

GIVE IT A WHIRL



MUSIC ACTIVITIES



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★
ACTIVITIES

“Do the Blue Beat” Dinah Lee

AVAILABLE ON 25 YEARS OF KIWI ROCK (AUCKLAND: EMI, 1989)

1. Find and listen to recordings of music by **Dinah Lee** and other Kiwi female Artists from this era, for example, **the Chicks and Maria Dallas**. Use the Compare copy master in Sweet II: Another Taste of New Zealand Music to records your observations. **How important was the rock/pop image during this time?**

2. Listen to “Do the Blue Beat” and work out the chord progression. It uses the primary triads (I, IV, and V) and is in the key of D major. Play the chords along with the recording on guitar or keyboard. Compare the chord progression of this song with that of “She’s a Mod”. Transcribe the melody and lyrics of the chorus. Add a vocal harmony part. In groups, prepare, rehearse, present, and evaluate a performance of this part of the song.

3. Do a remake of the chorus in a slower, mellower style. **Consider tempo, rhythmic style, and instrumentation.** Share and evaluate your performance.

4. Research and Present a biography of Dinah Lee. Include a list of her musical achievements and a timeline of her career.



EXTENSION ACTIVITY

Try playing this song with a group of instrumentalists, including a melody instrument (for example, a flute, clarinet, or French horn), a harmony part (played on keyboard or guitar), and a bass instrument (such as a bass guitar, double bass, cello, or trombone).

Play it in a range of keys, for example, C major, F major, G major, and Bb major. As you go through the process, discuss with the other instrumentalists which keys are easier or more suited to the song and why.

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ACTIVITIES

“Nature” The Fourmyula

(AVAILABLE ON 25 YEARS OF KIWI ROCK [AUCKLAND: EMI, 1989] AND NATURE’S BEST: NEW ZEALAND’S TOP 30 SONGS OF ALL TIME [AUCKLAND: SONG MUSIC ENTERTAINMENT, 2002])

1. APRA members and an invited academy chose “Nature” as New Zealand’s top song of the last seventy-five years. **Why do you think they chose this song?** Compile your own top ten New Zealand songs of all time. Justify your choices. Ask others what their top ten would be and compare your choices. Think about the musical styles and genres that your selections represent.

2. Listen to the song and, in groups, assemble the score using a jigsaw* of it obtained from *Nature’s Best*. Check your answer against the published score.

3. Watch the video of “Nature”. What would be the musical effect of the drummer playing on his shoes? Discuss ways of using various sound sources to create music. If you can, view the DVD *Vespertine Live at the Royal Opera House* and discuss the inclusion of the New York avant-garde group Matmos. These musicians use amplified sounds made by rock salt, playing cards, hair, and fabric.

4. Watch the video clip of the acoustic version that Wayne Mason plays (at [1] 01:20:50). Also listen to the Muttonbird’s version. **Compare both of these with the original performance by The Fourmyula.**



5. Arrange and perform “Nature” in different styles. Try playing it accompanied by a standard rock beat on drums and decide whether you agree with Wayne Mason’s comment that it doesn’t work as a rock piece. Use everyday items or found objects to create some musical effects or rhythms that you could incorporate into a performance of this song.

6. Research Wayne Mason and his music career.

*A jigsaw is a copy of the score that has been cut into short segments (with the lyrics, melody, and chords separated).

EXTENSION ACTIVITIES

Using the chords of this song, **create your own melodic improvisation.** Then use the original Melody and try using different chords to accompany it. Consider which task you found easier and why.

Find out about APRA. Who are they? What do they do? What relationship do you have with them as a songwriter?

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“I Got You” Split Enz

(AVAILABLE ON 25 YEARS OF KIWIF ROCK [AUCKLAND EMI 1989] AND NATURE'S BEST: NEW ZEALAND'S TOP 30 SONGS OF ALL TIME [AUCKLAND: SONY MUSIC ENTERTAINMENT, 2002])



1. Watch episode 3 of Give It A Whirl and chart the development of Split Enz. What was the impact of Neil Finn's contribution to the band?

2. View early videos, album covers, and picture of Split Enz and listen to some of their early music. What are your reactions to the “wackiness” of the early Split Enz images and musical style? Compare your reactions to the public's response to their early material. Find out what your parents, grandparents, other relatives, and teachers thought about the early music and persona of Split Enz.

3. Transcribe the chorus melody and lyrics of “I Got You” (in D major). Then transcribe the bass line and work out the repeating chord progression for the verses.

4. Listen to a recording of the song and make a diagram of its structure.

5. Using a jigsaw of the score of “I Got You” from Nature's Best, listen to the song as many times as you need to piece the score together. Using the score to help you, describe the instrumentation, key, time signature, performance directions, compositional devices, and harmony.

6. Experiment with different instrumentations for a song you know well. You could try Split Enz's early Choice of violin, flute, guitar, and bass. Prepare, rehearse, and present an arrangement you have made. After receiving feedback on the presentation, prepare a score of your arrangement using notation software.

EXTENSION ACTIVITIES

Make a chart of all the band members that have been in Split Enz. Include the names of other bands that members were involved with and when.

Compare the music of bands that include ex-Split Enz members with the music of Split Enz. Did they continue in the same style? How did being in Split Enz influence their music?

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“For the People” Nesian Mystik

(AVAILABLE ON NESIAN MYSTIK'S ALBUM POLYSATURATED
[AUCKLAND: BRUCE RECORDS, 2002])

1. Find examples of songs that have similar social themes to this song.

2. Nesian Mystik won the Smokefree Pacifica Beats section of the rock quest final in 2000. **Find out more about the history of the rock quest in schools.** Research and present information about other artists who have previously won the Pacifica Beats award. What are the prerequisites for being able to enter this section of the competition?

3. Explore the musical features of the song. It's in G major. Listen for the melody and draw a graphic representation of it. In groups, work out how to play the melody on a keyboard or guitar. Work out the harmonies used or try your own harmonisation. Transcribe the chords in the chorus and then play the melody over the top of the chord progression.

4. Have a look at the level 4 music exemplar on composing a hip hop song. This can be viewed at www.tki.org.nz/r/assessment/exemplars/arts/music/

mu_4a_e.php. What aspects of this presentation would you use if you were creating a hip hop song?

5. Compose your own song lyrics about an issue that concerns you. Create music for the intro/outro, verses, and a hook or chorus. Add backing harmonies for your song and prepare, rehearse, present, and evaluate a performance of it.



EXTENSION ACTIVITIES

Research the rock and pop music of other geographically or politically isolated countries, for example Iceland, Ireland, Cuba, and Greenland. Consider the styles, lyric material, and performance features of a range of music. What is the impact of globalisation on the artists and music of such isolated areas?

In what ways do the effects of geographical and political isolation differ?

Explain what support you might need if you decided to start up a rock band at school or wanted to learn how to manage a school band. Where might you find this support?