

TODAY'S MUSIC EDUCATION RESOURCE

MUSIC ALIVE!



PARAMORE

The band's back together, a new album's on the way, and fans can't wait

**HOW TO
NAIL YOUR
FIRST
AUDITION**

**MUSIC AND
SPIRITUALITY**

**LISTENING
GUIDE**

"A Change is
Gonna Come"
by Sam Cooke

**COOL
CONCERT
HALLS**

The Walt Disney
Concert Hall in L.A.

\$3.99 • Vol. 42 • No. 4
UPC 884088547578

CONTENTS

- 3 A Summary of the National Core Arts Standards
- 4 How To Nail Your Next Audition
- 5 Music of the Spirit
- 6 Song of the Month:
"This is Why" by Paramore
- 7 Listening Guide:
"A Change is Gonna Come"
by Sam Cooke
- 8 Crossword and Answer Key
- 10 Word Search
and Answer Key
- 12 Learn More and
Extra Credit Links

HOW TO CONTACT US

CUSTOMER SERVICE

Please visit musicalive.com for basic information regarding subscriptions and customer service. If you need assistance regarding any problems with magazine delivery or damaged components, please e-mail musicalive@intunepartners.com. Remember, we need your complete name and address to respond to and solve your problem. Please provide as much detail as possible in your message, as well as how and when to contact you. We're committed to providing you with not only great educational materials, but also great service.

BACK ISSUES

To inquire about past issues still available for purchase, please email us at musicalive@intunepartners.com.

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

IN THIS MONTH'S ISSUE, we explore a variety of topics with the common thread of "how music can express our thoughts and feelings and help us connect with the world." Our cover act Paramore has a history of going through changes but always finding their way back to what makes them a band. And, as evidenced by their latest recording, much of their "why" is about expressing their worldview. Sam Cooke's "A Change is Gonna Come" is an anthem about the civil rights movement of the 1960's and an expression of hope for a better world that lives on to this day. Music's role in spirituality is one of expressing and conveying messages of faith, strength, guidance, and comfort. Then, finally, as musicians, we seek to constantly be growing, sometimes using auditions to focus our learning. "It can be scary to put yourself out there, but with proper preparation, you'll be able to go into any situation with confidence and express your best self."

We hope that this issue of Music Alive inspires you to discuss these ideas with your students. Whether they're just getting started or ready to start exploring new musical directions, there's undoubtedly something in these pages to help them on their way.

— Stacey Swanson, Editor-in-chief

HEAR THE MUSIC

"This is Why" by Paramore

"Ain't it Fun" by Paramore

"A Change is Gonna Come"
by Sam Cooke

"Oseh Shalom"
sung by Debbie Friedman

"St. Matthew's Passion, Part 1, Mvt. 1"
by Johann Sebastian Bach

"Praising the Buddhas" traditional
Buddhist morning recitation

"Shiv Tandav Stotram"
sung by Shankar Mahadevan

"Henna Wapic'iya Odowan
(Dream Drum Song)"

by Earlwin B. Bullhead

"Shen Tai" by Natobi & Wa Ken

"Spiritual Awakening"
by Tibet Academy

"Dignus est Agnus"
traditional Gregorian Chant

"Narayana Suktam"
by Vishwanatha Sharma Aatreya

"Amazing Grace" by Aretha Franklin

"How Great Thou Art"
by Carrie Underwood

Music Alive! (ISSN 1051-8975), is published eight times each year, from October through May, by In Tune Partners, LLC, 822 Commerce St. P.O. Box 166 Thornwood NY 10594, Fax 914-741-1136, Phone 914-358-1200.

Music Alive! is independently owned and operated. No part of this publication may be reproduced, stored in any retrieval system, or transmitted, in any form, by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior written permission of the publisher. *Music Alive!* © 2022 In Tune Partners, LLC

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

HOW TO NAIL YOUR NEXT AUDITION

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.4)
- Computer or mobile device with internet access

START

Ask your students to read “Nail Your Audition” on pages 6-9 before reviewing the vocabulary words below.

Ensemble - Group of people performing a specific musical composition together

Repertoire - As applies to music, a list of compositions an artist knows and is able to perform

Tempo - The speed or pace of a piece of music

Sight-Reading - The practice of reading and performing a piece of music that the performer has not seen or learned before

Slur - A musical notation that conveys playing a sequence of two or more notes without taking a pause between them

Staccato - Describes musical notes played separately and for a short duration

Marcato - A musical instruction indicating when a note or chord should be played louder compared to its surrounding music

Articulation - How specific notes are played or sung

Dynamics - Variation in loudness between notes or phrases

Adjudicator - In music, someone of rank who judges a performance

DEVELOP

1. Ask students the following questions:

- Why do students have to audition?
- What are some roles a student would audition for?
- What is an audition?

What are some good ways to prepare for an audition?

What is a slate and what does it consist of?

What are some tips for avoiding audition jitters?

What is important to remember if a director stops you in the middle of your audition?

What is a “callback”?

How could one feel if after an audition you are not selected?

2. Listen to the “Land Your Musical Theater Audition” video.

What are the basic steps to prepare for an audition?

Are any steps cautionary tales (things you shouldn't do)?

How would you describe the audition process?

After watching the video, does auditioning for musical theater sound interesting?

3. As a class, watch “5 Steps to Prepare for an Instrumental Audition.”

Are these steps like or different than a musical theater audition?

Name one step that could directly help you as a student now.

What are your thoughts on the process the YouTuber has created?

CLOSE

Watch the video on beating the jitters.

After watching the video, discuss as a class whether students feel like they have the tools they need to prepare successfully for an audition.

Students will complete “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

MUSIC OF THE SPIRIT

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.4)
- Computer or mobile device with Internet access

START

Ask your students to read “Music of the Spirit” on pages 10-13. Then, go over the following highlighted words. [This reinforces comprehension and vocabulary.]

Spirituality - Affecting the human spirit or soul rather than material or physical things

Bhajan - A devotional song in Hinduism

Kirtan - Chanting of mantras accompanied by dance or instruments (used in Hinduism)

Raga - A melodic framework for improvisation in Islamic music (it is based on a seven-note scale)

Tala - A rhythmic pattern of beats accompanied by tabla drums, harmonium, and percussion

Sound healing - Uses the vibrations from music to heal the mind and body

Raag - A musical notation that accompanies Sikh music

Mantra - A word or phrase repeated to maintain concentration during meditation

Mindfulness - A state of mind that focuses on the present

Hymn - A religious song of praise to God

Improvisation – Created without preparation

Solfeggio - a music education method used to teach aural skills, pitch and sight-reading of Western music

DEVELOP

As a class, watch the videos in Learn More.

How does classical music resemble mathematics? How does that relate to healing?

What instruments do you hear in the Native American video?

How did the music make you feel? Did it make you move, or want to dance?

Listen to the music in Hear the Music.

Can you describe how this music sounds?

Can you tell which instruments are in each song?

Can you detect a steady beat?

What is the tempo of each song?

Does this music sound like today’s music? How does it sound different?

How do you compare how the different religious styles sound?

Do they sound the same?

Why do you think religion utilizes music to exemplify a teaching?

Does this playlist sound like today’s music? Why? Why not?

Do you recognize any of the playlists? Which ones and why?

As a class, discuss what it takes to find a more mindful state.

What techniques can one use to find a more peaceful state?

Why do you think mindfulness can be a challenging process?

How does certain types of music assist in finding a peaceful state?

CLOSE

Have students complete “All About the Article” located in the Teachers Resources section of www.musicalive.com.

ASSESS

Did the students read the article?

Did they review the vocabulary words?

Did they answer the supplemental questions?



SONG OF THE MONTH

“THIS IS WHY”

by Paramore

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.4)
- 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 the text aloud on page 17
3. Play “This Is Why” (Hear the Music track 1 on musicalive.com), while the students read through the notation on pages 17-18.

DEVELOP

1. Ask students about the story:
 - What is the message of the song?**
 - Why did Hayley Williams want to write this song?**
 - How long was the band’s break period?**
 - What did the break lead to for Hayley?**
 - What is the significance or meaning of the lines “One step beyond your door, And I’m floating like a cannonball”?**
 - What does “door” represent in her song?**
 - What is the purpose of repeating the phrase “one step beyond your door”?**
 - What does the singer think about people who express negativity online?**

The lyric includes the popular phrase “survival of the fittest”. What does it mean?

2. Ask students questions about the song and its form:
 - Which Paramore album is “This is Why” from?**
 - Is this song fast or slow?**
 - What key is the song written in?**
 - What was the source of inspiration for “This Is Why”?**
 - How many sharps or 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 “This Is Why” Official Music Video.
 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?

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



ER20XSD-UF-C

\$14.95

plus shipping



LISTENING GUIDE

“A CHANGE IS GONNA COME”

BY SAM COOKE

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. 4)
Computer or mobile device with internet access

START

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

DEVELOP

1. Play “A Change is Gonna Come” by Sam Cooke (*Hear the Music track 3* 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 percussion in the song?
How does this song make you feel?
Do you like the song? Why or why not?

3. Ask students about Sam Cooke and the story behind the song.

In what year was this song written?
What was the main idea of the song?
What does Cooke’s statement “Then I go to my brother, and I say brother help me please. But he wind up knocking me back down on my knees” symbolize?
When Cooke reaches his prominent phrase “A Change is Gonna Come”, what changes in the song?
What does Cooke use to illustrate the different emotions he is trying to convey throughout the song?

CLOSE

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

Discuss Cooke’s motivation for writing the song. The goal is to get students thinking and talking about how music serves as a vehicle for expression. When everyone is finished, have a classroom discussion about their answers.

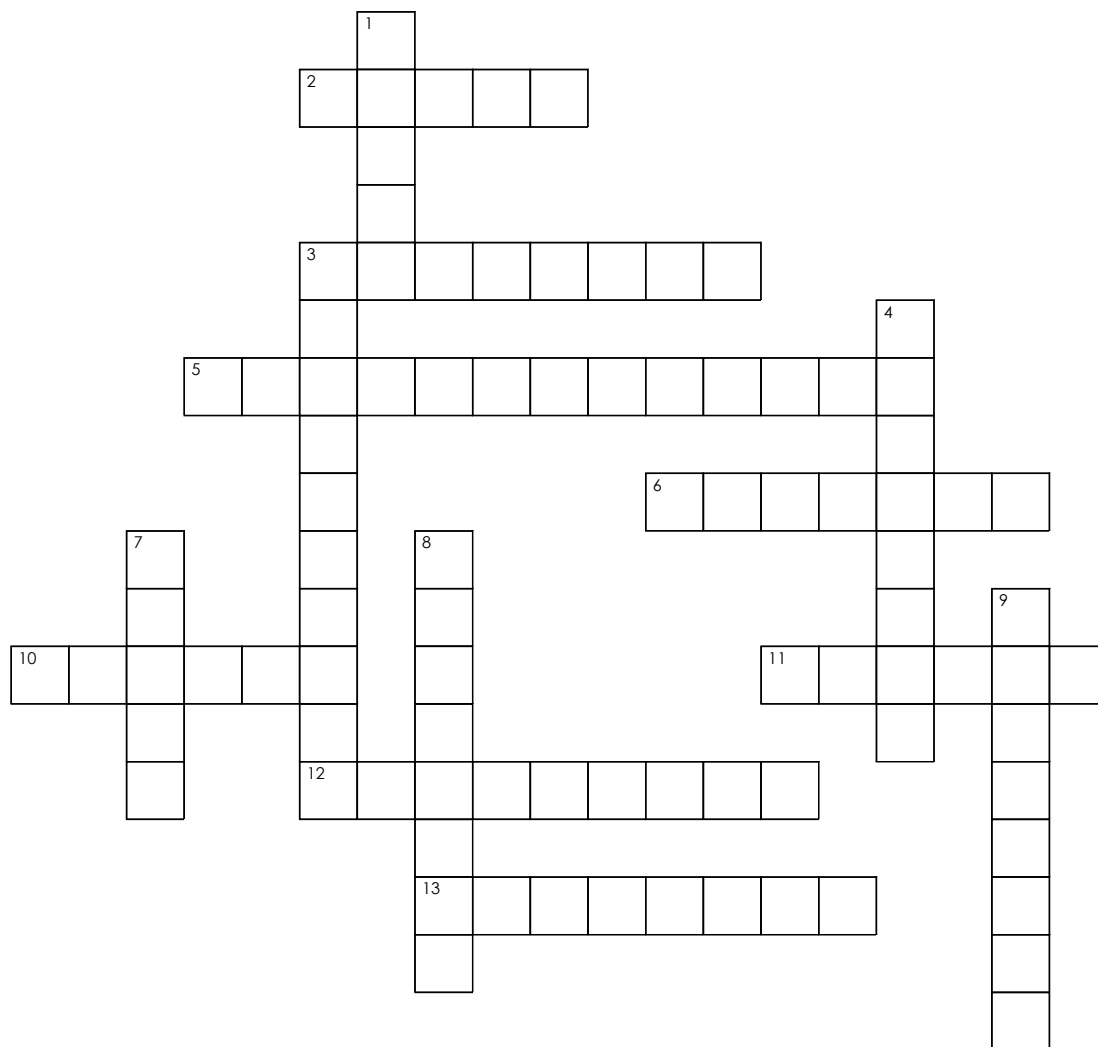
Have students complete “All About The Article” on *musicalive.com*. [MA-WorkSheets2015_6_AboutTheArticle.pdf \(musicalive.com\)](#)

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: →

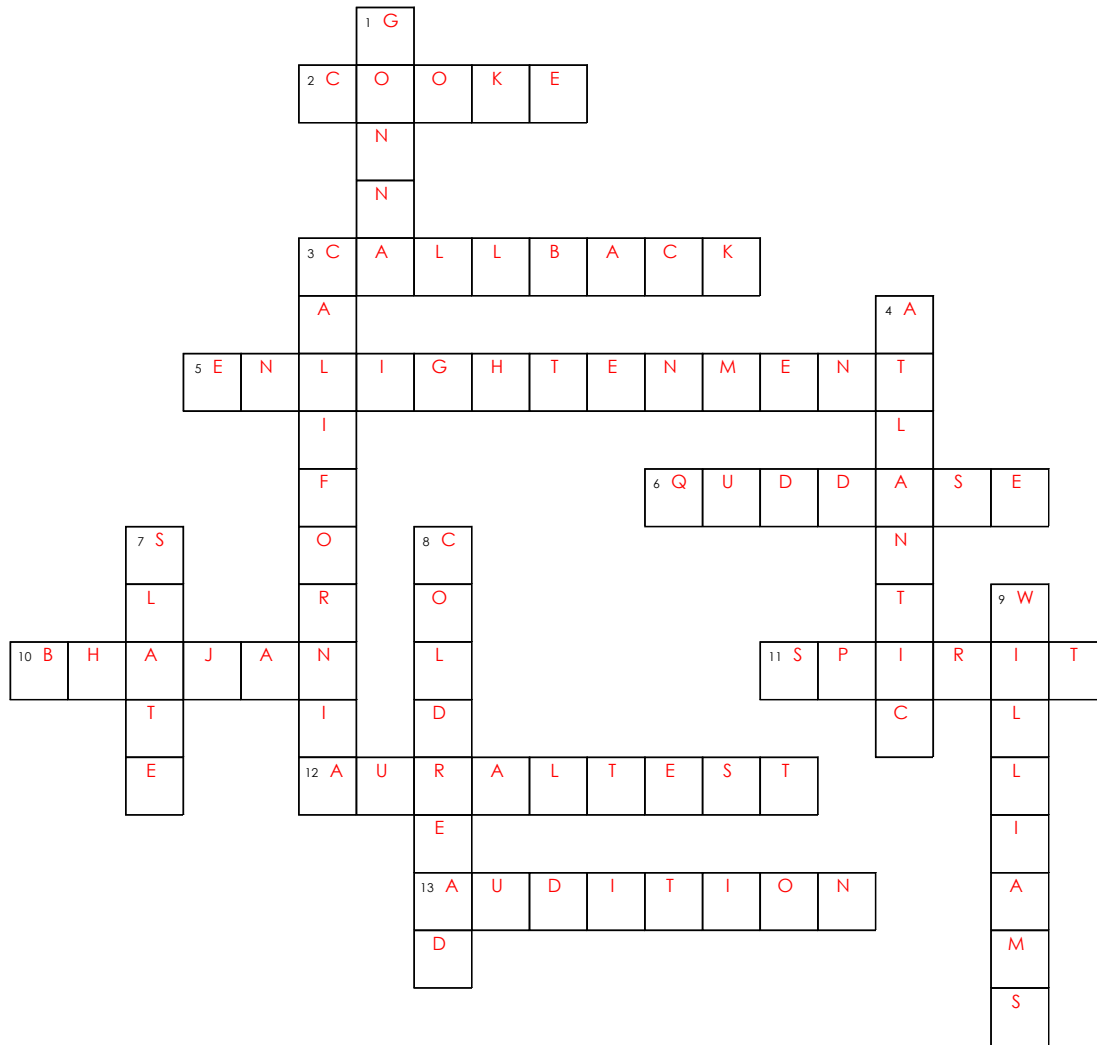
2. Listening Guide singer
3. Like a second audition
5. Enables Taoists to strengthen path to _____
6. Orthodox form of music for Christianity
10. A devotional Hindu song
11. 'Ic' means what in Egyptian
12. A test based around a musical excerpt
13. An "interview" for a certain role

Down: ↓

1. "A Change is _____ Come"
3. Disney Concert Hall State
4. Paramore's record label
7. A short introduction
8. A read something with no preparation time
9. Paramore's lead singer

SOLUTION

Music Alive Crossword



Across: →

- 2. Listening Guide singer
- 3. Like a second audition
- 5. Enables Taoists to strengthen path to ____
- 6. Orthodox form of music for Christianity
- 10. A devotional Hindu song
- 11. 'lc' means what in Egyptian
- 12. A test based around a musical excerpt
- 13. An "interview" for a certain role






Down: ↓

- 1. "A Change is _____ Come"
- 3. Disney Concert Hall State
- 4. Paramore's record label
- 7. A short introduction
- 8. A read something with no preparation time
- 9. Paramore's lead singer

Name: _____

Music Alive Word Find

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

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

ALTERNATIVE
AUDITION
CALLBACK
CHANGE
COLD READ
COOKE
DISNEY
HAYLEY

HEBREW
INSTRUMENTS
MONOLOGUE
MUSICAL
NOTATION
ORCHESTRA
QUDDASE
REINVENT

SECULAR
SLATE
SPIRITUALITY
THEATER
TRIO

Copyright © 2022 In Tune Partners, LLC. All rights reserved. Permission granted to photocopy for classroom use only.

SOLUTION

Music Alive Word Find

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

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

ALTERNATIVE (N,23,15)
AUDITION (E,7,14)
CALLBACK (E,11,12)
CHANGE (S,17,4)
COLD READ (W,11,1)
COOKE (W,9,8)
DISNEY (N,9,14)
HAYLEY (E,14,13)

HEBREW (E,10,4)
INSTRUMENTS (S,2,1)
MONOLOGUE (N,21,10)
MUSICAL (E,12,6)
NOTATION (S,22,5)
ORCHESTRA (W,15,2)
QUDDASE (E,1,12)
REINVENT (N,20,12)

SECULAR (E,13,3)
SLATE (S,6,2)
SPIRITUALITY (W,14,7)
THEATER (E,4,16)
TRIO (E,13,10)

LEARN MORE

Listening Guide

Watch: <https://www.youtube.com/watch?v=wEBlaMOmKV4>

Music of the Spirit

Learn about Indian spirituality: <https://www.youtube.com/watch?v=q6QiRe4VgyE>

Can Classical Music Heal? <https://www.youtube.com/watch?v=TjOjwmylXyc>

Ancestral Chants of Native Americans: <https://www.youtube.com/watch?v=WaMP7a17OsY>

Cover Story

Watch “This is Why” Official Video: <https://www.youtube.com/watch?v=xIYJ7VaSxYY>

How to Nail Your Next Audition

Land your musical theater audition: <https://www.youtube.com/watch?v=5WuU7n1bpiQ>

5 Steps to prepare your instrumental audition: https://www.youtube.com/watch?v=85bk_Nyy8pU

Beat the Jitters: <https://www.youtube.com/watch?v=yTOmWgrXklc>

Tips for Successful Singing Audition: <https://www.youtube.com/watch?v=wDnYSNjvXZo>

Cool Concert Halls

Take a virtual tour example:

Walt Disney Concert Hall Virtual Tour (Part 1): <https://youtu.be/tesyMHUgWBI>

Walt Disney Concert Hall Virtual Tour (Part 2): <https://youtu.be/zwF7OFyi5Co>

Watch a performance example: https://youtu.be/eZIPSnx_qK4

EXTRA CREDIT

Watch a (funny) Michael Parloff lecture: <https://www.youtube.com/watch?v=4xK3qOclpQA>

Perform a guided meditation: “Just Be” by Sara Clark bit.ly/ma424ms5

Violinist David Kim and The Language of Audition: https://www.youtube.com/watch?v=xdO_do9Qwss

Watch a YouTube Symphony Audition: https://www.youtube.com/watch?v=urn_s6PHvz0

Watch Paramore break world records in “Ain’t It Fun”: <https://www.youtube.com/watch?v=EFEmTsfFL5A>



TODAY'S MUSIC EDUCATION RESOURCE

MUSIC ALIVE!

PLAN NOW FOR '23-'24

SUBSCRIBE NOW TO BRING MUSIC ALIVE!

into your classroom for the 2023-2024 school year. Inspire your students with contemporary and traditional content and round out and expand the scope of their music education. Each **Music Alive!** cover story profiles a popular performer and provides notation for one of their hit songs. Additional features explore music from a broad array of genres, music technology, technique, careers and more. Eight issues include 24-page magazines for students plus access to the teacher guides and streamed music on musicalive.com.

FILL IN BELOW TO ORDER MAGAZINES

TEACHER'S NAME _____
 SCHOOL _____
 STREET _____
 CITY _____ STATE _____ ZIP _____
 PHONE _____
 E-MAIL (REQUIRED) _____
 Payment Enclosed or PO# _____

CHOOSE YOUR 2023-2024 SUBSCRIPTION SET

All sets include online access to a TEACHER'S GUIDE and STREAMING MUSIC each month

DIGITAL MAGAZINES • \$299

- For computers and mobile devices only
- **FLAT FEE** for unlimited access - opens with one-click

PRINT MAGAZINES

- Student Subscription Sets
- Magazines delivered monthly by mail

Full Subscription	Half Subscription	Mini Subscription
30 Student Magazines	15 Student Magazines	5 Student Magazines
\$399	\$290	\$225

PRINT MAGAZINE ADD-ONS*

*Must be ordered with a PRINT MAGAZINE subscription set listed above

60-Pack additional Student Magazines	30-Pack additional Student Magazines	15-Pack additional Student Magazines
\$350	\$219	\$120

LIST YOUR ORDER HERE:

Subscription Type	Amount of sets	Price Per Set	Sub Total
<input type="checkbox"/> DIGITAL Magazines	_____ x	\$299 = \$	_____
PRINT Magazines			
<input type="checkbox"/> Full Subscription	_____ x	\$399 = \$	_____
<input type="checkbox"/> Half Subscription	_____ x	\$290 = \$	_____
<input type="checkbox"/> Mini Subscription	_____ x	\$225 = \$	_____
PRINT Magazine Add-ons			
Must be ordered with a Print Magazine subscription set			
<input type="checkbox"/> 60-Pack additional Student Magazines	_____ x	\$350 = \$	_____
<input type="checkbox"/> 30-Pack additional Student Magazines	_____ x	\$219 = \$	_____
<input type="checkbox"/> 15-Pack additional Student Magazines	_____ x	\$120 = \$	_____
<small>All prices include domestic S & H. There is no applicable sales tax.</small>			TOTAL DUE: \$ _____

To Order Subscription Sets and Add-ons:

Online: www.musicalive.com
Email: mkornfeld@intunepartners.com
Call: 914-358-1200 ext. 702
Fax: 914-948-4045

Mail this form to:
Music Alive c/o In Tune Partners
P.O. Box 166
Thornwood, NY 10594

Order Music Alive! Books

www.musicalive.com/product-category/books
 Presenting a series of books for students and lesson books for teachers from the publishers of **In Tune Monthly** and **Music Alive!** magazines. Lesson books feature reproducible articles with lesson plans and activities.

For more information, call 914-358-1200 x702