



WESTERN MUSIC

GRADE 7

Self - Learning Pack
(Term III)

Ministry of Education
Aesthetic Education Branch



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- 6.11.1** – Transposing a phrase an octave higher or lower in the same clef

Competency 3.0 -Ability to identify types and styles and characteristics of the different periods in the History of Music.

Competency level 3.2 -Listen and identify the compositions of the composers of the Baroque period.

Lesson 3.2.1 -Compositions of the Baroque Period



Dear Students.....

**Do you remember the lesson
we learnt about the Baroque
Period and
Composers
during the**

2nd term?

**In that lesson we discussed
about the Baroque period**

Let's do a quick revision about the previous lesson.....

We discussed about the few composers, mainly about the two composers during the Baroque period, **J.S.Bach and G.F.Handel**

The main instruments of the period were the Organ, Harpsichord



Do you remember the details about Bach and Handel?

Well... if you cannot remember; here is a small reminder about the two composers,



Name	- Johann Sebastian Bach
Time period	- (1685 – 1750)
Nationality	- German



He wrote mainly religious music.
He wrote all styles of music popular in the period except opera.
(Opera is a drama set to music)

Some of his compositions - Anna Magdalena Note Book
St. John Passion

St. Mathew Passion
Christmas Oratorio etc.



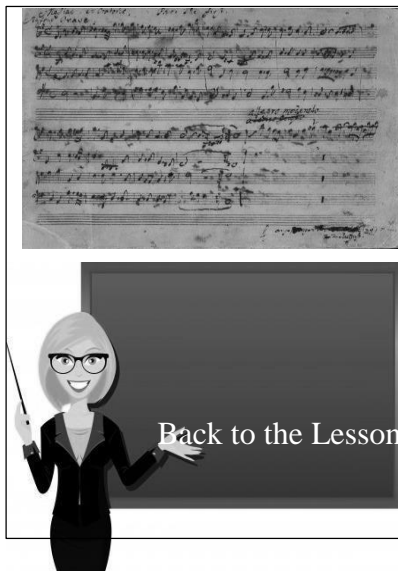
Name	-George Fredric Handel
Time period	-(1685 – 1759)
Nationality	-German

He is known as the king of Oratorio.
(Oratorio is a religious composition)

Some of his compositions -Messiah
Water music
Harmonious Blacksmith and more



Baroque period music had more than one melody at a time. We call this **‘POLYPHONIC’**



Did you know?

The King of England stood up during the Hallelujah Chorus for Handel's Messiah

The custom of standing for the "Hallelujah" chorus originates from a belief that, at the London premiere, King George II did so, which would have obliged all to stand.

Let us listen to the music composition "Harmonious Blacksmith" composed by G. F. Handel

https://www.youtube.com/watch?v=6rS_i0sXcCs&t=33s

First we'll discuss about the characteristics of Baroque music relating to the above composition.

- Mood

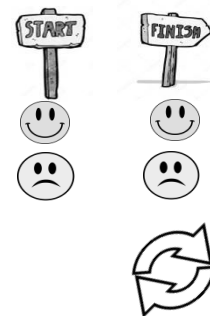
-Begins and ends the same way

-starts happy = ends happy

- starts sad = ends sad

-Starts sad – ends happy

(Ex: Bach's Prelude and fugue in C minor)



- Form

One main theme repeated over and over

- Rhythm

Beat stays constant and repetitive rhythms are used.

- Melody

Short phrases that are repeated.

More ornaments such as trill, turns, and appoggiaturas can be seen

- Dynamics

Sudden changes from loud to soft and soft to loud occur.

- Themes

Reflects anxieties, fears, pressures of contemporary life can be seen.

p* ⇌ *f

Do you know the instruments used during the Baroque Period?



Let's have a look at them.....

This is a **Harpsichord**. If you hear a harpsichord playing that means it is Baroque Period music.

If you want to know how the Harpsichord was used as the lead instrument in Baroque Orchestra, listen to Bach's Air on a G string.

The link → <https://www.youtube.com/watch?v=GMkmQlfOJDk>



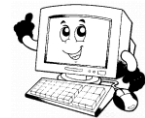
Here is a **Clavichord**



Church Organ

- Prelude and Fugue no: 1 by J.S.Bach
<https://www.youtube.com/watch?v=0KQW2YnCUrE>
- Anna Magdalena Note Book by J.S.Bach
<https://www.youtube.com/watch?v=O-2FpZPIebE&t=2234s>
- Christmas Oratorio by J.S.Bach
<https://www.youtube.com/watch?v=VVeluHdzcB>
- 6 Brandenburg Concertos (Concerto no 3) by J.S.Bach
<https://www.youtube.com/watch?v=Xq2WTXtKur>
- Messiah (Hallelujah Chorus) by G.F.Handel
<https://www.youtube.com/watch?v=usfiAsWR4q>
- Water Music by G.F.Handel
<https://www.youtube.com/watch?v=1h4mAceHmrI>
- Fireworks Music by G.F.Handel
https://www.youtube.com/watch?v=i7vJ2UFbeXA&t=7_s

Take some time to listen and enjoy the music compositions
of the Baroque period.



Competency 5.0 - Ability to exhibit awareness of structure, sound production and tone quality of musical instruments

Competency level 5.1 - Introduce the different sections of the orchestra

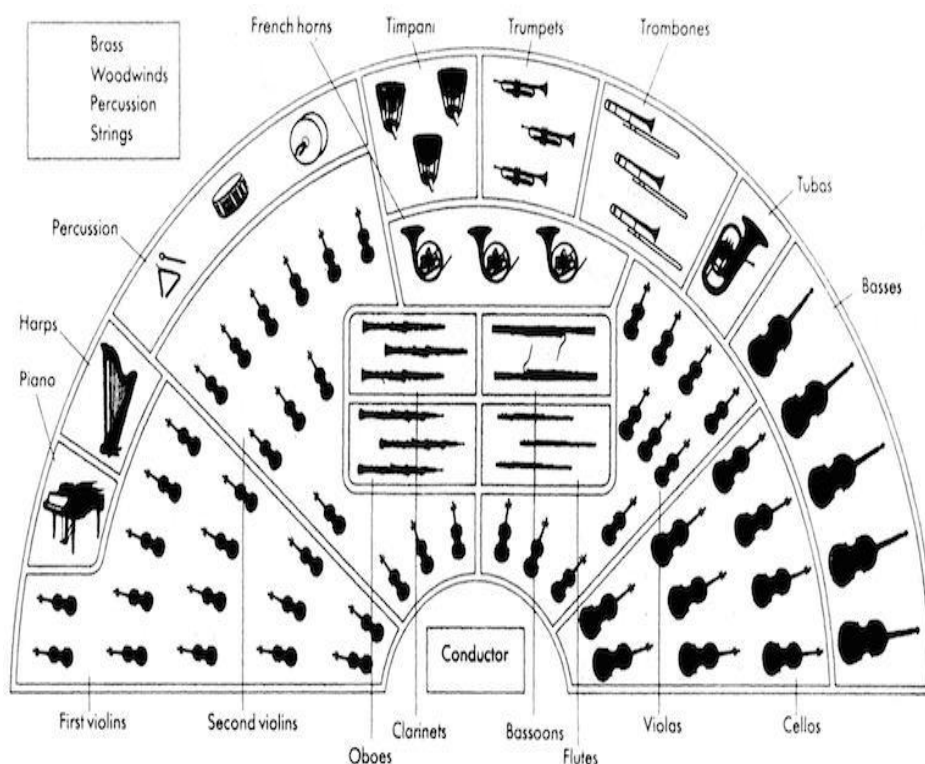
Lesson 5.1.1 - Explore the tone colour of the sections of the orchestras

Dear students,

You have already learnt about the ORCHESTRA

What is an orchestra?

A large collection of instruments playing together is called an orchestra.



We can divide these instruments into four sections.

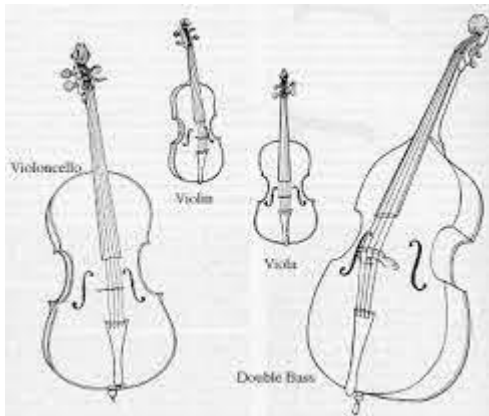
Can you remember these sections?

1. String instruments
2. Woodwind instruments
3. Brass wind instruments
4. Percussion instruments

Let's see how to categorize each instrument into the above sections.

* STRING INSTRUMENTS

If there are strings on an instrument, it is called a String instrument.



1. Violin
2. Viola
3. Cello
4. Double Bass

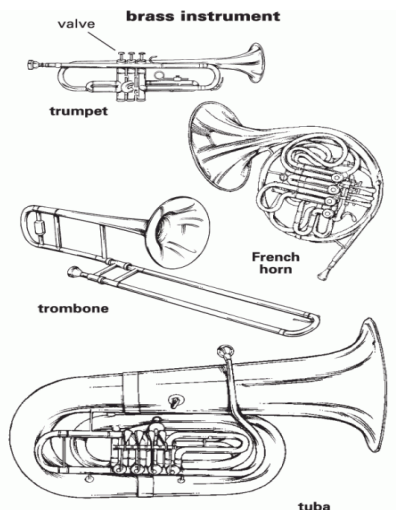
All these instruments contain strings. In appearance they look the same. But the size differs.

See.... it is very easy to identify string instruments

*BRASS WIND INSTRUMENTS

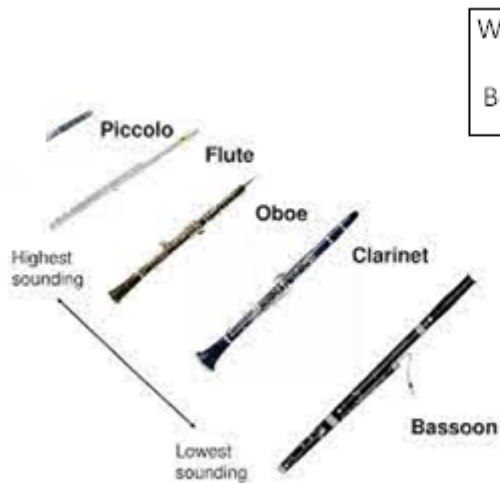
Brass wind and Woodwind instruments make sounds by blowing.

Usually these are made up of metal.



1. Trumpet
2. Trombone
3. French horn
4. Tuba

• WOODWIND INSTRUMENTS



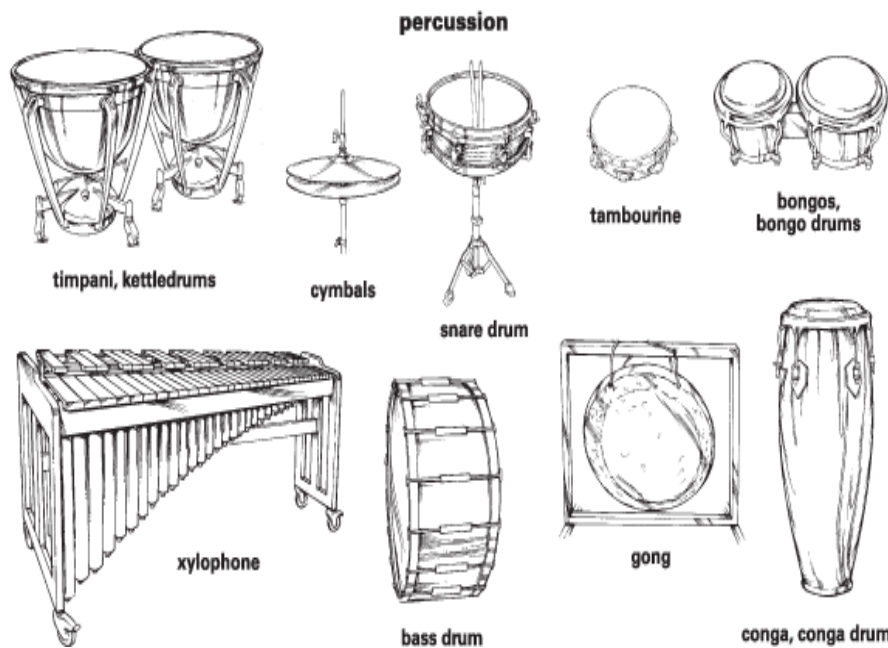
Why are they called woodwind Instruments?

Because they were originally made out of wood.

1. Flute
2. Piccolo
3. Clarinet
4. Oboe
5. Bassoon

The last section is the percussion instruments.

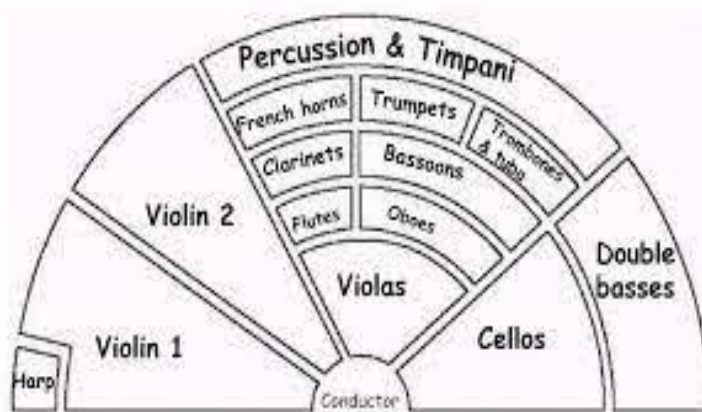
* PERCUSSION INSTRUMENTS



1. Timpani
(Kettle drums)
2. Cymbals
3. Snare drum
4. Tambourine
5. Bongo drums
6. Xylophone
7. Bass drum
8. Gong
9. Conga drum

Probable Questions

1. Colour the sections of the orchestra using the given colours.



- | | |
|-----------------------------|------------------------------|
| A). String section-Red | B). Wood wind section-Yellow |
| C). Brass wind section-Blue | D). Percussion section- Pink |

2. Name two instruments from each section.

A) String instruments-1.....

2.....

B) Wood wind instruments

1.....

2.....

C) Brass wind instruments

1.....

2.....

D) Percussion instruments

1.....

2.....

Competency	5.0 - Ability to exhibit awareness of structure, sound production and tone quality of musical instruments.
Competency Level	5.2 - Describe and perform percussion instruments.
Lesson	5.2.1 - Performing in a percussion band.

Dear students,

Have you seen a percussion band?

Do you remember your school's primary western band?

Can you name some instruments in your primary western band?

Ok. I will remind you the instruments.

- Bass drum
- Side drum
- Cymbal
- Tambourine

These instruments are called percussion instruments.

A band consisting of percussion instruments is called a Percussion band

There is more to be learnt about percussion instruments.

Let's learn about the percussion instruments.

PERCUSSION INSTRUMENTS

You can identify a percussion instrument by how they're being played. If an instrument is played by,

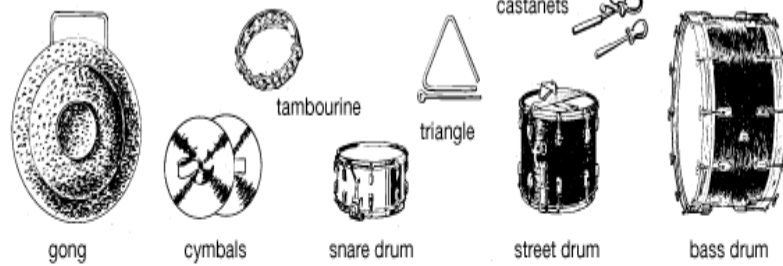
*Hitting/Striking

*Clashing,

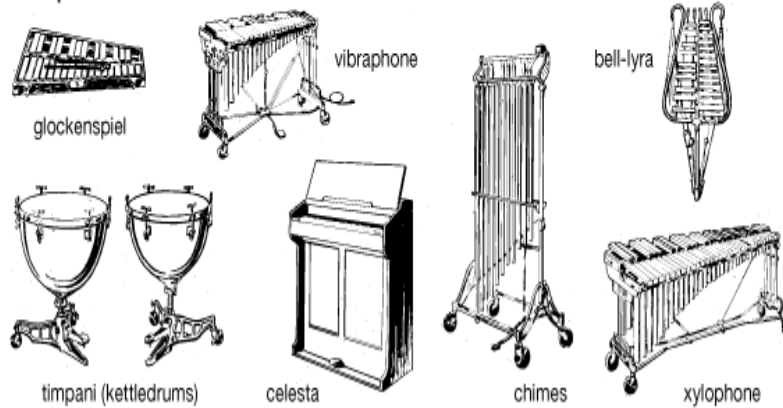
*Shaking,

These instruments are called percussion instruments.

indefinite-pitch instruments

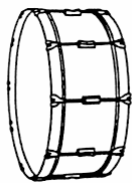


definite-pitch instruments



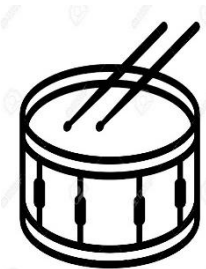
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Bass drum



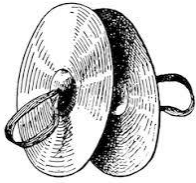
It is the largest drum used in an orchestra. There are two heads. These heads are struck/ hit with two padded beaters to produce the sound

Side Drum



It is also known as the Snare Drum. “Snares” stretched across the lower head and gives a rattling effect. Wooden drumsticks are used to hit on the face to produce the sound.

Cymbals



shutterstock.com • 1364776382

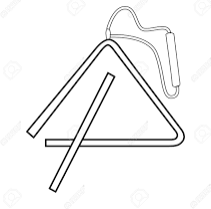
The two metal plates are held in the hand and struck or clashed together.
They can also be played by striking them with a drum stick.

Castanets/Clappers



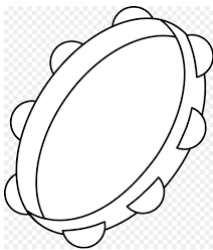
The Castanets consist of two hollow pieces of wood which are held in the fingers and struck together. They are mostly used in Spanish dance music.

Triangle



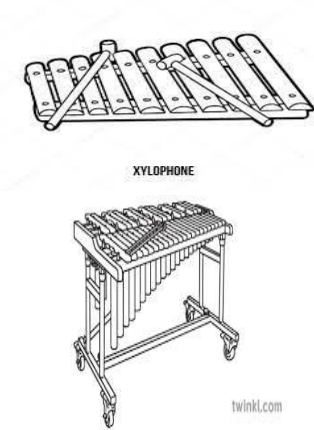
This is made out of a metal rod bent in to a shape of a Traingle.
Another metal rod is used to strike on the instrument to produce the sound.

Tambourine



The tambourine is a small wooden hoop with a parchment head and with small metal discs inserted in the sides .It is played by striking with knuckles or shaking the instrument.

Xylophone.



What do you think about a Xylophone? There are lots of toy xylophones. Have you played a toy xylophone? Here is a picture of a toy xylophone

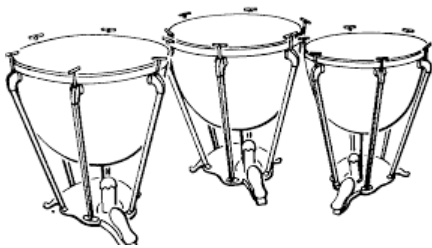
There are two hammers to hit the xylophone to get the sound.

So xylophone is also a percussion instrument.

Hit/ Struck with two hammers to produce the notes.

The real xylophone contains wooden bars of different lengths.

Timpani/Kettle drum



It is played striking the head with two padded beaters.

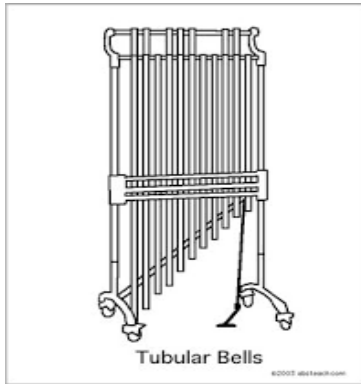
Generally three drums are used.

Glockenspiel



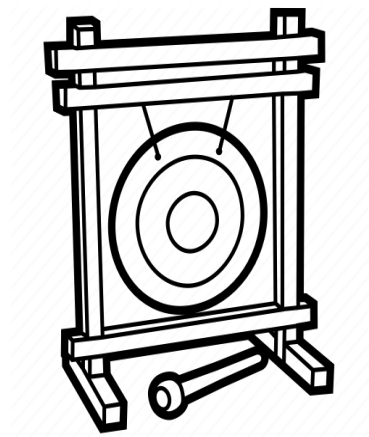
To produce the sounds you used two “mallets”. It consists of a set of steel plates which are of different sizes. Each plate produces a different note.

Tubular Bells/Chimes



There are 18 to 20 brass or steel tubes hung on a frame. To produce the sound, each tube is struck with the mallet. These tubes are of different lengths. So each tube produces a different note.

Gong/Tam Tam



It is played by striking the instrument with a padded beater. It is a big round metal disc.

Now you have learnt about many percussion instruments.

These percussion instruments can be divided into two groups.

1. **Definite pitch** percussion instruments.
2. **Indefinite pitch** percussion instruments.

Definite pitch percussion instruments have the ability to produce different notes. So songs and melodies can be played on these definite pitch percussion instruments.

Indefinite pitch percussion instruments can produce only one sound. So songs or melodies cannot be played on these indefinite pitch percussion instruments. But these indefinite pitch percussion instruments are used to provide the rhythmic structure.

Can you play “Twinkle Twinkle” on a bass drum?

Can you play “Happy birthday” on a cymbal?

You can’t. Because it makes only one sound.

These are indefinite pitch percussion instruments.


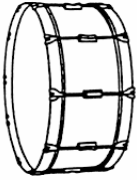




- | | | |
|---------------|---|--|
| 1. Bass drum. | } | These instruments are used to play a
rhythm. They produce a monotone.
[one note] |
| 2. Side drum | | |
| 3. Cymbal | | |
| 4. Tambourine | | |
| 5. Castanets | | |
| 6. Gong | | |

The following instruments are called definite pitch percussion

- | | | |
|------------------|---|---|
| 1. Glockenspiel | } | These instruments produce different
notes. |
| 2. Tubular bells | | |
| 3. Xylophone | | |
| 4. Timpani | | |

Evaluation

1. How do the following instruments produce sounds? Write the correct answer. (By hitting/striking, by shaking, or by clashing) The first one has been done for you.

	<p>Hitting the face with two drumsticks</p>
	
	
	
	
	

2. Categorize the following instruments in to "Definite pitch percussion instruments "and

"Indefinite pitch percussion instruments"

(Cymbal, Tambourine, Glockenspiel, castanets, Gong, Tubular bells, Bass drum, xylophone, Timpani, side drum,)

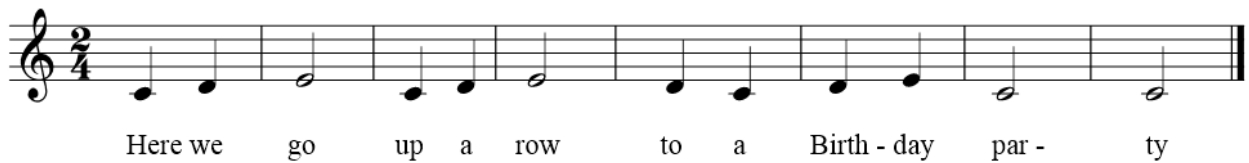
Indefinite Pitch Percussion Instruments	Definite Pitch Percussion Instruments

Competency	8.0	Ability to present satisfactory performances using vocal techniques.
Competency Level	8.2	Sight sing from a music score
Lesson	8.2.3	Sight singing

Dear students.....

- Look at the given music score. Can you play it on a Keyboard?
- After you are familiar with the notes, sing the words while you play.

Birthday Party



<https://www.youtube.com/watch?v=qy550pVUwX4>

- Now sing the song with “Lah” instead of words. Find out how the notes move up and down.



- Dear students.....can you remember the sol-fah names you already learnt for “Naming scale degrees” lesson?
- Now let’s sing this melody with sol-fah names instead of “Lah”.



- While you sing observe that the melody is built on the first three degrees of the scale of C major.
- So, this is “**SIGHT SINGING**”. It is to sing or hum the notes looking at a melody without having seen it previously.

Evaluation

Activity

Let's sight sing the following melodies, slowly and deliberately.
After that, play the following notes and check if you have sung it correctly.



Competency 6.0 - Ability to apply theoretical and practical knowledge of the Rudiments of Music

Competency level 6.5 - Read and respond appropriately to music in Simple Duple and Triple time

Lesson 6.5.1- Simple Duple and Triple time



Dear children,

- What can you see in this picture?
- Yes it's a Marching band.
- I'm sure you have seen the school western band marching at the sports meet, and you must have also watched on TV a marching parade by the forces on Independence Day.
- How did the music go?

Left- right - Left- right - Left- right - Left- right

- Listen to the famous march, Colonel Bogey.
<https://www.youtube.com/watch?v=4dPn9M7TLII>



Dear children,

- Can you remember we learnt about waltzes in Grade 6?
- Waltz is a dance in Triple time.
- The waltz dance rhythm is.

One - two - three - One - two - three.

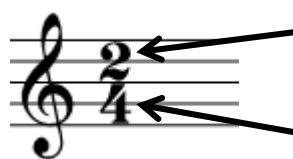
- Listen to the popular waltz, Dmitri Shostakovich's Waltz No . 2

<https://www.youtube.com/watch?v=-aMH7O5XVEQ&list=PL0T6oJtLWTgepfvZwFB314Sy0sOb5K45t>

- Can you identify the difference in rhythm or time?
- This is shown in music by using time signatures.

Time signatures

- ❖ The **rhythm** of a piece of music is shown by a **time signature**.
- ❖ It is written in **figures, one above the other, after the clef and the key-signature at the beginning of a piece.**



Upper figure – Tells the number of beats in a bar.

Lower figure – Tells the kind of beats in a bar.

Simple Time signatures

Simple Duple



Simple Triple



Evaluation

- (1) Add the time signatures to the bars.



- (2) Fill in the bars with rests according to the time-signature.



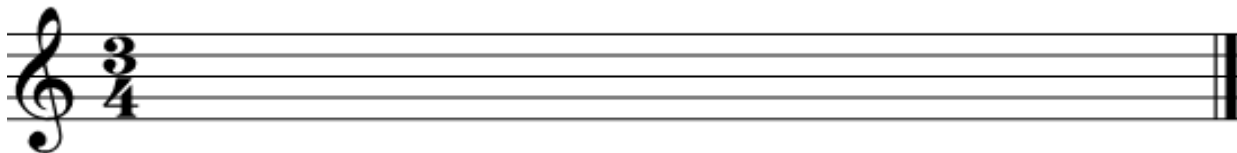
(3) Add bar lines to the given rhythm patterns. The first bar line is marked for you.



(4) Clap these rhythm patterns.



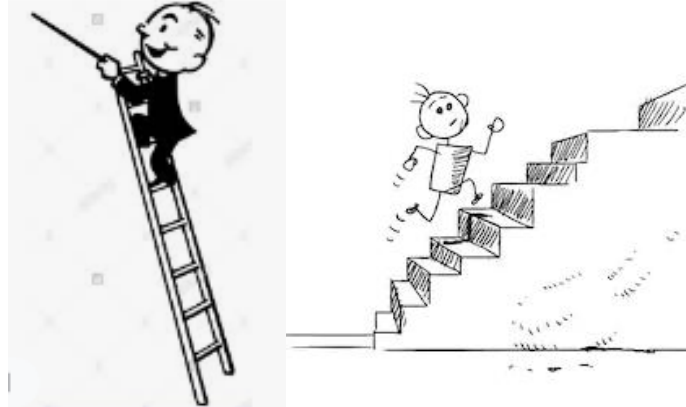
(5) Look at the rhythm patterns given above. In the same way, can you write a rhythm on a monotone of 4 bars using the given time signature?



Competency 6.0 - Ability to apply theoretical and practical knowledge of the Rudiments of Music

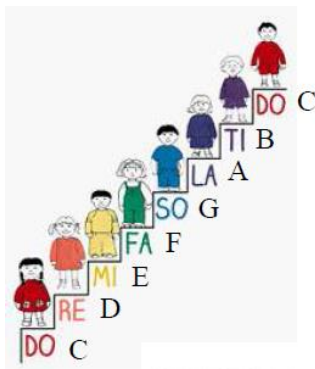
Competency level 6.6 - Write, perform and understand Major scales

Lesson 6.6.1 - Major scale of C, G, F with or without Key signature



Dear children,

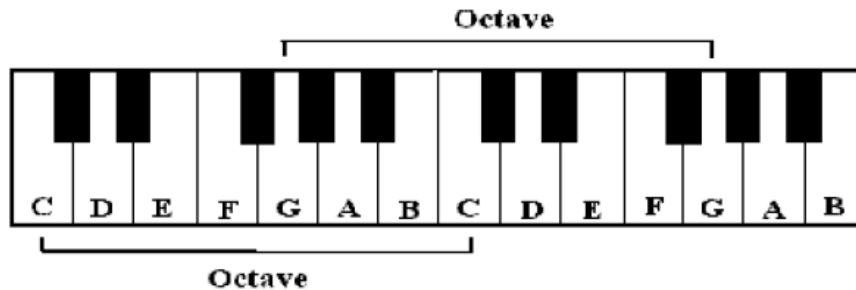
- Look at the pictures given above.
- In the first picture you can see a person climbing a ladder and in the second picture you can see a person climbing steps.
- How do we climb something?
- We climb step by step isn't it children? That is the proper way.
- In music also we go up and come down step by step in pitch in the case of a scale.
- Look at the given extract below,



- The musical ladder is known as, a scale.

Scales

- We learnt about scales in Grade 6. Can you remember, children?
- A scale is a **ladder of notes** [sounds] **going up (ascending)** or **coming down (descending)** in a **consecutive order**.
- A scale is written within an **octave**, from one note to the same letter name.



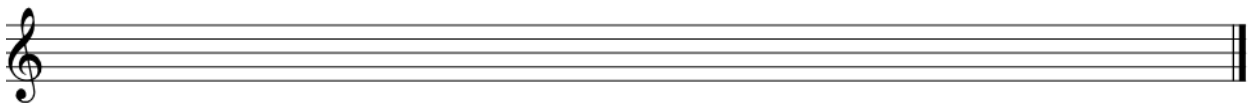
C major scale

C D E F G A B C
1 2 3 4 5 6 7 8

- I just reminded you about the scales lesson we learnt in Grade 6. Now dear students can you do the exercise given below.

Evaluation –

Activity 1 - Write the scale of C major ascending and descending in semibreves and mark semitones with slurs.




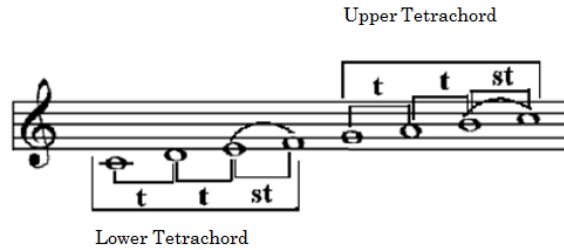
- Now children we are going to learn more about scales.

Diatonic Scales

- The scales which have **tones and semitones** are called **Diatonic scales**.

Major Scales

- There are **8 notes** in a **Major scale**.
- In a major scale the **semitones** appear between the **3rd- 4th** and **7th- 8th degrees of the scale**.
- Semitones are generally marked with short curved lines called **slurs**. 
- The **8 notes** are divided into **2 groups** called **Tetrachords**. Tetrachords have **4 notes**.
- A tetrachord has a pattern of **TONE, TONE, and SEMITONE**.



- The first major scale is C major.
- Any note can be used as the first note of a major scale.
- If the scale begins on a note except C one or more black notes will be included.

Using the C major scale, let's build the next scale- G Major

- The next scale starts on the **5th note** of C Major.

C D E F G A B C
1 2 3 4 5 6 7 8

So the next scale will begin on the **5th note** of C major that is **G**.

G Major

- The **G major** scale is formed by taking the notes of the **upper tetrachord of C major** as the **lower tetrachord**.
- To get the **TONE - TONE - SEMITONE** pattern in the upper tetrachord of G major, a **sharp #** is added to the **7th note** as an **ACCIDENTAL**.

G Major

G A B C D E F# G
1 2 3 4 5 6 7 8

Play the scale of G major on a keyboard using the given fingering

R.H 1 2 3 1 2 3 4 5 4 3 2 1 3 2 1



1 2 3 4 5 6 7 8 7 6 5 4 3 2 1



L.H. 5 4 3 2 1 3 2 1 2 3 1 2 3 4 5

1 2 3 4 5 6 7 8 7 6 5 4 3 2 1

Now let's write the scale with one flat.

- The next scale starts on the **4th note** of C Major.

C Major

C	D	E	F	G	A	B	C
1	2	3	<u>4</u>	5	6	7	8

To get the **TONE - TONE - SEMITONE** pattern in the lower tetrachord of F major scale a **flat b** is added to the **4th note B** as an **ACCIDENTAL**.

F Major

F	G	A	B ^b	C	D	E	F
1	2	3	4	5	6	7	8

Play the scale of F major on a keyboard using the given fingering

R.H. 1 2 3 1 2 3 4 5 4 3 2 1 3 2 1

1 2 3 4 5 6 7 8 7 6 5 4 3 2 1

L.H. 5 4 3 2 1 3 2 1 2 3 1 2 3 4 5

1 2 3 4 5 6 7 8 7 6 5 4 3 2 1

Key signature

- Instead of writing the F sharp or the B flat as an accidental in front the note, it can be written at the beginning of the stave, after the clef and before the time signature, which is named as the KEY SIGNATURE.

C Major



G Major



F Major



Note the following

- C major scale has no key signature.
- G major scale has F sharp written on the 5th line of the Treble clef and 4th line of the Bass clef.
- F major scale has B flat written on the 3rd line of the Treble clef and 2nd line of the Bass clef.

Evaluation

(1) Write the correct answer.

1. How many notes are there in a scale?

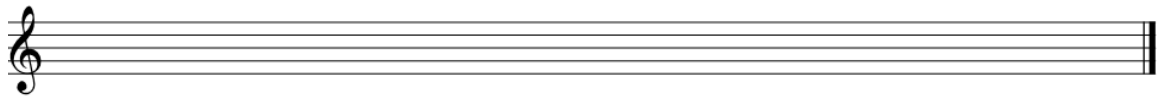
2. The scale going up is called..... and the scale coming down is called

3. How many Tetrachords are there in a scale?

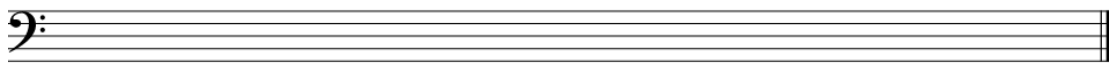
4. Write the tone-semitone pattern of the Tetrachord?

.....

(2) Write **G major** scale **ascending** in **semibreves**, without key signature (that is to write the accidental near the needed note). Mark semitones with slurs.



(3) Write **F major** scale **descending** in **semibreves** in the **Bass clef**, with **key signature** (that is instead of **writing accidentals** in front the note. It can be written at the beginning of the stave, after the clef and before the time signature). Mark **semitones** with **slurs**.



Competency 6.0 - Ability to apply theoretical and practical knowledge of the Rudiments of Music

Competency level 6.6 - Write, perform and understand Major scales

Lesson 6.6.2 - Learning the Technical, Solfa and oriental names of the degrees of the scale



Dear children,

- The Above picture shows sign language for DO, RE, MI, FA, SO, LA, TI, DO.
- Try to do it now.
- It's fun, isn't it?

Do - Re - Mi

11 Doh, a deer, a fe-male deer, Ray, a drop of gol-den sun, Me, a name I
21 call my self, Fah, a long, long way to run, Soh, a nce-dle pull-ing thread,
30 Lah, a note to fo-llow Soh, Te, a drink with jam and bread, That will bring us
37 back to Doh. Doh, Ray, Me, Fah, Soh, Lah, Te, Doh, Doh, Te, Lah, Soh, Fah, Me, Ray,
49 Doh, Soh, Doh. Doh, Me, Me, Me, Soh, Soh, Re, Fah, Fah, Lah, Te, Te, When you
56 know the notes to sing, You
can sing most a - ny - thing!

- ❖ You must have heard or learnt this song I'm sure. Shall we sing this song, children? <https://www.youtube.com/watch?v=nhLE3UDAnGw>

- ❖ The C major scale is sung in this song.
- ❖ But with different words isn't it? Such as, DOH, RAY, ME, etc...
- ❖ These are called Solfa names.
- ❖ Likewise each degree of the scale has a **technical name** and a **solfa name**.
- ❖ Sing the song using hands signs where the Solfa names appear in the song.

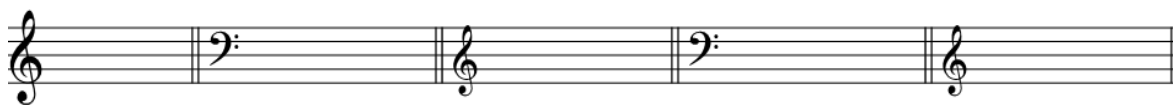
Degrees of a Scale

- It is necessary to know the technical names when learning the theory of music.
- Generally, the solfa names are used by vocalists in their singing.
- In the table given below, are the technical, solfa and the oriental names of the degrees of a scale.
- For every key the first degree is DOH, TONIC or do .and other notes follow in order
 .HF is DO first degree -Major In F :Eg
 .HG is DO first degree -major In G

Degree	Technical name	Solfa name	Oriental name
1	Tonic	Doh	do
2	Supertonic	Ray	re
3	Mediant	Me	me
4	Subdominant	Fah	fa
5	Dominant	Soh	so
6	Submediant	Lah	la
7	Leading note	Te	ti
8	Tonic	Doh	do

Evaluation

(1) Write the following notes as **Minims** using the notes of **C Major**.



Tonic

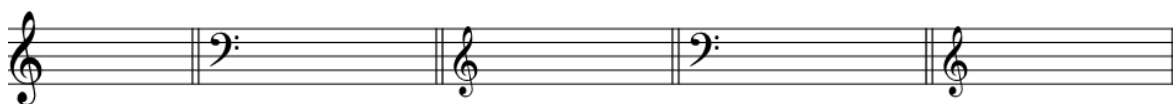
Lah

८

Mediant

Dominant

(2) Write the following notes as **Crotchets** using the notes of **F Major**.



Me

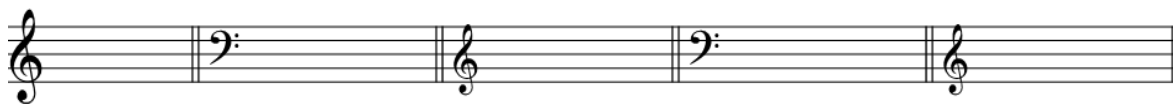
Super tonic

८

Soh

Sub mediant

(3) Write the following notes as **Semibreves** using the notes of **G Major**.



८

Doh

८

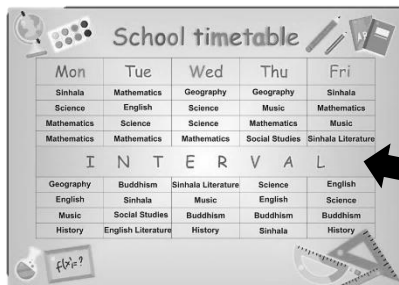
Leading note

Sub dominant

Competency	6.0	- Ability to apply theoretical and practical knowledge of the Rudiments of Music.
Competency Level	6.7	- Identify, perform, write and understand the intervals.
Lesson	6.7.2	- Let's learn simple intervals.

Dear students.....

- Do you know what an interval is?
Yes....surely I know that it is your most awaited time to have your lunch at school.



Mon	Tue	Wed	Thu	Fri
Sinhala	Mathematics	Geography	Geography	Sinhala
Science	English	Science	Music	Mathematics
Mathematics	Science	Science	Mathematics	Music
Mathematics	Mathematics	Mathematics	Social Studies	Sinhala Literature
I N T E R V A L				
Geography	Buddhism	Sinhala Literature	Science	English
English	Sinhala	Music	English	Science
Music	Social Studies	Buddhism	Buddhism	Buddhism
History	English Literature	History	Sinhala	History

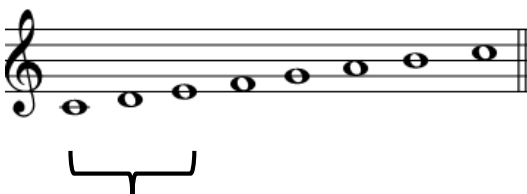


- But when it comes to music, it is different.
- Let's find out what an interval is in Music?

INTERVAL

- ❖ An interval refers to the **distance in pitch** between any **two notes**.
- ❖ It is expressed **numerically** such as **2nd, 3rd, 4th, 5th and 8th**.

E.g.:

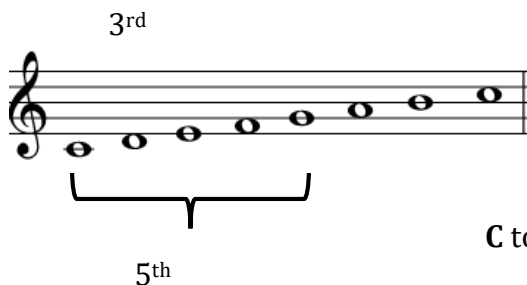


C to E is a 3rd



1 2 3

E.g.:

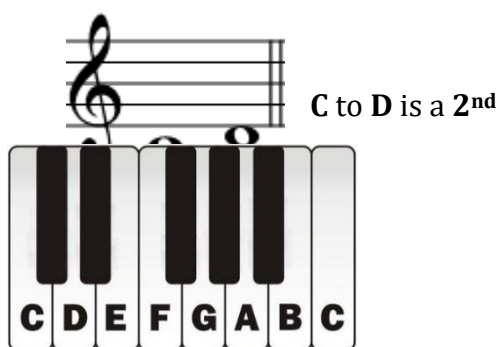


C to G is a 5th

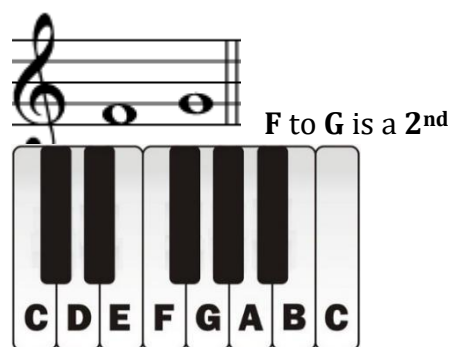


1 2 3 4 5

❖ Let's find the interval of a 2nd.



1 2



1 2

Activity 1

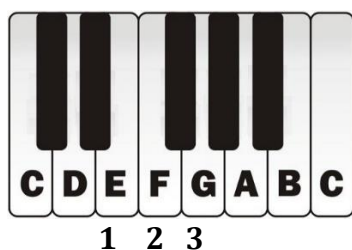
Write the note a 2nd **above** or **below** the given one as required. First one has been done for you.



❖ Let's find the interval of a 3rd.



E to G is a 3rd

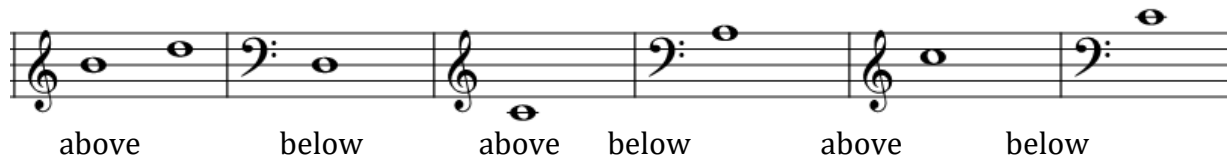


A to C is a 3rd



Activity 2

Write the note a 3rd above or below the given one as required. First one has been done for you.

❖ **Let's find the interval of a 4th**

C to F is a 4th



G to C is a 4th



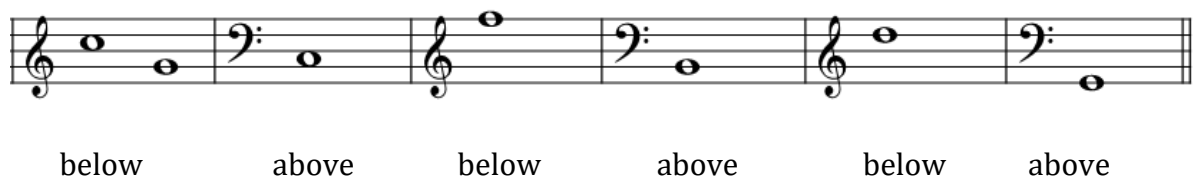
1 2 3 4



1 2 3 4

Activity 3

Write the note a 4th **above or below** the given one as required. First one has been done for you.



❖ Let's find the interval of a 5th



C to G is a 5th

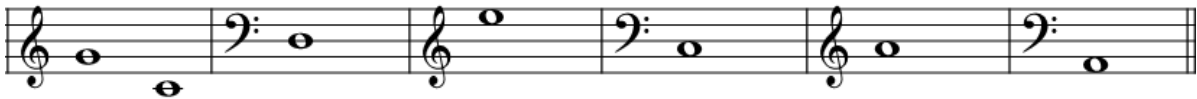


F to C is a 5th



Activity 4

Write the note a 5th **above** or **below** the given one as required. First one has been done for you.



below

above

below

above

below

above

❖ Let's find the interval of a 8th



C to C is a 8th



F to F is a 8th



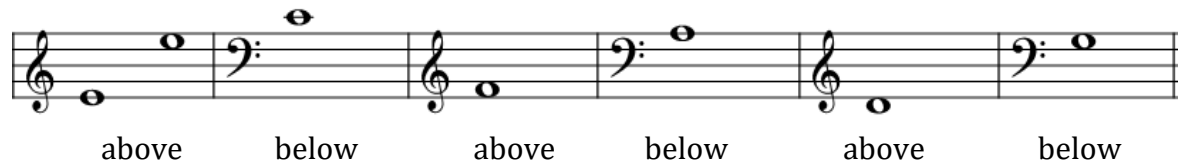
1 2 3 4 5 6 7 8



1 2 3 4 5 6 7 8

Activity 5

Write the note a **8th above or below** the given one as required. First one has been done for you.



Dear students.....

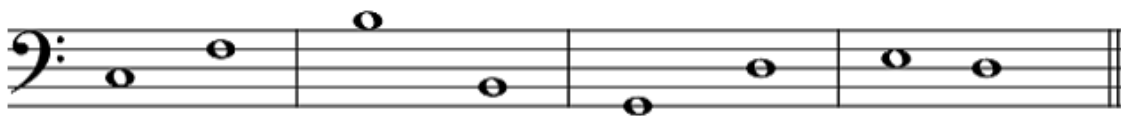
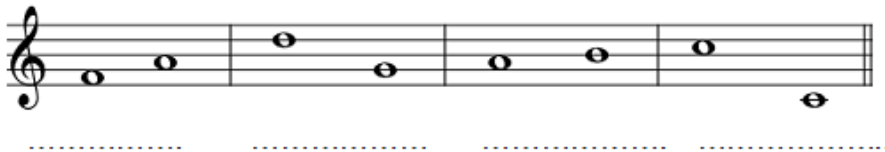
Now let's revise the lesson with all the intervals we have learnt.

Try this activity too.

Evaluation**Activity 6**

Intervals 2nd, 3rd, 4th, 5th and 8th

Name the following intervals.

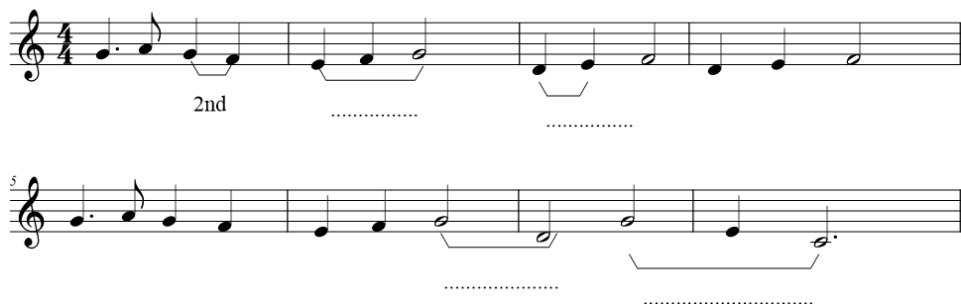


Competency	6.0	Ability to apply theoretical and practical knowledge of the Rudiments of Music.
Competency Level	6.7	Identify, perform, write and understands the intervals.
Lesson	6.7.1	Learning Harmonic and Melodic intervals.

Dear students.....

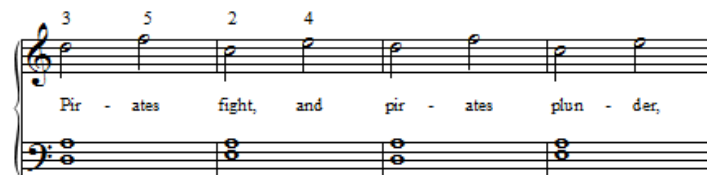
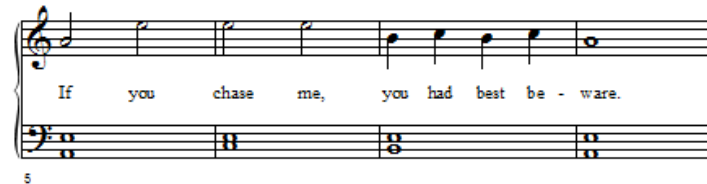
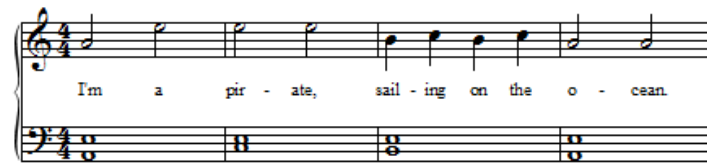
- Can you remember the previous lesson about Intervals? How to identify them on a score and name them?
- Let's see what you have learnt.
 - ❖ An interval refers to the distance in pitch between any two notes.
 - ❖ It is expressed in numerically such as 2nd, 3rd, 4th, 5th and 8th.
- Can you Name the intervals in the given music score? One is done for you.
- Play the song and sing it. Enjoy!!!!

London Bridge Is Falling Down



I'm a Pirate

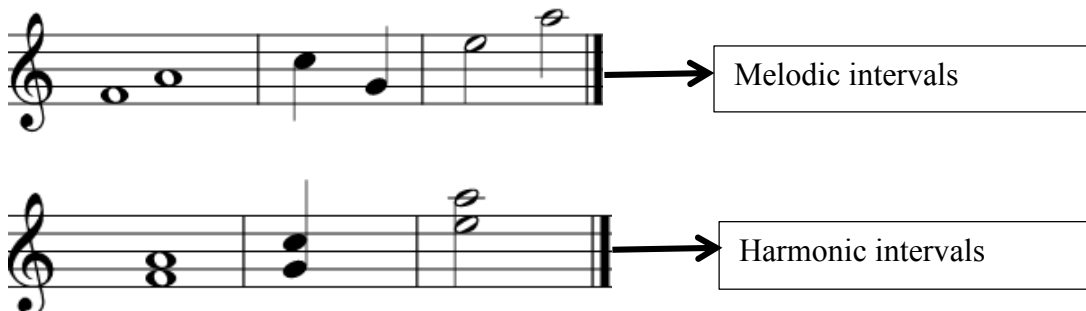
Dana Thynes



In the music score given above:

- all the Treble clef notes are written one after the other.
 - but all the Bass clef notes are written one above the other.
- ❖ When the notes are written or played one after the other, it forms a **“MELODIC INTERVAL”**
 - ❖ When the notes are written or played together, it forms a **“HARMONIC INTERVAL”**

Eg:



Evaluation

(1) Name the flowing intervals as Harmonic or Melodic. The first one has been done for you.



Melodic

(2) Name the following intervals as 2nd, 3rd, 4th, 5th or 8th.

- After that state the intervals in Harmonic or Melodic.
- One is done for you.



3rd

Harmonic

.....

Competency	6.0 - Ability to apply theoretical and practical knowledge of the Rudiments of music
Competency level	6.8 - Analyze the structure of music
Lesson	6.8.1 - Binary Form



Dear children,

- ❖ Here is a picture of a plan drawn for a house constructions.

- ❖ Likewise, we always make a plan before doing anything in our day to day life.
- ❖ Same applied to music.
- ❖ Composers have a plan before composing a piece of music which is known as **Form in Music'**

Form in Music

- Form in music is the way a piece of music is designed.
- Just as a literary work is built up of words using sentences with comas and full-stops as punctuations, similarly music has sentences of musical sounds.
- Without a definite plan, music will sound meaningless.

There are **4 main elements** used when composing a musical piece.

The basic elements in musical form.

1. Repetition
2. Variation
3. Contrast
4. Balance

Repetition - Is essential because music cannot be captured by the ear the same way the eye captures a picture or painting. Hearing a melody just once is often not enough for it to be remembered. A reminder is always welcome. This is achieved by Repetition.

**petition Repe
Repetition Re
on Repetition
ition Repetiti
petition Repe
Repetition Re
in Renetition**

Variation - Is necessary because with unvaried repetition, music would become intolerable and boring. Variation is needed to avoid hearing a melody over and over again which causes monotony.



This picture shows a variety of dogs

Contrast- Is necessary because even varied repetition of the same material would become monotonous. There should be contrasted repetition because contrast is important for the ear and mind.



Can you spot the completely contrasting person, in appearance in this picture?

Balance - Makes music meaningful and easy to understand. It is to balance all the elements when composing a piece of music.

Children, there are a few types of forms in music. The simplest form of all musical forms is called **Binary Form**. Now we are going to learn about **Binary form**.

Binary Form

Binary form is also known as,

- AB Form
- Two part Form
- Open Form
- Movement of continuity

Look at the pictures given below,

2 layer cake



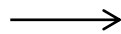
2 storied house

Likewise Binary form has **2 sections, section “A” and section “B”**.

- ❖ Binary form was very popular during the **Baroque period** and most of the **nursery rhymes** are in Binary form.

Like the plans we make for other things in life, Binary form has a plan.

The plan:-



Begins in the Tonic key and ends in the Dominant key.

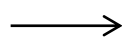
E.g. Begins in Tonic - C major

Ends in Dominant - G major

If it starts in the minor key it ends in the relative major.

E.g. Begins in the minor key - A minor

Ends in the relative major key – C major



Begins in the key in which section “A” ended and returns to end in the Tonic key.

Examples

Polly Put the Kettle On Folk song

The musical score is written in 2/4 time on a single staff. It consists of two systems of music. The first system is labeled 'A' and contains the lyrics: 'Pol - ly, put the ket - tle on, Pol - ly, put the ket - tle on, Pol - ly, put the'. The second system is labeled 'B' and contains the lyrics: 'ket - tle on, We'll all have tea. Su - key take it off a - gain, Su - key take it off a - gain, Su - key take it off a - gain, They've all gone a - way.' The score ends with a double bar line.

- Lavender's blue
- London bridge
- Baa Baa Black sheep
- When Johnny comes marching home
- Goosey Goosy Gander
- British national anthem - <https://www.youtube.com/watch?v=G9eK9fWUb3s>
- Brahm's Lullaby - <https://www.youtube.com/watch?v=t894eGoymio>

Evaluation –

(1) Select the correct answer & filling in the blanks.

(open form, tonic, 2 part form, minor, dominant, AB form, two, relative major)

Binary Form

Binary form consists of sections, and is known as
, and

Binary form begins in the key and ends usually
in the key, if the piece starts in a
..... key it usually ends in the

(2) Answer the questions.

1. What is form in music?

2. Name the basic elements found in a musical work

1).

2).

3).

4).

3. What is the simplest musical form?

4. During which period was the binary form very popular?

.....

Competency	6.0	- Ability to apply theoretical and practical knowledge of the
		Rudiments of Music
Competency Level	6.9	- Analyze the structure of music.
Lesson	6.9.1	- Let's learn Tonic Triads in C, G and F major.

Dear Students.....

Look at the given musical extract below.

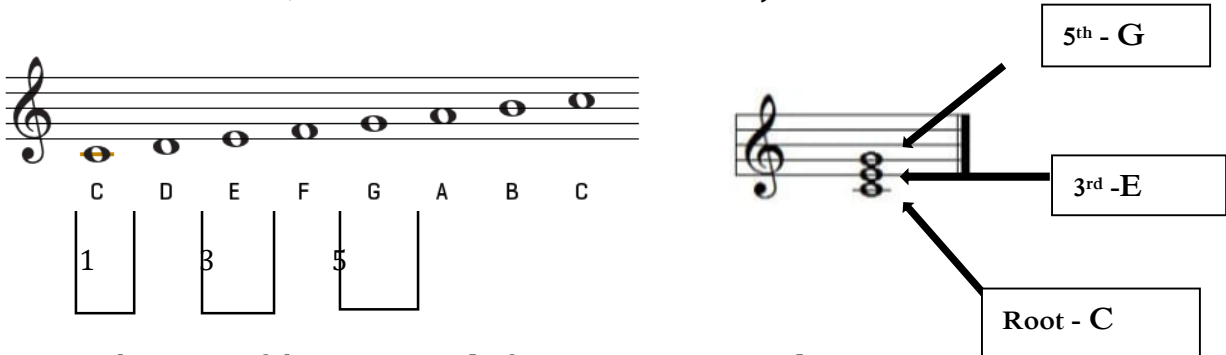
My Home in Montana



- ❖ You can see some notes are written **melodically** which is **played or written one after the other**.
- ❖ But some notes are written **harmonically** which is **played or written one above the other**.
- ❖ When **three notes are played or written harmonically** it is called a “**TRIAD**”.
- ❖ Triad is the basis for **chords**.
- ❖ **Three or more notes sounded together make a chord**.

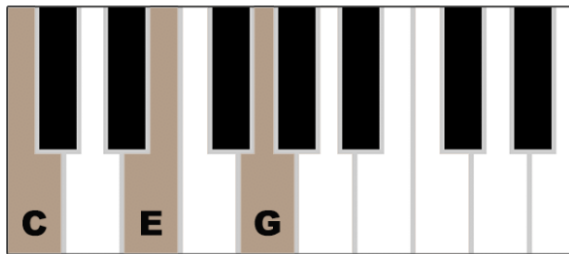
TRIADS

- A **triad** has **three different notes**.
- The **“ROOT”** is which the triad is built.
- A triad is **built** on the **root**, the **3rd note above root** and the **5th note above root**.
- When a triad is built on the first note of a scale, it is called a **TONIC TRIAD**..
- ❖ Dear students, let's learn the **tonic triad** of **C major**.

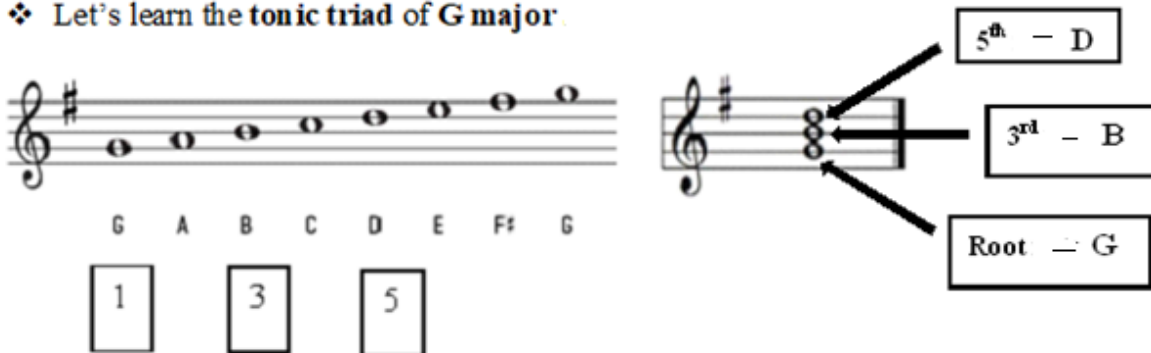


The diagram shows the C major scale on a treble clef staff with notes C, D, E, F, G, A, B, C. Below the staff, boxes indicate the 1st, 3rd, and 5th degrees of the scale. To the right, a separate staff shows the tonic triad of C major (C, E, G) with arrows pointing to each note and labels: '5th - G', '3rd - E', and 'Root - C'.

- The notes of the **tonic triad** of **C major** are **C, E and G**.

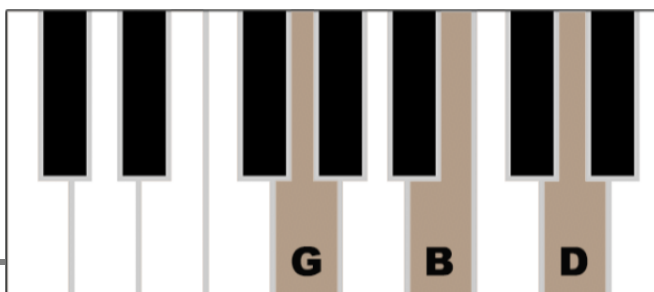


- ❖ Let's learn the **tonic triad** of **G major**.

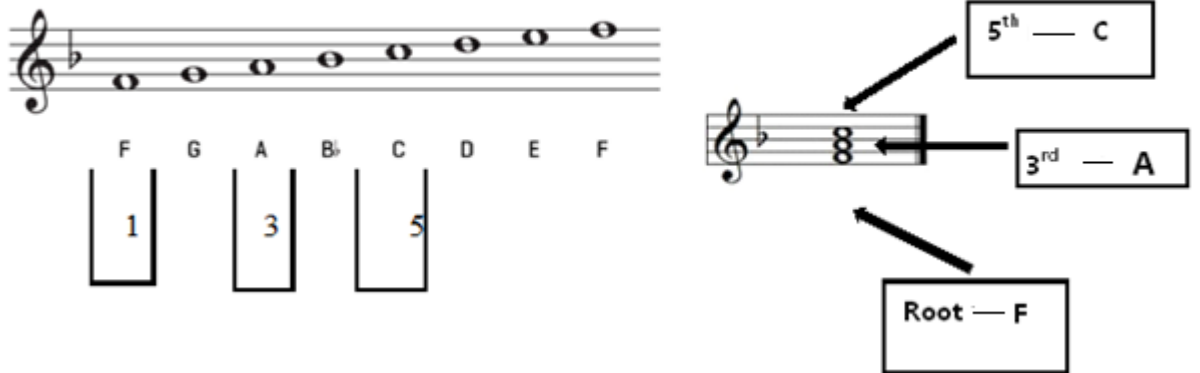


The diagram shows the G major scale on a treble clef staff with a key signature of one sharp (F#). The notes are G, A, B, C, D, E, F#, G. Below the staff, boxes indicate the 1st, 3rd, and 5th degrees of the scale. To the right, a separate staff shows the tonic triad of G major (G, B, D) with arrows pointing to each note and labels: '5th - D', '3rd - B', and 'Root - G'.

- The notes of the tonic triad of **G major** are **G, B and D**

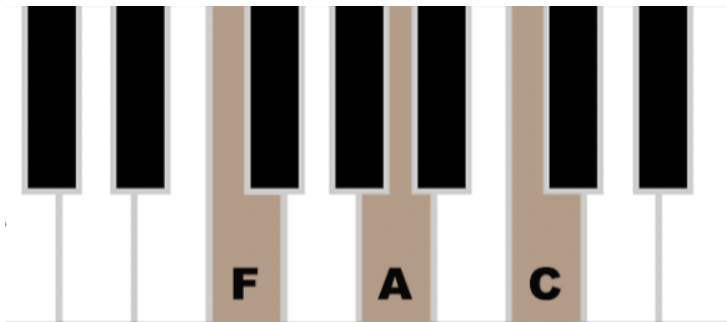


❖ Now students, let's learn the **tonic triad of F major** :



The diagram illustrates the construction of the F major tonic triad. On the left, a treble clef staff shows the F major scale (F, G, A, B♭, C, D, E, F). Below the staff, the notes F, G, A, B♭, C, D, E, and F are listed. Under the first F, G, and A, there are boxes containing the numbers 1, 3, and 5 respectively, indicating the 1st, 3rd, and 5th degrees of the scale. On the right, a smaller treble clef staff shows the F major tonic triad (F, A, C). Arrows point from labels to the notes: '5th — C' points to the C note, '3rd — A' points to the A note, and 'Root — F' points to the F note.

- The notes of the tonic triad of **F major** are **F, A and C**



Evaluation -

(1) Write the following tonic triads above the given root **with key signature**.



C major

G major

F major



(2)

- Circle **the tonic triads of C major** in the given score.
- How many times does it appear in the given piece?

My Home in Montana

Competency	6.0	-Ability to apply theoretical and practical knowledge of the Rudiments of Music.
Competency Level	6.11	- Identifies, understands performs and transposes a melody an octave higher or lower in the same clef.
Lesson	6.11.1	-Transpose a phrase an octave higher or lower in the same clef.

Dear students.....

- Can you play the following melody in your key board?



- Now play the following melody too.



- ❖ Was the melody played at the same pitch all the time?
- ❖ The first melody was it on a higher position or lower?
- ❖ What about the next?

- You can identify by playing that the melody is same but in the second time it was on a high position.
- This is what we call TRANSPOSING.

TRANSPOSING

- A melody can be re written in another position on the stave. This is what we called Transposing.
- A melody has to be transposed to suit the voice of the singers or the instruments of the players.
- A melody can be transposed in the following manner.
 - ❖ An octave higher or lower in the same clef or from clef to clef.
 - ❖ From one key to another or to any other interval higher or lower.

The above melody was transposed an octave higher in the same clef.

- Let's take the tune "Row your boat" and transpose it **an octave higher**.



- When transposing you can see the time signature, note values and the key signature **does not change**. At the same time should give a special attention on writing the stems of the notes.
- Let's transpose the following melody **an octave lower in Bass clef**.



Evaluating and Assessing –

(1) Transpose the following melodies an **octave higher** in the same clef.

Exercise (1) consists of four staves. The first staff is a treble clef in 2/4 time with a key signature of one sharp (F#). It contains a melody: quarter note G4, eighth note A4, quarter note B4, quarter note C5, quarter note B4, quarter note A4, quarter note G4. The second staff is an empty treble clef in 2/4 time with a key signature of one sharp. The third staff is a bass clef in 4/4 time with a key signature of two flats (Bb, Eb). It contains a melody: quarter note G2, quarter note F2, quarter note E2, quarter note D2, quarter note C2, quarter note B1, quarter note A1. The fourth staff is an empty bass clef in 4/4 time with a key signature of two flats.

(2) Transpose the following melodies an **octave lower** in the same clef.

Exercise (2) consists of four staves. The first staff is a treble clef in 4/4 time with a key signature of two flats (Bb, Eb). It contains a melody: quarter note G4, quarter note A4, quarter note B4, quarter note C5, quarter note D5, quarter note C5, quarter note B4, quarter note A4, quarter note G4. The second staff is an empty treble clef in 4/4 time with a key signature of two flats. The third staff is a bass clef in 3/4 time with a key signature of one sharp (F#). It contains a melody: quarter note G2, eighth note A2, quarter note B2, quarter note C3, quarter note D3, quarter note E3, quarter note F3, quarter note G3. The fourth staff is an empty bass clef in 3/4 time with a key signature of one sharp.