

O•3 Tina Singu

INSTRUMENTATION															
AX	C	□	E	F	□	□	□	C	□	□	□	□	□	□	cowbell, shakers, drums (3–5)
AM	C	□	□	□	□	□	□	C	D	E	□	□	□	□	
BX/BM	C	□	□	F	□	□	B ^b	C	□	□	□	□	□	□	

FORM

Introduction:	All instruments, as written, for four measures
Song:	Voices with <i>tutti</i> instruments
Interlude:	Layered patterns, improvised on drums over shaker beat
Song:	Voices with <i>tutti</i> instruments

NOTEWORTHY

Rhythm:	eighths, quarters, halves, wholes
Harmony:	I-IV-V

TEACHING THE ORCHESTRATION

1. Teach the bass xylophone/bass metallophone parts.

Have students:

- Sing the song, patting the BX/BM rhythm, beginning with measure 11.
- Echo you in singing the part with pitch syllables and pitch letter names (or read from a chart or from the board).
- Transfer the part to low C, F, and B^b and high C on the BX/BM.
- Sing the song with the BX/BM part.

2. Teach the alto metallophone part.

Have students:

- Sing the song with the accompaniment learned so far, clapping on beat 1, beginning with measure 11.
- Echo you in singing the part with pitch syllables and pitch letter names (or read from a chart or from the board).
- Transfer the part to high C, D, and E on the AM.
- Sing the song with the accompaniment learned so far.

3. Teach the alto xylophone part.

Have students:

- Sing the song with the accompaniment learned so far, clapping on beats 2 and 3, beginning with measure 11.
- Echo you in singing the part with pitch syllables and pitch letter names (or read from a chart or from the board).
- Transfer the part to the AX.
- Sing the song with the accompaniment learned so far.

4. Teach the shakers and drum part.

Have students:

- Form two groups and sing the song with the accompaniment learned so far, one group clapping to the beat, the other patting eighth notes with alternating hands.
- Transfer the beat pattern to drums and the eighth notes to shakers.
- Sing the song with the accompaniment learned so far.

5. Teach the cowbell part.

Have students:

- Sing measures 11-14, clapping twice after the word *wat-sha* in measures 11, 12, and 14 and once after each word *wat-sha* in measure 13. Repeat the pattern for measures 15-18.
- Transfer the pattern to cowbell.
- Sing the song with the accompaniment learned so far.

6. Teach an additional pattern in all pitched instruments.

Have students:

- Sing the song with the accompaniment learned so far, adding high and low C on beat 3 and 4 on all pitched instruments in measures 1 and 5.

7. Sing the song with the complete accompaniment.

OPPORTUNITY FOR CREATIVITY

Have students:

- Improvise patterns on drums, layering them one on top of the other as an interlude between repetitions of the song, over the continuing quarter notes by the shakers.