



# SONG OF THE MONTH

## “SHE GOT THE BEST OF ME” BY LUKE COMBS

*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 (Vol.39 No.4)
- Computer or mobile device with Internet access

### START

1. Ask students to read the text on pages 14-16 on their own
2. Have one of the students read aloud the text on page 16
3. **PLAY** Luke Combs's “She Got The Best Of Me” (Hear the Music track 1 on [musicalive.com](http://musicalive.com)), while the students read through the notation on pages 17-18

### DEVELOP

#### Ask students about the story:

According to critics, what are some things that make Combs' music style unique?

What did Combs do after his first Nashville meeting went poorly?

What record company did he sign with in 2015?

What was the title of his debut single?

In 2019, Combs was nominated for a GRAMMY. What was it for?

When did he start playing guitar?

Who was his inspiration to start playing?

What does Combs like to tell his fans in order to inspire them?

#### 2. Ask students questions about the song/notation:

What key signature is it in?

What instruments do you hear during the intro?

When the first verse enters, does the song get louder or softer?

What instruments join in during the chorus?

What is the highest note in the song?

The lowest note?

Using your knowledge of the highest and lowest note, do the notes in the song have a range greater or less than an octave?

What happens at the coda?

Does this song have a lot of accidentals?

How would you describe the mood of this song? How does it make you feel?

### CLOSE

**Play the song on a piano.** Then ask students to name an interval you find within the song, for example, the intervals between the three half notes at the beginning of the pre-chorus. Then ask for volunteers to choose any two notes they find in the song and have the class work out the interval.

**Repeat the exercise with different note lengths.** For example, if a student selects the last note in the song, ask who can identify the length of that note. The answer would be two beats (half note). If a student selects the first note in the song, the answer would be half a beat (quarter note). Do this exercise as a class or in pairs, where one partner points to a note and the other identifies the length.

### ASSESS

Did the students follow along with the song?

Did they answer the discussion questions?

Did they listen to each song and analyze the songwriting?

### CROSSWORD SOLUTION

Crossword Puzzle can be found on page 7

