



LISTENING GUIDE

CHEAT CODE'S "NO PROMISES" (FEAT. DEMI LOVATO)"

Meets National Core Arts Standards 1 and 7

OBJECTIVES

- Generate and conceptualize artistic ideas and work (*Cr1*)
- Perceive and analyze artistic work (*Re7*)

MATERIALS

- *Music Alive!* magazines (December 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

Ask your students to read "Listening Guide" on pages 18-19.

DEVELOP

► **1. Play** "No Promises (feat. Demi Lovato)" by Cheat Codes (Hear the Music track 8 on musicalive.com) a few times, while having the students follow along with the timeline. After that, ask them to do the Music Review Journal worksheet.

2. Ask some questions:

- **In the beginning, what beat does the phrase on the edgy synth come in on?** (The "and" of 4.)
- **In the phrase "Cut me up like a knife," which words are sung to a syncopated rhythm, and which fall on downbeats?** ("Cut" and "knife" fall on the downbeat, while the words in between are sung to a syncopated rhythm.)
- **What effect does the pounding bass have when it comes in? Does it make you want to dance?** (Subjective.)
- **What mood is created when Dahl sings with only piano for the first chorus?** (Subjective; it creates a mood that is both a bit more serious and sensitive.)

- **In the second verse, for how many measures is the track stripped down before the full beat re-enters?** (Four.)
- **When Dahl sings over only the synth bells in the beginning of the last pre-chorus, how does the song's texture create a pensive mood?** (Subjective. With instrumentation dropped, Dahl sounds alone with his thoughts; the pause gives listeners a release of tension and "time to think.")
- **When Lovato harmonizes with Dahl in the same pre-chorus, what interval separates the melody and harmony?** (The harmony is a fifth below the melody.)
- **Why does it make sense for Lovato to belt improvisations on the last chorus?** (Subjective. The song is building in energy and coming to a finale.)

CLOSE

Give the students the staff paper worksheet or ask them to use notation software. Lead them in transcribing the melody and harmony heard in the second chorus, at 1:56 (notated below). Play the recording repeatedly, or play the part on the piano or guitar. Give students clues, like the key signature and the starting note. After the students are through notating the part, gather the manuscripts or files and check them.



ASSESS

- **Did the students read the Listening Guide?**
- **Did they listen to the song using the timeline and complete the Music Review Journal?**
- **Did they answer the supplemental questions?**
- **Did they transcribe the vocal parts?**

December 2017 QUIZ ANSWERS

This month's quizzes are available at musicalive.com/the-quiz-zone-december-2017.

Here are the quiz answers:

THE ORIGINS OF GYPSY JAZZ

1. Rajasthan
2. Egypt
3. Sinti
4. impressionist
5. classical
6. 12
7. Émile Savitry
8. swing
9. It had only stringed instruments.
10. Selmer

VOCAL VICTORIES

1. New Zealand and Australia's *Popstars* and Britain's *Pop Idol*
2. 345
3. false
4. true
5. saxophone
6. an opera vocal teacher
7. performance skill
8. technical ability
9. Arta Jekabsonsone
10. an ability to feel the music

SOFIA CARSON

1. "Don't Cry for Me Argentina" from Evita
2. Evie
3. Elvis Presley, Frank Sinatra, the Beatles, Mecano, Mocedades
4. "Love Is the Name"
5. "Life Is Life" by Opus
6. gold
7. "Rotten to the Core"
8. Julia Michaels, Justin Tranter, and Jason Evigan
9. UCLA
10. "Back to Beautiful"