

Lesson 6: Yes I Can!

For Elementary-Level General Music Classes

Another big number for our Dole Kids, "Yes I Can" is the song that encourages your kids to try and succeed at their 5 A Day. Contemporary and hip with a little bit of gospel thrown in, this song re-emphasizes the idea that doing right by yourself can also be a blast.

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 rap style.
- Identify sung vs. spoken sections.
- Identify minor mode.
- Identify and play bass and sung ostinati.
- Improvise in a jazz style on the black keys of keyboard instrument.

National Standards:

- Standard 1: Singing alone and with others a varied repertoire of music
- 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 9: Understanding music in relation to history and culture

Related Learning–Nutrition:

- Making a behavior change like eating 5 A Day is a good idea. Telling families about 5 A Day and learning to ask for more fruits and vegetables for meals and snacks at home is a good start. Feeling and believing "Yes I Can Eat 5 A Day" is a crucial part of making 5 A Day a personal reality.

Materials:

- Recording, Track 6: "Yes I Can!"
- Any keyboard instrument (Optional: MIDI capable keyboard with computer equipped with a music sequencing program)

Prior Knowledge and Experiences:

- Experience in playing simple patterns on the piano
- Experience improvising in the pentatonic scale

Procedures:

1. Introduce the song to identify its style and the sung vs. spoken sections.

Have students:

- Listen to and identify the style of the song (rap). Determine if there are both spoken and sung sections (yes).
- Discuss how rapping the lyrics emphasizes the message in the song. If the lyrics were sung would the message be as strong?
- Discuss how the rhyme scheme is emphasized by the rap, and how different words or syllables can be "punched" for effect.
- Point out how the chorus of the song uses both sung and spoken lyrics, as a "call and response." Does this mixture make the song more memorable?

2. Introduce the overall form of the song.

Have students:

- Listen again to identify the form, whether each section is sung or spoken and where the bass and sung ostinati occur.
- Discuss and outline the song form together:

Verse (spoken + bass ostinato)

"Now that you know about 5 A Day. . ."

Chorus(spoken and sung)

"Yes I Can, Yes I Can. . ."

Verse (spoken + bass ostinato)

"I have confidence, I know I can do it. . ."

Chorus (spoken and sung)

"Yes I Can, Yes I Can. . ."

Bridge (sung ostinato)

"Think about it, ask about it. . ."

Chorus (spoken and sung, repeated to end)

"Yes I Can, Yes I Can. . ."

3. Identify and introduce the ostinati (repeated accompaniment patterns).

Have students:

- Listen again to identify where there are ostinati. There is a bass motif supporting the verses and a sung ostinato as a bridge and with the last verse. They look like this:





4. Explore the bass ostinato.

Have students:

- Listen as you play the bass ostinato on the black keys of any keyboard instrument. (Optional: Put the ostinato into a music sequencing program and "loop" it so that it can be played over and over.)
- Take turns learning to play the pattern without the recording. (Optional: Students with good facility may be able to play the ostinato with the recording.)

5. Explore the sung ostinato.

Have students:

- Echo you in singing the pattern (see music notation above).
- Take turns playing the pattern on a keyboard instrument.
- Listen to the recording, singing the ostinato when it is introduced alone and on the last verse.

6. Improvise in a jazz style with the black keys.

Have students:

- Identify whether the song is in major or minor (minor). Identify the tonal center (Eb minor).
- Take turns improvising on the black keys with the recording.
- Have the students explore improvising against the bass ostinato, independent of the recording. The bass part can be played by you, another student, or on a music sequencing program loop.

Nutrition Messages—Ideas:

Have students:

- Discuss all the things that could make it easier for a person to change a behavior; it requires knowledge, positive attitudes, goal-setting, a commitment and self-confidence.
- Make a goal to eat 5 A Day every day and keep a record of all of the fruits and vegetables they eat for a week.

- Use the "5 A Day Stadium" module on the 5 A Day Adventures CD-ROM v.2000 to learn about 5 A Day and the Food Guide Pyramid.
- Use the "5 A Day Family Contract" on the CD-ROM to help their families eat 5 A Day.
- Use song and dance as a way to communicate the 5 A Day recommendation to others.
- Perform in the 5 A Day Live Play to share their excitement about 5 A Day with their school, families and the community.