

## Phase 3

Task 1: Complete the listening exercise on a comparison of 2 versions of the same piece of music.

Submit your comparison of the two pieces of music.

Task 2: Continue to practice your performance piece ready to play it to me in Term 1.

Task 3: Research the piece of music you are going to perform and write Programme Notes for your performance.

Submit your programme notes.

Task 4: Read the information on Specific intervals follow the link to the online theory website with information [Specific intervals - music theory.net](https://www.musictheory.net/lessons/10/)

Complete and submit the Musical Intervals sheet

## LISTENING COMPARISON

**TASK 1** Write a comparison of the two pieces –  
Discuss the elements and their similarities and differences.

Submit your comparison of the two pieces at the end of Phase 3.

Listen to the two versions of String of Pearls. Make notes on each piece under the following headings: DYNAMICS, RHYTHM, TIMBRE, TEXTURE, STRUCTURE (think about how is the section you hear put together).

After making your notes write a comparison of the two pieces – Discuss the elements and their similarities and differences.

[String of Pearls: Glenn Miller](#)

Listen until approx 0:51 seconds

Dynamics

Rhythm

Timbre

Texture

Structure

[String of Pearls: Jools Holland](#)

Listen until approx.: 0:54 seconds

Dynamics

Rhythm

Timbre

Texture

Structure

## PERFORMING

**TASK 2** Continue working on your performance piece ready to show me on our return to school.

I will need a copy of the music or an mp3 when I hear you perform. A picture of the score would be perfect.

## PROGRAMME NOTES

**TASK 3** Create Programme notes for your performance piece. Submit these at the end of Phase 3.

Programme notes support your performance and help the audience engage with your performance and understand more about the piece and your interpretation.

It should be between 2 and 4 paragraphs and include some or all of the following:

**1) Give the audience a sense of the work's history.**

Title of piece, instrumentation, name of composer and publication date

Biographical information about the composer and historical context

Reasons why the piece was written, who it was written for, when was it first performed.

**2) Give the audience a sense of what to expect while hearing the piece.**

A paragraph about the piece could include the form, tonality, mood associated with it, how it has been written for the instrument, any features to listen out for. It doesn't need detailed analysis – this quote sums it up - Like a good "tour guide," you lay out the overall form of the piece, describe the character of various parts, and point out interesting features along the way.

If applicable anything about your interpretation of the piece

You could include some info about the other performance of the piece you listened to.

# THEORY

## Musical Intervals

Before completing this table go to [Specific intervals - music theory.net](http://Specific intervals - music theory.net)

Work your way through the information about the different intervals. Click on the different sentences, they will go yellow and it will show you an example and you can click on the link to hear it also.

### **TASK 4**

After following the online section on Specific intervals, complete the table below with at least two melodies that start with each interval. You may know some already or can look them up on the internet for ideas

Please submit this sheet at the end of Phase 3.

<b>Interval</b>	<b>Distance in semi- tones</b>	<b>Association</b>
Minor 2 <sup>nd</sup>	1	Jaws
Major 2 <sup>nd</sup>	2	
Minor 3 <sup>rd</sup>	3	
Major 3 <sup>rd</sup>	4	
Perfect 4 <sup>th</sup>	5	
Tritone	6	
Perfect 5 <sup>th</sup>	7	
Minor 6 <sup>th</sup>	8	
Major 6 <sup>th</sup>	9	
Minor 7 <sup>th</sup>	10	
Major 7 <sup>th</sup>	11	
Octave	12	