

Name \_\_\_\_\_

**Music 1800: Popular Music**  
**Enrichment Activity 1: The time of your life**  
**UPLOAD YOUR ASSIGNMENT TO THE BLACKBOARD SITE--NO HARD COPY**  
**ACCEPTED!**

**Due Date:** Tuesday, September 3, beginning of class

Late work will not be accepted.

**Materials:** Computer with word processing capability and internet access.

**To Be Completed:** Individually.

**Procedure:** Read the entire procedure before beginning this assignment!

1. In your own words, write answers to the following questions *in paragraph form* in a 1-2 page essay. Try to be detailed and as precise as possible in all your answers: you are telling the story of your life! Look at your life from the perspective of someone who doesn't know you and doesn't know about the music that you find very familiar. Each answer should be a good-length paragraph.

- a. What is the first music of any kind that you remember? How old were you when you heard it? Why do you think you remember it?
- b. How do you decide what music to listen to? How do you get this music?
- c. What are the characteristics of a popular song in any style? What role does an individual song play in our society?
- d. Are you satisfied with your musical life? Why or why not?

2. Create a playlist of five songs that are or have been exceptionally important to you. Each entry in your playlist should be in the form of a complete bibliographic entry in Chicago Manual of Style Format (see Standard Operating Procedures), followed by one or two sentences about why you chose that song.

3. Turn in the following as a MS Word or PDF file to the Enrichment Activity 1 Assignment on the class Blackboard page. You may submit multiple files if necessary. *Do not type your essay directly into Blackboard!*

- Your typed essay
- Your playlist, in the form of a bibliography with complete citations and short discussions of why you chose each song.

See p. 19 in the Course Packet for complete instructions on submitting an assignment to Blackboard.

Type your summary and bibliography using the following guidelines:

- 12 point, Times New Roman font
- 1-inch margins on all four sides
- No heading or title
- Double-spaced (except for bibliography)

Name \_\_\_\_\_

**Music 1800: Popular Music**  
**Enrichment Activity 2: Over the rainbow**  
**UPLOAD YOUR ASSIGNMENT TO THE BLACKBOARD SITE--NO HARD COPY**  
**ACCEPTED!**

**Due Date:** Tuesday, October 8, beginning of class  
**Late work will not be accepted.**

**Materials:** Computer with word processing capability and internet access.

**To Be Completed:** Individually.

**Procedure:** Read the entire procedure before beginning this assignment!

1. Choose a “standard” song from the list below. You will be researching this song’s history and examining one recorded performance in detail. Choose from:

- “Ain’t Misbehavin’” by Waller, Brooks & Razaf
- “Blue Skies” by Berlin
- “It’s Only a Paper Moon” by Arlen, Yarburt & Rose
- “Has Anybody Seen My Gal?” by Henderson, Lewis and Young
- “My Funny Valentine” by Rodgers & Hart
- “As Time Goes By” by Hupfeld

2. In a 1-2 page essay, answer the following questions about the song *in paragraph form*.

- a. Date of composition, composer(s) and lyricists(s)
- b. Original intention (e.g., musical theatre, film, radio)
- c. First recording (performers, dates)
- d. Other recordings and performances, especially if more important than the first.
- e. Analysis of the appeal of the song—why is it a “standard?”

3. **THIS IS THE HARD PART. ALLOW TIME FOR IT:** Using the analysis charts we have used in class as your guideline, create a listening chart for one performance of the song you have selected (see your course packet for examples). Be sure to give the complete information about the recording: composer, lyricist, arranger, performer(s) and date of recording (you may need to research some of this information). You may or may not have information for all seven boxes in each column.

4. Turn in the following as a MS Word or PDF file to the Enrichment Activity 2 Assignment on the class Blackboard page. You may submit multiple files if necessary. *Do not type your work directly into Blackboard!*

- Your *typed summary* of your findings.
- Your *typed formal analysis chart*—a template is provided for you on the Blackboard site
- A bibliography, in Chicago Style of the sources you consulted, with each source given a clear and complete citation as described in the Standard Operating Procedures. **You should cite at least three sources**, including the recording you used to create your chart or the website where you viewed it.

Type your summary and bibliography using the following guidelines:

- 12 point, Times New Roman font
- 1-inch margins on all four sides
- No heading or title
- Double-spaced (except for bibliography)

Name \_\_\_\_\_

**Music 1800: Popular Music**  
**Enrichment Activity 3: Things Ain't What They Used to Be**  
**UPLOAD YOUR ASSIGNMENT TO THE BLACKBOARD SITE--NO HARD COPY**  
**ACCEPTED!**

**Due Date:** Thursday, October 31, beginning of class

Late work will not be accepted.

**Materials:** Computer with word processing capability and internet access.

**To Be Completed:** Individually.

**Procedure:** Read the entire procedure before beginning this assignment!

1. Find a person who is older than you by at least ten years (preferably by twenty or thirty years). This person may be a friend, coworker, or relative. Try to find someone with whom you haven't discussed this topic before. Set up a time for a conversation with this person about popular music: let the person know the topic in advance.
2. Prior to your interview, develop a list of ten questions that you think will get this person to talk about his or her experiences with popular music: listening, attending concerts, performing, etc.
3. Interview this person. An interview is a conversation where one person does most of the talking and the other does most of the listening, allowing the listener to come to understand something about the talker's experiences and point of view. You should take written notes during the interview, and you may wish to record or video the interview for your reference. The interview should take at least 30 minutes. You may find that you don't end up asking all of your prepared questions, or you may have to ask follow-up questions to get the information you need.
4. Write a two-page summary of your interview, explaining what you learned about how popular music was a part of someone's life before you were born. If your interviewer mentions things you don't know or understand, it is incumbent on you to look them up and educate yourself!
5. Turn in the following as a MS Word or PDF file to the Enrichment Activity 3 Assignment on the class Blackboard page. You may submit multiple files if necessary. *Do not type your work directly into Blackboard!*
  - Your typed summary
  - Your typed list of interview questions
  - Your bibliography of sources that helped you understand your subject's answers (Chicago Style)

Type your summary and bibliography using the following guidelines:

- 12 point, Times New Roman font
- 1-inch margins on all four sides
- No heading or title

Name \_\_\_\_\_

**Music 1800: Popular Music**  
**Enrichment Activity 4: Video killed the radio star**  
**UPLOAD YOUR ASSIGNMENT TO THE BLACKBOARD SITE--NO HARD COPY**  
**ACCEPTED!**

**Due Date:** Thursday, November 21, beginning of class

**Materials:** Computer with word processing capability and internet access.

**To Be Completed:** Individually.

**Procedure:** Read the entire procedure before beginning this assignment!

1. Choose an iconic mid-1980s music video from the list below. Find the video on YouTube or a similar site. *Be certain that you are looking at the original video.*

Choose from:

- Twisted Sister "Were Not Gonna Take It (extended version)," 1984
- A-Ha "Take on Me," 1985
- Robert Palmer "Addicted to Love," 1985
- Peter Gabriel "Sledgehammer," 1986
- Genesis "Land of Confusion," 1986
- Run-DMC "Walk this Way," 1986

2. Watch the video several times, including at least once with the sound off.

3. Write a two-page summary of your findings. You may wish to answer the following questions:

- Is the music diegetic or non-diegetic (or a combination of the two)?
- What is the video "about"?
- Does the video make use of new or innovative visual techniques?
- Does the video director use symbolism in any way? Is there a "message behind the message?"
- Does the video enhance the music (or not)? How?
- Does the video use techniques or ideas associated with postmodernism?

4. Turn in the following as a MS Word or PDF file to the Enrichment Activity 4 Assignment on the class Blackboard page. You may submit multiple files if necessary. *Do not type your work directly into Blackboard!*

- Your typed summary of your findings.
- A bibliography in Chicago Style of the sources you consulted, with each source given a clear and complete citation as described in the Standard Operating Procedures. At the very least, **you should cite three sources**, including the video or the website where you viewed it.

Type your summary and bibliography using the following guidelines:

- 12 point, Times New Roman font
- 1-inch margins on all four sides
- No heading or title
- Double-spaced (except for bibliography)

Name \_\_\_\_\_

**Music 1800: Popular Music**  
**Enrichment Activity 5: Desert Island Discs**  
**UPLOAD YOUR ASSIGNMENT TO THE BLACKBOARD SITE--NO HARD COPY**  
**ACCEPTED!**

**Due Date:** Varies by Student, Beginning on or About February 18

**Materials:** Computer with word processing capability and internet access.

**To Be Completed:** Individually.

**Procedure:** Read the entire procedure before beginning this assignment!

1. Choose a popular music album that you consider to be important and relevant to this course. The album you choose must meet the following criteria:

- A single musician's or band's work: no compilations;
- Represents mostly first-release material: no "greatest hits;"
- Has artistic merit, or cultural or economic impact, either in its own time or after;
- All album choices are subject to the approval of the instructor;
- The instructor will provide a list of suggested albums, but students may feel free to ignore it.

2. Listen to your album several times, at least once in a single sitting. Identify its musical features, particularly approaches or techniques that make it a cohesive album instead of a collection of unrelated songs. **Make sure that you are listening to the full album: don't trust YouTube or Spotify playlists.**

3. Research the critical reception and sales history of your album both in reviews from its initial release and retrospective discussion.

4. Create a 1-page handout that will be shared with the class. Your handout will be due one week prior to your assigned presentation date and will be shared with your classmates. Include the following:

- a full bibliography citation for the album
- a one-paragraph explanation of the album's history and importance
- a full listing of the tracks on the album

5. On your presentation date, you will introduce your album, play musical highlights, and lead the class in approximately 15 minutes of discussion.

6. Turn in the following as a PDF file to the Enrichment Activity 5 Assignment on the class Blackboard page. You may submit multiple files if necessary. *Do not type your work directly into Blackboard!*

- Your one-page handout, in PDF format.
- A bibliography in Chicago Style of the sources you consulted, with each source given a clear and complete citation as described in the Standard Operating Procedures. At the very least, **you should cite five sources**, including the album.

Type your summary and bibliography using the following guidelines:

- 12 point, Times New Roman font
- 1-inch margins on all four sides
- No heading or title
- Double-spaced (except for bibliography)

**Music 1800: Popular Music  
Performance Report**

**UPLOAD YOUR ASSIGNMENT TO THE BLACKBOARD SITE--NO HARD COPY  
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- You are required to attend a live performance for this class.
  - The performance must be of music in one of the styles discussed in this class.
- All of the following are *acceptable* performances:
  - Free music at clubs, churches or community festivals, if you sit and listen to the music
  - Jam sessions, if you are not the one jamming.
  - Events at Lakeland, if they are in a style discussed in the course
  - Ticketed events by other professional, collegiate or gifted amateur musicians
- The following are *not* acceptable performances:
  - Church services, unless the *only* thing happening is a special musical performance.
  - Clubs where only pre-recorded music is played for dancing.
  - Elementary-, middle-, and high-school performances.
  - A performance in which you take part as a musician.
  - Lip-synch contests, karaoke night, dance performances with recorded music
- Obtain some kind of proof that you were present at the performance.
  - Scan this and submit it with your performance report.
  - Acceptable proof:
    - “Selfie” of you at the venue, with one or more of the performers
- Type a two-page (Times New Roman, 12-point, 1-inch margins, double-spaced, no header) reaction to the performance and submit it to me with your documentation as hard copy or an email attachment.
- In your report, you may discuss the following:
  - What event did you attend, what date and time?
  - What music did you hear?
  - How did the performers and audience behave?
  - What did the performers and audience wear?
  - How did the audience react the music and to the performers?
  - What rituals and protocol were observed?
    - Ritual: something that takes place that doesn’t seem to have to be explained to the people involved but may or may not be strictly necessary
  - How did the performance make you feel?
- **FALL 2019 PERFORMANCE REPORTS ARE DUE AT THE BEGINNING OF CLASS ON THURSDAY, DECEMBER 5 (MUSC 1800). NO LATE WORK WILL BE ACCEPTED. EARLY WORK IS WELCOME AND APPRECIATED.**