

# O•3 Tinker, Tailor

INSTRUMENTATION		
SG/AG	□ □ □ □ G □ □ □ □ □ □ G □	wood block
AX/AM	C □ □ □ G □ □ □ □ □ □ □ □	
BM	C □ □ □ G □ □ □ □ □ □ □ □	

*\*NOTE: The orchestration for this song has been transposed to C major for ease of use with the Orff instruments. The song appears in F major in both the student and teacher editions of Spotlight on Music™.*

### FORM

Introduction: BX/BM and AM play their parts for four measures  
 Song: Voices with *tutti* instruments  
 Interlude: Unpitched percussion plays rhythm of words, accompanied by BX/BM and AM  
 Song: Voices with *tutti* instruments

### NOTEWORTHY

Rhythm: quarter notes, eighth notes, steady beat  
 Melody: *so mi*  
 Harmony: bordun

### TEACHING THE ORCHESTRATION

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

Have children:  
 • Mirror you in the following pat-clap pattern:

- Divide into two groups. One group performs the pat-clap pattern while the other group sings the song. Switch parts.
- Transfer the pat to the BX and BM and the clap to the AX and AM.
- Sing the song accompanied by the BX/BM and AX/AM parts.

#### 2. Teach the soprano/alto glockenspiel and wood block parts.

Have children:  
 • Mirror you in performing the following pattern:

- Divide into two groups. One group performs the clap-snap pattern while the other group sings the song (accompanied by the BX/BM and AX/AM parts). Switch parts.
- Transfer the clap to the wood block and the snap to the SG/AG playing octave Gs.
- Sing the song with the BX/AX accompaniment.

#### 3. Combine all parts with singing.

### OPPORTUNITY FOR CREATIVITY

Write the following words on the board, or present them on a transparency.

Tinker, tailor, soldier, sailor

Rich man, poor man, beggar man, thief.

- Have children:
- Sing the song, imitating you as you clap the rhythm of the words.
  - Discuss what each person does (*tinker* = a mender of brass kettles, pans, and other metal ware).
  - Decide what unpitched instrument should be used for each person in the song.
  - Choose instruments that might sound like what the person does.
  - Perform the rhythm of the words on unpitched instruments.