

# O•5 The Caissons Go Rolling Along

INSTRUMENTATION												
SG/AG	□	□	□	□	G	□	□	□	□	G	□	suspended cymbal, snare drum
BX	□	□	E	□	G	A	□	C	□	□	□	
BM	C	□	□	F	G	□	□	□	□	□	□	

## FORM

Introduction: First 16 measures  
 Song: Voices with *tutti* instruments  
 Coda: 16-beat pattern developed by students (performed with speech or on unpitched percussion instruments)

## NOTEWORTHY

Rhythm syncopation, eighths, quarters, halves

## TEACHING THE ORCHESTRATION

- 1. Teach the bass metallophone part.**  
 Have students:
  - Read the half, half, quarter, quarter, half BM rhythm from the board, patting for quarter notes and performing a pat-slide for half notes.
  - Read each of the eight-beat phrases, singing with pitch letter names.
  - Transfer to BM and other pitched instruments.
  - Sing the song with the BM part.
- 2. Teach the bass xylophone part.**  
 Have students:
  - Read the BX phrases from the board, singing with pitch letter names.
  - Play the phrases on BX or other pitched instruments.
  - Sing the song and play the BM and BX parts.
- 3. Teach the soprano and alto glockenspiel part.**  
 Have students:
  - Sing the song, accompanied by BM and BX, mirroring you as you snap R-R L (quarter rest, eighth-eighth half) at the end of each 16-beat phrase. (Directions are given from the teacher's perspective.)
  - Transfer to SG/AG and other pitched percussion, playing octave Cs at the end of phrases 1, 2, and 4 and octave Gs at the end of phrase 3.
  - Sing the song with the BM, BX, and SG/AG parts.


## 4. Teach the snare drum and suspended cymbal parts.

- Have students:
- Echo you, saying: *Roll a-long, roll a-long, cais-sons, cais-sons, roll a-long* to the rhythm of the snare drum part. (Optional: Write the rhythm of the snare drum ostinato on the board and have the students read it using rhythm syllables or saying *cais-sons* for the two eighth notes and *roll* for the quarter note.)
  - Pat with alternating hands and say the rhythm of the words.
  - Transfer to snare drum.
  - Clap on the downbeat of every other measure.
  - Transfer to suspended cymbal.

## 5. Sing the song with all instrumental parts.

## OPPORTUNITY FOR CREATIVITY

- Have students:
- Look at the following visual on the board, the eight boxes indicating a template for an eight-measure (16-beat) rhythm pattern.

			Roll 

- Create an eight-measure rhythmic speech coda for the song by saying *roll* for quarter note and quarter rest, *cais-son roll-ing* for four eighth notes, and *march march* for two quarter notes. (The final measure is given to ensure a feeling of a final point. If desired, this pattern can be played on unpitched percussion instruments.) (See Form above.)