

# Lesson 8: Vitamin A

## For Elementary-Level General Music Classes

You're body is a factory, and if you feed it right it makes vitamin A. This song is loaded with witty rhymes, super knowledge, quick rhythms, and a catchy hook. Kids can't resist the fun body movement ideas that "Vitamin A" inspires.

**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 and pat the beat.
- Move to and play quarter notes, half notes and eighth notes to create a "factory" movement and instrument improvisation.

**CHALLENGE OBJECTIVE:**

- Identify when there is a modulation in the recording

**National Standards:**

- Standard 2: Performing on instruments, alone and with others, a varied repertoire of music
- Standard 5: Reading and notating music
- Standard 6: Listening to, analyzing, and describing music

**Related Learning–Nutrition:**

- Vitamins are one of six nutrients essential for good nutrition. Vitamin A, found in many colorful fruits and vegetables, has several important health benefits.

**Materials:**

- Recording, Track 8: "Vitamin A"

**Prior Knowledge and Experiences:**

- Basic understanding of beat, quarter notes, half notes, eighth notes

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**Procedures:**

1. Introduce the song to identify its content.

Have students:

- Listen to the song, patting to the beat.
- Listen to identify the style of the song (rap). Determine if there are both spoken and sung sections (yes).

Other suggestions:

- 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 doing non-locomotor movements to quarter note, half note, and eighth note values.

Have students:

- Stand in scatter-formation around the room. Ask students to space themselves evenly in the movement area.
- Briefly discuss what locomotor and non-locomotor movements are. Locomotor movements move one through space: walking, skipping, running, hopping, and so on. Non-locomotor movements do not propel one through space. They include bending, stretching, turning, twisting and so on.
- Listen to the song and do non-locomotor movements to the following note values as you call them out: "quarter note," "half note," and "eighth note."
- Write notation for a quarter note, a half note and eighth note pairs on the chalkboard.
- Form groups of three. Assign each person in the group to move to one of the note values, all at the same time, as they hear the song. Switch assigned note values and repeat the song with the movement until each person has moved to all three note values.

3. Create "factory" movement.

Have students:

- Briefly discuss machines that they may have seen in real life, in factories, in movies or pictures and so on.
- Form a large circle, leaving room between each person for free non-locomotor movement.
- While listening to the song, create non-locomotor movements that suggest they are each part of a large machine. Let them choose the note value to which they will move. Have them begin moving one at a time, such that the first person moves to the music, and the next person follows with a contrasting or complementary movement. This continues around the circle until everyone is moving.

4. Add instrument sounds.

Have students:

- Form pairs. One member of each pair sits in the center of the circle facing out. Partners watch each other. The student who is in the center circle plays, on an instrument of choice, the rhythm to which his or her partner is moving. Encourage a variety of instrument sounds: woods, metals, shakers, drums, and so on.
- Switch roles and repeat.

**CHALLENGE:**

Have students identify the tonal center and modulation in the recording. The modulation occurs just after the vitamin A sources are named in the song, and the instruments—led by a trumpet—complete the modulation.

**Nutrition Messages—Ideas:**

Have students:

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