



SONG OF THE MONTH

"Lush Life" by Zara Larsson

Meets National Core Arts Anchor Standards 7 and 9

OBJECTIVES

- Perceive and analyze artistic work (Re7)
- Apply criteria to evaluate artistic work (Re9)

MATERIALS

- *Music Alive!* magazines (November 2016)
- Computer or mobile device with Internet access
- *Music Alive!* Worksheet #11: Sight Singing (download at musicalive.com)

START

1. Ask a student to read the text on page 16.
- ▶ 2. Play "Lush Life" by Zara Larsson (Hear the Music playlist **track 1** on musicalive.com) as the students follow along using the notation on pages 16-17.

DEVELOP

1. Ask the students the following questions:

ASK

- What's the song's time signature? (4/4.)
- Does the first measure have four beats? (No.)
- Why is that? (It's a pick-up, or incomplete measure, containing only the few notes that lead into the verse.)
- How many flats are there and what are their names? (Two: B and E.)
- What's the key signature? (G minor.)
- What's the major key that also has two flats? (B \flat .)
- How can you tell that this song is in G minor and not B \flat ? (There are several G minor chords but no B \flat chords.)
- How many different sections are there in the song? (Five: Intro, verse, chorus, bridge, and interlude.) Are they all the same length? (All are eight bars long, except for the intro and interlude, which are four bars long.)
- What's the lowest note in the song? (G below middle C.)
- What's the highest? (C above middle C.)
- How far apart are those two notes? (An octave plus a perfect fourth.)
- What are the shortest and longest note values? (16th and quarter note, respectively.)
- What are the shortest and longest rests? (16th and half note.)
- In certain spots, such as the last system of the song, what do the thick horizontal lines with numbers above them represent? (Each number shows that the given bar is not just one measure but in fact multiple measures.)

2. Help the class sing the song together. Identify, isolate, and correct any spots that prove difficult for students.

CLOSE

Hand out copies of Worksheet #12: Sight Singing. Have the students write out and work with the scale from which "Lush Life" is derived: G minor. After they've completed them, have some students volunteer to sing the phrases in Part Two. Then gather the worksheets and check them for accuracy.

ASSESS

- Did the students answer the questions about the song's components?
- Did they sing it together?
- Did they write complete their sight singing worksheets?

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CROSSWORD SOLUTION



Crossword Puzzle can be found on page 7