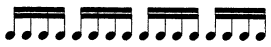



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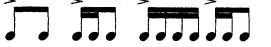
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**SPECIAL GROUPS**


33. Shaker 


Cowbell 


Lead Drum 


Bass Drum 

Example 34 is the same figure as Example 10 with accents on 1, 3.

34. Shaker 

Drum #2 

Lead Drum 


Bass Drum 


35. Clave 


Shaker 


Lead Drum 

Bass Drum 

36. Shaker 

Cowbell 

Lead Drum 

Bass Drum 

37. Shaker 

Cowbell 

Drum #2 

Lead Drum 

Bass Drum 

**ENSEMBLES BASED ON SPEECH**

# MONKEY MONKEY MOO

Traditional  
*Arranged by Jim Solomon*

Recommended grade level: 2nd, 3rd

♩ = 92 ~ 108

T = Tone (Open tone) B = Bass

4

Conga

T T T T B                      T T T T B

Mon - key mon - key moo!                      Shall we name a few?

T T T T T T T T                      T T T T B

Yel - low mon-keys, pur - ple mon-keys, mon-keys red and blue!

**FORM:**

- A Section - Play all parts 1x
- B Section - Only accompanying parts play  
 (use "inner hearing" to know when Ratchet, Vibraslap, and Cymbal play)
- A Section - Play all parts 1x

Another option for the form is to have all parts played 2x or 4x, then use accompanying parts 1x as an interlude before repeating all parts again.

**ACCOMPANYING PARTS:**

Ratchet

Vibraslap

Cymbal

Bass Drum

**TEACHING SUGGESTIONS:**

Rhythm of Rhyme: 1) Ask students what colors they hear, then speak the rhyme. 2) Show a chart. Mark words where bass is played with a "B." Speak rhyme again and clap on basses. 3) Students speak rhyme and clap on basses. 4) Patsch rhythm of entire rhyme. 5) Play on drums.

Play Ratchet on first rest in the rhyme, Vibraslap on the second rest, and Cymbal on the last rest.

When students are secure with the rhythm, teacher can add Cowbell: ♩ ♩ ♩ ♩

