

# Level 1 Lesson 7

## Activity 1: Moveable *do* Solfa



Click on this video icon to learn about moveable *do* solfa.

Read the rhythm names of "On the Road – F *do*" while conducting the beat (using the 4 metre pattern). Sing the solfa showing the handsigns and finally sing the letter names.

### On the Road – F *do*

*m d d d d etc*  
A F F F F

Here are the notes used in "On the Road – F *do*" above:

*d r m*  
F G A

- In "On the Road" shown on the staff above, the note F is *do*.
- In "On the Road" shown on the staff below, the note G is *do*.
- Notice that the solfa names are the same for both versions but the letter names and pitches themselves are different.

This system of solfa where we can alter which note is **do** is called **moveable do** solfa or **tonic** solfa.

### On the Road – G *do*

*m d d d d etc*  
B G G G G

Here are the notes used in "On the Road – G *do*" above:

*d r m*  
G A B


Solfa names **can** change (different notes can be *do* in different songs).

Letter names **cannot** change (e.g. the note in the lowest space of the treble staff will **always** be **F**).

## Activity 2: Melodic Sightreading


Follow the instructions given in Lesson 4 to sightread the following melodies. Then, click on the audio icons to check and correct your singing where necessary.

### Melodic Sightreading 4



*d*  
F

### Melodic Sightreading 4




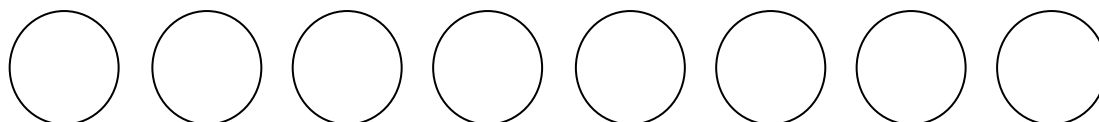
*d*  
G


## Level 1 Lesson 7 - Worksheet


Questions 21 to 25 can be found in the *Musicianship & Aural Training for the Secondary School, Level 1 Books, Page 14.*

**Question 21: Rhythmic Dictation.** Use the instructions for **Rhythmic Dictation** given in Level 1, Lesson 1, page 3 to complete this question.

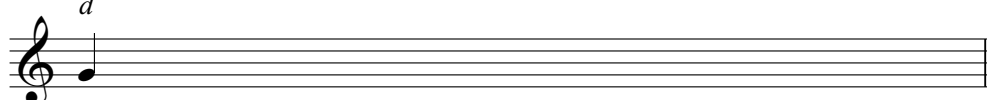
 Click on this audio icon to hear the rhythm for **Question 21: Rhythmic Dictation** played five times. Each playing will be preceded by four beats of click track.



 **Question 22: Melodic Dictation – Staff G do** 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. Use the instructions given in Level 1, Lesson 4, page 3 to complete the solfa of the notes you hear beneath the given stick notation, then transcribe these notes onto the staff. The first note, *do*, is given.



*d*



**Question 23: Note names - F do** Complete the solfa and letter names beneath this melody.



*m d*  
\_\_\_\_\_

A F  
\_\_\_\_\_

## Level 1 Lesson 7 - Worksheet continued

**Question 24: Note names - G do** Complete the solfa and letter names beneath this melody.

*d d r r m*


G G A A B

**Question 25: Staff Notes.** Transcribe the notes (given as letter names) and rhythm (given above the staff) onto the staff then complete the solfa.

*d r*

G A B A G B A G

### Listening Activity.

 Click on this audio icon and listen to the Introduction to **Peter and the Wolf by Sergei Prokofiev.**

1. Listen to the melody that the instrument representing each character plays and circle the words that best describe that melody (and therefore the character of each person or animal as well).

Peter (2'07")	Dramatic	Gloomy	Cheerful	Carefree
The bird (0'17")	Light	Deliberate	Cheerful	Gloomy
The duck (0'33")	Relaxed	Lazy	Gloomy	Dramatic
The cat (0'53")	Sly	Menacing	Cheerful	Gloomy
Grandfather (1'17")	Deliberate	Dramatic	Cheerful	Relaxed
The wolf (1'45)	Menacing	Relaxed	Cheerful	Dramatic
The hunters (2'32")	Booming	Sly	Cheerful	Dramatic

2. Listen again and this time, focus on the timbre (tone colour) of the instrument that represents each character and circle the words that best describe this for each.

Peter	Mellow	Bright	Warm	Harsh
The bird	Bright	Smooth	Deep	Light
The duck	Bright	Nasal	Airy	Light
The cat	Shrill	Bright	Smooth	Mellow
Grandfather	Sharp	Ringling	Full	Harsh
The wolf	Piercing	Delicate	Mellow	Growling
The hunters	Delicate	Booming	Sharp	Ringling