

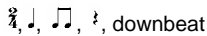
O•15 Two, Four, Six, Eight

INSTRUMENTATION												
SG/AG	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A	sand block
AX	<input type="checkbox"/>	D	<input type="checkbox"/>	F#	<input type="checkbox"/>	<input type="checkbox"/>	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
BX/BM	<input type="checkbox"/>	D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

FORM

Introduction: All instruments play four measures
 Song: Voices with *tutti* instruments
 Interlude: Improvisation
 Song: Voices with *tutti* instruments


NOTEWORTHY

Rhythm: 
 Pitch: *mi so*
 Harmony: *bordun*

TEACHING THE ORCHESTRATION

1. Teach the bass xylophone/bass metallophone part.

Have children:
 • Echo you in saying the following speech pattern:



Will you be my friend?

- Pat the rhythm as they say the words.
- Transfer the rhythm to low D and the A above it on all instruments. Note that on measures 5–8, they are silent on the first two measures ("Will you") and play only on the last two ("be my friend?").
 NOTE: In order to prevent rushing, have the children click their mallets together on the quarter rests. Once they can perform this successfully, have them make a "silent click" by moving the mallets toward each other without having them touch.
- Sing the song with the BX/BM accompaniment. Continue doing the pattern with body percussion yourself as a visual cue for the children.

2. Teach the alto xylophone part.

Have children:
 • Sing the song with the BX/BM accompaniment, patting right-left on each beat, except in measures 5–6.
 • Transfer the pattern to low F# and D on the instruments.
 • Sing the song with the AX part.
 • Sing the song with the BX/BM and AX parts. Continue doing the pattern with body percussion yourself as a visual cue for the children.

3. Teach the soprano/alto glockenspiel parts.

Have children:
 • Sing the song with the accompaniment learned so far, clapping as they sing the words *eight* and *gate* (including the word *eight* at then end).
 • Transfer the claps to low and high A on the instruments.
 • Sing the song with the SG/AG part. Continue doing the pattern with body percussion yourself as a visual cue for the children.
 • Sing the song with the BX/BM, AX, and SG/AG parts.

4. Teach the sand blocks part.

Have children:
 • Play the rhythm of the words *If I'm late, don't wait* by brushing the hands together, then play the rhythm on sand blocks.

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

OPPORTUNITY FOR CREATIVITY

Have children:
 • Create individually a four-beat pattern using quarter notes and eighth note pairs. (You may wish to use Resource Master R•30 for this.)
 • Choose instruments on which to play their pattern.
 • Form groups of four. Have the children play their patterns for one another and choose an order in which to perform them. (Each person will play only his or her own four-beat pattern.
 NOTE: Have each group rehearse their sequence of four patterns with you. Emphasize keeping a steady beat, with no breaks between each four-beat pattern.
 • Play their patterns, one after another, as interludes between repetitions of the song. (One group of four for each interlude. Repeat as needed so that every group gets to play its composed interludes.)