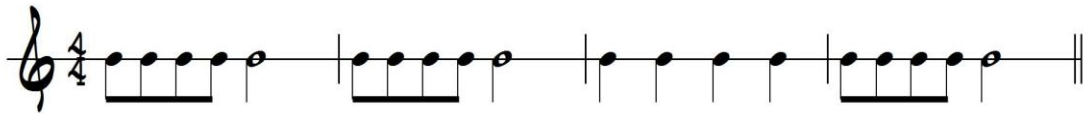


### "Aeolian Round" - Teachers notes

1. Give rhythm dictation



2. Tell the students the melody starts on A and see if they can work out the notes.



Q: Which bars have steps and which have leaps?"

3. Learn to play as a group then in a round. Remember to try to get the students to finish on a minor chord by getting some groups to stop on a particular bar. Q: What is a round?

4. Add a new layer - drone. Q: What is a drone? Students write theirs on their sheet. Q: Does it use steps or leaps?

5. Add a new layer - melodic ostinato. Q: What is the difference between a melodic and rhythmic ostinato?

Write it down on sheet.

6. Add a new layer - rhythmic ostinato. Write it down.

Q: How many layers do we have? List them.

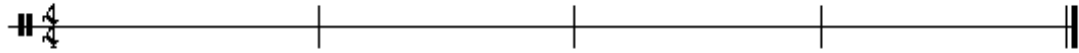
7. Improvise a solo using the notes of the Aeolian mode. List the notes on the worksheet.

8. As a class, decide on a structure that is suitable (there is a midifile sample with score for you to use as a demonstration) - probably intro (stagger the rhythmic and melodic ostinati and the drone), play melody once all through, once through as a round repeating the last line until all are doing it, go to improvisation then restate the melody as a class, all stop together.

9. Divide the class into groups the issue the group performance task. Explain to the students that it is just like what we did as a class.

"Aeolian Round" - Student Worksheet

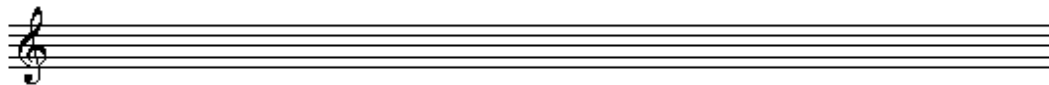
1. Rhythm dictation.



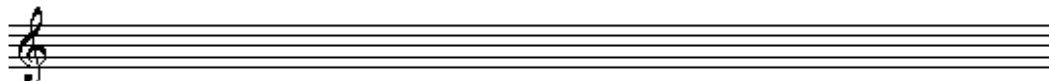
2. Add the notes under the rhythm dictation
3. Rewrite the melody onto manuscript. Don't forget the time signature. *Q: Which bars use steps and which bars use leaps?*



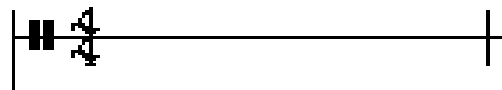
4. Play this melody as a class, then play it as a round. *Q: What is a round?*
5. Add a new layer - DRONE. *Q: What is a drone?*



6. Add a new layer - MELODIC OSTINATO. *Q: What is a melodic ostinato? Write it here.*



7. Add a new layer - RHYTHMIC OSTINATO. *Q: What is a rhythmic ostinato? How is it different from a melodic ostinato? Write it here.*



*Q: How many layers do we have?*

8. Add new section - IMPROVISED SOLO. *Q: What is an improvised solo? Use the notes of the Aeolian mode. Make sure that you start and end on A. Take improvising instructions from the teacher.*
9. As a class, decide on a logical order of events - STRUCTURE.

AEOLIAN ROUND GROUP PERFORMANCE

Now it's your turn. Using the notes of the Aeolian mode, as a group, compose a melody that has: -

- (a) 4 bars
- (b) uses
- (c) starts and ends on A
- (d) steps and leaps

Write your melody here.

Add these layers – DRONE  
RHYTHMIC OSTINATO  
MELODIC OSTINATO

Write your parts here.

Drone                      Melodic Ostinato                      Rhythmic Ostinato

Organise your events into a suitable STRUCTURE. Include an improvised solo. Practice it and perform it for the class.  
Create a TEXTURE GRAPH to show where the members of the group are playing. **Q: What is a TEXTURE GRAPH?**

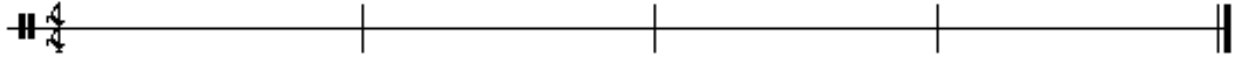
CHECKLIST

Do you have:

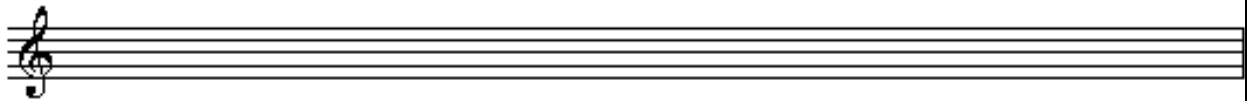
- (a) 1 person playing the melody and the improvised solo
- (b) 1 person playing the drone
- (c) 1 person playing the melodic ostinato on a melody instrument
- (d) 1 person playing the rhythmic ostinato on a percussion instrument.
- (e) The work sheet finished with all the questions and music.

Homework sheet for Aeolian Mode lesson

1. Compose a rhythm that is four bars long, using at least four different rhythmic values (notes and rests)



2. What are the notes in the Aeolian mode? Draw them on the staff provided.



3. Explain a drone.
4. What instrument has an inbuilt drone?
5. What does improvise mean?
6. Place these sections in a logical order.

Section B   Section A   Improvisation   Introduction   Ending.

7. What is an ostinato?
8. Explain the difference between a melodic and rhythmic ostinato.
9. Below is the Aeolian Round.



- (a) Which bar has leaps?
- (b) Which bars are the same?
- (c) Which bar has descending steps?
- (d) Which bars have ascending steps?