

A

Appendix A

Creating a Rhythm Pattern



Using the note values above, create three different two-measure rhythm patterns in 4/4 time. You are going to choose one to accompany your verse from Land of the Silver Birch.

1.

2.

3.

Explore your rhythm patterns using a variety of sounds (found sounds, body percussion, instruments). Choose one of the patterns and make changes if you wish.

Here is the final rhythm pattern choice:



The accompaniment choices are

Are accompaniments are Metals, Loud and fast

B

APPENDIX B Musical Choices Reflection Sheet

Musical Terminology Box

| | | | | |
|--------------|-----------------|-----------------|-----------------|-------|
| beat | rhythm | quarter note | eighth note | |
| half note | whole note | rest | ostinato | |
| melody | pitch | accompaniment | tone colour | |
| found sounds | body percussion | woods | metals | skins |
| dynamics | loud | very loud | moderately loud | |
| soft | very soft | moderately soft | moderate | |
| tempo | fast | very fast | moderately fast | |
| slow | very slow | moderately slow | | |

The tone colour of the accompaniment we will use is

metals

The tempo we will use is

moderately fast

Our dynamics will be

Loud

C

We would like the overall mood to be

It is angry.

The elements of music (tempo, dynamics, tone colour) will help create the mood in these ways

When the metals bang together it created a loud sound, it makes a angry sound.

D

APPENDIX C Reflecting on Performance

A. Reflecting on one other group's performance

The tone colour of the accompaniment included (e.g., found sound, body percussion, instruments)

Their tone colour is metals.

The tempo they chose was

The tempo was moderate.

The dynamic level they chose was

The dynamics was loud.

The overall mood was

The overall mood is happy.

How did the elements of music (tempo, dynamics, tone colour) help create the mood?

Metals, Moderate and loud create the mood of happiness by loudness made happy on a cold day.

B. Reflecting on your own performance:

Think about the beginning, middle, end, and flow of your performance. What made it successful?

It was successful
because it loud and
clear and it sounded nice

If you had the opportunity to create and perform again, would you make any changes? Why?

IF I had a opportunity
the do it again yes because
we could had a better
rhythem

Teacher's Notes**Understanding of Concepts**

- The student demonstrates some understanding of the basic elements of music (tempo, dynamics, tone colour). When describing the effect of musical elements on mood in her performance, the student says that the loud sound of metals creates an angry mood ([P] Appendix B: "When the metals bang together it create a loud sound. It makes a angry sound."). Although she writes that metals create a loud sound, and chooses cymbals as her instrument, her playing is cautious and restrained.

Critical Analysis and Appreciation

- The student analyses her own performance and the performance of others with some effectiveness. She states that her own performance could be improved by using a better rhythm ([P] Appendix C: "If I had a opportunity the do it again yes because we could had a better rhythem"); however, the qualities of a better rhythm are not identified.
- The student explains the effects of different musical choices with some effectiveness. She identifies the mood created by the musical elements in another group's performance ([P] Appendix C: "The overall mood is happy"). However, the subsequent explanation as to how these elements helped create the mood is confusing ([P] Appendix C: "Metals, Moterate and loud create the mood of happiness by loudness made happy on a cold day.").

Performance and Creative Work

- The student applies the basic elements of music with some effectiveness. She plays the first bar of the ostinato correctly, and although the second bar is notated incorrectly with a blank space in beat one, she plays the half note correctly once.
- The student reads and performs a rhythm pattern with some accuracy. The first time through her partner's rhythm pattern ([V] "♩ ♩ ♩ ♩ | — ♩ ♩ |"), the student performs the first measure correctly, but in the second measure she plays a quarter note for two eighth notes. She gets it right – with short pauses – the second time through.

Communication

- The student uses musical terminology with some accuracy. The student correctly identifies and matches three elements of music in the performance plan ([P] Appendix B: “metals”, “moderately fast”, “Loud”).
- The student writes a reflection with some clarity. When reflecting on her own performance, the student gives reasons for its success ([P] Appendix C: “It was successful because it loud and clear and it souned nice”).

Comments

The student communicates knowledge of tone colour, tempo, and dynamics, showing some awareness of how these elements contribute to the mood of her composition. She performs the rhythmic ostinato with concentration, and she provides partial analysis of the performances, giving some evidence to support her opinions.

Next Steps

In order to improve her performance, the student needs to:

- execute rhythm patterns with precision and fluidity;
- learn the correct hand gestures for notes and rests;
- develop an understanding that the purpose of accompanying is to enhance a performance by staying in time with the choir;
- expand her written responses, using a wider range of musical terminology;
- check her written work carefully to eliminate errors in grammar and spelling.