

O•8 Button, You Must Wander

INSTRUMENTATION													
SG/AG	C	D	□	F	G	A	□	C	D	□	F	G	□
AX	C	D	□	F	□	□	□	□	□	□	□	□	□
BX	□	□	□	F	□	□	□	C	□	□	□	□	□

FORM

Introduction: All instruments play four measures

Song: Voices with *tutti* instruments

Interlude: Improvisation in F pentatonic (F G A C D) to rhythm of the words of the song (in groups of four, each improvising one phrase)

Song: Voices with *tutti* instruments

NOTEWORTHY

Melody: F pentatonic: F G A C D (*do re mi so la*)

Rhythm: half notes, quarter notes, eighth note pairs; rhythm of words

Form: phrases

Harmony: bordun

TEACHING THE ORCHESTRATION

1. Teach the bass xylophone part.

Have children:

- Join you in patting the following pattern half-half-quarter-quarter-half rhythm to the words *Where, where, where are you?*
- Sing the song, doing the pattern on phrases 1, 2, and 4 only.
- Transfer the rhythm pattern to low F and high C on the BX.
- 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 C and D on phrases 1, 2, and 4.
- Sing the song with the BX, AX accompaniment. Continue doing the AX body percussion pattern yourself as a visual cue for the children as they play.

3. Teach the glockenspiel part.

- Sing the song with the accompaniment learned so far, while those not playing clap each time they sing the word *you* in phrases 1, 2, and 4.
- Transfer the claps to any two pitches in F pentatonic (F G A C D) on the SG/AG.

4. Teach the third phrase (soprano glockenspiel, alto glockenspiel, alto xylophone, bass xylophone).

Have children:

- Sing the third phrase of the song, patting as rapidly and softly as possible with alternating hands.
- Transfer this to low F on the SG, AG, AX, and BX.
- Sing the third phrase with this accompaniment. Continue doing this body percussion pattern yourself as a visual cue for the children as they play.

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

OPPORTUNITY FOR CREATIVITY

Have children:

- Sing the song, patting the rhythm of the melody with alternating hands.
- Form four groups and sing the song, each group in turn patting the rhythm of the melody for just one phrase.
- Take turns, in groups of four, improvising in F pentatonic (F G A C D) to the rhythm of the words of the song over the accompaniment. Each child improvises just one phrase, in turn. Use these new, improvised melodies as interludes between repetitions of the song.