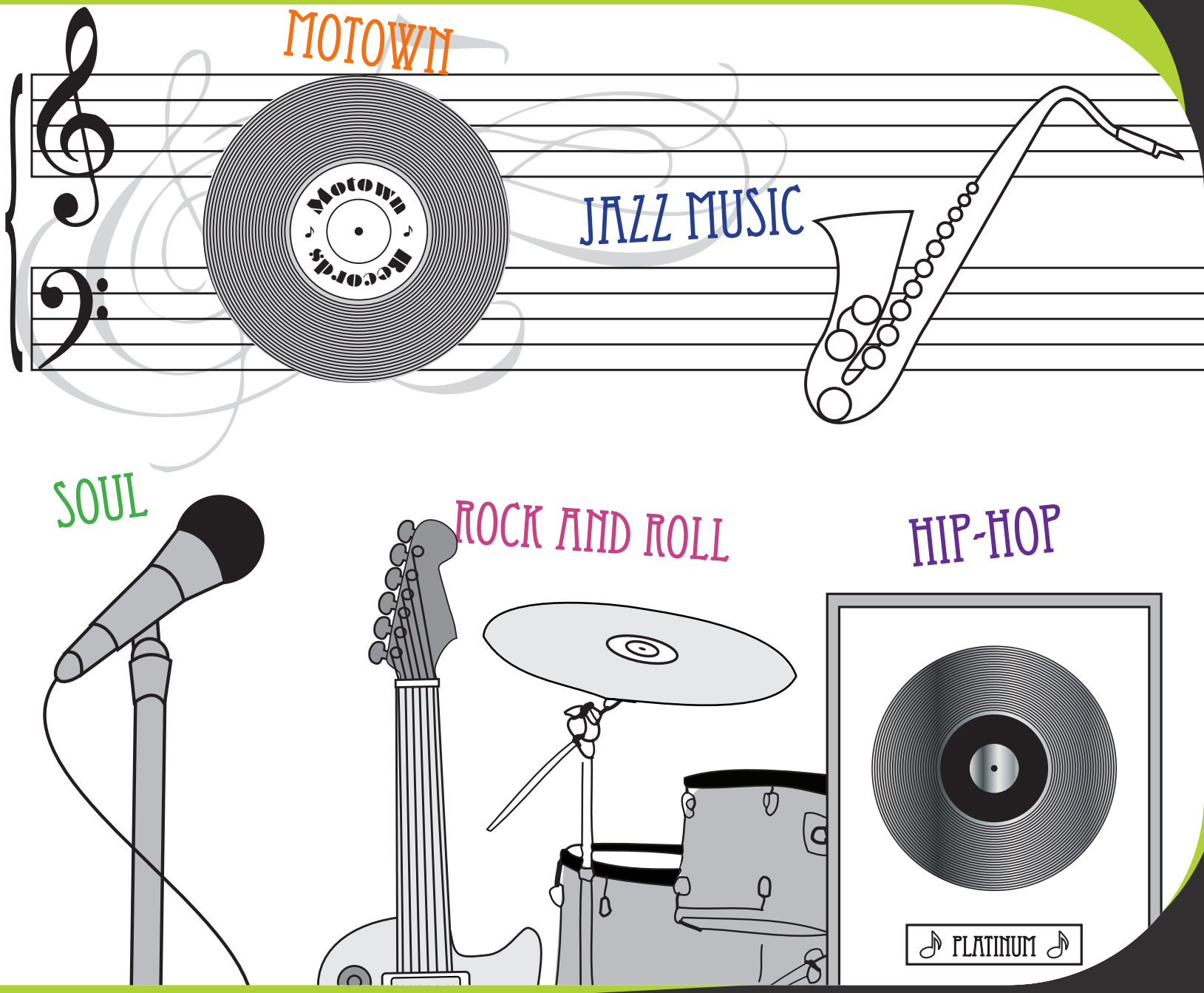
Music to Your Ears

4th Grade



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Music to Your Ears

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The Blues

Bessie Smith,
legendary blues singer

Blues music has its roots in tribal African music. Though they were forbidden to practice traditional ways, Africans slaves held onto their rhythms and melodies through song. As in their homeland, African-American slaves sang rhythmic songs as they planted and harvested crops.They also created spirituals, a form of religious song, out of traditional melodies combined with Biblical themes. These songs expressed religious faith while also expressing the terrible hardships of slavery. After Emancipation, the distinct rhythms and melodies carried over into free African-American culture, finally evolving into blues music. Still played today, blues are the root of many other forms of modern music, including rock and roll and jazz.

Word scramble!

Unscramble the letters to form the word that completes the sentence.

1. The African-American spiritual came about when traditional African religion and music mixed with African-Americans' new _____ beliefs. ANHRISCIT
2. Blues music originated in a region of the United States called the _____ _____ . EPED HOSTU
3. Many traditional and contemporary blues songs tell the story of an individual character. This type of song is known as a _____ . ADALBL

Do you have a favorite rock and roll, blues or jazz song? What makes it special?

Answers: 1. CHRISTIAN 2. DEEP SOUTH 3. BALLAD

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Shake Your Shekere

A shekere is an African percussion instrument traditionally made of a dried gourd with the pulp and seeds removed and then wrapped in skillful beadwork and netting. During folkloric and sometimes modern musical performances, it is shaken or hit against one's hands. Using an empty plastic bottle, your child can create a newfangled and loosely interpreted version by stringing colorful beads around the exterior. Beading is a fun way for your child to develop fine motor skills, concentration, and hand-eye coordination.

This project takes several hours to complete with a high level of concentration and demanding hand/finger muscles workout, so it is best to plan on doing it in multiple sessions. In this example, over 900 beads are used in a repetitive pattern, but a simpler alternative requiring fewer beads is also provided below.

What You Need:

- 32 strands of orange beading cord, each approximately 12" long
- Lots of colored beads
- Bowls for each color of beads
- Twine
- Empty liter bottle with a cap

What You Do:

1. Have your child fill the bowls with beads, sorted by color.
2. Help your child to tie a piece of twine around the shoulder of the bottle as well as around the base of the bottle.

3. Then have her attach 8 strands of orange beading cord to the top string by tying a knot on each one.

4. Working with a pair of cords at a time, bead the same pattern of 4 beads on both the left and the right cord and then tie a knot. Repeat this color pattern six times, tying a final knot onto the bottom

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piece of twine.

5. Work all the way around the bottle in this manner until your child has 4 sets of patterned beads.
6. Have her tie 8 more strands of orange cord around the top string wherever there is open space and repeat steps 3 and 4. Repeat this step two more times until she has a total of 16 bead sets.
7. Now your child has 32 tails of cord hanging below the bottom twine. Working with a pair of cords at a time, have her thread 10 orange beads onto each, repeating all the way around the bottle so that she has a total of 16 strands of orange beads.
8. Gather all the excess cord tails beneath the bottle and tightly tie twine around the bottom of them and tie a couple of knots.
9. For added sound, she can pour a couple handfuls of beads into the bottle.

Alternative method: To create a simpler version suitable for younger children in preschool through second grade, simply attach 32 strands of orange cord to the top strand of twine and have your child string single strands of beads all the way around. Tie them off with a knot around the bottom strand of twine. Follow steps 8 and 9.

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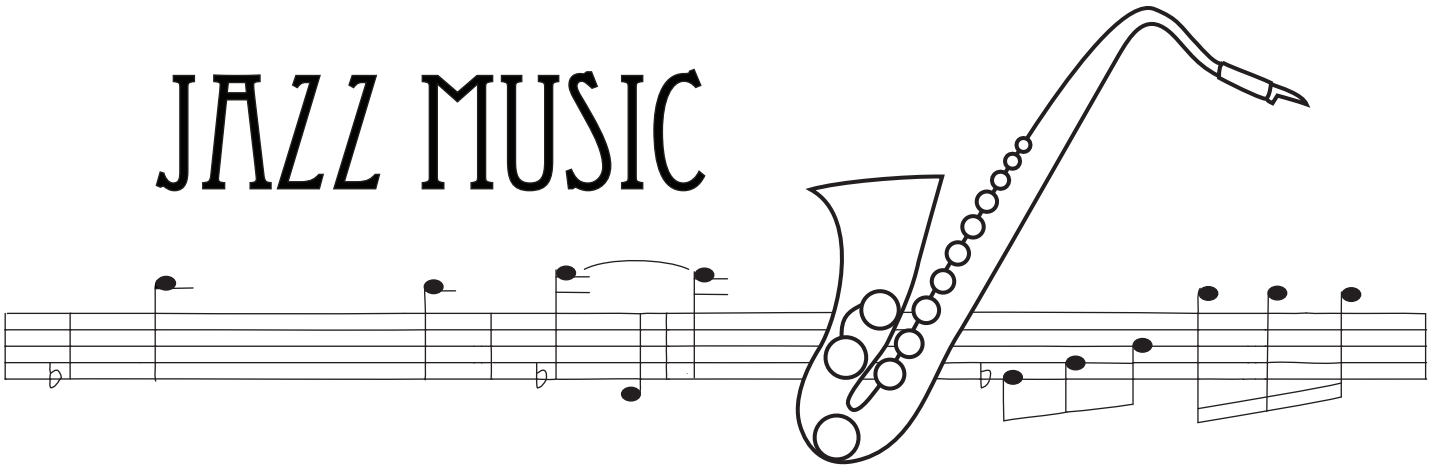
JAZZ MUSIC



Jazz is often considered America's first musical invention. The music grew out of African-American communities in the South in the late 1800s and the early 1900s after slavery was abolished and many freed slaves set out to look for work. Due to strict segregation laws in the South, they had trouble finding it in traditional places of employment, but most of those laws didn't apply to entertainment gigs. African-Americans began to be hired to perform music in vaudeville and variety shows, where an upbeat music called ragtime became popular. In New Orleans, this music was transformed into jazz. Since New Orleans is a port city, people from all over the world came by boat every day, and began bringing musical traditions from their home countries into New Orleans' nightclubs and entertainment venues. These forms of music blended together to become a lively blend known as jazz.

"The Jazz Age" came about in the 1920s. The United States was changing – women had been given the right to vote, and Prohibition was passed. Wild jazz music became the perfect background music to the turbulent times. Young people of all backgrounds began to take an interest in the music, and the African-American musicians that wrote and played it became respected and popular performers. From there many branches of jazz evolved, and seeped into other styles of pop music. Composer George Gershwin caused an uproar in the 1920s when he combined strong elements of jazz music with classical music in his work Rhapsody in Blue, now a very famous piece of American concert music. Many songwriters followed suit, and jazz's influence reached almost every form of popular music after it. Its free-form style can be heard in almost every form of American pop music today.

WORD SCRAMBLE!

Unscramble the letters to form the word that completes the sentence.

1. The word "jazz" may have come from a slang word, *jasm*, which meant " _____ , energy, and vigor." RIPITS

2. _____ music is considered to be one of the roots of jazz. ESLUB

3. African-American musicians playing in _____ shows helped spread jazz throughout the northern and western United States. LEAUDEVLVI

Answers: 1. SPIRIT 2.. BLUES 3. VAUDEVILLE

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Design a Great Glass Xylophone!

This amusing activity incorporates music into an educational science experiment! Your child will love learning about sound waves as he makes and plays sweet-sounding melodies on his very own glass xylophone. He'll delight in exploring the effect of varying amounts of water in each glass, and will get to make up some enchanting tunes at the same time!

What You Need:

- 6 tall glass glasses, bottles, or jars (preferably the same shape and size)
- Water
- Food coloring or colorful soft drink mix
- Metal spoon, wooden spoon, or wooden popsicle sticks
- Jug

What You Do:

1. Get your child to line up the bottles or glasses in a row.
2. Ask your child to tap gently on each of the glasses. What sort of sound is created? Do the glasses all make the same sound?
3. Put the water in the jug and get your child to mix in the food coloring or drink mix.
4. With your child, carefully pour the water into the glasses, making sure there is a different level of water in each glass.
5. Get your child to tap the glasses again. What sort of noise do they make now? Do all of the glasses make the same sound now?
6. Encourage your child to vary the tones by changing the amounts of water.
7. Invite your child to play a tune! Adjust the musical notes that are created by adding more or less water to each glass.

What's Going On?

When your child taps the glasses, he generates sound waves that travel through the water. When there is water in the glasses, the sound waves are altered as they need to travel through water. The more water is present in a glass, the lower the sound note.

Variation:

If you are using bottles for this activity, get your child to blow into the bottle and to listen to the sound produced. Are they the same or different from the sound he gets when he taps the bottles? He might be surprised, as the result is the opposite. The more water in the bottle, the higher the note. This is because the sound waves created when the bottle is blown travel through the air rather than the water. The less water present in the bottle, the more air there is!

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African-Americans in Pop Music:

ROCK AND ROLL

Rock and roll began in the American south; a combination of the many styles of music that existed in the country at the time. Up until the late 1940s, different cultures in America had created their own styles of music, including blues, jazz, folk, country and swing. Around that time, musicians began to combine the different styles of music, and soon they came together to resemble what we now consider rock and roll. The earliest rock songs are mainly influenced by country and blues.

With more and more families enjoying new prosperity after World War II, their teenage children had free time and money to spend. They began attending local dances and concerts where they heard this new style of music played, and soon began spending their money on records. Disc jockeys began to notice the popularity of the music and began playing it on their radio stations, pushing it into the mainstream.

Many of the most popular rock and roll hits were blues songs that had been written by African-American songwriters, but were re-recorded by white artists. However, many African-Americans broke through into the mainstream, including legendary names like Chuck Berry, Fats Domino, Bo Diddley and Little Richard. The popularity of rock and roll was an important step toward integration, as people of all races came together to both make and enjoy the music.

WORD SCRAMBLE!

Unscramble the letters to form the word that completes the sentence.

1. The appeal of rock and roll across racial lines reflected, and contributed to, the _____ _____ Movement. ILIVC GSRIHT

2. Rock and roll was made up of two types of music. Rockabilly, influenced by country music, was popularized by white musicians like _____ _____ . Rock, built on the beats of rhythm & blues, was the type made mostly by African-American musicians like Little Richard. VSELI EEYSPRL

3. Some of those first rock and roll hits by white musicians were _____ or rewrites of earlier black rhythm-and-blues or blues songs. RSOVCE

Answers: 1. CIVIL RIGHTS 2. ELVIS PRESLEY 3. COVERS

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Make a Shoe Box Guitar

This is just one of many ways that you can reuse household items and make neat crafts from them: make this guitar out of an old shoebox for some musical fun, while saving room in the landfill.

What You Need:

- Empty shoe box
- 5-6 jumbo rubber bands
- Pen or pencil
- Scissors

What You Do:

1. Start by tracing a circle about three or four inches wide on the lid of the shoe box.
2. Cut out the circle so there is now a hole in the lid of the shoe box.
3. Put the lid back on the box and wrap the rubber bands lengthwise around the box and over the hole.
4. Put the pen or pencil under the rubber bands on one side.
5. Now strum your guitar!

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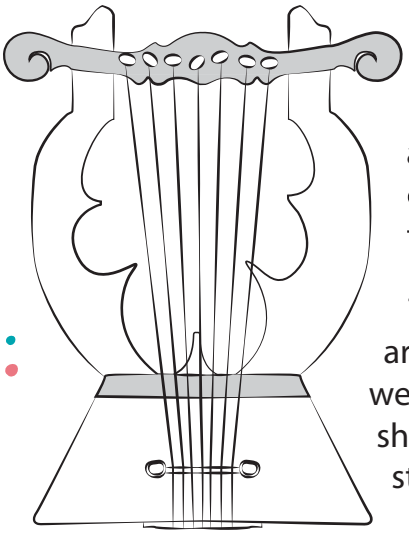
The History of the Guitar



The guitar is an ancient instrument that can be traced back over 4,000 years! There are many different theories about its ancestry. Ancient Greeks played a similar instrument called a ***kithara***, which had only four strings when it was first created. But the kithara was not the first stringed instrument.

The earliest stringed instruments known to archaeologists are ***bowl harps*** and ***tanburs***, which were made with small gourds or hollow tortoise shells. Their necks were made with sticks, and the strings were made from silk or, more commonly, from animal guts.

A slightly more modern version of the gourd instrument, called an ***oud,*** was brought to Spain from North Africa by the Moors. Over time, the Europeans added frets to the gourd-like instrument and changed its name to "lute".

Most of these early instruments had four strings. In medieval manuscripts and old churches, there is evidence of five-stringed instruments. Then in the 17th century, the Italian ***guitar battente*** was made with six strings. Soon guitars all over Europe were seen with this new design. Later on, guitar makers took this design a step further, creating a 12-string guitar!

Today's ***classical guitar*** is modeled after an instrument made by Antonio Torres in the mid-1800s. He made the guitar's body bigger and changed its shape. This new design revolutionized and improved the sound and volume of the guitar. Soon, guitars were being made with steel strings. In the late 1920s, Orville Gibson was able to improve the design a bit further by adding "pickups," which then led to the creation of the electric guitar.

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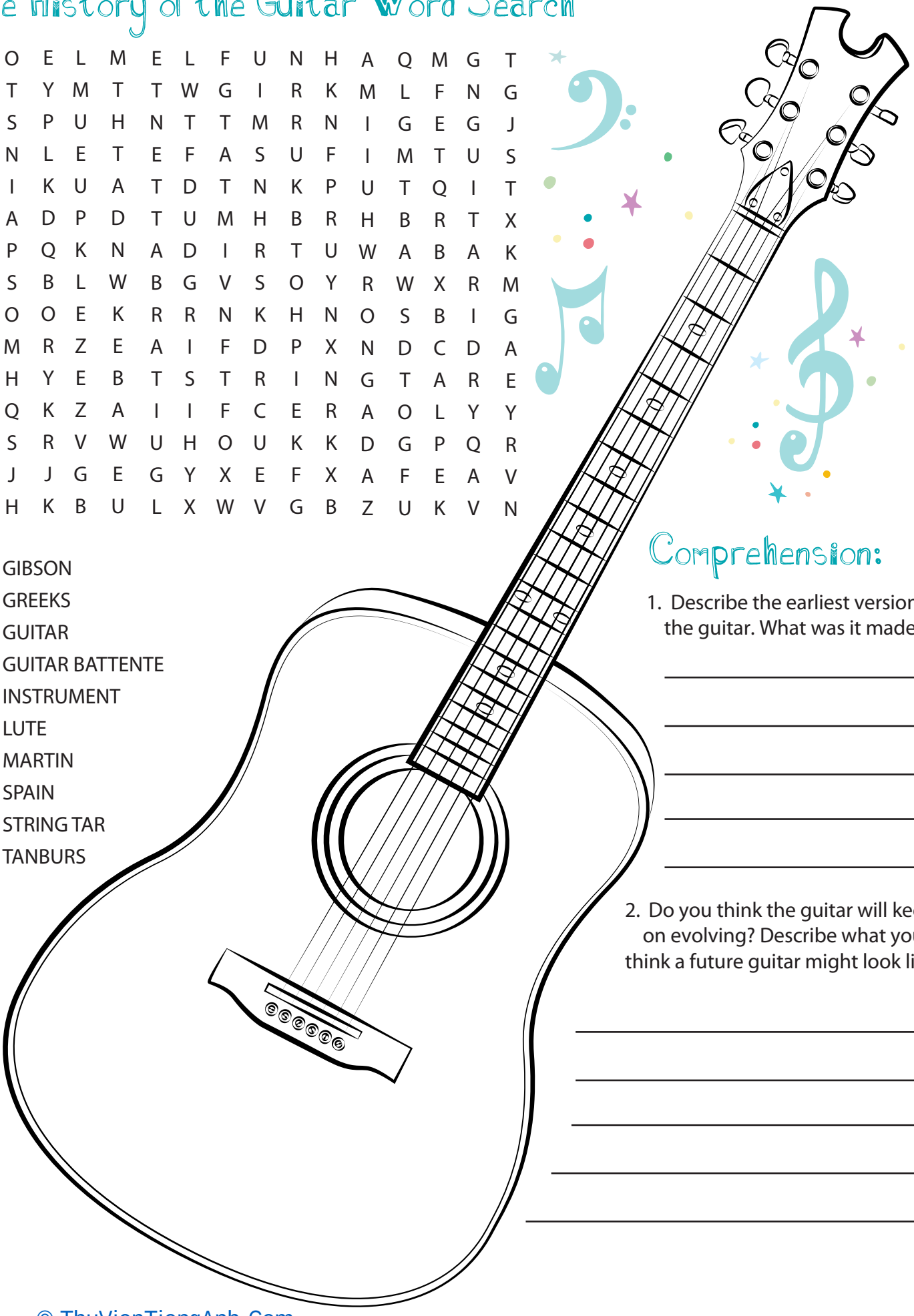
The History of the Guitar Word Search

O E L M E L F U N H A Q M G T
T Y M T T W G I R K M L F N G
S P U H N T T M R N I G E G J
N L E T E F A S U F I M T U S
I K U A T D T N K P U T Q I T
A D P D T U M H B R H B R T X
P Q K N A D I R T U W A B A K
S B L W B G V S O Y R W X R M
O O E K R R N K H N O S B I G
M R Z E A I F D P X N D C D A
H Y E B T S T R I N G T A R E
Q K Z A I I F C E R A O L Y Y
S R V W U H O U K K D G P Q R
J J G E G Y X E F X A F E A V
H K B U L X W V G B Z U K V N

GIBSON
GREEKS
GUITAR
GUITAR BATTENTE
INSTRUMENT
LUTE
MARTIN
SPAIN
STRING TAR
TANBURS



Comprehension:

1. Describe the earliest version of the guitar. What was it made of?

2. Do you think the guitar will keep on evolving? Describe what you think a future guitar might look like.

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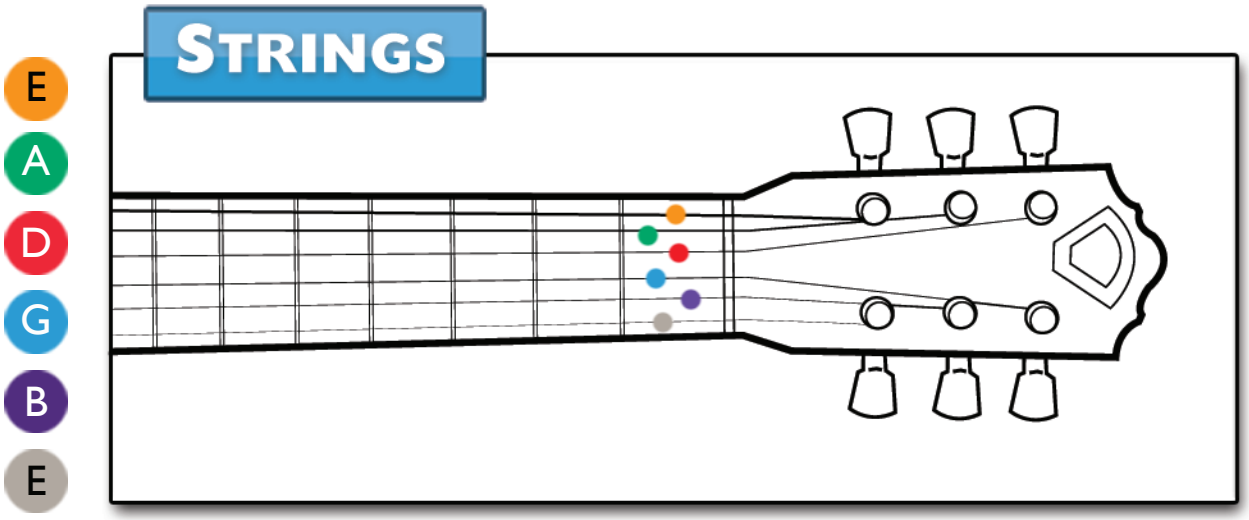
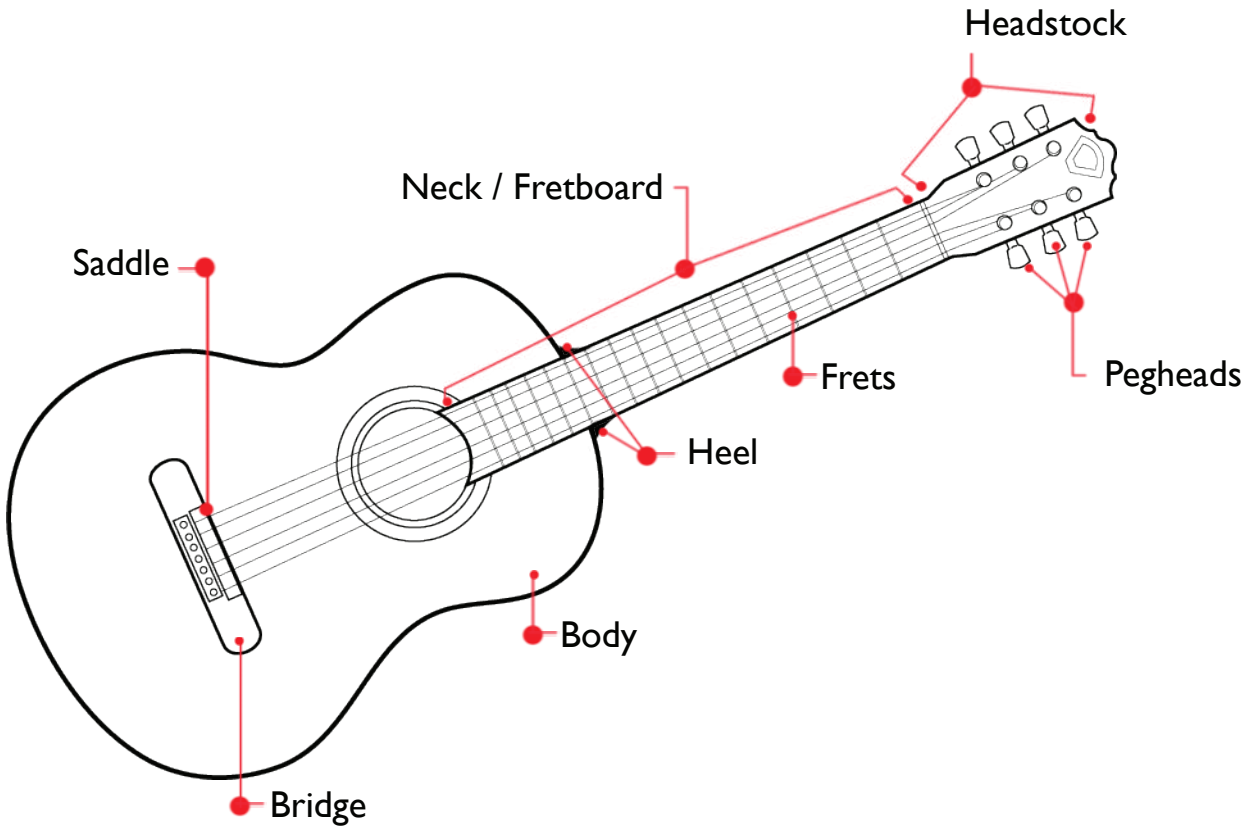
Getting to know the guitar



An easy way to remember the order of the strings is by saying:

"Elephants And Donkeys Grow Big Ears"



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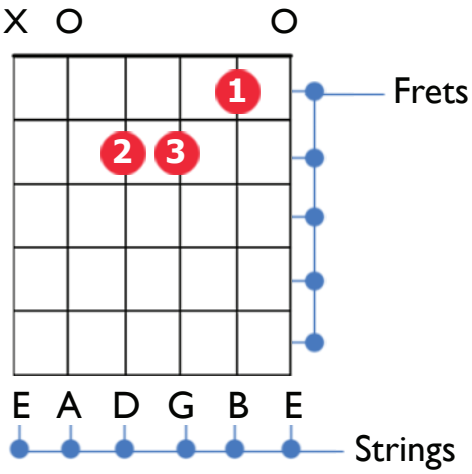
Guitar Tabs 101

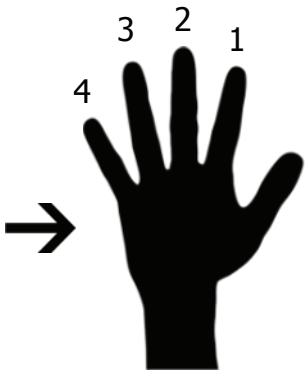
Learning to read guitar tabs could be your road to expertise. Look at the tabs below and with the help of a few chord progressions, you'll be playing the guitar in no time!

EXAMPLE

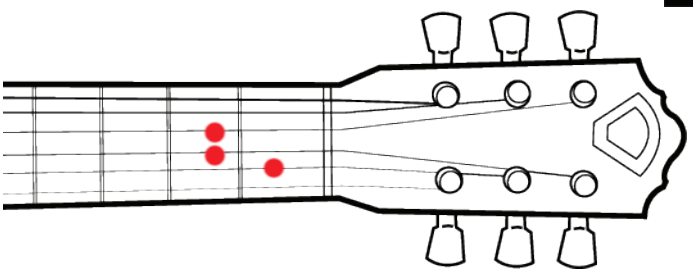
This is what an Am (A Minor) chord looks like on a guitar chord diagram.



The red dots with numbers represent where your fingers must be placed on the guitar. The number indicates which finger should be placed on the string.



The "X" and "O" represent which of the remaining strings should be played openly and which strings shouldn't be played.

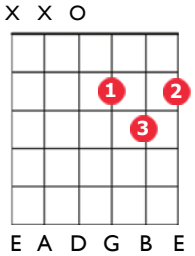


This is where you would place your fingers on the guitar to play an A minor chord.

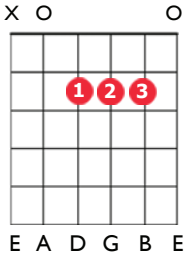
Your Turn!

Play the chord progression below by reading the tabs.

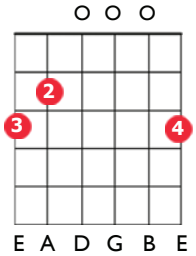
D Major



A Major



G Major



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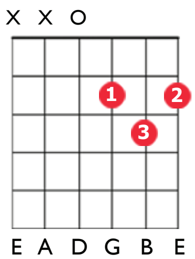
Create Your Own Guitar Tab

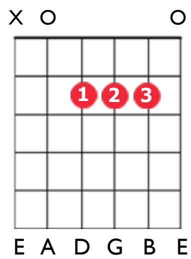
Create your own chord progressions with the use of the empty tabs below. Look at the example for additional information.

EXAMPLE

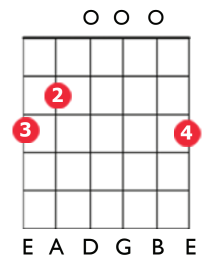
D Major



A Major

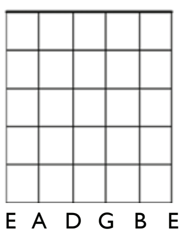


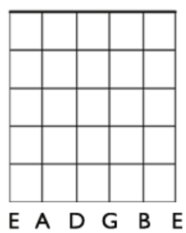
G Major

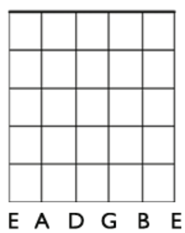


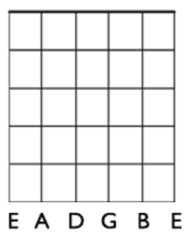
Your Turn!

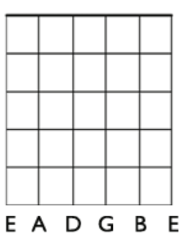
Create your own songs in the empty tabs below.

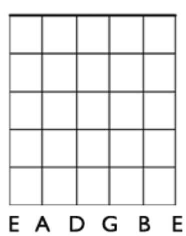


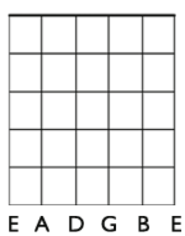


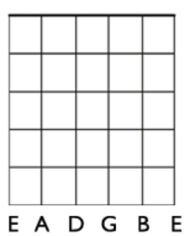


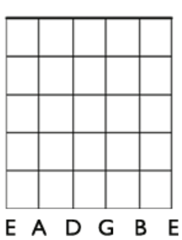


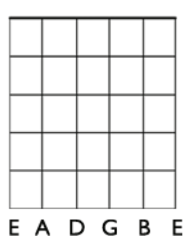


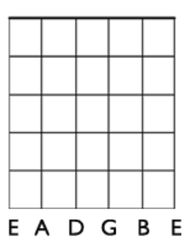


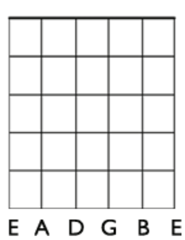












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Music is a complex and multi-sensory form of literature. Sometimes just hearing a song can conjure a powerful memory or emotion. Think carefully about your favorite songs and **why** you love them. Then use the prompts to create a mixed tape of your top 10 best hits.

> *Music is a higher revelation than all wisdom and philosophy.*
>
> -Ludwig Van Beethoven

Best song to wake up to:

Why?

Best song to dance to:

Why?

Best cruising-in-the-car song:

Why?

Song that represents you best:

Why?

Best song to vent when you're angry:

Why?

Song that represents a cherished memory:

Why?

Saddest song:

Why?

Best song to fall asleep to:

Why?

Favorite 80s song:

Why?

Favorite 90s song:

Why?

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Name: _____

Library of Congress
Jukebox Activity

http://www.loc.gov/jukebox

Popular music has come a long way since the 1700s and 1800s. Although you may not listen to it often, classical music has a lot of ties to the music we listen to today. Take a musical journey back in time with an online Jukebox full of classics, care of the Library of Congress.

Visit http://www.loc.gov/jukebox and use the search tool to find George Gershwin – Rhapsody in Blue (parts 1 and 2)

Response Questions:

What is the first image that conjures when you hear this song?

_____

_____

What emotions do you feel when you hear this song?

_____

_____

Write one paragraph that describes this song as if it were a children's story or fable.

_____

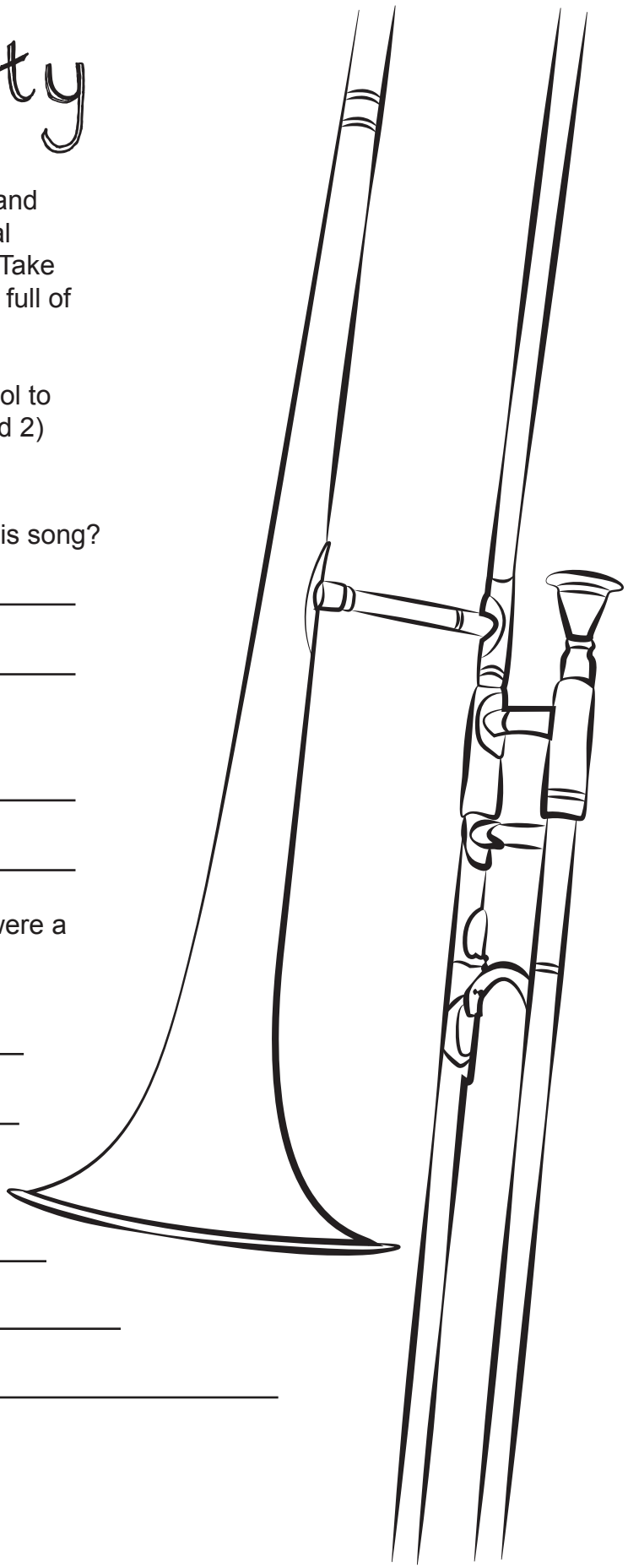
_____

_____

_____

_____

_____



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Visit http://www.loc.gov/jukebox and use the search tool to find Wolfgang Amadeus Mozart – Marriage of Figaro (overture)

Response Questions:

What is the first image that conjures when you hear this song?

_____

_____

What emotions do you feel when you hear this song?

_____

_____

Write one paragraph that describes this song as if it were a scene in a movie.

_____

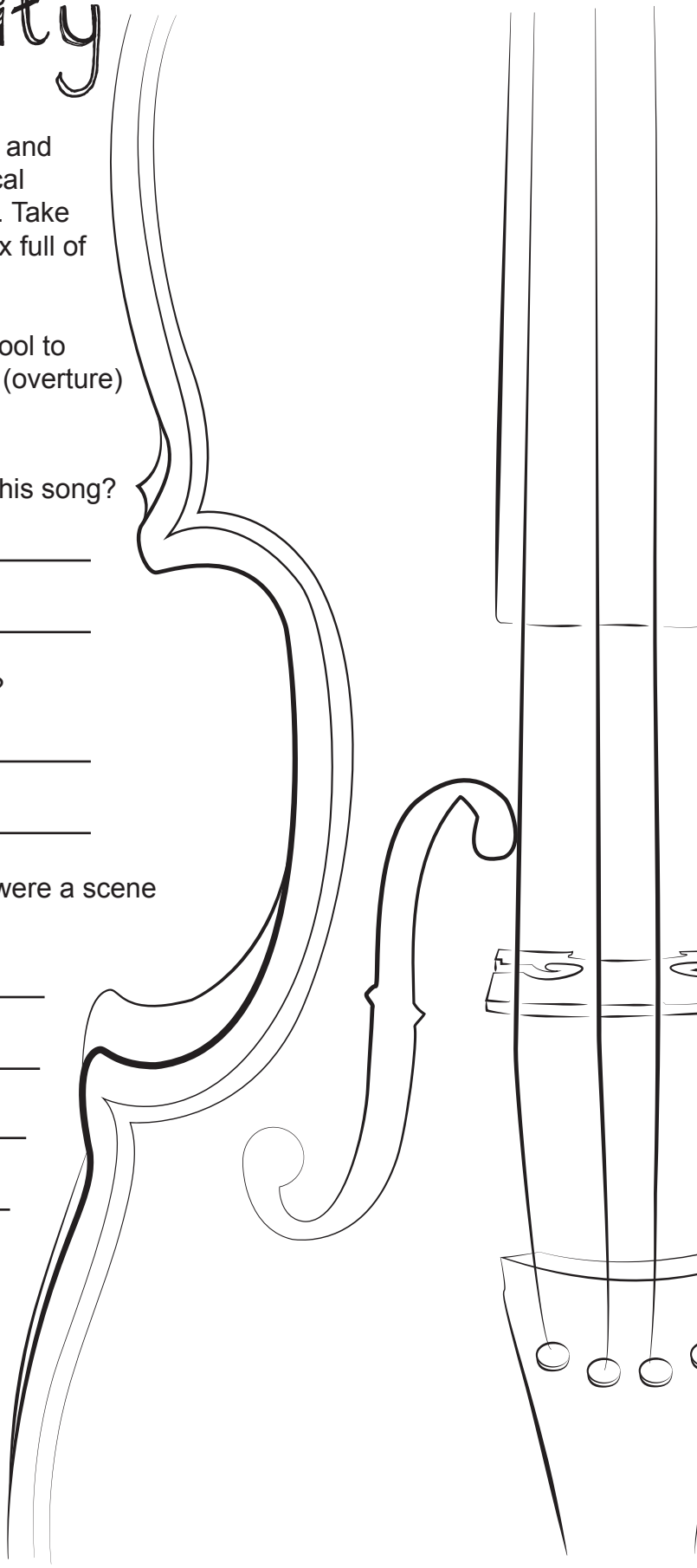
_____

_____

_____

_____

_____



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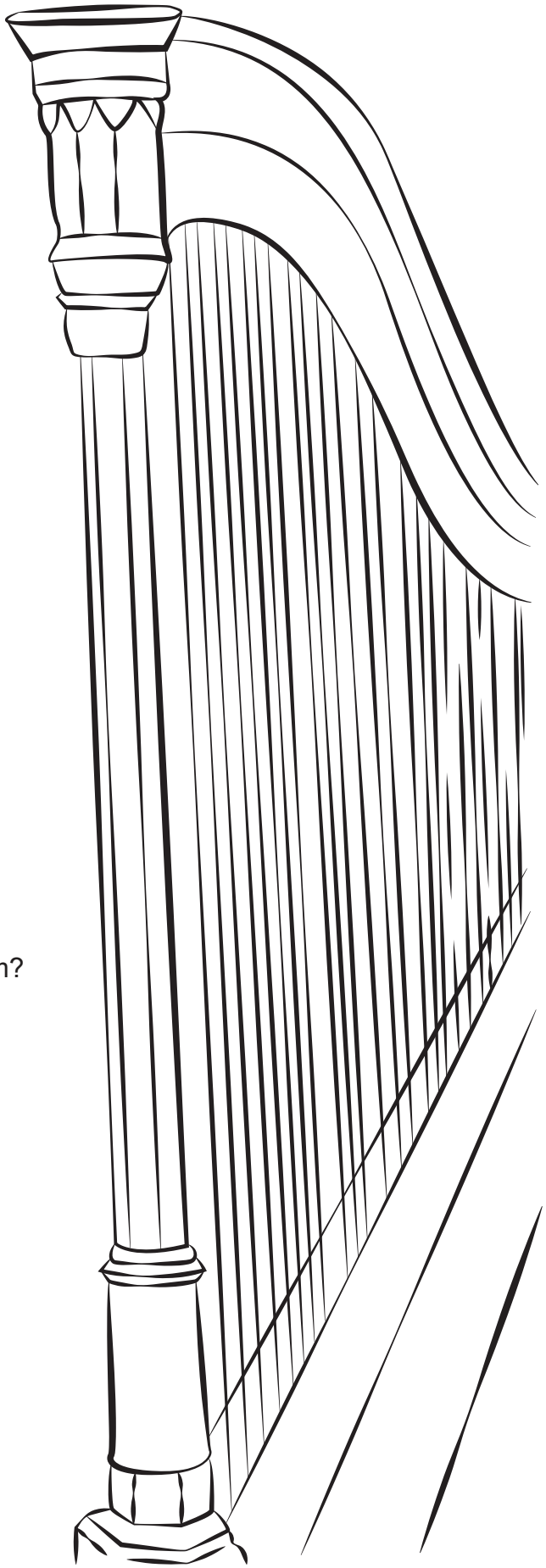
Name: _____

Library of Congress Jukebox Activity



http://www.loc.gov/jukebox

Popular music has come a long way since the 1700s and 1800s. Although you may not listen to it often, classical music has a lot of ties to the music we listen to today. Take a musical journey back in time with an online Jukebox full of classics, care of the Library of Congress.

Visit http://www.loc.gov/jukebox and use the search tool to find Frederic Chopin (pronunciation: show-PAN) – Berceuse

Response Questions:

What is the first image that conjures when you hear this song?

_____

_____

What emotions do you feel when you hear this song?

_____

_____

Write one paragraph that describes this song as if it were the soundtrack to a silent film. What would be happening in this film?

_____

_____

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Library of Congress
Jukebox Activity

http://www.loc.gov/jukebox

Popular music has come a long way since the 1700s and 1800s. Although you may not listen to it often, classical music has a lot of ties to the music we listen to today. Take a musical journey back in time with an online Jukebox full of classics, care of the Library of Congress.

Visit http://www.loc.gov/jukebox and use the search tool to find Felix Arndt – Desecration Rag (a classic nightmare)

Response Questions:

What is the first image that conjures when you hear this song?

_____

_____

What emotions do you feel when you hear this song?

_____

_____

Write one paragraph that describes this song as if it were a scary story.

_____

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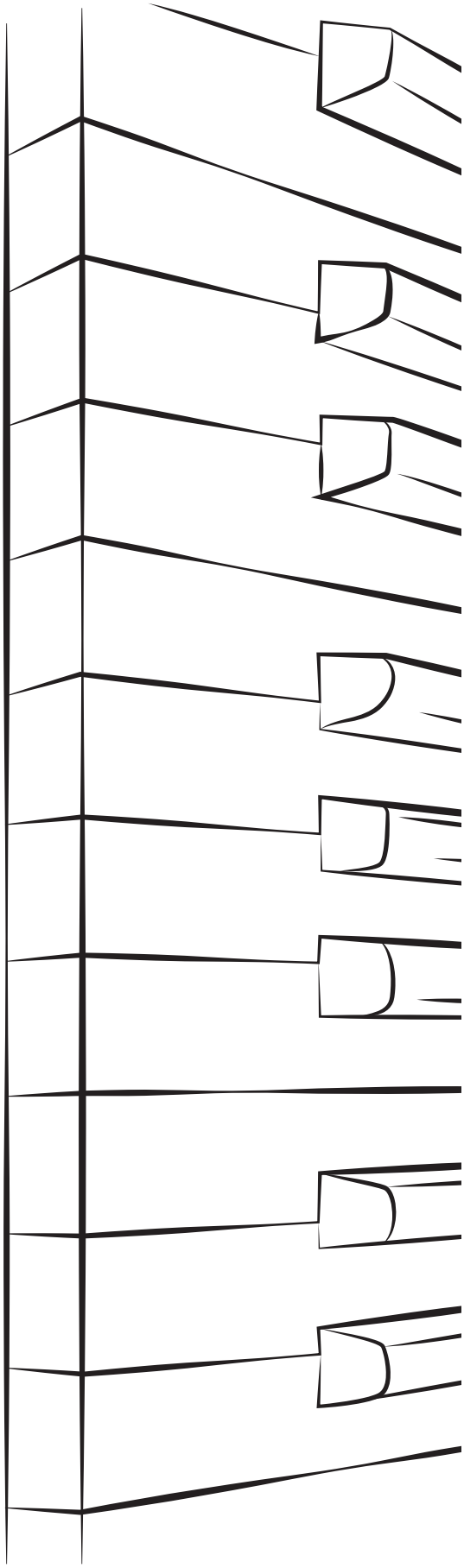

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Name: _____

Library of Congress
Jukebox Activity

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Popular music has come a long way since the 1700s and 1800s. Although you may not listen to it often, classical music has a lot of ties to the music we listen to today. Take a musical journey back in time with an online Jukebox full of classics, care of the Library of Congress.

Visit http://www.loc.gov/jukebox and use the search tool to find John Philip Sousa – Stars & Stripes Forever March

Response Questions:

What is the first image that conjures when you hear this song?

_____

_____

What emotions do you feel when you hear this song?

_____

_____

Write one paragraph that describes this song as if it were a person. Hint: Try closing your eyes while you listen. If you are still stumped, try to imagine the song as someone's "theme song", and then describe that someone!

_____

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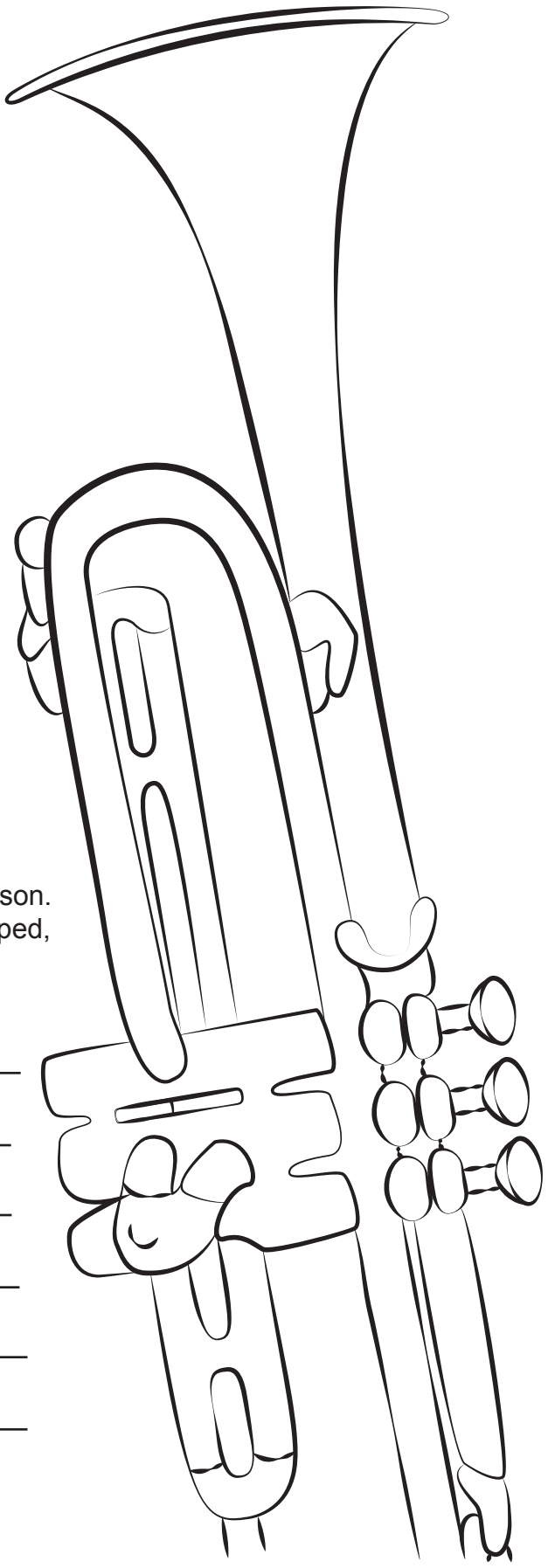

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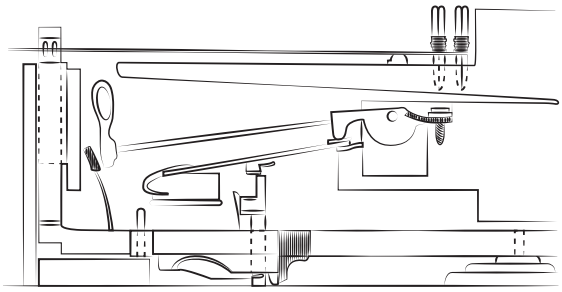
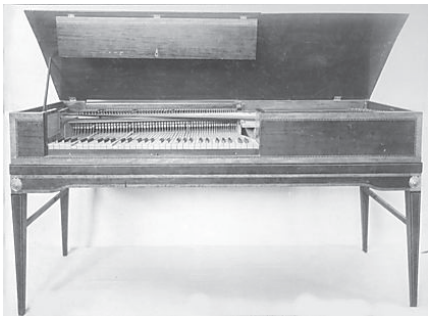
The History of the Piano



The piano is one of the world's most well-known musical instruments. It has the elements of both a stringed instrument and a keyboard instrument.

The Cristofori piano is the smallest and the very first original piano. In 1694 Bartolomeo Cristofori was able to perfect the mechanism of the hammer. He enabled the downward pressure on a key to project a small hammer upwards to pound a string, which is where the sound of a piano comes from.

Sebastian Lengerer created the Viennese piano in 1773, which had very narrow keys. Ferdinand Hofmann improved this design by building it with mahogany, which gave it a lighter, delicate sound. This was the piano that greats like Mozart and Beethoven were known to play.



Over the years, the piano's many flaws were solved by a number of different piano makers. A big breakthrough came with the creation of the "double escapement" mechanism by Sebastien Erard. His Collard & Collard piano allowed notes to be played very quickly, without having to wait for the key to reset. Additionally, it was noticed that square-shaped or rectangular pianos had poor or limited sound quality. So to solve the problem, piano makers began raising the lids on their square pianos to improve sound quality. This innovation is still seen in grand pianos today. In 1857, the modern Steinway Model D piano was invented, and is very similar to the pianos you see today. It was made from a single piece of maple, which helped to give each individual piano a particular sound and character.

Today's modern pianos have a total of 88 keys and just 3 foot pedals -- one for dampening the sound and two for sustaining the sound.

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Comprehension:

1. In your own words, how does a piano's sound work?

_____

_____

2. What did the "double escapement" mechanism do?

_____

_____

3. Name three improvements that make the modern piano what it is today.

_____

_____

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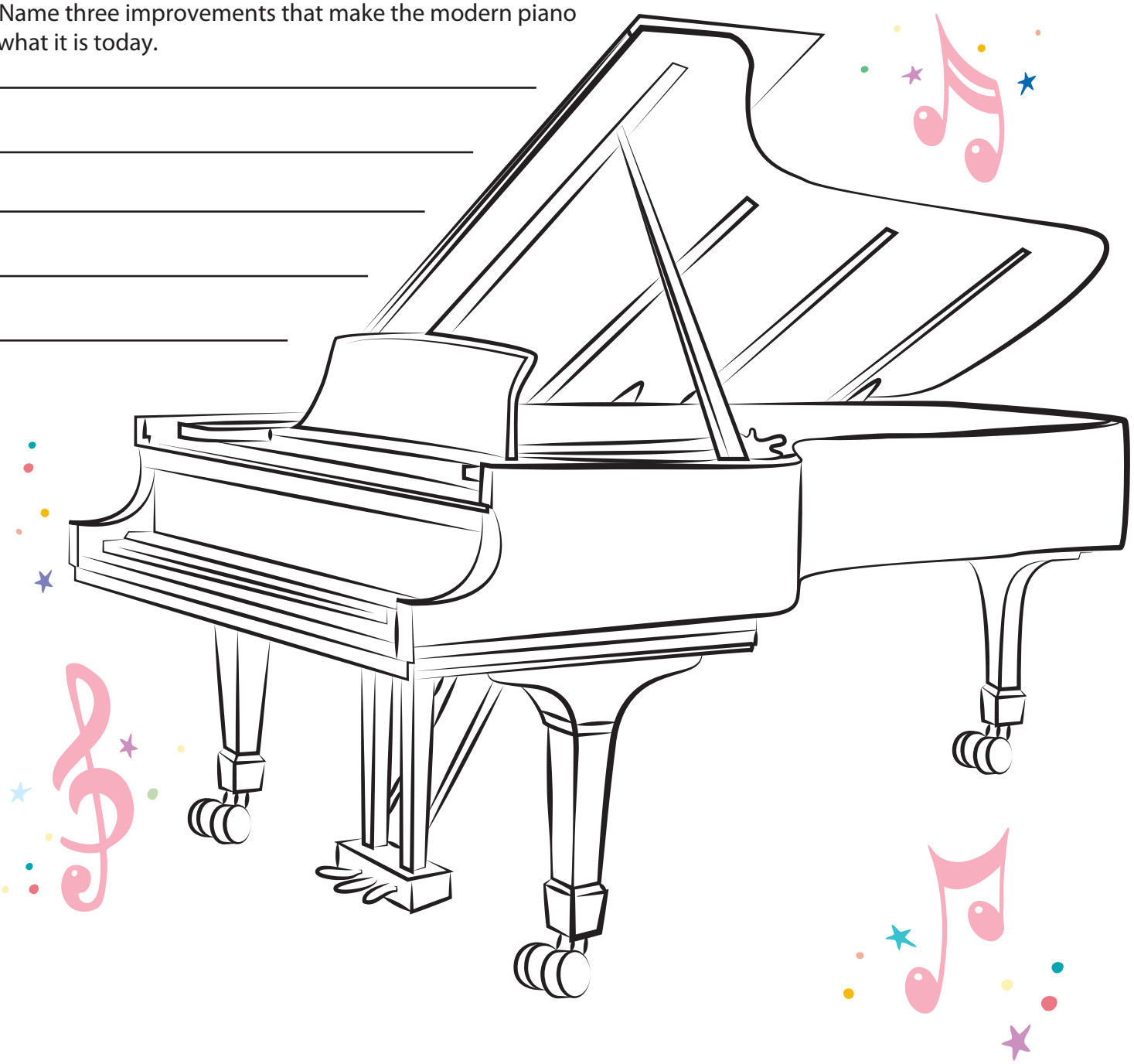

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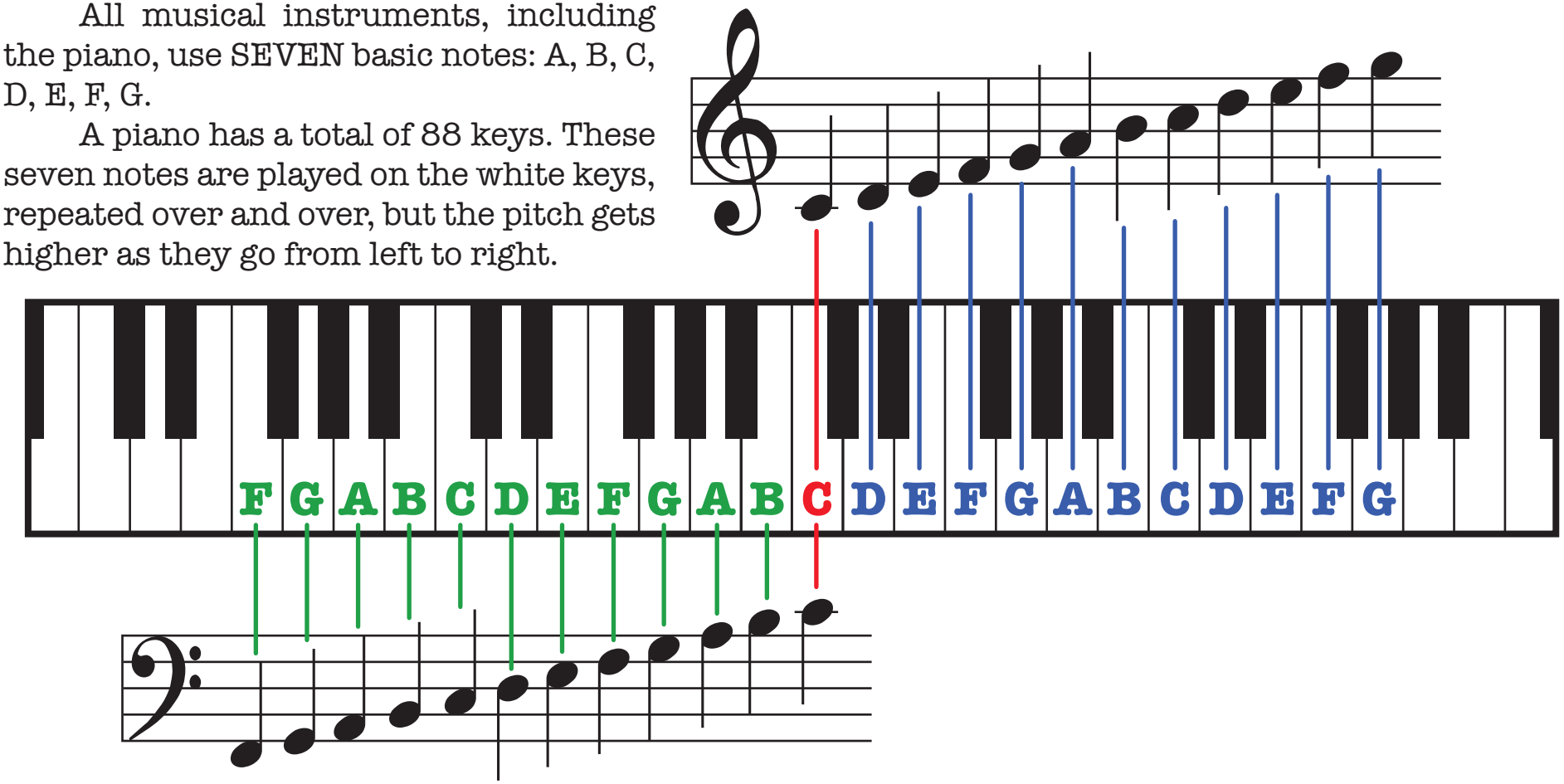
READING PIANO KEYS

All musical instruments, including the piano, use SEVEN basic notes: A, B, C, D, E, F, G.

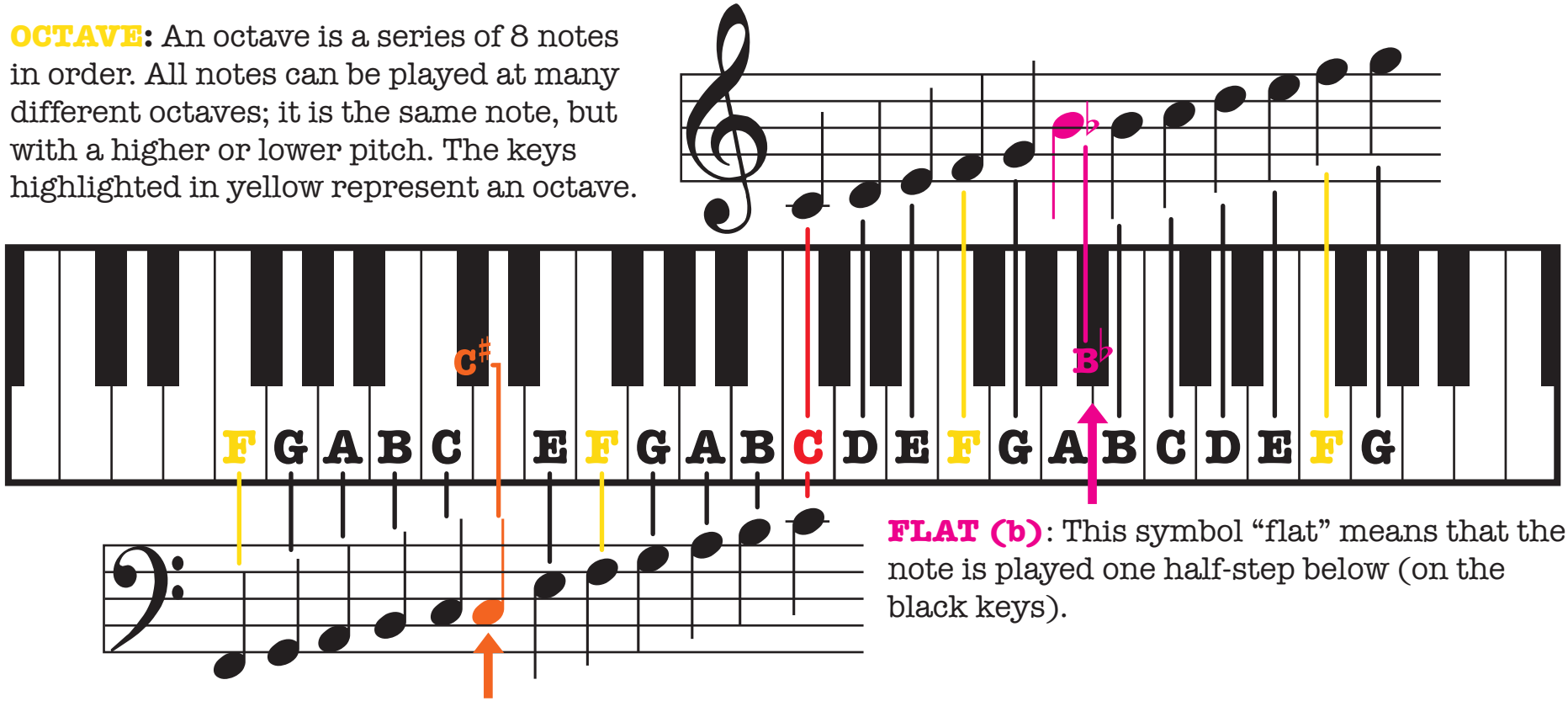
A piano has a total of 88 keys. These seven notes are played on the white keys, repeated over and over, but the pitch gets higher as they go from left to right.



Cut out these markers and tape them to the correct keys on your piano as a guide!

VOCABULARY

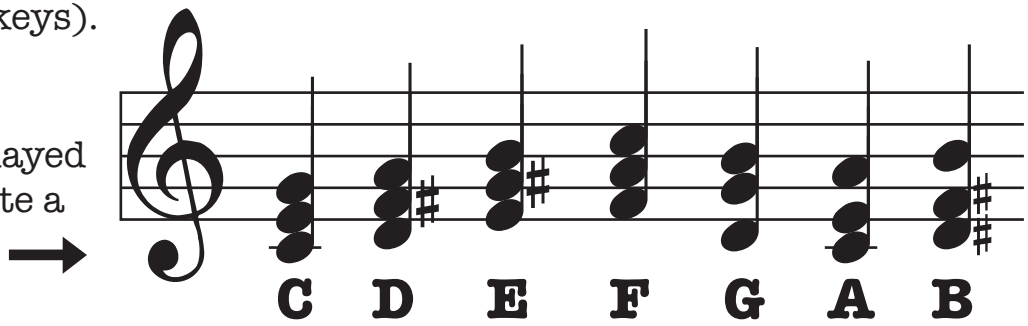
OCTAVE: An octave is a series of 8 notes in order. All notes can be played at many different octaves; it is the same note, but with a higher or lower pitch. The keys highlighted in yellow represent an octave.



FLAT (b): This symbol "flat" means that the note is played one half-step below (on the black keys).

SHARP (#): This symbol "sharp" means that the note is played one half-stop above (on the black keys).

CHORD: A chord is many notes played together, at the same time to create a harmony.

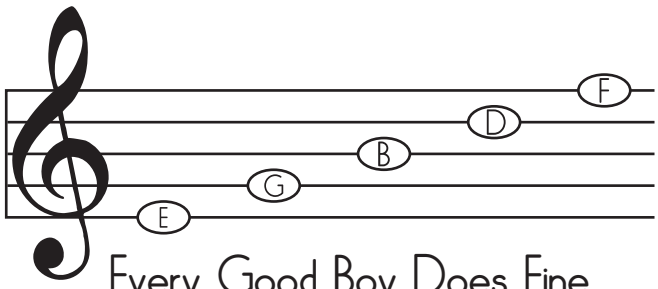


Reading Music: THE BASICS

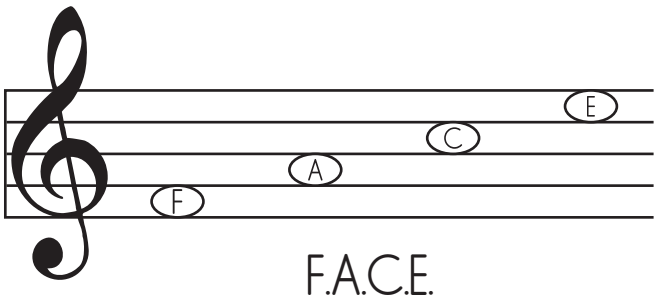
The Treble Clef

On the piano, the treble clef is played with the right hand.
Notes can either sit on or above a staff line.

Here's a simple way to remember which notes sit on or in between the staff lines:

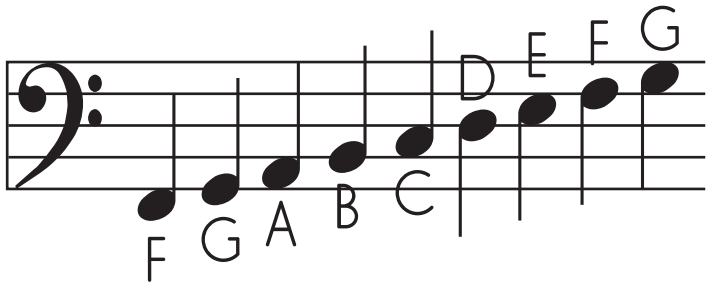


Every Good Boy Does Fine



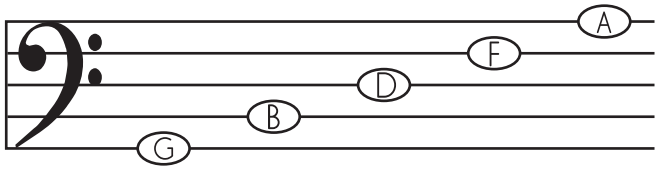
F.A.C.E.

The Bass Clef

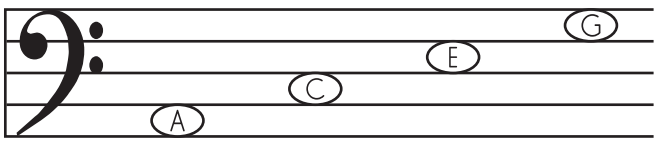


On the piano, the bass clef is played with the left hand.
Notes can either sit on or above a staff line.

Here's a simple way to remember which notes sit on or in between the staff lines:



Good Boys Do Fine Always



All Cows Eat Grass

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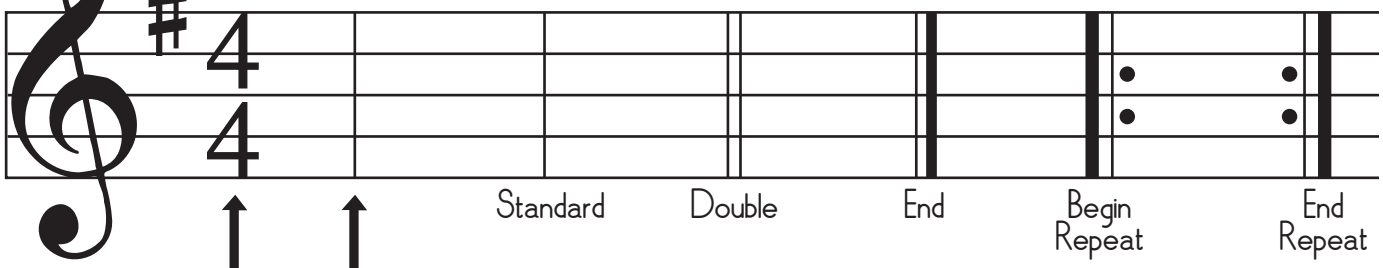
Reading Music: MUSIC VOCAB

Treble Clef

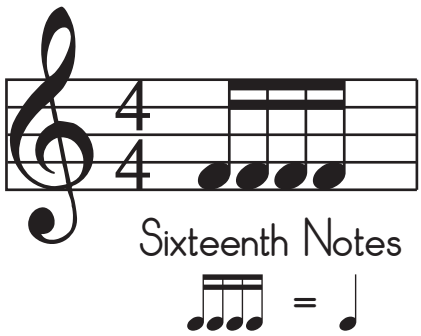
Key Signature: a series of sharp or flat symbols placed at the beginning of the staff. If a note is marked sharp or flat in the key signature, it will always be played as so throughout the song.



Measure [Bar]: segment of beats defined by the time signature. Above are some different types of bar-lines.

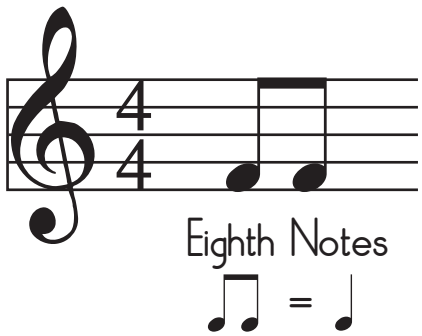
Time Signature: used to tell how many beats are in each measure and which note value gets one beat.

Basic Note Value and Rests



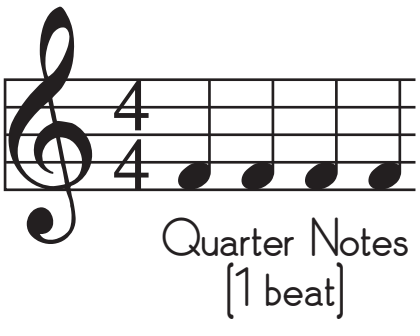
Sixteenth Notes

= ♩

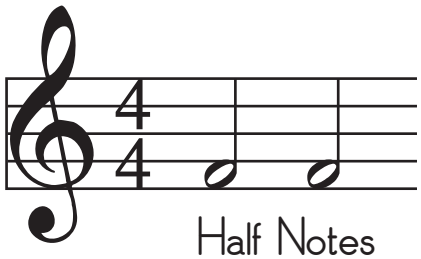


Eighth Notes

= ♩

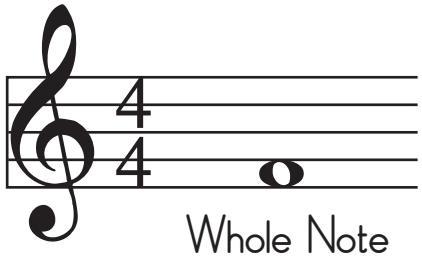


Quarter Notes [1 beat]



Half Notes

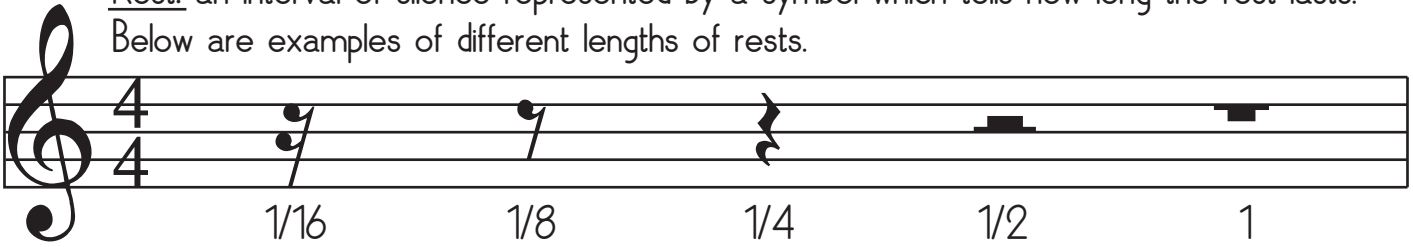
= ♩



Whole Note

= 𝅝

Rest: an interval of silence represented by a symbol which tells how long the rest lasts. Below are examples of different lengths of rests.



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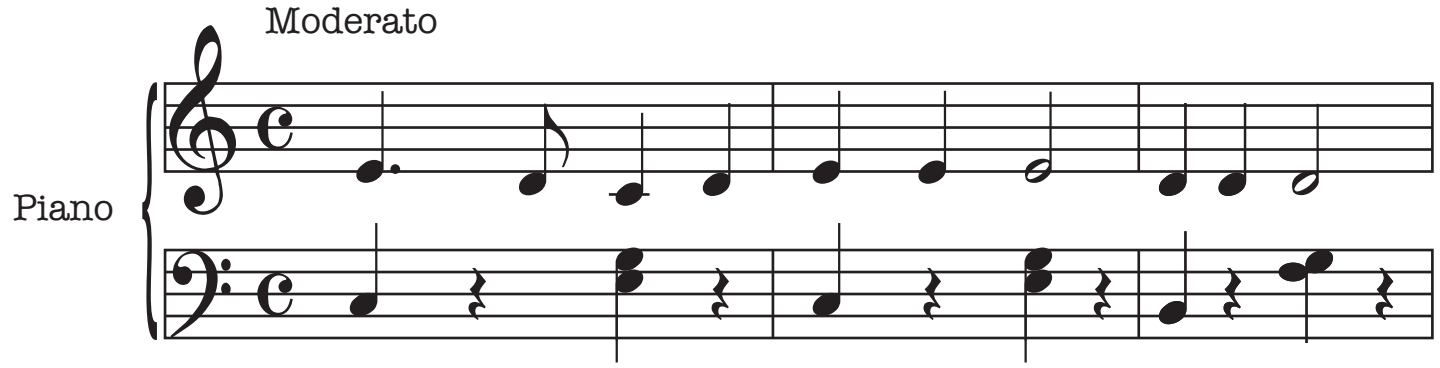
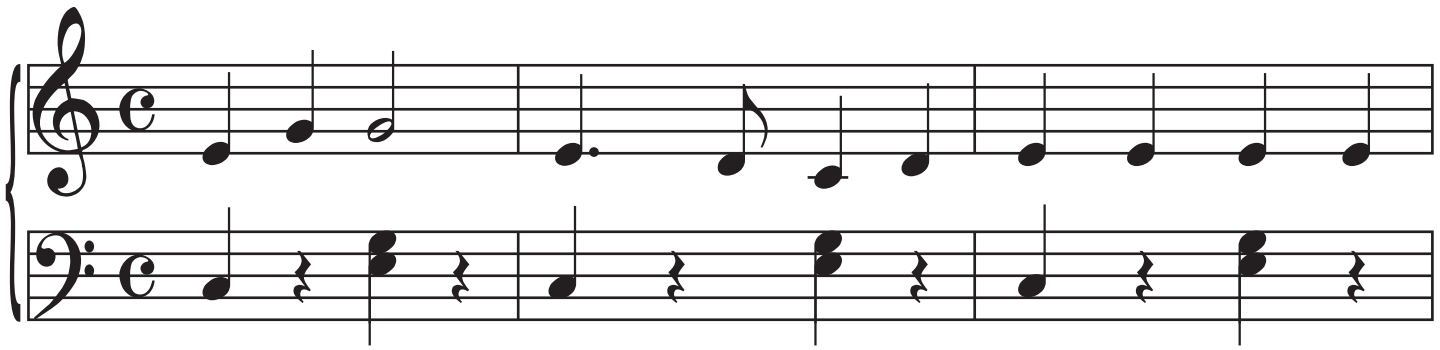
Mary Had A Little Lamb

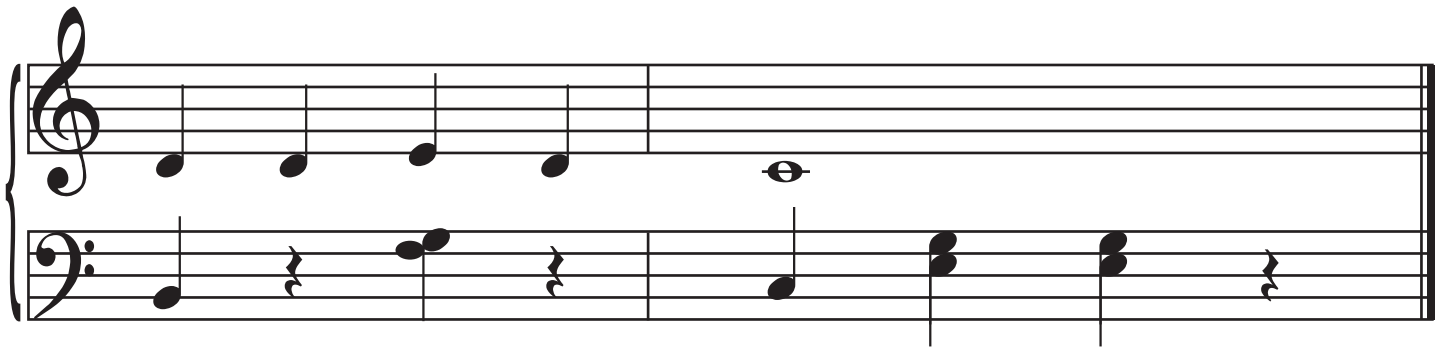
Traditional

Moderato

Piano







Place a sticker here when you've mastered this song!

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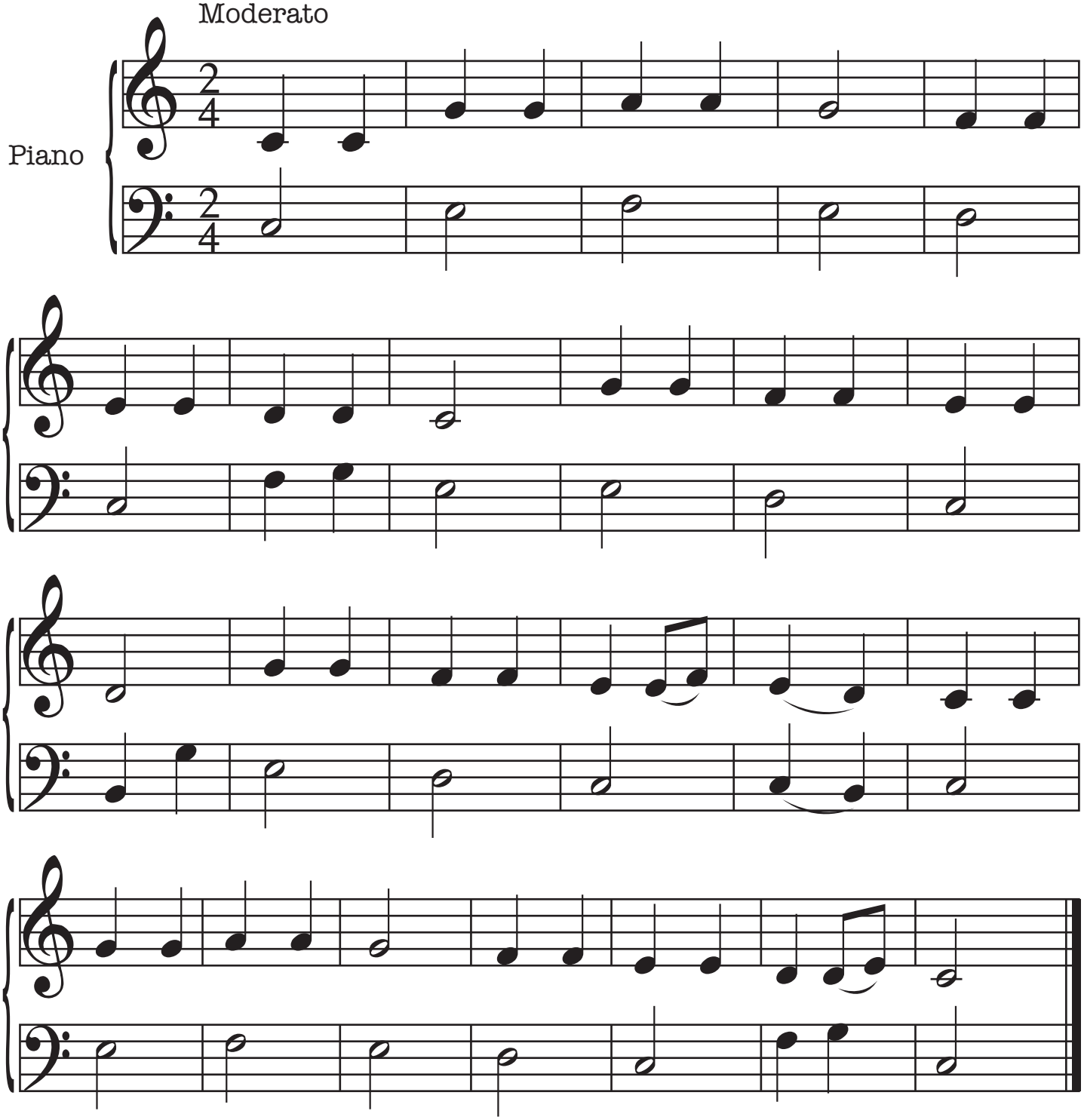
twinkle, twinkle little star

Traditional

Moderato

Piano



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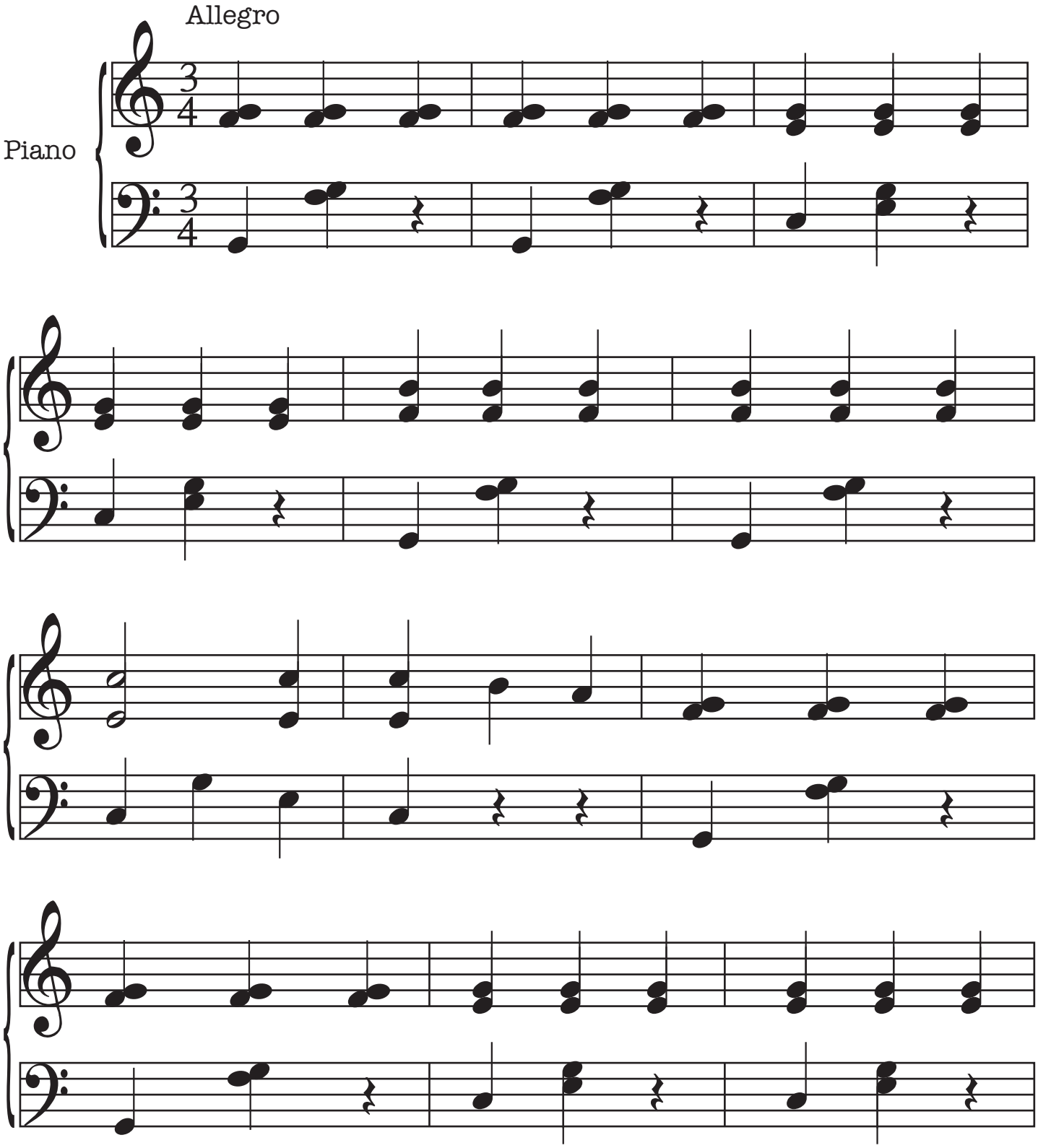
Chopsticks

Euphemia Allen



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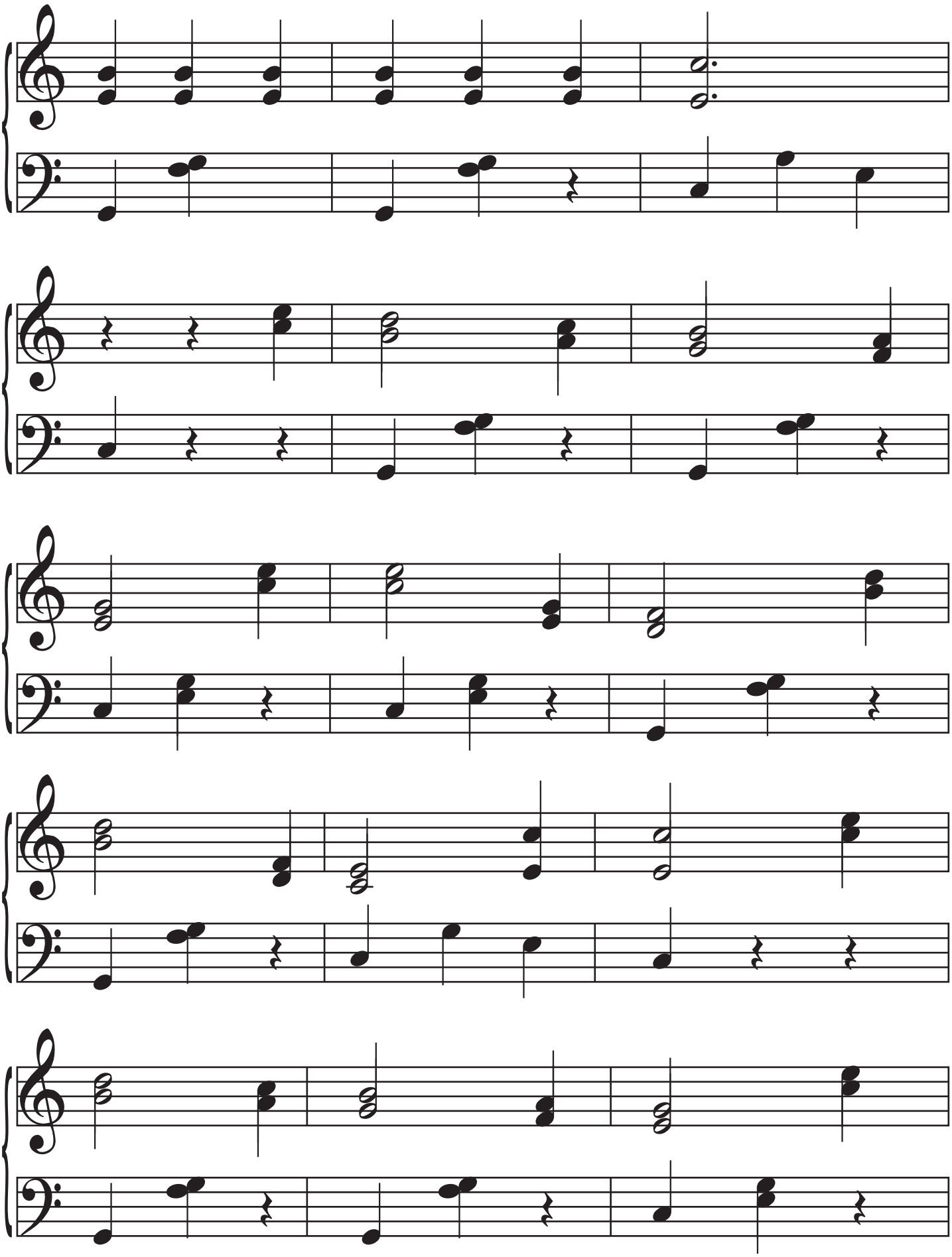

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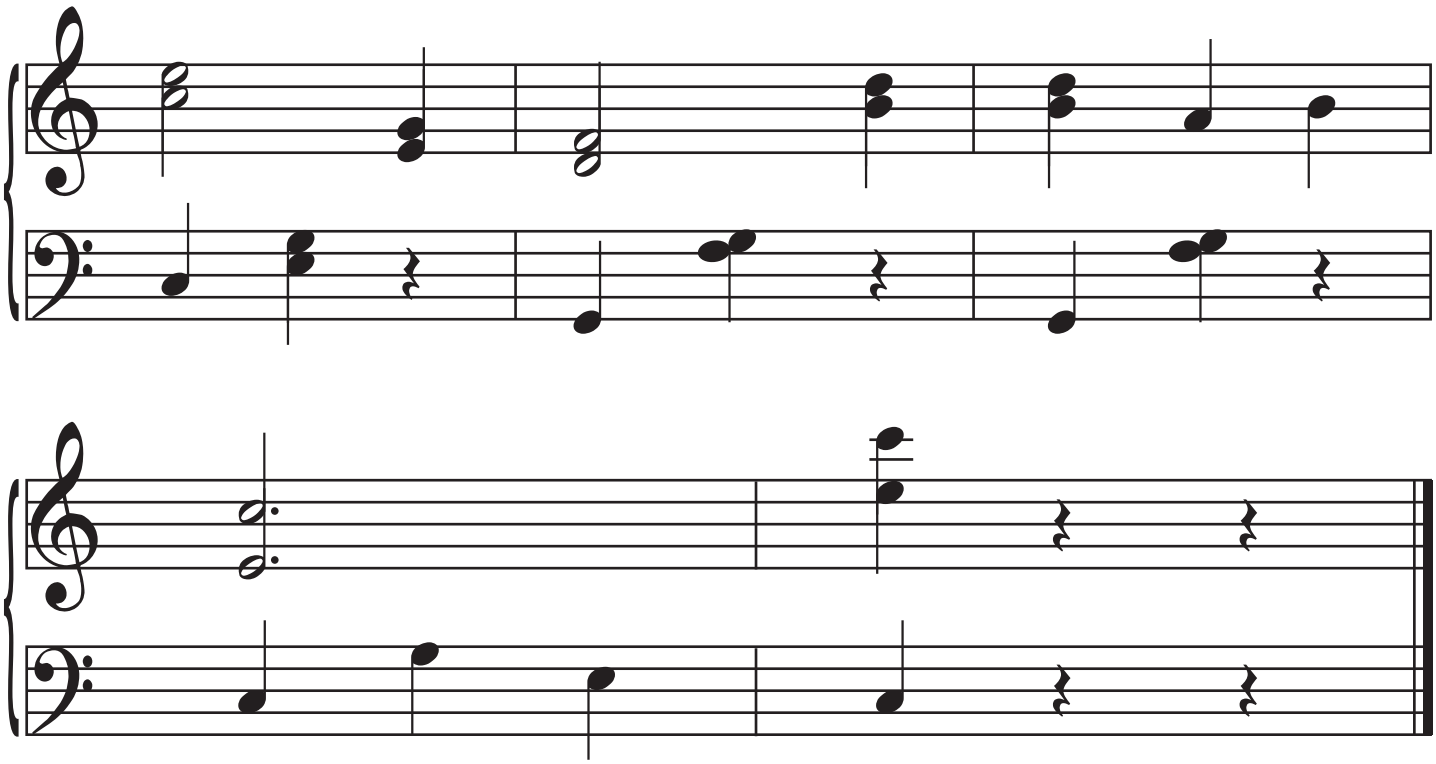

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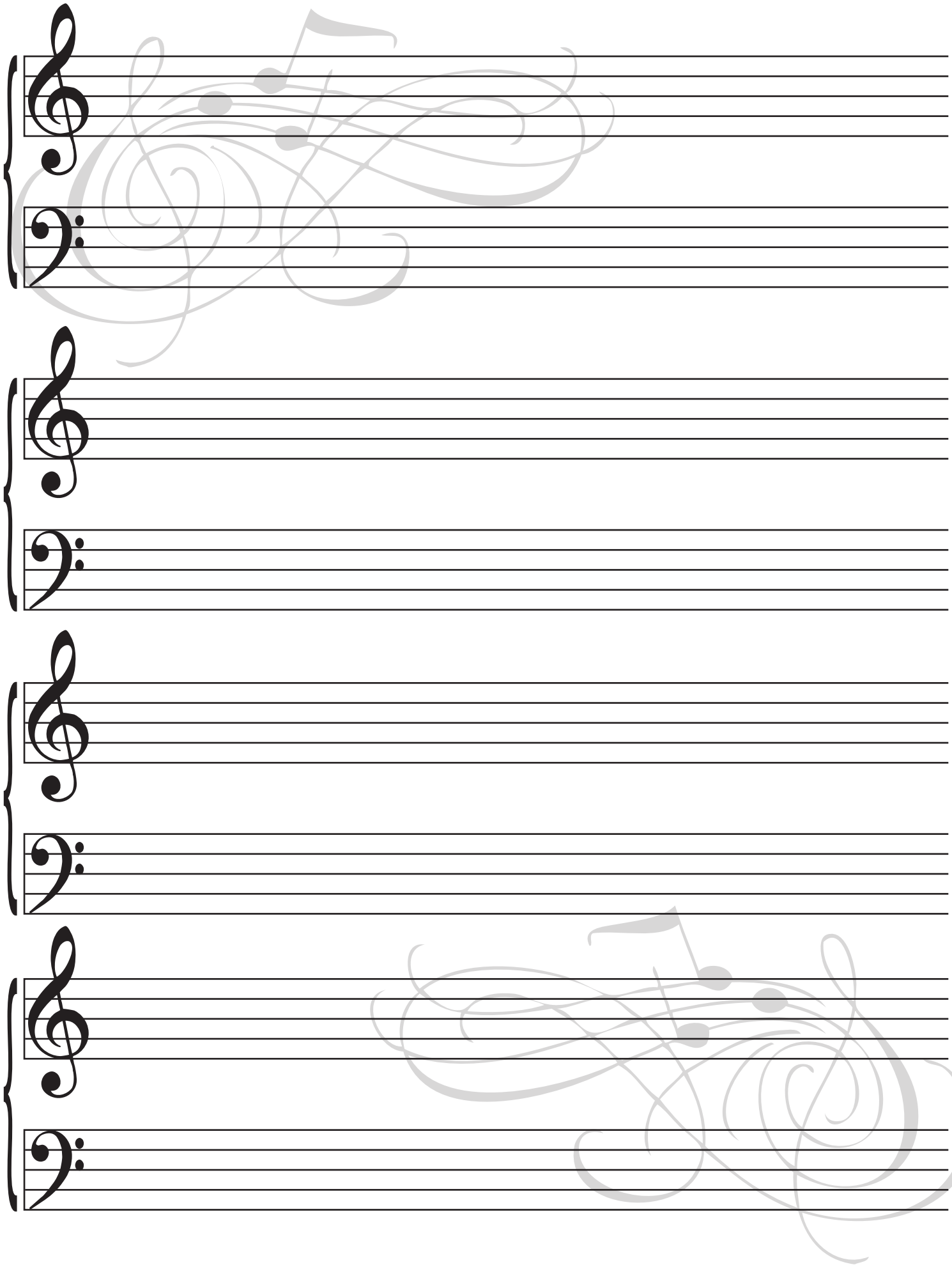

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Great job!

_____

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