

# O•3 El florón

## The Flower

INSTRUMENTATION													
AX	□	D	E	F♯	G	A	□	□	D	□	□	□	castanets, tambourine, cymbals
BX	□	D	E	F♯	□	A	□	□	□	□	□	□	
Timp./CB	□	D	□	□	□	A	□	□	□	□	□	□	

### FORM

**Introduction:** Timpani plays entire part. Then add instruments one at a time to timpani, first the BX, then the AX, then castanets and tambourine. Do not add cymbal.

**Song:** Voices with *tutti* instruments

**Interlude:** question and answer piece

**Song:** Voices with *tutti* instruments

**Coda:** Instruments only, including cymbal

### NOTEWORTHY

**Melody:** D pentatonic (D E F♯ A B)

**Rhythm:** sixteenth, eighth, and quarter notes, quarter rest

### TEACHING THE ORCHESTRATION

#### 1. Teach the timpani part.

- Students sing pitch names and clap in rhythm of the pattern:  
quarter, quarter, eighth, eighth, quarter :||  
D D A A A  
A A D D D
- Pat legs, D with left hand, left leg, A with right hand, right leg.
- Transfer to timpani or contrabass bars.
- Sing the song with the timpani/CB.

#### 2. Teach the bass xylophone part.

- Write the BX pattern on the board and have students read it, miming in the air playing the pattern as they sing it.
- Transfer to BX and combine with timpani/CB.
- Sing the song with the BX and timpani/CB parts.

#### 3. Teach the alto xylophone part.

- Have students:
- Write the AX left hand part on the board in quarter notes (D, G, F♯, E) and have students read it, miming in the air playing it with the left hand only, as they sing the pattern.
  - As they repeat it, have them mime playing a note with the right hand between each two notes of the left hand pattern. The right hand note stays in the same place on the pitch A.
  - Pat legs in complete pattern:  
right hand A always on right leg  
left hand D on left leg, G on right leg, F♯ inside right leg, E inside left leg. Left hand crosses over to play high D at end.
  - Transfer to AX and combine with other parts and the song.

#### 4. Teach castanets and tambourine parts.

- Have students:
- Think of this as a dialogue between the two instruments.
  - Clap castanet rhythm to words: *are you the one?*
  - Clap tambourine rhythm to words: *love-ly flow-er*
  - Transfer to castanets and tambourine and combine with the other parts.

#### 5. Teach cymbal part.

- Have students:
- Follow your cues and clap the beat on last three measures.

#### 6. Combine all instrument parts with the singing of the song.

### OPPORTUNITIES FOR CREATIVITY

- Have students:
- Divide into pairs, each with an unpitched percussion instrument. Be sure each pair's instruments are of different tone colors (such as ringing and tapping, or scraping and jingling).
  - Create question and answer phrases, each phrase to be 8 measures long.
  - Discuss some rules for a "good answer": (Answer should relate to question in some way, part of the rhythm the same, for instance. Answer should come to a definite end. Answer should be same length as question.)
  - Perform with the combination of two pairs so that a rhythmic piece, Q/A, Q/A, is created. Use the piece as an interlude. (See Form above.)