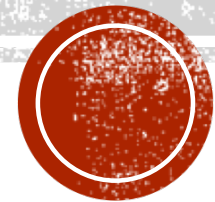


# ENSEMBLE / EAR TRAINING

MALMOE ACADEMY OF MUSIC



# POP ENSEMBLE

- POP/ROCK GENRE. Broad genre perspective. Student influence.
- PERFORMANCE- COMMUNICATION- ARTISTRY – RECORDING –Audio & Video
- COMPOSITION
- PEER ASSESSEMENT - student to student learning
- SHORT TIME ENSEMBLE



# SHORT TIME ENSEMBLE

- 3 hours
- Group composing
- Group arranging
- Creative solutions
- Teacher assignment – bassline, chordprogression, poem/lyrics, theme,
- Teacher as a coach
- Ends with performance , 1 song/group



# **JAZZ ENSEMBLE - FROM STYLE TO COMPETENCES**

- MELODY – HARMONY - RHYTHM
- COMMUNICATION
- FOCUS ON DEVELOPING THE STUDENTS OWN PERSONAL AND ARTISTIC VOICE
- COMPOSITION





# JAZZENSEMBLE

Tuesday

Teacher lead  
ensemble

Friday

Student lead project-  
ensemble



# PLAY BY EAR LEARN BY HEART



# MIXED METHODS

"Traditional" -  
genrebased  
Transcription,  
harmony, melody,  
rhythm

Play by ear -  
Ensemble setting





# PHRASES STEP BY STEP

**ex.1.** Teach the song using a simplified rhythm



**ex.2.** Add difficult notes



**ex.3.** Add the rhythm



# CHORD SINGING

The harmonized scale, sing the chords

(Why? Harmonic minor)

A<sup>7</sup> B<sup>9</sup>maj<sup>7</sup>(#11)

i7 ii7b5 IIImaj7 iv7 v7 VIImaj7 VII7 i7

or maybe...

A good way of introducing how to identify **chord sequences**, is to make the student aware of the bass line. The most fundamental information is to be found in the bass. I would play a chord sequence from the Aeolian mode and ask the students to figure out the bass line. Use the numbered scale or Solfege. Then ask the students to play the bass line on the instruments. Then listen to each chord to figure out the correct colouring.

Identify, sing and play the bass line on a numbered scale (1-7) or solfege

"First the bass line, then the colour of each chord"

Sing the chord notes

ex.1.

Dm Em<sup>7</sup>(b9) A<sup>7</sup> Dm C Dm

ex.2.

Bb C Dm A<sup>7</sup> Gm A<sup>7</sup> Dm

ex.3.

Dm<sup>7</sup> Gm<sup>7</sup> C<sup>7</sup> Fmaj<sup>7</sup> Bbmaj<sup>7</sup> Dm<sup>7</sup>



# MOTIFS

This is also a good opportunity to talk about the motif of the song, sequential melodies and the primary line of the melody. The melodic and rhythmic motif of the song is to be seen already in the first bar.

ex.1.

A Motif

B

ex.2.

A Model Sequence





PJP Pescara 2018





# BRIDGING THE GAP

