



# LISTENING GUIDE

## STEVIE WONDER'S "SIGNED, SEALED, DELIVERED (I'M YOURS)"

*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 (November 2018)
- Computer or mobile device with Internet access
- *Music Alive!* Worksheet 5: Music Review Journal (available at [musicalive.com/music-alive-handouts](http://musicalive.com/music-alive-handouts))

### START

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

### DEVELOP

► Play Stevie Wonder's "Signed, Sealed, Delivered (I'm Yours)" (Hear the Music **track 2** on [musicalive.com](http://musicalive.com)) while having the students follow along with the timeline.

### ASK

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

How would you describe the rhythm of this song?

(Upbeat, funky, fast.)

How many measures are in the intro? (Four.)

Which instrumental part stands out to you the most?

(Subjective—Trumpets, guitar, bass, vocals.)

What is notable about when the back-up singers come in?

(They support Wonder's main vocals. They bring in the words "signed, sealed, delivered, I'm yours" every time.)

Does this song highlight Wonder's vocal strengths?

(Yes. He hits a series of very difficult high notes.)

What musical elements make this an R&B song?

(Subjective—"soulful," passionate lyrics, dance rhythm, call and response)

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

Can you name any other Stevie Wonder songs? ("Superstition" is another popular one.)

### CLOSE

Hand out the music review journals. Play the song from the beginning again and ask students to fill out the sheet as they listen. When they are finished collect and assess their answers.

### 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 fill out the music review journal?

### THE SINGING SERIES, PT. 2

1. If you have an imitative deficit, your brain has programmed your vocal folds to produce an incorrect note in response to a specific pitch
2. The length, thickness, and size of the vocal folds
3. Pitch, also called *intonation*
4. Yes
5. Opening the jaw, thinking down, keeping the chin down, vibrato
6. The narrowing of "the twanger" in your throat to produce a brighter sound, a technique used in a variety of genres
7. A singing technique that involves varying the pitch of a particular note quickly to produce a richer tone
8. Perception. Our brains can process and understand information without being able to execute the same information within its own system
9. Yes
10. Tone, breathing, pitch, resonance, volume, etc.

### THEATER THEMES

1. *West Side Story*, *Les Misérables*, *The Phantom of the Opera*, *Rent*, *A Chorus Line*, *Jersey Boys*, *Hairspray*, *Movin' Out*, *We Will Rock You*, *Our House*, *Rock of Ages*, *Beautiful: The Carole King Musical*, *Tina: The Musical*, *The Cher Show*, *Getting the Band Back Together*, *The Band's Visit*].
2. The plot line and/or music is based on the lives or experiences of musicians, or those involved in the music or show business.
3. A musical with an original storyline that is not about music but uses the songs of a famous artist as the soundtrack.
4. The rock band Queen.
5. The 1980s.
6. Beautiful.
7. A group of Egyptian musicians who travel to Israel to play a concert get lost in the Negev Desert and end up in a small town in the Negav Desert. The musicians and the town celebrate music and faith.
8. Getting the Band Back Together.
9. Tina Turner and Cher.
10. Yes.