

O•12 Goin' Home

INSTRUMENTATION												
AG/SM	□	□	□	□	G	□	□	□	□	G	□	finger cymbals, bell tree
BX	□	□	E	□	G	A	□	□	□	□	□	
BM	C	□	□	F	G	□	□	□	□	□	□	

FORM

Introduction: First phrase of accompaniment
 Song: Voices with *tutti* instruments
 Interlude: 16-beat speech piece
 Song: Voices with *tutti* instruments.

NOTEWORTHY

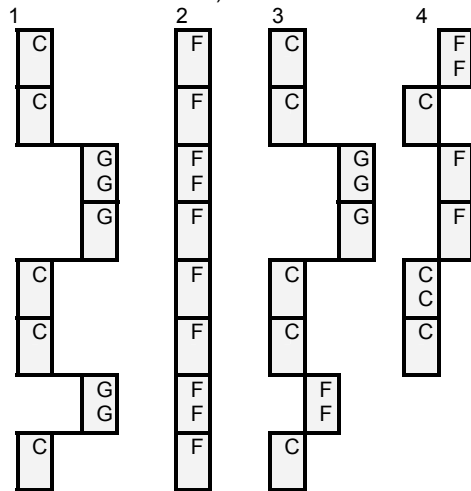
Pitch: diatonic C-major scale
 Rhythm: $\underline{\underline{\dot{\cdot}}}$, $\underline{\underline{\dot{\cdot}}}$, $\underline{\underline{\dot{\cdot}}}$, $\underline{\underline{\dot{\cdot}}}$, $\underline{\underline{\dot{\cdot}}}$

TEACHING THE ORCHESTRATION

1. Teach the bass metallophone part.

Have students:

- Sing the pitches from these charts. (Read each from top to bottom; Each box = 2 beats; columns show positions of the 3 pitches on barred instruments.)



- Play the pitches shown on the charts on low C, F and G on all barred instruments, then on BM.
- Sing the song and play the BM part.

2. Teach the bass xylophone part.

Have students:

- Read the rhythm of each phrase from the board, saying *Go-in'* for $\underline{\underline{\dot{\cdot}}}$ $\underline{\underline{\dot{\cdot}}}$ and *home* for $\underline{\underline{\dot{\cdot}}}$.
- Read each phrase from the board, using pitch letter names. (Each phrase should have its own color; form letters can match their phrase color; song form: a a¹ b b a c c¹ c¹¹)
- Transfer each phrase to BX.
- Discuss how phrases c¹ and c¹¹ are different from phrase c. (Phrase c¹ is the last half of phrase c. Phrase c¹¹ is an augmented version of c¹.)
- Sing the song and play the BX part.
- Sing the song and play the BM and BX parts.

3. Teach the alto glockenspiel/soprano metallophone part.

Have students:

- Sing each measure from the board with pitch letter names. Notice that the last two measures are an augmentation of the third-to-the-last measure.
- Sing the song while others sing the AG/SM part.
- Sing again, but play the pitches on AG/SM.
- Sing the song and play the AG/SM with other accompanying parts.

4. Teach the bell tree and finger cymbal part.

Have students:

- Sing the song, accompanied by BM, BX, and AG/SM, mirroring you as they snap their fingers at the end of each eight-beat phrase.
- Transfer the snaps to bell tree.
- Sing the song again with all accompanying instruments, mirroring you as they snap their fingers on the first beat of each measure.
- Transfer these snaps to finger cymbals.

5. Sing the song with all instrumental parts.

OPPORTUNITY FOR CREATIVITY

Point out that "Goin' Home" is a melody from the second movement of Antonin Dvořák's New World Symphony and that William Arms Fisher was inspired to write the words to the melody in the manner of an African American spiritual.

Have students:

- Brainstorm and write a list of titles of spirituals on the board. (For example: "Most Done Ling'rin' Here," "In That Great Git'n Up Mornin'," "When the Saints Go Marching In")
- Use the titles of spirituals and/or lyrics from them to create a 16-beat spoken interlude. (For example: "If you get there before I do, "Most done ling'ring' here. Look out for me I am comin' too, "Most done ling'rin' here.") (See Form above.)