



USING SPEECH RHYTHMS TO CREATE MOTIVES

OSUN Connected Learning Contest Winner

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Course: Musicianship

Using Speech Rhythms to Create Motives - translating words and brief phrases into melodic building blocks.

Musicianship (MUS 103)

Have you ever wanted to learn to read music or be able to write down what you hear? This class is your first step whether you want to sing, learn an instrument, compose, or improve your ear for melodies. This course covers music notation, ear training, sight singing, and the composition of simple pieces. By the end of the semester, you will have improved your skills in all aspects of music reading and will be familiar with the basics of scales and chords. Students without previous experience in music reading or those wishing to renew their acquaintance with musical fundamentals should register for this course. This course is recommended for all students planning to take music lessons and participate in ensembles, as well as those planning to take music theory or composition courses.

Practical and pedagogical value

Soon after the College transitioned to online teaching in March 2020, I wanted to maintain the momentum of the class and also present the students with an engaging assignment that could form the basis of more extended projects. I had introduced the concept of motives in the previous week's assignment.

Our access to Moodle made it possible for the students to share their work asynchronously - especially useful since some of the students were in China and time zones varied. The

assignment led to more ambitious composition projects using the motives to build phrases, and the phrases into more complete pieces.

The students were already familiar with MuseScore, a free and powerful music notation tool, which they used to transcribe, edit, and share their work. A weekly Moodle Forum also allowed the students to comment on each other's work. They were very supportive of each other. And of course we could also correspond and have conferences when needed.

The assignment

Small Assignment 8 – look at the sheet in this week's folder translating common Covid-19-related phrases and long words into rhythmic patterns. Practice repeating the rhythms.

Since the rhythms on the chart are interpretational, there are other ways to say these rhythmically. You can experiment.

Assignment – use these or other, more cheerful verbal phrases of a similar length, adding notes to create three several separate musical motives. When you add notes, try to follow the rise and fall of pitch and accent in the original verbal phrases. Please include the words along with your musical examples. You are welcome to use other languages. As with last week's assignment, each one should be in a different key. Post these on this Forum. Next week, we will use these and/or last week's motives that you created, to build longer compositions using transformation techniques.