

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. X

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

Drum and sand blocks

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

skins and woods

The tempo we will use is

fast

Our dynamics will be

moderate

C

We would like the overall mood to be

mysterious and fast.

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

The tempo will help create the mood to sound fast and lively. The dynamics help the mood become more creepy and scary. The tone colours (woods and drum) actually sound like an Ojibway village to suit the song, Land of the Sittrexbirch.

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 moderately slow

The dynamic level they chose was moderately loud

The overall mood was soft and mellow

How did the elements of music (tempo, dynamics, tone colour) help create the mood? The skins sounded like a real Ojibway village.

Communication

- The student uses musical terminology with a high degree of accuracy. She uses appropriate vocabulary throughout in describing the musical elements and the mood of the peer group’s performance (e.g., [P] Appendix C: The tempo they chose was “moderately slow”; the overall mood was “soft and mellow”).
- The student writes a reflection with a high degree of clarity. She clearly explains both the strengths and the areas for improvement in her performance (e.g., [P] Appendix C: “At the beginning of the performance we were very strong and continued to increase strength. Then, near the end I made the remark of oops after a small mistake. The flow made the performance successful.”).

Comments

The student applies the musical elements with a high degree of effectiveness, executing the ostinato and rhythm pattern with precision and confidence. She takes a leadership role, offering prompts to her partner. The student demonstrates the connection between beat and rhythm through her slight head movement, which follows the beat as she plays. In her written work, the student demonstrates a thorough understanding of how musical elements help to create a mood, and communicates her ideas with clarity.

Next Steps

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

- avoid indicating, with facial expression or verbal comment, that a mistake has occurred;
- provide a more complete explanation of how dynamics helped create the mood;
- check her written work carefully to eliminate errors in spelling.