

# STAGE 5 Music

Term 3, 2021

Learning at home / online learning

Google Classroom - Class code: **rob55q6**

Select one activity for each day. Each activity will take you around 30 minutes to complete.  
Upload photo/video of your work online

Activity 1	<b>Percussion at home</b>	Using items at home to create and play percussion
Activity 2	<b>Glass Music</b>	Using glasses and water, students create pitch and melody
Activity 3	<b>Write a Rap</b>	Composing a rap using literacy skills
Activity 4	<b>Music is Everywhere</b>	Students observe and document sounds that are in their world
Activity 5	<b>Musical Instrument &amp; Performance: The Oud &amp; Joseph Tawadros</b>	Students respond to questions about the Oud and Joseph Tawadros – includes youtube examples:
Activity 6	<b>Genre &amp; DJ playlist</b>	Identify different music genres and then create a DJ playlist
Activity 7	<b>Music Journalist</b>	Develop how to write a review of a live musical performance.
Activity 8	<b>Bob Marley - No Woman, No Cry</b>	Identify the concepts of music found in the Bob Marley song “No Woman No Cry’.
Activity 9	<b>Bob Marley – Research Activity</b>	Learn about Bob Marley and create a PowerPoint /google slides presentation.

# STAGE 5 Music

**Lesson:** Percussion at home

**Focus:** Performance

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**Instructions – as per booklet or online classroom**

**Extension Activity: Performance**

# 1. Music: Percussion at Home

Percussion may be anything that can be played by striking with the hand or with a stick or beater, or by shaking. Today you are going to make your own percussion instrument.

You will need (shaker 1):

- an empty plastic bottle
- some rice or sugar. (you can use other items, like the ones you see in the picture).
- Fill **half** of the bottle with the rice.
- Close the lid.
- Now shake the bottle up-and-down or
- Now shake the bottle left-to-right.

Bam! You have just created one of the most important instruments in a band: the shaker!!

Now if you want, you can create another shaker that will have a different sound (pitch).

You will need (shaker 2):

- an empty plastic bottle
- some rice or sugar. (you can use other items, like the ones you see in the picture).
- Fill a **quarter** of the bottle with the rice.
- Close the lid.
- Now shake the bottle up-and-down or
- Now shake the bottle left-to-right.

Use shaker 1 in the left hand

Use shaker 2 in the right hand

Activity: watch Jimmy Fallon and Sia perform 'Iko Iko'

(<https://www.youtube.com/watch?v=FMQRfliyznQ>)



After you have watched the performance, re-watch it, join their band and play-a-long as their shaker percussionist!

# STAGE 5 Music

**Lesson:** Glass Bottle Orchestra

**Focus:** Pitch and Performance

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**Instructions - as per booklet or online classroom**

**Extension Activity: Bonus listening activity.**

## 2. Music: Glass Bottle Orchestra

Today we are going to learn how to explore sound and pitch by turning glasses of water into musical instruments. We might like to learn how to play Beethoven's Violin Concerto..... but without the Violins!



### **You will need:**

- 8 identical glass bottles
- water
- food colouring (optional)
- 2 pencils, wooden sticks or wooden spoon

### **Method:**

1. Fill each bottle with a different amount of water.
2. Add food colouring to make the water levels visible (optional).
3. Use the pencils to tap the glass bottles.
4. Observe which bottle makes the highest sound and which bottle makes the lowest sound.

### **Background**

To create sound waves, you will strike the glass. The sound waves sound the same when the glasses are empty, but when you add water, it changes the size of the sound waves, because many of the sound waves created have to travel through the water before they can reach your ear. (Think about how it feels to walk through water -- this is how the sound waves feel too!) This changes the "pitch" of the sound you are hearing. The more water, the lower the pitch. The less water, the higher the pitch.

## Instructions:

- 1) Tap each glass of the empty glasses. They should sound roughly the same.
- 2) Now, fill the glasses with different amounts of water.
- 3) Tap lightly and gently on the side of each with a metal spoon or similar. Do they sound different now?
- 4) "Tune" your glasses to different pitches by changing the amount of water in each glass.

**Extension:** try tapping the glass with different object (metal, non-metal) and observe how it changes.

Watch the following videos for a step-by-step instruction and guides:

- Glass bottle orchestra - [https://www.youtube.com/watch?v=P\\_MNc92tT\\_o](https://www.youtube.com/watch?v=P_MNc92tT_o)
- Musical Jars Science Experiment:  
<https://www.youtube.com/watch?v=iFwtybB3R6Q>
- Glass music - Twinkle Twinkle Little Star:  
<https://www.youtube.com/watch?v=gUIA5vkck60>

## What's going on!?

Sound is created through vibrations. The vibrations create waves that travel through the air until they are either received (for example, by your ear) or absorbed. For example, when someone plucks a guitar string, it causes the string to vibrate. These vibrations then push through the air, making the molecules in the air bump into one another (like dominoes falling) until the vibration reaches your eardrum and makes it vibrate. Sound waves themselves are invisible, but you can sometimes feel them, and you can see them when they bump into something solid and make it move, such as a bowl full of rice placed on top of a speaker.

## Bonus Listening:

Ludwig van Beethoven - Violin concerto in C:  
<https://www.youtube.com/watch?v=ewYIN0suTbI>

# STAGE 5 Music

**Lesson:** Write a Rap

**Focus:** Composition

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**Instructions - as per booklet or online classroom**

**Extension Activity:**



### **3.Music: Write a Rap**

Students are to compose and submit a Rap of your own creation.

*When writing your rap, you are encouraged to use the following literacy techniques*

- *Rhyming (students must use rhyming in their Rap Composition)*
- *Alliteration*
- *Simile*
- *Metaphor*
- *Pacing*
- *Rhythm*

Follow the step-by-step instruction to help write your rap.

#### **Step 1: What to rap about?**

The most common elements that make up a rap song are;

- a) writing the rap in 1<sup>st</sup> person/present tense
- b) writing a description of a frustrating circumstance (examples of a frustrating circumstance could be: relationships, no money, school environment).

An example of a rap song that uses this method is Eminem – ‘Lose Yourself’ ([https://www.youtube.com/watch?v=\\_Yhyp-hX2s](https://www.youtube.com/watch?v=_Yhyp-hX2s))

*His palms are sweaty, knees weak, arms are **heavy**  
There's vomit on his sweater already, mom's **spaghetti**  
He's nervous, but on the surface, he looks calm and **ready**  
To drop bombs, but he keeps on **forgettin'***

Using the first four lines of the song as an example, Eminem is talking about himself as he prepares to enter a freestyle rap battle. The frustrating circumstance - his nerves, anxiety and remembering his lyrics.

**Step 2:** how long should it be?

16 bars. Think of a bar as a line of rap/one line of writing – one line in your notebook. So 16 lines equals 16 bars.

**Step 3.** Where do I put the rhymes? Rhyming words at the end of each bar/end of each line. Focus on rhyming in groups of two (Rhyming words in red):

Line 1	I rhyme words at the <b>end</b>		<b>end</b>
Line 2	May raps gonna <b>trend</b>	(Group 1: two rhyming words)	<b>trend</b>
Line 3	The songs will get <b>better</b>		<b>better</b>
Line 4	The flow will be <b>wetter</b>	(Group 2: two rhyming words)	<b>wetter</b>

So, for 16 bars/lines, you will need to come up with eight groups of two rhyming words.

**Step 4.** Do I need a beat and what should it beat? The most important aspect of rap music is the interaction between rhythms. The two main rhythms in rap music are the vocal rap rhythm and the beat rhythm. However, for now, let's focus on writing a rap.

**Step 5:** 4 bar/line method: focus on 4 bars/lines at a time with lyrics. Remember, start with a frustrating circumstance. What is your frustrating circumstance and what does it look like from your perspective (1<sup>st</sup> person view)?

Line 1			
Line 2		(Group 1: two rhyming words)	
Line 3			
Line 4		(Group 2: two rhyming words)	

**Step 6:** write bars 5 to 8. How people around you feel? Friends, family or community. How does a circumstance look from their perspective (second person view)?

Line 5		(Group 1: two rhyming words)	
Line 6			
Line 7		(Group 2: two rhyming words)	
Line 8			

**Step 7:** Bars 9 – 12: How you will work it out? What are you going to, would like to do, to change the circumstances? How are you going to overcome the difficult circumstance?

Line 9		(Group 1: two rhyming words)	
Line 10			
Line 11		(Group 2: two rhyming words)	
Line 12			

**Step 8:** Bars 13 – 16: How success will feel - when you get out of the circumstance. Are you going to celebrate? How will you celebrate? Who will you celebrate with?

Line 13		(Group 1: two rhyming words)	
Line 14			
Line 15		(Group 2: two rhyming words)	
Line 16			

## **Congrats! You're done!!**

Now, re-write your rap in the table below and practice it. To practice your rap, start slow and then gradually speed up. Make sure you rap clearly with your

annunciations, practice your consonants ('D', 'C', 'S' etc), to make your rap sound 'crisp'.

Line 1			
Line 2		(Group 1: two rhyming words)	
Line 3			
Line 4		(Group 2: two rhyming words)	
Line 5			
Line 6		(Group 1: two rhyming words)	
Line 7			
Line 8		(Group 2: two rhyming words)	
Line 9			
Line 10		(Group 1: two rhyming words)	
Line 11			
Line 12		(Group 2: two rhyming words)	
Line 13			
Line 14		(Group 1: two rhyming words)	
Line 15			
Line 16		(Group 2: two rhyming words)	

# STAGE 5 Music

**Lesson: Music is everywhere**

**Focus: Listening**

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**Instructions - as per booklet or online classroom**

**Extension Activity:** - optional performance piece

## 4.Music: Music is Everywhere

Music is all around us, all of the time. It isn't just something that happens when you hear the radio, YouTube or at concerts. Have you heard music at a supermarket or shopping centre? Or when you watch a movie? What about the sounds that are happening around you right now? Music, or sound, is always present and always around you – even though you may not be conscious of it.

Musical scavenger hunt:

This week, go for a walk with your family. This could be near your home, a park or a bush walk. Take notice of the sounds you hear. This could be a machine (cars), an element (wind) or animals (birds). 'Collect' these sounds and list them below:

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---

---

---

---

Also, when you are observing the sounds around you, notice the following and list what it was:

1) Listen for a low sound

---

---

2) Listen for a high sound

---

---

3) Listen for a repeating sound

---

---

4) Listen for a quiet sound

---

---

5) Listen for a loud sound

---

---

Background:

Listen to 'Binyang' By Ross Edwards:

[https://www.youtube.com/watch?v=fbTSNUKZ\\_dY](https://www.youtube.com/watch?v=fbTSNUKZ_dY)

Edwards (1943 - ) is an Australian composer who, inspired by a birdcall, composed 'Binyang' (meaning 'bird' in a Sydney Indigenous language).

Can you hear the sounds of a bird? Did you hear any birds on your scavenger hunt?

Extra:

Music, or sound, can also be silence... John Cage (1912 – 1992), an American composer, 'composed' a piece of music called '4:33', where the performer is instructed not to play anything. What is left? The audience hear the sounds of the environment. The sounds that are around you! Imagine going to concert where nothing was played. What would you hear?

You too can be a member of the audience for '4:33', here:

<https://www.youtube.com/watch?v=JTEFKFiXSx4>

Optional extra:

- Perform the piece '4 mins 33 secs' by John Cage. You may like to upload a video of your performance!

# STAGE 5 Music

**Lesson:** Music Instrument & Performance

**Focus:** The Oud and Joseph Tawadros

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**Instructions - as per booklet or online classroom**

**Extension Activity:**



## Music 5: Music Instrument and Performance

The Oud and Joseph Tawadros. The Oud is a short-neck lute-type, pear-shaped stringed instrument (11-13 strings) and originating from Arabic cultures. It is somewhat similar to the Guitar. Joseph Tawadros is an Egyptian born Australian Oud performer and composer of music who has won several awards and also an Order of Australia medal for his contribution to music and composition.



1. Watch YouTube: Oud Lesson by Joseph Tawadros

<https://www.youtube.com/watch?v=96id25YZEdQ>

- (a) How many strings does the oud have and how are they arranged?
- (b) Describe the overall shape of the oud.
- (c) How are the strings of the oud played?
- (d) How does the sound of the oud compare to (i) a guitar? (ii) a violin? (iii)

2. Watch YouTube: Joseph and James Tawadros – Sarajevo Jazz Festival, 2011.

<https://www.youtube.com/watch?v=HQSyvGzV1ZI>

- (a) Outline Joseph Tawadros' goal in creating music.
- (b) What is Joseph's musical training?

3. Watch YouTube: "World Music" (2016) – NEW ALBUM Joseph Tawadros and James Tawadros

<https://www.youtube.com/watch?v=G3bbmoy4bSI>

(a) List the instruments you see:

(i) Joseph playing

(ii) James playing

(b) Look at the credits.

(i) How many instruments were involved in this album?

(ii) How many did Joseph play?

(iii) How many did James play?

# STAGE 5 Music

**Lesson:** Genre & DJ Playlist

**Focus:** Engage in different music genres and create a DJ playlist

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**Instructions - as per booklet or online classroom**

**Extension Activity:**

## Music 6: Genre & DJ playlist

**GENRE** (*noun*): a style or category of art, **MUSIC**, or literature.

Today, we will listen to different genres of music and then you will act as a DJ and create a playlist from different genres.

A genre of music can be described based on various features. For example, the use of specific instruments. If the song was being played using orchestral instruments, then we could classify it as 'classical music'. Likewise, if the instruments were highly distorted guitars, we could classify as 'rock' or 'heavy metal'. Today, there are a lot of genres. **Watch the following video and name each genre in the table below:**

### Alphabetical 26-Genre Song

[https://www.youtube.com/watch?v=g3GhDWmb\\_3E](https://www.youtube.com/watch?v=g3GhDWmb_3E)

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X
Y	Z		

Let's listen to some popular genres of music!

Genre	Music Example	Did you like it? Y or N
<b>Electronic Dance</b> Music: generally referred as EDM. Music that is produced by DJs who add layers of	Meduza, Becky Hill - Lose Control <a href="https://www.youtube.com/watch?v=lrcdPaiDi3o">https://www.youtube.com/watch?v=lrcdPaiDi3o</a>	

additional sounds.		
<p><b>The Blues:</b> originally played by a single performer singing with a guitar or banjo in the 19th century. The Blues has evolved to now include electric guitars, bass and drums. A common feature of Blues music is the 12 bar blues chord structure.</p>	<p><b>Walking Blues featuring Keb' Mo' - Playing For Change</b>  <a href="https://www.youtube.com/watch?v=_oL_pCjPgUg">https://www.youtube.com/watch?v=_oL_pCjPgUg</a></p>	
<p><b>Rock Music:</b> Originated as “Rock &amp; Roll” in the United States in the 1950s. It is loud and features guitar riffs along with strong beats</p>	<p><b>Foo Fighters - Monkey Wrench</b>  <a href="https://www.youtube.com/watch?v=aKp5v588-Vs">https://www.youtube.com/watch?v=aKp5v588-Vs</a></p>	
<p><b>Jazz:</b> Has its roots in African and European culture and originated in the late 1900’s in the United States of America</p>	<p><b>They All Laughed - by George and Ira - The Charlie Biddle Trio w/ Stephanie Biddle</b>  <a href="https://www.youtube.com/watch?v=TdLm9qRRdh4">https://www.youtube.com/watch?v=TdLm9qRRdh4</a></p>	
<p><b>RnB (Rhythm and Blues):</b> Originated in the 1940s, this African-American <a href="#">music</a> is a combination of hip hop, funk, dance, pop and soul</p>	<p><b>Drake - Toosie Slide</b>  <a href="https://www.youtube.com/watch?v=xWggTb45brM">https://www.youtube.com/watch?v=xWggTb45brM</a></p>	
<p><b>Techno:</b> Originated in Detroit, U.S.A. It is characterised by a</p>	<p><b>FISHER - You Little Beauty</b></p>	

<p>repetitive beat and used by DJs.</p>	<p><a href="https://www.youtube.com/watch?v=X4xF5ymdQG8">https://www.youtube.com/watch?v=X4xF5ymdQG8</a></p>	
<p><b>Country:</b> Originated in America in the 1920s from American folk and western music using simple forms of instruments electric and steel guitars to drums and mandolin or mouth organ.</p>	<p><b>Keith Urban - Somebody Like You</b>  <a href="https://www.youtube.com/watch?v=eiBinM-f-Pk">https://www.youtube.com/watch?v=eiBinM-f-Pk</a></p>	
<p><b>Pop:</b> Pop is known to be a genre of popular music. With its roots in the rock &amp; roll style, this form can include any form of music ranging from urban and dance to rock, country and Latin. Instruments highly used are electric guitars, synthesizer drums as well as bass.</p>	<p><b>Michael Jackson - Billie Jean (Official Video)</b>  <a href="https://www.youtube.com/watch?v=Zi_XLOBDo_Y">https://www.youtube.com/watch?v=Zi_XLOBDo_Y</a></p>	

## **DJ playlist**

A friend has asked you to DJ their party. Create a playlist of songs from a genre of music that you think they will like and also work well for everyone to dance to and have a good time at the party. You need to have enough songs for 30 mins of music. Use YouTube or Spotify to search for your songs.

<b>Track number</b>	<b>Artist name</b>	<b>Song name</b>	<b>Track length</b>	<b>Genre</b>
<b>Example</b>	<b>Drake</b>	<b>Toosie Slide</b>	<b>4:08</b>	<b>R &amp; B</b>
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

**Total Time =**

# STAGE 5 Music

**Lesson:** Music Journalist

**Focus:** Develop how to write a review of a live musical performance.

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**Instructions - as per booklet or online classroom**

**Extension Activity:**



## **Music 7: Music Journalist**

Write a short review of a live music performance from your favourite musical artist. The performance could be a concert you have attended or a performance found on YouTube. Either a full concert or a one off performance of one of their songs.

**This is the “who, what, where and when” so your reader knows the details of the concert you are reviewing.**

Who was performing? \_\_\_\_\_

How many musicians were performing? \_\_\_\_\_

What instruments were they playing? \_\_\_\_\_

What was the event? \_\_\_\_\_

What song/songs did they performing? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When was the event held? \_\_\_\_\_

Where was the event held? \_\_\_\_\_

Why was the event held (any special reason)? \_\_\_\_\_

**Sentences that give your overall opinion of the performance.**

Do you think the performance was good overall? \_\_\_\_\_

Do you think it could have been better? How? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Briefly describe the venue where the performance took place: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Was the venue an enjoyable place to view the performance? How? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Was the music performed at a high level, or did you hear something not quite right, or that you didn't enjoy? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe how did the performers look. What was their style of outfits/clothing? Did it suit the performance? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Anything else you noticed and have an opinion about?) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Share at least 2 specific observations (2 sentences) that support your opinions of the performance**

Opinion 1 (sentence 1) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Opinion 2 (sentence 2) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Conclusion**

Rating: give the performance a rating out of 5 \_\_\_\_\_

Is there anything else you would like to say about the performance? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Would you recommend seeing this performance? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# STAGE 5 Music

**Lesson:** Bob Marley Listening

**Focus:** Identify the concepts of music found in the Bob Marley song "No Woman No Cry".

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**Instructions - as per booklet or online classroom**

**Extension Activity:**

## **Music 8: NO WOMAN NO CRY - BOB MARLEY**

<https://www.youtube.com/watch?v=OrCgrZA8xyo>

### LISTENING

**LISTEN TO THE SONG "No Woman, No Cry" and answer the following questions (on this document) When you have completed the activity save it and post it to the STAGE 5 Classroom**

**Resource:** See page 32/33 or <https://tabs.ultimate-guitar.com/tab/bob-marley/no-woman-no-cry-chords-45479>

### Q1 STRUCTURE

**How many verses are in the song?**

---

**How many choruses are in the song?**

---

**Describe how the song ends**

---

**OUTLINE the overall Structure of the song. Eg, introduction, verse, chorus, bridge. Some sections oave been done for you.**

<b>Section 1</b>	<i>Intro</i>
<b>Section 2</b>	<i>Verse</i>
<b>Section 3</b>	
<b>Section 4</b>	
<b>Section 5</b>	
<b>Section 6</b>	
<b>Section 7</b>	
<b>Section 8</b>	
<b>Section 9</b>	<i>Outro</i>

## Q2 TONE COLOUR

**List all of the instruments you can hear**

**Describe the actual sound of each instrument (use descriptive words)**

Eg; The drums are clear

Eg; The bass is smooth

The lead vocals are: \_\_\_\_\_

The backup vocals are: \_\_\_\_\_

The electric guitar is: \_\_\_\_\_

**Describe the sound of his voice (use descriptive words)**

Bob Marley's voice is: \_\_\_\_\_

**Describe the role of each instrument**

**(rhythm/beats, harmony/chords or melody)**

The drums provide the: \_\_\_\_\_

The bass is linking the m \_\_\_\_\_ and r \_\_\_\_\_

The lead vocals are the melody or harmony/chords? \_\_\_\_\_

The backup vocals are singing individually or together (in harmony)?

\_\_\_\_\_

The electric guitar is playing the \_\_\_\_\_

Bright	Sparkling
Chirpy	Shimmering
Brilliant	Silvery
Clear	Pure
Nasal	Reedy
Haunting	Eerie
Sombre	Thin
Murky	Edgy
Majestic	Powerful
Grand	Strong
Ringing	Comical
Distorted	Aggressive
Coarse	Dark
Muddy	Harsh
Breathy	Airy
Muted	Muffled
Wooden	Scratchy
Mellow	Sweet
Resonant	Warm
Romantic	Metallic
Piercing	Blazing
Brassy	Hollow
Dry	Rumbling
Percussive	Electronic
Synthetic	

**Q3 PITCH**

***Describe the main vocal melody. Is it high or low?***

---

***Is there any repetition? Does he sing the same melody all of the time or does it changes?  
If so, how?***

---

***In what section of the song do you hear the background vocalists:***

---

***Describe the keyboard melody. Is it high or low?***

---

***In what section of the song is it being played?***

---

[Intro]

C G/B Am F  
C F C G

[Chorus]

C G/B Am F  
**No woman no cry**  
C F C G  
**No woman no cry**  
C G/B Am F  
**No woman no cry**  
C F C  
**No woman no cry**

[Verse]

G  
**Said said**  
C G/B Am F  
**said I remember when we used to sit**  
C G/B Am F  
**In the government yard in trenchtown**  
C G/B Am  
**Oba obaserving the hypocrites**  
C G/B Am F  
**As they would mingle with the good people we meet**  
C G/B Am F  
**good friends we had oh good friend we lost**  
C G/B Am F  
**along the way**  
C G/B Am F  
**In this bright future you cant forget your past**  
C G/B Am F  
**So dry your tears I say**

[Chorus]

C G/B Am F  
**No woman no cry**  
C F C G  
**No woman no cry**  
C G/B Am F  
**Here little darlin' don't shed no tears**  
C F C  
**No woman no cry**

[Verse]

G  
**Said said**  
C G/B Am F  
**said I remember when we used to sit**  
C G/B Am F  
**In the government yard in trenchtown**  
C G/B Am F  
**And then Georgie would make a fire light**  
C G/B Am F  
**as it was log wood burnin through the nights**  
C G/B Am F



Then we would cook corn meal porridge  
 C            G/B            Am            F  
 of which I'll share with you            yeah  
 C            G/B            Am            F  
           my feet is my only carriage            and so  
 C            G/B            Am  
 I've got to push on through  
 F  
 But while I'm gone

[Bridge]

C                            G/B                            Am                            F  
 Ev'ry thing's gonna be alright.    Ev'ry thing's gonna be alright.  
 C                            G/B                            Am                            F  
 Ev'ry thing's gonna be alright.    Ev'ry thing's gonna be alright.  
 C                            G/B                            Am                            F  
 Ev'ry thing's gonna be alright.    Ev'ry thing's gonna be alright.  
 C                            G/B                            Am                            F  
 Ev'ry thing's gonna be alright.    Ev'ry thing's gonna be alright.

[Chorus]

C    G/B            Am    F  
 So no woman no cry  
 C    F            C    G  
 No woman no cry  
 C    G/B            Am            F  
 Here little darlin' don't shed no tears  
 C    F            C  
 No woman no cry

# STAGE 5 Music

**Lesson:** Bob Marley Research

**Focus:** Learn about Bob Marley and create a powerpoint /google slides presentation.

**Please Note:** When completing answers / tasks you have two options for submission:

1. If working online, open a Google Docs or Word Document, write the heading, the question and the answers. Upload.
2. If working in the booklet, complete the answers in the spaces provided (lined pages included after each of the worksheets).

**Instructions - as per booklet or online classroom**

**Extension Activity:**

## **Music 8: BOB MARLEY - RESEARCH ACTIVITY**

*Listen to the interview:* <https://www.youtube.com/watch?v=NXimgW1Qnn0>

<https://www.theguardian.com/film/2012/apr/08/bob-marley-life-documentary-macdonald>

[https://www.youtube.com/watch?v=ld\\_UuPVPWNQ](https://www.youtube.com/watch?v=ld_UuPVPWNQ)

*Using these resources and some of your own, prepare a PowerPoint presentation on Bob Marley (No more than 10 slides)*

*You can include the following discussion points or use them as subheadings:*

*His upbringing/life*

*Career*

*How he got into the music industry*

*Albums*

*Songs*

*His popularity*

*His message*

*Bob Marley and spirituality*

*His death*