions and features of Vivaldi's Winter from The Four Seasons with Vivaldi's Spring from The Four Seasons.

You should use your knowledge of musical elements, context and language in your response.

10. Compare and contrast the mood, emotions and features of Vivaldi's Winter from The Four Seasons with Vivaldi's Autumn from The Four Seasons.

You should use your knowledge of musical elements, context and language in your response.

## VI. Wider Study Tasks

### Musical Context

Create a timeline of all the set works that you are studying, you can do this in any format that you wish but use creative and initiative ideas.

Include the following:

- Genre and style.
- Key features brief.
- Pictures.
- Dates of the genre.
- Date of the piece.
- Examples of other composers and pieces of that time.

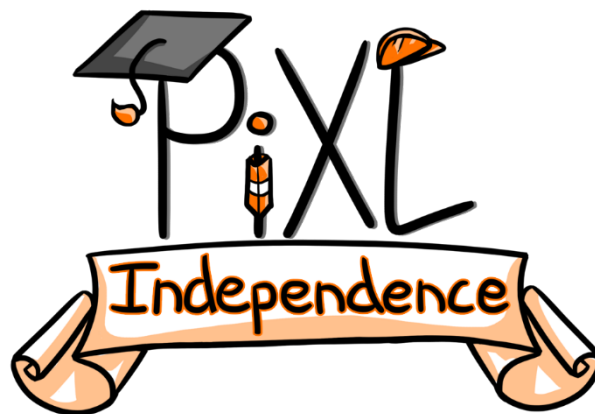
### Harmony

- Write out the order of sharps and flats.
- Write out all the major scales.
- Play through each major scale.
- Write out I, IV & V major chords in every key.
- Play each chord in every key.
- Compose a short chord progression in the key of C major and play it on the keyboard.
- Compose a short chord progression in the key of Bb major and play it on the keyboard.
- Compose a short chord progression in the key of A major and play it on the keyboard.
- Compose a short chord progression in the key of Eb major and play it on the keyboard.
- Compose a short chord progression in C major using a selection of 7<sup>th</sup> chords and play it on the keyboard.
- Compose a short chord progression in C major and use a selection of extension chords and play it on the keyboard.

### Target Setting

Reflect on all of the following areas and comment on your strengths and weaknesses in each area. Based on your reflection, create an action plan on how you are going to achieve your target grade.

- Performance.
- Composition.
- Listening and Appraising.



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