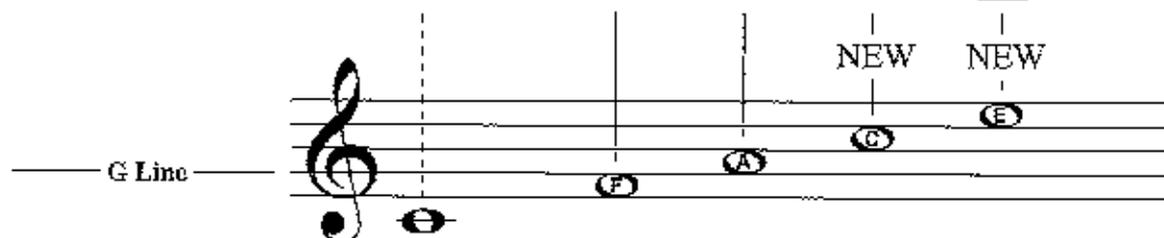
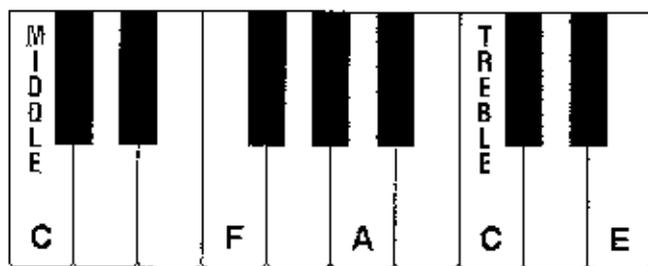


FACE the Spaces

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



Space Note Drill:

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

2. Are you playing **seconds** or **thirds**? (*circle*)

• Before playing, name each note in the blank.



Dreamscape

Dreamily *mf* *L.H. over* *L.H. over*

5 *(prepare L.H.)* *p*

Halftime Show

Moderately fast



1 on ___?

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

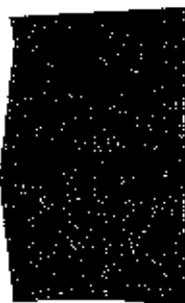
f

1 on ___?

5

5

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



The Lonely Pine

Very slow and lonely

3 on ___?

mf *p* (echo softly)

1 on ___?
5 on ___?

5

(prepare R.H.)

mf *p*

move ① to F

Half Rest (sits above line 3)

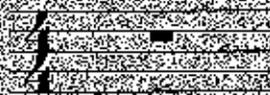
The half rest = 2 beats of silence



Count: 1 2 3 4

Whole Rest (hangs below line 4)

The whole rest = rest for any whole measure

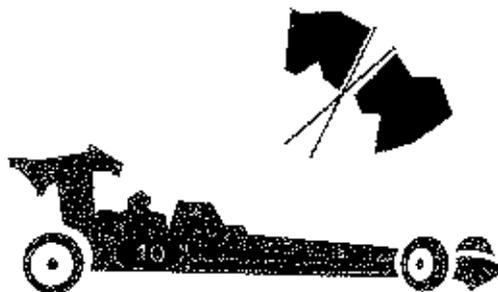


4 beats of silence



3 beats of silence

Rest Check: Identify each rest for *measures 9–12*.



Racecar Rally

Zippering along

1 on

1 on ? 3 5 3 1

f Check - ered flags wave and the race be - gins!

1 on ?

5

1

All of the driv - ers would like to win. A -

Teacher Duet: (Student plays 1 octave higher)

R.H. 5 2 5

L.H. *mf* 2 9 2 1 3 1

9

round and a-round they speed, each tries to take the lead.

13

Who's gon - na win to - day's race - car race?

17

p "Four" just came 'round the bend, *mf* "Ten" takes the lead a - gain,

21

f rac - ing past the fin - ish line. Rec - ord time!

DISCOVERY  What is "racecar" spelled backwards? _____ Put the racecar in reverse by playing the piece backwards, from *measure 24 to measure 21*. This is called **retrograde**.

New Guide Note: Treble C

- Number the **treble clef spaces 1-2-3-4** in the treble staff shown. Which space is Treble C? ____ This is your new Guide Note.
- Practice leaping from *Middle C* to *Treble C* with R.H. fingers 1 and 5. What is the name of this interval? _____

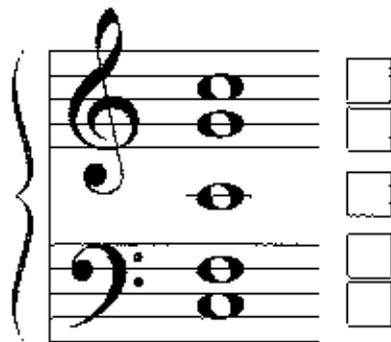
Guide Note
Treble C



Guide Note Review

“Guide notes” are your “anchors” as you learn new notes on the staff.

You can name any note on the staff by *stepping up* or *down* from Guide Notes.



- Name, then play these Guide Notes.



Guide Note Pinball

Bouncing steadily

1 on ____?

1 5 1

f (octave)

2 on ____?

5

5

Play the lowest F on the keyboard.

DISCOVERY



Play up a 3rd from Treble C.
Play up a 2nd from Bass F.

Play down a 2nd from Treble G.
Play down a 3rd from Bass C.

Treble C Pentascale

Learn these notes that *step up* from Guide Note Treble C.
(You already know the circled notes.)



- Play and say: **Treble C** **D** **E** **F** **G**
space - line - space - line - space

Learn and play this piece by:

- reading 2nds, 3rds, and repeated notes
- recognizing note names Treble C-D-E-F-G



English Minuet

Alexander Reinagle
(1756–1809, England)
transposed to C major

Stately

1 on ___?

f-p on repeat

1 on ___?

4

5

Teacher Duet: (Student plays 1 octave higher)

8^{va} Octave Sign (ottava)

When 8^{va} is written below the staff, play one octave (8 notes) *lower* than written. When 8^{va} is written above the staff, play one octave *higher*.

Bagpipes

C Pentascale

Lively

1 on ___?

f

1 on ___?
3 on ___?

4 on ___?
5 on ___?

mp

2 on ___?
3 on ___?

f

(prepare) ① 8^{va} - - - - -

Imitation

Notice that each phrase for the L.H. is "copied" by the R.H. This is called *imitation*.



Two-Hand Conversation

Moderately

1 on ___? Name the pentascale. _____

CREATIVE

Make up a one-measure melody with your L.H. in the C Pentascale.

Imitate the melody with your R.H. one octave higher. Try several of these

- Which hand imitates in *measures 1–4*?
R.H. or L.H. (circle)
- Which hand imitates in *measures 17–20*?
R.H. or L.H. (circle)

When the Saints Go Marching In



Name the pentascale. _____

Lively Traditional

mf Oh, when the saints go march- ing in,

Count: _____

5 on _____?

1

Oh, when the saints go march - ing in. (go march- ing

2

4

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

3

9

(do) *f* when the saints go march - ing in. (prepare R.H.)

4 3

1 5 V

Teacher Duet: (Student plays 1 octave higher)

R.H. 1 5 3 2

L.H. 1 1 2 1 3 4

mp

9 13

1

mf Oh, when the saints go march - ing in,

5

21

Oh, when the saints go march - ing in. (go march - ing

4

25

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

1 4

29

do) when the saints go march - ing in.

2



Write the counts in the music for the first and last *incomplete measures*.

17 21

mp

25 29

More About Intervals

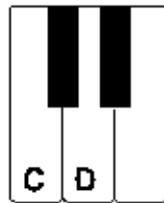
Intervals are easy to measure at the keyboard.

Count the **number of white keys** (letter names) including the *first* and *last*. This is the number (size) of the interval.

You have already learned the intervals of a **2nd** and a **3rd**.

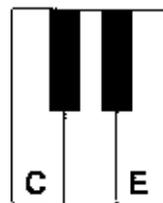
Review:

2nd



1 2 = 2nd

3rd



1 2 3 = 3rd

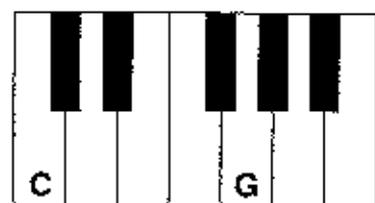
New:

A **4th** spans 4 letter names.



1 2 3 4 = 4th

A **5th** spans 5 letter names.



1 2 3 4 5 = 5th

4ths move up or down from:

a **line to a space** or a **space to a line**

Think: skip + a step

• Play:

- What other interval have you learned that moves from a **line to space** or a **space to line**? _____

5ths move up or down from:

a **line to a line** or a **space to a space**

Think: skip + a skip

• Play:

- What other interval have you learned that moves from a **line to line** or a **space to space**? _____

Focus on Fourths (4ths)

To draw an interval, count the starting note and each line and space.

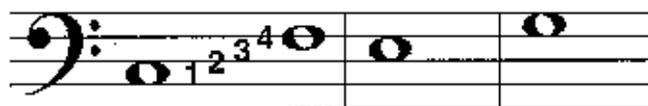
- Draw a **4th** above these line notes.



Ex.

Think: **line skip-a-line to a space**
(skip + a step)

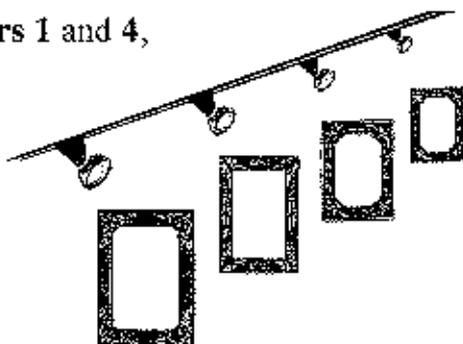
- Draw a **4th** above these space notes.



Ex.

Think: **space skip-a-space to a line**
(skip + a step)

- Play the 4ths above with **fingers 1 and 4**, then with **fingers 2 and 5**.
- *Listen* to the sound of the 4th.



Promenade

(from *Pictures at an Exhibition*)

Modest Mussorgsky
(1839–1881, Russia)
arranged

Slow march

1 on —?

3

f

4

2 1

4 5



Circle all the **4ths**. There are 8. Hint: Don't overlook the L.H. to R.H. intervals.

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

R.H.

L.H.

f with pedal

4

1 3 2 4 1 2 3 4

1 2 3 1 2 3 4 5

Hold the damper pedal
down throughout the piece.



Water Lilies

Flowing along

1 on
—?

4 2

shift

① 4

5

4 on
—?

①

①

9

④ ①

④ ①

④ ①

④ ①

13

5 2 4 1

①

17

4 ④ ④ ④ ④ ④ ④

1 ① ① ① ① ① ①

p D... E... G... A... B... rit. D... E very soft!

Aloha Oe

Queen Liliuokalani
arranged

Moderately

1 on ___?

mf Fare - well to thee. Fare - well to thee, Oh

3 on ___?

(pedal optional)

Detailed description: This system contains the first two measures of the piece. The music is in 4/4 time and features a melody in the treble clef and a bass line in the bass clef. The melody begins with a quarter rest, followed by a half note G4, a quarter note A4, and a half note B4. The lyrics 'Fare - well to thee.' are written below the notes. The second measure continues with a quarter note C5, a quarter note B4, and a half note A4. The lyrics 'Fare - well to thee, Oh' are written below. A fermata is placed over the final note. A bracket labeled '1 on ___?' spans the first measure, and another bracket labeled '3 on ___?' spans the second measure. The instruction '(pedal optional)' is written below the second measure.

5

charm - ing one who lives a - mong the flow - ers. One

Detailed description: This system contains measures 3 and 4. The melody continues with a quarter note G4, a quarter note A4, a quarter note B4, and a half note C5. The lyrics 'charm - ing one who lives a - mong the flow - ers.' are written below. The final measure of the system has a half note G4 and a half note A4, with the lyrics 'One' written below. A fermata is placed over the final note. A bracket labeled '5' is positioned below the first measure. A bracket labeled '3' is positioned below the final measure.

9

fond em - brace be - fore I leave, un -

Detailed description: This system contains measures 5 and 6. The melody continues with a quarter note G4, a quarter note A4, a quarter note B4, and a half note C5. The lyrics 'fond em - brace be - fore I leave, un -' are written below. A fermata is placed over the final note.

13

til we meet a - gain.

p

1

Detailed description: This system contains measures 7 and 8. The melody continues with a quarter note G4, a quarter note A4, a quarter note B4, and a half note C5. The lyrics 'til we meet a - gain.' are written below. A fermata is placed over the final note. A bracket labeled '13' is positioned below the first measure. A bracket labeled '1' is positioned below the final measure. The instruction '*p*' is written below the final measure.

Teacher Duet: (Student plays as written)

5

p

Detailed description: This system shows the beginning of the Teacher Duet. It features a piano accompaniment in the treble clef with a melody in the bass clef. The melody starts with a quarter note G4, a quarter note A4, a quarter note B4, and a half note C5. The instruction '*p*' is written below the first measure. A bracket labeled '5' is positioned below the first measure.

9

13

3

8va

Detailed description: This system continues the Teacher Duet. The piano accompaniment continues with chords. The melody in the bass clef continues with a quarter note G4, a quarter note A4, a quarter note B4, and a half note C5. A bracket labeled '9' is positioned below the first measure. A bracket labeled '13' is positioned below the first measure. A bracket labeled '3' is positioned below the final measure. The instruction '8va' is written above the final measure.

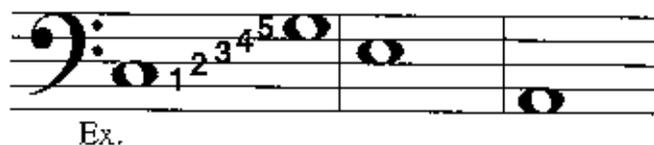
Focus on Fifths (5ths)

- Draw a **5th** above these line notes.



Think: **line skip-a-line to a line**
(skip + a skip)

- Draw a **5th** above these space notes.



Think: **space skip-a-space to a space**
(skip + a skip)

- Play the 5ths above.

Listen to the open sound of the 5th.

Quickly

The King of Hearts

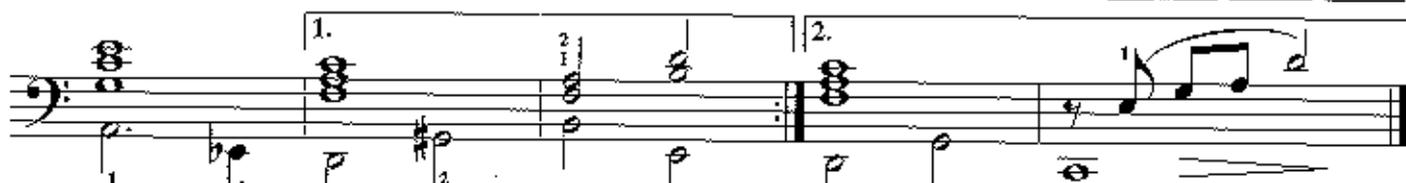
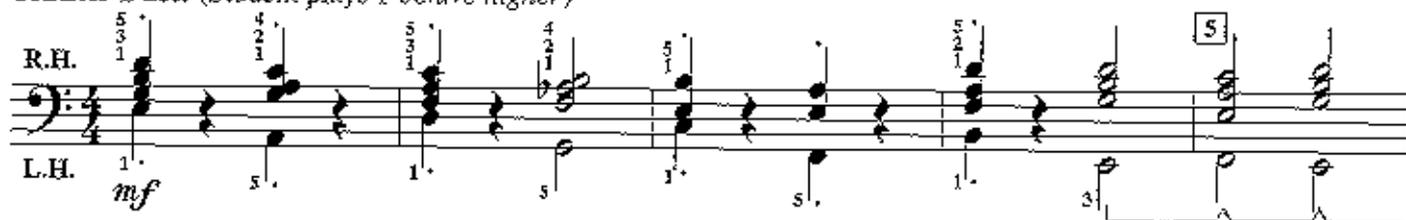


Discovery Name two intervals that move **line-to-line** or **space-to-space**.
_____ and _____

1st and 2nd Endings

Play the 1st ending and take the repeat. Then play the 2nd ending, skipping over the 1st ending.

Teacher Duet: (Student plays 1 octave higher)



Smoothly moving

No Moon Tonight



1 on 7

p No moon to - night,

5

mp no moon to - night.

9

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

13

no moon to - night.

Teacher Duet: (Student plays 1 octave higher)

R.H. *pp* *p*

L.H. *pp* *p*

Musical Form

The overall structure of a piece is called musical form.

This piece has three sections: **section A**, **section B**, and the return of **section A**. It is in **A B A** form.

- Find and label these three sections in the music.
Hint: The B section is *different* from the A section and gives variety to the piece.



Forest Song includes an optional drum part.

Play this rhythm part using a bongo or conga drum, a percussion setting on a digital keyboard, or tapping on your lap as your teacher plays the piano part.*

Count carefully!

Forest Song

Notice the different hand position.

Moving quickly

Optional Drum Part: $\frac{4}{4}$ *mf*

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

3 on ___?

1 on ___?
5 on ___?

5

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

*A rubber bucket or large metal canister may also be used as a drum.

Performance 22
Theorem 48.49
Feckleins 46
Sicktrading 64.58

9 *f* 13

(1 - 2 - 3 - 4) Rush-ing
 (1 - 2 - 3 - 4) wa-ters
 pad-dle strong, pad-dle strong. Rush-ing

17 *mf*

wa-ters guide me. The moun-tains call to me,

21

a might-y song. *mf* The sound of rust-ling leaves, the

25 *p*

riv-er strong. (1 - 2 - 3 - 4) *mp* *p*

8va