

TODAY'S MUSIC EDUCATION RESOURCE

# MUSIC ALIVE!

**LISTENING GUIDE**  
"I Walk The Line"  
by Johnny Cash

**THE TRADITIONAL  
MUSIC OF IRELAND**

**GAME ON!**  
Video Game Music

# LAINNEY WILSON

A hardworking purveyor of "Bell Bottom Country" scores big with songs just right for the times

**COOL CONCERT HALLS**  
A look at The Hollywood Bowl

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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 [sswanson@intunemonthly.com](mailto:sswanson@intunemonthly.com). We welcome your feedback.

## FROM THE EDITOR

As the seasons change and we're now at full steam in a new school year, Music Alive's second issue highlights a series of musical breakthroughs, starting with our November cover artist, Lainey Wilson.

Wilson is nothing short of a country breakout phenom, with a staggering six Country Music Association nominations in this her first year of contention. Our Listening Guide features a timeless hit by singer Johnny Cash, who figuratively took the Grand Ole Opry stage by storm and changed country music forever. Going back through time, we profile the folk music of Ireland which reached far beyond the island nation, influencing music around the world. Then there's the breakthrough technology that ushered in the world of video gaming, and with it, a new channel for the sounds of music. Lastly, there's The Hollywood Bowl, which over a hundred years ago became one of the first modern stadium venues designed specifically for musical performance.

We hope that you and your students will enjoy our latest content collection and that it will provide the basis for lessons on some of the many options for studying music!

— Stacey Swanson, Editor-in-chief

## HEAR THE MUSIC

"Things a Man Oughta Know"  
by Lainey Wilson

"I Walk The Line" by Johnny Cash

"Pac-Man Theme"  
from Pac-Man by Toshio Kai

"Frogger Theme"  
from Frogger, Konami

"Tetris Theme"  
from Tetris by Alexey Pajitnov

"Zelda's Lullaby"  
from The Legend of Zelda by Koji Kondo

"Gusty Garden Galaxy"  
from Super Mario Galaxy by Mahito Yokota

"Legend of Zelda: Suite" performed by the London Philharmonic Orchestra

"Zanarkand" from Final Fantasy X  
by Nobuo Uematsu

"Wrath of the Lich King" from World of Warcraft by Derek Duke, Glenn Stafford, Russel Brower & Jason Hayes

"One Final Effort" from Halo 3  
by Martin O'Donnell & Michael Salvatori

"Earth" from Assassin's Creed II  
by Jesper Kyd

"Miku (NES Version)" from S/S17  
by Anamaguchi & Hatsune Miku

"Tribute to Bunting" by The Chieftans

"Riverdance" by Celtic Roots

"Si Bheg Si Mhor" traditional folk song

"Na Laetha Geal M'oiige" by Enya

"Crowley's Reel" traditional, performed by James Galway and The Chieftans

"My Cape Breton Home"  
by Jerry Holland and James Galway

Roisin Dubh (Black Rose): A Rock Legend by Thin Lizzy

"Red Haired Boy" traditional folk song

"Reel Around the Sun" from Riverdance 25th Anniversary by Bill Whelan

"White City" by The Pogues

"Thunderhead" by Afro Celt Sound System

"Paddy Ryan's Dream"  
by Michael Coleman

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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

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## **Cr2**

Organize and develop artistic ideas and work

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## **Cr3**

Refine and complete artistic ideas and work

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## **Pr4**

Analyze, interpret, and select artistic work for presentation

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## **Pr5**

Develop and refine artistic work for presentation

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## **Pr6**

Convey meaning through the presentation of artistic work

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## **Re7**

Perceive and analyze artistic work

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## **Re8**

Interpret intent and meaning in artistic work

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## **Re9**

Apply criteria to evaluate artistic work

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## **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 GAME ON!

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)  
 Hear the Music Playlist  
 Computer or mobile device with internet access

## START

Ask your students to read “Game On” on pages 6-9 before reviewing the words below. [This reinforces comprehension and vocabulary.]

**Chiptune** - also known as chip music or 8-bit music, is a style of synthesized electronic music made using the programmable sound generator (PSG) sound chips or synthesizers in vintage arcade machines, computers, and video game consoles

**Loop** - a structure, series, or process, the end of which is connected to the beginning

**Theme** - an idea that recurs in or pervades a work of art or literature

**Chromatic** - (of a scale) ascending or descending by semitones

**Sampling** - the technique of digitally encoding music or sound and reusing it as part of a composition or recording

**Digital Signal Processing** - the use of digital processing, such as by computers or more specialized digital signal processors, to perform a wide variety of signal processing operations

**Console** - a panel or unit accommodating a set of controls for electronic or mechanical equipment

**Channel** - a medium for communication or the passage of information

**Generation** - the average period during which a piece of technology progresses to another release

**Hybrid** - a thing made by combining two different elements: a mixture

**FM** - short for frequency modulation

**Processor** - manages all instructions such as arithmetical, logical, input/output (I/O) and other basic instructions, which are created by hardware or operating system

**VGM** - short for video game music

**Soundtrack** - a recording of the musical accompaniment to a movie

## DEVELOP

Ask students the following questions:

**What are some emotions that music can provide in video games?**

**How has sound technology grown between generations?**

**How can recording artists now use their music in video games?**

**Why is the music important to the overall plot of the game?**

**What types of musicians can bring the music to life?**

**How do you think synthesizers and digital programs have changed the landscape of musical composition?**

**Why are music themes important?**

### 2. Listen to the selections in Hear the Music as a class.

“Frogger Theme” by Konami

- What do you think the time signature is?
- How would you describe the tempo?
- What type of genre is this theme?

“Zelda’s Lullaby” by Koji Kondo

- Can you picture the scene based off the music? What happened in the game during this music?
- How is this theme technically different to the first?
- Why do you think VGM can musically paint the scene?

“One Final Effort” by Martin O’Donnell & Michael Salvatori

- Connect the underscore to the plot in the movie. Did the composer capture the essence of what was happening in the game to the music?

## CLOSE

As a class project, and using samples from existing music, create a soundtrack matched to a video game sequence. Identify songs that best set the tone of what happened, as well as themes for each character.

Students will complete “All About the Article” worksheet located at [www.musicalive.com/worksheets](http://www.musicalive.com/worksheets).

## ASSESS

Did the students read the article?

Did they answer the review questions?

Did they pay attention to the details of each song?



# FEATURE

## THE TRADITIONAL MUSIC OF IRELAND

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.2)
- Computer or mobile device with internet access

### START

Ask your students to read “The Traditional Music of Ireland” on pages 10-13. Then, go over the following highlighted words to reinforce comprehension and vocabulary.

- Celts**- Widespread group of tribes whose culture has been discovered through burials, artifacts, and languages
- Gaelic League**- Established in 1893, this group was established to restore the Irish language. They ran Irish classes around the country and taught native speakers how to read and write their own language.
- The Great Famine**- Also known as the Irish Potato Famine, it was a period of mass starvation and disease in Ireland from 1845 to 1849
- Bodhrán** - a large drum covered with stretched animal skin and struck with a stick. It's used in traditional music to provide a pulsating beat.
- Wax Cylinders**- Early medium on which to record sound.
- Concertina**- A musical instrument with characteristics similar to that of an accordion or harmonica. Popular in Irish traditional music.
- Bouzouki**- Adaptation of the Greek bouzouki and looks like a large mandolin. It has a more open sound and is easier to hold.
- Semitone**- The distance in pitch between notes. They are the smallest intervals used in music.
- Reels**- A genre of Irish folk dance.
- Ionian, Aeolian, Dorian, and Mixolydian**- Some of the musical modes prevalent in traditional Irish music.
- Uilleann pipes**- A type of bagpipes used to play some styles of traditional Irish music
- Harmony**- The sound of two or more notes heard simultaneously
- Chord progression**- A series of chords played sequentially in one key

### DEVELOP

As a class, watch the video of a Chieftans performance.

- How is this style of music unique?
- How do the instruments used differ from those you may hear today? How are they similar?
- Does the movement to the music add interest to the music?
- Which instrument family is **not** used in Irish ensembles?

### Watch the video regarding emigration to the U.S.

- How did Irish music come to the U.S?
- Who recorded Irish music for the first time?
- Which American made fiddling popular?

### Listen to the songs in Hear the Music.

- What do you think is important about preserving music from antiquity?
- Traditional Irish music was largely passed down by families through word of mouth and rote learning. Is this a good method? How do you think we could help the historians of the future know about what the music of our time is like?
- Can you detect a steady beat?
- Does this music sound like today's music? How does it sound different?
- After listening, how does it make you feel?

### Watch the video demonstrating how traditional Irish instruments and melodies sounded.

- How different do the instruments look and sound?
- Describe the flute's sound.
- Do these instruments compare to any instrument in today's music?
- How does the musician create notes for each instrument?

### EXTRA CREDIT

Watch the *Riverdance* video. Discuss as a class how the sound of the traditional instruments affects the movement and danceability of the performers.

### CLOSE

Discuss other forms of traditional/folk music created and performed in other cultures. Once a connection, is made, does traditional Irish music seem similar or different?

Students will complete “All About the Article” worksheet located at [www.musicalive.com/worksheets](http://www.musicalive.com/worksheets).

### ASSESS

- Did the students read the article?
- Did they review the vocabulary words?
- Did they answer the supplemental questions?
- Did they complete the appropriate worksheet?



# SONG OF THE MONTH

## “THINGS A MAN OUGHTA KNOW”

By Lainey Wilson

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.2)
- 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 Lainey Wilson's "Things a Man Oughta Know" (Hear the Music track 1 on [musicalive.com](http://musicalive.com)), while the students read through the notation on pages 17-18.

### DEVELOP

Ask students about the story:

- When did Wilson get her musical start?
- How did she get experience as a teen singing and performing?
- How would you describe Lainey's musical style?
- Which network used her songs for a television series?
- How did Wilson get her big break?
- Who signed Lainey Wilson?
- What is "Things a Man Oughta Know" about?
- How did "Things A Man Oughta Know" chart/debut?
- How does Wilson describe her sound?

2. Ask students questions about the song/notation:

- Which Lainey Wilson album is "Things A Man Oughta Know" from?
- Is this song fast or slow?
- What key is the song in?
- What was the source of inspiration for Wilson to write "Things A Man Oughta Know"?
- How many sharps/flats are in the key signature?
- In which bar 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 Lainey Wilson's "Things A Man Oughta Know" video performances.

Discuss: As a class, discuss the components of the video as it compares to the lyrics of the song.

Students complete "About the Artist" worksheet located at <https://www.musicalive.com/worksheets/>

### ASSESS

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

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 plus shipping






# LISTENING GUIDE

## “I WALK THE LINE”

By Johnny Cash

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.2)  
Computer or mobile device with internet access

### START

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

### DEVELOP

Play “I Walk the Line” by Johnny Cash (*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 the story behind the song.
- How long did it take for Cash to come up with the lyrics?**
  - Where was the song recorded?**
  - Why did Cash hum in between verses?**
  - When it was first released, how was “I Walk the Line” received?**
  - What inspired Cash to write “I Walk the Line”?**

### CLOSE

**As a class, watch the video.** Discuss notable characteristics of the video. Does the video visualize the lyrics?

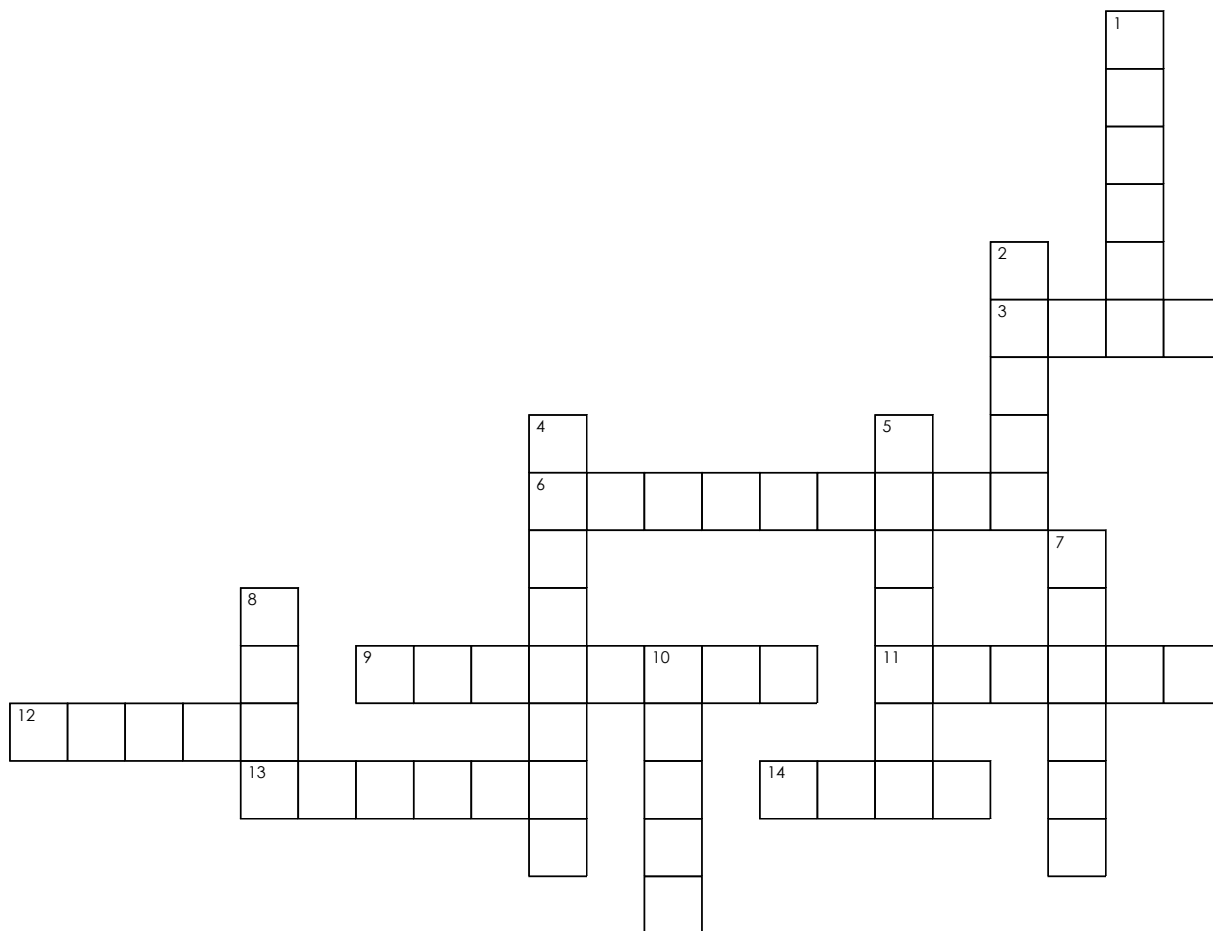
**Discuss Cash’s motivation behind writing the song and its relation to “the power of love.”** The goal is to get students thinking and talking about how music serves as a vehicle for emotion and to comment on one another’s answers.

### 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



### Across: →

3. Cash premiered at this venue
6. Arena built for concerts
9. Northernmost area of the U.K.
11. 1st video game to feature continuous music
12. Composer known for his Zelda theme
13. CMA Awards First-timer
14. The first video game to have sound effects

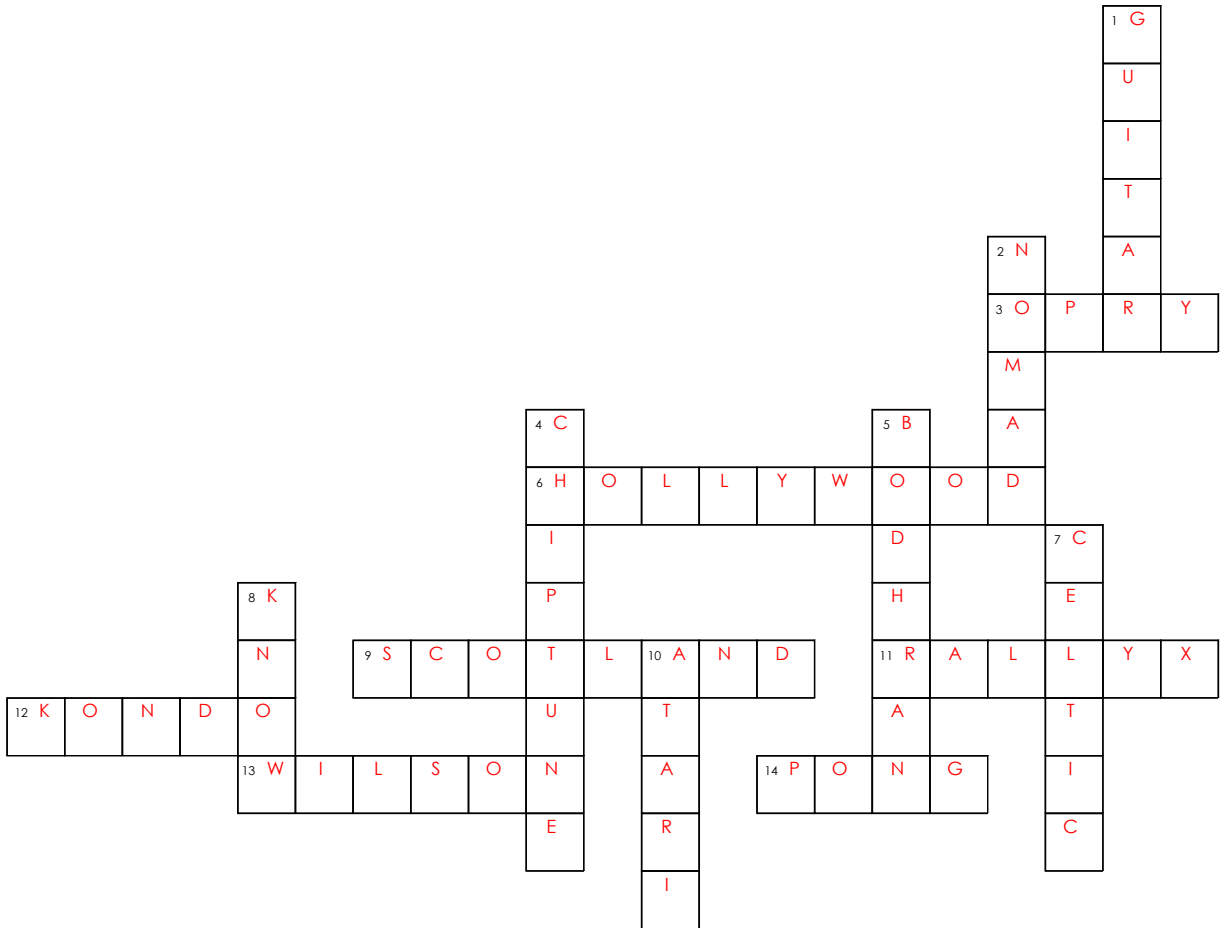
### Down: ↓

1. Cash used paper in this instrument
2. No permanent home
4. Early gaming music genre
5. Large drum covered in animal skin
7. Music from Ireland, Scotland, and Wales
8. "Things a Man Oughta \_\_\_\_\_"
10. Company responsible for creation of Pong



# SOLUTION

## Music Alive Crossword



### Across: →

3. Cash premiered at this venue
6. Arena built for concerts
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### Down: ↓

1. Cash used paper in this instrument
2. No permanent home
4. Early gaming music genre
5. Large drum covered in animal skin
7. Music from Ireland, Scotland, and Wales
8. "Things a Man Oughta \_\_\_\_"
10. Company responsible for creation of Pong

Name: \_\_\_\_\_

# Music Alive Word Find

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

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

ARENA  
ATARI  
BILLBOARD  
BOUZOUKI  
CASH  
CELT  
CHANNEL  
CHIPTUNE

COUNTRY  
DUBLIN  
DUBLINERS  
FAMINE  
FIDDLE  
GAELIC  
GENRE  
GUITAR

HARP  
HOLLYWOOD  
IRELAND  
LAINEY  
MANDOLIN  
ORCHESTRA  
PACMAN  
PONG

SYNTH  
TONE  
TRACKER

## SOLUTION

# Music Alive Word Find

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

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

- |                    |                    |                     |                  |
|--------------------|--------------------|---------------------|------------------|
| ARENA (N,4,9)      | COUNTRY (N,7,15)   | HARP (S,11,7)       | SYNTH (N,22,6)   |
| ATARI (N,20,7)     | DUBLIN (N,8,8)     | HOLLYWOOD           | TONE (S,2,9)     |
| BILLBOARD (S,10,6) | DUBLINERS (E,5,16) | (W,20,11)           | TRACKER (S,23,7) |
| BOUZOUKI (W,20,1)  | FAMINE (N,2,8)     | IRELAND (SE,12,3)   |                  |
| CASH (N,2,16)      | FIDDLE (E,7,1)     | LAINY (S,1,4)       |                  |
| CELT (S,5,5)       | GAELIC (E,14,14)   | MANDOLIN (N,6,11)   |                  |
| CHANNEL (E,12,2)   | GENRE (S,21,2)     | ORCHESTRA (SE,13,3) |                  |
| CHIPTUNE (N,3,12)  | GUITAR (S,19,3)    | PACMAN (SE,12,5)    |                  |
|                    |                    | PONG (E,16,12)      |                  |

## LEARN MORE

### *Cover Story*

Watch a live performance: [https://www.youtube.com/watch?v=OvA\\_WIbhpko](https://www.youtube.com/watch?v=OvA_WIbhpko)

Watch The Today Show: <https://www.youtube.com/watch?v=H0rXeL5fC6E>

### *Game On!*

Evolution of “Zelda’s Lullaby” 1991-2020

[https://www.youtube.com/watch?v=KLzQTect\\_80](https://www.youtube.com/watch?v=KLzQTect_80)

Making a Game Soundtrack

<https://www.youtube.com/watch?v=1qPfH95ry84>

The Rise of VGM

<https://www.youtube.com/watch?v=m8z8-SKg3WU>

### *The Traditional Music of Ireland*

Learn how Irish music emigrated to the US: <https://www.youtube.com/watch?v=oN3H2JPqKRY>

Watch the history of Irish instruments: <https://www.youtube.com/watch?v=jXccNOUTe7o>

Watch The Chieftans in concert: <https://www.youtube.com/watch?v=sZRDuybEjqs>

### *Listening Guide*

Watch: [https://www.youtube.com/watch?v=BCHayA2s\\_AU&t=4s](https://www.youtube.com/watch?v=BCHayA2s_AU&t=4s)

### *Cool Concert Halls*

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Watch a performance!

The Little Mermaid LIVE at the Hollywood Bowl- FINAL SHOW- Singing performances and Fireworks

## EXTRA CREDIT

Watch the Swedish Radio Symphony Orchestra perform *Skyrim*

<https://www.youtube.com/watch?v=hnXD6FRZtn0>

Irish music is made for dancing. Watch the acclaimed *Riverdance*: [https://www.youtube.com/watch?v=WF1\\_ojurwlc](https://www.youtube.com/watch?v=WF1_ojurwlc)