

🎵 Year 9 Music Home Learning 🎵 Phase 3

HELLO!

Welcome to Phase 3 of Music Home Learning. I hope you're all well and looking out for each other.

On the musical menu this week, we have an opportunity for you to become a Music Leader* (p1-2), your Home Learning (p3 onwards) and, as always, some other musical opportunities for you to check out if you want to (last 2 pages).

If there's anything I can help you with, drop me an email - it's always lovely to hear from you. I certainly miss our lessons together and am looking forward to seeing you all again!

Wishing you all the best, and Ramadan Mubarak to those of you celebrating,
Miss Shute ☺

*existing Ambassadors - don't worry - I'll check with you individually to see if you'd like to continue!

OPPORTUNITY: MUSIC LEADERS

We are recruiting more **Music Leaders** to represent, and lead in, the Music department from September.

All the information you need about the role and how to apply are in the poster below.

You will need to login using your new **Google Classroom login details** - you can find these in your school email. If you have any trouble with it, let me know at cshute@brentford.hounslow.sch.uk.

Deadline: 9am Monday 1st June.

Application form: <https://forms.gle/b169FZcF9ZF9S9NM8>

(If it tells you that you "need permission" to view this, you're probably logged into a non-school Google account - I had this problem too! Copy the link into an incognito window or a different browser and it'll then ask for you Google classroom login details- problem solved!)

Don't close the window/browser down **until you see a message** that says:
Your application is complete! Thank you! :)

If you know of anyone who might be interested but they haven't got access to internet, **please do let them know about it and drop Miss Shute an email on their behalf** if they'd like to be considered - I can then contact them.

MUSIC

APPLY TO BE A MUSIC AMBASSADOR OR MUSIC LEADER!

Closing date: 9am Monday 1st May 2020

The Music department is recruiting more **Music Ambassadors** (current Y7 and 8) and **Music Leaders** (current Y9 and 10) to support the department in school and at Music events.

If you would like to apply, follow the link below, fill in the application form and click SUBMIT! You will know I have received it when it says: *Your application is complete! Thank you! :)*

[AMBASSADOR APPLICATION](#)

[LEADER APPLICATION](#)

You will need to login using your new Google Classroom login details.

If you know of anyone who might be interested but they **haven't got access to internet**, please do let them know about it and drop Miss Shute an email on their behalf if they'd like to be considered.



MUSIC AMBASSADORS

Open to **all** current Y7 and Y8 students

Responsibilities

- ♪ Supporting the department at a few lunchtime events per year
- ♪ Supporting the department at a few evening events per year
- ♪ Attending at least one Music club per week
- ♪ Representing the Music department in a positive light to the school community

Privileges

- ♪ Extra practice room slots allowed per week
- ♪ Learn to become a backstage/sound pro!
- ♪ 50HP each term for your commitment
- ♪ Termly thank you event/party with Leaders and KS4 Music students
- ♪ You also get a badge. Badges are great.



MUSIC LEADERS

Open to **all** current Y9 and Y10 students

Responsibilities

- ♪ Supporting the department at a few lunchtime and evening events per year by leading a small team
- ♪ Helping to run at least one Music club per week or another departmental responsibility
- ♪ Representing the Music department in a positive light to the school community and promoting Music to younger students

Privileges

- ♪ Extra practice room slots allowed per week and more after-school slots opened up for you
- ♪ Learn to become a backstage/sound pro!
- ♪ 75HP each term for your commitment
- ♪ Termly thank you event/party with Ambassadors and KS4 Music students
- ♪ You also get a badge. Badges are great.

🎵 Year 9 Music Home Learning 🎵

Phase 3

HOME LEARNING!

1. Key vocab

- Keep learning your next set of key vocab words - if you've misplaced/lost yours, I've put spares up in the Music Google classroom for you.
- ... AND revise the ones you've already learned! Test yourself on a few random words each day and you'll start to remember all of them easily.

2. Music genre: 1960s and the British Invasion

We're going to explore some different western popular music genres over the next few weeks to give you some inspiration for your coursework in Y10/11.

This time, we're saying goodbye to 1950s rock/rockabilly and hello to 1960s pop and rock, skiffle and the British Invasion!

Your tasks (5 in total):

1. Read the attached info about the 1960s - don't worry if you don't understand it all. It's just to try and give you some context about the music you're listening to. Like AO3 in English!
2. Listen to all the pieces from this list - they're classics!

	Piece/Year	Artists
a.	In Spite of All the Danger	The Quarrymen (UK)
b.	Telstar (1962)	The Tornados (UK)
c.	How Do You Do It? (1963)	Gerry and the Pacemakers (UK)
d.	Can't Buy Me Love (1964)	The Beatles (UK)
e./f.	I Get Around (1964) God Only Knows (1966)	The Beach Boys (USA)
g.	(I Can't Get No) Satisfaction (1965)	Rolling Stones (UK)
h.	I'm A Believer (1966)	The Monkees (USA)
i.	All Day and All of the Night (1967)	The Kinks (UK)
j.	I Can See for Miles (1967)	The Who (UK)

They can all be found in this YouTube playlist: <https://bit.ly/2SeU9sM>

🎵 Year 9 Music Home Learning 🎵

Phase 3

3. Choose your TWO favourite pieces
4. Answer the following questions about BOTH of your favourites:
 - i. What is the piece called?
 - ii. WHY was it one of your favourites? (be specific and use musical vocab if you can!)
 - iii. What **instruments** can you hear being played?
 - iv. How would you describe the **tempo** (speed) of this piece?
 - v. What sort of **mood or emotion** is the music trying to show?
 - vi. How do you know this?
 - vii. Identify **2** features of the music that make it sounds like 1960s pop/rock or skiffle (use the info you read before to help!)

You can answer the questions in any way you wish - written down, podcast, leaflet, powerpoint, etc...

5. Once you've finished, send your work to me. You can **either**:
 - Email me your work when completed at cshute@brentford.hounslow.sch.uk

or

 - I have emailed you a link to a folder called 'Year 9 Music Home Learning work' - save it there with your name on it!

Stay safe - Miss S 😊

A hand is shown in the center, with the fingers and palm painted in the colors of the Union Jack (red, white, and blue). The hand is making a 'rock on' or 'devil horns' gesture. The background is a large, slightly blurred Union Jack flag. Overlaid on the center of the image is the text 'British Invasion!' in a large, white, bold, sans-serif font with a slight drop shadow.

British Invasion!

**From backstreet Skiffle bands to
music that ruled the world!**

Key Features

- Influenced by Blues and Rock n Roll.
- British bands were very popular and successful all around the world.
- Songs based on Verse- Chorus Structure.
- The main singer was supported by backing singers, singing in harmony.
- Main Instruments: Electric Guitars, Bass Guitar, Drums, Piano.

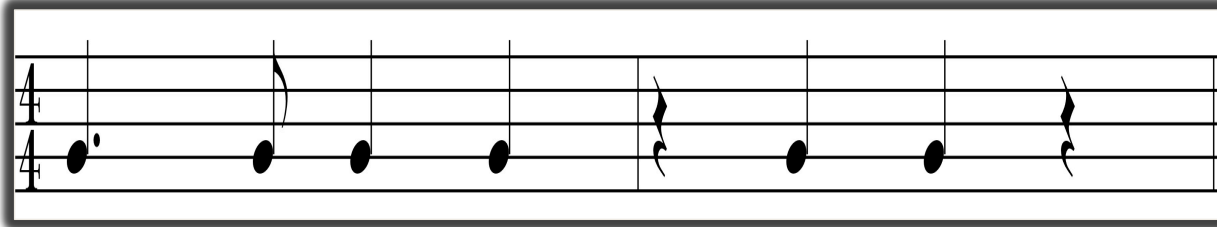
1960s Pop song structure

- The songs are based on a Verse-Chorus structure. The intro would start off the song with something catchy.
- Verses tended to be 8 or 16 bars long, same music different lyrics.
- Choruses were 8 or bars long, the same music and same lyrics and is the most catchy.
- A middle 8 (8 bars long) or Bridge would be different chords and melody in the middle.

Intro	Verse 1	Chorus	Verse 2	Chorus	Middle 8 or Bridge	Chorus or Outro
-------	---------	--------	---------	--------	--------------------	-----------------

Recapping

- Rock 'n' Roll is often identified with the emergence of '*Teen Culture*'.
- Postwar (WWII) teenagers who had a disposable income and wanted to fight old trends of their parents.
- New mediums such as the now affordable **Radio** and soon the **Television** meant artists were becoming popular over night.



- Good example of a syncopated rhythm, that has had great influence on the development of Rock 'n' Roll 'n' Roll.

- The rebellious tones and image of American 'Rock 'n' Roll and Blues musicians became very popular with British musicians.
- A style known as '**Skiffle**' emerged – a jazz influenced sound using readily available objects such as and instruments.

Home-made bass,
this made from a
broom handle and
string along

Washboards as a
rhythm section



Guitar

Banjo



- Young British groups started to combine various British and American styles. **Liverpool** during the very early 1960's became a centre where musical styles from across the Atlantic Ocean would mix and develop.



- This became known as Merseybeat, or 'Beat Boom'!
- John Lennon's Quarrymen were a Skiffle band, influencing the sound of the Beatles in later years.

- The start of the British Invasion is often marked in the year of 1962; when “**Telstar**”, an instrumental by the **Tornados** became the **first U.S No. 1 by a British Rock Act**.



- Skiffle bands were influenced by sounds of Rock ‘n’ Roll and Rhythm & Blues, also with more artists tuning to electric instruments.

- By the start of 1960’s these styles merged in bands such as the **Beatles** and **Gerry and the Pacemakers** to form ‘**British Beat**’ (interchangeable with ‘**Merseybeat**’).



Rhythm Guitarist
(George Bellamy is the
Father of Matthew
Bellamy of MUSE).

- Musicians took the American sound and gave it a British flavor, so that the style they came up with became known as '**British R&B**'.

Examples of British R&B were:

- **Rolling Stones**
- **Yardbirds**
- **John Mayall's Bluesbreakers**



- These British bands copying popular American styles started to become more popular in America than their own artists.
- But these bands were very popular, but nothing compared to '**Beatlemania**'!...

British artists were greatly influenced by by many American composers. Some of the most noticeable artists were;

- **Chuck Berry**
- **Little Richard**
- **Fats Domino**
- **Muddy Waters**
- **Elvis Presley**
- **Ray Charles**



British artists would borrow ideas and musical theme from their music and develop their own styles. One example of this this would be '**Stop-Time**'

'A musical devise in which the forward flow of the music stops, or seems to stop, suspended in a rhythmic unison while normally one instrument or solo singer continues with the forward flow'.

The Beatles

- The Beatles were the most popular and successful band of the 1960s.
- The music combined lots of different styles- Rhythm and Blues, Rock n Roll, Folk and later some classical and world music influences.
- Their music was especially popular among young girls who would scream loudly at their concerts, but people of all ages and countries enjoyed their music.
- They were the first British band to be popular in America.
- Their music has influenced song styles, songwriters and bands ever since.

- In February 7th 1963 The Beatles arrive in America for the first time. A national news correspondent stated the British invasion has arrived and it goes by the name of **'Beatlemania'**!
- Two days later they appeared on the **Ed Sullivan Show**..



★ ★ ★ ★ ★ **Beatlemania** ★ ★ ★ ★ ★ ★ ★ ★ ★ ★



- 75% of Americans watching TV that night viewed the show...
- one month later The Beatles held the 5 top positions on the **Billboard Top 100 singles**, the only band that has ever done this.

What made the Beatles' songs popular?

- They wrote songs about everyday life about Liverpool e.g. Penny Lane.
- The lyrics were about love usually in rhyming couplets making them very catchy for younger audiences.
- John Lennon and Paul McCartney were the main song writers but George Harrison (guitar) and Ringo Starr (drummer) helped write some songs too.



Equipment used in the Music Studio

Stereo (1960s to present day)

- Analogue Multitrack Reel to Reel Tape 4 – 8 – 16 track 4 track machine used by the Beatles on the album '*Sgt Peppers Lonely Hearts Club Band*'

- 'Echoplex' Tape Delay
- Plate reverb units Studio as a musical / creative device



1960's

Commercial Developments

Phillips Compact Cassette (1962)
Portable tape recorders
8 track tape Last 78 rpm records

Technology Developments

- Electret microphone (1964)

- Leo Fender Spring reverb

- Tape recorders locked together to create more tracks



1960s Rock n Roll

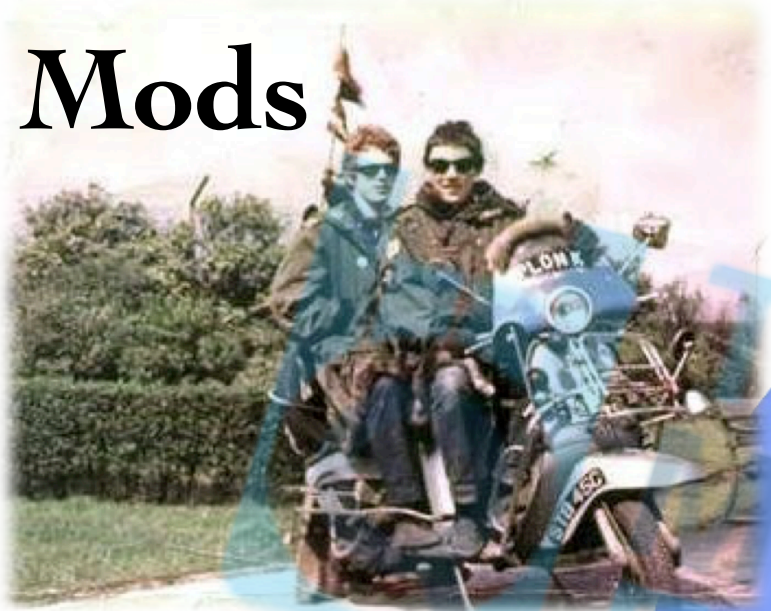
- The Kinks and the Rolling Stones were two successful British Bands who started to use riffs as an important part of the song.
- A Riff is a repeated melody played by the electric guitar and bass e.g. Satisfaction.

The British Invasion had a profound impact on the shape of popular music.

- It helped internationalize the production of rock and roll.
- Established the British popular music industry as a viable centre of musical creativity.
- Opened the door for subsequent British and Irish performers to achieve international success.
- It also cemented the idea of the rock group, based around guitars and drums and producing their own material as singer-songwriters



Mods



From the mid to late 1960s onwards, the mass media often used the term 'mod' (modernist) to describe anything that was believed to be popular, fashionable or modern.



- It reflected British youth's rejection of what they saw as bland, old-fashioned culture in which they existed. They wanted to embrace anything 'hip', which meant American **R&B**, **Soul** and **Jamaican Ska**.

- **The Who** and the **Small Faces** were seen as groups that reflected the 'mod' ideology.



American 1960s Pop

- Although the Beatles and Rolling Stones had become very popular in the US, the Beach Boys and the Monkees were two successful bands.
- The Beach Boys style is very easy to recognise because of the high falsetto backing vocals and lyrics about surfing.
- The Monkees were formed for a TV series and were successful as a group.

🎵 Year 9 Music Home Learning 🎵

Phase 3

OTHER MUSICAL OPPORTUNITIES! (not compulsory)

1. Music at Home Site

The ****NEW**** BSFG Music At Home site is accessible to everyone without a login - it has a huge amount of ideas for things you can do, watch and join in with that are musical over the next few weeks (including artist livestreams) There are lots of ideas for younger people too, so if you have any siblings at home, they can get involved too!

<https://frog.brentford.hounslow.sch.uk/bsfgmusicathome>

You are still able to access the *BSfG Music: 2020 Edition* Frog page as well - just log in as usual.

2. Student Blog

I would like to add some student submissions to the Music Dept Frog page 'Student Blog' tab. If you would like to write something for this page, do it and then email it to me! Submissions can be anonymous - just tell me if you don't want your name on it. (30 house points as a thank you)

You could write about:

- A favourite band/artist
- A favourite song
- Musical styles that you enjoy listening to
- Musical styles that you perform
- Musical events that you have performed in (e.g. musical)
- Anything musical!

I have an excellent history of Panic! At The Disco ready to go up written by one of my Yr 11 students - you can literally write about anything!

If you create any music or other related content I would love to hear or read it - email me it at cshute@brentford.hounslow.sch.uk!

🎵 Year 9 Music Home Learning 🎵

Phase 3

OTHER MUSICAL OPPORTUNITIES! (not compulsory)

3. Google Classroom

You will hopefully have spotted in your inbox some information about your new Google classroom account. EXCITING!

Whilst we won't be setting work from there yet, you'll notice that I've started to put some resources up in the Y9 Music classroom.

You are most welcome to explore these at your leisure. Once I've finished adding all the stuff I need to the Y10's classroom, I will continue to add more to yours - especially theory stuff - so do have a look if you want, and if there's anything you think it would be helpful for me to add, let me know.

4. Anything else

Remember I am here to help you out with anything music-based that takes your interest - not just work that I've set.

So if there's anything I can help with, do drop me an email