



The *Pure* Drop

Study Guide for Episode 10 — Digital Gothic



Emma Härdelin's and Stefan Brisland-Ferner of the Swedish band Garmarna.

Before you start

Print this study guide and then use The Pure Drop website to complete the activities relevant to you.

The resources referred to in this study guide can be found on The Pure Drop website in Episode 10 — Digital Gothic.

http://thepuredrop.com.au/ep_gothic/

Curriculum Links in this study guide

Music _____ pages 2-5

HSIE/SOSE _____ page 6

English _____ page 7

ICT _____ page 7



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http://thepuredrop.com.au/ep_gothic

Activities for Music Curriculum topics

Go to Episode 10 of The Pure Drop website http://thepuredrop.com.au/ep_gothic/

Watch the Digital Gothic video.

In Dig Deeper  refer to the following link:

 What is Nordic roots music?

Answer the following questions...

1. According to Emma, what was it about Garmarna's music that Punk and Heavy Metal music fans liked? _____

2. Where is this band from and when did they first form? _____

3. List the members of the band and what instruments they play. _____

4. Why don't Garmarna fit into the Folk music scene? _____

5. How would you describe Garmarna's musical style? _____

6. Where does Emma Härdelin source the melodies on which their pieces are based? _____

7. Describe the way Stefan composes Garmarna's music. _____



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In Dig Deeper  refer to the following link:

 What is Nordic roots music?

Answer the following questions...

1. What instruments are used and what role do they play in the music?

Instrument	Role

2. Is the time signature duple or triple?


3. Using the terms A section, B section, solo section and coda, describe the structure of this piece.

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4. Describe the bass line.

Go to Episode 10 of The Pure Drop website http://thepuredrop.com.au/ep_gothic/

In Dig Deeper  refer to the following link:

 Song: Euchari — watch the video or listen to the mp3 audio.

Answer the following questions...

1. List the instruments as they enter.

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2. Describe the texture of this piece. Does it change?
3. What is the structure of this piece? Rondo, ternary or strophic?
4. Describe the bass line.
5. Listen to the piece as many times as required and transcribe the bass line.



Go to Episode 10 of The Pure Drop website http://thepuredrop.com.au/ep_gothic/

In Dig Deeper  refer to the following link:

 Song: Herr Holger — watch the video or listen to the mp3 audio.

Answer the following questions...

1. List the similarities and differences between this piece and Euchari by referring to the concepts below.

Concept	Similarities	Differences
Melody		
Tone Colour/Timbre		
Texture		
Structure		

2. Compose your own piece using the same method as Garmarna. Use the following steps:
 - a. Find a traditional melody from your cultural background. Do this by looking through old song books you have at home or ask your music teacher if there are any in the music department at school. Alternately, you could ask one of your relatives to sing an old song and then transcribe it or visit the abc notation website and choose one of the melodies transcribed there.
 - b. Now input the melody into any available music software you have.
 - c. Choose an unusual sound to play the melody on and then improvise using a bass sound until



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you have a bass line that seems to fit. Enter the bass line and save.

- d. Now select a pre-set drum pattern to go with your melody and bass line. Record it and save it.
- e. Select some 'atmospheric' sounds that suit the words of the tune and add them at intervals throughout the piece.
- f. Listen to your finished piece and evaluate it. Does it maintain the listener's interest? How could some variety be created? Make some changes.
- g. Perform your piece with a vocalist and other member of your class.

Go to Episode 10 of The Pure Drop website http://thepuredrop.com.au/ep_gothic/

In Dig Deeper  refer to the following links:

 Hurdy Gurdy tune: Delirium, by Stefan Brisland-Ferner.

 Learn about the hurdy gurdy instrument.

Answer the following questions:

1. What are the origins of the hurdy gurdy? _____

2. How is it played? _____

3. How is the sound produced? _____

4. Describe the sound in your own words. _____

5. Would this instrument be classified as a membranophone, aerophone, idiophone or chordophone? _____



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Activities for HSIE/SOSE Curriculum topics

Go to Episode 10 of The Pure Drop website http://thepuredrop.com.au/ep_gothic/

Watch the Digital Gothic video.

In Dig Deeper  refer to the following link:

 What is Nordic roots music?

In The Big Picture 

Read more about technology and tradition.

Answer the following questions:

1. Discuss the ways in which the love of music was passed down to the members of Garmarna by their families despite the different musical styles and backgrounds they come from.
2. With reference to the music of Garmarna, explain the impact of technology on the development of folk music.
3. Folk music is defined as music of the folk or the people. How are Garmarna helping to keep music from the past alive?
4. Historically, musicians and composers have always incorporated new technologies into their music. The piano, clarinet and saxophone were all instruments developed for specific musical purposes. Select one of these instruments and research the reasons for its development, how it was developed and who developed it. Hypothesise the impact it would have had when it was first heard.



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http://thepuredrop.com.au/ep_gothic

Activities for English Curriculum topics

Go to Episode 10 of The Pure Drop website http://thepuredrop.com.au/ep_gothic/

In The Big Picture ☀

Read more about technology and tradition.

Answer the following question:

1. Do you agree with the viewpoint of this writer? Are there ways to keep regional differences alive?
Is there any reason for trying to do this?

Activities for ICT Curriculum topics

Go to Episode 10 of The Pure Drop website http://thepuredrop.com.au/ep_gothic/

In Dig Deeper ≡ refer to the following link:

 What is Nordic roots music?

In The Big Picture ☀

Read more about technology and tradition.

Answer the following question:

1. The musicians in Garmarna have used a variety of technologies to write and perform their music. What are some of the ways ICT has influenced musicians and composers in the 20th and 21st centuries?