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PUMP UP THE VOLUME!



1 Listen to *Knockin' on heaven's door*, written by Bob Dylan and performed by Guns N' Roses. How does it make you feel? Think of a new title for the song and explain your choice.

2 What style of music would you say this is? How is it different from a *jota*, for example?

3 Why do you think you need to be careful when you listen to music? How can you listen to music at home or in the street without disturbing anyone?



Time to sing

WE ARE BACK!



The most well-known type of music today is **popular music**. It is listened to by more people than any other genre. Songs are the most common form of popular music, although there are some instrumental pieces too. A **song** is a combination of **music** and **words or lyrics**.

There are many different rhythms in popular music. They are usually in **quadruple metre**. The lyrics tell stories or express the writer's feelings about many different subjects, from love to social protest.

3 0 1 Listen to the song **We are back!** Identify the form and write it in your notebook.

verse 1
Here we are once again at school.
It is very nice to see you all again.
Parents, teachers, students, we're all here
Searching for adventures. It'll be great!

chorus
Looking forward to learning something new.
We're all ready now! Ready to go!

verse 2
This is our last year. We're in year six.
Time flies by just like magic.
This could be the year! Stand up and cheer!
It is time to laugh and to study.

chorus

verse 3
We're all standing proud in our school.
Cooperate is what we do.
Helping all our friends with their problems.
That way none of us will feel left out.

chorus



2 Listen. Do the vocal warm-up exercises.



3 Learn **We are back!** and sing it together in class. In groups, create a choreography for the song. Perform it in class while you sing.



Discover METRE



The **metre** of a piece of music is the rhythm in a repetitive pattern of strong and weak beats.

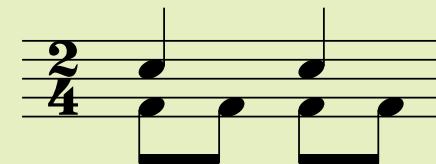
Metres can be classified according to:

- the number of beats per bar: **duple metre** (two beats per bar), **triple metre** (three beats per bar) or **quadruple metre** (four beats per bar).
- the subdivision of a beat: **simple metre** or **compound metre**.

Simple metre

In simple metre, each beat is divided into **halves**. The top number in the time signature is **2, 3 or 4**.

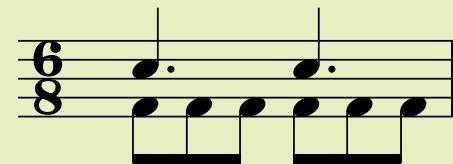
2/**4** is a simple duple time signature. Each bar has two beats and each beat is divided into halves, each the same value as a quaver. The first beat is the downbeat.



Compound metre

In compound metre, each beat is divided into **thirds**. The top number in the time signature is **6, 9 or 12**.

6/**8** is a compound duple time signature. Each bar has two beats and each beat is divided into thirds, each the same value as a quaver. The strongest beats are 1 and 4.

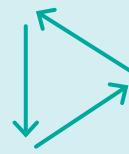


DID YOU KNOW?

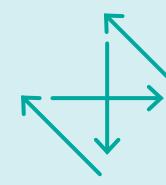
Conductors use these conducting patterns for different metres:



duple metre



triple metre

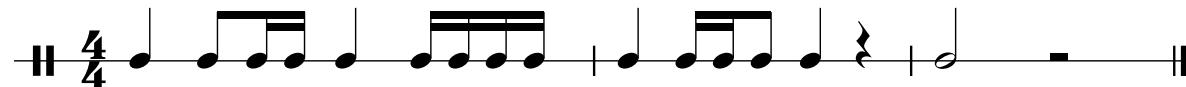


quadruple metre



1 Listen. Are the rhythms in duple, triple or quadruple metre? Write in your notebook.

2 Clap the rhythm, emphasising the strong beats.



3 In your notebook, write a rhythm in compound duple metre.



Discover

20TH-CENTURY MUSIC



There are many different styles of popular music, such as **pop-rock, jazz, blues, rock and roll** and **rap**.

Pop-rock music is a genre of popular music that originated in industrialised cities in the United States and the United Kingdom during the mid-1950s. It combines acoustic instruments, like the saxophone, drums or the piano, with electric ones, like **guitars, bass guitars** or **synthesisers**.



1 Listen and identify the instruments. Write them in your notebook. Are they acoustic or electric?



2 Listen and identify the musical genres and performers. In your notebook, write them in the order you hear them.

- a.** Rock and roll (Elvis Presley)
- b.** Blues (B. B. King)
- c.** Jazz (Benny Goodman)
- d.** Rap (Kanye West)
- e.** Pop-rock (The Beatles)



3 Ask an adult to help you. Go online to find information about a singer or band. Give a presentation to the rest of the class using photos and audio/video clips.



4 Ask an adult to help you. Go online to find information about famous female jazz and blues singers. Write a short report in your notebook.

DID YOU KNOW?

The Beatles are widely recognised as the most important pop-rock band in the history of music. The quartet from Liverpool became famous in the 1960s, leading to a cultural phenomenon known as 'Beatlemania'. Although the group disbanded in the early 1970s, their music is still popular today.

Some of their most famous songs include *Let it be*, *Hey Jude* and *Yesterday*.



A RECORDER SOLO

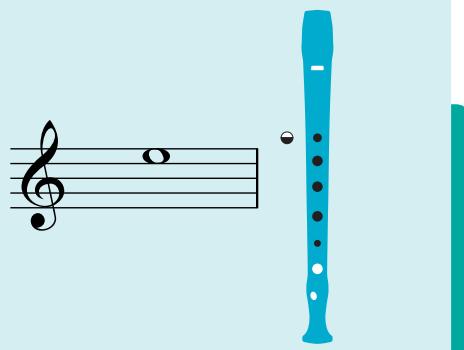


In many genres of popular music, songs often include sections or parts, called **solos**, where one instrument plays and the others accompany it or do not play.

These solos can be rehearsed or improvised melodies.

REMEMBER

These are the finger positions to play **high mi (mi'/E')** on the recorder.



1 Play these technical exercises on the recorder.

a. b. c. d. e.
f. g.

2 Look at the score of the recorder solo in **We are back!** Read the rhythm first, then sing the melody.

Allegro

3 Practise playing the recorder solo and learn it by heart.

4 Sing the song **We are back!** together as a class. One student should play the solo.



Sing

BOSSA NOVA



Bossa nova is a style of jazz from Brazil. Famous performers of bossa nova include **Antonio Carlos Jobim** and **João Gilberto**.

5 1 Listen to this version of **One-note samba** by Antonio Carlos Jobim. Learn the song.

This is just a little samba
Built upon a single note.
Other notes are bound to follow
But the root is still that note.
Now this new one is the consequence
Of the one we've just been through.
As I'm bound to be the unavoidable
Consequence of you.

2 Play these technical exercises with the notes fa/F and si/B flat on the recorder.

3 Take turns to improvise using the notes fa/F and si/B flat.

6 4 Sing **One-note samba** together. In the sections with accompaniment only, improvise with fa/F and si/B flat on the recorder.

6 5 Ask an adult to help you. Go online to find out about the relationship between bossa nova and samba.

DID YOU KNOW?

Jazz musicians often play in **jam sessions**. In a jam session, musicians come together and play improvised music for their own enjoyment, without an audience.





A MULTITIMBRAL INSTRUMENT

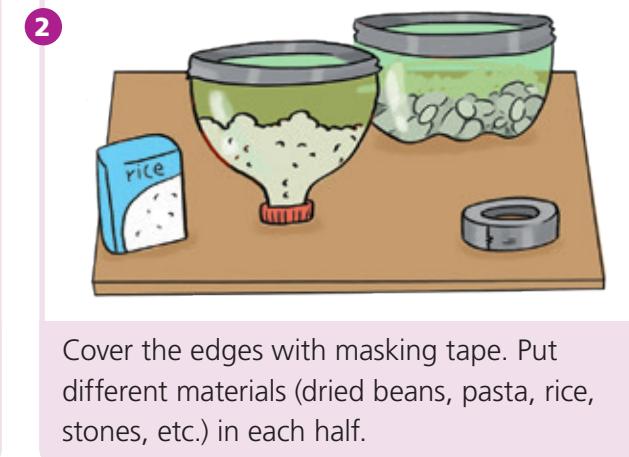


Multitimbral musical instruments can produce two or more timbres (sounds) at the same time.

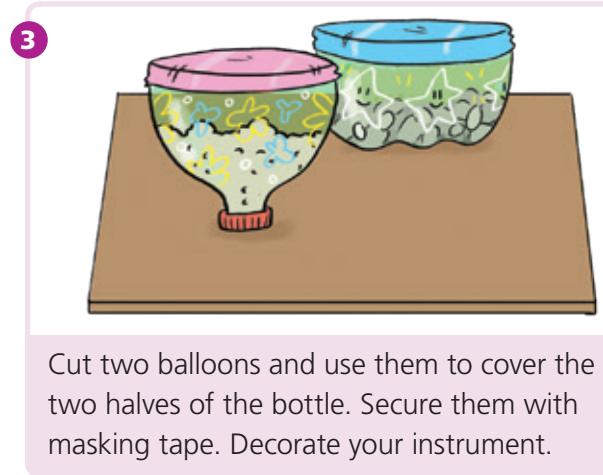
We are going to make a multitimbral instrument using recycled materials.



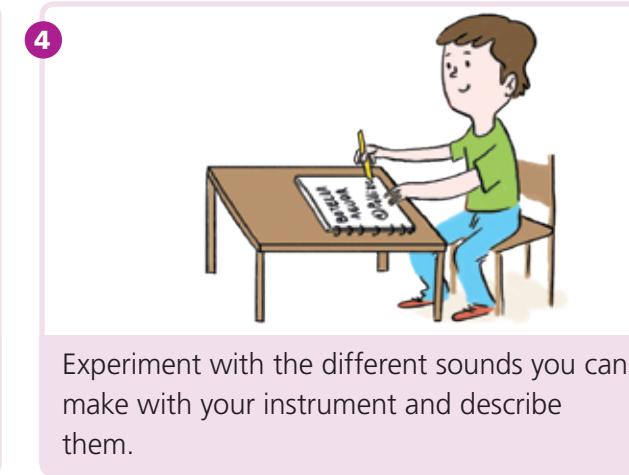
Cut the plastic bottle in half.



Cover the edges with masking tape. Put different materials (dried beans, pasta, rice, stones, etc.) in each half.



Cut two balloons and use them to cover the two halves of the bottle. Secure them with masking tape. Decorate your instrument.



Experiment with the different sounds you can make with your instrument and describe them.

MATERIALS

- plastic water or drink bottle (smaller than two litres)
- masking tape
- scissors
- dried beans, pasta, rice, stones, marbles, etc.
- two balloons
- permanent markers

1 Present the sounds you have discovered to the rest of the class.

2 Why do you think the two halves of the bottle make different sounds? What affects the sound?

3 Sing the song **We are back!** together while you mark the beat with your multitimbral instruments.



TALK ABOUT MUSIC

1 In your notebook, write true (T) or false (F). Correct the false sentences.

- a. In a jam session, the musicians improvise.
- b. In simple metre, each beat is divided into thirds.
- c. In compound duple metre, each bar has two beats and each beat is divided into halves.

2 Look at the score for **We are back!** In your notebook, write:

- a. the metre type according to the number of beats per bar.
- b. whether the metre is simple or compound.
- c. the note groupings and the number of beats in each one.



3 Copy the rhythm in your notebook. Correct the incorrect bars.



4 In your notebook, indicate the type of time signature and explain what it means.



5 Do you find it more difficult to play a written melody or to improvise? Why?

USEFUL LANGUAGE

I find that improvising/playing a written melody is easier/more difficult because ...

- I can read music in a score.
- I like being creative and spontaneous.
- I have problems with note values.
- I don't know what to play when there's no written music.
- I don't feel confident.
- I need more practice.

6 In pairs, talk about how you made your multitimbral instrument.

USEFUL LANGUAGE

- First, we cut a ...
- Then, we covered the edges with ...
- After that, we put ...
- Next, we cut ...
- Finally, we decorated ...

7 In small groups, discuss what you know about popular music. Which style of popular music do you like?

You can talk about types, instruments, songs, singers and bands.