

TODAY'S MUSIC EDUCATION RESOURCE

MUSIC ALIVE!

**WRONGS AND
RIGHTS OF
COPYRIGHT**

**SOUNDS
OF THE
CARIBBEAN**

**LISTENING
GUIDE**

**"I Will Survive"
by Gloria Gaynor**



CARRIE UNDERWOOD

**"Country music's reigning queen" returns
with new music and continues to rule**

COOL CONCERT HALLS
The Philharmonie de Paris

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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@intunepartners.com. We welcome your feedback.

FROM THE EDITOR

FOR THOSE WHO AREN'T ALREADY AWARE, March is Music in Our Schools Month, a moment to underscore for school administrators, parents and students themselves the critical role and importance of music education in the scholastic careers of all young people.

Including diversity in a music curriculum is certainly a tenet of modern, culturally relevant arts program, and this issue of Music Alive strives to serve that goal. Each issue is chock full of content on a variety of topics that includes music theory, composers, genres, history and more. By integrating these elements into your program, you can add layers of substance to those already being taught. But as a subscriber and user, you know that!

In this issue, we profile "country music's reigning queen," (according to Billboard magazine), our cover artist Carrie Underwood. We discuss the various sub-genres of Caribbean music and the influences that have shaped today's Caribbean sounds. We tell the story of Gloria Gaynor's iconic song "I Will Survive," and how it opened the door to disco, helping to catapult the music into the mainstream. Lastly, we point to the red flags now flying over the coming explosion of music made by artificial intelligence, and how it might impact human music creators and their careers.

We hope that you enjoy this issue as much as we enjoyed creating it for you and your students!

— Stacey Swanson, Editor-in-chief

HEAR THE MUSIC

"Ghost Story" by Carrie Underwood

"I Will Survive" by Gloria Gaynor

"Inside Your Heaven" by Carrie Underwood

"Blown Away" by Carrie Underwood

MENTO
"Perfect Day" by The Jolly Boys

CALYPSO
"Jean and Dinah" by Mighty Sparrow

SOCA
"Who Let the Dogs Out" by The Baha Men

SKA
"A Message to You Rudy" by The Specials

REGGAE
"Jammin" by Bob Marley

MERENGUE
"Siento" by Los Hermanos Rosario

MAMBO
"Cao Cao, Mani Picao" by Celia Cruz and Tito Puente

SALSA
"Periódico de Ayer" by Hector Lavoe

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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

SOUNDS OF THE CARIBBEAN

Meets National Core Arts Anchor Standards 7-9, 110

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.6)
- Computer or mobile device with internet access

START

Ask your students to read "Sounds of the Caribbean" on pages 6-9. Then, review the following **vocabulary words**.

Soca music- A blend of African and East Indian rhythms enhanced by synthesized sounds and electronic mixed effects

Reggaeton- Reggae music blended with Latin American dance music and hip-hop

Tribal songs- Indigenous musical percussion

Percussion- Any instrument that makes a sound when hit, shaken, or scraped. Ex: gongs, drums, bells, cymbals, tambourines, etc.

Syncopated- Music or a rhythm characterized by displaced beats or accents so that the strong beats are weak and vice versa

Spirituality- The quality of being concerned with the human spirit or soul as opposed to material or physical things

Son Montuno- Translated as "from the mountains", a mixture of African rhythms and style of Spanish music

Guaracha- Genre of music originating in Cuba with a rapid tempo; originally meant to accompany blended Spanish and African dances

Clave- An accompanying rhythmic pattern used in Afro-Cuban music, two sticks when hit together creating a sound with a rhythmic beat

Bachata- A genre of Latin music that originated in the Dominican Republic

DEVELOP

As a class, listen to the following tracks in "Hear the Music":

"Jean and Dinah" by The Mighty Sparrow

- Which instruments were used to produce the sounds?
- How would you describe the sound of the music?
- Would this song have a different effect if it used different instruments?

"A Message to You Rudy" by The Specials

- How does African influence change the music?
- Which genres were combined to form ska?
- How would you compare/contrast the sound of ska to calypso?
- How does this make you feel? Why?

Compare "Cao Cao, Mani Picao" by Celia Cruz and Tito Puente to "Periódico de Ayer" by Hector Lavoe

- Both songs utilize similar instruments. How do they compare?
- Which song do you prefer? Why?
- Which genre would you classify either in?

EXTRA CREDIT

Watch a steel drum band.

- How did the steel drum come into existence?
- How does the sound compare to the other music you've listened to?

Learn about the ancient bomba of Puerto Rico.

- Have students discuss how the different Caribbean styles of music represented more than just enjoyment.

CLOSE

How have other cultures influenced the Caribbean people? How did they adapt to create their own unique music?

ASSESS

Did the students read the article?

Did they review the vocabulary words?

Did they answer the supplemental questions?



FEATURE

THE WRONGS AND RIGHTS OF COPYRIGHT

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.6)
Computer or mobile device with internet access

START

Ask your students to read “The Wrongs and Rights of Copyright” on pages 10-13 before reviewing the vocabulary words below:

Record label- Company that manufactures, distributes, and promotes recordings of their client musicians

Cassettes - A closed plastic container with a small reel of magnetic tape within that stores audio or video recordings

Composer- A person who writes music to be played by musicians

Copyright infringement- When a protected work is reproduced, distributed, performed, publicly displayed, or made into other works without permission of its owner

Statutory Mechanical Rate- The rates set by the U.S. Copyright Arbitration Royalty Panel for payment to songwriters, composers or copyright owners for a physical or digital downloads

Streaming service- An online business that allows users hear audio tracks or see video clips on their computers and devices without downloading

DEVELOP

1. Ask students the following questions:

What is a streaming platform?

What was the famous illegal website used to download music?

What is the rate for one download?

What is the rate for one stream?

What was the problem with Napster and MP3.com?

What did record labels do after they realized that computer companies took over?

How does an artist get to the top of a Spotify playlist?

Just because a song reaches millions, what is not guaranteed?

2. Listen to “Music Copyright Explained” video.

<https://www.youtube.com/watch?v=FNGSNexCdz8>

What are the basic steps to copyright music?

What is considered intellectual property?

How would you describe copyright?

How can you copyright a song?

CLOSE

Break students into groups and give each group a challenge to create a piece of music that they can copyright. Have groups each play their track and discuss how easy/difficult the process was to navigate.

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?



SONG OF THE MONTH

“GHOST STORY”

by Carrie Underwood

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.6)
- 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 “Ghost Story” (*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 old was Carrie Underwood when she visited Capitol Records?
- Which single made Underwood the first female country artist on the **Billboard Hot 100** chart at **No. 1**?
- How many total awards has she won?
- What is the name of Underwood’s inaugural Christmas album released in September 2020?
- Since what year has she performed for NBC’s *Sunday Night Football*?
- What has the singer’s success been attributed to?
- Who were some of the singer’s inspirations (name 4-5)?
- What title was given to her by *Billboard*?

- In what years were Underwood inducted into the **Oklahoma Hall of Fame** and the **Hollywood Walk of Fame**?
- Who were some artists that Underwood impacted?

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 “Ghost Story”?
- 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 Carrie Underwood’s *American Idol* audition.

Discuss: As a class, discuss the advantages or challenges of gaining fame through a song contest versus other avenues.

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 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

“I WILL SURVIVE”

By Gloria Gaynor

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.6)
- Computer or mobile device with Internet access

START

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

DEVELOP

1. Play “I Will Survive” by Gloria Gaynor (*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 Gloria Gaynor and the story behind the song.

What does this song symbolize?

When did Fekaris start writing “I Will Survive”?

Where did the name “I Will Survive” come from?

How did Gloria Gaynor jump start her career into the disco genre?

What did the typical disco song of that era include in the production?

How was this song different from other popular disco songs of that era?

What story does this song illustrate?

What awards did “I Will Survive” earn?

CLOSE

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

Discuss the motivation behind writing the song and how powerful the concept of moving beyond your past 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

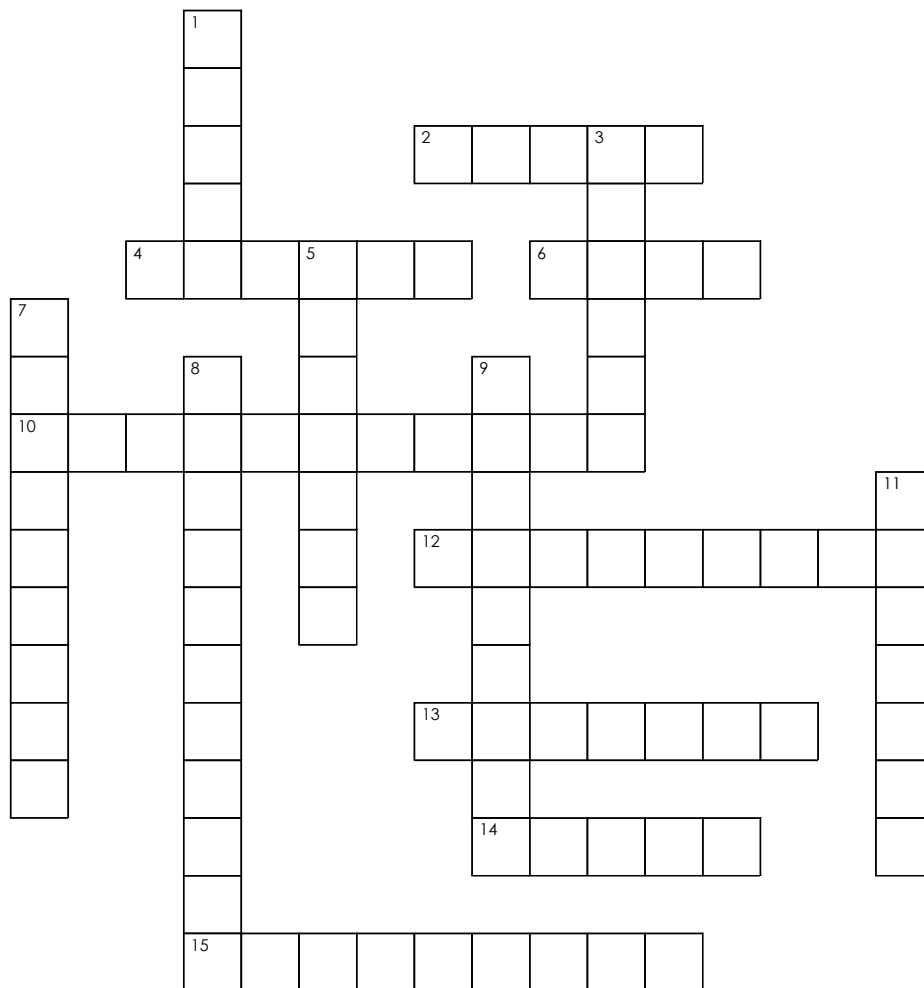
Did the students follow along with the Listening Guide?

Did they listen to the song using the timeline?

Did they answer the supplemental questions?

Name: _____

Music Alive Crossword



Across: →

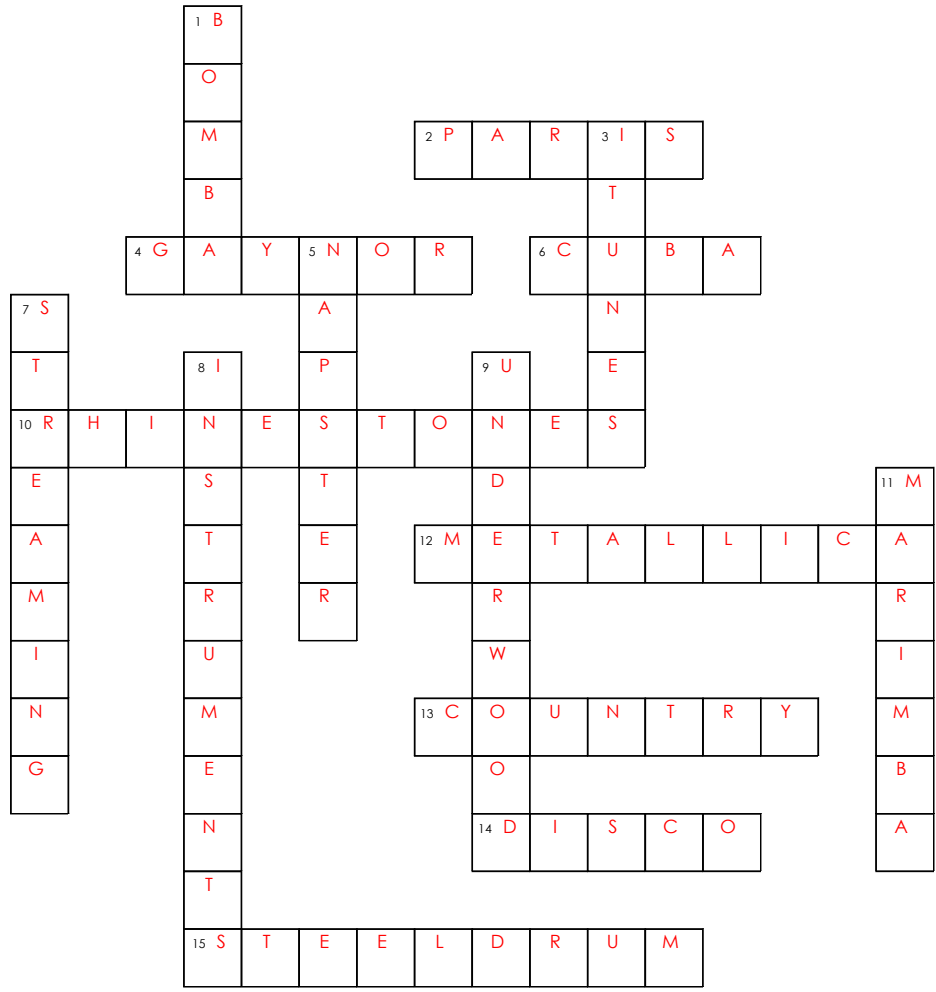
2. Cool Concert Hall location
4. Listening Guide singer
6. Mambo originated here
10. Underwood's album "Denim & _____"
12. Group that took on Copyright issue
13. Primary Carrie Underwood genre
14. "I Will Survive" genre
15. Instrument made out of oil tin

Down: ↓

1. This ancient music tells African history
3. Platform that began digital consumption
5. First music sharing service
7. Another name for digital music consumption
8. Philharmonie museum contains _____
9. American Idol cover artist
11. African brought instrument to Caribbean

SOLUTION

Music Alive Crossword



Across: →

- 2. Cool Concert Hall location
- 4. Listening Guide singer
- 6. Mambo originated here
- 10. Underwood's album "Denim & _____"
- 12. Group that took on Copyright issue
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Down: ↓

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- 8. Philharmonie museum contains _____
- 9. American Idol cover artist
- 11. African brought instrument to Caribbean

Name: _____

Music Alive Word Find

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

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

ACCORDION
AMERICAN IDOL
AUDITION
CALYPSO
CONSUMPTION
COPYRIGHT
DISCO

INFLUENCE
INTELLECTUAL
ITUNES
MENTO
MERENGUE
MUSEUM
NAPSTER

PARIS
PROPERTY
SALSA
SALUTATORIAN
UNDERWOOD

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SOLUTION

Music Alive Word Find

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

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

ACCORDION (N,11,14)

AMERICAN IDOL (S,15,1)

AUDITION (N,8,12)

CALYPSO (S,22,3)

CONSUMPTION (N,20,16)

COPYRIGHT (S,1,3)

DISCO (N,21,8)

INFLUENCE (N,23,13)

INTELLECTUAL (S,10,3)

ITUNES (W,17,16)

MENTO (S,12,5)

MERENGUE (SE,2,7)

MUSEUM (S,18,3)

NAPSTER (N,4,15)

PARIS (E,5,2)

PROPERTY (N,14,9)

SALSA (E,14,15)

SALUTATORIAN (E,5,1)

UNDERWOOD (N,3,11)

LEARN MORE

Carrie Underwood's Royal Reign

Watch her American Idol audition: <https://www.youtube.com/watch?v=kgFCb376Cdk>

Sounds of the Caribbean

Watch a Steel Drum Band - <https://www.youtube.com/watch?v=rZ642zSpQgc>

The Wrongs and Rights of Copyright

<https://www.youtube.com/watch?v=FNGSNexCdz8>

Listening Guide

Watch: <https://www.youtube.com/watch?v=fCR0ep31-6U>

Cool Concert Halls

Peruse the museum: www.bit.ly/ma426ch1

Watch a Tour here: <https://www.youtube.com/watch?v=p4zQwn121Dw>

Watch a Performance here: <https://www.youtube.com/watch?v=pjZPHW0qVvo>

Extra Credit

Did you know that Carrie is also an advocate for charitable causes? Here's a song she wrote about the holidays with proceeds going to charity. <https://www.youtube.com/watch?v=Eo5ZLdbcZsk>

Learn about the ancient Bomba music of Puerto Rico - <https://www.youtube.com/watch?v=3RGqiGHWDrQ>