



LISTENING GUIDE

ALICE MERTON'S "NO ROOTS"

Meets National Core Arts Standards 5, 7, 9, and 11

OBJECTIVES

- Develop and refine artistic work for presentation (*Pr5*)
- Perceive and analyze artistic work (*Re7*)
- 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 (May 2018)
- Music Alive!* Classroom Worksheet #12: Staff Paper (download at musicalive.com)
- Computer or mobile device with Internet access
- Classroom pianos or other instruments

START

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

DEVELOP

1. Play Alice Merton's "No Roots" (Hear the Music track 8 on musicalive.com) a few times, while having the students follow along with the timeline.

2. Ask some questions:

What's the time signature? (4/4.)

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

What's the first instrument you hear? (Electric bass.)

What note value makes up the "shockwave of quick strokes" on electric guitar? (Sixteenth notes.)

What is the strongest instrumental part to the song? (Subjective—the bass part.)

What genre would you say this song belongs to? (Pop rock.)

What makes it pop rock? (A combination of the instrumentation, which includes traditional rock instruments, and the song's repeated, catchy hook.)

At 1:40, what interval is the hummed vocal harmony? (A minor second.)

What instrumental parts add suspense to the bridge? (A fast-paced guitar part and sparse, pounding drum.)

What technique is used on the guitar part? (Palm-muting.)

How does the drum part create suspense? (Subjective. The space between the notes adds anticipation.)

What makes the part that follows the bridge "techno"? (The heavy use of synthesizers and effects, the upbeat tempo, etc.)

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

CLOSE

Count out the first two bars of the bass line for students, with help from the notation pictured below. Then, have the class join in clapping out the rhythm in unison while counting out the rhythm. Isolate any problems and work with students individually to help the whole class stay on rhythm.



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 clap out the bass rhythm?

May 2018 QUIZ ANSWERS

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

CLASSIC REVOLUTIONS, PT. 4

1. Tonality
2. Serialism
3. Oliver Messiaen
4. Modes of limited transposition
5. Acoustic and electronic
6. The avant-garde movement
7. Harry Partch
8. The Second World War
9. False
10. Philip Glass, Terry Riley, and Steve Reich

KEEPING SCORE

1. "Budapest"
2. *Staying at Tamara's*
3. A backpacking trip
4. His voice
5. True
6. Arctic Monkeys, Cribbs, Vampire Weekend
7. Bob Dylan and Van Morrison
8. Bob Dylan
9. He inspired him to sing with a big voice.
10. Columbia Records

GEORGE EZRA

1. George Lucas
2. John Williams, Danny Elfman, Hans Zimmer, Howard Shore
3. Underscore
4. Cue
5. To transition in and out of commercial
6. Diegetic
7. A music supervisor
8. Underscore, incidental music, and pre-existing songs.
9. Unlicensed music used as a temporary score.
10. An orchestrator.