

Creative Assignment 6 – Teacher Information

Can be set after Lesson 29 has been completed

Task: To compose and notate an 8 bar composition for voice with rhythmic accompaniment.

Preparation Activities.

General Preparation Suggestions.

Examine some similar compositions such as those on the next pages, and discover why these work as compositions.

Discuss the ways rhythmic and melodic interest can be created. In particular discuss the meaning and role of an “accompaniment” (an instrumental or vocal part designed to support, provide background for or complement a melody).

Discuss the use of form, tempo, dynamics, phrasing markings etc

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

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 29

As preparation for Creative Assignment 6, write a 16 beat melody with rhythmic accompaniment, as a class, and perform it from memory. Use stick notation to write this composition on the IWB and have the students write it out on the staff in an F, G and/or C *do*.

Lesson 30

Assignment 6 can be set now.

Lesson 31

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

Example Assignment 1.

“Together”

by Deborah Smith

Andante

The score is in 4/4 time and consists of four systems. Each system has a melody line on a treble clef staff and a tambourine line on a bass clef staff. The melody is marked with a dynamic of *f* and a *decresc.* (decrescendo) hairpin. The tambourine part is marked with a dynamic of *p*. The tempo is *Andante*. The score includes measure numbers 3, 5, and 7. The final measure of the fourth system is marked with a double bar line and repeat dots.

Tambourine

3

Tamb.

5

Tamb.

7

f *decresc.*

p

mp

f *rit.*

rit.

Example Assignment 2.

"It is True"

by Deborah Smith

Adagio

The musical score is written in 4/4 time and consists of four systems. Each system has a treble clef staff and a wood block staff. The wood block staff uses a simplified notation with vertical stems and flags to represent rhythmic patterns. The treble staff contains melodic lines with various dynamics and articulations.

System 1: Treble staff starts with *mp* and *cresc.* Wood Block staff starts with *p*.

System 2: Treble staff starts with *f* and *decresc.* Wood Block staff continues the rhythmic pattern.

System 3: Treble staff starts with *mp* and *cresc.* Wood Block staff continues the rhythmic pattern.

System 4: Treble staff starts with *f* and *rit.* Wood Block staff continues the rhythmic pattern.

Optional extension tasks.

Option 1.

Add a second rhythmic part to your composition using a different percussion instrument.
You may receive a maximum of 4 bonus mark2 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.

Performance Option.

Perform both parts individually i.e. sing melody and play rhythm on percussion instrument simultaneously.

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.

Creative Assignment 6 – Assessment Sheet

Name: _____

Class: _____

Due Date: _____

Task: To compose, and notate an 8 bar composition for voice with rhythmic accompaniment.

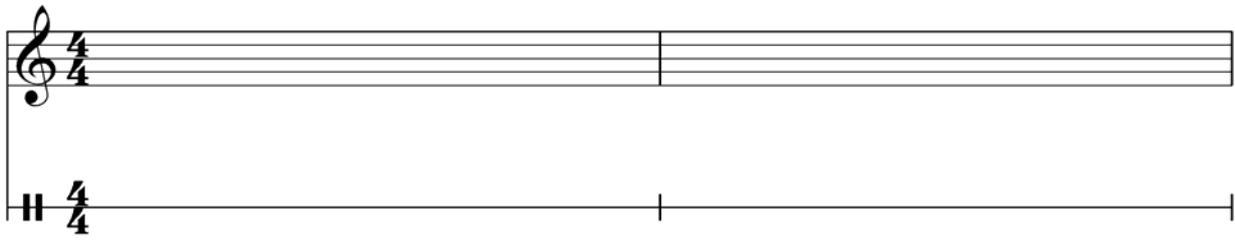
- ❖ The time signature is to be $\frac{4}{4}$ and any known rhythmic element may be used.
- ❖ The melody is to be in an F, G or C *do* pentatonic scale, is to be written to suit your own voice and must be written on the staff.
- ❖ The rhythmic accompaniment is to be written to suit a percussion instrument of your choice.
- ❖ Your composition must have a title, clear form, 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 → Criteria for Marking ↓	4	3	2	1
Accuracy in the use of the pentatonic scale.	The pentatonic scale has been used correctly	The pentatonic scale has been used correctly in most of the composition	The pentatonic scale has been used correctly in some of the composition	The pentatonic scale has not been used correctly
Creativity of melodic style	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
Appropriate composition of rhythmic accompaniment	Rhythmic elements have been used in an appropriate way for an accompaniment	Rhythmic elements have been used in a mostly appropriate way for an accompaniment	Rhythmic elements have been used in a slightly appropriate way for an accompaniment	Rhythmic elements have been used in an inappropriate way for an accompaniment
Appropriate use of form	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
Appropriate use of dynamics, phrasing and tempo markings	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
Accuracy, neatness and presentation	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 : _____

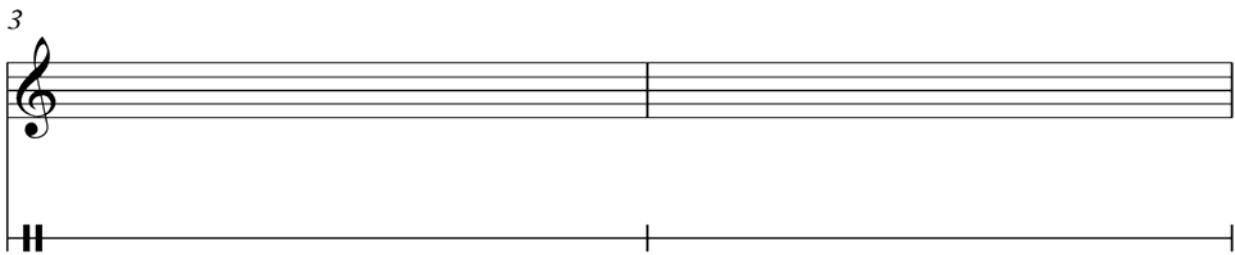
Blank manuscript (if required).

3



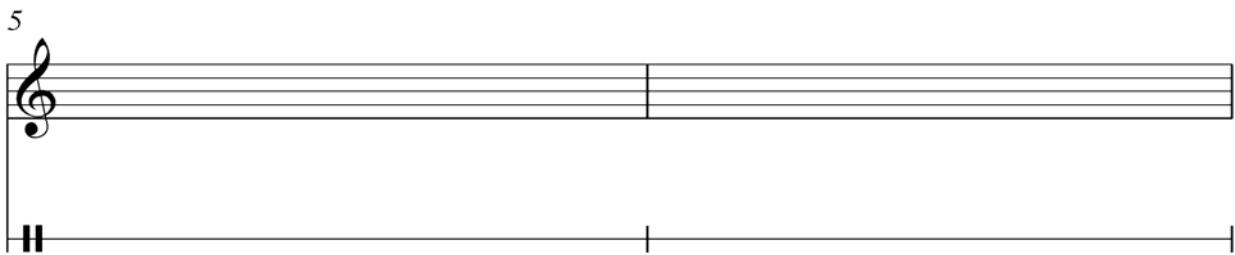
A musical staff system consisting of a treble clef, a 4/4 time signature, and a blank five-line staff with a vertical bar line in the middle.

3



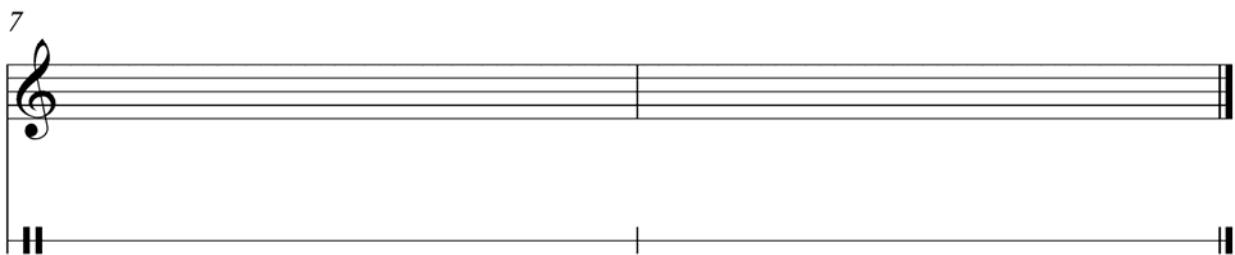
A musical staff system consisting of a treble clef, a blank five-line staff with a vertical bar line in the middle.

5



A musical staff system consisting of a treble clef, a blank five-line staff with a vertical bar line in the middle.

7



A musical staff system consisting of a treble clef, a blank five-line staff with a vertical bar line in the middle and a double bar line at the end.

