

The Rhythm of Music *Vol.2*

SECOND EDITION

Lam Ting Chow ● Ip Seng Chi



Consultant: Dr. Yip Wai Hong

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Preface

Written in accordance with the latest Syllabus for Music (Forms 1-3) recommended by the Curriculum Development Council, the second edition of *The Rhythm of Music*, like the first edition, is a well-planned three-volume music textbook tailor-made for local junior secondary schools.

Built on the great success of the first edition, the second edition incorporates a large bulk of materials structured in a more logical and comprehensive way. The useful ingredients added in the book are as follows:

1. The musical concepts are further elaborated and explained in detail to facilitate students' apprehension of the fundamentals of music.
2. The songs are thoughtfully selected to complement the text. Many well-known songs with simplified rhythms and tunes from various parts of the world are added to replace some complicated classical songs in the old edition. The words of most songs are endued with enriched meaning and some of the English songs are translated into Chinese for better understanding.
3. Listening sections including both listening appreciations and exercises are expanded and incorporated in each unit to enhance students' interest and appreciation of the subject.
4. Extensive and motivating exercises are included to reinforce students' grasp of the lessons.
5. A new section of singing practice is carefully designed for training students' voices and their sense of rhythm and pitch in relation to the subject taught.

The book is also well accompanied by the following teaching aids:

1. A set of CD with a collection of over one hundred well-known pieces of music is produced for the listening programmes.
2. A comprehensive teacher's manual with supplementary materials and songs and model answers to the exercises is provided to facilitate teaching.

The whole book is lucidly presented using simple language, distinct layout and colourful and relevant illustrations. It is our aim that *The Rhythm of Music* can lead students into the wonderland of music.

Acknowledgements

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We apologize for any infringement of the copyright of those songs and photographs for which we have been unable to trace and would be pleased to come to a suitable arrangement with the rightful owners.

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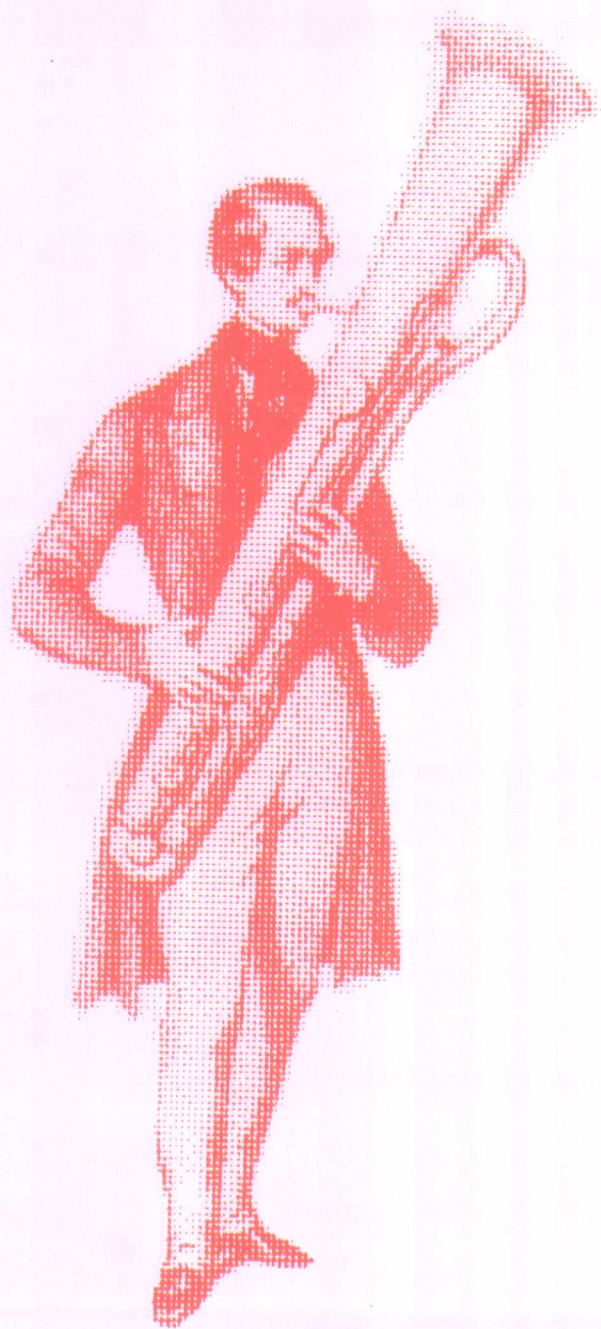
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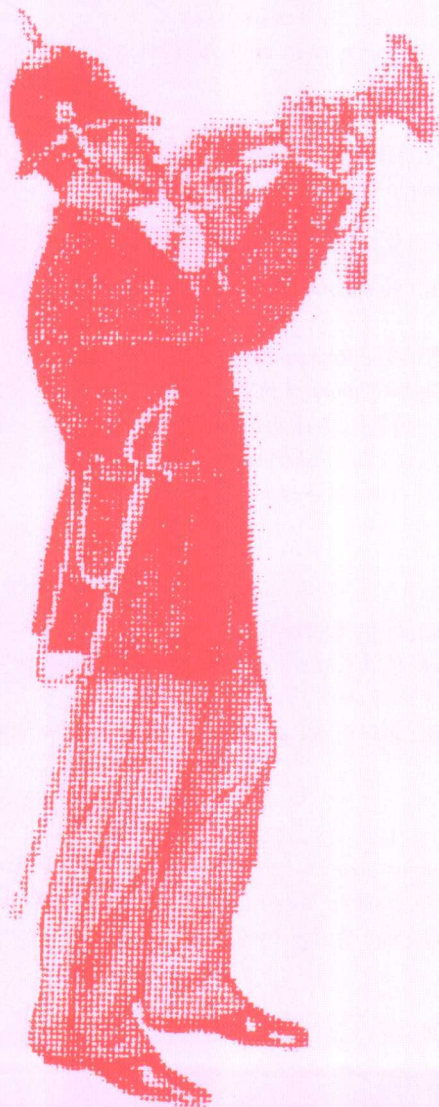
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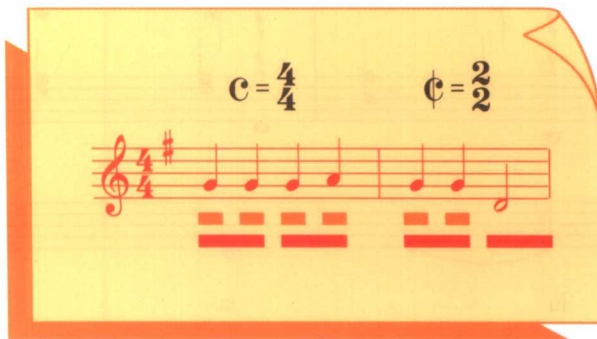
- **C & C Time Signatures**
- **Slur & Tie**

1.1 C & C Time Signatures

The two time signatures, **C** and C , were originated in the Middle Ages. In those days, triple time was represented by 'O' (Complete) and duple or quadruple time by 'C' (Incomplete).

Nowadays, $\frac{4}{4}$ time is sometimes shown by the sign '**C**', and $\frac{2}{2}$ time (often used in Church music) by the sign ' C '.

When crotchet beats (♪) are too fast to beat comfortably, they may be replaced by minim beats (♩) at half of the speed as shown in the diagram below.



The difference between $\frac{2}{2}$ time and $\frac{2}{4}$ time

♩ = 1 beat $\frac{2}{2}$ (C)

♪ = 1 beat $\frac{2}{4}$



The New York Philharmonic Orchestra receiving shouts of joy from the audience.

Michael, Row the Boat Ashore

Moderato

American Indian Folk Song

Mi - chael, row the boat a - shore, Al - le -

lu - ia. Mi-chael, row the boat a -

shore, Al - le - lu - ia.

(2) Michael's boat's a music boat, Alleluia (*repeat*)

(3) Brother, lend a helping hand, Alleluia (*repeat*)

Note: This song can be sung as a round or in two parts as follows.

Mi - chael, row the boat a - shore, Al - le - lu -

ia. Mi-chael, row the boat a - shore, Al - le - lu - ia.

Pay attention to the time signature of the song.

Unison - Two-part -



Exercise 1

1. Rewrite the following two rhythmic patterns by changing the time signatures from C time to $\frac{2}{4}$ time.

i. C
2
4

The musical notation consists of two staves. The top staff has a common time signature 'C' and contains five measures: a quarter note, a half note, a quarter note, a half note, and a quarter note. The bottom staff has a 2/4 time signature and contains one measure with a quarter note.

[illegible]

2. Rewrite the following two rhythmic patterns by changing the time signatures from $\frac{2}{4}$ time to C time.

[illegible]

ii. $\frac{2}{4}$

C

3. Add bar lines to the following rhythmic patterns.

i. 

ii. $\frac{2}{4}$ 

4. The teacher will play *Michael, Row the Boat Ashore* on the piano twice. Clap in $\frac{4}{4}$ time to the music for the first time and in $\frac{2}{2}$ time for the second time. Then compare and decide which time signature is more suitable.

1.2 Slur & Tie

Slur (圓滑線)

- It is a curved line drawn above or below two or more notes to indicate that they should be sung or played smoothly.
- Refer to *Michael, Row the Boat Ashore*.

Tie (連結線)

- It is a curved line drawn above or below two notes of the same pitch to indicate that they should be sung or played as one.
- Refer to *Shenandoah*.

Shenandoah*Slowly**American Sea Shanty*

Oh, Shen-an-doah, I long to see you, A - way, you roll-ing

The first system of the musical score for 'Shenandoah'. It features a vocal melody in the treble clef and a piano accompaniment in the grand staff (treble and bass clefs). The key signature has one sharp (F#) and the time signature is common time (C). The lyrics are: 'Oh, Shen-an-doah, I long to see you, A - way, you roll-ing'.

riv-er. Oh, Shen-an-doah, I long to see you. A -

The second system of the musical score. The vocal melody continues with the lyrics: 'riv-er. Oh, Shen-an-doah, I long to see you. A -'. The piano accompaniment continues with a steady eighth-note pattern in the bass and chords in the treble.

way, we're bound a-way 'Cross the wide Mis - sou - ri.

The third system of the musical score, concluding the piece. The vocal melody ends with the lyrics: 'way, we're bound a-way 'Cross the wide Mis - sou - ri.' The piano accompaniment concludes with a final chord in the treble and a sustained bass note.



Exercise 2

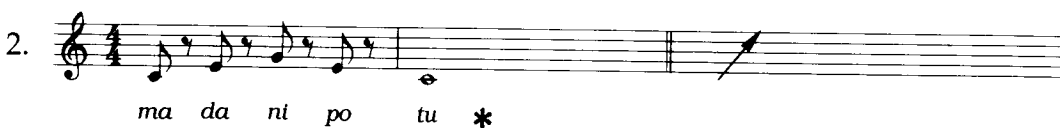
1. The teacher will play the following two tunes. Listen and add slurs at the appropriate places.



2. The teacher will play the following two tunes. Listen and add ties at the appropriate places.



Singing Practice

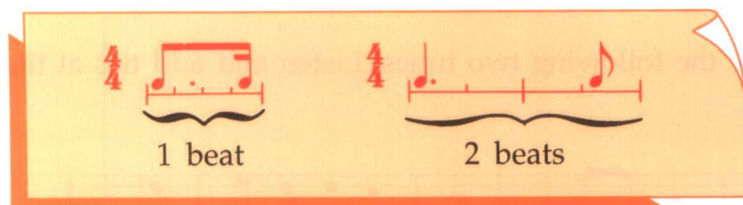


● 🎵 & 🎶 *Rhythms*

● **Music of the Romantic Period**

- **Folk Songs & Art Songs**

2.1 & Rhythms





Exercise 1

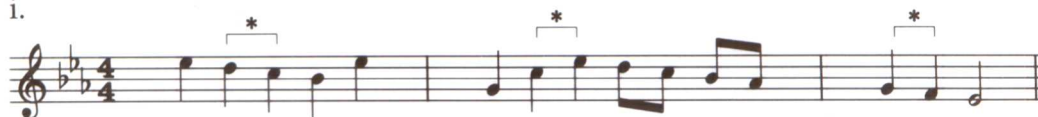
1. The teacher will clap the following rhythms. Write down the correct order.



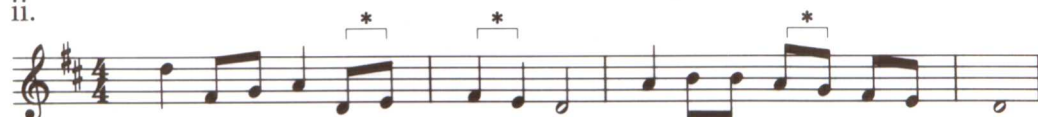
Answers: i. _____ ii. _____ iii. _____

2. The teacher will play the following rhythms. Replace the notes marked with * with  or .

i.



ii.



Singing Practice



Clouds

Words By John Andrews
Music By Franz Schubert

Smoothly

mp Clouds ev - er drift - ing, chang - ing shape and hue,

The first system of music is in 2/4 time with a key signature of one sharp (F#). It begins with a mezzo-piano (*mp*) dynamic. The melody is in the treble clef, and the accompaniment is in the bass clef. The lyrics are: "Clouds ev - er drift - ing, chang - ing shape and hue,".

Sail - ing so soft - ly in skies of blue, when the

The second system continues the melody and accompaniment. The lyrics are: "Sail - ing so soft - ly in skies of blue, when the".

bright sun is shin - ing, clouds are al - ways glad;

The third system continues the melody and accompaniment. The lyrics are: "bright sun is shin - ing, clouds are al - ways glad;".

But, when the rain is fall - ing, clouds are sad.

The fourth system concludes the melody and accompaniment. The lyrics are: "But, when the rain is fall - ing, clouds are sad.".

2.2 Music of the Romantic Period A.D.1800-1910 (浪漫派樂期)

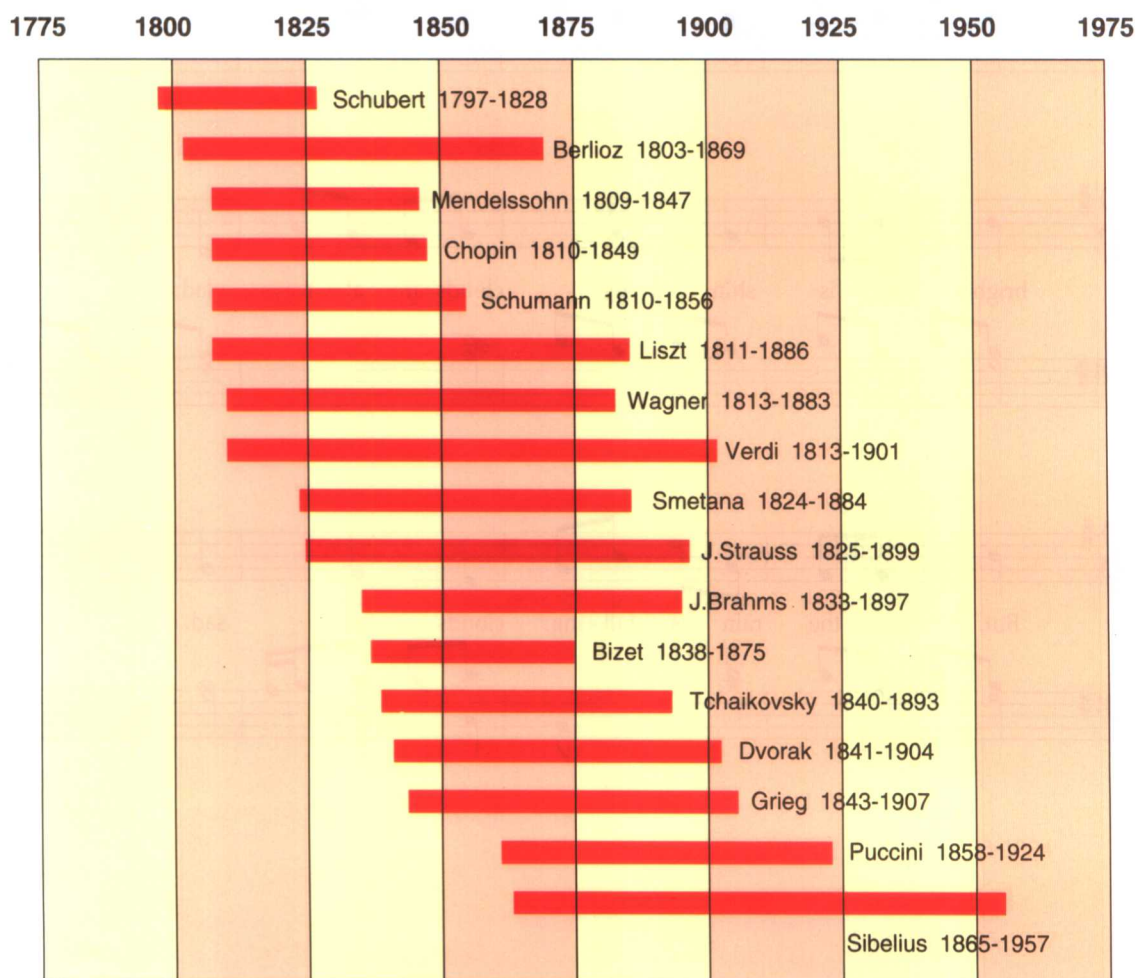
Characteristics of the music in this period:

- Subjective and creative
- Full of emotion and imagination
- Greater flexibility for the form



A famous painting of the Romantic Period

Major Composers of the Romantic Period





Schubert (舒伯特)

- Franz Peter Schubert (1797-1828) was a highly gifted Austrian composer of the Romantic period.
- He was born in a musical family in Vienna.
- His father was a schoolmaster who taught his son to play the violin and then handed him over to an elder brother for piano lessons.
- The amount of music he composed was remarkable (over 1,000 pieces) though he only lived for 31 years.
- He wrote more than 600 art songs, including three song cycles, and was known as the 'Father of Songs'.
- His important works include:

Songs - *Hedge Rose*, *Ave Maria*, *The Lark*, *The Fair Maid of the Mill* (song cycle).

Instrumental Music - *The Unfinished Symphony*, *The Trout Quintet*.



Listening Appreciation

Hedge Rose by Schubert.

Linden Tree by Schubert.



Schubert wrote *Winter Journey* in 1827. It is a song cycle of 24 songs, and *Linden Tree* is the 5th song of it. It describes a lonely youth who has just started his journey and recalls the linden tree in his homeland. The melody is clear and pretty.