



SONG OF THE MONTH

SONG OF THE MONTH "PETER PAN"

Meets National Core Arts Anchor Standards 1, 2, 5, 7 and 9

OBJECTIVES

- Generate and conceptualize artistic ideas and work (Cr1)
- Refine and complete artistic ideas and work (Cr2)
- Develop and refine artistic work for presentation (Pr5)
- Perceive and analyze artistic work (Re7)
- Apply criteria to evaluate artistic work (Re9)

MATERIALS

- *Music Alive!* magazines (March 2017)
- *Music Alive!* Classroom Worksheet #12: Staff Paper (download at musicalive.com)
- Computer or mobile device with Internet access
- Notation software (optional)
- Classroom keyboards or other instruments

START

1. **Have a student read** the text on page 16.
2. **Play "Peter Pan"** by Kelsea Ballerini (Hear the Music playlist **track 1** on musicalive.com) while the students follow along with the sheet music on pages 16-17.

DEVELOP

1. **Ask the students some questions:**
 - **What's the time signature of this song?** (Cut time.)
 - **How is cut time counted?** (As two half notes per bar.)
 - **Why is there only one beat in the first measure?** (It's a pickup.)
 - **What's the key signature of the song?** (D major.)
 - **Do you see many accidentals (sharps/flats) in the melody?** (None at all.)
 - **Name the sections and their lengths.** (Intro: 8 bars, verses: 12, pre-chorus: 10, chorus: 16, interlude: 8, outro: 9.)
 - **Are these standard lengths?** (Not really—songs more often have sections that are equal in length, for example, all sections will be eight bars long.)
 - **What are the longest and shortest note values?** (Half note and eighth note.)
 - **What are the longest and shortest rests?** (Whole and eighth.)
 - **Which vocal section is the least rhythmically active?** (The pre-chorus.)
 - **Which vocal section is the most rhythmically active?** (The verse.)
 - **What's the song's lowest note?** (The B below middle C.)
 - **What's the song's highest note?** (The B in the middle of the staff.)
 - **How far apart are those two notes?** (An octave.)
 - **Is that a relatively wide or narrow range?** (Relatively narrow.)
 - **How many chords are in the song?** (Seven: D, Bm, G, D/C, A, Em, and DF)
 - **What does the symbol N.C. mean?** (No chord—there's a temporary break from harmony here.)
 - **What are the small notes in the fifth bar of the cho-**

rus and elsewhere? (Grace notes, sung quickly just before the full-size notes they precede.)

2. **Help the class sing the song together**, section by section. As a bonus, help more advanced students work out some vocal harmonies when singing.

CLOSE

1. **Hand out copies** of the staff paper worksheet or have the students use notation software on classroom computers. Ask the students to compose short pieces that include grace notes in them. After they're done writing the pieces, have the students take turns playing them to the class on classroom keyboards or other instruments.

ASSESS

- **Did the students answer the questions about the song?**
- **Did they work on singing it together?**
- **Did they compose their pieces with grace notes?**
- **Did they play them on their instruments?**

CROSSWORD SOLUTION

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

Crossword Puzzle can be found on page 7