



The *Pure* Drop

Study Guide for Episode 2 — Hotline to the Ancestors



Left to Right - Tim van Eyken, Norma Waterson, Eliza Carthy and Martin Carthy.

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 2 — Hotline to the Ancestors.

http://thepuredrop.com.au/ep_hotline/

Curriculum Links in this study guide

Music _____ pages 2 to 7

HSIE/SOSE _____ page 8

English _____ page 9



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http://thepuredrop.com.au/ep_hotline/

Activities for Music Curriculum topics

Go to Episode 2 on The Pure Drop website http://thepuredrop.com.au/ep_hotline/

Watch the Hotline to the Ancestors video.

In Dig Deeper  refer to the following links:

 What is English traditional music?

 Meet Waterson:Carthy.

 What are the Child ballads?

Answer the following questions...

1. List the members of the band and the instruments they play. _____

2. What are the Child ballads, when were they published and why are they such an important part of the English folk tradition? _____

3. What are some of the characteristics of Martin Carthy's guitar-playing style? _____

4. Martin's arrangement of Scarborough Fair was made famous by which group? _____

5. Why has English folk music suffered 'a severe case of cultural cringe'? _____

6. When was the folk revival and which musicians were involved in it? _____



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7. Two musical movements appeared after the folk movement. Name them and give a start date for each one. _____

8. What characteristics are shared by traditional English music and punk music? _____

9. What has been happening to the popularity of folk music in the past five years? _____

Go to Episode 2 on The Pure Drop website http://thepuredrop.com.au/ep_hotline/

In Dig Deeper  refer to the following link:

 Song Worcester City — watch the video or listen to the mp3. Print the notation.

Answer the following questions...

1. Which Australian-born composer and folk-song collector recorded this song onto a wax cylinder? _____

2. Learn to play Worcester City using the notation and then listen to the mp3 and play it again with the right 'feel'. How does the notation vary when compared to the recording? _____



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- Worcester City uses two modes: dorian and aeolian. Write out both scales below and indicate the intervals between each note of the scale.

Dorian Mode




Aeolian Mode



- Sing or play both modes on your instrument.
- Using one or both of these scales, improvise your own melody.
- Notate your melody using traditional notation or graphics.

Go to Episode 2 on The Pure Drop website http://thepuredrop.com.au/ep_hotline/

In Dig Deeper  refer to the following link:

 Song Fisher Boy — watch the video or listen to the mp3. Print the notation.

Answer the following questions...

- List the instruments used. _____
- Analyse the score. What scale does it use? What is the structure of the melody? Comment on the way unity is created. _____

- When does the second voice join in? _____
- What is the interval sung at the end of verse 2 and what effect does this have on the music? _____



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- Learn to sing (in the most suitable octave) or play the melody on your instrument.
- Add chords to the melody. You can harmonise the whole melody with Dm, Am and Gm if you like but be creative and try adding some more interesting chords. _____

- Record your version of Fisher Boy.

Go to Episode 2 on The Pure Drop website http://thepuredrop.com.au/ep_hotline/
 In Dig Deeper  refer to the following link:
 Song Scarborough Fair — listen to the mp3.

Answer the following questions...

- Describe the guitar accompaniment. _____

- What is polymetre? _____
- Which time signatures are used in this piece? _____
- What effect does the polymetre have on the music? _____

- In the Middle Ages, people usually didn't take credit for songs or other works of art they made, so the writer of Scarborough Fair is unknown. The song was sung by bards who went from town to town, and as they heard the song and took it with them to another town, the lyrics and arrangements changed. Consequently, there are many versions of Scarborough Fair, and there are dozens of versions of the lyrics. Here are three versions of the melody (see over).



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Version 1

Version 2

Version 3

6. Learn to sing or play all three versions.
7. Compare and contrast the three versions of the melody referring to the concepts of music.

Musical Concept	Version 1	Version 2	Version 3
Melody			
Rhythm			
Key			
Structure			



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8. Choose the version you prefer and give the reasons for your choice. _____

9. Add your own chords above the bars of your preferred version. Version 3 has some simple chords you can try, but be creative by adding your own chords.
10. Perform the piece again with one person playing the chords and another singing or playing the melody.



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Activities for HSIE/SOSE Curriculum topics

Go to Episode 2 on The Pure Drop website http://thepuredrop.com.au/ep_hotline/

Watch the Hotline to the Ancestors video.

In Dig Deeper  refer to the following links:

 What is English traditional music?

 Meet Waterson:Carthy.

 Where do they live?

 Song Scarborough Fair — listen to the mp3.

Answer the following questions...

1. Look at the hybrid map of Innerleithan, home of Eliza Carthy. What are the white patches on the map? Give reasons for your answer. What other observations can you make about the land around Innerleithan?
2. Innerleithan and Robin Hood Bay are in different countries. For each place, name the country, its capital city and what direction you would have to travel to get there.
3. Research further and write a report on the town of Scarborough. Where is Scarborough? When was it founded and by whom? What was the town of Scarborough best known for in Medieval times? Was there a fair? What is Scarborough like today? Do they have a fair? What is the main industry? Is the port still used?
4. In the Middle Ages, people didn't usually take credit for songs or other works of art they made, so the writer of Scarborough Fair is unknown. How were songs learnt and passed down through the generations? What happened to the tunes and lyrics of the songs as a consequence?



Activities for English Curriculum topics

Go to Episode 2 on The Pure Drop website http://thepuredrop.com.au/ep_hotline/

Watch the Hotline to the Ancestors video.

In Dig Deeper  refer to the following links:



What is English traditional music?



Song Worcester City — listen to the mp3 or watch the video.



Song Scarborough Fair — listen to the mp3.

Answer the following questions...

1. Read the lyrics of the song Worcester City. In which tense is this written? Cut and paste the lyrics into a Word document and re-write the lyrics so they read in the first person. Try to keep the scansion or prosody the same as the original.
2. Read the verses of Scarborough Fair. The narrator of the song is a man who was jilted by his lover. Retell the story in your own words.
3. The courtly ideal of romantic love in the Middle Ages, practiced by knights and noblemen, was loving a lady and adoring her from a distance, in a very detached manner. There was hardly a dream and sometimes not even a wish that such love could ever be answered.
Re-read the lyrics and identify evidence of this ideal.
4. The herbs parsley, sage, rosemary and thyme, recurring in the second line of each stanza, make up for a key motif in Scarborough Fair. Although meaningless to most people now, these herbs spoke to the imagination of Medieval people as much as red roses do to us today.

What is symbolism and what did parsley, sage, rosemary and thyme symbolise in Medieval times?