

O•25 Old Paint

INSTRUMENTATION														
SG/AG	□	□	□	F	□	A	□	C	D	□	F	□	□	woodblocks (temple blocks or tick tock)
AM	□	□	□	F	□	A	□	□	□	□	F	□	□	
AX	□	□	□	F	G	A	□	□	□	□	□	□	□	
BM	□	D	□	F	□	□	□	C	D	□	F	□	□	

FORM

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

NOTEWORTHY

Rhythm: $\frac{3}{4}$, ♩ , ♩
 Pitch: F pentatonic, low so
 Form: aaba song form

TEACHING THE ORCHESTRATION

1. Teach the bass metallophone part.

- Have students:
- Sing the song, alternately clapping and patting on beat 1 of each measure with both hands.
 - Transfer the claps to F and C and the pats to octave Ds on the BM (use 2 players/groups).
 - Sing the song with the BM accompaniment.

2. Teach the woodblocks part.

- Have students:
- Mirror you as you say and pat this rhythm pattern (teacher's perspective):

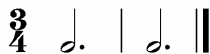


Leav - ing! I'm

- Sing the song and pat the rhythm pattern. (Pat 1 note only, on the last measure.)
- Transfer the pattern to two woodblocks, each having a distinct pitch (or use temple blocks).
- Sing the song with the woodblocks part.
- Sing the song with the woodblocks and the BM.

3. Teach the alto metallophone part.

- Have students:
- Sing the harmony part for the song in the student book, page 275. (Tell them that the next three instrument parts are derived from the countermelody.)
 - Say and pat this pattern with alternating hands:

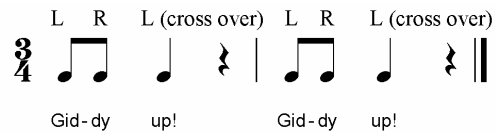


Ride, ride.

- Transfer the pats to low A on AM.
- Sing the song, playing the AM part on the first two measures of each four-measure phrase, but play octave Fs on the last measure.
- Sing the song with the parts learned so far.

4. Teach the alto xylophone part.

- Have students:
- Mirror you as you say and pat this pattern (L-R is from the teacher's perspective):



Gid - dy up! Gid - dy up!

- Sing the song, patting the pattern on measures 3 and 4 of each phrase.
- Transfer the part to low F, G and A on the AX
- Sing the song with the parts learned so far.

5. Teach soprano/alto glockenspiels part.

- Have students:
- Mirror you as you say and pat the following pattern on phrase 3 (measures 9–12) (R-L is from teacher's perspective):



Leav - in' Chey - enne. Leav - in' Chey - enne.
 Off to Mon - tan'. Off to Mon - tan'.

- Pat the pattern and sing the melody with pitch syllables, then letter names (*mi-la-so mi* then A-D-C A).
- Transfer the pattern to the SG/AG.
- Sing the song with the SG/AG part, adding octave Fs on the downbeat of the last measure.
- Sing the song with the parts learned so far.

6. Sing the complete song with instrumental accompaniment.

OPPORTUNITY FOR CREATIVITY

Point out that form of this song is in aaba song form. Have students work in pairs to set up selected instruments in F pentatonic (C D F G A C D F G A). Invite them to improvise in order to compose and notate two four-measure melodies. Have each pair combine their melodies to form an interlude: one melody for phrases 1, 2, 4 (a phrases), and the other melody for phrase 3 (the b phrase).