

O•5 Mi caballo blanco

My White Horse

INSTRUMENTATION															
SG/AG	□	D	□	□	□	A	□	□	D	E	□	□	□	castanets, triangle, tambourine	
SX	□	D	□	□	□	G	A	B \flat	□	D	E	F	G	□	Optional: guitar, recorder
AX	□	D	E	F	□	G	A	□	□	D	□	□	□		
AM	□	D	E	□	□	A	□	□	□	□	□	□	□	BX/BM: Remove the low C and slide the D E F	
BX/BM	□	D	E	F/F \sharp	□	G	A	□	□	D	□	□	□	bars over to make room for the F \sharp .	

FORM

Introduction:	First 4 measures
Song:	Voices with <i>tutti</i> instruments
Interlude:	Question-and-answer phrases
Song:	Voices with <i>tutti</i> instruments

NOTEWORTHY

Pitch:	F natural and F sharp; thirds, fourth and fifths
Harmony:	bass line with chords

TEACHING THE ORCHESTRATION

1. Teach the bass xylophone/bass metallophone part.

Have students:

- Pat the crossover pattern for the verse. Alternate hands, patting left for low D and E, right for low A, and moving the left hand to touch the right shoulder for high D.
- Add the descending pattern in measure 5.
- End on the D on the downbeat of measure 8. (Fill beats 2 and 3 with rests for now.)
- Sing the verse and play the BX/BM part.
- Begin the refrain with a descending pattern. Do the crossover pattern and play only the downbeat of measure 12 (for now). Complete the refrain in a similar manner.
- Remove the low C and shift the D E F bars to the left to make room for the F sharp bar. Add E and F sharp in measures 8 and 12.
- Sing the song and play the BX/BM part. (This part could also be played on a guitar.)

2. Teach the unpitched percussion parts.

Have students:

- Clap the triangle part on the downbeat of measures 1, 3, 5, 9, 11, 13.
- Read the castanet ostinato or use a chant: *Come! (two rests) Rid-ing a-long with me.*
- Read the tambourine part and clap rhythm, snapping on the rests and the dot of the dotted quarter note. Shake in measures 8 and 12.
- Sing and play the unpitched percussion and BX.

3. Teach the alto metallophone part.

Have students:

- Pat a quarter-half pattern for D-A. Move the left hand to the inside of the thigh (E-A) and back to the top (D-A) and then move the right hand to the inside of the thigh (D-G) and back (D-A).
- Transfer to AM using oblique motion.
- Sing and play the parts learned.

4. Teach the alto xylophone part.

Have students:

- Pat the crossover and descending patterns.
- Read the four-measure ostinato. In measure 3, click the left stick on top of the right for the dot on the quarter and repeat the right stick for the following eighth.
- Sing and play the parts learned. (The AX part could be played on recorder or guitar.)

5. Teach the soprano xylophone part.

Have students:

- Pat the composite rhythm of the pattern. The left hand pats on beat 1 and the right hand playing the remainder of each measure with two fingers extended. (Use three mallets, one in the left hand and two in the right hand). A chant may be helpful: *Keep it stea-dy, al-ways rea-dy, al-ways rea-dy, to stop.*
- Practice the left hand part.
- Practice the thirds in the right hand, and then play both hands together.
- Label the chords and make a visual for the chords in the song.
- Sing the song and play the parts learned. (SX could be adapted for guitar: play downbeats or use the Dm, A7, and Gm chords.)

6. Teach the soprano/alto glockenspiel or recorder part.

Have students:

- Pat the rhythm of the SG/AG part.
- Read the SG/AG part. (This part could be played on recorder.)

7. Culminating Performance.

Have students:

- Experiment with different combinations of instruments and singing.
- Decide what combinations to use.
- Perform the song with any instrumental parts.

OPPORTUNITY FOR CREATIVITY

Have students:

- Work with partners to create question-and-answer improvisations on unpitched percussion.
- Evaluate how well the answer phrase relates to the question phrase.
- Use the improvised phrases as an interlude.