YEAR 8 MUSIC- 2012
HOMEWORK 1a

A work book will be distributed and it is the student’s responsibility to ensure that it is returned to the class book tub at the end of each lesson.

A display folder is required by the end of week 3 to protect work books.
Students must bring the following equipment to class every lesson:
- Pen
- Pencil
- Eraser
- Diary

Assessment is carried out in class only. There are no examinations. Therefore regular attendance is paramount for accurate assessment.

Assessment is as follows:

<table>
<thead>
<tr>
<th>PERFORMANCE</th>
<th>COMPOSITION</th>
<th>LISTENING</th>
<th>HOMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>P.34 Extension1 Hedwig</td>
<td>p.17 Notes on stave</td>
<td>P.26 Imagine</td>
<td></td>
</tr>
<tr>
<td>p.35 Extension 2 Own Choice</td>
<td>p.20 Dots &amp; ties</td>
<td>p.32 Sunburst</td>
<td></td>
</tr>
<tr>
<td>p.21-22 It’s Dicey</td>
<td>pp.21-22 It’s Dicey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>p.23 bars &amp; bar lines</td>
<td>p.27 Melody</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Homework will be given weekly where possible and will be marked in class on the day due. Homework not presented on the specified day will not be marked unless accompanied by a note from parents.

Work books remain at school until completed, so parents who are interested to know the content may contact me by email and I can forward and electronic copy.

Many tasks require internet access, including online music games.

The focus for Semester 1 is the classical guitar.

Mrs Colleen Bowles - contact by email on colleen.bowles@det.nsw.edu.au

Return Slip

I have read the requirements for year 8 Music.

Student Name: ____________________________________________________________
Parent name: _____________________________________________________________
Parent Signature: ________________________________________________________
YEAR 8 - HOMEWORK 3

Name: ____________________________ Class: _______________________

Due: _____________________________

Research a brief history of the guitar to select the correct answer for each of the following complete the following:

1. The guitar like instruments are believed to have originated from
   a. Portugal
   b. Ancient central Asia
   c. Ancient Rome
   d. Tasmania

2. The guitar is believed to have been brought in the 10\textsuperscript{th} century by the Moors to
   a. Bulgaria
   b. France
   c. Spain
   d. Mozambique

3. The classical guitar is used in many countries to accompany
   a. Folk songs and dances
   b. String quartets
   c. Rock music
   d. Opera

4. The design of the classical guitar has developed over the centuries in.
   a. Number
   b. Size, shape and number of strings
   c. Using a bow
   d. None of the above

5. The guitar is popular because of its
   a. Versatility
   b. Accessibility
   c. Portability
   d. All of the above
6. Modern instruments similar to the guitar are
   a. Violin, viola, cello, double bass
   b. Ukelele, banjo, mandolin
   c. Trumpet, Trombone, French Horn, Tuba
   d. Flute, Oboe, Clarinet, Bassoon

7. Karen Schaupp, Tommy Emmanuel, John Williams and Slava Grigoryan are all
   a. American classical guitarists
   b. American rock guitarists
   c. Australian classical guitarists
   d. Australian rock guitarists

8. Classical guitar music involves
   a. Melody only
   b. Accompaniment only
   c. Chords only
   d. Melody, accompaniment and chords simultaneously

9. Classical guitar music is written
   a. In tablature
   b. An octave higher than it sounds
   c. An octave lower than it sounds
   d. In the bass clef

10. In the right hand, Classical guitarists mostly use
    a. A bow
    b. An ebow
    c. Fingers and fingernails
    d. A single plectrum

Parent Signature: __________________________
Marked by: ________________________________
Date: ________________________________

MARKS: /10
YEAR 8 - HOMEWORK 6

Name: ___________________________________ Class: ______________________

Due: _____________________________________

SECTION B (10 marks)

1. Match the following guitar like instruments to the country they come from. (4 marks)

<table>
<thead>
<tr>
<th>INSTRUMENT</th>
<th>COUNTRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oud</td>
<td>South America</td>
</tr>
<tr>
<td>Balalaika</td>
<td>Greece</td>
</tr>
<tr>
<td>Charango</td>
<td>Turkey/Middle East</td>
</tr>
<tr>
<td>Bouzouki</td>
<td>Russia</td>
</tr>
</tbody>
</table>

2. Match the Classical Composers to works they have composed (4 marks)

<table>
<thead>
<tr>
<th>COMPOSER</th>
<th>WORKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francisco Tarrega</td>
<td>The Miller's Dance</td>
</tr>
<tr>
<td>Isaac Albeniz</td>
<td>Reflections</td>
</tr>
<tr>
<td>Manuel de Falla</td>
<td>Sevilla</td>
</tr>
<tr>
<td>Andrew York</td>
<td>Recuerdos de la Alhambra</td>
</tr>
</tbody>
</table>

3. List all websites, text books and other resources which you have used in your research. (2 marks)

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Parent Signature: ___________________ Marked by: _____________________
Date: ____________________________                MARKS:             /10
YEAR 8 - HOMEWORK 5

Name: ___________________________________ Class: _______________________
Due: _____________________________________

This is to be completed in pencil only.

Access the following website to help you complete this homework

http://www.musictheory.net/ go to Lessons
  • Note Duration
  • Measures (Bars) and Time Signatures
  • Rest Duration

Using the following table of note values and rests as a reference, complete the following exercises.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Name</th>
<th>Value</th>
<th>Rest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>semibreve</td>
<td>4 beats</td>
<td></td>
</tr>
<tr>
<td></td>
<td>minim</td>
<td>2 beats</td>
<td></td>
</tr>
<tr>
<td></td>
<td>crotchet</td>
<td>1 beat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>quaver</td>
<td>½ beat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>semiquaver</td>
<td>¼ beat</td>
<td></td>
</tr>
</tbody>
</table>

1. Write the names of these rests underneath their symbols. (2 marks)

2. Add rests to the end of each of these bars to complete them. Each rhythm should equal four crotchet beats when complete. (2 marks)
3. Circle the rests in each of these rhythm patterns. (1 mark)

\[ \frac{4}{4} \cdot \text{rests} \]

4. Number the rests on the stave below in order from the shortest to the longest with the shortest rest as “1” and the longest rest as “4”. (2 marks)

\[ \text{Stave with rests numbered from shortest to longest} \]

5. In each of the following determine whether more time is taken with sound (note values) or silence (from rests). If more time is taken with sound, write “N” (notes). If more time is taken with silence, write “R” (rests). (2 marks)

\[ \text{Stave with notes} \]

6. Next to each rest, write the note of the same value in the bottom space. (4 marks)

\[ \text{Stave with notes and rests} \]

7. Notate a 2-bar rhythm in 4/4 time using any notes or rest. (7 marks)

\[ \text{Blank space for notation} \]

Parent Signature: ______________________
Marked by: ______________________ 
Date: ______________________ 

MARKS: /20
YEAR 8 - HOMEWORK 4b

Name: ___________________________________ Class: __________________________

Due: __________________________________

FRETBOARD IDENTIFICATION

1. Access the following website

http://www.musictheory.net/exercises

2. Use the default settings for guitar, right handed, 5 frets

3. Start the exercise naming 50 notes then insert your percentage below.

Parent Signature: __________________________

Date: __________________________

Percentage: %
YEAR 8 - HOMEWORK 4a

Name: ________________________________ Class: _______________________

Due: ________________________________

KEYBOARD IDENTIFICATION

1. Access the following website

http://www.musictheory.net/exercises/keyboard/999dy

2. Select all notes and start the exercise.
3. Complete 50 notes and insert your percentage in the space below.

Parent Signature: ____________________

Date: ________________________________

Percentage: %
YEAR 8 - HOMEWORK 1b

Name: ___________________ Class: ___________________

Due: _____________________

IDENTIFICATION

1. Access the following website

http://www.musictheory.net/exercises

2. Scroll down and select options as follows.

3. Complete 50 notes and insert your percentage in the space below.

Parent Signature: ________________

Date: _______________________

Percentage: %
Read the following explanation of PITCH and complete the TRUE(T) OR FALSE (F) exercise on the next page.

PITCH

Pitch can be defined as the height or depth of a sound. As sounds differ in pitch, it was necessary to devise some method of showing these differences using music notation. Working out symbols for duration of notes took a long time. What must have taken longer was a system of writing out melody.

The monks in the Middle Ages were the first to think of putting sounds onto paper and showing their pitch by means of horizontal lines. They used eleven lines and ten spaces, and called this the great Stave. On this stave, notes for both high and low voices could be written.

As you can well imagine this stave was very difficult to read. Then came one of the great inventions of music – the five lined stave. The two most commonly used staves are the bass and treble. Each has its own distinguishing clef; these clefs fix the pitch of one, and so fix the pitch of all other lines and spaces.

Women’s voices or some high sounding instruments use the G clef. The F clef is used for men’s voices and some lower sounding instruments. Piano music uses both of these clefs.

A musical alphabet evolved to refer to these sounds of different pitch. The first seven letters of our alphabet are used for this purpose – A B C D E F G

In music the sounds which these letters represent are repeated at higher or lower pitch. The distance between any note and the next one of the same name but eight notes higher or lower, is called an octave.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pitch is the length of sounds</td>
<td>T/F</td>
</tr>
<tr>
<td>2. It was necessary to work out a system of notation as sounds differ in pitch</td>
<td>T/F</td>
</tr>
<tr>
<td>3. The monks in the Middle ages began using horizontal lines to notate pitch</td>
<td>T/F</td>
</tr>
<tr>
<td>4. The great stave had seven lines and six spaces</td>
<td>T/F</td>
</tr>
<tr>
<td>5. The great stave was very easy to read</td>
<td>T/F</td>
</tr>
<tr>
<td>6. The two most common staves are the treble and bass</td>
<td>T/F</td>
</tr>
<tr>
<td>7. The bass clef is also called the G clef</td>
<td>T/F</td>
</tr>
<tr>
<td>8. Women’s voices use the treble clef</td>
<td>T/F</td>
</tr>
<tr>
<td>9. The treble clef is also called the G clef</td>
<td>T/F</td>
</tr>
<tr>
<td>10. Men’s voices use the G clef</td>
<td>T/F</td>
</tr>
<tr>
<td>11. Piano music uses only the bass clef</td>
<td>T/F</td>
</tr>
<tr>
<td>12. A flute would use the bass clef</td>
<td>T/F</td>
</tr>
<tr>
<td>13. An electric bass would use the bass clef</td>
<td>T/F</td>
</tr>
<tr>
<td>14. The musical alphabet uses 8 letters - A B C D E F G H</td>
<td>T/F</td>
</tr>
<tr>
<td>15. There are more than one pitch for each letter name</td>
<td>T/F</td>
</tr>
<tr>
<td>16. The distance between a note and the next of the same letter name is called an octave</td>
<td>T/F</td>
</tr>
<tr>
<td>17. The note on the bottom line of the bass clef is F</td>
<td>T/F</td>
</tr>
<tr>
<td>18. The note on the bottom space of the treble clef is F</td>
<td>T/F</td>
</tr>
<tr>
<td>19. The note on the top space of the treble clef is E</td>
<td>T/F</td>
</tr>
<tr>
<td>20. The note on the top line of the bass clef is A</td>
<td>T/F</td>
</tr>
</tbody>
</table>

Parent Signature: ____________________________

Marked by: ____________________________
Date: ____________________________

MARKS: /20