



# SONG OF THE MONTH

## Song of the Month "Can't Stop the Feeling!"

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 criteria to evaluate artistic work (Re9)

### MATERIALS

- *MusicAlive!* magazines (January 2017)
- *MusicAlive!* Classroom Worksheet #1: Pitch and Melody (download at [musicalive.com](http://musicalive.com))
- Computer or mobile device with Internet access

### START

1. Have a student read the text on page 14.
- ▶ 2. **Play** Justin Timberlake's "Can't Stop the Feeling!" (Hear the Music playlist **track 1** at [musicalive.com](http://musicalive.com)) and have the students follow along with the sheet music on pages 16-17.

### DEVELOP

1. Ask the students the following questions:

- **What's the time signature?** (4/4.)
- **How many beats are there in the first measure?** (1.5—It's a pickup measure.)
- **Name the key signature.** (C major.)
- **Are there any accidentals in the piece?** (B $\flat$  and E $\flat$ .)
- **In which section of the song are the accidentals?** (The pre-chorus.)
- **What about the other sections?** (Intro: four bars [not shown in notation], verses: 16, chorus: 12.)
- **What are the shortest and longest note values?** (16th and dotted half [tied to two half notes], respectively.)
- **What are the shortest and longest rests?** (16th and quarter.)
- **Which section has the most syncopation?** (The chorus.)
- **Which section has the least syncopation?** (The first eight bars of the verse.)
- **What's the lowest note in the song?** (The G above middle C.)
- **What's the highest note in the song?** (The E above the staff.)
- **How far apart are those two notes?** (An octave plus a major sixth.)
- **What vocal technique do those high notes above the staff in the chorus represent?** (Falsetto—the name given to a very high male voice.)
- **What are the squiggly lines in the last bar of the pre-chorus?** (These are *glissandi*—glides between notes.)
- **What are the x-shaped noteheads in the chorus?** (These indicate that there's no specific pitch; the music is to be spoken or shouted, rather than sung, in the given rhythm.)

2. Help the class sing the song together and isolate any difficult areas. Focus on the syncopations in the chorus so that they are performed accurately. If needed, take it at a slower tempo and help students to subdivide the rhythm.

### CLOSE

1. **Hand out copies** of Worksheet #1: Pitch and Melody. On the piano, play different melodies, inspired by this month's selection, while the students sit at classroom keyboards and fill out their worksheets. Be sure to keep a record of the melodies you play so that you can check the worksheets when you collect them.

### ASSESS

- Did the students answer the questions about the song's components?
- Did they sing it together?
- Did they complete the Pitch and Melody worksheets?

## CROSSWORD SOLUTION

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

Crossword Puzzle can be found on page 7