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10/09/09
MusEd 351
Dr. Inks
Repertoire Analysis #2

Song Criteria:

a.) Name of Text Resource and Grade Level

- Making Music, Grade Level Two (2)

b.) Song Title and Page

- "Somebody Waiting" – pg. 282

c.) Written Text (One Verse is Sufficient)

- As I look into your eyes, I behold a glad surprise
- There is somebody waiting for me.
- There is somebody waiting there is somebody waiting
- There is somebody waiting for me.

d.) Key Signature

- G major

e.) Melodic Analyses

- The range of tones in this song would fit well within this grade level. Going from sol to mi and our tessitura around concert g the students should be comfortable singing it. The first line of the song cadences on "V". After this we generally stay along "g" concert in the second line before we cadence on a half note. The refrain follows a similar patten of with the first two lines of the song.

f.) Harmonic Analyses

- This song follows a basic I, IV, V7, I pattern. I (G) and IV (c) usually follow a one bar phase while the D7 chord lasts two measures in length. There is a solid support from these chords in regards to where the chord changes occur in the song.

g.) Rhythmic Analyses

- Compared to other examples this song is very beginning level for second graders. Only really using quarters, eighths and half notes. The use of an anacrusis can

help improve a child's understanding of a pick up beat or note. This song is in two bar phrases throughout four lines of text. During the third and fourth lines a sequence can be seen a heard as we come to the finish. Also the second and fourth lines of music share similar qualities in patters of rhythm

h.) Non-Musical Considerations

- The song has strong connections history during the 1800's. With collaboration from other subject matter teachers, a small unit can be performed to help students understand life in the 1870's and how celebrations were seen. This song can allow for a small movement activity for the students. Making sure if I were to attempt to allow students to move during the song that I have set up boundaries and rules to which the students must follow.

i.) Strategy for Teaching

- For this song I will be using a Whole-Part-Whole method of teaching.
 - o Introduce the title of the song – “Somebody Waiting”
 - o Tell students about Play Parties that were popular during the 1870's and that the song we are singing today is an example of a singing/dancing game.
 - o I will next ask students to keep a steady ostinato (Q EE Q EE)
 - o I will first sing the song completely, with my piano accompaniment in my falsetto voice
 - o Next I will sing the first two lines of song at lease twice while using the ostinato that the students are still using. After I feel the students are comfortable with this first half of the song I will next sing the second half and again sing it at least twice before asking students to join in.
 - o If there are any parts of the song that may need working on I will go back and work on accuracy on what may be causing students problems.
 - o I will sing the song with the students once in its entirety.
 - o I will ask the students to sing the song by themselves. I will sing the first few words and then drop out, making sure that the students are able to handle the complete song on their own

j.) Teaching Idea/ Concept

- Two concepts can really be enforced through this song. Ostinato can be used through the use of body percussion, or non pitched instruments. Simple Quarter, Eighth and Sixteenth combinations could be used to help teach ostinato. I also could see the introduction of a pick-up beat or anacrusis. All four lines of this song have an anacrusis that brings us into each next verse.

k.) Defense of Grade Level

- I feel that this song is very appropriate in terms of grade level. There is a lot of repetition present through the lyrics and the melodic. Also there is a simple ostinato pattern that can be used with the song that the students can clap while singing. There range of notes fall between sol (d) and mi (b) which should be comfortable for a student at this age.