

O•3 Allundé, Alluia

INSTRUMENTATION

SM	□ □ □ F#	G A □ □ □ □ □ □ □ □	shekere (maracas), African slit drum, conga, tumba
AM	□ D E F#	□ □ □ □ □ □ □ □ □ □	
BX/AX 1	□ □ □ □	□ □ □ □ D E F# □ □	
BX/AX 2	□ □ □ □	□ A B □ D □ □ □ □ □ □	

FORM

Introduction:	Student created
Refrain:	Voices in unison with <i>tutti</i> instruments
Interlude:	four measures of unpitched instrument parts
Refrain:	Voices in canon with <i>tutti</i> instruments

NOTEWORTHY

Melody:	pentatonic
Pitch:	D E F# G A B
Rhythm:	quarter, half notes, quarter rest, tie, dotted quarter/eighth, fermata

TEACHING THE ORCHESTRATION

1. Teach the bass xylophone/alto xylophone 2 and shekere parts.

Have students:

- Sing the song and pat legs to the quarter-note beat: left hand on right shoulder, right, left, right, left, right. Observe the accents.
- Transfer the pattern to D B A B A B on the BX/AX 2 and transfer the rhythm to the shekere (or maracas).
- Sing the song with the BX/AX 2 and shekere parts. (Voices start during the rests in measure 1.)

2. Teach the bass xylophone/alto xylophone 1 part.

Have students:

- Transfer the BX/AX 2 patting pattern to F# E D E D E on BX/AX 1.
- Sing the song with the BX/AX 1 and 2 shekere parts.

3. Teach the alto metallophone part.

Have students:

- Echo-sing the two patterns with pitch syllables as they pat the dotted half note rhythm, alternating hands.
- Transfer these patterns to the AM.
- Sing the song with BX/AX 1 and 2, shekere, and AM parts.

4. Teach the soprano metallophone part.

Have students:

- Echo-sing the two patterns with pitch syllables as they pat the dotted half note rhythm, alternating hands.
- Transfer this to the SM.
- Sing the song with the BX/AX 1 and 2, shekere, AM, and SM parts.

5. Teach the unpitched percussion parts.

Have students:

- Say the following words and pat the rhythm of the African slit drum part: *Go to sleep now, Lullaby.*
- Transfer the part of African slit drum and play with the steady beat shekere part.
- Say the following words and pat the rhythm of the conga part: *Song from West Af-ri-ca.*
- Transfer the part to the conga and play with the shekere and slit drum.
- Say the following words and pat the rhythm of the tumba part: *Ni-ger-i-a.*
- Transfer the pattern to the tumba and play with the other percussion parts
- Sing the song accompanied by all the instruments, then sing it in canon. (Call attention to the fermata in the last measure.)

OPPORTUNITIES FOR CREATIVITY

Have students:

- Create an introduction for the song using any of the parts learned, and possibly using the first two measures of the melody (F# A A F# A A) played on one or more mallet instruments. (Call attention to the need to give the singers the first pitch.)