Music for Little Mozarts
A Piano Course to Bring Out the Music in Every Young Child (Ages 4–6)
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Three comprehensive books at each of the four levels guide the children through a comprehensive approach to music learning.

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

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

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

**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.
New Concepts in Music Lesson Book 1:
- How to Sit at the Piano
- Hand Position
- Low and High Sounds
- Moving Up and Down the Keyboard
- Loud Sounds ($f$) and Soft Sounds ($p$)
- Finger Numbers
- 2 Black Keys
- Quarter Note ($\frac{1}{4}$)
- Bar Lines and Double Bar
- 3 Black Keys
- Quarter Rest ($\frac{1}{4}$)
- Repeat Sign
- Keys on the Keyboard (D, C, E, B, A)
- Half Note ($\frac{1}{2}$)
- Half Rest (—)
- Whole Note (•)
- Whole Rest (—)

New Concepts in Music Lesson Book 2:
- Dotted Half Note ($\frac{1}{2} \cdot$)
- Keys on the Keyboard (E, G)
- Time Signatures ($\frac{4}{4}$)
- Mezzo Forte ($mf$)
- Line Notes and Space Notes
- Treble Clef
- Steps and Skips
- Treble Clef Notes
- Bass Clef
- Bass Clef Notes
- Grand Staff

New Concepts in Music Lesson Book 3:
- Bass Clef Notes ($\begin{array}{c} \text{C} \text{G} \text{E} \\ \text{G} \text{D} \text{A} \end{array}$)
- 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 ($\begin{array}{c} \text{A} \text{E} \text{C} \\ \text{E} \text{B} \text{G} \end{array}$)
- Bass Clef Notes ($\begin{array}{c} \text{G} \text{D} \text{A} \\ \text{D} \text{G} \text{C} \end{array}$)
- 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.
Correlation of Core Materials

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.
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)

CDs
Book 1 (14587)
Book 2 (14599)
Book 3 (17183)
Book 4 (17189)

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)
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—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 they 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 step 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.

A Bear’s Song

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

Sing: My bear’s song is not long.

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

Student plays one octave higher with dexterity part.

Teacher or Parent
At last! Our first white key!” Beethoven Bear shouted excitedly. 
“Look, Beethoven Bear, we can play a song using D!” Mozart Mouse added.

The D Song

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

Sing:  
D, Rest
Count: 1 1

Play with ease.
Rest: 1 1 1 1 1 1

in between the 2 black keys.

Teacher or Parent

Student plays one octave higher with cued part.

Slow blues tempo

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

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

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

Little Dance

Clap (or tap) Little Dance and count aloud evenly.
Point to the notes below and count aloud evenly.
Say the finger numbers aloud while playing them in the air.
Play and say the finger numbers.
Play and say the note names.
Play and sing the words.

Sing: Walk and stop.
Count: 1 1 1 1 1 1

Rest: 2 3 4 1 1 1 2

Walk and stop.

Teacher or Parent

Delicately
Both hands one octave higher than written
Clara Schumann-Catr continued to explain what the children were learning.

"Will I ever know as much as you do?" he asked.

"Yes, you will!" said Clara Schumann-Catr. "It just takes time and practice."

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**Clara C.**

Middle C Position for RH

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.

Student plays one octave higher with duet part.

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**Skips**

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

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

"What fun to have another music friend!" cried Beethoven Bear as he looked at the staff. He began blissfully 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 placing them in the air.
6. Play and say the finger numbers.
7. Play and say the note names.
8. Play and sing the words.

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**Our Music Friend**

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

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 on the floor. “Here is middle C on the staff for the left hand.”

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

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**Just for You**

(Canon in C)

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

Just to make sure, they sent it to their composer friend Pachettl 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. Clay (or tap) just for fun and count aloud evenly.
3. Point to the notes and count aloud evenly.
4. Say the finger numbers aloud while playing them in the air.
5. Play and say the finger numbers.
6. Play and say the note names.
7. Play and sing the words.

Student plays two octaves higher with duet part.

**Andante moderato**

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

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

**Beethoven Bear’s Amazing Trick**

*C Position*

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 number for each harmonic interval.
5. Play and sing the words.

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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 Nannert Mouse play next. I wrote a special piece just for him.”

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

**Nannert’s Waltz**

*C Position*

1. In Nannert’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.
That was lovely, J. S. Bunny,” Clara Schumann-Cat penned 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 fits in it. Listen to the words carefully. It will help you remember how to bow.” Clara sat down at the piano and began to play and sing.

The Bowing Song

C Position

Student plays one octave higher with duet part.

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

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

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

‘How will we know where we are going?’ Edgar the 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.’

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**Puccini Pooch**

Middle C Position

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**Ode to Beethoven Bear's Joy**

G Position

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After the rehearsal, the music friends waited back stage for the concert to begin. Their special piece was the last one on the program. The time passed quickly as they watched and listened to the orchestra perform. Soon it was their turn to play.

Before they went on stage, Puccio 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 Moosie, Clara Schumann-Cat, Edgar E. Elephant and J. S. Banny 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 waited proudly on stage to take their places for The Big Finish.

Student plays one octave higher with duet part.

The Big Finish

Middle C Position
Music Workbook 1

C and D

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

Music Workbook Book 2

Left Hand and Right Hand

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

1. 

2. 

3. 

4.
**Music Workbook 3**

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

Your teacher will clap a rhythm pattern.
- Circle the pattern that you hear.

![Rhythm patterns](image)

**Music Workbook 4**

**G Position for the Right Hand**

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

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

**Barn Dance**

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.

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 student's clapping hands in the first section rather than tapping, and alternating stepping in and out during the second section.]
Structured Dances

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

Music Discovery Book 1

Minuet in F Major

Wolfgang Amadeus Mozart (1756–1791)

Structured Dances

Music Discovery Book 3

Irish Jig

Christine H. Baden

Music Discovery Book 4

Renaissance Dance

Let's dance a Renaissance Dance!

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

2. Listen to the music again and play the following pattern in the first section (measures 1–10).

In the second section (measures 11–16), play the following pattern.
Rhythm Ostinatos
Rhythm ostinato figures help students internalize patterns by providing a forum for practicing these patterns many times while still maintaining musical interest.
Melodic Ostinatos played on the keyboard reinforce the technique necessary to perform patterns such as intervals and five-finger patterns.
Students enjoy singing familiar folk songs with words they already know. Clever alternate words are provided for many of the folk songs to reinforce musical concepts.
Students are introduced to 22 appealing compositions by 17 composers, and to the families of instruments, symphony orchestra, opera, piano recitals, and fine art.
Listen and Sing No. 3

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

Teacher Accompaniment

Listen and Sing No. 4

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

Teacher Accompaniment

“Listen and Sing” pages include melodies for singing (using solfège or letter names) with interesting accompaniments to aid with pitch and interval study.
Songs for expressive singing show how music can express human emotions. Subject matter for each song was chosen from typical experiences young children might face on a daily basis.
The words to concept songs help students remember important musical concepts such as steps, skips, sharps, and flats.
• 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*. 

"Clap and count this rhythm pattern.

Count: 1 1 1 1 1 1 1 1 rest"

"Name this note.
Play it on the keyboard.

B (Ti)"
With the right hand, tap and count the rhythm pattern above the line. With the left hand, tap and count the rhythm pattern below the line. Tap and count the rhythm patterns, hands together.
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.

Music Recital Books

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 Challenge 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)

Music Recital Book 2

London Bridge

1. Clap (or tap) London Bridge and count aloud evenly.
2. Point to the notes & texts 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 two octaves higher with da capo part.
**Music Recital Book 3**

**Mozart Mouse’s Special Music**

*C Position*

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\( \text{\textcopyright\textregistered}\) (Mozart’s Special Music, Mozart’s Special Music, Mozart will conduct us as we play for our good friend.)
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**Music Recital Book 4**

**Challenge Repertoire**

**Alouette**

*C Position*

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\( \text{\textcopyright\textregistered}\) Alouette, gentle Alouette, a-lou-et-te, je te plume mai.
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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.

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*Student plays one octave higher with duet part.*
**Book 1 & 2 Titles**

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

**Book 3 & 4 Titles**

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

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

Mountain Egg, Clara Schumann-Cat suggested.

She began the story, “There was a young man who was a passenger on a ship that sailed 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 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.”

“Good morning, everyone!” he said brightly. “Clara and Pachelbel asked me to join you today at the door. In walked Elgar E. Elephant, carrying a ladder!”

“Wow,” J. S. Bunny whispered, “that must have been a really tall ladder!”

“Good morning!” Elgar E. Elephant said to Clara Schumann-Cat and her pupils. “I’ve been invited to tell you a Bible story.”

“Many years ago,” Elgar E. Elephant said, “there was a young man named Jacob 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.”

“We are going to sing a spiritual song called Amazing Grace,” Clara Schumann-Cat said. “Gently, John Newton, James P. Carrell and David S. Clayton arranged this spiritual song as a way to remember the lessons of our faith.”

“Jacob’s Ladder” is a spiritual song that tells the story of Jacob’s ladder. When Jacob woke up, he believed the stone he had seen, and he named it as a temple to God. When Jacob woke up, he believed 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!”

“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.

“Wow,” J. S. Bunny whispered, “that must have been a really tall ladder!”

“Good morning!” Elgar E. Elephant said to Clara Schumann-Cat and her pupils. “I’ve been invited to tell you a Bible story.”

“Many years ago,” Elgar E. Elephant said, “there was a young man named Jacob 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.”

“We are going to sing a spiritual song called Amazing Grace,” Clara Schumann-Cat said. “Gently, John Newton, James P. Carrell and David S. Clayton arranged this spiritual song as a way to remember the lessons of our faith.”

“Jacob’s Ladder” is a spiritual song that tells the story of Jacob’s ladder. When Jacob woke up, he believed the stone he had seen, and he named it as a temple to God. When Jacob woke up, he believed 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!”
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)

**Meet Edward Elgar**

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

**Meet Elgar E. Elephant**

Elgar E. Elephant was named. Rhythm patterns based on the composition by the composer after whom the character was named. Each character was named. Rhythm patterns based on the composition by the composer after whom the character was named.

---

**Elgar E. Elephant Rhythm Pattern**

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

---

**Take a Look at Edward Elgar’s Music**

**Elgar E. Elephant Rhythm Pattern**

- **Note to Teacher and Parents:** Please read and discuss the information with the child.
- **Note to Teacher:** Before teaching Elgar E. Elephant, introduce the rhythm pattern activities on the back cover.
- **Note to Teacher:** Before teaching Elgar E. Elephant, introduce the rhythm pattern activities on the back cover.

---

**Elgar E. Elephant**

Moderately, in a singing style

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

---

**Take a Look at Edward Elgar’s Music**

**Elgar E. Elephant Rhythm Pattern**

- **Note to Teacher and Parents:** Please read and discuss the information with the child.
- **Note to Teacher:** Before teaching Elgar E. Elephant, introduce the rhythm pattern activities on the back cover.
- **Note to Teacher:** Before teaching Elgar E. Elephant, introduce the rhythm pattern activities on the back cover.

---

**Elgar E. Elephant**

Moderately, in a singing style

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

---

**Take a Look at Edward Elgar’s Music**

**Elgar E. Elephant Rhythm Pattern**

- **Note to Teacher and Parents:** Please read and discuss the information with the child.
- **Note to Teacher:** Before teaching Elgar E. Elephant, introduce the rhythm pattern activities on the back cover.
- **Note to Teacher:** Before teaching Elgar E. Elephant, introduce the rhythm pattern activities on the back cover.

---

**Elgar E. Elephant**

Moderately, in a singing style

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

- **3**
- **4**

---

**Take a Look at Edward Elgar’s Music**

**Elgar E. Elephant Rhythm Pattern**

- **Note to Teacher and Parents:** Please read and discuss the information with the child.
- **Note to Teacher:** Before teaching Elgar E. Elephant, introduce the rhythm pattern activities on the back cover.
- **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 aria, 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 keys.

Student plays one octave higher with duet part.

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.

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

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

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

There were flower costumes for everyone! Clara and the Prince watched from their throne as their music friends all joined in this last dance. They swayed to the music of the Waltz of the Flowers, 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.
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 & rest 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 notes names.
6. Play and sing the words.

Away in a Manger

1. Clap (or tap) Away in a Manger 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.
Halloween Fun! 2

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.

Halloween Fun! 4

J. S. Bunny and the Perfect Halloween Surprise

The 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 would be.

“It’s almost Halloween. Perhaps he’s 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 Nannet Mouse.

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

The minutes fly by as they share their favorite memories of that special concert. They forget all about Halloween and Professor Haydn Hippo until they hear a knock at the door. Everyone runs to see who was there.

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

Wen 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?

C Position for Both Hands

Play and say the note names. Play and say the finger numbers. Play and sing the words.

Student plays two octaves higher with duet part.

A Special Invitation

C Position

1. In A Special Invitation clap (or tap) each hand separately 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.
**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.

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

---

**Skips in Treble Clef**

1. Draw a line connecting the dots to match the notes to their letter names.

---

**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.

---

**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.
**Notespeller & Sight Play Books**

---

**Book 3**

**C Position on the Grand Staff**

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

1. Circle each C with a green crayon.
2. Circle each D with a yellow crayon.
3. Circle each E with a red crayon.
4. Circle each F with a pink crayon.
5. Circle each G with an orange crayon.

---

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

Help the music friends circle the intervals.

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

---

**Sight-Play**

**Play and count.**

---

**Book 4**

**G Position in Treble Clef**

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

- A
- G
- C
- B
- D

---

**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
- E or B
- A or G
- C
- D or D
- G or G

---

**Sight-Play**

**RH G POSITION**

Play and count.

---
Rhythm Writing

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

Rhythm Reading

1. Clap and count the rhythm pattern.

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

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.

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.

1. Count: 1 - 2 1 - 2 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.

3. Example:

4. Play each rhythm pattern (1–4) with bells.

Rhythm Writing

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

Rhythm Reading


2. Count: 1 - 2 - 3 - 4

3. Count: 1 - 2 - 3 - 4

4. Count: 1 - 2 - 3 - 4

5. Count: 1 - 2 - 3 - 4

6. Count: 1 - 2 - 3 - 4

7. Count: 1 - 2 - 3 - 4
Rhythm Speller Books

**Book 3**

**Rhythm Writing**

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

- \( \frac{3}{4} \)
- \( \frac{3}{4} \)
- \( \frac{3}{4} \)
- \( \frac{3}{4} \)
- \( \frac{3}{4} \)

**Rhythm Reading**

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

<table>
<thead>
<tr>
<th>( \uparrow )</th>
<th>( \downarrow )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Example:**

- \( \frac{3}{4} \)
- \( \frac{3}{4} \)

**Book 4**

**Rhythm Writing**

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

- \( \frac{4}{4} \) 1 rest 1 rest 1-2 rest-2
- \( \frac{3}{4} \) 1 1 1 1 1 rest
- \( \frac{3}{4} \) 1 1 1 1-2 3

**Rhythm Reading**

1. Using finger 3 of the RH, play the rhythm pattern on \( \frac{4}{4} \) and count aloud.
   - Count: 1-2 1-2 1-2 1-2 1-2 1-2 1-2 1-2
2. Using finger 3 of the LH, play the rhythm pattern on \( \frac{3}{4} \) and count aloud.
   - Count: 1-2 1-2 1-2 1-2 1-2 1-2 1-2 1-2
**Section 1: Rhythm Ensembles**

**Introduction: “Mozart Mouse’s Song”**
Introductor with Music Lesson Book 1, page 27.

**Suggested Instruments:** Rhythm Sticks
Hand Drum

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

   - **Pattern 1**
     - \(\ldots\) \(\ldots\) \(\ldots\) \(\ldots\)

   - **Pattern 2**
     - \(\ldots\) \(\ldots\) \(\ldots\) \(\ldots\)

   - **Pattern 1 and 2**
     - \(\ldots\) \(\ldots\) \(\ldots\) \(\ldots\)

2. Looking at the Student Score (p. 7), students find the patterns from page 6.
3. Looking at the Student Score (p. 7), students play the part with stems going up (\(\uparrow\)) with rhythm sticks. Then, students play the part with stems going down (\(\downarrow\)) on a hand drum.
4. Optional (hands-together tapping): Looking at the Student Score (p. 7), students tap the notes with stems going up with the right hand and the notes with stems going down with the left hand.

**Student Score**

**Mozart Mouse’s Song**

Christine H. Barden

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Rhythm Sticks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(\ldots) (\ldots) (\ldots) (\ldots)</td>
</tr>
<tr>
<td>2</td>
<td>(\ldots) (\ldots)</td>
</tr>
<tr>
<td></td>
<td>“Ooh, please, will you sing a song with me!”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 2</th>
<th>Hand Drum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(\ldots) (\ldots) (\ldots)</td>
</tr>
<tr>
<td>2</td>
<td>(\ldots)</td>
</tr>
<tr>
<td></td>
<td>“I have friends, how to play, we will have fun—no play!”</td>
</tr>
</tbody>
</table>

**Teacher Score**

**Mozart Mouse’s Song**

Christine H. Barden

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Rhythm Sticks</th>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td></td>
<td>“I have friends, how to play, we will have fun—no play!”</td>
</tr>
</tbody>
</table>
Section 2: Teaching Activities for Rhythm

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

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

Teacher sings or chants: Students echo:

1.  
   \( \text{Ti} \)  \( \text{Ti} \)  \( \text{Ti} \)  \( \text{Ti} \)  
   \( \text{Ti} \)  \( \text{Ti} \)  \( \text{Ti} \)  \( \text{Ti} \)  
   \( \text{Ti} \)  \( \text{Ti} \)  \( \text{Ti} \)  \( \text{Ti} \)  
   \( \text{Ti} \)  \( \text{Ti} \)  \( \text{Ti} \)  \( \text{Ti} \)  
   \( \text{Ti} \)  \( \text{Ti} \)  \( \text{Ti} \)  \( \text{Ti} \)  

2.  
   \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  
   \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  
   \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  
   \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  
   \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  

Teacher claps and chants: Students echo:

Follow a quarter note flash card. (Flash Cards, Book 1, #4)

1.  
   \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  
   \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  
   \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  
   \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  
   \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  

2.  
   \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  
   \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  
   \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  
   \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  
   \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  \( \text{Quart} \)  

Section 2: Teaching Activities for Intervals

2nds
Introduce with Music Lesson Book 3, page 19.

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

Teacher sings or chants: Students echo:

1.  
   \( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  
   \( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  
   \( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  
   \( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  
   \( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  

2.  
   \( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  
   \( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  
   \( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  
   \( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  
   \( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  

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, 21-23
  - Flash Cards Book 3: 19, 23, 26
  - Flash Cards Book 4: 1, 3, 22, 26

Section 2: Teaching Activities for Intervals

Seconds Are Best Friends

Music by Christine H. Baden
Words by Gable Kowalchyk

Allegro (\( \text{L} \) \( \text{M} \))

\( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  
\( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  
\( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  
\( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  
\( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  \( \text{Neigh} \)  

We are seconds! That’s our name! We are seconds! That’s our name! We are seconds! That’s our name! We are seconds! That’s our name!

See teaching demonstrations at alfred.com/MLMTeachingActivities
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 lesson settings. The songs were 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 on the adventures of Beethoven Bear and Mozart Mouse as they learn about music. Three books for each level guide the child through a comprehensive approach to musical learning.

Lesson Plan: 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 to new musical concepts and the performance of the core pieces. Students enjoy completing these pages so much that they will want to work beyond the assigned material.

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. Students are more attentive learners if the environment is comfortable, they can lead the activities. Some students will want to work beyond the assigned material.
4. Students have a great desire to please the teacher.
5. Students have a high level of activity.
6. Students enjoy expressing non-musical ideas through music.
7. Students enjoy live musical performances.

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

Music Discovery Book

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 as they listen to the CD during the first 16 measures. The second section (mm. 16–30) is sung to a clapping rhythm. Students enjoy waving their hands from side to side in mm. 18–21. Eventually students will use the entire page. Use a cappella echo singing to confirm lyrics in this piece and other songs.

Pages 7–8: If You’re Happy and You Know It
Purpose: sing, trace, color
Most children are familiar with this song and will feel comfortable singing it. Experiences in the piece by playing on the keyboard in various registers (if you’re happy and you know it is 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 tied 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 9–10: Racing Cars
Purpose: sing, play glissando and claps, teach students when to play and when to rest (waltz, up and down on the keyboard)
This piece lets the child experience keyboard playing immediately. The glissando section has been placed in a way that fits smoothly into the upbeat quality of the whole piece. The children can also drive Beethoven Bear or Mozart Mouse up the keyboard and have him 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 exercise for the first recital.

Pages 12–13: Climb’In’ Ground
Purpose: dance, color
Color the drum, cymbals and trumpet in the lesson as you listen to the music. Students should color the picture before being introduced to notation and staff reading. Demonstration is very important in the learning process. It is important to the learning process. It is important to the learning process. It is important to the learning process. It is important to the learning process.

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

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

Special Considerations in Teaching Piano to Young Children

Teaching piano to young children (ages 4–6) differs from teaching pianos 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.
Lesson Plans
Music for Little Mozarts
Level 3

Lesson 1
New Concepts
None
Review Concepts
Middle C Position (five notes) in both hands
New Materials
1. Music Lesson Book 3, pp. 4–6
2. Music Workbook 3, pp. 4–6
3. Music Discovery Book 3, pp. 4-9, 48
Review Materials
1. Music Lesson Book 2, pp. 46–47
2. Music Discovery Book 2, pp. 45–47
Board Activities
1. On the dry erase board, draw short rhythm patterns from pieces in Music Lesson Books 2 and 3.
2. On the staff and key board, place magnets for the five notes of the Middle C Position of both hands.
Assignment
(Including listening to CD tracks that correlate to assigned pages)
1. Music Lesson Book 2, pp. 46–47
2. Music Discovery Book 2, pp. 45–47
4. Music Workbook 3, pp. 4–6
(Complete pages not finished in lesson.)
5. Music Discovery Book 3, pp. 4–9

Lesson 2
New Concepts
Bass Clef C
Review Concepts
None
New Materials
1. Music Lesson Book 3, pp. 7–8
2. Music Workbook 3, pp. 7–8
3. Music Discovery Book 3, pp. 10–11
4. Flash Cards 3, #1
Review Materials
1. Music Lesson Book 3, pp. 5–8
2. Music Discovery Book 3, pp. 6–11, 48
3. Flash Cards 3, #1
Board Activities
1. On the dry erase board, draw short rhythm patterns from pieces in Music Lesson Book 3.
2. On the staff and key board, place magnets on Middle D and Bass Clef D.
Assignment
(Including listening to CD tracks that correlate to assigned pages)
1. Music Lesson Book 3, pp. 5–10
2. Music Workbook 3, pp. 9–10
(Complete pages not finished in lesson.)
3. Music Discovery Book 3, pp. 6–11
4. Flash Cards 3, #1, #2

Lesson 3
New Concepts
Bass Clef D
Review Concepts
Bass Clef C
New Materials
1. Music Lesson Book 3, pp. 9–10
2. Music Workbook 3, pp. 9–10
3. Flash Cards 3, #2
Review Materials
1. Music Lesson Book 3, pp. 5–8
2. Music Discovery Book 3, pp. 6–11, 48
3. Flash Cards 3, #1
Board Activities
1. On the dry erase board, draw short rhythm patterns from pieces in Music Lesson Book 3.
2. On the staff and key board, place magnets on Middle D and Bass Clef D.
Assignment
(Including listening to CD tracks that correlate to assigned pages)
1. Music Lesson Book 3, pp. 5–10
2. Music Workbook 3, pp. 9–10
(Complete pages not finished in lesson.)
3. Music Discovery Book 3, pp. 6–11
4. Flash Cards 3, #1, #2
Teacher's Notes

Teacher's Handbook for Levels 3–4 • Sticker Book

Sticker Book
Featuring the Music for Little Mozarts Music Friends
495 STICKERS!
• Award
• Achievement
• Encouragement
EXCELLENT!
Very Good!
You can do it!
Hooray!
Purr-fect
Nice Work!

Alfred's
You Can Do It!
Meet the Music Friends

Preliminary Information

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

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

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

CD Track List

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

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

Part 1: Hello Song
- Hello Song (1)
- Demonstrate the movements in the lyrics: wave hello, clap hands, stamp feet, turn around, touch the ground.
- Play Hello Song again. Encourage the children to do the motions and sing the lyrics.

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 (3)
- 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)

Teacher:
1. 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.
2. 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.”
3. Play Hello Song again. Encourage the children to do the motions and sing the lyrics.

Students:
1. Stand and imitate motions.
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. The Music Workbook reinforces each concept presented in the lesson plans through carefully designed pages for children to color, rhythms to clap and keyboard activities. The pages are designed to be used in the classroom with guidance from the teacher. The authors hope that you enjoy your musical adventures with your music friends, Beethoven Bear and Mozart Mouse.

Lesson 1
High Sounds
Color the keys red on the RIGHT side of the keyboard where Mozart Mouse likes to play HIGH sounds.

Lesson 2
Right Hand Finger Numbers
Trace the numbers above each finger with a black crayon.
1. Color finger 1 (Thumbskin) green.
2. Color finger 2 (Pointer) red.
3. Color finger 3 (Pinky) blue.
4. Color finger 4 (Ring Man) purple.
5. Color finger 5 (Pinky) pink.

Lesson 2
Black Keys
Help Mozart Mouse find all of the 3 BLACK KEY groups.
* Glide each group with a blue crayon.
Bring Your Classroom to Life with
Music for Little Mozarts
Level 1/Ages 4, 5, 6
Creative • Exciting • Imaginative • Motivational

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

Age-Appropriate Curriculum Features

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

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

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

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

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

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

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

- Book 1................. (23810)
- Book 2................. (26210)
- Book 3................. (27619)
### Lesson 1: New Music Friends

#### Part 1: Introduction

- **Teacher:** Introduce music friends Mozart Mouse and Beethoven Bear by showing the plush animals to the children.
- **Children:** Sit, watch and listen.

#### Part 2: Story Connections

1. Say: “Today we have a story about the two special music friends who were mentioned in the Hello Song, Mozart Mouse and Beethoven Bear. When you listen to the story, you’ll find out where they live, and you’ll learn something about the music they like.”
   - Read aloud Chapter 1: New Music Friends (p. 5).

#### Part 3: Visual Representation

1. **Teacher:** Once upon a time, there was a school where children lived and played together. In that school, there was a wonderful classroom filled with all sorts of things to do. The classroom was filled with a xylophone, a piano, and even a Music Center with many musical instruments. But of all the things the children did in their classroom, their favorite was a little stuffed bear and a little stuffed mouse. Their names were Beethoven Bear and Mozart Mouse.
   - **Children:** Sit, watch and listen.

   - **Teacher:** 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!”
   - **Children:** Ask children to show high/low with their hands by raising them when saying “Mozart Mouse” and lowering them when saying “Beethoven Bear.”

2. **Teacher:** Some of the children in the classroom discovered that some of the instruments made high sounds, and some made low sounds.
   - **Children:** Ask children to show high/low with their hands by raising them when saying “Mozart Mouse” and lowering them when saying “Beethoven Bear.”

3. **Teacher:** Then the children learned to play some wonderful things from this book.
   - **Children:** Demonstrate the shorter bars at the top of the xylophone sound high, and that the longer ones at the bottom of the xylophone sound low.

4. **Teacher:** They played together, happily playing with the instruments.
   - **Children:** 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.
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

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 ........................................................................ 14693

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 ........................................................................ 14654

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

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

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

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

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

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

Puccini Pooch
A friendly toy dog who is a well-trained opera singer, Puccini Pooch is first introduced in Lesson Book 4.
5½" 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
- (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)
“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.

“[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.

“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.