

O•6 Dal Taro Kacha

Come, Pick the Moon

INSTRUMENTATION										
SX	□	D	□	□	□	□	□	□	□	finger cymbal
AX	□	□	□	F#	□	A	□	□	□	temple blocks
BM/BM	□	D	□	□	□	A	□	□	□	

Note: This song is in E-flat in the Pupil Edition. It has been transposed for ease in playing.

FORM

Introduction:	BX plays ostinato twice
Song:	Voices with <i>tutti</i> instruments
Interlude:	Pentatonic improvisation
Song:	Voices with <i>tutti</i> instruments
Coda:	BX plays ostinato twice

NOTEWORTHY

Rhythm:	half, quarter, eighth, dotted eighth/sixteenth
Pitch:	<i>do re mi so la</i>
Harmony:	chord bordun

TEACHING THE ORCHESTRATION

1. Teach the bass metallophone/bass xylophone part.

Have children:

- Pat the rhythm to the word cues *Will you go with me?* (half, half, quarter, quarter, half) Do the pattern four times as they sing the song.
- Transfer the pat to low D and low A on the BM/BX.
- Sing the song with the BM/BX accompaniment. Continue doing the body percussion pattern yourself as a visual cue for the children as they play.

2. Teach the alto xylophone and unpitched percussion parts.

Have children:

- Clap the rhythm of the word cues *Inside your knapsack*, then sing the pitches with pitch syllables (*do mi mi so mi*).
- Transfer the clap to the AX. Play the pattern during the first two measures of each phrase.
- Sing the song with the AX and BX parts.

3. Teach the soprano xylophone part.

Have children:

- Snap the four eighths/quarter SX rhythm, alternating hands to the words *Someone needs it soon*. Notice that the pattern starts on the rhyming words *moon* and *soon* in the song.
- Transfer the rhythm pattern of the snaps to the SX.
- Sing the song with the BX, AX, and SX parts.

4. Teach the unpitched percussion parts.

Have children:

- Pat with alternating hands the rhythm of the word cues *Catch a falling star*.
- Transfer the rhythm pattern to temple blocks. Play the pattern on measures 3 and 4 of each phrase (after *Inside your knapsack*) as they sing the song.
- Snap on the first beat of each phrase as they sing the song.
- Transfer the snap part to finger cymbals.

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

OPPORTUNITY FOR CREATIVITY

Have children:

- Take turns improvising on D E F# A B 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. Use these improvised melodies as interludes between repetitions of the song.