

SINGING POPULAR SONGS*

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1 ARTS AND CULTURE

2 Grade 8

3 CREATING, INTERPRETATION AND PRESENTATION

4 Module 16

5 SINGING POPULAR SONGS

MUSIC

6 activity 1:

7 To sing popular songs: A Jazz song

8 [LO 1.4]

STEP 1:

Read and sing the following song:

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Figure 1



Figure 2

STEP 2:

Listen to the recording of the song as sung by Louis Armstrong. Louis Armstrong is certainly one of the most famous names in jazz. He was above all an exceptional trumpet player.

Explain how his interpretation of the song differs from that of the learners. Take into consideration certain music elements - melody, rhythm, instrumentation and expression.

STEP 3:

The educator will provide you with background information on the development of jazz. Then answer the questions that follow.

1. On which continent did the most important development of jazz take place?
2. Which other continents had an influence on jazz? Why and how?
3. Name the most important forerunners of jazz.

1. Why was New Orleans ideal for the development of jazz?

1. Give another name for *New Orleans Jazz*.
6. Which style of jazz is associated with *Big Bands*?
7. Name more examples of jazz styles.
8. Define *Rock Jazz*.
9. Name any three well-known jazz artists.
10. **What is the difference between vocal and instrumental?**

STEP 4:

“ *ALL JAZZ IS SYNCOPATED, BUT ALL SYNCOPATED MUSIC IS NOT JAZZ !*”

Listen to the recording of a jazz artist while following the guidelines.

Make a tick for those elements that you could hear and follow. Listen for a second time if necessary.

RECORDING	ρ	α
The theme (<i>chorus</i>).		
The melody of the theme during improvisations.		
Basic beat.		
Syncopation.		
Call-and-response.		
Pitch changes (raised/lowered).		
Vocal characteristics of instruments: call, cry, sing.		
Bass line.		

Table 1

Here are the three most important characteristics of jazz. Can you define them?

Individualism:

Improvisation:

Syncopation:

Other characteristics:

STEP 5:

To render your own unique presentation of *What a Wonderful World*, try the following.

Your group should work on its own and sing the song as learnt, i.e. the notes on the beats with the emphasis on the first beat.

Then experiment with the following:

Sing the notes in the same order, but change the rhythm: some notes shorter or longer; add silences.

Change the melody:

- Add extra notes.
- Repeat the notes.
- Leave out some of the notes.
- Change the order of some notes while retaining the rhythmic pattern.
- Use "blue notes".

STEP 6:

During the *Swing* era, certain rhythmic patterns were most popular in dance music.

Practise the following patterns and then accompany the song with body percussions.

EXAMPLES OF DANCE RHYTHMS:

	BEATS in 4- quadruple time							
	1	and	2	and	3	And	4	and
RUMBA	X	X	X	X	X	X	X	X
SAMBA	X	X		X	X	X	X	X
BEGUINE	X	X		X		X	X	X
CHARLESTON				X		X	X	

Table 2

	<p>IMPORTANT: The bold print crosses (X) are emphasised. The character of the pattern changes as a result of syncopation: Accents on weaker beats or weaker parts of the beats.</p>
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Table 3

The accent normally falls on the first beat – 1 2 3 4

STEP 7:

Analyse the form of the song by following the given score:

- The song consists of 32 bars: A (8 bars) + A (8 bars) + B (8 bars) + A (8 bars).
- These 32 bars can be called the Theme or Chorus (Jazz term).
- To develop the song into a Theme and Variation form, the following can serve as an example:

- *Chorus 1* = Theme Whole class sings the original version
- *Chorus 2* – Variation 1 Group 1
- *Chorus 3* – Variation 2 Group 2
- *Chorus 4* – Variation 3 Group 3, etc.

IMPORTANT: The tempo and basic beat must be kept throughout!

STEP 8:

Listen to the recording by **Abdullah Ibrahim** (Dollar Brand) and discuss the following statement. (The educator will provide the background information.)

9 Activity 2:

10 To sing popular songs: Pop music

11 [LO 1.4]

Introduction

In the previous activity, we focused on jazz as one of the genres of the popular music culture - music that is popular with the general public. Another sub-culture that can be classified under popular music is pop music.

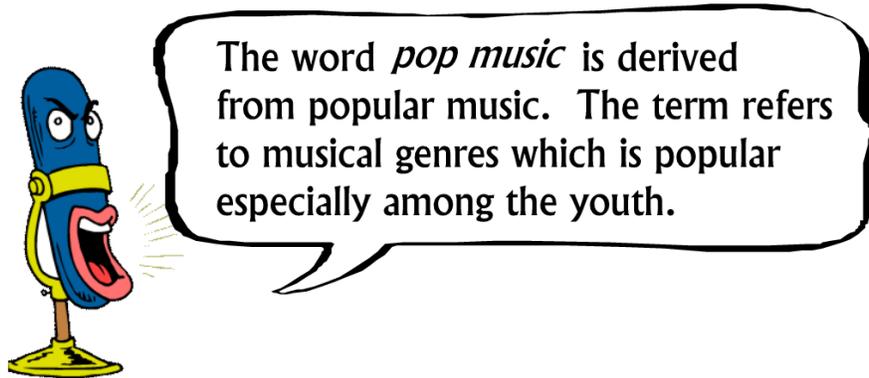


Figure 3

We are going to base this activity on well-known television programmes and sing pop music!
 In contrast with a rock star, opera singer and pianist, a Popstar Idol can be "made". Shall we try?
 Choice of song

- The genre is 'Popular Songs'.
- Consider songs of our own local culture - Local is *lekker!*
- You must be able to sing the song.
- The lyrics must be acceptable.
- Accompaniment and/or a dance can be added.

Follow the following STEPS in the presentation - the educator will guide you.

STEP 1: Planning and control

SONG:				
		Name	Responsibilities	Control

Table 4

STEP 2: Preparation

As soon as the songs have been accepted, all the learners are given the opportunity to listen to the songs and to learn certain sections of the songs. An adjudicator must know the songs to be able to adjudicate!
 Each group must provide the following for their song:

- A recording by the original artist
- Backtrack
- Photocopies of the lyrics for the rest of the learners to paste into their journals

Homework: Each group or solo singer practises individually.

STEP 3: Presentation and adjudication

GROUP 1:				
SONG:				
	Excellent	Good	Average	Poor
Choice of song				
Knowing lyrics				
Melodically correct				
Rhythmically correct				
Interpretation				
Stage personality				

Table 5

12 Assessment

Learning Outcome(LOs)
LO 1
creating, interpreting and presentingThe learner will be able to create, interpret and represent work in each of the art forms.
Assessment Standards(ASe)
We know this when the learner:
MUSIC
1.8 learns or performs songs or music from popular or local culture;

Table 6