

education

ROUNDAABOUTTHEATRECOMPANY

Name: _____

Date: _____

Teacher Instructions

Activity Aim: How can a composer use the primary elements of music (tempo, pitch, rhythm, and dynamics) to create a mood?

Supply List

- 2 instrumental music selections (without lyrics), that reflect two different sets of music criteria & evoke different moods. Suggested moods: mysterious & silly
- CD player
- Attached handout
- Pens and/or Pencils

Teacher Instructions:

- 1) Distribute handout, review activity aim, and define “evoke” and “mood.”
- 2) Using the handout, review the four primary elements of music: Tempo, Pitch, Volume & Instrumentation.

Illicit responses from students to identify the various instruments that comprise each instrumentation group:

Strings -- violin, viola, cello, guitar, etc.

Percussion – drum, cymbal, chime, etc.

Woodwinds – flute, piccolo, pipe, etc.

Brass – trumpet, trombone, saxophone, etc.

- 3) Play two different music selections. Using handouts, ask students to identify the primary elements of music for each selection. May need to play music selections several times.
- 4) Ask students to identify the type of mood they associate with each piece of music. Their responses may vary; ask them to justify their conclusions.
- 5) Break up the class into 4 small groups. Assign a mood to each group from the list below. Ask everyone to write down their group’s assigned mood on their handouts.

MOODS: SCARY, ROMANTIC, SAD & FUNNY

- 6) Let students know that they will be creating their own music to evoke the mood that has been assigned to their group, using these steps:
 - a. Identify the elements that they think will evoke their assigned mood
 - b. Identify the instrumentation needed to evoke their assigned mood
 - c. Decide how they will create that instrumentation
For Example:
Humming to simulate strings
Snapping Fingers as percussion
Whistling to simulate woodwinds
Clapping to suggest brass
 - d. Decide who in the group is going to perform the sounds of the various instrumental sections.
 - e. Groups should rehearse, creating a sound that will evoke the mood assigned to them.
- 7) Share out. Each group performs their original music. Ask the audience to guess the mood evoked by the music of each group.
- 8) Ask students in each group to explain how/why they made the artistic choices they made in order to create their “mood” music.