

O•17 Och Jungfrun on Går I Ringen

A Girl with a Shiny Ribbon

INSTRUMENTATION														
SG	<input type="checkbox"/>	D	E	F#	G	A	B	C	D	<input type="checkbox"/>	<input type="checkbox"/>	G	<input type="checkbox"/>	triangle, tambourine
AG	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B	C	D	E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
AM	<input type="checkbox"/>	D	<input type="checkbox"/>	<input type="checkbox"/>	G	<input type="checkbox"/>	<input type="checkbox"/>	C	D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

FORM

Introduction:	Once through with melody on SR and/or SG
Song:	Voices with <i>tutti</i> instruments
Interlude:	Variation created by students
Song:	Voices with accompaniment from Pupil Edition, page 191

NOTEWORTHY

Rhythm:	triple meter, complementary rhythm, different length ostinatos
Tonality:	G major
Pitch:	so to so

TEACHING THE ORCHESTRATION

1. Teach the alto metallophone part.

Have students:

- Mirror you while singing letter names or pitch syllables.
- Form two groups: one group sings the song while the other uses imaginary mallets and sings the AM part. Switch parts.
- Use any available barred instruments to play the AM part while singing the song.

2. Teach the alto glockenspiel part.

Have students:

- Step on the downbeats and clap lightly on beats 2 and 3 while singing the song.
- Tell the pitch letter names of the notes, reading the first four measures of the AG part from the board, overhead, or a chart. Find these pitches on any barred instrument and play them, listening for the difference between the interval of a second and an interval of a third.
- Play the AG and AM parts as some students sing measures 1–8.
- Reading from notation on the board, overhead, or a chart, compare the AG part in measures 9–12 with the AG part in measures 1–4 and 5–8. Find the pitches on any barred instrument and practice the pattern.
- Play the AG and AM parts as some students sing measures 9–16.
- Sing the song with AM and AG.

3. Teach the unpitched percussion parts.

Have students:

- Compare and describe the two ostinato parts, reading from notation on the board, overhead, or a chart. Notice that the triangle ostinato is four measures long, while the tambourine ostinato is two measures long.
- Find a way to perform the two ostinato patterns with body percussion and mouth sounds, then transfer to triangle and tambourine.
- Sing the song twice, first with barred instrument accompaniment, the second time adding unpitched percussion.

4. Teach the soprano recorder/soprano glockenspiel part.

Have students:

- Read the melody with pitch letter names.
- Review or learn all necessary pitches on recorder.
- Play the melody on recorder or SG.
- Sing the song with all instrumental parts.

OPPORTUNITY FOR CREATIVITY

Have students:

- Compare the arrangement in *Orff Orchestrations* to the arrangement in the Pupil Edition, page 191.
- Describe aspects of these arrangements that are the same and different.
- Play each one separately and then at the same time, and evaluate the musical impact.
- Form small groups and explore ways to vary the accompaniment using the patterns given as a basic structure. Create new ostinatos showing the principles of complementary rhythm and different lengths, experiment with different instrument combinations, or use body percussion. Maintain the a b b phrase form.
- Perform their variations for each other and describe the differences.
- In small groups, create a dance for either measures 1–8 or measures 9–16.
- Combine two groups and teach each other their dances.
- Take turns performing as small groups of students play and sing using the accompaniment as written or their own accompaniment variation.