

TODAY'S MUSIC EDUCATION RESOURCE

MUSIC ALIVE!

LISTENING GUIDE

"Don't Dream It's Over"
by Crowded House

THE MUSIC OF CATS

It's Instrumental:
THE MANDOLIN

MILITARY MUSICIANS



WYATT FLORES

A New Country Star Rises
From Red Dirt

SAYWHAT?

The meanings and origins
of musical sayings

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FROM THE EDITOR

THE CONTENT IN THE NEW ISSUE of *Music Alive* (November) is new from a number of perspectives. Our cover artist is the young rising country music star Wyatt Flores, who has been serving up songs in the "Red Dirt" sub-genre, a style of music we have heretofore not explored. Also new is a mandolin story in our new series called "It's Instrumental." There's the profile of the timeless music of Andrew Lloyd Weber's *Cats* score - the next installment of our new feature called "The Music of Musicals," and our new closer "Say What?" about musical sayings. That one explains the phrase "Fit As A Fiddle" and where it came from.

So, a fiddle piece, a mandolin story, a country artist on the cover...that would seem to be a tidy package of readings. Then, to balance things out, we go from the new to the old with a profile of 80's band Crowded Houses' big hit "Don't Dream It's Over." Y'know, at the end of *Cats*, (spoiler alert for any who haven't see the show) the central character dreams of her glory days and then ends up going to cat heaven ("it" being over). Trying too hard to pull it all together? Perhaps, but there are certainly some interesting themes to explore in the November issue of *Music Alive*. We hope you and your students will enjoy it all!

HEAR THE MUSIC

- | | |
|--|--|
| "Welcome to the Plains" by Wyatt Flores | "Black Muddy River" by Sierra Hull |
| "Travelin' Kid" by Wyatt Flores | "Jellicle Songs for Jellicle Cats" from <i>Cats</i> |
| "Don't Dream it's Over" by Crowded House | "The Rum Tum Tugger" from <i>Cats</i> |
| "Won't Get Fooled Again" performed by the US Army Band Downrange | "Grizabella: The Glamour Cat" from <i>Cats</i> |
| "Shining Moon" performed by the US Army Strings | "Bustopher Jones: The Cat About Town" from <i>Cats</i> |
| "Let's Get Down" performed by the US Army Blues | "Mungojerrie and Rumpleteazer" from <i>Cats</i> |
| "Let Freedom Ring" by the US Army Band | "Old Deuteronomy" from <i>Cats</i> |
| "Rawhide" by Bill Monroe & The Blue Grass Boys | "The Song of the Jellicles" from <i>Cats</i> |
| "Circles Around Me" by Sam Bush | "Mr. Mistoffelees" from <i>Cats</i> |
| "Bach's Sonata No. 1 in G minor" performed by Chris Thile | "Macavity: The Mystery Cat" from <i>Cats</i> |
| | "Memory" from <i>Cats</i> |

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

MILITARY MUSICIANS

Meets National Core Arts Standards: 4,5,7,11

OBJECTIVES

- Analyze the structure and roles of different military ensembles (Re7)
- Understand how military bands prepare for various performance contexts (Pr4)
- Examine the professional standards and preparation of military musicians (Pr5)
- Explore the historical and cultural significance of military music (Cn11)

MATERIALS

- Music Alive! magazines (Vol.44 No.3 - December)
- Computer or mobile device with internet access

START

Ask your students to read the “Military Musicians” article on pages 6-9. Then, go over the following discussion topics.

CLASS DISCUSSION TOPICS

What is the structure of modern military music programs?

- All branches of the military maintain their own music groups, totaling over 100 ensembles
 - Premier Ensembles like “The President’s Own” Marine Band serve at the highest level
 - Regular and Reserve bands operate within specific military units
 - Each branch follows unique musical traditions and standards
- Support staff includes arrangers, librarians, and technical personnel
 - These roles are crucial for maintaining professional operations
 - They enable bands to effectively perform diverse repertoire

How do military bands serve different functions within the armed forces?

- Premier Ensembles perform high-profile ceremonial duties
 - The Marine Band performs at White House events
 - The Army Band performs at diplomatic functions
 - These groups represent the military at national events
- Regular and Reserve bands serve regional needs
 - They perform at military ceremonies and public events
 - They maintain morale and community relations
 - They preserve military musical traditions

What professional standards and preparation are required?

- Musicians must meet rigorous qualifications
 - Most successful candidates are music school graduates
 - Competitive auditions determine selection
 - Age limits and physical requirements apply

- Training combines military and musical elements
 - Basic training is required for all members
 - Musicians enter as staff sergeants
 - Continuous professional development is expected

As a class, listen to examples from different military ensembles. Use the “Music Review Journal” found at www.musicalive.com/worksheets.

How do different ensembles within the military adapt their performances to various contexts? (The Concert Band performs formal concerts, while the Ceremonial Band handles official functions. The Army Blues showcase jazz traditions, and Downrange connects with contemporary audiences through popular music.)

What musical elements characterize military band performances? (Military bands demonstrate precise execution, formal presentation, and adaptability to different performance settings. Each ensemble maintains high standards while serving its specific purpose.)

How does the variety of ensembles reflect the evolution of military music? (From traditional marching bands to jazz ensembles and contemporary groups, military music has evolved to embrace diverse musical styles while maintaining its ceremonial heritage.)

CLOSE

For a small classroom:

- Premier Ensemble Study: Research and present on specific military bands and their roles
- Historical Timeline: Create a visual representation of military music evolution

For a larger classroom:

- Military Music Career Exhibition: Groups research different aspects of military music careers
- Ensemble Comparison Project: Compare different military ensembles’ roles and repertoire
- Virtual Performance Analysis: Study recordings of various military bands in different settings

ASSESS

Did the students read the article?

Did they answer the supplemental questions?

Can they understand the professional pathway for military musicians? Students will complete the “All About the Article” worksheet located at www.musicalive.com/worksheets.

THE MUSIC OF MUSICAL THEATER

Cats

Meets National Core Arts Anchor Standards: Re7: Perceive and analyze artistic work Re8: Interpret intent and meaning in artistic work Cn11: Relate artistic ideas and works with societal, cultural, and historical context Pr4: Select, analyze, and interpret artistic work for presentation

OBJECTIVES

- Analyze how musical styles contribute to character development (Re7)
- Interpret the relationship between poetry and musical adaptation (Re8)
- Understand the historical impact of Cats in musical theater (Cn11)
- Examine how different musical elements create character personalities (Pr4)

MATERIALS

- Music Alive! magazines (Vol.44 No.3)
- Computer or mobile device with internet access

START

Ask your students to read “The Music of Musical Theater: Cats” article on pages 10-11. Then, go over the following discussion topics.

CLASS DISCUSSION TOPICS

How does Andrew Lloyd Webber’s score transform T.S. Eliot’s poetry into musical theater? (Analyze how the adaptation process enhances the original work)

- The music creates distinct personalities for each cat character
- Musical styles vary to match different feline personalities
- The score adds emotional depth to the original poems
- The adaptation creates a cohesive theatrical experience from individual poems

How do different musical styles contribute to character development? (Examine how genre choices reflect character traits)

- Rock elements characterize the rebellious Rum Tum Tugger
- Jazz influences appear in Bustopher Jones’s sophisticated number
- Vaudeville style suits the mischievous Mungojerrie and Rumpleteazer
- Dramatic ballad style emphasizes Grizabella’s emotional journey

What role does instrumentation play in the musical’s effectiveness? (Discuss how instrumental choices support the storytelling)

- Synthesizers provide a modern, electronic edge
- Traditional orchestration adds richness and depth
- Each character has specific instrumental associations
- The balance of electronic and acoustic elements creates a unique sound

As a class, listen to selections from the score. Use the “Music Review Journal” found at www.musicalive.com/worksheets.

“Jellicle Songs for Jellicle Cats”

- **What instruments do you hear?** (You can hear synthesizers, percussion, full orchestra, and an ensemble of voices performing in a chant-like style)
- **How does the arrangement help introduce the show?** (The energetic, full ensemble approach immediately immerses the audience in the cats’ world)

- **What makes this song effective as an opening number?** (The chant-like melody and group vocals establish the tribal nature of the cats)
- **What mood does this song create?**

“The Rum Tum Tugger”

- **What genre influences are present in this song?** (Rock and roll elements dominate, reflecting the character’s rebellious nature)
- **How does the music match the character’s personality?** (The swagger in the rhythm and provocative melody mirror Tugger’s mischievous nature)
- **What specific musical techniques help create character?** (Sharp rhythms, rock riffs, and attitude-filled vocal style define the character)
- **Is this song successful in defining the character? Why or why not?**

“Memory”

- **How does the song’s structure build emotion?** (The song begins intimately and builds to a powerful climax)
- **What makes this song the emotional core of the show?** (The combination of revealing lyrics and soaring melody creates a powerful moment of vulnerability)
- **How does the orchestration enhance the drama?** (The arrangement grows from simple to complex, supporting the emotional journey)
- **Why do you think this became the show’s most famous song?**

CLOSE

For a small classroom:

- **Character Analysis Through Music:** Examine how specific songs reveal personality traits
- **Poetry to Music Comparison:** Compare Eliot’s original poems with their musical settings

For a larger classroom:

- **Musical Style Groups:** Teams analyze different musical genres within the show
- **Character Development Presentations:** Groups explore how music helps develop specific characters
- **Adaptation Workshop:** Demonstrate how poetry can be transformed into musical theater

ASSESS

Did the students read the article?

Did they answer the supplemental questions?

Can they analyze the relationship between music and character?

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

SONG OF THE MONTH

WYATT FLORES: A NEW VOICE IN RED DIRT MUSIC

Meets National Core Arts Standards: 4, 6-11

OBJECTIVES

- Analyze the musical elements that define Red Dirt music (Re7)
- Interpret themes and storytelling in contemporary country music (Re8)
- Evaluate the effectiveness of musical and lyrical elements in Wyatt Flores's work (Re9)
- Examine how performance style affects musical interpretation (Pr4, Pr6)
- Connect personal experiences to regional musical traditions (Cn10)
- Understand the cultural significance of regional music styles (Cn11)

MATERIALS

- Music Alive! magazines (Vol.44 No.3 - December)
- Computer or mobile device with Internet access

START

Ask your students to read the "Wyatt Flores: A New Voice Rises from Red Dirt" and "Welcome to the Plains" articles on pages 12-14. Then, go over the following discussion topics.

CLASS DISCUSSION TOPICS

How does Red Dirt music reflect its regional origins?

- The style incorporates country, rock, folk, and blues influences
- Lyrics often focus on storytelling and regional themes
- The music embodies an independent, rebellious spirit
- The sound maintains strong connections to Oklahoma and Texas music traditions

How does Flores's background influence his musical style?

- His Mexican heritage and Oklahoma upbringing shape his perspective
- Early exposure to classic country and folk music from his father
- Personal experiences in small-town life inform his songwriting
- His connection to the Red Dirt scene influenced his artistic development

What role does authenticity play in Flores's music?

- His lyrics draw from personal experiences and observations
- The stripped-down performance style emphasizes raw emotion
- His social media presence maintains genuine connection with fans
- The music addresses universal themes through a personal lens

CLOSE

For a small classroom: Regional Music Analysis (Students explore characteristics of Red Dirt music and its influences)

For a larger classroom: Storytelling in Song Project (Groups analyze different aspects of musical storytelling in Flores's work)

ASSESS

Did the students read the article?

Did they answer the supplemental questions?

Can they identify the elements of Red Dirt music?

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

IT'S INSTRUMENTAL

THE MANDOLIN

Meets National Core Arts Anchor Standards 4-6, 8, 10, 11

OBJECTIVES

- Analyze the historical development of the mandolin (Cn11)
- Examine different playing styles and techniques (Pr4, Pr5)
- Evaluate the instrument's role in various musical genres (Re7, Re8)
- Understand cultural significance in folk and bluegrass music (Cn10, Cn11)
- Explore performance aspects and musical interpretation (Pr6)

MATERIALS

- Music Alive! magazines (Vol.44 No.3)
- Computer or mobile device with internet access
- Audio examples of mandolin music from different genres
- If available: a mandolin for demonstration

START

Ask your students to read "The Mandolin" article on pages 18-19. Then, go over the following discussion topics.

CLASS DISCUSSION TOPICS

How did the mandolin evolve from its historical origins to its modern form? (Cn11)

- The mandolin evolved from the lute during the Renaissance period in Europe
- Italian craftsmen developed the modern curved body and flat top design in the 18th century
- The instrument was brought to America by Italian immigrants in the 19th century
- These design improvements enhanced both sound quality and playability

What role does the mandolin play in folk music traditions? (Re7, Cn11)

- The mandolin became essential in American folk music during the early 20th century
- It gained particular popularity in the Appalachian region's musical traditions
- The instrument contributed significantly to the American folk revival of the 1960s
- Its bright, melodic sound complemented other folk instruments like guitar and banjo

How has the mandolin influenced bluegrass music? (Re8, Cn10)

- Bill Monroe established innovative playing techniques specific to bluegrass
- The quick, rhythmic picking style became fundamental to the genre
- Modern players continue to develop new approaches to mandolin performance
- The instrument helps define the characteristic bluegrass sound

What different playing styles have evolved for the mandolin? (Pr4, Pr5)

- Traditional bluegrass picking emphasizes rhythmic precision and speed
- Folk style focuses on melodic accompaniment and supporting vocals
- Contemporary players have developed new fingerstyle techniques
- Classical mandolin requires specific technical approaches

DEVELOP

Listen and Analyze (Re7, Re8): Play examples of mandolin music from different genres and periods. Have students:

- Identify distinctive characteristics of each style
- Compare and contrast playing techniques
- Discuss how the mandolin's role changes in different contexts

Creative Expression (Cr1, Cr3): Students work in small groups to:

- Create simple rhythmic patterns typical of mandolin playing
- Design a brief musical phrase that could be played on mandolin
- Share and refine their ideas with peer feedback

CLOSE

For a small classroom:

- Historical Timeline Project (Cn11): Create an illustrated timeline of mandolin development
- Style Analysis Journal (Re7, Re8): Document different mandolin playing styles and their characteristics

For a larger classroom:

- Musical Genre Presentation (Cn10, Cn11): Groups research and present on mandolin's role in different genres
- Virtual Performance Analysis (Pr6): Watch and evaluate various mandolin performances

ASSESS

- Did the students read the article? (Through class discussions and worksheet responses)
- Did they answer the supplemental questions?
- Can they explain the mandolin's historical development and cultural significance? (Through class activities and discussions)
- Students will complete the "All About the Article" worksheet located at www.musicalive.com/worksheets.

LISTENING GUIDE

“DON'T DREAM IT'S OVER” BY CROWDED HOUSE

Meets National Core Arts Standards: 7-9,11

OBJECTIVES

- Analyze the song's musical structure and arrangement (Re7)
- Interpret themes and emotional content (Re8)
- Evaluate how musical elements support the song's message (Re9)
- Understand the song's historical and cultural impact (Cn11)

MATERIALS

- Music Alive! magazines (Vol.44 No.3)
- Computer or mobile device with internet access

START Ask your students to read “Don't Dream It's Over” article on pages 20-21. Then, go over the following discussion topics.

CLASS DISCUSSION TOPICS

How does the musical arrangement support the song's themes?

- The opening guitar creates an intimate atmosphere
 - Instrumentation builds gradually throughout the song
 - The organ solo adds depth to the bridge section
- The arrangement balances simplicity with complexity
 - Instrumental elements complement the vocal melody
 - Production techniques enhance emotional impact
 - The tempo and rhythm support the reflective mood

What role does production play in the song's impact?

- The use of reverb creates sonic space
 - Doubled vocals emphasize key moments
 - The organ's Leslie cabinet effect adds warmth
 - Studio techniques typical of 1980s production
- Instrumental balance maintains clarity
 - Each element serves the song's emotional arc
 - The mix emphasizes both power and subtlety

How does the song structure develop its narrative?

- The introduction sets the emotional tone
 - Verses build the story progressively
 - The chorus provides emotional release
 - The bridge offers an instrumental reflection
- Elements combine to create momentum
 - Each section serves a specific purpose
 - The arrangement supports dramatic development

As a class, listen to the song following the timeline. Use the “Music Review Journal” found at www.musicalive.com/worksheets.

How do the instrumental elements interact throughout the song?

(Discuss how different instruments enter and exit, creating texture and mood)

- The solitary electric guitar opens, creating an intimate atmosphere
- Bass guitar joins in the fourth bar while drums enter on the next beat
- Keyboard pad is filtered during the chorus sections
- The Hammond B3 organ solo with Leslie Cabinet adds warmth to the bridge
- Guitar solo layers over the continuing organ part

- Instruments build and interweave while maintaining clarity in the mix

What makes this song stand out from other 1980s pop music?

- (Examine the unique blend of pop structure with more complex emotional content)
- The song employs more complex emotional themes than typical pop songs
 - The arrangement balances sophistication with accessibility
 - Production focuses on organic instruments rather than heavy synthesizers
 - The songwriting emphasizes storytelling and personal reflection
 - The melodic structure creates memorable hooks without sacrificing depth

How does the production style reflect its era while remaining timeless? (Analyze how the song balances 1980s production techniques with universal appeal)

- The reverb on vocals reflects 1980s production techniques
- Synthesizer pads are used subtly rather than dominantly
- The organic instrumental arrangement transcends the era
- Production clarity allows each element to serve the song
- The balance of elements creates enduring emotional resonance

CLOSE

For a small classroom:

- Song Structure Analysis: Map out the song's sections and their functions
- Production Elements Study: Examine how different instrumental and production choices affect the song

For a larger classroom:

- Era Comparison Project: Compare this song's production to other 1980s hits
- Musical Elements Groups: Teams analyze different aspects (instrumentation, arrangement, production)
- Timeline Tracking: Chart the song's development through its different sections

ASSESS

Did the students read the article?

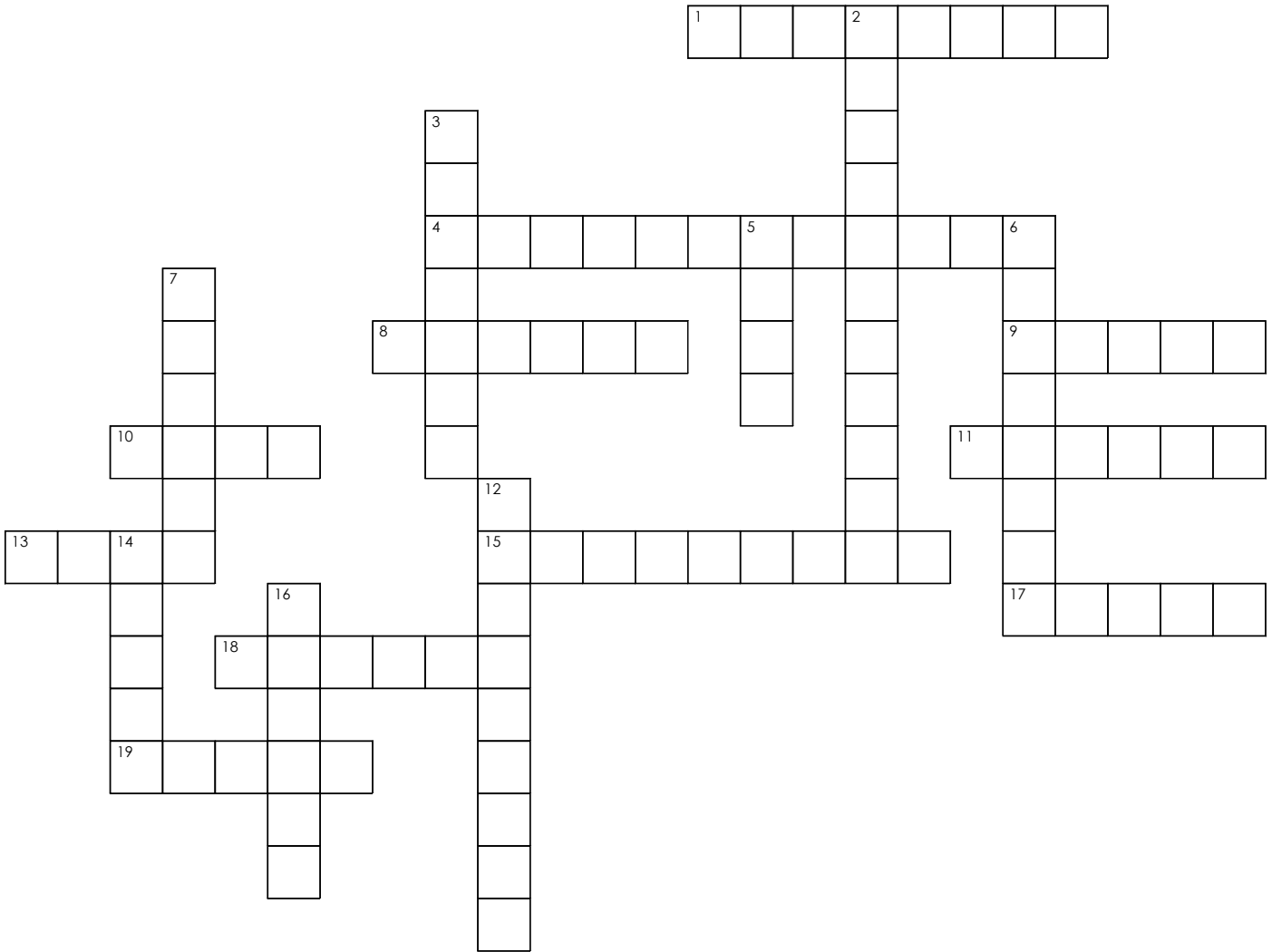
Did they answer the supplemental questions?

Can they analyze both musical and production elements?

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

Name: _____

Music Alive Crossword Puzzle



Across: →

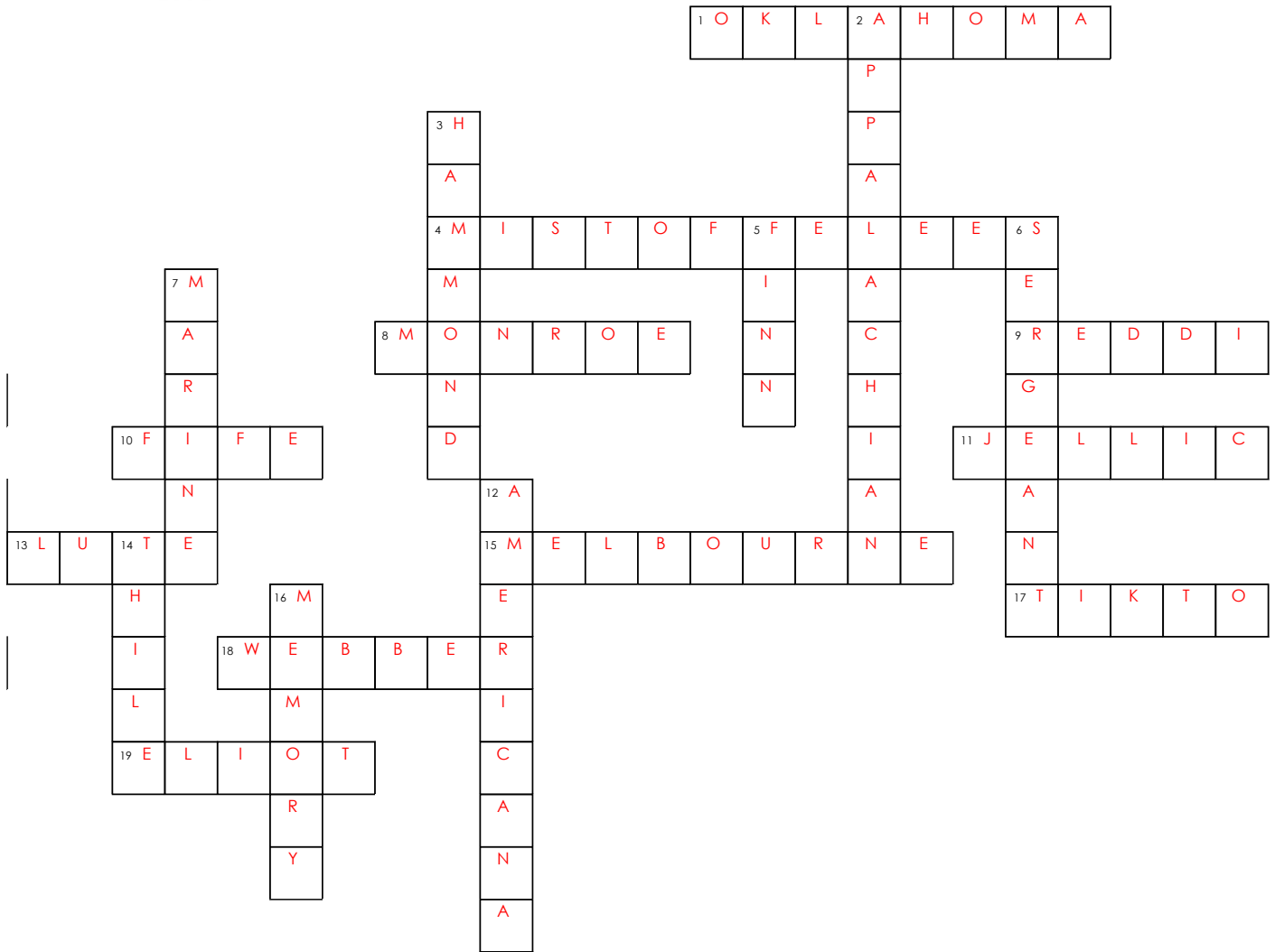
1. Flores's home state
4. Magical cat's name
8. Father of Bluegrass music
9. Music style from cover artist's region
10. Historical battlefield instrument
11. Tribe name for the cats
13. Italian ancestor of the mandolin
15. City where Crowded House formed
17. Social platform of Flores' breakthrough
18. Cats musical composer
19. Cats original poet's surname
19. Second of duo who wrote Sound of Music

Down: ↓

2. Region known for folk mandolin music
3. Keyboard instrument in SOTM bridge
5. Crowded House lead singer's surname
6. Basic musician military rank
7. Oldest military band branch
12. Flores' musical storytelling genre
14. Modern mandolin virtuoso's surname
16. Famous emotional Cats ballad

Solution

Music Alive Crossword Puzzle



Across: →

1. Flores's home state
4. Magical cat's name
8. Father of Bluegrass music
9. Music style from cover artist's region
10. Historical battlefield instrument
11. Tribe name for the cats
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6. Basic musician military rank
7. Oldest military band branch
12. Flores' musical storytelling genre
14. Modern mandolin virtuoso's surname
16. Famous emotional Cats ballad

Name: _____

Music Alive Word Find

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

Find the following words in the puzzle.

Words are hidden     and .

crowdedhouse
grizabella
bluegrass
melbourne
mandolin
folklore
oklahoma
military

jellicle
macavity
strings
reddirt
country
trumpet
fanfare
monroe

guitar
flores
plains
marine
webber
memory
thile
dream

finn
folk
band
army
cats

Solution

Music Alive Word Find

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

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

- | | | | |
|-----------------------|-------------------|------------------|----------------|
| crowdedhouse (N,2,14) | jellicle (N,19,9) | guitar (N,5,11) | finn (E,17,14) |
| grizabella (S,17,3) | macavity (S,13,5) | flores (N,16,11) | folk (N,12,14) |
| bluegrass (N,1,15) | strings (N,10,8) | plains (N,22,16) | band (S,3,7) |
| melbourne (N,14,12) | reddirt (N,11,9) | marine (S,3,1) | army (W,17,13) |
| mandolin (S,7,5) | country (E,8,15) | webber (S,9,3) | cats (E,3,16) |
| folklore (E,4,13) | trumpet (S,20,2) | memory (S,1,1) | |
| oklahoma (S,18,3) | fanfare (E,8,16) | thile (S,21,10) | |
| military (E,8,1) | monroe (SE,5,5) | dream (N,23,12) | |

LINKS

Learn More

Cover Artist

Welcome To The Plains (official video)

<https://www.youtube.com/watch?v=LCmlUDdY63s>

Watch his television debut: <https://www.youtube.com/watch?v=sqgokL-irYc>

Listen to acoustic set: <https://www.youtube.com/watch?v=LdG4jGENz6c>

It's Instrumental

Watch a mandolin performance: <https://www.youtube.com/watch?v=9OJ0bsyIryc>

Listening Guide

Watch the Video: <https://www.youtube.com/watch?v=J9gKyRmic20>

Military Musicians

Day in the Life of military musicians:

<https://www.youtube.com/watch?v=oqbh5crTV8c>

[What it takes to become a musician in the U.S. Navy](#)

[Musicians in the Army | GOARMY](#)

Musical Theater

Watch *Cats*: <https://www.youtube.com/watch?v=mdBVJbzkoqo>

Taylor Swift signs “Macavity”: <https://www.youtube.com/watch?v=rQ-uzCC3hjQ>