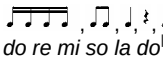
O•6 Riding in the Buggy

INSTRUMENTATION		
SG/AG	☐ D ☐ ☐ ☐ ☐ ☐ ☐ D ☐ ☐ ☐ ☐	temple blocks
BX	☐ ☐ ☐ ☐ ☐ A ☐ ☐ D ☐ ☐ ☐ ☐	
BM	☐ D ☐ ☐ G A ☐ ☐ ☐ ☐ ☐ ☐ ☐	

FORM

Introduction:	Question/Answer phrases in D pentatonic (solo by one student)
Song:	Voices with *tutti* instruments
Coda:	Question/Answer phrases by the full ensemble

NOTEWORTHY

Rhythm:  syncopation

Pitch: *do re mi so la do*'

TEACHING THE ORCHESTRATION

1. Teach the bass metallophone part.

Have students:

- Sing pitch names from these charts on the board, patting with left on the lower pitch and right hand on the higher pitch as indicated below:

a pattern

D	
D	
	A **A**
D	

b pattern

D	
D	
	G **G**
D	

(NOTE: The charts are read from top to bottom. Each box represents two beats. The two columns will help the children to see the spatial relationship between the two pitches on the barred instrument.)

- Transfer the patting to BM, performing the patterns in the order a-a-b-a.

2. Teach the bass xylophone part.

Have students:

- Play the rhythm of the BX part using alternating mallets. Play the low A on the first, second, and fourth phrases and high D on the third phrase.

3. Teach the soprano/alto glockenspiel part.

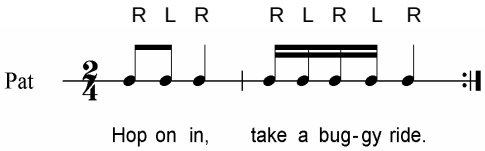
Have students:

- Sing the song and mirror you as you snap with both hands at the end of the phrases on *Jane*, after *home*, after *me*, and after *me*.
- Transfer the snaps to octave Ds.

4. Teach the temple blocks part.

Have students:

- Sing the song and mirror you as you pat the rhythm of the TB part while saying. (The R-L direction is from the teacher's perspective.):



OPPORTUNITY FOR CREATIVITY

Have students:

- Set up pitched percussion instruments in D pentatonic. Remove the Gs and Cs and replace Fs with F♯s.
- Create an eight-beat melodic question that ends on E or A.
- Create eight-beat answer with a quarter-note D on the seventh beat and a quarter rest on the eighth beat. (NOTE: Encourage the students to use stepwise motion following any melodic leap. Since the BM needs to have G on the instrument for the song, this instrument will not be able to be part of the improvisation in the final performance.)
- Use their improvisations as an introduction and coda for the song. (See Form above.)

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