

TEACHER'S GUIDE

TODAY'S MUSIC EDUCATION RESOURCE

MUSIC ALIVE!

VOL. Vol. 39, No. 8

LISTENING GUIDE

"Believer" by
Imagine Dragons

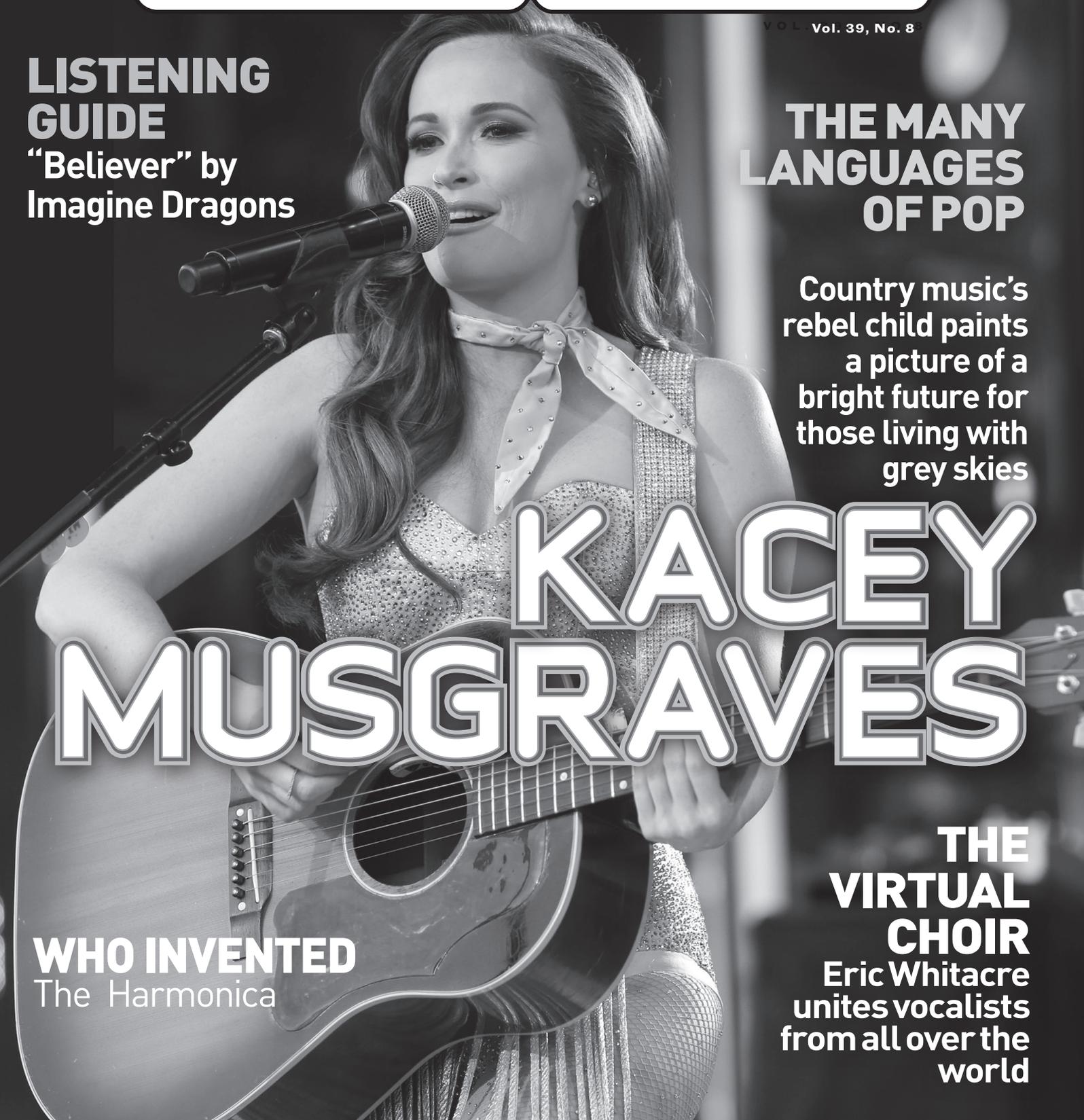
THE MANY LANGUAGES OF POP

Country music's
rebel child paints
a picture of a
bright future for
those living with
grey skies

KACEY MUSGRAVES

WHO INVENTED
The Harmonica

THE
VIRTUAL
CHOIR
Eric Whitacre
unites vocalists
from all over the
world



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by Imagine Dragons

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FROM THE EDITOR



As another school year comes to a close, this is a time to reflect. A lot has changed in the last few months, but the dedication of educators to their students has remained constant, if not intensified. During this time of grief and uncertainty, we must focus on unity and hope. "Rainbow" by Kacey Musgraves contains messages of both of these ideals, and the song has become somewhat of an anthem for many who are struggling to find the light during the pandemic. Hopefully this optimistic track helps to bring some extra color and light into your classroom.

Perhaps even more unifying is Eric Whitacre's Virtual Choir, which literally brings thousands of people from all over the world together in song. It's an incredible story and one that we hope inspires your students. This pandemic has allowed us to realize just how much we all have in common. Everyone is facing many of the same challenges regardless of their wealth, ethnicity and background. That is why we have chosen to highlight the rise of Latin and Korean music in US pop charts, which symbolizes our evolving culture. Enjoy the blend of languages in Hear the Music this month!

— 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

"Rainbow" by Kacey Musgraves

"Believer" by Imagine Dragons

"Despacito" by Luis Fonsi feat. Justin Bieber

"Fake Love" by BTS

"Ddu-Du Ddu-Du" by BlackPink

"Lo Siento" by Super Junior

EXTENDED PLAY

"Boy with Luv"

by BTS feat. Halsey

"Waste It on Me"

by BTS feat. Steve Aoki

"Chicken Noodle Soup"

by J-Hope feat. Becky G

LEARN MORE

Virtual Choir 1: "Lux Aurumque" <https://www.youtube.com/watch?v=D7o7BrIbaDs>

Virtual Choir 2: "Sleep" <https://www.youtube.com/watch?v=6WhWDCw3Mng>

Virtual Choir 3: "Water Night" <https://www.youtube.com/watch?v=V3rRaL-Czxw>

Virtual Choir 4: "Fly to Paradise" <https://www.youtube.com/watch?v=Y8oDnUga0JU>

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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

THE MANY LANGUAGES OF POP

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.8)
- Computer or mobile device with Internet access

START

Ask your students to read “The Many Languages of Pop” on pages 6-9. Then, go over the following highlighted words. **[This reinforces comprehension and vocabulary.]**

DIVERSITY—variety

UNPRECEDENTED—never done or known before

RHUMBA—a rhythmic dance with Spanish and African elements, originating in Cuba

MEASLY—despicably small or few

REVERBERANT—vibrating several times as an echo

SWATH—a broad strip or area

MIGRATION—movement from one part of something to another

PROMINENT—important; famous

BREACH—break through

MASHUP—a mixture or fusion of disparate elements

VAST—of very great extent or quality

RAPID—happening in a short time or at a fast pace

SURGE—a sudden powerful forward or upward movement

COMPILE—produce by assembling information collected from other sources

COHESIVE—cause to create a united whole

DEVELOP

As a class, listen to all of the tracks in Hear the Music

What would you say is the ratio between English and other language lyrics in these songs?

Have you personally noticed these songs come up in your music searches?

Do you like these songs?

If Spanish or Korean is not your first language, have you ever felt compelled to look up the translated lyrics to any of these songs? Why?

Watch the lyric video to “Chicken Noodle Soup.”

https://www.youtube.com/watch?v=sSH_sVChY4Y

There are Korean, Spanish and English lyrics, as well as the Romanized Korean lyrics. See if the class can sing along to the song using the lyric video!

CLOSE

The emergence of Spanish-language and Korean-language music in the US pop scene is only very recent. There have always been fluctuations of genres in and out of the charts, and eventually there will be a new one. What type of music do you think will become popular in the near future?

ASSESS

Did the students read the article?

Did they review the vocabulary words?

Did they answer the supplemental questions?



FEATURE

ERIC WHITACRE AND THE VIRTUAL CHOIR

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.8)
Computer or mobile device with Internet access

START

Ask your students to read “Eric Whitacre and the Virtual Choir” on pages 10-13 before reviewing the words below. [This reinforces comprehension and vocabulary.]

RESILIENT—able to withstand or recover quickly from difficult conditions

RESOURCEFUL—having the ability to find quick and clever ways to overcome difficulties

HARNESS—control and make use of

FERVOR—intense and passionate feeling

INCLUSIVE—not excluding any section of society

SYNCHRONIZE—occur at the same time or rate

ASTOUNDING—surprisingly impressive or notable

ATTAIN—succeed in achieving

COMPILE—produce by assembling information collected from other sources

CENTENNIAL—a hundredth anniversary

WHIM—a sudden desire or change of mind

REQUIEM—a musical composition setting parts of a Mass in the Roman Catholic Church

ENTRANCE—fill with wonder and delight

MIDST—in the middle of

COSMIC—inconceivably vast

UTTERLY—completely

MATERIALIZE—become actual fact; happen

FLUCTUATE—rise and fall irregularly in number or amount

CRESCENDO—a gradual increase in loudness

DROVES—a herd or flock

DEVELOP

Ask students the following questions:

How did Whitacre discover his passion for choral music?

In what year did Whitacre come up with the idea for the Virtual Choir?

What is the Virtual Choir?

What kinds of people are singers in the VC?

What were some of the issues he had to solve in order to make the VC possible?

What year was the first video posted?

How many VC videos have been created in the last decade?

2. Listen to each of the following Virtual Choir videos

1: “Lux Aurumque”

<https://www.youtube.com/watch?v=D7o7BrIbaDs>

2: “Sleep” <https://www.youtube.com/watch?v=6WhWDCw3Mng>

<https://www.youtube.com/watch?v=6WhWDCw3Mng>

3: “Water Night”

<https://www.youtube.com/watch?v=V3rRaL-Czxw>

4: “Fly to Paradise”

<https://www.youtube.com/watch?v=Y8oDnUga0JU>

How does hearing all of these voices together make you feel?

Which composition is your favorite and why?

What is different from one video to another?

Would you want to be a part of something like this?

ASSESS

Did the students read the article?

Did they answer the review questions?

Did they listen intently to the choir videos and give their opinions?



LISTENING GUIDE

“BELIEVER” BY IMAGINE DRAGONS

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.8)
Computer or mobile device with Internet access

START

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

DEVELOP

Play “Believer” by Imagine Dragons (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 adjectives would you use to describe this song?

What is unique about Reynolds’ voice?

How does this song make you feel?

Do you like the song? Why or why not?

3. Ask students about Dan Reynolds and the story behind the song

What was Reynolds’ motivation for writing “Believer?”

Why is this song relatable to many people?

What is the title of Imagine Dragons’ sophomore album?

Which Imagine Dragons album is “Believer” from?

What year did “Believer” become the best selling song in the US?

CLOSE

As a class, watch the official music video for “Believer.” The video is colorful, flashy and intense. The lyrical message is interwoven into the computer-generated artwork. Have students pay attention to the details of the video, particularly the brawl between Reynolds and the unnamed fighter.

<https://www.youtube.com/watch?v=7wtfhZwyrcc>

Discuss the impact the music video has on the way the song is received by the audience. Talk about the meaning behind the symbols seen in the video, the dynamic created by the lights and the fighting. Towards the end, Reynolds says to the man he’s fighting “I want to stop.” He responds, “we can’t.” What does this interaction represent?

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-39-8. Here are the quiz answers:

LANGUAGES OF POP

1. 16 years
2. “Despacito” by Luis Fonsi
3. 2017
4. Gloria Estefan, Shakira, Marc Anthony, Enrique Iglesias
5. Korean
6. BoA and Wonder Girls
7. BTS
8. “Fake Love”
9. Halsey, Steve Aoki, Zara Larsson, Nicki Minaj, Dua Lipa, Becky G, Charli XCX, Jason Derulo, John Legend, Ellie Goulding
10. A podcast that collects hits in countries around the world. You can listen at intunemonthly.com

VIRTUAL CHOIR

1. A compilation of videos of thousands of people singing the same song
2. 4-87 (all ages are welcome)
3. Five times
4. He decided to join the choir on a whim when he got to college and immediately fell in love with it
5. 2010
6. Whitacre found a video of a fan singing his song, and he wondered what it would be like if he had dozens of other people record themselves singing the same song as one
7. “Lux Aurumque”
8. Tuning, timing, directions
9. Over 40 million
10. Whitacre composed a piece for VC 6 during the pandemic to try to bring the world closer together

KACEY MUSGRAVES

1. Golden Hour
2. Her songwriting style is considered more progressive than more traditional country artists
3. Many people have been negatively affected by the coronavirus and “Rainbow” serves as a reminder that these dark times will pass and a bright future is ahead
4. Live at the Global Citizen OneWorld: Together at Home special
5. Same Trailer Different Park
6. Katy Perry, Willie Nelson, Alison Krauss
7. Good or bad
8. Writing songs that you believe in
9. She feels like there are certain expectations and standards for women in traditional country music that she doesn’t always feel comfortable with
10. She writes crossover songs that don’t have that distinctive “country” sound, and writes about songs that are relatable to almost everyone



SONG OF THE MONTH

“RAINBOW” BY KACEY MUSGRAVES

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.7)
- 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 16
3. **Play** Kacey Musgrave's “Rainbow” (*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:

Why is “Rainbow” considered an anthem of encouragement right now?

Who co-wrote “Rainbow” with Musgraves?

What year was her solo debut album released and how was it received by critics and the public?

What are some of Musgraves’ specific accomplishments, in terms of awards, recognition and certifications?

What genre is she associated with?

How does she feel about being labelled as a country artist?

What is her mantra when it comes to writing songs?

Why is she often called a rebel child in the country music industry?

In her opinion, what makes for “good” music?

What are some of the challenges she faces as a country artist?

2. Ask students questions about the song/ notation:

How many flats are in the key signature?

What key is the song in?

How would you describe Musgraves’ voice?

Does she sound distinctively country in this song?

What instruments do you hear?

How is this song different from a more traditional country song?

What happens in the 10th measure (and happens again several times throughout the song)?

What is this song about?

Is this song fast or slow?

Is this song soft or loud?

How does it make you feel? Why do you think it makes you feel that way?

Which part of the song is your favorite and why?

CLOSE

Watch Kacey Musgraves perform “Rainbow” live for the Global Citizen One World: Together at Home concert.

<https://www.youtube.com/watch?v=9TI3jpnWYNY>

Discuss: How is her live performance different from the recorded version?

Discuss: What is your interpretation of the slideshow that plays while she sings? What does this mean to you?

ASSESS

Did the students read the article?

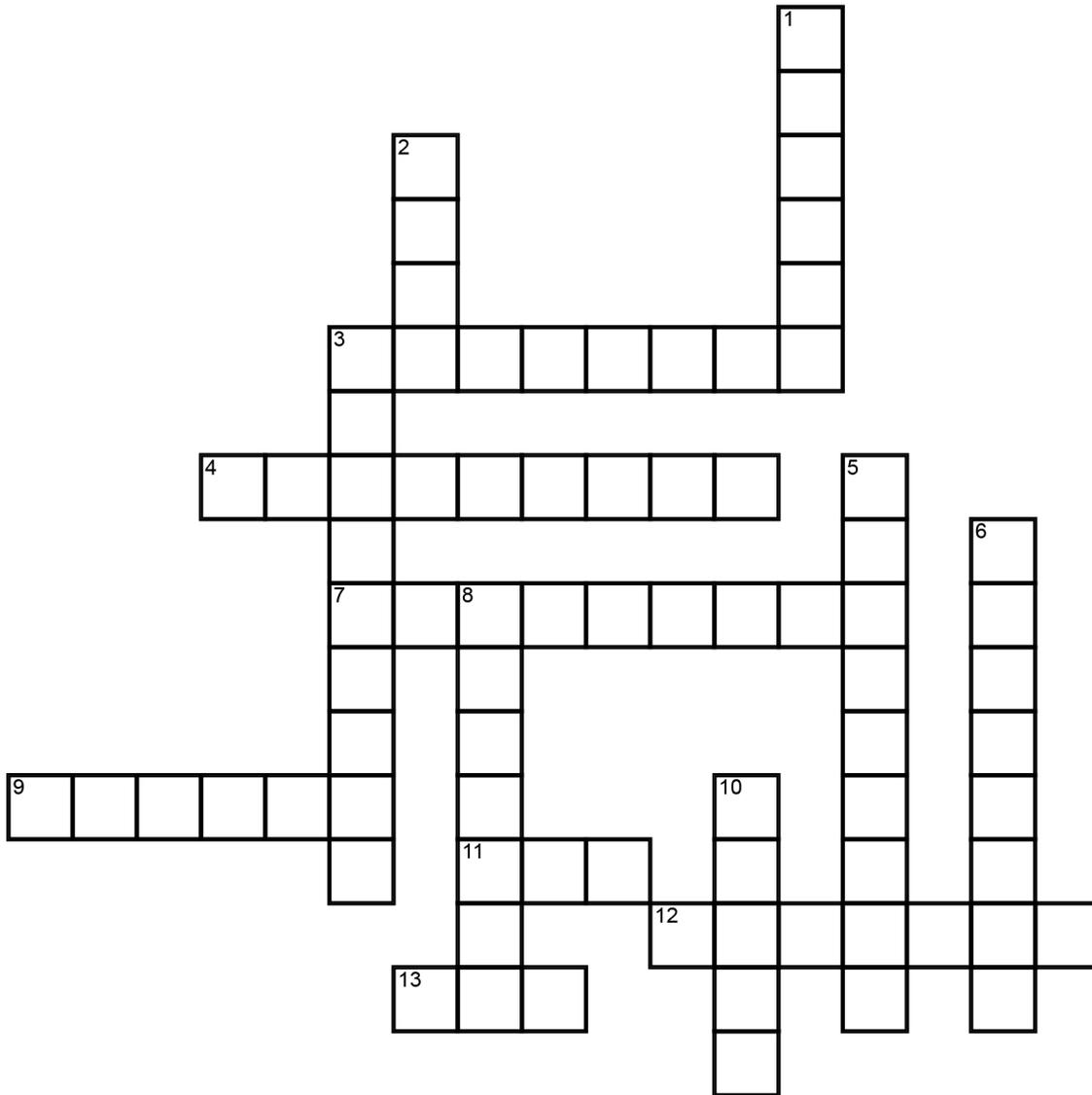
Did they answer the review questions?

CROSSWORD SOLUTION

Crossword Puzzle can be found on page 7



CROSSWORD



ACROSS

3 Dan Reynolds wrote **this song** about becoming stronger through his pain

4 **This song** started the trend of Latin music in the pop US mainstream

7 A pitch pipe is a basic form of **this instrument**

9 **This language** became 65% more popular in US colleges between 2013 and 2016

11 **This K-pop act** was the first to have a Korean album top the US charts

12 Kacey Musgraves is considered a musician of **this genre**, even though she doesn't like labels

13 Kacey Musgraves believes music falls into **this many** categories

DOWN

1 **Matthias** _____ was the first person to mass produce harmonicas

2 There have been **this many** Virtual Choir videos created in the last decade

3 **Christian Friedrich Ludwig** _____ was an instrument maker who first crafted

an aura (the first harmonica)

5 **This K-pop act** landed the highest-charting US single debut for a Korean girl group in 2018

6 **Eric** _____ had the idea to bring vocalists from all over the world together to sing his music

8 **A symbol** that Kacey Musgraves uses to represent hope and positivity

10 VC stands for **Virtual** _____