



LISTENING GUIDE

“DELICATE” BY TAYLOR SWIFT

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 (March 2019)
- Computer or mobile device with Internet access
- Printer paper and any writing/colored utensils desired

START

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

DEVELOP

1. Play “Delicate” by Taylor Swift (*Hear the Music track 2 on musicalive.com*) while having the students follow along with the timeline.

2. Ask students about the song

What instruments do you hear at the beginning?

(None - only vocals)

When do the first instruments come in and what are they? (At the beginning of the first verse, soft percussion)

What do you think makes this song unique? (Could be the atmospheric sounds, the layered vocals with the vocoder)

What characteristics of the song make the song itself sound “delicate” at times? (The muted percussion, bare piano chords,

whispering vocals)

Does this song highlight Taylor’s vocal talents? How or why not? (The dynamic and pitch range is pretty small, so it’s not her most impressive performance)

What is this song about? How do the lyrics play into the overall sound of the song? (A new relationship, Taylor is being careful about her words and concerned about how comments from other people can affect her relationships)

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

CLOSE

• Give every student a piece of blank paper and something to write/draw with

• Ask students to close their eyes and listen to the song again from the beginning

• As they are listening, have students draw any lines, shapes or patterns they hear in the music while keeping their eyes closed

• Have students walk around the classroom to see how their peers interpreted what the music “looks” like

• Come back together as a class and ask what kind of shapes, lines or patterns each student drew and why. Were there any particular sections of the song that gave you mental images? How did you decide what to draw?

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?

March 2019 QUIZ ANSWERS

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

ARRANGING 101: MEDLEY’S MASH-UPS & MORE

1. Mash-Up
2. Medley
3. Four
4. Axis of Awesome
5. They create vintage genre arrangements of contemporary pop songs
6. Clear-cut form, catchy hooks, repeating choruses and sing-a-long melodies
7. Key, pitch, timing and harmony
8. Subjective
9. Melodies are written to follow a specific chord progression. If the chord progression of one song doesn’t complement the melody of another song, it won’t sound right
10. “Sorry” by Justin Bieber

REVOLUTIONARY VOICES

1. It can create authentic connections between people by communicating strong and uplifting messages
2. Abolitionism, workers rights, temperance and women’s rights
3. “The White Cliffs of Dover”
4. Sam Cooke
5. Beyoncé Knowles
6. Searching for justice and freedom in a controversial time
7. “Run the World (Girls)”
8. He wrote the song “Glory,” for the film *Selma*, as well as released the 2010 album *Wake Up!*
9. Bruno Mars
10. Subjective

LAUREN DAIGLE

1. Because Lauren was always singing as a child
2. An illness. She turned to music for comfort and inspiration
3. “Light of the World”
4. Her family and fellow choir members
5. Three
6. She took a year to rest in tribute to the cycle of the harvest
7. Look Up Child
8. Contemporary Christian Song Award
9. To spread faith and joy
10. Christian