

TODAY'S MUSIC EDUCATION RESOURCE

MUSIC ALIVE!

**ROCKING YOUR
SUMMER!**

**THE
(COMPLICATED)
HISTORY OF
R&B**

**LISTENING
GUIDE**

"Bridge Over
Troubled Water"
by Simon
and Garfunkel



LEWIS CAPALDI

**Back after a long hiatus,
one of pop's bright stars shines again**

COOL CONCERT HALLS
The Kennedy Center

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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

WELCOME TO THE MAY ISSUE of *Music Alive!*, our last for the current school year. This time, along with a collection of vignettes about news and trends from the world of music, we offer a reading on "the history of R&B," a genre that originated in African American communities of the 1940s and has influenced countless artists and styles ever since.

We explore the latest chapter of Lewis Capaldi's career, one that has seen him rise rapidly from singing in pubs to selling out arenas. His upcoming album *Broken By Desire To Be Heavenly Sent* showcases his raw and honest songwriting, and his story of how he's dealt with his health issues is inspiring.

As summer recess approaches, we encourage students to make music on their own and ask them to consider forming their own ensemble. The article provides suggestions on how to find bandmates, choose a genre, find a practice space, learn to record at home, book gigs and more.

We also go behind the scenes at The Kennedy Center, the nation's busiest performing arts center and a living memorial to President John F. Kennedy. We learn about its history, its programs, its exhibits, and its impact on American culture.

We hope you'll enjoy using this issue as much as we enjoyed putting it together for you. As always, we welcome your feedback and suggestions for future topics.

— Stacey Swanson, Editor-in-chief

HEAR THE MUSIC

"Pointless" by Lewis Capaldi

"Someone You Loved" by Lewis Capaldi

"Bridge Over Troubled Water" by Simon & Garfunkel

"Caldonia" by Louis Jordan and His Tympany Five

"My Gal's a Jockey" by Big Joe Turner

"Straighten Up and Fly Right" by Nat "King" Cole

"Only You" by The Platters

"There Goes My Baby" by The Drifters

"Maybe" by The Chantels

"Be My Baby" by The Ronettes

"Hit the Road Jack" by Ray Charles

"River Deep-Mountain High" by Ika & Tina Turner

"Something's Got a Hold On Me" by Etta James

"Shop Around" by The Miracles

"(Love is Like A) Heat Wave" by Martha Reeves & The Vandellas

"The Way You Do The Things You Do" by The Temptations

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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 (COMPLICATED) HISTORY OF R & B

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.8)
- Computer or mobile device with internet access

START

Ask your students to read “The (Complicated) History of R&B” on pages 6-9. Then, consider engaging students in the following discussion topics.

CLASS DISCUSSION TOPICS

As we learned in the story, R&B’s roots are embedded in a few genres with names that weren’t coined until post-WWII.

- It wasn’t until the end of WWII (1939-1945) that the term R&B was used by *Billboard*.
- World War II saw a mass exodus of more than five million African Americans who left the South for major cities in search of better economic and educational prospects.
- Housing discrimination led to segregated neighborhoods and nearby entertainment districts.
- Rural traditions adapted to the new urban communities with musicians blending their musical backgrounds.
- The genre’s roots are embedded in African American spirituals, jazz, swing, gospel, and blues.

DISCUSS HOW R&B SOUNDS.

- “Jump blues” is characterized by a 12-bar blues structure, boogie-woogie bass line, shuffle rhythms (triplet quarter note followed by a triplet eighth note), syncopated horn riffs, solo alto saxophone, and group singing on refrain lines.
- Lead singers sing in a lyrical and smooth style that employs phrasing, shading, and timing techniques.
- Early R&B lyrics focused on Black culture by providing a commentary on the trials and tribulations of daily living.
- Later, R&B (soon to be known as “soul” music) became a testimony of the struggles of black people during the civil rights movement of the 1960’s.

In the decades following the 1940s, how did R&B undergo a transformation?

- A once small genre managed to grow from 1950s rock ‘n’ roll with artists like Chuck Berry and Little Richard, before being completely re-envisioned as soul music during the Motown era.
- Later, rhythmically based funk songs with deep grooves like those crafted by James Brown and Aretha Franklin would be released.
- The 80’s saw the emergence of R&B acts like The Jackson 5, Earth, Wind and Fire, and then Michael Jackson and Prince who blended elements of funk, disco, and even rock music into their sound, forever changing the way we perceive rhythm and blues.
- R&B is uniquely American in its influences, but it has a global reach that knows no bounds.

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

“Caldonia” by Louis Jordan and His Tympany Five

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?

“Hit the Road Jack” by **Ray Charles**

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?

“River Deep-Mountain High” by **Ike & Tina Turner**

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 R&B music?

As a class, watch the video selection in **Learn More**.

How does R&B impact American culture?
Does the video provide a good understanding of the importance of this period?
Why is this period important for future music?

HOMEWORK

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 supplemental questions?



FEATURE

ROCKING YOUR SUMMER

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.8)
- Computer or mobile device with internet access

START

Ask students to read the text on pages 10-13 on their own, or have a student read aloud to the class.

CLASS DISCUSSION TOPICS

As we learned from the story, there are a few different steps involved in forming a band, and each is dependent on another.

- The recipe for an ensemble's success begins with finding motivated, relatively well-adjusted, kindred spirits who are committed to learning songs and showing up to practice.
- Once you know what kind of music you'll be playing, band members will need to decide what kind of equipment (instruments and sound systems) they'll need and will be able to use.
- Once you've found a group of musicians who share your vision for the project and have sufficient instruments and equipment, it's time to find a space to rehearse.
- Experimenting with your instruments and equipment is also important, and trying out different techniques will help create the band's sound.
- Collaboration involves compromise, understanding and accepting each other's strengths and weaknesses.
- You'll need to perfect a grouping of songs called "sets."
- Once the band has some live performance experience, it could be time to start recording your music and sharing it with a wider audience.
- If you go the digital route, and you expect that your online sharing will further the band's goals, you'll need to create an "electronic press kit"(EPK) and a website that fans can easily find online.

One of the most important aspects of being in a band is learning to work as a group. As a class, discuss why collaboration is useful in and outside of the band.

- Discuss why collaboration leads to better results.
- How does collaboration help develop communication skills.
- It's important to respect the creative space of your bandmates and allow them to express their ideas without interruption or criticism.

Watch the Foo Fighter's leader Dave Grohl's video, as well as the video of the student rock band.

- Discuss the statement he made about how he formed his own band. He looked at the songs and decided that 'hey we could do this...all you needed was (to learn) three chords!
- The young band performing for a basketball game played popular "cover" songs, meaning they did not write them but can perform them.
- Discuss the possibility of the students forming a band. What does it take? Do students know someone in a band? What style of music do they play?

Watch the video about the roles of each instrument in a band.

- What instruments are typically in a popular music band?
- What role do the drums play?
- How does adhering to a certain role in a band help to improve the band's sound?
- Which instrument sound do you gravitate towards?

CLOSE

Discuss the importance of supporting others when in need. What are some ways that students can support other students? Can you think of a movie that taught kids how to rock and how to support one another? (Answer: School of Rock)

HOMEWORK

Ask students to complete "About the Article" worksheet located at <https://www.musicalive.com/worksheets/>

ASSESS

**Did the students follow along with the article?
Did they answer the discussion questions?**



SONG OF THE MONTH

“POINTLESS”

by Lewis Capaldi

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.8)

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 XX
3. Play “Pointless” (*Hear the Music track 1 on musicalive.com*), while the students read through the notation on pages 17-18.

CLASS DISCUSSION TOPICS

As we learned from the story, Lewis Capaldi began his music career at a young age. What were some of the factors involved in his musical development? As a class, discuss the impact this level of support can have on an artist.

- His passion for music began at the tender age of 4 thanks to his elder brother Warren.
- Capaldi grew up in an environment that was conducive to creativity through his parents, who supported his music and allowed him the freedom to focus on his music rather than traditional education.
- By 11 years old, he had already developed a mastery of instruments and composed soundtracks.
- Constantly seeking opportunities, Capaldi rapidly established himself as a performer in venues across his hometown.
- His parents allowed him to pursue his dreams.

Although Capaldi’s career has been successful, he still deals with real-life problems like anyone else. In September 2022, he came forward with his diagnosis of Tourette’s Syndrome, a neurological condition believed to be triggered by both genetics and environment. How has the artist overcome the challenges associated with the condition?

- Sufferers often experience tics, involuntary twitches, and sounds that are impossible to control.
- During one of his live performances, fans sang for him in a heart-warming display of support when the crowd continued singing for him despite his tics.
- Capaldi revealed that he underwent Botox treatment to curb the movement of his shoulder, resulting in a short-term advantageous effect.

- Early in 2023, Capaldi collaborated with experts from the University of Nottingham to experiment with a device that resembles a smart-watch and aims to mitigate certain symptoms. The results were nothing short of impressive.

This month’s Song of The Month, “Pointless,” tackles the same emotion but is presented in two ways. How does each depiction accurately represent the lyrics?

- The song describes how, without someone special in your life, everything can feel “pointless”. The lyrics describe the many ways he and his love care for each other.
- The music video, directed by Hector Dockrill, opens with a little boy dancing with his mom and enjoying time spent in their living room. It is just the two of them; life is hard as a single mom but not as hard when they have one another.
- Capaldi hopes to have this song played at weddings.

Discuss the music.

- Which bar does the first verse begin?
- What instruments do you hear?
- What key is the song in?
- 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 videos in Learn More and Extra Credit.

Discuss: As a class, discuss the importance of supporting others when in need. What are some ways that students can support others students?

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?



LISTENING GUIDE

“BRIDGE OVER TROUBLED WATER”

BY PAUL SIMON & ART GARFUNKEL

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.8)

Computer or mobile device with Internet access

START

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

DEVELOP

1. Play “Bridge Over Troubled Water” by Paul Simon & Art Garfunkel (*Hear the Music track 2 on musicalive.com*) while having the students follow along with the timeline.

CLASS DISCUSSION TOPICS

As we learned in the story, the song’s inspiration came together so quickly that it surprised the artists.

- Songwriter Paul Simon asked himself, “Where did that come from? It doesn’t seem like me at all.”
 - The song’s name was taken from Claude Jeter’s line, “I’ll be your bridge over deep water if you trust in me” from the 1958 hymnal “Mary Don’t You Weep.”
 - The melody was adapted from a piece by Johann Sebastian Bach.
 - Simon wrote the song for guitar at first, but later adapted it to the piano to better fit his desire for a gospel sound.
- The recording of the song ultimately led to the duo’s break-up.
- The recording of this song revealed many of the underlying issues that led to the group’s break-up after the album was finished.
 - Paul Simon has expressed regret over his insistence that Art Garfunkel sing his song as a solo, as it focused attention on Garfunkel and relegated Simon to a secondary role.

Despite the tension surrounding the song’s production, it is one of the most performed songs of all time.

- The song peaked at No. 1 on the Billboard Hot 100 in the United States for six weeks and topped the chart in the United Kingdom, Canada, France, and New Zealand.
- The song sold over six million copies worldwide.
- The song received five GRAMMY awards.
- It is ranked number 66 on Rolling Stone’s 500 Greatest Songs of All Time.

As a class, listen to 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?

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

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.

CLOSE

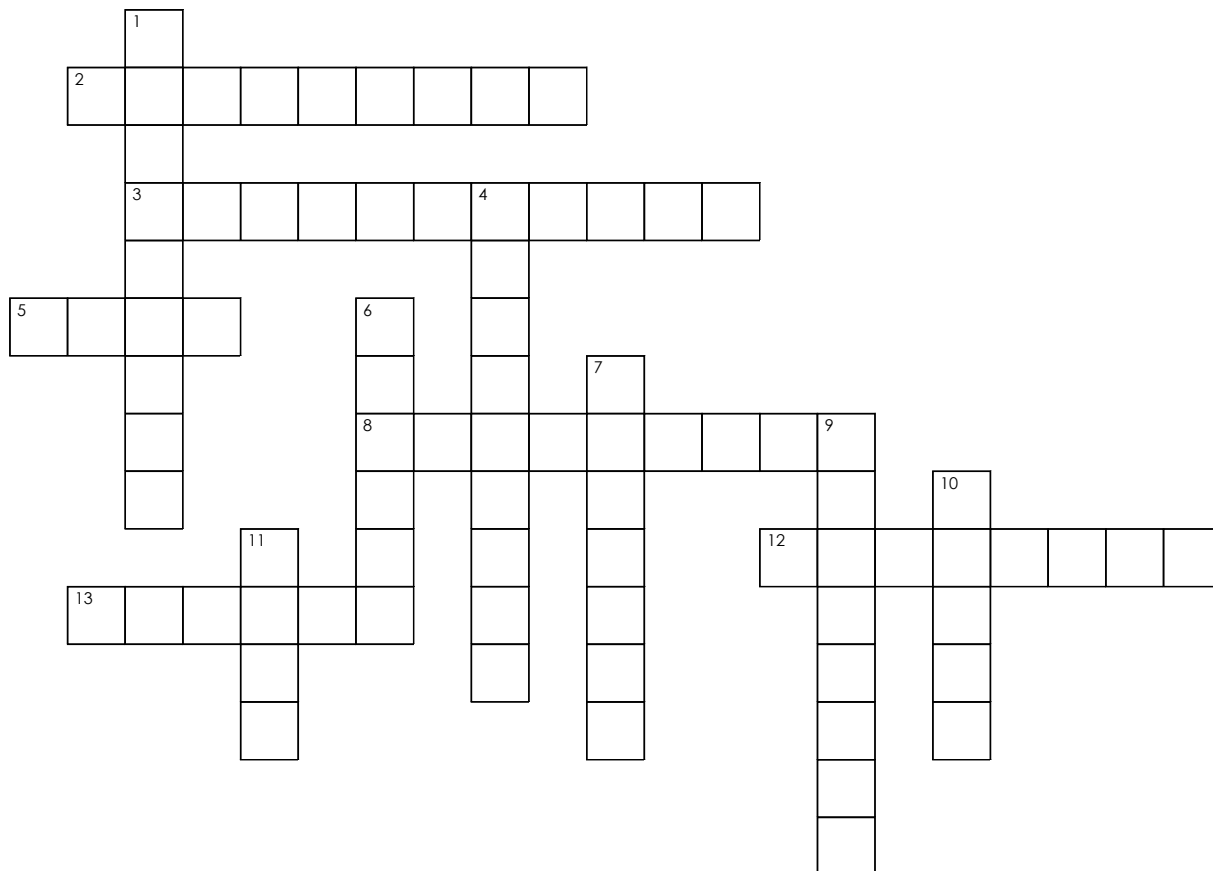
Students will complete “All About the Article” worksheet located at www.musicalive.com/worksheets.

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: →

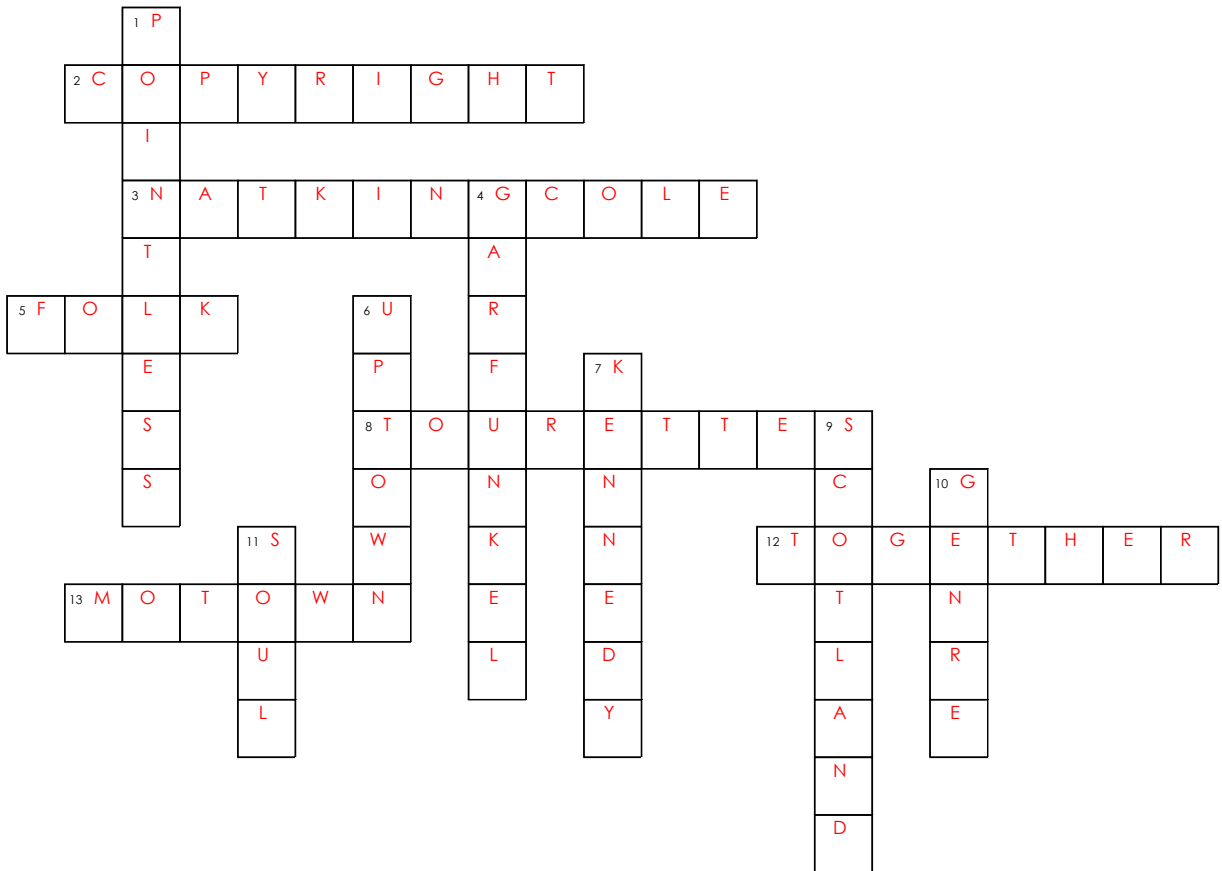
2. Original Songs Legal Process
3. Person who pioneered R&B trio
5. Style of "Bridge"
8. Capaldi's Condition
12. Important that bands work _____
13. R&B Record Label

Down: ↓

1. Capaldi's SOTM Single
4. Other half of Simon
6. R&B Mainstream Term
7. Cool Concert Hall namesake
9. Home Country of Capaldi
10. Bands should decide on a _____ first.
11. Black R&B Name Change

SOLUTION

Music Alive Crossword



Across: →

- 2. Original Songs Legal Process
- 3. Person who pioneered R&B trio
- 5. Style of "Bridge"
- 8. Capaldi's Condition
- 12. Important that bands work _____
- 13. R&B Record Label






Down: ↓

- 1. Capaldi's SOTM Single
- 4. Other half of Simon
- 6. R&B Mainstream Term
- 7. Cool Concert Hall namesake
- 9. Home Country of Capaldi
- 10. Bands should decide on a _____ first.
- 11. Black R&B Name Change

Name: _____

Music Alive Word find

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

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

BILLBOARD
BRIDGE
CAPALDI
CREATIVITY
CROSSOVER
DECADE
ELEVATE

EQUIPMENT
EVOLUTION
FOLK
GENRE
KENNEDY
MAINSTREAM
MIGRATION

PERFORMANCE
RHYTHM
SEGREGATION
SINGER
TROUBLED

SOLUTION

Music Alive Word find

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

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

- | | | |
|---------------------|---------------------|----------------------|
| BILLBOARD (W,17,16) | EQUIPMENT (S,2,4) | PERFORMANCE (E,3,9) |
| BRIDGE (N,15,12) | EVOLUTION (E,2,10) | RHYTHM (E,10,1) |
| CAPALDI (S,16,6) | FOLK (N,20,14) | SEGREGATION (S,14,2) |
| CREATIVITY (E,1,15) | GENRE (W,7,16) | SINGER (E,3,1) |
| CROSSOVER (E,1,3) | KENNEDY (S,11,2) | TROUBLED (S,19,3) |
| DECADE (N,17,8) | MAINSTREAM (S,22,4) | |
| ELEVATE (E,3,11) | MIGRATION (W,19,13) | |

LEARN MORE

The (Complicated) History of R&B

Watch a brief history of R&B:

<https://www.youtube.com/watch?v=w5zjTgrRhs4&t=3s>

Rock Your Summer

Dave Grohl on Starting a Band:

https://www.youtube.com/watch?v=Guay3up_3hk

The Roles of Each Instrument:

https://www.youtube.com/watch?v=yQ52bk1c__c

Lewis Capaldi Breaks Barriers

Watch the video of "Pointless":

<https://www.youtube.com/watch?v=HINGI4LbAto>

Listening Guide

Watch the song live on Central Park NYC: <https://www.youtube.com/watch?v=WrcwRt6J32o>

Cool Concert Halls

Take a tour:

<https://youtu.be/tg4EDZF0cmk>

Watch a performance:

<https://youtu.be/j0s9FEIQoaU>

Watch the full pageant with Bob Newhart, Harry Belafonte, Danny Kaye, Marian Anderson,

Robert Frost, Maria Tallchief, and many more:

<https://youtu.be/pC1g6fTPA5U>

EXTRA CREDIT

Watch a band of 6th graders:

https://www.youtube.com/watch?v=OKTa_uBzQ1w

Listen to fans support Capaldi:

<https://www.youtube.com/watch?v=CCMHTiilta8>