

# O•18 Dere Geliyor

## River Overflowing

INSTRUMENTATION											
AX	<input type="checkbox"/>	D	E	F#	G	A	B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	hand drum
BX	<input type="checkbox"/>	<input type="checkbox"/>	E	<input type="checkbox"/>	<input type="checkbox"/>	A	B	C	<input type="checkbox"/>	<input type="checkbox"/>	

### FORM

Introduction: Drum part played twice  
 Song: Voices (English) with *tutti* instruments  
 Interlude: Drum improvisation  
 Song: Voices (Turkish or created lyrics) with *tutti* instruments

### NOTEWORTHY

Rhythm:  $\frac{9}{8}$  meter; irregular beat divisions  
 Tonality: E-minor pentachordal melody (E F# G A B), i-IV

### TEACHING THE ORCHESTRATION

#### 1. Teach the hand drum and bass xylophone parts.

- Have students:
- Review the karsilama rhythm where the measure is divided into four beats of uneven length. Count the eighth notes in units of 2 + 2 + 3 + 2 as others sing the song, then step on each beat:

Step: L R L R L R L R

Count: 1:2 1:2 1:2:3 1:2 1:2 1:2 1:2:3 1:2

- Echo and mirror you patting the hand drum part with alternating hands.
- Sing the song and pat the rhythm, then transfer it to hand drum played in a sitting position or to bongos.
- Tap the thumb on the HD on 1s and tap the middle fingers together on other notes:

T = Thumb; F = Fingers

T F F T F F T F F T F

- Pat both legs simultaneously in this pattern, counting as above:

Pat

Count: 1:2 1:2 1 2 3 1:2 1:2 1:2 1 2 3 1:2

- Mirror you as you pat the BX part, moving hands in the appropriate directions to show the chord changes.
- Transfer the pats to the BX and perform as others sing the song, then add the HD part and perform it again.

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

- Have students:
- Echo you or read and sing the last measure of the AX part with pitch syllables (*mi re ti do la*)
  - In two groups, sing the song melody and the AX part for the last measure
  - Echo you or read and sing the AX part from the beginning with pitch syllables, while patting:

do do do do do ti la la la la la la la

la so la la la la la mi re ti do la

- Pat and sing the melody of the AX part as others play BX and HD.
- Transfer the pats and pitch syllable singing to playing the part on AX.

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

### OPPORTUNITY FOR CREATIVITY

- Have students:
- Work with a partner or in small groups to create beat groupings in  $\frac{9}{8}$  meter, stressing different beats. (For example, instead of

1:2 1:2 1:2:3 1:2

students might save the grouping of three for the end:

1:2 1:2 1:2 1:2:3

- Play their patterns on percussion instruments and compare their creations.
- Create new lyrics for the song on a topic of their choice that seems to fit the melody. Challenge them to consider word accents as well as style.