

second edition

Music: Let's Do It!

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Science Press



Acknowledgements

This revised edition of the text has not been created overnight. Many hours have been spent sifting through new ideas and material while also refining the existing text to make it even more user friendly in the classroom.

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Introduction

Music: Let's Do It! Second Edition is a much more current and user friendly text for lower secondary music classrooms. Modifications have been made to the first edition, incorporating the changes within the syllabus requirements for Stage 4 of the NSW syllabus, while complementing the current changes in teaching and learning practice. In this edition there is an additional chapter, which deals with the concept of 'Texture', combined with the incorporation of additional written, aural and ICT based activities to make the text work.

It has been designed to support all types of music curricula, integrating a broad range of musical styles and topic-based chapters that encompass the full range of learning experiences, whether composition, performance, aural and research-based tasks. The successful structure of the first edition has been maintained, focusing upon the concepts of music in the opening chapters and then developing a range of interesting and current styles and genres to motivate students to become active participants in their music learning. Some of the additions include Program Music, the inclusion of a chapter on 'Texture' and a comprehensive reworking of Rock Music and Music of the Media. Much of the content from the first edition has been complemented with additional musical examples and activities to make the text even more comprehensive.

The text does not require sequential study and can be used flexibly within the classroom setting. It can also be used as a structured, two-year course of study if needed. With the additional aural examples, there is a set of three CDs comprising a range of excerpts, backing tracks and instrumental sound sources which have been developed to accompany the text. New audio tracks have been created so that everything is provided within the package and teachers don't have to go looking for the music examples.

The performance opportunities provided throughout the text draw on a combination of established and new musical examples, all of which are selected to enhance the musical understanding of the student. Many of these parts are extended through the incorporation of solo parts in E_♭ and B_♭, guitar tablature, combined with ensemble arrangements which contain simple chord parts that are suited to the mixed instrumentation that exists within the classroom. Additional revision work and research-based activities also allow the teacher to set homework, or further develop the specific learning needs of their students.

For easy access, a list of CD references, performance pieces and a glossary are included in the text.

We hope you enjoy the text and find *Music: Let's Do It!* to be a valuable selection of learning experiences, which helps bring music to life in your classroom.

The Authors

What is Music?



CHAPTER 1

Outcomes

After studying this chapter, I will be able to:

- identify the origins of sound sources, instrumental or environmental
- explain the meaning of duration, pitch, tempo, dynamics, tone colour, performing media and texture
- identify the instrumental groups: idiophones, membranophones, chordophones and aerophones.



Music encompasses the songs that we hear, play and sing as well as the many sounds that we hear in everyday life. It includes sounds heard in the environment (wind blowing, birds chirping, lawnmowers) as well as sounds composed for rock bands, orchestras, theatre or film. Music sounds come in many forms.

Let's Do It!

1. For one minute listen quietly and make a list of sounds that you can hear around you both inside and outside the classroom.

(a) Inside class _____

(b) Outside class _____

Patterns of sound may vary in length from long to short (**duration**).

2. Using the words below make a rhythmic pattern:

zing, glob, wow, om, bong, zap, scooby doo

Sounds may range from fast to slow (**tempo**). They may be loud or soft (**dynamics** or **volume**), or gradually change from soft to loud and vice versa.

The quality of sound may vary according to the source of the sound (**performing media**). The production of a musical sound is the result of the vibration of sound waves when an instrument is struck, plucked, blown or scraped.

Different sounds may be explored by changing the way in which the instruments are played. This variation of tone quality is called **tone colour**. Materials for the production of sound include the voice, wood, metal, skin, strings, and electronic and synthetic materials.

Sounds may be high or low (**pitch**), and can be organised into different layers of sound (texture).

Let's Hear It!



CD 1, Track 1: Listen to this track and identify the sounds as high, medium or low.

CD 1, Track 2: *Lime-Juice Tub*, The Bushwackers

CD 1, Track 3: *In The Mood*, Glenn Miller

CD 1, Track 4: *Bui-doi*, 'Miss Saigon' soundtrack

CD 1, Track 5: 'Swan Lake' Waltz

CD 1, Track 6: *Guitar Boogie*, Tommy Emmanuel

Listen to the musical selections and then complete the sound grid. Place a tick (✓) in the box which best represents the sounds used in each piece.

	Duration			Pitch			Tempo			Volume		
	Long	Mid-length	Short	High	Half-high	Low	Fast	Half-fast	Slow	Loud	Half-loud	Soft
<i>Lime-Juice Tub</i>												
<i>In The Mood</i>												
<i>Bui-Doi</i>												
'Swan Lake' Waltz												
<i>Guitar Boogie</i>												

Let's Do It!

Recite the phrase 'Be Bop-a-lula She's My Baby' in the following ways:

1. slow and loud
2. fast and loud
3. slow and soft
4. getting faster and louder



Extension Activity

Listen to a variety of sound sources (environmental and musically composed). Indicate the characteristics of each sound, for example long, short, low, soft. Suggested sound sources might include an alarm clock, telephone, siren, vacuum cleaner, or other environmental sounds.

The Sounds of Music

Throughout all cultures the human voice is the most important and universally used instrument. A variety of instruments are used to play the melody and accompaniment. Many of these instruments are created from the natural resources of the environment. The instruments may vary according to the culture and the environment.

Let's Hear It!



CD 1, Track 7: *Evening Chimes*, traditional arrangement by Ivan Rebroff

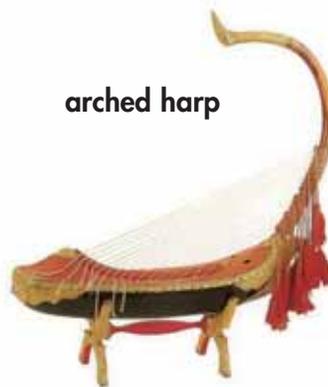
The Russian singer Ivan Rebroff displays the extraordinary capacity and flexibility of the human voice. In this piece he covers the range of over three octaves, from the deepest of tones through to the very highest of notes by way of falsetto.

Musical sounds are produced by striking, plucking, blowing into or scraping across a musical instrument. There are thus four basic groups of instruments used in music. They are:

1. **Idiophones:** all instruments whose sound is created by hitting, striking, scraping or shaking.



2. **Chordophones:** all instruments that are stringed.



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