

TODAY'S MUSIC EDUCATION RESOURCE

MUSIC ALIVE!

Vol. 42, No.1



**THE HARLEM
RENAISSANCE**

**LISTENING
GUIDE**

"Imagine"
by John Lennon
and Yoko Ono

BEACH

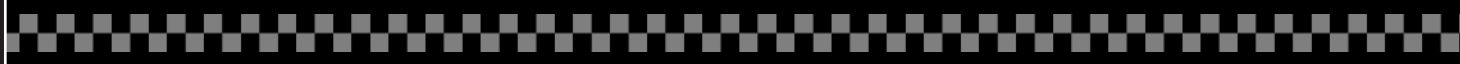
**An Emotional Creature
Gathers A Band and
Survives The Pandemic**

BUNNY

**THE HEALING
POWER OF MUSIC**

COOL CONCERT HALLS
A look at The Royal Albert Hall

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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 sswanson@intunemonthly.com. We welcome your feedback.

FROM THE EDITOR

It's that time of year again! The leaves are changing color, the air is getting crisp and cool, and students are back to school. For many kids, this means dusting off their instruments and getting ready for music class.

We all know music class is a great way for kids to learn about different genres of music, improve their coordination, and make new friends. Music Alive magazine gives students a new way to learn about music. In each issue, kids can read about their favorite singers and bands, learn how to play popular songs, and even get tips on starting their own band. Music Alive is the perfect magazine for any young music lover!

In our inaugural issue of the season, Music Alive centers around the topic of change. Cover band Beach Bunny were just going viral when the COVID pandemic occurred, forcing them to change how they make music together. John Lennon sang about his great desire for world peace in the classic "Imagine." The Harlem Renaissance was a boom for American music and arts during a time of great societal change. On a different front, the profession of music therapy has brought a different perspective to healing in the medical profession.

On behalf of Music Alive, we welcome you back to school and another great year of music ahead!

— Stacey Swanson, Editor-in-chief

HEAR THE MUSIC

"Cloud 9"
by Beach Bunny

"Oxygen" by Beach Bunny

"Imagine"
by John Lennon & Yoko Ono

"Savoy Blues"
by Louis Armstrong

"Take the A Train"
by Billy Strayhorn for
the Duke Ellington Orchestra

"What a Little Moonlight Can
Do" by Billie Holiday

"Afro-American:
III. Humor. Animato" from
Symphony No.1 by William
Grant Still

"Ain't Misbehavin'" by Fats
Waller

"Come Sunday (feat. Eli Bish-
op)" from *Black, Brown, and
Beige* by Duke Ellington

"Rhapsody in Blue" by George
Gershwin

"Doctor Jazz" by Jelly Roll
Morton

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A Summary of the National Core Arts Standards

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



FEATURE

THE HEALING POWER OF MUSIC

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.42 No.2)

“Learn More” supplemental videos

Computer or mobile device with internet access

START

Ask your students to read “The Healing Power of Music” on pages 6-9 before reviewing the vocabulary words below.

Culture – the arts and other manifestations of human intellectual achievement regarded collectively

Music Therapy – therapy based on engagement in musical activities

Emotion – a strong feeling deriving from one's circumstances, mood, or relationships with others

Musopathology – the study of how and why music is good for your health

Medical – relating to the science or practice of medicine.

Veteran – an ex-member of the armed forces, or someone who has learned from repeated experiences

Credential – a qualification, achievement, quality, or aspect of a person's background, especially when used to indicate their suitability for something

Cognitive – a thought process

Physiological – relating to the branch of biology that deals with the normal functions of living organisms and their parts

Receptive – able to receive signals or stimuli

Active – engaging or ready to engage in physically energetic pursuits

Therapeutic – the branch of medicine concerned with the treatment of disease and the action of remedial agents

Development – a specified state of growth or advancement

Management – the process of dealing with or controlling things or people

DEVELOP

1. Ask students the following:

Where did music therapy get its start?

When was the earliest organization dedicated to musical therapies established?

Why do you think music therapy is unique compared to other careers in music?

How did wartime enhance utilizing music as a therapeutic?

Why do you think it would be important for a music therapist to become certified?

How are the two major types of music therapy (listening and participating) similar and different?

What are the health benefits of music therapy in practice?

How were some of the ancient beliefs of music as a therapeutic different or the same to today?

Where can one find music therapy services today? Why do you think they are in those spaces?

How many hours must it take to earn a certification in music therapy?

2. Watch the selections in “Learn More” as a class

What sounds can you identify?

What instruments do you hear?

How would you describe the structure of the sessions?

What age people benefit from music therapy??

What are your key takeaways after watching the videos?

CLOSE

Have students select a health issue. Brainstorm various ways music therapy could help with that health issue. Create small groups or make it a class project.

ASSESS

Did the students read the article?

Did they answer the review questions?

Did they pay attention to the videos?



FEATURE

THE HARLEM RENAISSANCE

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.42 No.1)
- Computer or mobile device with internet access

START

1. Ask your students to read “The Harlem Renaissance” on pages 10-13. Then, review the following vocabulary.

- Renaissance**—a revival of or renewed interest in something
- Great Migration**—the relocation, during about 1916 to 1970, of more than six million African Americans from the rural South to the cities of the north, midwest, and west
- Syncopation**—the displacement of beats or accents in music or a rhythm so that strong beats become weak and vice versa
- Lounge**—a type of easy listening music popular in the 1950s and 1960s. It may be meant to evoke the feeling of being in a place, usually with a tranquil theme
- Jazz**—American music developed especially from ragtime and blues, characterized by propulsive syncopated rhythms, polyphonic ensemble playing, improvisation, and often deliberate distortions of pitch and timbre
- Bebop**—a type of jazz originating in the 1940s, characterized by complex harmony and rhythms
- Big Band**—a large group of musicians playing jazz, swing or dance music
- Composition**—a work of music, literature, or art
- Improvisation**—free form and created without preparation
- Technique**—skill or ability in a particular field
- Society**—the community of people living in a particular country or region and having shared customs, laws, and organizations
- Influence**—a person or thing with the capacity or power to have an effect on someone or something

DEVELOP

2. Ask students about the story:

- What happened prior to the Harlem Renaissance that gave it its start?**
- How were the content and themes of music in the 1910's through 1930's unique?**
- Why and how did the Harlem influence go overseas?**
- How did the *Afro American Symphony* stretch cultural**

boundaries?

What impact did the Harlem Renaissance have on composers like George Gershwin?

Why do you think the music during this era became so popular?

How did Duke Ellington describe his suite *Black, Brown, and Beige*?

Chick Webb's innovation in drumming technique earned him which title?

Do you know of any current genres that may be inspired by the Harlem Renaissance?

3. As a class, listen to the tracks in *Hear the Music*

“Savoy Blues” by Louis Armstrong

How are the melodies different than what you hear in music today?
How does this song make you feel? What mood do you think it is trying to describe?

How many harmony lines do you hear?

Do you feel a steady beat?

“Rhapsody in Blue” by George Gershwin

How does this piece differ in style to “Savoy Blues”?

Do you feel a steady beat? Does it feel disjointed?

How does the rhythm change with the melodic themes?

Compare the melodic style of George Gershwin to William Grant Still.

“Afro American: III. Humor. Animato” from *Symphony No. 1* by William Grant Still

How does the song compare to the others ?

Are there any instruments that you recognize?

What emotion do you feel listening to the music?

How does this compare to George Gershwin's symphonic work?

4. As a class, watch the video selections in the “Learn More.”

How did the Harlem Renaissance impact American culture?

Does the video provide a good understanding of this period's importance?

Why is this period important in the development of black culture?

CLOSE

Have students select their own musical artists from the Harlem Renaissance and do a creative “about me” style worksheet about them.

ASSESS

Did the students read the article?

Did they review the vocabulary words?

Did they answer the supplemental questions?



SONG OF THE MONTH

“CLOUD 9”

By Beach Bunny

Meets National Core Arts Anchor 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.42 No.1)
- 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 Beach Bunny’s “Cloud 9” (*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:

- When did Lili Trifilio get her big break?
- How did social media play a part in her development?
- How would you describe Beach Bunny’s musical style?
- How did the additional band members impact Trifilio’s success?
- How did the pandemic change the band?
- Why do you think the band’s sound grew edgier?
- Who signed Beach Bunny?

- What is the song “Cloud 9” about?
- How did “Cloud 9” debut on the *Billboard* charts?

2. Based on the supplied notation, ask students about the song:

- Which Beach Bunny album is “Cloud 9” from?
- Is this song fast or slow?
- What key is the song in?
- What was Trifilio’s source of inspiration for writing “Cloud 9”?
- How many sharps or flats are in the key signature?
- In which measure does the first verse begin?
- What is this song about?
- What instruments are heard at the beginning of the song?
- 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 Beach Bunny’s “Cloud 9” music video.

Discuss: As a class, discuss the components of the video as it compares to the lyrics of the song. Do the images match the words? Discuss the future of using social media to be discovered as an artist.

ASSESS

- Did the students follow along with the song?
- Did they answer the discussion questions?

Make Sure You Teach Your Students To Protect Their Hearing!

Etymotic’s “Adopt-A-Band” program is now called Etymotic Education

ETYMOTIC EDUCATION
(Formerly Adopt-A-Band)

For more information and to order info@intunepartners.com

ETYMOTIC EDUCATION PRICING

Minimum order 25 pairs

Purchase orders accepted, but products shipped upon payment

ER20 SMB-C
\$10.25
 plus shipping

ER20XSD-UF-C
\$14.95
 plus shipping





SONG OF THE MONTH

“IMAGINE”

By John Lennon and Yoko Ono

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.42 No.1)
- Computer or mobile device with internet access

START

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

DEVELOP

Play “Imagine” by John Lennon and Yoko Ono (*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?**
- Is there anything distinctive about the percussion?**
- How does this song make you feel?**
- Do you like the song? Why or why not?**

3. Ask students about John Lennon and the story behind the song.

How many “takes” were recorded before the session was finished?

What inspired Lennon to write “Imagine?”

How did he come up with the song?

Why do you think a song calling for world peace would have been relevant at the time it was written?

When it was first released, how was “Imagine” received?

CLOSE

As a class, watch “Imagine.” Discuss notable characteristics of the video. Does the video match the lyrics?

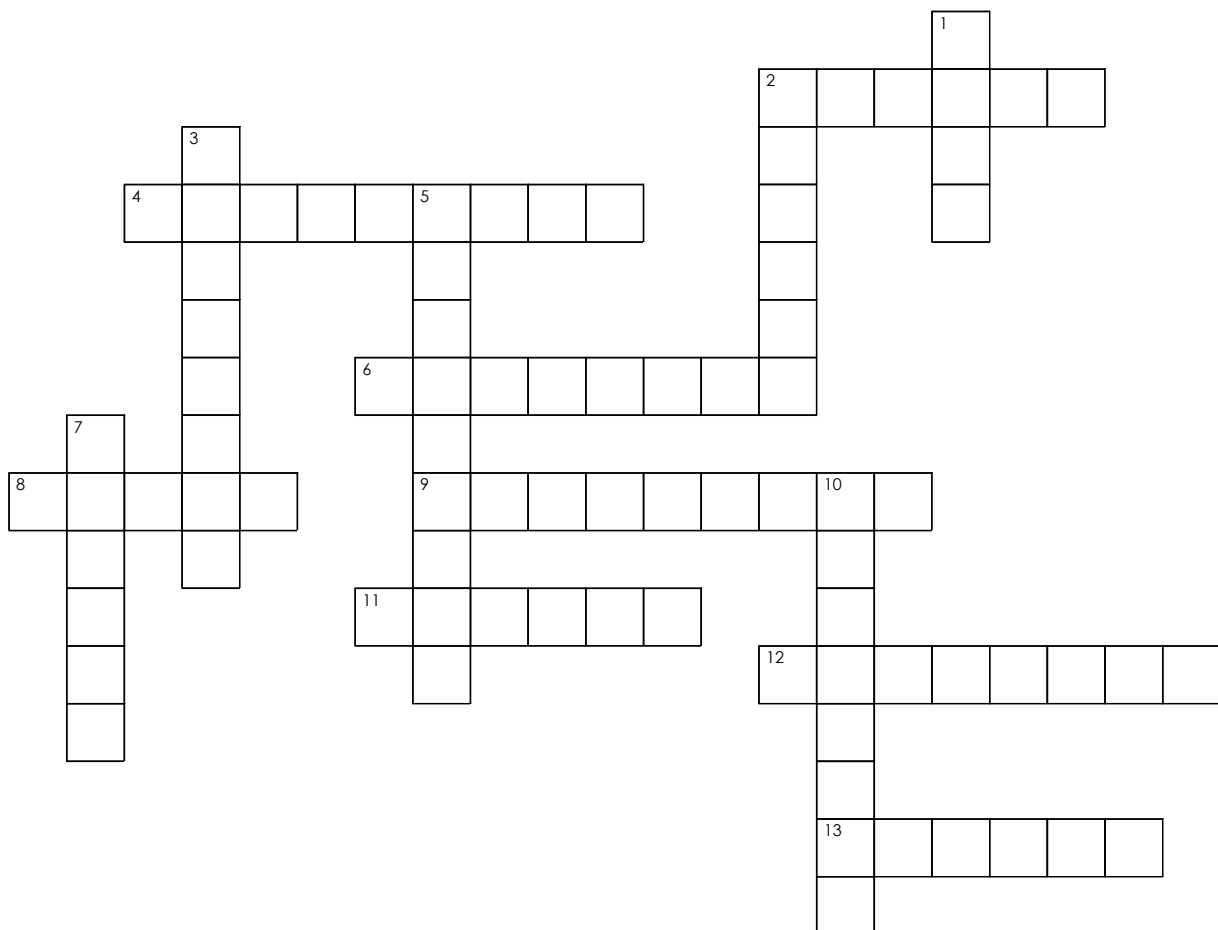
Discuss Lennon’s motivation to write the song and how powerful the concept of world peace can be. The goal is to get students thinking and talking about how music serves as a vehicle for societal change. When everyone is finished, have a classroom discussion about their answers.

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?**

Name: _____

Music Alive Crossword Puzzle



Across: →

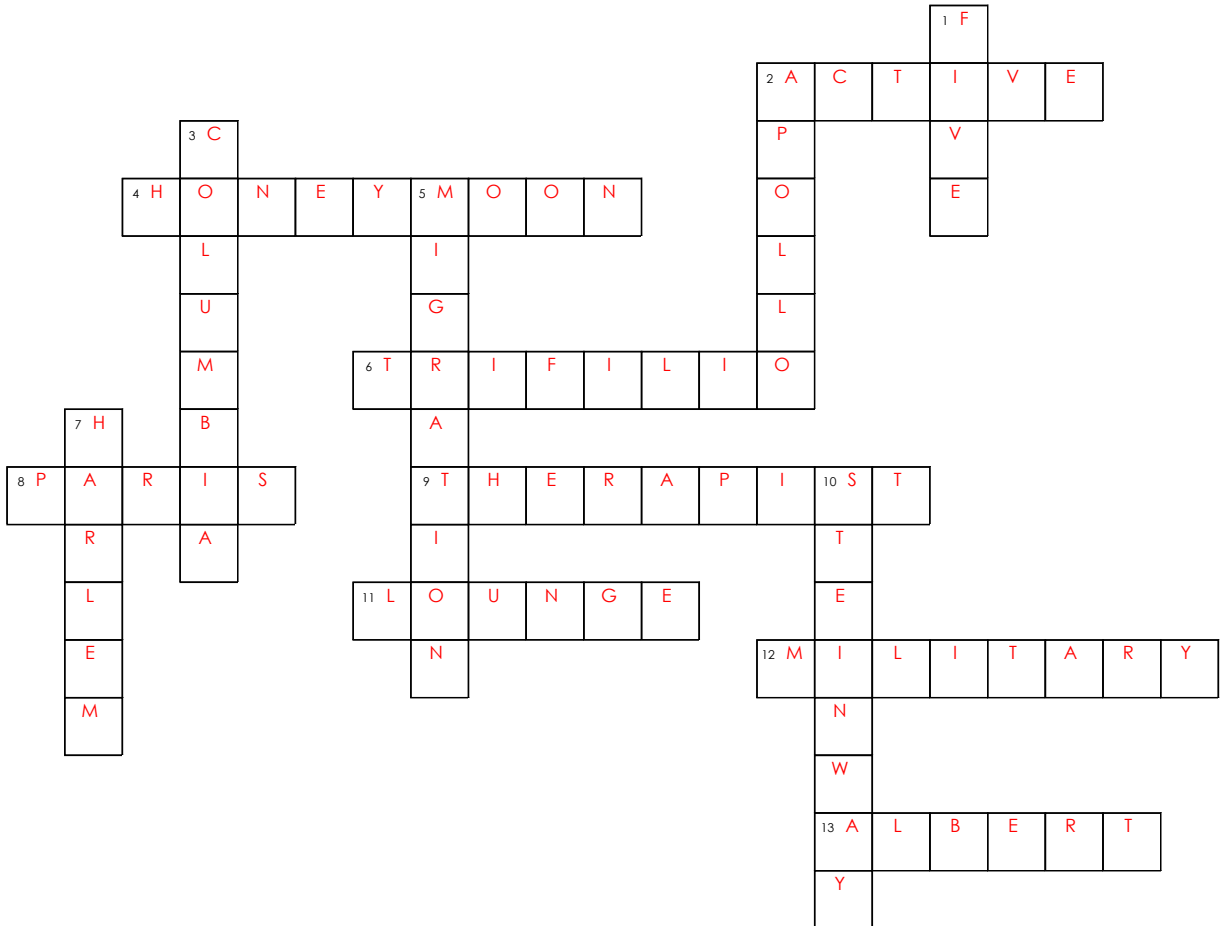
- 2. Therapeutic engagement type
- 4. Beach Bunny hit album
- 6. Beach Bunny lead writer
- 8. European city influence by jazz
- 9. Medical music profession
- 11. Inspired by jazz with futuristic touch
- 12. Music therapy used to help soldiers in ____
- 13. Queen dedicates hall to who?

Down: ↓

- 1. Number of tones in Yellow Canon
- 2. Greek god of medicine
- 3. Music therapy formally documented in?
- 5. The Great ____, millions moved north
- 7. Section of Manhattan created renaissance
- 10. Piano brand of Lennon

SOLUTION

Music Alive Crossword Puzzle



Across: →

- 2. Therapeutic engagement type
- 4. Beach Bunny hit album
- 6. Beach Bunny lead writer
- 8. European city influence by jazz
- 9. Medical music profession
- 11. Inspired by jazz with futuristic touch
- 12. Music therapy used to help soldiers in ____
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- 1. Number of tones in Yellow Canon
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- 3. Music therapy formally documented in?
- 5. The Great ____, millions moved north
- 7. Section of Manhattan created renaissance
- 10. Piano brand of Lennon

Name: _____

Music Alive Word Find



Find the following words in the puzzle.
Words are hidden and .

ARISTOTLE
BEBOP
CONCERT
CRIMEAN
HARLEM
HONEYMOON
IMAGINE

JAZZ
LENNON
LOUNGE
MONTMARTRE
MUSOPATHY
NIGHTINGALE
NOVICE

OXYGEN
PRINCE
RECEPTIVE
TRIFILIO
WEEDS

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Music Alive Word Find

B . E C N I R P . . T R E C N O C
 E . W
 B . M E
 O . E . E E R T R A M T N O M
 P T L . N D . . . E E
 A R R E A . S . . N C . O X Y G E N
 R I A V E I I . . M U S O P A T H Y .
 I F H I M L . . . G V
 S I E T I E . . . A O
 T L G P R N . . . M N
 O I N E C N . . . I
 T O U C . O . . . H O N E Y M O O N
 L . O E . N
 E . L R Z Z A J
 N I G H T I N G A L E

Word directions and start points are formatted: (Direction, X, Y)

- | | | |
|---------------------|----------------------|--------------------|
| ARISTOTLE (S,1,6) | JAZZ (W,14,14) | OXYGEN (E,13,6) |
| BEBOP (S,1,1) | LENNON (S,6,8) | PRINCE (W,8,1) |
| CONCERT (W,17,1) | LOUNGE (N,3,14) | RECEPTIVE (N,4,14) |
| CRIMEAN (N,5,11) | MONTMARTRE (W,19,4) | TRIFILIO (S,2,5) |
| HARLEM (N,3,8) | MUSOPATHY (E,14,7) | WEEDS (SE,3,2) |
| HONEYMOON (E,10,12) | NIGHTINGALE (E,1,15) | |
| IMAGINE (N,10,11) | NOVICE (N,11,10) | |

LEARN MORE

Listening Guide

Watch the making of the song: <https://www.youtube.com/watch?v=L4GmKJoin5c>

Watch his son Julian sing the iconic song: <https://www.youtube.com/watch?v=NicWjYMPDG0>

Official Video: <https://www.youtube.com/watch?v=v27CEFE02Hs>

Music Therapy

What is Music Therapy? <https://youtu.be/UjhgHEDG0NU>

The Impact of Music Therapy <https://youtu.be/PvyK3euKV2U>

What a Music Therapy Session Looks like <https://youtu.be/ciubgEkE1i4>

Benefits of Music Therapy <https://youtu.be/yWKcuc8DDQQ>

EXTRA CREDIT: Watch this TEDx: <https://www.youtube.com/watch?v=47-90fPyQa8>

Harlem Renaissance

<https://youtu.be/9gboEyrj02g>

<https://youtu.be/sIILBeUrYLk>

<https://youtu.be/1eRNRzyX3ac>

Cool Concert Halls

Take a Tour: https://www.youtube.com/watch?v=_7bu7cemzjk

https://www.youtube.com/watch?v=jku3E5uC_wA&t=211s

Watch a performance: <https://youtu.be/ngyCBPPTHjE>

Cover Story

Watch: <https://www.youtube.com/watch?v=AjbX98Uh5No>