

MUSIC ALIVE!

GOOD VIBRATIONS
A Look Inside The Piano

Listening to
MUSIC PODCASTS

FINNEAS

More Than Just Billie Eilish's Brother, This Producer-Songwriter Has Accomplished So Much On His Own

LISTENING GUIDE
"Take On Me"
by A-ha

WHO INVENTED
Multi-Track Recording

INCLUDES LESSON PLANS FOR:

- Listening to Music Podcasts
- Good Vibrations: A Look Inside the Piano
- Listening Guide "Take On Me" by A-ha
- Song of the Month "everything i wanted" by FINNEAS and Billie Eilish

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by FINNEAS and Billie Eilish

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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



Due to the outbreak of COVID-19, most if not all students and teachers across the country are in the same boat. Learning from home via the internet — while a substantially different experience from classroom learning — has the potential to be just as effective and presents the opportunity for those in the business of digital music education to step up, including us at *Music Alive!*. With the goal of making remote learning easier for you, the teacher, we have crafted this month's articles and lesson plans specifically for these unique circumstances.

Our feature Good Vibrations: A Look Inside the Piano, is accompanied by a packet that students can print, complete at home, and submit to you for assessment. Additionally, we encourage you and your students to introduce podcasts to your online curriculum. Nearly every subject imaginable is discussed in some podcast out there, and your students can take this time to discover the joy of fun, interesting (and of course, educational!) podcasts at home. We give some suggestions in Listening to Music Podcasts, and invite your students to discover others that spark their interest. We hope you may all stay safe, healthy and positive through this challenging time.

— Anna Black, Editor-in-chief

TRACK LISTING

HEARTHE MUSIC

"everything i wanted" by Billie Eilish

"Take On Me" by A-ha

"I Lost a Friend" by FINNEAS

"Shelter" by FINNEAS

EXTENDED PLAY

"I Don't Miss You at All" by FINNEAS

"Break My Heart Again" by FINNEAS

LEARN MORE

How Does a Grand Piano Work? Part 1:

<https://www.youtube.com/watch?v=NDvS2V7HbnY>

How Does a Grand Piano Work? Part 2:

<https://www.youtube.com/watch?v=6effL4ATZVo>

Listen to Song Exploder:

<http://songexploder.net/episodes>

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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

LISTENING TO MUSIC PODCASTS

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 (Vol.39 No.6)
- Computer or mobile device with Internet access

START

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

SUPPLEMENT—add an extra element to

SCOPE—the extent of the area or subject matter

TERMINOLOGY—the body of terms used with a particular application in a subject of study

LEGATO—in a smooth, flowing manner

PORTRAY—represent or play the part of someone on film or stage

VULGAR—lacking sophistication or good taste

SYNCPATION—displacing the beats or accents in music

UNDOUBTEDLY—certainly

EMOTIVE—expressing a person’s feelings rather than being neutrally descriptive

ASSOCIATE—connect someone or something

FARE—a performance or entertainment of a particular style

CORRESPONDING—similar in character, form or function

BROADEN—expand to include more people, ideas or things

DEVELOP

Have students select one of the podcasts from the article or one of their own choosing, and listen to one episode in its entirety. Then have them choose from the following questions to answer in short-essay format:

Explain the content of this episode and what you learned from it.

Why did you choose this episode of this podcast? What drew you to it?

What inspired you about this podcast?

If the episode featured a specific musical guest, describe who they are as an artist and something that inspires them.

If the episode featured a specific genre of music, describe the characteristics of that genre and why you like it or don’t like it.

2. Have students create a concept for their own podcast about music.

What would the topic of your podcast be?

Would you have musical guests? Who would you like to interview?

What would the title be? Why?

What kind of people would be the target audience for your podcast?

CLOSE

Have students do their own research and submit a music podcast they found interesting, funny, educational or useful for any other reason. Collect all of the submissions and share all good podcasts with the entire class.

ASSESS

Did the students read the article?

Did they review the vocabulary words?

Did they answer the supplemental questions?

Did they submit an idea for a new podcast?



FEATURE

GOOD VIBRATIONS: A LOOK INSIDE THE PIANO

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 (Vol.39 No.6)
- Good Vibrations Packet
(available for download at musicalive.com)
- Computer or mobile device with Internet access

START

Ask your students to read “Good Vibrations: A Look Inside the Piano” on pages 10-13 before reviewing the words below. [This reinforces comprehension and vocabulary.]

DISTINCTIVE—characteristic of one thing

COMPLEXITY—a factor involved in a complicated process

MECHANICS—the machinery or working parts of something

DERIVE—base a concept on a logical extension or modification of

MONOCHORD—an instrument with a single string

RESONATE—be filled with a deep, full sound

ROBUST—strong and sturdy

ANATOMY—the bodily structure of an organism

ENHARMONIC—relating to notes that are the same in pitch though bearing different names (e.g. F sharp and G flat or B and C flat)

HOUSING—a rigid case that encloses a piece of moving or delicate equipment

SUSTAIN—cause to continue

SUSPEND—hang from somewhere

DAMPER—a pad that silences a piano string except when removed by a means of a pedal or by the note being struck

REGULATE—control or maintain the rate of a machine so that it operates properly

VARYING—differing in size, amount, degree or nature

DYNAMICS—the varying levels of volume of sound

PROJECT—cause a sound to be heard at a distance

DEVELOP

Ask students the following questions:

What type of instrument is a piano?

What other instruments are cousins of the piano?

Who invented the first instrument that qualified as a “piano?”

What was the first piano called?

How many different types of pianos are there and what are they called?

How many black keys are there on a standard grand piano?

White keys?

What are enharmonics and which keys represent them on a keyboard?

How many pedals are there on a standard piano?

Which pedal is used most frequently and what is its function?

What is the function of the holes in the back of a cast iron plate in a grand piano?

How are the lowest strings on a piano crafted differently from the higher ones?

What happens when you strike a key on a piano keyboard?

2. For further clarification, have students watch the two-part video series: “How Does a Grand Piano Work?” available at musicalive.com/learn-more. These videos provide a visual explanation of how a piano works, in even greater detail. Students will need this visual reference in order to complete the Good Vibrations Packet.

CLOSE

Have students complete the Good Vibrations Packet.

Activities include labelling the parts of a piano and answering a brief essay question. Collect packets for assessment.

ASSESS

Did the students read the article?

Did they answer the review questions?

Review answers of the Good Vibrations Packet. Did they answer each question fully and correctly?



LISTENING GUIDE

“TAKE ON ME” BY A-HA

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 (Vol.39 No.6)
- Computer or mobile device with Internet access

START

Ask your students to read “Listening Guide” on pages 20-21.

DEVELOP

Play “Take On Me” by A-ha (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 in the intro?

In the intro, are there long notes, short notes, or both?

Is the tempo fast or slow?

What genre is the song? How do you know?

What is this song about?

What is unique about Harket’s voice?

What changes during the chorus?

What changes during the bridge?

How does this song make you feel?

Do you like the song? Why or why not?

3. Ask students about A-ha and the story behind the song

How many band members are there in A-ha?

How many times was the song released and which release was the most successful?

What changed about the third release that took the song to a new level?

At what award show did the music video win six trophies?

What major milestone did the song and music video hit this February?

CLOSE

Play the original music video to “Take On Me,” which featured the original recording and was created in 1984. Then play the remake, released in 1985. Many believe the release of the new music video was the reason for the song’s enormous subsequent success.

Original video:

<https://www.youtube.com/watch?v=liq-seNVvrM>

Remake:

<https://www.youtube.com/watch?v=djV11Xbc914>

What are the biggest differences between the two videos? What are the biggest differences between the two recordings? Do you believe the second one is better and deserves all of the hype? What’s so good about it? (Remember, this aired in the 80s, when computers and video recording and editing technology were much less advanced). Would you be impressed if this video was released today? What about the song itself?

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?

QUIZ ANSWERS

This month’s quizzes are available at musicalive.com/the-quiz-zone-39-6. Here are the quiz answers:

GOOD VIBRATIONS:

A LOOK INSIDE THE PIANO

- 1) One string.
- 2) Dulcimer and harpsichord.
- 3) Two or three, depending on the style.
- 4) The black keys.
- 5) Horizontally.
- 6) It is the structure that holds everything together.
- 7) Over 200.
- 8) The copper wire adds mass to the strings, which slows the vibration and helps to create lower pitches.
- 9) To stop the string from vibrating.
- 10) A hammer hitting a string.

FINNEAS

- 1) He is her older brother.
- 2) Finneas started writing music for himself at age 12, but when Billie was old enough they both began writing songs for her instead.
- 3) He released his first solo single in 2016.
- 4) Songwriter.
- 5) How to apologize, even when it’s hard.
- 6) He tries to recreate his relationship with Billie by getting to know them as much as possible in their limited time together.
- 7) Five.
- 8) Selena Gomez and Camila Cabello.
- 9) He and Billie released the theme song for the new James Bond movie, “No Time to Die.”
- 10) Subjective.



SONG OF THE MONTH

“everything i wanted” BY FINNEAS AND BILLIE EILISH

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 (Vol.39 No.6)
- Computer or mobile device with Internet access

START

1. Ask students to read the text on pages 14-16 on their own
2. Have one of the students read aloud the text on page 17
3. **PLAY FINNEAS** and Billie Eilish's “everything i wanted” (*Hear the Music track 1* on musicalive.com), while the students read through the notation on pages 17-18

DEVELOP

Ask students about the story:

What role does Finneas play in Billie Eilish's music-making career?

In what ways does he help her in addition to co-writing her songs?

What prevented Finneas from writing about his own feelings when he was younger?

What made Finneas fall in love with writing music?

What year did he release his first single?

Why did he write the song “Shelter?”

What did he learn from writing the song “I Lost a Friend?”

Who does he write songs for?

How does Finneas approach writing with artists other than his sister?

What are some projects he has worked on recently?

What album did he win several GRAMMY Awards for?

2. Ask students questions about the song/notation:

What does the song say about Billie's relationship with her brother?

What message do Finneas and Billie want listeners to take away from the lyrics of the song?

Is the song loud and intense or quiet and subtle?

What qualities does Billie's voice have throughout the song?

Do the dynamics ever change? If so, at what point?

How many sharps are there in the key signature?

What key is the song in?

What is the first note of the song?

What is the highest note in the song and when does it occur?

Do the rhythms vary a lot throughout the song or do they stay relatively consistent?

What instruments do you hear?

Are the instruments easily identifiable?

How would you describe the tone of the song and does it fit with the content of the lyrics?

CLOSE

What do you think Billie is talking about during the outro when she says “If I knew it all then would I do it again? If they knew what they said would go straight to my head, what would they say instead?”

Discuss the deeper meaning behind the song and how it seems fame has effected Billie's mental health.

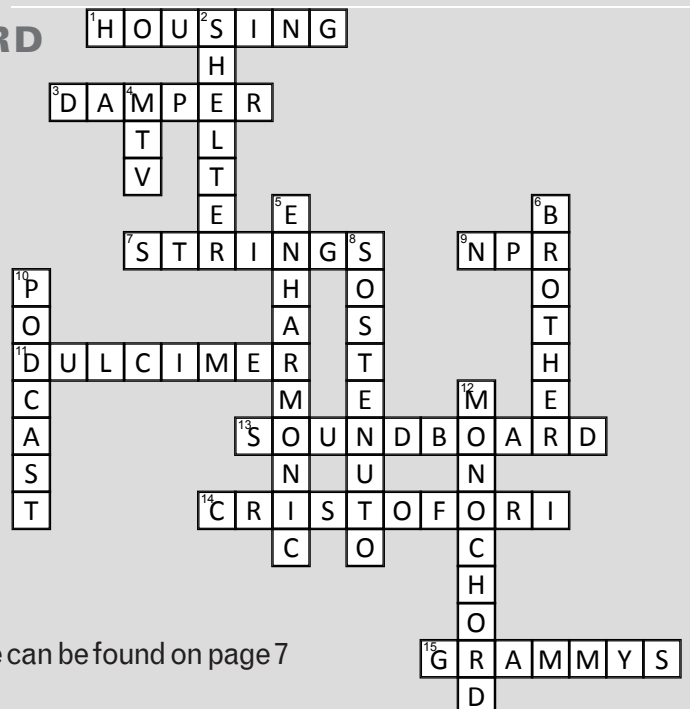
Why is it important to have family and friends by your side during times of stress?

ASSESS

Did the students follow along with the song?

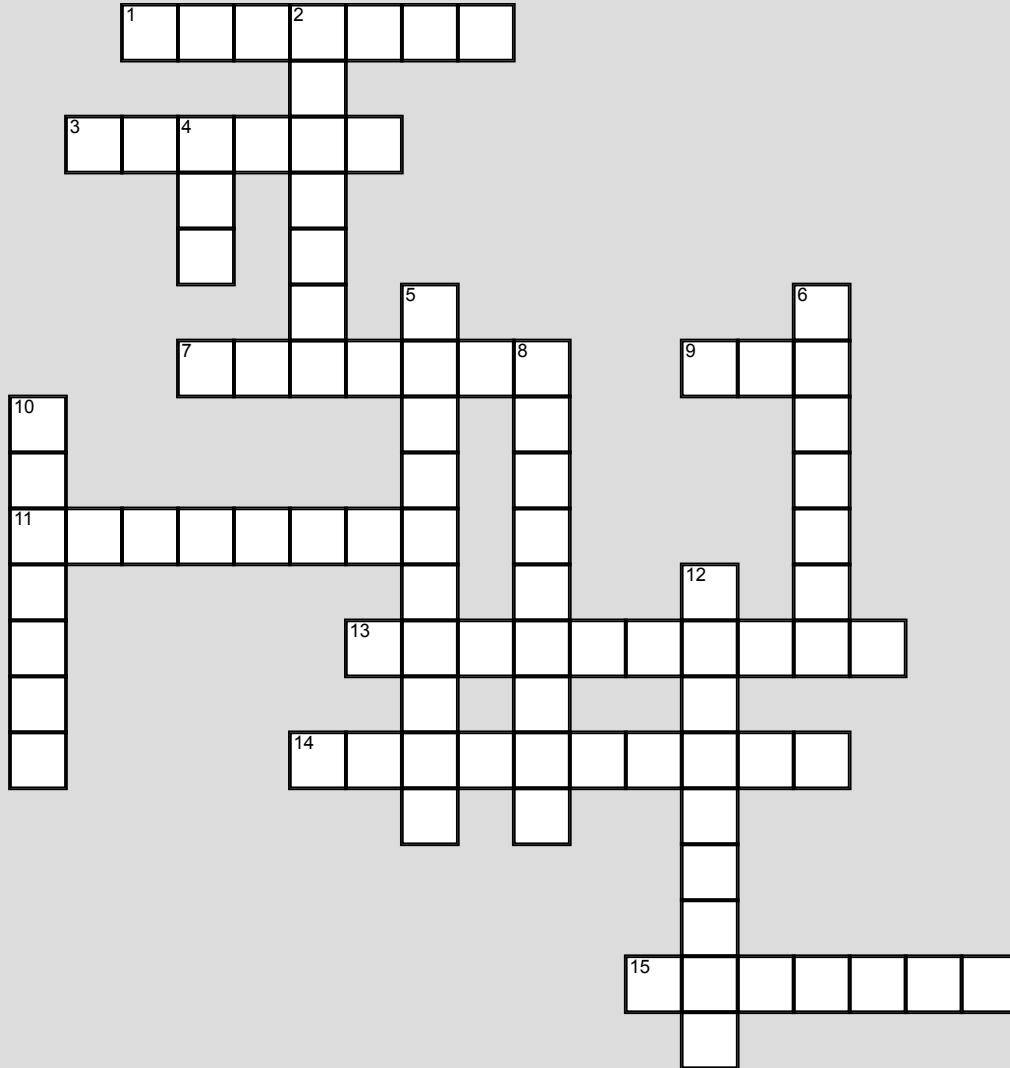
Did they answer the discussion questions?

CROSSWORD SOLUTION



Crossword Puzzle can be found on page 7

CROSSWORD



ACROSS

- 1** The **outside of a piano**, including the case and the lid
- 3** This sits on a piano string to **prevent it from vibrating**
- 7** A standard grand piano has over **200 of these**
- 9** **This media organization** offers dozens of unique podcasts, one of which is called "Classics For Kids"
- 11** **A cousin of the piano** featuring multiple strings that are struck with a hammer
- 13** A smoothly carved **wooden surface** meant to amplify the vibrations of piano strings
- 14** **Bartolomeo** _____ adapted the harpsichord into the first "piano"
- 15** Finneas and Billie won five of **these awards** in 2020

DOWN

- 2** Finneas wrote **this song** just to "stay in shape" as a songwriter
- 4** A-ha's new version of "Take On Me" gained popularity when it was played on **this 80s television channel**
- 5** Black keys on a keyboard are also called **this**, referring to the sharp or flat semitones of a note
- 6** Finneas has **this relation** to Billie Eilish
- 8** The **center pedal** of a piano
- 10** This form of **digital audio media** can serve as a great supplement to your music education
- 12** An instrument with **one string**