

O•9 Little Robin Redbreast

INSTRUMENTATION

SG/AG	C	D	E	F	G	A	B	C	□	□	□	□	□
BX/BM	C	□	□	□	G	□	□	□	□	□	□	□	□

finger cymbals or triangle

Note: This orchestration includes simple patterns using quarter rest and begins the layering process, playing very different rhythm pattern at the same time. Stacking patterns (layering them one with another) offers a new challenge: maintain steady beat, play beat combinations accurately and adjust both to tempo of the song. When players perform orchestrations of this type accurately and musically, simultaneous processing occurs, thus, critical thinking skills are being exhibited.

FORM

Introduction:	Student sound carpet, then add unpitched percussion, then all instruments of introduction as written
Song:	Voices with <i>tutti</i> instruments
Interlude:	Use selected sound carpet, at least 8 beats
Song:	Voices with <i>tutti</i> instruments
Coda:	Different sound carpet

NOTEWORTHY

Rhythm:	eighth notes, quarter notes, quarter rest
Melody:	<i>mi so la</i> , Range: 4 th
Harmony:	chord bordun

TEACHING THE ORCHESTRATION

1. Teach the bass xylophone/bass metallophone part.

Have children:

- Pat quarter notes and tap fingers together on rests.
- Transfer the part to BX/BM. Use a mallet tap on the rest at first, then work toward making it a silent motion. (Beginners need the aural and visual reinforcement to keep beat consistent.)
- Sing the song and play the BX/BM part.

2. Teach the soprano glockenspiel/alto glockenspiel part.

Demonstrate and practice horizontal motion and weight needed for a glissando.

Have children:

- Brush fingers lightly across forearm; repeat using finger pressure. Discuss how changing pressure felt. Play glockenspiels with different pressure, identifying which is more gentle and more musical. Take turns playing glissandos.
- Say and brush forearm only on italicized words:

1 2 3 4 *Up Down Up* †

Rest = hold mallet up to mouth for a silent 'sh'

- Transfer to instruments; practice with BX/BM, then with singing.
- Practice with different groups playing the two parts, listening to each other.
- Sing the song with the AG/SM and conga parts, then add the BX/BM part.

3. Teach the unpitched parts.

- Clap the 8-beat pattern, making silent movements on the rests.
- Practice with other parts.
- Practice with the other parts as some sing the song.
- Transfer the part to finger cymbals or triangle.

4. Combine all parts with singing.

OPPORTUNITY FOR CREATIVITY

Have children:

- Explore different types of bird sounds. Create reproductions of sounds and/or their rhythm patterns on SX.
- Explore improvising sound of birds flying using Metals.
- Select one to be a sound carpet for introduction and interlude, using the other for coda. (See Form above.)