

# O•9 Water Come a Me Eye

INSTRUMENTATION					
SX	□ □ □ □	G □ □ □	C □ □	G □	claves, cabasa
BX	□ □ □ □	G A □ □ □ □ □ □			
BM	C □ □ □	G □ □ □ □ □ □ □			

## FORM

Introduction: 4 measures of instrumental accompaniment

Song: Voices with *tutti* instruments

Interlude: Two melodic improvisations

Song: Voices with *tutti* instruments

## NOTEWORTHY

Pitch: melodic contour (repeated notes, steps, skips, leaps)

Rhythm: syncopation ♪ ♪ ♪

## TEACHING THE ORCHESTRATION

### 1. Teach the bass metallophone part.

Have students:

- Echo you, saying:



Will you be my friend?



Yes, I'll be your friend.

- Pat the rhythm, alternating hands on the left leg, starting with the left hand for the C; and playing the two Gs with the right hand on the right leg.
- Transfer the patting to C and G on the BM.
- Sing the song with the BM part.

### 2. Teach the bass xylophone part.

Have students:

- Echo you, saying:



Come back 'Li-za, I miss you so!

- Pat the pattern, alternating hands, starting with the right hand on the left leg for the G. Move the right hand to the right leg for the A.
- Transfer the patting to G and A on the BX.
- Sing the song with the BM and BX parts.

### 3. Teach the claves and cabasa parts.

Have students:

- Say the words *Play-ing the ca-ba-sa now* to the rhythm of six eighth notes and a quarter note.
- Clap the rhythm of the words.
- Transfer the clapped rhythm to the cabasa.
- Clap the underlined syllables as the cabasa part is played.
- Transfer the claps to claves.
- Sing the song with the parts learned so far.

### 4. Teach the soprano xylophone part.

Have students:

- Sing the song, accompanied by BM, BX and unpitched percussion instruments as they mirror you snapping after the word eye at the end of each phrase. (Hands shown from teacher's perspective.)

Phrases 1 and 3:



R L R

Phrases 2 and 4:



R L

Change the position of the left hand to show the different spacing of octave Gs and G to C.

- Transfer to G-G-G and G-C on the SX.

### 5. Sing the song with all instrumental parts.

## OPPORTUNITY FOR CREATIVITY

Set up instruments in C pentatonic. Put the following visual on the board.

1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	‡

Have students:

- Improvise phrases using repeated pitches, melodic leaps, or stepwise motion. Begin each improvisation on C, E, or G and finish on C.
- Share improvisations and discuss the kind of melodic motion that was used.
- Use improvisations as an interlude. (See Form above.)