O•5 En roulant ma boule

As I Roll My Ball

INSTRUMENTATION														
SG/AG	☐	☐	☐	F	☐	☐	☐	☐	☐	☐	F	☐	☐	hand drum
AM	C	☐	☐	F	☐	☐	☐	☐	☐	☐	☐	☐	☐	
BX/BM	C	☐	☐	F	☐	☐	B♭	☐	☐	☐	☐	☐	☐	

FORM

Introduction:	Pitched instruments play the "a" pattern
Song:	Voices with *tutti* instruments
Interlude:	Ball game rhythms on unpitched percussion
Song:	Voices with *tutti* instruments

NOTEWORTHY

Rhythm:	𝅗𝅥., ♩., ♩, ♪
Pitch	low *la* and low *so* are prominent in this pentatonic

TEACHING THE ORCHESTRATION

1. Teach the bass xylophone/bass metallophone part.

Have students:

- Echo you, saying the following speech patterns:
  a. *Ball roll-ing* to dotted half, dotted quarter, dotted quarter (repeat)
  b. *roll-ing, roll-ing, roll-ing, roll-ing,.*to four dotted quarter notes (repeat)
- Pat the rhythm of the words as they follow these charts on the board, patting the *top* of the left leg for C, the *top* of the right leg for F, and the *outside* of the right leg for B♭, using the left hand for the lower pitch and the right hand for the higher pitch in each pattern.

a pattern

	F	
		B♭
	F	
	F	
		B♭
	F	

b pattern

	F	
C		
	F	
C		
	F	
C		
	F	
C		

NOTE: These charts are read from top to bottom. Each row represents 2 beats. The columns help students see the spatial relationship of the pitches used in the bass line.

- Transfer the patting to BX/BM, performing the patterns in the order a-a-a-a-b-a.
- Play these BX/BM patterns as the song is sung.

2. Teach alto metallophone part.

Have students:

- Echo you, saying the following phrase: *Roll the ball* to the rhythm dotted quarter, dotted quarter, dotted half.
- Pat the rhythm of the words on right leg with alternating hands.
- Transfer to low F on the AM.
- Play this part with the "a" pattern on BX/BM.
- Say the words of the "b" pattern of the bass part, patting left leg each time they say the first syllable of the word *rolling.*
- Play low C wherever they patted as the BX/BM plays the "b" pattern.

3. Teach the soprano/alto glockenspiel part.

Have students:

- Mirror you as you snap the glockenspiel part as the BX/BM and AM parts are played, learning the "a" pattern and then noticing that the part is silent when others play the "b" pattern.
- Transfer snapping to octave Fs on SG/AG.
- Combine the AG/AG part with BX/BM and AM to accompany the song.

4. Teach the hand drum part.

Have students:

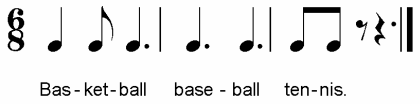
- Echo you, saying:
  One, two, roll the ball to dotted quarter, dotted quarter, quarter, eighth, dotted quarter.
- Whisper the words, clapping on *roll the ball.*
- Think the words and clap on *roll the ball.*
- Transfer the part to hand drum.

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

OPPORTUNITY FOR CREATIVITY

Have students:

- Work in seven small groups, with each group choosing the name of game played with a ball and say the name over two beats in 𝅗𝅥. meter. For example:



- Decide on unpitched percussion instruments to play the name of their ball game.
- Fill in one cell of the following chart with the name of the game they have chosen.

			squash

- Perform the cells with each group playing its own cell and everyone playing the final cell, on the word *squash* (dotted quarter, dotted quarter rest).
- Use this rhythmic piece as an interlude between verses of the song.) (See Form above.)

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