O•14 Yerakina

INSTRUMENTATION		
SG/AG	□ □ □ □ □ □ □ **C** □ □ □ □ □ □	tambourine, castanets, hand drum
AX/BX	C □ □ F □ □ □ C □ □ □ □ □ □	
Timp.	C □ □ **F** □ □ □ □ □ □ □ □ □ □	

FORM

Introduction:	Body percussion, adding AX/BX and SG/AG
Song:	Voices with *tutti* instruments
Interlude:	Speech piece with *tutti* instruments
Song:	Voices with *tutti* instruments

NOTEWORTHY

Rhythm: 𝄞 with ♩., ♪, ♩., ♫♫, 𝄾

TEACHING THE ORCHESTRATION

Prepare by putting this chart on the board or on a transparency (asterisks * represent rests; all R-L directions are from teacher's perspective, for purposes of mirroring, in all steps below):

	Co	**co**	**nut**	**Ap**	**ple**	**Cher**	**ry**
full	R	L	L	R	L	R	L
	Co	co	**nut**	**Ap**	**ple**	**Cher**	**ry**
Timp.	*	*	L	R	L	R	L
	Co	co	**nut**	**Ap**	ple	**Cher**	ry
AX/BX/HD	T	*	F	T	*	F	*
castanets	**Co**	co	nut	**Ap**	ple	**Cher**	ry
	Do	you	know	Yer	a	ki	na?
body perc.	Cl.	P	P	Cl.	P	Cl.	P
HD	T	F	F	T	F	T	F

1. Teach the timpani part.

Have students:

- Review and mirror you as you pat the full, complete 𝄞 speech pattern on eighth notes from Pupil Edition page 217.
- Say and pat the last five eighths of the pattern.
- Transfer the pats to timpani tuned to C (see score for measures of rest), adding a downbeat F on the last measure.
- Sing the song while playing the timpani part.

2. Teach the alto and bass xylophone part.

Have students:

- Review the speech pattern from Step 1, patting both knees on all eighth notes.
- Say and pat only the boldfaced syllables in the BX pattern in the chart while thinking the others.
- Transfer the part to AX/BX on F and C, playing octave Cs on the last quarter (*Cher*). (Point out that in measures 5, 9, 11, 13, and 15, the pattern rests on *nut*, becoming *Co… Ap… Cher…* and that the last two quarters are octave Cs.)
- Play the AX/BX part as the class sings the song (Cue the changes in the five measures above until students can predict them.)

3. Teach the soprano and alto glockenspiel part.

Have students:

- Play a downbeat C on SG/AG in measures 1 and 3, and again in 11, 13, and 15 as the class sings the song.

4. Teach the body percussion part.

Have students:

- Pat the pattern in Step 1 again, then mirror you patting (P) and clapping (Cl.) it with the pattern in the chart.
- Sing the song and perform the body percussion.
- Sing the song with all parts learned so far.

5. Teach the hand drum part.

Have students:

- Review the AX/BX part on hand drum, changing the Cl. to T (thumb) and the P to F (fingers).
- Review the body percussion part, changing the claps to thumb (T) and the pats to fingers (F) on the hand drum.
- Sing the song and play the patterns, alternating them throughout, then sing with all parts so far.

6. Teach the castanets and tambourine parts.

Have students:

- Review the first measure of the hand drum part above, then play only the quarter notes and resting on the eighth note .
- Play the pattern on castanets, on every even measure through the song.
- Sing the song and tap eighth notes when they come to the lyrics *droom* in measures 9–10 and 12–14.
- Transfer the taps to tambourine and sing the song. (Cue students if necessary.)

7. Sing the complete song with instrumental accompaniment.

OPPORTUNITY FOR CREATIVITY

Have students:

- Work in pairs to create two-measure speech patterns that fit into 𝄞 Examples:

3+2+2: ♫♫♫ ♫♫ **Shal**l we go **fos**-sil **hunt**-ing?

2+3+2: ♫♫♫♫ ♫♫ **Will** you **show** me your **pic**-ture?

2+2+3: ♫♫ ♫♫ ♫♫♫ **We** are **play-**ing **bas**-ket-ball

(Suggest a theme, such as city or state names, names of sports or games, or favorite foods. Check students' work for cases in which natural word stresses may have been accidentally altered to fit a particular rhythm.)

- Combine eight two-measure patterns and say the whole as an interlude with accompaniment between performances of the song.

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