

# Music 101

## Video 1 Activity:

- Listen to a piece of music.
- Do not do any other activity, your sole focus needs to be on the music.
- Think about what you are hearing...
- Is there more than one vocalist or instrumentalist?
- Do you recognize or can you identify any of the instruments used in the recording?
- Try tapping your foot or clapping along with the music.
- Try humming or singing along with the music.
- Do you recognize any music repeating?
- Is the music fast or slow? Does the speed ever change?
- If you were to describe this piece of music to a friend, what words would you use?



# Music 101

## Video 2 – Rhythm; A Closer Look:

- Below is the piece that was used as an example, but not performed during this video. Feel free to take a closer look at this example so you have a better understanding of the musical element – **Rhythm**.
- Steve Reich's, [\*Drumming\*](#)
  - Non-Metric



# Music 101

## Video 2 – Rhythm Activity: (Page 1)

- You will need to be able to search the web and watch/listen to YouTube videos for this activity.
- Listen to the suggested pieces and focus on the rhythmic aspects of the music.
- Search and listen to John Philip Sousa's, [\*Stars and Stripes Forever\*](#)
  - Try tapping your foot or clapping along with the music
  - Do you feel a certain meter?
  - Is this piece fast or slow?
- Search and listen to Maurice Ravel's, [\*Boléro\*](#)
  - Try tapping your foot or clapping along with the music
  - Do you feel a certain meter?
  - Is this piece fast or slow?
- Search and listen to Ed Sheeran's, [\*Perfect\*](#)
  - Try tapping your foot or clapping along with the music
  - Do you feel a certain meter?
  - Is this piece fast or slow?



# Music 101

## Video 2 – Rhythm Activity: (Page 2)

- You will need to be able to search the web and watch/listen to YouTube videos for this activity.
- Listen to the suggested pieces and focus on the rhythmic aspects of the music.
- Search and listen to Edvard Grieg's, [\*In the Hall of the Mountain King from Peer Gynt\*](#)
  - Can you hear the *accelerando*?
- Search and listen to the last two minutes of George Gershwin's, [\*Rhapsody in Blue\*](#)
  - Can you hear the *ritardando*?



# Music 101

## Video 3 – Melody Activity:

- Think of your favorite song or a popular melody/song you know well.
- Now sing or hum part of the song.
- What you are singing or humming is the melody.
- Make sure and try at least one other piece, so you feel comfortable and confident identifying the melody.



# Music 101

## Video 4 – Timbre Activity: (Page 1)

- I want you to hear how you can produce different timbres from the same object.
- Change the timbre of your voice:
  - Speak a sentence out loud as you would normally.
  - Now say the same sentence out loud, but cover your mouth with your hand.
  - What happened to the sound?
  - You changed the timbre of your voice.



# Music 101

## Video 4 – Timbre Activity: (Page 2)

- I want you to hear how you can produce different timbres from the same object.
- Same object, different timbres:
  - Hit a table with your knuckles (like you are knocking on a door).
    - Listen carefully to the sound. Use a word to describe this sound.
  - Now, hit the same table with your open hand.
    - Do you hear a difference in the sound? Use a word to describe this sound.
  - Hit the table again, with the bottom of your closed fist.
    - Do you hear a difference in the sound? Use a word to describe this sound.
  - Can you think of any other techniques you can use to create different timbres using the table and your hand?



# Music 101

## Video 5 – Texture Activity:

- You will need to be able to search the web and watch/listen to YouTube videos for this activity.
- Listen to the suggested pieces and focus on the musical texture of the music.
- Search and listen to [\*Taps\*](#)
  - How many instruments do you hear?
  - Can you hear a melody?
  - Is there any accompaniment (i.e. background or supporting, non-melody)?
- Search and listen to W. A. Mozart's, [\*Piano Concerto No. 21 – 2<sup>nd</sup> movement\*](#)
  - Do you hear one, or more than one instrument?
  - Can you hear a melody?
  - Can you hear instruments in the background accompanying the melody?
- Search and listen to Miles Davis's, [\*So What\*](#)
  - Do you hear one or more than one instrument?
    - Can you identify any of the instruments?
    - How many instruments do you hear?
  - Can you hear an instrument in the lead (i.e. foreground)?
  - Is there any accompaniment (i.e. background or supporting, non-melody)?





# Music 101

## Video 6 – Form; A Closer Look:

- Below are the pieces that were used as examples, but not performed during this video. Feel free to take a closer look at these examples so you have a better understanding of the musical element – **Form**.
- Camille Saint-Saëns, [\*Carnival of the Animals\*, “Fossils”](#)
  - Repetition
- Keith Jarrett’s, [\*The Köln Concert\*](#)
  - Contrast
- Led Zeppelin’s, [\*Fool in the Rain\*](#)
  - Repetition and Contrast
- Beethoven, [\*Symphony No. 5\*, First Movement](#)
  - Theme – Motif



# Music 101

## Video 6 – Form Activity: (Page 1)

- You will need to be able to search the web and watch/listen to YouTube videos for this activity.
- Listen to the suggested pieces and focus on the form and organizational aspects of the music.
- Search and listen to Joseph Haydn's, [\*Symphony No. 94, second movement\*](#)
  - This is an example of a **theme and variation**
  - Initially the theme is presented in its simplest form
  - In each subsequent repetition the theme is varied in some manner, but you can still recognize the theme
  - See if you can follow it through each of the variations
- Search and listen to Cab Calloway – [\*Minnie the Moocher\*](#)
  - This is an example of a **call and response**
  - Notice how there are sections of the piece with only the band and vocalist, and other sections that incorporate call and response between the audience and the performers
  - The interplay of these two sections is a key organizing component of the song



# Music 101

## Video 6 – Form Activity: (Page 2)

- You will need to be able to search the web and watch/listen to YouTube videos for this activity.
- Listen to the suggested pieces and focus on the form and organizational aspects of the music.
- Search and listen to Robert Johnson's, [\*Me and The Devil Blues\*](#)
  - This is an example of the **12-bar blues**
  - After a brief introduction, the 12-bar (measure) harmonic pattern is repeated 4 times
    - Each repetition uses a different verse
      - The lyrics are a key component of the song
    - Can you follow along?
- Search and listen to Claudio Monteverdi's, [\*Lamento della Ninfa\*](#)
  - This is an example of an **ostinato**
  - The first 4 notes are the ostinato; this melodic pattern repeats over & over throughout the entire piece
    - These four notes each descend downward in pitch (like stepping down stairs)
    - This downward motion paints an important image for the text of the song (word painting)
  - The ostinato is in the lowest voice and always underneath and in support of the voices

