

# O•6 Jikel' emaweni

## Throw It Down the Slope

INSTRUMENTATION													
SM/SX	C	D	E	□	□	□	□	□	□	□	□	□	djembe, slit drum, shekere, low drum
AM/AX	□	□	□	□	□	A	B	□	□	□	□	□	
BX/BM	□	D	□	□	G	A	□	□	D	E	□	□	

*Note: See Pupil Edition for vocal parts. All parts can be played during either the A or B section of the song. Unpitched parts may be played by similar instruments.*

### FORM

Introduction:	Start with unpitched parts, Add pitched parts
Song:	Voices with combinations of pitched and/or unpitched instruments
Interlude:	pitched and/or unpitched parts with improvised pentatonic melody
Song:	Voices with combinations of pitched and/or unpitched instruments

### NOTEWORTHY

Melody:	so <sub>1</sub> la <sub>1</sub> do re mi in G (D E G A B)
Rhythm:	half notes, quarter notes, eighth notes and rests
Form:	A and B sections

### TEACHING THE ORCHESTRATION

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

Have students:

- Pat the half-note BM/BX part in the air with both hands, patting center, to the right, to the left, center.
- Transfer the part to BM/BX. This part may be divided between two players.
- Sing the song with the BM/BX part.

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

Have students:

- Sing the song with the BM/BX part and pat on beats 2 and 4 of each measure in the pattern R R L L L L R R.
- Transfer the pattern to AM/AX using the pitches B and A.
- Sing the song with the AM/AX part.
- Sing the song with the parts learned so far.

#### 3. Teach the soprano metallophone/soprano xylophone part.

Have students:

- Sing the song with the BM/BX part and AM/AX parts, patting again on beats 2 and 4, only with the pattern R R R R L L R R.
- Transfer the pattern to C D E on SM/SX.
- Sing the refrain with the accompaniment learned so far.

#### 4. Teach the unpitched percussion parts.

Have students:

- Pat the rhythm of each of the unpitched percussion parts, using the hands marked.
- Notice that the djembe, slit drum, and low drum each have a one-measure ostinato and the shekere has a two-measure ostinato.
- Play the pitched percussion parts and layer the unpitched parts one by one until all are playing.

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

Have students:

- Decide on which group of instruments to play during each A or B section. They could use the pitched and/or the unpitched for each section.
- Sing the song with the accompaniment selected.

### OPPORTUNITY FOR CREATIVITY

Have students:

- Take turns improvising for 15 beats ending on G (resting on beat 16) on *do re mi so la* in the key of G (G A B D E) between repetitions of the song, over the accompaniment.
- Choose a different rhythm ostinato for one or more of the unpitched parts.
- Use these parts as an interlude. (See Form above.)