

MUSIC ALIVE!

Includes Lesson Plans for:

Balkan Beats • Arranging 101: Elements •

Listening Guide: "Send My Love (To Your New Lover)" by Adele •

Song of the Month: "Symphony" by Clean Bandit



CLEAN BANDIT

The EDM/Classical Crossover Group Finds a Symphony of Success

BALKAN BEATS

The Sounds of Southeast Europe

ARRANGING 101:

Elements of Arrangement

LISTENING GUIDE

"Send My Love (To Your New Lover)" by Adele

WHO INVENTED

The LP

C O N T E N T S

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- 4 • Arranging 101: Elements
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“Send My Love
(To Your New Lover)”
by Adele
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- 6 • “Symphony”
by Clean Bandit
- 7 • Crossword

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



JANUARY IS THE BEST TIME to introduce new classroom ideas. So with this issue, we are jumping right into an original series: Arranging 101. In this crash course, we will give your students a look into the basics of one of the most conceptually challenging art forms in the world of music. The first part, “Elements,” is formatted similarly to the monthly Techniques column of *In Tune*, and gives an overview of what to consider when creating your own arrangement: tempo, key, articulation, orchestration, and much more. In this month's magazine, we also take you on a trip overseas with “Balkan Beats,” as we explore the sounds of Southeastern Europe. With this article, encourage your students to keep an open mind, as these genres of music are very different from popular music in America.

Our cover artist this month is a group whose name may not sound familiar, but whose music surely will. Clean Bandit's name is often overshadowed by the celebrity singers they select to perform their songs such as Demi Lovato, Zara Larsson and Sean Paul. The band's signature comes from their classical music training, however. The threesome consistently writes catchy rhythms and uses bold instruments and sing-able melodies to craft their hits.

— Anna Black, Editor-in-chief

TRACK LISTING

HEAR THE MUSIC

- “Symphony” by Clean Bandit feat. Zara Larsson
- “Send My Love (To Your New Lover)” by Adele
- “Send My Love (To Your New Lover)” by David Nail
- “Ovdoviala Lissitchkata” by the Bulgarian State Television Female Choir
- “Blue Pepper” by Duke Ellington
- “Blue Pepper” by Slavic Soul Party
- “Figure A: Happy Birthday” by *Music Alive!*
- “Figure B: Happy Birthday” by *Music Alive!*
- “Figure C: Happy Birthday” by *Music Alive!*
- “Field Recordings: Romanian Folk Dances” by Bela Bartok
- “Romanian Folk Dances” by Bela Bartok

EXTENDED PLAY

- “I Miss You” by Clean Bandit
- “Krypton” by Milan Stankovic
- “Water” by Elitsa & Stoyan

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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

BALKAN BEATS

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 (January 2019)
- Computer or mobile device with Internet access
- *Music Alive!* Compare & Contrast worksheet

START

Ask your students to read “Balkan Beats” on pages 6-9. Then, go over the following highlighted words. [This reinforces comprehension and vocabulary.]

LITURGICAL—relating to a religious service

KITHARA—an ancient Greek and Roman stringed musical instrument similar to the lyre

AULOS—an ancient Greek wind instrument

LIRA—a pear-shaped, bowed instrument with three to five strings

ECHOS—the name in Byzantine music theory for a mode within the eight mode system

MODE—a set of musical notes forming a scale and from which melodies and harmonies are constructed

GAIDA—a bagpipe from the Balkans generally made of sheep or goat hide

KABA GAIDA—the “Rhodope Mountains” bagpipe, one of the most distinctive symbols of the folklore music in Bulgaria

SONOROUS—imposingly deep and full

TARAMBUKA—also called a “goblet drum,” a single headed drum

KAVAL—a chromatic, end-blown flute associated with mountain shepherds

LIBERATION—freedom from limits

GARISH—bright and showy

VIRTUOSO—a person highly skilled in music

SUMMARIZE

What would you say is the most popular genre of music in America?

Do you commonly listen to songs from any other areas of the world?

Why is this region of countries referred to as “The Balkans”?

Without looking, how many countries from the Balkan Peninsula can you name?

Where is much of Balkan music derived from?

What is unique about Balkan music, specifically folk?

What other countries or regions have a distinctive sound, similarly to the music of the Balkans?

DEVELOP

Play “Ovdoviala Lissitchkata” by the Bulgarian State Television Female Choir (*Hear the Music track 4* at musicalive.com)

ASK

What stands out to you about this genre of music?

(Instrumentation, odd rhythm, vocal modulation, quick tempo)

Does this sound like folk music you have heard in the US?

Why or why not? (Subjective)

Hand out the Compare & Contrast worksheet.

► Play “Blue Pepper” by Duke Ellington (*Hear the Music track 5* at musicalive.com)

ASK

What instruments do you hear?

What genre of music would you call this?

What do you notice about the rhythms in this piece?

► Play “Blue Pepper” by Slavic Soul Party (*Hear the Music track 6* at musicalive.com)

ASK:

What instruments do you hear in this track that you did not hear in Duke Ellington’s version?

What genre of music would you call this? Is it different than the Duke Ellington version?

Does this sound like the music you heard from the Balkans? What are the similarities? What are the differences?

CLOSE

Have students to fill out the Compare & Contrast worksheet for both versions of “Blue Pepper.”

Review their answers

ASSESS

Did the students read the article?

Did they listen and answer questions about the songs played?

Did they fill out the worksheet?



FEATURE

ARRANGING 101: ELEMENTS

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

START

Ask your students to read “Arranging 101: Elements” on pages 10-13 before reviewing the words below.

[This reinforces comprehension and vocabulary.]

ARTICULATION—clarity in the production of successive notes

INTEGRITY—internal consistency; the condition of being unified

ORCHESTRATION—the scoring of instrumental music for orchestral performance

TIME SIGNATURE—an indication of rhythm following a clef, generally expressed as a fraction with the denominator defining the beat as a division of a whole note and the numerator giving the number of beats in each bar

KEY SIGNATURE—any of several combinations of sharps or flats after the clef at the beginning of each stave indicating the key of a composition

ECCENTRIC—unconventional and slightly strange

COMPOSITION—the action or art of writing a work of music

ETHNOMUSICOLOGY—the study of the music of different cultures

INTANDEM—alongside each other; together

DEVELOP

- ▶ **Play** the melody in Figure A
(*Hear the Music track 7 at musicalive.com*)

What song is this? How do you know?

Which parts of arrangement are incorporated in this piece?

- ▶ **2. Play** Arrangement #1 from Figure B
(*Hear the Music track 8 at musicalive.com*)

What is different about this arrangement from what you heard in Figure A? How do you know it's the same song?

What other elements could be added to improve the way this song sounds? Would you add other instruments? Change the timing?

- 3. Play** Arrangement #2 from Figure C (*Hear the Music track 9 at musicalive.com*)

What is different about this arrangement from the first one in Figure B?

Which elements of arrangements are incorporated in this piece? How do you know?

DISCUSS

What does arranging mean?

Why is arranging important to the way a song sounds?

What does orchestration mean?

Which elements are essential to the song's “integrity,” or allow you to know it's the same song, in this case, “Happy Birthday”?

Which elements can be changed so that you can still recognize it as “Happy Birthday”?

Which arrangement (#1 or #2) is the better version in your opinion? Why?

If you were to make your own arrangement, what song would you choose and how would you start?

ASSESS

Did the students read the article?

Did they participate in the discussion about different arrangements and the elements of arranging?



LISTENING GUIDE

“SEND MY LOVE (TO YOUR NEW LOVER)” BY ADELE

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 (January 2019)
- Computer or mobile device with Internet access
- *Music Alive!* Compare & Contrast worksheet (available at musicalive.com)

START

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

DEVELOP

► **Play** “Send My Love (To Your New Lover)” by Adele (*Hear the Music track 2* on musicalive.com) while having the students follow along with the timeline.

ASK

- Are the notes played by the guitar short or long?** (Short)
- How many instruments do you hear at the beginning?** (One)
- How would you describe the nature of Adele’s vocals?** (Deliberate, sassy, dynamic, assertive)

► **Play** “Send My Love (To Your New Lover)” by David Nail (*Hear the Music track 3* on musicalive.com)

ASK

- How is the instrumentation different in this version from Adele’s?** (Piano, bells and keyboard versus only acoustic guitar)
- How is the vocal melody different in Nail’s version?** (He changes the notes in the chorus melody, he doesn’t go as high in his range and uses smaller intervals)
- What is the style of this piece?** (It has a country sound, a much smoother, less aggressive and deliberate tonality)
- How would you describe the nature of Nail’s voice?** (Smooth, casual, soft)

CLOSE

Hand out Compare & Contrast worksheet and have students fill them out based on both versions of “Send My Love (To Your New Lover).” Have students share their answers, or just collect and grade.

ASSESS

- Did the students read the Listening Guide?**
- Did they listen to the song using the timeline?**
- Did they answer the supplemental questions?**

January 2019 QUIZ ANSWERS

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

BALKAN BEATS

1. Bulgaria, Albania, Bosnia, Kosovo, Macedonia, Croatia, Montenegro, Greece, Romania, Slovenia, Serbia
2. The asymmetrical meter and complex rhythms
3. Sharp Mountains
4. During the Ottoman empire
5. Two, the gaida and kaba gaida
6. Bagpipes, accordion, fiddle, tarambuka drum, kaval
7. The Bulgarian State Television Female Vocal Choir
8. Serbia
9. Slavic Soul Party
10. A folk and hip-hop male duo formed in 2005

ARRANGING 101: ELEMENTS

1. Melody
2. The process of deciding what instruments are going to play which notes
3. The time signature changed from three to four beats per measure
4. Many different instruments, unique rhythms, it’s “jazzy,” etc.
5. You can arrange any song in limitless ways
6. The writing and introduction of a completely original part of a song
7. A 20th century Hungarian composer, pianist, and ethnomusicologist
8. He is known for taking old Hungarian folk melodies and arranging them for classical orchestras
9. The structural integrity, flow, balance, development and overall sound of the song
10. How the song moves

CLEAN BANDIT

1. What is Love?
2. The video features footage of a tragic love story, while Zara Larsson sings in front of a symphony orchestra
3. Classical/EDM Crossover
4. Jesus College at the University of Cambridge
5. Singer
6. 2012
7. Jess Glynne
8. Neil Amin-Smith
9. Rather Be
10. 2017



SONG OF THE MONTH

“SYMPHONY” BY CLEAN BANDIT

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 (January 2019)
- *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 Clean Bandit's "Symphony" (*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 bars is the introduction before the first verse begins? (Four.)

How many flats are in the key signature? (Three.)

What is the first instrument you hear? (Bells)

How would you describe the character of the first instrument? (Light, dreamy.)

What is the first note of Verse 1? (G—above the staff.)

What instruments are heard during the chorus? (Piano, violins, synthesizer, drum kit.)

What is the highest note in the song? (G—octave above the staff.)

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

CLOSE

Discuss the meanings of each symbol in the piece (repeat symbols, jumps, first and second endings, multi-measure rests). Then play through the entire song again. Have students follow the path of the song with their finger, taking note of endings, jumps and repeats.

ASSESS

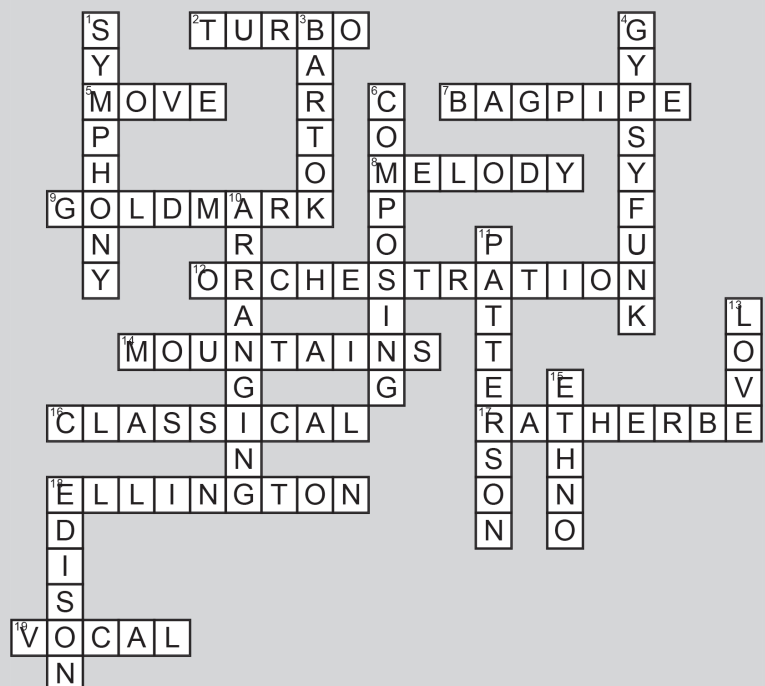
Did the students follow along with “Symphony”?

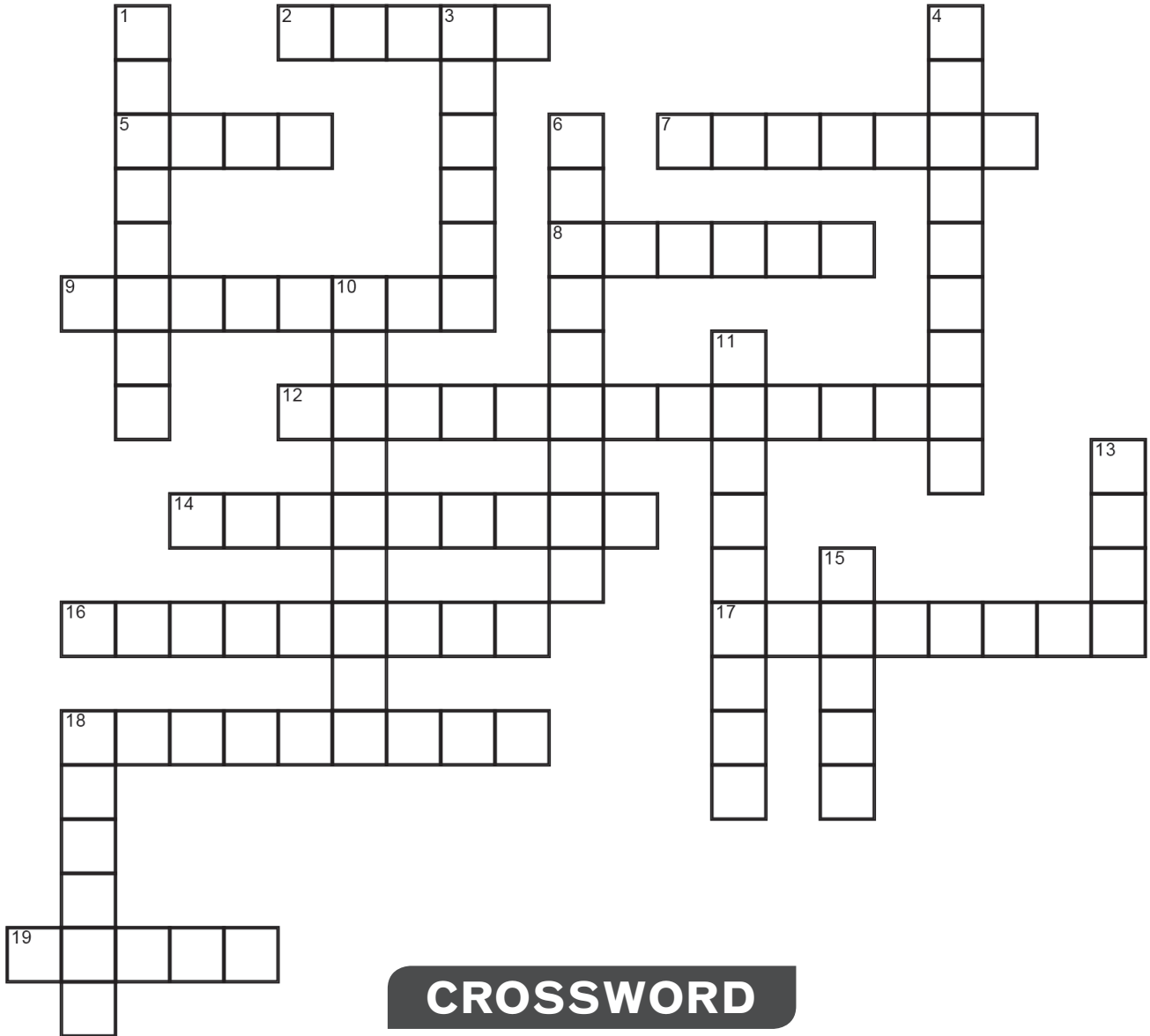
Did they answer the discussion questions?

Did they understand the music symbols and follow the path of the song?

CROSSWORD SOLUTION

Crossword Puzzle can be found on page 7





CROSSWORD

ACROSS

2 A branch of folk music characterized by garish synthesizers. "_____ folk"

5 According to Waves, the most important thing for an arranger to consider is how the song should _____

7 The gaida and kaba gaida are two variations on this instrument

8 The first crucial element necessary to start the process of arranging music

9 Who Invented the LP: Dr. Peter Carl _____

12 The process of deciding what instruments will play which notes in a piece of music

14 Balkan is a Turkish word meaning sharp

16 Clean Bandit creates music that blends EDM and this genre

17 The song that won Clean Bandit their GRAMMY in 2015

18 Slavic Soul Party released an album of their rendition of "Far East Suite" by Duke _____

19 Bulgarian State Television Female _____ Choir

DOWN

1 Clean Bandit song featuring Zara Larsson

3 Hungarian composer Bela _____

4 Slavic Soul Party's genre: Balkan Soul _____

6 The writing of a completely original part in a piece of music

10 The art of changing the elements within a song while maintaining the song's integrity

11 Clean Bandit brothers Luke and Jack _____

13 Adele's "Send My _____ (To Your New Lover)"

15 A person dedicated to the study of the cultural and social aspects of music is called an _____-musicologist

18 The "Big Three" of music recording laboratories in the 1930s: Victor, Columbia, and _____