



## FEATURE

### LISTENING GUIDE: AULI'I CRAVALHO'S "HOW FAR I'LL GO"

Meets National Core Arts Standards 1, 7, and 9

#### OBJECTIVES

- Conceptualize artistic ideas and work (*Cr1*)
- Perceive and analyze artistic work (*Re7*)
- Apply criteria to evaluate artistic work (*Re9*)

#### MATERIALS

- *Music Alive!* magazines (May 2017)
- *Music Alive!* Classroom Worksheet #12: Staff Paper (download at [musicalive.com](http://musicalive.com))
- Computer or mobile device with Internet access
- Notation software (optional)
- Piano

#### START

1. Have your students read the "Listening Guide" on pages 18–19.

#### DEVELOP

- ▶ 1. Play "How Far I'll Go" (Hear the Music playlist **track 8** on [musicalive.com](http://musicalive.com)) two or three times, while the students listen along using the timeline.

#### 2. Ask the following supplemental questions:

- **What time signature is the song in?** (4/4.)
- **Does it sound like it's in a major or minor key?** (Major—E major.)
- **How often do the chords change in the first verse?** (Once per measure.)
- **What is the main note value that the acoustic guitar plays in that section?** (Whole note.)
- **When the strings enter in the pre-chorus, are they playing in unison or in harmony?** (In harmony.)
- **In the chorus, what's the main note value of the harp?** (Sixteenth note.)

- **True or false:** The French horn part plays the same melody as the harp. (False.)
- **In the chorus, is the last chord minor or major?** (Minor—A minor.)
- **In Verse 2, does the guitar play the same rhythmic pattern as it does in Verse 1?** (No.)
- **Can anyone describe the guitar's basic rhythm here?** (There are notes on beat 1, the last 16th of 1, and the "and" of 2.)
- **In Verse 2, what's the main rhythmic value of the bass line?** (Eighth note.)
- **In the second pre-chorus, on which beats do the vocal grunts fall?** (Just before each beat 1.)

#### CLOSE

Hand out copies of the staff paper worksheet or have the students use notation software. On the piano or another instrument, play the first four bars of the horn melody heard in the chorus (shown here in notation) and ask the students to transcribe it. Run through the melody slowly and repeatedly, and give the students clues as needed. Gather the students' worksheets or files and check them for accuracy.



#### ASSESS

- Did the students read the Listening Guide?
- Did they listen to the song using the timeline?
- Did they answer the supplemental questions?
- Did they transcribe the French horn melody?

### May 2017 QUIZ ANSWERS

This month's quizzes are available at [musicalive.com/the-quiz-zone-may-2017](http://musicalive.com/the-quiz-zone-may-2017). Here are the quiz answers:

#### THE MODERN CLASSICS

1. False
2. Los Angeles Opera
3. Puerto Rico
4. Angélica Negrón
5. Piano
6. New York
7. Percussion
8. False (Chopin was born in the 1800s)
9. Cello
10. Franz Schubert

#### HOW TO START A BAND

1. Finding people
2. Vocalist, guitarist, keyboardist, drummer, and bassist
3. Post on social media and put up flyers
4. Community centers, music schools, music stores, religious centers
5. Find a place to play
6. Home garage
7. Spare room at a local community center, a basement at a religious center, or available rehearsal space at a music school or store
8. True
9. Covers
10. Courteously

#### DAN + SHAY

1. Dan Smyers and Shay Mooney
2. Hunter Hayes and Blake Shelton
3. Nashville
4. Music Row
5. *Where It All Began*
6. False
7. No. 1
8. "Nothin' Like You"
9. False
10. *Obsessed*