

O•2 Amazing Grace

INSTRUMENTATION													
SG/AG	□	□	□	□	G	A	B	C	D	E	F#	G A	finger cymbals, triangle
SM/AM	C	D	□	□	G	A	□	C	D	□	□	G A	
BM	□	D	□	□	G	□	□	C	□	□	□	□	

FORM

Introduction:	Melody played by a solo instrument, with barred instrument accompaniment
Song:	Verse 1 with <i>tutti</i> instruments
Interlude:	Improvisation in G pentatonic over G tremolo
Song:	Verse 2 with <i>tutti</i> instruments
(Continue with other improvised sections and additional verses as desired.)	

NOTEWORTHY

Rhythm:	dotted quarter-eighth in triple meter
Pitch:	so ₁ la do re mi so (pentatonic)
Harmony:	G major

TEACHING THE ORCHESTRATION

1. Teach the bass metallophone part.

Have students:

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

2. Teach the soprano metallophone/alto metallophone part.

Have students:

- Sway back and forth on the downbeats while singing the song and snapping with both hands on beat 2 of each measure.
- Read the SM/AM part in rhythm, in four measure sections, from board, overhead, or chart, snapping and speaking letter names.
- Speak, read, and play the part on all barred instruments except BM.
- Combine the SM/AM and BM parts and accompany while some students sing the song.

3. Teach the glockenspiel/ recorder part (descant).

Have students:

- Practice playing the G-major scale ascending up to high A and descending, on any barred instruments and/or recorder.
- Practice the SG/AG/SR/AR part for phrases 1, 2 and 4 and notice the different phrase endings.
- Learn phrase 3.
- Practice the descant while some students sing the song. Switch parts.

4. Teach the unpitched percussion part.

Have students:

- Add the finger cymbal/triangle part on the third measure of each phrase.

5. Sing the song with the instrumental accompaniment.

OPPORTUNITY FOR CREATIVITY

Have students:

- Create a 16-measure interlude as follows: Have some students play a tremolo on G on BX and/or BM, while partners improvise four measure question-and-answer phrases in G pentatonic (D E G A B). Question phrases should end on *re* or *so* (A or D), answer phrases should end on *do* (G). Use barred instruments and recorders. Play the interludes between verses of the song. (See Form above.)
- Invite students who play band or orchestra instruments to practice "Amazing Grace" at home, then bring their instruments to class. Experiment with using the melody and accompaniment in different combinations, depending on instruments available and skill of the students. This may provide an opportunity to teach students about transposition, depending on instruments available.
- Experiment with adding the accompaniment from the Pupil Edition to the other possibilities.