

O•10 Here Comes Sally

INSTRUMENTATION

SX	□ □ □ □ □	A B □ D □ □ □ □	rhythm sticks, tambourine, triangle
AX	□ D E F# □	A □ □ □ □ □ □ □	
BX	□ D □ □ □	A □ □ D □ □ □ □	
Timp./CB	□ □ □ □ □	A □ □ D □ □ □ □	

Note: All students should learn all parts. As each part is learned, practice it with the song.

FORM

Introduction:	Build the ensemble, instrument by instrument, beginning with the timpani and adding BX, AX, SX, and small percussion
Song:	Voices with <i>tutti</i> instruments
Interlude:	Improvisation over ensemble between verses
Song:	Voices with <i>tutti</i> instruments
Coda:	Instruments drop out in reverse order

NOTEWORTHY

Melody:	D E F# A B
Rhythm:	Eighth note, quarter note, quarter rest, tie
Harmony:	crossover bordun, pentatonic

TEACHING THE ORCHESTRATION

1. Teach the bass xylophone part.

Have children:

- Pat in crossover pattern as they first speak, then sing pitch names:
left hand on left thigh—D
right hand on right thigh—A
left hand across to outside of right thigh—D
right hand on right thigh—A
- Transfer to BX.
- Sing the song with the BX part.

2. Teach the timpani part.

Have children:

- Pat rhythm: right (rest) right (rest) etc; left left right (rest).
- Transfer to timpani or contrabass bars, then combine with BX.
- Sing the song with the BX and timpani/CB parts.

3. Teach the alto xylophone part.

(Prepare a visual)

Have children:

- Read and sing pitch names as they mime playing the notes in the air. (Teacher: R L R L)
- Transfer to the AX and combine with BX and timpani.
- Sing the song with these parts.

4. Teach the soprano xylophone part.

Have children:

- Pat rhythm and sing pitches. Show a difference between the high D and the B, both played by the right hand on the right thigh, but with the higher note near the outside of the thigh. Note difference at end.
- Transfer to the SX and combine with the other instruments.
- Sing the song with these parts.

5. Teach the tambourine and triangle parts.

Have children:

- Clap rhythm of tambourine to the words: *Sal-ly's come to town.*
- Divide into two groups, one clapping the tambourine's rhythm, the other snapping the triangles's part.

6. Teach the rhythm sticks part.

Have children:

- Clap the rhythm while speaking: *Sal-ly's here, clap, clap, clap.*
- Transfer to rhythm sticks.
- Combine all unpitched percussion parts, then play with melodic percussion instruments.

7. Combine all instrument parts with the singing of the song.

OPPORTUNITIES FOR CREATIVITY

Have students:

- Sing notes of D pentatonic scale: D E F# A B D.
- Choose any three of these pitches and improvise to the rhythm of tambourine part. (If there are enough melodic instruments, all students can improvise at the same time.)
- With the melodic percussion as a foundation, have students take turns improvising on SG or AG above this framework, still using three pitches, but choosing another rhythm if they wish.
- Discuss the improvisations and the process of creating them. Use the improvisations as interludes. (See Form above.)