

TODAY'S MUSIC EDUCATION RESOURCE

MUSIC ALIVE!

**NATIVE
AMERICAN
MUSIC**

**THE HISTORY
OF THE
SYNTHESIZER**

**LISTENING
GUIDE**

"Bailamos"
by Enrique
Iglesias



ARLO PARKS

**COOL
CONCERT
HALLS**

Tokyo Opera City
Concert Hall

**After a whirlwind debut,
and a much needed
rest, the breakout
pop/R&B star is back**

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CONTENTS

- 3 A Summary of the National Core Arts Standards
- 4 Native American Music
- 5 The History of the Synthesizer
- 6 Song of the Month:
"Weightless"
by Arlo Parks
- 7 Listening Guide:
"Bailamos" by Enrique Iglesias
- 8 Crossword and Answer Key
- 10 Word Search
and Answer Key
- 12 Learn More and
Extra Credit Links

HOW TO CONTACT US

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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@intunepartners.com. We welcome your feedback.

FROM THE EDITOR

THE CHALLENGES OF THE SCHOOL YEAR schedule come in a familiar pattern; the preparation for "back to school," the holiday concerts, recesses, second semester re-start, spring assessments and then, finally, the last days. One phase leads to another, always with the goal of overcoming the obstacles to learning apply ingenuity and determination whenever necessary. Growth then builds slowly, and we marvel when we discover it. Sometimes though, when students enter the professional world, their experiences can be very different, and they're not prepared. How to prepare for meteoric rise and explosive success? This is the story of British artist Arlo Parks, our cover artist, and of mental and emotional health, in the spotlight in government and business, where leaders sometimes say that it's all too much.

After a swift breakout and touring the world, Parks reached her physical and mental limits. Stepping back, she learned her boundaries, overcame her stressors, and is now back in the spotlight with an eagerly anticipated album. However, the impact of breakout success, and the benefits of keeping one's balance in the face of both creative success and failure is well worth a classroom discussion. And speaking of overcoming obstacles, our story on Native American music offers fodder for all sorts of lessons. So too does the story of "Bailamos" and the mainstreaming of Latin music. The April issue of MusicAlive! is a heady one, to be sure!

— Stacey Swanson, Editor-in-chief

HEAR THE MUSIC

"Weightless" by Arlo Parks
"Bailamos" by Enrique Iglesias
"Fire Totem" by All in Music
"The Knot" by Young Grey Horse
"Woete Wakan Olowan (Food Offering Song)" by Earlwin B. Bullhead
"Journey to the Past" by Native American Music Consort & Shamanic Drumming
"Round Dance" by Plains Tribe
"We Were All Wounded at Wounded Knee" by Redbone
"Yeha-Noha (Wishes of Happiness and Prosperity)" by Sacred Spirit
"Witchi Tia To" by Jim Pepper
"Coyote Dance" by Robbie Robertson & The Red Road Ensemble
"Ke Sakihitin Awasis" by Buffy Sainte-Marie

ANALOG

"Switched-on Bach" by Wendy Carlos
"Good Vibrations" by The Beach Boys
"Lucky Man" by Emerson, Lake, and Palmer
"Turangalila Symphonie V. Joie de sang des etoiles" by Olivier Messiaen

DIGITAL

"Composition for Synthesizer" by Milton Babbitt
"Wake Me Up Before You Go-Go" by Wham!
"Eureka" by Robin Scott
"Policy of Truth" by Depeche Mode
"Workinonit" by J Dilla

SOFTWARE

"Beyond Beliefs" by Ben Böhmer
"ocean eyes" by Billie Eilish
"Applause" by Lady Gaga
"End of Line" from Tron: Legacy by Daft Punk
"Blinding Lights" by The Weeknd

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

NATIVE AMERICAN MUSIC

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.7)
- Computer or mobile device with Internet access

START

Ask your students to read “Native American Music” on pages 6-9. Then, go over the following highlighted words.

[This reinforces comprehension and vocabulary.]

Communal Independence- The act of being independent as a community.

Sacred Soil- Site of land seen as “holy” for a religion.

Rhythmic Accompaniment- Musical part which provides the rhythmic support for the main themes of an instrumental piece.

Sacred practices- Meetings or rituals that are rooted in religious beliefs.

Shamanism- Ancient healing tradition which includes a shaman interacting with the spirit world.

Bull-roarers- ancient ritual music instrument used for communication and to ward off evil spirits.

Duct flutes- A type of flute whose pitch is produced by an air column moving through a duct to strike an edge in the air column that causes a vibration.

Jingle rattles- percussion instrument often used in Native ceremonial dances.

Single-headed drums - One drumhead stretched across a surface

Great Migration- When Native Americans were forced to leave their homes and travel long distances to a determined reservation.

DEVELOP

1. Ask students about the story:

- How long has indigenous tribe music been around for?
- How do indigenous people utilize the power of music?
- What activities usually go on during pow-wow ceremonies?
- Why were drums of such significance to Native Americans?
- Why was wind of such significance?
- How else was the music used to represent?
- How did Native American music almost become extinct?
- How has technology influenced the way Native American music was made?

During the 20th century, how did Native American music gain popularity? Why do you think modern performers sing a mix of English and Indigenous languages?

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

“Woete Wakan Olowan (Food Offering Song)” by Earlwin B. Bullhead

- Can you guess 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?

“Ke Sakihitin Awasis” by Buffy Sainte-Marie

- How does colonization change the music?
- Which instruments do you hear that are not traditional native instruments?
- How does this make you feel? Why?

Compare “Round Dance” by Plains Tribe to “Journey to the Past”

- Both songs utilize similar instruments. How do they compare?
- Which song do you prefer? Why?
- Do any elements that you hear appear in more modern genres?
- How would you compare/contrast the sound of powwow to tribal song?

EXTRA CREDIT

Watch a powwow.

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

Learn about the ancient instruments used in Native American music.

- Have students discuss how the different instruments could have been made in ancient times.

CLOSE

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

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

THE HISTORY OF THE SYNTHESIZER

Meets National Core Arts Anchor Standards 5, 7, 9 and 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.7)
- Computer or mobile device with Internet access

START

1. Ask your students to read "History of the Synthesizer" on pages 10-13. Then, go over the following highlighted words.
[This reinforces comprehension and vocabulary.]

- Frequency** – The peaks and valleys formed when sound waves travel.
- Polyphonic** – Consisting of many voices or sounds.
- Timbre** – The combination of qualities of a sound that distinguishes it from other sounds of the same pitch.
- Modulate** – To regulate or adjust to a certain degree.
- Pitch** – How high or low a sound is.
- MIDI (Musical Instrument Digital Interface)** – A technical standard that describes a communications protocol, digital interface, and electrical connectors that connect a wide variety of audio devices for playing, editing, and recording music.
- EDM** – Electronic Dance Music: a range of genres of electronic music characterized by a strong danceable beat.
- Additive Synthesis** – A technique in which sound waves from multiple sources are combined to create one single wave.
- Improvisation** – Created without preparation.
- Transistor** – A semiconductor device used to amplify or switch electrical signals and power.
- Capacitor** – A device that stores electrical energy in an electric field by accumulating electric charges on two close surfaces insulated from each other.
- Resistor** – A passive two-terminal electrical component that implements electrical resistance as a circuit element and is used to reduce current flow, adjust signal levels, divide voltages, bias active elements, and terminate transmission lines.

DEVELOP

1. Ask students about the story:
 - What is a synthesizer?
 - What is the name for synthesizers in their original form?
 - What was the name of the first electric synthesizer and what is its purpose?
 - When was the Theremin released?

- Who invented voltage-controlled oscillation?
- What is subtractive synthesis?
- When did Oberheim's OBX release?
- How did Akai revolutionize hip-hop?
- What sets software synthesizers apart from digital and analog ones?

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

- Analog
 - "Switched-on Bach" by Wendy Carlos
 - How does the use of the synthesizer transform this Baroque piece?
 - 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?

Digital

- Compare "Composition for Synthesizer" by Milton Babbitt to "Policy of Truth" by Depeche Mode.
 - How does digital advancement change the sound of the synthesizer?
 - Do you feel a steady beat in "Composition for Synthesizer"? Does it feel disjointed?
 - How does the sound of Depeche Mode compare to the Wendy Carlos song?
 - Compare the melodic style of the two compositions.

"Beyond Beliefs" by Ben Böhmer

- How does the song compare to the others?
- Can you tell this is composed using computer software?
- What emotion do you feel listening to the music?
- How does this compare to the most recent *Hear the Music* playlist ("Blinding Lights", etc.)?

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

- How does the synthesizer impact American culture?
- Does the video provide a good understanding of the importance of this instrument?
- Why is the AKAI innovation important to modern day genres?

CLOSE

Have students select their favorite school appropriate song and research which type of synthesizer is used in the song. Analog, Digital, or Software?

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

“WEIGHTLESS”

by Arlo Parks

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.7)
- 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 “Weightless” (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:
 - Where was Parks raised?
 - In terms of form and rhyme, who inspired Parks?
 - How and when did Parks gain the attention of radio presenters?
 - How many streams did her debut “Cola” gain?
 - Where was Parks’ first gig?
 - What are some of the awards Parks have been presented with?
 - Why did Parks decide to take a break?
 - Around what time did Parks decide to come back to music?
 - What are some common themes or messages around Parks’ music?

How did Parks and Phoebe Bridgers meet and how would you describe their relationship?

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 “Weightless”?
 - 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 Arlo Parks at home performance.

Discuss: As a class, discuss the importance of mental health and what artists and musicians can do to set better boundaries. 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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LISTENING GUIDE

“BAILAMOS”

by Enrique Iglesias

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.7)
Computer or mobile device with Internet access

START

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

DEVELOP

1. Play “Bailamos” by Enrique Iglesias (*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 percussion in this song?**
- How does this song make you feel?**
- Do you like the song? Why or why not?**

3. Ask students about Enrique Iglesias and the story behind the song.

- Which soundtrack of Iglesias' did “Bailamos” appear in?**
- Which pop stations did “Bailamos” hit?**
- What did Iglesias secure because of “Bailamos” becoming a huge success?**
- What is this song an ode to?**
- What is this song considered as in the United States?**
- In which locations did certain pop radio stations request to play “Bailamos”?**
- What does “Bailamos” mean in English?**

CLOSE

As a class, watch the video. Discuss as a class notable characteristics of the video.

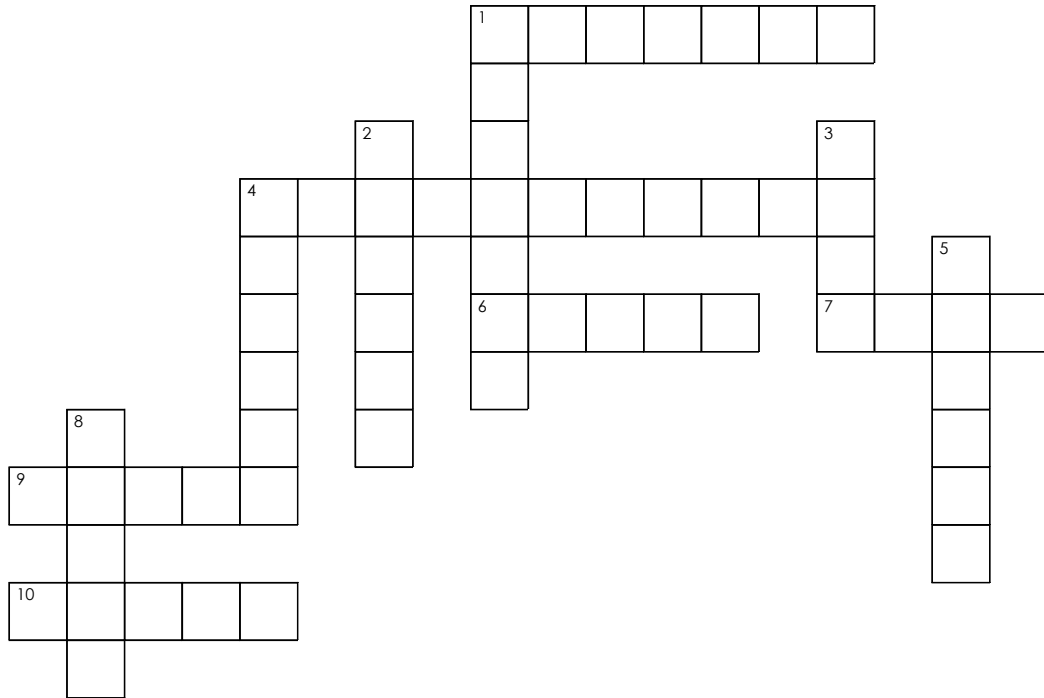
Discuss the motivation behind writing the song and how powerful the concept of self-expression can be. The goal is to get students thinking and talking about how music serves as a vehicle for emotion. When everyone is finished, have a classroom discussion about their answers.

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: →

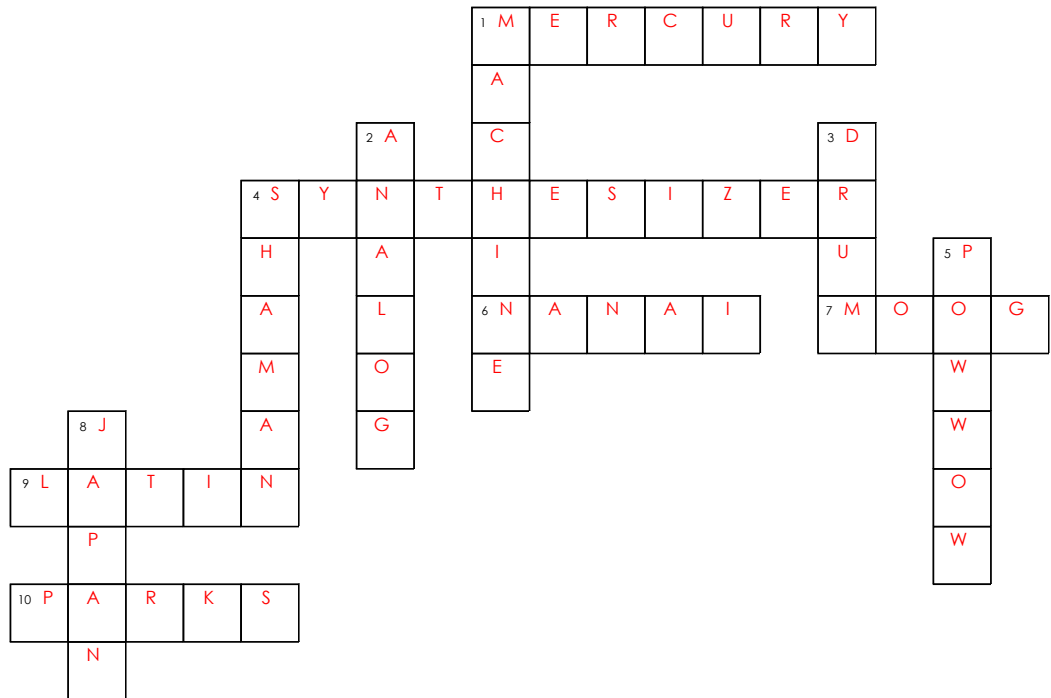
1. Prize of high esteem
4. Electronic instrument
6. Flue in Apache
7. Modular Revolutionary
9. "Bailamos" genre
10. West London rising star

Down: ↓

1. My Soft _____.
2. Original synthesizer form
3. Mother Earth symbol
4. Indigenous healer
5. Indigenous large gathering
8. Cool Concert Hall Country

SOLUTION

Music Alive Crossword



Across: →

1. Prize of high esteem
4. Electronic instrument
6. Flue in Apache
7. Modular Revolutionary
9. "Bailamos" genre
10. West London rising star





Down: ↓

1. My Soft _____.
2. Original synthesizer form
3. Mother Earth symbol
4. Indigenous healer
5. Indigenous large gathering
8. Cool Concert Hall Country

Name: _____

Music Alive Word Find

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

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

ADDITIVE
CHANT
DIGITAL
FLAMENCO
IGLESIAS
INDIGENOUS

LONDON
MONOPHONIC
RATTLE
RESERVATION
SOFTWARE
SPIRITUAL

TELEHARMONIUM
THEREMIN
TOKYO
WEIGHTLESS

SOLUTION

Music Alive Word Find

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

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

ADDITIVE (W,17,13)
CHANT (W,14,6)
DIGITAL (E,7,16)
FLAMENCO (E,15,9)
IGLESIAS (W,22,15)
INDIGENOUS (S,2,5)

LONDON (E,8,10)
MONOPHONIC (S,23,2)
RATTLE (E,5,15)
RESERVATION (S,5,3)
SOFTWARE (E,15,11)
SPIRITUAL (E,10,5)

TELEHARMONIUM (E,10,3)
THEREMIN (S,7,3)
TOKYO (N,14,11)
WEIGHTLESS (E,10,2)

LEARN MORE

Arlo Parks Rises Up

Watch friends Arlo Parks and Phoebe Bridgers perform: <https://www.youtube.com/watch?v=JKPaA3p3bJU>

Listen to a quarantine lo-fi: <https://www.youtube.com/watch?v=kqc8lnLvFiE>

Arlo talks about her album: <https://www.youtube.com/watch?v=VYiOV8yRRE4>

Listening Guide

Watch: <https://www.youtube.com/watch?v=QhvXv7JS4oc>

Cool Concert Halls

Watch a performance! [Hong Kong Sinfonietta at Tokyo Opera City Concert Hall 2019](https://www.youtube.com/watch?v=93wGaGFUnTs)

Native American Music

Watch a powwow: <https://www.youtube.com/watch?v=5j1Vt1impIE>

Watch a street performance: <https://youtu.be/93wGaGFUnTs>

Learn about the instruments: <https://www.youtube.com/watch?v=fVMgB6OVO0o>

History of the Synthesizer

A Brief History of Synthesizers: https://www.youtube.com/watch?v=5sjreF6H_rY

How Depeche Mode Changed Pop: <https://www.youtube.com/watch?v=hDgvvuRXtzc>

Watch a performance: <https://www.youtube.com/watch?v=kYxheEGl2oM>

EXTRA CREDIT

Native American Music

Modern interpretation: <https://youtu.be/xtbbi3alfvw>

History of the Synthesizer

How Radiohead saved the Ondes Martonet: <https://www.youtube.com/watch?v=Zp4mBmsV6Xk>