

Alfred's

Music for Little Mozarts

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

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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*.

13

Right Hand Finger Numbers

Learning the right-hand finger numbers should be easy now," said Mozart Mouse.

"Yes," said Beethoven Bear. "Just remember that the thumb is the first finger of the right hand, son."

13

1 Hold up your RIGHT HAND and show Mozart Mouse how to:

- Wiggle finger 1 (Thumbkin)
- Wiggle finger 2 (Pointer)
- Wiggle finger 3 (Tall Man)
- Wiggle finger 4 (Ring Man)
- Wiggle finger 5 (Pinky)

14

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 Number each finger of the outline.

Use with page 13.

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.

13

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.

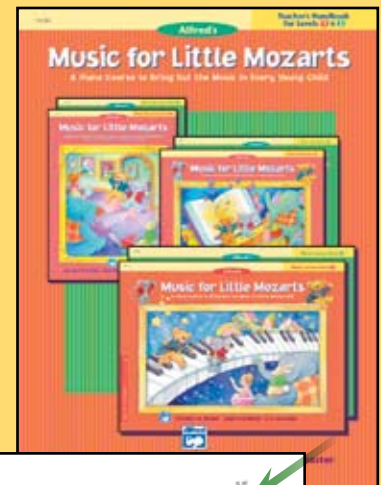
5 Color finger 5 (Pinky) pink.

Use with page 13.

Music Workbook 1

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




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.

15

Finger Play Song*

art. Christine H. Barden

Lively (♩ = 100)



1. Thumb-kin is fin-ger num-ber 1, num-ber 1, num-ber 1.

On verse 5, to Coda ♯

Thumb-kin is fin-ger num-ber 1, but where is fin-ger num-ber 2?

Teacher chooses to replace.

Now get read-y for num-ber 2.

Coda

wig-gle them all and say good-bye.

* 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

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.

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.



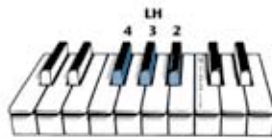
31 Listen, Mozart Mouse, listen!" Beethoven Bear had written a song for the left hand using the 3 black keys and was ever so eager to play it.

- 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)



f 2 2 2

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.

Brightly

Teacher or Parent

mf



Clara C.
 Clara Schumann-Cat continued to explain what the children were learning. Beethoven Bear sighed. "Will I ever know as much as you do?" he asked. "Yes, you will!" said Clara Schumann-Cat. "It just takes time and practice."

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



Clara C.

23 10 (46)

Middle C Position for RH



p Musical notation for Clara C. in 4/4 time. The melody consists of quarter notes: C4, D4, E4, F4, G4, F4, E4, D4, C4. The notes are marked with finger numbers 5, 4, 3, 2, 1 above them.

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

Student plays one octave higher with duet part.

Teacher or Parent musical notation for Clara C. in 4/4 time. The piece is marked *pp* and *Relaxed*. It features a duet part with a treble clef and a bass clef. The melody is in the treble clef, and the accompaniment is in the bass clef. The piece ends with a double bar line and a repeat sign.

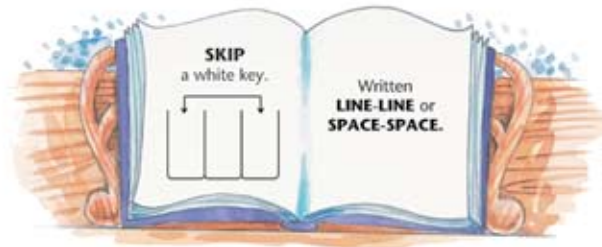
Skips



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

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

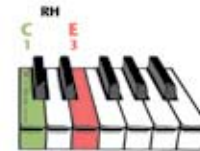
"What fun to have another music friend!" cried Beethoven Bear as he looked at the staff. He began joyfully skipping from line to line.



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

Our Music Friend

50 22 (58)



mf Musical notation for Our Music Friend in 4/4 time. The melody consists of quarter notes: C4, E4, G4, F4, E4, D4, C4. The notes are marked with finger numbers 3 and 1 above them. The piece is marked *mf*.

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

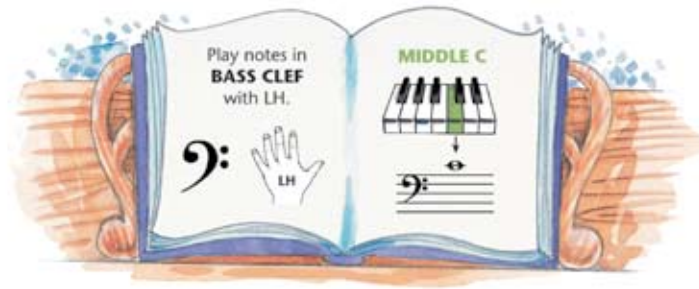
Student plays one octave lower with duet part.

Teacher or Parent musical notation for Our Music Friend in 4/4 time. The piece is marked *mp* and *Moderate*. It features a duet part with a treble clef and a bass clef. The melody is in the treble clef, and the accompaniment is in the bass clef. The piece ends with a double bar line and a repeat sign.



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."

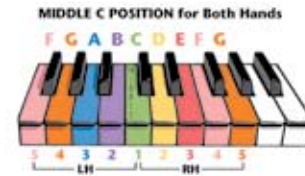


- 1 Trace each bass clef F with a black crayon.
- 2 Trace each middle C with a green crayon.



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!"

- 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.



Just for You 80 36 (72)
(Canon in C)



Student plays two octaves higher with duet part.

Andante moderato
Both hands one octave lower than written

56

Beethoven Bear was having so much fun that he forgot all about being hungry. But he did want to have a turn playing melodic and harmonic intervals.

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

- 1 Clap (or tap) *Beethoven Bear's Amazing Trick* and count aloud evenly.
- 2 Point to the notes and count aloud evenly.
- 3 Play finger numbers in the air and count aloud evenly.
- 4 Play and say note names for each single note; say interval numbers for each harmonic interval.
- 5 Play and sing the words.



Beethoven Bear's Amazing Trick

C Position

57 28 (70)

Watch ver - y care - ful - ly, my left hand plays two keys, then my right hand plays a slur. Fun! Done!

First fin - gers 1 and 2, then fin - gers 1 and 3, right hand 5, slide down to 1.

Student plays one octave higher with duet part.

Lively waltz

Teacher or Parent

74

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

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

Nannerl stood tall by the piano and announced the name of her piece. "I will play *Nannerl's Waltz*, by Clara Schumann-Cat."

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



Nannerl's Waltz

C Position

75 37 (79)

Cl - ra the Cat wrote this for me. Filled with fourths and left hand on G. me.

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

Student plays one octave higher with duet part.

Gentle waltz tempo

Teacher or Parent

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

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. I. S. Bunny made sure that he had his cello this time!

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

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



- 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.

Puccini Pooch 19 9 (55)

Middle C Position

Student plays one octave higher with duet part.

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.

- 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.



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.



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

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

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

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



Student plays one octave higher with duet part.

Moderately fast

Teacher or Parent

The Big Finish

89 46 (92)

Middle C Position



3 1

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

9 4 1

Cl-a-ra, El-gar come in right on cue. *p* Ni-na fi-n'ly gets to dance; J. S. Bun-ry takes a chance!

17 2 4

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

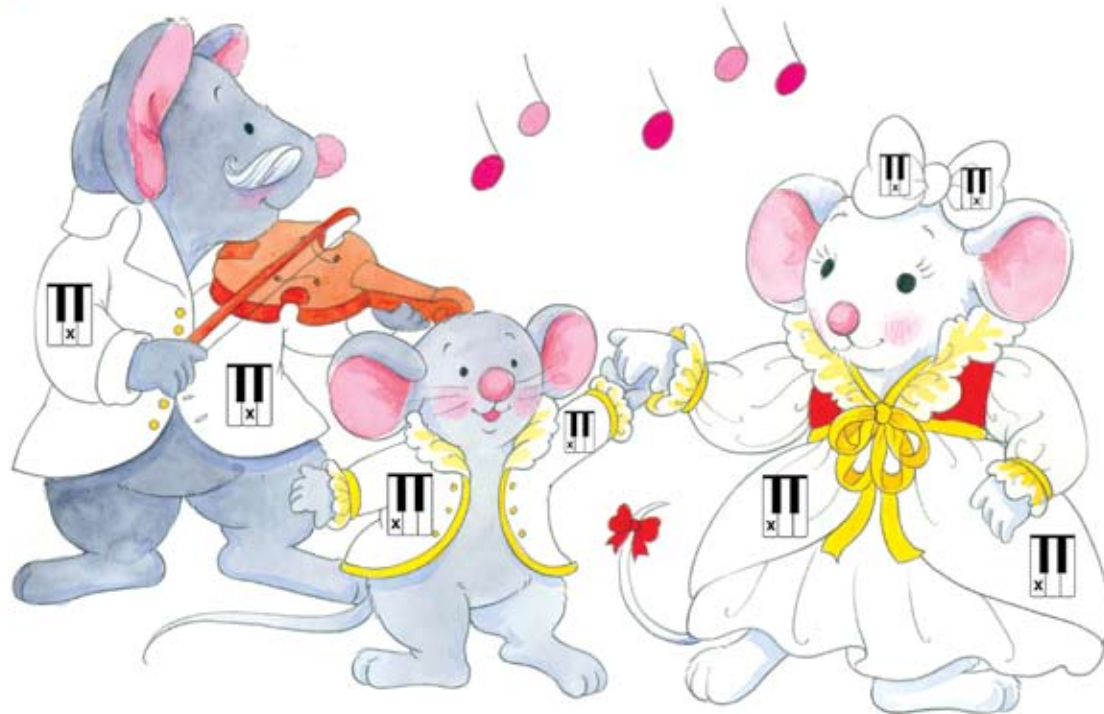
Music Workbook 1

30

Use with page 30.

C and D

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



Music Workbook 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

2

3

4



Music Workbook 4

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.

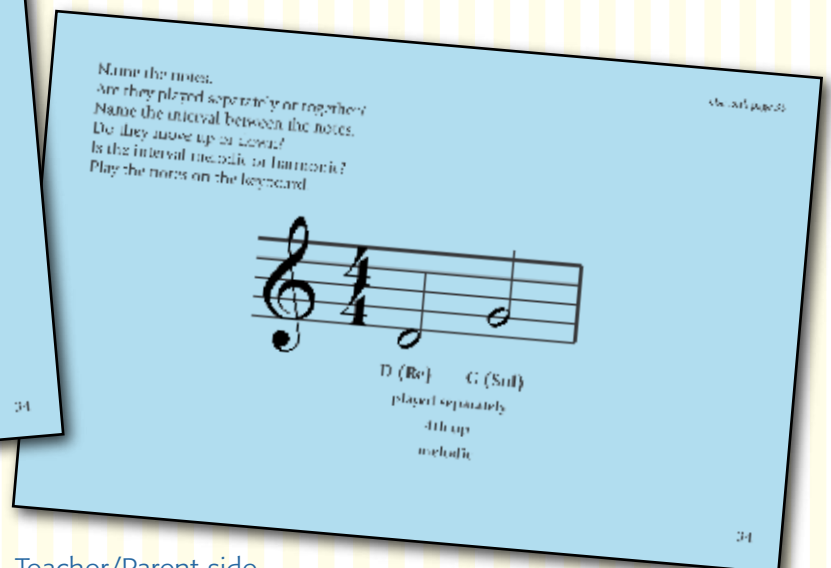


Flash Cards

Flash Cards for Book 3



Student side



Teacher/Parent side

Music Discovery Book 1

Do Re Mi Tapping Song*

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



15 11 (31)

Christine H. Barden

With energy (♩ = 148) *Echo mf*

Student: I can tap my knees.

Teacher: I can tap my knees. I can

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

I can call it do, do, do. I can tap my tum-ty.

I can call it re, re, re. I can tap my chest. I can call it mi, mi, mi.

Tap a do, re, mi and a mi, re, do.

Tap a do, re, mi and a mi, re, do.

subito p

*Optional: 2nd time, *accelerando poco a poco* to the end.

Music Discovery Book 2

Barn Dance

Use with page 28.

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

1. While listening to the music, in the first section (measures 3-10) play the following pattern that uses steps. Begin to play the pattern after the introduction.

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

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



16 13 (33)

Christine H. Barden

Country dance tempo (♩ = 144) *mf*

Face partner, tap your hands (1x)

Swing your partner (turn around)

Tap 3 times Swing around again Tap 3 times Swing your partner Tap 3 times

Swing around again Walk in a circle side by side with partner If heel If toe If heel If toe

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

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

Music Discovery Book 1

Minuet in F Major

16 12(12)

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.

3 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.

*Motions to dance Minuet in F Major.

Music Discovery Book 3

Irish Jig

16 12(11)



Christine H. Barden

Strong and steady $\text{♩} = 110$

mf Tap R (L) heel (R) wait

4 Tap R (L) toe (R) wait Tap R (L) heel (R) wait Tap R (L) toe (R)

7 walk, walk, walk, stop, walk, walk, walk, stop, walk, walk, walk, stop.

10 walk, walk, walk, stop Tap R (L) heel (R) wait Tap R (L) toe (R) wait

13 Tap R (L) heel (R) wait Tap R (L) toe (R) wait Tap R (L) toe (R) wait

Music Discovery Book 4

Renaissance Dance

Use with page 34.

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 3-10).

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



Renaissance Dance

15 11(27)



Renaissance Melody
arr. Christine H. Barden

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

mf Stamp (R) hop stamp (L) hop

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.

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

Music Discovery Book 1

10

Racing Car Use with page 9

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

11

Racing Car Use with page 9

Christine H. Barden

Heavy rock beat (♩ = 126)

When I'm in my rac-ing car, *Teacher chants in rhythm:*
(Beep, beep, beep)

When I drive my rac-ing car,
(Beep, beep, beep)

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

when I'm in my rac-ing car! *Last time teacher chants:*
Now get me-dly to zoom!

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

Music Discovery Book 2

21

Grand Galaxy March Use with page 20

Christine H. Barden

Majestically (♩ = 80)

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

strong place Play no our one's space ship er song, found.

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

Man. Both feet on the ground.

Music Discovery Book 3

32

Irish Jig Use with page 31

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).

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 (24)

Spirited (♩ = 110) art. Christine H. Barden

mf

We

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

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

4th time to Coda 1.

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

4th time to Coda 1.

rest.

2.

2.

17

21 1. 2. D. S. al Coda We

Coda rest. (abb)

1. 2. D. S. al Coda *mf*

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) art. Christine H. Barden

mp

1. Three nice mice, Three nice mice!

2. Three nice mice, Three nice mice!

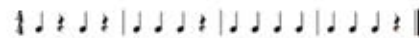
quarter and eighth notes detached

Music Discovery Book 4

12 Hush, Little Baby

The gentle swaying motion of the train hulls 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 11 (19)

Gently, with rubato (♩ = 90) art. Christine H. Barden

pp

1

a tempo

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

a tempo

Music Discovery Book 1

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.



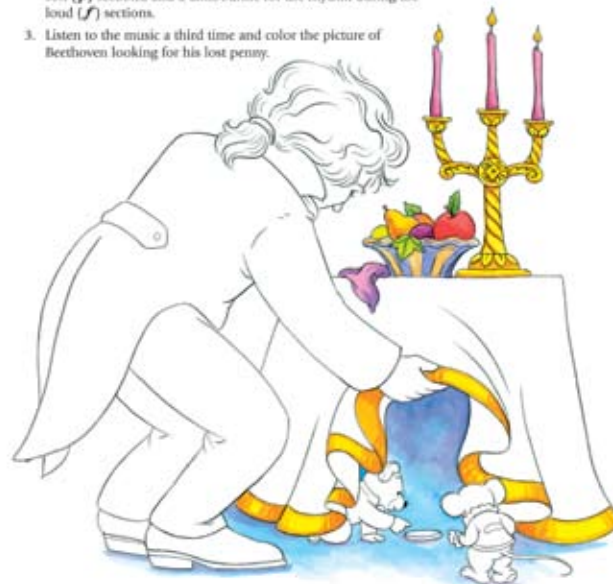
Ludwig van Beethoven's Rage over the Lost Penny

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

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



2. Listen to the music again using bells for the rhythm during the soft (*p*) sections, and a tambourine for the rhythm during the loud (*f*) sections.
3. Listen to the music a third time and color the picture of Beethoven looking for his lost penny.



Music Discovery Book 3

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 30 ragtime pieces. His music was made famous again by a 1974 movie called *The Sting*.

One of his most famous rags is *Maple Leaf Rag*.

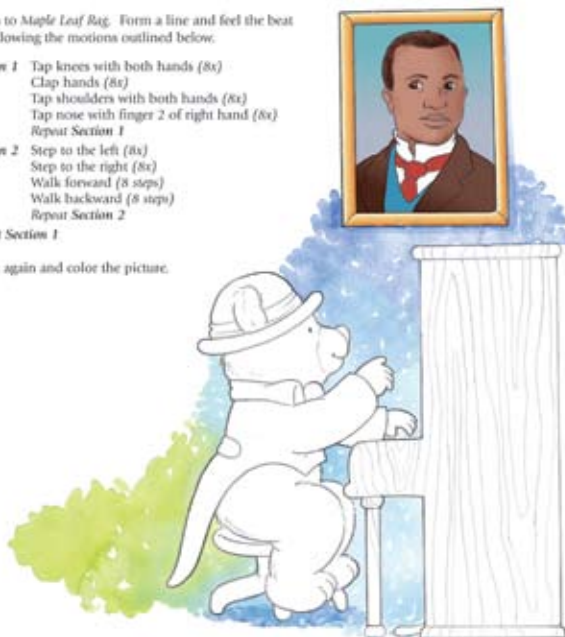
1. Listen to *Maple Leaf Rag*. Form a line and feel the beat by following the motions outlined below.

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

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

Repeat Section 1

2. Listen again and color the picture.



Book 1

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

Book 2

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

Book 3

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

Book 4

- Brahms—*Waltz in A-flat Major, Op. 39, No. 15*
- Verdi—*Rigoletto*
- Tchaikovsky—*Swan Lake*
- Chopin—*Polonaise in A Major, Op. 40, No. 1 (Military)*
- Elgar—*Pomp and Circumstance No. 1*

Music Discovery Book 1

29

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

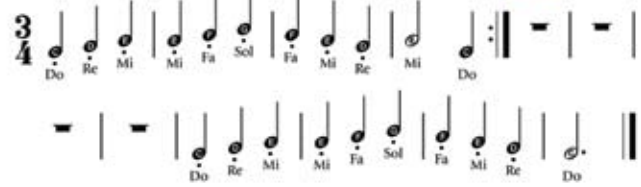
Happy (♩ = 150) *mp*

Music Discovery Book 2

16

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

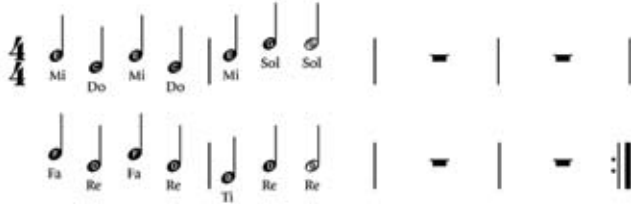
Lullaby, with much rubato (♩ = 92) *mp*

Music Discovery Book 3

44

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 (34)

Christine H. Barden

Happy (♩ = 136) *mf*

Music Discovery Book 4

25

Teacher Accompaniment

11 8 (24)

Christine H. Barden

Lively (♩ = 120) *mf*

Music Discovery Book 2

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 (♩ = 70) *Student mp* 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.

wish that I could stay and play with you all day. But when you feel a lit-tle sad, you
 wish that you could stay and play with me all day. But when I feel a lit-tle sad, I

know I keep you in my heart, but sing this lit-tle song and I'll be home be-fore too long. We'll
 know you keep me in your heart. I sing this lit-tle song and you'll be home be-fore too long. We'll

strug-gle in a chair and read a sto-ry sit-ting there. And when the song is through, I
 have a great big hug for you!

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.



12 9(23)

Easy doo-wop style ♩ = 90 *mf* 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, "I will tell my kids,

Music Discovery Book 4

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

Child: When I make mis-takes, it
 makes me feel so bad... But I won't get an-gry. I'll just sing this in-stead.

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



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.

Music Discovery Book 2

38

Step and Skip March

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

Using your arms, pretend to be a space note ☺
or line note. ☹



20 16 (36) Christine H. Barden

Lively march (♩ = 132) *mf*

When you step, don't fix-
get to put a line next to a space. Line to space or space to line, they'll be
partners ev-'y time! Whether Do-Re-Mi-Fa-Sol or C-D-E-F-G, put the very next finger on the

mp *crec.*

39

21 *f*

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

mf

When you're skip-ping just re-mem-ber, keep a line next to a
line or a space next to a space. Don't skip a fin-ger, skip a key to
play a skip-ping song with me.

rit. *a tempo*

dim. *p*

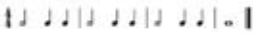
Music Discovery Book 3

42

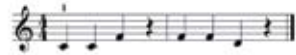
Calypso Dance (The Interval Song)

Use with page 43.

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.)



22 16 (33) Christine H. Barden

Happy calypso beat (♩ = 120) *mf*

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

mf

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.



16 12 (28) 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)

to the left... We'll move it to the right... and then we clap, clap, clap. We'll move it
(L step, together, L step, tap R) (R step, together, R step, tap L)

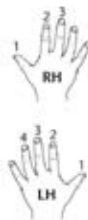
Music Recital Book 2

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

London Bridge

MIDDLE C POSITION for Both Hands

Use after page 46.



England

Student plays two octaves higher with duet part.

Classical sonatina style

Music Recital Book 3

Mozart Mouse's Special Music

C Position



9

Music Recital Book 4

Use after page 9.

Challenge Repertoire

Alouette

C Position



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

1 3 2

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

Student plays one octave higher with duet part.

Happily

Teacher or Parent

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 sur le*, Op. 3, a piece that Clara Schumann wrote for piano. She probably wrote it to perform at her own piano recitals. In the original piece, Clara took this beautiful theme and changed it to make variations in different styles.



Student plays one octave higher with duet part.

Moderately slow
Both hands one octave lower than written

Adapted from Clara Schumann's *Romance sur le* Op. 3

Teacher or Parent

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Cover art and interior illustrations by Christine Finn

Use after Alfred's Music for Little Musicians, Lesson Book 3, page 25.

Clara Schumann-Cat*

Christine H. Barden
Gayle Kowalchuk
E. L. Lancaster

Moderately slow

mf Cla - ra Schu - mann - Cat is so smart, and more than that—

5 from a mu - sic fan - i - ly, she can play so "pur" - fect - ly.

9 Cla - ra Schu - mann - Cat taught her friends, and more than that—

13 now her mu - sic friends can play, when it's time for con - cert day.

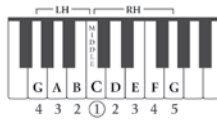
*Note to Teacher: Before teaching Clara Schumann-Cat to the student, introduce the rhythm pattern activities on the back cover.

Pop Book 1 & 2

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 RH 5

f Hoo - ray for Hol - ly - wood! We're on our

LH 4

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

Student plays one octave higher with duet part.

Lively

mf

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! 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, Kowalchyk and Lancaster

Flowing

mp Some - where o - ver the rain - bow

3

Student plays one octave higher with duet part.

Flowing

p

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5

3

way
skies

up
are

9

1

there's
and

a
the

land
dreams

that
that

I
we

heard
date

of
to

13

2

4

once
dream

in
real - ly

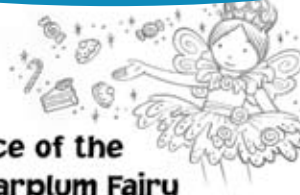
a
lul do - la come

by.
true.

Levels 3 & 4

10

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



Dance of the Sugarplum Fairy

Peter Ilyich Tchaikovsky
 Arr. by Barden, Kowalchik and Lancaster

Moderate and delicately

Student plays two octaves higher with duet part.

11

12

All the music friends giggled to see Elgar E. Elephant dance the Trépak. Soon, however, they cheered loudly as he crossed his arms and kicked his feet out, just like a true Russian Cossack! He really was quite limber for his size. Professor Haydn Hippo and Puccini Pooch couldn't resist joining in with him. The three made an impressive dancing trio, leaping through the air. For a moment, it almost looked like they were flying!

Russian Dance (Trépak)

Fast

Student plays one octave higher with duet part.

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 Discovery Books



Music Recital Books



Christmas Fun! Books



Halloween Fun! Books



Character Solo Series



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Compact Disc (2-disc sets)

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Achievement Accessories

Lesson Assignment Book

Music Activity Board

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Marketing Aids

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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.

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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.

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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**



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

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_____ NEW Levels 3 & 4 **Coming in 2009!** TBD

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Music Activity Board

Magnetic board on one side, dry eraser board on the other side

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Classroom Music for Little Mozarts

By Christine H. Barden, Donna Brink Fox, Karen Farnum Surmani, Gayle Kowalchyk, and E. L. Lancaster

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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 Kowalchuk

"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 Kowalchuk, Alfred'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 Vice President and Keyboard Editor-in-Chief of Alfred Publishing. 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 Kowalchuk, operated a large independent piano studio in Norman, Oklahoma. Together, they have co-authored more than 260 publications designed for students of all ages, including the all-new *Alfred's Premier Piano Course*.



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