

O•3 A la rueda de San Miguel

To the Wheel of San Miguel

INSTRUMENTATION						
AG	□ □ □ □	G	A	B	□ □ □ □ □ □	castanets or cymbal
AX	□ □ □ □	G	□	□	□ □ □ □ □ □	maracas, claves
BX	□ □ □ □	G	□	□	□ □ □ □ □ □	güiro

Note: Divide children into three groups: introductory instrumentalists, instrumentals for the song, and players of the game (Teacher's Edition page 60). Switch groups so that all students will have all three experiences.

FORM

Introduction:	Student-created rhythmic phrase
Song:	Voices with <i>tutti</i> instruments
Song and Game:	Voices with <i>tutti</i> instruments
Interludes ad lib.:	Introductory phrase

NOTEWORTHY

Melody:	so, do re mi (G major)
Rhythm:	sixteenth, eighth, quarter, and half notes, quarter rest
Harmony:	broken chord bordun and chord bordun

TEACHING THE ORCHESTRATION

1. Teach the form of the piece.

Note: The two phrases of this piece are of irregular length, five measures each. It is important for students to recognize this. Each of the melodic percussion parts clearly shows the irregularity. Have children:

- Clap beat on first phrase and count the number of beats (10). Discuss with them that phrases usually comprise 8 beats and have them clap again, first 8 beats, then 10. This will help them feel the extended length of the phrases.

2. Teach the bass xylophone part.

Have children:

- Pat their legs in eighth notes on beats 3, 4, 5, and 6, alternating left and right hands, speaking the words: *a la rue-da, a la rue-da* as you count 10 beats.
- Add the other measures, as children play and speak: *left, right, a la rue-da, a la rue-da, left, right, left, (rest)*.
- Repeat for second phrase.
- Transfer the rhythm to the BX.
- Sing the song and play the BX part.

3. Teach the alto xylophone part.

Have children:

- Practice patting their legs to the beat: *beat, beat, beat, (rest)*, then transfer to playing a G and D bordun throughout the piece.
- Combine the AX part with the BX part.
- Sing the song as they play the AX and BX parts.

4. Teach the alto glockenspiel part.

Have children:

- Sing the part (G, A, B in the rhythm of eighth, eighth, quarter).
- Listen to BX part and sing their own part on measures 2 and 3, when BX plays alternating eighth notes. (Point out that their pattern occurs once in each phrase, twice in the song)
- Play the AG part with BX and AX.

5. Teach the unpitched percussion parts.

Have children:

- Play eighth notes throughout on maracas: *a la rue-da, a la rue-da*.
- Play eighth notes on every even beat on claves: (rest) eighth, eighth, (rest) eighth, eighth
- Play güiro with sustained sound on measures 2 and 3 of each phrase; practice with the AG.
- Play cymbal or castanets on last word of song: *burro*.

OPPORTUNITIES FOR CREATIVITY

Have children:

- Form small groups and create a new rhythmic phrase with the following criteria: Phrase should be the same length as a phrase in the song (10 beats). Use three different unpitched percussion instruments of their choice (such as castanets, woodblock, triangle).
- Use these phrases for an introduction and interludes for final performance. (See Form above.)