



SOUNDS OF SUMMER

Meets National Core Arts Standards 7-9, 11

OBJECTIVES

- Perceive and analyze artistic work (*Re7*)
- Interpret intent and meaning in artistic work (*Re8*)
- Apply criteria to evaluate artistic work (*Re9*)
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding (*Cn11*)

MATERIALS

- *Music Alive!* magazines (February 2018)
- *Music Alive!* Classroom Worksheet #4: Compare & Contrast (download at musicalive.com)
- Computer or mobile device with Internet access

START

1. Ask your students to read “Sounds of Summer” on pages 10-13. Then, go over the following highlighted words.

[This reinforces comprehension and vocabulary.]

INVESTMENT—an act of devoting time and effort with the expectation of a worthwhile result

MERGE—combine to form a single entity

ENGAGING—occupying, attracting, or involving someone’s interest or attention

FACETS—particular aspects or features of something

PERKS—advantages or benefits following from a job or situation

DEVELOP

► **1. Play** the Drifters’ “Under the Boardwalk” (Hear the Music **track 2** on musicalive.com).

ASK

What is the song’s time signature? (4/4.)

Is it in a major or minor key? (Major.)

What are the first instruments you hear? (Bass, metal scraper, and guitar.)

What vocal technique does the main vocalist use during the pre-chorus? (Falsetto.)

What instrument is introduced during the chorus? (Violins.)

What style are the vocalists singing in during the chorus? (Call and response.)

At 1:50, what new percussion instrument is added? (Castanets.)

Do you know which country castanets are associated with? (Spain.)

What’s one reason why the song’s arranger chose Spanish percussion for this song? (Spain has a warm climate and beaches, so an association with the region would add to the song’s summery feel.)

Do you like this song? Why or why not? (Subjective.)

► **2. Play** Chicago’s “Saturday in the Park” (Hear the Music **track 3** on musicalive.com).

ASK

What is the song’s time signature? (4/4.)

What instrument opens the song? (Piano.)

Are the chords simple or complex? (Complex.)

Which instruments enter quickly after? (Bass, electric guitar, drums, horns.)

In the beginning, are the horns playing in harmony or in unison? (Unison.)

How is the verse different from the chorus? (The chorus has a repeated melody and is easy to remember; the verse is more complicated with a variety of melodies and rhythmic changes.)

What horns do you hear in the horn break after the verse?

(Trumpets and trombones.)

How many sections does this song have? (Three—chorus, verse, bridge.)

How does the band sing the last chorus differently? (Vocal harmonies are added.)

Does this song capture a summer feeling for you? Why or why not? (Subjective. The song’s positive, uplifting, relaxing feel, created by the horn parts, groovy rhythm section, and complex jazz chords, is reminiscent of summertime.)

Do you like this song? Why or why not? (Subjective.)

► **3. Play** Bryan Adams’ “Summer of ’69” (Hear the Music **track 4** on musicalive.com).

ASK

What is the song’s time signature? (4/4.)

Is it in a major or minor key? (Major.)

What instrument opens the song? (Electric guitar.)

How would you describe the rhythm? (Steady eighth-note pattern.)

What instruments come in at 0:17? (A second guitar, bass, and drums.)

How does the second guitar complement the rhythm guitar? (It’s playing long chords over the steady rhythm underneath, adding more texture to the sound.)

How do the guitar parts change during the chorus? (The rhythm guitar stops playing the eighth-note rhythm and you only hear strumming.)

What do you hear between the chorus and second verse? (A new riff played on the electric guitar.)

The verses have a mostly major feel, and the chorus begins with a minor chord. How does this add to the song’s energy? (Subjective. The sudden introduction of the minor sound creates a sense of tension or sadness, adding to the nostalgia in the lyrics.)

Do you like this song? Why or why not? (Subjective.)

CLOSE

Hand out copies of the Compare and Contrast worksheet to students. Ask them to fill it out comparing Chicago’s “Saturday in the Park” and Bryan Adams’ “Summer of ’69.” When they’re done, ask them to share what they’ve learned from comparing and contrasting the songs. Then, collect the worksheets to make sure they’re completed.

ASSESS

Did the students read the article?

Did they discuss the three listening selections?