

TODAY'S MUSIC EDUCATION RESOURCE

MUSIC ALIVE!

LISTENING GUIDE

"Everybody Wants To Rule The World"
by Tears For Fears

It's Instrumental:
THE IMPACT OF THE BANJO

The Lives and Times of
STUDIO MUSICIANS

The Music of
THE SOUND OF MUSIC



LAUFHEY

A 24-year-old creates and performs music in a traditional style, but adds a twist all her own

SAYWHAT?

The meanings and origins of musical sayings

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FROM THE EDITOR'S

WELCOME TO THE 44TH SEASON OF MUSIC ALIVE! In this first issue, we'll explore another amazingly diverse array of musical topics. As a journalistic collection, it is intentionally broad, our hoping that there'd at least be "something for everyone."

Our peek into world of studio musicians is actually an expanded take on our venerable careers column, that series always suggesting that a music student need not become a "rock star," or first chair musician to lead a musical life.

Somewhat similarly, our new series on the music of musical theater elevates that form and the greats who've made it. The idea of storytelling with music is one we will always want to revisit. In the start of another new series, we'll isolate the impact of specific instruments, in this case the banjo, on music history. This too is a perennial focus for Music Alive, but we've given it a slightly new twist.

Then, amidst the vignettes about the music industries and the etymology of musical phrases sits our jewel, our cover story, this time about the rise of an artist with an unlikely background, playing an unlikely brand of popular music. Laufey is topping charts with what we might call Latin jazz. She, and the modern critics, call it a "jazz pop," whatever, it is having the broadest appeal, and multiple generations are showing up at her shows. So a broad first issue of Music Alive has an artist on the cover creating and performing a broad genre. Perhaps that's the connective tissue!...Enjoy.

HEAR THE MUSIC

"From the Start" by Laufey

"Everybody Wants to Rule the World" by Tears for Fears

"Good Vibrations" by The Beach Boys (featuring the Wrecking Crew)

"I Heard It Through the Grapevine" by Marvin Gaye (featuring the Funk Brothers)

"Green Onions" by Booker T. & the M.G.'s

"The Sound of Music" from *The Sound of Music*

"My Favorite Things" from *The Sound of Music*

"Do-Re-Mi" from *The Sound of Music*

"Edelweiss" from *The Sound of Music*

"Climb Ev'ry Mountain" from *The Sound of Music*

"Foggy Mountain Breakdown" by Earl Scruggs

"Oh Susanna" by Stephen Foster

"Dueling Banjos" by Earl Scruggs

"The Ballad of Jed Clampett" by Flatt & Scruggs

"New York City" by Béla Fleck and the Flecktones

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

Session Stalwarts: The Lives and Times of Studio Musicians

Meets National Core Arts Anchor Standards 1, 3, 4, 5, 7, 8, 9, 10, 11

OBJECTIVES

- Generate and conceptualize artistic ideas and work. (Cr1)
- Refine and complete artistic work. (Cr3)
- Select, analyze, and interpret artistic work for presentation. (Pr4)
- Develop and refine artistic techniques and work for presentation. (Pr5)
- Perceive and analyze artistic work. (Re7)
- Interpret intent and meaning in artistic work. (Re8)
- Apply criteria to evaluate artistic work. (Re9)
- Synthesize and relate knowledge and personal experiences to make art. (Cn10)
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (Cn11)

MATERIALS

Music Alive! magazines printed or digital issues with Internet access.

START

Ask your students to read the article "Session Stalwarts - The Lives and Times of Studio Musicians" on pages 6-9.

CLASS DISCUSSION TOPICS

How did the development of electronic recordings and reproduction in the mid-1920s change the music industry?

- The advent of electronic recordings and reproduction shifted music performance from a primarily live phenomenon to one that could be captured and replayed.
 - This technological advancement led to the creation of a new category of musicians known as "studio musicians," who specialized in recording music for various media.
 - The change allowed for greater consistency in music across different venues and enabled the synchronization of music with film, revolutionizing the entertainment industry.

Discuss the skills and qualities that make a successful studio musician.

- Studio musicians must possess the ability to play various styles of music quickly and correctly, often requiring excellent sight-reading skills.
- They need to have a great ear and extensive experience in different musical genres to adapt to diverse recording situations.
- Patience, flexibility, and strong interpersonal skills are crucial for working with different producers, artists, and arrangers.
- Being reliable, punctual, and having a positive attitude are essential for building a good reputation in the industry.

How has the role of studio musicians evolved from the early days of recording to the present?

- Initially, studio musicians worked primarily for film studios and radio shows, recording live on set or in studios.
 - As technology advanced, studio musicians began pre-recording music for various media, including films, television shows, commercials, and distribution on physical media.
- The emergence of "house bands" at certain studios and record labels created stable work for some studio musicians and contributed to distinctive sounds for various labels.
- In recent years, the role has further evolved with the rise of home recording technology and digital production techniques, requiring studio

musicians to adapt to new recording methods and potentially expand their skill sets.

As a class, listen to tracks from famous studio house bands mentioned in the article. Use the worksheet "Compare & Contrast" located at www.musicalive.com/worksheets.

"Good Vibrations" by The Beach Boys (featuring the Wrecking Crew)

How does this track showcase the skills of studio musicians? (The complex arrangement and layered instrumentation demonstrate the versatility and precision of the Wrecking Crew.)

What instruments can you identify in this recording? (You might hear electric bass, drums, tambourine, theremin, cello, and various percussion instruments.)

"I Heard It Through the Grapevine" by Marvin Gaye (featuring the Funk Brothers)

What elements of this track contribute to the distinctive Motown sound? (The tight rhythm section, punchy horn parts, and soulful backing vocals are hallmarks of the Motown sound.)

How does the rhythm section drive the song? (The steady, grooving bassline and crisp drum pattern provide a solid foundation for the vocals and other instruments.)

"Green Onions" by Booker T. & the M.G.'s

How would you classify this instrumental track's musical genre? (This track is a classic example of Southern soul and R&B.)

How do the different instruments interact to create the overall groove? (The organ, guitar, bass, and drums work together to create a tight, interlocking rhythm that defines the song's infectious groove.)

As a class, watch videos about famous studio musicians and house bands mentioned in the "Learn More" section.

With a smaller class:

- Create a timeline of famous studio musicians and their contributions to popular music.
- Analyze the impact of technological changes on the role of studio musicians over time.

With a larger class:

- Divide students into groups representing different eras or styles of studio musicianship.
 - Ask each group to research their assigned era or style, focusing on key musicians, recording techniques, and notable recordings.
 - Groups present their findings to the class, possibly including audio examples or recreations of famous studio sessions.

CLOSE

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

ASSESS

Did the students read the article? (Verify through class discussions and worksheet responses.)

Did they answer the supplemental questions? (Check completed worksheets for thoroughness and understanding.)

THE MUSIC OF MUSICAL THEATER

The Sound of Music

Meets National Core Arts Anchor Standards: Responding: Re7, Re7.2, Re8, Re9 Connecting: Cn10, Cn11 Creating: Cr7 Performing: Pr4

OBJECTIVES

Perceive and analyze artistic work. (Re7, Cr7)

Analyze how structure and context of musical works inform response. (Re7.2)

Interpret intent and meaning in artistic work. (Re8)

Apply criteria to evaluate artistic work. (Re9)

Synthesize knowledge and personal experiences to make art. (Cn10)

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (Cn11)

Select, analyze, and interpret artistic work for presentation. (Pr4)

MATERIALS

Music Alive! printed or digital magazines with Internet access

START

Ask your students to read the article “The Sound of Music.” Then, go over the following discussion topics.

CLASS DISCUSSION TOPICS

What is the historical context of *The Sound of Music* and how does it relate to the musical's themes?

- *The Sound of Music* premiered on Broadway in 1959 and is set in Austria on the eve of World War II reflecting the tension and uncertainty of the period.

- The musical tells the story of Maria Rainer, a young candidate admission to the Nonnberg Abbey who instead becomes a governess for the seven children of Captain Georg von Trapp, showcasing themes of love, resilience, and the power of music to bring people together.

- The historical setting provides a backdrop for the characters' struggles and the larger societal changes occurring in Austria at the time.

- The story of *The Sound of Music* is loosely based on the real von Trapp family, but many of the essential elements were changed.

How do the songs contribute to character development and storytelling?

- The title song “The Sound of Music” introduces Maria's character and her connection to nature and music, setting the tone for the entire musical.

- “My Favorite Things” demonstrates Maria's ability to comfort the children and find joy in simple pleasures, even during difficult times.

- “Do-Re-Mi” showcases Maria's teaching skills and her ability to bring the family together through music.

- “Edelweiss” reveals Captain von Trapp's patriotism and love for his homeland, adding depth to his character.

- “Climb Ev'ry Mountain” serves as a motivational anchor, encouraging characters to pursue their dreams and aspirations.

What elements of Rodgers and Hammerstein's musical style are evident in “The Sound of Music”?

- The score is characterized by its simplicity, blending elements of traditional European folk music with American musical theatre.

- o The orchestrations are often lush and sweeping, enhancing the emotional impact of the songs and narrative.

- o The songs feature memorable melodies and heartfelt lyrics that address universal themes, making them accessible and relatable to audiences.

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

“The Sound of Music”

How does the melody evoke a sense of wonder and connection to nature? (The sweeping melody and lyrics about hills and music create a sense of expansiveness and joy, reflecting Maria's love for nature and freedom.)

What emotions does this song evoke? (The song typically evokes feelings of joy, freedom, and optimism.)

“My Favorite Things”

How does the song's structure contribute to its memorability? (The song uses a list format with clever rhymes and imagery, making it easy to remember and sing along.)

What message does this song convey about dealing with difficult situations? (It suggests finding comfort in simple, positive things during challenging times.)

“Do-Re-Mi”

How does this song demonstrate the educational aspect of music? (The song teaches the basics of music using the solfège syllables in a catchy, memorable way.)

What musical elements make this song effective for teaching? (The repetitive structure, clear melody, and incorporation of musical scales make it an effective teaching tool.)

The Sound of Music

Meets National Core Arts Anchor Standards: Responding: Re7, Re7.2, Re8, Re9 Connecting: Cn10, Cn11 Creating: Cr7 Performing: Pr4

“Edelweiss”

How does this song express patriotism and love for one's homeland? (The lyrics use the edelweiss flower as a symbol of Austria, expressing deep affection and loyalty to the country.)

What musical qualities contribute to the song's poignancy? (The simple, heartfelt melody and lyrics create a sense of nostalgia and emotional depth.)

“Climb Ev'ry Mountain”

How does this song function as a motivational piece within the musical? (The powerful melody and inspiring lyrics encourage characters and audiences to pursue their dreams and overcome obstacles.)

What musical techniques are used to create an uplifting feeling? (The song uses a soaring melody, strong crescendos, and inspirational lyrics to create an uplifting atmosphere.)

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

After watching the videos, discuss how the visual elements of the film adaptation enhance the impact of the music. Consider aspects such as scenery, choreography, and acting performances.

Consider the following class activities to further enrich learning.

For a smaller class:

Song Analysis - Divide students into small groups and assign each group one of the featured songs. Have them analyze the lyrics, melody, and musical structure, then present their findings to the class.

For a larger class:

Musical Theatre Workshop - Organize a workshop where students can learn and perform excerpts from *The Sound of Music*. Divide the class into groups for singing, acting, and simple choreography, culminating in a short performance.

CLOSE

Discuss as a class how *The Sound of Music* has impacted popular culture and why it continues to resonate with audiences today. Consider its themes, music, and historical context.

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

ASSESS

Did the students read the article?

Did they participate in class discussions and activities?

Did they demonstrate understanding of the musical's historical context and musical elements?

SONG OF THE MONTH

Laufey and “From The Start”

Meets National Core Arts 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! printed or digital magazines on mobile device with Internet access

START

1. Ask students to read the story on pages XX-XX on their own
2. Have one of the students read aloud the text on page XX
3. Play “From the Start” (*Hear the Music* on musicalive.com), while the students read through the notation on pages XX-XX.

CLASS DISCUSSION TOPICS

How did Laufey’s multicultural background influence her musical style?

- Laufey’s Icelandic and Chinese heritage exposed her to diverse musical traditions from an early age.
 - Her classical music training, particularly on cello, contributed to her unique blend of classical, jazz and pop.
- Growing up between Reykjavik and Washington D.C. allowed her to absorb various musical influences.

What role did social media play in Laufey’s rise to fame?

- Laufey gained a significant following on TikTok by sharing her music during the COVID-19 pandemic.
 - Her viral success on social media platforms led to increased visibility and opportunities in the music industry.
 - The intimate nature of her social media presence helped her connect directly with fans and build a loyal audience.

How does Laufey’s music blend different genres and eras?

- Laufey combines elements of jazz, classical, Latin and contemporary pop in her compositions.
- Her music often features vintage-inspired melodies reminiscent of the Great American Songbook era.
- She incorporates modern production techniques to create a sound that appeals to both younger and older audiences.

Discuss the music.

Which bar does the first verse begin? (The first verse begins at bar 9.)

What instruments do you hear? (You can hear piano, upright bass, drums, and Laufey’s vocals. There’s also a subtle string arrangement in the background.)

What key is the song in? (“From the Start” is in the key of F major.)

Which part of the song is your favorite and why?

CLOSE

Watch videos of Laufey’s live performances or interviews.

Discuss: As a class, discuss how Laufey’s classical training influences her approach to pop music. (Her classical background likely contributes to her sophisticated chord progressions and melodic choices, setting her apart in the pop landscape.)

Consider these supplemental activities:

For a small class:

Comparative Analysis - Have students compare “From the Start” with a classic jazz standard, noting similarities and differences in structure, harmony, and melody.

For a large class:

Genre Fusion Project - Divide the class into groups and challenge them to create short musical pieces that blend two contrasting genres, inspired by Laufey’s approach. Students complete the “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?

The Banjo's Journey Through History

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 printed or digital issues with Internet access.

START

Ask students to read "The Banjo's Journey Through History" article on pages 18-19.

DISCUSSION TOPICS

How did the banjo evolve from its West African origins to become an integral part of American music?

- The banjo originated from similar stringed instruments in West Africa.
 - Enslaved Africans brought these instruments and musical traditions to America.
 - The instrument evolved in structure and sound to adapt to new materials and musical needs.
- It became popular in various American musical styles, including spirituals, folk, minstrelsy, country, and bluegrass.

What role did the banjo play in African American cultural expression and preservation of musical traditions?

- It served as a tool for expressing a range of emotions, including joy, sorrow, and hope.
- The instrument helped preserve African American musical traditions in a new context.
- It became an important means of cultural communication and connection within African American communities.

How has the banjo's role in music changed over time, from its early days to the 20th century and beyond?

- The banjo started as an integral part of African American musical traditions.
 - It gained wider popularity through its prominent use in minstrel shows.
 - The instrument became essential in early American folk music.
- Over time, it found its way into diverse genres such as jazz, blues, country, and rock.
 - Modern artists like Earl Scruggs and Béla Fleck have pushed the banjo's boundaries, incorporating it into new and innovative musical styles.

What impact has the banjo had on cultural exchange and bridging gaps between communities?

- The banjo's influence can be seen in music from various regions, including Appalachia, the Caribbean, and parts of Europe.
 - As musicians adopted the use of banjo in diverse genres, the audiences of those genres would better relate to one another.

How does the banjo's history reflect broader themes in American cultural and social history?

- The banjo's story illustrates and helps elevate the profound impact of slavery and its aftermath on American culture.
- The evolution of the banjo contributed to the development and diversification of American musical genres.
- The instrument's history showcases the power of music to both preserve traditions and foster cross-cultural understanding.

As a class, listen to the songs listed in the "Hear the Music" section. Use the "Music Review Journal" found at www.musicalive.com/worksheets.

How does each piece showcase the banjo's versatility and its role in different genres?

"Foggy Mountain Breakdown" by Earl Scruggs

With this song, Scruggs showcases the banjo's role in bluegrass music, demonstrating the fast, intricate picking style that he popularized.

"Oh Susanna" by Stephen Foster

This folk tune showcases the banjo's place in 19th-century popular music and minstrel shows, highlighting its early role in American musical history.

"Dueling Banjos"

demonstrates the banjo's prominence in Appalachian folk music and its ability to create complex, interwoven melodies.

"The Ballad of Jed Clampett" written by Paul Henning and recorded by Flatt & Scruggs

Written as the theme song for the TV show *The Beverly Hillbillies*, the tune shows the banjo's place in country music and its association with rural American culture.

"New York City" by Béla Fleck and the Flecktones

This song illustrates how modern musicians have incorporated the banjo into contemporary jazz and fusion styles.

What do you notice about the playing techniques in each song? How do they differ? (The techniques range from Scruggs' three-finger picking style in bluegrass to more

The Banjo's Journey Through History

Meets National Core Arts Anchor Standards 7-9, 11

traditional strumming in folk songs. Béla Fleck's playing likely incorporates innovative techniques that push the boundaries of traditional banjo playing.)

How does the banjo's sound contribute to the overall mood and style of each piece? (In bluegrass and country pieces, the banjo's bright, twangy sound adds energy and a distinctly rural American flavor. In the folk context, it provides a nostalgic, traditional feel. In Béla Fleck's modern composition, the banjo contributes unique tonal qualities to a more complex, contemporary sound.)

CLOSE

The banjo's rich history and cultural significance provide opportunities for engaging classroom activities:

For a small classroom:

Banjo Timeline: Create a visual timeline of the banjo's history, from its West African origins to its current place in American music.

Banjo Listening Journal: Listen to banjo music from different eras and genres, having students write reflections on how the

instrument's use and sound have evolved.

For a larger classroom:

Cultural Exchange Music Festival: Organize a mini music festival where students present songs from different cultures that feature the banjo or similar instruments.

Banjo in Literature: Explore references to the banjo in literature and discuss how the instrument is portrayed in different contexts.

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

ASSESS

Did the students read the article?

Did they answer the supplemental questions?

Can they explain the banjo's journey from West Africa to America and its impact on various musical genres?

Do they understand the cultural significance of the banjo in African American history and its role in cultural exchange?

LISTENING GUIDE

“Everybody Wants To Rule The World” by Tears for Fears

Meets 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! printed or digital magazines with Internet access

START

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

DEVELOP

Play “Everybody Wants to Rule the World” (*Hear the Music* on musicalive.com) while having the students follow along with the timeline.

CLASS DISCUSSION TOPICS

How does this song reflect the musical trends of the mid-1980s?

- It embodies the popular music of the mid-1980s with its clean, polished sound.
- The song features catchy melodies and distinctive synthesizer riffs, with a production style representing the high-quality studio techniques of the time.

What themes does the song’s lyric explore, and why have they remained relevant?

- The song explores themes of power, control, and corruption.
- These themes are universal and timeless, contributing to the song’s lasting appeal.
- The lyrics touch on warfare and its consequences, which continue to be relevant topics.

How did the music video contribute to the song’s cultural impact?

- The video features Curt Smith driving through desert landscapes, creating a memorable visual.
- It includes scenes of the band performing live, showcasing their musical abilities.
- The video’s symbolic imagery complements the song’s themes, enhancing its message.

What instruments do you hear in the intro? (A synthesizer, guitar, electronic shaker, and electronic drums.)

Is the tempo fast or slow? (The tempo is moderate, recorded at 114 beats per minute.)

What genre is the song? How do you know? (The song is classified as new wave and synth-pop, which is evident from its use of synthesizers and electronic elements combined with instruments playing in a rock style.)

What is this song about? (It’s about humans’ quest for control and power, often through corruption, and touches on themes of warfare and its consequences.)

What adjectives would you use to describe this song? (Catchy, melodic, thought-provoking, polished, iconic.)

Is there anything distinctive about the rhythm of this song? (The song features a distinctive shuffle rhythm.)

How does this song make you feel?

Do you like the song? Why or why not?

As a class, watch the videos.

With a smaller class:

Time Capsule Activity: Imagine that “Everybody Wants To Rule The World” is a time capsule from the 1980s.

- Ask students to identify elements in the song or video that represent 1980s culture.
- Discuss how the song’s themes might be interpreted differently today compared to the 1980s.

With a larger class:

Compare and contrast the original music video with more recent uses of the song.

- First, watch the original music video supplied to MTV. Discuss the visual elements and how they relate to the song’s themes.
- Next, watch a more recent use of the song (e.g., in a movie or TV show). Discuss how the context and interpretation of the song might have changed over time.

CLOSE

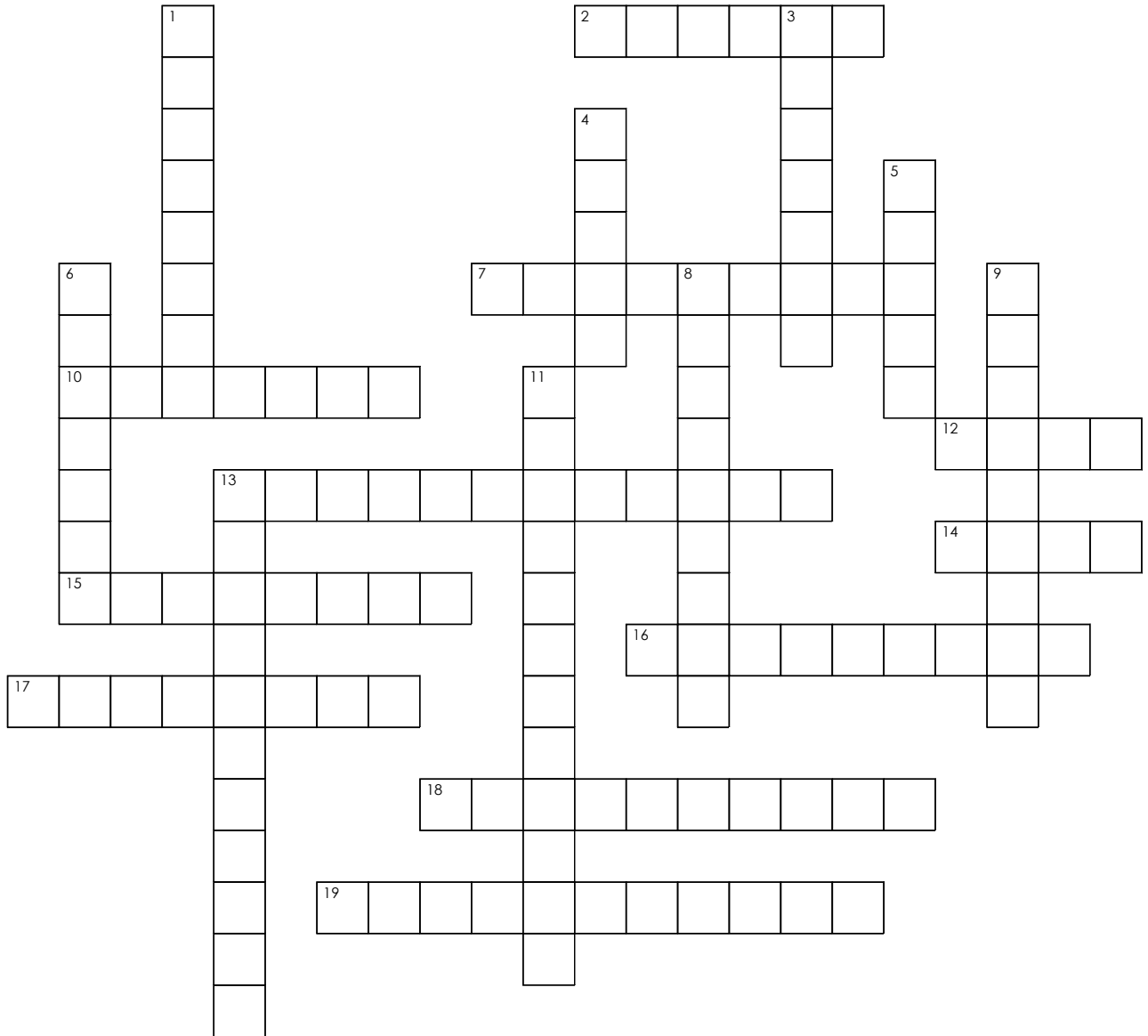
Ask students to complete the “All About the Article” worksheet at www.musicalive.com/worksheets.

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 44-1 Crossword Puzzle



Across: →

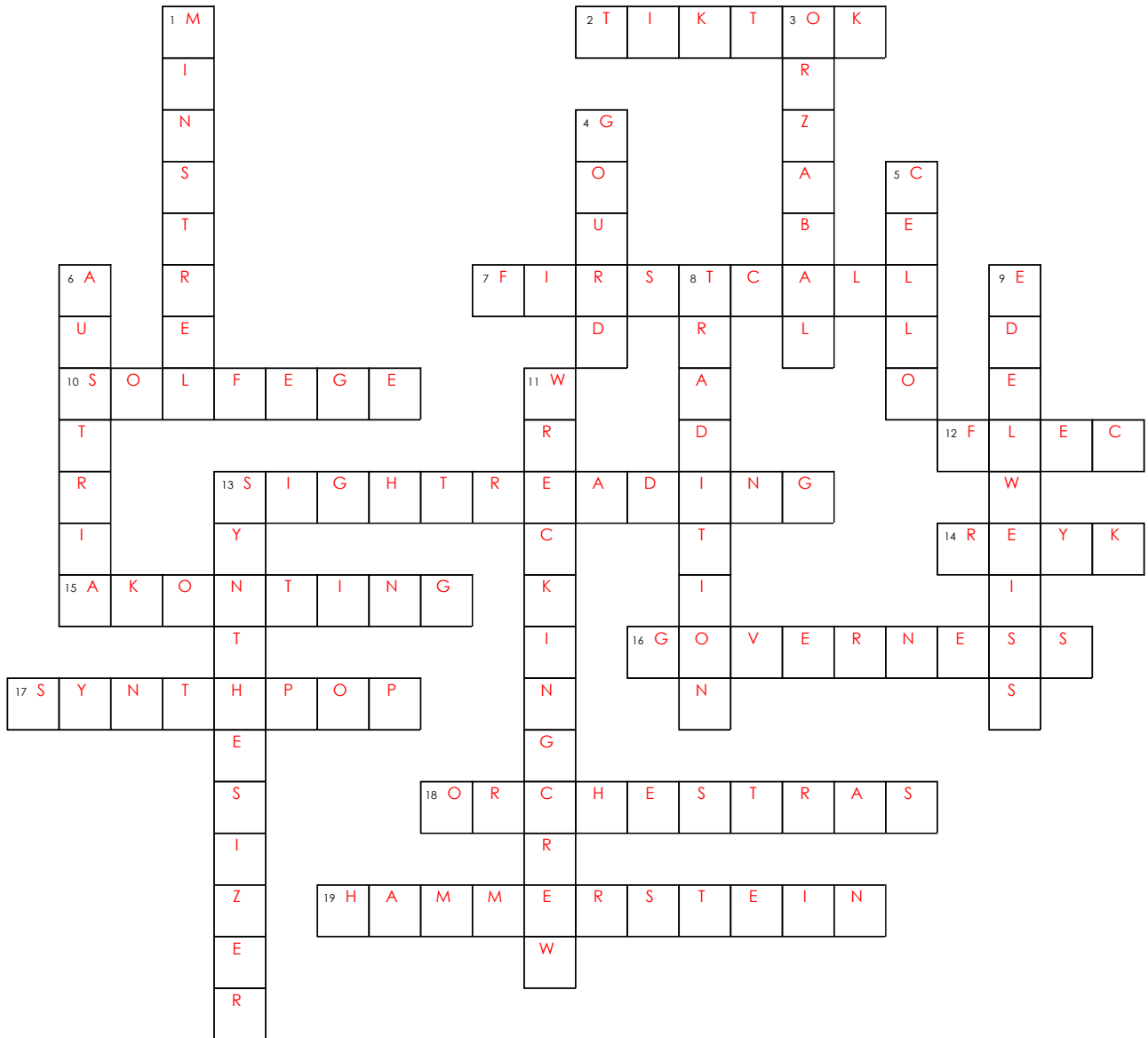
- 2. Social platform key to Laufey's fame
- 7. Top choice for producers
- 10. Musical scale taught in "Do-Re-Mi"
- 12. Innovative banjo player, pushed boundaries
- 13. Reading music instantly
- 14. City where Laufey partly grew up
- 15. West African string instrument ancestor
- 16. Maria's role for von Trapp children
- 17. Music genre of the listening guide song
- 18. Radio shows' live performers
- 19. Second of duo who wrote Sound of Music

Down: ↓

- 1. Genre featuring blackface banjo performer
- 3. Tears for Fears songwriter's last name
- 4. Material used for early banjo body
- 5. Laufey's string instrument
- 6. Setting country for the musical
- 8. Banjo's role in preserving heritage
- 9. Flower symbolizing Austrian patriotism
- 11. 1960s LA studio group nickname
- 13. Instrument key to '80s sound

Solution

Music Alive 44-1 Crossword Puzzle



Across: →

2. Social platform key to Laufey's fame
7. Top choice for producers
10. Musical scale taught in "Do-Re-Mi"
12. Innovative banjo player, pushed boundaries
13. Reading music instantly
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Down: ↓

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5. Laufey's string instrument
6. Setting country for the musical
8. Banjo's role in preserving heritage
9. Flower symbolizing Austrian patriotism
11. 1960s LA studio group nickname
13. Instrument key to '80s sound

Name: _____

Music Alive 44-1 Word Find

b l z s o u n d t r a c k z j x k o t k i t s
r j l g o u r d o h n k t d b s r a e t p l c
e a o u b a o a i n a z e a u s t r i a a a r
c z j k x m x i d e x m d r a o b l l i b u u
o z n x l i j i u w n d m j i t q m a r z f g
r j a a d n e j t w n s p e s c q a c v h e g
d g b q t s v l s a d s s w r w c r i q t y s
i x x p p t j r w v d e r v b s m i s t n a h
n s z o s r f s b e c n e g e c t a u r y n y
g f s s i e w l e d e r g y d o l e m v s a d
y v t j w l k d v e s e d t p v o a i v p i n
f e s s a r g e u l b v o b n d w y z n f c a
f o l l e c j i s x k o r p p a r t n o v i l
a l a b a z r o t t r g m b r o a d w a y s e
d g n i k c e r w m k j l a c i s s a l c u c
n d a v c g p r o d u c e r n g e f c l w m i

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

austria
banjo
billboard
bluegrass
broadway
cello
classical
edelweiss

gourd
governess
hammerstein
iceland
jazz
laufey
maria
melody

minstrel
musical
musician
newwave
orzabal
producer
recording
rodgers

scruggs
soundtrack
studio
synth
tears
tiktok
vontrapp
wrecking

Solution

Music Alive 44-1 Word Find

. . . s o u n d t r a c k . . . k o t k i t s
r j . g o u r d o h s r a e t . l c
e a o i n a . . a u s t r i a . a r
c z j . . m . . d e . m d r a o b l l i b u u
o z n . . i . . u w . . m m a . . f g
r . a . . n . . t w . s . e . . . a c . h e g
d . b . . s . . s a . s s . r . . r i . t y s
i t . . . v . e r . . s . i s . n . .
n r . . . e . n e . . . t a u . y n .
g . s s i e w l e d e r g y d o l e m . s a d
. . . . l e d i . . i n
. . s s a r g e u l b v o n . c a
. o l l e c o r p p a r t n o v i l
. l a b a z r o . . . g . b r o a d w a y s e
. g n i k c e r w . . . l a c i s s a l c u c
. p r o d u c e r m i

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

austria (E,14,3)	gourd (E,4,2)	minstrel (S,6,4)	scruggs (S,23,1)
banjo (N,3,7)	governess (N,12,14)	musical (N,19,10)	soundtrack (E,4,1)
billboard (W,21,4)	hammerstein (SE,10,2)	musician (N,22,16)	studio (N,9,7)
bluegrass (W,11,12)	iceland (N,23,16)	newwave (S,10,3)	synth (N,21,10)
broadway (E,14,14)	jazz (S,2,2)	orzabal (W,8,14)	tears (W,20,2)
cello (W,6,13)	laufey (S,22,2)	producer (E,7,16)	tiktok (W,22,1)
classical (W,21,15)	maria (S,18,5)	recording (S,1,2)	vontrapp (W,21,13)
edelweiss (W,11,10)	melody (W,19,10)	rodgers (N,13,13)	wrecking (W,9,15)

LINKS

Learn More

Session Stalwarts

Here are videos that tell the stories of some of the legendary studio house bands:

[The Wrecking Crew](#)

[The Immediate Family](#)

[The Funk Brothers](#)

[The Swampers](#)

[Booker T. and the M.G.s](#)

It's Instrumental - The Banjo

Anatomy of a Banjo: <https://www.bmfolk.co.uk/banjos-explained/anatomy-of-a-banjo>

The Sound of Music

The 10 Best Sound of Music Songs: <https://www.youtube.com/watch?v=ncBUz8UpHA8&t=1s>

Opening Scene: <https://www.youtube.com/watch?v=5fH2FOn1V5g>

Watch “Do-Re-Mi”: <https://www.youtube.com/watch?v=drnBMAEA3AM>

Listening Guide

Video originally supplied to MTV: <https://www.youtube.com/watch?v=aGCdLKXNF3w>

Montage lyric video: <https://www.youtube.com/watch?v=znDgBy2mHbc>