


O•21 Sea Shell

INSTRUMENTATION												
SG	□	□	□	□	□	A	□	□	□	□	A	shells (or woodblock)
AG	□	□	□	□	□	A	B	□	□	□	□	
AX	□	□	□	□	□	A	□	□	□	□	□	
BX	□	□	□	□	□	A	□	□	D	□	□	

FORM

Introduction: *Tutti* instruments meas. 1–4
 Song: Voices with *tutti* instruments
 Interludes: Question-answer improvisations on D pentatonic

NOTEWORTHY

Rhythm: 
 Pitch: D-pentatonic, I-V accompaniment


TEACHING THE ORCHESTRATION

1. Teach the bass xylophone part.

Have students:

- Sing the song and mirror you in doing the following I-V bass line (teacher's perspective):

L L L R L



D D D A D

- Transfer the pattern to BX.
- Sing the song with the BX accompaniment.

2. Teach the alto xylophone part.

Have students:

- Mirror you patting this pattern (teacher's perspective):

R R L R R L R L R



- Play the pattern on low A on AX. (It is common to both chords in the BX pattern).
- Sing the song and play the pattern.
- Sing the song with the accompaniment learned so far.

3. Teach the alto glockenspiel part.

Have students:

- Echo and mirror you in patting the following (from teacher's perspective):

R L R R L R




- Transfer the pattern to low A and B on the AG.
- Sing the song with the AG part.
- Sing the song with the accompaniment learned so far.

4. Teach the soprano glockenspiel part.

Have students:

- Echo and mirror you in patting the following (from teacher's perspective):

L R L



- Transfer the pattern to octave As on the SG.
- Sing the song with the SG part.
- Sing the song with the accompaniment learned so far.

5. Teach the shells part.

Have students:

- Sing the song
- Echo and mirror you in clapping the following:



- Transfer the pattern to the shells (or woodblocks).
- Sing the song with the Shells part.

6. Sing the complete song with instrumental accompaniment.

OPPORTUNITY FOR CREATIVITY

Have some students play the melody of Line 1 as a musical question as volunteers improvise musical answers in D pentatonic (D E F# A B) for Line 2. Invite students to talk about what they know of the sea. Each improvised answer can "illustrate" a different subject, such as waves crashing on a rocky coast (perhaps a *crescendo* with a loud crashing octave), star fish lying in the sun (calm rhythms and even, quiet dynamics), a shark approaching (bass instruments with an ominous starting and stopping rhythm), a school of small fish darting around (soprano glockenspiels playing sixteenth-note patterns), and so on.