



LISTENING GUIDE

ED SHEERAN'S "PERFECT"

Meets National Core Arts Standards 7, 9, and 11

OBJECTIVES

- Perceive and analyze artistic work (*Re7*)
- Apply criteria to evaluate artistic work (*Re9*)
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding (*Cn11*)

MATERIALS

- *Music Alive!* magazines (March 2018)
- *Music Alive!* Classroom Worksheet #7: About the Artist (download at musicalive.com)
- Computer or mobile device with Internet access

START

Ask your students to read "Listening Guide" on pages 18-19.

DEVELOP

► **1. Play** Ed Sheeran's "Perfect" (Hear the Music **track 8** on musicalive.com) a few times, while having the students follow along with the timeline.

2. Ask some questions:

What time signature is this song in? (6/8.)

Is it in a major or minor key? (Major—A \flat major.)

What three parts do we hear during the first verse?

(Vocals, guitar, and organ.)

What happens immediately before the first pre-chorus?

(Instrumentation quickly pauses and Sheeran sings the pickup to the pre-chorus solo.)

Describe the note values of the first two phrases of the pre-

chorus. (Three eighth-notes, then two half-notes—in 6/8, so three beats each—followed by an eighth-note.)

What's added during the pre-chorus? (Fingersnaps.)

Which parts are added during the chorus? (Strings and vocal "ooh"s in the background, as well as vocal harmonies at the end.)

During the string instrumental that follows the chorus, what note values do the violins play? (Half notes in a descending pattern.)

How does instrumentation change during the second verse?

(The string section plays a continuous part in the background; drums and cymbals are added in orchestral style.)

What does Sheeran do to add impact to his vocals? (His dynamic range is very limited throughout the song—so when he sings with a growl or accent, it has greater effect.)

Do you like this song? Why or why not? (Subjective.)

CLOSE

Hand out copies of the About the Artist worksheet to students.

Have them use classroom computers to research Ed Sheeran and fill out the answers. Once they're done, go over the questions with the class. Then, ask students to share what they find most interesting about Sheeran. How does he compare to other artists in his genre? Were they surprised to learn certain facts about him? Does it change the way they see his music?

ASSESS

Did the students read the Listening Guide?

Did they listen to the song using the timeline?

Did they answer the supplemental questions?

Did they complete the About the Artist worksheets?

March 2018 QUIZ ANSWERS

This month's quizzes are available at musicalive.com/the-quiz-zone-march-2018. Here are the quiz answers:

CLASSICAL REVOLUTIONS, PT. 3

1. Impressionism
2. Claude Monet
3. Claude Debussy
4. Arnold Schoenberg
5. Austria
6. Serialism
7. 12
8. Anton Webern and Alban Berg
9. *The Rite of Spring*
10. Igor Stravinsky

TRUMPET FAMILY TREE

1. Wood, bronze, silver
2. Natural trumpets
3. The Baroque era
4. J.S. Bach and Friedrich Handel
5. Rotary and piston
6. B \flat
7. Piccolo trumpet
8. Pocket trumpet
9. Straight mute, cup mute, Harmon mute
10. Dizzy Gillespie

VANCE JOY

1. *Nation of Two*
2. "Riptide"
3. Melbourne, Australia
4. Law
5. 107
6. Taylor Swift
7. False
8. Guitar
9. 10
10. The sophomore slump