

27 Lessons on Solfeggio

David Chi-Beng Yap

香譜唱音27課

葉志明著



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Cultural Center of the Philippines
National Music Competitions for Young Artists
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Dedicated to my wife

So Hua (Esther) L. Yap

柳素華

FOREWORD

David Chi-beng Yap's latest book, *27 Lessons on Solfeggio*, finds relevance in an appropriate basic approach to music education and choir training based on the principle of the Kodály Method.

It systematically covers training in fundamentals of scales on fixed "do" from the pentatonic to the diatonic, chromatic and atonal scales, as well as their relative Modulations in movable "do" solfege. Familiarity in the two approaches to solfege makes for facility and versatility in both methods that would require much skill.

Pointers and steps on the use of the book are clearly given to increase learning processes not only in unison singing but also in part-singing. Varied rhythmic patterns are used to encourage creativity in the solfege exercises.

The many fruitful years of experience of Prof. Yap in handling choral training and direction are reflected aptly in this set of solfeggio lessons toward effective and functional ends. Every music educator should be made aware of the unique Yap approach to musical training.



LUCRECIA R. KASILAG
President, Cultural Center of the Philippines
Over-all Chairman, National Music Competition
for Young Artists

FOREWORD

The *27 Lessons on Solfeggio* by Professor David Yap is a significant contribution to the field of musical training offering a wide scope of melodic and rhythmic exercises in a sequentially designed, graded material. The author's logical provenance exemplifies his belief: that knowledge and skill is indispensable to musicians in all fields.

This very carefully prepared book presents a concise and accelerated avenue for developing musicianship through rhythmic and melodic readings and eartraining exercises. It is intended primarily for college training but may be successfully used at lower level of music instruction. It works equally well with integrated courses, like instrumental and vocal training, theory or compositional study, either through classroom use or programmed self-study. It fulfills a two-fold purpose: to develop the student's skill in sight singing, and also to foster analytical awareness to melodies with respect to the surrounding pitches of scalar, intervallic and triadic configurations.

If we believe that sight singing is a life-long tool for cultivation of music, then Professor Yap's book should be welcomed as a strong and valuable addition.



ARPAD DARAZS
Professor of Music
Director of Choral Activities
University of South Carolina

27 Lessons on Solfeggio

David Chi-Beng Yap

Preface

In choral singing, reading music is fundamental, and yet most of choir members think it is hard to learn. Conductors frequently neglect teaching solfeggio and vocal method during rehearsals due to intensive teaching of songs. It is generally believed that children are able to identify, hear and sing notes on the staff at a very early age; therefore reading music should start from the children's choir and continue the same through the youth and the adult choir.

This book contains 27 lessons, it is mainly written for choral singing. The principles are based on the Kodály Method which is formulated by Zoltan Kodály (1882-1967), one of the greatest 20th century music educators. These lessons utilize the Solmization (movable *do*) system with pentatonic, heptatonic (popularly known as diatonic) and chromatic scales. It covers on modes, tonal and the atonal music of the 20th century.

Solfeggio can be learned through the fixed *do* system or the movable *do* system. Music schools usually adopt the fixed *do* system because it serves best for instrumental playing; but for singing, we recommend the movable *do* system, because of its tendency toward natural musical expressions. However, for advanced students and for those who want to expand a broader knowledge in music, both systems should be employed.

For those who use the movable *do* system, especially those among the school teachers who feel uncertain of themselves, because of the fact that most music students and professionals are using the fixed *do* system, we wish to assure them that the movable *do* method is definitely applicable for learning how to sing.

Part one of this booklet consists of exercises, while part two suggests methods of learning and applications; it is an aid to exercises on part one so that students may expand their musicianship.

In order to facilitate cross references and explanations between exercises on part one and two we have adopted Dewey's Decimal System. The Roman numerals (I, II) represent parts one and two; arabic numerals (1, 2, 3) indicate lessons (in part I) or sections (in part II). The digit after the decimal mark further divisions, such as 2.11, 2.12 etc.

The author express his appreciation and heartfelt gratitude to Dr. Lucrecia R. Kasilag, President of the Cultural Center of the Philippines, and to Dr. Arpad Darazs, a Kodály specialist, for their encouragement and for writing the Forwards, to Dr. I-to Loh for his constant advise; to Mr. Gabriel Chi for the editorial work, and to Mrs. Frances S. Tiburcio for assistance in the English version.

DAVID CHI-BENG YAP
September 1983

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LESSON NO.	Position		KEY	SCALE	ACCIDENTALS	Modulation	PAGE
	line	space					
1		Second		Pentatonic (d r m s l)	None		3
2	Second						3
3		Third					4
4	Fourth						4
5						Modulation of "Keys" covered in lessons 1-4	5
6		Second		Diatonic (d to d ^b)	f [#]		5
7	Second				r [#] d [#] f [#] s [#]		6
8		Third					6
9	Fourth						7
10					d [#] r [#] s [#] l [#] f [#]	Modulation of "Keys" covered in lessons 6-9	7
11	First			Pentatonic (d r m s l)	None		8
12		First					8
13	Third						9
14						Modulation of "Keys" covered in lessons 11-13	9
15	First			Diatonic (d to d ^b)	f [#] s ^b l ^b t ^b		10
16		First			r ^b m ^b s [#] j [#]		10
17	Third				d [#] r [#] s [#] s ^b l ^b		11
18					d [#] r [#] f [#] s [#] l [#]	Modulation of "Keys" covered in lessons 15-17	11
19						Modulation of "Keys" covered in lessons 1-17	12
*20	A B		E, E ^b				13 14
21	A B		A, A ^b				15 16
22	A B		F				17 18
23	A B		G				19 20
24	A B		D, D ^b				21 22
25	A B		B, B ^b				23 24
26	A B		C				25 26
27	A B		C			Modulation of "Keys" covered in lessons 1-26	27 28

*From lessons 20-27 Soprano, Alto and Children use exercises on A section;
Tenor and Bass use B.

Part I BASIC EXERCISES

POINTERS ON HOW TO USE THIS BOOK

For the sake of simplicity, the exercises on the first-half of this book use only the staff without either G clef () or F clef (); This would also enable the mixed chorus to sing in unison. After the students are familiar with spaces and lines, the clefs and key signatures are introduced on the second half.

A brief explanation below would provide some insights in using this book.

1. The small letters in the exercises stand for the sol-fa syllables: d — do, r — re, m — mi, f — fa, s — sol, l — la, and t — ti (si is also used but we prefer "ti" to differentiate it from "s" (sol)).

2. In the movable *do* system syllables with sharps ((do[#], re[#], fa[#], sol[#], la[#]) are ordinarily read as do, re, fa, sol, la but the pitches are raised one-half step each. This is adapted from the fixed *do* system.

3. The syllables with flats are likewise sung with ti, la, sol, mi, re, but with each tone lowered one-half step. For those who are already familiar with singing sharps or flats with variable syllables (ri, fi, si, li, te, le, se, me, ra); please feel free to do so.

4. The conductor/leader may use any pitch as *do* but must be aware of the tessitura which is within the members singing range.

5. When possible, avoid using the piano in studying the exercises.

6. The length of time for learning the exercises should not exceed the capacity and interest of the individuals.

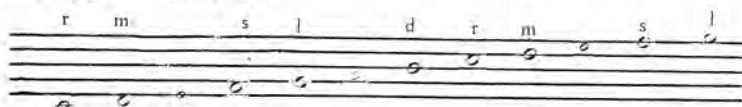
7. The order of lessons and exercises are not meant to be followed precisely; one may choose to study any section or any stage of learning.

8. For effective learning it is advisable for each member to own a copy of this book.

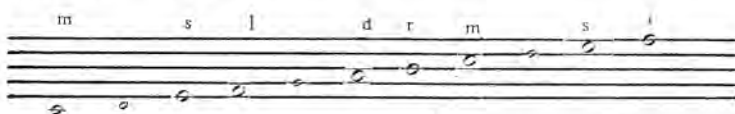
9. Lessons 1-19 are for mixed voices; for lessons 20-27, women and children, use the A section (treble clef), and the men use B (bass clef).

10. To let students know the relative positions of pitches on the lines and spaces. Then one can use any of the space or line as *do* to sing different five-tone scales. This will enable students to familiarize the basic approach to sight singing.

Exp. (1) — Third line as *do*



(2) — Second space as *do*



LESSON 1

I

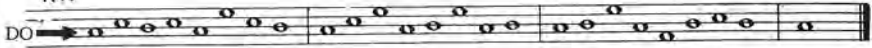


2nd Space = do

EXERCISES

Scale: Pentatonic (d, r, m, s, l)

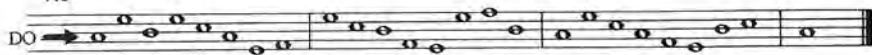
1.1.



1.2



1.3



1.4



1.5



LESSON 2

I

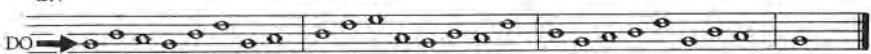


2nd Line = do

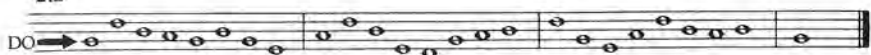
EXERCISES

Scale: Pentatonic (d, r, m, s, l)

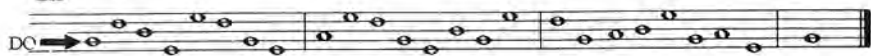
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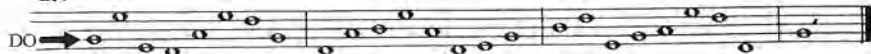
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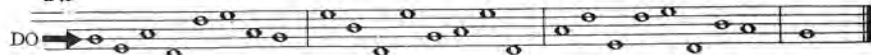
2.3



2.4



2.5



LESSON 3

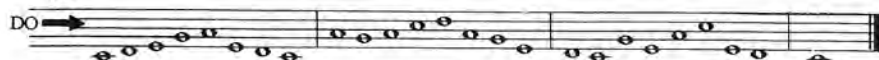
I EXERCISES

3.1

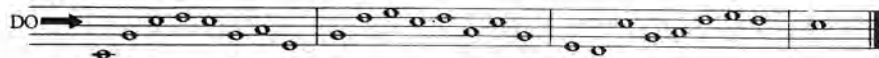


3rd Space = do

Scale: Pentatonic (d, r, m, s, l)



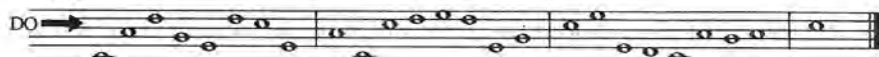
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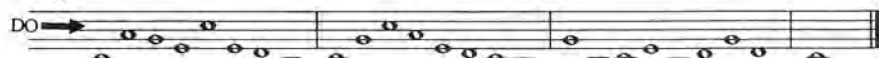
3.3



3.4



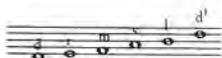
3.5



LESSON 4

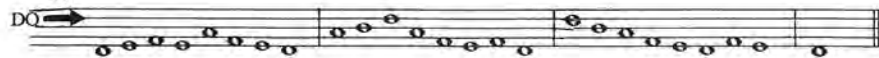
I EXERCISES

4.1

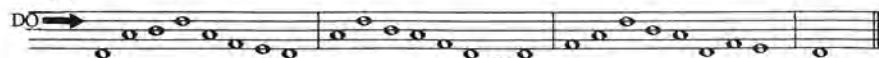


4th Line = do

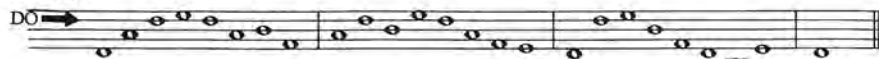
Scale: Pentatonic (d, r, m, s, l)



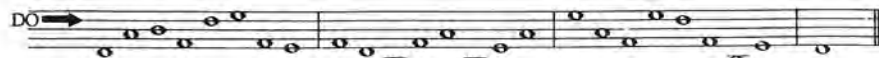
4.2



4.3



4.4



4.5



LESSON 5

I

Scale: Pentatonic (d, r, m, s, l)

EXERCISES

Modulation "Keys" covered in lessons 1 – 4

5.1 d d=l d=m

5.2 d l=s d=r

5.3 d l=m l=r

5.4 d m=r s=l

5.5 d l=r d=s

LESSON 6

I

EXERCISES

2nd Space = Do
Scale: Diatonic (d-d¹ + f#)

6.1

6.2

6.3

6.4

6.5

LESSON 7



2nd Line = do

Scale: Diatonic (d-d1 + d#, r#, f#, s#)

EXERCISES

7.1

7.2

7.3

7.4

7.5

LESSON 8



3rd Space = do

Scale: Diatonic (d-d1 + d#, r#, f#, s#)

EXERCISES

8.1

8.2

8.3

8.4

8.5

LESSON 9



4th Line = do

Scale: Diatonic (d-d¹ + d[#], r[#], f[#], s[#])

EXERCISES

9.1

9.2

9.3

9.4

9.5

LESSON 10

Scale: Diatonic (d-d¹ + d[#], r[#], f[#], s[#], l[#])

I

Modulation of "keys" covered in lessons 6 – 9

EXERCISES

10.1 d f[#] s=m f[#] l=do

10.2 d f[#] m=r r[#] d=r f[#] f

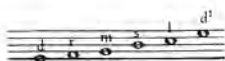
10.3 d f[#] t=m f[#] d=s r[#]

10.4 d f[#] s=d d[#] d l=m d[#] f[#]

10.5 d s[#] l[#] f[#] s=d f[#] s[#] r[#] m=r s[#] f[#]

LESSON 11

I



1st Line = do

EXERCISES

Scale: Pentatonic (d, r, m, s, l)

11.1



11.2



11.3



11.4



11.5



LESSON 12

I

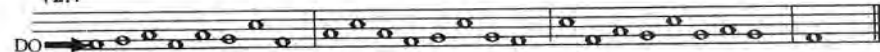


1st space = do

EXERCISES

Scale: Pentatonic (d, r, m, s, l)

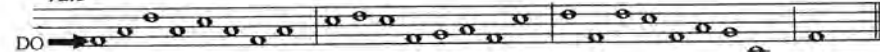
12.1



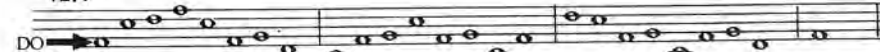
12.2



12.3



12.4



12.5



LESSON 13

I



3rd Line = do

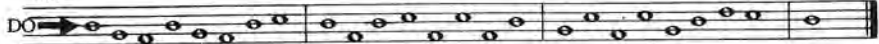
EXERCISES

Scale: Pentatonic (d, r, m, s, l)

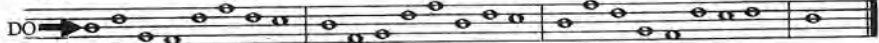
13.1



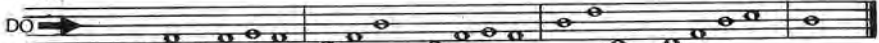
13.2



13.3



13.4



13.5



LESSON 14

I

Scale: Pentatonic (d, r, m, s, l)

EXERCISES

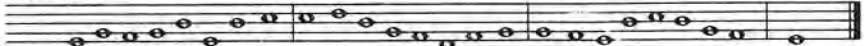
Modulation of "keys" covered in lessons 11 – 13

14.1

d

l=r

l=m



14.2

d

r=l

s=d



14.3

d

m=d

d=m

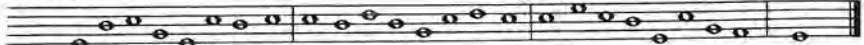


14.4

d

l=r

r=l

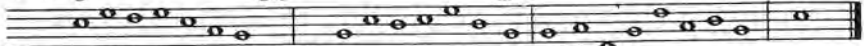


14.5

d

d=l

m=s



LESSON 15

I



1st Line = do

EXERCISES

Scale: Diatonic (d-d¹ + f[#], s^b, l^b, t^b)

15.1

15.2

15.3

15.4

15.5

LESSON 16

I



1st Space = do

EXERCISES

Scale: Diatonic (d-d¹ + r^b, m^b, s[#], l[#])

16.1

16.2

16.3

16.4

16.5

LESSON 17

I

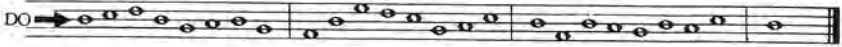


3rd Line = do

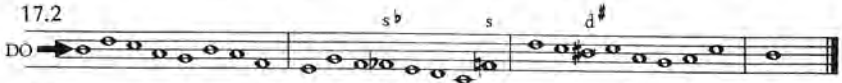
EXERCISES

Scale: Diatonic (d-d¹ + d[#], r[#], s[#], s^b, l^b)

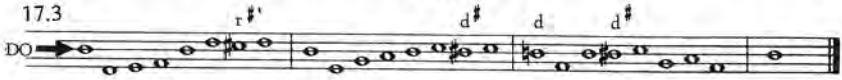
17.1



17.2



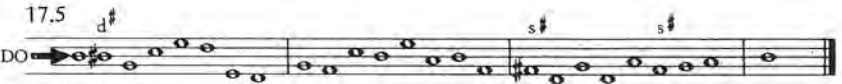
17.3



17.4



17.5



LESSON 18

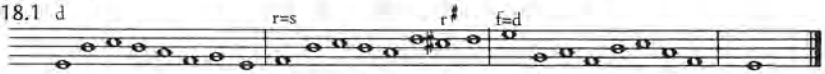
Scale: Diatonic (d-d¹ + d[#], r[#], f[#], s[#], l[#],
r^b, m^b, s^b, l^b, t^b)

I

EXERCISES

Modulation of "keys" covered in lessons 15 – 17

18.1 d



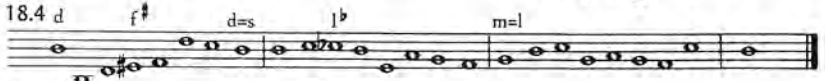
18.2 d



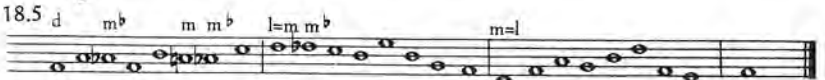
18.3 d



18.4 d



18.5 d



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LESSON 19

Scale: Diatonic (d-d¹ + d[#], r[#], f[#], s[#], l[#]
r^b, m^b, s^b, l^b, t^b.)

I

EXERCISES

Modulation of "keys" covered in lessons 1 – 17

19.1 d d=m m=l d[#] m=s

19.2 d d=l l=d

19.3 d d=l s[#] f[#] m=s

19.4 d t^b d[#] r=s r[#] f=d r[#] m^b r

19.5 d, t^b d[#] d=m t^b r[#] m=d t^b f[#]

LESSON 20 A (S.A.)

Scale: Diatonic (d-d¹ + d[#], r[#], f[#], s[#], l[#], r^b, m^b, s^b, l^b, t^b)

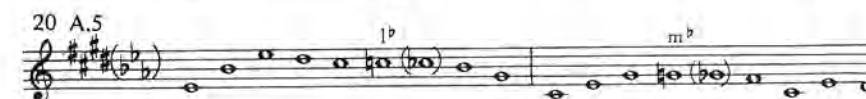
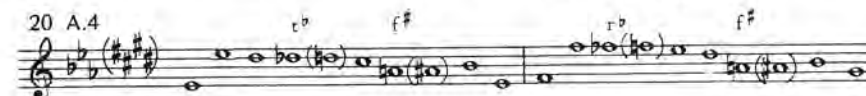
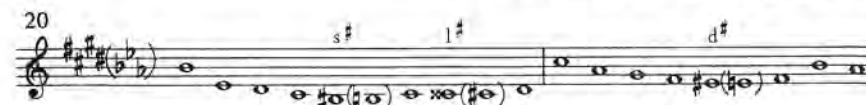
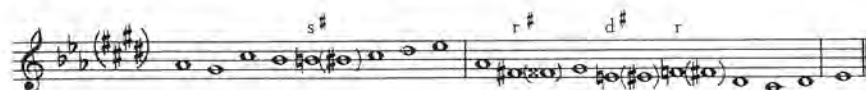
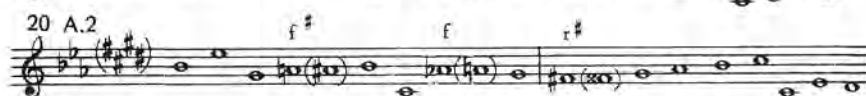
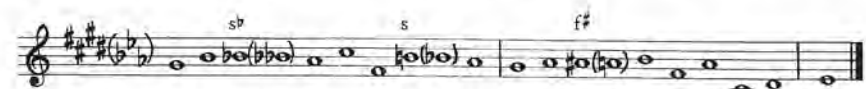
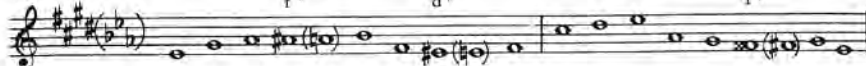
Key of E

I

EXERCISES

20 A.1

Key of E^b



LESSON 20 B (T.B.)

Scale: Diatonic (d-d[#], r[#], f[#], s[#], l[#], r^b, m^b, s^b, l^b, t^b)

Key of E

I EXERCISES

Key of E^b

20 B.1

20 B.2

20 B.3

20 B.4

20 B.5

LESSON 21 A (S.A.)

Scale: Diatonic (d-d¹ + d[#], r[#], f[#], s[#], l[#], r^b, m^b, s^b, l^b, t^b)

Key of A

I

EXERCISES

21 A.1

Key of A^b

21 A.2

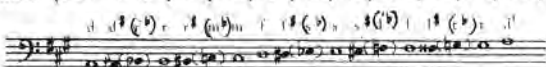
21 A.3

21 A.4

21 A.5

LESSON 21 B (T.B.)

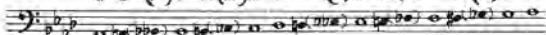
Scale: Diatonic (d-d[♯] + d[♯], r[♯], f[♯], s[♯], l[♯], r^b, m^b, s^b, l^b, t^b)

Key of A 

I

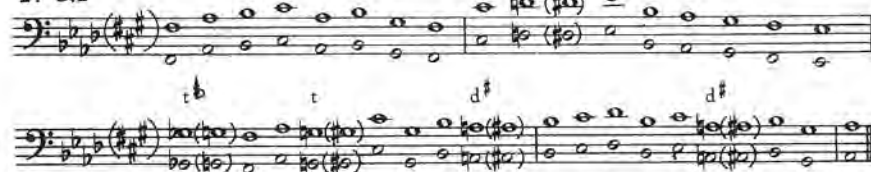
EXERCISES

21 B.1

Key of A^b 



21 B.2



21 B.3



21 B.4

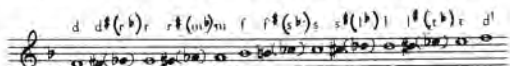


21 B.5



LESSON 22 A (S.A.)

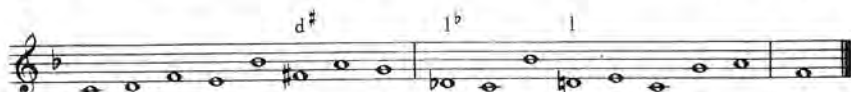
Scale: Diatonic (d-d¹ + d[#], r[#], r[#], s[#], l[#], r^b, m^b, s^b, l^b, t^b)

Key of F 

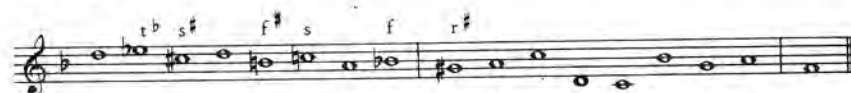
*Key of F# 

I EXERCISES

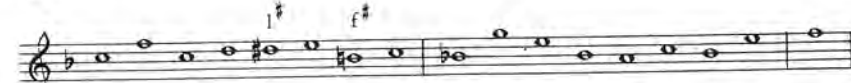
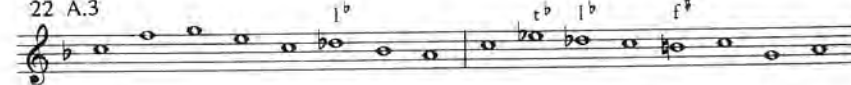
22 A.1



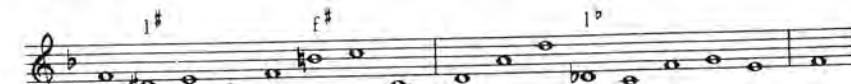
22 A.2



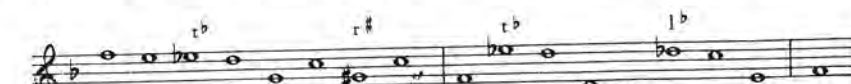
22 A.3



22 A.4



22 A.5



* Keys of F[#], G^b and C[#] in lesson 22, 23 and 26 are seldom use in singing.

LESSON 22 B (T.B.)

Scale: Diatonic (d-d¹ + d[#], r[#], f[#], s[#], l[#], r^b, m^b, l^b, t^b)

Key of F

I

*Key of F#

EXERCISES

22 B.1

EXERCISES
22 B.1

Exercise 22 B.1 is a short piece in bass clef, 2/4 time, with a key signature of one sharp (F#). The melody is written on a single staff. It begins with a quarter note G2, followed by a quarter note A2, then a quarter note B2. The second measure contains a quarter note C3, followed by a quarter note B2, then a quarter note A2. The third measure contains a quarter note G2, followed by a quarter note F#2, then a quarter note E2. The fourth measure contains a quarter note D2, followed by a quarter note C3, then a quarter note B2. The fifth measure contains a quarter note A2, followed by a quarter note G2, then a quarter note F#2. The sixth measure contains a quarter note E2, followed by a quarter note D2, then a quarter note C3. The seventh measure contains a quarter note B2, followed by a quarter note A2, then a quarter note G2. The eighth measure contains a quarter note F#2, followed by a quarter note E2, then a quarter note D2. The ninth measure contains a quarter note C3, followed by a quarter note B2, then a quarter note A2. The tenth measure contains a quarter note G2, followed by a quarter note F#2, then a quarter note E2. The piece ends with a double bar line.

[illegible]

22 B.2

[illegible]

22 B.3

22 B.3

The musical score for Example 22, B.3, consists of two staves of music in bass clef. The first staff begins with a key signature of one flat (B-flat) and a common time signature. It contains two measures. The first measure has a half note G2, a half note F2, and a half note E2. The second measure has a half note D2, a half note C2, and a half note B1. Above the first measure is a dynamic marking of 1^b . Above the second measure is a dynamic marking of 2^b . The second staff also begins with a key signature of one flat and a common time signature. It contains two measures. The first measure has a half note A1, a half note G1, and a half note F1. The second measure has a half note E1, a half note D1, and a half note C1. Above the first measure is a dynamic marking of $1^\sharp$. Above the second measure is a dynamic marking of $f^\sharp$.

22 B.4

22 B.4

Handwritten musical score for '22 B.4'. The score is written on two staves in bass clef with a key signature of one flat (B-flat). The first staff contains two measures of music. The first measure has a whole note G2, a half note F2, and a whole note E2. The second measure has a whole note D2, a half note C2, and a whole note B1. Above the first measure is a 'tr' (trill) marking over the G2 note. Above the second measure is an 'mb' (mordent) marking over the D2 note. The second staff contains two measures of music. The first measure has a whole note G2, a half note F2, and a whole note E2. The second measure has a whole note D2, a half note C2, and a whole note B1. Above the first measure is an 'f#' (fermata) marking over the G2 note. Above the second measure is an 'lb' (long breath) marking over the D2 note.

22 B.5

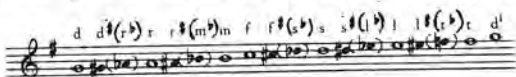
22 B.5

The musical score for Example 22, B.5, consists of two staves. The top staff begins with a treble clef and a key signature of one flat (B-flat). It contains a sequence of notes with various accidentals: a whole note with a sharp (r#), a half note with a sharp (d#), a whole note with a natural (r), a half note with a natural (d), a whole note with a sharp (f#), a half note with a flat (b), a whole note with a sharp (r#), and a half note with a natural (f). The bottom staff begins with a bass clef and a key signature of one flat (B-flat). It contains a sequence of notes with various accidentals: a whole note with a flat (b), a half note with a flat (b), a whole note with a natural (r), a half note with a sharp (r#), a whole note with a flat (b), a half note with a flat (b), a whole note with a flat (b), and a half note with a flat (b). The score is written in a standard musical notation style with a common time signature.

*F# Seldom used

LESSON 23 A (S.A.)

Scale: Diatonic (d-d¹ + d[#], r[#], f[#], s[#], l[#], r^b, m^b, s^b, l^b, t^b)

Key of G 

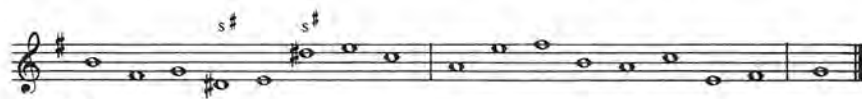
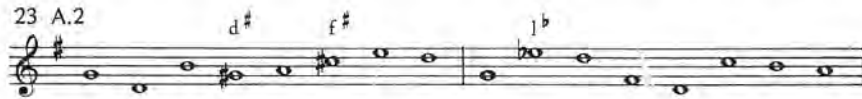
EXERCISES

*Key of G^b 

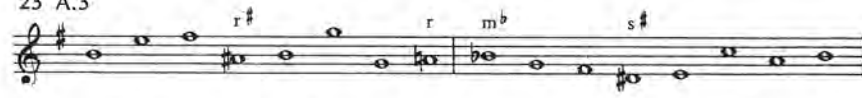
23 A.1



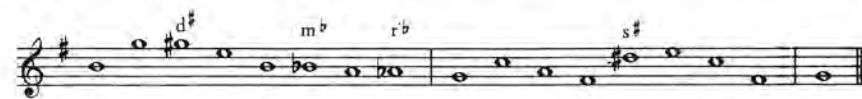
23 A.2



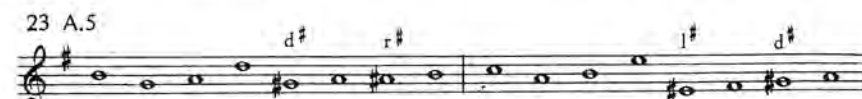
23 A.3



23 A.4



23 A.5



*G^b seldom used

LESSON 23 B (T.B.)

Scale: Diatonic (d-d¹ + d[#], r[#], f[#], s[#], l[#], r^b, m^b, l^b, t^b)

1 EXERCISES 23 B.1

Key of G

*Key of G^b

Scale: d d[#](r[#]) r r[#](l[#]) l l[#](s[#]) s s[#](t^b) t t^b(f^b) f f[#]

23 B.2

23 B.3

23 B.4

23 B.5

*G^b seldom used

LESSON 24 A (S.A.)

Scale: Diatonic (d-d[♯] + d[♯], r[♯], f[♯], s[♯], l[♯], r^b, m^b, s^b, l^b, t^b)

Key of D

Key of D^b

I

EXERCISES

24 A.1



24 A.2



24 A.3



24 A.4



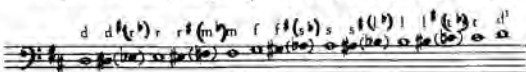
24 A.5



LESSON 24 B (T.B.)

Scale: Diatonic (d-d¹ + d[#], r[#], r[#], s[#], l[#], r^b, m^b, s^b, l^b, +b.)

Key of D



Key of D^b



EXERCISES

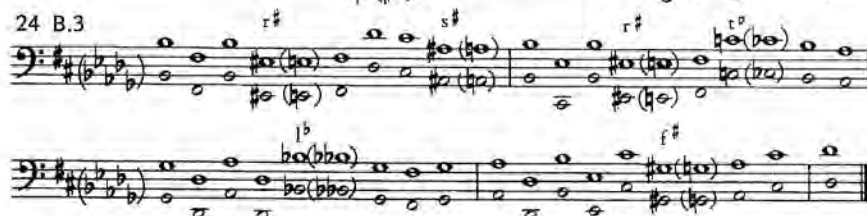
24 B.1



24 B.2



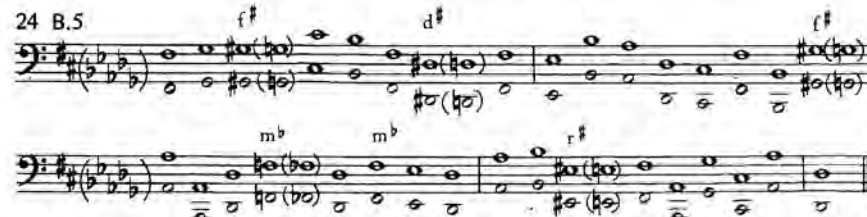
24 B.3



24 B.4



24 B.5



LESSON 25 A (S.A.)

Scale: Diatonic (d-d¹ + d[#], r[#], f[#], s[#], l[#], r^b, m^b, s^b, l^b, t^b)

Key of B

I

EXERCISES

25 A.1

Key of Bth

#2

2

63

13

2000

5

25 A.2

1^b

15

 m^5

10

f#

25 A.3

22

工 務

r

τ²

t

25 A.4

 m^2

m

m

2b

77

18

2

d#

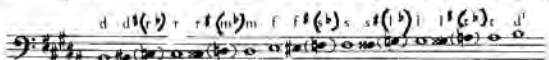
10

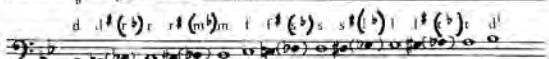
d

d

LESSON 25 B (T.B.)

Scale: Diatonic (d-d[#], r[#], f[#], s[#], l[#], r^b, m^b, s^b, l^b, t^b)

Key of B 

*Key of B^b 

EXERCISES

25 B.1 

25 B.2 

25 B.3 

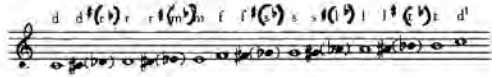
25 B.4 

25 B.5 

LESSON 26 A (S.A.)

Scale: Diatonic (d-d¹ + d[#], r[#], f[#], s[#], l[#], r^b, m^b, s^b, l^b, t^b

Key of C



I

EXERCISES

*Keys of C[#]

26 A.1



26 A.2



26 A.3



26 A.4



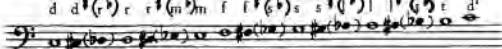
26 A.5



*C[#] seldom used

LESSON 26 B (T.B.)

Scale: Diatonic (d-d[♯] + d[♯], r[♯], f[♯], s[♯], l[♯], r^b, m^b, s^b, l^b, t^b)

Key of C 

I

EXERCISES

* KEY of C# 

26 B.1



26 B.2



26 B.3



26 B.4



26 B.5



*C# seldom used

LESSON 27 A (S.A.)

Scale: Diatonic (d-d¹ + d[#], r[#], f[#], s[#], l[#], r^b, m^b, s^b, l^b, t^b)

1

Modulation of "keys" covered in lessons 1 – 26

EXERCISES

27 A.1



27 A.2



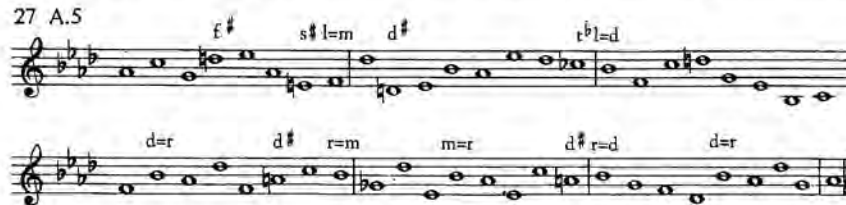
27 A.3



27 A.4



27 A.5



LESSON 27 B (S.A.)

Scale: Diatonic (d-d[#] + d[#], r[#], f[#], s[#], l[#], r^b, m^b, s^b, l^b, t^b)

I

EXERCISES

Modulation of "keys" covered in lessons 1 - 26

27 B.1 l=d d=s l=t

27 B.2 l# d# r=t s# l=d m^b

27 B.3 s# d=l s=r l# l=d l=r

27 B.4 f=s f# l=s d# f# s=m d# m=s

27 B.5 s# l=m d# c^b l=d

27 B.5 d=r d# r=m m=r d# r=d d=r

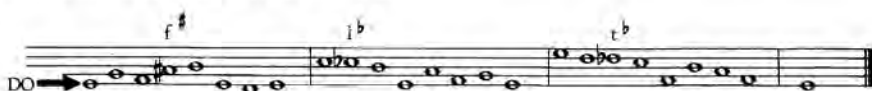
Part II

In order to generate further interest (while studying the exercises), and cultivate better musicianship, the instructor can make use of various methods and apply to any of the exercises in Part I. This will provide endless varieties and vitality to the existing melodies.

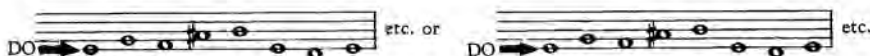
II-1. Note reading (based on I-15.1)

I-15.1.

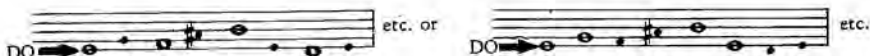
1.1 Sing the syllables do, re, mi, etc.



1.2 Sing the notes with “la” or “ah”



1.3 Sing every other notes and listen to the next notes in between do-(•)- re-(•)- so-(•) etc. This will develop the ability of inner hearing. The dark notes (•) indicate those to be "heard" and not sung.



II-2 Rhythmic Training (based on I-2.2)

Choose any of the following meters $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$ and rhythmic pat terns, or combinations there of for rhythmic training.

	(A) $\frac{2}{4}$	(B) $\frac{3}{4}$	(C) $\frac{4}{4}$
2.11			
2.12			
2.13			
2.14			
2.15			
2.16			
2.17			

Use the following examples for rhythmic exercises. (I-2.2)

DO →

The first line of musical notation shows the notes for 'Do-Re-Mi-Fa-So-La-Ti-Do' on a single staff. The notes are: Do (C4), Re (D4), Mi (E4), Fa (F4), So (G4), La (A4), Ti (B4), and Do (C5). The notes are written as quarter notes, with the final Do being a half note. The key signature has one flat (Bb), and the time signature is 4/4.

Based on rhythmic pattern 2.14a

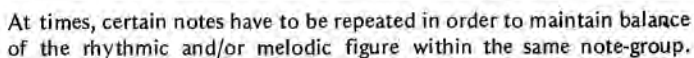
2.21

Based on rhythmic pattern 2.14b

2.22

DO  etc.

2.23



2.24



2.25



2.26



2.27



2.28 Multiple combination of rhythmic patterns, such as 2.17a and 2.13a.

2.28



In short, there are no limits to rhythmic variations. The imagination of instructor will provide endless challenges to students.

II-3 Training on Phrasing

Sing any of the exercises from 2.21 to 2.28 with different phrasing, new text may also be added in singing.

II-4 Ear Training (based on I-22.1)

I-22.1



- 4.1 Play one note on the piano and let the students repeat with "ah"
- 4.2 Indicate the note "do" first, and play any note in the scale and let them identify by singing with sol-fa syllables.
- 4.3 Play any melody with variable lengths and let them repeat the same.
- 4.4 Play any melody and let the students write the notes on the staff.

..5 Training on Dynamics (based on 1-9.3)

1-9.3)



- | | | | | | |
|-----|-----------|-----------------|-----------|------------------|------------------------------------|
| 5.1 | <i>p</i> | | <i>f</i> | | <i>p</i> |
| 5.2 | <i>f</i> | | <i>p</i> | | <i>f</i> |
| 5.3 | <i>p</i> | $\triangleleft$ | <i>f</i> | $\triangleright$ | <i>p</i> |
| 5.4 | <i>f</i> | $\triangleleft$ | <i>ff</i> | | <i>f</i> $\triangleright$ <i>p</i> |
| 5.5 | <i>pp</i> | <i>f</i> | <i>pp</i> | <i>sfz</i> | <i>p</i> <i>sfz</i> <i>ppp</i> |

II-6 Training on Tempo

Sing any exercise using the following tempo marks, a metronom may be used for reference.

- | | |
|----------------------|-------------------------|
| 6.1 – Adagio / Largo | c. 66 beats per minute |
| 6.2 – Andante | c. 78 beats per minute |
| 6.3 – Moderato | c. 108 beats per minute |
| 6.4 – Allegro | c. 120 beats per minute |
| 6.5 – Presto | c. 168 beats per minute |

II-7 Training on Independent Singing (Based on I-21.1)

(S.A.)

(T.B.)

- 7.1 Divide the choir into smaller cells, so that they are able to hear each other's voice.
- 7.2 Two-part singing: Based on I-21.1, the upper voice sings the 1st note and sustains it while the lower voice comes in on the 2nd note and sustains it. The upper voice proceeds to the 3rd note and sustains it, while the lower voice proceeds to the 4th note, and so forth. Thus the simultaneous sounding of different notes will help the singers to hear one another.

7.22 Three part singing: Each note is sustained from three measures before proceeding to the next note.



7.23 Four-part singing: Each note is sustained four measures before proceeding to the next note.



11-8 Training on Creativity

- 8.1 Let the student compose melodies according to the scale given (5-, 6- or 7-tones) Lyrics maybe added to the melody.
- 8.2 Select any poem and compose in any style.

11-9 Analysis of Melody

Based on the modulation exercises (1-5, 10, 14, 18, 19, 27) analyze the following examples.

(1)

Example (1) consists of two staves of music in 4/4 time. The first staff contains a melody starting on G4, moving up stepwise to D5, then down to G4, with a final half note on G4. The second staff contains a melody starting on G4, moving up stepwise to D5, then down to G4, with a final half note on G4. Above the second staff, the syllables 'f#' and 'l=m' are written above the notes.

(2)

Example (2) consists of two staves of music in 4/4 time. The first staff contains a melody starting on G4, moving up stepwise to D5, then down to G4, with a final half note on G4. The second staff contains a melody starting on G4, moving up stepwise to D5, then down to G4, with a final half note on G4. Above the second staff, the syllables 'l=d' and 'l=d' are written above the notes.

(3)

Example (3) consists of two staves of music in 4/4 time. The first staff contains a melody starting on G4, moving up stepwise to D5, then down to G4, with a final half note on G4. The second staff contains a melody starting on G4, moving up stepwise to D5, then down to G4, with a final half note on G4. Above the second staff, the syllables 'd#', 's# l=d', 'd#', and 'l=m' are written above the notes.

(4)

Example (4) consists of two staves of music in 4/4 time. The first staff contains a melody starting on G4, moving up stepwise to D5, then down to G4, with a final half note on G4. The second staff contains a melody starting on G4, moving up stepwise to D5, then down to G4, with a final half note on G4. Above the second staff, the syllables 'd#', 'f#', and 'd=r' are written above the notes.

Note: A melody may be sung with different sets of scale syllables, depending on the name of the "scale" (e.g. m-s-l-s or l-d'-r'-d'). Sometimes, because of the change of scale degrees, the effect of a "modulation" may occur without actually having the modulatory choral progression. (V of any key to I)

