

Creative Assignment 1 – Teacher Information

Can be set after Lesson 3 has been completed

Task: To compose, notate and perform a 16 bar rhythm.

Preparation Activities.

General Preparation Suggestions.

Examine the rhythmic patterns of known songs and discover why these work as compositions.

Look at the phrases and their similarities and differences. (Form not taught in the text until Lesson 13 however a general understanding of “same and different” can be very helpful).

Study the rules for writing notes on the staff. In particular look at the way the beats are spread out across the bar and not squashed up one end.

Lesson 3

As prep for Creative assignment 1, write an 8 beat rhythmic composition, as a class and perform it from memory. Use questions and answer form – teacher gives 4 beats of rhythm and student compose a 4 beat answer (similar to the question but no identical).



Write a second part to one of the rhythms composed which they clap while the rest of the class clap the original composition.

Lesson 4

Suggested Game: "Rhythm Snake 1" using only   and .

Students sit in a circle. Teacher begins by clapping four beats of rhythm, which the class claps back while saying the rhythm names.

The student sitting on the teacher's left then claps a **new** 4 beat rhythm, which the class claps back, with rhythm names and so on.



Students can be asked to clap the last 4 beats of rhythm at anytime.

Lesson 5

This Assignment can be set now.

Lesson 6

This assignment can be performed for the class (continue into other lessons as required).

Example Assignment.

“Remembering to Walk”

by Deborah Smith

The image shows four staves of musical notation in 4/4 time. The first staff begins with a treble clef and a 4/4 time signature. The melody consists of quarter notes and eighth notes. The second staff continues the melody with similar rhythmic patterns. The third staff introduces a more complex rhythmic pattern with eighth notes and sixteenth notes. The fourth staff concludes the piece with a final cadence.

Optional extension tasks.

Option 1.

If you choose this option you must do **both** parts A and B.

Part A. You may use any rhythmic element you know.

Part B. Write a short paragraph explaining why you wrote what you did. Consider compositional devices such as pattern, form, repetition etc. You may receive a maximum of 4 bonus marks for this option – 2 marks for each part.

Option 2.

Add a simple melody (writing the solfa beneath the rhythm) using only *do re mi*. Notate this onto the staff in an F and G *do*.

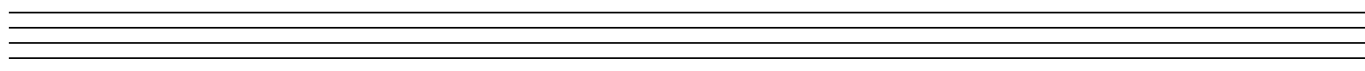
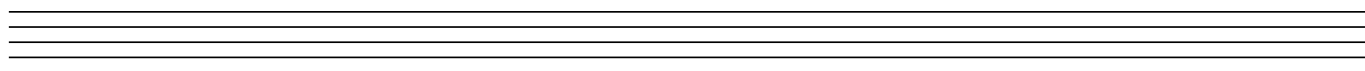
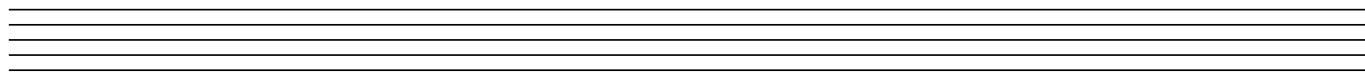
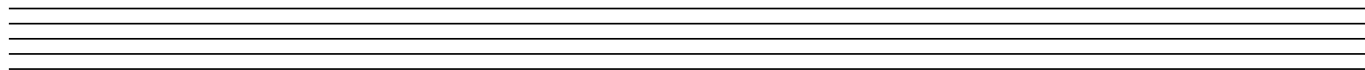
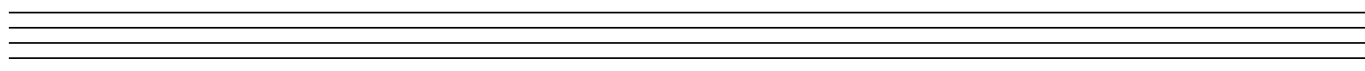
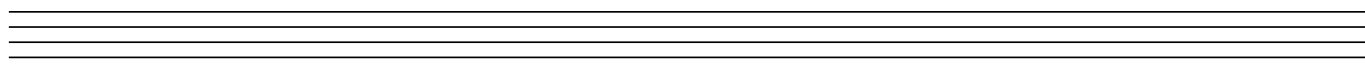
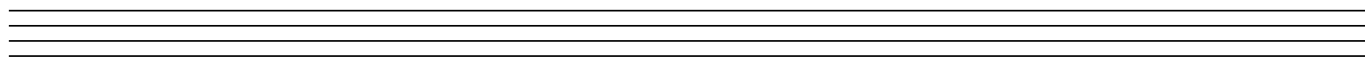
You may receive a maximum of 4 bonus marks for this option – 2 marks for the melody in solfa and 1 mark for the staff notation in each *do*.

Technology Option.

Input finished composition onto the staff in Sibelius.

Using the IWB have class perform some of the compositions and discuss what aspects of the composition makes it work well.

Blank manuscript (if required).






Creative Assignment 1 – Assessment Sheet

Name: _____

Class: _____

Due Date: _____

Task: To compose, notate and perform a 16 bar rhythm.

- ❖ The time signature is to be $\frac{4}{4}$ and you must use the rhythmic elements of   and 
- ❖ The composition is to be performed by you at a later date, from memory.
- ❖ Your composition must have a title and be written **by hand** on the staff.
- ❖ This assessment sheet must be handed in attached to your composition.

Marks→ Criteria for Marking ↓	4	3	2	1
Accuracy	Notes have been correctly written and spaced	Most notes have been correctly written and spaced	Some notes have been correctly written and spaced	Few notes have been correctly written and spaced
Understanding of metre	The correct number of beats have been put in every bar	The correct number of beats have been put in most bars	The correct number of beats have been put in some bars	The correct number of beats have been put in few bars
Variety of rhythmic elements used	All known rhythmic elements have been used	Most known rhythmic elements have been used	Some known rhythmic elements have been used	Few known rhythmic elements have been used
Creativity	Rhythmic elements have been used in an interesting and varied way	Rhythmic elements have been used in a mostly interesting and varied way	Rhythmic elements have been used in a slightly interesting and varied way	Rhythmic elements have been used in a basic manner only
Neatness and Presentation	The assignment has been presented in a neat and organised manner	The assignment has been presented in a mostly neat and organised manner	The assignment has been presented in a slightly neat and organised manner	The assignment has not been presented in a neat and organised manner

Comments :

Mark: _____/20

