



Sitting at the Piano

1. Are you seated the correct **DISTANCE** from the keyboard?



Check yourself:

- Sit straight and tall on the front part of the bench.
- With arms straight, your knuckles should reach the fallboard. If you have to lean, move the bench forward or backward.

2. Are you seated the correct **HEIGHT** at the piano?



Check yourself:

- Put your hands on the keys.
- Your arms should be level with the keyboard. If not, you may need to sit on a cushion or book.

3. Are you **SITTING TALL** yet relaxed?



Check yourself:

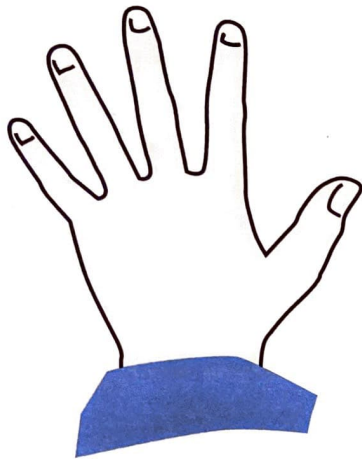
- Is your back straight with shoulders relaxed?
- Can you easily take a deep breath?



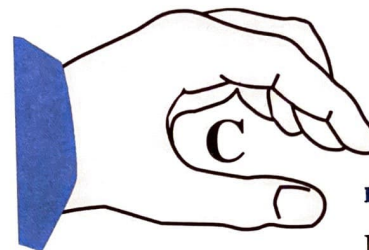
This is your position for playing the piano.

Making a Round Hand Shape

1. Hold your hands out with fingers straight. Notice the fingers are all different lengths.



2. Now relax and **round the hand**. *Magic!* Your fingers are all the same length.



round hand shape
Notice your hand forms the letter C for "correct."

Hand Shape Warm-up

3. Open, then close your fingers to a round hand shape. Do it several times. Say, "Open, closed," etc.
Now continue the motions in rhythm with the duet!

Wrist Warm-up

4. Gently flop your wrists down (and up) with a **round hand shape**. Pretend to shake water drops off your fingertips.



Teacher Duet: (Student does *open-closed* motions in rhythm to the music.)

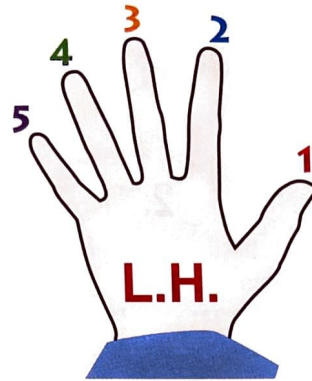
The musical notation is in 4/4 time with a key signature of one sharp (F#). The melody is on the treble clef and the bass line is on the bass clef. The melody consists of eighth and quarter notes, with fingerings indicated above the notes. The bass line consists of quarter notes with fingerings 5, 1, 5, 1. The piece includes dynamic markings *mf* and instructions to say "Open!" and "Closed!" in rhythm with the music.

Teacher Note: This duet allows the student to practice an open and round hand shape to a steady beat.

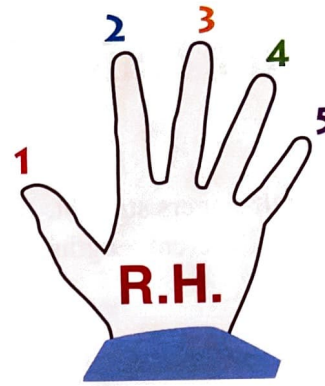
Finger Numbers

Each finger has a number.

- Trace your hands below.
Write **L.H.** or **R.H.** on each hand.
- Number each finger.



L.H. = Left Hand



R.H. = Right Hand

Trace your LEFT hand.



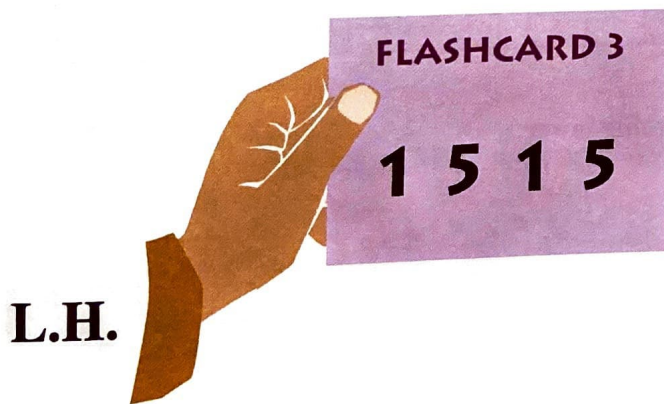
Trace your RIGHT hand.



Finger Flashcards

On the CLOSED KEYBOARD LID

- Play each flashcard four times, saying the finger numbers aloud.
Listen for a strong tap using **firm fingertips**.



Practice Steps

1. On the closed keyboard lid, your teacher will tap a steady beat. Match the beat with your **left hand**.
2. Now set a steady “L.H. beat” for your teacher to match!
3. To play, start in the **middle** of the piano. Brace your 3rd finger with the thumb and “peck” all the white keys going LOWER—to the left.

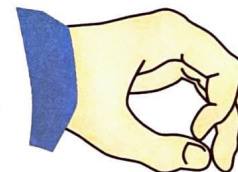
This is going **DOWN** the keyboard.



The Pecking Rooster

FOR LEFT HAND ON WHITE KEYS

L.H.

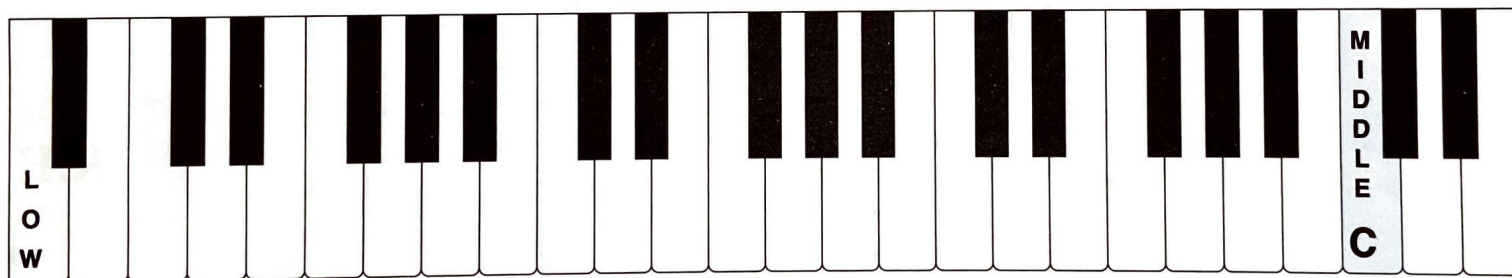


When the keys are lower, the sound is lower!

DOWN



Keep a great steady beat!



Teacher Duet: (Student begins on Middle C and plays a quarter-note beat going lower.)

8va throughout

p *ped. simile*



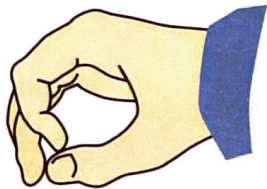
Practice Steps

1. On the closed keyboard lid, your teacher will tap a steady beat. Match the beat with your **right hand**.
2. Now set a steady "R.H. beat" for your teacher to match!
3. To play, start in the **middle** of the piano. Brace your 3rd finger with the thumb and "peck" all the white keys going **HIGHER**—to the right.

This is going **UP** the keyboard.

The Pecking Hen

FOR RIGHT HAND ON WHITE KEYS

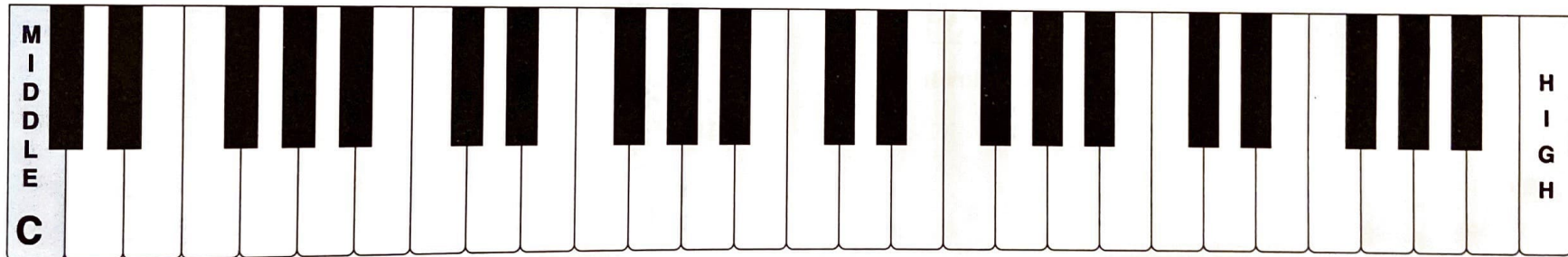


R.H.

When the keys are higher, the sound is higher!

Keep a great steady beat!

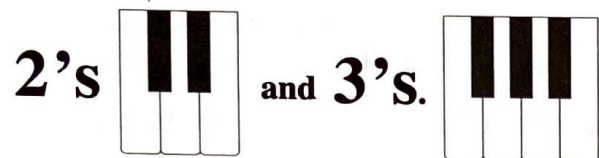
UP




Teacher Duet: (Student begins on Middle C and plays a steady quarter-note beat going higher.)

Musical notation for the Teacher Duet. The right hand (R.H.) plays a steady quarter-note beat starting on Middle C and moving up the keyboard. The left hand (L.H.) plays a steady quarter-note beat starting on Middle C and moving up the keyboard. The notation includes dynamics: *mp* (mezzo-piano), *cresc.* (crescendo), and *f* (forte). The piece ends with a fermata over the final notes.

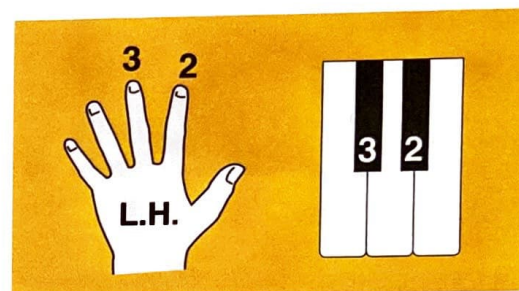
Black keys are in groups of



On the KEYBOARD

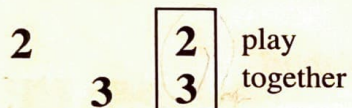
- Count all the groups of TWO. _____ groups 
- Count all the groups of THREE. _____ groups

Two Black Ants



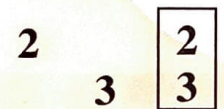
- Use **Left Hand** fingers 2 and 3. Play on the 2-black-key groups. Your teacher will demonstrate.

Start in the **MIDDLE** of the piano.



Move down to next **LOWER** group.

Two black ants

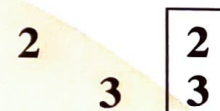


dig - ging down

g o i n

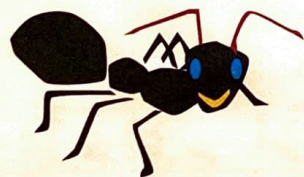


to their home



in the ground.

LOW



DISCOVERY A short **musical pattern** begins this piece. How many times does the pattern appear? Can you memorize this piece?

Two Blackbirds



- Use **Right Hand** fingers 2 and 3.
Play on the 2-black-key groups.
Your teacher will demonstrate.



HIGH

2 3

3
2

to the sky.

Move up to next **HIGHER** group.

2 3

3
2

go - ing up

Start in the **MIDDLE** of the piano.

2 3

3
2

fly - ing high

2 3

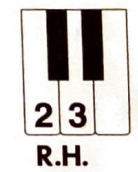
3
2

Two black-birds

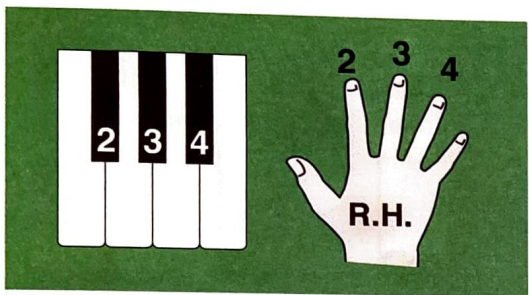
g o i n g h i g h e r



Turn the two blackbirds into "two snowflakes." Slide fingers 2 and 3 down to these two white keys. Play with these new words: "Two snow-flakes, fly-ing high, swirl-ing up, in the sky."



Three Little Kittens

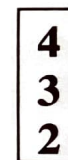


- Use **Right Hand** fingers 2, 3, and 4. Play on the 3-black-key groups.

Your teacher will demonstrate.



HIGH



Spring off the keys!

MEOW!

Move up to next **HIGHER** group.

2 3 4

4
3
2

play - ing the keys,

Start in the **MIDDLE** of the piano.

2 3 4

4
3
2

cute as can be,

2 3 4

4
3
2

Kit - tens are we,



Kitten Conversation

Your teacher will choose two keys and say, "ME-OW!"
 You choose two keys and answer with your own "ME-OW!"
 Keep going. To end, leap your "paws" into your lap.



The Quarter Note

one

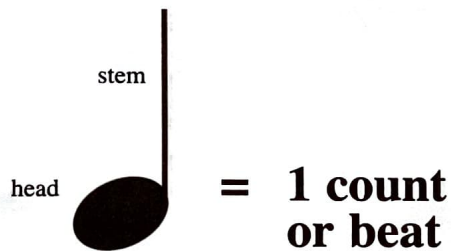
uno

eins

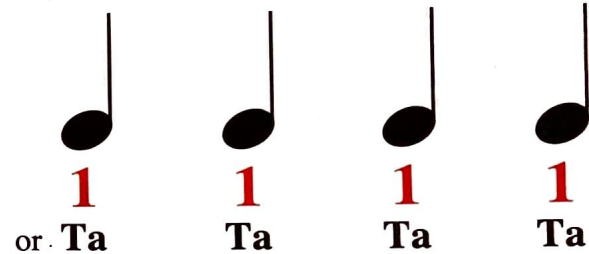
un

Music, like your body, has a steady “heartbeat.”

The **beat** can be slow, medium, or fast, but must always be **steady**.



1. Tap and count aloud:



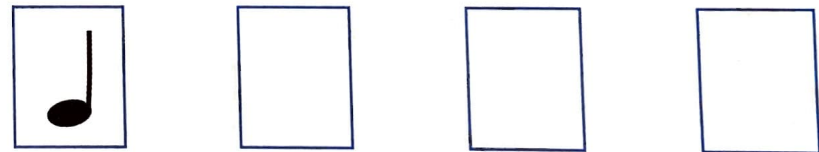
2. Play four quarter notes on any key. Count aloud.
Counting with a steady beat gives us **RHYTHM**.

If your teacher has a metronome, tap ♩ notes to its steady beat.



3. Draw 3 quarter notes for the **right hand**.
The stem goes up on the right side.

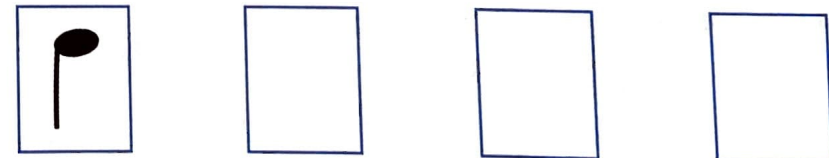
Write a 1 below each note.



Ex. 1 count ___ count ___ count ___ count

4. Draw 3 quarter notes for the **left hand**.
The stem goes down on the left side.

Write a 1 below each note.

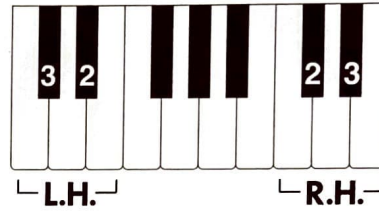


Ex. 1 count ___ count ___ count ___ count

Practice Steps

1. Tap the rhythm. Say, "right-left-right-left," etc.
2. Play and count "one, one," or sing the words.
3. Play high, low, or in the middle of the piano.
Keep your eyes on the music!

Find the Keys



The Old Clock

Play $\frac{3}{2}$ together

R.H. Tick Wind tock it tick up tock so goes it the will old not clock. stop!

L.H. $\frac{2}{3}$

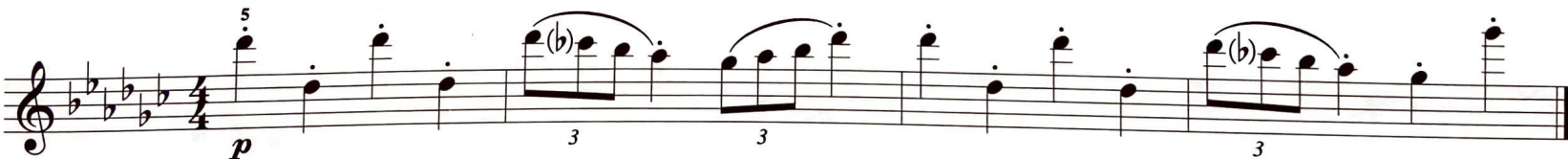
Play 2 times!



CREATIVE To end, chime the time. Choose any hour and play the 2-black-key groups **hands together**. Explore holding the right-foot pedal (damper pedal) down as you chime the time!

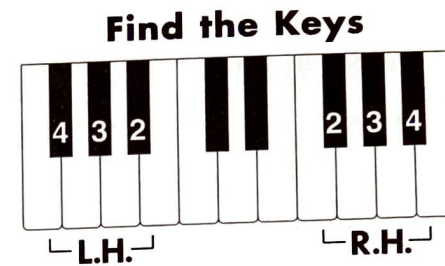


Teacher Duet: (Student plays *in the middle* of the keyboard)



Practice Steps

1. On the closed keyboard lid, play and say the finger numbers aloud.
2. On the piano, play and say the finger numbers. Keep the beat steady.
3. Play in different places on the piano.



The Walking Song

Finger Check:

Do you have firm fingertips?

R.H. Walk, walk, walk, walk on the black keys,

L.H. Walk a - long and keep a good beat!

repeated note ↑



Can you play **hands together** s-l-o-w-l-y and say the finger numbers aloud?

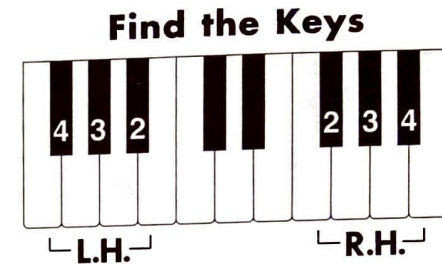
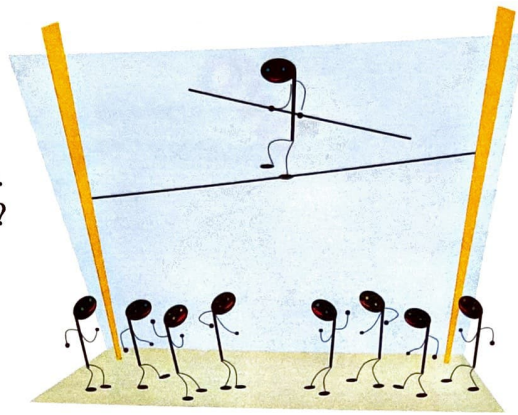


Double Bar Line
means the end
of the piece
(thin line, thick line).

Teacher Duet: (Student plays *in the middle* of the keyboard)

Practice Steps

1. Find the hand position.
2. To warm up, play the last four L.H. notes.
Can you balance finger 4 on the fingertip?
3. Play and say finger numbers or words.



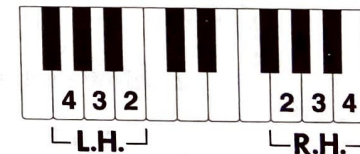
Tightrope Walker

repeated note
(same finger)

R.H.	2 ●	●	3 ●	●	4 ●	●	3 ●	●
	Tight	- rope	walk	- er,	read	- y,	stead	- y,
L.H.	●	●	●	●	●	●	●	
	Tight	- rope	walk	- er,	bal	- ance,	don't	fall!
	2	(same finger)	3	4				



Slide fingers 2-3-4 up to these white keys. Now play the song on these white keys.



Teacher Duet: (Student plays *in the middle* of the keyboard)

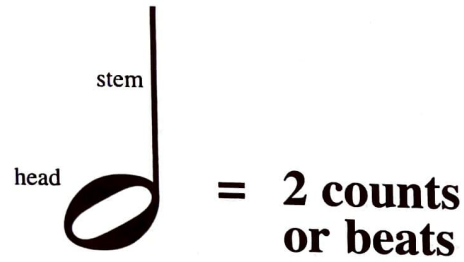
The Half Note

two

dos

zwei





deux







1. Tap and count aloud:
Feel 2 beats. **1-2** **1-2** **1-2** **1-2**
or **Ta-ah** **Ta-ah** **Ta-ah** **Ta-ah**
2. Play four half notes on any key. Count aloud and keep a steady beat!
Tap ♪ notes to the steady tick of the metronome.



3. Draw 3 half notes for the **right hand**.
The stem goes up on the right side.
Write 1-2 below each note.

				
Ex.	<u>1-2</u> counts	_____ counts	_____ counts	_____ counts

4. Draw 3 half notes for the **left hand**.
The stem goes down on the left side.
Write 1-2 below each note.

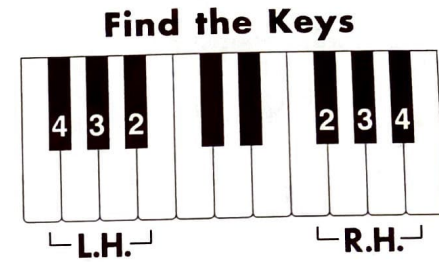
				
Ex.	<u>1-2</u> counts	_____ counts	_____ counts	_____ counts



Close your eyes and listen. Your teacher will begin playing some **half notes** and then change to **quarter notes**. When you hear the change, say, "quarter notes." Keep going and name each change that you hear.

Practice Steps

1. On the **closed keyboard lid**, play and say finger numbers aloud. Feel the half notes by saying, “**four-or**” or “**two-oo**” for these fingers.
2. Play and count, “one, one, one-two.”
3. Play and sing the words.



Use these practice steps for the pieces that follow.



The I Like Song

R.H.

I like dogs,

I like cats,

I like fun - ny

look - ing hats.

L.H.

I like sand,

I like sun,

Lik - ing things is

so much fun!



This **rhythm pattern** ♪ ♪ ♪ occurs six times. Circle each time it appears.



Teacher Duet: (Student plays *high* on the keyboard)



CD 8-9 with improv



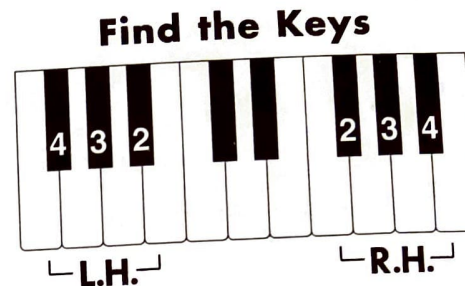
6, 7



3

Loud and soft sounds make music more interesting.

Forte means loud. **Piano** means soft.
f = forte *p* = piano



• Circle the *f* and *p* signs below. 

I Hear the Echo

R.H. *f* Shout a - cross the val - ley, *p* Now I hear the ech - o.

Play the mu - sic loud - ly, *p* Now I hear the ech - o.



This rhythm pattern  occurs four times. Circle each time this pattern appears. 

Teacher Duet: (Student plays 1 octave higher)

R.H. *mf* *p* *mf* *p*

L.H. *mf* *p* *mf* *p*


The Whole Note

four

cuatro

vier

quatre

 = 4 counts
or beats

 = 

1. Tap and count aloud:
Feel 4 beats.

1-2-3-4
Ta-ah-ah-ah


1-2-3-4
Ta-ah-ah-ah


2. Play four whole notes on any key. Count aloud and keep a steady beat!


3. Draw 3 whole notes.


Write 1-2-3-4 below each note.



Ex. 
1-2-3-4
counts


counts


counts

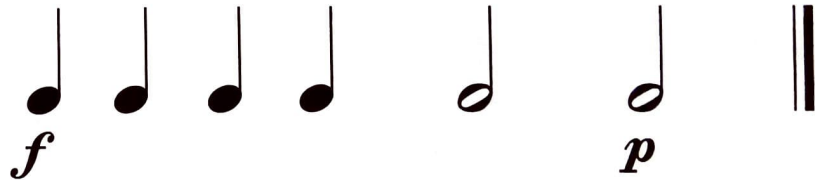

counts

Forte and Piano Rhythms

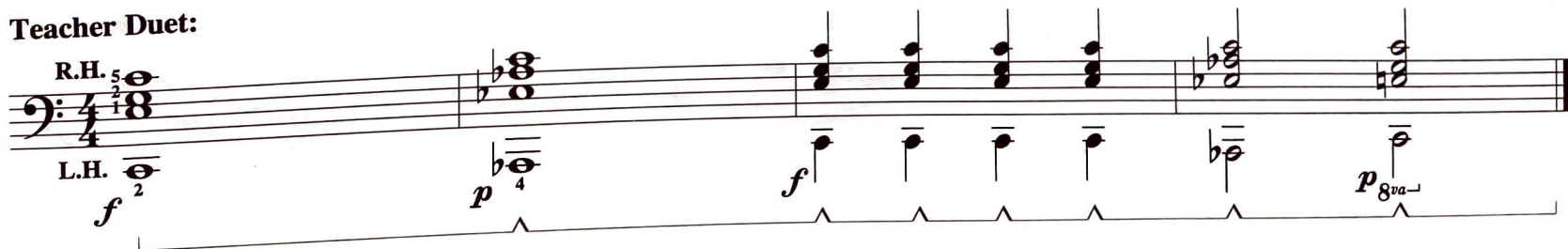
4. Use a braced finger 3 on a HIGH C. (Your teacher will point out the C key.)

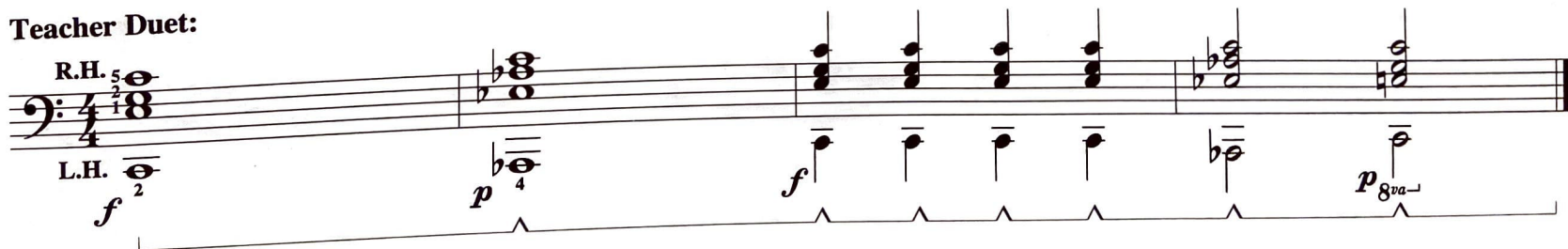

f


p



Teacher Duet:

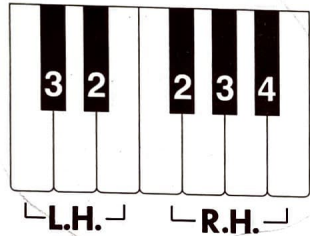
R.H. 

L.H. 

Practice Steps

1. On the **closed keyboard lid**, play and say finger numbers. Feel the whole notes by saying, "two-oo-oo-oo" for this finger.
2. On the keyboard, play and count.
3. Play and sing the words.

Find the Keys



Old MacDonald Had a Song

Eye Check: Ask your teacher to watch your eyes as you play.
Did you have to look down?

R.H. *f* 2 Old Mac - Don - ald
Played his key - board had a song,
L.H. 3 2 3 long, e - i - e - i - O (2 - 3 - 4)

The musical notation shows the right hand (R.H.) playing a melody of five notes with fingerings 2, 3, 4, 3, 2. The left hand (L.H.) plays a bass line of five notes with fingerings 3, 2, 3, 2, 3. The lyrics are written below the notes. The word 'e' is written in red, 'i' in blue, and 'O' in red. A repeat sign is at the end of the piece, with a box explaining its meaning.

Repeat sign
These dots mean to go back to the beginning and play once again.

Optional: Move up to next **HIGHER**

┌ 3-black-key group. ┐

Return to position.

R.H. ***p*** Black key here, black key there, ***f*** Here a black key, there a black key.

L.H. **3**

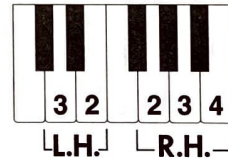
R.H. ***f*** Old Mac - Don - ald had a song, e - i - e - i - O (2 - 3 - 4)

L.H. **3 2 3**

DISCOVERY



Slide your fingers up to the white keys shown.



Now play this tune on the white keys!

Teacher Duet: (Student plays *high* on the keyboard)

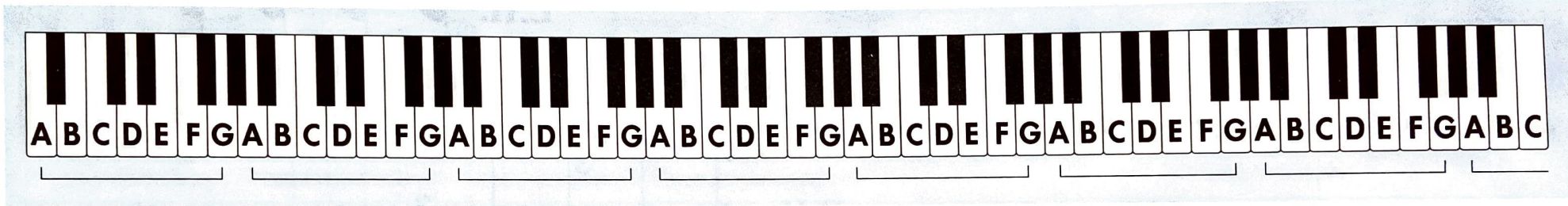


The Music Alphabet

Each white key on the piano has a name that comes from the music alphabet.

The music alphabet has 7 letters:

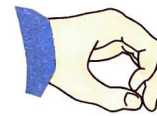
A B C D E F G



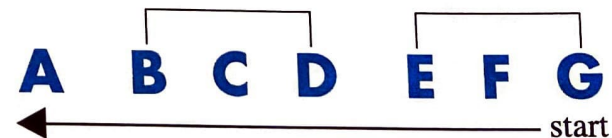
- Write the music alphabet. _____ start again with?

Alphabet Warm-up

Use the third finger supported by the thumb.
L.H. plays the lower notes, R.H. plays the higher notes.



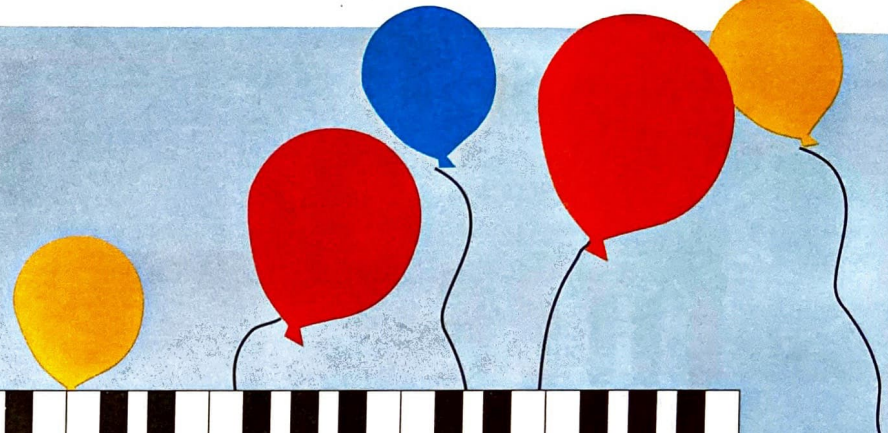
1. **Play and say** the white keys. Start with the lowest key, A, and end with the highest key, C.
2. Practice finding Gs within the 3-black-key group.
3. Beginning on any G, **play and say** the music alphabet *going down* the entire keyboard. What is the lowest note?
It may help to chant the letters in groups, like this:



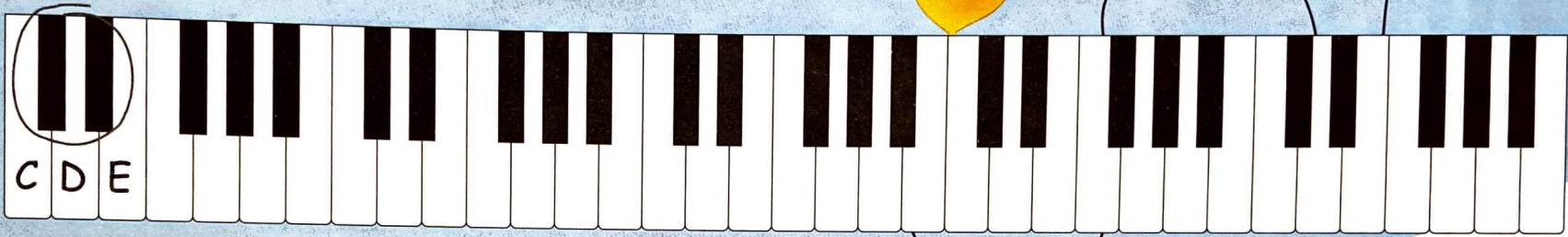
Learning C-D-E

C-D-E are the 3 white keys by the 2-black-key group.

- Circle every 2-black-key group below.
- Then print C-D-E on the 3 white keys.

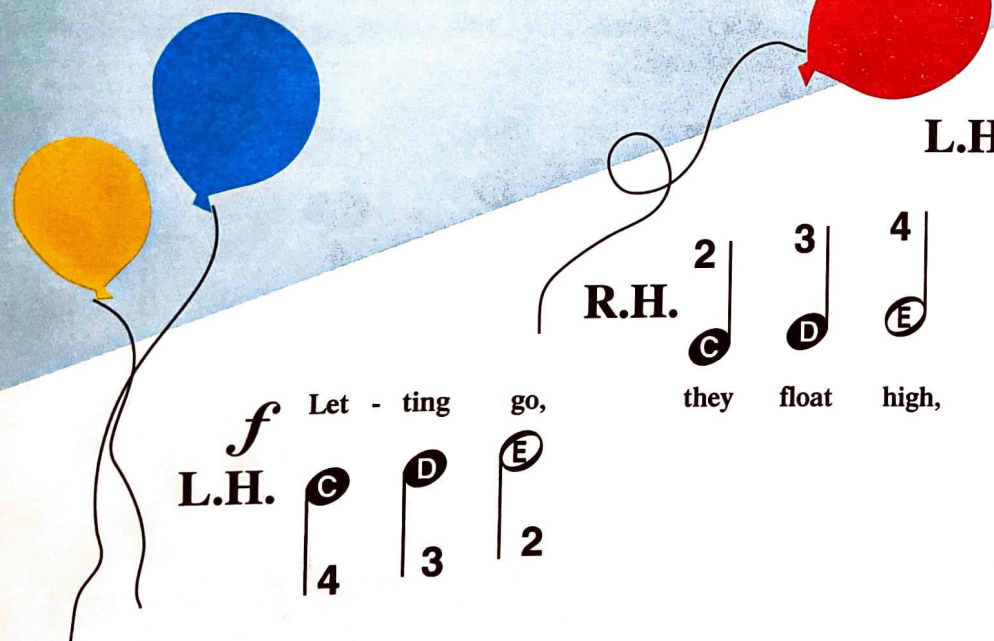


Ex.



Balloons

Begin *low* and play these patterns going *higher*.



R.H.

2 | 3 | 4 |

C | D | E

in the sky!

Bright bal - loons

L.H.

C | D | E

4 | 3 | 2

(L.H. crosses over R.H.)

f Let - ting go,

L.H.

C | D | E

4 | 3 | 2

R.H.

2 | 3 | 4 |

C | D | E

they float high,



Can you come back *down* playing and saying the **letter names?**

E | D | C

About Steps

To play a **STEP**, move to the...

next key

next finger

2 3

next letter

C D

Find the Keys

Merrily We Roll Along



R.H.

f Mer - ri - ly we roll a - long, roll a - long, roll a - long.

L.H.

Mer - ri - ly we roll a - long, o'er the deep blue sea! (2 - 3 - 4)

DISCOVERY



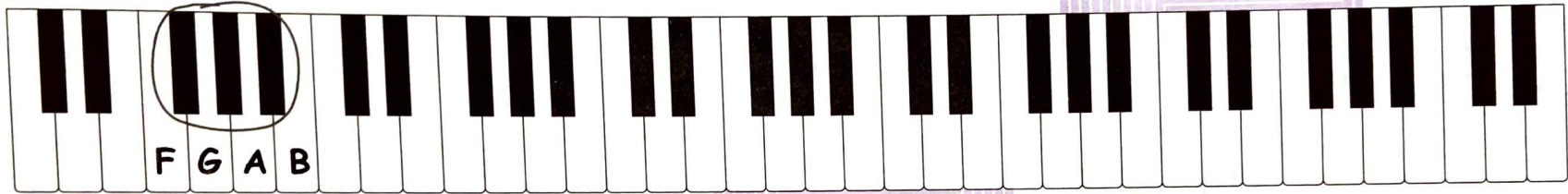
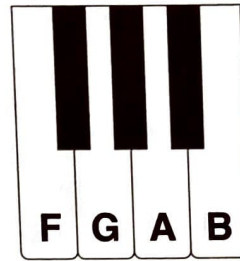
Where do the notes step **down**, step **up**, and **repeat**? Now try playing this song on the 3 black keys!

Teacher Duet: (Student plays *high* on the keyboard)

Learning F-G-A-B

F-G-A-B are the 4 white keys by the 3-black-key group.

- Circle all the groups of 3 black keys below.
- Then print F-G-A-B on the 4 white keys.



Ex.

The Escalator

Begin *low* and play these patterns stepping *higher*.
Practice floating the L.H. over the R.H. for a smooth ride.

Mov - ing up the

L.H. *f* **F** **G**
3 2

R.H. **A** **B**
2 3

es - ca - la - tor,

L.H. **F** **G**
3 2

(L.H. crosses over R.H.)

at the top just

R.H. **A** **B**
2 3

L.H. **F** **G**
3 2

(cross over)

sec - onds lat - er!

R.H. **A** **B**
2 3

L.H. **F** **G**
3 2

(cross over)



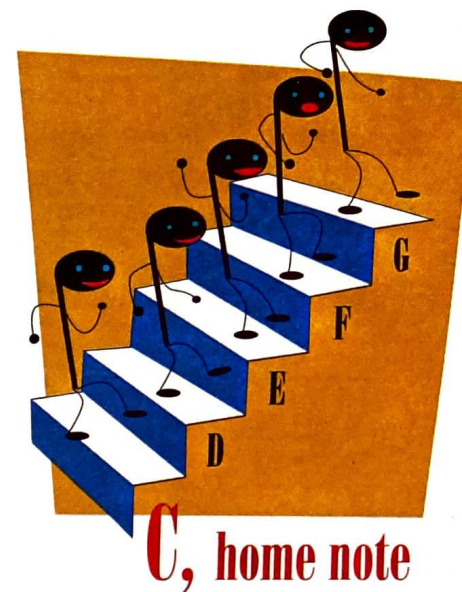
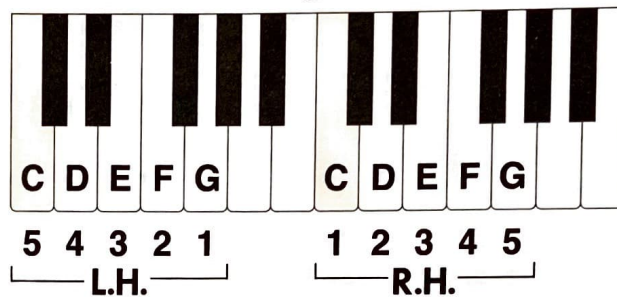
Can you come back *down* playing and saying the letter names?
B - A - G - F

In music, a **scale** is like a set of stairs that steps UP or DOWN from one key to the next.

The **C 5-finger scale** steps UP from C. C is the **LOWEST** note for each hand.

C is the “home note.”

C 5-Finger Scale



C-D-E-F-G March

Which hand begins? _____

	C	D	E	F	G	G	G,	Step	to	home	note	C	C	C.
L.H.														
	<i>f</i>	5	4	3	2	1		1	2	3	4	5		
R.H.														
	<i>p</i>	1	2	3	4	5		5	4	3	2	1		
	I	can	step	so	eas	-	i	-	ly,	Down	to	home	note	C!



Put your hands in your lap. Your teacher will close his/her eyes. Quickly find a **C 5-finger scale** on the piano with **BOTH HANDS** and say “ready.” Your teacher will check your position.