Stage 4 Music Learning-from-home booklet Week 8 of Term 3, 2021

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		performed by any artis		•		
		s highly offensive langu e as if we were in the c		appropriate themes. This activity is for sch		
As you listen to you	ır song, answer	the following questions	s as best you c	an.		
L. Outline the struc	ture (sections e	g. verse, chorus, etc.) o	of the song.			
2. What is the time	signature? In o	ther words, how many	beats are in ea	ach bar?		
B. A 'hook' is a repe	eated word or p	hrase in a piece of popu	ılar music. Wh	nat is the 'hook' of this song?		
I. Complete the fol	lowing table:					
Instruments in the song		Describe its tone colour – use descriptive or 'mood' words eg. Haunting, shrill, deep, etc.		What family of instruments does it belong to? Eg. Strings, woodwind, brass, percussion, etc.		
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i. What is the temp	o (speed of the	beat) of the song? Cold	our in your ans	swer.		
i. What is the temp	o (speed of the	beat) of the song? Cold	our in your ans	Swer.		
5. What is the temp	o (speed of the andante allegro	beat) of the song? Cold	our in your ans at an easy w	swer. Valking pace		
i. What is the temp	andante allegro moderato	beat) of the song? Cold	our in your ans at an easy w fast at a modera	swer. valking pace te pace		
i. What is the temp	andante allegro moderato vivace (pror	beat) of the song? Colo	our in your ans at an easy w fast at a modera lively	swer. valking pace te pace		
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Colour

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Tone Colour

means the quality of the sound. It is also called **timbre** (tam-bruh).

How can a sound have a colour?

Tone colour is one of the most difficult concepts because it is so personal. It is also hard to describe. Music is in the air - we can't see it, so how can it have a colour? Imagine that all the instruments and voices and sounds are coloured paints on a palette. The composer decides what coloured paints (instruments) should go where - dark ones, light ones - depending on the mood of the piece and the effect he or she wants to create.



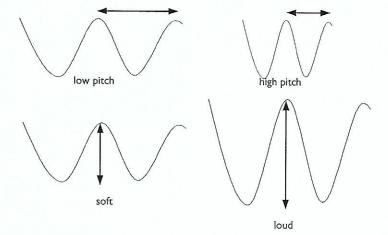
Why do instruments sound different from each other?

\$

In your class, ask three students to play the note "A" on different instruments. Even though the note A has the same pitch and volume, it sounds different when played for example, on xylophone, violin and piano.

Sound is a vibration of a column of air, or a string. The vibrations create sound waves. The **shape of the sound wave** creates different sounds.

Pitch is determined by **frequency** - the faster the wave vibrates, the higher the pitch.



Amplitude determines volume.

The larger the wave, the louder the sound.

Harmonics determine tone colour.

Harmonics are extra frequencies contained in a sound, but they are not as strong as the main frequency. They look like wobbly bits on a sound wave. In the examples below, these sound waves are all "A" but the harmonics are different, so they sound different.



violin sound wave



clarinet sound wave



piano sound wave

Performing Media

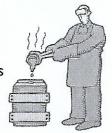
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Performing media means the sound source. It is the instrument or voice or object that creates the sound. There are three things that make one performing media sound different



I. What they are made from

Instruments with similar construction have a similar sound. For example, all instruments made of metal have common features, as do all instruments made of wood.



Wh	at are these	instruments	made from	? (It might	be more ti	han one typi	e of material,	so list everything!)
	and the same of th							

- triangle ______6. maracas _____
- violin ______ 7. flute
- piano _______ 8. drum sticks ______ clarinet ______ 9. gong _____ 4.
- bongo drums ______10. french horn ____

2. How the sound is produced.

There are 4 main ways that a sound is produced.



vibrating string



vibrating column



vibrating object (hit or shaken)



4. an electronic sound

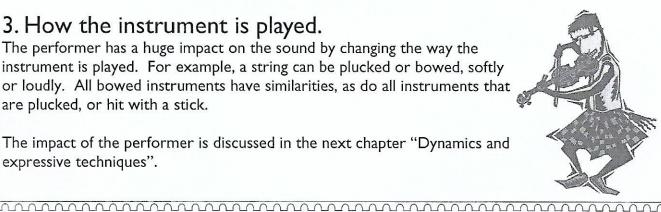
List the sound source for each of these instruments.

- bongo drums
- trombone _____
- flute
- 6. electric bass guitar _____
- 7. harmonica
- 8. bells
- 9. guitar
- xylophone ____

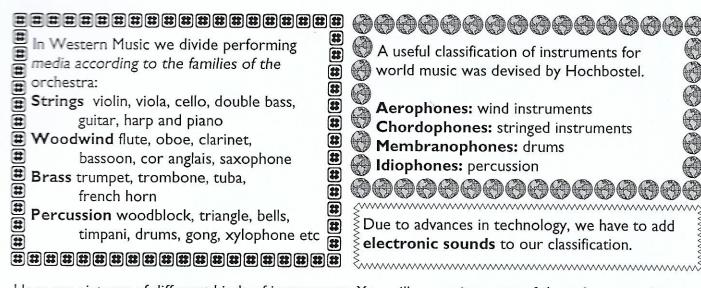
3. How the instrument is played.

The performer has a huge impact on the sound by changing the way the instrument is played. For example, a string can be plucked or bowed, softly or loudly. All bowed instruments have similarities, as do all instruments that are plucked, or hit with a stick.

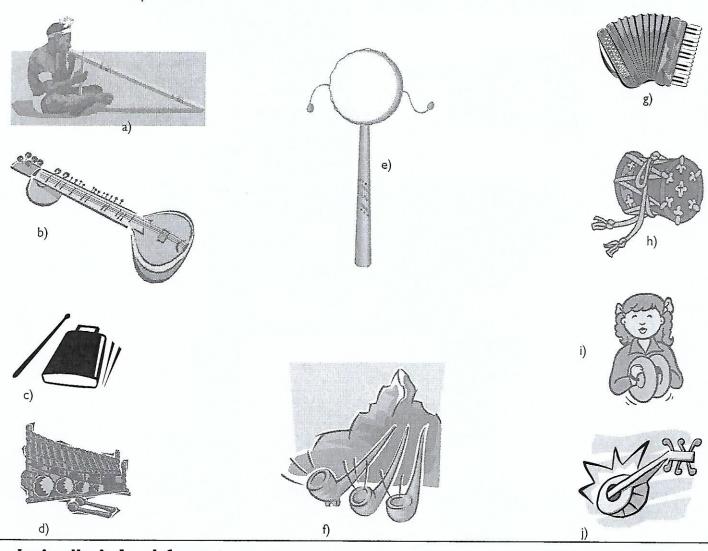
The impact of the performer is discussed in the next chapter "Dynamics and expressive techniques".



Classifying Instruments



Here are pictures of different kinds of instruments. You will recognise some of them, but not others. Work out whether they are aerophones, chordophones, membranophones, or idiophones and write the word near the picture.



Tone colour words

Here are some tone colour words you might find useful. They have been grouped into sets with related meanings.

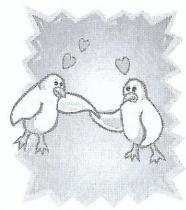


bright glittering brilliant clear

sparkling shimmering silvery pure



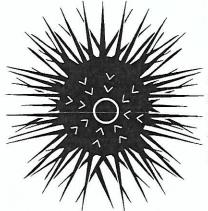
warm smooth



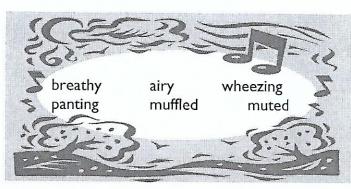


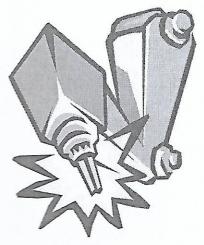
majestic grand booming

powerful strong ringing



distorted
aggressive
coarse
dark
muddy



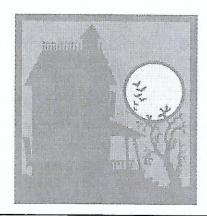


artificial buzzing

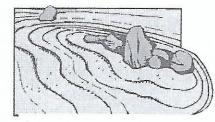
electronic beeping



reedy eerie







dry hollow

percussive rumbling

Words for tone colour

We use adjectives and verbs to describe tone colour. On this page you will find pictures of instruments and sound sources, and a list of words about tone colour. Draw a line to connect the

instrument with the word that best describes the sound created by the instrument. booming brassy distorted dry mellow breathy tinkling Now it's your turn to choose some words. Select two words from page 68 that suit the tone colour of the performing media. You can use a word more than once. eg. violin mellow warm ١. oboe 2. electric guitar 3. cymbals 4. guiro 5. piano 6. piccolo

7. trumpet 8. soprano voice 9. chimes 10. whistle 11. bass drum 12. jazz singer's voice ___ 13. castanets 14. timpani 15. double bass

The role of performing media

Each performing media has a role or job in the music.

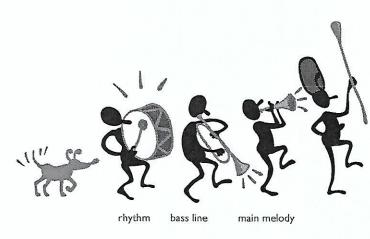
One performing media usually takes the main melody. (See the pages on Melody for more details on how to describe melodies and phrases). An instrument or voice can play the main melody the whole way through the piece, or just for a section. For example, the flute may play the main melody in Section A, but in Section B the strings take up the main melody while the flute plays a counter melody.



counter melody

counter melody

main melody

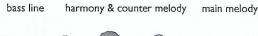


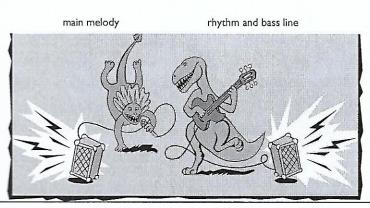
A different role is taken by a performing media playing a **counter melody**. It is a different tune that complements the main melody and adds an extra element to the sound.

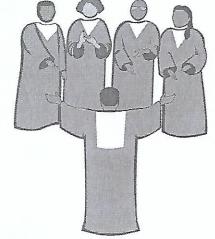
Some instruments or voices may provide a **harmonic accompaniment**. Their role may be to establish the key of the music, and to play the chords. (See the pages on Harmony for more). To support the

harmony, one instrument may take the bass line. This role is usually taken by a low pitched instrument such as a double bass, a bass guitar, or low brass.

Another role may be to establish the **rhythm**, **beat and pulse**. A drum kit or drum machine has this job in
popular music, but other performing media such as strings
can play rhythm. Any instrument that introduces a **rhythmic ostinato** has an important role in the music.







Contour

Contour means shape. You can draw and describe the shape of a melody. Here is a melody. If you draw a line through the centre of each note in the melody, you can see a shape.



The shape might be ascending or descending, in steps or leaps, smooth or jagged. These are 6 words you need to learn to help you describe the contour of a melody.

ascending





going up

going down

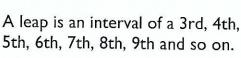
The melody above descends in bar 1, then ascends in bar 2. Bars 3 & 4 have 2 ascending patterns.

step



A step is an interval of a 2nd (a tone or a semitone).

leap



The first 2 bars move by step.
Bar 3 has leaps, and in the last bar, 4 notes ascend by step.

smooth



Mostly steps.

jagged



Mostly leaps.

The contour is smooth except for Bar 3 which is jagged.

Contour

Describe the overall shape of these melodies. To help your writing, use these words:

At the beginning Next Then Towards the end At the end

The first one has been done for you to give you an idea of what to do.



At the beginning of the melody there are two ascending leaps. Next there are 3 notes of the same pitch, then there are two descending steps.







