

# MUSIC ALIVE!

1981 2021  
40  
YEARS

## THE UNPITCHED PERCUSSION FAMILY

## LISTENING GUIDE

"Tiny Dancer"  
by Elton John

## THE MUSIC OF NEW YORK CITY

# MADDIE & TAE

They have blended a penchant for honesty with a relentless drive to succeed, in the process creating an unstoppable country music force.

**ALL-NEW!**

## MUSICAL MYTHBUSTERS

**FACT OR FICTION:** It's impossible to become a recording artist these days.

### INCLUDES LESSON PLANS FOR:

- The Music of New York City
- The Unpitched Percussion Family
- Listening Guide "Tiny Dancer" by Elton John
- Song of the Month: "Die From a Broken Heart" by Maddie and Tae

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by Maddie and Tae
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## National Core Arts Standards: A Summary

As you use this Teacher's Guide, refer to this summary of the 11 NCCAS anchor standards:

- Cr1.** Generate and conceptualize artistic ideas and work
- Cr2.** Organize and develop artistic ideas and work
- Cr3.** Refine and complete artistic ideas and work
- Pr4.** Analyze, interpret, and select artistic work for presentation
- Pr5.** Develop and refine artistic work for presentation
- Pr6.** Convey meaning through the presentation of artistic work
- Re7.** Perceive and analyze artistic work
- Re8.** Interpret intent and meaning in artistic work
- Re9.** Apply criteria to evaluate artistic work
- Cn10.** Synthesize and relate knowledge and personal experiences to make art
- Cn11.** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

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## FROM THE EDITOR



**Another school year is upon us.** While some schools are operating differently than we are accustomed to, our mission at *Music Alive!* remains the same: to provide useful, fun resources for you — the hardworking, general music teacher. You will find that a brand new column has been added to the monthly lineup: Musical Mythbusters. The purpose of this column is to debunk common myths about the music industry, to ensure that your students have the proper tools to explore the world of music in the best way for them. Though there is no direct lesson plan associated with this column, encourage your students to do their own research on the posed questions and learn for themselves.

This month's story on the music of New York details the array of genres, venues and stories that have come out of one of the greatest music scenes in the world. There are tons of online resources for students to continue exploring by using the timeline at [momentnyc.org](http://momentnyc.org). As always, we hope you and your students are staying safe and healthy. Welcome to the 40th season of *Music Alive!*

— Anna Black, Editor-in-chief

## TRACK LISTING

### HEART THE MUSIC

- "Die From a Broken Heart" by Maddie & Tae
- "Tiny Dancer" by Elton John
- "New York, New York" by Frank Sinatra
- "When You Want 'Em, You Can't Get 'Em, When You've Got 'Em, You Don't Want 'Em" by George Gershwin
- "This Land Is Your Land" by Woody Guthrie

### EXTENDED PLAY

- "Marie from Sunny Italy" by Irving Berlin
- "Puttin' On the Ritz" by Irving Berlin

### LEARN MORE

- The Self-Taught Drummer  
[bit.ly/ma401un1](http://bit.ly/ma401un1)
- Beginner Drumming Tips  
[bit.ly/ma401un3](http://bit.ly/ma401un3)
- Tambourine Striking Techniques  
[bit.ly/ma401un2](http://bit.ly/ma401un2)

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### EDITORIAL QUESTIONS

For any content-related questions or comments, or to suggest an artist or topic for future coverage, please e-mail the Editor at [awblack@intunemonthly.com](mailto:awblack@intunemonthly.com). We welcome your feedback.



## FEATURE

# THE MUSIC OF NEW YORK CITY

*Meets National Core Arts Anchor Standards 5, 7, 9 and 10*

### OBJECTIVES

- Develop and refine artistic work for presentation (*Pr5*)
- Perceive and analyze artistic work (*Re7*)
- Apply criteria to evaluate artistic work (*Re9*)
- Synthesize and relate knowledge and personal experiences to make art (*Co10*)

### MATERIALS

- *Music Alive!* magazines (Vol.40 No.1)
- Computer or mobile device with Internet access

### START

**Ask your students to read** “The Music of New York City” on pages 6-9 before reviewing the words below. [This reinforces comprehension and vocabulary.]

**INDIE**—short for independent; not belonging to a record company

**ASPIRING**—directing one's hopes toward becoming a specified type of person

**PRESTIGIOUS**—having high status

**NAMESAKE**—a person or thing that has been named after another person

**PHILANTHROPIST**—a person who donates money to good causes

**CONSECUTIVE**—in unbroken sequence

**PUNCTUATE**—interrupt with

**BOROUGH**—a governmental district

**RENOWNED**—famous

**REPUTABLE**—having a good reputation

**ACQUIRE**—obtain; learn or develop

**VOCATION**—a profession

**VAUDEVILLE**—a type of musical comedy

**CINEMA**—a movie theater

**WANE**—become weaker

**REFINE**—improve

**REVIVALIST**—one who believes in reviving a former practice

**NICHE**—a comfortable position

### DEVELOP

Ask students the following questions:

**What is NYC famous for?**

**What kinds of venues exist in New York?**

**What is a borough and how many are there in New York?**

**Which venue is considered the world's leading performing arts center?**

**Who is one person who grew up in New York and became famous?**

**What did Machito do to improve the music scene in New York?**

**Who wrote “This Land Is Your Land”?**

### ASSESS;

**Did the students read the article?**

**Did they answer the review questions?**

**Did they listen intently to the choir videos and give their opinions?**



## FEATURE

# THE UNPITCHED PERCUSSION FAMILY

*Meets National Core Arts Anchor Standards 7-9, 11*

### OBJECTIVES

- Perceive and analyze artistic work. (*Re7*)
- Interpret intent and meaning in artistic work. (*Re8*)
- 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 (Vol.40 No.1)
- Computer or mobile device with Internet access

### START

Ask your students to read “The Unpitched Percussion Family” on pages 10-13. Then, go over the following highlighted words.

**[This reinforces comprehension and vocabulary.]**

**TONAL**—relating to the pitch, quality and strength of music

**ACCENT**—an emphasis on a particular note

**FREQUENCY**—the rate at which a vibration occurs

**ISOLATE**—cause to remain alone

**PITCH**—a standard degree of highness or lowness of a note

**HARMONIC**—an overtone accompanying a fundamental tone

**CONFLICT**—clash

**OVERTONE**—a musical tone that is part of a harmonic series

**FUNDAMENTAL**—a central or primary note, tone or frequency

**CRITERION**—a standard by which something may be judged

**TONIC**—the first degree of a scale

**DOMINANT**—the fifth degree of a scale

**SUBDOMINANT**—the fourth degree of a scale

**ELIMINATE**—remove or get rid of

**MUFFLE**—wrap or cover to reduce loudness

**MULTITUDE**—a large number

### DEVELOP

**Using any instruments available in the room, have students identify them as pitched or unpitched. If none are available, use internet images.**

What is one example of something that would categorize an instrument as unpitched?

What are unpitched percussion instruments typically used for?

Is there such thing as unpitched instruments that can be used as pitched instruments? What about the reverse?

How many methods are there of playing percussion instruments? Other than sticks, what tools can you use to play percussion instruments?

### ASSESS

**Did the students read the article?**

**Did they review the vocabulary words?**

**Did they answer the supplemental questions?**



# LISTENING GUIDE

## “TINY DANCER” BY ELTON JOHN

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 (Vol.40 No.1)  
Computer or mobile device with Internet access

### START

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

### DEVELOP

► Play “Tiny Dancer” by Elton John (*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 in the intro?**

**Is the tempo fast or slow?**

**What genre is the song? How do you know?**

**What is this song about?**

**What adjectives would you use to describe this song?**

**What is unique about John’s voice?**

**At what points in the song are there changes in instrumentation?**

**How does this song make you feel?**

**Do you like the song? Why or why not?**

3. Ask students about the story behind the song

**Who co-wrote “Tiny Dancer” with Elton John?**

**What was the songwriting duo’s first impression of LA?**

**Who is “Tiny Dancer” about?**

**What were Elton John and Bernie Taupin inspired by?**

### CLOSE

**As a class, discuss what might inspire you to write a song.**

“Tiny Dancer” is commonly thought to be about one particular woman and the things John observes her doing, however, there is so much more context to be discovered by listening closely. Knowing that the song is about an entire population, how does your interpretation change? What subject would you write a song about (if you had to), and why? In what context?

### 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?**

## QUIZ ANSWERS

This month’s quizzes are available at [musicalive.com/the-quiz-zone-40-1](http://musicalive.com/the-quiz-zone-40-1). Here are the quiz answers:

### THE MUSIC OF NEW YORK CITY

- 1) Carnegie Hall, Lincoln Center, Radio City, the Beacon Theater, the Brooklyn Academy of Music, the Jazz Foundation of America, the Apollo Theater
- 2) Andrew Carnegie
- 3) Lincoln Center
- 4) NYC is known for its rich, diverse and reputable performing arts scene (Broadway!)
- 5) Irving Berlin is a famous composer who wrote songs like “Puttin’ On the Ritz” and “God Bless America”
- 6) Brooklyn
- 7) *An American in Paris*, *Porgy and Bess*
- 8) 15 years old
- 9) Vaudeville is a form of musical comedy performed in New York during the 1800s
- 10) Buddy Rich is a famous bandleader and drummer

### THE UNPITCHED PERCUSSION FAMILY

- 1) Two: pitched (tuned) and unpitched (untuned)
- 2) Xylophone, vibraphone, timpani, steelpan, glockenspiel, marimba
- 3) Snare drum, bass drum, cowbell, maracas, tambourine
- 4) A snare drum produces frequencies that conflict one another, a snare drum produces inharmonic sounds, a snare drum’s sound is unrelated to pitched sounds of other instruments
- 5) A frequency
- 6) Tom-toms
- 7) The tabla
- 8) Sticks, mallets, hands, brushes
- 9) Hips, knees, hands, chest
- 10) Subjective.

### MADDIE AND TAE

- 1) Heartbreak and relying on your mother
- 2) Country
- 3) “Fly,” “Girl In a Country Song,” “Friends Don’t”
- 4) Oklahoma
- 5) Texas
- 6) Nashville is referred to as the “capital of country music”
- 7) Lots of people have the same dream and they have to fight for a spot at the top
- 8) Dot Records
- 9) Visited the Vanderbilt Children’s Hospital to write letters to sick children
- 10) *Start Here*



# SONG OF THE MONTH

## “DIE FROM A BROKEN HEART” BY MADDIE & TAE

*Meets National Core Arts Standards 7-9*

### OBJECTIVES

- Perceive and analyze artistic work (Re7)
- Interpret intent and meaning in artistic work (Re8)
- Apply criteria to evaluate artistic work (Re9)

### MATERIALS

- *Music Alive!* magazines (Vol.40 No.8)
- Computer or mobile device with Internet access

### START

1. Ask students to read the text on pages 14-16 on their own
2. Have one of the students read aloud the text on page 16
3. ▶ Play Maddie & Tae’s “Die From a Broken Heart” (*Hear the Music track 1 on musicalive.com*), while the students read through the notation on pages 17-18

### DEVELOP

Ask students about the story:

**How were Taylor and Maddie’s childhoods similar?**

**How did the pair meet?**

**Where was their first destination to perform their music together?**

**What happened while they were in Nashville?**

**What is special about “Die From a Broken Heart”?**

**What are a few other songs that have been successful for the duo?**

**What prestigious list did Maddie & Tae land on in 2017?**

**Who did the girls open for on tour in 2019?**

**What is the name of their latest album?**

2. Ask students questions about the song/ notation:

**How many sharps are in the key signature?**

**What key is the song in?**

**How would you describe Maddie & Tae’s voices?**

**How can you tell this is a country song?**

**What instruments do you hear?**

**What is this song about?**

**Is this song fast or slow?**

**Is this song soft or loud?**

**How does it make you feel? Why do you think it makes you feel that way?**

**Which part of the song is your favorite and why?**

### CLOSE

**Watch Maddie & Tae perform “Die From a Broken Heart” acoustically.**  
[https://www.youtube.com/watch?v=yXiID\\_wv5u0](https://www.youtube.com/watch?v=yXiID_wv5u0)

### DISCUSS

How does the acoustic version sound different from the original? Which version do you prefer? What is their dynamic together like on stage?

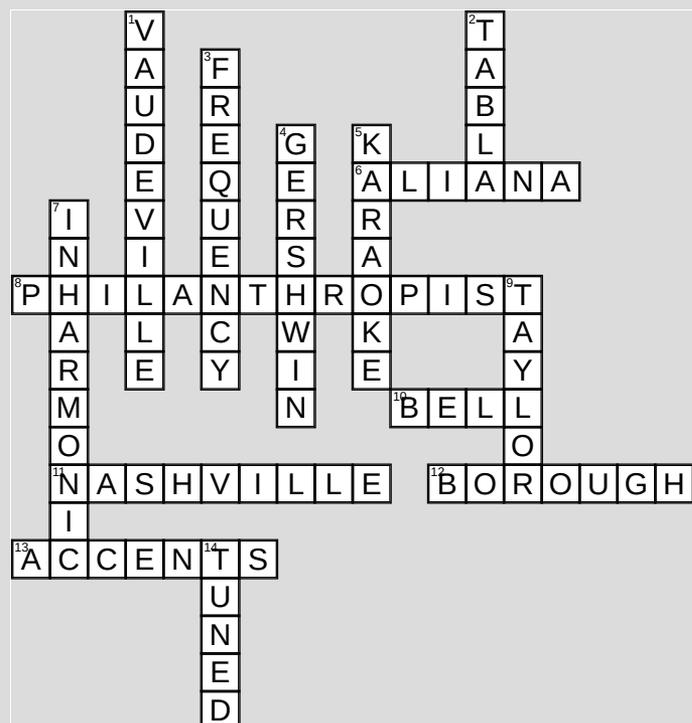
### ASSESS

**Did the students follow along with the song?**

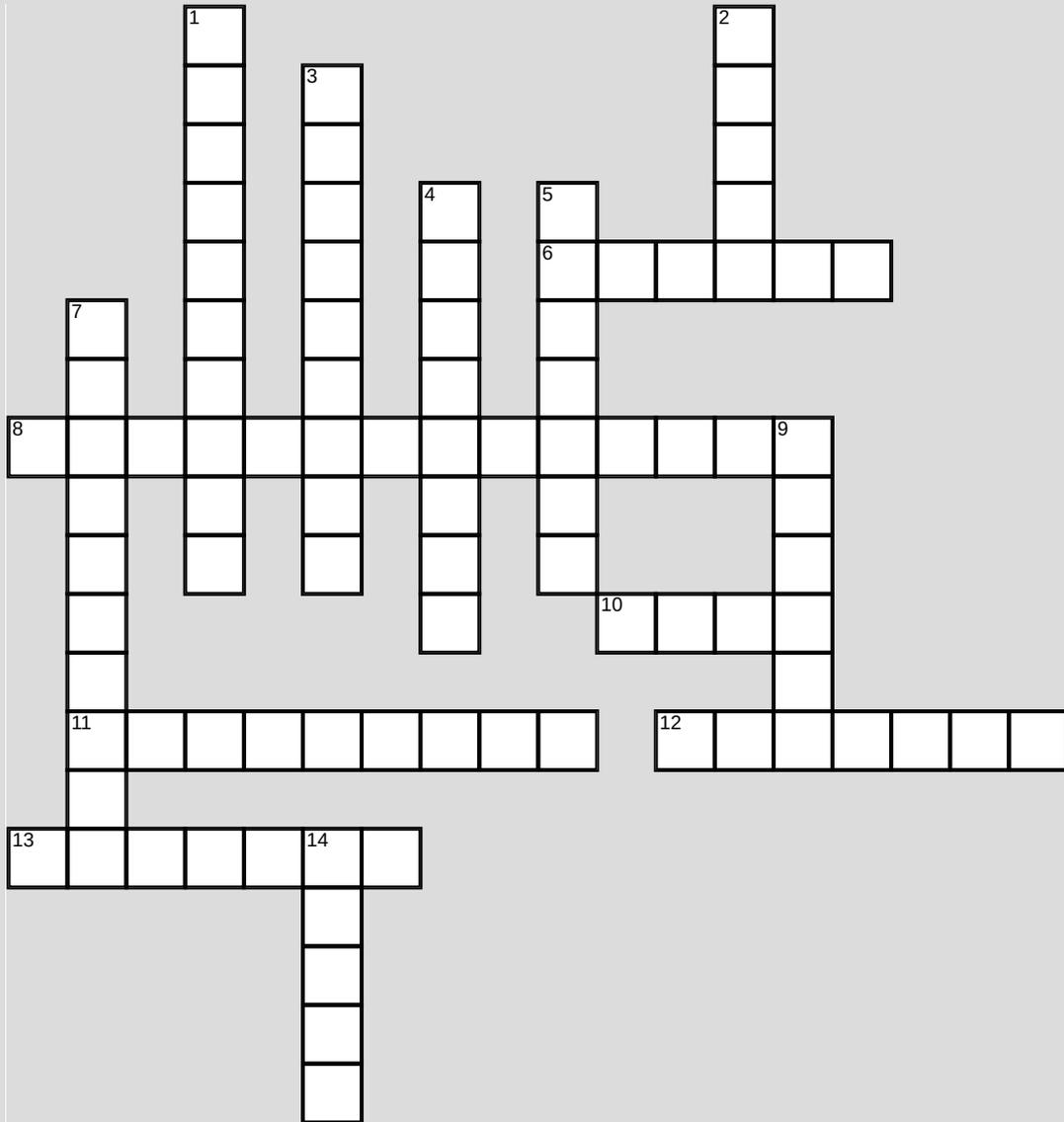
**Did they answer the discussion questions?**

## CROSSWORD SOLUTION

Crossword Puzzle can be found on page 7



# CROSSWORD



## ACROSS

**6** Maddie & Tae first performed under the name Sweet \_\_\_\_\_.

**8** Andrew Carnegie was an example of this, someone who donates money to good causes.

**10** This can be used as a singular un-pitched instrument, or grouped together with others to function as a pitched instrument.

**11** Maddie & Tae first visited this city as a duo.

**12** Brooklyn is considered one of these (there are five total in NYC).

**13** One of the primary functions of un-pitched percussion instruments are to provide these to certain notes played by other instruments.

## DOWN

**1** A type of musical comedy performed in the 1800s.

**2** This is the name of a pitched indian drum.

**3** The rate at which a vibration occurs within a sound wave is called this.

**4** George \_\_\_\_\_ has many namesakes in New York City.

**5** Maddie's parents regret buying her this type of machine.

**7** A snare drum produces this kind of sound because its frequencies conflict with one another.

**9** Tae (as in Maddie & Tae) is short for what name?

# WORD SEARCH

There are more unpitched percussion instruments than you think!  
Find and circle the percussion instruments listed on the right. Words can be horizontal, vertical, diagonal or backwards!

## Unpitched Percussion

M	E	T	A	E	N	I	R	U	O	B	M	A	T
O	C	W	O	O	D	B	L	O	C	K	S	R	L
I	L	N	N	A	B	C	R	R	W	T	N	T	A
S	Y	S	A	E	I	T	I	M	B	A	L	E	S
I	A	B	C	D	A	E	L	T	T	K	S	L	C
R	L	D	W	A	S	H	B	O	A	R	D	M	A
A	L	G	T	R	H	H	A	R	I	L	G	B	C
A	N	C	A	S	T	A	N	E	T	E	A	H	W
A	A	T	O	O	S	O	B	L	A	B	M	Y	C
A	C	O	W	B	E	L	L	E	L	C	B	I	B
B	A	R	L	O	B	R	A	L	L	N	W	O	B
A	R	E	R	T	R	I	A	N	G	L	E	B	N
E	A	L	L	S	H	A	K	E	R	B	S	L	E
R	M	T	M	I	U	O	R	O	B	O	N	G	O

- TAMBOURINE
- BONGO
- CASTANET
- WOODBLOCKS
- COWBELL
- MARACA
- WASHBOARD
- CYMBAL
- TRIANGLE
- TIMBALES
- BELLS
- SHAKER

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25 pairs

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accepted, but products  
shipped upon payment

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**\$10.25**  
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ER20XSD-UF-C  
**\$14.95**  
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