

## Instructions: How to play the Music Revision Game

### You will need:

A complete set of cards (enclosed)

- 6 x orange
- 10 x yellow
- 39 x pink
- 30 x red
- 6 x green

Audio tracks of the set works

Pen and paper

### Main Game (solo)

1. Turn over a orange card – this gives you your command word
2. Turn over a pink card – this gives you your set work (including the specific movement)
3. Turn over a yellow card – this gives you the musical element you are investigating (the technology card can only be played on particular set works e.g. Beatles, Kate Bush, Batman, Saariaho. If it is turned over on a different set work – play again)
4. Check how long the audio track for your set work is
5. Turn over three (or four) of the red cards. These give you the time code for your listening to start in the format M:SS. If you turn over a ‘minute’ number that is higher than the last minute in the set work, replace it and start again.

BONUS: If your orange card says ‘compare’, you need to complete step 4 twice and compare the musical element at the different time codes

6. Turn over a Green card – this gives you the number of marks your question is worth (and the number of minutes you can spend on it) (For a compare, analyse or evaluate question you need a minimum of 2 marks)

7. Create a question in the following format:

ORANGE the use of YELLOW in PINK from RED (GREEN marks)

8. Listen to the music from the starting point (on the red cards) for around 30s and answer the question. (If the green card is ‘Structure’ you may have to listen for longer to find a key structural moment in the piece. Use your ears to find it!)

## **Variations on the game**

### **Playing competitively**

1. Play as described above but leave out step 6. Give yourselves a time limit to answer each question of 2 minutes and see who has written the most points. Check each other's work for accuracy (and to check they're not cheating!)
2. Play individually as described above with headphones on alongside each other. After 20 minutes see who has scored the most points. Check each other's work for accuracy (and to check they're not cheating!)

### **Other variations**

1. Quickfire questions: Keep the "State, give, name, identify, list" orange card in play. Chose pink, yellow and red as above – then only listen for 10 seconds to the set work. (This can be played competitively as a race)
2. Essay prep: Choose "discuss" from the orange pile, then a pink card (or more than one if movements from the same set work) and up to 3 yellow cards (depending on if you want to attempt a whole essay or just practice essay skills). Ignore red and green and give yourself 30 marks
2. Wider Listening: Using one of the wider listening pieces from your folder, or an additional piece of your choice (look for different works by composers of set works as a starting point), play variation 2 but with a wider listening piece and 20 marks.
4. The memory game: Using only the yellow and pink cards – list all the key features of the chosen musical element in the chosen set work that you can remember. (This can be useful when you don't have access to the audio files, or as a starting point for revision but should not be used instead of the main version of the game).
5. Targeted practice: Play the game as above but limit the options by removing things you are confident with from the yellow and/or pink pile before starting.

ORANGE CARD

|   |   |
|---|---|
| <p><b>State, give, name,<br/>identify, list</b></p> <p>(Recall or find factual information)</p>   | <p><b>Describe</b></p> <p>(Give points which may or may not be linked. If linked there will be a correct order)</p>   |
| <p><b>Explain</b></p> <p>(Give points that are linked to a justification or extension. May be describing the effect something creates)</p>                                  | <p><b>Compare</b></p> <p>(Make points about the similarities and differences. Make relative judgements)</p>   |
| <p><b>Analyse</b></p> <p>(Examine, dissect musical elements in detail. Focus on individual musical elements and how they combine to create an effect/achieve a purpose)</p> | <p><b>Evaluate</b></p> <p>(Make judgements against parameters and draw conclusions)</p>   |
| <p><b>Complete</b></p> <p>(Dictation questions, for example, to fill in blanks on a score)</p>  | <p><b>Discuss</b></p> <p>(Identify the issue/situation/problem/argument that is being discussed, explore all aspects of it and investigate it by reasoning or argument)</p> |

YELLOW CARD

|                 |                     |
|-----------------|---------------------|
| Dynamics        | Rhythm and Metre    |
| Tempo           | Texture             |
| Structure       | Melody/Articulation |
| Instrumentation | Tonality            |
| Harmony         | Technology          |

PINK CARD

|   |  |
|---|--|
| Bach: Movement 1<br>(Chorus)                              | Beatles: Eleanor Rigby                 |
| Bach: Movement 2 (Duet)                                   | Beatles: Here, There and<br>Everywhere |
| Bach: Movement 8<br>(Chorale)                             | Beatles: I Want to Tell You            |
| Vaughan Williams<br>Movement 1- On Wenlock<br>Edge        | Beatles: Tomorrow Never<br>Knows       |
| Vaughan Williams:<br>Movement 3- Is My Team<br>Ploughing? | Kate Bush: Cloudbusting                |
| Vaughan Williams:<br>Movement 5- Bredon Hill              | Kate Bush: And Dream of<br>Sheep       |
| Berlioz: Symphonie<br>Fantastique                         | Kate Bush: Under Ice                   |

|   |  |
|---|--|
| Clara Schuman: Piano Trio<br>Movement 1 | Courtney Pine: Lady Day<br>(and John Coltrane) |
| Batman: Birth of a<br>Penguin Part 1    | Courtney Pine: Inner State<br>of Mind          |
| Batman: Birth of a<br>Penguin Part 2    | Courtney Pine: Love and<br>Affection           |
| Batman: Batman vs the<br>Circus         | Debussy: Estampes<br>(Pagodes)                 |
| Batman: The Rise and Fall<br>from Grace | Debussy: Estampes (La<br>soiree dans Grenade)  |
| Psycho: Prelude                         | Anoushka Shankar: Burn                         |
| Psycho: The City                        | Anoushka Shankar:<br>Breathing Under Water     |
| Psycho: Marion                          | Anoushka Shankar: Easy                         |

|                    |  |
|--------------------|--|
| Psycho: The Murder | Stravinsky: Rite of Spring<br>Movement 1 –<br>Introduction           |
| Psycho: The Toys   | Stravinsky: Rite of Spring<br>Movement 2 – Les Augurs<br>Printaniers |
| Psycho: The Cellar | Stravinsky: Rite of Spring<br>Movement 3 – Jeu du rapt               |
| Psycho: Discovery  | Saariaho: Petals   |
| Psycho: Finale     |  |

RED CARD

|   |   |   |
|---|---|---|
| 0 | 0 | 0 |
| 1 | 1 | 1 |
| 2 | 2 | 2 |
| 3 | 3 | 3 |
| 4 | 4 | 4 |
| 5 | 5 | 5 |
| 6 | 6 | 6 |
| 7 | 7 | 7 |
| 8 | 8 | 8 |
| 9 | 9 | 9 |

GREEN CARD

|         |         |
|---------|---------|
| 1 mark  | 2 marks |
| 3 marks | 4 marks |
| 5 marks | 6 marks |