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Mighty Trucks

by Andrea Moon

Vivace (♩ = 152)

En - gine churn - ing ti - res turn - ing Might - y trucks on the road.

mf

1 3

5 2 1

Up the moun - tains, through the val - leys, Might - y trucks with heav - y loads.

5 3

5 1 2 4

Teacher Duet: (Teacher plays an octave below; student plays as written)

R.H.

L.H.

mp

5

Squirrels

Presto (running squirrels tempo)

First system of musical notation for 'Squirrels'. It consists of two staves in 4/4 time. The upper staff is a vocal line with lyrics 'Climb - ing up and down.' and 'Climb - ing up and down.' The lower staff is a piano accompaniment line with a melody starting on G4, moving up to A4, B4, and C5, then down to B4, A4, and G4. The melody is marked with a slur and a fermata. The dynamic is *mf*.

Second system of musical notation for 'Squirrels'. It consists of two staves in 4/4 time. The upper staff is a vocal line with lyrics 'Look - ing for some nuts to eat for lunch.' and 'Crunch!'. The lower staff is a piano accompaniment line with a melody starting on G4, moving up to A4, B4, and C5, then down to B4, A4, and G4. The melody is marked with a slur and a fermata. The dynamic is *f*.

Teacher (duet): (Student plays as written)

Teacher duet section. It consists of two systems of musical notation. The first system is for the right hand (R.H.) and left hand (L.H.) in 4/4 time. The R.H. part is a melody starting on G4, moving up to A4, B4, and C5, then down to B4, A4, and G4. The L.H. part is a bass line starting on G3, moving up to A3, B3, and C4, then down to B3, A3, and G3. The dynamic is *mf*. The second system is for the right hand (R.H.) and left hand (L.H.) in 4/4 time. The R.H. part is a melody starting on G4, moving up to A4, B4, and C5, then down to B4, A4, and G4. The L.H. part is a bass line starting on G3, moving up to A3, B3, and C4, then down to B3, A3, and G3. The dynamic is *mf*.

Calypso Dancer

Lively (♩ = 168)

mf I like to dance Calypso.

5 4 3 5 4 1

Put on your shoes and dance now!

4 2 4 3

Teacher duet: (Student plays as written)

R.H. 4 1

L.H. *mf* 2 5

5

Island Breeze

Allegro (♩ = 138)

Play both hands 8^{va}

4

mf

Sun - shine blue skies I can see.

5

3 1 2

White sea - gulls fly next to me.

9

4 2 5 3

Wind blows the warm air a - way.

Teacher duet. (Student plays both hands 8^{va} higher)

R.H.

L.H.

mp

5

9

Colors

Allegro (♩ = 120)

Play both hands 8^{va}

Col - ors all a - round. Red and green and blue and or - ange.

mf

Pur - ple black and grey. Brown and black and pink and iv' - ry.

Which one is the best? Which one is my fav - 'rite? It's

Teacher duet: (Student plays both hands 8va higher)

R.H.

L.H.

mp

5

9

The Cat and the Bird Song

Allegro moderato (♩ = 112-120)

Play both hands 8^{va}

Meow-ee meow-ee meow-ee meow. Tweet tweet. Meow-ee meow-ee meow-ee meow. Tweet tweet.

mf

Meow - ee meow - ee meow - ee meow. Tweet tweet. Meow meow meow meow. Twee - ty tweet.

Teacher duet: (Student plays both hands 8va higher)

R.H. L.H. *mp*

The Parade

Allegro (♩ = 144)

Play both hands 8^{va}

1 2

f The pa - rate is in our town. Lots of bands are march - ing by. We see

5 1

u - ni - forms ga - lore, and the flags are way - ing high. It's so

9 2 3 4

hard to find place to and with crowds so close to - geth - er. I can

Teacher duet: (Student plays both hands 8^{va} higher)

R.H.

L.H.

f

5 9

Here Comes the T.R.A.I.N. Train

Allegro (♩ = 120 - or as fast as you can go!)

CLANG CLANG CLANG! Look here comes the T. - R. - A. - I. - N. train right down the

ff *f*

5 2 5 2

6 T. - R. - A. - C. - K. track. It goes so F. - A. - S. - T. fast, and its tires are

3 5 4 2 1 5

Teacher duet. (Student plays as written)

R.H. L.H.

ff *f*

6

Playing Tag

Allegro (♩ = 160)

Play both hands 8^{va}

Run - ning here and run - ning there, I try to get a - way.

f

5 2 3 2 5 2

2 3 4 2

Run - ning here and run - ning there, we're hav - ing fun all day.

5 2 3 5 2

2 3 4

Teacher duet: (Student plays both hands 8va higher)

R.H.

L.H.

mf

5

My Hippopotamus

Plodding along (♩ = 76)

First system of the musical score. It consists of two staves in 4/4 time. The right hand (treble clef) plays a melody with a slur over the first four notes, marked with a '1' above it. The left hand (bass clef) plays a simple accompaniment. The lyrics are: "Have you seen my lit-tle hip-po-pot-a-mus?". The first measure of the left hand is marked with a '2' below it, and the second measure is marked with a '1' below it. The dynamic marking *pp* is placed below the first measure of the right hand.

Second system of the musical score. It consists of two staves in 4/4 time. The right hand (treble clef) plays a melody with a slur over the first four notes, marked with a '1' above it. The left hand (bass clef) plays a simple accompaniment. The lyrics are: "Is he in the base-ment? Is he in the kitc-en? I hear foot-steps in the liv-ing room, please". The first measure of the right hand is marked with a '5' in a box above it. The first measure of the left hand is marked with a '1' below it. The second measure of the right hand is marked with a '2' above it, and the third measure is marked with a '3' above it. The fourth measure of the right hand is marked with a '3' above it. The fifth measure of the left hand is marked with a '5' below it, and the sixth measure is marked with a '1' below it.

Teacher duet: (Student plays as written)

Play both hands 8vb lower

Teacher duet section. It consists of two staves in 4/4 time. The right hand (R.H.) and left hand (L.H.) are both marked with a '5' in a box above the first measure. The right hand plays a melody with a slur over the first four notes, marked with a '1' above it. The left hand plays a simple accompaniment. The lyrics are: "Is he in the base-ment? Is he in the kitc-en? I hear foot-steps in the liv-ing room, please". The first measure of the right hand is marked with a '5' in a box above it. The first measure of the left hand is marked with a '1' below it. The second measure of the right hand is marked with a '2' above it, and the third measure is marked with a '3' above it. The fourth measure of the right hand is marked with a '3' above it. The fifth measure of the left hand is marked with a '5' below it, and the sixth measure is marked with a '1' below it. The dynamic marking *pp* is placed below the first measure of the right hand.

Skipping Song

Skipping speed (♩ = 100-108)

Play both hands 8^{va}

Dai - sies and daf - fo - dils, sun - flow - ers on the hill

mf

Blue skies with fly - ing kites soar I see the

Teacher duet: (Student plays both hands 8^{va} higher)

R.H.

L.H.

mp