

Grandmother

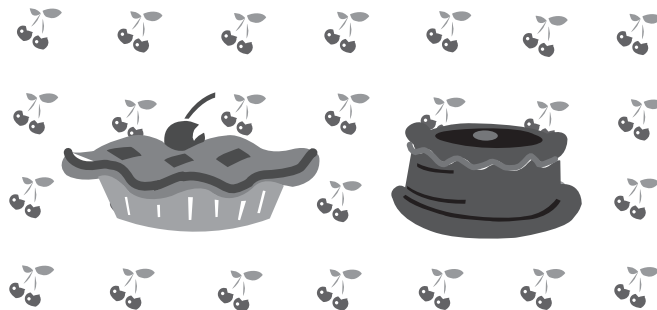
PRIMER LESSON BOOK, pages 62-63

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

Grandmother **DUET**

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

OPTION 2

Grandmother **TRIO**

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

OR Part 4—Triangle or Drum

OPTION 3

Grandmother **FULL ENSEMBLE**

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

Performance Bonus!

Grandmother 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.

Grandmother

PART 1

Piano Mid Range



FABER
PIANO ADVENTURES
ENSEMBLE

INTRO : PIANO 2 plays one octave LOWER than written.

mf (C G G G, C G G G.)

- PIANO 2 plays the Intro.
- Follow the notes and feel the beat. Then begin to play!

- Begin PART 1: Play 1 octave HIGHER than written.

Cheerfully

mf
Grand - moth - er, Grand - moth - er, { won't you tell me what to buy?
won't you teach me how to bake?

Grand - mo - ther, Grand - mo - ther, { then we'll bake a cher - ry pie.
then we'll bake a choc-'late cake.

Ending
rest rest rest rest *p* *f*

1 1 4 2 3 2 1
5 5 2 4 3 2 1 *repeat!*
3 2 1
3 4 5

Grandmother

PART 2

Piano Low Range



FABER
PIANO ADVENTURES
ENSEMBLE

- 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 one octave LOWER than written.

mf (C G G G, C G G G.)

- CONTINUE PART 2!

Cheerfully

mf (1 - 2 - 3 - 4, 1 - 2 - 3 - 4, F F F D C D E - 2.)

1 - 2 - 3 - 4, 1 - 2 - 3 - 4, F F F D C 2 - 3 - 4. *repeat!*

Ending

C G G G, C G G G, 1 - 2, F - 2, 1 - 2 - 3 - 4.)

$\frac{1}{5}$

Grandmother

PART 3

Piano High Range



FABER
PIANO ADVENTURES
ENSEMBLE

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

INTRO : PIANO 2 plays one octave LOWER than written.

mf (C G G G, C G G G.)

- PIANO 3: Play 2 octaves HIGHER than written.

Cheerfully

mf (G - 2, E C G - 2, E C D D D F E D E - 2.)

5

G - 2, E C G - 2, E C D D D F E F E - 2. *repeat!*

9 **Ending**

1 2 3 4 C G G G rest! G rest! F E 2 - 3 - 4.)

Grandmother

PART 4



FABER
PIANO ADVENTURES
ENSEMBLE

Triangle or Drum



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

INTRO : PIANO 2 plays one octave LOWER than written.

- Begin TRIANGLE or DRUM playing the *circled* notes.

Cheerfully

5

9

Ending

Ensemble Story

Grandmother

by Crystal Bowman

FABER
PIANO ADVENTURES
ENSEMBLE

PART 1

My grandmother has a question . . .
What's a MUSICAL question?

PART 2

A musical question is a short melody
that does NOT end on the home note, you see.

PART 3

So a 5-note scale with a home note of C—
would end on a D, E, F, or a G?

PART 4

That's right! (pause to think)
So then, what's a musical answer?

PART 1

A musical answer is a short melody
that simply MUST end on the home note, you see.

PART 2

Okay . . . so in a 5-note scale with a home note of C . . .

PART 3

Your answer MUST end on a C, you see!

PART 4

I certainly do see.

ALL TOGETHER

Let our song now begin!

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