

Subject: Music

Level: S.2

Learning objectives

1. Content:

Students should be able to describe and evaluate a piece of musical work with reference to the choice of instruments, the tempo, the dynamics and the moods and styles.

2. Language objective:

Students should be able to use appropriate musical terms and adjectives to write in paragraphs to describe and evaluate a piece of musical work with reference to the choice of instruments, the tempo, the dynamics and the moods and styles.

This activity was produced by Lam Po Yee, Benedette
Activity adapted from-

**S.2 Music
Worksheet 1**

Name: _____ Class: _____ No.: _____ Date: _____

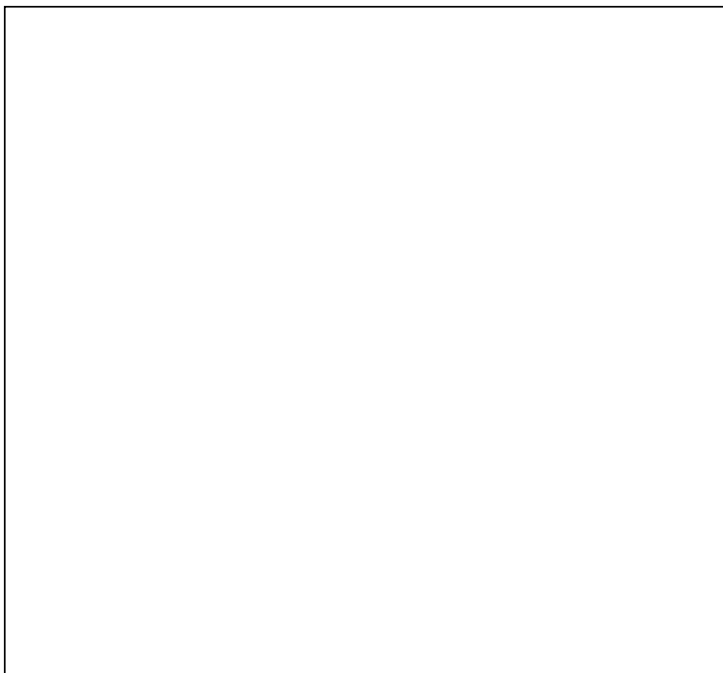


PART 1

What do you think the music describes?

Music Excerpt One

1. Draw a picture (a scenery, a place, or anything you can think of) to show what you think the music you have heard is about
2. Write a sentence to describe what you think.



1. I think the music describes _____
because _____
2. In the music, I can hear (*Name the instruments*) _____



Writing

Part 2

Music Excerpt Two

The music is in Ternary Form: A - B - A (Ternary Form has three sections. The third section is a repetition or near repetition of the first.)

1. **Listen** to the music and complete the following table.

Section	Tune	Instrument	Texture		
			Tempo	Dynamics	Moods & Styles
First	A				
Second	B				
Third	A				

2. Now, describe what you have heard by completing the following paragraph.

The title of the music is "Husband and Wife". I think Sections A and C describe

because _____

whereas the second section describes _____

because _____

Part 3

2. Read the Graphic Notation score on the following page.
3. Use the information to complete the following passage.

First, the sound starts _____ (Moods and Styles) from 0 second to the _____ second. Then, it plays _____ from the _____ second to the _____ second. Next, it plays _____ from the _____ second to the _____ second. Finally, it plays the last part.

Because of the _____ mark _____ from 0 second to the 30th second, the performer needs to play _____. Since from the 30th to the 60th second, there is another _____ mark - _____, the performer needs to play _____. In the last 40 seconds, from the 60th to 100th second, the _____ mark - _____ shows that the performer needs to play _____.

The composer chose _____ (Choose one instrument) because _____

I think the music * can / cannot portray the scene because _____

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Short Glissando

S.2 Music Worksheet 2

Name: _____ Class: _____ No.: _____ Date: _____



Group Work

Sound Project - (Peer Assessment Sheet)

(*All projects will be performed twice. Guess the Project Title the first time. The Project Title and the Music Score will be posted on the board the second time.)

Group number: ()

Project title: _____
(Write this down before the second performance)

Group leader: _____

Group members: 1. _____ 2. _____
 3. _____ 4. _____
 5. _____ 6. _____

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Evaluation of your classmates' Sound Project

1. Write a paragraph to describe the group that you are assessing. Using the focal points listed below:
 - a. Collection process of sounds
 - Are the choices of instruments / non-instruments appropriate? Why?
 - b. Selection, development and organization of sounds
 - Could the group members develop the selected sound sources effectively?
 - Could they use the chosen sources appropriately to express the sound effects?
 - Is the structure clear?
 - Is the Sound Project creative and does it contain distinctive characteristics?
 - c. Presentation of the creative work
 - Is the idea of the Sound Project presented clearly?
 - Is the graphic notation in the score clear and effective?
 - Briefly analyze the structure of the score using 'First, they play (moods and styles dynamics) from sec. to sec, then
 - d. Interpretation of the score during the performance
 - Is the performance appropriate with reference to the score in dynamics, tempo, moods and styles, and timing?
 - Did the members engage in the performance actively? Are they cooperative?

2. Get into the same group with those assessing the same project (e.g. all students assessing Group One sit in a circle).
3. Select a reporter in the group to write down briefly the opinions presented by each member. Select a leader to report the opinions of the group to the class after your sharing.
4. Use your paragraph to talk about your opinions to the group.
5. The leader should report to the class the opinions of your group. You can use the following example to help you to report but you can also use your own words.

Sample:

Our group thinks that the music describes _____. It
can/ cannot portray the scene because _____. It uses
 (symbols / graphic) to describe _____. It uses _____
 (instrument, including human voice) to describe the _____.
 The organization of the whole piece is (good / systematic ... etc.). This group is / isn't
 very co-operative because_____.

6. Write down on a piece of paper the Sound Project you think is the best. (You must not choose your own group.)
7. The Sound Project most groups chose will be the best.

Here are some words for describing the music (You may use other <u>words</u>) happy, exciting, interesting, sad, sorrow, angry, surprise, terrible, horrible, frightened, noisy, romantic, peaceful, etc.	Here are the three categories of Musical terms and signs (You may use <u>others</u>)		
	Tempo	Dynamics	Moods and Styles
	adagio, largo, andante, moderato, allegro, presto, accelerando, tempo, etc.	pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, diminuendo, etc.	animato, cantabile, con brio, D. C. al Fine, D.S., dolce, espressivo, giocoso, legato, etc.