

# O•4 Chiribim

## INSTRUMENTATION

SX/AX	□ □ □ □ □	A B <sup>b</sup>	C D □ □ □ □	bongos, temple blocks, tambourine
BX	C D □ F G A □	C D □ □ □ □		

Note: Prepare a set of notation flash cards or a chart for each group containing the various rhythm patterns and melody patterns in the accompaniment for "Chiribim" and use them to teach the various parts.

### FORM

Introduction:	Last two measures of BX part
Song:	Voices with all instruments except SX/AX part
Interlude:	Instrumental improvisation
Song:	Voices with <i>tutti</i> instruments

### NOTEWORTHY

Rhythm:	sixteenth-note groupings
Tonality:	D minor

### TEACHING THE ORCHESTRATION

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

Prepare BX cards: 5 cards numbered 1–5 in each set, each card has 2 measures on it.

Have students:

- Work in groups of four and take turns in their group reading and patting two-measure patterns from the cards with alternating hands. (They may mirror you if they have trouble reading and learning the patterns.)
- Repeat patting the rhythms while singing the pitch letter names.
- Sing the song and pat the beat with alternating hands.
- Arrange the notation cards in numerical order and practice performing the rhythm patterns in tempo, repeating patterns as necessary to go with the song:

Card 1, 2x; Card 2, 1x; Card 3, 1x; Card 4, 2x; Card 5, 2x.

- Sing the song as others perform the patterns again as above, with some students playing the part on BX while others continue to pat and sing letter names.

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

Prepare a chart with notation for this part or write it on the board.

Have students:

- Read from the chart or the board and sing the part in rhythm, using pitch syllables *mi*, *fa*, *so*, and *la*.
- Work in three groups to (1) to sing the song, (2) play the BX part, and (3) pat and sing with letter names the SX/AX part.
- Switch parts until all have sung each part.
- Transfer the parts to SX/AX and play the part while singing the song.
- Sing the song with all parts learned so far.

#### 3. Teach the bongo, temple blocks, and tambourine parts.

Prepare sets of unpitched percussion cards: 4 cards numbered 1–4 in each set, each card has 2 measures on it and has an instrument label.

Have students:

- Work in groups of four and take turns in their group reading and patting two-measure patterns from the cards with alternating hands. (They may mirror you if they have trouble reading and learning the patterns.)
- Arrange the notation cards in numerical order and practice performing the rhythm patterns in tempo, repeating patterns as necessary to go with the song:

Card 1, 2x; Card 2, 1x; Card 3, 1x; Card 4, 2x; Card 1, 2x.  
bongos TB TB tamb. Bongos

- Choose instruments and play the pattern in order, each student playing when his or her card is "up" and the fourth student singing and patting the whole pattern in sequence.
- Sing the song and perform the patterns again, as a class, then have volunteers add the BX part as the class sings the song again.

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

### OPPORTUNITY FOR CREATIVITY

Have students:

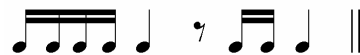
- Improvise an eight-beat speech pattern based on lyrics from "Chiribim" containing a four-beat question phrase and a four-beat answer phrase.
- Play their patterns on temple blocks and bongo drums. One student may tap a steady beat on the tambourine as two others try out their patterns. For example:

bongos



Chi - ri - bi - ri bim, chi - ri bim bom.

TB



Chi - ri - bi - ri bim, chi - ri bom.

- Use these patterns as interludes for the song. If any students in the class have sufficient skill on violin or clarinet, invite them to learn the melody of "Chiribim" and add this to the orchestration (transpose from D minor up to E minor for a clarinetist to read the part). Cellists may play the BX part.