

PiXL Independence:

Music – Student Booklet

KS5

A Level Music for Media

Contents:

- I. Multiple Choice Questions – 10 credits per quiz
- II. Skills Audit – 20 credits each
- III. Wider Listening and Tasks – 50 credits each
- IV. Essay Style Questions – 100 credits each
- V. Wider Study Tasks – 150 credits each

I. Multiple Choice Questions - 10 credits per quiz

Quiz 1 – Harmony

1. Which of the following creates a major chord?
 - a. Ab C E
 - b. Ab C Eb
 - c. Ab Cb Eb
 - d. Ab Cb E
2. Which of the following creates a minor chord?
 - a. F# A C
 - b. F# A# C#
 - c. F# A# C
 - d. F# A C#
3. Which of the following creates a sus4 chord?
 - a. D G A
 - b. D F A
 - c. D F# A
 - d. D G B
4. Which of the following creates a diminished chord?
 - a. A C E
 - b. A C Eb
 - c. A C# E
 - d. A C# Eb
5. Which of the following creates an augmented chord?
 - a. E G B
 - b. E G# B
 - c. E G# B#
 - d. E G B#
6. Which of the following combination of notes creates the most amount of dissonance?
 - a. C G
 - b. D A
 - c. E B
 - d. F B

7. Which of the following intervals is a tritone?
- Perfect 5th
 - Diminished 5th
 - Augmented 4th
 - Perfect 4th
8. Which of the following is the interval of a tritone?
- D G
 - D A
 - D Bb
 - D Ab
9. Which of the following best describes what a harmonic pedal is?
- A bass line that keeps moving
 - A melody that is decorated with ornaments
 - A direction for the performer to play smoothly
 - A note that is held or repeated in the bass
10. Which of the following best describes what a cluster chord is?
- A chord that contains some form of dissonance
 - A chord that contains at least three adjacent notes
 - A chord that contains the intervals of a tritone
 - A chord that has at least four notes
11. Which of the following best describes the term modulation?
- When a piece of music does not change key for the entire piece
 - A direction for the performer to gradually increase the tempo of a piece of music
 - When a melody is adapted to work over a new chord progression
 - Means for a piece of music to change key and have a new tonal centre
12. Which of the following best describes the term dissonance?
- The use of notes that belong to a key
 - A combination of sounds that creates tension
 - A combination of sounds that creates a sense of stability and is generally pleasing to the ear
 - The use of notes outside of a key signature

13. Which of the following best describes term consonance?
- The use of notes that belong to a key
 - A combination of sounds that creates tension
 - A combination of sounds that creates a sense of stability and is generally pleasing to the ear
 - The use of notes outside of a key signature
14. Which of the following best describes the term atonal?
- When a piece of music is not based around a tonal centre
 - When a piece of music is based around a tonal centre of A
 - When a piece of music has a clear tonal centre
 - When a piece of music modulates to a different tonal centre
15. Which of the following chords (notes are in ascending order) is a half-diminished 7th chord?
- D F A C
 - D F A^b C
 - D F A^b C^b
 - D F A C[#]
16. Which of the following chords (notes are in ascending order) is a diminished 7th chord?
- E G B D
 - E G B^b D
 - E G B^b D^b
 - E G[#] B D
17. Which of the following sets of notes would be in the chord D+?
- D F[#] A[#]
 - D F A
 - D F[#] A
 - D F A[#]
18. Which of the following sets of notes would be in the chord A9?
- A C E B D
 - A C E F G
 - A C[#] E G B
 - A C[#] E F G

19. Which of the following sets of notes would be in the chord G11?

- a. G B D F A C
- b. G B D B A F
- c. G B D F A B
- d. G B \flat D C E \flat F

20. What does a chord symbol of G/D mean?

- a. A chord of D major with a G in the bass
- b. A chord of D minor with a D in the bass
- c. A chord of G major with a D in the bass
- d. A chord of G minor with a D in the bass

Quiz 2 - Definitions

1. Which of the following best describes the term tremolo?
 - a. A direction for a performer to play smoothly
 - b. A direction for a performer to play a note short and detached
 - c. A direction for a performer to gradually become quieter
 - d. A direction for a performer to repeat a note rapidly

2. Which of the following best describes the term pizzicato?
 - a. For a stringed instrument to be played with the back of the bow
 - b. For a stringed instrument to be played with the bow near the bridge
 - c. For a stringed instrument to be plucked
 - d. For a string instrument to be bowed

3. Which of the following is a direction for the performer to use a mute?
 - a. Con sordino
 - b. Arco
 - c. Sul tasto
 - d. Staccato

4. What of the following best describes the term 'sul tasto'?
 - a. A direction for a stringed instrument to be plucked
 - b. A direction for a string instrument to be played with the bow over the fingerboard
 - c. A direction for a stringed instrument to be played with the bow near the bridge
 - d. A direction for a stringed instrument to be played with the back of the bow

5. Which of the following best describes the term 'sul ponticello'?
 - a. A direction for a stringed instrument to be plucked
 - b. A direction for a string instrument to be played with the bow over the fingerboard
 - c. A direction for a stringed instrument to be played with the bow near the bridge
 - d. A direction for a stringed instrument to be played with the back of the bow

6. Which of the following best describes the term 'col legno'?
 - a. A direction for a stringed instrument to be plucked
 - b. A direction for a string instrument to be played with the bow over the fingerboard
 - c. A direction for a stringed instrument to be played with the bow near the bridge
 - d. A direction for a stringed instrument to be played with the back of the bow

7. How does playing sul tasto affect the sound of an instrument?
 - a. It produces a softer, thinner tone
 - b. It produces a stronger and louder tone
 - c. It makes the playing more staccato
 - d. It produces a screeching sound

8. How does playing sul ponticello affect the sound of an instrument?
 - a. It produces a stronger and louder tone
 - b. It makes the playing more staccato
 - c. It produces a screeching sound
 - d. It produces a bright and glassy tone

9. Which of the following best describes the term leitmotif?
 - a. To slide from one note to another
 - b. A short musical idea that represents something
 - c. A repeating melodic idea
 - d. When notes from a chord are played one after another

10. Which of the following best describes the term rubato?
 - a. A tempo marking that instructs the performer to freely speed up or slow down.
 - b. A tempo marking that instructs the performer to gradually speed up
 - c. A tempo marking that instructs the performer to gradually slow down
 - d. A tempo marking that instructs the performer to suddenly slow down

11. Which of the following best describes the term rhythmic augmentation?
 - a. The shortening of the time values of notes
 - b. A direction for the performer to suddenly speed up
 - c. The lengthening of the time values of notes
 - d. A direction for the performer to suddenly slow down

12. Which of the following best describes the term rhythmic diminution?
- The shortening of the time values of notes
 - A direction for the performer to suddenly speed up
 - The lengthening of the time values of notes
 - A direction for the performer to suddenly slow down
13. Which of the following best describes the term intervallic augmentation?
- When the distance between two notes becomes shorter
 - When the time values of notes become lengthened
 - When the time values of notes become shortened
 - When the distance between two notes becomes larger
14. Which of the following best describes the term ostinato?
- A musical motif or phrase that is repeated at the same pitch
 - A musical motif or phrase that is repeated at different pitches each time
 - A slide from one note to another
 - A texture referring to a single unaccompanied melody line
15. Which of the following best describes diatonic music?
- Music that is part of the action on screen that could be heard by the characters on screen
 - Music that does not come from the action on screen and instead added to complement the action on screen
 - Music that uses notes from the key signature
 - Music that uses notes from outside of the key signature
16. Which of the following best describes non-diatonic music?
- Music that is part of the action on screen that could be heard by the characters on screen
 - Music that does not come from the action on screen and instead added to complement the action on screen
 - Music that uses notes from the key signature
 - Music that uses notes from outside of the key signature
17. Which of the following best describes the term syncopation?
- A rhythm where the emphasis is on the beat
 - A direction for the performer to gradually slow down
 - A direction for the performer to speed up or slow down freely
 - A rhythm where the emphasis is not on the beat

18. Which of the following best describes the term cross rhythm?
- a. A rhythm that constantly changes
 - b. A rhythm that makes use of a repeating pattern of notes
 - c. A direction for the performer to suddenly become much faster
 - d. A rhythm where the regular pattern of beats is contradicted by a conflicting pattern
19. Which of the following best describes the term mickey-mousing?
- a. Music that is played very quickly
 - b. When music is composed to reflect the action and is synchronised with the action on screen
 - c. Music that is part of the action on screen that could be heard by the characters on screen
 - d. Music that is played very quietly
20. Which of the following best describes the term underscoring?
- a. Music that is composed to play in the background of a film which adds to the mood and atmosphere of a scene
 - b. Music that does not have music written down
 - c. Music that is part of the action on screen that could be heard by the characters on screen
 - d. Music that makes use of a low bass line

II. Skills Audit

20 credits.

Listening and Appraising

The purpose of this self-evaluation is to reflect on what you have achieved so far and become clear about the most effective use of your time in your Key Stage 5 Music studies. Make sure you refer to the precise requirements of your A Level specification. You may find it helpful to discuss your answers with your classmates or teacher.

1. On a scale of 1-10, how much experience do you feel you have of listening to a wide range of musical styles, genres and traditions?

No experience					Extensive experience				
1	2	3	4	5	6	7	8	9	10

2. On a scale of 1-10, how often do you listen to music for media you have never heard before?

Never					Daily				
1	2	3	4	5	6	7	8	9	10

3. On a scale of 1-10, how well developed is your ability to identify when a piece of music was written, or who the composer was, just by listening to it?

Undeveloped					Very well developed				
1	2	3	4	5	6	7	8	9	10

4. On a scale of 1-10, how developed is your knowledge of orchestral timbres (instruments of the orchestra, the families that they belong to and recognising them by their sound).

Undeveloped					Very well developed				
1	2	3	4	5	6	7	8	9	10

5. On a scale of 1-10, how confident are you with aurally identifying structures from unfamiliar excerpts of music for media?

Not confident at all					Very confident				
1	2	3	4	5	6	7	8	9	10

6. On a scale of 1-10, how confident are you with aurally identifying a range of dynamics, using appropriate terminology from unfamiliar excerpts of music for media?

Not confident at all					Very confident				
1	2	3	4	5	6	7	8	9	10

7. On a scale of 1-10, how confident are you with aurally identifying a range of articulation, using appropriate terminology from unfamiliar excerpts of music for media?

Not confident at all					Very confident				
1	2	3	4	5	6	7	8	9	10

8. On a scale of 1-10, how confident are you with aurally identifying a range of textures, using appropriate terminology from unfamiliar excerpts of music for media?

Not confident at all					Very confident				
1	2	3	4	5	6	7	8	9	10

9. On a scale of 1-10, how confident are you with aurally identifying a range of melodic techniques, using appropriate terminology from unfamiliar excerpts of music for media?

Not confident at all					Very confident				
1	2	3	4	5	6	7	8	9	10

10. On a scale of 1-10, how confident are you with aurally identifying a range of techniques relating to rhythm and metre, using appropriate terminology from unfamiliar excerpts of music for media?

Not confident at all								Very confident	
1	2	3	4	5	6	7	8	9	10

11. On a scale of 1-10, how confident are you with aurally identifying a range of harmonic techniques, using appropriate terminology from unfamiliar excerpts of music for media?

Not confident at all								Very confident	
1	2	3	4	5	6	7	8	9	10

12. On a scale of 1-10, how confident are you with aurally identifying the tonality of a piece of music and any modulations from unfamiliar excerpts of music for media?

Not confident at all								Very confident	
1	2	3	4	5	6	7	8	9	10

13. On a scale of 1-10, how confident are you with melodic dictation (writing down pitches by ear) from unfamiliar excerpts of music for media?

Not confident at all								Very confident	
1	2	3	4	5	6	7	8	9	10

14. On a scale of 1-10, how confident are you with rhythmic dictation (writing down rhythms by ear) from unfamiliar excerpts of music for media?

Not confident at all								Very confident	
1	2	3	4	5	6	7	8	9	10

III. Wider Listening and Tasks

50 credits per task.

1. <https://www.youtube.com/watch?v=wtHra9tFISY>

Listen to 'Hedwig's Theme' by John Williams from the film 'Harry Potter and the Philosopher's Stone'. You can use the link above or find another. Whilst you listen to this you should make notes and comment on:

- How the musical elements are used to create a sense of flying and magic
- The role of each instrument within the composition

John Williams has written the soundtrack to many successful films. You should also listen to more pieces of film music composed by him and identify common techniques that he uses in his writing.

2. <https://www.youtube.com/watch?v=8TtqphyjStI>

Listen to the soundtrack to 'North by Northwest' by Bernard Herrmann. You can use the link above or find another. Whilst you listen to this you should make notes and comment on:

- How the musical elements are used to create a sense of panic and pursuit
- How the music typically differs in comparison to film scores that have been composed more recently

Bernard Herrmann was one of the most successful film composers. You should also listen to more pieces of film music composed by him and identify common techniques that he used in his writing.

3. https://www.youtube.com/watch?v=JEc1uhdKRko&list=OLAK5uy_IcWBkm82utK6TaLwLG5Snsvua5kQHRrE&index=1

Listen to the soundtrack to 'Dunkirk' by Hans Zimmer. You can use the link above or find another. Whilst you listen to this you should make notes and comment on:

- Which moods and emotions are created in each piece and how the musical elements are used to achieve this
- Which instruments and timbres are used to create certain scenes

Hans Zimmer is one of the most prolific film composers of the last few decades. You should also listen to more film scores that he has composed and identify common techniques that he uses in his writing.

4. <https://www.youtube.com/watch?v=uMYe4YiA6vA&list=PLWqHapr7oiFZk-zCtRI17it-R5ypzImi8>

Listen to the soundtrack of 'The Incredibles' by Michael Giacchino. You can use the link above or find another. Whilst you listen to this you should make notes and comment on:

- Styles of music that influenced the soundtrack
- What the action is on screen at the time and how the music enhances this

You should also listen to more pieces of film music composed by Michael Giacchino and identify common techniques that he uses in his writing.

5. <https://www.youtube.com/watch?v=S3dZZ7jh8dw>

Listen to the soundtrack of 'Back to the Future' by Alan Silvestri. You can use the link above or find another. Whilst you listen to this you should make notes and comment on:

- The use of musical elements, in particular harmony and rhythm and the effect that this has on the listener
- How the action on screen is reflected in the musical score

You should also listen to more pieces of film music composed by Alan Silvestri and identify common techniques that he uses in his writing.

6. https://www.youtube.com/watch?v=EOgIVV_D-9g&list=PL90305573E0C72C78

Listen to 'The Golden Compass' soundtrack by Alexandre Desplat. You can use the link above or find another. Whilst you listen to this you should make notes and comment on:

- How the musical elements are used in a way to create a sense of magic and fantasy
- How the action on screen is reflected in the musical score

You should also listen to more pieces of film music composed by Alexandre Desplat and identify common techniques that he uses in his writing.

IV. Essay Style Questions

100 credits each

1. How have the musical elements been used in the soundtrack to the film 'The Two Towers' by Howard Shore at different points to create a sense of hopefulness and terror.
2. How have the musical elements been used in the soundtrack to the film 'Avatar' by James Horner to create a sense of fantasy and adventure?
3. How have the musical elements been used in the music of 'The Nightmare Before Christmas' by Danny Elfman in order to create a sense of horror and fun?
4. How have the musical elements been used in the music of 'Star Wars: A New Hope' by John Williams at different points in a way to create a sense of mystery, fear and hope?
5. How has Hans Zimmer used the musical elements in the film 'Gladiator' to create contrast and represent loss, victory and war at different points?
6. How has Nobuo Oesmatu used the musical elements and combined traditional and electronic instruments in his soundtrack for 'Final Fantasy' to create music suitable for the game?
7. How has Ennio Morricone made use of compositional devices and instrumentation in order to represent the desert as well as the danger and excitement of the action in the film.
8. How does John Barry make use of the musical elements in the soundtrack to 'Dr No' in order to create a sense of glamour and suspense?
9. How has Max Steiner used the musical elements in his score for 'Gone With the Wind' to create a sense of romance?
10. 'A film composer's ability to orchestrate a musical idea effectively is more important than composing musical ideas.' Discuss this statement.

V. Wider Study Tasks

Composition/Analysis/Arranging/Aural training

150 credits per task.

1. Composition

Compose an opening section of a piece of music for a film. You can choose the genre of film and the action that happens on screen.

You may wish to consider the following:

- Appropriate timbres to use to
- Possible stylistic features to be included e.g. dissonance, suspensions, use of ostinato, etc.

Play your composition to someone else so that they can comment on how successful it is in relation to the story that you have chosen.

2. Listening

Find a recording of a piece of music for media that you are not currently familiar with. Write out an elements table similar to the one below and comment on how the musical elements have been used and link them to the mood that they create. Try and find examples of each technique and write down the time where they occur.

Dynamics/Articulation	
Rhythm/Metre	
Texture	
Structure	
Melody	
Instrumentation/Sonority	
Tonality	
Harmony	

3. Arranging

Compose a leitmotif or take an existing one and arrange it to fit a variety of moods of your choosing. You should pay special attention to the use of rhythm, harmony and orchestration. Below are some ideas of moods to try and create:

- Joy
- Desolation
- Loneliness
- Triumph

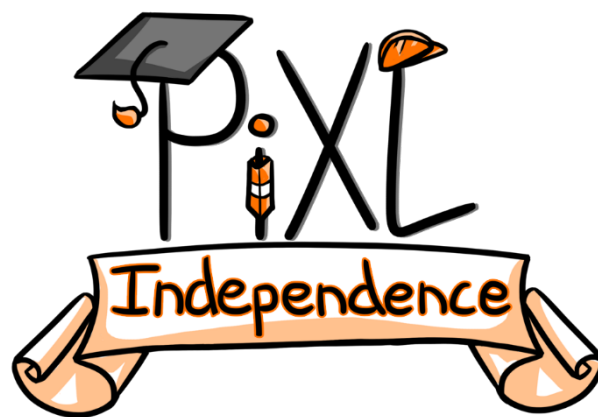
Play your arrangements to a friend to see if they are able to work out which style you had arranged the piece into.

4. Aural training

Listen to a main theme of an existing piece of music for media and work it out aurally. Learn to play the melody on your instrument and then notate it using notation software or manuscript paper.

You should then look up the notation for it and compare it to what you have written to see if there are any differences.

Extension: learn and notate the harmony to go with the melody.



Commissioned by The PiXL Club Ltd.

This resource is strictly for the use of member schools for as long as they remain members of The PiXL Club. It may not be copied, sold, or transferred to a third party or used by the school after membership ceases. Until such time it may be freely used within the member school.

All opinions and contributions are those of the authors. The contents of this resource are not connected with, or endorsed by, any other company, organisation or institution.

PiXL Club Ltd endeavour to trace and contact copyright owners. If there are any inadvertent omissions or errors in the acknowledgements or usage, this is unintended and PiXL will remedy these on written notification.