



The *Pure* Drop

Study Guide for Episode 8 — First get a Goat



Linsey Pollak explains the workings of a Gaida.

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 8 — First get a Goat.

http://thepuredrop.com.au/ep_goat/

Curriculum Links in this study guide

Music _____ pages 2-3

HSIE/SOSE _____ page 4

English _____ page 5

Information Communication Technology - ICT __ page 6

Design and Technology -D&T _____ page 6



The Pure Drop

Study Guide for Episode 8

First get a Goat

http://thepuredrop.com.au/ep_goat/

Activities for Music Curriculum topic

Go to Episode 8 on The Pure Drop website http://thepuredrop.com.au/ep_goat/

Watch the First get a Goat video.

In Dig Deeper  refer to the following links:



Meet Linsey Pollak



Watch the full interview with Linsey.



Tune: Cigansitsa — watch the video or listen to the mp3 audio.

Cigansitsa



1. Learn to play the melody from Cigansitsa on your instrument. Start by clapping the rhythm to ensure you stick to the $\frac{7}{8}$ time signature and then start playing the melody.
2. Have a friend play a D drone on another instrument to accompany you.
3. When Linsey performs the piece what structure does he use? Create your own structure or follow Linsey's.
4. Play the piece again and add some semi-tone ornaments to make it sound more like a piece from Macedonia.



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5. The $\frac{7}{8}$ time signature is a feature of Cigansitsa and many other dance tunes from Eastern Europe. Clap the following rhythms.



6. Using a scale of your choice improvise melodies on your instrument using rhythms in $\frac{7}{8}$. Once you have a melody you are happy with, add some ornaments. If you have a sequencing program on your computer, have it play a drone on the root note of your scale. If you'd like a bit more variety use the 5th note of your scale in the accompaniment, eg in the key of C add G.



Activities for HSIE/SOSE Curriculum topics

Go to Episode 8 on The Pure Drop website http://thepuredrop.com.au/ep_goat/

Watch the First get a Goat video.

In Dig Deeper  refer to the following links:



Meet Linsey Pollak.



Watch the full interview with Linsey (especially questions 2, 3, 5 and 7).



Macedonia, where Linsey lived.



Tune: Cigansitsa — watch the video or listen to the mp3 audio.

Answer the following questions...

1. Macedonian culture is well and truly alive in Sydney. How has Linsey Pollack contributed to its development?
2. Where is Macedonia? What country did it used to be a part of after World War II?
3. Trace the development of the bagpipes. There are many types of bagpipes. The Gaida, Scottish bagpipes and the Irish pipes (also known as uilleann pipes) are just some. In which countries were bagpipes developed? Were the bagpipes taken to these countries or developed there independently of outside influences? What is the 'path of migration' for the bagpipes?
4. What is the 'Folk Tradition'? How is it maintained over the years?
5. Write a 250-word essay on the question- Which is more important: preservation or evolution?
6. Linsey says that he is 'interested in creating hybrids but respecting and understanding the source is important'. Why is this important? Do you agree?



Activities for English Curriculum topics

Go to Episode 8 on The Pure Drop website http://thepuredrop.com.au/ep_goat/

Watch the First get a Goat video.

In Dig Deeper  refer to the following links:



Meet Linsey Pollak.



Watch the full interview with Linsey (especially questions 1 and 9).

Answer the following questions...

1. Imagine you are a musician-in-residence for one year in a small country town in Australia. What would be your goals and desired outcomes from the experience? What role would you play within the community? Why is it important to have musician- and composer-in-residence projects?
2. Write a proposal to the Australian Council for the Arts applying for funds to have Linsey Pollack as a musician-in-residence in your community. Their website will help you to understand their role in the cultural life of Australia - <http://www.ozco.gov.au/>
3. Retell the story of how Linsey Pollack became a gaithe player.
4. Linsey believes migrants hold on to the traditions of their homeland more strongly. Interview a migrant you know and ask his or her opinion.
5. Many languages have different dialects. What is a dialect? How is one created? Linsey describes an interesting way in which dialects are being preserved. What is this and how does the technology have an impact on dialect?



Activities for Information Communication and Technology Curriculum topics

Go to Episode 8 on The Pure Drop website http://thepuredrop.com.au/ep_goat/

Watch the First get a Goat video.

In Dig Deeper  refer to the following links:



Meet Linsey Pollak.



Watch the full interview with Linsey (especially questions 7, 8 and 9).

Answer the following question...

1. How has technology influenced the development and spread of Macedonian Gaida music?

Activities for Design and Technology Curriculum topics

Go to Episode 8 on The Pure Drop website http://thepuredrop.com.au/ep_goat/

Watch the First get a Goat video.

In Dig Deeper  refer to the following links:



Meet Linsey Pollak.



Watch the full interview with Linsey (especially questions 5, 7 and 9).

Answer the following questions...

1. Linsey Pollack says that 'a very good definition of creativity is taking two previously unrelated things and combining them to create something new'. As an instrument maker — how has Linsey used different materials to create new instruments?
2. Design a new musical instrument. You can try combining two instruments that already exist or use technology to create a new instrument. Research the attributes of materials you wish to use and how they will affect the sounds created. Classify your instrument into one of the following categories – membranophone, idiophone, aerophone or chordophone.