

MUSICOLOGY INTRODUCTION

A decorative graphic of red musical notes and clefs is positioned above the end of the title. It includes a treble clef, a bass clef, and several eighth and quarter notes.

I. Pre - Discussion: Answer the following questions.

1. What type of music do you listen to?
2. How did you first get interested in this type of music?
3. What is it about this music that is appealing to you?

II. Music Genre Bingo

Cross out the musical genre that you are familiar with.

pop	reggae	jazz	hip hop
R & B /Soul	rock	blues	country

III. Vocal Music Genres

Read and answer the questions that follow.

Vocal Music

First and foremost, what is genre? It refers to a group of music styles having a common tradition or common fundamental values. Vocal Music, on the other hand, is a genre of music performed by one or more singers, with instrumental accompaniment or a cappella.

Vocal music typically features sung words called lyrics and the short piece of vocal music with lyrics is broadly termed a song.

Here, we are only going to focus on some genres of vocal music specifically by solo performers such as:

- Pop
- Hip Hop
- Rhythm and Blues
- Country
- Reggae
- Rock

➤ Pop Music

Originally derived from an abbreviation of "popular", it is a genre of popular music aimed at a youth market, often characterized as a softer alternative to rock and roll.

There are core elements which define pop which generally include short to medium-length songs, written in a basic format, as well as the common use of repeated choruses, melodic tunes, and hooks.



➤ **Hip Hop Music**

This music genre also called hip-hop or rap music consist of a stylized rhythmic music that commonly accompanies rapping. It developed as part of hip hop culture, a subculture defined by four key stylistic elements: Mcing/rapping, Djing/scratching, break dancing, and graffiti writing.

➤ **Rhythm and Blues**

Often abbreviated as R&B or RnB, it is a catch-all term referring to any music that was made by and for black Americans. While singers are emotionally engaged with the lyrics, often intensely so, they remain cool, relaxed, and in control.ⁱⁱⁱ

➤ **Country Music**

It is a genre of American popular music that blended popular songs, Irish and Celtic fiddle tunes, traditional ballads, and cowboy songs, and various musical traditions from European immigrant communities.

The biggest common characteristic of country music is the story being told. It describes how the singer feels, in a sound that's similar to a speaking voice — they think of singing as an extension of speaking.^{iv}

➤ **Reggae**

It is common for reggae to be sung in Jamaican English, and two more other dialects. The tempo of reggae is usually slower. Reggae is noted for its tradition of social criticism and religion in its lyrics, although many reggae songs discuss lighter, more personal subjects, such as love and socializing. The guitar in reggae usually plays on the off beat of the rhythm.^v

➤ **Rock Music**

Unlike many earlier styles of popular music, rock lyrics have dealt with a wide range of themes in addition to romantic love: including sex, rebellion, social concerns and life styles. Singing must be loud and powerful to compete with the intensity and sheer volume of the rest of the band.^{vi}

IV. Listening

Listen to the examples of the music genres and note how each song sounds like.

I Can Get No Satisfaction (**Rock**)

All About That Bass (**Pop**)

Lose Yourself (**Hip Hop**)

Bump N' Grind (**RnB**)

No Woman, No Cry (**Reggae**)

It's Your Love (**Country**)



V. Vocabulary

Match the words in column A and the definition in column B.

COLUMN A	COLUMN B
1. Genre	A) sung without instrumental accompaniment
2. Vocal Music	B) short piece of vocal music with lyrics
3. A Cappella	C) a word, phrase, or image painted or drawn somewhere in public, like on the side of a building or on the walls in a restroom
4. Lyrics	D) a group of music styles having a common tradition or common fundamental values
5. Song	E) fully occupied or having your full attention
6. Eclectic	F) a term or category that includes a variety of different possibilities
7. Core Elements	G) selecting what seems best of various styles or ideas
8. Graffiti	H) most essential or most vital part of some idea or experience
9. Catch-all	I) sung words
10. Engaged	J) a genre of music performed by one or more singers, with instrumental accompaniment or a cappella.

VI. Discussion Questions

1. What is the most common genre of music nowadays? Why do you think its popular?
2. What does music do to you? Does music affect your mood or thinking?
3. In your opinion, is music important? Why or why not?

VII. Homework

Choose a song and answer the following questions as your guide.

1. Why did you choose this song?
2. What is the genre of the song?
3. Describe the song briefly.

- i S. Frith, "Pop music", in S. Frith, W. Straw and J. Street, eds, *The Cambridge Companion to Pop and Rock* (Cambridge: Cambridge University Press), ISBN 0-521-55660-0, pp. 95–6.
 T. Warner, *Pop Music: Technology and Creativity*: Trevor Horn and the Digital Revolution (Aldershot: Ashgate, 2003), ISBN 0-7546-3132-X, pp. 3–4.
- ii Harvard Dictionary of Music article for hip hop, retrieved from Google Books: While often used to refer to rap music, hip hop more properly denotes the practice of entire subculture
 Chang, Jeff (2005). *Can't Stop Won't Stop: A History of the Hip Hop Generation*. New York: St. Martin's Press. p.90. ISBN 0-312-30143-X.
 Dyson, Michael Eric, 2007, *Know What I Mean? : Reflections on Hip-Hop*, Basic Civitas Books, p. 6.
- iii Palmer, Robert (September 19, 1995). *Rock & Roll: An Unruly History*. Harmony. ISBN 978-0-517-70050-1
 Cohn, Lawrence; Aldin, Mary Katherine; Bastin, Bruce (September 1993). *Nothing but the Blues: The Music and the Musicians*. Abbeville Press. p. 314. ISBN 978-1-55859-271-1.
- iv Richard A. Peterson (1999-12-15). *Creating Country Music: Fabricating Authenticity*. University of Chicago Press. p.9.
 ARRP Bulletin. Vol. 53 No 1. "50 Minutes on the Road. Betsy Tower." page 50. citing *Commuting in America III* and Arbitron.
 Pamela S. Phillips, "Training Requirements for Singing Country Music". *Singing For Dummies*, 2nd Edition
- v Ben Ratliff (1999-09-20). "It's About New Beginnings And Keeping the Faith". *The New York Times*. p. 5.
- vi Michael Campbell & James Brody, *Rock and Roll: An Introduction*, pages 80-81

I. Pre - Discussion: Check Homework.

1. Why did you choose this song?
2. What is the genre of the song?
3. Describe the song briefly.

II. Song Structure

The following are the common parts of a song.

Intro

This is the introduction, always appearing at the start of the song. The main job of the intro is to grab the listeners attention. It should pull your listeners in and make them want to hear the rest of the song. It is usually an instrumental form of the verse or chorus.

Verse

The purpose of the verse is to tell the story of the song. Lyrically it differs, with each verse developing the story. Dynamically, verses are usually a little quieter than the chorus.

Refrain

A refrain is a line (also can be the title) that is repeated at the end of every verse. Not all songs have refrain.

Pre-Chorus

It happens between the verse and the chorus. It is used to add an additional level of dynamics. Like refrain, not all songs use a pre-chorus, it tends to be used on an "only if needed" basis. Its main function is to build tension up to the chorus and then the chorus provides the relief. It can really help make the chorus stand out.

Chorus

It is where the main message of the song is conveyed. It should contains the 'hook' of the song—a short, repeated, instantly memorable part of the song. It should be the same each time, both musically and lyrically.

Bridge

The bridge comes after the second chorus of the song and its main purpose is to add contrast. This could be either a new chord progression that breaks up the repetitive verse/chorus structure, an instrumental solo, new lyrical message etc.

Outro/Coda

The end of a song can sometimes be referred to as an outro. This is when the song fades out gradually or has some kind of big finale.

<http://www.world-of-songwriting.com/parts-of-a-song.html#sthash.ohmjJehF.dpuf>



III. Vocabulary

Match the words in column A and the definition in column B.

COLUMN A	COLUMN B
1. instrumental	A) Be highly noticeable
2. dynamically (dynamic)	B) Relating to or designed for or performed on musical instruments
3. tension	C) Characterized by action, forcefulness or force of personality
4. convey	D) Aimless wandering from place to place
5. stand out	E) a state of mental or emotional strain or suspense
6. hook	F) Break down, literally or metaphorically
7. drifting	G) Serve as a means for expressing some thing
8. cave in	H) Anything that serves as an enticement

IV. Listening

Listen to the song and identify the parts of the song.



[_____]

Do you ever feel like a plastic bag,
Drifting through the wind, wanting to start again?
Do you ever feel, feel so paper-thin
Like a house of cards, one blow from caving in?
Do you ever feel already buried deep?
Six feet under screams, but no one seems to hear a thing
Do you know that there's still a chance for you?
'Cause there's a spark in you

[_____]

You just gotta ignite the light, and let it shine
Just own the night like the Fourth of July

[_____]

'Cause baby, you're a firework
Come on, show 'em what you're worth
Make 'em go "oh, oh, oh!"
As you shoot across the sky-y-y
Baby, you're a firework
Come on, let your colors burst
Make 'em go "oh, oh, oh!",
You're gonna leave 'em falling down oh oh



[_____]

You don't have to feel like a waste of space,
 You're original, cannot be replaced.
 If you only knew what the future holds,
 After a hurricane, comes a rainbow.
 Maybe the reason why all the doors are closed,
 So you could open one that leads you to the perfect road.
 Like a lightning bolt, your heart will glow,
 And when it's time you know.

[_____]

You just gotta ignite the light, and let it shine,
 Just own the night like the Fourth of July!

[_____]

'Cause baby, you're a firework,
 Come on, show 'em what you're worth!
 Make 'em go "oh, oh, oh!"
 As you shoot across the sky-y-y
 Baby, you're a firework!
 Come on, let your colors burst.
 Make 'em go "oh, oh, oh!"
 You're gonna leave 'em falling down oh oh.

[_____]

Boom, boom, boom,
 Even brighter than the moon, moon, moon.
 It's always been inside of you, you, you,
 And now it's time you let it through-oooh-oooh.

[_____]

'Cause baby, you're a firework,
 Come on, show 'em what you're worth.
 Make 'em go "oh, oh, oh!"
 As you shoot across the sky-y-y.
 Baby, you're a firework!
 Come on, let your colors burst.
 Make 'em go "oh, oh, oh!"
 You're gonna leave 'em all in awe awe awe

[_____]

Boom, boom, boom,
 Even brighter than the moon, moon, moon!
 Boom, boom, boom,
 Even brighter than the moon, moon, moon!

V. Discussion Questions

1. What is the most important part of a song? Why?
2. How many verses do you think a song should have?
3. Do you think the song Firework is too long? Why or why not?
4. What does the song convey?

I. Pre - Discussion: Check Homework.

1. If you could sing like any singer in the world, who would it be and why?
2. How would you describe the voice of the singer?
3. Do you agree that one of the reasons why a song become popular is because of the singer's quality of voice? Why or why not?

II. Additional Musical Terms

Encircle the musical words in the puzzle. The definitions of the words are given below as hint.

a	c	a	p	p	e	l	l	a	l	i	p
l	t	a	n	i	s	h	o	t	s	s	s
d	d	o	j	o	p	d	e	a	d	g	t
o	r	g	n	q	u	s	l	o	o	k	c
a	t	t	h	e	z	t	f	a	c	e	h
y	o	u	l	o	i	v	k	l	i	k	e
m	y	n	m	e	l	o	d	y	e	x	m
t	m	i	s	k	t	a	k	e	l	h	i
a	g	a	i	m	e	w	a	n	t	n	a
p	l	s	a	y	e	v	e	y	r	y	t
h	i	n	g	h	a	s	h	c	h	a	n
g	e	d	c	h	t	r	h	l	o	m	e

Hints

- singing without any musical accompaniment
- a pleasing series of musical notes that form the main part of a song or piece of music
- the highness or lowness of a sound
- the quality of a person's voice
- a regular, repeated pattern of sounds or movements



III. Discussion

How do we describe vocal qualities?

The short answer: not very well. The average person easily recognizes familiar or famous voices, yet would have difficulty describing them in words. Language has not been as well developed for vocal characteristics as it has for appearance. People can be tall, bald or wrinkled, but how do we describe how they sound?

Even experts disagree on the proper description of vocal qualities. It is highly subjective and sometimes depends on the listeners' music preference.

appealing	(subjective) attractive voice, generally good to listen
angelic	gentle and pure, usually used to describe choir singers' voice
emotional	reflecting strong emotion especially love, passion, sadness or grief, often makes the listener want to cry
soulful	expressing profound thoughts or feelings, related to emotional
soothing	refreshing, comforting or relaxing
(well) modulated	(technical) well controlled voice, not too loud, not too low
husky	deep and sounds hoarse (as if you have a sore throat), often in an attractive way
breathy	sound of air is apparent, this can produce quite a sultry, sexy effect especially on females
powerful	loud, clear and having great effect/impact, commonly used to describe opera singers' voices
deep / bass	very low but thick and rich sounding
honky / nasal	sounds like the voice comes out of the nose (nasal) instead of the mouth shrill and very high tone
high - pitched	
thin	small, soft, weak and faint voice, this is usually not a good singing voice
hoarse / raspy / rough	harsh and low sound, throaty and grating, can also be described as gravelly, gruff
strained	marked with excessive effort, not relaxed or lacking natural ease

<http://www.ncvs.org/ncvs/tutorials/voiceprod/tutorial/quality.html>



IV. Vocabulary

What quality of voice also means ...?

gentle and pure	well controlled
marked with excessive effort	loud, clear and having great effect
shrill and very high	sound of air is apparent, sultry and sexy
full of or expressing feelings or emotions	deep and hoarse sounding in an attractive way
low in sound or pitch	having a rough sound
soft and weak voice	producing feelings of comfort or relief

V. Discussion Questions

1. What quality of voice do you prefer to listen to? Why?
2. Tell me about a singer with this type of voice.
3. What do you think influences people's taste or preference in voice quality? Give me at least 2 factors.

I. Pre - Discussion: Check Homework.

1. Do you listen to music to change your mood ?
2. What song/music can change the way you feel ?
3. What's the best time and place to listen to music ?

II. Reading and Discussion

Read the following article.

Music is a human activity which involves structured, audible sounds and is used for artistic, entertainment or ceremonial purposes. Music is a major part of our environment. Music is often referred to as "The International Language" - a simple thought with vast implications behind it. Even if you cannot speak the language of a foreign country, you can move, dance, and most of all, enjoy the music of that country. While we may not understand the words to a particular song, we do understand the beauty of the music.

The making of music predates man's use of the written word and is deeply tied to the development and uniqueness of various human cultures. Music has influenced human beings since the dawn of civilization. Music is written and performed for a variety of purposes, including human pleasure, religious or ceremonial functions, or as entertainment products for sale in the marketplace.

Music greatly affects our personal moods. Music can calm and revitalize us in a variety of ways. It can elevate our moods above our personal fears and doubts and even reduce stress and pain levels.

Excerpt from an article written by Larry Denton - <http://www.syncrat.com/posts/5060/how-music-affects-your-life>

III. Vocabulary

These are sample sentences expressing how music affects people. Try to guess the meanings of the highlighted words.

"The song 'Because of You' by Kelly Clarkson practically **brought about all kinds of emotions**. I just can't describe how this song makes me feel."

–Jay Ann–

"The song 'Love On Top' by Beyoncé always **stirs** my imagination. It **lifts my mood** and helps me **re-focus**."

–Charise–



"Coldplay's 'The Scientist' gave me **goose bumps**. It gave me **chills**."

-Desiree-

"I didn't understand a word in the song 'One Week' by Bare-naked Ladies, but was nevertheless **enthralled**."

-Latisha-

"Christina Aguilera's two songs 'Beautiful' and 'Fighter' have the ability to heal, **invigorate** and **empower** you."

-Chrisner-

"The song 'Dance With My Father' **moved me to tears**."

-Mia-

"Listening to Jesus Culture's 'Rooftops' felt like the closest I'll ever come to **standing before God**."

-Lilian-

IV. Discussion Questions

1. What song is very meaningful to you ? Why?
2. If music were removed from the world, how would you feel?
3. Do you hum to yourself or whistle when you're feeling cheerful? Are you aware when you do it?

V. Homework

Write a short essay about the questions below. This will be discussed at the beginning of the next lesson.

"What does music mean to you? How important is it in your life?"

I. Pre – Discussion

Discuss homework from lesson 4.

“What does music mean to you? How important is it in your life?”

II. Reading and Vocabulary

Let’s read this article excerpt about the song we are about to listen to and watch.

“Dirrty” is a song by American recording artist Christina Aguilera taken from her fourth studio album, *Stripped* (2002). It is a hip hop and R&B track which talks about sexual activities.

Aguilera wanted to release a seriously “**down and dirty**” song to eliminate her **bubblegum pop singer image** since her career began in 1999. Thus, her recording company sent “Dirrty” to US mainstream stations and released the song as a CD single to announce her new **public image**. A music video for “Dirrty” was released on September 30, 2002, depicting various sexual **fetishes**.

“Dirrty” received mixed reviews from music critics, who were **ambivalent** towards its composition. The song was nominated a Grammy Award for Best Pop Collaboration with Vocals in 2003. “Dirrty” peaked only at number 48 on the US *Billboard* Hot 100. However, the single was an international success, peaking within the top ten charts of multiple countries. Its music video generated controversy for its sexual content and was **banned** from Thai television stations.

To date, “Dirrty” has been **credited** as one of the influences for contemporary artists for Aguilera’s **reinvention** and the **controversial** music video.

Find the meanings of the highlighted words in the text.

- A) feeling two different things about someone or something at the same time
- B) get direct, sexual or sexy
- C) the ideas and opinions that the public has about a person or an organization that may not be what they are really like
- D) publicly acknowledge someone/something as a participant in the production of
- E) teenage targeted image characterized by simple and fun lyrics, innocent or childlike themes
- F) to remake or make over, as in a different form
- G) subject to controversy
- H) an unusual sexual interest in a particular object or material
- I) to say officially that people must not do, sell, or use something

III. Listening and/or Video Watching

Pre – Viewing: Are you familiar with Christina Aguilera?

Yes – What is your opinion of her as a singer?

No – proceed to the activity



Listen and watch the music video for the song 'Dirrty' by Christina Aguilera.

Ah, dirrty, filthy
 Nasty oh, you nasty, yeah
 Too dirrty to clean my act up
 If you ain't dirrty, you ain't here to party
 Ladies move , gentlemen move
 Somebody ring the alarm, a fire on a roof
 Ring the alarm and I'm throwin' elbows (x7)

Uh, let me loose
 Ooh, I'm overdue
 Gimme some room, I'm comin' through
 Paid my dues, in the mood
 Me and my girls gonna shake the room
 DJ's spinnin', show your hands
 Let's get dirrty, that's my jam
 I need that, uh, to get me off
 Sweatin' until my clothes come off
 It's explosive, speakers are thumpin'
 Still jumpin', six in the mornin'
 Table dancin', glasses are crashin'
 No question, time for some action
 Temperature's up, can you feel it?
 About to erupt, gonna get my girls
 Get your boys
 Gonna make some noise
 Gonna get rowdy, gonna get a little unruly
 Get it fired up in a hurry
 Wanna get dirrty
 It's about time that I came to start the party
 Sweat drippin' over my body
 Dancin' gettin' just a little naughty
 Wanna get dirrty
 It's about time for my arrival
 Ah, heat is up
 Ladies, fellas drop your cups
 Bodies packed front to back
 Move your ass, I like that
 Tight hip huggers, low for sure
 Shake a little somethin' on the floor
 I need that, uh, to get me off
 Sweatin' till my clothes come off
 Let's get open, cause a commotion
 We're still goin' eight in the mornin'
 There's no stoppin', we keep it poppin'
 Hard rockin', everyone's talkin'
 Give all you've got, give it to me
 Just hit the spot, gonna get my girls
 Get your boys
 Gonna make some noise



It's rowdy, gonna get a little unruly
Get it fired up in a hurry
Wanna get dirrty
It's about time that I came to start the party
Sweat drippin' over my body
Dancin' gettin' just a little naughty
Wanna get dirrty
It's about time for my arrival

IV. Discussion Questions

A. After listening to the song and watching the music video, discuss the following questions:

1. What is your opinion of artists singing about violence or sex?
2. In what genre of music is these themes more common?
3. Does this also occur in other genres?
4. How have music videos changed in the last 20 years?
5. Why do you think the artist chose to make the video the way they did? Was it for the shock value and self promotion or do you think they were making a serious point?

B. Identify and discuss song and music video themes that are controversial.