

TODAY'S MUSIC EDUCATION RESOURCE

MUSIC ALIVE!

LISTENING GUIDE

"Zombie" by
The Cranberries

MUSIC
WITHOUT
WORDS

LARKIN POE

The Roots/Rock
Sisters Release
New Music and
Muse About Their
Family Band

THE HISTORY OF
ROCK 'N' ROLL

COOL CONCERT HALLS
New York City's Carnegie Hall

\$3.99 Vol. 42 No. 5
UPC 884088547592

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FROM THE EDITOR

WHILE THIS ISSUE OF *MUSIC ALIVE* is dated "February," many will receive it when students and teachers have just gotten back after the winter break and into the school day routine, but hopefully, Music Alive content will make that routine more exciting. In this month's issue, we explore musical genres and artists who have had a great impact on music history and moved music in new directions. Whether it was Elvis shaking his hips, Beatlemania, or the hippie movement, rock 'n' roll took the country and world by storm by shaking things up, making a statement, and shifting the trajectory of music history forever. Our story on that musical style tells the tale.

Well before rock made its star turn, vocal techniques such as scat singing were changing the jazz scene making an indelible mark on music, and we write about that. Then, 90's group The Cranberries tabled their Irish folk style to compose "Zombie," an impassioned reaction to the violence of an NRA bombing. Our story about that song adds background on how Cranberries lead singer Delores O'Riordan used traditional Irish yodeling in a heavy rock context to wail about the tragedy. Lastly, our cover story focuses on sister act Larkin Poe which began as a family bluegrass band and eventually began playing Americana roots rock, combining country, rock, and bluegrass.

So, whenever you receive this issue of Music Alive, it's a new day in a new year and new opportunity to teach about artists who used music to express themselves in new ways!

— Stacey Swanson, Editor-in-chief

HEAR THE MUSIC

"Blood Harmony" by Larkin Poe

"Zombie" by The Cranberries

"Hound Dog" by Elvis Presley

"Maybellene" by Chuck Berry

"Tutti Frutti" by Little Richard

"Please, Please Me"

by The Beatles

"Like A Rolling Stone"

by Bob Dylan

"Purple Haze" by Jimi Hendrix

"Hit Me with Your Best Shot"

by Pat Benetar

"Kashmir" by Led Zeppelin

"My Generation" by The Who

"Another Brick In The Wall,
Pt. 2" by Pink Floyd

"Bohemian Rhapsody"

by Queen

"Blitzkrieg Pop"

by The Ramones

"Enter Sandman" by Metallica

"Born in the USA"

by Bruce Springsteen

"Everlong" by Foo Fighters

"Hysteria" by Muse

"Audi filia"

Traditional Gregorian Chant

"Appenzeller Jodler"

by Musikanten Vom Silberwald

"Native Tanzania"

by Native Aboriginal Guru

"The River" by Nukariik

"I Ali'i No 'Oe & Yodel Song"

by Le'a Kukona-Pacheco

"Heebie Jeebies"
by Louis Armstrong
& The Hot Fives

"Flying Home" by Ella Fitzgerald

"A Yodeling Hobo"

by Gene Autry

"14 Romances,
Op. 34: No. 14, Vocalise"

by Sergei Rachmaninoff

"Blue Moon" by The Marcels

"Tigida Pipa"

by Stephen Montague

"Una Dheas Ni Nia"

by Celia Ni Fhatharta

"I Will Always Love You"

by Whitney Houston

"Vision of Love"

by Mariah Carey

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.

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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 ROOTS OF ROCK

Meets National Core Arts Anchor Standards 5, 7, 9 and 10

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.5)
- Computer or mobile device with Internet access

START

1. Ask your students to read “The Roots of Rock” on pages 6-9. Then, go over the following highlighted words. **[This reinforces comprehension and vocabulary.]**

Racial segregation- Separation and discrimination of people into racial groups

Mainstream- Music that is commonly played on the radio and well-known to the general public

Billboard Music Charts- Rank the weekly popularity of songs and albums in the United States and other countries.

Subgenres- A subcategory of a musical genre that adopts its basic set of characteristics, but has its own to be able to distinguish between the two styles

Amplifiers- An electronic device that converts barely audible sound from a musical instrument into a larger electrical signal to go into a loudspeaker

Psychedelic Rock- A rock music genre inspired by psychedelic culture, the use of substances that alter perception and mood

Vietnam War- A long conflict in Southeast Asia between North Vietnam and South Vietnam to prevent the spread of communism

Alternative- The genre's differentiability from mainstream music, regarded as eclectic, original, and challenging

Grunge- Subgenre in which intense vocals, often angry-like, are used

DEVELOP

1. Ask students about the story:

- What was the reason for the success of Rock 'n' Roll?
- How did Rock & Roll's creation during racial segregation impact young people?
- How did Elvis Presley achieve his overnight success?
- Which song of Chuck Berry's came out that reached No. 5 on the Billboard Music charts?

Which sub genres did Rock 'n' Roll venture into?

As the 1960's went on, what were the main themes of music? or what did it sound like?

When was the height of Psychedelic Rock's popularity?

During the 1980's, which figures paved the way for future artists?

Who are some current rock bands? Do you think their sound is consistent or do they differ?

How does Prog Rock differ in style to other sub genres?

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

“Hound Dog” by Elvis Presley

- 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?

“Purple Haze” by Jimi Hendrix

- How is this piece different in style to the first?
- Do you feel a steady beat? Does it feel disjointed?
- Does the rhythm change between the melodic themes?
- How does distortion affect the overall mood of the music?
- What subgenre is this?

“Bohemian Rhapsody” by Queen

- How does the song compare to the others?
- Are there any instruments that you recognize?
- What emotion do you feel listening to the music?
- What subgenre is this?

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

- How did American youth spur the success of Rock 'n' Roll?
- Why is this period important for black culture?

CLOSE

Watch the evolution of rock music styles in the “Extra Credit” section. Have students attempt to guess each sub-genre while listening to each song snippet.

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?



FEATURE

MUSIC WITHOUT WORDS

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.5)
- Computer or mobile device with internet access

START

1. Ask your students to read “MusicWithoutWords” on pages 10-13. Then, go over the following vocabulary words.

- Yodeling**—a wordless singing style which involves rapid changes between the normal voice and falsetto (high voice)
- Vocalese**—a style of music in which singers put real words to jazz tunes, especially to previously improvised instrumental solos
- Scat**—improvised jazz where the voice is used to imitate an instrument using nonsense words
- Inuit throat singing (katajjaq)**—an ancient form of vocalizing which involves two singers standing opposite of one another and taking turns vocalizing vowel sounds back and forth
- Melisma**—a wordless singing style that takes one vowel and extends it over multiple notes
- A cappella**—a song performed by a singer or a group of singers without any instrumental accompaniment
- Scored**—musical notation arranged for a specific instrument or instruments
- Riff**—a short, repeated phrase in popular and jazz music, typically used as an introduction to a song
- Improvisation**—created without preparation
- Technique**—skill or ability in a particular field
- Soprano**—the highest of the four standard singing voices (Soprano, Alto, Tenor, and Bass)
- Arpeggio** - the notes of a chord played in succession

DEVELOP

1. Ask students about the story:

- Where did yodeling originate?
- What sounds are used in yodeling, katajjaq, and vocalese?
- Who were some composers that used the vocalese technique?
- What is melisma most used in?
- Where did inuit throat singing originate?
- Who is often credited with scat singing?
- What is yodeling used for (despite the lack of words)?
- Why do you think melismas are the most recognizable?

Why are today’s melismatic singers considered to be the best artists of all time?

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

- “Appenzeller Jodler” by Musikanten Vom Silberwald**
 - 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?

“Flying Home” by Ella Fitzgerald

- How is this piece different in style to the first?
- Do you feel a steady beat? Does it feel disjointed?
- How does the rhythm change between the melodic themes?
- How does scat compare/differ from yodeling?

“I Will Always Love You” by Whitney Houston

- How does the use of melisma affect the overall piece of music?
- Are there any instruments that you recognize?
- What emotion do you feel listening to the music?
- How does this melismatic performance compare to “Una Dheas Ni Nia”?

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

- Does the video provide a good understanding of the importance of the vocal techniques?
- Why is a technique like throat singing important to preserve in terms of culture?

CLOSE

Have students select a popular piece of music and attempt to change it using one of the vocal techniques listed in the article.

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

“BLOOD HARMONY”

by Larkin Poe

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.5)
- 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 “Blood Harmony” (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:
 - How did Larkin Poe get their start?
 - What contest shot them to bluegrass fame?
 - How would you describe roots rock?
 - What instruments do the duo play? When did they start playing?
 - What is the significance of the word “Poe” to the sisters?
 - Where does the term “Blood Harmony” come from?
 - How did the sisters get the idea to write this song?
 - What is this song written about?
 - How is this song different from Larkin Poe's other songs?
 - What is the theme of this song and what does it mean?

2. Ask students questions about the song/notation:

- Is this song fast or slow?
- What key is the song in?
- What was the source of inspiration for “Blood Harmony”?
- 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 the “Blood Harmony” 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

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EDUCATION
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25 pairs

Purchase orders
accepted, but products
shipped upon payment



ER20 SMB-C

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plus shipping



ER20XSD-UF-C

\$14.95

plus shipping



LISTENING GUIDE

“ZOMBIE” BY THE CRANBERRIES

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.5)
Computer or mobile device with internet access

START

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

DEVELOP

1. Play “Zombie” by The Cranberries (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 drum set part?
How does this song make you feel?
Do you like the song? Why or why not?

3. Ask students about The Cranberries and the story behind the song.

What served as the inspiration for “Zombie”?
Who was responsible for the bombs in Warrington, Ireland?
What is the theme of the song?
Which emotions are portrayed in the song?
Which instruments produce the emotions in the song?
What is the most unique part of the song?
How popular did the song become?
How is this song different from other Cranberries songs?

CLOSE

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

Discuss O’Riordan’s motivation behind writing the song and how powerful the concept of pain and anguish 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.

Have students complete “All About The Article” on musicalive.com.

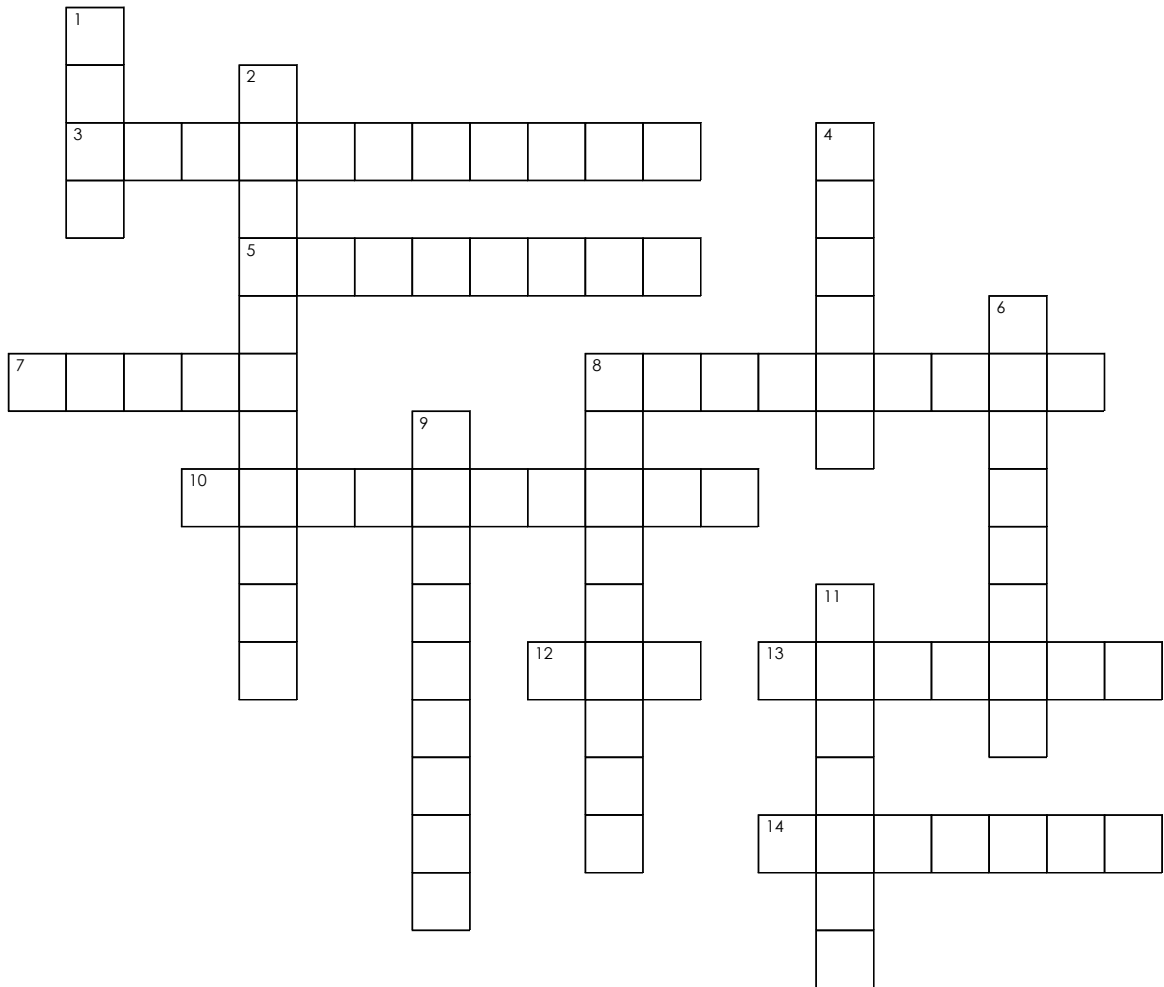
MA-WorkSheets2015_6_AboutTheArticle.pdf

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: →

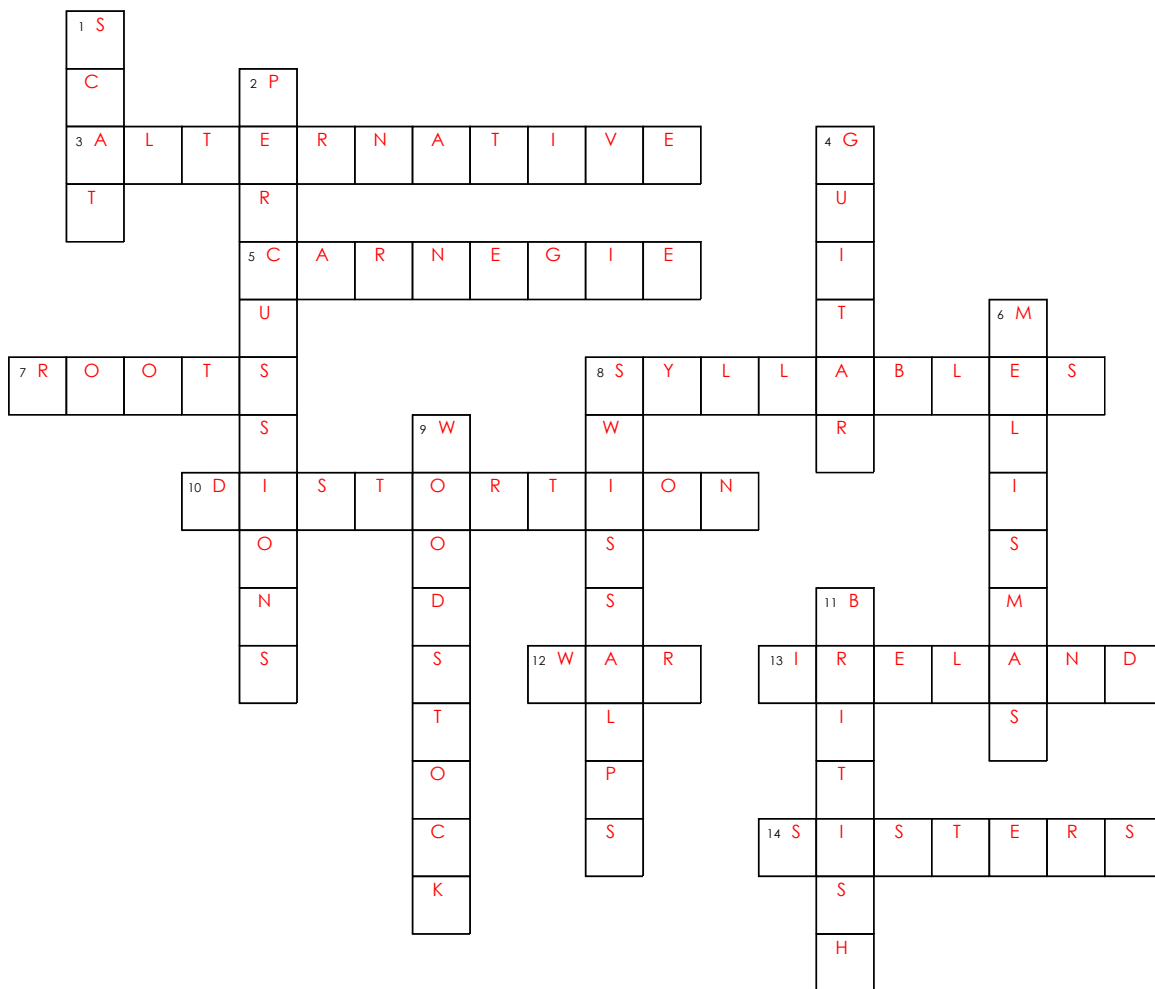
3. "Zombie" genre
5. NYC Concert Hall
7. Larkin Poe's genre
8. Meaningless__ used to sing improvised solo
10. Common characteristic of Hard Rock is __
12. Subject of "Zombie"
13. Cranberries homeland
14. Larkin Poe's relationship

Down: ↓

1. Jazz improvisation is
2. Beatboxing imitations the sounds called __
4. Bo Diddley pioneered the use of _____
6. Style that extends the sounds of words
8. The origin of yodeling
9. Psychedelic Rock Performance
11. The ____ Invasion

SOLUTION

Music Alive Crossword



Across: →

- 3. "Zombie" genre
- 5. NYC Concert Hall
- 7. Larkin Poe's genre
- 8. Meaningless__ used to sing improvised solo
- 10. Common characteristic of Hard Rock is __
- 12. Subject of "Zombie"
- 13. Cranberries homeland
- 14. Larkin Poe's relationship






Down: ↓

- 1. Jazz improvisation is
- 2. Beatboxing imitations the sounds called __
- 4. Bo Diddley pioneered the use of _____
- 6. Style that extends the sounds of words
- 8. The origin of yodeling
- 9. Psychedelic Rock Performance
- 11. The ____ Invasion

Name: _____

Music Alive Word Find

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

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

AMERICANA
BEATBOXING
CARNEGIE
FAMILY
GENRE
GOSPEL
MELISMAS

METALLICA
PENNSYLVANIA
PHRASES
PIANO
PUNK
ROCK
SCAT

SYLLABLES
VOWEL
YODEL
YODELING
ZOMBIE

SOLUTION

Music Alive Word Find

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

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

- | | | |
|----------------------|----------------------|---------------------|
| AMERICANA (S,8,1) | METALLICA (S,1,1) | SYLLABLES (N,20,10) |
| BEATBOXING (N,16,16) | PENNSYLVANIA (S,7,1) | VOWEL (N,12,8) |
| CARNEGIE (N,19,10) | PHRASES (N,2,16) | YODEL (E,11,12) |
| FAMILY (SE,17,9) | PIANO (SE,3,9) | YODELING (W,15,14) |
| GENRE (N,4,16) | PUNK (E,18,1) | ZOMBIE (E,10,1) |
| GOSPEL (S,10,7) | ROCK (SE,2,4) | |
| MELISMAS (N,21,9) | SCAT (N,5,16) | |

LEARN MORE

Cover Artist Larkin Poe

Watch the official music video: https://www.youtube.com/watch?v=aOtK_3TacEc&t=133s

Watch an Interview: <https://www.youtube.com/watch?v=05O3Ezf0n30>

Watch a Live Stream: <https://www.youtube.com/watch?v=7wGfldS7gaE>

Music Without Words

Jazz Scat: <https://www.youtube.com/watch?v=ekmwIStfR0o>

How to Yodel: <https://youtu.be/Vf71rCWNVIM>

Yamma Ensemble: <https://www.youtube.com/watch?v=zOo2HbNESNo>

The Roots of Rock

Elvis Presley on The Ed Sullivan Show - <https://www.youtube.com/watch?v=aNYWI13IWhY>

How Teens Ran Rock 'n' Roll - <https://www.youtube.com/watch?v=i053iRVJZcQ>

Bob Dylan's Folk Rock - <https://www.youtube.com/watch?v=MGxjIBEZvx0>

Listening Guide

Watch a live performance: <https://www.youtube.com/watch?v=8MuhFxaT7zo>

Cool Concert Halls

Take a Virtual Tour! <https://youtu.be/VmXidZkJ-f0>

Watch a performance! <https://youtu.be/kNujPrIPJBw>

Extra Credit

Evolution of Rock 'n' Roll (1949-2021) - https://www.youtube.com/watch?v=ZuE_bBsdit4

Learn about throat singing: <https://www.youtube.com/watch?v=fPI2dXcn8Vw>