



# LISTENING GUIDE

## “DANCING IN THE MOONLIGHT” BY KING HARVEST

*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 (April 2019)
- Computer or mobile device with Internet access

### START

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

### DEVELOP

**Play** “Dancing in the Moonlight” by King Harvest (*Hear the Music track 2* on *musicalive.com*) while having the students follow along with the timeline.

#### 2. Ask students about the song

**Who originally wrote this song?** (Sherman Kelly)

**When/why did he write the song?** (After a violent incident, he wrote the song to remember the joys of life)

**What instruments do you hear at the beginning?** (Electric keyboard, shakers, bass)

**How does the rhythm make you feel?** (Like dancing)

**Which lyrics stand out to you?** (Subjective)

**What instrument takes a short solo after the first verse?** (Electric guitar)

**What instrument is keeping the rhythm and playing on every beat?** (Tambourine)

**At the end of the chorus, when the vocal lines sing “dancing in the moonlight,” is the keyboard line ascending or descending?** (Descending)

**Is the tempo of this song fast or slow?** (Fast)

**What is the time signature of this song?** (4/4)

**Do you like this song?** (Subjective)

### CLOSE

This song was written in order to bring joy from darkness. Have students come up with a “happy” subject for a song and write the lyrics for one verse and one chorus for that song. Allow them to work in groups or pairs, or come up with one song as a class.

To begin, have a full-class brainstorm session about possible subjects for their songs. Topics could include: Summertime, friendship, family, playing, dancing, singing, favorite color, favorite food, favorite movie, etc.

If time or if desired, take it a step further. Once students have their lyrics, work with them to come up with a melody, chord progression, and even play it on their instrument. *\*Give extra credit to anyone who performs their song for the class\**

### ASSESS

**Did the students follow along with the Listening Guide?**

**Did they listen to the song using the timeline?**

**Did they answer the supplemental questions?**

**Did they come up with their own song lyrics?**

## April 2019 QUIZ ANSWERS

This month’s quizzes are available at [musicalive.com/the-quiz-zone-april-2019](http://musicalive.com/the-quiz-zone-april-2019). Here are the quiz answers:

### MUSIC OF THE STATES: TENNESSEE

1. Bristol, Nashville and Memphis
2. The most famous country music concert series in the country, in Nashville
3. The first recorded country musician to sell one million records
4. A series of country music recordings by Ralph Peer in Bristol, Tennessee
5. The Carter Family and Jimmie Rodgers
6. Nashville
7. Memphis
8. Bristol
9. Pop and country
10. W.C. Handy

### READING, WRITING AND RHYTHM

1. Through unique rhythms
2. Drums
3. The time signature
4. Eighth, sixteenth, and anything shorter
5. Bars
6. Triplet
7. Star Wars
8. Dots and ties
9. Yes
10. Voices

### THE JONAS BROTHERS

1. The Backstreet Boys
2. No. 5
3. All three brothers wrote the song together
4. Six
5. Nick
6. “Joy To The World (A Christmas Prayer)”
7. His father
8. Camp Rock
9. 2012
10. “Sucker”