

O•8 Sail Away, Ladies

INSTRUMENTATION

SG/AG	<input type="checkbox"/>	D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	tambourine, woodblock
SX	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	
SM/AM/BM	<input type="checkbox"/>	D	<input type="checkbox"/>	<input type="checkbox"/>	G	A	<input type="checkbox"/>	<input type="checkbox"/>	D	<input type="checkbox"/>	<input type="checkbox"/>	G	A	
AX/BX	<input type="checkbox"/>	D	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	

FORM

Introduction:	BX and AX plays first four measures
Song:	Voices with <i>tutti</i> instruments
Interlude:	Improvisation
Song:	Voices with <i>tutti</i> instruments
Coda	BX and AX plays first four measures

NOTEWORTHY

Melody:	pentatonic with low <i>la</i> and low <i>so</i>
Rhythm:	sixteenth, eighth, quarter, dotted eighth/sixteenth, tie
Form:	verse/refrain (AB)

TEACHING THE ORCHESTRATION

1. Teach the bass xylophone part (verse).

Have students:

- Sing the song as they pat the first beat of each measure, saying or thinking the word *Sail* as they pat.
- Transfer to bass xylophone.
- Sing the verse with the BX part.

2. Teach the alto xylophone part (verse).

Have students:

- Sing the song as they listen to the BX part, patting the rhythm of the AX part using the words (*rest*)—*sail*, (*rest*)—*a-way*. The BX and AX language will fit together and become *Sail* (BX), *sail* (AX), *sail* (BX) *a-way* (AX).
- Transfer to the AX.
- Sing the verse and play the BX and AX parts.

3. Teach the soprano xylophone part (verse).

Have students:

- Sing the song pat the rhythm of the SX part. Students can say or think the words (*rest*)—(*rest*)—*on the might-y sea*.
- Transfer to the SX.
- Sing the verse with the SX, AX, BX parts.

4. Teach the soprano glockenspiel/alto glockenspiel part (verse).

Have students:

- Sing the song and mirror you as you snap the rhythm of the SG/AG part. Snap with both hands on the last *way*.
- Transfer the snaps to a broken octave Ds and octave Ds played together at the end on *way*.
- Sing the song and play the SG/AG part.
- Sing the verse with all parts.

5. Teach the bass metallophone part (refrain).

Have students:

- Sing the song as they pat the rhythm of the BM part. They can say or think the words *Sail a-way* as they pat left-right-left.
- Pat on portions of the thighs to represent the pitches D G A as they sing the pitches of the BM part. (Don't jump the octave when singing.)
- Transfer to BM.
- Sing the refrain with the BM part.

6. Teach the soprano metallophone/alto metallophone part (refrain).

Have students:

- Sing the song as they pat the second beat of each measure. They will pat on the syllables *rock* and *-o*.
- Transfer to SM/SM.
- Sing the refrain with the SM/AM and BM parts.

7. Teach the soprano glockenspiel/alto glockenspiel part (refrain).

Have students:

- Sing the song and mirror you as you snap the rhythm of the SG/AG part.
- Transfer to SG/AG
- Sing the refrain with the other instrument parts.

8. Teach the unpitched percussion parts (refrain).

Have students:

- Sing the refrain and clap the rhythm pattern of the woodblock saying *Rock, rock, rock, don't you*.
- Sing the refrain and pat the rhythm of the tambourine saying *Don't you* on the eighth notes and *rock* on the quarter notes.
- Transfer the patterns to woodblock and tambourine and sing the refrain.
- Sing the refrain and play all the parts.
- Sing the whole song with all the parts.

OPPORTUNITY FOR CREATIVITY

Have the students:

- Play the rhythm of the verse on the pitch D on any available mallet instruments.
- Play the rhythm of the verse on any pitches in D pentatonic, including low *so* and *la* (A B D E F# A). Begin and end on D.
- Play the improvisation over the verse accompaniment as an interlude between repetitions of the song. (See Form above.)