

O•20 Do Lord

INSTRUMENTATION											
SG	□	D	E	F#	G	□	□	□	□	□	tambourine
AG	□	□	□	□	□	□	B	C	D	E	F#
AM	□	□	□	□	□	□	B	□	D	E	□
AX	□	D	E	□	G	A	□	□	□	□	□
BX	C	D	□	□	G	□	B	C	D	□	□

FORM

Introduction: Bass xylophone, as written, for two measures
 Song: Voices with *tutti* instruments
 Interlude: Newly-created rhythm plus accompaniment
 Song: Voices with *tutti* instruments

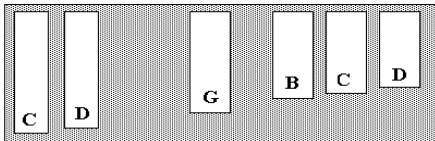
NOTEWORTHY

Pitch: scalewise passages
 Rhythm: half notes, quarter notes and rests, eighth note pairs, syncopation

TEACHING THE ORCHESTRATION

1. Teach the bass xylophone part.

- Have students:
- Echo you, a measure at a time, to learn the pitches in the BX part. (Put the BX part on a chart and have students sing the part with pitch syllables and pitch letter names. Use the chart to mark where the IV and V chords fall: IV on measure 4, V on the last half of measure 7.)
 - Practice the BX part by pointing to the pitches on a chart like the one below.
 - Transfer the part to BX.
 - Sing the song with the BX part.



2. Teach the alto glockenspiel part.

- Have students:
- Sing the song with the BX part, clapping on beats 1 and 3.
 - Echo you to learn the descending pitches in the AM part
 - Transfer the part to the AM.
 - Sing the song with the AM part.
 - Sing the song with the BX and AM parts.

3. Teach the alto xylophone part.

- Have students:
- Sing the song with the accompaniment learned so far, patting the rhythm of the AX part.
 - Echo you to learn the pitches of the AX part.
 - Transfer the part to the AX.
 - Sing the song with the AX part.
 - Sing the song with the accompaniment learned so far.

4. Teach the alto metallophone part.

- Have students:
- Echo you to learn the pitches in the AM part or read them from a chart. (Sing the patterns an octave lower.)
 - Form three groups, one to sing the song and the other two to sing either the Player 1 part or the Player 2 part. Switch and repeat until all have done every part.
 - Transfer the two AM parts to AM (The Player 2 part can also be played in the lower octave of the SM.)
 - Sing the song with the AM part.
 - Sing the song with the parts learned so far.

5. Teach the soprano glockenspiel part.

- Have students:
- Sing the song, listening for the ascending SG part (Which you will sing, using pitch syllables. Repeat, with you singing letter names.)
 - Transfer the pattern to SG.
 - Sing the song with the SG part.
 - Sing the song with the parts learned so far.

6. Teach the tambourine part.

- Have students:
- Echo-clap the tambourine pattern, noticing the two-measure ostinato and then a change at the end.
 - Transfer the pattern to tambourine.
 - Sing the song with the tambourine part.

7. Sing the song with the complete accompaniment.

OPPORTUNITY FOR CREATIVITY

- Have students:
- Create patterns for unpitched instruments, using their choice of two of the patterns at the top of page 260.
 - Choose a rhythm instrument to use and practice playing their patterns.
 - Take turns playing their patterns with the accompaniment as an interlude, replacing the tambourine part in the score. (See Form above.)