



Music analysis guide for students

Summary

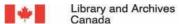
You will analyze and compare two songs from different periods, examining theme, style, and historical and technological context.

The lyrics (Language)

1.	What did you like about the song's words? What were your favourite parts? Why? (Critical thinking)
2.	Are the song's words like the words to any other song that you know? How are they similar or different? (Connections)
3.	Is there anything in the song that reminds you of something in your own life? (Personalization)
4.	Do you find any of the words or sentences interesting? Confusing? Unusual? (Style)
5.	Did the songwriter include images that you find funny? Scary? Old-fashioned? Embarrassing? (Evaluation)



6.	What senses does the songwriter use in this song? Sight? Smell? Hearing? Taste? Touch (Style)		
7.	Why do you think the songwriter wrote this song? (Inference)		
8.	What is this song about? (Theme)		
The	elements of music		
the rh	m is the repeated movement of sounds through time. In songs, the words usually match ythm. Everything we sing or say has a rhythm. For example, try singing or saying a r, nursery rhyme, skipping song or rap.		
Beat, accent and tempo are all part of rhythm. • Beat is the regular pulse (the ticking of a clock, the sound of a car's windshield wiper • Accent is where the strongest emphasis is placed as in one, two, three, one, two, three the speed: how fast or slow the music is.			
	ou find the beat through clapping? Can you find the accent? What happens when you e the tempo?		
When	ly is the tune. The tune is made up of musical notes or pitches that make up a pattern. you add words to a melody, it becomes a song. Notes can be high, low or in-between. neight is called the pitch .		
Pitch or low	determines the height of a note in relation to the others around it, which may be higher er.		
What	words would you use to describe the melody or tune of this music?		



Bibliothèque et Archives Canada



Timbre is what makes one instrument or voice sound different from another. What instruments do you recognize in this music? Why do you think these instruments were selected? **Dynamics** refers to how loud or quiet the music is. It can help to tell you about the mood of the music. Words to describe dynamics are: pianissimo (very quiet), piano (quiet), mezzo piano (medium quiet), mezzo forte (medium loud), forte (loud), fortissimo (very loud). Which of these words would you assign to the song? **Texture** is the layering of instruments and/or voices to create a light or fuller sound. Melodies, rhythms, and timbres can be combined to create different textures. Music made by an orchestra is an example of a full texture. What words come to mind regarding this song's texture (how are melody, rhythm, timbre combined)? **Harmony** is when you play two or more notes at the same time. Is harmony used in this music? Why do you think the composer chose to use harmony in this music? **Genre** is the kind (or style) of music (jazz, rock, rap, classical, marches, lullabies, opera, pop, folk, etc.) How is each kind of music different? Can you give an example for each kind of music? What type does this music fit into? **Ostinato** is a recurring theme with melodic variations. Can you identify and reproduce (sing, clap, hum) an ostinato in this song?



Bibliothèque et Archives Canada



Complete a chart of similarities and differences between the two songs. For each similarity or difference, try to think of reasons these elements have remained the same or changed.

Similarities	Differences