O•8 Big and Small

INSTRUMENTATION		
AG/SM	☐ D E ☐ ☐ ☐ ☐ ☐ ☐ E F ☐ ☐	conga drum
AX/BX	☐ D ☐ ☐ ☐ A ☐ ☐ ☐ ☐ ☐ ☐ ☐	

Note: This is a beginning orchestration for young learners. It uses steady beat throughout song with no rests. Young learners need many experiences with aural reinforcement of steady beat while singing.

FORM

Introduction:	AX/BX plays at least 8 beats
Song:	Voices with *tutti* instruments
Interlude:	Read created rhythm pattern, then play it
Song:	Voices with *tutti* instruments

NOTEWORTHY

Rhythm:	quarter notes, quarter rests, eighth notes
Melody:	*mi so la,* Range: 4th
Harmony:	broken chord bordun

TEACHING THE ORCHESTRATION

1. Teach the alto/bass xylophone part.

Have children:

- Pretend to pump bicycle pedals with feet, then transfer motion to hands (alternating left-right).
- Practice the pattern to the steady beat while singing the song.
- Transfer the pattern to the D and A on the alto and bass xylophones. (Let several 'players' stand in line like a relay line. As first player begins, all others in line 'pump' the beat using left-right/low-high relationship.
- Sing the song with the AX/BX accompaniment. (For a broken chord bordun, always work so students begin and end with the lowest (tonic) or left hand. Even though the last written pitch is dominant, the last pitch played in the song should be tonic.)

2. Teach the alto glockenspiel/soprano metallophone part and conga parts.

Have children:

- Pat the conga part and clap the AG/SM part, using a silent motion for the rests. (Call attention to the high-to-low and the low-to-high pattern in the AG/SM part. Use a mirror technique to show these relationships.)
- Sing the song as they perform the same pattern.
- Practice with different groups playing the two parts, listening to each other.
- Sing the song with the AG/SM and conga parts.

3. Combine all parts with singing.

OPPORTUNITY FOR CREATIVITY

Have children:

- Think of other words that mean large and small, such as *big* and *tiny.*
- Order the words, creating an 8- or 16-beat pattern using known rhythms.
- Write and read pattern. Play pattern with student-selected instruments. Use as an interlude. (See Form above.)

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