

Halloween Rondo

I'm Diggin' that Minor Triad

And that lowered 7th is rockin' my world!

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DMS

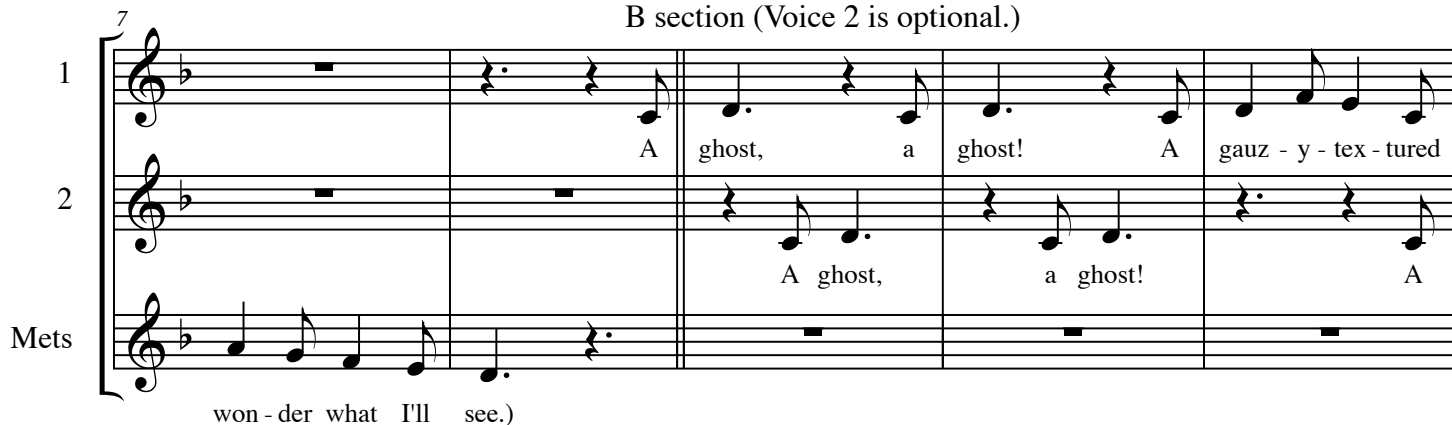
A section

Metallophones



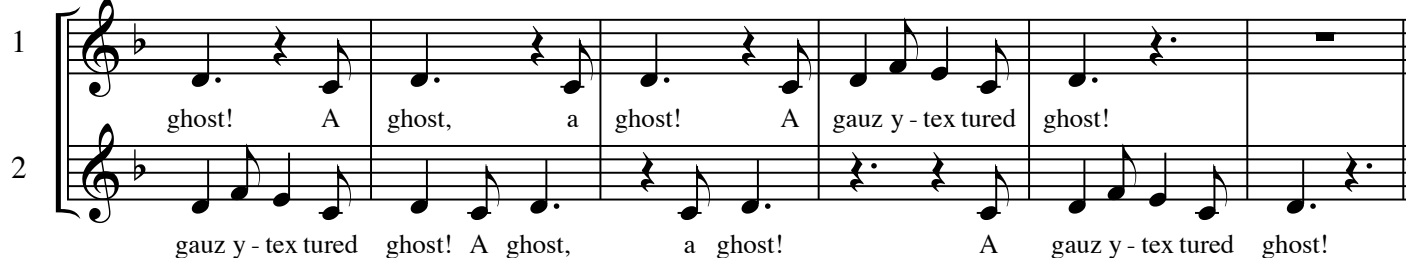
(Hal - lo - ween, when scar-y things run free. Hal - lo - ween, I

B section (Voice 2 is optional.)



1 A ghost, a ghost! A gauz - y - tex - tured
2 A ghost, a ghost! A
won - der what I'll see.)

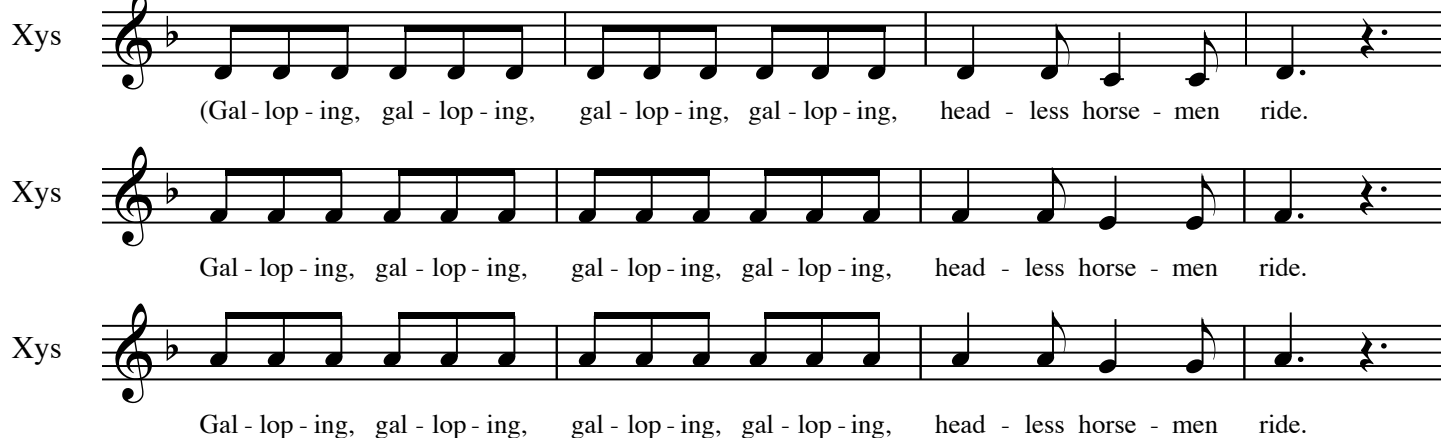
12



1 ghost! A ghost, a ghost! A gauz y - tex tured ghost!
2 gauz y - tex tured ghost! A ghost, a ghost! A gauz y - tex tured ghost!

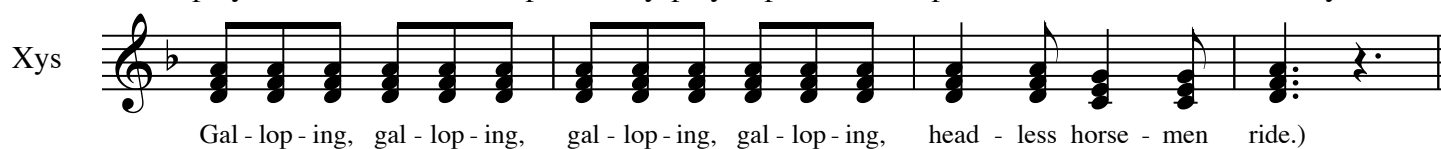
18

C section



Xys (Gal - lop - ing, gal - lop - ing, gal - lop - ing, gal - lop - ing, head - less horse - men ride.
Xys Gal - lop - ing, gal - lop - ing, gal - lop - ing, gal - lop - ing, head - less horse - men ride.
Xys Gal - lop - ing, gal - lop - ing, gal - lop - ing, gal - lop - ing, head - less horse - men ride.

Each player chooses one of the previously-played patterns to repeat. Shazam! Triadification, y'all.



Xys Gal - lop - ing, gal - lop - ing, gal - lop - ing, gal - lop - ing, head - less horse - men ride.)

34 Coda

Xys et al

(Hal - lo - ween comes to - night. Hal - lo - ween comes to - night.

Hal - lo - ween night, Hal - lo - ween night. Yea for Hal - lo - ween!)

This can be a mallet piece or a vocal piece or both.

The melody is given to the metallophones, but the glockenspiels could certainly join them. Or the melody could be sung.

The imitative B section could be played. And if that 2nd voice is too much (or you don't like it), just leave it out.

The galloping C section is admittedly going to sound better on xylophones than sung, but it's not a dealbreaker (hopefully).

The coda is for all barred instruments. (If you're singing this, let your recorder players play along, and you'll have your octaves built in.)

About Student Creation

1) Once you teach as many of these parts as you want, let the students put them in the order they like. This allows them to practice both the composing/arranging standard and making their own musical judgments.

2) There are several rests in this composition. I'll bet your students will have excellent ideas for filling those in!

Adapting for little ones

If you only teach young students, try this: Sing the A section, and let students sing back to you what they'd like to see. You can either let them improvise the melodic idea, or give them a bit more help.