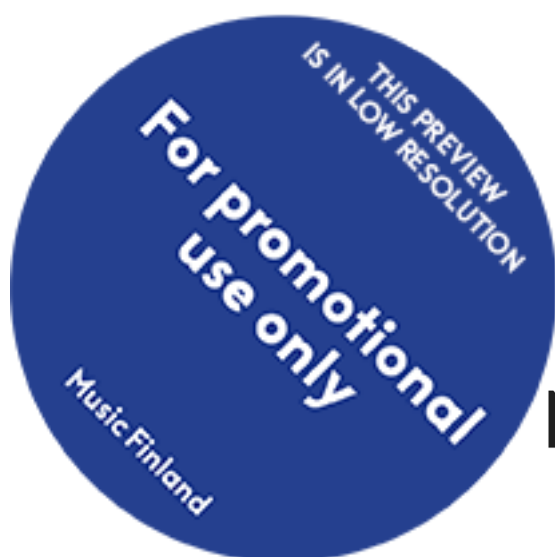


Terhi Dostal

The Parrot Sonata

Fairy Tale for Cello and Piano

2021



Music Finland

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Terhi Dostal

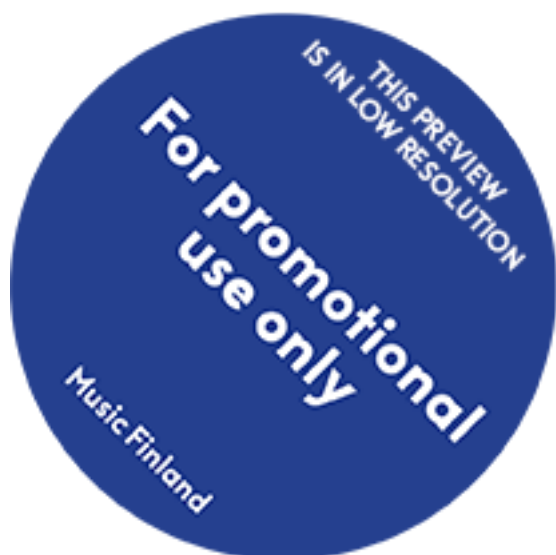
THE PARROT SONATA

Fairy Tale
for Cello and Piano

Op. 3a



Dedicated to Clara, Johannes and Rafael Dostal



Duration:
ca 12' (without text)
ca 20' (with text)

ENGLISH

The sonata may be performed as a standard concert work for cello and piano without spoken parts. In this version, its duration is approximately 12 minutes. Alternatively, a reader may join the performance and read the text between the musical sections. In this format, the performance lasts approximately 20 minutes.

Terhi Dostal: The Parrot Sonata Op. 3a **A Fairy Tale for Cello and Piano**

Once upon a time, on a bitterly cold day in winter, a small parrot flew out of his owner's window. He was curious and wanted to explore the world outside, but before he knew it, he had gone too far and couldn't find his way back home. The parrot flew and flew until he was completely exhausted. When he finally landed on a branch of a large spruce tree, he was cold, hungry, and thirsty. The poor little bird was all alone. He only heard the wind whispering softly around him.

Suddenly, a group of crows attacked! The parrot fought bravely, but there were five of them, and he was just one. He flew higher and higher, but it didn't help – they were mean and would not leave him alone!

With the last of his strength, he managed to escape into someone's garden where he landed on the ground. That's where a kind mother found him. He was awake but very weak. She gently picked him up and comforted him in her arms. She carefully placed the parrot in a shoebox with air holes, brought him into the warm living room and reported the lost bird to the police.

The children were thrilled to have a parrot in the house. They wanted to start taking care of him right away. They gave him water and birdseed. After he had rested and had something to eat and drink, he seemed to revive a bit but still did not sing.

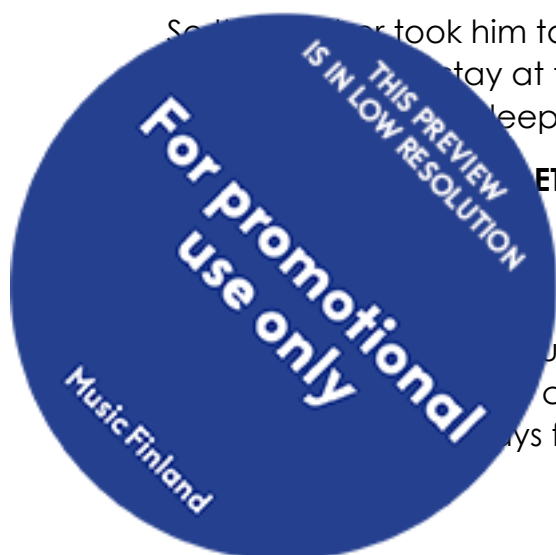
Then the children noticed something was wrong. The parrot was hurt—his wing was bleeding. Oh no! The poor thing was in pain and sad.

So the mother took him to the vet, who stitched up his wound. The vet said he would stay at the animal clinic overnight to recover. And there, the parrot fell asleep.

(1ST MOVEMENT, THEME)

The oldest child picked up a pencil and wrote down a beautiful melody. (2ND MOVEMENT, THEME)

The children learned how to play the melody together. Making music was so much fun! The children practiced their instruments every day.



day. **(1ST VAR.)**

One child already played the cello very well. **(2ND VAR.)**

The youngest didn't play an instrument yet—but he was an expert at peek-a-boo. Peek-a-boo! **(3RD VAR.)**

Another child was learning a famous piano piece. **(4TH VAR.)**

Suddenly, they heard strange sounds from the hallway. They all rushed out and saw their father—and he had brought the parrot home! The bird was healthy again. And he could sing! When the children played music for him, he sang along. **(5TH VAR.)**

The children were overjoyed to have the parrot back. As evening fell, they lit candles. **(6TH VAR.)**

The next morning, when the children woke up, their mother had news. The parrot's owner had been found! Sometime in the week before, he had escaped from the home of the Bird Lady. The mother gently explained that the parrot's owner wanted him back.

The children were terribly upset. They didn't want to give him back to the Bird Lady. They loved him so much! And he loved them, too. Surely, he felt more at home with them than with her.

"Can't we keep him, Mommy? Couldn't he stay here, please?" they begged.

But the mother stayed firm. The parrot didn't belong to them, and they couldn't keep him, it wouldn't be right.

(3RD MOVEMENT, BARS 1–63)

That very day, the mother gently placed the parrot into a small travel cage. Together, they all set out to return the lost bird to his owner. The Bird Lady lived in a beautiful house filled with many birds—big Amazon parrots, cheerful little budgies, and cockatoos. She explained that the parrot they had found was a cockatiel.

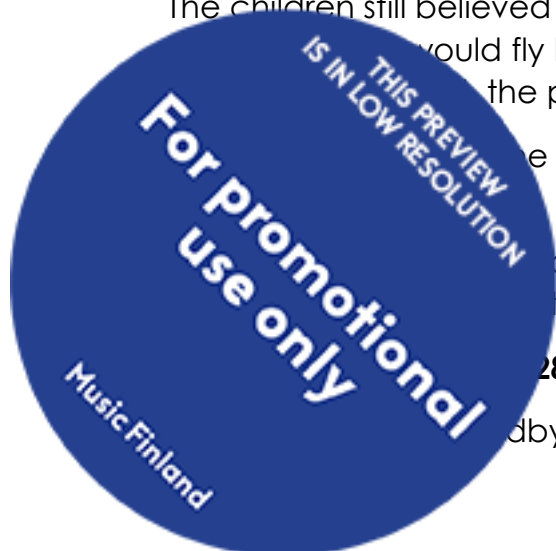
(3RD MOVEMENT, BARS 64–127)

The children still believed the parrot wouldn't want to stay there. They were sure he would fly back to them! But they were wrong. As soon as the parrot was released, the parrot flew straight to another cockatiel.

The Bird Lady was surprised. "They must have missed each other very much," she thought. How happy he was to be reunited with his wife, they could see. The parrot was coming back with them.

(3RD MOVEMENT, BARS 128–166)

The children said goodbye, and the children felt sad.



But the kind Bird Lady told them they were welcome to visit anytime. She understood that they had become true friends with the lovely parrot. And friendships should be cherished!

The children returned to visit many times. They had fun with the parrot and his cheerful wife, and their friendship lasted a long, long time.

And so, in this way, they all lived happily ever after!

DEUTSCH

Die Sonate kann als reguläres Konzertwerk für Violoncello und Klavier ohne gesprochene Passagen aufgeführt werden. In dieser Fassung beträgt die Aufführungsdauer etwa 12 Minuten. Alternativ kann eine Sprecherin bzw. ein Sprecher die Aufführung begleiten und den Text zwischen den musikalischen Abschnitten vortragen. In dieser Fassung dauert die Aufführung etwa 20 Minuten.

Terhi Dostal: Die Papagei-Sonate Ein Märchen für Cello und Klavier

Es war einmal ein kleiner, neugieriger Papagei, der aus dem Fenster seines Besitzers entkommen war. Leider war er zu weit geflogen und wusste nun nicht mehr den Weg zurück nach Hause. Es war Januar und draußen bitterkalt. Der Papagei flog so lange umher, bis er am Ende seiner Kräfte angelangt war. Darum ließ er sich auf einem Ast einer großen Fichte nieder. Er fror und war hungrig und durstig. Der arme war ganz einsam. Nur der Wind säuselte leise.

Da griffen bösen Krähen den Papagei an! Er versuchte tapfer dagegen zu kämpfen, aber sie waren zu fünft und er war allein. Er flog höher und höher, aber es half nichts!

Mit letzter Kraft rettete er sich durch den Gartenzaun in den Garten einer Nachbarin und ihn die Mutter. Zärtlich nahm sie den Papagei auf den Arm. Die Mutter setzte das Tier in einen Schuhkarton mit einem Loch und brachte ihn rein in die warme Stube. Sie meldete den Fund bei der Polizei.

Die Mutter erzählte, dass sie einen Papagei im Haus hatten. Sie kümmerte sich um ihn. Sie gaben ihm Wasser und Vogelfutter. Er wollte singen, aber er singen wollte er nicht.

Die Mutter merkte fest, dass der Papagei verwundet war. Sein Flügel war zerbrochen. Er war ein trauriger, kranker Papagei.



Also brachte die Mutter ihn zur Tierärztin, die seine Wunde nähte. Die Tierärztin sagte, der Papagei solle über Nacht in der Tierklinik bleiben, um sich zu erholen. Da schlief der kleine Kerl ein.

(1. SATZ)

Am nächsten Morgen nahm das älteste der Kinder einen Stift in die Hand und schrieb eine Melodie auf. Sie klang sehr schön. **(2. SATZ: THEMA)**

Die Mutter zeigte ihm, wie eine Melodie zusammen mit einem anderen Kind gespielt werden kann. Es macht immer Spaß, zusammen zu musizieren. Die Kinder übten fleißig jeden Tag. **(1. VAR.)**

Ein Kind spielte geschickt das Cello. **(2. VAR.)**

Das jüngste Kind spielte noch kein Instrument. Stattdessen wusste es aber, wie man ein Kuckuck Spiel spielt. Kuckuck! **(3. VAR.)**

Eines der Kinder übte ein bekanntes Klavierstück. **(4. VAR.)**

Plötzlich hörten die Kinder seltsame Geräusche. Als sie in den Flur gerannt kamen, sahen sie, dass der Vater den Papagei mit nach Hause gebracht hatte. Der Vogel war jetzt wieder gesund. Und singen konnte er auch. Als die Kinder ihm vorspielten, versuchte er gar mitzusingen. **(5. VAR.)**

Die Kinder waren so glücklich, dass der Papagei zu ihnen nach Hause gekommen war. Als der Abend anbrach, zündeten sie Kerzen an. **(6. VAR.)**

Als die Kinder am Morgen aufwachten, hatte die Mutter Neuigkeiten für sie. Die Besitzerin des Papageis war gefunden worden! Eine Woche zuvor war der Papagei wohl aus dem Haus dieser Vogeldame entwischt. Die Mutter erklärte ihren Kindern, dass die Besitzerin ihren Vogel wiederhaben wolle.

Die Kinder waren schrecklich wütend auf ihre Mutter! Sie wollten den Papagei der Vogeldame nicht zurückgeben. Sie mochten den Papagei so sehr! Und er mochte sie auch. Der Papagei fühlte sich bei ihnen sicherlich viel wohler als bei der Vogeldame.

...cht behalten, Mama? Könnte er nicht hier bleiben, Mama?
...en sie.

...andfest. Der Papagei gehörte nun mal der
...nten ihn ihr ja schlecht stehlen.

...zte die Mutter den Papagei in einen kleinen
...chten sich zusammen auf den Weg, um das
...geldame zurückzubringen. Das große und wunderbare



Haus der Vogeldame hatte eine Vielzahl von Vögeln: Große Amazonas-Papageien, kleine fröhliche Wellensittiche und Kakadus. Die Vogeldame erklärte ihnen, der von ihnen gefundene Vogel sei ein Nymphensittich.

3. SATZ (T. 64-127)

Die Kinder waren immer noch davon überzeugt, dass der Papagei nicht bei der Vogeldame bleiben wollte. Er würde ganz sicher mit ihnen zurückkehren. Aber sie hatten sich geirrt! Als sie den Käfig öffneten, flog der Papagei direkt zu einem anderen Nymphensittich.

"Das ist seine Frau", sagte die Vogeldame. "Sie müssen sich vermisst haben."

Und als die Kinder sahen, wie glücklich der Papagei aussah, als er zu seiner Frau zurückkehrte, wurde ihnen klar, dass der Papagei nie wieder zu ihnen nach Hause kommen würde.

3. SATZ (T. 128-166)

Es war Zeit, sich vom Papagei zu verabschieden. Die Kinder waren traurig.

Aber die nette Vogeldame sagte, dass sie jederzeit zu Besuch kommen könnten, um den Papagei zu sehen. Sie hatte sehr wohl erkannt, dass sie bereits Freundschaft mit dem schönen Vogel geschlossen hatten. Und Freundschaften müssen gepflegt werden!

Die Kinder kehrten noch mehrmals zum Haus der Vogeldame zurück, um den Papagei und seine lebensfrohe Frau zu treffen. Sie verbrachten zahlreiche lustige Momente zusammen und blieben immer Freunde.

Und so lebten alle glücklich und zufrieden!

SUOMI

Sävellys voidaan soittaa tavallisena konserttikappaleena sellolle ja pianolle.

Tällöin sen kesto on n. 12 minuuttia. Esitykseen voidaan kuitenkin ottaa

...kappale, joka lukee kertomuksen kappaleen osien lomassa. Silloin sen kesto on n. 20 minuuttia.



...naatti

...papukaija, joka karkasi omistajansa ikkunasta. Se
...ä osannut takaisin kotiin. Oli tammikuu ja pakkasta.
...an etsien ympäriinsä, kunnes se ei jaksanut enää

ollenkaan. Se istui suuren kuusen oksalle. Sillä oli hirveän kylmä, nälkä ja jano. Se oli aivan yksin. Vain tuuli suhisi hiljaa.

Silloin ilkeät varikset hyökkäsivät papukaijan kimppuun! Se yritti taistella urhoollisesti vastaan, mutta variksia oli viisi ja se oli yksin. Se lensi ylemmäs istumaan, mutta se ei auttanut vähääkään! Viimeisillä voimillaan papukaija lensi aidan läpi perheen puutarhaan.

Äiti löysi papukaijan. Hän otti sen syliin ja lohdutti sitä. Äiti laittoi papukaijan rei'itettyyn kenkälaatikkoon ja toi sen sisään lämpimään. Hän teki löytämästään linnusta myös ilmoituksen poliisille.

Lapset iloitsivat siitä, että talossa oli nyt papukaija. He halusivat niin kovasti hoitaa sitä. He antoivat sille vettä ja linnunruokaa. Papukaija söi, joi ja nukkui. Mutta laulaa se ei halunnut.

Lapset huomasivat, että papukaija oli haavoittunut. Sen siivestä tuli verta. Se oli sairas ja surullinen papukaija.

Äiti vei papukaijan eläinlääkäriin, joka ompeli sen haavan. Eläinlääkäri sanoi, että papukaijan pitäisi jäädä toipumaan eläinklinikalle. Siellä papukaija nukahti.

1. OSA (kokonaisuudessaan)

Seuraavana aamuna vanhin lapsista otti kynän ja kirjoitti ylös melodian. Se kuulosti kauniilta. **(2. OSA: TEEMA)**

Äiti näytti, miten melodian voi soittaa yhdessä toisen lapsen kanssa. Yhdessä on aina hauskinda soittaa. Lapset harjoittelivat ahkerasti joka päivä. **(1. VAR.)**

Yksi lapsista soitti taitavasti selloa. **(2. VAR.)**

Pienin lapsista ei soittanut vielä mitään instrumenttia. Sen sijaan hän osasi leikkiä kukkuu-leikkiä. **(3. VAR.)**

Yksi lapsista harjoitteli tunnettua pianosävellystä. **(4. VAR.)**

Yhtäkkiä lapset kuulsivat kummallisia ääniä. Kun he juoksivat eteiseen, he näkivät, että isä oli tuonut papukaijan kotiin. Lintu oli nyt jälleen terve. Ja laulaakin se osasi. Kun lapset soittivat sille, se yritti laulaa mukana. **(5. VAR.)**

Yhtäkkiä he kuulsivat kummallisia ääniä, että papukaija oli tullut heidän taloonsa. Illan myöhällä he näkivät kynttilät. **(6. VAR.)**

Seuraavana aamuna vanhin lapsista otti kynän ja kirjoitti ylös melodian. Se kuulosti kauniilta. Äiti näytti, miten melodian voi soittaa yhdessä toisen lapsen kanssa. Yhdessä on aina hauskinda soittaa. Lapset harjoittelivat ahkerasti joka päivä. Yksi lapsista soitti taitavasti selloa. Pienin lapsista ei soittanut vielä mitään instrumenttia. Sen sijaan hän osasi leikkiä kukkuu-leikkiä. Yksi lapsista harjoitteli tunnettua pianosävellystä.

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Papukaijalla oli varmasti paljon mukavampaa heidän luonaan kuin Linturouvan kotona. "Emmekö saisi pitää sen, äiti? Eikö se voisi jäädä tänne, äiti? Äiti kiltti!", he anelivat.

Mutta äiti oli järkkymätön. Papukaija kuului Linturouvalle eikä sitä häneltä sopinut varastaa.

(3. OSA, tahdit 1–62)

Vielä samana päivänä äiti laittoi papukaijan pieneen kuljetushäkkiin. He lähtivät yhdessä viemään sitä linturouvan luo. Linturouvan suuressa ja ihmeellisessä talossa oli monenlaisia lintuja: Suuria amatsonipapukaijoja, pieniä iloisia undulaatteja ja kakaduja. Linturouva sanoi, että perheen löytämä lintu oli neitokakadu.

(3. OSA, tahdit 63–127)

Lapset olivat silti varmoja, että papukaija ei haluaisi jäädä Linturouvan luokse. Se lähtisi varmasti takaisin heidän kanssaan. Mutta he olivat väärässä! Kun he avasivat häkin, papukaija lensi heti ulos toisen neitokakadun viereen.

"Se on hänen vaimonsa", sanoi Linturouva. "He ovat varmasti ikävöineet toisiaan."

Ja kun lapset näkivät, miten onnelliselta papukaija näytti päästyään takaisin vaimonsa luo, he ymmärsivät, että papukaija ei enää koskaan palaisi heidän luokseen.

(3. OSA, tahdit 128-166)

Oli tullut aika jättää hyvästit papukaijalle. Lapset olivat surullisia.

Mutta kiltti Linturouva sanoi, että he voisivat tulla katsomaan papukaijaa hänen luokseen aina kun tahtoisivat. Hän ymmärsi, että heistä oli tullut jo ystäviä. Ja ystävyysuhteita pitää vaalia!

Lapset palasivat Linturouvan taloon vielä monta kertaa tapaamaan papukaijaa ja sen iloista rouvaa. He viettivät lukuisia hauskoja hetkiä yhdessä ja pysyivät aina ystävinä.

Ja niin he kaikki elivät onnellisina edelleen!



Dedicated to Clara, Johannes and Rafael Dostal

The Parrot Sonata

Fairy Tale
for Cello and Piano

Terhi Dostal, Op. 3a

1. How the Parrot came to the Family.

Allegro moderato ♩ = 120

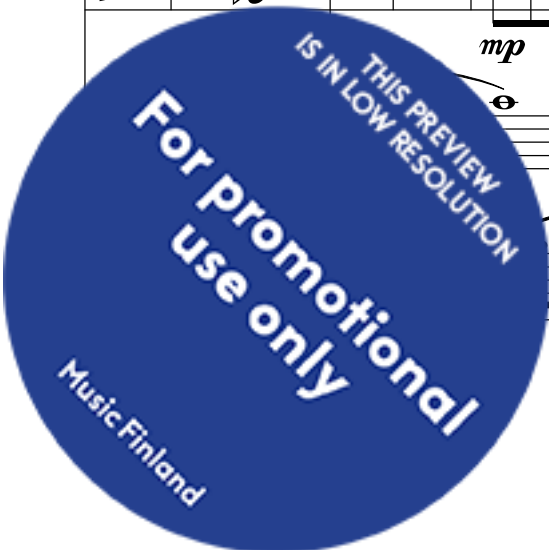
The parrot is alone.

Sheet music for Cello and Piano, measures 1 through 12.

Measures 1-4: Cello part begins with a half note G2 (marked *mp*) and a half note G3 (marked *mp*). Piano part begins with a half note G4 (marked *pp legato*) and a half note G4 (marked *pp legato*). The piano part is marked *con Ped.*

Measures 5-8: Cello part continues with a half note G3 (marked *mp*) and a half note G3 (marked *mp*). Piano part continues with a half note G4 (marked *pp legato*) and a half note G4 (marked *pp legato*). The piano part is marked *con Ped.*

Measures 9-12: Cello part continues with a half note G3 (marked *mp*) and a half note G3 (marked *mp*). Piano part continues with a half note G4 (marked *pp legato*) and a half note G4 (marked *pp legato*). The piano part is marked *con Ped.*



13

Measures 13-16 of the musical score. The bass line features a series of eighth-note triplets in measures 13, 14, and 15, followed by a half note in measure 16. The piano accompaniment in measures 13-14 consists of a continuous eighth-note triplet in the right hand and a half note in the left hand. In measure 15, the right hand has a half note and the left hand has a half note. In measure 16, the right hand has a half note and the left hand has a half note. Dynamics include *cresc.* in measure 13, *legato* in measure 15, and *cresc.* in measure 16.

17

Crow attack!*risoluto*

Measures 17-20 of the musical score. The bass line in measure 17 has a half note, followed by a half note in measure 18, a half note in measure 19, and a half note in measure 20. The piano accompaniment in measure 17 has a half note in the right hand and a half note in the left hand. In measure 18, the right hand has a half note and the left hand has a half note. In measure 19, the right hand has a half note and the left hand has a half note. In measure 20, the right hand has a half note and the left hand has a half note. Dynamics include *ff* in measure 18, *ff* in measure 19, *f* in measure 20, and *m.s. non legato* in measure 20. The instruction *senza Ped.* is written below the piano part in measure 18.

21

Measures 21-23 of the musical score. The bass line in measure 21 has a half note, followed by a half note in measure 22, a half note in measure 23, and a half note in measure 24. The piano accompaniment in measure 21 has a half note in the right hand and a half note in the left hand. In measure 22, the right hand has a half note and the left hand has a half note. In measure 23, the right hand has a half note and the left hand has a half note. In measure 24, the right hand has a half note and the left hand has a half note. Dynamics include *f* in measure 21, *f* in measure 22, and *f* in measure 23.

24

risoluto

Measures 24-27 of the musical score. The bass line in measure 24 has a half note, followed by a half note in measure 25, a half note in measure 26, and a half note in measure 27. The piano accompaniment in measure 24 has a half note in the right hand and a half note in the left hand. In measure 25, the right hand has a half note and the left hand has a half note. In measure 26, the right hand has a half note and the left hand has a half note. In measure 27, the right hand has a half note and the left hand has a half note. Dynamics include *f* in measure 24, *f* in measure 25, and *f* in measure 26.

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The Parrot flies!

28

pizz.

8va

p

31

(8va)

The Mother.

34

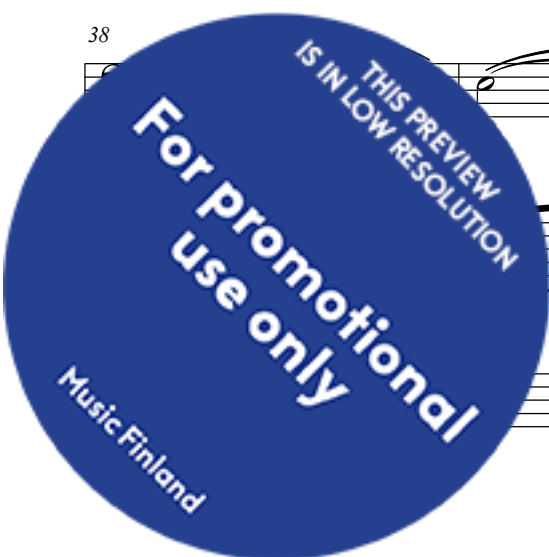
arco

mf dolce

38

cresc.

cresc.



The Children.

42

f
m.s. non legato

46

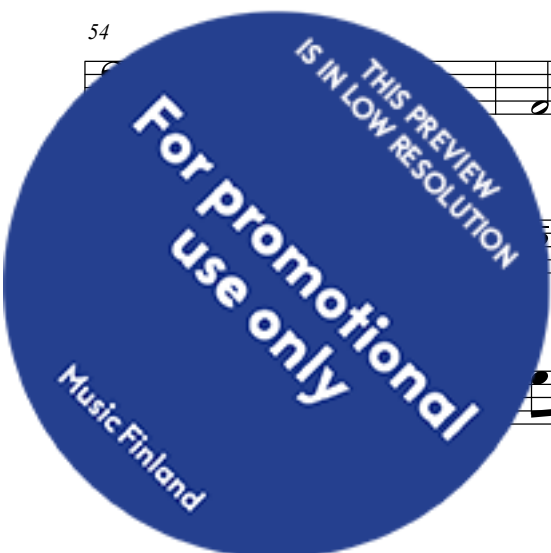
mp
legato
p

50

cresc.
cresc.

54

mf
mf



58

58

cresc.

cresc.

59

60

61

62

The Parrot is wounded!

62

f

63

64

65

66

67

68

69

70

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The Parrot is ill.

71

Measures 71-74 of the musical score. The bassoon part (bottom staff) features triplet eighth notes in measures 71 and 72, followed by a half note in measure 73 and a quarter note in measure 74. The piano accompaniment (top two staves) consists of chords in measures 71 and 72, and eighth-note patterns in measures 73 and 74. Dynamics include *p dolce* and *pp*.

75

Measures 75-78 of the musical score. The bassoon part continues with eighth-note patterns and a half note. The piano accompaniment features eighth-note patterns in measures 75 and 76, and chords in measures 77 and 78. Dynamics include *p* and *mp*.

79

Measures 79-82 of the musical score. The bassoon part features eighth-note patterns and a half note. The piano accompaniment consists of eighth-note patterns in measures 79 and 80, and chords in measures 81 and 82. Dynamics include *mp* and *p*.

83

Measures 83-86 of the musical score. The bassoon part features eighth-note patterns and a half note. The piano accompaniment consists of eighth-note patterns in measures 83 and 84, and chords in measures 85 and 86. Dynamics include *dim.*

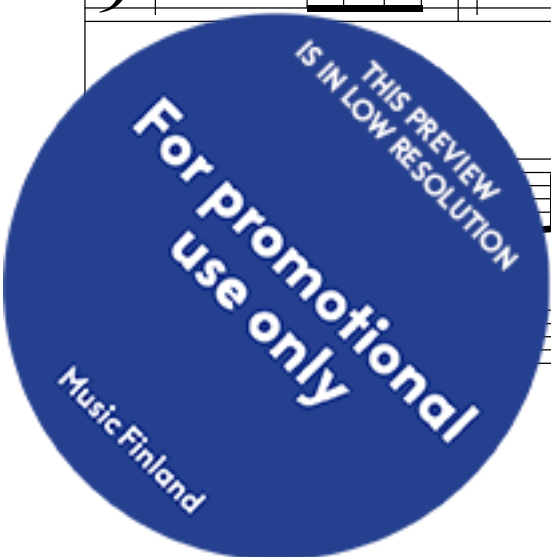
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87 pizz. *p*

90 *The Mother.* *The Vet.* arco *mp*

94



The Parrot falls asleep.

98

Measures 98-100 of the musical score. The piece is in 3/4 time with a key signature of one sharp (F#). Measure 98 features a forte (*f*) bass line and piano (*p*) treble line. Measure 99 continues with a piano (*p*) treble line. Measure 100 shows a piano (*p*) treble line and a piano (*p*) bass line. A dynamic marking of *f* is present in the bass line of measure 98.

101

Measures 101-103 of the musical score. Measure 101 features a piano (*p*) bass line. Measure 102 features a piano (*p*) treble line. Measure 103 features a piano (*p*) treble line and a piano (*p*) bass line.

104

Measures 104-106 of the musical score. Measure 104 features a piano (*pp*) bass line with a *rit.* marking. Measure 105 features a piano (*pp*) treble line. Measure 106 features a piano (*pp*) treble line and a piano (*pp*) bass line. A dynamic marking of *pp dolce* is present in the bass line of measure 104.

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2. Variations on a Theme by Clara Dostal.

Theme

Adagio ♩ = 78

Cello

Piano

mf cantabile

5

mp

mf

Var. 1: Playing together.

9

mf cantabile

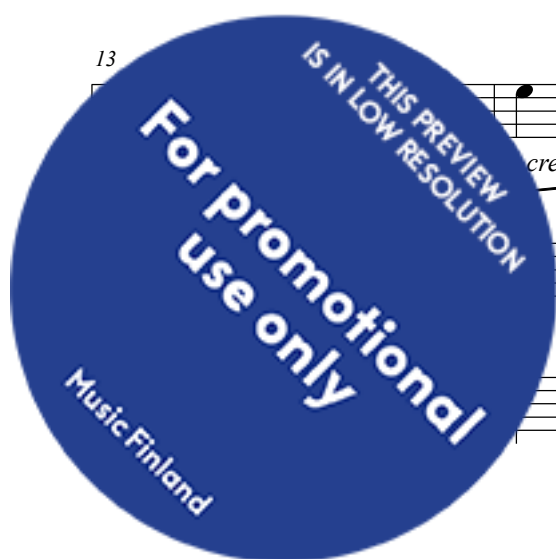
mp

13

cresc.

f

f



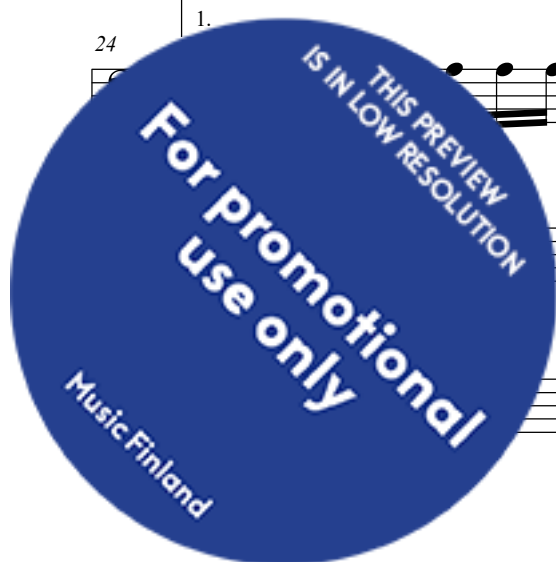
Var. 2: The Cellist practices.17 **Lo stesso tempo, ma Vivaldissimo**

Measures 17-18 of the musical score. The bassoon part (bottom staff) features a melodic line with a slur and a fermata. The piano accompaniment (middle and top staves) includes a treble clef staff with a melodic line and a bass clef staff with a rhythmic pattern. Dynamics include *mf* and *mp dolce*. The tempo is marked **Lo stesso tempo, ma Vivaldissimo**.

Measures 19-20 of the musical score. The bassoon part (bottom staff) features a melodic line with a slur and a fermata. The piano accompaniment (middle and top staves) includes a treble clef staff with a melodic line and a bass clef staff with a rhythmic pattern. Dynamics include *cresc.* and *f*.

Measures 21-23 of the musical score. The bassoon part (bottom staff) features a melodic line with a slur and a fermata. The piano accompaniment (middle and top staves) includes a treble clef staff with a melodic line and a bass clef staff with a rhythmic pattern.

Measures 24-25 of the musical score. The bassoon part (bottom staff) features a melodic line with a slur and a fermata. The piano accompaniment (middle and top staves) includes a treble clef staff with a melodic line and a bass clef staff with a rhythmic pattern. The score is divided into two sections, 1. and 2.



Var. 3: The Youngest Child's Peek-a-Boo Game.

Andante giocoso ♩ = 90

26

Measures 26-28 of the musical score. The piece is in G major (one sharp) and 3/4 time. Measure 26 features a bass line starting with a half note G2, followed by quarter notes A2, B2, and C3, with a *mf* dynamic. The piano part has a half note G2 in the bass and a half note A2 in the treble, with a *mf* dynamic. Measure 27 features a bass line starting with a half note D3, followed by quarter notes E3, F3, and G3, with a *pp* dynamic. The piano part has a half note D3 in the bass and a half note E3 in the treble, with a *pp* dynamic. Measure 28 features a bass line starting with a half note A3, followed by quarter notes B3, C4, and D4, with a *mf* dynamic. The piano part has a half note A3 in the bass and a half note B3 in the treble, with a *mf* dynamic.

29

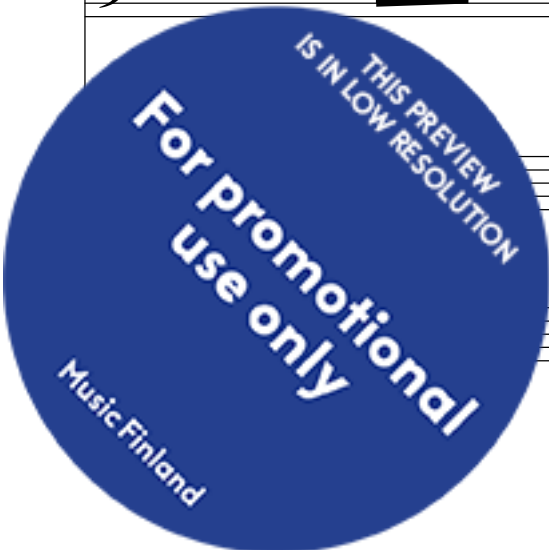
Measures 29-31 of the musical score. Measure 29 features a bass line starting with a half note E4, followed by quarter notes F4, G4, and A4, with a *p* dynamic. The piano part has a half note E4 in the bass and a half note F4 in the treble, with a *p* dynamic. Measure 30 features a bass line starting with a half note B4, followed by quarter notes C5, D5, and E5, with a *p* dynamic. The piano part has a half note B4 in the bass and a half note C5 in the treble, with a *f* dynamic. Measure 31 features a bass line starting with a half note F5, followed by quarter notes G5, A5, and B5, with a *p* dynamic. The piano part has a half note F5 in the bass and a half note G5 in the treble, with a *f* dynamic.

32

pizz.

arco

Measures 32-34 of the musical score. Measure 32 features a bass line starting with a half note C5, followed by quarter notes D5, E5, and F5, with a *p* dynamic. The piano part has a half note C5 in the bass and a half note D5 in the treble, with a *p* dynamic. Measure 33 features a bass line starting with a half note G5, followed by quarter notes A5, B5, and C6, with a *p* dynamic. The piano part has a half note G5 in the bass and a half note A5 in the treble, with a *mf* dynamic. Measure 34 features a bass line starting with a half note D6, followed by quarter notes E6, F6, and G6, with a *p* dynamic. The piano part has a half note D6 in the bass and a half note E6 in the treble, with a *mf* dynamic.



Var. 4: The Pianist practices.

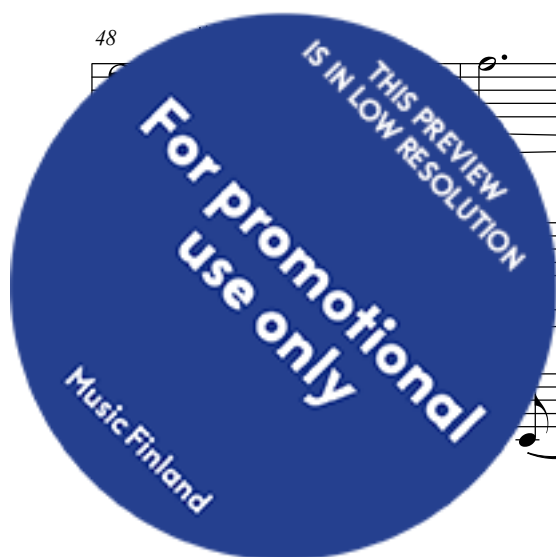
35 Poco moto ♩ = 118

Measures 35-38 of the piece. The score is in 3/4 time with a key signature of one sharp (F#). The bass line starts with a half note G2, followed by quarter notes A2, B2, and C3. The treble line features a melodic phrase starting on D4, moving up stepwise to F#4, then down to E4, D4, and C4. Dynamics include *mf* (mezzo-forte) and *f* (forte). A *dim.* (diminuendo) marking is present at the end of measure 38.

Measures 39-42 of the piece. The bass line continues with half notes D2, E2, and F#2. The treble line has a more active melody with eighth and sixteenth notes. Dynamics include *mp* (mezzo-piano) and *f* (forte).

Measures 43-47 of the piece. The bass line features half notes G2, A2, and B2. The treble line has a melodic line with some rests. Dynamics include *mp* (mezzo-piano), *cresc.* (crescendo), and *f* (forte) *passionato* (passionately).

Measures 48-51 of the piece. The score includes first and second endings. The bass line has half notes C3, D3, and E3. The treble line has a melodic line. Dynamics include *p* (piano).



Var. 5: The Parrot can sing!

Adagio, tempo libero ♩ = 68
(sub ponticello)

(first note as high as possible)
harm. gliss. sul A

(Cadenza.)*

53

(ordinario)

59

(sul A)

(sub ponticello)

(ordinario)

p *mp*

65

(sul A)

pp

8va

pp *mf*

70

harm. gliss. sul G (g')

mf *mp*

...a parrot. X-notes are played sub ponticello, i.e. under the bridge.

...ating parrot sounds, using high notes, harmonics and sub ponticello notes.



Var. 6: Evening.

75 Andantino ♩ = 90

75

mf *cresc.*

pp

sempre con Ped.

79

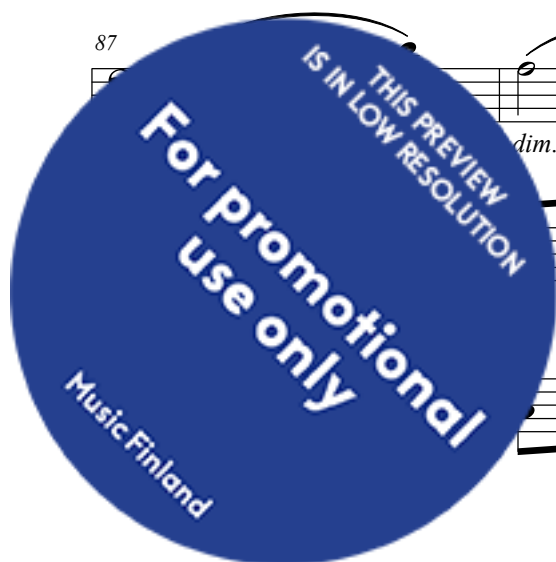
cresc.

83

f *mf*

87

dim. *f* *dim.*



91

mf *dim.* *p*

mf *dim.*

95

p *p*

3. Farewell

Tempo di Tarantella ♩. = 120

Bad News.

Cello

ff tragico

Piano

ff tragico

8va

6

f *f*

f *f*



16

Angry Children.

11

f un poco furioso

15

1.

19

2.

ff

ff

The kids pleading "please!"

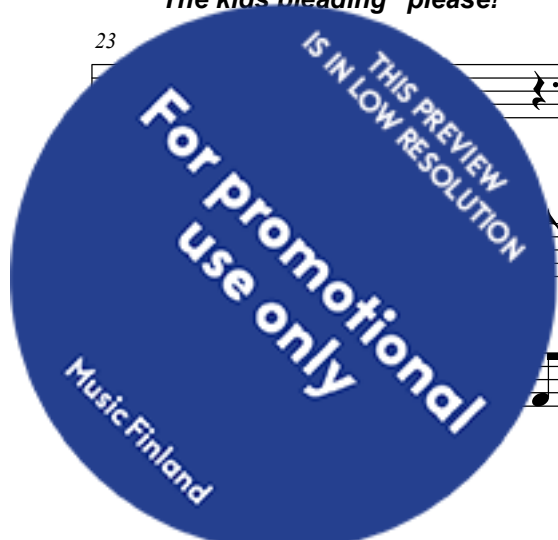
23

pp

cresc.

pp

cresc.



28

Musical score for measures 28-32. The score is written for a piano with three staves: a single bass staff and a grand staff (treble and bass). The key signature has one sharp (F#). The time signature is 4/4. The music features a steady eighth-note accompaniment in the bass. The upper staves have a melody with dotted rhythms and slurs. Dynamic markings include *mf* in measure 30 and 32.

33

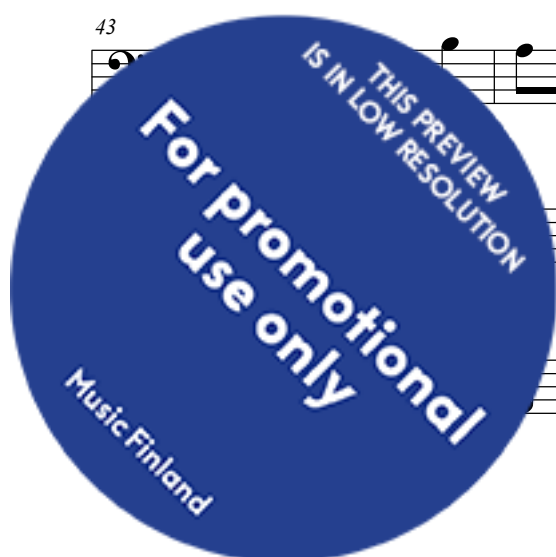
Musical score for measures 33-37. The score continues with the same instrumentation. The melody in the upper staves becomes more active, featuring slurs and ties. The accompaniment in the bass continues with eighth notes. Dynamic markings include *cresc.* in measures 34 and 36, and *f* in measures 35 and 37.

38

Musical score for measures 38-42. The score continues with the same instrumentation. The melody in the upper staves is characterized by a series of chords with eighth-note accompaniment. The accompaniment in the bass is a steady eighth-note pattern. Dynamic markings include *f risoluto* in measures 38 and 39.

43

Musical score for measures 43-47. The score continues with the same instrumentation. The melody in the upper staves features a series of chords with eighth-note accompaniment. The accompaniment in the bass is a steady eighth-note pattern. Dynamic markings include *ff* in measures 43 and 45.



47

f un poco furioso

f un poco furioso

51

1.

2.

In the House of the Bird Lady.

56

ff

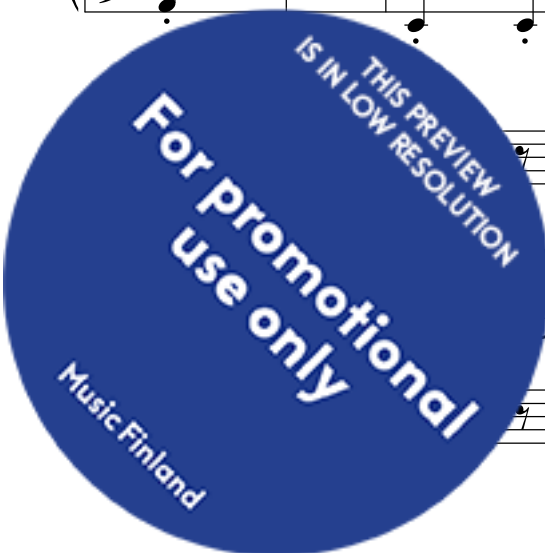
p

ff

p

pizz. poco rit.

f



a tempo
arco

66

f
mf

70

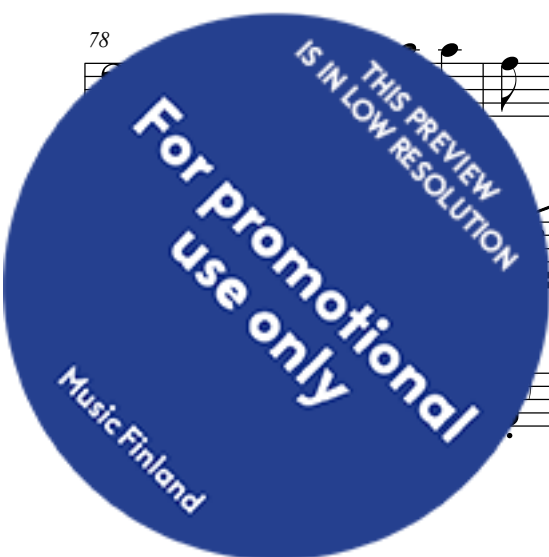
p
p

74

f
mf

78

cresc.
cresc.



82

f *mf*

86

f *dim.* *f*

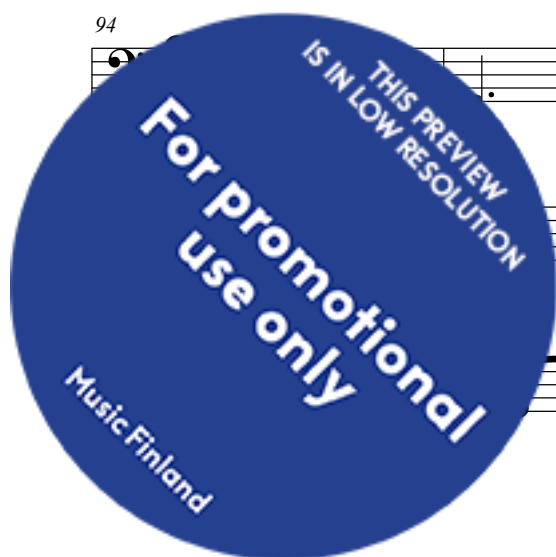
90

p *cresc.* *mf* *mp*

The Parrot flies!

94

f **The Parrot flies!**



99 *rit.* *pizz.* *a tempo* *arco* *f* *mf*

104 *p* *p* *mf*

108 *f* *mf*

112 *mf*



116

dim.

p

120

p

Triste e un poco più lentamente ♩. = 110

The Children are sad.

125

p

130

pp

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134

Measures 134-138 of a musical score in 4/4 time. The score features a bass line and a grand staff (treble and bass). The bass line includes a *cresc.* marking and a *f* dynamic. The grand staff includes a *cresc.* marking and a *f* dynamic. The music consists of eighth and sixteenth notes, with some rests.

Moderato ♩ = 110

Farewell.

139

Measures 139-142 of a musical score in 4/4 time. The score features a bass line and a grand staff. The bass line starts with a *p* dynamic. The grand staff starts with a *pp subito* marking. The music consists of eighth and sixteenth notes, with some rests.

143

Measures 143-146 of a musical score in 4/4 time. The score features a bass line and a grand staff. The bass line includes a *cresc.* marking. The grand staff includes a *cresc.* marking and a *mf* dynamic. The music consists of eighth and sixteenth notes, with some rests.

147

Measures 147-150 of a musical score in 4/4 time. The score features a bass line and a grand staff. The bass line includes a *f* dynamic. The grand staff includes a *f* dynamic. The music consists of eighth and sixteenth notes, with some rests.

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151

mf

155

rit.
dim.

159

p
harm. gliss. sul A

