

Alfred's Basic Piano Library

# All-in-One Course

*Lesson • Theory • Solo*



Willard A. Palmer • Morton Manus • Amanda Vick Lethco



# How to Sit at the Piano



## SIT TALL!

Lean slightly forward.

Let arms hang loosely from shoulders.

Elbows slightly higher than keys.

Bench must face piano squarely.

Knees slightly under keyboard.

Feet flat on floor. Right foot may be slightly forward.

You may place a book or stool under your feet if they do not reach the floor!

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



UPRIGHT PIANO



SPINET PIANO



GRAND PIANO

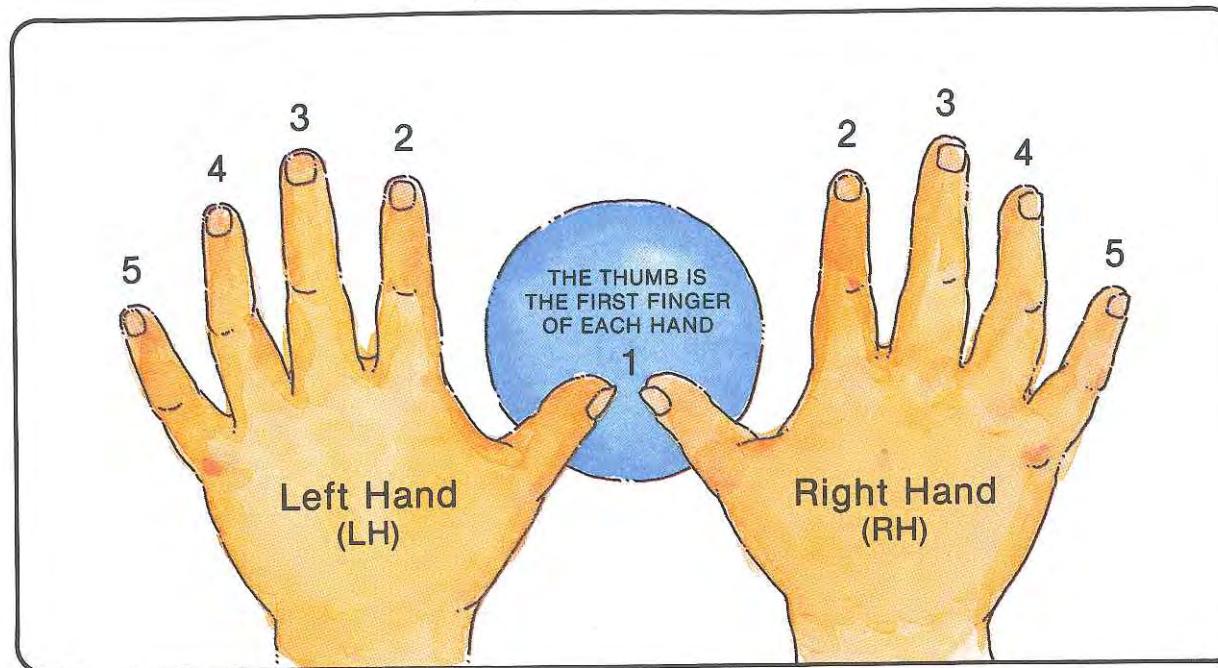
# Fingers Have Numbers

P R

L

L

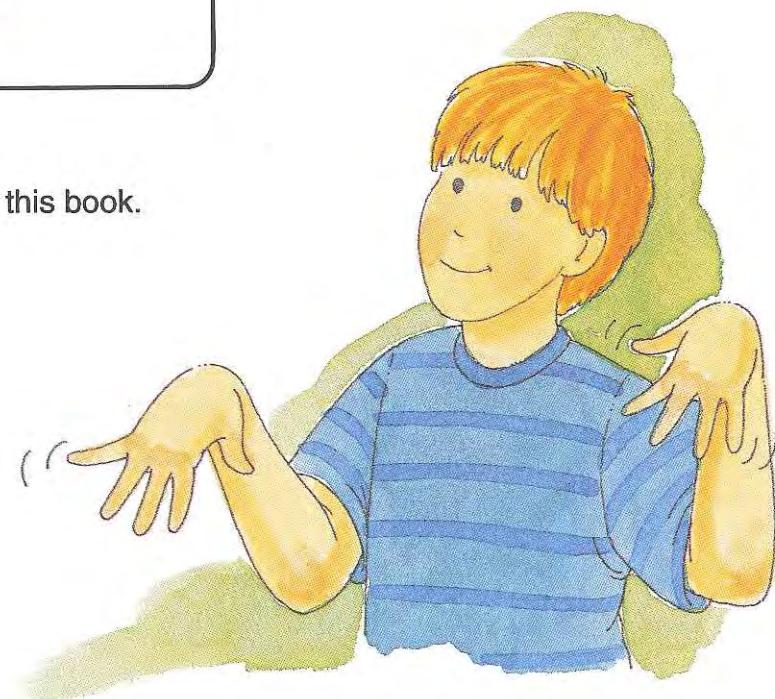
R



1. Your teacher will draw an outline of your hands on the inside cover of this book.
2. Number each finger of the outline.
3. Hold up both hands with wrists floppy.

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

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

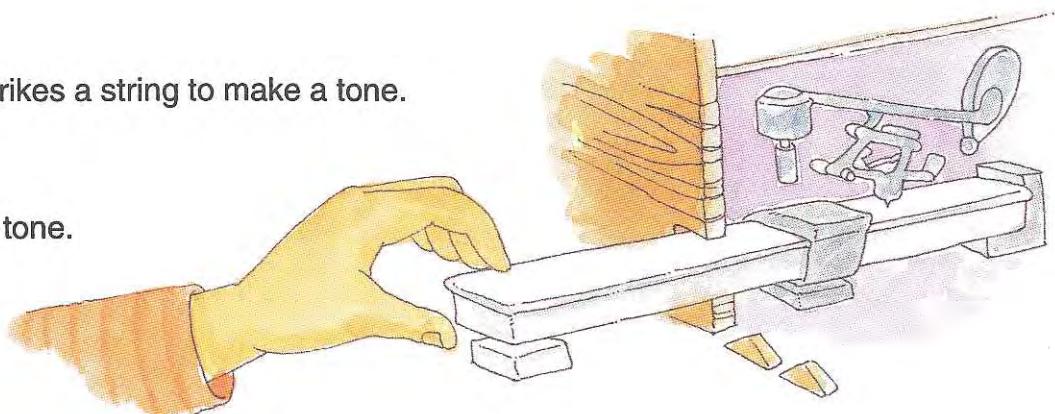


# Piano Tones

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

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

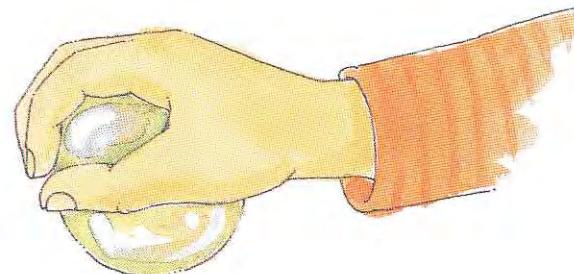
When you use MORE weight, you make a LOUDER tone.



Curve your fingers when you play!

Pretend you have a bubble in your hand.

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



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

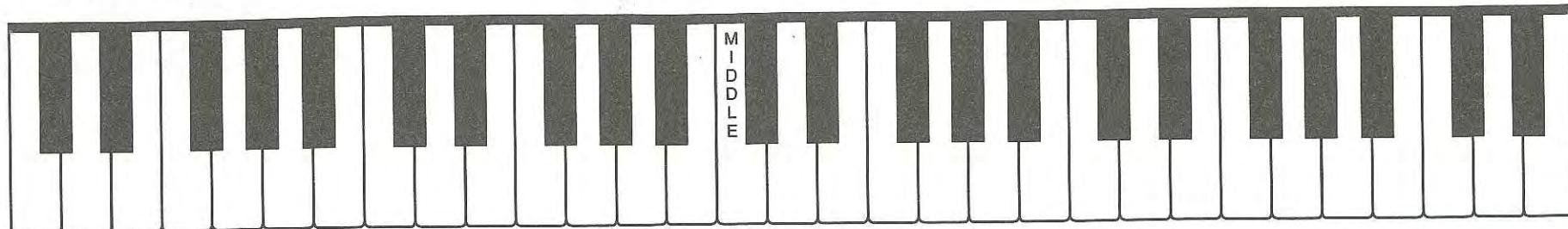
Before you play any key you should always decide how soft or loud you want it to sound.

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

Always LISTEN CAREFULLY to the music you are making!

# The Keyboard

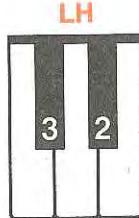
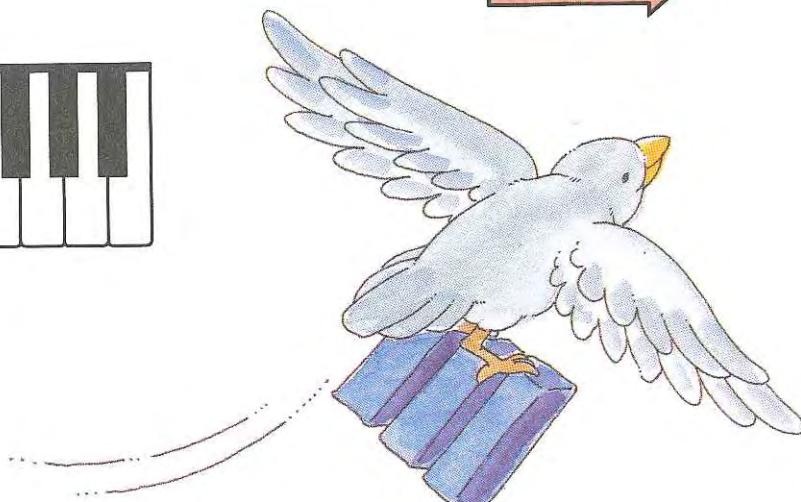
The keyboard is made up of white keys and black keys.



Black keys are in groups of 2's

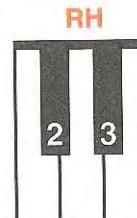


and 3's

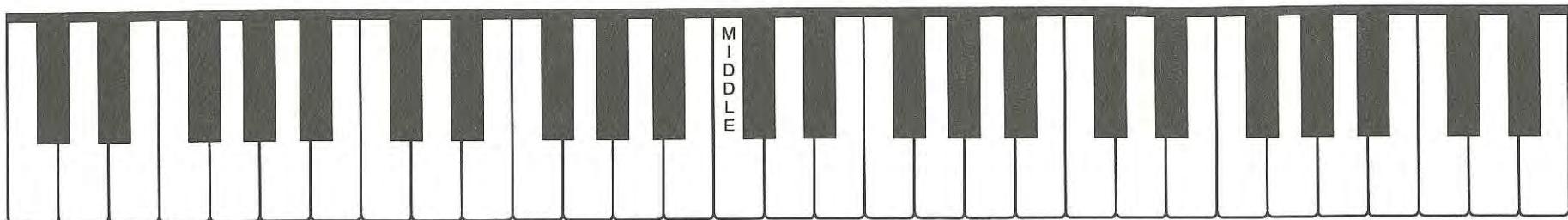


1. Using LH 2 3, begin at the middle and play all the 2 black key groups going the keyboard (both keys at once).
2. Play them again, one key at a time.  
PLAY: LH 2 3.  
SAY: "Step down" as you play each pair.

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



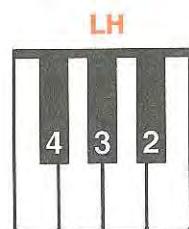
# Low Sounds and High Sounds



**LOW SOUNDS**

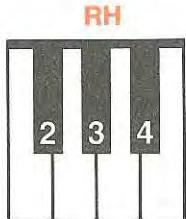


**HIGH SOUNDS**

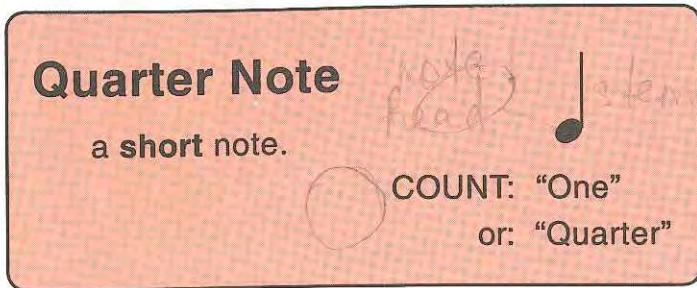


- Using LH 2 3 4, begin at the middle and play all the 3 black key groups going the keyboard (all 3 keys at once).
- Play them again, one key at a time.  
PLAY: LH 2 3 4.  
SAY: "Step - ping down."

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



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



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

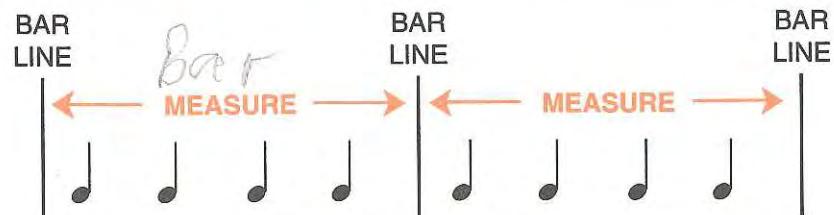
## Quarter Note

a short note.

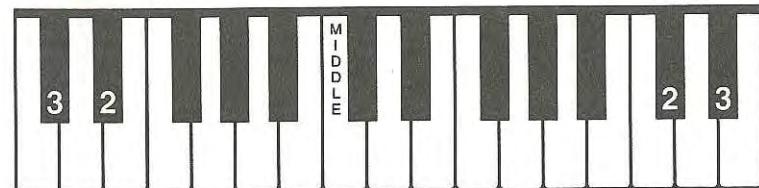
COUNT: "One"  
or: "Quarter"

# Right & Left

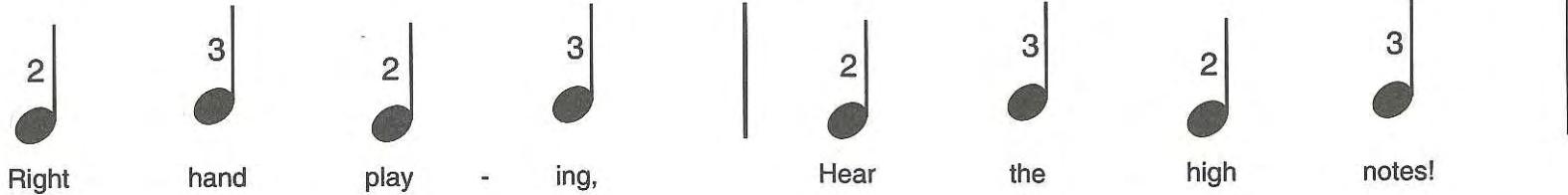
1. Play & say the finger numbers.
  2. Play & sing the words.



## **POSITION OF HANDS**

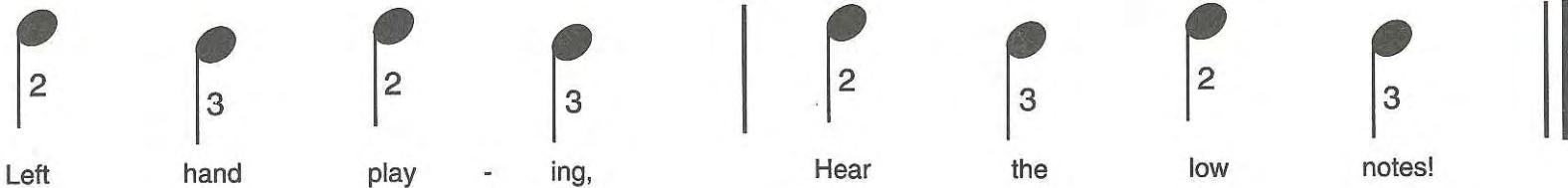


## RH Fingers: (Stems UP)



**DOUBLE BAR**  
used at  
the end.

## LH Fingers: (Stems DOWN)



## Half Note

a long note.



COUNT: "One - two"  
or: "Half - note"



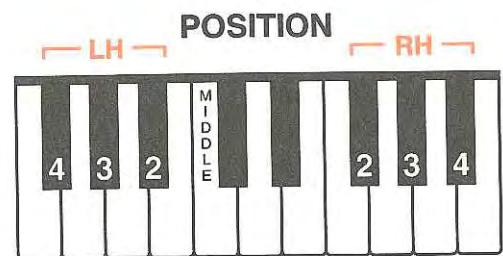
1. Clap (or tap) the following rhythm.

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

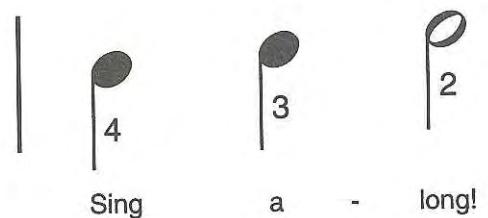


## Left & Right

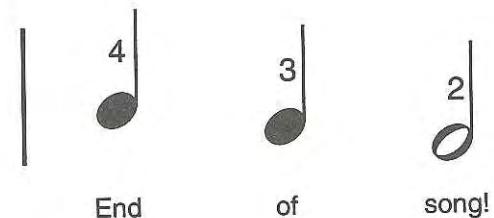
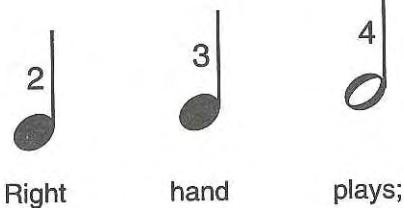
1. Clap (or tap) the rhythm, counting aloud.
2. Play & say the finger numbers.
3. Play & sing the words.



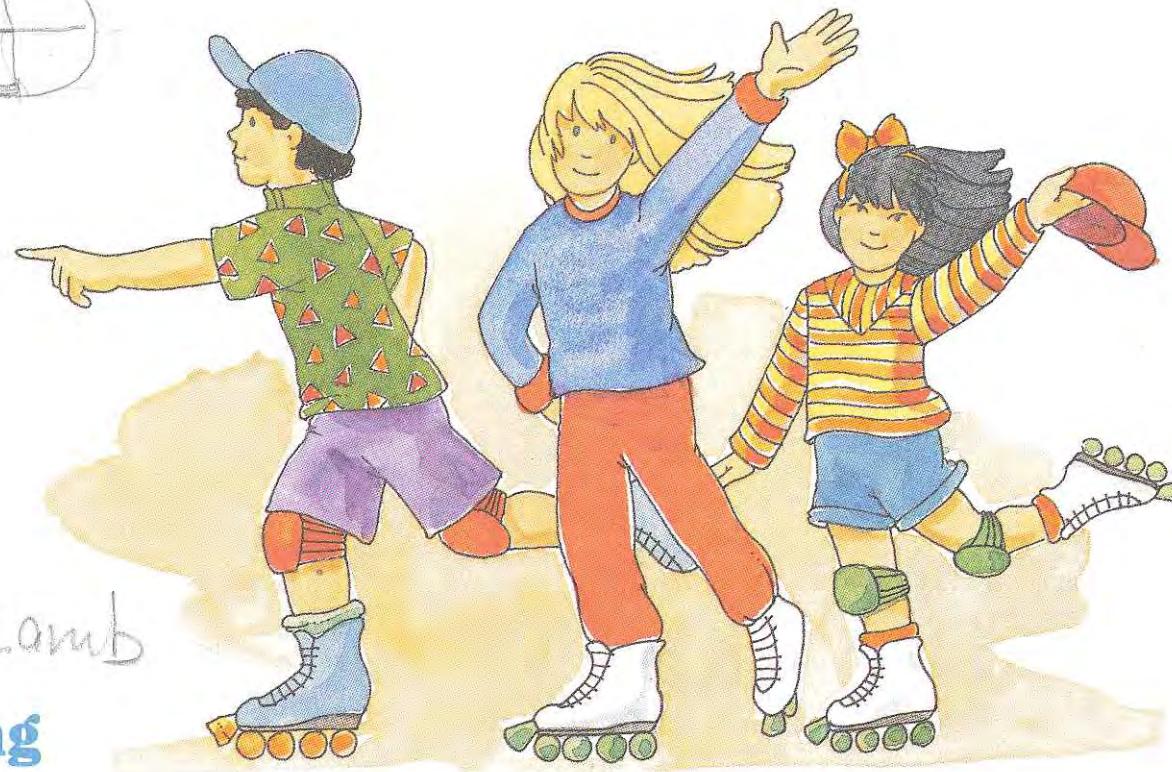
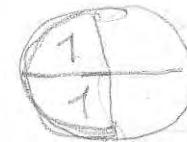
**LH Fingers:**



**RH Fingers:**



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



Mary Had a Little Lamb  
Merrily We Roll Along

(FOR LEFT HAND)

LH Fingers:

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

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

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

THIS PAGE:

RH    LH

NEXT PAGE:

RH    LH

## Whole Note

a very long note.



COUNT: "One - two - three - four"  
or: "Whole - note - hold - down"

1. Clap (or tap) the following rhythm.

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



1. Follow 1–3 at the top of page 10.

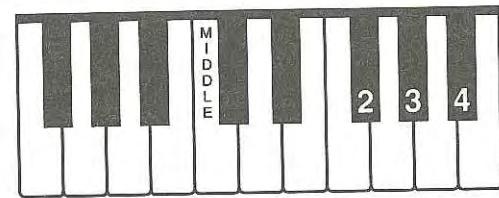
## O'er the Deep Blue Sea

(FOR RIGHT HAND)

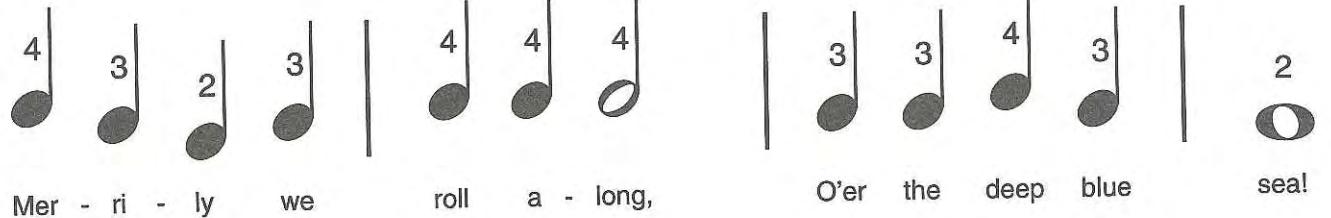


### RIGHT HAND POSITION

— RH —



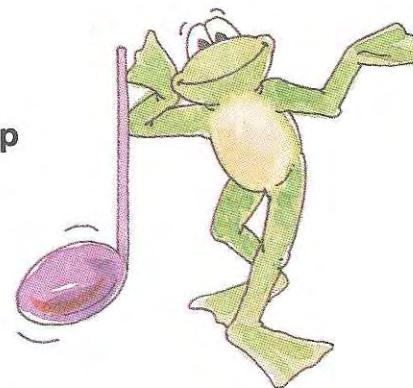
RH Fingers:



2. Play the music on pages 10 & 11 as one song. Count aloud.
3. Play & sing the words.
4. Play a duet with your teacher. Use black key groups ABOVE the middle of the keyboard.

## Writing Note-Stems and Bar Lines

Note-stems that point up  
are on the **RIGHT** side  
of the note-head!



Note-stems that point down  
are on the **LEFT** side  
of the note-head!



1. Add note-stems POINTING UP.



2. Add note-stems POINTING DOWN.



3. Draw a **BAR LINE** | dividing each of the above examples into 2 EQUAL MEASURES (4 notes in each measure).

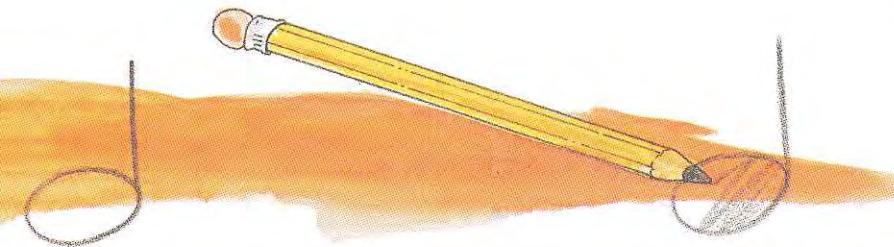
4. Draw a **DOUBLE BAR** || after the last note of each of the above examples.  
Notice that the double bar has one THIN line and one THICK line. It is used at the END.

# Time to Count!



Draw an oval.

**THIS IS A WHOLE NOTE!**



Draw a stem.

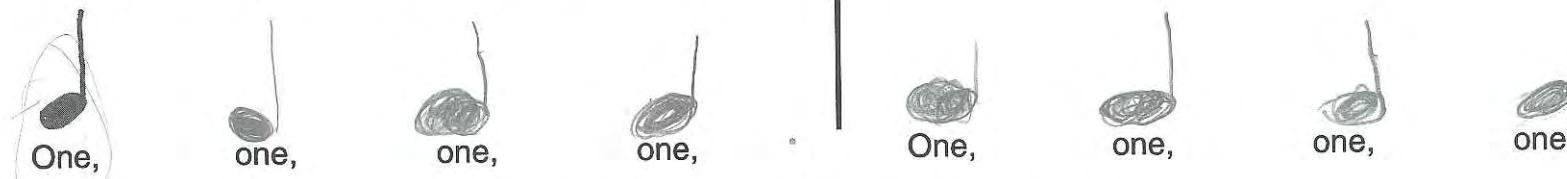
**IT'S A HALF NOTE!**



Make it black.

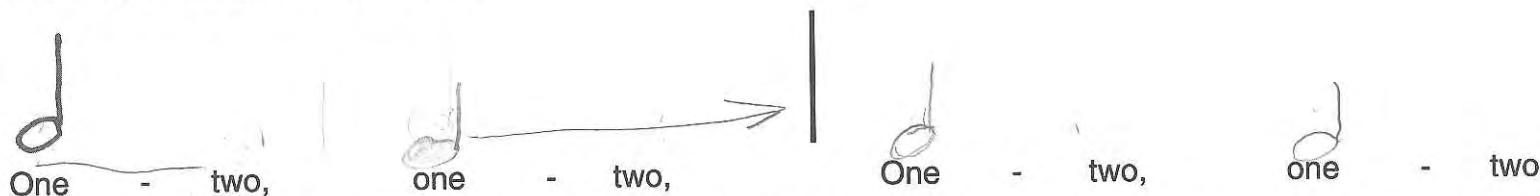
**IT'S A QUARTER NOTE!**

1. Draw a **QUARTER NOTE** over each "one".



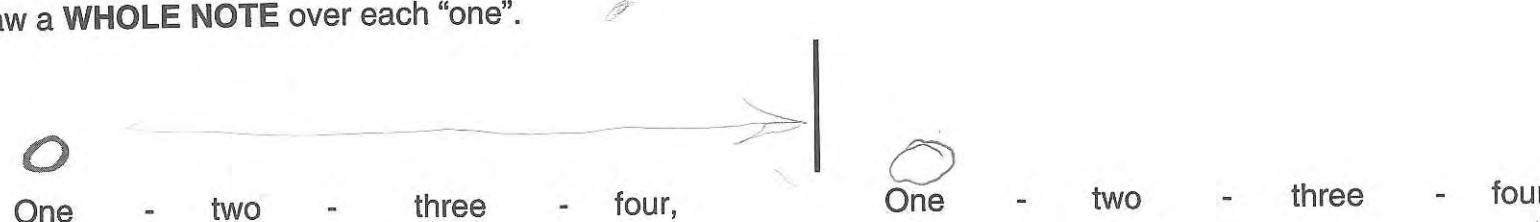
2. Count "one" or "quarter" for each quarter note, as you clap (or tap) **ONCE** for each note.

3. Draw a **HALF NOTE** over each "one".



4. Count "one-two" or "half-note" for each half note, as you clap (or tap) **ONCE** for each note.

5. Draw a **WHOLE NOTE** over each "one".



6. Count "one-two-three-four" or "whole-note-hold-down" for each whole note, as you clap (or tap) **ONCE** for each note.

**NOTE TO TEACHERS:** All rhythm exercises in this book are based on time signatures in which a quarter note gets one count.

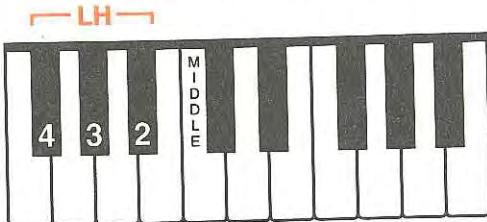
# Hand-Bells

## PART 1 (FOR LEFT HAND)

1. Clap (or tap) & count.
2. Play & count.
3. Play & sing the words.
4. Play a duet with your teacher.



### LEFT HAND POSITION



DYNAMIC SIGNS tell us how LOUD or SOFT to play.

**p** (PIANO) = SOFT

**f** (FORTE) = LOUD

**p**

LH

1. Bells are ring - ing  
2. Mer - ry mus - ic

1 2 3 4 1 2 3 4

sweet fills and the clear, air,

**f**

Ding, dong, ding, dong!

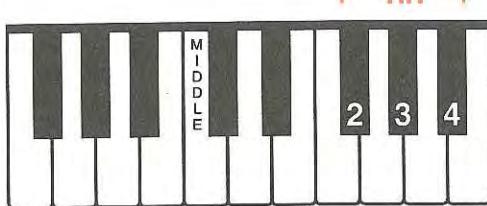
1 2 3 4 1 2 3 4

# Hand-Bells

## PART 2 (FOR RIGHT HAND)

Follow 1–4 at the top of page 14.  
Use these steps for each new piece.

## **RIGHT HAND POSITION**



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

**RH** **p** | 2 3 4 3 | 2 3 4 | **f** 2 4 | 2 | :|  
Hap - py sounds for all to hear,  
Joy - ful sounds are ev - 'ry - where. Ding, dong, ding!

## **DUET PART:**

*8va throughout*

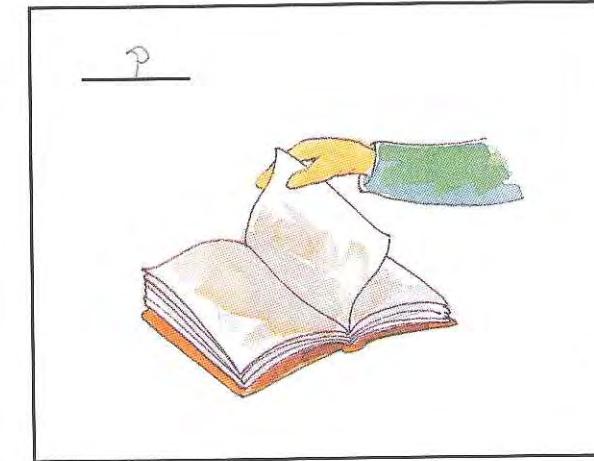
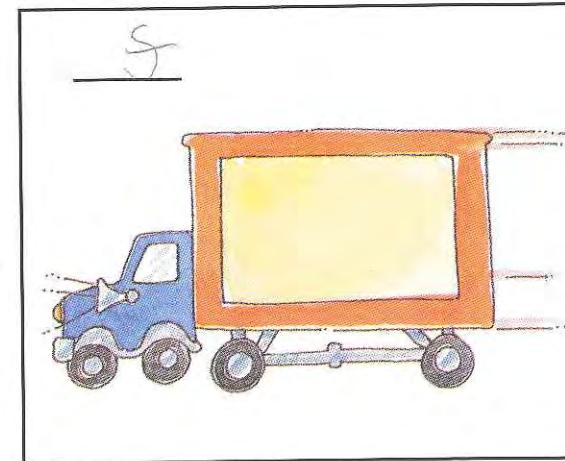
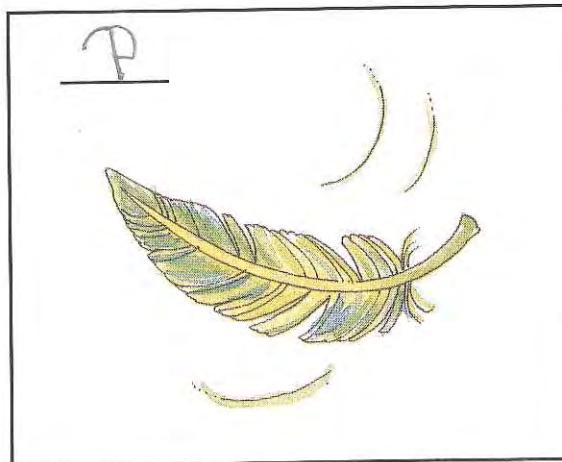
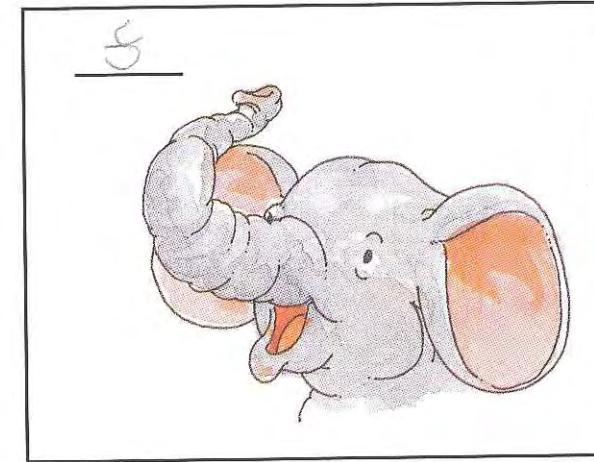
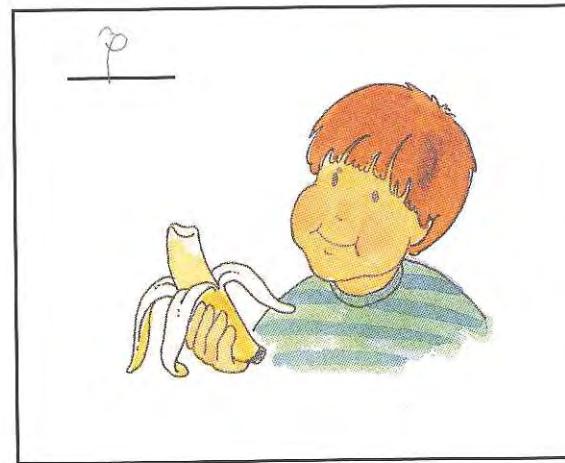
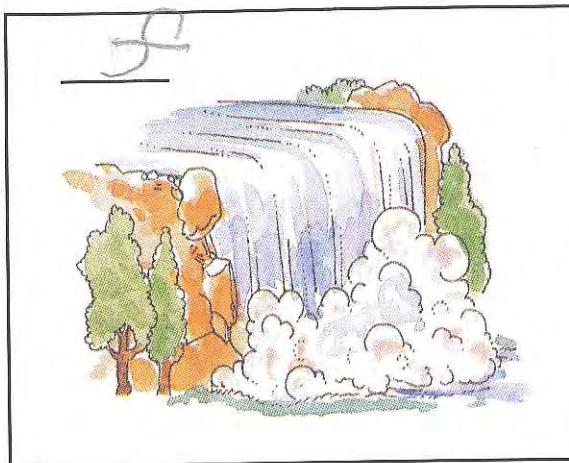
Remember . . . **dynamics** are signs showing how LOUD or SOFT to play.

**p** (PIANO) = *SOFT*

**f** (FORTE) = *LOUD*

Some things sound **f**, some **p**. Which sign suits each of these pictures best?

Write the correct dynamic sign on the line in each picture.

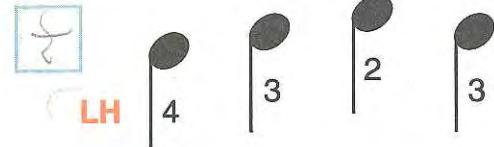


Read the lyrics (words) to the music. In the boxes write the dynamic sign (*f* or *p*) you think is most correct.

## Echo Song

BEGIN WITH LEFT HAND

1. Hel - lo, Mis - ter  
2. If you can, come



Ech quick - o! ly!

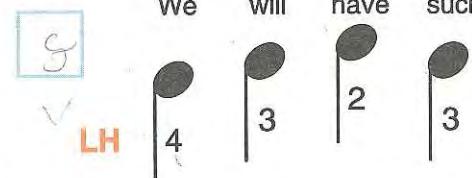


*P*

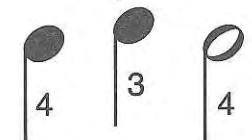
RH 2 (Hel - lo, Mis - ter  
(If you can, come

Ech quick - o!) ly!)

Will you come and such

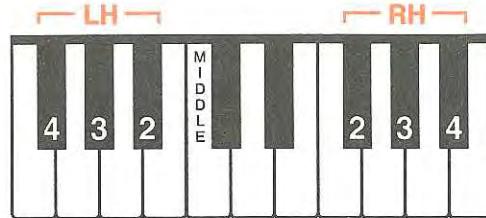


play fun, with you'll me! see!



RH 2 (Will you come and such  
(We will have such

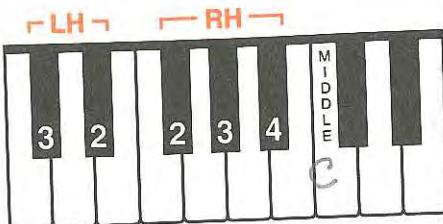
play fun, with you'll me?) see!)



DUET PART: (Student plays 1 octave higher than shown above, unless DUET PART is played on a 2nd piano.)

# Jolly Old Saint Nicholas

**PART 1 (FOR BLACK KEY GROUPS BELOW MIDDLE)**



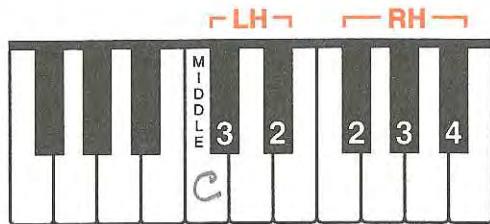
A musical score for the song "Jolene" featuring a soprano vocal line. The score includes lyrics and hand signs indicating performance techniques. The vocal line consists of two staves. The first staff begins with a dynamic **f** and a circled **RH** with a number 4 above it. The lyrics are: Jol - ly Old Saint Nich - o - las, lean your ear this way! The second staff continues the lyrics: Don't you tell a sin - gle soul what I'm going to say; A circled **LH** with a number 2 above it appears at the beginning of this staff. The lyrics continue: Move both hands up!

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

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

## Jolly Old Saint Nicholas

## PART 2 (FOR BLACK KEY GROUPS ABOVE MIDDLE)



**p**

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

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

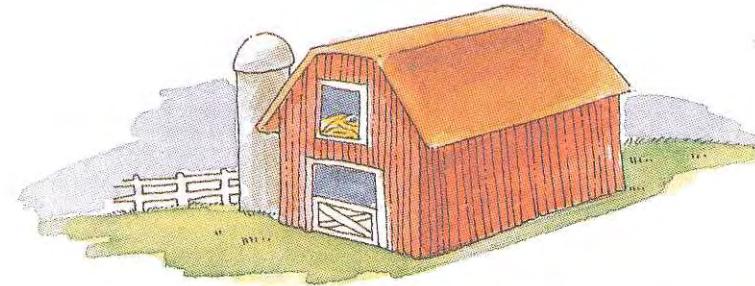
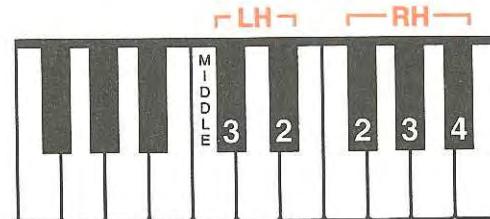
LH 2 2 2 2 | 3 3 | RH 2 3 2 3 4 | 2

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

## After you learn PART 2:

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

# Old MacDonald



END HERE  
after playing  
the next page!

**f**

RH 2 2 2 | LH 3 | had a farm, RH 4 4 3 3 | 2 | ||

Old Mac - Don - ald | E - I - E - I O!

RH 2 2 2 | LH 3 | had a duck, RH 4 4 3 3 | 2 | ||

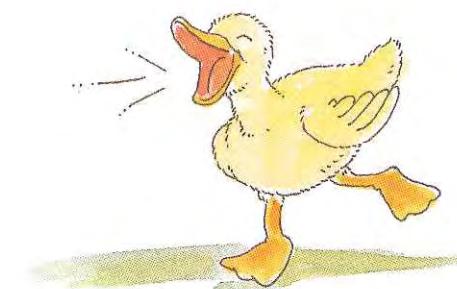
On that farm he | E - I - E - I O!

**DUET PART:**

RH | C | 1. | 2. | 8 | 8 |

LH | mf | | | | |

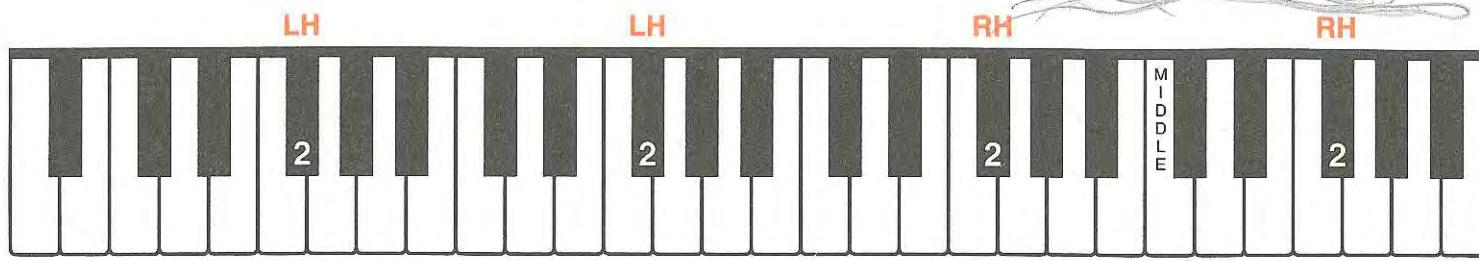
For next page, rest 4 measures, then  
repeat the above, taking 2nd ending.



# W so you rd Effects

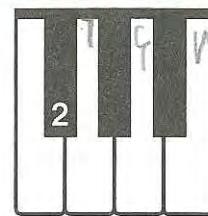
## Sound Effects

21



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

BEGIN HERE



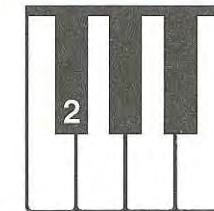
MOVE UP TO RIGHT



HIGHER & HIGHER



AS YOU PLAY.

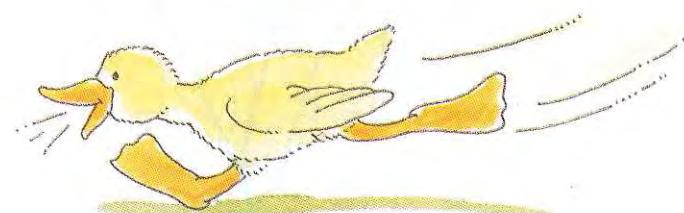
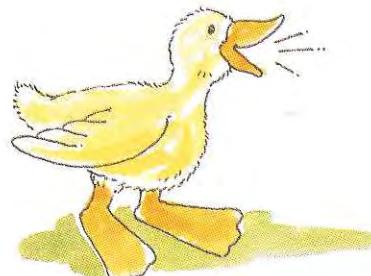


Now end  
“OLD MacDONALD”  
by repeating the  
1st line on pg. 20.

RH 2 | 2 | 2 | 2 |  
Here a quack, quack,  
There a quack, quack.

*f*  
LH 2 | 2 | 2 |  
Quack, quack, here,

Quack, quack, there,



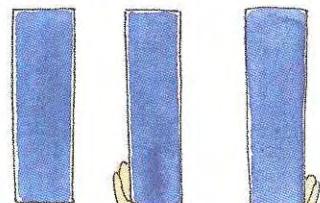
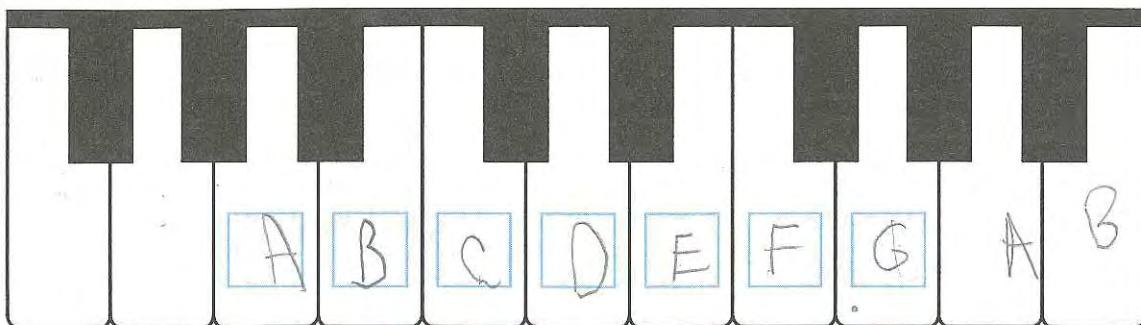
Play the entire song as many times as you like. Use different animals: PIG (“oink, oink, here.”)  
COW (“moo, moo, here.”)

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

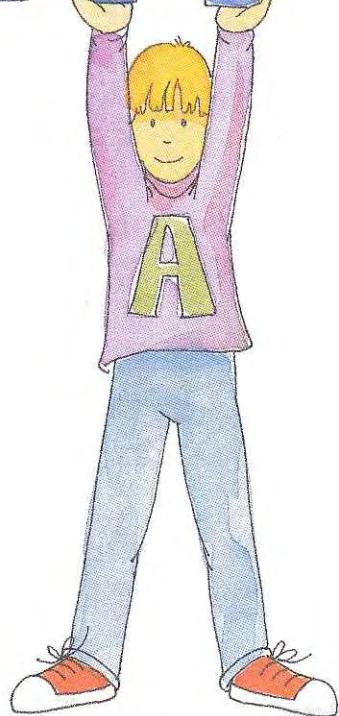
# An Easy Way to Find Any White Key

Piano keys are named for the first seven letters of the alphabet: **A B C D E F G**

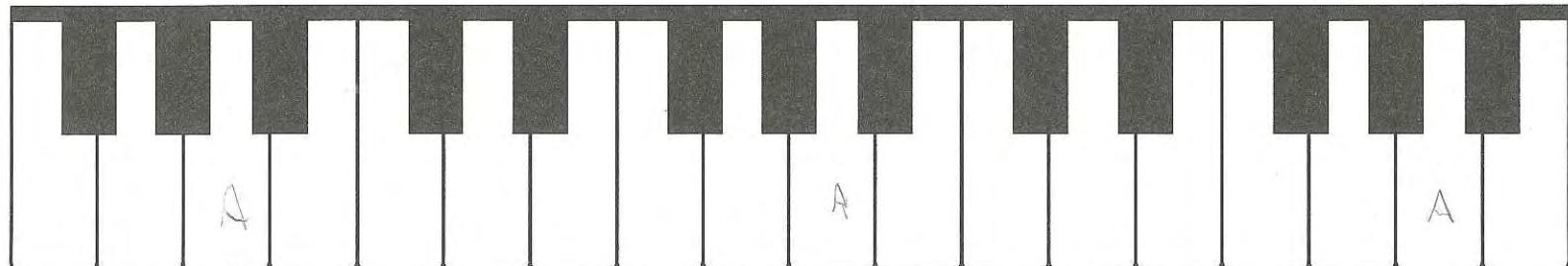
1. Write the MUSICAL ALPHABET in the squares on this keyboard. Begin with A.



**A** is between the  
2nd & 3rd keys  
of any  
3 black-key group!

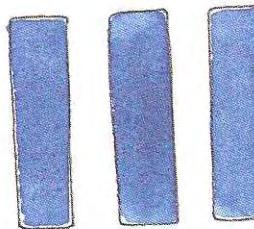


2. Find all the A's on this keyboard. Print an A on each one.

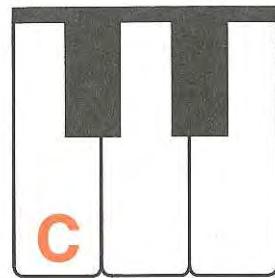
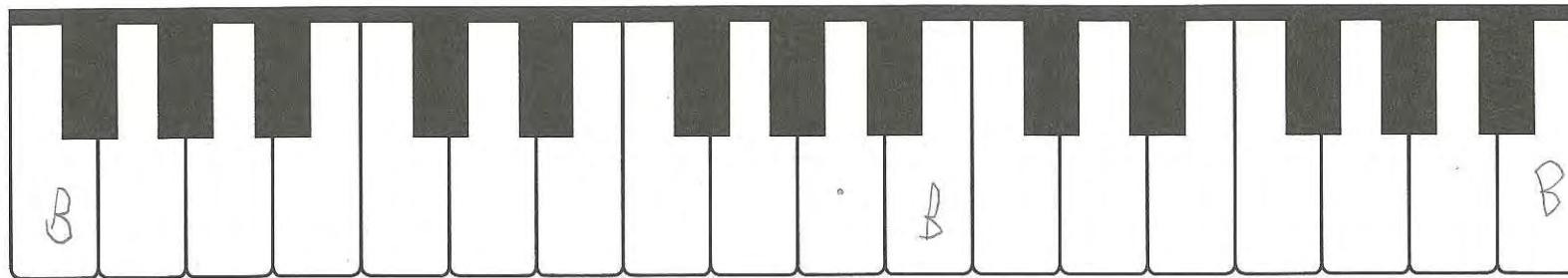




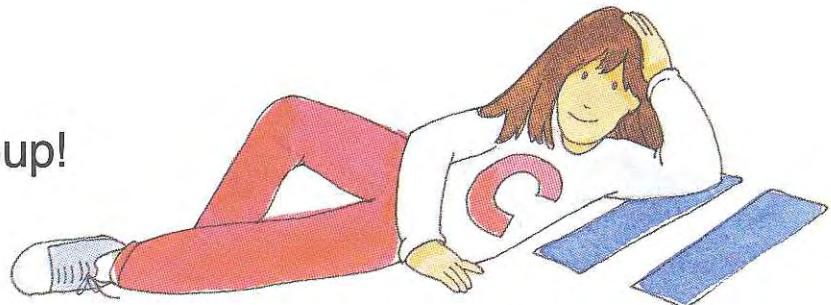
**B** is on the **RIGHT**  
of any  
**3 black-key group!**



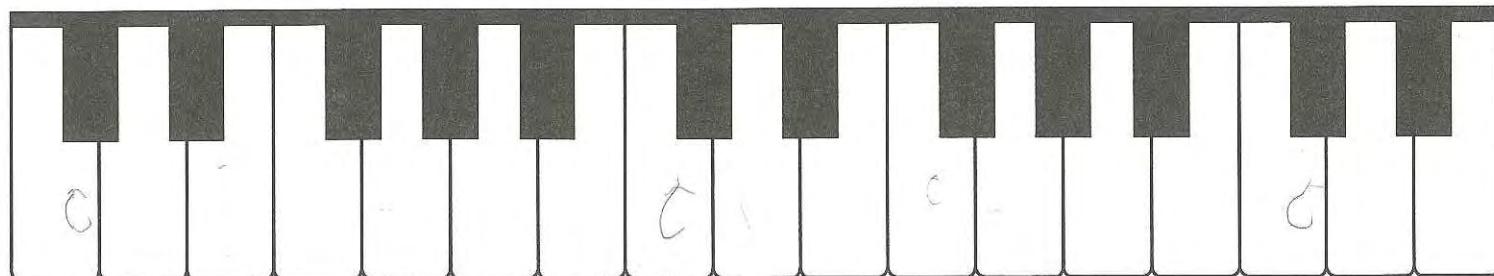
3. Find all the **B**'s on this keyboard. Print a **B** on each one.

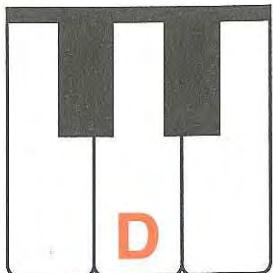


**C** is on the **LEFT**  
of any  
**2 black-key group!**



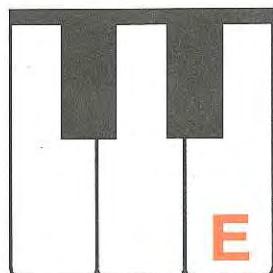
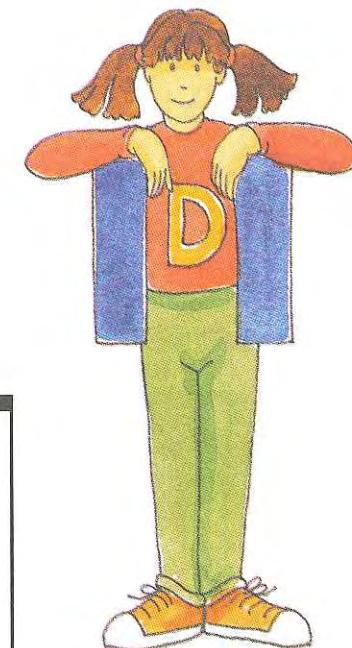
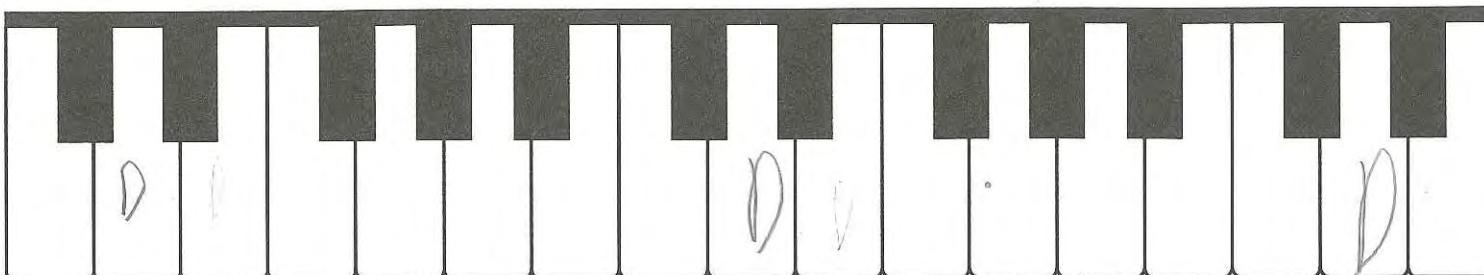
4. Find all the **C**'s on this keyboard. Print a **C** on each one.





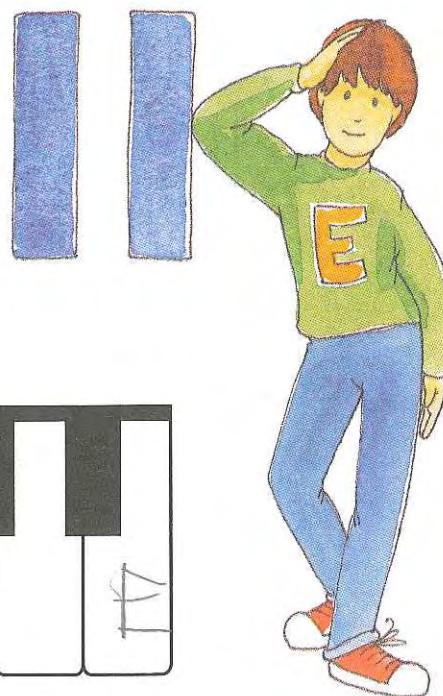
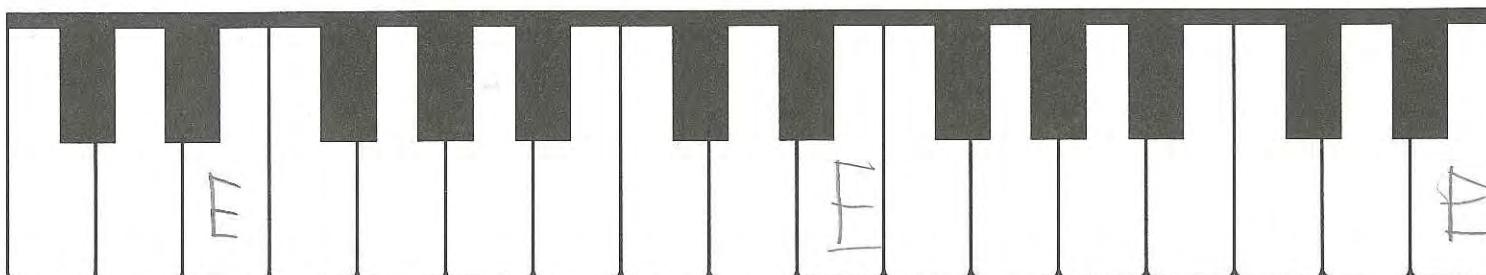
**D** is in the MIDDLE  
of any  
2 black-key group!

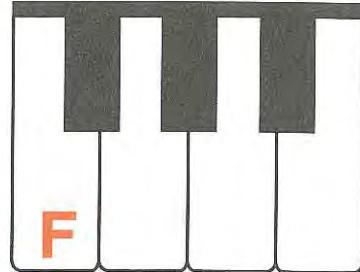
5. Find all the D's on this keyboard. Print a D on each one.



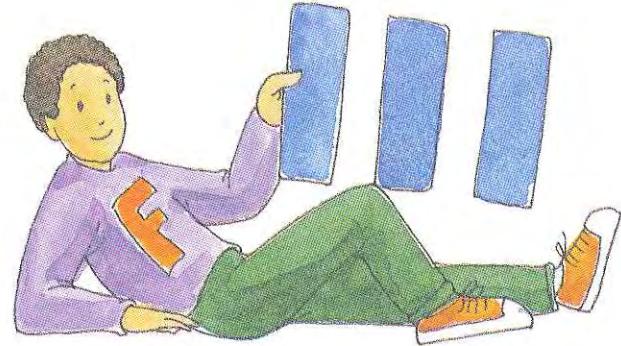
**E** is on the RIGHT  
of any  
2 black-key group!

6. Find all the E's on this keyboard. Print an E on each one.

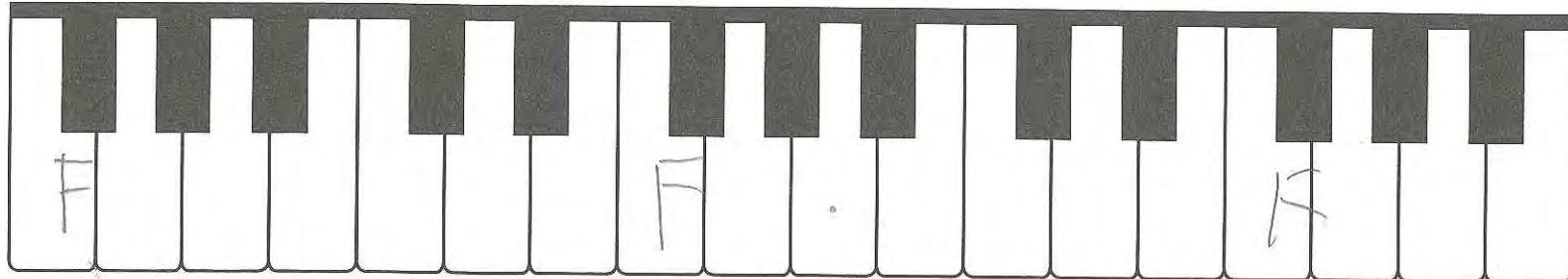




**F** is on the LEFT  
of any  
3 black-key group!



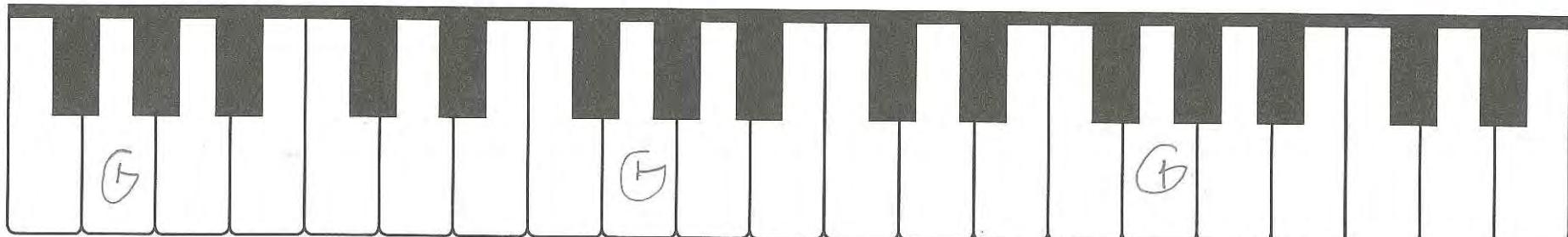
7. Find all the **F**'s on this keyboard. Print an **F** on each one.



**G** is between the  
1st & 2nd keys  
of any  
3 black-key group!



8. Find all the **G**'s on this keyboard. Print a **G** on each one.



9. On the keyboard above, print the names of all the other keys.  
Check: Are all the notes in the order of the MUSICAL ALPHABET?

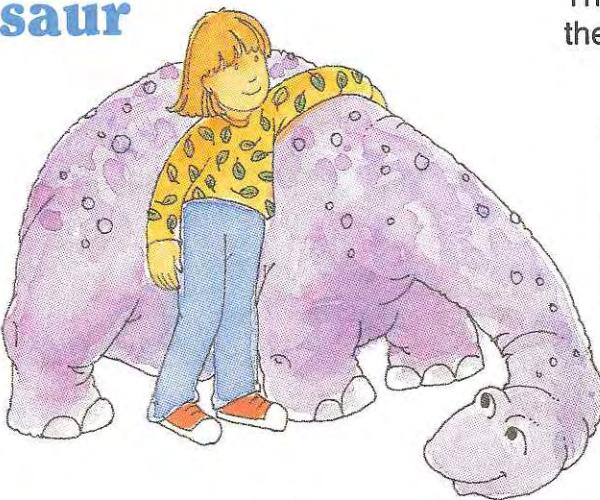
# Dyno, My Pet Dinosaur

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

Follow these steps for each new piece.

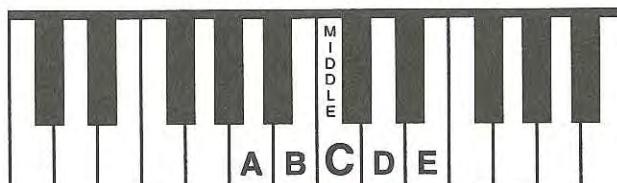
**RH** = Notes with stems UP

**LH** = Notes with stems DOWN



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

## MIDDLE C POSITION



**LH** = 3 2 1 2 3 = **RH**

**THUMBS on MIDDLE C**

## Mysteriously

**f**

**LH**      **RH**

1      2      3      1      2      3

Dy - no, my pet      di - no - saur,      lived      so      long      a - go,

1      2      3

1      2      3

1      2      3

**LH**      **RH**

1      2      3      1      2      3

That he is my fav' - rite pet, he will nev - er know!

1      2      3

1      2      3

1      2      3

**SUGGESTION:** When repeating, you may move the hands to a lower position (with thumbs on a lower C), if you wish. This will sound more like a dinosaur.

# The Time Signature

Music has numbers at the beginning called the **TIME SIGNATURE**.

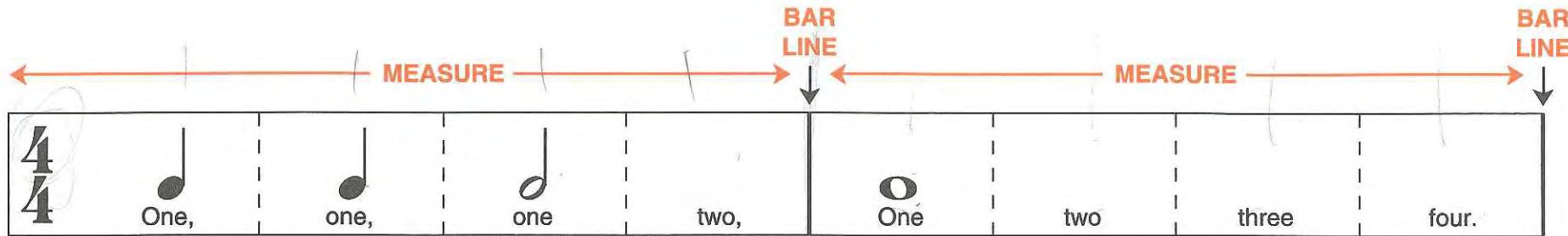
The **TOP NUMBER** tells the number of beats in each measure.

The **BOTTOM NUMBER** tells the kind of note that gets ONE beat.



**means 4 beats to each measure.**

a **QUARTER NOTE**  gets **ONE beat**.



The notes in each measure must add up to 4 COUNTS!

1. How many **QUARTER NOTES** can you have in each measure of  time? \_\_\_\_\_  
Fill these measures with **QUARTER NOTES** with stems UP.

		
---	---	--

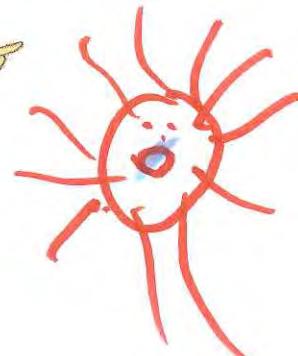
2. How many **HALF NOTES** can you have in each measure of  time? \_\_\_\_\_  
Fill these measures with **HALF NOTES** with stems DOWN.

		
---	---	--

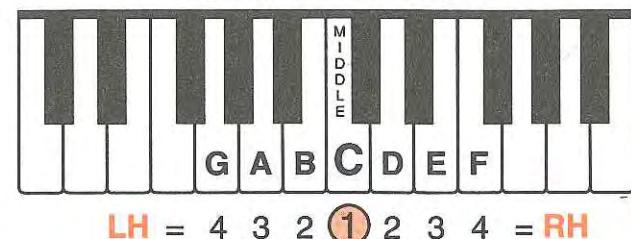
3. How many **WHOLE NOTES** can you have in each measure of  time? \_\_\_\_\_  
Fill each measure with a **WHOLE NOTE**.

		
---	---	--

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



**G A B C D E F**



**RH**

**LH**

1. My dog's fun!  
2. He stands on

My his dog's front neat!  
When

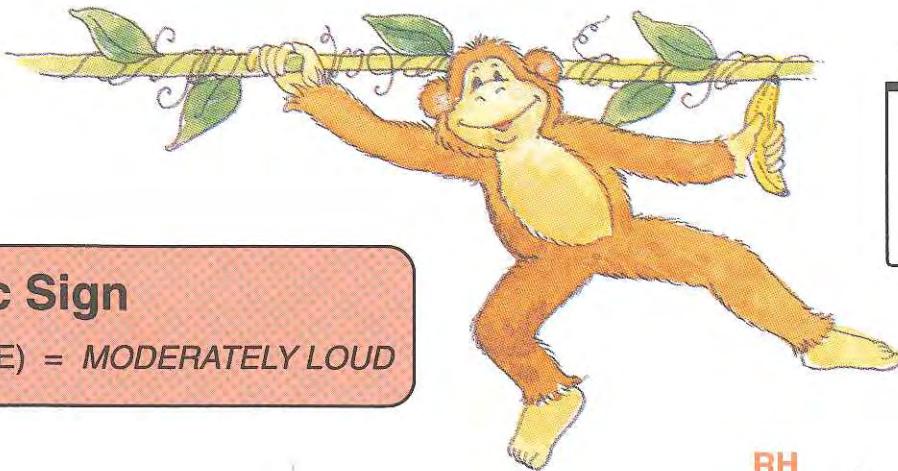
He's a ver - y  
When hold his

clev - er hind legs pup!  
When up

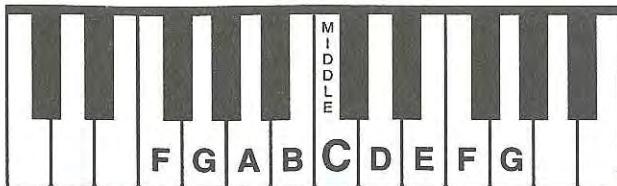
**DUET PART:** (Student plays 1 octave higher.)

This image shows the right-hand (RH) and left-hand (LH) parts of a piano score. The RH part consists of eighth-note chords in common time, with a dynamic marking of *mp*. The LH part provides harmonic support with sustained notes. Measure 11 concludes with a repeat sign and a double bar line, leading into measure 12.

# The Zoo



## MIDDLE C POSITION



LH = 5 4 3 2 1 2 3 4 5 = RH

### New Dynamic Sign

**mf** (MEZZO FORTE) = MODERATELY LOUD

**mf**

4/4

LH

1. Let's go to the zoo, chim pan - you zee, can See Bears the and tall ti - gi gers - raffe. too.  
2. We will see the the - pan - zee, and Bears and tall ti - gi gers too.

RH

Mon - keys play - ing, swing - ing, sway - ing, Al - ways make us laugh!  
There is fun for ev - 'ry one when We go to the zoo!

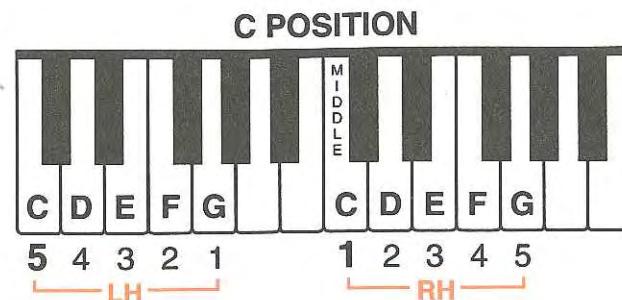
**DUET PART:** (Student plays 1 octave higher.)

RH

LH p

1. 2.

# Playing in a New Position



*mf*

**4**/**4**

**RH**

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

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

**LH**

1      C      F      E      D      "C"      D      E      F      G      F      E      D      C

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

# A New Time Signature

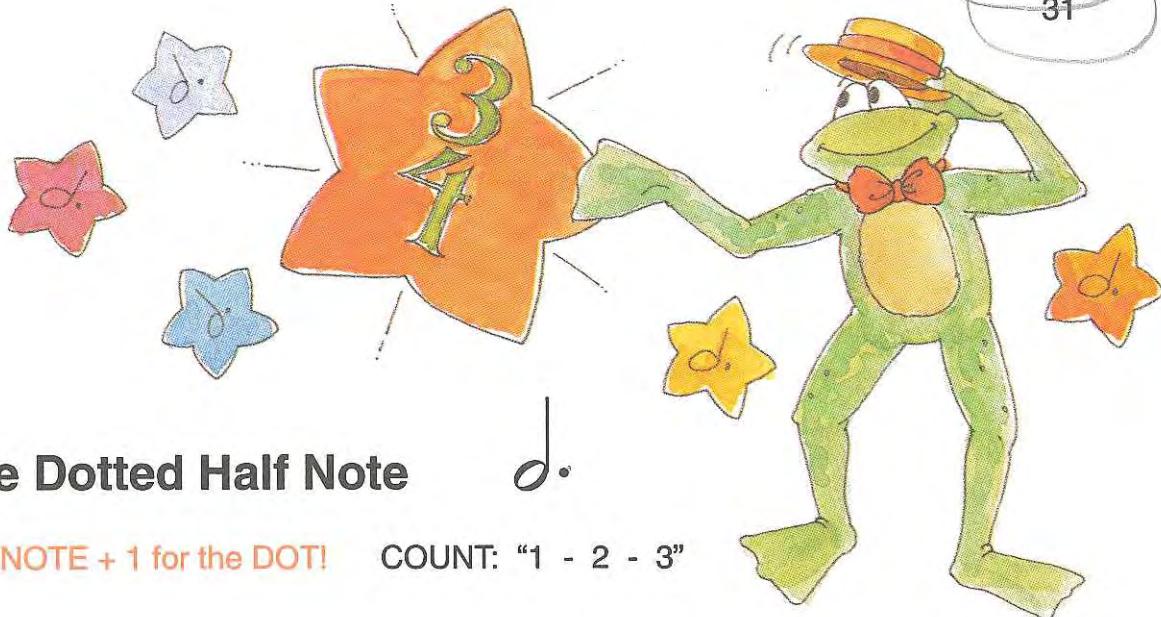
**3  
4** means 3 beats to each measure.  
a QUARTER NOTE  gets ONE beat.

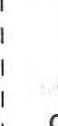
=1    

## The Dotted Half Note

COUNT 2 for the HALF NOTE + 1 for the DOT!

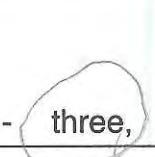
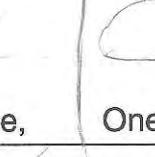
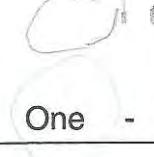
COUNT: "1 - 2 - 3"



<b>3 4</b>	 One,	 one,	 one,	 One	 two	 three,	 One	 two,	 one,	 One,	 one	 two.
----------------	--	---	---	--	--	---	---	---	---	---	--	---

The notes in each measure must add up to 3 COUNTS!

1. After the  below, draw a DOTTED HALF NOTE over each "one".
2. Add BAR LINES. Put a DOUBLE BAR at the end.

<b>3 4</b>	 One	 -	 two	 -	 three,	 One	 -	 two	 -	 three,	 One	 -	 two	 -	 three,
----------------	---	--	--	--	---	--	--	--	--	--	--	--	--	--	---

3. Add BAR LINES. Put a DOUBLE BAR at the end.

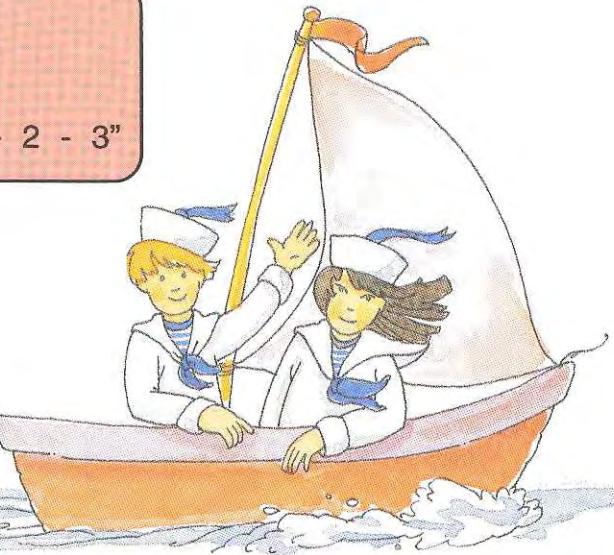
<b>3 4</b>	 One	 one	 one	 one	 One	 one	 One	 one	 One	 one
----------------	---	--	--	--	--	--	--	--	--	--

## Dotted Half Note

a longer note.



COUNT: "1 - 2 - 3"



## Sailing

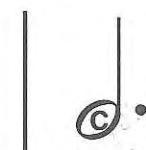
*mf*

RH

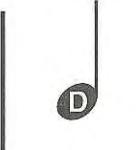
**3**



1. Come,
2. Sea



come,  
gulls



come  
'round



to  
us  
the  
will



sea!  
play.



Come,  
We'll



come,  
go



sail  
sail  
-  
-  
ing  
ing



with  
a



mel  
way!



**DUET PART:** (Student plays 1 octave higher.)

RH

LH *p*

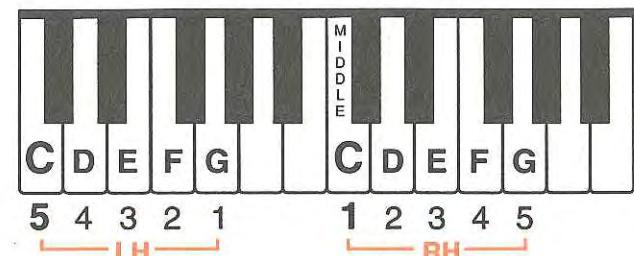
1. 2.

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

**3**  
**4**



## C POSITION



# What Can I Share?

C POSITION (same as page 32)



*mf*

**3** **4**

**LH**

1. What  
2. Good can friends I should share al - with ways you share

F G C D E

**RH**

3

To To show show I how care much for they you? care!

E F G C D C

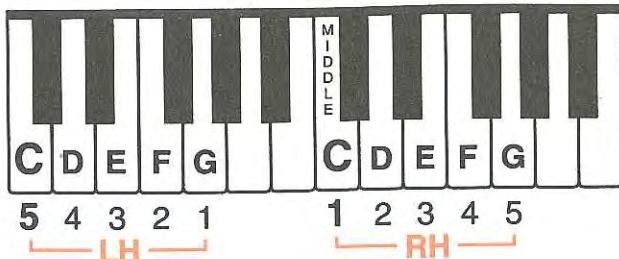
**DUET PART:** (Student plays 1 octave higher.)

**RH**

**LH** **mp**

3 1 3 2

5 2 1

**C POSITION**

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

**Wishing Well**

**RH**

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

1. Oh,  
2. If

what  
you

sto  
made

-

ries  
a

I  
wish

could  
or

tell,  
two,

**LH**

3

If  
I

I  
would

were  
make

a  
them

wish  
all

ing  
come

well!  
true!

||:

The music staff shows a melody for the right hand (RH) and a harmonic or bass line for the left hand (LH). The RH melody consists of eighth-note pairs (E, E), quarter notes (D, C, D, E), eighth-note pairs (F, F), quarter notes (G, F, D, C), and a sixteenth-note pair (G, G). The LH harmonic line consists of eighth-note pairs (E, E), quarter notes (F, G), eighth-note pairs (F, F), quarter notes (E, D), eighth-note pairs (C, C), and a sixteenth-note pair (C, C).

**DUET PART:** (Student plays 1 octave higher.)

**RH**

**Bass Clef**

**3/4**

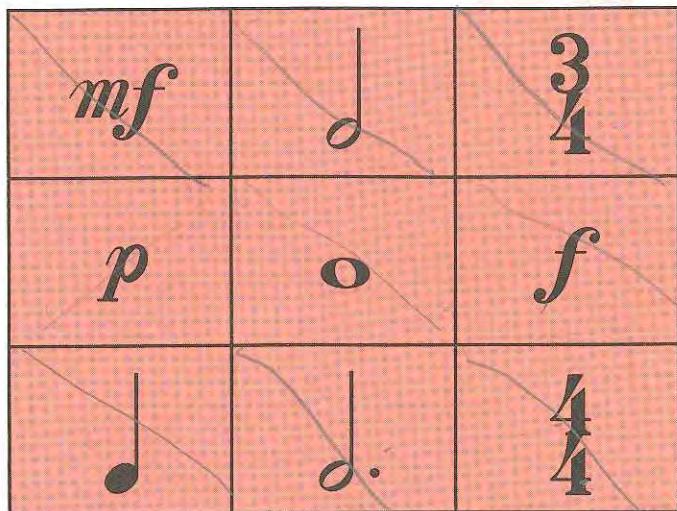
**LH**

This section shows a duet part for two pianos. The top staff (RH) is in bass clef and consists of eighth-note pairs (E, E), quarter notes (D, C, D, E), eighth-note pairs (F, F), quarter notes (G, F, D, C), and a sixteenth-note pair (G, G). The bottom staff (LH) consists of eighth-note pairs (E, E), quarter notes (D, C, D, E), eighth-note pairs (F, F), quarter notes (G, F, D, C), and a sixteenth-note pair (G, G).

# Musical Matching

Draw each of the signs below in the correct squares.

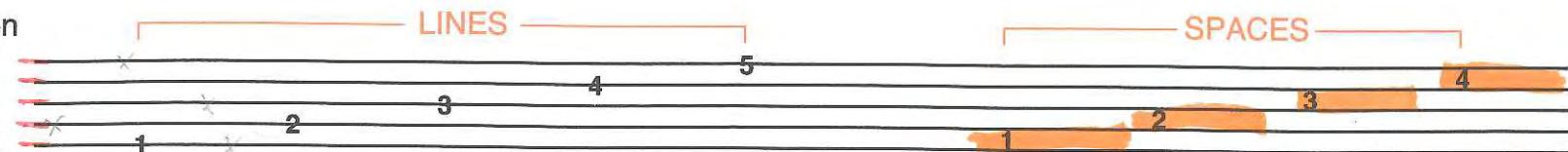
Draw each sign TWICE; once in the LEFT column and once in the RIGHT column.



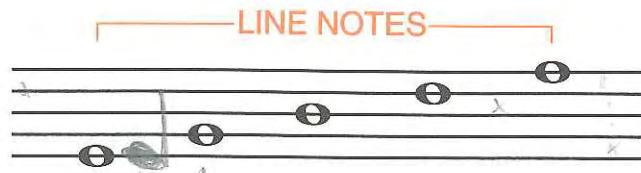
	piano		count 4 for this note
	dotted half note		loud
	time signature		count 2 for this note
	quarter note		means there are 3 counts in each measure
	mezzo forte		soft
	whole note		count 1 for this note
	half note		moderately loud
	forte		count 3 for this note
	time signature		means there are 4 counts in each measure

## The Staff

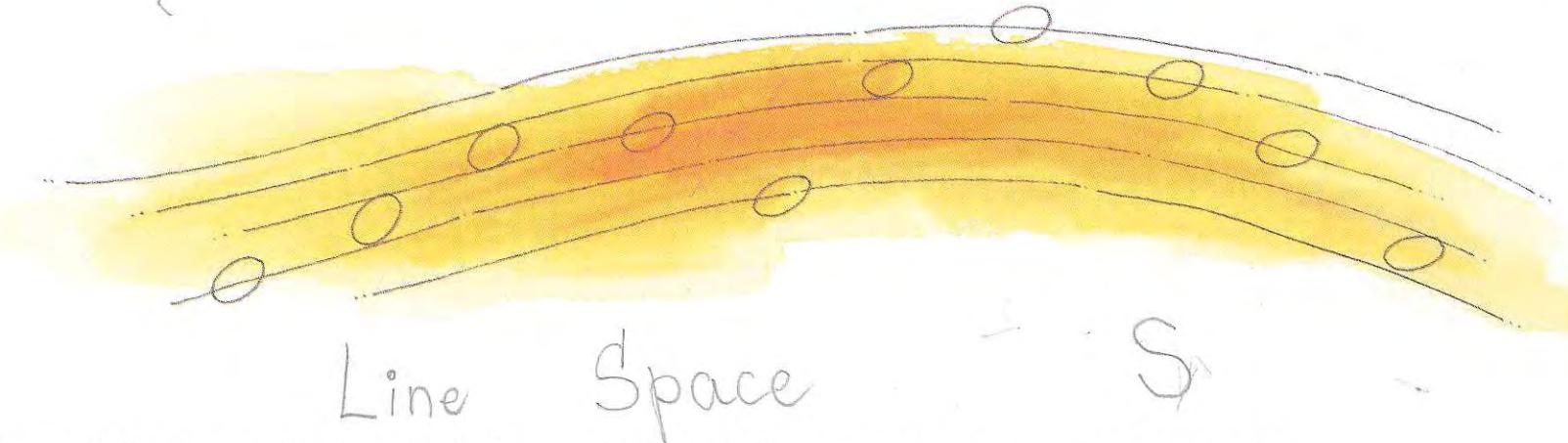
Music is written  
on a STAFF  
of 5 lines  
and 4 spaces:



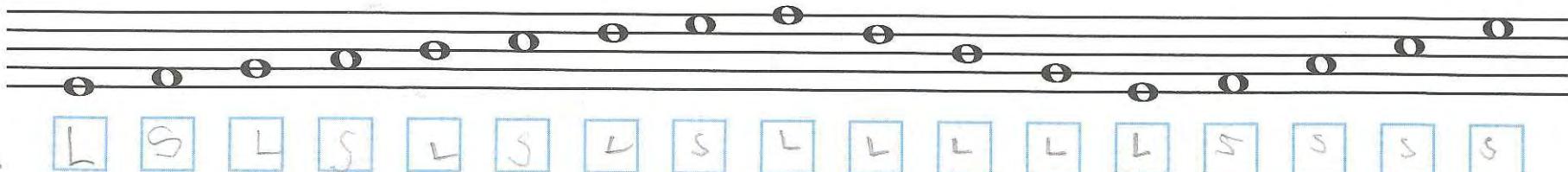
Some notes  
are written  
on LINES:



Some notes  
are written  
in SPACES:

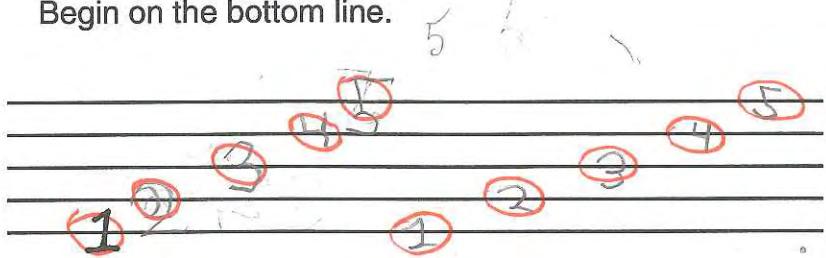


In the boxes below this staff, print an **L** below each LINE NOTE and an **S** below each SPACE NOTE.

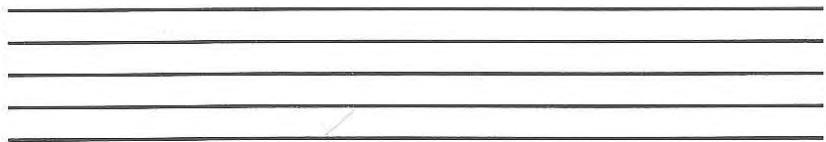


# Writing on the Staff

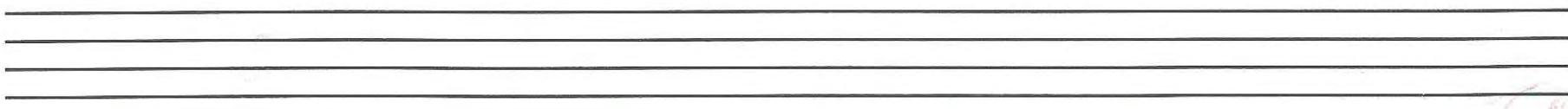
1. Write numbers 1 to 5 on the 5 lines of the following staff.  
Begin on the bottom line.



3. Write numbers 1 to 4 in the 4 spaces of the following staff.  
Begin in the lowest space.



5. Draw a whole note on a LINE above each L, and in a SPACE above each S.  
Use ALL the lines and spaces.



L

S

S

L

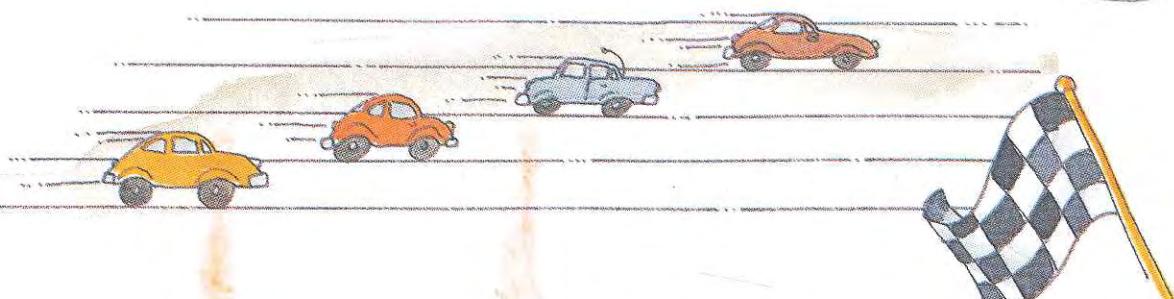
L

S

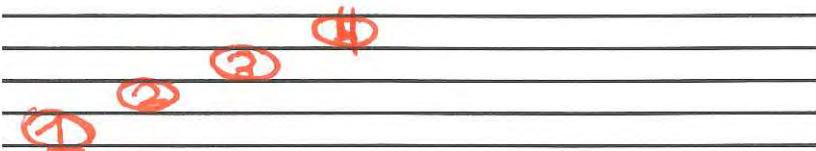
L

S

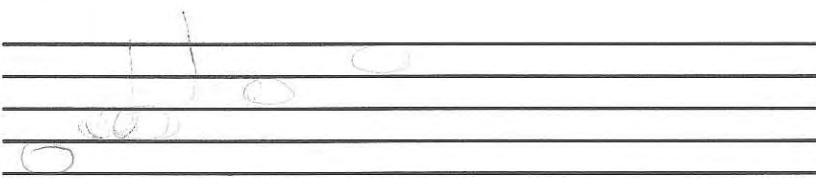
L



2. Draw a WHOLE NOTE on each LINE.



4. Draw a WHOLE NOTE in each SPACE.

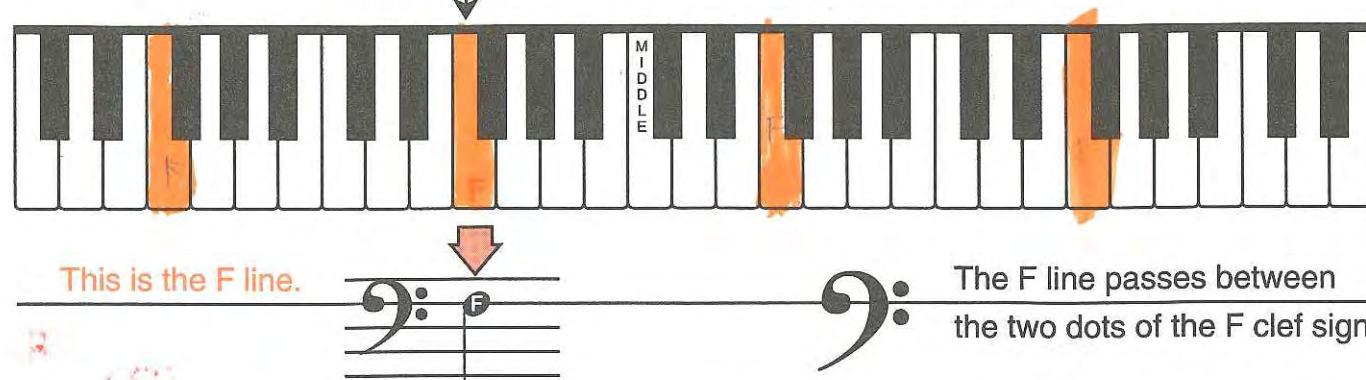


# The Bass Clef Sign ♯:



Locates the F below the middle of the keyboard.

This sign came from the letter F: ♫

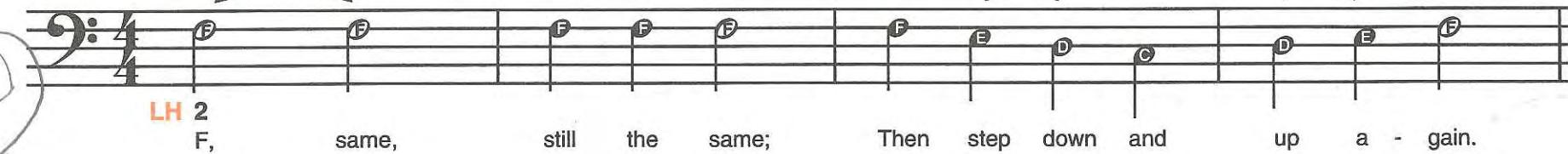


By moving up or down from this F, you can name any note on the bass staff.

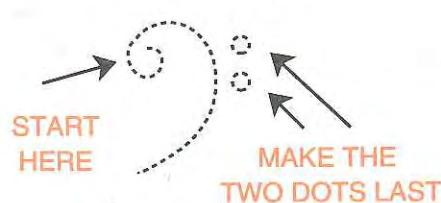
Notes REPEATED on same line or space: REPEAT same key.

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

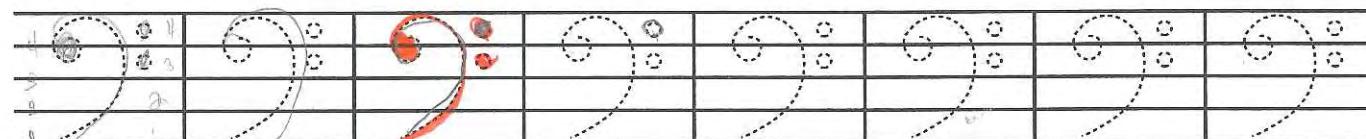
Notes stepping UP to next space or line: step UP to next white key.



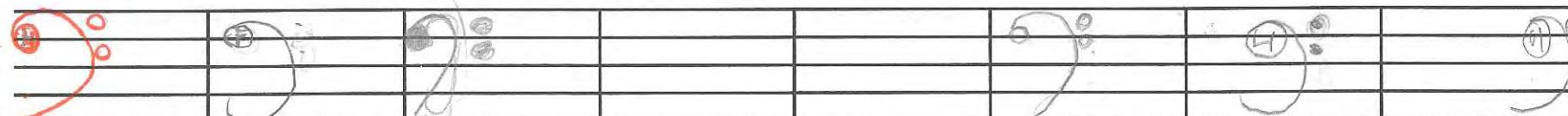
1. Trace this BASS CLEF sign.



2. Trace a whole line of BASS CLEF signs. Always begin on the F line. The two dots are in the TOP TWO SPACES.

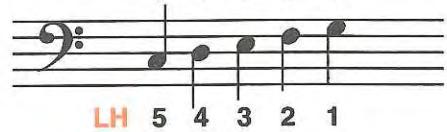


3. Draw a line of BASS CLEF signs without tracing.

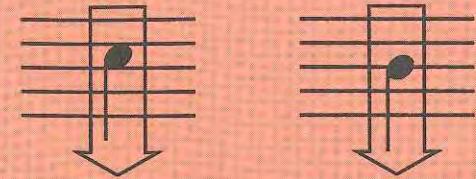


# Rain, Rain!

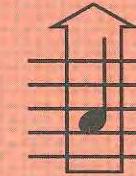
LHC POSITION



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



Notes BELOW the middle line have stems pointing UP.



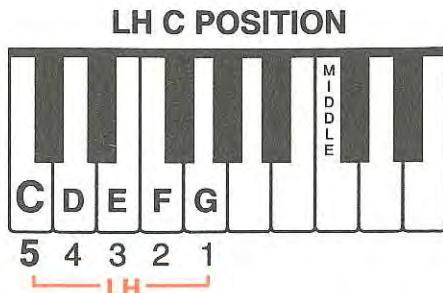
A hand-drawn musical score for a melody. The music is in bass clef and common time (indicated by a '4'). The melody consists of two lines of notes. The first line starts with a quarter note (F), followed by a half note (F), a whole note (E), another whole note (F), and a half note (D). The second line starts with a whole note (F), followed by a half note (E), a quarter note (D), a half note (C), and a quarter note (B). The lyrics are written below the notes: 'Rain, rain,' (two half notes), 'go away!' (whole note, half note, half note, half note), 'Come again' (whole note, half note, half note, half note), and 'another day!' (whole note, half note, half note, half note). The tempo is marked as 'mf'. A small illustration of a fish is on the left.

A musical score for a children's song. The score features a bass clef staff with five measures of music. The lyrics are: Rain, rain, go a-way! My friend, MOM-MY wants to play! Butterflies are at the ends of the staff.

## **DUET PART:**

A musical score for piano in G major, 4/4 time. The melody is played by the right hand, starting with a dotted half note. The dynamic is marked 'p' (piano). The melody consists of eighth-note patterns with various grace notes and slurs. The score includes a bass staff with a sustained note under the first measure.

## Mrs. Murphy's House



**REMEMBER:**



*f*

**BASS STAFF**

**4**

**4**

**LH 2**

Mis - sus Mur - phy had a house, was six - teen stor - ies high, Oh!

**D C D E F F**

**F**

**F E D C**

**D C D E F F**

Ev - 'ry sto - ry in that house was filled with ap - ple pie, Oh!



**DUET PART:**

**RH**

**mf**

**LH**

# Circus Day!

LH C POSITION (same as page 40)



Happily

**f** 2nd time play ONE OCTAVE (8 notes) LOWER

Bass clef, 4/4 time, G key signature.

1 Bears are danc - ing, 5 po - nies pranc - ing; Clowns are fun to see!

G clef, 4/4 time, G key signature.

1 When the cir - cus comes to town, What fun for you and me!

DUET PART:

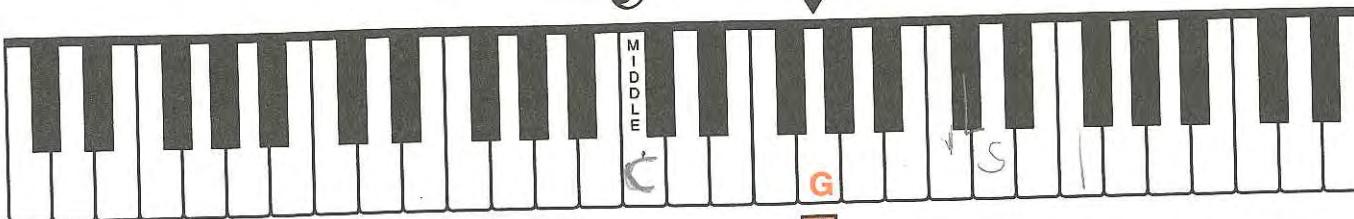
RH: *mf*, LH: *mf*, 2, 5, *f*, *mf*, *f*, *mf*

# The Treble Clef Sign



Locates the G above the middle of the keyboard.

This sign came from the letter G:



This is the G line.



The clef sign curls around the G line.

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

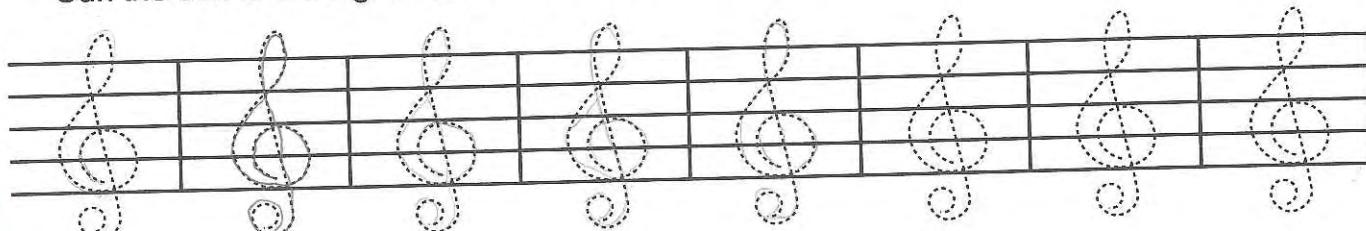
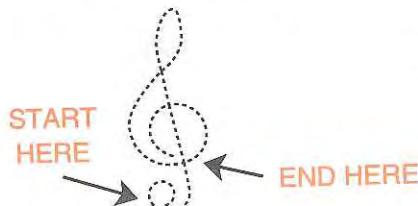
**RH 5**

**mf**

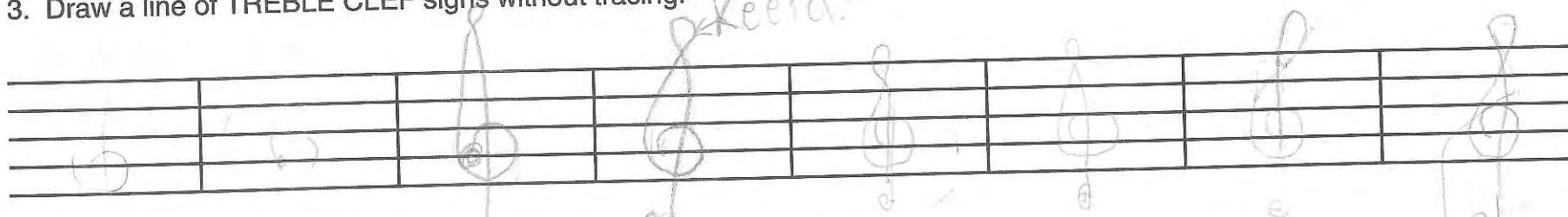
G, down, down, down,  
up, up,  
G, down, down,  
D, C.

1. Trace this TREBLE CLEF sign.

2. Trace these TREBLE CLEF SIGNS. Begin below the staff. Curl the end of the sign around the G line.



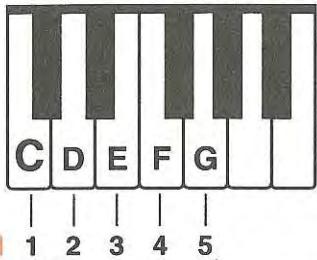
3. Draw a line of TREBLE CLEF signs without tracing.



# A Happy Song



## RH C POSITION



**RH** 1 2 3 4 5

**RH 5**

*f* Here's a ver - y hap - py song! Play and sing a - long!

When you're sad it makes you glad to play this hap - py song!

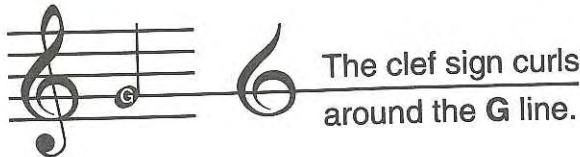
## DUET PART:

*mf*

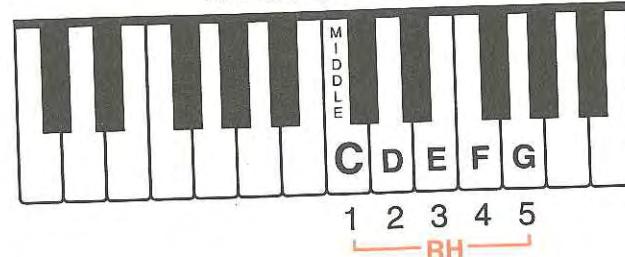
*simile*

# Gee, We're Glad!

**REMEMBER:**



## RH C POSITION



**RH 5**

*mf*

Gee, we're glad you came to see us! Come back an - y time you can.

5

Gee, we love to have you vis - it! Please come back a - gain.

## DUET PART:

RH

LH *p* staccato

Duet musical score for two voices, showing bass clef parts for both hands. The top part is for the right hand (RH) and the bottom part is for the left hand (LH). The LH part includes dynamic markings *p* and staccato.

# Up to the Moon!

RH C POSITION (same as page 44)



Moderately fast

*2nd time play ONE OCTAVE (8 notes) HIGHER*

RH 1

*f*

If I had a rock - et I might fly up to the moon!

1

*p*

I would need two rock - ets, 'cause I'd come back home real soon!

5

DUET PART: (Student plays 1 octave higher.)

RH 1

LH 5

*f*

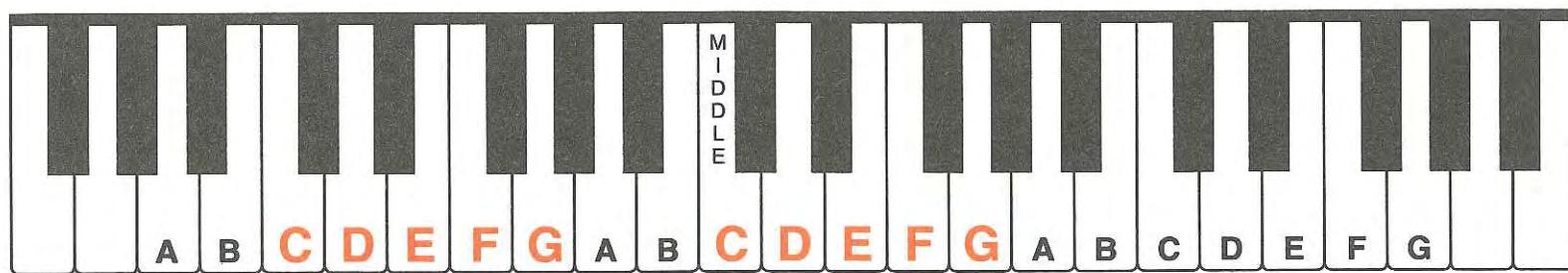
*mf*

*f*

# The Grand Staff

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

A short line is used between them for MIDDLE C.

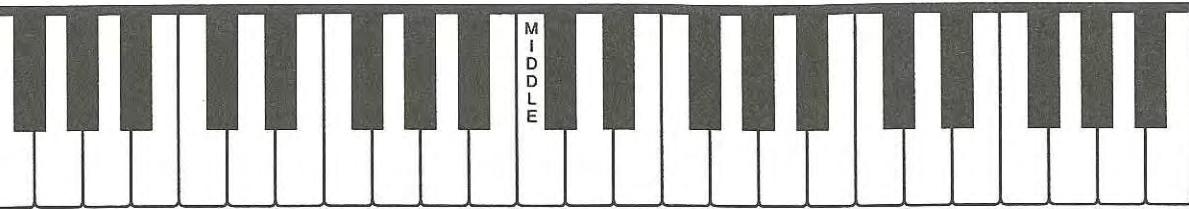


The TREBLE and BASS staves are joined together with a BRACE:

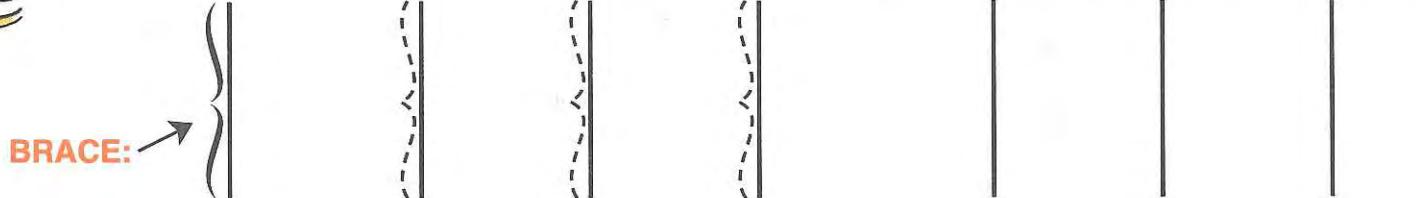
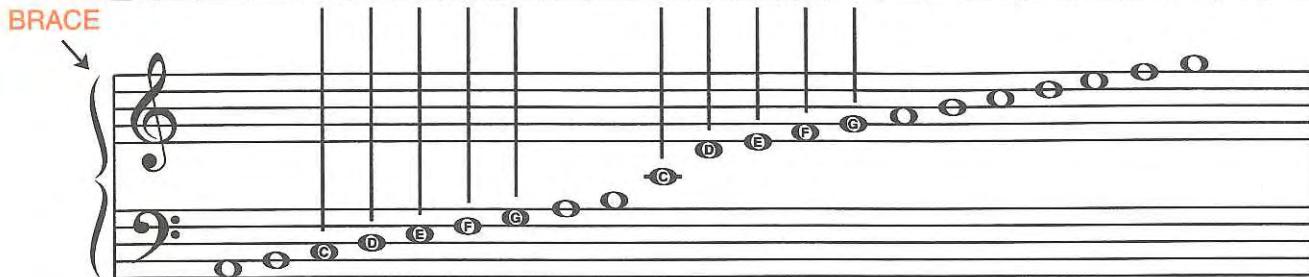
**IMPORTANT!** Only LH & RH C D E F G need be learned now!

# Writing the Grand Staff

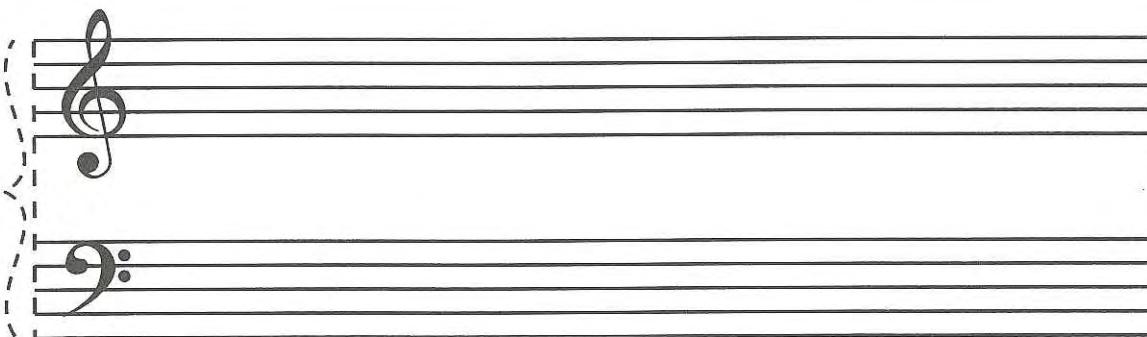
1. Print the letter names C D E F G on the keyboard.



The TREBLE & BASS staves are joined together with a BRACE and a BAR LINE to make a GRAND STAFF.

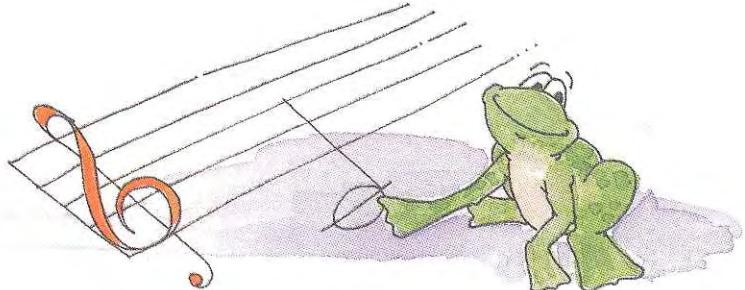


4. Join the beginning and the end of the two staves by tracing the bar lines, then trace the BRACE at the beginning to complete the GRAND STAFF.



5. Write ALL the notes on the GRAND STAFF above. Use WHOLE NOTES. Begin with the lowest space. Keep the notes very close together so they look the same as in the staff at the top of this page.
6. Print the name over each note.

# C Position on the Grand Staff



A diagram showing the piano keyboard and the corresponding notes on the Grand Staff (Treble and Bass staves). The piano keys are labeled C, D, E, F, G from left to right. The middle C key is marked with a vertical line and labeled "MIDDLE". The Treble staff has a treble clef and a 4/4 time signature. The Bass staff has a bass clef and a 4/4 time signature. Below the staves, the piano keys are numbered: LH 5 4 3 2 1 under the Bass staff, and RH 1 2 3 4 5 under the Treble staff.

**FOR THE REST OF THIS BOOK:**

Notes in the **TREBLE STAFF**  will be played with RH.

Notes in the **BASS STAFF**  will be played with LH.

4

*mf* "C" D E F G,"

That's "PO - SI - TION" C."

LH 5

A musical example in 4/4 time. It shows the notes C, D, E, F, and G on the Treble staff, and the note C on the Bass staff. The note C on the Bass staff is labeled "LH 5". The notes are connected by a wavy line, and the word "mf" (mezzo-forte) is written above the notes.

RH 1

UP to tre - ble G,

DOWN to mid - dle C

A musical example in 4/4 time. It shows the notes C, D, E, F, and G on the Treble staff, and the note C on the Bass staff. The note C on the Bass staff is labeled "RH 1". The notes are connected by a wavy line, and the words "UP to tre - ble" and "DOWN to mid - dle" are written below the notes.

# Writing C Position on the Grand Staff



1. Write the LH notes in the BASS staff under the squares. Use QUARTER NOTES.  
Turn the stem of the C UP. Turn the stems of the D E F & G DOWN.
2. Write the RH notes in the TREBLE staff over the squares. Use QUARTER NOTES.  
Turn all the stems UP.

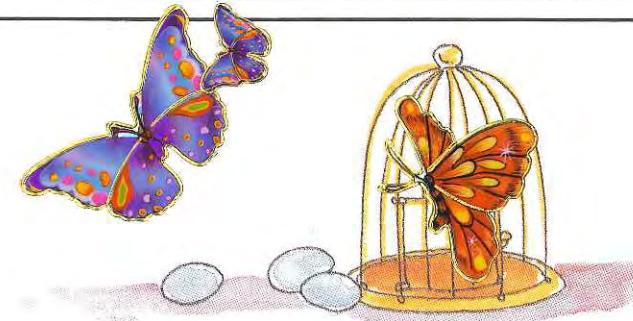
Treble clef staff:

Bass clef staff:

Notes from left to right: C, D, E, F, G, A, B, C

## Spelling Game

3. Write the name of each note in the square below it.  
The letters in each group of squares will spell a familiar word.



Treble clef staff:

Bass clef staff:

Notes from left to right: E, G, G, F, E, E, D, C, A, G, E

# Row, Row, Row Your Boat

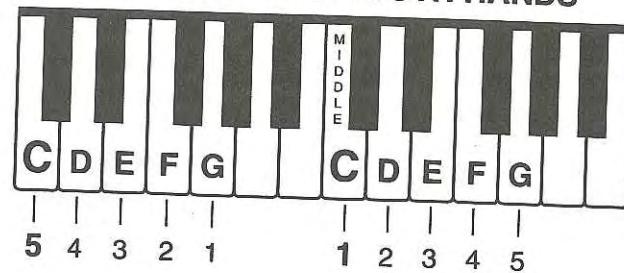
(RIGHT SIDE UP AND UPSIDE DOWN)

The first line is the familiar tune.

The second line is the same, upside-down!



## C POSITION FOR BOTH HANDS



Moderately slow

RH 1

Hand-drawn musical notation for the right hand (RH 1) in G major, 4/4 time. The notes are written on a treble clef staff. The lyrics are: Row, row, row your boat, Don't fall in the stream! The notes are handwritten with stems and some have letter heads (C, D, E, F, G).

Hand-drawn musical notation for the left hand (LH 1) in G major, 4/4 time. The notes are written on a bass clef staff. The lyrics are: Swim, swim, swim for shore! Hope it's but a dream! The notes are handwritten with stems and some have letter heads (G, A, B, C, D, E, F).

DUET PART:

*8va throughout*

RH 1

*mf*

LH 1

Hand-drawn musical notation for the duet part, consisting of two staves: RH 1 and LH 1. Both staves are in G major, 4/4 time. The notes are handwritten with stems and some have letter heads (D, E, F, G). The dynamic marking 'mf' is placed below the RH 1 staff, and 'LH 1' is placed below the LH 1 staff.

# A Happy Song

(C POSITION FOR BOTH HANDS)



Happily

RH 4

*f*

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

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

4

LH 1

RH 3

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

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

What a hap - py song!  
Play this hap - py tune!

4

1

5

LH 1

DUET PART: (Student plays 2 octaves higher.)

*mf*

1. 2.

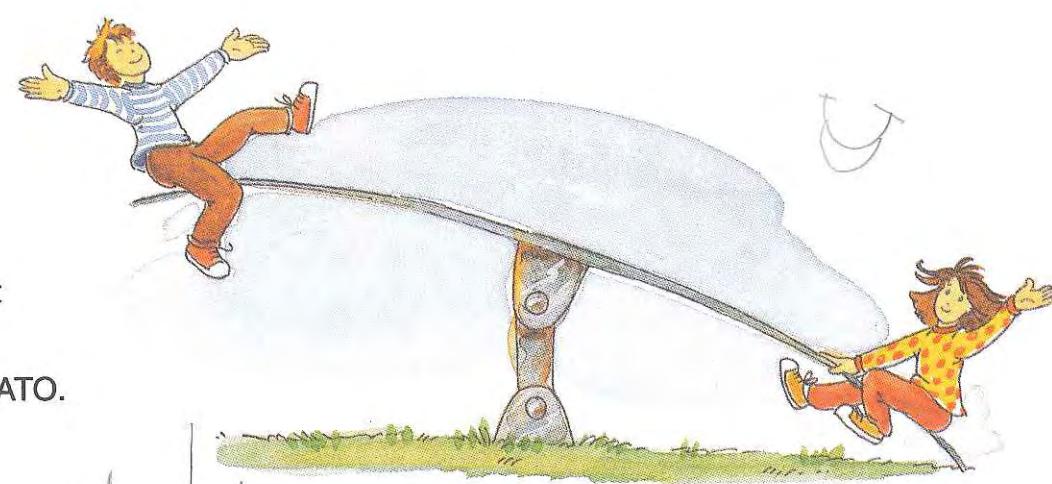
simile

# Legato Playing

Legato means SMOOTHLY CONNECTED.

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

This piece will make it easy for you to learn to play LEGATO.  
PLAY SLOWLY! CONNECT SMOOTHLY! LISTEN  
CAREFULLY!



**SLUR**

SLURS mean play LEGATO

Slurs often divide  
the music into PHRASES.

A PHRASE is a musical  
thought or sentence.

## See-Saws

**Slow**

**mf**

1. How smooth can le - ga - to be?  
2. We can play le - ga - to now.

On See - a see - saw mo - tions we show can us see! how!

2 3 4 2 3 3 4

1. How smooth can le - ga - to be?  
2. We can play le - ga - to now.

On See - a see - saw mo - tions we show can us see! how!

2 3 3 4

1. How smooth can le - ga - to be?  
2. We can play le - ga - to now.

On See - a see - saw mo - tions we show can us see! how!

2 3 3 4

**DUET PART:** (Student plays 1 octave higher.)

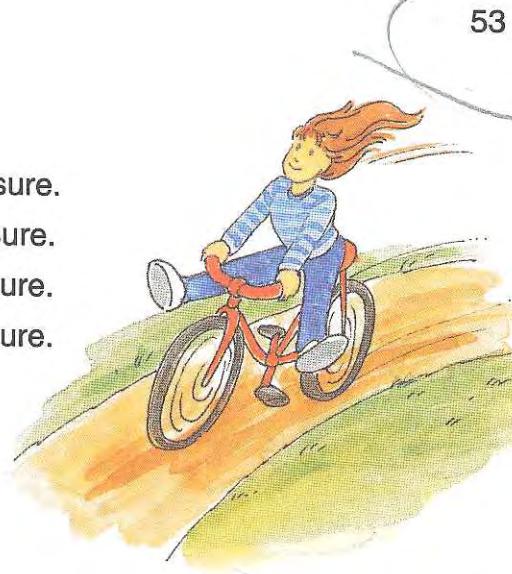
RH

LH

**p**

# Writing Legato

1. Draw a SLUR connecting the first note of the 1st measure to the last note of the 2nd measure.
2. Draw a SLUR connecting the first note of the 3rd measure to the last note of the 4th measure.
3. Draw a SLUR connecting the first note of the 5th measure to the last note of the 6th measure.
4. Draw a SLUR connecting the first note of the 7th measure to the last note of the 8th measure.



## Biking

**Slow**

**2**

**1**

Up the hill it's ver - y slow,  
'Til we reach the top.

5                   3     4

Sheet music for two staves. The top staff is treble clef, 4/4 time. The bottom staff is bass clef, 4/4 time. The lyrics "Up the hill it's ver - y slow, 'Til we reach the top." are written below the notes. Measure 1 starts with a whole note (bass), followed by a half note (treble), a quarter note (bass), and a quarter note (treble). Measures 2-4 show eighth-note patterns. Measure 5 starts with a whole note (bass), followed by a half note (treble), a quarter note (bass), and a quarter note (treble). Measures 6-8 show eighth-note patterns. Measure 9 starts with a whole note (bass), followed by a half note (treble), a quarter note (bass), and a quarter note (treble).

**Faster**

**Gradually slower**

Down the hill we swift - ly go,  
Coast - ing to a stop!

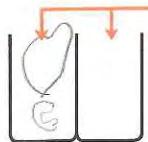
5

Sheet music for two staves. The top staff is treble clef, 4/4 time. The bottom staff is bass clef, 4/4 time. The lyrics "Down the hill we swift - ly go, Coast - ing to a stop!" are written below the notes. Measure 1 starts with a whole note (bass), followed by a half note (treble), a quarter note (bass), and a quarter note (treble). Measures 2-4 show eighth-note patterns. Measure 5 starts with a whole note (bass), followed by a half note (treble), a quarter note (bass), and a quarter note (treble). Measures 6-8 show eighth-note patterns. Measure 9 starts with a whole note (bass), followed by a half note (treble), a quarter note (bass), and a quarter note (treble).

5. Over the first note, add a sign that means play MODERATELY LOUD.
6. Play the piece. Connect the notes of each phrase. Lift the hand at the end of each phrase.

# Measuring Distances in Music

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



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

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

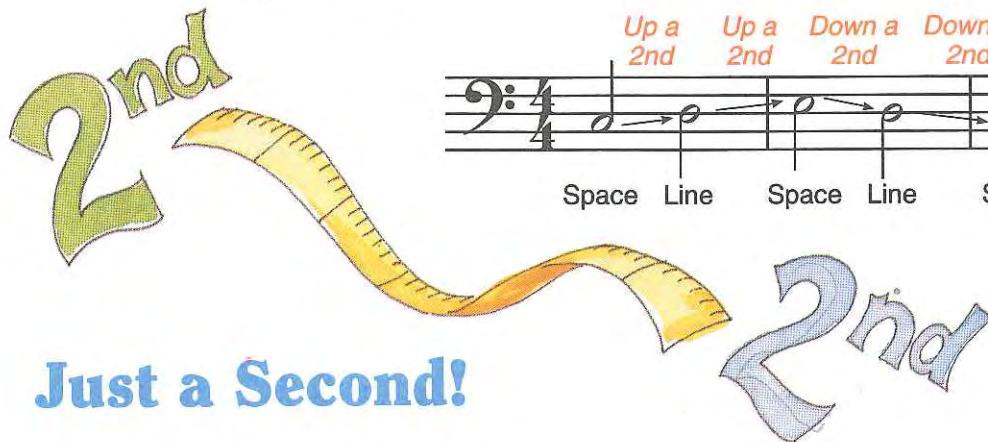
Play, saying "UP a 2nd," etc.

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

Space Line Space Line Space

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

Line Space Line Space Line



**Just a Second!**

Moderately fast

1

*mf*

Just a sec - ond, just a sec - ond, just a sec - ond, just a sec - ond!

*mf* 5

Just a sec - ond, just a sec - ond, just a sec - ond! Now I'm read - y!

# Measuring 2nds

up ↑ down ↓



1. Trace the arrows between the notes while saying the words above the notes ("Up a 2nd," etc.).
2. Write the note name under each note, then play, saying "Up a 2nd," etc.

1

*Up a 2nd      Up a 2nd      Up a 2nd      Same note      Up a 2nd      Down a 2nd      Same note      Same note*

*C D E F G F F*

*Up a 2nd      Down a 2nd      Down a 2nd      Down a 2nd      Same note      Down a 2nd*

*F G F E D D C*

3. Draw notes above the boxes as indicated by the directions above the staff ("Up a 2nd," etc.). Use HALF NOTES for each note except the last in measure 8. Point stems down. Use a WHOLE NOTE for the last note.



4. Write the note name under each note, then play, saying "Up a 2nd," etc.

*Up a 2nd      Up a 2nd      Same note      Up a 2nd      Up a 2nd      Same note      Down a 2nd      Same note      Down a 2nd      Same note      Down a 2nd      Up a 2nd      Down a 2nd      Down a 2nd*

5

Carefully connect the notes of each slurred pair.

Lift from the wrist to make a slight separation between pairs.

Play slowly at first, then gradually increase speed to moderately fast.



# Gliding

**Moderately slow**

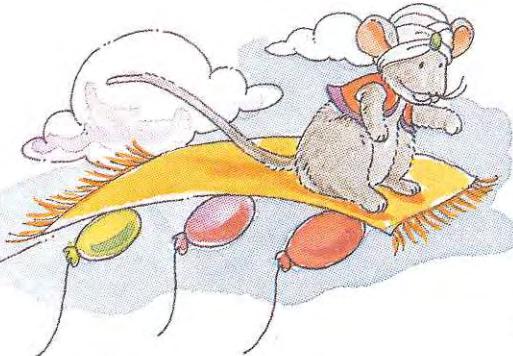
A hand-drawn musical score for a single melodic line. The music is in common time (indicated by a '4'). The treble clef is on the first line, and the bass clef is on the fourth line. The dynamic 'mf' (mezzo-forte) is indicated at the beginning. The lyrics are: 'Glid - ing, glid - ing, high - er, high ^ - er, Fly - ing in the sky!'. Measure 1 consists of eighth notes on the first four lines of the treble staff. Measures 2 and 3 consist of eighth notes on the first three lines of the treble staff. Measure 4 starts with a quarter note on the first line of the treble staff, followed by eighth notes on the first three lines of the treble staff. Measure 5 starts with a quarter note on the first line of the treble staff, followed by eighth notes on the first three lines of the treble staff. Measure 6 starts with a quarter note on the first line of the treble staff, followed by eighth notes on the first three lines of the treble staff.

A hand-drawn musical score for two voices. The top staff uses a treble clef and has lyrics: "Glide - ing, glide - ing, low - er, low - er, What a way to fly!". The bottom staff uses a bass clef and has lyrics: "Glide, glide, lower, lower". Both staves have six measures. Measure 1 starts with a dynamic *mf*. Measures 2-6 show various note heads and stems. Measure 7 shows a melodic line with arrows indicating direction. Measure 8 ends with a large circled '5'.

**DUET PART:** (Student plays 1 octave higher.)

A musical score for the right hand (RH) in 4/4 time. The staff begins with a dynamic marking 'mf'. The melody consists of eighth-note pairs and sixteenth-note patterns. The first measure ends with a fermata over the second note of the pair. The second measure starts with a bass note (LH) followed by a sixteenth-note pattern. The third measure features a sixteenth-note pattern followed by a bass note (LH). The fourth measure contains a sixteenth-note pattern. The fifth measure starts with a bass note (LH) followed by a sixteenth-note pattern. The sixth measure features a sixteenth-note pattern followed by a bass note (LH).

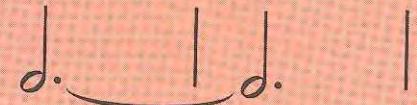
# Balloons



Moderately slow

## TIED NOTES

When notes on the SAME LINE or SPACE are joined by a curved line, we call them TIED NOTES. The key is held down for the COMBINED VALUES OF BOTH NOTES.



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

*R*

3

1. Soar - ing so  
2. Glid - ing so

*p*

*L*

3

4 3 2 3 4 2 3

(TIED NOTES)

2 3 4 5 4 2 3 1. 2 3 = 6

*p*

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

3

4

5

4

2

3

4

2

3

5

4

2

3

1. 2 3 = 6

**DUET PART:** (Student plays 1 octave higher.)

RH

2:3

4

*p*

LH

1.

2.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

21.

22.

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86.

87.

88.

89.

90.

91.

92.

93.

94.

95.

96.

97.

98.

99.

100.

# Writing Tied Notes

1. How long would you hold the key down for each pair of tied notes?

Write the TOTAL number of counts for each pair of tied notes in the blank spaces.



2

COUNTS



4

COUNTS



6

COUNTS



5

COUNTS



4

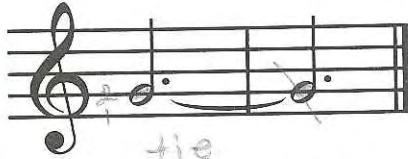
COUNTS



5

COUNTS

If the notes are the SAME—  
it's a **TIE!**



Hold the notes, without repeating!

If the notes are DIFFERENT—  
it's a **SLUR!**



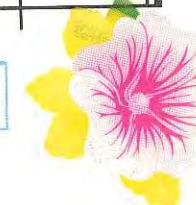
Connect the notes, **LEGATO!**

## Ties & Slurs

2. Write **TIE** or **SLUR** in the box under each pair of notes, as shown in the first box:

**TIE**      **slur**      **Tie**      **Tie**      **SLUR**

**slur**      **Tie**      **Tie**      **TIE**      **TIE**



# Calendar Song

When you learn this song you will know the number of days in each month!



Moderately

*2nd time BOTH HANDS 1 octave LOWER*

1

*mf*

1. Thir - ty days  
2. Twen - ty eight;

has Sep - tem - ber,  
That's the ver - y

A - pril, June,  
short - est month,

and No - vem - ber.  
Feb - ru - ar - y,

All And the rest have just

thir - one - ty day one; more

*mf* Feb - ru - ar - y When the year di -

stands vides a - lone. four.

5

1

DUET PART:

*1st time 8va; 2nd time as written*

RH

LH

*mp*

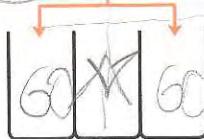
3 1

3 2

1. 2.

4

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

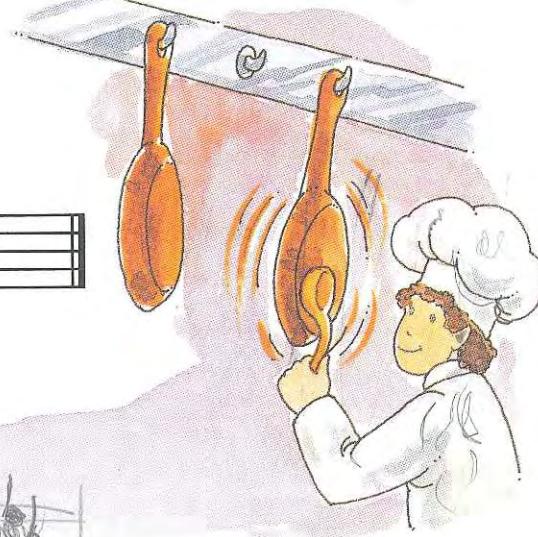


3rds are written LINE-LINE or SPACE-SPACE.

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

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

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



## Play a Third

Moderately fast

1

78

2

3

5

4

2

mf

Play a third,

Play a third,

Play a third,

Skip a white key.

Here's a third,

Here's a third,

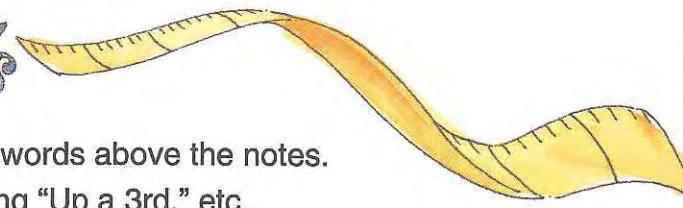
Here's a third, I'm

sure you know!

mf 5

# Measuring 3rds

*3rds*



*3rds*

1. Trace the arrows between the notes while saying the words above the notes.
2. Write the note name under each note, then play, saying "Up a 3rd," etc.

Bass clef, 4/4 time.

Up a 3rd      Same note      Up a 3rd      Down a 3rd      Down a 2nd      Down a 2nd

3. Write the name of the interval (2nd or 3rd) in the box below each pair of notes, as shown in the first box.

G clef, 4/4 time.

3rd

G clef, 4/4 time.

Bass clef, 4/4 time.

Bass clef, 4/4 time.

# Puppies and Guppies



Moderately fast

1

*mf*

1. Pup - pies and gup - pies are ver - y fine pets.  
2. Fish - es are fun for a few folks, you see;

*mf*

2:3  
4

5

*mf*

Pup - pies are play - ful, and gup - pies are wet.  
Oo - dles of poo - dles aren't bet - ter for me!

*mf*

DUET PART: (Student play 1 octave higher.)

RH

*mp*

*sempre staccato*

1. [1] [2]

# Just for Fun!



Moderately fast

2nd time BOTH HANDS 1 octave HIGHER

1

*mf*  
1. What can I do?  
2. What can I play?  
What can you do?  
Just for fun,  
just for fun.

5

2

What can we do?  
What can we play?  
What can we do?  
Just to have some  
fun.

5

(Have some fun!)

1

4 3 2 3 1

Just to have some  
have some  
fun.

3

4 5

DUET PART: (Student plays 1 octave higher.)

*mf*

RH

LH

Sheet music for the Duet Part, showing two staves. The top staff is for the Right Hand (RH) and the bottom staff is for the Left Hand (LH). The music consists of eighth-note patterns. The RH staff has a treble clef, a key signature of one sharp, and a common time signature. The LH staff has a bass clef, a key signature of one sharp, and a common time signature. The dynamic marking 'mf' is placed above the RH staff.

# Mexican Hat Dance



Happily

**4**

1. Play it! 2. Dance it!

**f**

Play Dance it!

Play Dance the fa - mous Hat Dance!

Dance!

1 3 4 3 2 4 3 5

**5**

Play Dance it!

**f**

Play Dance it!

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

1 2 3 4 2 1

**DUET PART:** (Student plays 1 octave higher.)

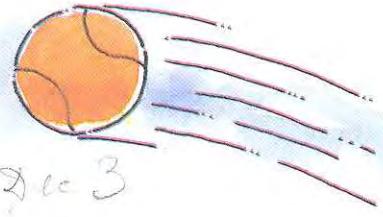
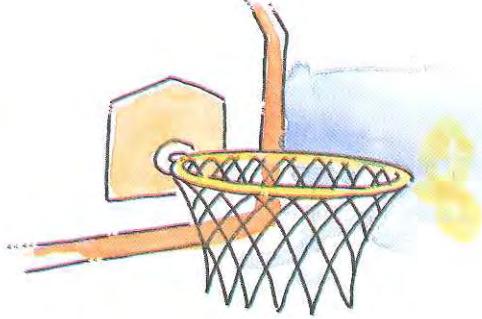
**RH**

**LH**

**mf**

4 8

# Our Team



**Brightly**

2nd time BOTH HANDS 1 octave HIGHER

*mf*

1. If I could be  
2. When our team came      eight feet tall  
out to play,      Our team would be  
All their team would      best of all!  
run a-way.

*mf*

I could sim - ply  
*mf* Then our team would      drop the ball; yell, "Hoo - ray!"      in the bas - ket  
Guess who won the      it would fall!  
game to - day!"

5 5 3 3 1      2 2 4 4 5

**DUET PART:** (Student plays 1 octave higher 1st time; 2 octaves higher 2nd time.)

2nd time 8va

RH      LH *mp*

2      2      2      2      2

# More About Intervals

When notes are played separately they make a MELODY.

We call the intervals between melody notes MELODIC INTERVALS.

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



1

*mf*

2nd      3rd

2nd      3rd

G 1

*mf*

When notes are played together they make HARMONY.

We call the intervals between these notes HARMONIC INTERVALS.

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



2 1      3 1

*mf* (2nd)      (3rd)

(2nd)      (3rd)

*mf* 1 2      1 3

# Writing Melodic Intervals

1. After each note, add another HALF NOTE making a melodic interval ABOVE the given note, as indicated.

2. After each note, add another HALF NOTE making a melodic interval BELOW the given note, as indicated.

— 2nd —      — 3rd —      — 3rd —      — 2nd —

# Writing Harmonic Intervals

The notes of HARMONIC 2nds are written SIDE-BY-SIDE, touching:



The notes of HARMONIC 3rds are written ONE ABOVE THE OTHER:



3. Above each note, add another WHOLE NOTE making a harmonic interval ABOVE the given note, as indicated.

4. Below each note, add another WHOLE NOTE making a harmonic interval BELOW the given note, as indicated:



**RESTS** are signs of **SILENCE**.

This is a **QUARTER REST**.

It means REST FOR THE VALUE OF A QUARTER NOTE.

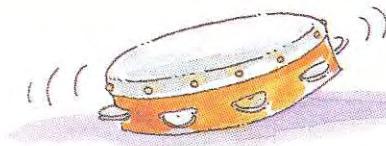
The following rhythm.

2. Clap **ONCE** for each note, counting aloud.
3. Do not clap for the REST!



## Rockin' & Rollin'

**Brightly**



4

1. Left hand mel - o rock - dic, in'. Right Now hand mel - o roll - dic. in'.

2. Now we are rock - in'. Now we are roll - in'.

1 3 5 3 1

Har Sounds mon like a sec rock ond, song Har You mon may ic have third. heard!

1 2 1 3

Hand-drawn lyrics and numbers are written above and below the music staff, indicating specific notes or actions. The first staff shows a treble clef and a bass clef, both in 4/4 time. The second staff shows a treble clef and a bass clef, also in 4/4 time.

**DUET PART:** (Student plays 1 octave higher.)

RH

LH

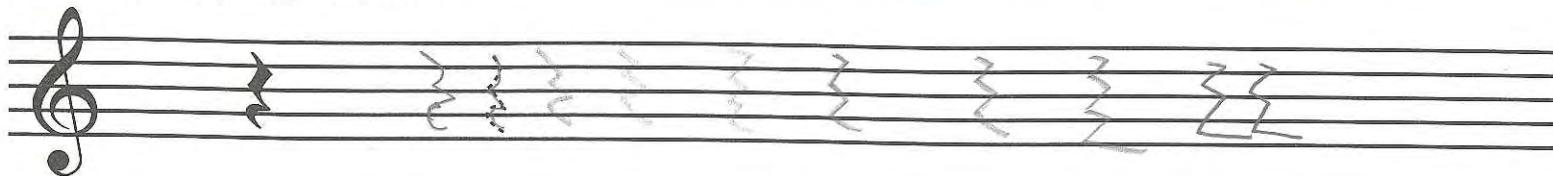
f

A musical staff in common time (4/4) for a duet part. The right hand (RH) plays eighth-note patterns, and the left hand (LH) plays sixteenth-note patterns. The dynamic is forte (f).

# Writing Quarter Rests



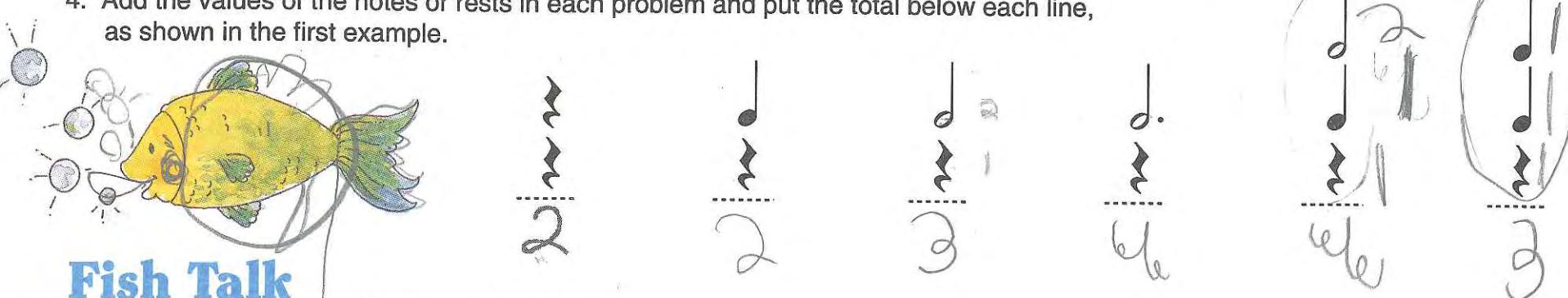
1. Trace the 2nd quarter rest, then draw 5 more.



2. Under each note or rest in the following line of music, write the number of counts it receives.

3. Play and count.

4. Add the values of the notes or rests in each problem and put the total below each line, as shown in the first example.



## Fish Talk

Moderately slow

1. When my gold - fish talks to me, he says, " \_\_\_\_\_ ".  
 2. He's as qui - et, as can be, he says, " \_\_\_\_\_ ".

5. Play *FISH TALK* and COUNT.

6. Play and sing or say the words. Make a fish face with your mouth for each rest, if you wish.

9 9

# Rock Song

*KRC*

**Brightly**

**4**

**f**

1. Rock is mel - o - dic! hand!

2. Rock with the right hand!

Rock Rock is with har the mon left - ic! hand!

**3**

Rock Rock is with mel the - o right - dic! hand!

Rock Rock is with har the mon left - ic! hand!

**RH**

**LH**

**f**

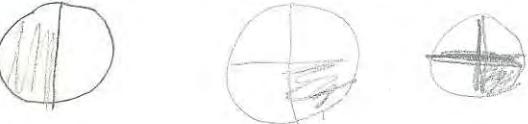
DUET PART: (Student plays 1 octave higher.)

**RH**

**LH**

**f**

# Review



1. This is a quarter note.

It gets 1 count.

This is a Half note.

It gets 2 counts.

This is a tied half note.

It gets 3 counts.

This is a Whole note.

It gets 4 counts.

2. How many beats are in each measure of  $\frac{4}{4}$  time? 4

What kind of note gets one beat? quarter

3. How many beats are in each measure of  $\frac{3}{4}$  time? 3

What kind of note gets one beat? quarter

4. This is a G clef clef sign.

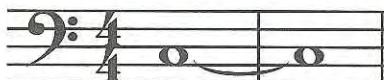
This is a Bass clef clef sign.

It comes from the letter \_\_\_\_\_.

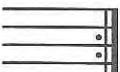
It comes from the letter \_\_\_\_\_.

5. These notes are \_\_\_\_\_. Play them.  
*(Tied or slurred?)*

These notes are \_\_\_\_\_. Play them.  
*(Tied or slurred?)*



6. Write the meaning after each of the following dynamic signs: **p** \_\_\_\_\_ **f** \_\_\_\_\_ **mf** \_\_\_\_\_

7. What does this sign mean?  \_\_\_\_\_

8. Rests are signs of \_\_\_\_\_.

 means rest for the value of a \_\_\_\_\_ note.

