

MUSIC BOOK

2nd ESO

Israel Rodríguez Gíménez



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Primera edició, 2011

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Translated into English by: Ana Chartier Ouimet in 2015

Maquetación: Patricia Penavella Soto

Edita: Educàlia Editorial, S.L.

Imprime: Escenarigràfic S.L.

ISBN: 978-84-15161-51-6

Depòsit Legal: SE-6314-2011

Printed in Spain/Impreso en España.

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<http://www.e-ducalia.com/material-escolar-colegios-ies.php>

INDEX

PRESENTATION	5
PRELUDE	6
NOTES OF INTEREST	7
LESSON 1: Sound	9
LESSON 2: Rhythm	23
LESSON 3: Melody	35
LESSON 4: Instrument classification	47
LESSON 5: Musical dynamics	59
LESSON 6: Harmony and chords	69
LESSON 7: Musical form	85
LESSON 8: Musical groups	101
LESSON 9: Popular music and film music	115
CODA	125

PRESENTATION

This book is addressed to students in the 1st cycle of secondary education, specifically, to students in 2nd of E.S.O. (8th grade), in a very specific area known as LA VALL DE SEGÓ. At this level, students are taking Music, as a subject, for the first time. Therefore, they are practically starting musical language and instrument practice from the very beginning. But we must not forget that most of the students have a basic knowledge of music from their primary education and others have a good level because they study music at the music societies in their towns. I have tried to write a book with those activities and experiences that have worked for me throughout my career as a teacher and that can be useful to the students. The music book deals with all the characteristics of sound and the elements of music. The student will learn about different composers, performers, musical groups, masterpieces and their historical and cultural context.

In the book, the student will also practise musical language by examining the scores of songs and pieces that are significant in the history of music. A very important part will be dedicated to the practice of an instrument with songs played on the recorder and **Orff instruments**. Other songs will also be used to encourage singing and to find out about the instrument that each person has within oneself.



A CD, with listenings and videos related to this material, comes with this book, as well as a workbook in which the student can work on the more important concepts thereby obtaining and reinforcing the basic concepts.

The aim of this music course is to enable the students to understand sheet music appropriate for their level and to play it with an instrument.

The students will also

increase their ability to listen to and appreciate different styles of music, understand it and enjoy it without any prejudice. I believe that musical education is very important to the comprehensive education of our students, that it teaches them tolerance and helps them to acquire habits of individual and collective discipline.

Israel Rodríguez

PRELUDE

Music accompanies us and is part of our daily lives. We cannot imagine life without music. We can be entertained by music while taking part in any activity: dancing, doing exercise, watching a film...

Sound is present all around us and the musician organizes sound to create a melody. Sound is the prime material of music, which can be organized to give it a certain form. Contrary to other arts such as painting or sculpture, music does not need space but time, and by mixing sound, we can create a musical work of art.

Music can thrill or move us and also act as a cultural and integrating element. It can make us more tolerant with other people and be able to understand different kinds of music and musical styles.

“He who loves music loves life.”

Music as a subject is important as it educates the student in values, it helps to develop their perceptive abilities and it also gives them a general cultural education. From ancient Greece to the medieval era, this discipline has been among the main areas of knowledge.

To enjoy music even more, if possible, it is important to know the characteristics of sound and musical language.

Let's go step by step.

Note of interest



When reading this book, make sure that you do not overlook a word that you do not fully understand. According to studies, the only reason a person leaves school or feels incapable of learning, is because they have disregarded a word without understanding it. Confusion or inability to understand comes immediately after a word that has not been understood. Has it ever happened to you that on reaching the end of a page, you realise you did not know what you had read? Well, somewhere on that page, you have overlooked a word you did not fully understand. For example, in this sentence: «It was discovered that, when twilight came, the children were calmer, and before then, they were more lively ».

Maybe it seems that you cannot understand the whole idea but your inability to understand is entirely due to the only word you could not define: **twilight**, which means “*sunset*”. While you are reading this book, should the subject become confusing or you do not seem to understand it, most probably, there has just been a word that you did not understand. Do not continue, go back and find the part where you had difficulty. Find the word that you do not understand and look it up in a dictionary. Having a dictionary at hand while studying any subject is the best idea you will ever have.

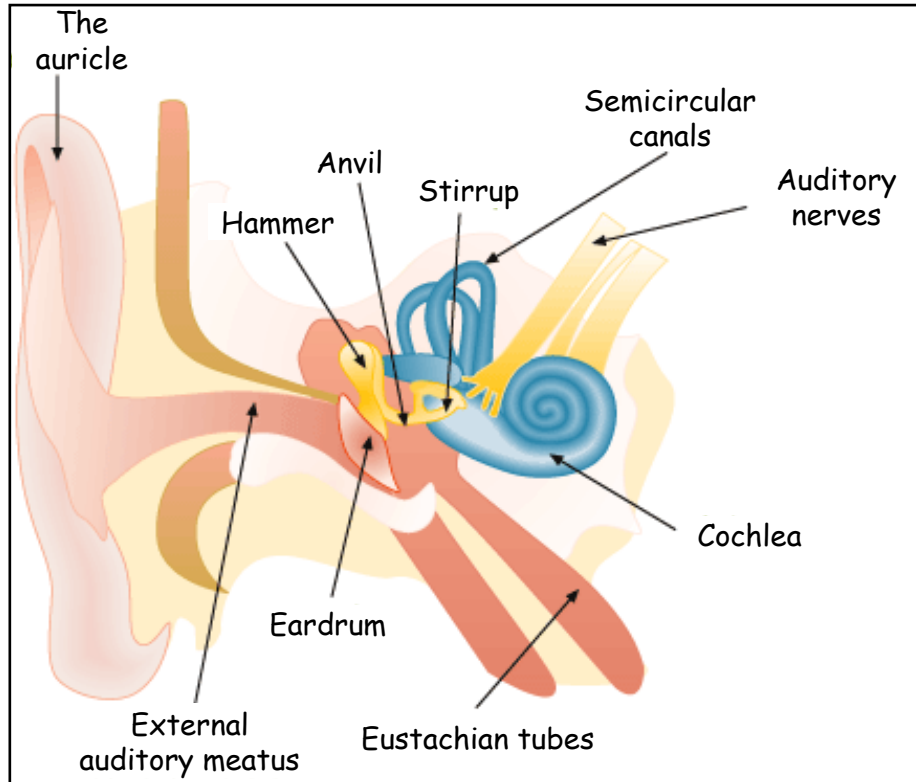
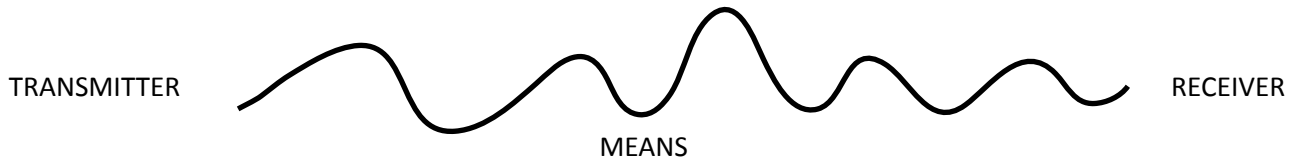


LESSON 1

SOUND



Sound is produced when a vibrating wave reaches our ear. We need a transmitter, an object, person or instrument that produces the sound and emits a vibrating wave which is carried by means of air, water, iron, earth until it reaches us. Inside our ear, the vibration stimulates the eardrum which transmits the information to our internal ear where it is converted into a nervous stimulus that will reach our brain. In this manner, we can recognize the sound we hear.



Parts of the ear

1. SOUND IN SPACE

A wave is a vibration which carries energy and it spreads through space. Sound waves, which are mechanical waves, cannot travel through space, but electromagnetic waves can (for example, light).

If we yelled at the top of our voice in any part of the universe, our shout would not be heard or it would be very weak because of the lack of atmosphere, as in the case of the moon. But recent research affirms that there is sound in the universe and it functions like a large organ. It seems that Platon was right when he talked about his **music of the spheres**.

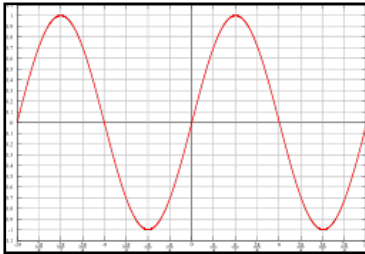
Look at this video:

Is there sound in the universe?

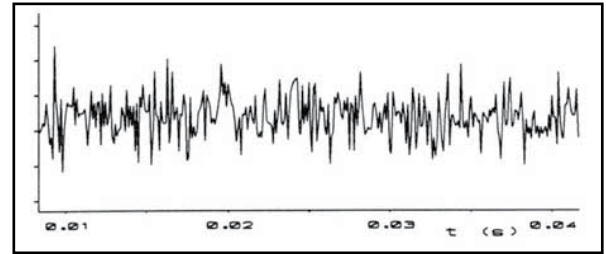


Complex **sound waves** can be **periodic** or **non-periodic**. (Periodic when they repeat a cycle in time and non-periodic when they follow no type of periodic cycle.)

Noise is formed by complex non-periodic waves of a non-musical nature, whereas a **musical sound** is formed by regular waves and is enjoyable.



periodic wave



non-periodic wave

2. CHARACTERISTICS OR PARAMETERS OF SOUND

Acoustics studies the physical laws of sound and their application in the construction of instruments and concert halls.

The physical characteristics of sound can be combined in different ways to form the elements of music.

pitch + tempo = melody

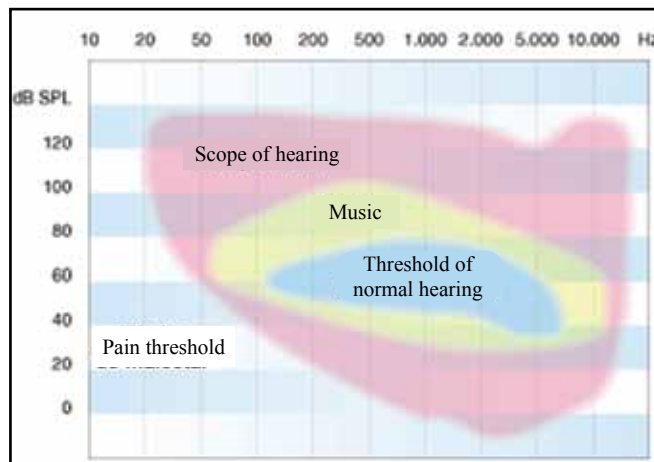
pitch + intensity = harmony

These characteristics are:

1. Pitch: this parameter indicates whether the sound is high or low.

The threshold of human hearing is between **20 and 20,000 Hz** approximately.

Infrasounds are below this threshold and ultrasounds are above this threshold.










Hearing threshold



2. Duration: The duration indicates whether a sound is longer or shorter.

We use the musical notes.

		
Whole note	Half note	Quarter note

			
Eighth note	Sixteenth note	Thirty-second note	Sixty-fourth note

3. Intensity / volume: indicates whether a sound is loud or softer. The unit of measurement is the dB(decibel). The pain threshold starts at 100dB. Urban noise and excessive volume of an Ipod as well as in some discoteques or at some concerts can cause deafness. In music, the nuances are indicated by using the abbreviations such as:

pp – p – mf – f – ff

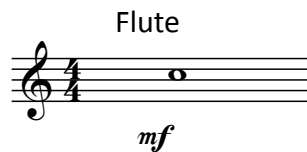
4. Timbre: indicates the characteristic sound of each instrument or voice in particular. That is what we mean when we talk about “instrumental color”. Sound is formed by a basic sound plus some harmonic sounds which result in the particular color which characterises each instrument.

PRIMARY SOUND + HARMONIC SOUNDS = TIMBRE

For that reason, we can distinguish a trumpet from a violin even when they are playing the same melody.

Each parameter or sound characteristic is also written on the score:

Example:



Pitch: do'

Duration: whole note

Intensity: mf (mezzo forte)

Timbre: flute

- **Exercise:** recognize a classmate’s timbre of voice.

Close your eyes and a person will say out loud: “Today, it is sunny, it is not raining”. The rest of the class will have to say which person has spoken.

Sound characteristics are related to the following elements of music, which we will study during the course.








Pitch----- **Melody/Harmony**

Duration----- **Rhythm**

Intensity----- **Nuances**

Timbre----- **Characteristic sound of each instrument. “Tone color”**

- Which sound characteristics are more present in each audition?

1. Mysteries of the Macabre. G. Ligeti.  
2. Carmina Burana, "O Fortuna". C. Orff.  
3. Carmina Burana, "Dulcissime". C. Orff.  
4. Carmina Burana, "Tempus est iocundum". C. Orff. 

3. MUSICAL NOTATION

At primary school, you may have learnt the names of the notes and a few musical symbols. Musical language has evolved from the Middle Ages up to our days and we can say that it is universal. It is important to read a score and be able to play it, and even more so, to preserve music so that it is not forgotten.

Allegro ma non troppo

4. DAILY WARM-UP EXERCISES - INSTRUMENTAL PRACTICE (FLUTE) (FLUTE) (RECORDER)

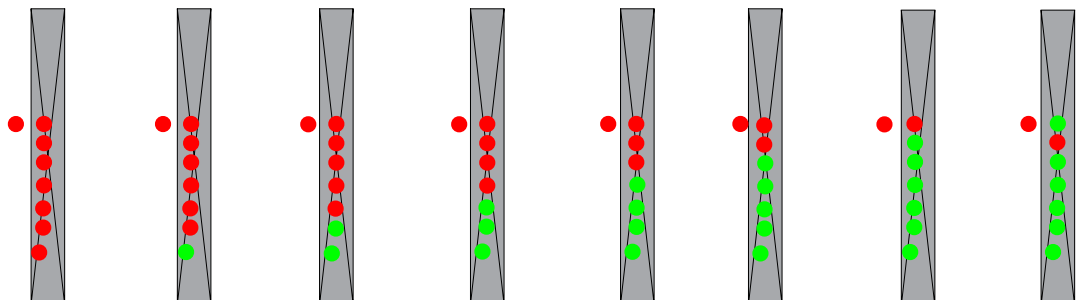
Four four time (measure)

N° 1 Whole notes

do re mi fa sol la si do'

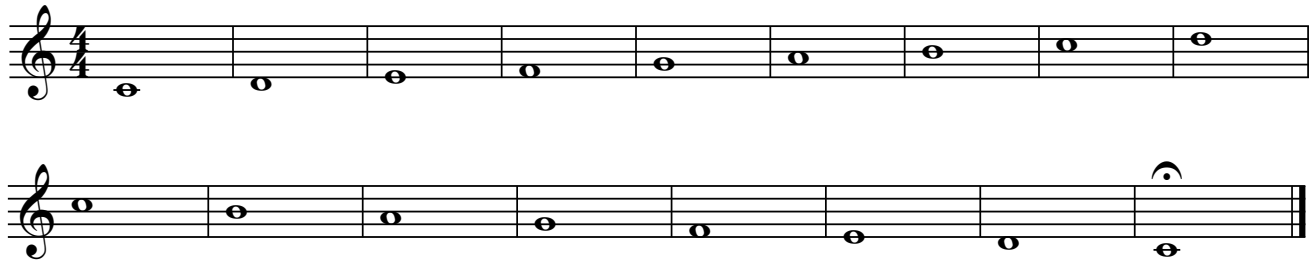
tu tu

Fermata or pause

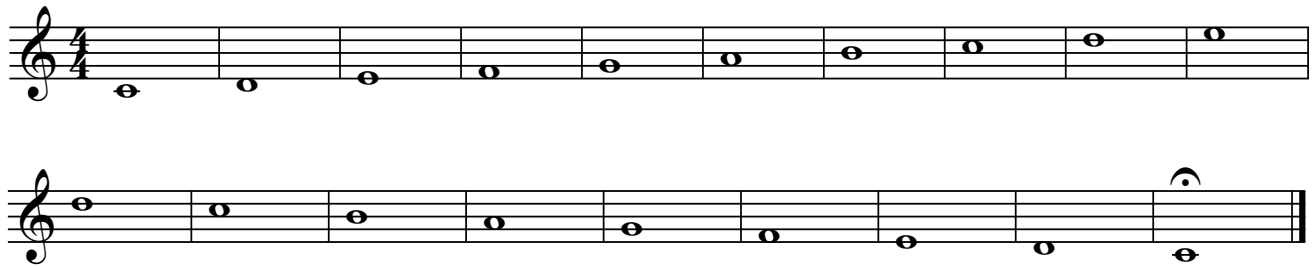


G-clef or treble clef

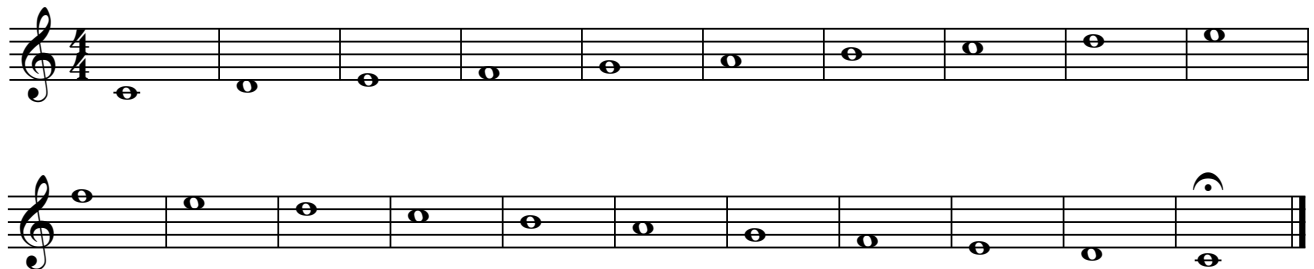
N° 1 b Whole notes



N° 1 c Whole notes



N° 1 d Whole notes



N° 2 Quarter notes (crochets)



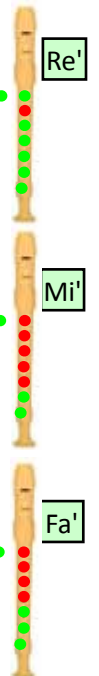
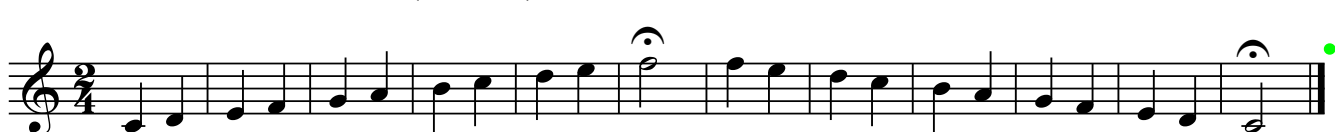
N° 2 b Quarter notes (crochets)



N° 2 c Quarter notes (crochets)



N° 2 d Quarter notes (crochets)



N° 3

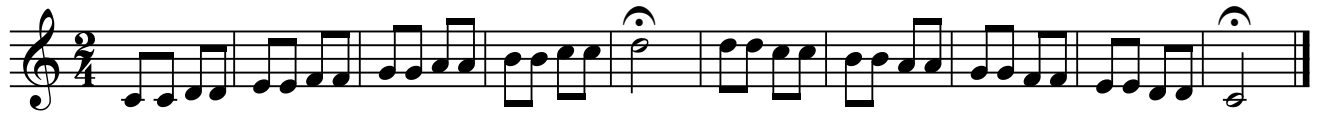
Eighth notes (beamed notes)



tu tu

N° 3b

Eighth notes (beamed notes)



N° 3c

Eighth notes (beamed notes)



N° 3d

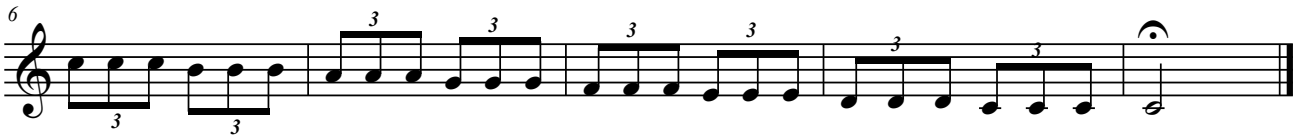
Eighth notes (beamed notes)



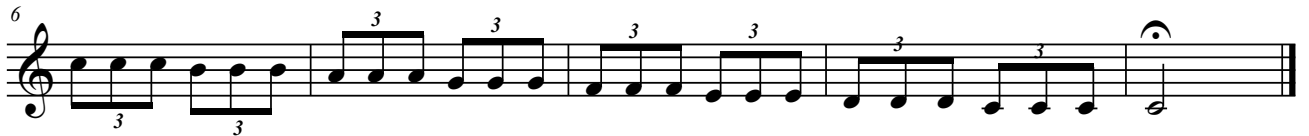
N°4a Triplets



tu tu tu



N°4b Triplets



N°4c Triplets

