



SONG OF THE MONTH

Song of the Month: Little Big Town's "Better Man"

Meets National Core Arts Standards 1, 3, 5, 7, and 9

OBJECTIVES

- Generate and conceptualize artistic ideas and work (Cr1)
- Refine and complete artistic ideas and work (Cr3)
- 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 (April 2017)
- *Music Alive!* Classroom Worksheet #12: Staff Paper (download at musicalive.com)
- Notation software (optional)
- Classroom keyboards or other instruments

START

1. Have a student read the text on page 16.
- ▶ 2. Play "Better Man" by Little Big Town, (Hear the Music playlist **track 1** on musicalive.com) and have the students follow along using the notation on pages 16-17.

DEVELOP

1. Ask the students the following questions:
 - What's the time signature of this song? (4/4.)
 - What's the key signature? (F major.)
 - What's the relative minor key of F major? (D minor.)
 - How can you tell the song is in F major and not D minor? (There's an emphasis on the F chord throughout.)
 - Name the different sections in the song. (Intro, verse, pre-chorus, chorus, and bridge.)
 - Are they of equal lengths? (The verses are both eight bars long. The other sections have irregular lengths: The first pre-chorus is four bars, while the second pre-chorus is five.)
 - What's the lowest note in the vocal melody? (The D below the staff.)
 - What's the highest? (The B \flat in the middle of the staff.)
 - How far apart are those two notes? (An octave plus a minor sixth.)
 - Name the chords in the piece. (F, C, B \flat , Dm.)
 - In the second measure of the coda, what does the 9 mean? (It stands for nine measures.)
 - In the sixth bar of the bridge, what's the name of the symbol that looks like a semicircle with the dot inside of it? (A fermata, which calls for the rest beneath it to be held beyond its half-note value.)

2. Guide the class in learning to sing the song together. Isolate and work on any rhythmic difficulties. If needed, slow things down and help the students to subdivide, to help them accurately feel and count the rhythms.

CLOSE

1. Hand out copies of the staff paper worksheet, or have the students use notation software. Have the students pick the flat keys of their choice and write short melodies in them. After they have completed their compositions, have the students share them on keyboards or other classroom instruments.

ASSESS

- Did the students answer the questions about "Better Man"?
- Did they sing it together?
- Did they write their tunes in flat keys?
- Did they perform them on their instruments?

CROSSWORD SOLUTION

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

Crossword Puzzle can be found on page 7