

MUSIC OLIVE!



INCLUDES LESSON PLANS FOR:

- School Yourself: Music Camp at Home
- Getting Started in Hip-Hop
- Listening Guide: "Our House" by Crosby, Stills, Nash and Young
- Song of the Month: "Waving Through A Window" by Ben Platt

The Young Artist Makes His Recording Debut and Approaches the EGOT Club

**GETTING
STARTED
IN HIP-HOP**

**SCHOOL
YOURSELF**
Music Camp at Home

**LISTENING
GUIDE**
"Our House" by
Crosby, Stills,
Nash and Young

**WHO
INVENTED**
The Staff

CONTENTS

3 Music Camp at Home

4 Getting Started in Hip-Hop

5 Listening Guide:
"Our House" by Crosby, Stills,
Nash and Young

5 Quiz Answers

6 Song of the Month
"Waving Through A
Window" by Ben Platt

7 Crossword

FROM THE EDITOR



As the school year comes to a close, we want to help lead your students into their summer break with music on the brain. Summer can be a wonderful opportunity for children to expand their horizons, explore new ideas and even teach themselves something new. To encourage that, two of our feature articles promote self-education. First, "School Yourself: Music Camp at Home," will give your students a few jumping off points for a summer of musical innovation including singing, writing songs and seeking out collaborative opportunities.

Then, "Getting Started in Hip-Hop" overviews a genre that is on the rise. If your students have an interest in hip-hop, production, mixing or rapping, this article will help to get them on their way. Furthermore, our Cool Careers this month is a production manager and FOH mixer, who has answered some of our burning questions about the life of a modern producer. Be sure to encourage your students to explore their individual interests over the summer, whether that be musical theater, composition, dance, jazz improvisation, marching or otherwise.

— 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

HEARTHE MUSIC

"Waving Through a Window" by Ben Platt

"Our House" by Crosby, Stills, Nash and Young

EXTENDED PLAY

"Grow As We Go" by Ben Platt

"You Will Be Found" by Dear Evan Hansen Cast

"Helpless" by Crosby, Stills, Nash and Young

"Old Town Road" by Lil Nas X

HOW TO CONTACT US

CUSTOMER SERVICE

Please visit 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. 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.

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

GETTING STARTED IN HIP-HOP

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

START

Ask your students to read “Getting Started in Hip-Hop” before reviewing the words below.

[This reinforces comprehension and vocabulary.]

BOROUGH—one of five divisions of New York City

TURNTABLE—a circular revolving plate supporting a record as it is played

INFECTIOUS—likely to spread

RUDIMENTARY—involving basic principles

WEALTH—plentiful supplies

FACILITY—an ability to learn something well

OPPRESSION—unfair, cruel treatment

UNDERScore—emphasize

THERAPEUTIC—having a good effect on the body or mind

TANGIBLE—clear and definite; real

PEPPY—lively and high-spirited

ZING—energy, enthusiasm, liveliness

ECCENTRIC—out of the ordinary; slightly strange

UNHINDERED—not made difficult for someone

PHENOMENON—a remarkable person, thing or event

PUBLISHING—making available online

DEVELOP

Discuss with the class the elements of hip-hop

How long has modern hip-hop been around?

What types of sounds do you hear in a hip-hop song?

How do you know you’re listening to hip-hop?

Ask students to name a few of their favorite hip-hop songs

What makes these songs good?

What makes them “hip-hop”?

In what way can creating hip-hop music be “therapeutic”?

What types of skills do you need to make this type of music?

CLOSE

Open up GarageBand or another type of digital audio workstation on the classroom computer, so the whole class can see. Play around with the pre-programmed loops, or make your own beat using MIDI or otherwise. Allow students to give suggestions to help you create a song as a class. Encourage students to play with GarageBand on their own at home or during class.

ASSESS

Did the students read the article?

Did they answer the review questions?

Were they engaged in the making of the class production?



FEATURE

SCHOOL YOURSELF: MUSIC CAMP AT HOME

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

START

Ask your students to read “SchoolYourself: Music Camp at Home” before reviewing the words below. [This reinforces comprehension and vocabulary.]

PHRASE—a group of notes forming a distinct unit

RIFF—a short repeated phrase in music, typically used as an introduction or refrain

CONTRAPTION—a machine or device

DAMPEN—reduce the amplitude (volume) of

DECIBEL—a unit used to measure the intensity of a sound

COLLABORATE—work jointly on an activity

SLANT RHYME—an “imperfect rhyme” in which either the vowels or the consonants of stressed syllables are identical

HARDWARE—tools, machinery and other durable equipment

BUDGET—the amount of money needed for a purpose

CHOREOGRAPH—compose the sequence of steps and moves for a performance of dance

IMMERSE—involve oneself deeply in an activity

DEVELOP

Ask your students about their plans for the summer.

Make a list on the board of relevant answers.

Have a class brainstorming session about other ways to get involved in music over the summer

Ask students about any apps they have on their phones or computers, or websites that they would be willing to share with the class

Review the suggestions in the article. How can you make good use of technology and other resources during your summer vacation to further your musical exploration?

What are some of the specific tools the article mentions?

How might you go about finding a new instrument to play using the resources available to you?

What should you do if you want to learn how to sing but aren't sure how to make it happen?

CLOSE

As the school year comes to a close, encourage students to expand their musical horizons by teaching themselves something new or exploring a corner of music they don't know very much about. Challenge them to keep a journal of the new things they learn over the summer, or if applicable, offer extra credit to those who bring in a log of their musical endeavors next year.

ASSESS

Did the students read the article?

Did they answer the review questions?



LISTENING GUIDE

“OUR HOUSE” BY CROSBY, STILLS, NASH AND YOUNG

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

START

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

DEVELOP

► **Play** “Our House” by Crosby, Stills, Nash & Young (*Hear the Music track 2 on musicalive.com*) while having the students follow along with the timeline.

Ask students about the song

What instruments do you hear at the beginning?

How would you describe the sound of the vocal track?

How does this song make you feel?

Does this song remind you of any other song or artist?

How does the orchestration change as the song develops?

Which part of the song do you like better:
verse or chorus? Why?

If you were to remix this song, what would you change?

CLOSE

Now play the video of Crosby, Stills, Nash & Young live at a concert in 2000. How does the way you listen change when you see them in performance if at all?

How do you like this song, “Helpless,” compared to “Our House”?

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?

May 2019 QUIZ ANSWERS

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

GETTING STARTED IN HIP-HOP

1. Fifty years
2. Disc jockey
3. The 1970s
4. Rhymed lyrics (rap), sampled songs, sound effects
5. Your smartphone
6. Produce music production workshops for students
7. Stories of political message or oppression
8. You can channel your emotions into the track you are creating in many different ways
9. Take existing music and turn it into something fresh and new
10. GarageBand

MUSIC CAMP AT HOME

1. You can dictate your own schedule, spend time on the things that matter and explore without limitations
2. YouTube
3. Genre, level of experience and personal style
4. Eric Arceneaux and Felicia Ricci
5. BELTBOX
6. Download apps and collaborate with friends via social features
7. Rhymer’s Block, Songspace, Hum
8. Rental, buying used, buying new
9. eBay, Craigslist, Reverb
10. Subjective

BEN PLATT

1. Emmy, Grammy, Oscar, Tony
2. Oscar
3. The second cast of a musical to ever have a number one hit on the Billboard Dance Club songs chart
4. Pitch Perfect
5. The Music Man, Camelot, The Sound of Music, Caroline or Change, The Book of Mormon
6. Sing To Me Instead
7. Everyone can relate to feeling alone or misunderstood sometimes
8. 2017
9. Ben Platt’s performance was received equally positively by both
10. An Emmy award



SONG OF THE MONTH

“WAVING THROUGH A WINDOW” BY BEN PLATT

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 (May 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** Ben Platt’s “Waving Through a Window” (*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 four awards make up the legendary EGOT?
- Which award has Ben Platt not won yet?
- What was the film that first made Ben Platt well known?
- Can you name three musicals Ben Platt has been in, besides Dear Evan Hansen?
- What is the nature of Ben Platt’s character in Dear Evan Hansen?
- What is the title of his new album?

2. Ask students questions about the song/notation:

- What key is this song in?
- What instruments do you hear at the beginning?
- What is the pitch of the note played three times in the first measure of the Pre-Chorus?
- What elements of the song change during the bridge?
- Where is there a key change during the song?
- Do you think Ben Platt’s voice is suited for this song?
- How does this song make you feel?
- Does it remind you of any other songs you have heard before?

3. The EGOT awards are meant to recognize artists who master multiple areas of the performing arts. Receiving an Emmy, Grammy, Oscar and Tony would be like getting an award for excellence in math, science, language arts and social studies in school.

Can you name any members of the EGOT club?

What kinds of things can you win these types of awards for?

EMMY: excellence in the television industry

GRAMMY: ongoing contributions and influence in the recording field

OSCAR: artistic and technical excellence in the film industry

TONY: excellence in live Broadway theater

CLOSE

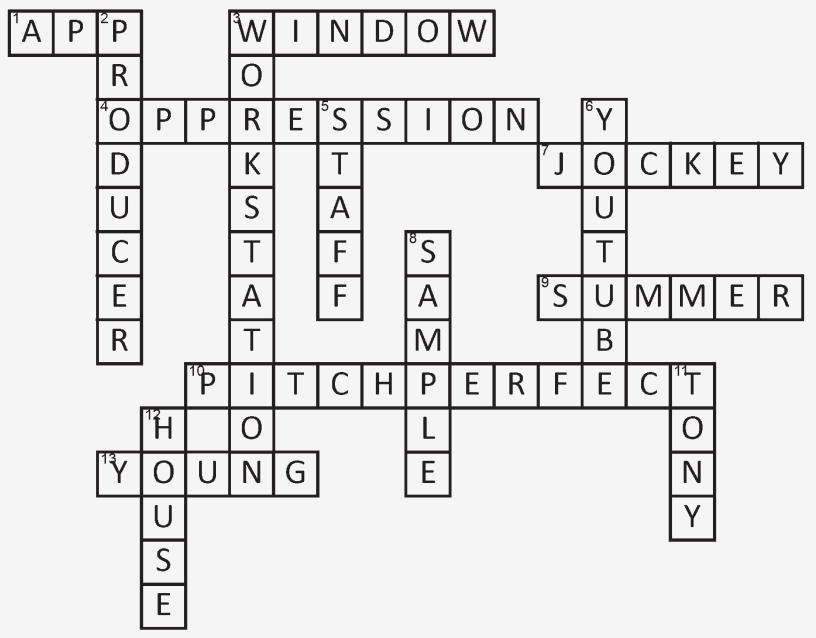
Watch the video of the cast of Dear Evan Hansen perform “Waving Through a Window” live. Pay attention to the character personality, acting performance, and how Ben Platt’s expressions contribute to the overall message of the song.

ASSESS

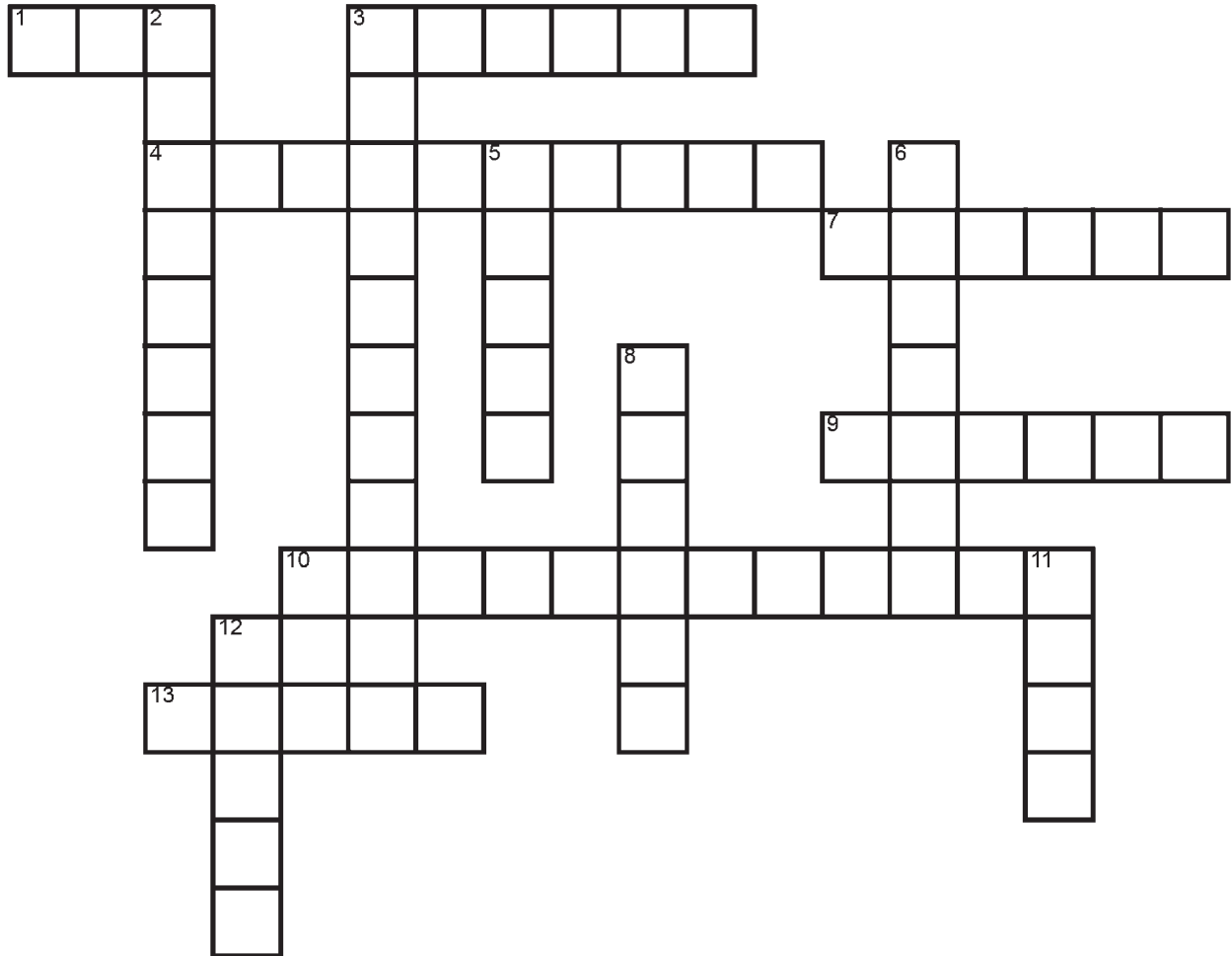
- Did the students follow along with “Waving Through a Window”?
- Did they answer the discussion questions?
- Did they watch and analyze the performance?

CROSSWORD SOLUTION

Crossword Puzzle can be found on page 7



CROSSWORD



ACROSS

1 Go to the _____ store on your phone to download all kinds of music-making and collaborang resources

3 "Waving Through a _____" has become a popular song by Ben Pla

4 Historically, hip-hop has been a vehicle for telling stories of this _____

7 DJ stands for dis _____

9 This time of year, when school is out, is a great me for experimnng with music on your own

10 Ben Platt starred in the original and sequel of this film

13 The four-member 60s folk rock group included Crosby, Slls, Nash and this man

DOWN

2 This profession involves taking exisng music and turning it into something fresh and new

3 DAW stando for digital audio

5 The structure of five lines and four spaces upon which music is wrien is called this

6 What online resource can be used for learning almost anything?

8 This is another name for a part of a pre-exisng song used in a hip-hop track

11 EGOT stands for the awards: Emmy, Grammy, Oscar and this

12 "Our _____" was released in 1970 on the album Déja Vu