



FEATURE

Listening Guide: Lady Gaga's "Million Reasons"

Meets National Core Arts Anchor Standards 1, 7-9

OBJECTIVES

- Conceptualize artistic ideas and work (*Cr1*)
- Perceive and analyze artistic work (*Re7*)
- Interpret intent and meaning in artistic work (*Re8*)
- Apply criteria to evaluate artistic work (*Re9*)

MATERIALS

- *Music Alive!* magazines (January 2017)
- *Music Alive!* Classroom Worksheets #5: Music Review Journal and #12: Staff Paper (download at musicalive.com)
- Computer or mobile device with Internet access

START

1. Have students read "Listening Guide" on pages 18-19.

DEVELOP

- ▶ 1. Play "Million Reasons" (Hear the Music playlist track 9 on musicalive.com) once or twice while students follow along with the timeline. Then have them take a few minutes to fill out the Music Review Journal worksheet.

ASK

- How many chords are there in the intro? (Four: C, Am, F, and G.)
- What key is the song in? (C major.)
- What scale degree are each of these chords? (C: I, Am: vi, F: IV, and G: V.)
- Are the chords strummed on the guitar or arpeggiated? (Strummed.)
- Does the chord progression stay the same or change in the verse? (It stays the same.)
- Is the vocal melody harmonized throughout the verse? (No, only on the lyric "Givin' me a million reasons.")
- Are any new chords introduced in the chorus? (No, but the progression is re-ordered: F-C-Am-G.)
- When the hand drum is brought to the forefront,

- are its rhythms straight or syncopated? (Syncopated.)
- In the fourth verse, is the twangy guitar electric or acoustic? (Electric.)
- In the chorus at 1:44, how often does the pitch of the low bass tones change? (Every two beats.)
- What main note value is the swelling string section at 1:59 based on? (Half note.)
- Does the bridge introduce new chords? (No—yet another re-ordering here: Am-F-C-G.)
- What effect does the instrumentation dropping out at 2:32 have? (Subjective. It adds dramatic effect to the lyric.)
- What happens to the tempo as the song is brought to a close at around 3:09? (The tempo slows down.)

CLOSE

1. Hand out copies of the staff paper worksheet (or have students use notation software). Provide students with the main melody that starts at around 0:22 on the recording (shown here in notation). Play the recording a few times, and instruct the students to copy the main melody and include the harmony vocal line. (If needed, tell them it's harmonized in perfect fourths.)



ASSESS

- Did the students read the "Listening Guide"?
- Did they listen to the song using the timeline and complete the Music Review Journal worksheets?
- Did they answer the questions?
- Did they harmonize the vocal line in notation?

January 2017 QUIZ ANSWERS

This month's quizzes are available at musicalive.com/the-quiz-zone-january-2017. Here are the quiz answers:

REGGAE

1. Late 1960s
2. Bob Marley
3. False
4. Mento
5. DJs
6. American popular music, including R&B
7. Ska
8. "My Boy Lollipop"
9. Rocksteady
10. Dub

HEAD

1. False
2. Copyright
3. Hire music publishers to administer their catalogs
4. *Campbell v. Acuff-Rose Music, Inc.*
5. 1994
6. 2 Live Crew
7. Infringing on the copyright of Roy Orbison's song "Oh, Pretty Woman"
8. 2 Live Crew was not guilty
9. Fair use
10. False

SOTM

1. Memphis, Tenn.
2. *Trolls*
3. His father
4. JC Chasez
5. 2002
6. *Justified*
7. *Saturday Night Live*
8. The Black Eyed Peas
9. Perfectionism
10. Branch