

# O•9 De colores

## Many Colors

INSTRUMENTATION														
SG/AG	<input type="checkbox"/>	<input type="checkbox"/>	E	F	G	A	B $\flat$	C	D	E	F	G	<input type="checkbox"/>	triangle, hand drum
Opt. SG/AG	<input type="checkbox"/>	D	E	F	G	A	<b>B</b>	C	D	E	F	G	<input type="checkbox"/>	
AX	<input type="checkbox"/>	<input type="checkbox"/>	E	F	G	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
AM/BM	C	D	E	F	G	<input type="checkbox"/>	<input type="checkbox"/>	C	D	E	F	G	<input type="checkbox"/>	

*Note: Be sure to have students sing the song as the parts are being learned. This will greatly facilitate their learning.*

### FORM

Introduction: AM/BM, add AX (C major parts only), add unpitched instruments  
 Song: Voices (Spanish) and *tutti* instruments  
 Song: Voices (English) and *tutti* instruments  
 Song: Voices and *tutti* instruments with movement

### NOTEWORTHY

Melody: C-major scale with added B $\flat$   
 Rhythm:  $\frac{8}{8}$ ,  $\frac{4}{4}$ ,  $\frac{3}{4}$ , ties  
 Harmony: I, IV, V

### TEACHING THE ORCHESTRATION

#### 1. Teach the alto metallophone, bass metallophone part.

Have students:

- Pat AM/BM patterns.
  - Phrase 1: both hands pat left leg, then right leg, lower C and G, then upper octave C and G with a level bordun. End phrase with a crossover bordun on dominant: G D G $\flat$  D.
  - Phrase 2: Continue crossover bordun on G and D, ending phrase on tonic C G C $\flat$  G.
  - Phrase 3: Like first phrase, but end on subdominant crossover bordun F C F $\flat$  C.
  - Phrase 4: Step down on dotted half note octaves: F E D C.
- Transfer to AM/BM.
- Sing the song with the AM/BM part.

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

Have students:

- Read the patterns for C, F, and G chords in proper rhythm pattern from the board:



- Play each phrase on AX.
  - Phrase 1: C pattern, ending on G pattern.
  - Phrase 2: G pattern, ending on C pattern.
  - Phrase 3: C pattern, ending on F pattern.
  - Phrase 4: one pattern each starting on FCGC.
- Sing song with AX and AM/BM parts.

#### 3. Teach soprano and alto glockenspiels part.

Have students:

- Play only on last phrase, two notes (A-C; G-C, B-G, C) of the appropriate chords: F C G C.
- Sing song with SG/AG, AX, AM/BM parts.

#### 4. Teach the unpitched percussion parts.

Have students:

- Play triangle in phrases 1–3 on the dotted half note beat in measures 3–6. Rest on the fourth phrase.
- Play hand drum with the fingers in phrases 1–3 on the even numbered measures using the words *co-lors / like*. On phrase 4, play the dotted quarter note beat for three measures, followed by the first pattern.
- Sing the song with all the parts learned so far.

#### 5. Teach optional parts.

Have students:

- Play the optional SG/AG part by ear after they know the song very well. (While this part is simply an inversion of the thirds in the song, one spot must be noted. In measures 16 and 17, the B flat in the melody is changed to a G in the optional SG/AG part to avoid the problem of using both B and B flat.)
- Sing song with the optional SG/AG, SG/AG, AX, AM/BM parts.
- Play the C F G chords on guitar, following the same chord pattern as the other instruments.

### OPPORTUNITIES FOR CREATIVITY

Have students:

- Form small groups.
- Use colorful scarves or pieces of colored cloth to prepare a movement piece. Let the created movement/dance reflect the a b a $\flat$  c c phrase structure. Use the movement with the song. (See Form above.)