# **Lesson 5: Salad Sisters**

# For Elementary-Level General Music Classes

From the drums and tambourine to the melodic horn section, this one is pure Motown. Like the great girl-groups of the sixties, our three Salad Sisters are telling it like it is: where eating well is concerned, you just gotta do your thing!

**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.
- Play on beats two and four and notate the pattern.

#### **CHALLENGE OBJECTIVE:**

Identify modulation in the recording.

#### **National Standards:**

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

# **Related Learning–Nutrition:**

 Salads made with colorful yellow, orange, red, and dark-green fruits and veggies are an easy way to get your 5 A Day. A large salad can count as 2-3 servings of your 5 A Day and can be loaded with vitamin A, vitamin C, fiber and phytochemicals.

#### Materials:

- Recording, Track 5: "Salad Sisters"
- Tambourines, drums, and/or other rhythm instruments

### **Prior Knowledge and Experiences:**

- Basic understanding of song form
- Basic understanding of 4/4 meter

#### **Procedures:**

1. Introduce the form of the song.

Have students:

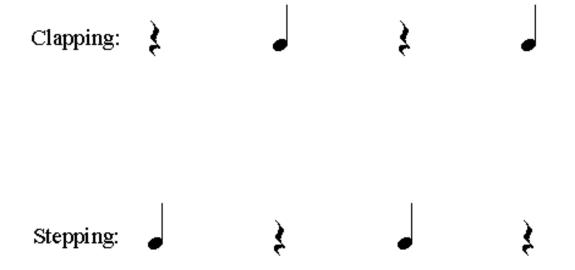
- Listen to the song to decide if any section is repeated (yes).
- Decide if there are spoken sections (no).
- Discuss and outline the song form together:

```
Introduction
Chorus
   "Salad is good. . . "
Verse
   "It's your salad"
Chorus
   "Salad is good. . ."
Verse 2
   "A little salad is one whole serving. . ."
Chorus
   "Salad is good. . . "
Verse 3
   "We're Salad Sisters. . ."
Chorus
   "Salad is good. . . "
Coda
```

- Listen to the song again, asking students to sing along on the choruses as they are able.
- 2. Introduce playing on beats two and four.

### Have students:

- Listen to the first part of the song to identify the meter (4/4).
- Listen again, staying in place and improvising arm movements on the choruses.
- Repeat, stepping on beats one and three on the choruses while you conduct in 4/4.
- Listen to the song again, singing along on the choruses, and following you in clapping on beats two and four.
- Notate the rhythm of the stepping and clapping patterns individually. Write the rhythm notation on the chalkboard so they can check their work:



- Listen again, this time playing on beats two and four during the choruses on tambourines, hand drums, and/or other rhythm instruments. You may wish to have one or more students conduct as others play and follow them.
- 3. Compose "Salad Rhythms" for the verses. Have students:
- Listen as you explain that they will be creating 8- or 16-beat rhythm sequences to perform during the three verses, and discuss criteria for a successful rhythm sequence. (Example: Correct length, rhythm easy enough for them to say and play correctly, and so on.)
- Form three groups. Each group is to list vegetables they like to eat in salads and then arrange four or more of the items into an 8- or 16-beat sequence. For example:

8 beats: "let-tuce to-ma-to on-ion cu-cumber"

8 beats: "mush-rooms, green beans, broc-co-li and spin-ach"

(For a 16-beat sequence, perform one 8-beat sequence twice, or one 16-beat sequence once.)

 Practice saying their sequences and patting or clapping their rhythm. Transfer the sequences to rhythm instruments of their choice (other than those decided on for the chorus) and practice saying and playing their sequences at the tempo of the recording. (Optional: notate the rhythm, with your help.) • Listen to the recording of the song, with each group repeating their pattern during the verses. Have students continue playing on beats two and four on the choruses, and sing along as they are able.

#### CHALLENGE:

Have students identify the tonal center and then identify the half-step modulation in the song (it's in the musical interlude, before the last verse).

### **SPECIAL ART PROJECT:**

Have students make pictures of their favorite salad vegetables and attach them to sticks. Have students hold up their pictures when their group says the name of the chosen fruit or vegetable.

### **Nutrition Messages-Ideas:**

Have students:

- List all of the fruits and veggies they like to add to their salads.
- Make a salad with lots of colorful fruits and veggies for the class to enjoy.
- Use the "Salad Factory" module of the <u>5 A Day Adventures CD-ROM v.2000</u> to learn how to make super salads.
- Use the Fun with Fruits and Vegetables Kids' Cookbook to make a colorful salad.
- Make a salad for their family for dinner.