



## ANSWER-WIZARD

- **Assignment 1.1 and 1.2**

Select your own choice of answers.

- **Assignment 1.3**

You should name the elements and concepts of music introduced in this module. If you can identify the elements and concepts you should write them in a circle. See if you can get an answer for each circle.

- **Assignment 2.1**

If you are not sure, look at the section on WHY listening activities are important.

- **Assignment 2.2**

Look at the sound example checklist on page 24. Draw up your own list according to the criteria given.

- **Assignment 2.3**

Use the given blocks and design your own listening guide and Questionnaire.

- **Listening guide:**
  1. Listen to a piece of music.
  2. Decide which elements and concepts of the music you would like to highlight.
  3. How are you going to portray these?
  4. Are you going to use words, notation, pictures?
  5. Draw or paste these pictures onto the paper.
  6. Listen to your music whilst following the guide. Can you follow the music more easily?

- **Listening Questionnaire:**

1. Listen to another piece of music.
2. Decide which elements and concepts of the music you would like to highlight.
3. Formulate questions that will lead the listeners to the correct answers.
4. Write down these questions on the paper.
5. Listen to your music whilst reading the questions.
6. Can you give the right answers?

- **Assignment 2.4**

The choice of songs should consider the age of the learners. The words and range of the song should fit the age group. For the didactic guidelines you should refer to the methods used to teach a song.

- **Assignment 2.5**

In your experience, what are the reasons why learners do not want to sing?

- **Assignment 2.6**

If you have difficulty answering this question you should read the section on singing in the supplementary material once again.

- **Assignment 2.7**

It would help you to find the correct answer if you think how the different instruments are played.

- **Assignment 2.8**

How would you be able to utilise instrumental playing in your teaching or working environment? Refer in your answer to the guidelines given in the supplementary material.

- **Assignment 2.9**

Make use of your body or materials in your home to portray these sounds.  
Your learners will also be able to give you some suggestions.

- **Assignment 2.10**

Take your learners' preferences into consideration.

- **Assignment 2.11**

1. solfa notation
2. staff notation
3. graphic notation
4. rhythmic notation

- **Assignment 2.12**

The following are examples of the different movement types:

Body percussion: finger clicking, hand clapping, stamping of feet

Locomotor movements: walking, running, skipping, jumping

Non-locomotor movements: swaying, bending, rocking.

- **Assignment 3.1**

It could perhaps help you to go and visit a CD-shop and listen to the new releases.

- **Assignment 3.2**

Most folk songs tell the story of everyday happenings. It would also be interesting to find out about these types of songs in other cultures.

- **Assignment 3.3**

If you are teaching teenagers you could ask them to bring you some of their favourite music and have a discussion on its musical value.

- **Assignment 3.4**

Your answer should include words similar to the one's given below:

Atmosphere - is the music happy, sad, energetic?

Instruments - do you hear guitars, drums, synthesisers?

Historical background - when was this music composed?

- was it written for a specific event?

Elements/concepts - read module 1 again to make sure what the elements and concepts of music are.

- **Assignment 3.5**

As with the other, more traditional music styles incorporated in group music, pop music can also be a valuable means of introducing learners to and nurturing their love for music. All the elements and concepts found in other music styles are also present in pop music. Learners could therefore be introduced to these elements and concepts through the music that they prefer to listen to. Pop music can then later be compared with other music styles.

- **Assignment 3.6**

Look at each style period shown on the video clip 'Successful Sounds'. While watching the video try to complete the table by summarising the characteristics of each period.

STYLE: What is characteristic of the style of the different periods?

GENRE: Refer to the types of works written, e.g. symphonies, operas

COMPOSERS: Name a few composers of the different periods.

INSTRUMENTS: Which instruments did you hear on the video?

- **Assignment 4.1**

Make a list of all the hardware and software that is available at your school, church or home.

- **Assignment 4.2**

You should also consider what the benefits of media in your teaching environment are. Even the simplest bulletin board can brighten up a classroom and enliven a group music lesson.

- **Assignment 4.3**

The following steps will help you to compile a transparency:

Listen to a piece of music.

Decide on the concepts that you would like to highlight.

Can you identify the manner in which this concept is presented e.g. are the dynamics loud, soft or moderate? Is the tempo fast, slow or moderate?

Write these concepts on your master plan.

- **Assignment 4.4**

After cutting out the pointer you should use it in your presentations so that you become accustomed to working with it.

- **Assignment 4.5**

This transparency should be designed so as to be used with various music examples. You should therefore indicate different concepts of music.

- **Assignment 4.6**

The incorporation of the correct presentation techniques will amongst others:

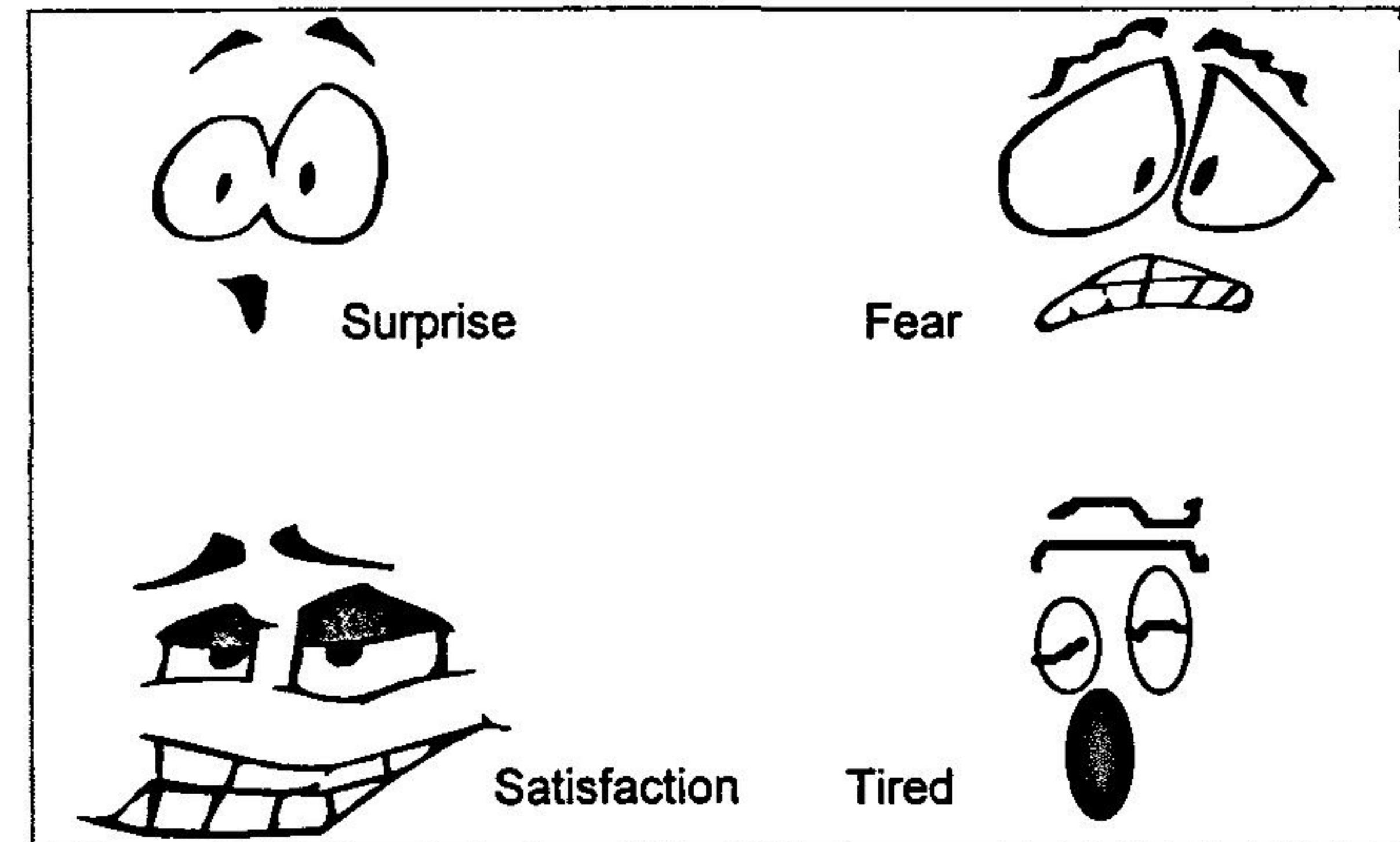
- build your self-confidence
- structure your presentation
- ensure that knowledge is successfully conveyed.

- **Assignment 4.7**

This material could include:

- Home videos of your local community music events.
- Television programmes.
- Music movies e.g. Sound of Music, The Lion King.
- Cartoons.

- **Assignment 4.8**



- **Assignment 4.9**

From time to time it is good to evaluate your reactions in class. Analysing your reactions in a difficult situation will enable you to deal with them, perhaps more successfully in the future.

- **Assignment 4.10**

It is important that you stand your ground when facing a class for the time. You should be confident, friendly and in control of the situation. Learners will then know what is expected of them and how they should behave in your class.

Aspects of most people's communication skills needing improvement include:

- eye contact;
- avoiding 'um' and 'OK';
- unnecessary fiddling with hair or hands; as well as
- standing straight and firmly etc.

- **Assignment 5.1**

To give learners, through music, a short historic account of South Africa.

**Outcome:** After completing this lesson the learner should be able to give account of the history of South Africa:

- playing on instruments
- singing a song
- moving to music.

To acquaint learners with a variety of instruments.

**Outcome:** After completing this module the learner should be able to identify and play on a variety of instruments:

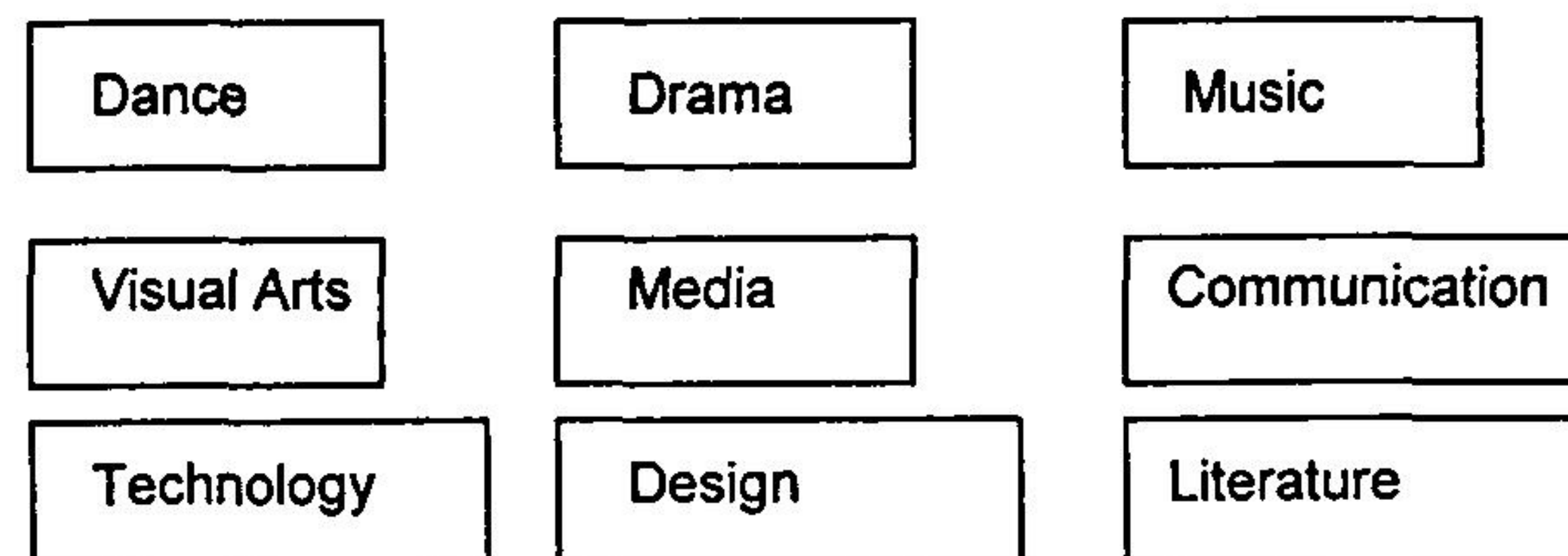
- accompanying a song
- imitating sounds
- listening to recorded instrumental music

To afford learners the experience of a variety of musical styles through singing, instrumental participation, movement and listening to music.

**Outcome:** After this session the learners should have experienced musical styles through singing, instrumental playing, movement and listening activities.

- **Assignment 5.2**

The pictures were chosen to assist you in making your decision.



- **Assignment 5.3 and 5.4**

In order to answer this question, the opinions of groups of learners should be taken into consideration. It would be interesting to compare the outcomes you have drafted with the ones that they expect.

- **Assignment 5.5**

If you have trouble completing the planning you could have a look at some other examples in the library or design your own system.