

O•17 Kari

Wild Geese

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"/>	<input type="checkbox"/>	A
AX	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F#	<input type="checkbox"/>	A	B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F#	<input type="checkbox"/>	A	B	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>

FORM

Introduction:	BX plays two measures
Song:	Voices with <i>tutti</i> instruments
Interlude:	Improvisation
Song:	Voices with <i>tutti</i> instruments

NOTEWORTHY

Rhythm:	half notes, quarter notes, eighth note pairs, quarter rest
Pitch:	<i>mi so la</i>
Harmony:	broken chord bordun

TEACHING THE ORCHESTRATION**1. Teach the bass xylophone/bass metallophone part.**

Have children:

- Sing the song and pat to the beat with alternating hands, beginning with the left hand.
- Transfer the rhythm to low D and the A above it on the BX/BM (still alternating hands).
- 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 quarter notes: left, right, left, right, left followed by three beats of rest. Do this four times (no patting on the last measure of the melody).
- Transfer the pattern to low F#, A, and B on the AX.
- Recognize that the pitch syllable names for the three pitches in the pattern are *mi*, *so*, and *la*. Sing the pattern.
- Sing the song, with volunteer(s) playing the AX part.
- Sing the song with the BX/BM and AX parts. (Continue doing the AX pattern with body percussion yourself as a visual cue for the children.)

3. Teach the alto metallophone part.

Have children:

- Sing the song with the AX and BX/BM accompaniment, mirroring you in snapping fingers of both hands on beats 1 and 3 of measures 4, 6, 8, 10—first to their right, then in front of their bodies.
- Transfer the pattern in half notes to A and B, then F# and A.
- Sing the song with the BX/BM, AX, and AM parts. (Continue doing the AM pattern with body percussion yourself as a visual cue for the children.)

4. Teach the soprano/alto glockenspiel parts.

Have children:

- Sing the song with the accompaniment learned so far, clapping on the last beat of each phrase (where quarter rests occur in the melody).
- Transfer the claps to low and high A on the instruments, played together.
- Sing the song with this part of the accompaniment. (Continue doing the SG/AG pattern with body percussion yourself as a visual cue for the children.)

5. Combine all instrument parts with the singing of the song.**OPPORTUNITY FOR CREATIVITY**

Have children:

- Take turns improvising on *mi so la* (F# A B) on glockenspiels, to the rhythm of *Kari (Wild Geese)*. Note that the Orff instrument accompaniment is the same as that for *Mizuruguma (The Water Wheel)*, but in a different key (D instead of F).