

# **ELEMENTS OF MUSIC**

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### ACTIVITY 9: WEB QUEST

#### Group 1: Melody

1. Search information about melody. You can go to the following websites.

<http://en.wikipedia.org/wiki/Melody>

<http://historyofmusic.tripod.com/id6.html>

[http://www.musiclisteningrevision.co.uk/Access3/L\\_found\\_melodic.htm](http://www.musiclisteningrevision.co.uk/Access3/L_found_melodic.htm)

[http://www.musiclisteningrevision.co.uk/intermediate1/L\\_general\\_melodic.htm](http://www.musiclisteningrevision.co.uk/intermediate1/L_general_melodic.htm)

2. Find out the following concepts related to melody (key words)

- ✓ Melodic curve, line, contour or shape
- ✓ Steps (conjunct motion) and leaps (skips)
- ✓ Wide range, narrow range
- ✓ Phrases, cadences (incompletes and completes), themes, motif
- ✓ Riff or repetition
- ✓ Question and answer
- ✓ Sequence
- ✓ Scales: minor and major
- ✓ Treatment of the music in different periods and styles of music.

3. Write the definition essay (approximately 500 words) making sure that the structure and the content is clear. You can add **visuals**, **scores** and **examples of music** to hear in class. Add a conclusion and an introduction.

#### Structures that you can use:

<b>Introducing:</b> <i>Let's start with... To begin with, let's look at</i>
<b>Defining:</b> <i>We can define melody as ..., When..... is called melody, Melody refers to .....</i>
<b>Describing features:</b> <i>There are some types of melody according to its.... A melody's range is.... This kind of melody is called...</i>
<b>Generalising:</b> <i>Generally speaking... ; On the whole, ...; .....tends.....; Typically,...; By and large..; may/might/could..... ; Often/frequently/sometimes/usually ...;</i>
<b>Changing of topic or idea</b> <i>Having looked at.... , We would now like to move on to... We would like to focus on...</i>
<b>Linking connectors</b> <b>Structuring</b> <i>Firstly, secondly...; then; Finally</i> <b>Contrasting information:</b> <i>However; on the other hand</i> <b>Adding information</b> <i>Moreover; In addition; Besides</i>
<b>Explaining through examples</b> <i>For example,...; For instance,...; A good illustration of this is... We can see this when...</i>
<b>Concluding</b> <i>To summarise...; In conclusion...</i>

4. Decide in your group who will work on the different tasks

Student	Task

5- Preparation of the presentation.

a) Decide who will expose each content.

b) Prepare your speech: Usually it has 3 parts.

1. Introduction	
1.1	<b>Say your name. Explain what you are going to talk about.</b> <i>Good morning everyone. My name is ... and in my presentation today, I'm going to describe.....</i>
1.2	<b>Summarise the content:</b> <i>To begin with, I'll introduce the concept...I'd then like to.... Before finishing with a demonstration of some examples.</i>
1.3	<b>Answering questions:</b> <i>If you have any question, I'll be happy to answer them at the end. If you have any questions, please feel free to ask during my presentation.</i>
2. Core	
2.1	<b>Explain the main ideas of your speech:</b> definition of the element, features, examples (you can use the structures given before)
2.2	<b>Link phrases:</b> <i>Let's start by looking at...Firstly...; Next, I would like to look at.. In the final part of my presentation, I'd like to...</i>
3. Conclusion	
3.1	<b>Concluding:</b> <i>So, to sum up, we have looked at....and then... In conclusion</i>
3.2	<b>Ending:</b> <i>That concludes my presentation. Are there any questions? Thank you very much for listening.</i>

c) Deliver your speech considering:

<ul style="list-style-type: none"> <li>✓ The volume of your speech</li> <li>✓ The speed of your speech</li> <li>✓ To make pauses</li> <li>✓ Projection of the voice</li> <li>✓ Not using erm's, err's, you know...</li> <li>✓ Emphasise when is necessary</li> <li>✓ Make eye contact with your audience</li> <li>✓ Try to look comfortable</li> <li>✓ Speak clearly</li> <li>✓ Use the visual eye you have: Posters, power point, graphics....</li> </ul>
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**ACTIVITY 9: WEB QUEST**

**Group 2: Harmony**

1. Search information about Harmony. You can go to the following websites.
  - ✓ <http://historyofmusic.tripod.com/id6.html>
  - ✓ <http://en.wikipedia.org/wiki/Harmony>
  - ✓ [http://en.wikipedia.org/wiki/Chord\\_sequence](http://en.wikipedia.org/wiki/Chord_sequence)
  - ✓ [http://www.musiclisteningrevision.co.uk/intermediate1/L\\_general\\_harm\\_rhythm.htm](http://www.musiclisteningrevision.co.uk/intermediate1/L_general_harm_rhythm.htm)
  - ✓ [http://www.musiclisteningrevision.co.uk/Access3/L\\_found\\_harmonic.htm](http://www.musiclisteningrevision.co.uk/Access3/L_found_harmonic.htm)
  - ✓ <http://cnx.org/content/m11654/latest/>
  
2. Find out the following concepts related to Harmony (key words):
 

<ul style="list-style-type: none"> <li>✓ Chord and types of chords: triads, tonic, subdominant and dominant, broken...</li> <li>✓ Chord progressions</li> <li>✓ Consonance, dissonance and resolution</li> <li>✓ Key or tonality</li> <li>✓ Modulation (change of key)</li> <li>✓ Harmonic rhythm</li> <li>✓ Vamp</li> <li>✓ Drone</li> </ul>
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3. Write the definition essay (approximately 500 words) making sure that the structure and the content is clear. You can add **visuals, scores** and **examples of music** to hear in class. Add a conclusion and an introduction.

**Structures that you can use:**

<b>Introducing:</b> <i>Let's start with... To begin with, let's look at</i>
<b>Defining:</b> <i>We can define harmony as ....., When..... is called harmony, Harmony refers to .....</i>
<b>Describing features:</b> <i>There are some types of chords according to its.. This kind of chord is called...</i>
<b>Generalising:</b> <i>Generally speaking... ; On the whole, ...; .....tends.....; Typically,...; By and large..; may/might/could..... ; Often/frequently/sometimes/usually ...;</i>
<b>Changing of topic or idea</b> <i>Having looked at.... , We would now like to move on to... We would like to focus on...</i>
<b>Linking connectors</b> <b>Structuring</b> <i>Firstly, secondly...; then; Finally</i> <b>Contrasting information:</b> <i>However ;on the other hand;</i> <b>Adding information</b> <i>Moreover; In addition; Besides;</i>
<b>Explaining through examples</b> <i>For example,...; For instance,...; A good illustration of this is... We can see this when....</i>
<b>Concluding</b> <i>To summarise...; In conclusion...</i>

4. Decide in your group who will work on the different tasks

Student	Task

5- Preparation of the presentation.

a) Decide who will expose each content..

b) Prepare your speech: Usually it has 3 parts.

1. Introduction	
1.1	<b>Say your name. Explain what you are going to talk about.</b> <i>Good morning everyone. My name is ... and in my presentation today, I'm going to describe.....</i>
1.2	<b>Summarise the content:</b> <i>To begin with, I'll introduce the concept...I'd then like to.... Before finishing with a demonstration of some examples.</i>
1.3	<b>Answering questions:</b> <i>If you have any question, I'll be happy to answer them at the end.</i> <i>If you have any questions, please feel free to ask during my presentation.</i>
2. Core	
2.1	<b>Explain the main ideas of your speech:</b> definition of the element, features, examples (you can use the structures given before)
2.2	<b>Link phrases:</b> <i>Let's start by looking at...Firstly...; Next, I would like to look at..</i> <i>In the final part of my presentation, I'd like to...</i>
3. Conclusion	
3.1	<b>Concluding:</b> <i>So, to sum up, we have looked at....and then...</i> <i>In conclusion</i>
3.2	<b>Ending:</b> <i>That concludes my presentation. Are there any questions? Thank you very much for listening.</i>

c) Deliver your speech considering:

<ul style="list-style-type: none"> <li>✓ The volume of your speech.</li> <li>✓ The speed of your speech</li> <li>✓ To make pauses</li> <li>✓ Projection of the voice</li> <li>✓ Not using erm's, err's, you know...</li> <li>✓ Emphasise when is necessary</li> <li>✓ Make eye contact with your audience</li> <li>✓ Try to look comfortable</li> <li>✓ Speak clearly</li> <li>✓ Use the visual eye you have: Posters, power point, graphics....</li> </ul>
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### **ACTIVITY 9: WEB QUEST**

#### **Group 3: Rhythm**

1. Search information about rhythm. You can go the following websites.

<http://en.wikipedia.org/wiki/Rhythm>

<http://historyofmusic.tripod.com/id6.html>

[http://www.musiclisteningrevision.co.uk/Access3/L\\_found\\_rhythm.htm](http://www.musiclisteningrevision.co.uk/Access3/L_found_rhythm.htm)

[http://www.musiclisteningrevision.co.uk/intermediate1/L\\_general\\_harm\\_rhythm.htm](http://www.musiclisteningrevision.co.uk/intermediate1/L_general_harm_rhythm.htm)

2. Find out the following concepts related to rhythm (key words)

- ✓ beat
- ✓ meter and its types (duple, triple, quadruple...)
- ✓ on the beat, off the beat
- ✓ accent and syncopation
- ✓ tempo (accelerando)
- ✓ rallentando, ritardando, rubato
- ✓ measure

3. Write the definition essay (approximately 500 words) making sure that the structure and the content is clear. You can add **visuals**, **scores** and **examples of music** to hear in class. Add a conclusion and an introduction.

#### **Structures that you can use:**

<b>Introducing:</b> <i>Let's start with... To begin with, let's look at</i>
<b>Defining:</b> <i>We can define rhythm as ..., When..... is called rhythm, Rhythm refers to .....</i>
<b>Describing features:</b> <i>There are some types of meters according to its. This kind of tempo is called...</i>
<b>Changing of topic or idea</b> <i>Having looked at.... , We would now like to move on to... We would like to focus on...</i>
<b>Generalising:</b> <i>Generally speaking... ; On the whole, ...; .....tends.....; Typically,...; By and large..; may/might/could..... ; Often/frequently/sometimes/usually ...;</i>
<b>Linking connectors</b> <b>Structuring</b> <i>Firstly, secondly...; then; Finally</i> <b>Contrasting information:</b> <i>However ;on the other hand;</i> <b>Adding information</b> <i>Moreover; In addition; Besides;</i>
<b>Explaining through examples</b> <i>For example,...; For instance,...; A good illustration of this is... We can see this when....</i>
<b>Concluding</b> <i>To summarise...; In conclusion...</i>

4. Decide in your group who will work on the different tasks

Student	Task

5- Preparation of the presentation.

a) Decide who will expose each content..

b) Prepare your speech: Usually it has 3 parts.

1. Introduction	
1.1	<b>Say your name. Explain what you are going to talk about.</b> <i>Good morning everyone. My name is ... and in my presentation today, I'm going to describe.....</i>
1.2	<b>Summarise the content:</b> <i>To begin with, I'll introduce the concept...I'd then like to.... Before finishing with a demonstration of some examples.</i>
1.3	<b>Answering questions:</b> <i>If you have any question, I'll be happy to answer them at the end. If you have any questions, please feel free to ask during my presentation.</i>
2. Core	
2.1	<b>Explain the main ideas of your speech:</b> definition of the element, features, examples (you can use the structures given before)
2.2	<b>Link phrases:</b> <i>Let's start by looking at...Firstly...; Next, I would like to look at.. In the final part of my presentation, I'd like to...</i>
3. Conclusion	
3.1	<b>Concluding:</b> <i>So, to sum up, we have looked at....and then... In conclusion</i>
3.2	<b>Ending:</b> <i>That concludes my presentation. Are there any questions? Thank you very much for listening.</i>

c) Deliver your speech considering:

<ul style="list-style-type: none"> <li>✓ The volume of your speech.</li> <li>✓ The speed of your speech</li> <li>✓ To make pauses</li> <li>✓ Projection of the voice</li> <li>✓ Not using erm's, err's, you know...</li> <li>✓ Emphasise when is necessary</li> <li>✓ Make eye contact with your audience</li> <li>✓ Try to look comfortable</li> <li>✓ Speak clearly</li> <li>✓ Use the visual eye you have: Posters, power point, graphics....</li> </ul>
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**ACTIVITY 9: WEB QUEST**

**Group 4: Texture and Dynamics**

1. Search information about Texture and Dynamics. You can go the following websites.
  - ✓ <http://historyofmusic.tripod.com/id6.html>
  - ✓ [http://en.wikipedia.org/wiki/Texture %28music%29](http://en.wikipedia.org/wiki/Texture_%28music%29)
  - ✓ <http://cnx.org/content/m11645/latest/>
  - ✓ [http://en.wikipedia.org/wiki/Dynamics %28music%29](http://en.wikipedia.org/wiki/Dynamics_%28music%29)
  - ✓ <http://cnx.org/content/m11649/latest/>

2. Find out the following concepts related to Texture and Dynamics (key words):

- |                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>✓ Types of texture: monophonic, Biphonic, homophonic , homorhythmic, heterophonic and polyphonic</li> <li>✓ Use of the textures through the history of music.</li> <li>✓ Types of dynamics symbols: relative loudness, gradual changes, sudden changes</li> <li>✓ Accents</li> <li>✓ Dynamics in the history.</li> </ul> |
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3. Write the definition essay (approximately 500 words) making sure that the structure and the content is clear. You can add **visuals**, **scores** and **examples of music** to hear in class. Add a conclusion and an introduction

**Structures that you can use:**

<b>Introducing:</b> <i>Let's start with... To begin with, let's look at</i>
<b>Defining:</b> <i>We can define texture as ...., When..... is called dynamics , Dynamics refers to .....</i>
<b>Describing features:</b> <i>There are some types of textures according to .. This kind of texture is called...</i>
<b>Changing of topic or idea</b> <i>Having looked at.... , We would now like to move on to... We would like to focus on...</i>
<b>Generalising:</b> <i>Generally speaking... ; On the whole, ...; .....tends.....; Typically,...; By and large..; may/might/could..... ; Often/frequently/sometimes/usually ...;</i>
<b>Linking connectors</b> <b>Structuring</b> Firstly, secondly...; then; Finally <b>Contrasting information:</b> However ;on the other hand; <b>Adding information</b> Moreover; In addition; Besides;
<b>Explaining through examples</b> <i>For example,...; For instance,...;A good illustration of this is... We can see this when....</i>
<b>Concluding</b> <i>To summarise...; In conclusion...</i>



4. Decide in your group who will work on the different tasks

Student	Task

5- Preparation of the presentation.

a) Decide who will expose each content..

b) Prepare your speech: Usually it has 3 parts.

1. Introduction	
1.1	<b>Say your name. Explain what you are going to talk about.</b> <i>Good morning everyone. My name is ... and in my presentation today, I'm going to describe.....</i>
1.2	<b>Summarise the content:</b> <i>To begin with, I'll introduce the concept...I'd then like to.... Before finishing with a demonstration of some examples.</i>
1.3	<b>Answering questions:</b> <i>If you have any question, I'll be happy to answer them at the end. If you have any questions, please feel free to ask during my presentation.</i>
2. Core	
2.1	<b>Explain the main ideas of your speech:</b> definition of the element, features, examples (you can use the structures given before)
2.2	<b>Link phrases:</b> <i>Let's start by looking at...Firstly...; Next, I would like to look at.. In the final part of my presentation, I'd like to...</i>
3. Conclusion	
3.1	<b>Concluding:</b> <i>So, to sum up, we have looked at....and then... In conclusion</i>
3.2	<b>Ending:</b> <i>That concludes my presentation. Are there any questions? Thank you very much for listening.</i>

c) Deliver your speech considering:

<ul style="list-style-type: none"> <li>✓ The volume of your speech.</li> <li>✓ The speed of your speech</li> <li>✓ To make pauses</li> <li>✓ Projection of the voice</li> <li>✓ Not using erm's, err's, you know...</li> <li>✓ Emphasise when is necessary</li> <li>✓ Make eye contact with your audience</li> <li>✓ Try to look comfortable</li> <li>✓ Speak clearly</li> <li>✓ Use the visual eye you have: Posters, power point, graphics....</li> </ul>
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**ACTIVITY 9: WEB QUEST**

**Group 5: Timbre**

1. Search information about Texture and Dynamics. You can go the following websites.
  - ✓ <http://cnx.org/content/m11059/latest/>
  - ✓ <http://en.wikipedia.org/wiki/Timbre>
  - ✓ <http://cnx.org/content/m11645/latest/>
  - ✓ [http://www.essortment.com/all/elementsmusic\\_rllc.htm](http://www.essortment.com/all/elementsmusic_rllc.htm)
  - ✓ [http://www.musiclisteningrevision.co.uk/intermediate2/clearn\\_timbre.htm](http://www.musiclisteningrevision.co.uk/intermediate2/clearn_timbre.htm)

2. Find out the following concepts related to timbre (key words):

- ✓ Families of instruments
- ✓ Instrumental groups (band jazz, orchestra...)
- ✓ Attack
- ✓ Articulation
- ✓ Terms as: con sordino, glissando, double stopping, flutter tonguing, pizzicato, col legno, arco, tremolando...
- ✓ Legato, Stacatto, Blowing, bowing, Plucking, striking, strumming...
- ✓ Harmonics
- ✓ Words used to describe timbre

3. Write the definition essay (approximately 500 words) making sure that the structure and the content is clear. You can add **visuals**, **scores** and **examples of music** to hear in class. Add a conclusion and an introduction

**Structures that you can use:**

<b>Introducing:</b> <i>Let's start with... To begin with, let's look at</i>
<b>Defining:</b> <i>We can define timbre as ..., When..... is called timbre , Timbre refers to .....</i>
<b>Describing features:</b> <i>There are some types of attacks according to .. This kind of articulation is called...</i>
<b>Changing of topic or idea</b> <i>Having looked at.... , We would now like to move on to... We would like to focus on...</i>
<b>Generalising:</b> <i>Generally speaking... ; On the whole, ...; .....tends.....; Typically,...; By and large..; may/might/could..... ; Often/frequently/sometimes/usually ...;</i>
<b>Linking connectors</b> <b>Structuring</b> <i>Firstly, secondly...; then; Finally</i> <b>Contrasting information:</b> <i>However ;on the other hand;</i> <b>Adding information</b> <i>Moreover; In addition; Besides;</i>
<b>Explaining through examples</b> <i>For example...; For instance,...; A good illustration of this is... We can see this when....</i>
<b>Concluding</b> <i>To summarise...; In conclusion...;</i>

4. Decide in your group who will work on the different tasks

Student	Task

5- Preparation of the presentation.

a) Decide who will expose each content..

b) Prepare your speech: Usually it has 3 parts.

1. Introduction	
1.1	<b>Say your name. Explain what you are going to talk about.</b> <i>Good morning everyone. My name is ... and in my presentation today, I'm going to describe.....</i>
1.2	<b>Summarise the content:</b> <i>To begin with, I'll introduce the concept...I'd then like to.... Before finishing with a demonstration of some examples.</i>
1.3	<b>Answering questions:</b> <i>If you have any question, I'll be happy to answer them at the end. If you have any questions, please feel free to ask during my presentation.</i>
2. Core	
2.1	<b>Explain the main ideas of your speech:</b> definition of the element, features, examples (you can use the structures given before)
2.2	<b>Link phrases:</b> <i>Let's start by looking at...Firstly...; Next, I would like to look at.. In the final part of my presentation, I'd like to...</i>
3. Conclusion	
3.1	<b>Concluding:</b> <i>So, to sum up, we have looked at....and then... In conclusion</i>
3.2	<b>Ending:</b> <i>That concludes my presentation. Are there any questions? Thank you very much for listening.</i>

c) Deliver your speech considering:

<ul style="list-style-type: none"> <li>✓ The volume of your speech.</li> <li>✓ The speed of your speech</li> <li>✓ To make pauses</li> <li>✓ Projection of the voice</li> <li>✓ Not using erm's, err's, you know...</li> <li>✓ Emphasise when is necessary</li> <li>✓ Make eye contact with your audience</li> <li>✓ Try to look comfortable</li> <li>✓ Speak clearly</li> <li>✓ Use the visual eye you have: Posters, power point, graphics....</li> </ul>
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**Activity 9. Group evaluation: oral presentation.**

In groups. listen **very** carefully to the oral presentations of your partners and assess them. Fill in this peer evaluation questionnaire.

Your names: .....

Name of the students of the group that is doing the presentation:

- 1-
- 2-
- 3-
- 4-

GROUP PRESENTATION	YES	NO	COMMENTS
Does each member of the team present a part of the project?			
Is the presentation clear and complete?			
<b>METHODOLOGY</b>			
Do you think it is an interesting presentation?			
The support material (music, and visual) was appropriate and useful to understand the concepts?			
<b>GROUP ASSESSMENT</b>	<b>Mark:</b>		

**Individual evaluation: oral presentation.**

INDIVIDUAL EVALUATION		--	-	+ / -	+	++
<b>Clear articulation and pronunciation</b>	Name student 1:					
	Name student 2:					
	Name student 3:					
	Name student 4:					
<b>Expressive voice</b>	Name student 1:					
	Name student 2:					
	Name student 3:					
	Name student 4:					
<b>Appropriate intonation</b>	Name student 1:					
	Name student 2:					
	Name student 3:					
	Name student 4:					
<b>Appropriate speed</b>	Name student 1:					
	Name student 2:					
	Name student 3:					
	Name student 4:					
<b>Appropriate pauses</b>	Name student 1:					
	Name student 2:					
	Name student 3:					
	Name student 4:					
<b>Correct memorization</b>	Name student 1:					
	Name student 2:					
	Name student 3:					
	Name student 4:					
<b>Fluidity in reciting</b>	Name student 1:					
	Name student 2:					
	Name student 3:					
	Name Student 4:					
<b>Strong points of each one:</b>		<b>Weak points of each one:</b>				
<b>Individual assessment</b>						
<b>Name Student</b>		<b>Mark</b>				

### Self assessment

#### About the writing and oral presentation.

1. Fill in, according to your opinion, your mark and the mark of your group in the PIGEOMETRE

My mark            1  10

My group's mark    1  10

a) What do you think were your strong points? What do you think were your weak points?

#### My strong points

1.

2.

3.

#### My weak points

1.

2.

3.

#### My groups 's strong points

1.

2.

3.

#### My group 's weak points

1.

2.

3.

b) What did you learn about elements of music from your presentation?

c) What did you learn about elements of music from other presentations?

d) What did you learn about preparing and doing a presentation in English?