

OLD KING COLE IN SEARCH FOR HIS MUSICAL SOUL

Suzuki Musical



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This booklet belongs to: _____

OLD KING COLE IN SEARCH FOR HIS MUSICAL SOUL

Backdrop: Room in the castle of King Cole

Onstage: All students-actors; the throne and other props

NARRATOR # 1: Long, long ago in the Kingdom of the University of Oregon Northwest Suzuki Institute lived the King Cole and his family. King Cole kept music in high esteem as he believed that music is the way to human soul.

ALL STUDENTS SING:

LONG, LONG AGO

Tell me the tale that I heard long ago,
Long, long ago, long, long ago
Tell me the story with string and with bow,
Long, long ago, long ago.

Story of King Cole and his family
All who liked to play string instruments.

Wise People and Fairies taught them to do so
Long, long ago, long ago.

NARRATOR # 1: King Cole played the violin, Queen Cole played the viola, Princess Cole played the violoncello and Prince Cole played the double bass. (*Family members come forward and bow with their instruments.*) While they loved sounds of four bowed string instruments they were often frustrated with their techniques and lack of understanding how music works as they could only play easy pieces such as *Chicken on the Fencepost*.

CHICKEN ON THE FENCEPOST

(all students play the song by rote)

NARRATOR # 1: The fact that he and his family could only play simple music made Old King Cole very sad and he often had tears in his eyes. He wanted to learn more about music so that he can play it with more enjoyment and understanding!

ALL STUDENTS SING:

OLD KING COLE
(“sad old soul” version)

Old King Cole was a sad old soul
And sad old soul was he.
He called for his pipe and he called for his bowl, and he called
for his fiddlers three.
Pram, pram.....

KING COLE (to the audience): If I could only learn to play my violin with better tone I would be the happiest king in the world!

QUEEN COLE (to the audience): And if I could learn to play my viola with better intonation I would be the happiest queen in the world!

PRINCESS COLE (to the audience): If I could learn to play my cello with more expressiveness our family could play duets, trios and quartets!

PRINCE COLE (to the audience): Imagine me playing double bass with a beautiful tone and good intonation as well as lots of expressiveness, while at the same time I am able to look at conductor’s baton!

KING COLE FAMILY (all together): Our family could form string orchestra and play together the most beautiful music ever composed such as the “Fate Motive” from the Symphony # 5 by great composer Ludwig van Beethoven!!!

ALL STUDENTS PLAY:

BEETHOVEN 5TH SYMPHONY MOV. 1
(“Fate Motive” by rote)

NARRATOR # 1: So the King Cole decided to help his family to improve their playing and understanding of how music works. He sent out the messenger with a proclamation.

MESSENGER # 1 (to the audience; loudly): Attention, attention!!! Old King Cole is looking for someone who can teach him and his family to not only play their instruments better, but someone who can teach them about elements of music so that they can play in an orchestra with full understanding of how music works. Whoever makes King happy will have his crown for a prize!

NARRATOR # 1: Soon after this proclamation was issued, the group of fiddlers came to King's castle. (*Fiddlers come to the front part of the stage.*)

FIDDLER # 1 (to the audience): Let's see if the King begins to laugh when he sees us dance?

ALL STUDENTS DANCE:

ZODIAK (line dance)

(King Cole acts being sad.)

NARRATOR # 1: But the sad old soul cried even more, so fiddlers knew they need to try something else.

FIDDLER # 2: Let's see if the King starts to laugh when he hears us play Twinkle Song as a Fiddle Song?

FIDDLE TWINKLE (string-crossing Twinkle in D major)

NARRATOR # 1: As they played, the King didn't seem to care. He still had tears in his eyes and asked fiddlers to go away.

KING COLE (to the audience): That was fun but it didn't teach me anything about how music works and I am not feeling prepared to play in an orchestra!

NARRATOR # 2: So the search for someone who can teach King and his family about how music works continued. The King sent yet another messenger with a proclamation!

MESSENGER # 2: (to the audience; loudly): Attention, attention!!! King Cole is looking for someone who can teach him and his family to not only play their instruments better, but one that can teach them about elements of music so that they can play in an orchestra with full understanding of how music works. Whoever makes King happy will have his crown for a prize!

NARRATOR # 2: One day Wise Man (or Wise Woman) came to Old King's Cole castle. He (she) came across the river while rowing his (her) boat.

ALL STUDENTS SING THEN PLAY :

LIGHTLY ROW

(in D major)

String instruments sing and play
They make music every day.
First we rosin then we bow
Right up the scale we go, go, go.

Keeping rosin on the bow
Playing with the good tone that's the show
String instruments sing and play
They make music every day.

WISE MAN/WOMAN # 1: Every piece of music we play on our instruments is built of five elements of music. Those are: rhythm, melody, harmony, music form and expressive elements. I brought with me five Musical Fairies and each of them will teach us one element of music. The first one will be the Rhythm Fairy and she (he) will teach us about the rhythm.

RHYTHM FAIRY: Rhythm is what makes music move. There are two components of rhythm: the steady beat and the rhythm patterns. Steady beat is the steady pulsation that underlines all music composed in Western world. Listen and watch the steady beat in song called *Easy*:

ALL STUDENTS SING:

EASY

I thought it will be easy to keep the steady beat,
But if I think too much I know my brain will over heat.
(*fade out with: My brain will over heat.....*)

RHYTHM FAIRY: Rhythm pattern is the organization of different note values in a small units. Listen to our *Rhythm Patterns Rap*.

ALL STUDENTS RAP:

RHYTHM PATTERNS

OSTINATO PATTERN (*small group of students*): We are the rhythm patterns.....

RAP (*all students say the words while snapping*):

We are the rhythm patterns,
and we know what to do.

We always change and create fun
just for you:

(*one student*) I am HUCKLEBERRY JELLO
(*other students echo: He/she is*)

(*one student*) I am SYNCOPA
(*other students echo: He/she is*)

(*one student*) I am RUN PONNY, RUN PONNY
(*other students echo: He/she is*)

(*one student*) I am QUARTER DOT EIGHT REST
(*other students echo: He/she is*)

WISE MAN/WOMAN # 1: Very good Rhythm Fairy!! After one learns about the rhythm, one needs to learn about the melody. Melody Fairy will teach us about melody in her melodic voice!

MELODY FAIRY: Melody is what gives to music shape. Melody can go up or it can go down. Melody can move in steps, leaps and skips. Listen to the shape of the melody in song called *I Can Sing High and Low*:

ALL SING:

I CAN SING HIGH AND LOW

I can sing high notes
I can sing low notes
I can sing middle and all in between notes
High notes, low notes,
Middle of the road notes

DO RE MI FA SOL LA TI DO
DO TI LA SOL FA MI RE DO

WISE MAN/WOMAN # 1: Very good Melody Fairy!! Now it is time that we learn about harmony. Harmony Fairy will teach us about harmony in her harmonious voice.

HARMONY FAIRY: Harmony is when we add to melody matching sounds to make melody more interesting. The easiest way to do that is to create the round. The round is when one voice starts first and other voices follow at different, but harmonious times. Listen for the round and the harmony in song called *Tzena*, *Tzena*.

ALL STUDENTS SING THEN PLAY:

TZENA

Tzena, Tzena, Tzena, Tzena,
Can't you hear the music playing
On this lovely night?
Tzena, Tzena, Tzena, Tzena,
There's no use in your delaying
For the time is right.

Tzena, Tzena,
Join the celebration,
Join the happiness and jubilation,
Dancing, singing,
What a great occasion on this lovely night.

Tzena, Tzena, (CLAP), stop your hesitating
There is party, come and join us, we are waiting.
Tzena, Tzena, (CLAP), we are anticipating
Your arrival, Tzena, Tzena, Tzena!

(first time sing all together-then sing as a round; play it as well)

WISE MAN/WOMAN # 2: Very good Harmony Fairy! After one learns about the rhythm, melody and harmony, in order to understand how music works, one needs to learn about the musical form. The Musical Form Fairy will teach us about musical form is her formal voice.

MUSIC FORM FAIRY: The form is an organization of musical elements. The very first piece we learned to play in Suzuki Book One was composed in form called *Theme with Variations*. Long, Long Ago song from Suzuki Book Two was also composed in a form of the *Theme with Variation*.

LONG, LONG AGO (Book 2-in C major)

WISE MAN/WOMAN # 2: Very good Music Form Fairy!! Finally, in order to make beautiful music one needs to learn about expressive elements. Expressive Elements Fairy will teach us about expressive elements in her expressive voice.

EXPRESSIVE ELEMENTS FAIRY: Expressive elements make music beautiful. Two basic expressive elements are dynamics and articulations. Dynamics is how loud or soft music is sang or played. In music we use Italian words such as piano and forte to mark dynamics. Articulations determine how short and accented or how long and smooth sound should be. In music we use staccato or accent markings to mark articulations. Here is our expressive elements song called *Musicland Folk Song*.

ALL STUDENTS SING THEN PLAY:

MUSICLAND FOLK SONG
(Bohemian Folk Song)

We are the people of Musicland,
we are its expressive elements.

We play louder, then play softer,
we can play very quiet and low.

We go smooth,
we go short.
We are the expressive elements.

WISE MAN/WOMAN # 2: Very good Expressive Elements Fairy!!(to King's family): Now that you learned about five elements of music you should be able to make beautiful music together. But remember this important rule that helps to musicians to become the best they can be: you'll need to practice **every day you eat!**

ALL STUDENTS (acting surprised): **Every day we eat!!!!?????**

WISE MAN/WOMAN # 2: Yes, in order to become great musicians one needs to practice every day they eat and that means one needs to practice **every single day** regardless of how busy or tired they might be!!

KING COLE AND HIS ENTIRE FAMILY: All right!! We will practice every single day!!

NARRATOR # 3: Now Old King Cole was a happy king with a sparkle in his eyes.

ALL STUDENTS SING:

OLD KING COLE
(“merry old soul” version)

NARRATOR # 3: The only problem was how to share the crown, his promised prize.

WISE MAN/WOMAN # 2: (goes around and places King’s crown on heads of all students)

NARRATOR # 3: So, in the Northwest Suzuki Institute enrichment class we learned about five elements of music: rhythm, melody, harmony, music form and expressive elements. However, in order for King’s family to make music like orchestra musicians do they needed only one more special guest, and that was guest-conductor Princess/Prince Lully!

PRINCESS/PRINCE LULLY: Hello!! My name is Princess Lully. I am a great-great-great daughter (son) of French composer Jean-Baptist Lully. He lived on the court of King Louis 14 and he was the very first conductor ever. As our final selection we will now play for you two songs at the same time and we will not be able to do that without the help of my **magic baton**.

(Princess Lully conducts groups while having fun.)

ALL STUDENTS PLAY:

**TWINKLE VARIATION A WITH MAY SONG, THEN ALL PLAY
TWINKLE THEME**

(with lots of expressiveness; both songs in D major)

NARRATOR # 3: This was a tale about how Old King Cole found his musical soul!! He and his family and all people in his kingdom continued to play music with good rhythms, beautiful melodies, soothing harmonies, well-ordered forms and lots of expression for many, many years after the Northwest Suzuki Institute was over!

ALL STUDENTS PLAY THEN SING:

ALLEGRO
(in D major)

Happy, happy, everybody's happy
Happy, happy, everybody's glad.
Happy, happy, everybody's happy
Happy, happy, nobody's sad.

Old King Cole and his family,
Learned to play music with understanding.

Happy, happy, everybody's happy
Happy, happy, everybody's glad.

THE END!!

CAST:

Narrator # 1: _____

Narrator # 2: _____

Narrator # 3: _____

King Cole: _____

Queen Cole: _____

Princess Cole: _____

Prince Cole: _____

Fiddler # 1: _____

Fiddler # 2: _____

Wise Man/Woman # 1: _____

Wise Man/Woman # 2: _____

Messenger # 1: _____

Messenger # 2: _____

Rhythm Fairy: _____

Melody Fairy: _____

Harmony Fairy: _____

Music Form Fairy: _____

Expressive Elements Fairy: _____

Princess Lully/Prince Lully: _____

PLAY LIST

Minuet # 1 (play)

Long Ago (sing and play)

Chicken on the Fencepost (play)

Old King Cole (song)

Beethoven 5th Symphony ("Fate Motive")

Zodiak (dance)

Fiddle Twinkle (play)

Lightly Row (sing and play)

Easy (song)

Rhythm Patterns (rap)

I Can Sing High and Low (song)

Tzena (sing and play)

Long Ago (play)

Musicland Folk Song (sing and play)

Twinkle/May Song (play)

Allegro (sing and play)