Music for Little Mozarts
A Piano Course to Bring Out the Music in Every Young Child (Ages 4–6)

Christine H. Barden • Gayle Kowalchyk • E. L. Lancaster
Music for Little Mozarts
A Piano Course to Bring Out the Music In Every Young Child Ages 4, 5, and 6
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Three comprehensive books at each of the four levels guide the children through a comprehensive approach to music learning.

**Music Lesson Books** introduce students to new musical concepts as they follow the story of Beethoven Bear, Mozart Mouse, and their Music Friends.

**Music Workbooks** contain pages to color that reinforce the musical concepts introduced in the Music Lesson Books.

**Music Discovery Books** feature songs that allow students to experience music through singing, movement, and response to rhythm patterns.

**Compact Discs** include all of the music in the Music Lesson Books and Music Discovery Books as well as the narration for the story.

Beethoven Bear, Mozart Mouse, and their Music Friends plush toys stimulate the student’s imagination.

- **Beethoven Bear** (14654)
- **Mozart Mouse** (14653)
- **Professor Haydn Hippo** (18792)
- **Clara Schumann-Cat** (19767)
- **Elgar E. Elephant** (21228)
- **Nannerl Mouse** (18791)
New Concepts in Music Lesson Book 1:
How to Sit at the Piano
Hand Position
Low and High Sounds
Moving Up and Down the Keyboard
Loud Sounds \( f \) and Soft Sounds \( p \)
Finger Numbers
2 Black Keys
Quarter Note \( \frac{1}{4} \)
Bar Lines and Double Bar
3 Black Keys
Quarter Rest \( \frac{1}{4} \)
Repeat Sign
Keys on the Keyboard (D, C, E, B, A)

Half Note \( \frac{1}{2} \)
Half Rest \( \frac{1}{2} \)
Whole Note \( \frac{3}{2} \)
Whole Rest \( \frac{3}{2} \)

New Concepts in Music Lesson Book 2:
Dotted Half Note \( \frac{3}{2} \)
Keys on the Keyboard (E, G)
Time Signatures \( \frac{3}{4}, \frac{3}{4} \)
Mezzo Forte \( mf \)
Line Notes and Space Notes
Treble Clef
Steps and Skips
Treble Clef Notes
\( \frac{3}{4} \)
Bass Clef
Bass Clef Notes
\( \frac{3}{4} \)
Grand Staff

After completing the fourth level of the Music for Little Mozarts series, students should continue piano study in Alfred’s Basic Piano Library, Prep Course, Level C, or Alfred’s Premier Piano Course, Level 1B.

New Concepts in Music Lesson Book 3:
Bass Clef Notes
Staccato
Intervals: 2nds, 3rds, 4ths, 5ths
Legato, Slur
Melodic and Harmonic Intervals
Playing Hands Together
\( f-p \)

New Concepts in Music Lesson Book 4:
Treble Clef Notes
Flat Sign \( b \)
Sharp Sign \( \# \)
Tied Notes
Crescendo \( \frac{3}{4} \)
Diminuendo \( \frac{3}{4} \)
In all four levels, the Music Workbook and Music Discovery Book are correlated page by page with the Music Lesson Book to provide well-balanced lessons. Ideally, pages should be assigned according to the instructions in the upper right corner of each page. Materials can be used effectively in either group or private lessons.
PERFORMANCE MUSIC
Music Recital Books
Performance repertoire
Book 1 (19724)
Book 2 (19725)
Book 3 (19726)
Book 4 (19727)

Little Mozarts Go to Church
Sacred performance repertoire
Levels 1 & 2 (31820)
Levels 3 & 4 (31821)

Little Mozarts Go to Hollywood
Popular performance repertoire
Levels 1 & 2 (29094)
Levels 3 & 4 (29095)

Little Mozarts Perform
The Nutcracker
Performance repertoire from the ballet
Levels 3 & 4 (28272)

Character Solo Series
Beethoven Bear (Level 2) (23235)
Elgar E. Elephant (Level 2) (27715)
Mozart Mouse (Level 2) (23234)
Pachelbel Penguin (Level 2) (27798)
Clara Schumann-Cat (Level 3) (24619)
J. S. Bunny (Level 3) (24620)
Nannerl Mouse (Level 3) (27799)
Nina Ballerina (Level 3) (27717)
Professor Haydn Hippo (Level 4) (27716)
Puccini Pooch (Level 4) (27800)

Christmas Fun!
Book 1 (19720)
Book 2 (19721)
Book 3 (19722)
Book 4 (19723)

Halloween Fun!
Book 1 (20657)
Book 2 (20658)
Book 3 (21225)
Book 4 (21226)

STUDENT KITS
Student Starter Kit
Vinyl tote bag, Music Activity Board, and
Mozart Mouse and Beethoven Bear plush
animals (14586)

Deluxe Starter Kit
Same as above, plus Book 1 of the Music
Lesson Book, Music Discovery Book, Music
Workbook, Flash Cards, and Compact Disc
Set (17194)

INSTRUCTIONAL SUPPORT
Coloring Books
Imaginative, musical adventure pages
to color
Fun with...
Book 1: Music Friends (19669)
Book 2: Music Friends at School (19670)
Book 3: Music Friends at the Piano
Lesson (19671)
Book 4: Music Friends in the City (19672)

Compact Discs and General
MIDI Accompaniments on USB
Flash Drive
All the music from the Music Lesson
& Music Discovery Books plus more...

CDs (includes narration)
Book 1 (14578)
Book 2 (14582)
Book 3 (17184)
Book 4 (17190)

Flash Drive
Levels 1–4 (20620)

Flash Cards
Musical terms and symbols, rhythm patterns
Book 1 (14587)
Book 2 (14599)
Book 3 (17183)
Book 4 (17189)

Lesson Assignment Book
Includes assignment pages, practice records,
and lesson evaluations
Book (17488)

Music Activity Board
Magnetic board on one side, dry erase board
on the other side (19747)

Sticker Book
Motivating rewards for students (20647)

CONCEPT REINFORCEMENT
Notespeller &
Sight-Play Books
Written activities and playing examples
to reinforce note-reading
Book 1 (45268)
Book 2 (45125)
Book 3 (45126)
Book 4 (45127)

Rhythm Speller Books
Written activities and playing examples
to reinforce rhythm-reading
Book 1 (47168)
Book 2 (47169)
Book 3 (47170)
Book 4 (47171)

TEACHER MATERIALS
Teacher’s Handbooks
Includes teaching tips and lesson plans
Books 1 & 2 (14585)
Books 3 & 4 (17192)

Rhythm Ensembles &
Teaching Activities
Performance ensemble and strategies
to reinforce musical concepts
Levels 1–4 (47172)
Beethoven Bear and Mozart Mouse and the Musical Argument

Once upon a time, there was a large house where a family with children just about your age lived. In that house, there was a wonderful playroom filled with every kind of toy imaginable. There were dolls and books, trains and trucks, puzzles and crayons and even a trunk with clothes for playing make-believe. The children who lived in the house loved playing in this room. But of all the toys they had, their favorite ones were a little stuffed bear and a little stuffed mouse. Their names were Beethoven Bear and Mozart Mouse.

Everyone knows that children play with toys. But do you know what toys do when children are not around? They play too! All of the toys played with one another in the playroom when the family was not at home. Well...all of them, that is, except Beethoven Bear and Mozart Mouse. When the family was away, they would sneak out of the playroom to their favorite place in the house—the Music Room!

Beethoven Bear and Mozart Mouse thought that the Music Room was the most special place in the whole house. It had shelves from floor to ceiling filled with music and books about music. There were cozy chairs and a sofa where the family sat as the children performed. But the very best thing in the whole room according to the little bear and mouse was the piano. They could not wait to hop on the keys and make beautiful sounds.

When the house was empty (except for the toys, of course!), Beethoven Bear and Mozart Mouse would creep out of the playroom and go to their favorite spot, the Music Room.

As they huddled down the stairs, Beethoven Bear would sometimes say to Mozart Mouse, “I can’t wait to play some low sounds!”

Mozart Mouse would reply, “I like high sounds the best!”

“No!” Beethoven Bear would argue. “Low sounds are best. They are perfect for a bear like me.”

“No!” Mozart Mouse would reply. “The high sounds are perfect for a mouse like me.”

And so went the argument that Beethoven Bear and Mozart Mouse had many times when they played in the Music Room.

When they weren’t arguing, they would take a peek in the big book that was always left open on the music rack of the piano. “This must be a Magical Music Book,” said Beethoven Bear. Mozart Mouse added, “It is simply wonderful! We can learn so many things from this book.”

You can help Beethoven Bear and Mozart Mouse discover many exciting things about music by following the pages through the Music for Little Mozarts series. Let your musical adventure begin so you can share your favorite sounds with Beethoven Bear, Mozart Mouse, your friends and your family.

Listen, Mozart Mouse, Listen!

Beethoven Bear had written a song for the left hand using the 3 black keys and was ever so eager to play it.

A Bear’s Song

<table>
<thead>
<tr>
<th>LH</th>
<th>RH</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Sings: My bear’s song is not long. Now it’s gone.

Count: 1 1 1 Rest 1 1 1 Rest 1 1 1 Rest

Student plays one octave higher with duet part.

Teacher or Parent

[Notation for Teacher or Parent]
At last! Our first white key!“ Beethoven Bear shouted excitedly.

“Look, Beethoven Bear, we can play a song using D!” Mozart Mouse added.

### The D Song

Clap (or tap) The D Song and count aloud evenly.

Point to the quarter notes & rests below and count aloud evenly.

Using RH finger 2, play and sing the words.

Student plays one octave higher with duet part.

#### Whole Rest

More excited by the minute, Beethoven Bear began to dance to the music.

“Make it quick, my friend,” Mozart Mouse suggested. “Before the rain stops.”

Strangely, on this particular day the rain would fall for four counts, then stop for four counts. Beethoven Bear creatively did the same. Oh, it was a beautiful dance!

#### Little Dance

Clap (or tap) Little Dance and count aloud evenly.

Point to the notes below and count aloud evenly.

Say the finger numbers aloud while playing them in the air.

Play and say the finger numbers.

Play and say the note names.

Play and sing the words.
Clara Schumann-Cat continued to explain what the children were learning.

Beethoven Bear sighed. “Will I ever know as much as you do?” he asked.

“Yes, you will!” said Clara Schumann-Cat. “It just takes time and practice.”

Clara C.

Middle C Position for RH

| C | D | E | F |

1 2 3 4 5

**Student plays one octave higher with duet part.**

Skips

“**How do you know so much about music?**” Mozart Mouse finally asked Bunny.

“Well,” said Bunny shyly, “perhaps if I tell you my real name, you will understand.” He looked around the room and said in a soft voice, “I come from a very musical family. My real name is Johann Sebastian Bunny. My parents call me J. S. Bunny for short.”

“What fun to have another music friend!” cried Beethoven Bear as he looked at the staff. He began joyfully skipping from line to line.

1. On white keys, walk Mozart Mouse UP the keyboard by skips, then walk him DOWN the keyboard by skips.
2. Practice skipping up & down on C & E, using RH fingers 1 & 3.
3. Clap (or tap) Our Music Friend and count aloud evenly.
4. Point to the notes and count aloud evenly.
5. Say the finger numbers aloud while playing them in the air.
6. Play and say the finger numbers.
7. Play and say the note names.
8. Play and sing the words.

Our Music Friend

Student plays one octave lower with duet part.
**Bass Clef**

J. S. Bony was feeling more brave. “Would you like to learn about the bass clef now? It will show us how to play pieces with our left hand.” He proceeded to draw the clef sign on the floor. “Here is middle C on the staff, for the left hand.”

1. Trace each bass clef with a black crayon.
2. Trace each middle C with a green crayon.

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**Just for You**

(Canon in C)

After weeks of hard work and lots of practice, Mozart Mouse and Beethoven Bear had written what they felt was the perfect piece.

Just to make sure, they sent it to their composer friend Pachelbel Pengain. After making a few slight alterations, he wrote back, “There, now you do indeed have a masterpiece!”

1. Place Mozart Mouse on the five keys of the Middle C Position for RH; then place Beethoven Bear on the five keys of the Middle C Position for LH.
2. Clap (or tap) Just for You and count aloud evenly.
3. Point to the notes and count aloud evenly.
4. Say the finger numbers aloud while playing them in the air.
5. Play and say the finger numbers.
6. Play and say the note names.
7. Play and sing the words.

Student plays two octaves higher with duet part.

Andante moderato
Both hands one octave lower than written.
Beethoven Bear was having so much fun that he forgot all about being hungry. But he did want to have a turn playing melodic and harmonic intervals.

“Watch this trick,” he said to Mozart Mouse and Nannerl. “I am going to play harmonic intervals with my left hand and melodic intervals with my right hand.”

### Beethoven Bear’s Amazing Trick

**C Position**

Clap (or tap) Beethoven Bear’s Amazing Trick and count aloud evenly.

1. Point to the notes and count aloud evenly.
2. Play finger numbers in the air and count aloud evenly.
3. Play and say note names for each single note; say interval numbers for each harmonic interval.
4. Play and sing the words.

Student plays one octave higher with duet part.

### Clara Schumann-Cat

Clara Schumann-Cat had been unusually quiet all morning, listening and purring to the music. Now she spoke.

“Yes, I believe it would be good for you to work a little longer. Let’s have Nannerl Mouse play next. I wrote a special piece just for her.”

Nannerl stood tall by the piano and announced the name of her piece. “I will play Nannerl’s Waltz, by Clara Schumann-Cat.”

### Nannerl’s Waltz

**C Position**

In Nannerl’s Waltz, clap (or tap) each hand separately and count aloud evenly.

1. Point to the notes for each hand and count aloud evenly.
2. Say the finger numbers aloud for each hand while playing them in the air.
3. Play and say the finger numbers for each hand; then play and say the note names for each hand.
4. Play the first beat of each measure hands together.
5. Tap the rhythm of both hands together and count aloud evenly.
6. Play hands together and count aloud evenly; then play hands together and sing the words.

Student plays one octave higher with duet part.
That was lovely, I. S. Bunny. Clara Schumann-Cat purred with approval. “And I was so pleased that you remembered to bow when you were finished. I want all of us to work on bowing. Here is another little song that has fifths in it. Listen to the words carefully. It will help you remember how to bow.” Clara sat down at the piano and began to play and sing.

**The Bowing Song**

*C Position*

1. Clap (or tap) *The Bowing Song* and count aloud evenly.
2. Point to the notes and count aloud evenly.
3. Play finger numbers in the air and count aloud evenly.
4. Play and say note names for each single note; say interval numbers for each harmonic interval.
5. Play and sing the words.

Student plays one octave higher with duet part.

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Bravo, Clara!” Professor Haydn Hippo said as he led the applause. “We have learned a lot about performing today. Let’s review all of our performance rules.”

**Performance Rules**

*Middle C Position*

1. Clap (or tap) *Performance Rules* and count aloud evenly.
2. Point to the notes and count aloud evenly.
3. Say the finger numbers aloud while playing them in the air.
4. Play and say the finger numbers.
5. Play and say the note names.
6. Play and sing the words.

Student plays one octave higher with duet part.
**Review: Legato, Slur**

They quickly gathered all of their belongings and got off the train. J. S. Bunny made sure that he had his cello this time!

"How will we know where we are going?" Elgar E. Elephant asked, thinking about the big city and how confusing it might be.

Professor Haydn Hippo answered, "I have someone I want you to meet. Ahi! Here he is. It is my pleasure to introduce you to Puccini Pooch, our city guide. He will guide us very smoothly throughout the busy city."

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**Puccini Pooch**

Middle C Position

Student plays one octave higher with duet part.

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**Ode to Beethoven Bear's Joy**

G Position

Student plays LH two octaves higher and RH one octave higher with duet part.

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The dancers were accompanied by an orchestra, and the music combined with the dancing, costumes and scenery created a spell-binding story. As the ballet ended, everyone jumped to their feet and gave the performers a standing ovation.

Beethoven Bear was quite thrilled with the performance. "I don't know when I've enjoyed myself more," he confided to Mozart Mouse.

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In *Ode to Beethoven Bear’s Joy*, clap (or tap) each hand separately and count aloud evenly.

Point to the notes for each hand and count aloud evenly.

Play finger numbers for each hand in the air and count aloud evenly.

Play and say the note names or interval numbers for each hand.

Tap the rhythm of both hands together and count aloud evenly.

Play hands together and count aloud evenly; then play hands together and sing the words.
After the rehearsal, the music friends waited back stage for the concert to begin. Their special piece was the last one on the program. The time passed quickly as they watched and listened to the orchestra perform. Soon it was their turn to play.

Before they went on stage, Puccini Pooch gathered them into a circle. "This has been a very special day for us," he began, "through the magic of music, all our dreams have come true. I was able to sing in the opera. Nina Ballerina will be dancing on stage tonight. Beethoven Bear, Mozart Mouse, Nannerl Mouse, Clara Schumann Cat, Elgar Elephant and J. S. Bunny will perform with the symphony. And Professor Haydn Hippo will be conducting everyone. I want each of you to go on that stage and perform the best you have ever performed. Good luck!"

They hugged one another and then walked proudly on stage to take their places for The Big Finish.

The Big Finish

Middle C Position

1. Clap (or tap) The Big Finish and count aloud evenly.
2. Point to the notes & rests and count aloud evenly.
3. Say the finger numbers aloud while playing them in the air.
4. Play and say the finger numbers.
5. Play and say the note names.
6. Play and sing the words.

Student plays one octave higher with duet part.
Music Workbook 1

C and D

1. Color the areas containing a C red.
2. Color the areas containing a D blue.

Music Workbook Book 2

Left Hand and Right Hand

Using a red crayon, color the hand that plays the example. Then play the example on the keyboard.

1.

2.

3.

4.
**Rhythm Patterns in \( \frac{3}{4} \) Time**

Your teacher will clap a rhythm pattern.

- Circle the pattern that you hear.

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1. \( \frac{3}{4} \) \( \frac{3}{4} \) \( \frac{3}{4} \) \( \frac{3}{4} \) \( \frac{3}{4} \) \( \frac{3}{4} \) \( \frac{3}{4} \) \\
2. \( \frac{3}{4} \) \( \frac{3}{4} \) \( \frac{3}{4} \) \( \frac{3}{4} \) \( \frac{3}{4} \) \( \frac{3}{4} \) \( \frac{3}{4} \) \\
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**G Position for the Right Hand**

1. Color the areas containing a G green.
2. Color the areas containing an A red.
3. Color the areas containing a B gray.
4. Color the areas containing a C black.
5. Color the areas containing a D blue.
In each level, a “Hello Song” can be used at the beginning of every lesson. Each song is based on a famous “classical” theme, and the words introduce new characters, setting the stage for the story.
Do Re Mi Tapping Song

Sing the Do Re Mi Tapping Song as an echo song, doing the motions suggested in the words.

Teacher: You can substitute C for do, D for re and E for mi throughout the entire piece (if so desired).

Barn Dance

Join our music friends at a Barn Dance and learn lots of things about steps.

1. While singing to the music, in the first section (measures 1–10) play the following pattern that uses steps. Begin to play the pattern after the introduction.

In the second section (measures 11–18) clap the following pattern, or play it on a rhythm instrument.

2. Listen to the music again and dance the Barn Dance with a partner, following the motions in the music. [Note: This dance can also be done as a circle dance (rather than a partner dance) with students clapping hands in the first section rather than tapping, and alternating stepping in and out during the second section.]

Songs with words and motions help students develop large motor coordination skills by moving to the beat of the music.
Minuet in F Major

Wolfgang Amadeus Mozart (1756–1791)
K. 2

Minuet in F Major

Structured Dances

Dances develop concentration through memorizing structured dance steps. They also create an instinctive feeling for phrasing and musical form.

Renaissance Dance

Let’s dance a Renaissance Dance!

1. Listen to the music and dance the Renaissance Dance in a circle, following the motions in the music. In the second section, alternate walking to the center and walking back.

2. Listen to the music again and play the following pattern in the first section (measures 5–10).

In the second section (measures 11–16), play the following pattern.

Structured Dances

Music Discovery Books • Structured Dances
Music Discovery Books • Rhythm Ostinatos

Mister Elephant’s Funky Dance

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Rhythm Ostinatos help students internalize patterns by providing a forum for practicing these patterns many times while still maintaining musical interest.

Rhythm Ostinatos

Mister Elephant’s Funky Dance

Eiger E. Elephant, a friend from the Music Room, taught Beethoven Bear and Mozart Mouse a Funky Dance.

1. Sing Mister Elephant’s Funky Dance as an echo song.
2. Sing again and clap or tap the rhythm pattern on the banner.
3. After you have learned C on the keyboard (Music Lesson Book, page 28), review this piece. Play C's anywhere on the keyboard as you listen to the music, using the rhythm pattern on the banner.

Music Discovery Book 1

Music Discovery Book 2

Johann Pachelbel’s Canon in D

Pachelbel's famous piece is the Canon in D. The Canon was written for three violins and basso continuo (often played on a harpsichord or a low string instrument). Today it is played by many different groups of instruments.

1. Listen to Canon in D. Choose any of the following rhythm patterns and clap or tap as you listen.
   a. 32
   b. 32
   c. 32
   d. 32

2. Listen to the music again. Take turns walking with giant steps to feel the half notes (•) and with regular steps to feel the quarter notes (•).
3. Listen again and finish coloring the picture on page 47.

Music Discovery Book 3

Hey, Diddle Diddle

1. Sing Hey, Diddle Diddle, swinging your arms with a steady motion.
2. Sing again and clap and stamp the rhythm pattern below in measures 5–8 and 21–24.
3. Sing again and play the following pattern in measures 5–8 and 17–20.

*Note: A quarter note in the student part equals an eighth note in the song. A dotted half note in the student part equals a dotted quarter note in the song.
Melodic Ostinatos played on the keyboard reinforce the technique necessary to perform patterns such as intervals and five-finger patterns.

**Racing Car**

Beethoven Bear and Mozart Mouse want you to drive a racing car.

1. Pretend that you are in the driver’s seat as you sing Racing Car.
2. Sing again and play a glissando each time you say “zoom.”

Honk your horn by tapping “beep, beep, beep” on black keys.

**Grand Galaxy March**

Let’s dance an Irish Jig!

1. Listen to the music and dance the Irish Jig in a circle, following the motions in the music. In the second section, alternate walking to the center and walking back.

2. Listen to the music again and play the following pattern (or its variation) in the first and last sections (measures 1–6 and 11–15).

In the second section (measures 7–10), play the following pattern (or its variation):
Students enjoy singing familiar folk songs with words they already know. Clever alternate words are provided for many of the folk songs to reinforce musical concepts.
Making Friends with Ludwig van Beethoven

Ludwig van Beethoven was born in Bonn, Germany, in 1770—around the time that trains were invented. At this time, there was no electricity, cars, or telephones. He started piano lessons with his father when he was four years old. When he was 17, he played for Wolfgang Amadeus Mozart in Vienna. Beethoven wrote music for orchestras, choirs, pianos, and other instruments. He is known as a Classical-Romantic composer since his music serves as a bridge between the two periods.

Draw or paint a picture of yourself next to Ludwig van Beethoven in the Gallery of Famous Musicians.

Music Discovery Book 1

Scott Joplin’s Maple Leaf Rag

Scott Joplin is one of the most famous composers of ragtime music. Joplin was an African-American composer and pianist born in Texas in 1868. His father played violin and his mother played banjo. He began to play piano when he was seven and often made up songs. By age 14, he was playing the piano in minstrel shows and dance halls. Ragtime is usually played on the piano and is light-hearted and happy. The rhythmic use in ragtime is called syncopation. Some people think of cugtime as an African-American version of the polka. Joplin wrote two operas and over 50 ragtime pieces. His music was made famous again by a 1974 movie called The Sting.

One of his most famous rags is Maple Leaf Rag.

1. Listen to Maple Leaf Rag. Form a line and feel the beat by following the motions outlined below.
   - Play hands (R)
   - Tap shoulders with both hands (R)
   - Walk forward (3 steps)
   - Repeat Section 2

2. Listen again and color the picture.

Ludwig van Beethoven’s Rage over the Lost Penny

Ludwig van Beethoven wrote many compositions for piano including variations, dances, short pieces and 32 longer works called sonatas. One of his most famous compositions is the Rage over the Lost Penny.

1. Listen to this piece and tap the rhythm below during the soft (p) sections. Clap the same rhythm during the loud (f) sections.

2. Listen to the music again using bells for the rhythm during the soft (p) sections, and a tambourine for the rhythm during the loud (f) sections.

3. Listen to the music a third time and color the picture of Beethoven looking for his lost penny.

Music Discovery Book 3

Book 1

- Beethoven—Rage over the Lost Penny
- Mozart—Variations on Twinkle, Twinkle, Little Star
- Sousa—Stars and Stripes Forever
- Mozart—Minuet in F Major
- Beethoven—Symphony No. 5 in C Minor

Book 2

- Schumann—The Wild Rider
- J. Strauss—The Blue Danube Waltz
- J. S. Bach—Toccata and Fugue in D Minor
- J. S. Bach—Musette in D Major
- Saint-Saëns—Carnival of the Animals
- Pachelbel—Canon in D

Book 3

- Rimsky-Korsakov—The Flight of the Bumblebee
- Ravel—Mother Goose Suite
- Haydn—Symphony in C Major, Op. 94 (Surprise)
- Tchaikovsky—The Nutcracker
- Haydn—German Dance in G Major
- Joplin—Maple Leaf Rag

Book 4

- Brahms—Waltz in A-flat Major, Op. 39, No. 15
- Verdi—Rigoletto
- Tchaikovsky—Swan Lake
- Elgar—Pomp and Circumstance No. 1

Students are introduced to 22 appealing compositions by 17 composers, and to the families of instruments, symphony orchestra, opera, piano recitals, and fine art.
Listen and Sing No. 1

Beethoven Bear and Mozart Mouse know that listening and singing help their fingers learn to play.
1. Listen to your teacher or the recording first, then sing the melody, using syllables or letter names.
2. You may also play the melody on your piano.

Listen and Sing No. 3

1. Listen to your teacher or the recording first, then sing the melody, using syllables or letter names.
2. Sing again and point to the notes below as you sing.
3. You may also play the melody on your piano.

Teacher Accompaniment

Listen and Sing No. 6

1. Listen to your teacher or the recording first, then sing the melody, using syllables or letter names.
2. Sing again and point to the notes below as you sing.
3. You may also play the melody on your piano.

“Listen and Sing” pages include melodies for singing (using solfege or letter names) with interesting accompaniments to aid with pitch and interval study.
Songs for expressive singing show how music can express human emotions. Subject matter for each song was chosen from typical experiences young children might face on a daily basis.
Step and Skip March

1. Sing Step and Skip March and march with the music.
2. Pretend your head is the round part of a note (notehead).
   Using your arms, pretend to be a space note or line note.

The words to concept songs help students remember important musical concepts such as steps, skips, sharps, and flats.

Music Discovery Books • Concept Songs

Music Discovery Book 2

Music Discovery Book 3

Music Discovery Book 4

Calypso Dance (The Interval Song)

1. Sing Calypso Dance, listening for the various intervals described in the music.
2. Sing again as you tap the following rhythm pattern, using claves or sticks.

3. While listening to the music, play the following pattern in measures 5–6 and 9–10. (Adapt the rhythm to fit the rhythm in the song.)

Sharp and Flat Song

1. Step to the beat of the music as you chant Sharp and Flat Song, doing the motions suggested in the words.
2. Chant Sharp and Flat Song again, playing the following in measures 11–18.
Flash Cards

- The front of each card contains a musical symbol or rhythm pattern for the student to identify.
- The back of each card contains a question for the teacher or parent to ask the student, as well as the answer to the question.
- The cards are numbered in the bottom right corner to correspond with the order in which concepts are introduced in the Music Lesson Book.

Flash Cards 1

**Teacher/Parent side**

Clap and count this rhythm pattern.

**Student side**

Count: 1 1 1 1 1 1 1 rest

Use with page 27.

Flash Cards 2

**Teacher/Parent side**

Name this note.
Play it on the keyboard.

**Student side**

B (Ti)

Use with page 33.
Teacher/Parent side

Use with page 45.
With the right hand, tap and count the rhythm pattern above the line.
With the left hand, tap and count the rhythm pattern below the line.
Tap and count the rhythm patterns, hands together.

Count: 1 2 3 4
1 2 3 4

Teacher/Parent side

44 œ œ˙ œ˙ œ œ œ ˙œ œ ˙

Student side

Teacher/Parent side

27

Student side
Music Recital Books

Music Recital Books 1–3 contain original music to reinforce concepts that are introduced in the corresponding Music Lesson Book. Challenge pieces are based on familiar folk tunes and are usually longer than the original music. All of the repertoire in Music Book 4 uses folk tunes.

**Book 1 Challenge Repertoire**
- Hot Cross Buns
- Sur le pont d’Avignon
- Go Tell Aunt Rhody
- Two-Note Lullaby
- All Through the Night
- One, Two, Three, Four, Five (Part 1)
- One, Two, Three, Four, Five (Part 2)

**Book 2 Challenge Repertoire**
- Shoo, Fly
- The Muffin Man
- Ring Around the Rosy
- Yankee Doodle
- London Bridge
- Twinkle, Twinkle, Little Star

**Book 3 Challenge Repertoire**
- Camptown Races
- Hush, Little Baby
- The Wheels on the Bus
- Old MacDonald Had a Farm
- Aura Lee

**Book 4 Repertoire**
- Trumpet Voluntary
- Anvil Chorus
- Song of the Volga Boatmen
- Square Dance (L’il Liza Jane)
- Mozart’s Music (Lightly Row)
- The Opera Friend (Hey, Diddle Diddle)
- The Class Mascot (Snake Dance)
- No New Song (March Slav)
- Oh, Dear! What Can the Matter Be?
- Happy Ending (Can-Can)
- Music Star Waltz (The Merry Widow Waltz)

**Book 4 Challenge Repertoire**
- Alouette
- If You’re Happy and You Know It
- The Mulberry Bush
- Theme from Swan Lake

---

**Music Recital Book 2**

1. Clap (or tap) London Bridge and count aloud evenly.
2. Point to the notes & rests and count aloud evenly.
3. Say the finger numbers aloud while playing them in the air.
4. Play and say the finger numbers.
5. Play and say the note names.
6. Play and sing the words.

---

**London Bridge**

Student plays two octaves higher with duet part.

Teacher or Parent

---

**Middle C Position for Both Hands**

Use after page 86.
Mozart Mouse’s Special Music

C Position

Music Recital Book 3

Challenge Repertoire

Alouette

C Position

Music Recital Book 4

1. In Alouette, clap (or tap) each hand separately and count aloud evenly.
2. Point to the notes & rests for each hand and count aloud evenly.
3. Play finger numbers for each hand in the air and count aloud evenly.
4. Play and say the note names or interval numbers for each hand.
5. Tap the rhythm of both hands together and count aloud evenly.
6. Play hands together and count aloud evenly; then play hands together and sing the words.

Student plays one octave higher with duet part.

Teacher or Parent

Happily
**Book 1 & 2 Titles**

Hooray for Hollywood
Springtime
Winnie the Pooh
Mickey Mouse March
This Land Is Your Land
If I Only Had a Brain
The Lion Sleeps Tonight
Scooby Doo, Where Are You?
(Meet) The Flintstones
Happy Birthday to You

**Book 3 & 4 Titles**

Puff (the Magic Dragon)
Over the Rainbow
The Imperial March
Star Wars® (Main Title)
Supercalifragilisticexpialidocious
Theme from “Superman”
The Pink Panther
The Chicken Dance
Itsy Bitsy Teenie Weenie Yellow Polka Dot Bikini
Yo Ho (A Pirate’s Life for Me)
**Book 1 & 2 Titles**

Jesus Loves Me  
For the Beauty of the Earth  
This Little Light of Mine  
Deep and Wide  
Amazing Grace  
Rise and Shine  
Praise God from Whom All Blessings Flow (Doxology)  
Do, Lord  
Stand Up, Stand Up for Jesus  
I’ve Got the Joy, Joy, Joy

**Book 3 & 4 Titles**

The B-I-B-L-E  
God Is So Good  
Fairest Lord Jesus  
Praise Him, All Ye Little Children  
O, How I Love Jesus  
Holy, Holy, Holy  
Jacob’s Ladder  
The 12 Disciples  
What a Friend We Have in Jesus  
He’s Got the Whole World in His Hands

---

**Sacred Book 1 & 2**

Let’s have some milk and cookies in the kitchen, and Pachelbel and I will tell you a story about our next song,” Clara Schumann-Cat suggested.  
She began the story. “There once was a young man who was a passenger on a ship that was sailing to England. They got into a terrible storm, and the sailors struggled to keep the ship from sinking. So the man fell to his knees and prayed to God that they would all live. The storm passed, and everyone on board the ship was saved.” 
“Wow,” J. S. Bunny whispered, “that must have been a really tall ladder!”

**Amazing Grace**  
Gently

Gently

**Sacred Book 3 & 4**

Everyone sat on the carpet, ready to hear the Bible story for the day. Just then, there was a knock at the door. In walked Elgar E. Elephant, carrying a ladder! 
“Good morning, everyone!” he said brightly. “Clara and Pachelbel asked me to join you today and share a Bible story with you. So, I want to tell you about a young man named Jacob and a dream he had. You see, Jacob had been sent away from his family. He had to sleep all by himself at night out in the open. One night, he found a stone to use for a pillow. As he slept, he had a dream that there was a ladder that reached all the way from earth to heaven. There were angels going up and down the ladder and at the top stood God who promised to always be with Jacob. When Jacob woke up, he blessed the stone and kept it there as a temple to God. He knew that God was good.” 
“Wow,” J. S. Bunny whispered, “that must have been a really tall ladder!”

---

**Jacob’s Ladder**  
Slow and mellow

Student plays one octave higher with duet part:

---

**Amazing Grace**

Arr. by Barden, Kowalchyk and Lancaster

Arr. by Barden, Kowalchyk and Lancaster
Each character solo uses themes from a composition by the composer after whom the character was named. Rhythm patterns based on the character’s name and facts about the character were also included.

Beethoven Bear (Level 2)
Elgar E. Elephant (Level 2)
Mozart Mouse (Level 2)
Pachelbel Penguin (Level 2)
Clara Schumann Cat (Level 3)
J. S. Bunny (Level 3)
Nannerl Mouse (Level 3)
Nina Ballerina (Level 3)
Professor Haydn Hippo (Level 4)
Puccini Pooch (Level 4)

Elgar E. Elephant

Meet Elgar E. Elephant

Elgar E. Elephant is a lovable elephant who is wise beyond his years. He stands out in a crowd with his bright plaid vest and monocle. Named after the composer, Edward Elgar, he always encourages the music friends to explore and learn new things. He especially enjoys playing his trombone in the symphony orchestra and always remembers all the new things he learns about music.

Note to Teacher and Parents:

Please read and discuss this information with the child.

Meet Edward Elgar

The music friends performed the march, Pomp and Circumstance, by Edward Elgar (1857–1934) in their orchestra concert. This popular piece is often performed at graduation ceremonies for schools ranging from kindergartens to universities. Elgar, a British composer, first studied music with his father who was an organist and piano tuner. Beyond those early lessons, he had no formal music study. But he loved music so much that he taught himself, and became a famous composer of choral and orchestral music.

Elgar E. Elephant Rhythm Pattern

1. Tap and say the words
2. Tap and count aloud
3. Trace the Elgar E. Elephant rhythm pattern
4. Circle the Elgar E. Elephant rhythm pattern each time it appears in the music on page 3

Note to Teacher and Parents:

Please read and discuss this information with the child.

Elgar E. Elephant

Moderately, in a singing style

Adapted from Elgar’s Salut d’amour, Op. 12

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2

Character Solo Level 2

Take a Look

at Edward Elgar’s Music

Note to Teacher and Parents: Please read and discuss this information with the child.

The solo and duet parts for Elgar E. Elephant are based on Salut d’amour, Op. 12, by Edward Elgar. This short piece of music was written as a gift for his wife. There are three versions—one for solo piano, one for violin and piano, and an orchestral arrangement. It was Elgar’s first published work.

Student plays one octave higher with duet part

Moderately, in a singing style

Adapted from Elgar’s Salut d’amour, Op. 12

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Character Solo Level 2

Elgar E. Elephant

Moderately, in a singing style

Adapted from Elgar’s Salut d’amour, Op. 12

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3

Character Solo Level 2

Elgar E. Elephant

Moderately, in a singing style

Adapted from Elgar’s Salut d’amour, Op. 12

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3
**Take a Look at Clara Schumann-Cat**

*Note to Teacher and Parent: Please read and discuss this information with the child.*

This duet part for Clara Schumann-Cat is taken from Romance, Op. 3, a piece that Clara Schumann wrote for piano. She probably wrote it to perform at her own piano recitals. In the original piece, Clara took this beautiful theme and changed it to make variations in different styles.

Student plays one octave higher with duet part.

Adapted from Clara Schumann's Romance, Op. 3

**Take a Look at Giacomo Puccini's Music**

*Note to Teacher and Parent: Please read and discuss this information with the child.*

This solo and duet parts for Puccini Pooch are adapted from the aria “O mio babbino cara.” An aria is a solo song expressing great emotion, accompanied by the orchestra. This aria is sung in Gianni Schicchi, a one-act opera by Giacomo Puccini. The opera was first performed at the Metropolitan Opera in New York City in 1918. The melody from “O mio babbino cara” is one of the world’s most famous.

Student plays LH two octaves higher and RH one octave higher with duet part.

Adapted from O mio babino cara, from Giacomo Puccini’s Gianni Schicchi

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Note to Teacher: Before teaching Clara Schumann-Cat to the student, introduce the rhythm pattern activities on the back cover.

Note to Teacher: Before teaching Puccini Pooch to the student, introduce the rhythm pattern activities on the back cover.

Christine H. Barden
Gayle Kowalchyk
E. L. Lancaster

Christine H. Barden
Gayle Kowalchyk
E. L. Lancaster
The music friends suddenly realized that Nina Ballerina was no longer there. As they began to look for her, she reappeared, wearing the ballerina costume that they had found in the trunk. She made a beautiful Sugarplum Fairy in her pale pink tutu and glittering tiara! She graciously welcomed Clara and the Prince to the Kingdom of Sweets. When she heard the story of Clara's bravery and the Prince's heroism, she took them inside the Candy Castle and threw a party for them. Dancers from her kingdom came and performed for the pair. As they sat on a throne, surrounded by sweets, the Sugarplum Fairy danced the delicate steps of the ballet, dazzling her friends.

There were flower costumes for everyone! Clara and the Prince watched from their throne as their music friends all joined in this last dance. They swayed to the music of the waltz, spinning gracefully across the playroom floor. When the dance was over, they turned and bowed to Clara and the Prince, who gave them a standing ovation.

---

**Titles**

Miniature Overture
March
Dance of the Sugarplum Fairy
Russian Dance (Trépak)
Arabian Dance
Chinese Dance
Dance of the Reed Flutes
Waltz of the Flowers
Beethoven Bear woke up the next morning and ran to the calendar. December 24th! Tomorrow was Christmas!

“Wake up!” he said to Mozart Mouse as he gently shook his friend. “It’s Christmas Eve!” He began to bounce up and down on the end of the bed.

Mozart Mouse sat up quickly. “Christmas Eve!” he exclaimed. “That means tonight is the Christmas Pageant at church.”

That evening, Beethoven Bear, Mozart Mouse and J. S. Bunny took their places on stage in the Music Room. It was a magical sight. The Christmas tree was decorated with beautiful ornaments and lights, and there was a roaring fire in the fireplace. As Nina Ballerina, Elgar E. Hippo took their places, Nannerl Mouse began to tell the story of Christmas.

“Let’s find J. S. Bunny and get our costumes ready,” said Mozart Mouse.

That evening, Beethoven Bear, Mozart Mouse and J. S. Bunny took their places on stage in the Christmas Pageant at church.

“Christmas Eve!” Beethoven Bear replied. “Let’s find J. S. Bunny and get our costumes ready.”

Mozart Mouse scrambled out of bed. A few minutes later, they found J. S. Bunny looking through a trunk of old clothes.

“We should be able to find just what we need in here,” J. S. Bunny said to his friends.

“I almost forgot!” Beethoven Bear replied. “Let’s find J. S. Bunny and get our costumes ready.”

Christmas Fun!

Away in a Manger

We Three Kings of Orient Are

Christmas Fun!
Suddenly Mozart Mouse’s face lit up. “I have it!” he shouted.

Beethoven Bear looked at him eagerly. “You thought of a costume?” he asked excitedly.

“No,” answered Mozart Mouse, “but I know someone who can help us. She knows just about everything.”

“What?” asked J. S. Bunny.

“Clara Schumann-Cat!” Mozart Mouse replied. “Come on! Let’s go to her house and ask her to help us.”

The minutes flew by as they shared their favorite memories of that special concert. They forgot all about Halloween and Professor Haydn Hippo until they heard a knock at the door.

Everyone ran to see who was there.

She opened the door and exclaimed, “Beethoven Bear! Mozart Mouse! J. S. Bunny! What are you doing here?”

Everyone began talking all at once until Clara said, “Wait! I can’t understand a word you’re saying! Let’s go inside and start from the beginning. And, please, just one at a time!”

After they all sat down, the three friends began to tell Clara about their problem.

“The road to Clara Schumann-Cat’s house,” he finished for him. Then he told Clara about their problem.

“Hello, everyone,” he answered cheerfully. Then he said, “What’s wrong? Have I come at a bad time?”

“Hello, Professor, won’t you come in?” Mozart Mouse asked politely. He was trying to hide his disappointment.

“Hello, everyone,” he answered cheerfully. Then he looked around the room. No one was smiling. In fact, everyone looked quite sad.

“What’s wrong? Have I come at a bad time?” he asked. “Oh, no,” replied Mozart Mouse. “It’s just that we were expecting... you said you were bringing...”

“An invitation to our concert?” the Professor finished for him. Then he chuckled. “You thought I forgot, didn’t you?”

He smiled as he pulled an envelope out of his pocket. “Well, I didn’t.” He took a card from the envelope and began to read.

“A Special Invitation

In A Special Invitation clapping or tapping each hand separately and count aloud evenly;
Point to the notes & rests and count aloud evenly;
Say the finger numbers aloud while playing them in the air;
Play and say the note names;
Play and sing the words;
Clap (or tap) Can You Help Us? and count aloud evenly;
Point to the notes & rests and count aloud evenly;
Say the finger numbers aloud while playing them in the air;
Play and say the note names;
Play and sing the words;

To the Teacher: Use A Special Invitation clapping or tapping during the Halloween season while the student is creating page 3-5 or in the music in action book, or as a warm-up after page 32. Students will enjoy the Halloween story with its related pictures and activity pages. Many will also want to color the illustrations found throughout the story. Happy Halloween!

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Cover art and interior illustrations by Christine Brown.

Teacher or Parent

Student plays two octaves higher with duet part.

MIDDLE C POSITION for Both Hands

Teacher or Parent

Student plays one octave higher with duet part.

MIDDLE C POSITION for Both Hands

Teacher or Parent

Student plays two octaves higher with duet part.

MIDDLE C POSITION for Both Hands

Teacher or Parent

Student plays one octave higher with duet part.

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Student plays two octaves higher with duet part.

MIDDLE C POSITION for Both Hands

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Teacher or Parent

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MIDDLE C POSITION for Both Hands

Teacher or Parent

Student plays one octave higher with duet part.

MIDDLE C POSITION for Both Hands

Teacher or Parent

Student plays two octaves higher with duet part.
Lesson Assignment Book • Starter Sets

### Deluxe Starter Kit

Vinyl tote bag includes a Music Activity Board, Mozart Mouse and Beethoven Bear plush toys, Music Lesson Book 1, Music Discovery Book 1, Music Workbook 1, Flash Cards Level 1, and Compact Disc Set Level 1.

### Starter Kit

Vinyl tote bag includes a Music Activity Board, Mozart Mouse and Beethoven Bear plush toys.

### Activity Board

The Music Activity Board (shown above as a part of the starter kits) is also available separately.
**Notespeller & Sight Play Books**

### Book 1

#### Finding D on the Keyboard

Draw a line from the letter D in the book to each D on the keyboard.

#### Sight-Play

Play and count.

1. Play again using RH finger 3.

#### C, D, and E

1. Color each C on the keyboard with a green crayon.
2. Color each D on the keyboard with a yellow crayon.
3. Color each E on the keyboard with a red crayon.

### Book 2

#### Skips in Treble Clef

1. Color each C on the keyboard with a green crayon.
2. Color each D on the keyboard with a yellow crayon.
3. Color each E on the keyboard with a red crayon.

#### G in Bass Clef

Beethoven Bear just found space note G. Trace the G whole notes.

Use different LH fingers to play space note G.

#### Sight-Play

Beethoven Bear wants you to try this funny trick. Use different LH fingers to play space note G.

Play and count.

---

**Notespeller & Sight Play Books**

### Book 1

#### Finding D on the Keyboard

Draw a line from the letter D in the book to each D on the keyboard.

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Play and count.

1. Play again using RH finger 3.

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#### G in Bass Clef

Beethoven Bear just found space note G. Trace the G whole notes.

Use different LH fingers to play space note G.

#### Sight-Play

Beethoven Bear wants you to try this funny trick. Use different LH fingers to play space note G.

Play and count.
**C Position on the Grand Staff**

Help the music friends find the notes in C Position on the Grand Staff.
1. Circle each C with a green crayon.
2. Circle each D with a yellow crayon.
3. Circle each E with a red crayon.
4. Circle each F with a pink crayon.
5. Circle each G with an orange crayon.

**2nds and 3rds in C Position**

Help the music friends circle the intervals.
1. Circle each 2nd with a blue crayon.
2. Circle each 3rd with an orange crayon.

---

**Sight-Play**

Play and count.

---

**G Position in Treble Clef**

Draw a line connecting the dots to match each note to its letter name.

---

**Hands Together in G Position**

The audience will cheer when you name the notes that are played hands together.
Circle the correct note names:

- D or B
- A or G
- G or B (circle one)
**Rhythm Writing**

Circle each **half note**. Then, draw an X through each **quarter note**.

**Rhythm Reading**

1. Clap and count the rhythm pattern.
2. Using finger 3 of the RH, play the above rhythm pattern on any E. Count aloud.
3. Draw a line connecting the dots to match the rhythm patterns to their counts.

---

**Rhythm Writing**

In the rhythm pattern below:

1. Circle each note that gets 1 **count** with a red crayon.
2. Circle each note that gets 2 **counts** with a blue crayon.
3. Circle each note that gets 4 **counts** with your favorite color.

**Rhythm Reading**

Clap the rhythms below as you chant the names of the music friends.

1. **Clap**:
   
   **Chant**:

2. **Clap**:
   
   **Chant**:

3. **Clap**:
   
   **Chant**:

---

**Rhythm Writing**

Draw a **quarter note** in each box.

Then, clap and count the rhythm pattern.

**Example:**

**Rhythm Reading**

Clap and count the rhythm patterns.

1. Count: 1 - 2 1 - 2 1 1 1 rest
2. Count: 1 1 1 - 2 1 1 1 1 1 - 2 - 3 - 4
3. Count: 1 1 1 rest 1 1 1 rest 1 - 2 - 3 - 4
6. Count: 1 1 1 - 2 1 1 1 1 - 2 rest - 2
7. Count: 1 - 2 - 3 1 1 1 1 1 1 - 2 rest - 2
8. Count: 1 - 2 - 3 1 1 1 1 - 2 1 - 2 1 - 2 - 3
### Rhythm Reading

Tap the rhythm pattern on your lap. Tap notes with an up stem (\(\uparrow\)) with your RH. Tap notes with a down stem (\(\downarrow\)) with your LH. Count aloud.

#### Rhythm Writing

Draw a line connecting the dots to match each rhythm pattern to its correct time signature.

#### Rhythm Reading

Tap the rhythm pattern on your lap. Tap notes with an up stem (\(\uparrow\)) with your RH. Tap notes with a down stem (\(\downarrow\)) with your LH. Count aloud.

#### Rhythm Writing

Draw a line connecting the dots to match each rhythm pattern to its correct time signature.

#### Rhythm Reading

Clap and count the rhythm patterns.

#### Rhythm Writing

Draw a half note in each box. Then, clap and count the rhythm patterns.

#### Rhythm Reading

Clap and count the rhythm patterns.

#### Rhythm Writing

Clap the rhythm patterns. Then, draw a line to match each rhythm pattern to the music friend whose name matches the rhythm.

#### Rhythm Reading

Clap and tap the rhythm pattern. Tap notes with a down stem (\(\downarrow\)) on your lap. Clap notes with an up stem (\(\uparrow\)). Count aloud.

#### Rhythm Writing

Clap the rhythm patterns. Then, draw a line to match each rhythm pattern to the music friend whose name matches the rhythm.
Section 1: Rhythm Ensembles

Introduction: “Mozart Mouse’s Song”

Introduce with Music Lessons Book 1, page 27.

Suggested Instruments: Rhythm Sticks
Hand Drum

1. Looking at the patterns (p. 6), students play the patterns with rhythm sticks or on a hand drum.

Patterns 1

Patterns 2

Patterns 1 and 2

2. Looking at the Student Score (p. 7), students find the patterns from page 6.

3. Looking at the Student Score (p. 7), students play the part with stems going up (↑) with rhythm sticks. Then, students play the part with stems going down (↓) on a hand drum.

4. Optional (hands-together tapping): Looking at the Student Score (p. 7), students tap the notes with stems going up with the right hand and the notes with stems going down with the left hand.

Student Score

Mozart Mouse’s Song

Christine H. Randen

Part 1: Rhythm Sticks
Part 2: Hand Drum

1. No - can - mouse said, “Oh, please will you sing a song with me?”

2. I have friends

3. We will have a

4. No - can - mouse said, “Oh, please will you sing a song with me?”

Teacher Score

Mozart Mouse’s Song

Christine H. Randen

Part 1: Rhythm Sticks
Part 2: Hand Drum

Playfully (♩ = 103)

Pattern 1

Pattern 2

Patterns 1 and 2

NOTE: The purchase of this book carries with it the right to photocopy this page. NOT FOR REUSE.
Rhythm Ensembles and Teaching Activities for Levels 1–4

**Section 2: Teaching Activities for Rhythm**

**Rhythm Chant: Quarter Note**
Introduce with Music Lesson Book 1, page 13.

Follow the four steps below to introduce or reinforce the quarter note.

**Teacher sings or chants:**

1. 
2. show me how you keep the beat.
3. show me how you keep the beat.

**Students echo:**

4. 
5. show me how you keep the beat.
6. show me how you keep the beat.

**Teacher steps and chants:**
Show a quarter note flash card.
(Flash Cards, Book 1, #4)

- Teacher chants:

  Down beat.

- Students echo:

  Down beat.

**Secs Are Best Friends**
Music by Christine H. Burden
Words by Cagle Kowalchyk

Follow the four steps that follow to introduce or reinforce Treble C.

1. **Teacher chants:**

   Treble C

   where can you be?

   Treble C

   where can you be?

   Treble C

   where can you be?

   Treble C

   where can you be?

   Treble C

   where can you be?

   Treble C

   where can you be?

   Treble C

   where can you be?

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   where can you be?

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   Treble C

   where can you be?

   Treble C

   where can you be?

   Treble C

   where can you be?
About Music for Little Mozarts

The Music for Little Mozarts series was written to provide appropriate piano instruction for four-, five- and six-year-olds while simultaneously developing learning skills. It is easily taught in either group or private lessons. The series was designed to provide a balance between the discipline necessary for playing the instrument and the enjoyment one gets from the process of making music. The course centers around the adventures of Beethoven Bear and Mozart Mouse as they learn about music. Three books in each level guide the children through a comprehensive approach to musical learning.

Music Lesson Book: The Music Lesson Book is the core of the course. Students are introduced to new musical concepts and the performance of pieces at the piano. The story of Beethoven Bear and Mozart Mouse sets the stage for music study and the enjoyment one gets from the discipline necessary for playing the instrument in either group or private lessons. The series was written to develop finger dexterity in young children and includes cheer that will appeal to the individuality of the student's imagination. Accompaniments for the teacher or parent are included for each piece.

Music Workbook: The Music Workbook reinforces each concept presented in the Music Lesson Book through carefully designed pages for children to color. It also specifically focuses on the development of the ear (suggested listening exercises for each piece are given on pages 24–25 of the Teacher's Handbook.) The Workbook is correlated page by page with the Music Lesson Book. Ideally, pages should be assigned according to the instructions in the upper right corner of each page of the Music Workbook. Many students enjoy completing these pages so much that they will want to work beyond the assigned material. However, it is best to wait until the indicated pages in the Music Lesson Book have been covered before the corresponding material in the Music Workbook is used.

Music Discovery Book: The Music Discovery Book reinforces each concept presented in the Music Lesson Book through singing, listening and movement activities. Included in the book are songs to sing for fun, motion songs to introduce musical movements in music, songs to reinforce specific rhythm patterns, and songs to aid in the development of musical experiences. The songs are a mixture of familiar folk songs and original music for young children. Appalling classical music, marches, circus music and adventure music are used for music appreciation activities. The music introduces students to a variety of musical trios, tempos, dynamics, moods and feelings. "Listen and Sing" pages include exercises for singing (using solfege or letter names) with interesting accompaniments to aid in pitch and interval study.

Special Considerations in Teaching Piano to Young Children

Teaching piano to young students (ages 4–6) differs from teaching pianos to average-age beginners (ages 7–11). The following principles will aid the teacher in working with early childhood students:

1. The materials used in the lesson should be made a low-performance-oriented tool that can be used with average-age beginners. Young children should be introduced to a variety of music activities that provide a general introduction to music making.
2. The materials used in the lesson should take into account the small hands of the child. Very large children should not play three-note chords or music with a simple melody voice within the hands.
3. Students should experience music and the keyboard before being introduced to notation and staff reading.
4. Young children love repetition and they are accustomed to trying over and over again. The teacher can repeat songs that they like for weeks and months.

Lesson Plans

Music for Little Mozarts Level 1

In addition to instructions given in the book, specific suggestions for each topic in the Music Discovery Book follow:

Music Discovery Book 1

Pages 4–9: Hello Song

Purpose: sing, color, create a happy musical atmosphere for the lesson

This song introduces Beethoven Bear and Mozart Mouse. Children can have the animals dance as the teacher sing the verse to the CD during the first 16 measures. The second section (mm. 16–33) is a time to sing. Students enjoy waving their hands from side to side in mm. 18–21. Formally students will come up the keyboard. Use a class song about singing to confirm lyrics in the piece and other songs.

Pages 4–9: If You're Happy and You Know It

Purpose: sing, trace, color

Most children are familiar with this song and will feel comfortable singing it. Expositions are written in the piece by playing clusters on the keyboard in various registers. If you're happy and you know it, up high. If you are happy and you know it, up higher. Sing additional verses with:

1. If you're sad and you know it (played in minor)
2. If you're sleepy and you know it
3. If you're tired and you know it
4. If you're proud and you know it
5. If you're brave and you know it, etc.

Make up a new motion for each additional verse.

Pages 10–13: Racing Car

Purpose: sing, play glissando and clusters, teach students when to play and when to rest (wait), up high, down low. The lesson centers on the keyboard.

This piece gives the child experience practicing level and students will be taught to play by tapping on black keys. After children are comfortable with the glissando moving up the keyboard, practice the glissando moving down. You can also alternate glissando moving up and down. Students enjoy playing this piece throughout the semester as a reward for concentrating on more difficult pieces. It is effective as a keyboard exercise for the first recital.

Pages 12–15: Climb'in Ground

Purpose: dance, color

Color the drum, cymbals, and trumpets in the lesson as you listen to the music. Students should color the remainder of the picture at home. Enjoy moving to the piece by pretending to do various circus activities. The teacher should lead the activities and have children imitate. As students are comfortable, they can lead the activities. Some suggested motions are:

1. March quickly to the very fast beat.
2. March half steps lifting the knees high and moving.
3. Pretend to juggle balls or plates high in the air.
4. Swing arms alone or with a partner to fly on the high trapeze.
5. Walk in a straight line one foot in front of the other to balance on the high wire.
6. Do a funny clown dance hopping on one foot and then the other.
7. The rhythm instruments and play in a steam band.
8. Hop your big red clown nose at the end when you hear the horn in the music.
9. Take a clown dance bow while the audience claps.

Pages 16–19: Finger Play Song

Purpose: sing, wiggle and finger numbers

Recognition of fingers is very important for learning new pieces at the piano. Various songs on this book should be continued over weeks to ensure that students are comfortable with finger numbers. Children should open their hands wide as they wiggle finger numbers. Later they may place their hands on paper and trace a song, shaping the hands in a good position for playing the piano and then tapping finger numbers. As students grow older (mm. 13–16, the teacher can say, "Shake them out, upon them wide, now get ready for number 1,..."

Pages 16–17: Hickory, Dickory, Dock

Purpose: sing, clap or tap rhythm, feeling a steady quarter note rhythm

Children enjoy playing steady quarter note rhythms with rhythm sticks (rock soul sounds) as they listen to the CD. Clap 1 on 1 in a very high voice; voice 2 in an animated voice, and voice 4 in a low voice to explore various vocal regions. When
Lesson Plans
Music for Little Mozarts
Level 3

Lesson 1

New Concepts
None

Review Concepts
Middle C Position (five notes) in both hands

New Materials
1. Music Lesson Book 3, pp. 4–6
2. Music Workbook 3, pp. 4–6
3. Music Discovery Book 3, pp. 4–9, 48

Review Materials
1. Music Lesson Book 2, pp. 46–47
2. Music Discovery Book 2, pp. 45–47

Board Activities
1. On the dry erase board, draw short rhythm patterns from pieces in Music Lesson Books 2 and 3.
2. On the staff and keyboard, place magnets for the five notes of the Middle C Position of both hands.

Assignment
(Including listening to CD tracks that correlate to assigned pages)
1. Music Lesson Book 2, pp. 46–47
2. Music Discovery Book 2, pp. 46–47
4. Music Workbook 3, pp. 4–6
5. Music Discovery Book 3, pp. 4–9

Teacher’s Notes

Lesson 2

New Concepts
Bass Clef C

Review Concepts
None

New Materials
1. Music Lesson Book 3, pp. 7–8
2. Music Workbook 3, pp. 7–8
3. Music Discovery Book 3, pp. 10–11
4. Flash Cards 3, #1

Review Materials
1. Music Lesson Book 3, pp. 5–8
2. Music Discovery Book 3, pp. 6–11, 48
3. Flash Cards 3, #1

Board Activities
1. On the dry erase board, draw short rhythm patterns from pieces in Music Lesson Book 3.
2. On the staff and keyboard, place magnets on Middle D and Bass Clef D.

Assignment
(Including listening to CD tracks that correlate to assigned pages)
1. Music Lesson Book 3, pp. 5–10
2. Music Workbook 3, pp. 9–10
3. Music Discovery Book 3, pp. 6–11
4. Flash Cards 3, #1, #2

Teacher’s Notes

• Award
• Achievement
• Encouragement
Meet the Music Friends

PRELIMINARY INFORMATION

About Meet the Music Friends
Meet the Music Friends was written to provide an introduction to music and the piano for four- and five-year olds. It consists of a series of five lessons that include singing, listening, movement, rhythm activities, and beginning activities at the keyboard. The lessons center around the adventures of Beethoven Bear and Mozart Mouse, characters who live in the piano classroom of a music store, as they learn about music. After completing the five lessons, students should begin Level 1 of the Music for Little Mozarts piano course.

To The Teacher
Meet the Music Friends was designed to be taught in a music classroom with one keyboard instrument. Other materials needed to teach the five lessons are:
- Curriculum Book with CD (37545)
- Music Workbook for each student (37548)
- Beethoven Bear Plush Animal (14654)
- Mozart Mouse Plush Animal (14653)
- Clara Schumann-Cat Plush Animal (19767)
- CD Player
- Crayons for each student

The Curriculum Book contains complete lesson plans for a classroom lesson of 45-60 minutes. Each lesson plan consists of three parts: 1) a list of teaching materials needed for the lesson; 2) a lesson overview – a brief summary of what is included in the lesson; 3) a detailed lesson plan, including step-by-step instructions for teaching the curriculum. When first teaching the curriculum, most teachers will want to follow the detailed lesson plan. After having taught the course a few times, teachers can easily follow the lesson overview.

The authors hope that you and your students enjoy your musical adventures with your music friends, Beethoven Bear and Mozart Mouse.

CD Track List
Track Title
1 Hello Song
2 High and Low Song
3 The Itsy Bitsy Spider
4 Johnny Works with One Hammer
5 Goodbye Song
6 Mozart Mouse’s Song
7 If You’re Happy and You Know It
8 Beethoven Bear’s Song
9 The Old Gray Cat
10 The Whole Note Song

Lesson 1: Meet the Music Friends
Musical Concept Emphasis: High and Low, Up and Down, Steady Beat

Teaching Materials
- Meet the Music Friends Curriculum Book and CD
- Meet the Music Friends Music Workbook for each student (pages 2-3)
- CD player
- Beethoven Bear and Mozart Mouse plush animals
- Crayons for each student

Lesson 2 Overview

Part 1: Hello Song
- Hello Song (1)
- Demonstrate the movements in the lyrics: wave hello, clap hands, stamp feet, turn around, touch the ground.

Part 2: Beethoven Bear and Mozart Mouse
- Show Beethoven Bear and Mozart Mouse Plush Animals.
- Read story.

Part 3: High and Low
- High and Low Song (2)
- Demonstrate high and low sounds on keyboard.
- Complete Music Workbook, pages 2-3.

Part 4: Up and Down
- The Itsy Bitsy Spider (3)
- Demonstrate sounds that go up and down on the keyboard.

Part 5: Steady Beat
- Johnny Works with One Hammer (4)

Part 6: Goodbye Song
- Goodbye Song (5)

CD Track List
Track Title
1 Hello Song
2 High and Low Song
3 The Itsy Bitsy Spider
4 Johnny Works with One Hammer
5 Goodbye Song
6 Mozart Mouse’s Song
7 If You’re Happy and You Know It
8 Beethoven Bear’s Song
9 The Old Gray Cat
10 The Whole Note Song
Meet the Music Friends

Foreword

Meet the Music Friends was written to provide an introduction to music and the piano for four- and five-year-olds. It consists of a series of five lessons that include singing, listening, movement, rhythm activities and beginning activities at the keyboard. The lessons center around the adventures of Beethoven Bear and Mozart Mouse, characters who live in the piano classroom of a music store, as they learn about music. After completing the five lessons, students should begin Level 1 of the Music for Little Mozarts piano course.

The Music Workbook reinforces each concept presented in the lesson plans through carefully designed pages for children to color, rhythms to clap and keyboard activities. The pages are designed to be used in the classroom with guidance from the teacher.

The authors hope that you enjoy your musical adventures with your music friends, Beethoven Bear and Mozart Mouse.

Lesson 1

High Sounds

Color the keys red on the RIGHT side of the keyboard where Mozart Mouse likes to play HIGH sounds.

Lesson 2

Right Hand Finger Numbers

Trace the numbers above each finger with a black crayon.

1. Color finger 1 (Thumb) green.
2. Color finger 2 (Index) red.
3. Color finger 3 (Middle) blue.
4. Color finger 4 (Ring) purple.
5. Color finger 5 (Pinky) pink.

Lesson 2

3 Black Keys

Help Mozart Mouse find all of the 3 BLACK KEY groups.
- Glide each group with a blue crayon.
Bring Your Classroom to Life with
Music for Little Mozarts
Level 1/Ages 4, 5, 6
Creative • Exciting • Imaginative • Motivational

Join Beethoven Bear, Mozart Mouse, and their music friends as they learn about music. Follow their adventures in the Classroom and the Music Center. Written to provide appropriate classroom music instruction for 4-, 5- and 6-year-olds, this is a comprehensive approach to musical learning that develops singing, movement, and listening skills simultaneously with an introduction to musical styles and concepts. The curriculum materials combine to create an exciting and imaginative atmosphere in the classroom.

Age-Appropriate Curriculum Features

- Detailed Step-by-Step Lesson Plans for 10 weeks
- Music for Singing, Listening, and Moving
- Story to Reinforce Musical Concepts
- Visual Representations of Story and Musical Concepts
- Reproducible Coloring Pages
- Music Center Ideas
- Student Assessment Checklist
- Suggested Concluding Musical Performance

Curriculum Book & CD
Contains Preliminary Information, Lesson Plans, Support Materials, and Compact Disc Recording of story and all musical selections.

- Book 1 & CD................. (22023)
- Book 2 & CD................. (23820)
- Book 3 & CD................. (27612)

Big Music Book
To share with the entire class! Contains engaging large-scale depictions of story ideas and musical concepts.

- Book 1..................... (23804)
- Book 2..................... (24219)
- Book 3..................... (27663)

Plush Animals

- Beethoven Bear .............. (14654)
- Clara Schumann-Cat ........ (19767)
- Elgar E. Elephant .......... (21228)
- J. S. Bunny ................. (17216)
- Mozart Mouse ............. (14653)
- Nannerl Mouse ............ (18791)
- Nina Ballerina ............. (21229)
- Pachelbel Penguin ........ (21230)
- Professor Haydn Hippo ... (18792)
- Puccini Pooch ............. (17487)

Deluxe Curriculum Kit
Includes Curriculum Book & CD and three plush animals in Music for Little Mozarts Tote Bag.

- Book 1..................... (23810)
- Book 2..................... (26210)
- Book 3..................... (27619)
Lesson 1: New Music Friends
Musical Concept Emphasis: High and Low

Teaching Materials
- Classroom Music for Little Mozarts CD (4)
- CD player
- Classroom Music for Little Mozarts Big Music Book, pages 4-5
- Mozart Mouse, Beethoven Bear plush animals
- Telephone, markers
- Coloring sheet, copies of page 95 for each student
- Crayons for each student

Part 1: Introduction
1. Play Hello Song (page 5) to indicate the start of music class.

Part 2: Story Connections
1. Introduce music friends Mozart Mouse and Beethoven Bear by showing the plush animals to the children.
2. Say: "Today we have a story about the two special music friends who were mentioned in the Hello Song, Mozart Mouse and Beethoven Bear. When you listen to the story, you’ll find out where they live, and you’ll learn something about the music they like."
   - Read aloud Chapter 1: New Music Friends (page 2).

Part 3: Visual Representation
2. Demonstrate the movements in the lyrics: wave hello, clap hands, stamp feet, turn around, touch the ground.
3. Say: "We have two music friends who are joining us for music class. Listen to the beginning of the Hello Song to learn their names."
   - Play Hello Song, do motions and encourage children to sing.
4. Echo, saying "Mozart Mouse" in a high voice.
   - Draw your hands up high.
   - Sit, watch and listen.
5. Ask children to show high/low with their hands by raising lower hands while saying "Mozart Mouse." and lower hands while saying "Beethoven Bear."
   - Ask: "Who can say ‘Mozart Mouse’ by yourself?"
   - Who can say ‘Beethoven Bear’ by yourself?"

Part 4: Extension and Elaboration
1. Ask: "Is Mozart Mouse high or low on the page?" [High]
   - Mozart Mouse likes high sounds.
2. Ask: "Is Beethoven Bear high or low on the page?" [Low]
   - Beethoven Bear likes low sounds.
3. Show the Mozart Mouse plush animal, and use your high voice to say, "Mozart Mouse likes high sounds." Simultaneously hold Mozart Mouse up high.
4. Show the Beethoven Bear plush animal and use your low voice to say, "Beethoven Bear likes low sounds." Simultaneously hold Beethoven Bear down low.
5. Ask children to show high/low with their hands by raising them when saying "Mozart Mouse" and lowering them when saying "Beethoven Bear."

Part 5: Closing
1. Ask children to show high/low with their hands by raising them when saying "Mozart Mouse" and lowering them when saying "Beethoven Bear."
2. Demonstrate the movements in the lyrics: wave hello, clap hands, stamp feet, turn around, touch the ground.
3. Say: "We have two music friends who are joining us for music class. Listen to the beginning of the Hello Song to learn their names."
   - Play Hello Song, do motions and encourage children to sing.
4. Imitate teacher’s movements.
5. Listen for the names of the music friends in the first part of the song. Sing and do the motions during the refrain.
Beethoven Bear
An inquisitive bear who lives in a big house with two children and their toys, Beethoven Bear begins hopping on the piano keys in Lesson Book 1.
5” tall ............................................. $6.95 14654

Mozart Mouse
An adventurous toy mouse who begins exploring the children’s Music Room in Lesson Book 1, Mozart Mouse is a quick learner who composes beautiful music and enjoys performing.
5” tall ............................................. $6.95 14653

Clara Schumann-Cat
An elegant real cat who comes from a musical family where everyone plays the piano, Clara Schumann-Cat is first introduced in Lesson Book 2.
9” long ......................................... $9.95 19767

Elgar E. Elephant
A lovable trombone player who always encourages his friends to make music, Elgar E. Elephant is first introduced in Lesson Book 1.
7” tall ............................................. $8.95 21228

J. S. Bunny
A fun fellow who comes from a very musical family and plays the cello, J. S. Bunny is first introduced in Lesson Book 2.
5” tall ............................................. $6.95 17216

Nannerl Mouse
A charming toy mouse who plays the piano extremely well, Nannerl Mouse is Mozart Mouse’s older sister and is first introduced in Lesson Book 3.
5” tall ............................................. $6.95 18791

Nina Ballerina
A graceful toy ballerina whose parents both danced in the Russian ballet many years ago, Nina Ballerina is first introduced in Lesson Book 3.
7” tall ............................................. $6.95 21229

Pachelbel Penguin
A walking encyclopedia of musical history with an attractive white wig and quill pen, Pachelbel Penguin is first introduced in Lesson Book 2.
4” tall ............................................. $6.95 21230

Professor Haydn Hippo
A music instructor, conductor and toy mascot in the music class at school, Professor Haydn Hippo is first introduced in Lesson Book 3.
5” tall ............................................. $6.95 18792

Puccini Pooch
A friendly toy dog who is a well-trained opera singer, Puccini Pooch is first introduced in Lesson Book 4.
5½” tall ........................................... $6.95 17487

Music Friends™ Plush Toys
### Components for Music for Little Mozarts

| Music Lesson Books |  
| --- | --- |
| **Keyboard performance and introduction of musical concepts** |  
| Book 1 (14577) |  
| Book 2 (14581) |  
| Book 3 (17180) |  
| Book 4 (17186) |  

| Music Workbooks |  
| --- | --- |
| **Coloring and ear training activities reinforcing musical concepts** |  
| Book 1 (14580) |  
| Book 2 (14584) |  
| Book 3 (17181) |  
| Book 4 (17187) |  

| Music Discovery Books |  
| --- | --- |
| **Singing, listening, music appreciation, movement, and rhythm activities** |  
| Book 1 (14579) |  
| Book 2 (14583) |  
| Book 3 (17182) |  
| Book 4 (17188) |  

| Notespeller & Sight-Play Books |  
| --- | --- |
| **Written activities and playing examples to reinforce note-reading** |  
| Book 1 (45268) |  
| Book 2 (45125) |  
| Book 3 (45126) |  
| Book 4 (45127) |  

| Rhythm Speller Books |  
| --- | --- |
| **Written activities and playing examples to reinforce rhythm-reading** |  
| Book 1 (47168) |  
| Book 2 (47169) |  
| Book 3 (47170) |  
| Book 4 (47171) |  

| Christmas Fun! |  
| --- | --- |
| Book 1 (19720) |  
| Book 2 (19721) |  
| Book 3 (19722) |  
| Book 4 (19723) |  

| Halloween Fun! |  
| --- | --- |
| Book 1 (20657) |  
| Book 2 (20658) |  
| Book 3 (21225) |  
| Book 4 (21226) |  

| Little Mozarts Go to Church |  
| --- | --- |
| **Sacred Performance Repertoire** |  
| Levels 1 & 2 (31820) |  
| Levels 3 & 4 (31821) |  

| Little Mozarts Go to Hollywood |  
| --- | --- |
| **Popular Performance Repertoire** |  
| Levels 1 & 2 (29094) |  
| Levels 3 & 4 (29095) |  

| Little Mozarts Perform The Nutcracker |  
| --- | --- |
| **Performance Repertoire from the Ballet** |  
| Levels 3 & 4 (28272) |  

| Character Solo Series |  
| --- | --- |
| **Beethoven Bear (Level 2) (23235)** |  
| **Elgar E. Elephant (Level 2) (27715)** |  
| **Mozart Mouse (Level 2) (23234)** |  
| **Pachelbel Penguin (Level 2) (27798)** |  
| **Clara Schumann-Cat (Level 3) (24619)** |  
| **J. S. Bunnny (Level 3) (24620)** |  
| **Nannerl Mouse (Level 3) (27799)** |  
| **Nina Ballerina (Level 3) (27717)** |  
| **Professor Haydn Hippo (Level 4) (27716)** |  
| **Puccini Pooch (Level 4) (27800)** |  

| Coloring Books |  
| --- | --- |
| **Imaginative, musical adventure pages to color** |  
| Book 1: Music Friends (19669) |  
| Book 2: Music Friends at School (19670) |  
| Book 3: Music Friends at the Piano Lesson (19671) |  
| Book 4: Music Friends in the City (19672) |  

| Teacher’s Handbooks |  
| --- | --- |
| **Includes teaching tips and lesson plans** |  
| Books 1 & 2 (14585) |  
| Books 3 & 4 (17192) |  

| Rhythm Ensembles & Teaching Activities |  
| --- | --- |
| **Performance ensemble and strategies to reinforce musical concepts** |  
| Levels 1–4 (47172) |  

| Lesson Assignment Book |  
| --- | --- |
| **Includes assignment pages, practice records, and lesson evaluations** |  
| Book (17488) |  

| Flash Cards |  
| --- | --- |
| **Musical terms and symbols, rhythm patterns** |  
| Book 1 (14587) |  
| Book 2 (14599) |  
| Book 3 (17183) |  
| Book 4 (17189) |  

| Sticker Book |  
| --- | --- |
| **Motivating rewards for students** |  
| (20647) |  

| Compact Discs and General MIDI Accompaniments on USB Flash Drive |  
| --- | --- |
| **All the music from the Music Lesson & Music Discovery Books plus more.** |  
| CDs |  
| Book 1 (14578) |  
| Book 2 (14582) |  
| Book 3 (17184) |  
| Book 4 (17190) |  
| Flash Drive |  
| Levels 1–4 (20620) |  

| Student Starter Kit |  
| --- | --- |
| **Vinyl tote bag, Music Activity Board, and Mozart Mouse and Beethoven Bear plush animals (14586)** |  

| Deluxe Starter Kit |  
| --- | --- |
| **Same as above, plus Book 1 of the Music Lesson Book, Music Discovery Book, Music Workbook, Flash Cards, and Compact Disc Set (17194)** |  

| Music Activity Board |  
| --- | --- |
| **Magnetic board on one side, dry erase board on the other side (17474)** |  

| Music Friends” Plush Animals |  
| --- | --- |
| **Small, adorable stuffed animals that become partners in learning with your child** |  
| Beethoven Bear (14654) |  
| Mozart Mouse (14653) |  
| Clara Schumann-Cat (19767) |  
| Elgar E. Elephant (21228) |  
| J. S. Bunny (17216) |  
| Nannerl Mouse (18791) |  
| Nina Ballerina (21229) |  
| Pachelbel Penguin (21230) |  
| Professor Haydn Hippo (18792) |  
| Puccini Pooch (14587) |  

| Classroom Music for Little Mozarts |  
| --- | --- |
| **By Christine H. Barden, Donna Brink Fox, Karen Farnum Surmani, Gayle Kowalchyk, and E. L. Lancaster** |  

| Curriculum Book & CD |  
| --- | --- |
| **Level 1** (22023) |  
| **Level 2** (23820) |  
| **Level 3** (27612) |  

| Deluxe Curriculum Kit |  
| --- | --- |
| **Level 1 includes Curriculum Book & CD plus Beethoven Bear, Mozart Mouse, and Clara Schumann-Cat plus toys in a tote bag** |  
| **Level 2** (23810) |  
| **Level 2 includes Curriculum Book & CD, plus J. S. Bunny, Nannerl Mouse, and Pachelbel Penguin plush toys in a tote bag** |  
| **Level 3** (26210) |  
| **Level 3 includes Curriculum Book & CD, plus Haydn Hippo, Nina Ballerina, and Puccini Pooch plush toys in a tote bag** |  
| **Level 3** (27619) |  

| Big Music Book |  
| --- | --- |
| **Spiral bound, 15” x 20”** |  
| **Level 1** (23804) |  
| **Level 2** (24210) |  
| **Level 3** (27663) |  

| Meet the Music Friends |  
| --- | --- |
| **Five introductory music lessons** |  
| Curriculum Book (37545) |  
| Music Workbook (37548) |  


About the Authors

Christine H. Barden

“The Discovery Book creates an exciting musical atmosphere in the lesson and just as importantly, at home. Discovery Book songs and dances energize my students, allowing better concentration during playing and reading activities. At home, in conjunction with the CD, families sing and color pictures of their Music Friends and listen to classical music examples. This creates a musical environment that motivates ‘young Mozarts’.”

Christine H. Barden is an internationally recognized authority on early childhood music. She is currently an independent piano teacher in Reno, Nevada, where she teaches piano and composition students, in addition to Music for Little Mozarts preschool classes. Christine received her degree in piano performance from San Francisco State University and served as a national instructor for the Yamaha Music Education System for 17 years.

Gayle Kowalchyk

“We included the musical story and plush toy characters in Music for Little Mozarts to peak the interest of young students—providing built-in motivation for music study. The names of the characters introduce students to famous composers and the plot of the story augments the introduction of concepts. We encourage parents to integrate the characters into story-reading and practice time at home.”

Dr. Gayle Kowalchyk is on the piano faculty at California State University, Northridge. Gayle holds degrees from Ohio University, Northwestern University and an Ed.D. in piano pedagogy from Teachers College, Columbia University. She has been on the piano faculty of Eastern Illinois University, Oklahoma Baptist University, and the University of Oklahoma.

E. L. Lancaster

“The Music for Little Mozarts CD recordings are integral to providing a well-rounded approach to learning music. When listening to the CD, children will learn familiar folk songs, hear and respond to famous orchestral pieces and delight in hearing Mozart Mouse, Beethoven Bear and their Music Friends talk about making music.”

Dr. E. L. Lancaster is Executive Keyboard Editor at Alfred Music. He holds degrees from Murray (KY) State University, the University of Illinois, and a Ph.D. from Northwestern University. Prior to joining Alfred, Dr. Lancaster was Professor of Piano Pedagogy at the University of Oklahoma, Norman. During that time, he and his wife, Gayle Kowalchyk, operated a large independent piano studio in Norman, Oklahoma. Together, they have co-authored more than 300 publications designed for students of all ages, including Premier Piano Course.