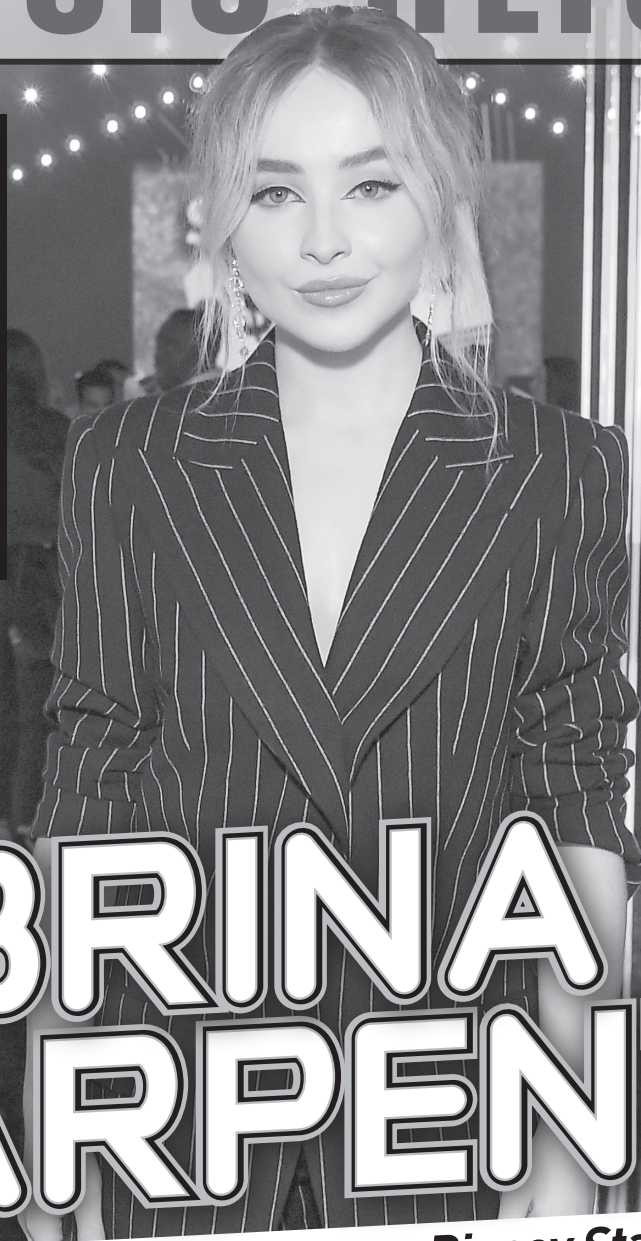


# MUSIC ALIVE!

## INCLUDES LESSON PLANS FOR:

- Arranging 101:  
How It's Done
- Your Brain and Music
- Listening Guide:  
"Lean on Me" by Bill Withers
- Song of the Month: "Thumbs"  
by Sabrina Carpenter



# SABRINA CARPENTER

*Fans of all Ages are Giving the Former Disney Star Two "Thumbs" Up*

## MUSIC & YOUR BRAIN

Why Do We Prefer  
Certain Sounds?

## ARRANGING 101: HOW IT'S DONE

## LISTENING GUIDE

"Lean On Me"  
by Bill Withers

## WHO INVENTED

Headphones

# TEACHER'S GUIDE MUSICALIVE!

February 2019 • Vol. 38 • No. 5

## CONTENTS

- 3 • Arranging 101: How It's Done
- 4 • Your Brain and Music
- 5 • Listening Guide:  
"Lean on Me" by Bill Withers
- 5 • Quiz Answers
- 6 • Song of the Month  
"Thumbs" by Sabrina Carpenter
- 7 • Crossword

## FROM THE EDITOR



In January, we broke down the elements of arranging in Arranging 101: Part 1, by creating, step-by-step, our own versions of "Happy Birthday." This month, we give your students the opportunity to try it for themselves. To help, we interviewed Charlie Lagond, a talented arranger who has worked with artists including The Jackson Five, Chet Baker, Natalie Cole and many others. He specializes in children's music education and gives some tips on what to consider when creating your own arrangement.

Also in this issue, we explore the way our brains process music and how it plays such an important role in our lives, whether we realize it or not. Of all the sounds in the world, turns out our brains consistently respond positively to the sound of music, and we want to know why. Our Song of the Month is "Thumbs," by Sabrina Carpenter, a former Disney channel princess and up-and-coming pop artist. Because the form of "Thumbs" is highly unique, we had to break up the Song of the Month sheet music into sections. All of the information you and your students need to play the song is provided, including a song form key. Make sure to direct your student's attention to this month's Cool Careers, as we have interviewed a talented woman who has a job in this industry you may have never thought of before!

— Anna Black, Editor-in-chief

## 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

*Music Alive!* (ISSN 1051-8975), is published eight times each year, from October through May, by In Tune Partners, LLC, 582 North Broadway, White Plains, NY 10603. Fax 914-741-1136, Phone 914-358-1200.

*Music Alive!* is independently owned and operated. No part of this publication may be reproduced, stored in any retrieval system, or transmitted, in any form, by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior written permission of the publisher. *Music Alive!* © 2019 In Tune Partners, LLC, 582 North Broadway, White Plains, NY 10603.

## TRACK LISTING

### HEAR THE MUSIC

"Thumbs" by Sabrina Carpenter

"Lean On Me" by Bill Withers

"The Middle" by Zedd

"Perfect" by Ed Sheeran

"Pink Panther Theme"  
by Henry Mancini

"Come Fly With Me  
(Live At The Sands  
Hotel And Casino/1966)"  
by Frank Sinatra

### EXTENDED PLAY

"Can't Blame a Girl for Trying"  
by Sabrina Carpenter

"Eyes Wide Open"  
by Sabrina Carpenter

"Umbrella" by Rihanna

"Come Fly With Me" by Ruelle

### LEARN MORE

"Umbrella (Cover)"  
by Alex Goot & Tyler Ward

"Umbrella (Cover)"  
by Alison Sparrow

## HOW TO CONTACT US

### CUSTOMER SERVICE

Please visit [musicalive.com](http://musicalive.com) for basic information regarding subscriptions and customer service. If you need assistance regarding any problems with magazine delivery or damaged components, please e-mail [musicalive@intunepartners.com](mailto:musicalive@intunepartners.com). Remember, we need your complete name and address to respond to and solve your problem. Please provide as much detail as possible in your message, as well as how and when to contact you. We're committed to providing you with not only great educational materials, but also great service.

### BACK ISSUES

To inquire about past issues still available for purchase, please email us at [musicalive@intunepartners.com](mailto:musicalive@intunepartners.com).

### 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

# ARRANGING 101: HOW IT'S DONE

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 (February 2019)
- Computer or mobile device with Internet access
- *Music Alive!* Classroom Worksheet #13: Sight Reading (download at [musicalive.com](http://musicalive.com))

### START

**Ask your students to read** “Arranging 101: How It’s Done” on pages 6-9 before reviewing the words below. [This reinforces comprehension and vocabulary.]

**ACCOMPANIMENT**—a musical part that supports or partners a solo instrument

**CONCERT PITCH**—a standard for the tuning of musical instruments

**TRANSPOSITION**—the action of writing or playing in a different key from the original

**INFECTIOUS**—likely to spread or influence others in a rapid manner

**CLIMAX**—the most intense, exciting or important point of something

**SOLI**—an unaccompanied part of music for an instrument section

**PIANO**—(dynamic) soft or softly

**FORTISSIMO**—(dynamic) very loud or loudly

**INTENTLY**—with eager attention

**SUCCINCT**—briefly and clearly expressed

**TRANSCRIBE**—arrange for a different instrument

### DEVELOP

**Hand out** Worksheet #13: Sight Reading to students and ask them to fill it out. Collect for grading or announce answers and have students grade themselves.

### ASK

**How did you approach identifying each melody?**

**Was this task difficult or easy?**

**What made it easier to identify each melody: notes or rhythms?**

**Do you think you would be able to complete this task if the melodies were more advanced?**

### DISCUSS

**What are the steps to take when creating your own arrangement?**

**Topics: melody, time signature, key signature, orchestration, musician skill level, form, balance, development, dynamics**

**Why is each element important to the overall piece?**

► **1. Play** “Come Fly With Me (Live At The Sands Hotel And Casino/1966)” by Frank Sinatra (*Hear the Music* track 6 at [musicalive.com](http://musicalive.com))

**How does the introduction set up the mood for the rest of the piece?**

**What stands out in the instrumental sections? Do the selected instruments support the vocal line well?**

**What is your favorite section of the song and why?**

**How does this piece as a whole make you feel?**

► **2. Play** “Come Fly With Me” by Ruelle (*Extended Play* track 4 at [musicalive.com](http://musicalive.com))

**How is the orchestration, rhythm, and emotional intention different in this version of the song?**

**Is this version better or worse than Frank Sinatra live?**

**Why?**

**What is your favorite section of the song and why?**

**How many differences can you name between both arrangements?**

### REVIEW

**What does arranging mean?**

**What are some of the most important things to keep in mind when putting together an arrangement?**

**What should you study in order to become better at arranging?**

### ASSESS

**Did the students read the article?**

**Did they fill out the Sight Reading worksheet?**

**Did they participate in the discussion?**



## FEATURE

# MUSIC AND YOUR BRAIN

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 February 2019)
- Computer or mobile device with Internet access

### START

Ask your students to read “Music and Your Brain” on pages 10-13. Then, go over the following highlighted words. **[This reinforces comprehension and vocabulary.]**

**CONSONANT**—making a harmonious interval or chord

**DISSONANT**—unsuitable or unusual in combination; clashing

**PARTIALITY**—a particular liking for something

**LAVISHLY**—in a very generous or extravagant manner

**CONCERTO**—a musical composition for a solo instrument or instruments accompanied by an orchestra

**DISCORDANT**—disagreeing or incongruous

**AUDITORY CORTEX**—the part of the brain that processes sound

**SYNCHRONIZE**—occur at the same time

**RIVAL**—a person competing with another for the same objective or for superiority

**DOPAMINE**—a chemical released by nerve cells to communicate positive response

**MELANCHOLY**—a feeling of sadness

**AUDITORY DISCRIMINATION**—differentiating between multiple sounds

**RECOLLECTION**—the action of remembering something

**ALZHEIMER'S**—a mental disease that causes memory loss

**DEMENTIA**—a mental disease that causes memory loss

**DETERIORATE**—become progressively worse

### SUMMARIZE

What is the difference between consonant and dissonant intervals?

How does our brain process them differently?

What genres of music typically use dissonant intervals?

What effect does music have on our brains that makes us process it differently than other sounds?

How does being a musician effect your performance in school?

What parts of our bodies can music have an effect on?

### DEVELOP

Play the G chord and the “Pink Panther” chord without telling your students which is which (Hear the Music tracks 7 & 8 at [musicalive.com](http://musicalive.com)) and ask students to identify them as consonant or dissonant.

If you have a piano, play other consonant and dissonant intervals to see if students can identify them as well. (TIP: Keep it simple. Use major thirds or fifths for consonant intervals and stick to seconds for dissonant intervals.)

### ASK

What is your favorite genre of music? Why? Do you think it's because of the intervals it makes use of?

► **Play** “The Middle” by Zedd  
(Hear the Music track 3 at [musicalive.com](http://musicalive.com))

### ASK:

How does this song make you feel? Happy or sad? Like dancing or sitting around?

► **Play** “Pink Panther Theme” by Henry Mancini (Hear the Music track 5 at [musicalive.com](http://musicalive.com))

### ASK:

How does this song make you feel? Excited or mysterious? Can you hear the difference between this song and “The Middle” in terms of intervals?

### ASSESS

Did the students read the article?

Do they understand the fundamental difference between consonance and dissonance?

Did they listen and answer questions about the songs played?



# LISTENING GUIDE

## “LEAN ON ME” BY BILL WITHERS

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

### START

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

### DEVELOP

► **Play** “Lean On Me” by Bill Withers (*Hear the Music track 2* on *musicalive.com*) while having the students follow along with the timeline.

### ASK

**What is the message behind “Lean On Me,” according to Withers? With what awards and titles has Withers been recognized?**

**How would you characterize the piano in the introduction?** (Simple but bold)

**What is the vocal doing when we first hear it?** (Humming)

**What is the overall emotion set up by the introduction of this song?** (Laid back, happy, emotional)

**Why does Withers’ voice work with the purpose of the piece?** (Both the message and Withers’ vocals are straight-forward, passionate and soothing)

**Is this an impressive vocal work?** (Not in terms of traditional technique, but the purpose is inspirational)

**What instruments do you hear throughout the song?** (Piano, synthesizer, drum kit, strings, bass guitar)

**How does this song make you feel?** (Subjective)

**Do you think that is the feeling that is intended based on the elements of the song?** (Subjective)

**Does the song end abruptly or does it fade out?** (Fade out)

**Is the ending effective?** (Subjective)

### CLOSE

Discuss the ways in which a song can be effective (there are many). This is not a particularly “showy” song, the instrumental lines are relatively easy and the vocal line stays within a small range. However, the lyrics are extremely impactful and possibly even resonate more because of the simple orchestration. Ask the class to discuss reasons why people write and sing music, if they believe certain reasons are more important than others.

### ASSESS

**Did the students read the Listening Guide?**

**Did they listen to the song using the timeline?**

**Did they answer the supplemental questions?**

## February 2019 QUIZ ANSWERS

This month’s quizzes are available at [musicalive.com/the-quiz-zone-february-2019](http://musicalive.com/the-quiz-zone-february-2019). Here are the quiz answers:

### MUSIC AND YOUR BRAIN

1. Music
2. Two harmonious notes that send regular signals to the brain
3. Two clashing notes that send irregular signals to the brain
4. A third, fourth, or fifth
5. A second or seventh
6. Jazz, sometimes classical
7. It triggers emotional responses that influence us to perceive the world differently. It makes us dance, it motivates us, and indirectly dictates our interactions with other people
8. Discipline, coordination, time management, emotional intelligence, attention, motor skills, vocabulary, verbal reasoning
9. Music is processed in multiple areas of the brain, which means our memories are associated with them in several places that can be more readily accessed
10. True

### ARRANGING 101: HOW IT’S DONE

1. Read and write music
2. The differences between each: orchestration, rhythms, dynamics, etc.
3. An arrangement needs a purpose so that the intended emotion can consistently show through each section and within each element
4. A transposition chart
5. Everyone starts differently, and you should go with what makes the most sense to you relative to your purpose as an arranger
6. The order of sections in a song including introduction, chorus, verse, etc.
7. First, look up what the chord progression is in the original song. You can either stick with the same one or change it up slightly to make the piece your own.
8. It sets up excitement and expectation
9. Including a variety of instruments and dynamics can add layers of interest that keep the audience engaged throughout the whole piece
10. So that when it comes time to create your own you have a good reference point and can see what techniques have worked in the past

### SABRINA CARPENTER

1. *Girl Meets World* and *Adventures in Babysitting*
2. *Can’t Blame a Girl for Trying*
3. Miley Cyrus
4. Christina Aguilera
5. Best Crush Song
6. Who she was between the ages of 13 and 15 as a growing, learning artist
7. Personal growth and self-confidence to reach for her goals
8. Embracing individuality, standing out from the crowd and not getting lost in mundane activities
9. “You’re a Mean One, Mr. Grinch,” and “Have Yourself a Merry Little Christmas”
10. *Singular: Act I* and *Singular: Act II*



# SONG OF THE MONTH

## “THUMBS” BY SABRINA CARPENTER

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 (February 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 Sabrina Carpenter’s “Thumbs” (Hear the Music track 1 on *musicalive.com*), while the students read through the notation on pages 16-17
4. **NOTE:** This month’s sheet music does not fit on two pages because of the unique structure. Point out to students that each section is written out separately, and to follow along based on the song sequence listed.

### DEVELOP

#### 1. Ask students about the story:

- How did Sabrina begin her career?** (She entered Miley Cyrus’ online singing contest)
- What TV channel did she spend acting on through most of her childhood?** (Disney Channel.)
- Do you think singers who started out as Disney Channel actors (Demi Lovato, Selena Gomez, Miley Cyrus, etc.) have a career advantage over other pop stars?** (Subjective.)
- What is the concept behind the song “Thumbs”?** (Embracing individuality, progression.)

#### 2. Ask students questions about the notation:

- What are the first instruments you hear?** (Strings.)
- How does the song change between the Intro and Verse 1?** (A bass line and driving rhythm enter.)
- What words are echoed in the chorus?** (“keep,” “on” and “dum”)
- Does the melody use steady, even rhythms or does it use syncopation?** (Syncopation.)
- Do you think this song highlights Sabrina’s vocal strengths? How?** (Subjective.)
- What is the largest step between notes during the bridge?** (Fifth. C and G above the staff are a fifth apart.)

**Does this song flow well between sections?**  
(Subjective, but some transitions are considered choppy.)

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

### CLOSE

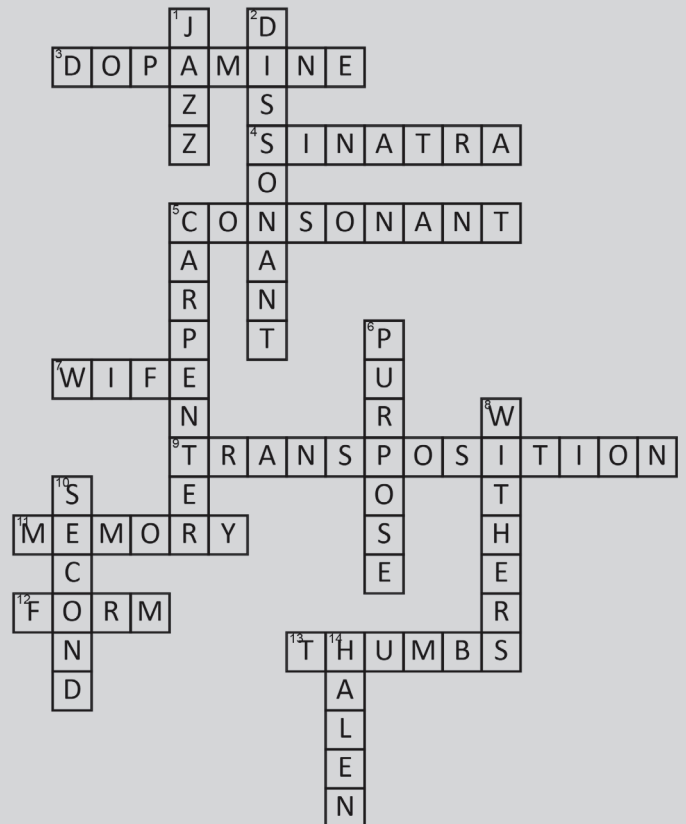
**Hand out** Worksheet #12: Staff Paper, and have each student copy down the first three measures of the chorus. Collect papers and grade for accuracy.

### ASSESS

- Did the students follow along with “Thumbs”?**
- Did they answer the discussion questions?**
- Did they copy down the three measures?**

## CROSSWORD SOLUTION

Crossword Puzzle can be found on page 7



# CROSSWORD

## ACROSS

3 This chemical is released in the brain when we listen to music and encourages us to keep listening

4 "Come Fly With Me" is sung by Frank \_\_\_\_\_

5 Harmonious notes that are "easy listening" for our ears are these types of intervals

7 Jerry Harvey founded Jerry Harvey Audio LLC

with his \_\_\_\_\_ Briany

9 A \_\_\_\_\_ chart can help you determine what key signature the instruments in your arrangement should be in

11 Music is a powerful \_\_\_\_\_ aid for Alzheimer's and demena paents

12 The structure of a song including the introducon, chorus, verse, etc. is called \_\_\_\_\_

13 Sabrina Carpenter song about embracing individuality

## DOWN

1 Genre of music that commonly uses dissonant intervals

2 Clashing notes that are confusing to the ears are these types of intervals

5 Sabrina's last name

6 As an arranger, what should you decide on before you begin to ensure emoon is evident throughout the piece

8 "Lean on Me" is sung by Bill \_\_\_\_\_

10 Dissonant interval in the "Pink Panther" chord

14 Alex Van \_\_\_\_\_ was the first person to ever receive a customized in-ear monitor from Jerry Harvey

