Lesson 2: Vitamin C

For Elementary-Level General Music Classes

If you're ready to boogie and swing, check out this jammin' tune. With vitamin C's many virtues set to big band sounds and a cool vocal that reminds us of Sinatra or Harry Connick, Jr., "Vitamin C" is a song to really get your kids singing and dancing.

Note to Teachers: While these lessons are written for the third- and fourth-grade levels, they are adaptable for lower and higher grade levels. Depending on the level of your students and the amount of time weekly in class, these lessons may be appropriate for K-2 or 5-6. You know your students best and are most qualified to adapt these lessons to your teaching style, your students, and your classroom needs. Please note that the challenge sections are designed for more advanced students.

Objectives:

- Identify the form (ABABCDB).
- Devise criteria for their original accompaniment patterns.
- Create rhythm patterns, using foods containing vitamin C.
- Identify prominent tone colors in the recording: brass instruments, speech vs. singing.
- Identify the style of the song (swing).
- Name vocally healthy ways of singing.

National Standards:

- Standard 2: Performing on instruments, alone and with others, a varied repertoire of music
- Standard 3: Improvising melodies, variations, and accompaniments
- Standard 5: Reading and notating music
- Standard 6: Listening to, analyzing, and describing music
- Standard 7: Evaluating music and music performance

Related Learning–Nutrition:

 Vitamins are one of six nutrients essential for good nutrition, and vitamin C-found in many fruits and vegetables—has several important health benefits. Eating 5-9 servings of fruits and vegetables every day, especially those high in vitamin C, is important to good health.

Materials:

- Recordings, full vocal and instrumental, Track 2: "Vitamin C"
- Assorted rhythm instruments

Prior Knowledge and Experience:

Basic understanding of 4/4 meter

Procedures:

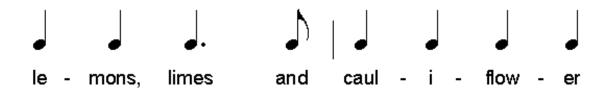
1. Introduce the song and the song form.

Have students:

• Listen to the song and identify the form. Introduce the concept of verses and choruses in particular. The song form is:

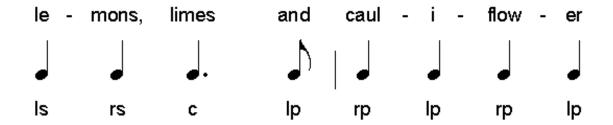
Introduction

- A (Chorus)
- B (Verse)
- A (Chorus)
- B (Verse)
- C (Bridge)
- D (Sung and Spoken Sections)
- B (Verse) Codetta
- 2. Create accompaniment patterns for the C section. (You may wish to use the instrumental-only version of the song for this exercise.)
 Have students:
- Identify the meter of the song (4/4).
- Discuss briefly some criteria for a good accompaniment pattern: it should be easy but interesting; it should complement the rhythm of the main voice without duplicating or overwhelming it; and so on.
- Decide on fruits or vegetables from their lists to use to create an eight-beat pattern.
 Notate their pattern as a class, with your help or in cooperative groups. Here's an example:



• Assign a body percussion sound to each note in their pattern.

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KEY TO THE EXAMPLE BELOW:
s = stamp; p = pat; c = clap; l = left; r = right
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- Take turns performing the pattern(s) with the entire instrumental version of the music, or with the "D" section of the recording with vocals (the "roll call" section).
- Transfer the pattern(s) to one or more rhythm instruments.
- 3. Discuss tone colors and style of the music; discuss singing techniques. Have students:
- Name the orchestra family most prominent in the recording. (The primary orchestra family is brass. Students will also hear woodwinds, piano, bass, and drums.)
- Decide if there were any spoken sections (yes-the introduction and the interlude).
- Decide on the style of the song (swing).
- Discuss healthy ways to sing. (Examples: Breathe deeply to support the tone. Sing
 without forcing the voice or straining the throat. Don't use heavy chest register on
 pitches too high for one's voice. Avoid singing too loudly, and so on.)
- Use the chorus of this song to experiment with singing techniques.
- Listen to the recording, with students singing along on the chorus, performing their accompaniment patterns and following a conductor.

CHALLENGE:

Discuss the ending of this song. Some pop songs fade away at the end, such as "Fit Kid" in lesson 10. "Vitamin C" has an orchestrated ending, which is typical of a big band arrangement and often called a codetta. Find other examples of big band swing songs that have orchestrated endings and play for students.

Nutrition Messages-Ideas:

Have students:

- Discuss why vitamin C is important to good health.
- List all of the fruits and veggies that are good/high sources of vitamin C.
- Set a goal to eat at least one fruit or veggie that is high in vitamin C everyday.
- Use the "Fit Kid" module on the <u>5 A Day Adventures CD-ROM v.2000</u> to learn about why vitamin C and other nutrients found in fruits and vegetables are important to good health.