

O•19 Que llueva

It's Raining

INSTRUMENTATION	
SG/AX	□ D □ □ □ □ □ □ D □ □ □ □ maracas
AX	□ D □ □ □ □ □ □ D □ □ □ □
BX	□ D □ □ □ A □ □ □ □ □ □ □

FORM

Introduction: Improvised introduction, then the written introduction
 Song: Voices with *tutti* instruments
 Coda: Improvisation

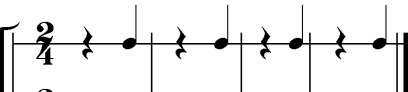
NOTEWORTHY

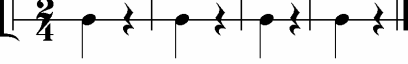
Pitch: D pentatonic (D E F# A B)
 Rhythm: half notes, quarter notes, eighth note pairs, eighth rest, upbeat
 Harmony: chord bordun

TEACHING THE ORCHESTRATION

1. Teach a basic body percussion pattern for the mallet parts.

- Have students:
- Echo you to learn the following body percussion pattern and chant.

Clap 

Pat L and R 

Rain-ing! Rain-ing ver-y hard! It's

- Sing the song and do the body percussion pattern.

2. Teach the bass xylophone part.

- Have students:
- Say the chant again, patting both hands on only the words *Rain! Rain ver-y hard.*
 - Sing the song, patting the BX pattern and thinking the chant.
 - Transfer the pattern to low D and A on the BX.
 - Sing the song with the BX accompaniment.

3. Teach the alto xylophone part.


- Have students:
- Say the chant, alternately patting on every syllable (all quarters, starting on the upbeat *It's* in the chant.)
 - Sing the song, patting the AX pattern.
 - Transfer the pattern to low and high D on AX.
 - Sing the song with the BX and AX parts.

4. Teach the soprano glockenspiel/alto xylophone part.

- Have students:
- Say the chant, patting with both hands together on the syllable *rain.*
 - Sing the song, patting the pattern.
 - Transfer the pattern to low and high D on the SG and AX (or AG).
 - Sing the song with the accompaniment learned so far.

5. Teach the maracas part.

- Have students:
- Echo you in saying this chant, patting the rhythm shown with alternating hands:

Pat 

Fall - ing down.

- Transfer the pattern to the maracas.
- Sing the song with the complete accompaniment.

OPPORTUNITY FOR CREATIVITY

- Have students:
- Improvise free and descriptive sound and visual effects for things mentioned in the song (for example: depict a frog bouncing with a vibra-slap or güiro, rain falling with a rain stick, thunder with drums, lightning by turning the lights off and on, the parakeet with vocal or recorder sounds, the moon rising with a glissando on AM, and so on. Use as an introduction and coda.