

O•4 I'll Rise When the Rooster Crows

INSTRUMENTATION	
SX/AG	C □ □ □ □ □ □ C □ □ □ □ □ triangle, dulcimer tuned to C and G
AX	C □ □ □ □ □ □ C □ □ □ □ □
BX	C □ □ □ G A □ □ □ □ □ □ □ □
Timp/CB	C □ □ □ □ □ □ □ □ □ □ □ □

FORM

Introduction: As written
 Song: Voices with *tutti* instruments
 Interlude: Question and answer improvisation
 Song: Voices with *tutti* instruments

NOTEWORTHY

Rhythm: sixteenth, eighth, quarter notes, quarter rest
 Melody: pentatonic
 Harmony: chord bordun

TEACHING THE ORCHESTRATION

1. Teach the timpani/contrabass bar part, soprano xylophone/alto glockenspiel part, and the dulcimer part.

- Have students:
- Pat three quarter notes with the right hand on the right leg and follow it with a quarter rest.
 - Change the pat to imitate the strumming motion by brushing away from you.
 - Transfer the rhythm to the dulcimer, strumming on C and G, timpani and contrabass bar on C, and octave Cs on SX/AG.
 - Play the SX/AG beginning on the low C for the first pattern, then jump to the high C and repeat the pattern.
 - Play the parts while singing the song.

2. Teach the triangle and alto xylophone parts.

- Have students:
- Echo and mirror you as you say this chant, then say and pat it (R-L shown here is from teacher's perspective):

snaps pat R leg

One, two, cock - a - doo - dle - doo!

R L R L R

snaps pat L leg

One, two, cock - a - doo - dle - doo!

R L R L R

- Transfer the snaps to triangle and the pats to the AX on low C, then high C.
- Take turns playing the instrumental parts while singing the song.

3. Teach the bass xylophone part.

- Have students:
- Mirror you as you pat the rhythm of the BX part, alternating hands (L-R is given from teacher's perspective here): R-L, R-L, R-L, R(cross)-L (On "R(cross)," pat outside of L leg with R hand—students will do the opposite as they mirror you.)
 - Transfer the pattern to the BX on CGA.
 - Sing the song with the BX part.
 - Sing the song with all the parts.

4. Culminating performance.

- Have students:
- Experiment with different combinations of instruments and singing.
 - Decide what combinations to use in the final performance and perform the song with any instrumental parts.

OPPORTUNITY FOR CREATIVITY

- Have students:
- Identify the two-measure or four-measure length of the accompaniment patterns. Create pentatonic question-and-answer improvisations. Each question or answer should be four measures long. The melody created should show one set of repeated sixteenth notes in the question and one set of sixteenth notes in the answer. (See Form above.)