



## Social Studies Exemplary Text Student Handout

**Music as a Language** Music as a language is the most mysterious of all art forms. People who can easily come to terms with a work of literature or a painting are still often baffled by the process by which a piece of music – appearing in material form as notation – must then be translated back into sound through the medium of a third party – the performer. Unlike a painting, a musical composition cannot be owned (except by its creator); and although a score may be published, like a book, it may remain incomprehensible to the general public until it is performed. Although a piece may be played thousands of times each repetition is entirely individual, and interpretations by different players may vary widely.

**Origins of musical notation** The earliest musical compositions were circumscribed by the range of the human voice. People from all cultures have always sung, or used primitive instruments to make sounds. Notation, or the writing down of music, developed to enable performers to remember what they had improvised, to preserve what they had created, and to facilitate interaction between more than one performer. Musical notation, like language, has ancient origins, dating back to the Middle East in the third millennium BC. The ancient Greeks appear to have been the first to try to represent variations of musical pitch through the medium of the alphabet, and successive civilizations all over the world attempted to formulate similar systems of recognizable musical notation.

**Neumatic notation** The earliest surviving Western European notational system was called “neumatic notation”—a system of symbols which attempted to portray the rise and fall of a melodic line. These date back to the 9th century AD, and were associated with the performance of sacred music particularly plainsong—in monastic institutions. Several early manuscript sources contain sacred texts with accompanying notation, although there was no standard system. The first appearance of staff notation, in which pitch was indicated by noteheads on or between lines with a symbol called a clef at the beginning to fix the pitch of one note, was in the 9<sup>th</sup> century French treatise *Musica enchiriadis*. At the same time music for instruments (particularly organ and lute) was beginning to be written down in diagrammatic form known as tablature, which indicated the positions of the player’s fingers.

Thompson, W. (2004). *Composition through the Ages. The Illustrated Book of Great Composers*. London: Anness.

This is an example of exemplary text found in *Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Appendix B Text Exemplars and Sample Performance Tasks*. Retrieved from [http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)

## Social Studies Exemplary Text Teacher Resource

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*Teacher introduces the text with minimal commentary and students read it independently. Teacher then reads passage aloud. Give a brief definition to words students would likely not be able to define from context (underlined in text). Teacher guides the students through a series of text-dependent questions. Complete the performance task as a cumulative evaluation of the close-reading.*

### Text-Dependent Questions

1. What does the first sentence state about music as a language?
2. What does the text say about every individual performance of a piece of music at the end of the first paragraph?
3. Who does the text say were the first to try and use the alphabet to represent various pitches?
4. What is the earliest surviving Western European notational system? How did it work?
5. How far back does this system date?
6. What can be inferred by the differences in each performer’s rendition of the same piece of music? Would it make sense if they were not always the same, even when the music is written the same?

**Performance Tasks for Informational Texts**  
Compare and contrast music to other art forms.  
[RI.9-10.3]

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**EFL 5**  
**Word Count 381**

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