

# 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



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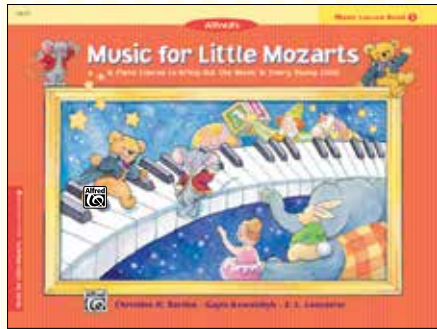
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# Music for Little Mozarts

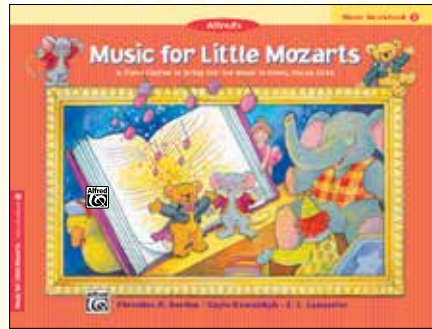
A Piano Course to Bring Out the Music In Every Young Child Ages 4, 5, and 6

Christine H. Barden • Gayle Kowalchuk • E. L. Lancaster

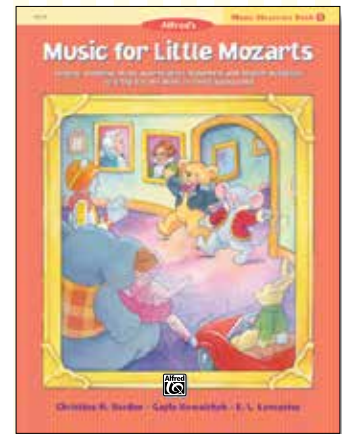
Three comprehensive books at each of the four levels guide the children through a comprehensive approach to music learning.



**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.

**CDs** 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 students' imaginations.



**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 (♩)  
 Bar Lines and Double Bar  
 3 Black Keys  
 Quarter Rest (♩)  
 Repeat Sign  
 Keys on the Keyboard (D, C, E, B, A)  
 Half Note (♩)  
 Half Rest (♩)  
 Whole Note (♩)  
 Whole Rest (♩)

## New Concepts in Music Lesson Book 2:

Dotted Half Note (♩.)  
 Keys on the Keyboard (F, G)  
 Time Signatures (4/4, 3/4)  
 Mezzo Forte (*mf*)  
 Line Notes and Space Notes  
 Treble Clef  
 Steps and Skips  
 Treble Clef Notes  
 (♩)  
 Bass Clef  
 Bass Clef Notes  
 (♩)  
 Grand Staff

## 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 (♩)  
 Bass Clef Notes (♩)  
 Flat Sign (b)  
 Sharp Sign (#)  
 Tied Notes  
 Crescendo (◀)  
 Diminuendo (▶)



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*.



**Pachelbel Penguin** (21230)



**Puccini Pooch** (17487)



**Nina Ballerina** (21229)



**J. S. Bunny** (17216)



# Correlation of Core Materials

## Music Lesson Book 1

### Right Hand Finger Numbers

Learning the right hand finger numbers should be easy now," said Mozart Mouse.  
"Yes," said Beethoven Bear. "Just remember that the thumb is the first finger of the right hand, too."



1. Name your right hand fingers for the student to wiggle.
2. Help the student draw an outline of her RIGHT HAND (RH) in the space above.
3. Help the student number each finger of the outline.

1. Hold up your RIGHT HAND and show Mozart Mouse how to:
  - Wiggle finger 1 (Thumbkin)
  - Wiggle finger 2 (Pointer)
  - Wiggle finger 3 (Tall Man)
  - Wiggle finger 4 (Ring Man)
  - Wiggle finger 5 (Finky)
2. Draw an outline of your RIGHT HAND in the space above.
3. Number each finger of the outline.



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.

Page-by-page correlation with the *Music Lesson Book*.

Suggested lesson plans in the *Teacher's Handbook* coordinate the use of all materials.

## Music Workbook 1

### Right Hand Finger Numbers

Trace the numbers above each finger with a black crayon.

1. Color finger 1 (Thumbkin) green.
2. Color finger 2 (Pointer) red.
3. Color finger 3 (Tall Man) blue.
4. Color finger 4 (Ring Man) purple.
5. Color finger 5 (Finky) pink.



### Finger Play Song

- Practice your finger numbers with Beethoven Bear and Mozart Mouse.
1. Sing the Finger Play Song. Hold both hands up with fingers open wide; wiggle each finger as you sing about it.
  2. Keeping your hands open wide, tap each finger on the picture below as you sing the song again.



### Finger Play Song\*

art. Christine H. Burden

Uplift (♩ = 100)

1. Thumb-kiss in - fer - get num - ber 1, num - ber 1, num - ber 1.

On verse 5, to Coda ④

Thumb-kiss in - fer - get num - ber 1, but where is fin - ger num - ber 2?

Teacher shows an example

Now get read - y for num - ber 2.

2. Pointer is finger number 2....

3. Tall Man is finger number 3....

4. Ring Man is finger number 4....

5. Finky is finger number 5....

\* For a variation on the words, sing: "Where is finger number one, etc.?" As students become comfortable with identifying numbers, ask them to show fingers in a random order.

Coda

wig - gle them all and say good - bye.

## Music Discovery Book 1



**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 CD 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)

**CDs 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 hurried 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.

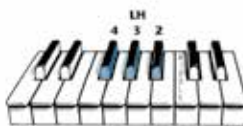


Listen, Mozart Mouse, listen!" Beethoven Bear had written a song for the left hand using the 3 black keys and was ever so eager to play it.

- 1 Place Beethoven Bear on 3 black keys.
- 2 Clap (or tap) A Bear's Song and count aloud evenly.
- 3 Point to the quarter notes and rests below and count aloud evenly.
- 4 Say the finger numbers aloud while playing them in the air.
- 5 Play one key at a time and say the finger numbers.
- 6 Play and say the words.

### A Bear's Song

32 3(28)



Hand diagram showing LH (Left Hand) with fingers 4, 3, 2, 1, 4, 3, 2, 1, 4, 3, 2, 1.

Notes: *f* 2 2 2 3 3 3 4 4 4

Sing: 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

Brightly *mf*

5 2 1 4 3 2 1 5

gru

**44** **A**t last! Our first white key!\* Beethoven Bear shouted excitedly.

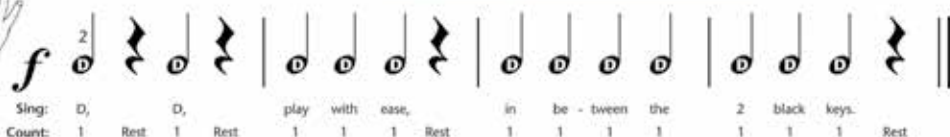
"Look, Beethoven Bear, we can play a song using D!" Mozart Mouse added.

- 1 Clap (or tap) *The D Song* and count aloud evenly.
- 2 Point to the quarter notes & rests below and count aloud evenly.
- 3 Using RH finger 2, play and sing the words.



## The D Song

45 9(34)



Student plays one octave higher with duet part.

Slow blues tempo (♩ = ♩ ♩)



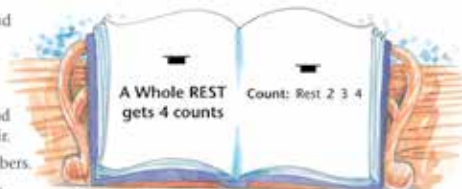
### Whole Rest

**M**ore 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!

- 1 Clap (or tap) *Little Dance* and count aloud evenly.
- 2 Point to the notes below 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.



### Little Dance

77 23 (48)



### Delicately

*Both hands one octave higher than written*





16

22

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."

- 1 Place Beethoven Bear on the five keys of the Middle C Position for RH.
- 2 Clap (or tap) Clara C. and count aloud evenly.
- 3 Point to the notes & rests 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.

## Clara C.

23 10 (46)



Middle C Position for RH



Sing: When, oh, when will I be just as smart as Cla - ra C.?

Student plays one octave higher with duet part.



## Skips

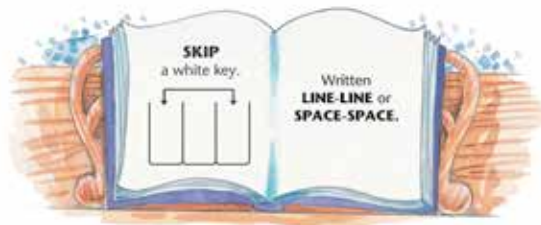
49

"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."

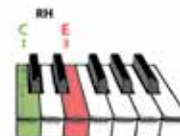
"What fun to have another music friend!" cried Beethoven Bear as he looked at the staff. He began joyfully skipping from line to line.

- 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

50 22 (58)



Student plays one octave lower with duet part.

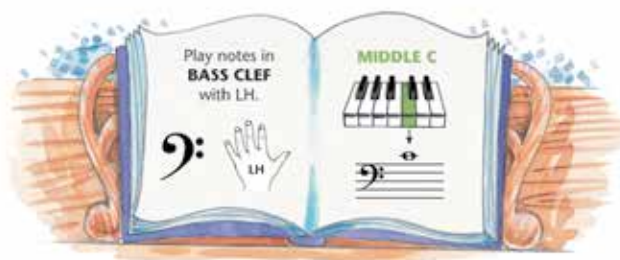


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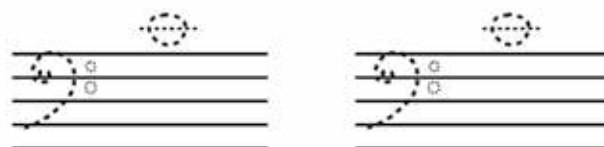
# Bass Clef

51

**J** S. Bunny 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  $\text{F}$  with a black crayon.
- 2 Trace each middle C with a green crayon.



47

79

**A**fter 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 Penguin. After making a few slight alterations, he wrote back, "There, now you do indeed have a masterpiece!"

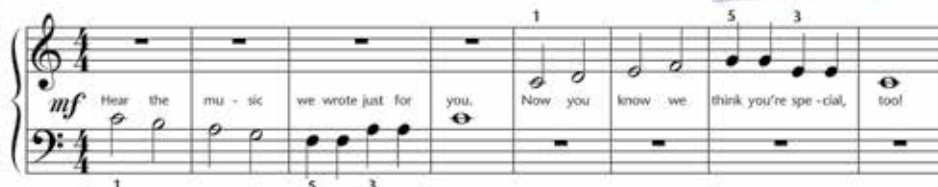
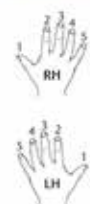
- 1 Place Mozart Mouse on the five keys of the Middle C Position for RH; then place Beethoven Bear on the five keys of the Middle C Position for LH.
- 2 Clap (or tap) *Just for You* and count aloud evenly.
- 3 Point to the notes and count aloud evenly.
- 4 Say the finger numbers aloud while playing them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

## MIDDLE C POSITION for Both Hands



## Just for You (Canon in C)

80 36 (72)



Student plays two octaves higher with duet part.

*Andante moderato*  
Both hands one octave lower than written



32

56

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."

- 1 Clap (or tap) *Beethoven Bear's Amazing Trick* 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.



## Beethoven Bear's Amazing Trick

C Position

57 28 (70)

Student plays one octave higher with duet part.

41

74

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."

- 1 In *Nannerl's Waltz*, clap (or tap) each hand separately and count aloud evenly.
- 2 Point to the notes for each hand and count aloud evenly.
- 3 Say the finger numbers aloud for each hand while playing them in the air.
- 4 Play and say the finger numbers for each hand; then play and say the note names for each hand.
- 5 Play the first beat of each measure hands together.
- 6 Tap the rhythm of both hands together and count aloud evenly.
- 7 Play hands together and count aloud evenly; then play hands together and sing the words.



## Nannerl's Waltz

C Position

75 37 (79)

Student plays one octave higher with duet part.



44



"That was lovely, J. 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.

- 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.



## The Bowing Song

81 81 40 (82)

C Position

Student plays one octave higher with duet part.

45



"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

83 83 41 (83)

- 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

18

They quickly gathered all of their belongings and got off the train. I. 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. Ah! 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."

## Puccini Pooch

19 9 (55)

Middle C Position

Student plays one octave higher with duet part.

46



After the rehearsal, the music friends waited backstage 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 E. 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*.

Student plays one octave higher with duet part.

**Moderately fast**

Teacher or Parent

- 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.



## The Big Finish

Middle C Position

89 46 (92)



47

**Lyrics:**

Hay-dn Hip-po will con-duct us, and Bee-tho-ven Bear will play. Mo-zart Mouse and Nan-nerl will play, too.

Clara, Elgar come in right on cue. Ni-na fi-n'ly gets to dance; J. S. Bun-ny takes a chance!

Now for the big fin-ish, we're hap-py we got our wish.



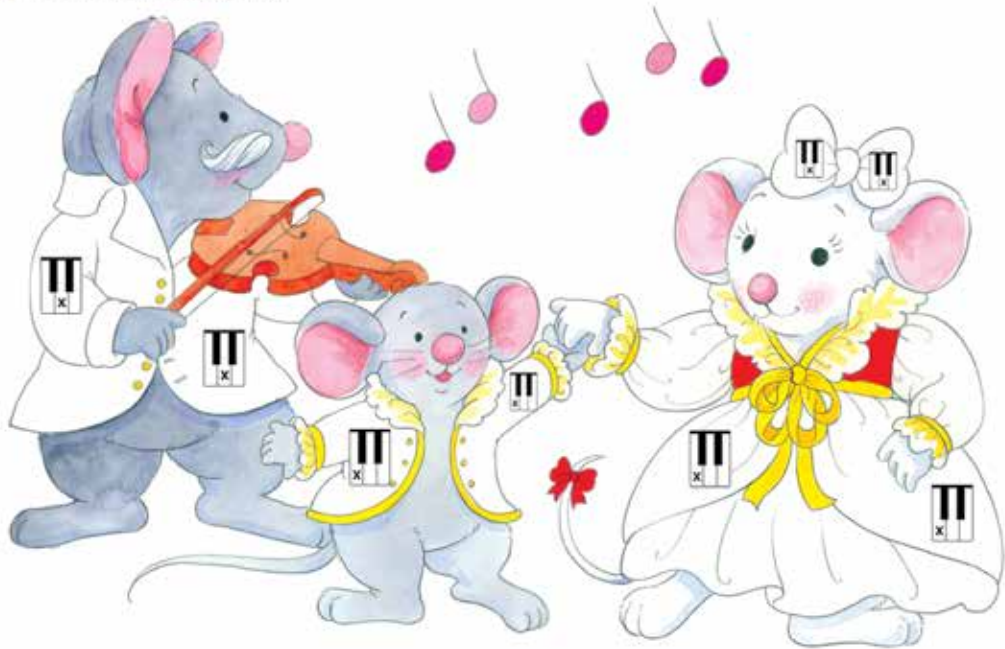
Music Workbook 1

30

Use with page 30.

C and D

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



Music Workbook Book 2

45

Left Hand and Right Hand

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

1

LH RH

2

LH RH

3

LH RH

4

LH RH



Music Workbook 3

18

### Rhythm Patterns in $\frac{4}{4}$ Time

Your teacher will clap a rhythm pattern.

- Circle the pattern that you hear.

1

2

3

4



Use with page 18.

Music Workbook 4

23

### G Position for the Right Hand

Use with page 23.

- Color the areas containing a G green.
- Color the areas containing an A red.
- Color the areas containing a B gray.
- Color the areas containing a C black.
- Color the areas containing a D blue.



Music Discovery Book 1

6  
**Hello Song**  
(It's Music Time Today!)

♩ 1 (21)

Christine H. Barden

Moderato (♩ = 130) *mf*

This is such a hap - py day! Our mu - sic friends have come to play with Moz - art Mouse and

*rit.* *f* *a tempo* *mf* *a tempo*

Bee - tho' ven Bear, Friends will come from far and near to

*molto rit.* *a tempo* *mf* *a tempo*

hear the mu - sic we will make to - day. *mf* *a tempo* *mf*

*molto rit.* *mf*

\*After the first few lessons, you may begin the Hello Song here if so desired.

7

*It detached* *f* *gradually slowing*

time to sing and play. We'll clap our hands, (clap) stamp our feet, (stamp)

*f* *gradually slowing*

*a tempo* *mf*

turn a - round, (turn around) touch the ground, (bend down) Hel - lo, hel - lo, it's

*a tempo* *mf*

mu - sic time to - day. We're glad you're here; it's time to sing and play.

Music Discovery Book 3

6  
**Music Friends at School\***

♩ 1 (20)

art. Christine H. Barden

Allegretto (♩ = 120) *mf*

Clap your hands, stand up and shout hoo-ray! Mu - sic friends will go to school to - day.

*mf*

Moz - art Mouse will have a big sur - prise. He won't be - lieve his eyes. The hap - py pot - a - toes will help us

*mf*

*(sing eye and put arms up in air)*

\*Based on Mozart's Eine Kleine Nachtmusik

7

with the tal - ent show. We will clap our hands, turn a - round,

sing out strong. Then it's time to stretch up tall. We will

*(show muscles)*

clap our hands, turn a - round, sing out strong. Then it's time to take a bow.

*(bow)* *(stand up and smile)*



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



15 11(31)

Christine H. Barden

[illegible]

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

[illegible]

## Music Discovery Book 2

total width about 20

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

1. While listening to the music, in the first section (measures 3–10) 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.]

 14 (2013) 13039

Christine H. Barden

Country dance tetrapp (♩ = 144) Christine H. Barden

The musical score is written for piano and voice. It features a treble and bass staff for the piano and a vocal line. The tempo is marked as ♩ = 144. The score includes dynamic markings such as *mf* and *ff*. There are also performance instructions in Italian: "Foot pattern: up your hands (3x)" and "Kicking your pattern (five around)". The score is divided into measures with bar lines and includes various musical notations like notes, rests, and fingerings.

Sheet music for the song "The Girl on the Train" by Rachel Watson. The music is arranged for piano and voice. The lyrics are written below the piano part.

**Lyrics:**

Tap 3 times  
 Fading around again  
 Tap 3 times  
 bring other partner  
 Tap 3 times

**Lyrics:**

bring around again  
 It all in a circle side by side with partner  
 It has  
 Step (L) Step (L) Step (R)  
 1 heel 1 toe

**Lyrics:**

Step (L) Step (R) Step (L)  
 It heel It toe  
 Step (R) Step (L) Step (R)  
 1 heel 1 toe

**Lyrics:**

Step (L) Step (R) Step (L)  
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100



### Mister Elephant's Funky Dance

Elga E. Elephant, a friend from the Music Room, taught Beethoven Beat 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 patterns on the banner.



## Music Discovery Book 2

### Johann Pachelbel's *Canon in D*

Pachelbel Penguin learned a lot about composing from studying the music of Johann Pachelbel. A composer from the Baroque period, Johann Pachelbel was born in 1653 in Nuremberg, Germany. He was a little older than Johann Sebastian Bach. Pachelbel was a friend of the Bach family and taught Bach's older brother, Johann Christoph. Bach learned much about music from studying the compositions of Pachelbel. He would copy them on staff paper late at night when his family was asleep.

Johann Pachelbel's most 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.

The harpsichord is shaped much like a grand piano, but its strings are plucked, giving it a different sound than the piano. On some harpsichords, the keys that are white on a piano are dark colored, and the keys that are black on a piano are white.

1. Listen to *Cantos in D*. Choose any of the following rhythm patterns and clap or tap as you listen.



- 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 (♪).
- 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.



art. Christine H. Sinden



\* **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.

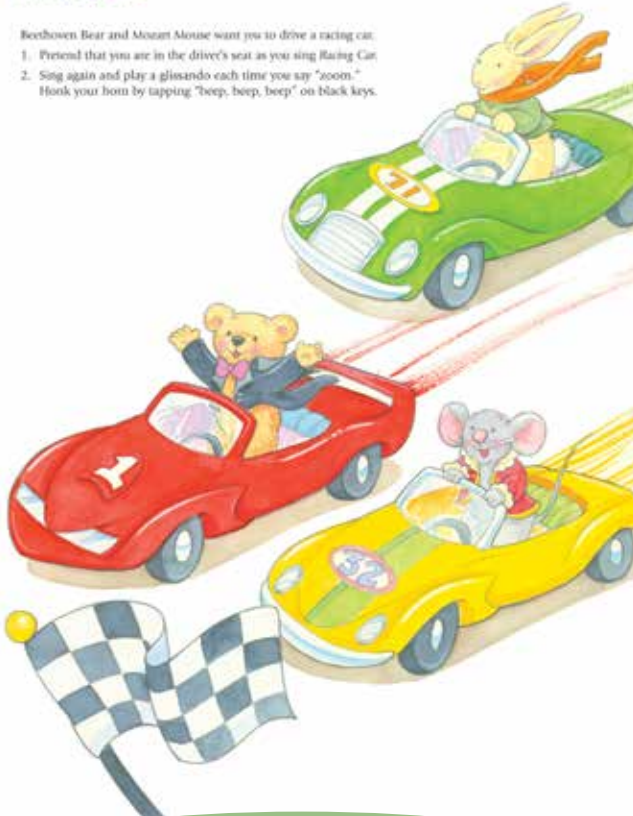


## Music Discovery Book 1

10

### Racing Car

- Berthoven 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."
- Hook your horn by tapping "beep, beep, beep" on black keys.



11

(Use with page 10.)

Heavy rock beat (♩ = 126)

Christine H. Barnden

When I'm in my rac-ing car.

Teacher chants in rhythm:  
(Beep, beep, beep)

bet-ter stay just where you are!

When I drive my rac-ing car.

(Beep, beep, beep)

fast-er than a thun-der car.

You're fast. (Beep, beep, beep) Watch me pass. (Beep, beep, beep)

when I'm in my rac-ing car!

Last time teacher chants:  
Now get re-dy to zoom!

- ① Student plays a white key glissando beginning and ending on any key.  
② Student plays a group of black keys (cluster) in this rhythm.

## Music Discovery Book 2

### Grand Galaxy March

10 ② 4 (28)

21

Christine H. Barnden

Majestically (♩ = 88)

1. We are here and  
2. Land-ing in a  
strong place. Fly no one's space ship or wing. Found  
Pam the moon and a star. gain. On our way to  
Mars. Both feet on the ground.

## Music Discovery Book 3

32

(Use with page 31.)

### Irish Jig

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 3-6 and 11-15).

Pattern

Variation

In the second section (measures 7-10), play the following pattern (or its variation).

Pattern

Variation



# Music Discovery Book 1

## Mexican Hat Dance

1. Sing Mexican Hat Dance, doing the motions suggested in the song. In the section without words, clap a steady beat or walk in a circle.
2. Sing again and play rhythm instruments to keep a steady beat.



♩ 4 (26) *att. Christine H. Barden*

*Spirited* (♩ = 100) *mf*

1. *mf* *mf* *mf*

clap, we clap, we clap, then stop... and take a rest. (AA!) We

4th time to Coda ♩ 1.

clap, we clap, we clap, then stop... and take a rest. (AA!) We

4th time to Coda ♩ 1.

2. *mf* *f*

rest.

1. 2. *D. S. al Coda ♩*

1. 2. *D. S. al Coda ♩*

*Coda*

rest. (AA!) We

*f*

## Music Discovery Book 3

## Three Nice Mice

Sing this famous song about friends of Mozart Mouse and Nannert Mouse.



♩ 21 (13) (14) *att. Christine H. Barden*

*Polly, with elegance* (♩ = 100) *mp*

1. Three nice mice, mice, These nice mice! *mp*

2. Three nice mice, mice, These nice mice! *mp*

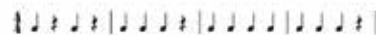
quarter and eighth notes detached

## Music Discovery Book 4

## Hush, Little Baby

The gentle swaying motion of the train lulls our music friends to sleep on their way to the city.

1. Sing Hush, Little Baby as you rock Beethoven Bear, Mozart Mouse or Nannert Mouse to sleep.
2. Sing again, and tap the rhythm pattern below:



♩ 4 (19) *att. Christine H. Barden*

*Gently, with rubato* (♩ = 60) *pp*

1. *pp* *mf*

Hush, lit-tle ba-by, don't say a word, Pa-pa's got-na buy you a mock-ing bird, And

if that dia-mond ring turns brass, Pa-pa's got-na buy you a look-ing glass, And

a tempo *p*



## Music Discovery Book 1

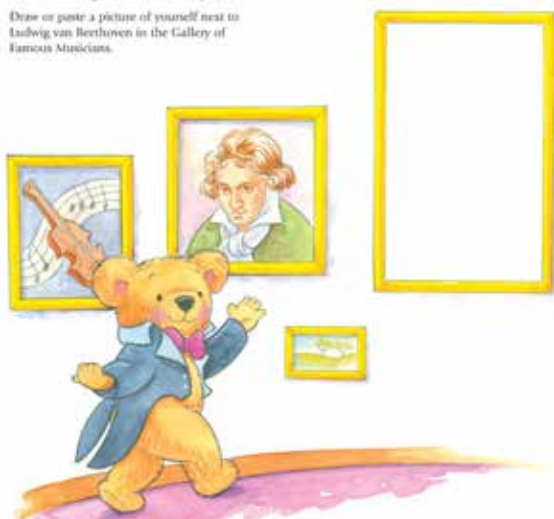
20

### Making Friends with Ludwig van Beethoven

Beethoven Bear was named after his mother's favorite composer, 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 orchestra, chorus, piano and other instruments. He is known as a Classical-Romantic composer since his music serves as a bridge between the two periods.

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



21

(Use with page 20)

### Ludwig van Beethoven's Rage over the Lost Penny

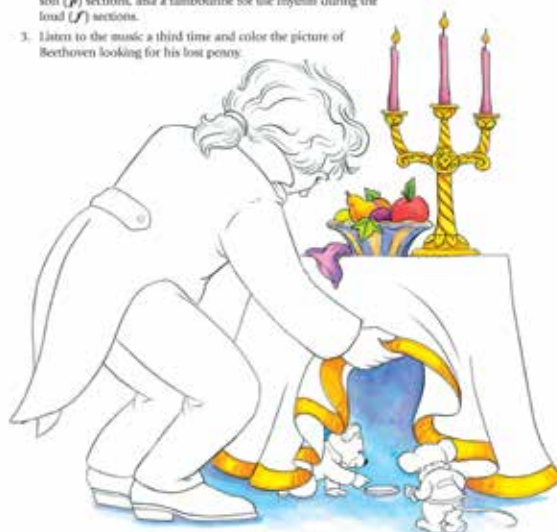


Ludwig van Beethoven wrote many compositions for piano including variations, dances, short pieces and 32 longer works called sonatas. One of his most famous compositions is the *Rage over the Lost Penny*.

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

39

(Use with page 38)

### 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 lighthearted and happy. The rhythm used in ragtime is called syncopation. Some people think of ragtime 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*.

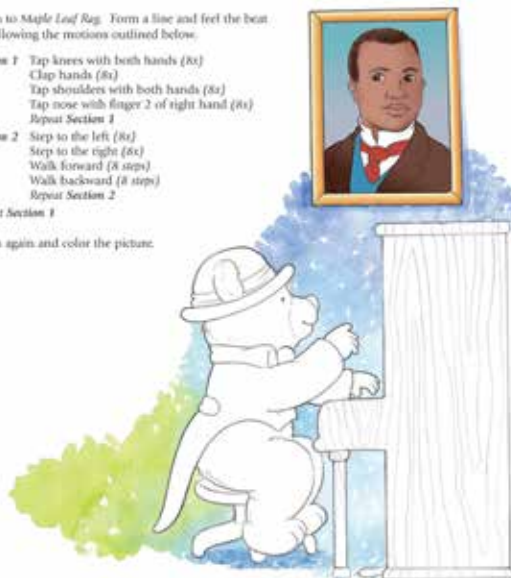
1. Listen to *Maple Leaf Rag*. Form a line and feel the beat by following the motions outlined below.

**Section 1** Tap knees with both hands (8x)  
Clap hands (8x)  
Tap shoulders with both hands (8x)  
Tap nose with finger 2 of right hand (8x)  
Repeat Section 1

**Section 2** Step to the left (8x)  
Step to the right (8x)  
Walk forward (8 steps)  
Walk backward (8 steps)  
Repeat Section 2

Repeat Section 1

2. Listen again and color the picture.



## 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—*Tocatta 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*  
Chopin—*Polonaise in A Major, Op. 40, No. 1 (Military)*  
Elgar—*Pomp and Circumstance No. 1*





Music Discovery Book 2

32

When You Go Away

Our music friends noticed that the children are always sad when their parents go to work, go on short trips or run errands without them. Sometimes their parents sing this song as they leave and it makes the children feel better.

1. Listen to the recording of this song and color the picture of Mozart Mouse's parents going away.
2. Listen to the music again and play the following pattern that uses skips. Begin to play the pattern after the introduction and repeat it until the song ends.



17 14(34)

Gently, with rubato 1 = 70

Student

Christine H. Banden



\* Students can substitute a skip up (E to G) each time this pattern occurs.

\*\* On the second verse, children sing the small notes on the first beat of measures 3, 5, 11 and 13.

33



Music Discovery Book 4

26

Just Keep on Tryin'

Puccini Poosh knows that it isn't easy to learn something new. When he was a little puppy, his parents and teacher told him that it was O.K. to make mistakes, and they urged him to Just Keep on Tryin'.

Sing the child's part as you listen to the recording of the song.

12 9(25)

Easy doo-wee style 1 = 90



Christine H. Banden and Allison H. Hernandez



27





# Music Discovery Book 2

38

## 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 like note.



20 16 (36)

Christine H. Barden

Lively march (♩ = 132)

When you step, don't forget to put a line next to a space. Line to space, or space to line, they'll be partners every time! Whether D-o-l-f-i-n-o or C-D-E-F-G, put the very next finger on the

39

very next key to play a step-ping song with me.

When you're skip-ping just re-mem-ber, keep a line next to a

line on a space next to a space, but skip a fu-ger, skip a key to

play a skip-ping song with me.

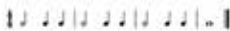
also.

# Music Discovery Book 3

42

## 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 3-6 and 9-10. (Adapt the rhythm to fit the rhythm in the song.)



22 16 (31)

Christine H. Barden

Happy calypso beat (♩ = 130)

Up a fourth, down a third, o - pen up and sing just like a bird.

# Music Discovery Book 4

34

## Sharp and Flat Song

1. Sharps move up the keyboard to the right; flats move down the keyboard to the left. 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.



16 12 (26)

Christine H. Barden

Sharp and flat out funny (♩ = 104)

Chant

We'll move it to the right, We'll move it (It step, together, it step, up 1.)

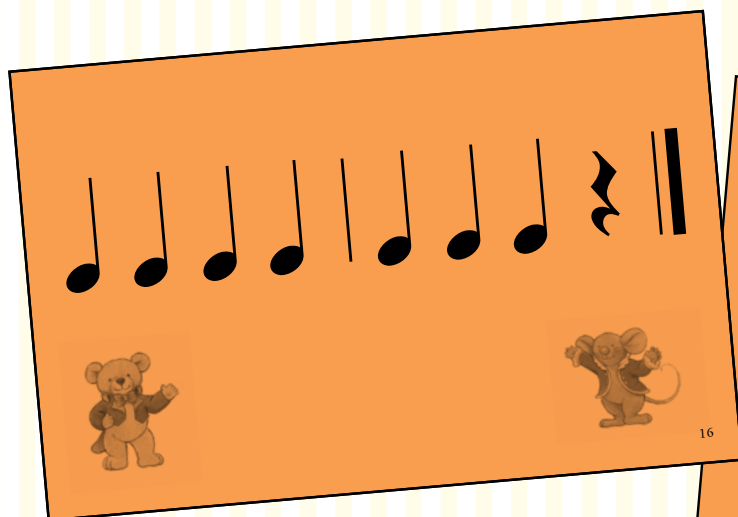
to the left, We'll move it to the right, and then we clap, clap, clap. We'll move it (It step, together, it step, up 2.)



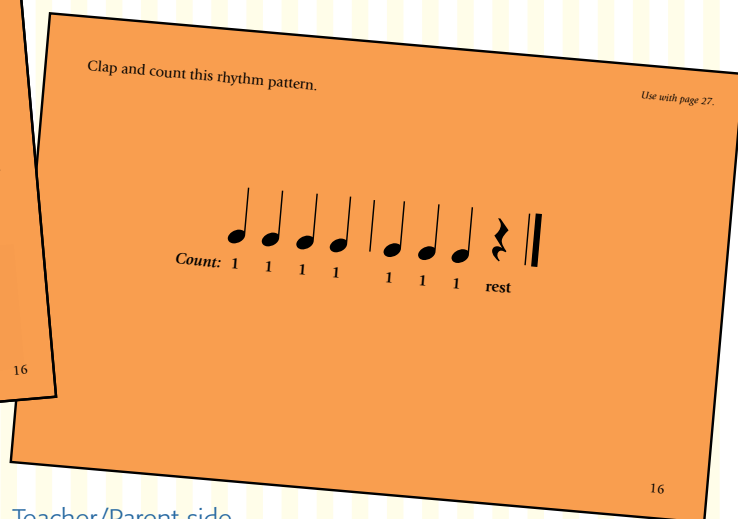
# Flash Cards

- 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

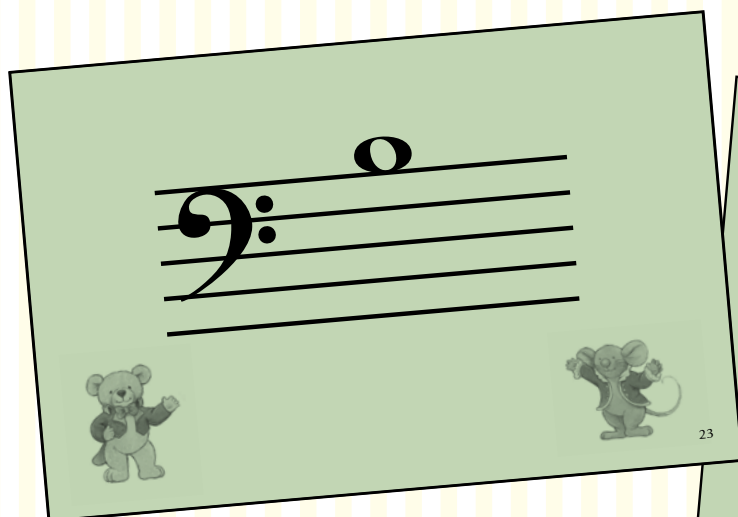


Student side

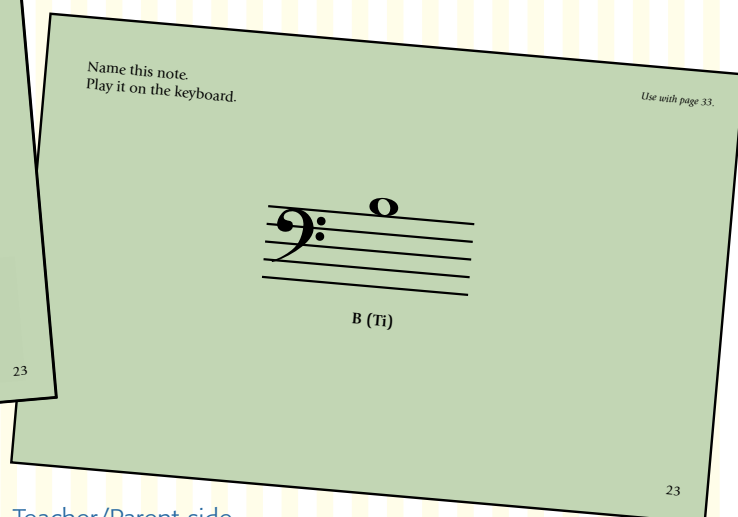


Teacher/Parent side

## Flash Cards 2



Student side

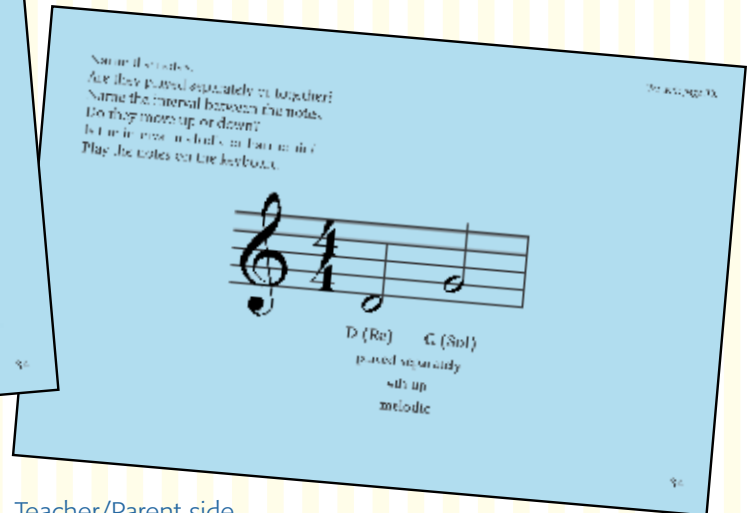


Teacher/Parent side

## Flash Cards 3

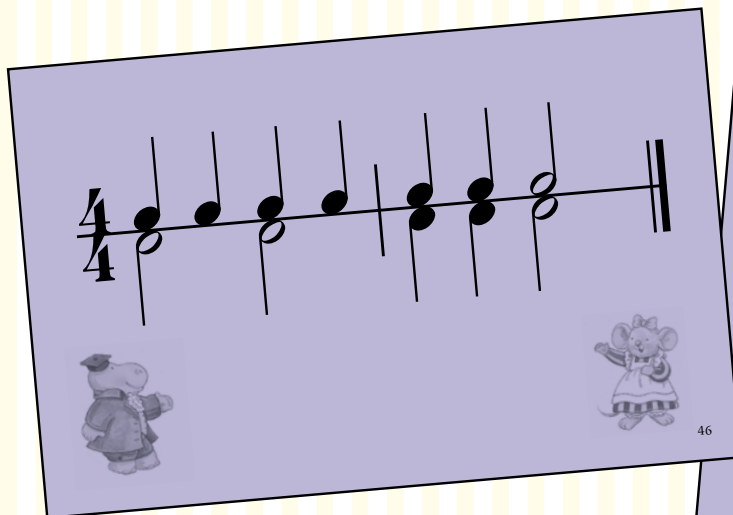


Student side

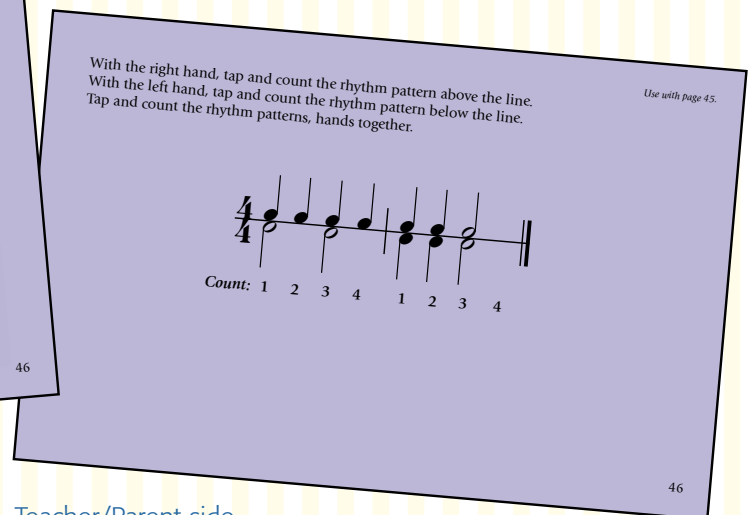


Teacher/Parent side

## Flash Cards 4



Student side



Teacher/Parent side

*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

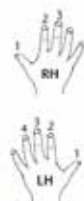
## Music Recital Book 2

29

- 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



Use after page 46.

England

*mf* Lon - don Bridge is fall - ing down, fall - ing down, fall - ing down,

Lon - don Bridge is fall - ing down, my fair la - dy,

Student plays two octaves higher with duet part.

Classical smatina style

Teacher or Parent

*mp*



# Music Recital Book 3

21

## Mozart Mouse's Special Music

C Position



5 1 2 4

*mf* (Mo-zart's Spe-cial Mu - sic, Mo-zart's Spe-cial Mu - sic) Mo-zart will con - duct us as we play for our good friend.

1 5 1

9 5 1 2 4

*f* (Mo-zart's Spe-cial Mu - sic, Mo-zart's Spe-cial Mu - sic) Keep your eyes right on him, fol - low care-ful-ly to the end.

1 5 1

# Music Recital Book 4

25

Use after page 9

## Challenge Repertoire

## Alouette

C Position



- 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.

1 3 2

*mf* A - lou - et - te, gen - tile a - lou - et - te, a - lou - et - te, je te plu - me - rai.

1 3 1 5 2

Student plays one octave higher with duet part.

Happily

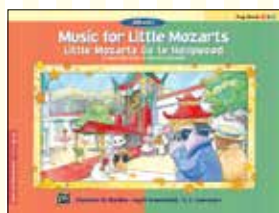
Teacher or Parent

*mp*

1 2 1 2

## 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



## Pop Book 1 & 2

4

**M**ozart Mouse was the first one to have any luck. "Look what I found!" he cried. "It's a piece called *Hooray for Hollywood!* This will be perfect for the first piece in the book. It's the song that everyone thinks of when they hear about Hollywood. It's been used in so many television shows and movies."



MIDDLE C POSITION



Words by Johnny Mercer  
Music by Richard Whiting  
Arr. by Barden, Kowalchuk and Lancaster

### Hooray for Hollywood

Lively



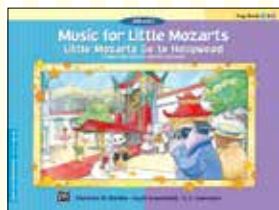
Student plays one octave higher with duet part.



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## Book 3 & 4 Titles

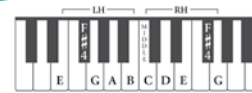
Puff (the Magic Dragon)  
Over the Rainbow  
The Imperial March  
Star Wars® (Main Title)  
Supercalifragilisticexpialidocious  
Theme from "Superman"  
The Pink Panther  
The Chicken Dance  
Itsy Bitsy Teenie Weenie Yellow  
Polka Dot Bikini  
Yo Ho (A Pirate's Life for Me)



## Pop Book 3 & 4

6

**W**hen they had finished singing, Mozart Mouse saw something unusual. "Hey, everyone, look over here. What are those things in the cement?" "Those are the handprints and footprints of famous actors and actresses," Puccini Pooch explained. "See, here are Judy Garland's! You probably know her best as Dorothy in the movie, *The Wizard of Oz*." "I love that movie," Nannerl Mouse exclaimed, "especially when Dorothy sings *Over the Rainbow*!"



Music by Harold Arlen  
Lyric by E. Y. Harburg  
Arr. by Barden, Kowalchuk and Lancaster

### Over the Rainbow

(from the M-G-M Motion Picture "The Wizard of Oz")



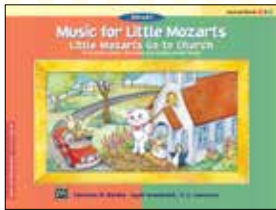
Student plays one octave higher with duet part.



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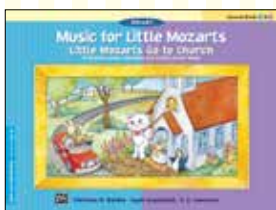
## Book 1 & 2 Titles

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



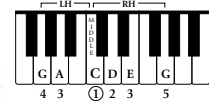
## Sacred Book 1 & 2

12

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."

"He was probably very thankful," J. S. Bunny said, feeling braver himself. "He was so grateful," Pachelbel Penguin continued, "that he wrote the words for the hymn we sing called *Amazing Grace*. This hymn has comforted people for hundreds of years."

MIDDLE C POSITION



### Amazing Grace

John Newton, James P. Carrell  
and David S. Clayton  
Arr. by Barden, Kowalchuk and Lancaster

Gently

**3/4** RH 3 LH 4

*mf* A - maz - ing grace! How sweet the sound, that

Student plays one octave higher with duet part.

Gently

*mp* simile

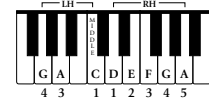
## Sacred Book 3 & 4

16

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

Spiritual  
Arr. by Barden, Kowalchuk and Lancaster

Slow and mellow

**2/4** *p* We are climb - ing Ja - cob's lad - der.

Student plays one octave higher with duet part.

Slow and mellow (J - J - J)

*pp* *mp*



# Character Solos

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 and the composer are 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)



## Character Solo Level 2

### Elgar E. Elephant Rhythm Pattern

1 Tap and say the words.  
2 Tap and count aloud.

4/4

Say: El - gar E. El - e - phant  
Count: 1 - 2 1 1 1 1 1 Rest

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.

#### Meet Elgar E. Elephant

Elgar E. Elephant is a loveable 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.

#### 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 these 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.



## Character Solo Level 2

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

Teacher or Parent

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3

Use after Alfred's Music for Little Mozarts, Lesson Book 2, page 46.

### Elgar E. Elephant\*

Christine H. Barden  
Gayle Kowalchuk  
E. L. Lancaster

Moderately, in a singing style

\*Note to Teacher: Before teaching *Elgar E. Elephant*, introduce the rhythm pattern activities on the back cover.

## Character Solo Level 3

### Take a Look at Clara Schumann's Music

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

This duet part for Clara Schumann-Cat is taken from *Romance varié*, 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.

Moderately slow  
Both hands use notes lower than written

Adapted from Clara Schumann's  
*Romance varié*  
Op. 3

Teacher or Parent

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### Clara Schumann-Cat\*

Use after Alfred's Music for Little Musicians,  
Lesson Book 2, page 39.

Christine H. Barden  
Gayle Kowalchuk  
E. L. Lancaster

Moderately slow

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

## Character Solo Level 4

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

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

The solo and duet parts for Puccini Pooch are adapted from the aria *O mio babbino caro*. 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 caro* 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 babbino caro*,  
from Giacomo Puccini's  
*Gianni Schicchi*

Moderately slow

Teacher or Parent

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### Puccini Pooch\*

Use after Alfred's Music for Little Musicians,  
Lesson Book 4, page 36.

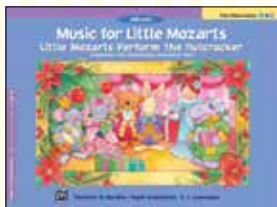
Christine H. Barden  
Gayle Kowalchuk  
E. L. Lancaster

Moderately slow

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

## 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



## The Nutcracker 3 & 4

10

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.

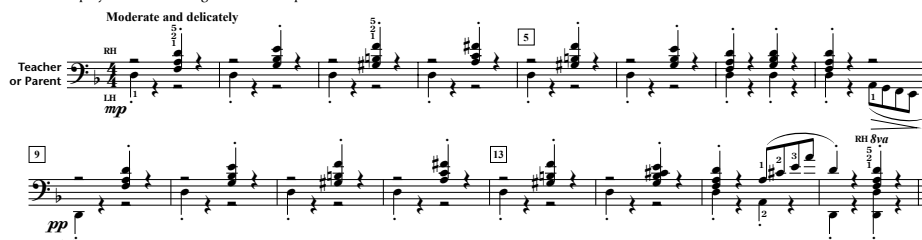


## Dance of the Sugarplum Fairy

Peter Ilyich Tchaikovsky  
Arr. by Barden, Kowalchuk and Lancaster



Student plays two octaves higher with duet part.



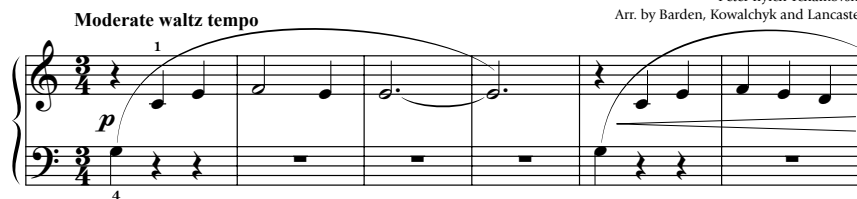
20

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.



## Waltz of the Flowers

Peter Ilyich Tchaikovsky  
Arr. by Barden, Kowalchuk and Lancaster



Student plays one octave higher with duet part.





# Christmas Fun! 1

6

**B**eethoven 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."

"I almost forgot!" Beethoven Bear replied. "Let's find J. S. Bunny and get our costumes ready." They were going to be *The Three Kings* in the pageant.

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 wish I could find a beautiful box to hold, just like the Wise Men had for the gifts to the Baby Jesus," said Mozart Mouse.

That evening, Beethoven Bear, Mozart Mouse and J. S. Bunny took their places on stage in the costumes they had found in the trunk. Their friends from the playroom watched proudly as they acted out the Christmas story.



7

## We Three Kings of Orient Are



- 1 Clap (or tap) *We Three Kings of Orient Are* 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.



Hand positions and notes for the first line of the song. The right hand (RH) plays notes G, A, B, C, D, E, F, G. The left hand (LH) plays notes G, F, E, D, C, B, A, G. Finger numbers are indicated above the notes.

Sing: We three kings of O - ri - ent are;  
 Count: 1 - 2 1 1 - 2 1 1 1 1 - 2 rest

Hand positions and notes for the second line of the song. The right hand (RH) plays notes G, A, B, C, D, E, F, G. The left hand (LH) plays notes G, F, E, D, C, B, A, G. Finger numbers are indicated above the notes.

1 - 2 rest LH 1 - 2 rest 1 - 2 rest 1 - 2 rest

Student plays two octaves higher with duet part.

Hand positions and notes for the third line of the song. The right hand (RH) plays notes G, A, B, C, D, E, F, G. The left hand (LH) plays notes G, F, E, D, C, B, A, G. Finger numbers are indicated above the notes.

Teacher or Parent: foun - tain, moor and moun - tain, fol - low - ing yon - der star.

# Christmas Fun! 3

4

**T**hat evening, the music friends gathered 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. Elephant, Pachelbel Penguin and Professor Haydn Hippo took their places, Nannerl Mouse began to tell the story of Christmas.



## Away in a Manger



Hand positions and notes for the first line of the song. The right hand (RH) plays notes G, A, B, C, D, E, F, G. The left hand (LH) plays notes G, F, E, D, C, B, A, G. Finger numbers are indicated above the notes.

1

Hand positions and notes for the second line of the song. The right hand (RH) plays notes G, A, B, C, D, E, F, G. The left hand (LH) plays notes G, F, E, D, C, B, A, G. Finger numbers are indicated above the notes.

2

5

Hand positions and notes for the third line of the song. The right hand (RH) plays notes G, A, B, C, D, E, F, G. The left hand (LH) plays notes G, F, E, D, C, B, A, G. Finger numbers are indicated above the notes.

1

Hand positions and notes for the fourth line of the song. The right hand (RH) plays notes G, A, B, C, D, E, F, G. The left hand (LH) plays notes G, F, E, D, C, B, A, G. Finger numbers are indicated above the notes.

3

Hand positions and notes for the fifth line of the song. The right hand (RH) plays notes G, A, B, C, D, E, F, G. The left hand (LH) plays notes G, F, E, D, C, B, A, G. Finger numbers are indicated above the notes.

Both hands one octave higher than written

## Halloween Fun! 2

4

**S**uddenly 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."

"Who?" 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 Road to Clara Schumann-Cat's House

Join Beethoven Bear, Mozart Mouse and J. S. Bunny as they follow the road to Clara Schumann-Cat's house.

- 1 Stop along the way to clap and count each pattern aloud. Remember to use the dynamic when you clap.
- 2 Then color the picture.



5

**W**hen the three friends arrived at Clara Schumann-Cat's house, they practically toppled over each other trying to get to the door. Clara heard their frantic knocks and wondered who was making all that noise.

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

Everyone began talking 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.

### Can You Help Us?

MIDDLE C POSITION for Both Hands



**1** Clap (or tap) *Can You Help Us?* 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.

**Sing:** Hal - low - een is just one week a - way.  
 Cla - ra, you can help us get them done?

**Count:** 1 - 2 1 - 2 1 - 2 1 - 2 1 1 1 1 1 - 2 Rest - 2  
 or 1 - 2 3 - 4 1 - 2 3 - 4 1 2 3 4 1 - 2 3 - 4

**Play again.**

**We must choose our cos - tumes for that day.  
 Then we're sure - to have a lot of fun.**

**1 - 2 1 - 2 1 - 2 1 - 2 1 1 1 1 1 - 2 Rest - 2  
 1 - 2 3 - 4 1 - 2 3 - 4 1 2 3 4 1 - 2 3 - 4**

Student plays two octaves higher with duet part.

**Teacher or Parent**

**On tiptoes**

**mp**

**8va**

## Halloween Fun! 4

2

### J. S. Bunny and the Perfect Halloween Surprise

**T**he music friends were in the playroom, eagerly waiting for the arrival of Professor Haydn Hippo. He had promised to stop by after school with a surprise. Everyone was wondering what it could be!

"It's almost Halloween. Perhaps he is bringing us candy," said Beethoven Bear as he felt a familiar rumble in his tummy.

"Maybe he is going to tell us that he can go trick-or-treating with us again this year," suggested Nannerl Mouse.

**J.** S. Bunny spoke up. "I wish he would bring us a new piece to play. Remember how much fun we had when our orchestra performed at school?"

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.

**M**ozart Mouse opened the door. There stood Professor Haydn Hippo, but his hands were empty. It looked like he had forgotten to bring the surprise!



Duet Part for A Special Invitation (page 3)

Student plays one octave higher with duet part.

**Moderate waltz tempo**

**Teacher or Parent**

**mp**

To the Teacher: Use *Music for Little Mozarts Halloween Fun! Book 4* during the Halloween season while the student is studying pages 7-32 in the Music Lesson Book 4, or as a review any time 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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3

**H**ello, 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..."

"A surprise?" 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.

- 1 In A *Special Invitation* 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.

### A Special Invitation

C Position

**mf**

**1** You are in - vit - ed to be spe - cial guests. Please wear your


**2** cos - tumes— you must look your best. There will be Hal - lo - ween

**3** can - dy for you. Won't you please come to my par - ty at school?

4

TODAY'S LESSON  
No. \_\_\_\_\_

Day \_\_\_\_\_  
Date \_\_\_\_\_  
Time \_\_\_\_\_



MY NEXT LESSON  
No. \_\_\_\_\_

Day \_\_\_\_\_  
Date \_\_\_\_\_  
Time \_\_\_\_\_

MY HOMEWORK	Pages	Practice Suggestions
<b>Music Lesson Book</b> New _____ Review _____		
<b>Music Workbook</b> New _____ Review _____		
<b>Music Discovery Book</b> New _____ Review _____		
<b>Other</b> New _____ Review _____		

MY DAILY PRACTICE (in minutes)


Monday \_\_\_\_\_ Tuesday \_\_\_\_\_ Wednesday \_\_\_\_\_ Thursday \_\_\_\_\_ Friday \_\_\_\_\_  
Saturday \_\_\_\_\_ Sunday \_\_\_\_\_

MY LESSON EVALUATION

Well Prepared	Followed Instructions	Participated Creatively	Things That Need Work


5

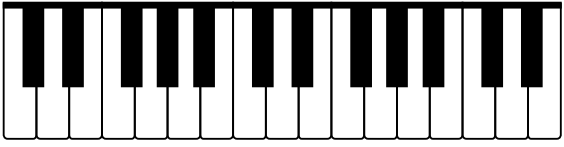
MY TEACHER'S COMMENTS



MY WORK SPACE

MY PARENT'S COMMENTS





\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

## 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 *CD 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.



## Book 1

8

### 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.  
Then, play again using RH finger 3.



Count: 1 rest 1 rest 1 1 1 1

Use with page 27

13

### 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.

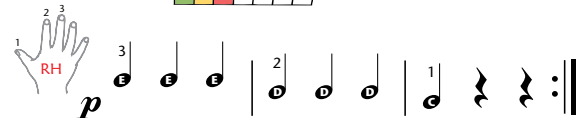


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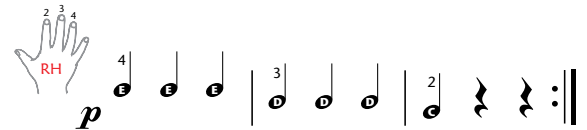
### Sight-Play

Play and count.



Count: 1 1 1 1 rest rest

Play again using RH fingers 4, 3, and 2.



Count: 1 1 1 1 rest rest

## Book 2

20

### Skips in Treble Clef

Help J. S. Bunny and Mozart Mouse name the skips on lines and the skips in spaces.  
Draw a line connecting the dots to match the notes to their letter names.



E-C



F-D



C-E



D-F

### Sight-Play

Play and count.



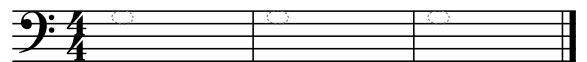
Count: 1 1 1 1 1 1 1 - 2

Use with page 37

Use with page 40.

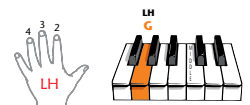
### G in Bass Clef

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



### Sight-Play

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



Count: 1 - 2 rest

# Book 3

19

Use with page 29.

## C Position on the Grand Staff

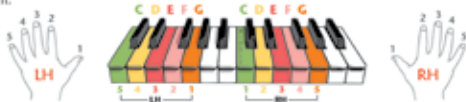
Help the music friends find the notes in C Position on the Grand Staff.

- 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.



## Sight-Play

Play and count.



Count: 1 1 1 1 1-2-3-4

## 2nds and 3rds in C Position

Help the music friends circle the intervals.

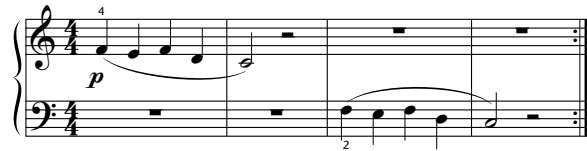
- 1 Circle each 2nd with a blue crayon.
- 2 Circle each 3rd with an orange crayon.



## Sight-Play

C POSITION

Play and count.



Count: 1 1 1 1 1-2 rest-2

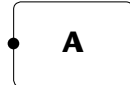
# Book 4

19

Use with page 28.

## G Position in Treble Clef

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



## Sight-Play

RH G POSITION

Play and count.



Count: 1 - 2 1 1 - 2 - 3

## Hands Together in G Position

The audience will cheer when you name the notes that are played hands together.

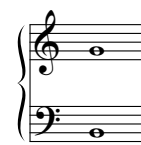
Circle the correct note names.



D or B  
E or G  
(circle one)



A or G  
D or D  
(circle one)



G or G  
C or B  
(circle one)



## Sight-Play

G POSITION

Play and count.

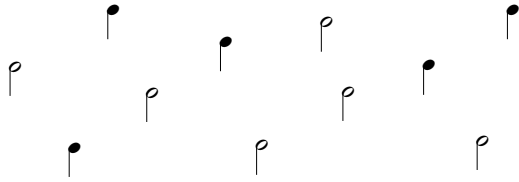


Count: 1 - 2 rest

## Book 1

### Rhythm Writing

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



### Rhythm Reading

1 Clap and count the rhythm pattern.



Count: 1 - 2 1 - 2 1 1 1 rest

2 Using finger 3 of the RH, play the above rhythm pattern on any E. Then, play again with RH finger 2.

Use with page 33.

### 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.



Clap:

Chant: Moz - art Mouse (rest)



Clap:

Chant: Bee - tho - ven Bear (rest - 2)



Clap:

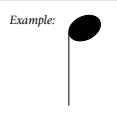
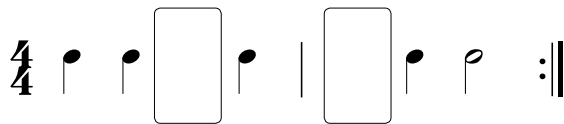
Chant: El - gar E. El - e - phant (rest)



## Book 2

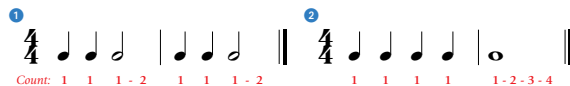
### Rhythm Writing

Draw a **quarter note** in each box.  
Then, clap and count the rhythm pattern.



### Rhythm Reading

Clap and count the rhythm patterns.



Count: 1 1 1 - 2 1 1 1 - 2 1 1 1 1 1 - 2 - 3 - 4



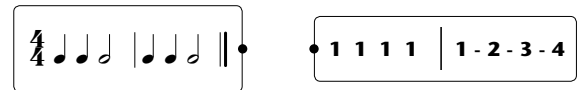
Count: 1 1 1 rest 1 1 1 rest 1 - 2 1 - 2 1 - 2 - 3 - 4

5 Play each rhythm pattern (1-4) with bells.

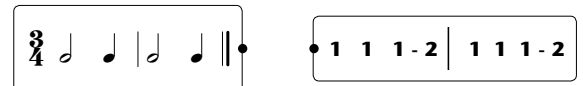
Use with page 23.

### Rhythm Writing

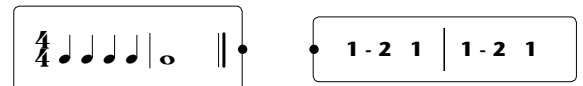
Draw a line connecting the dots to match the rhythm patterns to their counts.



1 1 1 1 1 - 2 - 3 - 4



1 1 1 - 2 1 1 1 - 2



1 - 2 1 1 - 2 1

### Rhythm Reading

1 Using finger 3 of the RH, play the rhythm pattern on any F. Count aloud.



Count: 1 - 2 1 - 2 1 - 2 rest - 2 1 1 1 1 1 - 2 rest - 2

2 Using finger 3 of the LH, play the rhythm pattern on any E. Count aloud.



Count: 1 - 2 - 3 1 1 1 1 - 2 1 1 - 2 - 3



23

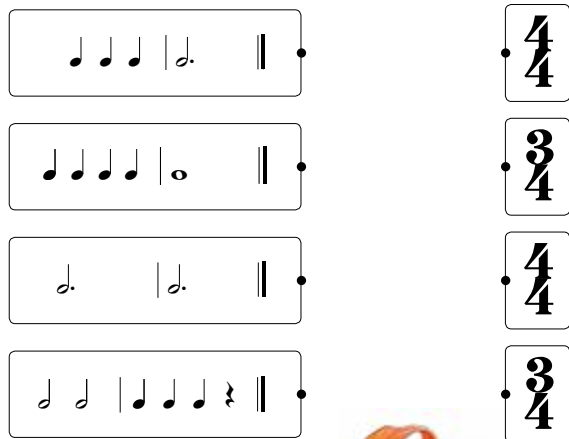
Use with page 45.





## Book 3

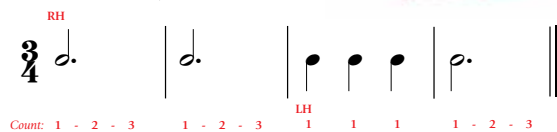
## Rhythm Writing

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



## Rhythm Reading

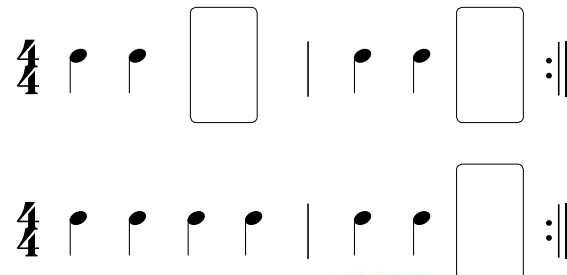
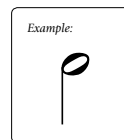
Tap the rhythm pattern on your lap. Tap notes with an up stem (  ) with your RH. Tap notes with a down stem (  ) with your LH. Count aloud.



## Rhythm Writing

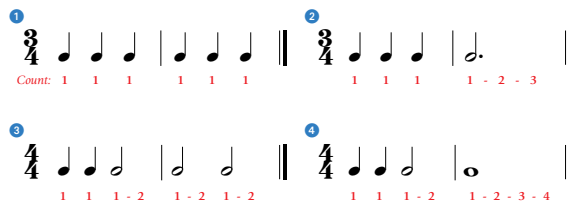
Draw a **half note** in each box.

Then, clap and count the rhythm patterns.



## Rhythm Reading

Clap and count the rhythm patterns.

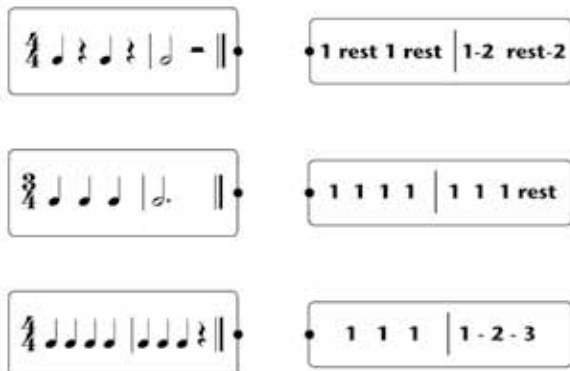


5 Play each rhythm pattern (1–4) on a wood block.

## Book 4

## Rhythm Writing

Draw a line connecting the dots to match the rhythm patterns to their counts.



### Rhythm Reading

1 Using finger 3 of the RHL, play the rhythm pattern on  and count aloud.



2 Using finger 3 of the LH, play the rhythm pattern on  and 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.



## Rhythm Reading

1 Clap and tap the rhythm pattern. Tap notes with a down stem (▼) on your lap. Clap notes with an up stem (▲). Count aloud.



3 Using finger 2 of the LH, play the above rhythm pattern on  $\text{C}_4$ . Then, play again with LH finger 3.

## Section 1: Rhythm Ensembles

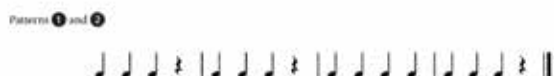
### Introduction: "Mozart Mouse's Song"

Introduce with Music Lesson Book 1, page 27.

Suggested Instruments: **Rhythm Sticks**  
**Hand Drum**



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



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

Section 1: Rhythm Ensembles ■ 5

### Patterns: "Mozart Mouse's Song"



NOTE: The purchase of this book carries with it the right to photocopy this page. NOT FOR RESALE.

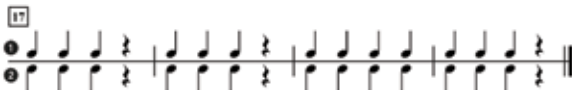
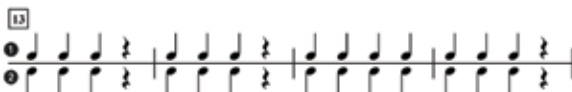
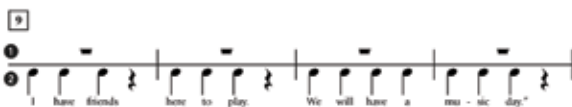
Section 1: Rhythm Ensembles

### Student Score

Download Track 1

### Mozart Mouse's Song

Christine H. Barden



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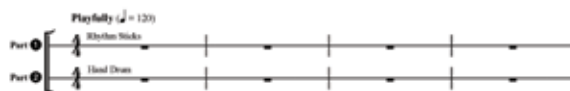
Section 1: Rhythm Ensembles ■ 7

### Teacher Score

Download Track 1

### Mozart Mouse's Song

Christine H. Barden



Section 1: Rhythm Ensembles

## Section 2: Teaching Activities for Rhythm

### Rhythm Chant: Quarter Note

Introduce with Music Lesson Book 1, page 15.



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

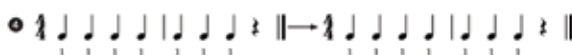
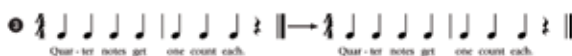
Teacher sings or chants:

Students echo:



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

Students echo:



Section 2: Teaching Activities for Rhythm ■ 53

### Landmarks: Treble C

Introduce with Music Lesson Book 4, page 20.



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



Show the Treble C flash card.  
(Flash Cards, Book 4, #20)



68 ■ Section 2: Teaching Activities for Reading

### 2nds

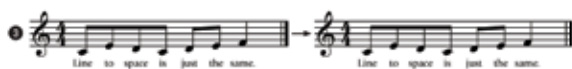
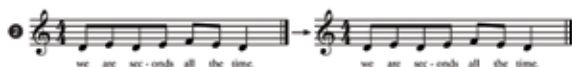
Introduce with Music Lesson Book 3, page 19.



Follow the four steps below to introduce or reinforce 2nds.

Teacher sings:

Students echo:



#### Other Activities with 2nds:

- Name a key and have students name the key that is "up a 2nd" or "down a 2nd."
- Ask students to play 2nds on the keyboard.
- Using the Music Activity Board, ask students to place pairs of magnets on the bass or treble staff to form 2nds.
- Sing "Seconds Are Best Friends" (p. 74) with the students while playing the accompaniment.
- Use the following flash cards to reinforce 2nds on the staff:  
Flash Cards, Book 2: #16–17, 24–25  
Flash Cards, Book 3: #5–16, 23, 25  
Flash Cards, Book 4: #1, 5, 22, 26

Section 2: Teaching Activities for Intervals ■ 73

## Seconds Are Best Friends

Music by Christine H. Randen  
Words by Gayle Kowalczyk



74 ■ Section 2: Teaching Activities for Intervals



## 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 listening skills. It is equally effective 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 music-making. The course centers around the adventures of Beethoven Bear and Mozart Mouse as they learn about music. Three books at 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 at the beginning and continues on each subsequent page. Other characters throughout the book serve as a springboard for introducing students to major composers from the four musical style periods. New concepts are introduced and carefully reinforced throughout the book. Each page contains a fragment of the story as background for each new concept or new piece of music, as well as practice instructions to read to the student. Many pages also offer helpful hints to the teacher and parents for effective instruction and practice. The hints are numbered to correspond to the students' practice directions.

The music was written to develop finger dexterity in young children and includes clever lyrics that will appeal to the student's imagination. Accompaniments for the teacher or parent are noted for each piece.

### 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 (♩)  
Bar Lines and Double Bar  
3 Black Keys  
Quarter Rest (♩)  
Repeat Sign  
Keys on the Keyboard (D, C, E, B, A)

Half Note (♩)  
Half Rest (♩)  
Whole Note (♩)  
Whole Rest (♩)

### New Concepts in Music Lesson Book 2:

Dotted Half Note (♩)  
Keys on the Keyboard (F, G)  
Time Signatures (4/4)  
Mezzo Forte (*mf*)  
Line Notes and Space Notes  
Treble Clef  
Steps and Skips  
Treble Clef Notes (♩)  
Bass Clef  
Bass Clef Notes (♩)  
Grand Staff

**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 training and development of the ear. (Suggested listening examples for ear training pages are given on pages 17–20 of the Teacher's Handbook.) The Workbook is coordinated 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 studied.

**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 responses to music, songs to reinforce specific rhythm patterns, and songs to aid in the development of musical expressiveness. The songs are a mixture of familiar folk songs and original music for young children.

Appealing classical music, marches, circus music and adventure music are used for music appreciation activities. The music introduces students to a variety of musical styles, tempi, dynamics, moods and feelings. "Listen and Sing" pages include melodies for singing (using solfège or letter names) with interesting accompaniments to aid with pitch and interval study.

## Characteristics of Four-, Five- and Six-Year Olds

Some characteristics of four-, five- and six-year olds that effect musical learning include:

1. Students have an excitement and enthusiasm for learning.
2. Physical coordination increases each year.
3. Attention span is limited and curiosity is high.
4. To a great extent, learning depends on imitation. Demonstration is very important in the lesson. "Hands-on" experiences are more important than verbal explanations.
5. Physical activity (moving and responding to music) is an important part of learning.
6. The need for praise is powerful.
7. Memory is quick, but things are soon forgotten too. Consequently, repetition is important to the learning process.
8. Reality is seen in relationship to self and the environment.
9. Taking turns is an accepted part of daily life.
10. Students have a great desire to please the teacher.
11. Hands are small, and keyboard activities should take this into consideration.
12. Young children have difficulty practicing independently.
13. They do not sit and listen to long verbal explanations.
14. They are enthusiastic singers and enjoy moving to music and playing singing games.
15. They are more attentive learners if the senses of touch, sight and sound are used in instruction.
16. They function well in group situations.
17. They enjoy expressing non-musical ideas through music.
18. They enjoy live musical performances.

Four-, five- and six-year olds can be very different from each other. Five- and six-year olds especially enjoy companions of their own age and frequently have "play dates". As students grow older they can respond more competently to the pulse of music and follow movement directions more exactly for traditional dances. Vocabulary and small muscle control increase with age. By the time children are six years old, they can play games with rules; often pair up and have best friends; have a need to win and be the center of attention; and show a high level of activity.

## Special Considerations in Teaching Piano to Young Children

Teaching piano to young students (ages 4–6) differs from teaching piano to average-age beginners (ages 7–9). The following principles will aid the teacher in working with early childhood students:

1. The materials used in the lesson should be much less performance-oriented than those used with average-age beginners. Young children should be introduced to a variety of music activities that provide a general introduction to music.
2. The materials used in the lesson should take into account the small hands of the child. Very young children should not play three-note chords or music with many independent voices split between 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. They can repeat songs that they like for weeks and even months.

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

## Music Discovery Book 1

### Pages 4–6: 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 sings or as they listen to the CD during the first 16 measures. The second section (mm. 18–30) is easy to sing; students enjoy waving their hands from side to side in mm. 18–21. Eventually, students will learn the entire piece. Use a cappella echo singing to confirm lyrics in this piece and other songs.

### Pages 8–11: If You're Happy and You Know It

Purpose: sing, trace, color

Most children are familiar with this song and will feel confident singing it. Expand the motions in the piece by playing clusters on the keyboard in various registers (If you're happy and you know it, tap down low...; If you're happy and you know it, tap up high...). Sing additional verses such as:

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 10–11: Racing Car

Purpose: sing, play glissando and clusters, teach students when to play and when to rest (wait), up and down on the keyboard

This piece lets the child experience keyboard playing immediately. The glissando may be played in a traditional way with flat fingers sliding up the keyboard. The children can also slide Beethoven Bear or Mozart Mouse up the keyboard and have them honk the horn 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 glissandos 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 ensemble for the first recital.

### Pages 12–13: Clownin' Around

Purpose: dance, color

Color the drum, cymbals and trumpet 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 first 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 tempo lifting the knees high in the air;
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. Use rhythm instruments and play in a circus band;
8. Honk your big red clown nose at the end when you hear the horn in the music;
9. Take a giant clown bow while the audience claps.

### Pages 14–15: Finger Play Song

Purpose: sing, wiggle and tap finger numbers

Quick recognition of finger numbers is very important for learning new pieces at the piano. Variations on this song should be continued over several weeks to ensure that students are comfortable with finger numbers. Children should open their hands wide as they first wiggle finger numbers. Later they may place their hands on a table top, shaping the hands in a good position for playing piano and then tapping finger numbers. In mm. 13–16, the teacher can say, "Shake them out, open them wide, now get ready for number 2", etc.

### 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 (tick tock sounds) as they listen to the CD. Chant verse 2 in a very high voice; verse 3 in an animated voice; and verse 4 in a low voice to explore various vocal registers. When

## Lesson Plans

### Music for Little Mozarts Level 1

#### Lesson 1

##### New Concepts

How to Sit at the Piano  
Hand Position  
Low and High Sounds  
Moving Up and Down the Keyboard

##### Review Concepts

None

##### New Materials

1. Music Lesson Book 1, pp. 4–9
2. Music Workbook 1, pp. 4–9
3. Music Discovery Book 1, pp. 4–11, 48

##### Review Materials

None

##### Board Activities

1. Place blue magnets on the side of the keyboard that makes low sounds.
2. Place black magnets on the side of the keyboard that makes high sounds.

##### Assignment

(Including listening to CD tracks that correlate to assigned pages)

1. Music Lesson Book 1, pp. 5–9
2. Music Workbook 1, pp. 4–7 (Complete pages not finished in lesson.)
3. Music Discovery Book 1, pp. 4, 6–11, 48

#### Teacher's Notes

#### Lesson 2

##### New Concepts

Loud (*f*) and Soft (*p*)  
Left and Right Hand Finger Numbers

##### Review Concepts

How to Sit at the Piano  
Hand Position  
Low and High Sounds  
Moving Up and Down the Keyboard

##### New Materials

1. Music Lesson Book 1, pp. 10–13
2. Music Workbook 1, pp. 10–13
3. Music Discovery Book 1, pp. 12–15
4. Flash Cards 1, #1, #2

##### Review Materials

1. Music Lesson Book 1, pp. 4–9
2. Music Discovery Book 1, pp. 4–11, 48

**Music for Little Mozarts**  
**Level 3**

### 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 2, p. 47
2. Music Discovery Book 2, pp. 46–47
3. Music Lesson Book 3, pp. 5–6
4. Music Discovery Book 3, pp. 6–9, 48

### Board Activities

- ## Assignment

1. Music Lesson Book 2, p. 47
2. Music Discovery Book 2, pp. 46-47
3. Music Lesson Book 3, pp. 5-8
4. Music Workbook 3, pp. 7-8  
(Complete pages not finished in lesson.)
5. Music Discovery Book 3, pp. 6-9
6. Flash Cards 3, #1

## New Concepts

Bass Clef D

### Review Concepts

Bass Clef C

1. Music Lesson Book 3, pp. 9–10
2. Music Workbook 3, pp. 9–10
3. Flash Cards 3, #2

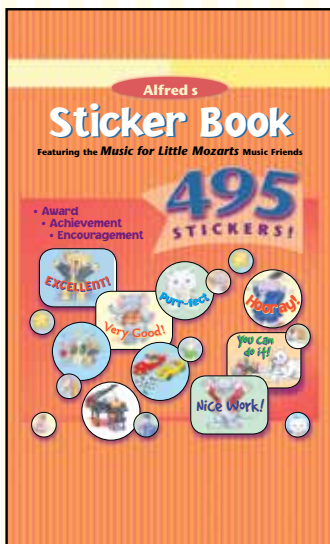
1. Music Lesson Book 3, pp. 5-8
2. Music Discovery Book 3, pp. 6-11, 48
3. Flash Cards 3, #1

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.

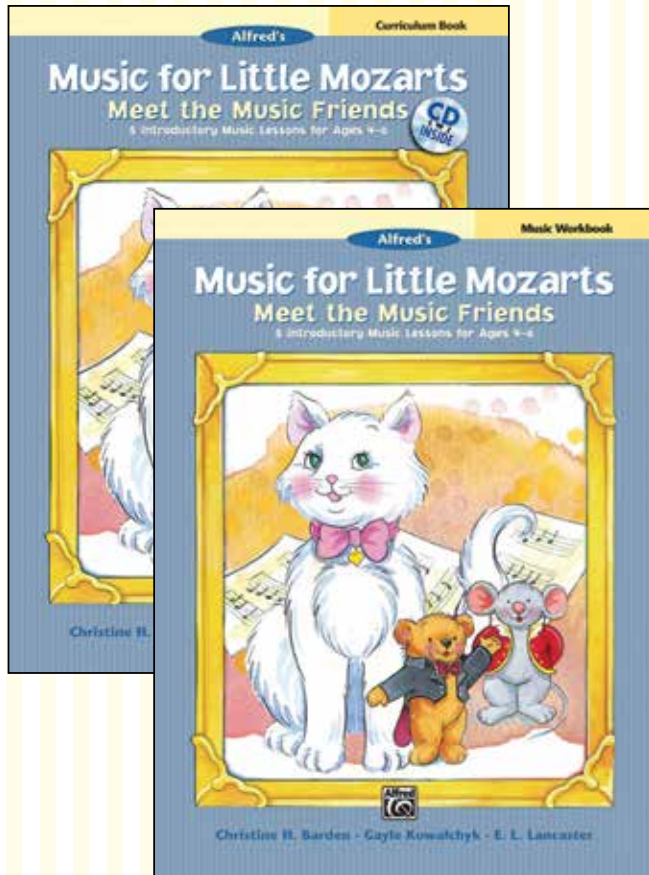
## Assignment

1. Music Lesson Book 3, pp. 5-10
2. Music Workbook 3, pp. 9-10  
(Complete pages not finished in lesson.)
3. Music Discovery Book 3, pp. 6-11
4. Flash Cards 3, #1, #2

**Teacher's Notes**



# 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 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

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.

PRELIMINARY INFORMATION ■ 3

## 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



page 2



page 3

### Lesson 2 Overview

#### Part 1: Hello Song

- Hello Song (♩ 1)

#### 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)

## Detailed Lesson Plan

### Part 1: Hello Song

#### Teacher

- Begin class by playing *Hello Song* (♩ 1). As the song plays, demonstrate the movements in the lyrics: wave hello, clap hands, stamp feet, turn around, touch the ground.
- Say: "This song is about two music friends who will be visiting our class today. Listen to the *Hello Song* again to learn their names."
- Play *Hello Song* again. Encourage the children to do the motions and sing the lyrics.

#### Students

- Stand and imitate motions.

**Hello Song**

Moderato (♩ = ca. 138) *mf*

This is such a hap-py day! Our mu-sic friends have come to play with Mo-zart Mouse

and Bee-thoven Bear. Friends will come from far and near to hear the mu - sic

we will make to - day. Hel - lo, hel-lo, it's mu-sic time to-day. We're glad you're here; it's

time to sing and play. We'll clap our hands, (clap) stamp our feet, (stamp) turn a-round, (turn around) touch the ground, (bend down)

Hel - lo, hel-lo, it's mu-sic time to-day. We're glad you're here; it's time to sing and play.



Music Workbook

**Alfred's**  

## Music for Little Mozarts

### Meet the Music Friends


  
 5 Introductory Music Lessons for Ages 4-6

#### 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.

  
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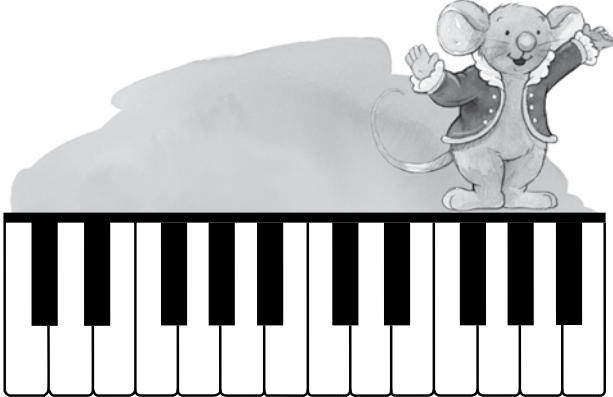
**Christine H. Barden • Gayle Kowalchuk • E. L. Lancaster**

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#### Lesson 1

### High Sounds

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



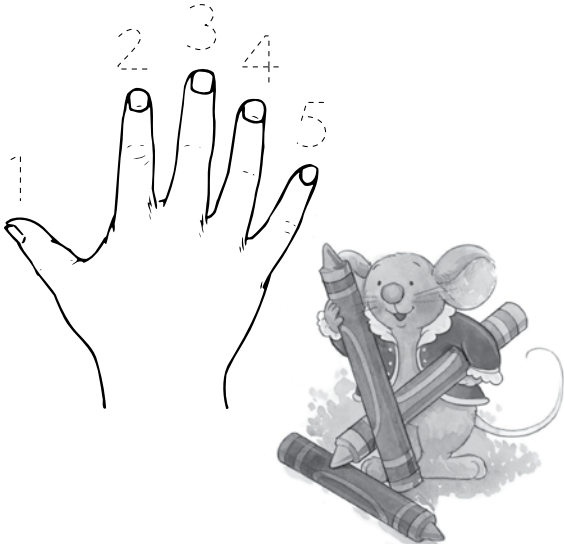
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#### Lesson 2

### Right Hand Finger Numbers

Trace the numbers above each finger with a **black** crayon.

- 1 Color finger 1 (Thumbkin) **green**.
- 2 Color finger 2 (Pointer) **red**.
- 3 Color finger 3 (Tall Man) **blue**.
- 4 Color finger 4 (Ring Man) **purple**.
- 5 Color finger 5 (Pinky) **pink**.



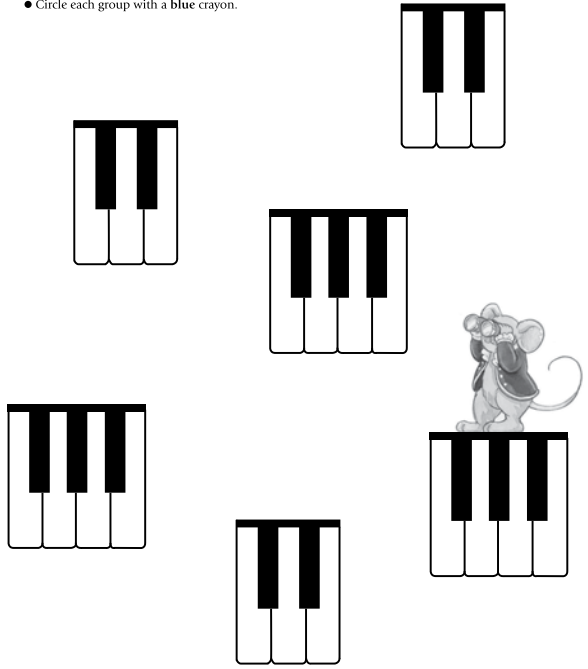
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#### Lesson 2

### 3 Black Keys

Help Mozart Mouse find all of the 3 **BLACK KEY** groups.

- Circle 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
- ❑ CD player
- ❑ Classroom Music for Little Mozarts Big Music Book, pages 4–5:
- ❑ Mozart Mouse, Beethoven Bear plush animals
- ❑ Xylophone, mallet
- ❑ Coloring sheet: copies of page 95 for each student:



- ❑ Crayons for each student

### Lesson 1 Overview

#### Part 1: Introduction

- Hello Song (S1)

#### Part 2: Story Connections

- (Big Music Book, page 4)
- Chapter 1—New Music Friends (S2)

#### Part 3: Visual Representation

- (Big Music Book, page 5)
- Mozart Mouse likes high sounds.
- Beethoven Bear likes low sounds.
- High and Low Song (S3)
- Demonstrate high and low sounds on the xylophone.

#### Part 4: Extension and Elaboration

- If You're Happy and You Know It (S4)
- Do You Know? (S5) optional

#### Part 5: Closing

- Color page 95 while listening to High and Low Song (S3).
- Goodbye Song (S30)

16 ■ LESSON 1: New Music Friends



### Part 1: Introduction

#### Teacher

1. Play Hello Song (S1) to indicate the start of music class.

#### Children

1. Stand.

**Hello Song** Piano Arrangement  
pages 106–107

Moderato (♩ = ca. 138) *mf*

This is such a hap-py day! Our mu-sic friends have come to play with Mo-zart Mouse

and Bee-tho-ven Bear. Friends will come from far and near to hear the mu-sic

we will make to-day. Hel-lo, hel-lo, it's mu-sic time to-day. We're glad you're here, it's

time to sing and play. We'll clap our hands, (clap) stamp our feet, (stamp) turn a-round, (turn around) touch the ground, (bend down)

Hel-lo, hel-lo, it's mu-sic time to-day. We're glad you're here, it's time to sing and play.

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.
2. Imitate teacher's movements.
3. Listen for the names of the music friends in the first part of the song. Sing and do the motions during the refrain.

LESSON 1: New Music Friends ■ 17

### Part 2: Story Connections

#### Teacher

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."
  - Show Big Music Book, page 4.
  - Read aloud Chapter 1: New Music Friends (S2).

#### Children

- Sit, watch and listen.

S2

### Chapter 1: New Music Friends

Once upon a time, there was a school where children just about your age went every day. In that school, there was a wonderful classroom filled with all sorts of things to help the children learn. There was a big white board to write on, colorful bulletin boards with artwork, shelves filled with books to read, crayons and markers for drawing, tables where the children did their work, a Play Center filled with lots of toys, and even a Music Center with many musical instruments. But of all the things the children had in their classroom, their favorites were a little stuffed bear and a little stuffed mouse. Their names were Beethoven Bear and Mozart Mouse.

All day long, Beethoven Bear and Mozart Mouse sat quietly in the classroom, allowing the children to play with them during free time. But at night, Beethoven Bear and Mozart Mouse did something quite different! When the children went home and the teacher had locked the door, the little bear and little mouse would quickly turn on the lights and hurry from the little house in the Play Center where they lived, to their favorite place in the classroom—the Music Center. They spent many hours happily playing with the instruments.

One evening while they were playing, they discovered that some of the instruments made high sounds, and some made low sounds. Beethoven Bear said to Mozart Mouse, "I love to play low sounds!"

Mozart Mouse replied, "I think high sounds are the best!"

"No!" Beethoven Bear said, "Low sounds are better. 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 conversation that Beethoven Bear and Mozart Mouse had many times when they played in the Music Center. Sometimes they would take a peek in the Big Music Book that the teacher always used in class. "This must be a really special book," said Beethoven Bear. Mozart Mouse added, "The children learn so many wonderful things from this book."

Beethoven Bear and Mozart Mouse invite you to join them in their musical adventures. They are your new music friends, and together they will take you on a journey through the exciting world of music.

18 ■ LESSON 1: New Music Friends

### Part 3: Visual Representation

#### Teacher

1. Show Big Music Book, page 5.
  - Ask: "Is Mozart Mouse high or low on the page?" [High]
  - Ask: "Is Beethoven Bear high or low on the page?" [Low]
2. Show the Mozart Mouse plush animal, and use your high voice to say, "Mozart Mouse likes high sounds." Simultaneously hold Mozart Mouse up high. Show the Beethoven Bear plush animal and use your low voice to say, "Beethoven Bear likes low sounds." Simultaneously hold Beethoven Bear down low.
3. Say: "Let's use our high voices to say 'Mozart Mouse.'" (Use high voice for the words *Mozart Mouse*.)
 

Mo-zart Mouse
4. Say: "Let's use our low voices to say 'Beethoven Bear.'" (Use low voice for the words *Beethoven Bear*.)
 

Bee - tho - ven Bear
5. Ask children to show high/low with their hands by raising them when saying "Mozart Mouse" and lowering them when saying "Beethoven Bear."
6. Encourage individual response.
  - Ask: "Who can say 'Mozart Mouse' by yourself?"
  - Ask: "Who can say 'Beethoven Bear' by yourself?"
7. Say: "Mozart Mouse and Beethoven Bear can help us listen to music that is high and low. Let's find out how they can help us."
  - Play High and Low Song (S3). See piano arrangement (pages 108–109).
  - Stand tall for high sections, bend down low for low sections. [First section is HIGH and second section is LOW.]
8. Show the xylophone to the class. (To avoid left/right confusion that can occur with a xylophone, hold it in a vertical manner with the shorter bars at the top.)
  - Demonstrate that the shorter bars at the top of the xylophone sound high; and that the longer ones at the bottom of the xylophone sound low.

#### Children

1. Sit, answer questions.
2. Sit, watch, listen.
3. Echo, saying "Mozart Mouse" in a high voice.
4. Echo, saying "Beethoven Bear" in a low voice.
5. Raise hands while saying "Mozart Mouse" in a high voice, and lower hands while saying "Beethoven Bear" in a low voice.
6. Take turns demonstrating high or low with voice and hand position while saying "Mozart Mouse" or "Beethoven Bear."
7. Listen and stand tall for high sections, bend down low for low sections.
8. Sit, listen.

LESSON 1: New Music Friends ■ 19





## 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.....14654



## 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.....18791



## 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.....14653



## 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.....21229



## 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.....19767



## 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.....21230



## 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.....21228



## 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.....18792



## 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.....17216



## Puccini Pooch

A friendly toy dog who is a well-trained opera singer, Puccini Pooch is first introduced in Lesson Book 4.

5 1/2" tall.....17487

## 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)

## Music Recital Books

Performance repertoire

- Book 1 (19724)
- Book 2 (19725)
- Book 3 (19726)
- Book 4 (19727)

## 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. 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)

## 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)

## Teacher's Handbooks

Includes teaching tips and lesson plans

- Books 1 & 2 (14585)
- Books 3 & 4 (17192)

## Rhythm Ensembles & Teaching Activities

Performance ensembles 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 (includes narration)

- 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 (19747)

## 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 (17487)

## 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 plush toys in a tote bag Level 1 (23810)

Level 2 includes Curriculum Book & CD plus J. S. Bunny, Nannerl Mouse, and Pachelbel Penguin plush toys in a tote bag Level 2 (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 (24219)
- 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 recordings, 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* recordings are integral to providing a well-rounded approach to learning music. When listening to the recordings, 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*.