

PIANO

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



FABER
PIANO ADVENTURES[®]

EXCLUSIVELY DISTRIBUTED BY

HAL LEONARD

Piano Adventures® Primer Level

Discovery, creativity, and adventure for beginning piano students ages 6-11

Welcome to the **Second Edition of the Piano Adventures® Primer Level**. The four core books are Lesson, Theory, Technique & Artistry, and Performance.

This new edition is a progressive evolution of the time-tested Primer Level. The following hallmarks of Piano Adventures® have been enhanced for exciting musical outcomes.

- A step-by-step approach to music reading
- Pianistic fingerings to build technique and movement across the keyboard
- A wide range of musical styles from jazz to classical
- Expressive, appealing pieces with teacher duets
- Creative and Discovery questions and activities

Books from the previous edition of Piano Adventures® can easily be interchanged with books from the new edition. For tips and updated correlation charts, please visit:

www.PianoAdventures.com/secondedition

Online Resources

Visit www.PianoAdventures.com to access helpful online resources for teachers.

Background Accompaniments CD

Students will be delighted by newly orchestrated background accompaniments for the Primer Lesson book. Improvisation opportunities and a variety of musical textures encourage expressive playing. The Enhanced CD includes MIDI files for the Primer Lesson, Technique & Artistry, and Performance Books.



Sightreading Book

Develop strong sightreaders from the start. This inventive sightreading course uses sets of exercises based on melodic and rhythmic patterns from the Lesson Book.

Entertaining musical art helps guide the sightreading process with characters including Penny Piano, Freddy Forte, Little Treble, and Little Bass.

Primer Teacher Guide

This pioneering Teacher Guide for the Primer Lesson Book is a one-of-a-kind “how and why” for teaching beginning piano students. Includes pedagogy pointers, lesson plans, duets for improvisation, and a comprehensive DVD of model teaching for each piece.



www.PianoAdventures.com

PIANO

Adventures[®] *by Nancy and Randall Faber*

THE BASIC PIANO METHOD

This book belongs to: _____ 

Production Coordinator: Jon Ophoff

Cover and Illustrations: Terpstra Design, San Francisco

Engraving: Dovetree Productions, Inc.

ISBN 978-1-61677-075-4

Copyright © 1993, 1996, 2011 by Dovetree Productions, Inc. (ASCAP).
c/o FABER PIANO ADVENTURES, 3042 Creek Dr., Ann Arbor, MI 48108
International Copyright Secured. All Rights Reserved. Printed in U.S.A.
WARNING: The music, text, design, and graphics in this publication are protected
by copyright law. Any duplication is an infringement of U.S. copyright law.

Table of Contents

UNIT 1



Introduction to Playing

	Lesson	Theory	Technique	Performance	Sightreading
Sitting at the Piano	4		3, 4		
Making a Round Hand Shape	5		3, 4		
Finger Numbers	6	2	3, 4		
Finger Flashcards	7				
The Pecking Rooster (for Left Hand)	8		5		
The Pecking Hen (for Right Hand)	9		5		
Two Black Ants	10		5		
Two Blackbirds	11	3	5		
Into the Cave	12	4-5	5	2	
Three Little Kittens	13	6-7	5		



UNIT 2



Basic Rhythms

The Quarter Note	14	8			
The Old Clock	15				
The Walking Song	16				
Tightrope Walker	17	9			
The Half Note	18	10			
The I Like Song	19		6, 7	3	
I Hear the Echo	20	11		4	
The Whole Note	21				
Old MacDonald Had a Song	22	12-13	8-9	5	



UNIT 3



Key Names - ABCDEFG

	Lesson	Theory	Technique	Performance	Sightreading
The Music Alphabet	24				
Learning C-D-E; Balloons	25				
About Steps; Merrily We Roll Along	26		10-11	6-7	
Learning F-G-A-B; The Escalator	27	14-15			
C 5-Finger Scale; C-D-E-F-G March	28	16			
Men from Mars	29	17	12, 13	8	
Ode to Joy	30		14	9	
Sea Story	31		15	10	
Dotted Half; Hey, Mr. Half Note Dot!	32	18			
Alouette	33	19	16	11	



UNIT 4



Orientation to the Staff

The Staff and The Grand Staff	34	20			
Bass Clef and Treble Clef	35				
Learning Middle C; Middle C March	36				6-11
Learning Treble G; A Ten-Second Song	37	21			
Driving in the G Clef	38	22	17		12-15
Best Friends	39	23		12	
Learning Bass F; Gorilla in the Tree	40		17		16-21
My Invention	41	24-25		13	22-25



5
UNIT



Middle C D E F G Notes



	Lesson	Theory	Technique	Performance	Sightreading
Learning D-E-F; March on D-E-F	42	26			26-29
Steps on the Staff; Mister Bluebird	43	27			
$\frac{4}{4}$ Time Signature; The Dance Band	44	28	18	14, 15	30-33
Hopping Hand Position; Frogs on Logs	45	29	19	16	34-37

6
UNIT



Middle C B A G F Notes



Learning B; Let's Play Ball!	46	30		17	38-41
$\frac{3}{4}$ Time Signature; Petite Minuet	47	31			18
Learning A; Rodeo	48	32	20		42-45
Russian Folk Song	49	33			19
Learning G; Come See the Parade!	50	34-35	21	20-21	46-49

7
UNIT



Skips on the Staff



About Skips; Hey, Hey, Look at Me!	52	36		22	50-53
Allegro	53	37			23
More About Skips; Elephant Ride	54	38	22, 23	24	54-57
Yankee Doodle	55	39	24-25	25	58-61

8
UNIT



Bass C D E F G Notes



	Lesson	Theory	Technique	Performance	Sightreading
Learning Bass D; Magic Rhyme for Bass D	56				
Learning Bass C; A Joke for You	57	40			62-65
C Scale (Bass Clef); Football Game	58	41			66-69
The Octave; Octavius the Octopus	59				
Copy Cat	60	42	26	26	70-73
Grandmother	62		27		74-77
Musical Question and Answer	63	43		27	

9
UNIT



The Tie

The Tie; Lemonade Stand	64	44			78-81
All My Friends	66	45	28		82-85
Bells of Great Britain	67		29	28-29	



10
UNIT



The Quarter Rest

Come On, Tigers!	68	46-47	30		
Princess or Monster?	69		31	30-31	86-89
The Bugle Boys	70	48	32	32	90-95
Certificate	72				





Sitting at the Piano

1. Are you seated the correct **DISTANCE** from the keyboard?



Check yourself:

- Sit straight and tall on the front part of the bench.
- With arms straight, your knuckles should reach the fallboard. If you have to lean, move the bench forward or backward.

2. Are you seated the correct **HEIGHT** at the piano?



Check yourself:

- Put your hands on the keys.
- Your arms should be level with the keyboard. If not, you may need to sit on a cushion or book.

3. Are you **SITTING TALL** yet relaxed?



Check yourself:

- Is your back straight with shoulders relaxed?
- Can you easily take a deep breath?



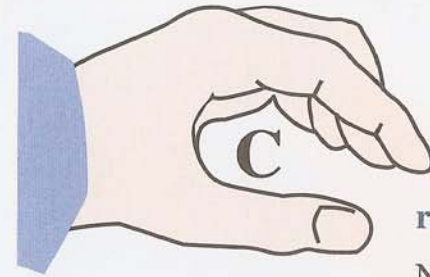
This is your position for playing the piano.

Making a Round Hand Shape

1. Hold your hands out with fingers straight. Notice the fingers are all different lengths.



2. Now relax and **round the hand**. *Magic!* Your fingers are all the same length.



round hand shape

Notice your hand forms the letter C for “correct.”

Hand Shape Warm-up

3. Open, then close your fingers to a round hand shape. Do it several times. Say, “Open, closed,” etc.

Now continue the motions in rhythm with the duet!

Wrist Warm-up

4. Gently flop your wrists down (and up) with a **round hand shape**. Pretend to shake water drops off your fingertips.



Teacher Duet: (Student does *open-closed* motions in rhythm to the music.)

The musical notation is for a 4/4 time piece in G major. The piano part (left hand) consists of a steady bass line of quarter notes: G2, B1, D2, G2, B1, D2, G2, B1, D2, G2. The treble part (right hand) consists of chords and melodic lines. The first measure has a chord G4-B4-D5 (labeled '5 1') and a quarter note G4 (labeled '3'). The second measure has a chord G4-B4-D5 (labeled '4 1') and a quarter note G4 (labeled '3'). The third measure has a chord G4-B4-D5 (labeled '3 1') and a quarter note G4 (labeled '4'). The fourth measure has a chord G4-B4-D5 (labeled '1 2') and a quarter note G4 (labeled '4'). The fifth measure has a chord G4-B4-D5 (labeled '4 1') and a quarter note G4 (labeled '3'). The sixth measure has a chord G4-B4-D5 (labeled '3 2 4 1') and a quarter note G4 (labeled '4'). The seventh measure has a chord G4-B4-D5 (labeled '1') and a quarter note G4 (labeled '5 2 1'). The eighth measure has a chord G4-B4-D5 (labeled '5 2 1') and a quarter note G4 (labeled '1').

Teacher Note: This duet allows the student to practice an open and round hand shape to a steady beat.

Finger Numbers

Each finger has a number.

- Trace your hands below.
Write **L.H.** or **R.H.** on each hand.
- Number each finger.



L.H. = Left Hand



R.H. = Right Hand

Finger Flashcards

On the CLOSED KEYBOARD LID

- Play each flashcard four times, saying the finger numbers aloud.
Listen for a strong tap using **firm fingertips**.



Practice Steps

1. On the closed keyboard lid, your teacher will tap a steady beat. Match the beat with your **left hand**.
2. Now set a steady “L.H. beat” for your teacher to match!
3. To play, start in the **middle** of the piano. Brace your 3rd finger with the thumb and “peck” all the white keys going LOWER—to the left.

This is going **DOWN** the keyboard.



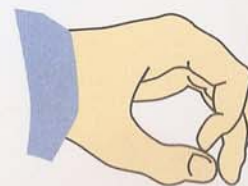
The Pecking Rooster

FOR LEFT HAND ON WHITE KEYS

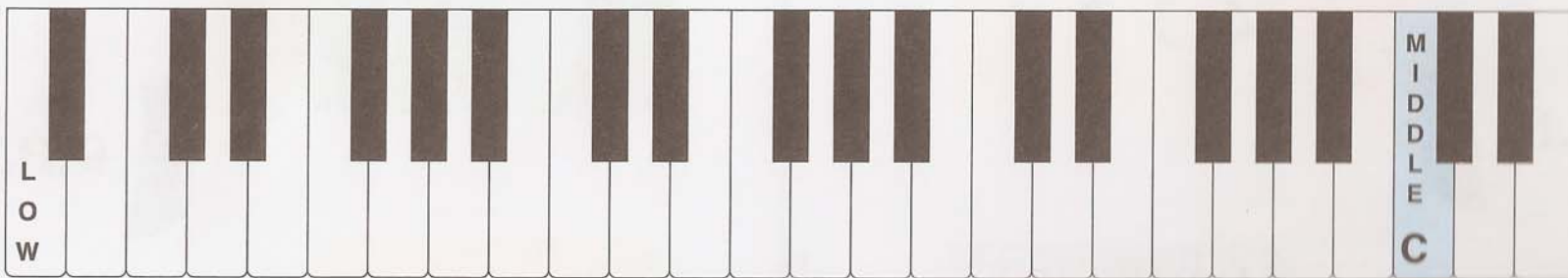
DOWN ←

When the keys are lower, the sound is lower!

L.H.



Keep a great steady beat!



Teacher Duet: (Student begins on Middle C and plays a quarter-note beat going lower.)

8^{va} throughout

p *ped. simile*



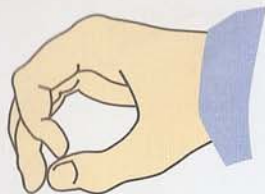


1. On the closed keyboard lid, your teacher will tap a steady beat. Match the beat with your **right hand**.
2. Now set a steady “R.H. beat” for your teacher to match!
3. To play, start in the **middle** of the piano. Brace your 3rd finger with the thumb and “peck” all the white keys going **HIGHER**—to the right.

This is going **UP** the keyboard.

The Pecking Hen

FOR RIGHT HAND ON WHITE KEYS



R.H.

When the keys are higher, the sound is higher!

Keep a great steady beat!

UP



Teacher Duet: (Student begins on Middle C and plays a steady quarter-note beat going higher.)

Musical notation for the Teacher Duet. The score is in 4/4 time and consists of two staves: R.H. (Right Hand) and L.H. (Left Hand).

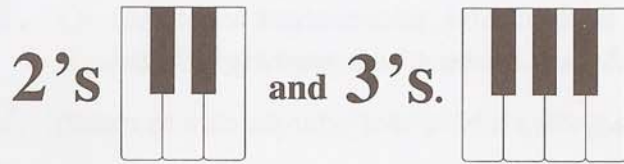
R.H. Staff: Starts on Middle C (C4) and plays a steady quarter-note beat going higher. The notation shows a sequence of quarter notes: C4, D4, E4, F4, G4, A4, B4, C5, D5, E5, F5, G5, A5, B5, C6. The piece ends with a final chord on C6.

L.H. Staff: Starts on Middle C (C4) and plays a steady quarter-note beat going higher. The notation shows a sequence of quarter notes: C4, D4, E4, F4, G4, A4, B4, C5, D5, E5, F5, G5, A5, B5, C6. The piece ends with a final chord on C6.

Dynamic markings: *mp* (mezzo-piano) at the beginning, *cresc.* (crescendo) in the middle, and *f* (forte) at the end.

Tempo/Style: The piece is marked with a 4/4 time signature and a tempo of *mp*.

Black keys are in groups of



On the **KEYBOARD**

- Count all the groups of TWO. _____ groups
- Count all the groups of THREE. _____ groups



Start in the **MIDDLE** of the piano.

2 3

2
3

 play together

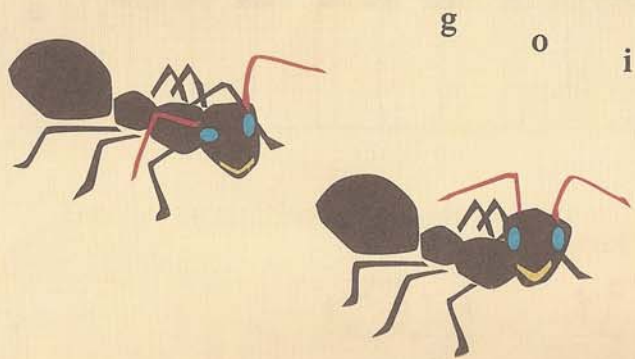
Move down to next **LOWER** group.

Two black ants

2 3

2
3

dig - ging down



g o i n

2 3

2
3

to their home

2 3

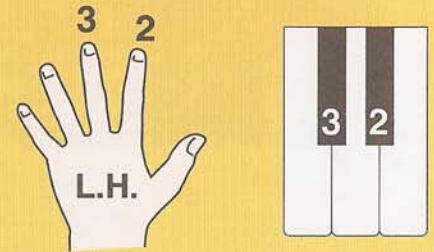
2
3

l o w e r

in the ground.

LOW

Two Black Ants



- Use **Left Hand** fingers 2 and 3. Play on the 2-black key groups.

Your teacher will demonstrate.

DISCOVERY

A short **musical pattern** begins this piece. How many times does the pattern appear?
Can you memorize this piece?

Two Blackbirds



- Use **Right Hand** fingers 2 and 3.
Play on the 2-black-key groups.
Your teacher will demonstrate.



HIGH

2 3

3
2

to the sky.

Move up to next **HIGHER** group.

2 3

3
2

go - ing up

Start in the **MIDDLE** of the piano.

2 3

3
2

fly - ing high

g o i n g h i g h e r

2 3

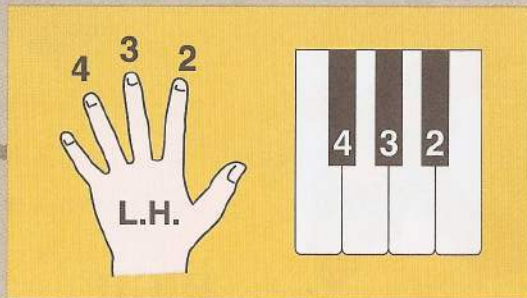
3
2

Two black-birds

DISCOVERY Turn the two blackbirds into “two snowflakes.” Slide fingers 2 and 3 down to these two white keys. Play with these new words: “Two snow-flakes, fly-ing high, swirl-ing up, in the sky.”



Into the Cave



- Use **Left Hand** fingers 2, 3, and 4. Play on the 3-black-key groups. Your teacher will demonstrate.

Start in the **MIDDLE** of the piano.

2 2
 3 3
 4 4

In - to the cave, play together

Move down to next **LOWER** group.

2 2
 3 3
 4 4

if you are brave,

2 2
 3 3
 4 4

deep down and low!
LOW

DISCOVERY



Point out the **musical pattern** used in this piece. How many times does it appear? _____



Three Little Kittens



- Use **Right Hand** fingers 2, 3, and 4.
Play on the 3-black-key groups.
Your teacher will demonstrate.

HIGH



Spring of
the keys!

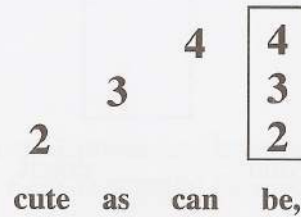
MEOW!

Move up to next
HIGHER group.

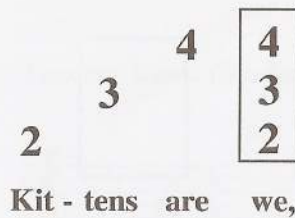


play - ing the keys,

Start in the
MIDDLE
of the piano.



cute as can be,



Kit - tens are we,

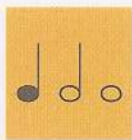


Kitten Conversation

Your teacher will choose two keys and say, "ME-OW!"

You choose two keys and answer with your own "ME-OW!" } 3

Keep going. To end, leap your "paws" into your lap.



The Quarter Note

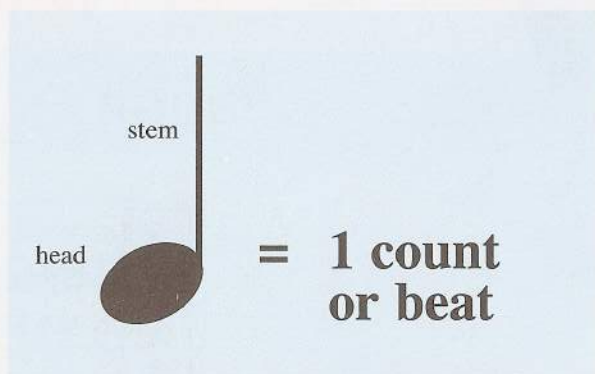
one

uno

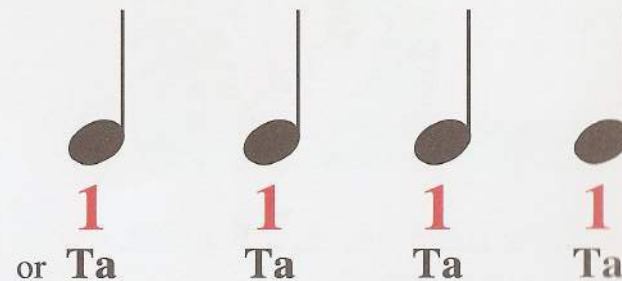
eins

Music, like your body, has a steady "heartbeat."

The **beat** can be slow, medium, or fast, but must always be **steady**.



1. Tap and count aloud:



2. Play four quarter notes on any key. Count aloud.
Counting with a steady beat gives us RHYTHM.

If your teacher has a metronome, tap ♩ notes to its steady beat.



3. Draw 3 quarter notes for the **right hand**.
The stem goes up on the right side.

Write a 1 below each note.



Ex. 1 count ___ count ___ count ___ count

4. Draw 3 quarter notes for the **left hand**.
The stem goes down on the left side.

Write a 1 below each note.



Ex. 1 count ___ count ___ count ___ count

Practice Steps

1. Tap the rhythm. Say, "right-left-right-left," etc.
2. Play and count "one, one," or sing the words.
3. Play high, low, or in the middle of the piano.
Keep your eyes on the music!

Find the Keys



The Old Clock



Play $\begin{matrix} 3 \\ 2 \end{matrix}$ together

R.H. Tick Wind

L.H. tock it

tick up

tock so

goes it

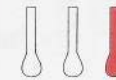
the will

old not

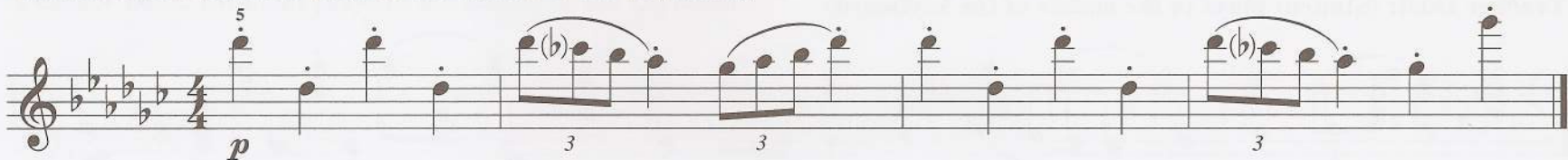
clock stop!

Play 2 times!

CREATIVE To end, chime the time. Choose any hour and play the 2-black-key groups **hands together**. Explore holding the right-foot pedal (damper pedal) down as you chime the time!

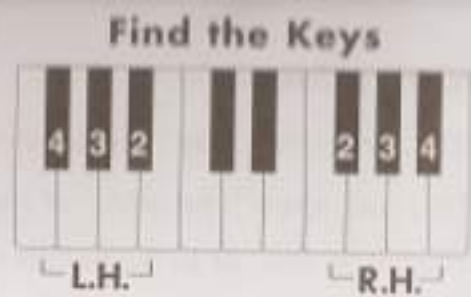


Teacher Duet: (Student plays *in the middle* of the keyboard)



5

1. On the closed keyboard lid, play and say the finger numbers aloud.
2. On the piano, play and say the finger numbers. Keep the beat steady.
3. Play in different places on the piano.



The Walking Song

Finger Check:

Do you have firm fingertips?

	2	3	4	3	2	3	4	4
R.H.								
	Walk,	walk,	walk,	walk	on	the	black	keys,
	Walk	a	long	and	keep	a	good	beat!
L.H.								

repeated note

repeated note

DISCOVERY



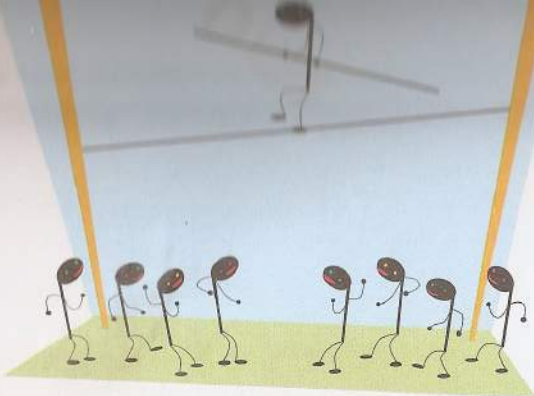
Can you play **hands together** s-l-o-w-l-y and say the finger numbers aloud?



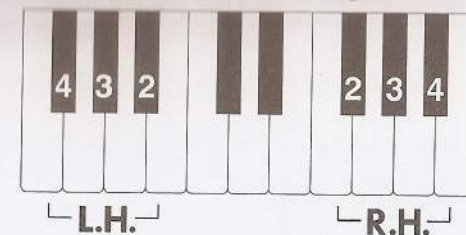
Teacher Duet: (Student plays *in the middle* of the keyboard)

Double B
means the
of the p
(thin line, th

1. Find the hand position.
2. To warm up, play the last four L.H. notes.
Can you balance finger 4 on the fingertip?
3. Play and say finger numbers or words.



Find the Keys



Eye Check: Are your eyes on the music and not on your hands?

Tightrope Walker

repeated note
(same finger)

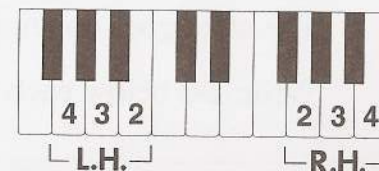
R.H.	2 ●	-	rope	3 ●	-	er,	4 ●	-	y,	3 ●	-	stead	-	y,
L.H.	2 ●	-	rope	3 ●	-	er,	4 ●	-	ance,	-	don't	-	fall!	

(same finger)

DISCOVERY

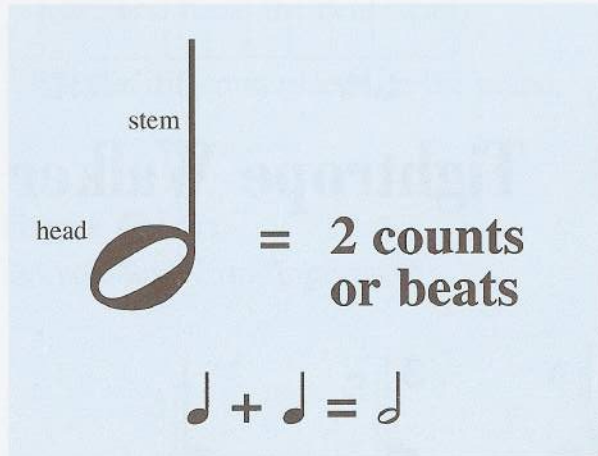


Slide fingers 2-3-4 up to these white keys. Now play the song on these white keys.



Teacher Duet: (Student plays *in the middle* of the keyboard)

The Half Note



two

dos

zwei

de



1. Tap and count aloud:
Feel 2 beats. **1-2** or **Ta-ah** **1-2** **Ta-ah** **1-2** **Ta-ah** **1-2** **Ta-ah**
2. Play four half notes on any key. Count aloud and keep a steady beat!
Tap ♩ notes to the steady tick of the metronome.



3. Draw 3 half notes for the **right hand**.
The stem goes up on the right side.
Write 1-2 below each note.

	<input type="text"/>	<input type="text"/>	<input type="text"/>
Ex. $\frac{1-2}{\text{counts}}$	$\frac{\quad}{\text{counts}}$	$\frac{\quad}{\text{counts}}$	$\frac{\quad}{\text{counts}}$

4. Draw 3 half notes for the **left hand**.
The stem goes down on the left side.
Write 1-2 below each note.

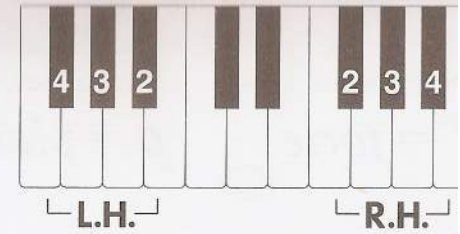
	<input type="text"/>	<input type="text"/>	<input type="text"/>
Ex. $\frac{1-2}{\text{counts}}$	$\frac{\quad}{\text{counts}}$	$\frac{\quad}{\text{counts}}$	$\frac{\quad}{\text{counts}}$



Close your eyes and listen. Your teacher will begin playing some **half notes** and then change to **quarter notes**. When you hear the change, say, "quarter notes." Keep going and name each change that you hear.

1. On the closed keyboard lid, play and say finger numbers aloud.
Feel the half notes by saying, "four-or" or "two-oo" for these fingers.
2. Play and count, "one, one, one-two."
3. Play and sing the words.

Find the Keys



Use these practice steps for the pieces that follow.



The I Like Song

R.H.

I like dogs, I like cats, I like funny looking hats.

L.H.

I like sand, I like sun, Lik - ing things is so much fun!

DISCOVERY



This rhythm pattern ♪ ♪ ♪ occurs six times. Circle each time it appears.



Teacher Duet: (Student plays *high* on the keyboard)

Loud and soft sounds make music more interesting.

Forte means loud. **Piano** means soft.

f = forte *p* = piano



Find the Keys



- Circle the *f* and *p* signs below.

R.H. *f* Shout a - cross the val - ley,

p Now I hear the ech - o.

L.H. *f* Play the mu - sic loud - ly,

p Now I hear the ech - o.


DISCOVERY



This rhythm pattern occurs four times. Circle each time this pattern appears.

Teacher Duet: (Student plays 1 octave higher)

The Whole Note

 = 4 counts or beats

 = 

1. Tap and count aloud:
Feel 4 beats.






 **1-2-3-4**
Ta - ah - ah - ah

 **1-2-3-4**
Ta - ah - ah - ah

2. Play four whole notes on any key. Count aloud and keep a steady beat!

3. Draw 3 whole notes.

Write 1-2-3-4 below each note.

Ex.     

1-2-3-4 _____ _____ _____



counts counts counts counts


Forte and Piano Rhythms

4. Use a braced finger 3 on a HIGH C. (Your teacher will point out the C key.)

        ||

Teacher Duet:

R.H.  

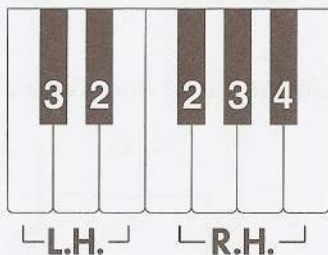
L.H. 

f *p* *f* *p* _{8va}

Practice Steps

1. On the closed keyboard lid, play and say finger numbers.
Feel the whole notes by saying, "two-oo-oo-oo" for this finger.
2. On the keyboard, play and count.
3. Play and sing the words.

Find the Keys



Old MacDonald Had a Song

Eye Check: Ask your teacher to watch your eyes as you play.
Did you have to look down?

R.H. ² ² ²
f Old Mac - Don - ald
 Played his key - board had a song,
 all day long, ⁴ ³ ²
 e - i - e - i - O (2 - 3 - 4)

L.H. ³ ² ³

Repeat sign
 These dots mean to go back to the beginning and play once again.

3-black-key group. Return to position.

R.H. p 2 Black key here, 2 black key there, f Here a black key, there a black key.

L.H. 3

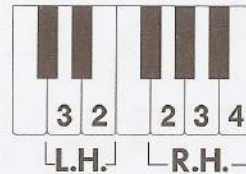
R.H. f Old Mac - Don - ald had a song, e - i - e - i - O (2 - 3 - 4)

L.H. 3 2 3

R.H. 4 3 2



Slide your fingers up to the white keys shown.



Now play this tune on the white keys!

Teacher Duet: (Student plays *high* on the keyboard)

R.H. mf p

L.H. mf $cresc.$

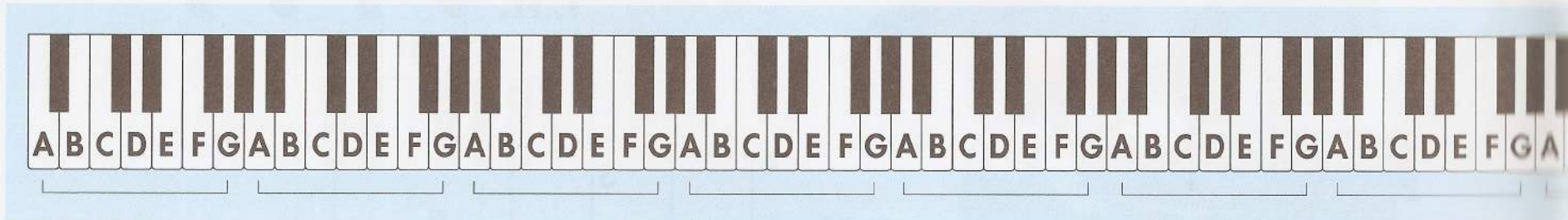


The Music Alphabet

Each white key on the piano has a name that comes from the music alphabet.

The music alphabet has 7 letters:

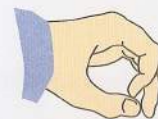
A B C D E F G



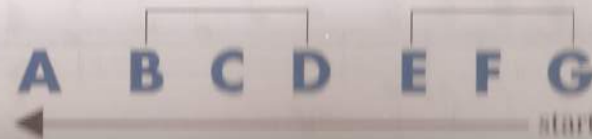
• Write the music alphabet. _____ start again with?

Alphabet Warm-up

Use the third finger supported by the thumb.
L.H. plays the lower notes, R.H. plays the higher notes.



1. **Play and say** the white keys. Start with the lowest key, A, and end with the highest key, C.
2. Practice finding **G**s within the 3-black-key group.
3. Beginning on any **G**, **play and say** the music alphabet *going down* the entire keyboard. What is the lowest note?



It may help to chant the letters in groups, like this:

Learning C-D-E

C-D-E are the 3 white keys by the 2-black-key group.

- Circle every 2-black-key group below.
- Then print C-D-E on the 3 white keys.



Ex.



Balloons

Begin *low* and play these patterns going *higher*.



f Let - ting go,

L.H.

R.H.

they float high,

L.H.

Bright bal - loons

R.H.

in the sky!

(L.H. crosses over R.H.)

DISCOVERY



Can you come back *down* playing and saying the letter names?

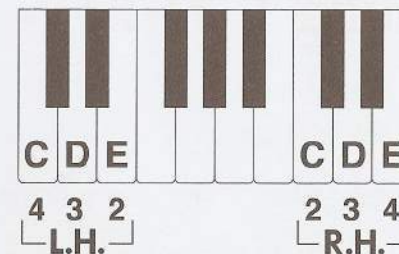
E - D - C

About Steps

To play a **STEP**, move to the...

<p>next key</p>	<p>next finger</p> <p>2 3</p>	<p>next letter</p>
-----------------	-------------------------------	--------------------

Find the Keys



Merrily We Roll Along



R.H. *f* $\overset{4}{E}$ $\overset{3}{D}$ $\overset{2}{C}$ $\overset{3}{D}$ $\overset{4}{E}$ $\overset{3}{E}$ $\overset{2}{E}$ $\overset{3}{D}$ $\overset{4}{D}$ $\overset{3}{D}$ $\overset{2}{E}$ $\overset{3}{E}$ $\overset{4}{E}$

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

L.H. Mer - ri - ly we roll a - long, o'er the deep blue sea! (2 - 3 - 4)

$\overset{2}{E}$ $\overset{3}{D}$ $\overset{4}{C}$ $\overset{3}{D}$ $\overset{4}{E}$ $\overset{3}{E}$ $\overset{2}{E}$ $\overset{3}{D}$ $\overset{4}{D}$ $\overset{3}{E}$ $\overset{2}{D}$ $\overset{4}{C}$



Where do the notes step **down**, step **up**, and **repeat**? Now try playing this song on the 3 black keys!

Teacher Duet: (Student plays *high* on the keyboard)

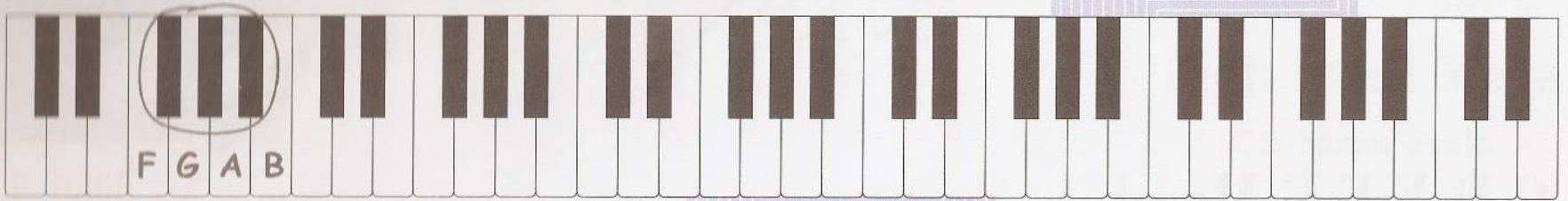
R.H. $\overset{5}{\dots}$

L.H. *mp*

Learning F-G-A-B

F-G-A-B are the 4 white keys by the 3-black-key group.

- Circle all the groups of 3 black keys below.
- Then print **F-G-A-B** on the 4 white keys.



Ex.

The Escalator

Begin *low* and play these patterns stepping *higher*.
Practice floating the L.H. over the R.H. for a smooth ride.

Mov - ing up the

R.H. **A** **B** (fingerings 2, 3)

L.H. **F** **G** (fingerings 3, 2)

(L.H. crosses over R.H.)

es - ca - la - tor,

R.H. **A** **B** (fingerings 2, 3)

L.H. **F** **G** (fingerings 3, 2)

(cross over)

at the top just

R.H. **A** **B** (fingerings 2, 3)

L.H. **F** **G** (fingerings 3, 2)

(cross over)

sec - onds lat - er!

R.H. **A** **B** (fingerings 2, 3)

L.H. **F** **G** (fingerings 3, 2)

(cross over)

f

DISCOVERY



Can you come back *down* playing and saying the letter names?

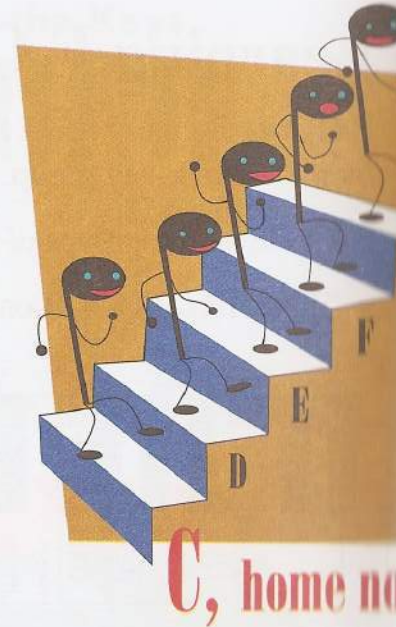
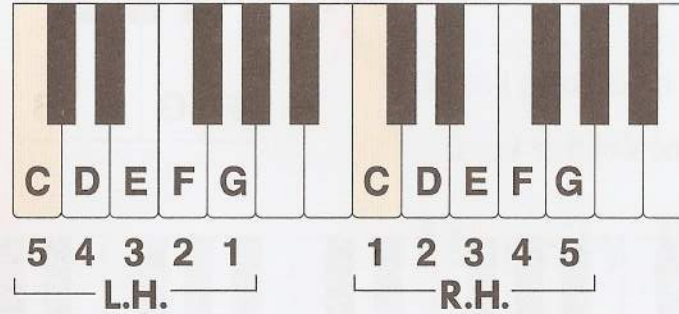
B - A - G - F

In music, a **scale** is like a set of stairs that steps UP or DOWN from one key to the next.

The **C 5-finger scale** steps UP from C. C is the **LOWEST** note for each hand.

C is the “home note.”

C 5-Finger Scale



C-D-E-F-G March

Which hand begins? _____

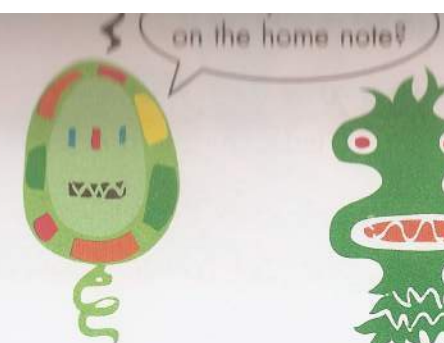
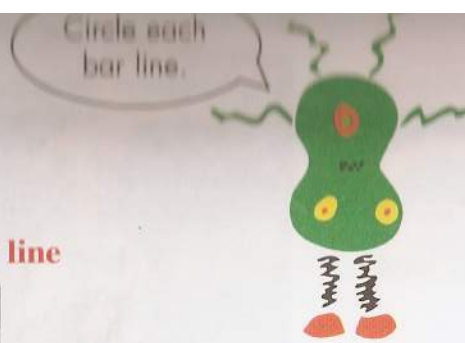
	C	D	E	F	G	G	G,	Step	to	home	note	C	C	C,
L.H.														
<i>f</i>	5	4	3	2	1			1	2	3	4	5		
	1	2	3	4	5			5	4	3	2	1		
R.H.														
<i>p</i>	1	2	3	4	5			5	4	3	2	1		
	I	can	step	so	eas - i - ly,			Down	to	home	note	C	C	C!



Put your hands in your lap. Your teacher will close his/her eyes. Quickly find a **C 5-finger scale** on the piano with **BOTH HANDS** and say “ready.” Your teacher will check your position.

In music, the beats are grouped into *measures*.
Each measure has the same number of beats.

Bar lines divide the music into measures.



Men from Mars

C 5-Finger Scale

R.H. *f* **C** **C** **D** **D** **E** **E** **F** **E** **D** **C** **D** **E** **F** **G**

Three green men from planet Mars traveled here from quite a far.

L.H. **G** **G** **F** **F** **E** **E** **D** **E** **F** **G** **F** **E** **D** **C**

Asked me if I'd feed them, please, so I gave them all green cheese!



How many **measures** are in this piece? _____



Teacher Duet: (Student plays *high* on the keyboard)

R.H. *mf* **3** **1**

L.H. **2**

Dynamic Marks

Remember *p* is soft, *f* is loud.
These are called **dynamic marks**.

A new dynamic mark between *p* and *f* is:
mf = *mezzo forte* (moderately loud)



Ode to Joy

C 5-Finger Scale

Ludwig van Beethoven
(1770–1827, Germany)

L.H. *mf* **R.H.**

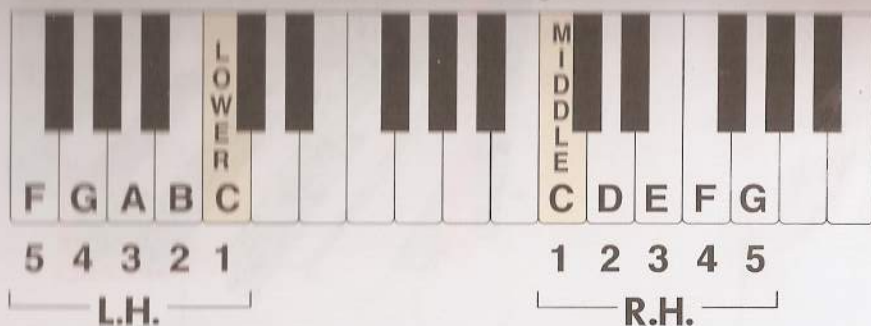
DISCOVERY Find and circle 7 more pairs of repeated notes. Now, explore different **dynamic marks**. Play *Ode to Joy* *p*, then *f*, then *mf*.

Teacher Duet: (Student plays *very high* on the keyboard)

R.H. **L.H.** *mp* with pedal

(May also be played with both thumbs on Middle C.)

Find the Keys



Sea Story

L.H. *mf* Waves are crash - ing, wa - ter splash - ing, ride the storm - y C C C!

R.H. Stay a - float and guide your boat up - on the deep blue sea!

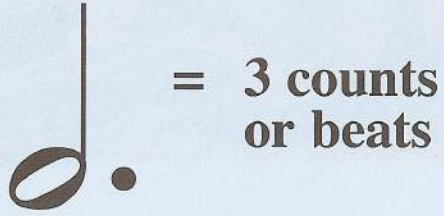
CREATIVE Play with the duet and pretend your boat has engine trouble. Your teacher will slow down, speed up, etc. Listen and follow your teacher's speed. Then reverse. You speed up or slow down the melody!



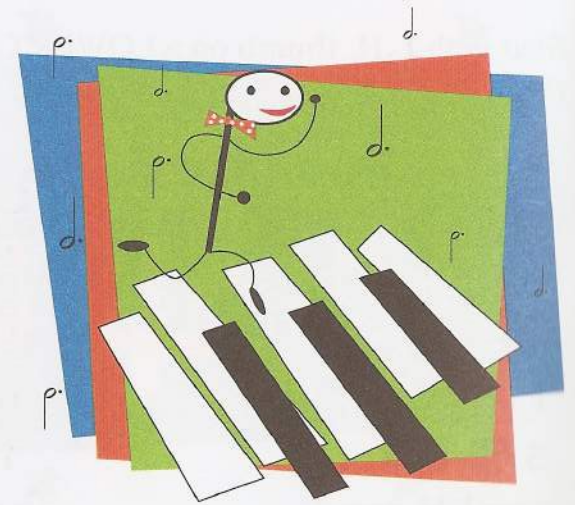
Teacher Duet: (Student plays higher with thumbs sharing C for the duet)

3}

The Dotted Half Note



1 - 2 - 3
Ta - ah - ah



Hey, Mr. Half Note Dot!

Begin on a LOWER C.

L.H. **C** **B** **A** **G** **G** **A** **B** **C**

mf 1

Hey, When Mis - ter go Half Note Dot! Hey, dance Mis up - ter to Half Note Dot!

1 - 2 - 3, Mid - dle C.

Begin on MIDDLE C.

R.H. **C** **D** **E** **F** **G** **F** **E** **D** **C**

1

You sound like you've just been dancing. (2 - 3)
We sound like we've just been dancing. (2 - 3)


Teacher Duet: (Student plays *low* on the keyboard)

8va throughout

mp


2 2 3 5

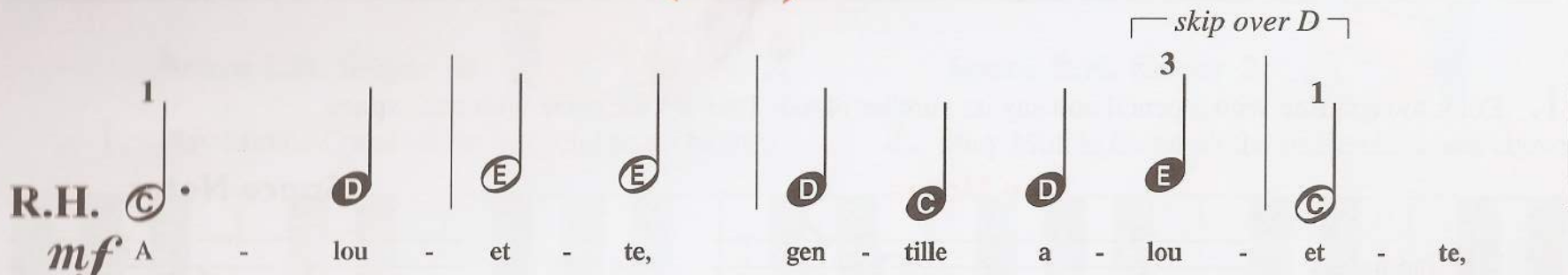
Rhythm Alert:


- Circle each **dotted half note** in this piece.
- Write "1-2-3" under each one. 


Alouette

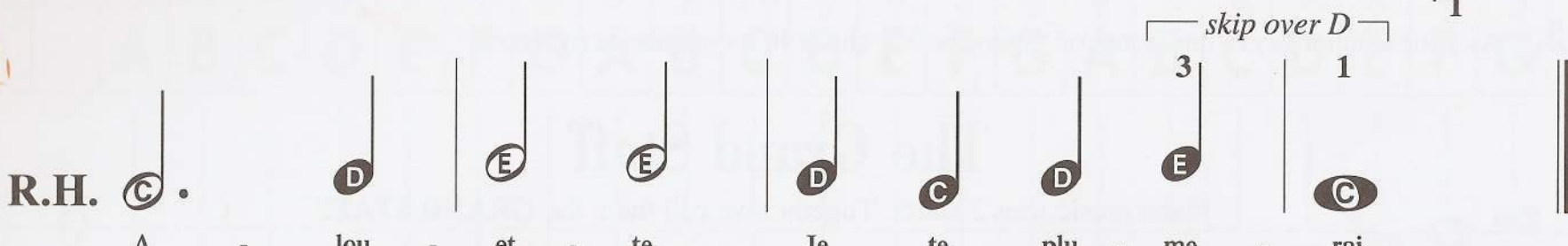
C 5-Finger Scale


R.H.  *mf* A - lou - et - te, gen - tille a - lou - et - te,



L.H.  1



R.H.  A - lou - et - te, Je te plu - me - rai.



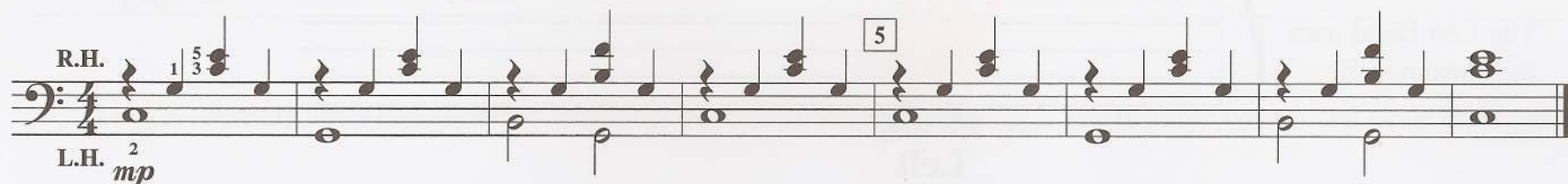
L.H.  1


DISCOVERY




Circle this **rhythm pattern** two times in the music:  

Teacher Duet: (Student plays *very high* on the keyboard)



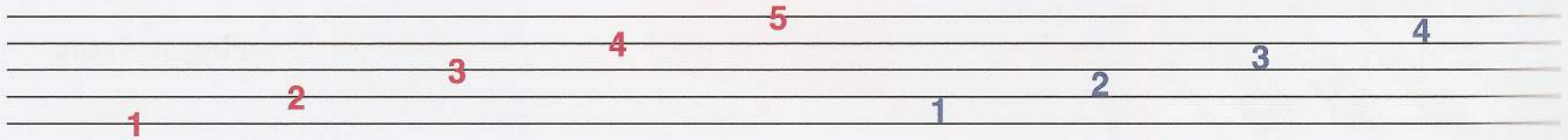
R.H.  1 $\frac{5}{3}$

L.H.  2 *mp*



The Staff

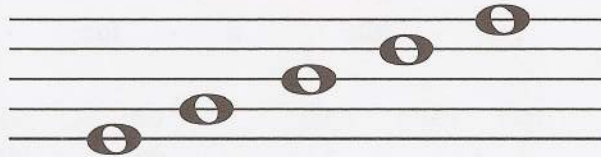
This is a staff. A staff has **5 LINES** and **4 SPACES**.



1. Point to each **line** with a pencil and say its number aloud. Then do the same with each **space**.

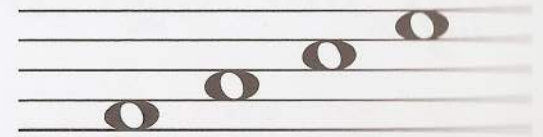
Line Notes


The line passes through the center of the note.



Space Notes

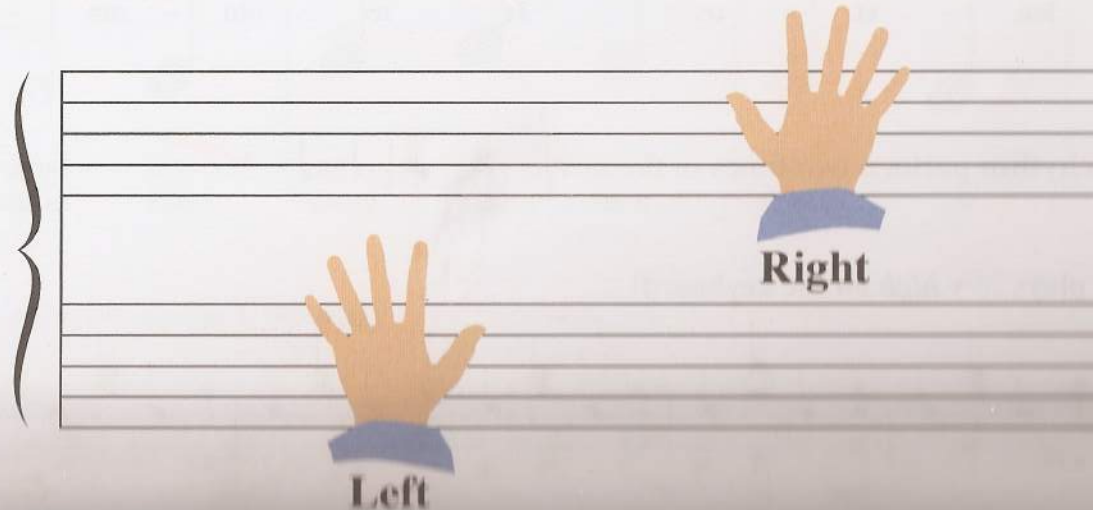
The note fills up the space on the staff.



2. As your teacher says "line note" or "space note," shade in a note above to match. 

The Grand Staff

Piano music uses 2 staves. Together we call them the **GRAND STAFF**.



The Left Hand uses the bottom staff.

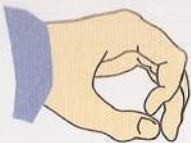
The Right Hand uses the top staff.

Bass Clef



This is a **Bass Clef**. Bass means *low* sounds.
The bass clef is placed on the bottom staff.
It shows notes **BELOW** Middle C.

Brace L.H. finger 3:



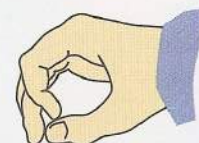
1. Play Middle C and all the bass clef notes below.

Treble Clef



This is a **Treble Clef**. Treble means *high* sounds.
The treble clef is placed on the top staff.
It shows notes **ABOVE** Middle C.

Brace R.H. finger 3:



2. Play Middle C and all the treble clef notes above.

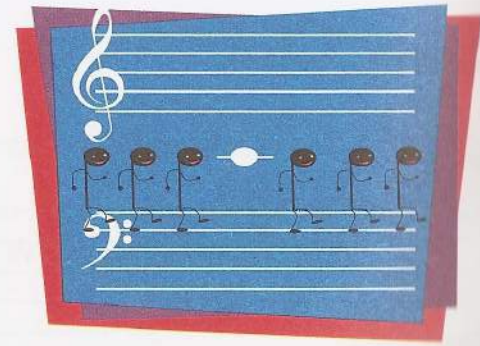
3. How many times can the **music alphabet** be written on the staff? _____ Begin at the bottom and circle each group.

Teacher Note: This is an orientation page only. Students will learn these notes gradually throughout the method.

Learning Middle C

On the staff, Middle C is written on a *short line* between the staves.

- Darken the short line with a pencil.
- Now draw two more Middle C's.



Middle C March

R.H. plays

Middle C is closer to the treble staff.

1 **repeated notes** (2) Watch for finger changes.* (3)

L.H. plays

Middle C is closer to the bass staff.

1 (2) (3)

Teacher Duet: (Student plays as written)

1. | 2.

*Teacher Note: The change of fingering prevents the student from equating a certain note (e.g., Middle C) with a specific finger (e.g., thumb).

Treble Clef = G Clef

The Treble Clef is also called the **G clef** because it circles around the G LINE on the staff.

The Treble or G clef came from the old letter G shown below.



Driving in the G Clef

Urgently

$\frac{5}{1}$ Play C and G together.

f Beep, beep, in the streets, beep, beep, traf - fic meets.

measure
number

5

Cit - y sounds are all a - round, Beep, honk, beep!

Teacher Duet: (Student plays as written)

- Play **Middle C** with L.H. finger 1, then 2, then 3.
- Play **Treble G** with R.H. finger 1, then 2, then 3.
- Which fingers play these notes in *Best Friends*?



Best Friends

Quickly 3 on G (play together)

f C and G, best of friends, friend - ship that will nev - er end.

3 on C

5

p How they play on their lines, mak - ing mu - sic all the time!

DISCOVERY Can you play *Best Friends* using only **finger 2** for each hand? **finger 4** for each hand? Be sure to play with a firm fingertip!

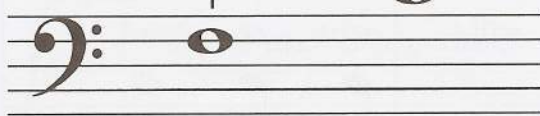
FINGER FUN!

Teacher Duet: (Student plays *as written*)

f-p on repeat

Learning Bass F

Find the first F *below* Middle C.
This is called **Bass F**.



Hand Shape Check:

With L.H. fingers 1 and 5, play back and forth between Middle C and Bass F.

Reading Check:

Bass F is written on LINE 4 (or LINE 2 going down).



Gorilla in the Tree

Happily

Big go - ril - la in the tree, rock - ing, rock - ing hap - pi - ly.
 Won't you please throw down for me a ba - na - na from your tree?

mf

1 on ___? 5 on ___?

DISCOVERY



Can you play this piece **hands together**? (R.H. uses a higher C and F.)

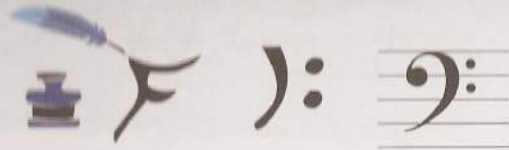
Teacher Duet: (Student plays *as written*)

mf

1. 2.

The Bass Clef is also called the F clef because the big starting dot is on the F LINE. Notice the two smaller dots surround the F LINE.

The Bass or F clef came from the old letter F shown below.



My Invention

Like a machine

1 on ___?

mf My in - ven - tion is worth men - tion, if you saw it you would know.

3 on ___?

5

It's fan - tas - tic and bom - bas - tic and what's more it e - ven glows!

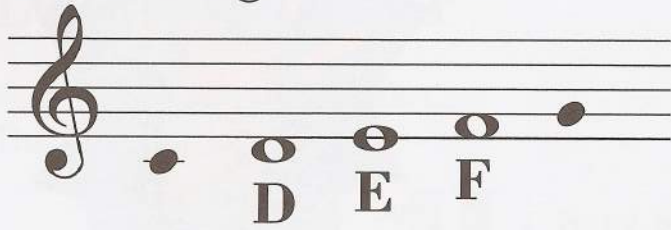
CREATIVE Make *My Invention* longer with more **Bass F**, **Middle C**, and **Treble G** notes. To end, have your invention “break down” and stop.

Teacher Duet: (Student plays *as written*)

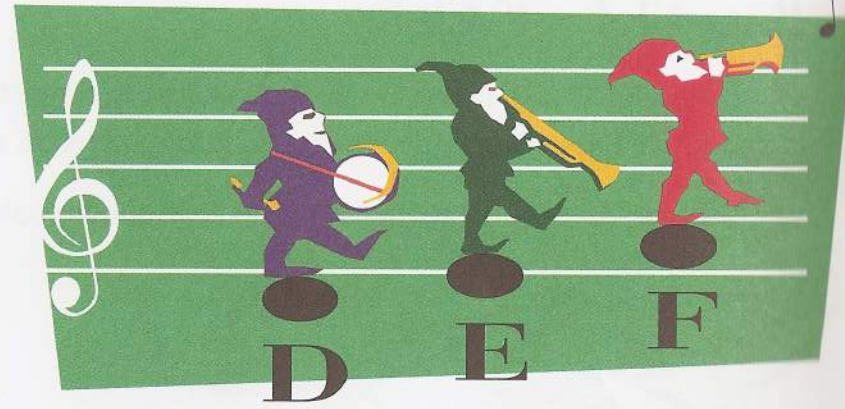
mf



Learning D-E-F



- What are the 3 notes between Middle C and Treble G?
- Which are **space** notes? Which is a **line** note?



Like a march

2 on ___?

- Name the notes in the blanks.



Musical notation for the first exercise. It consists of two staves (treble and bass clef) with a brace on the left. The treble staff contains a melody of quarter notes: D, E, F, G, A, B, C, D, E, F, G, A, B, C, D. There are blank lines below the treble staff for student input. The bass staff is empty.

5

Musical notation for the second exercise. It consists of two staves (treble and bass clef) with a brace on the left. The treble staff contains a melody of quarter notes: D, E, F, G, A, B, C, D, E, F, G, A, B, C, D. There are blank lines below the treble staff for student input. The bass staff is empty.

Teacher Duet: (Student plays *as written*)

1 5

Musical notation for the Teacher Duet. It is written in 4/4 time with a bass clef. The first measure is marked with a box containing '1' and '5'. The second measure is marked with a box containing '1.'. The third measure is marked with a box containing '2.'. The notation includes various note values and rests. The dynamic marking *mf-p* is present at the beginning.

Steps on the Staff

step up **step down**

line - next space **space - next line**



Mister Bluebird

C 5-Finger Scale

- Circle the correct answer for each measure below.



Happily
5 on _____?

stepping up?
stepping down?
repeating?

stepping up?
stepping down?
repeating?

stepping up?
stepping down?
repeating?

step up?
step down? □

5

stepping up?
stepping down?
repeating?

stepping up?
stepping down?
repeating?

stepping up?
stepping down?
repeating?



DISCOVERY A **STEP** moves from a **line** to the next _____, or a **space** to the next _____.
Name each note in this song aloud. What is the "home" note? _____




Time Signature

4 means **4 counts** or beats in a measure.

4 This 4 stands for a **quarter note** (♩).
It tells us the quarter note gets 1 count.



- Circle the time signature below.
How many counts are in each measure? _____ 

The Dance Band

With energy 1 on ___?

mf Peo - ple danc - ing all a - round, clap - ping to the big band sound.

3 on ___?

5

I can't stop my feet when I hear that big band beat!



Do you remember the other name for the **bass clef**? (See p. 41) Can you name each note aloud?

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

R.H. *mf* 5 5 2 3 5 1 3 1 *special ending!*

L.H. *mf* *rit.*

This piece uses a **hand shift** to "hop up" the keys.
 Hint: A circled finger number will help you see a hand shift.

To prepare: Play C with R.H. finger 2. Hop to D with finger 2.
 Hop to E with finger 2.



Frogs on Logs

Cheerfully

② on C 3 2 hop ② to D

mf Four - teen lit - tle frogs sat up - on a log.

(prepare L.H.)

5 hop ② to E 4 1

One by one they jumped in - to the lit - tle wa - ter - fall!

1 on ___?

CREATIVE Play this piece with your L.H. in your lap.



For the **final measure**, do a L.H. "bullfrog leap" and play a VERY LOW C as a surprise.



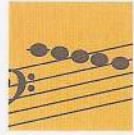
RIBBIT!

Teacher Duet: (Student plays *as written*)

R.H.

L.H. ₂ *mp*

5



Learning B

B is a step below Middle C.

B is a space note. It sits on *top* of the bass clef staff.

- Circle all the **B**'s in *Let's Play Ball!*



Let's Play Ball!

With zest 3 on
—?

f Come on, one and all, won't you grab your bat and ball?

5 1 on
—?

3
We will have a win - ning team so let's play ball!

DISCOVERY



Practice naming each note in this piece. If you are successful at your next lesson, circle the baseball.


Teacher Duet: (Student plays *as written*)

5

New Time Signature

3 means 3 counts or beats in a measure.

4 means the **quarter note** gets 1 count or beat.

- Circle the time signature in this piece. 



A minuet is a dance in $\frac{3}{4}$ time.

Petite Minuet

Moderately

New R.H. position! 1 on ___?

5

mf Curt - sy and bow, then step to your left. The

1 on ___?

5

peo - ple are danc - ing a min - u - et.

DISCOVERY



This **rhythm pattern** occurs 3 times in this piece:  Circle each time it appears. 

Teacher Duet: (Student plays 1 octave higher)

R.H. *mp*

Learning A

A is a line note.
It is the *top line* of the bass staff.

- Circle all the A's below.



Rodeo

Cheerfully

mf Ro - de - o, ro - de - o, It's a buck - ing bron - co show.

3 on ___?

5 1 on ___?

3

Grab your cow - boy hat, we're off to see the ro - de - o!



Point out all the repeated notes. Then name each note in this piece aloud.

Teacher Duet: (Student plays 1 octave higher)

R.H. *mf* 5 2

L.H. *mf* 5



Reading Alert: For each measure, show your teacher where the music steps up, steps down, and repeats.



Russian Folk Song

Russian melody
Lyrics added

Quickly
3 on ___?

f Chil-dren danc-ing round and round the birch tree. Chil-dren danc-ing round and round the birch tree.

(prepare L.H.)

1 on ___?

7

1

1 - 2 - 3 - 4 danc-ers cir-cle, Clap! Clap! *p* 1 - 2 - 3 - 4 danc-ers cir-cle, Clap! Clap!

1

DISCOVERY



Play VERY LOW and *s-l-o-w* for an old man dancing.
(Play duet 1 octave higher.)

Play AS WRITTEN at a moderate speed for a teenager.
(Play duet high in the treble clef.)

Play VERY HIGH and *fast* for a small boy or girl dancing.
(Play duet 1 or 2 octaves higher.)

Teacher Duet: (Student plays 1 octave higher)

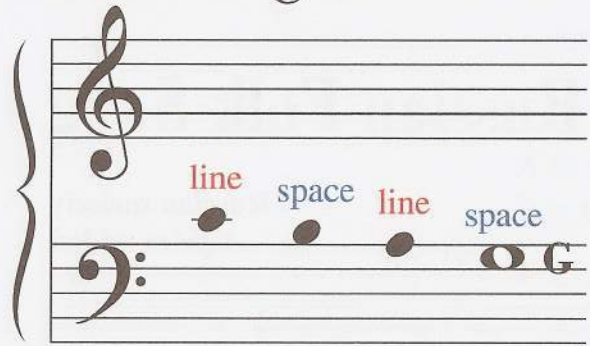
R.H. L.H. *f*

7

8

p

Learning G



G is a space note. It is SPACE 4 (the top space) of the bass staff.



- Find and circle all the **bass clef G's** in *Come See the Parade!*



Come See the Parade!

Lively
5 on __?
1 on __?

5

mf Tu - bas march - ing down the street, come see the pa - rade!

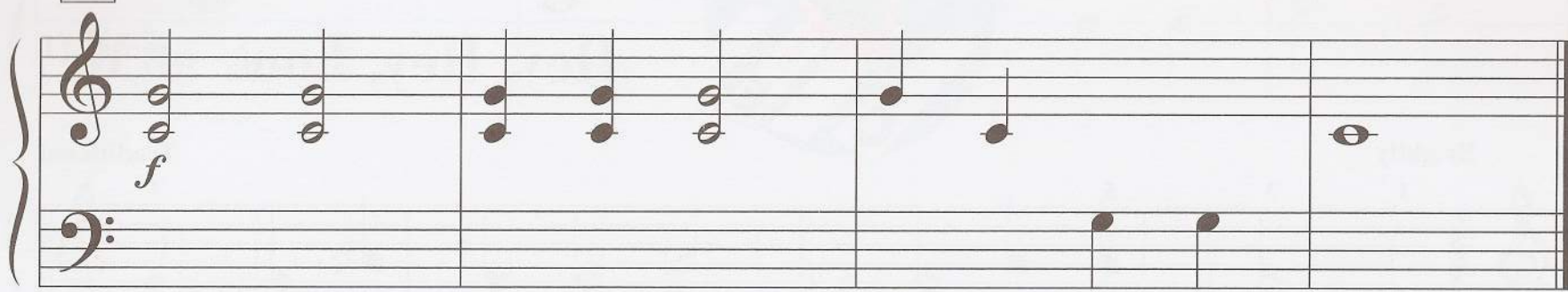
1 on __?

9



Bass drum keeps a big bass beat, come see the parade!

13



f

3

CREATIVE

Create a special ending. With R.H. fingers 1 and 5, make up a short rhythm playing **Middle C** and **Treble G** together. Echo your rhythm softly on a higher C and G as the parade disappears.



Teacher Duet: (Student plays 1 octave higher)



R.H. 3 1

L.H. 4 *f*

mf

5

9

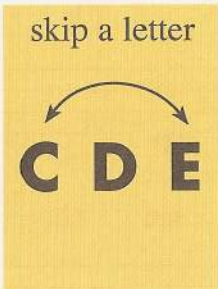
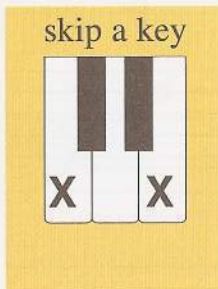
13

1 3 1 3



About Skips

To play a **SKIP**...



On the staff, a **SKIP** is from a **LINE** to the **next LINE**.



Hey, Hey, Look at Me!

Brightly **Traditional**



DISCOVERY Play this song on more white keys! Begin with *R.H. thumb* on D, E, F, G, A, B, and C. Think skips!

Teacher Duet: (Student plays 1 octave higher)

Reading Check:

Notice the **R.H.** begins with the *thumb* and skips **UP**.

The **L.H.** also begins with the *thumb* and skips **DOWN**.



Allegro

(*Allegro* is the Italian word for fast and lively.)

Mauro Giuliani
(1781–1829, Italy)
adapted

Fast and lively

1 on ___? 3

f

1 on ___?

5

1

p



Circle at least 8 **skips** in this piece. Hint: Don't forget to look over the bar lines!



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

R.H. 4 5

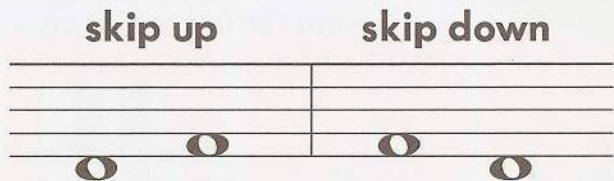
L.H. 2

mp *p*

More About Skips

Review: A skip is from a **LINE** to the **next LINE**.

NEW: A skip is also from a **SPACE** to the **next SPACE**.



Elephant Ride

Merrily 2 on
—?

mf When you're on an el - e - phant you sit real - ly high.

5 4 on
—?

And you'll have the fin - est view while on your jun - gle ride!



Circle the measures that match *measure 1*. For fun, play **LOW**, **s-l-o-w-l-y**, and **forte**. (Play duet high.)

Teacher Duet: (Student plays 1 octave higher)

- Play the **introduction** s-l-o-w-l-y with big tone and pedal. Your teacher will guide you.
- At *measure 5*, lift the pedal and play the melody brightly!



Yankee Doodle

INTRODUCTION

Slowly

2 on
—?

5 **Brightly**
1

Traditional American

Pedal down 4 on
—?

Pedal up

9

2

DISCOVERY



What kind of skips does the **introduction** use? _____ to _____.



Teacher Duet: (Student plays 1 octave higher)



Learning Bass D

- Find and play the D below Middle C. This is called Bass D.
- Play Bass D with L.H. finger 2, then 3, then 4.
- Look at the staff to the right. Bass D is LINE 3 on the bass staff.



Technique Check:

Brace L.H. finger 3 with the thumb as you play.

Magic Rhyme for Bass D

With bounce *repeat*

Hey, *f* D's did - dle did - dle,
in the in the mid - dle.

D is ver - y eas - y for me!

p

3
Drop loudly with arm weight. *Bounce lightly!*

DISCOVERY



Try some "finger magic" and switch to a braced finger 2 for the last two measures.

Teacher Duet: (Student plays as written)



Learning Bass C

- Play Bass C—a step below Bass D.
- Look at the staff to the right.
Bass C is on SPACE 2—just below middle line D.



The stem on Bass C goes up.*

The stem on Bass D goes down.

A Joke for You



- Circle all the Bass C notes.

Cheerfully

f Can you name two keys that can't o - pen doors?

That would be a don - KEY and a mon - KEY, too!

*Teacher Note: The teacher may explain the rule that notes below the middle

C 5-Finger Scale in the Bass Clef

NEW

Bass C D **E** F G



Reading Hint:

Hey, diddle, diddle, D's in the middle, E's a step ABOVE.
 Hey, diddle, diddle, D's in the middle, C's a step BELOW.

Football Game

Like a march, with perfect rhythm

1 on
—?

f Team A marches up! Team B marches down!

5 on —?

mf Team A knows more plays. Oh, look, their field goal wins the game! Arc the L.H. like a soaring ball!



Name aloud the notes in the second line of music.



f 3 Play the lowest C.

The Octave

The distance from Middle C to Bass C is 8 notes. This is called an octave. Say this word.

- Practice leaping from Middle C to Bass C with L.H. fingers 1 and 5. Leap, don't stretch!



Octavius the Octopus

Playfully

Musical notation for the first part of the song. The key signature is one flat (B-flat) and the time signature is 4/4. The melody is in the bass clef. The lyrics are: *mf* Eight long legs, two small eyes, I'm Oc - ta - vi - us the Great. Fingerings 1 and 5 are indicated under the first two notes.

5

Count the octopus legs!

Musical notation for the second part of the song. The key signature is one flat and the time signature is 4/4. The melody is in the bass clef. The lyrics are: *f* One leg, two, three, four, five, six, seven, eight long legs. The notes are grouped with triplets (3) and fingerings 3 and 5 are indicated.

Brace (3) with the thumb.

Reading Alert: Circle 2 skips in the last line of music. Hint: Be sure to look over the bar lines!



Copy Cat

5-Finger Scale

Happily

5 on
—?

f Ev - 'ry lit - tle thing I do, left hand has to cop - y, too.

(prepare L.H.)

1 on
—?

5

2

p If the left hand's not the same means that it will lose the game.

4

Teacher Duet: (Student plays 1 octave higher)

R.H. *mf*

L.H. *mf*

5

13

CREATIVE Make up a 2-measure melody with your R.H.
 Have your L.H. "copy" it (play back the *same* melody).

9

Grandmother

Question and Answer Song



Cheerfully

Traditional lyric adapted



Question

mf Grand - moth - er, Grand - moth - er, won't you tell me what to buy?
 Grand - moth - er, Grand - moth - er, won't you teach me how to bake?

1 on __? 1

Answer



5 on __? 5 3 2 1

Grand - moth - er, Grand - moth - er, then we'll bake a cher - ry pie.
 Grand - moth - er, Grand - moth - er, then we'll bake a choc - 'late cake.

$\frac{1}{5}$ 1 2 3

Teacher Duet: (Student plays 1 octave higher)

R.H. 5

L.H. *mp* with pedal



Musical Question

A short melody that DOES NOT end on the "home note." For the C 5-finger scale, the home note is C.



Parallel Answer

An answering melody that begins the SAME as the question, then changes and ends on the "home note."

question parallel answer

mf Can we make some pan-cakes, yum, yum, yum? We can make some pan-cakes, yum, yum, yum!



Contrasting Answer

An answering melody that does NOT begin the same as the question, but still ends on the "home note."

question contrasting answer

mf Can we make some pan-cakes, yum, yum, yum? We can make some pan-cakes, yum, yum, yum!

CREATIVE



Notice that *Grandmother* has a parallel answer (measures 5-8).

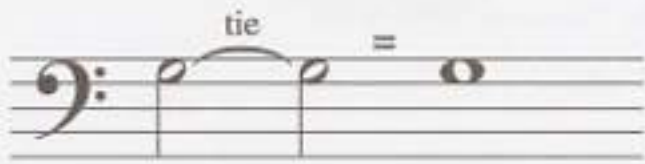
Can you make up a **parallel answer** of your own by changing measures 7-8?

Can you make up a **contrasting answer**?



The Tie

A **tie** is a curved line connecting 2 notes on the same line or space.
It means the note will be played *once* but held for the length of both notes combined.



Rhythm Alert: Can you tap this piece on the *closed keyboard lid*, counting aloud "1 - 2 - 3" with your teacher?

Be sure to tap with the correct hand!



Lemonade Stand 5-Finger Scale

Cheerfully
5 on
—?

mf Come to my lem - on - ade stand to - day.

1 on
—?

Teacher Duet: (Student plays 1 octave higher)

R.H.
L.H.

Five cents is all you will pay.


9

No bet - ter lem - on - ade can be found.

13


We've got the best in town!

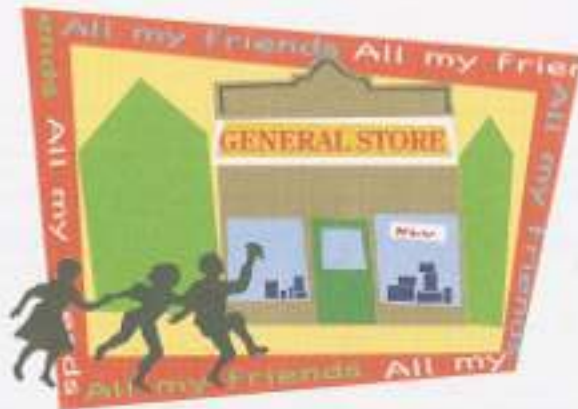


DISCOVERY What is the total number of beats for each **tied note** in this piece? _____ 

This piece has a musical question for *measures 1-8*. Is the answer (*measures 9-16*) parallel or contrasting?

Rhythm Alert:

- Circle each tie in the music. 
- Your teacher will tap *measures 1-2*. Listen and tap back the rhythm.



All My Friends

_____ 5-Finger Scale

Words by CRYSTAL BOWMAN

Lively
1 on _____?

2

mf Jim - my who lives next door, Ben at the gro - c'ry store,
Ter - ry a - cross the street, Beth who is al - ways sweet,

(prepare L.H.)

5

Sa - ra whom I a - dore, these are my friends.
Some - day I hope you'll meet, all of my friends.

1 on _____?

2



DISCOVERY Measures 1-4 are a musical question. Is the answer parallel or contrasting?

Teacher Duet: (Student plays 1 octave higher)

R.H. 

L.H. *mp* 

5

- Hold down the **damper pedal** (right-foot pedal) throughout the entire piece.
- For the last line of music, make slow, graceful lifts across the keys.



Bells of Great Britain

5-Finger Scale

Joyfully, with steady gongs

Repeat,
playing *piano*.

1 5 3 on ___?

f-p on repeat

1 on ___?
5 on ___?

9 play 3 together

Play 1 octave HIGHER

Play 2 octaves HIGHER

f *mf* *p* as soft as possible

CREATIVE Hold the damper pedal down and play **skips** with R.H. fingers 1 and 3 played together. Play *high* on the piano and listen to the bell-like sounds!


ding dong

67



The Quarter Rest

Music often has moments of silence.
These are shown by rests.

 = **silence for 1 beat**

- With your teacher, chant and tap the “cheer” below.
On the rests, **feel the beat** by opening your hands, palms up.

Team Cheer

Go Team Let's Win

Go Team Let's Win

 Team Let's Win

  Let's Win

   Win!



Come On, Tigers!

Steady and strong

1 on
—?

The musical score is written in 4/4 time. The treble clef staff begins with a dynamic marking of *mf*. The lyrics are: "Come on, Ti - gers, let's fight! Win our big game to - night!". The bass clef staff starts with the instruction "(prepare L.H.)". There are quarter rests in the treble staff at the beginning of the second and fourth measures, and at the end of the fourth measure. A second "1 on —?" instruction is located below the bass staff at the end of the piece.



Princess or Monster?



Alternate Monster Version!
Play LOW and SLOWLY.

Verse 1: *Once there was a monster...*
Verse 2: *He lived in a dungeon...*

You choose

5 2

mf Once there was a prin - cess, a prin - cess, a prin - cess.
She lived in a cas - tle, a cas - tle, a cas - tle.

(prepare L.H.)

5

Once there was a prin - cess, a long time a - go.
She lived in a cas - tle, a long time a - go.

1

Princess Duet: (Student plays 1 octave higher)



R.H. 3 5

L.H. 2 *mp*

Monster Duet: (Student plays as written)



R.H. 4 1.3. 2.4. D.C.

L.H. 1 *mf*

The Bugle Boys

5-Finger Scale



INTRODUCTION

Brisk march

}
{

<p>4 4</p> <p><i>(prepare R.H.)</i></p>			
<p><i>mf</i> Hup 2 - 3 - 4,</p>	<p>Hup 2 - 3 - 4,</p>	<p>Hup 2, Hup 2,</p>	<p>Hup 2 - 3 - 4.</p>
<p>4 4</p>			

play $\frac{1}{5}$ together

5 MUSICAL QUESTION

}
{

<p>1</p>			
<p><i>f</i> See them proud - ly</p>	<p>march - ing,</p>	<p>let's all give a</p>	<p>cheer.</p>



Piano Adventures® Certificate

Congratulations to:

(Your Name)

You have completed the PRIMER LEVEL and are now ready for LEVEL 1



LESSON BOOK



THEORY BOOK



TECHNIQUE & ARTISTRY



PERFORMANCE BOOK

Teacher: _____

Date: _____





Alphabetical Listing of Pi

All My Friends	66	Lemonade Stand	
Allegro	53	Let's Play Ball!	
Alouette	33	Magic Rhyme for	
Balloons	25	March on D-E-F	
Bells of Great Britain	67	Men from Mars	
Best Friends	39	Merrily We Roll Al	
The Bugle Boys	70	Middle C March	
C-D-E-F-G March	28	Mister Bluebird	
Come on, Tigers!	68	My Invention	
Come See the Parade!	50	Octavius the Octopus	
Copy Cat	60	Ode to Joy	
The Dance Band	44	The Old Clock	
Driving in the G Clef	38	Old MacDonald Had	
Elephant Ride	54	Petite Minnet	
The Escalator	27	Princess or Monste	
Football Game	58	Rodeo	
Frogs on Logs	45	Russian Folk Soong	
Gorilla in the Tree	40	Sea Story	
Grandmother	62	A Ten-Second Song	
Hey, Hey, Look at Me!	52	Three Little Kittens	
Hey, Mr. Half Note Dot!	32	Tightrope Walker	
I Hear the Echo	20	Two Black Ants	
The I Like Song	19	Two Blackbirds	
Into the Cave	12	The Walking Song	
A Joke for You	57	Yankee Doodle	