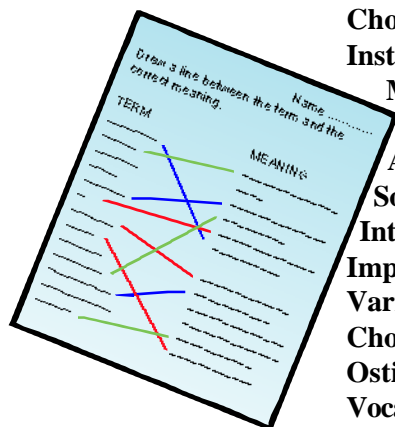


UPPER REVIEW

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Task 1. As you learn and perform more music, it becomes increasingly necessary for you to be able to explain and discuss music using the correct terminology. Music is not only an aural (hearing) language, but also an oral (vocal) language involving a special vocabulary. In the upper section of Jam, you have been working with this specialised vocabulary. Let us review some of the terms you have used. Below are the terms you should know and their meanings written in a funny way. Choose most of these terms and make a worksheet for someone else in your class to complete. Put the terms on the left side of the page and put the meanings on the other side in a mixed-up order. Your worksheet should tell the reader to draw a line from the term to the correct meaning.



Introduction	Hurry, get ready to start.
Verse	Same tune but different words.
Chorus	Like a tail. Follows each verse.
Instrumental	Where did the singing go?
Melody	The part which can easily be hummed.
Harmony	Let's compliment the melody.
Accompaniment	In the background but very important.
Solo	You're on your own.
Interlude	Let's have a breather between sections.
Improvisation	Wow, that was good. Wish it was written down.
Variations	Let's do it again, but differently.
Choir	Let's sing together.
Ostinato	Play it, Play it, Play it.
Vocal	La la la la la
Dynamics	Turn that volume up or down.
Piano	Are you whispering?
Forte	The volume that annoys mum.
Rhythm	Arrangement of long and short sounds.
Choreograph	Getting ready to dance.
Reggae	Hey! Love that off-beat.
Ensemble	Not on your own. Find some friends and play.

How did they go with your worksheet? How did you go with their worksheet?



Task 2. You have been considering how some songs are able to send their listeners a message, or convey a feeling. Let's review how a composer tries to do this. What are the tools of song writing that you consider valuable?

Listen to two of the songs in the upper section of this book (for example, songs 30 and 36). Consider the **features** listed below as you listen.

TEMPO	LYRICS	DYNAMICS	FORM
RHYTHM	TITLE	BEAT	
MELODY	TEXTURE	TIMBRE	



Task 2 continued.

Choose 3 or 4 features and analyse them for each song. Jot down details of how the music uses those elements to create music for an intended purpose. Set up your work page something like this.

<p>SONG:</p> <p>Describe the Tempo:</p> <p>Describe the Timbre:</p> <p>Describe the Lyrics:</p> <p>Composer's intended purpose?</p> <p>Was the purpose achieved?</p> <p>Other comments:</p>

<p>SONG:</p> <p>Describe the Tempo:</p> <p>Describe the Timbre:</p> <p>Describe the Lyrics:</p> <p>Composer's intended purpose?</p> <p>Was the purpose achieved?</p> <p>Other comments:</p>

It is amazing how much more you can hear in music when you try. By doing this, you become a better listener.



Task 3 - Answer the phone!

How many adults do you know, who used a mobile phone when they were your age? Mobile phones have only become extremely popular recently. It is obvious that when they ring, almost any sound can come out of them. We now commonly talk about a phone's 'RING TONE'.

a) In a small group, select some sounds from around you. They may be vocal, instrumental or environmental. Invent your own personal ring tone using these sounds.

b) Now, let's try to create more personal ring tones. They could be for an elderly grandparent, your principal, favourite teacher, friend, 'rock'n roll' crazy brother or a mad scientist. Try to match the characteristics of the ring tone with the character of the owner. Record them. Share these with your class. Try to guess who the ring tones were written for.



Which one would you use?