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Note: Questions in the Workbook marked with an asterisk (*) are harder ones.

All listening tracks in this workbook can be accessed on related web pages of audio files by scanning the QR code  displayed in each unit of Part A and the first page of Part B. Students may listen to the listening tracks for the exercises anytime.

1 Songs of Nature



Many melodies and songs are used to describe the natural landscape and wonders of life.

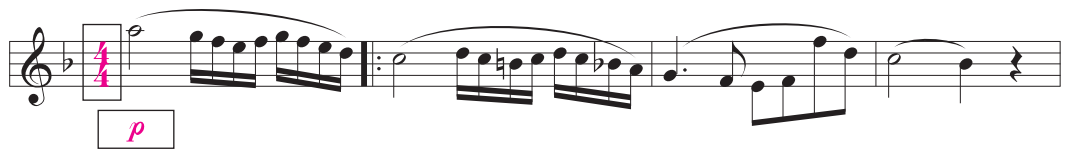


Revision Focus

Through different musical elements, including metre, rhythm, scale, tempo, dynamics, articulation and the timbre of instruments, we can describe the natural landscape and our feelings about life. We may first decide on the scenery to be described and then arrange different musical elements to do so.




1. (a) Listen to *Violin Sonata No.5 in F major "Spring"* (excerpt) by Beethoven and answer the questions.



(Reference answer)

- (i) Write the time signature and dynamics in the boxes.
- (ii) The music is written in a major scale.
- (iii) The instrument playing the accompaniment is piano.
- (iv) The tempo of the music is Allegro.
- (v) The articulation of the melody includes legato.
- (vi) Most of the rhythms used are (even) / (uneven) which create a peaceful and leisurely mood.

-  (b) Listen to Wang Changyuan's *Battling Against the Typhoon* (excerpt) (戰颱風) and answer the questions.

- (i) The music is written in a pentatonic scale.
- (ii) The leading instrument is guzheng.
- (iii) The music is in (simple / compound) (duple / triple / quadruple) time.
- (iv) The dynamic of the music is forte which creates a/an tense mood.



- *  2. Listen to the *William Tell Overture: "The Storm"* (excerpt) by Rossini and answer the questions.

Be Aware


Revise timbre of instruments in the four families of Western orchestra.

- (a) The music begins with violins and violas playing presto phrases with responses from instruments of the woodwind family which consist of piccolos, flutes, oboes, clarinets and bassoons. They play 3 notes following each phrase.
- (b) How does the composer portray the sudden weather change by means of musical arrangement and orchestration?

The use of timpani and the adoption of a crescendo to the music.

- (c) What is the family of instruments used for enhancing the effect of the storm ?

Brass instruments.

-  3. Listen to *Autumn Moon on a Calm Lake* (excerpt) (平湖秋月), a piece of Cantonese music written by Lui Man Sing portraying the pleasant scenery surrounding a calm lake in bright moonlight, and answer the questions.

$\text{♩} = 70$

- (a) Write the correct time signature in the box.
- (b) The music is written in a major scale.
- (c) The theme of music is played by a (bowed string / wind / plucked string / percussion) instrument.



Unit 2 Hope of Peace

Listening Track



Music and songs may apply many different chords, chord progressions and cadences to create a mood. The songs below promote the message of world peace and caring for people.



Revision Focus 1

The primary chords of a major key are chord I, IV and V while chords ii, iii and vi are the secondary chords. We usually assign chords to the notes on strong beats. The chord used usually (contains / does not contain) the note of that strong beat in the melody. For example, if the note on the strong beat is s, we may assign chords I, iii or V to it.

1. Write the chord notes on the staff corresponding to the given chord symbols.

(a) C major

(b) F major

(c) D major

* 2. Listen to three different versions of a melody with different chord progressions. Indicate their order of appearance by “1”, “2” and “3”.

(a) (3)

(b) (1)

(c) (2)

Be Aware

Read the three scores carefully to note their differences. Or play them out before listening.

* 3. Listen to *We Are the World* (music/lyrics: M. Jackson, L. Richie) (excerpt) sung by a choir of famous artists. Circle the correct chord symbols in the score. *We Are the World* was a charity song in 1985 sung by 45 artists coming from various record companies in support of the “USA for Africa” charity campaign to care for the hungry in Africa. Such an endeavour to gather famous artists for recording a song, which was an unprecedented feat at that time, has since been emulated in other parts of the world.



Be Aware

Play the pairs of chords in brackets to note their different effect before listening.

♩ = 80

We are the world. We are the chil - dren. We are the ones
IV V I

who make a bright - er day, so let's start giv - ing. There's a choice we're mak - ing. We're
(IV/vi) (iii V) I (IV/vi)

sav - ing our own lives. It's true we'll make a bet - ter day just you and me.
(iii V) (I/IV) V7 I

Revision Focus 2

The chord progression at the end of a section of music is called a cadence. A/An imperfect cadence possesses a sense of incompleteness which is formed by the progression of any one chord to chord V of the key. A/An perfect cadence possesses a sense of completeness which is formed by the progression of chord V to chord I of the key.

4. Identify and indicate the cadence type of the chord progressions below.



(a)

ii V I

Perfect cadence



(b)

ii V

Imperfect cadence

5. Listen to Lo Ta-yu et al.'s *Tomorrow Will Be Better* (excerpt) (明天会更好) and answer the questions.

Lyrics:

輕輕敲醒沉睡的心靈，慢慢張開你的眼睛，
qīngqīng qiāo xǐng chénshuǐ de xīnlíng mǎnmǎn zhāngkāi nǐ de yǎnjīng
看那忙碌的世界是否依然孤獨地轉個不停？
kān nà mánglù de shìjiè shìfǒu yīrán gūdú dì zhuǎn gè bùtíng
春風不解風情，吹動少年的心，
chūn fēng bùjiě fēngqíng chuī dòng shàonián de xīn
讓昨日臉上的淚痕，隨記憶風乾了。
ràng zuó rì liǎn shàng de lèihén suí jìyì fēnggān le

The song below was recorded for the international Year of Peace in 1986 to raise money for World Vision. The original recording was done mainly by artists from Taiwan music industry.

Imperfect cadence

(a) Fill in the blank above.

(b) This is a song written in a major scale in (simple / compound) (duple / triple / quadruple) time.

* (c) The chords used in the excerpt include (I / ii / iii / IV / V / vi). (More than one answer allowed)

Be Aware

Familiarize yourself with the sound effect of chords I, ii, iii, IV, V and vi before listening



Songs about nationalism contain many different musical elements.



Revision Focus

We may arrange different musical elements such as metre, rhythm, scale, tempo, dynamics, articulation and the timber of instruments to create music and use lyrics that portray our motherland and patriotic passion to express our love for it.



1. Listen to John Denver's *Take Me Home, Country Roads* (chorus) and answer the questions.

(a) Fill in the blanks for the missing lyrics.

Country Roads, take me home
to the place *I* belong,
West *Virginia,* mountain *mama,*
Take me home, country roads.

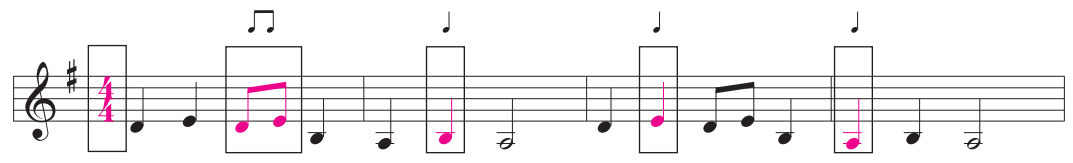


- (b) The song is in (simple / compound) (duple / triple / quadruple) time.
- (c) The song is written in a major scale.
- (d) The main pitch change in the chorus is steps.




2. Listen to the *Yellow River Piano Concerto's* (黄河钢琴协奏曲) prelude: *The Song of the Yellow River Boatmen* (excerpt) (黄河船夫曲) (the Concerto was rearranged from Xian Xinghai's *Yellow River Cantata* (黄河大合唱) by a group of Chinese musicians). Write the time signature and the missing notes on the score below. Answer the questions.

Be Aware
 Listen to the melody and write the answers in sol-fa names on the small notes. Then transcribe them on the staff.



- (a) The music is played by the piano at a forte dynamic with the _____ playing the accompaniment. (circle your answer)
 a. erhu b. yangqin c. guzheng d. Chinese orchestra
- (b) The music is written in a (major / minor / pentatonic) scale.
- (c) (Repetition / Sequence / Imitation) is found in the above melody.

- *  3. Listen to three different versions of the Israeli national anthem *Hatikvah* (excerpt) containing different combinations of articulations and ornaments. Indicate their order of appearance by writing “1”, “2” and “3” in the brackets next to their scores below.



(a)  (3)


(b)  (2)

(c)  (1)


Be Aware

Do a revision on the characteristics of musical ornaments (Book 1, Unit 5, p.82-83). Read the scores and imagine the effect. Then listen to different versions of music.

-  4. (a) Listen to the music of the German national anthem, adapted from the 2nd movement of Haydn’s “Emperor” String Quartet in C major (excerpt). Then add dynamics, articulations and ornaments to the score below, such as:  (Repeated use allowed)

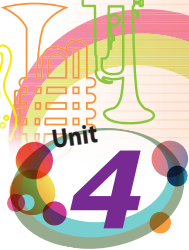


(b) *dolce* means sweetly.

-  (c) Listen to two versions of the first four bars of the above excerpt and indicate their order of appearance by writing “1” and “2”.

(i)  (2)

(ii)  (1)



Let's Talk About Cantonese Opera

Listening Track



How much do you know about Cantonese Opera?



Revision Focus 1

Cantonese operas are popular in Guangdong province and are mainly performed in Cantonese (language). They tell a story through song and dance. The four main elements are chang (singing), zuo (movement), nian (recitation) and da (fighting). Young dan roles normally sing and recite in a falsetto style called zihou while sheng and aged dan sing and recite in natural vocal style called pinghou.

1. Listen to excerpts from Cantonese operas and identify their voice production technique.

- | | <u>zihou</u> | <u>pinghou</u> |
|--|--------------|----------------|
| (a) <i>Táng Bó Hǔ Xì Qiū Xiāng</i> (excerpt) (唐伯虎戲秋香) | ✓ | _____ |
| (b) <i>Fèng Gé Ēn Chóu Wèi Liǎo Qíng</i> (<i>Hú Dì Mán Gē</i>) (excerpt)
鳳閣恩仇未了情 (胡地蠻歌) | _____ | ✓ |
| (c) <i>Shí Zòu Yán Sōng</i> (excerpt) (十奏嚴嵩) | ✓ | _____ |
| (d) <i>Zhāo Jūn Chū Sāi</i> (excerpt) (昭君出塞) | ✓ | _____ |
| (e) <i>Lǐ Hòu Zhǔ: Qù Guó Guī Xiáng</i> (excerpt) (李後主之去國歸降) | _____ | ✓ |

Revision Focus 2

Gongchepu is traditionally used for notating music in Cantonese opera. The relative pitches are shown as follows:

sol-fa	m.	f.	s.	l.	t.	d	r	m	f	s	l	t	d'	r'	m'	f'
simple notation	3	4	5	6	7	1	2	3	4	5	6	7	1̇	2̇	3̇	4̇
gongche	仩	佻	合	士	乙	上	尺	工	反	六	五	乙	生	佻	仩	佻
pronunciation	工	反	何	士	易	生	車	工	反	了	烏	易	生	車	工	反

* 2. Listen to an excerpt from *Luò Shuǐ Shén Xiān* (洛水神仙) and fill in the missing sol-fa and gongche.

Be Aware

Guess the relative pitches (in sol-fa) by referring to the lyrics before listening to the excerpt. After listening, transcribe the missing notes in simple notation and then gongche with reference to the sol-fa.

simple notation:	1	2	3	4	5	3	4	3	-	-	6	5	6	1̇	1	6	1	2	3	-	-	-	
gongche:	上	尺	工	反	六	工	凡	工			五	六	五	生	上	士	上	尺	工				
lyrics:	復	見		卿	卿	，					心	喜	還				驚						
	6	5	6	1̇	5	7	6	7	6	-	-	3	5	3	2	1	3	6	1	2	3	2	-
	五	六	五	生	六	乙	士	乙	士			工	六	工	尺	上	工	士	上	尺	工	尺	
	恰			似		牛	郎					織				女				星			





What About Western Opera?



Let's appraise the elements of Western opera together!



Revision Focus

Opera is an integrated performing art combining music and drama. The vocal part (including solo, duet, trio and choral singing, etc.) tells the story with the accompaniment of orchestra, complemented by props, setting, lighting to create stage effects.

Be Aware

Be familiarized with the stave notation of the notes used in A major in bass clef. Listen to the excerpt and write the answers in sol-fa on the small notes. Then transcribe them on the stave accordingly.

- 1. (a) Listen to an excerpt from the comic opera *Don Giovanni* by Mozart and fill in the missing time signature and notes.

You'll lay your hand in mine, dear, Soft-ly you'll whis-per 'yes';

- (b) The above song is performed as a duet.
- (c) The vocal ranges of the vocalists correspond to those of baritones and sopranos.

- 2. Listen to *Drinking Song* (excerpt) from Verdi's opera *La Traviata* and answer the questions.

- (i) The song is in triple time.
- (ii) The type of vocal performance is b (write the letter only)
 - a. solo singing
 - b. solo and unison singing
 - c. solo and choral singing
 - d. choral singing



▲ show photo of *Don Giovanni*

- 3. Listen to "La donna è mobile" (excerpt), an aria of Verdi's opera *Rigoletto*. Then complete its description below.

- (a) The time signature of the excerpt is (3/4/8). The scale used in the melody is in major.
- (b) It is mainly made up of (repeated notes/steps/leaps).
- (c) (Repetitions/Imitations/Sequences) are involved. (One or more answers)
- (d) The type of vocal performance is male solo.



▲ show photo of *La Traviata*

6 The Journey of Musicals



Have you ever watched a musical before?
What are the differences among opera,
musical and Cantonese opera?



Revision Focus

Musical is also a performing art combining music with drama, props, lighting, setting, etc. Different types of vocal performances are used to demonstrate the plots, dialogues and thoughts of the different characters. The singing style, timbre of instruments and music style of pop music are adopted in musicals.

- Listen to Andrew Lloyd Webber's *The Phantom of the Opera* (excerpt) and fill in the missing information.
The excerpt is written in a (major / minor / pentatonic) scale and its metre is (simple / compound) (duple / triple / quadruple). There (is / is no) metre change in it. The type of vocal performance is female solo. The instruments used include organ, electric guitar, bass guitar and jazz drums.
- Listen to *All I Ask of You* (excerpt) composed by Andrew Lloyd Webber for *The Phantom of the Opera*, with lyrics below:

Section 1



No more talk of darkness,
Forget these wide-eyed fears.
I'm here, nothing can harm you,
My words will warm and calm you.
Let me be your freedom,
Let daylight dry your tears,
I'm here, with you, beside you,
To guard you and to guide you.

Section 2

Say you love me every waking moment,
Turn my head with talk of summertime.
Say you need me with you now and always,
Promise me that all you say is true,
That's all I ask of you.

- The types of vocal performance in Section 1 and Section 2 are male solo and female solo respectively.
- The metre of the song is (simple / compound) (duple / triple / quadruple). The excerpt (contains / contains no) dotted rhythms. The scale is (major / minor / pentatonic). The tempo is Moderato. The dynamic is mainly mp.
- The vocal ranges of Section 1 and Section 2 are middle and high respectively.

3. Listen to the excerpts below. Identify the types of vocal performance. Put ✓ in the appropriate boxes.

	Solo	Unison	Parts
 (a) <i>I Don't Know How to Love Him</i> (excerpt)	✓		
 (b) <i>I Know Him So Well</i> (excerpt)			✓

 4. (a) Listen to the song from the musical, *Caring for Children*, by K. H. Ma : *Caring for Children* (關懷赤子心).

1. 許多呼喊聲發自幼弱心靈，他們的眼睛流露悵惘、困惑神情。
心底感冷冰，滿是挫敗、不平，開懷歡笑聲隨夢遠去，消失無形。

副歌：

沒有愛，還談甚麼未來？沒有愛，還有甚麼可替代？

你我真需要，將心思變改，讓愛意心中載。

沒有愛，還談甚麼未來？沒有愛，還有甚麼可替代？

你我真需要，將心思變改，令世界少一些悲哀，多一分色彩。

2. 輕將心意傾，愛護幼弱心靈，他們的困憂期待你我一起細聽。
驅走心冷冰，送贈每份溫情，恩慈添笑聲，同令世界快樂共永。

(b) The song is written in (simple / compound) (duple / triple / quadruple) time and in a (major / minor / pentatonic) scale. There (is a / is no) metre change in the song. The type of vocal performance is male solo. It has a ternary form.

(c) By referring to the lyrics, in what context is the one singing the song in the musical?

(Suggested answer) A teacher / social worker expresses his/her sorrow for the children and young people being neglected by adults nowadays and sings the song.

7 Walk Forward Bravely



Is there any song you like that conveys a positive message? What is the tonality of the song?

Revision Focus 1

Everyone goes through difficulties and hardships. Many motivational stories, like motivational songs, can inspire us to move forward bravely. And like other song genres, motivational songs possess different musical elements like form (e.g. binary form), metre, tonality / scale (e.g. minor) and lyrics.

1. Listen to an excerpt of *Encore* (喝采 , music by Danny Chan, lyrics by Cheng Kwok Kong). Then answer the questions.
- (a) Add in the missing lyrics of *Encore* (excerpt) below.

為甚要受苦痛的 煎熬 ? 快快走上 歡笑 的跑道 ;
 剩一分熱仍是要 發光 , 找緊 美好 。
 春風一吹 草 再甦, 永遠不見 絕路 ;
 明日 變遷 怎麼可知道, 何事 悲觀 信 命數 ?
 似 朝陽 正初升, 你要 自信 有光明 前路 ,
 願知 生命 誠可貴, 能為你 鼓舞 。



- (b) Circle the lyrics above which correspond to phrases in sequence.
- (c) The metre of the song is (simple / compound) (duple / triple / quadruple).
- (d) The song (has / has no) dotted rhythms.

Revision Focus 2

There are different types of modulation (the process of changing tonality in a piece of music) such as changing to a parallel major or minor key, relative major or minor key, and subdominant key (reference answer).

* 2. Fill in the blanks below to indicate the types of modulation involved.

Be Aware

Note the change in the sol-fa names between bars 1 – 2 and bars 3 – 4 in the melody.



(a) The original key to its subdominant key

m d r m s d r d s s f s l f s d'



(b) The original key to its relative minor key

m d r m s d r d m l, r m f t, se, l,



(c) The original key to its parallel major key

d m m l f m f s l t d' m r d

3. Identify the type of modulation involved in the melody below. Fill in the blanks and circle the answers. Write the missing key signatures in the boxes.

l, d r m l m m r m l, d m s m r d

Way of modulation : From D (minor / major) to D (minor / major) namely, from the original key to its parallel major key.

4. Listen to the following music and put a “✓” for the correct sequence of modulation.



(a) Brahms : *Hungarian Dance No. 5* (excerpt)

- A. major → minor → major ()
- B. minor → major → minor (✓)
- C. major → minor → another minor ()



(b) *Come Back to Sorrento* (excerpt)

- A. major → minor ()
- B. minor → major (✓)





Do you know any songs that tell us to cherish friends, relatives and teachers?



Revision Focus

Love between friends, among relatives and from teachers motivates our lives. There are many songs written on these themes. We may appreciate these songs from their lyrics and other musical elements. We may also express these feelings through multimedia.

1. (a) Listen to the three versions of *Auld Lang Syne* played by different instruments. Fill in the name of the leading instrument.

The song is rearranged from a Scottish folk song, *Auld Lang Syne*, which has the meaning of the past days. The song is frequently used at farewell parties and also in celebration of the start of the New Year at the stroke of midnight.

 - (i) Version 1 played by : Recorder
 - (ii) Version 2 played by : Trumpet
 - (iii) Version 3 played by : Cello
- (b) The song is written in a pentatonic scale and (simple / compound) (duple / triple / quadruple) time.
- (c) Listen again to the three versions of the song. Attach a picture to each box below showing you and your friends corresponding to each version. Then share with your classmates how the timbre of instrument matches with the mood and atmosphere of a particular picture.

Version 1

Version 2

Version 3

2. (a) Listen to C.W. Lau's *Ode to the Good Teacher* (良師頌).

1. 年輕的我時有困惑，純真可愛，疑問卻多；
誰為我啟蒙，教導我思考，知識禮義，
明是與非？
2. 成長的我時有挫敗，內心苦惱，難覓曙光；
誰令我開懷，更在我身邊，多番勉勵，燃亮了我？

副歌：

良師啊！是你一顆愛心關懷燃亮了我！師恩浩蕩，
齊頌讚歌，感激恩師培育了我！

3. 如今的我懷有抱負，立身處世，行事有方；
誰令我堅強，敢面對艱苦，師長教導成就了我！

(b) The song is written in a major scale and in (simple / compound) (duple / triple / quadruple) time. It has a binary form.

(c) (i) Write the rhythms of the first eight bars of the song on the score below.

(ii) The rhythms of the four phrases above are identical.

THANK YOU, TEACHER!

WE APPRECIATE ALL THAT YOU DO.



A. Western Music History Review

There is strong relationship between the music and the culture of a society. Changes in the characteristics of Western culture contribute greatly to the different styles and characteristics of music.

Western music history is generally classified into four musical periods, namely the Baroque period (1600-1750), the Classical period (1750 - 1820), the Romantic period (1820 - 1900) and 20th Century music (1900 - 2000). They all possess different characteristics.

1. Baroque Period (1600-1750)

In the Baroque period, people's desire for fine and decorative art forms contributed to the highly delicate and decorative fashions, which can be easily seen in architecture and arts at that time.



Antonio Vivaldi (1678-1741)

Antonio Vivaldi was one of the most influential composers in the Baroque period. He was born into an Italian family and was brought up around music. He became a priest in 1703 and had the nickname of *il Prete Rosso* ("The Red Priest") because of his red hair. He later worked in an orphanage as a music tutor. *The Four Seasons* is one of his many popular musical works. It describes scenes from the four different seasons of the year. Each season consists of three movements (fast-slow-fast). (You may refer to Book 3, Unit 1, P.2 about *The Four Seasons*, "Spring")



- (a) Listen to Vivaldi's *The Four Seasons*, "Autumn": 3rd Movement (Allegro) (excerpt) and answer the following questions.
- (i) The time signature of the excerpt is ($\frac{2}{4}$ / $\frac{3}{8}$ / $\frac{4}{4}$ / $\frac{6}{8}$). The excerpt (contains / contains no) dotted rhythms.
 - (ii) Is there any gradual change in dynamics ? Yes / No
 - (iii) The leading instrument is the violin.
 - (iv) Besides string instruments, the harpsichord (name of instrument) is used for accompaniment. Terraced dynamics describe the abrupt changes in dynamics, and is one of the characteristics at music of the Baroque period.

3. Romantic Period (1820 – 1900)

During the Romantic period, people in the West longed to express their passion for poetry, literature, nature and their nations, through the arts. They embraced the freedom to express their own feelings unfettered by forms and rules.

Johann Strauss II (1825-1899)

Johann Strauss II was born into a musical family in Vienna. He was also known as “The Waltz King” as he composed so many dance tunes including waltz pieces. The waltz became a very popular dance in Vienna and also made him famous worldwide.



- (c) Listen to Johann Strauss II’s *The Blue Danube*, originally composed in 1866 for the Vienna Men’s Choral Association. Strauss later adapted it for an orchestral version which had become extremely popular. The original title of the music, *The Beautiful Blue Danube*, referred to a poem by Karl Beck about the Danube.



Answer the following questions.

- (i) Indicate the appearing order of the following melodies by “1” to “6” :

A. (3)

B. (1)

C. (4)

D. (6)

E. (2)

F. (5)

- (ii) The music is in (simple) / compound) (duple / (triple) / quadruple) time and is written in a _____ major key. The French horn plays the theme in the beginning accompanied by (string) / woodwind / brass) instruments. There (are) / are no) obvious changes in tempo and dynamics.

Edvard Grieg (1843-1907)

Edvard Grieg was a nationalist composers of the Romantic period. He was a Norwegian composer and pianist who graduated from the Leipzig Conservatory in Germany. He had a great passion for Norwegian folk music, elements of which are included in his compositions. One of his most famous pieces is the *Norwegian Dances* to express his patriotic passion.



Edvard Grieg composed the incidental music to Henrik Ibsen's play (*Peer Gynt*), which was written in 1867. The story is about Peer Gynt's adventure.

- (d) Listen to *Grieg's Peer Gynt Suite No.1: 4th Movement, "In the Hall of the Mountain King"* which describes Peer Gynt being surrounded by ugly creatures. Answer the questions.



- (i) Write the time signature in the box.
- (ii) The whole note in the first bar above is played by a/an horn at a pp dynamic.
- (iii) (a) The melody is played using the articulation of staccato.
- (b) What changes in musical characteristics can be observed?

There are dynamic and tempo changes. The music becomes louder and quicker.

- (c) What effect is achieved by the above changes ?

They evoke a picture of Peer Gynt being surrounded by more and more ugly creatures and the atmosphere getting more and more tense.



4. 20th Century (1900-2000)

Twentieth-century composers were very creative. They sought breakthroughs in scale, timbre, orchestration, theme and the overall musical effect. Besides impressionist and serial music, nationalist music was also popular. Composers collected folk songs and observed the life of indigenous people to get inspiration for their compositions.

Béla Bartók (1881 – 1945)

Béla Bartók was a dedicated collector of folk songs from many Eastern European countries including Romania, from which he derived inspiration for his own compositions. One of his works is *Romanian Folk Dances* which consists of six movements, each corresponding to a particular dance. The composition is an integration of workers' and peasants' songs and folk dance tunes.



(e) Listen to Bartók's *Romanian Folk Dances No. 1 & No. 4 : Stick Dance* and *Horn Dance*. Answer the questions.

(i) Write the time signature in the boxes on the scores.

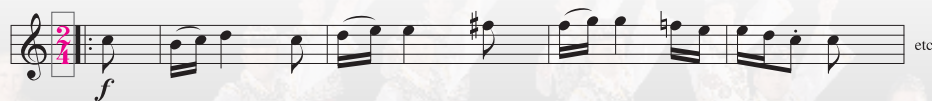
(ii) The main melody is played by the violin (instrument) accompanied by the piano.

(iii) Match the scores below with the two dances.

(A) Stick Dance (B) Horn Dance



(B)



(A)



B. Pop Music

Nowadays, the Western world sees many composers exploring new music in creative approaches like serialism and minimalism as others produce works like rhythm and blues, jazz, country, and rock and roll music influenced by the cultural exchange among Europe, America, Asia and Africa. All these contribute to the popular music in the contemporary world. Besides, the growing popularity of electrical instruments and the changes of pop culture lead to the development of various pop styles. Pop songs in Hong Kong are influenced by them as well.

Pop music involves many different genres (as above). In general, record companies release different kinds of pop music to cater to the market. Pop songs share the following common features:

1. They are not too long, usually lasting three to four minutes.
2. They consist of verses and a chorus that is often easy to sing and remember.
3. The theme usually revolves around love.
4. They basically use keyboards (synthesizers), bass electric guitars, guitars (electric or acoustic) and jazz drum sets for accompaniment. Other instruments may also be used according to the style of the music.

1. Rock Music

Rock music is characterized by heavy rhythms in singing accompanied by electric guitar(s), bass guitar(s) and a drum set, with an amplifier system for sound output. It is particularly popular among young people.

The forerunner of rock music is rock and roll (rock 'n' roll) emerging in the late 1940s inspired by rhythm and blues, and country music. In 1954, the American rock 'n' roll band Bill Haley & His Comets released the album *Shake, Rattle and Roll* which popularized this music genre. In particular, the track *Rock Around the Clock* sung by Bill Haley turned out to be the first rock 'n' roll classic. Afterwards, rock 'n' roll reached a new height in popularity through Elvis Presley and the Beatles.

Rock Around the Clock





2. Elvis Presley (1935-1977)

Born in a small southern town in US, Elvis Presley frequently attended church to hear gospel music and later joined a church choir. His singing voice is a blend of diverse American singing styles such as gospel music, country music and rockabilly. In 1954, he officially started his singing career. His gyrating hips and stage actions that imitated black entertainers were highly sensational to the audience then and made millions of devoted fans around the world.



(f) Watch online video clips of Elvis Presley’s performance of *Hound Dog*.



- (a) The metre is (simple / compound) (duple / triple / quadruple). The rhythm is strong, with the snare drum beats on the 2nd and 4th beats.
- (b) The accompanying instruments (include / include no) brass instrument but (include / include no) string instruments.

3. The Beatles

The Beatles was a four-men rock band from Liverpool, UK. Its members were John Lennon, Paul McCartney, George Harrison and Ringo Starr. They kept trying to integrate other music types into their works. By their inexhaustible creativity with perseverance, they composed pop music works of diverse styles and are ranked among the most successful bands in the history of music.



(g) Listen to the Beatles’ *Hey Jude* instrumental version (excerpt) and answer the questions.

- (i) The time signature of the music is $\frac{4}{4}$.
- (ii) The instruments used are the piano, bass electric guitar, electric guitar and jazz drum set.
- (iii) The song is (monophonic / polyphonic / homophonic).

(h) Watch an online video clip of the Beatles’ performance of *Yesterday*.



- (a) The metre is (simple / compound) (duple / triple / quadruple).
- (b) The type of vocal performance is male solo.
- (c) The instruments used are the acoustic guitar and string instruments.
- (d) The melody is written in a major scale.

4. Michael Jackson (1958-2009) and Popular Music in the 1980s

Michael Jackson was acclaimed as the “King of Pop”. While still young, he had joined his elder brothers in a performing band, the Jackson 5.



In 1982, Jackson released the album *Thriller* which with its songs of diverse styles, his distinctive singing style and his innovative moonwalk dance, became the best-selling album in 1980s. Instantly his fame rocketed as popular music was pushed to a new height.

- (i) Watch an online video clip of Michael Jackson performing *Billie Jean* and note his skilled moonwalk. Then answer the questions below.



- (1) Put a ✓ for the correct statement about the introduction section below.
- (a) First the drum plays a rhythmic ostinato. Next the synthesizer joins in with the melody, and then the bass instruments with a melodic ostinato. ()
- (b) First the synthesizer plays the melody. Next the drum joins in with a rhythmic ostinato, and then the bass instruments with a melodic ostinato. ()
- (c) First the drum plays a rhythmic ostinato. Next bass instruments join in with a melodic ostinato, and then the synthesizer with the melody. (✓)

- (2) Put a ✓ in the brackets next to the correct score of the first four bars.

(a) $\text{♩} = 120$

()

(b) $\text{♩} = 120$

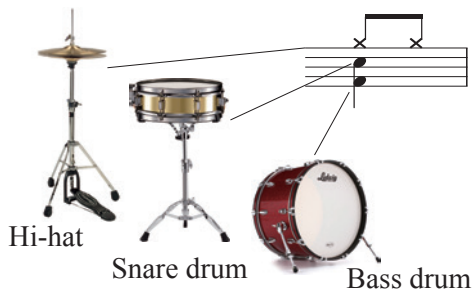
(✓)

- (3) The melody is written in a minor scale.



5. Drum Set and Pop Music Styles

Nowadays, pop music genres and styles are more diversified. Normally, we may classify them according to the pattern of drum beats. The three major components of a drum set and their notations are as follows:



Common pop music styles:

A. Pop Style

(1) (2)

B. Rock Style

(1) (2)

C. Funk

(1) "o" : Strike the open hi-hat

D. Latin Style

(1) Rumba (2) Bossa Nova

E. Dance Beats

(1) "+" : Strike the closed hi-hat
"o" : Strike the open hi-hat (2)



(l) Watch online the music video of *Love Comes To Those Who Believe It* (信者得愛) sung by Sammi Cheng (music: Kim Do Hoon, lyrics: Keith Chan / MC Yan, Rap: MC Yan). Note in particular the rap part (2:17-2:37)



(i) Fill in the missing words in the rap parts

睇唔見嘅 ，聽唔見嘅 ，遮唔住嘅 ，等唔見嘅 ，
 究竟 已指引一條點樣嘅路？諗唔到點解仲無人知道點樣 ，
 你睇到毀滅定睇到 ，肯跪低嘅話會睇到一條 嘅路，
 真理、 就有最美好引導， 取決咗你嘅 。

(ii) Circle the rhyming words in different colours. (Use one colour for words in the same rhyme)

(iii) Try to perform the rap part by referring to the music video and the lyrics

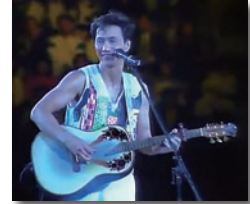


C. Cantonese Popular Songs

Cantonese popular songs, or Cantopop, started to become popular in Hong Kong in the 1970s. Two local musicians, namely, Sam Hui and Joseph Koo, were pivotal in the process.

1. Sam Hui (1948—)

Sam Hui moved to Hong Kong with his family at two. His dad and mom are experts in Chinese music and Cantonese opera, respectively. During his secondary school years, Hui was active in pop band performances. Upon completing a HKU psychology degree in 1971, Sam Hui started his full-time singing and entertainment career.



Before 1970s, Hong Kong's music industry was dominated by foreign English songs and mandarin songs from Taiwan. Popular Cantonese music was limited to Cantonese film songs. In 1972, Hui debuted *Eiffel Tower Above the Clouds* (Book 3, Unit 3, P.52-53), a Cantonese song composed and sung by him. It became an instant hit.

Hui's music style was heavily influenced by Western pop music. Besides romance songs, he composed philosophical ones as well as satirical ones with colloquial Cantonese lyrics, and significantly contributed to subsequent Cantopop development.

- (m) Watch an online music video of Sam Hui's *Drifter's Song* (浪子心聲), an insert song in the film *The Private Eyes* (半斤八兩). Then answer the questions below.



- (i) The metre is (simple / compound) (duple / triple / (quadruple)).
- (ii) The melody is made up of a _____ major scale.
- (iii) The song (contains) / contains no) melismatic lyrics.
- (iv) The instruments used are _____ acoustic guitar and string instruments _____.



2. Joseph Koo (1933—)

Joseph Koo moved to Hong Kong with his family from Guangzhou in 1948. In 1960, he was sponsored by Run Run Shaw and his spouse to study music in Boston. Upon graduation he worked for both the Shaw Brothers and Golden Harvest movie studios as a composer. Then in 1968, he joined the newly established local broadcaster TVB as the music director.



As local TV drama series flourished during the 1970s and 80s, Koo and the late lyricist James Wong collaborated to leave behind a legacy of many classic TV drama theme songs, including *Under the Lion Rock* (1979, Book 3, Unit 3, P.49), *The Bund* (1980) and *The Brave Chinese* (1982).



- (n) Watch online music video clips of the TV drama *The Bund* (上海灘) and its theme song of the same title.
- (i) The metre is (simple) / compound) (duple / triple / quadruple). The melody is written in a major scale.
- (ii) The instruments used include Western orchestral instruments, electric guitar, bass guitar, drum set, piano and two-tone woodblock.
- (iii) The song (contains) / contains no) melismatic lyrics.

D. Chinese Instrumental Music

Chinese instruments are classified into four families, namely wind, plucked string, bowed string and percussion instruments.

Apart from solo pieces *Èr Quán Yǐng Yuè* (二泉映月) and *Shí Miàn Mái Fú* (十面埋伏), traditional Chinese music abounds in ensemble works.



- (o) Listen to an excerpt of *Dance of the Golden Snake* (金蛇狂舞) which portrays the joyful scenes of folk festivals and was arranged by Nie Er. Then answer the questions.

- (i) Put a ✓ for the correct description of the excerpt above.
- (i) Weak dynamics and slow tempo of the introduction convey festive peace. ()
- (ii) Strong dynamics and fast tempo of the introduction convey festive excitement. (✓)
- (ii) The melody below is played by bowed string instruments with accompaniment from percussion instruments.



- (iii) Plucked string instruments play Melody 1 below before bowed string instruments join in to play Melody 2 together.



- (iv) The wind instruments leads the orchestra with a melody in a dialogue pattern.

Which of the following is the score for the melody? Put a ✓ in its brackets.

- (i) Leading Orchestra Leading Orchestra etc. (✓)
- (ii) Leading Orchestra Leading Orchestra etc. ()

(p) Listen to *Full Moon and Blooming Flowers* (花好月圓) composed by Huang Yijun and arranged by Peng Xiuwen. Then answer the following questions.

- (i) Its introduction is played by the Chinese orchestra at a/an *f* dynamic with a / an *allegro* tempo to bring out a *delightful and exciting* mood.
- (ii) Next, Melody A (below) is played by a/an *dizi* .

Melody A



- (iii) The melody above is then played by (wind / *bowed string* / plucked string / percussion) instruments.
- (iv) Afterward, Melody B (below) is played by *plucked string* instruments, including *yangqin and pipa* (Name two instruments).

Melody B



- (v) Then an interlude is played by *bowed string* instruments.
- (vi) Melodies A and B then reappear. The piece ends with Melody *A* .

(q) Listen to He Zhanhao & Chen Gang's *The Butterfly Lovers Violin Concerto* (excerpt) (梁山伯與祝英台小提琴協奏曲), a piece inspired by a legendary folk story and performed by a Western orchestra. Then answer the questions.

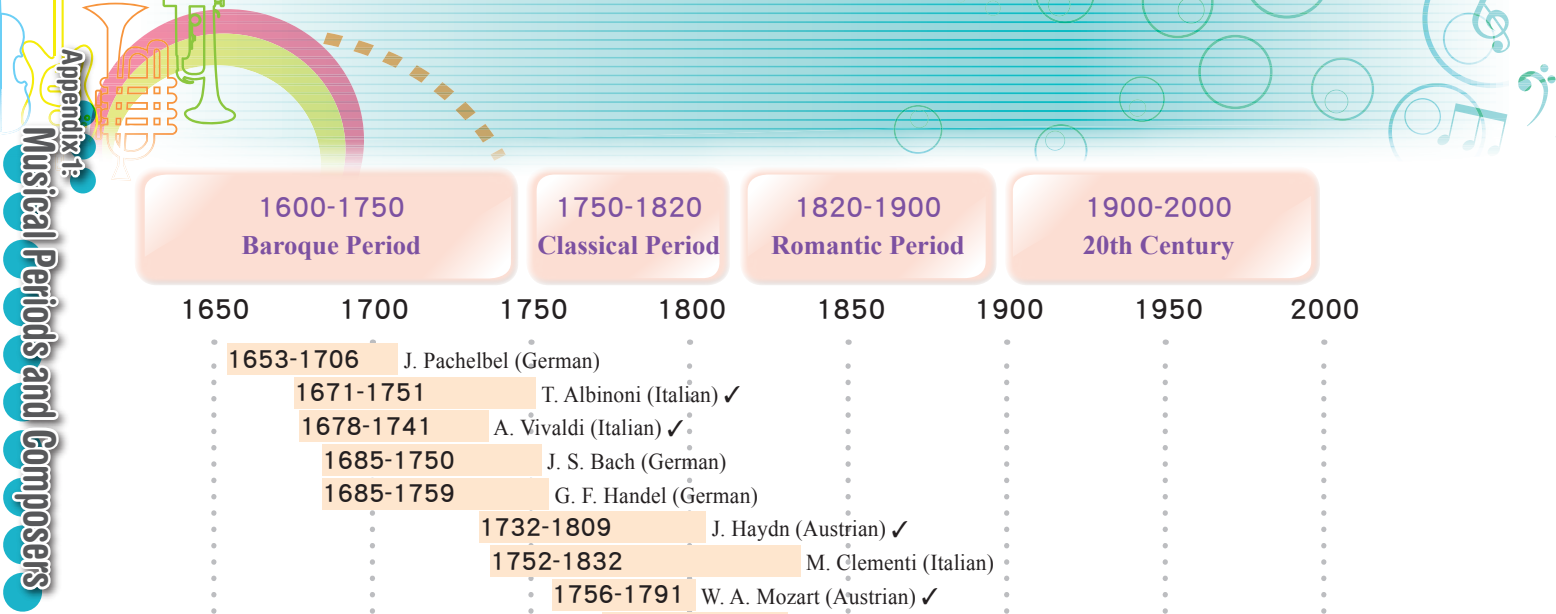


- (i) The excerpt begins with introduction played by a *flute* , accompanied by strings and a harp.
- (ii) Then the melody below is played by an *oboe* accompanied by the orchestra.



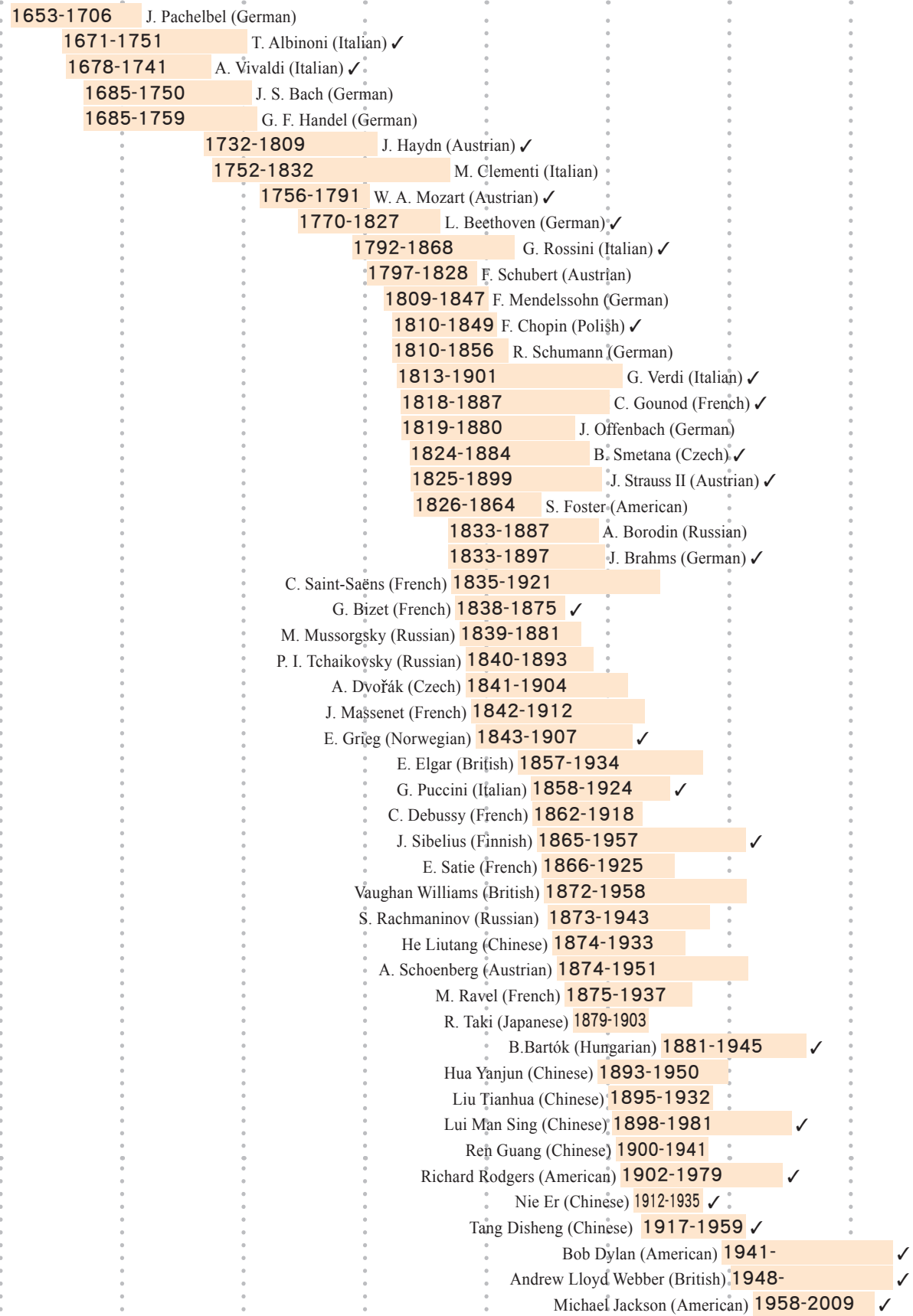
- (iii) Accompanied by strings and the harp, the melody below is played by a *violin* in the *absence* / presence) of percussion accompaniment.





1600-1750 Baroque Period	1750-1820 Classical Period	1820-1900 Romantic Period	1900-2000 20th Century
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1650 1700 1750 1800 1850 1900 1950 2000



✓ : Musicians whose music compositions have been used in the Textbook (Book 3) and this Workbook.