

# O•5 Land of the Silver Birch

INSTRUMENTATION					
SG/AG	□ □ □ □ □	A	□ □ □ □ □ □ □	A	triangle
AM	□ D □ □ □ □	A	□ □ □ □ □ □ □		drum
BM	□ D □ □ □ □	A	□ □ □ □ □ □ □		

## FORM

Introduction:	All instruments except triangle play their parts for four measures
Song:	Voices with <i>tutti</i> instruments
Interlude:	Improvisation on D F G A to rhythm of words of verse; then refrain as written
Song:	Voices with <i>tutti</i> instruments

## NOTEWORTHY

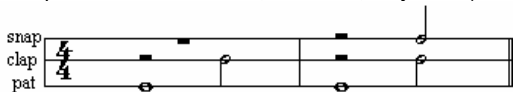
Rhythm:	whole notes, half notes, quarter notes, eighth notes
Pitch:	<i>la, do re mi so la</i> (minor)
Form:	phrase lengths
Harmony:	bordun

## TEACHING THE ORCHESTRATION

### 1. Teach the bass metallophone, alto metallophone, and glockenspiels parts.

Have children:

- Sing the song, mirroring you in doing the following body percussion pattern. (NOTE: The notation in the pattern below represents the sound of the instrument parts. It is indicated in this way for clarity, even though the body percussion sounds are, of course, very short.)



- Transfer the pat to low D and low A on the BM, the clap to the same pitches on the AM, the snap to low and high A of the glockenspiels.
- Sing the song with the BM/AM/SG/AG accompaniment. Continue doing the body percussion pattern yourself as a visual cue for the children as they play.

### 2. Teach the triangle part.

Have children:

- Clap the quarter-quarter-half rhythm of the words *sil-ver birch* as they are sung in the song.
- Sing the song, clapping this pattern at the end of each phrase.
- Transfer the clap to the wood block.
- Transfer the rhythm pattern to triangle(s).
- 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 drum part.

Have the children:

- Sing the last phrase of the song, patting on each *boom*.
- Transfer the rhythm pattern to drum(s).
- Sing the last phrase, adding the rhythm pattern on drum(s).

### 4. Combine all instrument parts with the singing of the song.

## OPPORTUNITY FOR CREATIVITY

Have children:

- Take turns improvising on D F G A to the rhythm of the words on any available pitched instruments (for example, xylophones).
- Take turns playing their improvisations with the accompaniment as an alternate melody, all join in singing during the refrain. Use these improvised melodies as interludes between repetitions of the song. NOTE: If children have completed part 2 of the Unit Creative Project (See bottom of page 89 in the Teacher's Edition), in which they create a rhythm pattern using at least one half note, they can take turns playing their patterns on an unpitched instrument of their choice along with the song and/or the improvisations.