

TODAY'S MUSIC EDUCATION RESOURCE

MUSIC ALIVE!

**A GUIDE TO
DIGITAL
RECORDING**

**COOL
CONCERT
HALLS**

**A look at
the Sydney
Opera
House**

**LISTENING
GUIDE**

**"Heroes"
By David
Bowie**

**SWING,
SWING,
SWING!**

TEMS

**An R&B, Pop and World
Music Star Emerges
Out Of Africa**

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by Tems and MARVEL
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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 THE TIME FOR THE HOLIDAYS, and in the classroom, there is so much to do. The students are excited about end-of-the-year shows, parties, and special activities, and teachers are proud to see how much they have learned so far this year. And let's not forget that everyone is looking forward to a little time off!

In the middle of it all, we offer an issue of Music Alive that takes a "past, present and future" approach to musical learning. We look back at the history of a swing music, learn about the fresh new sounds of soulful singer Tems, and chat with a concert hall manager about what it takes to manage a performance venue today. To round out the issue, Music Alive guides learners on a path to using music technology to record (perhaps their favorite holiday music) at home - hopefully for some, opening the door to an important new skill.

It's been another amazing year here at Music Alive! We are so thankful for all our wonderful subscribers, our online community, and guest contributors who share their passion for music and education with us each month. On behalf of the Music Alive! team, have a wonderful winter season, happy holidays and we look forward to a great 2023!

— Stacey Swanson, Editor-in-chief

HEAR THE MUSIC

"No Woman, No Cry"
by Tems & MARVEL

"Free Mind" by Tems

"Heroes" by David Bowie

"Sing, Sing, Sing"
by Bennie Goodman

"In the Mood" by Glenn Miller

"Stormy Monday Blues"
by Earl Hines & His Orchestra

"Mack the Knife" by Louis Armstrong

"My Blue Heaven" by Artie Shaw

"These Foolish Things"
by Benny Carter

"Stop, Look, and Listen"
by Tommy Dorsey

"Take the A Train" by Duke Ellington

"Flying Home" by Lionel Hampton

"Straighten Up and Fly Right"
by Nat King Cole

"Nuages" by Django Reinhardt

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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

A GUIDE TO DIGITAL RECORDING

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.3)
- Computer or mobile device with internet access

START

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

- Pulse-Code Modulation (PCM)**– Technology that allows the conversion of analog to digital audio
- SIGSALY** - A secure speech system used in WWII for the highest-level Allied communications
- Quantization** - The process of rounding and fitting musical notes digital representation
- Digital Signal Processing (DSP)**– Term for the manipulation and transfer of digital signals like vocals, audio, video, temperature, pressure, or position
- Soundstream** - First U.S. digital audio recording company
- Oscilloscope** - Device used for showing audio waves as moving images
- Compact Disc (CD)** - A digital optical data storage format that can be used to record, store, and playback audio
- Acoustic**–The sound of vibrations that move air
- Audio Interface**– A device that transfers analog to digital signals, or the reverse, so that computers can send or receive sound
- VHS** - A standard for consumer-level video recording on tape cassettes
- XLR Cable**– Standard cabling for connecting microphones and speakers to an array of devices
- Tempo** - How fast or slow a piece of music is performed
- Harmonic** - A sound wave that has musical or pure tones
- Musical Instrument Digital Interface (MIDI)** - Used to transfer sound data from instruments and synthesizers or sounds from a controller to a computer

DEVELOP

- Ask students the following questions:
 - When did digital audio truly begin?**
 - How was PCM used with civilians after World War II?**
 - Who cut the first ever vinyl record? How was it done?**
 - Which company created the first DAW? How much did it cost?**
 - Which technology improvement made digital playback more accessible to all?**
 - What is a DAW?**
 - What are the primary differences between a home studio and professional studio?**
 - What are some of the items you will need when building your home studio?**
 - What are some of the steps to creating an audio track? How are they similar different than how a classical composer would write their scores?**

2. Listen to “Music Production for Beginners” video.

- What are the basic steps to producing a track?
- What sounds can you use?
- How would you describe how the creator’s track sounds?

3. Watch “Build Your Beginner Studio” as a class.

After watching the video, discuss whether or not students now feel capable of building their own studio.

CLOSE

Watch the video on the best free DAWs. Break students into groups and give each a different DAW to practice making tracks. Have groups each play their track and discuss the process.

Ask students to complete the “All About the Article” worksheet located at www.musicalive.com/worksheets.

ASSESS

- Did the students read the article?
- Did they answer the review questions?



FEATURE

SWING, SWING, SWING!

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.3)
- Computer or mobile device with internet access

START

Ask your students to read "Swing, Swing, Swing!" on pages 10-13. Then, go over the following highlighted words to reinforce comprehension and vocabulary.

Swing (music) - Music with both the rhythmic impetus of jazz and a specific jazz style prominent between about 1935 and the mid-1940s

Arrangement - A composition adapted for performance with different instruments or voices than those originally specified

Pivotal - of crucial importance in relation to the development or success of something else

Industry - a distinct group of productive or profit-making enterprises

Great Depression - the period of severe worldwide economic decline that began in 1929 and lasted throughout the 1930s and that was marked by deflation and widespread unemployment

Improvisation - to make, invent, or arrange offhand

Tempo - the rate of speed of a musical piece or passage indicated by one of a series of directions (such as largo, presto, or allegro) and often by an exact metronome marking

Interpretation - a particular adaptation or version of a work, method, or style

Revival - renewed attention to or interest in something

Influence - the act or power of producing an effect without apparent exertion of force or direct exercise of command

Royalties - Originally a right of jurisdiction granted to an individual or corporation by a sovereign. In music, a payment made to a copyright owner for the right to use their asset.

DEVELOP

Ask students about the *Swing, Swing, Swing* story:

Who were some of the earliest pioneers of swing?

How are New Orleans and Chicago jazz different? How did Armstrong use both to help create swing?

How did Earl Hines contribute to the development of swing music?

What instruments were eventually incorporated into a swing ensemble?

What is the difference between "sweet" and "hot" swing?

How did Benny Goodman get his start? How did he change the popularity of swing?

How would you describe swing music?

What external factors contributed to swing music decline?

Did swing music come back? How?

What are some contemporary swing styles?

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

"Sing, Sing, Sing" by Benny Goodman

How are the melodies different from 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?

"Take the A Train" by Duke Ellington

How does this piece differ in style to the first?

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

How does the rhythm change between the melodic themes?

"Straighten Up and Fly Right" by Nat King Cole

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 revival compare to earlier swing music?

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

How does the **Swing Era** impact **American culture**?

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

Why is this period important for popular music?

CLOSE

Students will complete "All About the Article" worksheet located at www.musicalive.com/worksheets.

ASSESS

Did the students read the article?

Did they review the vocabulary words?

Did they answer the supplemental questions?



SONG OF THE MONTH

“NO WOMAN, NO CRY”

By Tems and MARVEL

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

- MusicAlive! magazines (Vol.42 No.3)
- 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 “No Woman, No Cry” (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 Tems get her musical start?
- How did she get experience as a teen singing and performing?
- How would you describe Tems’ musical style?
- Which prominent arts collaborated with her, giving her a big break out?
- Which single landed her on the *Billboard 100*?
- How is her rise to fame unique?
- What is the “No Woman, No Cry” about?
- Who is Tems influenced by?
- How do you describe Tems’ sound?

2. Ask students questions about the song/notation:

- Which Tems album is “No Woman, No Cry” from?
- Is this song fast or slow?
- What key is the song in?
- What was the source of inspiration for Tems’ interpretation of “No Woman, No Cry”?
- How many sharps/flats are in the key signature?
- 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 Tems & MARVEL “No Woman, No Cry” trailer. <https://www.youtube.com/watch?v=RIOB3UALvrQ>

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

Then, listen to “Hive Mind” by Tems. How does this sound compare to the Song of the Month?

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?

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



LISTENING GUIDE

“HEROES” BY DAVID BOWIE & BRIAN ENO

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.3)

Computer or mobile device with internet access

START

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

DEVELOP

Play “Heroes” by David Bowie (*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 David Bowie and the story behind the song.

How long did it take for Bowie to come up with the lyrics?

Where was the song recorded?

How was the “Berlin Period” significant as to the song’s composition?

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

What inspired Bowie to write “Heroes?”

Why was Bowie’s microphone placement important during the recording of the vocal?

CLOSE

As a class, watch the video. Discuss as a class notable characteristic of the video. Does the video match the lyrics?

Discuss Bowie’s motivation behind writing the song and

how powerful the concept of love can be. The goal is to get students thinking and talking about how music serves as a vehicle for emotion. When everyone is finished, have a classroom discussion about their answers.

ASSESS

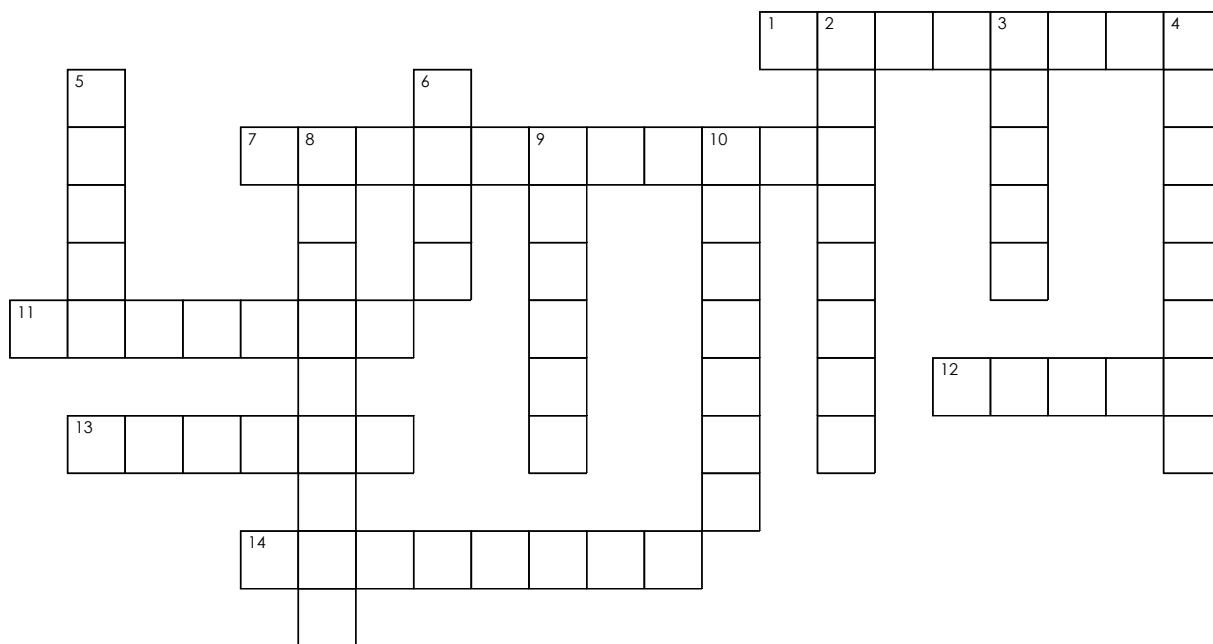
Did the students follow along with the Listening Guide?

Did they listen to the song using the timeline?

Did they answer the supplemental questions?

Name: _____

Music Alive Crossword



Across: →

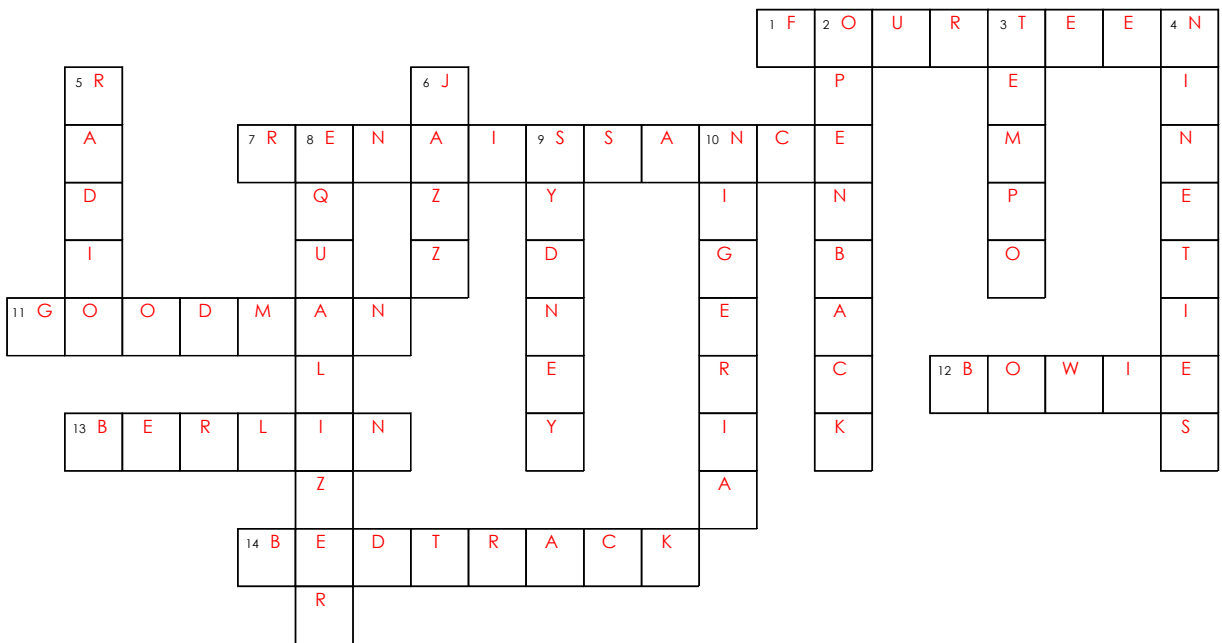
1. Number of years opera house was built
7. Tems collab with Beyonce on this album
11. Creator of Swing
12. Heroes singer
13. Bowie lived in this EU city
14. Track that provides rhythmic structure

Down: ↓

2. Headphones with good sound quality
3. The speed of a song
4. 20th century decade of swing revival
5. Swing made popular through this medium
6. Swing is a form of this genre
8. Audio filter that isolates frequencies
9. Cool Concert Hall City
10. Home country of Tems

SOLUTION

Music Alive Crossword



Across: →

1. Number of years opera house was built
7. Tems collab with Beyonce on this album
11. Creator of Swing
12. Heroes singer
13. Bowie lived in this EU city
14. Track that provides rhythmic structure






Down: ↓

2. Headphones with good sound quality
3. The speed of a song
4. 20th century decade of swing revival
5. Swing made popular through this medium
6. Swing is a form of this genre
8. Audio filter that isolates frequencies
9. Cool Concert Hall City
10. Home country of Tems

Name: _____

Music Alive Word Find

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

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

BIG BAND
BILLBOARD
GATING
HEROES
MARVEL
NIGERIA

OPERA
RHYTHM
RIFF
SWING
SYDNEY
TEMPO

TEMS
WAKANDA

SOLUTION

Music Alive Word Find

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

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

BIG BAND (SE,3,3)
BILLBOARD (W,21,10)
GATING (N,2,12)
HEROES (S,1,1)
MARVEL (N,14,12)
NIGERIA (W,17,4)

OPERA (E,5,3)
RHYTHM (W,12,6)
RIFF (S,22,11)
SWING (W,21,15)
SYDNEY (E,9,1)
TEMPO (W,13,16)

TEMS (SE,7,8)
WAKANDA (S,12,9)

LEARN MORE

Cover Story

Watch Tems' acceptance speech at 2022 BET Awards: <https://www.youtube.com/watch?v=qBfNxFBaiV4>

Listen to "Higher": <https://www.youtube.com/watch?v=Qa1laUywiO8>

Guide to Digital Recording

Build Your Beginner Studio: <https://www.youtube.com/watch?v=PWjfYvf0fsw>

Best Free DAWs Out There: <https://www.youtube.com/watch?v=aRs2oTxIjY0>

Swing, Swing, Swing

Watch the brief history of swing: <https://www.youtube.com/watch?v=3-k9XRTSEiM>

Watch a modern swing performance: <https://www.youtube.com/watch?v=odsrdxGycR4>

Watch Benny Goodman and Lionel Hampton: <https://www.youtube.com/watch?v=ut3gVnO9YnY>

Listening Guide

Watch the video: <https://www.youtube.com/watch?v=IXgkuM2NhY1&t=199s>

Watch the extended version: <https://www.youtube.com/watch?v=yTzcaEpvQec&t=239s>

Cool Concert Halls

Take a virtual tour: https://youtu.be/_hunddVoMjo

Watch a performance: <https://youtu.be/AkZ0S4J2wxQ>

EXTRA CREDIT

Watch the movie trailer for Black Panther: Wakanda Forever: <https://www.youtube.com/watch?v=RIOB3UALvrQ>

Music production for beginners: <https://www.youtube.com/watch?v=mYVFF-MTkOM>

Garageband tutorial: <https://www.youtube.com/watch?v=TYynioOpkGU>

Watch swing dancing: https://www.youtube.com/watch?v=26-1t15R_MU