

Yankee Doodle

PRIMER LESSON BOOK, page 55

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

Yankee Doodle **DUET**

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

OPTION 2

Yankee Doodle **TRIO**

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

OR Part 4—Triangle or Drum

OPTION 3

Yankee Doodle **FULL ENSEMBLE**

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

Performance Bonus!

Yankee Doodle 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.

Yankee Doodle

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PART 1 Piano Mid Range

INTRO: FULL ENSEMBLE

Players count off together: "1—2—3—4, 1—2—ready play!"



- Play PART 1 in the MIDDLE of the piano.

Brightly

Introduction

4/4

f (G - 2, B - 2, D - 2 - 3 - 4, G B D F G 2 - 3 - 4.)

5 Theme

4 2 4 2

mf Yan - kee Doo - dle went to town rid - ing on a po - ny,

9

1 4 1

Stuck a feath - er in his cap and called it mac - a - ron - i!

13

Ending

2 5

f G - 2, B - 2, D - 2 - 3 - 4 G F E D C 2 - 3 - 4.)

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PART 2 Piano Mid Range

INTRO: FULL ENSEMBLE

Players count off together: "1—2—3—4, 1—2—ready play!"



- PIANO 2: Play 2 octaves LOWER than written.

Brightly

Introduction

	5		5 4 3 2
5	5	5	5
<i>f</i> (G 2 - 3 - 4,	G 2 - 3 - 4,	G 2 - 3 - 4,	G F E D.

5 3
Theme

1			1
5	5	5	5
<i>mf</i> 1 - 2 - 3 - 4 Yan - kee Doo - dle	1 - 2 - 3 - 4 went to town	1 - 2 - 3 - 4 rid - ing on a	C - 2, G - 2, po - ny,

9

1	4	5	5
5	5	5	5
C 2 - 3 - 4, Stuck a feath - er	F 2 - 3 - 4, in his cap and	G 2 - 3 - 4, called it mac - a -	1 - 2 - 3 - 4. ron - i!

13

Ending

	5		1
5	5	5	5
<i>f</i> G 2 - 3 - 4,	G 2 - 3 - 4,	G G G - 2,	C 2 - 3 - 4.)

3

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PART 3 Piano Mid Range

INTRO: FULL ENSEMBLE

Players count off together: "1—2—3—4, 1—2—ready play!"



- PIANO 3: Begin 2 octaves HIGHER than written.

Brightly Introduction

5

f (G 2 - 3 - 4, G 2 - 3 - 4, G - 2, G - 2, G F E D.

5 Theme

3 1 3 3

mf 1 - 2 - 3 - 4 E C D - 2 1 - 2 - 3 - 4 E - 2, D - 2,
Yan - kee Doo - dle went to town rid - ing on a po - ny,

9

3 4 5 3

1 1 1 1

1 - 2 - 3 - 4 F E D C G - 2, G - 2, 1 - 2, 1 - 2,
Stuck a feath - er in his cap and called it mac - a - ron - i!

13 Ending

5 3

f G 2 - 3 - 4 G 2 - 3 - 4 G - 2, G - 2, C 2 - 3 - 4.)

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PART 4 Triangle or Drum

INTRO: FULL ENSEMBLE

Players count off together: "1—2—3—4, 1—2—ready play!"



- Begin TRIANGLE playing the *circled* notes.

Brightly

Introduction

Musical notation for the Introduction in 4/4 time. The piece is marked *f*. The melody is in the treble clef, and the bass line is in the bass clef. Circled notes indicate where the triangle or drum should be played. Fingerings are indicated by numbers 1-4. The notes are: Treble (G4, A4, B4, C5), Bass (G3, A3, B3, C4).

5 Theme

Musical notation for the Theme in 4/4 time, marked *mf*. The melody is in the treble clef. Circled notes indicate where the triangle or drum should be played. The notes are: Treble (G4, A4, B4, C5, D5, E5, F5, G5, A5, B5, C6, D6, E6, F6, G6, A6, B6, C7).

9

Musical notation for the continuation of the Theme in 4/4 time. The melody is in the treble clef. Circled notes indicate where the triangle or drum should be played. The notes are: Treble (G4, A4, B4, C5, D5, E5, F5, G5, A5, B5, C6, D6, E6, F6, G6, A6, B6, C7).

13

Ending

Musical notation for the Ending in 4/4 time, marked *f*. The melody is in the treble clef, and the bass line is in the bass clef. Circled notes indicate where the triangle or drum should be played. Fingerings are indicated by numbers 1-4. The notes are: Treble (G4, A4, B4, C5), Bass (G3, A3, B3, C4).

Ensemble Story

Yankee Doodle

by Crystal Bowman

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PART 1

Yankee Doodle went to town
riding on a pony,
Stuck a feather in his cap
and called it rigatoni.

PART 2

No—it goes like this:
Yankee Doodle went to town
riding on a pony,
Stuck a feather in his cap
and called it pepperoni.

PART 3

That's not right—it goes like this:
Yankee Doodle went to town
riding on a poodle,
Stuck a feather in his cap
and called it doodle noodle.

PART 4

No way—this is how it really goes:
Yankee Doodle went to town
riding on a pony,
Stuck a feather in his cap
and called it macaroni.

ALL TOGETHER

If you like poodles, or oodles of noodles,
you'll like our song, called Yankee Doodle.

Note: For a performance with only two or three players, assign multiple speaking parts.