

Creative Assignment 8 – Teacher Information

Can be set after Lesson 40 has been completed

Task: To compose, in stick notation, and on the staff, an 8 bar, $\frac{6}{8}$ melody, in a *la* pentatonic scale (in an F, G or C *do*).

Preparation Activities.

General Preparation Suggestions.

Examine some simple *la* pentatonic melodies (such as “When the Train Comes Along”, “Falling Leaves” and “My Paddle”) and discover why these work as compositions.

Look at the phrases and form.

Discuss the use of tempo, dynamics etc

Discuss the ways rhythmic and melodic interest can be created.

Study the rules for writing music on the staff.

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 41

As preparation for Creative Assignment 8, 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 using a C *do*.

Lesson 42

This assignment can be set now.

Lesson 43

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

Example Assignment.

“Andrea’s Adagio – Stick Notation”

by Deborah Smith

l, d r d r m d l, m m s s l

l s m l s m r m r d l, l, m m r d l,

“Andrea’s Adagio – Staff Notation C do”

by Deborah Smith

Adagio

mp *mf cresc.*

f *decresc.* *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 *la* pentatonic scale.

Notate this onto a bass clef staff below your melody.

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

Option 3.

Add lyrics to your melody.

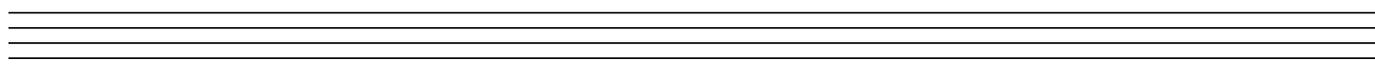
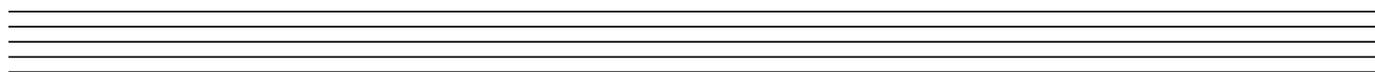
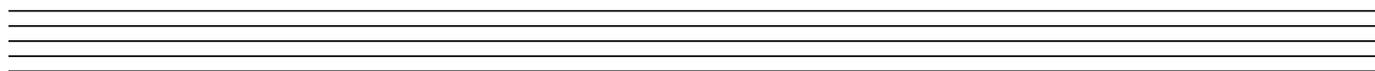
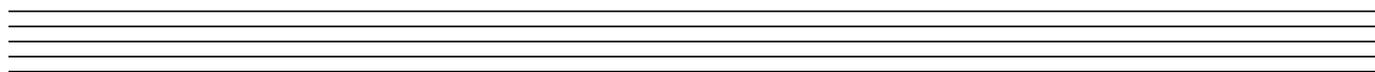
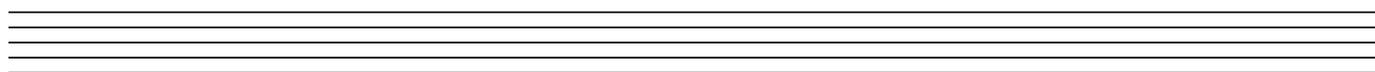
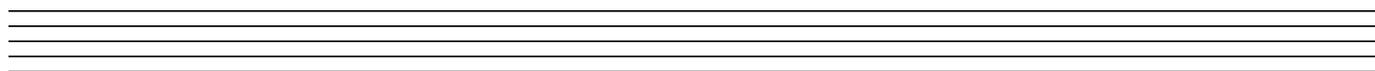
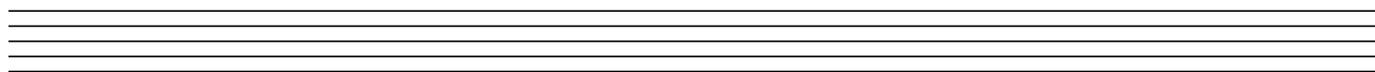
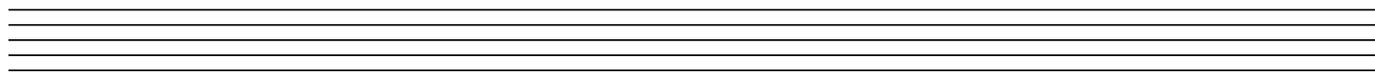
You may receive a maximum of 4 bonus marks for this option.

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 8 – Assessment Sheet

Name: _____

Class: _____

Due Date: _____

Task: To compose, in stick notation, and on the staff, an 8 bar, $\frac{6}{8}$ melody, in a *la* pentatonic scale (in an F, G or C *do*).

- ❖ 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 → Criteria for Marking ↓	4	3	2	1
Accuracy in the use of the pentatonic scale.	The <i>la</i> pentatonic scale has been used correctly	The <i>la</i> pentatonic scale has been used correctly in most of the composition	The <i>la</i> pentatonic scale has been used correctly in some of the composition	The <i>la</i> pentatonic scale has not been used correctly
Creativity of rhythmic style.	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
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 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 : _____

Mark: _____/30

