



WESTERN MUSIC

GRADE 10

SELF-LEARNING PACK

(TERM III)

MINISTEY OF EDUCATION

Aesthetic Branch



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

Competency level -5.1 Names the instruments of the Brass wind section of the orchestra

Lesson - 5.1.1 The Brass wind instruments of the orchestra

Go to the following link and listen to this piece of music:

<https://www.youtube.com/watch?v=DihL0rZ5Udk>

- ✓ Do you know the name of the piece played?

It is the "**Bohemian Rhapsody**" a song made famous by the British rock band [Queen](#).

Hope you enjoyed the music.

- ✓ What instruments did they play?

Let's see if you can identify them.



Write the names of the instruments you see in the picture.

1.....2.....3.....
4.....5.....

They all belong to the **Brass wind family** of the orchestra.

The most commonly used Brass wind instruments in the orchestra include:

- The Trumpet
- The French horn

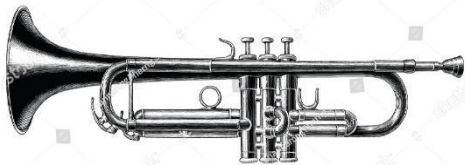
- The Trombone
- The Tuba

✓ **The main features of the Brass instruments..**

- As its name implies, all these instruments were made of brass but at present other types of metal are also used. Most of them have a **valve mechanism**.
- All brass instruments have several things in common...
They are all aerophones. (Instruments in which a vibrating mass of air produces the initial sound.)
- Each has a length of a hollow tube bent into a variety of shapes which produces the different tone colours of these instruments and also makes the instrument manageable to the player.
- They have either a **conical or cylindrical tube**.
- A cup shaped or a cone shaped metal mouthpiece is inserted into the small end of the tube.
- The sound is made by the **player's lips vibrating** against the mouthpiece that produces the notes.
- They all have a flared bell at the large end of the tube.
- An object which is known as the "mute" in different shapes is inserted to the bell to produce different tones.

Instruments of the Brass wind section.

Trumpet




- It is the smallest member of the Brass family.
- It plays the **highest pitches** and has a bright and vibrant tone
- The standard trumpet has **three valves**.
- The most common is the trumpet in **B flat**.
- It is a **Transposing instrument**.
- Sounding a Major 2nd lower than written

French horn (Horn in F)




- The French horn has its origins in the **hunting Horn**.
- It has a narrow conical tube about 3.75m long which is coiled into a spiral shape ending in a large bell.
- Played with a **cone shape mouth piece** and has **three valves**.
- It is also a **transposing Instrument**.
- Sounding a perfect 5th **lower** than written



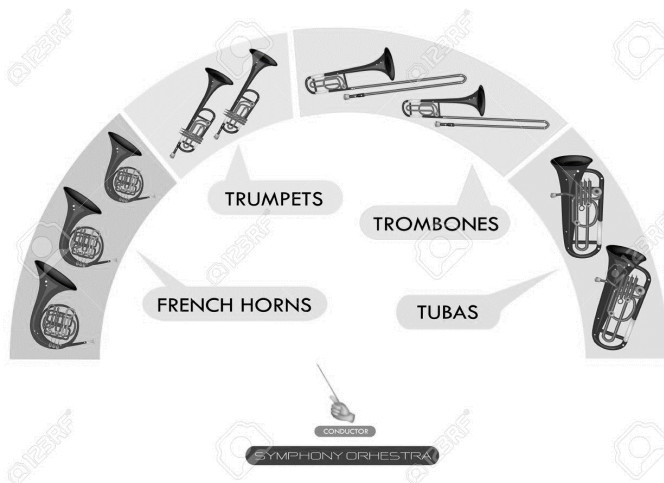
- Trombone is the only brass instrument that uses a **slide** to change the pitch.
- The mouth piece is cup shaped.
- The U-shaped slide has **seven playing positions**.
- It is a non-transposing instrument

Tuba



- The largest and the lowest sounding instrument with a deep rich sound.
- It has a wide conical tube, large flared bell, cup shaped mouthpiece.
- It has generally three valves.
- Orchestral tuba music is written in the **bass clef** and the instrument is **non-transposing**.

Where does the brass wind sit in an orchestra?



The brass family sits across the back of the orchestra in front of the percussion section.

Where else have you seen these instruments play?



These are played in Marching bands, Concert bands and various combinations of chamber groups. Eg. Brass Quartets & Quintets

Questions.

1. Name the instruments of the Brass Section of the Orchestra.
.....
2. Name an instrument with a slide.
3. The highest sounding Brass wind instrument is.....
4. Name the transposing instruments of the Brass family
5. The lowest pitched Brass instrument is the



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

Competency level -5.2 Describe the sound production of each instrument

Lesson - 5.1.1 Learning how the sound is produced in the brass wind instruments

All the Brass instruments are played with lips and produce sound through a metal mouthpiece.



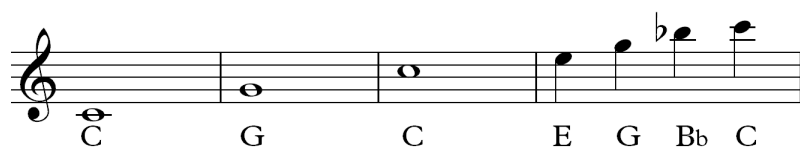
Image 1 -mouthpiece placement



Image 2 - Mouthpiece visualizers

- + Image 1 & 2 show how the lips should be placed on the mouthpiece to produce sound.
- + The sound is produced by blowing air through the mouthpiece while vibrating the lips.
- + By **tightening** or **loosening** the lips, the player will be able to produce a limited number of different notes (**up to 5 or 6**). While using the valves they can produce more notes.

Ex: open notes of a trumpet



- + Longer the length - lower the sound

✚ Trombone changes the pitch by adjusting the length of the tube using the **slide**.

Basic posture when you play a brass wind instrument

- Spine straight and tall
- Shoulders back and relaxed

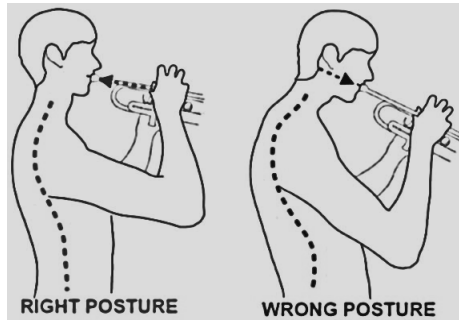
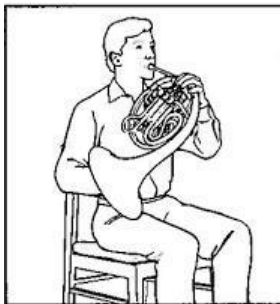


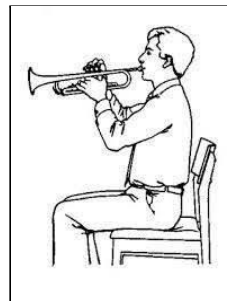
Image 4 - correct and wrong trumpet playing postures

How to hold the brass wind instruments

The way of holding the brass wind instrument differs from instrument to instrument according to the shape and the size of the instrument.



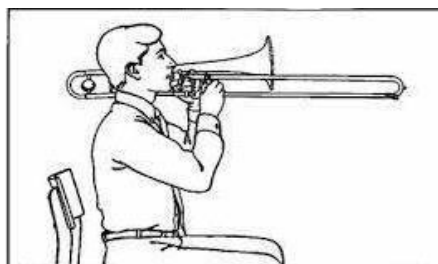
French horn



Trumpet



Tuba



Trombone

Basic maintenance of brass wind instruments

- Oil the valves each time you play, or at least three times per week.

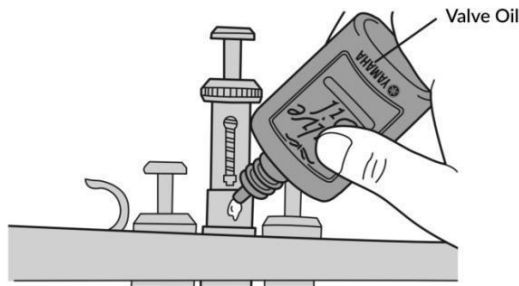


Image 9 – Clean and oil regularly

- Remove any excess moisture inside the instrument by opening the water key and blowing through the instrument

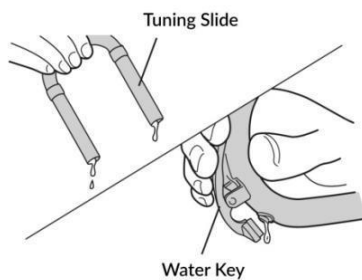


Image 10 – remove moisture from the water key

- Carefully wipe the outside of the instrument with a polishing cloth.



Image 11 – polishing the outside

✚ Always push the tuning slide closed when you have finished playing. (It prevents the air from drying out the grease.)

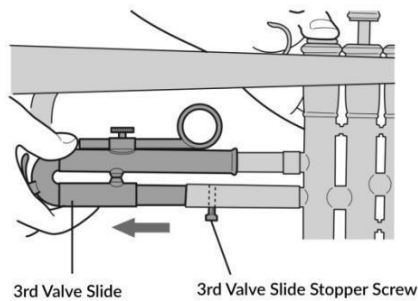


Image 12

✚ Brass instruments should be flushed out once a month with lukewarm water and a mild soap to clean out any accumulation of dirt and to prevent corrosion.



Image 13 – *Cleaning inside of the body*

✚ Check all slides to see that they move freely and lubricate them with slide grease if needed.

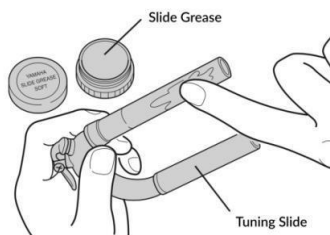


Image 14 – *Proper use of grease and oil*

- Before applying a fresh coat of slide grease or oil, always clean out old cream/oil, dirt and foreign substances.

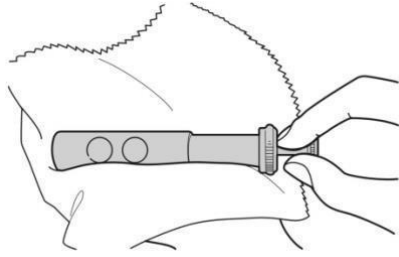


Image 15 – *wipe out dirt and oil*

Questions

Fill in the blanks using the correct words.

- i) Brass wind instrument produce sound through a metal _____
- ii) Right posture includes spine straight & tall and _____
- iii) Trombone changes the pitch by using the _____
- (iv) Remove any excess moisture inside the instrument by opening the _____
- (v) Brass wind instrument can be tuned by adjusting the _____
- (vi) Brass instruments should be flushed out _____

Competency	: 5.0 Ability to exhibit awareness of the structure, sound production and tone quality of musical instruments.
Competency Level	: 5.4 Names the instruments that form a drum kit
Lesson	: 5.4.1 Drum kit

The Drum kit

A drum kit — also called as the drum set, or simply drums — is a collection of drums and other percussion instruments, typically cymbals, which are set up on stands to be played by a single player with drumsticks held in both hands, and the feet operating pedals that control the hi-hat cymbal and the beater for the bass drum.

A drum kit consists of a mix of drums including the woodblock and cowbell. Around the 1990s, some drum kits included electronic instruments. Also, both hybrid (mixing acoustic instruments and electronic drums) and entirely electronic kits were used.

The **drum set** as we know it today is about 100 years old. In 1918, the Chicago-based Ludwig **Drum** Company debuted the Jazz-Er-Up, an all-in-one **set** with a single-bass **drum** and pedal, a snare, two cymbals and a woodblock.



- All of these are classified as non-pitched percussion, allowing the music to be scored using percussion notation.
- The drum kit is usually played while seated on a stool known as a **throne**.
- The drum kit is a part of the standard rhythm section, used in many types of **popular and traditional music styles, ranging from rock and pop to blues and jazz**.
- Other standard instruments used in the rhythm section include the piano, electric guitar, electric bass, and keyboards.

The Bass drum/ Kick drum

- *The Bass Drum is the largest of all the drums and also commonly gets referred to as the 'Kick Drum' or just 'Kick'.*
- *The bass drum is played using a foot pedal that is attached to the rim (hoop) of the drum. Sometimes the front head of the drum (the resonant head) will have a hole in it – this can be used to alter the tone of the drum and is also commonly used to mic the drum..*

The Drum stool / Throne

- *The stool that you sit on is known as a 'drum throne'. It's typically a round padded stool with 3 chrome legs.*
- *The height of the throne is really down to personal preference but normally you should ensure you can put your feet flat on the floor and your thighs should be sloping downwards slightly.*

The Hi-Hats

- *The hi-hat cymbals are a pair of cymbals that close against each other using a foot operated pedal.*
- *Hi-hat cymbals are typically 14" in diameter but are available in a range of other sizes*
- *The hi-hats are probably the most dynamic element of the drum kit due to the wide range of sounds that can be produced. played with the sticks, opened and closed with left foot pedal (it can also produce sound with the foot alone)*

The snare drum

It is one of the most important drums on the kit – it forms the centre of the kit and can be played in a wide variety of ways, commonly used to play the 'backbeat' of a typical straight 8's beat.

The drum consists of a wooden or metal shell and it will always have both a batter (top) and resonant (bottom) head. A snare drum, mounted on a stand, placed between the player's knees and played with drum sticks

Tom Toms or 'toms' as they're more commonly known, come in a wide range of sizes. Toms normally have a batter (top) and resonant (bottom) head but the resonant head isn't mandatory.

The Ride Cymbal is a larger cymbal (20" is a fairly typical size) that generally sits on the right hand side of the drum kit. It's normally a heavier cymbal played with the tip of the drum stick to produce that distinctive ride 'ping' sound.

The Crash cymbals are generally a bit smaller than ride cymbals – a typical size being 16". They're designed to be hit quite hard with a glancing blow from the shoulder of the stick. Normally crashes are used as accent notes. It's very common in rock music to ride the crash in particularly loud parts of the song.

Other Cymbals / Percussion Items

The above describes a fairly basic 5-piece drum kit but after you've been playing for a while you'll probably want to upgrade and add to what you've got. What you add is completely up to you and largely dependent on the sort of music you play. If every item of percussion that can be included as part of a drum kit is listed, this page would never end, but here are a few common 'extras' that you might want to consider.

Splash Cymbal

A splash cymbal is essentially a very small crash cymbal. A typical size is 8" but they're available in a range of sizes and variations to give extra texture to your playing. A splash is great to use as a subtle accent cymbal and because they're small they can fit in places where other cymbals cannot!

China Cymbal

A China or Chinese cymbal is a great addition to any drum kit. The cymbal has an up-turned edge and is often mounted upside down so that the shoulder of the stick hits the bow of the up-turned edge, producing a very distinctive trashy-crash sound.

(10) Floor tom

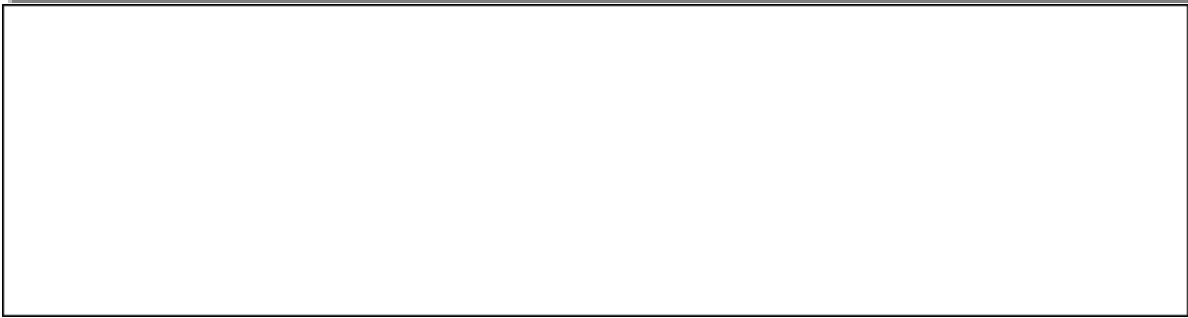
floor tom or low tom is a double-headed tom tom drum which usually stands on three legs. However, the floor they can also be attached to a cymbal stand with a drum

Questions

1. Give another name for the drum kit.
2. What are the drums in a drum kit called?
3. Name the three cymbals used in the drum kit.
4. What musical styles use the drum kit?
5. Draw the drum kit & name 10 parts of it.
6. Write a short description about the drum kit.
7. Write short descriptions of these words.

(hi-hat cymbal, tom-toms, ride cymbal, Crash cymbals)

Reference: www.ikipedio.org
www.youtube.com



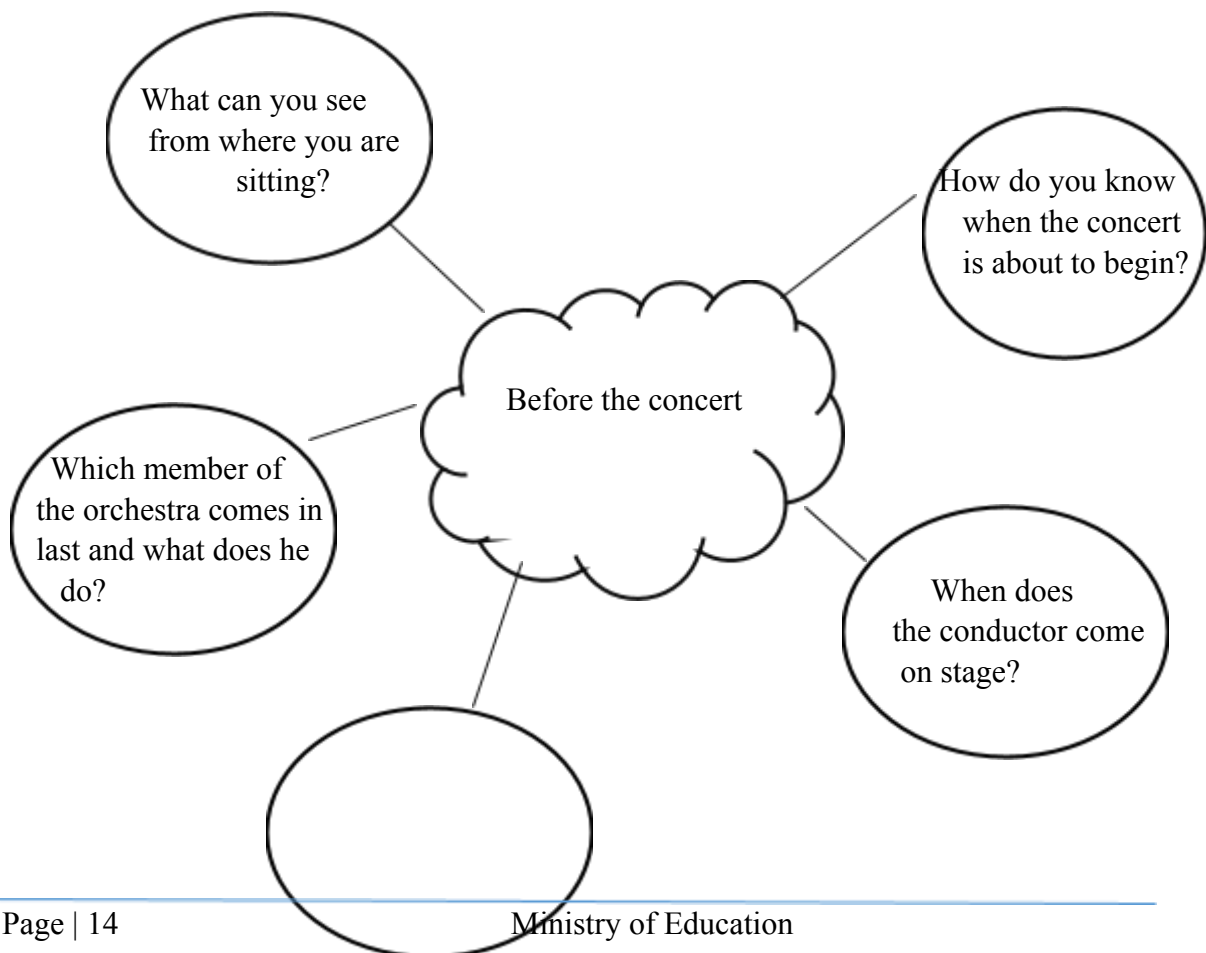
Competency - 5.0 Ability to exhibit awareness of structure, sound production and tone quality of musical instruments.

Competency Level - 5.6 Explains the conventions observed at an orchestral concert.

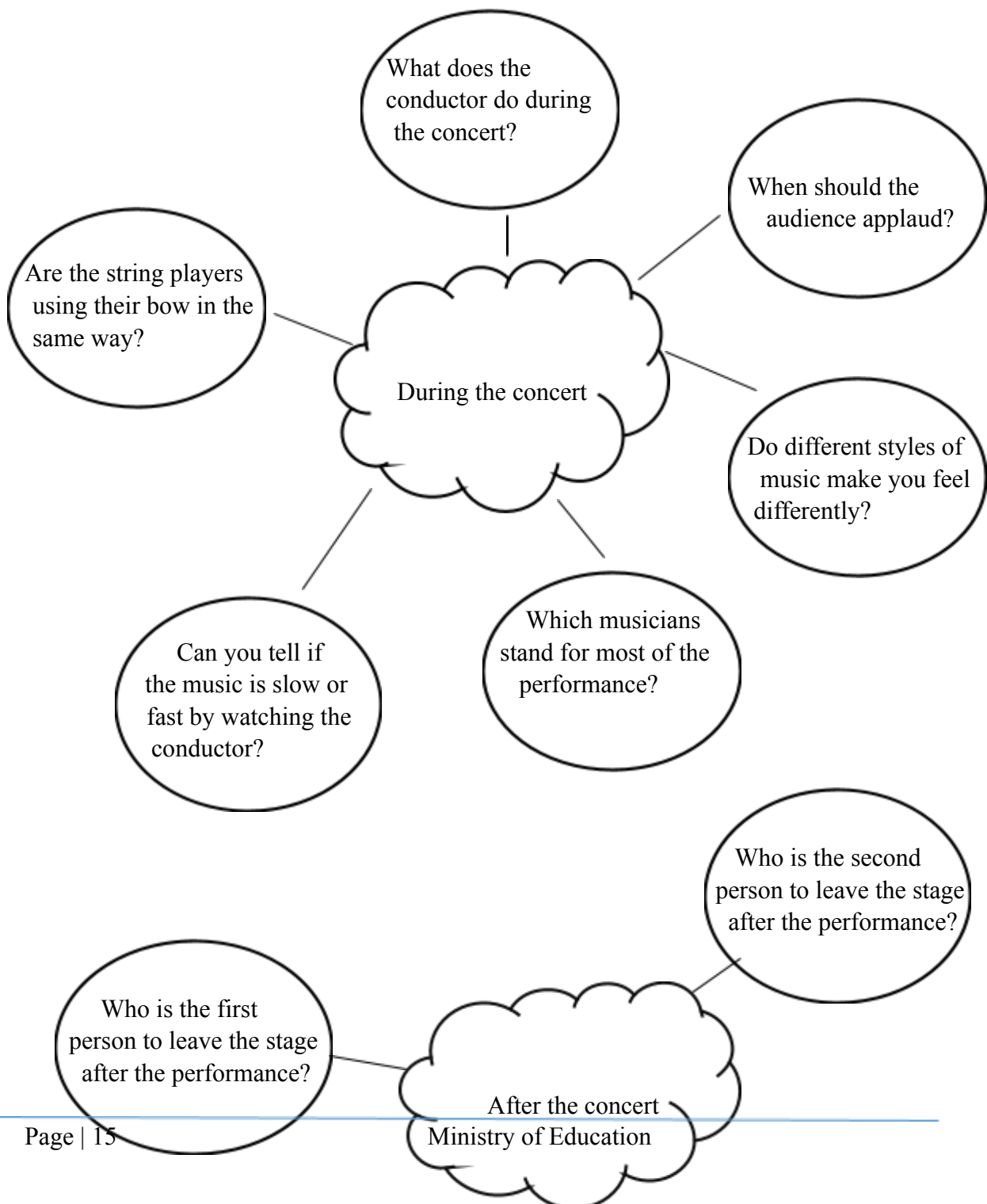
Lesson - 5.5.1. Enjoying a Western classical music concert

- 5.6.1 Observing etiquette at a Western classical music concert

- Listen to this composition - <https://youtu.be/rOjHhS5MtvA>



Which musician
helps to tune the
orchestra?



?

How should the audience show appreciation for the performance?

ENJOY WESTERN CLASSICAL MUSIC CONCERT

- Name the concerts and musical events you have been to.

- *
- *
- *
- *

- State your observations on the behaviour of the audience at the following events:

A badminton tournament

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A rock concert

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A school concert

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What is etiquette?

- It is the set of conventional rules of a personal behaviour in polite society, usually in the form of an ethical code and accepted social behaviours that is observed by a society.
- The convention observed at an orchestral concert differs from the way the audience behaves at other performances.
- There is an accepted and a polite way of behaviour of the audience while enjoying a live musical performance.
- Good concert etiquette shows respect for the conductor, the performers, for others in the audience and for the music that is being performed.

The following rules can be accepted as good concert etiquette as a member the audience:

- * Sit quietly until the concert begins, but you may speak softly.
- * You should not distract the performers by speaking or making any noise during the performance
- * You should applaud only after each full piece of music has been completed
- * It is best if you could stay for the entire concert. But if you need to leave during a concert, do so only at the end an item.
- * Mobile phones should be turned off, and avoid taking photographs during performances as it distracts the performers as well as the audience.
- * Classical concertgoers tend to dress formally, reflecting the more traditional atmosphere of the concert hall
- * The audience should not rush to leave the performance when it is over. This is a time for the audience to thank the conductor and the musicians for their hard work.

If the audience enthusiasm remains, after much applause, the performers may return to the stage and resume performance positions, thereby signaling to the audience that they will be performing an **encore** (an extra piece that is not mentioned in the printed programme) or bonus performance. This may continue through several encores if the performers are feeling energetic and the audience excited, but will generally not last more than an extra half an hour.

Recall a video you have seen or a classical music concert you have been to and answer the following questionnaire.

Before the concert

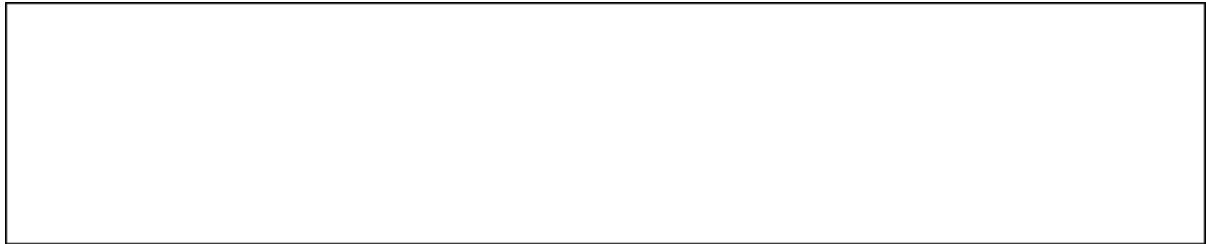
- What can you see from where you are sitting?
- How do you know when the concert is about to begin?
- Which member of the Orchestra comes in last and what does he do?
- Which musician helps to tune the Orchestra?
- When does the conductor come on stage?

During the concert

- What does the conductor do during the concert?
- Are the string players using their bows in the same way?
- When should the audience applaud?
- How do the musicians applaud?
- What are the musicians wearing?
- What movements does the conductor use at the concert?
- Can you tell if the music is slow or fast by watching the conductor?
- Think about how the music makes you feel. Do different styles of music make you feel differently?
- Which musicians stand for most of the performance?

After the concert

- Who is the first person to leave the stage after the performance?
- Who is the second person to leave the stage after the performance?
- How should the audience show appreciation for the performance?
- What was the best part of the performance for you?
- Can you mention something special you noticed about the performance?



Competency - **3.0** Ability to identify the types and styles and the characters of different periods in the history of music

Competency level- **3.2** Describing and identifies the types and styles

Activity - **3.2.1** Describing Types and Styles

Symphony

A symphony is an extended musical compositions written for orchestra .It has 3 to 4 movements. Some modern symphonies have 5 movements.

- The first movement - quick movement usually in sonata form
- The second movement - slow movement in modified sonata form
- The third movement - dance like movement (minuet and trio)
- The fourth movement - quick movement often in Rondo form

Franz Joseph Haydn is known as the father of the symphony. He wrote about 104 symphonies which include:

- “Surprise” symphony
- “Clock” symphony
- “Farewell: symphony

Opera

Opera is a drama set to music. It is for solo voices, chorus and orchestra. It includes acting, scenery and costumes.

Wolfgang Amadeus Mozart was the most famous composer for his comic operas.

- The magic flute
- The marriage of Figaro

Oratorio

Oratorio is a religious composition for solo voices, chorus and orchestra without costume, acting or scenery.

- Christmas Oratorio –Johanne .Sebastian. Bach
- Messiah - Gorge Fredric Handel

Lied

It is the art song of Germany. It was developed to a great extent by Franz Schubert. He wrote more than 600 songs. (Lied in German means song and Lieder means songs)

- Gretchen at the Spinning Wheel (The first lied composed by Shubert)
- The Erlking
- The Wanderer

Questions

01.Name the type of performance under the following pictures.



P

nistr

02. Briefly explain symphony and lieder .

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03. Explain the differences between opera and oratorio .

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04. Name the composer and the type of the following compositions

- Messiah
- Eroica
- Don Giovanni
- The magic flute
- Elijah
- Creation
- Pastoral
- Who is Sylvia

- Lohengrin
- St. Matthew passion
-

05. Write the name of the composers of the following compositions

- Christmas oratorio
- Gretchen at the Spinning wheel.....
- The marriage of Figaro.....
- Flying Dutchman
- Serenade
- The Erlking
- Clock symphony
- Jupiter symphony
- Fidelio



Competency - 4.0 Ability to perform music on Recorder and Piano using proper technique

Competency level - 4.3 Plays triads in all positions

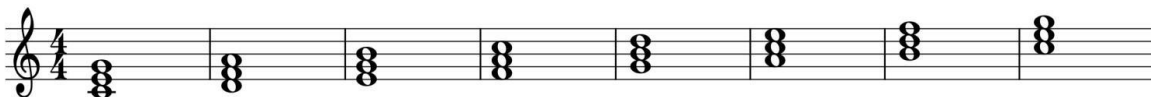
Lesson - 4.3.1 Playing Triads

□ **What is a Triad?**

A triad is a set of three notes consisting of a root, 3rd and 5th appearing one above the other.

A triad can be built on any degree of a Major or minor scale.

Eg. C Major



□ **How to play a Triad?**

The basic triad in music is easy to create. All you need to know is your music alphabet and how to count to 8.

- First , work out which note you want to build your triad on

Eg:- We are building one on C

- Now start at the bottom note C and **count up 3 notes** to get the next note.
(include the starting note when you are counting)

Eg:- 3 Notes up from C is E

Now start again at the bottom note and this time count up 5 notes.

Eg:- 5 Notes up from C is G

So now you can build a triad on C using the notes C-E-G. All three notes you play at the same time.

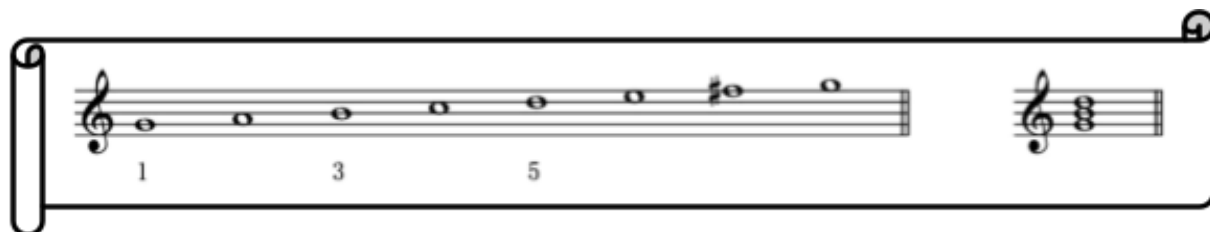
- You will find that if you built **triads starting on different white notes**, then **they may sound very different**.
- This is because the number of semitones separating each of the notes will be different, depending on which white note you choose as your starting point.

□ Let's identify the Tonic triad made from the root, the 3rd note and the 5th note of different scales.

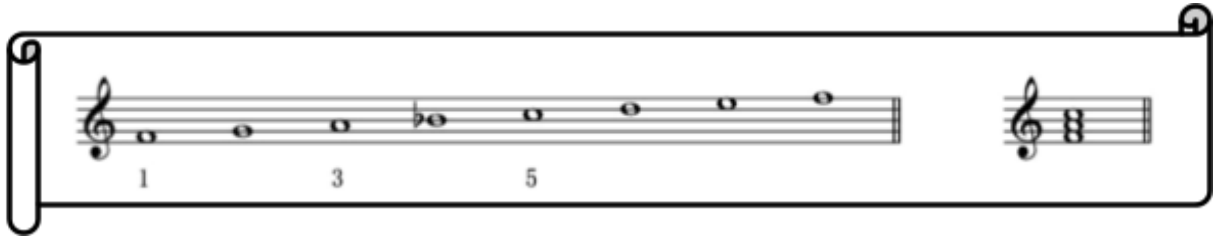
- The notes of the Tonic triad of C major are C, E and G



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



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



Now you can use a piano or an electronic keyboard and play the Triads with both hands. Follow the music scores and play the melody with the triad accompaniment.

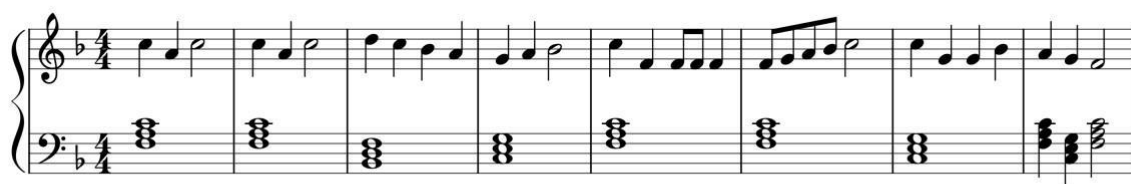
Instructions

- ❖ First play the melody line.
- ❖ Next play the triads with the left hand.
- ❖ Play both hands together.
- ❖ Sing the song while playing.

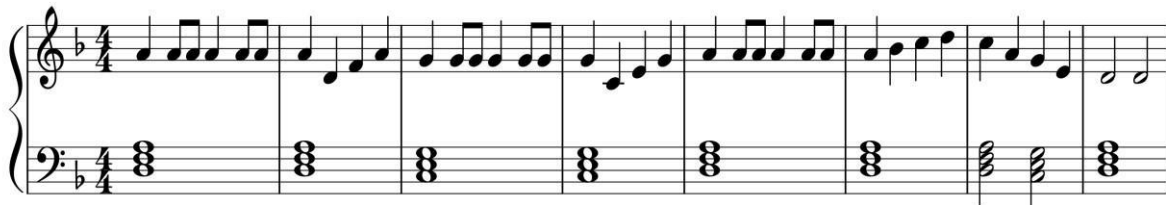
Self Assessment And Evaluation

- ❖ After practicing, you can record your melody.
- ❖ Then listen to it.
- ❖ Identify your strengths and weaknesses.
- ❖ Practice more.
- ❖ Enjoy your playing.

This Old Man

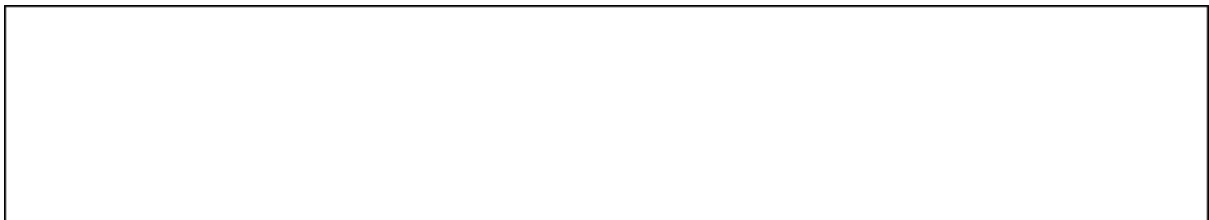


What shall we do with a Drunken Sailor



Brother John

Composer



Competency - 8.0 Ability to present satisfactory performance using vocal technique

Competency Level - 8.1 Sight songs from a score.

Lesson - 8.1.1. Sight Singing.

- **What is sight singing?**

It is the ability to read and sing music at first sight. This is also known as vocal sight reading.

- **What are the benefits of sight singing?**

- ✓ It helps to improve the ability to read sheet music and sing on the spot.
- ✓ Helps to pitch accurately and improve rhythmic skills.
- ✓ Improves the confidence level when performing.

- **Tips for good sight singing!**

Before you start.....

1. **Orient yourself** – Note the key signature and know your scales.
2. **Glance through the music** – For surprises like change of time signatures, tempo changes, high or low notes, notes with accidentals etc.
3. **Get your note** – Play the opening chord or the starting note on a piano. Having the knowledge of the distance between the intervals will also make things easier.
4. **Tap the beat** – This will help you stay in rhythm. Practicing your singing with a metronome will get the rhythm accurate as possible.

Sing the following phrases



Competency - 8.0 Ability to present satisfactory performance using vocal techniques

Competency Level - 8.2 Singing vocal exercises

Lesson - 8.2.1 Vocal Exercises.

● **Why do we need vocal exercises/ vocal warm ups before singing?**

By warming up before you start singing, it gives the vocal cords a chance to loosen and relax. Releasing tension from the body and voice also reduces your chances of injuring your voice.

By stretching your vocal chords you are also better prepared to sing in different styles or registers.

- **TIP:** Standing with correct posture (feet slightly separated, shoulders back & chin up) and starting off with few breathing exercises will help you to have good vocal tone.

Try these vocal exercises.

Zee _____ zah _____ zoo _____
vee _____ vah _____ voo _____

Al - le - loo - ee - jah
or Al - le - lu - i - a

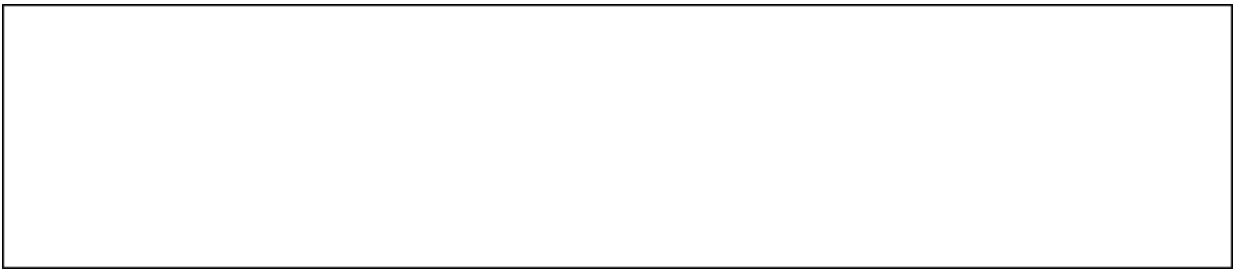
hum _____ / hum _____

hum _____ / hum _____

hum _____ / hum _____

Pno. ³
ta ta ta ta ta ta ta ta ta

Pno. ⁵
la la la la ta ta ta ta ee - ee - ee - ee - ee



Competency – 8.0 Present satisfactory performances using vocal techniques representing other cultures.

Competency Level – 8.3 Singing songs from the musicals

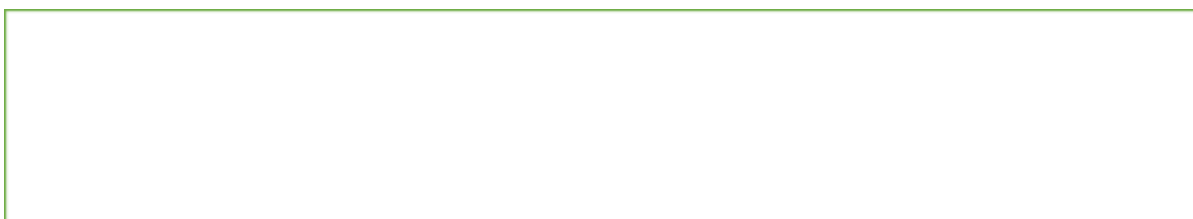
Lesson – 8.3.1 Singing

□ **What is a musical?**

A musical is a form of a stage entertainment, popular in Britain and USA during the late 19th & 20th centuries. It is a story in which spoken dialogue is interspersed with musical items such as, singing, dancing, with scenery and costumes. Some musicals were originally for stage performance and later made into popular films such as “*West side story*”.

Some of the musicals and their famous songs are as follows:

- My fair lady – Get me to the church on time, Wouldn't it be lover'ly
- The sound of music – Edelweiss, You are sixteen going on seventeen, The Sound of Music
- The Singing Nun – Far beyond the stars
- Wizard of Oz – Somewhere over the rainbow, Singing in the rain
- Mary Poppins – Spoonful of sugar, Chim chim cherry, Supercalifragilisticexpialidocious



Competency - 7.0 Ability to interpret what is heard, create and react to music

Competency level - 7.1 Write rhythmic patterns of familiar common songs

Lesson - 7.1.1 Writing rhythmic patterns

Jingle bells, jingle bells
Jingle all the way
Oh, what fun it is to ride
In a one horse open sleigh.

- Read the given words quite slowly and tap your foot at the same time. Repeat this several times, and your foot will normally "tune in" to the stressed syllables.
- When you say the words, tap your foot and accent the *syllables* which coincide with your foot taps

> >
 Jingle bells, jingle bells
 > >
 Jingle all the way

- These syllables will fall on the **strong beats** of your rhythm. The strong beats are the first beat of each bar.
- Draw short lines under each syllables.

> >
Jingle bells, jingle bells
 > >
Jingle all the way

- Decide the time signature and add bar lines.

Draw a bar line before the word, which is accented. We'll choose 4/4 for these words:

4 > >
 Jingle bells, jingle bells

4

 > >

 Jingle all the way

- Convert the lines into notes according to the time signature

Jin gle bells jin gle bells jin gle all the way

Exercises

Match the song (B) with the rhythm (A)

(A)


(B)

	<p>Her</p> <p>e</p> <p>we</p>
--	-------------------------------

go
rou
nd
the
mul
ber
ry

		bus h, the mul ber ry
--	--	--------------------------------------

		bus h, the mul ber ry
--	--	--------------------------------------

	<p>bus h</p>
	<p>Sin g eve ry one</p>

sin

g


Sin

g

eve

ry

one

	<p>sin g</p>
	<p>Thr ee blin d</p>

mic

e,


Se

e

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the

	<p>y run</p>
	<p>Yan kee Do odl e</p>

ca
me
to
tow
n,
ridi
ng

	<p>on a pon y</p>
 <p>A musical staff with a treble clef and a red wedge-shaped graphic on the left. The staff contains the following notes: a dotted quarter note on G4, a dotted quarter note on A4, a dotted quarter note on B4, a dotted quarter note on C5, an eighth note on B4, an eighth note on A4, and a dotted quarter note on G4.</p>	<p>This sold</p>

ma

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pla

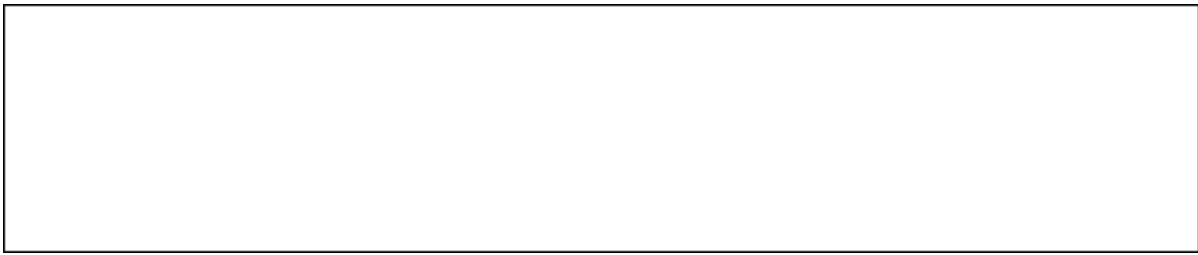
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	<p>on my dru m</p>
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Competency -7.0 Ability to interpret what is heard, create and react to music

Competency level -7.2 Writing a rhythm on a monotone to the given words

Lesson - 7.2.1 Writing a rhythm to given words on a monotone

What is a "monotone"?

Mono means the same when writing a rhythm on a monotone. You can use a staff or just one line.

Now let us find how many syllables are there to the following names

T	<i>T</i>	3
h	<i>h</i>	s
a	<i>a-</i>	yl
r	<i>ru</i>	la



u	<i>-k</i>	bl
k	<i>a</i>	e
a		s
K	<i>K</i>	4
u	<i>u-</i>	s
m	<i>m</i>	yl
u	<i>u-</i>	la

di	<i>di</i>	bl
ni	<i>-n</i>	e
	<i>i</i>	s
M	<i>M</i>	2
al	<i>a-</i>	s
a	<i>la</i>	yl
		la

		bl e s	
--	--	--------------	--

Activity 1

Write the name of each composers and instruments in the correct rhythm box

C ho		
---------	---	---

pi n		
Gr an d Pi		

an

o

s

ax

op

ho

ne

<p>D ou bl e ba ss</p>		
--	--	--

B ee th ov en		
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Vi

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Gl

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pi el		
M en de ls		

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C as ta ne ts		
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Activity 2

Write the given words under the rhythms pattern given on monotone.

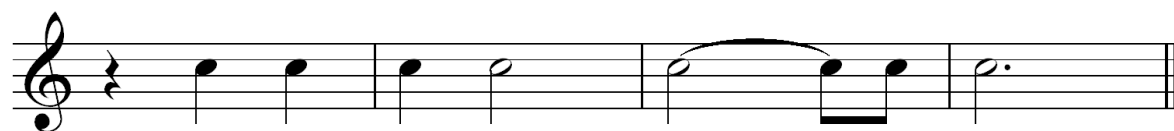
- 1) There lived a sage in days of yore
And he a handsome pigtail wore



2) Lullaby and good night,
with pink roses be stride,



2) Tiger, tiger, burning bright,
In the forests of the night.



4) Snow drops and daffodils, butterflies and bees
Sail boats and fishermen, things of the sea.

