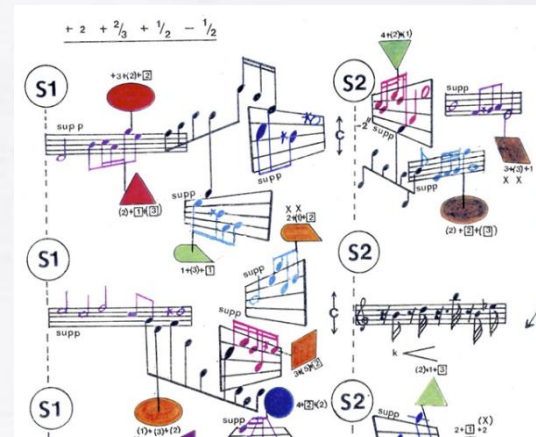


# The Modern Era

## ■ and World & Popular styles



# The Modern Era-overview

- As we approach the late 19<sup>th</sup> century composers such as **Wagner, Mahler and Richard Strauss** had become more adventurous with their compositions, experimenting with more unusual chords, harmonies and structures.
- The strict rules of harmony and the Major/Minor **tonalities** that had been in place since the Baroque Era became more like guidelines that were challenged and pushed wherever possible.

# The Modern Era-overview

- By the time we reached the end of the first decade of the 20th century, there were composers who had completely abandoned these 'rules' and were composing music that was **Atonal**.
- As the 20th century progressed, many varying styles and forms would develop, even within the 'classical' tradition—there is no one dominant style in the 20th century and beyond. This is mirrored by the diversity and pace of life and progression of technology as a whole in the 20th century.

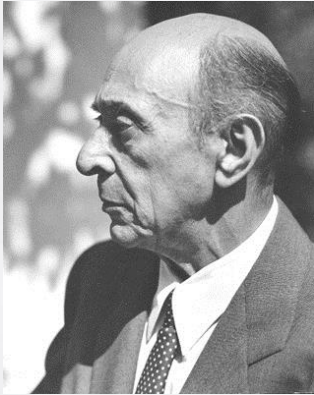


# The Modern Era-overview

- The way in which we identify and label Baroque Era, Classical Era, and Romantic Era music doesn't quite work in The Modern Era; the music is too diverse to use a single label. As such 'Modern' is an umbrella term that encompasses many different styles, all of which you will need to be able to differentiate.

# Modern Era Composers

- Some important composers of the Modern Era include:



**Philip Glass**

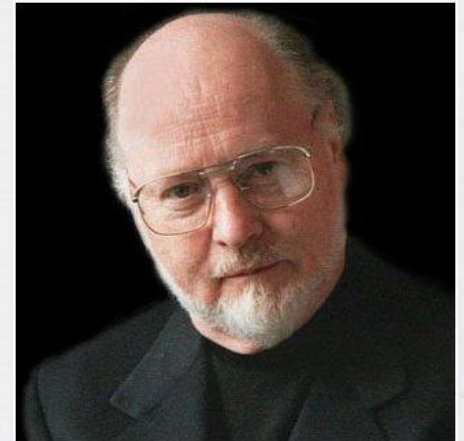


**John Williams**

**Arnold  
Schoenberg**



**George  
Gershwin**



# Be careful...

- In this PowerPoint the term 'classical' is used to mean the opposite of popular – do not confuse this with **The Classical Era** (1750-1820).
- Hint: **Capital C** means **The Classical Era**. **Small c** means classical music in general from any of the periods.



# 20 Century - Higher

- In your groups discuss what you remember of 20<sup>th</sup> Century music from National 5. [Open the N5 Powerpoint](#)

<a href="#"><u>Consonance</u></a>	<a href="#"><u>Dissonance</u></a>	<a href="#"><u>Cluster</u></a>
<a href="#"><u>Minimalism</u></a>	<a href="#"><u>Indian</u></a>	<a href="#"><u>Latin American</u></a>
<a href="#"><u>Steel Band</u></a>	<a href="#"><u>Reggae</u></a>	<a href="#"><u>Gospel</u></a>
<a href="#"><u>World Instruments</u></a>	<a href="#"><u>African</u></a>	<a href="#"><u>Jazz</u></a>
<a href="#"><u>Swing</u></a>	<a href="#"><u>Blues</u></a>	<a href="#"><u>Ragtime</u></a>
<a href="#"><u>Rock</u></a>	<a href="#"><u>Rock 'n' Roll</u></a>	<a href="#"><u>Pop</u></a>
<a href="#"><u>Middle 8</u></a>	<a href="#"><u>Reverb</u></a>	<a href="#"><u>Distortion</u></a>
<a href="#"><u>Rapping</u></a>	<a href="#"><u>Atonal</u></a>	<a href="#"><u>Discord</u></a>

# Impressionism

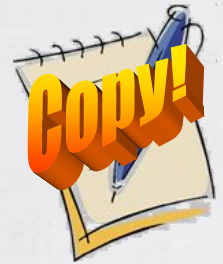
- How could we describe what this music is like?
- Dreamy?
- Blurry?
- Vague?
- Floaty?





# Impressionism

- Impressionism mirrors the style of painting by Artists such as Claude Monet, where edges between objects are often blurred. In impressionist music, ideas merge and change to create a rather blurred and vague outline.
- Composers included Debussy, Ravel and Dukas.



# Classical vs. Impressionism



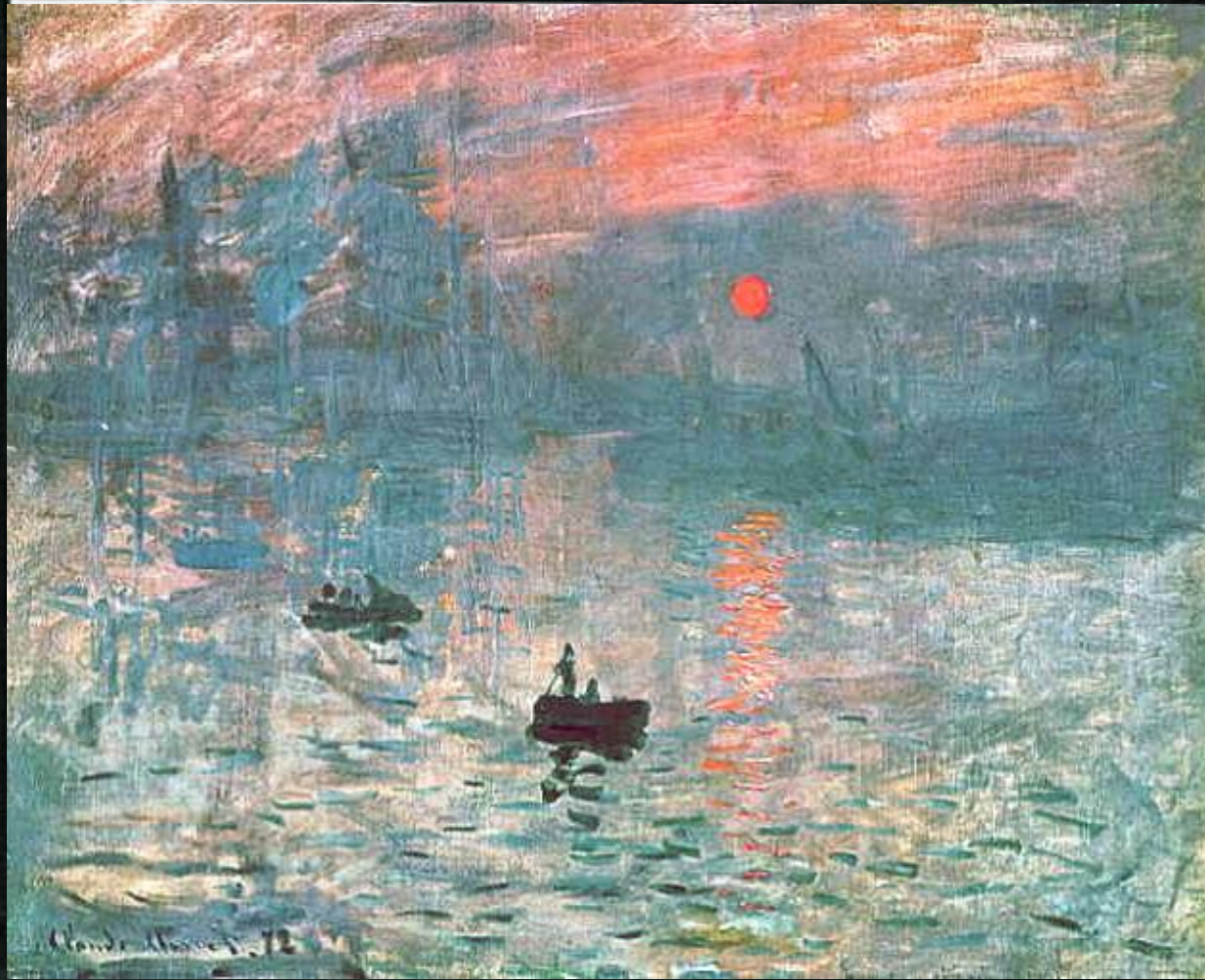
A Classical era painting.

Music from the Classical era:





# Classical vs. Impressionism



An  
Impressionist  
painting.

Impressionist  
Music:

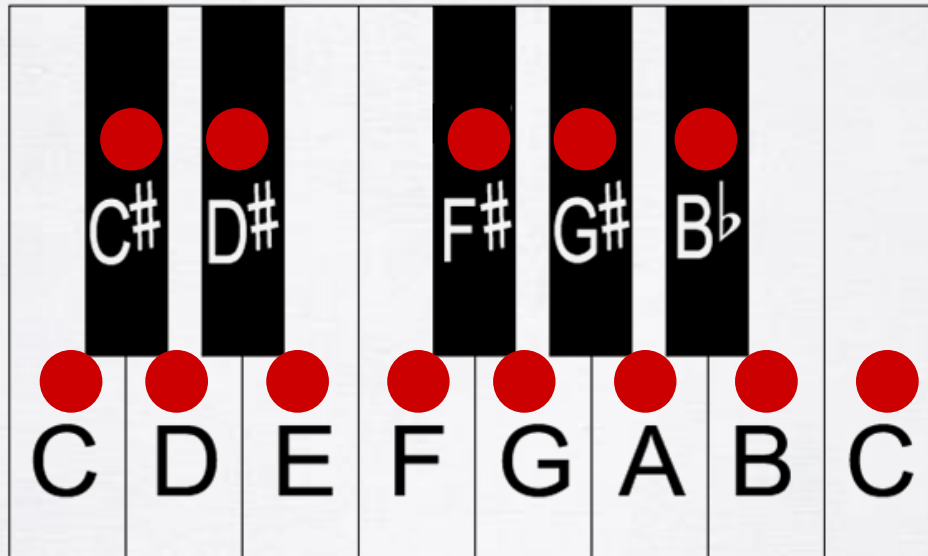




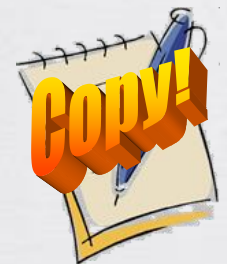
# Impressionism

- A musical feature that helps give Impressionistic music that “Dreamy” sound is the use of the Whole Tone Scale.
- First, lets revise **semitone** and **tone**.

# Semitones and Tones

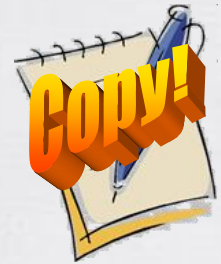


- Semitone: The distance from one key to the very nearest key.
- Tone: Two semitones – always has one key in-between.



# Whole Tone Scale

- A scale containing no semitones but built entirely on whole tones. Often used in impressionist music.
- Impressionist composers often used the Whole Tone Scale as it has a very dream-like sound.



Modéré ♩=44

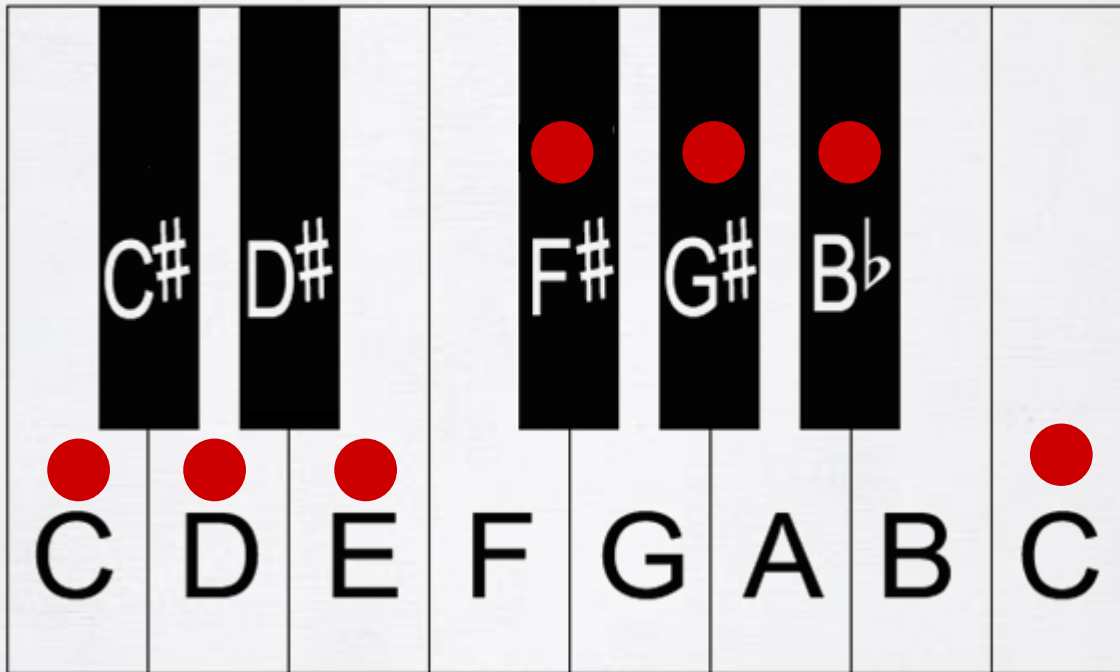
*p très doux*

*p*

*più p*

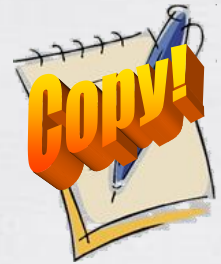


# Whole Tone Scale



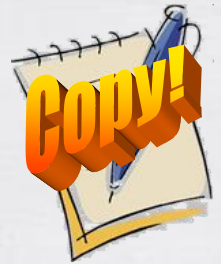
# Musique Concrete

- Recorded natural sounds which are transformed using simple editing techniques such as cutting and re-assembling, playing backwards, slowing down and speeding up.



# Popular Music Styles: Jazz Funk

- A combination of jazz improvisation and the amplified instruments and character of Rock.

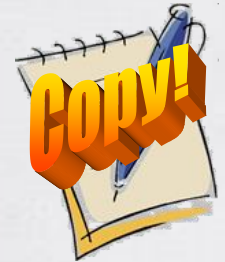




# Soul



- A style of Afro-American popular music including elements of blues and gospel and conveying strong emotions.
- Famous Soul Singers include Aretha Franklin and James Brown
- Music from “The Blues Brothers” leans more towards Soul than traditional Blues.

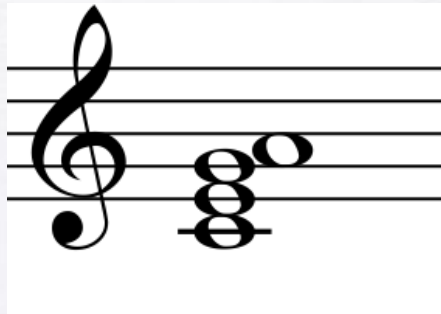




MOVIECLIPS.COM

# Added 6<sup>th</sup> chord

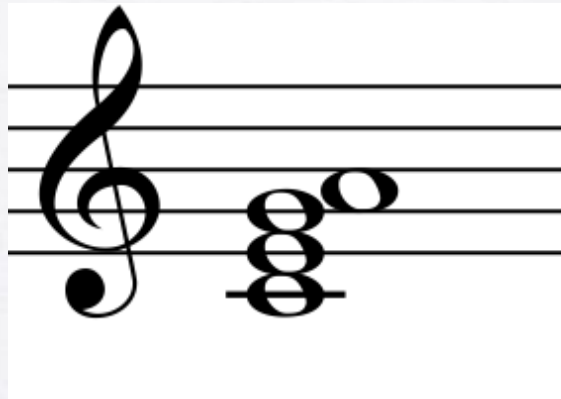
- The third special chord type you have to know is the Added 6th chord. This chord is used frequently in jazz and popular music – not so much in classical.
- To form this chord, simply add the 6th note from the root, i.e. the 1st, the 3rd the 5th **and the 6th.**





# Added 6<sup>th</sup> chord

- Draw an C6 chord and then play one on your keyboard. Make sure you draw your last note slightly to the side of the first three so it fits on the staff.



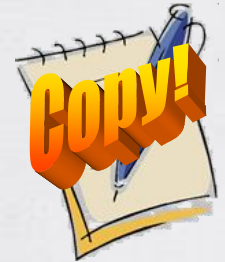
# New Rhythmic Concepts

- Harmony wasn't the only musical element composers experimented with. Here are some rhythmic concepts frequently found in Modern Era music.



# Time Changes

- **Time Changes** is when a composer **changes time signatures often in a short space of time.**
- This creates an unsettled feel. It is often very difficult to count along and feel the beat.



The musical score consists of three systems. The first system is for the voice, with lyrics 'Love love love.' The second system is for the piano, showing chords and a bass line. The third system continues the piano accompaniment. The time signature changes from 4/4 to 3/4, then back to 4/4, and finally to 3/4 again. Chords are labeled as G, D7/F#9, and Em.



# Irregular Time Signatures

- When composers use unusual time signatures with 5 or 7 beats in the bar.

A musical score for piano in 5/4 time signature. The score is written for a grand piano, with a treble clef on the upper staff and a bass clef on the lower staff. The time signature is 5/4, indicated by a '5' over the vertical bar line and a '4' below it. The piece begins with a piano (*p*) dynamic marking. The bass line features a complex rhythmic pattern of eighth notes, with three distinct triplets of eighth notes marked with a bracket and the number '3'. The treble line is mostly silent, with a few notes in the final measure of the excerpt, including a half note and a quarter note.



# Irregular Metres

- Often, both Time Changes and Irregular Metres are used together...

Slowly

C A<sup>b</sup> B<sup>b</sup> C

C G/C C G7/C C/G G C/G Dm/F C/E

One day, - one night, one mo - ment, my dreams could \_\_\_\_\_  
 One day, - one night, one mo - ment, with a dream \_\_\_\_\_

F Am C G/C C G/C C/G G Em/C

be to - mor - row. One step, one fall, one fal - ter, - East or  
 to be - lieve in. One step, one fall, one fal - ter, - found a

Dm Dm7 Am G F G C G/C C G7/C

West, o - ver earth or by - o - cean, one way, to be my  
 new earth, a - cross a wide, o - cean. This way, be - came my



# Cross Rhythms and 3 Against 2

- You learned in N5 that a cross rhythm was
- At Higher level, you have to be able to identify a specific type of cross rhythm:  
**Three against two.**

# Cross Rhythms and 3 Against 2

- This occurs when one 'part' of the music is playing in groups of two, such as quavers, and another is playing in groups of three, such as triplets (or a compound time feel.)
- You could think of this as Simple Time and Compound Time happening at the same time.



Musical notation illustrating cross rhythms and 3 against 2. The notation consists of two staves in 4/4 time. The top staff shows a sequence of eighth notes: two groups of two eighth notes (quavers) followed by two groups of two eighth notes. The bottom staff shows a sequence of eighth notes: six groups of three eighth notes (triplets) followed by two groups of two eighth notes. The first triplet in the bottom staff is marked with a '3' above it, and the other five triplets are marked with a '3' below them.

# 3 against 2

- Revision!
- In your own words, what is the definition of Simple Time and Compound Time?
- Simple Time – when the beat subdivides into 2 (COUNT: 1 and 2 and...)
- Compound Time – when the beat subdivides into 3 (COUNT: 1 and a 2 and a...)

i.e. 2/4,  $\frac{3}{4}$ , 4/4

6/8, 9/8, 12/8



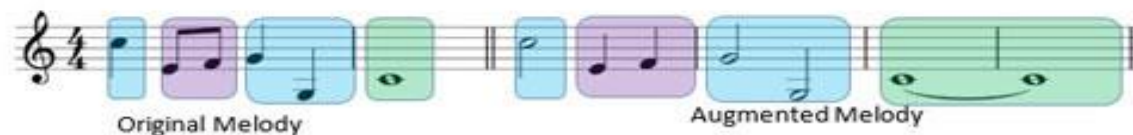
# 3 against 2

- You can do this yourself by tapping using your hands in this pattern:
- BOTH Left-Right-Left, BOTH Left-Right-Left
- OR
- Cold cup-of-tea

The image shows a musical score for the phrase "Cold cup-of-tea" in 4/4 time. It consists of two staves. The top staff has a treble clef and a 4/4 time signature. It contains two notes: a quarter note on the first line (G4) and a quarter note on the second line (A4), with a horizontal line above them indicating they are tied together for the duration of the measure. The words "Cold" and "of" are written below these notes. The bottom staff has a bass clef and a 4/4 time signature. It contains three notes: a quarter note on the first space (F3), a quarter note on the second space (G3), and a quarter note on the third space (A3). A bracket below these three notes is labeled with the number "3", indicating a triplet. The words "cup" and "tea" are written below the second and third notes respectively. A large bracket on the left side of both staves groups them together.

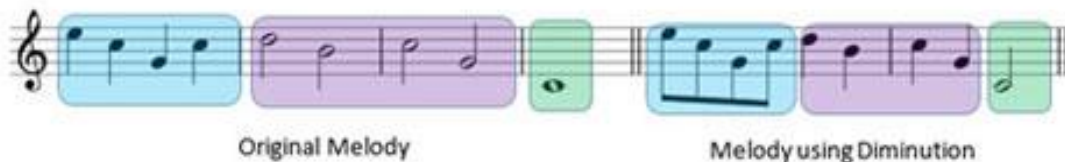
# Augmentation

- A passage of music where the length of the notes used are doubled, for example, where a quaver was used originally it would be replaced by a crotchet. This has the same effect as the music sounding slower although the overall pulse remains the same.



# Diminution

- A passage of music where the length of the notes used are halved, for example, where a crotchet was used originally it would be replaced by a quaver. This has the same effect as the music sounding faster although the overall pulse remains the same.





# STUDY!

- Prepare for your first full Higher paper!