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CHARLIE, CHARLIE, IN THE TUB

Traditional Rhyme
Arranged by Jim Solomon

A Section ♩ = 120-160

Congas

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

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

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

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

B Section

Chimes

Flexatone

Vibraslap

Bass Drum

Congas:
T = Tone
B = Bass

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 Bases. "Yes."
3. "Clap with me." Teacher speaks rhyme again.
4. Show chart and have students read words and clap on Bases.
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

Anonymous
Arranged by Jim Solomon

♩ = 132-144

High/Med Congas

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

ACCOMPANYING PARTS

Cowbell
Maracas
Guiro
Low Congas
Bass Drum

M M M H H H H
B T T B T T *sim.*

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

TEACHING SUGGESTIONS:

1. Ask question: "Is the pattern of Bases the same throughout or does it change?" Teacher plays rhyme on conga. "The pattern changes."
2. "Clap every time three Bases are played in a row." Teacher plays rhyme again, students clap.
3. "What are the words where the three Bases 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 Bases.
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.

Congas:	Cowbell:
T = Tone	M = Mouth
B = Bass	H = Heel