

O•9 Charlie

INSTRUMENTATION												
SG/AG	□	□	□	□	G	□	□	□	□	G	□	triangle
AM	□	□	□	□	G	□	B	□	□	□	□	
BX/BM	□	□	E	□	G	□	□	□	□	□	□	

FORM

Introduction: All instruments except triangle play their parts for four measures
 Song: Voices with *tutti* instruments

NOTEWORTHY

Rhythm: dotted half notes, dotted quarter notes, quarter notes, eighth notes
 Melody: *la* pentatonic: *mi₁ so₁ la₁ do re mi so*

TEACHING THE ORCHESTRATION

1. Teach the bass xylophone/bass metallophone part.

Have students:

- Sing the song, mirroring you in doing the following body percussion pattern (NOTE: The notation in the pattern below represents the sound of the instrument parts. It is indicated in this way for clarity, even though the body percussion sounds are, of course, very short.)

Will you be my friend?

- Pat the rhythm of these words as they follow these charts on the board, patting their right legs for G and their left legs for E as indicated.

a		b	
E			G
E			G
	G	E	
	G	E	

(NOTE: The charts are read from top to bottom. Each box represents 2 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 BX/BM, performing the patterns in the order a-b-a-b.
- Sing the song with the BX/BM part.

2. Teach the alto metallophone part.

Have students:

- Echo you, saying the following phrase:

Hi there, Char-lie, Hi, Char-lie.

- Pat the rhythm with both hands as they say the words.
- Pat the rhythm as they think the words.
- Transfer the rhythm to Low E and G on the AM.
- Sing the song with the AM part together with the BX/BM part.

3. Teach the soprano/alto glockenspiel part.

Have students:

- Sing the song with the BX/BM and AM parts, and mirror you as you snap on the following words in the melody: *step, bake, over, measure*.
- Transfer the snap to SG/AG playing octave Gs.
- Sing the song with the AM, BX/BM, and SG/AG parts.

4. Teach the triangle part.

Have students:

- Identify the rhyming words in the song (*Charlie, barley*).
- Sing the song accompanied by the BX/BM and AM parts and snap their fingers on the second syllable of *Char-lie* and *bar-ley*.
- Transfer the snap to the triangle.

5. Sing the song with all the parts.

OPPORTUNITY FOR CREATIVITY

Have students:

- Read the following poem from the board. (NOTE: Say the poem with rhythms in 6/8.)

**Ride a fine horse to Banbury Fair
 To see what a penny will buy, oh my!
 A penny for candy, a penny for cake,
 A penny for apple pie.**

- Pat the rhythm of the words with alternating hands as they whisper the words.
- Part the rhythm of the words as they think the words.
- Prepare pitched percussion instruments in E-minor pentatonic by removing the C and F.
- Play the rhythm of the words using alternating mallets on low E.
- Improvise a melody based on the rhythm of the words. Begin and end the melody on E.