

**THE PROGRESSIVE MUSIC SERIES
FOR BASAL USE IN
PRIMARY, INTERMEDIATE, AND
GRAMMAR GRADES. BOOK ONE**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649455935

The Progressive Music Series for Basal Use in Primary, Intermediate, and Grammar Grades.
Book One by Horatio Parker

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HORATIO PARKER

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THE
PROGRESSIVE MUSIC SERIES

State of
CALIFORNIA

FOR BASAL USE
IN PRIMARY, INTERMEDIATE, AND GRAMMAR GRADES

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BOOK ONE

(Enlarged Edition)

REVISED AND ADOPTED

by the

CALIFORNIA STATE BOARD OF EDUCATION



CALIFORNIA STATE SERIES

CALIFORNIA STATE PRINTING DEPARTMENT
FRANK J. SMITH, Superintendent
SACRAMENTO

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THE PROGRESSIVE MUSIC SERIES

BOOK ONE, 160 pages, for second and third grades
 BOOK TWO, 192 pages, for fourth and fifth grades
 BOOK THREE, 224 pages, for sixth and seventh grades

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TEACHER'S MANUALS
 VOLUME I, for first, second, and third grades, with accompaniments for Book One and Primary Song Book, additional Rote Songs, Folk Dances and Singing Games
 VOLUME II, for fourth and fifth grades, with accompaniments for Book Two
 VOLUME III, for sixth and seventh grades, with accompaniments for Book Three

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PREFACE

THE Progressive Music Series embodies the latest ideals and aims, not only of the most successful teachers and supervisors of public school music, but also of the leading students of modern applied psychology and pedagogy. In its preparation the authors have striven to realize two ideals: to present songs carefully chosen to meet all the moods of childhood; and so to organize these songs that they will form the basis for definite instruction, out of which shall grow a lasting love for, and an intelligent appreciation of, the best in music.

The music material of the series represents the widest variety of sources. The music of the world as found in the most complete libraries of America and Europe was thoroughly reviewed; and the interest and coöperation of many of the leading composers of Europe and America were secured through personal interviews. Their contributions, written especially for the series, form a unique feature of the course. All the material was subjected to the most critical study, both in regard to its intrinsic musical worth and its adaptability to schoolroom purposes.

Book One is intended for children at that period of life when sense activity is predominant; the material selected for this book is therefore of a type which makes a definite appeal to the senses, thus insuring vivid and clear-cut images of musical ideas. The material is so organized that through repeated experience with these musical ideas the child gains those fundamental concepts of rhythm and tone upon which a sound musical education should be based. The selections include many folk songs, some new and others familiar to American school music literature, chosen because of their inherent interest and charm; original songs which are the spontaneous outgrowth of long experience with children; and a number of songs written for the series by the great living composers.

This book is planned to cover the work of the first three school years, and to be placed in the hands of the pupils at some time during the second year. The successive topics are clearly indicated, the development is definite and logical, and the material is so arranged that the book may be studied page by page. The book is divided into five parts:

Part One contains a number of classified songs, to be taught by rote. These songs, in structural arrangement and in melodic design, embody fundamental ideas which are the basis, through observation lessons, of tonal relations and of notation.

Part Two offers songs in which the same fundamental ideas occur as in Part One. In their study of these songs the children are led to recognize familiar elements in new relations.

Part Three consists of songs similar in their general content to those of the preceding parts. The musical discernment and appreciation of melodic struc-

ture acquired through the study of Parts One and Two are applied in independent sight reading.

Part Four supplies a wide variety of supplementary rote songs. While intended primarily for recreational use and for the development of musical feeling and imagination, these songs also prepare for many of the more advanced rhythmic and tonal relations which become the technical problems of succeeding grades.

Part Five contains the rote songs outlined for the second half of grade two. Since at this point in the pupils' progress books are in the hands of the children, it is advisable that the notes and words of the songs should be followed as they are taught by rote. In this way the pupils will become familiar with the appearance of the notation of the rhythmic and melodic types which are to become technical problems in the later books of the series. By the inclusion of these rote songs the supervisor is more completely equipped to anticipate the needs of the children in the enlargement of their musical vocabulary.

Clear and definite directions for the work of the first three school years are given in the Teacher's Manual, Volume I. In addition to a complete and detailed outline, the Manual contains piano accompaniments for many of the songs in Book One, also a large number of additional rote songs, folk dances and singing games. The ready use of the Manual in connection with Book One is facilitated by means of a careful system of cross references.

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THE PROGRESSIVE MUSIC SERIE

BOOK ONE

PART ONE: CLASSIFIED OBSERVATION SONGS

Chapter I: Melodies Based upon the Tonic Chord

Good Morning

(T. M. p. 187)

Abbie Farwell Brown

Ernst R.



1. Good morn-ing to you! Good morn-ing to you
2. Good morn-ing to you! Good morn-ing to you



We're all in our plac-es With sun-shi-ny fac-es;
What - év - er the weather We'll make it to - geth - er,



Oh, this is the way To start a new day!
In work and in play, A beau-ti - ful day!

A Good-by Song

(T. M. p. 188)

Ann Underhill

W. Otto Miessner



1. Let us put our books a - way,
2. Now we wish you all good night:



Stud - y time is o - ver.
Lov - ing thoughts go with you!



Gay - ly trip - ping, Home - ward skip - ping,
Hap - py meet - ings, Mer - ry greet - ings



Soon we'll be at play.
In the morn - ing bright.

Fido and His Master

(T. M. p. 188)

Anna G. Whitmore

Edward B. Birge



Bow, wow, wow! Come on, my lit - tle mas - ter;



Come, let's race To see who runs the fas - ter.

Polly's Bonnet

(T. M. p. 189)

From the French

French Folk Song



1. Have you seen Pol - ly's bon - net, Pol - ly's bon - net?
2. It is gay with a bit of feather on it;



Have you seen Pol - ly's bon - net? It is new.
It is gay with a bow of rib - bon blue.