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MELODY PICTURES

Volume 2

for

Little Players

by

Margaret R. Martin

Price Sixty Cents

The John Church Company
Cincinnati New York London

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Melody Pictures

Volume 2

For Little Players

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Introduction

This Second Book of Melody Pictures,— which embodies the same teaching methods as those employed in the use of the first book of the series,— is not, in any sense, a graded course of studies, though each little piece, as a separate number, not only involves the study of some especial point in technique necessary to the pupil's progress, but also is intended to develop his powers of *expression and interpretation.*

The fact that children love a "picture", or a "story", needs no demonstration, and there is nothing especially new in the idea of the rhymes and sketches which accompany the musical numbers in this book. These rhymes do not indicate the *rhythm* of the melodies, (excepting in the "Spinning Song", the "Hunting Song", and the "Minuet",)— but the "story" in them is a stimulant to the imagination, and through the simplicity and familiarity of their subject matter does the childish mind develop an appreciation of the musical phrase as the *expression of an idea,* and also an intuitive analysis and understanding of it.

Margaret R. Martin

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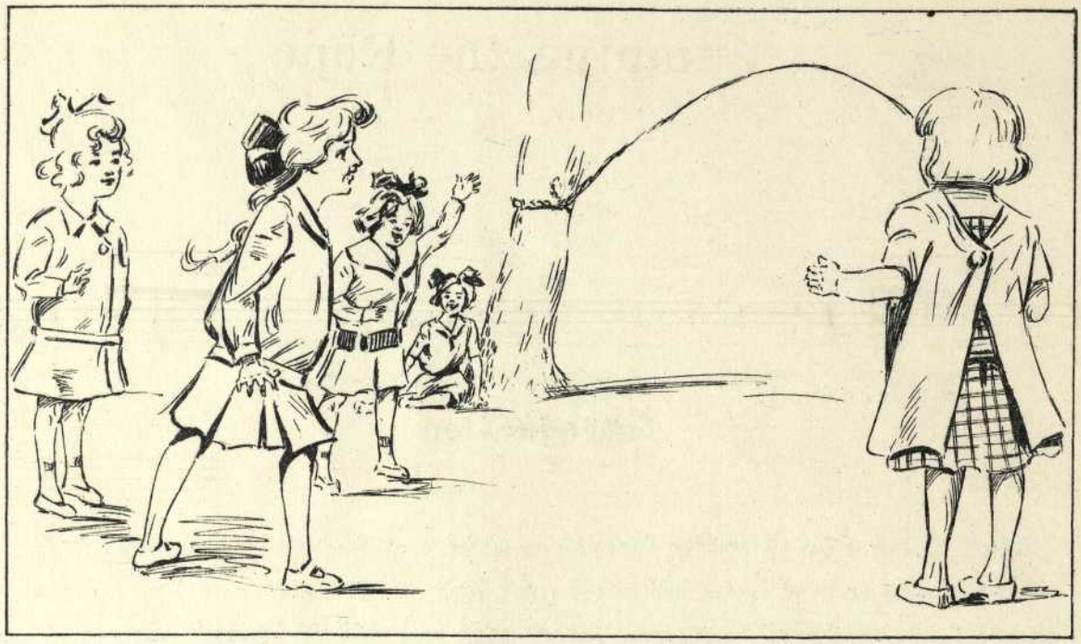
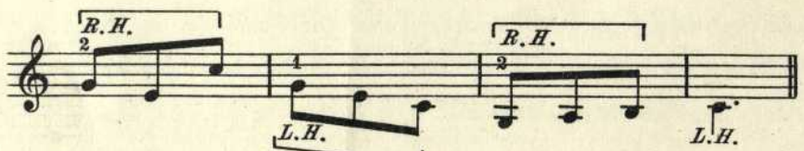


Jumping the Rope

In the following study the rhythm suggests the turning of the "jumping rope."
The responsibility of turning the rope, very evenly and steadily, rests upon the pupil.

Preparatory phrase, to be transposed:

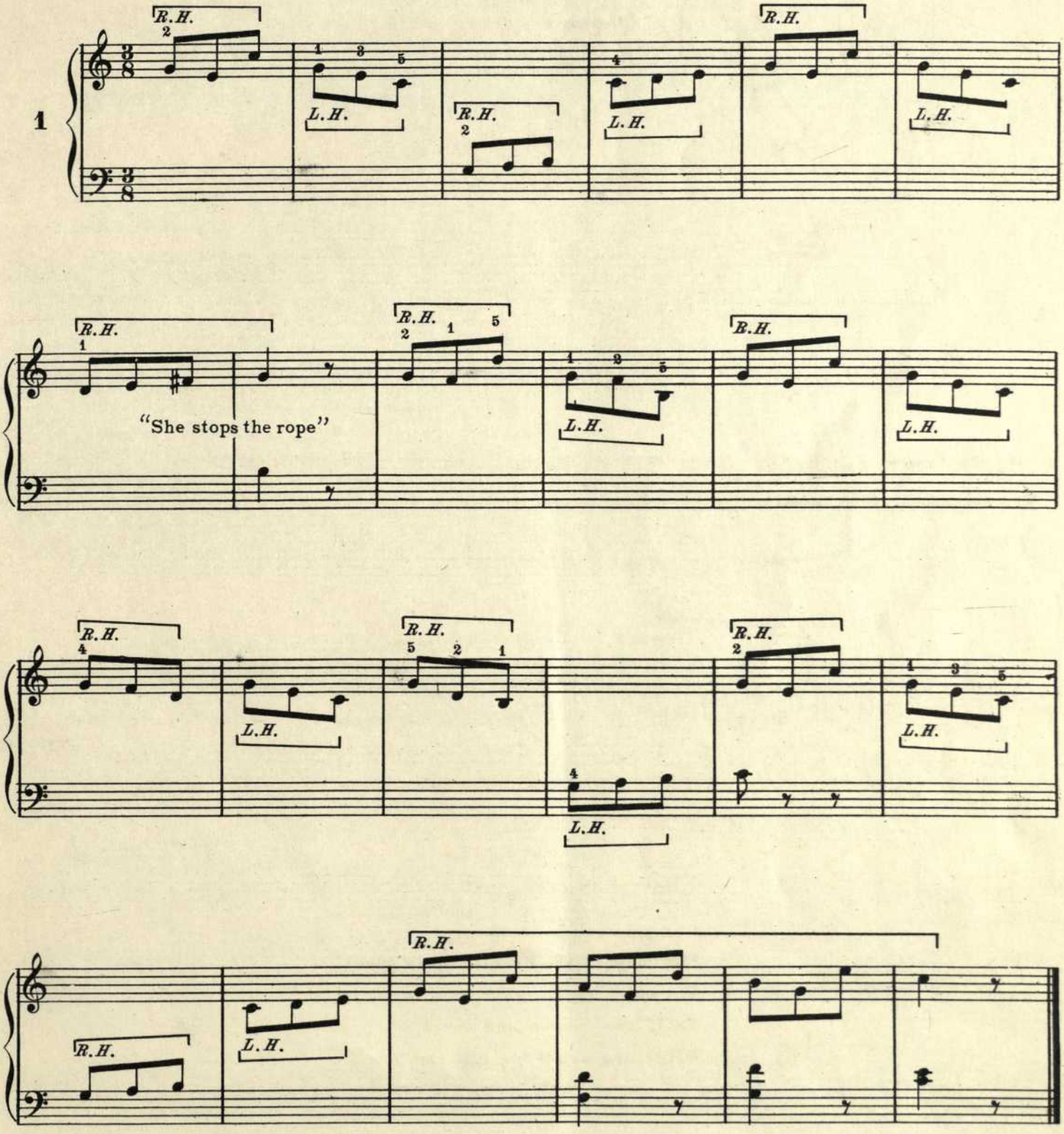


Stead - i - ly, stead - i - ly, turn - ing the rope.

We jump the rope, just you and I,
To see who jumps the best we try,
But Baby Sister, standing by,
She tries to jump, and then, oh my!
She stops the rope!

She laughs, she doubles up in glee!
We must begin again, you see,
So if our turner and the tree
Will turn again for you and me
We'll jump the rope!

Jumping the Rope



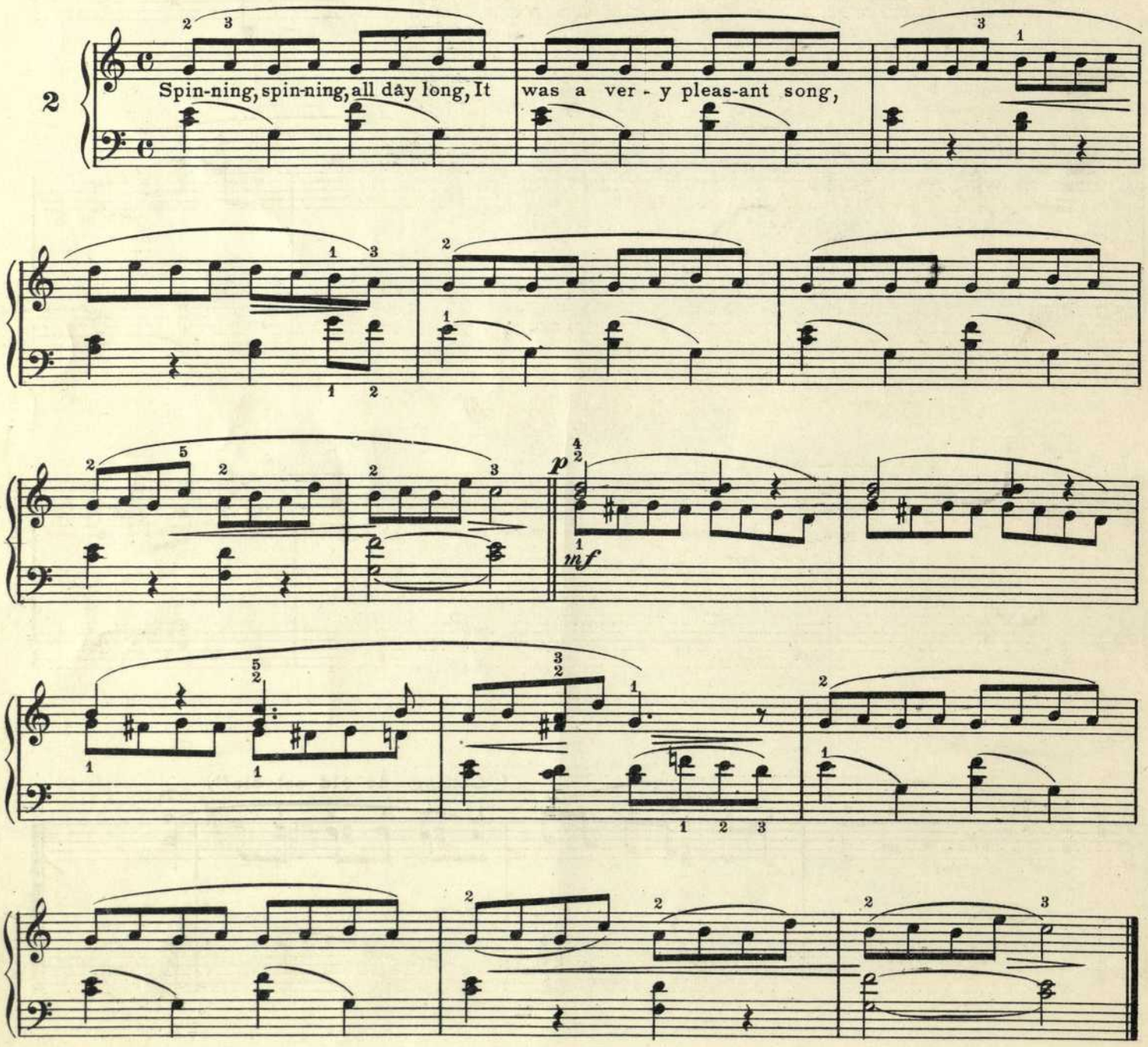
717

Spinning Song

(The accompanying verses indicate the rhythm of the music, and can be sung to it if desired.)

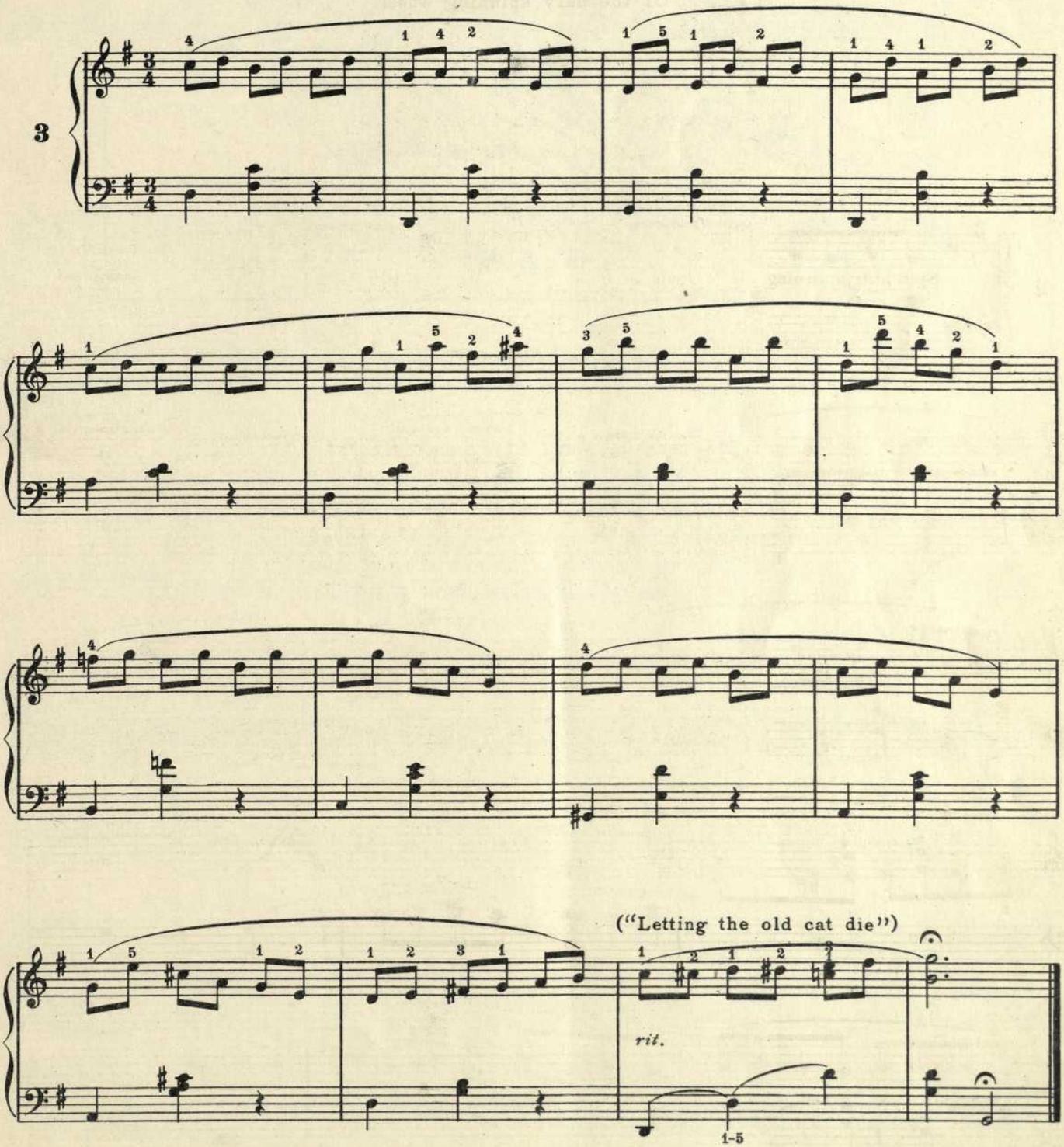
Spinning, spinning, all day long,
It was a very pleasant song,
The whirring, whirring, purring, purring
Of the busy spinning wheel.

As round and round, so fast it flew,
And ever longer, stronger grew
The thread that Grandma used to spin
On the busy spinning wheel!



Swinging

Swing me high, swing me low,
Just as far as the swing will go!
Swing me low, swing me high,
Then I'll "let the old cat die!"



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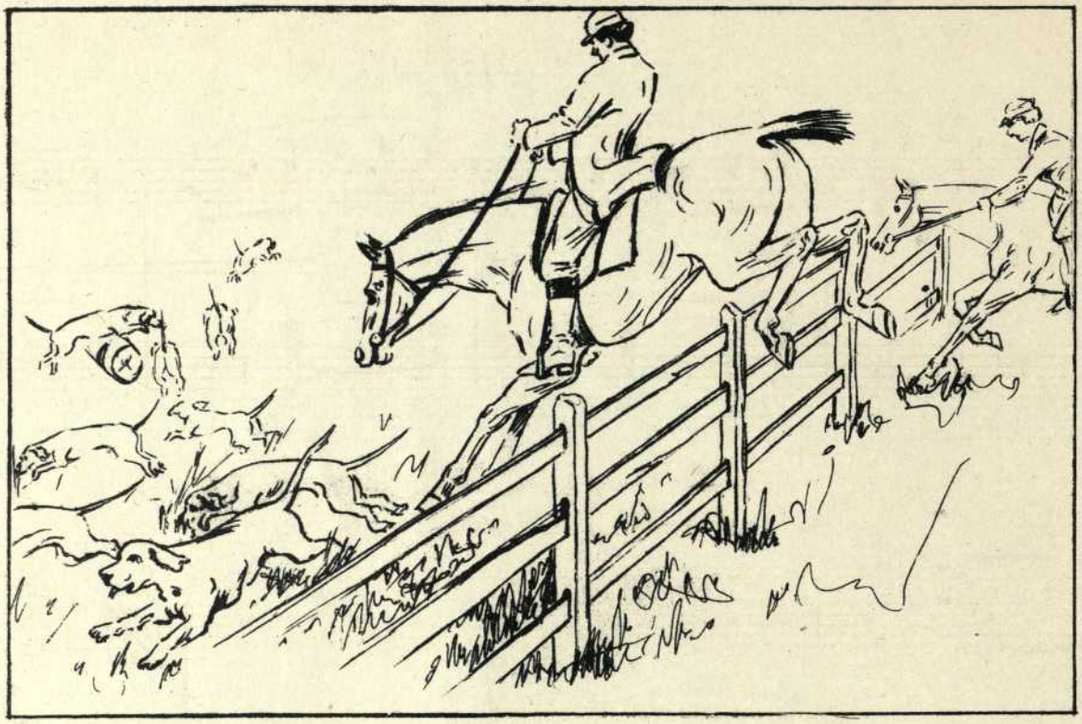
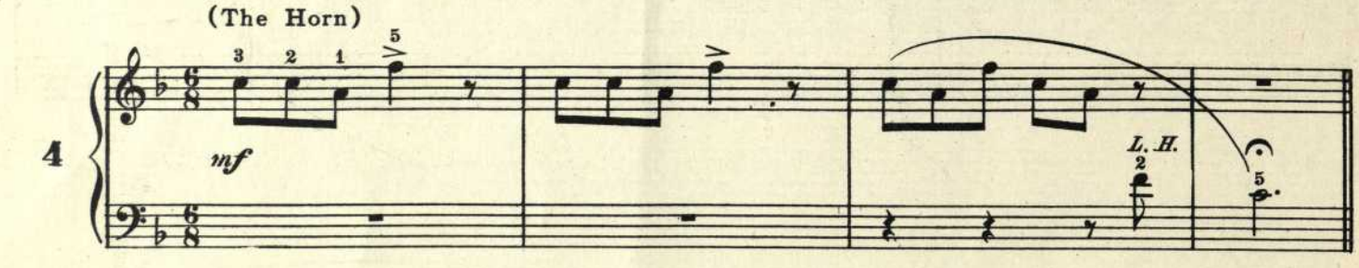


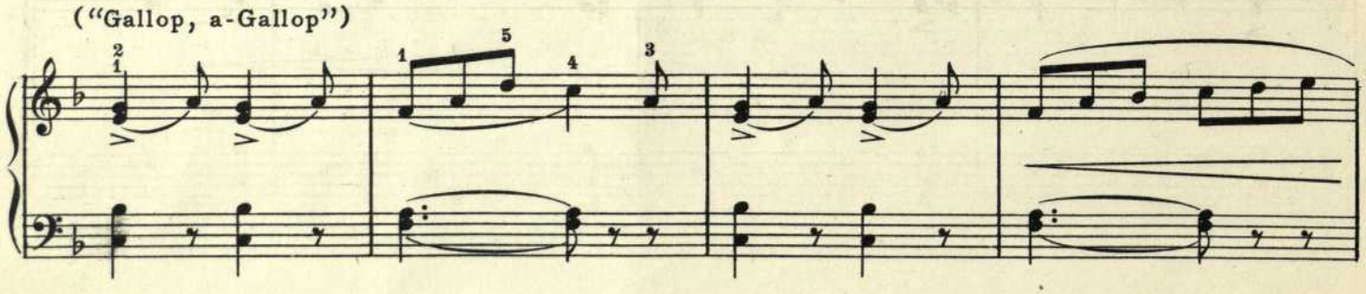
Hunting Song

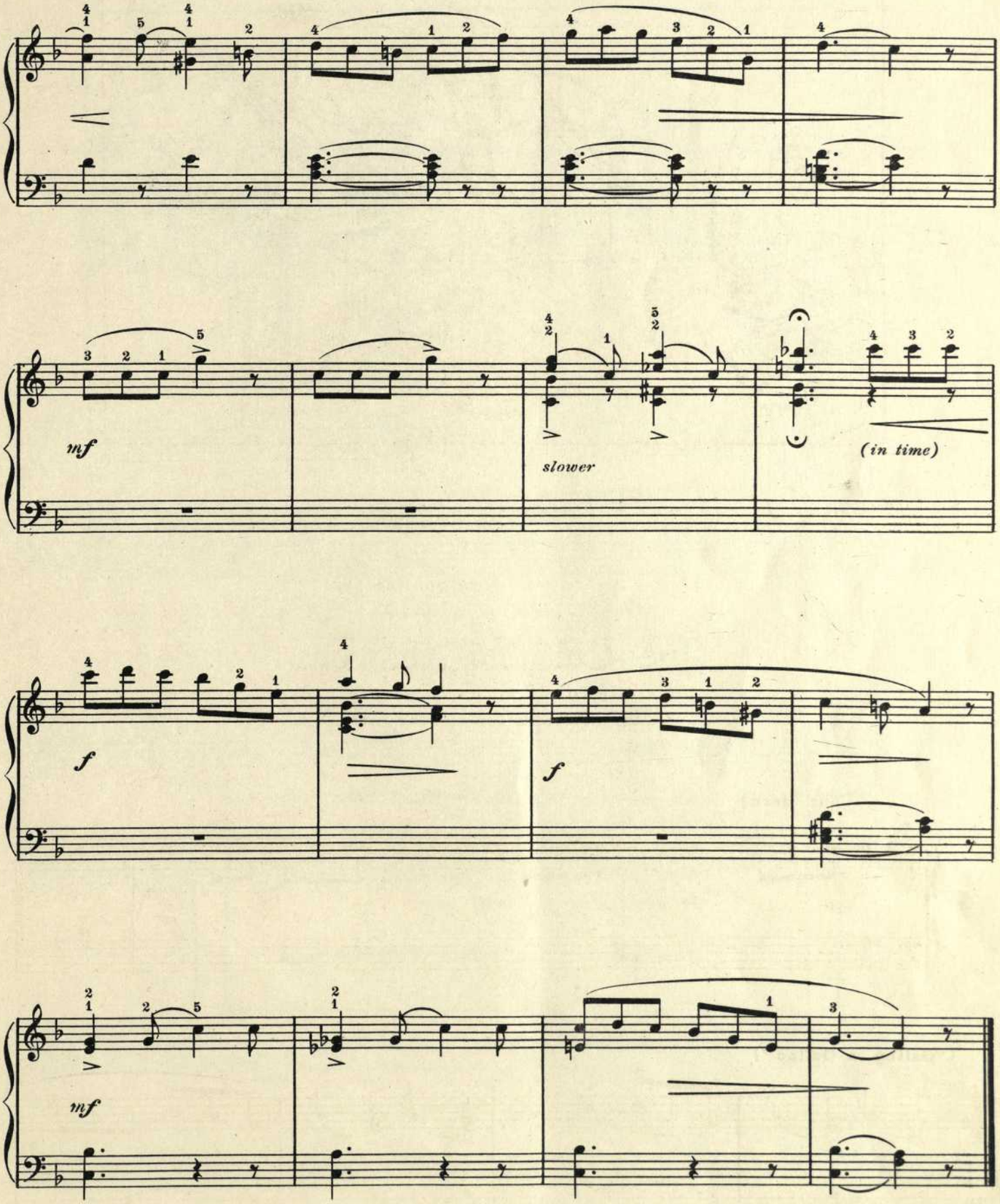
Blow you the horn! blow you the horn!
Ready! We're off to the chase!
Gallop, a-gallop, skim over the ground!
Taking the fence and the ditch at a bound!
The barking of dogs, the shouting of men,
Make glorious song of the hunt, sir!

(The Horn)



("Gallop, a-Gallop")




mf
slower
(in time)
f
f
mf

Question and Answer

To the Pupil:

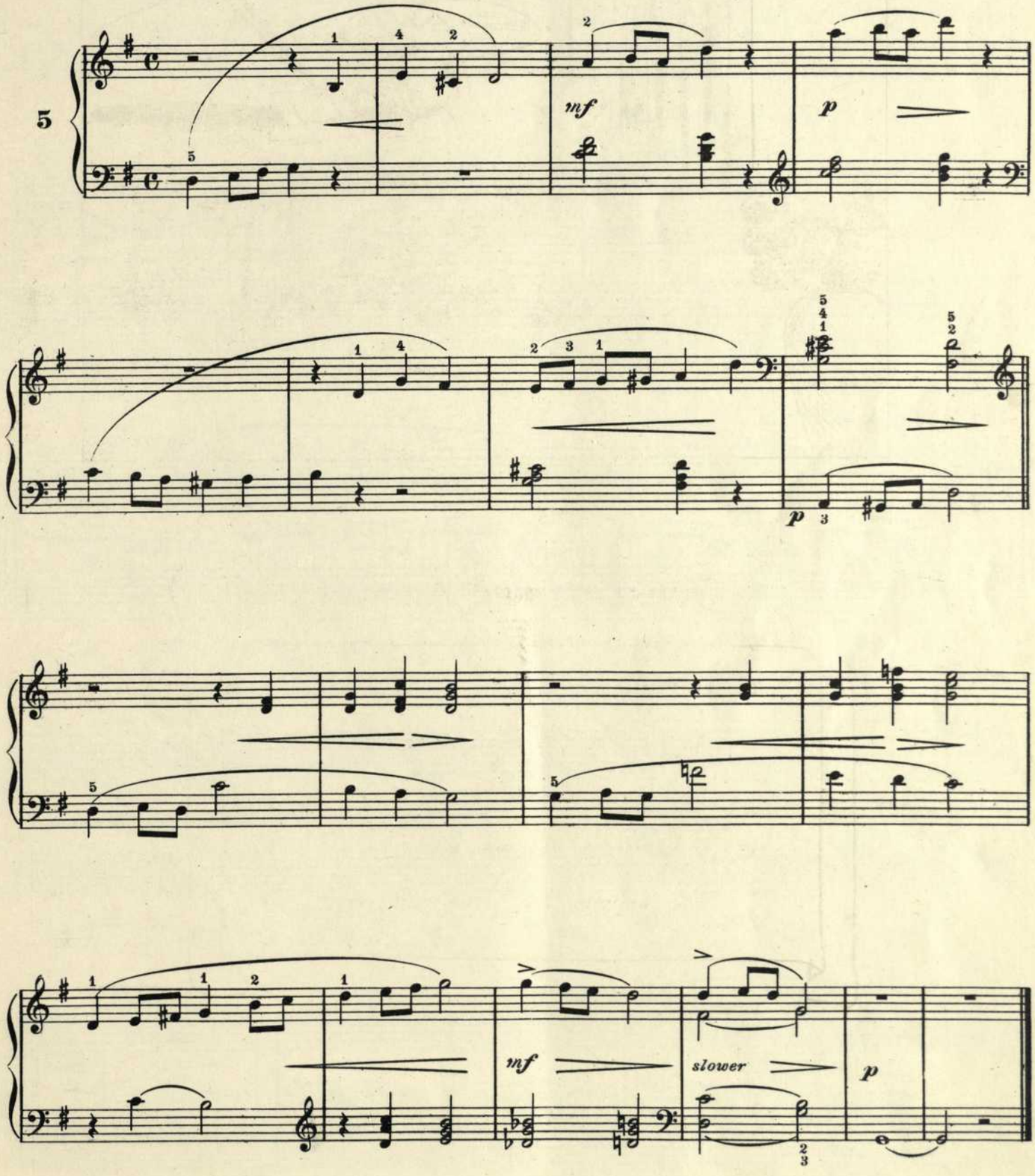
As you play this music, dear,

Find the "questions," one by one.

If you listen you will hear

The "answers," too, before you're done!

Question and Answer

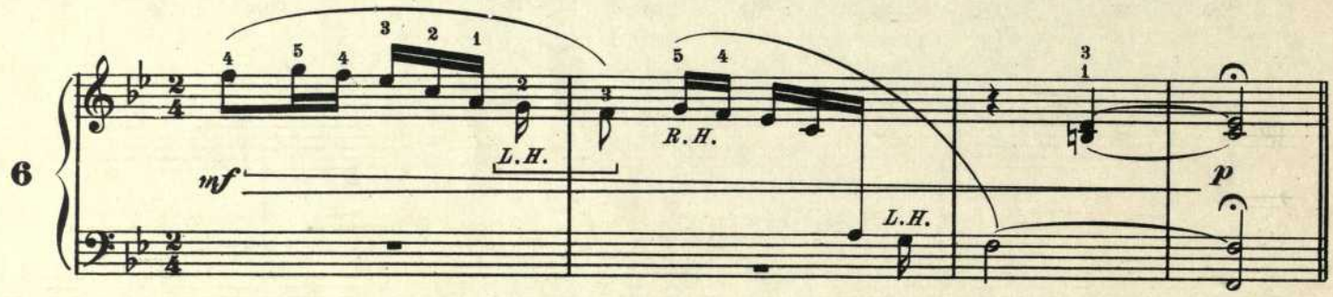


721

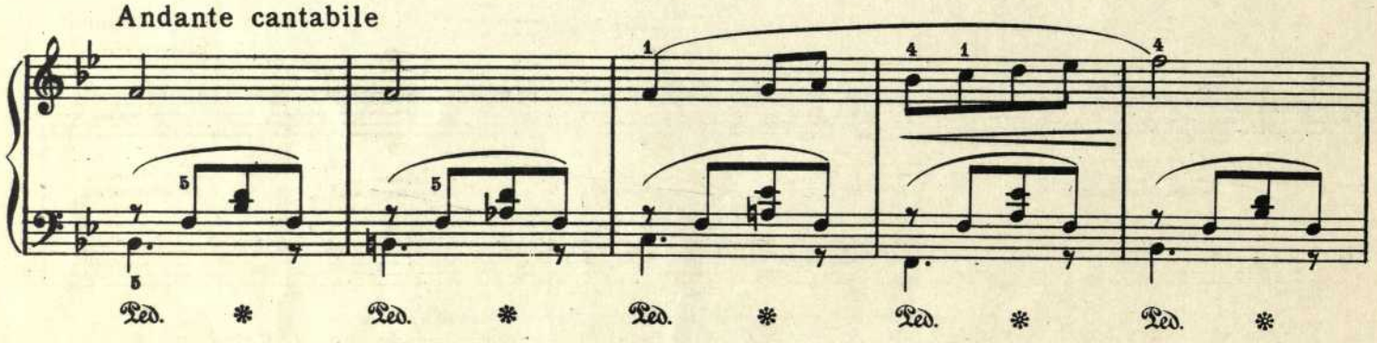
The Evening Bell

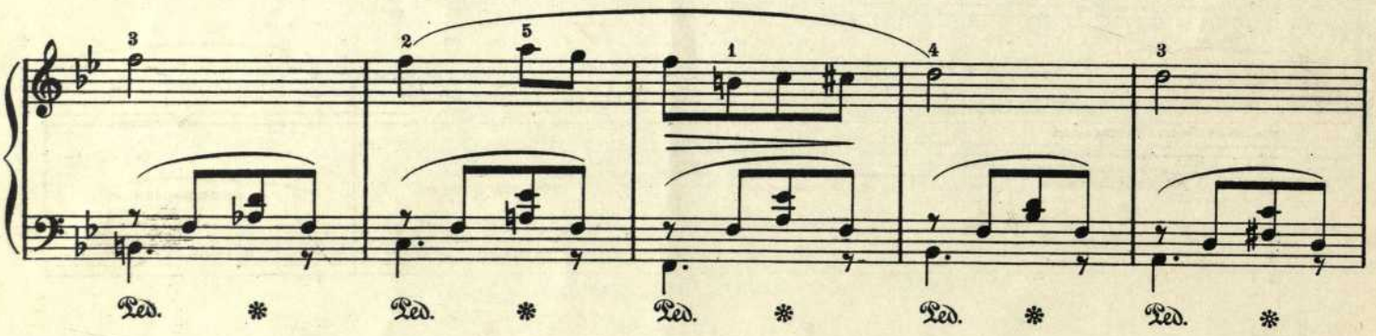
(A Pedal Study)

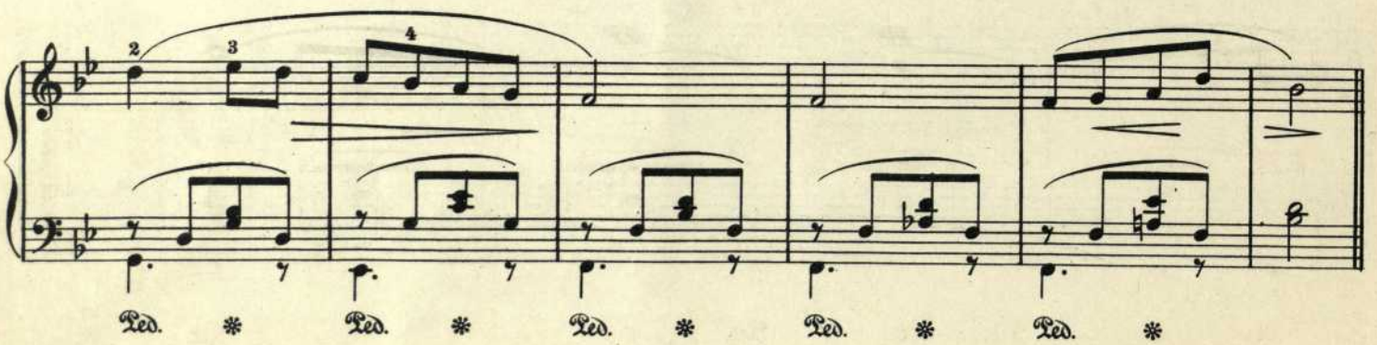
The pedal is used throughout this number in order that a *smooth legato* may be obtained in the accompaniment of broken chords. It is presumed that the pupil has had previous training in the careful use of the legato, or sustaining pedal, and is able to produce the desired legato without any *blurring, or overlapping of tones.*

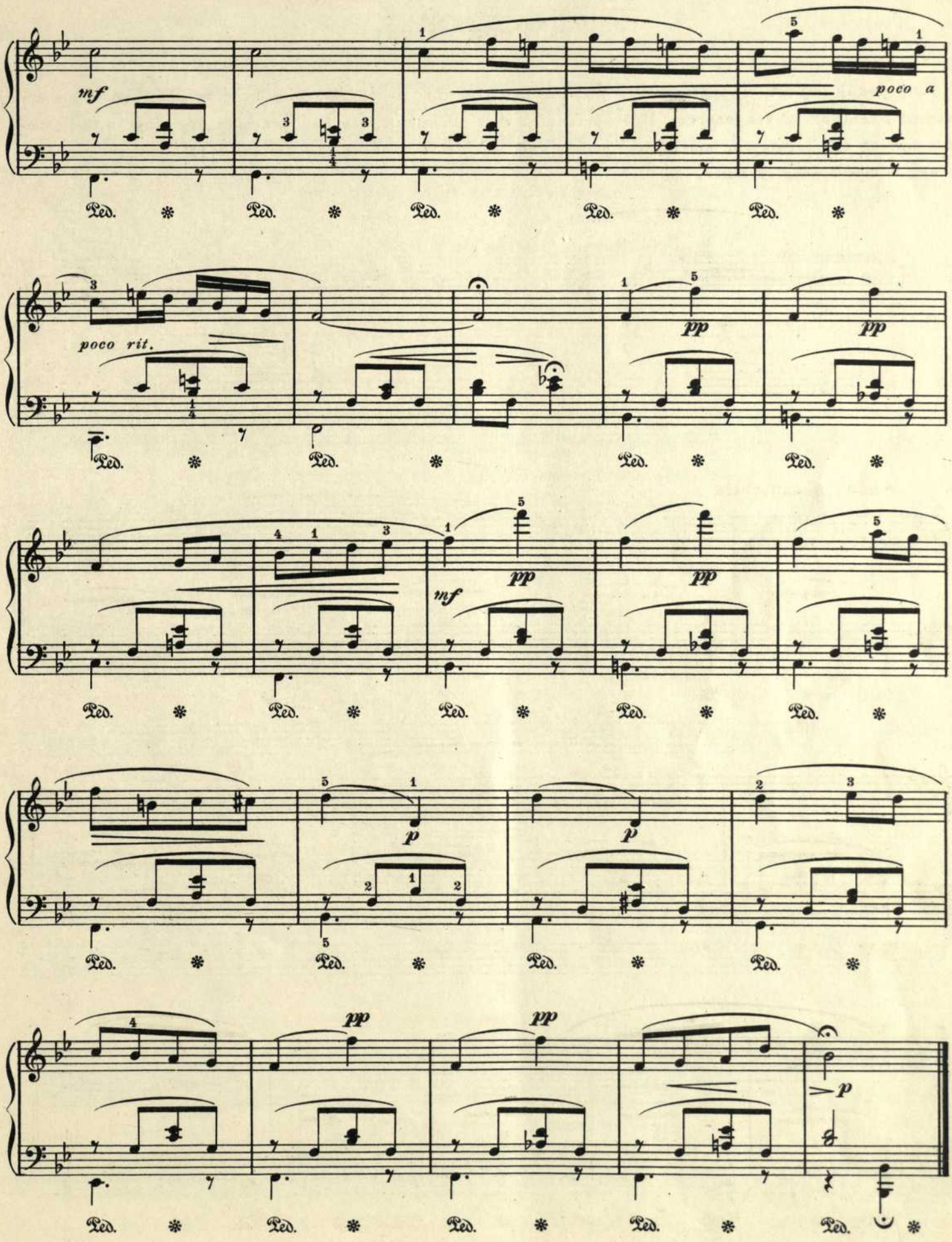


Andante cantabile








mf
poco a
poco rit.
pp
pp
pp
mf
p
p
pp
pp
p
Ped.

The Minuet

'Tis an old-fashioned dance,
Very stately and slow,
It was danced first in France,
By the King, long ago!
When he stepped to the music
(Which begins upon "three")
Bowing low to his partner,
'Twas charming to see!

Moderato

7

'Tis an old-fash-ioned dance, Ver-y state-ly, and slow,

(Legato)

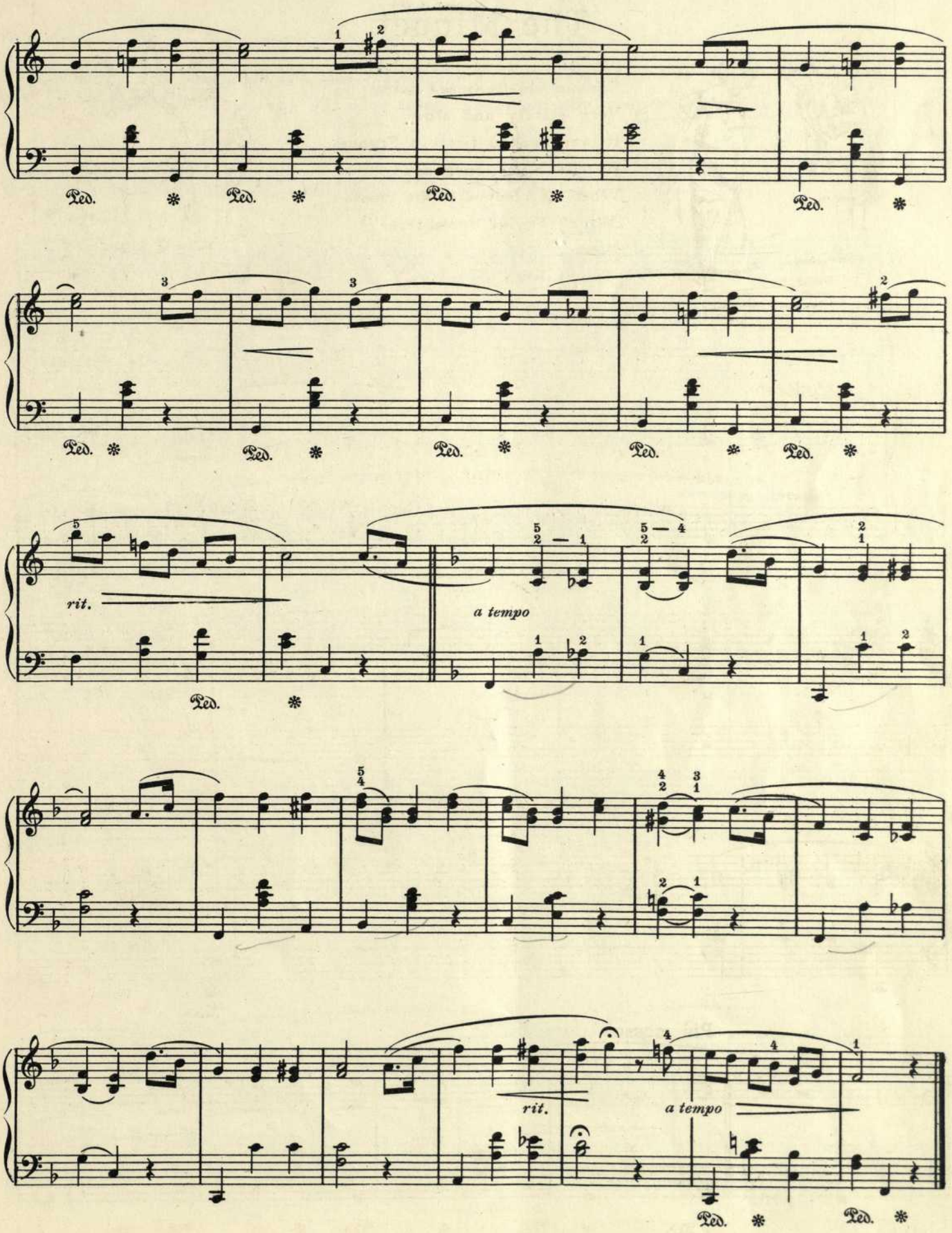
"Bowing low to his partner"

rit.

a tempo

Più mosso

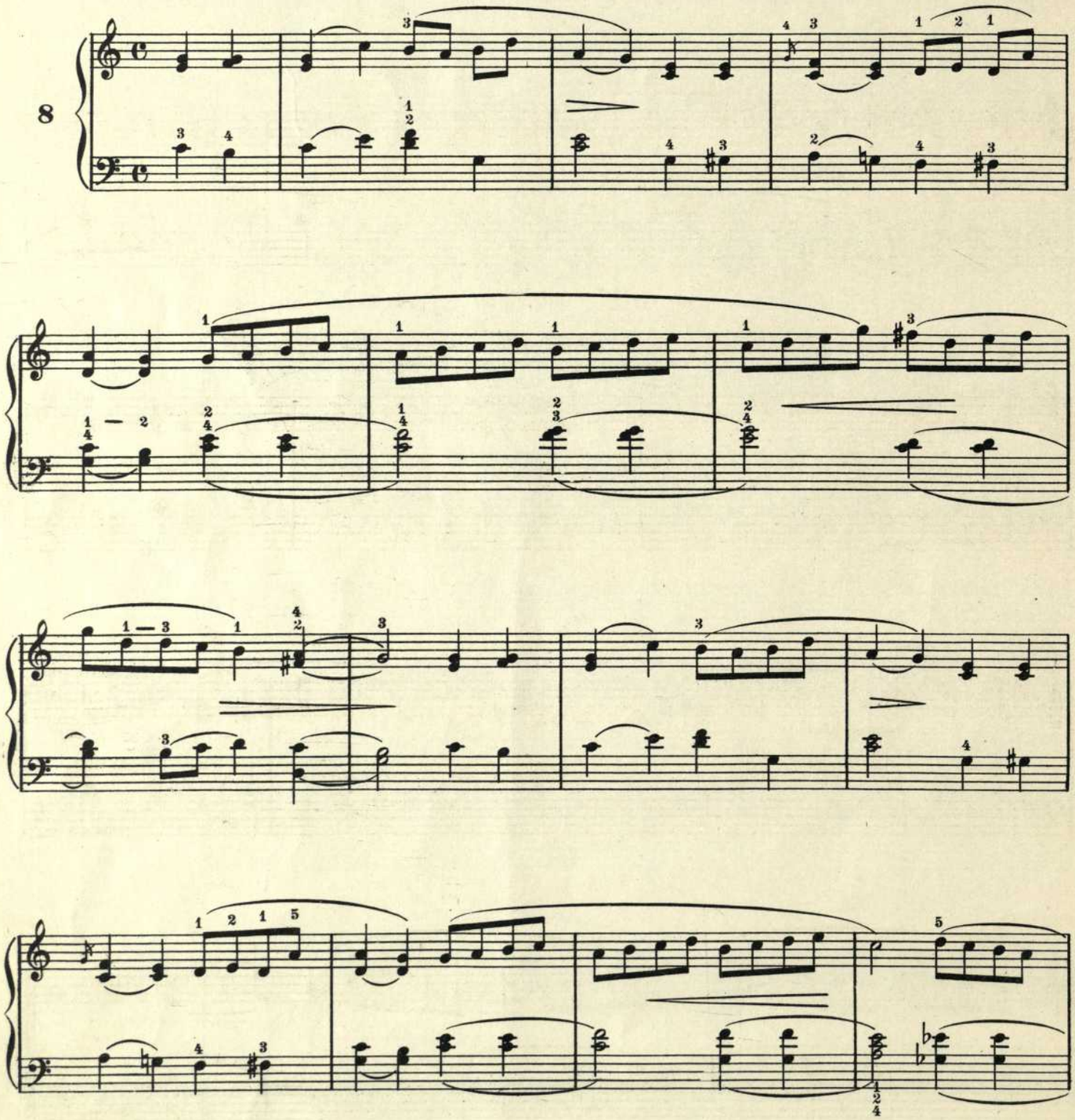
Ped. * Ped. * Ped. * Ped. *

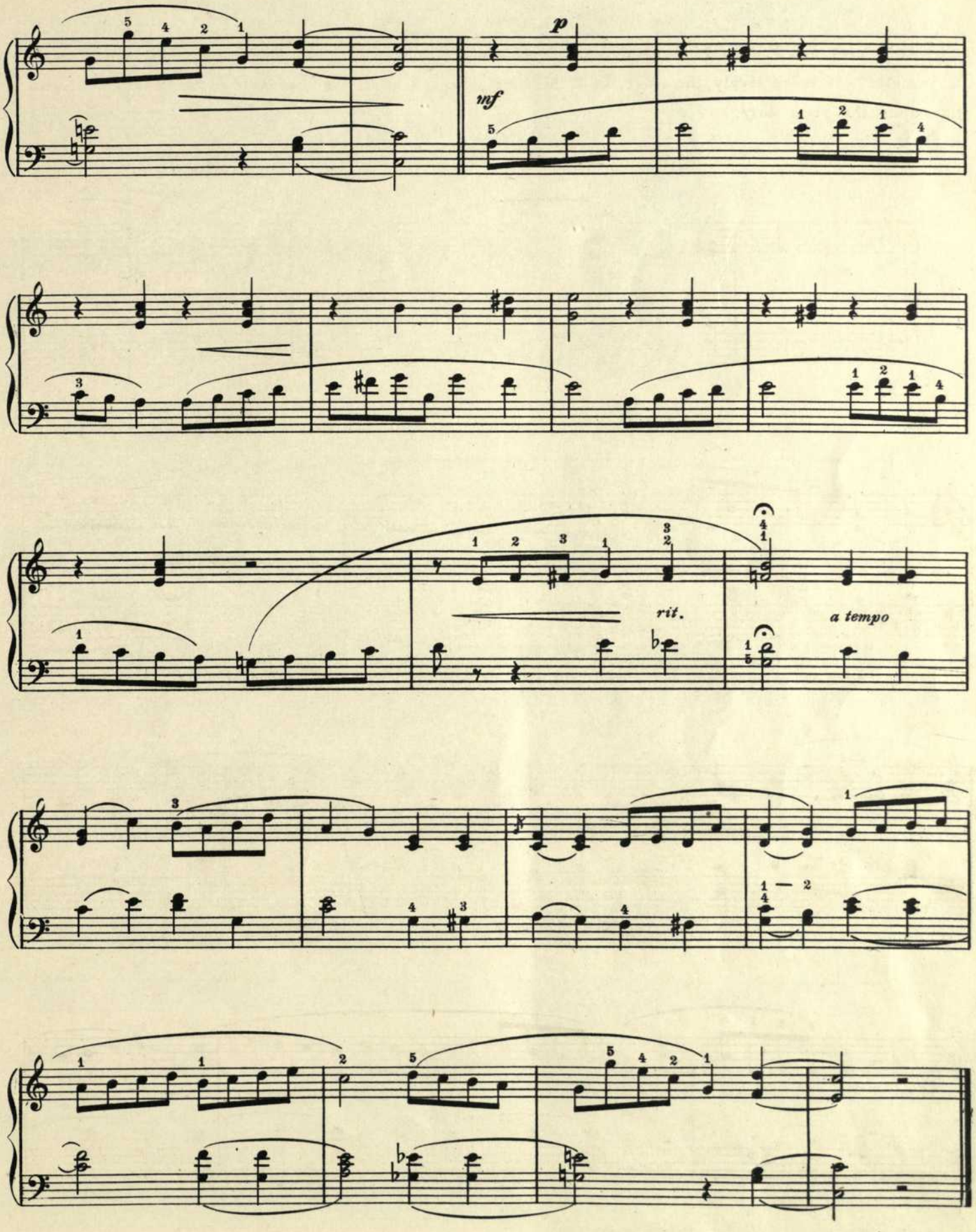

Ped.
rit.
a tempo
rit.
a tempo

723

The Gavotte

Another very old French dance, and, like the Minuet, it is graceful and dignified. The *movement*, — (in $\frac{4}{4}$ metre) is more lively, however, and the music begins upon the *last half of the measure*, and ends upon the *first half*.



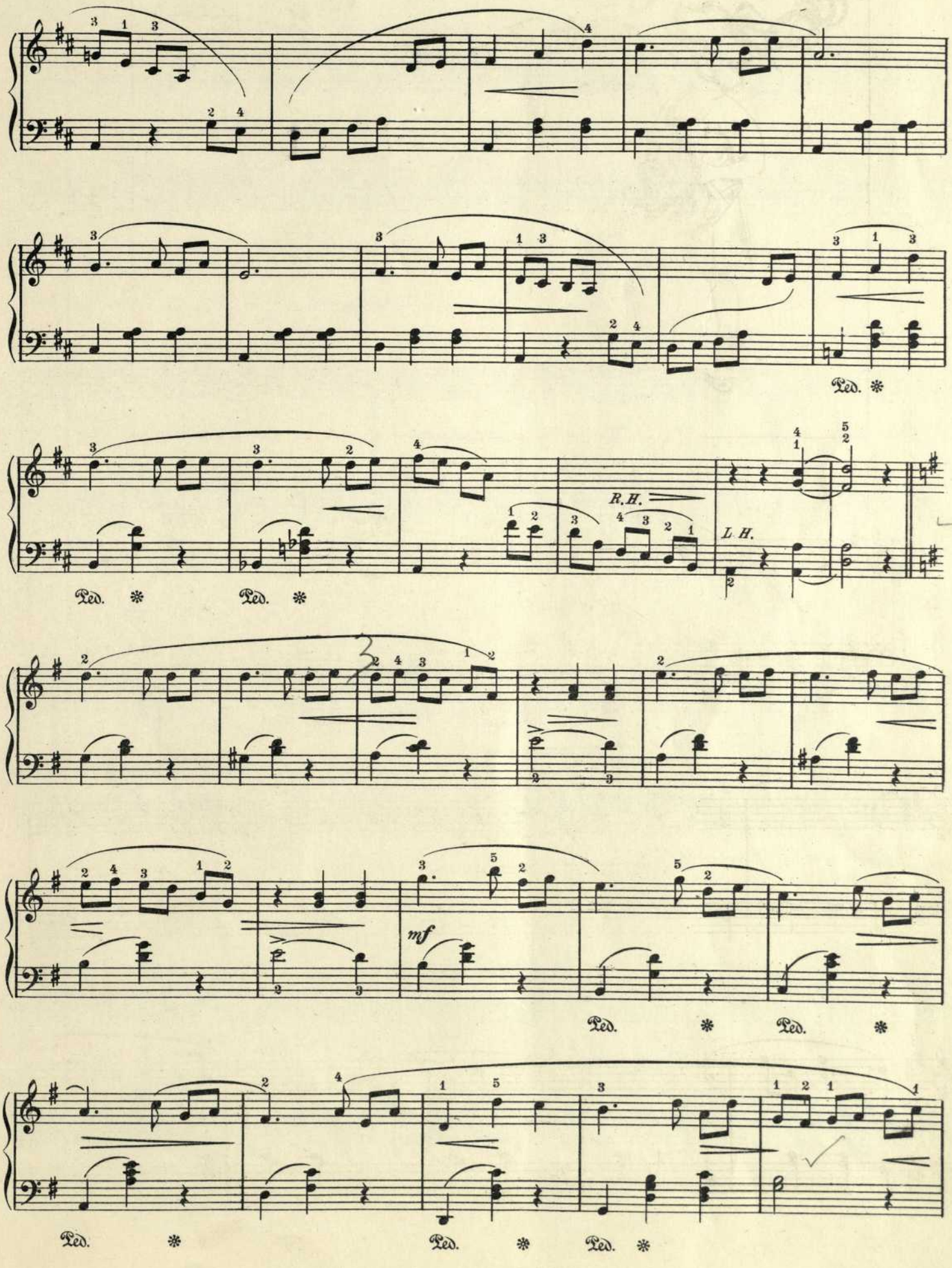

p
mf
rit.
a tempo

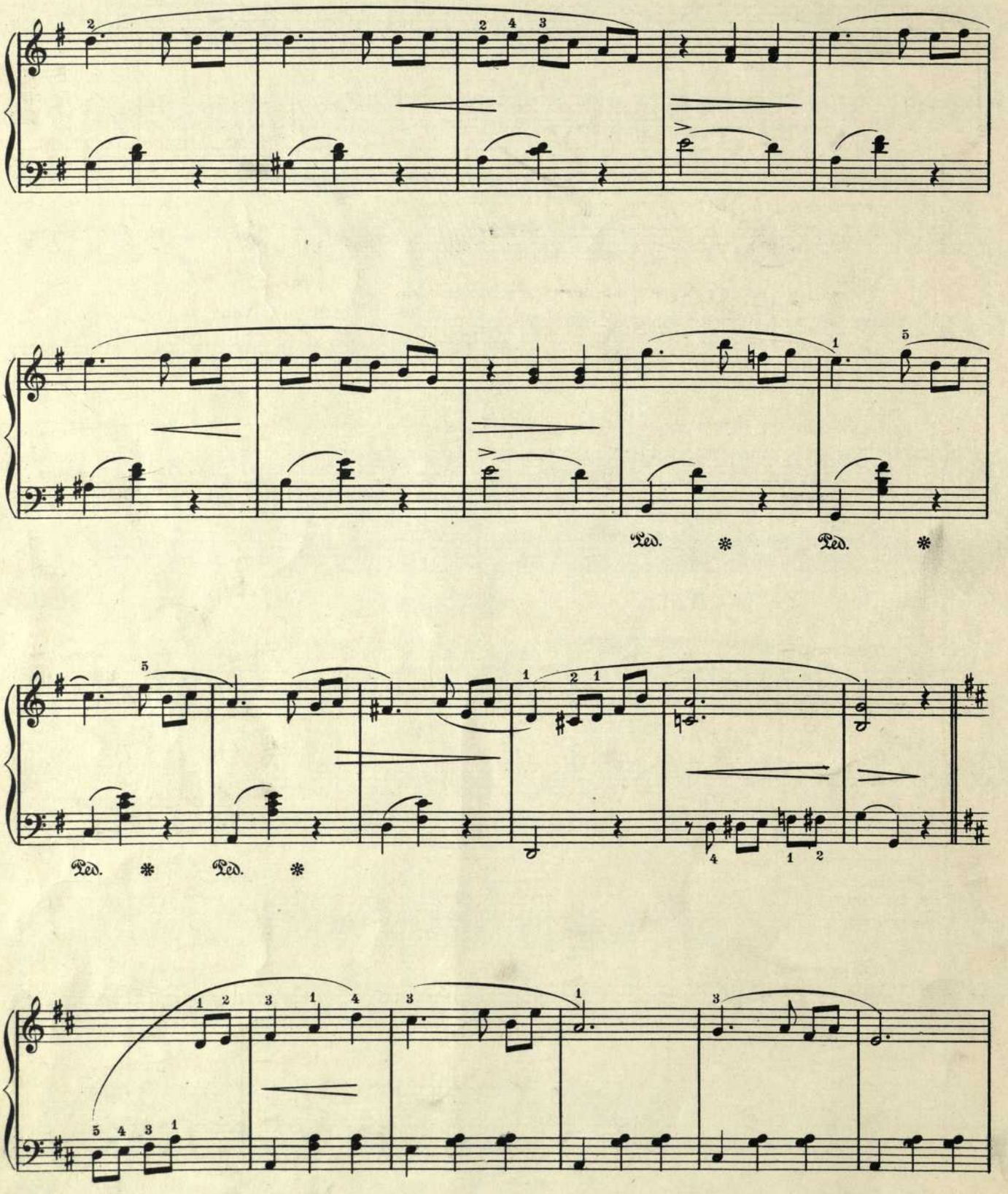
724

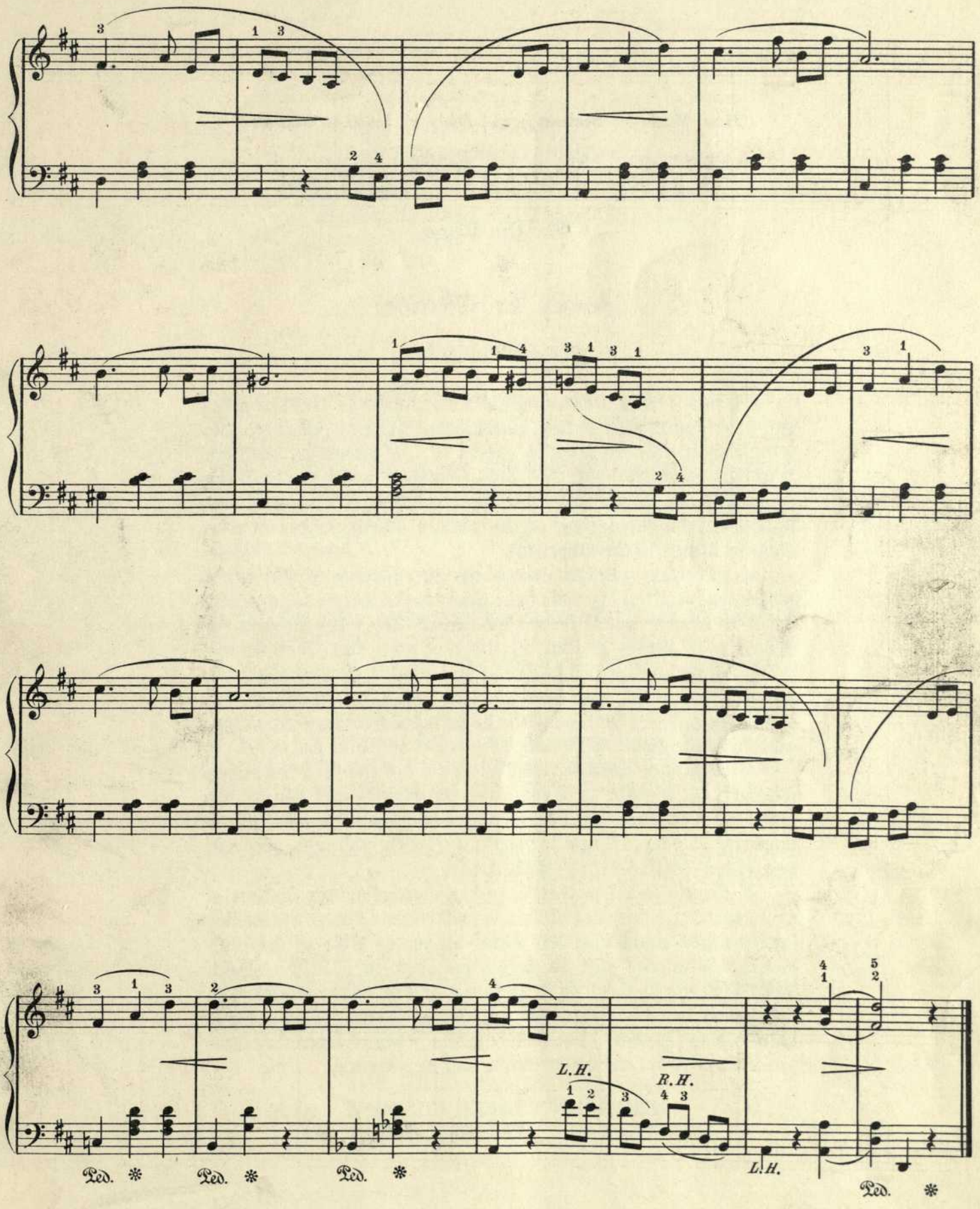
Butterfly Waltz

9

mf


Ped. *
R.H.
L.H.
Ped. * Ped. *
mf
Ped. * Ped. *
Ped. * Ped. * Ped. *


Ped. * Ped. *
Ped. * Ped. *


L.H.
R.H.
L.H.
Ped. ✻
Ped. ✻
Ped. ✻
Ped. ✻

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