

Attendance/Reading Quiz!

Mu 110: Introduction to Music

Queensborough Community College

Instructor: Dr. Alice Jones

Spring 2018

Sections H2 (T 2:10-5), H3 (W 2:10-5), L3 (W 5:10-8)

THIS IS THE FINEST
SNOWBALL EVER MADE!



PAINSTAKINGLY HAND-
CRAFTED INTO A PERFECT
SPHERE FROM A SECRET
MIXTURE OF SLUSH, ICE,
DIRT, DEBRIS AND FINE
POWDER SNOW, THIS IS
THE ULTIMATE WINTER WEAPON!



YES, THIS MARVEL OF
CRYSTALLINE ENGINEERING WI-



ANOTHER CASUALTY
OF THE SEDUCTION
OF ART.



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Reading quiz

1. All music has a sense of beat or meter.
 - a) True
 - b) False

Reading quiz

2. Which of the following is an example of the material culture of music? Circle all that apply.

- a) Musical instruments
- b) Printed music (scores and sheet music)
- c) Physical movements
- d) Genre
- e) Style
- f) Portraits or photographs
- g) Aesthetics

Reading quiz

3. Which musical feature provides a sense of tension and release?
- a) Melodic climax
 - b) Rhythm
 - c) Texture
 - d) Harmony (consonance and dissonance)

Reading quiz

4. What does measure or meter refer to?
- a) How long a note lasts.
 - b) How fast or slow a piece of music is.
 - c) The way beats are grouped into a regular pattern.
 - d) The way a beat is subdivided into shorter notes.

Reading quiz

What was the most interesting or surprising thing you learned from the reading this week?

Recap

- Melody (most prominent line)
 - Cadences, contour
- Texture (context or interaction of parts)
- Course Intro Essay
 - Good writing = good thinking

Melody – listening for contour and cadences



Frédéric François Chopin (1810-1849),
Mazurka Op. 17 No. 2 in E minor (1833)



Motive



Repeated lower
and embellished



Contrasting
idea



Contrasting
idea, extended

Listening for musical details: Texture, dynamics, and tempo

Edvard Grieg, *Peer Gynt* Suite No. 1, Op. 46 (1875)

I. Morning Mood


IV. In the Hall of the Mountain King

Bassoon and <i>pizzicato</i> strings (6 times)	Violins and woodwinds with syncopated accents (6 times) Gradual <i>accelerando</i>	Tutti, <i>forte</i> (6 times) “Whirling” accompaniment Adds cymbals and brass <i>Accelerando</i>	<u>Coda</u> Sudden chords
Creepy, dark Not pretty Tempo: <i>moderato</i>	Gathering forces – more insistent and scary	Increasingly unsettling, disorienting, out of control Tempo: <i>prestissimo</i>	Theatrical ending (the mountain crashes on the trolls)

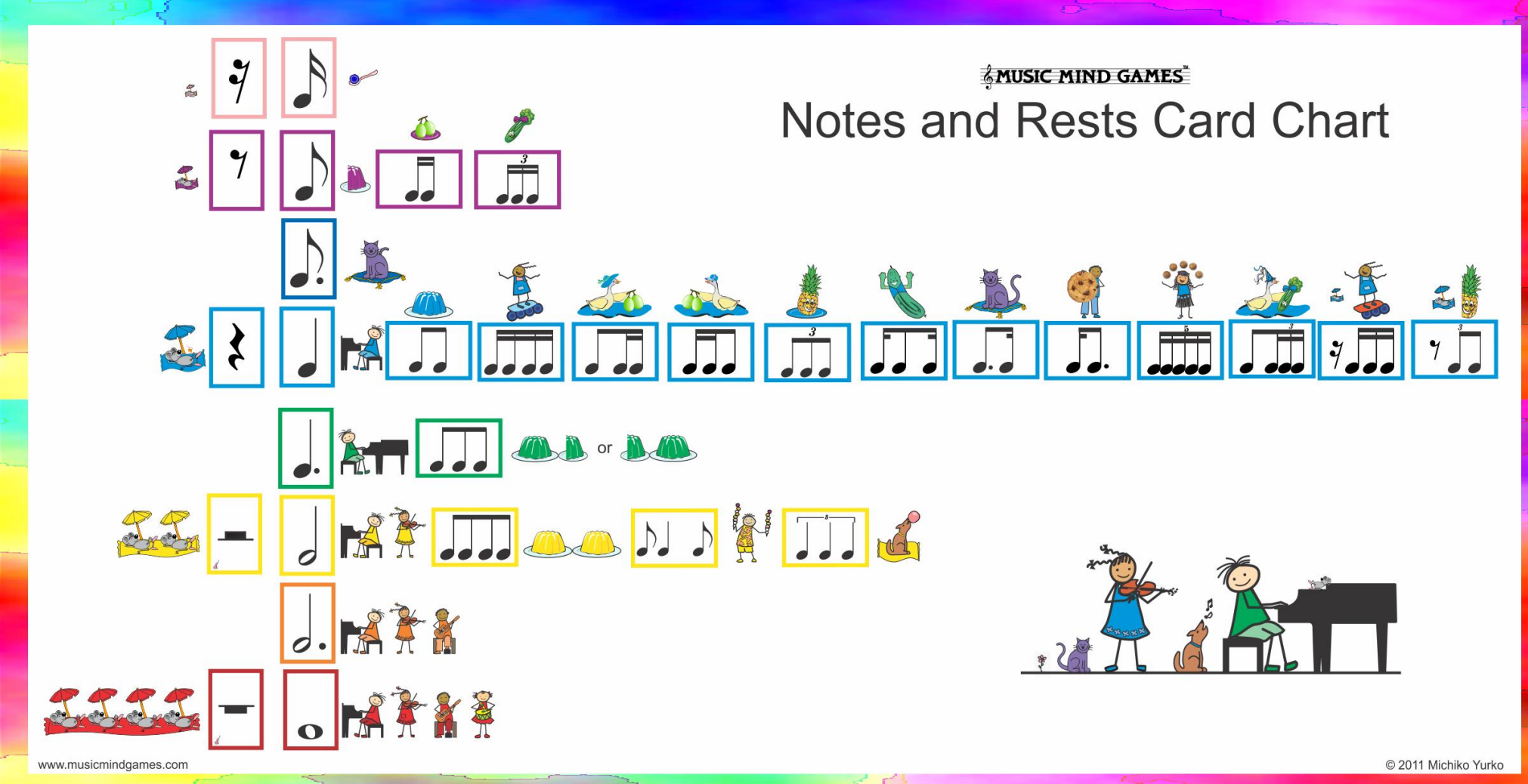
Rhythm

- Closely related to physical movement (pulse)
 - Tapping, clapping, snapping, or dancing
- Length of individual notes (duration)
- Rhythm is a means of organizing musical time (meter, measure)
 - Meter – the regular groupings of strong and weak pulses
 - A measure contains a strong beat followed by weak beat(s)
- Rhythm propels music forward

Another approach to music education: the Suzuki Method

 MUSIC MIND GAMES™

Notes and Rests Card Chart



The chart displays musical notes and rests in various durations, each associated with a specific illustration. The notes are organized into rows, with some notes grouped together in boxes. The illustrations include a variety of subjects: animals (cat, dog, bird), food (peach, kiwi, pineapple, jelly, cookie), people (child playing piano, child playing violin, child playing guitar), and objects (umbrella, beach chair, beach ball). The chart is designed to help children learn to identify and play musical notes and rests.

www.musicmindgames.com

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Rhythm and meter

Listen for the pulse + changes in the bass (lowest parts) + accents in the melody + events in the percussion = METER

- Organizing musical time
 - Meter – the regular groupings of strong and weak pulses
 - A measure contains a strong beat followed by weak beat(s)
- The beat (pulse) is like the heartbeat of a piece – steady, ongoing, unique for every piece
 - Groove (meter) – predictable rhythmic repetition of strong and weak beats
 - Not every beat is equal in terms of weight (accent)
- Duple (quadruple) meter = Strong-weak, strong-weak
- Triple meter = Strong-weak-weak, strong-weak-weak

Rhythm: duple or triple meter?

Listen for pulse + changes in the bass (lowest parts) + accents in the melody + events in the percussion = METER



The Village People, *Y.M.C.A.* (1978)



Michael Jackson, *Billie Jean* (1983)



Jimi Hendrix, *Hey Joe* (1966)



John Philip Sousa, *Stars and Stripes Forever* March (1896)

Joseph Haydn, Symphony No. 100, "Military," II. Allegretto (1794)



Wolfgang Amadeus Mozart, *Eine Kleine Nachtmusik*, III. Menuetto (1787)



Rhythm: playing with expectations

- Meter can change
- Syncopation – accented notes occurring in between stronger beats, deliberate upsetting of the meter
 - Playing “against” the beat
 - Lively and temporarily unsettling quality
 - Rhythmic interest and vitality



Band of Horses, *I Go to the Barn Because I Like the* (2006)



Glenn Miller, *Sing Sing Sing* (1936)



Ewe people (Ghana), *Kinka*



Dave Brubeck Quartet, *Unsquare Dance* (1961)

Harmony

- Adds color, taste, or motion to a melody
- The notes included in a piece, section of a piece, or a chord are determined by a scale
 - Scale – a series of notes that define a key
 - Key – all the notes in key revolve around a central pitch (note)
- Scales in Western classical music are usually major or minor
- Example:
 - Beethoven, Symphony No. 5 in C Minor
 - Mozart, Piano Concerto in G Major



Joseph Haydn, Symphony No. 100,
“Military,” II. Allegretto (1794)



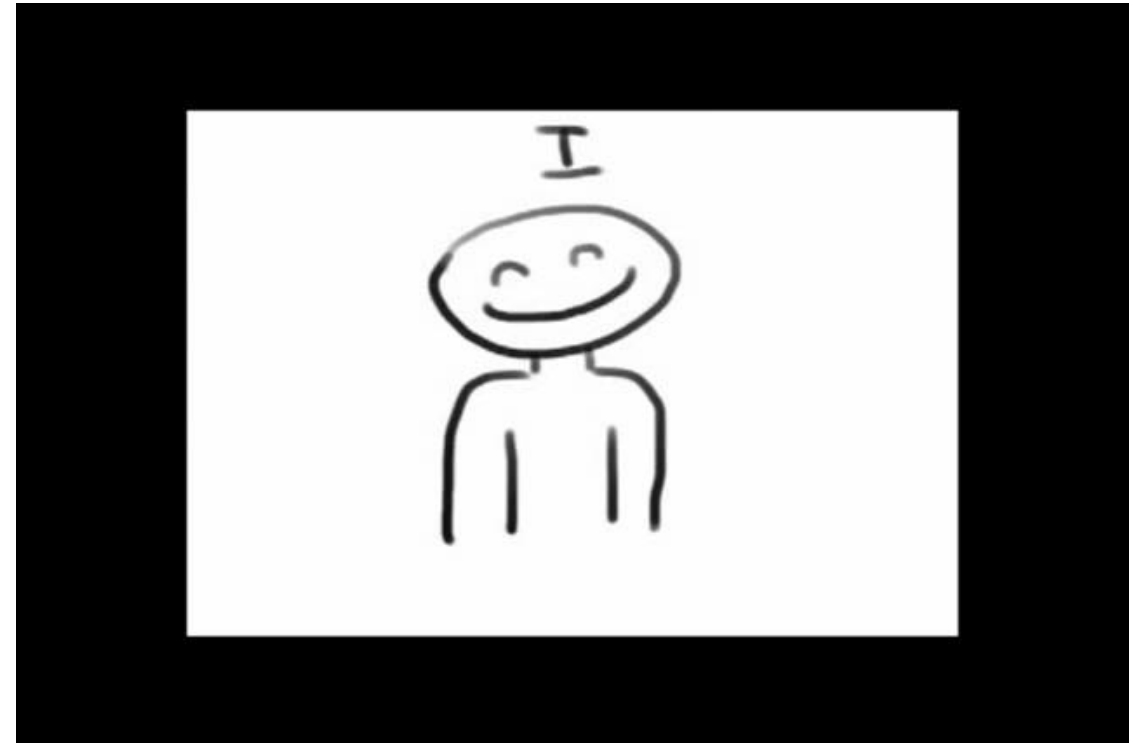
Harmony: active and rest chords

- Consonance: Intervals that sound pleasant together
 - i.e. “the harmony is consonant”
 - Calmer, more relaxing, more stable
- Dissonance: Intervals that clash with each other produce dissonances
 - i.e. “the harmony is dissonant”
 - Instability
 - Needs resolution (relief)
- Chords provide a sense of motion and return
- This “traveling” creates musical space
- Rest chords – points of cadence
 - Calmer, more stable, more consonant
- Active chords – more tension and energy
 - More dissonant



Harmony: active and rest chords in a major key

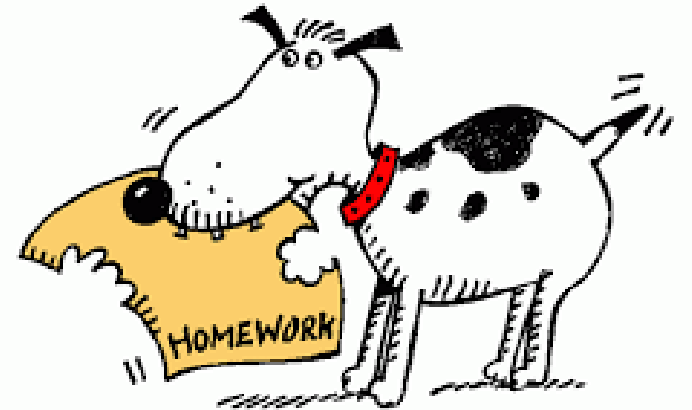
- Chords provide a sense of motion and return
- This “traveling” creates musical space
- Major keys often have a bright quality



Wolfgang Amadeus Mozart (1756-91), Sonata No. 16 in C Major, I. Allegro, K.545 (1788)

Homework and reminders

- Online Discussion #3 (Music and religion) is happening this week!
 - Ends Sunday, February 18
- Online Discussion #4, February 19-25
- Assigned reading for next class is available online
 - Rhythm (review)
 - Instruments
 - The Baroque period (1600-1750)
- Course Intro Essay first draft due next week
 - H2: via email
 - H3 and L3: in class
- Have a great week!



End write

Imagine you're a composer. Describe a piece of music you could create to capture the feeling of a particular season. What will it sound like? What will a listener hear? Why will you choose those sounds? Remember to use the musical vocabulary you already have (melody, texture, harmony, rhythm)!