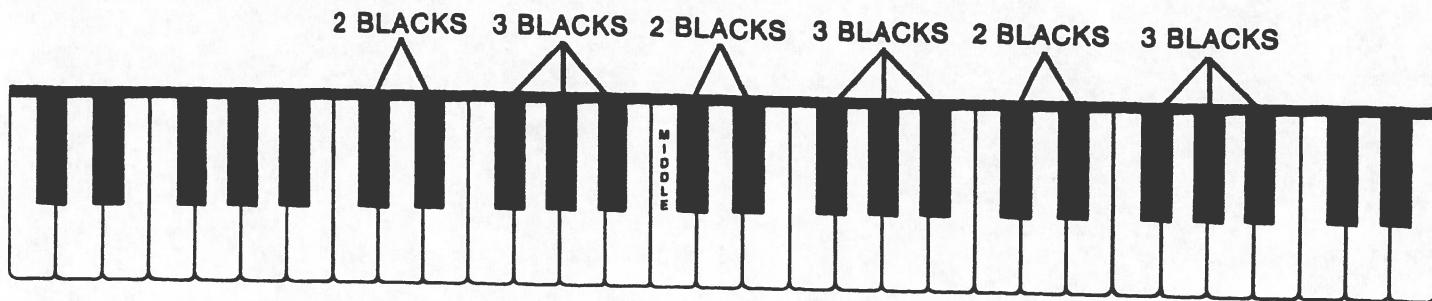


# The Keyboard

The keyboard is made up of white keys and black keys.  
Notice that the black keys are in groups of 2's and 3's.



**LOW SOUNDS**

← **LEFT IS**  
**DOWN (Lower)**

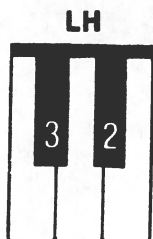


**RIGHT IS**  
**UP (Higher)**

**HIGH SOUNDS**



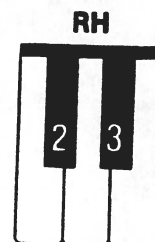
**Play the 2 BLACK KEY groups!**



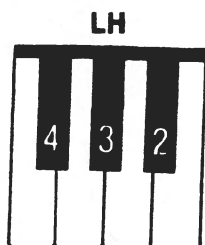
1. Using L H 2 3, begin at the middle and play all the 2 black key groups going **DOWN** the keyboard (both keys at once).

3. Repeat, without looking at your hands.

2. Using R H 2 3, begin at the middle and play all the 2 black key groups going **UP** the keyboard (both keys at once).



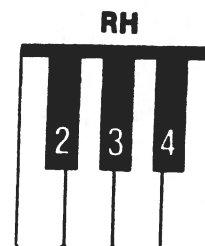
**Play the 3 BLACK KEY groups!**



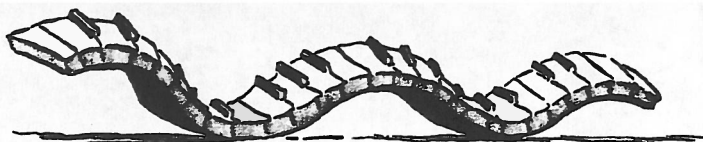
4. Using L H 2 3 4, begin at the middle and play all the 3 black key groups going **DOWN** the keyboard (all 3 keys at once).

6. Repeat, without looking at your hands.

5. Using R H 2 3 4, begin at the middle and play all the 3 black key groups going **UP** the keyboard (all 3 keys at once).



# Naming the Keys



2

Piano keys are named for the first seven letters of the alphabet, beginning with A.

**A B C D E F G**

Each white key is recognized by its position in or next to a black key group!

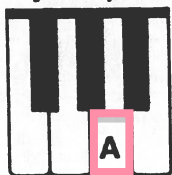
For example: A's are found between the **TOP TWO KEYS** of each **3 BLACK KEY GROUP**.

Play the following. Use LH 3 for keys below the middle of the keyboard.

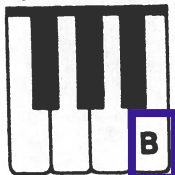
Use RH 3 for keys above the middle of the keyboard.

Say the name of each key aloud as you play!

Play all the A's  
on your piano.



Play all the B's.



Play all the C's.



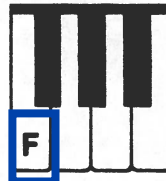
Play all the D's.



Play all the E's.



Play all the F's.

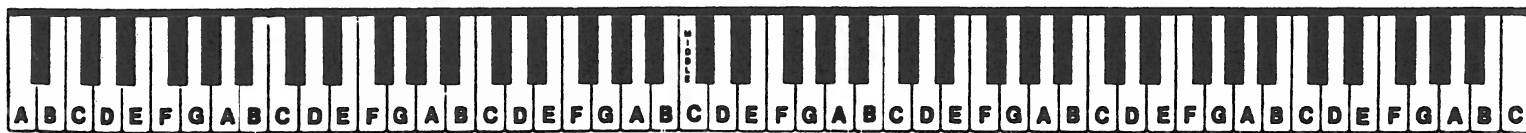


Play all the G's.



It is easy to name every white key on your piano!

The key names are **A B C D E F G**, USED OVER AND OVER.



The **LOWEST** key  
on your piano  
is **A**.

The **C** nearest the  
middle of the piano  
is called **MIDDLE C**.

Going **UP** the keyboard, the notes sound **HIGHER** and **HIGHER**!

Play and name every white key beginning with bottom A.

Use LH 3 for keys below middle C, and RH 3 for keys above middle C.

# The Treble Staff

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

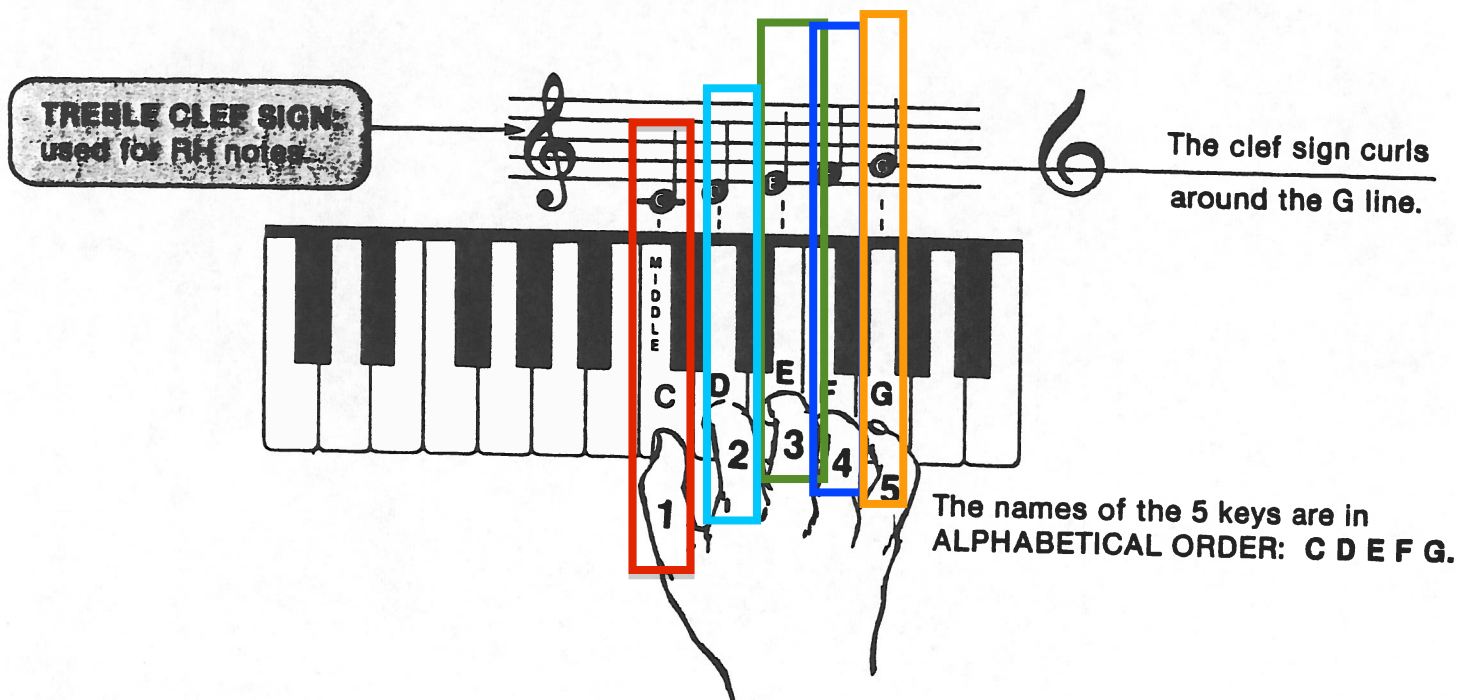
Music for the RIGHT HAND is written on the TREBLE STAFF, identified by the TREBLE CLEF SIGN



which came from the letter "G."



Middle C is written on a short line below the staff, called a *leger* line. D is written higher, on the space below the staff. Each next higher note is written on the next higher line or space.



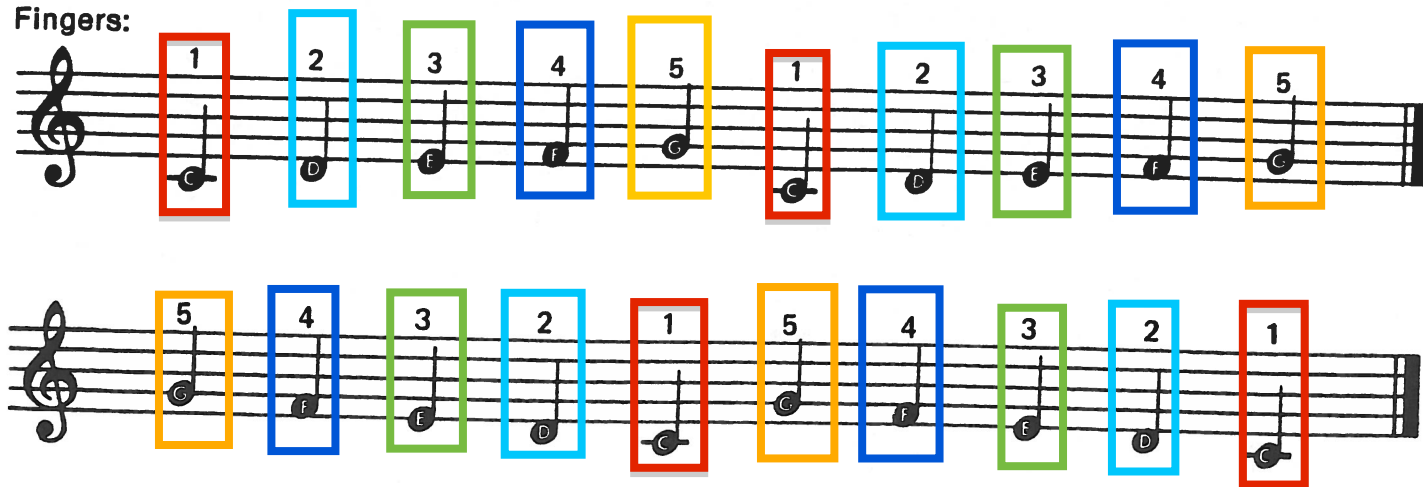
## RH C Position

Place the RIGHT HAND in the above position. Keep the fingers curved and relaxed.

Play the following WARM-UP. Say the name of each note aloud as you play.

Repeat until you can play smoothly and evenly. As the notes go higher on the keyboard, they are written higher on the staff!

Fingers:





# Quarter Notes & Half Notes

4

Music is made up of **short tones** and **long tones**. We write these tones in **notes**, and we measure their lengths by **counting**. The combining of notes into patterns is called **RHYTHM**.

## Quarter Note

a short note



COUNT: "1"  
or: "Quarter"

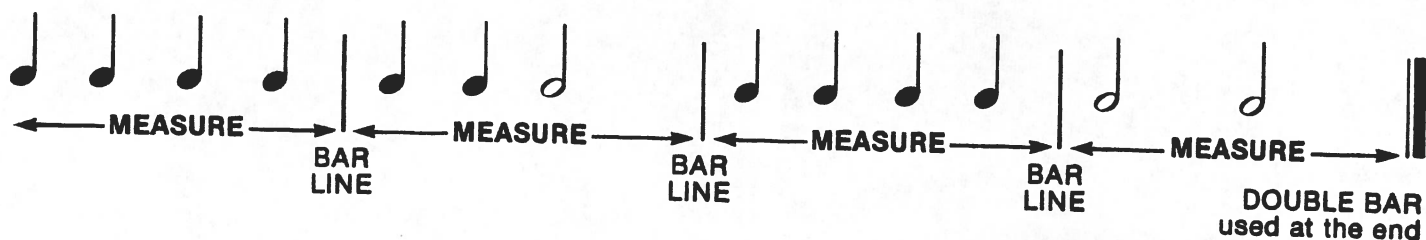
## Half Note

a long note



COUNT: "1 - 2"  
or: "Half-note"

Clap (or tap) the following rhythm. Clap **ONCE** for each note, counting aloud.  
Notice how the **BAR LINES** divide the music into **MEASURES** of equal duration.



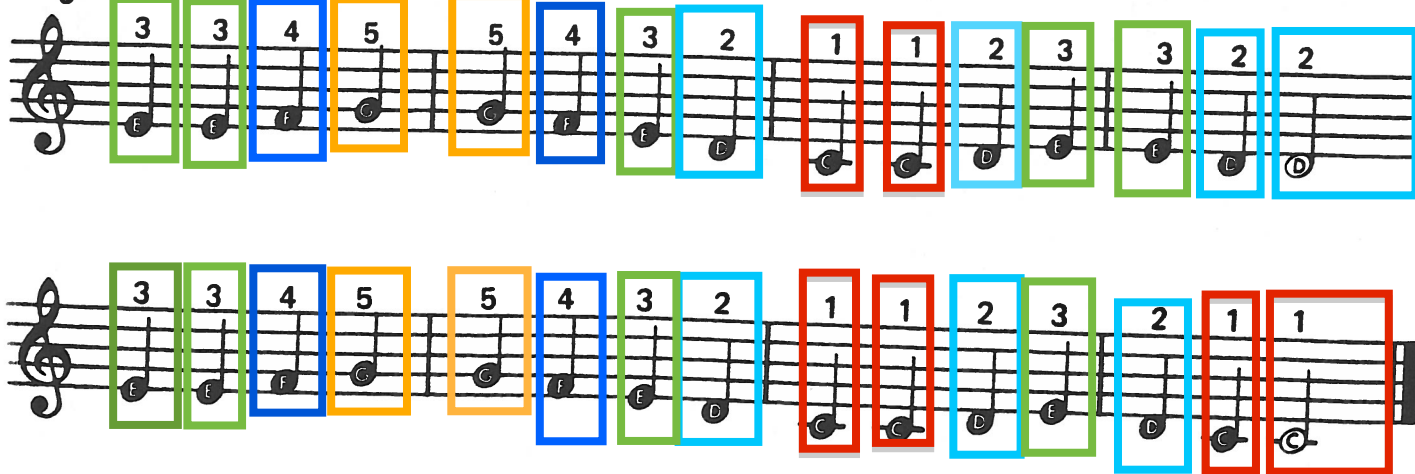
## ODE TO JOY

(Theme from Beethoven's 9th Symphony)

1. Clap (or tap) the rhythm evenly, counting aloud.
2. Play and sing (or say) the finger numbers.
3. Play and count.
4. Play and sing (or say) the note names.



Fingers:



# The Bass Staff

Music for the LEFT HAND is written on the BASS STAFF.  
The bass staff also has 5 lines and 4 spaces.

It is identified by the BASS CLEF SIGN



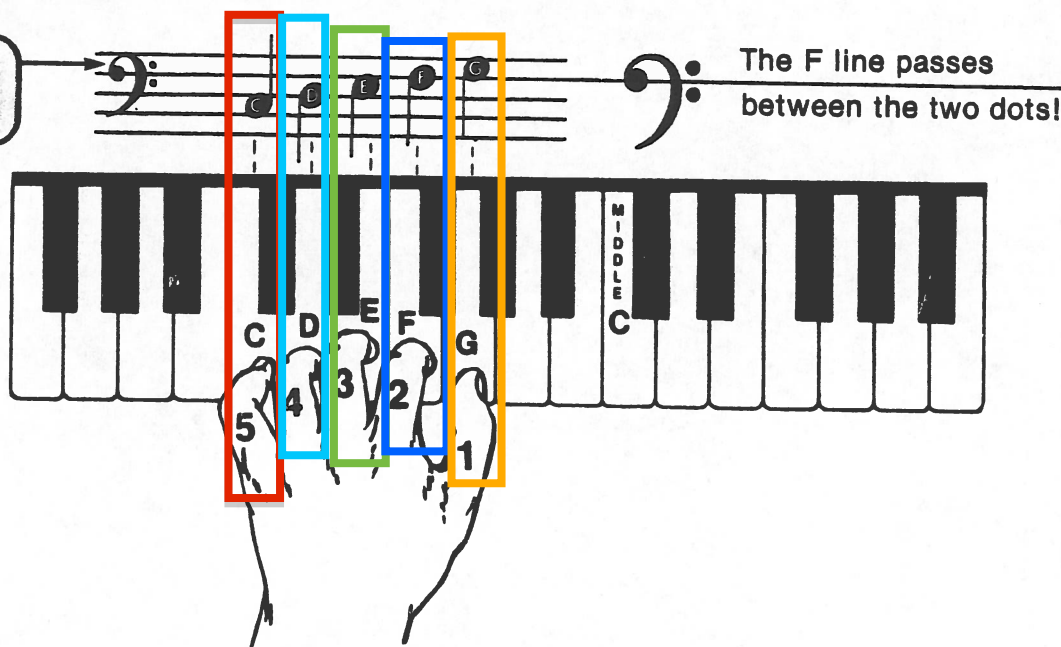
which came from the letter "F."



C is written on the 2nd space of the staff.

Each next higher note is written on the next higher line or space.

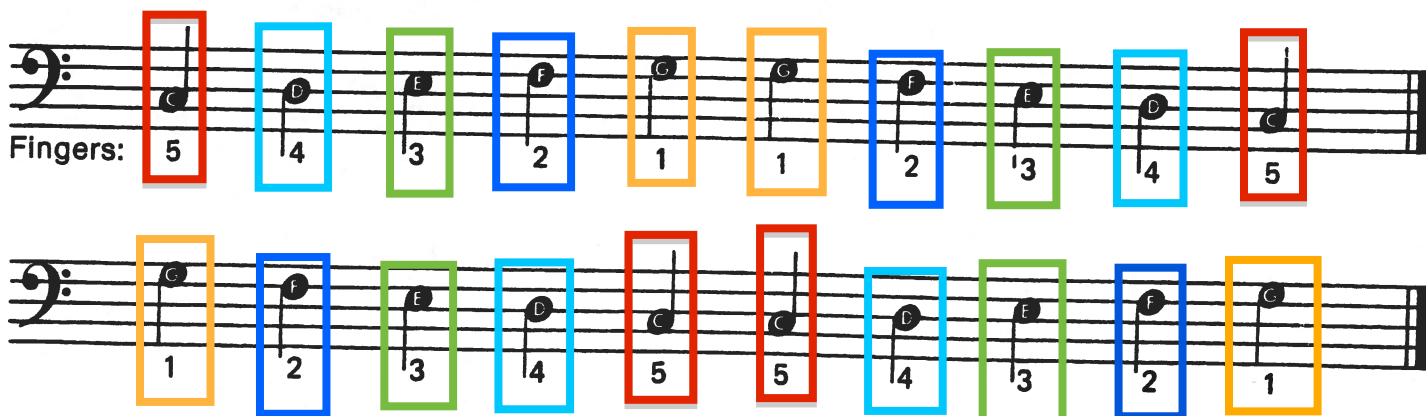
**BASS CLEF SIGN:**  
used for L.H. notes.



## LH C Position

Place the LEFT HAND in the above position. Keep the fingers curved and relaxed.

Play the following *WARM-UP*. Say the name of each note aloud as you play.  
Repeat until you can play smoothly and evenly.



When notes are BELOW the MIDDLE LINE of the staff, the stems usually point UP.  
When notes are ON or ABOVE the MIDDLE LINE, the stems usually point DOWN.



## Whole Note

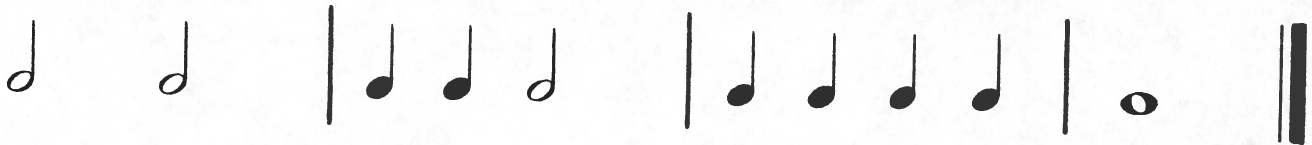
a very long note.



COUNT: "1 - 2 - 3 - 4"  
or: "Whole - note - hold - down"



Clap (or tap) the following rhythm. Clap **ONCE** for each note, counting aloud.



## Row, Row, Row Your Boat

(RIGHT SIDE UP AND UPSIDE DOWN)

The 1st line is the familiar tune.  
The 2nd line is the same, upside-down!

1. Clap (or tap) the rhythm, counting aloud.
2. Play and sing (or say) the finger numbers.
3. Play and count.
4. Play and sing (or say) the note names.



This is a good procedure to follow for each piece or exercise you play.

Row, row, row your boat, Don't fall in the stream!

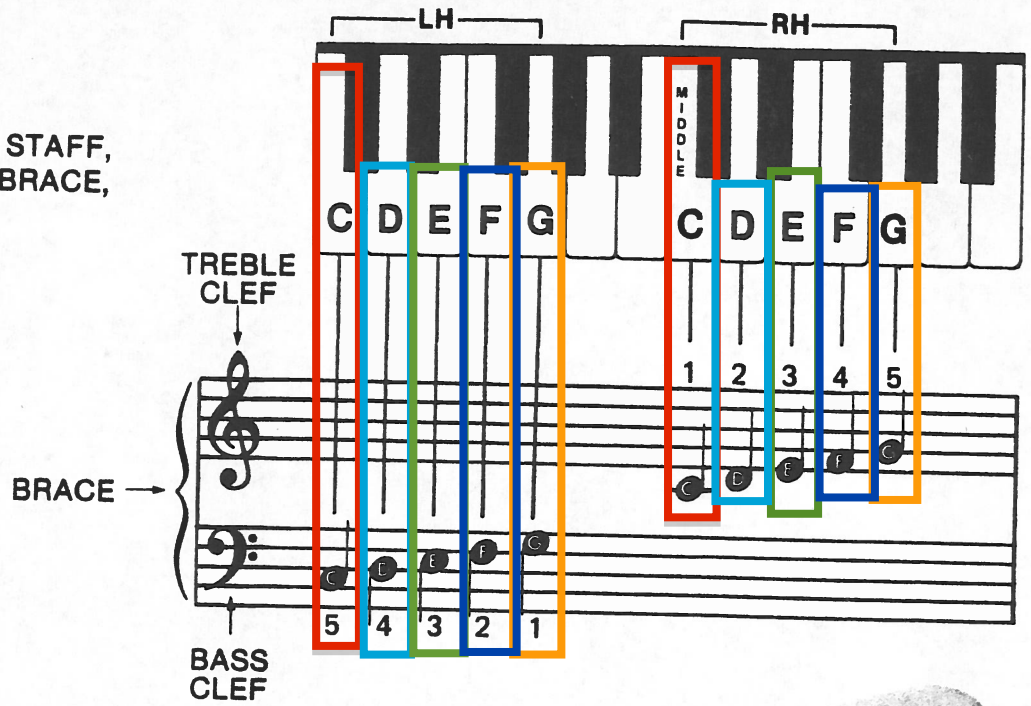
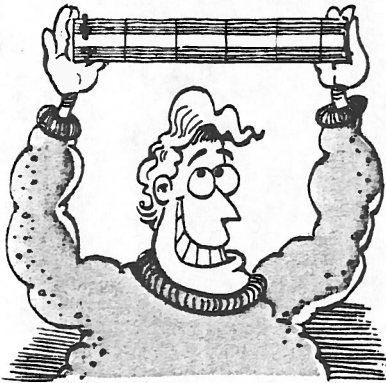
Swim, swim, swim for shore! Hope it's but a dream!

Fingers: 5 5 5 4 3 3 4 3 2 1

1 1 1 2 3 3 2 3 4 5

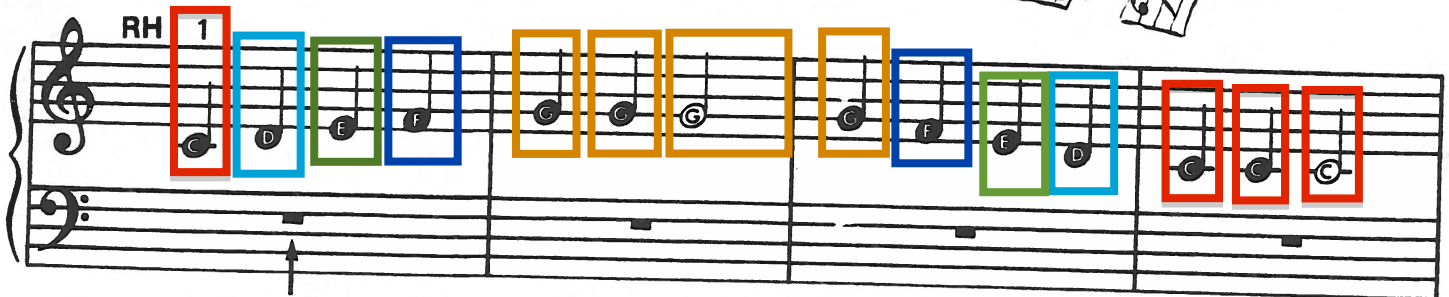



The **BASS STAFF & TREBLE STAFF**, when joined together with a **BRACE**, make up the **GRAND STAFF**.

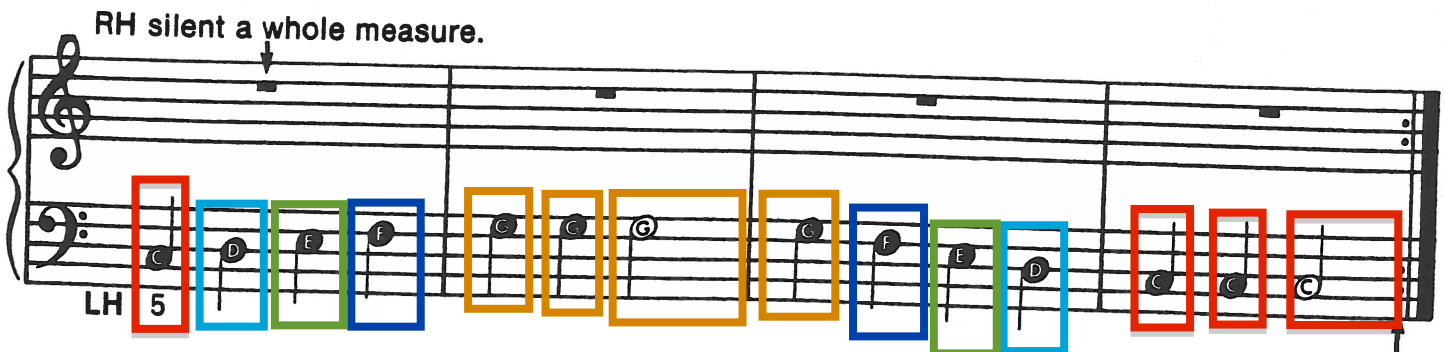


## PLAYING ON THE GRAND STAFF

Only the starting finger number for each hand is given.



This sign  is a **WHOLE REST**.  
LH is silent a whole measure!



RH silent a whole measure.

The **DOUBLE DOTS** mean  
**REPEAT FROM THE BEGINNING.**

**Legato** means connect the notes, with no break in the sound.

To play legato, “walk” your fingers on the keys.

When you walk, one foot goes down as the other foot comes up.

When you play LEGATO, one finger goes down as the other finger comes up!

## Legato Walk:

1. On the closed keyboard cover, walk back and forth using fingers 2 and 3. Try this with your R.H. and with your L.H.
2. Then repeat this exercise with fingers 1-2 and 3-4.  
Keep your fingers curved and “walk” slowly back and forth.

## Slur

A slur is a curved line over or under a group of notes.  
It means to play legato.

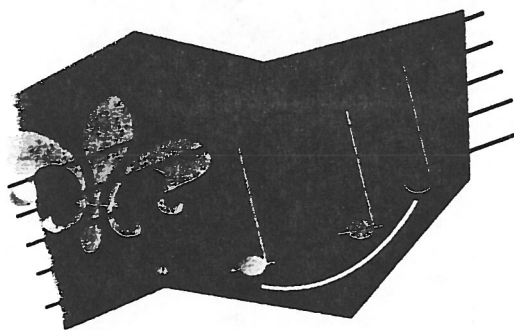


or

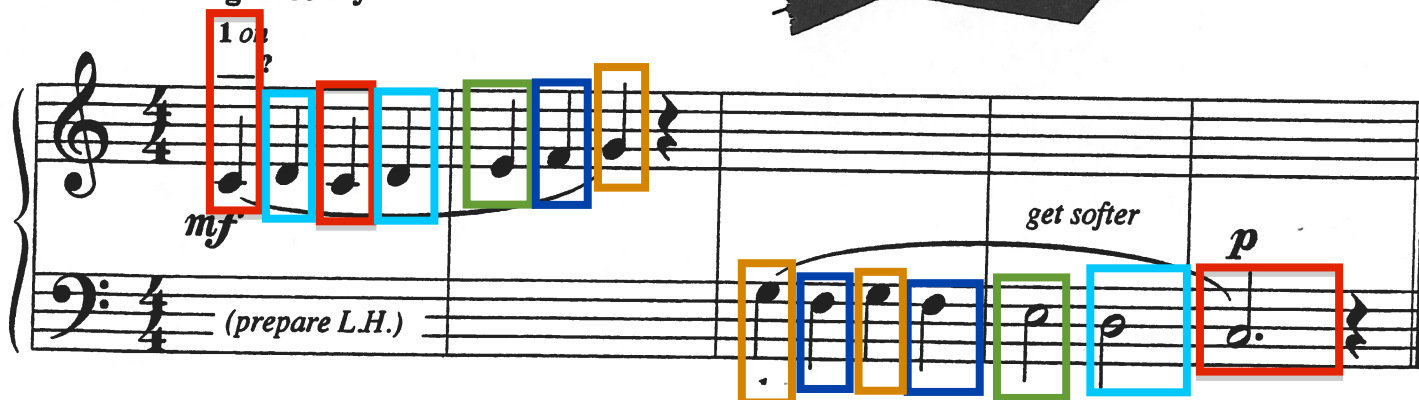


## Legato Steps

Name the position. \_\_\_\_\_



Gliding smoothly



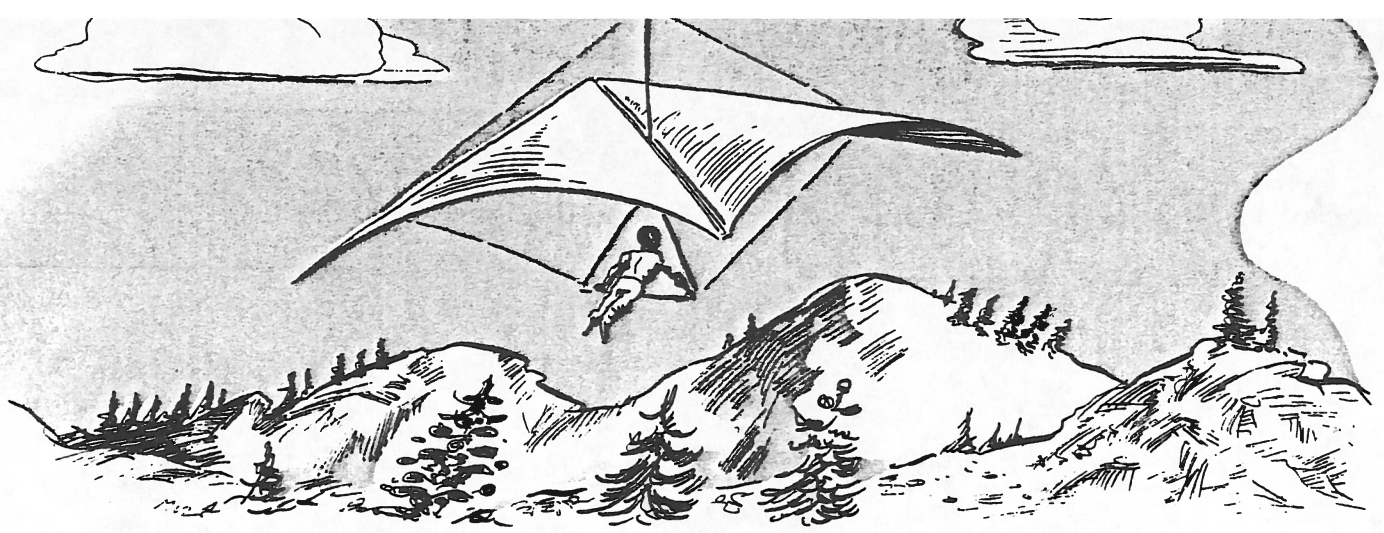
*mf*

*get softer*

*p*

(prepare L.H.)





# GLIDING

**DYNAMIC SIGNS** tell how **LOUD** or **SOFT** to play.

***mf*** (mezzo forte) = **MODERATELY LOUD**

**Moderately slow**

**1**  
*mf* Glid ing, glid ing, high er, high er, Fly ing in the skyl

*mf* 1 Glid ing, glid ing, low er, low er, Wha a way to fly!

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

**Moderately slow**

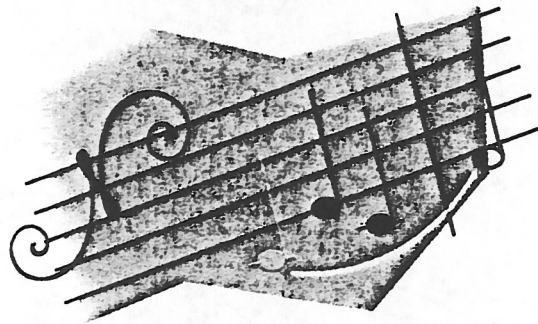
*mf* RH LH Glid ing, glid ing, low er, low er, Wha a way to fly!

## Review:



A **tie** connects one note to the same note.  
It means to hold for the value of both notes.

Tell your teacher whether each curved line in this piece is a slur or a tie.



## Legato Skips

Smoothly

*mf* <sup>\*2 on ?</sup> Skip on the keys, le - ga - to, please.

move (2) to D

(prepare L. H.)

5 Left Hand can play with ease.

5 on ?

3 1

**\*Teacher's Note:** This suggested pianistic fingering encourages relaxed hand movement and diligent note-reading.

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

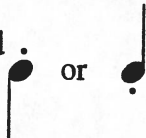
R.H. L.H. *p.* *p.* *p.* *p.* *p.* *p.* *p.* *p.*

Sometimes we want to separate notes to create a crisp, detached sound.

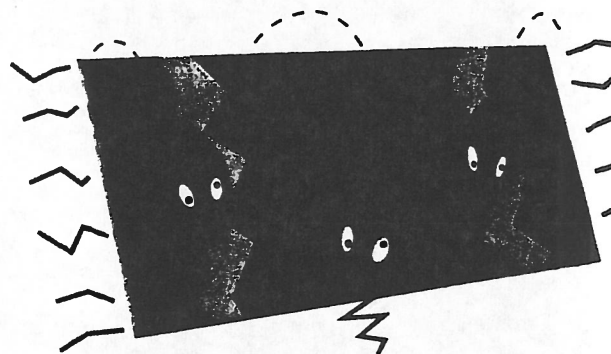
This style of playing is called **staccato** (opposite of **legato**).

To play staccato, quickly lift the finger off the key!

The staccato mark is a small dot placed above or below the note.



- First, play *Mexican Jumping Beans* using only finger 3.
- Then repeat using all 5 fingers with your hands in C Position.



## Mexican Jumping Beans

Hopping steadily

Words by Crystal Bowman

1st time (3) (3) (3) (3) (3) etc.

2nd time 1 2 3 4 5 etc.

*p* Beans are jump- ing here and there, jump- ing beans are ev- ery- where.

5

Jump- ing left and jump- ing right, one bean just jumped out of sight.

1st time 3 (3) (3) (3) (3)

2nd time 5 4 3 2 1



CREATIVE Create "popcorn sounds" by playing staccato notes in C Position. Begin slowly and gradually play faster. Then slow down and stop. Popcorn's ready!

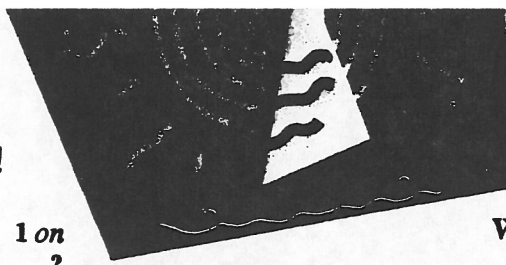
Teacher Duet: (Student plays as written)

1 5 R.H.

2 1. 2. 4 5 3



# Sailing in the Sun



**Caution!** Be careful of the quarter rests!

Words by Crystal Bowman

**Briskly**

*mf* Come go sail - ing  
with me, it's ex - cit - ing, you'll see.

1 on —?

1 on —?

**5**

What a feel - ing, so free, when you're sail - ing the sea!

**9**

*p* Feel the wind blow in your hair grow while the sun - shine warms the air. *f*

3 1 4 2

**13**

*mf* When you're sail - ing on the o - cean, life's the best it can be!



How many measures have this rhythm ?