Understanding 20\textsuperscript{th} and 21\textsuperscript{st} Century Music

Higher Unit Assessment Tasks

Standards:

1.1, 1.2, 1.3, 1.4
2.1, 2.2
Understanding 20th and 21st Century Music

**Outcome 1**

1. **Explain the relationships between technological developments and 20th and 21st century music by:**
   
   1.1 Describing genres in terms of their key innovators, attributes and technologies used
   
   1.2 Explaining how a technological development has influenced a number of genres
   
   1.3 Explaining how a key innovator has influenced development in music technology
   
   1.4 Explaining the need to protect intellectual property

**Outcome 2**

2. **Use listening skills in the context of 20th and 21st century music by:**

   2.1 Identifying examples of a wide range of genres and their attributes
   
   2.2 Identifying examples of a wide range of relevant musical concepts
Understanding 20\textsuperscript{th} and 21\textsuperscript{st} Century Music

Unit Tasks

- To pass this unit you need to show that you have met the Outcomes and Assessment Standards by completing the following assessment tasks.
  - **Task 1**
    Create 10 reports on suggested/own choice genres/styles using the given criteria.
  - **Task 2**
    3 reports on the need to protect intellectual property; including relevant case studies.
  - **Task 3**
    Create a short report on how a technological development has influenced a number of genres.
  - **Task 4 (4 Listening tests)**
    Correctly identify various styles/genres and concepts.
  - **Task 5**
    Create detailed listening reports on 4 songs (own choice), identifying technological features, background information and musical concepts.
Task 1
Outcome 1.1, 1.2, 1.3.

Create a (10) report on a styles/genres.

For each of the genres you have chosen, you must:

• identify a **key innovator**
• describe **at least three attributes** of the chosen genre
• describe **one or more technologies** that are essential to the genre
• list any examples of music of this genre you have listened to which helped you develop your understanding of the genre.

You may choose to present your response as a written or word-processed document, orally or in some other format. Whichever format you choose, you must include the information above.
You should create a short report, of at least 300 words, which;

• explains clearly what is meant by ‘Intellectual Property’ in the context of 20\textsuperscript{th} and 21\textsuperscript{st} Century music.
• explains why it is important to protect Intellectual Property.

• You should also;
• describe 3 relevant case studies involving Intellectual Property

You may choose to present your response as a written or word-processed document, orally or in some other format. Whichever format you choose, you must include the information above.
You should create a short report of 300 words, which:

• identifies **one specific technological development**
• explains how the technological development has influenced at least **2 genres**

You may choose to present your response as a written or word-processed document, orally or in some other format. Whichever format you choose, you must include the information above.
Task 4
Outcome 2.1, 2.2

Listening tests.

You must show:
- that you can correctly identify different genres and attributes which help with their identification.
- identify a wide range of relevant music concepts when listening to music excerpts.

<table>
<thead>
<tr>
<th>Melody/Harmony</th>
<th>✓</th>
<th>Rhythm/Tempo</th>
<th>✓</th>
<th>Texture/ Structure/Form</th>
<th>✓</th>
<th>Timbre/Dynamics</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atonal</td>
<td></td>
<td>Cross Rhythms</td>
<td></td>
<td>Strophic</td>
<td></td>
<td>Arco</td>
<td></td>
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<tr>
<td>Cluster</td>
<td></td>
<td>Rit(ardando)</td>
<td></td>
<td>Walking Bass</td>
<td></td>
<td>Pizzicato</td>
<td></td>
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<tr>
<td>Inverted Pedal</td>
<td></td>
<td></td>
<td></td>
<td>Homophonic</td>
<td></td>
<td>Rolls</td>
<td></td>
</tr>
<tr>
<td>Chromatic</td>
<td></td>
<td></td>
<td></td>
<td>Polyphonic</td>
<td></td>
<td>Mezzo Soprano</td>
<td></td>
</tr>
<tr>
<td>Whole Tone Scale</td>
<td></td>
<td></td>
<td></td>
<td>Coda</td>
<td></td>
<td>Baritone</td>
<td></td>
</tr>
<tr>
<td>Glissando</td>
<td></td>
<td></td>
<td></td>
<td>Bridge/link passage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modulation</td>
<td></td>
<td></td>
<td></td>
<td>Instrumental Break</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Countermelody</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pitch Bend</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Tone/Semitone</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Melody/harmony</th>
<th>Higher</th>
<th>Rhythm/tempo</th>
<th>Texture/structure/form</th>
<th>Timbre/dynamics</th>
</tr>
</thead>
<tbody>
<tr>
<td>relative major/minor</td>
<td></td>
<td>time changes</td>
<td>Through-composed</td>
<td>harmonics</td>
</tr>
<tr>
<td>interval inversion</td>
<td></td>
<td>irregular time signatures</td>
<td></td>
<td>accents</td>
</tr>
</tbody>
</table>

N5
You must write a report:
• choose a song from the following styles/genres of music and complete a report using the guidelines.

• Name of song and genre.
• Background info to the song.
• When and where recorded etc
• Instruments used.
• Panning/effects/processes/technologies used.
• Musical concepts featured.
Developing skills for learning, skills for life and skills for work outcomes.

3 Health and wellbeing

3.1
Researching information about selected genres and styles
Social development through team working Learning effective participating skills
Considering the impact of IP legislation on case studies and own practice

4 Employability, enterprise and citizenship

4.2
Information and communication technology (ICT)
Using search engines to research technological developments, genres and styles
Producing text-based and audio-visual reports on research findings
Learning and understanding the potential use of technological knowledge for future employment

5 Thinking skills

5.2
Using knowledge of genres and styles to identify examples in music excerpts
Using knowledge of musical concepts to identify examples in music excerpts
Using knowledge of musical literacy in the identification of core elements in genres and styles

5.3
Appreciating the consequences of developments by key figures in various genres
Explaining the application of IP legislation in the music industry
### Understanding 20th and 21st Century Music

#### Higher Concepts - Checklist

<table>
<thead>
<tr>
<th>Technological developments</th>
<th>Technological terms</th>
<th>Styles and genres</th>
</tr>
</thead>
<tbody>
<tr>
<td>stereo LPs</td>
<td>ambience</td>
<td>musique concrète</td>
</tr>
<tr>
<td>bass guitar</td>
<td>clipping</td>
<td>impressionist</td>
</tr>
<tr>
<td>electronic drum kit</td>
<td>file compression</td>
<td>jazz funk</td>
</tr>
<tr>
<td>cassette recorder/player/</td>
<td>impedance</td>
<td>soul music</td>
</tr>
<tr>
<td>tape</td>
<td>patch</td>
<td>indie</td>
</tr>
<tr>
<td>DJ decks/mixer</td>
<td>parameters</td>
<td>new wave</td>
</tr>
<tr>
<td>minidisc</td>
<td>proximity effect</td>
<td></td>
</tr>
<tr>
<td>sequencer</td>
<td>simulator</td>
<td></td>
</tr>
<tr>
<td>streaming audio</td>
<td>track object</td>
<td></td>
</tr>
<tr>
<td></td>
<td>velocity</td>
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<td>irregular time signatures</td>
<td></td>
<td>accents</td>
</tr>
<tr>
<td>inversion</td>
<td></td>
<td></td>
<td>staccato marks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>phrase marks</td>
</tr>
</tbody>
</table>
Learners are also expected to use a range of controls, effects and processes in their Assignment, drawn from the following lists:

**Controls and effects.**

Cut-off frequency, limiter, modulation controller, phase/phaser/flanger, pre-/ post-fade, portamento, time compression/time expansion, shelving equalisation, signal-to-noise ratio, triggering

**Processes**

ADSR envelope (attack/decay/sustain/release), crossfade, filter, insert point, plug-ins, sample editor, sample frequency, threshold sequencer, signal path, synchronisation (sync), WAV/AIFF file