

TEACHER'S GUIDE

TODAY'S MUSIC EDUCATION RESOURCE

MUSIC GUIDE!

1981
35 Years 2016

OCTOBER 2016

VOL. 36 NO. 1

WRITING LYRICS

A Practical Guide

LISTENING GUIDE

Prince's
"When
Doves Cry"



NOW PLAYING

The Minimoog
Model D

INCLUDES LESSON PLANS FOR

The Art of the Lyric • How Bachata Got Its Groove • Listening Guide: Prince's "When Doves Cry" • Song of the Month: "Wild Things" by Alessia Cara
This issue supports National Core Arts Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11

BACHATA

The Dominican
Music's Rise to
Global Fame

DISCOVER FOR DISABILITY

ALESSIA CARA

Standing Up to
Peer Pressure,
One Song at
a Time



MUSIC ALIVE!

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FROM THE EDITOR

Welcome to the 36th season of *Music Alive!*

Beginning with this season, I'll be following in the footsteps of my esteemed colleague Mac Randall as the new editor-in-chief of *Music Alive!* Magazine. As a writer, musician, and part-time music teacher, I'm excited to be in a position of selecting and editing content to be shared with young music students through *Music Alive!* Music's value as an educational subject is frequently reported on by the media, but for those of us who are passionate about music education, its importance is common knowledge. Whether or not students intend to become professional musicians, we know that their studies in music will be invaluable to them.

As we move forward with Volume 36, we hope to provide you and your students with content that will not only inspire them but will also challenge them—whether it's in understanding a technical aspect of music, wrapping their minds around the inner workings of the music industry, or opening their ears to the sounds of different cultures and subcultures. We think arts education can help in promoting tolerance and acceptance of the world around us, and in shaping better human beings.

Hopefully, you find this first issue to be a positive contribution to your teaching. We look forward to the many issues to come.

—Kate Koenig, Editor-in-Chief

October 2016

TRACK LISTING

HEAR THE MUSIC

1. *Song of the Month* – Alessia Cara: "Wild Things"
2. Joni Mitchell: "Goodbye Pork Pie Hat"
3. Little Big Town: "Boondocks"
4. B.o.B.: "So Good"
5. José Manuel Calderón: "Qué Será de Mi (Condena)"
6. Juan Luis Guerra: "Bachata Rosa"
7. Aventura: "Enseñame a Olvidar"
8. *Listening Guide* – Prince: "When Doves Cry"

EXTENDED PLAY

- Jacob Collier: "Hideaway"
Bob Dylan: "My Back Pages"
Bon Iver: "Perth"
Smoky Robinson & the Miracles: "I Second that Emotion"
Carole King: "I Feel the Earth Move"
Stevie Wonder: "Superstition"
Lauryn Hill: "Ex-Factor"
Dawes: "When My Time Comes"
Juan Luis Guerra: "Burbujas de Amor"
José Manuel Calderón: "Borracho de Amor"
Leslie Grace: "Will You Still Love Me Tomorrow"
Trio Los Panchos: "Quizas, Quizas, Quizas"
Prince Royce: "Culpa al Corazon"
Blas Durán: "Consejo a las Mujeres"
Gary Numan: "Cars"

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EDITORIAL QUESTIONS

For any content-related questions or comments, or to suggest an artist or topic for future coverage, please e-mail the Editor at musicalive@intunepartners.com. We welcome your feedback.

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FEATURE

The Art of the Lyric

Meets National Core Arts Anchor Standards 2, 7, and 9

OBJECTIVES

- Organize and develop artistic ideas and work (*Cr2*)
- Perceive and analyze artistic work (*Re7*)
- Apply criteria to evaluate artistic work (*Re9*)

MATERIALS

- MusicAlive!* magazines (October 2016)
- Computer or mobile device with Internet access
- MusicAlive!* Classroom Worksheet #12: Staff Paper (*download at musicalive.com*)
- Piano

START

Have students read "The Art of the Lyric" on pages 6–9. Then go over the following words. [This reinforces comprehension and vocabulary.]

INSIGHTS—deep understandings of people or things

AMPLE—enough

PROFICIENT—skilled at something

INITIAL—occurring at the beginning

INHERENT—existing in something

DEVELOP

- 1. Play "Goodbye Pork Pie Hat" by Joni Mitchell
(Hear the Music playlist **track 2** at musicalive.com).

ASK

- **What type of music is this?** (Jazz.)
- **What instruments do you hear in the beginning?** (Fretless electric bass, soprano saxophone, and drums.)
- **Does what they're playing sound pre-composed or improvised?** (Improvised.)
- **How can you tell?** (The freeness of the rhythms, irregularity of the phrases, etc.)
- **Are the chords simple triads or something more complex?** (More complex—there are several seventh chords with extensions. [Demonstrate a few on the piano.])
- **What do you think the lyrics are about?** (The lives of famous musicians—for example, "Charlie" refers to Charles Mingus, who composed the music of the piece. [Joni Mitchell, the singer, added the lyrics.] "Lester" refers to Lester Young, a saxophone great.)
- **Can you picture what Joni Mitchell is singing about?** (Subjective.)
- **Do you think the music fits the lyrics? Why or why not?** (Subjective.)

- 2. Play "Boondocks" by Little BigTown
(Hear the Music playlist **track 3** at musicalive.com).

ASK

- **Which genre does this song fit into?** (Country.)
- **What instruments do you hear in the song's intro?** (Dobro, a type of metal guitar that in this case is played with a slide, and acoustic guitar.)

- **Do you find yourself listening more to the music or to the lyrics?** (Subjective.)

- **What is the song about?** (Feeling proud about growing up in a rural area.)

- **Can you remember the first few lines of the chorus?** ("I feel no shame/I'm proud of where I came from/I was born and raised in the boondocks.")

- **Would you say this is a memorable chorus?** (If students can recall the chorus after listening to the song once, yes.)

- **What's an obvious way in which the music is connected to the lyrics?** (Country is a type of music that came about in the rural south, so traditional country instruments like the guitar and banjo, not to mention the vocal harmonies, fit the message in the lyrics.)

- **Do you feel as if you're in the countryside when you listen to the song?** (Subjective.)

- 3. Play "So Good" by B.o.B. (Hear the Music playlist **track 4** at musicalive.com.)

ASK

- **Which genre does this song fit into?** (Hip-hop.)
- **Do the instruments sound acoustic or electronic?** (Electronic.)
- **Why do you think the verses are rapped and the choruses sung?** (The changes keep the listener engaged: The verses offer the listener some interesting rhythms while the choruses provide a nice melodic change of pace.)
- **What are the lyrics about?** (The narrator imagines going on adventures with a woman who he views as high-class.)
- **Hip-hop is full of references. Did you hear any in this song?** (Artists like Michelangelo, Picasso, and Da Vinci; schools like Harvard and King's College, etc.)
- **In your opinion, which of these three songs has the most interesting lyrics—and why?** (Subjective.)
- **In your opinion, which song had the most interesting music?** (Subjective.)

CLOSE

Give the students copies of the staff paper worksheet and have them write simple songs based on their own recent observations using some of the techniques suggested in the articles. The songs should have a melody line and chord symbols. Have the students share their songs with the class.

ASSESS

- **Did the students read the article?**
- **Did they talk about the listening selections?**
- **Did they compose their songs and share them?**



FEATURE

How Bachata Got Its Groove

Meets National Core Arts Anchor Standards 2, 7, and 9

OBJECTIVES

- Organize and develop artistic ideas and work (*Cr2*)
- Perceive and analyze artistic work (*Re7*)
- Apply criteria to evaluate artistic work (*Re9*)

MATERIALS

- Music Alive!* magazines (October 2016)
- Computer or mobile device with Internet access
- Music Alive!* Classroom Worksheet #12: Staff Paper (*download at musicalive.com*)
- Piano, classroom keyboards, and percussion

START

Have the students read "How Bachata Got Its Groove" on pages 10-13, then go over the following words. [This reinforces comprehension and vocabulary.]

UNREQUITED—a feeling not returned

OPPRESSION—unjust treatment

BOYCOTTED—refused to participate

STIGMA—set of unfair negative beliefs about something

ABATING—becoming weaker

DEVELOP

- 1. Play "Qué Será de Mi (Condena)" by José Manuel Calderón (Hear the Music **track 5** on musicalive.com).

ASK

- What instrument do you hear in the very beginning? (Acoustic guitar with nylon strings.)
- Do you think it's one guitar, or two? (Two.)
- Do the guitars sound plucked or strummed? (Plucked.)
- Are they playing in unison, or playing complementary parts? (Complementary.)
- What instruments join in on the second measure? (Percussion and bass.)
- Is the song in a major or minor key? (Minor—C minor.)
- What is the song's time signature? (4/4.)
- How would you describe the emotion conveyed by the music? (Melancholy, etc.)
- Based on your reading, who do you think is the artist? (José Manuel Calderón.)

- 2. Play Juan Luis Guerra's "Bachata Rosa" (Hear the Music **track 6** on musicalive.com).

ASK

- What is the song's time signature? (4/4.)
- Is it in a major or minor key? (Major—G Major.)
- What instruments do you hear in the intro? (Acoustic-electric guitar, electric bass, piano, and percussion, plus background singers.)

- How would you describe what the guitar is doing—is it strumming, or playing arpeggios? (Playing arpeggios.)
 - Can anyone identify the basic rhythm of the bass part? (In each bar: half note, followed by two quarter notes.)
 - How would you compare the mood of this song to the previous one? (It's a bit more cheerful.)
 - Why is that? (This is largely due to the song being in the brighter key of G major.)
 - Does it seem like this piece was recorded before or after the last one—and how can you tell? (After, given the presence of the electric bass and the overall sound of the recording.)
 - Do you prefer the sound of the older piece or the newer—and why? (Subjective.)
- 3. Play "Enseñame a Olvidar" by Aventura (Hear the Music **track 7** on musicalive.com).

ASK

- What's the time signature? (4/4.)
- Is the song in a major or minor key? (Major—A♭ major.)
- What kind of mood does the music create? (Bright, etc.)
- Does it sound like the chords are triadic (having three notes) or more complex? (Triadic.)
- What's different about the lead guitars in this piece compared to the previous songs? (They're electric, using electronic effects like chorus and distortion.)
- What do these two effects do? (Chorus makes the guitar sound doubled, and distortion makes it sound rough.)
- Is the bass acoustic or electric? (Electric.)
- Are the background vocals (heard throughout the song) in harmony or unison? (Harmony.)
- In the context of bachata, which do you prefer—the sound of acoustic instruments or electric? (Subjective.)
- Which of these three pieces do you prefer—and why? (Subjective.)

CLOSE

Give the students copies of the staff paper worksheet or have them use notation software. Ask the students to make short compositions with a bass line featuring the same rhythm used in "Bachata Rosa," as well as a melody line. Then have the students perform their own compositions on classroom keyboards in front of the class, or play each other's pieces.

ASSESS

- Did the students read the article?
- Did they talk about the listening selections?
- Did they write their pieces and play them?



FEATURE

Listening Guide: Prince's "When Doves Cry"

Meets National Core Arts Anchor Standards 1 and 7

OBJECTIVES

- Conceptualize artistic ideas and work. (*Cr1*)
- Perceive and analyze artistic work. (*Re7*)

MATERIALS

- *Music Alive!* magazines (October 2016)
- Computer or mobile device with Internet access
- *Music Alive!* Classroom Worksheets #5: Music Review Journal and #12: Staff Paper (*download at musicalive.com*)
- Piano

START

Ask the students to read "Listening Guide" on pages 18–19.

DEVELOP

► Play "When Doves Cry" by Prince (Hear the Music playlist track 8 at musicalive.com) twice. For the first listen, ask the students to follow along with the timeline. For the second listen, ask them to complete the Music Review Journal worksheet.

ASK

- Is the opening electric guitar part played in strict rhythms, or freely? (Freely.)
- When the snare kicks in at 0:18, on which beats is it heard? (Beats 2 and 4.)
- In the chorus beginning at 1:04, what's the main note value of the high-pitched keyboard? (Eighth note.)
- In the beginning of the second chorus at 2:04, are the vocals harmonized in octaves or thirds? (Octaves.)
- At 2:50, what's the basic note value of the quiet synth pad? (Whole note.)
- Can anyone identify the type of scale used in the guitar

solo that starts at 3:35? (It's a minor pentatonic scale [1–3–4–5–7]—one of the most common scales in rock and blues. Play the scale on the piano or guitar for the students.)

• Do you recognize the keyboard part behind the guitar solo? (It's the main theme, but it might sound different in the context of the synth pads and wailing guitar.)

• At 5:45, what note value is used for the final, rising synth line? (16th note.)

• That line has lots of G#s, and the song is in they key of A minor. Can anyone say which scale this suggests? (The A harmonic minor scale, like the A natural minor, but with a raised seventh: A–B–C–D–E–F–G#.) Play it for the students.)

CLOSE

Hand out copies of the staff paper worksheet or have them use notation software. Have the students work on transcribing the main melodic theme played on the DX-7, heard first at 0:18 (see the notation below). Play the recording repeatedly, or play the theme on the piano. Give students as many clues as needed, for example, the starting chord or some of the rhythms. Gather their work and check for accuracy.



ASSESS

- Did the students read the Listening Guide?
- Did they listen to Prince's "When Doves Cry" using the timeline?
- Did they complete their worksheets and answer the additional questions?
- Did they transcribe the keyboard theme?

October 2016 QUIZ ANSWERS

This month's quizzes are available at musicalive.com/the-quiz-zone-october-2016. Here are the quiz answers:

LYRICS

1. It varies
2. False
3. Music gives lyrics a stronger emotional impact
4. Observe everything, read as much as you can, and record your observations
5. Let your ideas flow without judgment
6. Every day
7. True
8. Subtraction
9. Bob Dylan and Joni Mitchell
10. False

BACHATA

1. Guitar
2. Dominican Republic
3. Traditional Caribbean bolero
4. True
5. An informal gathering of family and friends
6. Bachateros
7. José Manuel Calderón
8. "Que Será de Mi (Condena)" and "Borracho de Amor"
9. Aventura
10. False

SONG OF MONTH

1. Brampton, Ontario
2. False
3. Ed Sheeran, Amy Winehouse, and Frank Ocean
4. Guitar
5. 14
6. "Here"
7. Going to a party and not wanting to be there
8. *Know-It-All*
9. 2015
10. False



SONG OF THE MONTH

“Wild Things” by Alessia Cara

Meets National Core Arts Anchor Standards 5, 7, and 9

OBJECTIVES

- Develop and refine artistic work for presentation (*Pr5*)
 - Perceive and analyze artistic work (*Re7*)
 - Apply artistic criteria to evaluate work (*Re9*)

MATERIALS

- *Music Alive!* magazines (October 2016)
 - Computer or mobile device with Internet access
 - *Music Alive!* Classroom Worksheet #3: Rhythm Building
(download at musicalive.com)

START

- **1. Have a student read aloud** the text on page 16.

► **2. Play “WildThings”** by Alessia Cara (Hear the Music track 1 on musicalive.com) one or two times, while having students follow along with the sheet music on pages 16-17.

DEVELOP

- 1. Ask** some questions to help your students understand how the song is put together:

ASK

- **What is the song's time signature?** (4/4.)
 - **On which beat does the first vocal note start?** (The "and" of beat 2.)
 - **The key signature has four sharps. Is the song in E major, or C♯ minor?** (C♯ minor.)
 - **How can you tell?** (The C♯m chord is repeated much more than the E chord.)
 - **What's the lowest vocal note?** (The G♯ below middle C.)
 - **What's the highest vocal note?** (The B above middle C.)
 - **Exactly how far apart are those two notes?** (A minor 10th, or a minor third plus an octave.)
 - **What's the shortest note value?** (16th note.)
 - **The longest?** (Dotted quarter.)
 - **What are the shortest and longest rests?** (Eighth and quarter, respectively.)
 - **Name the different sections and count their lengths.** (Intro, verse, pre-chorus, chorus, and bridge. All are eight measures long, except for the intro, which is two bars.)
 - **How many different chords does the song have?** (Four: A, C♯m, B, and E.)
 - **Does the chord progression stay the same throughout the song?** (All of the sections [excluding the intro] have the same exact progression, except for the bridge.)
 - **Does the bridge introduce any new chords, or does it use the same chords that were used in the other sections?** (The latter.)
 - **What are the tiny notes in the last two measures?** (These are grace notes. Grace notes are decorative notes sung quickly before the main notes.)
 - **Is it essential to sing the grace notes?** (No—in this

case, you can think of them as extra, though they do add interest and drama to the song.)

2. Help the students learn to sing the song together.

Isolate and troubleshoot any problems. Make sure that the students understand and sing all of the syncopations. If needed, work with them on subdividing the rhythms, so that they can count them accurately.

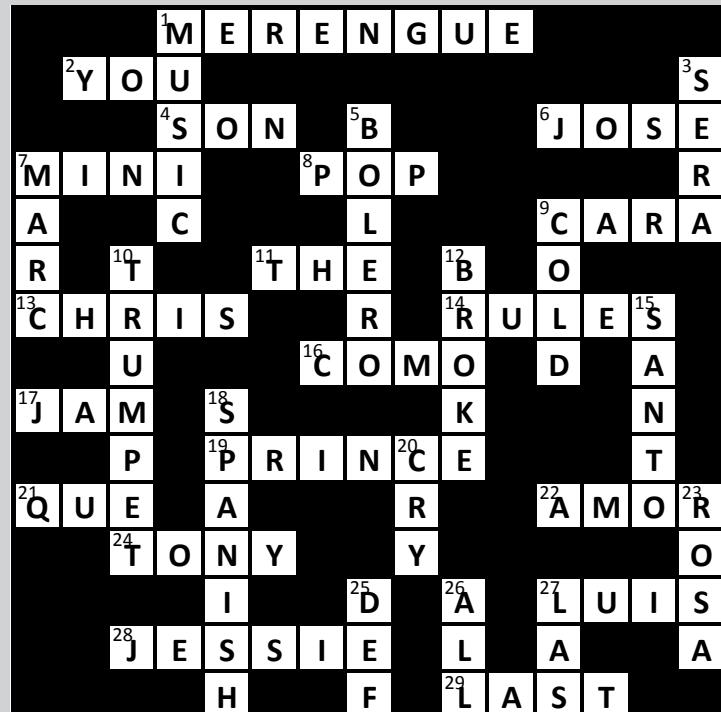
CLOSE

Hand out copies of the rhythm building worksheet. Ask the students to create rhythms inspired by “WildThings” in 4/4 without using 16th notes. Then, have them create another syncopated pattern in 3/4. Collect the worksheets, and check them for accuracy.

ASSESS

- Did the students answer the questions about “Wild Things”?
 - Did they sing the song together?
 - Did they complete the rhythm building worksheets?

CROSSWORD SOLUTION



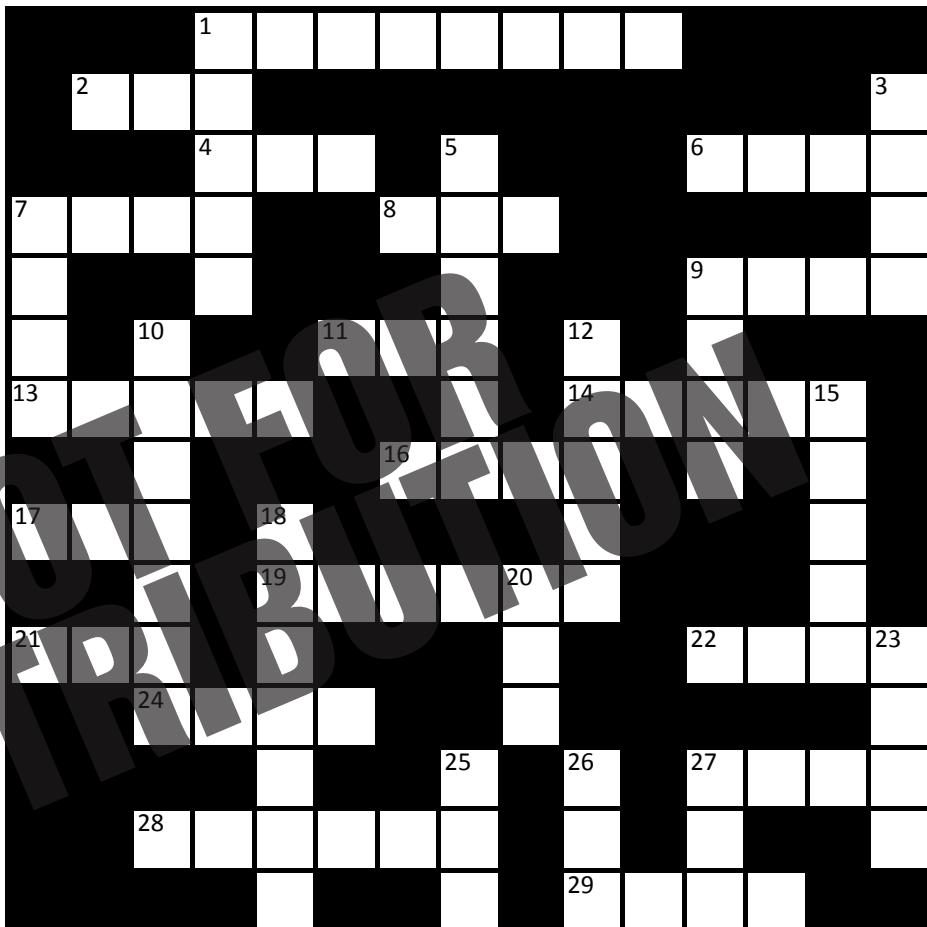
Crossword Puzzle can be found on page 7

CROSSWORD

By Max Levinson

ACROSS

1. Official music of the Dominican Republic during the Trujillo regime
2. Chorus from 20 Down begins with "How could __"
4. With 5 Down, two musical styles that influenced bachata
6. Early bachata artist __ Manuel Calderón
7. Synthesizer __moog Model D
8. __ star from 19 Across
9. Singer-songwriter Alessia __
11. With 29 Across, 2009 top-selling Latin album in the U.S. __
13. Coldplay frontman __ Martin
14. With 12 Down, Aventura album *We __ the __*
16. "__ Abeja al Panal" hit by 27 Across
17. With 25 Down, record label __ Records
19. 8 Across star __ Rogers Nelson
21. With 3 Down, 1962 bachata single "__ de Mi (Condena)"
22. 1962 bachata single "Borracho de __"
24. Artist manager __ Perez
27. Bachata singer and composer Juan __ Guerra
28. Artist __ J covered by 9 Across
29. With 11 Across, 2009 top-selling Latin album in the U.S. __



DOWN

1. Bachata is nicknamed "bitter __"
3. With 21 Across, 1962 bachata single "__ de Mi (Condena)"
5. With 4 Across, two musical styles that influenced bachata
7. Latin artist __ Anthony
9. 20 Down lyric "World is so __"
10. Robert Thompson's first instrument
12. With 14 Across, Aventura album *We __ the __*
15. Dominican capital __ Domingo
18. Lyrics in bachata are typically sung in this language
20. Lead single from Purple Rain "When Doves __"
23. GRAMMY award-winning album Bachata __
25. With 17 Across, record label __ Records
26. The Know-It-__ Tour Part II begins in September 2016
27. Blas Durán song "Consejo a __ Mujeres"