



LISTENING GUIDE

“FELLING GOOD” BY NINA SIMONE

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!* magazine (Vol.40 No.6)
- Computer or mobile device with internet access

START

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

DEVELOP

Play “Feeling Good” by Nina Simone (*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, are there long notes, short notes, or both?**
- Would you describe the song as high or low in pitch?**
- Is the tempo fast or slow?**
- What genre is the song? How do you know?**

How do the instruments sound to you?

What adjectives would you use to describe this song?

What is unique about Simone’s voice?

How does this song make you feel?

Do you like the song? Why or why not?

3. Ask students about Nina Simone and the story behind the song.

What styles of music is Simone known for?

What is this song about?

Why do you think it would resonate with the Civil Rights

Movement going on in America during that time?

How many albums did Nina Simone produce?

Who else has covered “Feeling Good”?

Who wrote the song?

CLOSE

As a class, listen to the Michael Bublé and Muse covers of “Feeling Good.” Compare and contrast the recorded and live sessions and compare to the Simone cover. What differences do you hear in the style? Which version do you like the best?

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?

WORD SEARCH SOLUTION

Word search is located on page 8

