

# O•6 Cotton-Eye Joe

## INSTRUMENTATION

SX/AG	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F	G	A	<input type="checkbox"/>	C	D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	triangle
BX/BM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C	<input type="checkbox"/>	<input type="checkbox"/>	F	<input type="checkbox"/>	<input type="checkbox"/>	
CB	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## FORM

Introduction:	Question and answer improvisation
Song:	Voices with <i>tutti</i> instruments.
Interlude:	Question and answer improvisation
Song:	Voices with <i>tutti</i> instruments.
Coda:	Question and answer improvisation

## NOTEWORTHY

Form:	question/answer phrases
Pitch:	<i>so, la, do re mi</i>
Harmony:	crossover bordun
Rhythm:	quarter, eighths, half

## TEACHING THE ORCHESTRATION

### 1. Teach the bass xylophone/bass metallophone part.

Have students:

- Pat the left hand on the left thigh, the right hand on the right thigh and then cross the left hand over to touch the right shoulder to the rhythm quarter, quarter, half.
- Transfer the pattern to the BX/BM on the pitches F C high F.
- Take turns playing the crossover bordun patterns on any available barred instruments while singing the song.

### 2. Teach the unpitched percussion and contrabass bar.

Have students:

- Clap the rhythm of the triangle part as a two-measure ostinato. A chant may be helpful: *Go? (rest, rest) Where'd you (go)?*
- Transfer the pattern to the triangle and F contrabass bar.
- Take turns playing the triangle and the F contrabass bar with the BX/BM as they sing the song.

### 3. Teach the alto glockenspiel/soprano xylophone part.

Have students:

- Snap with alternating hands the rhythm of the melodic ostinato: (rest) (rest) snap, snap, snap.
- Explore the two melodic patterns for the rhythm of the AG/SX with any available instruments set in F pentatonic.
- Isolate the two patterns (*so-la-so; mi-re-do*) from the score or by ear.
- Sing the song and play the AG/SX part with the other parts.

### 4. Culminating Performance.

Have students:

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

## OPPORTUNITY FOR CREATIVITY

Have students:

- Identify the phrase length of the melodic ostinato in the AG/SX part (four measures). Use these two phrases to create question/answer improvisations. The question should end on C (*so*) and the answer must end on F (*do*). Use the improvisations for an introduction, interlude, and coda. (See Form above.)