

LESSON BOOK

LEVEL

2A

# PIANO

*Adventures*<sup>®</sup> by Nancy and Randall Faber

A BASIC PIANO METHOD

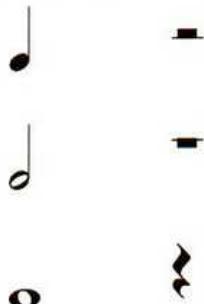


THE  
F·J·H  
MUSIC  
COMPANY  
INC.

# Review Test

## Rhythm

1. Connect each note to its matching rest.



2. Draw bar lines for this time signature.

Write 1 2 3 4 under the correct beats. Then play the rhythm using a C chord.



3. Draw bar lines for this time signature.

Write 1 2 3 under the correct beats. Then play the rhythm using a G chord.



## Reading

4. Draw a line connecting each musical term to the correct place in the music.

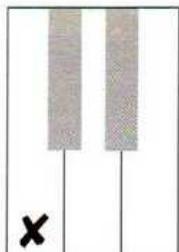
G clef, or treble clef	double bar line	2nd
F clef, or bass clef	{	3rd
time signature		
whole rest		

half rest                          bar line                          Bass G

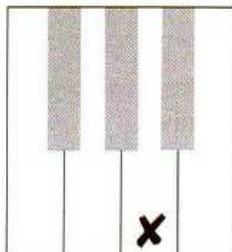
A musical staff with several elements labeled for identification: a treble clef, a bass clef, a 4/4 time signature, a double bar line, a 3/4 time signature, a whole rest, a half rest, a bar line, and a bass G note.

## Theory

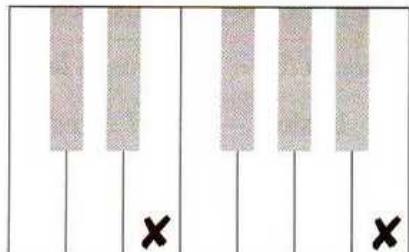
5. Put a ✓ on the correct key from the X.



UP a half step



DOWN a half step



UP a half step DOWN a half step

6. Circle **tonic** (step 1) or **dominant** (step 5) for the shaded note.

C position:



tonic / dominant

C position:



tonic / dominant

G position:



tonic / dominant

G position:



tonic / dominant

## Symbols and Terms

7. Connect each term to its correct definition.

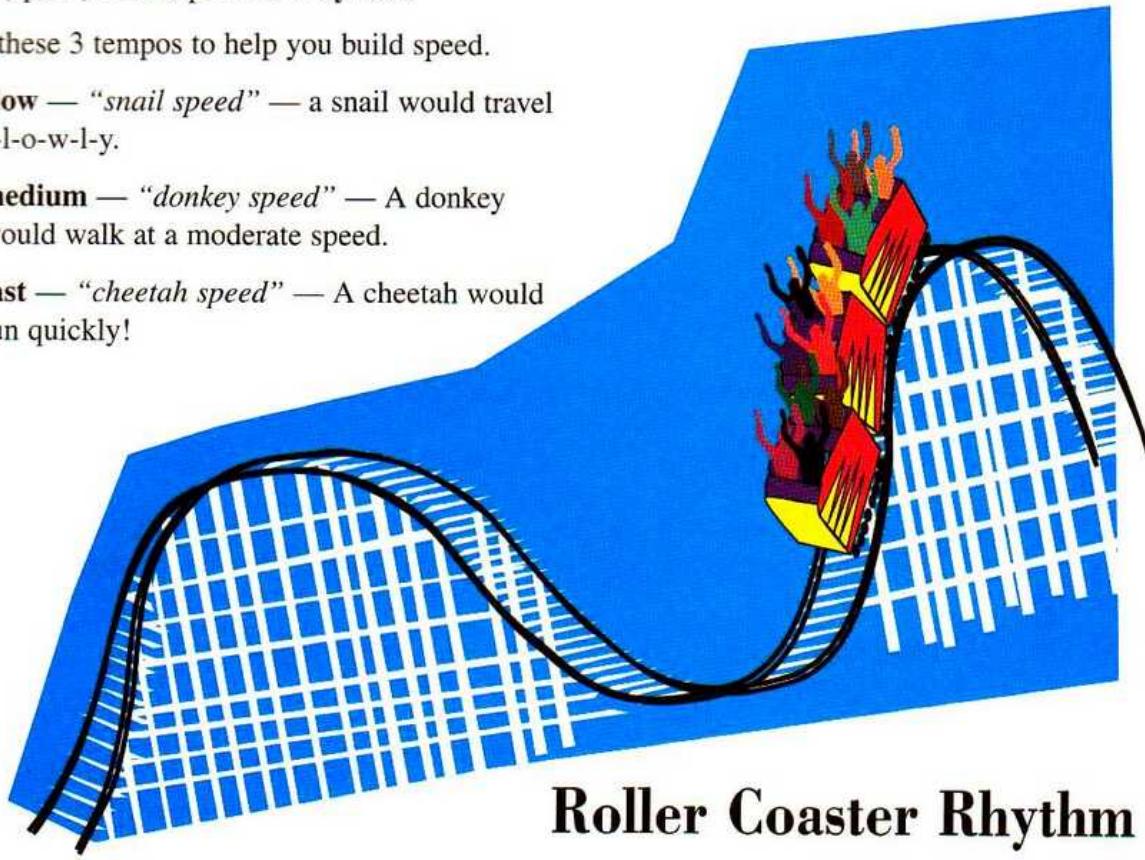
legato	• up a half step
staccato	• Play this note louder.
accent mark	• Connect the notes.
<i>ritard.</i>	• moderately soft
sharp	• lift quickly; detached
flat	• Gradually slow down.
<i>mp</i> ( <i>mezzo piano</i> )	• down a half step

# Review Piece

The tempo (speed) of this piece is **very fast**.

Practice at these 3 tempos to help you build speed.

1. **slow** — “*snail speed*” — a snail would travel s-l-o-w-l-y.
2. **medium** — “*donkey speed*” — A donkey would walk at a moderate speed.
3. **fast** — “*cheetah speed*” — A cheetah would run quickly!



## Roller Coaster Rhythm

**Very fast**

*The roller coaster starts up.*

*mf*

**1 on ?**

**2**

**(2)**

**3 on ?**

**2**

**3**

**f We're off!**

**1**

**5**

**4**

**2**

**1**

**2**

**3**

**4**

*Rounding the curve*

**1**

**4**

Musical notation for two staves. The top staff is in treble clef and 4/4 time. The bottom staff is in bass clef and 4/4 time. The music consists of eighth and sixteenth note patterns. Fingerings and dynamics are indicated above the notes. The first section ends with a forte dynamic (f) labeled "We're off!". The second section begins with a dynamic (4) and ends with a dynamic (1).

8

*Coming down the hill.*

**p**

12

**mf**

17

**f**

21

*Whew!*

**mp**

*End of the ride.*

*rit.*



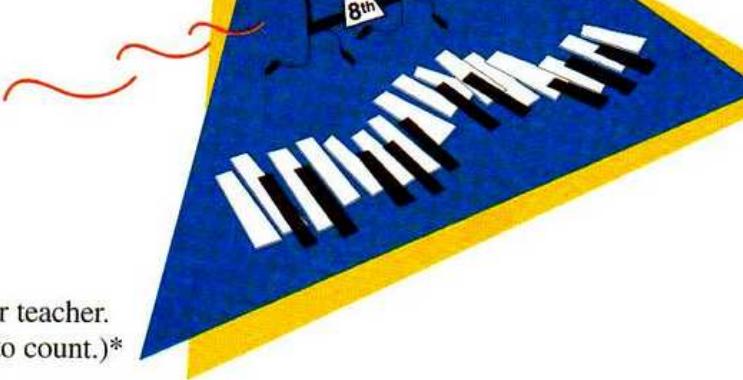
Choose your own animal for the 3 practice speeds.

slow \_\_\_\_\_ medium \_\_\_\_\_ fast \_\_\_\_\_



# 8th Notes

2 eighth notes equal a quarter note



Think of eighth notes as *running* notes.

Tap and count aloud these rhythms with your teacher.  
(Your teacher may have other ways for you to count.)\*

1. walk      run - ning    walk      run - ning    walk      run - ning    walk

2. run - ning    walk      run - ning    walk      run - ning    walk      walk

3. run - ning    run - ning    walk      run - ning    run - ning    walk      walk

Write 1 2 3 4 under the correct beats for the rhythms above. Your teacher will help you.

## Eighth Note Rhythms

1. Circle this pattern in **rhythm 1** above.  
Then play **rhythm 1** on a G chord.



2. Circle this pattern in **rhythm 2** above.  
Then play **rhythm 2** on a C chord.



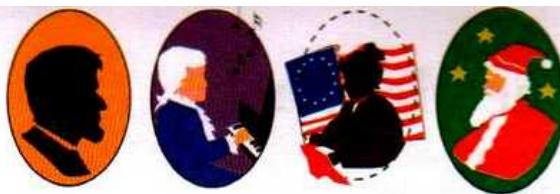
3. Circle this pattern in **rhythm 3** above.  
Then play **rhythm 3** on a G chord.



\*Teacher's Note: If desired, other methods of counting may be written in the music.  
("1 and 2 and," "quarter two-eighths," "ta ti-ti," etc.)

# Famous People

Name the 5-finger position. \_\_\_\_\_



With a strong beat

1

*f* Sing the names of fa - mous peo - ple:

3      1 on ?

A - bra - ham Lin - coln, Ben - ja - min Frank - lin,

5

Chris - to - pher Co - lum - bus, A - ma - de - us Mo - zart,

7

Rob - in Hood, Bet - sy Ross, San - ta Claus, Jack Frost, Cin - der - el - la, too!

5      1

DISCOVERY



Ask your teacher if you may play *Famous People* with the metronome ticking at  $\text{J} = 112$ .

Teacher Duet: (Student plays 1 octave higher)

R.H.

L.H. *mf*

3      4      5

5      1      3      2

7

# The Mermaid

Imagine your R.H. is the mermaid singing.  
Your L.H. is the seaweed moving gently below.



Flowing gracefully

3 on ?  
*mp*

4

1 on ?  
2

5 move quickly

9 (3)

13 5 rit. 3

Sheet music for piano, 2 staves. Treble clef, 2/4 time. Dynamics: 3 on ?, mp, 4, 1 on ?, 2, 5 move quickly, 9 (3), 13 5 rit. 3.



Discovery  
Name aloud each R.H. note in the last line of music.

Middle C line



## Skip to My Lou

**Practice Hint:** Learn the last measure first.

**Happily**

*mf*

move (1) to B

3

Swing your part - ner, skip to my Lou. Swing your part - ner,

1 5

4

skip to my Lou. Swing your part - ner, skip to my Lou.

7

2

Skip to my Lou, my dar - ling.

1

**DISCOVERY**

The R.H. 8th notes are played on which beat of the measure?

*beat 1      beat 2      beat 3      beat 4*      (circle your answer)

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

R.H.

L.H. *mp*

1. 2.

A **natural** cancels a sharp or a flat.  
 A natural will always be a white key.  
 Can you find the natural  
 in *Leftover Popcorn*?



## Leftover Popcorn

Words by Jennifer MacLean

**Cheerfully**

move (1) to B

1

*mp*

Left - o - ver pop - corn      ly - ing in the bowl,  
 Got up so ear - ly      just so I could eat      I don't care if it's  
 last night's pop - corn, oh

(prepare L.H.)

4

2

old and cold. But      what do I see? Just      my bad luck!

what a treat. But      what do I see? Just      my bad luck! {

1

7

3

5 4

*f*

Ma - ma fed the pop - corn      to the duck!



Make this piece longer by repeating the last line in different octaves.  
 Play only the R.H.

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

R.H.

L.H. *mp*

3

4

1 2 1

3

7

3 2

*mf*



## **Ice Cream**

### **C Position**

## **Words by Crystal Bowman**

Lively

*mf* I - cy, frost - y, twirl - y, swirl - y, tast - y on its cone.

Melody 1 (Treble Clef): Measure 5: 1/4 note, 1/4 note, 1/4 note, 1/4 note. Measure 6: 1/4 note, 1/4 note, 1/4 note, 1/4 note. Measure 7: 1/4 note, 1/4 note, 1/4 note, 1/4 note. Measure 8: 1/4 note. Measure 9: 1/4 note.

Melody 2 (Bass Clef): Measure 5: 1/4 note, 1/4 note. Measure 6: 1/4 note, 1/4 note. Measure 7: 1/4 note, 1/4 note. Measure 8: 1/4 note. Measure 9: 1/4 note.

*f*

Melt - ing, drip - ping, stick - ing, lick - ing fast - er 'til it's gone!

Melody 1 (Treble Clef): Measure 10: 1/4 note, 1/4 note, 1/4 note, 1/4 note. Measure 11: 1/4 note, 1/4 note, 1/4 note, 1/4 note. Measure 12: 1/4 note, 1/4 note, 1/4 note, 1/4 note. Measure 13: 1/4 note, 1/4 note, 1/4 note, 1/4 note. Measure 14: 1/4 note.

Melody 2 (Bass Clef): Measure 10: 1/4 note, 1/4 note. Measure 11: 1/4 note, 1/4 note. Measure 12: 1/4 note, 1/4 note. Measure 13: 1/4 note, 1/4 note. Measure 14: 1/4 note.

*p*

## More Ice Cream



Here is the same piece written in G position.

Lively

5

*mf* icy, frost-y, twirl-y, swirl-y, tast-y on its cone.

1

5

3

2

Melt-ing, drip-ping, stick-ing, lick-ing fast-er 'til it's gone!



Find and circle a 4th for the R.H. in *More Ice Cream*.

Technique P.3 (*Flying Fingers*), p. 10

# Transposition

Playing a piece in a different position is called *transposition*.

After learning this piece in G Position, transpose it to C Position.

When transposing, the actual note names will change but the *intervals* will stay the same.

Reading the intervals and listening to the sound will help you transpose.



## My Daydream

G Position

Words by Crystal Bowman

Floating along

3

Watch - ing the fluf - fy white clouds in the sky,

*mp*

5 on ?

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

21.

22.

23.

24.

25.

26.

27.

28.

29.

30.

31.

32.

33.

34.

35.

36.

37.

38.

39.

40.

41.

42.

43.

44.

45.

46.

47.

48.

49.

50.

51.

52.

53.

54.

55.

56.

57.

58.

59.

60.

61.

62.

63.

64.

65.

66.

67.

68.

69.

70.

71.

72.

73.

74.

75.

76.

77.

78.

79.

80.

81.

82.

83.

84.

85.

86.

87.

88.

89.

90.

91.

92.

93.

94.

95.

96.

97.

98.

99.

100.

101.

102.

103.

104.

105.

106.

107.

108.

109.

110.

111.

112.

113.

114.

115.

116.

117.

118.

119.

120.

121.

122.

123.

124.

125.

126.

127.

128.

129.

130.

131.

132.

133.

134.

135.

136.

137.

138.

139.

140.

141.

142.

143.

144.

145.

146.

147.

148.

149.

150.

151.

152.

153.

154.

155.

156.

157.

158.

159.

160.

161.

162.

163.

164.

165.

166.

167.

168.

169.

170.

171.

172.

173.

174.

175.

176.

177.

178.

179.

180.

181.

182.

183.

184.

185.

186.

187.

188.

189.

190.

191.

192.

193.

194.

195.

196.

197.

198.

199.

200.

201.

202.

203.

204.

205.

206.

207.

208.

209.

210.

211.

212.

213.

214.

215.

216.

217.

218.

219.

220.

221.

222.

223.

224.

225.

226.

227.

228.

229.

230.

231.

232.

233.

234.

235.

236.

237.

238.

239.

240.

241.

242.

243.

244.

245.

246.

247.

248.

249.

250.

251.

252.

253.

254.

255.

256.

257.

258.

259.

260.

261.

262.

263.

264.

265.

266.

267.

268.

269.

270.

271.

272.

273.

274.

275.

276.

277.

278.

279.

280.

281.

282.

283.

284.

285.

286.

287.

288.

289.

290.

291.

292.

293.

294.

295.

296.

297.

298.

299.

300.

301.

302.

303.

304.

305.

306.

307.

308.

309.

310.

311.

312.

313.

314.

315.

316.

317.

318.

319.

320.

321.

322.

323.

324.

325.

326.

327.

328.

329.

330.

331.

332.

333.

334.

335.

336.

337.

338.

339.

340.

341.

342.

343.

344.

345.

346.

347.

348.

349.

350.

351.

352.

353.

354.

355.

356.

357.

358.

359.

360.

361.

362.

363.

364.

365.

366.

367.

368.

369.

370.

371.

372.

373.

374.

375.

376.

377.

378.

379.

380.

381.

382.

383.

384.

385.

386.

387.

388.

389.

390.

391.

392.

393.

394.

395.

396.

397.

398.

399.

400.

401.

402.

403.

404.

405.

406.

407.

408.

409.

410.

411.

412.

413.

414.

415.

416.

417.

418.

419.

420.

421.

422.

423.

424.

425.

426.

427.

428.

429.

430.

431.

432.

433.

434.

435.

436.

437.

438.

439.

440.

441.

442.

443.

444.

445.

446.

447.

448.

449.

450.

451.

452.

453.

454.

455.

456.

457.

458.

459.

460.

461.

462.

463.

464.

465.

466.

467.

468.

469.

470.

471.

472.

473.

474.

475.

476.

477.

478.

479.

480.

481.

482.

483.

484.

485.

486.

487.

488.

489.

490.

491.

492.

493.

494.

495.

496.

497.

498.

499.

500.

501.

502.

503.

504.

505.

506.

507.

508.

509.

510.

511.

512.

513.

514.

515.

516.

517.

518.

519.

520.

521.

522.

523.

524.

525.

526.

527.

528.

529.

530.

531.

532.

533.

534.

535.

536.

537.

538.

539.

540.

541.

542.

543.

544.

545.

546.

547.

548.

549.

550.

551.

552.

553.

554.

555.

556.

557.

558.

559.

560.

561.

562.

563.

564.

565.

566.

567.

568.

569.

570.

571.

572.

573.

574.

575.

576.

577.

578.

579.

580.

581.

582.

583.

584.

585.

586.

587.

588.

589.

590.

591.

592.

593.

594.

595.

596.

597.

598.

599.

600.

601.

602.

603.

604.

605.

606.

607.

608.

609.

610.

611.

612.

613.

614.

615.

616.

617.

618.

619.

620.

621.

622.

623.

624.

625.

626.

627.

628.

629.

630.

631.

632.

633.

634.

635.

636.

637.

638.

639.

640.

641.

642.

643.

644.

645.

646.

647.

648.

649.

650.

651.

652.

653.

654.

655.

656.

657.

658.

659.

660.

661.

662.

663.

664.

665.

666.

667.

668.

669.

670.

671.

672.

673.

674.

675.

676.

677.

678.

679.

680.

681.

682.

683.

684.

685.

686.

687.

688.

689.

690.

691.

692.

693.

694.

695.

696.

697.

698.

699.

700.

701.

702.

703.

704.

705.

706.

707.

708.

709.

710.

711.

712.

713.

714.

715.

716.

717.

718.

719.

720.

721.

722.

723.

724.

725.

726.

727.

728.

729.

730.

731.

732.

733.

734.

735.

736.

737.

738.

739.

740.

741.

742.

743.

744.

745.

746.

747.

748.

749.

750.

751.

752.

753.

754.

755.

756.

757.

758.

759.

760.

761.

762.

763.

764.

765.

766.

767.

768.

769.

770.

771.

772.

773.

774.

775.

776.

777.

778.

779.

780.

781.

782.

783.

784.

785.

786.

787.

788.

789.

790.

791.

792.

793.

794.

795.

796.

797.

798.

799.

800.

801.

802.

803.

804.

805.

806.

807.

808.

809.

810.

811.

812.

813.

814.

815.

816.

817.

818.

819.

820.

821.

822.

823.

824.

825.

826.

827.

828.

829.

830.

831.

832.

833.

834.

835.

836.

837.

838.

839.

840.

841.

842.

843.

844.

845.

846.

847.

848.

849.

850.

851.

852.

853.

854.

855.

856.

857.

858.

859.

860.

861.

862.

863.

864.

865.

866.

867.

868.

869.

870.

871.

872.

873.

874.

875.

876.

877.

878.

879.

880.

881.

882.

883.

884.

885.

886.

887.

888.

889.

890.

891.

892.

893.

894.

895.

896.

897.

898.

899.

900.

901.

902.

903.

904.

905.

906.

907.

908.

909.

910.

911.

912.

913.

914.

915.

916.

917.

918.

919.

920.

921.

922.

923.

924.

925.

926.

927.

928.

929.

930.

931.

932.

933.

934.

935.

936.

937.

938.

939.

940.

941.

942.

943.

944.

945.

946.

947.

948.

949.

950.

951.

952.

953.

954.

955.

956.

957.

958.

959.

960.

961.

962.

963.

964.

965.

966.

967.

968.

969.

970.

971.

972.

973.

974.

975.

976.

977.

978.

979.

980.

981.

982.

983.

984.

985.

986.

987.

988.

989.

990.

991.

992.

993.

994.

995.

996.

997.

998.

999.

1000.

Teacher Duet: (Student plays 1 octave higher)

R.H.

L.H.

p 5 1 with pedal

9

13

17

pp

>

birds pass - ing by, wish I could fly.

I'd go to plac - es that I've nev - er seen.

What a great day for a day - dream.

*Both hands 8<sup>va</sup> higher*



When you transpose *My Daydream* to C Position, what is the first note for the L.H.? \_\_\_\_\_  
 What is the first note for the R.H.? \_\_\_\_\_

## New Dynamic Signs

**Review:** Dynamic signs refer to the loudness and softness of the music.

*f*, *mf*, *mp*, and *p* are dynamic signs you have learned.

**crescendo** (*cresc.*) ————— means gradually louder.

*diminuendo* (*dim.*) means gradually softer.

Your teacher will help you pronounce *crescendo* and *diminuendo*.



## The Bell Tower

**Name the 5-finger position.** \_\_\_\_\_

**Play this entire piece with the right foot pedal held down.**

**Ringing joyously**

3  
p

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

5  
f

rit.  
rit.

1  
5  
8va  
p

**Extra Credit:** Can you transpose *The Bell Tower* to C Position?



Compose a short piece that uses \_\_\_\_\_ and \_\_\_\_\_.  
Call it "The Forest Night" or a title of your choice.

# The Elf's Silver Hammer

Name the 5-finger position. \_\_\_\_\_

Notice that both hands are written in the treble clef.



Playful and fast

*p*      *mf*      *p*

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

**5**

**9**

*f*

**13**

*p*      *mf*      *rit.*      *p*

Musical score for 'The Elf's Silver Hammer' featuring two staves of treble clef music. The first staff begins with a dynamic 'p' and includes fingerings 3, 2, 1 over a series of eighth notes. The second staff begins with a dynamic 'p' and includes fingerings 1, 2 over a series of eighth notes. Measure 5 starts with a dynamic 'p'. Measure 9 starts with a dynamic 'f'. Measure 13 ends with a dynamic 'p' and includes a 'rit.' instruction.



**DISCOVERY** Which 3 lines of music begin exactly the same way? Show your teacher.

Can you memorize *The Elf's Silver Hammer*?

Can you transpose this piece to G Position?



## The Phrase

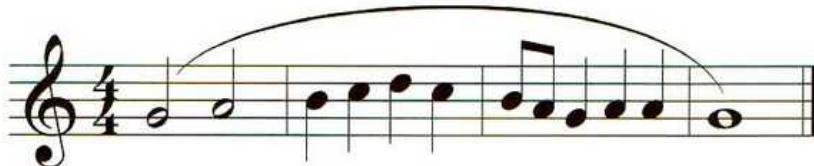
A *phrase* is a musical idea or thought.

A phrase is often shown in the music with a slur, also called a *phrase mark*.

Think of a phrase as a musical sentence and each note in the phrase as a word.

Remember that all of the notes under the phrase mark are to be played as though each note is a meaningful word in the musical sentence.

**phrase mark**



## The Woodchuck Chucks Wood

Name the 5-finger position. \_\_\_\_\_

With energy

mf

1st phrase

mp

How much wood would a wood-chuck chuck if a wood-chuck could chuck

2nd phrase

1  
3  
5

wood. Lots of wood would a wood-chuck chuck if a

11

wood - chuck could chuck  
wood.  
If a wood - chuck

*3rd phrase*

3

14

could chuck wood, if a wood - chuck  
would chuck wood.

*4th phrase*

4

17

How much wood would a wood-chuck chuck if a wood-chuck could chuck wood.

*5th phrase*

5

21

*mf*

1 3  
2  
5

*f*

2  
5



DISCOVERY Transpose *The Woodchuck Chucks Wood* to C Position.

Remember, a *phrase* is a musical idea.  
Draw in phrase marks in the piece below.  
The dotted lines will give you a hint.

## I Am the King

**Name the 5-finger position.** \_\_\_\_\_



Proudly

Once up - on a time there lived a king.  
*mf*

He was the king of ev - 'ry-thing.

Ev - 'ry morn-ing he'd wake up and sing. "I am the King," I am the King,

I am the King of ev - 'ry - thing!" *rit.*



Make up words to go with the R.H. 5ths. Write them in the music if you like.

# Moonlight Melody



Gently drifting

3 1      4 2

*mp*

4 on  
—?

5

3

*mf*

1

9

*mp*

13

*mf*

4      3

*p*

3

Sheet music for two hands (L.H. and R.H.) in 3/4 time. The L.H. part consists of sustained notes and simple chords, while the R.H. part provides the melodic line with eighth-note patterns. Measure numbers 1, 5, 9, and 13 are indicated.



**DISCOVERY** In which 2 lines of music does the L.H. have the melody (tune)?

In which 2 lines of music does the R.H. have the melody?



## Half Step Review

Remember, 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.

As you play this piece, imagine your fingers are controlling the strings of a puppet.

After learning the music well, try playing it with your eyes closed!



## The Puppet Show

**The Puppet Show**

Quickly  
1 on \_\_?

Move his right foot,  
*mp*

move his left foot.

1 on \_\_?  
—

3

Lift his right arm, lift his left arm. Make his legs dance

—

1 2 3

1 2 3

6

1 1

to and fro, put on a pup - pet show!  
*f*

1 1



Circle a *white key* to *white key* half step in this piece.

Circle a white key to black key half step in this piece.

## Warm-up:

Rest your hands on your lap with palms facing up.  
Gently move your thumbs back and forth halfway across the palm.  
Do this 4 or 5 times.



## Hot Cross Thumbs

This piece uses only fingers 1 and 3. Watch your teacher demonstrate the fingering.

Moderately

1      3      cross 1 under      1      3      cross 1 under

*mf* Hot      Cross      Thumbs!      Hot      Cross      Thumbs!

3

1      3      1      3      1      3      1      1

Right hand thumb is so ad - ven - ture - some.      Un - der thumb,

1      3      1      1

6

out you come.      Left hand thumb is learn-ing how to run.

1      3      1      3      1      1      1      3      1      1

crosses under

The sheet music consists of three staves of music for two hands. The top staff is in G clef, the middle is in F clef, and the bottom is in C clef. The music is in 4/4 time. The first staff contains the lyrics "Hot Cross Thumbs!" with fingerings "1 3 cross 1 under" over each note. The second staff starts with "Right hand thumb is so ad - ven - ture - some." followed by "Un - der thumb," with fingerings "1 3 1 3 1 1". The third staff starts with "out you come." followed by "Left hand thumb is learn-ing how to run.", with fingerings "1 3 1 3 1 1 1 3 1 1". The music includes dynamic markings like *mf* and *mp*, and various note heads and stems.

### DISCOVERY



Does the L.H. play the same rhythm as the R.H.? \_\_\_\_\_

Teacher Duet: (Student plays 1 octave higher)

R.H.

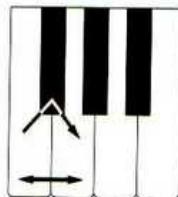
L.H. *mp*

The duet music consists of two staves. The top staff is for the Right Hand (R.H.) and the bottom staff is for the Left Hand (L.H.). Both staves are in G clef, 4/4 time, and use eighth-note patterns. The R.H. staff has a dynamic marking *mp*. The L.H. staff has a dynamic marking *mp* at the beginning and ends with a forte dynamic.

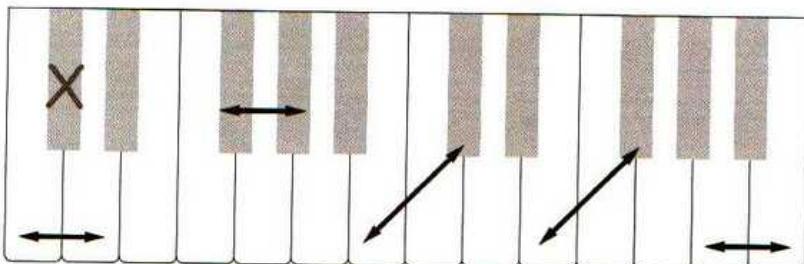
# Whole Steps

A **whole step** is made of 2 half steps.

Another way to think about this is -  
a **whole step** is 2 keys with one key in between.



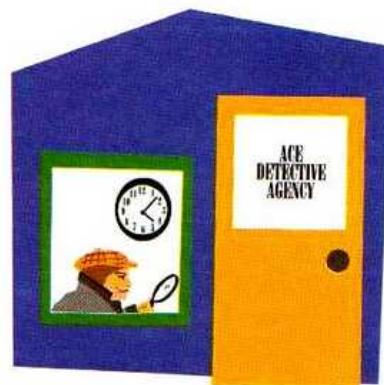
- Put an X on the key *in between* each whole step shown below.
- Then play each whole step on the piano.



Ex.

## Be a Detective

1. Does measure 1 use a **whole step** or **half step**: (circle)
2. Circle a **whole step** in each measure from measure 2 to 7.



## Our Detective Agency

Mysteriously

1 2 1

*p*

*f* Come to us to

1 2 3 4 5

4

2 3

solve a mys - ter - y.

*p.* We take cas - es

of com-plex - i - ty.

7

Miss-ing hat? Miss-ing cat?  
*mf*

Missing door mat?

We can e - ven lo - cate

10

that!

*f* Miss - ing home - work just be - fore it's due?

13

We can solve your case with an - y clue!  
*p*

Missing key? Mys - ter - y?  
*mf*

16

Who should you see?

Our de - tec - tive a - gen - cy!  
*f*

**DISCOVERY**


Start with Middle C using only R.H. finger 2. Play whole steps going UP the entire keyboard. Hold the pedal down and *listen* to the sound!

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

R.H.

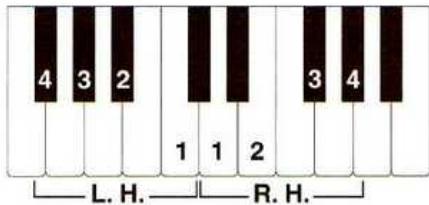
L.H. *mf*

7 15 4 3 3 1 2 1. 2. >

## ○ fermata

Hold the note longer than its value.

Use this *whole step* hand position.



## Storms on Saturn

Hold the right foot pedal down throughout the entire piece.

Freely, with expression

2 eighth notes divided between the hands

This musical score shows a treble clef and a bass clef. The key signature is one sharp. The time signature is 4/4. The dynamics are marked as *f* (powerful). The articulation points are numbered 1, 2, 3, 4 above the notes. A bracket below the notes indicates that two eighth notes are divided between the hands. The music consists of a series of eighth notes and sixteenth-note patterns.

3

This musical score shows a treble clef and a bass clef. The key signature is one sharp. The time signature is 4/4. The dynamics are marked as *p* (like a whisper). The articulation point is numbered 1 above the notes. The music consists of a series of eighth notes and sixteenth-note patterns.

5

This musical score shows a treble clef and a bass clef. The key signature is one sharp. The time signature is 4/4. The dynamics are marked as *mf*. The articulation points are numbered 1 and 3 above the notes. The music consists of a series of eighth notes and sixteenth-note patterns.

7

*p*

1

(prepare R.H.)

4

9 (3)

*f* (brilliant lightning)

L.H. plays the lowest C on the piano!

(3)

(prepare L.H.)

12

*p* (becoming calm)

1

4

15

8<sup>va</sup>

(3)

(peaceful)

as soft as possible

1

3

L.H. plays the lowest D on the piano.

(3)



Using your hand position from the beginning of the piece, create your own storm. Hold the pedal down and have fun!



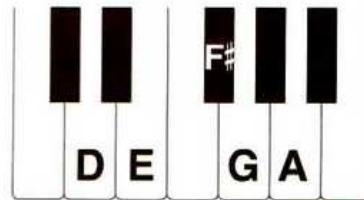
You already know C and G Positions. They use this 5-finger pattern:

**Whole step - Whole step - Half step - Whole step**

### C Position

Play and say aloud: "Tonic Whole step Whole step Half step Whole" step C chord

Try this in G Position, also!



## D Position

To find D Position, use the **Whole - Whole - Half - Whole** pattern.

R.H.

Play and say aloud: "Tonic Whole step Whole step Half step Whole" step D chord

L.H.

Play and say aloud: "Tonic Whole step Whole step Half step Whole" step D chord



Which fingers play a black key? \_\_\_\_ What is the name of the black key? \_\_\_\_ #

# This Old Man

(for R.H.)



Lively

*mf*

5 This old man, he played one. He played nick-nack on my thumb. With a

*L.H. over*

(2) 5 R.H.

2 3

1 3 5

nick-nack, pad-dy whack, give the dog a bone! This old man came roll-ing home.

5

1

Your teacher will help you with the L.H. cross-over in measure 3.

# This Old Man

(for L.H.)

Lively

*mf*

5 3 1

5 This old man, he played one. He played nick-nack on my thumb. With a

1 3

2 1 2 3 3

*cross over*

5

1 3 5

nick-nack, pad-dy whack, give the dog a bone! This old man came roll-ing home.

4 5

DISCOVERY



Transpose *This Old Man* to C and G Positions.

# Pirate of the North Sea

D Position



Lively  $\frac{3}{4}$  (Lightly bounce hand with a relaxed arm.)

*mf*

5 on —?

5

*f* I'm the  
pi - rate of the North Sea, I'm brawn - y and strong. I'm the

3

9  
cap - tain of my fine ship, I sail all year long. I've  
*mp*

Sheet music for piano showing three staves of music. The first staff has a treble clef, the second has a bass clef, and the third has a bass clef. Measure numbers 1, 5, 2, 3, 9, and 5 are indicated above the staves. Dynamics include *mf*, *f*, and *mp*. The lyrics are integrated into the music.

Teacher Duet: (Student plays 1 octave higher)

R.H.  
L.H. *mf*

5 9

*f*

1. 2.

Sheet music for teacher duet. It shows two staves: Right Hand (R.H.) and Left Hand (L.H.). The R.H. staff uses a treble clef and the L.H. staff uses a bass clef. Measure numbers 5, 9, 1, and 2 are indicated. Dynamics include *mf* and *f*.

13

tre - sures from all a - round the world, dia - monds and gold! I'm the *f*

17

pi - rate of the North Sea, I'm brawn - y and bold!

21

**DISCOVERY**



Circle the fermata for the L.H. What does it mean to do?

Can you transpose this piece to C position?

13

*p*

17

*mf*

21

*f*

# Review: Tonic and Dominant

## D Position



In D Position (just as in C and G Positions), the lowest note or keynote is called the **tonic**.

A 5th above the tonic, is called the **dominant**. Circle a tonic and dominant note in this piece.

## George Washington's Party

Gracefully

5 on ?

mf - p on repeat

5 on ?

1

Notice the difference in sound without the F#'s.\*

9

mf

3

Play the first 2 lines once again to finish the piece.

13

3

4

1



In which section of the piece do you think George Washington might be annoyed with a guest?

\*Teacher's Note: Minor will be formally introduced on p. 40.



# Band on the Field!

Moderately fast

Name the opening 5-finger position. \_\_\_\_\_

**1 5**

*f-p (on repeat)*

**9**

*mf*

**13**

*(jump L.H.)*

*cross ① under*

*f*

**DISCOVERY**

Does the L.H. play the tonic or dominant at the beginning of the piece? \_\_\_\_\_

**R.H.**

**L.H.**

*mf-p (on repeat)*

*D.C. al Fine (no repeat)*

**Fine**

Performance p.18 Theory p.20

Teacher Duet: (Student plays 1 octave higher)

**1 5 13**

**R.H.**

**L.H.**

*mf-p (on repeat)*

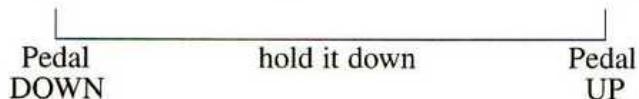
*D.C. al Fine (no repeat)*

**Fine**

# The Damper Pedal

The right foot pedal on the piano is called the **damper pedal**. This pedal lifts the *dampers* (felts) off the strings which lets the sounds continue to ring.

The symbol below tells you when to use the damper pedal.



## The Queen's Royal Entrance

This piece changes between C and D chords.

**Warm-up:** Play back and forth between D and C chords. Use L.H., then R.H.

Words by Crystal Bowman

**Grand March**

*f* Hail! Hail! her maj - es - ty!

Have your right  $\frac{1}{3}$  foot ready for the damper pedal.

5

Here comes the Queen! Here comes the Queen! Hail her maj - es - ty!

Sheet music for two staves. The top staff is treble clef, 4/4 time, dynamic f. The bottom staff is bass clef, 4/4 time. The music consists of measures 1-5. Measure 1: Treble: rest, Bass:  $\frac{1}{3} \frac{5}{3}$  (C chord). Measure 2: Treble: rest, Bass:  $\frac{1}{3} \frac{5}{3}$  (C chord). Measure 3: Treble:  $\frac{5}{3} \frac{1}{1}$  (D chord), Bass:  $\frac{1}{3} \frac{5}{3}$  (C chord). Measure 4: Treble:  $\frac{5}{3} \frac{1}{1}$  (D chord), Bass:  $\frac{1}{3} \frac{5}{3}$  (C chord). Measure 5: Treble:  $\frac{5}{3} \frac{1}{1}$  (D chord), Bass:  $\frac{1}{3} \frac{5}{3}$  (C chord).

Fleur-de-lis

Fleur-de-lis

Fleur-de-lis

**9**

Hors - es pranc - ing, chil - dren danc - ing, ev - 'ry - one is mer - ry.

**13**

Trum-pets sound the roy - al en-trance, ev-'ry-one is waving to the Queen.

**17**

Now she's pass - ing right in front of me!

**21**

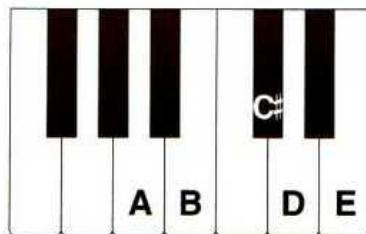
There goes the Queen! There goes the Queen! Hail her maj - es - ty!



Compose a piece that uses C and D chords.  
Call it "The Kitten's Playful Entrance" or a title of your choice.



# A Position



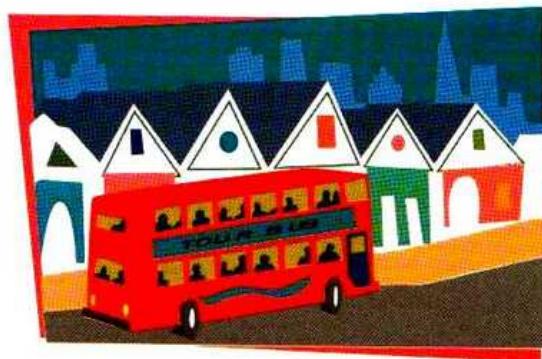
To find A Position, use the **Whole - Whole - Half - Whole** pattern.

**R.H.**

Play and say aloud: "Tonic, Whole step Whole step Half step Whole" step A chord

**L.H.**

Play and say aloud: "Tonic, Whole step Whole step Half step Whole" step A chord



## Double Decker Bus

Lively



Transpose *Double Decker Bus* to D Position.

# Starry, Starry Night

Name the 5-finger position. \_\_\_\_\_

**Pedal warm-up:** Play the right hand alone using the pedal markings shown.



Moderately

1 on

3 1 3 5

Star-ry, star-ry, star-ry night,

*f*

5 on 1

1

Star-ry, star-ry, star-ry night,

*p*

5

4 2 5

Danc - ing out - side in the moon - light.

*mf*

9

Star-ry, star-ry, star-ry night,

*f*

Star-ry, star-ry, star-ry night,

*p*

13

Danc - ing with you on a star - ry night.

*mf*

5

8va- (5)

rit.

*p*

Technique p.25

Theory p.22

### L.H. Boogie Warm-up:

1. Practice silently moving your L.H. back and forth from **A Position** to **D Position**.
2. Practice the L.H. **boogie pattern** (measure 1) in A Position, then in D Position.
3. Play the L.H. of *Aardvark Boogie* alone keeping a steady beat throughout!



## Aardvark Boogie

Name the 5-finger position. \_\_\_\_\_

Cheerfully

**5** on — ?  
**1** on — ?

*f*

boogie pattern

1      3      2      1      3      2      1      5

3

5

1

3      2      1      3      2      1      5

Move L.H. to  
D Position.

5

4

1      3      2      1      3      2      1      5

Move L.H. to  
A Position.

7

8:

(1)

9

5

(3)

new pattern

1 4 1 2 5 2

11

1

rit.

(2) 1

(3) 8va

**DISCOVERY**



Play *Aardvark Boogie* with the L.H. one octave lower.

Teacher Duet: (Student plays as written)

3 1

5 1

4 1

3 1

3 2

2 1

11 3 1

2 3 4

5 3 1

mp

rit.

5

7

9

11

# New Note

Cover up the notes to the left and quiz yourself by naming these notes.

Notice that this E is one ledger line higher than Middle C.  
Play these 3 notes on the piano saying the note names aloud.



## Whirling Leaves



Name the 5-finger position. \_\_\_\_\_

Notice that the damper pedal is held down throughout this piece.

Moderately fast



7

*p*

1 2 5 1 1 5 2 1

*f*

9

4

Fall leaves, o - range, red, and yel - low,

*mf*

11

4

Whirl - ing, twirl - ing, spin - ning all a - round.

*mf*

13

*8va* rit. *15ma* (2 octaves higher)

*mf* *p*

1 1 2 1 5



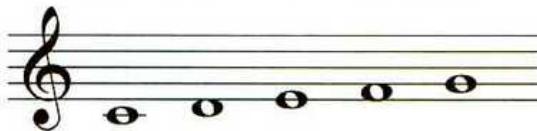
Make up a short piece that uses D and A chords.  
Call it "Autumn Leaves," "Dance Sticks" or a title of your choice.

# Major and Minor Sounds

You have learned C, G, D, and A five-finger positions.

Their pattern was **Whole - Whole - Half - Whole**. This sound is called **major**.

Play the **C major** 5-finger position below.



Play **C major** and **C minor** positions in 3 different places on the piano.

Listen to the difference in the sound!

**Practice and memorize** the *look, feel, and sound* of these 5-finger patterns.

Play them each day as warm-ups.

Your teacher may even suggest other ways for you to play them.

Now lower the 3rd note *one-half step*.

Play and listen to the sound.

This is called the **C minor** 5-finger position.



## Changing Moods

**C major**

**C minor**

**G major**

**G minor**

**D major**

**D minor**

**A major**

**A minor**

**Teacher Note:** It is recommended that the student gradually learn the remaining 5-finger major and minor positions. See **Achievement Skill Sheet #1**, Major 5-finger Patterns and Cross-hand Arpeggios (AS5001) **Achievement Skill Sheet #2**, Minor 5-finger Patterns and Cross-hand Arpeggios (AS5002)

The word **tempo** means the speed of the music (fast, slow, etc.).

The tempo mark is located above the time signature. Italian words are commonly used as tempo marks. Your teacher will help you pronounce them correctly.

## Tempo marks

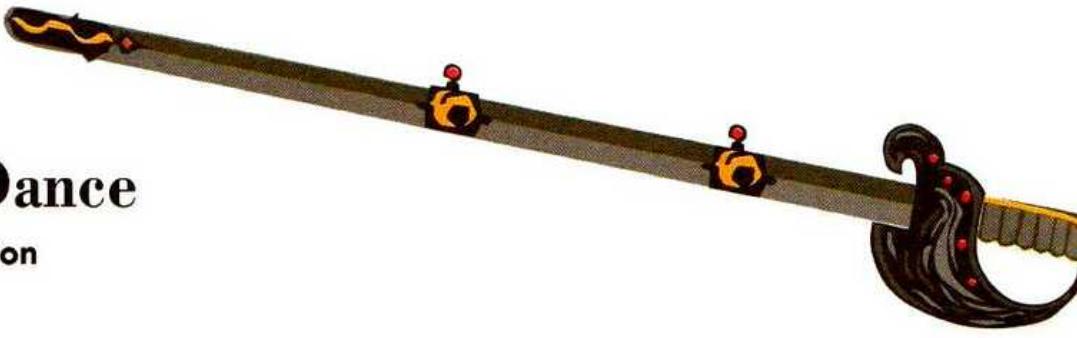
**Allegro** — fast and lively ( $\text{♩} = 126\text{--}168$ )

**Moderato** — moderately, slower than Allegro ( $\text{♩} = 108\text{--}120$ )

**Andante** — “walking speed”, slower than Moderato ( $\text{♩} = 76\text{--}104$ )

# Sword Dance

## D minor Position



**Allegro**

3/4 time signature, D minor key signature.

Instrument: Bassoon

Dynamic markings:  $f$ ,  $mp$ .

Performance notes: 1 on \_\_?; 3 on \_\_?; 5 on \_\_?.

Music staff: Treble clef, Bass clef, 3/4 time, D minor key signature.

Teacher Duet: (Student plays 1 octave higher)



5

9

13

17

21

*when played without duet*



Play *Sword Dance* using one of these tempo marks: *Allegro*, *Moderato*, or *Andante*.  
See if your teacher can correctly name your tempo.

A tempo mark can also be used as the name of a piece, as in the *Andante* below. There are many pieces called *Andante*, *Allegro*, or *Moderato*.



# Andante

## A minor Position

**Andante**

*mp*

1 3 5 3 1 5 5 5

5 3 1 5 5 5 -

5

1 3 5 3 1 5 5 5

5 -

9 2 4 2 1 4 4 4

4 2 1 4 5 5 5 -

13 1 5 2 3 5 rit. p 8va L.H. (2) over to A

5



Transpose *Andante* to D minor.

## R.H. Warm-up

*cross over*

## Jazz Blast

minor Position

Fast, with zip



Point out a C minor chord to your teacher.

Teacher Duet: (Student plays 1 octave higher)



# Snake Charmer

G minor Position



For a special effect, the R.H. 4th finger is raised to C# in this piece.

Moderato ( $\text{J} = 108-120$ )

*p*

*5 on* *—?*

*5*

*mf*

*5*

*8*

*3 1*

*2*

*4*

*11*

*p*

*8va* ————— *(1)*

*mf*

Sheet music for G minor position. The piece consists of six staves of music. The first staff shows a rest followed by a dynamic *p*. The second staff starts with a dotted half note followed by eighth-note pairs. Measure 5 begins with a dotted half note, followed by eighth-note pairs, with a grace note above the first note and a question mark below it. Measure 8 starts with a dotted half note, followed by eighth-note pairs, with a grace note above the first note and a circled 3 above the second note. Measure 11 starts with a dotted half note, followed by eighth-note pairs, with a grace note above the first note and a circled 1 above the second note. The music includes various dynamics like *mf*, *p*, and *8va*, and performance instructions like *5 on*, *—?*, and *3 1*.

14 (8<sup>va</sup>) -

17 (8<sup>va</sup>) - (prepare R.H.) *p*

21 *as written* (2) (2) (2) (2) *mp* > *cresc.* > *f* >

25 *mf* - *p* (1) 5 8<sup>va</sup> - - -



Find three measures in the R.H. with this rhythm:

measure \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_