

O•6 Naughty Kitty Cat

INSTRUMENTATION

SG/SM	<input type="checkbox"/>	D	E	F#	<input type="checkbox"/>	A	B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G	<input type="checkbox"/>	vibra slap
AX/BX	<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"/>	<input type="checkbox"/>	

Note: This orchestration's strength affords practice on simple accompaniment patterns based on steady beat. Young learners need extensive work with steady beat using nonlocomotor and locomotor movements that occur bilaterally, then with alternation prior to progressing to the broken chord bordun accompaniment.

FORM

Introduction:	Student-created cat sounds, then 8 beats of AX/BX.
Song:	Voices with <i>tutti</i> instruments
Interlude:	Using selected cat sounds, 8 beats
Song:	Voices with <i>tutti</i> instruments
Optional:	Make interlude 16 beats. Have several 'cats' standing behind each SG/SM and vibra slap player (like a relay line). During interlude current players move to end of line; new player moves forward to play.

NOTEWORTHY

Rhythm:	eighth, quarter notes, quarter rest, whole note
Melody:	<i>do re mi fa so la</i> Range: 6 th
Harmony:	broken chord bordun

TEACHING THE ORCHESTRATION

1. Teach alto xylophone/bass xylophone part.

Have children:

- Practice a rocking steady beat, side to side while singing song.
- Practice 'rocking' hands (alternately touching legs) while singing song.
- Practice pattern by adding a silent motion that does not touch anything (maybe a gentle push motion) for the rest; add song.
- Transfer to AX/BX.

2. Teach soprano glockenspiel/soprano metallophone part.

Have children:

- Sing song adding 'push' motion where silences occur in song.
- Repeat adding AX/BX.
- Transfer silent motion to SG/SM.
- Practice AX/BX, SG/SM, and singing.

3. Teach vibra slap part.

Take time to present, discuss, and explore how the vibra slap makes sounds. It can be held by metal loop while resting on leg; tapping the ball creates sound. It may also be held aloft and upside down by metal loop, striking ball on leg to make sound. Allow time to take turns.

Have children:

- Count from 1 to 16. On count 9, clap hands and wiggle (vibrate) fingers through beat 12. Repeat while you play instrument on beat 9.
- Discuss how hands show instrument's sound. Sing song with all instruments, taking turns to play vibra slap.

OPPORTUNITIES FOR CREATIVITY

Have children:

- Explore different types of cat sounds. Select and order sounds for use as introduction, interlude, and very special sound for coda. (See Form above.)