

# What's in a Song?

## List of Appendices

1. Musical Terms Review: Student Note Taking Sheet
2. Musical Terms Review: Power Point Presentation (attached separately)
3. Musical Terms Quiz
4. What's in a Song: Teacher Instructions
5. What's in a Song: Student Pages
6. What's in a Song: Group Work Process Rubric (Teacher)
7. What's in a Song: Evaluation Tool (Teacher)
8. What's in a Song: Personal Reflection Evaluation Tool (Student)
9. What's in a Song: Peer Evaluation Rubric (Student)

# **MUSICAL TERMS REVIEW: Note Taking Sheet**

(This will be your study guide)

## **1. Musical Score**

Definition:

## **2. Dynamics**

Definition:

Examples:

## **3. Tempo**

Definition:

Examples:

## **4. Musical Form**

Definition:

Examples:

## **5. Pitch**

Definition:

## **6. Melody**

Definition:

## **7. Melodic Contour**

**Definition:**

## **8. Articulation**

**Definition:**

**Examples:**

## **9. Musical Groupings**

**Examples:**

# What's in a Song?

## MUSICAL TERMS QUIZ

1. Dynamics: *Fill in the Blanks (1 point each)*

Symbol	Word	Meaning
<		Becoming Louder
<i>ff</i>	Fortissimo	
	Forte	Loud
<i>mf</i>	<u>Mezzoforte</u>	
	<u>Mezzopiano</u>	Moderately Soft
<i>p</i>		Soft
	Pianissimo	Very Soft
	Decrescendo	Becoming Softer

18

2. What is the definition of tempo? (4 points)

14

3. a) What is the definition of musical form? (4 points)

14

b) Give two examples of musical form (2 points each)

14

4. The following two musical excerpts are examples of melodic contour. Describe the contour of each musical excerpt. (2 points each)



\_\_\_\_\_



\_\_\_\_\_

14

5. Articulation: Fill in the Blanks (2 points each)

Symbol	Name	How to Play the Note
•	<input type="text"/>	Short
—	Tenuto	<input type="text"/>
∨	<input type="text"/>	Hard

16

**5. Musical Groupings:**

*Read the statement.  
Circle "T" if the statement is correct.  
Circle "F" if the statement is false  
(2 points each)*

- a) A group of three musicians or singers is called a duet. **T or F**
- b) A group of eight musicians or singers is called an octet. **T or F**
- c) A group of four musicians or singers is called a quartet. **T or F**
- d) A group of two musicians or singers is called a solo. **T or F**
- e) A group of five musicians or singers is called a quintet. **T or F**

/10



Total Points: \_\_\_\_\_/40

# What's in a Song?

## CREATION ACTIVITY 1 INSTRUCTIONS:

1. Distribute the SCORE.

2. Ask the students to divide into groups of 4 or 5 (or create groups of 4 or 5 students – depending on the group dynamic)

3. Instructions for group composition:

- Each element in the score must be represented in the soundscape
- Each member of the group must contribute to the composition of the soundscape and in the performance of the piece
- Students may use body percussion, vocal effects and any items brought to class on the day of activity to create sound sources for their compositions (avoid using musical instruments & electronic devices to create sound sources)
- Students must demonstrate an understanding of the following musical elements in their soundscapes: Dynamics, Form, Tempo & Pitch
- The soundscape should last approximately one minute

## FAQ:

**Q: Do we all have to sing/perform at the same time?**

A: No, group members may take turns – just as members of an orchestra sometimes take turns playing melodic lines in a symphony. You may choose to perform some sections as “solos”, others as “duets or trios” – and some sections in “unison”. (Please refer to Musical Terms power point)

**Q: Do we have to compose our piece “in order”.**

A: No, this is YOUR score. You may compose your piece in whatever order you wish, as long as it makes sense to the group performing it and to the audience listening to it.

# What's in a Song?

## CREATION ACTIVITY 2 INSTRUCTIONS:

1. Distribute the SCORE WRITING sheet.

2. Ask the students to divide into groups of 4 or 5 (or create groups of 4 or 5 students – depending on the group dynamic)

3. Instructions for group composition:

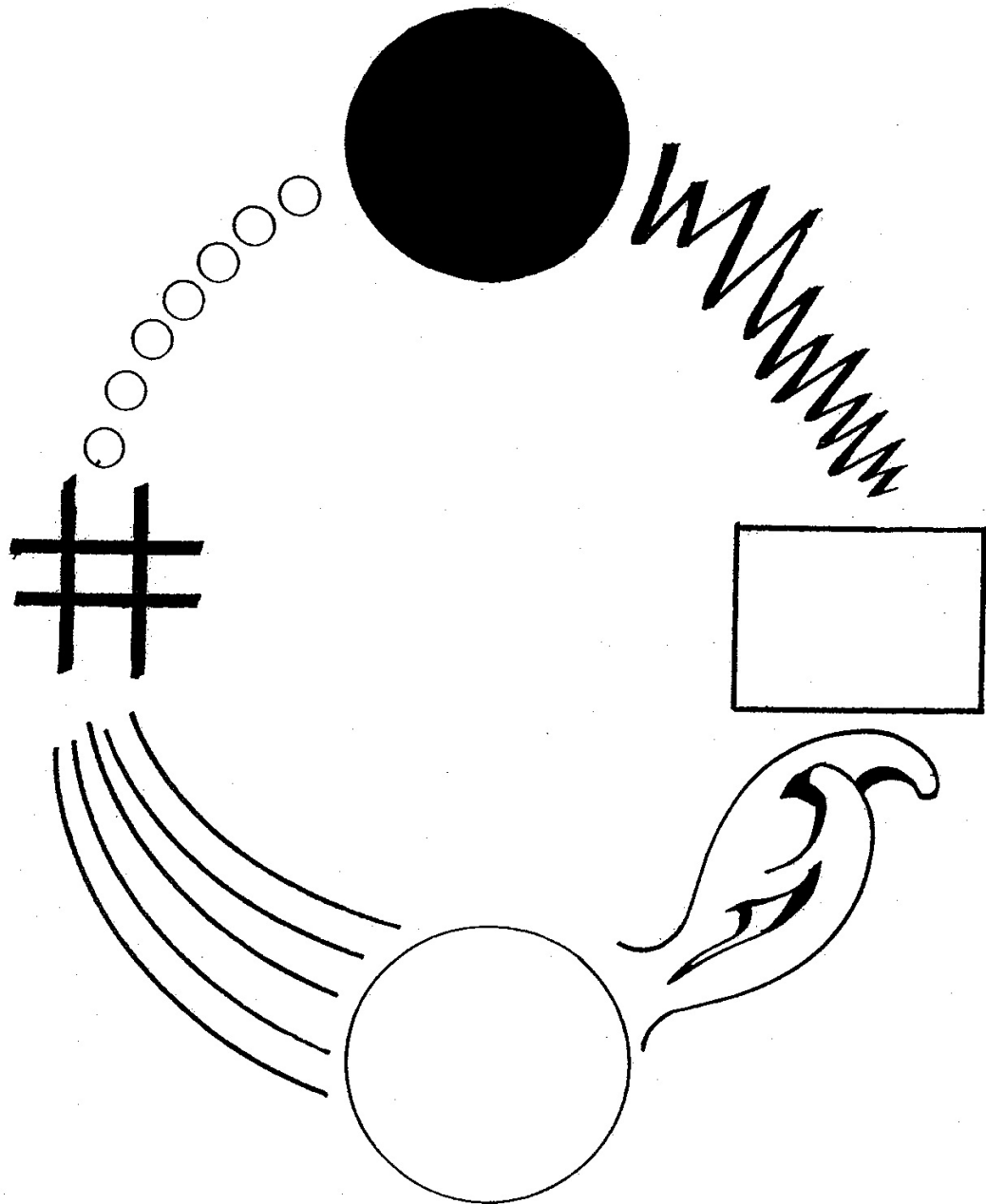
- The group must create a non-traditional score. Students may refer to the R. Murray Schaffer Score used in Activity 1.
- Each member of the group must contribute to the composition of the soundscape and in the performance of the piece.
- Students may use body percussion, vocal effects and any items brought to class on the day of activity to create sound sources for their compositions. (avoid using musical instruments & electronic devices to create sound sources)
- Students must demonstrate an understanding of the following musical elements in their soundscapes: Dynamics, Form, Tempo & Pitch.
- The soundscape should last approximately one minute.



# What's in a Song?

## CREATION ACTIVITY 1: NON-TRADITIONAL NOTATION

### THE SCORE:



Original score created by: R. Murray Schaffer

LES Created by: Lynn Harper (NFSB)

# What's in a Song?

CREATION ACTIVITY 2: NON-TRADITIONAL NOTATION

**YOUR SCORE:**

Original score created by: \_\_\_\_\_

# What's in a Song?

## GROUP WORK PROCESS MARK

Name(s): \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Title of Work: \_\_\_\_\_

Skills	Criteria				Points
	1	2	3	4	
<b>Helping</b> The teacher observed the students offering assistance to each other.	<i>None</i> of the Time	<i>Some</i> of the Time	<i>Most</i> of the Time	<i>All</i> of the Time	_____
<b>Listening</b> The teacher observed students working from each other's ideas.	<i>None</i> of the Time	<i>Some</i> of the Time	<i>Most</i> of the Time	<i>All</i> of the Time	_____
<b>Participating:</b> The teacher observed each student contributing to the project.	<i>None</i> of the Time	<i>Some</i> of the Time	<i>Most</i> of the Time	<i>All</i> of the Time	_____
<b>Persuading:</b> The teacher observed the students exchanging, defending, and rethinking ideas.	<i>None</i> of the Time	<i>Some</i> of the Time	<i>Most</i> of the Time	<i>All</i> of the Time	_____
<b>Questioning:</b> The teacher observed the students interacting, discussing, and posing questions to all members of the team.	<i>None</i> of the Time	<i>Some</i> of the Time	<i>Most</i> of the Time	<i>All</i> of the Time	_____
<b>Respecting:</b> The teacher observed the students encouraging and supporting the ideas and efforts of others.	<i>None</i> of the Time	<i>Some</i> of the Time	<i>Most</i> of the Time	<i>All</i> of the Time	_____
<b>Sharing:</b> The teacher observed the students offering ideas and reporting their findings to each other.	<i>None</i> of the Time	<i>Some</i> of the Time	<i>Most</i> of the Time	<i>All</i> of the Time	_____

# What's in a Song?

## Rubric for Soundscape Composition Activity Evaluation Tool (Teacher)

Name: \_\_\_\_\_

DESCRIPTION	5	4	3	2	1
<b>CREATIVE PROCESS</b>	Applies the creative process consistently when composing the soundscape	Applies the creative process when composing the soundscape with considerable effectiveness	Applies the creative process when composing the soundscape with some effectiveness	Applies the creative process when composing the soundscape with limited effectiveness	Does not demonstrate an understanding of the creative process
<b>ELEMENTS OF MUSIC</b>	Makes choices about the use of the elements of music and related concepts with a high degree of effectiveness	Makes choices about the use of the elements of music and related concepts with considerable effectiveness	Makes choices about the use of the elements of music and related concepts with some effectiveness	Makes choices about the use of the elements of music and related concepts with limited effectiveness	Does not make effective choices related to the elements of music
<b>USE OF PRESCRIBED MUSICAL ELEMENTS</b>	Uses prescribed musical elements with a high degree of effectiveness	Uses prescribed musical elements with considerable effectiveness	Uses prescribed musical elements with some effectiveness	Uses prescribed musical elements with limited effectiveness	Does not use prescribed musical elements
<b>DEMONSTRATES UNDERSTANDING OF MUSICAL TERMINOLOGY</b>	Demonstrates use and understanding of proper terminology consistently and effectively	Uses proper terminology with considerable effectiveness	Uses proper terminology with some degree of effectiveness	Uses proper terminology with limited effectiveness	Does not use proper terminology
<b>USE OF VARIED SOUND SOURCES</b>	Uses varied sound sources consistently and effectively when composing the soundscape	Uses varied sound sources with considerable effectiveness when composing the soundscape	Uses varied sound sources with some effectiveness when composing the soundscape	Uses varied sound sources with limited effectiveness when composing the soundscape	Does not use varied sound sources when composing the soundscape

# What's in a Song?

## PERSONAL REFLECTION & EVALUATION TOOL

**Name:**

**Describe how you contributed to the creative process:**

**Description of the musical elements present in your piece (please be specific):**

**Problems encountered during your group work experience:**

**Suggestions for Improvement:**

# What's in a Song?

Name of Group Being Evaluated:

Name of Peer Evaluator:

<b>MARKING RUBRIC (select one)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Creativity/Originality					
2. Use of Elements of Music					
3. Use of Sound Sources					
4. Overall Quality					

Other comments related to the quality of the soundscape (please use specific musical terminology):

Problems you see in the composition of this piece (please use specific musical terminology):

Suggestions for Improvement:

**PEER EVALUATION RUBRIC**