

Vose & Sons  
BOSTON.



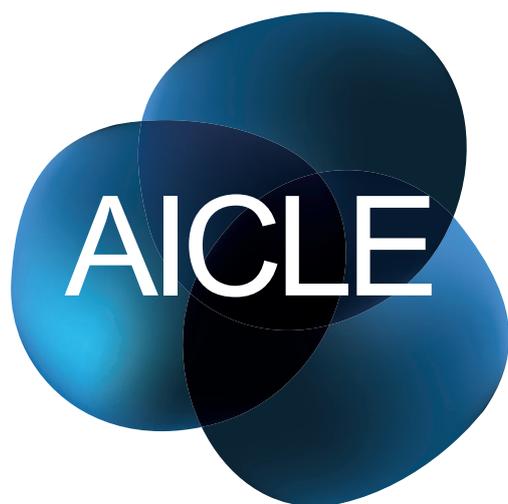
# Música

Secundaria



JUNTA DE ANDALUCIA

Inglés



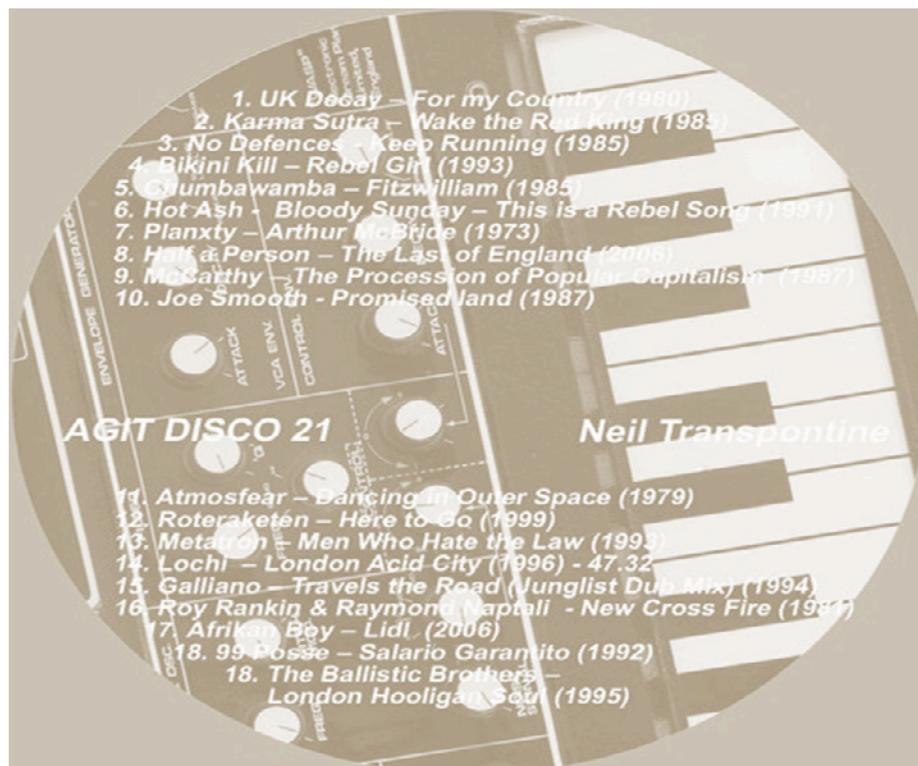
## Identificación del material AICLE

<b>TÍTULO</b>	Music Styles
<b>NIVEL LINGÜÍSTICO SEGÚN MCER</b>	A2.1
<b>IDIOMA</b>	Inglés
<b>ÁREA / MATERIA</b>	Música
<b>NÚCLEO TEMÁTICO</b>	Historia de la Música
<b>GUIÓN TEMÁTICO</b>	Estilos y tipos de música.
<b>FORMATO</b>	La unidad pretende introducir al alumnado en los diferentes tipos de música, citando representantes notables de cada estilo.
<b>CORRESPONDENCIA CURRICULAR</b>	1º de Educación Secundaria
<b>AUTORÍA</b>	Almudena Viéitez Roldán
<b>TEMPORALIZACIÓN APROXIMADA</b>	6 sesiones.
<b>COMPETENCIAS BÁSICAS</b>	<p>Competencia lingüística:</p> <ul style="list-style-type: none"><li>- Adquisición de vocabulario</li><li>- Discusión y puesta en común en voz alta de aspectos concretos del tema</li><li>- Extraer información de textos</li><li>- Lectura comprensiva</li><li>- Fomento de las destrezas orales</li></ul> <p>Competencia en el conocimiento y la interacción con el mundo físico:</p> <ul style="list-style-type: none"><li>- Reflexión sobre la presencia de ruido y silencio en nuestra sociedad</li></ul> <p>Competencia cultural y artística:</p> <ul style="list-style-type: none"><li>- Conocimiento de los principales tipos de música que han surgido a lo largo de los siglos</li></ul> <p>Competencia para aprender a aprender:</p> <ul style="list-style-type: none"><li>- Realizar esquemas, mapas conceptuales y líneas temporales</li></ul> <p>Competencia en el tratamiento de la información y competencia digital:</p> <ul style="list-style-type: none"><li>- Uso de nuevas tecnologías para investigar y desarrollar una presentación</li></ul>
<b>OBSERVACIONES</b>	Todas las audiciones propuestas son una mera sugerencia y se pueden sustituir por cualquiera del mismo estilo de música.

# Tabla de programación AICLE

<b>OBJETIVOS</b>	<ul style="list-style-type: none"> <li>- Comprender y expresarse en una o más lenguas extranjeras de manera apropiada</li> <li>- Conocer, valorar y respetar los aspectos básicos de la cultura y la historia propias y de los demás, así como el patrimonio artístico y cultural</li> <li>- Apreciar la creación artística y comprender el lenguaje de las distintas manifestaciones artísticas, utilizando diversos medios de expresión y representación</li> </ul>		
<b>CONTENIDOS DE CURSO / CICLO</b>	Bloque 1: Audición. Bloque 4: La música en la cultura y en la sociedad.		
<b>TEMA</b>	<ul style="list-style-type: none"> <li>- Tipos de música</li> <li>- La música clásica: la música seria a través de la historia</li> <li>- Clasificación de la música clásica</li> <li>- Música tradicional</li> <li>- Música popular</li> <li>- Clasificación de la música tradicional</li> <li>- Otros tipos de música: música de cine y musicales</li> </ul>		
<b>MODELOS DISCURSIVOS</b>	<ul style="list-style-type: none"> <li>- Identificar músicos famosos</li> <li>- Clasificar piezas musicales según el estilo de música</li> <li>- Justificar opiniones musicales</li> <li>- Mostrar acuerdo o desacuerdo sobre gustos musicales</li> <li>- Describir características musicales</li> </ul>		
<b>TAREAS</b>	<ul style="list-style-type: none"> <li>- Audición de diferentes piezas musicales de estilos diferentes</li> <li>- Cuestionarios sobre audiciones</li> <li>- Líneas de tiempo</li> <li>- Histórico</li> <li>- Webquest</li> </ul>		
<b>CONTENIDOS LINGÜÍSTICOS</b>	<b>FUNCIONES:</b> <ul style="list-style-type: none"> <li>- Comparar información con compañeros</li> <li>- Crear definiciones propias</li> <li>- Identificar palabras clave en textos</li> <li>- Leer definiciones en voz alta</li> <li>- Contrastar opiniones</li> <li>- Buscar información en textos</li> <li>- Describir características, semejanzas y diferencias</li> <li>- Corregir actividades hechas por el compañero</li> </ul>	<b>ESTRUCTURAS:</b> <ul style="list-style-type: none"> <li>To have in common</li> <li>In my opinion...</li> <li>To play...</li> <li>This means...</li> <li>Have developed...</li> <li>Have emerged</li> <li>To play a recording</li> <li>To differ</li> <li>To mark the beat</li> <li>In turns</li> <li>It is related..</li> <li>Comparative: louder, shorter...</li> <li>The difference between...</li> <li>To fill in ...</li> </ul>	<b>LÉXICO:</b> <ul style="list-style-type: none"> <li>Emerged, style, type, issues, scan, classify, traditional, classical, popular, acoustic, conductor, anonymous, lyrical, technical, above, below, belong, evolution, verse, chorus, intro, lyrics, improvisation, syncopation, tend to, southern, influence, gentle, emotional, fusion, stage.</li> </ul>
<b>CRITERIOS DE EVALUACIÓN</b>	<ul style="list-style-type: none"> <li>- Identifica los principales estilos de música</li> <li>- Conoce las características de los principales estilos de música</li> <li>- Conoce los nombres de algunos músicos importantes de diferentes estilos de música</li> <li>- Es capaz de ordenar cronológicamente datos concretos</li> <li>- Diferencia sub-estilos musicales</li> </ul>		

# MUSIC STYLES



## CONTENTS

1. Introduction
2. Music styles
  - 2.1 Classical Music
  - 2.2. Traditional music
  - 2.3. Popular music
3. Other types of music
4. Review activities
5. Project

# 1. INTRODUCTION

1. Work in pairs. Look at the pictures. Do you know who they are? Talk to your partner about what they all have in common, and the differences between them.



Expressions to use:

The person in picture 1 is ....

All these people are...

They all...

What's different is...

2. If you don't know the name of any of the musicians in the previous activity, ask other groups.



Expressions to use:

Do you know who No. .... is?

Yes, he/she is ...

We are not sure, but we think he/she is...

No, sorry, we don't know.

3. Now we are going to listen to several pieces of music. Match each piece with one of the previous musicians.

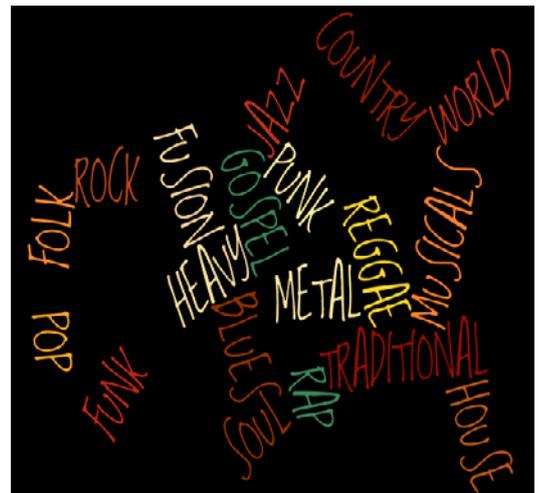


PIECES OF MUSIC	IMAGES
MUSIC 1	No. ....
MUSIC 2	No. ....
MUSIC 3	No. ....
MUSIC 4	No. ....
MUSIC 5	No. ....
MUSIC 6	No. ....
MUSIC 7	No. ....
MUSIC 8	No. ....

## 2. MUSIC STYLES

In the past, music was basically divided into classical and popular. However, during the 20th century there was a huge musical revolution; different types of music emerged, and then merged, developing yet more new musical styles.

What a mess!! I don't understand the difference...



1. Work with a partner. Think of different music styles and a band / singer that plays each kind of music. Write them in the box below.



In general terms, there are three groups into which music can be classified:

*CLASSICAL* **TRADITIONAL** **POPULAR**

These are the main types of music. Each one has features that make them different from the others. There are also several sub-styles.

**2. Work in groups of three. One of you is Classical, one Traditional and one Popular. Find the sentences below which describe your style and put them in order to create a definition.**



**SENTENCES RELATED TO MUSIC STYLES:**

It is the music of a particular country

String, woodwind, brass and percussion instruments usually feature in this type of music

This music is what people often listen to for entertainment

It is performed in front of a seated, silent audience, usually in a theatre

It brings local color

The origins go back centuries ago

Its composers are often famous

Usually, the composers are anonymous

Nowadays there is a big industry around it

It is not usually written down
Sometimes it is played in big concerts and festivals
It is usually played in town festivities or family celebrations
Bands such as The Beatles, or singers such as Michael Jackson perform this type of music
It is written in scores
It uses electric instruments
It has existed since Medieval times
It has been recorded since almost its beginnings
Beethoven and Mozart composed this type of music
This term is used for serious and formal music
This music is not so serious and formal
It usually includes singing and dancing
It developed in the 20th century
It has been passed on from generation to generation orally
Sometimes this music is improvised
It includes a lot of different sub-styles: jazz, rock, rap...
It uses typical instruments of the country

**TYPE OF MUSIC:** .....

**3. Dictation:** In the same groups as in activity 2. Take turns to read your definition aloud. The other members will write it down in the space provided below. Read slowly, paying attention to the pronunciation. Then correct the texts of the other members of your group.



.....

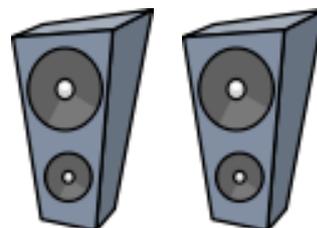
.....

4. Write 4 true/false questions related to your music style. Give them to the other members of your group. Check their answers.



- a).....
- b).....
- c).....
- d).....

It's time to listen to some music!!!



6. We are going to listen to different types of music. Give each piece of music a number (1, 2...) and write it in the appropriate column in the table below.



*CLASSICAL* **TRADITIONAL** **POPULAR**

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## 2.1. CLASSICAL MUSIC

1. Watch the following videos of some classical music concerts. Then, in pairs, tick (✓) the right answer for each question.

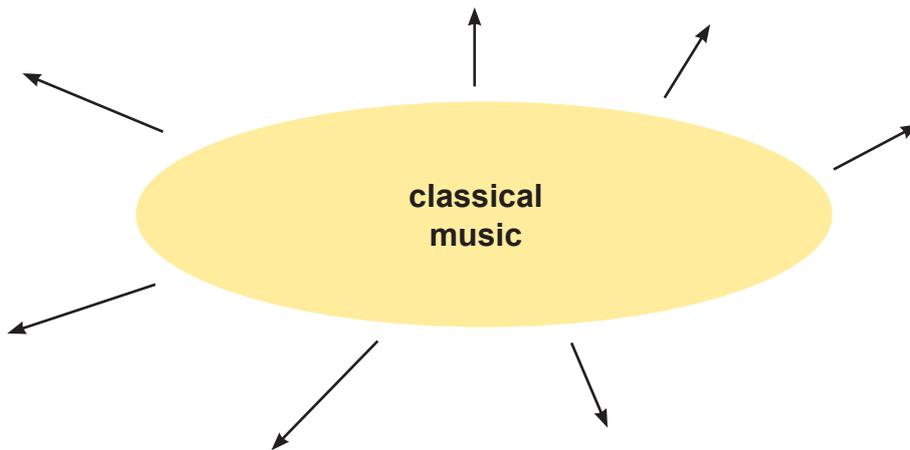


Classical music 1	
The music...	... uses acoustic instruments
	... uses electric instruments
	... uses no instruments
The audience...	... participates in the concert, singing or dancing
	... remains silent
The musicians...	... have a score
	... don't have a score
The orchestra...	... is conducted by a conductor
	... has no conductor
The music...	... was written by a well known composer
	... was written by someone anonymous
The music is made of...	... only voices
	... voices and instruments
	... only instruments
The singers...	... use lyrical techniques
	... sing in a less technical way
The music...	... seems serious
	... seems funny

Classical music 2	
The music...	...uses acoustic instruments
	...uses electric instruments
	...uses no instruments
The audience...	...participates in the concert, singing or dancing
	...remains silent
The musicians...	...have a score
	...don't have a score
The orchestra...	...is conducted by a conductor
	... has no conductor
The music...	...was written by a well known composer
	...was written by someone anonymous
The music is made of...	...only voices
	... voices and instruments
	...only instruments
The singers...	... use lyrical techniques
	...sing in a less technical way
The music...	...seems serious
	...seems funny

Classical music 3	
The music...	...uses acoustic instruments
	...uses electric instruments
	...uses no instruments
The audience...	...participates in the concert, singing or dancing
	...remains silent
The musicians...	...have a score
	...don't have a score
The orchestra...	...is conducted by a conductor
	... has no conductor
The music...	...was written by a well known composer
	...was written by someone anonymous
The music is made of...	...only voices
	... voices and instruments
	...only instruments
The singers...	... use lyrical techniques
	...sing in a less technical way
The music...	...seems serious
	...seems funny

2. Work with the same partner. Draw a mind map with the main characteristics of Classical music. Use the tables you have filled in before to help you. You may need to add some arrows.



3. Now, compare your mind-map with three other groups. Explain yours. Give your opinion of the other mind-maps. Add characteristics that you didn't have in your mind-map.



Expressions to use:

We consider X as a characteristic of classical music because...

Why have you written X?

I agree/disagree with this characteristic of your mind-map because...

4. These are composers of classical music. Can you write the names of some others?



Vivaldi



Beethoven



Strictly speaking, **Classical music** is music composed in the second half of the 18th century, following the European style of that period. However, the term “classical” is widely used for formal music composed in other periods following certain stylistic patterns. The musical style of each period has a different name.

5. Listen to your teacher/assistant talking about the different styles of classical music. Fill in the missing information.



<b>OTHER STYLES OF CLASSICAL MUSIC:</b>	Medieval music: ..... centuries
	Renaissance music: ..... centuries
	Baroque music: .....centuries
	Classical music: ..... century
	Romantic music: ..... century
	Nationalist music: ..... century
	Impressionist, neo-classical, minimalist, aleatoric or serial ..... century

6. Draw a timeline of the classical music styles, with their names and dates. Go from left to right, from the oldest to the more recent. Compare your timeline with other people's.



## Classical music can be also classified as:

Religious: when the text has a religious meaning, or it is composed for religious purposes

Secular: when the text does not have a religious meaning, or it is composed for non-religious purposes

Instrumental: when there are only instruments playing

Vocal: when there are voices singing (either without or with instruments)

7. Classify the musical pieces of the videos in activity 1 according to the styles explained above.



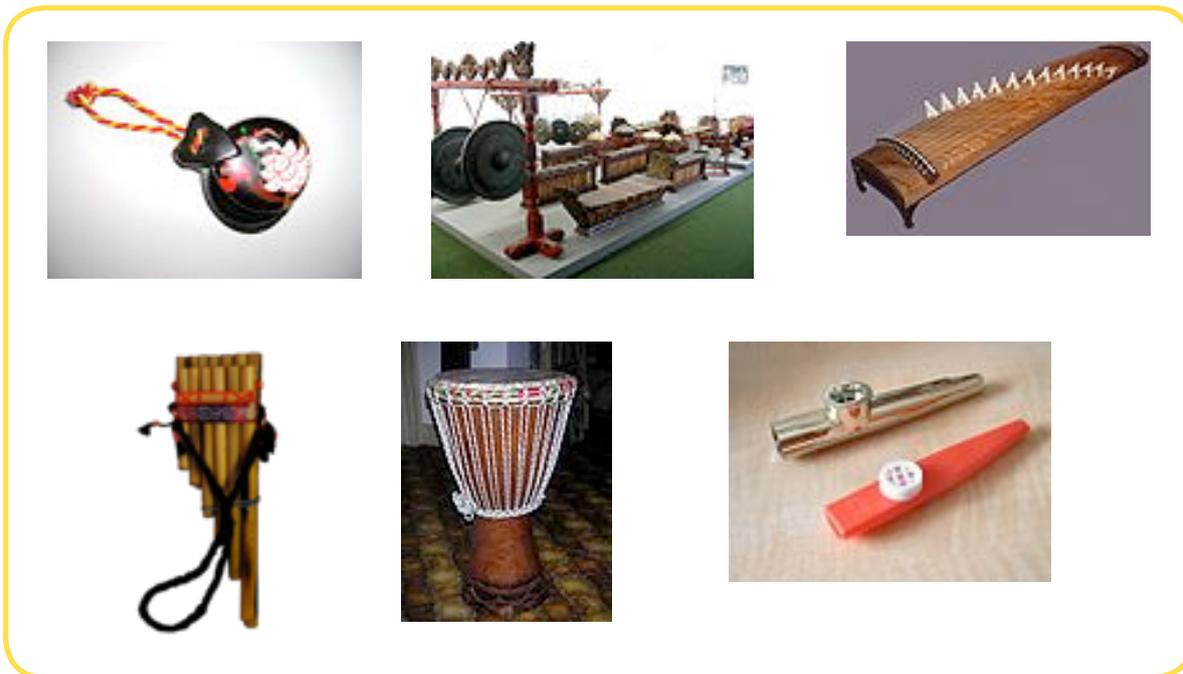
Classical music 1	
Classical music 2	
Classical music 3	

If it is religious it cannot be secular!!



## 2.2. TRADITIONAL MUSIC

Have you ever seen these instruments in an orchestra?!



Probably, not. These instruments are used to play traditional music of different countries.

1. Work in pairs. Can you guess which country each instrument comes from?

Expressions to use:

I think this instrument is from ....

I have seen this instrument in ....

2. Re-read the definition of traditional music in from the beginning of this unit.

# Traditional music around the world



Traditional music can be:

- Songs
- Dances
- Instruments



These are world regions which have famous traditional music.

REGION/COUNTRY/ETHNIC GROUP	
FAR EAST	CHINA
	JAPAN
	INDONESIA
	INDIA
SUB-SAHARAN AFRICA	
ARAB COUNTRIES	
NATIVE AMERICAN TRIBES	

**3. Work in groups of four. Each group will choose one of the above categories and do some research into its traditional music. Follow these steps:**



**a) Divide the tasks:**

- One student will find out about instruments;
- Another will look for the characteristics of the music, types of music, etc.
- Another student will see what they can discover about songs, dances, etc.
- Another one will look for pictures and recordings of the traditional music of that region/country.



**b) Draw a big world map on a big card, and focus on your region. Write a summary of what you have found about the traditional music of that part of the world. Stick some pictures on it.**

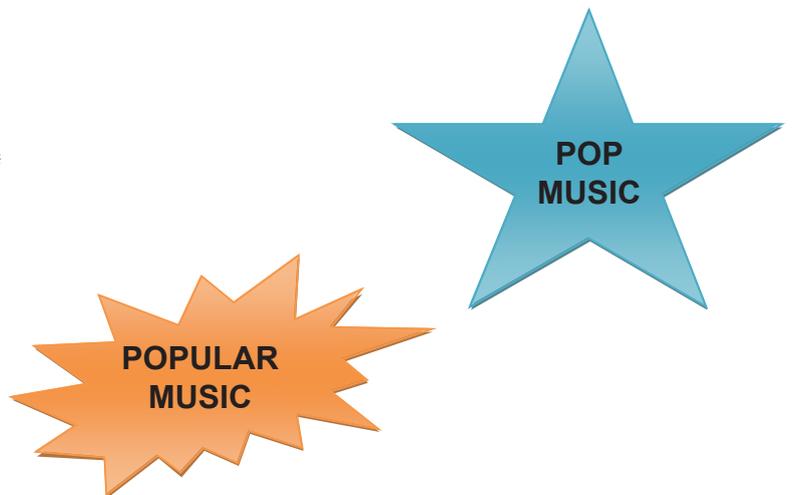
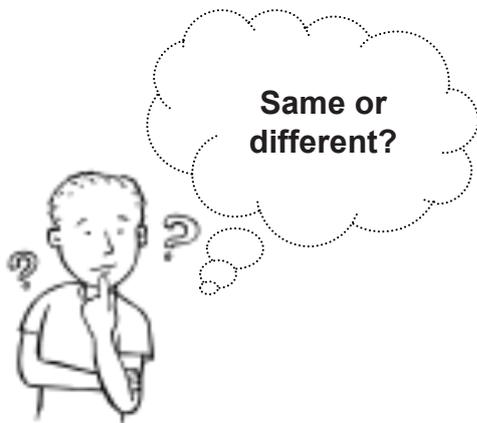


**c) Prepare a presentation. Show everyone your map. Explain what you have discovered about the traditional music of your part of the world. Play the recordings you found to support your presentation.**

Below you will find some links to help you with your research.

COUNTRY	LINKS
CHINA	<a href="http://library.thinkquest.org/20443/traditional_music.html">http://library.thinkquest.org/20443/traditional_music.html</a> <a href="http://chinesemusic.co.uk/home/chinese-music-history">http://chinesemusic.co.uk/home/chinese-music-history</a>
JAPAN	<a href="http://www.japaneselifestyle.com.au/culture/japanese_music_folk.html">http://www.japaneselifestyle.com.au/culture/japanese_music_folk.html</a> <a href="http://www.japan-guide.com/e/e2113.html">http://www.japan-guide.com/e/e2113.html</a>
INDONESIA	<a href="http://www.asiarecipe.com/indomusic.html">http://www.asiarecipe.com/indomusic.html</a> <a href="http://indonesia.elga.net.id/music.html">http://indonesia.elga.net.id/music.html</a>
INDIA	<a href="http://chandrakantha.com/articles/indian_music/folk_music.html">http://chandrakantha.com/articles/indian_music/folk_music.html</a> <a href="http://www.culturalindia.net/indian-music/folk-music.html">http://www.culturalindia.net/indian-music/folk-music.html</a>
AFRICA	<a href="http://www.mnsu.edu/emuseum/cultural/music/african_music.shtml">http://www.mnsu.edu/emuseum/cultural/music/african_music.shtml</a> <a href="http://www.africaguide.com/culture/music.htm">http://www.africaguide.com/culture/music.htm</a>
ARAB COUNTRIES	<a href="http://www.classicalarabicmusic.com/traditional_arabic_music.htm">http://www.classicalarabicmusic.com/traditional_arabic_music.htm</a> <a href="http://www.traditionalarabicmusic.com/">http://www.traditionalarabicmusic.com/</a>
NATIVE AMERICAN	<a href="http://nativeamericancultures.com/music.htm">http://nativeamericancultures.com/music.htm</a> <a href="http://www.nativeamericansmusic.com/">http://www.nativeamericansmusic.com/</a>

## 2.3. POPULAR MUSIC



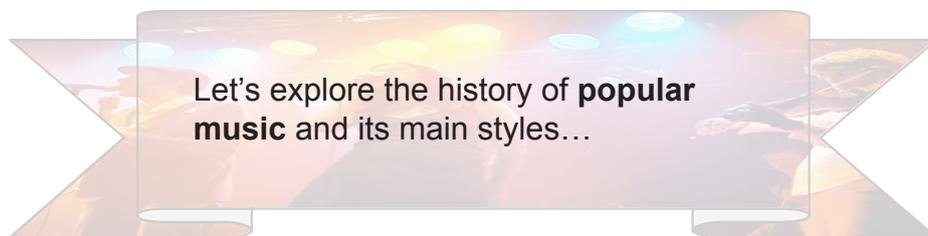
1. Do you think “pop music” and “popular music” is the same thing? Discuss this question with your partner.



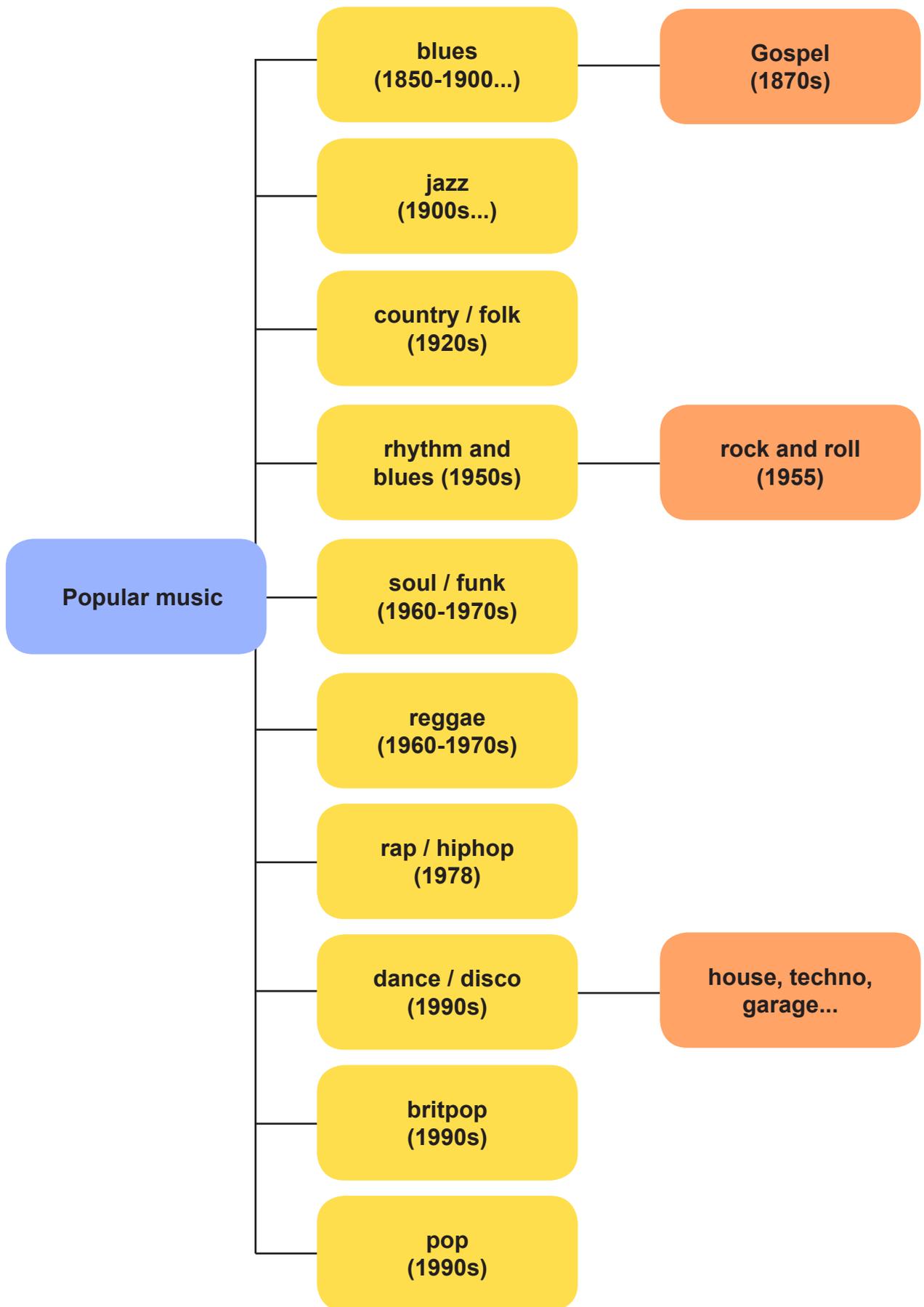
Expressions to use:

I think these two things are... because...  
To me, popular music is.... And pop music is...

2. Re-read the definition of popular music from the beginning of this unit.



**Popular music** is more than just music to listen or dance to. It also reflects young people's lifestyles and trends. This really started around the 1950s, when a new musical style called rock and roll exploded. However, popular music existed before the fifties.



**3. Work in groups of four. Each student chooses three definitions. Match each definition with one of the styles above.**



<p>In the mid-1950s, white teenagers in the United States began to listen to R&amp;B performers. They also started to include elements of R&amp;B in their music, mixed with elements from country music. A new style was born. One of the most successful musicians of this style was Elvis Presley.</p>	<p>This type of popular music had its golden age in the 1960s and 1970s. It is a mixture of R&amp;B and gospel. It uses a lot of syncopation and backbeat rhythms (the accent falls in beats 2 and 4 of each bar). Diana Ross and Aretha Franklin are two of the most famous singers who represent this style. Funk is a faster and more rhythmic version of this style.</p>	<p>This style developed in Jamaica from R&amp;B and different types of popular Caribbean music. It emerged in the 1960s and 1970s. It has a slow, regular tempo. You can often hear maracas and tambourines in this type of music. The lyrics often talk about peace and love. Bob Marley is probably the most famous star of this type of music.</p>
<p>This music was probably first played by African Americans in the early 1900s in the southern states of the U.S. The word that gives its name to this style also means a sad and melancholy state of mind. The instruments you would hear in this type of music are harmonica, guitar, banjo, violin, piano, double bass and voices, all of them acoustic (not electric)</p>	<p>In the late 70s, club DJs in New York began half-singing and half-talking over dance records. The back music of these dance records was made of fragments of other songs. This type of music is associated with a type of dance called break-dance, and the whole culture has another two-word name. Puff Daddy and Eminem are examples of singers of this type of music.</p>	<p>These types of songs were first sung around the end of the 19th century by African slaves who converted to Christianity. The emotional style that developed from these first songs is still sung in lots of churches in the southern areas of the U.S. The songs are structured in call and response (the leader sings a line and the congregation sings back in harmony). People often clap their hands or mark the beat moving their bodies with the rhythm.</p>

This is a style of music that was first played by black people in the late 1940s. It came from blues and gospel, combined with dance music, and included elements from jazz. When white singers started to listen to this type of music, it developed into a new music style: rock and roll. The band "The Isley Brothers" represents this type of music with their famous song "Twist and Shout".

This music began as the folk music of poor white Americans in rural areas of the southern states of the U.S. Before the 1920s, it was played mostly at home or social celebrations. The main instruments were acoustic guitars, fiddles (violins), harmonicas and banjos. Later, electric instruments were added. Some representatives are Bob Dylan, John Denver and Simon & Garfunkel.

This music first appeared in nightclubs in New York in the late 1970s. It comes from a combination of soul, jazz and funk, but with a strong rhythm and catchy tunes. The basic structure of these songs is verse-chorus-verse-chorus...It evolved into different forms during the 80s and 90s. These new styles use synthesizers to produce the sounds.

The other name is used for the same kind of music in Britain.

This style started in the 1990s. It was heavily influenced by the great British bands of the 1960s (The Beatles, The Rolling Stones, The Who). They tend to use more traditional popular instruments, rather than the electronic sounds used for other kind of music in the same period. Some famous bands were Oasis, Blur, Suede, Supergrass.

This style emerged in the beginnings of the 20th century as a result of an exotic mixture between different kinds of music (French military band music, Spanish folk and European ballroom dance). Most of this music is based on a tune or theme, sometimes based on a popular tune or just invented. In the band there are two groups: the rhythm section, which marks the beat and plays harmonies over and over, and the front line, in charge of playing solo parts. Instruments in the rhythm section are usually double bass, drums, piano and bass guitar. Instruments in the front section include clarinet, trumpet, saxophone, and trombone.

The main characteristics of this style are the improvisation of the instruments in the front line and syncopation.

Stars of this music style are Miles Davis, Louis Armstrong, Duke Ellington and Ray Charles.

Generally, this style is often in the charts. It is based on a simple verse-chorus structure, preceded by an intro. The verses usually have the same music but different lyrics, while the chorus remains the same every time it appears. The chorus is usually a catchy melody.

Electric guitars, bass, drums, keyboards and voice are the main instruments used in this style.

**4. You are going to listen to 12 different popular songs. Each one represents one popular style. Work in pairs. Decide which style is being represented by each song. Use the texts from the previous activity to help your decision. You will have time after each song to discuss it.**



Expressions to use:

I think this music is ....because...  
 This song has to be....because I heard....,  
 which is a characteristic of this music

SONG	MUSIC STYLE
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

Some styles, such as jazz or rock, have evolved in different ways, creating sub-styles with different characteristics.

# ROCK



Rock and roll started in the mid 50s but it was not until the late 60s that it really took off. Rock music evolved into new styles: heavy metal, glam rock, progressive rock, and punk.

**5. Work in groups of four. Each student should choose one of the sub-styles of rock mentioned above. Listen to the characteristics of each sub-style. Note down anything that you hear about your sub-style. Write only key words (not whole sentences).**



**SUB-STYLE:**

6. Compare your notes with the rest of your group. Look for the main differences between each sub-style.



7. Listen carefully. You will hear four rock songs; each one belongs to a different sub-style. Work with the same group. First, write down the name of each song and the rock band that performs it (your teacher will provide you with this information). Then, decide which song belongs to each sub-style, and match them with the styles on the right.



SONG	BAND

PROGRESSIVE ROCK

HEAVY METAL

GLAM ROCK

PUNK

# JAZZ!!!

8. Read the following text about the history of jazz. Listen to the recordings that your teacher will play when this symbol appears:





Jazz was born mainly from African American music, combined with other influences. In the 1920s, many jazz musicians went to Chicago to look for work. Their music was called Dixieland Jazz. Nowadays it is sometimes called traditional jazz. 🎧

In the 1930s, jazz bands became bigger, and their music was simpler than before. This type of music was called swing. 🎧

During the 1940s, musicians started to experiment and create new types of jazz. Bebop was a loud and emotional music, while cool jazz was gentler and softer. 🎧 🎧

In the 1950s, a new style called West Coast jazz came from California. It was more relaxed than bebop. 🎧

**8. Draw a timeline of the history of jazz. Then, compare it with the other students.**



9. Write the name of each jazz sub-style in the following table. Then, add the name of the band you have listened to (your teacher will provide you with this information). Write the name of each band in the appropriate place of the timeline in the previous activity.



Jazz style	Band

# FUSION

As you have seen, some of the popular styles developed from other styles, or a mixture of some of them. Popular music is often mixed with elements of other types of music, such as classical instruments or traditional melodies, developing new types of music. This is called **fusion**.

10. Listen to the following piece of music. What would you call this style?



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### 3. OTHER TYPES OF MUSIC

**Musicals** are pop versions of opera. They are performed on stage. There is a bit of talking and a lot of singing and dancing. An orchestra accompanies the singers. The music differs from one musical to another, from classical to pop.

The first musicals were written in the U.S. in the early 20th century. Some of the most famous musicals are “The Phantom of the Opera”, “Chicago” and “Les Miserables”.



Music plays an important part in film and TV, because it provides an excellent way to create an atmosphere.

It emphasizes the mood of a particular scene, to show whether it is happy or sad, funny or scary.

**Film music** is composed in different music styles, depending on what the film director wants. Some film tunes have become more famous than the film they were in.

1. Listen to the following pieces of music. They are from films and musicals. Can you guess which is which?



	→
	→
	→
	→

2. What is the question? Write questions for the following answers, related to the texts about other types of music:



-----? a) It is used to emphasize the mood of a particular scene.
-----? b) They were born in the U.S.
-----? c) On a stage.

## 4. REVIEW ACTIVITY

Classify the following pieces of music:



PIECE OF MUSIC	STYLE / SUB-STYLE	CHARACTERISTICS
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

## 5. PROJECT

### What type of music do you listen to?

Analyze the music of one of your favorite bands. What style is it? Talk about the characteristics that make it fit that particular style. Provide some information about the band: components, history, influences, list of records, etc. Create a presentation. Play some recordings of the band during your presentation. Talk about the characteristics of your examples.



## AFTER THIS UNIT....



I CAN...	Identify musical styles	YES	NO	NOT YET
	Analyze the characteristics of a particular piece of music	YES	NO	NOT YET
	Give examples for each music style	YES	NO	NOT YET
	Use English to learn and communicate	YES	NO	NOT YET

I KNOW...	The main musical styles and their characteristics	YES	NO	NOT YET
	The main groups into which classical music is divided	YES	NO	NOT YET
	What traditional music is	YES	NO	NOT YET
	The instruments used in each type of music	YES	NO	NOT YET
	About other types of music, such as musicals or film music	YES	NO	NOT YET
	The main sub-styles into which popular music is divided	YES	NO	NOT YET
	The difference between pop music and popular music			
	The names of some of the representative bands of each style			