Come See the Parade!
PRIMER LESSON BOOK, pages 50-51
by Nancy and Randall Faber

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**
Come See the Parade DUET
- Part 1—Piano Mid Range
- Part 2—Piano Low Range

**OPTION 2**
Come See the Parade TRIO
- Part 1—Piano Mid Range
- Part 2—Piano Low Range
- Part 3—Piano High Range

**OPTION 3**
Come See the Parade FULL ENSEMBLE
- Part 1—Piano Mid Range
- Part 2—Piano Low Range
- Part 3—Piano High Range
- Part 4—Triangle or Drum

Performance Bonus!

Come See the Parade 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.
Come See the Parade!

PART 1 Piano Higher Range

INTRO: FULL ENSEMBLE
Players count off together: “1—2—3—4, 1—2—ready play!”

- Play 1 octave HIGHER than written.

Lively

Tu - bas march - ing down the street, come see the pa - rade!

Bass drum keeps a big bass beat, come see the pa - rade!

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INTRO: FULL ENSEMBLE
Players count off together: “1—2—3—4, 1—2—ready play!”

- Play 1 octave LOWER than written.

Lively

\[
\begin{align*}
&f (1 - 2, 1 - 2, 1 1 1 - 2, D C B A G F E D. \\
&Lively (1 - 2, 1 - 2, 1 1 1 - 2, D C B A G F E D. \\
&mf C - 2, G - 2, C - 2, G - 2, G G A B C E C G, \\
&mf C - 2, G - 2, C - 2, G - 2, G G A B C E C - 2. \\
f 1 - 2, 1 - 2, 1 1 1 - 2, G G A B 1 - 2, 1 - 2. \\
\end{align*}
\]
Come See the Parade!

PART 3 Piano High Range

INTRO: FULL ENSEMBLE
Players count off together: “1—2—3—4, 1—2—ready play!”

- Play 2 octaves HIGHER than written.

Lively

\[
\begin{align*}
\text{mf} & \quad \text{C - 2, D - 2, } \quad \text{C C D - 2, } \quad \text{C - 2, E - 2, } \quad \text{G 2 - 3 - 4.} \\
\text{f} & \quad \text{C - 2, C - 2, } \quad \text{C C C - 2, } \quad \text{C E C E } \quad \text{G F E D.}
\end{align*}
\]

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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 or DRUM playing the circled notes.

Lively

Tu-bas marching down the street, come see the parade! 2-3-4.

Bass drum keeps a big bass beat, come see the parade! 2-3-4.

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Ensemble Story:

Come See the Parade!

by Crystal Bowman

PART 1
Today’s the day! Hip, hip, hooray!
Come see the parade—it’s on the way.

PART 2
Listen to the marching band
playing music loud and grand.

PART 3
Twelve drums beating, keeping time,
Ten tuba players march in line.

PART 4
The saxophones play loud and clear,
The trombone players make us cheer!

PART 1
Batons are twirling—throw them high,
Catch them tumbling from the sky!

PART 2
Gymnasts do a cartwheel show,
Flags are swinging high and low.

PART 3
But now the sounds are down the street,
Softer, softer is the beat.

PART 4
The grand parade is finally done,
but here’s a song that’s lots of fun.

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

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Based on Come See the Parade from the Piano Adventures Primer Lesson Book, pp. 50-51.