

Level 1 Lesson 10

Activity 1: Transposition



Click on this video icon to learn about transposition.

Read **What's the Time? – F do** in rhythm names while conducting the beat. Then, sing the solfa showing the handsigns. Finally, sing the letter names. (Click on the audio file to hear this song if required).



What's the Time? – F do

d r m etc
F G A etc

Here is the tone set of **What's the Time? – F do**:

We can change this tone set by altering each note in the same way e.g. we can move every note up one step:

- move the F up one step to G (now G is *do*),
- move the G up one step to A (now A is *re*), and
- move the A up one step to B (now B is *mi*).

d r m
F G A

d r m
G A B

We have transposed this tone set from an F *do* up into to a G *do*.

We could have used our knowledge of the intervals between these three notes - *do* to *re* is a step and *re* to *mi* is a step. Therefore, if G is *do* then A must be *re* and B must be *mi*.

When a song is rewritten, beginning on a new note, but sounding the same as the original song (only higher or lower) we call this **transposition**.

When transposing a song from one *do* into another the most important thing to remember is to keep the interval pattern between the notes the same as in the original version so that the new transposed version will sound the same (only higher or lower).

Sing this **transposed** version of **What's the Time? – G do** in solfa and letter names. Notice that the solfa you sing is the same as that you sang in **What's the Time? – F do** however, the letter names (and pitch) of this version is different. (Click on the audio file to hear this song if required).



What's the Time? – G do

d r m etc
F G A etc

Level 1 Lesson 10 - Worksheet

Questions 33 to 35 can be found in the *Musicianship & Aural Training for the Secondary School, Level 1 Books*, Page 20.

Question 33: Transposition.

Transpose this melody from an F *do* up into a G *do* using the given instructions.

i. Complete the solfa below this **F do Melody**.

F do Melody


d d r r

ii. Write the tone set of this **F do Melody** on this blank staff:

iii. Transpose the tone set you have just written from an F *do* up to a G *do* on this blank staff:

iv. Using the solfa you have written below the first melody (as this will stay the same in both melodies) and the new G *do* tone set, complete the transposition of the **F do Melody** to the **G do Melody** on the staff below. Write the solfa below each note in this "new" melody to check your accuracy.

d d r r

 **Question 34: Melodic Dictation – Rhythm and Solfa.** Click on this audio file to hear a melody played five times.


Each playing will be preceded by four beats of click track plus the starting note.

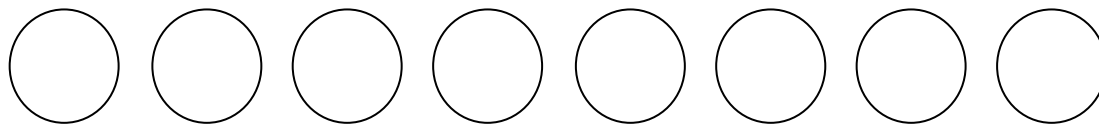
As you listen, complete the rhythmic stick notation then fill in the rest of the solfa beneath this rhythm.

d



Level 1 Lesson 10 - Worksheet continued

Question 35: Rhythmic Dictation. Use the instructions for **Rhythmic Dictation** given in Level 1, Lesson 1, page 3 to complete this question.

 Click on this audio icon to hear the rhythm for **Question 35: Rhythmic Dictation** played five times. Each playing will be preceded by four beats of click track.



Listening Activity.

 Click on these audio icons and listen to the "Dance of the Mirlitons" (the top icon) and the "Dance of the Sugar Plum Fairy" (the bottom icon) from **The Nutcracker Suite** by **Pyotr Ilyich Tchaikovsky**.
 As you listen, read and complete the following activities.

Based on one of the tales of E.T.A. Hoffman, the story of the Nutcracker and the Mouse King, Tchaikovsky's ballet tells the tale of a little girl, Clara, and her Christmas Eve adventures.

As is common with large works such as ballets, Tchaikovsky chose a selection of music from the ballet and created "The Nutcracker Suite" intended for concert performances.

1. Research and then summarise the story of the **first act** of the ballet here. (An **act** is a section of a large work).

2. The music you are listening to is from the **second act** of this ballet. Summarise the story of this act here.
