

Year 9 Music BLB Spring B

Band Musicianship 3: Songs for a Better World

Name: _____ Class: _____



Log on to: Oak Academy Songs World

Or: <https://classroom.thenational.academy/units/band-musicianship-3-songs-for-a-better-world-125b>

Please note: Instead of using Bandlab, please use <https://onlinesequencer.net/> or Garage Band

Or ask your teacher for a username and password for the Soundation music software

For a virtual keyboard, use musicca.com on your phone or computer

NOTE: THIS BOOKLET CAN BE DONE WITHOUT THE VIDEOS IF NECESSARY, THOUGH AN INTERNET CONNECTION WILL SOMETIMES BE NEEDED FOR LISTENING TO MUSIC CLIPS.

Weeks 1 or 2: Lesson 1

Title: Melody and Lyrics

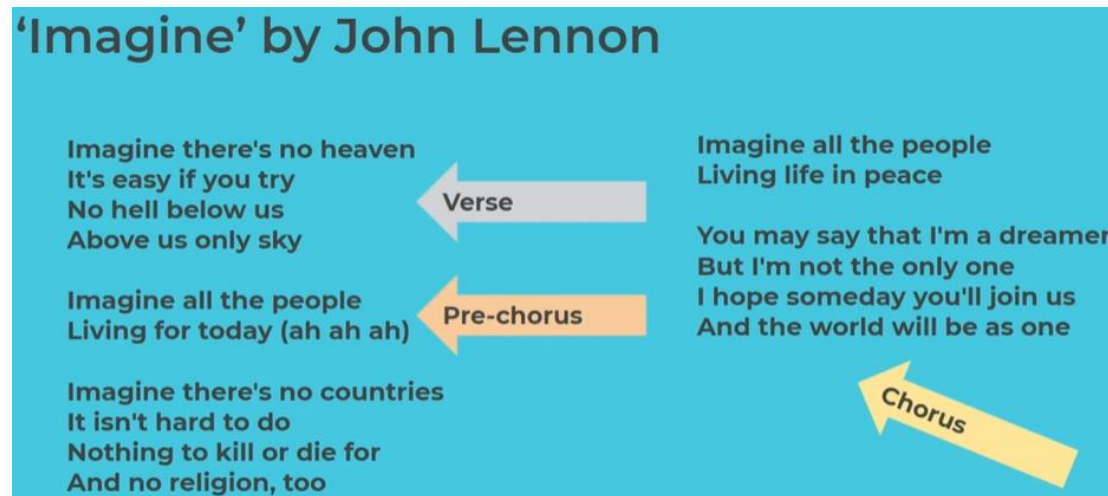
LI: to understand how John Lennon employed melody to communicate the lyrics of his song, Imagine

CONNECT: In this lesson, you will need: Your book, a pencil, your voice/instrument or virtual instrument – musicca.com or a Digital Audio Workstation (DAW) such as onlinesequencer.net or Soundation (ask your teacher for information on this) or Garage Band

ACTIVATE: Watch Video 1 (Type in Oak Academy Songs World)

<https://classroom.thenational.academy/lessons/to-understand-how-john-lennon-employed-melody-to-communicate-the-lyrics-of-his-song-imagine-6gvp2d>

Listen to John Lennon's Imagine. <https://www.youtube.com/watch?v=EJ72bYyEtBg>



Write down the lyrics that are important at the start. _____

What do you think this very famous song is about?

This is a protest song. What could John Lennon be protesting against or for? _____

DEMONSTRATE:

Verse Melody

1. How many phrases does the melody break down into?
2. How many bars long is each phrase?
3. Does the melody use many different pitches or just a few? Which pitches?

S-t-r-e-t-c-h:

4. Is the melody **syllabic** (one note per syllable) or **melismatic** (more than one note per syllable)?

5 Verse

I-ma-gine there's no heav - en. It's ea sy if you try...

9

No hell. be- low__ us. A-bove us on-ly sky...

Verse Melody

The image shows a musical score for a verse melody in G major (one sharp). The melody is written on a single staff with a treble clef. It consists of four phrases, each 2 bars long, separated by a bar line. The lyrics are: "I-ma-gine there's no heav - en. It's ea sy if you try.... No hell. be- low... us. A-bove us on-ly sky....". The phrases are labeled with letters in speech bubbles: 'a' for the first phrase, 'a1' for the second, 'a2' for the third, and 'a3' for the fourth. The melody is simple, using only three pitches (E, G, B) and is syllabic (one note per syllable).

a

a1

a2

a3

5 Verse
I-ma-gine there's no heav - en. It's ea sy if you try....

9
No hell. be- low... us. A-bove us on-ly sky....

- Four 2 bar phrases
- Similar Shape
- Ends on E
- Simple (3 notes)
- Small range (Major 3rd)
- Syllabic (one note per syllable)

Compose a similar melody ...

Four 2-bar phrases
Phrases similar in shape (a, a1, a2, a3)
Simple (uses just three pitches)
Small range (major 3rd, for example)

Use musicca.com, an instrument, or onlinesequencer.net or Soundation to do this.

Similarities/differences between what we have seen already and the Pre-chorus:

Pre-chorus

13 Pre-chorus

Voice

I - ma-gine all the peo - ple. Li-ving for to day. A - ha.

Pno.

mf

C Em/B Am7 D C/E D/F#

- 2 2-bar phrases
- More notes
- Bigger range
- Examples of melisma

We do not want you to use BandLab, but if you wish to use a DAW, use onlinesequencer.net without signing up, or Soundation (ask your teacher to sign you up for this) You can always use musicca.com or Garage Band

STOP VIDEO FROM 8' 48" AND RESTART AT 11' 25"



Create a 3 note melody, using the notes D, E and F#.

Change the rhythm and frequency of notes for interest.

Use the melody to create four phrases that are similar but with subtle differences.

Write it out here or record it on the DAW:

<https://classroom.thenational.academy/lessons/to-understand-how-john-lennon-employed-melody-to-communicate-the-lyrics-of-his-song-imagine-6gvp2d>

CONSOLIDATE:

Take the Quiz:

What is the song 'Imagine' by John Lennon about? *

1 point

- ☐ A dream that John Lennon once had
- ☐ Imagining a world at peace and a world with no borders or religion
- ☐ John Lennon's imaginary friend called 'Ringo'

Which famous band was John Lennon in? *

1 point

- ☐ The Rolling Stones
- ☐ The Animals
- ☐ the Beatles

What statement is NOT true of the melody in the verse? *

1 point

- ☐ There are 2 short phrases
- ☐ The range is a major 3rd
- ☐ Only three notes are used

Which statement is NOT true of the melody in the pre-chorus? *

1 point

- ☐ The range is a 7th
- ☐ Two 2-bar phrases
- ☐ Entirely syllabic

BandLab is an example of a DAW. What does DAW stand for? *

1 point

- ☐ Digital Audio Workstation
- ☐ Digital Audio Workforce
- ☐ Digimax Audio Workplace

Weeks 3 or 4: Lesson 2

Title: Communicating the Message in a Song

LI: to use different elements of music to communicate using a song

CONNECT: In this lesson, you will need: Your book, a pencil, your voice/instrument or virtual instrument – musicca.com or a Digital Audio Workstation (DAW) such as onlinesequencer.net or Soundation (ask your teacher for information on this) or Garage Band

ACTIVATE:

Watch Video 2: (Type in: Oak Academy Songs World)

<https://classroom.thenational.academy/lessons/to-understand-how-and-why-tempo-metre-and-rhythm-choices-help-to-communicate-the-message-of-a-song-cmvp2c>

Warm up: Listen to 'Imagine' by John Lennon at a faster temp, a slow tempo and the original tempo, then answer these questions:

Warm-up activity



Tempo 1



Tempo 2



Original

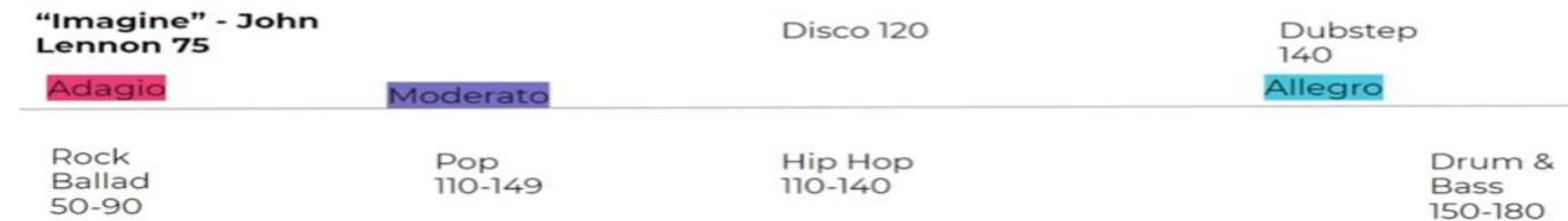
1. What is the musical effect?
2. How does it make you feel?
3. Why do you think John Lennon chose the tempo he did? _____

Different genres of different tempi (speed) and tempo can actually define a genre. You don't get a fast rock ballad or a slow disco tune.

“Imagine”: Tempo

Tempo is the speed of the music - how fast or slow the pulse is.

Tempo is measured in BPM (beats per minute).



DJ’s are strict about the Beats Per Minute of the music they play to make it easier to dance to.

“Imagine”: Metre

Metre is the organisation of rhythms into regular patterns of strong and weak beats (into bars).

Most popular music is in $4/4$ although it’s not uncommon to have songs in other time signatures such as $3/4$ or $12/8$.

Some bands experiment with irregular time signatures such as $7/4$!



Clap on the downbeat

Listen to ‘Imagine’ again, and clap on the 1st beat of every bar.



Listen to Bob Marley's 'Get Up, Stand Up' <https://www.youtube.com/watch?v=X2W3aG8uizA>

The strong beats are on the 2nd and 4th beats of the bar. The 1st beat of the bar is not as strong in reggae.

How does the metre change the mood of a piece? _____

What if 'Imagine' was in 3 instead of 4? _____

You'd have to change the rhythm, too, to make the words work.

The long notes and rests would have to be shorter. The result would be a less emotional song.

"Imagine": Rhythm

Let's analyse the rhythmic features of the verse together.

You will then analyse the rhythmic features of the pre-chorus.

5 Verse

Voice

I-ma-gine there's no heav - en. It's ea sy if you try....

Pno.

mp

Analysis of the Verse:

Vocal part has a rest on beat 1, starts on off beat

Also a rest in bars 2 and 4. Gives time for singer to breathe and so can hear the piano semi-quaver pattern (rhythmically interesting)

Syncopation in vocal parts (emphasis on offbeat)

Piano part is very simple

“Imagine”: Rhythm

Take 5 minutes to study the score below and list 4 rhythmic features.

13 Pre-chorus

Voice

I - ma - gine all the peo - ple. Li - ving for to day. A - ha.

Pno.

mf

C Em/B Am⁷ D C/E D/F[#]

1. Vocals don't start on beat 1.
2. Syncopation (bars 3-4 pre-chorus).
3. Very simple rhythm in piano accompaniment (crotchets/quavers).
4. Rhythmic interest comes from the semiquavers in piano.

Did you get more / different points?

Note the descending then ascending, stepwise bassline.

“Imagine” Tasks:

Find 3 pop songs with uncommon time signatures

Look for pop songs/ ballads in 3/4, 12/8 and 7/4.

Imagine inspired melody

Write a melody inspired by the tempo, metre and rhythmic ideas from Imagine

Playing the accompaniment

Using a keyboard, app or instrument, play the bass line and chords. You can play these separately!

These are S-T-R-E-T-C-H TASKS WHICH YOU DO NOT HAVE TO DO. (But you are welcome to do them if you like)

DEMONSTRATE: Watch video 3: Texture, Tonality and Harmony in John Lennon's 'Imagine'

<https://classroom.thenational.academy/lessons/to-understand-how-john-lennon-employed-texture-tonality-and-harmony-in-his-protest-song-imagine-6xj36c?activity=video&step=1>

Listen to these cover versions of Imagine

'Imagine' covered by Eva Cassidy:

<https://www.youtube.com/watch?v=kGnfgRR509M>

'Imagine' covered by India Arie and Herbie Hancock:

<https://www.youtube.com/watch?v=mVAQl7qg-al>

Cover Versions

You will hear two contrasting cover versions of 'Imagine'. List some of the ways each artist has achieved a different feel to the original:

Extract 1 - Eva Cassidy



Extract 2 - India.Arie and Herbie Hancock



Building chords

Chord - when more than one note is played at the same time.

Major - 4st + 3st



Minor - 3st + 4st



Extended



Notate the following chords:

C

Am

Am7

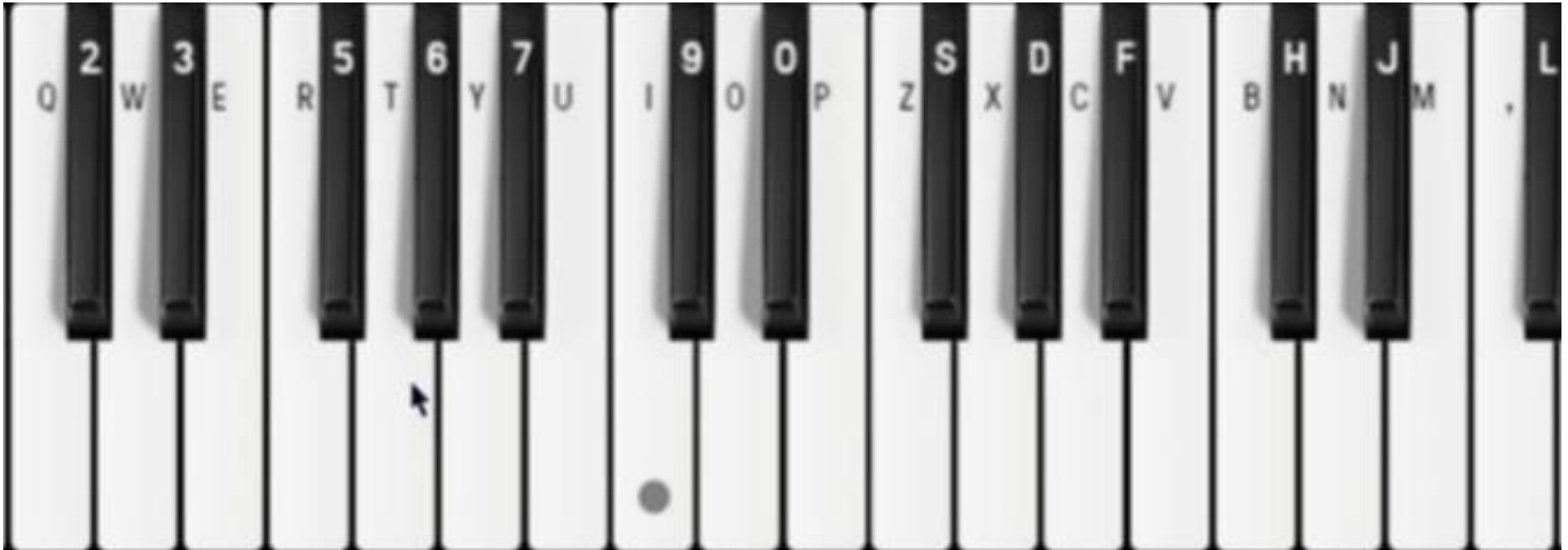
Can you play them on your instrument / BandLab?

Remember: To play a chord: Press, miss, Press, miss, Press. (A semitone is interval between the closest notes)

For a Major Chord: 4 semitones + 3 semitones

For a Minor Chord: 3 semitones + 4 semitones

For a 7th, add another note which is the 7th note from the root. (E.g. G B D F)



We do not want you to use BandLab, so please use onlinesequencer.com without logging on, or musicca.com

You can also try Garage Band or Soundation (ask your music teacher to sign you up if you want to compose)

When you cannot get online, use the above keyboard to work out which notes you would use.

Texture



13 Pre-chorus

Voice

I - ma - gine all the peo - ple. Li - ving for to day. A - ha.

C Em/B Am⁷ D C/E D/F#

Pno. *mf*

Homophonic

melody &
accompaniment

Why do you think the texture is homophonic?

Homophonic means: a solo instrument accompanied by chords

Write two sentences:

(Popular, simple texture. Helps make a powerful message, clear. Easier to focus on lyrics/ melody/message if the piano accompaniment is simple)

Now: play the chords of the pre-chorus on your instrument or even on the paper keyboard above:

C / Em / Am7 / / / D / C / D

S-T-R-E-T-C-H: If you are feeling brave, you could try reading the notes from above, and playing the left and right hands separately, then together.

Texture - 10 minutes

Play the bass line and chords of the pre-chorus

Extension task: How can you change the texture? What happens if you play the block chords in different patterns?

So instead of playing the notes of the chord at the same time, you could play them separately: C E G E G B D B

Tonality: The character of a song is determined by the key the music is in. Music is often in a major or minor key. (Using a set pool or scale of notes)

'Imagine' is in a major key, so the listener tends to feel _____ about the future.

If it were in a minor key, the character of the song might be more _____.

Harmony

5 Verse

Voice

I-ma-gine there's no heav - en. It's ea sy if you try.

G C G C

Pno.

mp

TRIAD	5th	D	E	F ⁺	G	A	B	C
	3rd	B	C	D	E	F ⁺	G	A
	Root (scale)	G	A	B	C	D	E	F ⁺
Chord name		G major	A minor	B minor	C major	D major	E minor	F ⁺ dim
Chord position		I (1)	II (2)	III (3)	IV (4)	V (5)	vi (6)	vii (7)
Function		Tonic	Supertonic	Mediant	Subdominant	Dominant	Submediant	Leading note

more easily heard and you could say the same thing

In the pre-chorus, the harmonic rhythm increases, which means that the chords change more often.

An inversion is a chord played with the same note names, but in a different order

E.g. Instead of playing C E G, you could create a slightly different feel to the chord by putting the 'C' at the top of the chord;

E G C (high C)

Chord Inversions

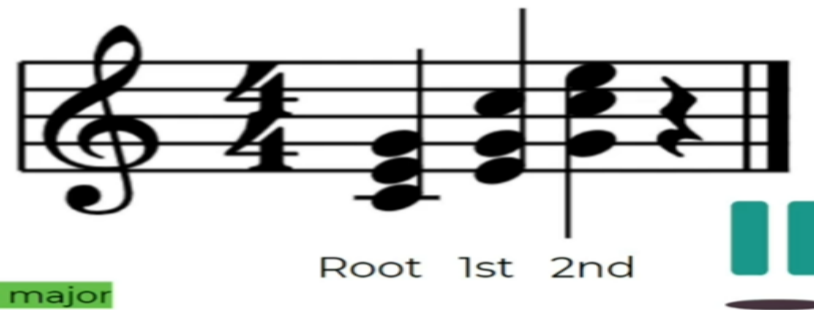
In an inverted chord, the root note is not the lowest note.

The chord will still have all of the notes of the chord.

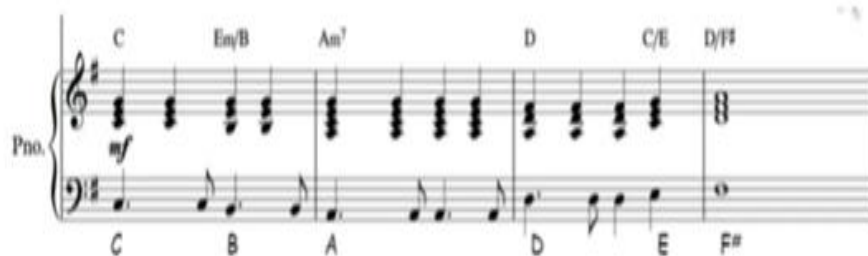
E.g. C E G

But they will be in a different order.

Can you write out the inversions for a G major chord?



Harmony:



Inversions are used to make the bassline stepwise.

S-T-R-E-T-C-H

Does the pre-chorus use more or fewer chords than the verse?

More.

One chord uses an additional note: Which chord? What is the name of the extra note?

Am7 - additional note is G.

Does the harmonic rhythm change or stay the same?

Harmonic rhythm increases to 3 chords / 2 bars (1+2).

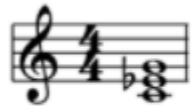
CONSOLIDATE: Quiz:

Texture, tonality and harmony in John Lennon's "Imagine" - Exit Quiz

*Required

What is the following chord? *

1 point



- ☐ C minor
- ☐ C major
- ☐ C minor 7

What is an extended chord? *

1 point

- ☐ When you extend your fingers on the piano to play an extra note.
- ☐ When you play two chords at the same.
- ☐ A chord with notes beyond the triad (7th, 9th, 11th etc).

What is the main texture in "Imagine" by John Lennon? *

1 point

- ☐ Homophonic
- ☐ Polyphonic
- ☐ Monophonic

What is the tonality of "Imagine" by John Lennon? *

1 point

- ☐ Minor
- ☐ Atonal
- ☐ Major

How does the harmonic rhythm change from the verse to the pre-chorus? *

1 point

- ☐ The pre-chorus has more chords (3 chord per 2 bars).
- ☐ The harmonic rhythm stays the same as they have the same number of chords per bar.
- ☐ The pre-chorus has a fewer chords and so the harmonic rhythm is slower.

Week 5: Lesson 3

Title: Structure and Instruments

LI: to understand song structure, and the roles in a band

CONNECT: In this lesson, you will need: Your book, a pencil, your voice/instrument or virtual instrument – musicca.com or a Digital Audio Workstation (DAW) such as onlinesequencer.net or Soundation (ask your teacher for information on this) or Garage Band

ACTIVATE:

Watch Video 4: (Type in: Oak Academy Songs World)

<https://classroom.thenational.academy/lessons/to-understand-song-structure-and-the-roles-in-a-band-ccvkgc?activity=video&step=1>

Song structures

Song structures

Popular songs usually follow a verse/chorus structure or 'song form'.
Artists arrange songs into different structures that may include:
Introduction / verse / chorus / breakdown / bridge / outro.

However, not all songs follow this structure; some are 'through composed' (non-sectional).



Task 1: Arrange the sections above into the correct order.

Task 2: Play two of your favorite songs and identify their structure.

Intro	Verse	Chorus	Bridge	Outro
<ul style="list-style-type: none"> Found at the start of a song Establishes key, tempo, and mood Can be instrumental 	<ul style="list-style-type: none"> Tells the main story Multiple verses in the song Same melody, different lyrics 	<ul style="list-style-type: none"> Climax of the song Repeated, simple sentiment Could include the title of the song 	<ul style="list-style-type: none"> Break from repetitive nature of the song Different lyrics and chords/ Music Could be instrumental 	<ul style="list-style-type: none"> Gives the listener closure Fades out / repeated line Song sounds finished

DEMONSTRATE:Which section is missing?**Song structures****Intro****Verse****Chorus****Bridge****Outro**

- Climax of the song
- Repeated, simple sentiment
- Could include the title of the song

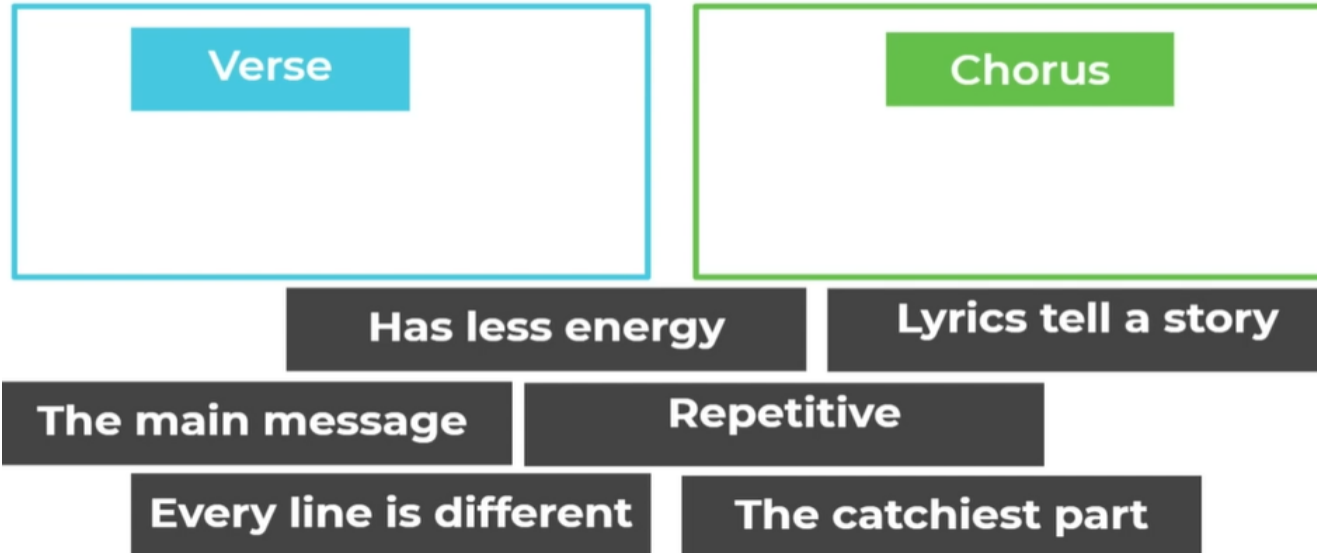
- Tells the main story
- Multiple verses in the song
- Same melody, different lyrics

- Gives the listener closure
- Fades out / repeated line
- Song sounds finished

- Break from repetitive nature of the song
- Different lyrics and chords/
Music could be instrumental

Draw arrows to show which feature belongs in which box:

Put the features in the correct box



List the typical instruments found in a band:

Which box describes which person in a band? Match up the roles with the descriptions:

Dummer

Lead vocalist

Lead guitarist

Rhythm guitarist

Bass guitarist

Backing vocalist

- Often the frontman or frontwoman of the band
- Singing the main melody and lyrics
- May also be the rapper

- Can be another instrumentalist in the band
- Provides harmony to lead vocals

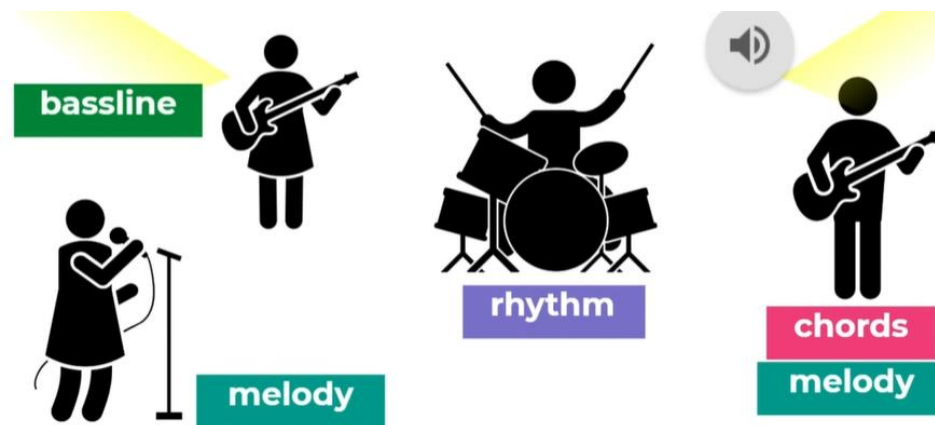
- Might bring the band in after 4 clicks
- Keeps the band in time
- Sets and maintains a steady tempo
- Plays drums fills in between sections

- Few or no chords
- Supports vocals
- Countermelody
- Plays the main riffs
- Guitar solos

- Mainly plays the chords of the songs
- May also provide backing vocals
- Works closely with lead guitar and bass player

- Provides the bassline to the song
- Often simple rhythmically
- Mostly plays the root note of the chords
- Works closely with rhythm guitar and drums

You might have other people who have other roles, such as rapper, keyboard player, etc.



Listen to 'Can't Stop' by The Red Hot Chili Peppers.

Q: What are the instruments?

Q: What can you hear?

Q: And what do you think will happen after the guitar solo?

Here are the answers:



Protest songs

Protest songs have been present in music for a long time.

Even in 'classical' music, people wrote music with political messages.

Protests songs are common in many different genres.



Dimitri Shostakovich

Marvin Gaye

Listen to two different protest songs seen below; Imagine by John Lennon and Black by Dave, and compare and contrast.

"Imagine" - John Lennon



Pre Chorus

C	Em/B	Am7	D	C/E	D/F#
---	------	-----	---	-----	------

"Black" - Dave



Verse

Dm	Gm	C	A7/C #
----	----	---	--------

Trying playing the melody of "Imagine" with the bassline of "Black" and then vice versa! How does it change the power of the song?

Warm up:

Compare and contrast: “Imagine” - John Lennon and “Black” - Dave

Texture	Lyrics	Structure
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

However, if you would like to compare other elements such as instrumentation, melody, harmony, or tonality, then feel free to do so.

The presenter then sings the melody of ‘Imagine’ over the chord sequence of ‘Black’ and vice versa, to see what effect it has on the mood of the pieces.

Write a paragraph that answers this question:

How do contemporary musicians show us their passion and beliefs?

Write here:

CONSOLIDATE:

How do contemporary musicians show us their passion and beliefs? Exit Quiz

*Required

Which section is not common in the standard pop song form? *

1 point

- ☐ Intro
- ☐ Chorus
- ☐ Call and response
- ☐ Verse

What does through composed mean? *

1 point

- ☐ Where the lyrics don't rhyme in the song
- ☐ A song without an intro or outro section
- ☐ Non-repetitive, non sectional piece (different all the way through)

What is the difference between the role of a lead guitarist and lead guitarist? *

1 point

- ☐ The lead guitar is made out of different wood
- ☐ The rhythm guitarist mainly plays chords and the lead guitarist mainly plays the melodic riff
- ☐ The lead guitarist mainly plays chords and the rhythm guitarist mainly plays the melodic riff

What is one similarity between Imagine by John Lennon and Black by Dave? *

1 point

- ☐ They are both in major keys
- ☐ They are both mainly homophonic
- ☐ They both contain a rap section and sung section

When you compose a song in strophic / song form, it must follow: *

1 point

- ☐ Intro Chorus Verse Chorus Verse Bridge Chorus Outro
- ☐ Intro Verse Chorus Verse Chorus Outro
- ☐ It doesn't have to follow any specific structure