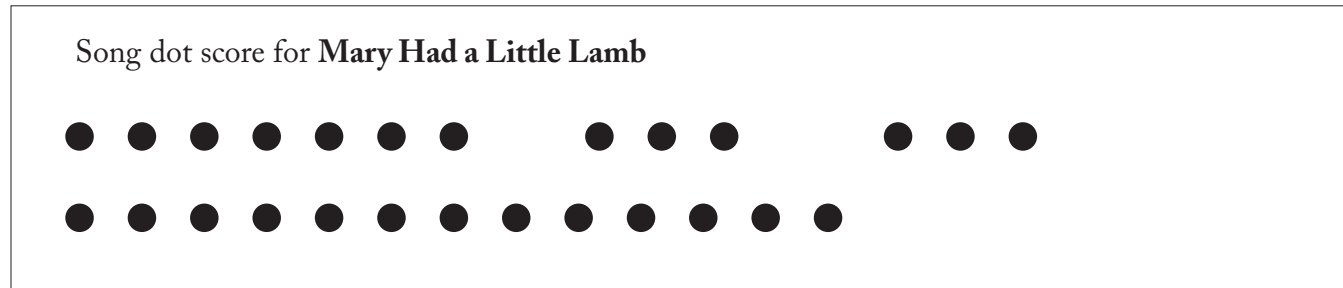


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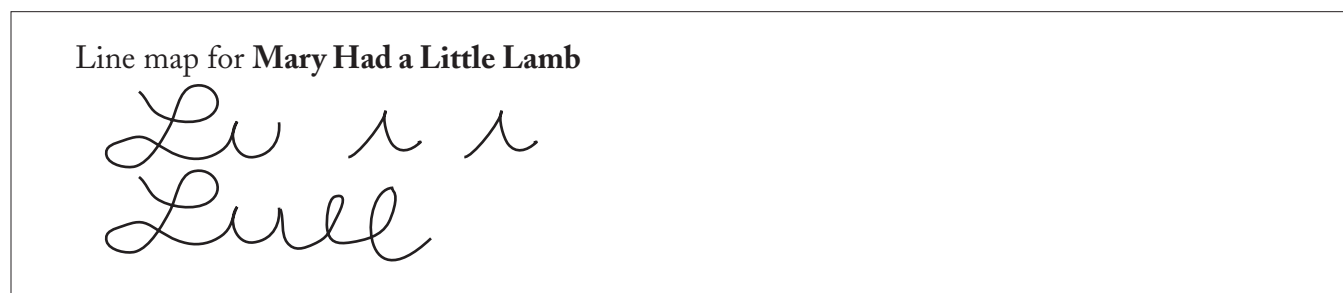
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Three types of scores are used in *Playing With the Classics* activities.

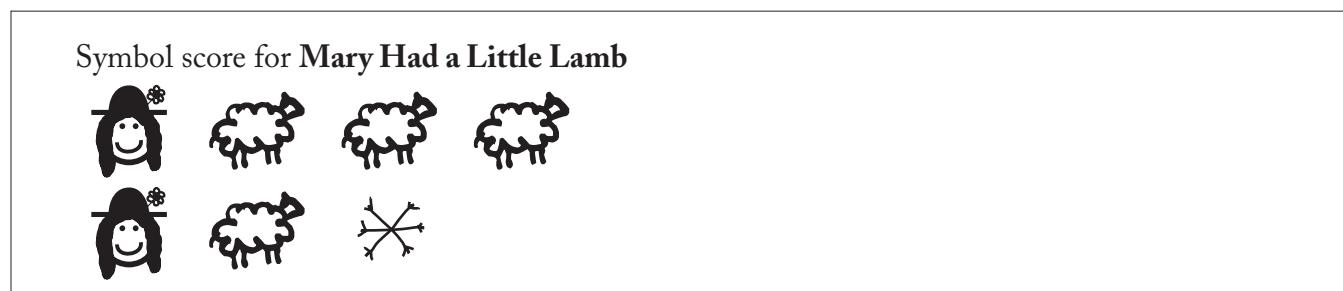
- A **dot score** captures the one-to-one relationship of individual sounds to individual notes.



- A **line map** (score) captures the flow of sound and sometimes the repetitions of words, melody, and rhythm that occurs within a song or piece.



- A **symbol score** or **ideograph** shows “chunks” or clusters of sounds represented by a symbol or picture.



Phrases

In working with the classics and young children, it is important to have a sense of where to pause the recording. Abruptly stopping the music in the middle of a phrase or “musical idea” can be jolting to the listeners and is unsettling to a sense of the music.

In language, “Have a good time at the ball game” is a sentence; in music, it is a phrase. A phrase in instrumental music can be more challenging to detect because there are no words to guide us. Yet, if we listen closely to the melody, we can hear the natural “stopping points” or phrase endings. Sometimes these “stopping points” are shorter than a phrase and these “musical ideas” are called **motives**. “Good time” and “ball game” would be comparable to a musical motive.

If we stop the music in the middle of a phrase, it would be similar to saying, “Have a good time at” or “Have a good.”

A sense of where a phrase begins and ends is valuable for those playing recordings of the classics for children. I highly recommend pausing music at the ends of phrases and/or fading out the music (decreasing the volume) to stop the recording.

- Some music teachers have a set of plastic, piano keyboards (just a mold of a piano keyboard, not a musical instrument) that easily fit on a child's lap. If plastic piano keyboards are available, children can place them on their laps and "play" the keyboards during the episode sections of the rondo.

About the Composer



Even though he lived only until the young age of 35, Austrian composer **Wolfgang Amadeus Mozart** (pronounced WOLF-gang Ah-mah-DAY-us MO-tzart) is one of our most famous and prolific composers of music. Mozart lived from 1756–1791 and was considered a child prodigy, showing outstanding musical skills on keyboard and violin from the time he was three. He began composing music at the age of 5, and he played for European royalty throughout his childhood. The movie *Amadeus* portrayed Mozart's life and amazing talent for composing and performing music.

Mozart's "Turkish Rondo" was written in 1783, and it has become his most popular piano piece. "Turkish Rondo" ("Alla Turca") is actually the third movement of Mozart's *Piano Sonata No. 11*.

About the Music

A **rondo** is a form of composition that fits this pattern: A B A C A D, and so on. You will hear the A section of the music several times, with new melodies of B, C, and D in between repetitions of A.

Piano is probably the most popular instrument in the world. The word "piano" is a shortened version of the word **pianoforte**, which was the original name of the instrument. Records indicate that the first piano was invented in the early 1700s.

It is not uncommon for composers and musicians to perform a **variation** of a piece of music that they admire, to put their own interpretations to the composer's original ideas. Several such recordings exist for "Turkish Rondo," and especially notable are those by Benny Goodman, performed with pencil and teeth (1970); Bodo Wartke performing a boogie-woogie arrangement called "Alla Turca Stomp"; Dave Brubeck's "Blue Rondo"; and John Dankworth and Cleo Laine performing "Turkish Delight."

Score Reading



- Children trace each line as they listen to the recording (0:00–0:15).

Turkish Rondo	<div style="text-align: right; font-style: italic; font-size: small;">Mozart</div> <div style="text-align: center; margin-top: 50px;"> </div>
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