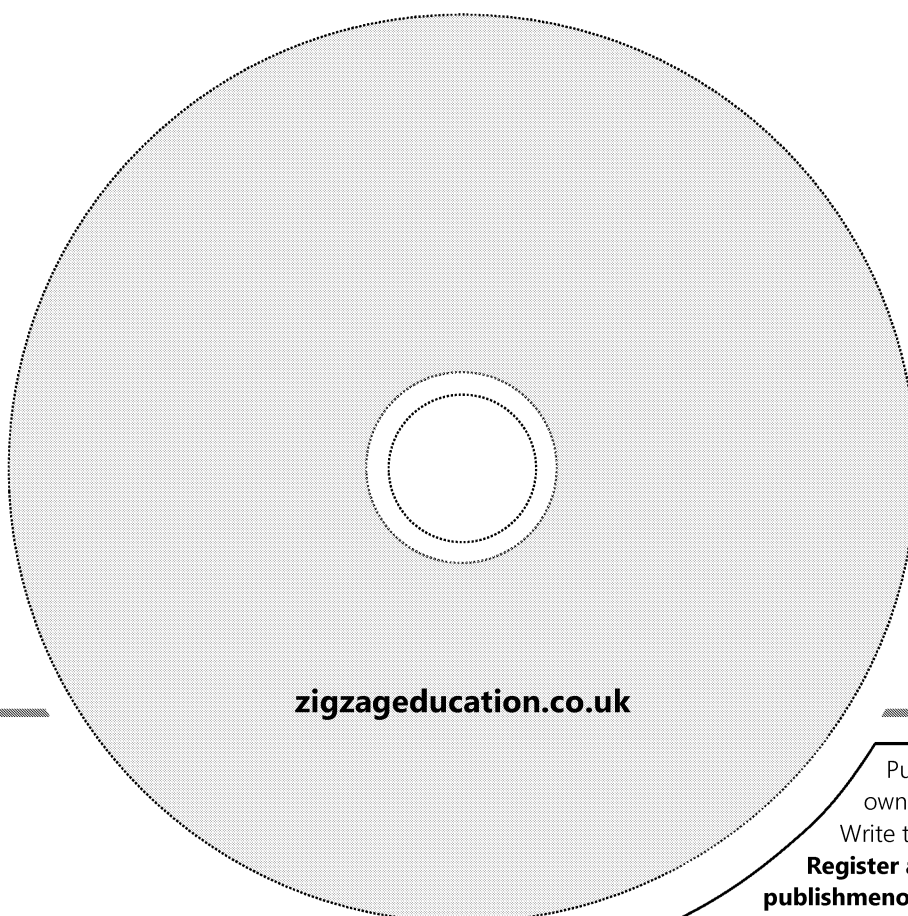


2016 specification
first exams in 2018



Keyword Activities for GCSE OCR Music

Update v1.1, 31st May 2017

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Teacher's Introduction

Overview

This resource has been produced to support teaching and learning of the **GCSE OCR Music** specification, **Component 05: Listening and Appraising**, for first exams in 2018. The learning content is covered by the following sets of keywords with matching descriptions, which cover all of the topics of the specification:

| | | |
|--|--|---|
| <i>Notation (Part 1)</i> | <i>Musical Periods and Voices, Ensembles and Timbre</i> | <i>Rhythms of the World (Calypso & Samba)</i> |
| <i>Notation (Part 2)</i> | <i>Instruments/Ensembles/Timbre (Part 1)</i> | <i>Film Music</i> |
| <i>Articulation and Dynamics</i> | <i>Instruments/Ensembles/Timbre (Part 2)</i> | <i>Video Game Music</i> |
| <i>Melody/Pitch</i> | <i>Keys</i> | <i>Conventions of Pop</i> |
| <i>Melodic and Compositional Devices</i> | <i>Technology (Part 1)</i> | <i>Keys (visual match up)</i> |
| <i>Harmony and Tonality (Part 1)</i> | <i>Technology (Part 2)</i> | <i>Key Signatures (visual match up)</i> |
| <i>Harmony and Tonality (Part 2)</i> | <i>The Concerto Through Time</i> | <i>Scales (visual match up)</i> |
| <i>Rhythm</i> | <i>Rhythms of the World (Indian Classical Music and Punjabi Bhangra)</i> | <i>Intervals (visual match up)</i> |
| <i>Structure and Large Structures</i> | <i>Rhythms of the World (Eastern Mediterranean and Middle East)</i> | <i>Musical Features (audio crossword)</i> |
| <i>Tempo</i> | <i>Rhythms of the World (African Drumming)</i> | <i>Instruments (audio crossword)</i> |
| <i>Texture</i> | | |

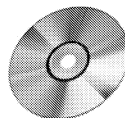
For each set, there are a number of different keyword activities on CD designed to give you a range of different options for classroom, homework and revision. This variety enables you to take a different approach to different topics – such as using the Crosswords as homework for one topic, and the Match Up as a starter for another.

Alternatively, differentiate the activity for a given topic; for example, you might want to give your stronger students the **Crosswords** early on while you start weaker learners on the **Match Up** (where terms and definitions are both available). **Domino** and **Bingo** activities add an element of fun and reinforcement, as well as potential for pair and group work. Finally, the **Flash Cards** come into their own for revision and the **Table Fill** and **Write Your Own Glossary** allow students to test their understanding by correctly filling in keywords or definitions.

For more information about the different activities included, see overleaf →

Digital Format!

All of the activities are provided electronically on the accompanying CD. To use on a school network, the entire contents of the CD needs to be copied and pasted into an accessible location.



Providing easy access to the activities are two HTML menus:

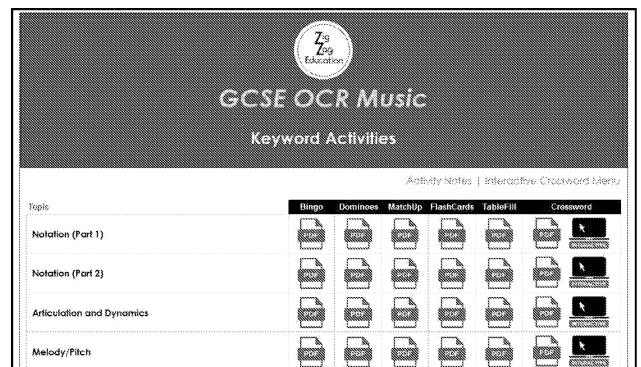
1. Access All Menu



Location: <index.html>

This menu, designed primarily for teacher use, includes links to everything on provided on the CD – allowing you to easily select what you need when preparing your lessons.

If you intend to give learners access to this menu, then be aware that it does include links to the solutions.

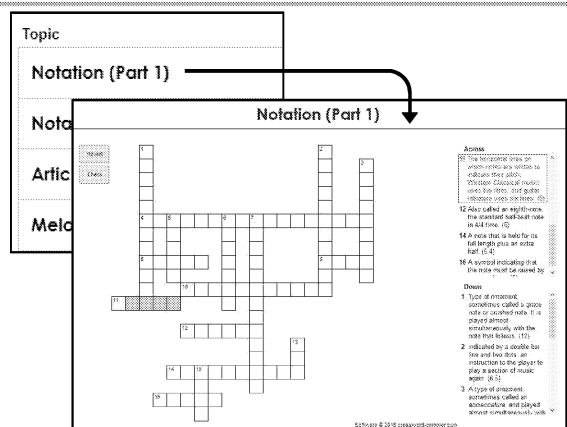


2. Interactive Crossword Menu



Location: <interactive-crosswords/index.html>

This menu, which can be accessed via the *Access All Menu* is included to allow learner access to just the interactive crosswords (without the answers).



Please note that the following terms are not listed in the specification, but we have included them in this resource as they may be useful for students to revise to support their learning:

| | | | |
|-------------------------|-----------------------|----------------------|--------------------------|
| <i>alla breve</i> | <i>cover</i> | <i>natural minor</i> | <i>terraced dynamics</i> |
| <i>anticipation</i> | <i>dominant</i> | <i>retrograde</i> | <i>tonic</i> |
| <i>appoggiatura</i> | <i>dominant pedal</i> | <i>ritornello</i> | <i>tonic pedal</i> |
| <i>auxiliary note</i> | <i>fugal</i> | <i>subdominant</i> | <i>tutti</i> |
| <i>circle of fifths</i> | | | |

The terms listed in the world music and genre-based topics are not all listed in the OCR specification, but are suggestions of terminology that may be useful for your teaching. Please check that this content is suitable for your class before using these activities.

Update v1.1, 31st May 2017

Audio crosswords made compatible with the Google Chrome browser.

P Crundwell, February 2017

Free Updates!

Register your email address to receive any future free updates* made to this resource or other Music resources your school has purchased, and details of any promotions for your subject.

* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

Go to zzed.uk/freeupdates

Activity Types

All activities are provided as PDF files, allowing for easy printing and sharing on your school's internal network or VLE. In addition, each of the single-page activities (*crosswords*, *match up* and *table fill*), as well as the solutions, are provided on paper too.

The activities included in this resource are as follows:

Bingo

Each student is given a different bingo card containing a selection of words from the set. The teacher reads the definitions using the Keyword Answers and the student must match the definition to the words on their card to complete rows, columns, and the full bingo card. The bingo activity is available for sets with 12 or more words.

✓ PDF

Crosswords

These traditional keyword activities are equally effective as lesson or homework activities – and are also an excellent way to ease students into their revision programme.

✓ PDF ✓ PAPER



In addition to the photocopiable worksheets and pdf, the crosswords are provided in interactive format on the accompanying CD-ROM. These are web-based (HTML5) and will run straight from your Internet browser. **This resource includes audio crosswords, in which the clues are playable sounds!**

Dominoes

This is essentially another match-up activity, but this one is designed to be used in a more active way to engage students. It is recommended that students work in pairs or small groups.

✓ PDF

Half of each card contains a keyword, and the other contains a description. To complete the activity, students must align all the cards in the correct order. There is a 'Start' and a 'Finish', meaning that if any cards are left outside of the chain, then students have gone wrong somewhere.

Match Up

Students match descriptions to their keyword by drawing lines between them. Because there are similar descriptions and keywords, students are likely to make the odd mistake while completing the activity, so it is recommended that they use a pencil to start with! By eliminating the keywords that they are familiar with, students can then think about and learn the ones that they are less confident with. **There are four visual match up activities included on Keys, Key Signatures, Scales and Intervals, in which the terms are matched to images.**

✓ PDF ✓ PAPER

Flash Cards

These are a helpful revision tool. To make the cards, fold the page in half, then cut each card and stick together so the keyword is on one side and the definition the other. In addition, students could use these to play a game of pairs. Cut each card in two and place face down on the table. Students will then take it in turns to turn over two cards with the aim of matching up a keyword to its definition. Matched up cards are removed and the game is finished when all the cards have been matched.

✓ PDF

Table Fill

Nothing fancy – students simply write the keyword which is being described, without any other help. Because this activity tests the students' own knowledge, it is best used as a homework activity at the end of each topic or during revision. This then acts as a check that they have grasped the key terminology for each topic. Alternatively, they could be given to students at the beginning of the topic, to see what they already know.

✓ PDF ✓ PAPER

Write Your Own Glossary

Like the Table Fill, this activity can be used to test pupils before learning a topic, or as a revision tool after learning a topic. Students are given a list of the keywords and need to produce their own definitions. Using Table Fill and Write Your Own Glossary, lessons can be differentiated for all levels of learner.

✓ PDF

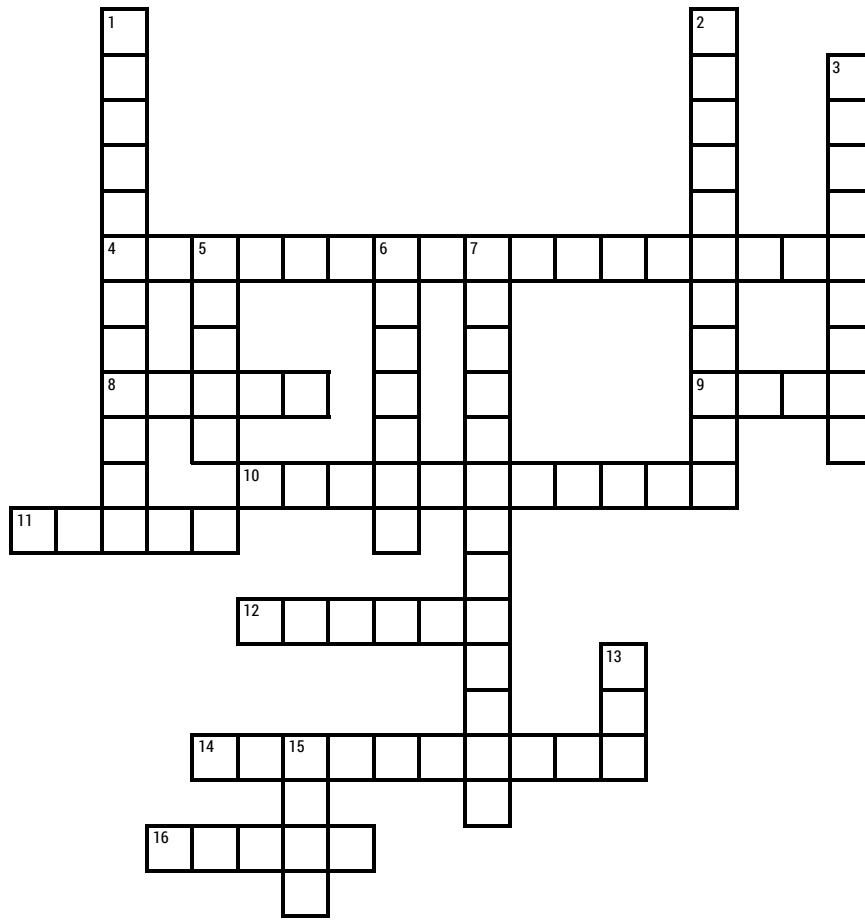
Selected Activities and Completed Glossary Page

This sample shows one example of several activities.

The whole resource contains approximately 175 activities –
6 or 7 activities for each of the 25 topics.

The resource covers 480 key terms.

Notation (Part 1)



Across

- 4** Time signature with 6 as the top number, 6/8 being the most common. There are two dotted-note beats per bar. (8,5,4)
- 8** Type of ornament with repetitive quick alternation of two notes, the written note and the note above it. (5)
- 9** A measured period of silence, corresponding to a note value, e.g. crotchet. (4)
- 10** The curved lines over notes, indicating the natural breathing of the music. (6,5)
- 11** The horizontal lines on which notes are written to indicate their pitch. Western Classical music uses five lines, and guitar tablature uses six lines. (5)
- 12** Also called an eighth-note, the standard half-beat note in 4/4 time. (6)
- 14** A note that is held for its full length plus an extra half. (6,4)
- 16** A symbol indicating that the note must be raised by one semitone. (5)

Down

- 1** Type of ornament, sometimes called a grace note or crushed note. It is played almost simultaneously with the note that follows. (12)
- 2** Indicated by a double bar line and two dots, an instruction to the player to play a section of music again. (6,5)
- 3** A type of ornament, sometimes called an *acciaccatura*, and played almost simultaneously with the pitch that follows. (5,4)
- 5** Also called a half-note, the standard two-beat note in 4/4 time. (5)
- 6** A symbol placed in front of a note, cancelling out a sharp or flat. (7)
- 7** Two vertical lines placed close together on a staff, indicating the end of a piece or section. (6,3,4)
- 13** A curved line between two notes of the same pitch, indicating that the first should be played and then held for the duration of the second note. (3)
- 15** Type of ornament, where a four-note pattern follows the 'S' shape of the symbol. (4)

Notation (Part 1) (Match Up)

| |
|--|
| A curved line between two notes of the same pitch, indicating that the first should be played and then held for the duration of the second note. |
| A measured period of silence, corresponding to a note value, e.g. crotchet. |
| A note that is held for its full length plus an extra half. |
| A symbol indicating that the note must be raised by one semitone. |
| A symbol placed in front of a note, cancelling out a sharp or flat. |
| A type of ornament, sometimes called an <i>acciaccatura</i> , and played almost simultaneously with the pitch that follows. |
| Also called a half-note, the standard two-beat note in 4/4 time. |
| Also called an eighth-note, the standard half-beat note in 4/4 time. |
| Indicated by a double bar line and two dots, an instruction to the player to play a section of music again. |
| The curved lines over notes, indicating the natural breathing of the music. |
| The horizontal lines on which notes are written to indicate their pitch. Western Classical music uses five lines, and guitar tablature uses six lines. |
| Time signature with 6 as the top number, 6/8 being the most common. There are two dotted-note beats per bar. |
| Two vertical lines placed close together on a stave, indicating the end of a piece or section. |
| Type of ornament with repetitive quick alternation of two notes, the written note and the note above it. |
| Type of ornament, sometimes called a grace note or crushed note. It is played almost simultaneously with the note that follows. |
| Type of ornament, where a four-note pattern follows the 'S' shape of the symbol. |

| |
|-----------------------------------|
| <i>dotted note</i> |
| <i>minim</i> |
| <i>quaver</i> |
| <i>rest</i> |
| <i>double bar line</i> |
| <i>natural</i> |
| <i>repeat marks</i> |
| <i>sharp</i> |
| <i>stave</i> |
| <i>tie</i> |
| <i>acciaccatura</i> |
| <i>compound duple time</i> |
| <i>grace note</i> |
| <i>phrase marks</i> |
| <i>trill</i> |
| <i>turn</i> |

Notation (Part 1) (Table Fill)

| | |
|--|--|
| A curved line between two notes of the same pitch, indicating that the first should be played and then held for the duration of the second note. | |
| A measured period of silence, corresponding to a note value, e.g. crotchet. | |
| A note that is held for its full length plus an extra half. | |
| A symbol indicating that the note must be raised by one semitone. | |
| A symbol placed in front of a note, cancelling out a sharp or flat. | |
| A type of ornament, sometimes called an <i>acciaccatura</i> , and played almost simultaneously with the pitch that follows. | |
| Also called a half-note, the standard two-beat note in 4/4 time. | |
| Also called an eighth-note, the standard half-beat note in 4/4 time. | |
| Indicated by a double bar line and two dots, an instruction to the player to play a section of music again. | |
| The curved lines over notes, indicating the natural breathing of the music. | |
| The horizontal lines on which notes are written to indicate their pitch. Western Classical music uses five lines, and guitar tablature uses six lines. | |
| Time signature with 6 as the top number, 6/8 being the most common. There are two dotted-note beats per bar. | |
| Two vertical lines placed close together on a stave, indicating the end of a piece or section. | |
| Type of ornament with repetitive quick alternation of two notes, the written note and the note above it. | |
| Type of ornament, sometimes called a grace note or crushed note. It is played almost simultaneously with the note that follows. | |
| Type of ornament, where a four-note pattern follows the 'S' shape of the symbol. | |

Notation (Part 1)