

O•7 Mayim, Mayim

Water, Water

INSTRUMENTATION														
SG	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C	D	E	F	G	A	tambourine, bongo drums
AX	<input type="checkbox"/>	D	E	F	G	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
BX	C	D	<input type="checkbox"/>	F	G	A	<input type="checkbox"/>	C	D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

FORM

Introduction: 8-measure improvisation played on SG and/or AX over BX Coda
 Song: Voices with pitched instruments without unpitched percussion (to repeat sign)
 Interlude: same as introduction
 Song: Voices with *tutti* instruments
 Coda: As written

NOTEWORTHY

Rhythm: eighth and two sixteenths

TEACHING THE ORCHESTRATION

1. Teach the bass xylophone part.

Have students:

- Analyze the form as A-B-Bridge-C-Coda.
- Learn each section. (It can be played by 2 groups. Group 1: A, B; Group 2: Bridge, C, Coda.)
 - A** = 4 measure pattern played twice
 - B** = 4 measure pattern played twice
 - Bridge** = 2 measures of broken octaves on C
 - C** = 4 measure pattern repeated but with pitch changes in last two measures.
 - Coda** = shifting open fifths
- Sing the song and play the BX part.

2. Teach the alto xylophone part.

Have students:

- Discover that the AX does not play in the bridge or coda.
- Learn and play the A, B, and C sections on AX.
- Sing the song and play the BX and AX parts.

3. Teach the soprano glockenspiel part.

Have students:

- Identify the measures in which the SG plays. (every fourth measure in the A, B, and C sections)
- Clap the eighth-eighth-quarter rhythm played throughout this part.
- Find the one melodic repetition. (measures 4 and 16)
- Play both the SG and AX parts together.
- Sing the song and play the parts learned.

4. Teach the tambourine and bongo parts.

Have students:

- Note that, in the bongo part, the pattern for the B and C sections is the same and the pattern for the A section and Coda is the same.
- Discover word cues for the tambourine roll in B section (no tambourine in A section or Coda)
- Learn and play tambourine and bongo together and then with the BX part.
- Comment on the difference in the feeling between the hearing the song with and without the bongo part.

OPPORTUNITY FOR CREATIVITY

Have students:

- Create an original eight measure segment.
- Use the BX coda as the harmonic structure.
- Discuss which pitches might sound best with D and A and which might sound best with C and G.
- Improvise with these pitches on the SG and AX over the BX coda.
- Choose the most pleasing improvisation for the introduction and interlude.