

## O•18 Deta, Deta

## The Moon

INSTRUMENTATION														
AG/SM/SX/AX	C	D	□	F	G	G	□	C	D	□	F	G	A	finger cymbals, suspended cymbal
AM/BM	□	□	□	F	□	□	□	C	□	□	□	□	□	

**FORM**

Introduction: recorder with *tutti* instruments  
 Song: Voices with *tutti* instruments  
 Interludes: Student improvisations  
 Song: Voices with *tutti* instruments

**NOTEWORTHY**

Form: a b c phrases  
 Harmony: level bordun  
 Pitch: pentatonic

**TEACHING THE ORCHESTRATION****1. Teach the level bordun accompaniment.**

Have the students:

- Pat the rhythm of the AM/BM part with both hands on thighs and clap the rhythm of the AM part. Repeat the pattern.
- Transfer the F bordun pattern to AM/BM and AM.
- Practice the parts while singing the song.

**2. Teach the alto glockenspiel/soprano metallophone, soprano xylophone/alto xylophone, and unpitched percussion parts.**

Have the students:

- Show one pattern of the bordun part and then perform seven snaps high in the air on six eighth notes and one quarter note. Perform another pattern of the bordun part and then clap two half notes first to the right side then to the left side. Complete the form by repeating the first four-measure pattern with the snaps.
- Transfer the snaps to the SX/AX starting on the high A and walking the pattern down to C and back up to F.
- Transfer the clap to the AG/SM by playing any two bars from the F-pentatonic scale to create tone clusters first high and then low.
- Add the finger cymbals to the first tone cluster and the suspended cymbal to the second tone cluster.
- Take turns playing the instrumental parts while singing the song.

**3. Teach soprano recorder part.**

Have students:

- Say the pitch letter names in the melody.
- Review or learn pitches on the recorder.
- Play the melody on recorder, paying attention to the slurs.
- Sing the song with all parts.

**4. Culminating Performance.**

Have the students:

- Experiment with different combinations of instruments and singing.
- Decide what combinations to use in the final performance.
- Perform the song with any instrumental parts.

**OPPORTUNITY FOR CREATIVITY**

Have the students:

- Use the four-measure phrase length to create improvisations in F pentatonic with an a b a (or a b c) phrase structure. The melody created in the first phrase must be simple enough to repeat at the end.
- Play the improvisation with the accompaniment. (See Form above.)