

O•12 Hop, Old Squirrel

INSTRUMENTATION												
SG/AG	□	D	□	□	□	□	□	D	□	□	□	sand blocks
AX/AM	□	D	□	□	□	□	□	□	□	□	□	
BX/BM	□	D	□	□	G	□	□	□	□	□	□	

FORM

Introduction: Poem whispered, BX/BM and SG/AG 4 measures
 Song: Voices with *tutti* instruments
 Coda: Poem played on unpitched percussion

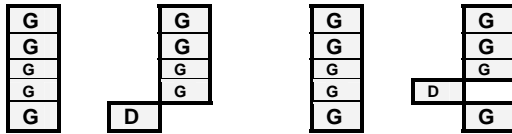
NOTEWORTHY

Melody: *do re mi*
 Rhythm: eighth notes, quarter notes, quarter rest, half note

TEACHING THE ORCHESTRATION

1. Teach the bass xylophone/bass metallophone part.

- Have children:
- Echo you, saying the following speech pattern: *Will you be my friend?* Half-half-quarter-quarter-half.
 - Pat the rhythm and sing pitch names. Follow chart from top to bottom. (Make chart as shown.)



- Transfer to BX/BM.
- Sing the song with the BX/BM part.

2. Teach the alto xylophone/alto metallophone part.

- Have children:
- Play the rhythm of the BX/BM part all on low D on AX/AM.
 - Sing the song with the BX/BM and AX/AM parts.

3. Teach the soprano glockenspiel/alto glockenspiel part.

- Have children:
- Sing the song with BX/BM and AX/AM accompaniment as they mirror you, snapping on the first beat of every other measure.
 - Transfer the snaps to octave Ds on SG/AG.
 - Sing the song with the BX/BM, AX/AM, and SG/AG parts.

4. Teach the sand blocks part.

Clap the rhythm eighth-eighth-quarter-eighth-eighth-quarter for the children.

Have children:

- Identify the words in the song that have this rhythm (*Eidle dum, eidle dum*)
- Echo you in that pattern followed by four beats of rest doing the following movements:
 R-R R, R-R R, T T, T T
R = Rub hands together in a forward/back sliding motion
T = Touch lips with index finger in a "sh" gesture
- Transfer to sand blocks.

5. Combine all parts with singing.

OPPORTUNITIES FOR CREATIVITY

Put this visual on the board or overhead projector.

Bushy tail,	coat of gray,
Finding nuts to store away.	
Way up high	in the tree
Squirrel's looking	down at me.

Have the children:

- Recite the poem rhythmically.

$\frac{2}{4}$ Bush - y tail, coat of gray,

Find - ing nuts to store a - way.

Way up high in the tree

Squir - rel's look - ing down at me.

- Pat the rhythm of the words.
- Transfer the rhythm to unpitched percussion instruments, choosing different instruments for each group of words (shown by different kinds of underlining, etc.).