

LEVEL 1

# PIANO

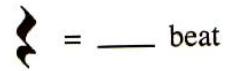
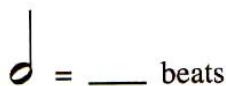
## Adventures® by Nancy and Randall Faber

A BASIC PIANO METHOD



# Primer Review

## 1. Rhythm



## 2. Dynamics

*forte (f)* means **loud / soft.** (*circle one*)

*piano (p)* means **loud / soft.** (*circle one*)

*mezzo forte (mf)* means **moderately loud / moderately soft.** (*circle one*)

## 3. The Time Signature

 The top number means \_\_\_\_\_ beats in every measure.

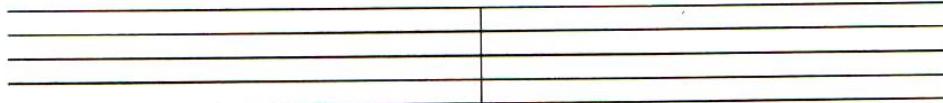
 The bottom number means the \_\_\_\_\_ note gets 1 count.  
draw note

 The top number means \_\_\_\_\_ beats in every measure.

 The bottom number means the \_\_\_\_\_ note gets 1 count.  
draw note

## 4. The Staff

The staff has \_\_\_\_\_ lines and \_\_\_\_\_ spaces.



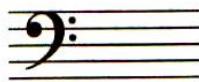
Draw a whole note on each **line**.

Draw a whole note on each **space**.



The Treble clef refers to notes **above / below** Middle C. (*circle one*)

It is also known as the \_\_\_\_\_ clef.



The Bass clef refers to notes **above / below** Middle C. (*circle one*)

It is also known as the \_\_\_\_\_ clef.

## 5. Steps and Skips

Good music readers know the note names on the staff, A, B, C, D, E, F, G,  
but also read by STEPS and SKIPS.

Reminder: STEPS move line-space or space-line on the staff.

Draw a **step** up or down from each note below. Then name the notes in the blanks.

step UP                    step DOWN                    step UP                    step DOWN

Reminder: SKIPS move line-line or space-space on the staff.

Draw a **skip** up or down from each note below. Then name the notes in the blanks.

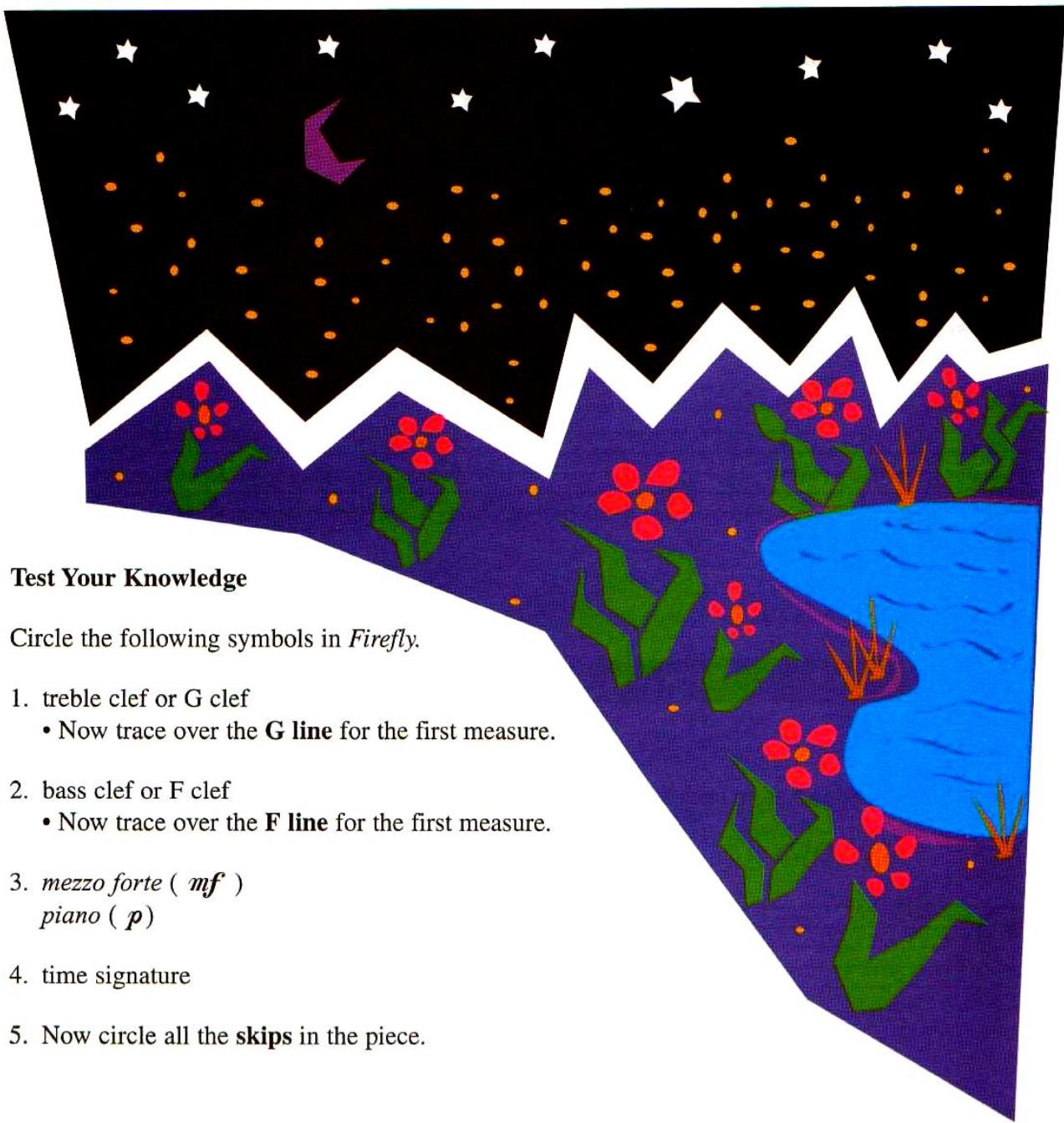
skip DOWN                skip UP                skip DOWN                skip UP

## 6. Note Names

Name the notes below.

Treble \_\_\_\_              Middle \_\_\_\_              Bass \_\_\_\_

# Review Piece



## Test Your Knowledge

Circle the following symbols in *Firefly*.

1. treble clef or G clef
  - Now trace over the **G line** for the first measure.
2. bass clef or F clef
  - Now trace over the **F line** for the first measure.
3. *mezzo forte* ( *mf* )  
*piano* ( *p* )
4. time signature
5. Now circle all the **skips** in the piece.

## Firefly

C Position

Moderately

5 on  
—?

*mf* Fire - fly, fire - fly, light - ing up the eve- ning sky,

(prepare L.H.)

1 on  
—?

The musical score consists of two staves. The top staff is in treble clef and the bottom staff is in bass clef. The lyrics for the second verse are:

As you fly your tiny light will shine through the night.

Musical score for 'Firefly' on treble and bass staves. The treble staff has a key signature of one sharp (F#) and a common time signature. The bass staff has a common time signature. Measure 1: Treble staff - Fire - fly, Bass staff - F# A C E. Measure 2: Treble staff - fire - fly, Bass staff - F# A C E. Measure 3: Treble staff - you make light- ning, Bass staff - F# A C E. Measure 4: Treble staff - in the sky., Bass staff - F#.

13

*p* First you're here, then you're there, *mf* twink - ling ev - ery - where.



Name the notes aloud from measure 13 to the end.

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

R.H.  
L.H.  $\frac{2}{4}$  with pedal

**5**

**9**

**13**

*mp*

*pp*

*p*

*p*



## Legato

means connect the notes, with no break in the sound.

To play legato, “walk” your fingers on the keys.

When you walk, one foot goes down as the other foot comes up.

When you play LEGATO, one finger goes down as the other finger comes up!

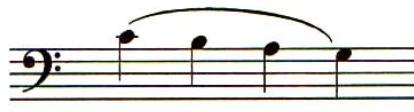
### Legato Walk:

1. On the closed keyboard cover, walk back and forth using fingers 2 and 3. Try this with your R.H. and with your L.H.
2. Then repeat this exercise with fingers 1-2 and 3-4.  
Keep your fingers curved and “walk” slowly back and forth.

## Slur

A slur is a curved line over or under a group of notes.

It means to play legato.



or



## Legato Steps

Name the position. \_\_\_\_\_



Gliding smoothly

1 on  
\_\_\_?

mf

(prepare L.H.)

get softer

p

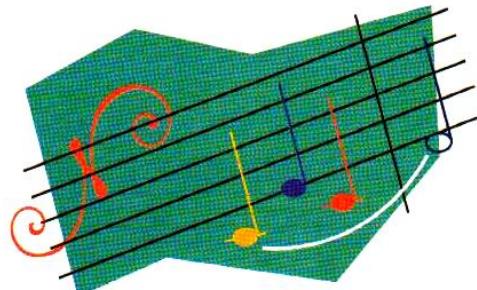
1 on  
\_\_\_?

**Review:**



A **tie** connects one note to the same note.  
It means to hold for the value of both notes.

Tell your teacher whether each curved line in this piece is a slur or a tie.



## Legato Skips

Smoothly

*\*2 on  
—?*

*move (2) to D*

*mf Skip on the keys, le - ga - to, please.*

*(prepare L. H.)*

*5*

*3  
1*

*Left Hand can play with ease. p 8*

*5 on  
—?*

**\*Teacher's Note:** This suggested pianistic fingering encourages relaxed hand movement and diligent note-reading.

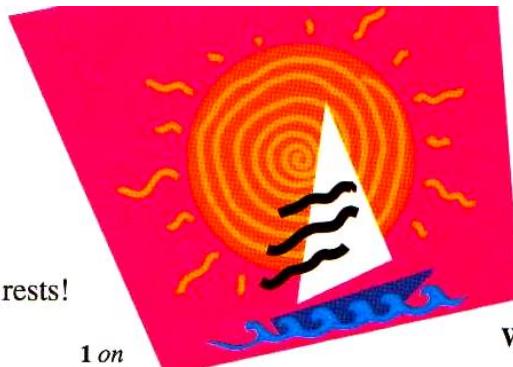
**Teacher Duet:** (Student plays 1 octave higher)

**R.H.**

**L.H.**

**p with pedal**

# Sailing in the Sun



**Caution!** Be careful of the quarter rests!

Words by Crystal Bowman

Briskly

*mf* Come, go sail - ing with me, it's ex - cit - ing, you'll see.

1 on  
—?

5

3

What a feel - ing, so free, when you're sail - ing the sea!

9

3 1

2

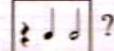
*p* Feel the wind blow in your hair grow while the sun-shine louder warms the air. *f*

4

13

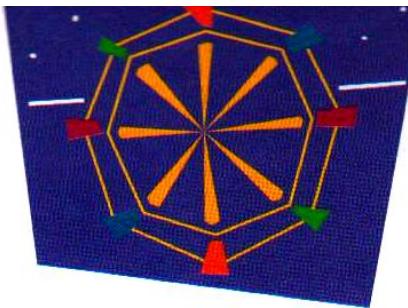
*mf* When you're sail - ing on the o - cean, life's the best it can be!



How many measures have this rhythm ? —

**Reading Check:**

Circle all the skips in this piece.

**Ferris Wheel**

Words by Crystal Bowman

**Gracefully**

*mf* **3 on** ?

Rid - ing high - er, 'round and a - round. Turn - ing,

(*prepare L.H.*)

**6** **2 on** ?

turn - ing, down to the ground. Oh, what a view when we're

**11**

rid - ing so high. I just love the fer - ris wheel ride!

Music score for 'Ferris Wheel' featuring two staves (treble and bass) in 3/4 time. Measure 3 starts with a dynamic *mf*. Measure 6 begins with a dynamic *p*. Measures 11 and 12 show eighth-note patterns. Slurs are present above measures 3, 6, and 11.



Point out the slur which includes 4 measures.

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

**R.H.**

**L.H. *p***

**6**

**11**

Music score for Teacher Duet. It shows two staves: R.H. (right hand) and L.H. (left hand). The R.H. staff consists of eighth-note chords. The L.H. staff consists of eighth-note patterns. Measure 6 begins with a dynamic *p*. Measure 11 begins with a dynamic *p*.

# Staccato

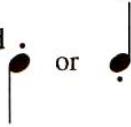
Sometimes we want to separate notes to create a crisp, detached sound.

This style of playing is called **staccato** (opposite of **legato**).

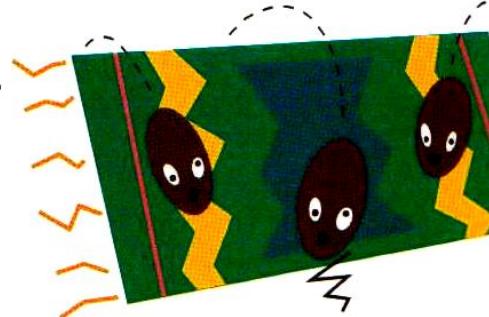
To play staccato, quickly lift the finger off the key!

The staccato mark is a small dot placed

**above or below** the note.



- First, play *Mexican Jumping Beans* using only **finger 3**.
- Then repeat using all 5 fingers with your hands in **C Position**.



## Mexican Jumping Beans

Hopping steadily

1st time (3) (3) (3) (3) (3) etc.  
2nd time 1 2 3 4 5 etc.

Words by Crystal Bowman

Music notation for 'Mexican Jumping Beans'. Treble clef, 4/4 time. Dynamics: dynamic 3 (p). Words: Beans are jump-ing here and there, jump-ing beans are ev- ery-where.

Music notation for 'Mexican Jumping Beans'. Treble clef, 4/4 time. Measure 5: Dynamics: dynamic 3. Words: Jump-ing left and jump-ing right, one bean just jumped out of sight. Measures 1-4: Dynamics: dynamic 3. Measure 5: Dynamics: dynamic 4. Measures 6-8: Dynamics: dynamic 3.



**CREATIVE** Create “popcorn sounds” by playing staccato notes in C Position. Begin slowly and gradually play faster. Then slow down and stop. Popcorn’s ready!

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

Music notation for a Teacher Duet. Treble clef, 4/4 time. Right Hand (R.H.): Fingerings: 1 5, 2. Left Hand (L.H.): Fingerings: 2. Dynamics: dynamic p.

# The Haunted Mouse

## Finger Check:

Are your fingers curved and playing on their tips?



Scampering along

3 on \_\_\_?

1 on \_\_\_?

*p* I'm a lit - tle mouse that's in a haunt - ed house.

2 on \_\_\_?

5      4  
2

I will al - ways squeak when I hear peo - ple shriek!

9                  4  
2

It's a lot of fun to watch the peo - ple run. Oh,

grow louder

13                  3

f it's so en - ter - tain - ing in this house for a mouse!

*p*

Play the lowest key on the piano.

(3)



Identify each curved line as a slur or a tie.

# Classic Dance

**Name the position.** \_\_\_\_\_



**Wrist Check:** Are your wrists relaxed as you play staccato?

**Rather quickly**

**Repeat this line**

**1** **4** **3** **2** **1**

**mf** - **p** on repeat

**5 on** **—?**

**9** **2**

**p**

**grow** **louder**

**mf**

**13**

**mf**

**slow down and get** **p** **softer**



Tell your teacher whether each measure is **stepping** or **skipping**.

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

1 5 13 R.H.  
L.H. *mf-p*

D.C. al Fine  
(Take 2nd ending)

1. *f*

2. 3. *Fine*

9

## New Note - A



A is a space note. It is a step above the G line.

Find this A on the keyboard. Play it with R.H. finger 2, then 3, then 4.



# Young Hunter

**Words by Jennifer MacLean**

mf Hunt - er that is runs a - mong the nev - er seen, ev - er - green. *p*

**9** 3 1 3 1 on  
Lies low, *p* waits for buf - fa - lo.

**13** 4 *mf* Lives be - side the rush - ing stream. *p*

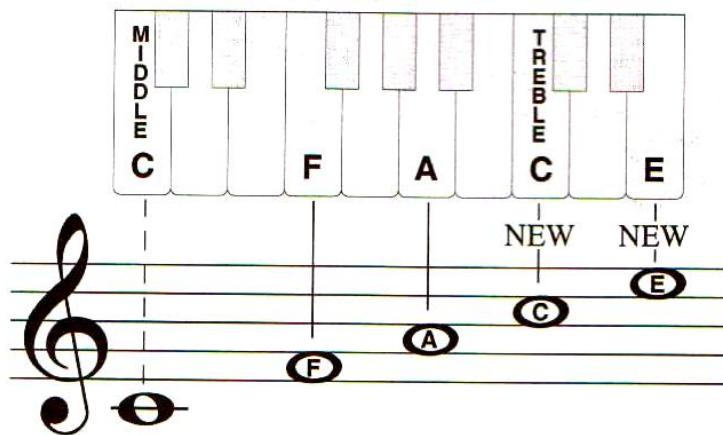


Which lines of music are the same? Can you memorize this piece?

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

# FACE the Spaces

The space notes on the treble staff spell the word **F A C E**.  
(You have already learned the F and A space notes.)



### Space Note Drill:

Starting with the F above Middle C, **play and say** the treble space notes F-A-C-E, going up and going down. Use R.H. finger 2.

Are you **STEPPING** or **SKIPPING?** (*circle*)

## Skipping in Space

Name each note in the blank.

**Hold the right foot pedal down throughout the piece.**

Steady 1 on



Press the right foot pedal down and create a short piece using treble F - A - C - E. Call it "Funny Faces."

# Half-Time Show



Moderately fast 1 on       ?

Up the field they come, march - ing band at half - time.  
Down the field they go, march - ing band at half - time.

**f**

1 on       ? 1

Hav - ing so much fun play - ing at the game.  
What a mu - sic show for the foot - ball game!

5

Hold the right foot pedal down throughout the piece.



# The Lonely Pine

Slowly 3 on       ?

*mf*

**p** (echo softly)

1 on       ?  
5 on       ?

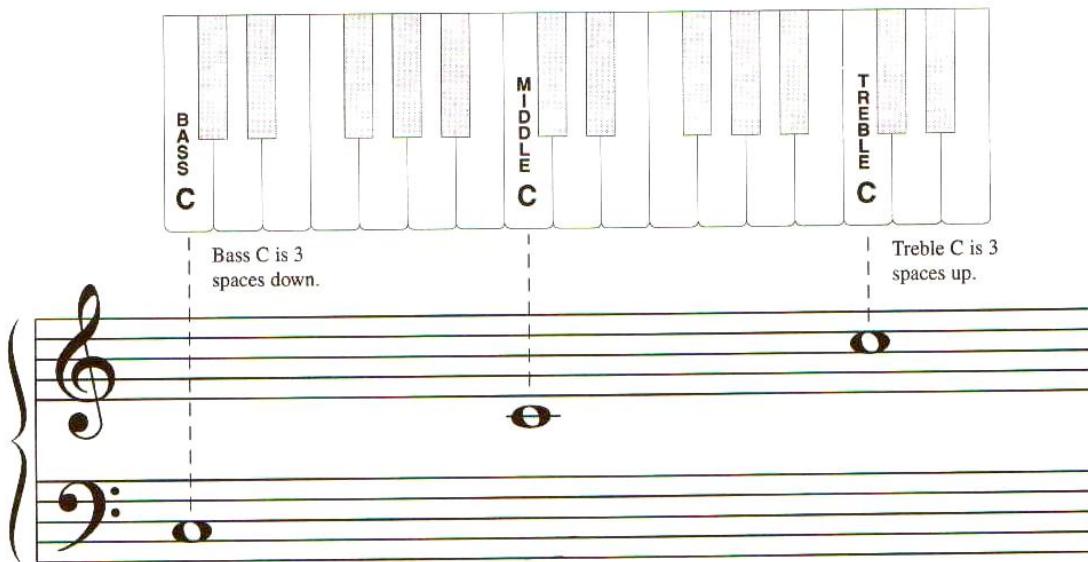
5 move (1) to F

*mf*

**p**

**Teacher Note:** Stemming may be explained here, but is formally introduced in the Theory Book, p.9.

# Bass C, Middle C, Treble C



Draw several Bass C's, Middle C's, and Treble C's on the grand staff above.

### Octave Review Exercise:

1. With R.H. fingers **1** and **5**, *lightly* jump back and forth between **Middle C** and **Treble C**.
2. With L.H. fingers **1** and **5**, *lightly* jump back and forth between **Middle C** and **Bass C**.

Hint: Pretend the three C's are “magnets” which guide your fingers from octave to octave.



## Magnetic March

**Briskly**

1      5

*p* Oc - tave up,      oc - tave up.      Can you play an      oc - tave up?

4

5

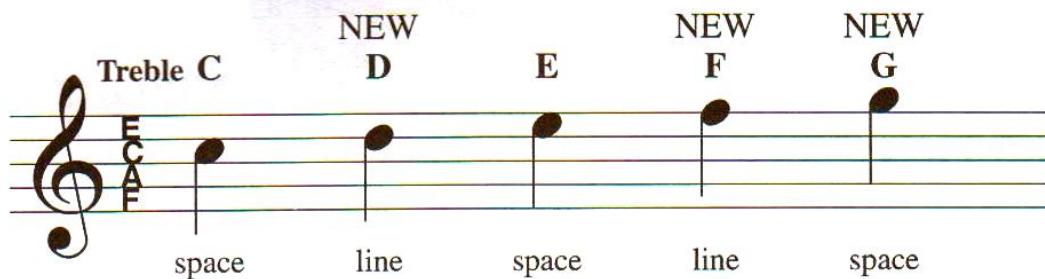
Oc - tave down,      oc - tave down.      Lis - ten to the      oc - tave sound!

1      5



Which two C's are space notes? **Bass C** **Middle C** **Treble C** (circle two)

# Notes in Treble C Position



Play the above notes using R.H. fingers 1-2-3-4-5.

Are you stepping or skipping? (circle one)



## Reading Check:

Circle steps or skips  
above each measure.

## Paper Airplane

Steady      steps / skips      steps / skips      steps / skips

*mf*

With a toss my pa - per air- plane takes to flight.

5      steps / skips      steps / skips      steps / skips

Will the wind then take it high and out of sight?



Point to each note in this piece while naming it aloud.

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

R.H.      L.H. *mp with pedal*

*pp*

*V*

## New Dynamic Mark

**mp — mezzo piano**  
moderately soft



## Soaring Eagle

Hold the right foot pedal down throughout the piece.

Moderately

1 on       ?

 A musical score for two voices (treble and bass) in 3/4 time. The treble clef is on the top line, and the bass clef is on the bottom line. The vocal parts are written in a single staff. The lyrics are: "Soar - ing and soar - ing, the ea - gle's ex - plor - ing the". Dynamics include **f**, **mf**, and **p**.

5

mp wide o - pen coun - try that's home.

1 on       ?

 A continuation of the musical score in 3/4 time. The lyrics are: "wide o - pen coun - try that's home.". The dynamic **mp** is indicated. The score ends with a fermata and the instruction "1 on       ?".


## Li'l Liza Jane

Brightly

3 on       ?

mp There's a girl that I a - dore, f Li'l Li - za Jane;

5 1

 A musical score for two voices (treble and bass) in 4/4 time. The treble clef is on the top line, and the bass clef is on the bottom line. The vocal parts are written in a single staff. The lyrics are: "There's a girl that I a - dore, Li'l Li - za Jane;". The dynamics **mp** and **f** are used.

5 1 on       ? 5 on       ?

mp She's the one who lives next door, f Li'l Li - za Jane.

 A continuation of the musical score in 4/4 time. The lyrics are: "She's the one who lives next door, Li'l Li - za Jane.". The dynamics **mp** and **f** are used. The score ends with a fermata and the instruction "1 on       ? 5 on       ?".

# The Juggler

Brightly 3 on \_\_?  
1 on \_\_?

Ap - ples, peach- es, pears, or grapes, he can jug- gle chi - na plates, or

*mf*

1

5

bowl- ing pins and rub - ber balls. He can toss them all!

The juggler juggles C's!

9

Throws fast. Spins 'round. Nothing will touch ground.

*mp*

R.H. 1 over R.H. 2 over L.H. 1 R.H. 2 over L.H. 1

13

Three C's fly - ing in the air. Try it if you dare!

R.H. 1 over R.H. 2 over L.H. 1 2



Can you make up a short piece that uses octaves?

# Intervals

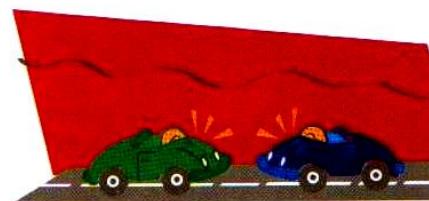
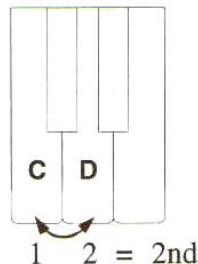
The distance between 2 notes on the keyboard or staff is an **interval**.

You have already learned the intervals of a **step** and a **skip**.

Now we will give them new names.

**2nd (second) = a step**

2nds move to the **next letter** of the alphabet.



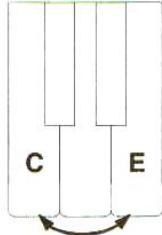
## Car Honks

Remember, **2nds** (steps) move from a **line to the next space** or a **space to the next line**.

1. Name each note in the blank. Then play the 2nds separately and together. *Listen!*

**3rd (third) = a skip**

3rds skip **over a letter** of the alphabet.



## The Gentle Harp

Remember, **3rds** (skips) move from a **line to the next line** or a **space to the next space**.

2. Name each note in the blank. Then play the 3rds separately and together. *Listen!*

Note: This book will now refer to steps and skips as 2nds and 3rds.

# Kite in the Sky

Hold the right foot pedal down  
for the first 3 lines of music.

Your teacher will show you how.



Gliding gracefully

*mf*

High - er and high - er the L.H. 2 over kite flies,

1 5 (prepare L.H.)

**3**

**5** Pedal 5 on down. —?

soar - ing up in - to the L.H. 2 over sky.

(prepare L.H.)

**5**

Ov - er the tree - tops it's L.H. 2 over fly - ing,

(prepare L.H.)

**9**

5 Lift pedal.

13 catch - ing the wind so high. *mp*

3 (1) 2

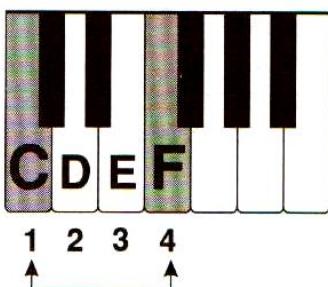
## DISCOVERY



Point out 3 different 2nds. Point out 3 different 3rds.

# Fourths

The interval of a 4th spans 4 letter names.



On the staff a 4th (fourth) is:

a line to a space



or

a space to a line



Play these 4ths separately and then together.  
Listen to the sound!

At the piano, find and play:

a 4th UP from G is \_\_\_\_\_ a 4th DOWN from G is \_\_\_\_\_

a 4th UP from A is \_\_\_\_\_ a 4th DOWN from A is \_\_\_\_\_

Try to memorize the sound of a 4th!

Circle each 4th in the music below.

## The Talking Tuba

Moderately fast

4 on \_\_\_?  
1 on \_\_\_?



Play the left hand of *The Talking Tuba* in a lower octave.  
Listen to the low staccato sounds!

$8^{va}$  Play one octave higher than written.  
When  $8^{va}$  is written below the staff,  
play one octave lower.



## Runaway Rabbit

Quickly

$1\text{ on}$   
—?

$\text{G}:\ 3/4$

$mf$  Run - a - way Rab - bit had a bad hab - it, he'd run a -

$\text{B}:\ 3/4$  (prepare L.H.)

Musical notation for measures 1-5. The melody consists of eighth and sixteenth notes. The bass line provides harmonic support.

$\text{G}:\ 3/4$

way and go hop - ping for hours. We'd run be - hind him,

$5\text{ on}$   
—?

Musical notation for measures 6-10. Measure 6 starts with a melodic line. Measures 7-10 continue the melody with eighth and sixteenth notes. The bass line continues to provide harmonic support.

$\text{G}:\ 3/4$

then when we'd find him he would be eat - ing the flowers, the

Musical notation for measures 11-15. The melody continues with eighth and sixteenth notes. The bass line provides harmonic support.

$\text{G}:\ 3/4$

flowers.  $4\text{ on}$  (prepare R.H.)  $8^{va}$

$p$

Eat - ing the flowers!

Musical notation for measures 16-18. The melody includes dynamic markings  $p$  and  $f$ . Measure 18 features a dynamic  $8^{va}$  above the staff, indicating an octave higher performance.

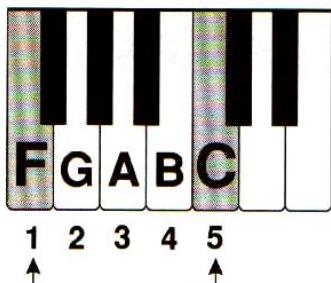
### DISCOVERY



Circle each 4th (fourth) in this piece of music.

# Fifths

The interval of a 5th spans 5 letter names.

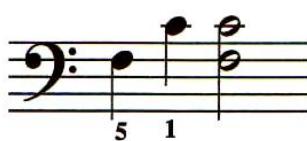


On the staff a 5th (fifth) is:

a line to a line

or

a space to a space



Play these 5ths separately and then together.  
Listen to the sound!

At the piano, find and play:

a 5th UP from G is \_\_\_\_\_

a 5th DOWN from G is \_\_\_\_\_

a 5th UP from A is \_\_\_\_\_

a 5th DOWN from A is \_\_\_\_\_

Try to memorize the sound of a 5th!

## Rain Forest



Hold the right foot pedal down throughout the entire piece.

Moving gently      *1 on*      *5 on*      ?

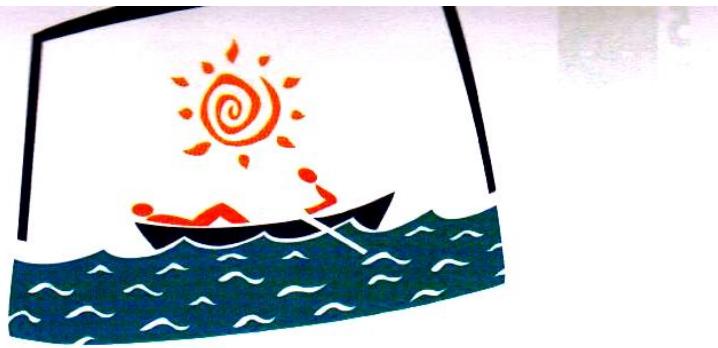


How many measures in this piece use the interval of a 5th? \_\_\_\_\_

# Lightly Row

Name the position. \_\_\_\_\_

**Finger Check:** Are your fingers gently curved and playing on their tips?



Splashing happily

5 on ?

Traditional

*mp* Light - ly row, light - ly row, o - ver all the waves we go.

1 2 1 5 4 3

5 on ?

Sing and float, sing and float, in our lit - tle boat.

5

9 2 3 5

*p* Rock-ing, laugh-ing in the sun, sing - ing songs with ev - ery - one.

1 2 1

13 1

*mp* Light - ly row, light - ly row, in our lit - tle boat.

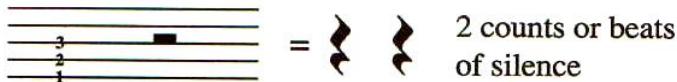
1



Discovery Name each L.H. interval for your teacher.

# Half Rest and Whole Rest

The half rest sits **above** line 3 on the staff.



The whole rest hangs **below** line 4 on the staff.



The whole rest can also mean to rest for any *whole measure*.

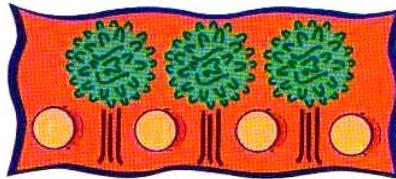


With your teacher, tap the rhythm of this piece on the closed piano lid. Remember to tap with the correct hand.

As you tap, can you count aloud, “1 2 3 4”?

*Notice the different left hand position.*

Moving quickly ( $\text{♩} = 100$ )



## Forest Drums

*mf* The for - est calls to me, I hear its song.

3 on — ?  
5 on — ?

5

5

4

The sound of rust - ling leaves, the riv - er strong.

**9**

(1 - 2 - 3 - 4)  
Drum-ming  
*f*  
rhy-thm

fills the air,  
fills the air.  
Drum-ming

**14**

**5**

rhy-thm calls me.

**14**

I've trav-eled far and long,

**19**

**3**

**15**

**19**

I'm not a lone.

The sound of for-est drums will

**23**

lead me home.  
(1 - 2 - 3 - 4)

**p**

**15**

*8va-----*



DISCOVERY Name each rest in the music for measures 14-17.

Now turn to *Lightly Row* on p. 25.

Add a whole rest for the L.H. in each blank measure.

# No Moon Tonight

## Sound Check:

Listen for changes in the dynamics (**p**, **mp**, **mf**)



**Smoothly moving**

1 on ?

**p** No moon to - night,

1 on ?

Sheet music for measures 1-4. Treble clef, 3/4 time. Dynamics: **p** for the first measure, then **mf**. Measure 4 ends with a whole rest.

5

1

**mp** no moon to - night.

Sheet music for measures 5-8. Treble clef, 3/4 time. Dynamics: **mp** for the first measure, then **mf**.

9

4

**mf** Still - ness fills the dark eve - ning sky,

Sheet music for measures 9-12. Treble clef, 3/4 time. Dynamics: **mf** for the first measure, then **p**.

13

no moon to - night.

Sheet music for measures 13-16. Treble clef, 3/4 time. Dynamics: **p** for the first measure, then **mf**.



How many beats does each whole rest receive in this piece? \_\_\_\_\_

# Grumpy Old Troll



Name the position. \_\_\_\_\_

Poking along

*4 on*   ? *f*

*1 on*   ?  
*4 on*   ?

**5**      *f*      *p*      *f*      *p*

**9**

*f*

**13**

*p*

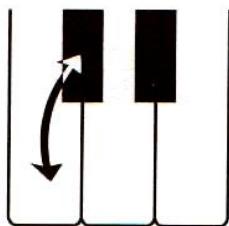
(1 - 2 - 3 - 4)      *as soft as possible!*

*Prepare L.H.*      **5**      *8va-----'*



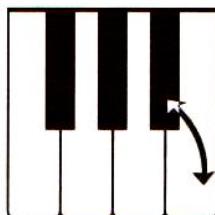
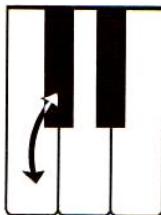
Experiment by playing the last 3 notes in the lowest C Position on the piano.

## Half Steps



From one key to the very next key is a **half step**.

Find and play these half steps on the piano.  
Say aloud “half step” as you play.



## Half Step Practice

- Play an F

Play **up** a half step.

(Did you land on a black key?)

- Play an A.

Play **up** a half step.

- Play C.

Play **up** a half step.

- Play an E.

Play **up** a half step.

(Did you land on a white key?)

- Play a G.

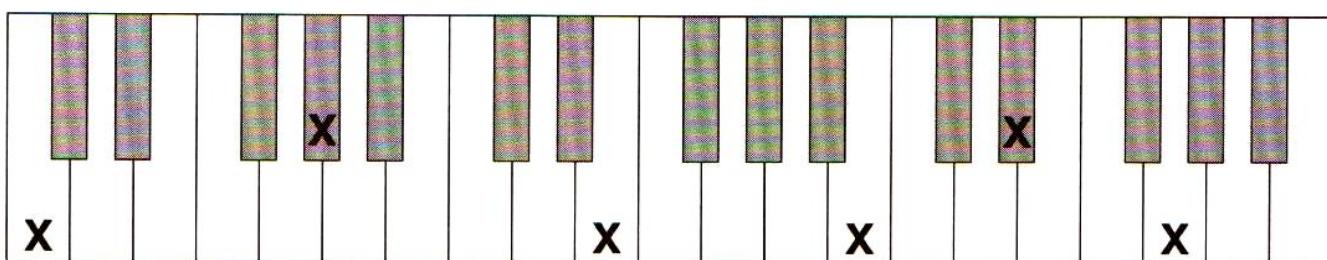
Play **up** a half step.

- Play a B.

Play **up** a half step.

(Did you land on a white key?)

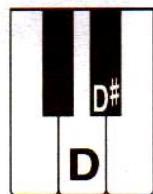
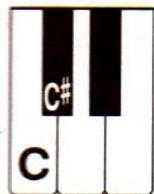
Put a check (✓) on the key a **half step higher** from the keys marked X.



# This is a sharp:



A sharp means to play the key that is a **half step HIGHER**.



Notice that E sharp is a white key!  
(B sharp is also a white key.)

Play these notes on the piano. Then name them in the blanks below.

Ex.

## Sneaking Past the Sleeping Dog



**Very steady**

*mp*  
(sneaking past the dog)

*(prepare L.H.)*

*(so far, so good)*

*4 on*  
*? 1 2 3*

*5 2 1 2 3*  
(getting nervous)

*f*  
(trips on a shoelace)

*1 5*

Musical notation for two staves (treble and bass) with various dynamics and performance instructions.

A sharp carries through an entire measure, but not past a bar line. In a new measure, the sharp must be written again.

*still F♯*



## Merlin the Wizard

**Use the right foot pedal for the entire piece. Heel on the floor!**

Mysteriously

1 on  
—?

*mp* Deep in the for - est, Merlin ap - pears.

5 on  
—?

5

He's the mag - ic wiz - ard with the long white beard!

*p*

This musical score consists of two staves. The top staff is in treble clef and 4/4 time, with lyrics "Deep in the forest, Merlin appears." The bottom staff is in bass clef and 4/4 time, with lyrics "He's the magical wiz-ard with the long white beard!". The score includes dynamic markings (mp, p), performance instructions (Mysteriously, 1 on —?), and a measure number 5.



Which measure has the most F sharps? \_\_\_\_\_

**\*Teacher Technique Hint:** To help play the black key (F#), have the student raise the wrist slightly and “walk in” toward the fallboard. This also encourages a natural slur gesture.

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

*8va*

**p**

**4**

**4**

**2**

**pp**

# Russian Sailor Dance



Traditional  
Russian Folk Song

Quickly, with energy

*mf*

1 on ?

2 on ?

5

1

3

2

9 3 1

3 2

3

2

13 3 1

3

Sheet music for piano, featuring two staves (treble and bass) in common time. The music consists of four measures per line. Measure 1 starts with a dotted half note followed by eighth notes. Measures 2 and 3 show eighth-note patterns with grace notes. Measures 4 and 5 continue the eighth-note patterns. Measure 6 begins with a forte dynamic (*f*) and includes fingerings (9, 3, 1) and (3, 2). Measures 7 and 8 conclude the section. Measure 9 begins with a forte dynamic (*f*) and includes fingerings (13, 3, 1).



For a special ending, let the Russian Sailor dance up and down the keyboard.  
Use only A's and G#'s in different octaves. End with the lowest A on the piano!

Teacher Duet: (Student plays 1 octave higher.)

R.H.

L.H. *mp*

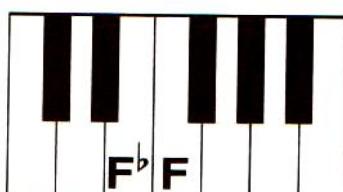
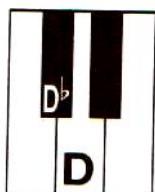
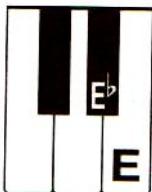
1 9

5 13

Sheet music for piano duet, showing two staves. The right hand (R.H.) plays eighth-note patterns in measures 1-8, with fingerings (1, 9) and (5, 13) indicated. The left hand (L.H.) plays eighth-note patterns in measures 1-8, with dynamic *mp* indicated. Measures 9-10 show sustained notes.

This is a flat: |

A flat means to play the key that is a **half step LOWER**.



Notice that F flat is a white key!  
(C flat is also a white key.)

Play these notes on the piano. Then name them in the blanks below.

Ex. G G<sup>b</sup> — — B B<sup>b</sup> — — C C<sup>b</sup> — —

A flat carries through an entire measure, but not past a bar line. In a new measure, the flat must be written again.



# The Super Secret Agent

**Slowly**

**1**

*f - p on repeat*

**1**

**f**



Which measure has the most flattened notes? *measure*

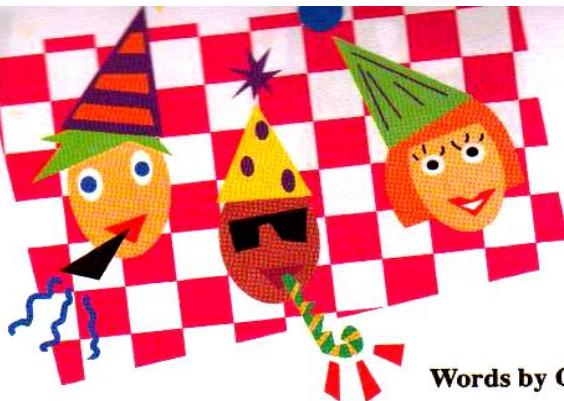
**Teacher Duet:** (Student plays *as written*)

R.H. L.H. *f-p*

1. 2.

Detailed description: This image shows two measures of a musical score for bassoon. The first measure starts with a dynamic *f-p*. The R.H. (right hand) plays a sixteenth-note pattern: B, A, G, F, E, D. The L.H. (left hand) provides harmonic support with sustained notes on B and F-sharp. The second measure continues with a similar pattern, followed by a short rest. The measure ends with a repeat sign and a double bar line, indicating a section labeled '1.' and '2.'

## Party Song



Before playing, look at measure 6 and plan how you will play it.

### **Words by Crystal Bowman**

**Brightly**

*f* I like go - ing to a par - ty, I like hav - ing fun.

5 on ?

5 4 5 2 R.H. 5 4 2 L.H. over

Play - ing games and win - ning priz - es, fun for ev - ery - one.

2 5

9

I am in the mood for some par - ty food.

13 3 1

I like go - ing to a par - ty, I like hav - ing fun!



Name the 3 flats used in this piece.       ,       , and       .

# Boogie on Broadway

Watch out for the sharps and flats!



**Fast and rhythmic**

1

*mf* I want to go — see a show on Broad - way.

(prepare L.H.)

5

I can't help tap - pin' my toes on Broad - way.

9

Mu - si - cal stars and shows I just can't wait to go!

13

*f* New York! Broadway here I come!

2

Sheet music for Boogie on Broadway, featuring four staves of music for two voices. The first staff starts with a treble clef, 4/4 time, and 'mf'. The second staff starts with a bass clef, 4/4 time, and '(prepare L.H.)'. The third staff starts with a treble clef, 4/4 time, and '5'. The fourth staff starts with a bass clef, 4/4 time, and '9'. Measure numbers 1, 5, 9, and 13 are indicated above the staves. The music includes various note values and rests, with some notes connected by slurs. The lyrics describe wanting to go to Broadway, being unable to help tapping one's toes, seeing musical stars and shows, and finally arriving in New York City.



Where are the first 2 measures found later in the piece?

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

R.H.

Bass clef, 4/4 time, dynamic *mp*. The right hand part consists of eighth-note patterns.

L.H.

Bass clef, 4/4 time, dynamic *mp*. The left hand part consists of eighth-note patterns.

5

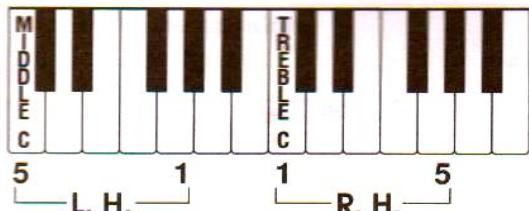
9

13

2

Sheet music for a Teacher Duet. The top staff is for the Right Hand (R.H.) and the bottom staff is for the Left Hand (L.H.). Both staves use a bass clef and 4/4 time. The dynamics are marked as *mp*. Measure numbers 5, 9, 13, and 2 are indicated above the staves. The music consists of eighth-note patterns throughout.

# Scarf Dance



Notice that both hands are written in the treble clef.



**Mauro Giuliani**  
(1781-1829, Italy)

Rather fast

*f-p on repeat*

*f-p on repeat*

Repeat from measure 9  
playing softly (*p*).

DISCOVERY

What note is flattened throughout the entire piece? \_\_\_\_\_

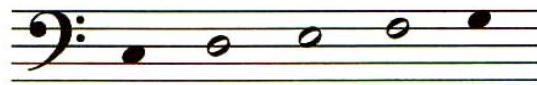
The musical score consists of four staves of music for two hands. The top two staves are for the right hand (treble clef) and the bottom two staves are for the left hand (treble clef). Measure 1 starts with a forte dynamic (f) followed by a piano dynamic (p) on repeat. Measure 5 starts with a forte dynamic (f) followed by a piano dynamic (p) on repeat. Measure 9 starts with a forte dynamic (f) followed by a piano dynamic (p) on repeat. Measure 13 starts with a forte dynamic (f) followed by a piano dynamic (p) on repeat. A callout box points to the piano dynamic in measure 9 with the instruction "Repeat from measure 9 playing softly (p.)".

# Tonic and Dominant

In C Position and other 5-finger positions you will learn:

the **1st** note is called the **tonic**

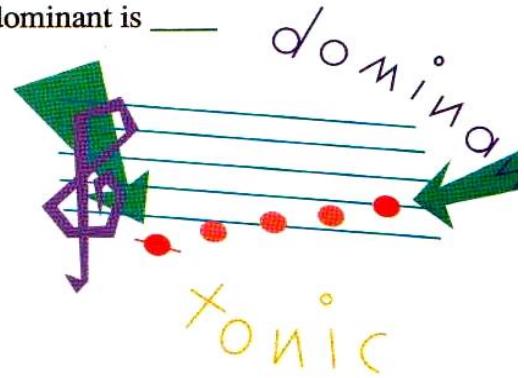
the **5th** note is called the **dominant**



Write in the letter name: In C Position, the tonic is \_\_\_\_\_. The dominant is \_\_\_\_\_

Most pieces usually end on the **tonic**.

Does *Two Note March* end on the tonic?



## Two-Note March

Play this piece singing the words aloud.

5

*f* 5th note, dom - i - nant! 1st note, ton - ic!

5

Dom - i - nant, ton - ic, G back to C.

Circle tonic or dominant for each measure.

tonic	tonic	tonic	tonic	tonic	tonic
dominant	dominant	dominant	dominant	dominant	dominant

# Girl on a Bicycle



Music by Ferdinand Beyer  
adapted

Wheeling along

*1 on* *5*

*mf* Rid-ing up and down the hills, I know I will not take a spill. I

*5 on* *?*

**5**

*1* *3* *2* *3*

zoom a-round my neigh-bor-hood each day when school is done!

*5* *1* *5*

**DISCOVERY**

Circle all the **dominant notes** for the L.H. in *Girl on a Bicycle*.



# Boy on a Bicycle

Music by Ferdinand Beyer  
adapted

Pedaling along

*1* *5*

*mf* Cy-cling is my fa-v'rite sport, I e-ven did a school re-port a -

*5* *1*

Theory p. 29 Technique p. 29

**5**

bout my ten-speed bi - cy - cle and how I love to ride!

*4* *5* *3* *1* *3* *5*



Circle all the **tonic notes** for the R.H. in *Boy on a Bicycle*.

Performance p. 20 - 21

Theory p. 29 Technique p. 29

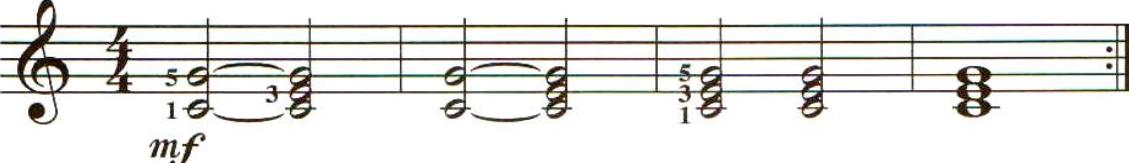


## The C Chord

The C chord is made up of 3 tones that build up in 3rds from C.  
Practice these warm-ups to help you master the C chord.



— name of chord

1. 

2. 

*Repeat 8<sup>va</sup>  
higher*

*Repeat 8<sup>va</sup>  
lower*

### Blocked chords:

notes of the chord played at the same time



### C Chord March

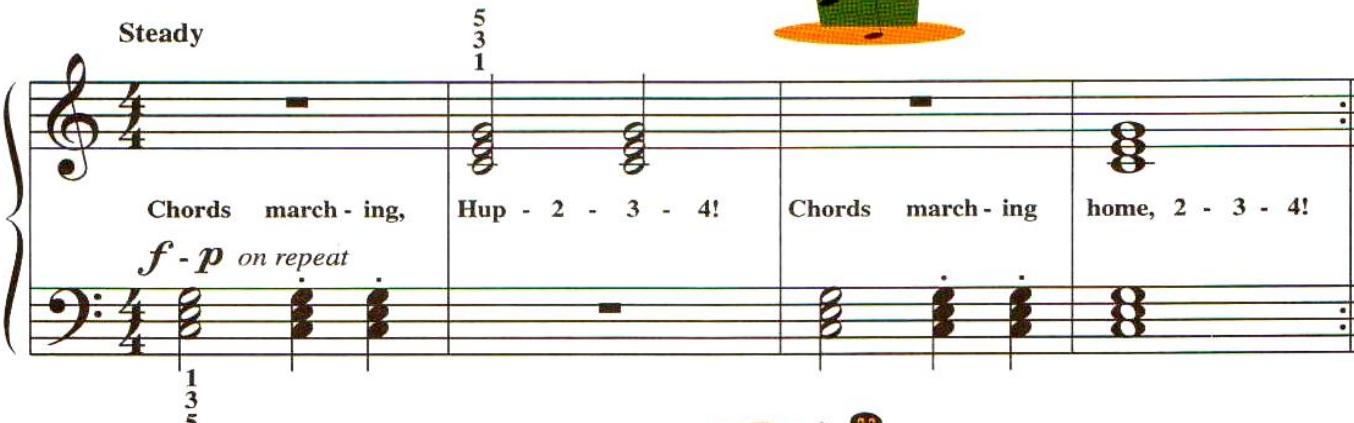
Steady

5  
3  
1

Chords march - ing, Hup - 2 - 3 - 4! Chords march - ing home, 2 - 3 - 4!

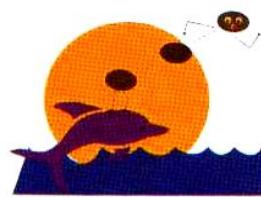
*f - p on repeat*

1  
3  
5



### Broken chords:

notes of the chord played separately



### Playful Porpoise

Playfully

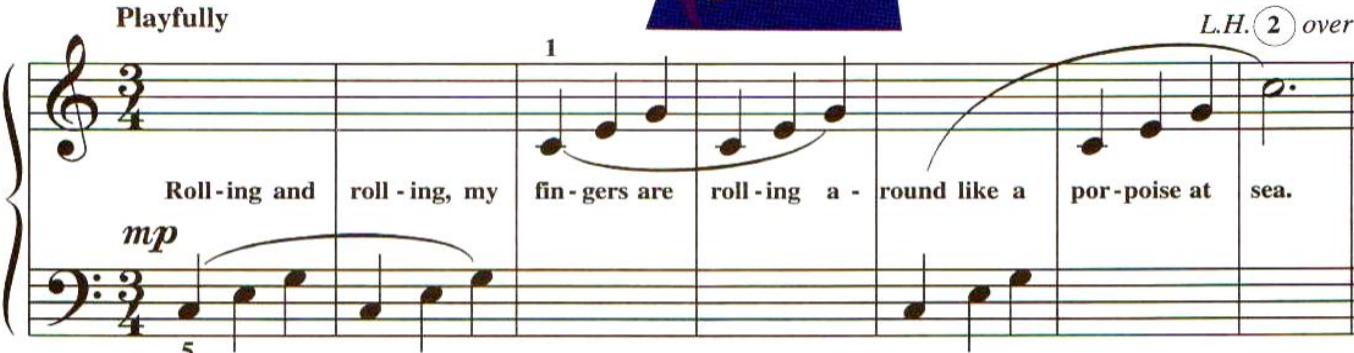
1

L.H. (2) over

Roll-ing and roll - ing, my fin - gers are roll - ing a - round like a por - poise at sea.

*mp*

5




Compose a short piece of your own using blocked and broken C chords.  
You may enjoy using the pedal.

I is the Roman numeral for the number 1.

The C chord is called the **I chord** or **tonic chord** in C Position.



### C Position: I

Before playing this piece, write a I under each measure with a C chord.



## Song for a Scarecrow

### C Position

Wishfully

3 on  
—?

*mf*  
I'm *p*.

hang-ing a - round, oh, watch

Ex. I

5

Words by Crystal Bowman

4

ing all the corn grow. Wish I could find

9

broken chord

4

some-one to play with this old scare crow.

13

p

broken chord

# My Pony

Name the starting position. \_\_\_\_\_



Traditional

Trotting along

*mf* 1 on \_\_?  
Trot, trot, trot,  
go and nev - er stop!

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

5 2

Where it's smooth and where it's ston - y, go a - long my lit - tle po - ny.

Move to Middle C Position ②

9  
Hear your hooves clip clop, (L.H. gets ready) 5 Gid - dy - up, now trot!  
1 3 5



Hold the pedal down and play C chords beginning *high* and ending *low* on the keyboard.

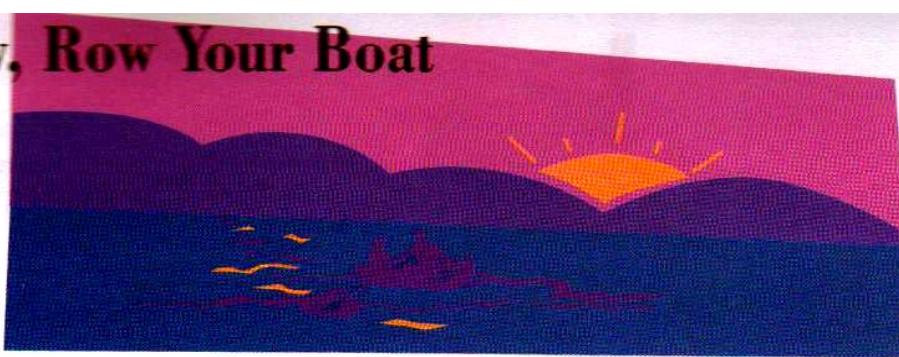
Teacher Duet: (Student plays *1 octave higher*)

R.H.  
L.H. *mp*

5

pp 9  
*mf*

# Row, Row, Row Your Boat



Fast

Traditional

1

*mf*

Row, (2 - 3) row, (2 - 3) row your boat

1 3 5

5

gent - ly down the stream. (2 - 3 1 - 2 - 3)

9 L.H. over  
2 R.H. 5 3

Mer - ri - ly, mer - ri - ly, mer - ri - ly, mer - ri - ly,

(prepare L.H.)

13 5 1

life is but a dream.

*p*



Write the letter names of the C chord. \_\_\_\_\_

Which line of music uses only notes of the C chord?

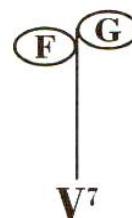
# The V<sup>7</sup> Chord

V is the Roman numeral for the number 5.

The **V<sup>7</sup> chord** (pronounced “five-seven”) is a 4-note chord.



In this book, a simplified 2-note version of the V<sup>7</sup> chord is used.



**the dominant, step V**  
F is 7 notes above G.  
It is played underneath G for ease.

- Play the chords below while saying their names aloud.

Play:  
L.H.

I      V<sup>7</sup>      I

Play:  
R.H.

I      V<sup>7</sup>      I

**Chord Hint:** Play lightly and close to the keys!



## Tap Dancing

2. *Very steady*

## Reading Chord Symbols

- Play I and V<sup>7</sup> chords in C Position by reading the chord symbols below.

Use L.H. I      V<sup>7</sup>      I      V<sup>7</sup>      I

Use R.H. I      I      V<sup>7</sup>      V<sup>7</sup>      I

Write a **I** or **V<sup>7</sup>** in each box below the music.



## Jazzy Joe

Lively

1

*mf*

There goes that Jaz - zy Joe in his new fan - cy clothes.  
He can play an - y - thing, rock 'n' roll, pop, or swing.

**4** 8      8

5

Ev - 'ry - one seems to know that Jaz - zy Joe.  
Ev - 'ry - one loves to sing with Jaz - zy Joe.

**2** **8**      **8**

Special Effect: Hold the right foot pedal down for measures 9-14.

Your teacher will help you.

**9**

*f*

(move R.H. quickly)

**13**

Pedal down.

**13** (1) 2

*Lift pedal.*



Create your own **I** and **V<sup>7</sup>** chord exercise in C Position. Write **I** or **V<sup>7</sup>** in each of the blanks below. Then play your exercise with your L.H., then R.H.



# Shepherd's Song

(from the *Sixth Symphony*)



Ludwig van Beethoven  
(1770-1827, Germany)

**Peacefully**

**3 on** —?

**mp**

**Count:** 1 - 2 - 3    1 - 2 - 3    1 - 2 - 3    1 - 2 - 3

**1 on** —?  
**5 on** —?

**5**

Musical score for measures 1-5. Treble clef, 3/4 time. Bassoon part: sustained notes on G4, A4, B4. Trombone part: eighth-note patterns.

**1 - 2 - 3 etc.**

**9**

Musical score for measure 6. Treble clef, 3/4 time. Bassoon part: eighth-note patterns. Trombone part: sustained notes on G4, A4, B4.

**4**

**13**

Musical score for measure 10. Treble clef, 3/4 time. Bassoon part: eighth-note patterns. Trombone part: sustained notes on G4, A4, B4.

**p**

**Move to Middle C Position.** (3)

**Move to C Position.** (1 3 5)

Musical score for measure 11. Treble clef, 3/4 time. Bassoon part: eighth-note patterns. Trombone part: eighth-note patterns.



Sometimes a note of the I chord is left out. It is still the I chord.  
Label each I and V<sup>7</sup> chord in this piece.

## ***rit. = ritardando***

This means a gradual slowing down of the speed of the music.  
*Ritardando* is often shortened to *ritard.* or *rit.*

# Au Clair de la Lune (By the Light of the Moon)

Name the starting position. \_\_\_\_\_



French Folk Song

Rather fast  
1 on  
—?

**mf**

1 on\_\_?  
3 on\_\_?

**f**  
(prepare L.H.)

move ③ to \_\_?

**13**

**mf**  
(prepare L.H.)

①

**p**  
**rit.**

DISCOVERY

Which part of this piece sounds like an echo?

Sheet music for 'Au Clair de la Lune' featuring three staves of musical notation. The first staff uses treble and bass clefs with a 4/4 time signature. The second staff starts with a 4/4 time signature and changes to 2/4. The third staff starts with a 4/4 time signature and changes to 3/4. Various dynamics and performance instructions are included, such as 'rit.', 'f', 'mf', and 'p'. Measure numbers 1, 9, 13, and 2 are indicated. A 'Discovery' icon with a lightbulb is present, asking which part sounds like an echo.

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

R.H.  
L.H. **mp**

**9**

**13**

**4**

**2**

**rit.**

**pp**

Sheet music for a Teacher-Duet performance. It includes two staves: one for the Right Hand (R.H.) and one for the Left Hand (L.H.). The R.H. staff uses a treble clef and a 4/4 time signature, while the L.H. staff uses a bass clef and a 4/4 time signature. Measure numbers 2, 4, 9, and 13 are marked. Dynamics include 'mp', 'p', 'rit.', and 'pp'. Articulation marks like dots and dashes are also present.



## Three G's

Treble G

Middle G

Bass G (1 octave below Middle G)



Play each of these G's on the piano while saying its name aloud.



## Bongo Drummers

Fast and rhythmic

R.H. (3)

L.H. (3)

(5)

R.H. (3)

(3)

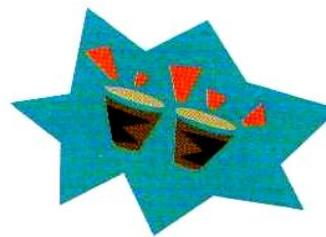
9

(3)

(prepare R.H.)

8

$\frac{5}{3} 1$



# Notes in the G Positions

The image shows three staves of musical notation. The top staff is in Treble clef, the middle in Middle C clef, and the bottom in Bass clef. Each staff contains a series of eighth notes. The notes in the Treble staff are on the 5th, 4th, 3rd, 2nd, and 1st lines from the top. The notes in the Middle staff are on the 4th, 3rd, 2nd, and 1st lines. The notes in the Bass staff are on the 3rd, 2nd, and 1st lines.

Treble G Position  
Middle G Position  
Bass G Position

Play each of these 5 finger G Positions on the piano. Say the note names aloud as you play.  
In G Position, **G** is now the **tonic** note. **D** is the **dominant** note.

## Warm-Up in G

**Steady**

1 on ?

Ton - ic up to dom - i - nant. *mf*

5 on ?

Ton - ic up to dom - i - nant.

Sec - onds in Bass G Pos - i - tion, now play thirds with ease.

5 on ?

## Chords in G

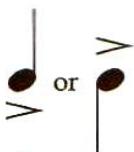
**Smoothly**

*mp*

broken chord      blocked chords

I                      I                      V<sup>7</sup>                      I

**accent mark**



means accent the note by playing it louder than the others around it.



# Alarm Clock

Name the position. \_\_\_\_\_

Ticking happily

3 on ?

*mp* Tick-tock, tick-tock, tick-tock, tick-tock.

1 on ?

4

Sheet music for measures 1-4. Treble clef, 4/4 time. The melody consists of eighth notes and sixteenth notes. The lyrics "Tick-tock, tick-tock, tick-tock, tick-tock." are written below the notes. Measure 1 starts with a quarter note followed by three eighth notes. Measures 2-4 follow a similar pattern with slight variations in note grouping.

5 1 3  
mf I have an a - larm clock, tick - tock, tick - tock,  
2 3

Sheet music for measures 5-8. Treble clef, 4/4 time. The melody continues with eighth and sixteenth notes. The lyrics "I have an a - larm clock, tick - tock, tick - tock," are written below the notes. Measure 5 starts with a quarter note followed by three eighth notes. Measures 6-8 follow a similar pattern.

9  
If I do not wind it, it slows down and stops.

Sheet music for measures 9-12. Treble clef, 4/4 time. The melody continues with eighth and sixteenth notes. The lyrics "If I do not wind it, it slows down and stops." are written below the notes. Measure 9 starts with a quarter note followed by three eighth notes. Measures 10-12 follow a similar pattern.

13  
mp Tick-tock, tick-tock, rit. tick-tock, tick-tock!  
1 octave higher 8va -- 1 2 octaves higher 15ma -- 1  
3 3

Sheet music for measures 13-16. Treble clef, 4/4 time. The melody continues with eighth and sixteenth notes. The lyrics "Tick-tock, tick-tock, rit. tick-tock, tick-tock!" are written below the notes. Measure 13 starts with a quarter note followed by three eighth notes. Measures 14-16 follow a similar pattern. There are dynamics "mp" and "p" indicated, and performance instructions "1 octave higher" and "2 octaves higher" with fingerings "8va -- 1" and "15ma -- 1". Measure 14 has a "rit." (ritardando) instruction.



At the end of the piece, did your clock slow down and stop?

# Dinosaur Stomp

Name the position. \_\_\_\_\_

Does the L.H. begin on  
Bass G, Middle G or Treble G?  
(circle one of the above)



**Slow and heavy**

*(prepare R.H.)*

**Crash! Boom!**      **Thunk! Make way,** **Crash! Boom!**      **Thunk! Love to**

**roar and do my pre - his - tor - ic danc-ing, All the**

**tree trunks break, the earth cracks and shakes, Love to**

**roar and do the Di - no - saur Stomp!**

**DISCOVERY** Is the first note in measure 15 the **tonic** or the **dominant**? (circle one)  
Does the piece end on the **tonic** or the **dominant**?

Performance p. 26   Technique p. 36

# Upbeat

This piece begins with an **upbeat** (or **pick-up note**).  
The upbeat leads into the first full measure.

If a piece has an *upbeat*, the last measure will often be incomplete. The combined beats of the incomplete first and last measures will equal one full measure.



## Jumbo's Lullaby

Name the position. \_\_\_\_\_

Reminder: This piece begins on beat 3.

Like a lullaby

Words by Crystal Bowman



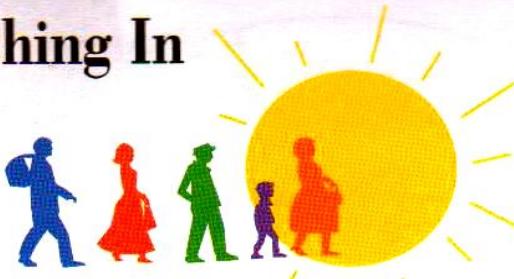
Compose a piece in Bass G Position with a L.H. melody. Call it "Elephant Walk."

Teacher Duet: (Student plays *as written*)

# When the Saints Go Marching In

Name the position. \_\_\_\_\_

This piece begins on beat 2.



Traditional American

Brightly

**1**

Oh, when the saints go marching in,

**4**

Oh, when the saints go marching in, (go marching

**8**

in) Oh, how I want to be in that num-ber, (yes, I

**12**

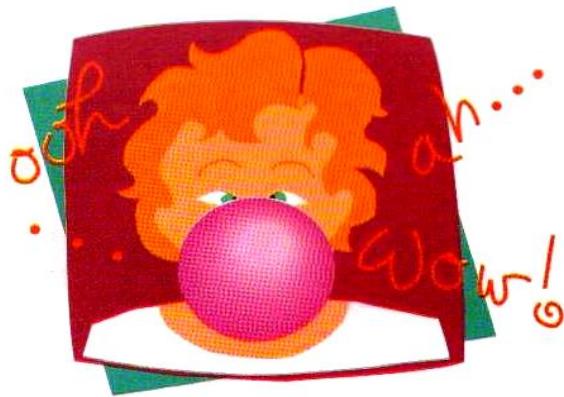
do) when the saints go marching in.

**DISCOVERY**

Write I or V7 in the boxes given. (Hint: A note is left out of two I chords.)

# The Bubble

Name the position. \_\_\_\_\_



**Eye Check:** Can you play this entire piece, except the last measure, without looking at your hands?

With excitement

Words by Crystal Bowman

1 on  
—?  
*mf* I blew a great big bub-ble while chew-ing gum to - day. It

1 on  
—?  
1 3 1

Sheet music for measures 1-5. Treble clef, 4/4 time. Bass clef is present but unused.

5

stretched out wide be - fore it popped, I'm real - ly pleased to say.

Sheet music for measures 6-7. Treble clef, 4/4 time. Bass clef is present but unused.

9

4 Gum got on my cheeks, and in my nose and hair.  
*mp*

1 4 5

Sheet music for measures 8-9. Treble clef, 4/4 time. Bass clef is present but unused.

13

*mf*

Ev - ery- thing was look - ing pink but oh, I did - n't care. My

*f*

2 1 2

17

ears were plugged a lit - tle, some gum was on my chin. The

21

col - lar of my new white shirt was stick - ing to my skin. The

*f*

3

25

bub - ble was e - nor-mous, the noise was ver - y loud! My

1 3 5 1 3 > 3 > > > > > >

29 Very slowly

Quickly

moth - er was - n't hap - py, but I was real - ly proud!

*f*

3 (1) >



DISCOVERY Which line of music uses only notes of the G chord?

**Certificate  
of Achievement**

**CONGRATULATIONS TO**

(Name of student)

You have completed

**Piano Adventures® Lesson Book 1**

and are now ready for:

**Piano Adventures® Lesson Book Level 2A**

**Piano Adventures® Theory Book Level 2A**

**Piano Adventures® Performance Book Level 2A**

**Piano Adventures® Technique & Artistry Book Level 2A**

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_