

O•15 Chicka Hanka

INSTRUMENTATION												
SG/AG	□	□	□	□	G	□	□	□	□	G	□	triangle
BX/BM	□	□	□	□	G	□	□	□	□	G	□	sand blocks

FORM

Introduction: One phrase of accompaniment pattern
 Song: Voices with *tutti* instruments
 Interlude: Speech pattern said over accompanying instruments
 Song: Voices with instruments

NOTEWORTHY

Rhythm: four sixteenth notes

TEACHING THE ORCHESTRATION

1. Teach the bass xylophone/bass metallophone part.

Have students:

- Echo you, saying:

2/4 Train is com - in' down the track.

- Mirror you as you transfer the speech pattern to patting as shown below. (NOTE: Directions are given from the teacher's perspective.)

2/4 R L R L R L R

- Transfer the body percussion pattern to octave Gs on the BX/BM.

2. Teach the soprano glockenspiel/alto glockenspiel part and the triangle part.

Have students:

- Mirror you as you clap on the *cl* and snap both fingers on the *sn* shown above the BX speech cue:

2/4 sn cl sn
 Train is com - in' down the track.

- Transfer the snapping to octave Gs on the SG/AG and the clapping to triangle.
- Perform these parts together with the BX/BM parts.

3. Teach the sand blocks part.

Have students:

- Echo you, saying:

2/4 Here comes the train right now.

- Mirror you, rubbing their hands together in this rhythm
- Transfer to sand blocks, rubbing together.

4. Sing the complete song with instrumental accompaniment.

OPPORTUNITY FOR CREATIVITY

Have students:

- Brainstorm words that are associated with trains. (Examples include *locomotive, engineer, track, caboose, dining car, conductor, station.*)
- Create a rhythmic speech B Section for the song using the words they have chosen. Put the following number line on the board to help them count the number of beats they will need for their piece. Begin by having them put a one-syllable word such as *track* on beat 7 of the second phrase.

1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	z