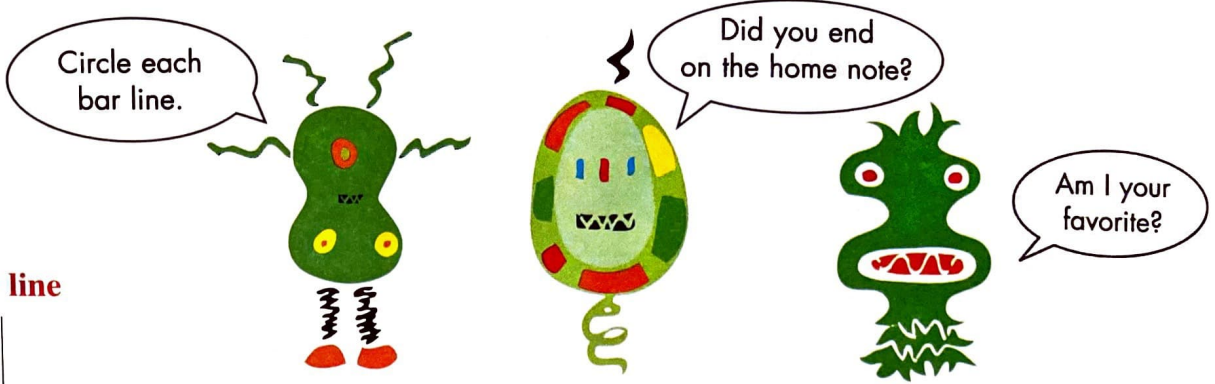
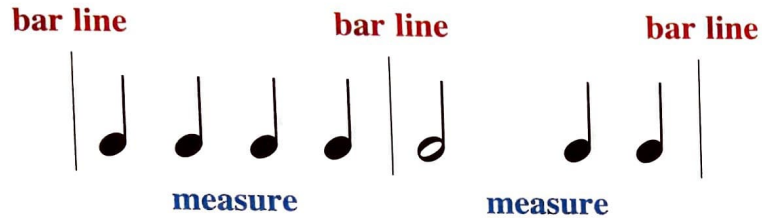


# The Measure

In music, the beats are grouped into *measures*.  
Each measure has the same number of beats.

Bar lines divide the music into measures.



## Men from Mars

### C 5-Finger Scale

**R.H.** *f* **C** **C** **D** **D** **E** **E** **F** **E** **D** **C** **D** **E** **F** **G**

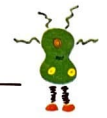
Three green men from planet Mars traveled here from quite a far.

Asked me if I'd feed them, please, so I gave them all green cheese!

**L.H.** **G** **G** **F** **F** **E** **E** **D** **E** **F** **G** **F** **E** **D** **C**



How many measures are in this piece? \_\_\_\_\_



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

# Dynamic Marks

Remember *p* is soft, *f* is loud.  
These are called **dynamic marks**.

A new dynamic mark between *p* and *f* is:  
*mf* = *mezzo forte* (moderately loud)



# Ode to Joy

## C 5-Finger Scale

Ludwig van Beethoven  
(1770–1827, Germany)

**L.H.** *mf*

**R.H.**

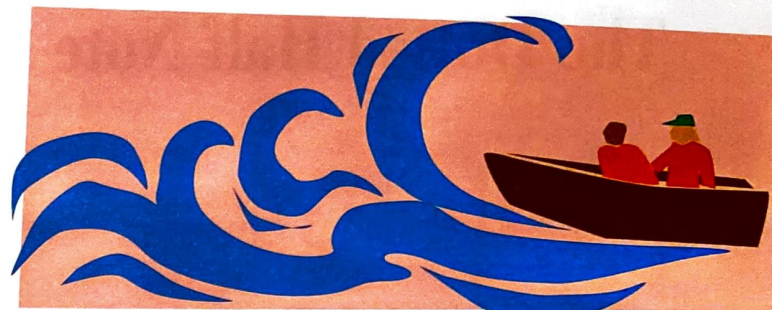
**DISCOVERY** Find and circle 7 more pairs of repeated notes. Now, explore different **dynamic marks**. Play *Ode to Joy* *p*, then *f*, then *mf*.

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

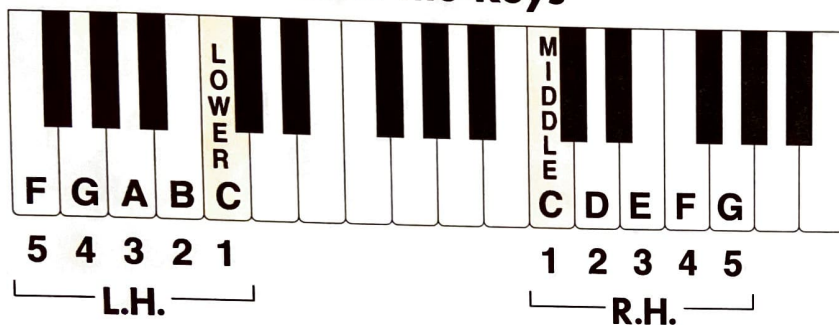
**R.H.**

**L.H.** *mp* with pedal

- Start with **L.H. thumb** on a LOWER C and **R.H. thumb** on MIDDLE C. (May also be played with both thumbs on Middle C.)



### Find the Keys



## Sea Story

Waves are crash - ing, wa - ter splash - ing, ride the storm - y

**L.H.** *mf* 1 C B A B C B A G F G A B C C C!

Stay a - float and guide your boat up - on the deep blue sea!

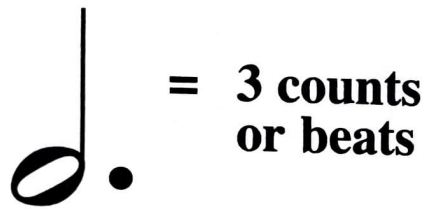
**R.H.** 1 C D E D C D E F G F E D C

**CREATIVE** Play with the duet and pretend your boat has engine trouble. Your teacher will slow down, speed up, etc. Listen and follow your teacher's speed. Then reverse. You speed up or slow down the melody!

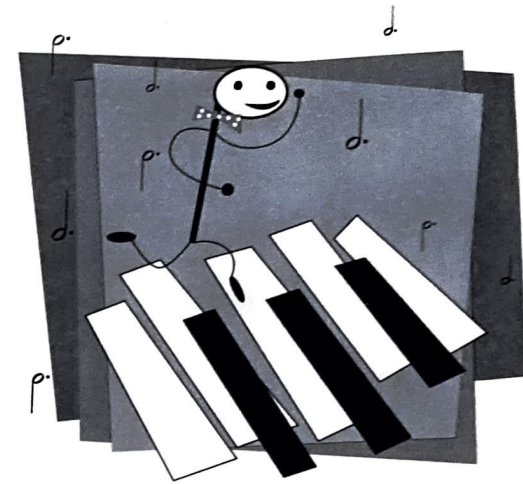


**Teacher Duet:** (Student plays higher with thumbs sharing C for the duet)

# The Dotted Half Note



1 - 2 - 3  
Ta - ah - ah



## Hey, Mr. Half Note Dot!

Begin on a LOWER C.

Hey, When Mis - ter go Half Note Dot! Hey, dance Mis - ter to Half Note Dot!  
you you go 1 - 2 - 3, dance up to Mid - dle C.

L.H. **C** **B** **A** | **G** . | **G** **A** **B** | **C** .

*mf* 1

Begin on MIDDLE C.

1 You We sound sound like like you've we've just just been been danc - ing. (2 - 3) :||  
We sound like like we've just been danc - ing. (2 - 3)


R.H. **C** **D** **E** | **F** **G** **F** | **E** **D** | **C** .

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

8<sup>va</sup> throughout

*mp*


### Rhythm Alert:

- Circle each **dotted half note** in this piece.
- Write "1-2-3" under each one. 



# Alouette


## C 5-Finger Scale


**R.H.**  *mf* A - lou - et - te, gen - tille a - lou - et - te,

1 | D | E | E | D | C | D | E | C |

skip over D

3 | 1



**L.H.**  1

**R.H.**  A - lou - et - te, Je te plu - me - rai.


skip over D


3 | 1



DISCOVERY Circle this **rhythm pattern** two times in the music:  

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

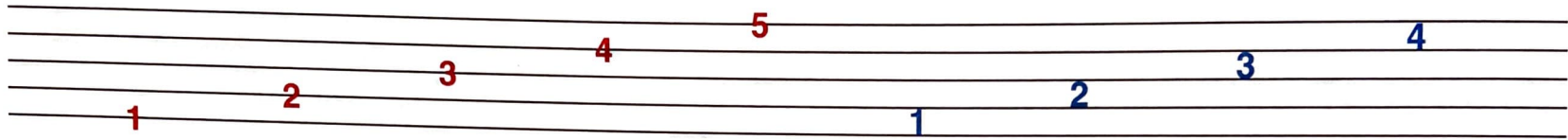
**R.H.**  1 5 3

**L.H.**  2 *mp*



# The Staff

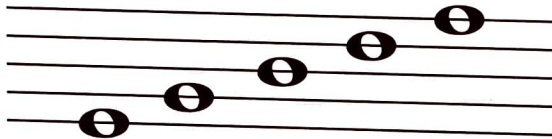
This is a staff. A staff has **5 LINES** and **4 SPACES**.



1. Point to each **line** with a pencil and say its number aloud. Then do the same with each **space**.

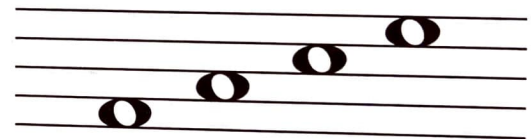
### Line Notes


The line passes through the center of the note.



### Space Notes

The note fills up the space on the staff.

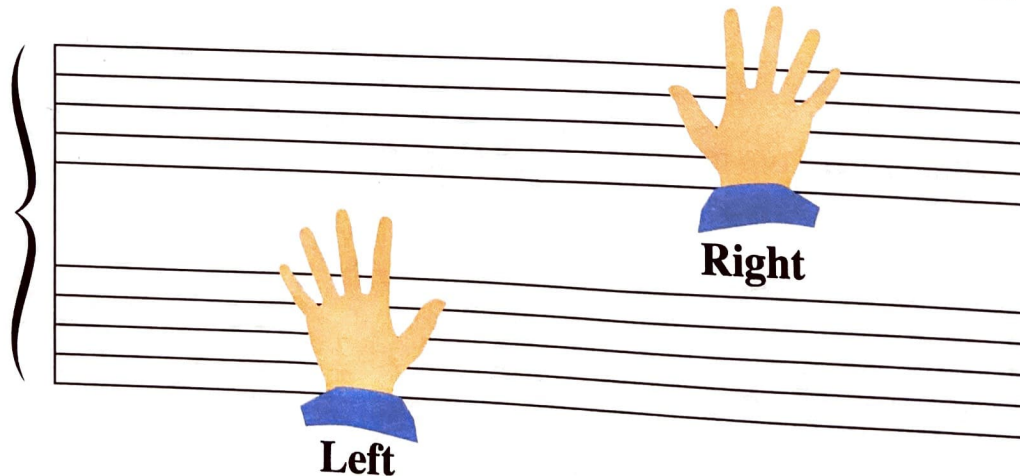


2. As your teacher says “line note” or “space note,” shade in a note above to match. 

# The Grand Staff

Piano music uses 2 staves. Together we call them the **GRAND STAFF**.

The Left Hand uses the bottom staff.

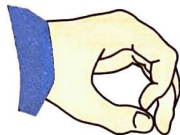


The Right Hand uses the top staff.

# Bass Clef

**B:** This is a **Bass Clef**. Bass means *low* sounds.  
The bass clef is placed on the bottom staff.  
It shows notes **BELOW** Middle C.

**Brace L.H. finger 3:**



1. Play Middle C and all the bass clef notes below.

# Treble Clef

**T:** This is a **Treble Clef**. Treble means *high* sounds.  
The treble clef is placed on the top staff.  
It shows notes **ABOVE** Middle C.

**Brace R.H. finger 3:**



2. Play Middle C and all the treble clef notes above.

The diagram shows a piano keyboard with notes labeled A through G. Below the keyboard are two musical staves. The top staff uses a treble clef and the bottom staff uses a bass clef. Both staves show the notes A through G. The note C on the treble staff is circled.

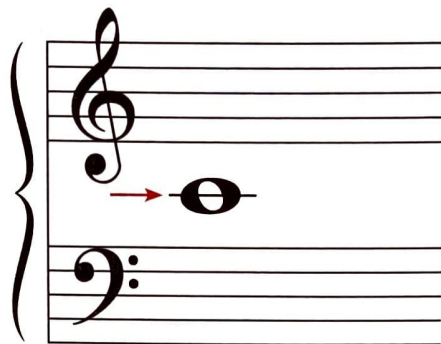
3. How many times can the **music alphabet** be written on the staff? \_\_\_\_\_ Begin at the bottom and circle each group.

**Teacher Note:** This is an orientation page only. Students will learn these notes gradually throughout the method.

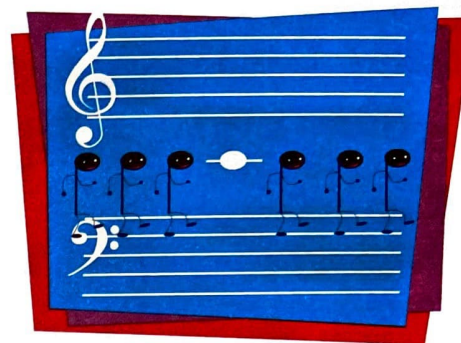
# Learning Middle C

On the staff, Middle C is written on a *short line* between the staves.

- Darken the short line with a pencil.
- Now draw two more Middle C's.



## Middle C March



### R.H. plays

Middle C is closer to the treble staff.

1 **repeated notes** ② Watch for finger changes.\* ③

### L.H. plays

Middle C is closer to the bass staff.

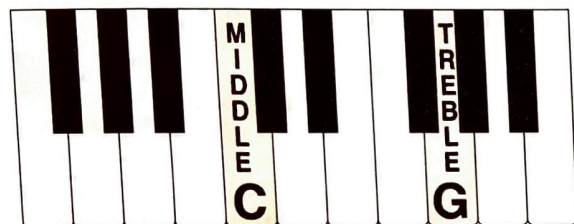
### Teacher Duet: (Student plays as written)

\*Teacher Note: The change of fingering prevents the student from equating a certain note (e.g., Middle C) with a specific finger (e.g., thumb).

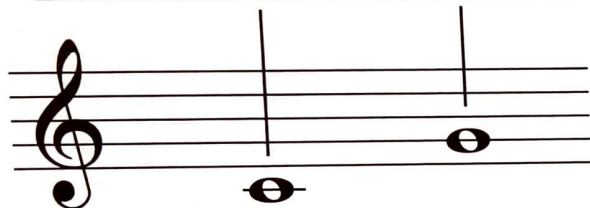


# Learning Treble G

Find the first G *above* Middle C.  
This is called Treble G.



**Hand Shape Check:**  
With R.H. fingers 1 and 5,  
play back and forth between  
Middle C and Treble G.



**Reading Check:**  
Treble G is written on LINE 2.



## A Ten-Second Song

Lightly

1 on \_\_\_? (fill in)                      5 on \_\_\_?                      Repeat *p*.

*f* I just love to                      play this song,                      for it's just ten                      sec - onds long.  
*p* If this song had                      no re - peats,                      it would be so                      short and sweet!



Can you play this song in 10 seconds (with the repeat)? Good luck!

Teacher Duet: (Student plays *as written*)

R.H.  $\frac{3}{4}$   
L.H.  $\frac{4}{4}$   
*mf - mm* on repeat

# Treble Clef = G Clef

The Treble Clef is also called the **G clef** because it circles around the G LINE on the staff.

The Treble or G clef came from the old letter G shown below.



## Driving in the G Clef

**Urgently**

$\frac{5}{1}$  Play C and G together.

measure number

5

**Teacher Duet: (Student plays as written)**

## Finger Challenge:

- Play **Middle C** with L.H. finger 1, then 2, then 3.
- Play **Treble G** with R.H. finger 1, then 2, then 3.
- Which fingers play these notes in *Best Friends*?



# Best Friends

**Quickly**      3 on G      (play together)

*f* C and G, best of friends, friend-ship that will nev-er end.

3 on C

5

*p* How they play on their lines, mak-ing mu-sic all the time!

**DISCOVERY** Can you play *Best Friends* using only **finger 2** for each hand? **finger 4** for each hand? Be sure to play with a firm fingertip!

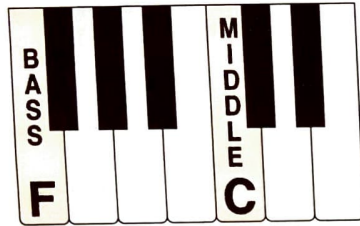
**FINGER FUN!**

**Teacher Duet:** (Student plays *as written*)

*f-p* on repeat

# Learning Bass F

Find the first F *below* Middle C.  
This is called **Bass F**.



## Hand Shape Check:

With L.H. fingers 1 and 5, play back and forth between Middle C and Bass F.

## Reading Check:

Bass F is written on LINE 4 (or LINE 2 going down).



# Gorilla in the Tree

Happily

Big go - ril - la in the tree, rock - ing, rock - ing hap - pi - ly.  
 Won't you please throw down for me a ba - na - na from your tree?

*mf* 1 on \_\_\_? 5 on \_\_\_?



Can you play this piece **hands together**? (R.H. uses a higher C and F.)

Teacher Duet: (Student plays *as written*)

*mf* 2 2 1 3 1

# Bass Clef = F Clef

The Bass Clef is also called the **F clef** because the big starting dot is on the F LINE. Notice the two smaller dots surround the F LINE.

The Bass or F clef came from the old letter F shown below.



## My Invention

**Like a machine**  
1 on \_\_\_?

*mf* My in - ven - tion is worth men - tion, if you saw it you would know.

3 on \_\_\_?

**5**

It's fan - tas - tic and bom - bas - tic and what's more it e - ven glows!

**CREATIVE** Make *My Invention* longer with more **Bass F**, **Middle C**, and **Treble G** notes. To end, have your invention “break down” and stop.

**Teacher Duet:** (Student plays as written)

**1** **5** *8va throughout*

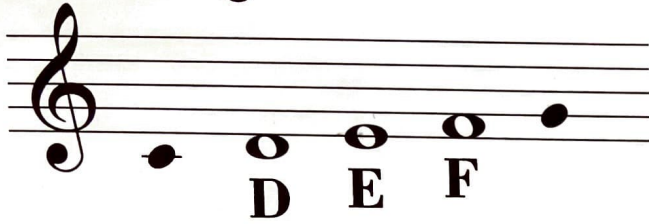
*mf*

**1.** **2.** **5** **2** **1**

The musical notation shows a duet in 4/4 time. The first part is marked *mf* and includes a first ending with a repeat sign. The second part is marked with fingerings 5, 2, and 1, and includes a final cadence.



# Learning D-E-F



- What are the 3 notes between **Middle C** and **Treble G**?
- Which are **space** notes? Which is a **line** note?

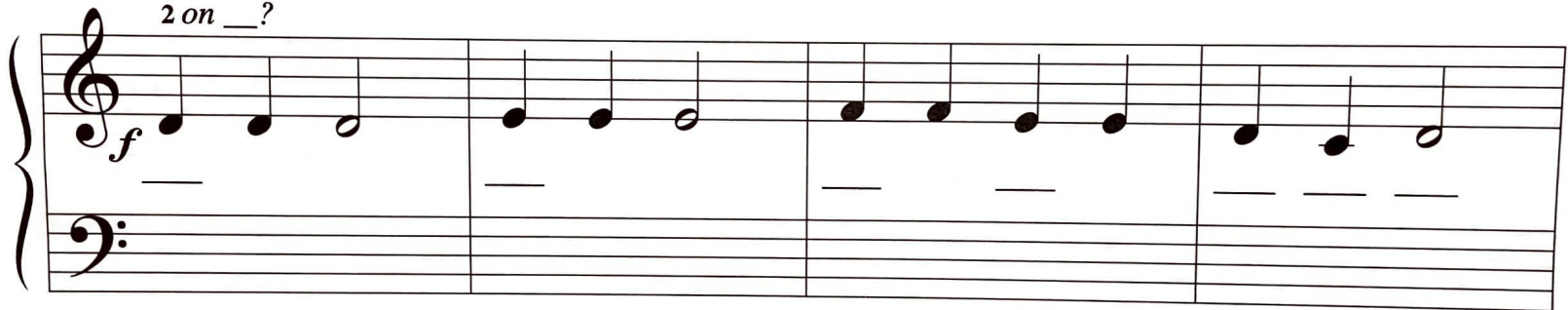


## March on D-E-F

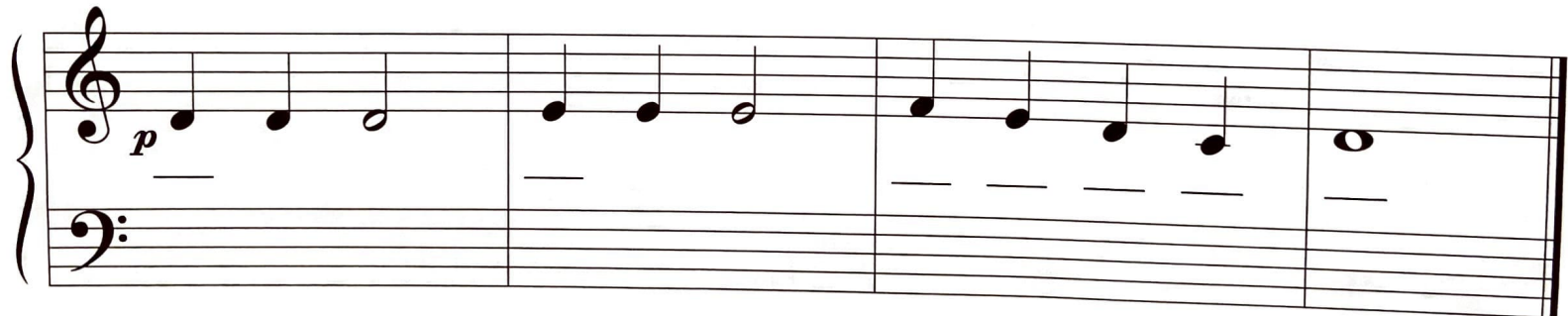
Like a march

2 on \_\_\_?

- Name the notes in the blanks.

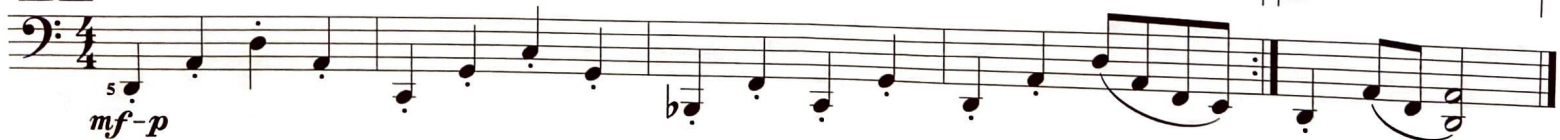


5



Teacher Duet: (Student plays as written)

1 5



# Steps on the Staff

**step up**                      **step down**

**line - next space**                      **space - next line**



## Mister Bluebird

### C 5-Finger Scale

- Circle the correct answer for each measure below.



**Happily**  
5 on \_\_\_?

stepping up?  
stepping down?  
repeating?

stepping up?  
stepping down?  
repeating?

stepping up?  
stepping down?  
repeating?

step up?  
step down?

5

stepping up?  
stepping down?  
repeating?

stepping up?  
stepping down?  
repeating?

stepping up?  
stepping down?  
repeating?



A **STEP** moves from a **line** to the next \_\_\_\_\_, or a **space** to the next \_\_\_\_\_.  
Name each note in this song aloud. What is the "home" note? \_\_\_\_\_



# Time Signature

**4** means **4 counts** or beats in a measure.

**4** This 4 stands for a **quarter note** (♩).  
It tells us the quarter note gets 1 count.



# The Dance Band

- Circle the time signature below.

How many counts are in each measure? \_\_\_\_\_ 

With energy 1 on \_\_\_?

*mf* Peo - ple danc - ing all a - round, clap - ping to the big band sound.

5 3 on \_\_\_?

I can't stop my feet when I hear that big band beat!

## DISCOVERY



Do you remember the other name for the **bass clef**? (See p. 41) Can you name each note aloud?

**Teacher Duet:** (Student plays *1 octave higher*)

R.H. *mf* 5 *rit.* **special ending!**

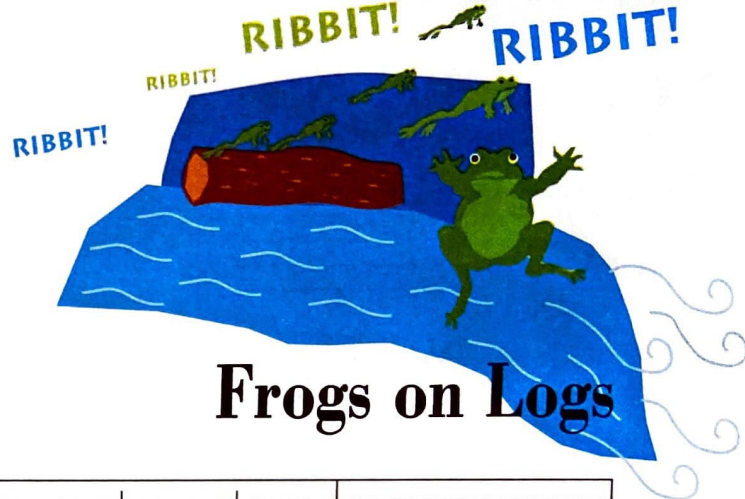
L.H.



## Hopping Hand Position:

This piece uses a **hand shift** to “hop up” the keys.  
Hint: A *circled* finger number will help you see a hand shift.

To prepare: Play C with R.H. finger 2. Hop to D with finger 2.  
Hop to E with finger 2.



## Frogs on Logs

**Cheerfully**  
② on C      3      2      hop ② to D

*mf* Four - teen lit - tle frogs sat up - on a log.

(prepare L.H.)

5      hop ② to E      4      1

One by one they jumped in - to the lit - tle wa - ter - fall!

1 on \_\_?

**CREATIVE** Play this piece with your L.H. in your lap.



For the **final measure**, do a L.H. “bullfrog leap” and play a VERY LOW C as a surprise.



**Teacher Duet:** (Student plays as written)

R.H.      5

L.H.      2      *mp*



# Learning B

line      space

●      ○ B

B is a step below Middle C.  
**B is a space note.** It sits on *top* of the bass clef staff.

- Circle all the **B**'s in *Let's Play Ball!*



## Let's Play Ball!

With zest

3 on  
—?

*f* Come on, one and all, won't you grab your bat and ball?

5

1 on  
—?

3

We will have a win - ning team so let's play ball!

DISCOVERY



Practice naming each note in this piece. If you are successful at your next lesson, circle the baseball.

Teacher Duet: (Student plays *as written*)

5

*mf*

# New Time Signature

**3** means **3 counts** or beats in a measure.

**4** means the **quarter note** gets 1 count or beat.

- Circle the time signature in this piece. 



A minuet is a dance in  $\frac{3}{4}$  time.

## Petite Minuet

Moderately

*New R.H. position! 1 on \_\_\_?*

3



*1 on \_\_\_?*

5

1

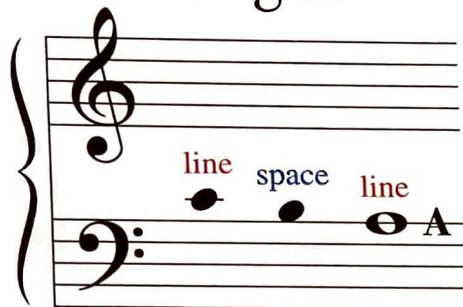
### DISCOVERY



This rhythm pattern occurs 3 times in this piece:  Circle each time it appears. 

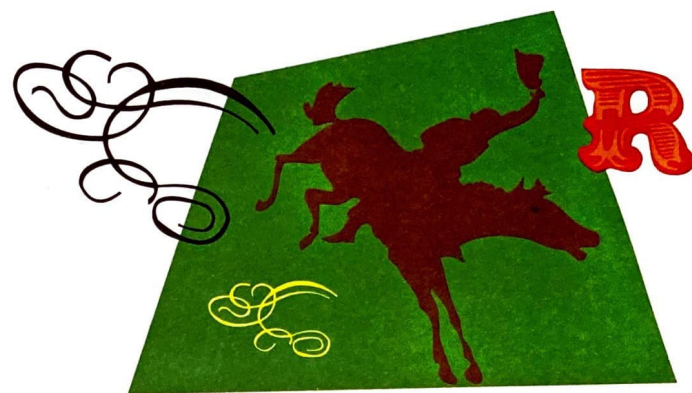
Teacher Duet: (Student plays 1 octave higher)

# Learning A



**A is a line note.**  
It is the *top line* of the bass staff.

- Circle all the A's below.



## Rodeo

**Cheerfully**

*mf* Ro - de - o, ro - de - o, It's a buck - ing bron - co show.

3 on \_\_?

5 1 on \_\_?

3

Grab your cow - boy hat, we're off to see the ro - de - o!

3



**DISCOVERY** Point out all the repeated notes. Then name each note in this piece aloud.

**Teacher Duet: (Student plays 1 octave higher)**

R.H. *mf* 2

L.H. *mf* 2

5

**Reading Alert:** For each measure, show your teacher where the music steps up, steps down, and repeats.



# Russian Folk Song

Russian melody  
Lyrics added

Quickly  
3 on \_\_\_?

*f* Chil-dren danc-ing round and round the birch tree. Chil-dren danc-ing round and round the birch tree.

(prepare L.H.)

1 on  
\_\_\_?

7

1

1 - 2 - 3 - 4 danc-ers cir - cle, Clap! Clap! *p* 1 - 2 - 3 - 4 danc-ers cir - cle, Clap! Clap!

1



Play VERY LOW and *s-l-o-w* for an old man dancing.  
(Play duet 1 octave higher.)

Play AS WRITTEN at a moderate speed for a teenager.  
(Play duet high in the treble clef.)

Play VERY HIGH and *fast* for a small boy or girl dancing.  
(Play duet 1 or 2 octaves higher.)

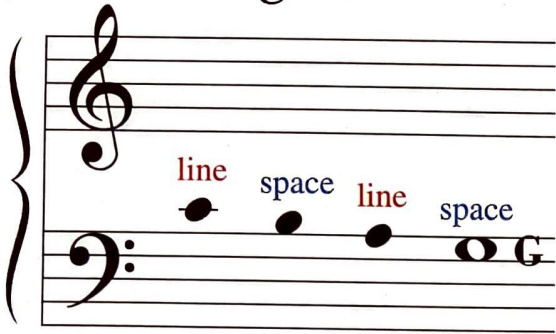
**Teacher Duet:** (Student plays 1 octave higher)

R.H. *f* *p*

L.H. *f* *p*

7

# Learning G



G is a space note. It is SPACE 4 (the top space) of the bass staff.



- Find and circle all the bass clef G's in *Come See the Parade!*



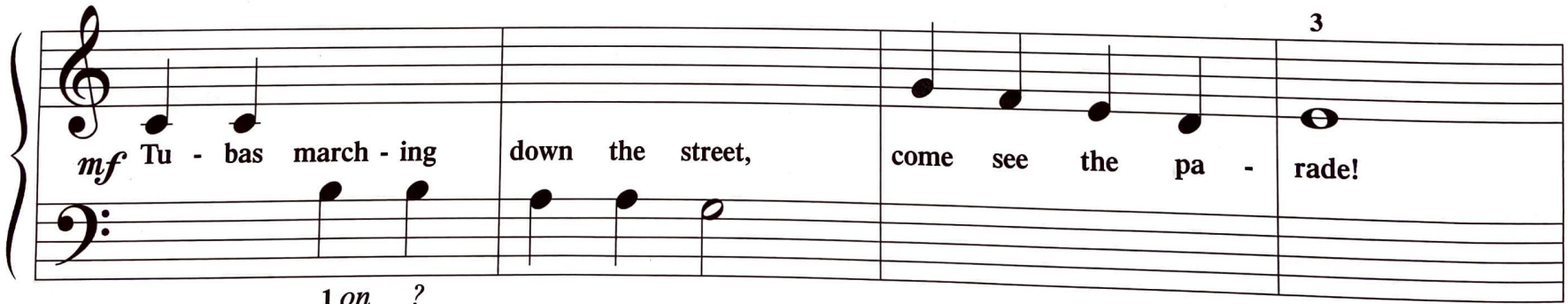
## Come See the Parade!

Lively

5 on \_\_?  
1 on \_\_?

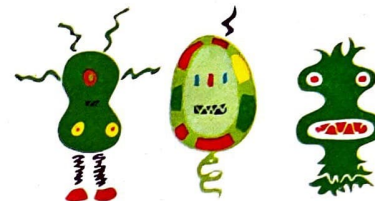


5



1 on \_\_?

i  
o



9

Bass drum keeps a big bass beat, come see the pa - rade!

13

*f*

3



CREATIVE

Create a special ending. With R.H. fingers 1 and 5, make up a short rhythm playing **Middle C** and **Treble G** together. Echo your rhythm softly on a higher C and G as the parade disappears.



Teacher Duet: (Student plays 1 octave higher)

R.H. 3

L.H. 4 *f*

*mf*

5

9

13

*f*



# About Skips

To play a **SKIP**...

skip a key

skip a finger

skip a letter

On the staff, a **SKIP** is from a **LINE** to the **next LINE**.

skip up

skip down



## Hey, Hey, Look at Me!

**Brightly** **Traditional**



Play this song on more white keys! Begin with *R.H. thumb* on D, E, F, G, A, B, and C. Think skips!

**Teacher Duet:** (Student plays 1 octave higher)



### Reading Check:

Notice the **R.H.** begins with the *thumb* and skips UP.

The **L.H.** also begins with the *thumb* and skips DOWN.



# Allegro

(*Allegro* is the Italian word for fast and lively.)

**Mauro Giuliani**  
(1781–1829, Italy)  
adapted

**Fast and lively**



Circle at least 8 **skips** in this piece. Hint: Don't forget to look over the bar lines!



**Teacher Duet: (Student plays 1 octave higher)**