

Alfred's

# 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 Kowalchyk • E. L. Lancaster



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**Music for Little Mozarts** has four levels. Most students complete the series in approximately two years. Three correlating books at each level guide the children through a comprehensive approach to learning music.

**Music Lesson Books** introduce students to new musical concepts as they follow the story of Beethoven Bear™, Mozart Mouse and their Music Friends™. Piano pieces are sequentially introduced throughout the story adventure.

**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. Also included are music appreciation activities and melodies to sing that aid in matching pitch while discovering tonal elements of music.

**Beethoven Bear, Mozart Mouse and Music Friends** plush toys stimulate the student's imagination, a necessary component for teaching young children.

**Music Recital Books** include motivational music to reinforce performance concepts that are introduced in the Music Lesson Books. They also provide extra material for students in group lessons who move quickly. Each book includes a new story about the Music Friends and challenge pieces based on familiar folk tunes.

**Compact Discs** include all of the music in the Music Lesson Book and Music Discovery Book, as well as the narration for the story. Use of the recordings of the Music Lesson and Music Discovery Books is essential to achieve the goals of the course.



**Teacher's Handbooks** include suggested lesson plans and guidance in curriculum development. A special section provides practical teaching tips for using the Music Discovery Book.

## Concepts Presented in Music for Little Mozarts


### 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:

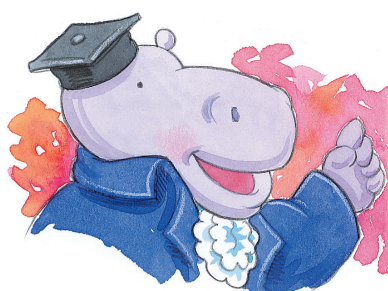
Dotted Half Note (♭.)  
Keys on the Keyboard (F, G)  
Time Signatures ( $\frac{1}{4}$ ,  $\frac{3}{4}$ )  
Mezzo Forte (*mf*)  
Line Notes and Space Notes  
Treble Clef  
Steps and Skips  
Treble Clef Notes  
  
Bass Clef  
Bass Clef Notes  
  
Grand Staff

### 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 (♭)  
Sharp Sign (♯)  
Tied Notes  
Crescendo (  )  
Diminuendo (  )



Upon completion of 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.



### Right Hand Finger Numbers

17 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 some right-hand fingers for the student to wiggle.
- 2 Help the student draw an outline of his/her RIGHT HAND (RH) in the space above.
- 3 Help the student number each finger of the outline.

- 18 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 (Pinky)
- 2 Draw an outline of your RIGHT HAND in the space above.
- 3 Number each finger of the outline.



## Music Lesson Book 1

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.

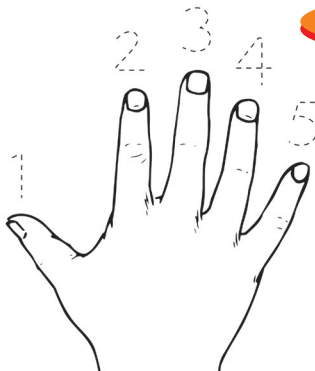
Materials can be used effectively in either group or private lessons.

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

### 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.



## Music Workbook 1



14

### Finger Play Song

Practice your finger numbers with Beethoven Bear and Mozart Mouse.

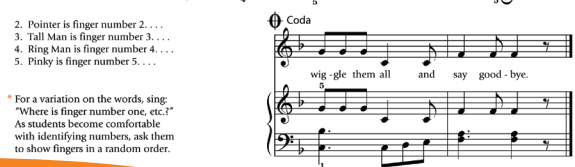
1. Sing the *Finger Play Song*. Hold both hands up with fingers open wide; wiggle each finger as you sing about it.
2. Keeping your hands open wide, tap each finger on the picture below as you sing the song again.



Use with page 13.

### Finger Play Song\*

5 4 (24) Lively (♩ = 108) arr. Christine H. Barden

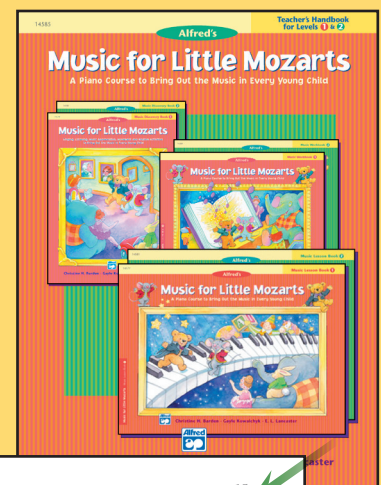


\* For a variation on the words, sing: "Where is finger number one, etc.?" As students become comfortable with identifying numbers, ask them to show fingers in a random order.

Use with page 13.

## Music Discovery Book 1

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





# Beethoven Bear and Mozart Mouse and the Musical Argument

**1** 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.

**W**hen 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."

**A**nd 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."

**Y**ou 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.

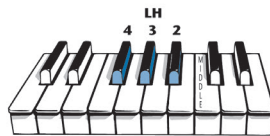


**31** "Listen, Mozart Mouse, listen!" Beethoven Bear had written a song for the left hand using the 3 black keys and was ever so eager to play it.

- 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)



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.





**44** "At 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)



**f** D, D, play with ease, in be - tween the 2 black keys. Rest

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

Student plays one octave higher with duet part.

Slow blues tempo (♩ = ♩)

Teacher or Parent *mf*

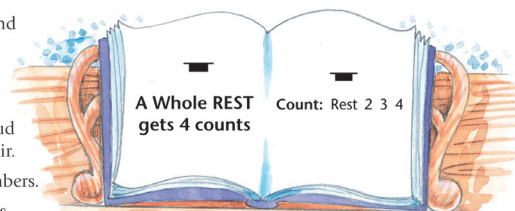
gva

## Whole Rest

**76** 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!

- 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)



**f** C, B, A, Rest, C, B, A, Rest

Sing: Walk and stop. Walk and stop.

Count: 1 1 1 2 Rest 2 3 4 1 1 1 2 Rest 2 3 4



Delicately  
Both hands one octave higher than written

Teacher or Parent *mf*



16

22

**C**lara 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.

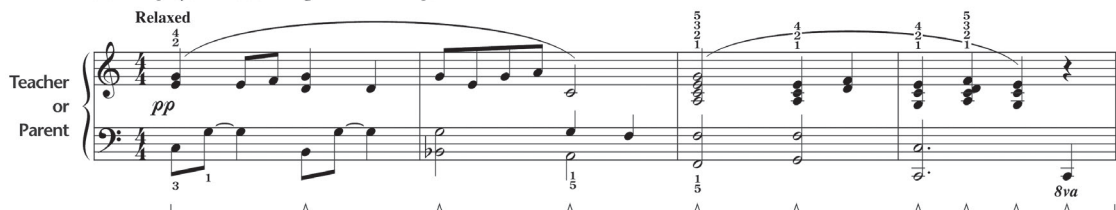
23 10 (46)

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.



**SKIP**  
a white key.

Written  
**LINE-LINE**  
or  
**SPACE-SPACE.**

## Our Music Friend

50 22 (58)



Sing: J. S. Bun - ny, he's our mu - sic friend.  
Skip - ping, skip - ping till the mu - sic ends.

Student plays one octave lower with duet part.



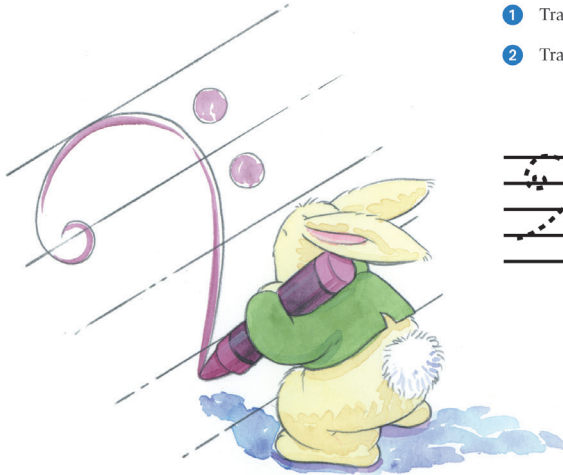
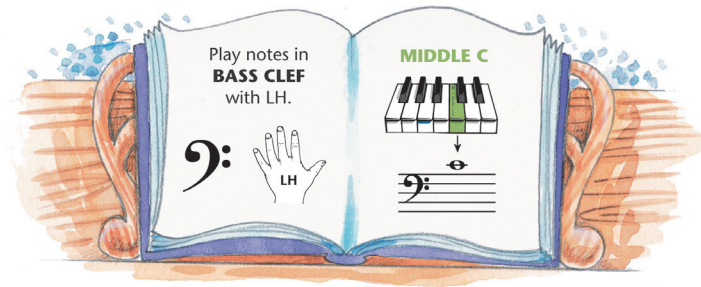
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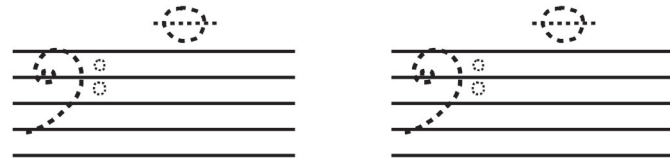
# Bass Clef

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 with a black crayon.
- 2 Trace each middle C with a green crayon.



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.

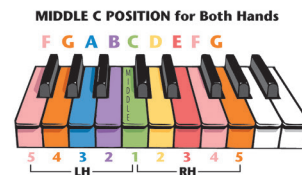
Just to make sure, they sent it to their composer friend Pachelbel Penguin. After making a few *slight* alterations, he wrote back, "There, now you do indeed have a masterpiece!"

## Just for You

(Canon in C)

80 36 (72)

- 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.



Hand positions for RH and LH are shown with finger numbers 1-5.

Student plays two octaves higher with duet part.

**Andante moderato**  
Both hands one octave lower than written

56

**B**eethoven 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)

Watch ver - y  
First fin - gers

care - ful - ly,  
1 and 2,

my left hand  
then fin - gers

plays two keys,  
1 and 3,

then my right  
right hand 5,

hand plays a  
slide down to

slur.  
1.

Fun!  
Done!

Student plays one octave higher with duet part.

**Lively waltz**

Teacher or Parent

RH 4 3 1 4 2 1 4 2 1 1. 2.

mf

LH 1

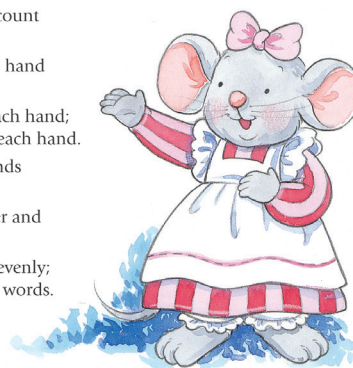
74

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.



## Dannerl's Waltz

### C Position

75 37 (79)

5 2 5

*mf* Cla - ra the Cat wrote this for a me. Filled with nerl's fourths and is left hand on for G. me.

When I am through, you will a - gree, "Nan - nerl's Waltz" and just right on for G. me.

1

Student plays one octave higher with duet part.

[illegible]



80

"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 40 (82)

C Position

Student plays one octave higher with duet part.

82

"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."

- 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.



## Performance Rules

Middle C Position

83 41 (83)

Student plays one octave higher with duet part.

# Review: Legato, Slur

18

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

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

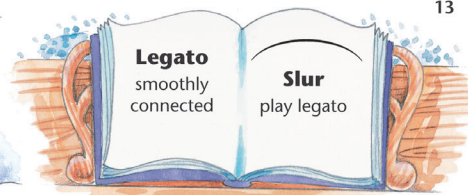
Professor Haydn Hippo answered, "I have someone I want you to meet. Ah! Here he is. It is my pleasure to introduce you to Puccini Pooch, our city guide. He will guide us very smoothly throughout the busy city."

## Puccini Pooch

Middle C Position

Student plays one octave higher with duet part.

13



- 1 Clap (or tap) Puccini Pooch 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.



50

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

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

## Ode to Beethoven Bear's Joy

G Position

51 25 (71)

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

29

- 1 In Ode to Beethoven Bear's Joy, clap (or tap) each hand separately and count aloud evenly.
- 2 Point to the notes 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.







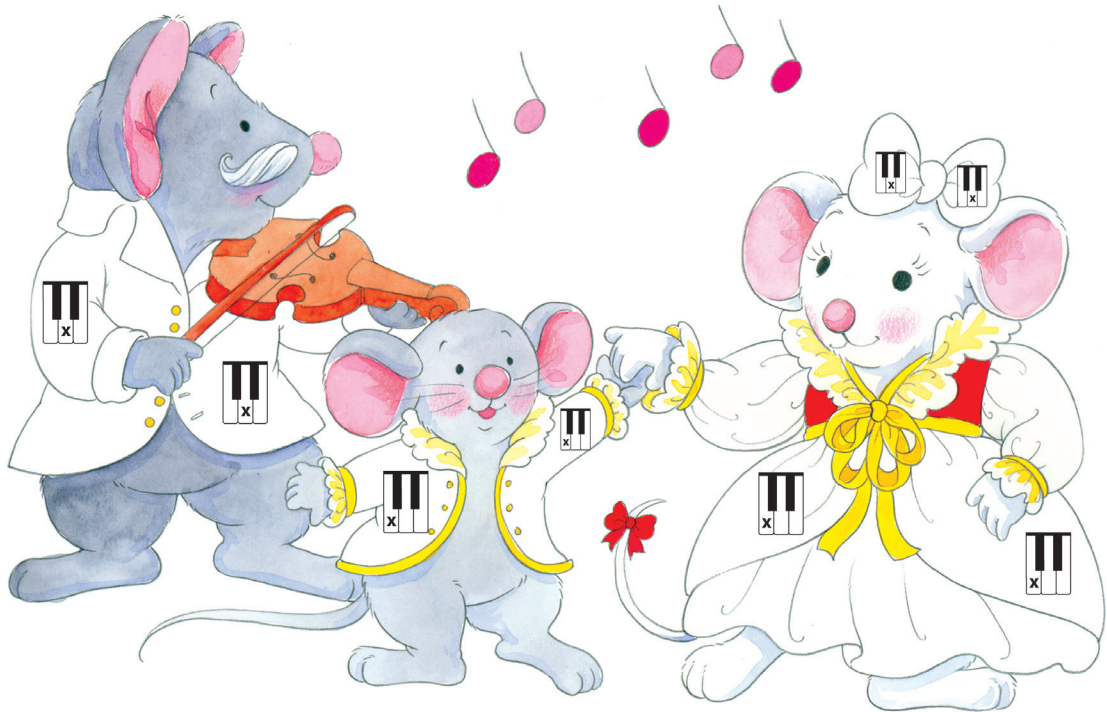
Music Workbook 1

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 3

18

Use with page 18.

Rhythm Patterns in 4/4 Time

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

1

4/4

4/4

2

4/4

4/4

3

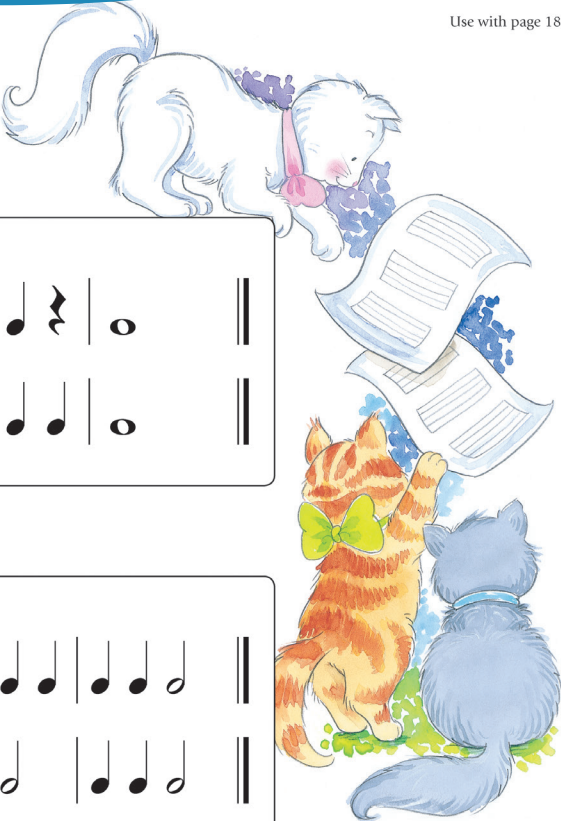
4/4

4/4

4

4/4

4/4





Music Workbook 4

23

Use with page 23.

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.

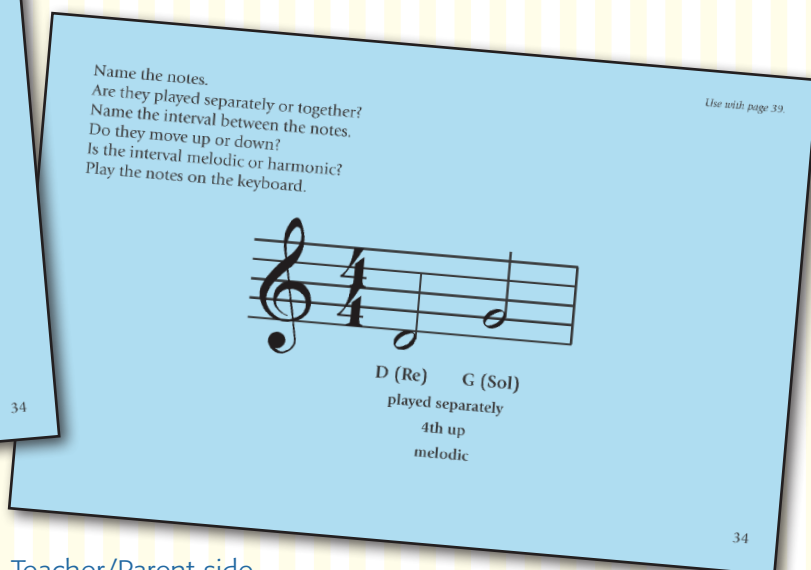


Flash Cards

Flash Cards for Book 3



Student side



Teacher/Parent side

# Music Discovery Book 1

6

## Hello Song

(It's Music Time Today)

1 1 (21)

Christine H. Barden

Moderato (♩ = 138)

*mf* freely

*mf* This is such a hap- py day! Our

mu- sic friends have come to play with Moz- art Mouse and

*p* *mf*

9 rit. *f* a tempo *mf*

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

13 molto rit. a tempo

hear the mu- sic we will make to- day. Hel-

molto rit. *f* *mf*

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

7

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

*mf* *detached*

21 *f* *gradually slowing*

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

*f* *gradually slowing*

24 *a tempo* *mf*

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

*a tempo* *mf*

28

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  1 (20)

at the beginning of each session.

arr. Christine H. Barden

Allegretto (♩ = 120)

 $mf$ 

Allegretto ( $\text{♩} = 120$ )

*mf*

Clap your hands. stand

4

up and shout hoo-ray! Mus - ic friends will go to school to - day.

7

Mo - zart Mouse will have a big sur - prise. He won't be -

(cover eyes)

9

lieve his eyes. The hip - po - pot - a - mus will help us

(uncover eyes and put arms up in air)

\*based on Mozart's *Eine Kleine Nachtmusik*

7

11

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

15

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

(show muscles)

18

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

21

(bow)

(stand up and smile)

# Hello Songs

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 and set the stage for the story.



## A colorful illustration of three anthropomorphic animals. On the left, a brown bear wearing a grey suit jacket and a purple bow tie is bowing its head. In the center, a white mouse wearing a red velvet cape with gold trim and a white ruffled collar is holding a matching red velvet cushion. On the right, a yellow rabbit wearing a green suit jacket is standing upright. The background is a simple light blue sky with a few white clouds.

With energy ( $J = 148$ )

Echo *mf*

Student: 1 can tap my knees.

*mf* Teacher: 1 can tap my knees. 1 can

Musical score for "The Little Drummer Boy" featuring vocal and piano parts. The score includes lyrics and fingerings for both parts.

**Measures 1-8:**
  
Vocal: I can call it do, do, do. I can tap my tum-my.
   
Piano: call it do, do, do. I can tap my tum-my. I can

**Measures 9-13:**
  
Vocal: I can call it re, re, re. I can tap my chest. I can call it mi, mi, mi.
   
Piano: call it re, re, re. I can tap my chest. I can call it mi, mi, mi.

**Measures 14-18:**
  
Vocal: Tap a do, re, mi and a mi, re, do.
   
Piano: Tap a do, re, mi and a mi, re, do.

**Measures 19-24:**
  
Vocal: I can
   
Piano: I can
   
The final measure (24) includes the instruction *subito p*.

## Music Discovery Book 2

4/4 

- 

Country dance tempo (♩ = 144)

Christine H. Barden

*mf*

*mf*

*mf*

Face partner,  
tap your hands (3x)

Swing your partner (turn around)

5

Tap 3 times  
5

Swing around again  
2 1 3

Tap 3 times  
1

Swing your partner  
2 1 4 5 3

Tap 3 times

10

*f*

Walk in a circle side by side with partner  
R heel R toe Step (R) Step (L) Step (R) L heel L toe

Swing around again  
1 3 4 5 1 2 1 4 3 3 4 5 1 2

*f*

14

Step (L) Step (R) Step (L) R heel R toe Step (R) Step (L) Step (R) L heel L toe

1 3 3 4 5 1 2 1 4 3 1 2 3 1

18

1. 2.

Step (L) Step (R) Step (L)

3 1 2 3 1 3 3 3

# Music Discovery Book 1

35

Use with page 34.

## Minuet in F Major

16 12(32)

Wolfgang Amadeus Mozart  
(1756–1791)  
K. 2

**Allegretto**  
Step in, wait, step out, wait, turn a-round and stop. Step in, wait, step out, wait.

7 turn a-round and stop. Walk left ----- and stop.

13 Walk right ----- and stop. Step in, wait, step out, wait.

19 turn a-round and stop. Step in, wait, step out, wait, turn a-round and bow.

*mf*

\*Motions to dance Minuet in F Major.

# Music Discovery Book 3

33

## Irish Jig

16 12(31)

Christine H. Barden

Strong and steady  $\text{♩} = \text{♩} = \text{♩}$  ( $\text{♩} = 110$ )

*mp*

4 Tap R(L) heel (3x) wait

7 Tap R(L) toe (3x) wait Tap R(L) heel (3x) wait Tap R(L) toe (3x)

10 Tap R(L) heel (3x) wait Tap R(L) toe (3x) wait

13 Tap R(L) heel (3x) wait Tap R(L) toe (3x) change feet Tap L toe (3x) wait

8va

# Music Discovery Book 4

32

Use with page 30.

## Renaissance Dance

Let's dance a Renaissance Dance!

- 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.
- Listen to the music again and play the following pattern in the first section (measures 3–10).

5 1

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

1



## Renaissance Dance

15 11(27)

Renaissance Melody  
arr. Christine H. Barden

Rhythmically, with energy ( $\text{♩} = 110$ )

*mp*

4 stamp (R) hop stamp (L) hop stamp (R) hop stamp (L) hop stamp (R) hop stamp (L) hop

7 Circle left stamp (R) hop stamp (L) hop stamp (R) hop stamp (L) hop stamp (R) hop stamp (L) hop

10 Face center stamp (R) hop stamp (L) hop three steps in, clap, three steps out, clap, turn a-round, bow, last time rit.

14 three steps in, clap, three steps out, clap, bow, last time rit.



# Music Discovery Book 1

26

## Mister Elephant's Funky Dance

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

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



11 8(28)

Elefunkily (♩ = 100) Christine H. Barden

*mf*

Echo *mf*

Student: Hey, Mis-ter El-e-phant!

Teacher: Hey, Mis-ter El-e-phant!

Show me how you swing your trunk.

27

Show me how you swing your trunk. Hey, Mis-ter El-e-phant!

Hey, Mis-ter El-e-phant!

Show me how you swing your trunk. Flap your ears!

Show me how you swing your trunk. Flap your ears!

Swish your tail! Hey, Mis-ter El-e-phant!

Swish your tail! Hey, Mis-ter El-e-phant!

Show me how you swing your trunk. *subito p* Please!

Show me how you swing your trunk. *subito p* Please!

*Sva*

## Music Discovery Book 2

46

## Johann Pachelbel's Canon in D

25

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 *Canon in D*. Choose any of the following rhythm patterns and clap or tap as you listen.

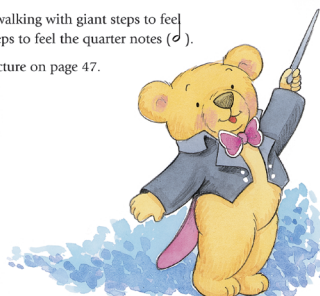
a.  $\frac{4}{4}$  ||

b.  $\frac{4}{4}$  ||

c.  $\frac{4}{4}$  ||

d.  $\frac{4}{4}$  ||

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



## Music Discovery Book 3

24

## Hey, Diddle Diddle

Use with page 27.

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.

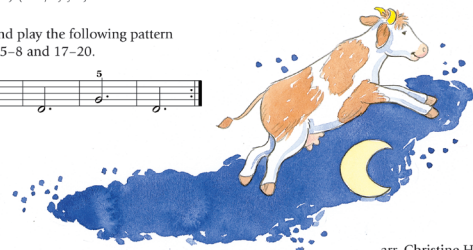
Clap \*

$\frac{3}{4}$  ||

(Stamp right foot) (Stamp left foot)

3. Sing again and play the following pattern in measures 5–8 and 17–20.

$\frac{3}{4}$  ||



12 9(28)

arr. Christine H. Barden

With a rocking motion (♩ = 80)

*p*

Chant 2nd time 2nd time rit.

O-ver the moon, O-ver the moon, how can a cow jump o-ver the moon? 2nd time rit.

Night moon, bright moon, night moon, bright moon.

2nd time rit.

simile

\*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

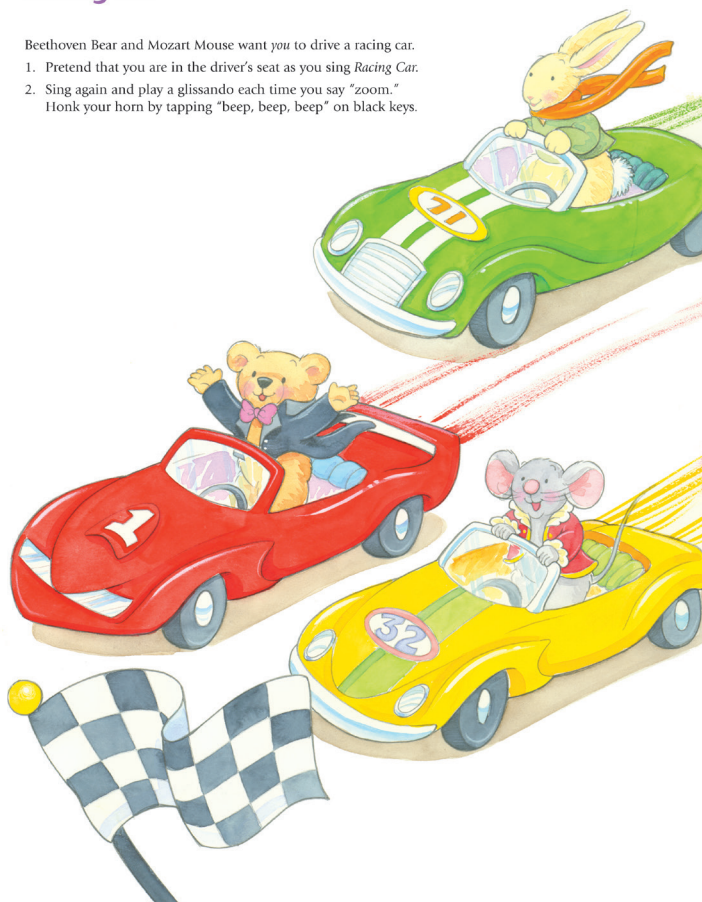
10

Racing Car

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

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

Honk your horn by tapping "beep, beep, beep" on black keys.



Use with page 9.

11

Racing Car

3 (23)

Heavy rock beat (♩ = 126)

Christine H. Barden

When I'm in my rac-ing car, *Teacher chants in rhythm:*  
(Rea-dy, set, zoom!)

bet-ter stay just where you are! When I drive my rac-ing car,  
(Rea-dy, set, zoom!) (Rea-dy, set, zoom!)

fast-er than a shoot-ing star. I'm so fast. (Beep, beep, beep) Watch me pass. (Beep, beep, beep)  
(Rea-dy, set, zoom!)

when I'm in my rac-ing car! *Last time teacher chants:*  
Now get rea-dy to zoom! *8va*

- 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 8 (28)

21

Christine H. Barden

Majestically (♩ = 88)

1. We are brave and  
2. Land-ing in a

strong place Play no one's space ev-er song found.

Pass the back moon home and a stars gain. On our way to

Mars. Both feet on the ground.

Music Discovery Book 3

32

Irish Jig

Use with page 34.

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).

Variation

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

Variation



Melodic Ostinatos

Melodic ostinatos played on the keyboard reinforce the technique necessary to perform patterns such as intervals and five-finger patterns.



# Music Discovery Book 1

18

## 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.



7 6 (26)

Spirited (♩ = 110)

arr. Christine H. Barden

*mf*  
We

*mf*

*mf*

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

19

4th time to Coda 1.

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

4th time to Coda 1.

2.

rest.

2.

5

3

1

5

17

5

3

4

2

21

1.

2.

D. S. al Coda

We

Coda

rest. (shh!)

8va

# Music Discovery Book 3

40

## Three Nice Mice

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



21 15 (34)

Politely, with elegance ♩ = 100

arr. Christine H. Barden

*mp*

1. Three nice mice, Three nice mice!  
2. Three nice mice, Three nice mice!

*mp*

quarter and eighth notes detached

12

## 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 Nannerl Mouse to sleep.
2. Sing again, and tap the rhythm pattern below.



4 3 (19)

Gently, with rubato (♩ = 96)

arr. Christine H. Barden

*pp*

rit.

5

a tempo

*p*

Hush, lit-tle ba-by, don't say a word, Pa-pa's gon-na buy you a mock-ing bird. And  
if that dia-mond ring turns brass, Pa-pa's gon-na buy you a look-ing glass. And

a tempo

*p*

5

3

1

4



## Music Discovery Book 1

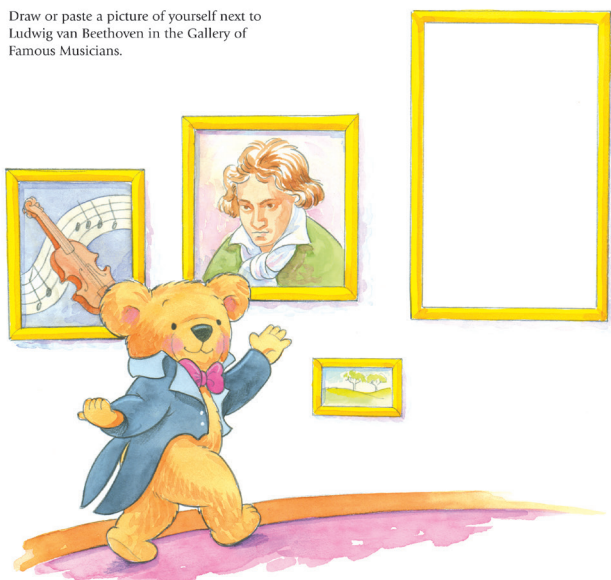
20

### 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.



Use with page 20.

21

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

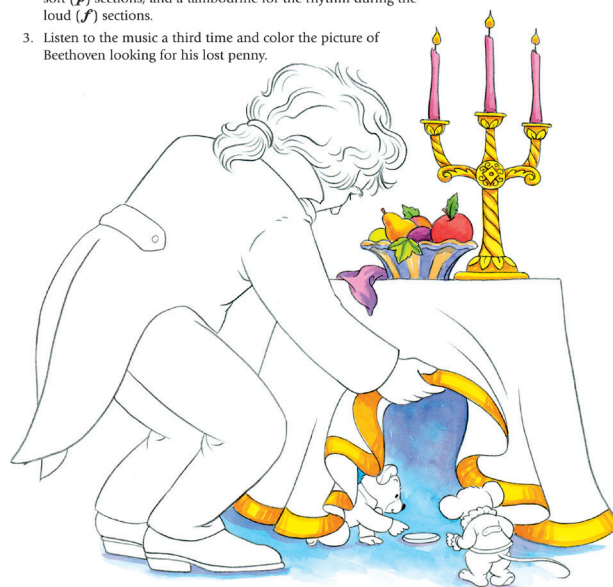


Ludwig van Beethoven wrote many compositions for piano including variations, dances, short pieces and 32 longer works called sonatas. One of his most famous compositions is the *Rage over the Lost Penny*.

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.



Use with page 20.

## Music Discovery Book 3

39

Use with page 40.

### 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*.

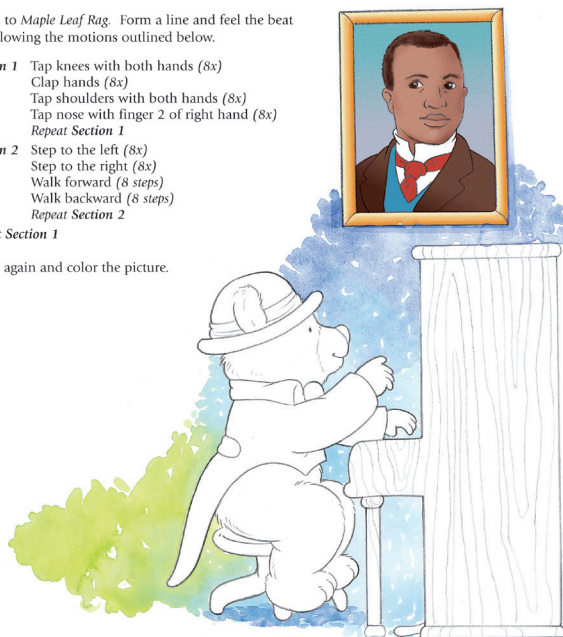
1. Listen to *Maple Leaf Rag*. Form a line and feel the beat by following the motions outlined below.

**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*

## Listen and Sing No. 1

Beethoven Bear and Mozart Mouse know that listening and singing help their fingers learn to play.

1. Listen to your teacher or the recording first, then sing the melody, using syllables or letter names.
2. You may also play the melody on your piano.



Teacher Accompaniment

13 9(29)

Christine H. Barden

**Happily** (♩ = 150)

*mp*

Do Do Do

Re Re Re Do Do Do

1. 2.

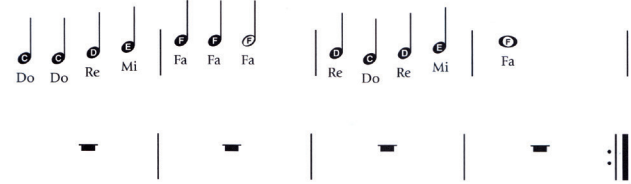
1. 2.

## Music Discovery Book 2

Use with page 13.

### 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

7 6(26)

Christine H. Barden

Lullaby, with much rubato (♩ = 92)

*mp*

Do Do Re Mi Fa Fa Fa Re Do Re Mi Fa

*mp*

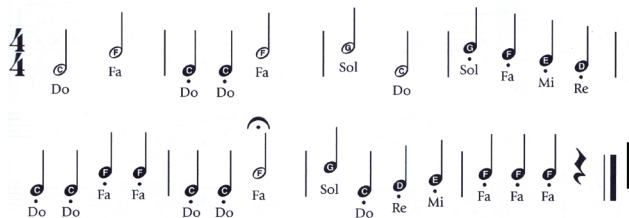
7. 1. 2. 1. 2. rit.

## Music Discovery Book 3

Use with page 43.

## Listen and Sing No. 6

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



Teacher Accompaniment

23 17(36)

Christine H. Barden

[illegible]

## Music Discovery Book 4

Teacher Accompaniment

11 8(24)

Christine H. Barden

Lively (♩ = 120)

5

9

14



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 (♩ = 76)

Student

Christine H. Barden

Parent: When I go a-way, you know that it's a bus-y day. I  
Child: When you go a-way, I know that it's a bus-y day. I

\* 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

26

Just Keep on Tryin'

Puccini Pooch 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.



Use with page 21.

12 9(25)

Easy doo-wop style ♩ = 90

Christine H. Barden  
and Allison H. Hernandez

Parent: 1. It's not eas-y learn-ing some-thing new,  
Child: 2. Things seem eas-y when I watch my Dad.  
Child: 3. It's not eas-y learn-ing some-thing new,

but with ev-'ry try it's eas-i-er to do. When I was lit-tle like you... things were  
Then he re-minds me how much prac-tice he has had: When I was lit-tle like you... things were  
but with ev-'ry try it's eas-i-er to do. When I'm a grown up like you... and things are

hard for me too... and my Mom-ma said, 'Just keep on try-in'! No need to cry... if you  
hard for me too... and my Dad-dy said, 'Just keep on try-in'! No need to cry... if you  
eas-y to do... I will tell my kids,

27

3rd time to Coda

keep on try-in'. You'll get it right... if you just try, try, try, try, try.

3rd time to Coda

Child: When I make mis-takes, it

19 D. S. al Coda  
makes me feel so bad... But I won't get an-gry. I'll just sing this in-stead.


D. S. al Coda


Coda  
try... try, try, try, try, try.



## Step and Skip March

1. Sing *Step and Skip March* and march with the music.
2. Pretend your head is the round part of a note (notehead).

Using your arms, pretend to be a space note 

or line note. 



Lively march (♩ = 132)

Christine H. Barden

Lively march (♩ = 132)

*mf*

When you step, don't for

*mf*

1 2 3 4 5 6

6

get \_\_\_\_\_ to put a line next to a space. Line to space \_\_\_\_\_ or space to line, they'll be \_\_\_\_\_

[illegible]

# Music Discovery Book 3

42

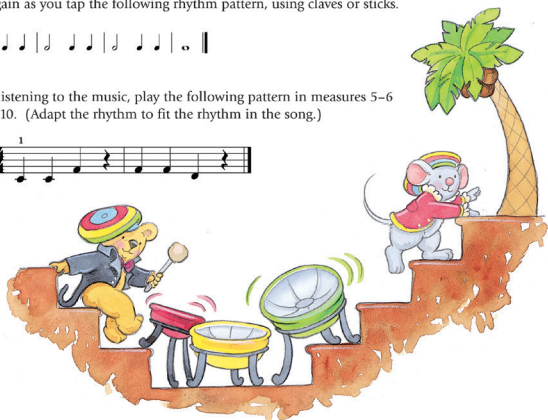
### Calypso Dance (The Interval Song)

Use with page 42.

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



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



Happy calypso beat (♩ = 120)

Christine H. Barden

Happy calypso beat ( $\sigma = 120$ )

5

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

The musical score is for a three-part setting of the hymn 'Up a Fourth, Down a Third'. It features three staves: Soprano (top), Alto (middle), and Bass (bottom). The key signature is one flat (B-flat), and the time signature is 2/4. The piece begins with a treble clef and a mezzo-forte (mf) dynamic. The Soprano part has lyrics: 'Up a fourth, down a third, o - pen up and sing just like a bird.' The Alto and Bass parts provide harmonic support with various chords and melodic lines. The score includes fingerings (1-5) and breath marks (indicated by a wavy line) for the Soprano part. The piece concludes with a final chord in the Bass staff.

## Music Discovery Book 4

34

## Sharp and Flat Song

Use with page 33

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

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



Sharp and flat out funky (♩ = 104)

Christine H. Barden

Sharp and flat out funky (♩ = 104)

Chant

We'll move it to the right... We'll move it  
(R step, together, R step, tap L)

A musical score for a piece titled 'Sharp and flat out funky' with a tempo of 104 beats per minute. The score is in 4/4 time and features three staves. The top staff is a vocal line with lyrics 'We'll move it to the right... We'll move it (R step, together, R step, tap L)'. The middle staff is a piano accompaniment for the right hand, and the bottom staff is for the left hand. The music is characterized by a funky, syncopated rhythm with many accidentals (sharps and flats). The tempo is marked as 104 beats per minute, and the time signature is 4/4. The key signature is not explicitly stated but appears to be C major or F major based on the accidentals. The score includes a 'Chant' section and a 'Sharp and flat out funky' section. The lyrics are 'We'll move it to the right... We'll move it (R step, together, R step, tap L)'. The music is written in a style that suggests a jazz or funk influence, with a focus on rhythm and harmony. The notation includes various musical symbols such as notes, rests, accidentals, and dynamic markings. The overall mood is energetic and playful.

4

The musical score is for a piece titled "The Left-Right Tap" in 4/4 time. It features three staves: a treble staff with a vocal line, a middle staff with a piano accompaniment, and a bass staff with a bass line. The vocal line consists of a series of eighth notes, with lyrics indicating a sequence of steps: "to the left, together, L step, We'll move it tap R", "to the right, together, R step, and then L", and "clap, clap, clap, We'll move it". The piano accompaniment consists of a series of chords, with the left hand playing a steady eighth-note pattern. The bass line consists of a series of eighth notes, with the right hand playing a steady eighth-note pattern. The score is marked with a key signature of one flat (B-flat) and a time signature of 4/4.

Music Recital Book 2

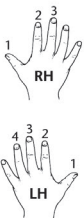
29

- 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

MIDDLE C POSITION for Both Hands

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 sonatina style

Teacher or Parent

*mp*

Music Recital Book 3

21

Mozart Mouse's Special Music

C Position



*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.

9

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

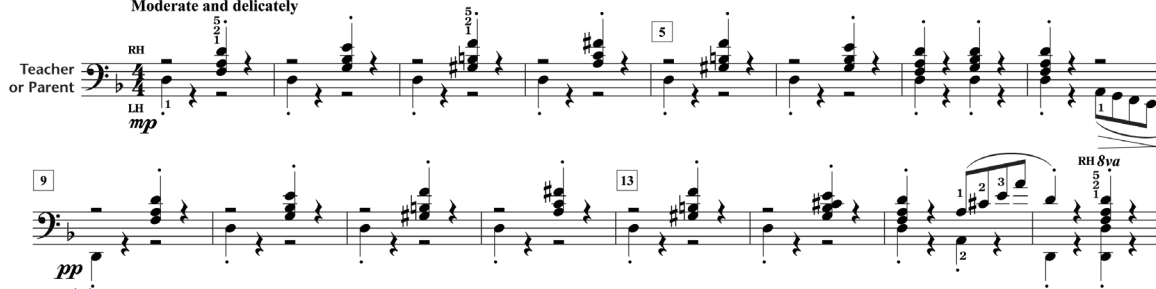


# Dance of the Sugarplum Fairy

**Moderate and delicately**



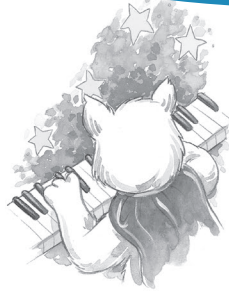
**Moderate and delicately**



## Character Solo Level 3

## Take a Look at Clara Schumann's Music

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.



**Moderately slow**  
*Both hands one octave lower than written*

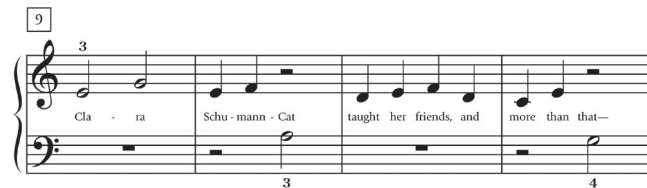
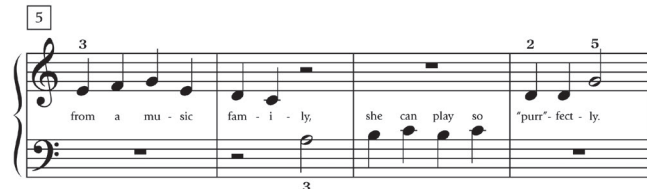


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Cover art and interior illustrations by Christine Finn

Use after Alfred's Music for Little Mozarts,  
Lesson Book 3, page 39.

### Clara Schumann-Cat\*

**Moderately slow**



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



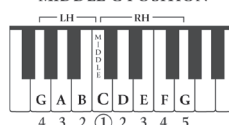
## Pop Book 1 & 2

4

Mozart 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



### Hooray for Hollywood

Lively

4/4

*f*

Hoo - ray for Hol - ly - wood!

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

We're on our

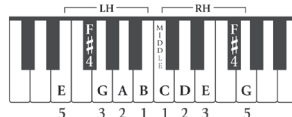
Student plays one octave higher with duet part.

Sheet music for "Hooray for Hollywood" in 4/4 time, featuring a duet part for the student.

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## Pop Book 3 & 4

When 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*!"



### Over the Rainbow

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

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

Sheet music for "Over the Rainbow" in 4/4 time, featuring a duet part for the student.

Student plays one octave higher with duet part.

Sheet music for "Over the Rainbow" in 4/4 time, featuring a duet part for the student.

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## Contents

Beethoven Bear and Mozart Mouse  
Mouse and the Birthday Surprise

**Hooray for Hollywood**

**Springtime**

**Winnie the Pooh** (from Walt Disney's "The Many Adventures of Winnie the Pooh")

**Mickey Mouse March**

**This Land is Your Land**

**If I Only Had a Brain** (from the M-G-M Motion Picture "The Wizard of Oz")

**The Lion Sleeps Tonight**

**Scooby Doo, Where Are You?**

**(Meet) The Flintstones**

**Happy Birthday to You**

## Contents

Beethoven Bear and Mozart Mouse  
and Their Big Hollywood Adventure

**Puff (the Magic Dragon)**

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

**Imperial March**  
(Darth Vader's Theme)

**Star Wars® (Main Title)**

**SuperCalifragilisticexpialidocious** (from Walt Disney's "Mary Poppins")

**Theme from "Superman"**

**The Pink Panther**

**The Chicken Dance**  
(Dance Little Bird)

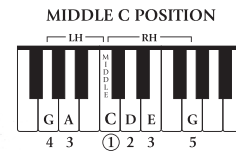
**Itsy Bitsy Teenie Weenie Yellow Polka Dot Bikini**

**Yo Ho (A Pirate's Life for Me)**  
(from Walt Disney's "Pirates of the Caribbean")

## 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."



### Amazing Grace

Gently

3/4

LH 4

RH 3

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

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

Student plays one octave higher with duet part.

Gently

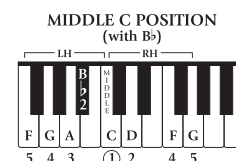
*mp*

simile

9 13

## Sacred Book 3 & 4

"I like your song, Clara," Beethoven Bear said. "It's fun to sing." "And I like that Jesus had so many friends," Mozart Mouse said. "Did you know that Jesus helped people wherever He went?" Clara Schumann-Cat asked. She began to put their snack out on the table. "Once, He even fed thousands of people with only five loaves of bread and two fish. He asked God to bless the food, and as His disciples passed the food around, the food kept multiplying. There was plenty for everyone." "I want a friend like that!" Beethoven Bear declared. "You all have a friend in Jesus," Clara assured them.



### What a Friend We Have in Jesus

Reverently

4

*mf* What a friend we have in Je - sus,

2

Words by Joseph M. Scriven  
Music by Charles C. Converse  
Arr. by Barden, Kowalchuk and Lancaster

Student plays one octave higher with duet part.

Reverently

*mp*

rit.

9 13

## Contents

Beethoven Bear and Mozart Mouse and the Choir Concert

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

## Contents

Beethoven Bear and Mozart Mouse and Vacation Bible School

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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

# Components for Music for Little Mozarts

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

## Deluxe Starter Kit



## Starter Kit



## Music Lesson Books



## Music Workbooks



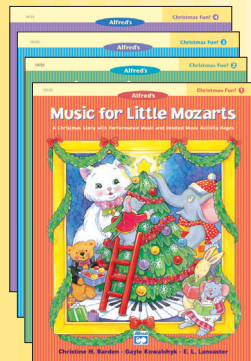
## Music Recital Books



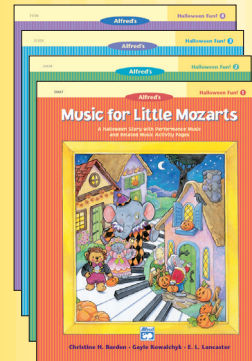
## Music Discovery Books



## Christmas Fun! Books



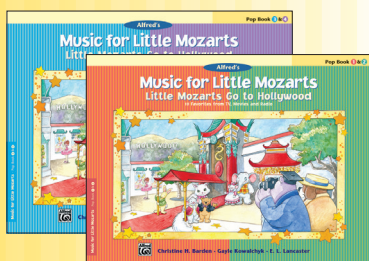
## Halloween Fun! Books



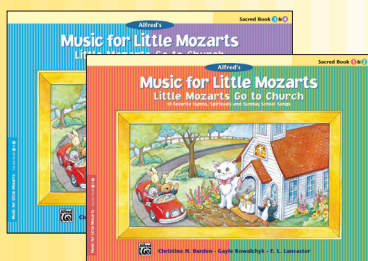
## Character Solo Series



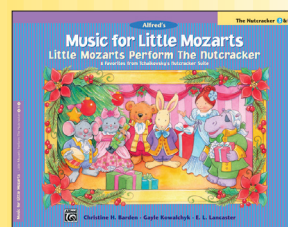
## Little Mozarts Go to Hollywood



## Little Mozarts Go to Church



## Little Mozarts Perform The Nutcracker





# Components for Music for Little Mozarts continued

## Compact Disc (2-disc sets)



## General MIDI Disk (2-disc sets)



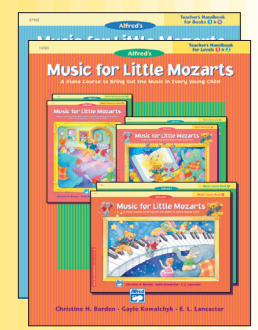
## General MIDI Accompaniments on USB Flash Drive



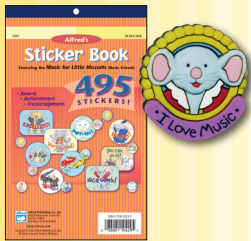
## Flash Cards



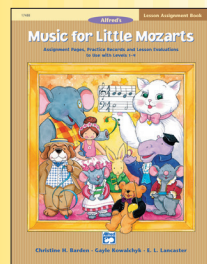
## Teacher's Handbooks



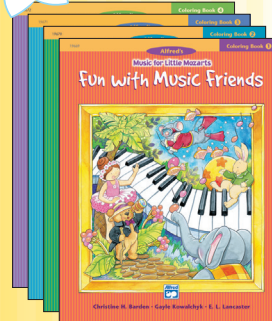
## Achievement Accessories



## Lesson Assignment Book



## Coloring Books



## Music Activity Board



## Marketing Aids



## Meet the Music Friends

### 5 Introductory Lessons for Ages 4-6

*Meet the Music Friends* provides 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. Mozart Mouse, Beethoven Bear, and Clara Schumann-Cat guide the students through the lessons. The program is designed to be taught in a music classroom with one keyboard instrument. The Curriculum Book contains five complete lesson plans for a classroom lesson of 45– 60 minutes. After completing the five lessons, students should begin Level 1 of the *Music for Little Mozarts* piano course.

### Curriculum Book with CD

The Curriculum Book with CD 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.

### Music Workbook

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.



# Music Friends™ Plush Toys



## Beethoven Bear

An inquisitive bear who lives in a big house with two children and their toys, Beethoven Bear begins hopping on the piano keys in Lesson Book 1.

5" tall.....\$6.95 **14654**



## Nannerl Mouse

A charming toy mouse who plays the piano extremely well, Nannerl Mouse is Mozart Mouse's older sister and is first introduced in Lesson Book 3.

5" tall.....\$6.95 **18791**



## Mozart Mouse

An adventurous toy mouse who begins exploring the children's Music Room in Lesson Book 1, Mozart Mouse is a quick learner who composes beautiful music and enjoys performing.

5" tall.....\$6.95 **14653**



## Nina Ballerina

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

7" tall.....\$6.95 **21229**



## Clara Schumann-Cat

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

9" long.....\$9.95 **19767**



## Pachelbel Penguin

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

4" tall.....\$6.95 **21230**



## Elgar E. Elephant

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

7" tall.....\$8.95 **21228**



## Professor Haydn Hippo

A music instructor, conductor and toy mascot in the music class at school, Professor Haydn Hippo is first introduced in Lesson Book 3.

5" tall.....\$6.95 **18792**



## J. S. Bunny

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

5" tall.....\$6.95 **17216**



## 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.....\$6.95 **17487**



# Order Form

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

## Deluxe Starter Kit

**Best Buy**

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

\_\_\_\_\_ 17194 ..... \$69.99

## Starter Kit

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

\_\_\_\_\_ 14586 ..... \$39.99

## Music Lesson Books

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 \_\_\_\_\_ 17180 Book 3 ..... \$7.95  
 \_\_\_\_\_ 17186 Book 4 ..... \$7.95

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 \_\_\_\_\_ 14583 Book 2 ..... \$7.95  
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 \_\_\_\_\_ 17188 Book 4 ..... \$7.95

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## Achievement Accessories

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\_\_\_\_\_ 23235 Beethoven Bear (Level 2) ..... \$2.50  
 \_\_\_\_\_ 27715 Elgar E. Elephant (Level 2) ..... \$2.95  
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 \_\_\_\_\_ 18791 Nannerl Mouse ..... \$6.95  
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 \_\_\_\_\_ 21230 Pachelbel Penguin ..... \$6.95  
 \_\_\_\_\_ 18792 Professor Haydn Hippo ..... \$6.95  
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By Christine H. Barden, Donna Brink Fox, Karen Farnum Surmani, Gayle Kowalchyk, and E. L. Lancaster

## Curriculum Book & CD

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# About the Authors



## Christine H. Barden

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

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



## Gayle Kowalchyk

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

Dr. Gayle Kowalchyk, Alfred Music's Senior Keyboard Editor, selects and edits music for supplemental piano publications. Gayle holds degrees from Ohio University, Northwestern University and an Ed.D. in piano pedagogy from Teachers College, Columbia University. She has been on the piano faculty of Eastern Illinois University, Oklahoma Baptist University and the University of Oklahoma.



## E. L. Lancaster

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

Dr. E. L. Lancaster is Senior Vice President and Keyboard Editor-in-Chief of 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 Music, 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 400 publications designed for students of all ages, including *Alfred's Premier Piano Course*.



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Germany: Lützerathstraße 127, D-51107 Köln

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