



# SONG OF THE MONTH

## “WAYS TO BE WICKED”

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

### OBJECTIVES

- Generate and conceptualize artistic ideas and work (*Cr1*)
- Organize and develop artistic ideas and work (*Cr2*)
- Refine and complete artistic 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 (December 2017)
- *Music Alive!* Worksheet #12: Staff Paper (download at [musicalive.com](http://musicalive.com))
- Computer or mobile device with Internet access
- Classroom keyboards or other instruments
- Notation software (optional)

### START

1. Have one of the students read aloud the text on page 15.
- ▶ 2. Play “Ways to Be Wicked” from *Descendants 2* (Hear the Music track 1 on [musicalive.com](http://musicalive.com)), while the students read through the notation on pages 16-17.

### DEVELOP

Ask students questions about the notation:

- **What’s the time signature?** (4/4.)
- **What’s the key signature?** (C minor.)
- **Which major key has three flats?** (Eb major.)
- **What about the song suggests it’s in C minor?** (The melody sounds minor, and the C5 chord feels like home.)
- **What are those 5s in the chords?** (These are “five chords,” also known as power chords. Each one has just two notes—the root and the fifth. You hear power chords all the time in rock music, typically on an electric guitar with distortion.)
- **What sort of effect do power chords have other than creating an edgy, powerful sound?** (They can keep the music simple and uncluttered of more notes and harmony.)
- **One section isn’t like the others in terms of length. Which one is it?** (The bridge, which is 10 bars long. The other sections are eight or four.)
- **What’s the longest note value?** (Half note.)
- **What’s the shortest note value?** (Sixteenth note.)
- **In terms of rhythmic activity, what’s unusual about the chorus?** (In the previous sections, the melody falls in almost constant streams of notes, but in the first bar of the chorus, you have quarter notes falling squarely on beats 1 and 3, and rests on 2 and 4. This gives the music some breathing room and a change of texture.)
- **What do the Xs for certain note-heads mean?** (That the music is to be spoken and not sung.)
- **What does N.C. mean?** (No chord— instruments are not creating any harmony where you see this symbol.)

## WORD SEARCH SOLUTION

Word Search can be found on page 7

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

### CLOSE

Pass out the staff paper worksheet, or have students use notation software. Have them imagine scenes from their favorite movies. Ask them to compose short tunes, with lyrics or without, to accompany those scenes. After the pieces are completed, have the students play them before the class using classroom keyboard or other available instruments.

### ASSESS

- Did the students follow along with “Ways to Be Wicked”?
- Did they write pieces to go along with the scenes from their favorite movies?
- Did they present their pieces to the class?