



# EK BOOKS TEACHER NOTES & RESOURCES

**Title:** Violin & Cello

**Author:** Catherine Greer & Alex Lau

**Illustrator:** Joanna Bartel

**Publisher:** EK Books

**Price:** ANZ \$24.99 | USA \$18.99 | CA \$24.99 | UK £10.99

**ISBN:** 9781922539274

**Publication date:** September 2022

**Audience age:** 4-8 years

**Key Curriculum Areas:** English, Science / STEAM, The Arts – Music and Visual Arts, Health and Physical Education



## SYNOPSIS:

*Violin & Cello* celebrates musical friends—with a bonus duet of “The Mystery Friends” for young violinists and cellists to play or listen to now! Learning an instrument can be a lonely pursuit, and *Violin & Cello* celebrates being a musician and making friends. This book is perfect for young readers just beginning to learn an instrument, particularly violin or cello, as well as for every parent or teacher helping them along the way. *Violin & Cello* follows two young musicians as they discover the secret to who is practising in the apartment next door!

Award-winning Australian composer, Alexander Lau, has composed an original duet for violin and cello, “The Mystery Friends.” The score for the allegro and adagio movements of “The Mystery Friends” are printed in the book. This beautiful composition is simple enough to be played by young cellists and violinists.

## THEMES:

Friendship. Instruments and Music. Culture/Identity. Inclusion.

## SELLING POINTS:

- Perfect for young musicians and their families, *Violin & Cello* tells the story of two instruments, the practice required to play an instrument and the joy of composing and performing music with friends.
- Between 45% of children (Australia) and 70% of children (UK) currently play a musical instrument and even more (as many as 9 out of 10) want to learn. Most children begin their classical music education with piano, violin or cello lessons (predominantly piano and violin).
- Will have broad appeal for: libraries and schools; children who play either violin or cello; music teachers; musician parents; parents who provide their children with music lessons.

## WRITING STYLE:

The story explores cultural diversity, life in large cities, musical terms and musical education and friendship.

## AUTHOR MOTIVATION:

Learning to play classical instruments can be a lonely pursuit for children. My son was a cellist at age five, but had the good fortune to play in many orchestras for his entire school years. I wrote *Violin & Cello* because musical friends are so important for young musicians.



### AUTHOR/ILLUSTRATOR BACKGROUND:

**Catherine Greer** is an author of fiction and nonfiction. She writes picture books, young adult and adult fiction, and nonfiction. She first collaborated with musician Alexander Lau on *Jacaranda Snow* (2018), her growth mindset picture book that tells the story of Australia's jacaranda trees and shines a spotlight on child poverty in Australia.

**Alexander Lau** is a violinist and contemporary classical composer. He studied composition for six years under Dr Nicholas Vines. Having played violin for 15 years, Alex often writes chamber music for strings. He is also a member of the Seraphim String Trio, established in 2015. Alex's compositional style is diverse and often changes. Most recently, his works have been influenced by Jazz and American minimalism. Alex is also the composer of 'Jacaranda Snow', a piano quartet for the growth mindset picture book, *Jacaranda Snow*.

**Joanna Bartel** is a designer and illustrator with experience in Arts education, design, teaching and creative marketing. She loves character design and creating imaginative and playful images to engage children and enhance imaginative learning.

### INTERVIEW:

#### AUTHOR

##### What is the inspiration for this story?

I was inspired by an Instagram post I saw during the 2020 pandemic; two pianists, an older man and a young man, listened to each other play every afternoon in adjoining apartments. I thought it would be fun for two children to have the same experience in a large city, not knowing who was on the other side of the wall, and then discovering a way to make music together. I love the idea of promoting shared cultural experiences, and the two families welcome the children into their homes.

##### What was the most rewarding part of this project?

I love working with Alex Lau – such a privilege as his compositions are incredible. I also felt strongly about promoting cultural respect and celebrating young musicians. Seeing Joanna's initial illustrations was so fulfilling! Her work is beautiful.

##### What was the most challenging part of this project?

Picture books are incredibly challenging to write because every word counts, and the story needs to unfold in an exciting way! I wrote at least ten versions of *Violin & Cello* over six months, and shared early drafts with Alex. It was a challenge to create an exciting plot that celebrated young musicians.

## TEACHER ACTIVITIES/NOTES:

N.B. These questions and activities can be adapted to suit the experience and ability of students.

### DISCUSSION:

#### Before Reading

- Place pictures of different musical instruments into a bag (or an instrument like a drum) and ask students to pick one out and name it. How many different instruments do they know?
- Students can sort / classify the instrument pictures into different categories or families; including strings, woodwinds, brass, percussion, and keyboards.
- Ask students if they play a musical instrument. How do they feel when they play? What are the rewards and challenges to learning an instrument?
- Look at the cover of *Violin & Cello*. Ask, what do you see? How does it make you feel? What does it make you wonder? What do you think is happening, and what might this story be about?
- Which instrument is the violin, and which is the cello? How are they similar, and how are they different? Which family do they belong to? Students might like to study / practise these instruments, if accessible. Alternatively, watch a clip or listen to the violin and cello being played.

#### During Reading

- What do you notice about things in the boy's place, and the things around the girl?
- What do you think might happen?
- Why do you think it's important for the children to practise their instruments? What might be tricky about learning to play music?
- Why do you think the children are lonely? What do you think they could do?
- What does the secret message look like? What does it mean?
- What might the 'mystery friends' be planning?

#### After Reading

- What is the story about? What is the main idea? How did it make you feel? Do you have a favourite part?
- What did you learn about the characters in the story? Make a list of things you found out about their interests and home life / culture.
- How do you think the musicians felt throughout the story? How did their feelings change over time?
- Why do you think the children practised their instruments so much? How important is it to practise a new skill? Why do you think the authors wrote, 'It was tricky. It took some time.'? What are some positive things to remember when doing something 'tricky'?
- What do you notice about the repetition in the text? Why do you think the authors set out the story with repeating lines? What does this remind you of? How does this format suit this kind of story?
- What do you know about the terms, 'allegro' and 'adagio'? How are they used in music compositions? Find out about the origin and meanings of these terms. Make a list of some other music-related terms and write their meanings, such as classical music, score, notes, staves, orchestra / orchestral, baritone, tenor, pitch, etc.
- Do you think the musicians' method of communication was successful? Why or why not? Could they have done anything differently? How do you think their 'The Mystery Friends' duet debut affected the other people in the apartment tower?
- What do you like about the illustrations? What have they taught you about the violin and the cello? Has the illustrator effectively portrayed the characters' two worlds at the same time? How?
- What kinds of cultural items / pieces can you see in the illustrations? What other music-related things / instruments can you find? Where can you find examples of 'friendship' in the pictures?
- What do you think is meant by the final phrase, 'Good friends bring joy to your life, but great friends bring music.'? Discuss with a friend.

- The musicians became friends through the means of a paper plane message. What other ways could you start a friendship with someone new?
- Have you learned something new about music or musical instruments? What would you like to know more about?

## ACTIVITIES:

### ENGLISH

#### Vocabulary: Music Definitions

(ACELA1786) (ACELA1437) (ACELA1454) (ACELA1470) (ACELA1817) (ACELY1650) (ACELY1660) (ACELY1670)

- Locate and write down musical terms from the book. These can include: *violin/violinist, cello/cellist, musician, duet, debut, allegro, adagio*.
- Discuss and write or draw the meanings of these terms. Students could draw the word as a shape. For example, write v-i-o-l-i-n in a violin shape.
- Brainstorm as many music-related terms as possible and write these inside a musical instrument shape. Colour and cut out the shape to display. See **BLM 1** for an example template.

#### Vocabulary: Literary Devices

(ACELA1439) (ACELA1438) (ACELA1448) (ACELA1458) (ACELA1778) (ACELA1455) (ACELA1822) (ACELA1474) (ACELA1471) (ACELA1472) (ACELT1579) (ACELT1585) (ACELA1824) (ACELA1825)

'Violin & Cello' includes several literary devices in the text that give reference to the musical or lyrical nature of the story. These include rhyme, alliteration, repetition, onomatopoeia and metaphors.

- Find and list the examples of each. Can you add your own to these? What do you notice about the patterns of the words or language?  
Rhyme: 'case-place'  
Alliteration: 'calico cat', 'garden grew', 'spectacular surprise'  
Repetition: 'Cello from a backpack. Violin from a case. Each musician still played at their own place.'  
Onomatopoeia: 'zippy', 'dreamy'  
Metaphors: 'Then music flew from the violin and from the cello, too.' / 'Good friends bring joy into your life, but great friends bring music.'

#### Vocabulary / Spelling: Phonics, Syllables and Blends

(ACELA1439) (ACELA1440) (ACELA1438) (ACELA1817) (ACELA1819) (ACELA1458) (ACELA1459) (ACELA1778) (ACELA1455) (ACELA1822) (ACELA1474) (ACELA1471) (ACELA1823) (ACELA1824) (ACELA1825)

- **Phonics**: 'Vv' is for violin. 'Cc' is for cello. V is pronounced 'vh', and C (in cello) is pronounced 'ch'. Ask students to practise saying the sounds of the letters, noticing the 'c' differs to other 'c' sounds like in 'cat'. Make a list of words that begin with the same sounds. Students can write an alliterated sentence with either 'v' or 'c' (as in cello) words. Illustrate.
- **Syllables** are the single, unbroken sound of a spoken or written word. Using some of the words listed in previous tasks, students can identify and clap, click or tap their chin or instrument to the syllables in each word. For example, *vi/o/lin, or/ches/tra, mu/sic, mu/si/cian*.
- **Blends**: Students can identify the blends, digraphs and trigraphs in a given set of music-related words. For example, **ll** in cello, **ch** and **str** in orchestra, **pl** and **ay** in played. Students can make cut outs of music notes with these words, highlighting the appropriate cluster, digraph or trigraph. See **BLM 2**.



## Exploring Sheet Music / Musical Scores

English links - ([ACELA1444](#)) ([ACELA1430](#)) ([ACELA1433](#)) ([ACELA1447](#)) ([ACELA1450](#)) ([ACELA1466](#)) ([ACELT1579](#)) ([ACELT1585](#)) ([ACELT1592](#)) ([ACELY1650](#)) ([ACELY1660](#)) ([ACELY1670](#)). The Arts: Music links - ([ACAMUM080](#)) ([ACAMUM081](#)) ([ACAMUR083](#))

- Locate and study a score, or a notation of a musical work to observe and interpret. You may use the allegro music score or adagio composition in 'Violin & Cello', or a piece with lyrics found in a music book, website or library. Students can label its parts, including the title, author / composer, notes, and any other elements they are familiar with. Listen to a familiar song on the sheet music via audio or visual means. Can students sing or hum the tune to this piece of music?

## Comprehension: Text-to-Self, Text-to-Text, Text-to-World

([ACELT1575](#)) ([ACELT1783](#)) ([ACELT1582](#)) ([ACELT1584](#)) ([ACELT1589](#)) ([ACELT1590](#)) ([ACELY1650](#)) ([ACELY1660](#)) ([ACELY1665](#)) ([ACELY1670](#))

Ask students to think about the text and how this connects to what they know. Answer and write about the following questions...

- Text-to-Self: What are some aspects in the story, *Violin & Cello*, that you can relate to in your own life? Do you play a musical instrument? Or are you practising a new skill? Have you ever felt lonely? When have you made a new friend? How did you become friends? Have you ever made a paper plane? Do you have any of the same interests or cultural background as the musicians?
- Text-to-Text: Compare aspects of the story to those in another similar text, such as a different story (fiction or non-fiction) about music and instruments, putting on a performance, feeling lonely and making friends.
- Text-to-World: Find out about a musical or orchestral event in your community, or organise an instrumental performance yourself! What can you discover about different cultures? Find and list / draw as many different kinds of homes (apartments, houses, caravans, treehouses, etc) in your neighbourhood or through library or online research. Brainstorm different ways to send messages to a friend or pen pal (paper plane, stamped letter, email, phone, carrier pigeon, walkie talkie, etc). How can this story help other children across the world?

## Creative Writing: Innovation on Text

([ACELA1435](#)) ([ACELA1451](#)) ([ACELT1783](#)) ([ACELT1831](#)) ([ACELT1582](#)) ([ACELT1832](#)) ([ACELT1833](#))

- Ask students to brainstorm ideas for what might happen next after the following:  
*'Cello from a backpack. Violin from a case.*  
*The new friends made music all over the place.'*  
 Write the next sentence, or continue as a short story or poem. Illustrate.

## Poetry Writing to a Friend

([ACELA1429](#)) ([ACELA1430](#)) ([ACELA1447](#)) ([ACELA1448](#)) ([ACELA1463](#)) ([ACELA1437](#)) ([ACELA1439](#)) ([ACELA1823](#)) ([ACELT1783](#)) ([ACELT1831](#)) ([ACELT1586](#)) ([ACELT1832](#)) ([ACELT1833](#)) ([ACELY1655](#)) ([ACELY1647](#)) ([ACELY1667](#)) ([ACELY1668](#)) ([ACELY1651](#)) ([ACELY1661](#)) ([ACELY1671](#))

- Using the poem written from the 'Innovation on Text' task, or their own poetry, students can write a lyrical piece on sheet music paper to give or read out to a friend. Students might like to present their gift as a folded paper plane. Types of poems might include:
  - Free Verse (rhyme or non-rhyme, couplets or stanzas)
  - Sonnet (a song, usually 14 lines)
  - Acrostic Poems (spells out a name or word)
  - Cinquain Poems (5 lines)
  - Haiku (3 lines)
  - Limerick (funny, with a set rhyme scheme)

## Creative Writing: Writer's Workshop

(ACELA1430) (ACELA1450) (ACELA1464) (ACELA1434) (ACELA1786) (ACELA1437) (ACELA1451) (ACELA1452) (ACELA1453) (ACELA1454) (ACELA1469) (ACELT1575) (ACELT1783) (ACELT1582) (ACELT1584) (ACELT1591) (ACELT1832) (ACELT1833) (ACELY1655) (ACELY1651)

- Brainstorm lists of 'cultural things', 'musical things' and 'friendship things' found in the book. Think about one or two elements from each group and write several possible story or song titles. Plot out a narrative, poem or other genre of writing with dot points for one of the titles, making sure to relate the writing piece to the chosen cultural, musical and friendship themes.

## Narrative Writing

(ACELT1581) (ACELT1582) (ACELT1586) (ACELY1651) (ACELY1661) (ACELY1662) (ACELY1671) (ACELY1672)

- Using the ideas explored in the 'Creative Writing: Writer's Workshop' task, students can write a narrative, including at least one cultural, musical and friendship element. Encourage them to think about the tone of the story (funny, serious, lyrical, surprising, etc). Will the perspective be written from third or first person? Remember to include a setting, interesting characters, a series of or repeating events, a problem and a resolution. Students might like to try to include some literary devices, such as alliteration, rhyme, or onomatopoeia. Set it out with a beginning, middle and end.

*Alternative ideas:*

- Imagine you played an interesting (or magical) musical instrument that had an effect on others. What would it cause them to do or feel? What problems or challenges might you face? How will this be resolved?
- Imagine you were a musical instrument for a day / week. What adventures and challenges would you face? What other musical characters would you meet along the way? Anyone famous? Will you return to your normal self?

## Recount / Reflective Writing

(ACELA1437) (ACELT1575) (ACELT1783) (ACELY1651) (ACELA1787) (ACELT1582)

- Encourage students to think about a time when they learned a 'tricky' new skill, made a new friend, or felt lonely. Students should include how they felt, how they managed the situation, the challenges and outcomes.

## Thinking Tools / Graphic Organisers

(ACELA1429) (ACELT1575) (ACELT1783) (ACELT1583) (ACELT1589) (ACELY1650) (ACELY1660) (ACELY1670)

- KWHL Chart:** Students can complete a KWHL chart about music, orchestras or a particular instrument. The headings include K (I Know), W (What I Want to Know), H (How Will I Find Out), L (What I Have Learnt). See **BLM 3**.
- Concept Web:** Use the concept web diagram to flesh out ideas on a chosen topic, such as 'Kinds of Music', or 'Kinds of Instruments', or 'Ways to Make Friends'. The sub-headings for Music could include, 'classical', 'rock', 'pop', 'jazz', 'country', 'hip hop', etc, with the descriptions providing further detail. The Instruments could be broken down into families, including 'woodwind', 'brass', 'percussion', 'keyboard' and 'strings'. See **BLM 4**.
- Venn Diagram:** Complete a Venn Diagram to compare the similarities and differences between two different instruments (violin and cello). Think about their appearances, parts, sounds, special features, etc. For a challenge, compare three different instruments with a three-way Venn Diagram. Alternatively, compare the similarities and differences between the two musicians, or students could even add themselves for comparison with the musicians. See **BLM 5**.
- De Bono's Six Thinking Hats:** Think about the feelings and actions of the musicians and any alternative ways of thinking with the use of the six hats:

Red (fears, feelings, intuition), White (information, facts), Yellow (Benefits, positive thinking), Blue (big picture, focus, learnings), Green (creative thinking, alternatives), Black (risks, problems, obstacles).

## SCIENCE / STEAM

### Creating Sound – Musical Soundwaves

Science links – ([ACSSU005](#)) ([ACSSU020](#)) ([ACSHE013](#)) ([ACSHE021](#)) ([ACSIS014](#)) ([ACSIS011](#)) ([ACSIS233](#)) ([ACSIS025](#)) ([ACSIS027](#)) ([ACSIS213](#)) ([ACSIS029](#))

The Arts: Music links – ([ACAMUM080](#)) ([ACAMUM081](#))

- **Experiment 1:** The science of sound waves can be made observable by forcing objects to react to the sound vibrations. You will need a clear bowl, wrapped over and secured tightly with plastic wrap and a large rubber band. Place sugar crystals in the centre of the plastic wrap, and experiment with loud and quiet sounds using voice, breathe, clapping, etc. Observe what the crystals do in reaction to the sound vibrations.
- **Experiment 2:** Observe the science of string vibrations with a violin (or guitar or cello). Pluck a string and watch the vibration, then discuss how the vibration sends sound waves into the air. Next, pluck a string and press down on it about halfway down the string. How does the sound change? Observe what happens to the pitch when you increase or decrease the tension (tighter or looser), and the differences between a thick and thin string.

### Paper Planes

Science links – ([ACSSU005](#)) ([ACSSU033](#)) ([ACSHE013](#)) ([ACSHE021](#)) ([ACSHE034](#)) ([ACSIS014](#)) ([ACSIS024](#)) ([ACSIS011](#)) ([ACSIS038](#)) ([ACSIS233](#)) ([ACSIS026](#)) ([ACSIS027](#)) ([ACSIS041](#)) ([ACSIS012](#)) ([ACSIS029](#))

Design and Technology links – ([ACTDEK002](#)) ([ACTDEK004](#)) ([ACTDEP005](#)) ([ACTDEP006](#)) ([ACTDEP007](#)) ([ACTDEP008](#)) ([ACTDEP009](#))

The Arts: Visual Arts links – ([ACAVAM107](#)) ([ACAVAM108](#))

The violinist in *Violin & Cello* sent a secret musical message to the cellist via a paper plane. ‘Then music flew...’

- Students will learn the forces of flight, problem solving, following instructions and creativity with this STEAM activity of making and investigating paper planes. Students can work independently or collaboratively to create, evaluate and adjust four different paper plane designs, and explore the effectiveness of their flight with variables including gravity (by adding weight), lift (curve of wing design), thrust (force of launch) and drag (plane design). Students might like to be creative with their decorations, including a music- or friendship-themed plane. Predict, observe, record and communicate findings.  
Instructions on how to build 4 simple paper plane designs can be found here:  
[4 Simple & Fun Paper Airplanes | STEAM Activity for Kids - Engineering Emily](#)

*Science involved:* Aerodynamics is the ease of the airplane through the air. ‘Drag’, or resistance, slows down the movement of the plane as the air pushes against it. Keeping a plane’s weight to a minimum helps with ‘gravity’, or being pulled down to the earth. ‘Thrust’ is the forward movement of the plane, initially forced by its launch, and ‘lift’ comes when the air under the plane’s wing is greater than the air pushing down on it. A long flight occurs when these four forces (drag, gravity, thrust and lift) are balanced.

### Make Your Own Musical Instruments

#### **Paper Plate / Tissue Box Violin or Cello:**

Science links – ([ACSSU020](#)) ([ACSIS011](#)) ([ACSIS024](#)) ([ACSIS042](#))

Design and Technology links – ([ACTDEK001](#)) ([ACTDEK002](#)) ([ACTDEK004](#)) ([ACTDEP005](#)) ([ACTDEP006](#)) ([ACTDEP007](#)) ([ACTDEP008](#)) ([ACTDEP009](#)). Music links – ([ACAMUM080](#)) ([ACAMUM081](#)) ([ACAMUM082](#))

- Make your own musical violin or cello by wrapping four elastic bands around a paper plate or tissue box (lengthways). Either, make four notches top and bottom of the paper plate, or you can add a piece of cardboard with four notches (to slide the elastic bands into) for the bridge on the tissue box. To create the neck, tape a large pop stick, ruler or paper roll tube with smaller pop sticks for the pegs. Create your own composition for friends!

See instructions here: [At-Home Craft: Make Your Own Violin | Seattle Symphony](#)

A violin cut-out is available here for your optional use: [violin\\_cutout.pdf \(violinist.com\)](#)

## DIY Drum Kit:

Science links - ([ACSSU005](#)) ([ACSI011](#)) ([ACSI024](#)) ([ACSSU020](#))

Music links - ([ACAMUM080](#)) ([ACAMUM081](#)) ([ACAMUM082](#))

Visual Arts links - ([ACAVAM107](#)) ([ACAVAM108](#))

- Using graduating sized tin cans or paper cups, explore the different notes heard when tapping on the drums. You will also need balloons and elastic bands to stretch over and secure to the cans. For drumsticks, use dowels and beads with a hole the same size, to glue on top. Science involved: Striking the drum changes the shape and compresses the air inside the can, which transmits to the can and reflects back, creating a vibration.

## THE ARTS - MUSIC

### Learning about Instruments and Music

([ACAMUM080](#)) ([ACAMUM081](#)) ([ACAMUM082](#)) ([ACAMUR083](#))

- *Match and Label the Instruments:*  
Learn the different parts to the violin and cello and match the labels to the correct parts. Teacher reference: see **BLM 6**, may be used with **BLM 1**.
- *Instrument Exploration / Practise:*  
Learn different sounds and techniques to various instruments through hands-on practise and/or by watching a video.  
Watch: [Musical Instruments Sounds For Kids \(27 Instruments\) - YouTube](#)  
Play the composition provided in *Violin & Cello*!  
Students can also create their own songs with a program such as:  
[Chrome Music Lab - Song Maker \(chromeexperiments.com\)](#)
- *Learning to Read Music:*  
Discover how to read sheet music with simple acronyms to remember note placement. For example, F – A – C – E, or, A – C – E – G (All Cows Eat Grass)
- *Learning to Draw Treble and Bass clefs:*  
Students could use these [free printable worksheets to trace and draw treble and bass clefs.](#)
- *Labelling Notation, Structure and Texture.*  
Advanced young musicians may be ready to practice labelling notes as well: semibreves, minims, crochets, quavers.  
Students could learn how to label the structure of the pieces, which are in [ternary form](#) (ABA).  
The teacher may wish to explain that the Adagio is [homophonic](#) in Section A and [polyphonic](#) in Section B. The Allegro is polyphonic with short sections of homophony. An advanced class of young musicians could be split into two groups to sing or play very simple sections of the pieces.

## THE ARTS – VISUAL ARTS

### Sheet Music Art

(ACAVAM106) (ACAVAM107) (ACAVAM108) (ACAVAR109)

Use old or printed sheet music to create art.

- *Idea 1* - Students might like to paint an outline of their favourite musical instrument or a scene from the book on the sheet music paper, ensuring the printed music is visible. Look closely and discuss the style and media used by the illustrator of Violin & Cello. What particular details do you notice?
- *Idea 2* – Paint the piece of sheet music completely black with acrylic paint, and once dried, using the scratch art technique, create a music-themed artwork that reveals the score underneath.
- *Idea 3* – Create a sculpture, either music-related or cultural, using pieces of sheet music as papier-mâché or simply glued on top. Examples could include, your own instrument, a food bowl or vase, gift paper, origami, ornaments, photo frame, etc.

## HEALTH AND PHYSICAL EDUCATION

### Healthy Mind / Healthy Body Ideas:

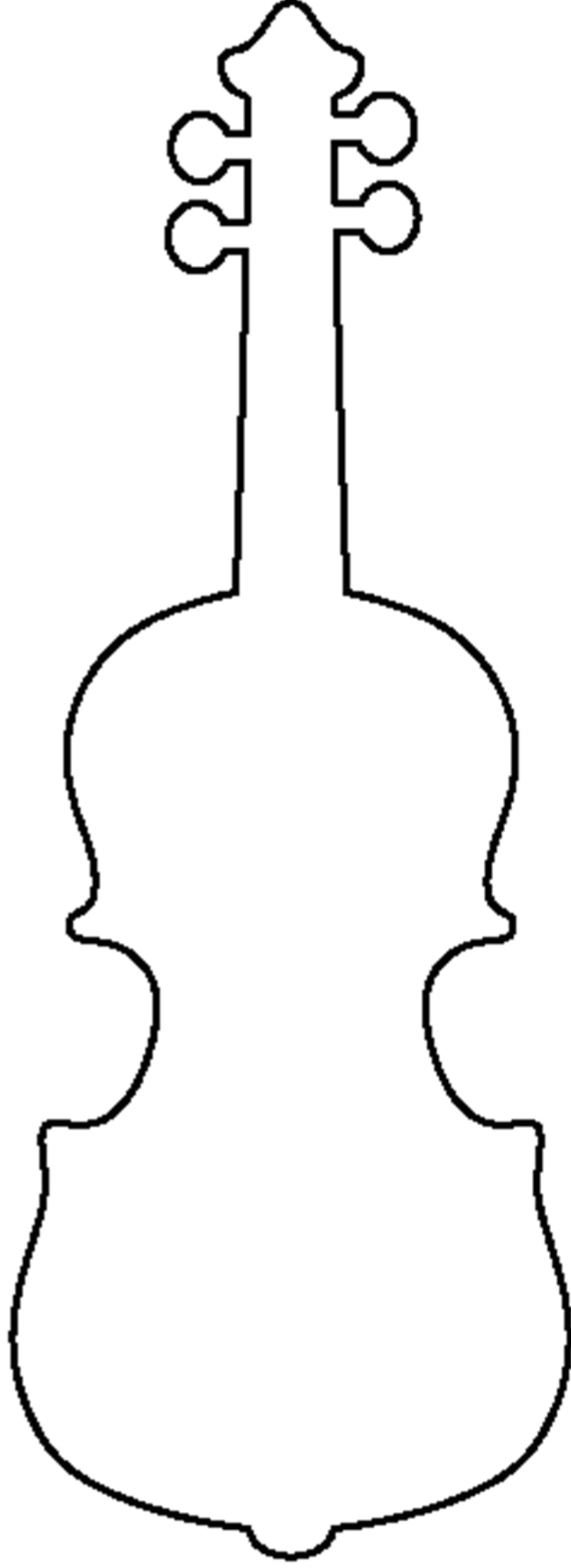
(ACPPS003) (ACPPS004) (ACPPS005) (ACPPS006) (ACPPS017) (ACPPS018) (ACPPS020) (ACPPS021) (ACPMP008) (ACPMP012) (ACPMP025) (ACPMP028)

Mindfulness and physical activity are ideal for mental and physical health, as well as building relationships with family and friends.

- Practise playing a range of, or your favourite instruments!
- Cook or bake your favourite cultural dish with your family or friends
- Tend to your plants or garden space
- Play with and look after a pet
- Take new photos or look through old photos of your family and friends
- Explore your neighbourhood. Make note of different buildings and landmarks
- Attend a local music or live event
- Create your own musical performance for family, friends or neighbours
- Make your own instruments with recycled homemade materials
- Conduct paper plane races with a friend
- Write a letter, poem, piece of music or secret message to a new or old friend, and send it!

NAME \_\_\_\_\_

DATE \_\_\_\_\_





NAME \_\_\_\_\_

DATE \_\_\_\_\_



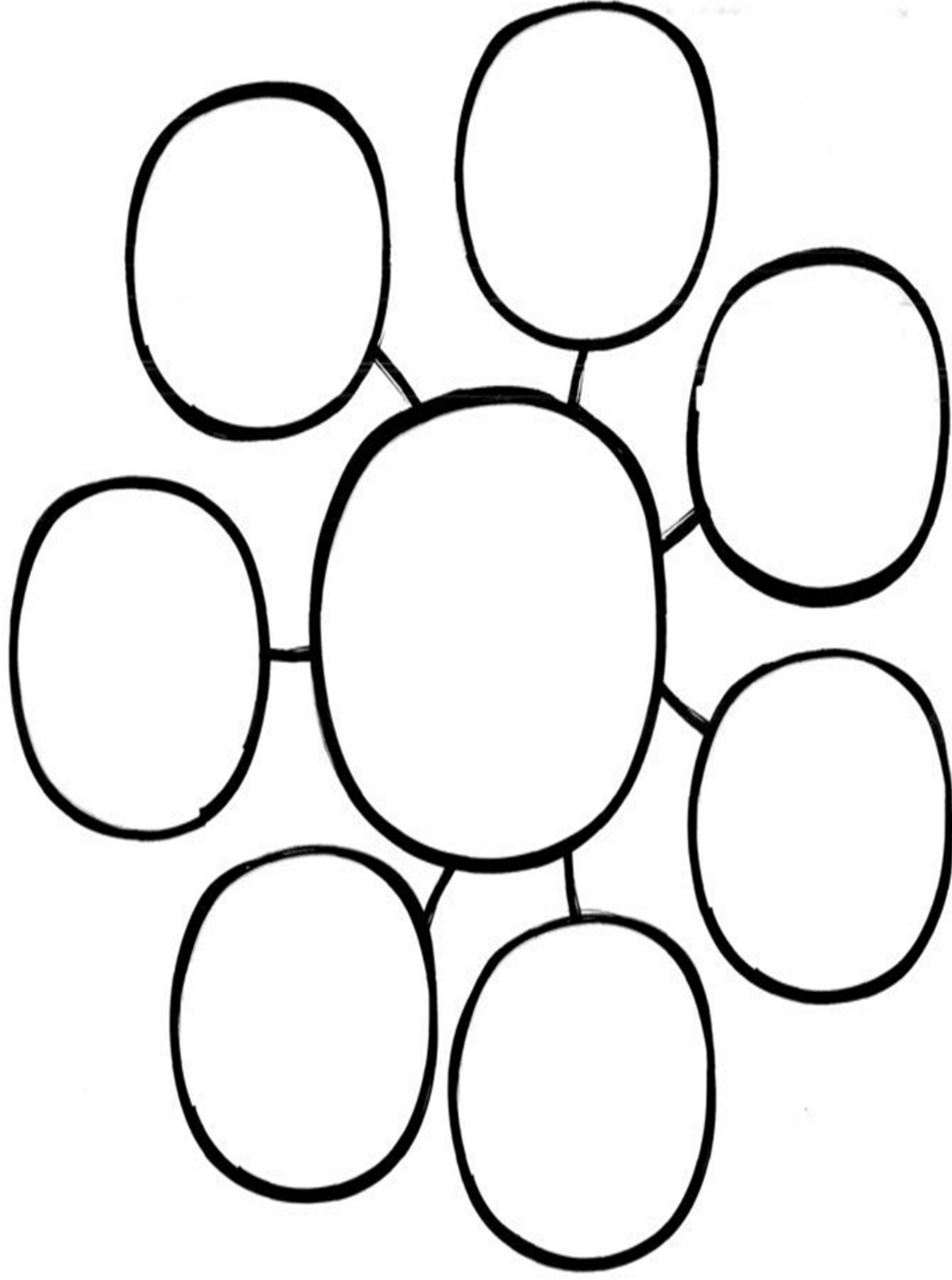
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K (What I KNOW)	W (What I WANT to know)	H (HOW I will find out)	L (What I have LEARNT)

NAME \_\_\_\_\_

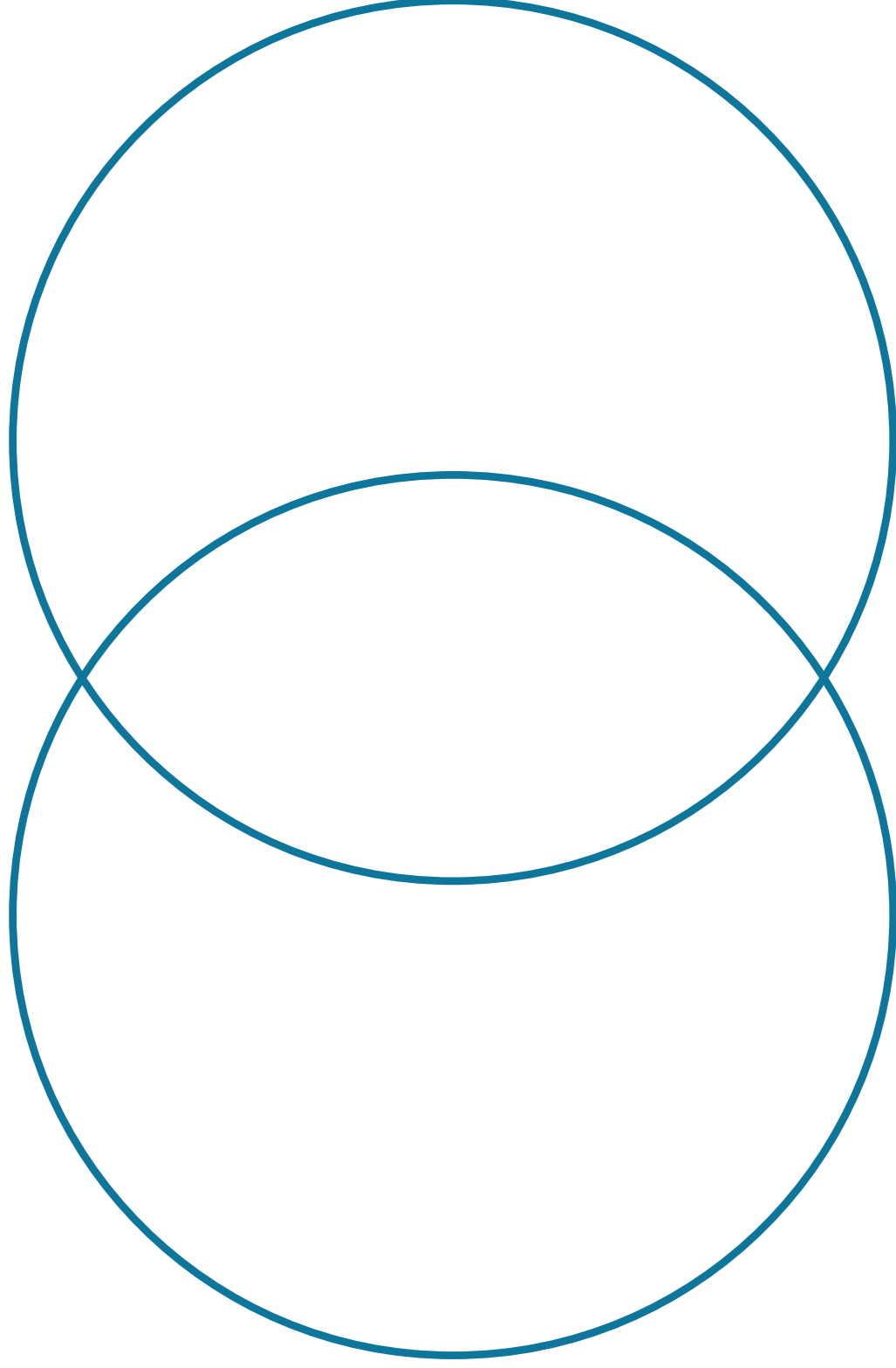
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# VENN DIAGRAM

NAME \_\_\_\_\_

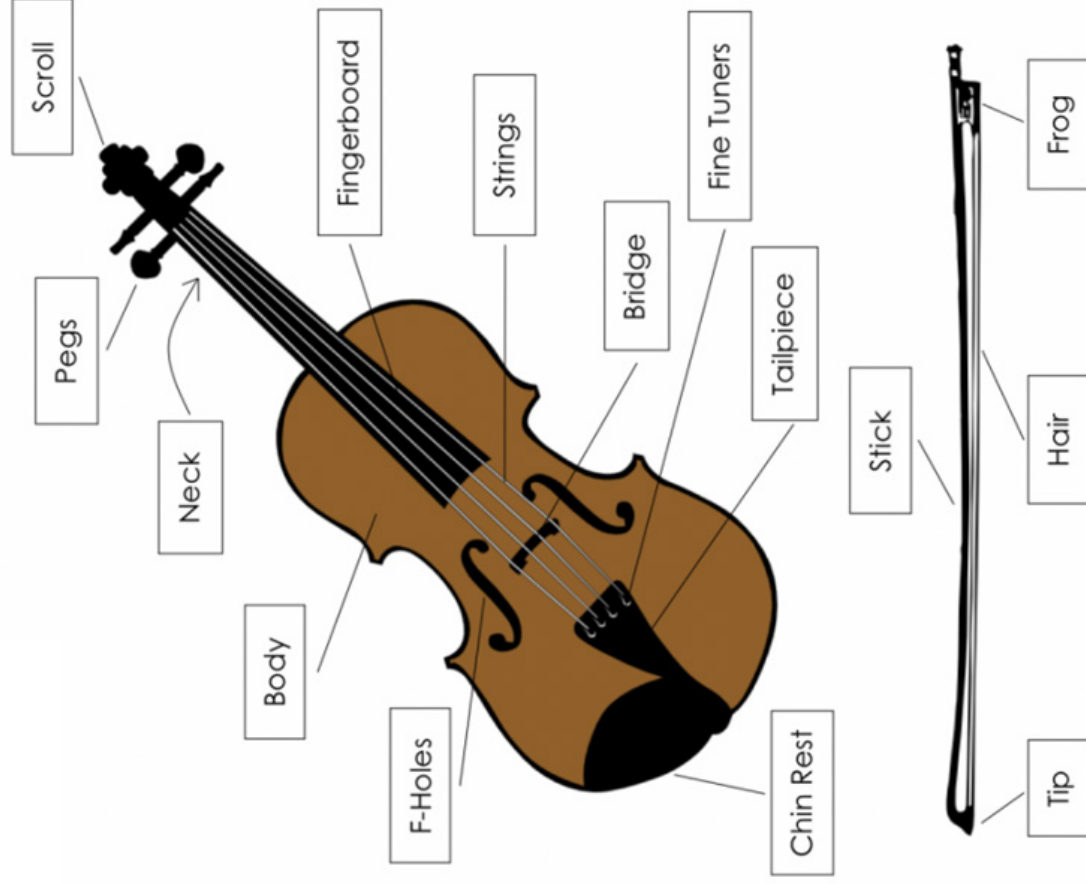
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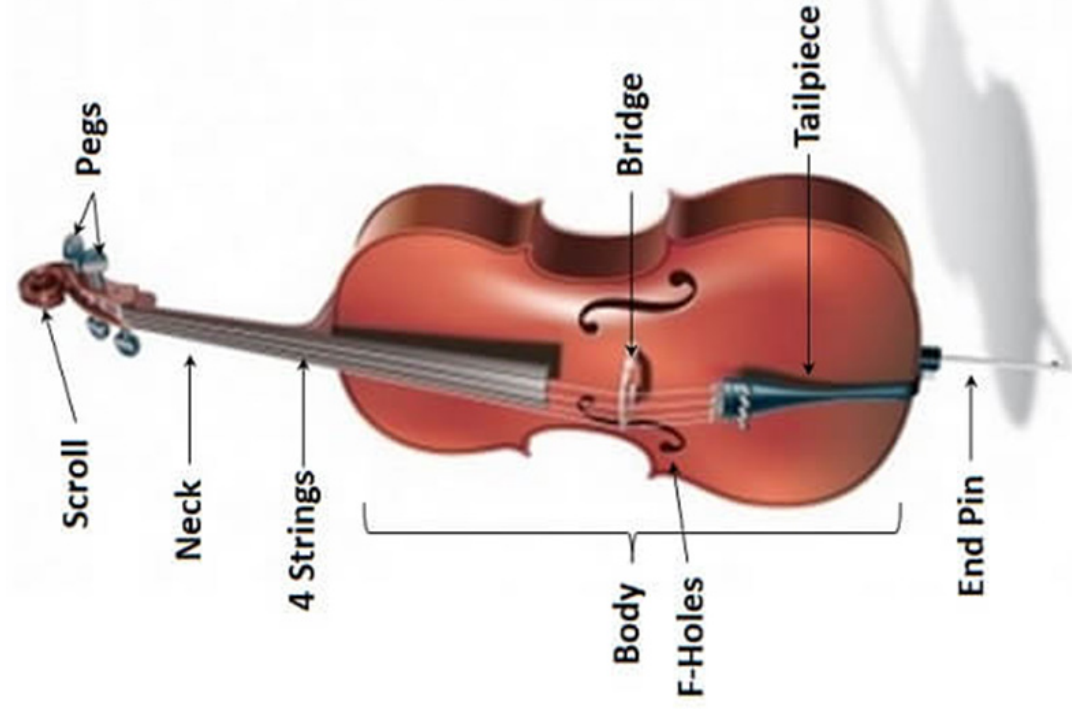
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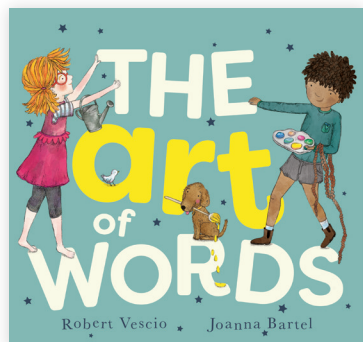
### Parts of the Violin and Bow



### Parts of the Cello



## RELATED TITLES ORDER FORM



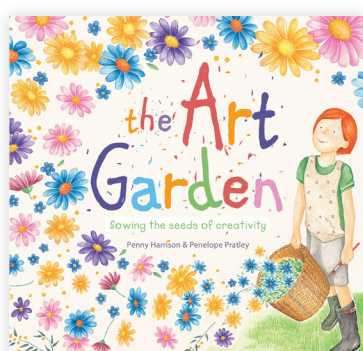
### The Art of Words

ROBERT VESCIO & JOANNA BARTEL

Meet colourful words, ugly words, squashable words and brilliant words in this celebration of the stories words create!

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### The Art Garden

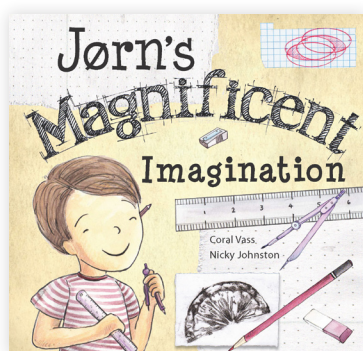
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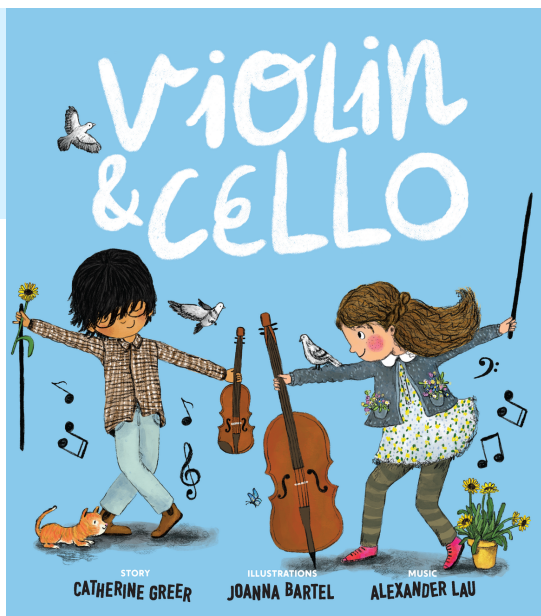


**Music from**

# **Violin & Cello**



**Composed by Alexander Lau**



## Violin & Cello

Catherine Greer, Joanna Bartel & Alexander Lau

Perfect for budding musicians, their families and music teachers, *Violin & Cello* follows two young children as they discover the secret to who is practising in the apartment next door! Two children, two cultures, two instruments, and one piece of music combine in this heart-warming story about making music with friends.

### About the Composer

Alexander Lau is an emerging contemporary classical composer from Sydney Australia, who has also played Violin for over 15 years. For *Violin & Cello* Alex composed an original duet for the two young musicians to play, and now you can too.



### The Music

In the following pages you will find the score for the two parts of 'The Mystery Friend' duet that feature in *Violin & Cello*, as well as the piano accompaniment.

Now you can experience the magic of playing Alex's original compositions with friends and fellow musicians.

You can also listen to Alex's recordings of 'The Mystery Friends' duet here :

<https://alexanderlaucomposer.com/#/compositions/mysteryFriends>



# The Mystery Friends

## I. Allegro

Alexander Lau (2021)

**Allegro** ♩ = 126

Violin *mf* *leggero*

Violoncello *mf* *leggero*

**Allegro** ♩ = 126

Piano *mp* *leggero*

6

Vln. *cresc.*

Vc. *cresc.*

Pno. *cresc.*

11

Vln.

Vc.

Pno.

sub. *mp* dolce

sub. *mp* dolce

sub. *p* dolce

17

Vln.

Vc.

Pno.

*f*

*f*

*mf*

20

Vln.

Vc.

Pno.

pizz.

*p*

pizz.

*p*

8va

*pp*

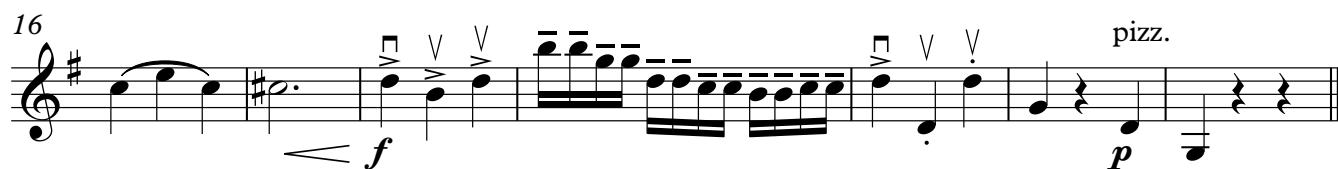
Violin

# The Mystery Friends

## I. Allegro

Alexander Lau (2021)

**Allegro** ♩ = 126



## Violoncello

# The Mystery Friends

I. Allegro

Alexander Lau (2021)

**Allegro** ♩ = 126



Piano

# The Mystery Friends

I. Allegro

Alexander Lau (2021)

Allegro ♩ = 126

Measures 1-7 of the piano score. The key signature is one sharp (F#) and the time signature is 3/4. The tempo is marked 'Allegro' with a quarter note equal to 126 beats per minute. The dynamics are marked 'mp' (mezzo-piano) and 'leggiero' (light). The music features a mix of chords and moving lines in both hands, with some notes beamed together.

Measures 8-14 of the piano score. Measure 8 is marked with a '8' above the staff. The dynamics include 'cresc.' (crescendo) and 'sub. p dolce' (subito piano dolce). The music continues with various chordal textures and melodic fragments.

Measures 15-18 of the piano score. Measure 15 is marked with a '15' above the staff. The dynamics include 'mf' (mezzo-forte). The music features a prominent melodic line in the right hand and supporting chords in the left hand.

Measures 19-22 of the piano score. Measure 19 is marked with a '19' above the staff. The dynamics include 'pp' (pianissimo). The music concludes with a final chord in the right hand and a sustained note in the left hand. An '8va' marking indicates an octave shift for the final notes.

# The Mystery Friends

## II. Adagio

Alexander Lau (2021)

**Adagio** ♩ = 60

Violin *mp dolce*

Violoncello *mp dolce*

**Adagio** ♩ = 60

Piano

5

Vln. *cresc.*

Vc. *cresc.*

Pno.

9

Vln.

*mp* *p* *mp*

Vc.

*p* *mf* *p* *mp*

Pno.

*p* *pp* *p*

13

Vln.

*mf* *rit.*

Vc.

*mf*

Pno.

*mp* *rit.* *8va*

Violin

# The Mystery Friends

## II. Adagio

Alexander Lau (2021)

Adagio ♩ = 60

*mp dolce*

7 *cresc.* *mp* *p* *mp*

12 *mf* *rit.*

Violoncello

# The Mystery Friends

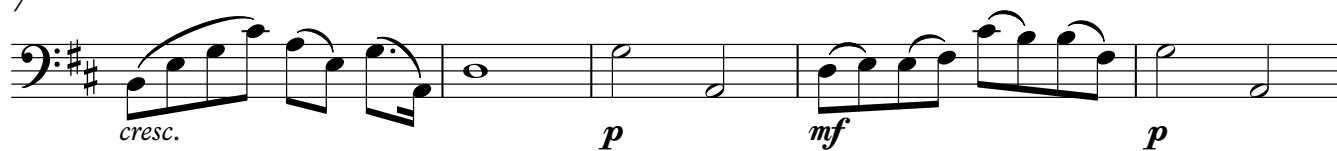
## II. Adagio

Alexander Lau (2021)

Adagio ♩ = 60



7



12



Piano

# The Mystery Friends

## II. Adagio

Alexander Lau (2021)

Adagio ♩ = 60

Measures 1-4 of the piano score. The key signature is two sharps (F# and C#), and the time signature is 4/4. Measure 1 starts with a half note G4 in the right hand and a half note G2 in the left hand. Measures 2-3 feature a complex texture with sixteenth-note runs in the right hand and eighth-note patterns in the left hand. Measure 4 begins with a whole rest in the right hand and a half note G2 in the left hand, followed by a sixteenth-note triplet in the right hand.

Measures 5-8 of the piano score. Measure 5 continues the texture from measure 4. Measures 6-7 show a continuation of the sixteenth-note runs in the right hand. Measure 8 features a triplet of eighth notes in the right hand and a triplet of eighth notes in the left hand.

Measures 9-12 of the piano score. Measure 9 begins with a half note G4 in the right hand and a half note G2 in the left hand, marked *p*. Measure 10 features a half note G4 in the right hand and a half note G2 in the left hand, marked *pp*. Measure 11 features a half note G4 in the right hand and a half note G2 in the left hand, marked *p*. Measure 12 features a half note G4 in the right hand and a half note G2 in the left hand.

Measures 13-16 of the piano score. Measure 13 begins with a half note G4 in the right hand and a half note G2 in the left hand, marked *mp*. Measure 14 features a half note G4 in the right hand and a half note G2 in the left hand, marked *rit.*. Measure 15 features a half note G4 in the right hand and a half note G2 in the left hand. Measure 16 features a half note G4 in the right hand and a half note G2 in the left hand, marked *8va*.