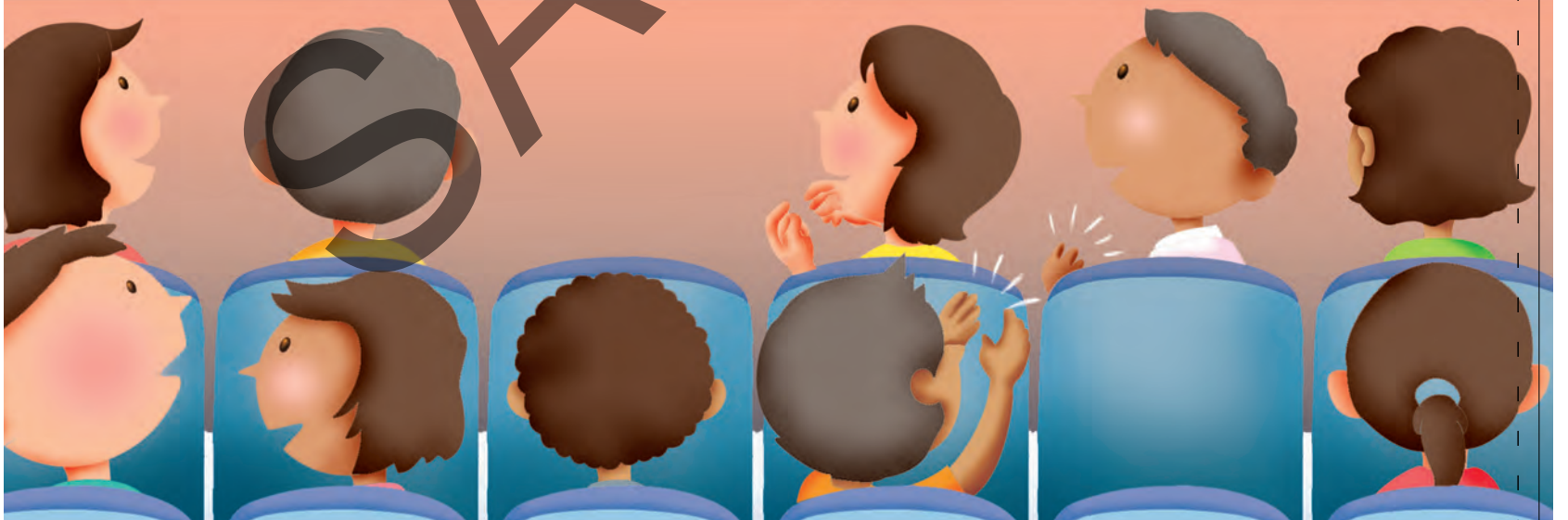


Express your creativity with music!



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Unit 1

The Harmony of Voices

Singing is great fun! In this unit, we will learn about music intervals and use them to improve our singing. We will also learn about musical textures and perform songs in parts.



Unit 1

The Harmony of Voices

Know Your Music Intervals



1 a Let us sing **Click Go the Shears** together. Take note of the performance directions and sing accordingly.

Click Go the Shears

Australian song
Recorder score arranged
by Chen Hong Mei

Allegretto

1 m r d m s d' t l

Voice *mf* Out on the board, the old shear - er stands,

Recorder

5 s l s m d r m r

Voice grasp - ing his shears in his thin bo - ny hands.

Recorder

9 m r d m s d' t l

Voice *mp* Fixed is his gaze on a bare bell - ied joe,

Recorder

13 r' d' t l s f m r d d' t d'

Voice *mf* glo - ry if he gets her, won't he make the ring - er go. ,

Recorder

17

Voice *r'* *d'* *t* *r'* *d'* *m'* *d'*
 Click go the shears boys, click, click, click.

Recorder

21 *l* *t* *d'* *t* *l* *s* *m* *s*
 Voice Wide is his blow and his hands move quick.

Recorder

25 *m* *r* *d* *m* *s* *d'* *t* *l*
 Voice *mf* The ring-er looks round and is bea-ten by a blow.

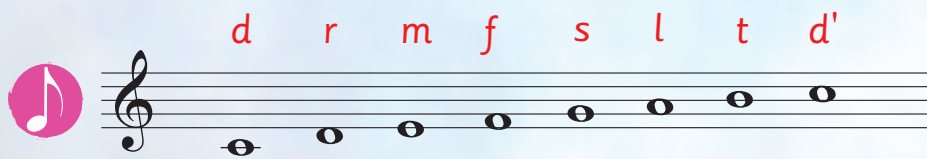
Recorder

29 *r'* *d'* *t* *l* *s* *f* *m* *r* *d* *d'* *t* *d'*
 Voice Cur-ses the old shag-ger with the bare *f* bell-ied joe.

Recorder

b Group Work: Get into 2 groups. One group will play the recorder accompaniment and the other group will sing the melody. Let us perform this song together!

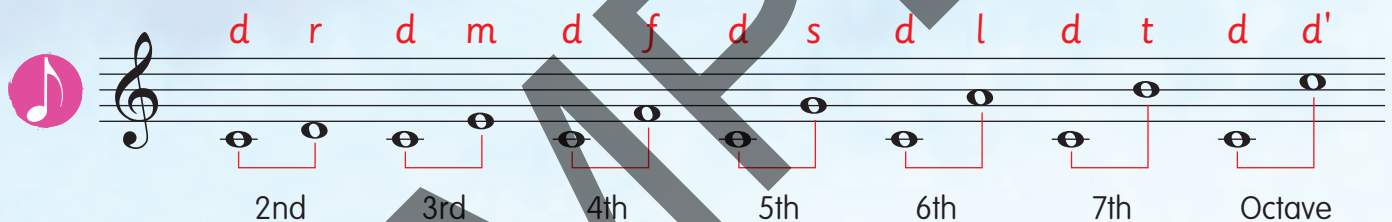
2 a A **music interval** is the pitch distance between 2 sounds. Look at the musical scale below.




doh to *me* is 3 notes (*doh-ray-me*).
This is an interval of a 3rd.

doh to *soh* is 5 notes (*doh-ray-me-fah-soh*).
This is an interval of a 5th.


b The music intervals below use the note C as *doh*. Sing the music intervals in *solfege*.



c Look at bars 1 to 4 of **Click Go the Shears** below and identify the intervals between the highlighted note pairs. Write your answers in the  provided.



1. Interval of a 

2. Interval of a 

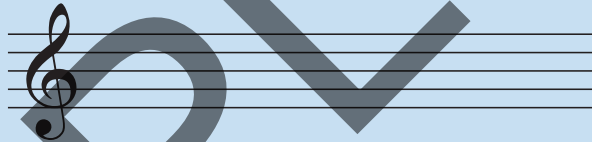
3. Interval of a 

- d Locate the music intervals below from the melody of **Click Go the Shears** on pages 2 and 3. Write the notes of the intervals on the music staves and sing them in *solfege*.

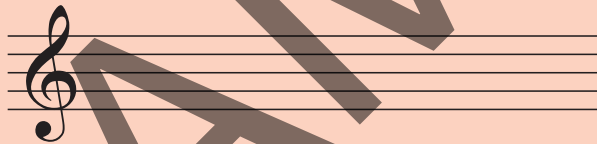
1. 3rd



2. 4th



3. Octave



4. 2nd



Melodies in Harmony



1 a Two melody lines, A and B, are shown below. Learn how to sing both melodies together.

Melody A

Melody A is written on a treble clef staff. The notes are: G4 (s), A4 (s), B4 (d'), and C5 (d').

Melody B

Melody B is written on a treble clef staff. The notes are: G4 (d), F4 (m), E4 (m), and D4 (d).

Group Work: Get into 2 groups. One group will take Melody A and the other group will take Melody B. On your teacher's cue, each group will sing the assigned melody at the same time. Listen to the harmony when you sing together.

When 2 different notes are sung or played together at the same time, they are known as **harmonic intervals**.

b The 3 different harmonic intervals below are taken randomly from **Click Go the Shears**. Do you know what kind of intervals they are? Write down the correct answers on the lines below.

Two notes, G4 and B4, are shown on a treble clef staff.

Interval: _____

Two notes, G4 and E4, are shown on a treble clef staff.

Interval: _____

Two notes, G4 and D4, are shown on a treble clef staff.

Interval: _____



2 Let us learn to sing **Come Let Us Work**.

Group Work: Get into 2 groups. One group will practise singing Voice 1 and the other group will practise singing Voice 2. Then, sing the song together.

Come Let Us Work

Moderato

English children's song

3

Voice 1

mf Come, come, oh come

Voice 2

f Come, come, let us work. No, no, let us play.

3

Voice 1

'Tis a hol - i - day.

Voice 2

For to-mor-row morn is a hol - i - day.

The musical score is written for two voices in 4/4 time, marked Moderato. It features lyrics in English and phonetic annotations above the notes. The first system shows the beginning of the song, and the second system shows the continuation. A large 'SAMPLE' watermark is overlaid on the score.



Musical Textures



1



Musical texture refers to the number of layers of sounds heard together at the same time. Music compositions can have different musical textures. Listen to the examples below to understand what each musical texture is like.

1. Monophonic texture

Monophonic texture has a single melody line without musical accompaniment.

Listen to:

Come Let Us Work (2nd Voice) English children's song

2. Homophonic texture

Homophonic texture has a main melody line played together with one or more voices in harmony.

Listen to:

Come Let Us Work (1st and 2nd Voice) English children's song


3. Polyphonic texture

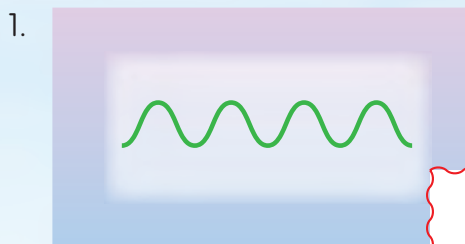
Polyphonic texture has 2 or more melody lines played together at the same time.

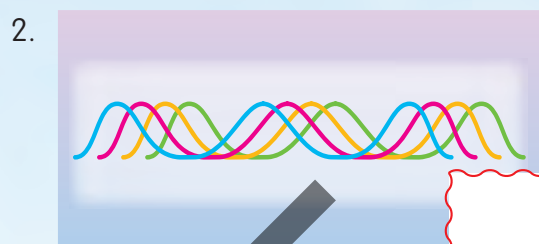
Listen to:

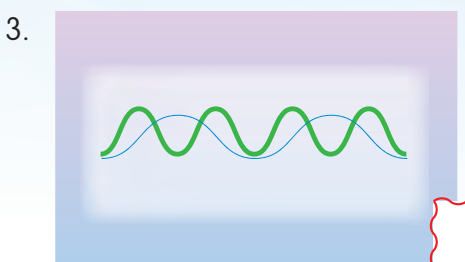
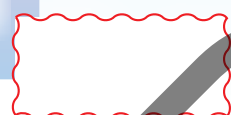
Kookaburra (4-part singing) Australian folk song



b Look at the pictures below. Which picture do you think best reflects each texture in Q1a on page 8? Write the correct answers in the  provided.







2 a Let us sing **Kookaburra** together.

Kookaburra

Moderato Australian folk song

*1 2


1 s l s m s m f m d m d



Kook-a-bur-rasits on the old gum tree. Mer-ry, mer-ry king of the bush is he.

3 4

5 d' l t d' l s m f s f m d r t, d



Laugh! Kook-a-bur-ra, laugh! Kook-a-bur-ra, gay your life must be.

* In 4-part singing, the second group starts singing when the first group reaches 2. Then, the third and fourth groups start singing when the first group reaches 3 and 4 respectively.

b Sing **Kookaburra** in the style of a 4-part canon. How different does the song sound compared to the first time you sang it as a class?



3 The following excerpts are 3 different sections of **Canon in D** with 3 different musical textures. Identify the texture of each excerpt and write it on the _____ provided.

Listen to:

Canon in D (excerpt 1)

Pachelbel

This is a section of music in _____ texture.

Listen to:

Canon in D (excerpt 2)

Pachelbel

This is a section of music in _____ texture.

Listen to:

Canon in D (excerpt 3)

Pachelbel

This is a section of music in _____ texture.

Canon in D is Johann Pachelbel's most famous piece. It is a popular choice for weddings and has been arranged for many different instrumental ensembles. What are the instruments used in the excerpts you have just heard?





4 a Sing **The Cuckoo** in unison. What is the texture of this song?



The Cuckoo

Australian folk song

Accompaniment score arranged by Chen Hong Mei

Allegretto

1 m r d s, d t, d r f m r l, t,

Voice Oh I went to Pe-ter's flow-ing spring where the wa-ter's so

Piano

4 d m r d s, d t, d r f m r l, t, d

Voice good. And I heard there the cuck-oo, as she called from the wood.

Piano

9 s, l, t, d s m d t, s f t, s f t,

Voice Ho - li - a, ho - li-ra hi-hi-a, ho - li-ra cuck-oo. Ho - li-ra hi-hi-a,

Piano

15 d s m d s m d t, s f t, s f t, d

Voice ho - li-ra cuck-oo. Ho - li-ra hi-hi-a, ho - li-ra cuck-oo. Ho - li-ra hi-hi-a ho!

Piano



- b** We can put the first half of the song, **The Cuckoo**, together with the second half to give it a polyphonic texture.

Group Work: Get into 2 groups, with each group taking 1 part. Perform the song together.

The Cuckoo

Allegretto

Australian folk song

Voice 1: *d s m d t, s f t, s f t,*
 Ho - li-ra hi - hi - a, ho - li-ra cuck-oo. Ho - li-ra hi - hi - a,

Voice 2: *m r d s, d t, d r f m r l, t,*
 Oh I went to Pe-ter's flow-ing spring where the wa - ter's so

Voice 1: *d s m d s m d t, s f t, s f t, d*
 ho-li-ra cuck-oo. Ho-li-ra hi-hi-a, ho-li-ra cuck-oo. Ho-li-ra hi-hi-a ho!

Voice 2: *d m r d s, d t, d r f m r l, t, d*
 good. And I heard there the cuck - oo, as she called from the wood.

- c** Compose 2 bars of rhythmic accompaniment for **The Cuckoo**. Some 3-beat rhythmic patterns have been provided for you. Use suitable percussion instruments and/or body instruments



$\frac{3}{4}$

