Lesson Plan Day 1
Veggie Players
1 hour lesson

Goals: (Learning Targets/I can statements)
I can play poly rhythms in an ensemble with others.
I can compose simple rhythms.
I can identify the food groups of the new food pyramid, called “My Plate”.
I can explain the science of sound produced on the “Butternut Squash”.
I can use dance moves while singing the “Eat A Rainbow” song.
I can identify the problem/solution, characters, setting of the story, “Tops and Bottoms”.

Arts/Humanities Core Content: Process in the arts 4.1.4 Students will sing and play rhythmic or tonal patterns by reading music notation and be able to sustain own part in an ensemble. Dance Process in the arts 4.2.1 Students will create patterns of movement incorporating elements of dance (space, time, force). Drama: Elements of a story

Connections: Music, Language Arts, Dance, Practical Living, Science

Resources: computer/interactive board; CD from F.I.T., book (Tops and Bottoms), My plate template downloaded from choose myplate.gov; rhythmic ensemble sheet music; butternut squash, drill, placemats.

Procedures:
-Show video clip of Austrian Veggie Orchestra
-Ask students to identify the different families of instruments represented in the veggie orchestra.
-Show the butternut squash. Identify it as a vegetable. Explain how it grows on a vine. Show the “My Plate” template. Locate the “Vegetables” section on My Plate. Discuss the nutritional value of butternut squash. Allow students to taste the sample squash prepared for today’s class.
-Explain that we are going to use the squash as an instrument today. Ask students what instrument family they think we could use it as.
-Demonstrate how to make a brass instrument out of the squash.
-Discuss the science of sound (the buzzing of the lips to produce sound).
-Name some brass instruments of the orchestra that require this same technique to produce sound.
-Supervise students as they create their Squash brass instrument.
-Assist students as they create their own rhythm and ask them to play it on the squash.
-Review the rhythm song sheet. Each student plays each rhythm. Then assign rhythm groups. Students read music notation parts to play as an ensemble.

Teach the song, Eat a Rainbow. Students create some dance moves to accompany the song. Students create an ostinato part to accompany the song.

Read the story “Tops and Bottoms”. Students identify problem/solution/setting/characters.

Recap the lesson. What did we learn today? Review the I Can statements.

Assessment: Checklist of students’ ability to read music notation, dance moves (direct observation); Oral responses to elements of a story, science of sound questions.
Why Use Vegetables As Instruments?

*Common Core Standards and 21st Century Skills map requires educators to find ways to make connections with other content areas.

A) **Music**- Sound exploration helps kids understand the basic principles of band and instrument families. It also gives them an opportunity to work as a group, explore rhythm, melody, harmony, and composition.

B) **Science**- It provides an opportunity to discuss the life cycle of plants, as well as their structure of growing on vines or in the ground.

C) **Practical Living**- Nutrition is so important these days! January 7th 2010 CBS news report, “Where America Stands” series, stated that “Childhood obesity has tripled in the last thirty years and that 2/3, more than 190 million Americans are overweight or obese.

D) **Math**- Survey the class about their favorite vegetables and construct a bar graph.

E) Meets requirement for **Program Review/20th Century Learning Skills**-
*Curriculum and Instruction Demonstrator 2.D. The curriculum addresses interrelationships among the four arts with other content disciplines.*
How Do I Start?

• Tell your principal about the idea
• Discuss possible funding options
• Practice making instruments out of vegetables before asking students to try.
• Sell your idea to students
• Create a registration form
• Plan your lessons, place and time
• Plan a possible performance for parents

Lesson Plan

• Include learning Targets (I Can …) Stick to your targets.
• Procedures (step by step intro. 1st, 2nd closing) Include singing, dancing, instrument playing, story, and composing to keep students engaged.
• Know how you will assess (formative/summative) How do you know students are learning? Model composition using slip covers for guided practice, then let them try independently.
Bibliography
Recommended Children’s Books about Vegetables and Healthy Foods


Other Resources


Vienna’s Vegetable Orchestra. (November 21st, 2010), Retrieved November 22nd, 2010 from [www.cbsnews.com/video/watch/?id=7076045n](http://www.cbsnews.com/video/watch/?id=7076045n)

Where America Stands:Battling Obesity in America (January 7th, 2010), Retrieved April 4th, 2011 from [www.cbsnews.com](http://www.cbsnews.com)