**Year 9 Music Major ‘What a Classic’**

**Creating Task**

Your task in this unit of work is to develop a musical motif into two short compositions. Your compositions will be written in any two of the following musical genres.

* Baroque
* Classical
* Romantic
* 20th / 21st Century

Each piece should show your understanding of the particular genre through your treatment of the musical elements

* Structure
* Pitch (melody, harmony, tonality)
* Duration (rhythm, meter and tempo)
* Texture
* Tone colour/timbre
* Dynamics

The table below outlines some of the musical features of each style, and can be used to guide your composition process (you are not expected to include all of the features below in your work, just enough to enable your pieces to reflect each genre).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Baroque | Classical | Romantic | 20th / 21st Century |
| Structure / Form | Ritornello formConcerto GrossoDance SuitesBinary form | Balanced phrases, often 8 barsClear Sonata formTheme and VariationsRondoMinuet and trio | Irregular phrase lengthsExtension of classical forms | ‘Neo-Classical’Impressionistic‘Chance Music’ (no set structure)32 bar AABA Song structure/12 bar blues |
| Melody | SequencesOrnamentation | Lyrical / ConjunctQuestion and answer phrases | Use of folk melodiesUse of extreme high and low registers | Angular / DisjunctAbsence of melody / minimalist (music may focus primarily on rhythmic elements) |
| Harmony | Diatonic Less frequent modulationsBasso Continuo | DiatonicModulations often dictated by musical forms (ie Sonata form)Traditional modulationsIV/V/relative minor/tonic minor | Increased dissonanceDistant modulations | Atonal / 12 tone |
| Rhythm | Extensive use of repetition | Use of rhythmic motifs | More complex and varied rhythmic structures/motifs | Polyrhythmic |
| Metre | Sustained | Varies between movements/variations, but rarely within a movement or variation | More varied (often within a single piece or movement) | Polymetric structuresExtreme and frequent changes of metreLack of metre all together |
| Tempo | Sustained | Varied between movements | Frequent and often dramatic tempo changes | Extreme tempo changes |
| Dynamics | Terraced DynamicsSustained passages at one dynamic level | Increased use of diminuendo and crescendo | Extreme dynamic contrastUse of *ppp - fff* | Exploration of the complete dynamic rangeUse of technology to make music appear louder (pop music) |
| Texture | Polyphonic / Contrapuntal | Homophonic | Combination of different musical textures, but often homophonic | All musical textures used |
| Timbre/Tone Colour | StringsOrganLute/recorder/flute | Classical orchestraIncreased use of woodwind instrumentsPurity of tone | Extensive use of brass and percussionGreater range of tone colour  | Extended techniques |
| Other |  | Increased use of expressive elementsRestrained articulation | NationalisticProgrammatic (music often tells a story)Greater range of articulation | Graphic notationElectronic musicMicrotonal music |

Your work will be submitted as a score, performance and written reflection on the process. Your reflection should focus on which musical features you have incorporated into your work, and how successfully your work portrayed the features of each genre.

Here is the opening phrase in both the treble and bass clef.

You have also been sent a Sibelius file containing this short excerpt, which you can open using the computers in the Digital Music Lab.



Feel free to add additional parts as required, but remember you need to have the piece performed in class on Wednesday 27 August.