

More About Skips

Review: A skip is from a **LINE** to the **next LINE**.
NEW: A skip is also from a **SPACE** to the **next SPACE**.

skip up **skip down**



Elephant Ride

Merrily 2 on
—?

mf When you're on an el - e - phant you sit real - ly high.

5 4 on
—?

And you'll have the fin - est view while on your jun - gle ride!



Circle the measures that match *measure 1*. For fun, play **LOW**, s-l-o-w-l-y, and **forte**. (Play duet high.)

Teacher Duet: (Student plays 1 octave higher)

R.H. 4 1
5 3 2

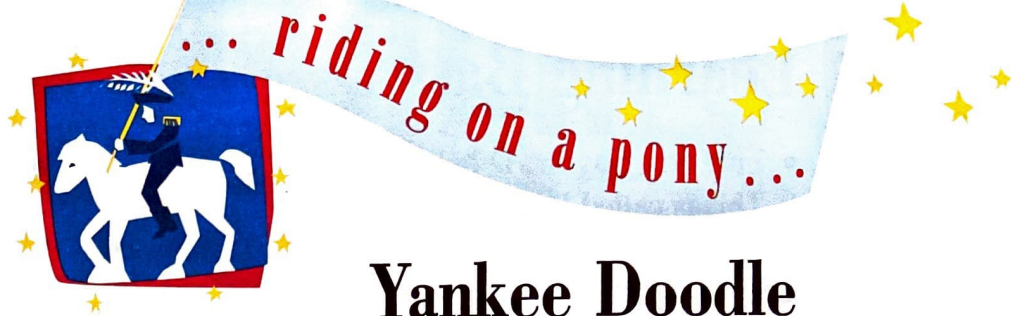
L.H. 5 1 2

mp

5

Yankee Doodle's Entrance

- Play the **introduction** s-l-o-w-l-y with big tone and pedal. Your teacher will guide you.
- At *measure 5*, lift the pedal and play the melody brightly!



Yankee Doodle

INTRODUCTION
Slowly 2 on 5 **Brightly** Traditional American

—? 1

Pedal down 4 on Pedal up

—? 9



What kind of skips does the **introduction** use? _____ to _____.

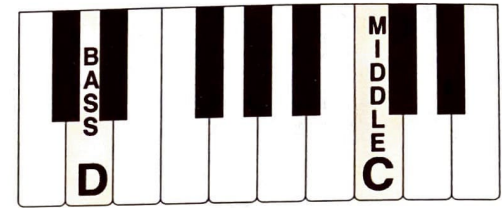


Teacher Duet: (Student plays 1 octave higher)



Learning Bass D

- Find and play the D below Middle C. This is called Bass D.
- Play Bass D with L.H. finger 2, then 3, then 4.
- Look at the staff to the right. Bass D is LINE 3 on the bass staff.



Technique Check:

Brace L.H. finger 3 with the thumb as you play.

Magic Rhyme for Bass D

With bounce repeat

Hey, *f* D's did - dle did - dle,
in the in the mid - dle.

p D is ver - y eas - y for me!

3
Drop loudly with arm weight. Bounce lightly!



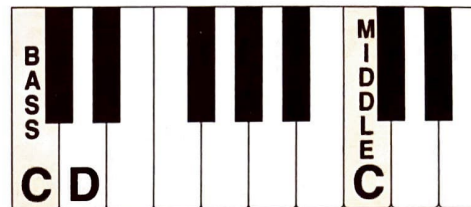
Try some "finger magic" and switch to a braced finger 2 for the last two measures.

Teacher Duet: (Student plays as written)

mf *pp*

Learning Bass C

- Play Bass C—a step below Bass D.
- Look at the staff to the right.
Bass C is on SPACE 2—just below middle line D.



A musical staff with a treble clef and a bass clef. The bass clef staff shows a Bass C note (stem up) and a Bass D note (stem down). Text annotations explain the stem directions: 'The stem on Bass C goes up.*' and 'The stem on Bass D goes down.'

A Joke for You



- Circle all the Bass C notes.

Cheerfully

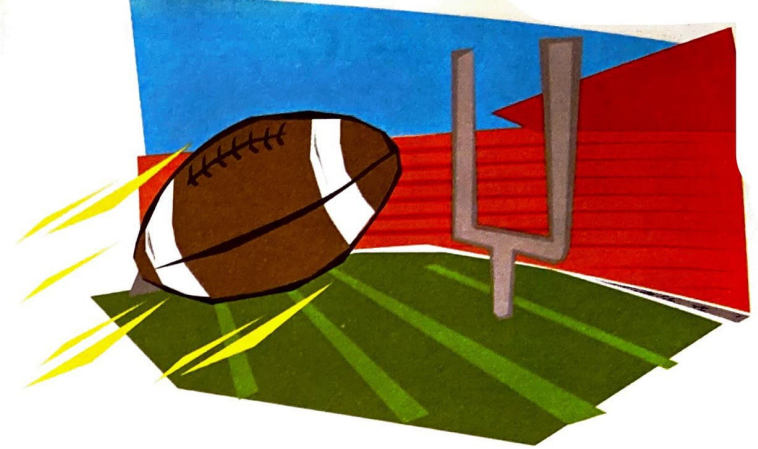
A musical score for the piece 'A Joke for You'. It is written in 4/4 time and consists of two systems of music. The first system starts with a dynamic marking of *f* (forte). The lyrics are: 'Can you name two keys that can't o - pen doors?'. The second system starts with a measure number '5' in a box. The lyrics are: 'That would be a don - KEY and a mon - KEY, too!'. The bass clef staff contains notes corresponding to the lyrics, with some notes circled for identification.

***Teacher Note:** The teacher may explain the rule that notes *below* the middle line have UP-stems. Stemming is taught in Level 1.

C 5-Finger Scale in the Bass Clef

NEW

Bass C D **E** F G



Reading Hint:

Hey, diddle, diddle, D's in the middle. E's a step ABOVE.
 Hey, diddle, diddle, D's in the middle. C's a step BELOW.

Football Game

Like a march, with perfect rhythm

1 on
—?

f Team A marches up! Team B marches down!

5 on
—?

mf Team A knows more plays. Oh, look, their field goal wins the game! Arc the L.H. like a soaring ball!



Name aloud the notes in the second line of music.

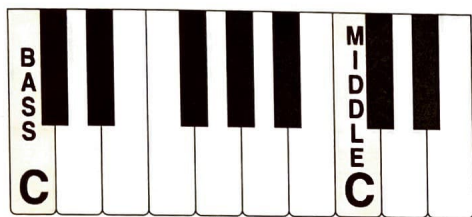


f Play the lowest C.
3

The Octave

The distance from Middle C to Bass C is **8 notes**. This is called an **octave**. Say this word.

- Practice leaping from Middle C to Bass C with L.H. fingers 1 and 5. Leap, don't stretch!



Octavius the Octopus

Playfully

mf Eight long legs, two small eyes, I'm Oc - ta - vi - us the Great.

Musical notation for the first part of the song. It consists of a grand staff with a treble clef and a bass clef. The music is in 4/4 time. The melody is written in the bass clef. The lyrics are: "Eight long legs, two small eyes, I'm Oc - ta - vi - us the Great." The notes are: G2 (quarter), A2 (quarter), B2 (quarter), C3 (half). The lyrics "two small eyes" correspond to the notes D3 (quarter), E3 (quarter), F3 (quarter), G3 (half). The lyrics "I'm Oc - ta - vi - us the Great" correspond to the notes A2 (quarter), B2 (quarter), C3 (quarter), D3 (quarter), E3 (quarter), F3 (quarter), G3 (half).

5

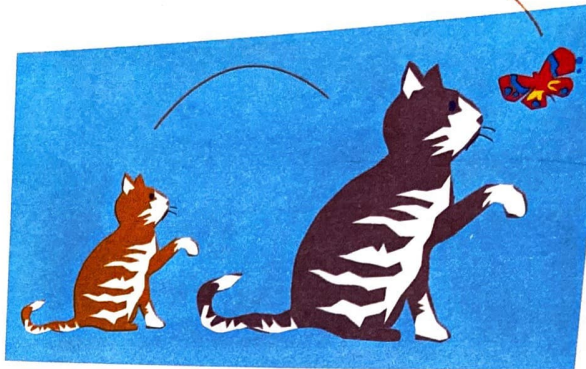
Count the octopus legs!

f One leg, two, three, four, five, six, seven, eight long legs.

Musical notation for the second part of the song. It consists of a grand staff with a treble clef and a bass clef. The music is in 4/4 time. The melody is written in the bass clef. The lyrics are: "One leg, two, three, four, five, six, seven, eight long legs." The notes are: G2 (quarter), A2 (quarter), B2 (quarter), C3 (half). The lyrics "four, five, six, seven" correspond to the notes D3 (quarter), E3 (quarter), F3 (quarter), G3 (half). The lyrics "eight long legs" correspond to the notes A2 (quarter), B2 (quarter), C3 (quarter), D3 (quarter), E3 (quarter), F3 (quarter), G3 (half).

Brace (3) with the thumb.

Reading Alert: Circle 2 skips in the last line of music. Hint: Be sure to look over the bar lines!



Copy Cat

5-Finger Scale

Happily

5 on
—?

f Ev - 'ry lit - tle thing I do, left hand has to cop - y, too.

(prepare L.H.)

1 on
—?

5

2

p If the left hand's not the same means that it will lose the game.

4

Teacher Duet: (Student plays 1 octave higher)

R.H. 3 1

L.H. *mf* 4 3 1 2 3 1 2 3

pp


5

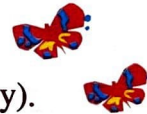
9

f For - te is my next com - mand! "Right hand, you can't fool this hand!"

13

p Left hand, you're quite good at that. "That's 'cause I'm a cop - y cat!"

CREATIVE  Make up a 2-measure melody with your R.H.
Have your L.H. "copy" it (play back the *same* melody).



9

13

mf *pp*

Grandmother

Question and Answer Song



Traditional lyric adapted

Cheerfully



Question

mf Grand - moth - er, Grand - moth - er, won't you tell me what to buy?
 Grand - moth - er, Grand - moth - er, won't you teach me how to bake?

1 on __? 1

Answer



5 on __? 5 3 2 1

Grand - moth - er, Grand - moth - er, then we'll bake a cher - ry pie.
 Grand - moth - er, Grand - moth - er, then we'll bake a choc - 'late cake.

1 5 1 2 3

Teacher Duet: (Student plays 1 octave higher)

R.H. 1

L.H. 2 *mp* with pedal

5



Musical Question

A short melody that DOES NOT end on the “home note.” For the C 5-finger scale, the home note is C.

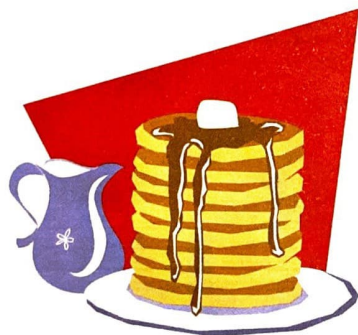


Parallel Answer

An answering melody that begins the SAME as the question, then changes and ends on the “home note.”

1 question parallel answer

mf Can we make some pan-cakes, yum, yum, yum? We can make some pan - cakes, yum, yum, yum!



Contrasting Answer

An answering melody that does NOT begin the same as the question, but still ends on the “home note.”

1 question contrasting answer

mf Can we make some pan-cakes, yum, yum, yum? We can make some pan - cakes, yum, yum, yum!



CREATIVE Notice that *Grandmother* has a parallel answer (measures 5-8).

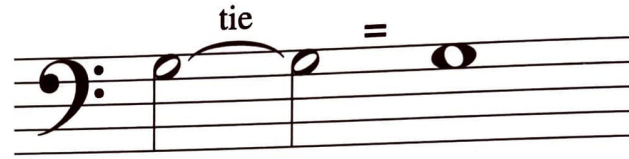
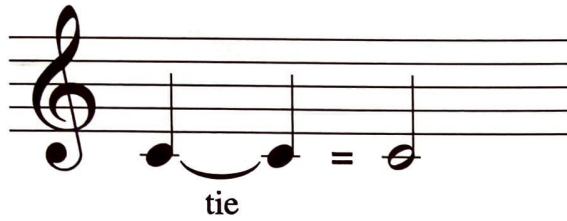
Can you make up a **parallel answer** of your own by changing measures 7-8?

Can you make up a **contrasting answer**?



The Tie

A **tie** is a curved line connecting 2 notes on the same line or space. It means the note will be played *once* but held for the length of both notes combined.



Rhythm Alert: Can you tap this piece on the *closed keyboard lid*, counting aloud “1 - 2 - 3” with your teacher?

Be sure to tap with the correct hand!



Lemonade Stand

_____ 5-Finger Scale

Cheerfully
5 on
—?

mf Come to my lem - on - ade stand to - day.

1 on
—?

Teacher Duet: (Student plays 1 octave higher)

R.H. 3 5

L.H. 2 *mp*

5

Five cents is all you will pay.

9

No bet - ter lem - on - ade can be found.

13

We've got the best in town!

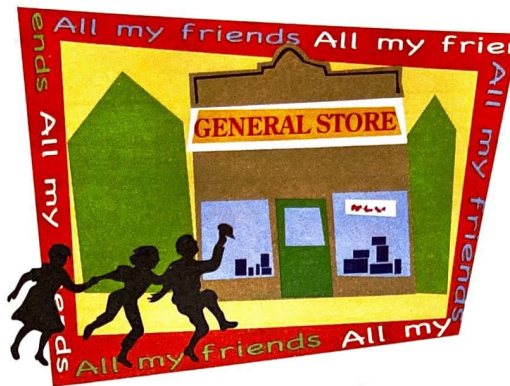


DISCOVERY What is the total number of beats for each **tied note** in this piece? _____ 

This piece has a musical question for *measures 1-8*. Is the answer (*measures 9-16*) parallel or contrasting?

Rhythm Alert:

- Circle each tie in the music.
- Your teacher will tap *measures 1-2*. Listen and tap back the rhythm.



All My Friends

5-Finger Scale

Words by CRYSTAL BOWMAN

Lively
1 on —?

mf Jim - my who lives next door, Ben at the gro - c'ry store,
Ter - ry a - cross the street, Beth who is al - ways sweet,

(prepare L.H.)


2

5

Sa - ra whom I a - dore, these are my friends.
Some - day I hope you'll meet, all of my friends.

1 on —?

2

DISCOVERY  *Measures 1-4 are a musical question. Is the answer parallel or contrasting?*

Teacher Duet: (Student plays 1 octave higher)

5

R.H. $\overset{3}{i}$

L.H. mw i

Special Bells Effect

- Hold down the **damper pedal** (right-foot pedal) throughout the entire piece.
- For the last line of music, make slow, graceful lifts across the keys.



Bells of Great Britain

5-Finger Scale

Joyfully, with steady gongs

1 5 3 on ___?

f-p on repeat

1 on ___?
5 on ___?

Repeat,
playing *piano*.

9 play $\frac{3}{1}$ together

Play 1 octave HIGHER $\frac{3}{1}$

Play 2 octaves HIGHER ----- $\frac{3}{1}$

f *mf* *p* as soft as possible

CREATIVE Hold the damper pedal down and play **skips** with R.H. fingers 1 and 3 played together. Play *high* on the piano and listen to the bell-like sounds!





The Quarter Rest

Music often has moments of silence.
These are shown by rests.



= silence for
1 beat

- With your teacher, chant and tap the “cheer” below.
On the rests, **feel the beat** by opening your hands, palms up.

Team Cheer

Go Team Let's Win

Go Team Let's Win

👉 Team Let's Win

👉 👉 Let's Win

👉 👉 👉 Win!



Come On, Tigers!

Steady and strong

1 on
—?

mf Come on, Ti - gers, let's fight! Win our big game to - night!

(prepare L.H.)

1 on
—?

The musical score is written on a grand staff with a treble and bass clef. The time signature is 4/4. The melody is in the treble clef, and the bass clef contains a bass line starting with the instruction '(prepare L.H.)'. There are quarter rests in the melody corresponding to the lyrics 'let's fight!' and 'to - night!'. The score includes dynamic markings like *mf* and performance instructions like 'Steady and strong' and '1 on —?'.

Princess or Monster?



OR



Alternate Monster Version:
Play LOW and SLOWLY.

Verse 1: *Once there was a monster...*
Verse 2: *He lived in a dungeon...*

You choose

5

mf Once there was a prin - cess, a prin - cess, a prin - cess.
She lived in a cas - tle, a cas - tle, a cas - tle.

(prepare L.H.)

2

5

Once there was a prin - cess, a long time a - go.
She lived in a cas - tle, a long time a - go.

1

Princess Duet: (Student plays 1 octave higher)



R.H. 3

L.H. *mp* 2

5

Monster Duet: (Student plays as written)



R.H. 4

L.H. *mf* 1

1. 3. 2. 4. D.C.

5 3 2 1 3

The Bugle Boys

_____ 5-Finger Scale



INTRODUCTION

Brisk march

}					
	<i>mf</i> Hup 2 - 3 - 4,	Hup 2 - 3 - 4,	Hup 2, Hup 2,	Hup 2 - 3 - 4.	

play $\frac{1}{5}$ together

5 MUSICAL QUESTION

}				
	<i>f</i> See them proud - ly	march - ing,	let's all give a	cheer.

9 PARALLEL OR CONTRASTING ANSWER? (circle) 



Flash - y horns are sound - ing, Bu - gle Boys are here!

13 ENDING

Play 3 times gradually getting softer and softer.
Move the L.H. 1 octave lower for each repeat!

Repeat from here.

Hup 2 - 3 - 4, Hup 2 - 3 - 4, Hup 2, Hup 2, Hup 2 - 3 - 4.

CREATIVE  This piece uses only three letter names. Name them. _____ 
Make up your own march using notes C-E-G. Call it *Congratulations March*. You've finished the book!

Teacher Duet: (Student plays as written)

8^{va} throughout

R.H. 3 3 3 5 1 3 5

L.H. 1 *mf*

mf

Play 3 times getting softer with each repeat!

9 *mf-mp-pp* 13