

# O•18 Morning Bells

INSTRUMENTATION	
AG	□ D □ □ □ A □ □ □ □ □ □ □ triangle or small bell
AM	□ D □ □ □ A □ □ □ □ □ □ □
BM	□ D □ □ □ A □ □ □ □ □ □ □

## FORM

Introduction: Bass xylophone plays two measures  
 Song: Voices with *tutti* instruments  
 Interludes: Improvised melody in D pentatonic (D E F# A B) over BX

## OPPORTUNITY FOR CREATIVITY

Have two students take turns improvising eight-beat melodies in D pentatonic (D E F# A B) as an interlude between repetitions of the song, as the BX for full accompaniment continues.

## NOTEWORTHY

Pitch: D pentatonic  
 Rhythm: half notes, quarter notes, quarter rests, eighth note pairs, sixteenth notes  
 Harmony: chord bordun

## TEACHING THE ORCHESTRATION

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

Have students:

- Sing the song, patting on beat 1 and clapping on beat 3.
- Transfer beat 1 to low D and A on the BM and the AM.
- Transfer beat 3 to low D and A on the AG.
- Sing the song with the accompaniment learned so far.

### 2. Teach the triangle or small bell part.

Have students:

- Echo you in saying and clapping the following pattern:



Ring! Hear the lit - tle bells

- Transfer the pattern to a triangle or small bell.  
 NOTE: The pattern should be played with the beater inside the triangle or bell so that the player can move the beater from side to side to more easily play the sixteenth notes.
- Sing the song with all the instrumental parts.

### 3. Play the parts and sing the song as a canon.

Have students:

- Play the parts and sing the song as a two-part or four-part canon. (This song can be sung as a two-part canon, the second part beginning two measures later than the first. It can also be sung as a four-part canon, the new part beginning one measure after the previous part.)