

Musical Characteristics: What Do You Hear?

Vocals	Instruments	Parts	Volume or Dynamics	Beat	Organization or Form	Unique Sound or Timbre
<ul style="list-style-type: none"> • Are people making sounds with their voices? • How would you describe those sounds? • Do the sounds appear to be a language? • Can you understand the language and lyrics? 	<ul style="list-style-type: none"> • What instruments are being played? • What does each instrument sound like? • Are the instruments electronic, or are the sounds of the instruments being amplified or altered in some way by electronics? 	<ul style="list-style-type: none"> • Do you hear different sounds or instruments? • Are they all doing the exact same thing at the same time, or playing distinct parts? • Can you identify some of those parts? 	<ul style="list-style-type: none"> • Does the volume change over the course of the song? • Do you think there is a reason why it changes? • What causes the change: more or fewer parts; same instruments playing louder or softer? 	<ul style="list-style-type: none"> • Does the music have a steady beat? • Could you dance to it? • Is the speed of the beat fast, slow, or somewhere in between? 	<ul style="list-style-type: none"> • Is the music divided into distinct sections where different things happen? • Can you describe those different sections? • Why do you think the music has different sections? 	<ul style="list-style-type: none"> • Are the sounds sharp and nasal, or broad and open? • Are the sounds harmonious or distorted? • In what ways are the sounds similar to, or different from, other musical sounds you've heard before?

1. **Attentive Listening:** Listen to a musical example of your choosing and identify some of its musical characteristics using the examples above. Write descriptions of your chosen characteristics on the reverse side of this sheet.
2. **Engaged Listening:** Listen to the musical example again. Mimic, imitate, or otherwise create an “approximation” of a characteristic sound of the musical example using whatever materials you have on hand. For example, unique sounds or instruments can be imitated with the human voice and beats or rhythms tapped out with hands or other objects.
3. **Creative Listening:** Together with other students, combine your “approximations” to create a unique, musical work. As you combine and create, consider organization and parts. For example, will everyone make the same musical sounds at the same time, or will you divide yourselves into parts? Will your music be organized into different sections, or will it sound the same throughout?

Based on the concepts of *attentive*, *engaged*, and *creative* listening found in:

Campbell, Patricia Shehan. 2016. “World Music Pedagogy: Where Music Meets Culture in Classroom Practice.” In *Teaching General Music: Approaches, Issues, and Viewpoints*, eds. Carlos. R. Abril & B. M. Gault, 89-111. New York, NY: Oxford University Press.

Vocals

Instruments

Parts

Volume or Dynamics

Beat

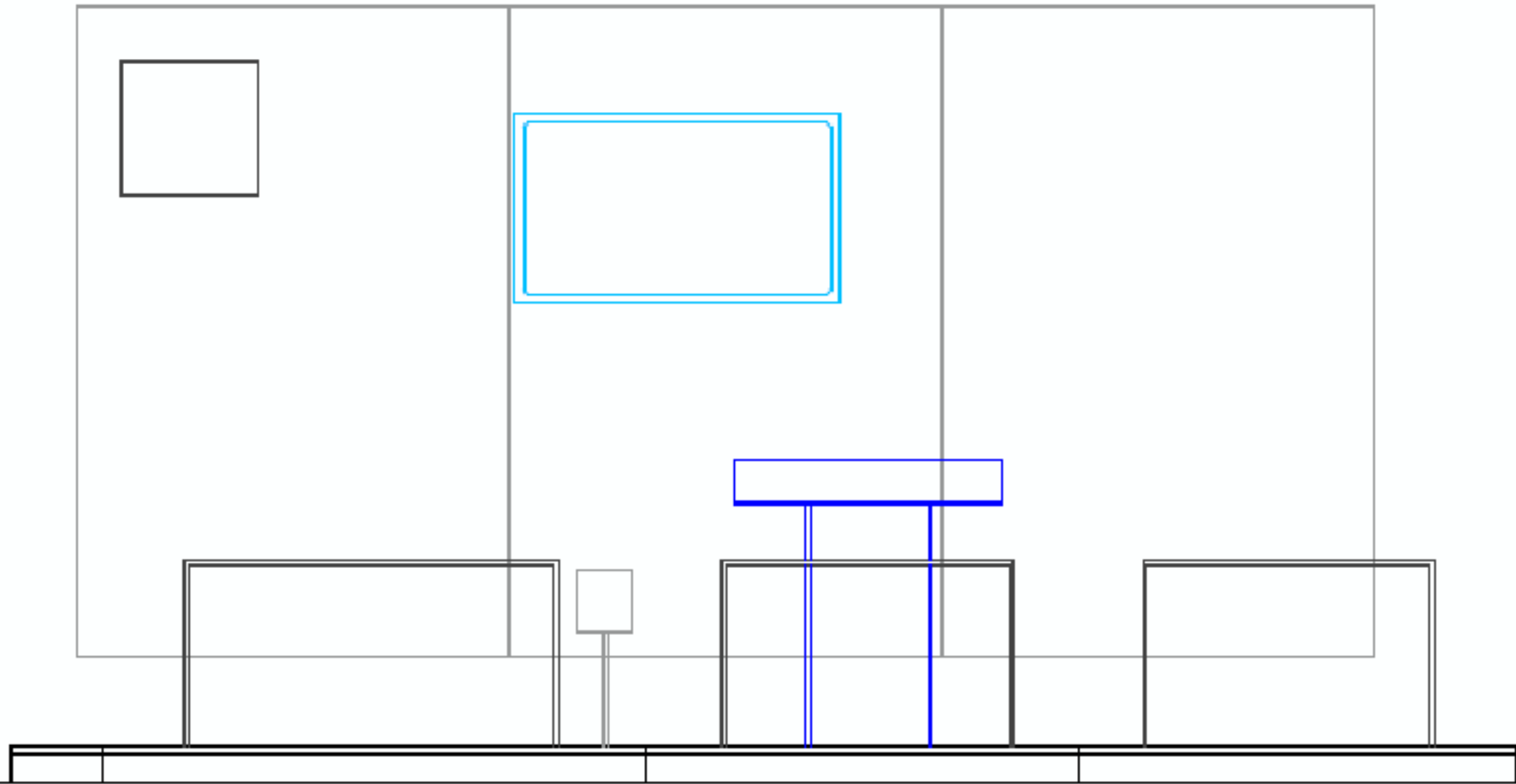
Organization or Form

Unique Sound or Timbre

Based on the concepts of *attentive*, *engaged*, and *creative* listening found in:
Campbell, Patricia Shehan. 2016. "World Music Pedagogy: Where Music Meets Culture in Classroom Practice." In *Teaching General Music: Approaches, Issues, and Viewpoints*, eds. Carlos. R. Abril & B. M. Gault, 89-111. New York, NY: Oxford University Press.

Know – Wonder – Learned

<p>Know</p> <p>I currently know the following things about cultural diffusion, the Yaqui Indians, and Mexican banda.</p>	<p>Wonder</p> <p>I had the following questions after learning more about cultural diffusion, the Yaqui Indians, and Mexican banda.</p>	<p>Learned</p> <p>From this activity, I learned the following things about cultural diffusion, the Yaqui Indians, and Mexican banda.</p>

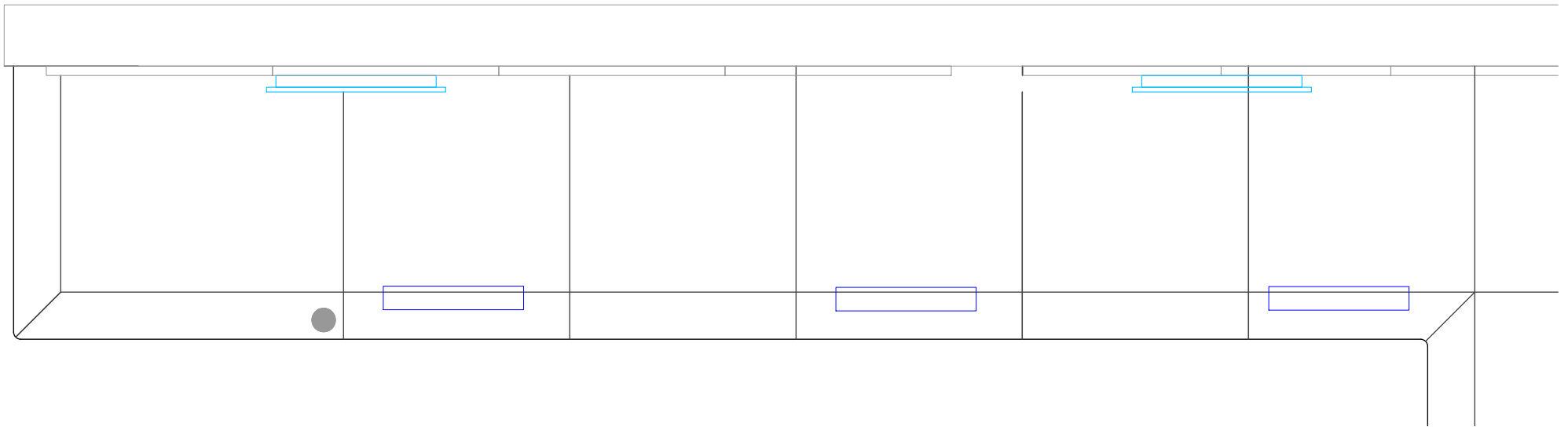
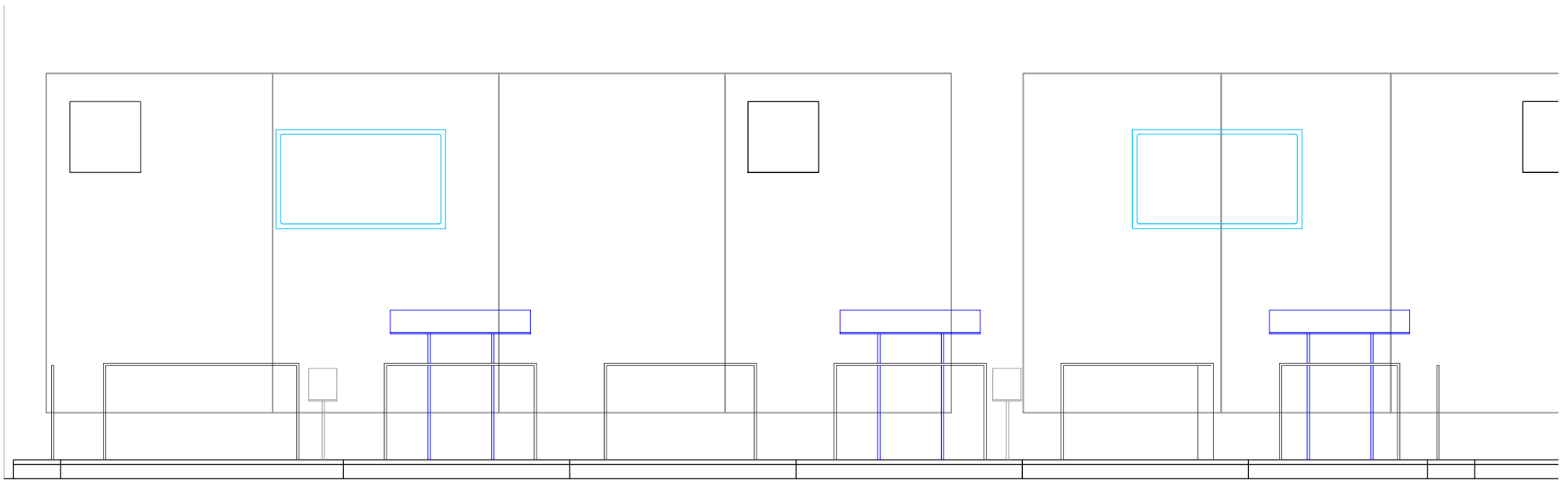


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SCALE: $3/8" = 1'-0"$

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