O•3 Tina Singu

**INSTRUMENTATION**

<table>
<thead>
<tr>
<th>AX</th>
<th>C</th>
<th>E</th>
<th>F</th>
<th>C</th>
<th>E</th>
<th>F</th>
<th>C</th>
<th>E</th>
<th>F</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>C</td>
</tr>
<tr>
<td>BX/BM</td>
<td>C</td>
<td>F</td>
<td>B</td>
<td>C</td>
<td>F</td>
<td>B</td>
<td>C</td>
<td>F</td>
<td>B</td>
<td>C</td>
</tr>
</tbody>
</table>

cowbell, shakers, drums (3–5)

**FORM**

Introduction: All instruments, as written, for four measures
Song: Voices with tutti instruments
Interlude: Layered patterns, improvised on drums over shaker beat
Song: Voices with tutti instruments

**NOTEWORTHY**

Rhythm: eighths, quarters, halves, wholes
Harmony: I-IV-V

**TEACHING THE ORCHESTRATION**

1. **Teach the bass xylophone/bass metallophone parts.**
   Have students:
   - Sing the song, patting the BX/BM rhythm, beginning with measure 11.
   - Echo you in singing the part with pitch syllables and pitch letter names (or read from a chart or from the board).
   - Transfer the part to low C, F, and B♭ and high C on the BX/BM.
   - Sing the song with the BX/BM part.

2. **Teach the alto metallophone part.**
   Have students:
   - Sing the song with the accompaniment learned so far, clapping on beat 1, beginning with measure 11.
   - Echo you in singing the part with pitch syllables and pitch letter names (or read from a chart or from the board).
   - Transfer the part to high C, D, and E on the AM.
   - Sing the song with the accompaniment learned so far.

3. **Teach the alto xylophone part.**
   Have students:
   - Sing the song with the accompaniment learned so far, clapping on beats 2 and 3, beginning with measure 11.
   - Echo you in singing the part with pitch syllables and pitch letter names (or read from a chart or from the board).
   - Transfer the part to the AX.
   - Sing the song with the accompaniment learned so far.

4. **Teach the shakers and drum part.**
   Have students:
   - Form two groups and sing the song with the accompaniment learned so far, one group clapping to the beat, the other patting eighth notes with alternating hands.
   - Transfer the beat pattern to drums and the eighth notes to shakers.
   - Sing the song with the accompaniment learned so far.

5. **Teach the cowbell part.**
   Have students:
   - Sing measures 11-14, clapping twice after the word wat-sha in measures 11, 12, and 14 and once after each word wat-sha in measure 13. Repeat the pattern for measures 15-18.
   - Transfer the pattern to cowbell.
   - Sing the song with the accompaniment learned so far.

6. **Teach an additional pattern in all pitched instruments.**
   Have students:
   - Sing the song with the accompaniment learned so far, adding high and low C on beat 3 and 4 on all pitched instruments in measures 1 and 5.

7. **Sing the song with the complete accompaniment.**

**OPPORTUNITY FOR CREATIVITY**

Have students:
- Improvise patterns on drums, layering them one on top of the other as an interlude between repetitions of the song, over the continuing quarter notes by the shakers.