


O•24 Who's Got a Fishpole?

INSTRUMENTATION					
SG/AG	C □ □ F □ □ □	C □ □ F □ □	woodblock		
AM	□ □ □ □ □ A B♭	C D E F □ □			
AX	C □ □ □ □ □ □	□ □ □ □ □ □			
BX	C □ □ F □ □ □	C □ □ □ □ □	(2 players)		

FORM

Introduction: *Tutti* instruments, measures 1–4
 Song: Voices with *tutti* instruments
 Interludes: Instrumental improvisation

NOTEWORTHY

Rhythm: 
 Pitch: *fa, low so, low la*

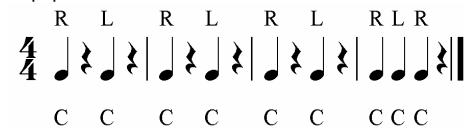
TEACHING THE ORCHESTRATION

1. Teach the bass xylophone part (2 players/groups).

- Have students:
- Mirror you as you pat each pattern then play it on the pitches labeled on BX (teacher's perspective):

top part

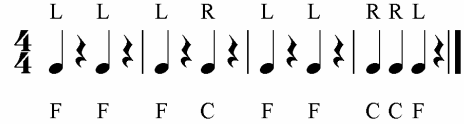
R L R L R L R L R



C C C C C C C C C

bottom part

L L L R L L R R L



F F F C F F C C F

- Work in two groups to play both parts together while singing the song.

2. Teach the alto xylophone part.


- Have students:
- Mirror you as you say and pat the following pattern with alternating hands:
- (play 3 times)



- Who? We do. Fish-pole needs a line.
- Sing the song and pat the pattern.
 - Transfer the pattern to low C on the AX.
 - Sing the song with the parts learned so far.

3. Teach the alto metallophone part.

- Have students:
- Say the following and imitate you, patting with alternating hands:
- (3 times)



Who? Fish-pole needs a line.

- Transfer the pattern to the AM.
- Sing the song with the AM part.
- Sing the song with the parts learned so far.

4. Teach the soprano/alto glockenspiels part.

- Have students:
- Sing the song and mirror you in patting with alternating hands:



- Transfer the pattern to octave Cs (R-L) and octave Fs (both) on SG/AG.
- Sing the song with the SG/AG part.
- Sing the song with the parts learned so far.

5. Teach the woodblock part.

- Have students:
- Sing the song and pat the woodblock part:



- Who's got the fish-pole? Who's got the fish?
- Transfer the pattern to the woodblock.
 - Sing the song with the woodblock part.

6. Sing the complete song with instrumental accompaniment.

OPPORTUNITY FOR CREATIVITY

Invite students to imagine they are going on a fishing trip and list seven kinds of fish they might catch. Read the rhythms of the names of the fish one after the other to create a speech piece (one fish per beat). Have one student write and play the pattern on a chosen rhythm instrument as an interlude between repetitions of the song. For example: Floun-der, lob-ster, red snap-per, trout, tu-na, group-er, shrimp (rest) results in this rhythm:

