O•13 This Little Light of Mine

INSTRUMENTATION		
SG/AG	☐ ☐ ☐ ☐ G ☐ ☐ ☐ ☐ ☐ ☐ G ☐	finger cymbals, triangle(s)
AM	C D E ☐ ☐ ☐ ☐ ☐ D E ☐ ☐ ☐	
BX/BM	☐ D ☐ ☐ G ☐ ☐ ☐ D E ☐ ☐ ☐	

FORM

Introduction:	First four measures of the instrumental accompaniment
Song:	Voices with *tutti* instruments
Interlude:	The poem "I'd Like to Be a Lighthouse" (page T238) with improvised sounds after each rhyming word
Song:	Voices with *tutti* instruments

NOTEWORTHY

Rhythm:	whole note, downbeat
Harmony:	I, IV, V

TEACHING THE ORCHESTRATION

1. Teach the bass xylophone/bass metallophone/alto metallophone parts.

Have children:

- Sing the song, alternately patting and clapping in imitation of you on each downbeat, except substituting a pat for a clap in the next-to-last measure, so there are three pats on the end.
- Transfer the pats to low and high G (played together) on the BM/BX. (This is a simplified version.)
- Imitate the teacher to learn the BM/BX part as it appears in the score.
- Transfer the claps to low and high D and E on the AM (two players: one on the low D and E, the other on the high D and E).
- Sing the song with the BX/BM and AM parts. Continue doing the pattern with body percussion yourself as a visual cue for the children.

2. Teach the soprano and alto glockenspiel and the finger cymbal and triangle parts.

Have children:

- Sing the song with the BX/BM and AM parts, patting on every word *mine* and snapping on every word *shine*, except for the last four measures, during which they are silent, except for one clap in the last measure.
- Transfer every *mine* to low and high G on the AG and to finger cymbals. Transfer every *shine* to low and high G on the SG and triangles.
- Transfer the clap in the last measure to both AG and SG, playing low and high G.
- Add the finger cymbals and triangles playing on the three *shines* in the last phrase.
- Sing the song with the SG/AG, finger cymbal and triangle parts.

3. Combine all instrument parts with the singing of the song.

OPPORTUNITY FOR CREATIVITY

Have children:

- Form four small groups. Assign each group to create long instrumental sounds to add to the expressiveness of one of the rhyming words in the poem "I'd Like to Be a Lighthouse," page T238. (The words are: *white, night, sea,* and *me*.)
- Play their improvisations after their assigned rhyming word as you, or some of the children, say the poem. Pause after each rhyming word to give them time to play their sounds.
- Use the poem as an interlude between repetitions of the song (See Form above.)

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