






**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.

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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

tempo: very loud, tone colour: metals  
dynamics: slow

**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

metals

The tempo we will use is

slow

Our dynamics will be

very loud

C

We would like the overall mood to be

angry. Almost like your preparing for a war.

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

When you bang the metals together loud it makes an angry mood. And the speed makes it sound like people are getting ready for war.

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)

The tone colour was metals.

The tempo they chose was

soft

The dynamic level they chose was

slow

The overall mood was

sad

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

The symbols and how soft they're banging them together sound like someone's sad.

**B. Reflecting on your own performance:**

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

The flow of our performance was successful because my partner and I used the tempo, dynamics and tone colour we chose.

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

I would change the tone colour to be skins so it would make it sound more like a sad mood.

*Note:* The video performance is the work of one student, while the written work is that of a different student.

### Teacher's Notes

#### Understanding of Concepts

- The student demonstrates considerable understanding of the basic elements of music (tempo, dynamics, tone colour). He ties together all three elements in his description of the mood to be created in his performance ([P] Appendix B: “When you bang the metals together loud it makes an angry mood. And the speed makes it sound like people are getting ready for war.”).

#### Critical Analysis and Appreciation

- The student analyses his own performance and the performance of others with considerable effectiveness. He suggests a change in tone colour in order to achieve a different mood in his accompaniment ([P] Appendix C: “I would change the tone colour to be skins so it would make it sound more like a sad mood.”).
- The student explains the effects of different musical choices with considerable effectiveness. He connects the choice of tone colour with particular moods, which vary depending on the different dynamics used ([P] Appendix B: “When you bang the metals together loud it makes an angry mood.”; Appendix C: “The symbols and how soft they’re banging them together sounds like someones sad.”).

#### Performance and Creative Work

- The student applies the basic elements of music with considerable effectiveness. She performs the ostinato with a steady beat throughout the accompaniment. The dynamics and tempo are constant. (*Note:* Since the student performing the ostinato is not the student whose work is given in the written sample, the ostinato performed on the video is provided here: “♩ ♪ ♪ ♪ | ♪ ♪ ♪ |”).

