# O•10 Draw a Bucket of Water

| INSTRUMENTATION | | |
|---|---|---|
| SG/AG | ☐ ☐ ☐ **F** ☐ ☐ ☐ **C** ☐ ☐ ☐ F ☐ | finger cymbals, vibra slap |
| BX | ☐ ☐ ☐ **F** ☐ ☐ ☐ **C** ☐ ☐ ☐ ☐ ☐ | |

## FORM

| | |
|---|---|
| Introduction: | Instruments play verse |
| Song: | Voices with *tutti* instruments |
| Interlude: | Improvisation in F pentatonic to rhythm of verse |
| Song: | Voices with *tutti* instruments |

## NOTEWORTHY

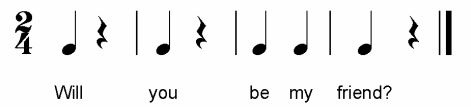
| | |
|---|---|
| Rhythm: | |
| Melody: | pentatonic: *so*\| *la*\| *do re mi so la* |
| Harmony: | chord bordun |

## TEACHING THE ORCHESTRATION

**1. Teach the bass xylophone part.**

Have students:

- Sing the song, mirroring you in patting the following body percussion pattern.




- Transfer the patting to BX, performing the pattern four times.
- Pat as sixteenth notes on the left leg with both hands for 32 beats. (This is a measured tremolo. An unmeasured tremolo could also be done.)
- Sing the verse with the BX/BM pattern during the verse and the tremolo during the refrain. (Call attention to the tempo changes.)

**2. Teach the soprano glockenspiel/alto glockenspiel part.**

Have students:

- Snap with both hands on the following words of the verse: *draw, for, none, go.*
- Transfer the snaps to octave Fs on SG/AG.
- Snap with left hand, then right hand on the words of the refrain: *can't, out.*
- Transfer snaps to high C and high F on SG/AG.
- Sing the song with the SG/AG part and the BX part.

**3. Teach the triangle part.**

Have students:

- Sing the song with the BX and SG/AG parts, and mirror you count to four and clap on beat 3.
- Transfer the clap to finger cymbals and play the part during the verse.
- Sing the song with the BX, SG/AG, and triangle parts.

**4. Teach the vibra slap part.**

Have students:

- Sing the refrain, clapping on the word *Frog* in the refrain.
- Transfer the clap to the vibra slap.

**5. Sing the song with all the parts.**

## OPPORTUNITY FOR CREATIVITY

Have students:

- Improvise on F to the rhythm of the words of the verse.
- Improvise in F pentatonic to the rhythm of the words of the verse.
- Use the improvisation as an interlude. (See Form above.)



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