

EXPLORING THE MUSIC OF



Introduction

There are many types of music and many musical groups that have rang through the ears of every human being, but who has made an incredible impact? Since I was six years old, the music of The Beatles has shaped my life in ways unimaginable. I think it is so important for students of all ages to understand the significant changes The Beatles made in the world of rock and roll. The music that my students will hear throughout their life time will usually, believe it or not, be influenced by this band. Not only did The Beatles shape the way music is played today, the immensely diverse sounds throughout their active years are something which no other band has been able to match.

Another great thing about The Beatles is that their music is timeless. Whether it was 1964 or 2008, the music remains fun, catchy, and/or entertaining. Even though The Beatles were popular during my parents' age of liking music, many people in my age group, and even younger, enjoy The Beatles and listen to them on a regular basis.

I chose the songs "Can't Buy Me Love" (1964), "Paperback Writer" (1966) "Lucy in the Sky with Diamonds" (1967) and "Revolution" (1968) to show what a vast difference only a few years between songs can make.

For the assigned lesson plans, I used the music map and the singing lesson. I chose "Can't Buy Me Love" for the singing lesson because the beat of the song is easy to sing along to and the pitches are not complicated. Also, I incorporated tambourine and maraca playing to keep the beat a little easier. This allows the students follow along with a better sense of the beat. I chose "Lucy in the Sky with Diamonds" for the music map because I find that this song is a visual song. Listening to the words and scenery expressed in the song makes the experience of listening greater than usual. What better way to incorporate a visual aid that students can follow along with than with the music map.

The Beatles have been a part of my life as far back as I can remember. I cannot wait to share my love for music with my future students.

ACTIVITY 1 - Singing Lesson

Song Title: Can't Buy Me Love

Artist: The Beatles

Grade Level : 5th grade

Comfortable Starting Pitch: C

Key of C major

TEACHING PROCESS

Motivator/Introduction

I believe if I'm sitting in a higher chair than all of the children, having the children sitting directly in front of me would allow them to see the lyrics to the song on a visualizer or a chalkboard. BOYS AND GIRLS, TODAY WE ARE GOING TO LEARN A SONG BY THE BEATLES CALLED: "CAN'T BUY ME LOVE". THE BEATLES WERE A POPULAR GROUP FROM 1960 TO 1970. THEY ARE MADE UP OF JOHN LENNON, PAUL MCCARTNEY, GEORGE HARRISON, AND RINGO STARR. JOHN USUALLY PLAYS RHYTHM GUITAR. PAUL PLAYS THE BASS. GEORGE PLAYS LEAD GUITAR. RINGO PLAYS DRUMS. DOES ANYONE KNOW WHAT IS UNUSUAL ABOUT THE TITLE "CAN'T BUY ME LOVE"? I will wait for hands and, if nobody gives an answer, I will ask CAN YOU ACTUALLY BUY LOVE? I will explain to the students that in 1964, The Beatles were becoming very popular in the world of music. Their songs were played on the radio all day and night and this song was actually featured in the movie "A Hard Day's Night" that premiered that same year. THE SONG WE ARE ABOUT TO LEARN IS VERY UP BEAT AND EASY TO DANCE TO. I will also explain how the name of this song came to be. Paul McCartney was the writer of this song and he wanted to express that all of his material possessions, which were given to him, were all very well and good, but they're not worth what he really wanted. What he really wanted was love and happiness. KEEP THIS ANSWER IN YOUR MIND: WOULD YOU RATHER HAVE ALL THE TOYS YOU EVER WANTED OR A FAMILY THAT LOVES YOU VERY MUCH? After a chuckle from the kids, I will explain that in fact, many material objects will not guarantee happiness in life. At times, even with the success that The Beatles and other famous people have had, they wanted to be regular citizens with normal jobs and all of the happiness in the world. Staying away from their family and friends for months on end was very rough on the four of them.

CSP: The CSP is the comfortable starting pitch, which, in this song is C.

Tempo: moderate to fast; it is structured as a twelve bar blues. It is classified as pop-rock to most critics.

Song Teaching:

- a. THE PITCH THAT "CAN'T BUY ME LOVE " STARTS ON IS "C". HUM THIS AFTER MY TUNING PIPE. I will play the tuning pipe and hum along with the students. AGAIN. We will hum again to ensure an almost perfect pitch.
- b. LISTEN TO THE WORDS AS I SING THE FIRST VERSE OF THE SONG. FOLLOW ALONG ON THE BOARD AND THINK ABOUT WHAT THIS SONG MIGHT HAVE MEANT TO THE BEATLES AND WHAT IT MEANS TO YOU. PLEASE TAP THE BEAT BEFORE I BEGIN. I will start the beat by tapping and the children will follow. I will then sing the first verse of the song for the students up to the first chorus. As I am singing, I will add hand claps throughout to keep a steady beat.
- c. IS THERE A LYRIC IN THE SONG THAT IS OF IMPORTANCE TO YOU? If none of the students raise their hands, I will give examples such as "say you don't need no diamond rings, and I'll be satisfied". Before I sing the last verse I will ask the students: WHAT DO YOU THINK IS MORE IMPORTANT: DOING NICE THINGS FOR PEOPLE OR BUYING NICE THINGS FOR PEOPLE?
- d. I'M GOING TO SING THE NEXT VERSE OF THE SONG. At this point, I will pass out maracas and tambourines. WITH THESE, YOU WILL BE ABLE TO KEEP THE BEAT A LITTLE EASIER. When I finish the song I will ask the students how they felt when hearing the lyrics of the song. DOES THIS SONG GIVE YOU A DIFFERENT OUTLOOK ON WANTING TO BE HAPPY VERSUS HAVING EVERYTHING YOU'VE EVER WANTED? They will be able to look at the lyrics to refresh their minds about what was being sung about.

- e. HERE ARE SOME MOTIONS WE CAN DO WITH THE SONG. I will give them three motions throughout the song. Love: touching their hand to their heart; money: rubbing their thumb, middle and pointer fingers together; diamond: wiggling their fingers as to show off their hands as if they are wearing diamond rings. After I teach them the motions, I will quiz them for a moment on the different motions we have just learned so that we can all perform to the best of our abilities.
- f. ARE YOU READY TO SING ALONG? TRY THIS TIME, ALONG WITH ADDING THE GESTURES THAT I TAUGHT YOU. OKAY! ONE, TWO, READY, SING! I sing along with the children starting at the beginning all the way through the song and give them the hand gestures.
- g. EVERYONE STAND UP! NOW IT IS YOUR TURN! FEEL FREE TO DANCE AROUND! I will ask two to three children to volunteer to play the tambourines/maracas. I will start out singing a second time; my voice will drop out after the 1st minute of the song. I listen to them sing and keep the hand motions going for students who still need a bit of help. WONDERFUL JOB BOYS AND GIRLS! WASN'T THIS A FUN SONG?

Closure

HOW DO YOU FEEL AFTER SINGING THIS SONG? Some answers might include silly, happy, energetic, or hyper. AGAIN WE ARE GOING TO KEEP THIS ANSWER IN OUR MINDS, BUT NOW, WOULD YOU RATHER HAVE EVERYTHING IN THE WORLD OR LOVE FROM YOUR FAMILY AND FRIENDS? At this point I could bring out three Ring Pop candies and tell the students: THE THREE MOST WELL BEHAVED STUDENTS WILL RECEIVE DIAMOND RINGS (relating to the song) AT THE END OF SCHOOL TODAY- SO BE ON YOUR BEST BEHAVIOR AND YOU WILL BE REWARDED. NOW, I WANT TO SHOW YOU A CARTOON. At the end of the lesson, I will show a short piece which has been animated to this song. The cartoon features an animated performance of the band while also featuring a story that precedes the context of the song.

Mini Activity #1 – Writing Lesson

HERE IS ANOTHER SONG WRITTEN BY THE BEATLES. THIS ONE IS CALLED “PAPERBACK WRITER”. WE’LL BE WATCHING ANOTHER CARTOON THAT WAS MADE FOR THIS SONG. IT’S A FUN, CREATIVE DRAMA ABOUT THE BEATLES. KEEP YOUR MINDS OPEN AND START TURNING YOUR CREATIVE WHEEL- WE’LL BE WRITING SOON! THIS WILL BE THE BIG HOMEWORK FOR FRIDAY.

Music: “Paperback Writer” starts out with harmonious vocals that add on like notes of a chord on a piano. Lead guitar comes in. It’s a fast paced song with many harmonies throughout the song which was created by John and George. The lead guitar riff introduced in the beginning of the song is repeated throughout the song until the end.

There have been cartoons made for many Beatles songs. I will play the cartoon from “Paperback Writer”. The song's lyrics are in the form of a letter from an aspiring author addressed to a publisher. The author badly needs a job and has written a paperback version of a book by a "man named Lear." This is a reference to the Victorian painter Edward Lear, who wrote nonsense poems and songs of which John Lennon was very fond of.

Video/Concept: This cartoon starts off with The Beatles meeting with a publisher. The publisher wants them to write a book about how all four of them met. The catch is, instead of writing the book together, each Beatle will write how they met each member from their own point of view. The stories become elaborate as Ringo tells the story about how he was the leading role in a play and Paul, John, and George supposedly fawn over Ringo and wonder if they’ll ever sing together. After the three sell Ringo’s autograph for money to buy guitars, the four of them start a band.

Directions: I will pair off the students in the class room. Even if they’re not friends with their partners, they will need to create an elaborate story about how they met the other person. They can use situations in movies or television shows, but originality is key. With the partner, students can take real life situations from life experiences.

This short story is due on Friday by the end of the day. If students do not finish this in time allotted in class, it will be done for homework.

Stories should have a clear beginning, middle and end with specific guidelines. Should be 1-2 pages double spaced on a word processor. See rubric.

ACTIVITY 2 Music Map

STUDENTS, TODAY WE ARE GOING TO BE CONTINUING OUR STUDY ON THE BEATLES. THIS SONG IS CALLED LUCY IN THE SKY WITH DIAMONDS. IT SOUNDS A BIT DIFFERENT COMPARED TO THE MUSIC THAT YOU HAVE HEARD SO FAR. KEEP YOUR EARS PINNED FOR WORDS THAT YOU DON'T UNDERSTAND- WE'LL BE WORKING WITH THOSE AFTER LISTENING TO THE SONG.

Name of Artist: The Beatles

Song Title: Lucy In The Sky With Diamonds

Bibliographic Information: Lennon, John; McCartney, Paul "Lucy In The Sky With Diamonds" 1967.

Intended Grade level: 5th Grade

Genre/Style: Psychedelic Rock

Key: A major to B flat major to G major.

Timbre/Type of Performance Venue

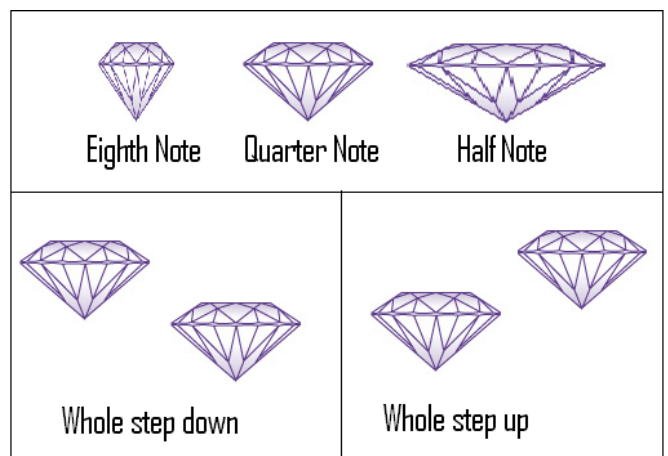
This piece incorporates a psychedelic sound into late 60's rock. The song has a complex arrangement that is in compound duple meter which is the same as 6/8 time. The time signature at the chorus switches to 4/4 time. The song also has three different keys. A major is sung through the verses, B flat major through the bridge and G major for the chorus. It includes a very simple melody sung by John Lennon over an increasingly complicated arrangement. Some instruments featured are a **Tamboura** and a **Lowrey Organ** (See Instrument page).

Music Concepts Highlighted

The two musical concepts that I am highlighting are melody and form. With melody, I am showing in my music map that pitches can move by stepping up or down, this is shown by the placements of the diamonds on the music map. Also, the melody can exhibit a distinctive contour as it moves up or down or repeats. Using the music map, one can distinguish that a specific note is repeated 4 times one after the other. The song is also based in three different keys. This could be a great way to compare this song to another song that is written in only one key. Students can also try and differentiate which songs they hear change keys frequently and which songs stay in the same key. The other musical concept, form, shows that phrases in the melody can be the same or different and repeated in ABA style, or in this case, ABACA style. As I stated before, the music map is the melody that we will be looking at, since it is interwoven throughout the piece, surrounding two different types of melodies.

Key:

This key is very simple to follow. I chose to input one shape/symbol since I am following the lyrics, not different instruments. I also chose to use a simple key to distinguish pitches and length of the note. Each diamond's position and length is almost exact to the sheet music of this song. Pitches do not change frequently, as this melody is compared to a lullaby.



Brief Synopsis of Class presentation

I will begin the lesson by telling the students that we are going to listen to another song composed by The Beatles. This one however, is a bit different than the previous two. It is more mellow and laid back than the other songs we previously heard. I will speak of what was happening to the world in 1967; what was popular and what was going on in the world of music. Then we will focus on the story behind why The Beatles wrote "Lucy in the Sky with Diamonds". Julian, John's son, came home from school with a picture that he elaborately drew of a classmate named Lucy flying in the sky while wearing diamonds. Julian plainly stated "it's Lucy in the sky with diamonds, Dad" when asked about the picture. I would explain to the students to watch out for words they might not know because we will be using these words later. I will review the unfamiliar instruments (**Tamboura** and a **Lowery Organ**) and show pictures, explaining where they come from and what types of music they are generally associated with. I will also play sound clips of what the instruments sound like so the students can listen for them once I play the song. I will pass out the music map and explain that the first two lines are for the verses and the last line is the chorus. I will explain the key and ask them to keep track of how many times they hear the specific pitch and rhythm pattern as they listen to the song. I will then play the song. As I play the song, they should be following the music map with their fingers on each symbol and try to figure out what lines repeat and how many times. At the end of the song I will ask the students if they noticed particular phrases that repeated or only showed up one time in the song. I will then pass out a lyrics sheet. I will ask them to grab a highlighter or marker to highlight the words they are unsure of as we listen to the song. I will then play the song a second time. After the second playing of the song, I will ask the students to look up the words they were unsure of in the dictionary. After they look up the words, we will be able to use those words in our spelling tests during the week and be able to draw/paint pictures from parts of the song. They could also create their own poems/song lyrics with incredibly descriptive words.

Guide Listening Questions

How many different kinds of melodies are there in this piece?

Is there a reoccurring melody? How many times does it repeat itself? What are the lyrics that repeat?

How do you feel during this song? Do your feelings change from beginning to end?

What is the pattern that you are listening to? (ABACA)

Based on our previous lessons, do you think this song is played in a minor or major key?

Mini Lesson #2

Social Studies/History Lesson

TODAY IS OUR LAST DAY OF LEARNING ABOUT THE BEATLES AND MOST OF THE DIFFERENT SONG STYLES THEY HAVE CREATED. THE LAST SONG WE WILL BE LISTENING TO IS ONE BY JOHN LENNON CALLED 'REVOLUTION'. WE WILL NOW LISTEN TO THE SONG IN ITS ENTIRETY. LISTEN TO THE LYRICS. THINK ABOUT WHAT THE LYRICS MEAN TO YOU.

Music: "Revolution" incorporates a heavier sound with a lot of electric guitar and a heavy drum beat. John Lennon's vocals are heavy and true to the meaning of this song. Harmonies are created by Paul and George during the chorus.

This song "Revolution" is about what was known as the Spring of Revolution in March 1968. Thousands of people protested on the American Embassy in London's Grosvenor Square. John Lennon was not advocating violent revolution in this song, but was saying the song was about a person who was pressured by revolutionaries to protest. Many critics took the song's meaning in the opposite direction of what John Lennon was trying to relay through his lyrics. He was approached by many communist leaders for moral support through the media. He simply stated "Count me out if it's for violence. Don't expect me to be on the barricades unless it's with flowers."

As a class, we will be dissecting 1968 in history. Points will be brought up such as:

- The continuation of Vietnam War (US entering battle years prior)
- Assassination of Martin Luther King Jr.
- Assassination of Robert Kennedy
- Soviet Union Invades Czechoslovakia
- Rioting in France

Discussion about the current war on terror:

- What do you think about terrorism?
- Does terrorism affected your daily life? How?
- What do you think about the soldiers that fight for our country?
- What about the innocent civilians (especially children your age) in these countries?

We will then create hand made cards to send over to soldiers and children in Iraq/Afghanistan.

National Content Standards Achieved in Lessons

Lesson/Song	National Content Standard(s)	Musical Concepts
Singing Lesson (Can't Buy Me Love)	1. Singing, alone and with others, a varied repertoire of music 2. Performing on instruments, alone and with others, a varied repertoire of music. 6. Listening to, analyzing, and describing music. 7. Evaluating music and music performers.	<ul style="list-style-type: none"> • Music can be based on major or minor tonality • Pitches can move by stepping up or down. • Each of the three phrases in "twelve-bar" blues consists of four "bars".
Writing Lesson (Paperback Writer)	6. Listening to, analyzing, and describing music. 8. Understanding relationships between music, the other arts, and disciplines outside the arts.	<ul style="list-style-type: none"> • Sounds are produced by vibrations and amplified on both acoustic and electric instruments.
Music Map (Lucy In The Sky With Diamonds)	5. Reading and notating music. 8. Understanding relationships between music, the other arts, and disciplines outside the arts.	<ul style="list-style-type: none"> • Sections of a composition can contrast with another and sections can be repeated (ABACA). • Instruments can be identified and grouped by their timbres and materials.
Social Studies (Revolution)	9. Understanding music in relation to history and culture.	<ul style="list-style-type: none"> • The elements of music can be identified and compared in music of different historical periods.

ASSESSMENT FOR BEATLES UNIT

NAME: _____

Singing Lesson	Writing Lesson	Music Map	History Lesson
Participation:	Participation:	Participation:	Participation:
Attentiveness:	Attentiveness:	Attentiveness:	Attentiveness:
Comments:			

5= Excellent 4=Very Good 3=Satisfactory 2=Fair 1=Poor

ASSESSMENT FOR BEATLES UNIT

NAME: _____

Singing Lesson	Writing Lesson	Music Map	History Lesson
Participation:	Participation:	Participation:	Participation:
Attentiveness:	Attentiveness:	Attentiveness:	Attentiveness:
Comments:			

5= Excellent 4=Very Good 3=Satisfactory 2=Fair 1=Poor

ASSESSMENT FOR BEATLES UNIT

NAME: _____

Singing Lesson	Writing Lesson	Music Map	History Lesson
Participation:	Participation:	Participation:	Participation:
Attentiveness:	Attentiveness:	Attentiveness:	Attentiveness:
Comments:			

5= Excellent 4=Very Good 3=Satisfactory 2=Fair 1=Poor

Story Writing : Short Story

Teacher Name: **Ms. Benedetti**

Student Name: _____

CATEGORY	4	3	2	1
Problem/Conflict	It is very easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face but it is not clear why it is a problem.	It is not clear what problem the main characters face.
Solution/Resolution	The solution to the character's problem is easy to understand, and is logical. There are no loose ends.	The solution to the character's problem is easy to understand, and is somewhat logical.	The solution to the character's problem is a little hard to understand.	No solution is attempted or it is impossible to understand.
Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.

CLOSURE

STUDENTS! AS WE END OUR BEATLES UNIT, I HOPE YOU ALL ENJOYED THE GREAT MUSIC THAT THIS BAND HAS GIVEN TO THE WORLD. I ENCOURAGE ALL OF YOU TO LISTEN TO THE REST OF THEIR ALBUMS AS WELL AS WATCH THEIR MOVIES. THE MUSIC THAT YOU HAVE HEARD HAS CHANGED THE SHAPE OF MUSIC AS IT IS TODAY. MANY BANDS OUT TODAY HAVE BEEN INFLUENCED BY THE BEATLES. ANOTHER GREAT THING ABOUT THE BEATLES IS THAT THEIR MUSIC IS TIMELESS. WHETHER IT WAS 1964 OR 2008, THE MUSIC REMAINS FUN, CATCHY AND ENTERTAINING. EVEN THOUGH THE BEATLES WERE POPULAR DURING MY PARENTS' AGE OF LIKING MUSIC, MANY PEOPLE IN MY AGE GROUP AND EVEN YOUNGER ENJOY THE BEATLES AND LISTEN TO THEM ON A REGULAR BASIS.

Can't Buy Me Love

The Beatles

Can't buy me love, love

Can't buy me love

I'll buy you a diamond ring my friend if it makes you feel alright
I'll get you anything my friend if it makes you feel alright
'cause i don't care too much for money, money can't buy me love

I'll give you all i got to give if you say you love me too
I may not have a lot to give but what I got I'll give to you
I don't care too much for money, money can't buy me love

Can't buy me love, everybody tells me so

Can't buy me love, no no no, no

Say you don't need no diamond ring and I'll be satisfied
Tell me that you want the kind of thing that money just can't buy
I don't care too much for money, money can't buy me love

Paperback Writer
The Beatles

Paper back writer (paperback writer)
Dear Sir or Madam, will you read my book?
It took me years to write, will you take a look?
It's based on a novel by a man named Lear
And I need a job, so I want to be a paperback writer,
Paperback writer.

It's the dirty story of a dirty man
And his clinging wife doesn't understand.
His son is working for the Daily Mail,
It's a steady job but he wants to be a paperback writer,
Paperback writer.

Paperback writer (paperback writer)

It's a thousand pages, give or take a few,
I'll be writing more in a week or two.
I can make it longer if you like the style,
I can change it round and I want to be a paperback writer,
Paperback writer.

If you really like it you can have the rights,
It could make a million for you overnight.
If you must return it, you can send it here
But I need a break and I want to be a paperback writer,
Paperback writer.

Paperback writer (paperback writer)

Paperback writer - paperback writer
Paperback writer - paperback writer

LUCY IN THE SKY WITH DIAMONDS

The Beatles

Picture yourself in a boat on a
river,

With tangerine trees and
marmalade skies.

Somebody calls you, you answer
quite slowly,

A girl with kaleidoscope eyes.

Cellophane flowers of yellow and
green,

Towering over your head.

Look for the girl with the sun in her
eyes,

And she's gone.

Lucy in the sky with diamonds,
Lucy in the sky with diamonds,
Lucy in the sky with diamonds,
Ah... Ah...

Follow her down to a bridge by a
fountain,

Where rocking horse people eat
marshmallow pies.

Everyone smiles as you drift past
the flowers,
That grow so incredibly high.

Newspaper taxis appear on the
shore,

Waiting to take you away.

Climb in the back with your head in
the clouds,
And you're gone.

Picture yourself on a train in a
station,

With plasticine porters with
looking glass ties.

Suddenly someone is there at the
turnstile,

The girl with kaleidoscope eyes.

Lucy in the sky with diamonds,
Lucy in the sky with diamonds,
Lucy in the sky with diamonds

REVOLUTION

The Beatles

You say you want a revolution
Well, you know
We all want to change the world
You tell me that it's evolution
Well, you know
We all want to change the world
But when you talk about
destruction
Don't you know that you can count
me out
Don't you know it's gonna be all
right
all right, all right

You say you got a real solution
Well, you know
We'd all love to see the plan
You ask me for a contribution
Well, you know
We're doing what we can
But when you want money
for people with minds that hate
All I can tell is brother you have to
wait
Don't you know it's gonna be all
right
all right, all right
Ah

ah, ah, ah, ah, ah...

You say you'll change the
constitution
Well, you know
We all want to change your head
You tell me it's the institution
Well, you know
You better free you mind instead
But if you go carrying pictures of
chairman Mao
You ain't going to make it with
anyone anyhow
Don't you know it's gonna be all
right
all right, all right
all right, all right, all right
all right, all right, all right