



SONG OF THE MONTH

“THUMBS” BY SABRINA CARPENTER

Meets National Core Arts Standards 7-9

OBJECTIVES

- Perceive and analyze artistic work (Re7)
- Interpret intent and meaning in artistic work (Re8)
- Apply criteria to evaluate artistic work (Re9)

MATERIALS

- *Music Alive!* magazines (February 2019)
- *Music Alive!* Classroom Worksheet #12: Staff Paper (download at musicalive.com)
- Computer or mobile device with Internet access
- Classroom keyboards or other instruments

START

1. Ask students to read the text on pages 14-15 on their own
2. Have one of the students read aloud the text on page 16
- ▶ 3. Play Sabrina Carpenter’s “Thumbs” (Hear the Music track 1 on *musicalive.com*), while the students read through the notation on pages 16-17
4. **NOTE:** This month’s sheet music does not fit on two pages because of the unique structure. Point out to students that each section is written out separately, and to follow along based on the song sequence listed.

DEVELOP

1. Ask students about the story:

- How did Sabrina begin her career?** (She entered Miley Cyrus’ online singing contest)
- What TV channel did she spend acting on through most of her childhood?** (Disney Channel.)
- Do you think singers who started out as Disney Channel actors (Demi Lovato, Selena Gomez, Miley Cyrus, etc.) have a career advantage over other pop stars?** (Subjective.)
- What is the concept behind the song “Thumbs”?** (Embracing individuality, progression.)

2. Ask students questions about the notation:

- What are the first instruments you hear?** (Strings.)
- How does the song change between the Intro and Verse 1?** (A bass line and driving rhythm enter.)
- What words are echoed in the chorus?** (“keep,” “on” and “dum”)
- Does the melody use steady, even rhythms or does it use syncopation?** (Syncopation.)
- Do you think this song highlights Sabrina’s vocal strengths? How?** (Subjective.)
- What is the largest step between notes during the bridge?** (Fifth. C and G above the staff are a fifth apart.)

Does this song flow well between sections?

(Subjective, but some transitions are considered choppy.)

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

CLOSE

Hand out Worksheet #12: Staff Paper, and have each student copy down the first three measures of the chorus. Collect papers and grade for accuracy.

ASSESS

Did the students follow along with “Thumbs”?

Did they answer the discussion questions?

Did they copy down the three measures?

CROSSWORD SOLUTION

Crossword Puzzle can be found on page 7

