

O•10 Mango Walk

INSTRUMENTATION

AG	□ □ □ □ □	A B \flat	C D E F □ □	maracas, hand drum, conga drum
AX	C □ □ □ □ □		□ □ □ □ □ □	
BX	C □ □ F □ □ □		□ □ □ □ □ □	

FORM

Introduction: Measures 1–4, AG, AX, BX, HD, Conga

Song: Voices with *tutti* instruments

Interlude: Maracas, hand drum, conga (as written or improvised)

Song: Voices with *tutti* instruments
(Continue as many times as needed.)

NOTEWORTHY

Rhythm: syncopation, dotted quarter and eighth

Harmony: I, V

TEACHING THE ORCHESTRATION

1. Teach the bass xylophone parts.

Have students:

- Mirror you as you pat and clap the rhythm of the BX part (pat on C, clap on F), singing the letter names with you.
- Transfer the two-measure pattern to low C and F on the BX.
- Sing the refrain with the BX accompaniment.

2. Teach the conga drum part.

Have students:

- Say the words *Dance ca-lyp-so* as they pat the rhythm: dotted quarter, eighth, quarter, quarter.
- Sing the song as several students take turns playing the pattern on the conga drum. (An open [ringing] tone is represented by a curved symbol, and a closed [muted] tone is represented by a dot above the conga notes.)

3. Teach the hand drum and alto xylophone parts.

Have students:

- Say the words *The man-go walk* as they pat the rhythm (anacrusis) quarter, | eighth, dotted quarter, quarter.
- Sing the song a few times as several students take turns playing the hand drum on the word *the* in the chant and playing the AX on low C on the words *mango walk* in the chant.
- Sing song with BX, conga, hand drum, and AX.

4. Teach the alto glockenspiel part.

Have students:

- Sing the AG part with pitch letter names from notation on the board.
- Take turns practicing the part on barred instruments.
- Sing the song with the AG part.
- Sing the song with the parts learned so far.

5. Teach the maracas, hand drum, and conga parts in the interlude.

Have students:

- Learn the maracas part by echoing with finger snaps and then play it on maracas. The hand drum and conga parts are the same as in the song.

6. Teach the dance.

Have students:

- Form two lines, all facing the front and learn the dance. (Note: This dance by Jim Solomon is an alternative to the one in the Pupil Edition.) Except as otherwise noted, arms move forward and backward alternately, imitating the motion of a train, with fingers spread widely apart.

Song:

Measures 1–4: Step R, Cross L front, Step R, Cross L behind (repeat)

Measures 5–6: (circling to left) Step L, Step R, Step L, Touch R (and touch L elbow with R hands)

Measures 7–8: (circling to right) Step R, Step L, Step R, Touch L (and touch R elbow with L hand)

Interlude:

The couple at the rear of the lines improvise a “mango walk” forward between the rows as others do a step-touch in place, alternately touching each elbow with the opposite hand, as above.

(On the repeat of the song, the dance should be done in the opposite direction.)

7. Sing the entire song with the accompaniment and dance.

OPPORTUNITY FOR CREATIVITY

Have students:

- Two at a time, take turns improvising four-measure phrases on the conga drum and hand drum as the maracas accompany them during the interlude
- Use improvisation as an interlude instead of the written one. (See Form above.)