

O•5 Cedar Swamp

INSTRUMENTATION												
SX	□	D	□	□	□	□	□	□	□	□	□	vibra slap
AX	□	D	□	□	A	□	□	□	□	□	□	
BX	□	D	□	□	A	□	□	□	□	□	□	

FORM

Introduction: Instrumental improvisation
 Song: Voices with *tutti* instruments
 Interlude: Instrumental improvisation
 Song: Voices with *tutti* instruments
 Coda: Instrumental improvisation

NOTEWORTHY

Rhythm: sixteenth, eighth, quarter notes
 Pitch: low *la* and low *so*

TEACHING THE ORCHESTRATION

1. Teach the bass xylophone/alto xylophone part.

Have students:

- Echo you, saying:

- Mirror you as you transfer the speech rhythm to patting (with both hands together) and clapping:

- Transfer the body percussion to instruments with the BX playing the pats and AX playing the clap on low D and A.

2. Teach the soprano xylophone part.

Have students:

- Mirror you as you snap the following while the BX and AX parts are played (hands show teacher's perspective): R-L R to the rhythm eighth-eighth quarter.
- Transfer the body percussion to low-high-low Ds played on the SX in measures 1, 5, 9, and 11.

3. Teach the vibra slap part.

Have students:

- Echo you, saying:

- Repeat, clapping on the word *play*.
- Transfer the clap to the vibra slap.

4. Sing the complete song with instrumental accompaniment.

OPPORTUNITY FOR CREATIVITY

Have students:

- Pat the following rhythm from the board using alternating hands:

- Set up pitched percussion instruments in D pentatonic (replace G and C with F with F#).
- Play the rhythm with alternating mallets on D.
- Create pentatonic melodies on this rhythm, finishing on D in the last measure. (Remind students to use repeated pitches in some places and to use more steps than leaps in order to create a pleasing melody.)
- Play their improvised melodies as an introduction for the song, as interludes between verses, and as a coda as solos, small groups, or the full ensemble.