

Creative Assignment 2 – Teacher Information

Can be set after Lesson 7 has been completed

Task: To compose, notate and perform an 8 bar, two part rhythm.

Preparation Activities.

General Preparation Suggestions.

Examine some simple two part rhythms such as “Two Part Rhythmic Sightreading 1” on page 12, “Two Part Rhythmic Sightreading 2” on page 25 and those below, 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).

Discuss the rhythmic interest that can be created by having different rhythms in each part as opposed to have the same rhythms.

Study the rules for writing music in two parts. In particular look at the way the beats are lined up across the two staves.

Lesson 7

As preparation for Creative Assignment 2, write an 8 beat rhythmic duet, as a class, and perform it from memory. Teach students the notation skills required to write out a rhythmic duet i.e. how to line up the beats of each part etc.

Lesson 9

This Assignment can be set now.

Lesson 11

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

Two Part Rhythm Example 1

Musical notation for Two Part Rhythm Example 1, showing two staves in 3/4 time. The top staff contains a sequence of notes: quarter, quarter, eighth, eighth, eighth, eighth, quarter, quarter, quarter, quarter. The bottom staff contains a sequence of notes: quarter, quarter, quarter, quarter, quarter, quarter, quarter, quarter, quarter, quarter.

Two Part Rhythm Example 2

Musical notation for Two Part Rhythm Example 2, showing two staves in 4/4 time. The top staff contains a sequence of notes: quarter, quarter, quarter, quarter, quarter, quarter, quarter, quarter, quarter, quarter, quarter, quarter. The bottom staff contains a sequence of notes: quarter, quarter, quarter, quarter, quarter, quarter, quarter, quarter, quarter, quarter, quarter, quarter.

Example Assignment – Simple.

“Taking it in Turns”

by Deborah Smith

The musical score is written in 4/4 time and consists of four systems, each with two staves. The first staff of each system is in the treble clef, and the second staff is in the bass clef. The music is composed of simple rhythmic patterns and melodic lines. The first system shows a melody in the treble staff and a bass line in the bass staff. The second system continues the melody and bass line. The third system shows a more complex melody in the treble staff and a bass line. The fourth system concludes the piece with a final melody and bass line. The score is presented in a clean, black-and-white format.

Example Assignment – Advanced.

“One at a Time”

by Deborah Smith

The musical score is written in 4/4 time and consists of four systems, each with two staves. The first system shows a treble staff with a melodic line of eighth notes and a bass staff with a rhythmic accompaniment of eighth notes. The second system continues the melodic and rhythmic patterns. The third system introduces a measure with a whole rest in the treble staff, while the bass staff continues with eighth notes. The fourth system concludes the piece with a double bar line at the end of the second measure.

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 to one of the rhythms (writing the solfa beneath the rhythm) using only *do re mi so*. Notate this onto the staff in an F, G and C *do*.

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

Option 3.

Perform both parts individually: one part per hand. Use two different sounds i.e. tapping your hand on the desk for one part and tapping a pencil on the desk for the other.

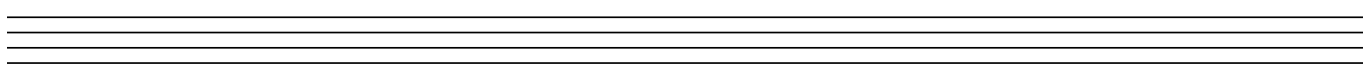
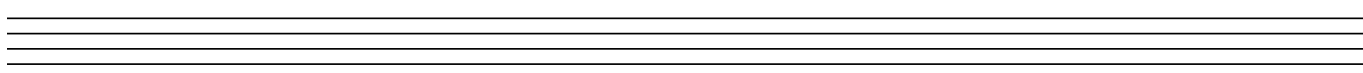
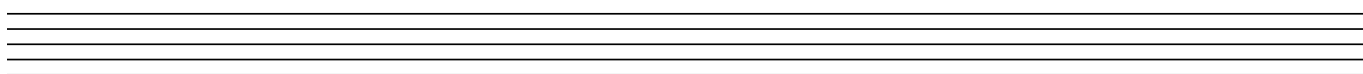
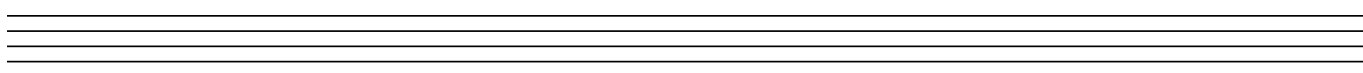
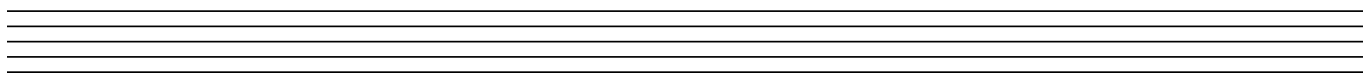
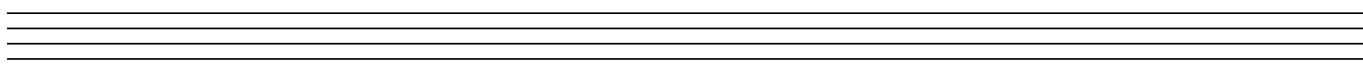
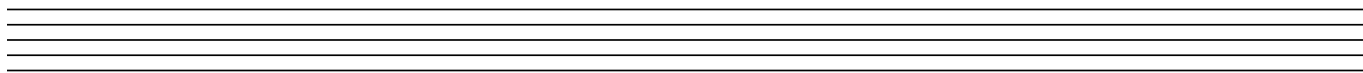
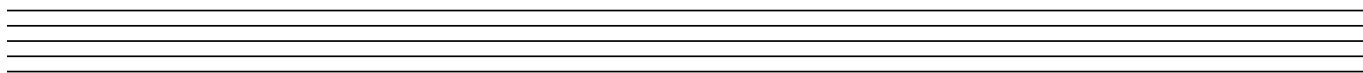
You may receive a maximum of 4 bonus marks for this option – 2 marks for performing one way (i.e. top part in the right hand and bottom part in the left) and 2 marks for performing it the opposite way (i.e. top part in the left hand and bottom part in the right).

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 2 – Assessment Sheet

Name: _____

Class: _____

Due Date: _____

Task: To compose, notate and perform an 8 bar, two part 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, individually or with a partner, 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, spaced and lined up	Most notes have been correctly written, spaced and lined up	Some notes have been correctly written, spaced and lined up	Few notes have been correctly written, spaced and lined up
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

