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<u>The Pieces</u>	<u>Grade Level</u>
Annie Ate Jam	3rd–4th Grade
See a Pin	3rd–4th Grade
Charlie, Charlie in the Tub	3rd–4th Grade
Ice Cream	3rd–4th Grade
Pairs or Pears	3rd–4th Grade
Mister East Gave a Feast	3rd–4th Grade
Once a Year	3rd–5th Grade
Nellie Bligh	3rd–5th Grade
Big Turtle Sat	4th–5th Grade
Sleeper’s Song	4th–5th Grade
Rain, Rain Canon	4th–5th Grade
Jack & Jill	
Version 1	4th–5th Grade
Version 2	5th Grade Special Group–Middle School
Peter White	4th–5th Grade
Once I Caught a Fish Alive	4th–5th Grade
See the Elephant Jump the Fence	4th–5th Grade
Christmas Is Coming	4th/5th Chorus–Middle School
Thump, Thump	4th–Middle School
The Bob	4th–Adult.....
From Wibbleton to Wobbleton	5th–Middle School
A Sieve	5th–Middle School
Poly 2 with 3	5th–Middle School
Eastside, Westside	5th–Middle School
Alligator Bongo, Alligator Drum	5th–Middle School
Confusion	5th–Middle School
Totally Chickenish	5th Grade Special Group–Middle School
Jungle	5th Grade Special Group–Middle School
Lost at “C” Rondo	5th Grade Special Group–Middle School
Ashes to Ashes	5th Special Group–Middle & High School.....
Butterfly (with Soprano Recorder)	5th–Middle School
Brisa Cambiando (with Soprano Recorder).....	5th–Middle School

CHARLIE, CHARLIE, IN THE TUB

Traditional Rhyme
Arranged by Jim Solomon

A Section $\text{♩} = 120-160$

Congas

Char - lie, Char - lie, in the tub.
Char - lie, Char - lie, pulled out the plug.

Oh my good - ness, oh my soul,
There goes Char - lie down the hole!

B Section

Congas:
T = Tone
B = Bass

Chimes

Flexatone

Vibraslap

Bass Drum



Coda

Flexatone

FORM:

- A: words spoken
- A1: congas play rhythm
- B
- C: A1 + B together
- Coda

TEACHING SUGGESTIONS:

1. Say: "What happened to Charlie? Is this real or a joke?" Teacher speaks rhyme, students answer.
2. Say: "Let's see if the clapping pattern changes." Teacher speaks rhyme again, claps on Basses. "Yes."
3. "Clap with me." Teacher speaks rhyme again.
4. Show chart and have students read words and clap on Basses.
5. Pat rhythm.
6. Add other parts, review and perform.

Have students listen for and interpret the effect of the special effects instruments. (The chimes mimic the sound of water going down the hole.)

FROM WIBBLETON TO WOBBLETON

• = 132–144

Anonymous
Arranged by Jim Solomon

High/Med Cancers

From Wib - ble - ton to Wob - ble - ton is fif - teen miles. From Wob - ble - ton to Wib - ble - ton is fif - teen miles. From Wob - ble - ton to Wib - ble - ton from Wob - ble - ton to Wib - ble - ton from Wob - ble - ton to Wob - ble - ton is fif - teen miles. From

ACCOMPANYING PARTS

FORM:

- Devise your own form using a few or all of the following ideas.
- Layer in
- Have improvisational sections
- Have a soloist play the main rhythm
- Have group solos on their parts

Congas:
T = Tone
B = Bass

Cowbell:
M = Mouth
H = Heel

TEACHING SUGGESTIONS:

1. Ask question: “Is the pattern of Basses the same throughout or does it change?” Teacher plays rhyme on conga. “The pattern changes.”
2. “Clap every time three Basses are played in a row.” Teacher plays rhyme again, students clap.
3. “What are the words where the three Basses are played?” Teacher speaks rhyme, students identify “fif-teen miles.”
4. “Who can say these words precisely?” Echo speak rhyme.
5. Students speak whole rhyme, clap on Basses.
6. Patsch rhythm of whole rhyme in slow motion.
7. Patsch rhythm at a moderate tempo, then play on drums.
8. Learn other parts with simultaneous imitation. Create words for any parts that give difficulty.