

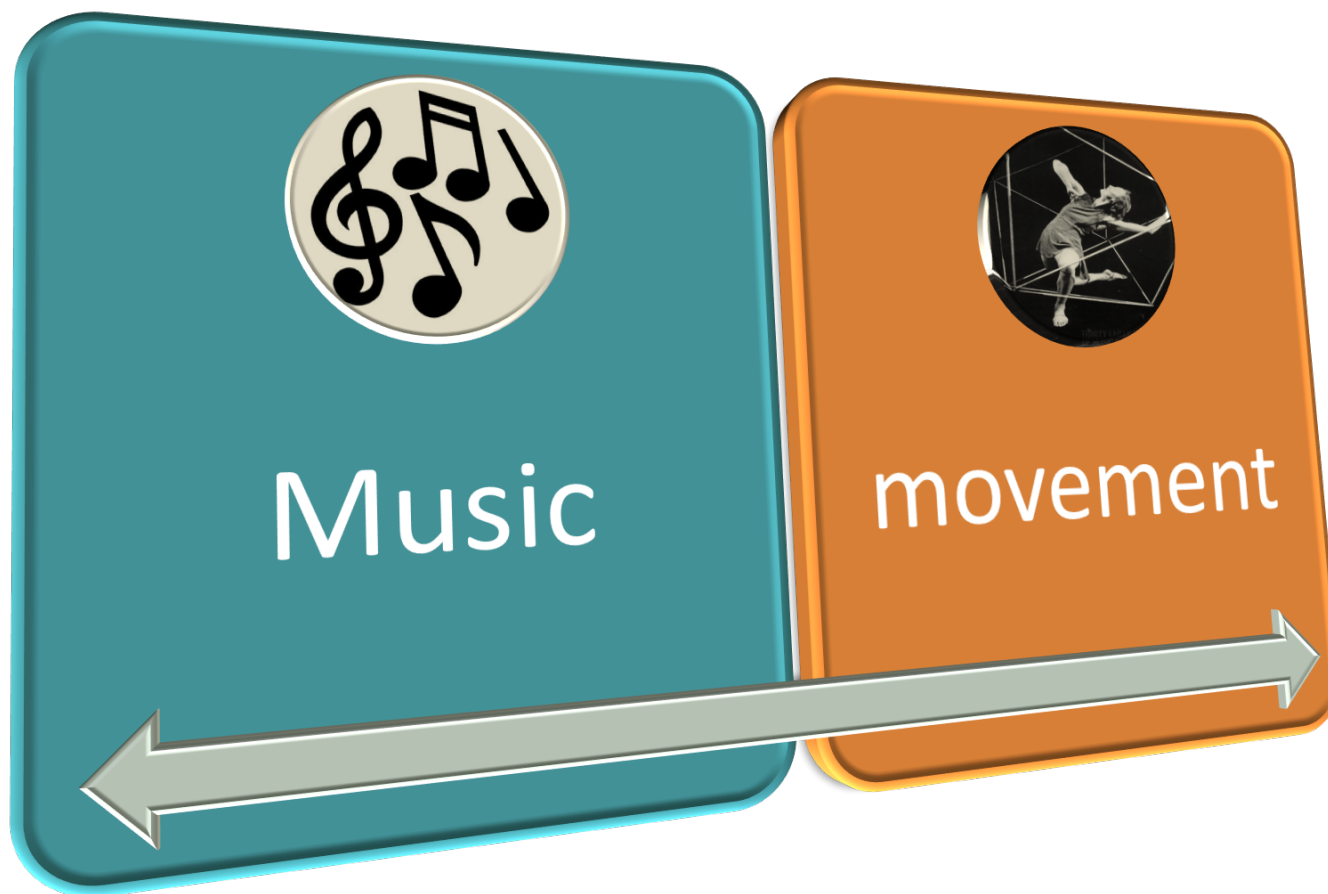


Music 101: The Language of Music

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Make connections between movement & music – find a common language



Understand the potential impact of music in a skating program - to see and hear the elements in the music and how they might be cut into programs

Critical Listening

- the difference between 'hearing music' and 'listening to music'
- a more active behaviour
- the goal is to evaluate or scrutinize what you are hearing
- listening critically creates opportunities for you to make connections between the music and the choreography and to understand the parallels between the two mediums
- For **coaches**, this is paramount for their skaters – to help skaters recognize and acknowledge the relationship between their movement and the music
- For **officials**, it provides more reference points and/or landmarks within the program timeline when officiating



What do you hear? Describe this music critically using words, colours, shapes, metaphors or music vocabulary...

What do you see? What do you hear?


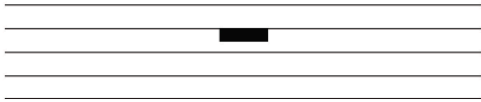

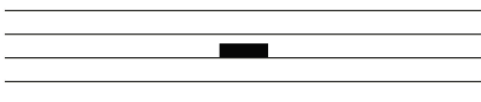








Emanuel Sandhu 2006 Worlds Free Program
Choreography by Mark Pillay
Original Music by Gordon Cobb

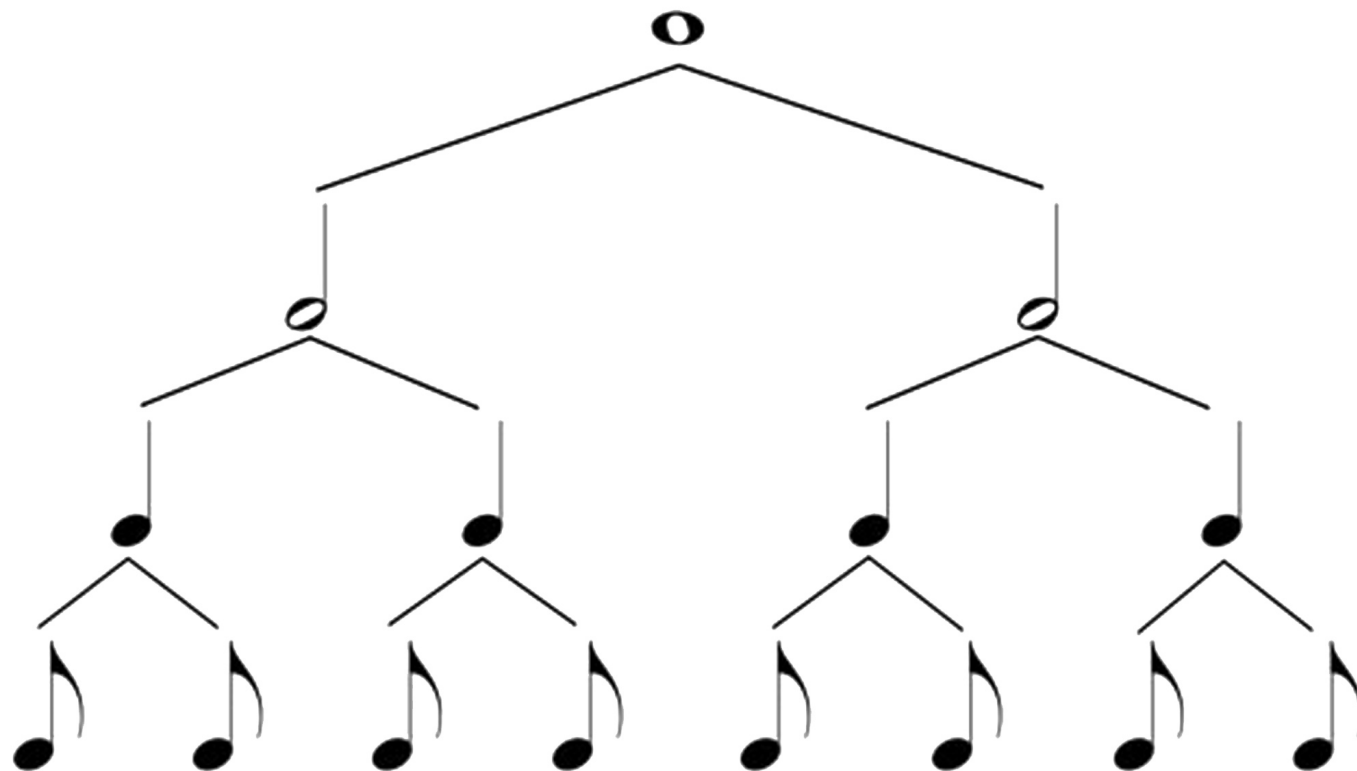
The Fundamentals of Music

- Sound:
 - pitch (high or low)
 - dynamics (loud and soft)
 - melody (the part of the music that you sing)
 - harmony (the musical structure that supports the melody)
 - articulation (punctuation and phrasing)
- Rhythm:
 - pulse (the heartbeat)
 - beats (combinations or patterns of sounds in music)
 - meter (subdivisions of beats in groups of 3 or 4)
 - tempo (slow and fast)
- Form: the Basic Structure of Music
 - binary (two sections)
 - ternary (three sections)
 - strophic (composed of verses)

RHYTHM

| Note | Value | Rest |
|---|---|---|
|  | Whole Note 4 Beats |  |
|  | Half Note 2 Beats |  |
|  | Quarter Note 1 Beat |  |
|  | Eighth Note $\frac{1}{2}$ a Beat |  |
|  | Sixteenth Note $\frac{1}{4}$ of a Beat |  |

Music Math!



MUSIC METER

"Common Time"



Four beats per measure














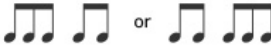
Quarter note gets the beat

"Waltz Time"



Three beats per measure

Quarter note gets the beat

| | Time Signature | Beat Value | Beat Grouping |
|--------------------|-------------------|---|---|
| Simple Duple | $\frac{2}{2}$ |  |  |
| Simple Triple | $\frac{3}{8}$ |  |  |
| Simple Quadruple | $\frac{4}{4}$ |  |  |
| Compound Duple | $\frac{6}{16}$ |  |  |
| Compound Triple | $\frac{9}{4}$ |  |  |
| Compound Quadruple | $\frac{12}{8}$ |  |  |
| Complex | $\frac{5}{8}$ |  |  |

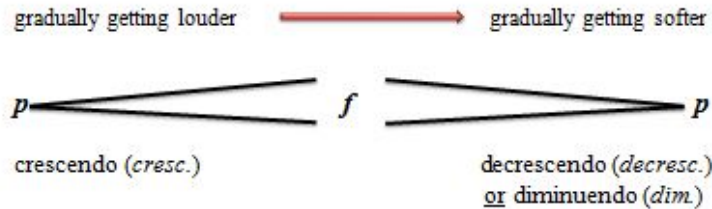
Shifts in Tempo

- Ritardando: gradually getting slower
- Accelerando: gradually getting faster (accelerating)
- Fermata: a pause
- Tempo Rubato: fluid, changing, and shifting tempo

Dynamics

How loud or soft.





| | | |
|------------|----------------------|------------------|
| <i>ppp</i> | <i>pianississimo</i> | Very, very soft. |
| <i>pp</i> | <i>pianissimo</i> | Very soft. |
| <i>p</i> | <i>piano</i> | Soft. |
| <i>mp</i> | <i>mezzo piano</i> | Moderately soft. |
| <i>mf</i> | <i>mezzo forte</i> | Moderately loud. |
| <i>f</i> | <i>forte</i> | Loud. |
| <i>ff</i> | <i>fortissimo</i> | Very loud. |
| <i>fff</i> | <i>fortississimo</i> | Very, very loud. |



| Dynamic's note velocity | | |
|-------------------------|------------|----------------------------|
| Dynamic | Velocity* | Voice |
| ppp | 16 | Whispering |
| pp | 33 | Almost at a whisper |
| p | 49 | Softer than speaking voice |
| mp | 64 | Speaking voice |
| mf | 80 | |
| f | 96 | Louder than speaking |
| ff | 112 | Speaking loud |
| fff | 126 | Yelling |

VOLUME & SOUND

Articulation

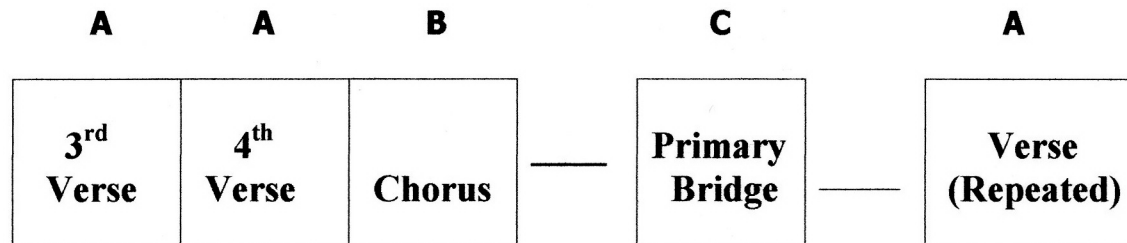
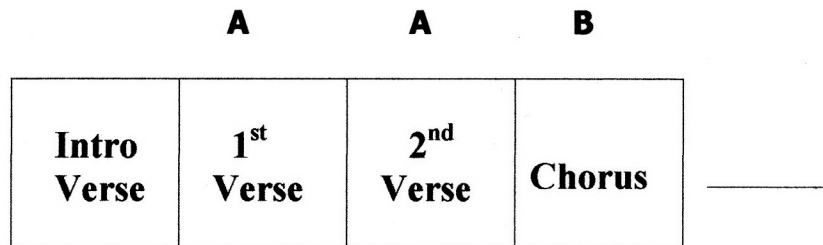
| Symbol | Name | Meaning |
|--|----------|-----------------|
|  | Legato | smoothly |
|  | Staccato | short and sharp |
|  | Marcato | Stress |
|  | Fermata | Wait longer |

FORM

Classical Forms

| | |
|---------------------|---|
| Binary Form | Music in two parts: AA BB |
| Ternary Form | Music in three parts: ABA |
| Rondo Form | ABACA |
| Theme & Variations | A, A1, A2, A3, A4, etc.... |
| Sonata-Allegro Form | exposition-development-recapitulation (ABA) |

Popular Form



Let's revisit this video.



Using your critical listening skills and your newly acquired music language, describe what you hear in the opening segment of this program.

What is the tempo and meter? Is it static or changing?

How about the dynamics?

What sort of musical articulation do you hear?

The background of the slide features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic visual effect.

Thank you!

If you would like to contact me directly,
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Or you can email me at:
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