



# Alla Cadenza

Alla Cadenza - The Language of Music

*A Proposal for a Children's Television Show  
and Related Products*

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### **Introduction:**

Long before children can walk or talk, they instinctively move to the sound and the beat of music. And as their brains begin to make the vital connections that will eventually help to guide them through life, music can play a critical and very positive role, if we provide the opportunity.

The literature on early childhood development is replete with hundreds of studies that demonstrate the very positive impact that early music education can have on a child's development - on their academic success, physical coordination and emotional maturity – often leading to better outcomes in life. Helping a child learn the language of music is a gift that will pay dividends for a lifetime.

And yet, despite this proven capacity for music to improve the lives of children, the musical experience of many children is limited to the blaring, often frenetic, and mostly unmusical soundtracks of children's television shows, or the rhythmic thump of the latest pop song. They may still dance, and may even sing (it's an instinct, after all), but they won't understand what they are listening to or reap the benefits of music education because they're not learning the language of music.

Alla Cadenza is a television show that teaches the fundamentals of music to children ages 2 to 5, based on a unique and highly successful teaching method developed and refined over forty years. High and low, fast and slow, loud and soft. Rhythm, melody, harmony. The building blocks of music education, presented in a gentle, warm, and loving atmosphere with characters children will love, and music they will never forget.

Composer and songwriter **Doug Wood** and music educator and professional flutist **Patricia Joyce Wood** are the creators and producers of Alla Cadenza. A video demo has been created showing some of the creative possibilities afforded by the show. Please see the show website, [www.AllaCadenza.com](http://www.AllaCadenza.com)

So join us as we go "on our musical way. Alla Cadenza.... Let's play!"

## Why Alla Cadenza?

The answer is simple: music helps children develop their brains in ways that can have profound and lifelong positive impacts, with no downside.



How does early music education have this capacity to improve lives? Researchers at Johns Hopkins University Hospital describe music as being "*structural, mathematical and architectural. It's based on relationships between one note and the next. You may not be aware of it, but your brain has to do a lot of computing to make sense of it.*"<sup>1</sup>

Studies show that exposure to music at an early age stimulates all areas of child development and skills, including intellectual capacity, memory, fine motor coordination, social-emotional skills, and math and language comprehension.

- The part of the brain used to learn language is the same part of the brain used to learn music.<sup>2</sup> Children exposed to music learn languages faster and easier than those without music exposure<sup>3</sup>
- Reading notes on a page or learning some basic keyboard skills involves pattern recognition - a skill required for success in math<sup>4</sup>
- Singing, moving and dancing to music helps develop bilateral coordination in which the body and the mind learn how to work together.<sup>5</sup>
- Learning and singing songs helps with memory and retention.<sup>6</sup>
- Performing songs or simple keyboard skills builds confidence and self-esteem.<sup>7</sup>

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<sup>1</sup> <https://www.hopkinsmedicine.org/health/wellness-and-prevention/keep-your-brain-young-with-music>

<sup>2</sup> <https://www.sciencedaily.com/releases/2007/09/070927121101.htm>

<sup>3</sup> <https://today.usc.edu/childrens-brains-develop-faster-with-music-training/>

<sup>4</sup> <https://dornsife.usc.edu/news/stories/relationship-between-music-and-math/>

<sup>5</sup> <https://hms.harvard.edu/news-events/publications-archive/brain/dancing-brain>

<sup>6</sup> <https://pmc.ncbi.nlm.nih.gov/articles/PMC2776393/>

<sup>7</sup> <https://www.sciencedirect.com/science/article/pii/S1877042811022257>

## Learning the Building Blocks of Music

It's not only *what* you teach, it's *how* you teach it. The unique Alla Cadenza method of music education, developed by Patti Wood and refined over forty years of teaching in public and private schools on the North Shore of Long Island, New York, has produced hundreds of young musicians whose rock-solid understanding of music has led to a high degree of success in music as well as the academic world.

Alla Cadenza is a fun, entertaining and inviting educational program that helps children build a musical vocabulary and a familiarity with fundamental musical concepts. Through creative repetition and iteration, the basic building blocks of music are presented, explained and demonstrated in various formats throughout the show.

**Building Block 1: High and low** - We can all sing high notes and low notes. A piano keyboard has very high notes at one end and very low notes at the other. Some instruments (for instance, flute) play primarily high notes, while others (tuba or double bass) play primarily low notes. A musical staff has high notes and low notes. The creative opportunities to demonstrate high and low are endless.

In this puppet skit, Cleo learns how high and low notes make a nice melody from Jazz.

*Cleo is humming to herself. Jazz enters.*

**CLEO:** *(singing to herself, all on the same note)* "Dum dum, dee dum dum dum". Yeah, that's it. Let's see... "dum dum dee dee dum"

**JAZZ:** Hi Cleo, what are you doing?

**CLEO:** Oh Jazz, I'm so excited. I'm writing a song - all by myself!

**JAZZ:** That's great, Cleo. Can I hear what you've got so far?

**CLEO:** Well, I don't know. It's not really finished yet.

**JAZZ:** Oh please, Cleo? Let me hear it!

**CLEO:** Okay, Okay. *(clears throat. Sings dum-dum syllables all on one note. When she finishes, she looks at Jazz for approval.)*

**JAZZ:** Oh, that's a... pretty.... well.... honestly, Cleo, the melody is a little boring don't you think?

**CLEO:** Well, yeah. I guess you're right. I kind of picked a note I liked, and I used it for the melody.

**JAZZ:** But Cleo, remember? Music has high notes and low notes. High and low. That's one of the things that makes music work.

**CLEO:** Oh, that's right! High notes and low notes. Hmm. Well, can you help me make my song high and low?

*(Skit continues as Jazz helps Cleo write a beautiful song)*

The concepts of high and low are emphasized in live action segments with professional musicians. In our pilot show we were fortunate to have renowned guitarist Gordon Titcomb join us. Gordon demonstrates the high and low notes on the guitar before showing the kids the banjo, mandolin and finally the ukulele.

**Building Block 2: Fast and Slow** - Music always has a tempo. Music that is played at a fast tempo tends to be exciting and stimulating, while music played slowly can be calming and relaxing. Composers and songwriters use different tempos to create and sustain the mood of the music, and children immediately and instinctively respond to changes in tempo.

Fast and slow is easy for children to understand and remember. The concepts lend themselves easily to live action and animated sequences comparing and contrasting the two opposite ends of the rhythmic spectrum.

A derivative lesson of the concepts of fast and slow is the corresponding musical notation that tells us how *relatively* fast or slow the music is supposed to be. Simple rhythmic note values are introduced and periodically reinforced with recurring songs and animated sequences.

In a live action segment, our adult cast members teach the AC kids about the notation of musical rhythm by playing a simple game of imitation.

**Melody:** You know, when we write in the language of music, we have "notes" that tell us what note to sing or play. *(She holds up a card with a staff and some notes to demonstrate.)* But those notes also tell us something else: how **fast** or **slow** to play the music. Let me show you. *(She holds up another card).*

These notes are what we call "walk notes." When we see these notes, we know the rhythm is like walking: (clapping her hands in a steady beat as she speaks) "Walk-walk-walk-walk, walk-walk-walk."

*(She holds up another card).*

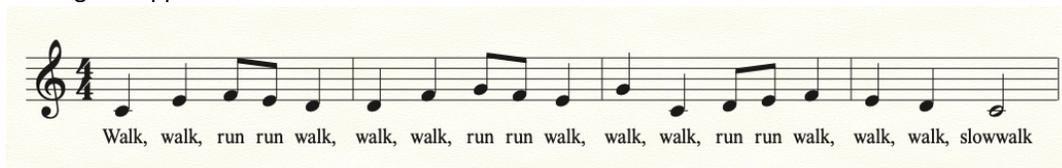
Now, these notes with a hole in the middle are "slow walk" notes. They're twice as long as the walk notes, like this "Slow-walk, slow-walk, slow-walk, slow-walk."

*(She holds up a third card)* Now these notes are "run" notes. They have that line that connects them. When we see these notes, we know the rhythm is like running. Run-run-run-run-run-run-run-run.

**Jazz:** Okay, so we've got walk notes, slow walk notes and run notes. Let's see if we can figure out the rhythm *(He reads slowly)* "Walk, Walk, Run-Run Walk." He reads again, "Walk, Walk, Run-Run Walk." Okay, I get it. *(To kids)* Read it with me! "Walk, Walk, Run-Run Walk." Good! Clap it with me.



Jazz begins to noodle on the piano with a simple melody, and begins to sing. The kids join in as the notes and bouncing ball appear on the screen.



As Jazz continues to play the song (with much more sophisticated chords and flourishes) the kids begin to march around the set singing

**Building Block 3: Loud and Soft** - Sometimes we shout, and sometimes we whisper. Music can also be loud or soft. The dynamics of music give it its character and mood. All instruments can be played either loudly or softly, or somewhere in between, depending on how the music is supposed to sound or the mood of the performer. The concepts of loud and soft are familiar to children and lend themselves to a variety of creative expressions, including live action, animation and puppet skits.

In the demo, the Alla Cadenza song "Los Encantas La Musicas" is all about making music loud and soft.

**MELODY:** So we've talked about music being high and low, and fast and slow. So that's two opposite things that we have learned. But there's something else, too. Maybe you can guess?

**AC KID 1:** Loud and soft?

**MELODY:** That's right, it's loud and soft. Sometimes music is very soft, like a whisper, and sometimes it's very loud, like thunder! And sometimes it's loud and soft in the same song. In fact, we're going to sing a song together that has loud parts and soft parts. It's called "Nos Encantos La Musica," which is Spanish for "We Love Music."

*(Melody teaches the AC kids the basic melody, and the music begins. She starts to sing, increasing her volume through verse)*

I like to sing so softly  
That only I can hear the sound  
I sing to myself when I'm happy  
And when there's no one else around

But when my friends and I get together

And we laugh and we share some fun  
We tend to get louder and louder  
And we sing together as one:

*(Chorus)*

**Nos encantos la musica!**

It's our favorite sound  
When we're feeling fan-tas-ti-cos  
We want to share it around

Music makes us feel like moving to the beat  
It's a natural fun-da-men-tal thing  
Nos encantos la musica  
And we love to sing!

## Other related musical concepts featured in Alla Cadenza

### The Beat

The beat is the underlying pulse of music. While the rhythm of a song is determined by note values, the beat always remains the same. In a live sequence, Beatnik snaps his fingers and talks about the "beat" and how important it is for everyone to "feel" the beat as they play together.

**Melody:** Oh look, it's BeatNik. Hi BeatNik!

**Beatnik:** (snapping his fingers) Hey there, Melody, what's happening? Are you feeling the groove today? You've got to feel the groove, you know, if you want to play or sing."

**Melody:** Of course I do. The beat is the thing I like most about music.

**Beatnik:** Makes you want to move, doesn't it? Like you can't sit still.

**Melody:** Exactly! So what have you got for us today?

Beatnik and the kids sing a song about the beat – music's fantastical clock - and how it's something you feel inside. (See Alla Cadenza Scene 10)

The rhythm of life is the beat of your heart  
Like the clock on the wall, the beat is just part of  
What makes music work, makes you want to just move  
So feel that beat, and get down with the groove

Tick, tock, tick, tock!  
The beat is music's fantastical clock  
You can feel it from your fingers right down to your feet  
It all stays together because of the beat

Not every song has the same kind of beat, of course. In most popular music, there are four beats that repeat over and over, but in some songs it's a pattern of three. The difference is something everyone - including kids - can feel immediately.

In a combined live/animated segment, Ms. Nelson sings to the kids about music that has three beats, and sings a gentle song to demonstrate.

*Lots of good things come in  
Threes, don't you know  
Like music that has  
Three beats in a row*

## **The Musical Alphabet**

The catchy "ABC" song with Melody and Jazz helps kids learn the 7-note alphabet of music (A-B-C-D-E-F-G). The simplicity of the musical scale is reinforced within each show with animated "sponsor messages" focused on one of the seven notes, and its location on the keyboard.

### ***Video: A sponsor message for the musical note C***

**Mature narrator voice:** "Today's episode of Alla Cadenza is brought to you by the musical note C. C is the third letter of the alphabet, and the third note of the musical alphabet. C is cool, calm, collected, and sometimes even a little crazy. C. It's a great way to start your song. Look for all the musical notes C on any keyboard."

An animated sequence with G-man reinforces the musical alphabet.

A blank staff appears on the screen. G-man walks into the frame carrying a box of notes. He's humming the ABC song to himself as he goes to work slowly hanging each of the notes on their correct spaces and lines on the musical staff. When the box is empty and all seven notes are on the staff, he picks up the box, smiles with satisfaction, and walks out of the frame.

As a female voice calls out the names of the notes, the names appear under the notes, and the notes flash red, then turn black.

In a live action segment, a young cast member talks about her ability to find all the "C" notes on a piano keyboard. She explains that you simply find the two black notes that are together, and then slide down to the white key just below. That's the C note, and there are many of them on a piano keyboard.

*Child's voice. Camera directly over the keyboard follows the child's fingers as she talks.*

Child: I know how to find all the C notes on the piano

First I find the two black notes that are together. *(hand hovers over two black notes)*. Then the white note right below is C. *(Finger plays the C note, and we hear it.)*

Two black notes *(point to black notes)*, and then fall down onto C. That's how I find C.

*(Fingers play a simple piano tune).*

## **Melody**

The concept of high and low leads naturally to the discussion of melody, and how high notes and low notes create interest and make each piece of music unique. Melody is what we follow

when we sing a familiar song, and the variety of high and low notes is what makes the melody sound the way it does. Throughout the show, music is ever-present, and our cast sings as much of the dialogue as they can.

### **Teaching kids to sing along**

The physical act of singing can hold a child's attention, improve posture and breathing, soothe fears, and generate feelings of well-being. In every episode of *Alla Cadenza*, one of the cast members will teach kids a very basic melody (or harmony) and have them sing along.

In our pilot show, Zoe Berg teaches the kids a simple melody and then sings a "magic" song to the kids, about how she uses music to relax and not be afraid of things. The kids sing along in the chorus. (See *Alla Cadenza* Scene 5)

*Once I met some hungry bears  
Who chased me up and down the stairs  
Then I sang this simple song*

*When I find myself in trouble  
I start singing on the double  
And I sing this simple song.*

### **The Gentle Touch of *Alla Cadenza***

Much of children's television programming today relies on a fast-paced editing, high-energy music, high-pitched voices, and constant visual stimulation to keep the attention of children. That may garner and keep their attention, but it's not doing them any good.

The dialogue, vocal inflection, and actions of *Alla Cadenza*'s live characters and puppets convey a sense of family, caring and warmth, in the same way those feelings were projected through the television screen by Shari Lewis and Fred Rogers. Similarly, the multi-segmented format keeps children entertained and uses the proven production and educational techniques pioneered by *Sesame Street*.

## The Proposed Cast of Alla Cadenza



**Melody** is Alla Cadenza's female lead. She's exuberant and warm, gentle, great rapport with children, wide-eyed and full of fun and smiles, with a great singing and speaking voice and sense of humor.



**Jazz** is Alla Cadenza's male lead, warm, outgoing, gentle, great connection with children, outstanding singer and keyboard player. Jazz is often seated at the piano, supporting Melody as she teaches the kids a lesson.



**Ms. Nelson** is Alla Cadenza's music authority - warm and friendly, teaches kids songs to sing, and reads stories to children that revolve around musical themes.



**Beatnik** is Alla Cadenza's human rhythm machine character. He wears groovy clothes, plays all kinds of drums and percussion and can mimic the sound of drums with his mouth. He raps, he sings, he air drums, he's a cool character.



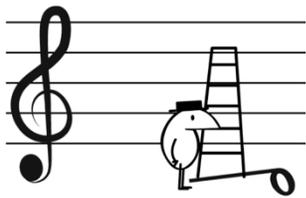
**The Alla Cadenza Kids** - a mixed-race group of eight children ages 5 to 8 with excellent voices, friendly personalities, ability to follow directions. A few children should play instruments and can be featured in segments talking about their instrument, practicing, and performing.



**Cleo and Leo** are brother and sister puppets with adorable mouse faces, human clothing and extraordinarily large ears that go up and down. They interact with each other and with the live cast members.



**Maestro** is a fuzzy, loveable, eccentric conductor puppet with a funny accent; Maestro doesn't always get things right, and as he explains things about music to the AC kids or adult cast, they gently correct him.



**G-man**, a grumpy animated character who's always puttering with notes, usually humming or whistling. G-man's short segments reinforce very basic musical notation concepts.



**The Sopranos** are animated busybodies who issue their silly comments on the show and sing outlandish lines in 3-part harmony.

### **Guest Artists**

Professional musicians and performing artists know the value of early musical education and often dedicate time and energy to helping educate the next generation of musicians. In our demo, we were fortunate to have artist and songwriter Gordon Titcomb participate as a guest artist. We anticipate that many musical artists would be willing to be guests on Alla Cadenza.



## **The time is right for Alla Cadenza**

There can be no better start to a child's education than an early introduction to the language of music, and there is no better method of music education than Alla Cadenza. The concepts of high and low, fast and slow, loud and soft, melody, harmony, rhythm, the beat, and the musical alphabet are things children can easily comprehend and remember.

The creators of Alla Cadenza have produced some sample scenes with volunteer actors, puppeteers and animators. Please visit the Alla Cadenza website to learn more.  
[www.AllaCadenza.com](http://www.AllaCadenza.com).

# Alla Cadenza

*Let's Play!*

Music by: Doug Wood

Al - la - Ca - den za! Mu - sic is all a - round.

5 Mak - ing us hap - py with its mag - ic - al - sound So if you

9 feel o - kay come with us to - day be - cause we're on our mu - si - cal way

13 Al - la - Ca - den - za Let's play!

19 Al - la - Ca - den za! Mu - sic is ev - ery - where

23 feel the beat - of the rhy - thm feel the song in the air So if you

27 feel o - kay come with us to - day be - cause we're on our mus - i - cal - way

31 Al - la - Ca - den - za Let's play!

# Sing A Simple Song

Doug Wood

C Am Dm G Em Am Dm G9  
Once I met some hung - ry bears who chased me up and down the stairs

3 Em Am Dm G7 C Am Dm G C Am Dm G  
Then I sang this simple song \_\_\_ When I find my self in trou ble \_\_\_

6 Em Am Dm G7 Em7 Am Dm G6 C Dm D#dim C Fmaj B7  
I start sing ing on the double \_\_\_ And I sing this sim ple \_\_\_ song Som how

10 Em A7 Dm G7 Cmaj7 C7 Fmaj7 B7  
mu sic save the day Makes me feel o - kay and trou ble goes a way Some day

14 Em A7 Dm Em F6 F#dim G C Am Dm G  
when you're in a pic kle Try this sup er magi i cal mel od y Now you know the se cret way to

18 Em Am Dm G7 Em7 Am Dm G C Am Dm G C Am Dm G  
make your trou bles go a way When you sing this simple song \_\_\_

22 Kids chorus  
La la la la la lala la la la la la lala la la la la la lala \_\_\_

26  
La la la la la lala la la la la la lala la la la la la lala \_\_\_

# Goin' With The Flow

Doug Wood

F F F sus/G C7  
Sway ing soft ly in the breeze like prair ie grass or willow trees

5 F sus/G C7 F F F  
Wave your arms a - bove your knees we're go in' with the flow — Feel that gen tle

10 F F sus/G C7 F sus/G C7  
pul sing beat — From your fingers to your feet — Dan cing right there - in your seat we're

15 F F Bb6 F Bb6  
go in' with the flow — Ooh, we love to move Love to feel we're

20 F Bb6 F G C7  
in the groove there's no one who'll dis a prove when we're go in' with the flow —

25 F F F sus/G C7 F sus/G  
Gent ly rock ing to and fro — Not too fast and not too slow — Feels so good to

30 C7 G7 C7 F  
let it go — We're go in' with the flow —

# The ABC Song

Doug Wood

A B C D E F G\_\_\_ Here's a song for you and me\_\_\_ Starts with A and ends with G\_\_\_ It's

4

eas - y as can be A B C D E F G\_\_\_ Sing the al - bet with me\_\_\_ It's the perfect mel - o - dy\_\_\_

8

Whdyathink about that! Sev - en notes are all it takes You can't go wrong or make mis-takes So

11

sing out loud, an singut strong Mak - ing mu - sic all da j ong See how eas - y it can be\_\_\_

14

Start with A and end with G\_\_\_ Sev - ven notes for you and me\_\_\_ Whdyathink about that!

17

What do ya think? What do ya think? What do ya think a bout that?

Lead sheet

# Nos Encanta La Musica

Doug Wood

The musical score is written in treble clef with a key signature of two sharps (F# and C#) and a 4/4 time signature. It consists of eight staves of music with lyrics underneath. Chord symbols are placed above the notes. The lyrics are: "I like to sing so soft - ly — That on - ly I can hear the sound — I sing to myself when I'm hap - py and there's no one else a - round — But when my friends and I get to - gether and we laugh and we share some fun — We tend to get loud - er and loud - er and we sing to - geth - er as one Nos en can ta la mus i ca it's our fav - or - ite sound — when we're feel - ing fan - tas - ti - cos we want to share it a - round — Mus - ic makes us feel like mov - ing to the beat It's a nat - ur - al fun - da men tal thing — Nos en can ta la mus i ca and we love to sing! When".

solo D D A A9/C#

I like to sing so soft - ly — That on - ly I can hear the sound

5 D D7/F# G6 D/A A

— I sing to myself when I'm hap - py and there's no one else a - round

9 D D A A9/C#

— But when my friends and I get to - gether and we laugh and we share some fun

13 D D7/F# G6 D/A A

— We tend to get loud - er and loud - er and we sing to - geth - er as

17 D A A chorus D

one Nos en can ta la mus i ca it's our fav - or - ite sound —

21 D A A D

when we're feel - ing fan - tas - ti - cos we want to share it a - round —

25 D7 G G D

Mus - ic makes us feel like mov - ing to the beat It's a nat - ur - al fun - da men tal thing

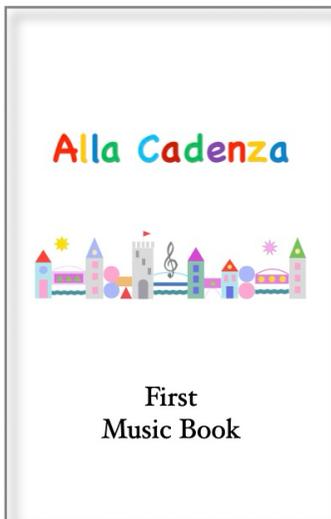
29 D A7 A7 D

Nos en can ta la mus i ca and we love to sing! When

## The Puppets



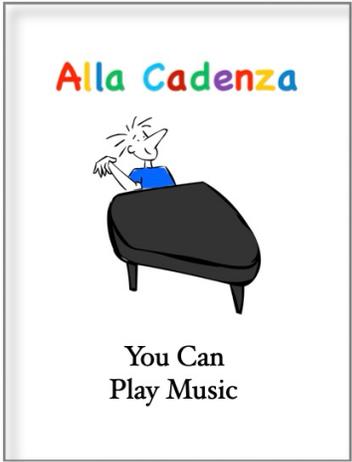
## The Alla Cadenza Books



Clap or tap the rhythm

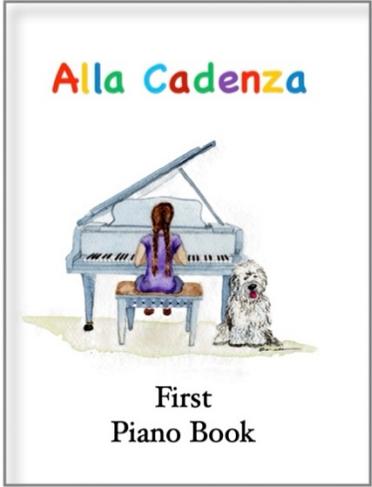
Clap or tap the rhythm	

Alla Cadenza's **First Music Book** is designed for parents who wish to supplement the lessons of Alla Cadenza with learning and practicing activities at home. Designed as simple board books with large notes and colorful characters, the books reinforce the concepts at the core of the Alla Cadenza teaching method, including basic rhythmic notation, note names and notes on a staff.



<p><b>High Notes and Low Notes</b></p> <p>Try playing a few notes at the top end of the keyboard. Listen to the high sounds they make! Can you make the gentle, soft sound of rain?</p>  <p>Now try playing a few notes on the bottom part of the keyboard. Listen to the very low sounds they make. Can you make the loud sound of thunder?</p>  <p><b>Hint:</b> It sounds more like thunder if you hold down the sustain pedal on the piano</p>	<p><b>Making Music With Black Notes</b></p> <p>When you play a song using only the black notes, there are no "wrong" notes. While your teacher plays a gentle accompaniment, try playing your own melody using only the black notes on the keyboard.</p>  
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Alla Cadenza's **You Can Play Music** book is designed to be a child's first introduction to the musical keyboard. The book features lessons on high and low, fast and slow, loud and soft, and introduces the concept of improvisation using only the black keys of the keyboard.



<p>Piano</p> <p><b>Thumbs Up!</b></p> <p>Fall/Wind</p>  	<p><b>Waterfall</b></p>  
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Alla Cadenza's **First Piano Book** is designed for beginning piano students and their teachers. Building on the Alla Cadenza teaching method, the book contains 15 very easy piano pieces for beginning students.

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For more information please contact:

Doug Wood  
Franklin-Douglas Inc.  
184 Main Street  
Port Washington, NY 11050  
[daw@franklin-douglas.com](mailto:daw@franklin-douglas.com)