

# O•15 El tambor

## The Drum

INSTRUMENTATION															
SX	C	□	E	F	G	A	B $\flat$	C	□	□	□	□	□	□	conga, bongo, güiro, claves
AX1	□	□	E	□	G	A	B $\flat$	C	D	E	□	□	□	□	
AX2	□	□	□	F	G	A	B $\flat$	C	□	□	□	□	□	□	
BX	C	□	□	F	G	□	□	C	□	□	□	□	□	□	

### FORM

Introduction: Conga (4 measures), add claves (4 measures), add güiro and BX (4 measures)

Refrain: Voices, Conga, claves, güiro, add AX1

Verse: *Tutti* instruments (without voices)

Refrain: Voices with *tutti* instruments

Verse: Voices with *tutti* instruments

Refrain: Voices with *tutti* instruments

Verse: Voices with *tutti* instruments

### NOTEWORTHY

Rhythm: syncopation, layered rhythms

Melody: F major

Form: Verse/Refrain form

### TEACHING THE ORCHESTRATION

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

Have students:

- Sing the song as you play the I chord (FAC) on the BX. Ask students where the harmony should change to the V chord (measure 5) and back to I (last measure)
- Sing chord names and clap quarters on I chords and pat quarters on V chords, reading from the board:  
C = clap, P = pat

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I I I I I I V V

C C C C C C P P

V V V V V V I I

P P P P P P C C

- Sing the song and mirror you as you pat the rhythm of the BX part with alternating hands, starting on the R hand (from teacher's perspective).
- Transfer the pattern to BX according to the chord pattern above (Tell students that they just change the first note of the pattern, up or down —F to G to F—to change the chord.):

F-C $\flat$ -C-C $\flat$  and G-C $\flat$ -C-C $\flat$

- Sing the song with the BX part.

#### 2. Teach the claves and alto xylophone 2 parts.

Have students:

- Learn the claves rhythm by first dividing the first measure into sixteenths and clapping it; accent the first, fourth, and seventh sixteenths; clap just the accents plus the second measure:

- Play the claves rhythm on AX with two chord positions, F A C and G B $\flat$  C, holding two mallets in the left hand and one in the right hand, moving the left hand mallets up and down one step to change chords.
- Sing the song and play the AX2 part (on the repeat only) as you cue the chord changes, and again without your cue when possible.

#### 3. Teach the alto xylophone 1 and soprano xylophone parts.

Have students:

- Sing the song and clap the rhythm of the words.
- Read and sing the pitch syllables, then letter names, of the AX part from the board.
- Mirror you as you play the AX1 part; play it again while singing the song.
- Sing the song and play all parts learned so far.
- Repeat the process with the song melody pitches to learn the SX part.

#### 4. Teach the bongo, conga, and güiro parts.

Have students:

- Mirror you patting the bongo rhythm, then play it on bongos.
- Sing the song and play the bongo part.
- Mirror you patting bongo rhythm without the two middle sixteenths, then play it on conga.
- Sing the song and play all parts learned so far.
- Rub palms back and forth on accenting the third sixteenth in each beat.
- Transfer rubs to güiro.

#### 5. Sing the complete song with instrumental accompaniment.

### OPPORTUNITY FOR CREATIVITY

Have students create eight-beat rhythms on unpitched instruments of their choice, using the rhythms on Pupil page 223 play them with the song or as interludes.