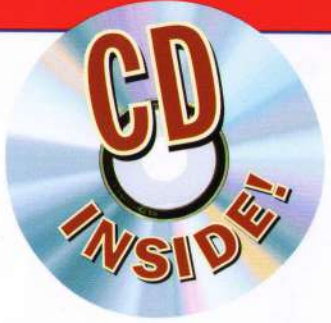


Lesson Book • Level 1A

P i a n o



Willard A. Palmer ♦ Morton Manus ♦ Amanda Vick Lethco

Lesson Book • Level 1A

Alfred's Basic





Alfred's Basic Piano Library

Piano

Lesson Book • Level 1A

Correlated materials to be used with *Lesson Book, Level 1A*:

Title	Start on page	Title	Start on page
COMPOSITION BOOK, Level 1A	29	SHEET MUSIC SOLOS, Level 1A	
EAR TRAINING BOOK, Level 1A	7	Andy, the Android	43
ENSEMBLE BOOK, Level 1A	15	Drum and Bugle Band Parade, The	43
FLASH CARDS, Level 1A	8	Happy Secret, A	54
FUN SOLO BOOK, Level 1A	20	Indian Celebration	59
HYMN BOOK, Level 1A	14	Itsy Bitsy Bird	54
MERRY CHRISTMAS! Level 1A	23	Mumbo Jumbo	59
MERRY CHRISTMAS! Ensemble Book, Level 1A	23	Seascape	43
NOTESPELLER BOOK, Level 1A	19	Walk in Space, A	43
RECITAL BOOK, Level 1A	13		
SIGHT READING BOOK, Level 1A	9	*Teacher's discretion	
TECHNIC BOOK, Level 1A	23	FOR TEACHERS ONLY: Teacher's Guide to Lesson Book 1A	
THEORY BOOK, Level 1A	11		
THEORY THROUGH THE YEAR, Level 1A	9	A General MIDI disk  (8589) and a Compact Disc  (14541) are available, which include a full piano recording and background accompaniment.	
TOP HITS! Solo Book 1A	22		
TOP HITS! Christmas Book 1A	*	<i>Theory Games Software</i> correlating to Levels 1A–5 is available for Macintosh and IBM/Windows-compatible computers.	

In this edition, the titles of four pieces (pages 20, 38, 45, 59) have been altered. When using the supplementary materials for Level 1A, the references to these titles will not be correct. Refer *only* to the page numbers.

Willard A. Palmer • Morton Manus • Amanda Vick Lethco



Third Edition

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A NOTE TO PARENTS



Dear Parents:

You have a right to be proud!

Giving your child music training shows foresight as well as the appreciation of a fine art.

Music is a language understood by people of all nations. It is one of the most basic mediums of expression. Improved coordination, a broadening of interests, a discovery of the importance of self-discipline, and a world of pleasure are only a few of the rewards pupils receive.

Parents must play an important role in guiding their children's musical training. One question asked by almost all parents is, "How long should my child practise?" Later it will be important that your child practise a specified amount. For now, the length of time is not so important, as long as they practise the assignment **several times** each day.

Regularity in practice is important! Let your child select a regular time for practice to begin. With your help, good practising habits will be easily established. Your child's teacher can give you valuable suggestions. As parents, you have the responsibility of showing an interest in your child's progress. Patience, sincere praise, a show of enthusiasm as your child learns new material, and your occasional participation in music-making sessions at home will be very beneficial.

As publishers, it is our pleasure to offer an outstanding course of instruction, prepared for you by three of the nation's leading music educators.

We offer our best wishes to you and your child in your new adventure. It is certain to be exciting and richly rewarding!

THE PUBLISHERS

A NOTE TO TEACHERS



Dear Teachers,

Welcome to Alfred's Basic Piano Library!

This is a new, easy, step-by-step method. It emphasizes correct playing habits and note reading through interval recognition. It gives a solid foundation in music theory. It is a **true multi-key approach**. Although key signatures are not introduced in Level 1A, the student actually plays in **seven different keys!** The student plays satisfying and entertaining pieces from the very first lesson. Each new challenge brings enjoyment to the student and the teacher, and because the material progresses so carefully, it is problem-free. For reinforcement of each principle as it is introduced, supplementary material is carefully coordinated, page for page, at each level of instruction.

Here is an outline of the basic contents of this book:

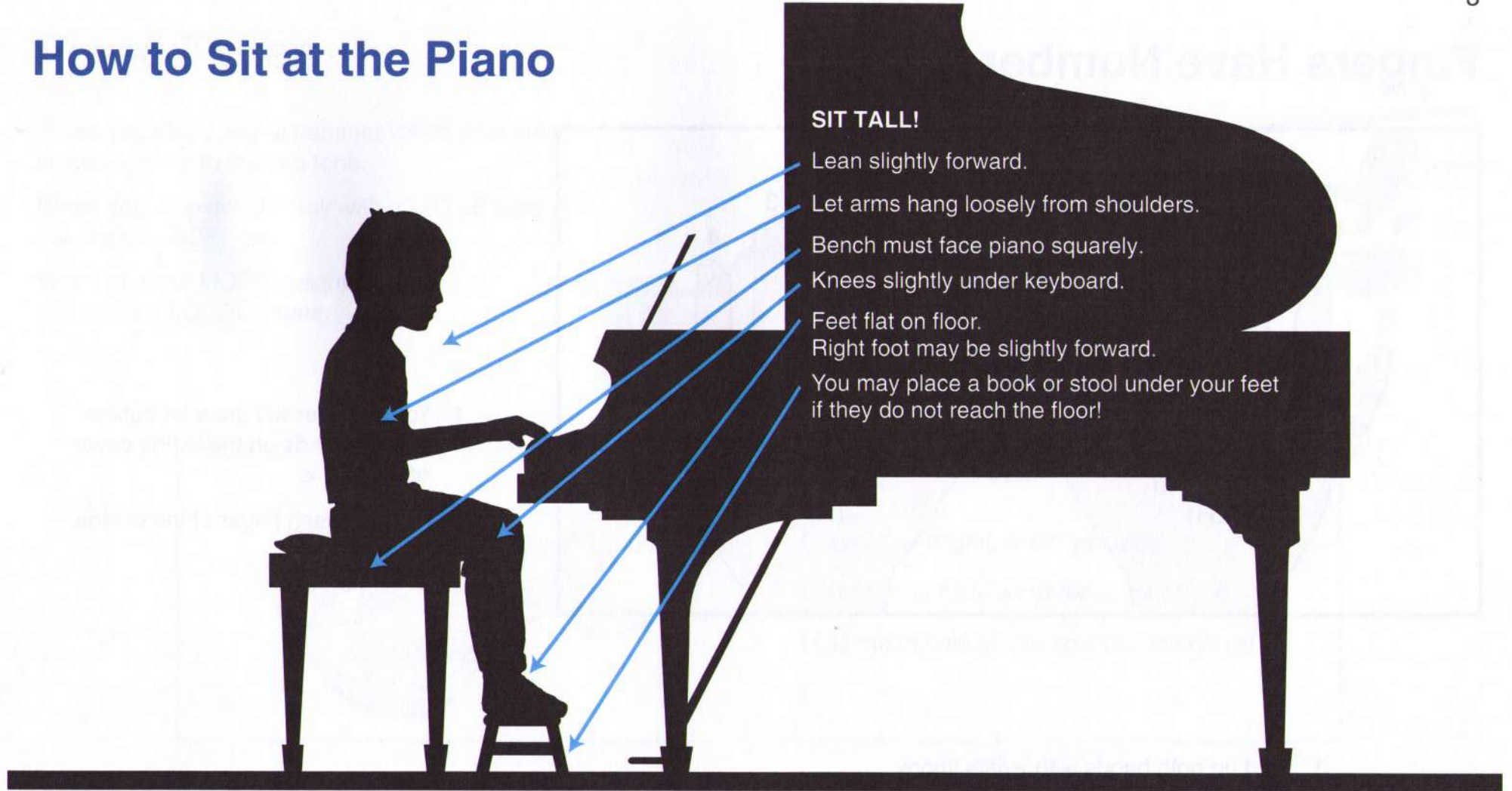
- | | |
|-------------|--|
| pages 3–5 | Introduction to playing. |
| pages 6–17 | Keyboard orientation and finger number recognition. Tunes on the black keys for rhythmic reading and development of finger skills. Elementary dynamics. The use of this section avoids the association of any finger numbers with any key, black or white. |
| pages 18–26 | Fluent recognition of key-names through letter-notes. Tunes in MIDDLE C POSITION for more skill development and rhythmic reading. |
| pages 27–32 | Introduction to the GRAND STAVE. |
| pages 33–49 | Intervallic reading in C POSITION. Melodic & harmonic intervals. Legato. |
| pages 50–58 | Intervallic reading in G POSITION. Sharps & flats. More dynamics. Staccato. |
| pages 59–64 | Review pieces. Test & certificate. |

As you leaf through this book you will notice the clean and uncluttered pages, the clear music engraving, and the attractive art work, designed to complement the music and to appeal to all.

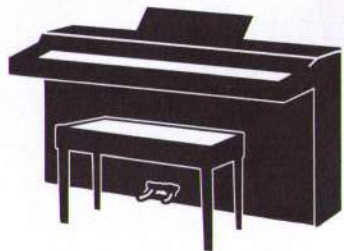
The authors hope that these pages will help you to open the door of the WONDERFUL WORLD OF MUSIC to many students.

Willard A. Palmer, Morton Manus & Amanda Vick Lethco

How to Sit at the Piano



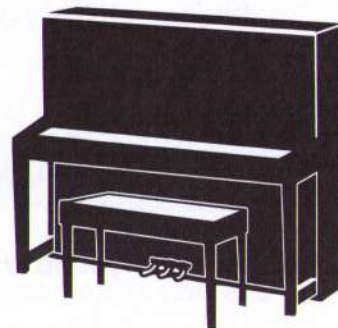
Pianos come in several different sizes and styles.
Which kind of piano do you have?



DIGITAL PIANO



SPINET PIANO

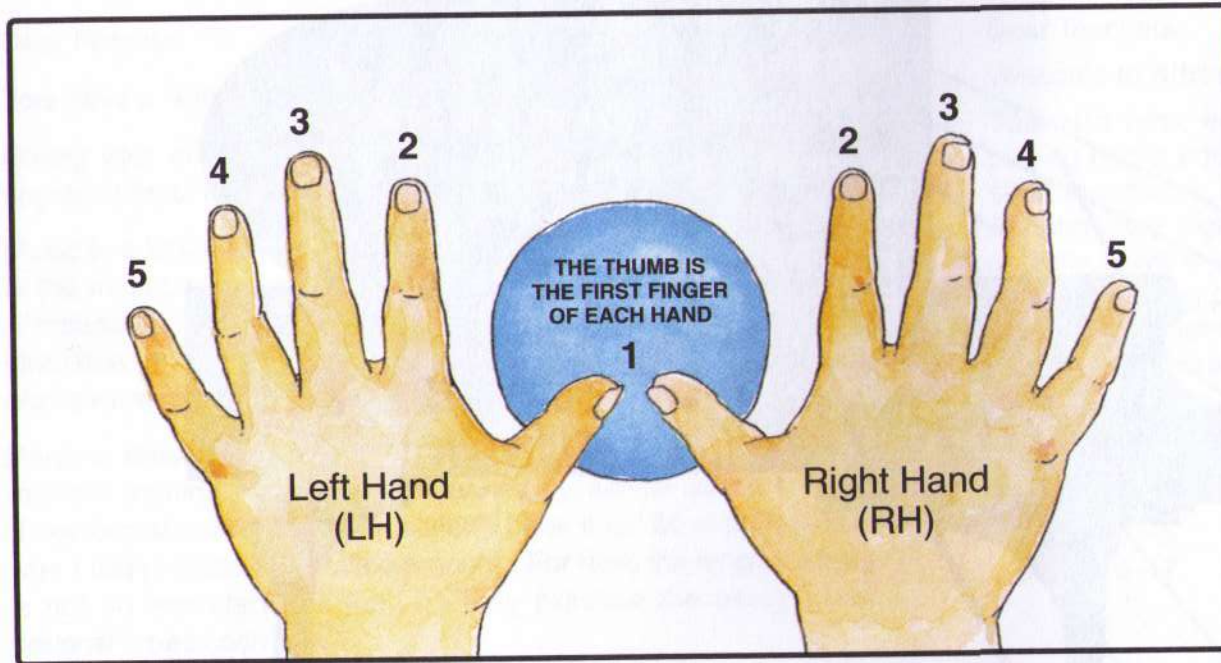


UPRIGHT PIANO



GRAND PIANO

Fingers Have Numbers



1. Your teacher will draw an outline of your hands on the inside cover of this book.
2. Number each finger of the outline.

3. Hold up both hands with wrists floppy.

- Wiggle both 1's.
- Wiggle both 2's.
- Wiggle both 3's.
- Wiggle both 4's.
- Wiggle both 5's.

Your teacher will call out some fingers for you to wiggle.

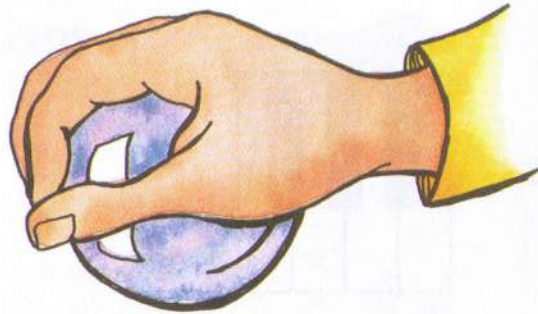
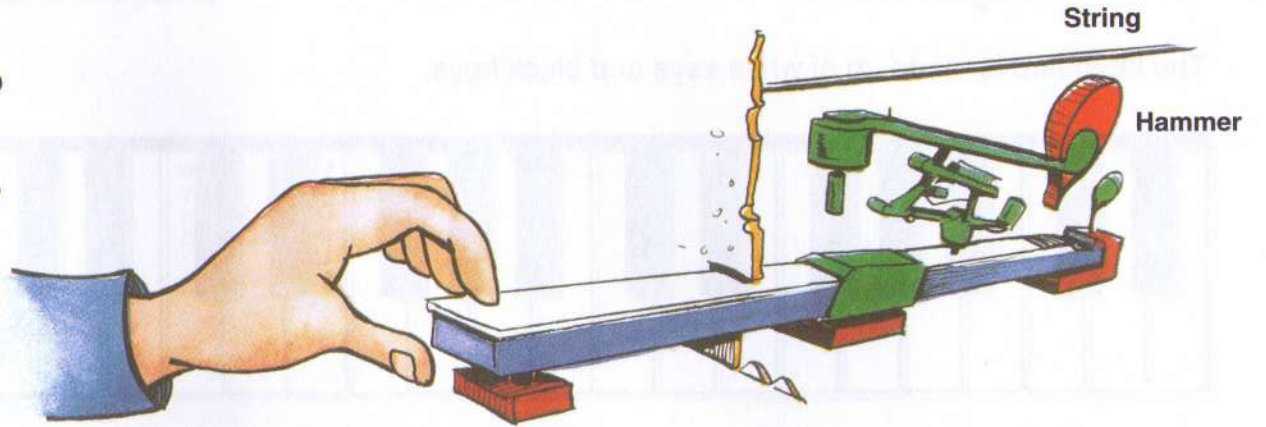


Piano Tones

When you play a key, a hammer inside your piano strikes a string to make a tone.

When you drop into the key with a LITTLE weight, you make a SOFT tone.

When you use MORE weight, you make a LOUDER tone.



Curve your fingers when you play!

Pretend you have a bubble in your hand.

Hold the bubble gently, so it doesn't break!

1. Play any white key with the 3rd finger of either hand, softly.
2. See how many times you can repeat the same key, making the tone a little louder each time you play.

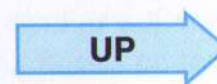
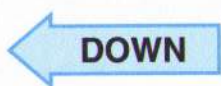
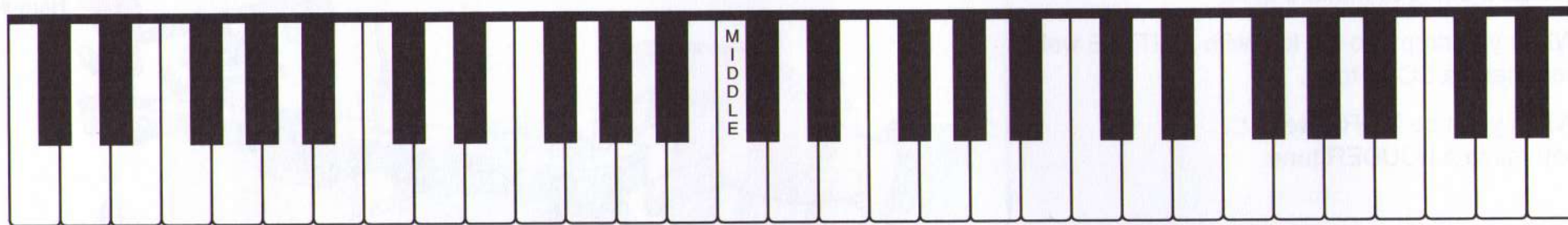
Before you play any key you should always decide how soft or loud you want it to sound.

For the first pieces in this book, play with a MODERATELY LOUD tone.

Always LISTEN CAREFULLY to the music you are making!

The Keyboard

The keyboard is made up of white keys and black keys.



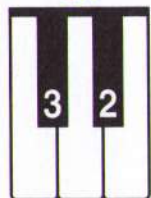
Black keys are in groups of 2's

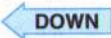


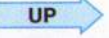
and 3's



LH



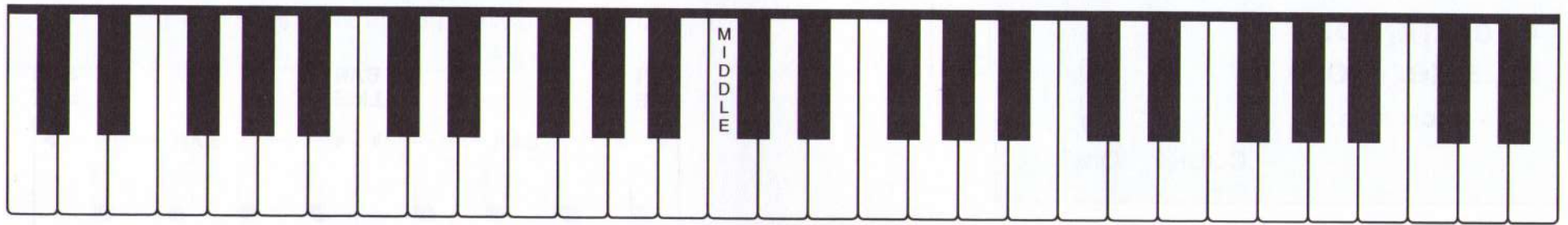
1. Using LH 2 3, begin at the middle and play all the 2 black key groups going  the keyboard (both keys at once).
2. Play them again, one key at a time.
PLAY: LH 2 3.
SAY: "Step down" as you play each pair.

3. Using RH 2 3, begin at the middle and play all the 2 black key groups going  the keyboard (both keys at once).
4. Play them again, one key at a time.
PLAY: RH 2 3.
SAY: "Step up" as you play each pair.

RH



Low Sounds and High Sounds



← DOWN (Lower)

LOW SOUNDS



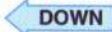
UP (Higher) →

HIGH SOUNDS




LH



1. Using LH 2 3 4, begin at the middle and play all the 3 black key groups going  the keyboard (all 3 keys at once).
2. Play them again, one key at a time.
PLAY: LH 2 3 4.
SAY: "Step - ping down."

RH



3. Using RH 2 3 4, begin at the middle and play all the 3 black key groups going up  the keyboard (all 3 keys at once).
4. Play them again, one key at a time.
PLAY: RH 2 3 4.
SAY: "Step - ping up."

You are now ready to begin Ear Training Book, Level 1A.

Music is made up of **short** tones and **long** tones.
We write these tones in **notes**, and we measure
their lengths by **counting**.

Crotchet or Quarter Note

a **short** note.

COUNT: "One"



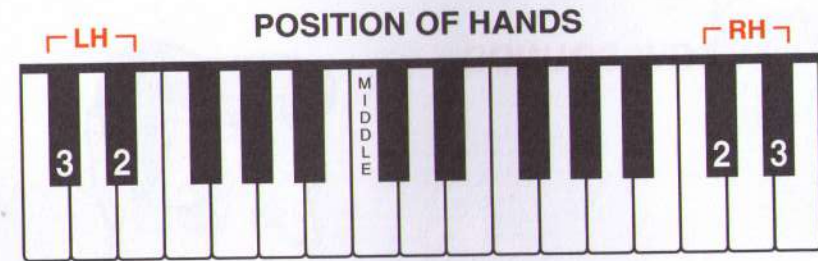
When we clap or tap **ONCE** for each note,
we call it clapping or tapping the **RHYTHM**.
Clap or tap the following rhythm, counting aloud.

BAR LINES divide the music into equal **BARS**.

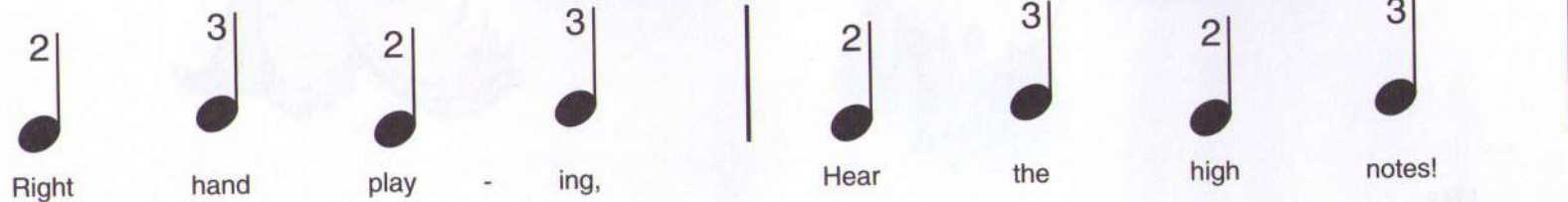


Right & Left

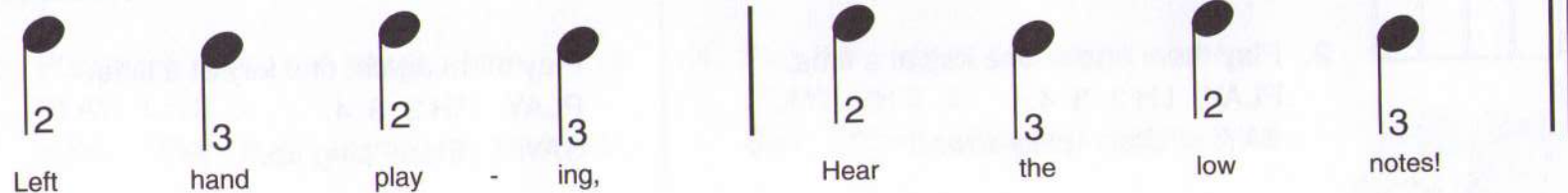
1. Play & say the finger numbers.
2. Play & sing the words.



RH Fingers:
(Stems UP)



LH Fingers:
(Stems DOWN)



DOUBLE BAR
used at
the end.

You are now ready to begin using Alfred's Basic Piano Library **FLASH CARDS**.

Minim or Half Note

a long note.



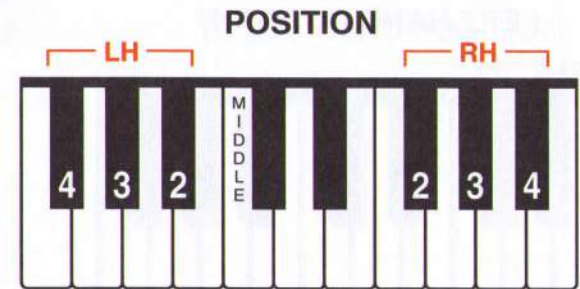
COUNT: "One - two"

1. Clap (or tap) the following rhythm.
2. Clap **ONCE** for each note, counting aloud as you clap.

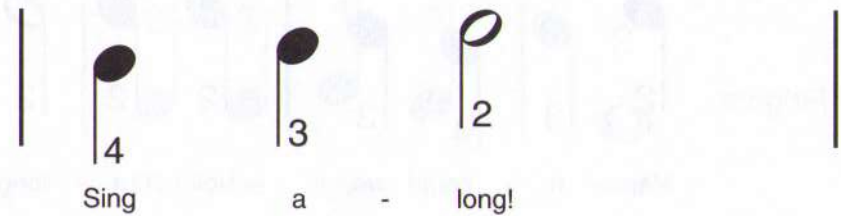


Left & Right

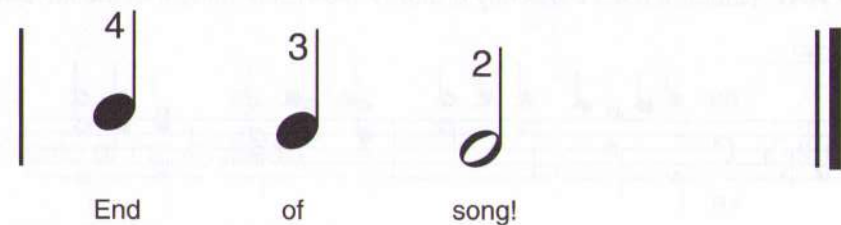
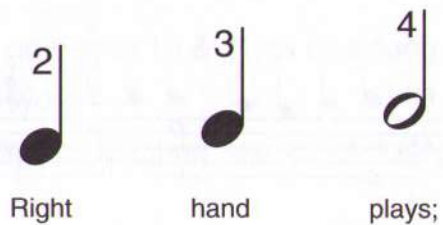
1. Clap (or tap) the rhythm, counting aloud.
2. Play & say the finger numbers.
3. Play & sing the words.



LH Fingers:



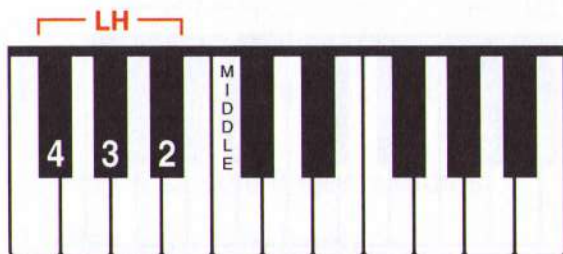
RH Fingers:



1. Clap (or tap) & count.
2. Play & count.
3. Play & sing the words.



LEFT HAND POSITION



Merrily We Roll Along

(FOR LEFT HAND)

LH Fingers:

2 3 4 3 | 2 2 2 | 3 3 3 | 2 2 2 |

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

DUET PART (Student uses black key groups ABOVE the middle of the keyboard.)

THIS PAGE:

NEXT PAGE:

Semibreve or Whole Note

a very long note.



COUNT: "One - two - three - four"

1. Clap (or tap) the following rhythm.

2. Clap **ONCE** for each note, counting aloud as you clap.

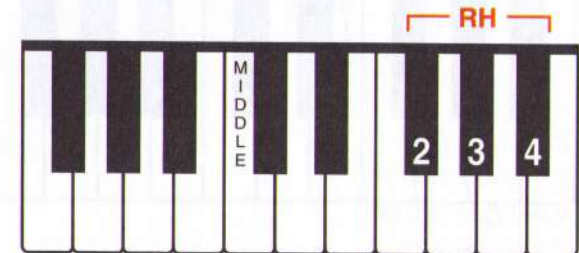


1. Follow 1–3 at the top of page 10.

O'er the Deep Blue Sea

(FOR RIGHT HAND)

RIGHT HAND POSITION



RH Fingers:

Mer - ri - ly we roll a - long, O'er the deep blue sea!

2. Play the music on pages 10 & 11 as one song. Count aloud.

3. Play & sing the words.

4. Play a duet with your teacher. Use black key groups **ABOVE** the middle of the keyboard.

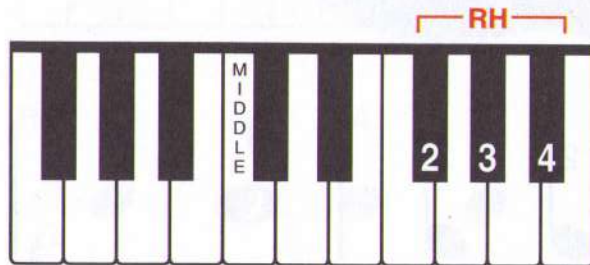
You are now ready to begin THEORY BOOK, Level 1A.

Hand-Bells

PART 2 (FOR RIGHT HAND)

Follow 1–4 at the top of page 12.

Use these steps for each new piece.



TWO DOTS
mean go back
to the beginning
and play again.

p RH 2 | 3 | 4 | 3 | | 2 | 3 | 4 | | ***f*** 2 | 4 | | 2 | :||

Hap - py sounds for all to hear, Ding, dong, ding!

Joy - ful sounds are ev - 'ry - where.

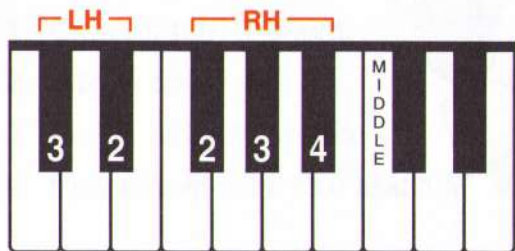
DUET PART

8va throughout

You are now ready to begin RECITAL BOOK, Level 1A.

Jolly Old Saint Nicholas

PART 1 (FOR BLACK KEY GROUPS BELOW MIDDLE)



RH *f* 4 | 4 | 4 | 4 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 4

Jol - ly Old Saint Nich - o - las, lean your ear this way!

LH 2 | 2 | 2 | 2 | 3 | 3 | **RH** 2 | 3 | 2 | 3 | 4 | 3

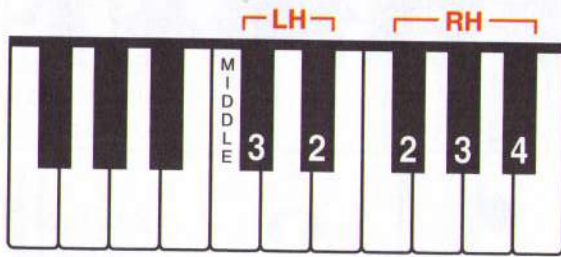
Don't you tell a sin - gle soul what I'm going to say;

Move both hands up!

DUET PART (Student plays on black key groups ABOVE the middle of the keyboard.)

Jolly Old Saint Nicholas

PART 2 (FOR BLACK KEY GROUPS ABOVE MIDDLE)



RH 4 4 4 4 | 3 3 3 | 2 2 2 2 | 4 |

p Christ - mas Eve is com - ing soon, now, you dear old man,

LH 2 2 2 2 | 3 3 | **RH** 2 | 3 2 3 4 | 2 ||

Whis - per what you'll bring to me, tell me if you can!

After you learn PART 2:

1. Play Part 1 and then Part 2 to make one song!
2. Move both hands to the next higher black key groups and play a duet with your teacher.

Old MacDonald



END HERE
after playing
the next page!

RH 2 | 2 | 2 | | 4 | 4 | 3 | 3 | | 2 |

f Old Mac - Don - ald had a farm, E - I - E - I - O!

LH 3 | 2 | 2 | 3 |

RH 2 | 2 | 2 | | 4 | 4 | 3 | 3 | | 2 |

On that farm he had a duck, E - I - E - I - O!

LH 3 | 2 | 2 | 3 |

DUET PART

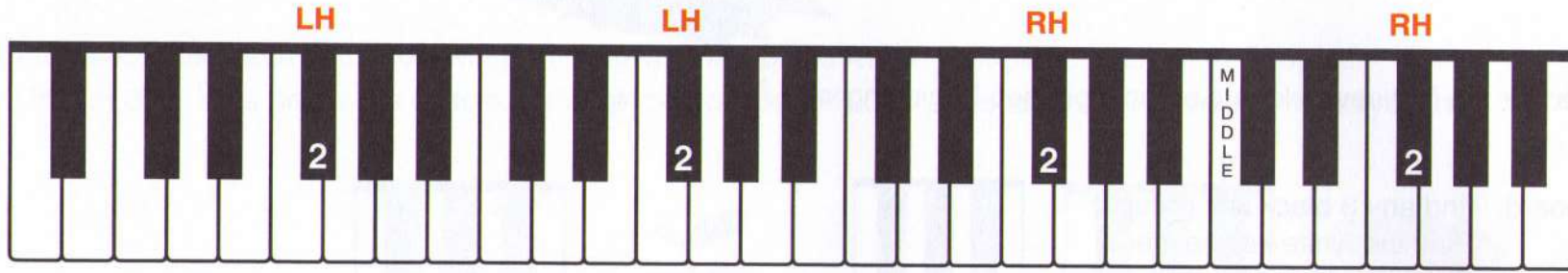
RH **LH** *mf*

1. 2.

For the next page, rest 4 bars.
Then repeat the above, taking the 2nd ending.



Sound Effects



Play LH 2 on bottom key of lowest 3 black key group on the keyboard.

BEGIN HERE



f
LH 2 2 2
Quack, quack, here,



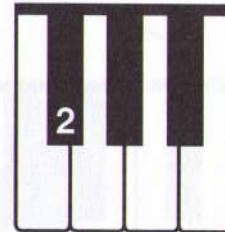
MOVE UP TO RIGHT



2 2 2
Quack, quack, there,



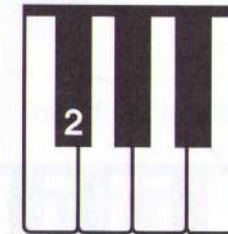
HIGHER & HIGHER



RH 2 2 2 2
Here a quack, quack,



AS YOU PLAY.



Now end *OLD MACDONALD* by repeating the 1st line on page 16.

2 2 2 2
There a quack, quack.



Play the entire song as many times as you like. Use different animals: PIG ("oink, oink, here.")
COW ("moo, moo, here.")

Add as many animals as you wish to MacDonald's farm.

A B C D E F G

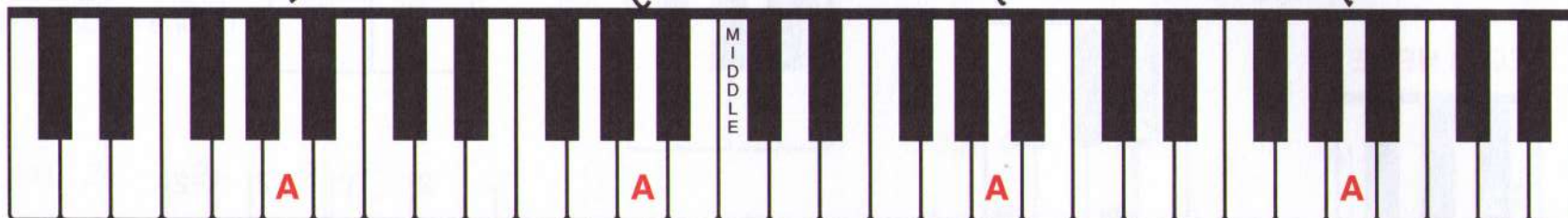


Piano keys are named for the first seven letters of the alphabet, beginning with **A**.

To find A on the keyboard: find any 3 black key group. Play the white key between the 2nd and 3rd black keys.



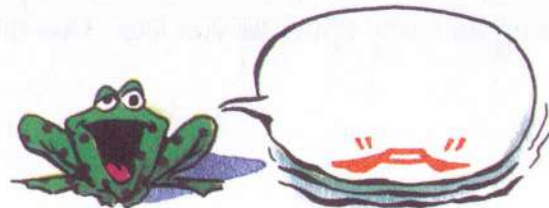
1. Look at the A's on this keyboard:



2. Find all the A's on the short keyboards below. Print an A on each one:

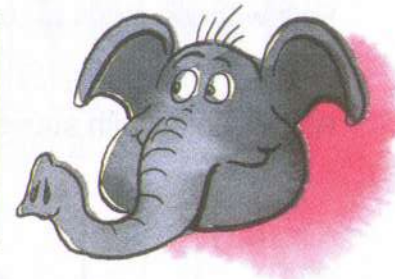
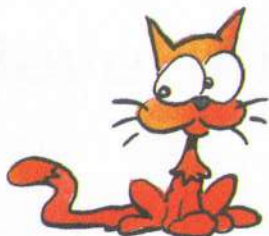


The lowest key on your piano is A.



An Easy Way to Find Any White Key

Play and name each of the following white keys. Play all the A's on your piano, then all the B's, etc.
Use LH 3 for keys *below* the middle of the keyboard. Use RH 3 for keys *above* the middle of the keyboard.



You can now name every white key on the piano. The key names are: **A B C D E F G** used over and over!

Play and name every white key going up the keyboard, beginning with bottom key A.

You are now ready to begin NOTESPELLER, Level 1A.

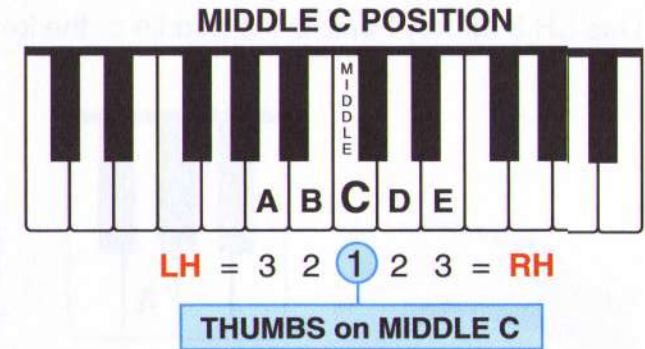
Come and Play!



1. Clap (or tap) & count.
2. Play & count.
3. Play & say note names.
4. Play & sing the words.

Follow these steps for each new piece.

The C nearest the middle of the keyboard (under the brand name of the piano) is called "Middle C."



RH = Notes with stems UP

LH = Notes with stems DOWN

RH 1 *f* C D E | E D C | C B A B C :||


1. Come and play! | Come and play! | Let the game be - gin!
 2. Come and play! | Come and play! | Try your best to win!

DUET PART

Music has numbers at the beginning called the TIME SIGNATURE.

$\frac{4}{4}$ means 4 beats to each bar.
 $\frac{4}{4}$ a crotchet (quarter note) gets one beat.

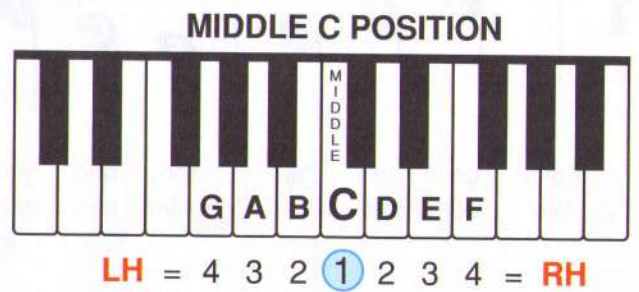
1. Clap (or tap) the following rhythm.
2. Clap ONCE for each note, counting aloud as you clap.

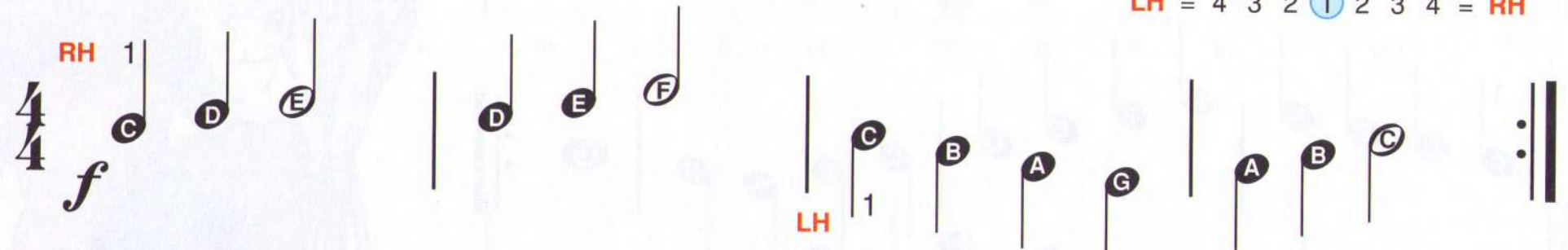
$\frac{4}{4}$ 

COUNT: "1, 1, 1 - 2, 1 - 2 - 3 - 4"
 or: "1, 2, 3 - 4, 1 - 2 - 3 - 4"



My Clever Pup



$\frac{4}{4}$ *f* RH 1 

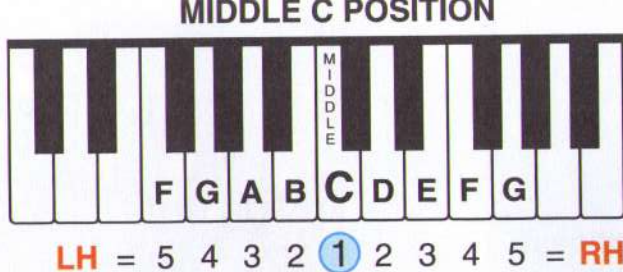
1. My dog's fun! My dog's neat! He's a ver - y clev - er pup!
 2. He stands on his front feet, When I hold his hind legs up!

DUET PART (Student plays 1 octave higher.)



NEW DYNAMIC SIGN

mf (mezzo forte) = moderately loud



The Zoo

mf

4/4

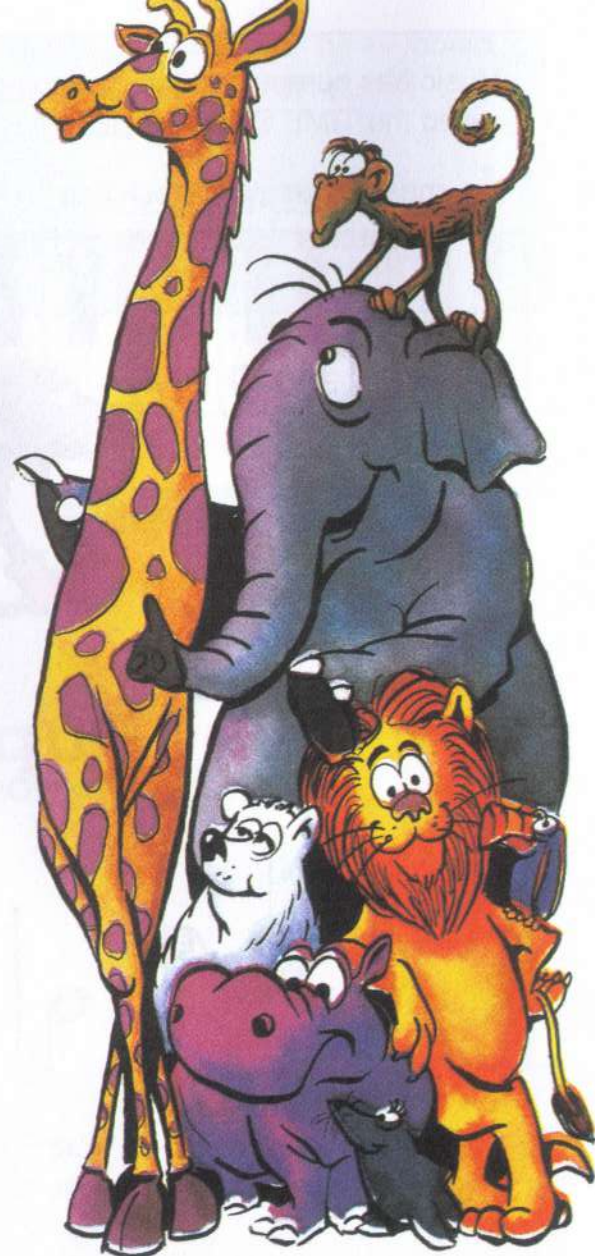
LH 1

1. Let's go to the zoo, and you can see the tall giraffe.
 2. We will see the chimpanzee, and Bears and tigers too.

RH 1

LH 1

Monkeys playing, swinging, swaying, Always make us laugh!
 There is fun for everyone when We go to the zoo!

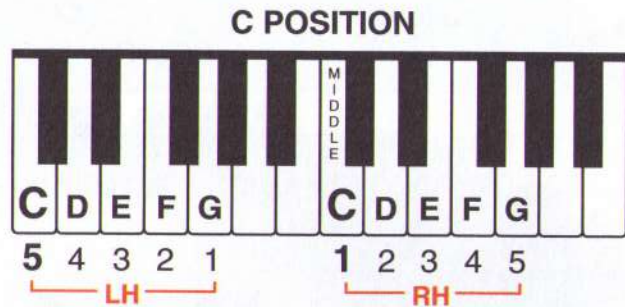


DUET PART (Student plays 1 octave higher.)

RH

LH *p*

Playing in a New Position



4/4 RH 1

mf C po - si - tion's ver - y E - zy, "C D E F G."

LH 1

Gee, I'm play - ing "C D E F G," as you can "C!"

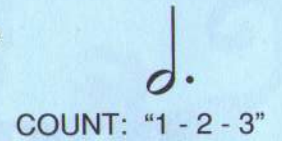
You are now ready to begin TECHNIC BOOK, Level 1A.

A NEW TIME SIGNATURE

3 means **3** beats to each bar.
4 a **crotchet** (quarter note) gets one beat.



Dotted Minim or
 Dotted Half Note
 a longer note.

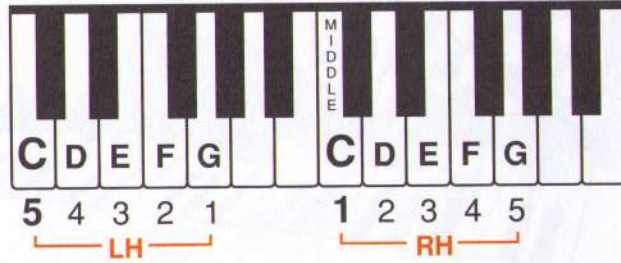


1. Clap (or tap) the following rhythm.
2. Clap ONCE for each note, counting aloud.



Sailing

C POSITION



3 **RH** 1
4
mf 1. Come,
 2. Sea

come,
 gulls

come to
 'round us

the
 will



sea!
 play.

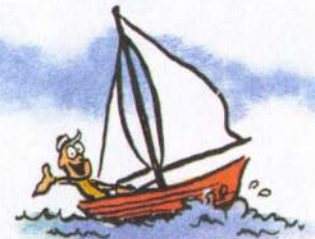
LH 1

 1

come,
 go

sail - ing
 sail - ing

with a
 me!
 way!



DUET PART (Student plays 1 octave higher.)

RH
LH *p*

Skating

C POSITION: Same as pg. 24



3/4 **RH** 1 |

mf 1. Here we go, here up we go, Skat - ing when a - long.
2. First we skate up the hill, And when we're done,

LH 1 |

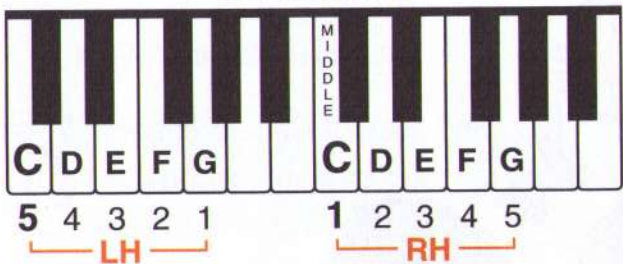
Here We can go, down we a - go, Sing That's - ing the this most song. fun!

Notes: G, D, E, C, D, E, D, E, F, G, F, E, F, E, D, C

TEACHER'S NOTE:

The DUET PART of *SAILING* may be played with *SKATING*.

C POSITION



1. Clap (or tap) the following rhythm.
2. Clap **ONCE** for each note, counting aloud.



Wishing Well



3/4 **RH** **p**

1. Oh,	what	sto	ries	I	could	tell,
2. If	you	made	a	wish	or	two,

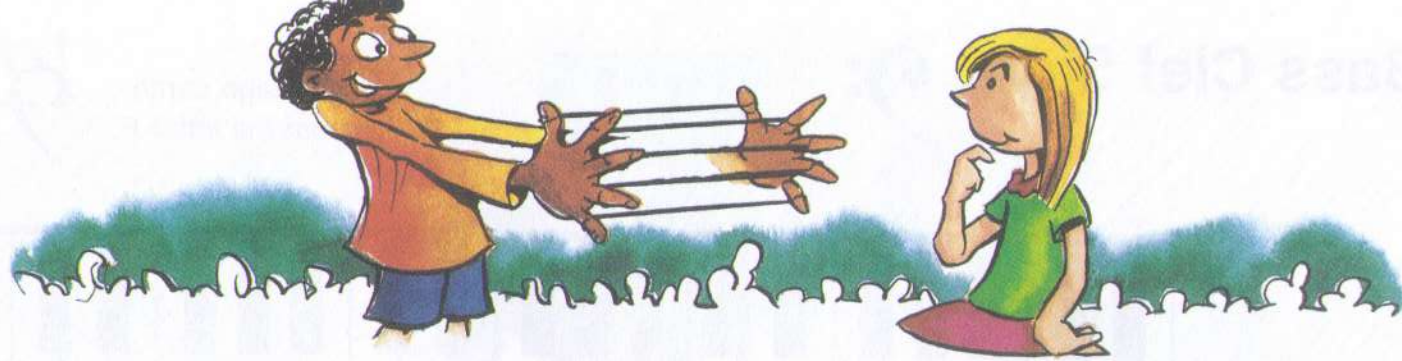
LH

If	I	were	a	wish	ing	well!
I	would	make	them	all	come	true!

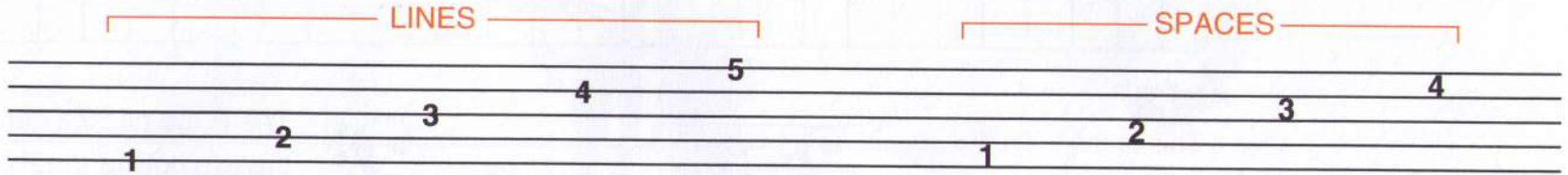


DUET PART (Student plays 1 octave higher.)

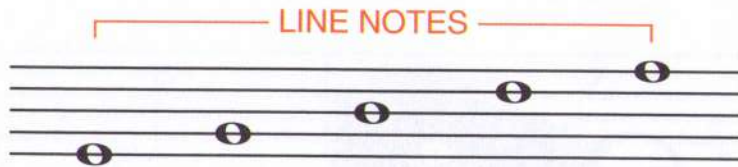
The Stave



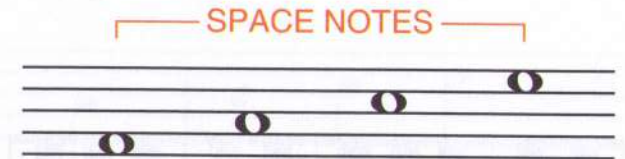
Music is written on a STAVE of 5 lines and 4 spaces:



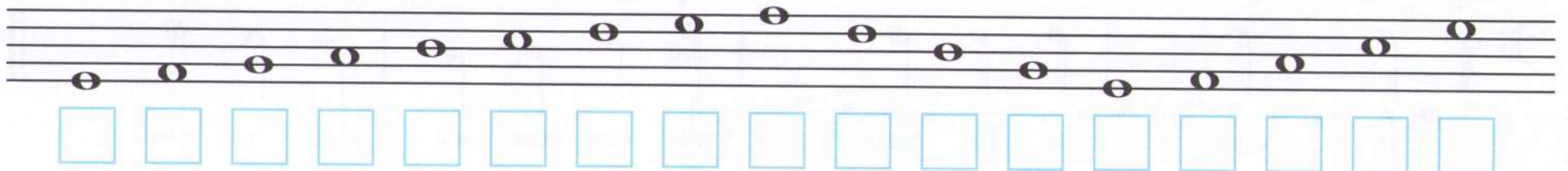
Some notes are written on LINES:



Some notes are written in SPACES:



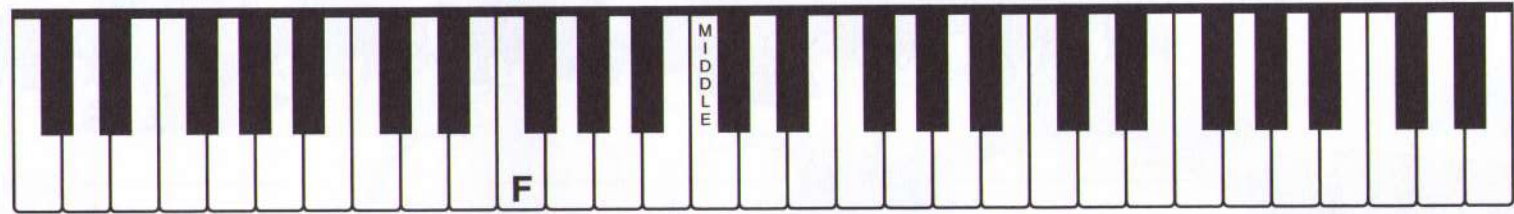
In the boxes below this stave, print an **L** below each LINE NOTE and an **S** below each SPACE NOTE.



The Bass Clef Sign

Locates the **F** below the middle of the keyboard.

This sign came from the letter **F**:

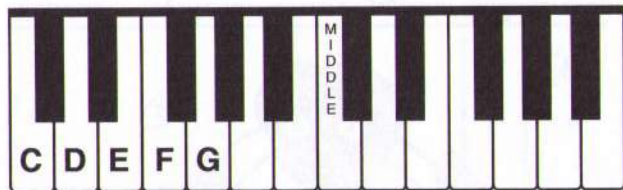


This is the **F** line.



The **F** line passes between the two dots of the **F** clef sign!

By moving up or down from this **F**, you can name any note on the bass staff.



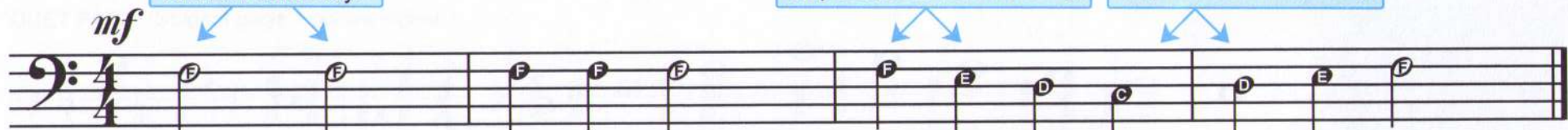
5 4 3 2 1
LH



Notes **REPEATED** on **same** line or space: **REPEAT same** key.

Notes stepping **DOWN** to next space or line: step **DOWN** to next white key.

Notes stepping **UP** to next space or line: step **UP** to next white key.



LH 2
F,

same,

still the same;

Then step down and

up a - gain.

Rain, Rain!



mf

LH 2
Rain, rain, go a - way! Come a - gain an - oth - er day!

Rain, rain, go a - way! My friend _____ wants to play!
(add name)

DUET PART

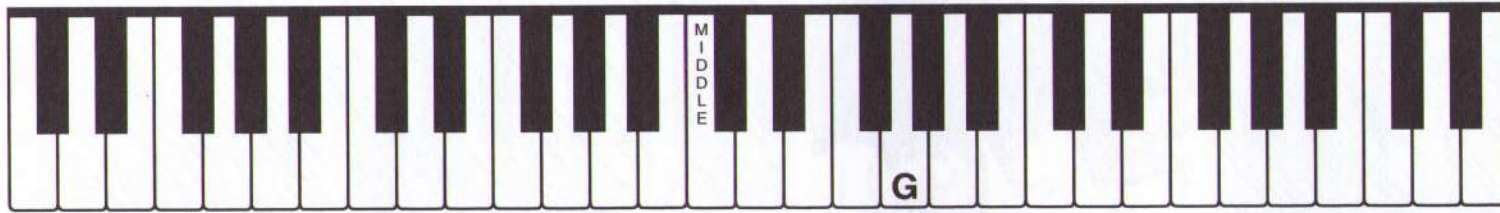
p

The Treble Clef Sign

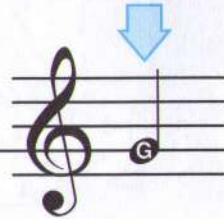


Locates the **G** above the middle of the keyboard.

This sign came from the letter **G**:

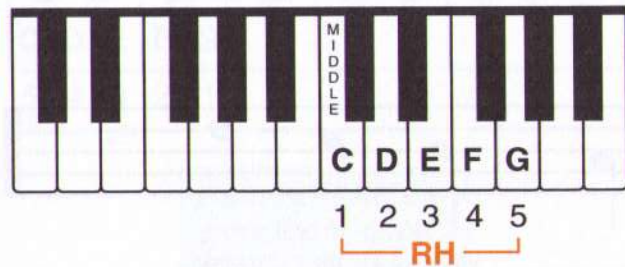


This is the **G** line.



The clef sign curls around the **G** line.

By moving up or down from this **G**, you can name any note on the treble stave.



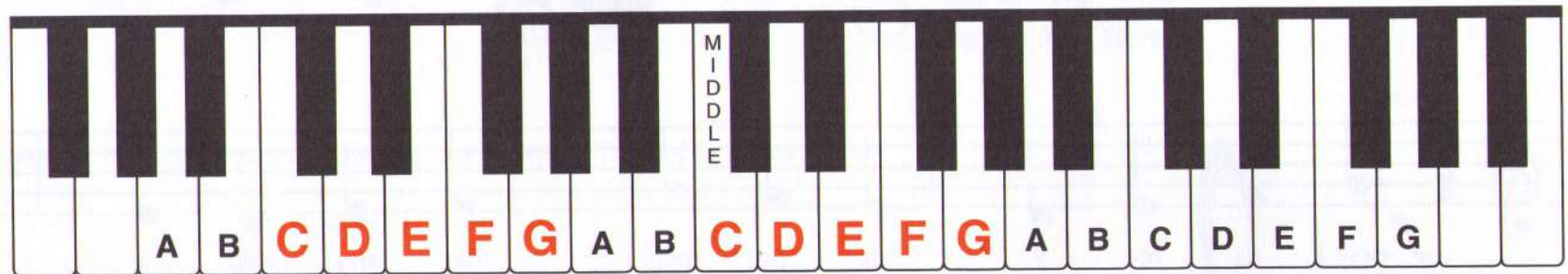
RH 5

mf G, down, down, down, up, up, G, G, down, down, to C.

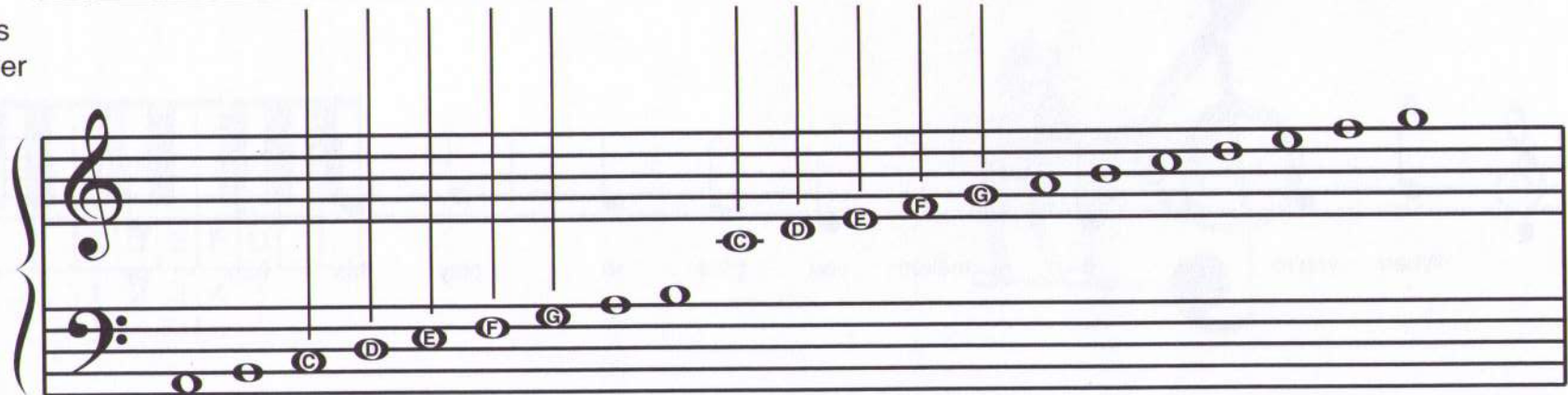
The Grand Stave

The BASS STAVE and TREBLE STAVE together make the GRAND STAVE.

A short line is used between them for MIDDLE C.



The TREBLE and BASS staves are joined together with a BRACE:



IMPORTANT! Only LH & RH C D E F G need be learned now!



C Position on the Grand Stave

FOR THE REST OF THIS BOOK:

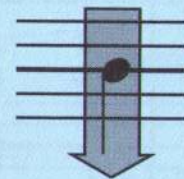
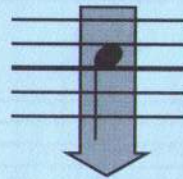
Notes in the TREBLE STAVE will be played with RH.



Notes in the BASS STAVE will be played with LH.

Notes ABOVE or ON the middle line have stems pointing DOWN.

Notes BELOW the middle line have stems pointing UP.

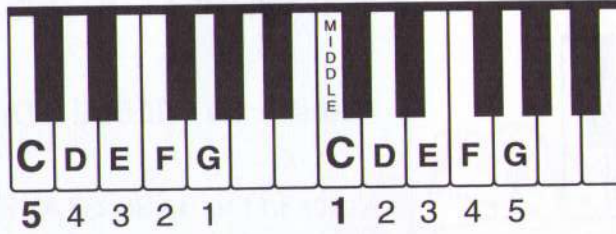


“Position C”

A Happy Song

(FOR BOTH HANDS)

C POSITION



Happily

RH 4

1. Here's a ver - y hap - py song!
 2. Play this ver - y hap - py tune,

Play and sing a - long!
 Morn - ing, night, or noon,

LH 1

RH 3

Play it, sing it!
 It's a treas - ure!

Sway it, swing it!
 It's a pleas - ure!

What a hap - py
 Play this hap - py

song!
 tune!

LH 1

DUET PART (Student plays 2 octaves higher than written.)

mf

simile

1. 2.

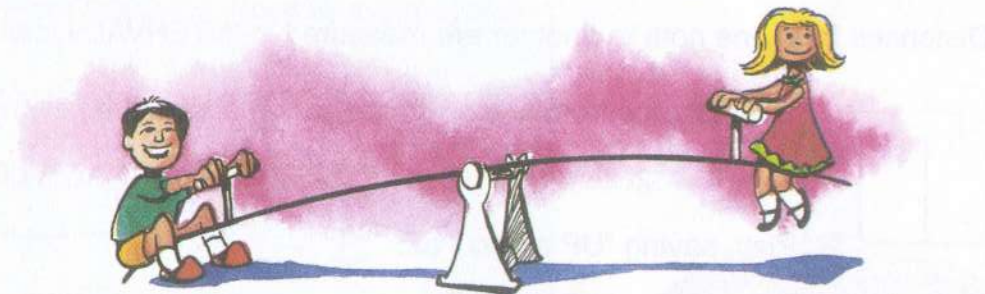
Legato Playing

LEGATO means SMOOTHLY CONNECTED.

To play LEGATO correctly, one finger must come up just as another goes down, like the ENDS OF A SEE-SAW.

This piece will make it easy for you to learn to play LEGATO.

PLAY SLOWLY! CONNECT SMOOTHLY!
LISTEN CAREFULLY!



See-Saws

C POSITION (See pg. 34)

SLUR

SLURS mean play LEGATO.

Slurs often divide the music into PHRASES.

A PHRASE is a musical thought or sentence.

Slow

The musical score is written for a single instrument in C major, 4/4 time, and is marked 'Slow' and 'mf'. It consists of two staves: a treble clef staff and a bass clef staff. The melody is primarily in the treble clef, with some accompaniment in the bass clef. A large slur covers the first two measures of the treble staff. The lyrics are as follows:

1. How smooth can le - ga - to be? On a see - saw we can see!
2. We can play le - ga - to now. See - saw mo - tions show us how!

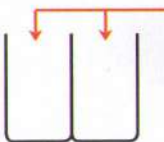
DUET PART (Student plays 1 octave higher.)

The Duet Part is written for two hands: Right Hand (RH) and Left Hand (LH). The RH part is in the treble clef and the LH part is in the bass clef. Both are in 4/4 time. The RH part is marked 'p' (piano). The score shows two measures of music, each with a slur over the notes. The first measure has a whole note chord in the LH and a half note in the RH. The second measure has a whole note chord in the LH and a half note in the RH.

Measuring Distances in Music

Distances from one note to another are measured in INTERVALS, called 2nds, 3rds, etc.

The distance from any white key to the next white key, up or down, is called a **2nd**.



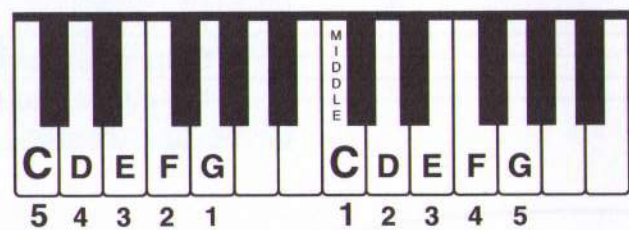
2nds are written LINE-SPACE or SPACE-LINE.

Play, saying "UP a 2nd," etc.

Up a 2nd Up a 2nd Down a 2nd Down a 2nd

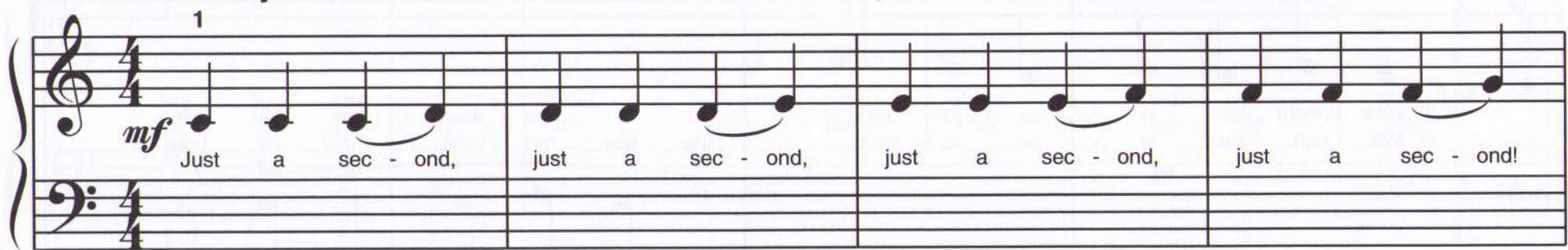
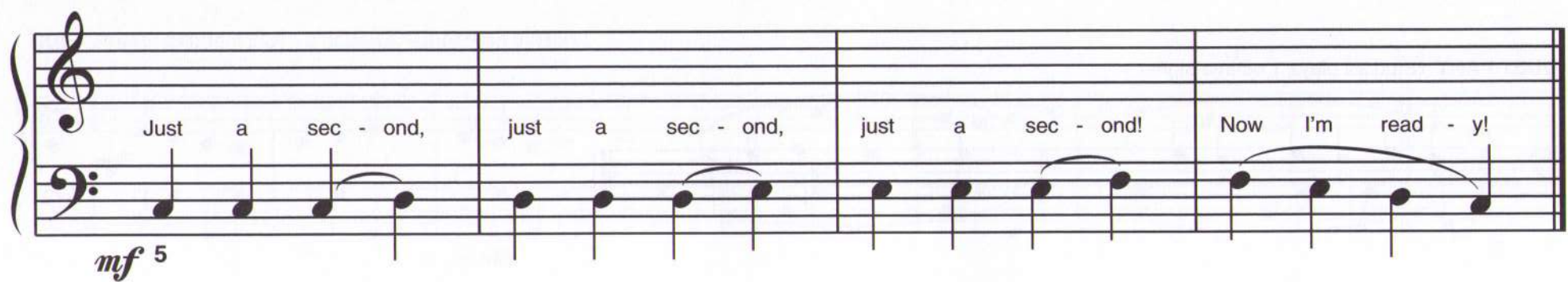


Up a 2nd Up a 2nd Down a 2nd Down a 2nd

Just a Second!

Moderately fast

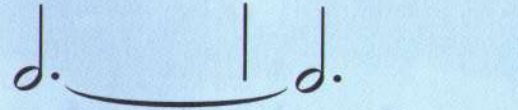




Balloons

TIED NOTES

When notes on the SAME LINE or SPACE are joined by a curved line, we call them TIED NOTES.

The key is held down for the COMBINED VALUES OF BOTH NOTES.



COUNT: "1 - 2 - 3, 1 - 2 - 3"

Moderately slow

1. Soar - ing so soft - ly they smooth - ly sail on by,
 2. Glid - ing so gent - ly they glim - mer on high,

p

2

(TIED NOTES)

Float - ing like clouds as they fly.
 Bright - 'ning the blue sum - mer sky.

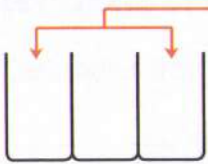
p

DUET PART (Student plays 1 octave higher.)

RH
 LH *p*



When you skip a white key, the interval is a **3rd**.



3rds are written LINE-LINE or SPACE-SPACE.

Play, saying "UP a 3rd," etc.

Up a 3rd Up a 3rd Down a 3rd Down a 3rd

Up a 3rd Up a 3rd Down a 3rd Down a 3rd



Play a Third

Moderately fast

1

mf Play a third, Play a third, Play a third, Skip a white key.

mf 5

Here's a third, Here's a third, Here's a third, I'm sure you know!

Mexican Hat Dance



Happily

1. Play it!
2. Dance it!

Play Dance it!

Play Dance it!

Play the fa - mous Hat Dance!
Dance the fa - mous Hat Dance!

1

5

Play Dance it!
Dance it!

Play Dance it!
Dance it!

Play it now for
It's such fun to me!
see!

DUET PART (Student plays 1 octave higher.)

RH

LH *mf*

More about Intervals



When notes are played separately they make a MELODY.

We call the intervals between melody notes MELODIC INTERVALS.

1. Play these MELODIC 2nds & 3rds. Listen to the sound of each interval.



mf 1

2nd 3rd

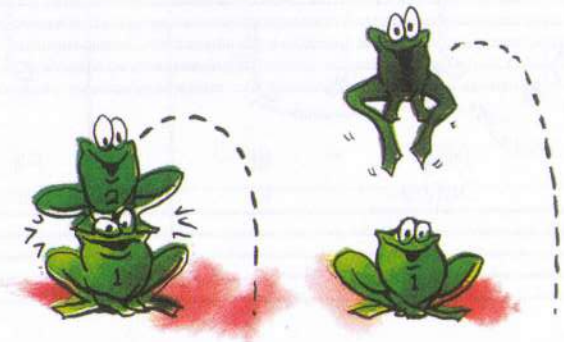
mf 1

2nd 3rd

When notes are played together they make HARMONY.

We call the intervals between these notes HARMONIC INTERVALS.

2. Play these HARMONIC 2nds & 3rds. Listen to the sound of each interval.



mf

2 1 3 1

(2nd) (3rd)

(2nd) (3rd)

mf 1 2 1 3

RESTS are signs of **SILENCE**.

This is a **CROTCHET OR QUARTER REST**.

It means **REST FOR THE VALUE** of a **CROTCHET**.

1. Clap (or tap) the following rhythm.
2. Clap **ONCE** for each note, counting aloud.
3. Do not clap for the **REST**!



Rock Song

Brightly

4

f 1. Rock is mel - o - dic! hand!
2. Rock with the right hand! Rock Rock is with har the - mon left - ic! hand!

f 1 3

3

Rock Rock is with mel - o - dic! hand! Rock Rock is with har the - mon left - ic! hand!

1 3 1 2

DUET PART (Student plays 1 octave higher.)

In *ROCKETS*, harmonic intervals (2nds & 3rds) are played by the left hand in the last two bars of each line.

Play the harmonic intervals softer than the melody.
The melody must always be clearly heard!

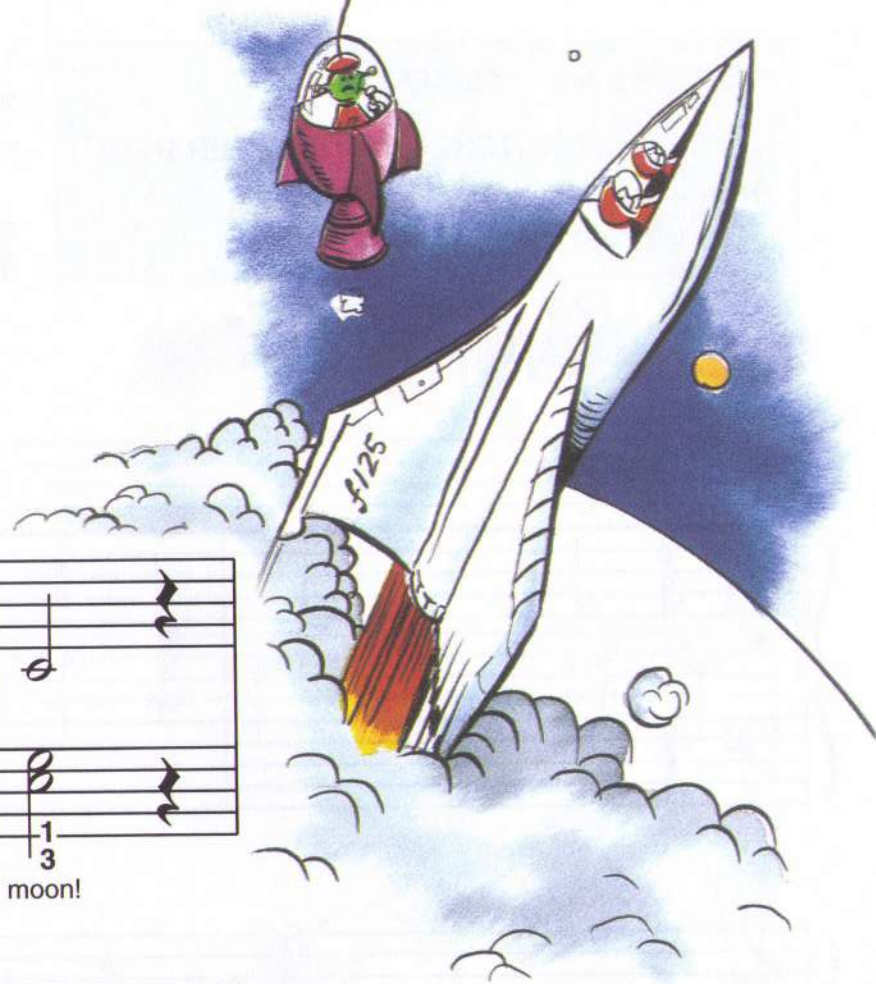
Rockets

Moderately fast

Rock - ets go up, and they land on the moon!

Rock - ets will trav - el to oth - er worlds soon!

IMPORTANT! Play *ROCKETS* again, playing the 2nd line one octave (8 notes) higher.
The rests at the end of the 1st line give you time to move your hands to the new position!



In this piece, harmonic intervals are played by the right hand in the last two bars of each line.

Play the harmonic intervals softer than the melody, so the melody can always be clearly heard!

Sea Divers



Moderately slow

5 2 3

mf

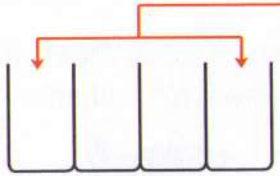
Down in the o - cean the sea div - ers go.

p

May - be they'll find man - y treas - ures be - low!

IMPORTANT! Play *SEA DIVERS* again, playing the 2nd line one octave lower!

When you skip 2 white keys, the interval is a 4th.



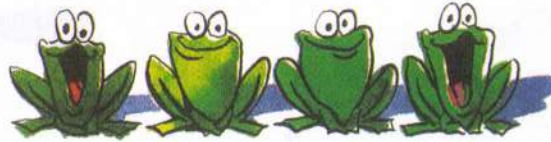
4ths are written LINE-SPACE or SPACE-LINE.

Play, saying "UP a 4th," etc.

Up a 4th Down a 4th Up a 4th Down a 4th

Up a 4th Down a 4th Up a 4th Down a 4th

Play a Fourth



Moderately fast

1 4

mf Play a fourth and then a third. *f* That's the best I ev - er heard!

mf *f*

5 2

Play them with the oth - er hand. You're the great - est in the land!

DUET PART (Student plays 1 octave higher.)

RH LH *p* *mp*

Fourths Are Fun!

Find the 4ths before you play!



Moderately fast

1 2

f Let's play a fourth! Let's play a fourth! They're so much fun to play!

This system of musical notation is in 3/4 time. The treble clef staff contains the melody, starting with a forte (*f*) dynamic. The lyrics are: "Let's play a fourth! Let's play a fourth! They're so much fun to play!". The first measure is marked with a '1' and the second with a '2'. The bass clef staff provides a simple accompaniment.

Let's play a fourth! Let's play a fourth! I love to play them all day!

f 5 4

This system continues the melody. The lyrics are: "Let's play a fourth! Let's play a fourth! I love to play them all day!". The first measure is marked with a forte (*f*) dynamic and the number '5'. The second measure is marked with the number '4'. The bass clef staff continues the accompaniment.

DUET PART (Student plays 1 octave higher.)

RH LH *mf*

1. 2.

This section is a duet part for the right hand (RH) and left hand (LH). The RH part is in 3/4 time and consists of a sequence of chords, starting with a mezzo-forte (*mf*) dynamic. The LH part consists of a simple bass line. There are two first endings (1. and 2.) indicated by brackets above the staff.

Old Uncle Bill



Before playing hands together:

1. Play the left hand. Name each harmonic interval.
2. Play the right hand. Name each melodic interval.

f-p means
1st time *f*,
2nd time *p*.

Moderately fast

1. Old Un - cle Bill Lived on a hill.
2. I love old Bill, I al - ways will.

DUET PART (Student plays 1 octave higher.)



Love Somebody

■ This is a **SEMIBREVE OR WHOLE REST**.
It means **REST FOR THE VALUE** of a SEMIBREVE or any **WHOLE BAR**.

Before playing hands together:

1. Play the left hand. Name each harmonic interval.
2. Play the right hand. Name each melodic interval.



Merrily

1. Love some - bod - y, yes I do!
2. Love some - bod - y; want to hear?

Love some - bod - y, won't say who!
Let me whis - per in your ear.

1 2 3 4 4 3 2

Love some - bod - y, can you guess
Love some - bod - y, now you've guessed!

Who's the one that I love best?
You're the one that I love best!

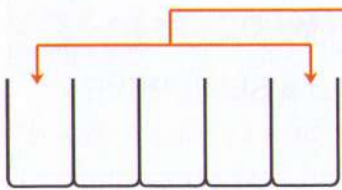
f both times

DUET PART (Student plays 1 octave higher.)

8va throughout

RH
LH
mf-pp *mf*

When you skip 3 white keys, the interval is a **5th**.

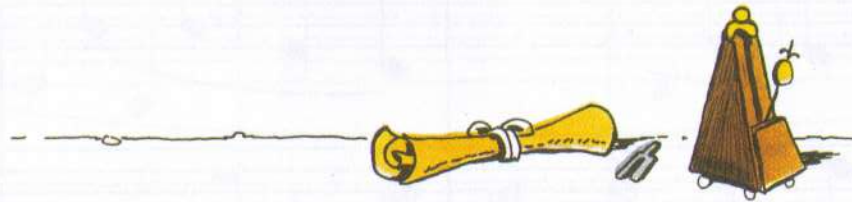


5ths are written LINE-LINE or SPACE-SPACE.

Play, saying "UP a 5th," etc.



My Fifth



Seriously



Ludwig van Beethoven

Playing in G Position

MIDDLE

RH 1 2 3 4 5

LH 5 4 3 2 1



Play & say the note names.

“Position G”

“G A B C D C B A,” Gee, I like “po - si - tion G.”

mf

“G A B C D C B A,” Gee, it’s eas - y you’ll a - gree!

Jingle Bells!

G POSITION (See pg. 50)



Merrily

3

f Jin - gle bells! Jin - gle bells! Jin - gle all the way! Oh, what fun it is to ride a one-horse o - pen sleigh!

1
5

Jin - gle bells! Jin - gle bells! Jin - gle all the way! Oh, what fun it is to ride a one-horse o - pen sleigh!

4 1

DUET PART

8va throughout

mf *legato*

1. 2.

Willie & Tillie

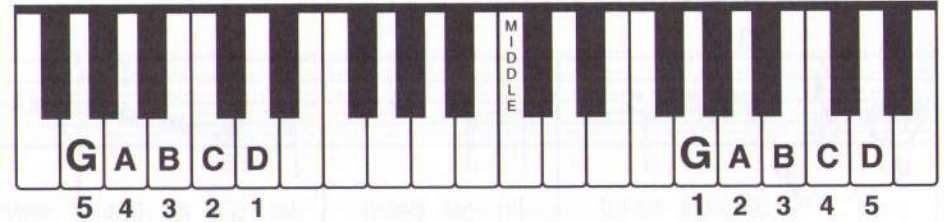
(A RIDDLE)



INCOMPLETE BAR

Some pieces begin with an INCOMPLETE BAR. The first bar in this piece has only 1 count. The 2 missing counts are found in the last bar! When you repeat the whole song, you will have one whole bar of 3 counts when you play the last bar plus the first bar.

G POSITION



Cheerfully

mf

1. My old Un cle of Wil - lie loves dear old Aunt Til - lie; He
 2. They're both fond cle of fid - dles and puz - zles Aunt and rid - dles, But
 And
 Now
 5

al - so likes bass - es and dou - ble bas - soons.
 they nev - er cared much for games or for rhymes.

dear old Aunt Til - lie a - dores Un - cle Wil - lie; She
 tell me why Wil - lie and Til - lie are sil - ly. Why

al - so likes bells and bal - loons.
 do they like pen - nies, not dimes?




For the answer, turn the book upside down.

Because of their names, Willie and Tillie decided that they like only things that are spelled with double letters.

A Friend Like You

This piece begins with an incomplete bar of 3 counts. The missing count is in the last bar.

Before playing hands together, play the LH alone, naming each harmonic interval.

 This is a **MINIM OR HALF REST**.
It means **REST FOR THE VALUE** of a MINIM.

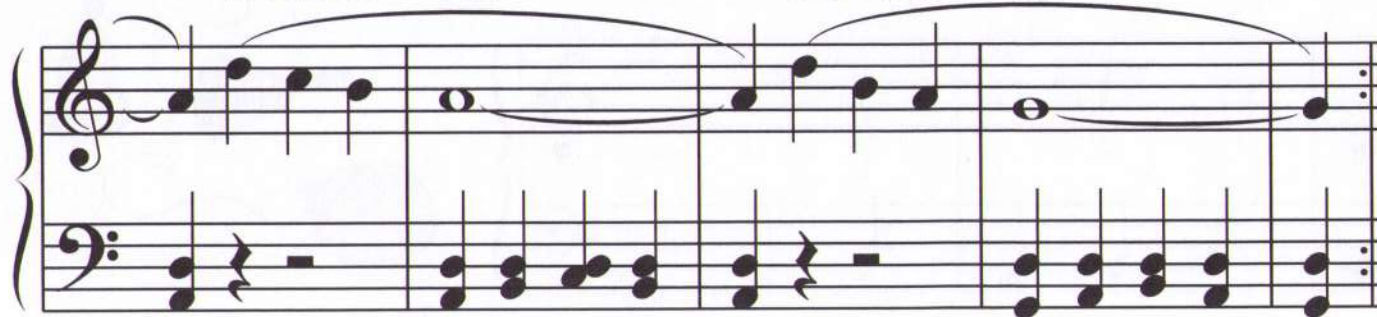
Moderately slow

1. A friend like you is hard to find.
2. Where could I find a friend like you?



Musical notation for the first system. The treble clef staff contains the melody with lyrics. The bass clef staff contains the accompaniment. The key signature has one flat (Bb). The time signature is 4/4. The first bar of the treble staff has a fermata over the first note, with a '5' above it. The first bar of the bass staff has a fermata over the first note, with a '1' below it. The second bar of the bass staff has a '5' below it. The third bar of the bass staff has a '1' below it. The fourth bar of the bass staff has a '4' below it. The dynamic marking *mf* is present in the first bar of the treble staff.

You're al - ways true, You're al - ways kind.
A friend so kind, So good, so true.



Musical notation for the second system. The treble clef staff contains the melody with lyrics. The bass clef staff contains the accompaniment. The key signature has one flat (Bb). The time signature is 4/4. The first bar of the treble staff has a fermata over the first note. The first bar of the bass staff has a fermata over the first note. The piece ends with a double bar line and repeat dots.





The SHARP SIGN before a note means play the next key to the RIGHT, whether BLACK or WHITE.



When a sharp (#) appears before a note, it applies to that note for the rest of the bar.

Circle the notes that are SHARP:



My Robot

Moderately fast

f

5 1 2 1

1. Once I made a fine ro - bot, Made him of a kitch - en pot!

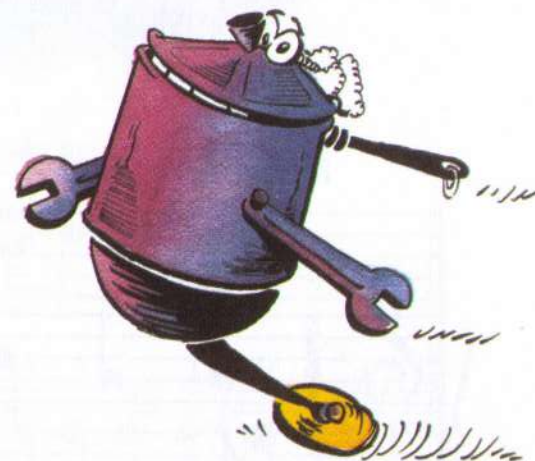
3 C# and D together!
2 together!

When I fin - ished my ro - bot, He said, "Thanks a lot!"

(ROBOT TALK)

"Thanks a lot! Thank you! Thank you! Thanks a lot!"

3rd time gradually dying away -----



2nd Verse

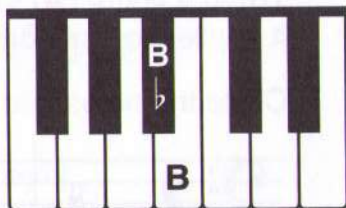
"Hope you don't think I am rude,
But please bring me something good.
Pots are programmed to hold food.
Bring me all you've got!"
"Thanks a lot!" etc.

3rd Verse

If you make a new robot,
Please don't use a kitchen pot.
He'll eat all the food you've got,
And say, "Thanks a lot!"
"Thanks a lot!" etc.



The FLAT SIGN before a note means play the next key to the LEFT, whether BLACK or WHITE.



When a flat (*b*) appears before a note, it applies to that note for the rest of the bar.

Circle the notes that are FLAT:



Rockin' Tune



Moderately fast

1. If you're feel - in' blue, if you're feel - in' kind - a wea - ry,
2. Play this Rock - in' Tune, it will sure - ly make you cheer - y;

1 3

mf

If you're feel - in' blue, bet - ter hear what I say!
When you feel in trou - ble, just rock it a - way!

Indian Song



Moderately, like tom-toms

I know what the In-dians know, I go where the In-dians go.

f *p*

1 5

Fine

Detailed description: This block contains the first system of musical notation. It features a treble and bass clef with a 4/4 time signature. The melody is written in the treble clef, starting with a whole note 'I' (marked with a '1' above it) and followed by eighth notes for 'know what the In-dians know, I go where the In-dians go.' The bass line consists of a steady eighth-note accompaniment. Dynamics include a forte (*f*) section and a piano (*p*) section. The system concludes with the word 'Fine' in red.

I watch Big Chief smoke his peace-pipe, to the pa-poose I'm a friend. We go hunt-ing in the for-est, we are broth-ers to the end.

f *p*

D.C. al Fine

Detailed description: This block contains the second system of musical notation. It continues with the treble and bass clef in 4/4 time. The melody in the treble clef includes the lyrics 'I watch Big Chief smoke his peace-pipe, to the pa-poose I'm a friend. We go hunt-ing in the for-est, we are broth-ers to the end.' The bass line continues with eighth-note accompaniment. Dynamics include forte (*f*) and piano (*p*) sections. The system ends with the instruction 'D.C. al Fine' in red.

D.C. al Fine (Da Capo al Fine) means repeat from the beginning and play to the end (*Fine*).

Staccato Playing

STACCATO means SEPARATED or DETACHED.

STACCATO is the opposite of LEGATO.

To play STACCATO, release the key the instant you play it.

STACCATO is indicated by a DOT over  or under  the note.



Raindrops

C POSITION REVIEW

Moderately fast

1

p

1. Pit - ter, pat - ter, see us scat - ter! Do the rain - drops real - ly mat - ter?
 2. Scur - ry, scur - ry, bet - ter hur - ry! Drops of rain can make us wor - ry.

5

Hel - ter skel - ter, run for shel - ter, Just be - cause of drops of rain!
 Drip and drop, the game must stop, and Just be - cause of drops of rain!



Horse Sense

C POSITION REVIEW

Before playing hands together, play LH alone, naming all the harmonic intervals!

Comfortably

1. I'm rid - ing the plains on my fa - vour - ite horse. His
 2. We stopped at the riv - er to get us a drink. He

horse sense is keen, so we nev - er get the lost. You
 wad - ed right in, but I stayed on the brink. He

Musical notation for the first system. The treble clef staff contains a melody of quarter notes: C4, D4, E4, F4, G4, A4, B4, C5. The bass clef staff contains a bass line of quarter notes: C3, D3, E3, F3, G3, A3, B3, C4. A long slur covers the entire melody. A piano (*p*) dynamic marking is placed below the final note of the treble staff.





may not be - lieve me, but one thing I'll say: This
 came to the bank with his teeth full of gold! That

Musical notation for the second system. The treble clef staff contains a melody of quarter notes: C4, D4, E4, F4, G4, A4, B4, C5. The bass clef staff contains a bass line of quarter notes: C3, D3, E3, F3, G3, A3, B3, C4. A long slur covers the entire melody. A forte (*f*) dynamic marking is placed below the final note of the treble staff.

horse has more scents than a bun - dle of hay!
 horse has more cents than his boss, I've been told!

Musical notation for the third system. The treble clef staff contains a melody of quarter notes: C4, D4, E4, F4, G4, A4, B4, C5. The bass clef staff contains a bass line of quarter notes: C3, D3, E3, F3, G3, A3, B3, C4. A long slur covers the entire melody. The system ends with a double bar line and repeat dots.


Review


1.  This is a _____ . It gets _____ count.
-  This is a _____ . It gets _____ counts.
-  This is a _____ . It gets _____ counts.
-  This is a _____ . It gets _____ counts.

2. How many beats are in each bar of $\frac{4}{4}$ time? _____ What kind of note gets one beat? _____
3. How many beats are in each bar of $\frac{3}{4}$ time? _____ What kind of note gets one beat? _____

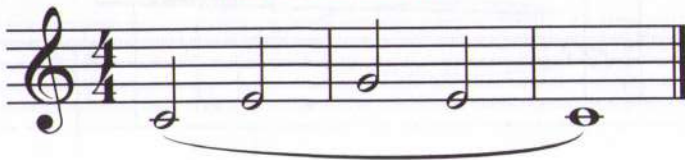
4. Match the rests with the notes by drawing a line from each rest to the note of the same value:



5.  This is a _____ clef sign.
It comes from the letter _____ .

-  This is a _____ clef sign.
It comes from the letter _____ .

6. These notes are _____ . Play them.
(Tied or slurred?)



- These notes are _____ . Play them.
(Tied or slurred?)



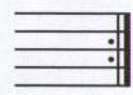
7. Write the name under each of the following melodic intervals. Play each interval. Begin with RH 1.

Write the name under each of the following harmonic intervals. Play each interval. Begin with LH 1


8. Write the meaning after each of the following dynamic signs: *p* _____ *f* _____ *mf* _____


gradually _____

gradually _____

9. What does this sign mean?  _____

D.C. al Fine means _____ from the beginning and stop at the _____.

10.  This is a _____ sign. It means play the next key to the _____.

 This is a _____ sign. It means play the next key to the _____.

11. Write the name under each of the following notes. Play them all.

12. Which of the following means smoothly connected? _____

Which means separated or detached?

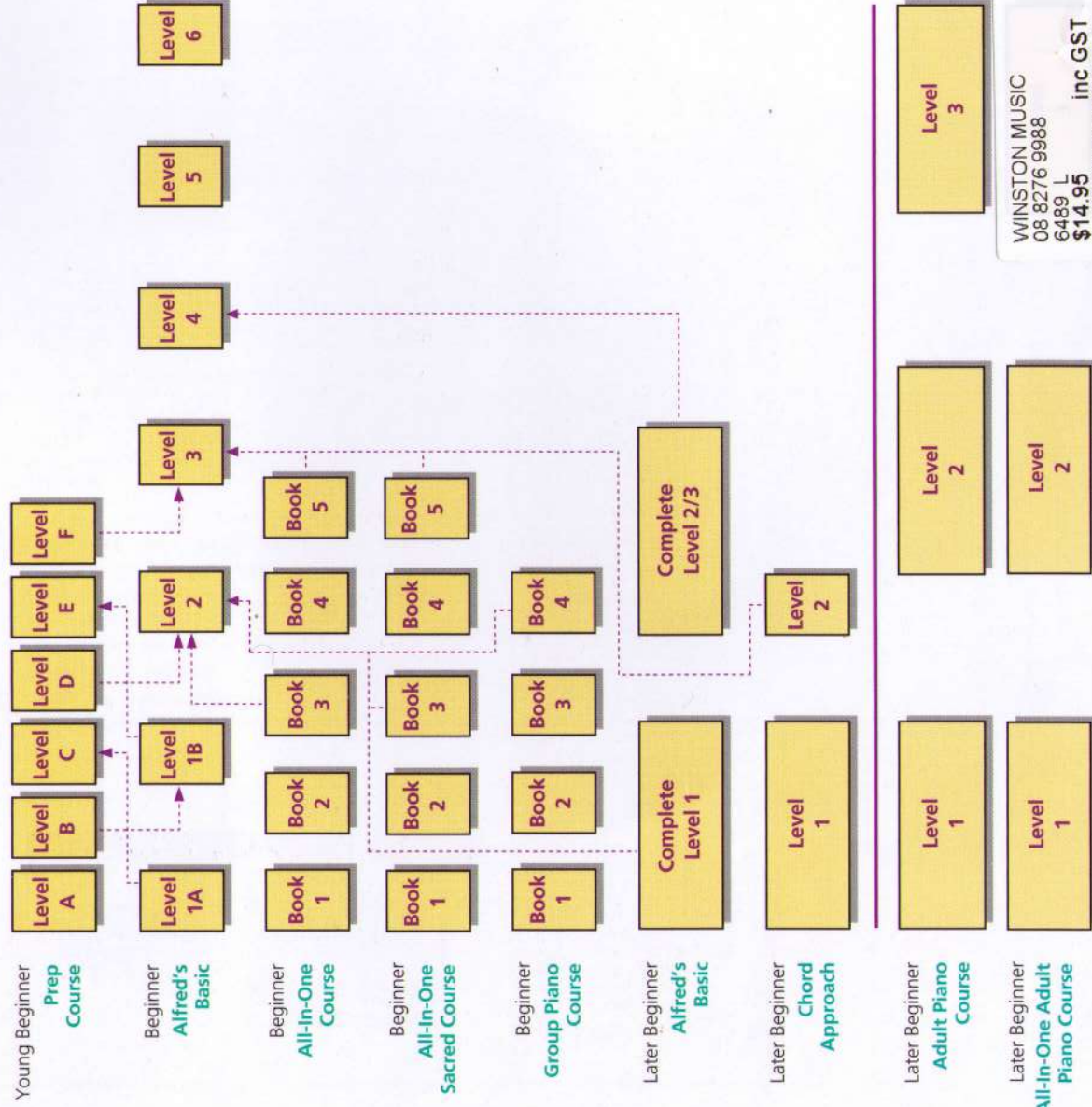
staccato *legato*

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