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## *Body Percussion*

SN = Snap      CL = Clap      P = Patsch      ST = Stamp      V = Voice

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### **Memphis Musiccraft Publications**

4096 Blue Cedar, Lakeland, TN 38002  
901-386-8435 • e-mail: MemMus4096@aol.com

ISBN 0-934017-28-X

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fourth printing

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# III. Alpha Three

Jim Solomon

A  $\text{♩} = 80-100$

SN  $\frac{3}{4}$

CL  $\frac{3}{4}$

P  $\frac{3}{4}$

To B  
To C  
Fine

B

P

To A

C

CL

To A

Form: ABACA

A section: Establish the meter and tempo by moving in threes before beginning the A section. Have students take a step on beat one of each measure of the music that you play for them. Then practice the  $\text{♩} \text{♩} \text{♩}$  pattern. Perform the A section and have students identify how many times that pattern occurs. Ask them to perform only that pattern with you the four times it occurs. After they can do this, they can easily add the rest.

# IV. Dolphins Rondo

Jim Solomon

**A**

$\text{♩} = 132-144$

CL

P

To B  
To C  
Fine

**B**

CL

P

To A

**C** Walk forward and back or in a circle.

CL

ST

To A

Form: ABACA

A section: Practice the pattern in measure three. Perform A section for students and have them identify where it occurs. Then proceed to learn the whole A section from the beginning.

C section: Perform for students, then have them walk  $\text{♩} \{ \text{♩} \}$ , etc., while you echo speak the rhythm. Add the rest of the body percussion measure by measure.

# V. Las Vegas Rondo

Jim Solomon

Because body percussion cannot sustain the value of  $\frac{1}{2}$ 's,  $\frac{1}{4}$ 's, and  $\circ$ 's, it is necessary to add vocal sound effects to sustain these note values in the A section. Students can use train sounds, whistles, etc., or they can create their own sounds. Emphasize (practice!) keeping the tempo steady.

## A Allegro

SN  $\frac{4}{4}$

CL  $\frac{4}{4}$

P  $\frac{4}{4}$

ST  $\frac{4}{4}$

SN  $\frac{4}{4}$

CL  $\frac{4}{4}$

P  $\frac{4}{4}$

ST  $\frac{4}{4}$

To B  
To C  
Fine

B

CL

P

CL

P

To A

C

CL

(Syn - co - pa - tion is ac - cents off the beat.)

To A

Form: ABACA

C section: Students should be able to speak the words below the first two measures before they clap them.