CAT 4 RESOURCE DEVELOPMENT

APPRECIATING DIFFERENT GENRES OF MUSIC

Zhang Kaiwen 2O1 (32)
Daniel Ng 2O1 (18)
Jaedon Foo 2O1 (4)

ABSTRACT

Our resource, titled, ‘Appreciating different genres of music’, is a project that aims to educate and raise awareness to Singaporean teenagers about the uncommon genres of music, besides the one they are currently exposed to (mainstream pop music). Through our package, we hope to encourage the appreciation and love for different genres of music on a deeper level, such as learning the origins, history of it. Teenagers thus can reap the benefits of listening to music and become more musically inclined. Our package consists of a website and a board game quiz. Our website features comprehensive yet important details of the origins, musical characteristics, musical artists and songs of various genres. We sourced various websites, to find the best details, and to paraphrase it in a way such that all teenagers could understand the knowledge we wanted to share with them. The genres that we covered are Rock, Soul, Funk, Blues, Country and Reggae. Lastly, we have also included tips and guides for musical composition, to further and deepen teenager’s interest for music, so that they may one day become a musician as well. Our board game quiz is a fun and interactive board game, that allows students to learn in a fun and enjoyable way.

1. INTRODUCTION

1.1 Rationale

We chose to create such a resource due to the music culture among Singaporean teenagers. Most of them listen to pop music. This can be seen on Spotify charts or local radio charts. If they continue to only stick with pop music, they will miss out on a lot of other unique and enjoyable music genres that they could add to their playlists. Teenagers may also find other musical genres much more pleasant than pop music. They will thus be less musically inclined, which will not be helpful as music is immersed into their daily lives.

1.2 Objectives

The objectives of our project were

- To create awareness amongst teenagers on other less popular genres of music,
- To encourage the appreciation and love for different genres of music
- To let teenagers to appreciate music on a deeper level

- To allow teenagers to reap the benefits of listening to various genres of music.
- Lastly, to allow teenagers to become more musically inclined.

1.3 Target Audience

Teenagers aged 13 to 16. (Sec 1 to Sec 4)

1.4 Resources

The resource created for this project was a website consisting of detailed explanation of 6 musical genres (Country, Reggae, Soul, Blues, Funk and Rock). For each genre, we included the history, sub genres, songs, musical features and artistes. We also included a Song composition section and bibliography section. For our board game, it is called 'Superstar Singer'. The rules of the game is:

Each player choose 1 of the 6 genres.

Goal: To win, form a row, a column or diagonal of 5. You can also win by having more points than your opponents at the end, after both players occupied all genres. You can also win if you block all of your opponent's available pathway.

Each player can choose to place a card from the previous tile 1 step diagonally, horizontally or vertically.

All players start from the bottom.

They answer one questions related to the genre they land on for each tile they move.

Players can move to other tiles to block other players, by placing their cards on the tile.

Points system:

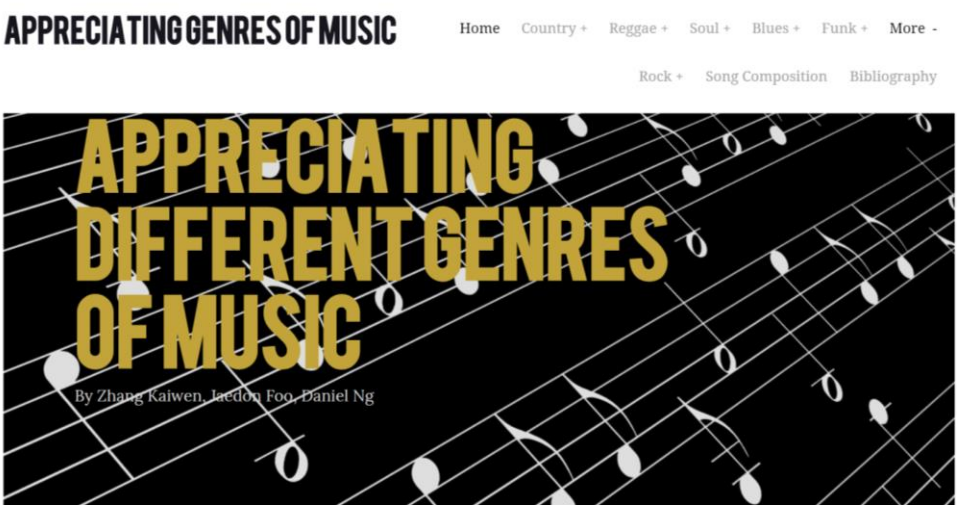
Player's Genre-1 point

Other genre-2 points

Opponent's genre-3 points

Missions:

After completing certain tasks, player could earn music contracts, helping them advance to the top and become a superstar singer.



www.genres-of-music.weebly.com

2. REVIEW

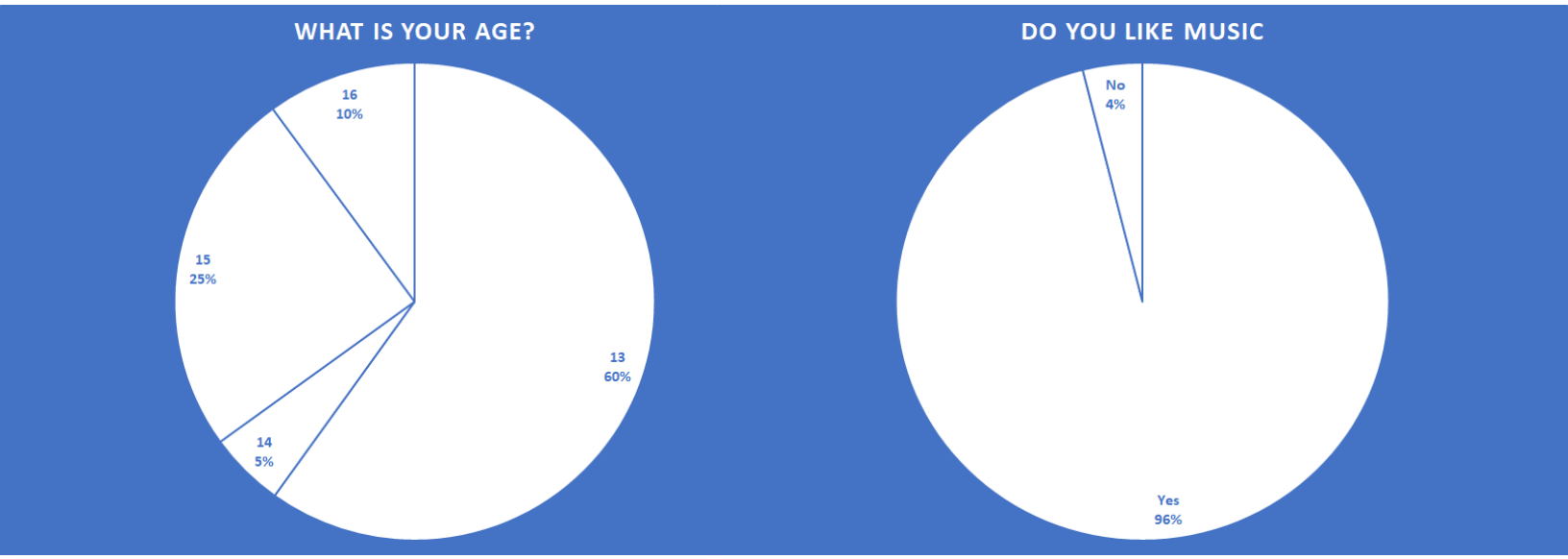
We looked through various music websites that discussed the genres of music, and found that they gave too much details and that it would be very complicated for teenagers to understand. Some websites just listed out all genres of music, while others did not even compile the genres to a list. We found that none of these websites actually suited the needs for Singaporean teenagers, as their target audiences are usually Americans and that they did not teach the genres that Singaporean teenagers need help with the most.

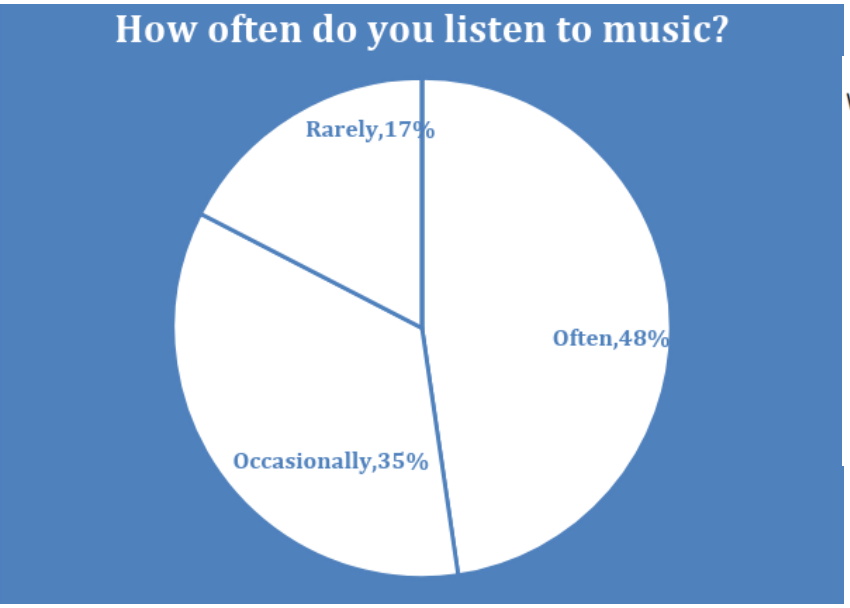
3.METHODOLOGY

3.1 Needs Analysis

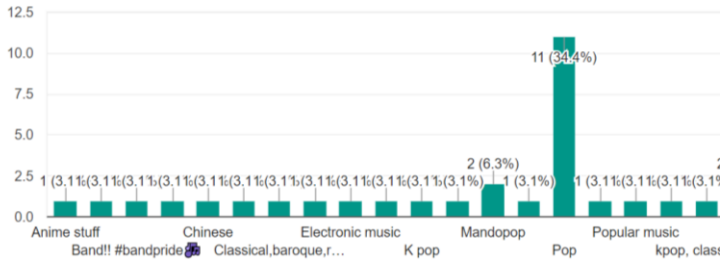
We interviewed 50 people for our needs analysis, through asking questions with google forms. We asked them several questions to confirm that most of them are unfamiliar with many genres of music, that they need help to familiarize with these genres. Indeed, many of them needed and wanted help for these genres. We also seek consultation from Mr Ng Seaw Choon, and he felt that our project has great potential and could benefit many teenagers.

3.2 Survey Results

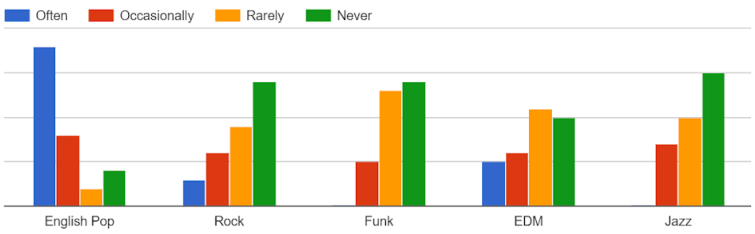




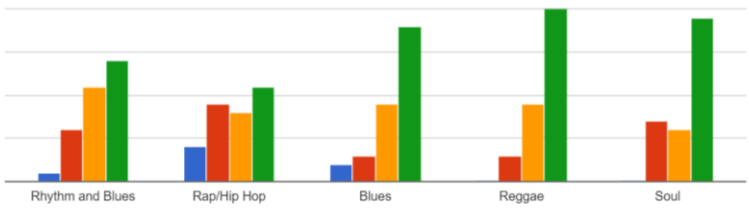
What is the main genre of music you listen to:

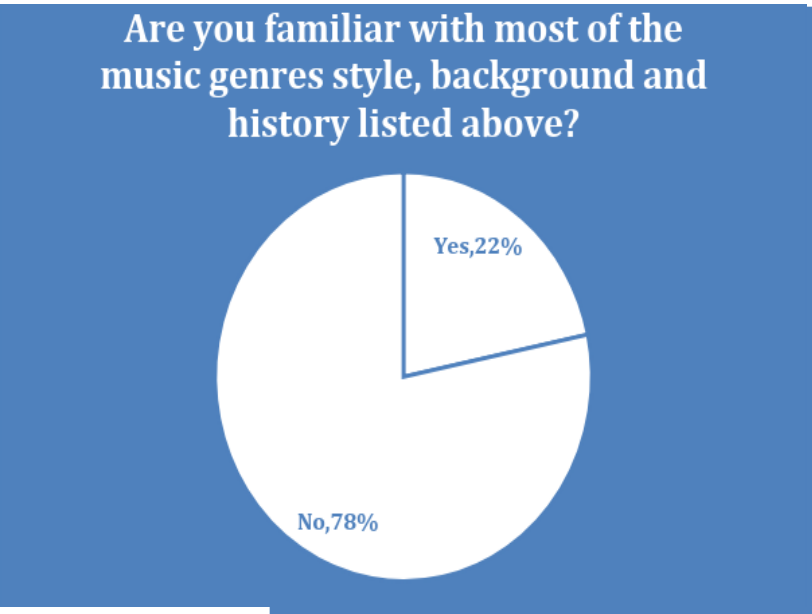


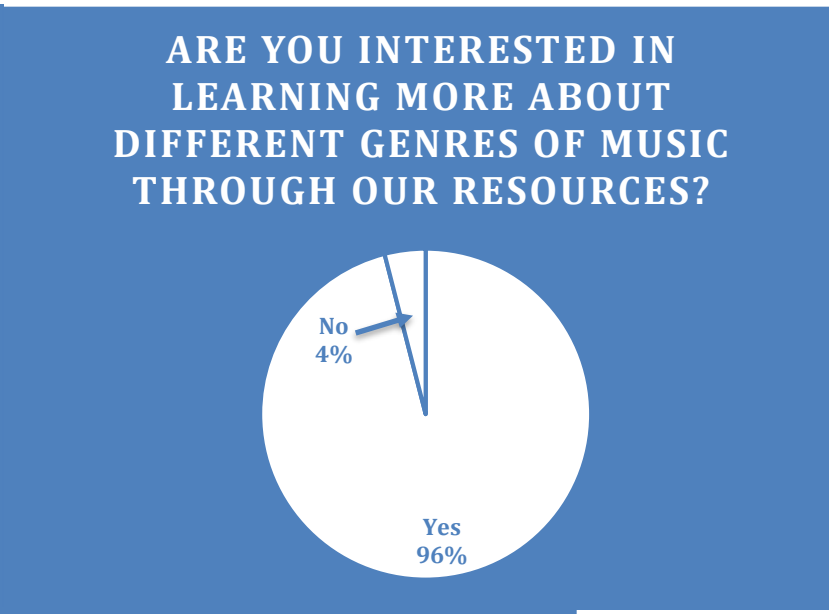
How often doing you listen to the following genres of music?

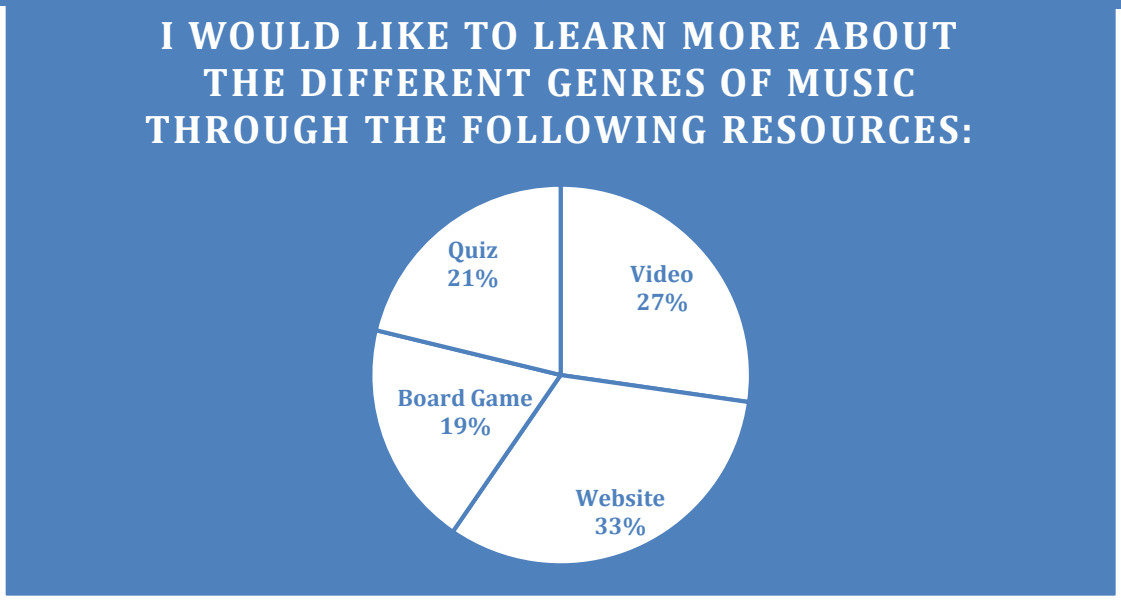


How often doing you listen to the following genres of music?









3.3 Development of Resources

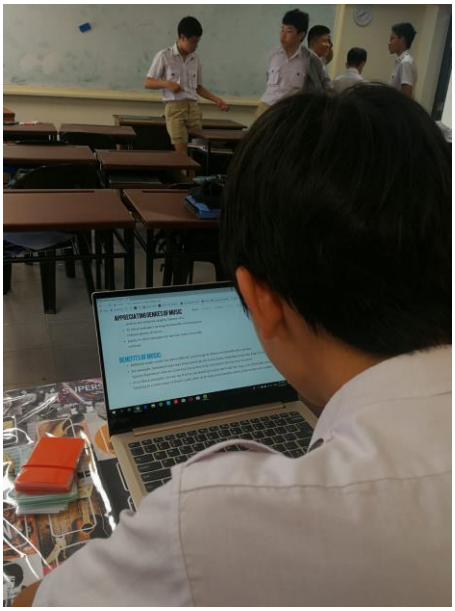
For the website, we went to online websites to research on information for the various genres and its singers/artistes. For the songs, we got it from YouTube. These songs are all the popular songs or classics for each genre (some featured in movies) so that teenagers could relate and learn to enjoy each genre better. The information that we got from websites were paraphrased in a simpler way so that it will be easier to understand. We then compiled the information in Google Docs and summarized before adding them

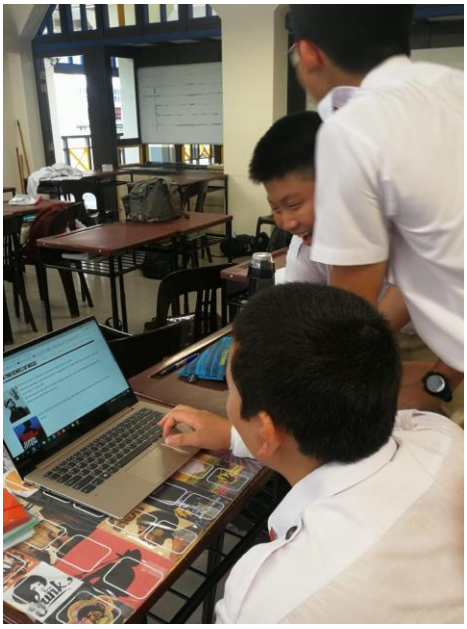
into the website. As for our board game, we got our pictures from the websites and printed them out. We then pasted the pictures onto a cardboard and wrapped it with a plastic wrap afterwards. The board game was inspired by other games such as tic-tac-toe, Risk. We then created an original game based on these games. We also printed out game cards for the board game. Lastly, we also consulted our mentor often, to get her approval. We listened to her advice and added some of our own knowledge into the resources.

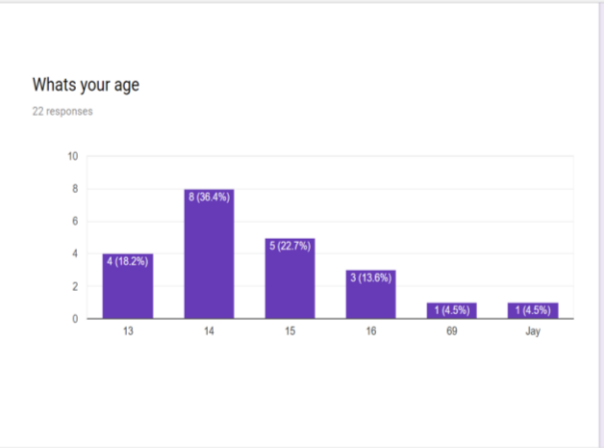
3.4 PILOT TEST

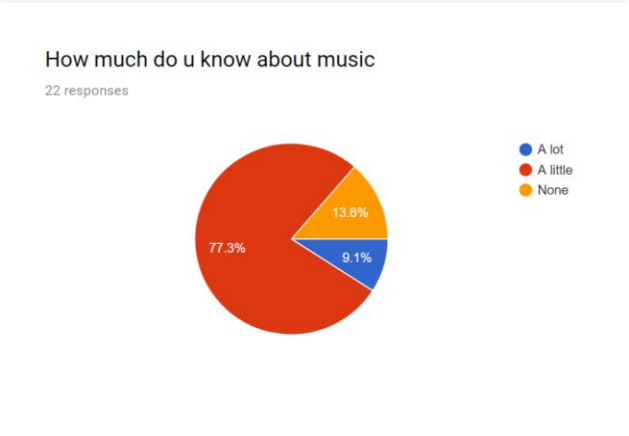
Website Pilot Test

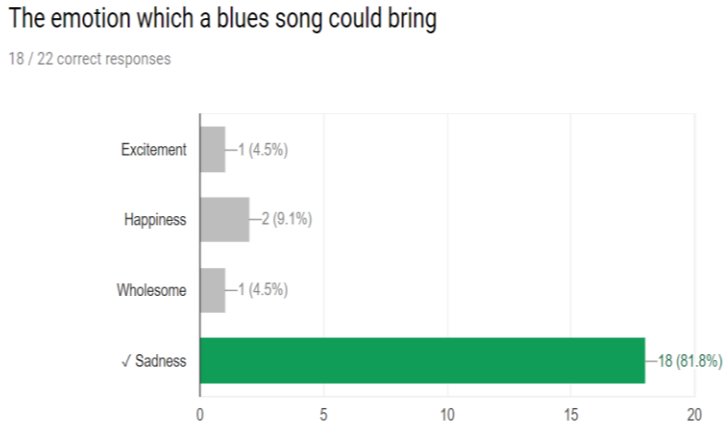
A pilot test was administered to teenagers aging 13-16 years old. We conducted a survey to see whether our website is useful for them. First, they viewed and browsed through our website. Then, questions regarding our project was asked and many of them were able to answer our questions correctly, showing that our resource was useful. Such questions are related to music. Generally, all the feedbacks were positive, and they said they might recommend it for others to use.

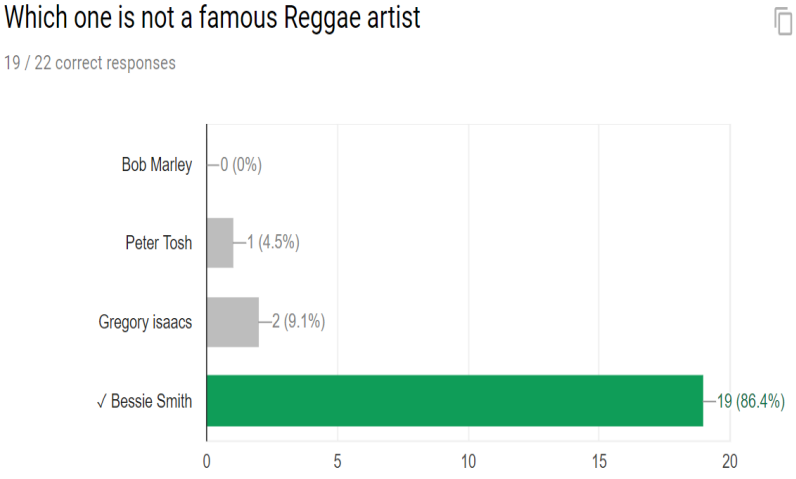












Feedback for our website:

“The information you guys gave covers a lot on each genre.”

“It’s a bit wordy, you can add more songs and add song composition.”

“I like how you added more singers, more details and some nice songs.”

“The new music composition part kind of helpful.”

“You put the details in point form, so it’s easy for me to comprehend.”

Board Game Pilot Test

We then conducted our second pilot test, to test the feasibility of our board game. We explained the rules to the participants, then they started to play the board game. To progress in this board game, people have to answer music related questions. Some were able to answer the questions, while others got it after few tries. People found the board game suitable for teenagers, interesting and felt that they gain some musical knowledge.

Some feedback given:
"I feel like this board game is quite a good idea."
"This board game actually helps quite a lot in knowing more about the genres."
"This is definitely a good way to refresh your memory about music."
"Maybe you guys should add more questions and special cards."
"This is quite fun."
"I think I know more about musical artistes after this game."
"Did not really have the time to complete the whole game, but I liked the idea of it."
"You guys should make the cards smaller."

What have you learnt through this game?
"I learnt more about Stevie Wonder, and remembered his album history."
"I learnt the difference between heavy metal and Rock."
"I now know which genres has call and response."
"I now know some famous country and rock songs."
"I know that Country music originated in the Appalachian Mountains."

4. OUTCOME AND DISCUSSION

The project received generally positive feedbacks from the judges as well as some of our friends, however there is still room for improvements. Some of the judges wanted the websites to have more songs, more images, and something to further incite their interest.

We decided to follow and added more songs and images, and made our website seem less wordy. We also added a section on music composition, so as to further improve musical knowledge for teenagers. It includes tips to compose music and how to write a simple melody. It is made for teenagers to understand. As for our board game, we decided to add more questions, special cards so as to make it more exciting.

5. CONCLUSION

To summarize, our project 'Appreciating Different Genres of Music', is definitely a fun yet challenging project that we had embarked on. The project is fun as it explores on songs and music, a common interest that many teenagers share. The project is challenging as we must put in many hours of work, find time to meet up, do a lot of brainstorming, paraphrasing, gather a lot of information, and also come up with interesting ideas to educate teenagers. We have definitely acquired and improved on many skills. We learned teamwork, as if we do not cooperate and have a lot of arguments, things would not be able to get done quickly and efficiently, making the project harder to complete, and lowering the morality of the team. We also learned how to plan our time and work properly, as we need to set aside enough time to complete our project. Third, we all had perseverance, hence, we are able to finish our stress-inducing project, without giving up on it. Lastly, we have definitely improved in creativity, as we created and thought of our own board game, and our own set of rules.

6. ACKNOWLEDGEMENT

We would like to acknowledge the following people, with our utmost gratitude and sincerity:

Our mentor, Ms Wong Yushan, for guiding us and brainstorming with us throughout the project and helping us correct our mistakes, thus allowing us to make minimal errors, and be successful in our project.

The judges, for making constructive comments, so that we could heed their advice and further improve our project.
Mr Ng Seaw Choon, for giving an approval for the feasibility of our project.
Ms Quah Li Huang, for allowing our group to enter Cat 4 even though it was full.
Our classmates and parents, for aiding us in our project.

7. REFERENCES

Dooley, S. (n.d.). Tracing Country Music History from Jimmie Rodgers to Garth Brooks. Retrieved from https://www.thoughtco.com/the-history-of-country-music-934030

Wolfe, M. (2017, September 15). Characteristics of Country Western Music. Retrieved from https://ourpastimes.com/characteristics-of-country-western-music-12328825.html

Taylor Swift. (2018, August 13). Retrieved from https://en.wikipedia.org/wiki/Taylor_Swift

Roy Acuff. (n.d.). Retrieved from https://countrymusichalloffame.org/Inductees/InducteeDetail/roy-acuff

Roy Acuff. (2018, August 14). Retrieved from https://en.wikipedia.org/wiki/Roy_Acuff

Johnny cash. (2018, August 14). Retrieved from https://en.wikipedia.org/wiki/Johnny_cash

GCSE Bitesize: Musical styles - Jamaica (continued). (n.d.). Retrieved from http://www.bbc.co.uk/schools/gcsebitesize/music/world_music/music_carribean6.shtml

B.B. King. (2018, August 14). Retrieved from https://en.wikipedia.org/wiki/B.B._King

Bessie Smith. (2018, August 14). Retrieved from https://en.wikipedia.org/wiki/Bessie_Smith

Bob Marley. (2018, January 20). Retrieved from https://www.biography.com/people/bob-marley-9399524

Britannica, T. E. (2017, May 31). Bessie Smith. Retrieved from https://www.britannica.com/biography/Bessie-Smith

Cooper, C. J. (2016, March 15). Reggae. Retrieved from https://www.britannica.com/art/reggae

Edition, N. S. (2016, May 03). The Origin Story of Bob Marley and The Wailers. Retrieved from http://www.newsweek.com/wailing-away-time-bob-marley-reggae-398060

Franklin, C. (2015, August 14). The A-Z Of Rock: A Beginner's Guide To Sub-Genres - Festicket Magazine. Retrieved from https://www.festicket.com/magazine/discover/-z-rock-beginners-guide-sub-genres/

GCSE Bitesize: 1960s soul music. (n.d.). Retrieved from http://www.bbc.co.uk/schools/gcsebitesize/music/popular_music/popular_1960s3.shtml

Greene, J. G. (n.d.). Gregory Isaacs | Biography & History. Retrieved from https://www.allmusic.com/artist/gregory-isaacs-mn0000160848/biography

Gregory Isaacs. (2018, August 14). Retrieved from https://en.wikipedia.org/wiki/Gregory_Isaacs

Heavy metal music. (2018, August 14). Retrieved from https://en.wikipedia.org/wiki/Heavy_metal_music

Leahey, A. (n.d.). Linkin Park | Biography & History. Retrieved from https://www.allmusic.com/artist/linkin-park-mn0000289599/biography

Led Zeppelin. (2018, August 14). Retrieved from https://en.wikipedia.org/wiki/Led_Zeppelin

Marvin Gaye. (2018, August 14). Retrieved from https://en.wikipedia.org/wiki/Marvin_Gaye

Peter Tosh. (2018, August 05). Retrieved from https://en.wikipedia.org/wiki/Peter_Tosh

Rick James. (2016, July 18). Retrieved from https://www.biography.com/people/rick-james-248967

Rock music. (2018, August 14). Retrieved from https://en.wikipedia.org/wiki/Rock_music

Soul music. (2018, August 14). Retrieved from https://en.wikipedia.org/wiki/Soul_music

Stevie Wonder. (2018, August 13). Retrieved from https://en.wikipedia.org/wiki/Stevie_Wonder

Unterberger, R. (n.d.). James Brown | Biography, Albums, Streaming Links. Retrieved from https://www.allmusic.com/artist/james-brown-mn0000128099

How to Write a Song in Ten Steps – My Song Coach. (n.d.). Retrieved from https://mysongcoach.com/write-a-song-in-ten-steps/

How to Write A Song - Top Ten Tips. (2010, June 09). Retrieved from https://youtu.be/f3IFkhRTYsI

How To Compose Music. (2010, June 15). Retrieved from https://youtu.be/Fz54Pz92ukA