

## Lesson 3: B is for Banana

### For Elementary-Level General Music Classes

"B is for Banana" will take you and your students back to the rock and roll days of the fifties and sixties. With Chuck Berry guitar riffs and the inimitable sounds of the Banana Bunch singing the background harmonies, Bobby Banana is sure to be the next star on your kids' hit parade!

**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 song form.
- Create and play a rhythm accompaniment based on speech.
- Identify the song style (rock).

#### CHALLENGE OBJECTIVES:

- Identify the modulation in the recording.
- Discuss the bridge of the song.
- Compare this song to similar popular songs of the sixties.

#### 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 8: Understanding relationship between music, the other arts, and disciplines outside the arts
- Standard 9: Understanding music in relation to history and culture

#### Related Learning–Nutrition:

- The most popular fruit in America, bananas are loaded with fiber, vitamin C and potassium. Eating 2-4 servings of fruit every day is important for good nutrition and health and makes it easy to meet your 5 A Day goal.

#### Materials:

- Recording, Track 3: "B is for Banana"
- Assorted rhythm instruments
- Large pieces of paper, one for each student group
- Crayons, paints, or colorful markers

#### Prior Knowledge and Experiences:

- Basic knowledge of simple rhythm notation

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**Procedures:**

1. Identify the form of the song.

Have students:

- Listen to the song again to decide if any section is repeated (yes, there is a repeated chorus).
- Discuss and outline the song form together:

Introduction

Verse ("You can have one in the morning...")

Chorus ("B is for Banana...")

Verse ("I'm loaded with all the good stuff...")

Chorus

Bridge ("I'm the perfect snack for your backpack...")

Chorus

Coda

**CHALLENGE:** Identify the half-step modulation in the song (at the end of the bridge, going into the final chorus).

**CHALLENGE:** Identify and discuss the bridge of the song. A bridge, in a pop song that has verses and choruses, is an additional section of the song that serves the purpose of offering additional lyrical and musical information. Lyrically, the bridge says, ". . . and here's something else you might want to know," and musically, the bridge usually provides contrast to the familiar chords and melodies of verse and chorus. Finally, a bridge often provides an opportunity to change keys (modulation) as it plays back into the chorus. This song provides an example of that.

2. Create a rhythm accompaniment for the song. Using the instrumental version of the recording may be helpful in getting started with this exercise.

Have students:

- Form the class into small groups of three or four. Each group is to create a four-measure rhythm. For the first three measures, each group chooses one fruit or vegetable beginning with each of the letters A, B, and C. (Example: A is for Apple, B is for banana, C is for cauliflower.) For the fourth measure, each group is to create a three-beat ending. (Example: "We like them all!")
- **OPTION:** Groups can choose any three letters in alphabetical order.
- **NOTE:** This may be challenging for younger students or for classes that are large. The rhythm is syncopated and the tempo is upbeat, it may be more appropriate for smaller classes or older students.
- Sample Rhythm:



roll music of these famous bands. Think of musical elements such as orchestration, form, style and so on. There are many, many great song examples from which to choose!

### **Nutrition Messages–Ideas:**

Have students:

- Name some of the nutrients found in bananas and other fruits.
- Make a list of all of the fruits they like and discuss how they are going to try to eat more of them.
- Use the "Adventure Theater" module of the 5 A Day Adventures CD-ROM v. 2000 to learn about bananas.
- Discuss how bananas and other fruits are grown in tropical areas of the world and how they are transported fresh to America.
- Use the Fun with Fruits and Vegetables Kids' Cookbook to make a Banana Smoothie.