



LISTENING GUIDE

“LEAN ON ME” BY BILL WITHERS

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 (February 2019)
- Computer or mobile device with Internet access

START

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

DEVELOP

► **Play** “Lean On Me” by Bill Withers (*Hear the Music track 2* on *musicalive.com*) while having the students follow along with the timeline.

ASK

What is the message behind “Lean On Me,” according to Withers? With what awards and titles has Withers been recognized?

How would you characterize the piano in the introduction? (Simple but bold)

What is the vocal doing when we first hear it? (Humming)

What is the overall emotion set up by the introduction of this song? (Laid back, happy, emotional)

Why does Withers’ voice work with the purpose of the piece? (Both the message and Withers’ vocals are straight-forward, passionate and soothing)

Is this an impressive vocal work? (Not in terms of traditional technique, but the purpose is inspirational)

What instruments do you hear throughout the song? (Piano, synthesizer, drum kit, strings, bass guitar)

How does this song make you feel? (Subjective)

Do you think that is the feeling that is intended based on the elements of the song? (Subjective)

Does the song end abruptly or does it fade out? (Fade out)

Is the ending effective? (Subjective)

CLOSE

Discuss the ways in which a song can be effective (there are many). This is not a particularly “showy” song, the instrumental lines are relatively easy and the vocal line stays within a small range. However, the lyrics are extremely impactful and possibly even resonate more because of the simple orchestration. Ask the class to discuss reasons why people write and sing music, if they believe certain reasons are more important than others.

ASSESS

Did the students read the Listening Guide?

Did they listen to the song using the timeline?

Did they answer the supplemental questions?

February 2019 QUIZ ANSWERS

This month’s quizzes are available at musicalive.com/the-quiz-zone-february-2019. Here are the quiz answers:

MUSIC AND YOUR BRAIN

1. Music
2. Two harmonious notes that send regular signals to the brain
3. Two clashing notes that send irregular signals to the brain
4. A third, fourth, or fifth
5. A second or seventh
6. Jazz, sometimes classical
7. It triggers emotional responses that influence us to perceive the world differently. It makes us dance, it motivates us, and indirectly dictates our interactions with other people
8. Discipline, coordination, time management, emotional intelligence, attention, motor skills, vocabulary, verbal reasoning
9. Music is processed in multiple areas of the brain, which means our memories are associated with them in several places that can be more readily accessed
10. True

ARRANGING 101: HOW IT’S DONE

1. Read and write music
2. The differences between each: orchestration, rhythms, dynamics, etc.
3. An arrangement needs a purpose so that the intended emotion can consistently show through each section and within each element
4. A transposition chart
5. Everyone starts differently, and you should go with what makes the most sense to you relative to your purpose as an arranger
6. The order of sections in a song including introduction, chorus, verse, etc.
7. First, look up what the chord progression is in the original song. You can either stick with the same one or change it up slightly to make the piece your own.
8. It sets up excitement and expectation
9. Including a variety of instruments and dynamics can add layers of interest that keep the audience engaged throughout the whole piece
10. So that when it comes time to create your own you have a good reference point and can see what techniques have worked in the past

SABRINA CARPENTER

1. *Girl Meets World* and *Adventures in Babysitting*
2. *Can’t Blame a Girl for Trying*
3. Miley Cyrus
4. Christina Aguilera
5. Best Crush Song
6. Who she was between the ages of 13 and 15 as a growing, learning artist
7. Personal growth and self-confidence to reach for her goals
8. Embracing individuality, standing out from the crowd and not getting lost in mundane activities
9. “You’re a Mean One, Mr. Grinch,” and “Have Yourself a Merry Little Christmas”
10. *Singular: Act I* and *Singular: Act II*