

# O•13 Joshua Fit the Battle of Jericho

## INSTRUMENTATION

SX	C D E F G A B $\flat$	C D $\square$ $\square$ $\square$ $\square$	cabasa, tambourine (opt.),
AX	$\square$ D E F G A B $\flat$	C D $\square$ $\square$ $\square$ $\square$	timpani (opt.) tuned to D-A
BX	C D E F G A B $\flat$	C D $\square$ $\square$ $\square$ $\square$	

## FORM

Introduction:	Voices with <i>tutti</i> instruments
Song:	Voices with <i>tutti</i> instruments and sound effects
Coda:	Voices with <i>tutti</i> instruments

## NOTEWORTHY

Pitch:	D minor, i-VII accompaniment
Rhythm:	syncopation, sixteenth notes
Form:	verse/refrain

## TEACHING THE ORCHESTRATION

### 1. Teach the spoken introduction.

Have students:

- Form two groups; say Pattern 1 (twice—8 measures total) then the Pattern 2 (4 times—8 measures total), then both together (8 measures total).

Pattern 1:

(2 times) (once on D.C.) *Fine* *D.C. al Fine*

Josh - u - a. Josh - u - a My Lord - ie,

Pattern 2:

Josh - ua fit the bat - tle. Oh!

### 2. Teach the bass xylophone part (refrain).

Have students:

- Speak and pat part of the first pattern with the words *Josh-u-a, My Lord-ie, Josh-u-a!*
- Pat the rhythm using pitch letter names of the BX part.
- Transfer the pattern to C and D on the BX.
- Layer the two spoken parts before the written introduction. Continue the spoken parts over the sung and played introduction, singing and playing the BX on the refrain.

### 3. Teach the soprano and alto xylophone parts.

Have students:

- Listen and contrast the BX and AX/SX (BX has three 16ths at the end of each measure and AX/SX have one 8th at the end of each measure; BX has one pitch per measure and AX/SX alternate A-F in each measure.)
- Clap and pat the rhythm of the AX part, singing pitch letter names. Repeat for the SX part.

- Take turns playing the AX part on A/F and G/E on any barred instrument. Do the same for the SX part on F/D and E/C.
- Sing the introduction and refrain with the BX, AX, and SX parts.

### 4. Teach the cabasa part.

Have students:

- Form two groups. Have one group pat the rhythm of the AX/SX part as the other group claps only the last two notes of the pattern. This is the cabasa (tambourine) part.
- Sing the introduction and refrain and take turns playing the cabasa part along with the other instrumental parts learned so far.

### 5. Teach the timpani part.

Have students:

- Clap the timpani rhythm.
- Transfer the rhythm to D and A on the timpani.
- Take turns playing the timpani part while singing the introduction and refrain.
- Sing and play the introduction and refrain with all parts learned so far.

### 6. Teach the verse parts.

Have students:

- Pat eighth notes softly as they sing the verse.
- Play eighth notes on BX, AX, SX as they sing the verse.

### 7. Teach the coda parts.

Have students:

- Clap the rhythm of the last three measures.
- Play the rhythm on BX, AX, SX, and timpani; end with a tremolo and glissando.
- Add the shaken cabasa on those measures, ending with an accented note.
- Sing and play the entire coda.
- Sing the song with all the parts.

## OPPORTUNITY FOR CREATIVITY

Have students:

- Form small groups.
- Say the verses and add appropriate sound effects. For example: Verse 1, Cymbals crashing on the beat after *Gideon, Saul, and Joshua*. Verse 2, Loud drums playing to the beat, suggesting marching feet. Verse 3, Trumpets plays a loud D (concert pitch) after *began to blow*. (See Form above.)