

ELEMENTS OF MUSIC

Oscar Altide Crespo

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Melody, Rhythm, Harmony, Texture, Dynamics (volume of a sound), Timbre (instrumentation)

Melody, Rhythm, Harmony

- 1- **Individually** Listen to this song. Match the elements with the instruments (notice the order in which the elements appear).

Tracy Chapman *The love that you had.*

Elements

Instruments

Rhythm

Voice

Harmony

Guitar

Melody

Drums

Texture

- 2- **Individually** Underline the type of texture you hear in each excerpt .

1. Janis Joplin. Mercedes Benz	Monophonic	Polyphonic	Homophonic
2. Handel <i>Rinaldo</i> - <i>LasciaCh'io Pianga</i>	Monophonic	Polyphonic	Homophonic
3. J.S Bach - <i>Musikalisches Opfer BWV 1079. Canon a 4</i>	Monophonic	Polyphonic	Homophonic

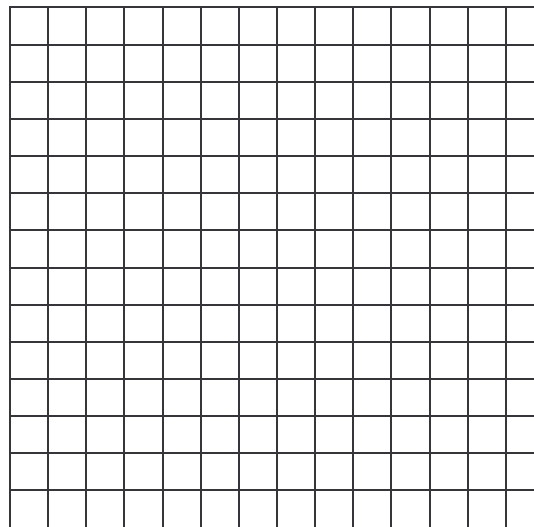
Dynamics

- 3- **In pairs** Student A reads text 1 “performing” the nuances (piano, forte, crescendo and decrescendo). Student B guesses the nuances and draws the symbols on text 1. Then student B reads text 2 and student A draws the symbols.

Timbre

4- In groups Create a Word search.

- First of all you decide a kind of musical line-up or group (orchestra, rock band, big band, traditional music: Latin percussion ensemble, Catalan cobla, Scottish band ...)
- Then list at least 8 instruments from this group. You can use a dictionary on line.
<http://www.music.vt.edu/musicdictionary/>
<http://visual.merriam-webster.com/arts-architecture/music.php>
- Create in the computer your Word Search and give to the other groups. Then, they will be able to solve your Word search at the same time you will solve the others.



5- In groups Look for the music that could contain the instruments that you have found. Show it in the class.

6- Individually Identify in this excerpts of music which element is predominant.

1.	J.S.Bach Bach: <i>St. Matthew Passion. Choral: Ich Will Hier Bei Dir Stehen.</i> John Eliot Gardiner: <i>English Baroque Soloists, Monteverdi Choir</i>	
2	J.S. Bach <i>Suite No.1 BWV 1007 . Prélude.</i> Lluís Claret.	
3	Atef Mitkal Kenawy. Haggala. <i>Passion For Percussion</i>	
4	Igor Stravinski <i>The Firebird</i>	
5	G.F Händel. <i>The Messiah. Chorus - And He shall purify.</i> The Sixteen Choir And Orchestra Harry Christophers	
6	F. Schubert. <i>Quintet In A Major, Op. 114, D667 La Truite - Finale (Allegro Giusto)</i> Colorado String Quartet.	

Elements of music

5



Period	Graphic representation	Type
400 - 1450		Monophonic Texture
1450-1750		Polyphonic Texture
1750-1950		Homophonic Texture

6



The image shows a musical score for a symphony, likely by Oscar Altière Crespo. The score is written for a full orchestra and includes the following instruments: Oboe I, Oboe II, Trumpet I in D, Trumpet II in D, Trumpet III in D, Timpani, Violin I, Violin II, and Viola. The score is presented in a standard musical notation format with a key signature of one sharp (F#) and a common time signature (C). The score is enclosed in a blue bracket on the left side.

8- **In pairs** Which element is being defined?

Degrees of loudness or softness in music are called.....	
When the same melody is played by one instrument and then by another, it takes on different expressive effects because of each instruments tone colour.	
Is the way the melodic, rhythmic, and harmonic materials are combined in a composition	
Can be defined as the particular arrangement of note lengths in a piece of music.	
Is a series of individual tones heard one after another	

Which element is missing? Give a definition.

9- **In groups** **Web Quest: work on an element in depth and then do the oral presentation. Your teacher will give you a guide sheet. Take notes while your partners are doing their presentation in order to do the next activity.**

- Decide which element you will work.
- Select information about this element on the internet according to the vocabulary provided in the sheet, and write a composition with all this information.
- Prepare and do the oral presentation. You can use power point presentation and examples of music.
- Take notes while other groups present (in order to achieve successfully activity 10).

10- **In groups** **Jigsaw. Reorganize the groups. One member from the different elements has to be in each new group.**

- Match the following concepts with its corresponding element. If you need information about others, ask your partners.

)	Attack, Articulation, con sordino, glissando, double stopping, pizzicato, col legno,
	Measure or bar, tempo, beat, meter,
	Steps and leaps, range, phrase, cadence,
Dynamics (Polyphonic, Monophonic, homophonic
	Chord, consonance and dissonance, key,
	Decrescendo, forte (<i>f</i>) , piano (<i>p</i>)

- Find out the meaning of the words in the box.

Form and content (genres)

11- **Individually** Listen to the music and fill in the gaps with the words in the box.

Free, high, low, mountain, rain, river, valley, vow, wide, wind, worry

Ain't no mountain high

Listen baby ain't no high ,ain't no low,
ain't no wide enough baby

If you need me call me
no matter where you are,
no matter how far (don't worry baby)
just call out my name.
I'll be there in a hurry
you don't need to

chorus:
'Cause baby there
Ain't no mountain enough
Ain't no valley enough
Ain't no river enough
To keep me from getting to you babe

Remember the day
I set you
I told you could always count on me, darling
From that day on
I made a
I'll be there when you want me
some way,somehow

Chorus

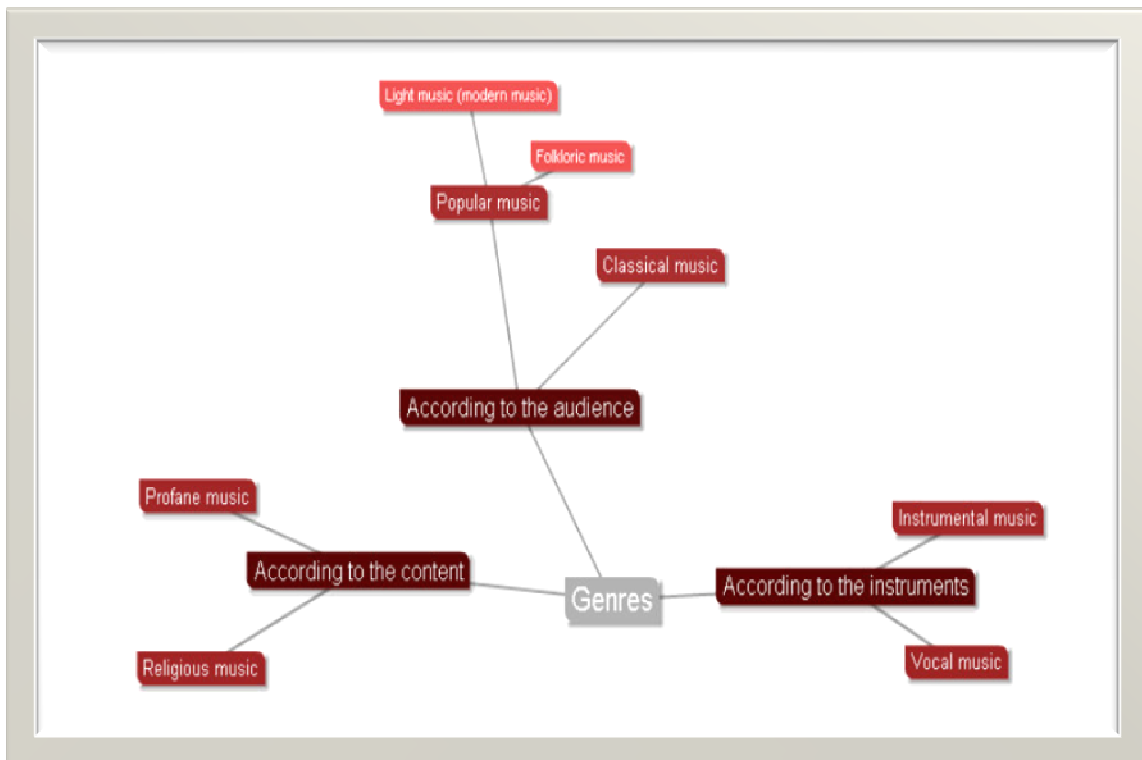
No.....,
No,

12- **In pairs**

A) Identify the different parts of the song (chorus and verses). Which differences can you hear? What kind of structure is this song based on?

B) Read the lyrics again and try to guess the general meaning of the song.

- 13- **Individually** Remember the different genres in music. (vocal - instrumental music / classical –popular- folkloric music...)



- 14- **Individually** Listen to the following excerpts of music and compare them. Then underline for each song the correct concepts.

Excerpt A. Marvin Gaye. Ain't no mountain high

According to the instruments	According to the audience	According to the content
<ul style="list-style-type: none"> • Vocal • Instrumental 	<ul style="list-style-type: none"> • Classical • Popular • Folkloric • Light 	<ul style="list-style-type: none"> • Religious • Profane

Excerpt B. Kirye Eleison. Requiem. W. A. Mozart

According to the instruments	According to the audience	According to the content
<ul style="list-style-type: none"> • Vocal • Instrumental 	<ul style="list-style-type: none"> • Classical • Popular • Folkloric • Light 	<ul style="list-style-type: none"> • Religious • Profane