

O•8 Round and Round

INSTRUMENTATION

AG	□	D	□	□	□	A	□	□	D	□	□	□	□	triangle, hand drum
SM/AM	□	D	□	□	□	□	□	□	D	□	□	□	□	
BM	□	D	□	□	□	□	□	□	D	□	□	□	□	

FORM

Introduction:	AG (2 measures), add BM (2 more measures), add triangle and HD (2 more measures)
Song:	Voices with <i>tutti</i> instruments
Interlude:	Instrumental improvisation
Song:	Voices with <i>tutti</i> instruments added cumulatively with voice parts; three times through (for all parts); once in unison

NOTEWORTHY

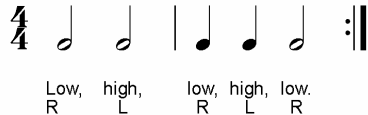
Rhythm:	$\frac{1}{4}$, eighth, quarter, half, whole notes
Tonality:	Dorian mode

TEACHING THE ORCHESTRATION

1. Teach the bass metallophone part.

Have students:

- Prepare by singing the song in unison and reviewing musical elements in it, describing the scale (Dorian mode), the meter ($\frac{4}{4}$), the number of measures (6), and the number of parts when it is sung as a round (3).
- Mirror you as you say and play in the air with mallets (or pat) this pattern (directions are from teacher's perspective):



- Sing the pattern with pitch letter names and pat or play in the air again.
- Transfer the pattern to BX on octave Ds and sing the song with this part.

2. Teach the alto glockenspiel part.

Have students:

- Mirror you patting the arpeggiated bordun on D and A, on the constant eighth notes, crossing the R hand over and keeping the L hand in the same place (from teacher's perspective). (This part is an aural representation of something going "round and round.")
- Transfer the pats to AG and play the part while singing the song.
- Sing the song and play the BM and AG parts.

3. Teach the soprano and alto metallophone part.

Have students:

- Echo-clap the rhythm of the SM/AM part.
- Transfer the claps to octave Ds on SM/AM.
- Sing the song and play all parts learned so far.

4. Teach the hand drum part.

Have students:

- Sing the song, observing as you perform the hand drum part.
- Describe the hand drum part. (*The patterns are eight beats long, two are the same and the third one is different.*)
- Clap the part with you, lightly, as if tapping a drum.
- Transfer the light clapping to the hand drum and play it as others sing the song.
- Sing the song and play all parts learned so far.

5. Teach the triangle part.

Have students:

- Sing the song again, observing as you snap fingers of both hands simultaneously to the rhythm of the triangle.
- Describe this part then join in snapping with you while singing the song.
- Transfer the snapping to triangle and sing the song while playing the triangle part.

6. Sing the complete song with instrumental accompaniment.

OPPORTUNITY FOR CREATIVITY

Have students:

- Play the SM/AM part again and discuss what sound it resembles. (*a bell ringing slowly*)
- Work in groups of three to explore ways to move to the SM/AM part.
- Take turns improvising melodies in Dorian mode using voice, soprano recorder, or soprano glockenspiel as one volunteer plays the metallophone part. (Six-measure melodies in $\frac{4}{4}$ will work well.)
- Combine their efforts, with one student playing metallophone, another playing their improvisation, and the third moving to the music.
- Perform their creations as interludes between singing the song as a round and singing it in unison.