

O•27 ¿Quién es ese Pajarito?


Who Is That Little Bird?

INSTRUMENTATION													
SG/AG	<input type="checkbox"/>	<input type="checkbox"/>	E	<input type="checkbox"/>	<input type="checkbox"/>	A	<input type="checkbox"/>	C	<input type="checkbox"/>	E	<input type="checkbox"/>	<input type="checkbox"/>	shaker, drum
AM/AX	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C	<input type="checkbox"/>	E	<input type="checkbox"/>	<input type="checkbox"/>	
BX	<input type="checkbox"/>	<input type="checkbox"/>	E	<input type="checkbox"/>	<input type="checkbox"/>	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

FORM

Introduction: Tutti instruments measures 1–8
 Song: Voices with *tutti* instruments
 Interludes: Instrumental improvisations

NOTEWORTHY

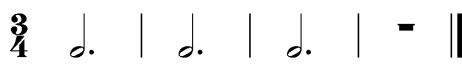
Rhythm: 
 Pitch: Minor pentatonic (*la, do re mi so la*)

TEACHING THE ORCHESTRATION

1. Teach the bass xylophone part.

- Have students:
- Mirror you in saying and patting this pattern (teacher's perspective):

L R L



Please! Please! Please!

- Transfer the pattern to A-E-A on BX.
- Sing the song with the BX accompaniment.

2. Teach the alto xylophone part.

- Have students:
- Chant the AX part (see score for part and chant lyrics) while mirroring you as you pat (from teacher's perspective): R, L-R, L; R, L-R, L; R, L (several times)
 - Pat and echo-sing the pattern (an octave lower than written) with pitch syllables, pitch letter names, and with words.
 - Work in two groups, one group singing the song and the other singing the pattern with lyrics while patting it.
 - Transfer the pattern to AX.
 - Sing the song with the parts learned so far.

3. Teach the alto metallophone part.

- Have students:
- Chant the AM part while mirroring you as you pat (from teacher's perspective): L, R, L, L-R, L, L-R (several times)
 - Pat and echo-sing the pattern (an octave lower than written) with pitch syllables, pitch letter names, and with words.
 - Work in two groups, one group singing the song and the other singing the pattern with lyrics while patting it.
 - Transfer the pattern to AM.
 - Sing the song with the parts learned so far.

4. Teach the soprano/alto glockenspiels part.

- Have students:
- Sing and pat the SG/AG part below (Sing it with pitch syllables, letter names, and lyrics).

R L R L



Please! Please will you stop?

- Transfer the pattern to the SG and AG on pitches indicated.
- Sing the song with the SG/AG part.
- Sing the song with the parts learned so far.

5. Teach the drum part.

- Have students:
- Say and clap the drum part with the lyrics in the score.
 - Sing the song with the drum part, then with all parts learned so far.

6. Teach the shaker part.

- Have students:
- Say and pat this chant. (6 times)



Please! Please! Please! Stop! Stop!

- Sing the song with the shaker part.

7. Sing the complete song with instrumental accompaniment.

OPPORTUNITY FOR CREATIVITY

Have students set up selected instruments in A-minor pentatonic (C D E G A C D E G A) and recognize that these are the same pitches as C-major pentatonic. Have a volunteer improvise a melody first beginning and ending on C, then beginning and ending on A to show how a melody sounds minor when its tonal center is *la*. Have volunteers improvise interludes for the song in A-minor pentatonic over the accompaniment, using created rhythms or the rhythm of the melody.