

# O•11 All Night, All Day

## INSTRUMENTATION

SG	C	D	□	F	G	A	□	C	D	□	F	G	□
AG	□	□	□	F	□	A	□	C	□	□	F	□	□
AX	C	D	□	□	□	□	□	□	□	□	□	□	□
AM	□	□	□	F	□	□	□	C	□	□	□	□	□
BM	□	□	□	F	□	□	□	C	□	□	□	□	□

### FORM

Introduction:	All instruments play 2 measures
Song:	Voices with <i>tutti</i> instruments
Interlude:	Improvisation played by one or more students
Song:	Voices with <i>tutti</i> instruments

### NOTEWORTHY

Rhythm:	$\frac{4}{4}$ , $\downarrow$ , $\circ$ , downbeat
Pitch:	<i>do re mi so la</i> , downward motion
Harmony:	bordun

## TEACHING THE ORCHESTRATION

### 1. Teach the bass metallophone and alto metallophone parts.

Have children:

- Sing the song, alternating in patting and clapping on each downbeat. (Begin with patting.)
- Pat and clap on the refrain, and omit pats and claps on mm. 1, 2, 5, and 6 of the verse.
- Transfer the pattern to low F and C above it on BM and AM, the BM playing on the pats and the AM on the claps.
- Sing the song with this part of the accompaniment. (Continue doing the pattern with body percussion yourself as a visual cue for children.)

### 2. Teach the alto xylophone part.

Have students:

- Sing the song with the BM/AM accompaniment, patting left and right thighs throughout the refrain, except the last beat, and to the first seven beats of the last two measures of each phrase in the verse (L R L R L R L).
- Transfer the pats to low C and D on the AX.
- Sing the song with the AM, BM, and AX parts.

### 3. Teach the alto glockenspiel part

Have children:

- Sing the refrain of the song with the BM, AM, and AX accompaniment, alternating in clapping and snapping their fingers on each downbeat. (Begin with clapping.)
- Transfer the claps to low A and C and the snaps to low and high F.
- Sing the refrain of the song with all parts learned so far.

### 4. Teach the soprano glockenspiel part.

Have children:

- Sing the verse of the song with the BM, AM, AX, and AG parts, patting each beat for the first two measures of each phrase.
- Listen as you play the SG part without, then with, singing the verse. (The children can play any two pitches in F pentatonic, moving in a downward direction instead of the specific pitches indicated in the score.)

### 5. Combine all instrument parts with the singing of the song.

## OPPORTUNITY FOR CREATIVITY

Have children:

- Plan and perform upward and downward sounds on instruments for the poem, "Night Comes." (See p. T233 and Resource Master R•2.)
- Play their improvisations as you, or some of the children, take turns saying the poem.
- Use this as an interlude between repetitions of the song. (See Form above.)