

O•21 La paloma se fue

The Dove that Flew Away

INSTRUMENTATION														
AG	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C	D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	maracas, claves, conga drum, recorder
AM (rec)	C	D	E	F	G	A	<input type="checkbox"/>	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SX	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F	G	A	B	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
AX	C	D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
BX	C	D	<input type="checkbox"/>	F	G	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

FORM

Introduction:	All instruments for four measures
Song:	Voices with <i>tutti</i> instruments
Interlude:	Question/answer improvisation over bordun
Song:	Voices with <i>tutti</i> instruments

NOTEWORTHY

Pitch:	C major
Rhythm:	whole, dotted half, quarter, eighth note pairs, quarter rest
Harmony:	I, IV, V

TEACHING THE ORCHESTRATION

1. Teach the bass xylophone part.

Have students:

- Sing the pitches in the BX part as they point to each pitch. (Show measures 1, 5, and 7 on the board.)
- Sing the pitches in the BX part, mirroring you as you pat in the air. (Put the order of the patterns on the board.)
- Transfer the patterns to low C, D, F, and G on BX.
- Sing the song with the BX.

2. Teach the alto xylophone part.

Have students:

- Sing the song with the BX accompaniment.
- Echo you on a quarter-eighth-eighth-quarter (rest) rhythm, saying: *Dove flew a-way!*
- Mirror you in patting the four-measure AX part, alternating hands. (The part is played four times.)
- Sing the song and mirror you in patting the AX part, this time thinking the chant silently.
- Transfer the pattern to low C and D on the AX.
- Sing the song with the accompaniment learned so far.

3. Teach the soprano xylophone part.

Have students:

- Sing the song and mirror you in patting the four-measure part, patting on beats 1 and 3 of each measure. (The part repeats throughout the song.)
- Transfer the pattern to low G and B and high C on the SX.
- Sing the song with the SX part.
- Sing the song with the accompaniment learned so far.

4. Teach the alto glockenspiel part.

Have students:

- Sing the song and mirror you in patting whole notes. (The four-measure pattern repeats throughout the song.)
- Transfer the pattern to high C and D on the AG.
- Sing the song with the AG part.
- Sing the song with the accompaniment learned so far.

5. Teach the alto metallophone (and/or soprano recorder) part.

Have students:

- Sing the pitches in the part from notation on the board.
- Transfer the part to low C, D, E, F, G, A and high C on the AM and/or on soprano recorder.
- Sing the song with the part.
- Sing the song with the accompaniment learned so far.

6. Teach parts for maracas, claves, and conga.

Have students:

- Form three groups, one for each of the parts.
- Snap L and R for the repeated eighth notes in the maracas part.
- Clap the quarter, (rest), quarter, quarter pattern of the claves. Notice the rhythm change in the fourth measure.
- Pat the conga part with alternating hands to the rhythm: quarter, quarter, quarter, eighth, eighth. Notice the rhythm change in the fourth measure. (Call attention to the accented eighths.)
- In each group, echo and mirror you to learn their assigned part.
- Combine the patterns without, then with, the song.
- Transfer the patterns to the instruments.

7. Sing the song with the complete accompaniment.

OPPORTUNITY FOR CREATIVITY

Have students:

- Form pairs and take turns improvising eight-beat phrases in C pentatonic (C D E G A) between repetitions of the song. For question-and-answer" style improvisations, the first person ends on *so* (G), the other on *do* (C). For an accompaniment, have the BX play just the first measure of the BX part as a bordun, over and over. (See Form above.)