



# P/J MUSIC

## Dr. John L. Vitale

Session #1A:  
Sept. 04, 2018

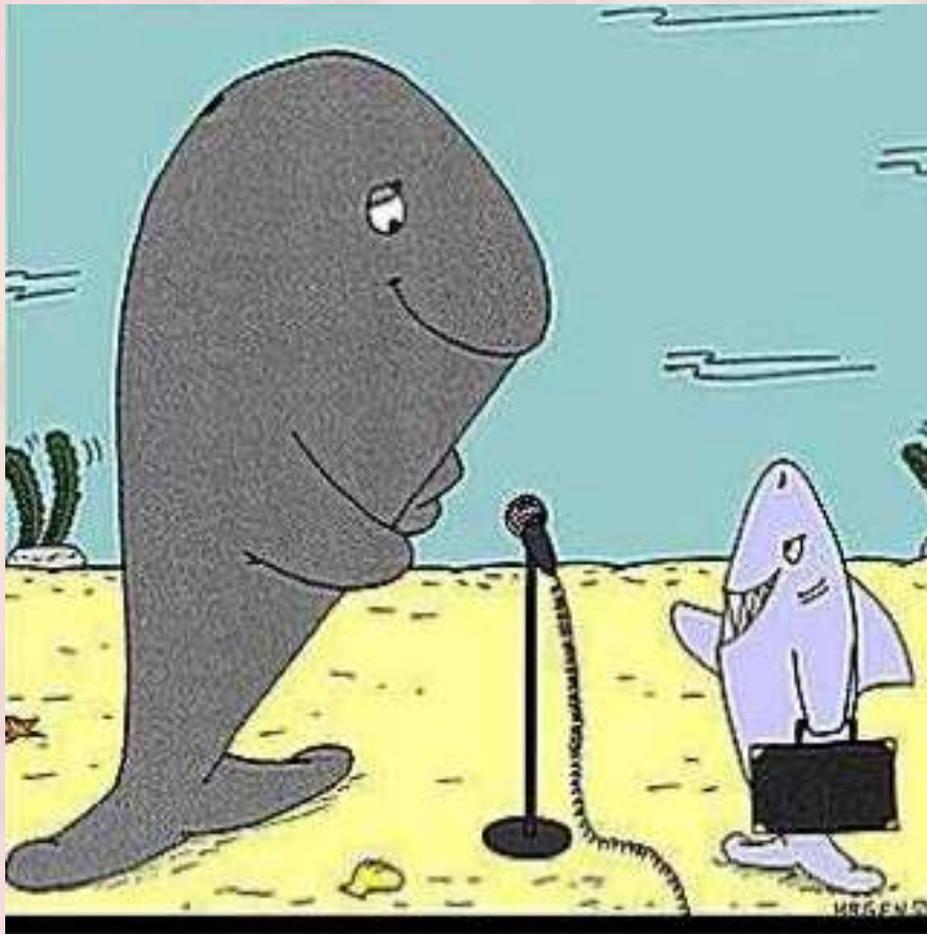


**Best Drummer in the World!**



# **BRAIN TEASER ACTIVITY:**

## Top 11 Best Selling Albums of All Time



With your voice and my marketing skills,  
we'll sell records by the million!

**Music today is virtually free with MP3 downloading and streaming. This ubiquity of music will be discussed as a theme in this course.**

**There was a time, however, when record collections (albums) had to be purchased by consumers.**

# Listening Activity



## Hevner Music Adjective Scale

**Song #1**



**Song #2**



**Song #3**



# Hevner Music Adjective Scale

Hoffer, C. R. (1973). Teaching music in the secondary schools (2nd ed.). Belmont, CA: Wadsworth Publishing.

A	B	C	D	E	F	G	H	I	J
Cheerful	Fanciful	Delicate	Dreamy	Longing	Dark	Sacred	Dramatic	Agitated	Frustrated
Gay	Light	Graceful	Leisurely	Pathetic	Depressing	Spiritual	Emphatic	Exalting	
Happy	Quaint	Lyrical	Sentimental	Plaintive	Doleful		Majestic	Exciting	
Joyous	Whimsical		Serene	Yearning	Gloomy		Triumphant	Impetuous	
Bright			Soothing		Melancholic			Vigorous	
Merry			Tender		Mournful				
Playful			Tranquil		Pathetic				
Sprightly			Quiet		Sad				
					Serious				
					Sober				
					Solemn				
					Tragic				



Song #1



Song #2



Song #3

# Musical Movements



Please Use a Pair of Rhythm Sticks

**Dynamics**

**Duration  
(length)**

# Rhythmic Imitation

**Tempo**

**Timbre**

# Session #1 Overview

- (1) Brainteaser (top 11 albums)**
- (2) Listening Activity (Hevner scale)**
- (3) Musical Movement (rhythmic imitation)**
- (4) Course Overview**
- (5) Course Mantra**
- (6) What is Music?**
  - Definitions
  - Sound Vs. Music
  - Music as Science vs. Music as Art

# **EDUC 4757 – YEAR 2 P/J MUSIC COURSE OOUTLINE**

## **Access Routes:**

**(1) Provided you with a **hard copy****

**(2) Have emailed you the **PDF****

**(2) **Website: [drjohnvitale.weebly.com](http://drjohnvitale.weebly.com)****

**(a) The PDF can be downloaded from my website**

**(b) The PDF is viewable on my website**

**Your signature (indicating that you received the course outline) is required.**

# EDUC 4757 – YEAR 2 P/J MUSIC COURSE OUTLINE

- **Philosophy**
- **Expectations**
- **Assignments**
- **Evaluation**

• Appeals, attendance, and accessibility services – please refer to  
Nipissing Academic Calendar

**<http://www.nipissingu.ca/calendar>**

**All lecture notes and course readings  
are also available on the course website.**

# Course Mantra

*“I don't make music for eyes.  
I make music for ears.”*

**Adele**

The New  
Paradigm

*"Good teaching is more a giving of right questions than a giving of right answers."*

Josef Albers 1888–1976  
American Artist & Educator



The keys to knowledge and enlightenment paradoxically lie within confusion, curiosity, & contemplation.

The 3 C's:  
Confusion, Curiosity, & Contemplation

The goal of this course is for you to come out with more questions than answers regarding the topic of music education.

# Principal Aims & Objectives of the Course

1/3 of Curriculum



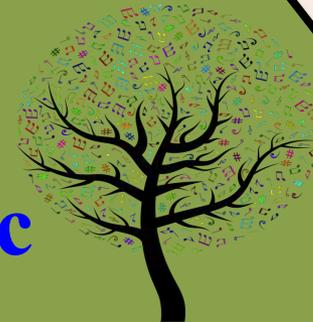
**Performance**

Designed for  
the Generalist  
Teacher with  
Little or No  
Musical  
Background

**Listening &  
Exploratory**



**Philosophical  
Foundation of Music**





# What Is Music



- **We all know music when we hear it**
- **We have all heard music thousands of times**
- **Yet, defining music it not so easy**

## Here are some thoughts about music through the ages:



Think



Pair



Share

*“Music gives soul to the universe.”*

**Plato**

*“If music be the food of love, play on.”*

**Shakespeare**

*“Heaven is music.”*

**Thomas Campion**

*“Music is almost as dangerous as gunpowder.”*

**Jeremy Collier**

*“Music is a strange thing. I would almost say it is a miracle.”*

**Heinrich Heine**

*“Music is our myth of the inner life.”*

**Susanne Langer**

*“There are only two kinds of music: good music and bad music.”*

**Duke Ellington**

*“Music is a decoration of time.”*

**Frank Zappa**

(1) Which quote creates the most consonance for you? (harmonious and stable)

(2) Which quote creates the most dissonance for you? (tense and unstable)

# Some English Idioms & Idiomatic Expressions With Musical Origins

Source: <http://www.learn-english-today.com/idioms/idiom-categories/music/music.html>

<i>“Ring the bell.”</i>	<i>“Sound like a broken record.”</i>
<i>“Chime in.”</i>	<i>“Tickle the ivories.”</i>
<i>“Drum into someone's head.”</i>	<i>“Out of tune.”</i>
<i>“Play second fiddle.”</i>	<i>“Blow the whistle.”</i>
<i>“Fiddling while Rome burns.”</i>	<i>“Clean as a whistle.”</i>
<i>“Jazz something up.”</i>	<i>“Face the music.”</i>
<i>“All that jazz.”</i>	<i>“Music to one's ears.”</i>

**Fact:**

**“All music consists of sounds.”**

**Logical Extension:**

**“All sounds, therefore, are musical.”**

***“Music is sounds, sounds all around us.”***

**Henry David Thoreau (1817-1862): American Author & Poet**



**Logical**



**Illogical**

# Class Survey:

Type of Sound	Sound Effect	Music
Baby Babble 		
Electric Drill 		
Crowd Laughter 		
Footsteps 		
Vacuum Cleaner 		
Wind Chimes 		
Fire Truck 		
Bye Bye 		
Birds 		

**•Some sounds are naturally musical (a bird chirping), and some sounds are not (an electric drill).**



# We All Hear Things Differently

## The Laurel Vs. Yanny Debate (May 2018)

YANNY

47 %



LAUREL

53 %



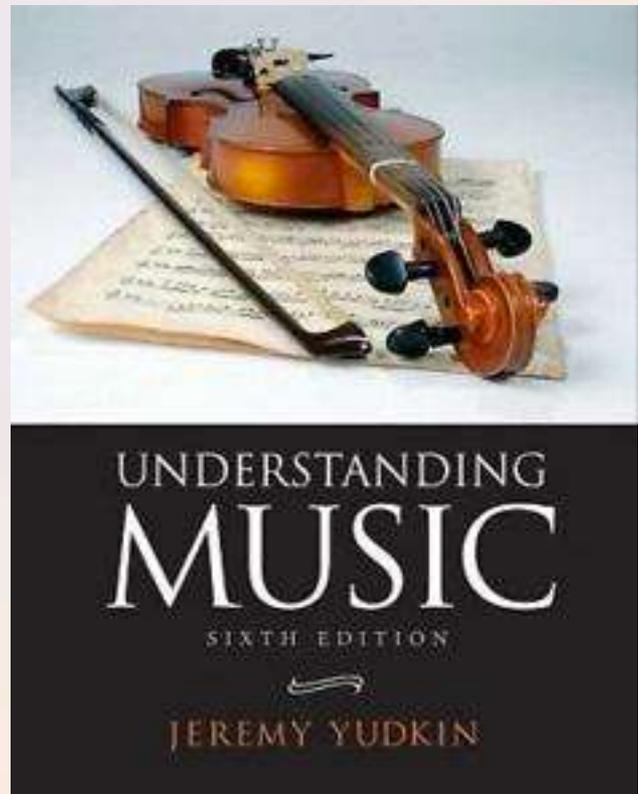
- All sounds have the potential to be musical, however, if there is an element of **human organization**.



• In its most basic definition, therefore, music can be defined as *“the deliberate organization of sounds by people for people to hear.”* (Jeremy Yudkin, *Understanding Music*, 2001)



**Jeremy Yudkin, Professor of Music  
and co-Director of the Center for  
Beethoven Research at Boston  
University**



# Funny “Mountain Dew” Sound Effect Commercial



# The Foley Artist:

<http://www.youtube.com/watch?v=UNvKhe2npMM>



# Using Sound Effects in a Musical Composition

## OK GO: Needing/Getting

<http://www.youtube.com/watch?v=MejbOFk7H6c&feature=youtu.be>



# More Complex Definition of Music (Merriam-Webster)

*“The science or art of ordering tones or sounds in succession, in combination, and in temporal relationships to produce a composition having unity and continuity.”*

**What is most  
perplexing about this  
definition?**

# Scientists Just Discovered Why All Pop Music Sounds Exactly the Same

URL: <http://mic.com/articles/107896/scientists-finally-prove-why-pop-music-all-sounds-the-same>

By Tom Barnes, Jan. 07, 2015

Anyone who listens to pop radio regularly has probably been hit with this realization at one point or another – a ton of pop music sounds very similar. It seems like grandpa logic, but a growing body of research confirms what we all suspect: Pop music is actually getting [more and more homogeneous](#). And now, thanks to a new study, they know why.

A [new study](#), surveying more than 500,000 albums, shows simplicity sells best across all music genres. As something becomes popular, it necessarily dumbs down and becomes more formulaic. So if you're wondering why the [top 10](#) features [two](#) Meghan Trainor [songs](#) that sound exactly the same and [two](#) Taylor Swift [songs](#) that sound exactly the same, scientists think they finally have the answer.

The study: [In a recent study](#), researchers from the Medical University of Vienna in Austria studied 15 genres and 374 subgenres. They rated the genre's complexity over time — measured by researchers in purely quantitative aspects, such as timbre and acoustical variations — and compared that to the genre's sales. They found that in nearly every case, as genres increase in popularity, they also become more generic.

"This can be interpreted," the researchers [write](#), "as music becoming increasingly formulaic in terms of instrumentation under increasing sales numbers due to a tendency to popularize music styles with low variety and musicians with similar skills."

So music all starts simplifying and sounding similar. Not only that, but complexity actually starts turning people off of musical styles. Alternative rock, experimental and hip-hop music are all more complex now than when they began, and each has seen their sales plummet. Startlingly few genres have retained high levels of musical complexity over their histories, according to the researchers. And ones that have — folk, folk rock and experimental music — aren't exactly big earners. Unless, of course, they fit into the Mumford & Sons/Lumineers [pop-folk mold](#).

The findings are somewhat intuitive. Of course a genre will sell more once it forms an established sound that listeners can identify with. But the science is only proving the now-dominant truth of pop music: Record companies are only comfortable promoting things they already know will sell. And they know that now better than ever.

## Scientists Just Discovered Why All Pop Music Sounds Exactly the Same Cont.

Record labels are pouring resources into [data analysis tools](#), using them to predict which songs will be the next breakout hit. According to Derek Thompson at the Atlantic, executives can use services like Shazam and HitPredictor to see which songs will break out next with surprising accuracy.

Once a worthy song or artist emerges from the data, radio conglomerates have mechanisms in place to ensure that music will connect with an audience. Clear Channel's "[On the Verge](#)" program is one of the most talked about. When a song is dubbed "On the Verge," every station in the Clear Channel network has to play it at least 150 times — blasting it to a potential network of about 245 million listeners. This undoubtedly helped launch Iggy Azalea to incredible new heights of success, which she may not have otherwise earned with her talent alone. And her success, in turn, is spawning legions of hip-hop pop imitators whom labels will choose to blast out because their chance at success has been proven. It's a cycle.

The study is right — and it's more of a problem now than ever. Iggy Azalea may be the harbinger of [hip-hop's eventual homogenization](#), but she is only a pawn of the larger media circuit. As reported by the [Atlantic](#), "Top 40 stations last year played the 10 biggest songs almost twice as much as they did a decade ago."

Human beings crave familiarity. Numerous psychological studies show that people choose songs they're familiar with over songs that more closely match their reported music tastes. Our somewhat [manipulative music industry](#), which chooses familiar-sounding music and pushes it to listeners in massive quantities, knows well how to capitalize on those cravings. Genres [standardize](#) over time as a way to plug into this psychology. And then we hear the same songs, over and over again.

But there's a point at which that becomes tired, and the space opens for something revolutionary — something that totally shifts the way we think about music. If we're aware of these sort of trends and practices, we can better resist what they do to our music. We can champion the genuinely original and leave aside the derivative. We can make a better musical culture.

# Axis of Awesome: Four Chord Song

<https://www.youtube.com/watch?v=5pidokakU4I>



# Class Activity

**In your current groups, answer the following question:**

**Is music a Science or an Art?**

**Choose one or the other, no fence sitting**



**Support your answers with concrete examples.**

# **Session #1 Summary**

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# Next Session Preparation

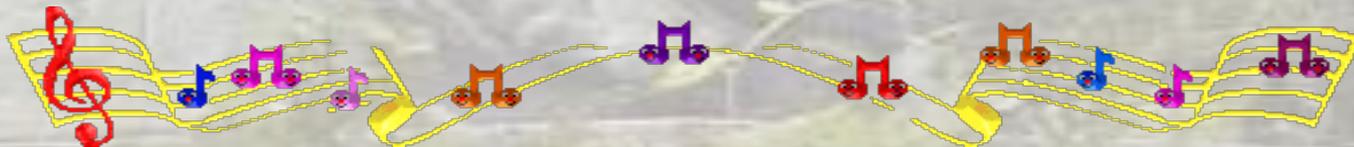
Course Readings: *“Musical Experiences in a Visually Biased World.”* Available as a PDF on the course website .

## Food for Thought:

*“If I should ever die,  
God forbid, let this be my epitaph:  
**THE ONLY PROOF HE NEEDED FOR  
THE EXISTENCE OF GOD WAS MUSIC.”***



**Kurt Vonegut: American Writer**



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