

Listening to and Appreciating Different Types of Music: Teacher Guidance

These sheets are to be used to help support teachers and children when they are listening to, analysing and evaluating different pieces of music.

They are differentiated for use within one class or between different school years.

There are three types of sheet:

- Understanding music
- Listening to music for detail
- Reacting to music

2014 National Curriculum objectives covered:

- Listen with attention to detail and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Understanding Music:

Key Features of Broad Genres

There are now many, many genres of music from baroque to dark bass and each one has many features. Here's a list of some popular and broad genres and some of their key features. Even these genres can be broken down into many other sub-genres.

Maybe you can spot some more features as you get to know them.

Genre	Features	Instruments
Reggae	• rhythm on the off-beat (counts 2 and 4)	guitars and brass
Folk	• traditional songs passed down through generations • songs often tell stories	acoustic and traditional instruments, including fiddles and guitars
Jazz	• free style and syncopation (not sticking to simple rhythms and beats)	piano, guitar, smooth voices and brass
Rock	• loud! • mainly counted in 4s	drums, electric guitars and strong voices
Classical	• big sounds of the orchestra and dramatic pieces • can be long compositions	orchestra instruments
Country	• often American • story songs and harmonies	fiddles, banjos, guitars and harmincas
Blues	• specific chord sequences often in 12 bars • often sad songs	guitars and solo voices

Understanding Music:

Tempo

The 'tempo' of music means how fast or slow it is

It can be measured in BPM (beats per minute)

'Happy Birthday' is roughly 85 BPM.

In formal music, there are special words that tell you how fast to play something:

Word	Meaning	Like...
lento	very slowly	a snail's pace
largo	slow	a slow stately
adagio	leisurely	dawdling
andante	medium/normal pace	walking pace
moderato	picking up pace	marching
allegro	fast	jogging
vivace	lively	running
presto	very fast	sprinting

Understanding Music:

Dynamics

Dynamics of music mainly means how loud or quiet it is.

The letters 'p' and 'f' are used to show this:

- 'p' stands for 'piano', which means soft or quiet.
- 'f' stands for 'forte', which means loudly.

'pp' would mean even softer and 'ff' would mean even louder.

A 'crescendo' is shown on music as an increasing sign:



It is when something starts off soft and gets louder and louder until it reaches a big, loud ending.

A 'diminuendo' (or decrescendo) is the opposite of this and shown as a decreasing sign:



This is where something starts very loud and gets softer and softer.

Understanding Music:

Dynamics Chart

Sign	Word	Meaning	Volume
ppp	pianississimo	very soft	a whisper
pp	pianissimo	very soft	just louder than a whisper
p	piano	soft	quiet speaking voice
mp	mezzo piano	quite soft	speaking voice
mf	mezzo forte	quite loud	speaking voice
f	forte	loud	louder than speaking
ff	fortissimo	very loud	speaking loudly
fff	fortississimo	very loud	shouting
<	crescendo	starting softly and getting gradually louder	from quieter than speaking to shouting
>	diminuendo or decrescendo	starting loudly and getting gradually softer	from shouting, getting gradually quieter

Name: _____

Date: _____

Listening to Music for Detail

Title of the piece: _____

Performer(s): _____

Composer/writer: _____

Year composed/written: _____

Genre/Type of music: _____

How do you know it is this genre? _____

1. What instruments can you hear?

voice strings guitar drums bass tambourine
woodwind brass whistle piano/keyboard

Anything else? _____

2. What is the tempo? How fast or slow is the music? Describe any changes during the piece.

start	middle	end

3. Dynamics: Are there quiet and loud parts? If so, where?

start	middle	end

4. What word would you use to describe this piece?

5. Does the music sound happy or sad? These are called keys.

major (happy) minor (sad) happy and sad (major and minor)

6. Did you like the piece? Explain why or why not.

Name: _____

Date: _____

Listening to Music for Detail

Title of the piece: _____

Performer(s): _____

Composer: _____

Arranger: _____

Year composed: _____

Genre/Type of Music: _____

How do you know it is this genre? _____

1. What instruments can you hear?

voice strings guitar drums bass tambourine

woodwind brass whistle piano/keyboard

Anything else? _____

2. What is the tempo? Describe any changes during the piece.

3. What two words would you use to describe this piece?

4. What kind of keys can you hear? Major (happy), minor (sad) or both (happy and sad)?

major (happy) minor (sad) both (happy and sad)

5. Did you like the piece? Explain why or why not.

Name: _____

Date: _____

Listening to Music for Detail

Title of the piece: _____

Performer(s): _____

Composer: _____

Arranger: _____

Year composed: _____

Genre: _____

How do you know it is this genre? _____

1. What instruments can you hear?

2. Are they electric or acoustic?

3. What is the tempo? Describe any changes during this piece.

4. Describe the dynamics during the piece. (eg. piano, forte, crescendo, diminuendo etc.)

5. What three words would you use to describe this piece?

6. What kind of keys can you hear? Major, minor, both?

7. Did you like the piece? Explain why or why not.

Name: _____

Date: _____

Reacting to Music

Title of the piece: _____

Performer(s): _____

What sort of music is it? (Circle one): classical/folk/
rock/jazz/pop/blues/country/rap/reggae/other:

Score out of 10:

Why?

How do you know? _____

1. When I listen, it makes me feel...

2. Colours I imagine when I listen...

3. Pictures and scenes I imagine when I listen...

4. This music makes me think...

5. Will you be humming it later? Why?

6. Who do you think would like this piece?

Songs:

1. How do the words (lyrics) make me feel?

2. Write some of the words you can remember from the song:

Name: _____

Date: _____

Reacting to Music

Title of the piece: _____

Performer(s): _____

Genre/Type of music: _____

Score out of 10:

Why?

How do you know it is this genre? _____

1. When I listen, it makes me feel...

2. Colours I imagine when I listen...

3. This music makes me think...

4. Does it have a catchy part (a riff or a refrain)? Will you be humming it later? Why?

5. Who do you think would like this piece and why?

Songs:

1. How do the words (lyrics) make me feel?

2. Write some of the words or phrases you can hear:

Name: _____

Date: _____

Reacting to Music

Title of the piece: _____

Performer(s): _____

Genre/Type of music: _____

Score out of 10:

How could it score more?

How do you know it is this genre? _____

1. This piece of music makes me feel...

2. Colours I imagine...

3. This music makes me think...

4. Does it have a riff or a refrain? Will you be humming it later? Why?

5. Who do you think would like this piece and why?

Songs:

1. How do the lyrics make me feel?

2. Write some key words or phrases from the lyrics:
