

# Level 1 Lesson 11

## Activity 1: A New Note and a New Interval



Click on this video icon to learn about this new note and interval.



Sing **Up Above** with the words, pointing to the rhythm of this song in **Up Above – Rhythmic Pattern** below. (Click on the audio file to hear this song sung with the words if required).

Complete the solfa beneath **Up Above – Rhythmic Pattern**. Where you hear a note that is NOT *do re* or *mi* write the name of the new note: *so*.

### Up Above – Rhythmic Pattern

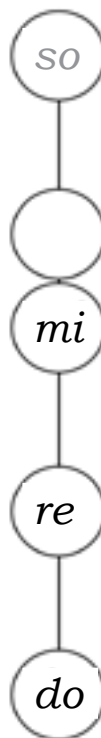


Sing the tone set of **Up Above** in solfa, looking at the tone ladder to the right. Consider the following information about the new note *so*. (Click on the audio file to hear this tone set sung in solfa if required).

- Is it higher or lower than *mi*? We can hear that this note is higher than *mi*.
- How much higher? It is **more** than a step higher above *mi*.

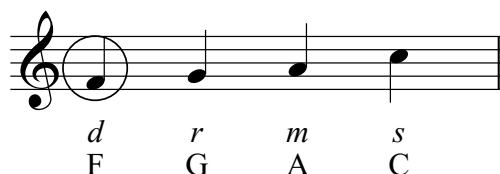
The **interval** between *mi* and *so* is called a **skip**.

The handsign for *so* looks like this:



Here is the tone set of **Up Above** in an F *do*. Note the staff placement of the new note *so*. Sing this tone set in solfa and in letter names. (Click on the audio file to hear this tone set sung in solfa and letter names if required).

### Up Above Tone Set – F *do*



Complete the letter names beneath the notes in **Up Above – F *do*** below.

Sing the solfa showing the handsigns then sing the letter names. (Click on the audio file to hear this song sung in solfa and letter names in an F *do* if required).



Here is the tone set of **Up Above** in a G *do*. Note the staff placement of the new note *so*. Sing this tone set in solfa and in letter names. (Click on the audio file to hear this tone set sung in solfa and letter names if required).

### Up Above Tone Set – G *do*

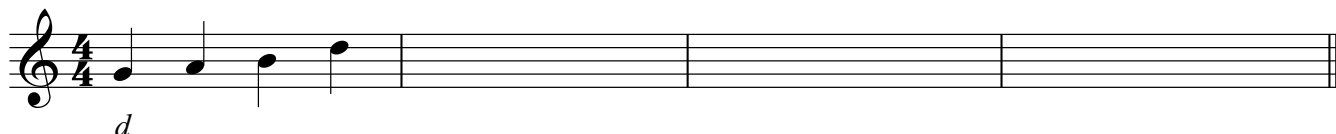
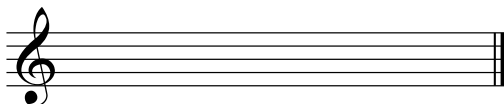



## Level 1 Lesson 11 - Worksheet

Questions 36 to 41 can be found in the *Musicianship & Aural Training for the Secondary School, Level 1 Books, Page 22.*

**Question 36: Transposition.** Transpose **Up Above – F do** from an F *do* (on page 1) up into a G *do* and write the solfa beneath each note in this transposed version. Write the new tone set out first on the blank tone set staff below.

**Tone set staff:**




 **Question 37: Melodic Recognition.** Click on this audio icon to hear these three melodies being played in a different order from that seen below. You will hear four beats of click track plus the starting note before each playing begins. Write a number in each box beside each melody showing the order they are played in.


$\frac{2}{4}$   ||


$\frac{2}{4}$   ||

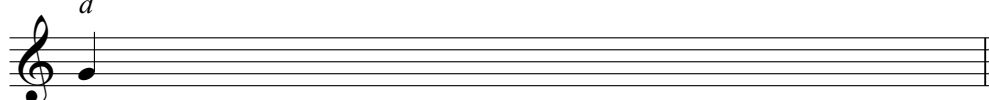
$\frac{2}{4}$   ||

 **Question 38: Melodic Dictation – Solfa.** Click on this audio file to hear a melody played five times. Each playing will be preceded by six 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.

$\frac{3}{4}$   ||

 **Question 39: 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.


 ||



## Level 1 Lesson 11 - Worksheet continued


### Question 40: Visual Interval Recognition.

Name these intervals as either steps or skips. F is *do*.




1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

### Question 41: Aural Interval Recognition.

 Click on this audio icon to hear four intervals played twice each. They will be either a step (*do* to *re* or *re* to *mi*) or a skip (*mi* to *so*). Identify each interval as a step or a skip in the spaces provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

**Listening Activity.** This listening activity can be found in the *Musicianship & Aural Training for the Secondary School, Level 1 Books, Page 115*.

 Click on this audio icon and listen to the "Dance of the Mirlitons" from **The Nutcracker Suite** by **Pyotr Ilyich Tchaikovsky**.

In the ballet, this dance is one of many dances grouped together. It is played during a scene where Clara is being entertained at a sumptuous banquet.

The "Dance of the Mirlitons" (also called "Dance of the Reed Pipes" or "Dance of the Reed Flutes") is a light, pastoral dance.

1. What family of instruments is playing at the very beginning of this excerpt?

\_\_\_\_\_

2. What technique are they using to play in this manner?

\_\_\_\_\_

3. What is the time signature of this dance?

\_\_\_\_\_

4. What instruments play the melody?

\_\_\_\_\_

5. What orchestral family do they belong to?

\_\_\_\_\_

6. What other instruments would be found in this family?

\_\_\_\_\_