

UNIT THREE

Elements of Music III: Pitch I

Course Learning Outcome(s)

At the end of the lesson you would be able to:

- a) Explain the concept of pitch
- b) Sing the tonic solfa scale
- c) Put down the solfa notes of the sounds in a short melody
- d) Create your own melodies

Activities

- a) Read the notes on Pitch
- b) Listen to a song and try to sing it/Sing any of your favourite songs.
- c) Sing the tonic solfa scale – d r m f s l t d' – up and down many times.
- d) Sing the melodies given in the text.

e) Listen/Sing a short piece of song and try to identify the pitches in the song. Sing them to their solfa notes.

Pitch

Pitch is a perceptual property of sounds that allows their ordering on a frequency-related scale, or more commonly, pitch is the quality that makes it possible to judge sounds as "higher" and "lower" in the sense associated with musical melodies

Take a pebble. Hit an empty milk tin with the pebble. Listen to the sound. Hit your table with the pebble. Listen to the sound produced. Compare the sounds. Are the two sounds the same?

Mention the following names and listen to the sounds they make:

1. Amina
2. Abiba
3. Kofi
4. Bugazi
5. Ayiteyvi
6. Mahamadu
7. Osei Tutu
8. Koranteng
9. Atta Korankye
10. Cockroach
11. Arhinful
12. Kwashiga
13. Saddam Husein
14. Kuntunkununku
15. Odomankoma

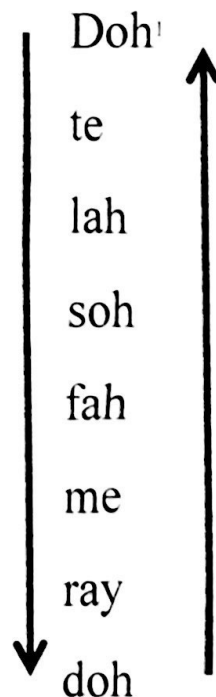
Compare the sounds in each name. Are they the same? Describe the sounds in each name.

We lower and raise our voices as we speak or sing. A piece of music is made up of various sounds.

The voice, therefore, makes use of different levels of sound as we sing. These sounds vary in terms of height. Some sounds are higher than others. Sound, therefore, exists at various levels. These levels of sound are known as pitches.

The two main systems used in the representation of pitch on paper are Tonic Solfa notation and Staff notation.

Tonic solfa notes: These are mainly a set of seven syllables used to represent pitch.



Activity

1. Sing the Tonic Solfa scale several times up (ascending) and several times down (descending). Sing it several times every day.
2. Sing the following. Try to sing each pitch correctly.

- a) d r d r d r r d d r m r d r d r m m r r d
- b) d r m r d r m r d r r d r m r d d r m r d
- c) d r m f m r d r m r d t₁ d r m r m r d t₁ d
- d) d r m d r m f m f m f s l s f m r m f s s
- e) s f m r d r m d r m f s m f s l s l s l t d¹
- f) d m r d r f m r m s f m s l s l t d¹ t l s m
- g) d d¹ t l s m s f m r m s f m s l s f m r d d¹
- h) m r d m s d¹ l s l s m d f m r t₁ d m s d¹ d
- i) d m s d m s m s d¹ m s d¹ d¹ l s d¹ l s s m d d¹
- j) d r m s s f e s l t a l s e l s m r e m s f m r r d
- k) l s l f r m l s f m r d t₁ d l₁ s₁ d m r d r t₁ l₁
- l) l₁ d m m r m r d t₁ l₁ s e₁ l₁ t₁ m₁ l₁ d m r d t₁ l₁

Practice exercises

1. What is pitch?
2. Put down the solfa notes in a song you know.
3. Create a short melody using solfa notes.

UNIT FOUR

Elements of Music IV: Pitch II

Course Learning Outcome(s)

At the end of the lesson you would be able to

- a) Sing a piece of melody written on the Movable Doh principle
- b) Draw the C-clef and F-clef staves
- c) Draw the G and F-clefs
- d) Name the position of the clefs using letters A-G
- e) Sing a short melody in Key C written on the staves

Activities

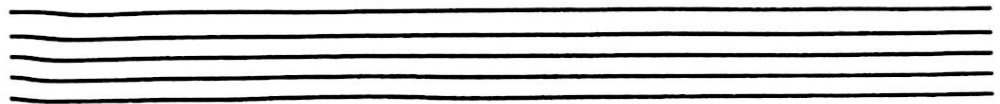
- a) Read the notes on staff notation
- b) Practice drawing the staves
- c) Sing the given melodies after identifying the doh
- d) Practice drawing the G and F-clefs on their respective staves

- e) Name the lines and spaces on both the Treble and Bass staves
- f) Sing the given melodies written on the staves

STAFF NOTATION

In the previous unit we looked at tonic solfa notation. Tonic solfa notation is one of the ways used for notating music. Another way for notating music is staff notation.

A staff or stave is made up of five parallel lines. The lines and spaces among the lines represent pitches. In staff notation a set of five lines plus the intervening spaces are used to represent relative pitch. This set of lines plus the intervening spaces is known as the stave or staff.



Movable doh

On the staff any line or space can represent doh. To remove doubts on which line or space represents doh,

the position of doh is clearly indicated at the beginning of each piece of music written in staff notation.

e.g.

doh first space doh second line

d r m f s l t d' d r m f s l t d'

doh first space doh second line

m r d m s f r d m r d m s f r d

Try to sing the following melodies

1.

2.

Now check with this:

1.

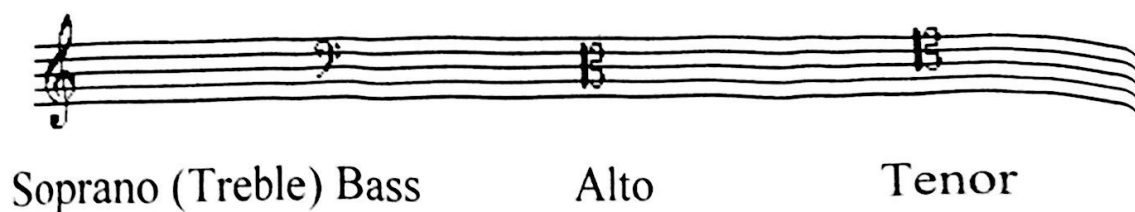
d m r d s - m - f m r r d - -

2.

m r f m r - d - s f m r d - -

Usually, two staves are used when writing music to be played on the piano. Music for a four-part choir may also be written on two staves - one staff for

soprano and alto, and the second staff for tenor and bass. The four voice parts may also use individual staves. There are symbols to indicate the different staves. These symbols are known as clefs.



The Soprano clef is also known as G clef as it is based on the second line (called G) of the soprano stave. It is thus derived from the letter, G. The lines and spaces of the stave are numbered from below.



The Alto and Tenor clefs are also known as C clefs as they are based on line C that lies between the Soprano and the Bass staves.

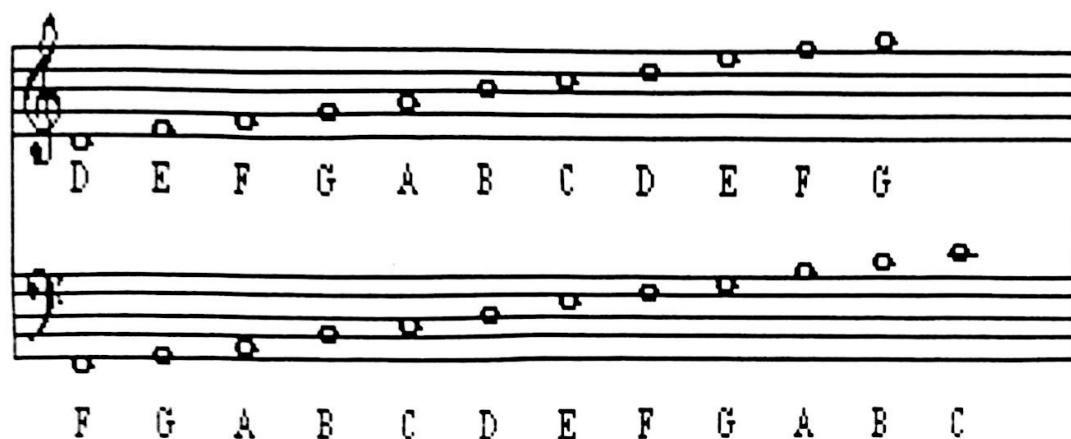
The Bass clef is also referred to as F clef as it is based on the fourth line (line F) of the bass stave. It is derived from the letter, F.



Names of lines and spaces.

The lines and spaces of the staff have been named using the first seven letters of the English alphabet –

A B C D E F G



Practice exercises

Name the following notes:

