Rhythm -- Lesson Two

Seg. Time	Audio	Visuals
0:30	FADE UP FROM BLACK VT: FUNDING CREDITS [VO: Closed-captioning sponsored by the National Electronic Corporation] **[ETV logo theme music]** [VO: Funding for this project was made possible by a grant from the National Science Foundation] **[SERC logo theme music]**	TEXT: cc Closed-Captioning sponsored by NEC ETV Logo NSF Logo SERC Logo
0:40	VT: Opening Teaser	
0:30	VT: OPENING *Math in the Middle...* ANIMATION **[*MIM...* Theme song]**	*MIM...* Logo Animation

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	FADE UP: STUDIO : _____ BETTY & LINZEY: *(Greetings)* (Perhaps open with Linzey struggling with the paper folding or something.) Were you able to answer the questions from the worksheet? We can see that the ratios for the major scale work out with our paper folding exercise. Now, as an aside, the actual construction of a diatonic scale is a little more complicated that this, but for now these ratios serve our purposes. In Western music, we divide the octave into a total of 12 different pitches we say are 1/2 step apart. Therefore, there are 12 possible major scales available to composers. For an instrument to be useful in most musical groups, it must be able to play all those different possible notes. This is where the interesting parts of instrument making come in; there are several solutions to this problem. We've already seen how the violin does it; now let's look at another instrument that uses strings, but in a greatly different way. **[Segue to pianist/piano maker]**	
	VT: Pianist interview This interview should establish how a piano works, emphasizing the number of strings and how they are arranged. It will be included Friday afternoon.	

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	STUDIO: <u>Record business</u>
	
	Just because we use numbers to measure something doesn't make the results facts. *What* we choose to measure plays a very large part of the validity of our findings. Think about how you would measure a song's popularity; is it better to measure the number of sales or the amount of time the song is played on the air? Different charts use different systems.
	
	One major chart (Billboard/Soundscan) uses record sales. Until recently, they polled an unknown number of stores as to what was selling. There was some suspicion accompanying this method, because no one really knew who was asked for data. Lately, this group has taken to using the actual barcode records from all stores to report sales. Is this a better way? Or do you still see some problems with this kind of reporting?
	
	Now, what would you keep track of and rank? Just sales? Well, this is indeed what is ranked, but what else would be interesting to know from this sales data? How far back would you want to know when a song was ranked? (Billboard charts include the following:
	      • The greatest gains for the week are circled.
	      • The one greatest gainer.
	      • New albums or songs to make the charts.
	      • Albums/songs that fell off the chart and then came back on.
	      • Displays positions for the previous two weeks of a album/song.
	
	Why would you want to know where a song was for the past two weeks? (Trends).
	
	Another way to rate songs is from the amount of air time it gets. Stations are required to keep play lists of the songs they air each hour. These lists can be compiled and each song can be ranked from them. Is this a better way than sales? Which source of data appeals to you most and why?
	
	In truth, the play lists of a radio station may not be accurate. One source told me that it is common for stations to "wing it" in regards to these lists. Songs can be ranked by the kind of rotation they're on; heavy, medium, and low rotation are all a part of the play list. Also, there's a list of new adds to a list.
	
	(Perhaps here Betty could do a quick introduction to statistics using a spreadsheet.)
	
	                  1:56 PM
	[Segue to interview with recording executive]	

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Seg. Time	Audio	Visuals
	VT: Record producer/music business interview	
	STUDIO: <u>Final summary</u> What type of music do you think is most popular in your class? How would you check your prediction? **There are several approaches to having students collect data. Perhaps a choice would be good: 1) Have students monitor the same radio station for the same hour each day, keeping track of the songs and compiling data. 2) Have students survey their own class for types of music preferred and/or favorite songs. Perhaps a 1 to 10 scale would work with this. The data could be on a particular style of music, singers or groups, or songs. This could start out as a discussion the teacher could aim the results towards the classes preferred data. 3) Have them tally their own CD and tape collection for styles of song or singer preferred. In any case, make bar graphs from this data. Perhaps boys' and girls' preferences could be broken out and compared. Then have students interpret the results of the graphed data. We'll take a survey of our crew here in the studio and see who's the favorite around here. Of course, our answer might be quite different from yours. Linzey, who do you think will win out here? (Close with some banter about which favorite song/artist is going to win out. Perhaps back out of the set and pan the crew discussing the same until credits.) BETTY & LINZEY: *(Farewells)*	
0:55	VT: Close [**MIM... Theme Song**]	Closing footage and credits.