

Year 8 Music Knowledge Booklet

Autumn Term Pitch & Fanfares

Name:

Class:



Year 8 Music

Pitch Notation & Fanfares

In the first term of Year 8, pupils will build on their knowledge of rhythm notation from year 7 and look at the concept of pitch and how music is written on a staff. The practical lessons will put this knowledge into practice by looking at fanfares and performing them as duets on the keyboard. This will really develop music reading skills as well as the skill of performing music together.

Big Questions

1. What is pitch?
2. How do I perform from music notation?
3. What is a fanfare?
4. How do we incorporate the two parts together?
5. How do you work out the intended purpose of a piece of music?
6. Can I perform a fanfare accurately?
7. How much do I know about notation and fanfares?
8. What does quality feedback look like?
9. What are accidentals?
10. How well can I perform a fanfare?
11. Can I challenge myself this lesson?

Background Information

Fanfares

A fanfare (or fanfarade or flourish) is a short musical flourish that is typically played by trumpets or other brass instruments, often accompanied by percussion. It can also be described as a brief introduction to an instrumental performance or a musical announcement before the arrival of an important person, such as a member of the Royal Family. The fanfare tradition can be traced back to the armed forces and their use of music as a form of communication. The use of loud brass instruments meant that sounds could travel further to soldiers in battle and in camps. Common features of fanfares is that they are fairly short in length and incorporate dotted rhythms, repeated patterns and notes from the harmonic series – the notes you get on a brass instrument just by changing the shape of your mouth.

Military Music

Martial music or military music is a specific genre of music intended for use in military settings performed by professional soldiers called **field musicians**. Much of the military music has been composed to announce military events as with **bugle calls and fanfares**, or accompany marching formations with drum cadences, or mark special occasions as by military bands. However, music has been employed in battle for centuries, sometimes to intimidate the enemy and other times to encourage combatants, or to assist in the organization and timing of actions in warfare.

Depending on the culture, a variety of percussion and musical instruments have been used, such as **drums, fifes, bugles, trumpets or other horns, bagpipes, triangles, cymbals**, as well as larger military bands or full orchestras. Although some martial music has been composed in written form, other music has been developed or taught by ear, such as bugle calls or drum cadences, relying on group memory to coordinate the sounds.

History of Musical Notation

Musical notation has been invented and re-invented several times, and has since gone through a rapid and accelerating process of evolution. From basic indications of a simple song line going higher and lower, the complexity of musical notation has grown so that it can now specify in detail all the music for a 100-strong symphony orchestra and chorus.

The early development of Western musical notation arose in the hands of the Church in various parts of Europe including Spain and Italy. Many of the earliest music notations were for choral music, with the notes being typically indicated above the word or syllable of the text being sung. The church music of this period is known as "**Plainchant**" or "**Gregorian chant**" named after Gregory the Great who was Pope from 590 until his death in 604 AD. However, exact pitches were still not specified at this time, only whether notes should be higher or lower than the previous one. This problem was fixed by introducing horizontal lines to the music notation, firstly a single line but before long all Plainchant was notated in churches and monasteries using a system based on a **stave of 4 horizontal lines**.



When Gregorian Chant became more complex, its notation followed suit. The French composer Pérotin (c.1200 AD) helped to develop early polyphony, using **5-line staves** like we use today. The next major invention was a means to indicate rhythm, and various rhythmic indications were introduced from about the 13th century. The power of musical notation is now obvious because, with a little knowledge, it becomes possible to create a repeatable musical work. Indeed we can recreate the church music of this period and know what it sounds like.

Knowledge Organiser - Pitch & Fanfares

KEYWORDS

Fanfare A short ceremonial tune played on brass instruments

Pitch Musical element describing how high or low a note or an instrument is

Brass Family of instruments played by buzzing your lips into a mouthpiece

Percussion Family of instruments played by hitting or shaking

Treble Clef Clef used for high pitched instruments like a flute or trumpet

Stave The 5 lines that music is written on

Lines Notes that sit on the 5 lines of the stave

Spaces Notes that sit in the 4 spaces of the stave

BRASS FAMILY

trumpet



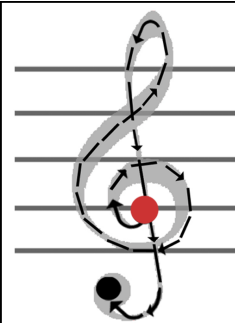
French horn



tuba



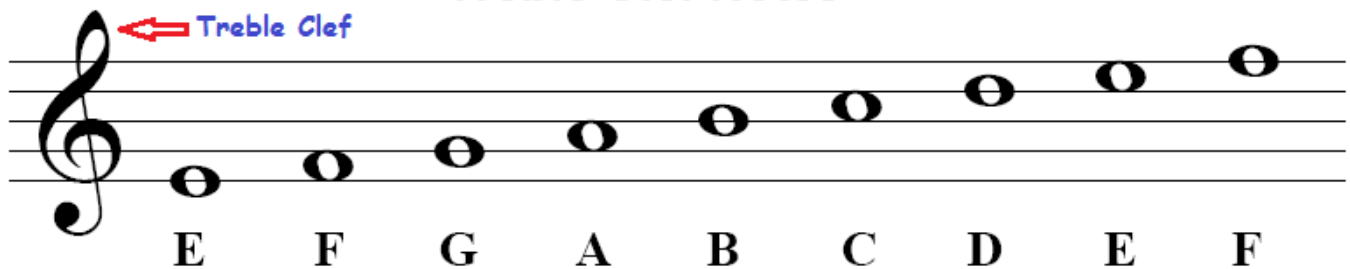
trombone



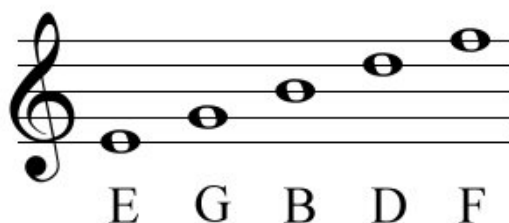
How to draw a treble clef

Start on the G line (2nd line up) where the red dot is & follow the arrow around, up and back down.

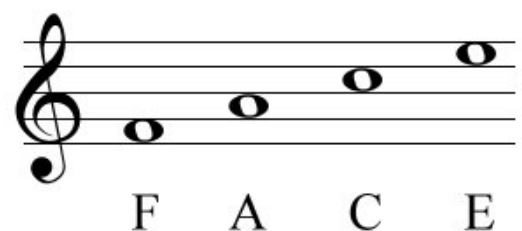
Treble Clef Notes



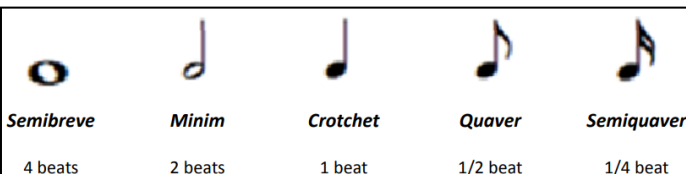
Line Notes



Space Notes



Rhythms into Syllables



Rhythm Symbols and Values

Homework Tasks

Lesson 2 Homework Name: _____

A Day at the Seaside

1. Write the musical notes into boxes and write them underneath for the story below.

2. Read the story and write the notes into the boxes.

3. They packed their...

4. They arrived at...

5. They had fun...

6. They went home...

7. They had a picnic...

8. They had a picnic...

9. They had a picnic...

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100. They had a picnic...

The layout of the Orchestra



You are the conductor and need to know where all the instruments are. Using the following directions, label the blank sections. Then shade each section in the appropriate colour.

Strings = Blue Percussion = Red Woodwind = Green Brass = Yellow

Directions for Labels

The percussion and strings sit on the very back row of the orchestra. The brass are behind the woodwinds and the strings sit in front of the brass. The strings sit on the left. The woodwinds sit in front of the strings. The brass sit on the right and behind the woodwinds. The strings sit on the left. The woodwinds sit in front of the strings. The brass sit on the right and behind the woodwinds. The strings sit on the left. The woodwinds sit in front of the strings. The brass sit on the right and behind the woodwinds.

1. 'A Day at the Seaside' & Orchestra Layout

Complete the worksheet on pitch notation (each box should spell a word that fits with the story) then work out the layout of the orchestra (follow the labelling instructions carefully).

Due Date: _____

FANFARE LISTENING HOMEWORK

FANFARE 1: Olympic Fanfare by John Williams

- Name the instruments playing.
- Describe the tempo (speed) of the piece.
- Describe the mood of the piece.
- Give 3 reasons why you think this piece is successful as a fanfare.
 - 1.
 - 2.
 - 3.

FANFARE 2: Fanfare for the Common Man by Aaron Copland

- Name the instruments playing.
- Describe the tempo (speed) of the piece.
- Describe the mood of the piece.
- Give 3 reasons why you think this piece is successful as a fanfare.
 - 1.
 - 2.
 - 3.

FANFARE 3: Fanfare for the Queen by Gordon Jacob

- Name the instruments playing.
- Describe the tempo (speed) of the piece.
- Describe the mood of the piece.
- Give 3 reasons why you think this piece is successful as a fanfare.
 - 1.
 - 2.
 - 3.

FANFARE 4: Fanfare for a Dignified Occasion by London Fanfare Trumpets

- Name the instruments playing.
- Describe the tempo (speed) of the piece.
- Describe the mood of the piece.
- Give 3 reasons why you think this piece is successful as a fanfare.
 - 1.
 - 2.
 - 3.

COMMENTS:

2. Fanfare Listening Task

Search for the four different fanfares on YouTube and answer the questions about each one. You will need to think about elements like instrumentation and mood and about what features a fanfare should have.

Due Date: _____



3. Performance Assessment Preparation

Using the link below, try to practice the fanfare duet for your performance assessment.

<https://www.youtube.com/watch?v=OFhOnvvg1r4>

Due Date: _____

BRASS FAMILY

trumpet

French horn

tuba

trombone

4. Instrument Poster

Produce a poster all about the brass family or the piano. Include details about how the sound is produced, how they are played and famous pieces using these instruments.

Due Date: _____

Baroque Era - 1600-1750

Knowledge Organiser - Baroque

STRING FAMILY

Violin, Viola, Violoncello, Contrabasso

Rhythm into Symbols

Rhythm Symbols and Notes

5. Term 1 Assessment Revision




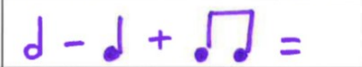
Use your Knowledge Booklet to revise for your Term 1 assessment, based on all that you have learnt so far in this topic.

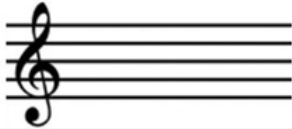
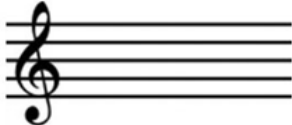
Due Date: _____

Sample Assessment (Listening)

Notation Written & Listening Test

Questions based around pitch and rhythm notation

CAFÉ	
FEED	

Listening questions based on the elements of music, like instrumentation, tempo, mood, dynamics and time signature.

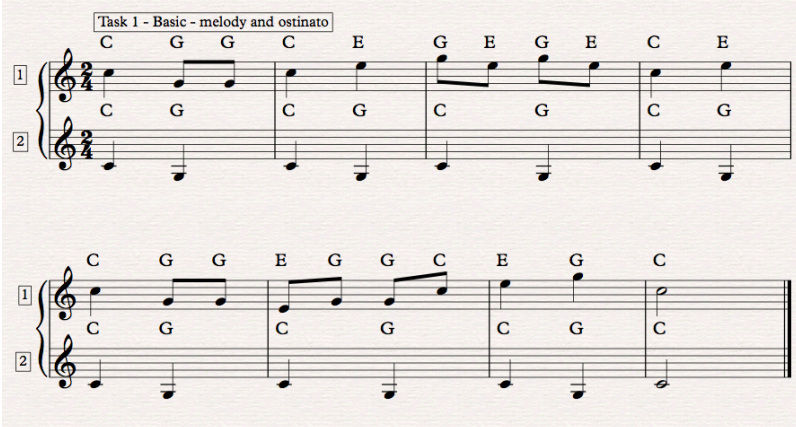
Sample Assessment (Performing)

Fanfare Performance Task

A secure performance of the fanfare duet task will involve:

- ⇒ Both performers to play the main tune
- ⇒ Performers play in time with one another
- ⇒ Accurate use of rhythm and pitch
- ⇒ Both performers start and finish at the same time

Task 1 - Basic - melody and ostinato



Performance Task - Fanfares 1 and 2

Fanfares

Make sure you choose a brass sound on your keyboard
Learn to play each task as a pair. Swap so that you learn each line of music.

Task 1 - Basic - melody and ostinato

Musical notation for Task 1, Part 1. It consists of two staves, labeled 1 and 2. Staff 1 is in treble clef and staff 2 is in bass clef. The time signature is 2/4. Staff 1 contains a melody of quarter notes: G4, A4, B4, C5, B4, A4, G4. Staff 2 contains an ostinato pattern of quarter notes: C3, G2, C3, G2.

Musical notation for Task 1, Part 2. It consists of two staves, labeled 1 and 2. Staff 1 is in treble clef and staff 2 is in bass clef. The time signature is 2/4. Staff 1 contains a melody of quarter notes: G4, A4, B4, C5, B4, A4, G4. Staff 2 contains an ostinato pattern of quarter notes: C3, G2, C3, G2.

Task 2 - Intermediate - melody and independent line

Musical notation for Task 2, Part 1. It consists of two staves, labeled 1 and 2. Staff 1 is in treble clef and staff 2 is in bass clef. The time signature is 2/4. Staff 1 contains a melody of quarter notes: G4, A4, B4, C5, B4, A4, G4. Staff 2 contains an independent line of quarter notes: C3, G2, C3, G2.

Musical notation for Task 2, Part 2. It consists of two staves, labeled 1 and 2. Staff 1 is in treble clef and staff 2 is in bass clef. The time signature is 2/4. Staff 1 contains a melody of quarter notes: G4, A4, B4, C5, B4, A4, G4. Staff 2 contains an independent line of quarter notes: C3, G2, C3, G2.

Further Your Understanding

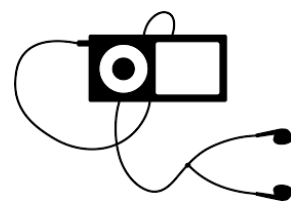
WIDER LISTENING

'Fanfare for the Common Man' - Aaron Copland

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

'Nimrod' - Edward Elgar (spot Miss Drage!!)

<https://www.youtube.com/watch?v=leYVrGF6QrA>



WIDER WATCHING

<https://www.musictheory.net/lessons/10>

- Teach yourself Pitch Notation

<https://www.musictheory.net/exercises/note>

- Test yourself on Pitch Notation

<https://www.youtube.com/watch?reload=9&v=EQvQM7qi9sk>

- What is a Fanfare?



WIDER READING

