

# O•11 Pop! Goes the Weasel

## INSTRUMENTATION

SG	□ D □ □	□ A B □ D E □	□ A	temple blocks, whip, slide whistle
AX	□ D E F#	G A B □ D E F#	□ A	
BX	□ D E □	G A B □ D □ □	□ □	

## FORM

Introduction:	Eight-measure unpitched percussion sequence with whip and slide whistle
Verse 1:	Voices with <i>tutti</i> instruments
Interlude:	Same as Introduction without whip and slide whistle
Verse 1:	Voices with tutti instruments
Coda:	Same as Introduction

## NOTEWORTHY

Rhythm: rhythms in compound meter

## TEACHING THE ORCHESTRATION

### 1. Teach the bass xylophone part.

Have students:

- Identify and clap the BX rhythm pattern in the A section (first 8 measures).
- Play the pattern with mallets in the air saying the following words in rhythm:  
*Left, right, Cross the left* (3 times)  
*Left, right, Left in place* (1 time)
- Play the A section on the BX, thinking the cue words.
- Learn the 8 measures in the B section.
- Sing the song and play the BX part.

### 2. Add the alto xylophone part.

Have students:

- Pat the rhythm of the AX part, alternating hands.
- Compare the repetitions in this part with those in the BX part. (*The repetitions occur in the same places in both sections.*)
- Play the A section on AX, starting with the right mallet, as the BX plays its part.
- Learn the B section, with special attention to the second 4 measures.
- Sing the entire song with AX and BX parts.

### 3. Teach the soprano glockenspiel part.

Have students:

- Discover and clap the two rhythms in this part. (eighth, dotted quarter, and eighth, eighth, eighth, dotted quarter)
- Learn and play the part using these cue words:

1 2 1 2 for thread 2 1 2 for  
thread 2 1 2 for thread 2 1 oh yes.  
1 2 1 pen-ny for thread 2 1 pen-ny for  
thread 2 1 2 for thread 2 1 oh yes.

- Sing the song and play SG, BX, and AX/AM parts.

### 4. Teach the three unpitched percussion parts.

Have students:

- Find the words from the lyrics which are sung when the whip and when the slide whistle play. (*Pop* = whip, *weasel* = slide whistle)
- Pat the temple block part, noting repetitions and changes in the rhythms.
- Sing the song and play all the parts.

## OPPORTUNITY FOR CREATIVITY

Have students:

- Transfer rhythms from each of the barred instruments in the first eight measures to unpitched percussion. Use two contrasting instruments for each part, for example: BX first measure on low drum and second measure on bongo)
- Add these unpitched percussion versions of the SG, AX, and BX parts to the whip and slide whistle parts already in the arrangement. Use these for an introduction, interlude, and coda. (See Form above.)