

O•20 Johnson Boys


INSTRUMENTATION

SG	C □ □ □ □ □ □	C □ □ □ □ □	tambourine, temple block
AX/AM	□ □ □ □ □ A □	C D □ □ □ □	
BX/BM	C □ □ F □ A B \flat	C □ □ F □ □	

FORM

Introduction: BX/BM part once through
 Song: Voices with *tutti* instruments, add Tambourine on Verse 2, add TB to Verse 3, *tutti* instruments Verse 4
 Interludes: Instrumental improvisations on newly-created verse rhythms

NOTEWORTHY

Rhythm: 
 Pitch: F-pentatonic with low *la* and low *so*

TEACHING THE ORCHESTRATION

1. Teach the bass xylophone/bass metallophone part.

Have students:

- Mirror you as you pat the first measure of the BX/BM part in four quarter notes: pat R leg, L leg, R hand on L shoulder, L leg (from Teacher's perspective).
- Mirror you as you pat the second measure of the BX/BM part in four quarter notes: pat R leg, L leg, outside of R leg, L leg (Teacher's perspective).
- Combine the patterns and pat three times to produce the first six measures of the BX/BM part.
- Transfer the pattern to the BX and BM instruments.
- Mirror you as you play F-A-B \flat -C as 4 quarter notes, two times to learn the last four measures.
- Play the first pattern (A and B) three times followed by the F-A-B \flat -C pattern twice.
- Sing the song while playing the BX/BM part.

2. Teach the alto xylophone/alto metallophone part.

Have students:

- Sing the eighth-eighth quarter pattern C-A-C, using pitch syllables *so-mi-so*, then sing the same pattern using the words *John-son boys*, while mirroring you patting L-R, L (from teacher's perspective).
- Play this pattern on AX/AM six times.
- Sing the pattern D-D-C, using pitch syllables *la-la so* with the same rhythm, then sing it using the words *pay their way*, while mirroring you patting L-L, R (from teacher's perspective).
- Play this pattern on AX/AM, then play it after one measure of the first pattern and repeat.
- Play the first six measures followed by the four-measure pattern to perform the AX/AM part.
- Sing the song while playing the AX/AM part, then with all parts learned so far.

3. Teach the soprano glockenspiel part.

Have students:

- Sing the song and mirror you as you snap on the words *did* and *stay* (R-L from teacher's perspective), then snap with both hands on the last word, *way*.
- Transfer the snaps to low C and high C on *did* and *stay* and octave Cs played together on *way*.
- Sing the song and play the SG part, then sing it again, adding the BX/BM and AX/AM parts.

4. Teach the tambourine and temple block parts.

Have students:

- Sing the song and clap the rhythm pattern of the tambourine with hands saying *Boys, boys, John-son boys* on the rhythm: quarter, quarter, eighth-eighth, quarter.
- Transfer this pattern to tambourine and play it while singing the song.
- Echo you as you tap a temple block with fingertips and say:



Pay their own way. Mon-ey for to

- Transfer the pattern to a temple block and sing the song with the unpitched percussion parts.

5. Sing the complete song with instrumental accompaniment.

OPPORTUNITY FOR CREATIVITY

Invite students to create new lyrics for the penultimate measure of Verse 1 and improvise interludes between these new verses.

Have students:

- Change *they didn't stay* to *they're gonna stay*.
- Fill the blanks below with new lyrics for the penultimate measure to show how the Johnson boys might have "paid their way." Examples:
 They sold muf-fins for to pay their way.
 They washed cars for to pay their way.
 They shov-eled snow for to pay their way.
- Create four-measure interludes after each verse using the rhythm of their new lyrics played on found sounds, unpitched instruments, or vocal sound effects to reflect the activity described.
- Sing the song with the new lyrics and the new interludes.