Mr. Jamero's Class

Week #2 Packet

PIANO: 1st, 2nd and 3rd Period
ADVANCED CHOIR: 5th Period
BEGINNING CHOIR: 6th Period

- **Contents of Packet**
  - *Music in Theory and Practice*: pg. 8-14
  - Assignments 1.5 and 1.6
  - "Musical Bingo" Sheet

- **ASSIGNMENT**
  - Read p. 8-14 of *Music in Theory and Practice.*
  - Complete "Assignments 1.5 and 1.6" of *Music in Theory and Practice.*
  - Create two separate four-measure rhythms.
    - One rhythm must use *simple* meter.
    - One rhythm must use *compound* meter.
  - Complete a full "bingo" (up/down, left/right, diagonally) from the musical activities below located on your "Musical Bingo" sheet. You may use the FREE space in the middle. Cross out the squares you accomplished and turn in any work that you did to complete your chosen activities!

- This packet is **due on Friday, May 8th.**
  - For all work completed, please label it the following way:
    - *Student Name*_____
    - *Teacher Name*_____
    - *Name of class*_____
    - *Period #*_____
    - *Assignment #*_____
      - *Assignment #:* Week #1

Notation of Duration

The notation of *duration* is illustrated in the following chart:

Figure 1.16

Name	Note	Rest	Equivalents
Breve (Double Whole Note)	𝅜 or 𝅜		Two Whole Notes
Whole Note	𝅝		Two Half Notes
Half Note	𝅗𝅥		Two Quarter Notes
Quarter Note	♩		Two Eighth Notes
Eighth Note	♪		Two Sixteenth Notes
Sixteenth Note	𝅘𝅥𝅯		Two Thirty-second Notes
Thirty-second Note	𝅘𝅥𝅰		Two Sixty-fourth Notes
Sixty-fourth Note	𝅘𝅥𝅱		Two One Hundred Twenty-eighth Notes

The Tie

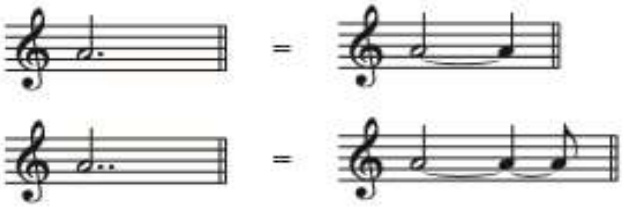
The *tie* is a curved line that connects two adjacent notes of the same pitch into a single sound with a duration equal to the sum of both note values.

Figure 1.17

The Dot

Placed to the right of a note head, the *dot* lengthens the value of the note by half again its value. A *second dot* lengthens the dotted note value by half the length of the first dot.

Figure 1.18



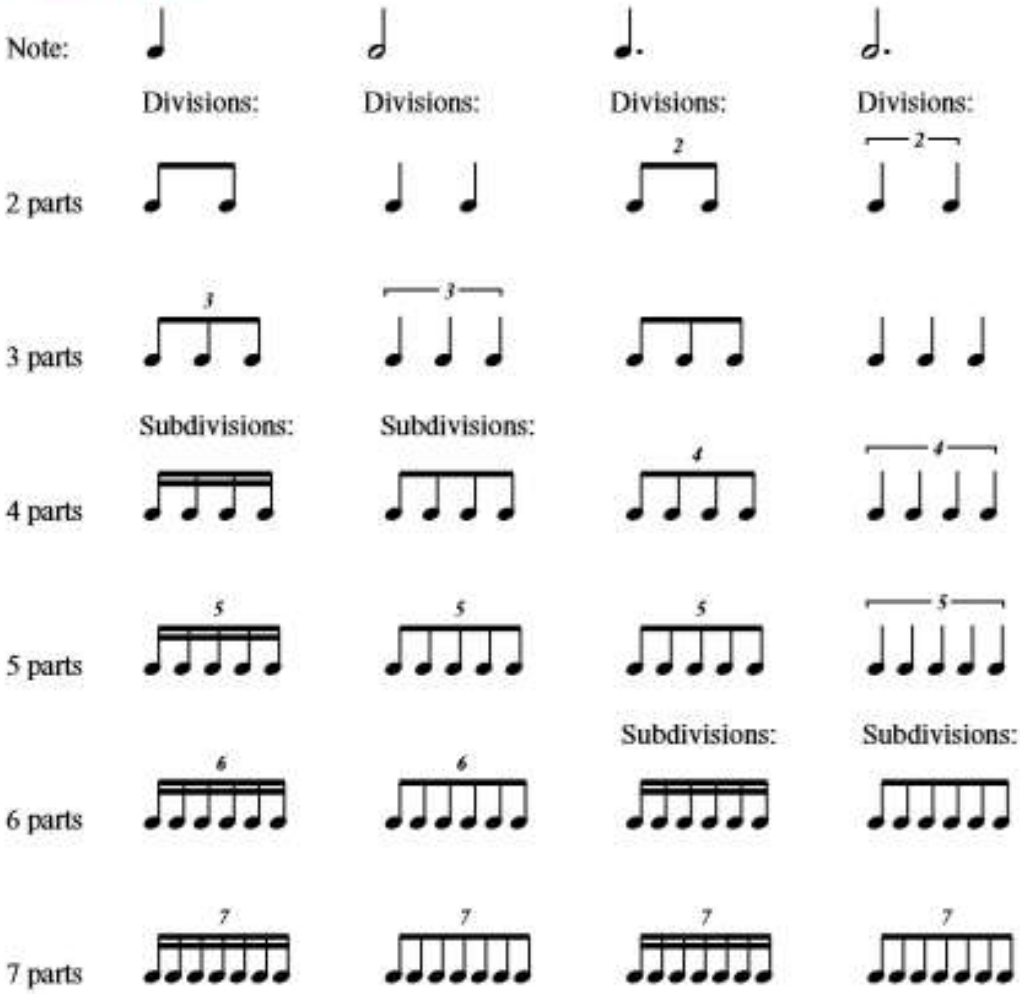
Dots may also be used with rests and affect them in the same way.

Figure 1.19

Irregular Division of Notes

A note value may be divided or subdivided into any number of equal parts, as shown in the chart in Figure 1.20. Those divisions and subdivisions that require added numbers are called *irregular divisions and subdivisions*.

Figure 1.20



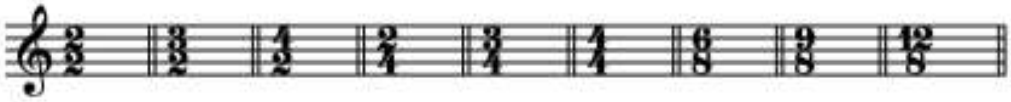
Rhythm

Rhythm is a general term used to describe the motion of music in time. The fundamental unit of rhythm is the *pulse* or *beat*. Even persons untrained in music generally sense the pulse and may respond by tapping a foot or clapping.

Meter Signatures

Meter can be defined as a regular, recurring pattern of strong and weak beats. This recurring pattern of durations is identified at the beginning of a composition by a *meter signature* (time signature).

Figure 1.21



The upper digit indicates the number of basic note values per measure. It may or may not indicate the number of pulses per measure (as we will be see later in compound meters).

The lower digit indicates a basic note value: **2** signifies a half note, **4** refers to a quarter note, **8** to an eighth note, and so forth.

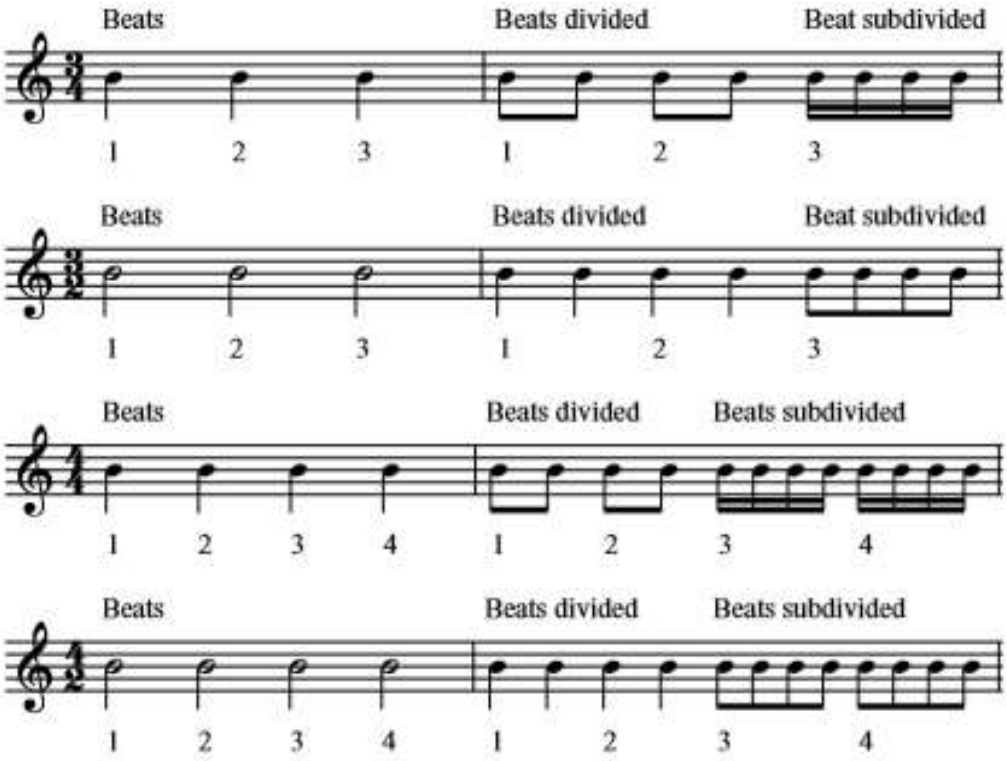
Figure 1.22

Although meter is generally indicated by time signatures, it is important to realize that meter is not simply a matter of notation.

Simple Meter

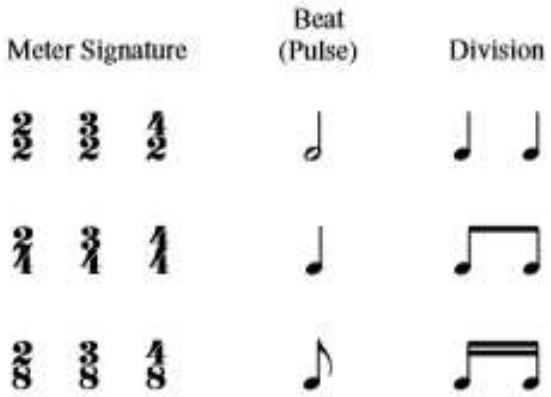
In *simple meter,* each beat is divided in two parts (simple division). The upper numbers in simple meter signatures are usually **2**, **3**, or **4** indicating two, three, or four basic pulses. Some simple meters showing the division of the beat are shown in Figure 1.23.

Figure 1.23



The basic pulse in simple meter will be some kind of a note value that is *not* dotted:

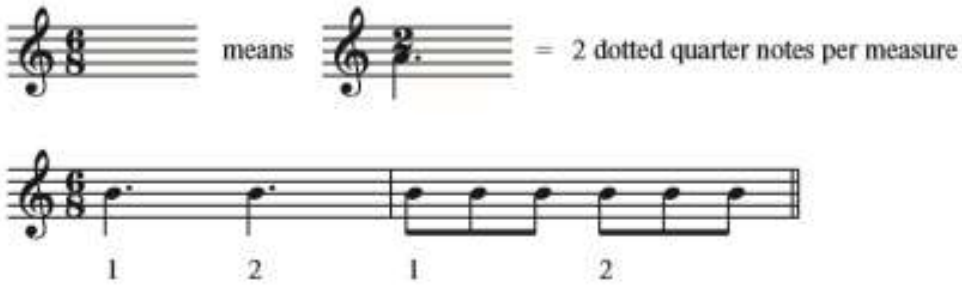
Figure 1.24



Compound Meter

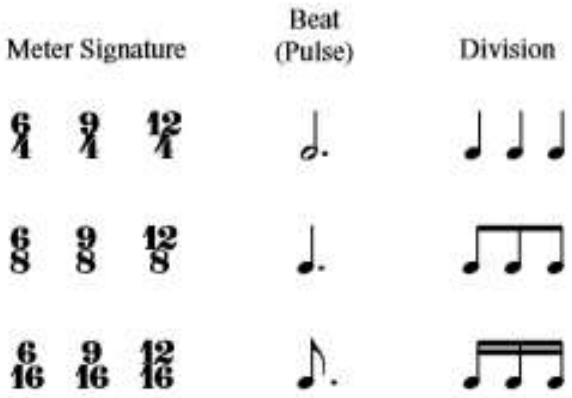
In *compound meter,* each pulse is a dotted note, which is divided into groups of three parts (compound division). The upper numbers in compound meter signatures are usually 6, 9, and 12. In compound meter signatures, the lower number refers to the division of the beat, whereas the upper number indicates the number of these divisions per measure.

Figure 1.25



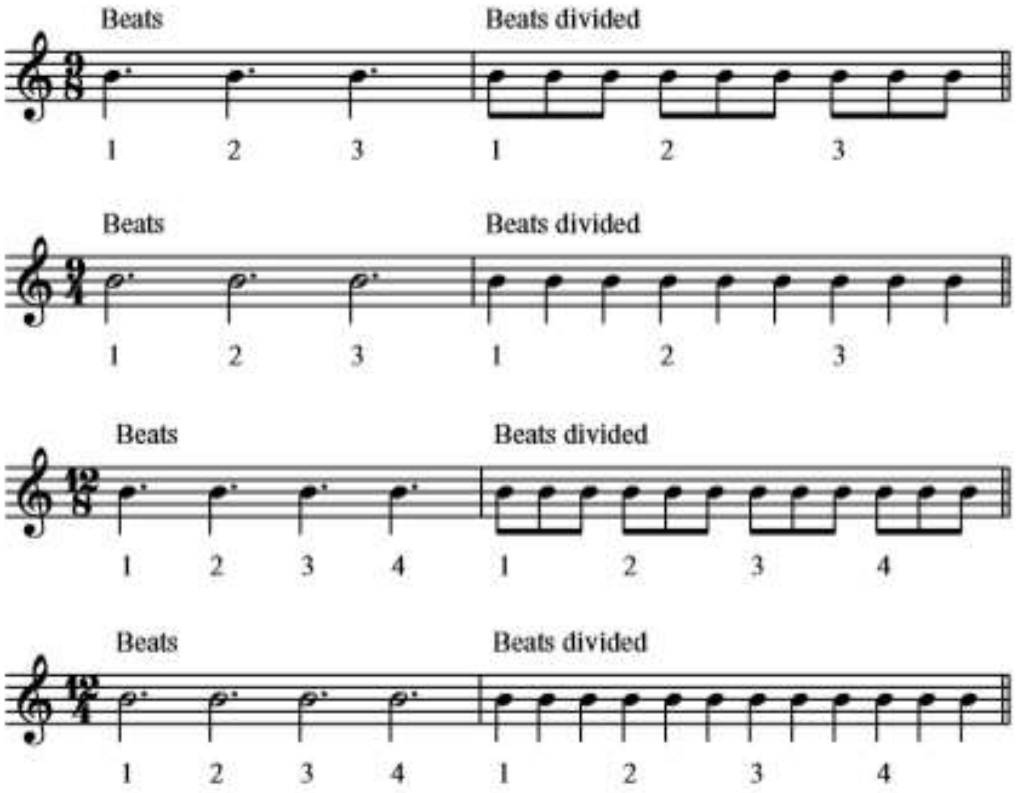
Note that the basic pulse in compound meter will be some kind of dotted note value:

Figure 1.26



In $\frac{6}{8}$ meter there are only two basic pulses, in $\frac{9}{8}$ meter there are three, and in $\frac{12}{8}$ meter there are four.

Figure 1.27



Duple, Triple, and Quadruple Meters

Both simple and compound meters will have two, three, or four recurring pulses. Meters are identified as *duple* if there are two basic pulses, *triple* if there are three, or *quadruple* if there are four. These designations are often combined with the division names to describe a meter. For example, $\frac{2}{4}$ is a "simple duple" meter and $\frac{6}{8}$ is a "compound duple" meter.

Figure 1.28

	Simple Meters			Compound Meters		
Duple Meters	$\frac{2}{4}$	$\frac{2}{2}$	$\frac{2}{8}$	$\frac{6}{8}$	$\frac{6}{4}$	$\frac{6}{16}$
Triple Meters	$\frac{3}{4}$	$\frac{3}{2}$	$\frac{3}{8}$	$\frac{9}{8}$	$\frac{9}{4}$	$\frac{9}{16}$
Quadruple Meters	$\frac{4}{4}$	$\frac{4}{2}$	$\frac{4}{8}$	$\frac{12}{8}$	$\frac{12}{4}$	$\frac{12}{16}$

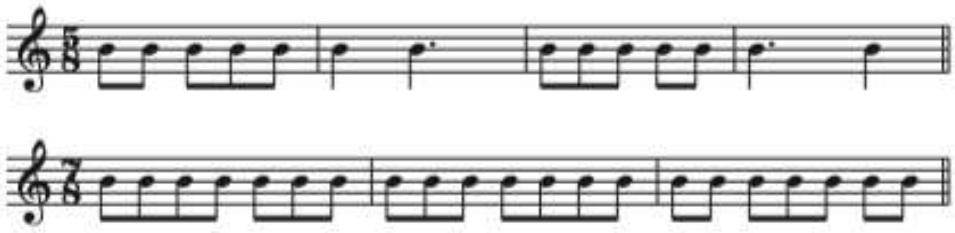
Asymmetrical Meters

The term *asymmetrical* means "not symmetrical" and applies to those meter signatures that indicate the pulse cannot be divided into equal groups of 2, 3, or 4 beats. The upper numbers in asymmetrical meters are usually 5 or 7.

Figure 1.29

Asymmetrical Meter Signatures:

$\frac{5}{4}$ $\frac{5}{8}$ $\frac{5}{16}$ $\frac{7}{4}$ $\frac{7}{8}$ $\frac{7}{16}$



Assignment 1.5

In the blanks provided, indicate whether the meter signatures are: (1) simple or compound, and (2) duple, triple, or quadruple.

		Simple or Compound?	Duple, Triple, or Quadruple?			Simple or Compound?	Duple, Triple, or Quadruple?
1.	$\frac{3}{4}$			2.	$\frac{6}{8}$		
3.	$\frac{9}{4}$			4.	$\frac{4}{2}$		
5.	$\frac{3}{8}$			6.	$\frac{12}{16}$		
7.	$\frac{6}{4}$			8.	$\frac{4}{8}$		
9.	$\frac{2}{2}$			10.	$\frac{9}{8}$		

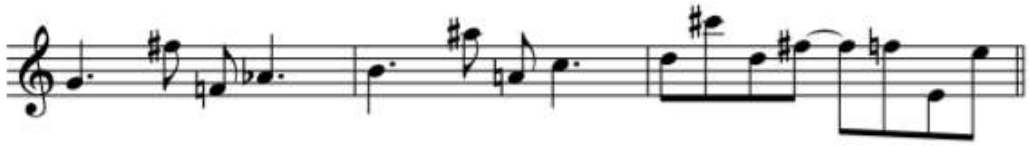
Assignment 1.6

Following are five melodies without meter signatures. Indicate the meter signature or, in some cases, the two meter signatures that render the notation correct.

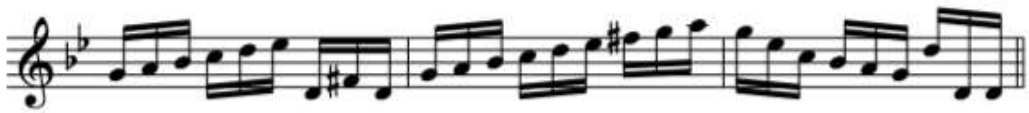
1. _____

2. _____

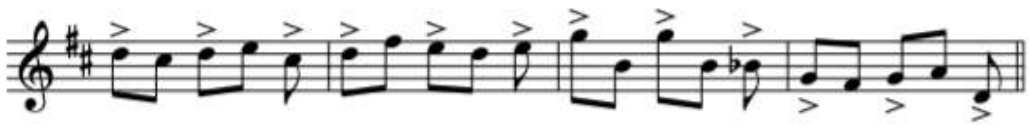
3. _____



4. _____



5. _____



MUSICAL BINGO!

- Complete a full "bingo" (up/down, left/right, diagonally) from the musical activities below. You may use the FREE space in the middle. Cross out the squares you accomplished and turn in any work that you did to complete your chosen activities!

B	I	N	G	O
Write a short essay about your favorite musician or genre.	Explore one of your parent's favorite songs. Have them tell you why they like that song. Write down their response.	Clap the rhythm of any song. Clap it for someone and see if they can identify it. Try to see if you can write the rhythm down.	Explore music in nature! Write down a list of sounds you hear as you take a walk outside. Attach it to this form.	Create a piece of art while listening to music.
Learn to play/sing a new song from a movie, TV show or video game.	Perform for your pets, if you don't have a pet, play for your favorite stuffed animal.	Practice anything musical for 20 minutes.	Call a relative/friend and play/sing them your favorite song.	Create your own instrument to play.
Write down 3 important things you use for good technique. Why are they important?	Close your eyes and listen to the music in a cartoon or movie. Can you tell what is happening? How does it make you feel?	Free Space	Have a Dance party! Write a short response on what music you danced to. Why does it make you want to dance?	Write your parent/guardian a thank you note for letting you make music in your home.
Create a playlist of music that makes you happy.	Write a short essay on a new instrument/genre of music that you are interested in knowing more about.	Make a list of every style of music you hear as you watch TV in one day. Did you hear anything surprising?	Create an album cover for your imaginary music album.	Listen to the music during the credits of a movie. Write down as many elements of music that you can hear.
With your family, make a list of as many musicians or groups from the last 100 years as you can.	Sing while doing your chores.	Perform for your family. Write a short response on what song you sang/performed. How did the performance go?	Write down a music goal you have for yourself.	Explain to a family member the proper technique for your instrument.