

O•11 Night Herding Song

INSTRUMENTATION														
SM/AG	C	D	□	F	□	A	□	C	D	□	F	□	□	finger cymbals, temple blocks
AX	C	D	□	F	□	□	□	□	□	□	□	□	□	
BX	□	□	□	F	□	□	□	□	□	□	□	□	□	
BM	□	□	□	F	□	□	□	□	□	□	□	F	□	

Note: This orchestration gives the rocking feel of a cowboy riding a horse along with the cattle. Use mirror technique to teach low to high relationships.

FORM

Introduction:	Sounds created by students, then add BX and BM simultaneously for 4 or 8 measures
Verse 1:	Voices and pitched instruments
Interlude:	Instruments continue, adding unpitched percussion for 4 or 8 measures
Verse 2:	Voices with <i>tutti</i> instruments
Coda:	<i>Tutti</i> instruments with voices humming/whistling song, getting softer as if cattle and cowboys are moving down the trail, farther and farther from sight. Last sound is a lone finger cymbal.

NOTEWORTHY

Melody:	F pentatonic. Range from low so to high so
Rhythm:	sixteenth, eighth, dotted eighth, quarter, dotted quarter, dotted half notes, dotted quarter rests, eighth rests, ties.
Harmony:	built on tonic (F)

TEACHING THE ORCHESTRATION

1. Teach the bass xylophone part.

- Have students:
- Mirror you as you pat the pattern with alternating hands as the song is sung. Use the chant: *Move a-round slow-ly, oh move kind-a slow.*
 - Transfer the pattern to BX.
 - Sing the song with the BX part.

2. Teach bass metallophone part.

- Have students:
- Pat left leg for low F and right leg for high F. Use the chant: *Do-gies quit rov-ing.*
 - Transfer to the BM.
 - Sing the song with the BM and BX parts.

3. Teach alto xylophone part.

- Have students:
- Pat in a crossover pattern: patting left leg with left hand, right leg with right hand, outside right leg with left hand, right leg with right hand. Notice length of dotted quarter in measure 2. Use the chant: *Mov-ing slow-ly, mov-ing slow.*
 - Transfer to the pitches C D F D on AX.
 - Sing the song accompanied by AX.
 - Sing the song with BM, BX, and AX parts.

4. Teach soprano metallophone/alto glockenspiel part.

- Have students:
- Make a silent motion for the rest and snap for the cluster. Show the high and low pitch levels by snapping higher and lower.
 - Transfer snap to any two pitches in F pentatonic.
 - Sing the song with the BM, BX, AX, and SM/AG parts.

5. Teach temple blocks and finger cymbal parts.

- Have students:
- Pat only the underlined words except the last word, which is snapped. This corresponds to rhythm pattern; all other words are rests.

I'm | rid-ing, Git up. I'm | rid-ing, Git up Git |
Up, I'm rid-ing, I'm | rid-ing to-night. |

- Practice whispering and doing the pat and snap while all other parts are playing.
- Transfer to pats to temple blocks and the snap to finger cymbals and sing the song.
- Sing the song with all instrumental parts.

OPPORTUNITIES FOR CREATIVITY

- Have students:
- Discuss their ideas of other outdoor sounds cowboys might hear on the range. Explore vocal and other instrumental sounds that might enhance the 'sound picture' of the song. Select and order entrances and exits of these sounds for use as introduction. (See Form above.)