

Music Genres

Pop Music

W/C: 27th April 2020

This week, we will be focusing on pop music. We will look briefly at other genres too and use these to make comparisons. Children will begin the week by recapping key music concepts and terminology before exploring this music genre in more detail.

Subject: Music

Activity Outcome: Apply understanding of key terminology through a quiz and exploring the notes of a pop song.

Explain: So far in Music, what have we learnt? What key words can you remember? What do they mean?

What is the stave (or staff) in music?

On the next page, we will discuss some terminology we have already looked at and some new learning too. Complete the activities as you go along before you find your own choice of pop music to apply your new learning to.

Subject: Music

Activity Outcome: Appreciate different composers by reflecting on a range of songs and making comparisons between composers of pop songs.

Explain: A composer is a musician who is an author of music in any form. A composer may create music in any music genre. Composers often express their works in a written musical score using musical notation (as you learnt have learnt before). Many composers are, or were, also skilled performers of music.

It's important for us to appreciate a wide range of music which may come from different traditions and from a range of composers/musicians.

Your task is explained on page 4.

Subject: Music

Activity Outcome: Identify different instruments that belong to major families of musical instruments.

Explain: Instruments are the predominant way for singers to create background music. There are 4 major families of musical instruments which will be explored on page 6.

Work your way through the tasks and clips to build up an understanding of how backing music is often created.

To end the lesson, have a go at this quiz. How many instruments can you name by their sound and what instrument family do they belong to?

https://www.youtube.com/watch?v=gGDh3_I55ug

Subject: Music

Activity Outcome: Research your favourite pop song to complete the sheet on page 8.

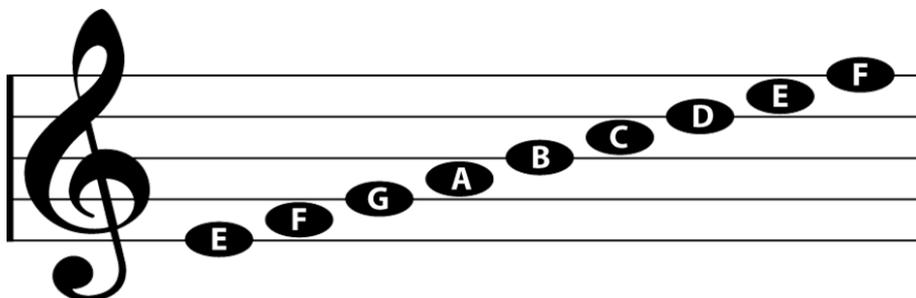
Explain: Finding the right combination of instruments and sounds is an art form, and takes the same creative energy as choosing the right chord, creating a beautiful melody or writing engaging lyrics. A lot of time should be spent in choosing the sounds and instruments you will use in a recording, and how those sounds relate to one another. The instruments you use can define your sound. Different instruments tend to be used for different genres of music. From page 7 onwards, you will learn about different genres before completing your task based on the pop genre.

What is the staff in music?

- The staff is a set of 5 horizontal lines with gaps in between them.
- Each line represents / shows a different musical pitch.
- Musical symbols are placed within or on the lines to show musicians what to do and which pitch to play or sing in.

The notes on the lines can be remembered by the mnemonic **Every Good Boy Deserves Football**. Can anyone think of another?

The letters of the notes in the four spaces spell the word **FACE**.

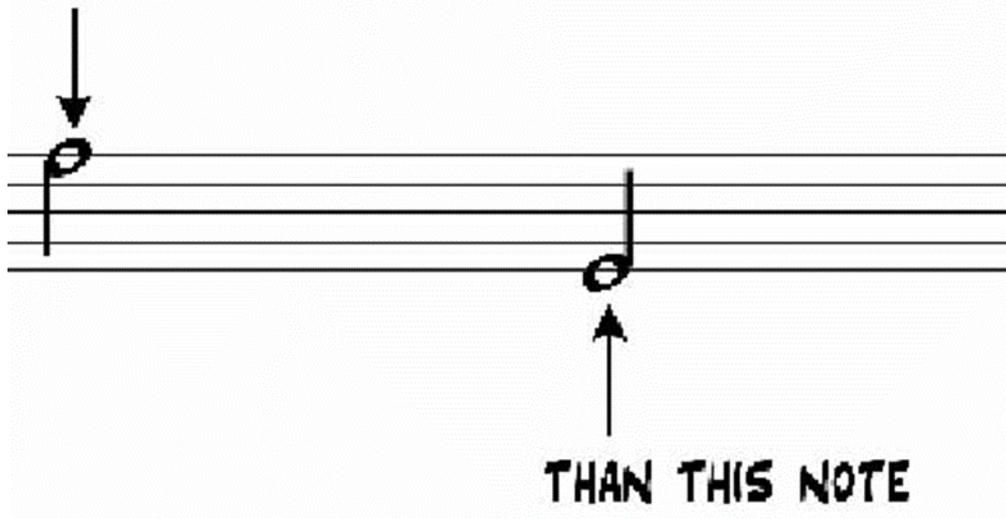


Test your knowledge on notes using this link - <https://www.teachingideas.co.uk/notation/name-that-note>

So, to be clear, what is pitch then?

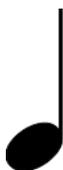
How high or low a sound is.

THIS NOTE IS HIGHER.....



Each beat also represents a different duration.

Crotchet – The crotchet lasts **one** beat.



Quaver – The quaver lasts for **half** a crotchet beat (so there are two to the time of a crotchet).



Semiquaver - The semiquaver lasts for a **quarter** of a crotchet beat (so there are four to the time of a crotchet).



Minim - The minim lasts for **two** crotchet beats.



Semibreve – The semibreve lasts for **four** crotchet beats.



Your task— Using the internet, can you find the music sheet to one of your favourite pop songs (make sure it's appropriate). First, identify the different notes. Then, can you clap/sound out the duration of each note using your new knowledge. Here is an example of part of the song you learn from The Greatest Showman if you are struggling to find an example.

I know that there's a place__ for us, __ for__ we are glo - ri - ous__

Part I *end opt. Solo mp* 17 (♩ = ca. 96)

When the sharp - est words__ wan-na cut me down__

I'm gon-na send a flood,__ gon-na drown 'em out__

I am brave, I am bruised I am who__

__ I'm meant__ to be This is me Look out, 'cause here__ I come;__

Your task – Choose either sheet (one has composers/songs pre-selected) and complete it to the best of your ability using the internet to help you (ensure all songs are appropriate). Then, choose two different pop music artists or composers and compare them. How are they similar? How are they different? Which do you prefer and why?

Music Title	Composer	Genre	Tempo (fast/slow)	Pitch (high/low)	Dynamics (loud/soft)	How does this mu- sic make me feel?	My thoughts on the music
Three little birds	Bob Marley	Reggae					
Thriller	Michael Jackson	Pop					
We will rock you	Brian May	Rock					
Thank you for the music	Benny Andersson	Pop					
What a wonderful world	Louis Armstrong	Jazz					
Happier	Marshmello	Pop					

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		Pop					
		Rock					
		Pop					
		Jazz					
		Pop					

Instruments are the predominant way for singers to create background music. There are 4 major families of musical instruments they include:

Brass instruments – are made of brass or some other metal and make sound when air is blown inside. The musician's lips must buzz, as though making a "raspberry" noise against the mouthpiece. Air then vibrates inside the instrument, which produces a sound. Brass instruments include trumpet, trombone, Tuba, French Horn, cornet, and Bugle.

Percussion instruments – Most percussion instruments make sounds when they are hit, such as a drum or a tambourine. Others are shaken, such as maracas, and still others may be rubbed, scratched, or whatever else will make the instrument vibrate and thus produce a sound. Percussion instruments include drums, cymbals, triangle, chimes, tam-tam, glockenspiel, timpani, bells, and xylophone.

String instruments – the sounds of string instruments come from their strings. The strings may be plucked, as in a guitar or harp; bowed, as with a cello or a violin; or struck, as with a dulcimer. This creates a vibration that causes a unique sound. Stringed instruments include the violin, viola, cello, bass, harp, and dulcimer.

Woodwind instruments - produce sound when air (wind) is blown inside. Air might be blown across an edge, as with a flute; between a reed and a surface, as with a clarinet; or between two reeds, as with a bassoon. The sound happens when the air vibrates inside. Woodwind instruments include flute, piccolo, clarinet, recorder, bassoon, and oboe.

An Orchestra is a great way of understanding all the types of music. Below is a great video of understanding the musical instrument family and how they are formed. <https://www.youtube.com/watch?v=vQ95KUWCGT0>

This next video demonstrates some musical instruments sounds. Can you identify sounds that you have heard in your favourite pop songs? <https://www.youtube.com/watch?v=vJcGIQraek>

Your task - In each box, can you name 5 different instruments that belong to that family.

Brass	String
Percussion	Woodwind

Established Combinations of Instruments

Here are some successfully used combinations of instruments that have been used over the years:

1. **Folk.** Folk musicians play mainly acoustic instruments, including guitar, banjo, harmonica, violin, string bass, flute, recorders and drums (possibly hand drums). A two-guitar line-up is popular, combining strumming or plucking with melody or bass line. Synthesized sounds are normally not used - natural sounds suit the genre much better. For a rockier sound electric guitar may be used, and some of the instruments may be amplified.
2. **Jazz.** Guitar is used a lot in jazz, but piano seems more indispensable. Jazz line-ups vary, and include a variety of instruments including bass guitar (often upright), clarinet, sax, and brass instruments.
3. **Country.** In country and western music, acoustic instruments are blended with electric. Essential to the flavour is pedal steel guitar, which adds sustain, portamento, picking and slurred chords. Dobro's are often used to add a brighter, resonating sound to the mix.
4. **Rock.** Electric guitar (often rhythm and lead), bass guitar and drums form the basis of the rock sound. The guitar sound often depends heavily on effects like distortion and overdrive. These may be complemented by piano, organ and other instruments.
5. **Hip hop.** Hip hop instrumentation is very sparse. It features drums (often retro drum machine sounds) and bass, and sparse keyboard or guitar phrases. The thinness of the instrumentation keeps the focus on the lyrics and the rhythm.
6. **Orchestras.** In large productions, orchestras are often used to add extra colour to a sound, especially with stringed, woodwind and brass instruments. These musical families were developed over centuries as musicians explored the high, middle and low pitch ranges of a particular timbre. Orchestras have a rich sound that takes a large group of musicians and instruments to achieve. Orchestra sounds are often synthesized and sampled, but nothing comes close to the rich sound of a real orchestra. Composing for an orchestra is a complete study in itself.
7. **Pop** - The instruments used to produce pop music are guitar, bass, piano, drums, amplifiers, cymbals, electric organs, electric pianos, electric keyboard and polyphonic tape playback keyboard. Guitars are common in pop music. Drums in pop music can be played by a drummer on a drum kit or they can be produced electronically by a computer. Computer drums have a more digital sound that can feel robotic and less natural than drums played by a person. Wind instruments such as saxophones, trumpets and flutes help give pop music a realistic and full sound. Orchestral string instruments such as the violin, viola and cello are occasionally featured in pop music.

Pop

Vocals are the leading force of pop music. Music is often structured to fit around the lyrics written by the vocalist. Types of vocal can include singing, screaming, rapping or spoken word. In today's current day, musicians already have the lyrics to their songs before they actually have the backing music.

Your task – research your favourite pop song and think about the questions below.

What are the style of lyrics of the song?

What instruments are used in the song?

Why do you think that they have used those instruments to fit the lyrics?

Do the instruments used in your song fit in to the typical pop song (use number 7 on the previous page to help you)?

Extension – Can you write your own chorus to a song and think about what instruments you would use as backing music?