

O•4 Rattlesnake

INSTRUMENTATION											
SX	□	D	□	□	□	□	□	D	□	□	vibra slap
BX	□	D	□	□	A	□	□	□	□	□	

FORM

Introduction: All instruments play one phrase (8 beats)
 Song: Voices with *tutti* instruments
 Interlude: Snake names played on unpitched percussion
 Song: Voices with *tutti* instruments

NOTEWORTHY

Rhythm: eighth, quarter, half notes, eighth and quarter rests, fermata
 Pitch: low *la do re mi so la*
 Harmony: broken chord bordun

TEACHING THE ORCHESTRATION

1. Teach the soprano/bass xylophone parts.

Have students:

- Echo you, saying the following speech pattern:

There's a rat - tle -
 snake right there, look out!

- Mirror you, transferring the speech pattern to body percussion. (NOTE: Right and left directions are indicated from teacher's perspective.)

There's a rat - tle -
 R L R L
 Pat
 snake right there, look out!
 R L R R L
 Snap

- Transfer the pat to low D and the A above it played on BX.
- Transfer the snaps to low D and high D played on the SX with wooden (glockenspiel) mallets. (NOTE: In order to prevent rushing, have the BX children click their mallets together on the rests. Once they can perform this successfully, have them make a "silent click" by moving the mallets toward each other without having them touch.)
- Sing the song with the SX/BX accompaniment.

2. Teach the vibra slap part.

Have students:

- Sing the song with other accompanying instruments, clapping their hands on the first syllable of *rattlesnake* and on the word *bite*.
- Transfer the clap to vibra slap. Ask students why the vibra slap is a good instrument to use in this song. (Because it makes a rattling sound like a rattlesnake)

3. Combine all instrument parts with the singing of the song.

Have students:

- Notice and observe the fermata at the end of the first phrase, and that the accompaniment begins before the singing.

OPPORTUNITY FOR CREATIVITY

Have students:

- Divide into 8 small groups.
- Choose the name of one kind of snake for their group. (examples: garden snake, anaconda, brown snake, diamond back, python, boa constrictor, water moccasin, cobra.)
- Figure out the rhythm for the name of their snake so that the rhythm fills two beats.
- Work together to decide the order of the names of their snakes and fill in an eight-measure chart on the board. (Show on the board eight boxes with two beat bars each and room to enter the snake names.)
- Decide on unpitched instruments to play the name of each snake.
- Play their rhythmic composition as an interlude between verses of the song. (See Form above.)