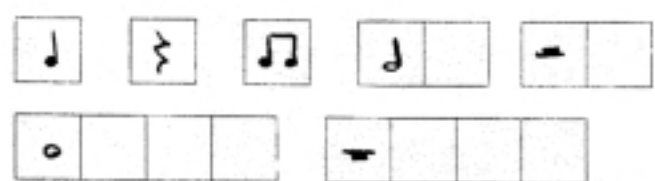





A

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.

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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

Body percussion for tone colour, moderate for tempo and loud for the dynamics

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

body percussion

The tempo we will use is

moderate

Our dynamics will be

loud

C

We would like the overall mood to be

Lively we would like it to be like a marching group.

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

Loudness will be like marching feet and the lively army. We use our feet for the rhythm, this will make it sound sort of like a march.

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)

Skins

The tempo they chose was

Moderate

The dynamic level they chose was

Loud

The overall mood was

Lively

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

Loud made it lively.

B. Reflecting on your own performance:

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

I think we practiced alot and we did not go faster or slower or faster in the middle.

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

No I would not change anything because I thought we did extremely well.

Teacher's Notes**Understanding of Concepts**

- The student demonstrates some understanding of the basic elements of music (tempo, dynamics, tone colour). He identifies all three elements in a peer group's performance ([P] Appendix C: "Skins", "Moderate", "Loud").

Critical Analysis and Appreciation

- The student analyses his own performance and the performance of others with some effectiveness. In describing the effect of musical elements on the mood of the performance of two peers, the student makes an accurate, if brief, connection between the dynamics and the mood ([P] Appendix C: "Loud made it lively.").
- The student explains the effects of different musical choices with some effectiveness. In the plan for his ostinato performance, the student explains how two of the three required musical elements contribute to creating a march-like sound ([P] Appendix B: "Loudnes will be like marching feet and the lively army. We use our feet for the rythm, this will make it sound sort of like a march.").

Performance and Creative Work

- The student applies the basic elements of music with some effectiveness. He maintains consistent dynamics – sustaining the loud volume – but increases the tempo slightly throughout the ostinato performance. The student performs the four eighth notes at the beginning correctly, but plays the two eighth notes on the third beat of the second bar in a syncopated manner.
- The student reads and performs a rhythm pattern with some accuracy. In performing his partner's rhythm pattern ([V] "o | d J J |"), the student acknowledges that there are four beats to a whole note by head nodding. He syncopates the eighth notes when clapping them – the same time value is not given to each eighth note.

Communication

- The student uses musical terminology with some accuracy. In the selection of accompaniment choices, he correctly identifies and matches the three elements ([P] Appendix A: “Body percussion for tone colour, moderate for tempo card and loud for the Dynamics”).
- The student writes a reflection with some clarity. He comments on the tempo of his performance, but refers only to the middle of the ostinato, and the repetition of wording is confusing ([P] Appendix C: “I think we practiced alot and we did not go faster or slower or faster in the middle.”).

Comments

The student communicates knowledge of tone colour, tempo, and dynamics, showing some awareness of how these elements contribute to creating a composition that complements “Land of the Silver Birch”. In performing this piece, the student succeeds to some extent in creating a march-like mood, but the uneven execution of the rhythms detracts from the effect.

Next Steps

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

- describe how all three elements of music chosen contribute to the overall mood of a march;
- perform eighth notes accurately so they fall on the beat and half beat;
- provide more detailed explanations in his reflections on the performance;
- revise his written work to clarify meaning;
- check his written work carefully to eliminate errors in spelling.