

SONG OF THE MONTH

“WANT YOU BACK” BY HAIM

Meets National Core Arts 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

- *Music Alive!* magazines (October 2017)
- *Music Alive!* Classroom Worksheet #12: Staff Paper (download at musicalive.com)
- Computer or mobile device with Internet access

START

1. Ask a student to read the text on page 16 aloud.
- ▶ 2. Play “Want You Back” by Haim (Hear the Music track 1 on musicalive.com), and ask the students to follow along using the notation on pages 16-17.

DEVELOP

Assist the students in analyzing the notation by asking the following questions:

- What’s the time signature? (4/4.)
- What beat does the song start on? (The “and” of beat 1.)
- What’s the key signature? (C major.)
- How many chords does the song have? (Six: C, G, F, Dm, Am, and C/E.)
- What are their corresponding Roman numerals? (C: I, G: V, F: IV, Dm: ii, Am: vi, C/E: I.)
- What’s the lowest note in a C/E chord? (E in the bass, rather than the root, C.)
- What’s the lowest note of the melody? (The E below middle C.)
- What’s the highest note of the melody? (The G above middle C.)
- How far apart are these two notes? (An octave plus a minor third.)
- What’s the shortest note value? (Sixteenth note.)
- What’s the longest note value? (Half note.)
- How many different sections does the song have? (Two: verse and chorus.)
- Are they equal lengths? (The verses and first chorus are 16 bars, but the last chorus is longer.)
- What’s slightly unusual about the chords on repeats? (There are different chords used. It’s more common for chord progressions to remain the same through repeats.)
- What are the intervals used between the vocal melody and harmony? (Thirds and fourths.)

- What does the note “w/ ad lib vocals” mean? (The vocals in these bars are to be improvised, or made up on the spot.)

CLOSE

Hand out copies of the staff paper worksheet (or have the students use notation software). Ask the students to pick a portion of the song where the melody is in single notes, and transcribe that part. Then, using the harmonies in the verse as an example, have them add a harmony part. After the students have completed the exercise, have them work together in pairs or small groups and try singing their work.

ASSESS

- Did the students analyze the song’s musical elements?
- Did they complete their harmonization experiments?
- Did they try singing the experiments together?

CROSSWORD SOLUTION



Crossword Puzzle can be found on page 7