

MUSIC ALIVE!

Includes Lesson Plans for:

- Singing Series, Part 3: Highlighting Your Vocal Strengths
- Have Yourself a Modern Little Christmas
- Listening Guide: "Last Christmas" By Wham!
- Song of the Month: "What Ifs"



KANE BROWN

The Country King's Latest Experiment is a Triumph

CHRISTMAS SONGS

Have Yourself a Modern Little Christmas

THE SINGING SERIES, PT. 3

Highlighting Your Vocal Strengths

LISTENING GUIDE

"Last Christmas" by Wham!

WHO INVENTED

The Flute

TEACHER'S GUIDE MUSIC ALIVE!

December 2018 • Vol. 38 • No. 3

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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 issue of *Music Alive!* contains a few materials suited to the holiday season. I have incorporated some activities into the lesson plans for each article that reinforce comprehension and development — but also make your classroom extra fun. The Christmas feature, *Have Yourself a Modern Little Christmas*, includes a list of *Hear the Music* and *Extended Play* tracks you may not have heard before, that you can play in your classroom all season long. By mixing some holiday cheer into this edition of the magazine, we support the idea that music is not only fun, but that it is applicable to nearly every part of our lives.

We were so excited about the release of Kane Brown's latest album that we had to put him on the cover. Particularly since he stated that much of his first album was intended to be received by young people who may be inspired or comforted by his music, we think his work could be a valuable resource in the classroom. In addition, the third and final part of *The Singing Series* discusses atypical voices, and why you don't necessarily need unparalleled pipes in order to have a successful singing career. Students of all abilities should understand that there are tons of opportunities in the world of music, and that they have a shot at their dreams no matter the obstacles. Happy learning and happy holidays from all of us at *Music Alive!*

— Anna Black, Editor-in-chief

TRACK LISTING

HEAR THE MUSIC

“What Ifs” by Kane Brown

“Last Christmas” by Wham!

“Like a Rolling Stone” by Bob Dylan

“Bohemian Rhapsody” by Queen

“What a Wonderful World”
by Louis Armstrong

“Dark Side of the Moon”
by Lil Wayne

“The Twelve Days of Christmas”
by Straight No Chaser

“White Christmas (Kaskade
remix)” by Bing Crosby

“Cold December Night”
by Michael Bublé

EXTENDED PLAY

“Flute Concerto in F Major” by
the Dall'Arco Chamber Orchestra

“Mistletoe” by Justin Bieber

“Santa Tell Me” by Ariana Grande

“Ding Dong” by Dirty Doering

“My Old Santa Claus” by Sia

“Puppies Are Forever” by Sia

LEARN MORE

Ann Wilson

“Like a Rolling Stone”

HOW TO CONTACT US

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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 3: HIGHLIGHTING YOUR VOCAL STRENGTHS

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

START

Ask your students to read “Singing Series Pt. 3: Highlighting Your Vocal Strengths” on pages 6-9 before reviewing the words below. [This reinforces comprehension and vocabulary.]

MODULATE—vary the strength, tone, or pitch of (one’s voice)

PERSONA—the aspect of someone’s character that is presented or perceived by others

COMPATIBLE—able to exist or occur together without conflict

FORMIDABLE—inspiring fear or respect through being impressively powerful

ENTHRALL—capture the fascinated attention of

PERPETUAL—never ending or changing

UNMOORED—without ropes, chains, or anchors

SCHEMATA—representation of a plan or theory

AVANT-GARDE—new and unusual or experimental ideas

COMBINATORIAL—of a combination

CADENCE—a fall in pitch of the voice at the end of a phrase

PROFICIENT—competent or skilled in doing or using something

DYNAMISM—the quality of being dynamic and positive in attitude

COLORATURA—elaborate ornamentation of a vocal melody, especially in operatic singing

MELLIFLUOUS—sweet or musical; pleasant to hear

LIBERAL—given, used, or occurring in generous amounts

DEVELOP

► Play Bob Dylan’s “Like a Rolling Stone” (*Hear the Music track 3* at musicalive.com)

- What about his voice is different from traditional folk/rock voices you have heard before?
- Do you enjoy listening to his voice?
- Would you call him a talented vocalist?

► 2. Play the video and listen to Ann Wilson’s performance of the same song (*Learn More* at musicalive.com/december-2018)

- Which performance did you enjoy more?
- Do you think Wilson’s voice is well suited to this song?

► 3. Play Queen’s “Bohemian Rhapsody” (*Hear the Music track 4* at musicalive.com)

- How would you characterize Freddie Mercury’s voice?
- Which parts in the song stand out to you the most, in terms of vocals?
- What elements of the melody and song structure make it a good song to display Mercury’s abilities as a singer?

► 4. Play Louis Armstrong’s “What a Wonderful World” (*Hear the Music track 5* at musicalive.com)

- What is your initial reaction to his voice?
- Does his unique sound appeal to you?
- What popular song would you like to hear him sing/do you think would be a good fit for his voice?

► 5. Play Lil Wayne’s “Dark Side of the Moon” (*Hear the Music track 6* at musicalive.com)

- Do you find the autotune on their voices distracting? Or is it an essential quality of the song?
- What do you like about this song?
- What if Ariana Grande sang this song instead of Lil Wayne? Do you think it would be received differently?

DISCUSS

- What characteristics make a particular voice suitable for a particular song?
- Why can’t anybody sing any song and have it sound good?
- Which song from the list was the most successful in your opinion based on the song/voice pairing?

ASSESS

- Did the students read the article?
- Did they participate in the discussion about different voices and songs?



FEATURE TWO

HAVE YOURSELF A MODERN LITTLE CHRISTMAS

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

START

Ask your students to read “Have Yourself a Modern Little Christmas” on pages 10-13. Then, go over the following highlighted words. [**This reinforces comprehension and vocabulary.**]

SLEIGH-FULL—an amount large enough to fill Santa’s sleigh!

INTRICATE—very complicated or detailed

COMPILATION—a thing that is put together by assembling previously separate items

BARITONE—an adult male singing voice between tenor and bass (the second lowest in musical pitch)

DESCENDING—moving or falling downward

SENTIMENTAL—prompted by feelings of tenderness

TRADEMARK—a distinctive characteristic or object

UNREQUITED—(of a feeling, especially love) not returned or rewarded

MELANCHOLY—a feeling of pensive sadness

DEVELOP - (GAMETIME!)

Have students write down as many Christmas/holiday songs they can in 2 minutes, trying to have as many songs on their list that they think nobody else will have on theirs. (The person who writes down the most unique songs will win.)

-Time the activity for 2 minutes.

-When time is up, have volunteers share which songs they wrote down

-Write each song on the board as they are read, and tell the class if another person calls out a song that is on their own paper, put an “X” through it

-The person who has the most remaining songs on their sheet “wins.”

► Play the video or studio recording of

“The Twelve Days of Christmas” by Straight No Chaser

(*Hear the Music track 7* at musicalive.com)

ASK

How many different songs can you count?

(Nine)

► 3. Play “White Christmas (Kaskade Remix)”

by Bing Crosby (*Hear the Music track 8* at musicalive.com)

ASK

What elements did the DJ add to the song?

(Synth, a bass line, drum set)

► 4. Play “Cold December Night” by Michael Bublé

(*Hear the Music track 9* at musicalive.com)

ASK

How does this original song compare to other holiday songs you know? Would you rather listen to this or a more traditional carol?

CLOSE

Ask students to work together to create their own “remixes.”

As a class, select 3-5 songs that everyone is allowed to use (examples: Deck the Halls, Jingle Bells, White Christmas and Twelve Days of Christmas). Students may only use words found in those songs, but can rearrange them in any way they wish to create a set of lyrics for a new song.

Example:

I’m dreaming of jingle holly

And a partridge making spirits bright

Deck the halls with five golden rings just like the ones I used to know

Where the french hens glisten

And the swans a swimming listen to hear

A one horse open sleigh

ASSESS

Did the students read the article?

Did they listen and answer questions about the songs played?

Did they work together to create a holiday “remix”?



LISTENING GUIDE

“LAST CHRISTMAS” BY WHAM!

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 (December 2018)
- Computer or mobile device with Internet access
- “Last Christmas” worksheet (available at musicalive.com/december-2018-lesson-plans)

START

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

DEVELOP

► **1. Play** Wham!'s “Last Christmas” (Hear the Music **track 2** on musicalive.com) while having the students follow along with the timeline.

ASK

- **How would you describe the rhythm of this song?** (Medium tempo, unchanging, basic.)
- **How many measures are in the intro?** (Eight.)

- **How would you characterize Michael's vocals?** (“Breathy,” smooth, delicate)

- **In your opinion, does the song take a shift in mood when the sleigh bells enter the rhythm?** (Subjective -- oftentimes, sleigh bells make songs “happier”.)

- **Do the sleigh bells stop abruptly or fade out?** (Fade out.)

- **The drum beat stays consistent throughout the song. Does this add to or take away from the song's interest?** (Subjective, but perhaps the song would benefit from a slight variation in rhythm.)

- **What musical instruments do you hear?** (Bells, drum kit, synthesizer, sleigh bells.)

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

CLOSE

Hand out the “Last Christmas” worksheet. Ask students to circle which word they think goes in the blank, then play the song through again so students can check 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 worksheet?**

December 2018 QUIZ ANSWERS

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

THE SINGING SERIES, PT. 3

1. High quality tone and pitch.
2. The right song with the right voice.
3. He has limited training and poor pitch, however, he is constantly changing up the melody and tonality in each performance. He has a sound that no other person is able to match. His attitude and character create a persona that is enjoyable simply because of the sound of it.
4. Ann Wilson.
5. His incredible range (from very low to high operatic notes).
6. A higher frequency and irregularity in his vibrato.
7. “What a Wonderful World.”
8. Trumpet.
9. Autotune.
10. Find a song that matches your ability, and understand what kinds of emotions and sensations your voice evokes.

HAVE YOURSELF A MODERN LITTLE CHRISTMAS

1. Straight No Chaser
2. 1998
3. Rock
4. “White Christmas”
5. “Carol of the Bells”
6. Cold December Night
7. 2011
8. Ariana Grande
9. “My Old Santa Claus” and “Puppies Are Forever”
10. Elvis Presley

KANE BROWN

1. Carrie Underwood and Jason Aldean
2. The X Factor and American Idol
3. Facebook
4. Closer
5. He had a difficult childhood, between moving around a lot and being bullied. He wanted to connect with kids who may be going through similar experiences.
6. Family struggles and learning about forgiveness and acceptance.
7. *Rolling Stone*
8. They told him they weren't looking for another Scotty McCreery
9. Footage from his wedding to Katelyn Jae
10. “Homesick”



SONG OF THE MONTH

“WHAT IFs” BY KANE BROWN

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 Kane Brown’s “What Ifs” (*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:

- How many flats are in the key signature? (2.)
- So what key is it in? (Bb — G minor.)
- Would you describe the rhythm as fast or slow? (Fast.)
- What is the only note in measure 4 (beginning of Verse 1)? (C—in the middle of the staff.)
- How many measures long is the intro? (Three.)

- What instruments do you hear? (Electric guitar, drum set, electric bass, banjo.)
- What two kinds of notes make up the measure right before the Chorus? (One quarter note, one quarter rest, four eighth notes.)
- What instruments are primarily heard during the breakdown? (Slide guitar, electric guitar, electric bass, banjo.)
- What genre of music would you characterize this song as? (Country, pop, rock.)
- 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 last measure of the “Pre-Chorus.” 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.

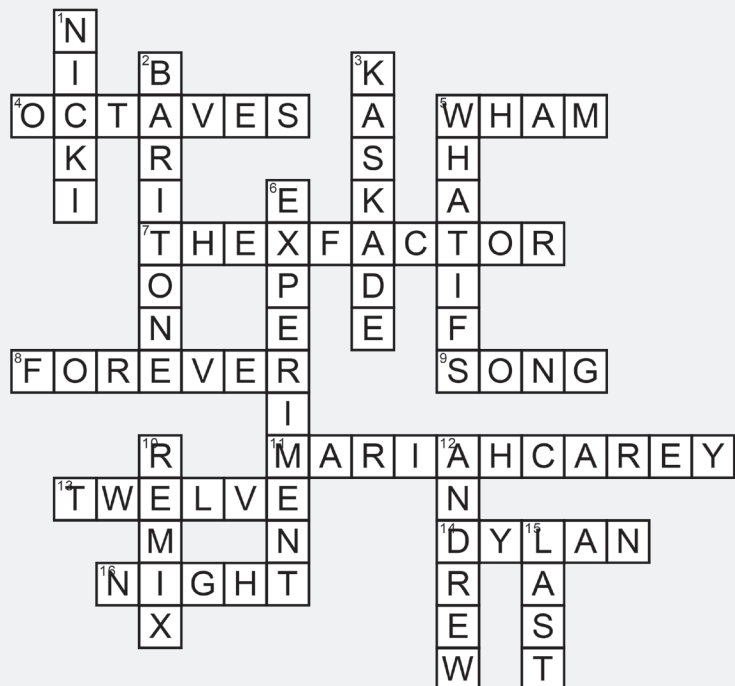


ASSESS

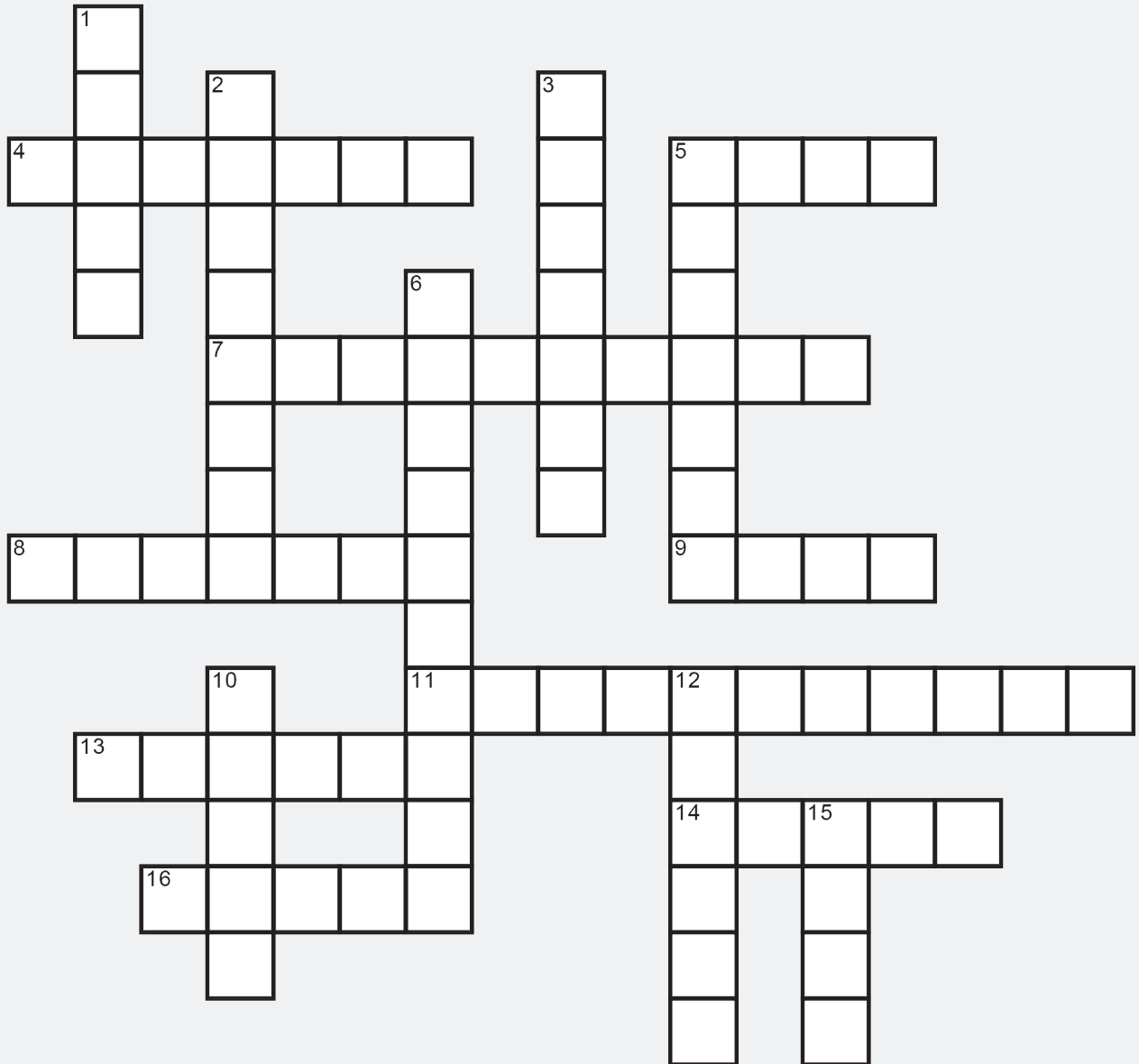
- Did the students follow along with “What Ifs”?
- Did they answer the discussion questions?
- Did they transcribe the song’s instrumental part?

CROSSWORD SOLUTION

Crossword Puzzle can be found on page 7



CROSSWORD



ACROSS

4. Christina Aguilera has a vocal range of four ____
5. Band including George Michael and Andrew Ridgeley
7. Kane Brown auditioned for TV competitions "American Idol" and "____"
8. Sia's "Puppies Are ____"

9. ____ choice is equally as important as vocal training

11. "All I Want For Christmas Is You" by ____

13. Straight No Chaser and Relient K crafted their own versions of "The ____ Days of Christmas"

14. "Like a Rolling Stone" by Bob ____

16. Michael Bublé's "Cold December ____"

DOWN

1. ____ Minaj is featured on Lil Wayne's "Dark Side of the Moon"

2. The second lowest range for a male vocalist, of Freddie Mercury and Bing Crosby

3. DJ who remixed Bing Crosby's "White Christmas"

5. Kane Brown's most popular hit, and our song of the month

6. Title of Kane Brown's latest album

10. EDM DJs specialize in re-arranging songs with a new balance of tracks called a ____

12. ____ Ridgeley of Wham!

15. Wham!'s 1984 hit "____ Christmas"