

Rock 'n' Roll P. B. 'n' J.

Perf. Acc.



I came up with the idea for *Rock 'n' Roll P. B. 'n' J.* one morning when I was packing a lunch for my youngest. I asked her if she wanted a P. B. 'n' J., and she gave me a look that said, "Peanut butter and jelly? Again? Can't you make anything else?" So I asked, "What if we make it a Rock 'n' Roll P. B. 'n' J.?" She thought about it for a second, then her eyes lit up and she nodded her approval. It's amazing what a little music magic can do to make the ordinary into something special.

***Rock 'n' Roll P. B. 'n' J.* (Song)**

Suggested grades: 1–2

Musical concepts addressed:

Call and response
Syncopation

***Peanut Butter Jelly Jam* (Orff Activity)**

Suggested grades: 1–2

Instruments

Conga or djembe
Claves
Rattle
Cowbell
Bongos

***Healthy Food vs. Junk Food* (Cross-curricular Activity)**

Target concept:

Making good food choices

Healthy Food vs. Junk Food

This is a simple game. Call out the name of a food and have the students answer with either "healthy food" or "junk food." (Another pair of labels to use for these foods is "everyday" foods and "sometimes" foods.) Short lists of healthy foods and junk foods follow.

Healthy Food

Carrot
Apple
Fish
Blueberries
Grapes
Yogurt
Banana
Almonds
Milk

Junk Food

Cotton candy
French fries
Potato chips
Soda pop
Candy
Popcorn
Cheeseburgers
Chocolate sundae
Sugar cookies

Rock 'n' Roll P. B. 'n' J.

by Mark Burrows

Solo

I've got some bread.
I've got some peanut butter.
I've got some jelly.
I've got my Rock 'n' Roll P. B. 'n' J.

I've got some milk.
I've got a glass.
I've got a crazy straw.
I've got my Rock 'n' Roll milk
and my P. B. 'n' J.

I've got some lettuce.
I've got some carrots.
I've got tomatoes.
I've got my Rock 'n' Roll salad,
got my Rock 'n' Roll milk,
got my Rock 'n' Roll P. B. 'n' J.

All answer

Yeah, yeah.
Yeah, yeah.
Yeah, yeah.
I've got my Rock 'n' Roll P. B. 'n' J.

Yeah, yeah.
Yeah, yeah.
Yeah, yeah.
I've got my Rock 'n' Roll milk
and my P. B. 'n' J.

Yeah, yeah.
Yeah, yeah.
Yeah, yeah.
I've got my Rock 'n' Roll salad,
got my Rock 'n' Roll milk,
got my Rock 'n' Roll P. B. 'n' J.

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Words and Music by
Mark Burrows

Rock 'n' Roll ♩ = 152

7

Solo All

I've got some bread. Yeah, yeah.—

10

Solo All Solo

I've got some pea-nut but-ter. Yeah, yeah.— I've got some

13

All Solo

jel-ly. Yeah, yeah.— I've got my Rock 'n' Roll P. B. 'n' J.—

16

All

I've got my Rock 'n' Roll P. B. 'n' J.—

19-21

3

Solo All

I've got some milk. Yeah, yeah.—

24

Solo All Solo

I've got a glass. Yeah, yeah.— I've got a

27

All Solo

cra-zy straw. Yeah, yeah.— I've got my Rock 'n' Roll milk and my

30 All

P. B. 'n' J. I've got my Rock 'n' Roll milk and my P. B. 'n' J.——

33-35 Solo All

I've got some let-tuce. Yeah, yeah.—

38 Solo All Solo

I've got some car-rots. Yeah, yeah.—— I've got to -

41 All Solo

ma-toes. Yeah, yeah.—— I've got my Rock 'n' Roll sal-ad, got my

44 All

Rock 'n' Roll milk, got my Rock 'n' Roll P. B. 'n' J.—— I've got my

47

Rock 'n' Roll sal - ad, got my Rock 'n' Roll milk, got my

49

Rock 'n' Roll P. B. 'n' J.——

Peanut Butter Jelly Jam

This is a percussion piece based on the healthy food found in the song *Rock 'n' Roll P. B. 'n' J.*

To begin, have the students sit with you in a circle. Teach the students each part one at a time. Start by having the students chant the text in rhythm. Next have them chant the rhythm while performing body percussion such as pats or claps.

Once each of the parts has been learned, divide the students into five groups and assign each group one of the parts. Distribute rhythm instruments to everyone each group (substituting with what you have available as necessary) and follow the suggested form below. If some students have trouble with their assigned rhythms, encourage them to speak the text softly.

Suggested Form

1. Start with the top part (conga/djembe).
2. Once it is secure, layer in another part every 4 measures, starting with the claves, then rattle, then cowbell, and finally the bongos.
3. When all the parts have entered, have them play for 8 measures. Consider varying the dynamic as they play. (Indicate a *crescendo* by raising your hand, palm up; and *decrescendo* by lowering your hand, palm down.)
4. End with a strong downbeat.

Peanut Butter Jelly Jam

The musical score is written for five percussion parts: Conga/Djembe, Claves, Rattle, Cowbell, and Bongos. All parts are in 4/4 time. The Conga/Djembe part plays a repeating pattern of eighth notes: 'Pea - nut but - ter, jel - ly. Pea - nut but - ter, jel - ly.' The Claves part plays a pattern of eighth notes: 'Milk. Milk.' The Rattle part plays a pattern of eighth notes: 'Let - tuce. Let - tuce. Let - tuce. Let - tuce.' The Cowbell part plays a pattern of eighth notes: 'Car - rots. Car - rots.' The Bongos part plays a pattern of eighth notes: 'To - ma - toes.' Each part is marked with a 4/4 time signature and a repeat sign at the end of the line.