

TODAY'S MUSIC EDUCATION RESOURCE

MUSIC ALIVE!

LISTENING GUIDE

"Something In The Air"
by Thunderclap Newman

It's Instrumental:
THE MARIMBA

BEING AN AUDIO ENGINEER

The Music of
SHOW BOAT

SAYWHAT?
The meanings and origins of musical sayings

OLIVIA DEAN

A new sensation hits the mainstream

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TEACHER'S GUIDE

MUSIC ALIVE!

Vol.45, No.5

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FROM THE EDITOR

This February issue of *Music Alive* profiles the slow rise of British singer/songwriter Olivia Dean and her hit "The Man I Need." Hers is an "of the moment story" about an artist with the potential for staying power, and our writer chronicles why that might be.

The issue also features the next installment of our "It's Instrumental" series, this time about the marimba, the "Show Boat" musical, and a breakdown of the 1969 one hit wonder "Something In The Air" by Thunderclap Newman that's become a timeless rock/pop classic.

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EDITORIAL QUESTIONS

For any content-related questions or comments, or to suggest an artist or topic for future coverage, please e-mail the editor at editor@intunepartners.com. We welcome your feedback.

HEAR THE MUSIC

"Man I Need" by Olivia Dean

"The Hardest Part" by Olivia Dean

"Something in the Air" by Thunderclap Newman

"Dineo"

by Otto and the Mutapa Calling

"Luna de Xelaju"

by Francisco Paco Pérez

"In A Landscape"

by John Cage (performed by Daniel Berg)

"Midnight Sun"

by Lionel Hampton

From *Showboat*:

"Ol' Man River"

"Make Believe"

"Can't Help Lovin' Dat Man"

"Bill"

Why Do I Love You?"

"You Are Love"

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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

WHAT'S IT LIKE TO BE AN AUDIO ENGINEER?

National Standards: Pr4, Re7-9

In modern music production, the traditional roles involved in recording a song can get a bit blurry. Self-producing “bedroom artists”, as well as producers who perform and also engineer and/or mix a record, are the result of a music industry with shrinking budgets and an abundance of affordable, easy to use, recording equipment. Today’s lesson focuses on a position that was once rigidly defined: the audio engineer. Without the engineer’s technical expertise and deep knowledge of equipment and recording technique, the music of entire era’s could not have been made. Learn the function of an audio engineer with your class today!

Prepare

By a show of hands, ask the class if they are familiar with the term audio engineer. Ask for a volunteer to explain what an engineer does, both in a recording studio and live performance setting. What is their most important role? How do they support artists, producers, mix engineers, and any other professional involved in a show or recording?

Next ask if any students in class have experience in audio engineering. Has anyone thought about becoming an engineer? What interests them about the job? Why do they think they might enjoy it?

Key points in the article:

- The job of an audio engineer is to handle the technical side of music production through their expertise in sound, acoustics, and equipment. Good engineers know which microphones complement specific instruments, how to place those microphones, how to minimize unwanted noise, how to replicate specific sounds and effects, and how to troubleshoot when equipment is not functioning properly.

- Engineers act as facilitators between artists and producers. While artists and producers collaborate to envision the perfect sound for a record, the engineer’s mastery of equipment and recording techniques is necessary to bring that sound to life.

- Traditionally, becoming an audio engineer was only possible through an apprenticeship at a studio. A second route later emerged when music schools began offering audio engineering degrees. Now, through the proliferation of home recording software and online lessons, musicians can learn to engineer completely on their own (usually through much trial and error).

Begin

Review Vocabulary words from the article below:

- **Technical:** having special and usually practical knowledge especially of a mechanical or scientific subject
- **Aspiring:** desiring and working to achieve a particular goal
- **Facilitator:** a person or thing that makes an action or process easy (or easier)
- **Advent:** the arrival of a notable person, thing, or event
- **Fraught:** filled with or likely to result in (something undesirable)

Discuss

After reading the article, conduct a classroom discussion about what students learned from the article. For those who have engineered worked with an audio engineer before, did the article align with their experience? What was it like facilitating (or watching someone else facilitate) the recording experience? For students with no experience with engineering, did the article’s description align with their expectations?

For the whole class: did the article’s description of the job pique their interest? Are they inspired to learn more about it, and possibly pursue it academically/professionally?

Expand

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

For an additional assignment, have students watch the video in the “Learn More” sections showing a glimpse into the work of an audio engineer. Have students write a short report comparing the job description in the article and video – do they paint a similar picture of the job? Are there any responsibilities listed in the article not shown in the video, or vice versa? Students should note which part of the job of an engineer they think looks the most difficult, as well as the part that looks the most enjoyable. Finally, students should note whether the job of audio engineer appeals to them as a potential career or hobby choice.

MUSIC OF MUSICAL THEATER: *SHOW BOAT*

National Standards: Pr4, Re7-9, Cn11

In stark contrast to virtually every musical that came before it, *Showboat* put the spotlight on serious matters of its day. Combining romance, drama, and social commentary, *Showboat* took Broadway to new horizons, showing that powerful messages and cultural insights could be conveyed with a buoyant, unforgettable score. Featuring timeless numbers like “Ol’ Man River” and “Can’t Help Lovin’ Dat Man,” *Showboat* remains an indisputable classic and continues to resonate with modern audiences. Share this Broadway staple with your students today!

Prepare

By a show of hands, ask if anyone in class has seen *Showboat* or heard any songs from the musical. Play a clip of “Ol’ Man River” to see if anyone recognizes it.

Next, set the stage by asking students to picture life in turn-of-the-century Mississippi. Can students recall any significant historical events from the American South in the late 1800s-early 1900s? What might day-to-day life have been like at that place and time? What social issues might have lingered?

After discussing, read the article as a class.

Key points in the article:

- Based on the novel by Edna Ferber, with music by Jerome Kern and lyrics by Oscar Hammerstein, *Showboat* brought about a seismic shift in the tone, subject matter, and structure of musicals. Premiering in 1927, it is widely regarded as the first serious musical play.

- While most musicals that came before it were lighthearted affairs, focusing much more on the score than the plot, *Showboat* boldly examined issues of its day. Through the lens of a romantic relationship, the musical delves into themes of racial prejudice, the hardships of love, and the passing of time.

- By introducing a previously un-attempted emotional depth to the genre, *Showboat* paved the way for modern musical theater. Not only is it possible to pair dramatic substance with buoyant musical numbers, the two elements enhance each other!

Begin

Review Vocabulary words from the article below:

- **Narrative:** a spoken or written account of connected events; a story
- **Resilience:** the capacity to withstand or to recover quickly from difficulties; toughness
- **Prejudice:** preconceived opinion that is not based on reason or actual experience
- **Foreshadowing:** an indication of what is to come
- **Disillusionment:** a feeling of disappointment resulting from the discovery that something is not as good as one believed it to be

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 and the other characters through the lyrics of the song? How does the song move the plot forward? What feelings does the song evoke?
- 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 *Showboat* 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 MARIMBA

National Standards: Re7-9, Cn11

The marimba, which means “singing wood” in Bantu, has undergone a global journey and found its way into countless musical cultures. Originating in Africa, the marimba gained popularity in South America before catching the ear of Western classical composers, eventually becoming a favorite of some jazz musicians and pop groups alike. Its pleasing sound and versatile range of applications have made it a popular scholastic instrument, equally at home in the classroom and on the field with marching bands. Share the marimba’s journey with your students today!

Prepare

To start, ask if anyone in class plays the marimba. If not, are they familiar with the sound of the instrument? Ask students if they can describe the sound of a marimba. How is it played? What styles of music use the marimba? Can they name any songs or music groups that feature the marimba? After this brief introductory discussion, have students read the article.

Key points in the article:

- Originating in Africa centuries ago, the marimba is made of wood bars of differing lengths tuned to different pitches (although early versions were made with logs and gourds) and played with soft mallets. The sound is amplified and enriched by hollow tubes underneath the wood bars.

- The marimba found its first cultural foothold outside of Africa when it spread to Central and South America in the 19th century, particularly in Guatemala, Mexico, and Brazil. By the 20th century, it had been adopted by classical composers like Béla Bartók and John Cage. Not long after, jazz musicians began pioneering an improvisational approach to the instrument that incorporated traditional marimba rhythms.

- The accessibility of the marimba eventually earned it widespread acceptance in music education. The instrument shines in the classroom, in the “pit” with the marching band, and in virtually every ensemble setting due to its pleasing and versatile sound.

Begin

Review Vocabulary words from the article below:

- **Heritage:** a person’s racial, ethnic, religious, or cultural background; or, a person’s unique, inherited sense of family identity
- **Versatility:** ability to adapt or be adapted to many different functions or activities
- **Exposure:** the condition of being presented to view or made known
- **Staple:** a key commodity of a region or an important part of something
- **Contemporary:** belonging to or occurring in the present

Discuss

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

- “Luna de Xelaju” by Francisco Paco Pérez
- “In A Landscape” by John Cage (performed by Daniel Berg)

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

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 about the marimba in modern music. Have students identify a modern song (anything from the last 50 years or so) in any genre that features the marimba. Contemporary artists like Justin Bieber, Rihanna, and Sia have all released songs featuring marimba. Have students select a song and write a short report on the marimba performance, using similar analysis to the questions from the ‘Discuss’ section of this lesson plan.

LISTENING GUIDE: “SOMETHING IN THE AIR” BY THUNDERCLAP NEWMAN

National Standards: Pr4, Re7-9

No band lasts forever, but every now and then, one manages to create a musical statement that outlasts them. Such is the case with short-lived 70’s studio project Thunderclap Newman. Masterminded by Pete Townshend, legendary guitarist of The Who, Thunderclap Newman was intended as a vehicle for the musical talents of John “Speedy” Keen, Townshend’s former chauffeur. Despite their remarkably short run as a band (barely a year!), and known as a “one-hit-wonder”, they managed to record a rock anthem that both embodies the spirit of its time and resonates across generations. That song is “Something In The Air.” Featured in several major motion pictures, multiple TV series, and countless commercials, “Something In The Air” is lightning in a bottle, uncannily captured by a rock legend’s former driver. Share it with your students today!

Prepare

By a show of hands, ask the class if they have heard “Something In The Air” by Thunderclap Newman. If they don’t recognize it by name, play a quick snippet of the song. Its many placements in film, tv, and advertisements make it a fair bet that someone in the group has unknowingly encountered it.

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

Key points in the article:

- Thunderclap Newman was formed when Pete Townshend became aware of his chauffeur John “Speedy” Keen’s songwriting talents. Eager to record an album and give Keen a platform, Townshend hired jazz pianist Andy “Thunderclap” Newman and 15-year-old guitarist Jimmy McCulloch as a studio band. Townshend himself recorded bass under the pseudonym “Bijou Drains.”

- Thunderclap Newman was originally intended as a studio project with no plans for live performances. When “Something In The Air” shot to the top of the UK charts however, the demand for shows was too powerful to ignore. Ultimately, the touring band dissolved shortly after its creation.

- With its signature blend of soft rock and blues sounds, notable tempo changes and key changes, and electrifying piano solo, “Something In The Air” is a standout musical performance. Lyrically, the song perfectly captures the time period’s collective desire for social progress and unity.

Begin

Review Vocabulary words from the article below:

- **Quintessential:** representing the most perfect or typical example of a quality or class.
- **Genesis:** the origin or mode of formation of something
- **Ethereal:** extremely delicate and light in a way that seems too perfect for this world
- **Zeitgeist:** the defining spirit or mood of a particular period of history as shown by the ideas and beliefs of the time
- **Instigator:** a person who brings about or starts something

Discuss

After reading the article, ask students if they missed anything mentioned in the article on their initial listen to “Something In The Air.” Then, play the record for the class again 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 orchestral backing enters the arrangement in the second verse?” or “How do the key and tempo changes affect the momentum of the song?” or “How does the band build energy behind the piano solo?” 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.

As an additional assignment, have students select another short-lived artist or band that had one big, defining hit. In a short report, have students analyze the musical elements of the band’s biggest hit, noting the lyrical subject, vocal delivery, instruments in the arrangement, and overall atmosphere. Why did the song resonate with audiences at the time? Next in the report, students will write a short summary of the artist or band’s career and compare it to the career trajectory of Thunderclap Newman. Did the bands have a similar origin story? Whose career lasted longer? Did the selected artist’s biggest hit remain popular for as long as “Something In The Air?”

COVER STORY: OLIVIA DEAN

National Standards: Pr4, Re7-9, Cn11

In a music industry dominated by virality and overnight success stories, it's oddly refreshing to hear about an artist growing their career the old-fashioned way. In fact, Olivia Dean does a lot of things the old-fashioned way. Far from a nostalgic novelty act, Dean's music and persona embody a timeless sensibility and an emotional maturity far beyond her years. Perhaps that's why she's one of the fastest-rising pop stars in the industry right now. In an age of flash-in-the-pan microtrends, authentic statements like this issue's Music Alive Song of the Month "The Man I Need" rise above the noise and resonate with listeners. Share Dean's story and songs with your class today!

Prepare

By a show of hands, ask if anyone in class is a fan of Olivia Dean. Follow up by asking how many in class have heard an Olivia Dean song – this will likely have most hands in the room raised. Ask students how they discovered Dean and what they like about her. What do they think accounts for her sudden explosion in popularity? Is her musical style similar to other modern pop stars, or does it stand out?

After the discussion, read the article as a class.

Key points in the article:

- Unlike many of her pop contemporaries, Olivia Dean did not find instant success through TikTok virality. Instead, she's been steadily refining her sound and building a following with consistently high-quality musical output. Starting out as a member of London-based neo-soul collective Gotts Street Park, Dean's obvious talent quickly led to a string of critically praised solo singles and EPs.

- Dean's 2023 debut album, *Messy*, delivered on her early artistic promise and announced her as a rising force in the world of pop-soul. The record was praised for its old-school organic feel and naturally flowing songs, but Dean's emotional honesty and vulnerability kept the record spiritually modern.

- Though her career had been steadily growing since her debut, her 2025 follow-up *The Art of Loving* catapulted Dean to pop stardom. By the time "The Man I Need" reached No. 4 on the Billboard Hot 100 chart, Dean was undeniably the new "it" act of 2025. Her sincerity, maturity, and tastefully understated style (both onstage and in the studio) have at the same time been a breath of fresh air and a force to be reckoned with in the world of pop.

Begin

Review Vocabulary words from the article below:

Poise: graceful and elegant bearing in a person

Hallmark: a distinctive characteristic of something or someone

Exhibitionism: extravagant behavior that is intended to attract attention to oneself

Monologue: a speech presented by a single character, most often to express their thoughts aloud

Ostentatious: characterized by vulgar or pretentious display; designed to impress or attract notice

Discuss

Play "The Man I Need" for the class and encourage active listening (and 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 period?

Next, explore the lyrical themes of the song. Do they resonate with the class? Are there lines that stand out? How would the class describe her lyrical approach overall? Why do they think so many pop music fans connect with her songs?

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 Dean's vocal delivery? How does she convey meaning through her voice?

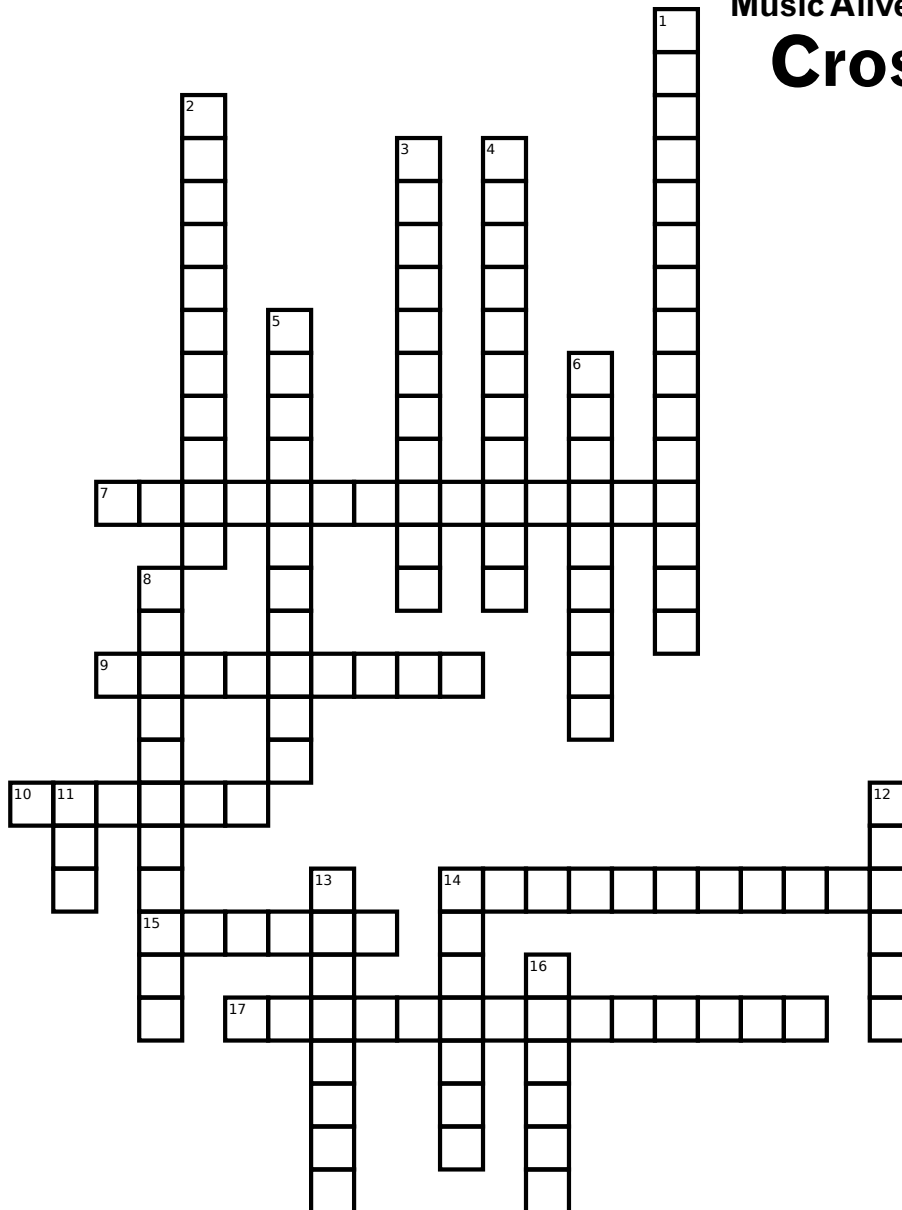
Expand

After analyzing "The Man I Need" together, ask the class if it reminds them of any other modern songs. This can be based on any element of the song; Dean's vocal delivery, the vulnerability of the lyrics, the minimalistic production, or anything else students hear. There's no right or wrong answer to this. At the end of class, have students write down and submit their suggestions. 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 "The Man I Need" and discuss the similarities and differences. What artistic trait(s) does the newly selected artist share with Dean, and how does that play into their signature sound? Is the end result similar, or entirely different?

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

Crossword



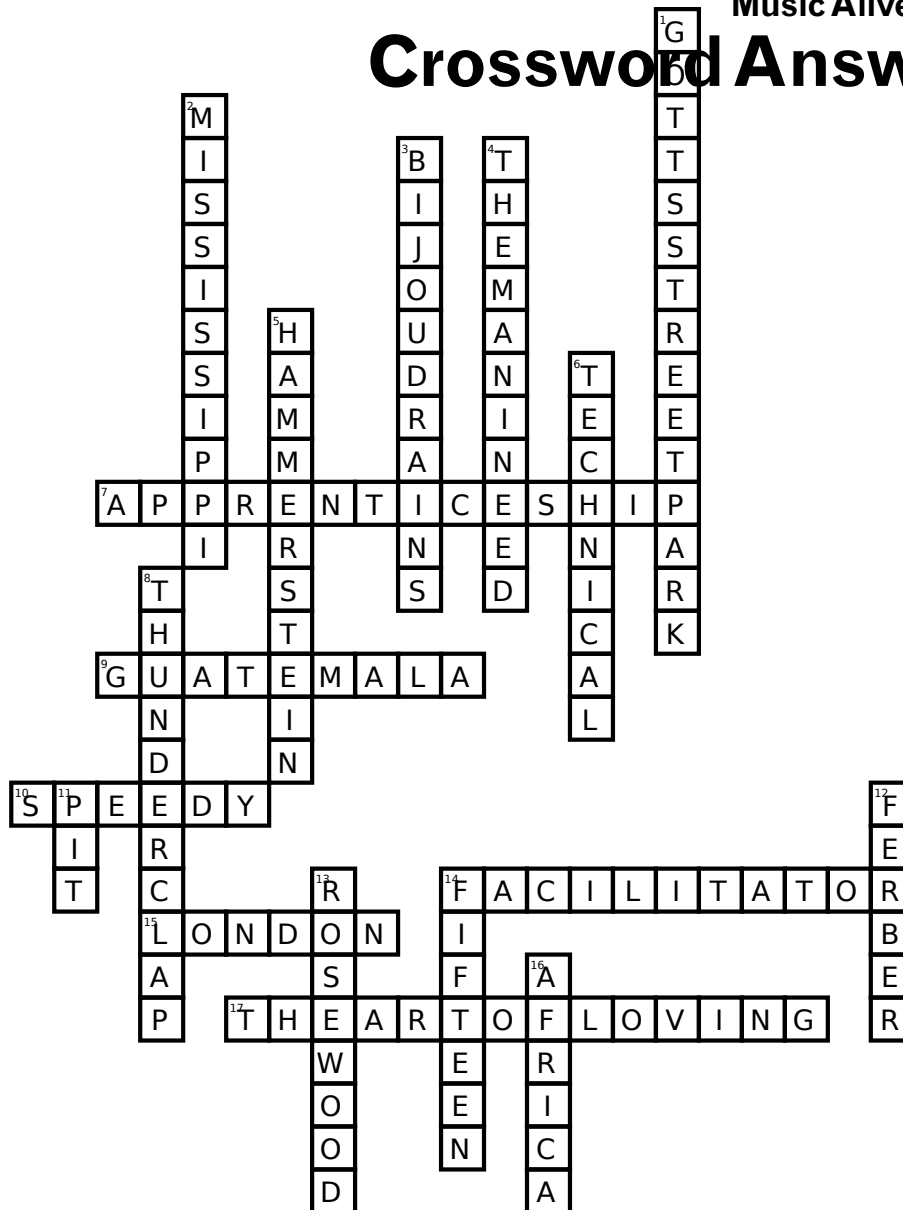
Down:

1. London-based Neo-soul collective Olivia Dean performed with before going solo
2. The state in which Showboat is set
3. The pseudonym Pete Townshend used to record bass for Thunderclap Newman
4. Olivia Dean's breakout hit that reached #4 on the Billboard charts
5. The lyricist of Showboat was Oscar _____.
6. Audio engineers handle the _____ side of music production.
8. The nickname of jazz pianist Andy Newman
11. When used with a marching band, marimbas are located in the _____.
12. Edna _____ wrote the novel upon which Showboat is based.

Across:

7. The original path to becoming an audio engineer
9. The marimba is this country's national instrument
10. nickname of John Keene, singer/drummer of Thunderclap Newman
14. Engineers act as a _____ between artists and producers.
15. City where Olivia Dean grew up
17. Title of Olivia Dean's sophomore album

Crossword Answer Key



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Word Find

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

Gotts Street Park	The Man I Need	Thunderclap
Bijou Drains	Mississippi	Facilitator
Guatemala	Olivia Dean	Rosewood
Technical	Engineer	Showboat
Marimba	Mallet	London
Africa		

Word Find Answer Key

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

- | | | |
|-------------------|----------------|-------------|
| Gotts Street Park | The Man I Need | Thunderclap |
| Bijou Drains | Mississippi | Facilitator |
| Guatemala | Olivia Dean | Rosewood |
| Technical | Engineer | Showboat |
| Marimba | Mallet | London |
| Africa | | |

LINKS

Learn More

Cover Artist

See Olivia Dean and her producer Matt Hales talk about process on the Tape Notes Podcast:

<https://www.youtube.com/watch?v=99BpqKDcfyo>

Song of the Month

Watch the official “Man I Need” music video:

https://www.youtube.com/watch?v=oIv_Y2RPQ_A&list=RDoIv_Y2RPQ_A&start_radio=1

Showboat

Watch “Can’t Help Lovin’ Dat Man” from the 1936 film adaptation:

https://www.youtube.com/watch?v=8cZmvLixcTA&list=RD8cZmvLixcTA&start_radio=1

It’s Instrumental

Watch famous Guatemalan marimba ensemble Marimba Chapinlandia perform “Luna de Xelaju” live:

<https://www.youtube.com/watch?v=TIZvDAOPlow&t=30s>

Listening Guide

See the video for “Something In The Air” from a live TV broadcast:

https://www.youtube.com/watch?v=qJae3Q2l-BY&list=RDqJae3Q2l-BY&start_radio=1

What’s it Like to Be an Audio Engineer?

Take a peek into the life of a professional engineer:

<https://www.youtube.com/watch?v=S9WnYUUBl84>