

O•12 The Wind Blew East

INSTRUMENTATION

SG/AG	C	D	□	F	G	A	□	C	D	□	F	G	A	hand drum, wind sounds
AM	□	□	□	F	□	□	□	□	□	□	F	□	□	
BX/BM	□	□	□	F	□	□	□	□	□	□	F	□	□	

FORM

Introduction:	The poem "Oh, Wind" (page T235) with improvised sounds
Song:	Voices with <i>tutti</i> instruments
Interlude:	The poem, "White Sheep" (page T235) with improvised sounds
Song:	Voices with <i>tutti</i> instruments
Coda:	The A Section, getting gradually softer and fading out

NOTEWORTHY

Rhythm:	eighth notes, quarter notes, half notes, downbeat in $\frac{3}{4}$ meter
Pitch:	<i>do re mi so la</i> , upward/downward

TEACHING THE ORCHESTRATION

1. Teach the bass xylophone/bass metallophone/alto metallophone parts (A section only).

- Have children:
- Sing the song, patting each time they sing the word *wind*.
 - Transfer this to low and high F on the BX/BM and AM.
 - Sing the song with this part of the accompaniment. Continue doing the pattern with body percussion yourself as a visual cue for the children.

2. Teach the soprano and alto glockenspiel parts and the wind sounds (A section only).

- Have children:
- Sing the A section of the song with the accompaniment, as the children mirror you in moving both hands in a sweeping motion from their left to their right after the word *east* and in the opposite direction after the word *west*.
 - Transfer this to playing glissandos with both hands on the glockenspiels (set up in F pentatonic: C D F G A C D F G A).
 - Review which direction results in upward-moving sounds (from lowest to highest) and which downward-moving (from highest to lowest).
 - Sing the A section with this part of the accompaniment.
 - Plan wind sounds on percussion instruments, vocal sounds, and so on.
 - Sing the A section with BX/BM, AM, SG/AG, and wind sounds.

3. Teach the hand drum part (B section).

- Have children:
- Sing the B section of the song clapping to the beat.
 - Transfer the rhythm to light tapping on hand drums.
 - Sing the B section of the song with this part of the accompaniment.

4. Teach the alto metallophone and bass xylophone/bass metallophone parts (B section).

- Have children:
- Sing the B section of the song alternately patting and clapping to the beat.
 - Transfer the patting to low and high F on AM (alternating hands, beginning with the left hand).
 - Transfer the pat-clap pattern to low and high F on BX (hands alternating, beginning with the left hand).
 - Sing the B section of the song with all the accompaniment parts.

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

OPPORTUNITY FOR CREATIVITY

- Have children:
- Plan and perform improvisations that incorporate both upward/downward and steady beat/no steady beat on instruments of their choice for the poems on page T235 ("Oh, Wind" and "White Sheep"). (Also, see the improvisation suggestion under *Music Skills* at the bottom of page T235.)
 - Play their improvisations as you, or some of the children, take turns saying the poems.
 - Use the first poem as an introduction for the song and the second as an interlude between repetitions of the song