

# O•8 Allá en el rancho grande

## My Ranch

INSTRUMENTATION															
AX	C	D	E	F	G	A	B $\flat$	C	□	□	□	□	□	□	maracas, claves
BX	□	□	E	F	G	A	□	C	D	□	F	□	□		

*Note: This orchestration is sparse and demands careful attention to its details. Parts may be doubled. Be sure to sing the song while practicing the instrumental parts.*

### FORM

Introduction:	Maracas play pattern several times
Song:	Voices with <i>tutti</i> instruments
Song:	Voices with new lyrics with <i>tutti</i> instruments
Song:	Sing and play the song again

### NOTEWORTHY

Melody:	diatonic F-major scale with a B natural passing tone
Rhythm:	eighth, quarter, dotted quarter, half notes, eighth and quarter rests, ties.
Harmony:	built on I V chords
Articulation:	accents

### TEACHING THE ORCHESTRATION

#### 1. Teach the bass xylophone part.

Have students:

- Pat the three patterns in the harmonic framework of F and C chords.
  - Pattern 1: eighth notes in a left, right, left over right, right pattern, start on F or C.
  - Pattern 2: quarter note, quarter rest in a bordun, start on C or F.
  - Pattern 3: three quarter notes, quarter rest in a 4-measure pattern of mostly thirds.
- Transfer to BX and follow the teacher's indication of the chord changes made by calling out letter names of chords or raising the proper number of fingers: 1 for F chord (tonic) and 5 for C chord (dominant).
- Sing the song with the BX part.

#### 2. Teach alto xylophone part.

Have students:

- Pat the two-measure rhythm with alternating hands.
- Transfer to a broken chord formula on AX. Note the pattern change in the last two measures.
- Sing the song with the BX and AX parts.

#### 3. Teach the unpitched percussion parts.

Have students:

- Clap the quarter, eighth, eighth ostinato with the words *cow-punch-er*.
- Transfer to maracas and shake a half note on the last measure.
- Clap the two-measure claves pattern, observing the accents in this typical pattern. Note that the claves part occurs when there are long notes in the song, and it always appears in a set of two patterns. These words fit the accent pattern: *rid-ing and rop-ing the cat-tle*.
- Sing the song with all the part.

### OPPORTUNITIES FOR CREATIVITY

Have students:

- Discuss their ideas of what life on a ranch is like. What are some other activities not mentioned in the song? What is the landscape like on the ranch? What do the ranch workers do for entertainment? What kinds of food do they eat on a trail drive? Then have them pretend they are ranch hands, ranch foremen, or cowboys driving the herd on a long cattle drive.
- Form small groups and write additional lyrics to the song. Use the lyrics as a second verse. (See Form above.)