

O•10 Red Iron Ore

INSTRUMENTATION		
SG/AG	C □ □ □ □ □ □ C □ □ □ □ □	triangle, tambourine
BX	C □ □ □ G □ B ^b C □ □ □ G □	

FORM

Introduction:	Instrumental refrain
Song:	Voices with <i>tutti</i> instruments
Interludes:	Instrumental improvisations
Song:	Voices with <i>tutti</i> instruments
Coda:	Instrumental improvisations

NOTEWORTHY

Rhythm:	♩ ♪ ♫ ♬ combinations
Tonality:	C minor

TEACHING THE ORCHESTRATION

1. Teach the bass xylophone part.

Have students:

- Mirror you as you pat the BX part (from student's perspective):

Verse (3 times)

C' R C' R B₂ L B₂ R G L G' R G R G L

G R G L G R G L C L G R C' L

Refrain

C L C L G R G R G L B₂ R C' L

- Pat the pattern again, this time singing the melody of the BX part using pitch letter names.
- Transfer the pats to the BX.
- Sing the song while playing the BX part.

2. Teach the soprano and alto glockenspiels part.

Have students:

- Pat (both hands on both legs) with you the downbeat of every other measure, then repeat with a ♪ pickup note.
- Transfer pats to SG/AG on octave Cs.
- Sing the song while playing both the BX and SG/AG parts.

3. Teach the triangle and tambourine parts.

Have students:

- Say and clap this pattern, counting the rests out loud:



Red i-ron ore

- Practice playing a tremolo on triangle, then say and play the pattern on triangle, using a tremolo on *ore*.
- Sing the song and play the triangle part.
- Echo-clap the rhythm of the two-measure tambourine part for four patterns, saying:



Haul a - way, red i-ron ore.

- Echo-clap you as you change the fourth pattern to signal the end of the verse by adding a shake, and use the same pattern in the refrain.
- Sing the song and play the tambourine part, then add the triangle part.

4. Sing the complete song with instrumental accompaniment.

OPPORTUNITY FOR CREATIVITY

Have students:

- Improvise four-beat patterns on six different unpitched instruments over the BX refrain part, then choose improvisations that they wish to play as interludes after each verse of the song and one as a coda. (Write the instrument names on the board so that they know when to play their interlude.)
- Perform the song with interludes and a coda.
- Work in small groups to explore work movements from the ore boats, such as pulling on ropes ("hawsers"), swabbing the deck, painting the walls, and shoveling ore.
- Organize these gestures to show contrasting air and floor pathways.
- Create two 16-beat sections of movement, one using nonlocomotor movement and one using locomotion.
- Observe each other and evaluate how well the groups show contrasting and parallel motion, multiple levels, and various body facings.
- Sing the song with interludes and perform movements with the appropriate verses of the song.