Musical time periods

National Qualifications: Music

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Class\_\_\_\_\_\_\_\_



**Musical time periods**

**Starter: What do you already know?**

Look at the list of styles below and see if you can match them to the timeline by drawing arrows between the tables

|  |
| --- |
| **Romantic** |
| **Baroque** |
| **Minimalism** |
| **Classical** |

|  |
| --- |
| **20th Century** |
| **1850-1900** |
| **1750-1830** |
| **1600-1750** |

**Baroque**

The Baroque period in music comes between 1600 and1750 and can be seen as being highly ornate, lavishly textured and intense.

During this time there was a similar movement in architecture in which lavish decoration was a key factor, resulting in grand castles with ornate decorations, grand staircases and highly decorated grand ballrooms.

Listen to the excerpt of Baroque music and pay careful attention to the sound of the keyboard instrument, the **harpsichord**.

**Harpischord**: This is an ancestor of the modern piano in which the strings are plucked rather than struck with a hammer.



**Ornament**

These are notes which are added to melodies to decorate them. Music in the Baroque period isfilled with ornaments



How many ornaments are there in total in this excerpt? \_\_\_\_\_\_\_\_

**Grace note**

A **grace note** is a type of ornament which is a very short note which is added to the start of the main note,



How many grace notes are there? \_\_\_\_\_\_\_\_\_\_\_

Play some grace notes on your keyboards now! Make sure you play two notes and that the first note is very short. Try using notes that are close together and notes that are further apart and see which one you like best. Tick a box below.

**Close together Further apart**

**Round**

A **round** is a part song with staggered entries, where each part is the same but begins at a different time, for example “Frere Jaques”. Let’s **sing** together!



**Canon**

A form of composition in which all of the parts play the same melody, but begin at different times. A round is a type of canon.



**Ground bass**

**Ground bass** is a repeated bass pattern which outlines a **chord progression**.

**Homophonic**

This describes the texture of a piece of music. When two or more parts move **together** in harmony they are homophonic, meaning one voice.

**Polyphonic**

**Polyphonic** (meaning ‘many voices’) describes a musical texture in which there are two or more parts moving independently to create the harmony. Parts interweave.

**Baroque Listening Revision Exercise**

Listen to the following excerpts. Pick one concept from the table to describe what you hear, giving a reason for your answer. Your reason must describe that concept ie

|  |
| --- |
| **Concepts** |
| Polyphonic Homophonic Ground bass Canon Grace note Ornament Baroque  |

1. Listen to this excerpt and write down the concept and a reason for your choice below.

|  |  |
| --- | --- |
| **Concept** | **Reason** |
|  |  |

 **2**

1. Listen to this excerpt and write down the concept and a reason for your choice below.

|  |  |
| --- | --- |
| **Concept** | **Reason** |
|  |  |

 **2**

1. Listen to this excerpt and write down the concept and a reason for your choice below.

|  |  |
| --- | --- |
| **Concept** | **Reason** |
|  |  |

1. Listen to this excerpt and write down the concept and a reason for your choice below.

|  |  |
| --- | --- |
| **Concept** | **Reason** |
|  |  |

 **2**

1. Listen to this excerpt and write down the concept and a reason for your choice below.

|  |  |
| --- | --- |
| **Concept** | **Reason** |
|  |  |

 **2**

1. Listen to this excerpt and write down the concept and a reason for your choice below.

|  |  |
| --- | --- |
| **Concept** | **Reason** |
|  |  |

 **2**

**Musical time periods homework**

Using the following website revise all of the concepts you’ve learnt today.

<http://www.atae.co.uk>

Tick them off here as you listen to each example, and write down the website’s definition in the space provided.

**Baroque \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Ornament \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grace note \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Canon \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Ground bass \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Homophonic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Polyphonic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Harpsichord \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The Classical period and form**

**Classical**

Music composed during the period 1750-1810 approximately; the era of Haydn, Mozart and Beethoven.

Harmony is relatively simple compared to the dense harmonic structures of the baroque period, and the music contains fewer ornaments and is ‘lighter’ sounding.



Mozart Haydn Beethoven

**Symphony**

A **symphony** is a large work for orchestra, usually in four movements.

**Concerto**

A **concerto** is a large scale piece of music for solo instrument and orchestra. Concertos normally have three sections or movements.

**Concerto or Symphony?**

Listen to the following examples and tick the correct box.

1. This is an excerpt from a

 Symphony Concerto

If concerto name the solo instrument: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. This is an excerpt from a

 Symphony Concerto

If concerto name the solo instrument: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. This is an excerpt from a

 Symphony Concerto

If concerto name the solo instrument: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. This is an excerpt from a

 Symphony Concerto

If concerto name the solo instrument: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. This is an excerpt from a

 Symphony Concerto

If concerto name the solo instrument: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Form**

Form is how music is structured. Music can be structured in many ways, the following are just a few of them.

**Ternary form (ABA)**

The music has three distinct sections. The main melody (A) followed by a second melody (B) and the return of the main melody (A).

**This is ‘Twinkle twinkle little star’. Play it now on your keyboards.**



**Theme and variations**

**Theme and variations** is a musical form in which the melody is stated and then repeated with a series of variations. The variations can be rhythmic, harmonic or melodic.



All of the photographs above are derived from the very first one. This is how a theme and variations can look in the art world.

**Rondo form**

A form where the first section (A) keeps returning, in between different sections, for example ABACADAE etc…



**Coda**

**Coda,** Italian for tail, is a small section at the end of a piece of music or which looks back over the music played and brings it to a close.

**How well have you been listening?**

**Your aim is to score full marks!!!!**

1. This question is about different styles of music.
2. Tick one box to describe what you hear:

Symphony

Concerto

Baroque

1. Listen to that excerpt again and identify the form of the piece:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. As you listen to this excerpt you are asked to identify the prominent features of the music.

In your answer, comment on **at least three** of the following:

* + **Melody/harmony**
	+ **Rhythm/tempo**
	+ **Instruments/voices**
	+ **Dynamics (Italian terms)**

You will hear the music three times, with a pause of 2 minutes at the end for you to complete your final answer.

Here is the music for the first time.

Here is the music for the second time.

Here is the music for the third time.

|  |  |
| --- | --- |
| **Melody/harmony** |  |
| **Rhythm/tempo** |  |
| **Instruments/voices and how they are used** |  |
| **Dynamics** |  |

1. In this question you will hear an excerpt of music which will be played three times.

Tick **one** answer only in each of the three sections:

**Tonality**

**Rhythm/Tempo**

**Timbre**

Here is this excerpt for the first time.

Here is the excerpt for the second time.

Here is the excerpt for the third time.

|  |  |  |
| --- | --- | --- |
| Tonality | Major |  |
| Minor |  |
| Atonal |  |
| Rhythm/Tempo | 4 Beats Per Bar |  |
| 3 Beats per Bar |  |
| Timbre | Piano |  |
| Orchestra |  |
| Harpsichord |  |

**Alberti Bass**

Used often in the classical period as an accompaniment figure for piano pieces. Broken chords are played by the left hand outlining harmonies whilst the right hand plays the melody.

**Alberti bass task**

Look at the music below. The top stave is playing the melody and the bottom stave is accompanying with an **Alberti Bass**.



Your task is to write out an alberti bass using the chords below. Try to keep all the notes as close together as possible. Look at the example given for a different set of chords to guide you.

|  |  |
| --- | --- |
| **Chord** | **Notes** |
| C major | C, E, G |
| A minor | A, C, E |
| D minor | D, F, A  |
| G major | G, B, D |

**Example 1**

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**Alberti bass task**

Ok, so how did we do that and what do we need to know?

Well, you need to know the notes of the treble clef….



Next you need to know that you are writing all quavers and grouping them into fours…



(Notice that when the noteheads are above the 3rd line of the stave the stems go down)

In the example above, the notes are G, D, B, D, spelling out the chord of G major. Note that you can start on any note, as long as you keep the same basic shape as in **Example 1**.

Go ahead and write out your alberti bass for the example below. Write in the second stave only.



**Musical time periods homework 2**

Using the following website revise all of the concepts you’ve learnt today.

<http://www.atae.co.uk>

Tick them off here as you listen to each example, and write down the website’s definition in the space provided.

**Classical \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Symphony \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Concerto \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Alberti bass \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Ternary \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Theme and variations \_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Polyphonic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Romantic**

The Romantic period falls between 1810 and 1900 approximately, following on from the Classical period.

Harmony becomes more complex, the orchestra larger, and the music becomes more expressive in general.



**Whole tone scale**

A six note scale which moves by whole tones. Used by romantic composers such as Debussy and Dvorak, and in the 20th century by Jazz musicians and film composers.

**Chromatic scale**

A scale which moves by semitones.





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**Musical time periods homework 3**

Using the following website revise all of the concepts you’ve learnt today.

<http://www.atae.co.uk>

Tick them off here as you listen to each example, and write down the website’s definition in the space provided.

**Romantic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Whole tone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Chromatic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Adagio \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Andante \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Allegro \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Accelerando \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Rallentando \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**A tempo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Pause \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Name:
Class:

20th Century

1. \_\_\_\_\_\_\_\_\_\_ music does not have a home key. It is not \_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_.

2. A \_\_\_\_\_\_\_\_ is when notes that are very close to each other are played together to create a clashing harmony.

3. ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a form of composition where simple rhythmic and melodic features are constantly repeated with very slight changes each time.

Major Cluster Minimalism

 Minor Atonal

Steve Reich – Clapping Music



Tempo

**Musical time periods homework 4**

Using the following website revise all of the concepts you’ve learned today.

<http://www.atae.co.uk>

**Minimalism \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Atonal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Cluster \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Adagio \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Andante \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Allegro \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Accelerando \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Rallentando \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**A tempo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Pause \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Revision and end of unit assessment.**

Revise all the concepts in this booklet, ticking them off once you feel sure you know them. Make a note of the type of concept it is ie **melodic, style, texture etc**.

**Baroque \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Ornament \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grace note \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Canon \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Ground bass \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Homophonic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Polyphonic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Harpsichord \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Classical \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Symphony \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Concerto \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Alberti bass \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Ternary \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Theme and variations \_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Polyphonic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Romantic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Whole tone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Chromatic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Adagio \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Andante \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Allegro \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Accelerando \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Rallentando \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**A tempo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Pause \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Minimalism \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Atonal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Cluster \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Adagio \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Andante \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Allegro \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Accelerando \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Rallentando \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**A tempo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Pause \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**