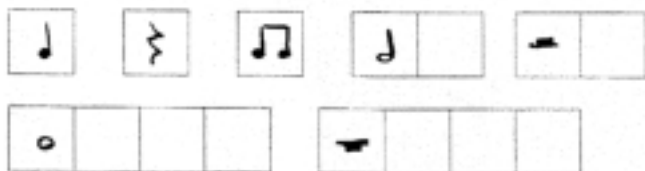


A

Appendix A

Creating a Rhythm Pattern



Using the note values above, create three different two-measure rhythm patterns in 4/4 time. You are going to choose one to accompany your verse from Land of the Silver Birch.

1.

2.

3.

Explore your rhythm patterns using a variety of sounds (found sounds, body percussion, instruments). Choose one of the patterns and make changes if you wish.

Here is the final rhythm pattern choice:

The accompaniment choices are

woods, moderate, loud.

B

APPENDIX B Musical Choices Reflection Sheet

Musical Terminology Box

beat	rhythm	quarter note	eighth note	
half note	whole note	rest	ostinato	
melody	pitch	accompaniment	tone colour	
found sounds	body percussion	woods	metals	skins
dynamics	loud	very loud	moderately loud	
soft	very soft	moderately soft	moderate	
tempo	fast	very fast	moderately fast	
slow	very slow	moderately slow		

The tone colour of the accompaniment we will use is

Dark is being woods.

The tempo we will use is

Dark is being moderate.

Our dynamics will be

Dark is being loud.

C

We would like the overall mood to be

loud & is being exciting

The elements of music (tempo, dynamics, tone colour) will help create the mood in these ways

The loudness makes it feel alive.

The moderate makes it exciting.

The words grab their attention.

D

APPENDIX C Reflecting on Performance

A. Reflecting on one other group's performance

The tone colour of the accompaniment included (e.g., found sound, body percussion, instruments)

wood

The tempo they chose was

fast

The dynamic level they chose was

loud

The overall mood was

exciting

How did the elements of music (tempo, dynamics, tone colour) help create the mood?

The words made it exciting

because it is loud.

B. Reflecting on your own performance:

Think about the beginning, middle, end, and flow of your performance. What made it successful?

I did not mess up

If you had the opportunity to create and perform again, would you make any changes? Why?

No, I would keep my performance

because I like it.

Teacher's Notes**Understanding of Concepts**

- The student demonstrates limited understanding of the basic elements of music (tempo, dynamics, tone colour). In her performance plan, the student writes that the tempo is to be moderate ([P] Appendix B: “Duo K is Doing moderate”); however, the actual performance tempo is fast.

Critical Analysis and Appreciation

- The student analyses her own performance and the performance of others with limited effectiveness. When reflecting on her own performance, the student notes that she would not make any changes; however, there is little support for this decision ([P] Appendix C: “No, I would keep [keep] my performance because I like it.”). Responding to a peer group’s performance, the student identifies the mood as “exiting [exciting]”, but refers only to “loud” dynamics as a contributing factor.
- The student explains the effects of different musical choices with limited effectiveness. When explaining how mood will be created, the student refers to the musical elements with little elaboration (e.g., [P] Appendix B: “The moderate make it exiting.”).

Performance and Creative Work

- The student applies the basic elements of music with limited effectiveness. Although the student recognizes that each note represents a sound, the rhythm executed varies from the written ostinato. The student plays half notes as quarter notes, and syncopates combinations of eighth notes.
- The student reads and performs a rhythm pattern with limited accuracy. The student distinguishes between eighth and quarter notes in her partner’s rhythm pattern ([V] “ ♩ ♪ ♪ | ♪ ♪ ♪ ♪ ”) by clapping eighth notes more quickly, but she plays the eighth notes unevenly. She incorrectly claps twice for a half note.

Communication

- The student uses musical terminology with limited accuracy. She correctly identifies the choice of tone colour as “woods”, but uses dynamics terminology to explain how an exciting mood is created ([P] Appendix C: “The woods made it exiting because is is loud.”).
- The student writes a reflection with limited clarity. When reflecting on her own performance, she does not clearly articulate why the performance was successful ([P] Appendix C: “I did not mess-up”).

Comments

In her performance, the student plays enthusiastically, but she applies few of the skills required to play the rhythmic ostinato correctly. In her written work, the student demonstrates limited understanding of how the choices of musical elements contribute to a performance.

Next Steps

In order to improve her performance, the student needs to:

- practise simple rhythmic patterns with two different note values to develop clapping accuracy;
- focus on saying rhythm syllables for each note in order to maintain a steady rhythm;
- learn the proper hand gestures to represent the notes and corresponding rests;
- make connections between the mood and the musical elements used to create it;
- use a wider range of musical terminology;
- consult classroom resources such as word lists, word charts, and a personal dictionary to correct spelling errors.