

TODAY'S MUSIC EDUCATION RESOURCE

# MUSIC ALIVE!

## LISTENING GUIDE

"Viva La Vida"  
by Coldplay

It's Instrumental:  
**THE CELLO**

## PLAYING WELL WITH OTHERS

The Music of  
**GUYS AND DOLLS**



# CARLY PEARCE

Her journey from theme-park performer to Grammy-winning storyteller, to country queen.

## SAYWHAT?

The meanings and origins of musical sayings

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## FROM THE EDITOR

THIS JANUARY ISSUE of *Music Alive* profiles the rise and evolution of country star Carly Pearce and her hit "I Hope You're Happy Now." The issue also features the next piece in our "It's Instrumental" series, this time about the cello, the "Guys and Dolls" musical, and a breakdown of Coldplay's song "Viva La Vida," however, there's an extra-special story about collaboration that stands out.

"Playing well with others," is a criteria historically called out on report cards starting at the kindergarten level. Socialization being important to child development, it's absolutely essential to music-making. Even soloists rely on accompaniment, and ensemble creation of course requires that members get along, though famously a hit and miss proposition. Our writer therefore shines a light on what it takes to be a good collaborator, and his story provides reading material for a great lesson or classroom focus.

Here's hoping that all your holiday collaborations are happy ones!

## HEAR THE MUSIC

"Every Little Thing"  
by Carly Pearce

"Viva La Vida" by Coldplay

"Cello Suite No. 1 in G Major  
BXV 1007: 1.Prelude"  
by Johan Sebastian Bach

"Carnival of the Animals, R. 125:  
XIII. The Swan"  
by Camille Saint-Saens  
(performed by Yo-Yo Ma)

"Ashes of the Modern World"  
by Apocalyptica

From *Guys and Dolls*:

"Fugue for Tinhorns"

"I'll Know"

"A Bushel and a Peck"

"Adelaide's Lament"

"Guys and Dolls"

"If I Were a Bell"

"Luck Be a Lady"

"Sit Down, You're Rockin' the Boat"

# 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

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## **Cr2**

Organize and develop artistic ideas and work

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## **Cr3**

Refine and complete artistic ideas and work

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## **Pr4**

Analyze, interpret, and select artistic work for presentation

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## **Pr5**

Develop and refine artistic work for presentation

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## **Pr6**

Convey meaning through the presentation of artistic work

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## **Re7**

Perceive and analyze artistic work

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## **Re8**

Interpret intent and meaning in artistic work

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## **Re9**

Apply criteria to evaluate artistic work

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## **Cn10**

Synthesize and relate knowledge and personal  
experiences to make art

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## **Cn11**

Relate artistic ideas and works with societal, cultural, and historical  
context to deepen understanding

## COLLABORATION

National Standards: Pr4, Re7-9

Besides a few notable exceptions, most great artists rely on collaboration with others to bring their songs to life. That collaboration can take many forms; co-writers, producers, and band members all play a collaborative role in shaping the music. Any young musician who wants to make their mark on the world would do well to learn the ins and outs of collaboration as early as possible. Learn how legendary songwriting teams worked together, absorb a few professional tips and tricks, and get your class collaborating!

### Prepare

By a show of hands, ask the class how many of them have played in a band or ensemble. What kind of collaboration was required in that situation? What kinds of decisions or compromises did they have to make when practicing the group's material?

Next, ask how many students have written a song in a group—this will likely be far fewer. For those that have, how did the experience compare to writing alone? What did they have to do differently to make the process work? For those who have never written collaboratively, what challenges might they anticipate in a co-writing situation? After discussing, read the article as a class.

*Key points in the article:*

- There are exceedingly few artists who can do everything themselves (songwriting, performing, producing, recording, etc). Most superstar artists achieved their success through collaboration in many different aspects of their career. Establishing good collaboration skills, therefore, is a crucial building block for aspiring musicians.
- There are many different forms of collaboration, especially in songwriting. Some cowriting teams have clearly defined roles, such as lyricist/composer pairings, but others are more amorphous. In any situation, the collaborators must be comfortable telling each other when an idea needs work and accepting constructive criticism in good faith.
- Some cowriters run into conflict when they don't agree on the direction a song should take. Other times, the uneven nature of collaboration takes its toll— it can be frustrating to see a cowriter get equal songwriting credit from tweaking a single line, even if that one contribution perfected the song.

### Begin

Review Vocabulary words from the article below:

- **Exception:** a person or thing that is excluded from a general statement or does not follow a rule
- **Numerous:** great in number; many
- **Solitary:** being, living, or going alone or without companions
- **Fragment:** a small piece or a part, incomplete
- **Compromise:** a deal between different parties where each party gives up part of their demand

### Discuss

After reading the article, conduct a classroom discussion about what students learned from the article.

For those who have written in groups before: did the article align with their experience? Did they encounter any of the pitfalls listed by the author? Were there any tips or strategies outlined in the article that might have helped them in the process?

For students with no experience cowriting: Were they surprised by the complexities of cowriting described by the author? Does this article make them more or less likely to pursue a songwriting partnership in the future?

For the whole class: Were there any insights about performing that align with their experience? Any insights that might inform their next performance?

### Expand

To assess student understanding, assign the “All About the Article” worksheet located at [www.musicalive.com/worksheets](http://www.musicalive.com/worksheets).

For an additional assignment, have students watch the video in the “Learn More” section of a professional songwriting team giving their advice for collaboration. Students will then write a short report comparing the collaborative strategies of the article and video. Are their philosophies compatible? Which of their tips and strategies align? Are there any that don't? Next class, lead a discussion comparing students' assessments of the article and video.

## MUSIC OF MUSICAL THEATER: *GUYS AND DOLLS*

National Standards: Pr4, Re7-9, Cn11

Following its 1950 premier on Broadway, *Guys and Dolls*' irresistible combination of slapstick comedy, romance, and unforgettable musical numbers cemented it as an instant classic. Against the vibrant backdrop of 1940s New York City nightlife, *Guys and Dolls* depicts the blossoming of new romance and the rejuvenation of old relationships. With a soundtrack featuring enduring classics like "Luck Be a Lady" and "A Bushel and a Peck," this tale of love and redemption is ripe for analysis. Share the classic story with your class today!

### Prepare

By a show of hands, ask if anyone in class has seen *Guys and Dolls* or heard any songs from the musical. Play a clip of "Luck Be a Lady" to see if anyone recognizes it. The Frank Sinatra version from the 1955 film adaptation of the song has been used widely in commercials and other media and might give students an entry point for engaging with the musical.

Ask students to picture New York City in the 1940s. What images come to mind? What might it have been like to live there? What do students know about the 1940s in general? Are they aware of any historical figures or events in New York City at that time? After discussing, read the article as a class.

*Key points in the article:*

- Based on a book by Jo Swerling and Abe Burrows and the short stories of Damon Runyon, *Guys and Dolls* follows the romances of Nathan Detroit and Sky Masterson. After its 1950 Broadway debut, the musical was adapted for film in 1955.

- The plot of the musical revolves around two couples with nearly opposite romantic trajectories. Nathan Detroit and his 14-year fiancée Miss Adelaide struggle to get their relationship back on track, while Sky Masterson and Sarah Brown fall backwards into new love as the result of a bet.

- Although comedic on the surface, every song in *Guys and Dolls* provides a window into the characters' interior lives. This highlights the musical's most important feature: the ability to convey romance and emotional depth without sacrificing humor.

### Begin

Review Vocabulary words from the article below:

- **Perpetual:** continuing forever, or happening all the time
- **Suave:** smoothly though often superficially gracious and sophisticated
- **Slapstick:** comedy based on deliberately clumsy actions and humorously embarrassing events
- **Psychosomatic:** comedy based on deliberately clumsy actions and humorously embarrassing events
- **Undercurrent:** a feeling, especially a negative one, that is hidden but whose effects are felt

### 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](http://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:

**1<sup>st</sup> listen-** Character analysis and plot movement

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

**2<sup>nd</sup> 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](http://www.musicalive.com/worksheets).

For a class project, form students into groups and assign each group one of the Key Songs from *Guys and Dolls* 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 CELLO

National Standards: Re7-9, Cn11

The rich, mellow sound of the cello has been a staple of countless genres and styles since its creation in the 16<sup>th</sup> century. Originally conceived as accompaniment instrument within a larger ensemble, the cello quickly gained popularity as a solo instrument due to its expressive nature and pleasing timbre. In the modern era, cello can be heard in styles ranging from classical to jazz, pop to heavy metal, and beyond. Share the vivid history of this beloved string instrument with your class today!

### Prepare

To start, ask if anyone in class plays the cello. If not, are they familiar with the sound of the instrument? Ask students if they can describe the sound of a cello. What do they think of when they hear a cello? What role does the cello play in a band or orchestra? Where do you hear them most often? What styles of music use the cello? After this brief introductory discussion, have students read the article.

#### *Key points in the article:*

- Originating in the Baroque period (1600-1750), the cello was originally known as “violone,” meaning “big violin.” It immediately gained popularity with composers, originally as a part of a string section, but quickly thereafter as a solo instrument.

- Throughout the Baroque, Classical, and Romantic periods, the use of cello evolved along with the styles of prominent composers. By the Romantic era, the cello had developed into a bold and dynamic lead instrument favored by leading composers like Dvořák and Tchaikovsky

- In the 20<sup>th</sup> century, the cello began crossing over from the world of chamber and orchestral music into every corner of popular and folk music. Jazz musicians pushed the boundaries of the instrument in the early 1900s, and modern-day cello heroes like Yo-Yo Ma continue to drive the instrument’s popularity.

### Begin

Review Vocabulary words from the article below:

- **Evoke:** to make someone remember something or feel an emotion
- **Mellow:** smooth or soft; free from harshness
- **Suitability:** the quality of being right or appropriate for a particular person, purpose, or situation
- **Collaborative:** produced or conducted by two or more parties working together
- **Indelible:** making marks that cannot be removed; not able to be forgotten

### Discuss

After reading the article, listen to the following tracks from the Hear the Music playlist at [www.musicalive.com](http://www.musicalive.com):

- “Cello Suite No. 1 in G Major BXV 1007: 1.Prelude” by Johan Sebastian Bach
- “Carnival of the Animals, R. 125: XIII. The Swan” by Camille Saint-Saens (performed by Yo-Yo Ma)

After listening to the examples, discuss the cello performances heard in each song. What words would students use to describe the performance? What types of sounds and timbres does the cello create in each piece? What emotions does it evoke?

*The Music Review Journal* found at [www.musicalive.com/worksheets](http://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](http://www.musicalive.com/worksheets).

As a supplement to the lesson, assign a research project about the cello in modern music. Have students identify a modern song (anything from the last 50 years or so) in any genre that features the cello. Prominent examples include “Eleanor Rigby” by The Beatles and “Bittersweet Symphony” by The Verve. Have students select a contemporary cello song and write a short report on the cello performance in the song, using similar analysis to the questions from the ‘Discuss’ section of this lesson plan.

## LISTENING GUIDE: “VIVA LA VIDA” by Coldplay

National Standards: Pr4, Re7-9

With its baroque flair, grandiose string arrangement, and lyrical allusions to fallen monarchs of yesteryear, “Viva La Vida” took Coldplay’s career to the next level. Already a staple of rock, pop, and adult contemporary airwaves with their guitar-driven sound, the band took a stylistic leap on their fourth studio album under the seasoned guidance of visionary producer Brian Eno. The results of the collaboration speak for themselves – “Viva La Vida” became Coldplay’s first No.1 hit in both the US and UK and won the Grammy Award for Song of the Year. Take a deep, guided listen through this highlight of Coldplay’s catalogue with your class today!

### Prepare

By a show of hands, ask the class if they have heard “Viva La Vida” by Coldplay. If they don’t recognize it by name, play a quick snippet of the song. Nearly 20 years later, the single remains nearly ubiquitous. If they recognize it after a brief listen, ask if they encountered the song on social media, TV, a commercial, or some other form of media.

Next instruct the class to take out a notebook (or whichever device they use for notetaking) and play “Viva La Vida” in its entirety. Encourage students to listen carefully and take notes on what instruments they hear on the record, the tempo of the song, lyrical themes, and the overall atmosphere of the song. How would they describe the feel of the song? What feelings does it evoke?

### *Key points in the article:*

- Coldplay’s debut album *Parachutes* brought the band to international fame in 2000 on the back of guitar-driven pop rock songs like lead single “Yellow.” The band stayed relatively true to that sound until the release of their fourth album in 2008, which featured “Viva La Vida” as a single. The change paid off, resulting in a No.1 hit in the U.S. and UK, along with multiple Grammys.

- The lyrical appeal of the song lies in its blend of history, fiction, famous quotes, and introspective musings. Fans delighted in picking apart the lyrics to reveal biblical references and allusions to fallen monarchs.

- Produced by the legendary Brian Eno, “Viva La Vida” revolves around a looping string motif, minimal guitars, dramatic timpani rolls, and even church bells. The overall effect is a grandiose, cinematic musical atmosphere that heightens the bittersweet beauty of the lyrics.

### Begin

*Review Vocabulary words from the article below:*

- **Monarch:** a sovereign head of state, especially a king, queen, or emperor
- **Parable:** a simple story used to illustrate a moral or spiritual lesson
- **Motif:** a distinctive feature or dominant idea in an artistic or literary composition; a short succession of notes producing a single impression
- **Grandeur:** splendor and impressiveness, especially of appearance or style
- **Pantheon:** a group of particularly respected, famous, or important people

### Discuss

After reading the article, ask students if they missed anything mentioned in the article on their initial listen of “Viva La Vida.” Then, play the song again for the class as they read along with the listening guide. Tell the class to listen for the elements described in each timestamp in the guide.

At relevant points, pause the recording and talk to students about what just occurred in the song. Ask questions like “What effect does it have when the timpani and church bells enter the arrangement?” or “How do the synth and electronic sounds compliment the sound of the strings?” or “How does the singer’s vocal delivery change as the song goes on?” 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

To assess student understanding, assign the “All About the Article” worksheet located at [www.musicalive.com/worksheets](http://www.musicalive.com/worksheets). As an additional assignment, have students select another pop or rock song written from the point of view of a historical figure and write a short analysis. This should include a short summary of the career of the artist or band that wrote it and the cultural significance of the song. Did it chart well? How was it received by critics? What is the overall atmosphere or vibe of the song, and what instruments do they hear on the record. Next, students will compare their chosen song to “Viva La Vida,” in which the lyrics paint a sympathetic picture of the historical protagonist- does their chosen song do the same? Do they have any lyrical themes in common? Do the two songs sound similar?

## SONG OF THE MONTH: “EVERY LITTLE THING”

by Carly Pearce

National Standards: Pr4, Re7-9, Cn11

Some artists dazzle with their virtuosity. Others use charisma and showmanship to whip crowds into a frenzy. But once in a blue moon, an artist rises to prominence through a quieter, narrower path: telling the truth. Carly Pearce is one such artist. While others swagger their way to stardom or push genre boundaries, Pearce cuts through the noise of modern country radio with pure, unfiltered authenticity. By delving deep into the pain of her divorce and the long journey to healing, Pearce has inspired a new generation of country fans and artists alike. Share her journey and Song of the Month “Every Little Thing” with your class today!

### Prepare

By a show of hands, ask if anyone in class listens to country music. For those with raised hands, ask who some of their favorite country artists are and what they like about them. What traits do these artists possess that make people want to listen?

Next, ask if anyone is familiar with Carly Pearce. Compare the class’s descriptions of their favored artists with Pearce’s musical attributes and give a brief introduction to her musica style (if the class is not familiar with her work already).

Next, play a snippet of Pearce’s “Every Little Thing” and ask if anyone in class has heard it before. How would they describe the style? What do they notice about it right away? Next, read the article as a class.

*Key points in the article:*

- From waiting tables, to performing at Dollywood, to gracing some of the biggest stages in country music, Pearce has emerged triumphant as modern country’s resident truth-teller. Her clear-eyed, heart-melting lyricism stands out in a genre that participates in more than its fair share of trend chasing and overproduction.

- A key aspect of Pearce’s success is her ability to walk the line between tradition and modernity. She wholeheartedly embodies the traits of traditional Americana but doesn’t shy away from mainstream polish and radio-ready songcraft.

- Pearce’s high-profile divorce from fellow country artist Michael Ray provided the source material for her two most impactful albums yet. Released in the same year, *29: Written in Stone* chronicles the dissolution of her marriage while *Hummingbird* depicts the tumultuous process of healing in the wake of the split.

### Begin

*Review Vocabulary words from the article below:*

- **Defiance:** open resistance; bold disobedience
- **Turmoil:** a state of great disturbance, confusion, or uncertainty
- **Lineage:** lineal descent from an ancestor; ancestry or pedigree
- **Predecessor:** something that came before the current version
- **Curator:** a person in charge of a department of a museum or other place where objects of art, science, or from the past are collected

### Discuss

Play “Every Little Thing” for the class and encourage active listening (or even note-taking!). After listening to the full song, 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/genre of the record. Does the sound of the record remind them of any other artists or time periods?

Next, explore the lyrical themes of the song. Do they resonate with the class? Are there any lines that stand out? How does Pearce’s exploration of heartbreak differ from other artists? Why do students think country fans resonated with its unblinking look at the daily reminders of someone who is no longer there? Can a song provide a healing experience for listeners even if the lyrics aren’t about healing?

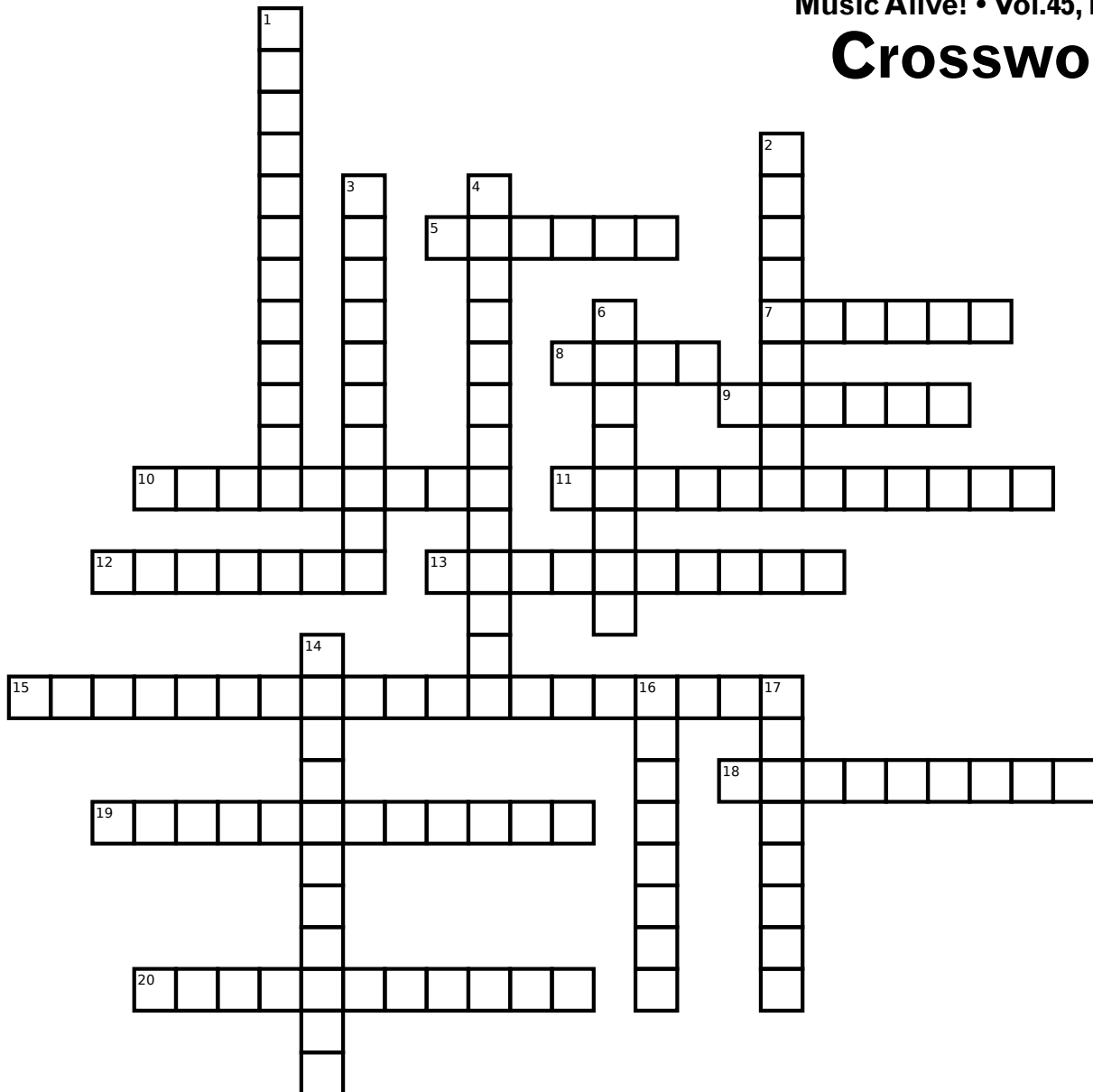
Next, encourage more abstract analysis. How do the sounds of the instruments fit together? What atmosphere or mood does the music create? How does this complement the vocals? What feelings do they get from the song? How would students describe Pearce’s vocal delivery? How does she convey meaning through her voice?

### Expand

After analyzing “Every Little Thing” together, ask the class to think of other songs with a similar lyrical theme. There is no shortage of songs about the aftermath of a breakup. At the end of class, have students write down suggestions for another song exploring this subject. Select one for analysis. Next class period, follow the same steps outlined in this lesson plan (establish familiarity with the artist, listen to the song and analyze individually, discuss as a class) with the new song. Afterwards, compare and contrast the new song with “Every Little Thing” and discuss the similarities and differences. How do the two artists take unique angles on the same subject matter, both lyrically and musically?

After discussing, have students complete the “All About the Article” worksheet located at [www.musicalive.com/worksheets](http://www.musicalive.com/worksheets).

# Crossword



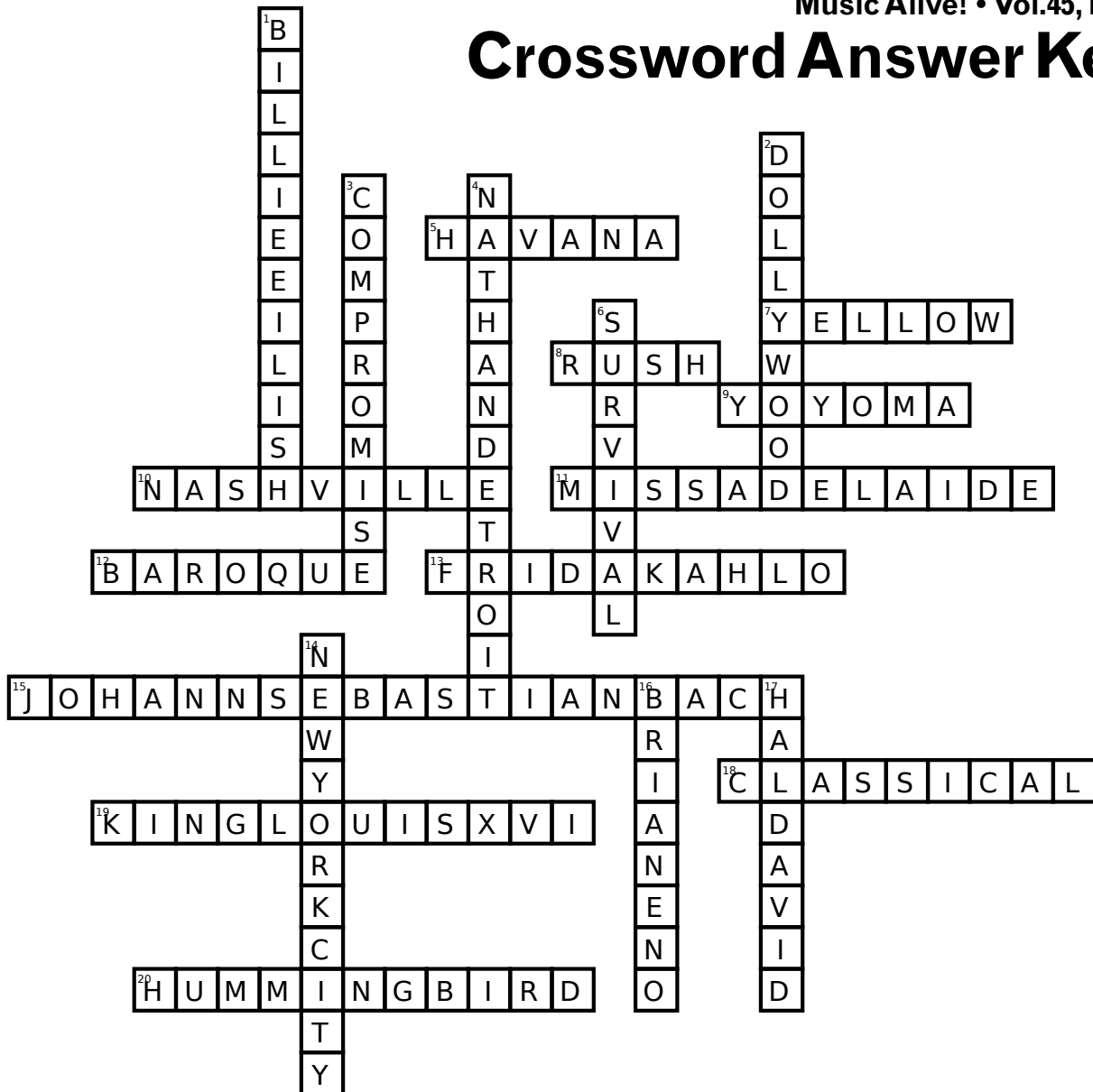
Down:

1. Singer of "Birds of a Feather"
2. Theme park where Carly Pearce worked as a performer
3. What collaborators must be willing to do for the good of the project
4. Main character of Guys and Dolls
6. Instead of revenge or blame, Carly Pearce writes \_\_\_\_\_ songs.
14. City where Guys and Dolls is set
16. Producer of "Viva La Vida"
17. Burt Bacharach's songwriting partner

Across:

5. City where Sky takes Sarah for dinner
7. Coldplay's breakout 2000 hit
8. Canadian band that jammed first and wrote lyrics after
9. Modern cello icon behind Songs of Comfort
10. The home city of country music
11. Nathan Detroit's fiancée
12. The period that saw the birth of the cello (1600-1750)
13. Mexican painter who coined the phrase "Viva La Vida"
15. Composer of "Cello Suites"
18. The period in which the cello gained popularity as a solo instrument
19. The historical figure often interpreted as the subject of "Viva La Vida"

# Crossword Answer Key



**Down:**

1. Singer of "Birds of a Feather"
2. Theme park where Carly Pearce worked as a performer
3. What collaborators must be willing to do for the good of the project
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# Word Find

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

Collaboration

Apocalyptica

Hummingbird

Adelaide

Baroque

Coldplay

Truth

Authenticity

Contributions

Chris Martin

Violone

Yo-Yo Ma

Havana

Cello

Nathan Detroit

Nicely Nicely

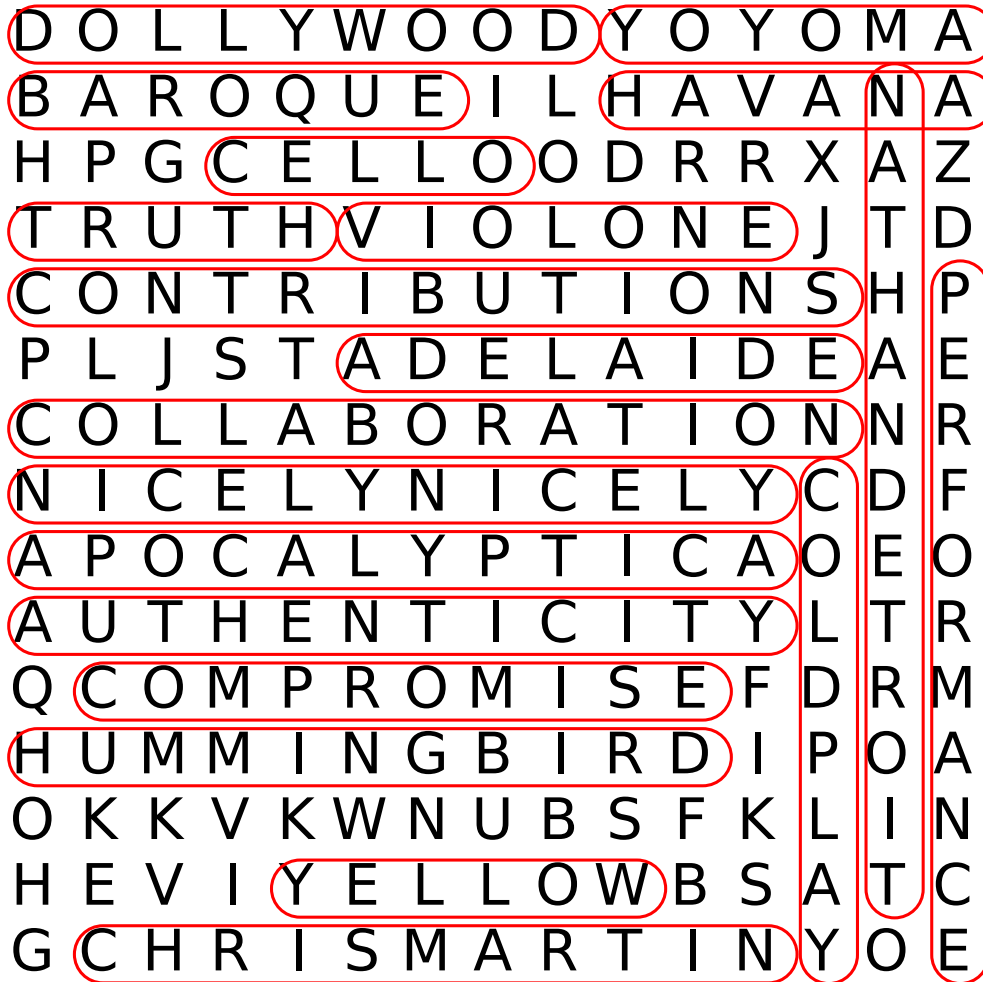
Dollywood

Compromise

Performance

Yellow

# Word Find Answer Key



Collaboration

Apocalyptica

Hummingbird

Adelaide

Baroque

Coldplay

Truth

Authenticity

Contributions

Chris Martin

Violone

Yo-Yo Ma

Havana

Cello

Nathan Detroit

Nicely Nicely

Dollywood

Compromise

Performance

Yellow

# LINKS

## Learn More

### *Cover Artist*

Watch Carly Pearce perform with LeAnn Rimes and Ashley McBryde at CMT Crossroads:  
[https://www.youtube.com/watch?v=yNsNrC8msY4&list=RDyNsNrC8msY4&start\\_radio=1](https://www.youtube.com/watch?v=yNsNrC8msY4&list=RDyNsNrC8msY4&start_radio=1)

### *Song of the Month*

Watch “Every Little Thing” live in the studio:  
[https://www.youtube.com/watch?v=jXqf3uqLkkU&list=RDjXqf3uqLkkU&start\\_radio=1](https://www.youtube.com/watch?v=jXqf3uqLkkU&list=RDjXqf3uqLkkU&start_radio=1)

### *Guys and Dolls*

Watch Stubby Kay perform “Sit Down, You’re Rockin’ the Boat” from the 1955 film adaptation:  
<https://www.youtube.com/watch?v=nJq7J2uzSlc>

### *It’s Instrumental*

Watch Yo-Yo Ma perform in front of a stunning mountain backdrop: [https://www.youtube.com/watch?v=Rx\\_libJH4rA&list=RDRx\\_libJH4rA&start\\_radio=1](https://www.youtube.com/watch?v=Rx_libJH4rA&list=RDRx_libJH4rA&start_radio=1)

### *Listening Guide*

See Coldplay perform “Viva La Vida” for a raucous crowd in Sao Paulo:  
[https://www.youtube.com/watch?v=-ZvsGmYKhcU&list=RD-ZvsGmYKhcU&start\\_radio=1](https://www.youtube.com/watch?v=-ZvsGmYKhcU&list=RD-ZvsGmYKhcU&start_radio=1)

### *Collaboration*

How to “yes, and...” in songwriting collaboration:  
<https://www.youtube.com/watch?v=NJ0rtreeEvU>