



NATIONAL FEDERATION OF MUSIC CLUBS

# Junior Keynotes

Spring 2021 • Vol. 94, No. 3



**2021 National Music Week**

Essay Winners

*See page 22*

S P E A K S



*Grindy Huang :)*



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# NFMC Junior Keynotes Directory

National Federation of Music Clubs, Inc. • Chartered by the Congress of the United States (ISSN 0022-6629)

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# Message from the President

by Frances Nelson

I hope my message reaches you when you are happy and fulfilled with your musical studies!

This current issue of Junior Keynotes contains many reports and interesting articles. I enjoy reading about the accomplishments of our Junior members. I am always amazed at the talent and activities covered in our magazine.

May 2-9, 2021 was National Music Week and this year's theme was *Music...is a Storyteller*. Winning submissions from the essay contest are included in this issue and if you did not write one this year, be sure to enter next year. National Music Week Chair Ellen Leapaldt has listed many activities and opportunities for all ages to be involved in this annual celebration. Thank you to those who participated in this enjoyable NFMC project.

Also included are many reports related to Federation Festival. NFMC Festival Chair, Lisa Smith, included a very clever article about Federation Festival from an entrant's point of view! Be sure to check that out and see if you agree with these thoughts!

As this club year is winding down, please know that our older members are always here for you, to support you and guide you through your musical journey.

Create Harmony through Music

*Frances J. Nelson*

NFMC's 34<sup>th</sup> President



**ITINERARY:**

- 10.14: Departure
- 10.15: Arrival, Warsaw
- 10.16: Warsaw
- 10.17: Warsaw
- 10.18: Warsaw > Wrocław
- 10.19: Wrocław
- 10.20: Wrocław > Duszniki-Zdrój
- 10.21: Duszniki-Zdrój > Kraków
- 10.22: Kraków
- 10.23: Return

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- Opera, or similar performance, in Warsaw
- Local taxes, tipping and fees

**Rescheduled!**  
**OCTOBER 2021**  
More info to come

**withe**  
Travel & Tours



**President's Theme:**

*"Create Harmony through Music"*

**President's Song:**

*"Come to Us, Creative Spirit"*

Text by David Mowbray / Music by Richard Proulx



# There is Light at the End of the Tunnel

by Michael R. Edwards, *Junior Division Chair*

What a difference a year can make! In March 2020, the Federation had to quickly adjust to COVID-19, but we met the challenge. In the Junior Division, ‘Virtual Auditions’ became the norm for festival. I am sure that NFMC Festivals Chair Lisa Smith never imagined submitting an article for *Junior Keynotes* titled, “The Fury Before Festival: Perspective from an Entrant.” I know many of you in the Junior Division will be able to relate to this article.

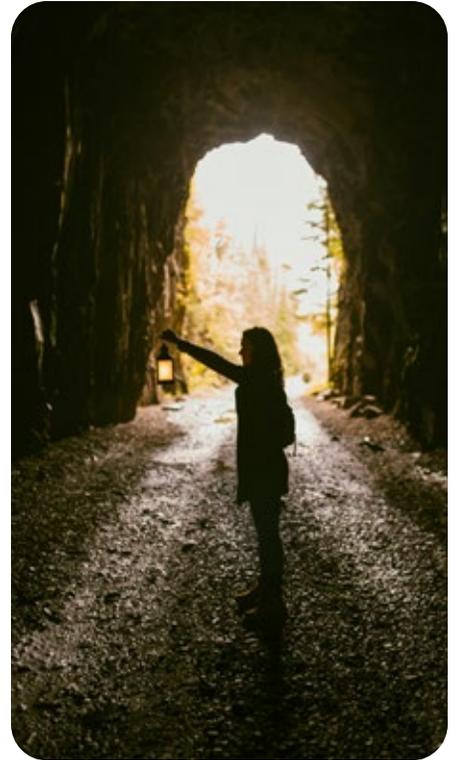
With all the challenges of 2020, you will find in this issue:

- 2021 Federation President’s Cup and Grand Cup Winners

- 2021 Martha Marks Mack Junior Vocal Award Recipient
- 2021 TARBA Recipient
- 2021 NMW Essay Winners
- Junior Division Chair News
- State News
- Awards-at-a-Glance

Please take time to read all the news and activities reported in this issue. Last year at this time we had no idea where we would be in 2021. It is safe to say that we have found “light at the end of the tunnel.” 

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# An Unexpected Legacy

by Lori Jessen, *NFMCFestivals Bulletin Editor*

When we get those new *Bulletins*, eagerly looking at all the new pieces, it doesn't take long for favorites to appear. We all know what we're talking about... the piece that appears many times in the performances for a particular class... the one that continually appeals to both students and teachers year after year. We've seen the reappearance of several of these favorites in the current *Bulletin* due to your suggestions for "oldie goldies" for a new generation to experience. But when we pick out Festival music, we don't often stop to think about what the music might mean long-term for our students. Recently, I've discovered just how much impact the pieces can have.

Several months ago, I was asked to play the piano at the wedding for a young man from our church and his fiancée. Now I love to play for weddings, and I've known this soon-to-be groom all of his life, so of course I said, "Yes!"

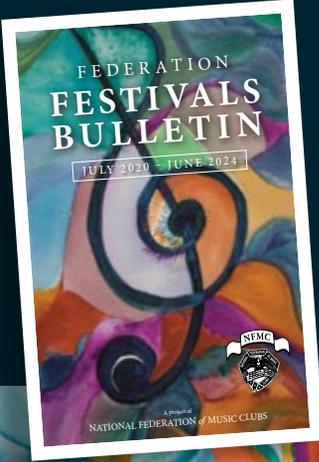
Last week, the bride brought me the pieces that she had selected for their ceremony. (Hands up, all who love brides who are musically knowledgeable and know how to rightly apply that knowledge.)... When I opened the binder she handed me, I saw a piece that was not the typical wedding title, but still looked vaguely familiar, and the young lady

said, "I played this piece for a competition when I was in high school."

"Federation Festival?" I asked.

"Yes!" exclaimed the bride. We chatted for a bit about her Festival experiences (which were extremely positive) and as we continued, I noticed that her sheet music was still Festival ready, with marks erased and measures numbered. There was also another piece that seems to be from the *Bulletin*. But what I found compelling is that all of the pieces she has selected are very similar stylistically to her Festival piece. That one piece of sheet music had captured a young woman's musical taste and influenced it profoundly. Now while I'm sure she likes many styles of music (as we all do), the sounds that she chose for one of the most important days of her life are rooted in the piano solo she practiced, perfected, and performed many years ago. What an unexpected legacy! Sometimes, we forget that what might be a seemingly simple choice can have far-lasting effects.

We might never know how the musical seeds we have planted will grow and take root. But for those times when we do get glimpses of the legacy of music in the life of our students, let us continue to pursue beauty, excellence, and dedication so those seeds that are planted will grow good fruit. 



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# Onboarding into Vivace

by Sandra Preysz, *Festivals Online System Chair*

As of February 1st, 63 new areas have joined the ranks of Festival Areas using **Vivace**. These areas new to Vivace completed the process of entering historical data for student performances and used the system to register students for the 2021 Festivals. Now, as they finish entering ratings after Festival performances are complete, they will have the ease of preparing their JR 3-3, JR 3-4, and Festival Cup reports with the click of an icon.

## Vivace Overview Video

If you have not yet seen what **Vivace** can do, we recommend the overview video. It will take about 10 minutes of your time and is a great introduction. Here is the link: [youtube.com/watch?v=QXAeX9eyvNA&feature=youtu.be](https://youtube.com/watch?v=QXAeX9eyvNA&feature=youtu.be)

Anyone is also welcome to visit the Support Center at [help.nfmc-music.org](http://help.nfmc-music.org).

## Status of Applications

Most Festival Areas with applications have been on boarded into **Vivace**. A few opted to wait until after 2021 Festivals are complete and will begin entering historical data in the late spring.

## What if our Area has not yet submitted a Project Application?

Now is the time to submit an application if your area wishes to work on entering the historical data in the summer of 2021. Your area will then be ready to use **Vivace** during the 2021-2022 Festival year. For everyone's benefit, we will manage the number of new areas who are admitted at any given time so that the support team will be able to provide help in a timely manner.

1. **Request a project application** by emailing: [festivals@nfmc-music.org](mailto:festivals@nfmc-music.org)
2. **Continue to gather the information** that will be needed in the new system if you are not a current user.
  - a. **Teacher information:** full name (first, middle, last) preferred name and birthdate.
  - b. **Student information:** full name (first, middle, last), preferred name and birthdate.
  - c. **Point history data to include the year, festival, event, class, and rating.** It is not necessary to enter the required and choice piece repertoire information for past events.

## What is the process for on boarding into Vivace?

The process includes:

1. **Requesting a project application** by emailing: [festivals@nfmc-music.org](mailto:festivals@nfmc-music.org)
2. **Submitting the completed application.**
3. **Receiving the Project Education Guide** and carefully studying the process outlined.



For an online overview video of Vivace, visit [youtube.com/watch?v=QXAeX9eyvNA&feature=youtu.be](https://youtube.com/watch?v=QXAeX9eyvNA&feature=youtu.be)

4. **Attending an orientation webinar.** (These are held once a month.)
5. **Selecting the method of entering the historical data.**
6. **Beginning the process of preparing data for import** OR having a National Admin set an appointment with your two Festival Area Admins to grant them access so they can begin the manual entry process.

Our on Boarding Coordinator, Laurie Marshall, will help organize the on boarding process. After submitting your application, if you have questions, please contact her at [laurie@thechildrensacademy.us](mailto:laurie@thechildrensacademy.us)

## Process to prepare data for Vivace

Since we have a variety of "starting points" for various Festival Areas, we created the **Vivace** Project Education Guide for Areas that want to start using the system. Basically, there will be two approaches:

1. **Manual Entry of history:** This will take lots of volunteer hours but will involve very little cost. There will be help materials as well as Regional and National project coaches available to help you through the process.
2. **One Time Import of history:** This will take time to prepare and will involve some cost to the local area to export and import their history. Those areas choosing this process will be more limited in number, as we must rely on the developer's time to review and approve each import file. 



Visit [nfmc-music.org](http://nfmc-music.org)  
for all the latest NFMC news, events and awards.



# Federation President's Cup and Grand Cup Winners

by Mary Jane Timmer, *Federation Cup Chair*

## PRESIDENT'S CUP WINNERS

### MISSOURI



Simren Jayaraman

**Simren Jayaraman** began playing piano at the age of 5 and participated in PFMC Festivals for 12 years. After suddenly losing her Federation teacher, she finished earning her Presidential Cup this year as an

Individual Member. She has enjoyed a passion of music her whole life through piano, violin, chorus, and Indian classical dance. She loves performing for friends and family as well as at a local community event, Cranfest, a celebration of diversity and inclusion. She also volunteer-taught piano to elementary students over the past three years. Along with music, Simren enjoys Taekwondo, in which she is a fourth-degree black belt, sewing, and creating art in her free time. In school she enjoys science and math and aspires to pursue medicine. After graduating high school this year, she will attend a 6-year BA/MD program at the University of Missouri-Kansas City. She also participated in several clubs, one being Academic Games in which her team placed 1st nationally in the 2019 Theme game. When Simren is not practicing music or making art, she enjoys volunteering at children's summer camps and hospitals and spending time with her younger brother, parents, and friends.

### OHIO



Timothy Dang

**Timothy Dang** was a piano student of Esther Chu since he was five years old until his high school years. He recently graduated from Hawken High School and has continued

pursuing his interest in nutrition and music at Ohio State University. In high school he was a highly distinguished pianist and won multiple competitions. He has been awarded 9 superiors for duet consecutively and has 12 for solo and 4 for concerto. He won Nationals for the MTNA National Competition in 2019. He won second place in the buckeye Northeast piano audition in 2016. He won second place in the MTNA OHIO Graves piano duet competition in 2016. He was the winner of the Elizabeth Gerber federation state competition in 2013. He was placed among the top 4 winners in the Great Composer's Competition in 5 different categories over his high school career.

Timothy performed in Carnegie Hall twice for winning honorable mention in the American Protege competition during his freshman year along with 2nd place the following year. He then won third place in his junior year in the same American Protege competition and attended another recital in Carnegie Hall. He was awarded the OFMC Outstanding Junior Award his high school junior year.

Timothy really enjoyed the first semester of college and he majored in Human Nutrition Sciences with a minor in Economics and Pre-Dental track. Additionally, he recently released a pop single with his friends at school and plans to work on an album this coming semester. He is active in his college clubs with participation in his Pre-Dental club, Running club, Ultimate Frisbee club as well as signing up for a DJ mixing club. He hopes to continue his learning process in music and continue to sharpen his skills on the piano and guitar at college.

### PENNSYLVANIA

**Miriam Layne** is an 11-year student of Joyce Turner-Gindlesperger and earned her Grand Cup in Piano Solo. A 2021 Pine Richland graduate, she is a member of the National Honor Society and has been active in dance and music as well as achieving high academic standings throughout her secondary school



Miriam Layne

career. As a student at the Fairgrieve School of Dance, Miriam attended classes for over 12 years and had the honor of participating in a dance intensive at Point Park University. Musically, in addition to studying piano for 11 years, she has mastered the violin and flute. She has been a violinist in her school since the fourth grade and is also a member of the Pittsburgh Youth Concert Orchestra (PYCO) where she has enhanced her playing skills over the years. In the 9th grade, she pursued learning to play the flute and became an active participant in the marching and concert bands. She was selected to play violin in the High School pit for musical in the 9th and 10th grades and piano in 11th grade. Because of the pandemic, there was no opportunity to participate in the musical her last year of school which was a disappointment, but she was grateful for the time it gave her to prepare for her final piano solos and concerto.

Miriam has maintained academic excellence by achieving the high honor roll each year in high school and middle school. A mixture of Advanced Placement and Honor courses demanded focus and perseverance as well as keeping up her musical skills both inside and outside of the classroom. Miriam's future plans are to major in Biology or Chemistry at the University of Pittsburgh with a minor in Music Performance. Her primary goal is to be a veterinarian. In addition, she will be researching using music therapy in addition to traditional methods to treat pets that experience stress and trauma.

### VIRGINIA

**James Good** began his study of piano at Moore Music with teacher Kate Moore at the age of 6. He participated in many piano festivals and competitions as well as playing and singing,



James Good

and playing the piano and the organ at St. Theresa's Church in Ashburn, Virginia. In addition to singing in choir at Stone Bridge High School, he made numerous honors choirs, including the Virginia State Choir

and ranked as the first Tenor in the state. A deep love of theatre meant he participated in every production in High School in leading roles as well as directing and composing music for a play his senior year.

Earning his 90-point Gold Cup for Piano Solo and Concerto he also earned a 45-point Gold cup in the Piano Duet category. James prepared a full program to earn his High School Diploma for the National Guild Auditions. He is now at the University of Virginia majoring in Physics and will always find a way to keep music as a part of his life.



Karynna Moore-Sobel

Growing up in a musical home, **Karynna Moore-Sobel** has always been surrounded by this art. She began piano lessons at the age of 5, with teacher Kate Moore of Ashburn, Virginia. In middle

school she knew that singing was to be her future and began voice lessons while continuing her study of the piano.

In addition to earning her 90-point Gold Cup combining Piano Solo and Piano Concerto points, she earned her a 45-point cup in Piano Duet and combined points in the Musical Theatre and Vocal Art Song categories to earn another 45-point Gold Cup.

Karynna has a passion for working with children with special needs and devoted many hours working at a camp as well as volunteering at McLean Bible Church to provide much needed respite for families in need of a break. Having already participated in 2 operas before graduating from Riverside High School, she is now attending the Conservatory at Shenandoah University pursuing a degree in vocal performance with a double minor in Piano and Psychology.

**WASHINGTON**



Paige Weisinger

**Paige Weisinger** is from Edgewood, Washington, and has studied piano with Kathy Tung for 14 years. She was also coached by Dr. Oksana Ezhokina of Pacific Lutheran University.

Paige participated in Junior Festivals for 13 consecutive years, always earning Superior ratings. In 2018, Paige was the winner of the Marilyn Caldwell Piano Award. She also earned two Honorable Mention awards in the MTNA Outstanding Artist and Performance competitions. Paige was offered several scholarships to study piano performance and had to defer her studies due to the pandemic.

**GRAND CUP WINNERS**

**MICHIGAN**



Sarah Xu

**Sarah Xu**, a current senior at Troy High School in Michigan, has studied with teacher Mrs. Sarah DePalma for 11 years. Along with consistently receiving superior ratings in Piano Solo and Piano Concerto

events, Sarah has won many other piano awards at the state level such as through the MSBOA Solo and Ensemble Festival, the American Guild of Music, and many more.

Sarah also joined the Robotics Club at her high school and is a vocalist in her church's worship team. She loves to read books, spend time with family, and volunteer in her free time. She hopes to major in computer science at her future college.

**OHIO**



Booker Atkins

**Booker Atkins** began playing the piano at the age of four, studying with Deborah Macaulay-Courtney. At the age of ten, he began studying with his mother, Laura Atkins. He says that

Junior Music Festival is the musical highlight of his year and is very proud of his 13 years of consecutive superiors in piano solo and 5 years of consecutive superiors in piano concertos. Booker enjoys participating in other piano events and has consistently received superior ratings. He really enjoys sharing his love of music with others at recitals and at church. Booker's musical talents have transferred to school where he plays bass clarinet in the marching, concert, and pep bands. He also plays keyboard in the jazz band.

In addition to music, Booker is involved in National Honor Society, 4-H, volunteering at church, and working at a local blueberry farm. He enjoys raising chickens and monarch

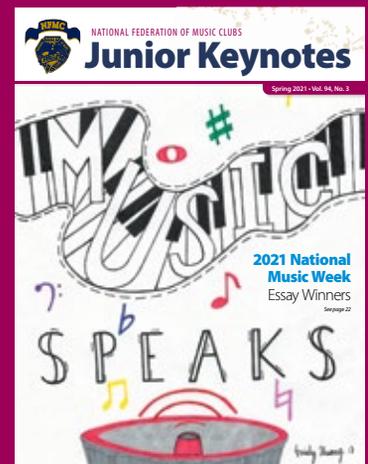
**MEET THE COVER ARTIST**



Emily Huang

**Emily Huang** is 14 years old and from Fayette, Alabama. She is currently a freshman at Fayette County High

School. Emily started studying piano under Renee Richardson at the age of 7 and has been playing and competing in junior festivals for 6 years now. Other than playing the piano, she also enjoys playing tennis, drawing, and traveling.



butterflies that he tags through Monarch Watch. His main passion is flight. He has soloed in both a glider and single engine airplane. He is working towards getting his private pilot's license before he graduates from high school in May. He plans to attend a 4-year university to study aeronautical science.



Mary Jo Johnson

**Marion Joyce (Mary Jo) Johnson** is a Fairborn High School (FHS) Class of 2020 graduate and valedictorian. During high school, Mary Jo was active in academic and musical programs as a member

of National Honor Society, Top Scholar, Vice President of Student Congress, principal violinist in the FHS Symphony Orchestra, FHS spring musical pit, and pianist in FHS Jazz Band. Mary Jo also served as co-concertmaster of the Dayton Philharmonic Youth Orchestra, concertmaster of Springfield Youth Symphony and principal violinist of Fairborn Regional Orchestra. She graced stages with solo classical piano and violin performances through Piano Preparatory School, Dayton Clavier Club, Ohio Federation of Music Clubs, and Dayton Music Club recitals, and performed professionally for many local events and venues. Currently, Mary Jo is majoring in Music Education at Cedarville University.



Chloe Nofziger

**Chloe Nofziger** is the daughter of Phil and Melissa Nofziger. She has been a piano student at the Dickson Piano Studio for 11 years. Her teacher is Norma Dickson. She began participating in the Festival in 2010

as a 2nd grader. She has earned a 30-point cup in theory, a 45-point cup in hymn playing, and now a 75-point cup in piano solo. She has performed 3 senior concerti in order to get this cup.

In addition to playing at Festival, Chloe plays piano in her church, and played for her brother's wedding this past summer. She has also played for several years at Sauder Village Quilt Fair. She is an Archbold senior and has played on their soccer team as well as

Club soccer. She is a member of the National Honors Society, Spanish Club and her church's youth group. Her future plans are to attend Lourdes University on a soccer scholarship and to major in nursing.



Jason Zhang

**Jason Zhang** has studied the piano with the late Nancy Bachus for over 10 years and is a current student of Dr. Cicilia Yudha's. Since first grade, Jason has participated and received superior ratings in OFMC's

Junior Music Festival in the Piano solo, duet and concerto events. He has won numerous competitions including the 2016 Marilyn Walter Young Musician Award, 2018 Akron Youth Symphony Concerto Competition and 2019 Lakeland Civic Orchestra Young Artist Competition. Jason also studies the violin with Barbara Weber and has been a violist of the Akron Youth Symphony for three years before joining the Cleveland Orchestra Youth Orchestra as a violinist and principal keyboardist.

A senior at Hudson High School, Jason is an avid participant of music and academic programs at his school. He also plays table tennis and has competed in regional and national tournaments. In his spare time, Jason enjoys following the latest in the technology and sports world. No matter where his diverse interests take him, music will always be an integral part of Jason's life.

**VIRGINIA**



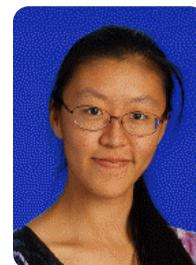
Subhiksha Balaji

**Subhiksha Balaji** is a senior ('21) at Thomas Jefferson High School for Science and Technology and has been a piano student of Sucheta Damle for 12 years. This past year, she was the first

in her studio to earn a 75-point gold cup in the piano solo/concerto category after participating in the NFMF Festival Solo event for 11 years and the Concerto event for three years. She has also participated in the National Guild of Piano Teachers Auditions for eight years and received her Regular High School Diploma in

piano this year. Her musical accomplishments also include winning county-level composition contests through the PTA Reflections program. In addition to piano, she learns South Indian classical vocal music and dance and will be completing her classical dance graduation in the summer of 2021. Last year, Subhiksha won a local singing competition which enabled her to sing alongside leading playback singers from South India.

Outside of the performing arts, Subhiksha is an avid member of her school's Neuroscience Society and has competed at the regional Brain Bee. She has also qualified for the semifinals (top 10%) of the USA Biology Olympiad, and is an editor of Teknos, her school's science magazine. She is the Marketing Lead for her school research symposium's planning committee, and is also a choreographer and act leader for iNite, a cultural showcase put on by her school. In the future, she hopes to study neuroscience and combine her knowledge with her passion for music to help children with developmental disorders, who often have a unique affinity for music, to improve their academic and social skills.



Ann Li

**Ann Li**, a senior at Thomas Jefferson School of Science and Technology in Northern Virginia, has been playing piano for a total of eleven years and studying under Marlene Miles of

Centreville for the past seven years. She has earned her 75-point cup from the National Federation of Music Clubs following her Spring Festival in 2020. Ann is also recognized for the National Piano Guild 5-year National Roll and for consistently achieving superiors in both organizations for solos and concertos.

In addition to piano, Ann also dances and plays volleyball. She began dancing when she was seven and studied a variety of styles from contemporary, hip-hop, traditional Chinese to modern. In her free time, she enjoys reading, solving puzzles and spending time with family and friends. She will be attending the University of Virginia in Charlottesville and majoring in computer science.

**Angeline Phan** was awarded the 75-point Grand Cup in 2020. She began playing the



Angeline Phan

piano 13 years ago with Jeanne Casner and has been studying under Shauna Leavitt for the past 6 years. She has participated in the NFMC festivals every year and has since received 13 years of consecutive Superior ratings in Piano Solo and 2 consecutive Superior ratings in Piano Concerto. In addition to piano, she enjoys listening to music, sketching, and digital art. Angeline recently graduated from the International Baccalaureate Programme at South Lakes High School in Reston, Virginia and is now studying architecture at the University of Virginia.



Leanna Seto

Leanna Seto began playing piano at the age of seven, and continued for twelve years. She started under Dr. John Healey and later on continued her piano education under Mrs. Rebecca Sun. She has participated in NFMC's music festivals for twelve years in the piano solo event and two years in the concerto event, receiving consecutive Superiors in both. Other events she has taken part in and won awards for, include the NFMC Mary Smarts Scholarship Competition and the NVMTA Sonata Festival Honors Recital.

**Leanna Seto**

began playing piano at the age of seven, and continued for twelve years. She started under Dr. John Healey and later on continued her piano education under Mrs. Rebecca Sun. She

During high school, she also enjoyed many other extracurricular activities and responsibilities such as volleyball, dancing, teaching dance, playing piano for her church's children choir, babysitting, and being vice president of her school's National Honors Society. Leanna is now a freshman at Wheaton College studying psychology as well as considering a minor or two in other areas of interest.



Marlena Shinego

Marlena Shinego is a 2020 graduate of Chantilly High School in Fairfax, Virginia. She is the daughter of Karin Schupp Shinego and Daniel Shinego. Following the NFMC Spring Festival of 2020, Marlena earned her Grand Cup by combining points in piano solo and piano concerto events. Marlena was a student of Suzanne Smith for the last two years and had studied with Marlene Miles for ten years prior.

**Marlena Shinego**

is a 2020 graduate of Chantilly High School in Fairfax, Virginia. She is the daughter of Karin Schupp Shinego and Daniel Shinego.

Following the NFMC Spring Festival of 2020, Marlena

earned her Grand Cup by combining points in piano solo and piano concerto events. Marlena was a student of Suzanne Smith for the last two years and had studied with Marlene Miles for ten years prior. Marlena was also an active musician in her school ensembles. During her senior year, she was percussion section lead playing marimba for the school marching band and the indoor drumline which competed in World Class in WGI and AIA. She played various percussion instruments for Symphonic Winds Band, the Percussion Ensemble and the Chantilly Jazz ensemble. She was also the vibraphonist for The National Jazz Workshop All-Star Jazz Orchestra.

Currently, Marlena is a percussion

performance major on Presidential Scholarship at Shenandoah Conservatory in Virginia where she is on the Dean's List. In the fall 2020 semester, Marlena performed the piano part of the Poulenc Concerto for Piano and Oboe.

**WASHINGTON**



Samantha Mak

**Samantha Mak**, student of Betty Mak, and member of the Growing With Music Junior Club earned her grand cup. Samantha grew up in a musical environment and started learning piano

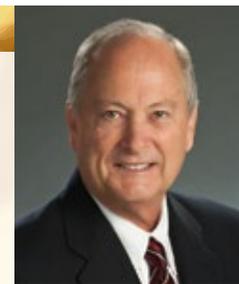
when she was six years old. That very same year, she began participating in NFMC Junior Festivals. She participated in the Theory event, Junior and Senior Piano Concerto events, and the Piano Solo event. In each of these events, Samantha received consecutive Superior ratings. At age fifteen, Sam was offered early admission into the University of Washington. She will be graduating from the U of W this spring with a Bachelor's degree in molecular biology and will continue her studies in immunotherapy in grad school. Music will always be an important part of her life.

# Michael R. Edwards

NFMC President 2015 - 2019

## Graduating Senior Performance Award

This award will be given to a graduating high school senior pursuing a music performance degree on any instrument or voice who will be attending an accredited music school. Graduating seniors must have earned at least one NFMC Federation cup. For rules (JR 22-1) and application (JR 22-2) and more information please visit [nfmcc-music.org](http://nfmcc-music.org).



Deadline: **MAY 1**  
Award Amount: \$4,000  
Chair: Michael R. Edwards  
Email: [micedwards@aol.com](mailto:micedwards@aol.com)



# In the Good Ole Summertime

by Karen Bourne, *American Music Division Chair*

Think of how you felt when the school year ended and you were officially in the days of summer. For most it was a time of relaxation and fun. This month, I am going to tweak your memory by listing several songs linked in my mind to summer. Some of these go back to the 50's and before. They are classics. All of these are available to hear on the internet. Take a moment to walk down memory lane, get your lawn chair and some cool lemonade and enjoy! Maybe you would even like to play these at your lessons!

*Summertime* by Ella Fitzgerald and Louis Armstrong from *Porgy and Bess* (1957)

*Summertime Blues* by Eddie Cochran (1958)

*Itsy Bitsie Teeny Weenie Yellow Polkadot Bikini* by Bryan Hyland (1960)

*Summer Song* by Louis Armstrong (1961)

*Surfin' Safari* by the Beach Boys (1962)

*Lazy Hazy Crazy Days of Summer* by Nat King Cole (1963)

*Surf City* by Jan and Dean (1963)

*Surfer Girl* by the Beach Boys (1963)

*Surfin' USA* by the Beach Boys (1963)

*A Summer Song* by Chad and Jeremy (1964)

*Under the Boardwalk* by the Drifters (1964)

*California Girls* by the Beach Boys (1965)

*Summer in the City* by The Lovin' Spoonful (1966)

*Summer Wind* by Frank Sinatra (1966)

*Summer Rain* by Johnny Rivers (1968)

*Here Comes the Sun* by the Beatles (1969)

*Hot Fun in the Summertime* by Sly and the Family Stone (1969)

*Summer Breeze* by Seals and Crofts (1972)

*Saturday in the Park* by Chicago (1972)

*School's Out* by Alice Cooper (1972)

*Summer Nights* by Olivia Newton-John and John Travolta from *Grease* (1978)

*Vacation* by the Go-Go's (1982)

*Walking on Sunshine* by Katrina and the Waves (1983)

*Summer of '69* by Bryan Adams (1984)

*Summertime Blues* by Eddie Cochran (1994)

JK

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## Martha Marcks Mack Junior Vocal Award Winner: Caitlin Chisham

by Kristin Ivers, *Chair*

What has our 2020 Martha Marcks Mack winner, **Caitlin Chisham**, been up to? Well, plenty! Quite impressive during a pandemic!

### In her own words...

*"Since receiving this award, I was able to afford sample lessons with potential teachers and purchased new technology. I have had many successful lessons, and I'm excited for my future.*

*Since last spring, I have competed in a few competitions. I participated in Classical Singer, NATS (both nationals and regionals), and Youngarts. Unfortunately, I did not advance in Classical Singer, but I got to tune into some masterclasses and learned just as much. I placed 2nd in Category 3, High School Classical: Treble, in national NATS in June. Just recently, I qualified for national NATS this year.*

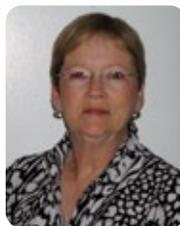
*Also, in June, I participated online in the Schmidt Vocal Institute for a week.*

*Saving the best for last; in November I found out I was one of the Finalists for the National Youngarts Foundation. After a lot of prepping, I was able to participate in Youngarts week this week. This was virtual as well, but just as magical in Miami as it usually is. Outside of meeting seven other wonderful singers around my age, I got to work with Russell Thomas for a couple of days, along with our teacher, Jason Ferrante, and our fantastic pianist, Jeremy Reger. I learned so much and my life has forever been changed.*

*Here in a couple of weeks, I will graduate from high school, and I will take a Music Theory course at my local college. I'll be working on my musical skills this semester, as well as preparing auditions for prospective colleges!"*



Caitlin Chisham



Linda Lind

## Marilyn Caldwell Piano Solo Award

It is time to prepare for the 2022 NFMC Marilyn Caldwell Piano Solo Award. The deadline is March 1, 2022. This award is offered annually. First place award is \$1000

and 2nd place is \$500.

NFMC Junior members in grades 10, 11, or 12 and who have not reached the 19th birthday by March 1 of the audition year are eligible.

Membership in the NFMC is a requirement either through a Junior Club or Junior Associate affiliation or as an Individual Junior Member and entrants must be American citizens.

All the information can be found on the NFMC website: [nfmcmusic.org](http://nfmcmusic.org)>Publications>Junior Division. Forms JR 19-1 and JR 19-2. There is even a suggested repertoire list.

Plan now and take advantage of this opportunity. Best of luck to all who enter and we look forward to hearing from many of you.

– Linda Lind, *Chair*

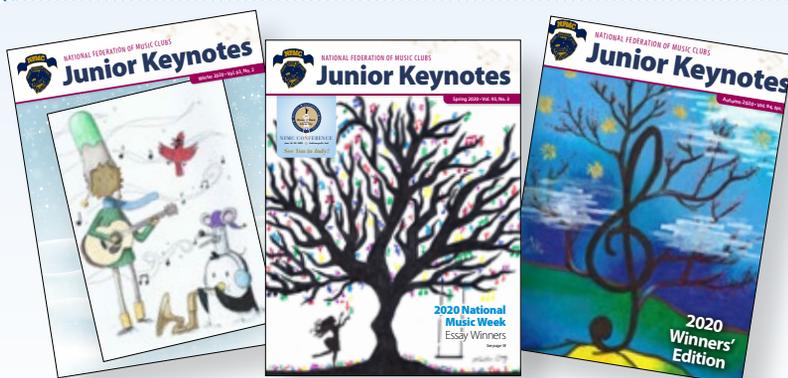


Dr. John D. Kelly

## Joyce Walsh Disability Award

Recently when I was teaching my teenage student who has a disability it crossed my mind at how excited he became when he overcame a difficult passage or received praise for his accomplishments. I know that many of you young music students must feel the same way. And you need to know that your teachers, family, and friends feel the same way when you achieve a specific goal. So, I encourage you to let a wider circle of people know of your achievements by participating in the Joyce Walsh Junior Disability Award. It is too late to enter this year, but 2022 is just around the corner and it is time to begin to make your preparations. Let's make 2022 a banner year for this award.

– Dr. John D. Kelly, *Chair*



## Cover me, please!

Submit your original artwork for  
*Junior Keynotes* front covers!

Juniors only, 8.5 x 11, pen and ink w/color drawings, collages and photography will be considered. Please email high resolution jpg, eps or pdf files of your work.

Email [JRK@nfmcmusic.org](mailto:JRK@nfmcmusic.org) for more information.



## Thelma Adams Robinson Ballet Award Winner:

**VIOLET FORSSTROM**

by Jeannine Morris, *TARBA Chair*

The recipient of the Thelma Adams Robinson Ballet Award (TARBA) is 12-year-old **Violet Forsstrom** of Vienna, Ohio. Named for a former NFMC president, the \$2,500 biennial scholarship is awarded to the winner at a ballet audition. In accepting this award, the winner promises to use the monies only for the purpose of furthering her education in ballet at an established dance studio.

Violet started dance lessons at 2½ years old. Because her father is in the military, she has taken dance lessons in Hawaii, California, New York and North Carolina. Violet has tried other styles of dance, but she prefers ballet and is currently taking ballet lessons at the Jordan School of Ballet in Cortland, Ohio.

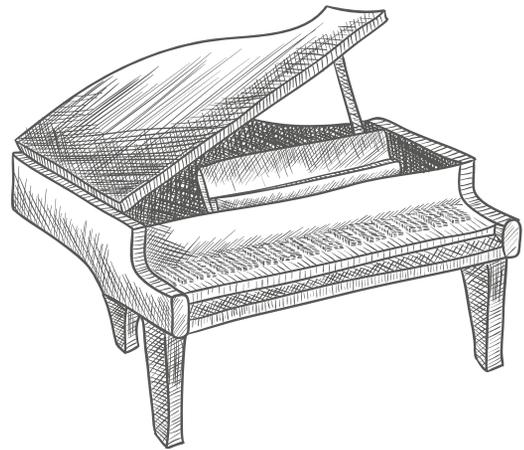
Her dance roles include a variation from the ballet Paquita, originally created and staged for the Paris Opera Ballet in 1846. Violet has had many parts in the holiday classic The Nutcracker and has recently done the "Dance of the Reed Flutes," along with the parts of "Waltz of the Flowers," "Snow Flakes" and "Party Girl" for The Nutcracker in December, 2020 at the restored Robins Theatre in Warren, Ohio.

Violet has had summer classes at studios including the Jordan School of Ballet. She was in two competitions of Jump Dance in Hawaii and NRG Dance Project in New York.

Violet is in 6th grade at Baker Elementary School in Vienna and lives in Howland, Ohio, a suburb of Warren. Ballet is her only extra-curricular activity. She loves strawberries, and the color purple is her favorite.



Violet Forsstrom



## 'My Friend'

by Debra S. Hughes, *Western Region MIP Chair*

I knock and he lets me come in  
Never complaining  
Always me explaining  
I'm the one who takes advantage  
My opinion framing

He's often used as my soundboard  
I go when I am sad  
I pour out my mad  
He waits as a gentle friend  
I'm the cad

He responds to me, sings me peace  
Lines up my soul  
Helps me be whole  
Strong & sure, he always obliges to  
Share the toll

He accepts my waywardness  
When I take a fit  
Or just pout and sit  
Yes, always a kind friend is he  
In every bit

He gives me profit and blessing  
Gladly I use him -  
He takes it on the chin  
Such a yielding friend to me  
He's always been

He readily joins in and receives  
Whatever I give  
Poured through a sieve  
I'd be unfulfilled without him  
He helps me live

When I was away on a long trip  
He remained  
Stayed the same  
How happily I returned to hear him again  
And play our game

Sturdy friend - interpreter of my air  
He hears my voice  
Helps me rejoice  
Listens, shares, simply gives and  
Respects my noise

He boosts me upwards  
As I sing  
Of heavenly things  
He helps me write inspirations, prayers and  
Melodic musings

Ever dressed, ready for a party  
He's a happy sight  
Black and white  
Always speaks strong and clear  
A friend clean and bright

Sometimes, he's all I want  
I'm satisfied  
And fortified  
By what he gives in return to my time  
I'm gratified

He never tries to change me but mirrors my  
touch  
He helps me face  
Life's awful pace  
He's ever available to hear my tale  
And give me space

He doesn't judge, condemn or tattle  
To hate or spite he can not bend  
He's indeed my friend  
Who accompanies me whenever I want -  
My own piano - to the very end



# Junior Composers Contest

by Pat Steege, *Chair*

Do you know that we have a lot of very creative young people in this country? It is an honor to see and hear the newest compositions entered into the 2021 Junior Composers Contest. As of this date in mid-February, the contest is in the initial stage – state level judging. States are allowed to set their own deadlines and choose their own judges. By March 1st we will know which students will advance to the regional judging. The national level of judging occurs during April. Over the summer of 2020, a committee of judges and state chairs met with me via email to discuss revising the judges rating form, which had been used for over 25 years. The new revised form (JR7-3) simplified the judges' work by emphasizing the importance of comments to the student. The second revised form (JR7-4 information for judges) was rewritten to accompany the rating form. I'm excited to receive feedback about how students and judges liked the changed forms. Thank you judges, state chairs and especially my friend Sharon Kaplan, state chair of Minnesota, who guided us through the revision process. Cheers to all the hard-working people involved in running this contest. Your volunteer hours devoted to our Juniors through this contest are greatly appreciated! 



## Guidelines for Magazine Publication

We have implemented a few new guidelines for our magazine, *Junior Keynotes*. Our purpose is to maximize the space we have and to be impartial and all-inclusive in coverage. Please know that we appreciate your contributions of news and advertising. We want to tell the NFMC story in the best way possible. Help us do that! Please email content submissions to: [JRK@nfmc-music.org](mailto:JRK@nfmc-music.org)

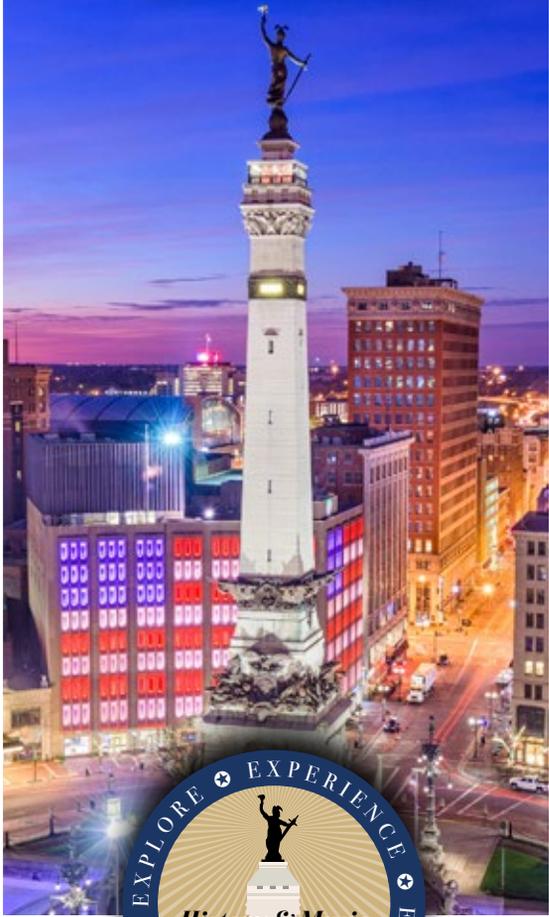
-  **We will try not to duplicate news** in both *Music Clubs Magazine* and *Junior Keynotes*. News that applies to Juniors will go in *Keynotes*, all else will go in *MCM*.
-  **See your Junior Counselor or teacher** if you'd like to read or subscribe to *Music Clubs Magazine* (MCM) and find out about what's happening in our Senior and our Student/Collegiate worlds.
-  **We welcome submissions.** Please provide your submissions as Word documents of **300 words or less**, as they may have to be edited for space. We may have to limit photos unless there are several different topics with pictures. Coverage will be dictated by space available. We will always try to be fair.
-  **Submit only the highest quality pictures.** Please provide original high resolution JPG images 1MB or greater. When sending images via a mobile device please choose "actual size," "original," or "large" as images with reduced pixel counts are too low of a resolution for offset print production.



# JUNIOR COMPOSERS CONTEST

[nfmc-music.org](http://nfmc-music.org)  
Visit the Competitions & Awards page for more information.

# SAVE *the* DATE



## NFMC CONFERENCE

*Indianapolis, Ind.*

**June 13-18, 2022**

Visit [nfmc-music.org](http://nfmc-music.org) for more information.

# NATIONAL *Music Week*

## ★ 2021 ESSAY WINNERS ★

### *Music... is a Storyteller*



Congratulations to all our State Winners in the National Music Week Essay Contest. You can read their winning essays in this issue and see their smiling faces too. Each winner received a \$75 award and a certificate. Their teacher also receives an award of

merit. Thank you to the many 7-12th graders that wrote and submitted essays and to the many teachers that encouraged this participation.

I'm grateful to know that music has brought consolation to many during the Pandemic. I'm proud of all our teachers and Juniors who found methods to share their musical accomplishments.

National Music Week's theme of "Music is a Storyteller" was joyously celebrated May 2-9; and it was wonderful hearing how so many communities celebrated this wonderful annual event. Thank you to all the teachers who accessed [nfmc-music.org](http://nfmc-music.org) and downloaded the letter templates which were used by their Governors and Mayors to make National Music Week proclamations. I was also happy to hear of so many teachers who provided scripts for local newspapers and radio stations to print and read.

I'll be looking forward to sharing the National Music Week themes for 2022 and 2023.

– Ellen Leapaldt,

*NFMC National Music Week Chair*



**ALABAMA**

Talladega

**Lane Albus**

9th Grade

Teacher:

Pamela Thomson

*Music – Is a Storyteller*

Music is a teller of tales! Instruments and songs can often relate a story better than a picture, a poem, a book, a show, or even a movie. Chords and melodies not only tell stories by themselves but also enhance others' tales. Music connects people while it also reaches into an individual's soul. Musical instruments and talented singers tell stories to people, about places, and of historical times.

Music tells stories to people in the form of songs, movies, musicals, and more. Poems tell stories as do song lyrics. However, rarely does a performer recite Homer's *Odyssey* or Robert Frost's "The Road Not Taken." Likewise, people do not usually get poems "stuck" in their heads. A song, though, often remains with the listener for years to come. So, what makes the difference? Music! A singer's voice and the band's instruments make the difference. These tap the emotions and create a memory. Music also helps tell the stories of movies. During a two-hour production, actors relate an entire storyline, but the instrumentals help to build suspense, set the mood, and improve the scenes. Music adds to the conflict, highlights the climax, and settles the resolution. It is the music that makes the story complete. With musicals, obviously, the music IS the story. Music truly does tell stories to people.

Music tells stories about places. Hearing the fast tempo, the loud trumpets, and the characteristic guitarrón often brings to mind the Mexican mariachi band. In contrast, gentle flute-like sounds with slowly rising and falling notes suggest an Asian piece. Strong, rhythmic drumbeats with vocal chants frequently reflect Native American or tribal African culture. Music definitely takes the listener to different destinations.

Music tells of historical times. For example, famous composers of the Baroque Era (1600-1750), like Bach, Vivaldi, and Handel, introduced a combination of vocal and instrumental pieces in concertos, sonatas, and operas. Haydn, Mozart, and Beethoven used refined, clear sounds to bring balance

and simple harmony during the Classical Age (1730-1820). Complex symphonic compositions and dynamic operas displayed the musical genius of Chopin, Brahms, and Tchaikovsky in the Romantic Period (1830-1900). Other musical genres reflect the jazz of the twenties, hip hop from the seventies, and the wide variety of modern music. Music certainly teaches a history lesson in an expressive and exciting manner.

Music highlights the details of emotions, takes the listener to other places, and allows one to peek into the past. Talented singers and musical instruments merge to create new tales or to retell old ones. Music comforts and excites, sparks imagination, and gives a glimpse of history. Music is indeed a storyteller!



**FLORIDA**

Tampa

**Jeremy Nicholson**

9th Grade

Teacher:

Suzanne Herman

*Music, a Storyteller*

When you think about the art of storytelling, music is likely not normally the first thing that comes to mind. The use of the mechanism of music in storytelling is so very subtle in our everyday lives, you might not even recognize when or how it is being used or affecting you.

When it comes to storytelling, music is used to tell various stories in a plethora of ways. For example, sometimes the story a song is trying to relay is blatantly told through the words associated with the lyrics. Other times, music is used to tell a story indirectly by setting the tone and expressing emotion in ways words cannot. There are countless examples of movies and plays that are told exclusively through music.

For many films, music plays a crucial role. It is often used to set the mood of the scene and it adds a level of immersion that would not be possible any other way. Without the eerie background music that is played at the most suspenseful part of a movie, you might not even realize that it is supposed to be a suspenseful moment. The music allows you to be subconsciously transported to the place the

author or screen writer is intending you to go.

Music has always been a central part of storytelling in movies; silent films, of all things, are a great example of this. Even though the technology to add audio to movies did not exist, the need for music during these movies was so great that often times a small orchestra would accompany the movie when you saw it live at the local theater.

Music is one of the most effective storytellers because unlike almost every other form of storytelling there is not a language barrier. Even without words, people are able to understand the message of a song, score or composition that they listen to. If you were to listen to any song from any culture in the world, you could almost always know what the song is trying to express based on how it sounds. Tones and rhythms of joy, sorrow, celebration, anticipation and so many other emotions are easily conveyed through the musicality of a song.

The stories of a single song can present many different outcomes to each individual listener, using personal memories and associated experiences as a background. Music is so strongly connected to our memories that even people with severe dementia are able to recall memories they have associated with songs, making their old stories new to them again.

Music is a storyteller that we rely heavily on in many different ways without ever realizing. It allows us to get a point across without saying a thing and is able to provoke emotions in ways that words fall short. Even though music's role in storytelling often goes unnoticed, it is one of the most important and effective aspects of storytelling.



**GEORGIA**

Buford

**Chantelle D'Silva**

10th Grade

Teacher:

Christina Waldren

*Music is a Storyteller*

"Where words fail, music speaks." These words spoken by Hans Christian Andersen, portray the idea that music, from a verse to a well-developed sonnet, can form emotions and create different stories based on the



dissimilar mindsets of each individual. Music can construct many types of tales by building emotions and heightening thoughts and moods when words lack to fully express a deeper meaning.

When one is feeling down, a click of that play button and the pitch of that first note heard from the introduction of the piece can initiate many emotions associated with that specific song. Connecting that certain mentality with the piece can cause the brain to depict different scenarios that the singer, writer, etc. has had or is experiencing and is trying to express. For instance, in Nikolai Rimsky-Korsakov's famous piece, "Flight of the Bumblebee", the rapid staccato notes, the slowing down of the notes, and the crescendos and decrescendos can form a tale in one's mind on what that bumblebee is going through during its flight and the sentiments it might feel based on the feelings that listener is experiencing when hearing the piece. Emotions play a big part in storytelling and music does a magnificent job of depicting it.

Reiterating the attitude and mood of an individual, music can lighten up a person's day from the story the music tells or lead the listener to deeply understand what each lyric is trying to say. An individual can use music to create whatever scenario they believe that piece is voicing. This scenario that they create can be based off of the mood or thoughts that one is taking a part of when putting ideas to what one is hearing.

Music is an outlet in many people's lives, letting them create stories based on the emotions, moods, and thoughts each piece portrays and what the individual is feeling in that moment of time.



**ILLINOIS**

*Naperville*

**Alex Kang**

**9th Grade**

*Teacher:*

*Brandon M. Estes*

**Music - Is a Storyteller**

One last summer night, I simply attempted composing a tune. I wanted to start small, by depicting the thrill of biking uphill on my way back from the library. After a day or two, I coasted into my work and loved the progress I was making. With a mixture of classical instruments and a fast-paced drum beat inspired by small phrases and licks from songs I heard, I expanded the simple idea of a vigorous bike ride to a tale of an intense journey in the jungle, a hunter desperately searching for wild animals, trying to survive. The violins in my song showed the rare moments of peace that the hunter had. Composers, whether being an amateur like me or world-famous such as Mozart, are eager to give the audience a musical narrative through the notes of their piece.

In the performance aspect of music, multiple interpretations by musicians in one piece of work are what makes music a storyteller. Various renderings can be taken on any song. The distinction between them could be as small as a difference in tempo, or a large variation, such as contrasting forms of articulation. For example, while practicing Cavatine by Camille Saint-Saëns, I listened to two renditions from distinguished trombonists. I realized that one specific section of each one told a unique story to me. As

a food lover, I imagined that one virtuoso's interpretation had articulation which felt like the slow peeling of a banana. The calm mood evoked a scene of someone meditating. The other interpretation articulated with a sound similar to the chopping of a carrot into equal pieces, bringing forth a moment of an individual giving all of their attention to the work at hand.

As a listener, my most memorable experience I have had with musical storytelling is my grandfather's singing. My late-grandfather, who had Alzheimer's, would always ask me every five minutes, "When did you get here?" However, even though he asked the same question constantly, he was able to sing or hum songs by memory, start to finish. I could hear him getting his pent-up anger out by sighing heavily on each note of the song. I sensed his amusement through his light humming. I don't know what he exactly thought at the time. However, I perceived that his singing represented his happiness and challenges that he faced over the 70 years of his life.

On the whole, from composing a piece of music to listening to an amateur singing, music has a story to share with the audience. Storytelling is the activity of sharing stories with other people. Music is such an effective storyteller because there are no barriers to stop it from telling a story. These melodic messages reach out to everyone around the world, beyond their languages and cultures. The audience often is entranced by an unforgettable narrative, regardless of their background. Some are even timeless, and we call them classics. Indeed, music is a storyteller.

## Lana M. Bailey Piano Concerto Award

**Are you a high school senior who will be majoring in music next year at a college, university or conservatory?** Check out the Lana M. Bailey Piano Concerto Award forms JR 20-1 and JR 20-2 to find the rules and application for this \$1,000 annual award (\$500 2nd Place). The competition has a postmark deadline date of **May 1** so polish your performance and upload your video recording!

**First or last movement from one of the Senior Class Piano Concertos in the 2020-24 Federation Festivals Bulletin.**



**Lana Bailey**

*NFMC President: 2007-2011*



**INDIANA**

*Logansport*

**Halle VanCuren**

**10th Grade**

*Teacher:*

*Kathy Elkins*

*Music - Is a Storyteller*

Music can take the form of singing, playing, or composing, and it can tell stories for centuries to come. Historians and music theorists study music to break down the most famous musical pieces and artists to familiarize themselves with the time, customs, and history of the period. The goal of every artist is to produce something that will outlive them. Throughout time, the power of music has been used by artists such as Beethoven, Bach, Mozart, Vivaldi, and more. These artists composed music to express feelings, such as love, and the world around them, such as the seasons of nature.

More than feelings and anecdotes, music can tell the story of religion, and timeless hymns fill churches, synagogues, and mosques weekly. The beauty of them is ingrained in people's minds and overcomes their senses while worshipping. The songs tell the stories of biblical times, hard times, and faithful times. In 1999, the Christian rock band, Mercy Me, released, "I Can Only Imagine" as a story about imagining what it'll be like to one day stand in front of Jesus. In 2018, "I Can Only Imagine" was made into a motion-picture movie about the history, story, and life behind the hit song.

Today, artists are using their platforms to speak out against, or for, causes they are passionate about. For example, in 2011, the Black-Eyed Peas released a song titled, "Where Is the Love?" about the absence of love in a world filled with hate, discrimination, war, and division. With powerful lyrics, the Black-Eyed Peas tells their listeners to practice the things they preach and find love in the hate, inequality, and unfairness of the world. During the Black Lives Matter protests of last year, the Black-Eyed Peas and Jennifer Hudson released a remake of "Where Is the Love," titled: "The Love." In a powerful, strong, and emotional music video, the compelling song expresses a message that is prevalent ten years after its original release.

The power of music is limitless, and people around the world utilize the tool of music

to tell stories of those around them, to tell their own stories, and to tell new stories. From poverty, sadness, and injustice, to love, unity, and religion, music can unify people from across the world. It can lift weights off of hearts, and bring memories to those who are lost. Since the beginning of time, music has always had a large part in the world. Now, more than ever, in this time of social distancing and quarantining, the world needs music to tell the unspoken words of our hearts.



**KENTUCKY**

*Lexington*

**Elsa Klaene**

**10th Grade**

*Teacher:*

*Rachel Taylor*

*Music is a Storyteller*

If music is a storyteller, then the score is the pages on which the story lies. I as the player must be the mouth from which the story is told and the piano my voice that illustrates it.

Maybe our score tells of a city and gives the player a script to follow with busy measures and carefully placed rests standing in for fast-paced crowds and stop lights. The audience stills in anticipation as the pianist's hands float above the keys.

Then, at rush hour, the driver of the first car in the column of traffic lifts her foot from brake to accelerator, and plays the downbeat as the light changes from red to green. On the sidewalk beside her, shoes begin to hit the pavement in a familiar 4/4 time as people with tailored suits and tired eyes look across the street to a sign that blinks andante. Just as the weatherman predicted earlier that day, the clouds break just as the fifth measure begins. The notes that hung so effortlessly above their heads just beats before now fall like tiny planets of condensation from a swollen sky. The tailored suits darken with rain, and the cross walk fills with half-note puddles that wet the socks of pedestrians as the rainwater seeps into their shoes, the sustain held a note too long.

Umbrellas bloom from people's hands. Light pitter-patters hit them as they quicken their pace, allegro, and a crescendo begins to build. The soft dynamics that presented themselves between the staves transform into raging forte

as the storm reaches its peak. Into the evening, past the midnight measure, the score reads "fff" as thundering left hand chords rain down. The light of neon signs is refracted tremolo through the notes that stream down the windows.

The storm breaks. Just before dawn, the notes come quieter and quieter still, ritardando.

*Drip*

*drip*

*drop.*

At last, the weeping rain stops, a caesura. In the east, the sun rises, illuminating the drops that still cling to the city, and everything is still again. The player raises her hands from the keys, ready to tell the story again. D.C. al fine.



**LOUISIANA**

*Metairie*

**Emily Chen**

**7th Grade**

*Teacher:*

*Dr. Chia-Hsing Lin*

*MUSIC... is A Storyteller*

Through music, others can be inspired, influenced, or just simply enjoy the sounds. Music can also be a storyteller, shown by how similarly the parts combine in measures and books. Instead of reading a book, watching a play, or looking at videos, we should all pay attention to what stories music can show us. Many think that music is an accessory, an optional part added for more effect in stories, but can it also be more?

Music plays a significant role in intensifying and abating parts of a story. For example, during a play without words, faster and more thundering music will indicate extreme scenes, while smoother, calmer music will express more relaxing scenes.

Without this effect, the intense parts wouldn't stand out as much and would become unattractive. Also, when music was first added to plays and movies, it was very major in keeping the audience interested. Not only this, but music can express emotion. Sorrow, happiness, terror, and nervousness are some examples. It is done similarly to how it intensifies parts, with softer, melancholy tones for depressing moments and shifting bright tones for cheerful moments. Music can show



intensive parts and emotions, but it also has a much greater role.

Since music intensifies or abates, and shows emotions, a story can be told using all of this. Just like in the examples already stated, it can accompany plays and videos, but it can also tell a story on its own. Vocal music can tell stories through song and tone, while instrumental music can tell stories through rhythm and melody. Sometimes, it is a combination of both, increasing the understanding of a story being told. A story told through music can be hard to follow along with, but that doesn't mean it isn't a story.

Similarly, like the confusing parts of a book, music can tell a confusing tale. Whether it accompanies stories or tells its own, music is truly a storyteller!



**MINNESOTA**

*Farmington*

**Alisha Wong**

**11th Grade**

*Teacher:*  
*Jill Kilzer*

**Storyteller, Sing Me a Song**

My aunt was the first person to teach me about music and the piano. Coincidentally, my childhood days spent with her also involved us creating made-up stories and acting them out with my conglomeration of stuffed animals. I'm convinced this was the fostering of my love for literature and music.

I sincerely don't believe I'm a proficient pianist or writer, which is odd considering what I'm doing now. Nevertheless, I'll still pursue anything despite how terrible I believe I am at it. If errors scatter my writings, I'll still read Dostoevsky to understand his philosophy. If my music is marred with mistakes, I'll keep listening to Rachmaninoff to learn his techniques. I've learned music and storytelling intertwine each other and create a causality.

I often wonder what my writing would be like if I had no music to inspire it. Like a pulse or vibration, I need that tune or rhythm to will my fingers to move and write, or else the space feels empty. Perhaps music fills in the cracks of the still-developing picture in my head. Whatever the reason may be, it works. However, music is so much more than motivation for storytelling.

Growing up, developing emotion in my piano-playing was unbelievably difficult, and it still can be. I spent a good amount of time wondering why since I could easily express my thoughts, feelings, and ideas in other hobbies I had. Sometimes, after playing a ballet piece or a medley from a movie, I realized my notes and dynamics will ring more true and raw and alive. There is a story behind it, a sort of hope, meaning, wonderment. I like to think stories are an unbridled symbol of what music can become and vice versa. There was a story to why and how I was playing, and I knew others could hear it, too.

There are many composers who penned pieces inspired by experiences, emotions, dreams—I yearn to encapsulate how each song is meant to be felt. I use music to create my stories, but I also use my stories to perform music. It is a symbiotic relationship and cycle, one that is real and authentic and present.

When my aunt visits, she asks me how I'm understanding rubatos and trills, and wishes me to play her the piece I'm currently working on. Sometimes, there is this gust of frisson and something, like a story, presses into me, cocooning. I have no choice but to press the piano keys back.



**MISSOURI**

*Excelsior Springs*

**Mackenzie Cole**

**8th Grade**

*Teacher:*  
*Dorothy Boguske*

**Music Is a Storyteller**

Music is one of the most effective ways to tell a story. Not only does music tell a story, whether by lyrics or rhythmic mood, it inspires others to relate to that story, through performance or as a listening experience. A good tune always starts with the composer or writer. Musicians tend to write based on experience, whether that would be a feeling of joy or sadness or somewhere in between. This can resonate through the chords, instruments, or more commonly, lyrics.

Although not all artists write based on experiences. Others like the well-known pop artist Billie Eilish, will take a character or an idea and use that to create a catchy song we can all sing along to. Other musicians

create songs to lift our moods and provide us support. This could be a happy or joyful song that makes you want to dance and sing along.

Another song type is the storytelling of a protest. An example might be "The Goodbye Song" used by Harriet Tubman and the Underground Railroad to signal to other slaves they were escaping. Now the song is sung to communicate racial violence. But that's not all a protest song is, it could mean that the artist sings about religion, hardships or injustices. Usually made to bring awareness or spread words to audiences about what someone feels towards a certain topic in order to make a change.

Listeners love songs they can relate to. Whether that brings back memory or inspires a feeling in them. They celebrate this song because they relate to the story. When listening to a great song you feel inspired either to create your own story or to recreate the music in your own style. Each person has their own genre of music and personal preference but we can all agree every piece of music tells a story.



**NORTH CAROLINA**

*Charlotte*

**Irene Yang**

**11th Grade**

*Teacher:*  
*Diane W Higgins*

**Music... Is a Storyteller**

When watching a movie, the frantic beats of percussion in an action scene might seem like a minor detail. How about the melancholic melodies of the violin score in Tchaikovsky's Swan Lake? Even pop songs on the radio become background noise while driving because we do not pay attention to the subtle contours that drive the artists' messages. If we take time to listen, we can hear more than what is simply written; if we allow music to speak to us, we can understand what cannot easily be expressed into dialogue. Music elevates an experience, transforming an impassive audience into listeners captivated by the beautiful stories that lie between the notes on the page.

I remember watching a play version of Edgar Allen Poe's "The Tell-Tale Heart" in seventh grade and almost falling asleep due to the lack of excitement in an otherwise thrilling



story. Many scenes had the opportunity to utilize music in narrating the storyline; however, a majority of the time, silence occupied the stage. Now imagine if they included drums, thumping like the beat of the heart, and tension created by ascending tritones. Think of how alive the plot would have seemed. On the other hand, I went to a ballet of *The Nutcracker*, and I vividly remember the atmosphere of excitement and jubilation that the orchestra produced. I felt engaged in the performance; without the instruments weaving together the dancers, set design, and costumes, providing a foundation for the ballet, the stage would have been dull. The same goes for movies as well. Music not only enables all the different aspects of a film to come together, but also makes each story unique, despite similarities to others. For example, hearing the theme to *Harry Potter* or a Disney soundtrack instantly conjures up scenes from the movie. We recognize and recall storylines due to the power of music. When we incorporate music into plays, ballets,

and movies, that art form takes on another level of meaning.

However, music's true forte is connecting people on an emotional level with the composer's unsaid words. Beyond the black circles and lines on a staff, music has so much color and dimension, and we can interpret music into an infinite combination of those elements. Depending on your mood, the same lyrics or piece might bring solace in one situation, but provide motivation in another. Furthermore, traditional instruments and songs link us to our heritage, teeming with history and rich culture that may be unknown. Then, we are able to pass that on in order to educate others and raise awareness through a common language: music. Music enralls us and illustrates beautiful stories, whether the artist explicitly expresses them with words or simply leaves it up to our interpretation. So, next time you turn on the radio, stay sharp and the music will naturally tell you a story.



PENNSYLVANIA

Ellwood City

Allie Sheppard

7th Grade

Teacher:

Jessica Wood

*Music – Is a Storyteller*

Music can tell many different stories in many different ways. The best music comes from within the musician, and can tell stories figuratively and literally. In the following paragraphs I will explain why I believe this, with many examples.

First, as mentioned above music comes from inside. It is a way for musicians to express themselves and tell their stories to the world. They don't have to be literal messages in the lyrics. Oftentimes you can hear what the composer is feeling in the sound, the texture, the melody, and the harmony. Music can tell things that might be difficult to convey in

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words, or even express things you might be scared or hesitant to say. As Victor Hugo once said, “Music expresses that which cannot be said and on which it is impossible to be silent.” You can find examples for what I am saying in most songs if you really listen. In my opinion it is not music unless it comes from inside, and tells the story of the songwriter.

Music can also tell stories that were purposely put into the song, for the listener to interpret. Sometimes in songs, specific rises in tempo and dynamics, the key that the piece is in, and other features, make it seem like a certain moment is taking place, or a story is being told. An example of this is in the composition, “The Flight of the Bumblebee”, by Nikolai Rimsky-Korsakov. In this song it sounds as though a bumblebee is flying, and seems to tell the story of its flight.

Another more obvious way that music tells stories is literally telling a story in the lyrics. For example, how the song “Mary Had a Little Lamb” literally tells the story of a girl, whose pet lamb followed her to school. Also, the song “Twinkle, Twinkle Little Star”, literally tells the story of a little star. Many cultures over the years told their stories through song, including in Hawaii, and West Africa.

Lastly, the development, and changing of music throughout time tells the story of the human race. Music represents different cultures, and values that have changed over time. As I explained in paragraph two, music tells the story, and represents the feelings of the person who has written or performed the song. Musicians put their values and ideas into their songs. The way that these values have changed show us how we have changed throughout the ages, and the similarities in old and new pieces show how we have stayed the same. Different musical compositions also represent different cultures and ethnic groups. Music can help us learn about cultures that are gone, and understand the ones that are still around.

In conclusion, music can tell many different types of stories, in many different ways. It is a very important part of our lifestyles. As Louis Armstrong once said, “What would this world be without good music?”

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**SOUTH CAROLINA**

Pickens

**Nathan Shuttleworth**

11th Grade

Teacher:  
Gilda Hendricks

*Music is a Storyteller*

Every day, music touches the hearts of millions of people. No matter the genre, music connects people’s emotions to events in their lives. Whether it’s a happy, sad, or inspirational moment, music is a wonderful storyteller.

Sometimes, when you hear a certain song, it sends you flying back to your childhood. Other times, you remember an important or funny time in your life. These are the moments when music tells a story. The earliest memory I have that’s triggered by music is back in 2012 when my family went to Disney World. We went to Epcot and saw the Captain EO show featuring Michael Jackson. In this short film, Michael Jackson’s hit song “We Are Here to Change the World” is played at the end. Every time I hear that song, I’m reminded of Epcot and how much I enjoyed the show. Another musical memory is when I lived in Mackenbach, Germany in 2013. The biggest hit song at the time was “Call Me Maybe” by Carlie Rae Jepsen, and it played almost every day on the military radio. Every time it came on in the car, my family would sing along, and it didn’t take long for us to learn every word! One of my more recent music-inspired memories was back in 2018 when I was on a boys’ volleyball team. Before every game, my team would warm up to the song “I Want It That Way” by the Backstreet Boys. We would scream half the lyrics and get super hyped up for the game! Music doesn’t make only me nostalgic, though. In fact, I can name a few songs that are likely to bring back memories for many Americans.

Let’s start off with an easy one, “The Star-Spangled Banner” by Francis Scott Key. This is, perhaps, the most well-known song nationally, and unites us as a country. Another easily identifiable song in America is “Take Me Out to The Ball Game.” Originally created by Edward Meeker, the catchy tune became an instant favorite at all professional baseball games and created many enjoyable memories for all ages. Finishing off this list is one of the

most recognizable songs in America, “YMCA” by the Village People. This song has become a fantastic staple for fun events, and for many adults takes them back to their younger days when they went dancing with friends.

No matter how much the world changes, music will always have a presence. Undoubtedly, music takes people on an amazing, emotional journey through their own life story.



**SOUTH DAKOTA**

North Sioux City

**Logan Miller**

10th Grade

Teacher:  
Daryl Jessen

*Music - Is a Storyteller*

On a cold, winter night, amid ruins from shelling and war, there is the sound of music. Despite the blowing of the heavy, whirling wind and the blizzard that rages on, the lone cello resonates throughout the abandoned town. Sitting on the doorstep of the ruins of his home, fingers numb and cheeks wind burned red, a man glides his bow across the strings of his instrument. A tranquil expression rests on his face as his fingers slow, recalling what had happened to his once beloved hometown and the people who resided in it.

Suddenly, a whole band is playing music to accompany his sound. He looks around to see the dead killed during the war joining him in music, the outlines of their figures pale. They play flutes, clarinets, saxophones, and violins. Then, trumpets, guitars, and drums join in to create an intense and fast-paced rhythm. The man sees the intensity of the war and the bombing of his city reflected through their playing. Their crescendos and staccatos symbolize the powerful tremors that rippled through the ground when bombs exploded in the very place he sits. The way their playing transitions into a sorrowful and melancholy air creates a vivid image of the town after the mass destruction. Yet, despite the dispiriting conditions, the music continues.

The citizens of the town fight each other with battles between the strings and the woodwind section. Families are torn apart, homes are destroyed, and the once-loved



fountain in the center of the city collapses. People scream, infants cry, and soldiers shell the place in the midst of all the chaos. There is so much happening in the panic-stricken town, yet the mayhem meshes together into a beautiful and disorderly anthem.

The man closes his eyes, taking in the story the majestic music is telling. This story had once developed from a lone cello player on a deserted street to a whole band of musicians uniting to narrate each of their tales. Like each sound, the accounts of these people intertwine to create a collection of stories. Musicians are storytellers, but unlike authors who use pens or keystrokes, musicians use their instruments to tell their stories. With this in mind, the man can ignore the rising sound of people wailing and shrieking. He can push away the warnings of the surviving townspeople. He doesn't bother to listen to the sound of buildings exploding and windows shattering. The man allows his music to block the sound of the city of Sarajevo being destroyed.

When the Sarajevo he knew is gone and he is dead, as he will be, his music will tell his story.



**TEXAS**  
Lubbock

**Edyn Lewis**  
8th Grade

Teacher:  
Amber Irlbeck

*Music – Is a Storyteller*

Music tells stories by sharing culture, feelings and experiences. Music, is a storyteller.

There are many parts to a musical story – often music communicates a story through harmonies, rhythm, and dynamics. Harmony can show how different characters in a story are relating, or it can set the mood of a scene. One example is in the ballet of Swan Lake. Everyone is celebrating and happy. The instruments and harmonies echo this. Contrast this to when Rothbart comes into conflict with the Prince - you hear dissidence. Sounds clash as they conflict.

Rhythm is also important because the “systematic arrangement of musical sounds in a pattern” communicate the story. One example is in the Disney Broadway Musical

Tangled where fast rhythms in the opening show the girl's excitement at turning 18. However, when the stepmother enters, it slows. Thus, rhythm shows each character's internal emotions. Dynamics also contribute to how a story is told through the variation of loudness between notes and phrases. One example is the music of STAR WARS. When the Emperor or Storm Troopers appear, the dynamics get strong and loud because these are the oppressive forces in the story. In contrast, the music of the Ewoks is softer, representing a peaceful village of content characters.

Music uses notes, lyrics, and words to communicate the story. A note is “a notation that represents the pitch and how long a sound is played.” How do notes chosen help tell the story? Well for example, in the ballet Swan Lake, the music for Odette uses higher notes than those for moments when the prince is on stage or entering. This gives her a very angelic and girly voice in the musical story of the ballet. Another example is the movie JAWS, where the song's theme has a deep, dark sound. With percussive beats, the song increases anticipation and builds a sense of fear. On the other hand, lyrics in the a capella version of Amazing Grace demonstrate God's love and ultimate grace. These are the ways that words, notes, and lyrics contribute to storytelling.

From a simple folk guitar piece to an advanced piano concerto, the chords chosen affect the story told. One example is Silent Night, a simple song written in 1818 when flooding damaged an organ. Even though they had to change to a guitar, the celebration of Christ's birth story had to go on in the spirit of the event. The chords are simple, like a lullaby rocking a baby and telling the story of how Christ brings peace on the night of his birth. Compare this to The Walking Dead Theme, a musical piece written for the popular zombie apocalypse TV show. This song uses chords such as Dm, B-flat, and B-flat minor chords to create a complex and haunting composition for piano. So, from a holy work about Jesus' birth to a common horror theme, music can be used to tell a story and the chords chosen add dimension and emotion to the story being told.



**WASHINGTON**  
Seattle

**Carson Ling-Efird**  
10th Grade

Teacher:  
Sharon Van Valin

*Music - A Storyteller*

My cello teacher once told me that if you are not telling a story when you play, you are just playing notes. A musician can be compared to a painter. The composer gives the musician a blank canvas, paint brushes, and paint. This represents the notes and rhythms that the composer writes. But it is up to the musician to tell a story based on the notes, rhythms, and emotions, that the composer gives them. This is why no two performers will play a piece exactly the same.

Every performer comes up with a different interpretation, or story, to go along with the piece that they are playing. These interpretations are based off of each performer's own thoughts and lives.

Music always has three different types of stories, or interpretations: the composer's story, the musician's story, and the listener's story. Even though each of these interpretations will be different, they will all have something in common. Each person's story will have a similar emotional journey, even if the “plot” of their stories is different. People draw on past experiences in their lives to create stories, and it is the same when people create stories for music. This is what makes music so personal. For one piece, everyone will come up with a different story. Every listener will have a different story to a piece of music because no two people will ever think the same. Unlike books or movies, music tells a story without words. Instead, music uses notes, rhythms, and melodies, to transport the listener to another world and convey a story or emotion. This makes music accessible to a wider audience. Although books and movies in different languages must be translated for other people to understand them, music communicates without words.

Although music tells a story, it can't do it alone. In order to tell a story, music needs the listener's participation. By participating in the creation of the story the listener makes the story their own, part of the story of their life.



# THE FURY BEFORE FESTIVAL:

## *Perspective from an Entrant*

by Lisa C. Smith, *NFMF Festivals Chair*



**Day 5:** The hunt for official judges' copies begins due to a misunderstanding between my parent, my teacher, and myself. Namely, I forgot to communicate the necessity/legality of having non-photocopied music for the judge and my parent failed to read an email from the teacher outlining the procedures for Festival entrants this year. Are the pieces available by digital download? Nope. Hello, Amazon Prime. Nope. Hysteria ensues. Alas, after a few hours of Internet searching, problem solved with a \$50 overnight shipping charge on my parent's credit card from two different major publishing companies and the music will be obtained on time. Hurrah!!

**Day 4:** The last supper...oops, I meant lesson. We arrive at the house of doom, also known as my piano teacher's lair. I have dutifully brought the official judges' copies of music and am ready to confidently show the fruits of my practicing labors from the past week. I got this. The teacher will be so impressed and I will be the new studio prodigy. I walk in the house and sit at the piano. All of a sudden, the keys look like a sea of white and black with no separations between them. Where do I start? Starting to feel dizzy. Oh, no I can't remember the first notes of the first piece!! After my teacher shows me the music, I am kindly lectured on the importance of knowing the first and last notes of my pieces and am put through a variety of memorization techniques. I am dismissed with encouraging words and a "good luck."

**Day 3:** The last minute, frantic practicing commences. The self-doubt arrives and spreads to every part of my psyche and being. I should have practiced harder before now. I don't know what I was thinking. I have no idea what I am doing and my teacher has been leading me down the

primrose path all along. My parents have probably just been humoring me too. Even our cat looks like he's in on the conspiracy with those piercing copper eyes staring at me; or at best he's just being judgmental which makes no sense because he certainly couldn't do what I do without opposable thumbs right? Ok, so I will practice five hours a day today and tomorrow and that should do it. No problem.

**Day 2:** Acceptance of my fate. Due to an impromptu math test that took like three or four hours of time, I only practiced an hour of my self-designated five hours. After further analysis I have determined that what will happen will happen, and my fate has already been determined at this point so why fight it? I will do my regular one-hour of practice (give or take 15 minutes...ok maybe 30 minutes) and start praying and/or meditation.

**Night 1½:** The nightmare begins, literally. After managing to fall asleep by spending an hour trying to count the millions of popcorn flakes on my bedroom ceiling, I have this dream. My name is called from the back of a large auditorium to come up to the stage and perform. My name echoes like at least ten times because the hall is so spacious. I walk up the long, long aisle to the stage with my heart pounding as if it's going to explode at any moment. As I approach the piano, I realize I have on two unmatched shoes and seem to be missing certain fingers on both hands. When I sit down at the piano my fingers reappear but then disappear sporadically as I try to make it through the audition. There are wrong notes spilling out everywhere. Just as I am getting ready to embark on the grand finale the stage opens up and I fall into a cavernous hole full of alligators. I wake up sweating and feeling for all my fingers.

**Festival Day:** The end is near. My parents attempt to be positive and encouraging. I practice my pieces one last time and warm up my fingers. Despite the horrors of the last evening, I am for some unknown reason feeling optimistic. The warm-up goes well and all fingers are accounted for and not disappearing. I remember all the successful performances I have had in Festival over the past few years and that inspires me to have hope and be confident. I look at my Federation cups proudly displayed across the back of the piano gleaming with pride and I know I am ready this year to do it again. As I sit down to perform for the judge, I poise my hands above the proper keys and breathe. I look down to make sure my foot is on the right pedal...oh no...I still am wearing non- matching shoes!!! JK

*Good luck to all Festival entrants this year.  
Remember to relax and go with the flow. **You got this.***

# State Buzz

## OHIO

**Elena Mavar**, a festival chair in NE Ohio, is the support Vivace person for Ohio festivals, as well as being a nurse working with COVID-19 patients. She will keep siblings and studios together, as well as accommodate various scheduling requests.



Elena Mava

1. Only students are allowed into the studio. They will be let in 5 minutes before their performance.
2. Parents should arrive 10 minutes before the performance. All the siblings/cousins should try to arrive in one car.
3. They will be asked to wash their hands before the performance, and given hand sanitizer after. Students should wear a mask during performance. If this is an issue, please email me. I will have kid-size and adult-size masks available at the door.
4. Judges will be distanced from students, and wearing KN95 masks at all times that I will provide. Judges will also be screened upon arrival.
5. Vocalists will have taped performances. Concertos will be at one teacher's studio. Theory tests will be given at a church on a different day from the other events.

**Denise Eikum**, festival chair for many years in NW Ohio, says they will have 7 mini sites for festivals, plus a virtual honors concert. Videos have been submitted, and one of her students is developing a link. We will have a program listing of course!

This is their first year to use *Vivace*. Sue Zacharias, audit chair, did manual entry. We



Ready to present the Festival Honors Recital are OFMC Festival Cup Chair, Denise Eikum and husband Kevin Eikum

still had teachers register as in previous years, but will be transferred over to Vivace for 2022.

Lots of theory tutoring for the new program – which is GREAT!! 82 theory entrants this year! Many trips have been required delivering materials for each site.

## SOUTH CAROLINA

### GWMC Junior Music Clubs Greenville, South Carolina

All three GWMC Junior music clubs met together on Sunday, January 10, at Mitchell Road Presbyterian Church.

Following Junior Rituals, the clubs celebrated NFMC Founders Day with a



Greenville Harmony, Greenville Tempo, and Greenville Melody Club Presidents enjoyed sharing duties for our joint meeting.

presentation by GWMC founding president, Ann Guest.

GWMC President, Elaine Graybeal, gave a wonderful interactive organ performance.



Elaine Graybeal

## WASHINGTON

Submitted by Sally Palmer, WSFMC Membership & Education, Junior Associate Clubs Chair

We've now experienced two "unprecedented" years of holding Junior Festivals in very creative ways. We all miss seeing each other in-person at our Festivals, but we're grateful for the opportunities we have to move forward with our Festivals in whatever

way we can.

Our seven Junior Associate Clubs (youth orchestras) are hanging in there with us. It has been a brutal time for these young musicians, not being able to meet, rehearse, or perform. The WSFMC felt honored to be able to contribute additional funds from the Helen Crowe Snelling Trust in order to help keep these wonderful youth orchestras operating and thriving.

We are pleased to share that the WSFMC recently congratulated a President's Cup recipient and a Grand Cup recipient. Paige Weisinger, student of Kathy Tung, member of the Contrapuntal Junior Club received her President's Cup, and Samantha Mak, student of Betty Mak, member of the Growing With Music Junior Club earned her Grand Cup.

Paige Weisinger is from Edgewood, Washington, and has studied piano with Kathy Tung for 14 years. She was also coached by Dr. Oksana Ezhokina of Pacific Lutheran University. Paige participated in Junior Festivals for 13 consecutive years, always earning Superior ratings. In 2018, Paige was the winner of the Marilyn Caldwell Piano Award. She also earned two Honorable Mention awards in the MTNA Outstanding Artist and Performance competitions. Paige was offered several scholarships to study piano performance and had to defer her studies due to the pandemic.

Samantha Mak, student of Betty Mak, and member of the Growing With Music Junior Club earned her grand cup. Samantha grew up in a musical environment and started learning piano when she was six years old. That very same year, she began participating in NFMC Junior Festivals. She participated in the Theory event, Junior and Senior Piano Concerto events, and the Piano Solo event. In each of these events, Samantha received consecutive Superior ratings. At age fifteen, Sam was offered early admission into the University of Washington. She will be graduating from the U of W this spring with a Bachelor's degree in molecular biology and will continue her studies in immunotherapy in grad school. Music will always be an important part of her life. 



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