

O•4 In My Little Motor Boat

INSTRUMENTATION

BX/BM □ □ □ □ G □ □ □ D □ □ □ □

triangle, tambourine, suspended cymbal

FORM

Introduction: Found sound instrumentation pattern played for four measures. (See Opportunity for Creativity below.) Then add unpitched percussion and BX/BM parts for four measures.

Song: Voices with *tutti* instruments
Interlude: Found sound instrumentation once through.

Song: Voices with *tutti* instruments
Coda: Found sound instrumentation with unpitched percussion once through.

NOTEWORTHY

Rhythm: quarter notes, eighth notes
Melody: G major
Harmony: Broken chord bordun

TEACHING THE ORCHESTRATION

1. General Suggestions

This orchestration is designed to be a fun activity for students. Consider the following:

- Use a mirroring technique when teaching high-low relationships.
- For broken chord bordun, always work so students begin and end with the lowest pitch (tonic) or left hand, so there is resolution for the ear.
- If a suspended cymbal is available, play with a gentle touch using a soft mallet.

2. Teach the bass xylophone/bass metallophone part.

Have children:

- Mirror you as you twist your body so your shoulders alternately move forward and backward, allowing hands to follow shoulder movement with a gentle pushing motion.
- Transfer alternate pushes to alternating pats.
- Sing the song while patting with the beat, using alternate hands.
- Transfer to the BX and BM.

3. Teach unpitched percussion parts.

Have children:

- Mirror you while performing the following pattern:

- Divide into two groups, one group performs the pat-clap-snap pattern while the other group sings the song (accompanied by the BX/BM part).
- Switch parts.
- Transfer the pat to the suspended cymbal, the clap to the tambourine, and the snap to the triangle.

4. Combine all parts with singing.

OPPORTUNITY FOR CREATIVITY

Have children:

- Explore and select found sounds within the classroom to express each unpitched percussion part from the orchestration (encourage them to choose sounds related to the words of the song).
- Practice the orchestration using their new instruments.
- Use the new found sound instrumentation as an introduction, interlude, and coda when performing the orchestration. (See Form above).