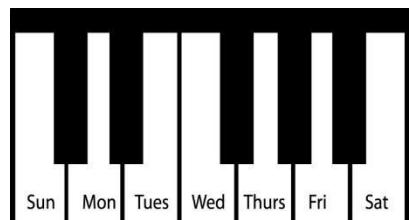
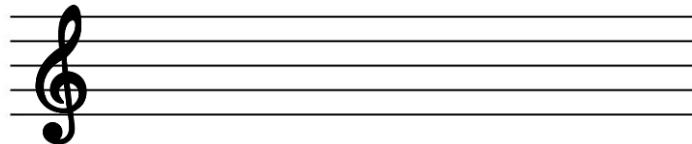


# Sunbeams 2

Lesson # 19



Tin sheet at home:



<b>Keyboard</b> 	<b>K-40</b>								
	- HS and say RW out loud								
	<b>*K-37</b>								
<b>Toolbox</b> 	- Count 1234 (adagio) HS HT								
	<b>K-9</b>								
<b>Homework</b> 	<b>W-47</b> e- harmonic scale (e f# g a b c d# e) RH								
	<b>W-46</b> e- harmonic LH								
	<b>W-37</b>								
<b>Composing</b> 	<b>H-40</b>								
<b>Listening</b> 	<b>L-24</b>								
<b>Rhythm Ensemble</b> 	<b>Rhythm Stories</b>								
	<b>E-8</b> read about Chopin								
	<b>E-9</b>								

Moving is a child's way of understanding pulse (a steady beat) and rhythm (the duration of sound). Movement contributes to a child's understanding of the form or structure of a piece.

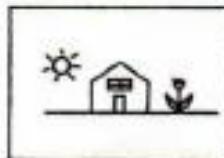
For example, a song may have two different parts with the first part repeated at the end. You could think of a sandwich (or cookie) with two parts the same and the middle part different.

A dance constructed with movements that illustrate this concept is a wonderful teaching tool. Later, students may think more abstractly as in ABA form.

# COMPOSITION TECHNIQUES

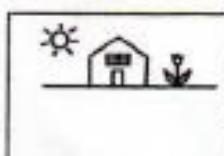
## Motive

The idea



## Sequence

Motive is pitched higher or lower



## Repetition

Motive is repeated



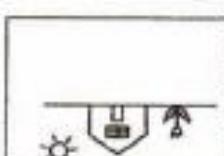
## Retrograde

Motive is written backwards



## Inversion

Motive is written upside down



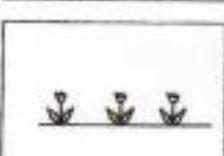
## Rhythmic Shift

Motive is shifted to the right



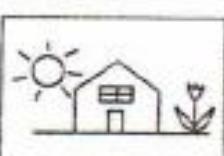
## Fragmentation

One part of the motive is highlighted



## Augmentation

Rhythmic values of the motive are larger



## Diminution

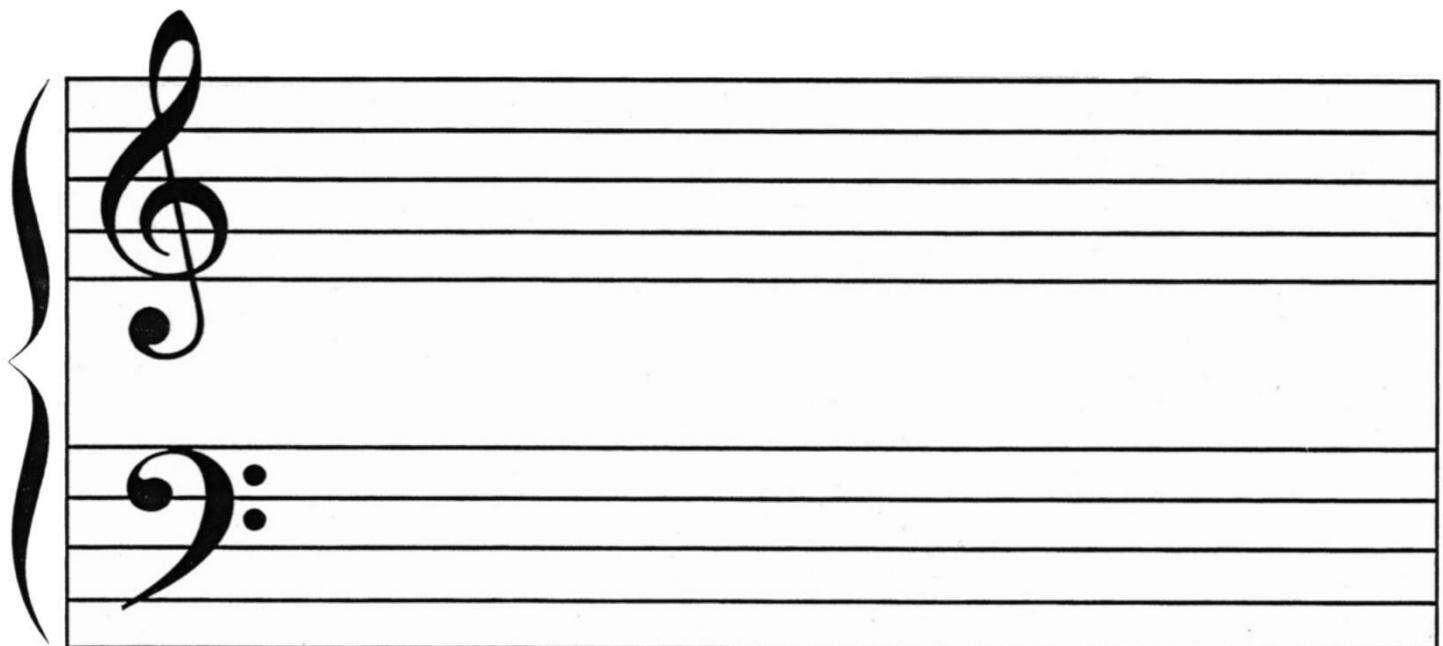
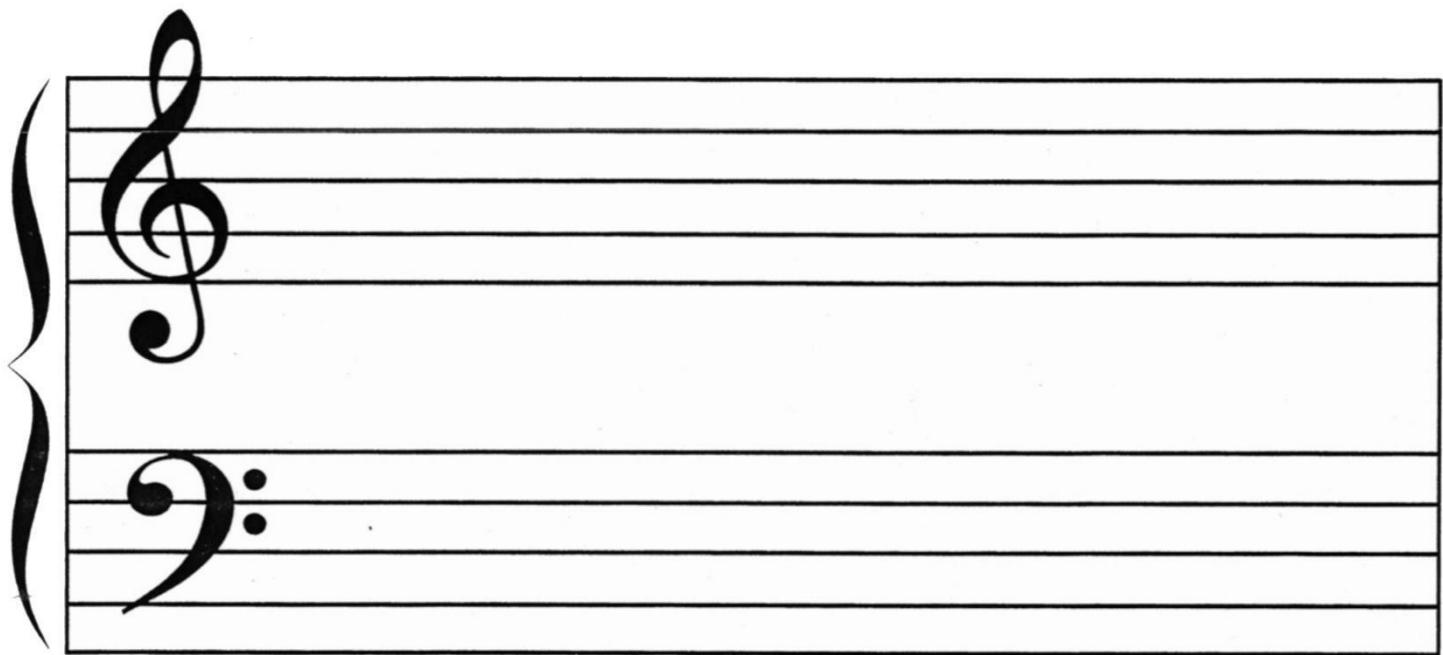
Rhythmic values of the motive are smaller



## Question /Answer

A final musical statement to answer the question posed by the motive





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