

# Motives

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Repetition in music is important. Without it, music would not have feeling or meaning. It also makes music memorable. In this lesson, you will find repetition in the form of motives and sequences. Other aspects of repetition will be considered in later lessons.

## Motives and Sequences

A motive is a short melodic or rhythmic pattern that is repeated in the music. If a motive is repeated on different pitch levels, the repetition is called a sequence.

Motives and sequences give coherence to music. When you start listening for them, you will be surprised at how often you hear the same pattern. They also make it much easier to remember the music. There will often be more than one motive in a piece of music.

In the music below, motives are marked with an “m.”

For more than one different motive, you could mark them  
“m1,” “m2” and so forth.

## America the Beautiful

Katherine Lee Bates. lyrics  
Samuel A. Ward, music

O beau - ti - ful for spa - cious skies, for am - ber waves of grain, for

## America the Beautiful

Katherine Lee Bates. lyrics  
Samuel A. Ward, music

O beau - ti - ful for spa - cious skies, for am - ber waves of grain, for pur - ple moun - tain

6

maj - es - ties a - bove the fruit - ed plain! A - mer - i - ca, A - mer - i - ca, God shed his grace on

12

thee, and crown thy good with broth - er - hood from sea to shi - ning sea!

Sometimes it may be hard for you to decide if a group of notes is a motive or not. For instance, in the example above you could choose to think of the 5 quarter-notes followed by a dotted half-note as a motive, but I choose not to do so because it is long and not rhythmically distinctive. It's okay if you prefer to think of it as a motive. Don't spend any time worrying about it. The important thing is that you recognize that it could be and that is a repetitive factor.

### **Assignment Click go to YouTube and enter**

1. Go to YouTube and enter "Strike Up the Band" in the search field. Listen to the Warren Barker arrangement. Listen for repetition of motives
2. Play "America the Beautiful" and think about the motives you are playing. How many times is the m1 motive repeated in the song? How many times is the "?" section repeated? What else is in the song that is not m1 or "?"

3. Look for motives in two or more pieces that you are playing and mark them to see how often they are repeated. When you have done that, you have completed this lesson.