

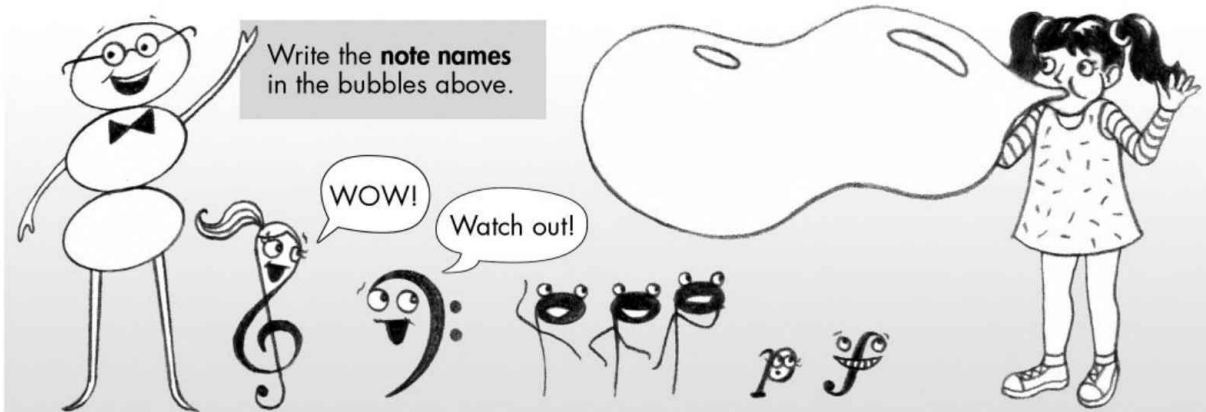
DAY 1: The Bubble

**DON'T
PRACTICE
THIS!**

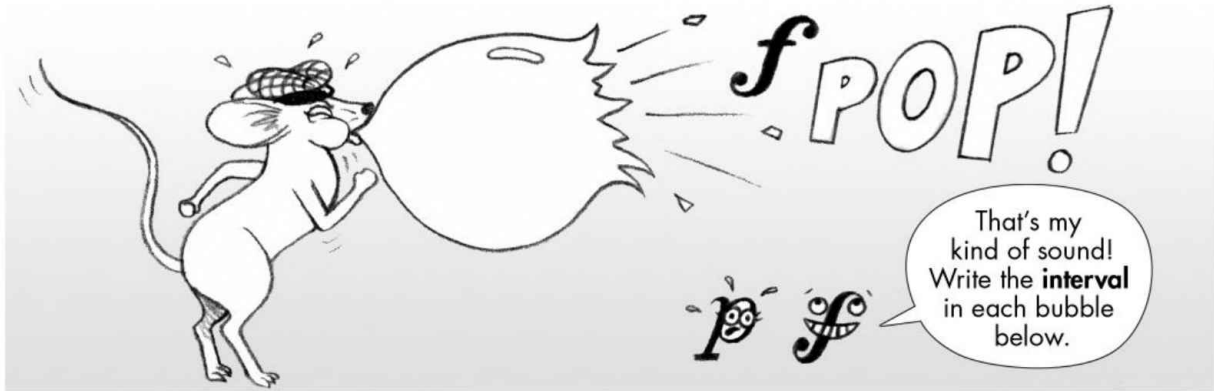
Musical notation for the first system. Treble clef, 4/4 time. The melody starts on G4, moves to A4, B4, C5, then back down to B4, A4, G4. A fermata is placed over the final G4. The lyrics are: "blew a great big bub - ble. That bub - ble made me proud." The dynamic marking is *mf*. A finger number '1' is written below the first note, and a '5' is written above the first five notes. The bass line consists of a whole note chord G2-B2-D3 in the final measure.

Musical notation for the second system. Treble clef, 4/4 time. The melody continues from the first system. The lyrics are: "Then be - fore I knew it, that bub - ble drew a crowd." The dynamic marking is *mf*. A finger number '1' is written below the first note, and a '5' is written above the first five notes. The bass line consists of a whole note chord G2-B2-D3 in the final measure.

Musical notation for the third system. Treble clef, 4/4 time. The melody continues from the second system. The lyrics are: "Then be - fore I knew it, that bub - ble drew a crowd." The dynamic marking is *f*. A finger number '1' is written below the first note, and a '5' is written above the first five notes. The bass line consists of a whole note chord G2-B2-D3 in the final measure. Above the staff, there are ten circles of varying sizes, intended for writing note names.



based on Lesson Book p. 60



DAY 2: The Bubble

**DON'T
PRACTICE
THIS!**

1
f I
want to blow a bub - ble that is big and round!

5
1
Big and round, big and round. Watch it grow, watch it grow,
mp
3 1 3 5 1
grow louder

11
1
watch it grow round! Then my great, big bub - ble made a big pop sound!
f *rit.*

count ___

count ___

count ___

count ___

On which count does each **upbeat** begin?

DAY 3: The Bubble

**DON'T
PRACTICE
THIS!**

1 4

Blow - ing bub - bles is no trou - ble.

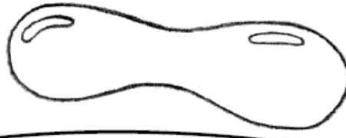
mp

1
4

5

Let's blow bub - bles on the dou - ble.

DAY 4: The Bubble



**DON'T
PRACTICE
THIS!**

Musical notation for measures 1-4. Treble clef, 4/4 time. Lyrics: "Would you chew bubble gum in these flavors just for fun?" Dynamics: *mf*. Fingerings: 1, 3, 5.

Musical notation for measures 5-8. Treble clef, 4/4 time. Lyrics: "Peppermint or cherry twist? Purple grape or how 'bout this?" Dynamics: *f*. Fingerings: 1, 3, 5.

Musical notation for measures 9-12. Treble clef, 4/4 time. Lyrics: "Lemon tang or orange blast, chocolate gum that's made to last." Dynamics: *p*.

Musical notation for measures 13-16. Treble clef, 4/4 time. Lyrics: "Tell me, what's your favorite one and write it just below for fun!" Dynamics: *mf*.



DAY 5: The Bubble

**DON'T
PRACTICE
THIS!**

Musical score for the first system of "The Bubble". It is written in 4/4 time with a mezzo-forte (*mf*) dynamic. The melody starts with a first ending bracket over the first two measures. The lyrics are: "had a con-test with my friend: 'Let's blow a bub - ble!' His grew big - ger than his face. Oh, what a bub - ble!" The bass line has rests in the first three measures and a triplet of eighth notes in the fourth measure.

Musical score for the second system of "The Bubble". It continues the melody from the first system. The lyrics are: "So we start - ed chew - ing gum: 'Quick, on the dou - ble!' He will sure - ly win this race. This could mean trou - ble!" The bass line has rests in the first three measures and a triplet of eighth notes in the fourth measure.

Li'l Liza and Troll, pay attention!
Take 1 minute to scan the music.
Do you see any **rhythm patterns**?
Where does the melody **skip**?

Set a steady beat and begin.
Keep going for your last day!



9

First he chewed,
His was long,
then I chewed,
mine was round.
he blew his,
Then they popped,
I blew mine.
dou - ble sound!

13

Then our bub - bles grew and grew.
We could sure - ly not de - ny.
What were we sup - posed to do?
this con - test had been a tie!

17

Dou - ble bub - ble POP!
Dou - ble bub - ble POP!

