

O•25 Bohm

Spring Has Come!

INSTRUMENTATION													
SG	□	□	□	□	□	□	□	□	E	□	G	□	woodblock, triangle
AG	□	□	□	□	□	□	□	C	D	E	□	G	□
AX	□	□	E	□	G	A	□	C	□	□	□	□	□
AM	C	□	□	□	G	□	□	□	□	□	□	□	□

FORM

Introduction:	Instruments enter one by one, starting with woodblock, then triangle, followed by AM, AG, SG, and SX
Song:	Voices with <i>tutti</i> instruments
Interlude:	Improvised question/answer phrases
Song:	Voices with <i>tutti</i> instruments

NOTEWORTHY

Melody:	C pentatonic (C D E G A C D)
Rhythm:	eighth, quarter, half notes; dotted half note
Harmony:	chord bordun

TEACHING THE ORCHESTRATION

1. Teach the alto metallophone part.

- Have students:
- Students pat quietly on first beat of each measure while singing the song, making sure that they lift their hands after each first beat, using the time of the rest of the measure to prepare for the next first beat.
 - Transfer to AM.
 - Sing the song with the AM part.

2. Teach the soprano glockenspiel part.

- Have students:
- Pat on the first beat of each measure, alternating right and left hands.
 - Sing the G-E part (an octave lower) as they continue to pat.
 - Transfer to SG. (Remind students to lift hands after playing so that the sound rings.)
 - Sing the song and play AM and SG parts.

3. Teach the alto glockenspiel part.

- Have students:
- Echo this pattern (an octave lower) using pitch names: C D E G (rest) (rest).
 - Transfer to AG.
 - Sing the song and play AM, SG, and AG parts.

4. Teach the alto xylophone part.

- Have students:
- Echo you as you sing the pitches of the part with these words: *It is time to wel-come spring.*
 - Sing the pitch letter names and practice miming the crossover pattern: right, left, right, left, right, left, right.
 - Transfer to AX.
 - Sing the song and play AM, SG, AG, and AX parts.

5. Teach the unpitched percussion parts.

- Have students:
- Sing the song as they mirror you clapping the woodblock part.
 - Sing the song as they mirror you clapping the triangle part.
 - Transfer to instruments and play all parts together.

OPPORTUNITIES FOR CREATIVITY

Play on recorder or other melody instrument, or sings, a question phrase such as:



- Have students:
- Improvise an answer in C pentatonic (C D E G A C), ending on C. (All students with mallet instruments may give the answer phrase.)
 - Discuss rules for good question/answer phrases: Let question end on dominant (in this case G) to give a good lead in for answer. Question and answer should be the same length. Answer should contain some reference to question. Answer should come to a definite end.
 - Divide into small groups and practice giving each other question and answer phrases.