


O•12 River of My People

INSTRUMENTATION														
SG	□	□	□	F	G	A	B♭	C	D	E	F	□	□	timpani tuned to F, B♭, C
AG	□	□	□	F	G	A	B♭	C	D	□	F	□	□	
SX	C	□	□	F	G	A	B♭	C	D	□	□	□	□	
AX	□	□	E	F	G	A	B♭	C	D	□	□	□	□	
BX	C	□	□	F	□	□	B♭	C	□	□	□	□	□	

FORM

Introduction: *Tutti* instruments once through
 Song: Voices with chosen instruments on each verse

NOTEWORTHY

Rhythm: 
 Pitch: F major
 Harmony: I, IV, V chords

TEACHING THE ORCHESTRATION

1. Teach the bass xylophone and timpani parts.

- Practice singing the chord roots (F, B♭, C) as you call out I, IV, and V, first as an exercise, then in the order of chords of the three phrases of the song:

I, V, V, I IV, I, V, I IV, I, I-V7, I.

- Echo-clap the rhythm of the BX part, then clap it again while singing the roots in rhythm.
- Repeat with the timpani part.
- Play the BX part or the timpani part while singing the song, then repeat and switch parts.

2. Teach the alto xylophone part.

- Have students:
- Echo-clap the AX rhythm.
 - Mirror you as you tap the AX rhythm with two left fingers and one right finger (teacher's perspective: L, L-R, L, L, L (rest), L, L-R, L, L)
 - Play this pattern on AX:



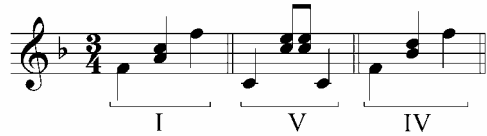
- Mirror you playing the entire AX part while singing the song.
- Sing the song and play all parts learned so far.

3. Teach the soprano xylophone part.

- Have students:
- Echo you as you pat and sing the SX part with letter names, one phrase at a time.
 - Mirror you as you transfer the part to SX using alternating hands, then sing the song and play all parts learned so far.

4. Teach the alto glockenspiel part.

- Have students:
- Mirror you as you tap a sticking pattern for the AG part, tapping with two fingers when using the left hand (from teacher's perspective): R L R (crossing), R L-L R, R L R (crossing)
 - Transfer the pattern to AG, using these parts on each chord:



- Mirror you as you play the part on AG, and then play it while singing the song.

5. Teach the soprano glockenspiel part.

- Have students:
- Echo you as you pat and sing the SG part with letter names, one phrase at a time.
 - Mirror you as you transfer the part to SG using alternating hands.

6. Sing the complete song with instrumental accompaniment.

OPPORTUNITY FOR CREATIVITY

- Have students:
- Form small groups and discuss the meaning of the lyrics of this song. Is this a real river that they can describe? If not, what does the lyricist mean by the word *river*? Who are "my people"?
 - List words describing how water moves and the way it sounds, and make another list of instruments and playing techniques that might aurally illustrate the words in the first list.
 - Write a three-phrase poem about a river, a lake, or the sea.
 - Hum roots of the song while one student reads the group's poem and other group members play improvisations to illustrate the lyrics.