



SONG OF THE MONTH

“Wild Things” by Alessia Cara

Meets National Core Arts Anchor Standards 5, 7, and 9

OBJECTIVES

- Develop and refine artistic work for presentation (*Pr5*)
- Perceive and analyze artistic work (*Re7*)
- Apply artistic criteria to evaluate work (*Re9*)

MATERIALS

- *Music Alive!* magazines (October 2016)
- Computer or mobile device with Internet access
- *Music Alive!* Classroom Worksheet #3: Rhythm Building (download at musicalive.com)

START

1. Have a student read aloud the text on page 16.
- ▶ 2. Play “Wild Things” by Alessia Cara (Hear the Music track 1 on musicalive.com) one or two times, while having students follow along with the sheet music on pages 16-17.

DEVELOP

1. Ask some questions to help your students understand how the song is put together:

ASK

- What is the song’s time signature? (4/4.)
- On which beat does the first vocal note start? (The “and” of beat 2.)
- The key signature has four sharps. Is the song in E major, or C# minor? (C# minor.)
- How can you tell? (The C#m chord is repeated much more than the E chord.)
- What’s the lowest vocal note? (The G# below middle C.)
- What’s the highest vocal note? (The B above middle C.)
- Exactly how far apart are those two notes? (A minor 10th, or a minor third plus an octave.)
- What’s the shortest note value? (16th note.)
- The longest? (Dotted quarter.)
- What are the shortest and longest rests? (Eighth and quarter, respectively.)
- Name the different sections and count their lengths. (Intro, verse, pre-chorus, chorus, and bridge. All are eight measures long, except for the intro, which is two bars.)
- How many different chords does the song have? (Four: A, C#m, B, and E.)
- Does the chord progression stay the same throughout the song? (All of the sections [excluding the intro] have the same exact progression, except for the bridge.)
- Does the bridge introduce any new chords, or does it use the same chords that were used in the other sections? (The latter.)
- What are the tiny notes in the last two measures? (These are grace notes. Grace notes are decorative notes sung quickly before the main notes.)
- Is it essential to sing the grace notes? (No—in this

case, you can think of them as extra, though they do add interest and drama to the song.)

2. Help the students learn to sing the song together. Isolate and troubleshoot any problems. Make sure that the students understand and sing all of the syncopations. If needed, work with them on subdividing the rhythms, so that they can count them accurately.

CLOSE

Hand out copies of the rhythm building worksheet. Ask the students to create rhythms inspired by “Wild Things” in 4/4 without using 16th notes. Then, have them create another syncopated pattern in 3/4. Collect the worksheets, and check them for accuracy.

ASSESS

- Did the students answer the questions about “Wild Things”?
- Did they sing the song together?
- Did they complete the rhythm building worksheets?

MEREDITH TRUAX

CROSSWORD SOLUTION



Crossword Puzzle can be found on page 7