

I Hear the Echo

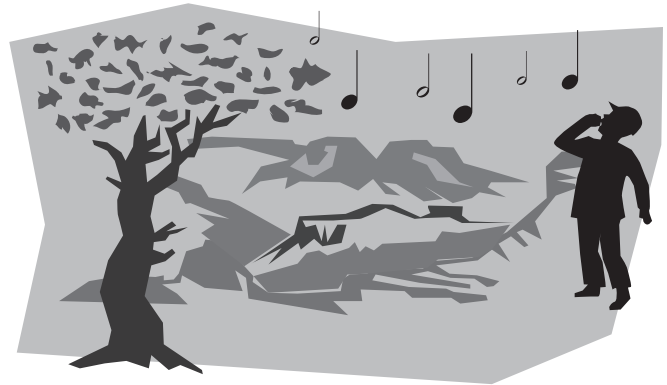
PRIMER LESSON BOOK, page 20

by Nancy and Randall Faber

FABER
PIANO ADVENTURES
ENSEMBLE

How to Start the Piece

Almost every piece has a *two-measure* introduction played by PART 2 in the low range of the piano. Occasionally, the ensemble does a group count-off. The introduction provides a satisfying musical opening for the piece. It also helps students establish good counting and listening skills.



Choose Your Ensemble!

OPTION 1

I Hear the Echo **DUET**

- Part 1—Piano Mid Range
- Part 2—Piano Low Range

OPTION 2

I Hear the Echo **TRIO**

- Part 1—Piano Mid Range
- Part 2—Piano Low Range
- Part 3—Piano High Range

OR Part 4—Triangle

OPTION 3

I Hear the Echo **FULL ENSEMBLE**

- Part 1—Piano Mid Range
- Part 2—Piano Low Range
- Part 3—Piano High Range
- Part 4—Triangle

Performance Bonus!

I Hear the Echo Story

For Recital, Class, and Summer Camps

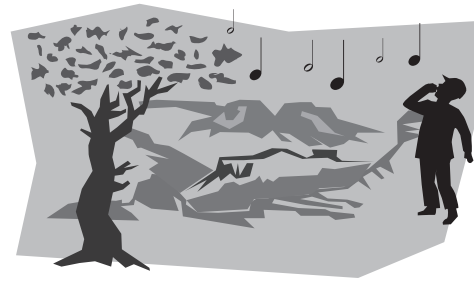
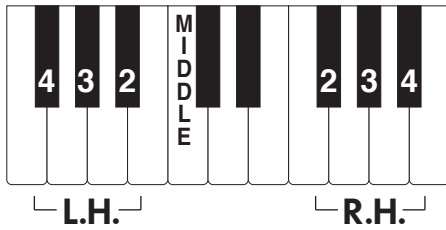
by Crystal Bowman

Students may tell the story/poem to the audience before performing the piece. The story is divided into parts offering each student a speaking part.

I Hear the Echo

PART 1

Play in the MIDDLE of the piano.



- PIANO 2 plays the Intro.
- Follow the notes and feel the beat. Then begin to play! (Words are included as a rhythm guide.)

INTRO: PIANO 2

R.H. *f* (Walk walk walk walk walk walk Read - y play!)

L.H. *f*

- Begin PART 1 in the MIDDLE of the piano. (This is the original music from the Lesson Book.)

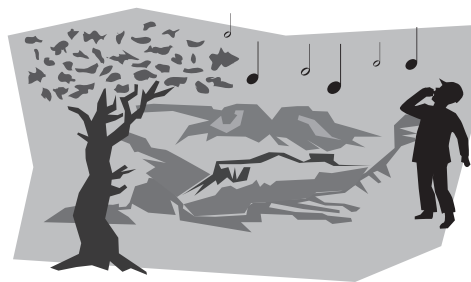
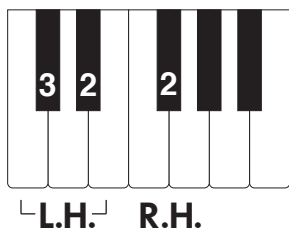
R.H. *f* Shout a - cross the val - ley, *p* Now I hear the ech - o.

L.H. *f* Play the mu - sic loud - ly, *p* Now I hear the ech - o.

I Hear the Echo

PART 2

Play LOW on the keyboard.



- PIANO 2, YOU set the beat by playing the Intro.
- Then continue with your part below. (Words are included as a rhythm guide.)

INTRO: PIANO 2 plays LOW on the keyboard.

R.H. *f* (Walk walk walk walk walk walk Read - y play!)

L.H.

- CONTINUE PART 2!

R.H. *f* (Half - note, half - note, play it for - te. Half - note, half - note, play it pian - o.

R.H. *p*

L.H.

R.H. *f* Half - note, half - note, play it for - te. Half - note, half - note, ech - o please! ||

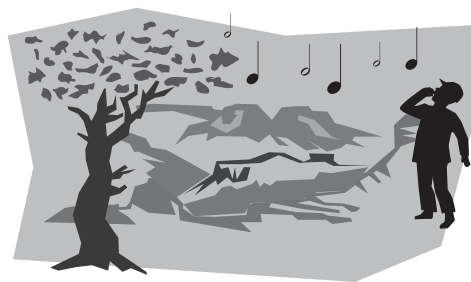
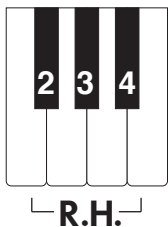
R.H. *p*

L.H.

I Hear the Echo

PART 3

Play HIGH on the keyboard.



- PIANO 2 plays the Intro.
- Listen and follow the notes. Then begin to play! (Words are included as a rhythm guide.)

INTRO: PIANO 2

R.H. *f* (Walk walk walk walk walk walk Read - y play!)

L.H.

- Begin PART 3 HIGH on the keyboard.

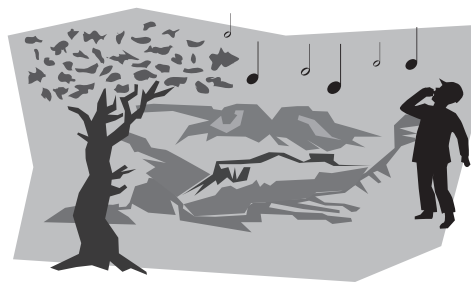
R.H. *f* (Shout a - cross the val - ley, *p* Now I hear the ech - o.)

R.H. *f* Play the mu - sic loud - ly, *p* Now I hear the ech - o.)

I Hear the Echo

PART 4

Triangle



- PIANO 2 plays the Intro.
- Listen and follow the notes. Then strike the **triangle** on the *circled* notes! (Words are included as a rhythm guide.)

INTRO: PIANO 2

	2	2		2			
R.H.							
<i>f</i>	(Walk	walk	walk	walk	walk	walk	Read - y play!)
L.H.							
	3	3		2		3	

- Begin TRIANGLE playing the *circled* notes.

<i>f</i>															
	(Shout	a -	cross	the	val	-	ley,	<i>p</i>	Now	I	hear	the	ech	-	o.)

<i>f</i>															
	Play	the	mu -	sic	loud	-	ly,	<i>p</i>	Now	I	hear	the	ech	-	o.)

I Hear the Echo

by Crystal Bowman

PART 1

I climbed up on a mountain top and didn't hear a sound.
I shouted strong, "HELLO, HELLO!" It echoed all around.

PART 2 (*soft*) Hello, hello

PART 3 (*softer*) Hello, hello

PART 4 (*softest*) Hello, hello

PART 1

Then I tried some other words, so they could echo too.
I puffed my chest and loudly crowed, "COCK-A-DOODLE-DOO!"

PART 2 (*soft*) Cock-a-doodle-doo

PART 3 (*softer*) Cock-a-doodle-doo

PART 4 (*softest*) Cock-a-doodle-doo

PART 1

Before I left the mountain top I gave it one more try.
I waved my hand and hollered out,
"GOOD-BYE, GOOD-BYE, GOOD-BYE!"

PART 2 (*soft*) Good-bye, good-bye, good-bye

PART 3 (*softer*) Good-bye, good-bye, good-bye

PART 4 (*softest*) Good-bye, good-bye, good-bye

ALL TOGETHER

Echoes are a lot of fun and playing songs is too.
Listen closely and you'll hear an echo just for you.

Note: For a performance with two players, use only Parts 1 and 2.
For a performance with three players, use Parts 1, 2, and 3.