# Stage 5 Music Learning-from-home booklet Week 8 of Term 3, 2021

### Stage 5 Music – Week 8 of Term 3 2021 – Learning – from – home work booklet

### Improvisation activity

I have included some revision work on Chords and Chord Progressions from our Music of a Culture – Fusion topic which we studied in term 1 of this year.

Complete the activities on "Semitones and Tones"; "Keys and Scales"; "Chords"; "The Blues" (both pages); "Chords" (both pages).

This information and work on chords and chord progressions will remind you of how to follow a chord progression in any key and also how to play along with one.

### How to form a chord

now to form a chord								
Remember that a chord is "2 by playing the $1^{st}$ , $3^{rd}$ and $5^{th}$			51 (51)					orm a chord
C major scale has the notes	С	D	E	F	G	Α	В	С
If I wanted to form a C major and G at the same time.	chord	OR to c	all it so	mething	g else, (	Chord I (	1), I wo	uld play C, E
What note is chord IV (4) bui	lt on?_	****		What no	otes for	m chor	d IV?	
Hopefully that has given you	enougl	n revisio	on of ch	ords.				
Improvisation								

### improvisation

Improvisation is simply "making something up as you go along" or "making something up on the spot". If you were going to improvise over the chords C, F, G, C, (each chord lasting for 4 beats), you could play any of the notes C E or G over the C chord, F A or C over the F chord and G B or D over the G chord and your improvisation would sound perfectly okay!

Experiment with what happens if you play a note that is NOT in the chord over the chord. What does it sound like? Does it sound 'clashy' or unpleasant?

### Improvisation activity

Come up with your own chord progression for at least 8 bars. Work out which notes will sound good over which chords and play something! See what you can come up with.

There are chord progressions as videos on Youtube for you practice with. There are heaps of Blues progressions to practice with. Search "Blues chord progression in C major" if you have access and play along with it. You know what order the chords are played in for Blues, so you can figure out what works.

Just a note that this is what your assessment task 3 will be requiring you to do, so you may as well get some practice in if you can. Try singing if you don't have an instrument, or maybe you have a recorder around at home that you could dig out and use.

Charles an amazon and	30.5 AP-		ing task	
Choose a song. It o	an be any style,	performed by any artis	t, from any de	cade or time period.
		is highly offensive langu- ne as if we were in the c		appropriate themes. This activity is for scho
As you listen to yo	ur song, answer	the following questions	s as best you o	an.
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2. What is the time	signature? In c	other words, how many	beats are in ea	ach bar?
B. A 'hook' is a rep	eated word or p	hrase in a piece of popu	ular music. Wh	nat is the 'hook' of this song?
. Complete the fo	8E-5	Describe its tone col descriptive or 'mood Haunting, shrill, dee	d' words eg.	What family of instruments does it belong to? Eg. Strings, woodwind, brass, percussion,
				etc.
. What is the temp	oo (speed of the	: beat) of the song? Cold	our in your an	swer.
. What is the temp	oo (speed of the	e beat) of the song? Colo	our in your an	swer.
. What is the temp	oo (speed of the andante allegro	e beat) of the song? Colo	our in your ans at an easy w	swer.
. What is the temp	andante allegro moderato	e beat) of the song? Colo	at an easy w	swer. valking pace te pace
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2. What is the time	signature? In o	ther words, how many	beats are in ea	ach bar?
3. A 'hook' is a rene	ated word or n	hrase in a niece of noni	ılar music Wł	nat is the 'hook' of this song?
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I. Complete the fol	lowing table:			
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		descriptive or 'moor		it belong to? Eg. Strings,
		Haunting, shrill, dee	ep, etc.	woodwind, brass, percussion,
				etc.
		-		
			MARKET STATES	
i. What is the temp	o (speed of the	beat) of the song? Cold	our in your an:	swer.
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Complete the fe	louging tables			
. Complete the fol	2-e	Day Taring	SUI ■ Processors-sector suppressorates	
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. What is the temp	oo (speed of the	e beat) of the song? Colo	our in your an	swer.
	andante		at an easy w	valking pace
	allegro		fast	
	moderato		at a modera	te pace
	vivace (pro	nounced 'viv-arch-ay')	lively	
				swer.  valking pace  the pace

# Harp

In this paragraph, the sentences are too long and tangled. As a rule have only one main idea in each sentence.

Topic sentence: The modern harp is a versatile and beautiful instrument. It is a regular member of the symphony orchestra and it can play rippling chords as well as solo melodies by plucking the strings individually or running the hands across the strings, and the harpist can use pedals to raise the pitch of strings by a semitone or a tone and this makes it easier to perform pieces by famous composers like Tchaikovsky and Wagner.

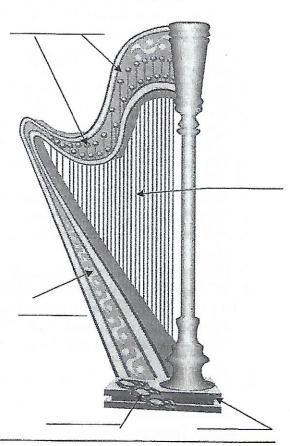
Answer these questions:  1. Of what musical ensemble group is the harp a member?
What two performing techniques can the harp use?
3. How can you change the pitch?
4. Who wrote famous pieces for harp?

Rewrite this paragraph using 4 short sentences. You can add extra words or phrases to make the writing more creative, but keep one idea per sentence.

Topic sentence: The modern harp is a

Label	these	parts on the harp:
strings,	pedals,	base, tuning pegs, soundboard

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## Reeds

### SUBJECT / VERB AGREEMENT

If the subject of the sentence is plural (more than one), then the verb must be plural. If the subject of the sentence is singular, then the verb must be singular too.

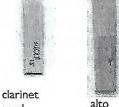
### Check these tricky rules:

- 1. and = plural
- 2. collective noun = singular
- 3. anyone, either, neither, every, everyone someone, no-one, nothing, nobody = singular
- 4. as well as / with \_\_\_\_\_ = singular
- eg. Minh and Dan have clarinets.
- eg. The choir has rehearsed for ages.
- eg. Everyone has finished.
- eg. Nobody has any idea.
- eg. The piano as well as the violin has strings.

Underline the subject of each sentence and work out if it is singular or plural.

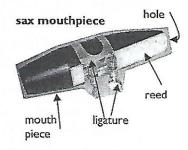
Then circle the verb that agrees with the subject. Check the rules above to make sure you are correct!

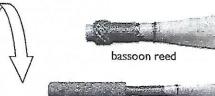
- 1. The clarinet and saxophone has/have a single reed.
- 2. Neither the flute nor the recorder has/have a reed.
- 3. A double reed is/are used by the oboe and bassoon.
- 4. Reeds is/are thin slivers of cane.
- 5. They has/have been shaped at the top to make them as thin as possible, which helps them vibrate more.
- 6. A reed has/have to be replaced regularly because it is/are fragile.
- 7. Some musicians has/have the skill to carve their own reeds.
- 8. In all these instruments, the reed vibrate/vibrates, not the lips.
- 9. For single reed instruments, the reed is/are attached to the mouthpiece with a ligature, a metal loop that hold/holds the reed tightly.
- 10. To play a single reed instrument, the reed rest/rests on the bottom
- 11. The bottom teeth stay/stays behind the lips.
- 12. The top teeth **rest/rests** on top of the mouthpiece.
- 13. The lips comes/come forward to form a seal around the mouthpiece.
- 14. Both clarinet and saxophone use/uses this technique.
- 15. Bassoons and oboes has/have a double reed.
- 16. A piece of cane is/are looped over to make a double reed.
- 17. Bassoon reeds is/are tied together tightly.
- 18. An oboe reed is/are pushed into a piece of cork to make sure there is a tight seal and no air escape/escapes.
- 19. For double reed instruments, the player's top lip curve/curves around the top teeth and the instrument is/are placed between the
- 20. A lot of air pressure is/are needed to force air into a bassoon or oboe reed.



reed

saxophone





oboe reed

