

# Creative Assignment 5 – Teacher Information

Can be set after Lesson 24 has been completed

**Task:** To compose, in stick notation, and on the staff, a melody of at least 8 bars, in a C *do* pentatonic scale.

## Preparation Activities.

General Preparation Suggestions.

Creative Assignment 5 is intended as a revision assignment for the beginning of Year 8 and therefore is very similar to the final Creative Assignment 4 from Year 7.

Examine some simple pentatonic melodies (such as “A Knight and his Horse”, “Pourquoi” and “Winter’s Coming”) and discover why these work as compositions.

Look at the phrases and form.

Discuss the use of tempo, dynamics, phrasing markings etc

Discuss the ways rhythmic and melodic interest can be created.

Study the rules for writing music on the staff. In particular, revise the rules for writing stems “pod”.

Note that if this assignment is to be performed, discuss how this will take place. For example, will students be expected to sing individually for the class or just for the teacher. Can they sing in pairs or larger groups etc.

## Lesson 24

As preparation for Creative Assignment 5, write an 8 beat rhythmic and melodic composition, as a class, and perform it from memory. Use stick notation to write this composition on the board and have the students write it out on the staff in a C *do*.

## Lesson 25

Assignment 5 can be set now.

## Lesson 26

If completed, this assignment can be performed for the class (continue into other lessons as required).

# Example Assignment.

## “I Have a Song – Stick Notation”

by Deborah Smith

Stick notation for the song "I Have a Song" in 3/4 time. The notation consists of four lines of music. Each line has two measures. The notes are represented by stems and beams, with lyrics written below. The lyrics are: do do do do re mi so so so so la so; so la so mi mi so so la so mi mi re; do do do do re mi so so so so la so; do' la so mi mi so mi re mi re re do.

## “I Have a Song – Staff Notation”

by Deborah Smith

Staff notation for the song "I Have a Song" in 3/4 time, marked **Andante**. The notation consists of four staves of music. Each staff has two measures. The notes are represented by stems and beams, with dynamic markings (*mf*, *mp*, *f*, *p*) written below. The dynamics for the four staves are: *mf*, *mp*; *mf*, *mp*; *mf*, *mp*; *f*, *p*.

## Optional extension tasks.

Option 1.

Notate your melody onto the staff in an F, G **and** C *do*.

You may receive a maximum of 1 bonus mark for this option.

Option 2.

Add a simple bassline using only notes from the pentatonic scale.

Notate this onto a bass clef staff below your melody.

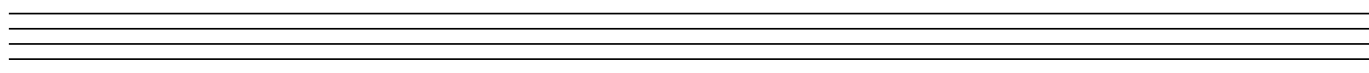
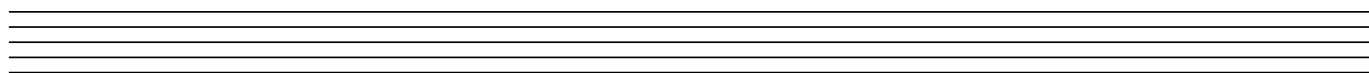
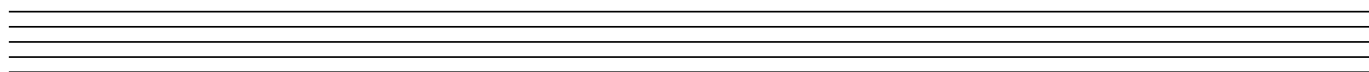
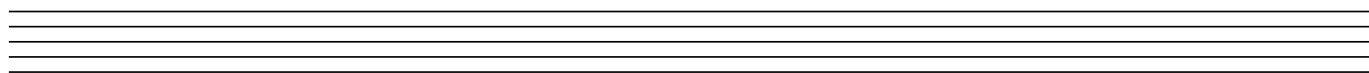
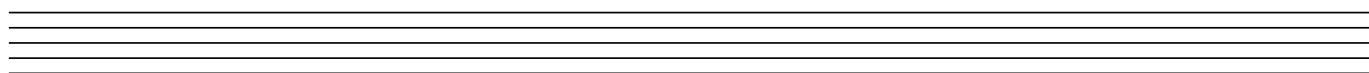
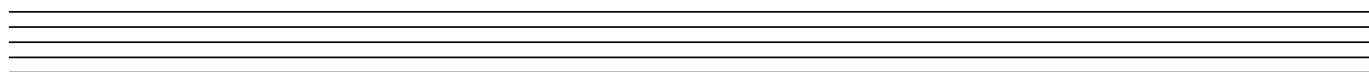
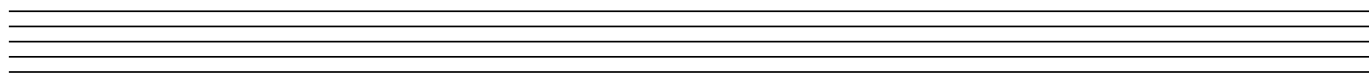
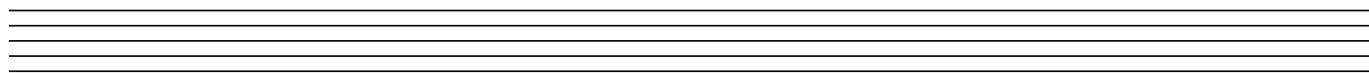
You may receive a maximum of 4 bonus marks for this option.

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 5 – Assessment Sheet

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

Class: \_\_\_\_\_

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

**Task:** To compose, in stick notation, and on the staff, a melody of at least 8 bars, in a C *do* pentatonic scale.

- ❖ The time signature is to be  $\frac{3}{4}$  or  $\frac{4}{4}$  and any known rhythmic element may be used.
- ❖ The composition must have a clear form.
- ❖ Your composition must have a title, appropriate tempo, dynamics, phrasing markings etc and be written **by hand** on the staff.
- ❖ This assessment sheet must be handed in attached to your composition.

| Marks→<br>Criteria for<br>Marking ↓                              | 4  | 3   | 2   | 1   |
|--|--|---|---|---|
| <b>Accuracy in the use of the pentatonic scale.</b>              | The C <i>do</i> pentatonic scale has been used correctly                   | The C <i>do</i> pentatonic scale has been used correctly in most of the composition | The C <i>do</i> pentatonic scale has been used correctly in some of the composition | The C <i>do</i> pentatonic scale has not been used correctly                  |
| <b>Creativity of rhythmic style.</b>                             | 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                       |
| <b>Creativity of melodic style.</b>                              | Melodic elements have been used in an interesting and varied way           | Melodic elements have been used in a mostly interesting and varied way              | Melodic elements have been used in a slightly interesting and varied way            | Melodic elements have been used in a basic manner only                        |
| <b>Appropriate use of form.</b>                                  | There is a clear and logical form  | There is a mostly clear and logical form  | The form is not fully clear and logical   | The form is not clear and logical   |
| <b>Appropriate use of dynamics, phrasing and tempo markings.</b> | Dynamics, phrasing and tempo have been used appropriately and thoughtfully | Dynamics, phrasing and tempo have mostly been used appropriately and thoughtfully   | Dynamics, phrasing and tempo have been used in a basic way                          | Dynamics, phrasing and tempo have not been used correctly                     |
| <b>Accuracy, neatness and presentation</b>                       | The assignment has been presented in a correct, neat and organised manner  | The assignment has been presented in a mostly correct, neat and organised manner    | The assignment has been presented in a slightly correct, neat and organised manner  | The assignment has not been presented in a correct, neat and organised manner |

Comments : \_\_\_\_\_

**Mark:** \_\_\_\_\_/30

