

ГОСУДАРСТВЕННОЕ ПРОФЕССИОНАЛЬНОЕ ОБРАЗОВАТЕЛЬНОЕ
УЧРЕЖДЕНИЕ ТУЛЬСКОЙ ОБЛАСТИ
«ТУЛЬСКИЙ ПЕДАГОГИЧЕСКИЙ КОЛЛЕДЖ»

MUSIC IN YOUR MIND

(пособие для студентов специальности 53.02.01 «Музыкальное образование»)

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Данное пособие предназначено для работы на занятиях по иностранному языку студентов музыкального отделения, обучающихся по специальности среднего профессионального образования **53.02.01 «Музыкальное образование»** и направлено на формирование и развитие лингвистической, коммуникативной и иноязычной учебных компетенций. Содержащийся материал поможет студентам овладеть необходимой музыкальной терминологией, познакомит с различными направлениями в музыке и периодами развития музыкального искусства, жизнью и творчеством знаменитых композиторов, музыкантов. Студенты научатся беседовать о своих предпочтениях в музыке, любимых произведениях и исполнителях.

Особое внимание уделено музыкальной жизни стран изучаемого языка, что будет способствовать расширению кругозора обучаемых.

Предлагаемые ссылки для аудирования на музыкальных сайтах на английском языке помогут студентам лучше понимать профессиональную речь.

Музыкальные отрывки подбираются преподавателем в соответствии с указанным заданием. Примерные произведения указаны в приложении.

Пособие может использоваться при изучении темы «Музыка. Знаменитые музыканты» и для перевода текстов по специальности.

Part I
Music. Famous Musicians
Unit 1
Music Instruments and Musicians
Word-building



1. Can you play a musical instrument?
2. What musical instrument/instruments do you play?
3. Are you good at it?
4. What music do you play?
5. Do you like to listen to classical music?
6. Have you ever been to a classical music concert?

Exercise 1. *Learn the words, paying attention to word-building.*

Conduct – conductor

music - musician

cello - cellist

piano - pianist

drum - drummer

saxophone – saxophonist

flute - flautist

sing - singer

guitar - guitarist

violin - violinist

Exercise 2. *Use the words from the table to complete the sentences.*

<i>Read and Learn</i>		
composer	concerto	orchestra
	movement	
conductor	overture	symphony

1. The person who directs the performance of an ____ is a ____ .
2. The person who writes a piece of music is a ____, Mozart for example.
3. A musical composition for the full orchestra in several ____ is called a ____ .
4. A ____ is played by a solo instrument such as the piano or violin and the full orchestra.
5. An ____ is a piece of music written as an introduction to an opera or ballet.



Exercise 3. *Write down the answers to these questions. Use the following words: piano player / pianist; conductor, guitarist / guitar player; violinist; actor/ actress/ dancer/ performer; soloist; genius.*

What do you call someone who:

1. performs on a stage?
2. plays a piano?
3. plays a guitar?
4. plays a violin?
5. stands in front of an orchestra?
6. plays a musical instrument alone?
7. is absolutely brilliant?



Read the text, write three questions about playing a musical instrument and ask your groupmate.

I really wish I could play a musical instrument. I can't. I had a few music lessons when I was a kid, but I didn't keep them up. I really regret that now. I get quite jealous of people who can play a musical instrument. It's a wonderful ability. I hope they know how lucky they are to be able to play an instrument. Of all the musical instruments, I'd like to play the piano. I think this is the king of musical instruments. It sounds so beautiful. Pianos also look beautiful. I imagine it's very relaxing playing it. Another instrument I'd like to play is the guitar. I still want to be a rock star, although I'm a bit old now. I suppose it's never too old though to learn to play something. I haven't given up hope.



Read and translate the text into Russian.

Music has a way of healing the soul. Musical beats, sounds and styles of music differ but the effect that all of them have remains the same! Good music has the ability to unite people from all across the world. Just as different genres of music exist, so do different musical instruments. The following families of musical instruments exist today: percussion instruments, stringed instruments, woodwind instruments, keyboard instruments, brass instruments, electric & electronic instruments.



Speak about playing a musical instrument. What instrument do you play? When did you start to play? What does your instrument look like? What does it sound like? Do you like to play it? Why?

Unit 2

Music Styles and Terms



1. Have you ever been to a concert?
2. Have you ever been to a rock concert?
3. Have you ever been to an orchestra concert?
4. How does music make you feel?
5. Do you like American rock bands?
6. Do you like heavy metal bands like Megadeth, Marilyn Manson, and so on?
7. Do you like jazz?
8. Do you like to listen to classical music?
9. Do you like country music?
10. Who is your favourite country singer?
11. Do you like to listen to Broadway musicals?
12. What is your favourite Broadway musical show?
13. Do you like singing karaoke? How often do you sing karaoke?

Exercise 1. *Listen to musical excerpts and match the tempos with the pieces: Grave, Adagio, Lento, Andante or Allegro.*

Exercise 2. Match the musical pieces and the style (listen to musical pieces).

- | | |
|----|-------------|
| 1 | rock'n'roll |
| 2 | classical |
| 3 | blues |
| 4 | techno |
| 5 | opera |
| 6 | reggae |
| 7 | country |
| 8 | jazz |
| 9 | rap |
| 10 | pop |

Now match the style and the definition:

- A. a style of popular music, native to America, characterized by a strong but flexible rhythmic understructure with solo and ensemble improvisations
- B. contemporary Jamaican pop music that expresses spiritual and political freedom
- C. a style of music evolved from the southern Black American secular songs and usually distinguished by slow tempo and flattered thirds and seventh
- D. a dramatic performance set to music
- E. music affected by or resulting from scientific and industrial progress
- F. popular music based on the folk style of the southern rural United States or on the music of cowboys in the American West
- G. a form of popular music characterized by spoken or chanted rhyming lyrics with a syncopated, repetitive accompaniment
- H. a form of popular music arising from and incorporating a variety of musical styles, especially rhythm and blues, country music and gospel. Originating in the US in the 1950s, it is characterized by electronically amplified instrumentation, a heavily accented beat and relatively simple phrase structure
- I. light, popular music
- J. music expressing significant systems of thought and traditional concepts of form



IN GROUPS OF FOUR IMAGINE THAT YOU ARE GOING TO FORM A NEW BAND OF BUSKERS. DECIDE:

- if you will play instruments, sing or both
- what types of music you could play in the street
- where in Tula the best places to stand and perform would be
- a name for your group



Divide into three groups. Read one part of the text and write questions about other two to ask other groups.

Music is truly the one universal language of mankind. Throughout the world's history many styles have developed.

Classical. Around the mid-1700s, the Baroque style of music began to seem old-fashioned. There was a growing interest in music due to the growth of the European middle class. Many people began to prefer a style of music that was

more balanced, and this led to the classical style of music. The style was given its name because the characteristics that people preferred in music were very similar to those qualities exhibited in the art of ancient Greece and Rome. This style of music was dominant from about 1750 to 1820.

Folk music is music which is transmitted orally or aurally (i.e. taught through performance and learned by ear rather than from printed or written material. This type of music is found in many of the world's societies and varies with each culture. Folk music is often performed by members of the community who are not trained professionals. It is thought to be closely related to life activities such as work, religion, and child rearing. When a folk song is passed from singer to singer in a society, it tends to undergo changes which arise from differences in creativity, faulty memory and other societal variables. A folk song therefore tends to develop gradually over time.

Jazz. The jazz movement originated in the southern city of New Orleans in the 1890's. Jazz developed as African Americans combined the energy and rhythms of African music with the sound and instruments of the western world. This style was condemned at first as the Devil's music. However, it soon became more widely accepted and spread across the United States and the world.

Jazz has the power to dazzle audiences when played by such great performers as brass player Louis Armstrong and pianist Duke Ellington. Bessie Smith, Billie Holliday, and other great singers emerged, adding important elements to this style. Later, during the 1930's, a new style of jazz called "swing" began to develop thanks to dance band leaders such as Benny Goodman and Glenn Miller. Even today, all jazz styles, from traditional to the most recent mixture of jazz and rock are popular.



Choose one music style and describe it using the information you learned at the lesson.

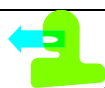
Unit 3 Music in My Life



1. What kinds of music do people listen to in our country?
2. Why do you think music is important and how does it affect different people?
3. Why is music so important to people and culture?
4. When was the last time you went to a concert?
5. What was the last concert you went to?
6. Where do you usually listen to music?
7. What was your favourite music 5 years ago? 10 years ago? How have your music tastes changed?
8. What kind of music do you usually listen to?
9. Do you think your favorite music twenty years from now will be the same as it is today?
10. What do you think the world would be like without music?

Talk to three students and find out:

	what sort of music he/she enjoys listening to	for what reason and when he/she listens to music	if he/she has ever learnt to play a musical instrument	which instrument he/she would like to be able to play
student 1				
student 2				
student 3				



Report back to the group.



Read and translate the text.

Music in my life

Can you think of a day without music? We can hear music everywhere: in the streets and at home, over the radio and on TV, in the shops and in the parks. People all over the world are fond of music. They listen to music, they dance to music, and they learn to play musical instruments.

But what is music? Specialists explain that music isn't only a combination of pleasant sounds. It is an art which reflects life. There are a lot of different kinds of music. Some of them appeared long ago, and some are modern. For example, folk music appeared long ago, but it is still alive. Folk songs are very tuneful and pleasant to listen to. Classical music is often associated with the music of the past.

Great Britain has produced more popular music stars than any other country. Over the last 30 years rock and pop music have been very popular in Britain. The Beatles, with their style of singing, eloquent and exciting, is still one of the most popular groups. British groups often set new trends in music. Many of the new bands have been able to use the changes in technology to develop their music. Computerized drum machines, synthesizers and other electronic instruments are now just as popular as the piano and electric guitars.

My favourite style of music is pop music, because it is breathtaking and full of energy. This style of music is catchy and I like catchy tunes. It makes me more energetic.

Tastes differ. So people's musical interests range from pop and rock music, which are extremely popular nowadays, especially among young people, to classical music and opera.

It's a pity that many young people like to listen only to modern music. As for me, I also enjoy listening to classical music. Classical music is always a complex

of emotions. It gives me delight, pleasure and a sense of happiness. Some pieces of classical music are really wonderful. Not long ago I listened to the First Piano Concerto, composed by Tchaikovsky. The power of his music captivated me.

It goes without saying that music plays a very important role in people's lives. It reflects our moods and emotions. Music appeals to our hearts and transforms our feelings. It conquers our souls and enriches our minds. Music has the power to evoke poignant memories from our past, making us feel sentimental for a time long gone. Music is beauty in sounds; it is our magic source of inspiration.



Read the poems and say if you agree with the statements or not.

The Music of Life

Music has the power,
to help and to heal,
It's truly amazing,
how it makes us feel.

A single song,
countless hearts it may touch,
Will help us love others,
so very much.

It brings us hope,
and a positive mind.
Motivates us,
to be friendly and kind.

Music is here,
to entertain and inspire,
Has the potential,
to ignite our inner fire.

Music offers messages,
about others and earth,
Guides us with purpose,
assures that we're worth.

Together with music,
we can create good,
We have what it takes,
We definitely should.

1. Music has the power to help and heal.
2. Music brings us positive mind.
3. A song may touch our heart.
4. Music has the potential to inspire us.
5. With the help of music we can create good things.

Music

Music brings joy,
to all of our hearts,
It's one of those,
emotional arts.

Sounds of melodies,
that we truly adore,
Brings us pure pleasure,
as our spirits do soar.

Music that touches us,
we can't help but smile,

We're free to choose,
genre or style.

Music clearly,
enlightens our days,
Makes us happy,
in so many ways.

by anitapoems.com

1. Music is an emotional art.
2. Music does not bring us any joy.
3. We are free to choose the style.
4. Music enlightens our life.



Speak about the role of music in your life.

Try to write your own poem about the role of music in your life.

Unit 4

Music in My Life. Dialogue.



Read the dialogue, do the task. Dramatise the dialogue.

Andy: Jane, what music do you like?

Jane: I like different music, classical, jazz, rock ...My favourite classical composer is Handel.

Andy: I think he lived long ago. Can you tell me a few words about him?

Jane: Sure. He was born in the small German town of Halle. From childhood he showed a decided taste for music. In the nursery his only toys were trumpets, drums, flutes and anything out of which he could get musical sounds. At that time musicians were very poorly paid.

Andy: Oh, really?

Jane: Yes, and his father tried to turn the child's mind away from music by sending every instrument out of the house. But the Duke of Saxe-Weissenfels heard the boy play, and was struck by his genius so he persuaded to have him properly trained. Today Handel's famous oratorios and symphony pieces are played everywhere, and people delight and marvel at them.

What music do you like?

Andy: I like rock and especially Kurt Cobain.

Jane: Did he have anything to do with the group Nirvana?

Andy: Yes, Kurt Cobain was a rock star and a member of the group Nirvana. Their album 'Never mind' made them famous in 1991. It sold 10,000,000 copies. He was sad and worried about the problems in the world. This is why he wanted to die. He died in April 1994 when he was only 27 . When he died he was famous as the man who spoke for young people – the Generation X.

Jane: But the greatest musician of all times was Orpheus, in Greek mythology, a poet and musician, the son of the muse Calliope and Apollo, the god of music. He was given the lyre by Apollo and became such an excellent musician that he had no rival among mortals. When Orpheus played and sang, he moved everything animate and inanimate. His music enchanted the trees and rocks and tamed wild beasts, and even the rivers turned in their course and followed him.

Say if the statement is right or wrong.

right

wrong

1. Handel was born in Germany.
2. At that time musicians were very well paid.
3. Kurt Cobain played with the group Nirvana.
4. Orpheus was the god of music.
5. Orpheus was given the lyre by his uncle.



Read an excerpt from *THE MERCHANT OF VENICE* by W. Shakespeare and find the Russian translation. Do you agree with Shakespeare?

(act 5, scene 1)

The man that hath no music in himself,
Nor is not moved with concord of sweet sounds,
Is fit for treasons*, stratagems** and spoils.
The motions of his spirit are dull as night,
And his affections dark as Erebus.***
Let no such man be trusted.

* [tri:zən] (the crime of) great disloyalty to one's country

** a trick or plan to deceive an enemy or to gain an advantage

*** in Greek mythology the underground kingdom, the realm of the dead

Study the phrases and use them in your dialogues.

I think

That's just what I think.

To my mind

Exactly.

In my opinion

That's right.

Well, let me see . . .

There's another/one other point...



Discuss the role of music with your friend using the vocabulary and the phrases you have studied.

Unit 5

Where did Music Come From?



1. What do you think were the first musical instruments?
2. When do you think music appeared?
3. What did people need music for?
4. How did they produce music?
5. Which do you think appeared first – instrumental music or singing?



Read the text and translate it using the dictionary.

Roots of Music

Where did music come from? Nobody knows exactly, because there are no written records. We might guess that thousands of years ago, primitive peoples used music in much the same way as we use it now: to communicate, to pass time while working, to express joy or sadness, or to mark a special occasion. The first instrument was the one every person is born with—the body. We have voices to sing and shout with, hands to clap, and feet to stamp. This is enough to create melody and rhythm, the two basic elements of music. Hunters imitated the songs of animals they chased, mothers sang their children to sleep, and tribes rhythmically stamped and shouted to keep away evil spirits. It is a short step from there to making sounds by banging sticks together or blowing through a hollow reed stalk. So how did we get from there to symphony orchestras and rock stars?

It is assumed that bimanual drumming is the oldest form of instrumental music, as it appears in our nearest relatives, the African great apes. The most abundant archaeological musical instruments are flutes made of bone. It is widely agreed that instrumental music dates back at least around 37.000 years. It is likely though that instrumental music is much older, considering that instruments such as drums or rattles were made of perishable materials.

Write down the names of one or two songs or pieces of music that remind you of something and report back to the group. Use the following phrase:

_____ reminds me of _____ because _____.

e.g. The song *Antoshka* reminds me of my childhood because it was my favourite song.



Discuss the origin and the role of music with your friend using the vocabulary and the phrases you have studied.



Write a short passage of about 100 words about the origin of music and its role in our life.

Unit 6

Music History



Watch the video Music History Timeline and complete the sentences:

1. Gregorian chants were collected by _____.
2. Music called organum was created in _____.
3. The Baroque period was from ____ till _____. The representative of this period is _____.
4. The Classical period was from ____ till _____. The representative of this period is _____.
5. The Romantic period was from ____ till _____. The representatives of this period are _____.
6. Recording of the sound began in _____.



1. Why do you think the music spread in Europe in the Middle Ages?
2. Do you know what the first church was called?
3. What were minstrels?
4. What were troubadours?
5. When did the first examples of musical notation appear?



Read the text and translate it using the dictionary.

Introduction

By understanding the historical periods in music, you will be amazed to know how music has evolved from ages.

EARLY MUSICIANS

In the Middle Ages (476–1453 A.D.) the Roman Empire fell and the Catholic Church in Europe rose, which helped the spread of music through the Western world. The first church music was called plainsong. It was monophonic—just a single tune sung by either one person or a group, mostly from memory before musical notation existed. Most of it was performed by minstrels who composed songs about courtly love and accompanied themselves on the lute, the forerunner of the guitar, and the vielle, a kind of violin.

MEDIEVAL POPULAR SONG

The Middle Ages had popular singers and songwriters called troubadours. A common image is of a wandering minstrel carrying a lute. More often they were poets supported by the courts or even the aristocrats themselves. Their songs dealt mainly with stories of chivalry and courtly love, but they also carried tales from place to place, like a musical newscast.

SINGING IN CHURCH

Priests and monks sang using polyphonic settings for the Ordinary of the Mass (the parts of a church service that are the same every day). The plainsong melody was set in a strict rhythm, and used as the lowest voice or bass. Above this there were up to three other lines, each given other texts so that different words and rhythms were heard together resonating through the church.

One of the principal difficulties in studying Medieval music is that a system for notating music developed only gradually. The first examples of musical notation date from around 900. For several centuries, notation only indicated what pitch (or note) to sing. The system for notating rhythm started in the 12th or 13th century.



Listen to **Historical Periods in Music** on

<http://www.buzzle.com/articles/historical-periods-in-music.html#20th-century>

and answer the questions:

1. What is one definition of music?
2. What are the most common music genres?
3. Name the historic periods in music evolution.
4. What were music creation tools in prehistoric period?
5. In what parts of the world was ancient music popular?
6. How long was the medieval period?

7. What instruments were used in that period?
8. When did they start to print music on paper?
9. When was the beginning of the classical music era?
10. Who were the most prominent composers of the classical era?
11. What were the characteristic features of music during the romantic period?
12. What change in the music industry was there in the 20th century?
13. What are the characteristic features of the modern and contemporary period?
14. What is your favourite music period?



Choose the period you are interested in most and give the class some information about it.

Unit 7

Music in Britain. Famous Composers and Singers. Music Groups.



Watch Episode 28 from 'Window on Britain' and do the tasks.

1. Name the stars of the British pop.
2. What is the language of pop music?
3. Name some genres of music enumerated in the episode.
4. What did pop music start with?
5. Where did pop music start in Britain?



Read the text and answer the questions that follow.

Music and Musicians

The people of the United Kingdom are fond of music. Various concerts of symphony orchestras, folk groups and pop groups are very popular.

The most famous are the Promenade Concerts first held in 1840 in the Queen's Hall. Today they take place every night for about three months in summer at the Royal Albert Hall. The programmes include new and contemporary works as well as classics.

There is also a short winter season for about two weeks. The audience may listen to the music from a seat or from the "promenade", where they can stand or stroll about or even sit down on the floor.

Brass bands and military bands usually perform out-of-doors in the parks, gardens and seaside resorts during the summer.

There are many folk groups. Their harmony singing and good humour win them friends everywhere.

Rock and pop music is extremely popular, especially with the young people. Such groups as The Beatles, the Rolling Stones, the Who, Led Zeppelin and Pink Floyd became very popular and successful in the 60s and 70s. The Beatles became the most successful group the world had ever known. Many of the songs written by John Lennon and Paul McCartney are popular nowadays.

Some of the more recent groups are Eurhythms, Dire Straits and Black Sabbath.

The British groups have often set new trends in music. New stars and styles continue to appear. One of the most popular contemporary musicians and composers is Andrew Lloyd Webber. His musicals (Cats, 1981 and The Phantom of the Opera, 1986) and rock operas (Jesus Christ Superstar, 1970 and Evita, 1976) were a great success all over the world.



1. What kind of music are the British fond of?
2. Where are the Promenade Concerts held nowadays?
3. What bands can one listen to out-of-doors?
4. Why are many folk groups popular?
5. Which rock and pop groups were successful in the 60s and 70s?
6. Whose songs are still popular?
7. What are some of the more recent groups?
8. What is Andrew Lloyd Webber? What is he famous for?
9. Have you ever heard any pieces of music or songs by British composers?



Watch Episode 29 from Window on Britain and fill in the gaps.

Not all of these _____ became famous, but one of them, the Beatles, changed _____ forever. John Lennon, Paul McCartney, George Harrison and Ringo Starr were together only _____ years, from 1962 to 1970. But in that time they had _____ Number One hit _____ and made _____ albums. Altogether they wrote over _____ songs and many of these are still popular now. Other people sing their songs, too. There are more than _____ recorded versions of *Yesterday* by different groups and _____. Another popular sixties band, _____, are still playing and recording today.



Read the text and translate it into Russian.

Sir Edward William Elgar

«There is music in the air, music all round us: the world is full of it, and you simply take as much as you require.»

Edward Elgar British composer, conductor, and violinist.

Sir Edward William Elgar, 1st Baronet, OM, GCVO (2 June 1857, Lower Broadheath, England – 23 February 1934, Worcester, England) was an English composer, many of whose works have entered the British and international classical concert repertoire. Among his best-known compositions are orchestral works including the Enigma Variations, the Pomp and Circumstance Marches, concertos for violin and cello, and two symphonies. He also composed choral works, including The Dream of Gerontius, chamber music and songs. He was appointed Master of the King's Music in 1924.

Elgar's most important work for band is the Severn Suite, written for the Crystal Palace brass band championships held in September, 1930. This was subsequently published for concert band. He also composed the Imperial March, which was originally published for piano in 1897. His Pomp and Circumstance Marches have long been favorites with bands. The slow theme from the Pomp and Circumstance March No. 1 has seen extensive use as a graduation ceremony processional and is

also known in England as Land of Hope and Glory. Other of his works that have been popular with both orchestra and bands are the Cockaigne Overture and the Enigma Variations.



Discuss your preferences of the British music with your friend. Give facts from the texts you have read and listened to.



Learn more about British music on https://duckduckgo.com/1/c/British_composers or http://en.wikipedia.org/wiki/British_music and prepare a short report according to your choice.

Unit 8

The USA: Music and Musicians



Listen to **History of Gospel Music** (up to Roots of Gospel Music) on <http://www.buzzle.com/articles/history-of-gospel-music.html> and answer the questions.

1. What kind of music is gospel?
2. What does the word 'gospel' mean?
3. What is the theme for all gospel songs?
4. What genres of music can it be expressed in?



Read the text about American musicians and fill in the table:

Composer's name	Born in...	Lived in ...	Kind of music he wrote	What you think of his music

Irving Berlin (1888-1989) wrote popular music and Broadway show tunes. From Alexander's Rag Time Band written in 1911, God Bless America in 1918, Puttin' on the Ritz in 1930, Easter Parade in 1933, White Christmas in 1942, There's No Business Like Show Business in 1946, Steppin' Out With My Baby in 1948, through the 1950 show Call Me Madam with Ethel Merman. He wrote the scores for 19 Broadway shows and 18 Hollywood films. He wrote hundreds of popular songs sung by all the greats of the first half of the twentieth century and many more since then.

It's not completely clear exactly where he was born. Records aren't very clear. A number of places are listed including in (or near) Mogilyov, Russia (now part of Belarus), Temum, Russia and Tolochin, Byelorussia. Many biographies simply put "birthplace unknown".

(watch his White Christmas <http://www.youtube.com/watch?v=w9QLn7gM-hY>)

George Gershwin (1899-1937) His parents were Russian immigrants who came to America. George grew up in Brooklyn, but moved to Hollywood and lived there

for 5 years or so. He died in 1937 when he was only 38, but is remembered for creating a new style of music for America in a time when only European composers were taken seriously. But George combined several existing styles from around the world to create his melting pot of American music. He's an amazing person! He's known as a composer of jazz / showtunes. Together with his brother, Ira, they wrote many famous songs in the 1920's and 30's. The most famous aria from the opera *Porgy and Bess*, *Summertime*, is well known to music-lovers. (watch <http://www.youtube.com/watch?v=UYIHI35oak>)

Elmer Bernstein was born on April 4, 1922, in New York City. He was the only child of Jewish Eastern European immigrant parents, Edward and Selma, and much doted upon. Although his father was a high school English teacher, both parents were extremely interested in the arts. His goal was to become a concert pianist, and he gave his first recital at 15 in New York's Steinway Hall.

Bernstein was called for military service in World War II. After his discharge from the army, he unsuccessfully tried to find work as a composer, so he returned to giving concerts as a pianist. His luck turned in the late 1940s, when he was asked to write music for a United Nations Radio show called *Sometime Before Morning*. He arrived in Hollywood in 1950 during its so-called "Golden Age." Bernstein proved himself not only a master at conforming to myriad musical genres, but also at making them his own. His score for 1960's *The Magnificent Seven* (also nominated for an Oscar) became the new prototype for Westerns, and its theme became familiar to millions as the signature melody for Marlboro cigarettes. Among Bernstein's many notable earlier movies were *Sweet Smell of Success* (1957), *God's Little Green Acre* (1958), *Walk on the Wild Side* (1962, title song nominated for an Oscar), and *True Grit* (1969). He also did a great deal of television work.

When Bernstein died on August 18, 2004, in Ojai, California, the film industry lost one of its most enduring lights.

(listen to the tune from *The Magnificent Seven* on <http://www.youtube.com/watch?v=jLTHW0ZwK7U>)



Talk to a friend about these composers and their music. Express your opinion.



Read some facts about music in the USA and answer the questions that follow:

Music in the USA

Different kinds of music come from different parts of the United States. The Deep South is the home of Blues music. Blues comes from the songs of the black slaves. They sang about their hard life. New Orleans is famous for traditional jazz. Nashville, Tennessee is the capital of country music.

Country music comes from the folk songs of Britain and Ireland. The first white settlers took these songs to America.

Detroit is the home of another kind of black music – Motown. Detroit had a big car

industry and a lot of black people worked there. Motown means 'Motor Town'. Soul music comes from Motown.

In the 60-s and 70-s West Coast music started in California. This is bright happy music. There are lots of songs about surfing. The Beach Boys were a famous West Coast band.

New York is famous for modern jazz. There are lots of jazz clubs in Greenwich Village. New York is also the centre of musical theatre. Broadway has a lot of famous theatres.



Where is the home of Blues music?

What is Greenwich Village famous for?

What does Motown mean?

What music comes from Motown?

Where songs about surfing are popular?

What is Broadway famous for?

What city is the centre of musical theatre?



Talk to a friend about American music styles and say which one you like most and why.

Unit 9

Music Festivals in English-speaking Countries.



Read two texts about music festivals and answer the questions.

The Autumn in Malvern Festival

The Autumn in Malvern Festival is a renowned series of artistic events held annually in the surroundings of the glorious Malvern hills. Some of the most prestigious musicians, poets, writers, film makers and other artists perform during October every year.

Established in 1989 the Autumn in Malvern Festival is classical music based with a strong literary and visual arts element.

Musicians and artists of the highest calibre are engaged to perform innovative and stimulating programmes. A continuing thematic strand over 20 years is to feature the many notable musicians, poets, writers and artists associated with the Malvern Hills countryside.

Malvern is in the West of England about 10 miles south of the City of Worcester, and about 30 miles south of the City of Birmingham.



The Carmel Bach Festival

10 July – 27 July 2013

The Carmel Bach Festival began in 1935 as a four-day series of concerts at the Sunset School Auditorium and the Carmel Mission Basilica. Over the years, it grew to a three-week celebration of concerts, recitals, master-classes, lectures, and open rehearsals, and in 2009 the Festival was shortened to two weeks. The Festival's mission is to celebrate the works, inspiration and ongoing influence of Johann Sebastian Bach worldwide by immersing audiences in a festival experience integrating music, education and ideas. Under the leadership of Artistic Director and Principal Conductor Paul Goodwin and Executive Director Debbie Chinn, the organization offers innovative artistic programming across all concerts, off-season activities to expand access outside Carmel and the Monterey Peninsula, and is taking strategic risks to cultivate younger and more diverse participants.



Which of the festivals takes place in Britain?

1. Which of the festivals is held in summer?
2. Which festival is older?
3. Which festival is devoted to one composer?
4. In which festival do musicians, poets and writers take part?



Read the article on music and use the scheme for rendering it.

Gloriana: Britten's problem opera

Britten's opera *Gloriana* has never achieved the success it seems to deserve. Rupert Christiansen wonders why.

Gloriana is the orphan among the Britten's major operas – he called it “his slighted child” – and sixty years after its premiere, it has still not been fully adopted into the canon. What holds it back?

Certainly not its red-blooded subject-matter. Based by its librettist William Plomer on a monograph by Lytton Strachey, it vividly if episodically tells the fascinating story of the troubled relationship between the ageing Elizabeth I and the dashing young Earl of Essex, culminating in the latter's execution and the Queen's awareness of her own isolation and failing powers.

Nor can the score be held to blame: it is magnificent, with episodes that show Britten at the height of his powers. Did he ever write anything more achingly beautiful than Essex's “Brambleberry” song, or more stirring than the stunning second act finale as Essex is sent off to fight the rebel Tyrone in Ireland?

Minor longueurs and weak points (such as the prolix “Norwich” masque in Act 2) can easily be cut or ironed out, and what is left is enthralling music theatre of Verdian scope and scale, dramatising the conflict between personal feeling and political expediency in the corridors of power, expressed through a brilliant evocation of the riches of Elizabethan music – its lutes and tabors, its galliards and pavaues, its fanfares and tuckets – that goes way beyond Tudorbethan pastiche.

By Rupert Christiansen 18 Jun 2013

<http://www.telegraph.co.uk/culture/music/opera/10111461/Gloriana-Brittens-problem-opera.html>

The scheme for rendering the article

<i>The plan for rendering</i>	<i>Some expressions to be used</i>
1. The title of the article.	The article is headlined... The headline of the article I've read is...
2. The author of the article; where the article was published.	The author of the article is... The article is written by... It is (was) published in...
3. The main idea of the article.	The main idea of the article is... The article is about...The article is devoted to... The article deals with... The article touches upon... The purpose of the article is to give the readers some information on... The aim of the article is to provide the reader with some material/data on...
4. The contents of the article.	a)The author starts by telling the readers (about, that)... b)The author writes (states, stresses, thinks, points out) that... c)According to the text... Further the author reports/says...

	The article goes on to say that... d)In conclusion... The author comes to the conclusion that...
5. Your opinion of the article.	I found the article interesting/important/dull/of no value/too hard to understand...



Render the article Gloriana: Britten's problem opera.

Unit 10

My Future Profession



Read the text and use the ideas in the discussion.

Graduating from college is the beginning of our independent life. We'll work and may continue education in institutes or universities.

While choosing a job many factors should be taken into consideration: salaries, job-satisfaction, opportunities to travel and to see much, etc. For me, the most important criterion is job-satisfaction, and that's why I have chosen the profession of a teacher. Teaching is a very specific and responsible occupation. I believe teaching is a very valuable and challenging profession that requires love of the subject and lots of enthusiasm. However, there are also disadvantages. It is regarded in many societies as low-status and underpaid work.

The success of educating and upbringing of children depends on the personality of the teacher, his professional skills, moral principles, erudition and cultural background. The noble profession demands from a teacher constant creativity, understanding of children and love for them.

The teacher must be a model of competence, so he (she) is a person who is learning as well as teaching all his life. It is also a stressful job because you have to encourage your pupils and keep them interested in the subject you teach.

A good teacher treats his pupils with respect and values them as individuals. He understands that each child is unique and has special talents. He helps children to develop their critical and creative thinking, to form their views and characters, their attitudes to life and to other people. He teaches them to work independently and cooperatively, to be helpful and useful.

A good teacher will do his best to bring up honest and considerate, patient and tactful, self-confident people, able to meet many challenges of adult life in a rapidly changing world.



Match the beginning and the end of the sentences.

1. A good teacher...	a) ...vocational and technical schools, institutes and universities.
2. School-leavers can go to...	b) ...it is a low-paid work.
3. When you choose a job...	c) ...a responsible occupation.
4. Teaching is...	
5. This challenging profession...	

6. The main disadvantage of this occupation is...	d) ...depends on the personality of the teacher.
7. The success of educating and upbringing of children...	e) ...you should think of many factors.
	f) ...requires a lot of patience and enthusiasm.
	g) ...treats his pupils with respect.



Discuss the qualities necessary for a music teacher with your friend. Use the following:

To pursue a career in music, you must have the drive and dedication to create a space for yourself in this highly competitive industry. Whether you are an instrumentalist, singer or a performer, it is imperative for you to practice, rehearse and prepare well. Confidence, determination and perseverance will certainly help.



Read the text, answer the questions and explain how you learned to listen to music.

How to Listen To Music?

"I want the students to understand the difference between listening and hearing. In order to succeed in the course, they would need to practice directed listening: "listening for" rather than "listening to."

My solution to this problem involved getting the students to articulate knowledge they already intuited, and devising an exercise that helped them to think critically about their familiar modes of listening. Since most students have moved their bodies to music at some point in their lives, I decided to build on this bodily knowledge the very first day of class. After introducing the basics of meter, I presented a number of musical examples, from country waltzes to jazz standards, from marches to funk, and advised students to listen for the percussion section.

As we listened, we tried to translate our sense of strong and weak beats into arm gestures and quiet taps. The students quickly overcame their embarrassment and stifled laughter and soon were moving and counting out the meter together as a group. Then I asked them to compare and reflect upon the listening to music as background and this more focused mode of listening. I asked them to put on a song of their choice and to record their impressions of the piece, then to listen a second time solely to determine the song's meter. At our next meeting, we discussed their findings and found that in many cases, the song itself seemed to change depending on how we were listening. We also learned that listening in a concentrated manner often helped explain our emotional and bodily responses to music because meters often carried complex associations. The students were able to understand meter's role in organizing their musical experience.

We proved the effectiveness of this approach as the semester progressed. Not only were my students able to talk about a piece's meter, they were able to

approach technical language with confidence. More importantly, however, they learned that there are a variety of listening modes. Many students were surprised to find that focused listening could be a limiting experience, one that drowned out other (perhaps more important) aspects of the music. By "listening for," they realized that they could choose to "listen for" any variety of things, even for pleasure. This emphasis on the listener's role in creating musical meaning had several unexpected benefits. In later discussions of the musical "happenings" of John Cage and others, students easily grasped the fluidity of these musical works by recalling their first task: they already knew that listening to the same piece in different environments and in different ways altered their experience of the "music itself." By making this leap, the students were able to understand a very difficult concept, that the musical work comes to life only through the act of performance and through our attention to it.

Melina Esse



1. What is focused listening?
2. How did the students learn to listen?
3. What is the role of the song's meter in listening?
4. What conclusion does the author come to finally?
5. How do you listen to music?



Read the text and answer the questions.

Why do you need to know how to play the piano by ear?

If you're like most beginning musicians, you're struggling to learn music theory - melodies, songs, and chords AND how to use music theory to your advantage when it comes to playing piano by ear. To be quite frank, learning the piano is not an easy task. In fact, you can never totally master it ... there's always room for improvement and exploration!

Let me first start by saying that this article does not intend to discourage you from sight

reading. In fact, you need the basics of sight reading even before exploring the techniques of playing by ear. Although, it will create several disadvantages:

- Sight readers rely heavily on sheet music.
- Sight readers are less likely to improvise (add style, chords ... respond to what they hear) because their goal is to play whatever is written on the sheet music accurately.
- Sight readers attempt to memorize entire songs instead of simply recognizing chords at certain points in a song ...

Note: Don't misunderstand me in any way. These are the qualities of sight readers who

don't understand the theories behind the music that they play.

Advantages of Playing the Piano By Ear:

- Being able to recognize chords in songs even without being at a piano.

- You are able to learn songs faster and easier because you understand the chords played at certain points in songs.
- Not required to memorize chord progressions (pattern of chords played one after the other) because understanding them automatically inclines you to know what chord to play next.
- Allows you to improvise and add your own "flavor" to the song.
- Allows you to use the same methods to play virtually any song you want.

However, buying the sheet music isn't a bad idea if you want to learn specific parts to songs that have high levels of complexity.

Jermaine Griggs



1. What are the advantages and disadvantages of playing by ear?
2. What can't sight readers do?
3. Will playing by ear help you to recognize chords in songs?
4. Is buying the sheet music a bad idea if you want to learn playing the piano?
5. Can you play by ear?

Unit 11

Music Education



Listen to **Why is Music Education Important** on <http://www.buzzle.com/articles/why-is-music-education-important.html> and answer the questions:

1. What is music education?
2. Music improves concentration in studies, doesn't it?
3. Who tends to plan and organize actions efficiently in their personal lives?
4. Does music education in schools also benefit the students emotionally?
5. Why is music education important for children?

At the rehearsal

Victor: Let's start with some *practicing exercises*.

Andy: I'm *sick and tired* of all those *scales and arpeggios*.

Victor: We all do not have *perfect pitch* and only difficulties in reading music *let alone* sight-reading. And you, Andy, often *miss entrances*.

Rosy: But your *sense of rhythm*, Victor, especially for anything *syncopated*, is virtually non-existent, and exercises won't help.

Victor: And you, Rosy, are playing the piano *out of tune*. I'm sure you are not looking *at the music* and playing *flat*. Then you mixing up bass clefs and treble clefs, *touching wrong notes* ...

Jane: Stop arguing, everybody. I think that any group should avoid any quarrels. They bring only harm. Nobody is perfect. I remember a well-known conductor. He had much trouble at music school. His hands couldn't *span* a full octave on the piano, so he was not *striking the keys by the finger recommended* and that, particularly on the black notes, the little finger was *falling short* of expectations. He was thinking of changing instruments - going back to the woodwind class,

where he was biting through oboe *reeds* at the sessions, or the strings department, where he was dropping the viola *bow*, or the percussion wing, where he was *snapping* drumsticks, or the brass class, where he was trying to swallow a trumpet *mouthpiece*. He was *making such a pig's ear* out of one of the most beautiful melodies Brahms ever composed. Now it's hard to get tickets to his concerts and *recitals*, as a soloist or accompanying guest singers and instrumentalists.

Andy: You are right, Jane.

Say if the statement is right or wrong: *right* *wrong*

Andy enjoys scales and arpeggios.

Victor has perfect pitch and good sight-reading.

Quarrels bring only harm.

Andy used to snap drumsticks.



Read the text about conducting and explain how you conduct the choir.

Conducting

Conducting is more than waving your arms in front of the band or choir. The conductor has two primary responsibilities: to start the ensemble, to establish a clear, uniform tempo, and keep it throughout the performance; to help the musical quality of the piece (expression, dynamics, cues).

There are many different conducting styles. The starting position is important .

Your upper arms should be away from your body. They should be slightly in front.

Your forearms should be parallel to the ground. Your palms should show a little bit and your fingers should be up.

Your upper arms should be slightly away from your sides, elbows out, but not too far.

(If you feel like you are doing the little birdie dance, you are out too far). Your hands should come in and should line up with your arm pits.

Conducting a down beat:



The solid line is the down beat.

The dotted line is the rebound.

Moving your arms from the shoulder, bring your hands straight up, so that your wrists are at about eye level. All of the palms of your hands should show. Your elbow should not change position much, if at all. This is the preparation position to conduct the down beat. To conduct the down beat, simply bring your hands back to the starting position. Quickly flick your fingers down to hit the focal point. This little flicking motion determines the actual beat.

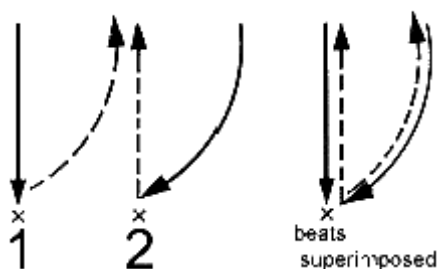
5 rules for conducting

1: All beats are down beats.

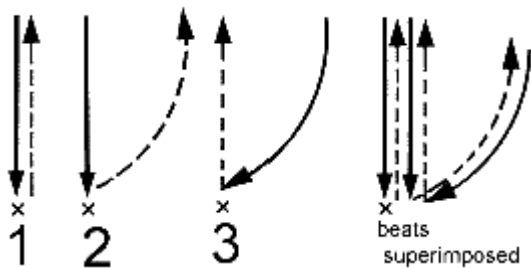
- 2: All beats strike the focal point.
- 3: All beats rebound.
- 4: All rebounds are equal in all ways to the down beat
- 5: The size of the rebound depends on the speed of the music.

A good conductor is mindful of the rebound. If the rebound is too large, the conductor must rush to get back to the focal point. If the rebound is too small, the conductor may be forced to pause to get back in tempo, confusing the beat and the musicians.

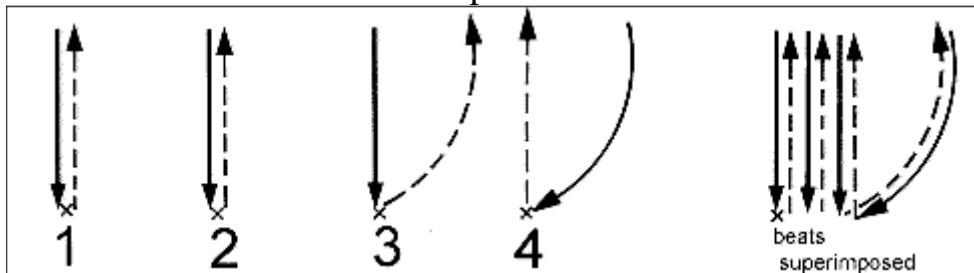
Rebounds, and thus downbeats, determine the speed of the music. Smaller downbeats are used for faster music, larger downbeats are used for slower music. The reason for this is because in fast music you don't have time to move your hands too far, and in slow music you do. To try otherwise is a waste of energy.



When conducting a two pattern, conduct the down beat but instead of coming straight back up, veer to the side. Beat two brings the hands back to the focal point and then straight up again.



The Three pattern, also known as 'Down-outup' is a combination of the two pattern and the one pattern. The first beat is a one pattern, which goes down and rebounds straight up. The second beat goes out, similar to the beginning of the two pattern. The third beat finishes the two pattern.



The four pattern is one of the most commonly used patterns. When learning the pattern, say to yourself 'down-down-out-up'. This pattern follows the same trend as previous ones. The four is the same as the three pattern, but the four has an extra down at the beginning.

At the Conservatoire



*Listen to **Universal Language Of Music** on <http://www.buzzle.com/editorials/1-24-2005-64674.asp> and answer the questions:*

1. What is the first reason why music is called a universal language?
2. What is the second reason why music is called a universal language?
3. What is the third reason why music is called a universal language?
4. What does music have to do with therapy?
5. Comment on Shakespeare's quote: "If music be the food of life, play on".



Read about two famous Russian conservatoires and tell your foreign friend who wants to come to study music in Russia about them.

P. I. Tchaikovsky Moscow State Conservatoire

The Moscow State Conservatoire was founded by outstanding musician, brilliant pianist, conductor and musical activist, Nikolai Rubinstein. Among its professors were P. Tchaikovsky, S. Taneev, V. Safonov, M. Ippolitov-Ivanov, N. Miaskovsky, D. Shostakovich, the leading composers and musicians of their time. Among its alumni that gained world recognition are S. Rakhmaninov, A. Scriabin, N. Metner, S. Richter, L. Kogan, and M. Rostropovich. Today the Moscow Conservatoire is one of the best music institutions in the world. Students are taught by highly professional and internationally recognized professors, performers, composers and scholars. The Conservatoire now is a whole complex of music teaching institutions.

It includes the Conservatoire itself, the Music College, the Central Music School and the Department of Military Conductors. The Conservatoire has seven major departments: the Piano Department with organ and harpsichord classes; the Orchestral Studies Department including string, brass, percussion sub divisions and orchestral conducting; the Vocal Studies Department; the Choral Conducting Department; the Composition Department; the Music Studies Department including history and theory of music and ethnomusicology; and the History and Theory of Performance Department. The Moscow Conservatoire's S. Taneev Scientific-Music Library is one of the richest depositories of books and music in Russia. The Bolshoi (Grand), Maly (Small) and Rachmaninoff Halls play a significant role in the life of the Conservatoire and in the creation of its unique atmosphere, encouraging the development of its students' creative abilities. Many students enjoy wonderful opportunities to demonstrate their performance skills on these stages. Several hundred concerts are organised annually both in the Conservatoire's halls in Moscow and throughout Russia

The Rimsky-Korsakov St. Petersburg State Conservatoire

The role of St. Petersburg **Conservatoire** in the world musical culture is hard to overestimate. The conservatoire is proud of generations of its graduates, among them we found the names of Peter Tchaikovsky, Sergey Prokofiev, Dmitry Shostakovich, Yevgeny Mravinsky, Ilya Musin, Georgy Sviridov, Sergey Slonomsky, Boris Tischenko, Yelena Obraztsova, Yury Temirkanov, Vladislav

Tchernushenko, Irina Bogacheva, Anatoly Nikitin, Ekaterina Murina, Viktor Sumerkin, Yury Marusin, Anna Netrebko, Olga Borodina, Vasily Gerello, Valery Gergiev, and many other outstanding musicians. In 2012 the conservatoire celebrated 150 anniversary of its rich history.

Today, St. Petersburg conservatoire is one of the most famous music academies in the world; it has seven faculties, and an enrollment of over 1500 students, 250 of whom are international students. The conservatory offers the highest possible professional training in all aspects of performance, composition, conducting, musicology, and art of choreographer. Our goal is to create academic environment that challenges and inspires students. Our outstanding faculty is dedicated to providing individually orientated approach to teaching and developing each student's talent and professional skills. Many of the greatest contemporary artists in their fields serve as professors of the conservatoire. Master classes, lectures in academic subjects and regular opportunities for public performance, both within and outside the conservatory, form an integral part of the conservatoire's training. The musicians who graduated from St. Petersburg conservatoire perform at the most prestigious concert halls, work in the best orchestras, and teach at the highly reputable music schools and academies of the world.

Located in the heart of one of the most beautiful and inspiring cities, St. Petersburg conservatoire gives international students the opportunity to have a high class professional education and get involved into cultural life with lots of concerts, music events, and theatre performances.



You meet a young foreigner who is keen on music education in Russia. Answer his questions about it using the above information.

Unit 13 At a Concert



1. Do you attend music concerts?
2. Who do you go to a concert with?
3. What kind of concerts do you prefer?
4. How do you choose which concert to attend?
5. Have you ever written about a concert you've been to?



Read the text and choose the title for each part.

- A. After the concert
- B. Before the concert
- C. During the concert
- D. Who are you writing the review for?
- E. What do you want to tell them?

How to review a concert

1. As with any piece of writing, the first thing to think about is the reader. In the case of a Bachtrack Young Reviewer Programme review, the chances are that the readers will be other young people. There might be quite a large range of knowledge of classical music: some will be expert musicians, others will be novices and won't understand any of the musical jargon.

2. You can write about any aspect of the concert: the musicians, the pieces played, the sound, the atmosphere, how it all made you feel. The most important thing is that your writing should be lively, vivid and interesting: you want to give your readers a taste of what it was like to be there. Choose the things that excite you most: they're sure to be the easiest ones for you to get across to your readers.

There are some things that you'll definitely want to mention: what were the main works being played, who were they composed by, and who were the main performers (especially the conductor and orchestra if there is one, and any soloists). You'll particularly want to mention any new works that are being heard for the first time.

3. Have a look at the concert programme in advance. Do you know these pieces well already, or is there anything that might benefit from a little homework? For instance, if a piece tells a story, or has words, it might be worth reading these beforehand: this is particularly true for opera or choral music, where classical singing styles can make it difficult to hear the words. That way, when you're in the concert hall, you can concentrate on the music and get the most out of it.

If there's a new piece on the programme, get there in time to read the programme note, and try and find out a bit about the composer's other music, so you're not entirely surprised by what you hear.

4. Listen to the concert with as much concentration as you can. Some critics make notes, but it can be hard to do this without distracting other concertgoers or the performers, which you simply mustn't do. Others simply rely on their memories, and you may find this easier.

If it's a work you know, listen out for anything unusual: is the performance faster or slower than you expect, or louder or softer. If it's different from what you're used to, do you like it this way? Do you think it's the way the composer would have wanted it? Try to remember anything that sounds particularly beautiful, or exciting, or any moments that feel special – a particularly grand climax, say, a specially magical hush, or the way someone lingers over a tune. Try and get a sense of how the rest of the audience is responding, too. Is there a real sense of excitement – or is everyone bored stiff?

5. Think over your reactions. Was the concert a success? Did you feel you'd enjoyed or been moved by the performances? Which bits stick in your memory as particularly special? Did one performance in the concert stand out from the others? Or was one a disappointment? Try and put your finger on why – you'll need to explain this to your readers

6. Try to do your writing the day after the concert (or the same day if it's a matinée): that way, it will be fresh in your mind.

Don't be shy about expressing your views, but unless the whole thing was dreadful from beginning to end, be constructive. Real performers, even great ones, make mistakes (that get edited out on their CDs), and it's easy to get trapped into mentioning all the smallest errors and bad parts, and lose the fact that the vast majority of the piece was played beautifully. It won't make you sound clever, and won't make for an interesting review.

Being a published reviewer gives you the change to really influence whether your readers will go and listen to more classical music. When you write a review, be constructive, be entertaining, be fair and be yourself.



You want to invite a friend to a concert. Look at the bills, discuss and choose a concert you both would like to attend.

Speaking about an Orchestra

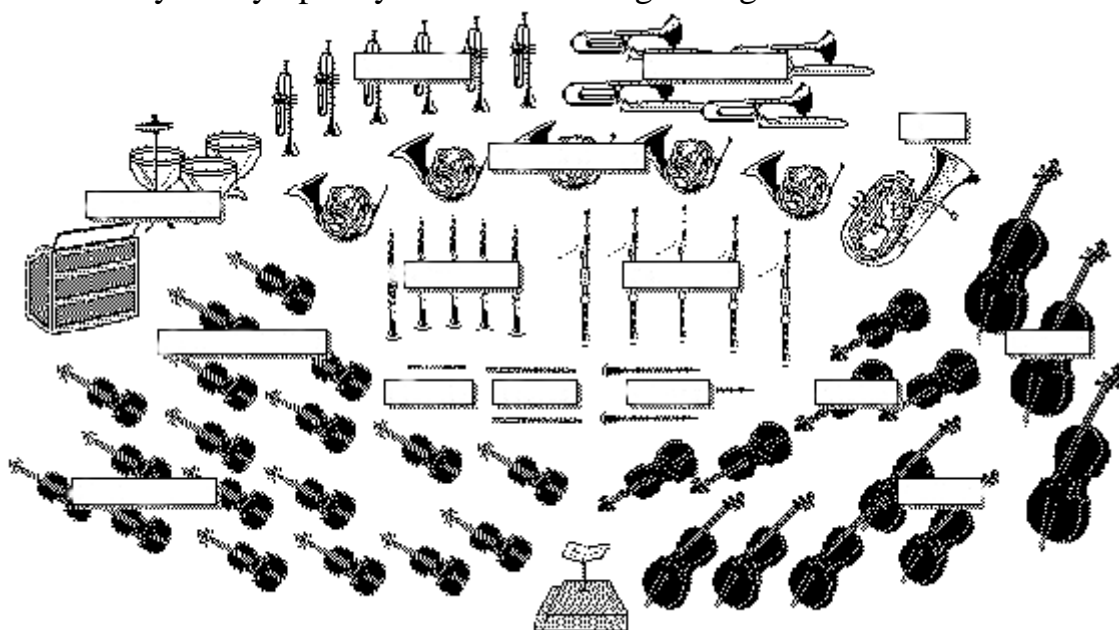


Match verbs with their descriptions : a) arrange b) orchestrate c) back d) conduct e) harmonize f) score g) strike up the band

- 1 – to write or change a piece of music so that it is suitable for particular instruments: a symphony arranged for the piano.
- 2 – arrange a piece of music so that it can be played by an orchestra.
- 3 – if musicians accompany a singer or another musician, they play music that makes the main performer sound better.
- 4 – to stand in front of a group of musicians and direct their playing.
- 5 – to sing or play music in harmony
- 6 – to arrange a piece of music for a group of instruments or voices. [usually passive]
- 7 – tell the band to begin playing.



Study the symphony orchestra seating arrangement:



Fill in the boxes: conductor, first violins, cellos, basses, french horns, trumpets, percussions, trombones, oboes, bassoons, clarinets, tuba, violas, second violins.
Find in the picture : string instruments, woodwind instruments, brass instruments.
 Do flutes belong to woodwind instruments or brass instruments?



Write about a concert you have been to.

Part II

Texts and Newspaper Articles on Music

Task I. *Read and translate the text using the dictionary.*

George Frideric Handel (1685 – 1759)

Beethoven emphasized Handel's popular appeal when he said, "Go to him to learn how to achieve great effects, by such simple means." Handel had to be expert at winning over audiences because, in his day, it was customary to eat, play cards, and hold loud conversations during an opera.

Best known for his choral compositions, which became the basis of an entire era of English music, Handel was born in Germany in the same year as Johann Sebastian Bach. In spite of showing considerable musical talent as a boy, he briefly studied the law to please his father, but then he devoted himself to music. He eventually

became Kapellmeister (music director) to George, Elector of Hanover, later England's King George I. It was in England that Handel enjoyed his greatest successes.

His oratorios (dramatic settings of religious texts for orchestra, choir, and soloists) have remained at the heart of English choral tradition since they were first performed. He wrote a staggering 23 oratorios, over 50 operas, and many instrumental works. His most famous pieces are *The Messiah*, *Music for the Royal Fireworks*, and *Water Music*. At the time, London was a great center of music-making and attracted many other great composers. Handel lived there for over 36 years and his home, 25 Brook Street, is now a museum—the Handel House.

“Handel understands effect better than any of us—when he chooses, he strikes like a thunderbolt.” – said Wolfgang Amadeus Mozart describing the effects of Handel's music to a friend.

Task II. *Read and translate the text using the dictionary.*

Carmen

Carmen is an opera in four acts by the French composer Georges Bizet. The libretto was written by Henri Meilhac and Ludovic Halévy, based on a novella of the same title by Prosper Mérimée. The opera was first performed at the Opéra-Comique in Paris, on 3 March 1875, and was not at first particularly successful; its initial run extended to 36 performances. Before this run was concluded, Bizet died suddenly, and thus knew nothing of the opera's later celebrity.

The opera, written in the genre of opéra comique with musical numbers separated by dialogue, tells the story of the downfall of Don José, a naive soldier who is seduced by the wiles of the fiery gypsy Carmen. José abandons his childhood sweetheart and deserts from his military duties, yet loses Carmen's love to the glamorous toreador Escamillo after which José kills her in a jealous rage. The depictions of proletarian life, immorality and lawlessness, and the tragic outcome in which the main character dies on stage, broke new ground in French opera and were highly controversial. After the premiere most reviews were critical, and the French public was generally indifferent. Later commentators have asserted that *Carmen* forms the bridge between the tradition of opéra comique and the realism or verismo that characterised late 19th-century Italian opera.

The music of *Carmen* has been widely acclaimed for its brilliance of melody, harmony, atmosphere and orchestration, and for the skill with which Bizet represented musically the emotions and suffering of his characters.

Task III. *Read and translate the text using the dictionary.*

Late Renaissance music (1534–1600)

In Venice, from about 1534 until around 1600, an impressive polychoral style developed, which gave Europe some of the grandest, most sonorous music composed up until that time, with multiple choirs of singers, brass and strings in the Basilica San Marco di Venezia .

The Roman School was a group of composers of predominantly church music in Rome, spanning the late Renaissance and early Baroque eras. Many of the

composers had a direct connection to the Vatican and the papal chapel; stylistically they are often contrasted with the Venetian School of composers, a concurrent movement which was much more progressive. By far the most famous composer of the Roman School is Giovanni Pierluigi da Palestrina. While best known as a prolific composer of masses and motets, he was also an important madrigalist.

The brief flowering of the musical madrigal in England, mostly from 1588 to 1627, is known as the English Madrigal School. The English madrigals were a cappella, light in style, and generally were either copies or direct translations of Italian models. Most were for three to six voices.

The cultivation of European music in the Americas began in the 16th century soon after the arrival of the Spanish, and the conquest of Mexico. Although fashioned in European style, uniquely Mexican hybrid works based on native Mexican language and European musical practice, appeared very early. Among the New World composers were Hernando Franco, Antonio de Salazar, and Manuel de Zumaya.

Task IV. *Read and translate the text using the dictionary.*

Medieval Music

Medieval music is a very broad term but it generally applies to music that came out of Europe during the nine-hundred year period of the middle ages between about 500 AD and 1400 AD. The commonly used end of the period of medieval music is the beginning of the Renaissance around 1400. The Renaissance brought about sweeping changes in all of the arts and sciences including music.

We know very little about the early centuries of medieval music because little was written down. It wasn't until the 12th century that reasonable written records of music began to appear. And these were only representative, for the most part, of religious music. This was because the creating and recording of music was expensive and time consuming and the church had the stability and the wealth to do it. So we know very little of what common music was like from the early centuries.

The voice was the primary instrument of Medieval Music but instruments were used and many of them are recognized and still used today such as the Pan Flute, the Recorder and the Flute. And there were stringed and plucked instruments such as the Lute, Mandolin, Zither and Hammered Dulcimer.

The only medieval music which can be studied is that which was written down, and survived. Since creating musical manuscripts was very expensive, due to the expense of parchment, and the huge amount of time necessary for a scribe to copy it all down, only wealthy institutions were able to create manuscripts which have survived to the present time.

Task V. *Read and translate the text using the dictionary.*

Playing the violin

It takes years of practice to become a good violinist. Beginners start by practicing on the "open strings". This means that they do not use their left-hand fingers. At first the beginner can pluck the strings, then he or she can learn how to

use the bow. After that, the player can learn how to stop the strings with the fingers to get all the different notes. At first the learner will play in “first position”. When the player becomes more advanced, he or she will also play in other positions by moving the left hand up the fingerboard nearer to the bridge. There is also a half position in which the first finger is stretched back.

The violinist has to learn to put the fingers in exactly the right place so that the music is “in tune”. This is called intonation. He will also learn vibrato. This changes the intonation of each note slightly by making it a little bit sharper (higher), then a little bit flatter (lower), producing a kind of wobble. This is important in many styles of music to create mood.

Besides plucking (*pizzicato*) there are many special effects. Some of them are *glissando*, *portamento*, and harmonics. There are also double stopping, chords or using *scordatura* tuning.

The violin can be played either standing or sitting down. When playing solo music the violinist normally stands. When playing in chamber music or in orchestras the violinist sits, but this was not always the case. When sitting, the violinist may have to turn his or her right leg in so that it does not get in the way of the bow.

Task VI. *Read and translate the text using the dictionary.*

The National Musical Instrument of the Scots

The bagpipe was known to the ancient civilizations of the Near East. It was probably introduced into Britain by the Romans. Carvings of bagpipe players on churches and a few words about them in the works of Chaucer and other writers show that it was popular all over the country in the Middle Ages.

Now bagpipes can be seen and heard only in the northern counties of England, in Ireland and in Scotland where it was introduced much later. Bagpipes have been used in most European countries. It is also native to India and China.

In Scotland the bagpipe is first recorded in the 15th century during the reign of James I, who was a very good player, and probably did much to make it popular. For long it has been considered a national Scottish instrument.

The sound of the bagpipes is very stirring. The old Highland clans and later the Highland regiments used to go into battle to the sound of the bagpipes.

The bagpipe consists of a reed pipe, the “chanter”, and a windbag provides a regular supply of air to the pipe. The wind pipe is filled either from the mouth or by bellows which the player works with his arm. The chanter has a number of holes or keys by means of which the tune is played.

Task VII. *Read and translate the text using the dictionary.*

Leonard Bernstein (1918–90)

The most exuberant and gifted musician of the 20th century, Leonard Bernstein was a major force in every field of music. His versatility in effortlessly embracing both popular and classical music was unique. He contributed dazzling works to American musical theater and created a distinct voice as a composer of works for orchestra and chorus, often combining jazzy rhythms with classical forms. Bernstein’s talent and musical curiosity led him to divide his energies

between classical music and Broadway shows. He was the first American conductor to build an international career. He led a frenetic social life and was a very vocal supporter of political causes.

As a conductor, he famously burst on the scene at the age of 25 when he stood in for an ailing elderly conductor, Bruno Walter. The concert with the New York Philharmonic Orchestra was broadcast throughout the US. The next day Bernstein found himself on the front page of the *New York Times*. One of his most enduring legacies was his inspiring series of televised *Young People's Concerts*—for a whole generation, it was an irresistible invitation to great music.

Bernstein had his first hit in 1944 with the all-American ballet *Fancy Free*, at a time when most ballet still came from Europe. This tale of three sailors on leave in New York was made into the musical *On the Town*, which opened on Broadway the same year. The show's success led to a movie version starring Gene Kelly and Frank Sinatra. The film won Bernstein an Academy Award in 1949.

Task VIII. *Read and translate the text using the dictionary.*

Using Music to Lift Depression's Veil

Many people find that music lifts their spirits. Now new research shows that music therapy — either listening to or creating music with a specially trained therapist — can be a useful treatment for depression.

The finding that music therapy offers a real clinical benefit to depression sufferers comes from a review by the Cochrane Collaboration, a not-for-profit group that reviews health care issues. Although there aren't many credible studies of music therapy for depression, the reviewers found five randomized trials that studied the effects of music therapy. Some studies looked at the effects of providing music therapy to patients who were receiving drug treatment for depression. Others compared music therapy to traditional talk therapy. In four out of five of the trials, music therapy worked better at easing depression symptoms than therapies that did not employ music, the researchers found.

"The current studies indicate that music therapy may be able to improve mood and has low drop-out rates," said lead author Anna Maratos, an arts therapist for the National Health Service in London. "While the evidence came from a few small studies, it suggests that this is an area that is well worth further investigation.... We need to find out which forms have greatest effect."

Ms. Maratos notes that music therapy might be particularly useful for adolescents who may reject a traditional form of counseling. Some older patients also may not be comfortable talking about their feelings, "but do tend to express themselves through song," she said.

"I think we can be reasonably confident that music therapy has an effect," Ms. Maratos said. "Music therapy is often used where more conventional therapies are not as likely to be as accepted or tolerated."

There are two main types of music therapy. Sometimes, a therapist will listen to music with a patient and talk about the feelings or memories that it evokes. In another form, the therapist is a skilled musician and will improvise music with the

patient. If the patient doesn't play an instrument, he or she might be given a simple percussion instrument and the therapist will play along.

Other studies have shown a benefit from music therapy in the treatment for autism, dementia, learning disabilities, strokes and pain management during labor and birth. The problem, Ms. Maratos notes, is that there isn't very much high-quality research. "It doesn't easily attract serious research funding," she said. "It's difficult to do high-quality, large-scale trials."

Task IX. *Read and translate the text using the dictionary.*

Algernon Ashton

Algernon Bennet Langton Ashton (9 December 1859 – 10 April 1937) was a British composer, pianist[1] and Professor of piano at the Royal College of Music 1884–1910.

Ashton was born in Durham. He studied at the Leipzig Conservatory as a pupil of Ignaz Moscheles, Carl Reinecke and Theodor Coccius. He later studied at Hoch Conservatory in Frankfurt under Joachim Raff.

He was a prolific composer in many instrumental genres. His published works exceeded 160, but there were many other unpublished works, some of which are lost. These included 24 piano sonatas, one in each key, and 24 string quartets along the same lines.

In later years he became well known for his many letters to English newspapers concerning the upkeep of the graves of distinguished people.[6] These letters were published in two volumes - Truth Wit and Wisdom and More Truth Wit and Wisdom published by Chapman & Hall.

Ashton was also well known for keeping a daily diary for the majority of his life from the age of 15 running to some 58 volumes. The diaries and the unpublished works are believed to have been destroyed during the Blitz when his family home was hit by German bombs.

Task X. *Read and translate the text using the dictionary.*

Early music of the British Isles

English Miniature from a manuscript of the Roman de la Rose Music in the British Isles, from the earliest recorded times until the Baroque and the rise of recognisable modern classical music, was a diverse and rich culture, including sacred and secular music and ranging from the popular to the elite. Each of the major nations of England, Ireland, Scotland and Wales retained unique forms of music and of instrumentation, but British music was highly influenced by continental developments, while British composers made an important contribution to many of the major movements in early music in Europe, including the polyphony of the Ars Nova and laid some of the foundations of later national and international classical music. Musicians from the British Isles also developed some distinctive forms of music, including Celtic chant, the Contenance Angloise, the rota, polyphonic votive antiphons and the carol in the medieval era.

Church music and religious music was profoundly affected by the Protestant Reformation which affected Britain from the 16th century, which curtailed events associated with British music and forced the development of distinctive national

music, worship and belief. English madrigals, lute ayres and masques in the Renaissance era led particularly to English language opera developed in the early Baroque period of the later seventeenth century.[3] In contrast, court music of the kingdoms of England, Scotland and Ireland, although having unique elements remained much more integrated into wider European culture.

Task XI. *Read and translate the text using the dictionary.*

"I think I should have no other mortal wants, if I could always have plenty of music. It seems to infuse strength into my limbs, and ideas into my brain. Life seems to go on without effort, when I am filled with music."

Mary Anne Evans or George Eliot as she is more popularly known, was a creative person who believed in the power of music and how it affects us as individuals. And that is a truth that all of us will agree with. From moments of extreme grief to times when we experience ecstatic happiness, our one constant is music. As a race we have long shared our story with music. It is so intertwined with our lives that it is impossible to actually trace its history. It has been around since the first rhythmic thumping of feet that was recognized by human beings. Maybe that is the reason why it is such an integral and important part of our life.

Music cleanses the understanding; inspires it, and lifts it into a realm which it would not reach if it were left to itself. – Henry Ward Beecher Why is music important to human beings? There is no objective answer to this question. The importance of music is different in every individual's life. It inspires people and allows us to get in touch with our emotions in a way that is unique. For those amongst us who find it difficult to express ourselves, music can evoke reactions. Your mood can change from dark and depressed to elated and deliriously happy with just the selection of the right track and a hit of the play button. You can use music to liven up a boring party or to create a romantic ambiance. Music works wonders on creating a certain atmosphere.

The highest mission of music is to serve as a link between God and man. – John F. Kennedy Several people proclaim the benefits of music to heighten their spirituality. Every religion on the planet uses music in some form or the other to enhance the soul, whether it is the rhythmic chants from Buddhism or the devotional songs in Hinduism. Music is recreational, listening to soothing songs can be a way of relaxing and allowing your body and mind to take a break from the monotony of life. Music can often be a form of meditation. It elevates our consciousness to a level where we are able to look past the mundaneness of everyday life. It allows us to reach deep within ourselves and connect with a higher power.

Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything. – Plato How does music affect the brain? Music uses both sides of the brain, thus resulting in the overall development of the brain. In fact there was a research conducted at the University of Montreal that proved that the all four of the cortex's lobes are activated when the brain is involved in musical activity.

During these musical tasks, even the cerebellum of the brain is activated. A musician has to constantly make decisions about the elements of music, like form, timbre, melody, tempo, tone, rhythm, etc. This helps in enhancing the ability of the brain to become very good at multitasking and organizational abilities. It improves abilities of expression and also enhances the intelligence of a person.

Music washes away from the soul the dust of everyday life. – Berthold Auerbach Music therapy has been widely heralded. It is powerful and non-invasive, which is why the outcome of the therapy may differ from person to person. The reason music works wonders to cure feelings of depression is because of the secure feeling that music gives to a listener. It is familiar and stimulates our senses. It is also a great means of communication and expression. It has also been found that people who take lessons in playing the keyboard experienced a significant depreciation in depression and stress. It allowed them to cope with anxiety and loneliness better and resulted in improved health.

Just as certain selections of music will nourish your physical body and your emotional layer, so other musical works will bring greater health to your mind. – Hal A. Lingerman Several studies have shown how music enhances life. According to the Texas Commission on Drug and Alcohol Abuse Report, released in 1999, students in secondary schools who had participated in some form of band or orchestra were less prone to indulge in substance abuse. Also more students who performed music or took classes in music appreciation and related subjects scored high marks on SAT as compared to their other classmates. In fact many colleges believe that an active interest in the arts and music broadens a student's mind and allows him or her to appreciate the world more. It contributes heavily to the social and intellectual growth of the student.

There is geometry in the humming of the strings. There is music in the spacing of the spheres. – Pythagoras A study on the enhanced learning of proportional math through music training and spatial-temporal training conducted by Neurological Research 21 in the year 1999 showed that almost 27% of 237 students who used piano keyboard training, displayed better skills in using mathematical software. Studies have also shown that students who had an interest in music tend to do better academically, receiving honors.

Forget the scientific studies and research that has been done on the numerous benefits of music or how the different music types affects us. Take our own example. We have music that we relate to for every occasion. From the sound that wakes us up in the morning, to the song we listen to when our heart breaks or we are in the doldrums. We have exercise music and on-our-way-to-work music. We listen to party music and music that calms us. Life without this music would leave us kind of lost, unsure, and probably incapable of venting our emotions. Music touches our soul, and allows us to express different moods and emotions. And honestly, life without music would be, well, boring. So, whether you listen to Beethoven or Marilyn Manson, Louis Armstrong or Arctic Monkeys, your daily dose of music is what keeps you going.

Task XII. *Read and translate the text using the dictionary.*

George Gershwin (1898–1937)

No one made as great an impact on the American popular song (pop song) as George Gershwin, but he led a double musical life, making his mark as a classical composer as well.

He was born Jacob Gershowitz into a Jewish immigrant family who had arrived in the US in the late 1800s. Millions of Jewish immigrants looked for a new life in America. The Gershwins found themselves in New York among families who also fled persecution in Eastern Europe and Russia.

Gershwin began his musical career as a publisher's song-plugger. In the days before CDs and tapes, "pluggers" would play new songs to music publishers in the hope of selling them on. Gershwin's first published song, *When You Want 'Em, You Can't Get 'Em*, only earned him five dollars. Soon afterward, in 1919, he composed *Swanee*, which was made famous by the singer Al Jolson (1886–1950) and sold over a million copies. His older brother Ira was already busy writing lyrics for other songwriters. In 1924, the brothers collaborated on their first musical, *Lady Be Good*. It was the start of a lasting and successful partnership.

Gershwin did not fit the mold of a serious composer. For one thing all of his predecessors were European. Gershwin felt this when met his Austrian idol Alban Berg (1885–1935) in Vienna in 1928. However, Berg put him at ease when he said "But Mr. Gershwin, music is music."

The lion's share of Gershwin's musical hits were written with his brother, Ira. Together they wrote over two dozen shows for New York's Broadway theaters—many were also made into movies.

Appendix I

Keys

Unit 1. 1 orchestra, conductor 2 composer 3 movements, symphony 4 concerto 5 overture

Unit 4. Task on Dialogue 1T 2F 3T 4T 5T

Unit 7. Listening task 1 bands 2 pop music 3 eight 4 eighteen 5 singles 6 eleven 7 200 8 2500 9 singers 10 Rolling Stones

Unit 11. Task on Dialogue 1F 2F 3T 4T

Unit 13. How to review a concert

1 Who are you writing the review for?

2 What do you want to tell them?

3. Before the concert

4. During the concert

5. After the concert

6. Writing it up

Speaking about an Orchestra

1a 2b 3c 4d 5e 6f 7g

Appendix II

Some music terminology

Legato – smooth connected melody

Staccato – short detached melody
Polyphonic – the simultaneous performance of two or more melodic lines of equal interest
consonance a tone combination that is stable
dissonance a tone combination that is unstable
chord a combination of 3 or more tones sounded at once
pitch the relative highness or lowness of a sound
accent emphasis on a particular tone
arpeggio a broken chord or when the individual tones of a chord are sounded one after another
tonic first
unison performance of a single melodic line at the same pitch by more than one instrument/voice
monophonic a single melodic line without accompaniment
syncopation when an accented note comes where we normally would not expect one
music art based on the organization of sounds in time
harmony the way chords are constructed and how they follow each other
clef a musical notation written on a staff indicating the pitch of the notes
score a written part of a musical composition
time signature a musical notation indicating the number of beats to a measure and the type of note that takes a beat
tone a sound that has a definite pitch
interval the distance in pitch between any two tones
timbre tone color, how a sound sounds and is described
melody a series of single tones that add up to a recognizable whole
cadence a resting place at the end of a phrase
rhythm the particular arrangement of note lengths in a piece of music
homophonic when there is one main melody accompanied by chords, a melody that is supported
tempo the speed of the beat
beat a regular, recurrent pulsation that divides music into equal units of time
refrain regular reoccurring melody in song (chorus)

Appendix III

Instruments of the Orchestra

Every orchestra is different, but here are some instruments you're likely to see:

String family

Violin

Viola

Cello (violoncello)

Bass (double bass, contra bass) [rhymes with "face"]

Woodwind family

Flute, Piccolo

Oboe, English horn

Clarinet, Bass clarinet

Bassoon, Contrabassoon

Saxophones

Brass family

Trumpet

Horn (French horn)

Trombone

Tuba

Keyboards and Harp

Celesta

Piano

Harpsichord

Organ

Synthesizer

Harp

Percussion family

Timpani (kettledrums)

Snare drum

Bass drum

Cymbals

Tambourine

Triangle

Xylophone

Glockenspiel

Chimes

Marimba

Vibraphone (vibes)

plus other things to hit, scrape, and shake

Voice Types

Soprano high female voice

Mezzo-soprano medium female voice

Alto (contralto) low female voice

Countertenor very high male voice

Tenor high male voice

Baritone medium male voice

Bass low male voice

Appendix IV

Tapescript to Unit 6

Historical Periods in Music

A love of classical music is only partially a natural response to hearing the works performed, it also must come about by a decision to listen carefully, to pay close attention, a decision inevitably motivated by the cultural and social prestige of the art. - Charles Rosen

There are several different definitions that have been given to music, but the most prominent one relates to music as the best way to express our feelings and emotions. If you take a look at the historical periods in music, you will be surprised to know how music has changed according to times and trends. There are many different types of music that have inspired people to compose great songs and tunes. The most common music genres are blues, classical, rock, metal, jazz,

soul, R&B, hip hop, electro music, and many different types. Remember that these are just broad categories of music; and there are numbers of sub-classifications done further. Each music has its own time of significance when it was popular. In the following we are going to discuss the historical times of music.

Historical Periods in Music Evolution:

Prehistoric

Ancient

Medieval

Renaissance

Baroque

Classical

Romantic

20th Century

Modern and Contemporary

The medieval and baroque music are part of the early music era, the music period starting from baroque to romantic falls in the common practice period, whereas music after 1900 comes to modern and contemporary music era. Mentioned below are specific categories in the history of music.

Prehistoric There is no formal record of the prehistoric music period, as music had just started to develop. Music in these times was believed to be created using natural sounds and beat patterns. Music creation tools were human voice, whistling, clapping, and other such methods.

Ancient The time after prehistoric music and before 500 AD is referred to as the ancient music period. Music in this era was considered that of being with particular scales and tones. Important musical instruments were flutes, harps, guqin, etc. The music of this time was popular in cultures of Persia, India, Rome, Greece, and Egypt.

Medieval After the ancient music era came the medieval music period which is believed to start at 500 AD and continue until 1400 AD. In this period, different types of flutes and wind instruments were used for creating music. Some of the other common instruments were lutes, dulcimers, bagpipes, fiddles, and trombones.

Renaissance Music experts believe that this period in music started from the early 1400s and extended till 1600. The Renaissance music period was also divided into time-lines such as early Renaissance, mid Renaissance, and late Renaissance. It was the Renaissance period when music started to get printed on paper. Musical instruments used were trumpets, harpsichords, tambourines, panpipes, and so on.

Baroque The Baroque music period started from the 1600 AD to 1760 AD, and is the base of the emergence of classical music era. Two of the most popular musicians of this era are Johann Sebastian Bach and Antonio Vivaldi. Similar to the Renaissance period, the Baroque era is also divided in certain time-lines. The musical instruments used in this period were the Baroque guitar, Baroque trumpet, Baroque violin, harpsichord, organ, etc.

Classical The classical music period started somewhere from 1730 to 1820 AD, and consisted of different variations in how music was created and played. Music virtuosos from this era include Wolfgang Amadeus Mozart and Ludwig van Beethoven. Instruments such as classical guitars, pianos, brass instruments, and woodwind were mostly used for music composition. The classical music period is when different keys, chords, rhythms, and harmonies came into the picture.

Romantic This period is believed to start from 1815 to 1910. The type of music in this period was different than that played in earlier times. The period focused more on making music expressive and passionate through a formal pattern. Few main attributes of music in the romantic period were concentration on lyrics of songs, harmonies, chromatics, pitch shifting, dynamic tones, and pieces of short music patterns.

20th Century The musical era ranging from the 1900 to 2000 is termed as 20th century period. In this period, there was a drastic change in the music industry. Along with acoustic instruments, electronic instruments started to be a part of the music scene. And due to the advent in electronic instruments, musicians started to experiment with a wide range of styles and techniques. By this time, music and its popularity had reached almost all countries in the world.

Modern and Contemporary This is the musical era that we live in. It is considered to start from the 1970s till date. This is a period which has guitars, drums and percussions, keyboards and

pianos, and other advanced musical instruments. There are playing techniques, theories, and musical concepts that have opened new avenues for music composition.

These are the stages in the development of music. From historical music to present contemporary music, there have been major changes in the way music is played and used. I hope you might have learned a lot from this simple explanation on the historical periods in music.

Tapescript to Unit 8

History of Gospel Music

"Gospel music is nothing but singing of good tidings - spreading the good news. It will last as long as any music because it is sung straight from the human heart." ~ Mahalia Jackson

While most hymns sung in churches around the world are based on canticles taken straight out of the Bible, gospel music is more personal and appeals to a majority of the crowd. It is soulful and has the ability to plunge you into an abyss of thought. Gospel itself means "Good News", and gospel music is nothing but spreading this good news through soul-stirring music.

Gospel music is relatively easier to grasp and is filled with feeling and emotions that one can easily relate to. The theme for all gospel songs is the same, they resound the relationship with God. Talking from personal experience, gospel music has always managed to calm my tensed nerves, all because it comes from the depths of the human heart.

Gospel music doesn't restrict itself to a particular genre of music, thus, it can be expressed in any of the music styles, including blues, jazz, reggae, and even rumba.

Tapescript to Unit 11

Why is Music Education Important

Music doesn't lie. If there is something to be changed in this world, then it can only happen through music. - Jimi Hendrix

Music is a crucial part for many people all over the globe. It is probably the best and most creative way in which we can express our feelings. It is used in almost all parts of our life. Some people consider music as a hobby, some as a pass time, and some as a serious full-time profession. Nowadays, more people are preferring to learn music. This is because people have realized the importance of music education in life. It has been a while since music education has been given importance in schools and colleges.

What is Music Education

As the name suggests, music education is the learning of all aspects of music as a separate field altogether. It consists of theoretical knowledge as well as practical experience. The main components of music education is everything from the history of music, musicians who have reached a respectable level, basic notes of music, different types of music, types of musical instruments, music theory, music composition, reading music notations, and many other things about music.

Why is Music Education Important for Children

Develops Playing Skills Early

Music education is very important in schools because it helps children develop the skill at a very early age. And this may contribute to the child becoming a music prodigy if he takes it seriously. As the child starts learning music from an early age, by the time he becomes a youngster, he would turn out to be a proficient musician. And then he can use his talent for many purposes such as teaching other students, being a music teacher, or using his musical talent to earn his living.

Improves Concentration in Studies

According to a survey conducted by elementary schools and high schools, students who were taught music and had a good interest at it academically performed far better than those who were not into music learning. If students were given music education, they naturally tend to do good in

subjects like science and math. In addition, it was also proven that those who bunked classes and played a musical instrument did not at all perform poorly in their academics.

Peaceful Living

It is also a proven fact that students who had the knowledge of and interest in music tended to plan and organize actions efficiently in their personal lives. Many schools who have music education have concluded that students have a good discipline at school as well as home. And it is commonly believed that musicians are peace-loving people, and do not get aggressive very soon. Children learning music are found to be fun-loving and are great at interacting with others.

Personal Satisfaction and Stress Relief

Music education in schools also benefits the students emotionally, as a majority of students are satisfied and happy about learning music or playing a musical instrument. Good music education students do have a sense of personal achievement. A notable benefit of music education is that it is used as a stress reliever, considering a student's study routine. It has been observed that when a student gets bored or stressed out with studies, he listens to music or starts playing an instrument. If you want your children to perform better and excel in their academic and personal life, it is suggested to consider including music education in their daily routine. I hope by now you might have understood why music education is important.

Tapescript to Unit 12

Universal Language Of Music

Picture yourself sitting lazily in a lounge bar, having your favorite drink along with few of your friends. You let off few jokes, discuss the latest news and trends and let your soul and body relax from the everyday style of urban working. Now imagine all this without music! Feel out of place? I bet you do. Even if you don't recall a single melody or flow of notes, still your subconscious has been catching all the music played in the background. Slowly easing and swaying to the rhythm, you enjoy the atmosphere that is created around.

Music is called the universal language of the world because of many reasons. First and the foremost, music is made up of 7 main notes. No matter, what part of the world you are, and what instrument you play, all the music created are one of the 7 notes. There may be different names for all 7 notes in different parts of the world, but for the performer, they are still the same. Secondly music, being a form of art can reach the deepest parts of your heart and soul. You don't have to be a patient or a psychologist to understand music. As long as any melody and rhythm make you feel yourself, it is the best doctor a person can find, and best remedy anyone can recommend. Thirdly music, like any other language can express any and every type of emotion. But where it scores more is where the words fell short of expressing, while music can go on and on vocalizing all that you ever want to say.

Music therapy is even effective on animals and plants. There have been studies carried and research done on this and findings show that plants and trees that grow in company of good music show a growth percentage much more than normal ones that live without the aid of music. Animals too, reflect their behavioral pattern much better when exposed to music.

Music has evolved along with man and it's civilization. Old cultures like India, China and some parts of Middle East have a very long history of civilization and their music is far more intricate and complex and some of their western counterparts. For e.g. in India, there are 2 main forms of music, distinct in its tonic quality and geographical location. If we combine these forms, we have more than 300 scales (combination and playing style of the 7 notes). Different scale and style of play portray different mood. Even these scales can be used in free form to someone who know the in and out of such a music form. But in some parts of the world, there are only 2 main scales (major and minor) on which all of their music is based.

No matter how much evolved a form of music is or how sophisticated it's approach, music touches everyone's soul. If you do not connect to any music, you probably are losing a part of yourself. Let's celebrate this form of art with a quote by Shakespeare, "If music be the food of life, play on".

Have more listening practice at <http://www.buzzle.com>

To be listened to after unit 1 (choose a famous musician, listen about his life and work and tell your group-mates about him/her)

<http://www.buzzle.com/articles/musicians/>

To be listened to after unit 2

Different types of music <http://www.buzzle.com/articles/different-types-of-music.html>

To be listened to after unit 11

What does your Choice of Music Say about You?

<http://www.buzzle.com/articles/what-does-your-choice-of-music-say-about-you.html>

Useful addresses:

https://duckduckgo.com/1/c/British_composers

<http://library.thinkquest.org/16020/data/eng/text/education/theory/history.html>

http://www.russian-records.com/details.php?image_id=24914&lng=en&l=russian

<http://quizlet.com/subject/music-in-america/>

<http://library.thinkquest.org/15413/styles/styles.htm>

http://www.naxos.com/education/music_instruments.asp