

LIVE MUSIC



CONTENTS

LIVE MUSIC. Unit 1

-**The sound:** Music, sound, noise. Parts of an ear, how we perceive sound. *Echo, sonic boom, sonar, noise pollution, decibel scale.* Characteristics of sound: intensity, duration, pitch, timbre. Degrees of intensity. How to record voice or sound with a mobile.

-**The staff I:** The staff (lines and spaces), treble clef, time signature, bar, bar line, types of bar lines, notes (pitch and duration of sound), parts of a note.

-**Relaxation tips:** Box breathing and visualizing.

-**Rehearsing:** Exercises and Dvořák's *Symphony No. 9 in E minor (From the New World)*. Breathing marks. How to use Musescore.

-**A World of Music:** Rock and roll, jazz, country, gospel, rhythm and blues. *Rosetta Tharpe, Aretha Franklin, Tina Turner, Queen.* Class Blog tips.

-**Self-reflection.**

-**Documents:** Content rubric. Performing music rubric. Teamwork rubric. Use of Foreign Language rubric. Curriculum. Music, video and photo credits. Bibliography. Teacher's guide.

LIVE MUSIC. Unit 2

-**Instruments and ensembles:** String instruments (bowed, struck, plucked), wind instruments (woodwind, brass, others) and percussion instruments (pitched, unpitched). Orff instruments. Galician instruments. Instrument ensembles: *philharmonic orchestra, symphony orchestra, chamber orchestra, concert band, string ensemble, woodwind ensemble, jazz band and rock band.* *Alondra de la Parra.*

-**Voice and vocal ensembles:** How voice is produced, types of voices (soprano, mezzo-soprano, contralto, tenor, baritone, bass, countertenor). Falsetto. Types of voice ensemble depending on number of performers: duet, trio, quarter, quintet, school choir, church choir, professional choir, community choir. Types of choirs depending on voices: mixed choirs, equal voice choirs, treble choirs. A capella singing. *Maria Callas, Montserrat Caballé, Ainhoa Arteta.*

-**Practice and warm-up:** Practice organization (space and melodies) and finger warm-ups.

-**Rehearsing:** *Class, rehearsal and public performance rules.* Exercises and music arrangements of a traditional English song called *Scarborough fair.*

-**World of Music:** Galician folk music (*Fuxan os ventos, A Roda, Milladoiro, Luar na Lubre, Uxía, Carlos Núñez, Susana Seivane.* Irish folk music: *The Dubliners, The Chieftains, Sharon Shannon, Cristina Pato.*

-**Self-reflection.**

-**Documents:** Content rubric, Performing music rubric, Teamwork rubric, Use of foreign language rubric, Oral Presentation rubric. Curriculum, music and photo credits, bibliography teacher's guide.

LIVE MUSIC. Unit 3

-**The staff II:** Intervals (melodic, harmonic, ascending, descending, conjunct, disjunct, simple, compounds), melody, harmony (consonant, dissonant), beat (metronome), metre, accent, rhythm, phrase and form. Ear training. Elisabeth *Claude Jacquet de La Guerre*, *Violeta Hemsy de Gainza*.

-**Body percussion and dance:** Benefits of body percussion in the music class, types of movements, musicogram, musicomovigram. Types of dance: classical, folk, modern, contemporary, ballroom. *Sara Baras*, *Isadora Duncan*.

-**Warm-up tips:** Improving breathing, voice articulation exercises, wrist warm-up.

-**Rehearsing:** Exercises and music arrangements of act I Habanera from the opera *Carmen* by *Georges Bizet* (first performed in 1875).

-**A World of Music:** Opera (baroque, classical, romantic, 20th century opera, authors), zarzuela (types, authors). *Teresa Berganza*, *Cecilia Bartoli*, *Alfredo Kraus*.

-**Self-reflection.**

-**Documents:** Content rubric, Performing music rubric, Teamwork rubric, Use of foreign language rubric, Oral Presentation rubric, Body Percussion and Dance rubric. Curriculum, music, video and photo credits, bibliography, teacher's guide.

LIVE MUSIC. Unit 4

-**Music in films and advertising:** Silent films: *Mary Pickford*, positive aspects of music in film, different music for different scenes, incidental music, music as a geographical reference. Crescendo and false crescendo, soundtrack. Characteristics, types and purpose of music in advertisements. Jingles. Famous films soundtracks. *Wendy Carlos*.

-**Music in theatre plays:** Importance of music in theatrical performances, types of music: overture, between acts, incidental, ambient, final. Musicals. Mérida Roman Theatre. *Theatre festivals in Spain*. Different melodies suggest different scenes. *Spanish actresses: Nathalie Poza, Concha Velasco, Carmen Machi, Ana Belén. Galician actresses. Theatre Festivals in Spain.*

-**Warm-up tips:** Pinwheel breathing exercise. /r/, /s/, /mum / voice articulation warm-up. Body warm-up. *Annabelle López Ochoa*.

-**ICT in the music classroom:** Programmes to create scores and practise music elements. Programmes to present material. Video editors. Sound editors and creators. Music and scores repositories. *Ada Lovelace*. ICT vocabulary: Copyright, template, transition, operating system, software, download, video and audio file names. *Copyleft, Linux, Creative Common Licensing*.

-**Rehearsing:** Exercises and music arrangement of the song *Under the Sea* from the film *The Little Mermaid* (1989).

-**A World of Music:** Music from 1950 onwards: Pop, rap, dance, grunge, heavy metal, punk rock, reggae, ska, house, electronic music, trap, Latin music (reggaeton, Latin trap, bachata). *Ana Torroja* and *Mecano*, *Björk Guðmundsdóttir*, *Katy Perry*.

-**Self-reflection.**

-**Documents:** Content rubric, Performing music rubric, Teamwork rubric, Use of foreign language rubric, Oral Presentation rubric, Drama Performance rubric. Curriculum, music, video and photo credits, bibliography, teacher's guide.