Prima Vista Ritme

Examen C

Ritmische vorming

Nederlands Instituut voor de Blaasmuziek waarin samenwerken de FKM, KNFM en NFCM
& de Drum- Showbands en Majorettes

Bestelnummer: 1023251

Frank van den Berg, Jan van den Eijnden
Prima Vista Ritme
Ritmische Vorming Examen C

ISBN 90-431-1596-7
NUR 472

© Copyright 2002 Stichting NIB, Utrecht-Holland

Alle rechten voorbehouden. Niets van deze uitgave mag worden verveelvuldigd en/of openbaar gemaakt worden door middel van druk, fotokopie, microfilm of op welke andere wijze dan ook zonder voorafgaande schriftelijke toestemming van de uitgever.

Inhoudsopgave

Voorwoord bij het verschijnen van deze uitgave 4

Over de samenstellers 5

C1: ♩ = teleenheid. Bouwstenen: 6

C2: ♩ = teleenheid. Bouwstenen: 8

C3: ♩ = teleenheid. Bouwstenen: 10

C4: ♩ = teleenheid. Bouwstenen: 12

C5: ♩ = teleenheid. Bouwstenen: 13

C6: ♩ = teleenheid. Bouwstenen: 15

C7: ♩ = teleenheid. Bouwstenen: 17

C8: ♪ of ♩. = teleenheid. Bouwstenen: 18

C9: ♪ of ♩. = teleenheid. Bouwstenen: 20

C10: ♪ of ♩. = teleenheid. Bouwstenen: 21

C11: ♪ of ♩. = teleenheid. Bouwstenen: 22

C12: 𝅗𝅥 = teleenheid. Bouwstenen: 23

C13: 𝅗𝅥 = teleenheid. Bouwstenen: 24

C14: 𝅗𝅥 = teleenheid. Bouwstenen: 25

C15: 𝅗𝅥 = teleenheid. Bouwstenen: 26

Voorbeelden C-examen *prima vista ritme*: ♩ = **teleenheid.** 27

Voorbeelden C-examen *prima vista ritme*: ♪ **of** ♩. = **teleenheid.** 29

Voorbeelden C-examen *prima vista ritme*: 𝅗𝅥 = **teleenheid.** 31

Ritmische vorming C-fase

Voorwoord bij het verschijnen van deze uitgave

Dit oefenmateriaal is gebaseerd op de ritmische exameneisen van het Raamleerplan HaFaBra-opleidingen (uitgave NIB 1996/2000). Deze exameneisen komen o.a. tot uitdrukking in de prima vista ritme-opgaven en ritmische luister- en schrijfdictees. Met name de prima vista ritme-opgaven zijn direct gekoppeld aan de per niveau vastgestelde ritmische bouwstenen. Deze uitgave richt zich vooral op het verwerven van een succesvolle toepassing van **prima vista ritme** opgaven.

In deel 2 'Exameneisen en niveau-aanduidingen Blaasinstrumenten' van het Raamleerplan treft u de ritmische bouwstenen voor de C-fase aan op de pagina's 103 en 104, die op pagina 105 zijn verwerkt in niveau-voorbeelden. Door de concrete weergave van de bouwstenen in notenvoorbeelden vormen zij als zodanig een vast oriëntatiepunt voor leerling en docent.
De ritmische bouwstenen zoals vermeld op de pagina's 103 en 104 van het Raamleerplan zijn in deze uitgave op systematische wijze verwerkt in de diverse oefeningen. Het beginniveau van deze uitgave sluit aan bij het eindniveau van het voorafgaande boek voor het B-niveau.

Wij verwijzen u tevens naar het UNISONO (NIB) -**Theoriewerkboek C** (incl. CD) waarin in afdeling 6 uitgebreid gewerkt wordt met de ritmische bouwstenen die ook aan deze uitgave ten grondslag liggen. Het betreffende theoriewerkboek kan ook gebruikt worden voor de training van ritmische luister- en schrijfdictees. Het werkboek is verkrijgbaar via Uitgeverij De Haske, Heerenveen.

In deze uitgave is een progressieve opbouw tot stand gebracht die eindigt op het examenniveau van de normen voor het C-examen. De oefeningen zijn geschreven in de meest voorkomende maatsoorten met de kwartnoot als teleenheid, in maatsoorten met de achtste noot of de kwartnoot met punt als teleenheid en in een maatsoort met de halve noot als teleenheid. Concrete **examenvoorbeelden** treft u aan op de pagina's 27 tot en met 32.

Naast zuiver ritmische vorming kan deze oefenstof ook als basis dienen voor **melodische improvisaties**. Aan de leerling kan bijvoorbeeld gevraagd worden om muzikale zinnen te maken op de gegeven ritme-oefeningen en bijvoorbeeld te eindigen op de kwint of de tonica van een gekozen toonsoort.

Het is van belang om aan deze ritmische oefenstof regelmatig aandacht te besteden tijdens de lessen. Geadviseerd wordt om deze oefeningen te tikken of te klappen en (indien gebruikt bij bespelers van blaasinstrumenten) ook te blazen in verband met het ervaren van de lengte van de noten en rusten.

Wij wensen leerlingen en docenten veel succes toe bij de muziekstudie!
De samenstellers: Frank van den Berg en Jan van den Eijnden.

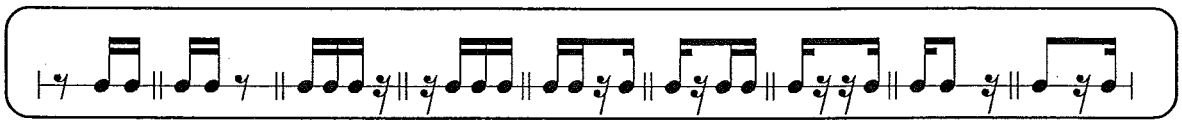
Utrecht, juli 2002

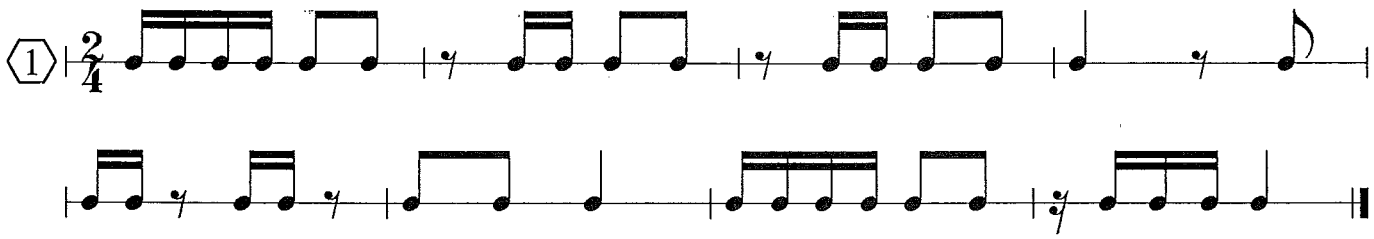
Over de samenstellers

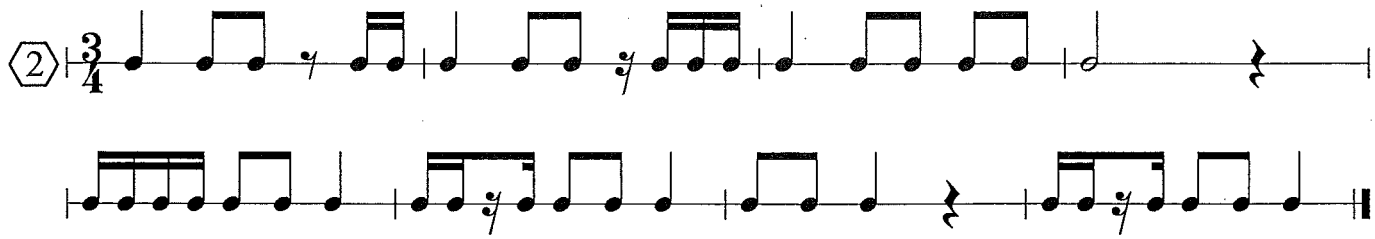
Frank van den Berg
Komt van oorsprong uit de wereld van de HaFaBra. Gedurende, en na zijn opleidingen aan de Conservatoria van Tilburg, Den Haag, Groningen en Arnhem was hij klarinettist/saxofonist in het Utrechts Symfonie Orkest en soloklarinettist van de Johan Willem Friso Kapel, docent schoolmuziek, docent klarinet/saxofoon en HaFaBra-dirigent. Na zijn orkestperiode was hij ca. 27 jaar directeur van- en docent aan verscheidene muziek- en dansscholen in Gelderland en Brabant.
Vanaf 1985 is hij actief als examinator en gecommitteerde bij HaFaBra-examens. Daarnaast verzorgt hij opleidingen voor klarinet, saxofoon, theorie en solfège en is hij al meer dan 30 jaar praktiserend dirigent van HaFaBra-orkesten in alle afdelingen.
Als vervolg op zijn werkzaamheden in de commissie Raamleerplan HaFaBra-opleidingen heeft hij deze publicatie - in nauwe samenwerking met Jan van den Eijnden - ontworpen, met de bedoeling een bijdrage te leveren aan de verbetering van de ritmische scholing en het ritmisch prima vistaspel.

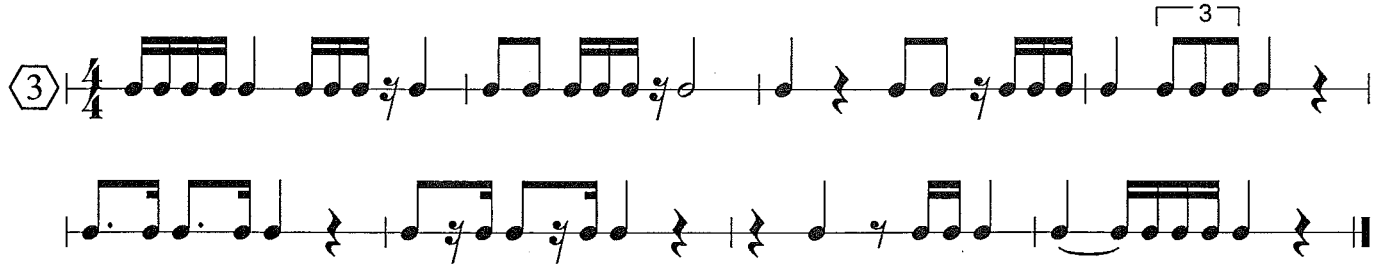
Jan van den Eijnden
Begon zijn muzikale loopbaan in de wereld van de HaFaBra. Gedurende, en na voltooiing van zijn studies schoolmuziek en hoorn aan het Brabants Conservatorium te Tilburg bouwde hij een jarenlange ervaring op als docent aan muziekscholen en bij verenigings-opleidingen, als consulent muzikale vorming in het basisonderwijs, als coördinator HaFaBra, als dirigent van jeugd- c.q. opleidingsorkesten en als uitvoerend musicus hoorn in Nederlandse symfonieorkesten. Momenteel is hij als docent verbonden aan het Brabants Conservatorium in Tilburg (Fontys Hogescholen) en aan twee muziekscholen. Sinds voorjaar 1997 is hij als landelijk consulent opleidingen verbonden aan UNISONO (voorheen NIB) te Utrecht.
In nauwe samenwerking met Frank van den Berg ontwikkelde hij dit ritmische oefenmateriaal voor de C-fase in het kader van het door UNISONO (NIB) uitgegeven Raamleerplan HaFaBra-opleidingen.

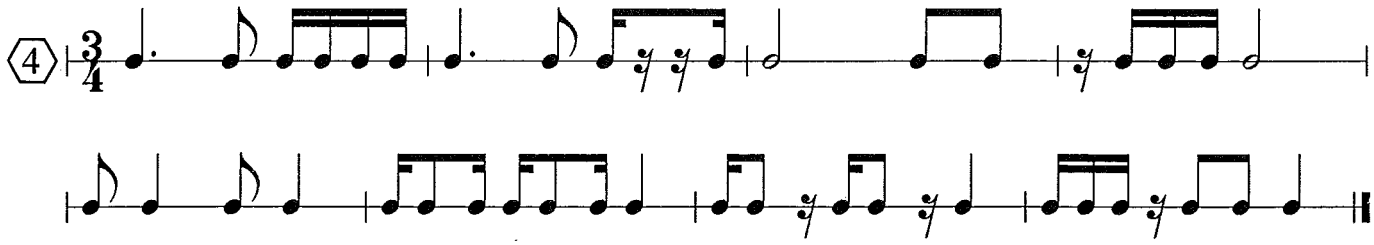
C1: Kwartnoot als teleenheid. Nieuwe bouwstenen:



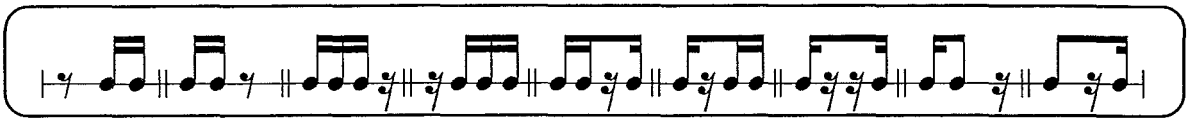


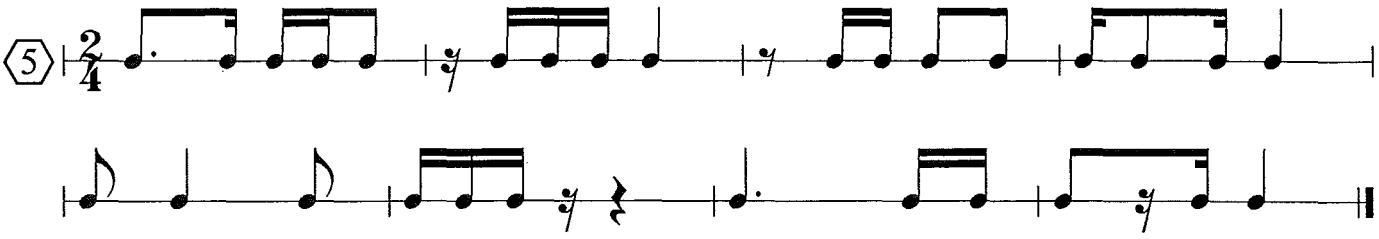


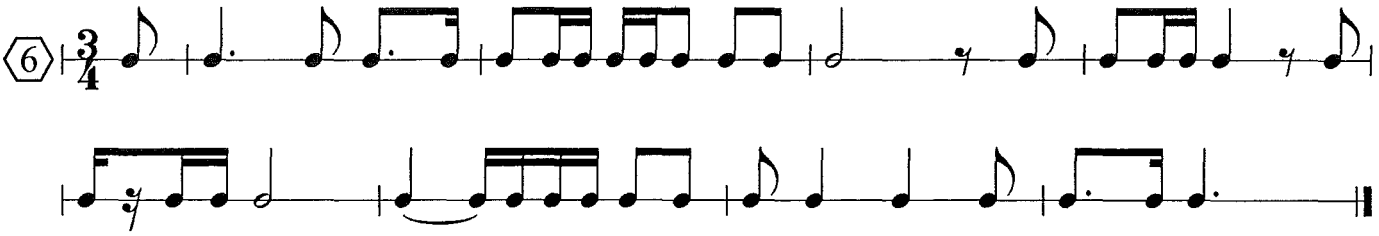


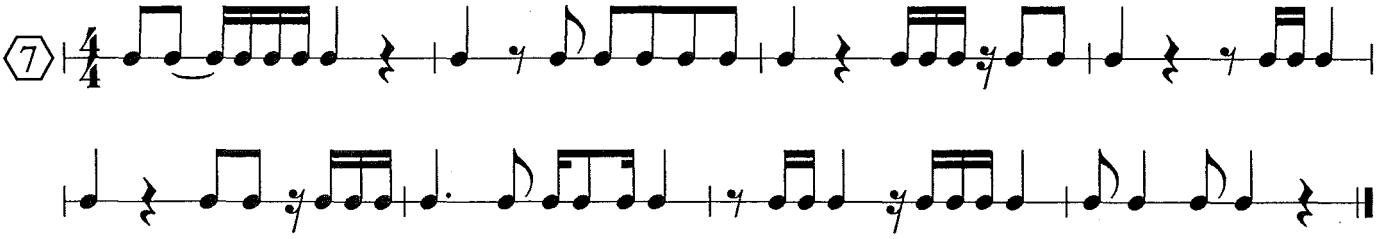


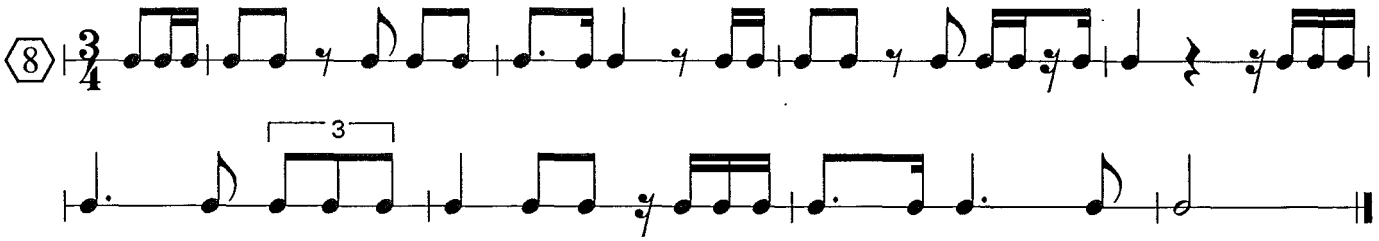
C1: Kwartnoot als teleenheid. Nieuwe bouwstenen:



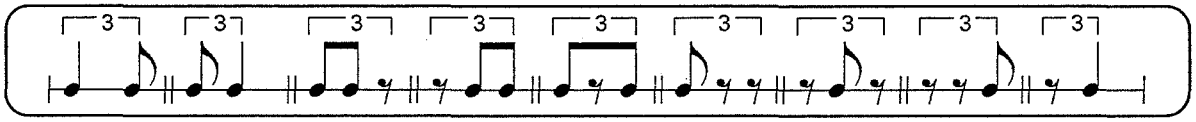


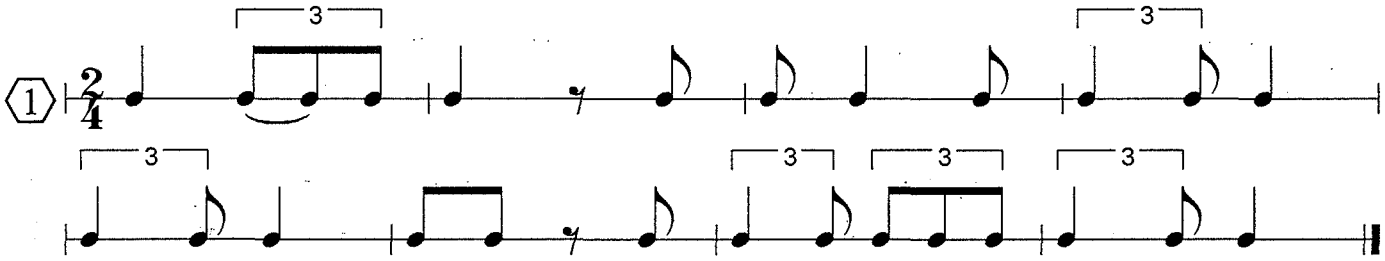


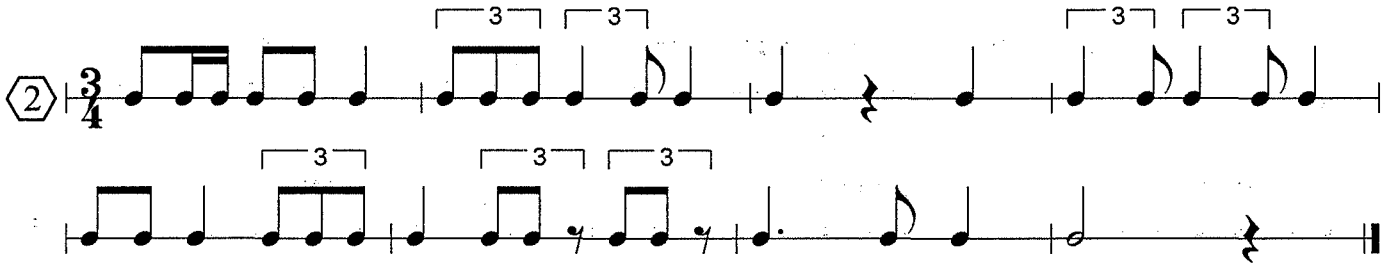


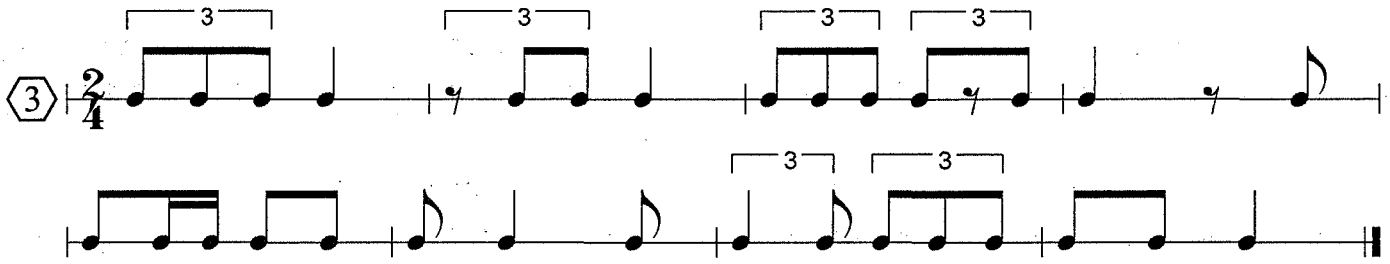


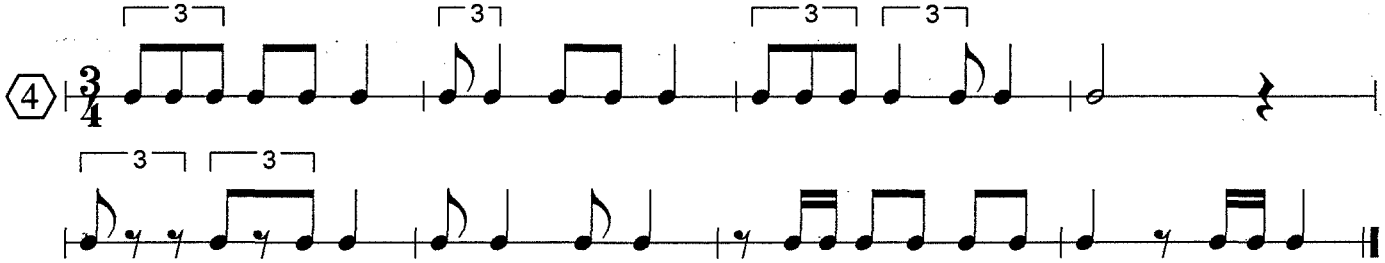
C2: Kwartnoot als teleenheid. Nieuwe bouwstenen:



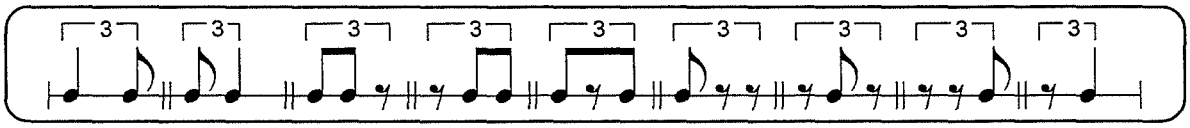


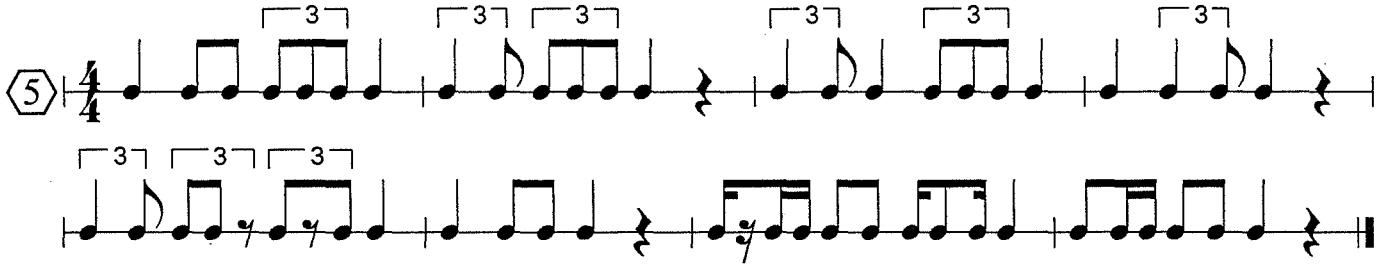


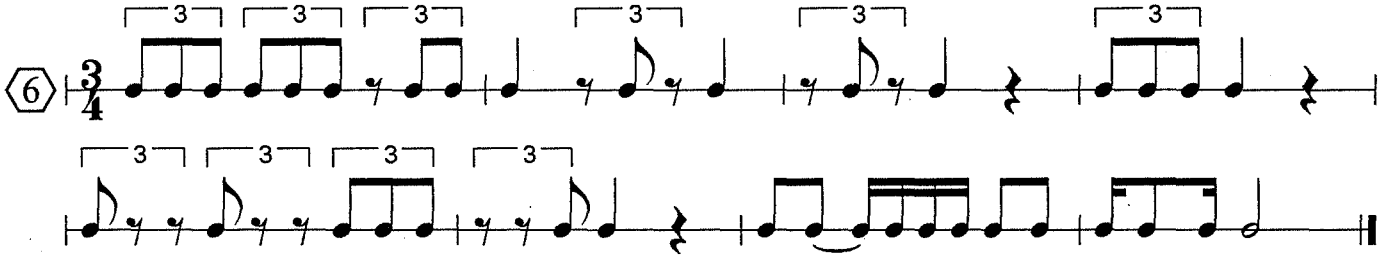


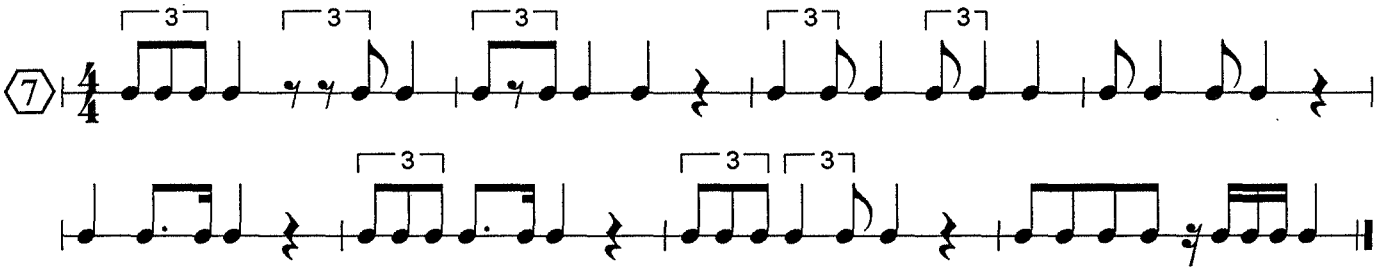


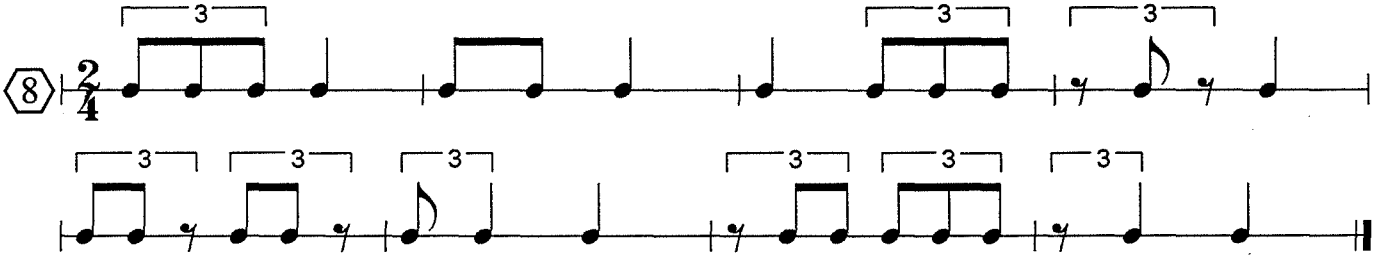
C2: Kwartnoot als teleenheid. Bouwstenen:



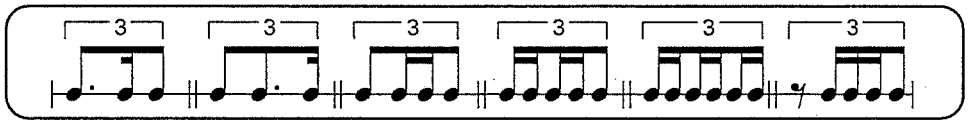


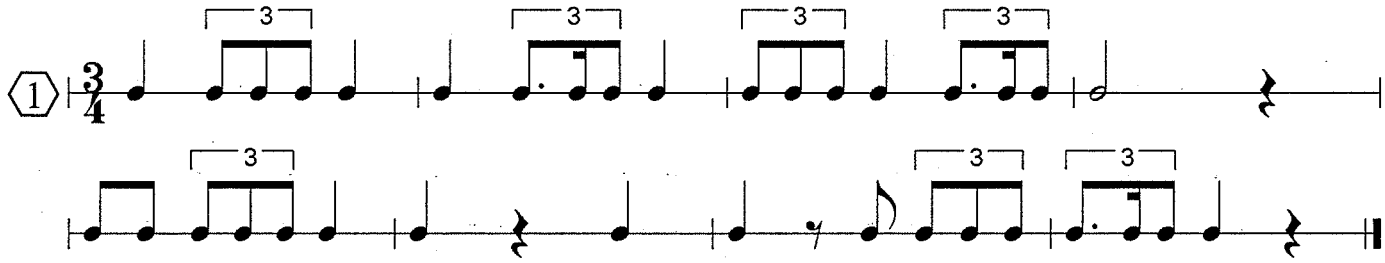


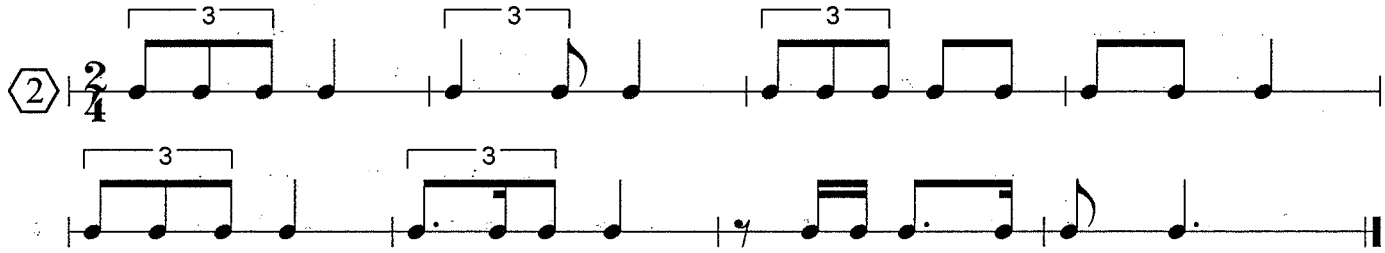


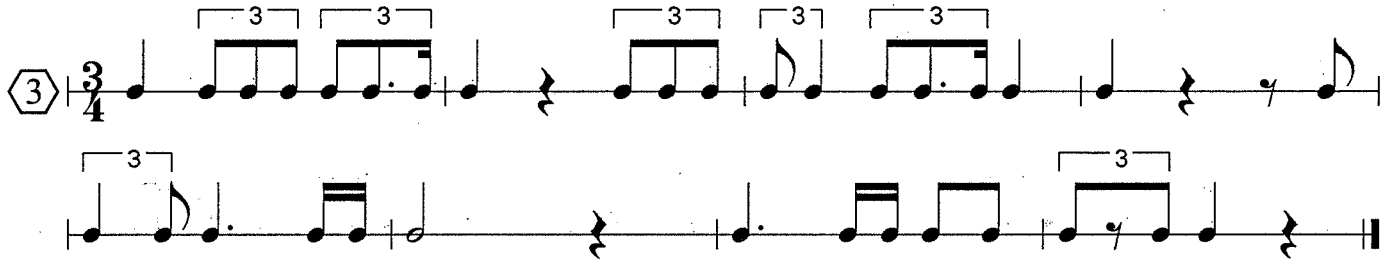


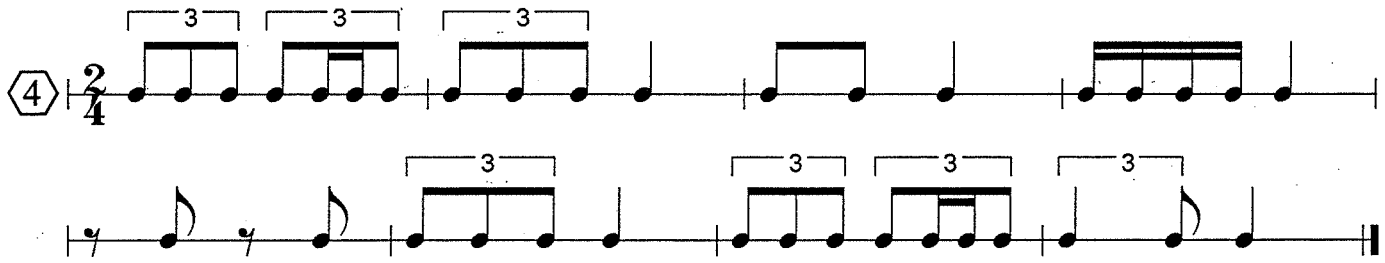
C3: Kwartnoot als teleenheid. Nieuwe bouwstenen:



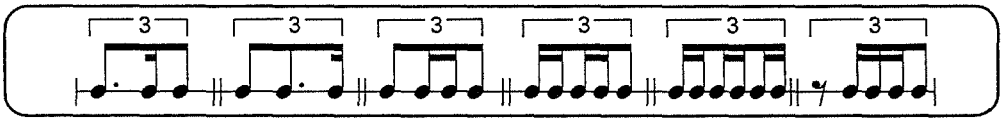


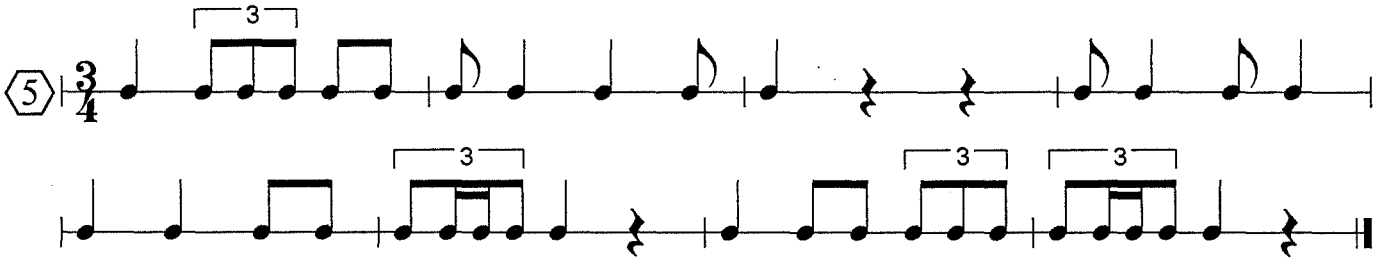


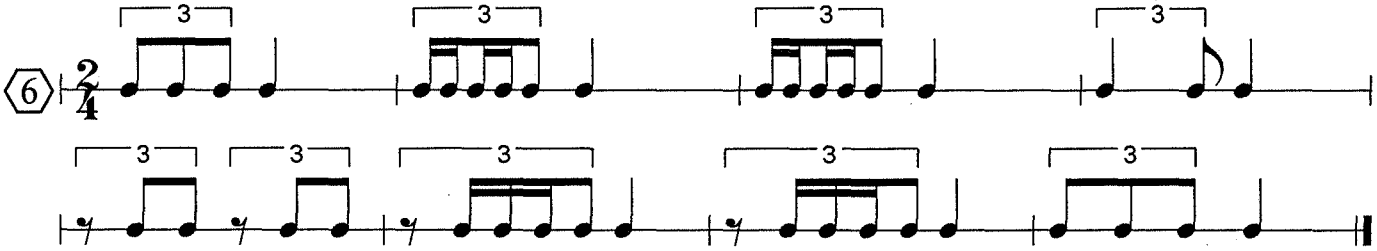


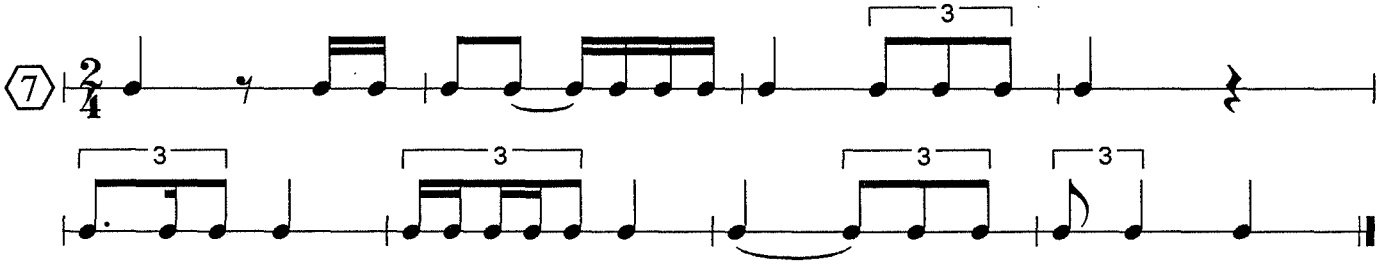


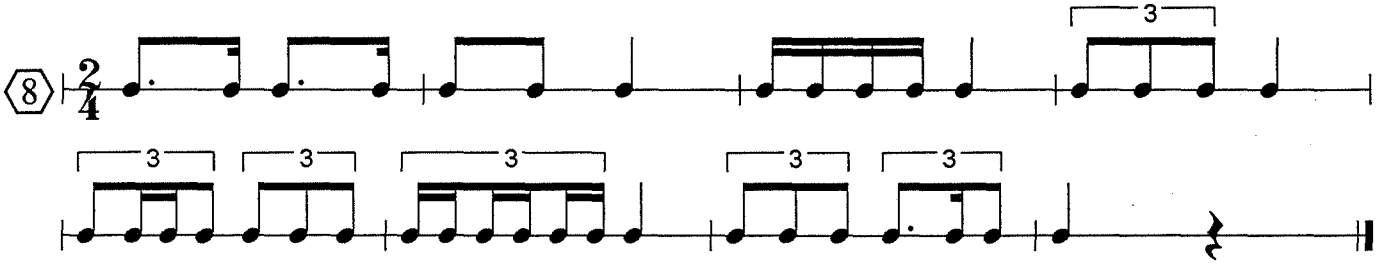
C3: Kwartnoot als teleenheid. Nieuwe bouwstenen:



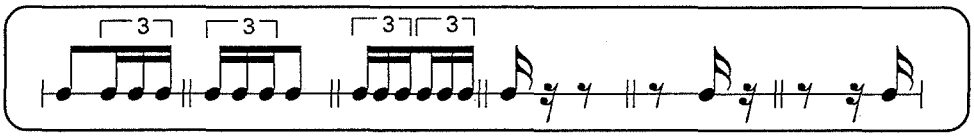


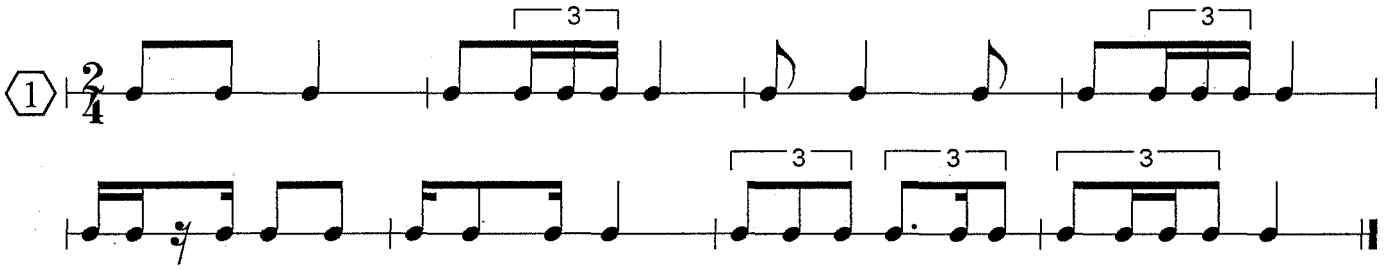


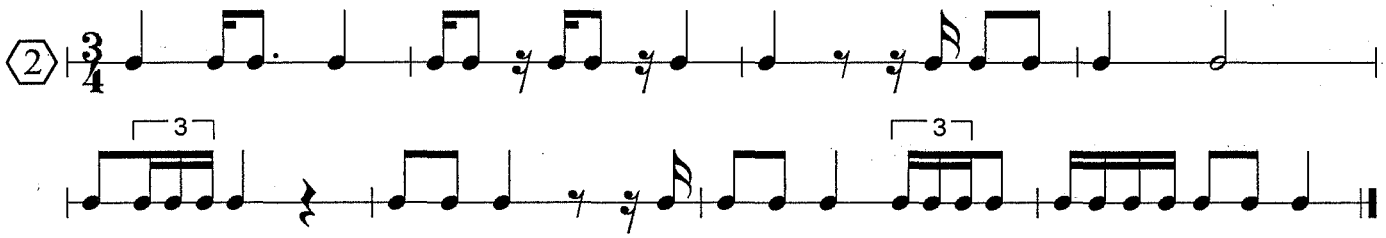


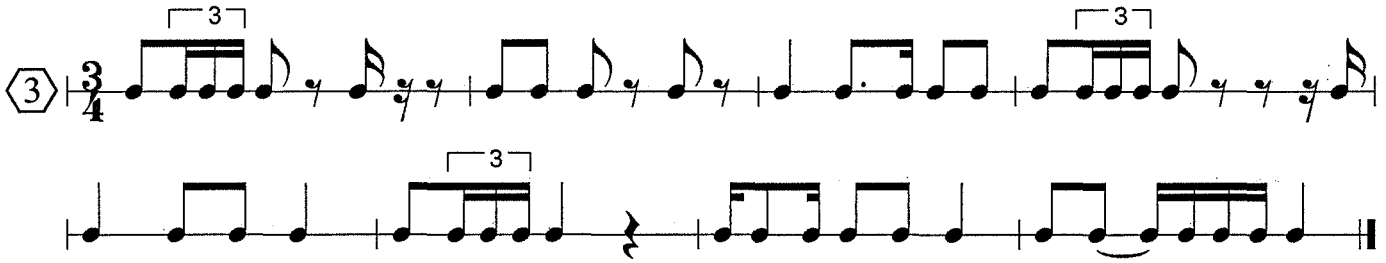


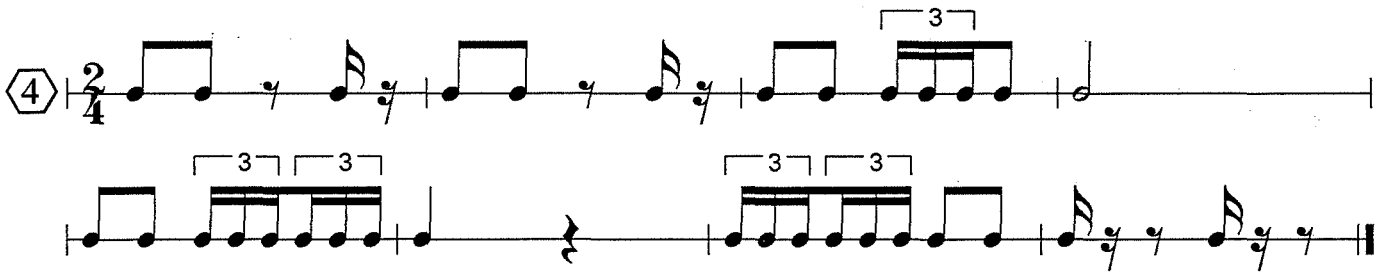
C4: Kwartnoot als teleenheid. Nieuwe bouwstenen:



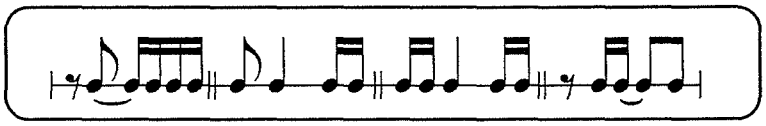


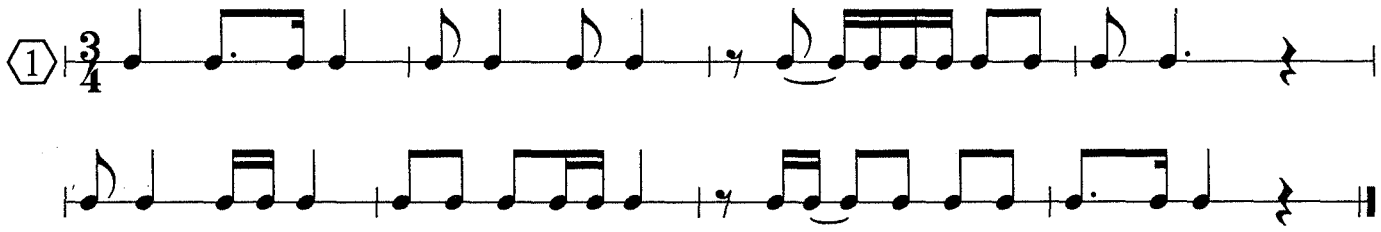


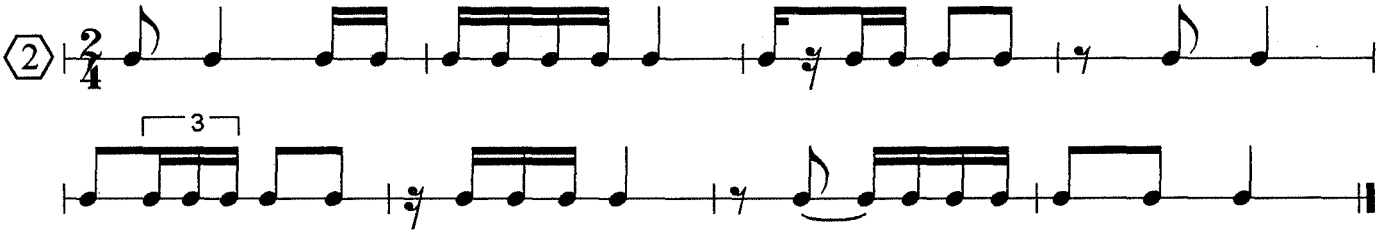


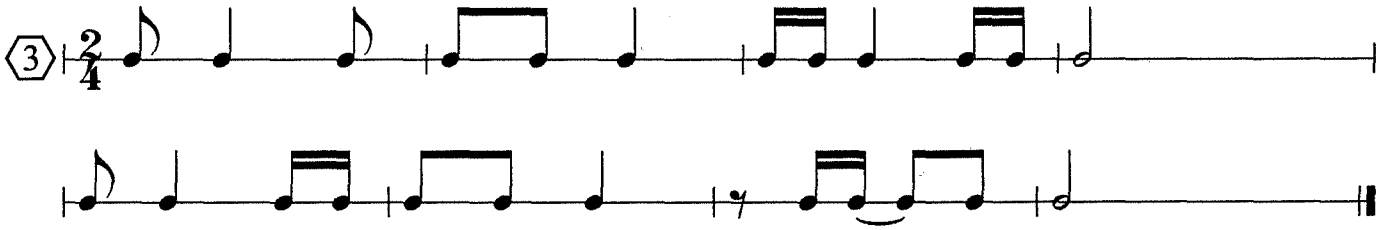


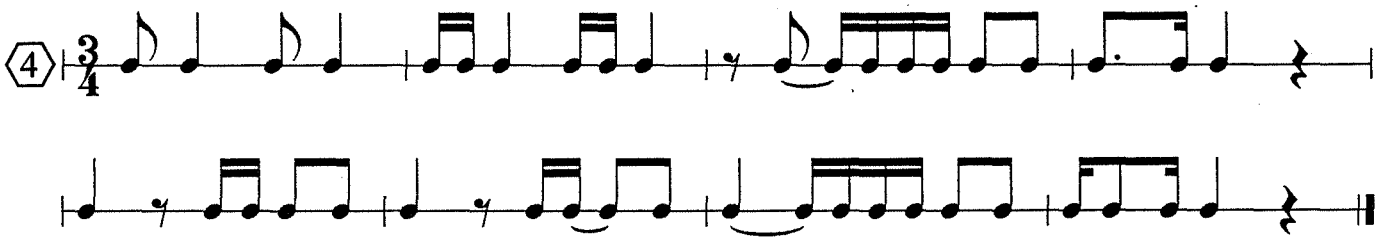
C5: Kwartnoot als teleenheid. Nieuwe bouwstenen:



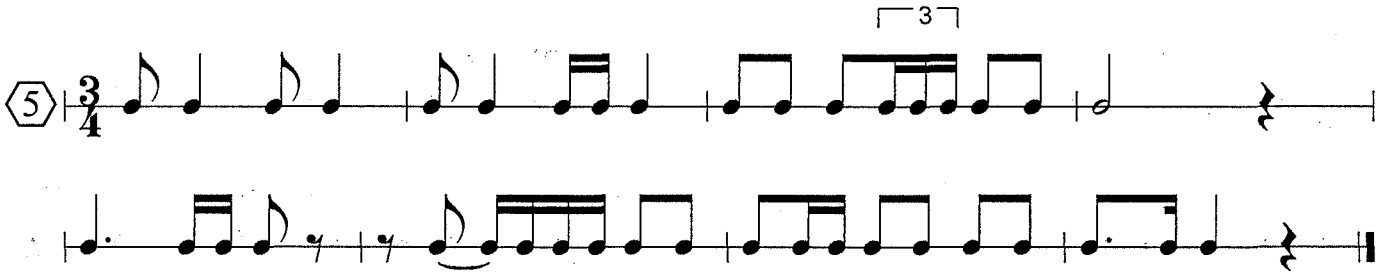


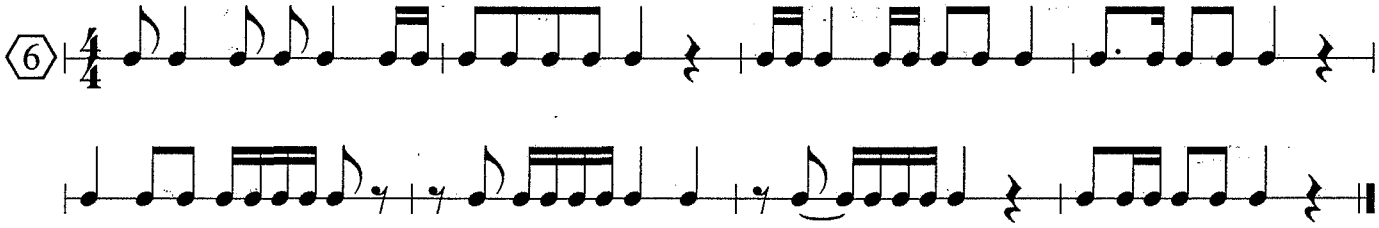


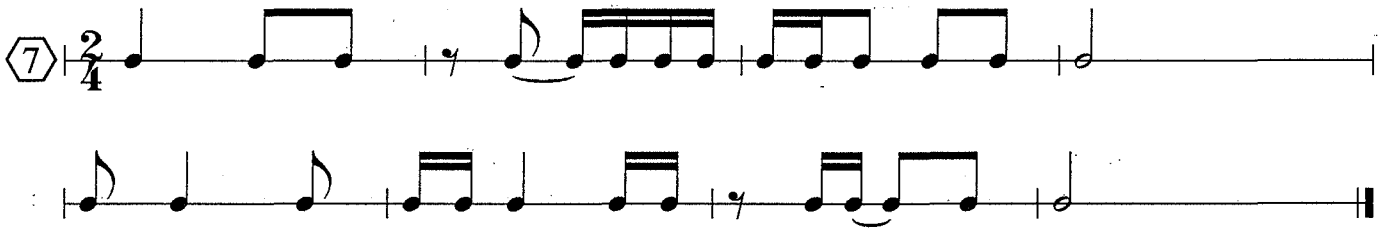


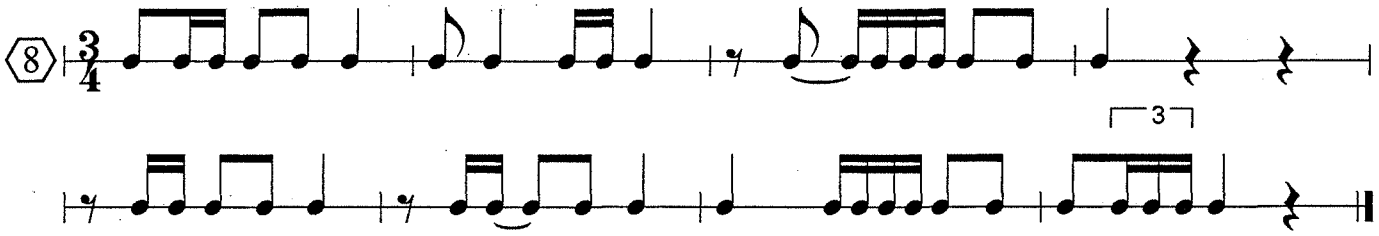


C5: Kwartnoot als teleenheid. Nieuwe bouwstenen:

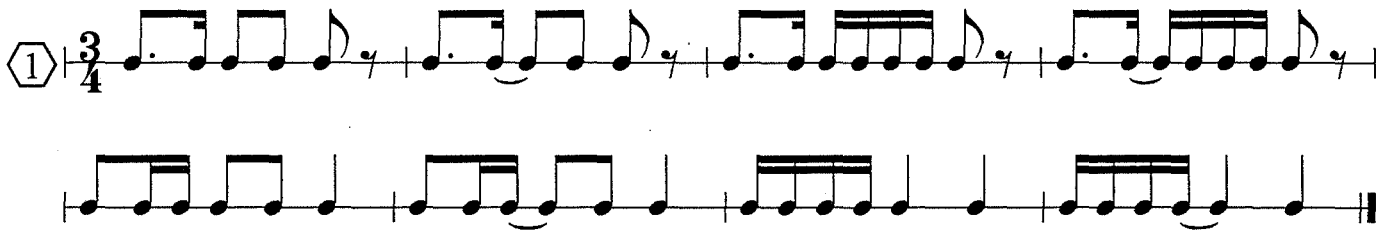


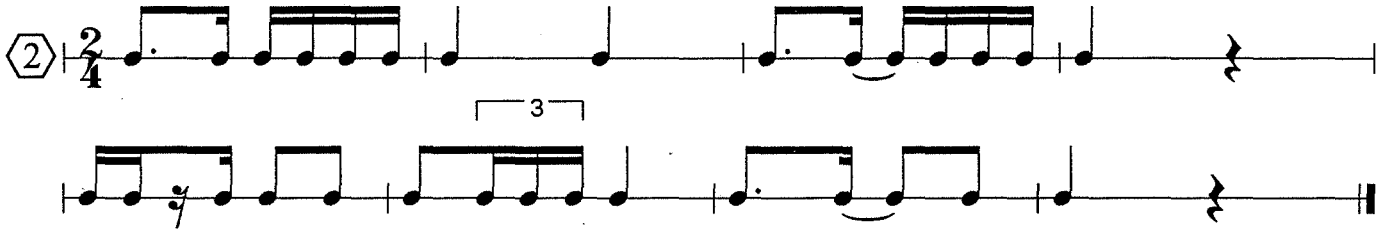


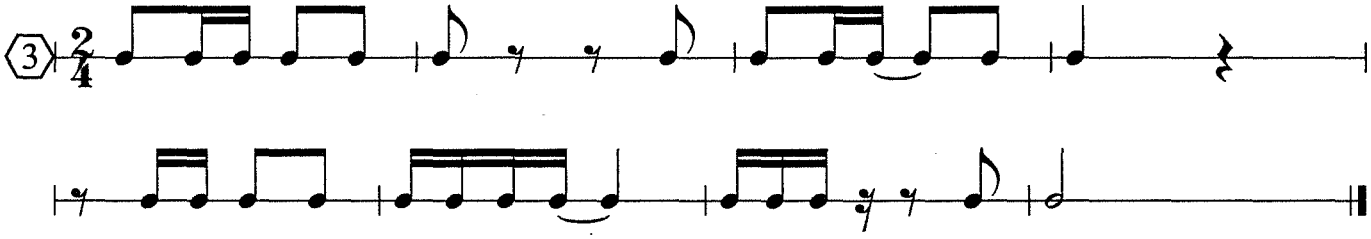


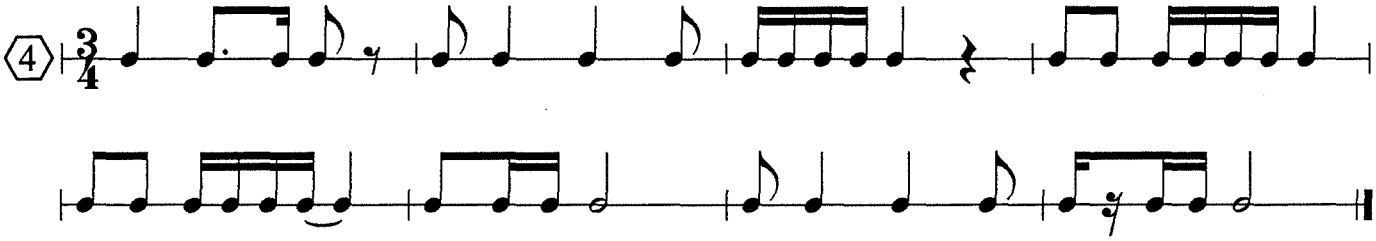


C6: Kwartnoot als teleenheid. Nieuwe bouwstenen:

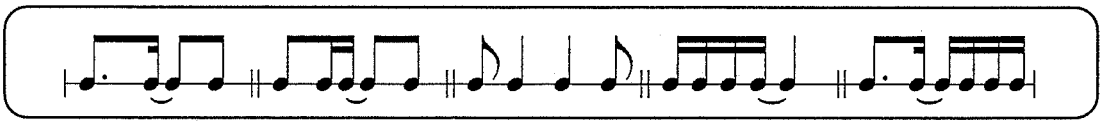


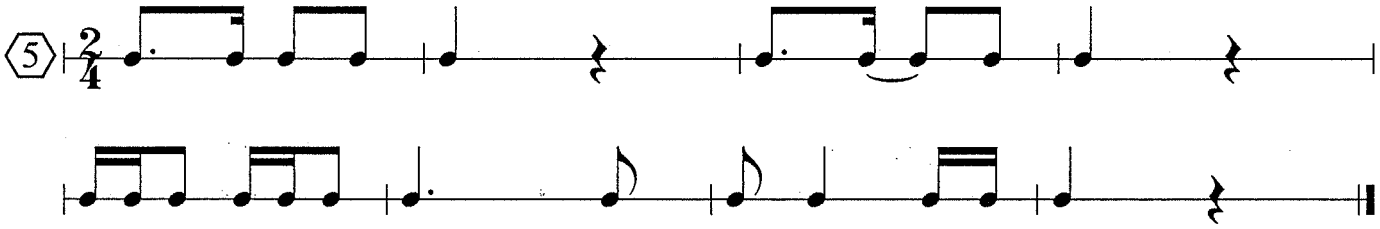


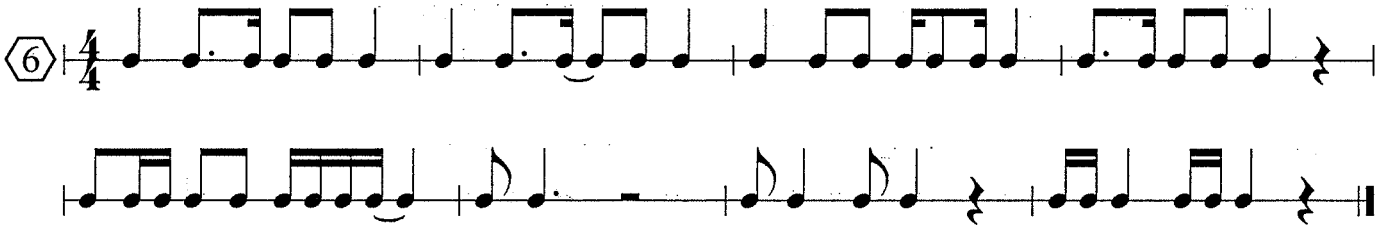


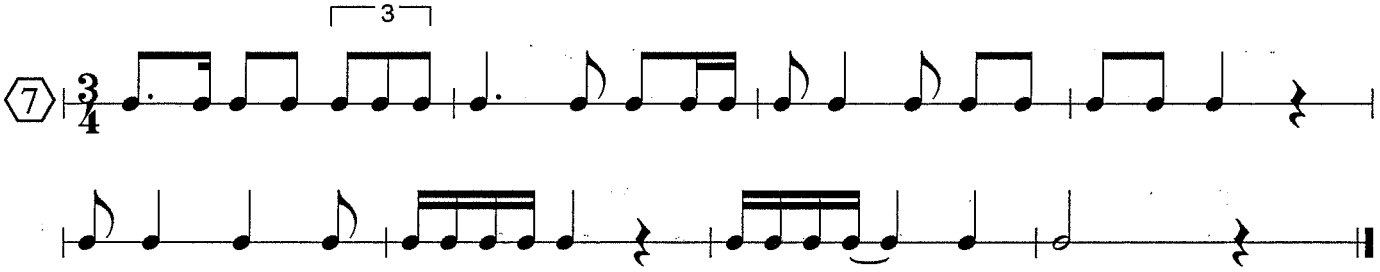


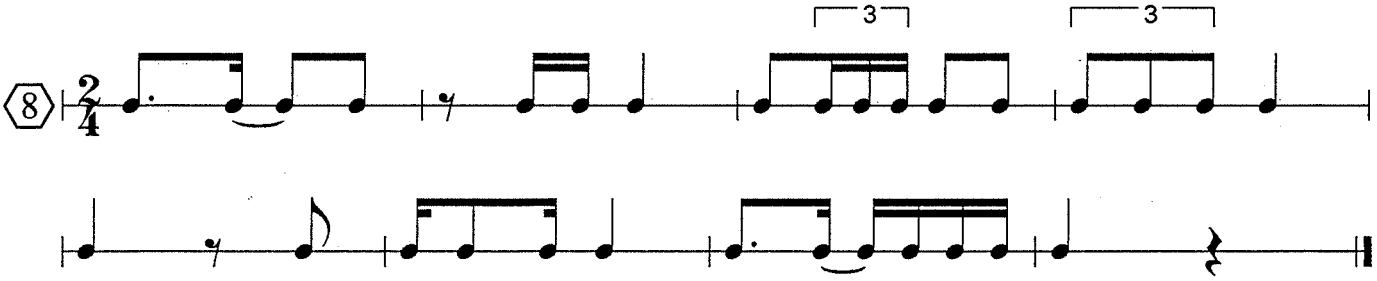
C6: Kwartnoot als teleenheid. Nieuwe bouwstenen:



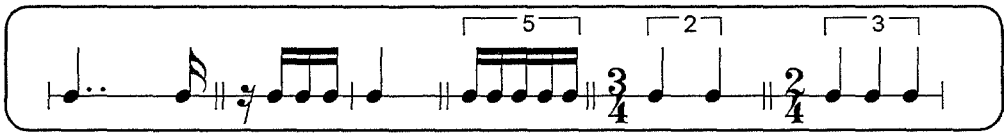


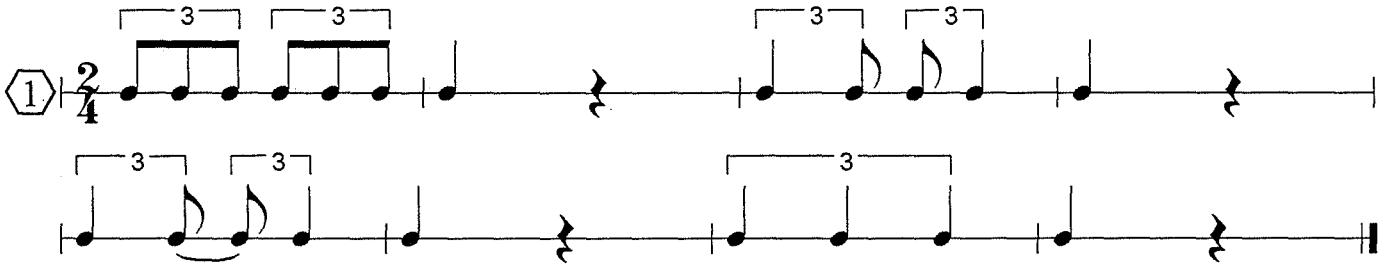


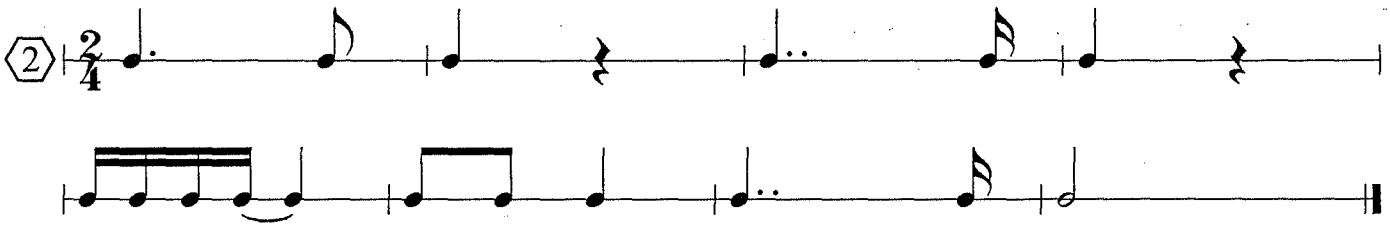


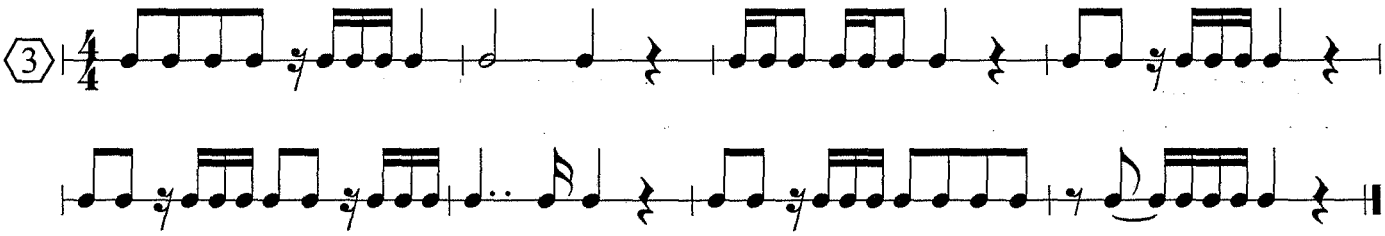


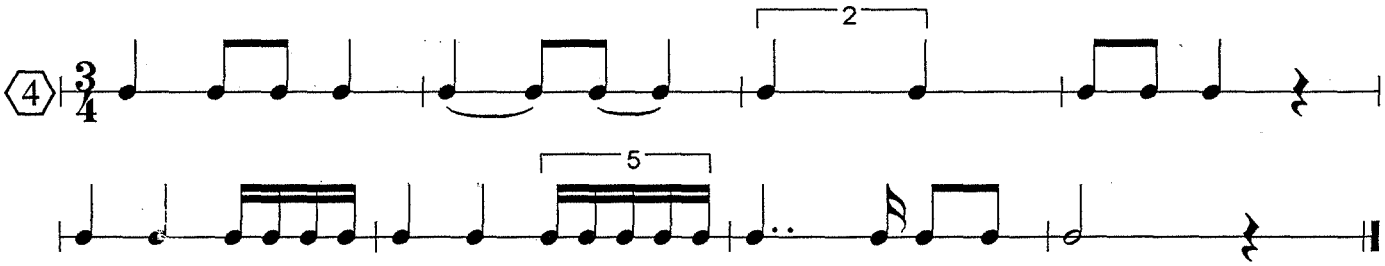
C7: Kwartnoot als teleenheid. Nieuwe bouwstenen:



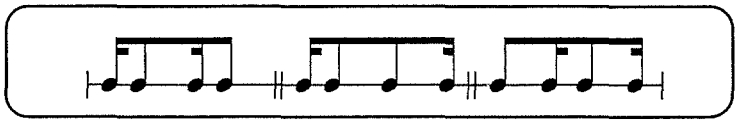


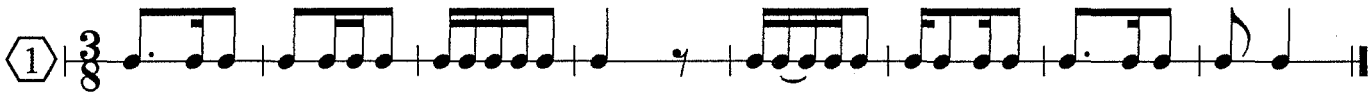


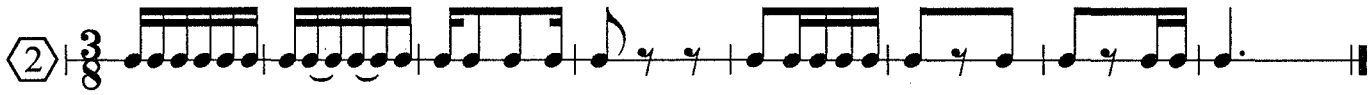


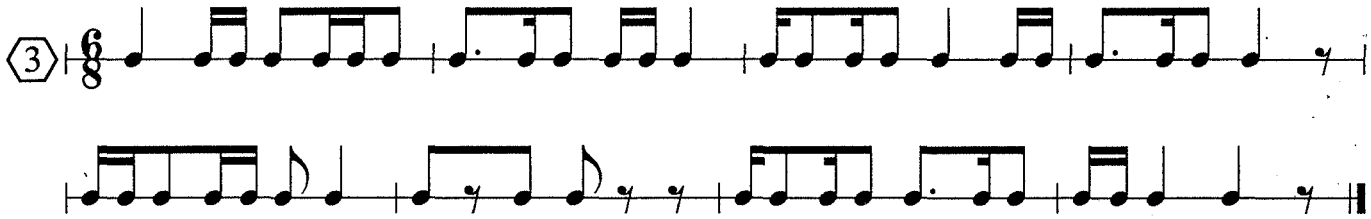


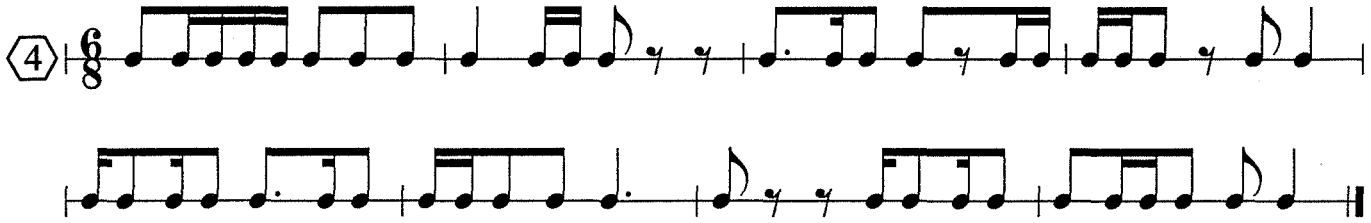
C8: Achtste noot of kwartnoot met punt als teleenheid. Nieuwe bouwstenen:



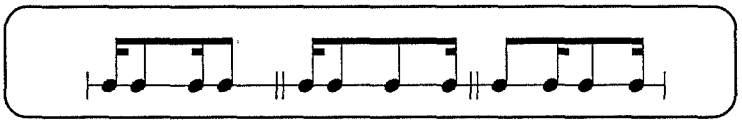


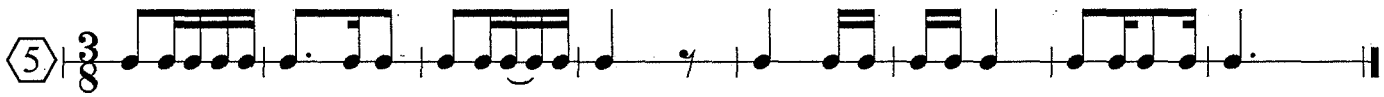


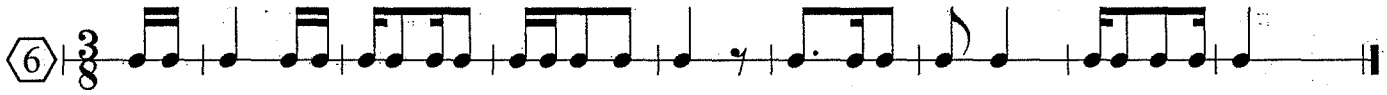


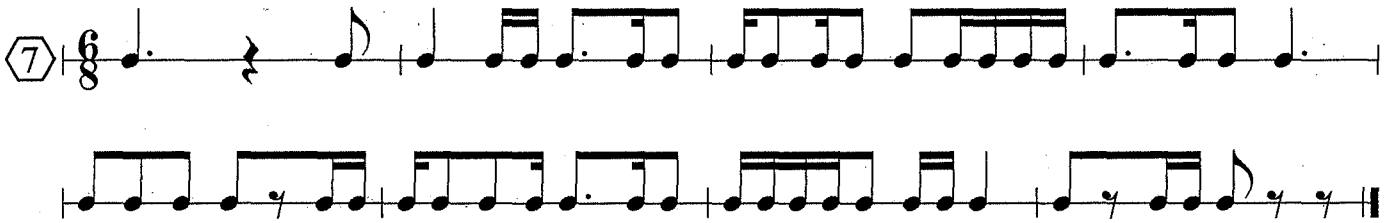


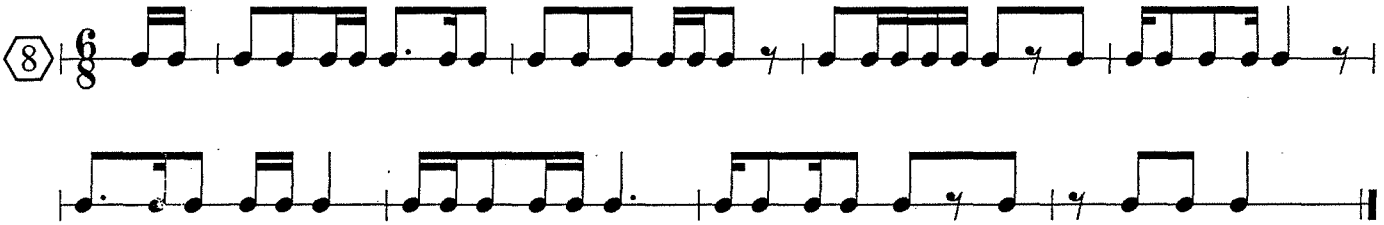
C8: Achtste noot of kwartnoot met punt als teleenheid. Nieuwe bouwstenen:



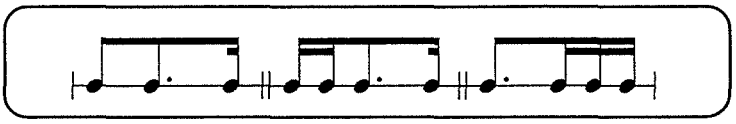


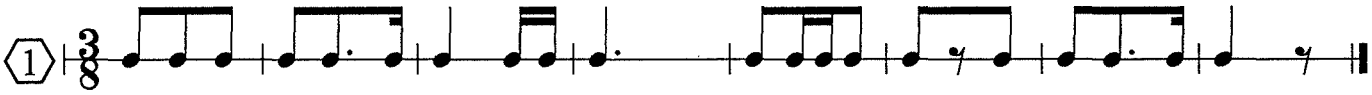


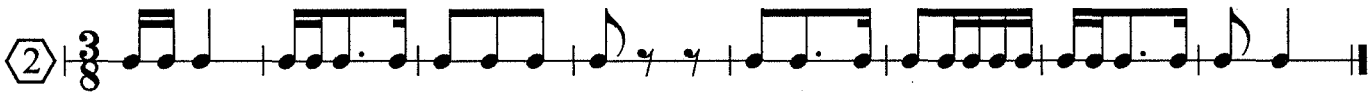


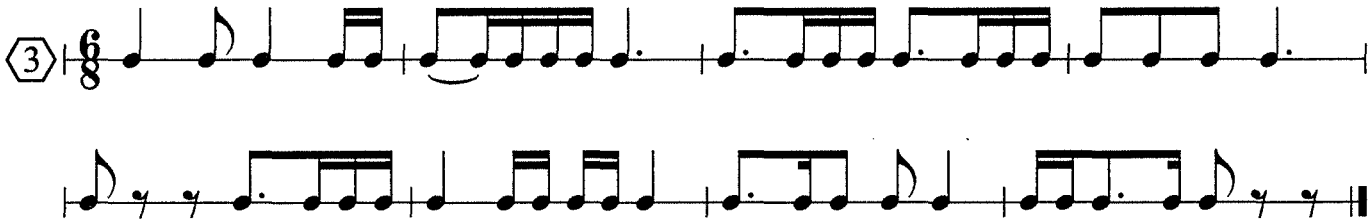


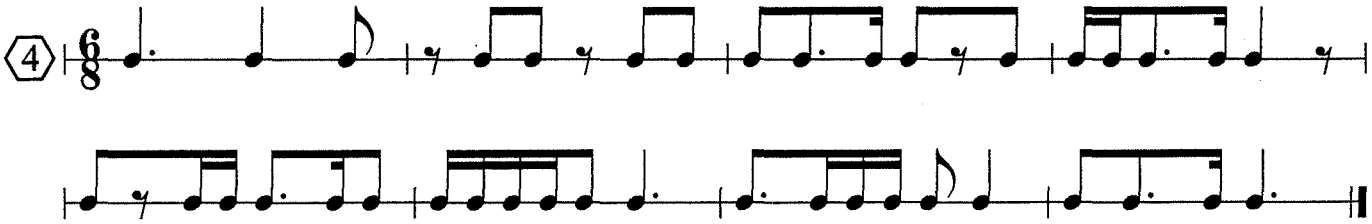
C9: Achtste noot of kwartnoot met punt als teleenheid. Nieuwe bouwstenen:



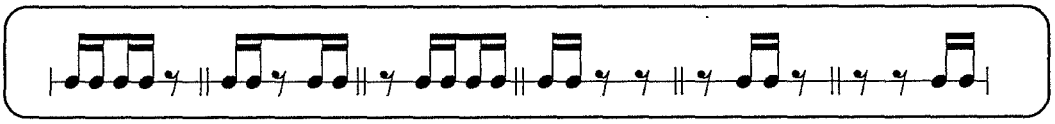


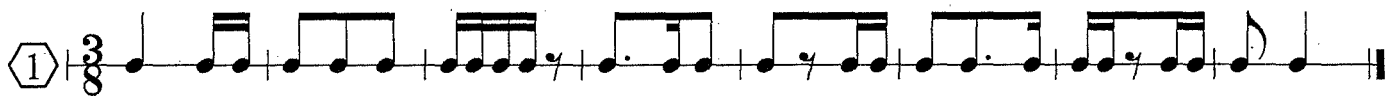


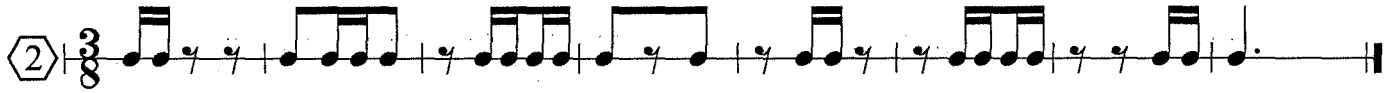


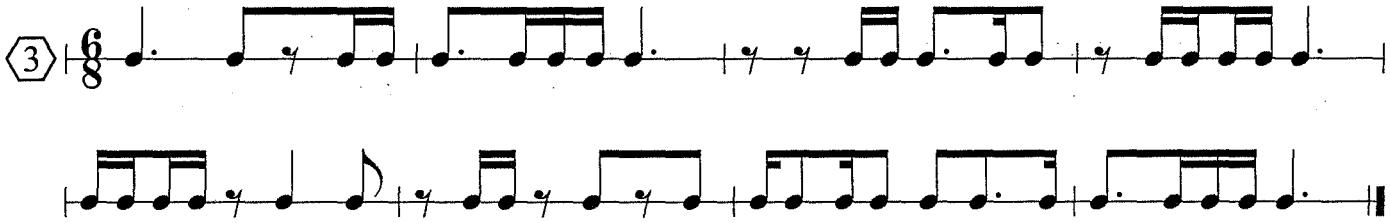


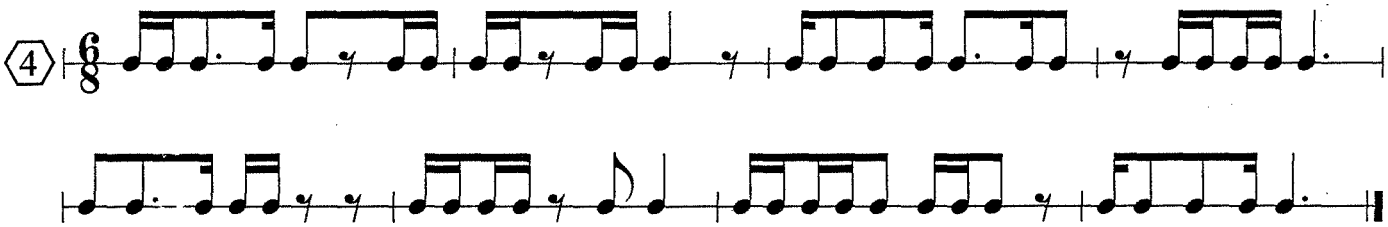
C10: Achtste noot of kwartnoot met punt als teleenheid. Nieuwe bouwstenen:



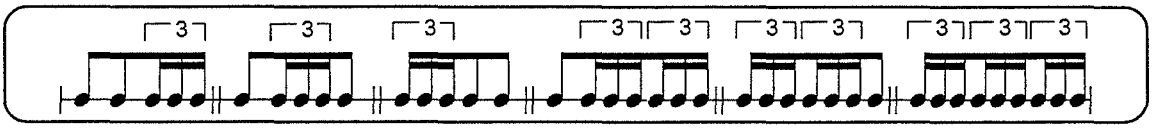


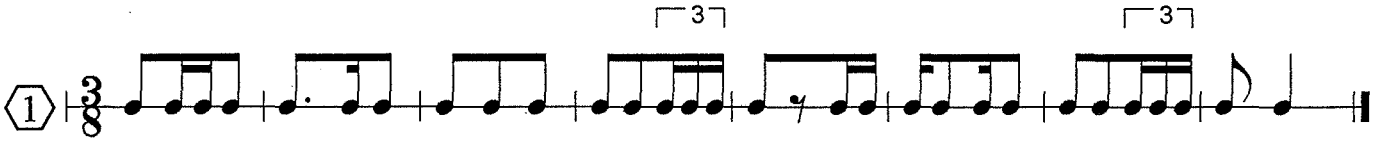


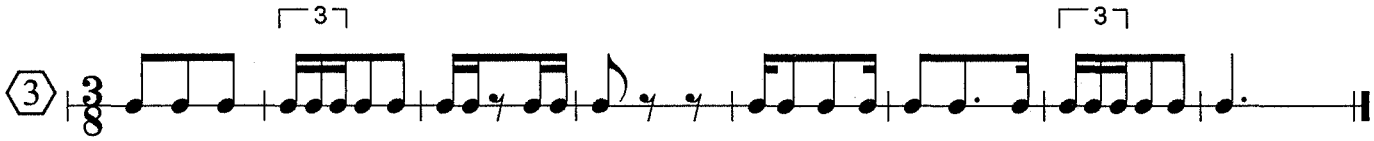


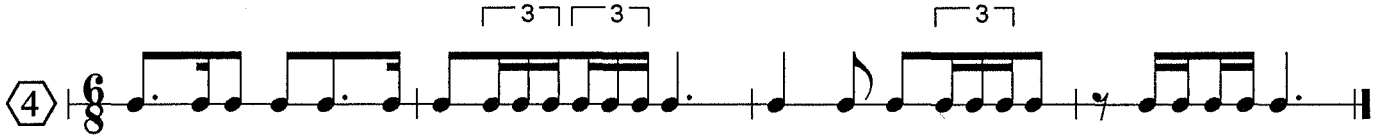


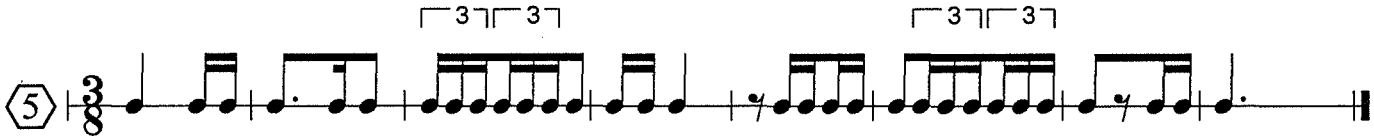
C11: Achtste noot of kwartnoot met punt als teleenheid. Nieuwe bouwstenen:

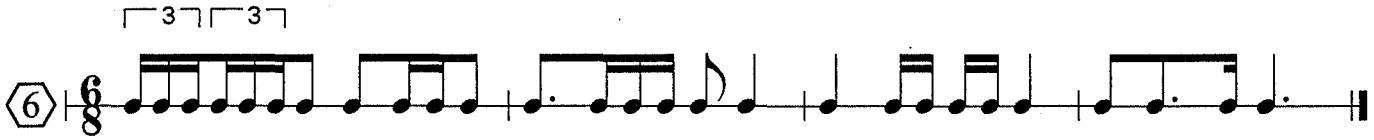


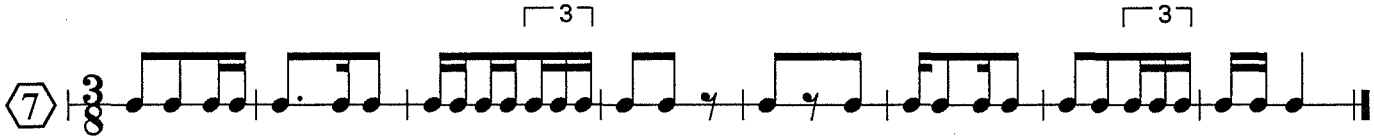


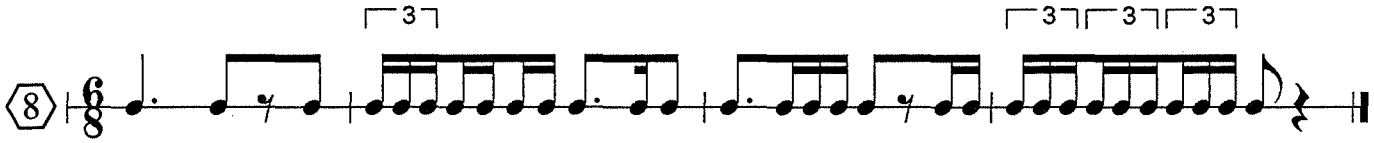




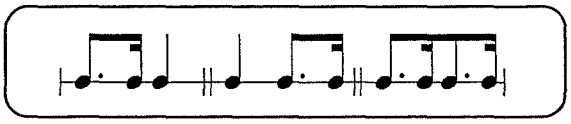


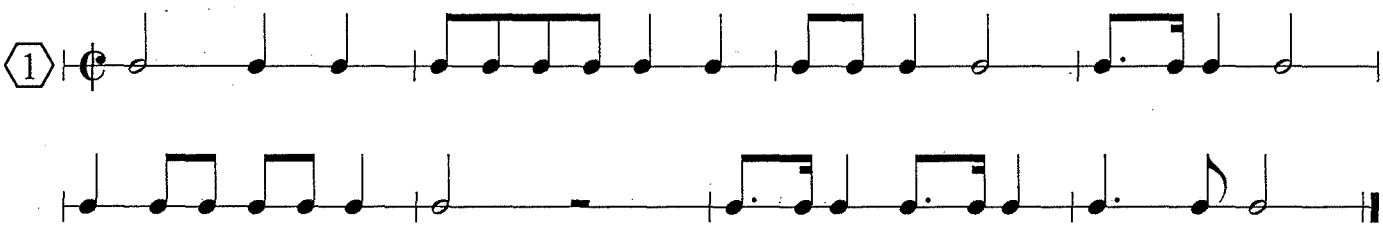


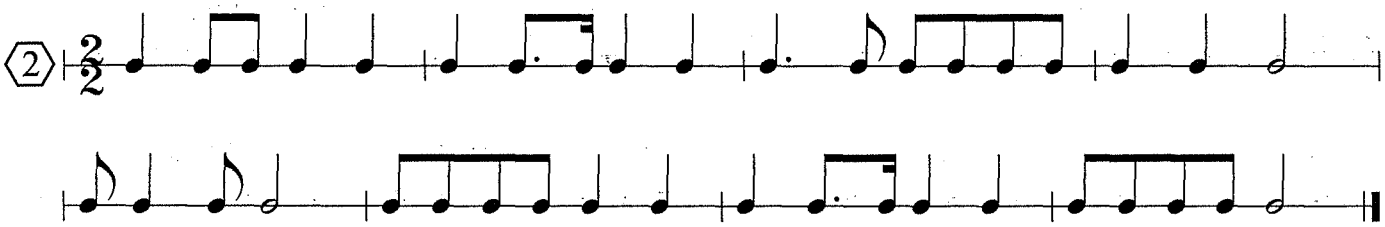


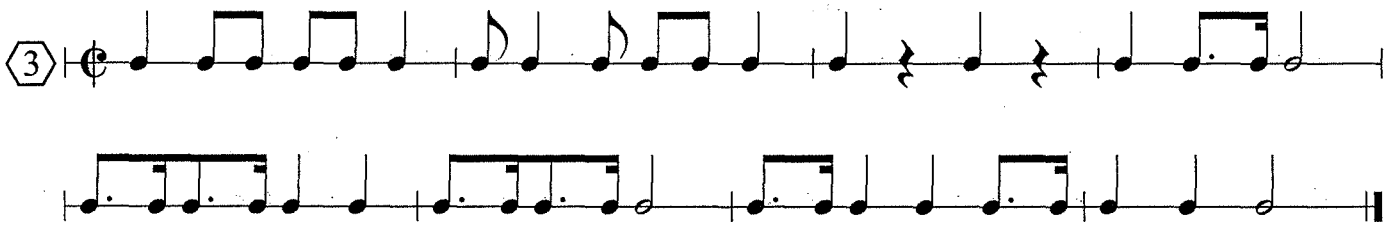


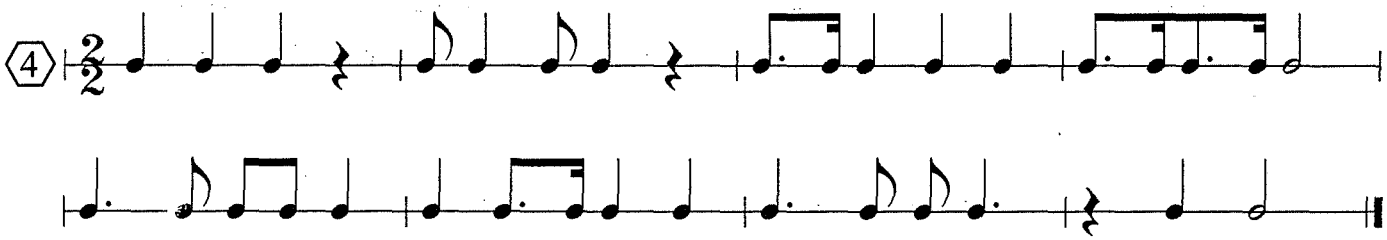
C12: Halve noot als teleenheid. Nieuwe bouwstenen:



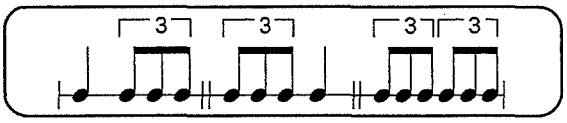


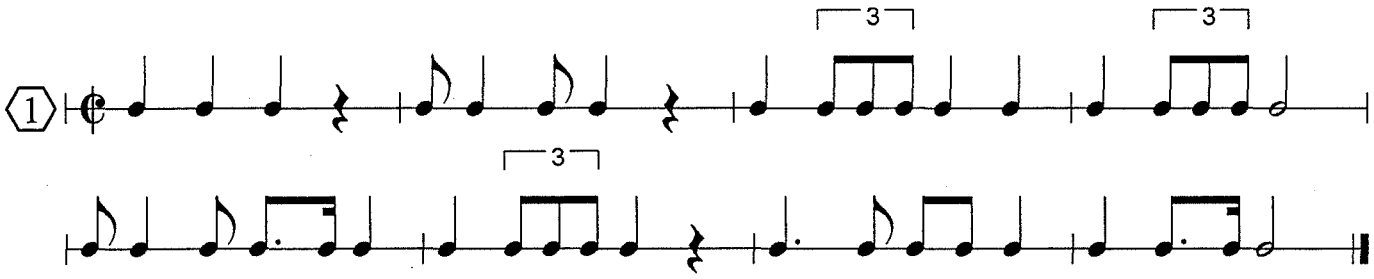


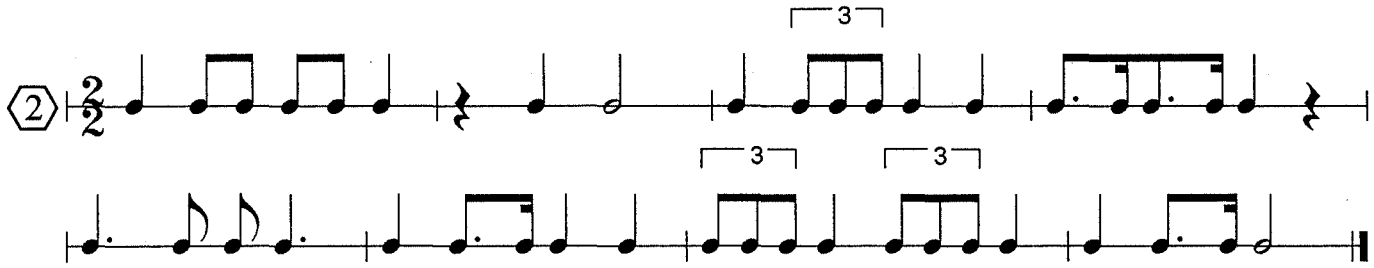


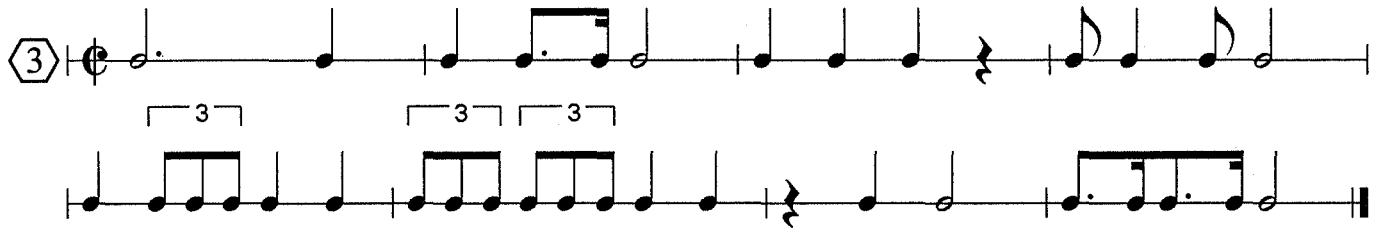


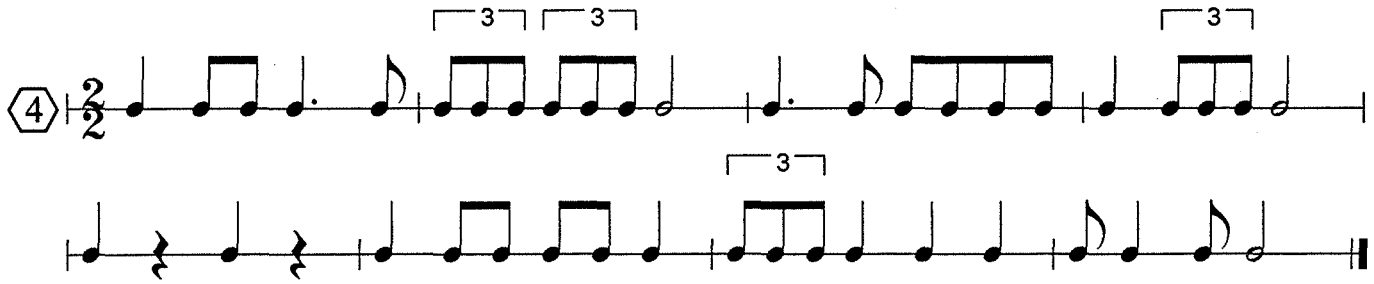
C13: Halve noot als teleenheid. Nieuwe bouwstenen:



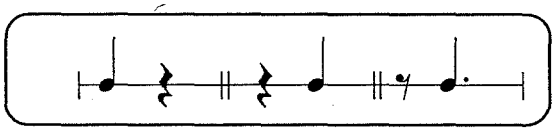


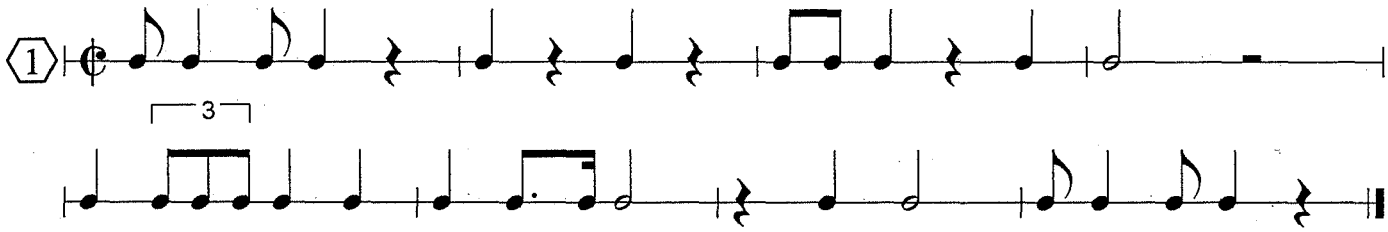


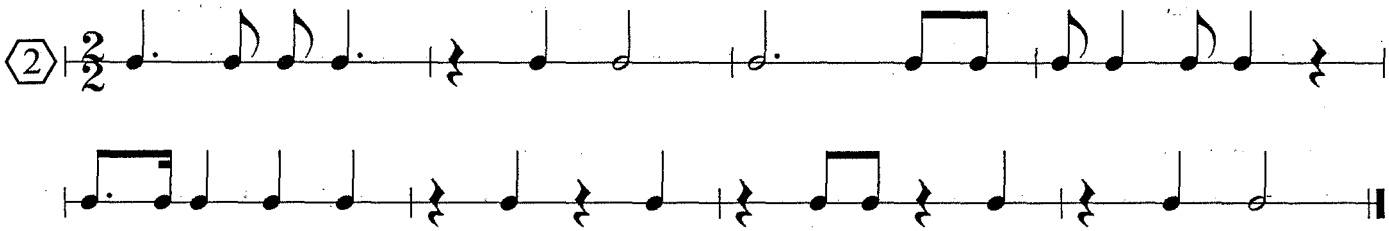


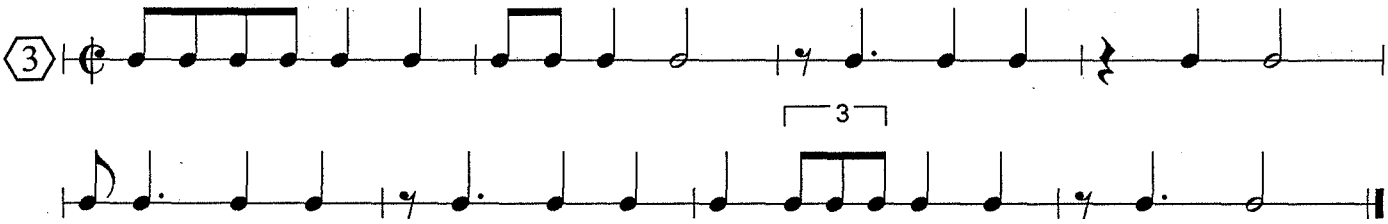


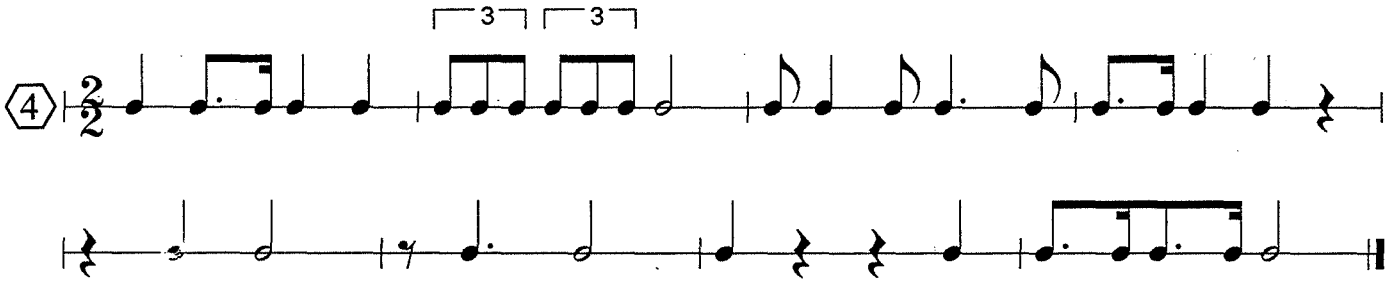
C14: Halve noot als teleenheid. Nieuwe bouwstenen:



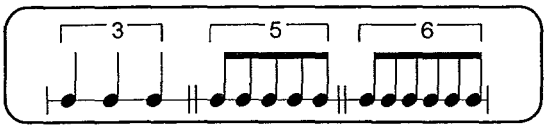


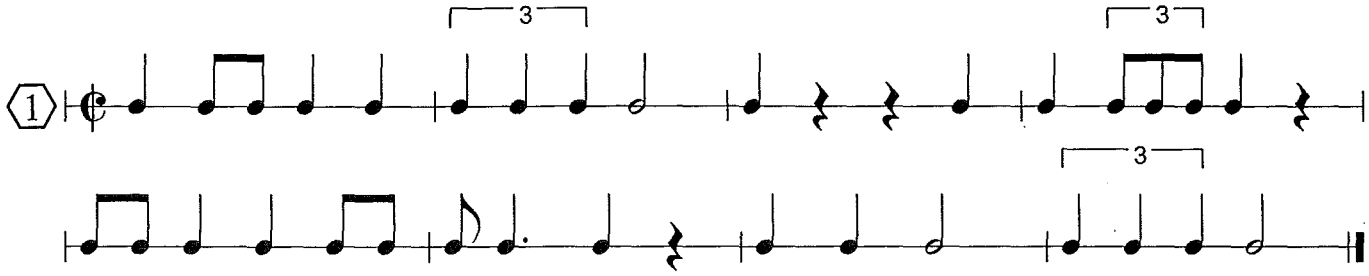


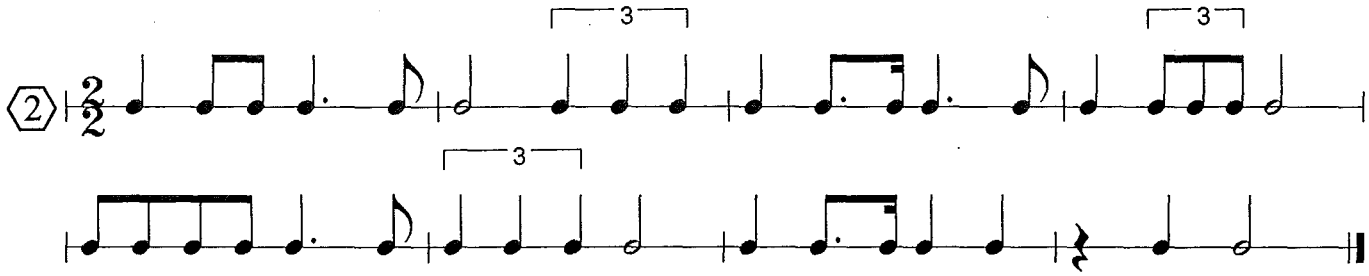


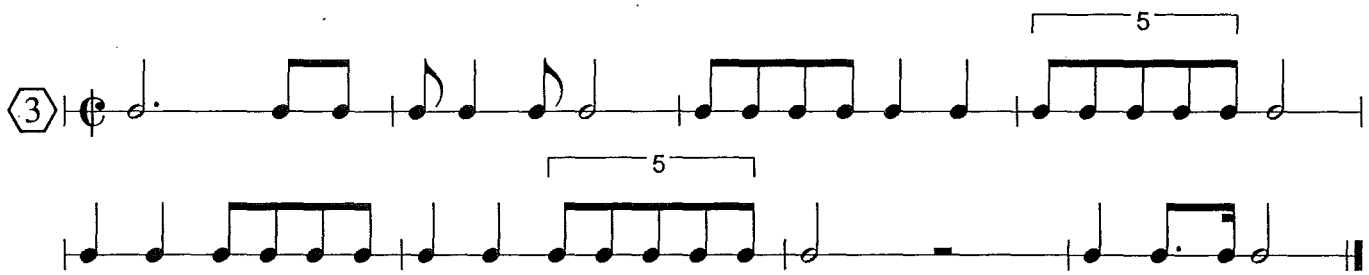


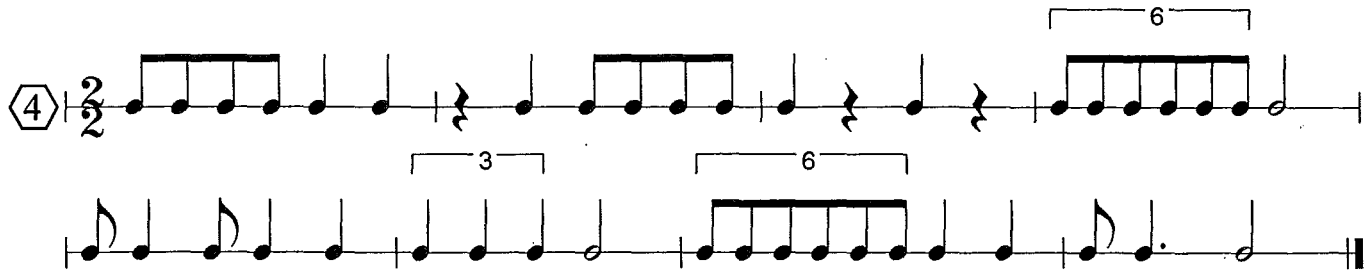
C15: Halve noot als teleenheid. Nieuwe bouwstenen:



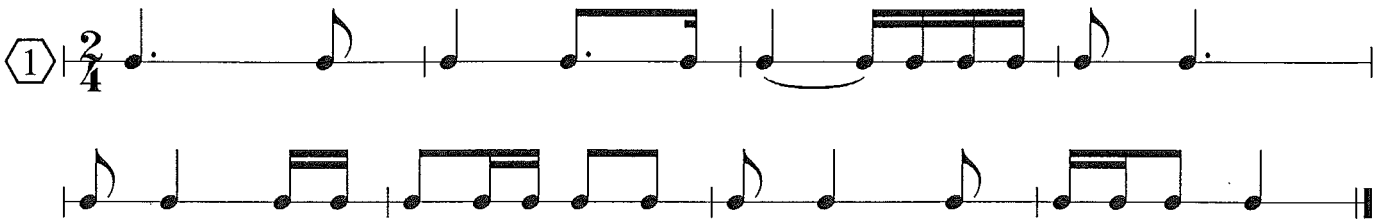


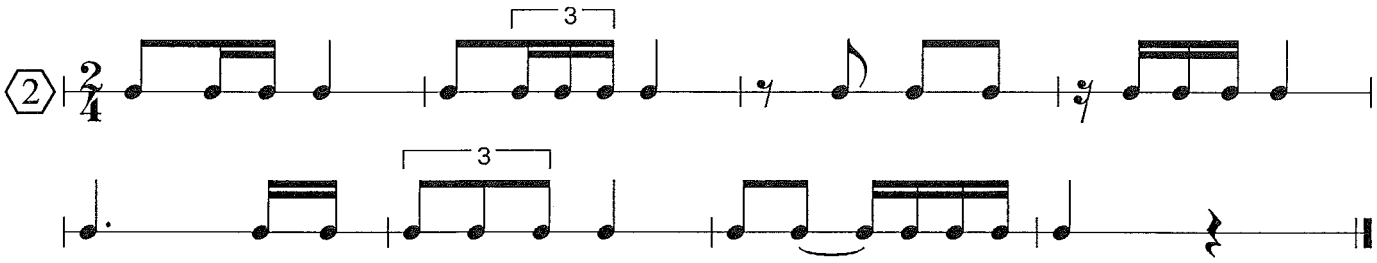


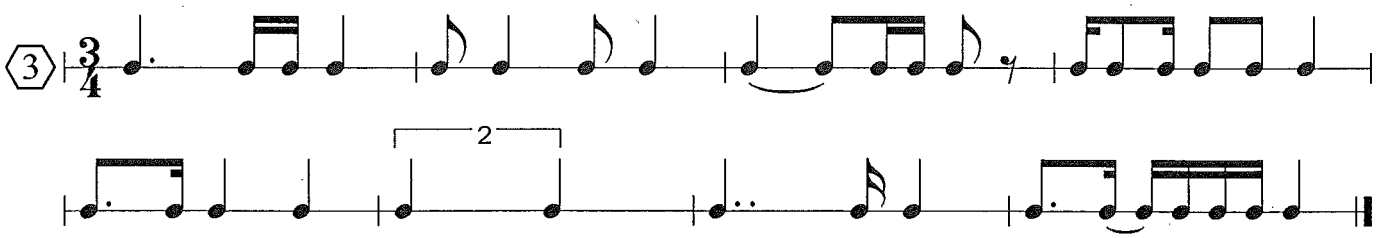


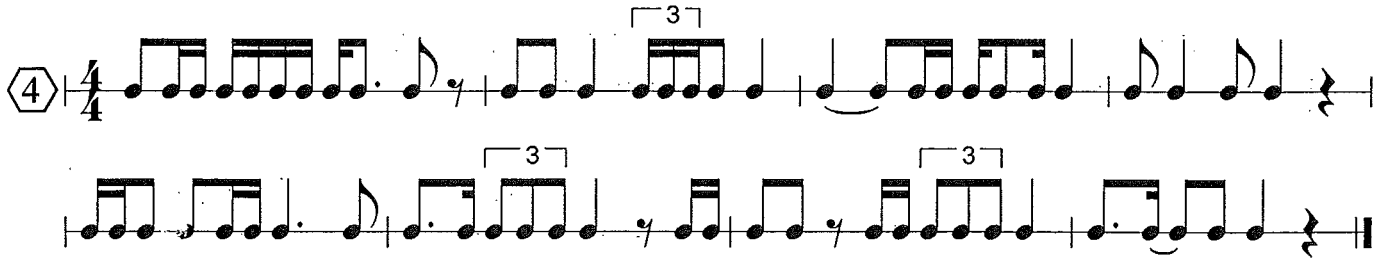


Voorbeelden C-examen *prima vista ritme.*
Kwartnoot als teleenheid.

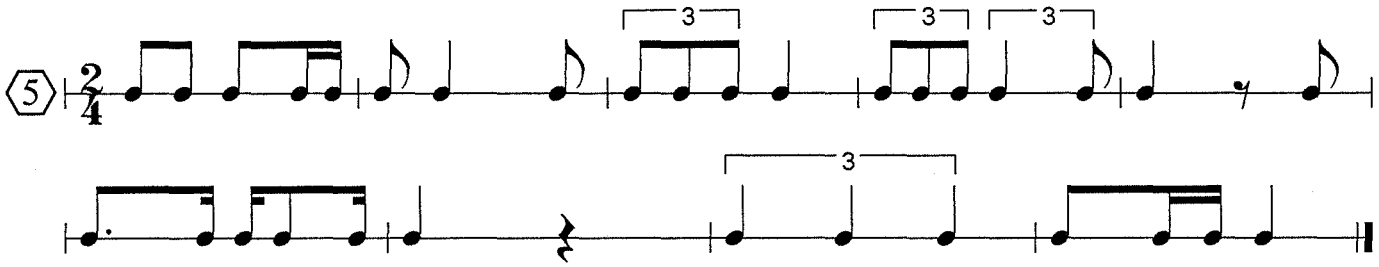


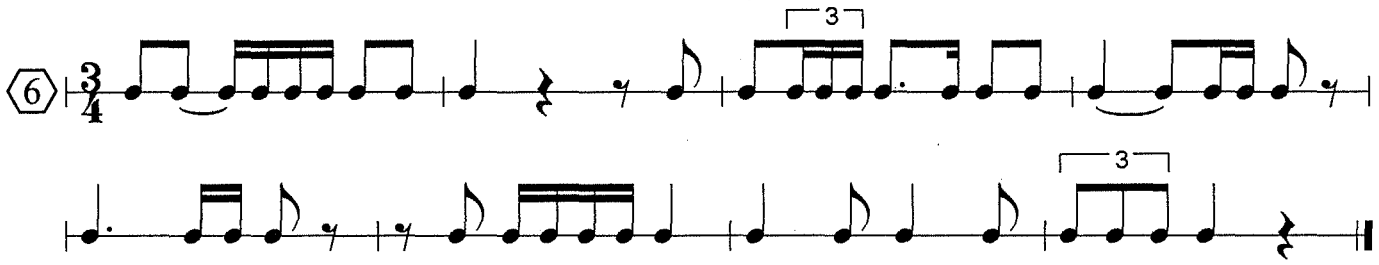


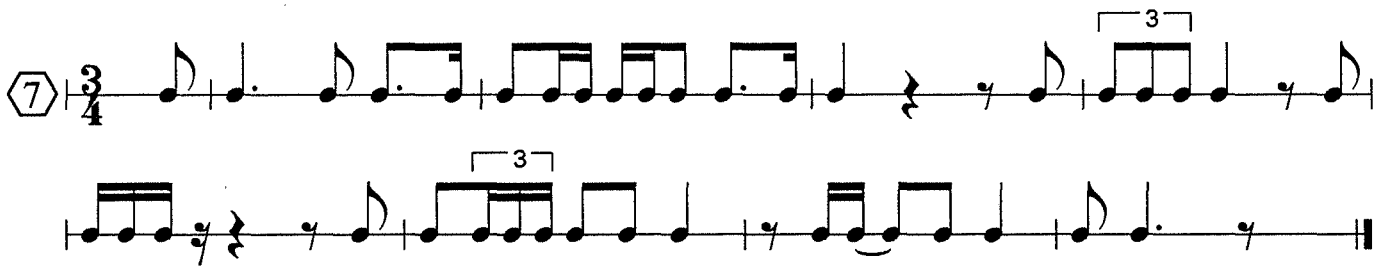


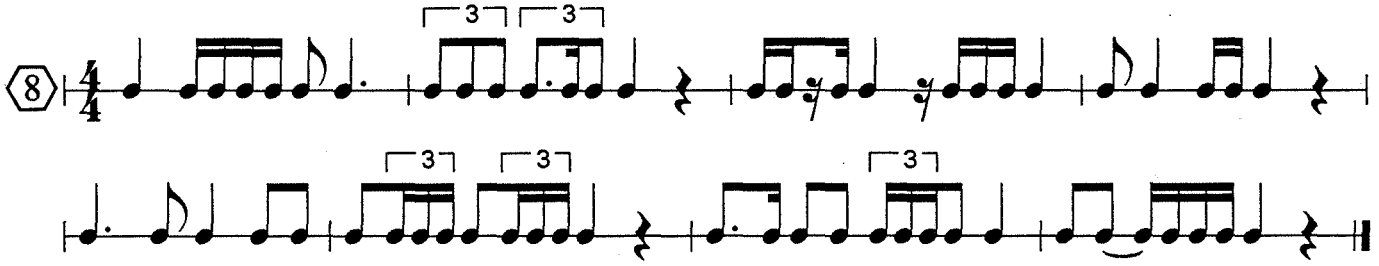


Voorbeelden C-examen *prima vista ritme.*
Kwartnoot als teleenheid.

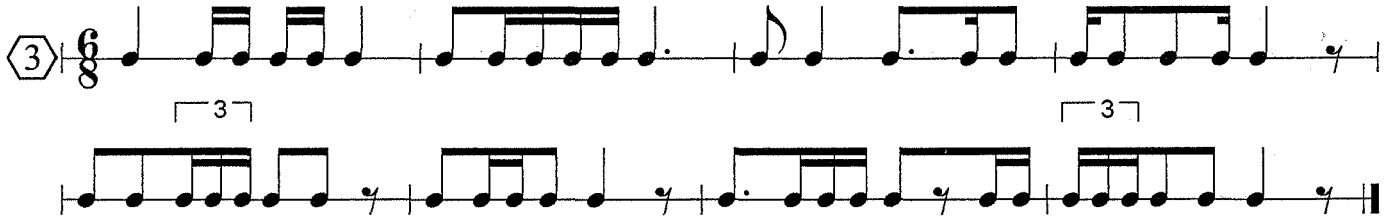


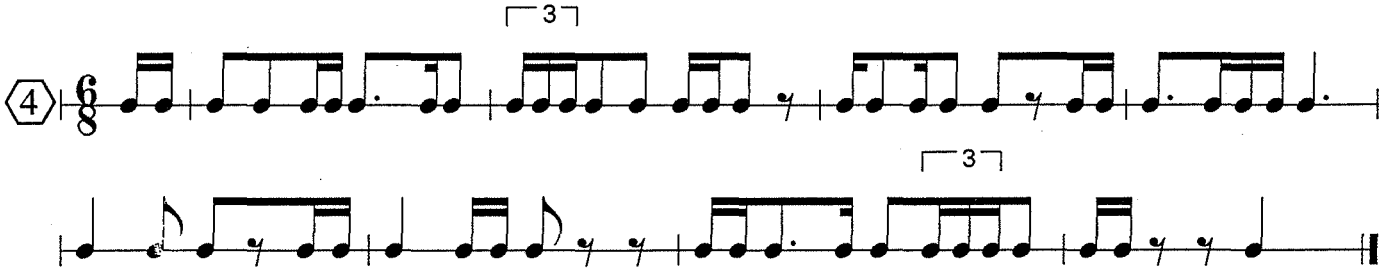




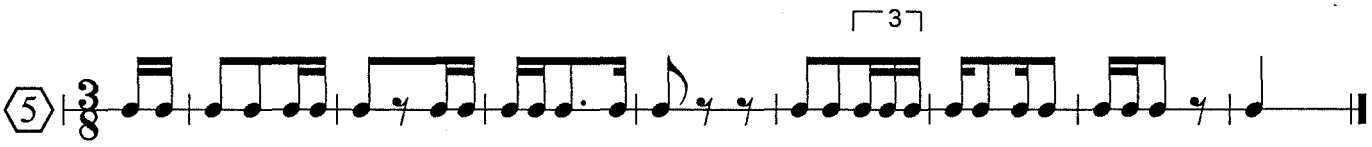


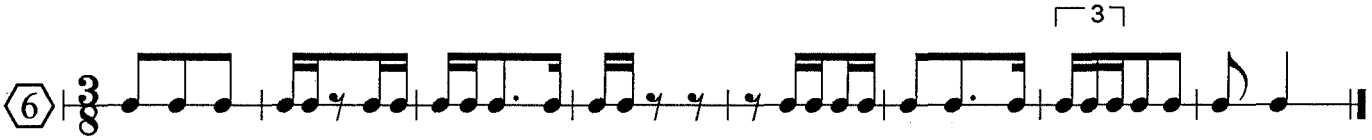
Voorbeelden C-examen *prima vista ritme.*
Achtste noot of kwartnoot met punt als teleenheid.

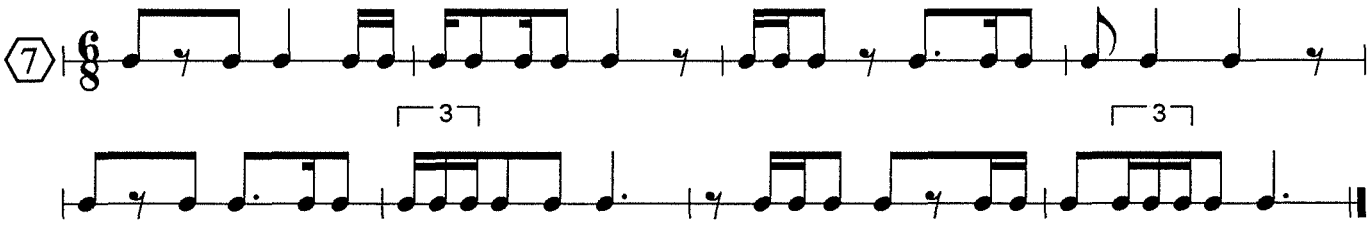


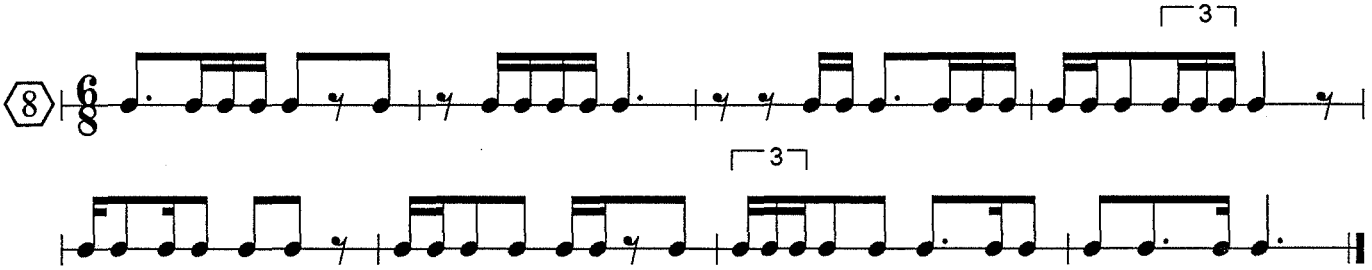


Voorbeelden C-examen *prima vista ritme.*
Achtste noot of kwartnoot met punt als teleenheid.

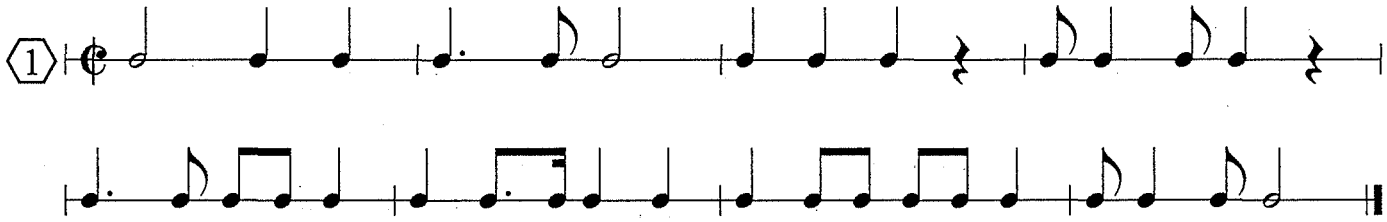


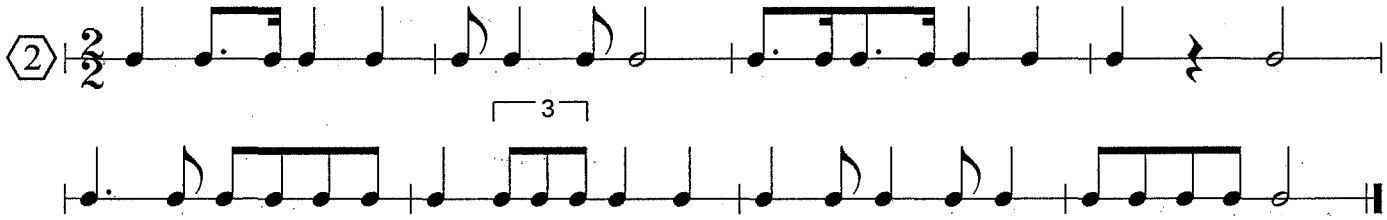


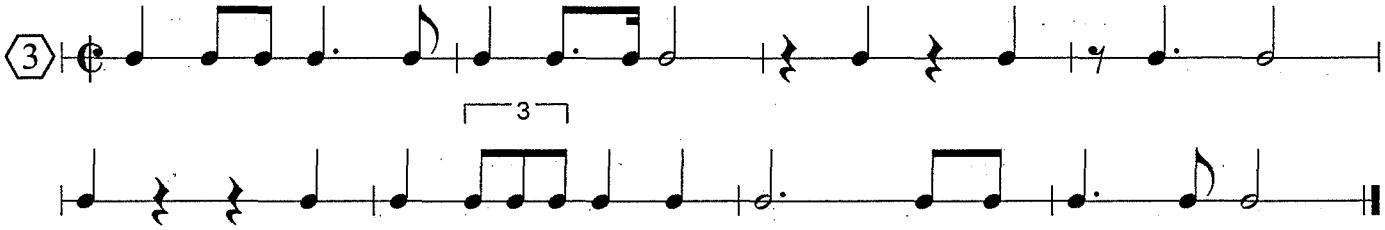


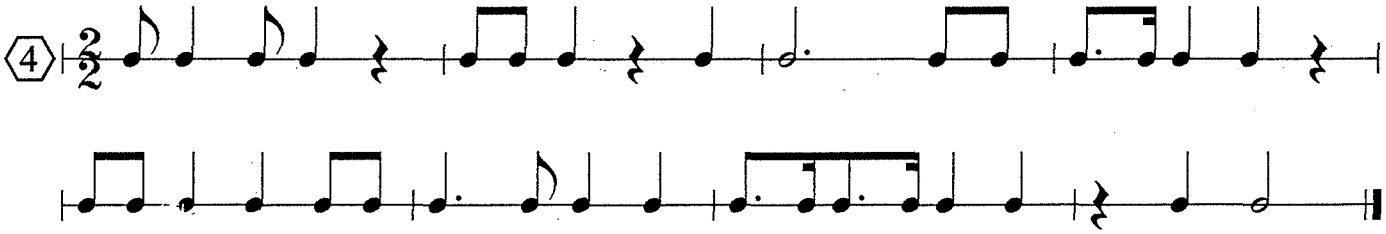
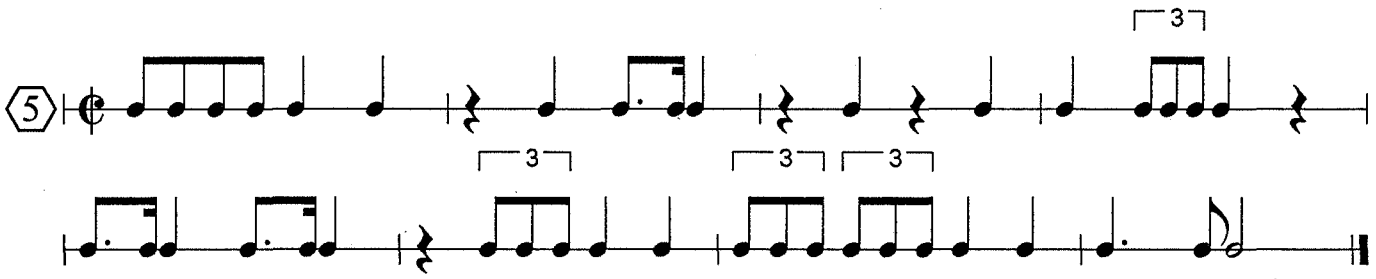
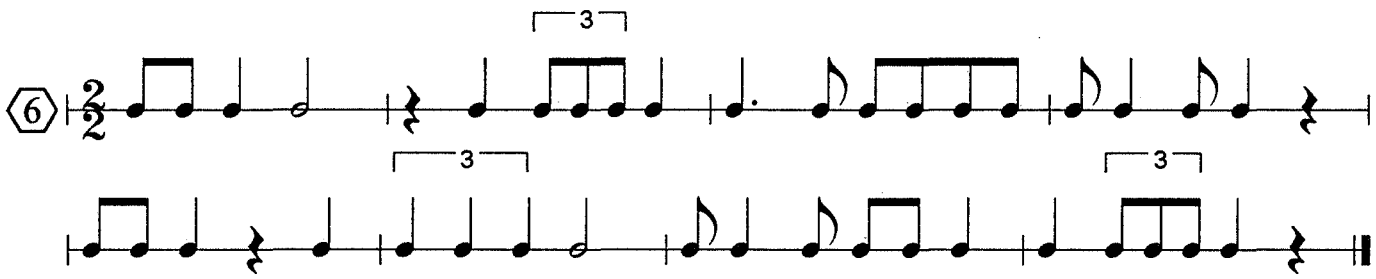
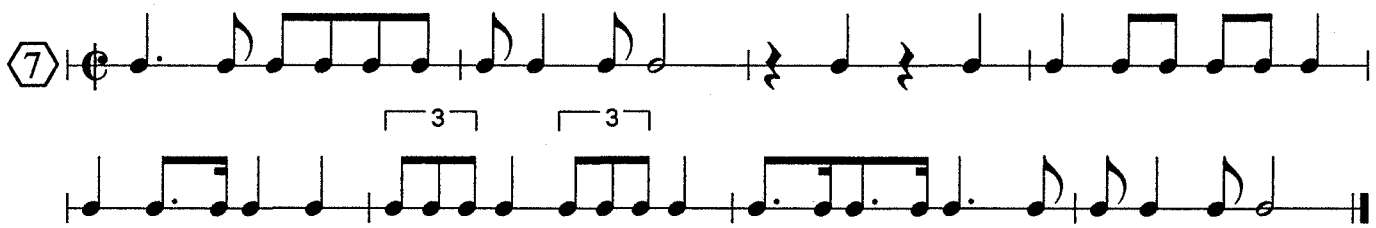
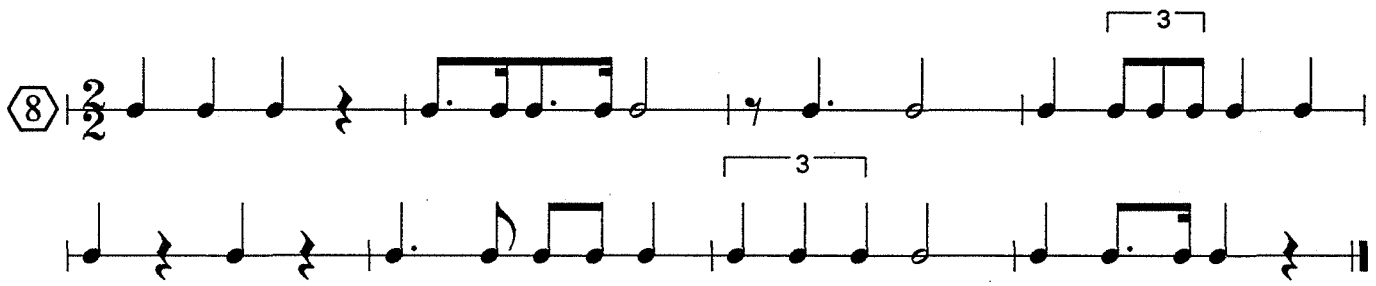


Voorbeelden C-examen *prima vista ritme.*
Halve noot als teleenheid.









Voorbeelden C-examen *prima vista ritme.*
Halve noot als teleenheid.