

O•11 Matarile

INSTRUMENTATION					
AG	□ □ □ □ □	A	□ □ □ □ □ □ □	A	maracas
AX	□ □ □ □ □	A B	□ □ □ □ □ □ □		
BX	□ □ □ □ □	A	□ □ □ □ □ □ □	A	(2 players)

FORM

Introduction: All instruments play once through
 Song: Voices with *tutti* instruments
 Interlude: Improvisation in D pentatonic (D E F# A B)
 Song: Voices with *tutti* instruments

NOTEWORTHY

Pitch: *do re mi so*—D E F# A B in D pentatonic
 Rhythm: quarter notes and rests, eighth note pairs

TEACHING THE ORCHESTRATION

1. Teach the bass xylophone part (2 players).

Have children:

- Mirror you in patting (with left and right hands, as indicated) as they say the following pattern:

- Sing the song, doing the pattern.
- Transfer the rhythm pattern to the BX, played by two children—one playing on low A and high D, the other playing the pattern all on high A.
- Sing the song with the BX accompaniment. Continue doing the body percussion pattern yourself as a visual cue for the children as they play.

2. Teach the alto xylophone part.

Have children:

- Join you in patting the following pattern:

- Sing the song, doing the pattern on low A and B on AX.
- Sing the song with the accompaniment learned so far. Continue doing this body percussion pattern yourself as a visual cue for the children as they play.

3. Teach the alto glockenspiel part.

Have children:

- Say the pattern above, clapping or snapping on the second beat of each measure.
- Transfer the rhythm pattern to low and high A on the AG (played together) on measures 3, 4, 7 and 8.
- Sing the song with the accompaniment learned so far. Continue doing this body percussion pattern yourself as a visual cue for the children as they play.

4. Teach the maracas part.

Have children:

- Pat, alternating hands, and say the following:

- Sing the song with the pattern.
- Transfer the pattern to maracas.
- Sing the song with the maracas part.

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

OPPORTUNITY FOR CREATIVITY

Have children:

- Sing the song and do the movements called for in each verse (*Jumping, marching, running*). If doing these movements and verses with the instrument parts, change the words of the verbal cues to match the movement in each verse; for example: "March! March! Let's all march!")
- Take turns improvising freely in D pentatonic (D E F# A B) in ways that suggest the movements in the song (jumping, marching, running). Play these improvisations as interludes after each verse of the song. (See Form above.)