

# O•21 Sometimes I Feel Like a Motherless Child

INSTRUMENTATION													
SG/AG	□	□	E	F $\sharp$	G	A	B	C	D	E	□	□	triangle
AM	□	□	E	□	□	□	B	□	□	E	□	□	
BX/BM	□	□	E	□	□	A	B	C	□	E	□	□	

Note: Mirror the parts for the students as needed.

## FORM

Introduction: Measures 1–2 repeated  
 Song: Voices with *tutti* instruments  
 Interlude: Improvisation  
 Song: Voices with *tutti* instruments

## NOTEWORTHY

Pitch: clusters  
 Rhythm: syncopation, ties, dotted quarter and eighth

## TEACHING THE ORCHESTRATION

### 1. Teach the bass metallophone/bass xylophone parts.

- Have students:
- Pat the BM/BX part in the air with both hands for measures 1–6 and alternating hands in measures 7–10.
  - Transfer the part to BM/BX.
  - Sing the song with the BM/BX part.

### 2. Teach the alto xylophone part.

- Have students:
- Sing the song with the BM/BX part and pat the AX part with both hands on the downbeats of measures 1, 2, and 5 and alternating hands for the pitches in measures 8 and 10.
  - Notice that the AX part plays at the beginning of each of the first three phrases and does different things on phrase 4.
  - Transfer the pattern to AX.
  - Sing the song with the AM/AX part.
  - Sing the song with the parts learned so far.

### 3. Teach the soprano glockenspiel/alto glockenspiel parts.

- Have students:
- Sing the song with the AX part and pat the SG/AG parts.
  - Notice that the SG/AG plays the downbeats of measures 2, 4, and 6, the opposite of the AX part in the first three phrases.
  - Notice that the SG/AG parts in phrase 4 go up and then down.
  - Transfer the parts to SG/AG. Students can choose any two of the pitches in the tone clusters. In Phrase 4, alternate hands starting with the left hand.
  - Sing the song with the accompaniment learned so far.

### 4. Teach the triangle part.

- Have students:
- Play the BX/BM and AM parts and pat the triangle part.
  - Notice that the triangle plays the down beats and during the rest in the BX/BM part for the first six measures and does a tremolo on the last four measures.
  - Transfer the part to the triangle.

### 5. Sing the entire song with the accompaniment.

## OPPORTUNITY FOR CREATIVITY

- Have students:
- Experiment with different rhythms for each part, keeping the same pitches in each measure or beat.
  - Play one part with the different rhythm with the other parts playing as written. Let each instrument have a turn.
  - Decide on which version to use as an interlude. (See Form above.)