

MUSIC ALIVE!

SINGING SERIES PT.2

Training Your Voice with Cari Cole, New York Vocal Coaching

THEATER THEMES

A brief overview of musicals about music

LISTENING GUIDE

"Signed, Sealed, Delivered (I'm Yours)" by Stevie Wonder

MARSHMELLO

The Dutch DJ rides a wave with *Joytime II* and "Happier"

Includes Lesson Plans for:

- Singing Series, part 2: Training Your Voice •
- Theater Themes: Musicals about Music •
- Listening Guide: Stevie Wonder's "Signed, Sealed, Delivered (I'm Yours)" •
- Song of the Month: "Happier"

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Training Your Voice**

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"Happier" by Marshmello**

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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



This November, we encourage your students to broaden their knowledge within a variety of art forms by discussing disc jockeying with Marshmello, musical theater on Broadway and singing techniques with accomplished vocal coaches. Part two of "The Singing Series," in particular, reviews exercises for the human voice that will inspire curiosity and exploration (including fun opportunities for participation and discussion). By focusing on the diversity in opportunities the world of music has to offer, we hope to guide you through innovative and exciting classroom experiences.

As you go through the magazine and lessons with your students, make sure to take the time to review the highlighted vocabulary words from each feature. Comprehension is a crucial part of your students' growth, and is where the majority of their learning will stem from. But keep in mind, the music classroom is a place for creativity, development, and FUN. We have embedded these vocabulary words in relevant and enjoyable articles that will give your students a new perspective on their abilities as a musician. Inspire your students to participate in each activity by maintaining enthusiasm and leading by example. The most effective and lasting way for your students to learn is by *doing things themselves*. Ensure a welcoming and positive learning environment by encouraging active participation. — **Anna Black, Editor-in-chief**

TRACK LISTING

HEAR THE MUSIC

1. "Happier" by Marshmello
2. "Signed, Sealed, Delivered (I'm Yours)" by Stevie Wonder
3. "Movin' Out" from the Original Broadway Musical *Movin' Out*
4. "(Just Like) Livin' in Paradise/ Nothing But a Good Time" from the Original Broadway Musical *Rock of Ages*
5. "I Feel the Earth Move" from the Original Broadway Musical *Beautiful: The Carole King Musical*

EXTENDED PLAY

- "Imagine" by Yoko Ono
- "Silence" by Marshmello
- "Omar Sheriff" from the Original Broadway Musical *The Band's Visit*
- "The Concert" from the Original Broadway Musical *The Band's Visit*

LEARN MORE (From "The Singing Series Pt. 2: Training Your Voice")

"Rock Drills" with Cari Cole • <https://www.youtube.com/watch?v=hdIF2irWHB>

"How to Sing on Pitch" with Cari Cole • <https://www.youtube.com/watch?v=Q-Jfs2Uzu1c>

"What is Vocal Twang?" with New York Vocal Coaching • <https://www.youtube.com/watch?v=1BLVrYKmwvc>

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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. We welcome your feedback.



FEATURE ONE

THE SINGING SERIES, PART 2: TRAINING YOUR VOICE

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 (November 2018)
- Computer or mobile device with Internet access

START

Ask your students to read “Singing Series Pt. 2: Training Your Voice” on pages 6-9 before reviewing the words below. [This reinforces comprehension and vocabulary.]

IMITATIVE DEFICIT—being unable to reproduce a specific pitch (“tone deaf”)

MUSIC COGNITION—a field of study that applies experimental and neurological methods to musical issues and problems

INTONATION—the accuracy of pitch (degree of highness or lowness of a note)

PERCEPTION—the ability to realize or understand through the senses

ENDURANCE—the power of lasting through a long process

VIBRATO—smooth, quick variation in pitch that produces a richer tone

INTERVAL—number of notes between two pitches

DEVELOP

- **1. Play** Youtube Clip “How to Sing on Pitch” (Learn More video 1 on *musicalive.com*).

FOLLOW ALONG

Ask students to participate in the vocal exercises on a voluntary basis (if students are uncomfortable singing in class, ask them to follow along with the video on their own at home.)

4:24 Have students sing along with the 3-note scale

5:10 Have students sing along with the 5-note scale

DISCUSS

ASK: Who can tell me what pitch means?

Have a discussion about pitch and what “sharp” and “flat” refer to in terms of pitch (remember to think of your notes as a circle with a bullseye in the center)

- **2. Play** Youtube Clip “Rock Drills with Cari Cole” starting from the beginning and ending at 5:30 (Learn More video 2 on *musicalive.com*). This video says it is specifically for the “female voice,” which is not necessarily true. Inform the boys in your class that they will be able to do this exercise just as well.

FOLLOW ALONG

Ask students to participate in the vocal exercises on a voluntary basis (if students are uncomfortable singing in class, ask them to follow along with the video at home.)

1:45 Have students sing the pitch on “ah-eh-ee-i-o-oo”

ASK: Were you able to maintain the same volume through the whole exercise?

Did you feel a difference when you tried “drinking the note?” What do you think were the benefits of this exercise?

- **3. Play** Youtube Clip “What is Vocal TWANG?” ending at 4:35 (Learn More video 3 on *musicalive.com*).

Stop the video at 4:35. Partner students up and ask them to create a character or select one of the characters from the video and practice their “twang” together.

DISCUSS

Review these definitions:

TWANG - a level of brightness in the voice that adds power and tone.

ARYEPIGLOTTIC SPHINCTER - Don't worry too much about this word. Just call it “the twanger.” All your students need to know is that it sits on the top of your throat and controls how much air is released from your lungs and out through your mouth.

Remind students to continue to try these exercises at home. Encourage them to keep watching the video on their own, once they have mastered speaking with twang, to learn how to incorporate it into their singing voices.

ASSESS

Did the students read the article?

Did they follow along with the videos?

Did they participate in the discussion and activities?



FEATURE TWO

THEATER THEMES: MUSICALS ABOUT MUSIC

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 (November 2018)
- Computer or mobile device with Internet access

START

Ask your students to read “Theater Themes” on pages 10-13. Then, go over the following highlighted words.

[This reinforces comprehension and vocabulary.]

TREND—change or development in a general direction

DISCRIMINATION—unjustified treatment of different categories of people or things

AFFIRM (AFFIRMATION)—give heightened sense of value

AUDACIOUS—showing a willingness to take surprisingly bold risks

PIGEONHOLE—a restrictive category

DEBUT—a first appearance or performance

EXPLOIT—a bold or daring feat

MANIFEST—display or show; demonstrate

REPERTOIRE—a stock of pieces that a performer knows

NICHE—a specialized, suitable category or position

DEVELOP

Discuss the concept of a musical about music. Have a conversation with your students about what the benefits and drawbacks might be of using already created music as the soundtrack to a musical.

Benefits could be:

Less work for writers (the music is already written)
Attracts audiences who know and love the artist who made the songs famous

Drawbacks could be:

Old music could be considered less “fun” or “original”
Have to pay for the rights to the songs, which could get expensive

► **Play** “Movin’ Out” by the Original Broadway Cast Recording (Hear the Music **track 3** on *musicalive.com*).

ASK

What’s the time signature of the song? (4/4)

Which instrument introduces the song? (Drumset)

What instruments do you hear throughout the song? (Electric guitar, electric bass, drumset, saxophones, etc.)

How many measures does the electric guitar play before the back-up singers enter with “ooh-ooh”? (Four)

What word does the lead vocalist echo with his voice in the first verse? (Heart attack)

CLOSE

Ask students to work with a partner or in a group to come up with a plot line for a musical about music. It could be a story about a musician, a producer, someone famous, or someone ordinary. Bonus points if they can include stories that involve the songs of a famous musician (be sure to clarify how the songs would tie into the storyline). Ask for volunteers to share their ideas.

ASSESS

Did the students read the article?

Did they discuss the song *Movin’ Out*?

Did they work together to come up with an idea for their own musical about music?

November 2018 QUIZ ANSWERS

This month’s quizzes are available at musicalive.com/the-quiz-zone-november-2018. Here are the quiz answers:

MARSHMELLO

1. 2015
2. Wavez
3. Christopher Comstock
4. Skrillex
5. Electronic Dance Music (EDM)
6. 2016
7. DJ Tiësto
8. Anne-Marie
9. *Joytime* and *Joytime II*
10. Miranda Cosgrove



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)

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) 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 Negev Desert. The musicians and the town celebrate music and faith.
8. Getting the Band Back Together.
9. Tina Turner and Cher.
10. Yes.



SONG OF THE MONTH

MARSHMELLO'S "HAPPIER"

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 (November 2018)
- *Music Alive!* Classroom Worksheet #12: Staff Paper (download at musicalive.com)
- Computer or mobile device with Internet access
- Classroom keyboards or other instruments

START

1. Ask students to read the text on pages 14-15 on their own
2. Have one of the students read aloud the text on page 16
3. Play Marshmello's "Happier" (Hear the Music track 1 on musicalive.com), while the students read through the notation on pages 16-17

DEVELOP

Ask students questions about the notation:

- What's the time signature?** (4/4.)
- Is it in a major or minor key?** (Major.)
- What instrument do you hear in the beginning?** (Piano)
- What is the beginning note of the first measure?** (A—in the middle of the staff.)
- How many measures long is the intro?** (Four.)

What is the second instrument you hear? (A snap, or percussive sound.)

What is the rhythmic pattern used in measures 6 and 7? (Triplets.)

What instrument enters at the beginning of the chorus? (Strings.)

What instruments are heard during the bridge? (Strings, bass.)

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

CLOSE

Hand out the staff paper worksheet to students, or have them use notation software. Have them transcribe the first two measures (pictured below). This is a rhythm including quarter and eighth notes. Make sure to discuss the difference between notes with and without a "flag" (difference between quarter notes and eighth notes), and what fraction of the beat they occupy.

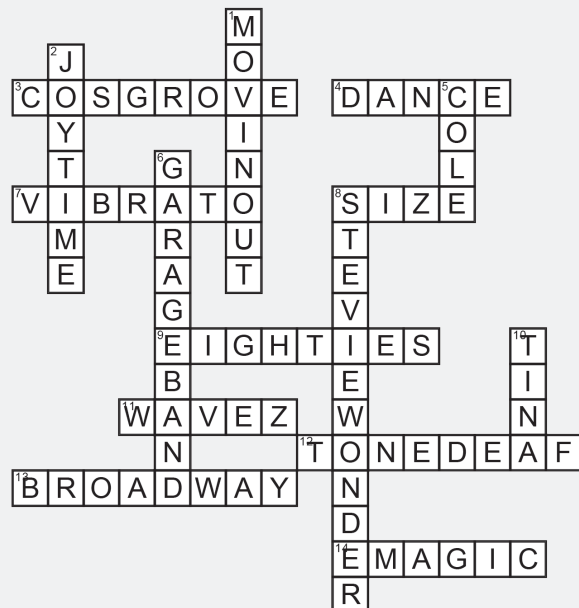


ASSESS

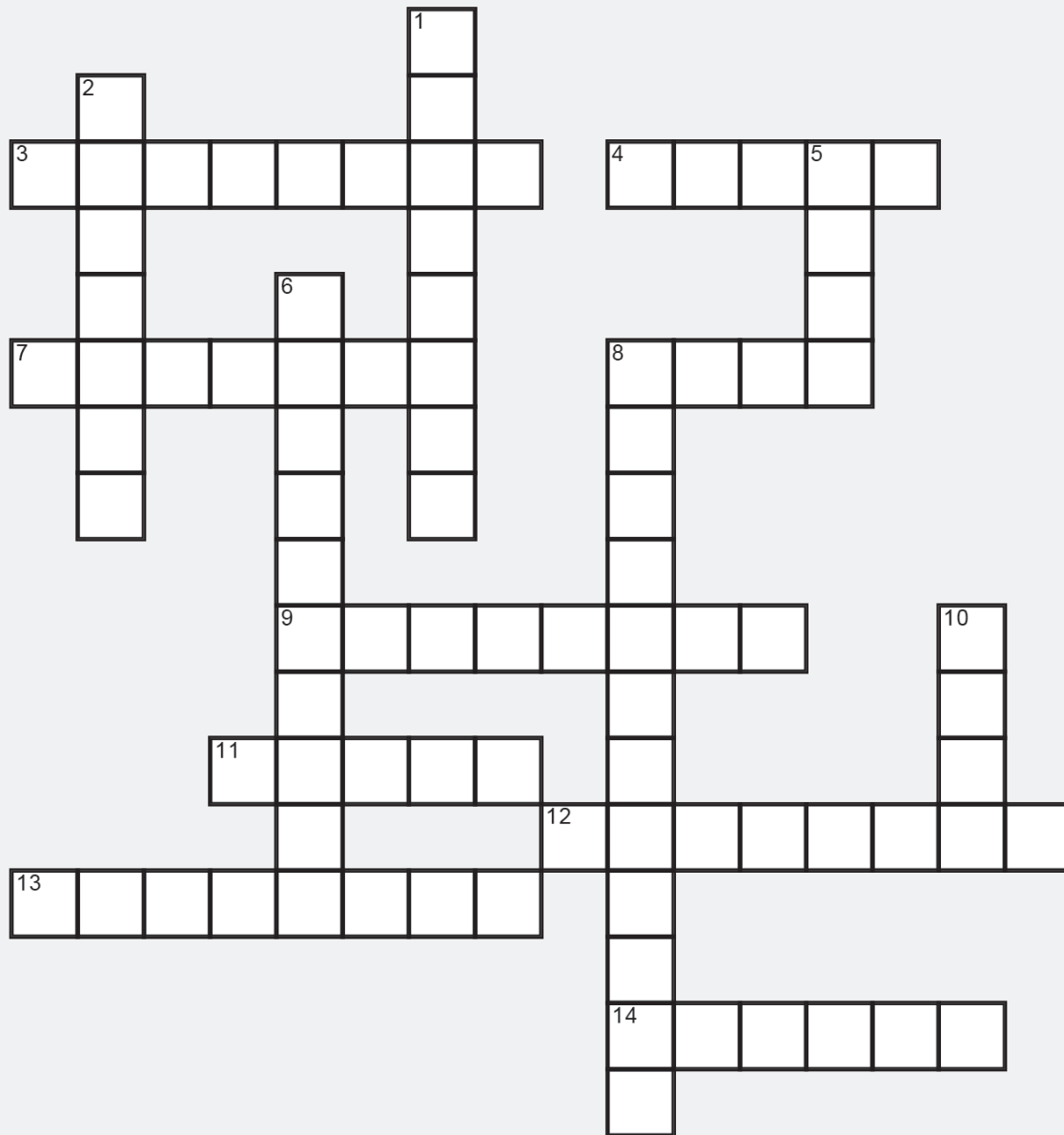
- Did the students follow along with "Happier"?**
- Did they answer the discussion questions?**
- Did they transcribe the song's instrumental part?**

CROSSWORD SOLUTION

Crossword Puzzle can be found on page 7



CROSSWORD



ACROSS

3 Miranda _____ stars in Marshmello's music video: "Happier"

4 EDM stands for electronic _____ music

7 A singing technique that involves a quick variation in pitch, producing a richer tone

8 Vocal thickness, length, and _____ are genetic

9 "Rock of the Ages" was a show that included rock music from this decade

11 Marshmello's first single

12 What is another way to say "imitative deficit"?

13 The place where the biggest musicals hit the stage

14 Company founded by Dr. Gerhard Lengeling

DOWN

1 2002 musical featuring songs by Billy Joel

2 Title of Marshmello's first album

5 Celebrity vocal coach Cari _____

6 Music software application invented by Apple under the direction of Dr. Lengeling

8 "Signed, Sealed, Delivered" singer

10 Also known as the "Queen of Rock 'n' Roll:" _____ Turner