

LESSON BOOK

LEVEL **2A**

PIANO

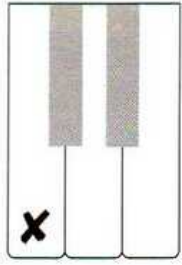
Adventures[®] by Nancy and Randall Faber
A BASIC PIANO METHOD



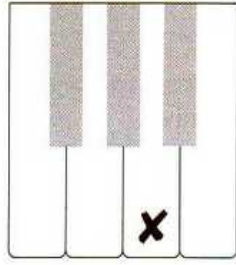
THE
F·J·H
MUSIC
COMPANY
I N C.

Theory

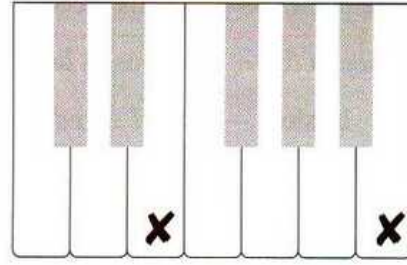
5. Put a ✓ on the correct key from the ✗.



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:



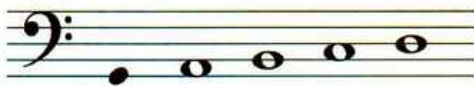
tonic / dominant

C position:



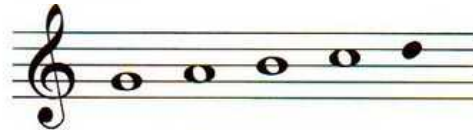
tonic / dominant

G position:



tonic / dominant

G position:



tonic / dominant

Symbols and Terms

7. Connect each term to its correct definition.

legato

staccato

accent mark

ritard.

sharp

flat

mp (*mezzo piano*)

• up a half step

• Play this note louder.

• Connect the notes.

• moderately soft

• lift quickly; detached

• Gradually slow down.

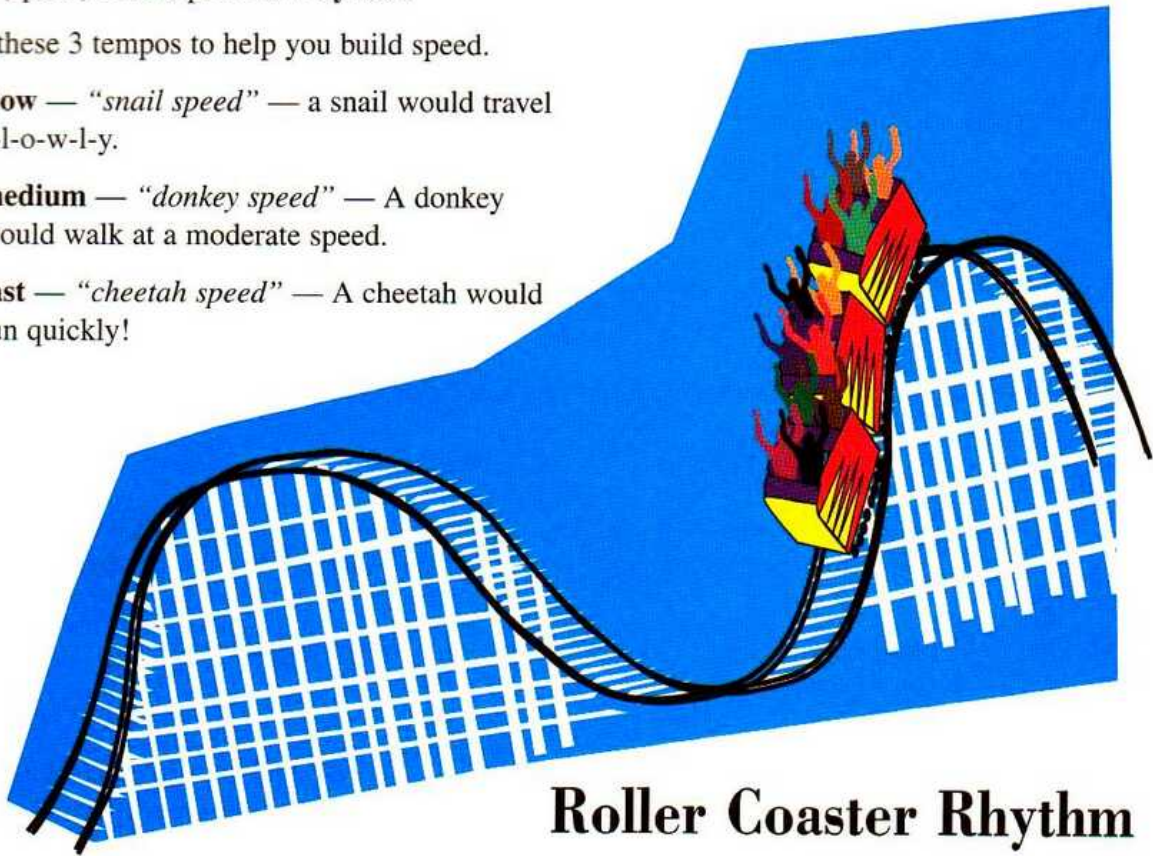
• down a half step

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

f We're off!

Rounding the curve

8

2 3 4 5 3

1

Coming down the hill.

p

12

2 2

mf

17

4 4

f

21

1 2

Whew!

mp

rit.

End of the ride.



Choose your own animal for the 3 practice speeds.

slow _____ medium _____ fast _____

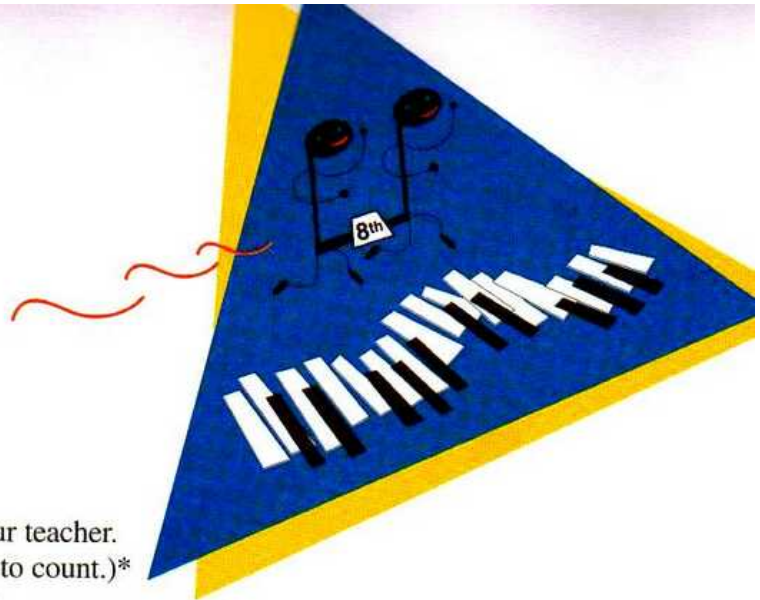
8th Notes

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 walk

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

3. 
 run - ning run - ning walk 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.



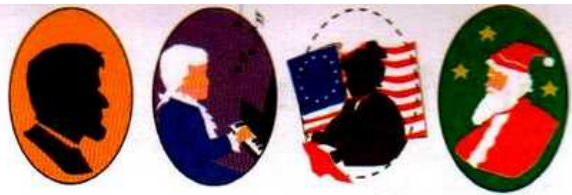
3. Circle this pattern in **rhythm 3** above.
Then play **rhythm 3** on a G chord.



*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!

DISCOVERY



Ask your teacher if you may play *Famous People* with the metronome ticking at ♩ = 112.

Teacher Duet: (Student plays 1 octave higher)

R.H.

L.H.

mf

3 4 5

5 1 3 2

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

5

rit.

3



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 move ① to B

mf 3

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

4

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

7

2

Skip to my Lou, my dar - ling.



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*



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

mp 1
 Left - o - ver pop - corn ly - ing in the bowl, I don't care if it's
 Got up so ear - ly just so I could eat last night's pop - corn, oh

(prepare L.H.)

4 2 ①
 old and cold. But what do I see? Just my bad luck!
 what a treat. But what do I see? Just my bad luck! }

7 1 3 4 4 2
 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. 3 4 7
 L.H. 2 1 2 1 3 2 3
mp *mf*



Ice Cream

C Position

Words by Crystal Bowman

Lively

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

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

5 4 3 2

1 5 1 4 1 3

More Ice Cream

Here is the same piece written in G position.



Lively

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

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

5 4 3 2

1 5 1 4 1 3



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

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

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

mp

5 on ___?

Teacher Duet: (Student plays 1 octave higher)

R.H.

L.H.

p with pedal

pp

9 13 17



5

birds pass - ing by, wish I could fly.

5 3

9

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

13

What a great day for a day - dream.

3 1

Both hands 8^{va} higher

17

p

①

①



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

The musical score is in 3/4 time and consists of two systems. The first system starts with a piano (*p*) dynamic and a triplet of eighth notes. It features a crescendo leading to a fortissimo (*f*) dynamic. The second system starts with a fortissimo (*f*) dynamic and includes a ritardando (*rit.*) section. The piece concludes with a piano (*p*) dynamic. Fingerings are indicated throughout, including a 5-finger position at the end of the first system and a 5-finger position at the end of the second system. A circled 5 and 1 are shown above the final notes, with an 8va symbol below them.

1 on ___?
5 on ___?

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

5

9

13

p *mf* *p*

f

rit. *p*

1 on __?
5 on __?

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.

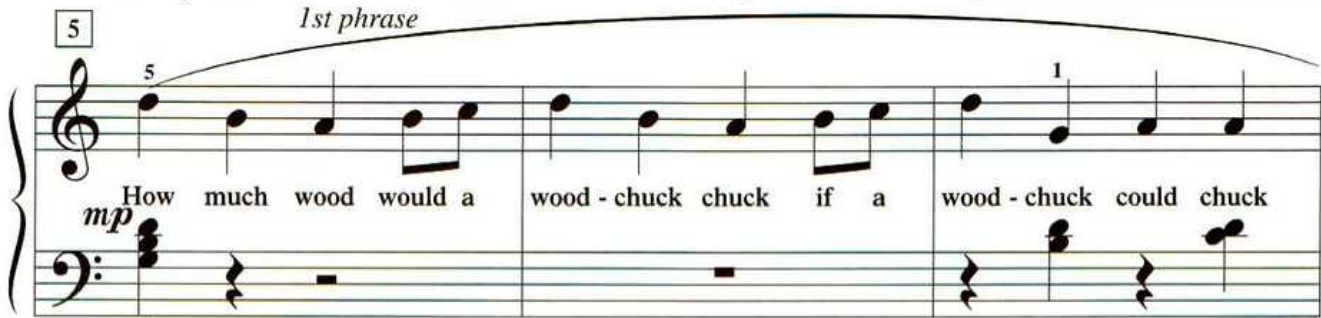
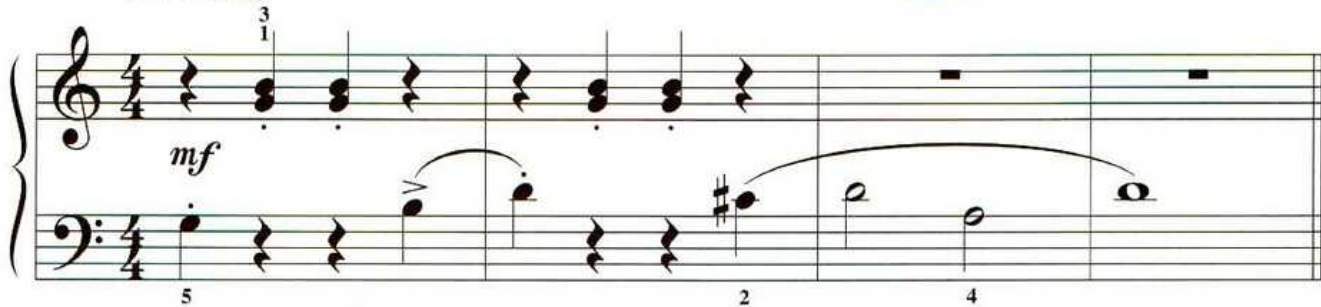
phrase mark



The Woodchuck Chucks Wood

Name the 5-finger position. _____

With energy



11

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

mp *f*

5 3

3rd phrase

14

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

mp *f*

2 4

4th phrase

17

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

mp *f*

5

5th phrase

21

mf *f*

3 1 2 5



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

5 1

Once up-on a time there lived a king.

mf

5

5

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

1

9

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

f

13

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

3 . 3 1

1 5



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

Moonlight Melody



Gently drifting

mp

3 1

4 2

4 on —?

5

mf

3

1

9

mp

13

mf

p

4 3

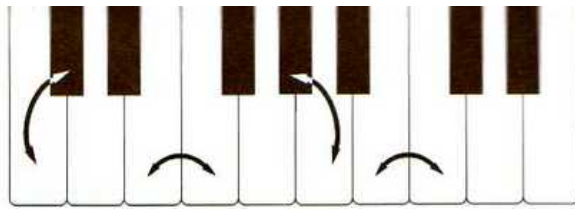
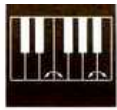
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DISCOVERY



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?

Performance p. 12 Technique p. 16



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

Quickly
1 on ___?

Move his right foot, *mp* move his left foot.

3
2 3 1
Lift his right arm, lift his left arm. Make his legs dance

6
1 1
to and fro, put on a pup - pet show! *f*



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 3 1

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

1 3 1

crosses under

6

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

1 3 1

crosses under

DISCOVERY



Does the L.H. play the same rhythm as the R.H.? ____

Teacher Duet: (Student plays 1 octave higher)

R.H.

L.H.

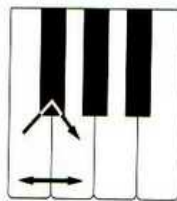
mp

Whole Steps

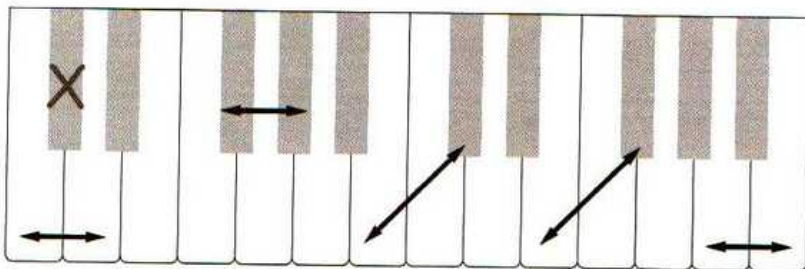
A **whole step** is made of 2 half steps.

Another way to think about this is -

a **whole step** is 2 keys with one key in between.



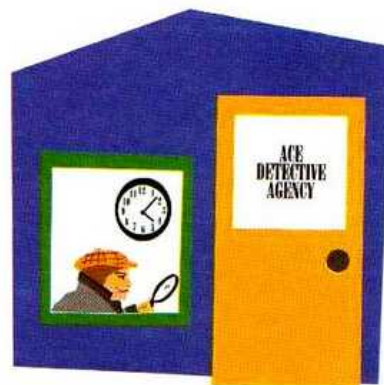
- Put an X on the key *in between* each whole step shown below.
- Then play each whole step on the piano.



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

4

2 3

solve a mys - ter - y.

p. We take cas - es

of com-plex - i - ty.

1 2 3 4 5

The musical score is written for piano in 4/4 time. It consists of two systems of music. The first system has three measures. The first measure is marked 'Mysteriously' and 'p'. The second and third measures are marked 'f'. The lyrics 'Come to us to' are written below the notes. The second system has three measures. The first measure is marked '4' and '2 3'. The lyrics 'solve a mys - ter - y.' are written below the notes. The second and third measures are marked 'p.' and 'We take cas - es' and 'of com-plex - i - ty.' are written below the notes. There are fingerings 1 2 3 4 5 and 1 2 1 indicated above the notes.

7

Miss-ing hat? Miss-ing cat? Miss-ing door mat? We can e - ven lo - cate

mf

10

that! Miss - ing home - work just be - fore it's due?

f

13

We can solve your case with an - y clue! Miss-ing key? Mys-ter - y?

p *mf*

16

Who should you see? Our de - tec - tive a - gen - cy! 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.

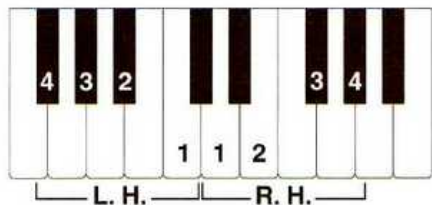
L.H.

mf *p* *f*

☞ 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

The first system of the musical score is in 4/4 time. The treble clef part begins with a whole note G4, marked with a fermata and a dynamic of *f* (powerful). The bass clef part has a descending eighth-note sequence: F4, E4, D4. An arrow points to the first eighth note (F4) with the text "2 eighth notes divided between the hands". The system concludes with a whole note G#4 in the treble clef, also marked with a fermata. Fingerings 1, 2, 3, and 4 are indicated above the notes.

3

The second system continues the piece. The treble clef part has a whole note G4, marked with a fermata and a dynamic of *p* (like a whisper). The bass clef part has a descending eighth-note sequence: F4, E4, D4. The system concludes with a whole note G#4 in the treble clef, marked with a fermata. Fingering 1 is indicated above the note.

5

The third system continues the piece. The treble clef part has a whole note G4, marked with a fermata and a dynamic of *mf*. The bass clef part has a descending eighth-note sequence: F4, E4, D4. The system concludes with a whole note G#4 in the treble clef, marked with a fermata. Fingering 1 is indicated above the note, and a '3' is written below the bass clef staff.

7 *p* *(prepare R.H.)*

9 *f* *(brilliant lightning)* *(prepare L.H.)*

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

12 *p* *(becoming calm)*

15 *(peaceful)* *as soft as possible*

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



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" C chord

Try this in G Position, also!

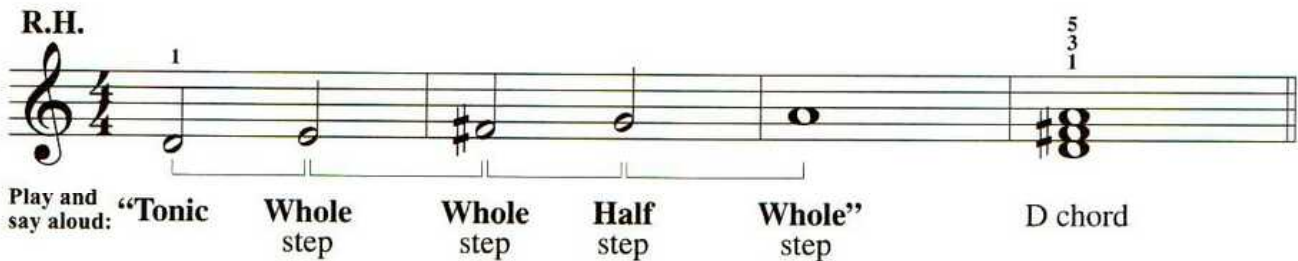


D Position

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

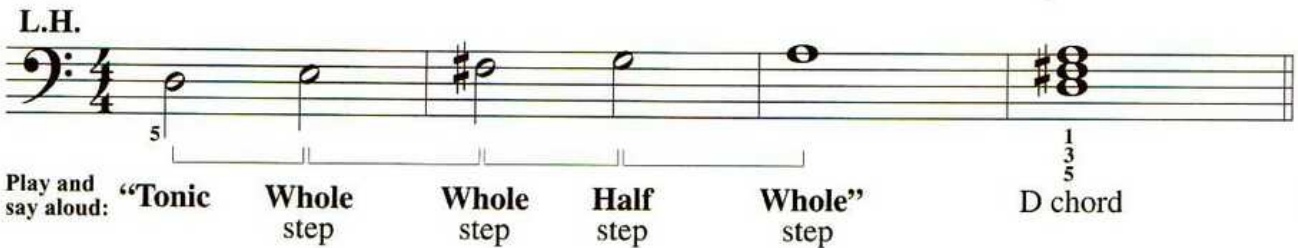


R.H.



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

L.H.



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

DISCOVERY



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

This Old Man

(for R.H.)



Lively *mf*

cross L.H. over

5 2 5 2 3

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

1 3 5 (prepare L.H.)

5 1 2 3

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

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

1 3 2 1 2 3 3

2 cross over

5 1 4 5

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



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

Pirate of the North Sea

D Position



Lively $\frac{5}{3}$ $\frac{1}{1}$ (Lightly bounce hand with a relaxed arm.)

mf *f* I'm the

5 on 2

5

3

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

9

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

Teacher Duet: (Student plays 1 octave higher)

R.H.

L.H.

mf *f*

5 9

1. 2.

13

treasures from all a-round the world, diamonds and gold! I'm the *f*

17

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

21

mf



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

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.

D Position



George Washington's Party

Gracefully

5

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

9

13

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



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)

1 (jump L.H.)

9

mf *f*

1 2 3 cross 1 under 1 3 1 3 1

13



DISCOVERY Does the L.H. play the tonic or dominant at the beginning of the piece? _____

Teacher Duet: (Student plays 1 octave higher)

1 5 13

R.H.

mf-p (on repeat) *Fine*

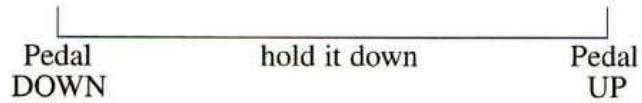
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D.C. at Fine (no repeat)

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

Have your right foot ready for the damper pedal.

5
3
1

5
3
1

5
3
1

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

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



9

p

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

5 2 4 1

1 4 2 5

13

mp

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

5 2 1 2 5 2

1 1

17

f

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

21

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

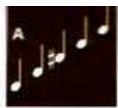
rit.

5 3 1 5 3 1 5 3 1

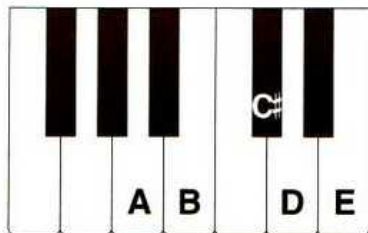
3 8va



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

Detailed description: Musical notation for the right hand in 4/4 time. The notes are A (quarter), B (quarter), C# (quarter), D (quarter), E (half), and an A chord (quarter). Fingerings are 1, 2, 3, 4, 5, 1. The interval pattern is Tonic, Whole step, Whole step, Half step, Whole step.

L.H.

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

Detailed description: Musical notation for the left hand in 4/4 time. The notes are A (quarter), B (quarter), C# (quarter), D (quarter), E (half), and an A chord (quarter). Fingerings are 5, 4, 3, 2, 1, 5. The interval pattern is Tonic, Whole step, Whole step, Half step, Whole step.



Double Decker Bus

Lively

mf-p on repeat *last time rit.*

Detailed description: Musical notation for the piece 'Double Decker Bus' in 4/4 time. The melody in the right hand starts with a triplet of notes (A, B, C#) and continues with a sequence of notes. The bass line consists of sustained chords. Dynamics include *mf-p* and *rit.*



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

f *p*

5 on —? 1

5

4 2 5

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

mf

9

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

f *p*

13

5 8va 5

Danc - ing with you on a star - ry night. *rit.* *p*

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

Move L.H. to D Position.

Move L.H. to A Position.

7

9

11



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

Teacher Duet: (Student plays as written)

New Note

C D E

— — — — —

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

5 2 1

3

Fall leaves whirl - ing in the coun - try,

mp 5 1

5

Fall leaves spin - ning in the town.

mp 5



7

p *f*

1 2 5 1 1 5 2 1

9

mf

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

11

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

13

mf *rit.* *p*

8^{va} 15^{ma} (2 octaves higher)

1 1 2

1 5

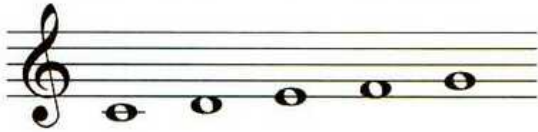


Make up a short piece that uses D and A chords.
 Call it "Crazy Jump" "Bass Stick" or a title of your choice

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.



Now lower the 3rd note *one-half step*.
 Play and listen to the sound.
 This is called the C **minor** 5-finger position.



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.



C major C major chord

f 1 1 3 5

C minor C minor chord

p 3 (b) (b)

G major G major chord

f 1 5

G minor **G minor chord**

p

D major **D major chord**

f

1
5

D minor **D minor chord**

p

A major **A major chord**

f

1
5

A minor **A minor chord**

p

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)** and **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.).

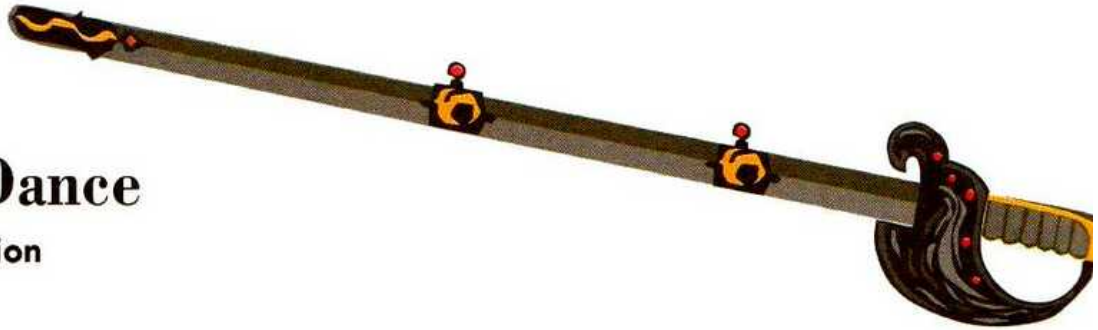
The tempo mark is located above the time signature. Italian words are commonly used as tempo marks. Your teacher will help you pronounce them correctly.

Tempo marks

Allegro — fast and lively (♩ = 126–168)

Moderato — moderately, slower than Allegro (♩ = 108–120)

Andante — “walking speed”, slower than Moderato (♩ = 76–104)



Sword Dance

D minor Position

Allegro

3
f
mp
2
1

1 on ___?
3 on ___?
5 on ___?

Teacher Duet: (Student plays 1 octave higher)

R.H.
L.H.
f
p
pp
f
p

1 5 9 13 17 21

5

9

13

17

21

8va⁻
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

5 3 1 5 5

5

5

4 2 1 4 4

5

2 3 5

rit. *p* 8va

L.H. (2) over to A



Transpose *Andante* to D minor.

R.H. Warm-up

cross over

Jazz Blast

minor Position



Fast, with zip

DISCOVERY



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 (♩ = 108-120)

p

1 on
—?

3 4 5

5 on
—?

5

3

mf

8

3 1

2

4

8va —

①

p

mf

Detailed description of the musical score: The score is for a piano piece in 4/4 time, G minor, with a tempo of Moderato (♩ = 108-120). It consists of four systems of music. The first system (measures 1-4) starts with a piano (*p*) dynamic. The right hand has a whole rest for the first three measures, followed by a quarter note G4, a quarter note A4, and a quarter note B4. The left hand plays a steady eighth-note accompaniment: G3, A3, B3, C4, D4, E4, F4, G4. The second system (measures 5-8) begins with a mezzo-forte (*mf*) dynamic. The right hand has a half rest for the first measure, then a quarter note G4, a quarter note A4, and a quarter note B4. The left hand continues the eighth-note accompaniment. The third system (measures 9-12) starts with a piano (*p*) dynamic. The right hand has a half rest for the first measure, then a quarter note G4, a quarter note A4, and a quarter note B4. The left hand continues the eighth-note accompaniment. The fourth system (measures 13-16) begins with a mezzo-forte (*mf*) dynamic. The right hand has a half rest for the first measure, then a quarter note G4, a quarter note A4, and a quarter note B4. The left hand continues the eighth-note accompaniment. Fingerings are indicated by numbers 1-5. A circled '1' is placed above the first measure of the final system. A dashed line labeled '8va' is above the right hand staff in the final system.




14 (8^{va})

17 (8^{va})

21 as written

25



Find three measures in the R.H. with this rhythm: 
 measure _____, _____, and _____