

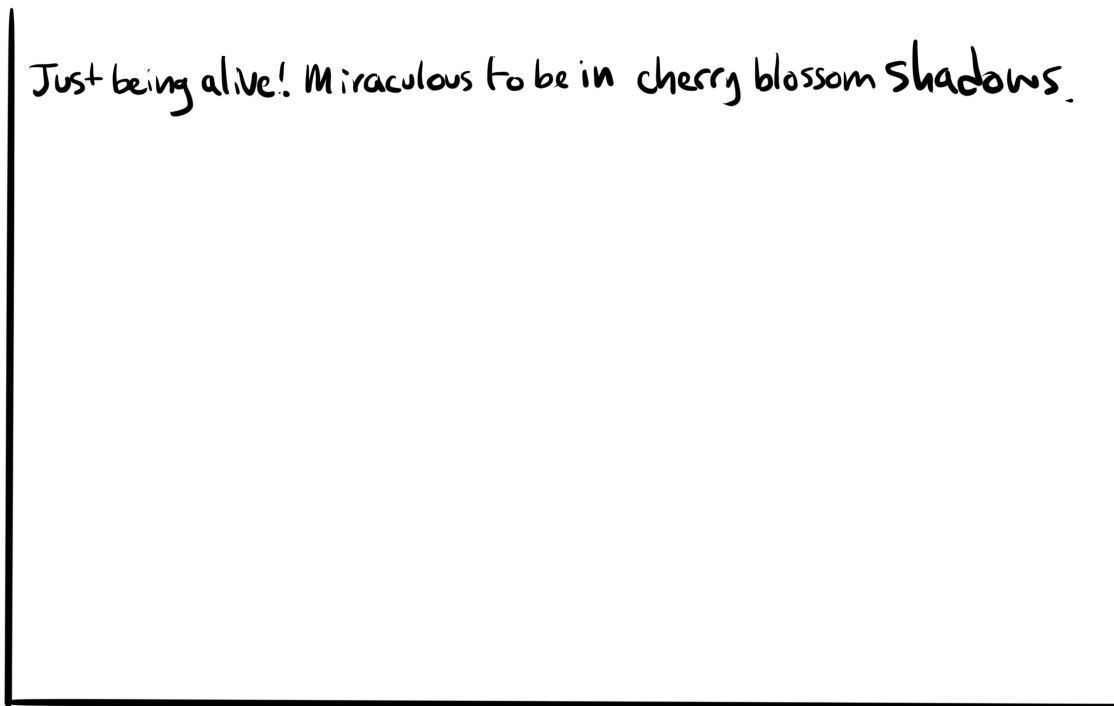
Follow-up: Creating a Score with Multiple Parts for Voices, Mallet Instruments, and Percussion

STEP 1: The main vocal part

- 1) Introduce a short text, such as a statement elicited from the children, a poem, or a known classroom song, rhyme, or chant. For this example, we'll use a poem by the Japanese poet Issa:

Just being alive!
- miraculous to be in
Cherry blossom shadows!

- 2) On the left side of a big poster, make a large L. (The left axis of the "L" indicates "what to do", or, "what instruments we will play". The bottom axis indicates time.) Lightly draw a line at the top of the L. Write out the text on this line.



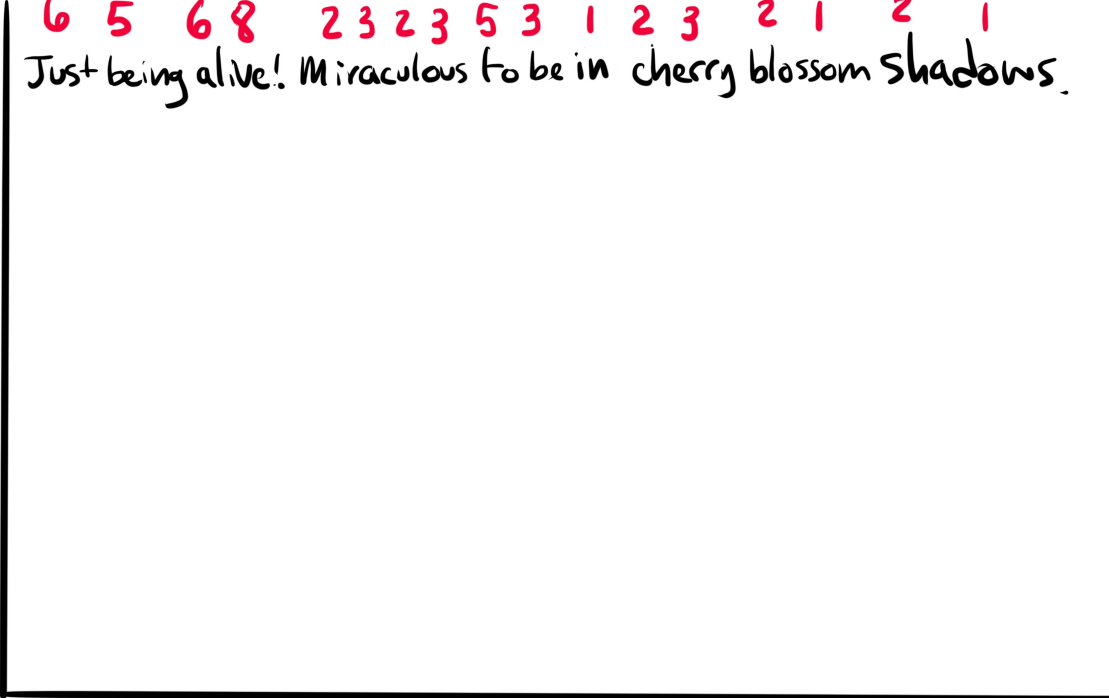
- 3) Beginning with the first line, count out the number of syllables. That's how many notes you'll need.

4) Elicit from the children some notes from a **pentatonic** scale to make your melody. Use one note per syllable. (In relative terms, you can make a **pentatonic** scale from 1,2,3,5, and 6 of whatever major scale you like. For this example we'll use notes from **do pentatonic**, which contains the notes do, re, mi, so, and la. To get **do pentatonic**, place your major scale strip on Do and pull down every tone bar except 4 and 7.)

5) Above the line of text, write the children's melody notes in red numbers. Sing the melody on "loo" showing hand signs. Repeat until the children are comfortable with the melody.

6 5 6 8 2 3 2 3 5 3 1 2 3 2 1 2 1

Just being alive! Miraculous to be in cherry blossom shadows.



6) Elicit a rhythm from the children for their melody *using known rhythmic elements*. Write the rhythm stems above the red numbers to create a stick-notated vocal part with lyrics.

Just being alive! Miraculous to be in cherry blossom shadows.

TIP: You could also begin by writing a rhythm to the text before adding the notes.

STEP 2: Percussion parts

7) Take out the percussion instruments and elicit from the children some sounds they might encounter with reference to this poem. For example, sitting under cherry blossom trees, one might hear the sound of birds chirping. To make that sound, you might use a tambourine. For this example, we'll select the tambourine, the maracas, and the bongo drum.

8) Show the children the tambourine. Using rhythm cards, work with the children to come up with a rhythm for a tambourine part. Be sure to guide the children toward known rhythms. Ask the children to clap the rhythm all together. Observe while the children are clapping to see which child can clap most accurately. Give that child the tambourine. Ask him to keep his instrument still while you write down the tambourine part.

9) To write the tambourine part, draw a little tambourine to the left of your L shape, or write the word "tambourine". Draw a straight line. Write rhythm sticks, making sure to line them up with the beats in the vocal line above.

10) Repeat with the other percussion instruments.

TIP: Make sure that at least one instrument, preferably a low-sounding drum, plays the “steady beat”, which is to say a line of only ta’s. This will keep everyone together.

STEP 3: Adding additional mallet or vocal parts

11) Elicit a short **pentatonic** vocal part or tone bar part that can be repeated. It will sound best if the melody notes are in a range above or below the main melody. Write this part in stick notation below the percussion parts. If you want to add lyrics to the part, just write the words below the note numbers.

12) Repeat with as many parts as you like.

Handwritten musical score for a percussion ensemble with five parts. The parts are represented by icons: a person singing, a maraca, a maracas, a drum, and another person singing. The score includes pentatonic note numbers (6, 5, 6, 8, 2, 3, 2, 3, 5, 3, 1, 2, 3, 2, 1, 2, 1) and lyrics: "Just being alive! Miraculous to be in cherry blossom shadows." and "spring is here! peaceful spring! we love spring!". A large repeat sign is on the right.

13) When all the parts are finished, write a big repeat sign on the right side of your score. If you want to repeat the piece a certain number of times, four, for example, indicate this with a (4x) sign. Otherwise, everyone repeats the piece until the conductor stops them.

TIP: We use numbers in this example, rather than Sol-fa note names. You can use either.

STEP 4: Performing the Piece

14) Before performing the piece, write out each part on individual pieces of paper so that each child can have one in front of him during the performance. You or another child, the conductor, will have the entire score in front of you.

15) Quickly have everyone play each part through once. This supports the individual players and gives them a chance to practice their part one last time with the help of the others.

16) Count everyone in with a “one, two, three, go!”

NOTES: Make sure to set the children up for success by limiting the children’s rhythmic choices to *known rhythmic elements*. Make sure they can comfortably write, say, and clap their rhythm before giving them an instrument.

The notes of the **pentatonic** scale blend beautifully in any combination. It requires special skill to handle the dissonances that result from using **4** and **7** from the major scale. As the children gain more experience with major and minor scales, they can start to use them in their compositions.

For now, you and the children will be able to make beautiful music with simple musical elements.