



LISTENING GUIDE

QUEEN'S "SOMEBODY TO LOVE"

Meets National Core Arts Standards 1-3, 5, 7, and 9

OBJECTIVES

- Generate and conceptualize artistic ideas and work (*Cr1*)
- Organize and develop artistic ideas and work (*Cr2*)
- Refine and complete artistic work (*Cr3*)
- Develop and refine artistic work for presentation (*Pr5*)
- Perceive and analyze artistic work (*Re7*)
- Apply criteria to evaluate artistic work (*Re9*)

MATERIALS

- *Music Alive!* magazines (February 2018)
- *Music Alive!* Classroom Worksheet #12: Staff Paper (download at musicalive.com)
- Computer or mobile device with Internet access
- Classroom piano
- Notation software (optional)

START

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

DEVELOP

► **1. Play** Queen's "Somebody to Love" (Hear the Music **track 5** on musicalive.com) a few times, while having the students follow along with the timeline.

2. Ask some questions:

What time signature is this song in? (6/8.)

Is it in a major or minor key? (Major—A \flat major.)

How many vocalists do you hear in the introduction?

(Several, singing in group harmony.)

How many instruments are featured on this recording? (Four—Piano, guitar, bass, and drums.)

What's your favorite instrumental part and why? (Subjective.)

What mood does this song capture? (Subjective. The lyrics express dramatic longing, and the music is a dynamic reflection of those feelings.)

What are some of the ways in which vocal harmonies are used in the song? (They're used to echo the main vocal, layer over the main vocal in rhythmic unison, and build in layers.)

Does the bass repeat the same notes and rhythm throughout the song, or play different melodies? (It plays different melodies.)

How does this add to the song? (It adds an extra instrumental quality that creates interest.)

How do the drums add character to the song? (The drummer plays fills and varies the rhythm to fit the different sections of the song.)

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

CLOSE

Hand out the staff paper worksheet to students or ask them to use notation software. Using the chord progression G-C-D-G, have them write out a vocal melody, then two vocal harmonies above the melody. Go around the classroom and check their work for accuracy. Then, have them share their compositions with the class on classroom keyboards—or, if possible, have them sing their works in groups of three.

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 compose vocal melodies and harmonies?

February 2018 QUIZ ANSWERS

This month's quizzes are available at musicalive.com/the-quiz-zone-february-2018. Here are the quiz answers:

YOUR SOUND ON STAGE

1. To amplify, or make louder, your music.
2. High volume or amplitude
3. Pitch
4. audio signal
5. To boost an audio signal
6. A device that combines several preamps as channels
7. The particular volume of low, midrange, and high frequencies
8. Compression, delay, reverb
9. Wedge and in-ear
10. Between the mixer and the monitors

SOUNDS OF SUMMER

1. Pre-college programs
2. Classical, jazz, musical theater, rock/pop, marching music, music theory, songwriting, studio production, instrumental and vocal performance
3. Certain sections will offer different focuses, so it's important to know what's happening when.
4. Education
5. Sports, social gatherings, and other special events
6. Your teacher or private lessons instructor
7. Concerts or performance opportunities; studio time
8. How much fun you'll have.
9. You can learn from them.
10. Taking lessons on a new instrument, taking an online class, or forming a band with friends.

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1. *American Teen*
2. The Army
3. Three
4. El Paso, Texas
5. "Saved"
6. Frank Ocean, Tracy Chapman, Fleetwood Mac, Father John Misty, Alt-J
7. Josh Scruggs, or "Syk Sense"
8. Best New Artist
9. His friends
10. "Therapy"