

EXPLORING THE CULTURAL INFLUENCE OF THE BEATLES THROUGH DANCE

An Undergraduate Research Scholars Thesis

by

MEGAN ELLIOTT¹ AND LAUREN LOVING²

Submitted to the LAUNCH: Undergraduate Research office at
Texas A&M University
in partial fulfillment of requirements for the designation as an

UNDERGRADUATE RESEARCH SCHOLAR

Approved by
Faculty Research Advisor:

Professor Andrea Alvarez

May 2021

Majors:

Kinesiology - Dance Science Track^{1,2}

Copyright © 2021. Megan Elliott¹ and Lauren Loving².

RESEARCH COMPLIANCE CERTIFICATION

Research activities involving the use of human subjects, vertebrate animals, and/or biohazards must be reviewed and approved by the appropriate Texas A&M University regulatory research committee (i.e., IRB, IACUC, IBC) before the activity can commence. This requirement applies to activities conducted at Texas A&M and to activities conducted at non-Texas A&M facilities or institutions. In both cases, students are responsible for working with the relevant Texas A&M research compliance program to ensure and document that all Texas A&M compliance obligations are met before the study begins.

We, Megan Elliott¹ and Lauren Loving², certify that all research compliance requirements related to this Undergraduate Research Scholars thesis have been addressed with my Research Faculty Advisor prior to the collection of any data used in this final thesis submission.

This project did not require approval from the Texas A&M University Research Compliance & Biosafety office.

TABLE OF CONTENTS

	Page
ABSTRACT.....	1
ACKNOWLEDGEMENTS.....	3
NOMENCLATURE	4
SECTIONS	
1. AESTHETIC MOTIVATION AND RESEARCH QUESTION.....	5
1.1 Project Description	5
2. HISTORICAL CONTEXT, DISCIPLINARY PARADIGMS, AND AESTHETIC STANDARDS.....	9
2.1 Historical Context.....	9
2.2 Disciplinary Paradigms.....	11
2.3 Aesthetic Standards	15
3. EXPLANATION OF EXHIBIT	16
3.1 Choreography	16
3.2 Lighting	17
3.3 Costumes	18
3.4 Exhibit/Venue.....	18
3.5 Marketing.....	19
3.6 Q&A	19
4. REFLECTION	21
4.1 Research Process	21
4.2 Public Presentation	22
WORKS CITED	23
APPENDIX: CREATIVE ARTIFACT	25
Performance Video and Q&A Footage.....	25

ABSTRACT

Exploring the Cultural Influence of The Beatles Through Dance

Megan Elliott¹ and Lauren Loving²
Department of Health and Kinesiology^{1,2}
Texas A&M University

Research Faculty Advisor: Professor Andrea Alvarez
Department of Health and Kinesiology
Texas A&M University

We plan to accurately portray the cultural influence of The Beatles on the 1960's youth and their continued influence into the present through a dance performance. We intend to dive into the sociocultural effects and interpret them through a choreographic performance. We aim to display historical accuracy through music, costume, and choreography. To do this, we plan to research the history of the 1960's including fashion, political movements, preexisting ideology, and how The Beatles influenced these. Unlike previous performances, this research study will not be a tribute to The Beatles but rather a historical investigation. By studying both the history of the sixties, as well as, the history of The Beatles, we will discover the correlations between the two, and unlike previous research, we will convey this outcome through dance. We expect to find a strong impact resulting from The Beatles on the younger population of the sixties, that continues to manifest in our present culture. Our performance will consist of four sections. The first section will convey the Pre-Beatles time period, this would take place in the 1950's to the early 1960's. The second section will be the introduction of The Beatles, which occurred in 1964 after The Beatles big debut on The Ed Sullivan show. There they performed one of their first

songs that hit the top charts in America “I Want to Hold Your Hand.” The third section will convey the band’s use of drugs and the effects it had on their music and career, starting from the first fateful night with John Riley spiked The Beatles coffee leading the band to explore other more powerful drugs as they create new music. This turned into an experiment for The Beatles as they explored different drugs and the impact they had on their music, changing the history of music forever. The fourth and final section will convey the impact of The Beatles on today’s society. The Beatles are still very well-known today not only for their music but for their influence on culture.

ACKNOWLEDGEMENTS

Contributors

We would like to thank our faculty advisor, Professor Andrea Alvarez, and the Texas A&M Dance Program for their guidance and support throughout the course of this research.

Thanks also go to our friends and colleagues and the department faculty and staff for making our time at Texas A&M University a great experience.

We would like to thank the Texas A&M dancers and crew members for their time and contributions to making our Creative Works performance happen.

Additionally, we would like to thank the Academy of Visual and Performing Arts for their generosity and support by allowing us to use their grant to elevate our research and public presentation.

Finally, thank you to the LAUNCH Program for their instruction and guidance during this process.

Funding Sources

Grant funding provided by the Academy of Visual and Performing Arts at Texas A&M University supported the necessary financial requirements to publicly present our research through a live dance concert.

NOMENCLATURE

UK	United Kingdom
LSD	Lysergic Acid Diethylamide
PEAP	Physical Education Activity Program
Q&A	Question and Answer
QR	Quick Response
RSVP	Respond, if you please

1. AESTHETIC MOTIVATION AND RESEARCH QUESTION

1.1 Project Description

The Beatles (also known as The Fab Four) consist of four incredible musicians, Paul McCartney, John Lennon, Ringo Starr, and George Harrison. This group formed all out of a love of rock'n roll in Liverpool, England in 1960. The Beatles are known as one of the most popular and most influential bands of all time. After their first big hit in America in the 1960s, they become known "as one of the decade-defining bands of the 1960s, embodying what the "swinging sixties" were all about." (Budanovic, 2018) The Beatles not only had an impact on music but also had a huge impact on art, fashion, culture, and the news. The Beatles challenged the cultural norms of the conservative generations before them by experimenting with new sounds, style, and psychedelic drugs. The youth of the 1960s were not the only ones impacted by this freeing perspective, even today's society shows their social imprint. To this day, The Beatles are still very well-known for their music and the counter-cultural choices they made as a band.

Many musicians can produce hit songs, but unlike many The Beatles carried a large sense of power to define the social climate of the sixties. "The frenzied loyalty they inspired endowed the Fab Four with immense potential power -- power to alter life-styles, change value, and create new sensibility, a new way of perceiving the world" (Farber, 2000). Musicians today credit The Beatles as a major influence on their own work, but they were not the only ones influenced by the "Fab Four". The American youth of the 1960s also looked up to The Beatles as an inspiration on the type of music they listened to, the way they dressed, the way they acted and their overall attitude towards life. Before The Beatles, not many males wore their hair long. The style of prior decades was very clean-cut and refined, but that changed when they grew out their

iconic long hair styles which then grew in popularity with young males around the world. The Beatles authenticity inspired the youth to explore their own personal style, rather than confining to the previous social limitations.

This rebellious view of the world is still seen today, with musicians who have pushed the boundaries of the genres incorporated in their music creating multicultural sounds. The Beatles have been described as “race-crossing, gender-bending, tradition-breaking”, and as a result these characteristics have become more acceptable in our present cultural climate (Farber, 2000). The Beatles continue to be viewed as representing the ideals of the 1960s in today’s society. In Inglis’s description, “their voices and faces were the most recognized symbols of the ‘swinging sixties’ and they became – and remain – the iconic images of the decade” (2010).

Previous research in this area has sought to glorify and attribute The Beatles in their success, however, there have been hardly any performances done to historically elaborate on their influence igniting the 1960s countercultures (Cirque du Soleil, 2020). The well-established choreographer Mark Morris tributed The Beatles with a performance called *Pepperland*, but as noted by a reviewer, “*Pepperland* isn’t bad. But it lacks the vision and ambition that the cultural moment might have summoned” (Kafka, 2019). Aside from studying The Beatles iconic style and music, we plan to further investigate their specific impact on the youth of the 1960s to determine how their influence has molded today’s society.

As we research The Beatles and their impact on culture, we will portray our findings in a dance concert. The costumes, choreography, staging, and lighting will all reference back to the impact and cultural influence of The Beatles. Unlike prior performances focused on The Beatles (Cirque du Soleil, 2020), our performance will highlight the history and influence The Beatles had on society, rather than a tribute to the band and their music. We want to represent what it

was like growing up during the 1960s, and what changes occurred when The Beatles began to alter the cultural norms that were previously established. Our performance will embody movements that you would have seen the youth doing at that time, as well as the evolution of fashion in the 1960s. Going beyond music and dance, we plan to show the political and moral climate structure through props, lighting, voice overs, and set design.

We will have four dancers representing The Fab Four themselves, and then additional dancers representing the youth before and after The Beatles. The performance will be split into four sections: the youth before The Beatles' influence, the height of Beatlemania, the psychedelic transition of The Beatles, and finally the youth after The Beatles parted. In between each section we will have transitions that will show the political and moral progression of the sixties. Our goal is to not only highlight the history of The Beatles, but also the social climate of the time to immerse viewers into the 1960s in its entirety. The movement, scenery, costumes, and music will all be evolving throughout the show to represent the cultural changes that occurred as they grew supporters/fans. We will incorporate certain movements that were known as popular dance moves in the 1960s inspired by The Beatles music. The popular dance move known as "The Twist" became very well-known after The Beatles released their song "Twist and Shout" in 1964 (Rybaczewski, n.d.). This movement is still used today in dance choreography. This is just a small example of how this one band has left a significant mark on American culture.

We hope to advance the ongoing conversation about The Beatles cultural influence by visually portraying the substantial changes that occurred over the sixties into the present. We specifically want to demonstrate this research through dance to insert the audience into the atmosphere of the sixties, via a multimedia performance. This will create a more meaningful and

lasting experience for viewing this historically driven work (Jandhyala, 2020). Our goal is that the audience, and those involved portraying the project, would see a glimpse of this tumultuous decade through dance.

2. HISTORICAL CONTEXT, DISCIPLINARY PARADIGMS, AND AESTHETIC STANDARDS

2.1 Historical Context

Before there was The Beatles, there was John Lennon's band The QuarryMen. They performed in the summer of 1957 in Liverpool at a church garden party. It was here that Paul McCartney saw the band perform and he was then introduced to Lennon. The two bonded over their shared loss of their mothers and passion for rock'n roll music. At the time Lennon was only 16 years old and McCartney 15 (Gaar, 2012). George Harrison joined what was still The QuarryMen on February 6th, 1958. In 1960 the band officially became known as The Beatles (Gaar, 2012). Ringo Starr met The Beatles in 1959 and eventually replaced drummer Pete Best in 1962. (Lifton, 2020) The Beatles had great success and by 1963 they were well known in the UK and most of Europe. They regularly sold out shows and played to approximately 15 million viewers when they performed on Val Parnell's Sunday Night at the London Palladium (History.com Editors, 2009).

Despite their success in the UK, they struggled to gain interest in America. Their label EMI tried to get them connections through their American branch, Capitol Records, but they were uninterested in the foreign band (History.com Editors, 2009). This all changed in October 1963, when the band was passing through Heathrow Airport. They were surrounded by hundreds of fans in the airport as they returned from a tour in Sweden. On this same day the television icon, Ed Sullivan, happened to be passing by and could not help but notice the amount of attention the band received from their crazed fans (History.com Editors, 2009). He did not have

any previous knowledge of The Beatles but felt that they had great potential in the United States. He decided to book the band for The Ed Sullivan Show (History.com Editors, 2009).

February 7th through the 9th of 1964, were some of the most influential dates in American music history. February 7th The Beatles left England and arrived in America. When they arrived in the US, they faced a mourning country following the assassination of John F. Kennedy. Their record label, Capitol Records, knew nothing about The Beatles and treated them like any other band. The following day the Fab Four appeared on the Ed Sullivan Show, performing “All My Lovin’,” “Til There Was You”, and “She Loves You” (History.com Editors, 2009). They performed to approximately 73 million viewers that night during their television debut (History.com Editors, 2009). By the next morning, they considered this debut to be “the biggest explosion in rock’n roll history” (Rolling Stone, 2018), naming them the next big thing in America.

The Beatles influenced many bands and musicians of all different genres throughout the world after that night. "We were all on this ship in the '60s, our generation, a ship going to discover the New World. And The Beatles were in the crow's nest of that ship." (The Grammys, 2020). Not only did they have an influence on musicians but they also had an immense influence on American society, their fashion, culture, and people's everyday life choices. By 1964, this group owned the top 5 hit songs on the Billboard's hot 100 list. Getting on this list was a huge accomplishment, and during one point in their career they had a total of 14 songs at once on the Billboard's top 100 songs throughout the whole country. In 1964, they also won two Grammys: one for “Best New Artist” and the other for “Best Performance by a Vocal Group” for their performance of “A Hard Day's Night.” From 1964-2014, they accumulated a total of 7 Grammy

wins and 23 overall nominations. Their latest Grammy win was in 2014 for the “Lifetime Achievement Award.” (The Grammys, 2020)

The band dove into the psychedelic experimentation to see the effects it would have on their music. In December of 1965, The Beatles released “Rubber Soul”, an album Lennon referred to as the band's “pot album.” This album consisted of more “introspective lyrics and mesmerizing guitar” sounds, which really reflected the band's use of cannabis. (Budanovic, 2018) “Having been introduced to the drug by Bob Dylan, The Beatles were becoming a true voice of the generation regarding issues such as the emerging hippie counterculture and the Vietnam War.” (Budanovic, 2018). Even though the band's use of cannabis led to a huge development in their music, “it wasn't till one fateful night that their careers would take an unexpected turn” (Budanovic, 2018). It was a dinner with dentist John Riley and his girlfriend Cyndy Bury, who ended up spiking The Beatles coffee with LSD. This powerful drug was extremely popular during this time among the “hippie youth.” Following the event, Lennon described the experience as “God, it was just terrifying, but it was fantastic. George’s house seemed to be just like a big submarine... It seemed to float above his wall, which was 18 feet, and I was driving it. I did some drawings at the time, of four faces saying, ‘We all agree with you.’ I was pretty stoned for a month or two.” (Budanovic, 2018) This night of LSD induced paranoia led the band to explore other more powerful drugs as they created new music. This turned into an experiment for The Beatles as they explored different drugs and the impact they had on their music, changing the history of music forever.

2.2 Disciplinary Paradigms

For our creative work, we developed a multimedia dance performance to present our research to an audience. There have been very few, if any, historically driven dance

performances representing the impact of The Beatles on society. Most existing dance works are purely for entertainment purposes, rather than educational. Previous works in the dance field solely encompass the bright colors, and fun music The Beatles performed, rather than any information about them. Our goal is to utilize dance movement, props, costumes, video, and music to immerse the audience into the history of this creative work in hopes that they may learn more about The Beatles and their influence on American culture.

We both have a strong background in dance and choreography and thus feel that we are qualified to create such a performance. Our dance experience gives us the opportunity to develop the idea of choreography a dance performance as our creative artifact. Part of what makes the dancing in this performance so interesting is that each dance move that is included in the work is accurate for the time period of each section. To accomplish this, we researched numerous dance movements from the 1940's to the present and then choreographed our dances accordingly. By doing this, the audience will be able to observe movements that they may have never seen before and get a glimpse of each decade in action.

Starting from the first scene, the audience will dive into the 1940's with music, movement, and scenery to establish what it was like during that time as an American teenager. A large dance number right as the show begins will demonstrate how the American youth spent their weekends frequently dancing with their peers. The dancers begin with slower softer movement to the voice of Gene Kelly's, "Singing in The Rain". The tempo and style of dance alters as the scene enters the 1950's when the exhilarating music of Elvis Presley started to spread across the nation. Not only did this change music, but also the movement and the attitude of the youth. As a result, the dancers' movement is much faster and presents a more confident

look, symbolizing the rebellious teens moving away from the traditions of their parent's generation.

Following the rock'n roll period, we have the introduction of The Beatles with their iconic "moptop" hairstyle and black suits. The viewers will see a short clip of their first performance in the United States, at the Ed Sullivan show in 1964. Then four dancers will display some common dance moves from the sixties with a dance number highlighting The Beatles youthful energy when they first came to America.

As we enter section three of the performance, we see changes in the British boy band as they begin to experiment with LSD, amongst other drugs. This affected their music, style, and overall persona. The music in this section is less predictable and shows their experimentation with how drugs could be used to inspire their music. This section includes four dancers, once again symbolizing The Beatles themselves, doing dance moves that you would have commonly seen in the late sixties through the seventies. They no longer wore black suits, but instead they often performed in colorful blazers and this is reflected in the costuming of this section. This contrast is shown in Figure 2.1 and Figure 2.2 below.

In the final section, the scene opens with a large group of dancers performing moves that we commonly see today. These current dance moves have been derived from movements previously seen in the performance, and we hope this shows our viewers the correlation of how movement has progressed and evolved over time. The dancers in this scene represent the American youth of today. This scene will demonstrate how in today's fashion style, dance movement, and current music we can see the imprint that The Beatles left on society.



Figure 2.1: The Beatles landing in America in 1964 (Spitz, 2014).



Figure 2.2: The Beatles in 1967 (Daytrippin', 2017).

2.3 Aesthetic Standards

Communicating through movement is far easier than one might think. Similar to film, dance can communicate emotions, stories, mannerisms and so much more. We could easily talk about The Beatles in a standard public presentation, but then our audience would only take away a fraction of the information. By incorporating the history, fashion, music, and movement together, we hope this gives the viewers all the information in a more accessible way. We would rather give our viewers a glimpse of the Fab Four through dance to further engage our audience in a live action performance.

Dance is not only a great form of entertainment, but also a visual way to learn new information. Many people learn information better through visual presentations, in fact, our brain registers visuals 60,000x faster than text (Jandhyala, 2020). An article on visual learning noted that visuals are stored in long-term memory, as opposed to other forms of learning, such as reading, which is stored in short-term memory (Jandhyala, 2020). Some movement patterns of the dancing are repeated in the form of motifs and then evolve throughout the performance. This is to help the audience see how dance has changed from generation to generation but is still connected to its original roots.

In addition to visual information, there will also be music that coincides with each time period represented by our research. By incorporating the music with the movement, we hope that this performance will be informational for the viewers, and more engaging than if they were just listening to a presentation.

3. EXPLANATION OF EXHIBIT

3.1 Choreography

The choreography of this piece is inspired by dance moves starting from the 1950's, before The Beatles gained success through their music, to today's current dance moves following the split of The Beatles. Each of the four sections of our performance exhibit historically accurate movement for the time period being portrayed in the performance. Section one is based on the 1940's-1950's, which is what we are referring to as the "pre-Beatles" time period. Section two is based on the early 1960's when The Beatles were first introduced in America and became immensely popular. The third section is based on the late 1960's when The Beatles began to experiment with drugs to enhance the versatility of their music. The fourth, and final section, is based on today's time period and the effect that The Beatles have had on our society today. Those viewing the performance will see from beginning to end the evolution of the dance movements from before, during, and after The Beatles success. An example of this is the twisting movement that became widely popular after The Beatles released their hit, "Twist and Shout". We also included popular dance moves, such as, the hand jive, Charlton, the Madison line dance, and so many more. Each dance movement used in the choreography directly correlated to the time period, and section, from which it came. As the performance progresses, the movement changes to historically represent each time period, and to show the changes that occurred in the style and demeanor of the American youth. In the final section, the audience members will see hints of these popular dances from the previous sections that are now incorporated into present day dance. We also strategically used the formations and spacing to further signify the changes between each section. For example, when The Beatles were introduced in section two of the

performance, they entered the stage in a line walking slowly representing the iconic Abbey Road crosswalk photograph. Another place where formatting was significant was in section one, where most dances occurred with a partner. In the 1940's and 1950's, most dances included a partner because the youth at that time typically paired up male and female when dancing in a public setting. Even through movement and visual spacing we can see the impact The Beatles had on not only the music industry but also dance.

3.2 Lighting

We plan to incorporate lighting as another dimension of this multimedia viewing experience. The show will open with "Singing in the Rain" by Gene Kelly, a very well-known song beginning in the 1950's, the lighting will signify rain as the dancers move around the stage with umbrellas performing choreography based on the 1940's-1950's dance movement. Then transitioning into "Hound Dog" and "Jailhouse Rock" by Elvis Presley, the stage lights will lighten to bright and happy tones. This change in lighting is to reflect the music that was exceedingly popular during this time period that many people listened to for enjoyment. The second section begins with a black out stage and a video projection of The Beatles first performance in America that jump-started their career and popularity with the American people. Throughout section three the stage will be lit with warm tones representing the "flower power" era of the late 1960's to the early 1970's. The third section will include bright changing lights to demonstrate The Beatles experimentation with drugs and how this affected their view of the world. The fourth, and final section, will display normal bright tones with moments of color to signify how The Beatles are still present in our society today.

3.3 Costumes

The costumes for this performance are inspired by the fashion correlating to the time periods surrounding The Beatles' time performing starting with the 1940's through today's time reflecting in each section of the performance. Depending on the time that each individual section took place in history, the costumes worn by the dancers will embody popular fashion elements of that era. The four dancers who signify The Beatles will dress in a costume based on what the Fab Four wore during their big performances. These costumes will change throughout the performance just as The Beatles personal fashion choices did as well. An example of this is the contrast between the simple suits they wore in their early years during their time in America, to the colorful and bright blazers in which they performed after their experimentation with drugs. The other dancers will be wearing popular styles the youth of each era would commonly wear. Dancers will thus have costume changes based on the sections in which they perform in to ensure that each section is historically representative of the fashion from the 1940's to the present.

3.4 Exhibit/Venue

In order to properly present our creative artifact and research, the public presentation must be a live performance. Because of current restrictions, a virtual presentation was considered, however that would change our original intent from choreography to dance film. Due to the PEAP Dance Theatre being unavailable for live performances with and audience, the performance/presentation will be held at the outdoor Palace Theater in Bryan, Texas. We will be utilizing a projector and screen to show all videos so that the audience receives all facets of the multimedia experience. The theater is not equipped with the stage production necessities needed for a dance performance, such as, professional grade lights, high quality sound equipment, and curtains. Therefore, we will be bringing curtains, a speaker, projector, and all necessary props

and costumes. This theater seats approximately 200 people, but we will be incorporating additional space between guests to ensure proper social distancing. Due to COVID restrictions, all attendees will be required to RSVP before-hand, wear a mask, and answer necessary COVID screening questions. By incorporating COVID protocol and using an outdoor theater, we hope to have a safe and enjoyable public presentation of our research via a dance concert.

3.5 Marketing

In preparation for our public presentation, we will design a virtual advertisement to post on different social media platforms to gather an audience to the viewing of our performance. In our advertisement we will include all the necessary information about the performance, an image reflecting The Beatles, and a short description of our creative work. In addition to our virtual poster, we also will create an electronic program with all the names of the dancers involved in the completion of this work, as well as a short description of performance. This electronic program will be available to audience members via a QR code located at the check in table. This will be another way to ensure that all proper COVID measures are being utilized, by using an alternative to a printed program. The Facebook event will also have all the information regarding the performance location, time, and RSVP link, and a short description of the performance. On the Facebook event, the potential audience member will be able to respond “going”, “interested”, or “not going”. If they respond “going” or “interested”, they can then access the RSVP portal from the Facebook event, as well as specifics on the location and time of the performance on March 26th.

3.6 Q&A

After the performance we will have short Q&A session to answer any questions that the audience might have after viewing the show. This will give the audience an opportunity to

enquire about the research, choreography, and rehearsal process that took place, along with any additional questions they may have. This will not only help us to answer the viewers' questions, but to give us helpful insight into if the performance conveyed all the necessary information and if it was enjoyable to watch.

4. REFLECTION

4.1 Research Process

At the beginning of the research process, we were interested in looking into the cultural effects of a historical event. Many historical events leave a mark on the people affected by it. However, we wanted to investigate the cultural effects on society, rather than an event in history. Bands are known for influencing not only music, but also fashion, mannerisms, and the mentality of their fan base. When thinking about bands, or musicians, that continue to be household names for years to follow, The Beatles were an obvious consideration. After giving it some thought, we decided to investigate how a group, such as The Beatles, could so heavily influence generations to follow.

We then spent a great deal of time looking into the history of The Beatles and their cultural influence on the American youth due to their popularity. To do this we had to research the cultural climate before, during, and after the Beatlemania. Then we investigated what changes occurred in response to The Beatles' rise to popularity in America. We believe that they did not just impact a change in music, but also fashion, an openness to drugs, and a carefree and authentic mentality.

Taking this information, we then contemplated how we could create a dance and multimedia performance to enhance the public presentation of this research. Based on our dance and choreography experience, we felt confident we could assemble a dance performance to present this research. In preparation for rehearsals, we researched numerous dance moves used from the 1940's to present day. This ensured that the movement used throughout the work was all historically accurate.

In addition to the dance aspect of the performance, we wanted to include all facets of a multimedia performance to immerse the audience into each time period represented in the research process. We then studied footage from The Beatles performances in the United States to include in the creative work. We selectively choose music, costumes, and props that would have been popular in each designated decade to maintain the historical accuracy of the work. Then combined all these elements together to create a multimedia presentation titled The Fab Four, portraying The Beatles social influence on the American youth.

4.2 Public Presentation

For the public presentation of our creative work, presented our multimedia performance, The Fab Four, to a live audience. In order to follow all COVID guidelines our performance, we conducted the public presentation in an outdoor space where we can enforce social distancing. We created a Facebook page so those who were interested and wanting to attend could RSVP for the performance. This was how we were able to prepare for the number of guests that came and seat accordingly, 6 feet apart. Before the audience members were allowed into the theater, they each completed a COVID screening at a check in table, and were required to wear their masks throughout the performance and Q&A.

The performance was on March 26th from 7:00-8:00pm. We filmed the dance concert and Q&A for those guests who are not comfortable attending in person. For the Q&A portion of our presentation, the audience had the opportunity to ask any questions about the performance to both choreographers. This Q&A occurred directly after the show, and we were able to answer several good questions about the project itself and the LAUNCH program process. Overall, the questions and reactions to the presentation we received were positive.

WORKS CITED

- Budanovic, N. (2018, September 25). The Psychedelic Revolution of the Beatles. Retrieved January 24, 2021, from <https://www.thevintagenews.com/2018/09/25/revolver-the-beatles/>.
- Cirque du Soleil. "The Beatles LOVE: Legendary Musical Las Vegas." Cirque Du Soleil, 2020, Web. 13. Sep 2020. www.cirquedusoleil.com/beatles-love.
- Cohen, S. More than the Beatles: Popular music, tourism and urban regeneration, 1997.
- Davies, Hunter. The Beatles. Cassell, 2002.
- Daytrippin'. (2017, May 16). The Beatles' triumph? See how the world reacted to Sgt. Pepper back in 1967. Retrieved April 11, 2021, from [https://urldefense.com/v3/__https://daytrippin.com/2017/05/16/the-beatles-triumph-see-how-the-world-reacted-to-sgt-pepper-back-in-1967/__;!!KwNVnqRv!VuJE1Epq-JrGQSXW5M8hjoT071WlAX6KLebq0i5K2AZ2YiXN3RWnWZIN668J7QqfWHCUPg\\$](https://urldefense.com/v3/__https://daytrippin.com/2017/05/16/the-beatles-triumph-see-how-the-world-reacted-to-sgt-pepper-back-in-1967/__;!!KwNVnqRv!VuJE1Epq-JrGQSXW5M8hjoT071WlAX6KLebq0i5K2AZ2YiXN3RWnWZIN668J7QqfWHCUPg$)
- Farber, David R. The Age of Great Dreams: America in the 1960s. Hill and Wang, 2000.
- Gaar, G. G. (2012, November 28). Before they WERE Beatles, they WERE QUARRYMEN. Retrieved April 12, 2021, from <https://www.goldminemag.com/articles/before-they-were-beatles-they-were-quarrymen>
- Gloag, Kenneth. "Situating the 1960s: Popular Music – Postmodernism – History." Rethinking History, vol. 5,. 2011.
- History.com Editors. (2009, November 16). America meets the Beatles on "The Ed Sullivan Show". Retrieved February 01, 2021, from <https://www.history.com/this-day-in-history/america-meets-the-beatles-on-the-ed-sullivan-show>.
- Inglis, Ian (2010). "Historical Approaches to Merseybeat". In Leonard, Marion; Strachan, Robert (eds.). The Beat Goes On: Liverpool, Popular Music and the Changing City. Liverpool, UK: Liverpool University Press.

Jandhyala, Dana. "Visual Learning: 6 Reasons Why Visuals Are The Most Powerful Aspect Of ELearning." ELearning Industry, 27 Apr. 2020, elearningindustry.com/visual-learning-6-reasons-visuals-powerful-aspect-elearning.

Kafka, A. (2019, November 15). DC Theatre Scene. Retrieved October 05, 2020, from <https://dctheatrescene.com/2019/11/15/dance-review-mark-morriss-beatles-tribute-pepperland-lacks-an-emotional-core/>.

Lifton, D. (2020, August 18). The Day Ringo Starr Joined the Beatles. Retrieved February 01, 2021, from <https://ultimateclassicrock.com/ringo-starr-first-beatles-show/>

Petrie, K. J., Pennebaker, J. W., & Sivertsen, B. "Things we said today: A linguistic analysis of the Beatles." *Psychology of Aesthetics, Creativity, and the Arts*, 2008. Web. 13. Sep 2020. <<https://doi.org/10.1037/a0013117>>

Rolling Stone. (2018, June 25). How the Beatles Took America. Retrieved February 01, 2021, from <https://www.rollingstone.com/music/music-features/how-the-beatles-took-america-inside-the-biggest-explosion-in-rock-roll-history-244557/>

Rybackzewski, Dave. "'Twist and Shout' by The Beatles. The in-Depth Story behind the Songs of the Beatles. Recording History. Songwriting History. Song Structure and Style." BEATLES MUSIC HISTORY!, www.beatlesebooks.com/twist-and-shout.

Spitz, B. (2014, February 07). The Beatles INVASION, 50 years Ago: Friday, Feb. 7, 1964. Retrieved April 11, 2021, from [https://urldefense.com/v3/__https://entertainment.time.com/2014/02/07/the-beatles-invasion-50-years-ago-friday-feb-7-1964/__;!!KwNVnqRv!VuJEIEpq-JrGQSXW5M8hjoT071WlAX6KLebq0i5K2AZ2YiXN3RWnWZIN668J7QqRGmWfFg\\$](https://urldefense.com/v3/__https://entertainment.time.com/2014/02/07/the-beatles-invasion-50-years-ago-friday-feb-7-1964/__;!!KwNVnqRv!VuJEIEpq-JrGQSXW5M8hjoT071WlAX6KLebq0i5K2AZ2YiXN3RWnWZIN668J7QqRGmWfFg$)

The Beatles. (2020, December 16). Retrieved February 01, 2021, from <https://www.grammy.com/grammys/artists/beatles/16293>

APPENDIX: CREATIVE ARTIFACT

Performance Video and Q&A Footage

For our Creative Artifact we created a dance performance with multimedia facets to present our undergraduate research. The video excerpts from the dance performance, along with the Q&A footage, were submitted separately from the thesis document. This performance included four different sections, each revolved around The Beatles' time performing in the United States.

The first section (0:24-1:16) signified the pre-Beatles time period. The music and choreography were all selected from the 1940s-1950s era. In this section we incorporated music by Elvis Presley and partnered dance movement that was quite popular at that time. The purpose of this section was to depict what was happening in America prior to The Beatles.

Section two was the introduction of The Beatles (1:23-3:10). This section begins with The Beatles arrival in America in 1964. We incorporated The Beatles' song, "I Want to Hold Your Hand", one of their most popular songs and the second song they performed in America. Prior to their performance of "I Want to Hold Your Hand", they performed "All My Loving" on the Ed Sullivan show in 1964. In our full-length performance, we included a clip of this TV show broadcast performance for historical context.

Section three signified The Beatles drug experimentation period (3:19- 5:22). The Beatles went through a time where they used drugs to gain inspiration for their music. For this section, we used their song "Come Together" with our choreography. This song was written during their later years while they were using drugs. When listening to this song, the listener can hear the heavy beat of the music, which we choreographed with to signify their time using drugs.

Towards the end of the song, the tempo becomes faster and volume increases. Here we see how they may have been exemplifying what a drug induced “high” was like, with their music.

The last and final section was the post-Beatles time, following their breakup in 1970 (5:30-9:42). For this section we used the song “Life in The Fast Lane” by the Eagles. We chose to incorporate this song because the Eagles were a band that were greatly influenced by The Beatles. The choreography in this section utilized dance moves from previous sections and showed how we see elements of them in dance today.

After the performance was completed, we had a short Q&A session (9:56-End). This gave the audience an opportunity to ask us any questions they had about the performance or our research. We received several questions from the audience members. Some questions inquired on the inspiration for using The Beatles, others asked about the time it took to complete the project, and some viewers wanted to know more about how the LAUNCH Program process worked. Overall, we had a successful performance and the feedback we received after was overwhelmingly positive.