

# O•6 Arirang

## INSTRUMENTATION

SG	□ □ □ □	G A B □ D □ □ □ □	bongos, recorder
AG	□ D E □	G A B □ D □ □ □ □	
SX	□ □ □ □	G A □ □ □ □ □ □ □	
SM, AX, BX	□ D □ □	G □ □ □ □ □ □ □ □	

Note: Parts of this accompaniment are found in the Pupil Edition, pages 53 (rhythm) and 61 (key of F).

### FORM

Introduction:

Song: Voices with *tutti* instruments

Interlude: Two question-and-answer improvisations

Song: Voices with *tutti* instruments

### NOTEWORTHY

Pitch: G pentatonic

Rhythm: dotted half notes, half notes, quarter notes, eighth notes, and quarter, eighth rests; semachi rhythm

### TEACHING THE ORCHESTRATION

#### 1. Teach the bass xylophone and soprano xylophone parts.

Have students:

- Sing the song, and on the odd numbered measures pat: *left right (rest)* and on the even numbered measures clap: *(rest) clap (rest)*.
- Transfer the pat pattern to low D and G on the BX and the clap pattern to the SX.
- Sing the song with the BX and SX accompaniment.

#### 2. Teach the alto xylophone part.

Have students:

- Sing the song and play the BX and SX parts, patting with both hands the AX rhythm: half note, quarter note throughout the song.
- Transfer to AX.
- Sing the song with the AX part.
- Sing the song with the BX, SX, and AX parts.

#### 3. Teach the soprano metallophone part.

Have students:

- Sing the song, patting right, right, left, right in dotted half notes. This pattern happens four times in the song.
- Transfer the pattern to low G and low D on the SM.
- Sing the song with the SM part.
- Sing the song with the BX, AX, SM parts.

#### 4. Teach the soprano and alto glockenspiel parts.

Have students:

- Sing the pitches of the first two measures of the SG and AG parts using pitch syllables or pitch letter names. (You may also use the chant: *If you leave me here, your feet will hurt.*)
- Form two groups, with one singing the SG part and the other one singing the AG part, repeating the parts throughout the song. On the last measure, on beat 2 add a tone cluster of any of the pitches G A B D.
- Transfer the pattern to low D, E, and G on the AG and low A, B, and high D on the SX.
- Sing the song with the SG/AG parts.
- Sing the song with the accompaniment learned so far.

#### 5. Teach bongo part.

Have students:

- Sing the song, patting the semachi rhythm pattern, saying the words *Dong Dong Ta Kung Ta* to the rhythm of measure 1. Pat with both hands on *Dong*, Left hand on *Kung* and right hand on *Ta*.
- Transfer the part to the bongos.
- Sing the song with the bongo part.

#### 6. Teach the recorder part.

Have students:

- Review the pitches D E G A B D.
- Practice the melody as others sing. (Call attention to the slurs and places to breathe.)

#### 7. Sing the entire song with the accompaniment.

### OPPORTUNITY FOR CREATIVITY

Have students:

- Take turns improvising question-and-answer phrases in G pentatonic on recorder or mallet instruments. Each phrase should be four measures long. End the question on D and end the answer on G.
- Use two question-and-answer improvisations as an interlude over the accompaniment. (See Form above.)