# Melodic Improvisation Test

Objective : This coursework uses melodic improvisation as a medium to allow students to explore musical performance creativity which tests their musicianship and participation in class.

Instruction : Please compose **2 to 3 contrasting melodies** using any **ONE** of the following poems with **contrasting moods/ styles**. After that, practice your songs and **you are to perform in your respective tutorial classes in Week 6.** **You will need to present your song lyrics and group member’ names in a presentation slide (Upload the ppt/google slide into classroom).**

Duration : 1-3 minutes

Performance format: Solo / Duet / Trio (3 melodies)

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| Little deeds of kindness.  Little words of love  Make this earth an Eden,  Like the heaven above. | When I had money, money, O!  I knew no joy till I went poor,  For many a false man as a friend,  Come knocking all day at my door. |
| A milk white bird  Float down through the air,  And never a tree.  But he lights there. | No one was with me there ----  Happy I was ---- alone:  Yet from the sunshine suddenly  A joy was gone. |
| I will be the gladdest thing  Under the sun!  I will touch a hundred flowers  And not pick one. | My dear lady, this is a list,  Of the beauties my master has loved,  A list whish I have compiled,  Observe, read along with me. |
| Cuckoo, cuckoo, cherry tree.  Catch a bird, and give it to me  Let the tree be high or low  Let it hail or rain or snow | Joshua fought that the battle of Jericho,  Jericho, Jericho:  Joshua fought that the battle of Jericho,  And the walls came tumbling down. |
| A bird in an empty house  Sad echoes make a ring  Flitting from room to room  On restless wing | One day, if I remember right,  I met you, o beauty….  I was pleased to ask about you,  And I learned that you live here. |
| It was a day  All blue and lifting white  When I went into a field with Franck,  To fly his kite | Ride a-cock horse to Banbury cross,  To see a fine lady upon a white horse  Rings on her fingers and bells on her toes  She shall have music wherever she goes. |

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| Criteria of Judgment | Marks |
| Improvisation  Intonation  Creativity  Stage performance  Original composition | 20  20  20  20  20 |
| Total | 100 marks |

**Some recommended software to get you started:**

1. Garageband (Free for IOS)
2. <https://www.onemotion.com/chord-player/> (Auto chord player)
3. Audacity (Audio editing)
4. easyvirtualchoir.com

Popular chord progressions website guides: <https://www.musical-u.com/learn/exploring-common-chord-progressions/>

Two ways of writing a song:

1. Start with a melody
2. Start with chord progressions

# Rubric for Melodic Improvisation Test (Total: 100 marks = 25%)

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| **Criteria of judgment** | **Possible**  **Scores** | **15-20 marks** | **12–14.5 marks** | **10- 11.5 marks** | **0-9.5 marks** |
| 1. Improvisation | 20 | Able to improvise 2 melodies with lots of contrasting elements of music | Able to improvise 2 melodies with some contrasting elements of music | Able to improvise 2 melodies with lack of contrast | Both melodies lack contrast |
| 1. Intonation / vocal skills | 20 | Good intonations and vocal skills | Fairly good intonations and vocal skills | Some intonations are not steady with average vocal skills | Intonations are out with poor vocal skills |
| 1. Creativity | 20 | Abundant creativity shown | Fairly good for creativities shown | Some creativities shown | Lack of creativities |
| 1. Stage performance | 20 | Good stage performance skills demonstrated with lots of eye contacts, body movements and expressions | Fairly good stage performance skills shown with some eye contacts, body movements and expressions | Some skills shown during stage performance | Lack of skills for stage performance with no eye contacts and body movements on stage |
| 1. Original composition | 20 | Self-composed compositions for both melodies | One melody is self-composed while the other modified | Both melodies are modified from existing songs | Both melodies are copied from existing songs |
| **Total** | **100 marks** |  |  |  |  |