

Twinkle, Twinkle, Little Star

AND VARIATIONS
S. SUZUKI

♪ The tune for *Twinkle, Twinkle* originates from the French folk song, "Ah, vous dirai-je, Maman," ("Ah, Shall I Tell You, Mama") which was popular at the time. It is introduced to us as our first piece because, just like our **mother tongue**, the tune is established in our minds before we even start lessons!



♪ Mozart published a series of 12 variations on the tune of this folk song in 1785.



♪ Although the composer of the melody is unknown, it first appeared in Boüin's *Les Amusements d'une Heure et Demy* ("Amusements of an Hour and a Half"), which was meant to be played at garden parties.

♪ The lyrics for *Twinkle, Twinkle* originated from a poem called the "The Star," by English author Jane Taylor. Over time, other words have also been set to the melody for *Twinkle, Twinkle*, such as *Ba Ba Blacksheep* and *ABC*.

Practice Pointers



FOR TWINKLE, TWINKLE LITTLE STAR VARIATIONS

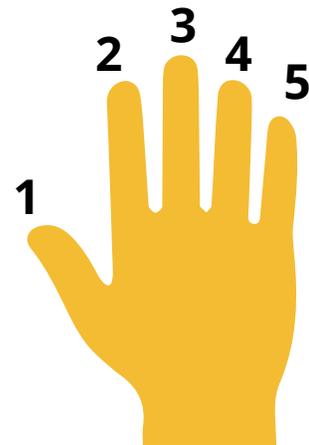


♪ A **Theme and Variations** is a musical piece consisting of a main theme, which is then followed by several variations on that theme.

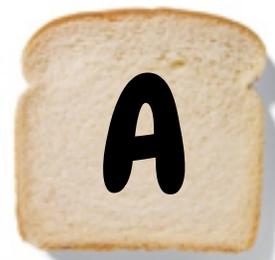
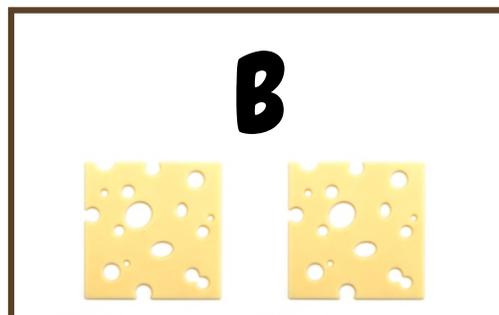
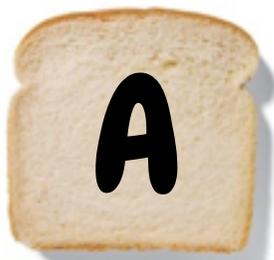
♪ Begin by **previewing** the theme of *Twinkle, Twinkle*

♪ Our suggestion for children under 5 years old, or for children with smaller hands is to use a 5 finger position C through G then extend the finger out to the 6 (A) and then back into C position.

♪ Teachers may choose to use piano fingerings, letter names, scalar numbers, or even colors! – what ever works best for the student!



♪ The **musical form** of this piece can be described as A - B - A. Let's look at it like a sandwich! It is best to think of the B section as two identical, small pieces of cheese in our sandwich. Ask your teacher to help you label each section on your music.



♪ Dr. Suzuki transforms the simple **theme (tune)** of *Twinkle, Twinkle* into a collection of several interesting **variations!** The rhythm of each variation feels more **dancing** than the theme. Let's look at each variation and learn them using words:



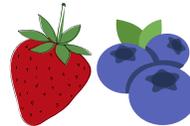
I Like Chocolate Ice Cream



Cucumber



Grasshopper Grasshoper



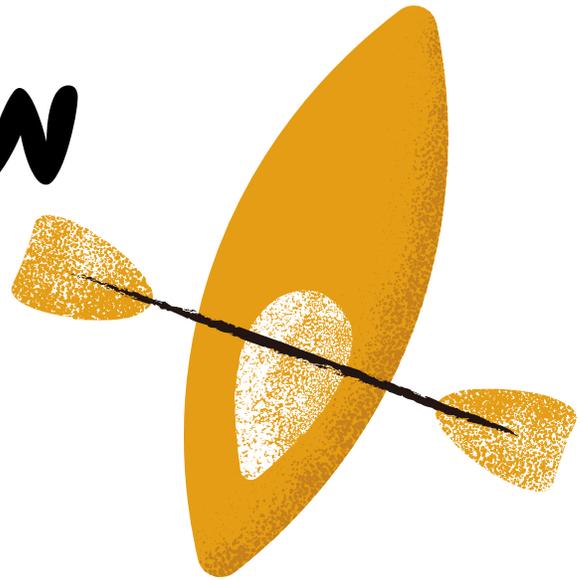
Strawberry Blueberry



Watermelon Watermelon

Lightly Row

FOLK SONG



Background

♪ Originally a hunting song, written around 1710 in a book of folk songs collected by Ludwig Erk

♪ Original poem is Alles neu macht der Mai (May Makes Everything New)



May makes everything new, makes the soul fresh and free.
Leave the house! Come outside! Make a bouquet!
The sun is shining everywhere, field and grove are smelling fresh;
The woods are full of birdsong and the sound of the horn



♪ Also a beloved Korean and Hebrew children's song



♪ The lyrics Tone commonly uses are:



Lightly Row, Lightly Row O're the
silver waves we go
Lightly rowing, lightly rowing in my
little rowing boat
See the fishies swimming by, See the
birdies in the sky
Lightly rowing lightly rowing, in my
little rowing boat





Practice Pointers

FOR LIGHTLY ROW

♪ *Lightly Row* is first introduced after *Twinkle*, *Twinkle* as piece #2 (version 1), and is then reintroduced with a more advanced arrangement after *Cuckoo* as piece #5 (version 2).



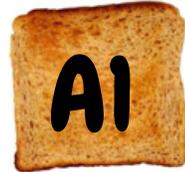
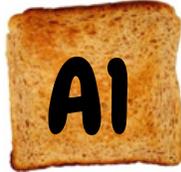
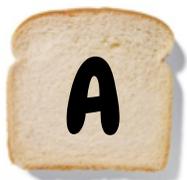
♪ After your hard work learning *Cuckoo*, our first big milestone, we can really look forward to playing *Lightly Row*! Since you have already practiced the melody for *Lightly Row* in both hands in version 1, and since you have now practiced playing separate melodies with each hand in *Cuckoo*, *Lightly Row* (version 2) will be a fun way to propel further into your piano studies!

- ♪ How to **preview** for each version of *Lightly Row*:
- Version 1 - begin by previewing the 3rd line of the piece.
 - Version 2 - begin by previewing the left hand pattern, called "**Alberti Bass.**" The pattern outlines "tonic" chords (indicated by circles) and "dominant" chords (indicated by triangles).

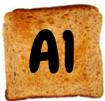
♪ While **reviewing**, add in a crescendo for a higher level of skill and control.



The **form** of Lightly Row can be described as A – A1 – B – A1
Or another way of looking at it (we can make a sandwich!):



Musical notation for section A, measures 1-4. The first two measures are on a light blue background and contain a yellow circle in the bass clef and a green triangle in the treble clef. The last two measures are on a light green background and contain a yellow circle in the bass clef.



Musical notation for section A1, measures 5-8. The first two measures are on a light blue background and contain a yellow circle in the bass clef and a green triangle in the treble clef. The last two measures are on a light purple background and contain a yellow circle in the bass clef.



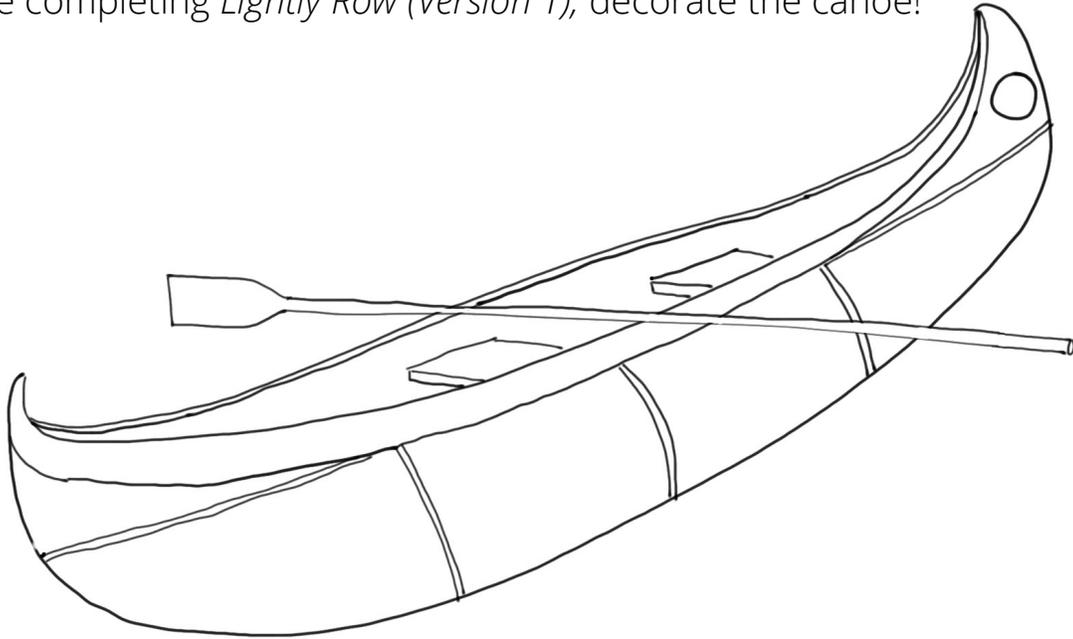
Musical notation for section B, measures 9-12. The first two measures are on a light yellow background and contain a green triangle in the treble clef. The last two measures are on a light orange background and contain a yellow circle in the bass clef.



Musical notation for section A1, measures 13-16. The first two measures are on a light blue background and contain a yellow circle in the bass clef and a green triangle in the treble clef. The last two measures are on a light purple background and contain a yellow circle in the bass clef.

Activities!

1. While completing *Lightly Row (Version 1)*, decorate the canoe!

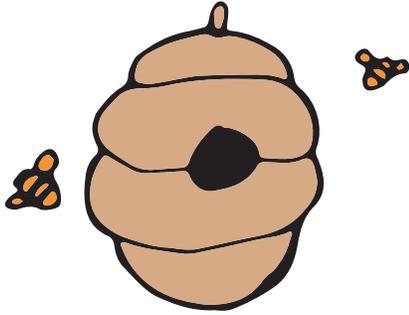


2. While completing *Lightly Row (Version 2)*, color the image below!



The Honeybee

BOHEMIAN FOLK SONG



Background

♪ Bohemian (Czech) folk songs, such as *The Honeybee*, date back to the 15th century and were traditionally performed by bagpipes or string groups.



♪ The lyrics we use at Tone are:

Honeybee, please do not sting me
Smell the flowers, make the honey
Smell the flowers, make the honey
Honeybee, please do not sting me



Practice Ponters

FOR THE HONEYBEE



♪ *The Honeybee* is played in **5-finger position** and has the same **musical form** as *Twinkle, Twinkle!* These two pieces are both great introductions to *Cuckoo*.

♪ For **preview**, practice your 5-finger scale ascending (going up) and descending (going down). Then, be sure to try playing the B section, or the *cheese* section of *Honeybee*. (Those skipping notes can be tricky!)

♪ When reviewing *Honeybee*, try making the second B section sound like an echo of the first! What must you do to make it sound like an **echo**?

Which way to the bee section?

Two systems of musical notation for piano. The first system shows measures 1-6. The second system shows measures 7-12. Fingerings are indicated by numbers 1-5 above or below notes. A bee icon is on the left with a speech bubble. A speech bubble contains the text 'Which way to the bee section?'. There are two cheese icons: one above measure 5 and one below measure 11. The word 'echo' appears twice on the right side of the page.

echo

echo



Cuckoo

GERMAN FOLK SONG

♪ *Cuckoo* is a traditional German children's song.

♪ The German **lyrics** were written by August Heinrich Hoffmann von Fallersleben (1798 –1874), from Saxony, as part of "Frühlingsbotschaft" ("Spring Message"), which was a group of classical art songs, or "lieder," for choir.



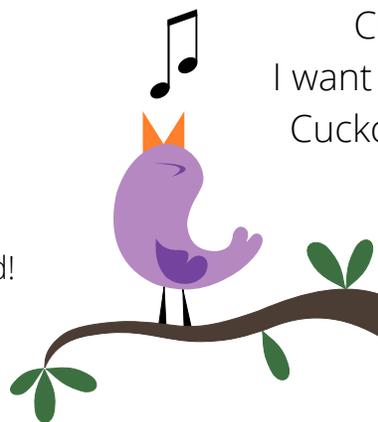
♪ These are the original lyrics:

Cuckoo, Cuckoo calls from the forest,
He makes us sing, dance and jump!
Spring, Spring will soon be here!



Cuckoo, Cuckoo doesn't stop singing:
Come into the fields,
Meadows, and forests,
Spring, Spring, stop here!

Cuckoo, Cuckoo, great hero,
What you sang
Has worked!
Winter, Winter clears the field!



♪ These are the lyrics we sing at Tone:

Cuckoo, cuckoo where are you hiding
Cuckoo, cuckoo up in a tree
I want some pizza, I want some candy
Cuckoo, cuckoo where are you now



♪ In *Cuckoo*, we are introduced to three very special skills:

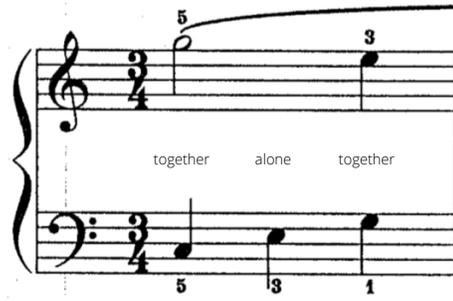
- Playing in 3/4 time
- Playing a different melody with your left hand than your right
- Playing outside of the 5-finger position with the left hand

It is very important that you have been listening to the song and singing the lyrics.

♪ When **previewing** *Cuckoo*, play the left hand in the B section in order to begin working on the coordination involved with shifting below the 5-finger position and back. Combining the left hand with the right can be very tricky, so begin doing this gradually.



♪ One way to work on the differing rhythm and coordination between L and R is to say "Together-alone-Together"



♪ The **musical form** of this piece can be described as A-A-B-A. Let's make our musical form sandwich! We'll need 3 pieces of bread and 1 piece of cheese. Each piece of bread looks a bit different than the others because each of the A section begins the same way, but ends just a little differently! Be sure to pay close attention to this as you memorize the piece.



*The green triangles are used highlight a type of chord in this piece called a "dominant chord."



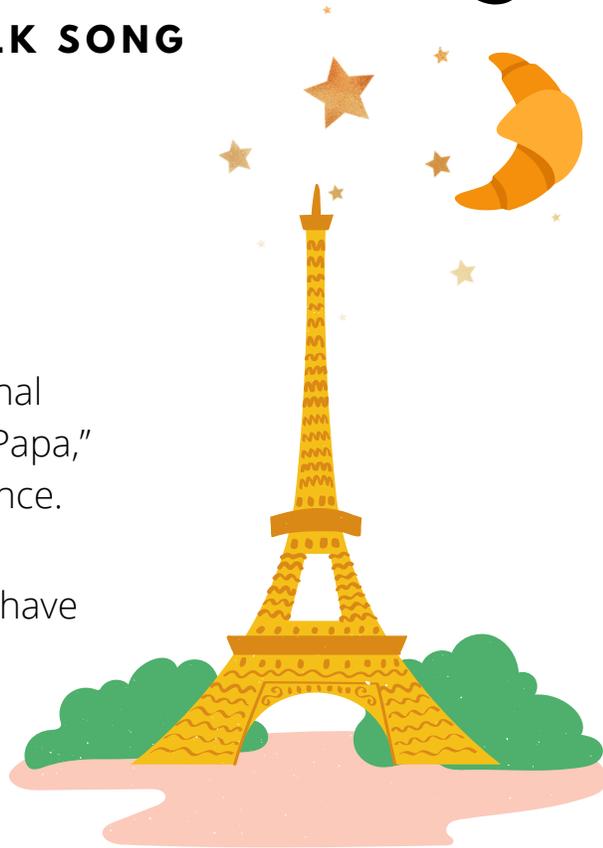
French Folk Song

FOLK SONG

Background

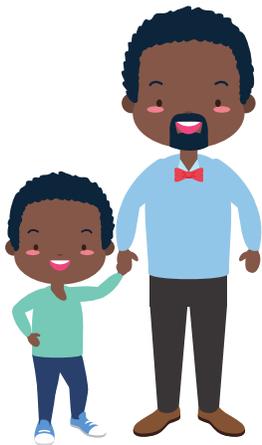
♪ This melody is found in a traditional French children's song called "Petit Papa," which is sung on Father's Day in France.

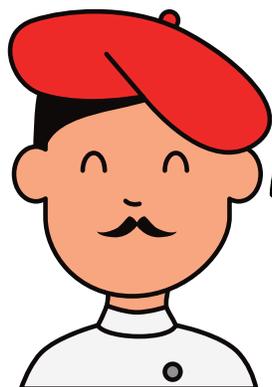
♪ What traditions does your family have on father's or mother's day?



♪ Here are the original lyrics of the song, translated into English:

Little Daddy, today is your day
Mommy told me you weren't here.
I had flowers to crown your head
And a bunch to put on your heart.
Little Daddy, little Daddy!





Practice Pointers

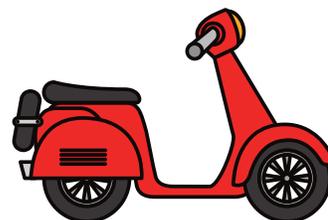
FOR FRENCH CHILDREN'S SONG

♪ What is **new** to us in *French Children's Song*?

1. The **dotted half note**! (Which lasts for 3 beats).
2. **D.C. al Fine**, which tells us that once we get to the end of the piece, to return to the beginning ("Da Capo") and play until we reach the "Fine" ("end").

♪ What is **familiar** to us in *French Children's Song*?

1. Alberti Bass
2. 5-finger position
3. Common (4/4) time
4. The key of C major

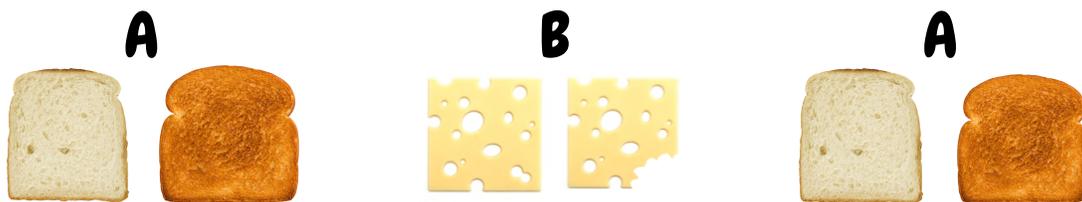


♪ What should we pay close attention to as we practice?

1. Developing control in our 2nd and 4th fingers of the right hand (see the 2nd - 4th finger alternations in the B section).

♪ For review, add an echo in the 4th line and a decrescendo in the last measure to reach a higher level of performance.

Musical Form of *French Children's Song*:





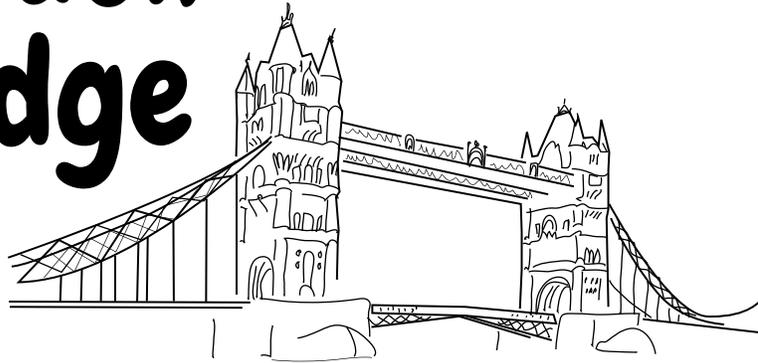
Activity!

FRENCH SCAVENGER HUNT

How many French words do you know? Ask your family, friends, teachers, and other people you know to teach you some French words they know. Each time you learn a new French word, write it on one of the lines below. See if you can learn 5 new words!

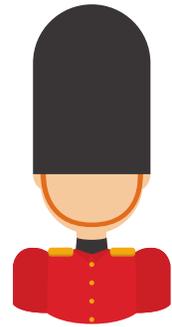
1. _____
2. _____
3. _____
4. _____
5. _____

London Bridge

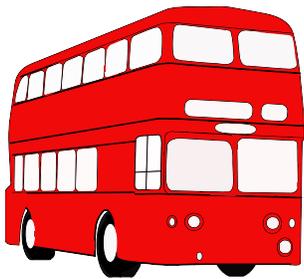


ENGLISH FOLK SONG

♪ *London Bridge*, also known as "My Fair Lady," is a traditional English nursery rhyme and singing game, which is found in different versions all over the world.



♪ London Bridge may date back to bridge rhymes and games of the late Middle Ages, but the earliest records of the rhyme in English are from the seventeenth century. The lyrics were first printed in close to their modern form in the mid-eighteenth century and became popular, particularly in Britain and the United States in the nineteenth century.



♪ Several theories have been advanced to explain the meaning of the rhyme and the identity of the "fair lady" of the refrain. The rhyme is one of the most well known in the world and has been referenced in a variety of works of literature and popular culture.

Beep
Beep!

Modern Lyrics:

London bridge is falling down
Falling down, falling down
London bridge is falling down
My fair lady

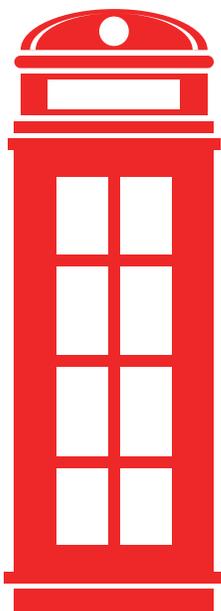
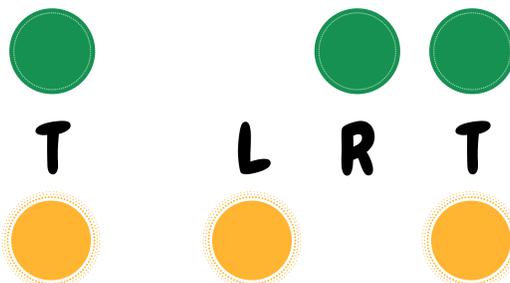


Practice Pointers

FOR LONDON BRIDGE



♪ **Syncopation** is introduced between the 2 hands. This is when we have rhythms that are not played on the "strong" beats of the bar, often resulting in an alternating right-left (or left-right) hand motion. An easy way to establish this coordination is to say **"Together - Left - Right - Together"** while playing the following:



♪ This is also the first time that we encounter a musical phrase ending ("cadencing") in the left hand! This means that the left hand drags on all by itself for a little while after the right hand finishes playing the phrase.



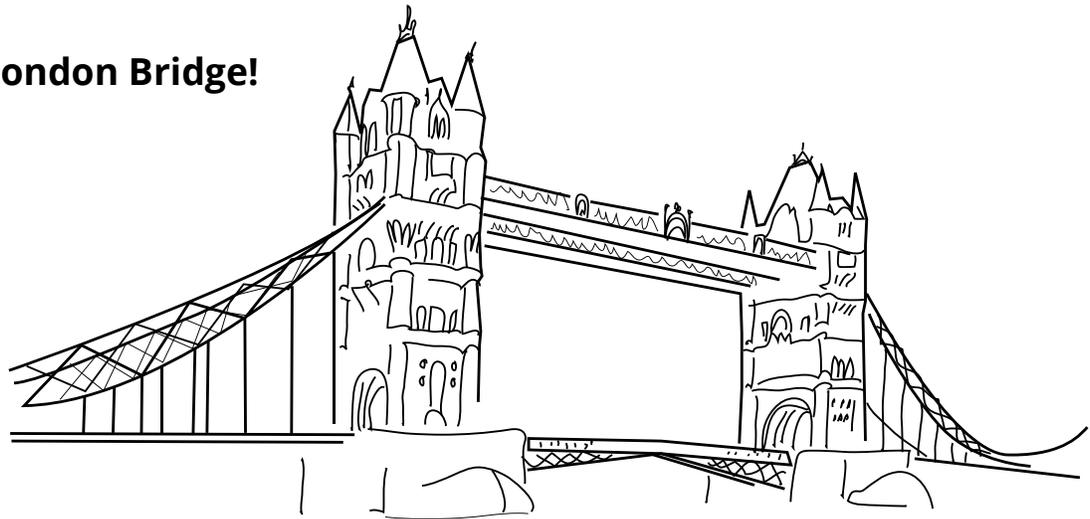


Canción Folklórica



Activity!

Color the London Bridge!



Make your own bridge out of popsicle sticks!

We found great instructions for this easy craft here:

https://www.sciencebuddies.org/Files/2081/5/PopsicleBridgeBlueprint_smaller.pdf

Mary Had a Little Lamb

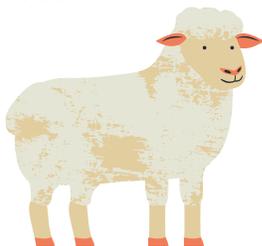
AMERICAN NURSERY SONG



♪ The nursery rhyme was first published by the Boston publishing firm Marsh, Capen & Lyon, as an original poem by Sarah Josepha Hale on May 24, 1830, and was inspired by an actual incident.

♪ As a young girl, Mary Sawyer (later Mary Tyler) kept a pet lamb that she took to school one day at the suggestion of her brother. A commotion naturally ensued. Mary recalled: "Visiting school that morning was a young man by the name of John Roulstone, a nephew of the Reverend Lemuel Capen, who was then settled in Sterling. It was the custom then for students to prepare for college with ministers, and for this purpose Roulstone was studying with his uncle. The young man was very much pleased with the incident of the lamb; and the next day he rode across the fields on horseback to the little old schoolhouse and handed me a slip of paper which had written upon it the three original stanzas of the poem."

♪ The rhyme is also famous for being the first thing recorded by Thomas Edison on his newly invented phonograph in 1877. It was the first instance of recorded verse. In 1927, Edison reenacted the recording, which still survives.

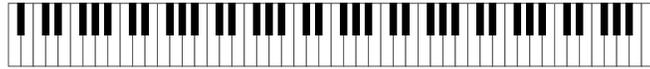


Mary had a little lamb,
Little lamb, little lamb.
Mary had a little lamb,
whose fleece was white as snow.



Practice Pointers

FOR MARY HAD A LITTLE LAMB

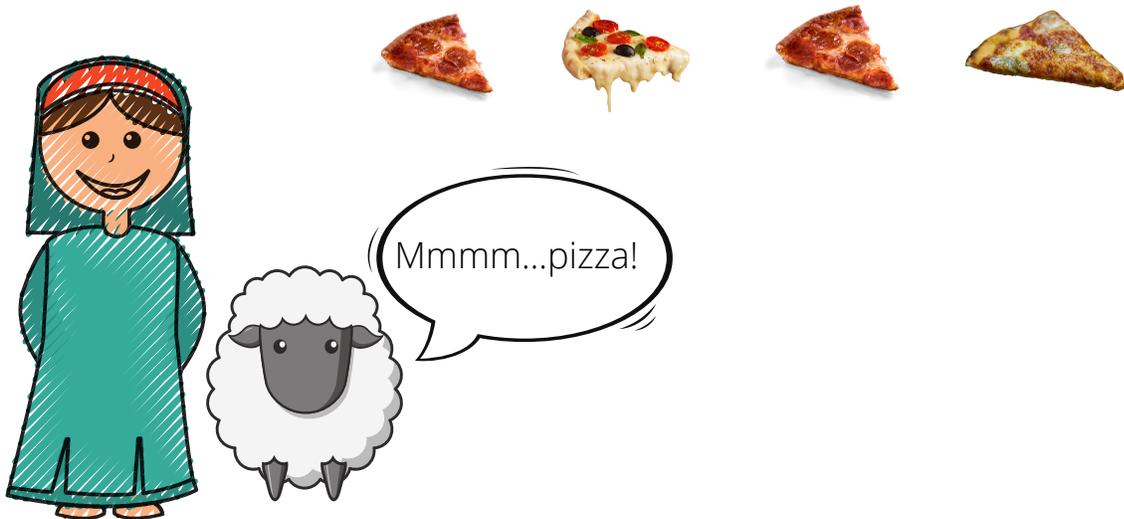


♪ It's important to note that the rhythm many Americans have learned is slightly different than Suzuki's final measure:



♪ This piece, for the first time in our studies, features **solid chords**. The flexibility and strength needed to play these new left hand chords can be **previewed** by playing the left hand of previous pieces, especially London Bridge, as solid chords instead of alberti bass.

♪ The **musical form** of *Mary Had a Little Lamb* is the same as *London Bridge*






Activity!

HOW TO DRAW A SHEEP

<p>1</p>	<p>2</p>	<p>3</p>
<p>4</p>	<p>5</p>	<p>6</p>

Go Tell Aunt Rhody



FOLK SONG



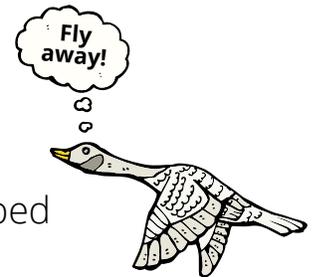
Background

♪ "Go Tell Aunt Rhody" is a folk song from New England with clapped accompaniment.

♪ "Aunt Rhody" can be substituted for any name!

♪ The original words are about Aunt Rhody making a feather bed out of a dead goose!

Go tell Aunt Rhody, go tell Aunt Rhody
Go tell Aunt Rhody the old grey goose is dead
The ones she's been saving (3x) to make a feather bed



♪ Tone likes to sing it with the following words:

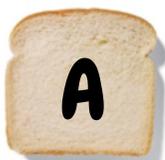
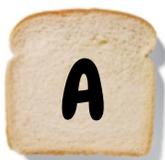
Go tell Aunt Sally, go tell Sally
Go tell Aunt Sally the party is today
I want some presents, I want birthday cake
I want some presents, I want cake
Go tell Aunt Sally, go tell Sally
Go tell Aunt Sally the party is today



Practice Pointers

GO TELL AUNT RHODY

The musical form of Go Tell Aunt Rhody can be described as A – B – A. Or, better yet, we can think of it as a sandwich!



It's best if we think of "B" as really being two mini pieces of cheese, with the second one having a bite taken out of it! Take a look at the music on the next page - you'll see what I mean!

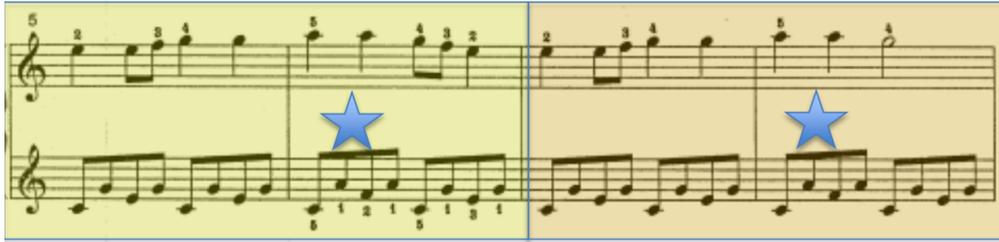


♪ In *Go Tell Aunt Rhody*, we encounter 8th notes for the very first time. Although the left hand rhythm is "faster," the use of alberti bass, as well as the simple musical form, makes this piece a favorite for most students!

♪ Other than the brief shift of position in *Twinkle, Tinkle*, the B section of *Aunt Rhody* is the first time the right hand shifts outside of C position!

♪ During **review**, add an echo in the B section.

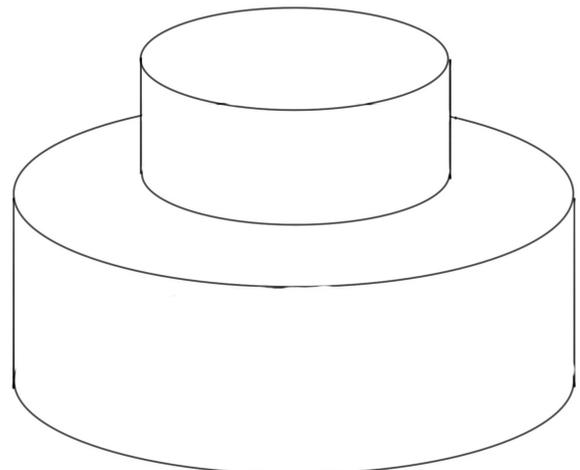
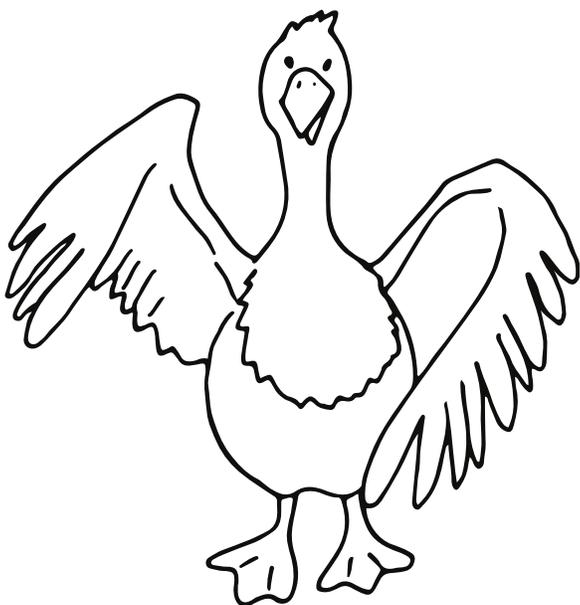




Activities!

Disguise the goose before Aunt Rhody catches it to make her feather bed with! (You could add some glasses, a hat, shoes, or even a mustache!)

Decorate the cake for Aunt Sally's party!
Ideas: Icing? Chocolate? Berries? Sprinkles? Candles?



Au Clair de la Lune

JEAN-BAPTISTE LULLY

♪ *Au Clair de la Lune* ("By the Light of the Moon"), is an 18th century French folk song that is now sung as a lullaby.

♪ The words of the song address a character named Pierrot, asking him for his quill so that the "speaker" of the text can write a note under the light of the moon.

♪ Pierrot is one of many stock characters from the Italian theatre style, *Commedia Dell'Arte*, which was popular in Europe from the 16th to 18th century. Pierrot is a sad, clown-like character, whose only true friend is the moon.



♪ Other well-known *Commedia Dell'Arte* characters, many of whose roles require the wearing of masks, include Harlequin, Scaramouche, Pulcinella, Columbine, Zanni, and Pantalone.





Practice Pointers

FOR AU CLAIR DE LA LUNE



♪ Try singing the song!

French



Au clair de la lune
Mon ami Pierrot

Prête-moi ta plume



Pour écrire un mot
Ma chandelle est morte

Je n'ai plus de feu



Ouvre-moi ta porte
Pour l'amour de Dieu!



English

Underneath the moonlight
My dear friend Pierrot

Please lend me your pen so

I can write a note.

My small candle's dying,

I no don't have a light.

Open up your door, please

Pity me this night!



♪ Note: sometimes translators must change the exact words in translation so that the melody can be sung properly. This is why the English does not perfectly match the French above!

♪ If you have been listening to and singing the melody for **preview**, this piece can be a great opportunity to explore expression and musicality.

♪ The left hand part in *Au Clair de la Lune* does not have a regular pattern like many of the other pieces we have learned. For this reason, it is very important to carefully identify the left hand fingerings.

♪ It can be fun and rewarding to add **dynamics** to this piece, especially in m. 12. Also try adding a **ritard** (gradual slow-down) at the end!

♪ The **musical form** can be described as A-A-B-A

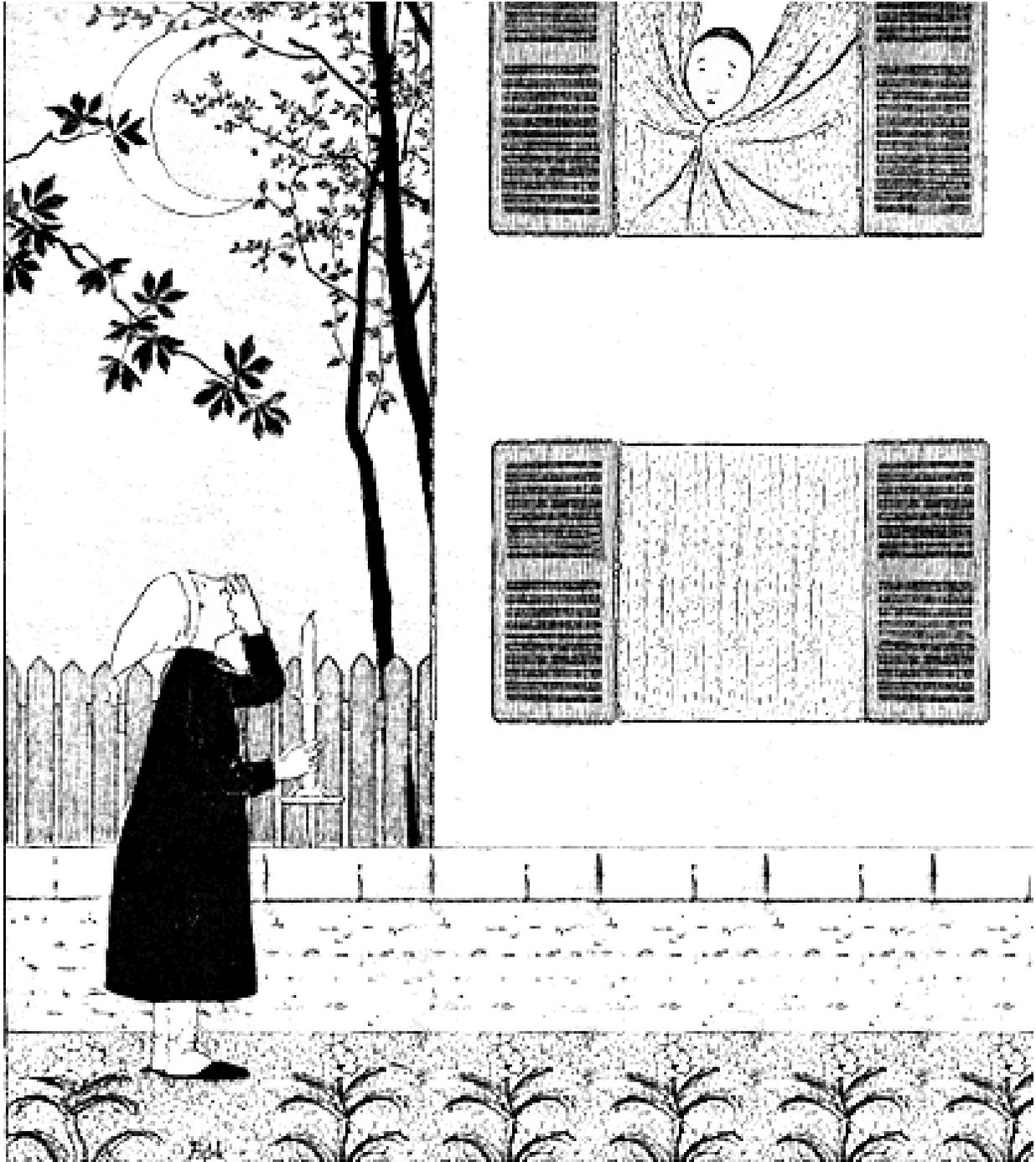


But, caution! Notice the change in the left hand at the end of each "A" line!



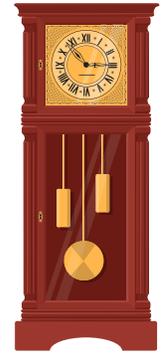
Activity!

Color the scene depicted by the words of the song.



Long, Long Ago

THOMAS HAYNES BAYLY



♪ Written by Thomas Haynes Bayly (1797-1839) during what historians now call, "the Romantic Period."

♪ Bayly was an English songwriter, and when *Long, Long Ago* was published by Philadelphia Magazine in 1843, it became the most popular song in the U.S.

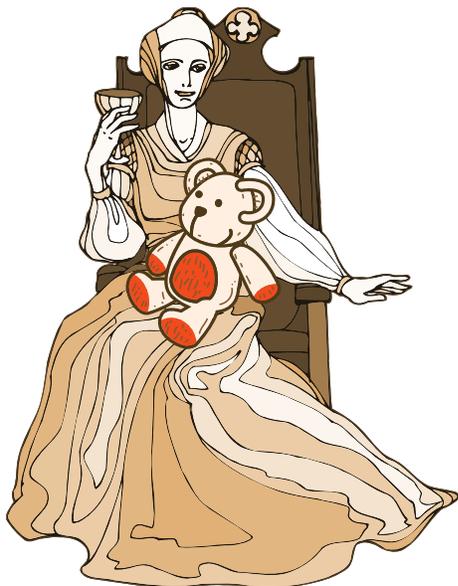
♪ The original lyrics for the first are:

Tell me the tales that to me were so dear,
Long long ago, long long ago
Sing me the songs I delighted to hear,
Long long ago, long ago
Now you are come all my grief is removed.
Let me forget that so long you have roved.
Let me believe that you love as you loved,
Long long ago, long ago



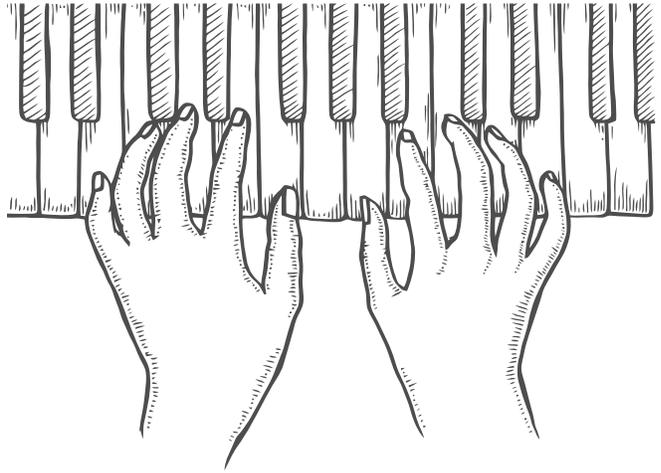
♪ Common Suzuki lyrics are:

There was a princess with dark eyes and hair
Long long ago, long long ago
Lived in a castle with her teddy bear
Long long ago, long ago.
Long long ago, Emma
Long long ago
Long long ago, Emma
Long long ago
There was a princess with dark eyes and hair
Long long ago, long ago.



Practice Pointers

FOR LONG, LONG AGO



♪ Many parents like this song the most in the book! This can help a student start talking about musical character and musicianship in a more descriptive way.

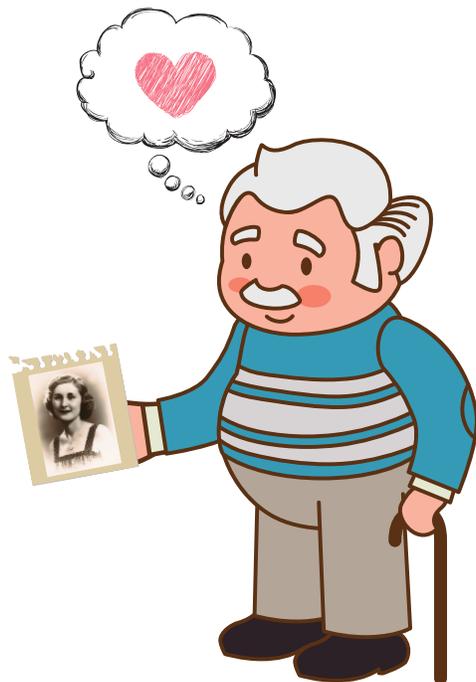
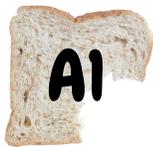
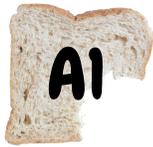
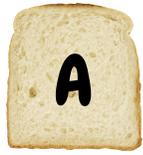
♪ Since the entire piece is legato, be sure to preview and emphasize a nice, fluid wrist technique (especially in m. 9).

♪ The **musical form** can be described as A - A1 - B - A1



♪ Add the echo in the 3rd line quite soon after the piece is learned. This would make the B section sound kind of like 2 different pieces of cheese, where the second one sounds just a bit smaller:





Little Playmates

F.X. CHWATAL



♪ Chwatal (1808–1879) was born in Rumburk, Bohemia (in the modern Czech Republic). He was the son of an organ builder, who gave him piano lessons as a child. From 1822 to 1832 he worked as a music teacher in Merseburg, where he created his first compositions. Following this, from 1835 onward, he worked as a music teacher in Magdeburg.

♪ Many teachers use these lyrics:

Running up the stairway, running down the stairway,
Through the kitchen and then out the backdoor.
Running up the stairway, running down the stairway,
Running faster than we did before.

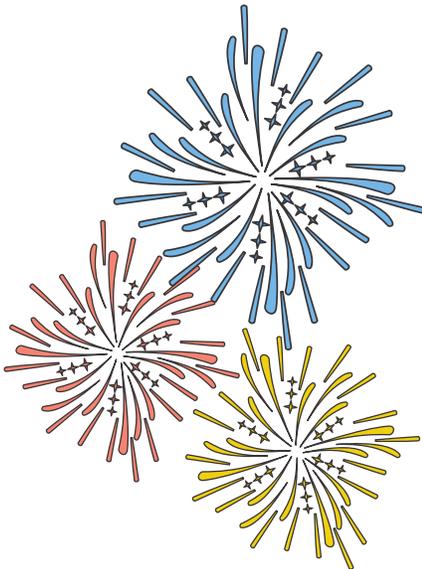
Up in the treehouse where they'll never find us,
Down in the cellar where they'll never find us.
Running up the stairway, running down the stairway,
Skipping, slipping out the big front door.



Practice Pointers

FOR LITTLE PLAYMATES

♪ In *Little Playmates*, we have the tempo marking, **Allegretto**. This indicates to us that we should play with a cheerful and somewhat lively feel.



♪ This piece is perfect as a warm up song once the student has perfected it! There are many variations in articulation, style, tempo, and dynamics to experiment with.

♪ Accomplishing the alternating articulation between legato and staccato is key in this piece! Not only does the articulation capture the style of the music, but also makes it sound **fun and exciting!**

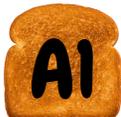
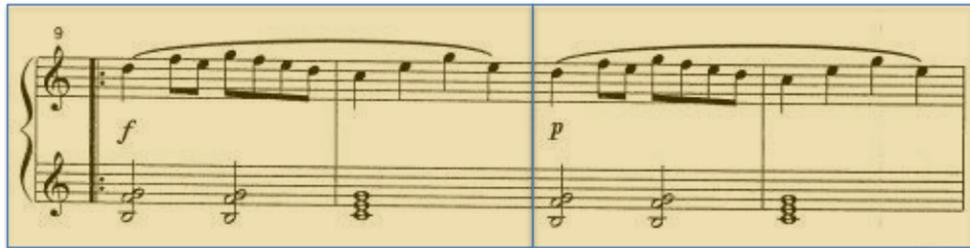
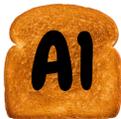
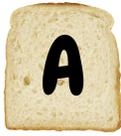
♪ Learning the melodic line as it transfers from one hand to the other is a helpful step to complete before adding in the chords.

mp

mf marcato



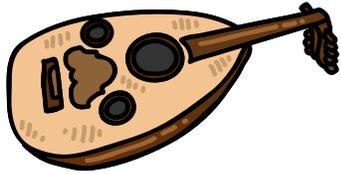
Musical form in *Little Playmates*:



Great work!



Chant Arabe

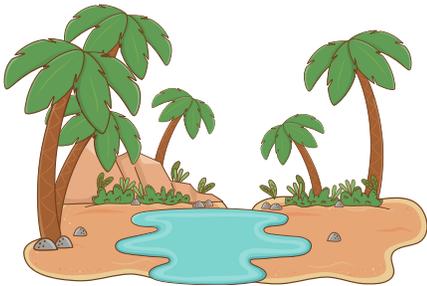


ANONYMOUS

Background



♪ Listed as an anonymous composer. Probably included by Dr. Haruko Kataoka with Dr. Suzuki.



♪ Common lyrics are:

In far off desert lands,
Where the oasis stands,
Camels in caravans
Trail across burning sands.



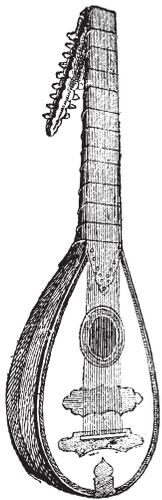
Riders in flowing turbans sit
High atop their swaying dromedaires.
Bells tinkling, jingling sweetly sing
Out across the desert air
and gently tell us

In far off desert lands,
Where the oasis stands,
Camels in caravans
Trail across burning sands.



Practice Pointers

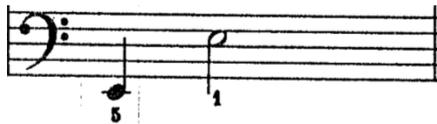
FOR CHANT ARABE



♪ *Chant Arabe* is our first piece in a minor key (A minor) and our first piece where both hands are out of C position.

♪ Establishing a steady rhythm and tempo in the left hand (clapping, stomping, or playing) while singing the melody will help you maintain the syncopation of the right hand. Think of the left hand like a camel's feet moving steadily along the sandy, desert ground!

♪ Don't forget to repeat the "A" note at the bottom of this section of the right hand melody:



♪ The octave jumps in the left hand need to be **previewed** for accurate wrist rotation

♪ Another important section to **preview** is the right hand melody in m., 15-16 (before the *D.C. al Fine*)





Activities!

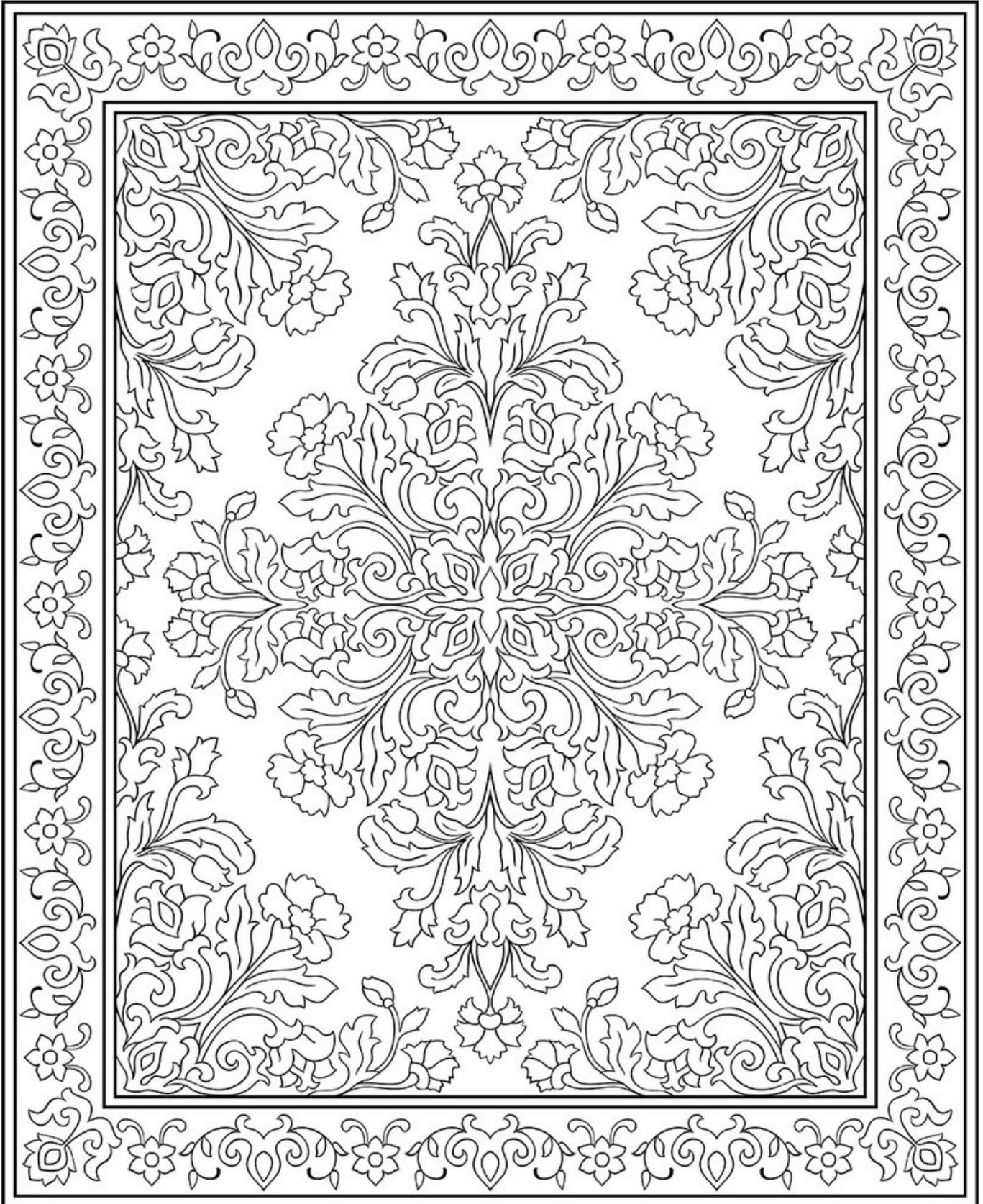
Fun Facts:

- Arabic is read from right to left!
- Impress your Arabic-speaking friends by saying, "marhaba," which means "hello!"

marhaba = مرحبا



Decorate this Persian Rug!



Allegretto I

CARL CZERNY



♪ Carl Czerny (February 21, 1791 – 15 July 1857) was an Austrian composer, teacher, and pianist of Czech origin whose vast musical production amounted to over a thousand works. His books of studies for the piano are still widely used in piano teaching.

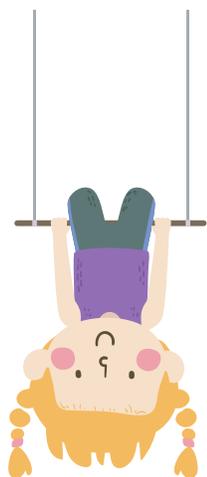
♪ Born in Vienna to a musical family, Czerny began playing piano at age three and composing at age seven. He studied with Beethoven and was one of the first to report of Beethoven's deafness.



♪ Common lyrics are:

In and out and round about
I sing this Allegretto.
Up and down and all around
I whistle happily as I play.

Riding on a merry-go-round,
Hanging from a swing upside-down.
In and out and round about
I sing and whistle all over the town.





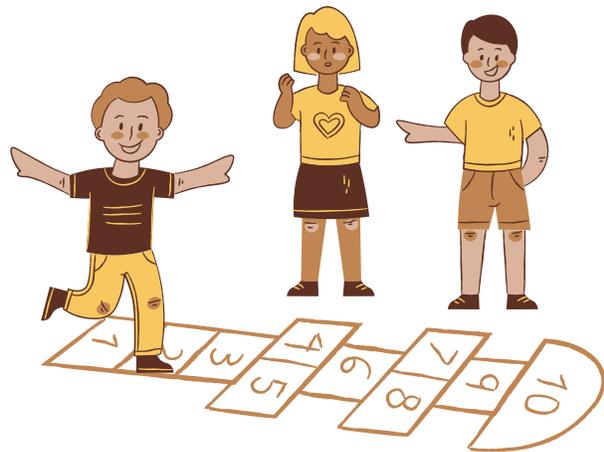
Practice Pointers

FOR ALLEGRETTO 1



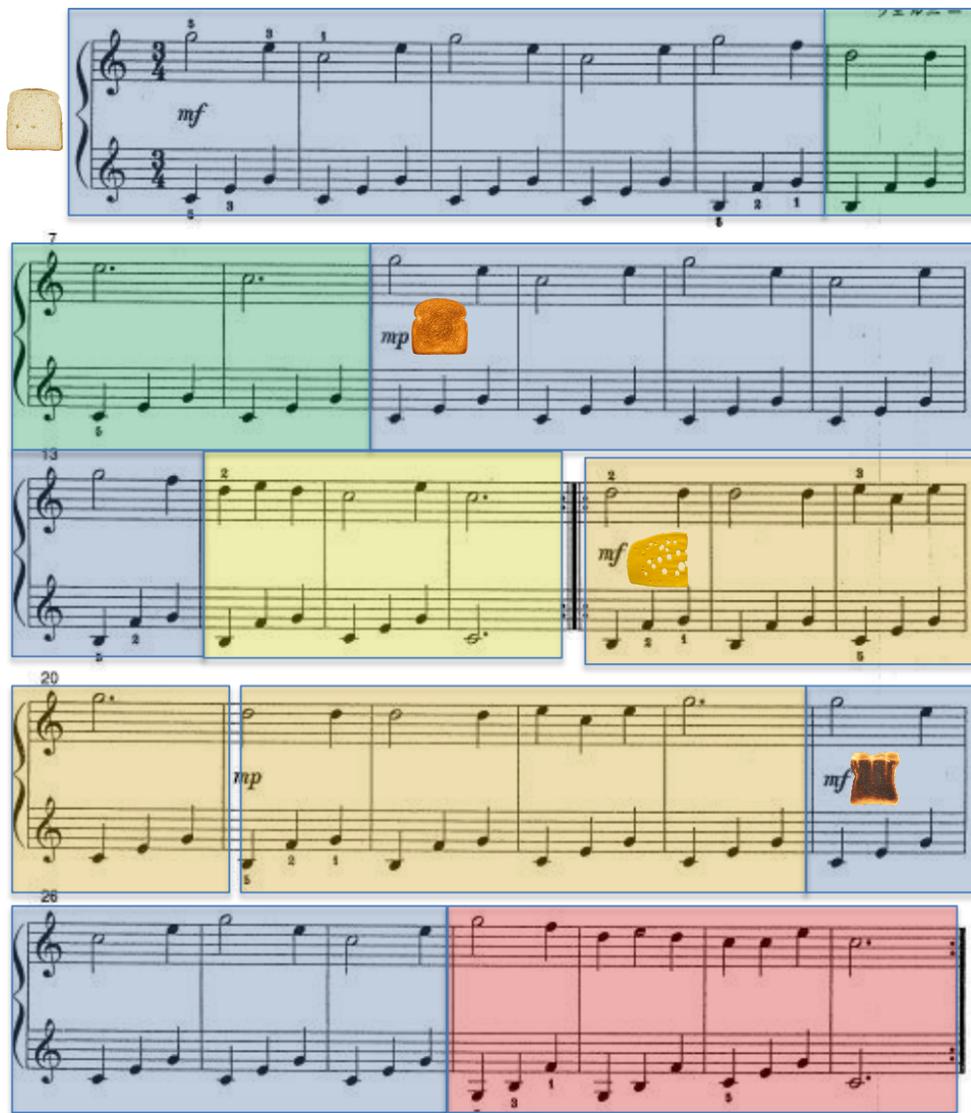
♪ *Cuckoo* is a great warm up piece and review before beginning *Allegretto 1*, since there are so many similarities between the two pieces.

♪ Although they are fairly simple, it can be easy to mix up the 3 different endings of the melodic line. These 3 endings of the theme should be **previewed**.



♪ Adding the dynamics in the middle section as well as the smooth melodic line is important once the piece is up to tempo

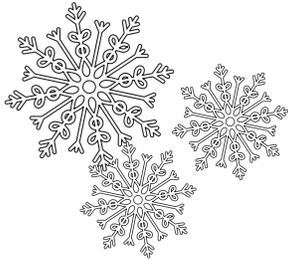
♪ The **musical form** can be described as AB (or with the repeats, AABB). Each section can be broken down as the following:



The musical score is presented in five systems, each with a treble and bass clef. The first system (measures 1-6) is labeled *mf* and has a white bread icon. The second system (measures 7-12) is labeled *mp* and has a golden-brown bread icon. The third system (measures 13-18) is labeled *mf* and has a yellow bread with holes icon. The fourth system (measures 19-25) is labeled *mp* and has a burnt bread icon. The fifth system (measures 26-31) is unlabeled and has a red background. Measure numbers 7, 13, 20, and 26 are indicated at the start of their respective systems.

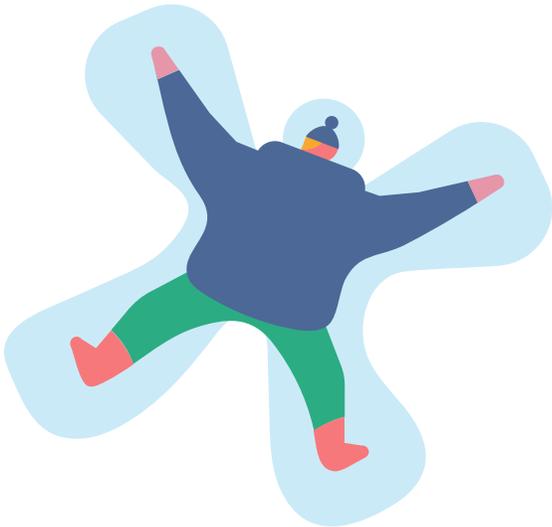
Goodbye to Winter

FOLK SONG



Background

♪ *Goodbye to Winter* is a traditional German folk song



♪ The German lyrics were written by August Heinrich Hoffmann von Fallersleben (1798 –1874), from Saxony, as part of "Frühlingsbotschaft" ("Spring Message"), which was a group of classical art songs, or "lieder," for choir. You may remember that Fallersleben also wrote the original German lyrics for *Cuckoo*!

♪ Common lyrics are:

Winter goodbye, winter goodbye,
Snow now is melting away;
Soon there will be a warm day.
Winter goodbye, winter goodbye,
goodbye, goodbye, bye, bye, bye.



Practice Pointers

FOR GOODBYE TO WINTER



♪ The *rallentando* at the end of the piece can be accomplished by imitating the sound of bells toll, slowly getting SLOWER

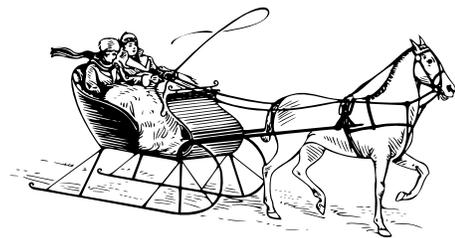
AND SLOWER

A N D S L O W E R

♪ A *diminuendo* can also be added. With this technique, the end should gradually fade like sleighbells moving further into the distance, getting SOFTER

AND SOFTER

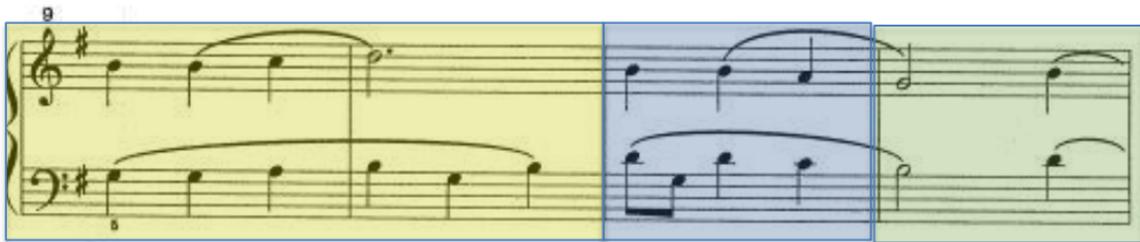
AND SOFTER



♪ Previewing the piece with hands separately is important to do in order to master the alternating melodic line.

♪ During review the student can add hairpin dynamics in the middle section (mm. 5-8)





Activity!

HOW TO MAKE A PAPER SNOWFLAKE



We found excellent paper snowflakes here:

<https://www.instructables.com/How-to-Make-6-Pointed-Paper-Snowflakes/>

All you will need is a piece of paper and some scissors! Have fun and be safe!



Allegretto 2

CARL CZERNY

♪ *Allegretto 2*, just like *Allegretto 1*, was composed by Carl Czerny (February 21, 1791 – 15 July 1857).



♪ Common lyrics are:

Listen to the raindrops pitter, patter
On the window pane today.
Listen to the raindrops pitter, patter,
As the rain comes falling down this way.

How I like to hear the rain come down;
Now it's raining hard all over town.
Listen to the raindrops pitter, patter
As the wind and rain go blowing all around.



Practice Pointers

FOR ALLEGRETTO 2

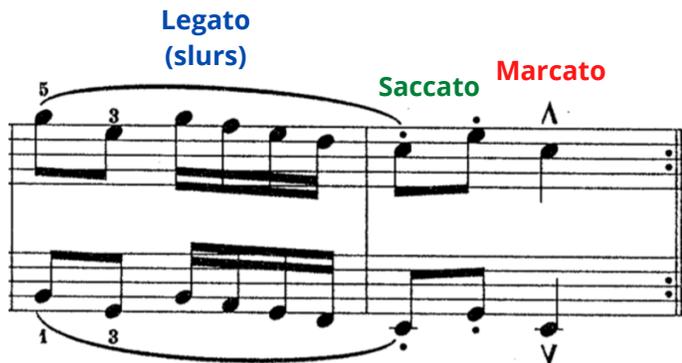


♪ *Little Playmates* is a great warm up piece while previewing *Allegretto 2*, since the two pieces are quite similar!

♪ Although this piece is very easy because of the parallel motion (the right and left hands are playing the same melodies at the same time!), some students have trouble counting the repetitions of the G note at the top of the scale.

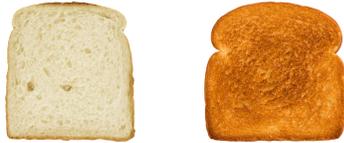


♪ In this piece, we have 3 different types of **articulation** that you must be mindful of:

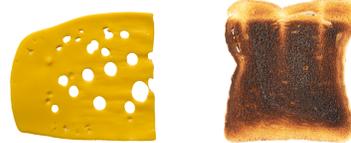


♪ The **musical form** can be described as AB (or with the repeats, AABB). Each section can be broken down as the following:

A



B



Christmas Day Secrets



T. DUTTON



♪ Blanche Ray Alden (5 July 1870 – 1934) was a pianist and composer, who published under the pseudonym Theodora Dutton. Her short piano piece, *Christmas Day Secrets* (written around 1906), is the only work in the Suzuki Piano Repertoire attributed to a female composer.



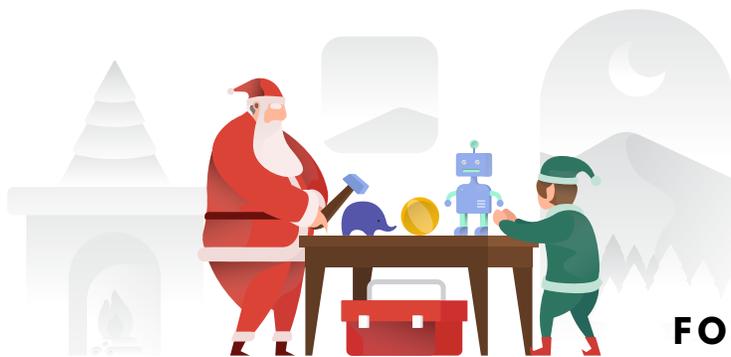
♪ Blanche was born in Springfield, Massachusetts on July 5, 1870 and was a direct descendent of Mayflower Pilgrim, John Alden. In addition to composing, she also taught piano at the French-American College in Springfield, Massachusetts which today goes by the name of The American International College.



♪ Common lyrics are:



Hush! Hush! Listen to my secret!
Listen to my secret - it's Christmas day!
Hush! Hush! Listen to my secret!
Listen to my secret - it's Christmas day!
See this present, see this pretty present
I made it to give to mommy.
Here's another, here's another present
I made it for dad.
Hush! Hush! Listen to my secret!
Listen to my secret - it's Christmas day!
Hush! Hush! Listen to my secret!
Listen to my secret - it's Christmas day!

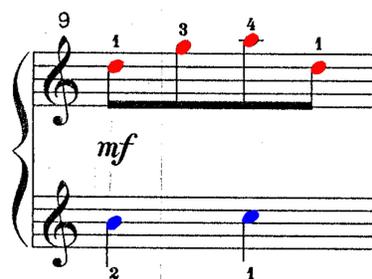
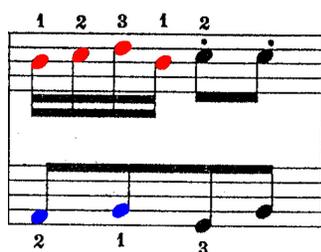


Practice Pointers

FOR CHRISTMAS DAY SECRETS

♪ This piece is the culmination of all the techniques presented in the book thus far. It is very important that plenty of listening and previewing have been done in advance. It is also important to divide the piece into smaller, more manageable chunks to complete as weekly goals.

♪ This piece is an excellent opportunity to practice **subdividing** quicker rhythms, since there are several examples of our right hand playing at different rates than our left hand. Here are two examples of the right hand moving twice as fast as the left:



♪ Subdividing can be practiced by tapping or clapping the left hand rhythm while singing or playing the right hand melody. Alternatively, you can also play the left hand while singing the right hand melody.

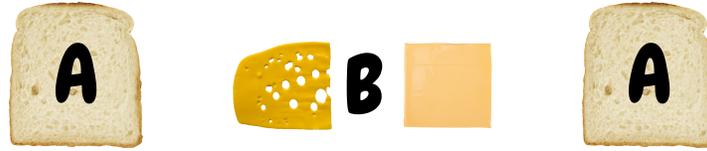
♪ There are 2 sections with **new fingerings**: mm. 9-10 and mm. 15-16. These fingerings, however, can be modified according to preference.

♪ Also new is the addition of the symbols for **sharp** and **natural** notes.

**Newer editions of Suzuki Piano School have omitted that use of the natural sign. Check to see if you can find this musical symbol in your edition!*



♪ In our **musical form** sandwich for *Christmas Day Secrets*, our B section consists of two small pieces of cheese, which are almost identical, differing only in their endings! Compare m. 12 and m. 16.



A

B

A



Allegro

SHINICHI SUZUKI



♪ Dr. Suzuki lived from 1898-1998 . . .
that's 100 years!

♪ The first 4 notes of this piece come from a Japanese folk tune.



♪ One of Suzuki's violin students asked him to make the exercise more interesting. Eventually, Suzuki changed the original piece, which is what we see in our Suzuki books today. He also began to include it in the piano repertoire.

♪ Common lyrics are:

Head head ears ears eyes eyes nose nose
Shoulders shoulders waist waist knees knees toes
toes.

(Repeat)

Fingers, wrist and two elbows;
Eyes and ears and hair that grows!
Head head ears ears eyes eyes nose nose
Shoulders shoulders waist waist knees knees toes toes





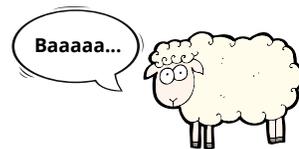
Practice Pointers

FOR ALLEGRO

♪ Since *Allegro* is one of the most popular Suzuki pieces for all instruments, hopefully you have heard it many times and are excited to play it!

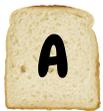
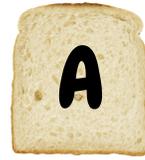
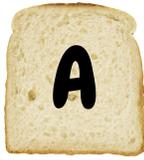
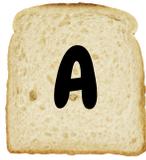


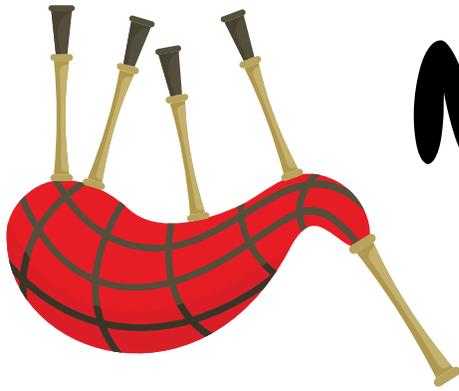
♪ *Mary Had a Little Lamb* is a good warm up piece to preview moving quickly between the chords



♪ Notice the introduction of ***dolce legato*** and the ***fermata*** in the B section. This is added for the purpose of bringing contrast and emotional expression to the piece. What feelings or images do you experience in the A section? What about in the B section? Picturing these while playing might help to exaggerate the expressiveness of the music and make it even more enjoyable to play!

♪ Our musical form sandwich for *Allegro* is rather simple, and can be described as A-A-B-A





Musette

ANONYMOUS

♪ The Suzuki book lists the composer as anonymous, but it was most likely a melody written by **Pierre-Alexandre Monsigny** (17 October 1729 – 14 January 1817) called "*Oh Ma Tendre Musette.*"

♪ Mosigny was a French composer and a member of the French Académie des Beaux-Arts (1813).

♪ He is considered alongside André Grétry and François-André Danican Philidor to have been the founder of a new musical genre, the "Opéra Comique."



♪ French composer, Paul Dukas, is quoted as saying, "of all the composers of our country, he may be the first who had the gift of true, human emotion, of communicative expression and of fair feeling."

♪ Common lyrics are:

Halloween night is drawing near - my favorite time of year.
Witches on broomsticks fly about, goblins and ghosts appear.
There's a full moon shining brightly, making the shadows frightening.
But little children never fear, trick or treat time is near!



Practice Pointers

FOR MUSETTE



♪ New skills and sounds include:

- 6/8 time signature
- key of D minor
- new left hand chords (D minor and G minor)
- lyrical melody *and* harmony lines

♪ For a **review** challenge, add in the dynamics, as well as rubato in m. 7 & 8.

♪ Because of the 6/8 time and flowing nature of the harmony, many students have a tendency to rush the tempo of Musette. Teaching or showing how to waltz is helpful in learning to keep a steady beat!

♪ Scale fingerings and a review of accidentals are an important way to preview Musette. The B-flat in the key signature suggests we are working with the key (scale) of D minor. The C# accidental is meant to add some extra flavor!





CONGRATULATIONS!

