

TODAY'S MUSIC EDUCATION RESOURCE

MUSIC ALIVE!

REVOLUTIONARY
VOICES OF
AMERICA

Then and Now

**LISTENING
GUIDE**

"Delicate"
by Taylor Swift

**INCLUDES
LESSON
PLANS FOR:**

- Arranging 101: Medleys, Mash-Ups & More
- Revolutionary Voices of America: Then and Now
- Listening Guide: "Delicate" by Taylor Swift
- Song of the Month: "You Say" by Lauren Daigle

**ARRANGING
101: PART 3**
Medleys,
Mash-Ups & More

LAUREN DAIGLE

The Contemporary Christian Artist
Who Doesn't Want To Be Called One

**WHO
INVENTED**
The Amplifier

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FROM THE EDITOR



In this month's issue, we wrap up the three-part series on arranging. We introduce you to a few artists who have found success by creating original pieces that go beyond the traditional methods of arranging. The goal of this feature is to encourage your students to consider their own potential for musical creativity. We want to remind them that there is never only one way to do something, especially in music! Next, take your class through some American history in "Revolutionary Voices: Then and Now." American music has evolved through many eras of different genres and styles, but singers and songwriters have consistently shown us that music and lyrics can be fantastic tools for galvanizing people around an issue. This feature will spark productive conversation and get your students thinking about how their relationship to music can be more than just for fun!

We are also extra excited about our Cool Careers profile this month. Rob Mathes is a big deal in the world of music production and direction. If your students tend to skip out on reading the Cool Careers column in the magazine, now would be the time to encourage them to check it out. Happy reading!

— 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

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TRACK LISTING

HEAR THE MUSIC

"You Say" by Lauren Daigle

"Delicate" by Taylor Swift

"Bad Romance (Vintage 1920's Gatsby Style)" by Postmodern Jukebox

"Frozen Medley" by Pentatonix

"Sorry x Apologize" by Andy Wu

"Get Off the Track" by the Hutchinson Family Singers

"The White Cliffs of Dover" by Vera Lynn

"Freedom" by Beyoncé

"Glory" by John Legend

EXTENDED PLAY

"We Shall Overcome" by Charles Albert Tindley

"A Change is Gonna Come" by Sam Cooke

"What's Going On" by Marvin Gaye

"Masters of War (cover)" by Ed Sheeran

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FEATURE

ARRANGING 101: MEDLEYS, MASH-UPS & MORE

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 (March 2019)

Computer or mobile device with Internet access

START

Ask your students to read “Arranging 101: Medleys, Mash-Ups & More” on pages 6-9 before reviewing the words below. [This reinforces comprehension and vocabulary.]

MASH-UP—a recording created by digitally combining and synchronizing instrumental tracks with vocal tracks for two or more different songs

MEDLEY—a collection of songs or other musical items performed as a continuous piece

FORM—arrangement and style in musical composition

HOOK—a chorus or repeated instrumental passage in a piece of popular music that gives it immediate appeal and makes it easy to remember

VINTAGE—denoting something of high quality, especially something from the past or characteristic of the best period of a person's work

INCEPTION—the establishment or starting point of an institution or activity

MOTOWN—a genre of music reminiscent of the US record label Tamla Motown

STYLISTIC—of or concerning a distinctive sound

NUANCE—a subtle difference in expression or sound

DISTINGUISHABLE—clear enough to be recognized or identified as different

STAPLE—a mean or important element of something

A CAPPELLA—without instrumental accompaniment

SYNCHRONIZE—occur at the same time or rate

SIMULTANEOUSLY—at the same time

DEVELOP

1. As a class, discuss the concept of multi-song arrangements.

What is the difference between a mash-up and a medley?

What elements must you take into consideration if you were going to arrange your own mash-up?

What elements must you take into consideration if you were going to arrange your own medley?

Which type of arrangement do you think is easier to create? Why?

2. Play “Bad Romance (Vintage 1920's Gatsby Style)” by Postmodern Jukebox

How is the Postmodern Jukebox arrangement different from the original song?

What did the performers include to give such a contemporary-sounding song an old fashioned feeling?

Which one do you like better? Why?

3. Play “Frozen Medley” by Pentatonix

How well did each song flow into the next?

What made the transitions successful from one song to another?

Can you think of any ways the group could've made their transitions better or developed the piece overall?

4. Play “Sorry x Apologize” by Andy Wu

Which components of each song did the arranger use in this piece? (e.g. melody from this song, accompaniment from that song, etc.)

Do you think it could've worked if the components were switched?

Why is tempo an important element when “mashing” two songs together?

Why is chord progression important when combining multiple songs?

REVIEW

Think back to everything you've learned through parts one, two and three of this series. What does arranging mean?

How many different ways are there to arrange music?

How have some successful artists made their arrangements stand out among the rest?

ASSESS

Did the students read the article?

Did they participate in the discussion?



FEATURE

REVOLUTIONARY VOICES OF AMERICA: THEN AND NOW

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

START

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

(SOCIAL) PROGRESS—movement or development toward a more advanced state

AUTHENTIC—genuine

DOWNTRODDEN—treated badly by people in power

OPPRESSED—kept in subservience and hardship; distressed

ABOLITIONISM—favoring the action of putting an end to slavery

TEMPERANCE—restraint from alcoholic drink

CONTROVERSIAL—giving rise to public disagreement

CONSECUTIVE—following continuously; in unbroken sequence

DIVISIVE—tending to cause disagreement between people

UNIFYING—making whole

ANTICIPATE—regard as probable; expect

SENTIMENTS—general feeling or opinion

PERSEVERANCE—steadfastness in doing something despite difficulty

LIBERAL—open to new behavior; favorable to individual rights

PREJUDICE—dislike, hostility or unjust behavior deriving from unfounded opinions

FRONTRUNNER—a leader

AMBITION—a strong desire to achieve something

QUEST—a long search for something

JUSTICE—the quality of being fair and reasonable

MANIFESTO—a public declaration of policy

EMPOWERMENT—authority or power given to someone

ADVOCACY—public support for a particular cause

CAMARADERIE—mutual trust and friendship among people

REVELRY—lively and noisy festivities

IMPROPRIETY—a failure to observe standard or show due honesty

UNWARRANTED—not justified or authorized

GALVANIZE—shock or excite someone into taking action

SUMMARIZE

Who were the Hutchinson Family Singers? What did they sing about?

Why is music a powerful tool for communication and bringing people together?

DEVELOP

1. Play “Get Off the Track” by the Hutchinson Family Singers

What do you think this song is about?

What kind of response do you think listeners had to this song at the time?

Do you like this song? Why?

2. Play “The White Cliffs of Dover” by Vera Lynn

What lyrics stand out to you?

What kind of response do you think listeners had to this song at the time?

Do you like this song? Why?

3. Play “Freedom” by Beyoncé

What adjectives would you use to describe the character of this song?

How does this song make you feel?

Do you like this song? Why?

4. Play “Glory” by John Legend

What lyrics have the greatest impact on you in this song?

What does this song make you think of?

Do you like this song? Why?

5. Can you think of any other artists today or from previous decades that have written and/or sung songs about similar topics?

ASSESS

Did the students read the article?

Did they answer the discussion questions?



LISTENING GUIDE

“DELICATE” BY TAYLOR SWIFT

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 (March 2019)
- Computer or mobile device with Internet access
- Printer paper and any writing/colored utensils desired

START

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

DEVELOP

1. Play “Delicate” by Taylor Swift (*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 at the beginning?

(None - only vocals)

When do the first instruments come in and what are they? (At the beginning of the first verse, soft percussion)

What do you think makes this song unique? (Could be the atmospheric sounds, the layered vocals with the vocoder)

What characteristics of the song make the song itself sound “delicate” at times? (The muted percussion, bare piano chords,

whispering vocals)

Does this song highlight Taylor’s vocal talents? How or why not? (The dynamic and pitch range is pretty small, so it’s not her most impressive performance)

What is this song about? How do the lyrics play into the overall sound of the song? (A new relationship, Taylor is being careful about her words and concerned about how comments from other people can affect her relationships)

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

CLOSE

• Give every student a piece of blank paper and something to write/draw with

• Ask students to close their eyes and listen to the song again from the beginning

• As they are listening, have students draw any lines, shapes or patterns they hear in the music while keeping their eyes closed

• Have students walk around the classroom to see how their peers interpreted what the music “looks” like

• Come back together as a class and ask what kind of shapes, lines or patterns each student drew and why. Were there any particular sections of the song that gave you mental images? How did you decide what to draw?

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?

March 2019 QUIZ ANSWERS

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

ARRANGING 101: MEDLEY’S MASH-UPS & MORE

1. Mash-Up
2. Medley
3. Four
4. Axis of Awesome
5. They create vintage genre arrangements of contemporary pop songs
6. Clear-cut form, catchy hooks, repeating choruses and sing-a-long melodies
7. Key, pitch, timing and harmony
8. Subjective
9. Melodies are written to follow a specific chord progression. If the chord progression of one song doesn’t complement the melody of another song, it won’t sound right
10. “Sorry” by Justin Bieber

REVOLUTIONARY VOICES

1. It can create authentic connections between people by communicating strong and uplifting messages
2. Abolitionism, workers rights, temperance and women’s rights
3. “The White Cliffs of Dover”
4. Sam Cooke
5. Beyoncé Knowles
6. Searching for justice and freedom in a controversial time
7. “Run the World (Girls)”
8. He wrote the song “Glory,” for the film *Selma*, as well as released the 2010 album *Wake Up!*
9. Bruno Mars
10. Subjective

LAUREN DAIGLE

1. Because Lauren was always singing as a child
2. An illness. She turned to music for comfort and inspiration
3. “Light of the World”
4. Her family and fellow choir members
5. Three
6. She took a year to rest in tribute to the cycle of the harvest
7. Look Up Child
8. Contemporary Christian Song Award
9. To spread faith and joy
10. Christian



SONG OF THE MONTH

“YOU SAY” BY LAUREN DAIGLE

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

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** Lauren Daigle's "You Say" (*Hear the Music track 1 on musicalive.com*), while the students read through the notation on pages 16-17

DEVELOP

1. Ask students about the story:

What two genres is Lauren considered to be crossing over between? (Pop and Christian)

Does she have a preference for one or the other? (She doesn't want to cross over fully into either, and also doesn't want to be considered a "christian artist")

What encouraged Lauren to take her music seriously? (Her sickness as a child)

What TV show did Lauren audition for three times, unsuccessfully? (American Idol)

How did she get recognized by Centricity Music Label? (They heard her lead vocals on an EP from a local band)

One of her albums was released as an EP, then as a full-length album, then came out again as a deluxe edition.

Which album was this? (*How Can It Be*)

What was the inspiration for her work on "You Say"? (How fame and success had changed her life and her mission to find her identity)

2. Ask students questions about the song/notation:

What is the note value (duration) of each note in the first measure of verse 1? (Eighth note)

What is the interval between the notes when she sings "enough" in the second measure of verse 1? (Fourth)

Other than the lyrics, what notational differences can you find between verse 1 and verse 2? (Rhythms in second, fourth and sixth measure; verse 1 is twice as long)

What does the symbol with two lines and two dots mean that begins the first measure of the chorus? (Repeat)

What instrument do you hear throughout the song? (Piano)

What instruments join in for the chorus? (Strings)

Which word is echoed by the background vocals during the chorus? ("I")

How do the drums effect the song's overall feeling? (Subjective)

Do you think this song highlights Daigle's voice? (Subjective)

What is your favorite part of this composition? (Subjective)

3. Define "genre crossover," and discuss how it can impact an artist's career. Use these questions as a guide.

What does genre crossover refer to?

Can you name other artists who have crossed over into different genres than the ones they started in?

Do you think it would be easier for artists to cross into some genres more so than others? Why?

What might be an advantage of branching out into new genres?

What might be a disadvantage?

CLOSE

Play the music videos for Lauren Daigle's "You Say." Ask students to analyze how the setting, lighting, camera work, etc. contribute to the overall effect of the song.

ASSESS

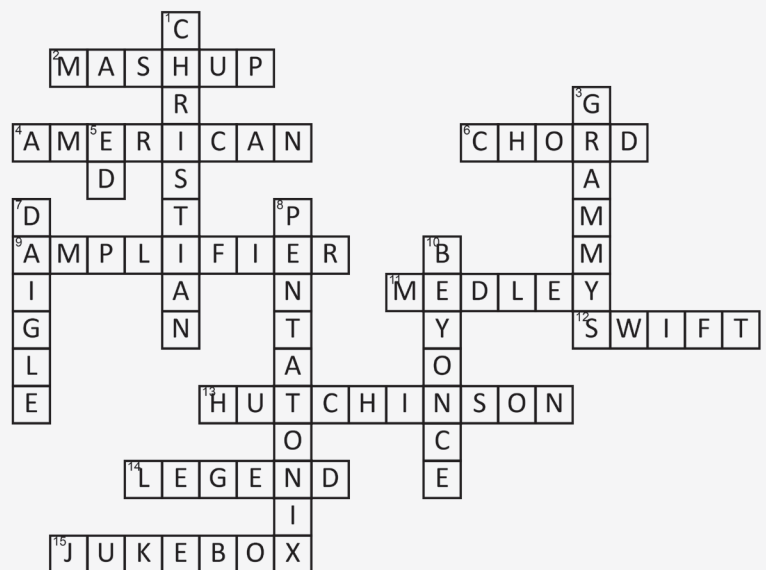
Did the students follow along with "You Say"?

Did they answer the discussion questions?

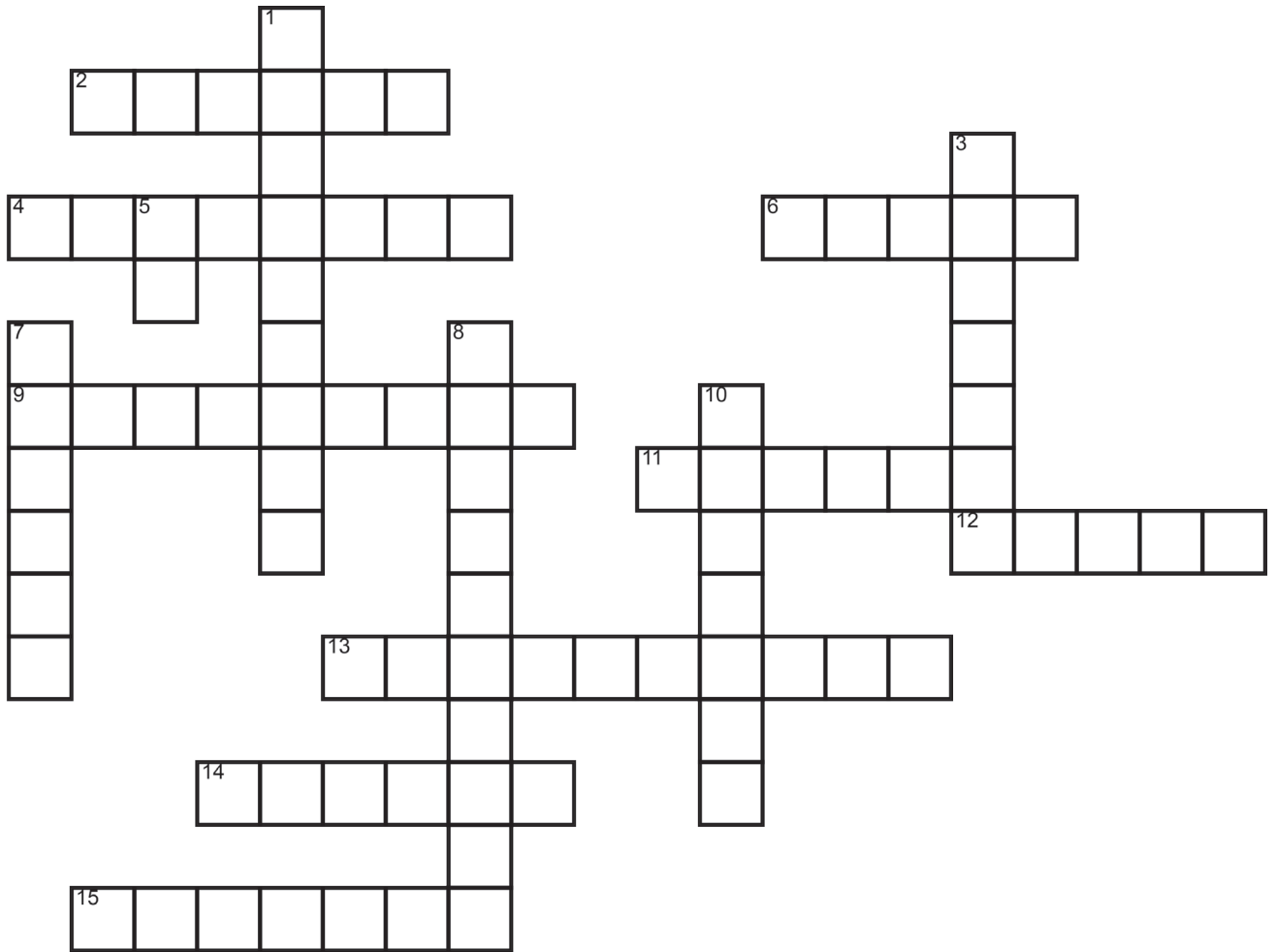
Did they watch and analyze the music video?

CROSSWORD SOLUTION

Crossword Puzzle can be found on page 7



CROSSWORD



Across

2 When two or more songs are “mashed” together and played at the same me

4 Lauren Daigle tried out for TV competition _____ Idol three times

6 The four _____ theory recognizes the most popular progression in music

9 Lee De Forest invented the _____

11 When two or more songs are strung together into one piece

12 Artist Taylor _____ released the album *Reputaon* in 2017, including a song called “Delicate”

13 The _____ Family Singers were among the first musicians to sing about social issues

14 “Glory” singer John _____

15 Postmodern _____ is a band who creates vintage genre pieces out of contemporary pop songs

Down

1 Lauren Daigle is considered to make pop music as well as this genre

3 Lauren Daigle most recently won the Contemporary Chrisan Song Award at this show

5 _____ Sheeran Recorded Bob Dylan's “Masters of War” in 2013

7 “You Say” singer Lauren _____

8 A capella group who created a medley of songs from the movie *Frozen*

10 “Run the world (Girls)” singer