

The Rhythm of Music *Vol. 1*

SECOND EDITION

Lam Ting Chow ● Ip Seng Chi



Consultant: Dr. Yip Wai Hong

Music

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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 tailored-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 wonder-land of music.

Acknowledgements

We are grateful to the following for permission to reproduce songs and photographs in the book.

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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《名曲欣賞指引》 天同出版社

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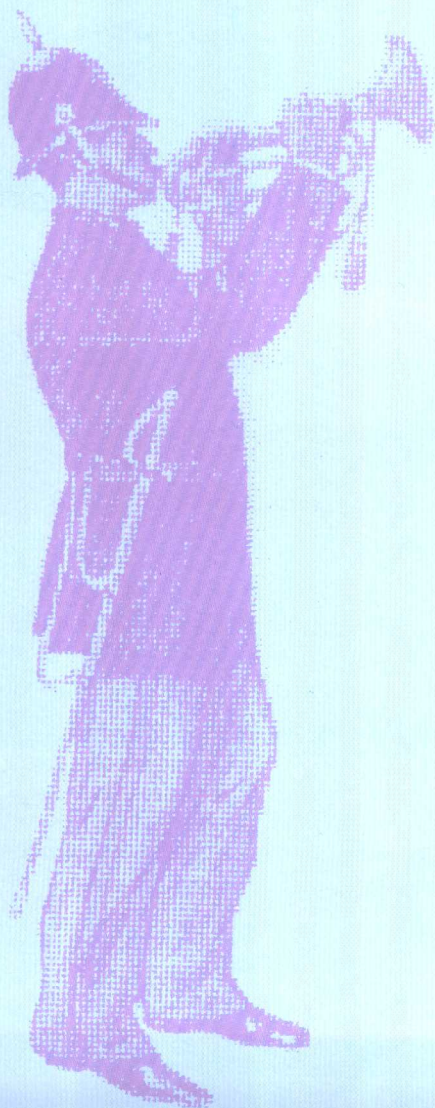
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• The Principle of Sound

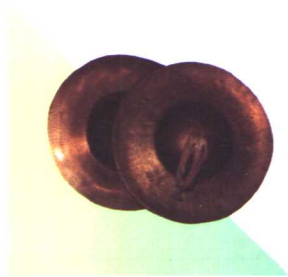
UNIT 1

1.1 The Principle of Sound

Sound is caused by the vibration (shaking) of something. Vibrations travel through the air as sound waves and are transmitted into our ears and we have the sensation of sound.

Sound can be transmitted by air, water and solid substances.

Musical instruments, except the electronic musical instruments, must vibrate in order to produce sounds.



The whole instrument vibrates.

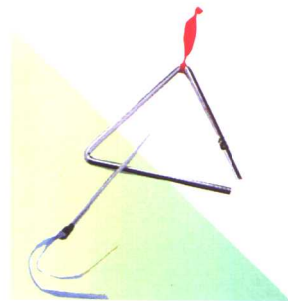


Only the strings of the instrument vibrate.



The air inside the instrument vibrates.

The three kinds of instruments below are commonly seen. Think about how the instruments vibrate and produce sounds.



Triangle



Flute



Guitar

Different Kinds of Sounds

1. Noises (噪音)

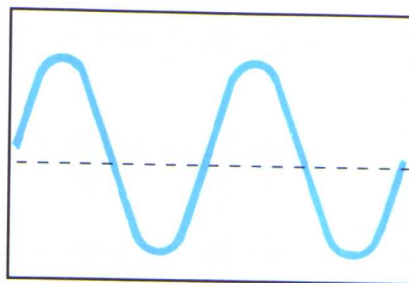
They are disorderly sounds which lack definite pitches and cause disgust, such as the sounds produced when dishes fall on the ground.

2. Musical Sounds (樂音)

They are sounds with definite pitches which give a pleasant feeling when heard. The vibrations set up a waveform which has a constant, regular pattern.



Noise

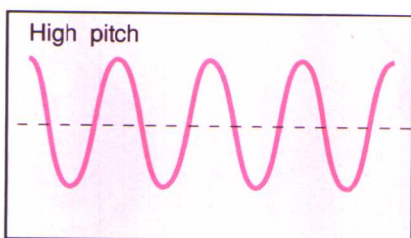


Musical Sound

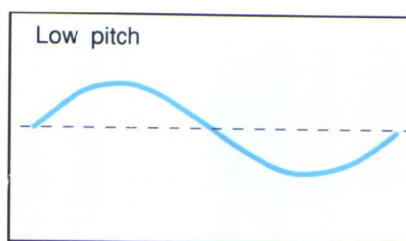
The Nature of Sound

1. Pitch (音高)

The pitch of a musical sound (note) depends upon the frequency (i.e. the number of vibrations per second).



The higher the frequency, the higher the pitch.

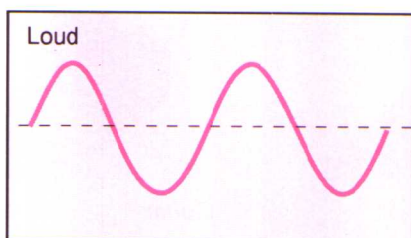


The lower the frequency, the lower the pitch.

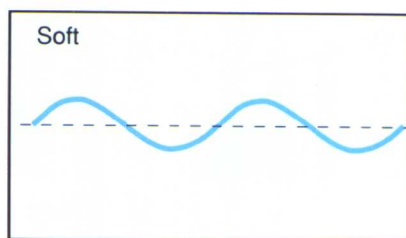
To sound the note 'middle C', the frequency must be 261 vibrations per second. The frequencies for the 'high C' and 'A' are 522 and 435 vibrations per second respectively.

2. Volume (音量)

The volume of a sound depends upon the amount of force on vibrations.



The more force on vibrations, the louder the sound.



The less force on vibrations, the softer the sound.

3. Duration (音長)

Sounds may have longer or shorter duration according to the length of vibrations.

Experiment

1. Assemble objects such as leaves, drinking straws, balloons and card papers, etc. Feel the vibrations on your lips or fingers as you try to get sounds out of them.

2. Now experiment with harder objects such as glass bottles, metal containers and plastic rulers, etc.



Listening Exercise

Distinguish between noise and musical sound. Differentiate also the variety of pitch, volume and duration of sound.



Exercise 1

1. The teacher plays the following tune with one of the phrases soft and the other loud. Distinguish them and circle the correct answer.



Answer: a. loud and then soft b. soft and then loud



Answer: a. loud and then soft b. soft and then loud

2. The teacher plays the following tune twice with the note marked * being paused at one time and normal at the other. Decide whether it is paused or normal and circle the correct answer.



Answers: 1st time: a. paused b. normal

2nd time: a. paused b. normal

3. The teacher plays three notes. Circle the highest note.
 - i. a b c
 - ii. a b c
 - iii. a b c
4. The teacher plays three notes. Circle the lowest note.
 - i. a b c
 - ii. a b c
 - iii. a b c

Blow the Man Down

American Folk Song

Call *Response*

I'll sing you a song, a good song of the sea, To me way,

Call

aye, blow the man down, And trust that you'll join in the

Response

cho - rus with me, Give me some time to blow the man down.

Suggested Ways of Singing:

1. The teacher sings 'call', and students sing 'response'. OR
2. Divide the class into two groups. One group sings 'call' and the other sings 'response'. OR
3. The boys sing 'call' and the girls sing 'response'.

When singing the song, gently touch the outer front of your throat to feel the vibration of your vocal cords. Try to sing in different volumes and tempos to tell the nature of the sound. Note also the posture of your body when singing.

Lavender's Blue

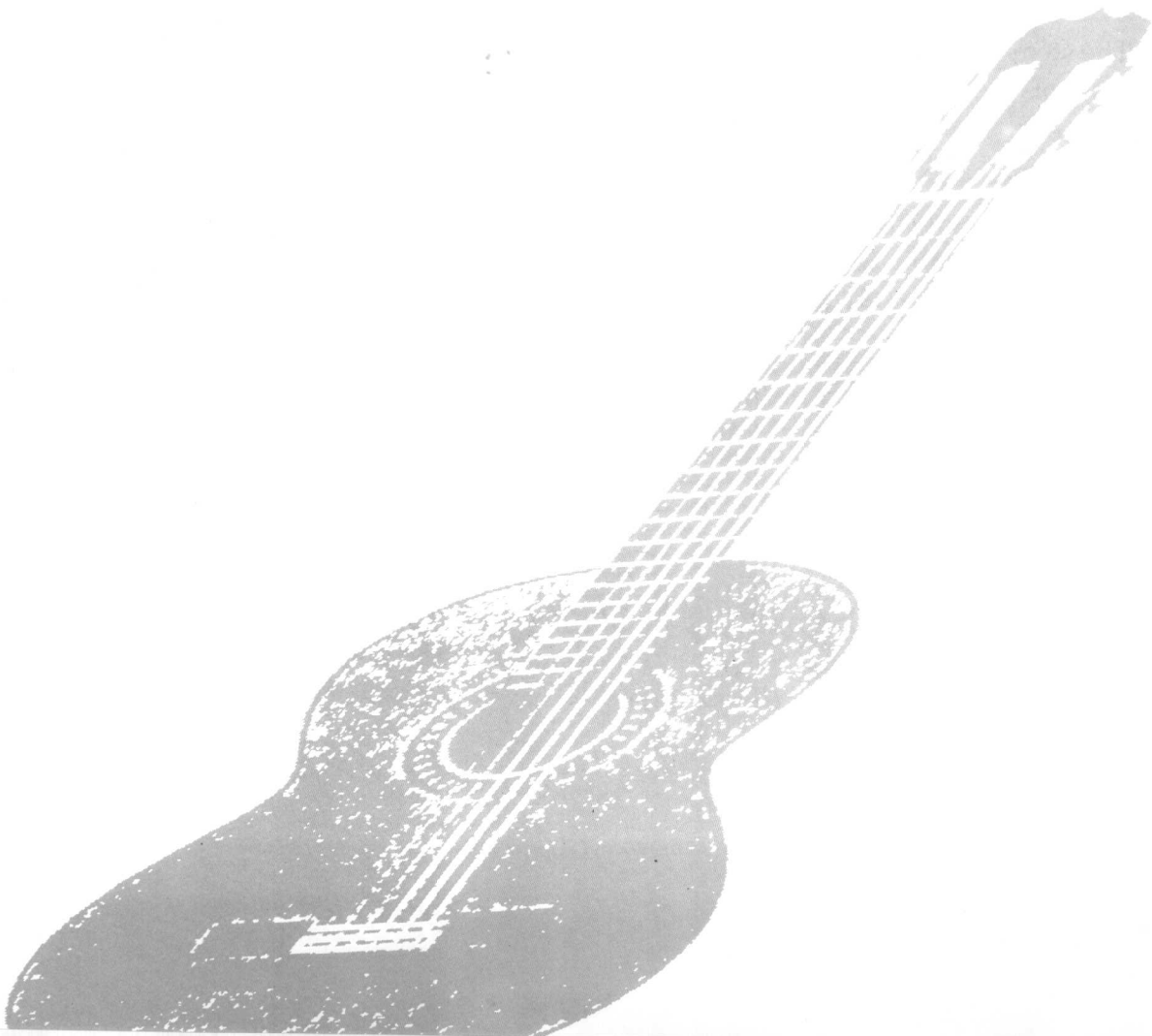
Round

①

②

Lav - en - der's Blue, did - dle, did - dle, Lav - ven - der's green,

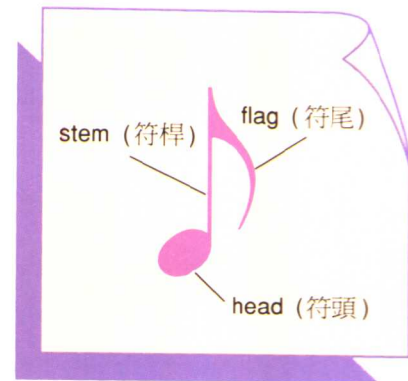
When I am King, did - dle, did - dle You shall be Queen.



- **Musical Notes I**
- **Time Signatures**

2.1 Musical Notes I (音符)

Musical notes are written signs showing the pitch and duration of sounds to be sung or played.



An example of a musical note

The stem of a note is added to its head according to the following ways:

- The stem points downward (on the left side of the head) for notes above the third line of the staff.
- The stem points upward (on the right side of the head) for notes below the third line of the staff.
- The stem can point upward or downward if the note is on the third line of the staff.



There are five kinds of musical notes:

semibreve	minim	crotchet	quaver	semiquaver
(whole note*)	(half note*)	(quarter note*)	(eighth note*)	(sixteenth note*)
(全音符)	(二分音符)	(四分音符)	(八分音符)	(十六分音符)

**Corresponding names used in the US and Canada.*

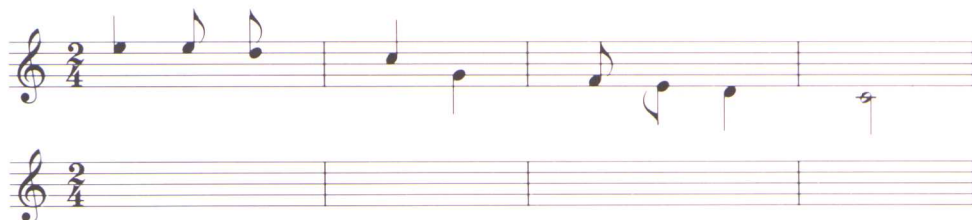


Exercise 1

1. Add stems to the following heads to make them into minims or crotchets.



2. Rewrite the following notes in the correct way.



3. Fill in the blanks with the correct musical notes.

e.g. $\bullet = 2$

i. = 2 ____

ii. = 2 ____

iii. + = 1 ____

iv. + = 1 ____

2.2 Time Signatures (拍子記號)

Time signatures are the figures used to indicate the number of beats.

For example,

time signature (拍子記號) double bar lines (雙小節線)

Simple \nearrow ta ta - te ta ta - te ta ta - te ta ta

Duple Time \nearrow > > > >

strong weak strong weak strong weak strong weak

2 — The upper figure shows that there are two beats in a bar.

4 — The lower figure shows that a crotchet () equals one beat.
(i.e. There are two crotchet beats in each bar.)

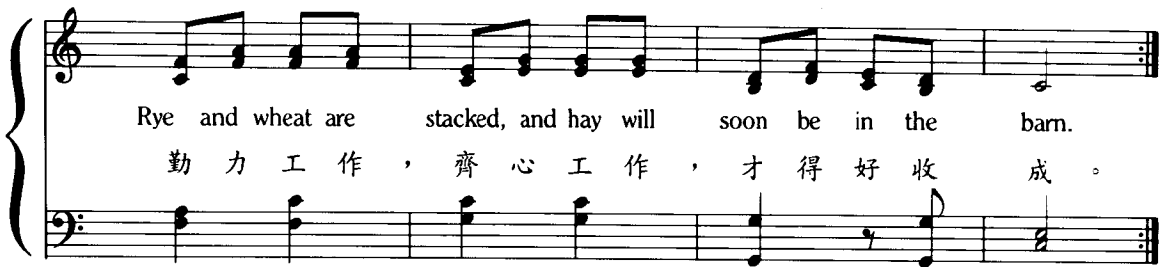
Happy Harvest

豐收歌

Danish Folk Song



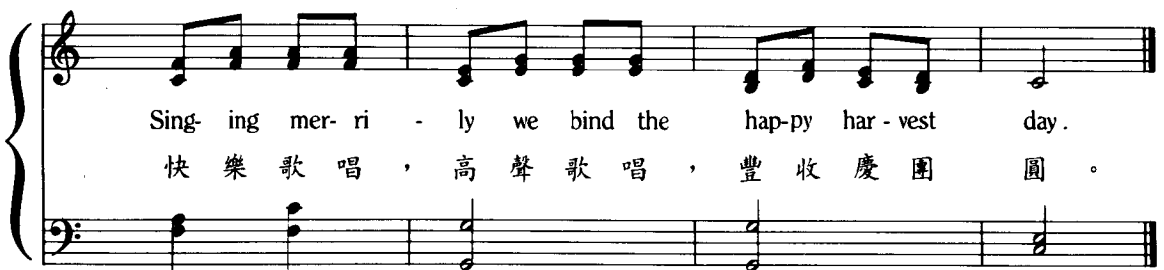
Out in the mead-ows the grain has been cra-dled,
在 田 野 裏 大 家 歡 欣 地 收 割 ,



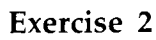
Rye and wheat are stacked, and hay will soon be in the barn.
勤 力 工 作 , 齊 心 工 作 , 才 得 好 收 成 。









Glad-ness on ev-'ry hand, games and dance through-out the land.
大 家 都 來 慶 賀 , 歡 呼 聲 音 遍 平 原 ,

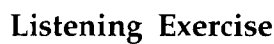



Sing-ing mer-ri-ly we bind the hap-py har-vest day.
快 樂 歌 唱 , 高 聲 歌 唱 , 豐 收 慶 團 圓 。





- i. $\frac{2}{4}$ 
- ii. $\frac{2}{4}$ 
- iii. $\frac{2}{4}$ 


- i. $\frac{2}{4}$ 
- ii. $\frac{2}{4}$ 
- iii. $\frac{2}{4}$ 



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

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

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

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

9

Sweet Betsy from Pike

With a playful rhythmic beat

American Folk Song

1. Oh this is the tale of sweet Bet - sy from Pike Who

The first line of the musical score is in 3/4 time. The melody is written on a treble clef staff, and the accompaniment is on a bass clef staff. The lyrics are: "1. Oh this is the tale of sweet Bet - sy from Pike Who".

crossed the big moun - tains with her lov - er lke With

The second line of the musical score continues the melody and accompaniment. The lyrics are: "crossed the big moun - tains with her lov - er lke With".

two yoke of ox - en, a large yel - low dog And a

The third line of the musical score continues the melody and accompaniment. The lyrics are: "two yoke of ox - en, a large yel - low dog And a".

tall Shang - hai roost - er and one spot - ted hog Ri -

The fourth line of the musical score continues the melody and accompaniment. The lyrics are: "tall Shang - hai roost - er and one spot - ted hog Ri -".

choo - dle, ri - choo - dle, ri - choo - dle, ri - ay !

The fifth line of the musical score concludes the piece. The lyrics are: "choo - dle, ri - choo - dle, ri - choo - dle, ri - ay !".