



Thomas Robertson

Composer, Teacher

Corea South, Hwasun

About the artist

Annyeong haseyo!

I am an American English teacher living in South Korea.
During my free time, I compose pentatonic music for students of various instruments.

I promote not only my own pentatonic music but everyone else's.
If you've written anything pentatonic, drop me a line and I'll add it to my Website.

Personal web: <http://www.pentatonika.net>

About the piece



Title:	Teacher Dear
Composer:	Robertson, Thomas
Licence:	public domain
Publisher:	Robertson, Thomas
Instrumentation:	Piano and Voice
Style:	Children
Comment:	Musical play for a kindergarten, after-school, or small private school. The story takes place in the school or center, so there should be very little expense in terms of costumes, scenery, or props. Besides the children, the teacher and van driver make cameo appearances. Lasts about 20-25 minutes.

Thomas Robertson on [free-scores.com](http://www.free-scores.com)

<http://www.free-scores.com/Download-PDF-Sheet-Music-thomas-robertson.htm>

- Contact the artist
- Write feedback comments
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- Web page access with QR Code :





Teacher Dear

musical play in one act by
Thomas Robertson

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Teacher Dear

Thomas Robertson

SCENE: Tables and chairs arranged for the OLDER CHILDREN.

There is a telephone on one of the tables.

There is also a notebook on one of the tables.

Adagio ♩ = 54

f

5

9

p

13

1

Enter VAN DRIVER and OLDER CHILDREN with back packs.
OLDER CHILDREN (on so-mi, waving to VAN DRIVER): Thank you.

VAN DRIVER smiles and waves, exits.

OLDER CHILDREN take their places at the tables,
either strapping the back packs on the chairs or putting them on the floor,
except for two students practicing karate moves on each other.

A boy pulls a girl's pigtail.
The girl strikes back, saying, "Stop it!"
The boy laughs.

Allegro ♩ = 99

The musical score is written for piano in common time (C). It consists of four systems of staves, each with a treble and bass clef. The tempo is marked 'Allegro' with a quarter note equal to 99 beats per minute. Measure numbers 19, 23, 27, and 31 are indicated at the start of each system. The music features a variety of rhythmic patterns, including eighth and sixteenth notes, and rests. The bass line in the first system starts with a forte (f) dynamic. The score concludes with a final chord in measure 31.

35

40 $\text{♩} = 66$ **ALL**

What time does class start, what time does class start? Ten o' clock, ten o' clock, ten o' clock, ten o' clock.

[SOME CHILDREN look at watches.]

46

What time is it now, — what time is it now? — Ten o' clock, ten o' clock, ten o' clock, ten o' clock.

51 $\text{♩} = 99$

8va — — —

ALL

55

Teach - er dear, Teach - er dear, where are you?

This musical system covers measures 55 to 58. It features a vocal line in treble clef and a piano accompaniment in grand staff (treble and bass clefs). The vocal line consists of a simple melody with lyrics: 'Teach - er dear, Teach - er dear, where are you?'. The piano accompaniment provides harmonic support with chords and moving lines in both hands.

Pan Pipes

59

ONE CHILD (speaking): That's only the wind outside.

This system covers measures 59 to 62. It includes a single melodic line for the Pan Pipes in treble clef. Below it, the vocal line continues with the lyrics 'ONE CHILD (speaking): That's only the wind outside.' The piano accompaniment continues with chords and bass line.

63

Teach - er dear, Teach - er dear, where are you?

This system covers measures 63 to 66. It repeats the vocal melody and piano accompaniment from the first system, with the lyrics 'Teach - er dear, Teach - er dear, where are you?'.

Flute or Recorder

67

ONE CHILD (speaking): That's only the birds outside

This system covers measures 67 to 70. It features a single melodic line for the Flute or Recorder in treble clef. Below it, the vocal line continues with the lyrics 'ONE CHILD (speaking): That's only the birds outside'. The piano accompaniment continues with chords and bass line.

71

71 Teach - er dear, Teach - er dear, where are you?

Xylophone or Bells

75

ONE CHILD (speaking): That's only the neighbor's telephone.

75

(ALL look under tables, under chair, in bookbags for source of the sound.)
 ONE CHILD (speaking): But that's not the neighbor's telephone?
 What is it!
 CHILD CLOSEST TO TELEPHONE (speaking): Oh! It's our telephone!
 [picks up the receiver]

79 $\text{♩} = 96$

85

CHILD CLOSEST TO TELEPHONE (speaking, continued):

Oh, hello! We were wondering where you were. . .

Oh. You're held up in traffic?

We'll wait for you. See you then.

[hangs up the telephone. OTHER STUDENTS are looking intently at
CHILD CLOSEST TO TELEPHONE.]

There's no telling *when* she'll be here.

91 $\text{♩} = 66$

95

100 $\text{♩} = 72$ **ALL**

100 Who will be the teach - er?

104 Who will in-struct us, who will con-duct us? Who will be the teach - er?

108

108 Who will be the teach - er? Who will corr-ect us, who will pro-ect us?

112

112 Who will be the teach - er? Who will be the teach - er?

116

116 Who will bright-en us, who will en-light-en us? Sciss-ors, rock, — pap - er.

[ALL play scissors-rock-paper.
FIRST SUBSTITUTE wins.]

121

$\text{♩} = 96$

This work was written for an English school in Korea.
For other purposes, this number can be adapted or omitted.

연필 (yeon-pil) = pencil
지우개 (ji-u-gae) = eraser
화장실 (hwa-jang-sheel) = restroom
안 보여 (an bo-yeo) = I can't see.
예쁘다 (ye-bbeu-da) = pretty
멋지다 (meot-ji-da) = handsome
사랑 해 (sa-rang-hae) = I love you.

FIRST CHILD **FIRST SUBSTITUTE**

124 Teach - er, Teach - er, 연 필. I don't know what 연 필 means.

SECOND CHILD **FIRST SUBSTITUTE**

128 Teach - er, Teach - er, 지 우 개. I don't know what 지 우 개 means.

ALL BUT FIRST SUBSTITUTE **FIRST SUBSTITUTE**

132 Teach - er, Teach - er, don't you know Ko - re - an? This is not a Ko - re - an class.

136 THIRD CHILD FIRST SUBSTITUTE

Teach - er, Teach - er, 화 장 실. I don't know what 화 장 실 means.

140 FOURTH CHILD FIRST SUBSTITUTE

Teach - er, Teach - er, 안 보 여. I don't know what 안 보 여 means.

144 ALL BUT FIRST SUBSTITUTE FIRST SUBSTITUTE

Teach - er, Teach - er, don't you know Ko - re - an? This is not a Ko - re - an class.

FIFTH CHILD**FIRST SUBSTITUTE**

148 Teach - er, Teach - er, 예 뽀 다. (멋 지 다) I don't know what 예 뽀 다 means.

SIXTH CHILD**FIRST SUBSTITUTE**

152 Teach - er, Teach - er, 사 랑 해 I don't know what 사 랑 해 means.

ALL BUT FIRST SUBSTITUTE

156 Teach - er, Teach - er, don't you know Ko - re - an? This is not a Ko - re - an class.

FIRST SUBSTITUTE:

[picks up a notebook from the table and looks in the notebook.]

Oh! He/She left some notes!

He/She was going to teach us about numbers.

So let's sing the number song.

♩ = 96

160

164

ALL

168

One is for the ag - ed wom - an, Walk - ing with a walk - ing cane, tra la la.

168

172

Two is for the bean curd sell - ers, Sell - ing in the mar - ket-place, tra la la.

172

176

Three is for the love - ly brides-mails, Look - ing in the look - ing glass, tra la la.

180

Four is for the bus - y house-wives, Washing ing in the riv - er bank, tra la la.

184

Five is for the hung - ry chip-munks, Crack-ing op-en a - corn nuts, tra la la. Six is for the

189

six young school girls, Stud - y - ing so late at night, tra la la. Seven is for the

193

sev - en woods - men, Hard at work in cutt - ing wood, tra la la.

193

196

Eight is for the taff - y sell - ers, Sell - ing in the mark - et place, tra la la.

196

200

Nine is for the mark - et buy - ers, Wal - ing to the mark - et place, tra la la.

200

204

Ten is for the rad - ish sell - ers, Sell - ing in the mark - et place, "Buy a - way!"

204

FIRST SUBSTITUTE:
[looks in notebook]
Let's see now. What's next?

ANOTHER CHILD:
Hey! That's not fair!
You weren't supposed to be the only teacher?

FIRST SUBSTITUTE:
What? We didn't agree on that!

[pause] Oh, all right. Someone else take my place.

209 $\text{♩} = 72$

213 $\text{♩} = 72$ **ALL**

Who will be the teach - er? Who will stim-u - late,

218

who will in - cul-cate? Sciss - ors, rock, — pap - er.

14

[ALL except FIRST SUBSTITUTE play scissors-rock-paper.
SECOND SUBSTITUTE wins.]

[ALL except FIRST SUBSTITUTE play scissors-rock-paper.
SECOND SUBSTITUTE wins.]

[FIRST SUBSTITUTE passes notebook to SECOND SUBSTITUTE.]

SECOND SUBSTITUTE:

Thank you.

[looks in notebook]

It says here that a phonics lesson is next.

So let's sing the phonics song.

222 ♩ = 96

227 ALL

O the

8vb

231

C says /k/, the C says /k/, the C says /k/ /k/ /k/, O the

235

C says /k/, the C says /k/, the C says /k/ /k/ /k/. O the

239

A says /a/, the A says /a/, the A says /a/ /a/ /a/, O the

243

[One child falls asleep.]

A says /a/, the A says /a/, the A says /a/ /a/ /a/. O the

247

T says /t/, the T says /t/, the T says /t/ /t/ /t/, O the

251

T says /t/, the T says /t/, the T says /t/ /t/ /t/. 8va - - -

ONE CHILD (speaking):
Look! [child's name] is asleep!

ANOTHER CHILD (speaking):
Then let's sing him/her a nice lullaby

♩ = 66

255

ALL BUT SLEEPING CHILD

263

Ba - yo, ba - yo, litt - le bab - y, ba - yo, ba - yo, our litt - le bab - y,

271

271 Dogs out - side have hushed their bark-ing, Now our bab - y lies sleep-ing sound-ly.

279

279 Hens out - side have hushed their cluck-ing, Now our bab - y lies sleep-ing sound-ly.

287

287 Ba - yo, ba - yo, litt - le bab - y, ba - yo, ba - yo, our litt - le bab - y.

[SLEEPING CHILD wakes up.
OTHER CHILDREN laugh.]

295

Red. *

SECOND SUBSTITUTE(speaking):
It's time for someone else to do the honors now.

301 $\text{♩} = 72$ **ALL**

Who will be the teach - er? Who will dem-on-strate,
who will comm-un i - cate? Sciss - ors, rock, — pap - er.

306

[ALL except FIRST SUBSTITUTE and SECOND SUBSTITUTE
play scissors-rock-paper. THIRD SUBSTITUTE wins.]

[SECOND SUBSTITUTE passes notebook to THIRD SUBSTITUTE.]

THIRD SUBSTITUTE (speaking):
Thank you.
[looks in notebook]
Now she has a lesson for the little kids.
So let's call the little kids.

310 $\text{♩} = 96$

[Here you can substitute names of children in your own center.]

FIRST CHILD **SECOND CHILD**

Er - - - ic? Hann - - - ah?

REMAINING CHILDREN
(with no concern for rhythm)

I - an? Lil - y? Shirl - ey? Key - in? Matt - hew? Kar - en?

Meno Mosso ♩ = 72
ALL

Chil - dren dear, Chil - dren dear, where are you?

ff

[YOUNGER CHILDREN come running, smiling.
The OLDER CHILDREN embrace the YOUNGER CHILDREN.]

330 **r a l l e n t a n d o**

There you are, there you are, how do you do?

334 **Anche Meno Mosso** ♩ = 54

p

THIRD SUBSTITUTE:
 [looking at notebook]
 Let's see, now,
 I think he/she wants a lesson on body parts.

338 ♩ = 72 **THIRD SUBSTITUTE**

My

346

346 foot, my foot, my foot, my foot, My arm, my arm, my arm, my arm, My

354

el - bow, my el - bow, my el - bow, my el - bow, My

358

ALL

litt - le fing - er, my litt - le fing - er, my litt - le fing - er, my litt - le fing - er. My

362

foot, my foot, my foot, my foot, My arm, my arm, my arm, my arm, My

370

el - bow, my el - bow, my el - bow, my el - bow, My

22

374

litt - le fing - er, my litt - le fing - er, my litt - le fing - er, my litt - le fing - er.

THIRD SUBSTITUTE (speaking):
It's time for someone else to do the honors now.

ANOTHER CHILD (speaking):
I'm getting tired of playing scissors-rock-paper.
Just hand the notebook to someone else.

ALL (speaking, nodding their heads):
Yeah . . . Good idea . . . I agree.

[THIRD SUBSTITUTE hands notebook to FOURTH SUBSTITUTE].

FOURTH SUBSTITUTE (speaking):
Thank you.
[looks in notebook]
A lesson on verbs is next.
So let's sing a song about verbs.

378 ♩ = 96

380

FOURTH SUBSTITUTE

382

Oh well, you

This system contains measures 382 and 383. Measure 382 features a vocal line with a whole rest followed by a half note G4, a quarter note A4, and a quarter note B4. The piano accompaniment consists of a right hand with a series of chords (F#4-A4, G4-B4, F#4-A4, G4-B4, F#4-A4, G4-B4) and a left hand with a rhythmic pattern of eighth notes (F3, A3, F3, A3, F3, A3, F3, A3). Measure 383 continues the vocal line with a half note C5, a quarter note B4, and a quarter note A4. The piano accompaniment continues with the same chord and rhythmic patterns.

383

walk and you walk and you walk and you stop, Oh well, you

This system contains measures 383 and 384. Measure 383 features a vocal line with a half note G4, a quarter note A4, a quarter note B4, and a quarter note C5. The piano accompaniment continues with the same chord and rhythmic patterns. Measure 384 continues the vocal line with a half note B4, a quarter note A4, and a quarter note G4. The piano accompaniment continues with the same chord and rhythmic patterns.

384

ALL

walk and you walk and you walk and you stop, — Oh well, you

This system contains measures 384 and 385. Measure 384 features a vocal line with a half note G4, a quarter note A4, a quarter note B4, and a quarter note C5. The piano accompaniment continues with the same chord and rhythmic patterns. Measure 385 continues the vocal line with a half note B4, a quarter note A4, and a quarter note G4. The piano accompaniment continues with the same chord and rhythmic patterns.

385

walk and you walk and you walk and you stop, Oh well, you

This system contains measures 385 and 386. Measure 385 features a vocal line with a half note G4, a quarter note A4, a quarter note B4, and a quarter note C5. The piano accompaniment continues with the same chord and rhythmic patterns. Measure 386 continues the vocal line with a half note B4, a quarter note A4, and a quarter note G4. The piano accompaniment continues with the same chord and rhythmic patterns.

FOURTH SUBSTITUTE

386

386 walk and you walk and you walk and you stop. — Oh well, you

387

387 turn and you turn and you turn and you stop, Oh well, you

388

388 turn and you turn and you walk and you stop, — Oh well, you

389

389 turn and you turn and you turn and you stop, Oh well, you

FOURTH SUBSTITUTE

390

turn and you turn and you turn and you stop. — Oh well, you

391

dance and you dance and you dance and you stop, Oh well, you

392

ALL

dance and you dance and you dance and you stop, — Oh well, you

393

dance and you dance and you dance and you stop, Oh well, you

FOURTH SUBSTITUTE

394

musical score for measures 394-395. The vocal line (treble clef) contains the lyrics: "dance and you dance and you dance and you stop. — Oh well, you". The piano accompaniment (grand staff) features a steady eighth-note bass line and chords in the right hand.

dance and you dance and you dance and you stop. — Oh well, you

395

musical score for measures 395-396. The vocal line (treble clef) contains the lyrics: "stamp and you stamp and you stamp and you stop, — Oh well, you". The piano accompaniment (grand staff) continues with the same rhythmic pattern.

stamp and you stamp and you stamp and you stop, — Oh well, you

396

musical score for measures 396-397. The vocal line (treble clef) contains the lyrics: "stamp and you stamp and you stamp and you stop, — Oh well, you". The piano accompaniment (grand staff) continues with the same rhythmic pattern.

stamp and you stamp and you stamp and you stop, — Oh well, you

ALL

397

stamp and you stamp and you stamp and you stop, Oh well, you

398

stamp and you stamp and you stamp and you stop. —

FIFTH SUBSTITUTE (speaking):
But I'd rather teach verbs another way.

FOURTH SUBSTITUTE (speaking):
All right, [child's name], show how you would do i

$\text{♩} = 60$

399

403

407

FIFTH SUBSTITUTE

Litt-le child, litt-le child, let's all turn a-round, Litt-le child, litt-le child, let's all touch the ground,

411

Litt-le child, litt-le child, let's all shout hoo-ray, Litt-le child, litt-le child, that was well— done.

415

419

ALL

Litt-le child, litt-le child, let's all turn a-round, Litt-le child, litt-le child, let's all touch the ground,

427

Measures 427-430. The treble staff contains a sequence of chords, primarily triads and dyads, mostly on the lower notes of the staff. The bass staff features a melodic line with eighth notes and rests, moving in a generally descending pattern.

Maybe if we call him/her,
that will help her get through traffic a little easier.

435

The image shows a musical score for a piano piece. It consists of two staves. The upper staff is in treble clef and contains a melody of eighth and sixteenth notes. The lower staff is in bass clef and contains a simple bass line with whole notes. The key signature has one flat (B-flat), and the time signature is 4/4. The score is divided into four measures by vertical bar lines. The first measure starts with a treble clef and a key signature of one flat. The second measure has a key signature change to two flats. The third measure has a key signature change to three flats. The fourth measure has a key signature change to two flats. The score is labeled with the number 435 in the top left corner.

439

FIRST CHILD**SECOND CHILD**

Teach - - - er? Teach - - - er?

p

Reo. *Reo.* *Reo.* *Reo.*

REMAINING CHILDREN**(with no concern for rhythm)**

443

Teach - er? Teach - er? Teach - er? Teach - er? Teach - er? Teach - er?

Reo. *Reo.* *Reo.* *Reo.* *

[TEACHER makes a hurried entrance.
 CHILDREN bow or kneel in reverence.
 TEACHER covers her face in embarrassment.]

447

Meno Mosso ♩ = 72

Teach - er dear, Teach - er dear, where are you?

ff

451 **r a l l e n t a n d o**

There you are, there you are, how do you do?

[CHILDREN freeze in place.]

Anche Meno Mosso ♩ = 54

455 *p*

Curtain Music ♩ = 99

459

463 *f*