

TODAY'S MUSIC EDUCATION RESOURCE

MUSIC ALIVE!



CANNONS

Their New Album Marks The Next Phase of Their Slow But Steady Rise

**IT'S A HARD
KNOCK LIFE**
The Music
of Annie

**SUMMER
LISTENING
LIST**

**LISTENING
GUIDE**
"Live Like You
Were Dying"
by Tim McGraw

It's Instrumental:
**THE
ACCORDION**

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FROM THE EDITOR

This May issue of *Music Alive* - our last for this school year – features another collection of stories with lessons for players and listeners. The lesson embedded in this month's cover story about the band Cannons is one of an ensemble whose rise to wider recognition has been gradual but impactful, fueled by the streaming platforms, and with viral moments but at its core is driven by a consistent dedication to sonic identity rather than chasing trends.

Another article provides a summer listening list, with our author suggesting that music students use the break to explore music from a variety of genres they might not otherwise approach. Coverage of the Broadway show "Annie" and a discussion of the inspirational Tim McGraw song "Live Like You Were Dying" round out another diverse issue of *Music Alive*. Again, along with our music news vignettes, instrument profile, and closing essay on a frequently heard musical idiom, there's always something for students of every stripe. Have a great summer!

HEAR THE MUSIC

"Fire for You" by Cannons

"These Nights" by Cannons

"Live Like You Were Dying" by Tim McGraw

"Libertango" by Astor Piazzolla

"Nouvelles suites for Harpsichord in G Minor, RCT 6: L'Egyptienne" by Mie Miki

"Who Stole the Keeshka?" by Frankie Yankovic

"The Downeaster Alexa" by Billy Joel

From *Annie*:

"Maybe"

"It's the Hard Knock Life"

"Tomorrow"

"Little Girls"

"I Think I'm Gonna Like It Here"

"N.Y.C."

"Easy Street"

"You're Never Fully Dressed Without A Smile"

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

THE *MUSIC ALIVE* SUMMER LISTENING LIST

National Standards: Pr4, Re7-9

Summer is almost upon us! What better way to spend the hours of freedom and relaxation than discovering new music? We certainly can't think of one! Rather than relying on an algorithm, we suggest students take the more traditional route for musical discovery: direct recommendations from a trusted friend or teacher. This curated list will then give students an entire summer's worth of listening featuring styles from around the globe across multiple centuries. Share it with your class today!

Prepare

Start with a classroom discussion about how students discover new music. Those raised in the streaming era will have a significantly different experience than previous generations. How do students in your class curate their listening? Do they listen to one song they know and then let the Spotify algorithm do the rest of the work? Do they listen to any of their parents' music? Do they share playlists with friends?

Next, ask if students actively try to discover new styles of music from different time periods? From different parts of the globe? Do they think it is valuable to listen to a wide range of music? After discussing, read the article as a class.

Key points in the article:

- Summer is an ideal time to explore new styles of music. Hours of freedom, social gatherings, and road trips are just a few of the opportunities to create the ultimate summer mix.
- To shake it up from the now-standard method of musical discovery through algorithms, Music Alive has curated a wide-ranging list of recommendations from different styles, regions, and time periods. Students can take these recommendations as an entry point and do a deep dive into any genre that speaks to them.
- This list is purely for appreciation and discovery – no need for analysis or critical listening! Just experience the music and see how it makes you feel.

Begin

Review Vocabulary words from the article below:

- **Curated:** carefully chosen and thoughtfully organized or presented
- **Analytical:** careful study; examining in detail
- **Prolific:** producing a great number or amount of something
- **Intricate:** having many complexly interrelating parts or elements
- **Prodigious:** extremely great in ability, amount, or strength

Discuss

After reading the article, conduct a classroom discussion. Are students familiar with any of the styles listed in the article? What do they think of the recommendations within the category, and would they add any recommendations of their own? Ask for volunteers to share which style from the list they are most excited to explore and why.

Next, ask the class: "If you like a song recommended to you in the article and want to dive deeper into that genre, how would you do it?" See what students say – they might have ideas that you've never considered! Recommend alternate methods of discovery.

Expand

To assess student understanding, assign the "All About the Article" worksheet located at www.musicalive.com/worksheets. For an additional writing/research assignment, have students add their own entry to the summer listening list. Students should choose a specific style and time period to focus on (disco in the '70s, the Seattle grunge movement, etc). There should be at least one song recommendation, along with a description of the sound and a brief history of the genre.

MUSIC OF MUSICAL THEATER: ANNIE

National Standards: Pr4, Re7-9, Cn11

Based on the classic comic strip "Little Orphan Annie" by Harold Gray, *Annie* is one of Broadway's most beloved and enduring musicals. Channeling the unbridled optimism and youthful innocence of the protagonist, songs like "Tomorrow," "It's The Hard Knock Life," and "Maybe" are now staples of the American musical theatre repertoire. Annie's plucky charm, and the comical villainy of Miss Hannigan, make this rags-to-riches story an enduring classic. Share it with your class today!

Prepare

By a show of hands, ask if anyone in class has seen *Annie* or heard any songs from the musical. For those who have, ask them to describe the musical- what stands out about it? What do they like (or dislike) about it? What songs should people know? Next, play the clip of "Tomorrow" from the 1982 film adaptation linked in the "Learn More" section of the Teacher Guide. After discussing, read the article as a class.

Key points in the article:

- Based on the classic comic strip Little Orphan Annie by Harold Gary, *Annie* made its Broadway debut in 1977 to critical acclaim. The musical became an instant hit, winning seven Tony Awards, including Best Musical.
- The titular protagonist is a precocious 11-year-old orphan who hopes to find her parents. Living in a run-down orphanage under the cruel eye of Miss Hannigan, Annie wins an opportunity to spend Christmas with billionaire businessman Oliver "Daddy" Warbucks. After a calamitous attempt to find Annie's parents, Warbucks himself falls in love with the orphan and decides to adopt her.
- With timeless classics like "Tomorrow," "It's the Hard Knock Life," and "Maybe," the soundtrack to *Annie* is as buoyant, lovable, and inspiring as the protagonist herself.

Begin

Review Vocabulary words from the article below:

- **Plucky:** displaying courageous, spirited, or determined behavior
- **Conniving:** one who deceives others for their own advantage
- **Perseverance:** continued effort to do or achieve something despite difficulties, failure, or opposition
- **Enduring:** lasting, durable
- **Grandeur:** a quality of great beauty and size which attracts admiration

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(s) 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 *Annie* that was 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 ACCORDION

National Standards: Re7-9, Cn11

Far from a polka-exclusive instrument, the accordion has blazed a musical trail from its European origins to all corners of North and South American music. By spreading and squeezing the ends of the accordion, air is pushed through a series of metal reeds, producing an expressive, breath-like sound. From traditional folk styles to modern pop and rock, the accordion is an important and immediately identifiable sound. Share the accordion's journey with your students today!

Prepare

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

Key points in the article:

- The accordion was invented in 1829 by a German craftsman named Cyrill Demian, who derived the name from the German word "accord," meaning harmony. Pulling it open and squeezing it shut pushes air across metal reeds, and keys or buttons on each side select the notes.
- The polyphonic nature and portable size of the accordion made it immensely popular across Europe by the mid-1800s. It then spread across the Atlantic to the Americas, where it became an integral part of many folk sounds across the continents. While the accordion itself comes in two variations, button accordion and piano accordion, it also evolved into regional variations, such as the Argentinian bandoneón.
- The expressive qualities of the accordion even became a staple of American pop music, often used to evoke an organic, nostalgic, or weathered sound. From Frankie Yankovich's mid-century accordion pop to Bruce Springsteen's rock storytelling and Lady Gaga's stadium-packing dance pop, the accordion is alive and well in pop culture.

Begin

Review Vocabulary words from the article below:

- **Expressive:** the ability to effectively convey thoughts, feelings, or meaning
- **Polyphonic:** able to play two or more notes simultaneously
- **Underpin:** to support or provide structure for (something)
- **Infectious:** capable of spreading quickly from one to another
- **Weathered:** seasoned or aged; changed in color or form over a period of time

Discuss

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

- "Libertango" by Astor Piazzolla
- "Who Stole the Keeshka" by Frankie Yankovic

After listening to the examples, discuss the accordion performances heard in each song. What words would students use to describe the performance? What types of sounds and timbres does the accordion 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, have students research and select another song that features accordion, preferably in a different style or genre than the songs from the Discuss section of this lesson. In a short report, students will analyze the role of the accordion in their selected song using the same framework presented in the Discuss section. After this analysis, students will compare the role of the accordion in their selected song to the two songs presented in class. Is the accordion in their selected song used similarly to the other two, or is there a difference in the approach? Is it more prominent, or more subdued? Does it invoke the same emotional response across all three pieces, or does it vary?

LISTENING GUIDE: “Live Like You Were Dying” by Tim McGraw

National Standards: Pr4, Re7-9

Leave it to country music to create a heartbreaking chorus that could be summed up on a bumper sticker. Tim McGraw’s inspirational 2004 single “Live Like You Were Dying” became an instant smash hit, topping the *Billboard* Hot Country Songs Chart and winning the Grammy for Best Country Song. Written by ace Nashville songwriting team Tim Nichols and Craig Wiseman, “Live Like You Were Dying” is built around a universal message of living life in the moment, embracing your loved ones, and not delaying joy. Share it with your class today!

Prepare

By a show of hands, ask the class if they have heard “Live Like You Were Dying” or any other songs by Tim McGraw. If they don’t recognize it by name, play a quick snippet of the song. Next, instruct the class to take out whichever device they use for notetaking and play “Live Like You Were Dying” 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 vibe of the song? What feelings does it evoke?

Key points in the article:

- Released in 2004, “Live Like You Were Dying” quickly became one of country superstar Tim McGraw’s most iconic hits. The song climbed to the top of the *Billboard* Hot Country Songs chart and won the Grammy for Best Country Song.
- Tim Nichols and Craig Wiseman, the Nashville songwriting team behind “Live Like You Were Dying,” were inspired by a casual conversation about a friend who recently had a health scare. After exchanging stories of people living their dreams with limited time left, they came up with the idea for “Live Like You Were Dying.”
- More than just a commercial hit, “Live Like You Were Dying” continues to inspire audiences to embrace the good things in life and become better people. The song serves as a timeless reminder of the fragility and beauty of life.

Begin

Review *Vocabulary words from the article below:*

- **Intention:** a mental state in which a person commits themselves to a course of action
- **Succumb:** to lose the determination to oppose something; to accept defeat
- **Despair:** utter loss of hope
- **Contemplative:** involving quiet and serious thought for a period of time
- **Accolades:** a mark of acknowledgment, award, or expression of high praise for merit or achievement

Discuss

After reading the article, ask students if they missed anything mentioned in the article on their initial listen to “Live Like You Were Dying.” 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 “How does the music support the meaning of the lyrics?” After listening to the full song, ask students to identify their favorite part of the song. What are the most important moments in the song? What are the most impactful lyrics? What instruments are most important in different sections of the song? How does the last chorus feel different than the first?

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 other songs with inspirational meanings and select one. In a short report, students will include background information about the artist and the creation process of the song (if available) and analyze the lyrical message. Then, students will create their own listening guide for the song, listing time stamps for important moments in each section of the song (Intro, Verse, Chorus, etc). Important moments can be impactful lyrics, the entrance of a prominent instrument, a dynamic shift, a key change, or anything else relevant.

CANNONS

National Standards: Pr4, Re7-9, Cn11

With a musical style that blends nostalgia and modernity, it's only fitting that Cannons found success organically in a digital-driven world. Rather than radically reinventing themselves with each release, Cannons have stayed true to their dreamy, synth-driven indie pop sound and developed a die-hard fanbase as a result. This consistency laid the foundation for their explosive, viral success in the wake of a feature on Netflix's hit series *Never Have I Ever*, which exposed them to a brand new audience. Share their journey and music with your class today!

Prepare

By a show of hands, ask if anyone in class has heard "Fire For You" by Cannons or seen the Netflix series *Never Have I Ever*. Play a quick excerpt of the song to see if anyone recognizes it by sound rather than name. If anyone recognizes it, ask them to describe the sound of the song. What genre would they label it? After discussing, play "Fire For You" in its entirety and encourage active listening. What stands out about the song? Next, read the article as a class.

Key points in the article:

- Cannons is an indie pop band based in Los Angeles, comprised of vocalist Michelle Joy, guitarist Ryan Clapham, and keyboardist/drummer Paul Davis. The band formed around Clapham and Davis' long-standing musical partnership, adding Joy's airy vocals onto their atmospheric, synth-driven production style.

- "Fire For You" was the lead single from Cannons' 2017 debut *Night Drive*. Upon its release, the track did not find mainstream success. The renaissance moment for "Fire For You" and Cannons came years later, when Netflix series *Never Have I Ever* featured the song. This brought massive exposure to a new audience and led to massive viral success, propelling the band to new heights.

- Although many modern bands undergo radical stylistic transformations for each successive release, Cannons stand out for their consistency, staying true to their synth-y indie pop sound. Some critics view this as a lack of evolution, but fans argue that the band has continued pushing the boundaries of their sound without giving up the core of their musical identity.

Begin

Review Vocabulary words from the article below:

- **Nostalgic:** inspiring a sentimental longing for the past
- **Synonymous:** expressing or implying the same meaning; so closely related that one suggests the other
- **Introspection:** a reflective looking inward; an examination of one's own thoughts and feelings
- **Fidelity:** the quality of faithfulness or loyalty; (in audio) accurately reproducing a sound
- **Synergy:** the interaction of two parts working together to create something better than either original component

Discuss

Play "Fire For You" again, this time asking the class to take close notes on what they hear. 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?

Next, explore the lyrical themes of the song. How would the class describe the lyrical approach overall? What themes do they notice? Do any lines stand out?

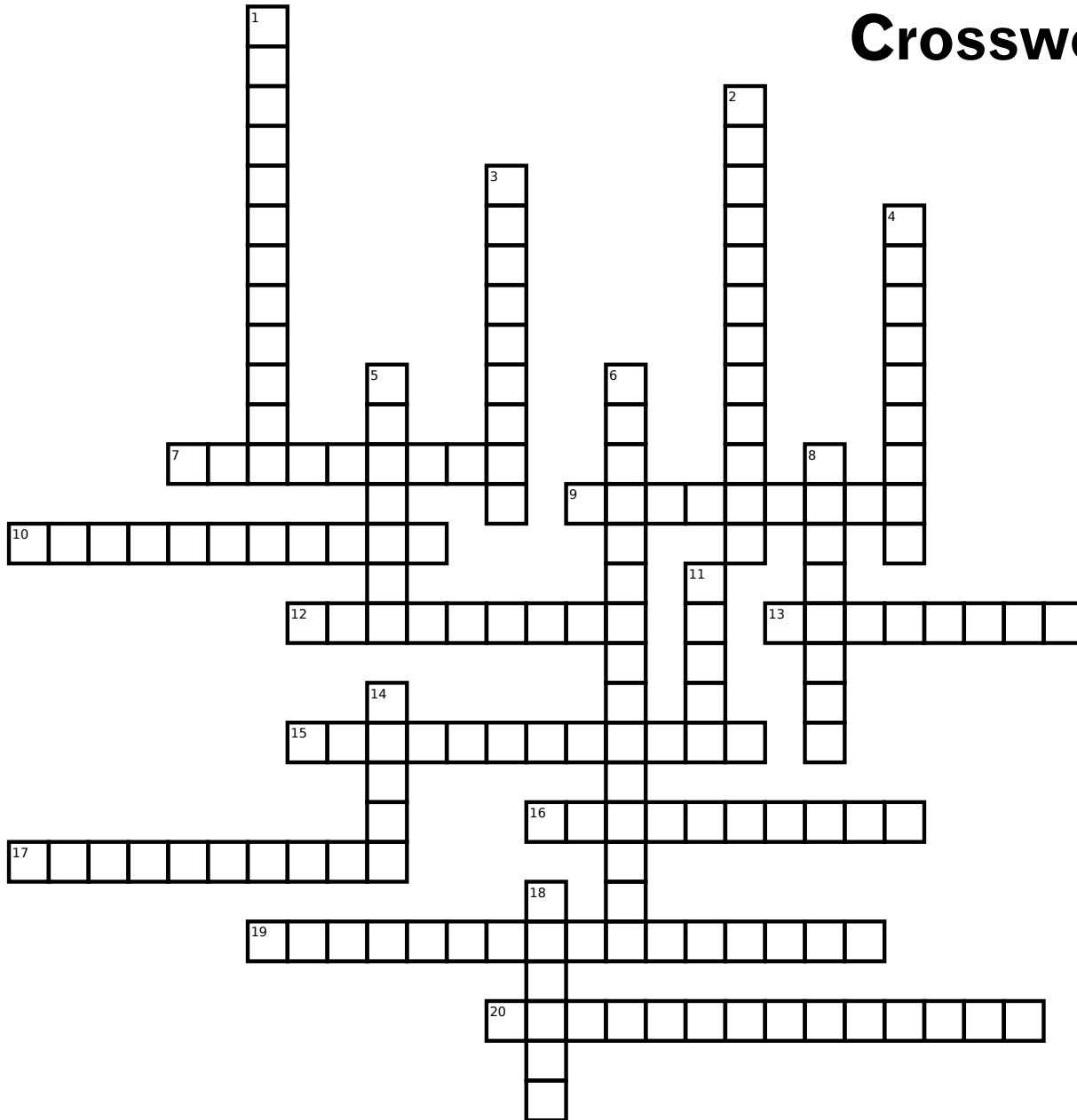
Next, encourage more abstract analysis. How do the sounds of the instruments fit together? What atmosphere or mood does the music create? How does this complement the vocals? What feelings do they get from the song? If students close their eyes and listen, what scenery do they picture?

Expand

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

For an additional assignment, have students research another artist that found success through consistency and organic growth rather than chasing trends. Students will write a short report on their selected artists' career, comparing it to the career trajectory of Cannons. How did the selected artist build their fanbase? Did they stay firmly in one genre, or did their style shift over the years? Was there a big moment for the band (like Cannons' *Never Have I Ever* moment) that helped elevate their years of work into the eyes of the public? How did the artist's trajectory compare to other artists of their time (assuming they are not contemporaries of Cannons)?

Crossword



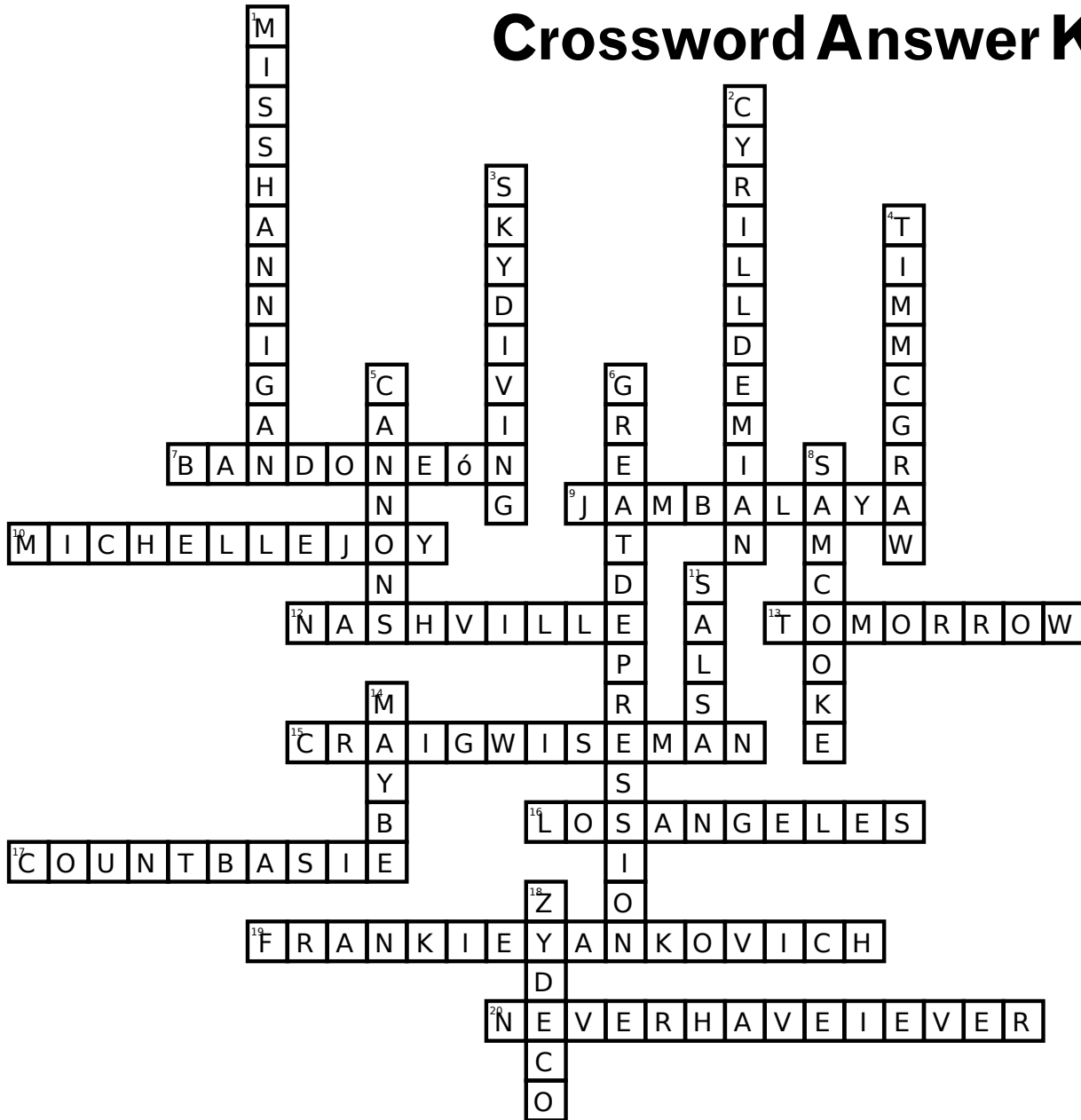
Down:

1. the cruel operator of Annie's orphanage
2. inventor of the accordion
3. the first activity listed in the chorus of "Live Like You Were Dying"
4. singer of "Live Like You Were Dying"
5. indie pop band behind "Fire For You"
6. the catastrophic 1930s financial event that serves as the backdrop for the musical Annie
8. singer of "A Change is Gonna Come"
11. vibrant dance music of the 1960s/70s blending Cuban dance styles with Puerto Rican influences and American jazz
14. the opening number from Annie
18. the stomping, swampy music of Louisiana that features accordion

Across:

7. Argentinian cousin of the accordion
9. country legend Hank Williams' most recorded song
10. Vocalist of Cannons
12. city where songwriters Tim Nichols and Craig Wiseman are based
13. the signature anthem of Annie
15. Tim Nichols' co-writer on "Live Like You Were Dying"
16. home city of Cannons
17. 1930s jazz artist behind "Jumpin' at the Woodside"
19. accordion player dubbed the "Polka King"
20. Netflix series that launched "Fire For You" popular resurgence

Crossword Answer Key



Down:

1. the cruel operator of Annie's orphanage
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3. the first activity listed in the chorus of "Live Like You Were Dying"
4. singer of "Live Like You Were Dying"
5. indie pop band behind "Fire For You"
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Word Find

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

Miss Hannigan

Michelle Joy

Fire For You

Los Angeles

Bandoneón

Nashville

Tim McGraw

Accordion

Skydiving

Cannons

Tomorrow

Zydeco

Reggae

Salsa

Polka

Annie

Maybe

Word Find Answer Key

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

Miss Hannigan

Michelle Joy

Fire For You

Los Angeles

Bandoneón

Nashville

Tim McGraw

Accordion

Skydiving

Cannons

Tomorrow

Zydeco

Reggae

Salsa

Polka

Annie

Maybe

LINKS

Learn More

Cover Artist

Watch Cannons' full album release show at KROQ Sound Space:
https://www.youtube.com/watch?v=TZvtKo6IqIQ&list=RDTZvtKo6IqIQ&start_radio=1

Song of the Month

See the official lyric video for “Fire for You”:
https://www.youtube.com/watch?v=DFSM2OsV_y8&list=RDDFSM2OsV_y8&start_radio=1

Annie

See “Tomorrow” from the 1982 film adaptation:
<https://www.youtube.com/watch?v=6PtdpI-D6mM>

It's Instrumental

Latvian virtuoso Ksenija Sidorova demonstrates how the accordion is played: <https://www.youtube.com/watch?v=aKxOpsUiFzU&t=226s>

Listening Guide

Watch Tim McGraw perform “Live Like You Were Dying” at Austin City Limits in 2012:
https://www.youtube.com/watch?v=ICKToz7BLLA&list=RDICKToz7BLLA&start_radio=1