

# Musical Elements

Dr. Trent 200401

Point Spread: Graphic Organizer: 16 points

Written work: 4 points

Total points: 20

Repertoire:

Bach: Air on the G String from Suite No. III, BWV 1068

<https://youtu.be/nqEOTYZuu-M>

Mozart: Symphony No. 25 in G Minor, K. 183, I *Allegro con brio*

<https://youtu.be/opKK871VO0A>

Berlioz: *Symphonie Fantastique*, Op. 14, iv "March au supplice/March to the Scaffold."

<https://youtu.be/VXHrHQ5ZEHo>

Bernstein: Overture to *Candide*

<https://youtu.be/422-yb8TXj8>

Vocabulary: [also see PowerPoint, attached]

Tempo: The speed at which a piece of music is played.

Dynamics: How loudly or softly the music is played.

Texture: The interaction of melodies and harmonies within a piece. Texture in music can be thin or thick: Thin texture has few differing musical parts and thick texture has many differing musical parts.

Mood: The feeling or emotion that is expressed through the music.

Instructions:

- 1) View the PowerPoint slides attached for academic language explained.
- 2) Listen to one random minute of each piece via YouTube links above and focus on **tempo**. Write descriptors of the tempo you hear in the box on the graphic organizer.
- 3) Listen to one random minute of each piece and focus on **dynamics**. Write descriptors of the dynamics you hear in the box.
- 4) Listen to one random minute of each piece and focus on **texture**. Write descriptors of the texture you hear in the box, e.g.
- 5) Listen to one random minute of each piece and focus on **mood**. Write descriptors of the mood you hear in the box.
- 6) Listen to the piece you like the best and "google" the composer. Write one paragraph about him including his full name, birth and death dates, country from which he came, and a sentence or two about the way his music sounds to you and why you liked it best out of the four examples.
- 7) Listen to an excerpt of any other piece composed by the composer you liked the best. Write the name of that piece and write a sentence or two comparing the two pieces.
- 8) Submit your written work and the completed graphic organizer to Google Classroom.

Name \_\_\_\_\_ Grade \_\_\_\_\_

Repertoire

Piece	Tempo	Dynamics	Mood	Texture
Bach: Air on the G String from Suite No. III, BWV 1068				
Mozart: Symphony No. 25 in G Minor, K. 183, I <i>Allegro con brio</i>				



<p>Berlioz: <i>Symphonie Fantastique</i>, Op. 14, iv "March au supplice."</p>				
<p>Bernstein: Overture to <i>Candide</i></p>				

# Musical Elements

## Standards

### [CCSS.ELA-LITERACY.CCRA.SL.2](#)

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### [CCSS.ELA-LITERACY.CCRA.SL.4](#)

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

### [CCSS.ELA-LITERACY.CCRA.SL.5](#)

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SWBAT Perceive and analyze artistic work. SWBAT Apply criteria to evaluate artistic work.

## Assessment

- Students' Listening Table graphic organizer and written work will be graded for accuracy and understanding of musical elements

## Extension

Students' response to new musical works will incorporate perceptions and analysis skills learned in this lesson

# Exploring Musical Elements

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Tempo  
Dynamics  
Texture  
Mood

## Tempo

### Terms that refer to the speed of the music [In Italian]:

- ▀ *Grave*: slowly and solemnly (20–40 bpm)
- ▀ *Lento*: slowly (40–45 bpm)
- ▀ *Largo*: broadly (45–50 bpm)
- ▀ *Larghetto*: rather broadly (50–55 bpm)
- ▀ *Adagio*: slow and stately (literally, “at ease”) (55–65 bpm)
- ▀ *Andante*: at a walking pace (*andare*: to walk) (73–77 bpm)
- ▀ *Andantino*: slightly faster than *andante* (78–83 bpm)
- ▀ *Moderato*: moderately (86–97 bpm)
- ▀ *Allegretto*: moderately fast (98–109 bpm)
- ▀ *Allegro*: fast, quickly and bright (109–132 bpm)
- ▀ *Vivace*: lively and fast (132–140 bpm)
- ▀ *Presto*: extremely fast (168–177 bpm)
- ▀ *Prestissimo*: even faster than *presto* (178 bpm and above)

### Terms that refer to changing tempo:

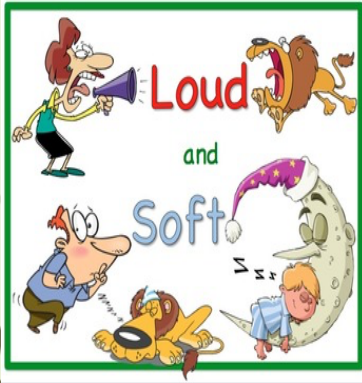
- ▀ *Ritardando*: gradually slowing down
- ▀ *Accelerando*: gradually accelerating



# Dynamics

Dynamics are the graduations in the volume of sound, from loud to soft in a piece of music.

► Terms and labels of Dynamics:



very Soft [pianissimo]: *pp*.

soft [piano]: *p*

medium soft [mezzo-piano]: *mp*.

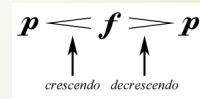
medium loud [Mezzo-Forte]: *mf*

loud [forte]: *f*

very loud [fortissimo]: *ff*

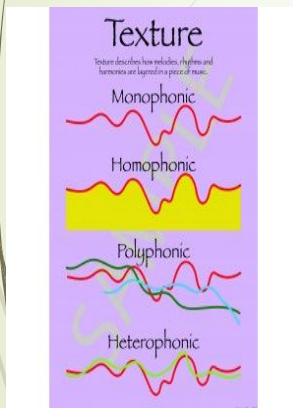
getting gradually louder [crescendo]

getting gradually louder [decrecendo/diminuendo]



# Texture

Texture describes the relationship of lines, known as 'voices,' within a piece. These lines form layers of sound.



► The density (thickness or thinness) of layers of sounds, melodies, and rhythms in a piece: e.g., a complex orchestral composition will have more possibilities for dense textures than a song accompanied only by guitar or piano.

► Most common types of texture:

**Monophony:** A single layer of sound; e.g., a solo voice

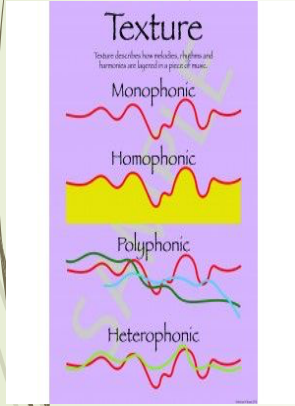
**Homophony:** A melody with an accompaniment; e.g., a lead singer in a band; a singer and a guitar or piano accompaniment, etc.

**Polyphony:** Two or more independent voices; e.g., a 'round.'

**Heterophony:** Two or more independent voices; e.g., a 'round.'

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# Mood

Mood emotional responses to music:

How does this music make me feel? What does it sound like?

MIREX: A Useful Tool

[Music Information Retrieval Evaluation eXchange]

is a method of categorizing musical moods by 'vocabulary clusters':

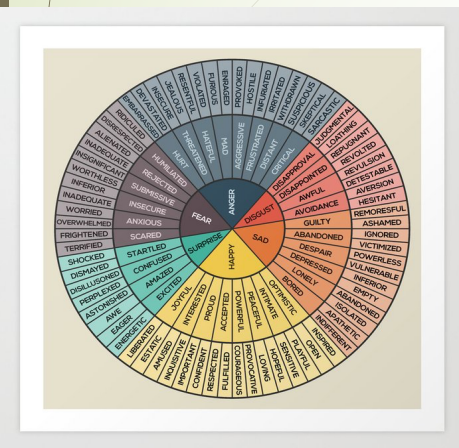
Cluster 1: passionate, rousing, confident, boisterous, rowdy

Cluster 2: rollicking, cheerful, fun, sweet, amiable/good natured

Cluster 3: literate, poignant, wistful, bittersweet, autumnal, brooding

Cluster 4: humorous, silly, campy, quirky, whimsical, witty, wry

Cluster 5: aggressive, fiery, tense/anxious, intense, volatile, visceral



- Loudness, or intensity of a song can be connected with anger or excitement, while softer songs would suggest tenderness, sadness, or fear. Higher overall pitch can be an indicator of happiness, carefree and light moods within a song or piece, while lower pitch implies a darker, sad, and serious tone.