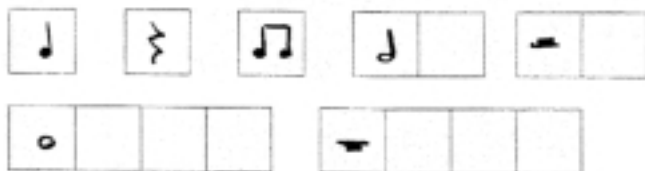


A

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

Tempo Moderate Dynamic loud Tone colour body percussion

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

We think it sounds a bit Joyful.

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

For the dynamics we chose loud it makes it happy or Joyful.

For the Tone colour we chose body percussion because you can do a lot of different tempos and dynamics.

We chose moderate for our tempo because it can be not too fast or slow and I think it sounds joyful.

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)

The tone colour I think was skins.

The tempo they chose was

The tempo I think was fast

The dynamic level they chose was

The dynamic level I think was loud

The overall mood was

The overall mood I think is serious.

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

I think that because it sounds like somebody's rushing.

B. Reflecting on your own performance:

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

We did not make any mistakes. And I think the dynamics and Tempo was good I think we used our time wisely.

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

No. Because it was fun and easy. And we knew every thing very well.

Teacher's Notes**Understanding of Concepts**

- The student demonstrates considerable understanding of the basic elements of music (tempo, dynamics, tone colour). In explaining her accompaniment choices, she demonstrates an understanding of the relationships among the various elements (e.g., [P] Appendix B: “For the Tone colour we chose body percussion because you can do a lot of different tempos and dynamics.”).

Critical Analysis and Appreciation

- The student analyses her own performance and the performance of others with considerable effectiveness. In reflecting on a peer group's performance, she links the fast tempo and loud dynamics with the serious mood created ([P] Appendix C: “I think that because it sounds like somebody's rushing.”).
- The student explains the effects of different musical choices with considerable effectiveness. She clearly relates her musical choices to their intended effect (e.g., [P] Appendix B: “For the dynamics we chose loud it makes it happy or Joyful.”).

Performance and Creative Work

- The student applies the basic elements of music with considerable effectiveness. She performs the rhythm pattern accurately throughout the accompaniment with the exception of a minor error just as the choir begins to sing “boom diddy boom boom”. However, she doesn't lose her place and remains on the beat to finish the accompaniment. The beat is steady and the dynamics are constant throughout.
- The student reads and performs a rhythm pattern with considerable accuracy. In performing her partner's rhythm pattern ([V] “♩ ♪ ♩ ♩ ♩”), she makes an error the first time through: she plays a quarter note instead of showing a quarter rest. She partially corrects the error the second time: she does not play the rest, but neither does she show it.

Communication

- The student uses musical terminology with considerable accuracy. She uses correct vocabulary when writing about musical elements (e.g., [P] Appendix B: “We chose moderate for our tempo because it can be not to fast or slow ...”).
- The student writes a reflection with considerable clarity. She describes each of the musical choices of a peer group, and sums up their combined effect ([P] Appendix C: “The overall mood I think is serious.”).

Comments

The student conveys her understanding of the elements of music by performing with considerable effectiveness and accuracy. Her performance of the rhythm pattern throughout the accompaniment is steady; she is confident and stays focused throughout the performance. She cues her partner to start the accompaniment with her. Although the student makes an error when reading and performing her partner’s rhythm pattern, she corrects this when she performs it a second time. Overall, the student’s written work is clear and accurate; she answers most questions correctly, using appropriate vocabulary.

Next Steps

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

- demonstrate the difference between rests and longer note values;
- correct the playing technique for claves by holding one clave on top of a closed hand and using the second clave to tap the first;
- lighten the weight of her hand-clapping to produce a more musical sound;
- elaborate on her written responses by giving more detailed support for her musical choices.