

# Level 1 Lesson 13

## Activity 1: Phrase



Click on this video icon to learn about the phrase and form.



Sing **Hot Cross Buns** pointing to these beat circles.  
(Click on the audio file to hear this song sung with the words if required).  
Write the rhythm of this song in the beat circles.

### Hot Cross Buns - Beat Circles

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Notice how the rhythm of **Hot Cross Buns** above is divided into small sections.  
For example, the first line of words "Hot Cross Buns" feels like a sentence on its own.  
We have four small sentences in this song.

A musical sentence is called a **phrase**.

## Activity 2: Form - Rhythmic

Is there a pattern in the rhythm you have just written?


To determine this pattern, look at the rhythm of each phrase and follow these instructions:

1. Put a capital letter "A" in the box at the end of the first phrase.
2. Are any other phrases the same as the first phrase? If so, write "A" in the box next to those.
3. Write a capital letter "B" next to any phrase in which the rhythm is not the same as phrase A.

The pattern of same and different phrases in music is called **form**.

The rhythmic form of **Hot Cross Buns** is "A A B A".

## Activity 3: Two-Part Rhythmic Sightreading 2

 Sightread the following two-part rhythm using the instructions given in Lesson 6 page 2. Then, click on the audio icon to check and correct your rhythm where necessary.

## Activity 4: Canon

When a song is sung together (everyone sings the same notes at the same time) it is being sung in **unison**.

When a song is sung in two or more groups, all groups singing the same song but starting at a different time, it is being sung in **canon**.

A **canon** (or **round**) is a piece of music where two or more voices sing the same song beginning at different times.

Sing **The Long Note Lullaby** as a canon, beginning with two groups. The second group begins to sing (from the start) once the first group has reached the start of the second line (where the number 2 is written above the staff).

Once this has been mastered add in a third group which begins to sing (from the start) once the **second** group has reached the start of the second line.

 Click on this audio icon to hear **The Long Note Lullaby** being sung in a three part canon.

### The Long Note Lullaby


Andante Deborah Smith

1. 

Good-night, Good-night, Good-night, go to bed,

5. 2. Good-night, Good-night, Good-night, bed time,

9. 3. Good-night, Good-night Good-night, Sleep!


Note the new symbol:  called a **fermata** or a **pause**. It means the note is held for longer than the rhythm indicates. When used in a canon, such as this lullaby, it shows which note to finish the full canon on.

## Level 1 Lesson 13 - Worksheet

Questions 44 to 48 can be found in the *Musicianship & Aural Training for the Secondary School, Level 1 Books, Page 26.*

**Question 44: Melodic Alterations.** Follow these instructions to complete this question.

Sightread the following Original Melody, by reading it in rhythm names, in your head then out loud, while tapping the beat, then by singing it in solfa with handsigns, in your head then out loud.

 Click on this audio icon to hear the **altered** melody for **Question 44: Melodic Alterations** played four times. Each playing will be preceded by six beats of click track.

As you listen, copy any unaltered solfa and write any **altered solfa** beneath the relevant rhythm.


During the final playing, tap and inner hear the solfa for the Altered Melody you have written.

Original Melody:




Altered Melody:



 **Question 45: Missing Melody.** Click on this audio file to hear the melody played three times.

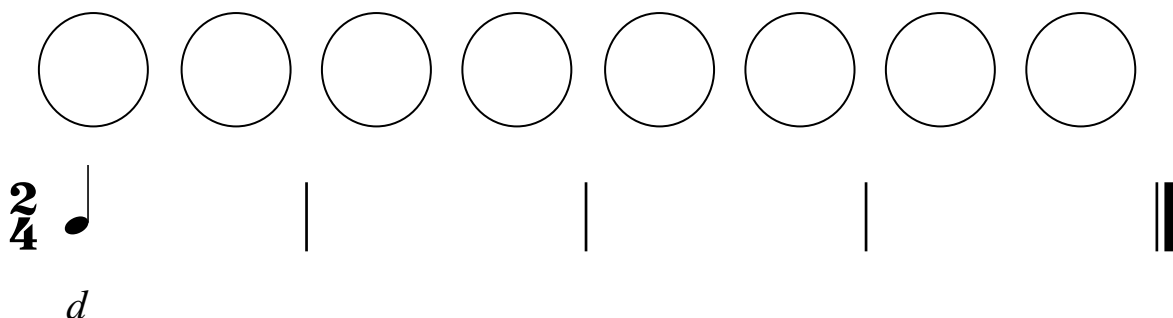
Each playing will be preceded by four beats of click track. Notate the missing two bars of melody by writing the solfa beneath the given rhythm.



 **Question 46: 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 using the beat circles, then write out this rhythm in the bars given below and complete the solfa beneath.



## Level 1 Lesson 13 - Worksheet continued


### Question 47: Visual Interval Recognition.

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




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

### Question 48: Aural Trichord Recognition.

 Click on this audio icon to hear four trichords played twice each, ascending and descending. They will be either *do re mi* or *re mi so*. Write the solfa of the trichord you hear 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 116.

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

Determine, then write in the time signature for this dance (from Level 1, Lesson 11, Q. 3. page 3) then notate the rhythm of the first eight bars of this melody. The first bar is done for you below. Write in your own beat circles above the bars given if required.

Do not be confused by the glissandi, (very fast runs of notes), and grace notes, (short, quick notes before a main note), that are in this melody for decoration and are not part of the main rhythm.

