

Lesson 4: Fiber

For Elementary-Level General Music Classes

Like the fiber found in so many fruits and vegetables, this song is full of good things! From catchy lyrics, both spoken and sung, to a smooth rhythm and bass groove, "Fiber" is hip, original, and a whole lot of fun.

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.
- Play on beats two and four and write rhythm notation for this pattern.
- Identify mi-so and la-mi-so (or 3-5 and 6-3-5) melodic motives.

CHALLENGE OBJECTIVE:

- Identify the tonal center and the place in the song in which it modulates up a half step.

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 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:

- Fiber—found in fruits, vegetables and whole grains—is essential for good nutrition and health. Eating 5-9 servings of fruits and vegetables a day is an easy way to get the fiber needed for good health.

Materials:

- Recording, Track 4: Fiber
- Tambourines, hand drums, or other rhythm instruments
- Bell set(s) or other pitched instrument(s)

Prior Knowledge and Experiences:

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

Procedures:

1. Introduce the song form.

Have students:

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

Introduction

Chorus

"Fiber, so very good for you. . ."

Verse 1

"Every meal, every day. . ." (Spoken and sung phrases)

Chorus

"Fiber, so very good for you. . ."

Verse 2

"Every meal, every day. . ." (Spoken and sung phrases)

Chorus

"Fiber, so very good for you. . ."

Bridge

"Keeps you movin', Fiber. . ."

Chorus

"Fiber, so very good for you. . ."

Coda

- Compare the form of this song with that of "B is for Banana." This song begins with the chorus, whereas the other song began with the verse. In "Banana," each verse had the same basic melody. The intervening sections in this song are each slightly different. The coda is very brief in "Fiber."

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 to the song again, singing along on the choruses, as they are able, and following you in clapping on beats two and four.
- Notate individually the rhythm of the pattern they clapped. (NOTE: After giving students the opportunity to notate the rhythm individually, write the rhythm notation on the chalkboard for them to check their work.)
- Listen again, this time playing on beats two and four during the choruses on tambourines, hand drums or other rhythm instruments.

3. Identify melodic motives in the refrain.

Have students:

- Listen to identify the tonal center and sing it. (Optional: Sing a major scale with pitch syllables or scale numbers.)
- Sing the word "Fiber" with the two melodic motives in which it appears in the song and identify the pitches of the two melodic motives. (Mi-so and la-mi-so or 3-5 and 3-6-5.)

- As a class, notate the two melodic motives on the chalkboard and sing them again. (Use pitch hand signs or gestures to illustrate the melodic relationship of the pitches to one another.)
- Take turns playing the two melodic motives on any pitched instruments.
- Listen to the song, singing along on the chorus and showing the pitches of the two melodic motives of "Fiber" in gestures when the word is sung in the chorus.

CHALLENGE:

Have students identify the tonal center and then identify the place in the song in which it modulates up a half step. (Just before the last chorus when singing the letters, "F-I-B-E-R.")

Nutrition Messages—Ideas:

Have students:

- Discuss why fiber is important to good health.
- List fruits and vegetables that are good or high sources of fiber.
- Use the "Fit Kid" module on the 5 A Day Adventures CD-ROM v.2000 to learn about why fiber is important to good health.