

Music Revolution	Name			
	Tutor	Class	Seat	Group

Music Revolution: During this project you will gain the knowledge of how our music changed from a Popular music and classical aspect. You will learn about the social context, technological advances, the revolution of Popular music and how classical music became 20th Century Art music.

Lesson 1A:

To know some of the key events of the 1950s.

To understand what happened to the target market of pop music during the 50s.

To be able to identify artists from the 1950s.

What were some of the most important events of the 1950s?

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Who do musicians aim their music towards in the 1950s?

How do you know this?



What artists recorded in the 1950s

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RUBRIC – Self Assessment

Criteria	1	2	3
I know key events of the 1950s.	I can list an/a few events of the 1950s	I can make a list of the most important events	I know how these events affected the culture of the 1950s
I know that music of the 50s has a new target market.	I know music of the 50s is aimed at teenagers	I know how you can tell this.	I know why they were being targeted.
I can identify 1950s musicians	I can name a musician or band of the 50s.	I can name many musicians of the 50s.	I can listen to music and classify it as a 50s piece.

Lesson 2A:

To know some of the key events of the 1960s.

To understand how certain artists used technological advances to create music.

To be able to identify artists from the 1960s.

What were some of the most important events of the 1960s?

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What advances/techniques were used to create music

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Guitar Solo

What artists recorded in the 1960s

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RUBRIC – Self Assessment

Criteria	1	2	3
I know key events of the 1960s.	I can list an/a few events of the 1960s	I can make a list of the most important events	I know how these events affected the culture of the 1960s
I know the Technological advances used in Music.	I can name a technology that helped make music	I can hear the technological advance in music.	I know the impact of the advance and how it changed music.
I can identify 1960s musicians	I can name a musician or band of the 60s.	I can name many musicians of the 60s.	I can listen to music and classify it as a 60s piece.

Lesson 3A:

To know some of the key events of the 1970s.

To understand how creativity led to greater diversity of genre.

To be able to identify artists from the 1970s.

What were some of the most important events of the 1960s?

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What Genres were developed in the 1970s?

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What led to more genres being created?



What artists recorded in the 1970s

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RUBRIC – Self Assessment

Criteria	1	2	3
I know key events of the 1970s.	I can list an/a few events of the 1970s	I can make a list of the most important events	I know how these events affected the culture of the 1970s
I know how creativity led to differing genres.	I know what a genre is	I can name at least 5 different 70s genres	I know what led to so many differing genres
I can identify 1970s musicians	I can name a musician or band of the 70s.	I can name many musicians of the 70s.	I can listen to music and classify it as a 70s piece.

Lesson 4A:

To know some of the key events of the 1980s.

To understand how one instrument changed the sound of music forever.

To be able to identify artists from the 1980s.

What were some of the most important events of the 1980s?

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What instrument change the sound of music forever?

What happened to music with this instrument?



What artists recorded in the 1980s

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RUBRIC – Self Assessment

Criteria	1	2	3
I know key events of the 1980s.	I can list an/a few events of the 1980s	I can make a list of the most important events	I know how these events affected the culture of the 1980s
I know how one instrument changed music	I know what a synthesiser is.	I know how synthesiser was used in music of the 80s.	I know how this changed music.
I can identify 1980s musicians	I can name a musician or band of the 80s.	I can name many musicians of the 80s.	I can listen to music and classify it as an 80s piece.

Lesson 5A:

To know some of the key events of the 1990s.

To understand how musical genres were reused and commercialised as movements.

To be able to identify artists from the 1990s.

What were some of the most important events of the 1990s?

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What styles were “New” in the 1990s?

What styles in previous decades relate to the “new” Styles?



What artists recorded in the 1990s

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RUBRIC – Self Assessment

Criteria	1	2	3
I know key events of the 1990s.	I can list an/a few events of the 1990s	I can make a list of the most important events	I know how these events affected the culture of the 1990s
I know about the styles of the 1990s	I can name some of the genres.	I can name genres and give examples of pieces or bands.	I know what influenced each 90s genre.
I can identify 1990s musicians	I can name a musician or band of the 90s.	I can name many musicians of the 90s.	I can listen to music and classify it as an 90s piece.

Lesson 6

To be aware of 20th Century Music.

To understand how to play Ground Bass.

To be able to use ground bass, layering to create a performance.

What styles have you heard about when listening to 20th Century Music?

Time Lapse by Michael Nyman

Time Lapse by Michael Nyman was originally composed for a film called A Zed and two Noughts, produced in 1984. Most unusually the director, Peter Greenway, asked for a recording of the music to be given to him before the filming began.

Q – Why do you think this is unusual?

Time Lapse is composed using a Ground Bass.

What is Ground Bass?

A Ground bass is a sequence of bass notes that _____ throughout the entire piece. This device was used particularly frequently by composers of the baroque period (1600-1750)

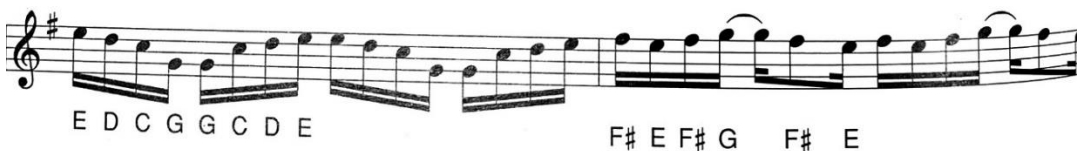
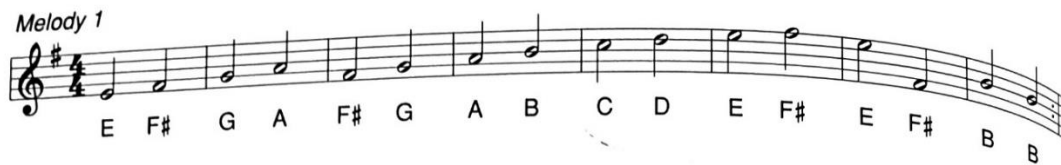
The musical score is written in 4/4 time and consists of four staves. The first two staves are for the Ground bass, and the last three staves are for the Chord parts.

Ground bass: The first staff shows a repeating bass line of eighth notes: E, C, D, B, A, A#, B, C. The second staff shows the same sequence of notes, but with a different rhythm: C, A, A#, B, A, A#, B, C.

Chord part 3: The third staff shows a sequence of chords: B, A, G, F#, E, D#.

Chord part 2: The fourth staff shows a sequence of chords: G, F#, E, D#.

Chord part 1: The fifth staff shows a sequence of chords: E, C, D, C, C#, B.



RUBRIC – Self Assessment

Criteria	1	2	3
I know the styles of 20 th Century Music.	I can name a style from the era.	I can name a few styles from the era.	I can name the styles and describe what they sound like.
I can play a Ground Bass	I know what a Ground Bass is.	I can play a ground bass twice through.	I can repeat a ground bass with good timing
I can add layers to my piece	I can play a Ground bass in time with my group.	I have added a layer to the Time Lapse Piece. (2 parts/layers can be heard together)	My Ensemble plays three or more layers together with excellent timing.

Overall – Self Assessment Recap

Criteria	1	2	3
I know key events of the 1950s.	I can list an/a few events of the 1950s	I can make a list of the most important events	I know how these events affected the culture of the 1950s
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I know the styles of 20 th Century Music.	I can name a style from the era.	I can name a few styles from the era.	I can name the styles and describe what they sound like.
I can play a Ground Bass	I know what a Ground Bass is.	I can play a ground bass twice through.	I can repeat a ground bass with good timing
I can add layers to my piece	I can play a Ground bass in time with my group.	I have added a layer to the Time Lapse Piece. (2 parts/layers can be heard together)	My Ensemble plays three or more layers together with excellent timing.

SCORE: ____ / 18

WWW:

EBI: