



WESTERN MUSIC

GRADE 9

Self – Learning Pack
(Term III)

Ministry of Education
Aesthetic Education Branch



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CONTENT

- * **3.2.1** Concertos, Ballets, Overtures and Suite.
- * **5.1.1** Instruments of the Woodwind section of the orchestra.
- * **5.2.1** The mechanism of the Piano
- * **6.3.1** Ornaments used in Music - Appoggiatura, Acciaccatura, Mordant
- * **6.7.1** Form in music - Simple Rondo form
- * **6.8.1** Terms and Signs - Performs music expressively;
Dynamics, Tempo, Articulation and Mood.
- * **7.2.1** Writing rhythmic patterns of known and unknown melodies.
- * **7.2.2** Composing a melody of 4 Bars.

Competency - 3.0 Identifies the types and styles and the characteristics of the different periods in the history of music

Competency Level - 3.2 Describes the Concerto, Suite, Overture and Ballet.

Activity - 3.2.1 Concertos, Ballets, Overtures and Suite

TYPES AND STYLES

CONCERTO

- The **Concerto** is an instrumental composition.
- It is a composition for a solo instrument with an orchestral accompaniment.
- It is often in **three** movements. (Fast – Slow –Fast)
- There is a special unaccompanied show piece (without the orchestra) for the soloist which is called the “**Cadenza**”.
- For several minutes, the soloist displays his/her skills and techniques without the orchestra.
- **W. A. Mozart** is known as the **Prince of Concertos**.

Eg:

- (I) Violin Concerto No. 4 in D Major (k.218) - W.A. Mozart
- (II) Clarinet Concerto in A Major (k.622) - W.A. Mozart



BALLET

- **Ballet** is a type of dance performed to music, which tells a story or expresses an idea.
- It is a work consisting of choreography with orchestral accompaniment.
- One of the most popular ballets is Tchaikovsky's “**The Nutcracker**” which tells a story about a girl who befriends a charmed nutcracker and brings him back to life on Christmas Eve.

Eg.

- (I) Sleeping Beauty - P. I. Tchaikovsky
- (II) Swan Lake - P. I. Tchaikovsky
- (III) The Nutcracker - P. I. Tchaikovsky



SUITE

- **Suite** is a set of dance movements, which are played one after the other.
- It is an instrumental composition.
- These dance forms are usually in **Binary form and in the same key**.
- Most common collection of dance forms are:
 - (I) Allemande
 - (II) Courante
 - (III) Sarabande
 - (IV) Gigue
- Additionally, other dance forms are sometimes included.
(Minuet, Gavotte, Passepied or Bouree)

Eg;

- | | |
|-------------------------------------|-----------------|
| (I) Water music | – G.F. Handel |
| (II) Fireworks music | – G. F. Handel |
| (III) Children's corner suite | – C. Debussy |
| (IV) Suite No.2 for small orchestra | – I. Stravinsky |



OVERTURE

- The term **Overture** is used for two purpose:
 - (I) The term is used for a piece of instrumental music composed as an introduction to an Opera, Oratorio or a similar dramatic work.
 - (II) An independent instrumental piece which has no connection to any other musical composition
 - Later the overture was established in two forms;
 - (I) Italian overture
 - (II) French overture
- Eg;
- (I) Leonore overture – L. v. Beethoven (an overture from Fidelio)
 - (II) Hebrides overture – F. Mendelssohn (an independent music piece)
 - (III) William Tell overture- G. Rossini (the overture of William Tell opera)



Answer the following questions.

- (I) What is a concerto?
.....
- (II) Describe what a 'Cadenza' is.
.....
- (III) What is the musical form of dance movements in a 'Suite'?
.....
- (IV) Who composed 'Sleeping Beauty'?
.....
- (V) What is the 'Leonore overture'?
.....
- (VI) Name two suites by G. F. Handel.
.....
- (VII) What is the work that consists of choreography with orchestral accompaniment?
.....
- (VIII) What is the story in brief of 'The Nutcracker'?
.....
- (IX) Which composer is known as the 'Prince of Concertos'?
.....
- (X) Name the most common collection of dance forms of a Suite.
.....
.

Competency	5.0- Exhibits awareness of structure, sound production and tone quality of musical instruments
Competency Level 5.1-	Defines and describes the woodwind instruments of the orchestra, a) on seeing b) on hearing
Activity	5.1.1- Identifies the tone quality of the Piccolo, Flute, Clarinet, Oboe, Bassoon, Double Bassoon and Cor-Anglais

Woodwind instruments

Woodwinds are a type of musical instruments that make their sound when a musician blows air into or across the mouthpiece. They get their name from the fact that most of them were once made of wood. Today many are made of other materials such as metal or plastic.

1. Piccolo
2. Flute
3. Clarinet
4. Oboe
5. Bassoon
6. Double Bassoon
7. Cor-Anglais

These instruments can be categorized according to their reeds

Without reeds	Single reed	Double reed
Piccolo	Clarinet	Oboe
Flute		Bassoon
		Double Bassoon
		Cor-Anglais

Piccolo



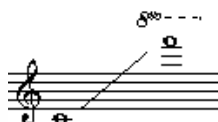
- The Piccolo is the **smallest and highest pitched instrument** in the Woodwind family.
- It is a **transposing** instrument. Piccolo is half the size of the flute (13 inches) and plays an octave higher than the written notes.
- In the orchestra, one of the flute players will usually play piccolo if that instrument is required.
- Playing range of notes:



Flute



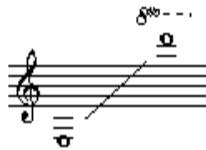
- The Flute is held horizontally and is about 26 inches long.
- The sound is produced by blowing across the mouth piece.
- The flute is probably the oldest of all instruments that produce pitched sounds (not just rhythms), and was originally made from wood, clay or hollow reeds like bamboo.
- Some special modern flutes are made of silver, gold or platinum but flutes are generally made out of other metal mixtures.
- There are generally 2 to 4 flutes in an orchestra.
- A standard flute is a little over 2 feet long and is often featured playing the melody. Players' fingers open and close the keys, which change the pitch
- Playing range of notes:



Clarinet



- It is a **single reed** woodwind instrument used in Orchestras and bands.
- Clarinet in B flat sounds a **Major 2nd lower** than the written notes.
- Clarinets come in a number of different sizes, and the standard B-flat clarinet is just over 2 feet long.
- Some musical works require the clarinetist to play several types of clarinets in the same piece.
- There are 2 to 4 clarinets in the orchestra playing both melodies and harmonies, and they have a dark rich sound in their lower notes, while the upper part of the clarinet's range is bright and resonant.
- The clarinet is played by blowing through the reed, and using your fingers to change the pitches by opening and closing the keys.
- Playing range of notes:



Oboe (Hautbois)



- The Oboe is made of wood, and is a **non-transposing instrument**.
- It is used to sound the **tuning note A** to tune the other orchestral instruments.
- The playing position is similar to that of the clarinet.
- There are usually 2 to 4 oboes in an orchestra and they produce a wide range of pitches.
- Playing range of notes:



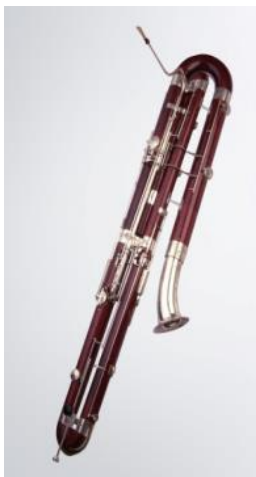
Bassoon



- This instrument is low in pitch.
- It is sometimes referred to as the **clown of the orchestra** because of its comical sounding notes.
- It is 8 feet long, bent in two, for convenience and a player uses a neck sling.
- There are 2 to 4 bassoons in an orchestra and they have a roughly similar range to that of the cello. Bassoons usually play lower harmonies.
- Playing range of notes



Double Bassoon (contrabassoon)



- It is the largest and the lowest sounding woodwind instrument.
- It is a **transposing instrument sounding an octave lower than the written notes**.
- It is 16 feet long, bent four times for easy handling and uses a neck sling.
- The **contrabassoon** is the “grandfather” of the wind section and is so much larger than a regular bassoon.
- Playin



Cor- Anglais (English horn)



- This is a transposing instrument, sounding a 5th lower than the written notes.
- The bottom end of the English horn opens out into a rounded bell shape, which gives it a warmer, fuller sound.
- The **English horn** is closely related to the oboe that uses a double reed, and is played in the same manner.
- Playing range of notes:



Answer the following questions.

1. Which instrument sounds the tuning note for the orchestra?
.....
2. Which instrument is known as the “Clown of the Orchestra”?
.....
3. What are the highest and lowest pitched instruments in the woodwind section
Highest:
Lowest:
4. Name the transposing and non-transposing instruments in the woodwind family
Transposing:
Non- transposing:
5. Which instrument is also known as the English horn?
6. Give another name for the double bassoon
7. categorize the woodwind instruments separately under the following:

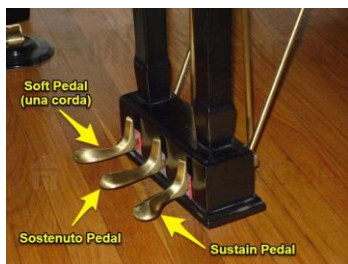
No reed	Single reed	Double reed

Competency	- 5.0 Exhibits awareness of the structure, sound production and tone quality of musical Instruments.
Competency Level	-5.2 Defines and describes the mechanism of the Piano
Activity	-5.2.1 The mechanism of the Piano.

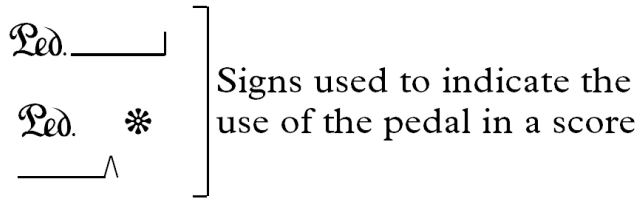
The Mechanism of the Piano.



- ❖ The piano was invented towards the end of the 17th century by the Italian composer Bartolomeo Cristofori.
- ❖ The Most popular keyboard instruments of the day were the harpsichord and the clavichord.
- ❖ Both these instruments looked like the piano but the major difference was the way the sound was produced.
- ❖ The piano only gained popularity in the Classical period and gradually replaced the harpsichord as the favorite keyboard media.
- ❖ There are 7 octaves and 88 keys on the modern piano. The high pitched notes are to the player's right and the low-pitched notes are to the left.
- ❖ The tone on the piano is produced by hammers hitting at the strings when a key is depressed. A damper stops the strings from vibrating further when the key is released.



- ❖ There are 3 pedals on the piano
 - a. The left “soft” pedal or the “Una corda” pedal softens the tone produced when depressed. To release the soft pedal, the term “Tre corda” is used.
 - b. The middle “sostenuto” pedal sustains selected notes when depressed.
 - c. The right “sustaining” pedal or “damper” pedal lifts the dampers off the strings when it is depressed to sustain the notes and to enrich the tone produced.



These mean: depress the right (sustaining) pedal, then release it.

- ❖ The piano is seldom used in the orchestra. It is usually used as a soloist of a piano concerto with orchestral accompaniment.
- ❖ The word (pianoforte) literally means soft-loud.

Some of the main differences between an upright piano and a grand piano are:

- ✓ Strings are stretched horizontally in the grand piano and vertically in the upright
- ✓ The middle pedal of the grand piano is called the **sostenuto pedal**.
- ✓ Middle pedal of the upright piano is called the **practising pedal**. When pressed a long felt falls between the strings and the hammers and the sound is very soft.

Questions:-

1. Who invented the piano?
.....
2. What is his nationality?
.....
3. What is the effect of the “Una corda” pedal?
.....
4. How many keys are there on a piano?
.....
5. Give another name for the sustaining pedal.
.....

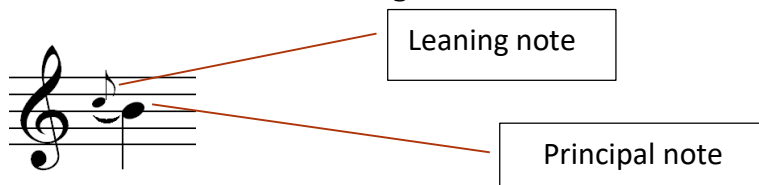
Competency	- 6.0 Applies theoretical and practical knowledge of the rudiments of music
Competency Level	-6.3 Defines and describes ornaments in music.
Activity	- 6.3.1Appoggiatura, Upper and Lower Mordents, Repeat marks

ORNAMENTS

- An Ornament decorates a melody by adding extra notes around the main note. It allows music to be more expressive.
- Baroque music is characterized by extensive use of ornamentation

THE APPOGGIATURA


This is also known as the leaning note.



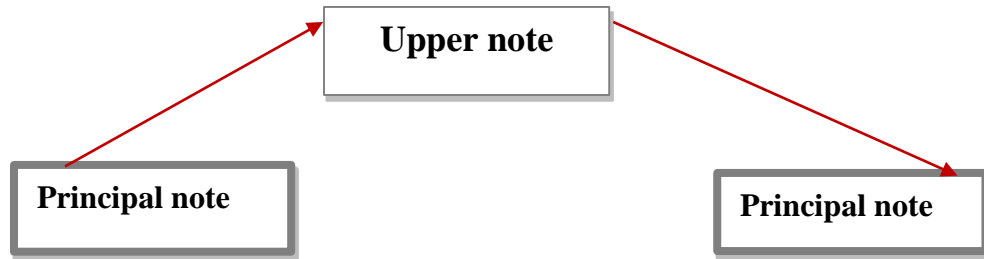
If the appoggiatura is attached to a note divisible by 2 it takes half the value of the principal note.



THE UPPER MORDENT


The upper mordent is written as “  ”.

It contains three notes.

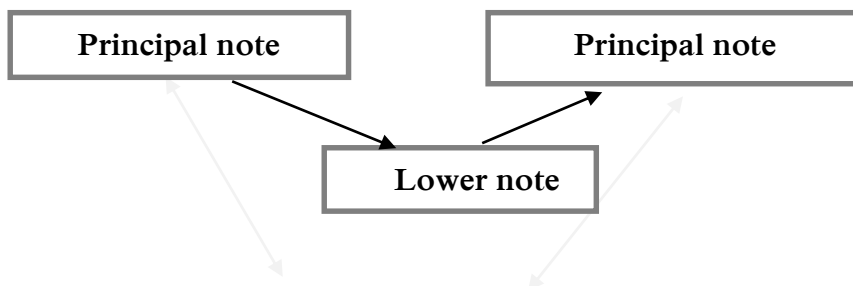


A sharp or a flat written with the ornament affects the added note.

THE LOWER MORDENT

The lower mordent is written as “  ”

It contains three notes as in the case of the upper mordent.



REPEAT SIGNS

Repetition of a bar or part of a bar indicated by the following signs:

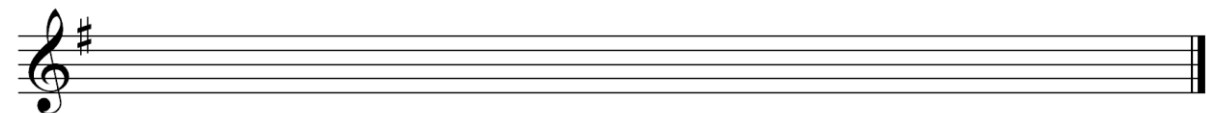
Written	Written
	
Played	Played
	

Answer the following questions.

1) What is an ornament?

2) Write these ornaments in full, as they should be played.



Competency	- 6.0	Applies theoretical and practical knowledge of the rudiments of music
Competency Level	- 6.7	Describes Rondo Form.
Activity	- 6.7.1	Rondo Form

RONDO FORM. A-B-A-C-A FORM, EXTENDED TERNARY FORM

Many classical movements are in Rondo form. A Rondo has a tuneful main theme (A) which occurs at least three times with contrasting several themes played in between.

The common Rondo patterns are ABACA.

The main theme is usually lively, pleasing and simple to remember and listener can easily recognize its return.

The Rondo is found as an independent piece or as a movement of a sonata, string quartet or symphony.

- A1 - PRINCIPAL THEME IN THE TONIC KEY
- B - EPISODE 1-A CONTRASTING THEME IN A RELATED KEY
- A2 - PRINCIPAL THEME IN THE TONIC KEY
- C - EPISODE 2- A CONTRASTING THEME IN ANOTHER RELATED KEY
- A1 - PRINCIPAL THEME COMPLETE IN TONIC WITH CODA

Episodes in Rondo form are almost always used in STRONG CONTRAST to the PRINCIPAL THEME.

Examples -

- Fur Elise - Ludwig van Beethoven
- Sonata in G op. 14 no 2 - Ludwig van Beethoven
- Rondo in C op. 51 No 1 - Ludwig van Beethoven
- Humoresque - Antonin Dvorak

QUESTIONS

- What is form in music?
- Another name for ABACA form is
- What is the difference between THE PRINCIPAL THEME AND EPISODE in Rondo form?
.....
- Give three examples of works written in Rondo form.
.....
.....
.....
- Write a similarity and a difference between Ternary form and Rondo form
- ✓ Similarity.....
- ✓ Difference

Competency	6.0 – Applies theoretical and practical knowledge of the rudiments of music.
Competency Level 6.8	– Describe and identifies terms and signs on seeing and hearing.
Activity	6.8.1 – Performs music expressively: dynamics tempo, articulation and mood

Terms and signs

Dynamics, tempo markings and articulation are some of the expressive elements of music. Used effectively, they help musicians sustain variety and interest in musical performance and communicate a particular emotional state or feeling. They are based on Italian words. By using these we can identify

- The speed of music (fast/slow)
- The notes play normally/accented
- Change in speed of music (suddenly or gradually)
- The music is played smoothly/detached
- The music begins loud or soft etc.

Study the following Italian terms with their English meanings.

Italian Term	English Meaning
Lento	Slow
Largo	broad, slow, grand
Cantabile	in a singing style
Pizzicato	Plucked
Arco	with the bow
Rallentando	getting gradually slower
Accelerando	getting gradually faster
Ritardando	retarding the speed

Answer the following questions.

1. Give the Italian term for getting gradually slower. _____
2. What does Arco mean? _____
3. What does Cantabile mean? _____
4. Give the Italian term for broad. _____
5. Write the English meaning of Accelerando. _____

6. Identify and name terms and signs in the following musical extracts.

The musical extract consists of four staves, each with a 4/4 time signature. The first staff is in treble clef, and the others are in bass clef. Each staff has a dynamic marking of *mf* (mezzo-forte) at the beginning and *mp* (mezzo-piano) later. The lyrics are "Out - side in win - ter is so ver - y cold." The music is written in a simple, melodic style with quarter and eighth notes.

Gradual Dynamic Markings

The three staves illustrate gradual dynamic markings. Each staff has a 4/4 time signature and contains five measures of music, each with a half note. The first staff shows a crescendo from *p* (piano) to *f* (forte) and a decrescendo back to *p*. The second staff shows a crescendo from *p* to *f* and a diminuendo back to *p*. The third staff shows a crescendo from *p* to *f* and a decrescendo back to *p*.

Competency	7.0 - Defines and interprets what is heard; creates and responds to music.
Competency level	7.2 -Notates a melody on hearing and composing melodies
Activity	7.2.1 -Writing rhythmic patterns of known and unknown melodies

Before we start the lesson let us listen to these songs by using the following links,

Link 1- <https://www.youtube.com/watch?v=yNcOGaf9xjg>

Link 2- <https://www.youtube.com/watch?v=zocqhbWjHCE>

Link 3- <https://www.youtube.com/watch?v=Pwn4KLzyGTo>

Listen to it carefully and try to find out the time. Is it in duple, triple or quadruple time?

Now clap or tap according to the above rhythms. See If you are able to recognize the time,

Follow the structures given below.

1. Write the song in your books and sing and clap to the beat of the song.

Lavenders blue diddle diddle, Lavenders green

When I am king diddle diddle, you shall be queen

2. Sing it several times in your mind and see where the accents would fall best to make it flow rhythmically.
3. Mark a small dash or accent mark above the syllable of the words.

> > > >

Lavenders blue diddle diddle, Lavenders green

4. Make it fit into 8 bars.

5. Then write the time signature to fit the rhythmic flow.

Look at the following rhythmic patterns and see what rhythm would fit the words.

a) > > > >

Hot cross buns, hot cross buns

> > > >

One a penny, two a penny, hot cross buns

5 Hot cross buns, Hot cross Buns,
one a pen - ny, Two a pen - ny, Hot cross Buns

b) > > >
Hickory dickory dock
> > >
The mouse ran up the clock

5 Hic - ko - ry Dic - ko - ry Dock The
mouse ran up the clock.

We can also write the rhythm and words into 6 bars without using rests and tied notes.

4 Hic - ko - ry Dic - ko - ry Dock. The
mouse ran up the clock.

Exercises

Write a rhythm on a monotone to fit these words. Add a time signature and bar lines.

Write each syllable under the note or notes to which it is to be sung.

- a) Here we go round the mulberry bush
The mulberry bush the mulberry bush
Here we go round the mulberry bush
On a cold and frosty morning.

- b) Humpty dumpty sat on a wall
Humpty dumpty had a great fall
All the kings' horses and all the kings' men
Couldn't put humpty together again

- c) Her face is like the snow-drift
Her neck is like the swan
Her face it is the fairest
That ever the sun shone on.

- d) I am big and Peter's small
Jane is fat and Cherry's tall
What of it! When all is said,
None of us will ever wed.

Competency	- 7.0	Identifies and Interprets what is heard, Creates and responds to music.
Competency Level	-7.2	Notates a melody on hearing and composes a melody.
Activity	- 7.2.2	Composing a melody of 4 Bars.

COMPOSING A MELODY

* When composing a melody, it is necessary to note the following:

- a) Is the melody meant for voice or an instrument?
- b) Its length and Key.

* A melody is made up of a succession of varied notes grouped according to a rhythm.

* If the melody is meant for singing, it must be within the range that can be sung by the singer. A melody moving smoothly without unwanted leaps in it is best for singing.

Ex: - Compose a 4 bar melody in F major, 4/4 time, by using the following rhythm patterns.



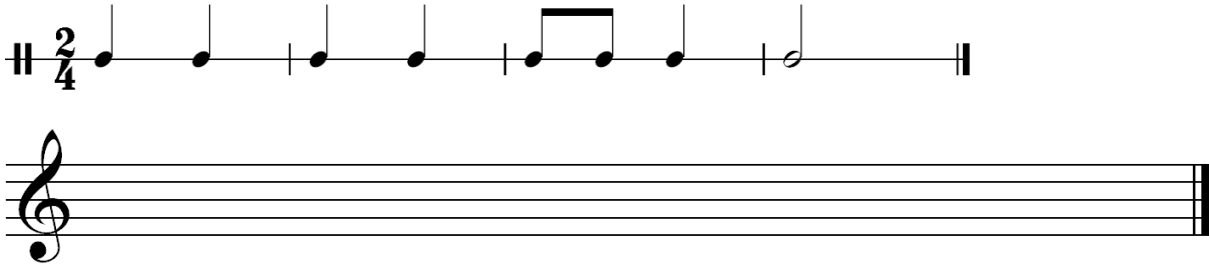
(It is best to have a long note in the last bar to suit the time.)



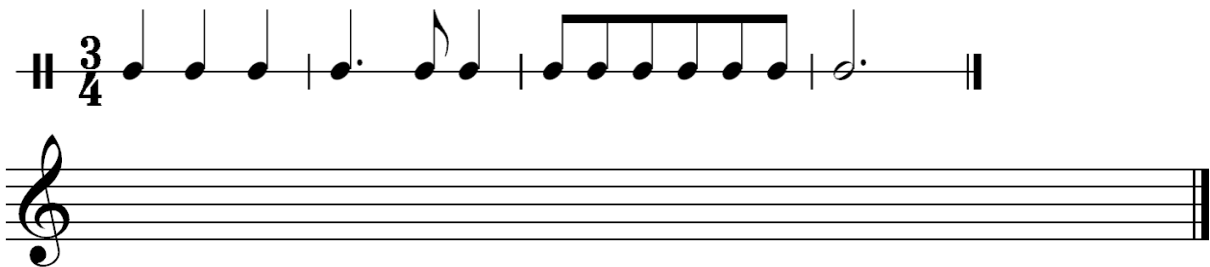
Evaluation

1) Compose melodies according to the given rhythm patterns and keys.

a) C major - 2/4 time



b) D major - 3/4 time



c) G minor - 3/8 time

