

TODAY'S MUSIC EDUCATION RESOURCE

MUSIC ALIVE!

HOW A MICROPHONE WORKS

The Music of **FIDDLER ON THE ROOF**

It's Instrumental: **THE SAXOPHONE**

LISTENING GUIDE

"Takin' It to the Streets"
by **The Doobie Brothers**



MEGAN MORONEY

This "emo country" artist prefers the label "songwriter"

SAY WHAT?

The meanings and origins of musical sayings

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FROM THE EDITOR

The end of the school year can only be described as a crescendo. Whether its finals, matriculation or graduation, there's no mistaking that "turn of the page" moment of transition. We feel you. The publication of the school year's last issue of *Music Alive* is our moment as well. But like we imagine, like you, our ends are just beginnings. Now, we'll plan for the new school year and spend our summer getting ready.

How then to reflect the modern music world? How to best provide materials that will assist educators and be relevant for music students growing up and entering their new era? That's the fun of it. Part ear to the ground, part recognition of feedback, part educated guesses, we tear down our 44-year-old product and build it up again for season 45.

We hope the May issue of *In Tune* is a continuation of the publication you acquired for your kids, but that are also inspired to renew and come with us on the next leg of our journey. We promise to continue the process by which we have distilled the music experience for music students, and deliver a useful curricular resource this fall, and that you will find a way to share it with ever more young musicians.

HEAR THE MUSIC

"Tennessee Orange"
by Megan Moroney

"Takin' It To the Streets"
by The Doobie Brothers

"Take Five" by Dave Brubeck
Quartet (featuring Paul Desmond
on saxophone)

"Baker Street" by Gerry Rafferty

"Careless Whisper"
by George Michael

"Giant Steps" by John Coltrane

"Yakety Sax" by Boots Randolph

Selections from *Fiddler on the Roof*:

"Tradition"

"Matchmaker, Matchmaker"

"If I Were a Rich Man"

"To Life (L'Chaim)"

"Sunrise, Sunset"

"Do You Love Me?"

"Sabbath Prayer"

"Anatevka"

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

How A Microphone Works *Meets National Core Arts Standards 7-9, 11, 1, 5*

OBJECTIVES

- Generate and conceptualize artistic ideas and work (Cr1)
- 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)
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Cn11)

MATERIALS

- *Music Alive!* magazines (Vol.44 No.8) computer or mobile device with internet access
- Various microphone types for demonstration (if available)
- Recording equipment (digital audio workstation or simple recording device)

START

Ask your students to read “How A Microphone Works” article on pages 6-9. Then, go over the following discussion topics.

CLASS DISCUSSION TOPICS

What is the fundamental concept behind how all microphones work?

- The fundamental concept behind all microphones is that they are transducers that sense changes in air pressure around them.
- Microphones contain a diaphragm that moves when sound waves (air pressure changes) hit it, producing a change in voltage that can be amplified, recorded, and processed.
- This conversion of energy from one form (sound/air pressure) to another (electrical signals) is the core principle that makes microphones function.
- These electrical signals can then be transmitted to another transducer, usually a loudspeaker, which converts the voltage back into changes in air pressure that we can hear.

What are the main differences between dynamic and condenser microphones?

- Dynamic microphones use a diaphragm (usually a metal disc) that vibrates within a magnetic field to generate voltage, making them more rugged and suitable for high sound pressure levels.
- Condenser microphones use a thin metal foil stretched near a back plate, with changes in capacitance between these elements producing the signal, making them more sensitive but also more fragile.
- Dynamic microphones are generally less expensive, more durable, and better suited for live performance settings where conditions vary and equipment must withstand transport.
- Condenser microphones often provide a smoother, more detailed sound quality that makes them preferred for studio recording, especially for vocals and acoustic instruments.

How do microphone pickup patterns affect their use in different musical contexts?

- Cardioid patterns pick up sound mostly from the front while rejecting sound from the back and sides, making them ideal for isolating a specific source like a vocalist in a live setting.
- Omnidirectional patterns pick up sound equally from all directions, which can be useful for capturing room ambiance or recording multiple sources simultaneously.
- Figure-eight patterns pick up from the front and back but reject sound from the sides, allowing for specific recording techniques like capturing two vocalists facing each other.
- Choosing the appropriate pickup pattern is essential for both studio engineers and live sound engineers to capture desired sounds while minimizing unwanted noise or interference.

How might the choice of microphone affect the sound of a recording?

- Different microphones have unique frequency responses and characteristics that can emphasize or de-emphasize certain aspects of a sound source, potentially making a voice sound warmer, brighter, or more natural.

Why might engineers use multiple microphones on a single sound source?

- Using multiple microphones allows engineers to capture different aspects of the sound, blend different tonal characteristics, and provide options during mixing to achieve the desired sound quality.

What factors would a sound engineer consider when selecting a microphone for a live performance?

- Engineers would consider durability, handling noise, feedback rejection, pickup pattern, frequency response appropriate for the source, and the specific acoustics of the venue.)

CREATIVE EXPLORATION (Cr1)

Have students brainstorm and discuss how different microphone choices might affect their creative decisions when recording or performing. Consider questions such as:

- How might knowing a microphone makes your voice sound warmer affect how you sing or deliver lyrics?
- How could microphone choice influence songwriting decisions, such as choosing softer dynamics for a condenser mic versus more powerful vocals for a dynamic mic?
- What creative possibilities emerge when using multiple microphones to capture different aspects of a sound source?

Have students document their ideas about how a technical understanding of microphones could enhance their creative expression.

MICROPHONE TECHNIQUE WORKSHOP (Pr5)

Demonstrate proper microphone technique for vocalists and instrumentalists:

- Proper distance from the microphone for different situations
- How to avoid plosives (p-pops) and handling noise
- Microphone placement for various instruments
- Understanding gain structure and feedback prevention
- Have students practice these techniques, providing feedback and guidance for improvement. Discuss how developing these technical skills directly impacts the quality of musical performance and recording.

CLOSE

If you have a smaller class, consider these activities: Microphone Demonstration - If available, demonstrate different types of microphones and their sound characteristics by recording the same sound source (voice, acoustic guitar, etc.) with different mics and comparing the results.

Creative Recording Project - Have students conceptualize and plan a recording session for a specific song, detailing which microphones they would choose for different instruments and why, based on their artistic vision for the final sound.

For a larger classroom:

Sound Capture Challenge - Divide students into groups and challenge them to design a microphone setup for a specific recording scenario (e.g., a drum kit, string quartet, or vocal ensemble), justifying their choices.

Microphone Technique Stations - Set up stations where students can rotate practicing different microphone techniques for various instruments and vocals, with peer feedback and assessment. Students will complete the “All About the Article” worksheet located at www.musicalive.com/work-sheets.

ASSESS

- Did the students read the article?
- Did they demonstrate an understanding of the creative possibilities offered by different microphone technologies?
- Can they properly demonstrate microphone techniques appropriate for different performance and recording contexts?
- Did they answer the supplemental questions?
- Can they explain the basic principles of how different types of microphones function?
- Do they understand how microphone selection impacts sound recording and live performance?

THE MUSIC OF MUSICAL THEATER

Fiddler on the Roof Meets National Core Arts 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.44 No.8) computer or mobile device with internet access

START

Ask your students to read “The Music of Musicals - *Fiddler on the Roof*” article on pages 10-11. Then, go over the following discussion topics.

CLASS DISCUSSION TOPICS

How does the music of *Fiddler on the Roof* reflect and enhance the story’s themes of tradition versus change?

- The opening number, “Tradition,” establishes the central theme of the musical by introducing the village of Anatevka and emphasizing how traditions maintain their way of life.
- Songs like “Matchmaker, Matchmaker” reveal the younger generation’s evolving attitudes toward traditional practices such as arranged marriages.
- The contrast between traditional Jewish melodies and more contemporary Broadway sounds throughout the score musically represents the tension between old and new worlds.
- Each song progressively charts the community’s journey from rigid adherence to tradition toward inevitable adaptation and change in the face of social and political pressures.

What role does music play in expressing the cultural identity of the Jewish community portrayed in the musical?

- The music incorporates elements of klezmer and other Eastern European Jewish musical traditions, authentically representing the cultural heritage of the characters.
- Songs like “Sabbath Prayer” directly reference Jewish religious practices, highlighting the centrality of faith in the community’s identity.
- The celebratory dance music in “To Life (L’Chaim)” showcases the communal joy and resilience that defined Jewish cultural expression even amid challenging circumstances.
- The emotional depth of songs like “Anatevka” conveys the profound connection between place, community, and identity that was threatened by displacement.

How do the various songs in *Fiddler on the Roof* express different aspects of Tevye’s character and his inner conflicts?

- “If I Were a Rich Man” reveals Tevye’s dreams, aspirations, and sense of humor while also showing his ongoing dialogue with God about his circumstances.
- “Tradition” demonstrates Tevye’s role as both a participant in and narrator of his community’s story, highlighting his philosophical nature.
- “Do You Love Me?” shows a more vulnerable side of Tevye as he examines his own marriage and emotional connections beyond traditional expectations.
- Throughout these songs, Tevye’s musical expressions balance humor with poignancy, reflecting his ability to find meaning and maintain faith despite mounting challenges.

As a class, listen to the songs listed in *Hear the Music*.

“Tradition”

- **How does this opening number establish the musical’s themes?** (The song introduces the community structure, various roles people play, and the centrality of traditions in their lives, setting up the tensions that will develop throughout the story.)
- **What musical elements help convey the strength and unity of the community?** (The powerful choral sections with different voice parts representing different segments of the community create a sense of collective identity, while the rhythmic drive conveys determination and cultural pride.)

“If I Were a Rich Man”

- **What does this song reveal about Tevye’s character?** (The song reveals Tevye’s sense of humor, his dreams beyond his current circumstances, his relationship with God, and his desire to study rather than simply have material wealth.)
- **How do the music and lyrics work together to express both humor and longing?** (The playful rhythm and “yubby dibby” sections provide humor, while more contemplative melodic passages express genuine yearning for a different life.)

“Sunrise, Sunset”

- **Why is this song particularly poignant in the context of the story?** (It captures the bittersweet emotions parents feel watching their children grow up and move away from tradition, directly connecting to the musical’s central conflict.)
- **How does the music create an emotional atmosphere?** (The minor key, slower tempo, and gentle melodic line create a reflective, nostalgic atmosphere that evokes the passage of time.)

CLOSE

If you have a smaller class, consider these activities:

Musical Analysis - Choose one song from *Fiddler on the Roof* and analyze how it uses musical elements (melody, harmony, rhythm, and instrumentation) to enhance its lyrical message.

Cultural Context Research - Explore the historical context of the shtetl communities portrayed in *Fiddler on the Roof* and how their musical traditions influenced the Broadway score.

For a larger classroom:

Tradition Debate - Divide students into groups to discuss and debate the balance between preserving cultural traditions and embracing necessary change, using examples from both the musical and contemporary society.

Character Song Creation - Have students work in groups to create new verses for “If I Were a Rich Man” from the perspectives of other characters in the musical, reflecting their unique hopes and dreams.

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 identify how music enhances storytelling in this musical?

Do they understand the cultural and historical context of the music in *Fiddler on the Roof*?

COVER STORY AND SONG OF THE MONTH

Megan Moroney and “Tennessee Orange”

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! magazines (Vol.44 No.8) Computer or mobile device with Internet access

START

1. Ask students to read the text on pages 12-14 on their own
2. Have one of the students read aloud the text on page 15
3. Play “Tennessee Orange” (*Hear the Music* track 1 on musicalive.com), while the students read through the notation on pages 15-16.

CLASS DISCUSSION TOPICS

How did Megan Moroney’s background and early musical influences shape her artistic style?

- Megan Moroney was born and raised in Savannah, Georgia, where she grew up in a musical household where she heard a variety of musical styles played and performed.
- Her father, a musician himself, introduced her to classic country artists like Dolly Parton, Willie Nelson, and George Strait, which helped shape her sound and storytelling approach.
- During her time at the University of Georgia, she became involved in the campus music scene, where she began writing and performing her music, developing her skills through local performances.

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

- Megan Moroney’s break into the music industry came through social media rather than traditional pathways like major record labels or reality TV appearances.
- In 2022, her song “Tennessee Orange” went viral on TikTok, where clips of the track gained significant traction among users.

How does Megan Moroney blend traditional country elements with contemporary themes in her music?

- Megan Moroney combines classic country storytelling with modern music production techniques to create her distinctive sound.
- Her voice features a traditional Southern twang, while her songwriting incorporates witty, contemporary lyrics that reflect current experiences.
- She draws influence from modern female country artists like Kacey Musgraves, Miranda Lambert, and Taylor Swift, who similarly blend introspection with clever wordplay.
- Her lyrics often explore themes relevant to young adults today, such as heartbreak, self-discovery, and the complexities of modern relationships.

Discuss the music.

Which elements make “Tennessee Orange” relatable to listeners? (The song uses the familiar cultural touchstone of college football rivalries as a metaphor for commitment in a relationship, making it immediately relatable to fans of both sports and country music.)

What storytelling techniques does Moroney use in the song? (Moroney uses vivid imagery, clever wordplay, and a twist in the narrative when she reveals she’s wearing the rival team’s colors, which creates both humor and emotional depth.)

How does the production style of the song complement Moroney’s vocal delivery? (The simple, understated production allows Moroney’s warm vocals and storytelling to take center stage, emphasizing the authenticity of her performance.)

What makes Moroney stand out from other contemporary country artists? (Her combination of authenticity, vulnerability in songwriting, and ability to blend traditional country elements with modern themes and production makes her distinctive in today’s country music landscape.)

CLOSE

Watch the Country Music Association (CMA) interview with Megan Moroney on YouTube.

Discuss: As a class, discuss how Moroney’s self-described “emo country” style and focus on songwriting contribute to her artistic identity and appeal.

Consider these supplemental activities:

For a small class:

Song Analysis - Have students analyze the lyrics of “Tennessee Orange,” identifying metaphors, storytelling elements, and cultural references that make the song effective.

For a larger class:

Genre Fusion Project - Divide students into groups and challenge them to identify how Megan Moroney fuses different musical influences in her work, and present examples of how she brings traditional country elements into contemporary contexts.

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 Saxophone

Meets National Core Arts Standards 1, 4, 7, 8, 9, 11

OBJECTIVES

- Generate and conceptualize artistic ideas and work (Cr1)
- Select, analyze, and interpret artistic work for presentation (Pr4)
- 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

- *Musical Alive!* magazines (Vol.44 No.8) Computer or mobile device with internet access
- Recordings of various saxophone performances across genres
- If available, a saxophone for demonstration purposes

START

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

CLASS DISCUSSION TOPICS

How did the saxophone’s design and invention reflect Adolphe Sax’s vision for a new type of instrument?

- Adolphe Sax wanted to create an instrument that combined the best qualities of woodwinds and brass instruments, filling a gap between powerful brass and softer woodwind sounds.
- The saxophone’s design featured a unique single-reed mouthpiece similar to woodwinds but with a conical brass body that allowed for greater projection and tonal variety.
- Sax’s innovative approach resulted in an instrument with remarkable versatility, capable of playing both melody and harmony with expressive capabilities.
- The saxophone’s design allowed it to blend well with other instruments while also standing out as a solo instrument, fulfilling Sax’s intention for it to have a distinct yet complementary voice.

How has the saxophone evolved across different musical genres throughout history?

- The saxophone was initially designed for military bands and orchestras in the 1840s, serving as a bridge between the brass and woodwind sections.
- In the early 20th century, the saxophone found its prominence in jazz music, with pioneers like Coleman Hawkins and Sidney Bechet showcasing its expressive capabilities.
- During the big band era of the 1920s and 1930s, the saxophone became essential to that sound, featured prominently by bandleaders such as Duke Ellington and Benny Goodman.
- The bebop era of the 1940s saw saxophonists like Charlie Parker and John Coltrane pushing technical boundaries and exploring complex harmonies.
- The saxophone later expanded into rock, pop, funk, and R&B, demonstrating its remarkable adaptability across diverse musical styles and contexts.

What qualities make the saxophone particularly versatile and expressive compared to other instruments?

- The saxophone’s design allows for a wide dynamic range, from whisper-soft passages to powerful, projecting tones that can cut through an ensemble.
- Its expressive capabilities enable saxophonists to incorporate techniques like vibrato, bends, growls, and other effects that can convey deep emotion and

personality.

- The instrument’s comprehensive range makes it suitable for both melodic lead lines and harmonic support roles within various ensemble settings.
- The saxophone’s capacity for both technical precision and emotional expression has made it appealing across genres, from the improvisational nature of jazz to the melodic hooks of pop music.

As a class, listen to examples of saxophone playing from different eras and genres.

What distinctive qualities can you hear in early jazz saxophone performances?

- Early jazz saxophone often featured a warmer tone with vibrato, demonstrating influences from blues and collective improvisation styles.

How did bebop saxophonists change the approach to the instrument?

- Bebop saxophonists like Charlie Parker introduced faster tempos, more complex harmonies, and virtuosic technical displays that showcased new possibilities for the instrument.

What role does the saxophone play in funk and R&B music?

- In funk and R&B, the saxophone often provides rhythmic punctuation, catchy riffs, and energetic solos that contribute to the music’s danceability and groove.

- **How has the saxophone’s sound in pop music created memorable moments?** Pop saxophone solos like those in “Careless Whisper” and “Baker Street” created iconic moments through their melodic simplicity and emotional expressiveness, often becoming the most recognizable part of the songs.

CLOSE

If you have a smaller class, consider these activities:

Saxophone Evolution Timeline - Create a visual timeline charting the saxophone’s development across different musical genres, highlighting key performers and innovations.

Listening Journal - Have students keep a listening journal documenting their responses to different saxophone performances, analyzing the techniques and expressive qualities they observe.

For a larger classroom:

Genre Exploration Stations - Set up listening stations for different genres featuring saxophone (jazz, rock, classical, funk), with guided questions for students to compare and contrast performance styles.

Collaborative Research Project - Divide students into groups to research influential saxophonists from different eras, creating presentations that include musical examples and biographical information.

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 identify key developments in the saxophone’s history across different musical genres?

Do they understand how the saxophone’s design contributes to its distinctive sound and versatility?

Can they generate creative ideas inspired by the saxophone’s capabilities?

Can they analyze different performance approaches to the saxophone across musical contexts?

LISTENING GUIDE

“Takin’ It to the Streets” by The Doobie Brothers

Meets National Core Arts Standards 5, 7, 9, 11, 1, 4

OBJECTIVES

- Generate and conceptualize artistic ideas and work (Cr1)
- Select, analyze, and interpret artistic work for presentation (Pr4)
- 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.44 No.8) Computer or mobile device with internet access
- Recording of “Takin’ It to the Streets” by The Doobie Brothers

START

Ask your students to read the Listening Guide on “Takin’ It to the Streets” by The Doobie Brothers on pages 20-21.

DEVELOP

Play “Takin’ It to the Streets” (*Hear the Music* on musicalive.com) while having the students follow along with the timeline.

CLASS DISCUSSION TOPICS

How did the addition of Michael McDonald change The Doobie Brothers’ sound and direction?

- Michael McDonald’s arrival marked a significant shift from the band’s earlier guitar-driven sound to a more soulful, R&B-influenced direction.
- His distinctive baritone voice added emotional depth to their music, creating a new vocal identity for the group.
- McDonald’s keyboard skills, particularly on electric piano, became a prominent feature of their new sound, replacing some of the guitar-centric focus.
- This transition represented an evolution in the band’s artistic journey, demonstrating how personnel changes can fundamentally transform a group’s musical identity.

What musical elements in “Takin’ It to the Streets” reflect its social message?

- The driving, urgent rhythm section creates a sense of momentum that reinforces the call to action in the lyrics.
- The interplay between lead and background vocals, particularly in the chorus’s call-and-response pattern, evokes community engagement and collective voice.
- The song’s gradual build in intensity mirrors the building of social movements, starting with awareness and growing into action.

- The balance between polished production and passionate delivery reflects the dual nature of effective advocacy—being both professional and emotionally compelling.

How does this song reflect the social and political climate of the mid-1970s?

- The song emerged during the post-civil rights era when many Americans were continuing to advocate for social change and equity.
- Its lyrics address urban poverty and societal neglect, issues that remained significant social concerns in the mid-1970s.
- The call for recognition of shared humanity (“You don’t know me, but I’m your brother”) reflects the period’s emphasis on building bridges across social divides.
- The music’s blend of rock, soul, and R&B elements parallels the cultural integration that was occurring in American society during this time.

SONGWRITING EXPLORATION (Cr1)

Guide students in analyzing the song’s structure, lyrics, and musical elements to understand how they work together to convey a message. Have students:

- Identify the key lyrical phrases that establish the song’s theme of social awareness
- Analyze how the call-and-response chorus technique enhances the message of community action
- Discuss how they might apply similar techniques to write their own message-oriented songs
- Create a brief outline for an original song with a social message, describing their musical and lyrical approach

PERFORMANCE INTERPRETATION (Pr4)

Discuss how performers make interpretive choices when presenting socially conscious music:

- Analyze Michael McDonald’s vocal delivery and how his phrasing and tone convey urgency and emotion
- Identify how dynamics and tempo changes in the recording enhance the impact of the lyrics
- Have students consider how they might perform this song or similar message-oriented music to effectively communicate its meaning
- Discuss how performance choices would differ depending on the venue and audience (intimate club, large concert, protest gathering, etc.)

LISTENING ACTIVITY

What instruments can you identify in the introduction? (Electric piano/keyboard, drums with emphasis on hi-hat and snare, bongos, and bass guitar.)

How would you describe the rhythm and feel of this song? (The song has a steady, funk-influenced groove with syncopation that creates a driving, urgent feel while maintaining a smooth overall sound.)

What role does the saxophone solo play in the song’s structure? (The saxophone solo provides a musical interlude that allows for emotional expression without words, building intensity before returning to the lyrical message.)

How does Michael McDonald’s vocal style contribute to the song’s impact? (McDonald’s soulful baritone brings emotional depth and authenticity to the social message, making the call to action feel personal and urgent.)

CLOSE

If you have a smaller class, consider these activities:
Message Analysis - Have students closely analyze the lyrics and identify the specific social issues being addressed, then research how these issues were viewed in the mid-1970s versus today.

Musical Evolution Study - Create a listening comparison of Doobie Brothers songs before and after McDonald joined the group, noting specific differences in instrumentation, vocal style, and overall sound.

For a larger classroom:

Musical Response Groups - Divide students into small groups to create short musical responses to “Takin’ It to the Streets,” expressing their reactions to its message through their own improvised or composed music.

Social Movement Soundtrack - Have students research a historical or current social movement and create a playlist of songs that could serve as its soundtrack, explaining why each song would be appropriate.

Students will complete the “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?

Can they identify the key musical elements that contribute to the song’s message and impact?

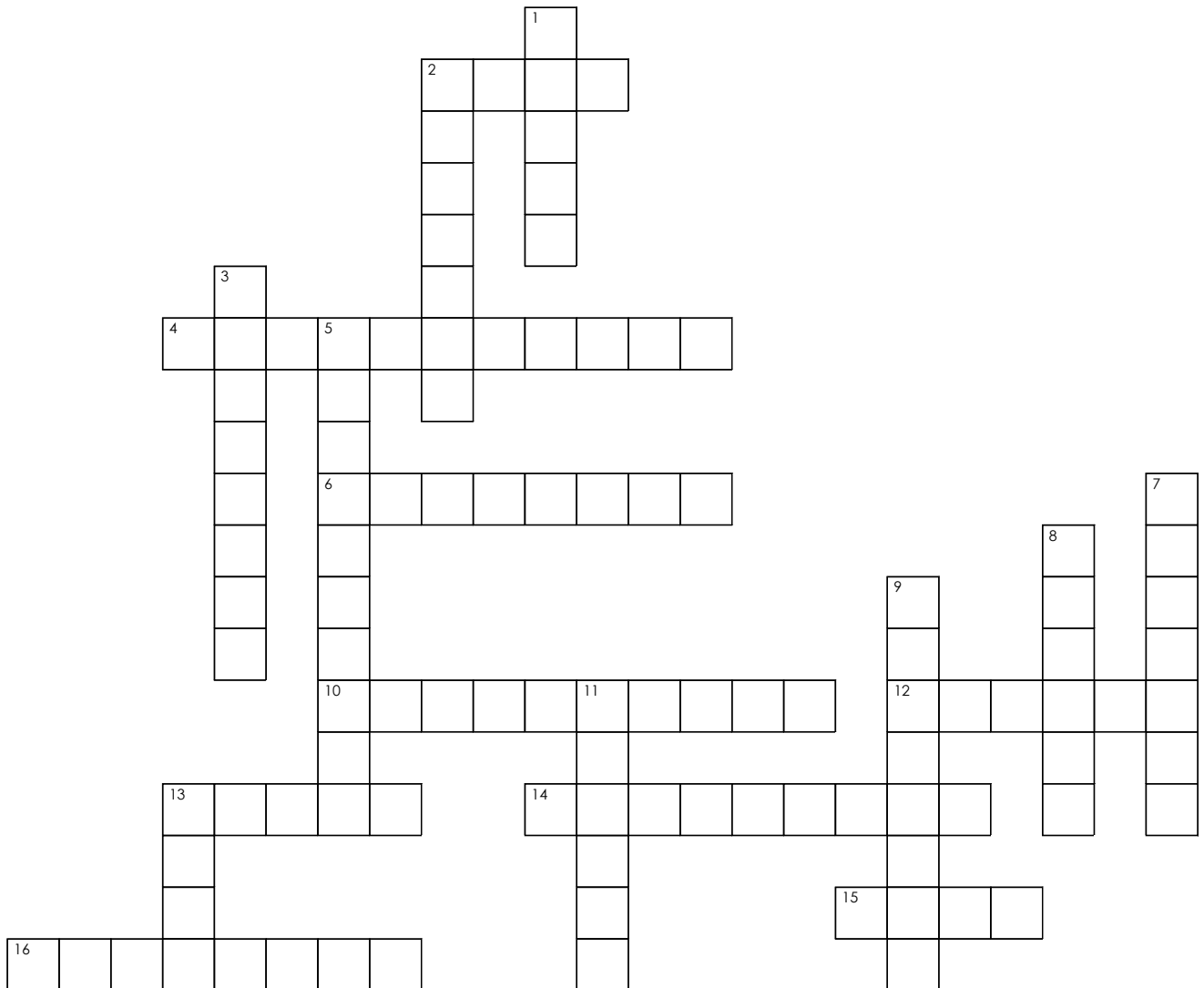
Are they able to connect the musical choices to the historical and social context of the mid-1970s?

Can they generate creative ideas for socially conscious music based on their analysis of this song?

Can they explain how performance interpretation affects the delivery of a song’s message?

Name: _____

Music Alive 44-8 Crossword Puzzle



Across: →

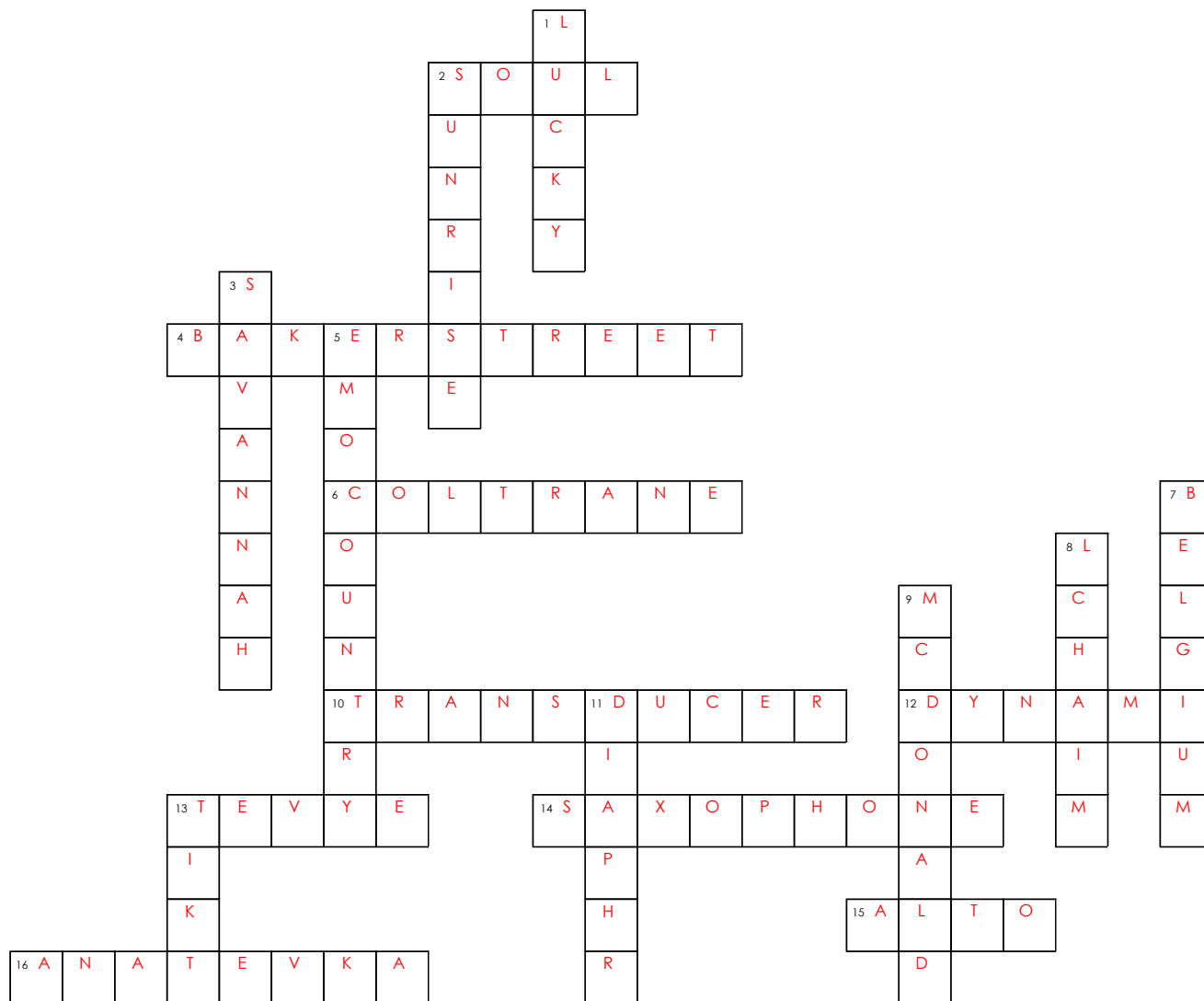
2. Musical style of "Streets"
4. 1980s pop hit with iconic sax solo
6. Jazz sax great who played "Giant Steps"
7. Percussion in "Streets" intro
10. Energy conversion device in audio gear
12. Tougher mic type common in live settings
13. Who is the philosophical milk seller?
14. Wind instrument solo in "Streets"
15. Most popular saxophone besides tenor
16. Musical's setting in Tzarist times

Down: ↓

1. Title of Moroney's 2023 debut album
2. Wedding song about time passing
3. Moroney's hometown in Georgia
5. Moroney's term for her musical style
7. Sax's country of origin
8. Joyful Hebrew toast in celebratory song
9. Doobie Brothers writer of "Streets"
11. Vibrating part that responds to sound wave
13. Platform "Tennessee Orange" went viral

SOLUTION

Music Alive 44-8 Crossword Puzzle



Across: →

2. Musical style of "Streets"
4. 1980s pop hit with iconic sax solo
6. Jazz sax great who played "Giant Steps"
7. Percussion in "Streets" intro
10. Energy conversion device in audio gear
12. Tougher mic type common in live settings
13. Who is the philosophical milk seller?
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16. Musical's setting in Tzarist times

Down: ↓

1. Title of Moroney's 2023 debut album
2. Wedding song about time passing
3. Moroney's hometown in Georgia
5. Moroney's term for her musical style
7. Sax's country of origin
8. Joyful Hebrew toast in celebratory song
9. Doobie Brothers writer of "Streets"
11. Vibrating part that responds to sound wave
13. Platform "Tennessee Orange" went viral

Name: _____

Music Alive 44-8 Word Find

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

Find the following words in the puzzle.

Words are hidden     and .

SONGWRITER
MATCHMAKER
MICROPHONE
TRANSDUCER
TENNESSEE
TRADITION
DIAPHRAGM
CONDENSER

SAXOPHONE
ANATEVKA
CARDIOID
MCDONALD
KEYBOARD
BARITONE
MORONEY
GEORGIA

FIDDLER
DYNAMIC
STREETS
HARMONY
ADOLPHE
COLEMAN
ORANGE
SHTETL

MEGAN
TEVYE
TENOR
JAZZ
REED

Solution

Music Alive 44-8 Word Find

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

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

SONGWRITER (N,6,12)	SAXOPHONE (S,5,4)	FIDDLER (S,1,3)	MEGAN (E,10,14)
MATCHMAKER (W,18,3)	ANATEVKA (E,7,16)	DYNAMIC (W,21,7)	TEVYE (W,8,1)
MICROPHONE (E,9,10)	CARDIOID (E,10,8)	STREETS (W,15,12)	TENOR (E,16,4)
TRANSDUCER (N,2,15)	MCDONALD (E,8,15)	HARMONY (E,13,11)	JAZZ (W,21,15)
TENNESSEE (W,22,9)	KEYBOARD (N,23,16)	ADOLPHE (W,15,4)	REED (S,3,2)
TRADITION (N,4,12)	BARITONE (W,22,6)	COLEMAN (E,11,1)	
DIAPHRAGM (S,7,6)	MORONEY (W,22,12)	ORANGE (E,13,2)	
CONDENSER (W,11,2)	GEORGIA (S,8,8)	SHTETL (E,9,5)	

LINKS

News

Watch the trailer: <https://www.youtube.com/watch?v=dNojvRebRV4>

Watch: <https://www.youtube.com/watch?v=schkFGb8BtU>

Check out the top covers from Ranker.com at the time of publication.
<https://www.ranker.com/crowdranked-list/greatest-album-covers>

Cover Artist Megan Maroney

A Country Music Association (CMA) interview with Megan

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

The Music of Musicals

Watch the movie: <https://www.youtube.com/watch?v=kDtabTufxao>

Watch the Broadway musical: <https://www.youtube.com/watch?v=InnM-XJthfI>

Microphones

A Quick Guide to Microphones: <https://www.youtube.com/watch?v=PE6Qn4ZiEyo>

Different Types of Microphones: <https://www.youtube.com/watch?v=ecPUTGDX5cw>

Listening Guide

Watch them perform: https://www.youtube.com/watch?v=i9_e0rRvyz8

It's Instrumental

History of the saxophone: <https://www.youtube.com/watch?v=z-GDrCxcV80>

How saxophones are made: <https://www.youtube.com/watch?v=XUZe3crZZBE>

Learn about the saxophone family: <https://www.youtube.com/watch?v=p-b6I1ihh2s>