

TODAY'S MUSIC EDUCATION RESOURCE

MUSIC ALIVE!

**THE RICH
HISTORY OF
DOO WOP**

It's Instrumental:
THE CYMBAL

The Music of
HELLO DOLLY!

**LISTENING
GUIDE**

"When The
Stars Go Blue"
by The Coors –
feat. Bono

LIZZY MCALPINE

She's writing, recording, producing and acting,
with the courage to explore her creativity

SAYWHAT?

The meanings and origins
of musical sayings

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FROM THE EDITOR

Welcome to the new season of *Music Alive*, our 45th! Today's publishing team is still pursuing the mission established just before the dawn of the 80's, of helping teachers broaden their students' music education experience.

Music Alive has traditionally been produced for delivery in October, well after the "back-to-school" activity has calmed down. It is around this time that music students and teachers are in the groove, so to speak, and our publication's arrival can be an energizer. Those using the digital edition of *Music Alive* will have had time to explore our platform's functionality, and those distributing printed copies will have already distributed the primary materials and equipment students need for their classes.

This first issue of the new school year follows the format that has evolved over the past few seasons: Continue the *Music Alive* tradition of featuring a contemporary musician or ensemble on the cover. That's then followed by an assortment of news and news/feature vignettes that precede features about musical instruments, musical theater, song deconstructions and more. Each issue wraps with columns about careers in music and finally the etymology of idiomatic phrases with musical references or concepts.

While each issue pretty much follows this game plan, there'll always be one feature story meant to add a measure of serendipity to an issue of *Music Alive*. It can literally be about any aspect of music, as long as it's interesting, relevant and rounds out that month's collection of content. This issue's wild card is about the "doo wop" genre of music, featuring its rise to popularity, its quartet harmonies, and its influence on soul, Motown, rock permutations and more.

We're excited to be working with you during this new school year, and helping you keep *Music Alive!*

HEAR THE MUSIC

- | | |
|--|---|
| "Spring Into Summer"
by Lizzy McAlpine | "Straighten Up and Fly Right"
by The Andrews Sisters |
| "When The Stars Go Blue"
by The Coors feat. Bono | "It's Too Soon to Know"
by The Orioles |
| "An Attack On Dengzhou
(Da Deng Zhou)" by Lianliang Ma | "Goodnight Sweetheart"
by The Spaniels |
| "Raqs Badia With Cymbals"
by The Henkesh Brothers | "Earth Angel"
by The Penguins |
| "Idaho" by Gene Krupa & Buddy Rich | "I Only Have Eyes For You"
by The Flamingos |
| "The Last Mile" by The Souls Stirrers
with Sam Cooke | "I Wonder Why"
by Dion and the Belmonts |
| "God's Gonna Cut 'Em Down"
by The Jubalaires | "Why Do Fools Fall In Love"
by Frankie Lymon and the Teenagers |
| "The General Jumped At Dawn"
by The Golden Gate Quartet | "Come and Go With Me"
by The Del-Vikings |
| "Up a Lazy River"
by The Mills Brothers | "Will You Still Love
Me Tomorrow"
by The Shirelles |
| "Lullaby of Broadway"
by The Mel-Tones | |

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

DOO WOP *National Standards: Pr4, Re7-9*

Although fans of the genre might not approve of the name, Doo Wop a deeply influential style of American music that continues to inspire many current genres of music. The tight-knit harmonies of barbershop and jubilee quartets merged into a diverse and memorable form of a capella music that took the charts by storm. Explore the origins and legacy of the genre known as Doo Wop with your students via the lesson below!

Prepare

Before introducing the genre of Doo Wop, ask if any students are familiar with a capella music. The popularity of shows like Glee and bands like Pentatonix have been a gateway for modern audiences and might serve as a useful reference point. After making that connection, ask if students are familiar with Doo Wop music. Choose a song from the list at the end of the article and play it for the class to prime their ears and introduce the style. Then, ask the class to read the article.

Key points in the article:

- The vocal styles of Barbershop and Jubilee Quartets formed the foundation of Doo Wop. Like the previously mentioned styles, Doo Wop often featured ensembles made up of a bass, baritone, and two lead tenors (with an occasional falsetto singer thrown in).
- The decline of the Big Band era of the late 40's made way for Doo Wop's ascendance. The genre's soulful, jazz-inflected harmonies and clever arrangements of pop tunes became incredibly popular. Doo Wop groups were especially prominent in larger cities, since musicians in poorer urban neighborhoods often couldn't afford instruments.
- Doo Wop provided a platform for the daring (at the time) concept of interracial music groups. Though far less common, there were also prominent girl groups in the genre. Though Doo Wop went out of fashion immediately after the British Invasion, its influence extends to modern soul, R&B, and K-Pop.

Begin

Review Vocabulary words from the article below:

- **Demeaning:** causing someone to become or feel less respected
- **Punctuate:** to interrupt or occur in (something) repeatedly
- **Secular:** not having any connection with religion
- **Urban:** in, relating to, or characteristic of a town or city
- **Reverberate:** to continue to be heard; to echo repeatedly

Discuss

After reading the article, listen to a few other examples of Doo Wop in the "Hear The Music" playlist at www.musicalive.com. Encourage students to listen actively and identify similarities/differences between each song. Does each example conform to the bass/baritone/two tenor format listed in the article? What other nonsense syllables do background singers use besides the titular doo-wop? How do the vocal arrangements build excitement and energy without having a rhythm section or other instruments to drive it forward? Can students hear the influence on modern genres? Can they name any modern songs that have a clear doo wop influence?

Expand

To assess student understanding, assign the "All About the Article" worksheet located at www.musicalive.com/worksheets.

As an additional assignment, have students research and select a doo wop song not listed in the article and analyze it. How is it similar to/different from other examples discussed in class? Does it have the same quartet format? Is there anything significant about the group to note? Where are they from and when were they popular? Have students present their song choices to the class.

MUSIC OF MUSICAL THEATER: *HELLO DOLLY!*

National Standards: Pr4, Re7-9

One of the longest-running musicals of its time, *Hello, Dolly!* is an uplifting, vibrant classic. Centered around Dolly, a charismatic matchmaker in 1890s New York City, the show follows her re-entry into society after mourning her late husband. A story of second chances, new love, and living life to the fullest, *Hello, Dolly!* is full of unforgettable musical moments that students will love. Dive into this Broadway staple with your class!

Prepare

By a show of hands, ask if anyone in class has seen *Hello, Dolly!* or heard any songs from the musical. After gauging students' familiarity, play Louis Armstrong's version of the title track (or the clip of the film interpretation starring Barbara Streisand linked in the "Learn More" section). Now that the stage has been set, read the article individually or as a class.

Key points in the article:

- One of the longest-running Broadway shows of its generation, *Hello, Dolly!* became a foundational musical and star-making vehicle for Carol Channing. Premiering in 1964, the show is based on Thornton Wilder's 1938 play *The Merchant of Yonkers*. The titular character, Dolly Gallagher Levi, is a widow and matchmaker in 1890s New York City.
- The show has seen several revivals, including the successful 2017 version starring Bette Midler. This most recent reboot went on to win four Tony awards, adding to *Hello, Dolly!*'s already significant trophy case (the original production won ten Tony Awards, including Best Musical).
- The infectious joy and charisma of *Hello, Dolly!* have helped the show endure the test of time, but the unforgettable songs are what cement it as a true classic. Fan favorites "Put On Your Sunday Clothes," "Before the Parade Passes By," and "It Only Takes a Moment" are essential installments in the Broadway canon.

Begin

Review Vocabulary words from the article below:

- **Cantankerous:** bad-tempered, argumentative, and uncooperative
- **Captivate:** attract and hold the interest and attention of; charm
- **Vibrant:** full of energy and enthusiasm
- **Poignant:** evoking a keen sense of sadness or regret
- **Wistful:** having or showing a feeling of vague or regretful longing

Discuss

Select 2-3 songs from the list of Key Songs in the article and play them for the class (all are available for streaming via the Hear The Music playlist at www.musicalive.com). As a critical listening exercise, play each song twice and have students analyze them from the following angles, stopping after each listen to discuss:

1st listen- Character analysis and plot movement

- What do we learn about the character through the lyrics of the song? How does the song move the plot forward? What feelings does the song evoke?

2nd listen- Musical analysis

- What instruments do students hear in the song? Is the tempo fast, slow, or moderate? Is the music loud, soft, or both? How does the music support the lyrics and feelings of the song?

Expand

After discussing, have students complete the "All About the Article" worksheet located at www.musicalive.com/worksheets.

For a class project, form students into groups and assign each group one of the Key Songs from *Hello, Dolly!* that were not discussed previously in class. Have each group listen to their assigned song and analyze it together through the same framework (character analysis and plot development/musical analysis). At the end of the class period, have each group present their song and analysis. Allow other groups to ask questions or add their own thoughts after each presentation.

IT'S INSTRUMENTAL: THE HISTORY OF CYMBALS

National Standards: Re7-9, Cn11

From delicate, shimmering soundscapes to cathartic crashes, cymbals are the ultimate musical punctuation. The simple act of hitting a bronze disc became foundational to a variety of musical and cultural scenarios in the ancient world, and still carries significance today. This lesson will help identify the sounds of cymbals and understand their place in a wide range of musical styles.

Prepare

To start, ask if anyone in class has played a cymbal before (any variety, from marching cymbals to standard drum kit cymbals, or even hitting a gong). Ask students if they can describe the sound of cymbals. What role do cymbals play in a band? When do you hear them most often? After this brief introductory discussion, have students read the article.

Key points in the article:

- Different versions of the cymbal can be traced back to ancient societies in Turkey, Greece, Egypt, China, and more. They were used for many different purposes: to ward off evil spirits in temples or at religious ceremonies, to liven up parties, and to intimidate opponents on the battlefield.
- The oldest cymbal company in existence (and possibly the oldest company still carrying out their original purpose) is Zildjian. Started in the 1600s by an Armenian family living in Turkey, Zildjian's cymbal making techniques were so innovative that they were kept as closely guarded secrets.
- In the modern age, cymbal evolution is driven by new musical styles. To keep up with the breakneck tempos of jazz, cymbal makers invented the high hat and ride cymbal. To keep up with the punishing demands of rock and metal, cymbals were made louder and tougher. To adapt to the needs of electronic musicians, manufacturers invented cymbals that can trigger midi samples.

Begin

Review Vocabulary words from the article below:

- **Exotic:** originating in or characteristic of a distant foreign country
- **Dramatic:** sudden and striking; relating to drama or the performance or study of drama
- **Mysterious:** having an atmosphere of strangeness or secrecy

- **Figurative:** used not with their basic meaning but with a more imaginative meaning

- **Rivet:** a metal pin for passing through holes in two or more plates or pieces to hold them together

Discuss

After reading the article, listen to the following tracks from the Hear the Music playlist at www.musicalive.com:

- "An Attack On Dengzhou (Da Deng Zhou)" by Lianliang Ma (an example of Chinese Opera)

- "Raqs Badia With Cymbals" by The Henkesh Brothers (an example of traditional Turkish and Egyptian music)

- "Idaho" by Gene Krupa & Buddy Rich (an example of American jazz drumming)

After listening to the examples, discuss the types of cymbal sounds heard in each song. What words would students use to describe the cymbal sounds (bright, dark, splashy, loud, shimmer, chiming, etc)? How do the cymbal sounds in each song compare to the other examples? Are they used differently? How often are the cymbals played in each song? What effect do the cymbals have on the song overall?

The "Music Review Journal" found at www.musicalive.com/worksheets can also be used to assess students' understanding of each song.

Expand

To assess student understanding, assign the "All About the Article" worksheet located at www.musicalive.com/worksheets.

As a supplement to the lesson, assign a research project on early versions of the cymbal in China, Turkey, Greece, or Egypt. It can be an individual or group project, and can be a written assignment or presentation. Have students choose one of the four countries listed and research their use of cymbals any time between 1000 BCE and the 1600s. Mention the construction of the cymbals (materials, size, shape), how they were played, what types of music they were featured in, and what types of social activities featured them.

LISTENING GUIDE: “WHEN THE STARS GO BLUE”

by The Coors feat. Bono *National Standards: Pr4, Re7-9, Cn11*

Of the many artists to cover Ryan Adams’ “When the Stars Go Blue,” one version arguably stands above the rest. Celtic-pop fusion band The Coors joined forces with fellow Irishman Bono (of U2) for a dynamic rendition of the song for their 2002 concert film *VH1 Presents: The Coors, Live in Dublin*, which stands as a highlight in both artists’ catalogues to this day. Use the listening guide to help your class analyze this classic recording and identify the key features of the song.

Prepare

Before listening to the song, ask the class if anyone is familiar with any of the artists involved in the song (including its writer, Ryan Adams). Briefly introduce the Coors’ brand of Celtic-inflected pop music and Bono’s legacy as one of rock’s preeminent frontmen. Play the live video of “When the Stars Go Blue” from *VH1 Presents: The Coors, Live in Dublin* to introduce the song. Then, ask students to read the article.

Key points in the article:

- The Coors and Bono’s unique interpretation of the song as a duet, along with their dynamic voices and artistic chemistry, made this version of the song an international hit. It charted just outside the Top 10 on Billboard’s Adult Alternative Airplay and Adult Top 40 charts, and reached no. 1 in Spain.
- The obvious chemistry between Andrea Coor and Bono as performers, as well as the tour their bands did together in the mid 90’s, sparked rumors of a romantic involvement. However, the pair have always been exclusively musical collaborators.
- Three years after the filming of the *VH1 Presents* special, The Coors and Bono reunited at the Edinburgh Live 8 concert. Proceeds went to the “Make Poverty History” campaign and demonstrated both artists’ dedication to charitable causes.

Begin

Review Vocabulary words from the article below:

- **Celtic:** relating to, or characteristic of the Celts, an ancient European people who are related to the Irish, Scots, Welsh, and Bretons
- **Resonate:** to evoke a feeling of shared emotion or recognition in someone

- **Commercial:** something with money-making and marketing intentions

- **Speculation:** ideas or guesses about something that is not known

- **Underscore:** to emphasize the importance of something

Discuss

After reading the article, play “When The Stars Go Blue” for the class again. This time, only play the audio and encourage students to listen actively as they read along with the listening guide. Tell the class to listen for each instrument listed in the guide and notice when they come in and drop out. At relevant points, pause the recording and talk to students about what just occurred in the song. Ask questions like “How does it feel when the strings come in on the chorus?” or “Why do you think the singers alternate lines in the verse, but join together on the last line?”

After listening to the full song, ask students to identify their favorite part of the song. What instruments are most important in different sections of the song? How does the energy of the song build?

Expand

After completing the listening guide and understanding the technical elements of the song, ask students why they think the song resonated so strongly with audiences in 2002. Consider the lyrics, performance, and musical culture of the time. Were there any historical events that enhanced the impact of the song?

To assess student understanding, assign the “All About the Article” worksheet located at www.musicalive.com/worksheets. For an additional assignment, have students research other versions of “Where the Stars Go Blue” and compare it to The Coors and Bono’s rendition. How are they similar? How are they different? What instruments do they use? How is the feeling or vibe of the song different? Have students present their chosen version of the song to the class and discuss how it is unique.

SONG OF THE MONTH: “SPRING INTO SUMMER”

by **Lizzy McAlpine** *National Standards: Re7-9*

Making the transition from adolescence to adulthood is hard enough. Imagine doing it while transitioning from promising indie artist to full-blown musical superstar, and you’ll have an idea of what life has been like for Lizzy McAlpine recently. The genre-bending songwriter’s mellifluous voice and artful songcraft has carried her to international recognition, collaborations with icons, and a host of new pressures and challenges. Through it all, the introspective artist has stayed true to her roots while breaking new stylistic ground, and the devotion of her ever-growing fanbase proves it. McAlpine’s “Spring into Summer” is our Song of the Month for October.

Prepare

By a show of hands, ask if anyone in class is familiar with Lizzy McAlpine and her music. For those who are not familiar with her, mention a few major artists she has collaborated with (Jacob Collier, John Mayer, Finneas, etc) and see if any of those names resonate. After establishing those connections, ask your students to read the article about Lizzy McAlpine and her Song of the Month, “Spring into Summer.” Review a few key points from the article to make sure students have a good idea of McAlpine’s musical style and career story.

Key points in the article:

- McAlpine’s path to success might sound familiar, as it follows a fairly standard pattern for modern artists. She started writing songs as a teenager, developed her skills at Berklee College of Music, and grew a fanbase through Soundcloud and Youtube. After independently releasing her second album, her song “Ceilings” took off on Tik Tok and launched her into the spotlight.
- Her first release with major label support, 2024’s *Older*, launched her to new levels of fame and critical praise. The success of the album and international tour to support it led to a host of new connections and opportunities, including collaborations with A-list artists and her acting debut on Broadway.
- Despite her meteoric rise, McAlpine has stayed grounded in the emotional honesty and vulnerability that initially drew listeners to her music. She continues to dedicate the 13th track of every album to her father, and she always maintains her artistic identity, even while pushing the boundaries of her sound.

Begin

Review Vocabulary words from the article below:

- **Consensus:** a general agreement
- **Deluge:** anything that overwhelms like a flood
- **Propulsion:** the action of driving or pushing forward
- **Introspective:** examining and considering your own ideas, thoughts, and feelings, instead of talking to other people about them
- **Apprehension:** anxiety or fear that something bad or unpleasant will happen

Discuss

Play “Spring into Summer” for the class, and encourage active listening. Ask the class to identify fundamental elements of the song and use their responses as a gateway to deeper exploration. For instance, ask about instruments they hear, the tempo, and the style/genere of the record. Does it remind them of any other songs they have heard, and why?

After establishing these basics, encourage more abstract analysis. How do the sounds of the instruments fit together? What atmosphere or mood does the music create? How does this complement the vocals? What feelings do they get from the song? How would students describe McAlpine’s voice, and why do they think it resonates with so many listeners?

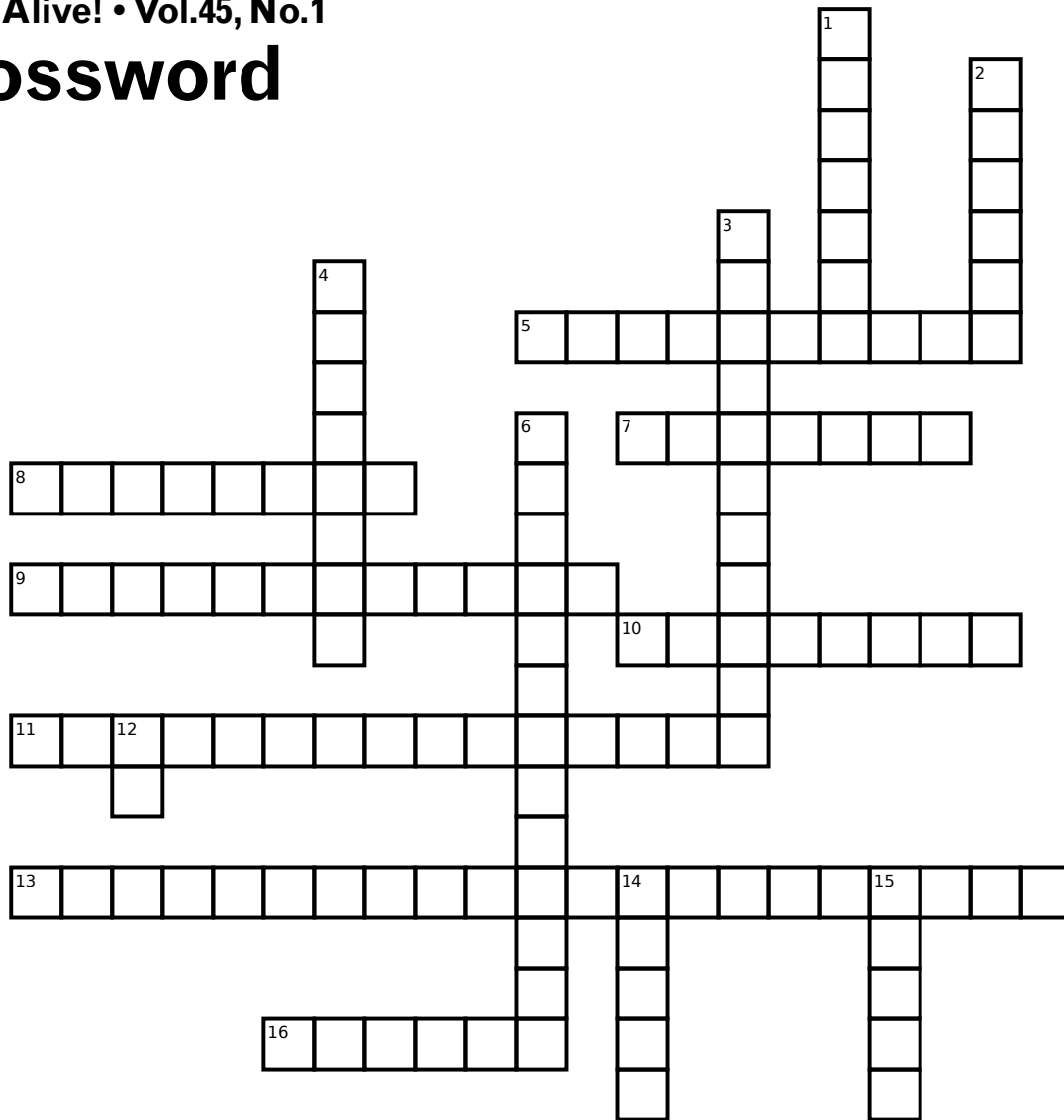
Expand

After analyzing the music and atmosphere of “Spring Into Summer,” explore the lyrical themes as a class. Put the lyrics on a screen or whiteboard for the class, or print out individual lyric sheets. If students are familiar with the concept of metaphor, ask students to point out any metaphors they see in the lyrics.

What meanings do they pull from these metaphors? Do they see it as a reflection on a relationship with another person, an exploration of personal change and transformation, or something else? Do McAlpine’s words connect to anything in students’ own experiences?

After discussing, have students complete the “All About the Article” worksheet located at www.musicalive.com/worksheets.

Crossword



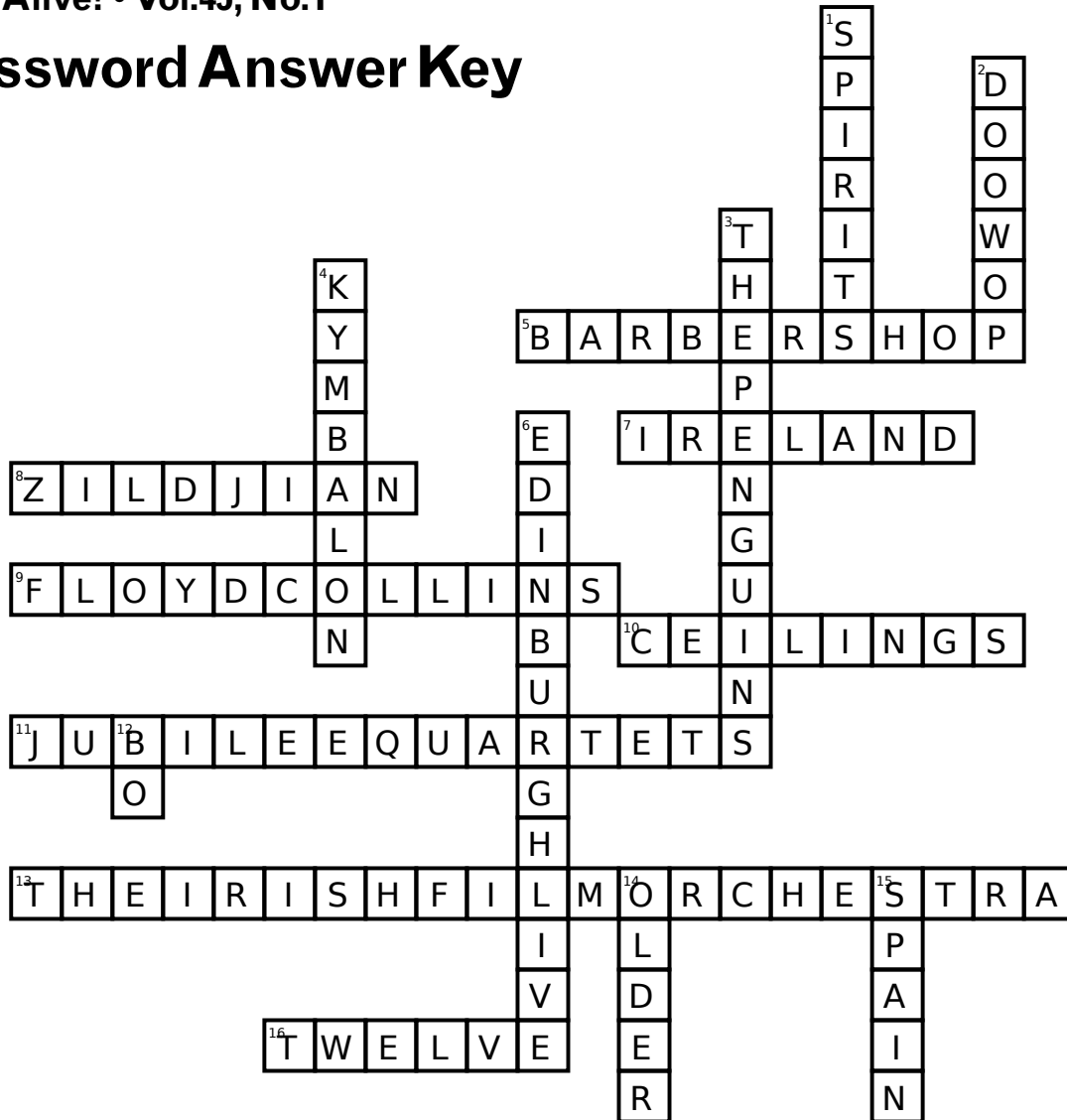
Down:

1. Ancient Egyptians believed the sound of cymbals could scare away evil _____.
2. Genre of vocal music made up of tight 4-part harmonies
3. Doo Woo group who sang "Earth Angel"
4. Ancient Greek word meaning "cup"
6. Name of the 2005 music festival where The Coors and Bono reunited to play "Where The Stars Go Blue"
12. Chinese word for cymbals

Across:

5. A style of a cappella music created by men waiting for haircuts
7. Home country of both The Coors and Bono
8. Turkish cymbal company founded in the 1600s
9. Lizzy McAlpine's first Broadway musical
10. Lizzy McAlpine's viral TikTok hit
11. Gospel vocal groups composed of four or five singers that drew on the barbershop music experience
13. Name of the orchestra that played with The Coors for VH1 Presents: The Coors, Live in Dublin
16. The age Lizzy McAlpine began writing songs

Crossword Answer Key



Down:

1. Ancient Egyptians believed the sound of cymbals could scare away evil _____.
2. Genre of vocal music made up of tight 4-part harmonies
3. Doo Woo group who sang "Earth Angel"
4. Ancient Greek word meaning "cup"
6. Name of the 2005 music festival where The Coors and Bono reunited to play "Where The Stars Go Blue"
12. Chinese word for cymbals
14. Title of Lizzy McAlpine's 2024 album
15. The country where "When The Stars Go Blue" reached no.1

Across:

5. A style of a cappella music created by men waiting for haircuts
7. Home country of both The Coors and Bono
8. Turkish cymbal company founded in the 1600s
9. Lizzy McAlpine's first Broadway musical
10. Lizzy McAlpine's viral TikTok hit
11. Gospel vocal groups composed of four or five singers that drew on the barbershop music experience
13. Name of the orchestra that played with The Coors for VH1 Presents: The Coors, Live in Dublin
16. The age Lizzy McAlpine began writing songs

Word Find

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

Spring Into Summer

Reverberating

Commercial

Zildjian

Doo Wop

cymbal

Barbershop

Floyd Collins

The Coors

Turkey

Older

Introspective

A Cappella

McAlpine

Falsetto

Celtic

Rivet

Word Find Answer Key



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A Cappella

McAlpine

Falsetto

Celtic

Rivet

LINKS

Learn More

Cover Artist

Watch Lizzy record “Through The Mountain” for the Broadway Cast Album of *Floyd Collins*:
https://www.youtube.com/watch?v=jW_xdiP4ncM&list=RDjW_xdiP4ncM&start_radio=1

Song of the Month

See “Spring Into Summer” live at Lollapalooza:
https://www.youtube.com/watch?v=0CX38dwyF34&list=RD0CX38dwyF34&start_radio=1

Hello Dolly!

Watch the titular song from the 1969 movie, starring Lousi Armstrong and Barbara Streisand:
<https://tinyurl.com/ma451mthd>

It’s Instrumental

How the Zildjian cymbal formula was passed from generation to generation:
<https://www.youtube.com/watch?v=KtgnRhFQ-U>

A brief history of the Chinese cymbal:
<https://www.youtube.com/watch?v=Zcg4i-FwsZ4>

Listening Guide

The *VH1 Presents* version:
https://www.youtube.com/watch?v=TjHLXe7A8ow&list=RDTjHLXe7A8ow&start_radio=1

See Tim McGraw’s country-fried cover:
https://www.youtube.com/watch?v=fIZ-2FB5a3g&list=RDfIZ-2FB5a3g&start_radio=1

Doo Wop

A feature-length documentary on the history of doo wop:
<https://www.youtube.com/watch?v=-4REelh16Q4>

Doo Wop pioneers The Mills Brothers perform “How’m I Doin’, Hey, Hey”: https://www.youtube.com/watch?v=Q_Knzwe15PY&list=RDQ_Knzwe15PY&start_radio=1