

MUSIC ALIVE!



INCLUDES LESSON PLANS FOR:

- Music of the States: Tennessee
- Reading, Writing & Rhythm
- Listening Guide: "Dancing in the Moonlight" by King Harvest
- Song of the Month: "Burnin' Up" by The Jonas Brothers

THE JONAS BROTHERS

Six years later, Joe, Kevin & Nick are reunited with brand new music.

**MUSIC OF
THE STATES**
Tennessee

**READING,
WRITING
& RHYTHM**

**LISTENING
GUIDE**
"Dancing in the
Moonlight"
by King Harvest

**WHO
INVENTED**
The Metronome

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by The Jonas Brothers
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FROM THE EDITOR



THE JONAS BROTHERS have officially gotten back together after so many years apart, and nostalgic Disney Channel fans couldn't be happier. As fresh and brotherly as ever, we hope their new sound will excite your students as much as their old one did in the 2000s. To venture away from pop, however, we also visit the home of country music for our first feature. One of the richest musical histories in the country resides in Tennessee, the destination of our "Music of the States" feature this month. Visiting the cities of Bristol, Nashville and Memphis, we explore the iconic local music and how "the birthplace of rock and roll," "Music City, U.S.A.," and "the birthplace of country music" got their names.

Also in this issue is a general lesson in rhythm and notation. Complete with several visual examples, a class worksheet and guided exploration, we clarify common misconceptions when it comes to reading and writing rhythms. In this issue's Listening Guide, we feature a rarity: one-hit wonder King Harvest. Although this band didn't contribute a great volume of music, they delivered timeless quality and dance-ability with "Dancing in the Moonlight."

— 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

- "Burnin' Up" by the Jonas Brothers
- "Dancing in the Moonlight" by King Harvest
- "Wreck of the Old '97" by Vernon Dalhart
- "The Wandering Boy" by the Carter Family
- "St. Louis Blues" by Louis Armstrong
- "Ekwueme" by Lemoyne-Owen College African Drumming Ensemble
- "Main Title" by John Williams and the London Symphony Orchestra

EXTENDED PLAY

- "Cool" by the Jonas Brothers
- "Memphis Blues" by the W.C. Handy Preservation Band

LEARN MORE

- Dietrich Nikolaus Winkel: Metronome

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FEATURE

MUSIC OF THE STATES: TENNESSEE

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

START

Ask your students to read “Music of the States: Tennessee” on pages 6-9. Then, go over the following highlighted words. **[This reinforces comprehension and vocabulary.]**

BALLAD—a slow, sentimental or romantic song

RURAL—in, relating to, or characteristic of the countryside rather than the town

COLLOQUIAL—used in ordinary or familiar conversation; not formal

HILLBILLY—unsophisticated country person; old-fashioned country music

PROFOUND—great or intense

TRIBUTE—an act, statement, or gift intended to show gratitude, respect or admiration

HERITAGE—valued cultural traditions and historic buildings

PROGRESSIVE—favoring or promoting change or innovation

OUTLAW—a person who has broke the law, especially one who remains a fugitive

METALCORE—a fusion genre of music combining extreme metal and punk

RAG—music characterized by a syncopated melodic line and regularly accented accompaniment

INTERCHANGEABLE—apparently identical; very similar

SULTRY—passionate

MOTOWN—music released or reminiscent of the US record label Tamla Motown

SUMMARIZE

What are the three main cities in Tennessee with a rich musical history? (Bristol, Nashville, Memphis)

What genres of music thrive in Tennessee today? (All genres)

What genre of music, however, is Tennessee primarily associated with? (Country)

Who sang on the first million-selling country music song, “Wreck of the Old 97” in 1922? (Vernon Dalhart)

Who was the engineer and producer behind the Bristol Sessions? (Ralph Peer)

Which city bears the nickname, “Music City, U.S.A.”? (Nashville)

Which city is referred to as “the birthplace of country music”? (Bristol)

DEVELOP

1. Play “Wreck of the Old 97” by Vernon Dalhart

- How would you characterize the overall sound of this song?
- What instruments do you hear?
- Is it similar to songs you listen to? Why or why not?
- Do you like this song? Why or why not?

2. Play “The Wandering Boy” by The Carter Family

- What qualities does the vocal track have?
- How does this song make you feel? Why?
- Do you like this song? Why or why not?

3. Play “St. Louis Blues” by Louis Armstrong

- What instruments do you hear throughout the song?
- Close your eyes while you listen. What imagery comes to mind?
- Do you like this song? Why or why not?

ASSESS

Did the students read the article?

Did they answer the discussion questions?



FEATURE

READING, WRITING, AND RHYTHM

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 (April 2019)
Rhythm sight-reading worksheet at musicalive.com/worksheets
Computer or mobile device with Internet access

START

Ask your students to read "Reading, Writing and Rhythm" on pages 10-13 before reviewing the words below. [This reinforces comprehension and vocabulary.]

DURATION—the time during which a note is played

INDICATOR—a device providing specific information on the condition of something

DENSITY—the degree of consistency

RUDIMENT—the first principle of a subject

TIMBRE—the quality of a musical sound or voice as distinct from its pitch and intensity

BEAT—the main accent or rhythmic unit in music

RHYTHM—the systematic arrangement of musical sounds

SYLLABIC—articulated in syllables

CONSECUTIVE—following continuously; in unbroken or logical sequence

TRIPLET—a group of three equal notes to be performed in the time of two

NOTATION—a system of written symbols used to represent musical elements

EXCLUSIVELY—to the exclusion of others; only

STAFF—a set of five parallel lines and the spaces between them on which notes are written to indicate their pitch

TABLATURE—a form of musical notation indicating fingering rather than pitch

DEVELOP

Have a class discussion about how we think about rhythm. Rhythm is all around us in so many different forms.

Discuss: **Why is rhythm so important?**

Talking points could be:

- Rhythm is what makes us want to dance
- Different parts of the world use different rhythms so their music is distinguishable and reflective of their culture

Make sure students understand the concept of time signature. What do the top and bottom numbers represent?

What is the difference between beat and rhythm? Why does it matter?

What are dots and ties used for in standard music notation?

What are the differences between standard notation and drum notation?

CLOSE

Hand out the rhythm sight-reading worksheet. Work through it as a class. Begin each rhythm by stating the time signature, and clapping the beat slowly. Have students clap along. Then state each candy together as a class.

ASSESS

Did the students read the article?

Did they answer the review questions?

Did they practice speaking the rhythms on the worksheet?



LISTENING GUIDE

“DANCING IN THE MOONLIGHT” BY KING HARVEST

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

START

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

DEVELOP

Play “Dancing in the Moonlight” by King Harvest (*Hear the Music track 2* on *musicalive.com*) while having the students follow along with the timeline.

2. Ask students about the song

Who originally wrote this song? (Sherman Kelly)

When/why did he write the song? (After a violent incident, he wrote the song to remember the joys of life)

What instruments do you hear at the beginning? (Electric keyboard, shakers, bass)

How does the rhythm make you feel? (Like dancing)

Which lyrics stand out to you? (Subjective)

What instrument takes a short solo after the first verse? (Electric guitar)

What instrument is keeping the rhythm and playing on every beat? (Tambourine)

At the end of the chorus, when the vocal lines sing “dancing in the moonlight,” is the keyboard line ascending or descending? (Descending)

Is the tempo of this song fast or slow? (Fast)

What is the time signature of this song? (4/4)

Do you like this song? (Subjective)

CLOSE

This song was written in order to bring joy from darkness. Have students come up with a “happy” subject for a song and write the lyrics for one verse and one chorus for that song. Allow them to work in groups or pairs, or come up with one song as a class.

To begin, have a full-class brainstorm session about possible subjects for their songs. Topics could include: Summertime, friendship, family, playing, dancing, singing, favorite color, favorite food, favorite movie, etc.

If time or if desired, take it a step further. Once students have their lyrics, work with them to come up with a melody, chord progression, and even play it on their instrument. *Give extra credit to anyone who performs their song for the class*

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?

Did they come up with their own song lyrics?

April 2019 QUIZ ANSWERS

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

MUSIC OF THE STATES: TENNESSEE

1. Bristol, Nashville and Memphis
2. The most famous country music concert series in the country, in Nashville
3. The first recorded country musician to sell one million records
4. A series of country music recordings by Ralph Peer in Bristol, Tennessee
5. The Carter Family and Jimmie Rodgers
6. Nashville
7. Memphis
8. Bristol
9. Pop and country
10. W.C. Handy

READING, WRITING AND RHYTHM

1. Through unique rhythms
2. Drums
3. The time signature
4. Eighth, sixteenth, and anything shorter
5. Bars
6. Triplet
7. Star Wars
8. Dots and ties
9. Yes
10. Voices

THE JONAS BROTHERS

1. The Backstreet Boys
2. No. 5
3. All three brothers wrote the song together
4. Six
5. Nick
6. “Joy To The World (A Christmas Prayer)”
7. His father
8. Camp Rock
9. 2012
10. “Sucker”



SONG OF THE MONTH

“BURNIN’ UP” BY THE JONAS BROTHERS

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 (April 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 The Jonas Brothers’ “Burnin’ Up” (*Hear the Music track 1* on *musicalive.com*), while the students read through the notation on pages 16-17

DEVELOP

Ask students about the story:

Who was the first Jonas brother to start his career in music? (Nick)

What year were the boys signed to their first record label? (2005)

What movie took their acting careers to the next level? (*Camp Rock*)

What year was “Burnin’ Up” released, and was also a big year for their music? (2008)

Did the brothers stop making music when they broke up in 2012? (No. Joe and Nick both released solo records)

What is the title of their first single as a reunited band? (“Sucker”)

2. Ask students questions about the song/notation:

What is the time signature of this song? (4/4)

Based on the time signature, what type of note (what note duration) gets one beat? (Quarter note)

How many measures long is the breakdown? (Eight)

How many times does the song run through the chorus *hint, pay attention to repeats*? (Four)

CLOSE

After so many years apart, the Jonas Brothers have returned with a newer, fresher sound. Have your students compare “Burnin’ Up” with their latest songs, “Sucker” and “Cool.”

Play the music video for “Burnin’ Up.” Tell students to take note of the tone of the vocal tracks, rhythms and overall sound.

Play the music video for “Cool.” How has their look and sound changed over the last few years?

ASSESS

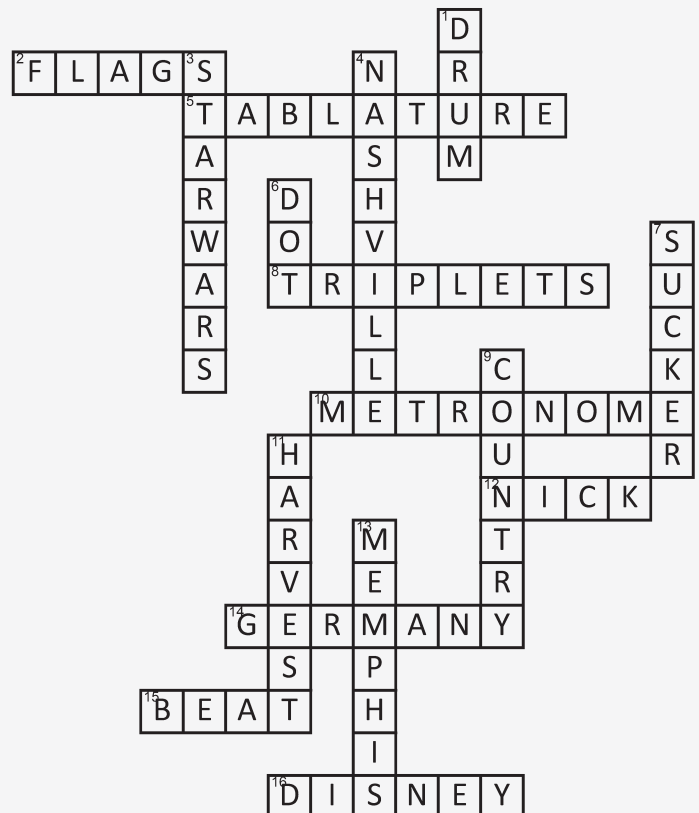
Did the students follow along with “Burnin’ Up”?

Did they answer the discussion questions?

Did they watch and analyze the music videos?

CROSSWORD SOLUTION

Crossword Puzzle can be found on page 7



CROSSWORD

Across

2 Eighth and sixteenth notes have single and double _____ on them, respectively

5 Fingering charts for stringed instruments such as guitar or banjo are known as this type of notation

8 _____ are a way of playing three notes in the same amount of time that would normally be given to two notes

10 Dietrich Nikolaus Winkel invented this

12 The first Jonas brother to begin his singing career

14 The man who invented the metronome was born in this country

15 This element (hint: it's not rhythm) of a musical piece is indicated by the time signature

16 The Jonas Brothers owe much of their success to this children's TV channel

Down

1 African musical rhythms are often heard on this type of instrument

3 This movie's famous theme song features triplets

4 This city is also known as "Music City, U.S.A."

6 This symbol above a note indicates that the duration of the note is increased by half its original value

7 The Jonas Brothers' first single as a reunited band

9 Bristol, Tennessee is known as the birthplace of this type of music

11 "Dancing in the Moonlight" was made famous by the band King _____

13 This city is also known as the birthplace of Rock and Roll

