


# PIANO

*Adventures*<sup>®</sup> by Nancy and Randall Faber  
THE BASIC PIANO METHOD



**FABER**  
PIANO ADVENTURES<sup>®</sup>

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## A Note to Teacher and Parents

*Piano Adventures*® is a piano method based on discovery, creativity, and adventure through music making. There are four books for each level: *Lesson, Theory, Performance, and Technique & Artistry*.

The *Level One Lesson Book* follows the *Primer Lesson Book*. In the primer level students learned to play basic rhythms and notes in Middle C and C Positions through recognition of steps and skips.

*Level One* continues the intervallic orientation to reading across the full range of the Grand Staff. The 5-finger position approach is presented here in a fresh, musically appealing way.

The following features contribute to the educational success of the *Piano Adventures*® method:

1. A *step-by-step approach* with constant review. The materials are organized into units which represent the major concepts and skills. As new units are introduced, earlier concepts and skills continue to be reinforced.
2. A *wide range of styles* in the musical material. This helps develop musicianship and encourages personal expression. Fanciful lyrics add enjoyment, while teacher duets provide rhythmic vitality and sonority.
3. A *strong foundation in reading* that builds successful musical performance of pitches and rhythms. As 5-finger positions are learned, students are sometimes directed to start on different fingers than those normally used for the pattern. This unique feature avoids equating a particular note with a certain finger.
4. A *sense of adventure*, brought about through *Creativity* and *Discovery* activities. An optional composing project is offered for each unit as well as frequent *Discovery* questions. The *Discovery* questions provide review and increase the student's awareness of musical concepts.

The authors wish all students and teachers "fair skies and smooth sailing" as you continue the Piano Adventure!

Visit [www.PianoAdventures.com](http://www.PianoAdventures.com) for teacher's manual and student support.

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Frank J. Hackinson





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## Adventures<sup>®</sup>

*by Nancy and Randall Faber  
with Victoria McArthur*

THE BASIC PIANO METHOD

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Nancy and Randall Faber unless otherwise noted.

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**FABER**  
PIANO ADVENTURES<sup>®</sup>

3042 Creek Drive  
Ann Arbor, Michigan 48108



## 1. Rhythm

 = \_\_\_\_ beat

 = \_\_\_\_ beats

 = \_\_\_\_ beat

 = \_\_\_\_ beats

 = \_\_\_\_ beats

## 2. Dynamics


*forte ( f )* means **loud / soft**. (circle one)

*piano ( p )* means **loud / soft**. (circle one)


*mezzo forte ( mf )* means **moderately loud / moderately soft**. (circle one)

## 3. The Time Signature

 The top number means \_\_\_\_ beats in every measure.

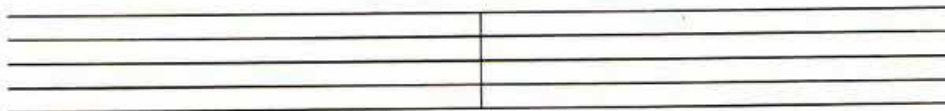
 The bottom number means the \_\_\_\_ note gets 1 count.  
draw note

 The top number means \_\_\_\_ beats in every measure.

 The bottom number means the \_\_\_\_ note gets 1 count.  
draw note

## 4. The Staff

The staff has \_\_\_\_ lines and \_\_\_\_ spaces.



Draw a whole note on each **line**.      Draw a whole note on each **space**.



The Treble clef refers to notes **above / below** Middle C. (circle one)

It is also known as the \_\_\_\_ clef.



The Bass clef refers to notes **above / below** Middle C. (circle one)

It is also known as the \_\_\_\_ clef.

## 5. Steps and Skips

Good music readers know the note names on the staff, A, B, C, D, E, F, G,  
**but also read by STEPS and SKIPS.**

Reminder: **STEPS** move **line-space** or **space-line** on the staff.

Draw a **step** up or down from each note below. Then name the notes in the blanks.

step UP	step DOWN	step UP	step DOWN
---------	-----------	---------	-----------

Reminder: **SKIPS** move **line-line** or **space-space** on the staff.

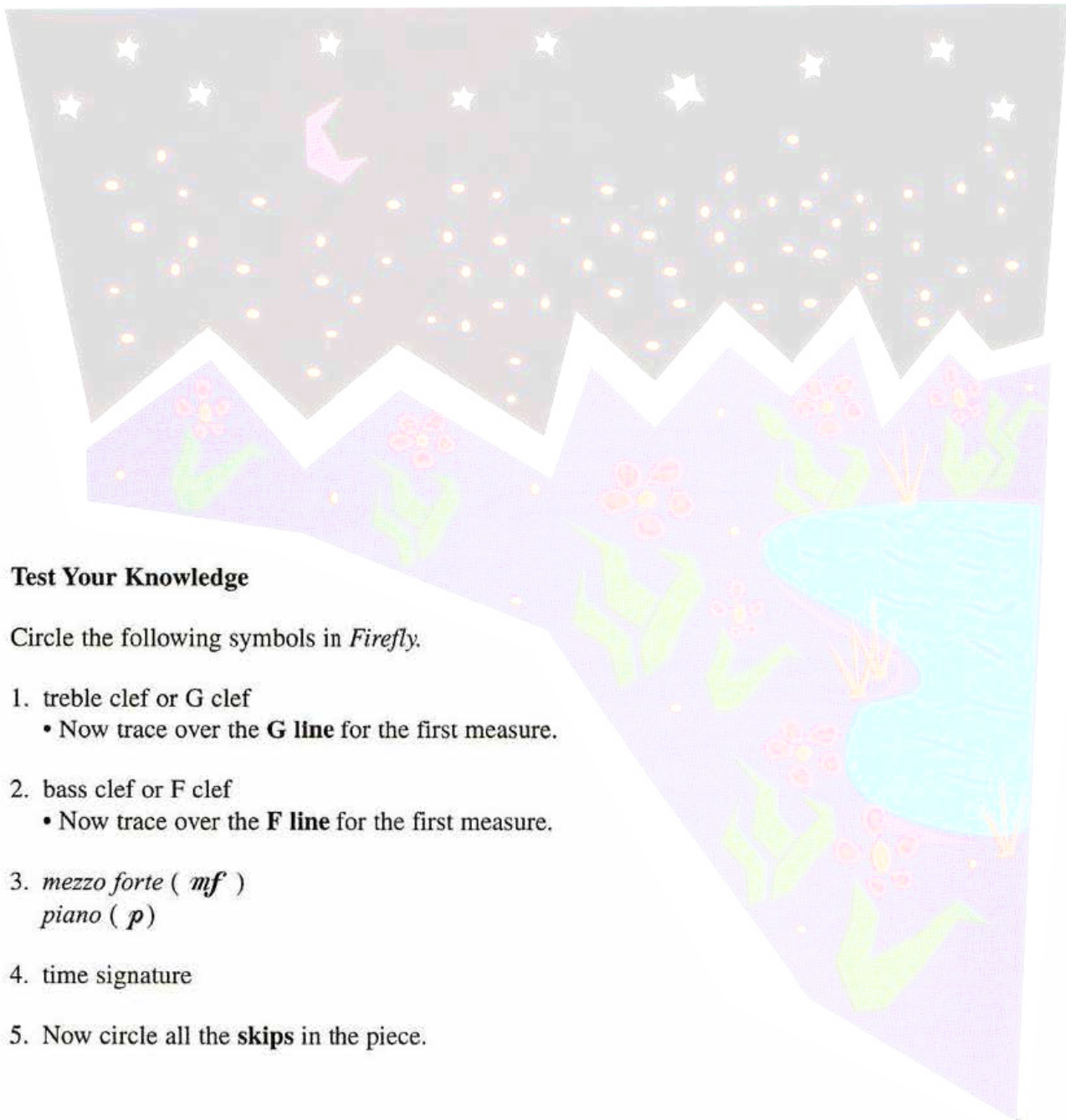
Draw a **skip** up or down from each note below. Then name the notes in the blanks.

skip DOWN	skip UP	skip DOWN	skip UP
-----------	---------	-----------	---------

## 6. Note Names

Name the notes below.

# Review Piece



## Test Your Knowledge

Circle the following symbols in *Firefly*.

1. treble clef or G clef
  - Now trace over the **G line** for the first measure.
2. bass clef or F clef
  - Now trace over the **F line** for the first measure.
3. *mezzo forte* ( *mf* )  
*piano* ( *p* )
4. time signature
5. Now circle all the **skips** in the piece.

## Firefly

C Position

Moderately  
5 on  
—?

*mf* Fire - fly, fire - fly, light - ing up the eve - ning sky,

(prepare L.H.)

5

As you fly your ti - ny light will shine through the night.

9

Fire - fly, fire - fly, you make light - ning in the sky.

13

*p* First you're here, then you're there, *mf* twink - ling ev - ery - where.



Name the notes aloud from measure 13 to the end.

Teacher Duet: (Student plays 1 octave higher)

R.H. *mp* *with pedal*

L.H. *pp* *p*

**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

1 on  
—?

*mf*

(prepare L.H.)

get softer

*p*

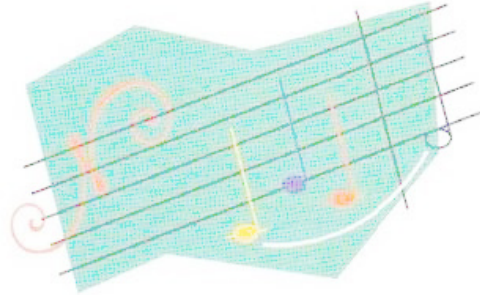
1 on  
—?

**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

\*2 on \_\_\_?  
mf Skip on the keys, le - ga - to, please.  
move (2) to D  
(prepare L. H.)

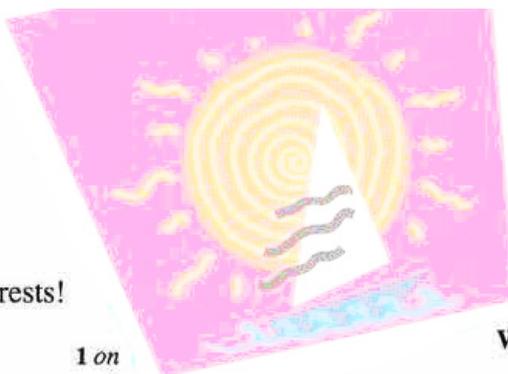
5  
Left Hand can play with ease.  
3 1  
5 on \_\_\_?

**\*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 with pedal

# Sailing in the Sun



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

Words by Crystal Bowman

**Briskly** 1 on  
—?

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

1 on  
—?

**5** 3

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

**9** 3  
1 4  
2

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

4

**13**

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

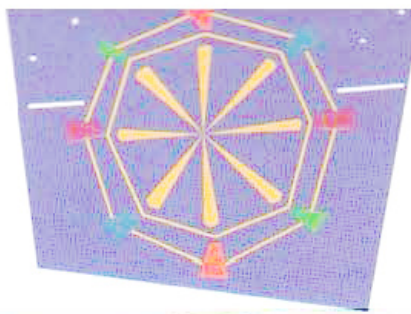
DISCOVERY

How many measures have this rhythm

? —

Reading Check:

Circle all the skips in this piece.



# Ferris Wheel

Words by Crystal Bowman

Gracefully

3 on  
—?

*mf* Rid - ing high - er, 'round and a - round. Turn - ing,

(prepare L.H.)

2 on  
—?

6

turn - ing, down to the ground. Oh, what a view when we're

11

rid - ing so high. I just love the fer - ris wheel ride!

DISCOVERY



Point out the slur which includes 4 measures.

Teacher Duet: (Student plays 1 octave higher)

R.H. L.H. *p*

6

11

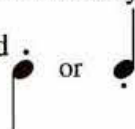
# Staccato

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

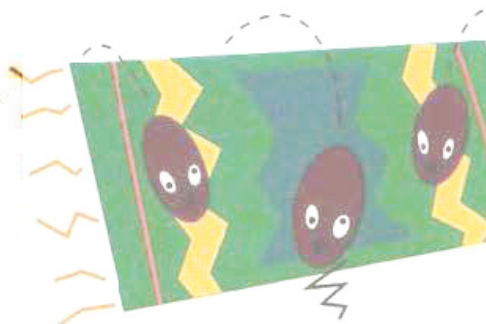
This style of playing is called **staccato** (opposite of **legato**).

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.

5

- 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)

# The Haunted Mouse

## Finger Check:

Are your fingers curved and playing on their tips?



### Scampering along

3 on \_\_\_?

1 on \_\_\_?

*p* I'm a lit - tle mouse that's in a haunt - ed house.

2 on \_\_\_?

1

5 I will al - ways squeak when I hear peo - ple shriek!

4  
2

9

4  
2

It's a lot of fun to watch the peo - ple run. Oh,

*grow* *louder*

13

3

*f* it's so en - ter - tain - ing in this house for a mouse!

*p*

Play the lowest key on the piano.

3



Identify each curved line as a slur or a tie.

# Classic Dance



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

**Wrist Check:** Are your wrists relaxed as you play staccato?

Repeat this line

Rather quickly

*mf* - *p* on repeat

1 4 3 2 1

9 2

5 on —?

*p* grow louder *mf*

13

*mf* slow down and get *p* softer

DISCOVERY



Tell your teacher whether each measure is **stepping** or **skipping**.

Teacher Duet: (Student plays as written)

1 5 13

R.H.

L.H. *mf-p*

2 3

1. 2. 3. Fine

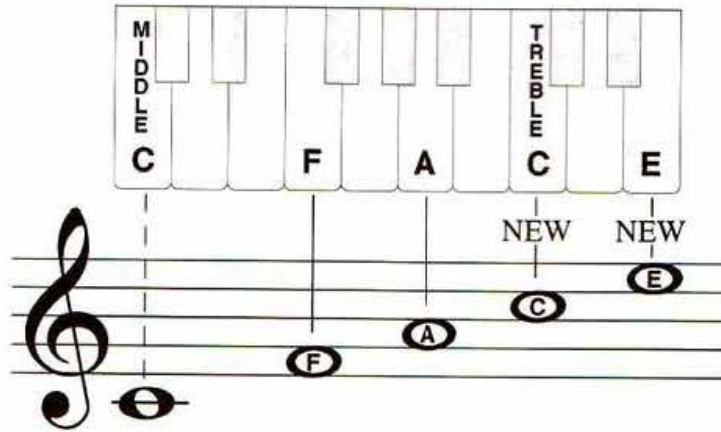
D.C. al Fine  
(Take 2nd ending)

9



# FACE the Spaces

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




### Space Note Drill:

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.

Are you **STEPPING** or **SKIPPING**? (*circle*)

## Skipping in Space

Name each note in the blank.

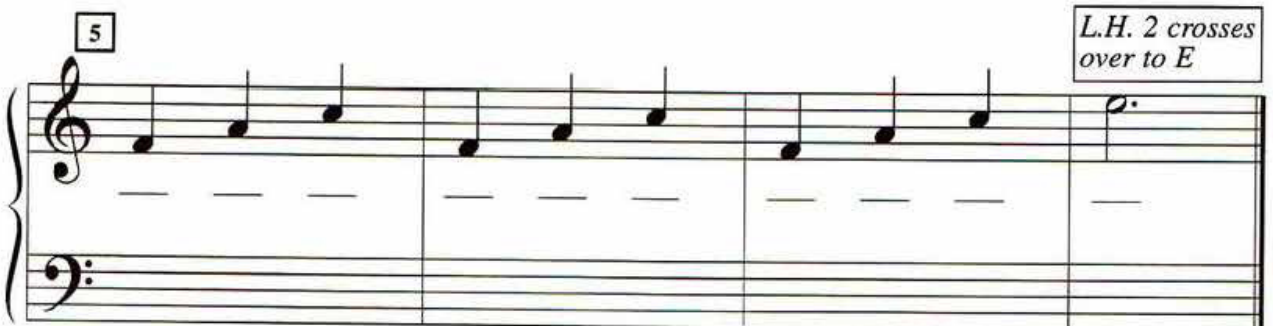
Hold the right foot pedal down throughout the piece.

Steady 1 on —?



5

L.H. 2 crosses over to E




Press the right foot pedal down and create a short piece using treble F - A - C - E. Call it "Funny Faces."

# Half-Time 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.

5

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

Hold the right foot pedal down throughout the piece.



# The Lonely Pine

Slowly 3 on \_\_\_?

*mf* *p* (echo softly)

1 on \_\_\_?  
5 on \_\_\_?

5

*mf* *p*

move ① to F

Teacher Note: Stemming may be explained here, but is formally introduced in the Theory Book, p.9.

# Bass C, Middle C, Treble C

BASS C      MIDDLE C      TREBLE C

Bass C is 3 spaces down.      Treble C is 3 spaces up.

Draw several Bass C's, Middle C's, and Treble C's on the grand staff above.

### Octave Review Exercise:

1. With R.H. fingers **1** and **5**, *lightly* jump back and forth between **Middle C** and **Treble C**.
2. With L.H. fingers **1** and **5**, *lightly* jump back and forth between **Middle C** and **Bass C**.

Hint: Pretend the three C's are "magnets" which guide your fingers from octave to octave.



## Magnetic March

Briskly

*p* Oc - tave up,      oc - tave up.      Can you play an      oc - tave up?

5

Oc - tave down,      oc - tave down.      Lis - ten to the      oc - tave sound!



Which two C's are space notes? **Bass C** **Middle C** **Treble C** (circle)



New Dynamic Mark

*mp* — mezzo piano  
moderately soft



# Soaring Eagle

Hold the right foot pedal down throughout the piece.

Moderately  
1 on —?

*f* Soar - ing and soar - ing, the *mf* ea - gle's ex - plor - ing the

5

*mp* wide o - pen coun - try that's home. *p*

1 on —?



# Li'l Liza Jane

Brightly  
3 on —?

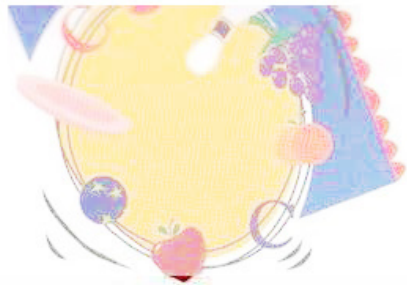
*mp* There's a girl that I a - dore, *f* Li'l Li - za Jane;

5

1 on —?  
5 on —?

*mp* She's the one who lives next door, *f* Li'l Li - za Jane.

1



# The Juggler

Brightly 3 on \_\_\_?  
1 on \_\_\_?

1

Ap - ples, peach - es, pears, or grapes, he can jug - gle chi - na plates, or

*mf*

5

bowl - ing pins and rub - ber balls. He can toss them all!

9

The juggler juggles C's!

1 R.H. crosses over 1 R.H. over

Throws fast. Spins 'round. Noth - ing will touch ground.

*mp*

R.H. 2 over R.H. 2

1 L.H. 1 1 L.H. 1

13

1 R.H. over 3 1

Three C's fly - ing in the air. Try it if you dare!

R.H. 2 over *f*

1 L.H. 1 2



Can you make up a short piece that uses octaves?

# Intervals

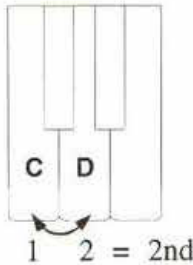
The distance between 2 notes on the keyboard or staff is an **interval**.

You have already learned the intervals of a **step** and a **skip**.

Now we will give them new names.

## 2nd (second) = a step

2nds move to the **next letter** of the alphabet.



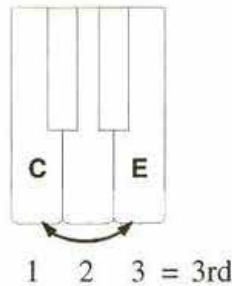
## Car Honks

Remember, **2nds** (steps) move from a **line to the next space** or a **space to the next line**.

1. Name each note in the blank. Then play the 2nds separately and together. *Listen!*

## 3rd (third) = a skip

3rds skip **over a letter** of the alphabet.



## The Gentle Harp

Remember, **3rds** (skips) move from a **line to the next line** or a **space to the next space**.

2. Name each note in the blank. Then play the 3rds separately and together. *Listen!*

Note: This book will now refer to steps and skips as 2nds and 3rds.

# Kite in the Sky



Hold the right foot pedal down for the first 3 lines of music.

Your teacher will show you how.

Gliding gracefully

*mf* High - er and high - er the kite flies,

1 5 (prepare L.H.)

L.H. 2 over

Pedal 5 on down. —?

5 (prepare L.H.)

soar - ing up in - to the sky.

L.H. 2 over

9 (prepare L.H.)

Ov - er the tree - tops it's fly - ing,

L.H. 2 over

13 Lift pedal.

3

catch - ing the wind so high. *mp*

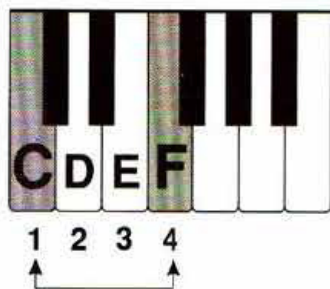
1 2



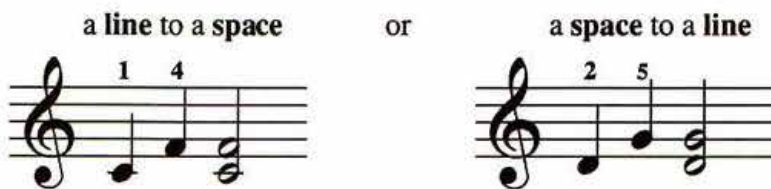
Point out 3 different 2nds. Point out 3 different 3rds.

# Fourths

The interval of a 4th spans 4 letter names.



On the staff a 4th (fourth) is:



Play these 4ths separately and then together.  
Listen to the sound!

At the piano, find and play:

a 4th UP from G is \_\_\_\_\_ a 4th DOWN from G is \_\_\_\_\_

a 4th UP from A is \_\_\_\_\_ a 4th DOWN from A is \_\_\_\_\_

Try to memorize the sound of a 4th!

Circle each 4th in the music below.

## The Talking Tuba

Moderately fast

4 on \_\_\_?  
1 on \_\_\_?



Play the left hand of *The Talking Tuba* in a lower octave.  
Listen to the low staccato sounds!



8<sup>va</sup> — — — Play one octave higher than written.  
 When 8<sup>va</sup> — — — is written below the staff,  
 play one octave lower.



# Runaway Rabbit

Quickly

1 on  
—?

*mf* Run - a - way Rab - bit had a bad hab - it, he'd run a -

6  
1  
way and go hop - ping for hours. We'd run be - hind him,  
5 on  
—?

11  
then when we'd find him he would be eat - ing the flowers, the

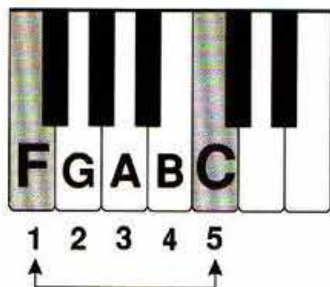
16  
4  
1  
*p* (prepare R.H.) 8<sup>va</sup> 4  
1  
flowers. *f* Eat - ing the flowers!



Circle each 4th (fourth) in this piece of music.

# Fifths

The interval of a 5th spans 5 letter names.



On the staff a 5th (fifth) is:

a line to a line

or

a space to a space



Play these 5ths separately and then together.  
Listen to the sound!

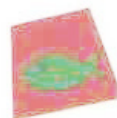
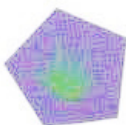
At the piano, find and play:

a 5th UP from G is \_\_\_\_\_ a 5th DOWN from G is \_\_\_\_\_

a 5th UP from A is \_\_\_\_\_ a 5th DOWN from A is \_\_\_\_\_

Try to memorize the sound of a 5th!

# Rain Forest



Hold the right foot pedal down throughout the entire piece.

Moving gently *mp* 1 on \_\_\_\_\_?

1 - 2 - 3 - 4 1 - 2 - 3 - 4

5 on \_\_\_\_\_?

3 3 1 5 8va -7

1 - 2 - 3 - 4 p 1 - 2 - 3 - 4

3 1



How many measures in this piece use the interval of a 5th? \_\_\_\_\_

# Lightly Row

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



**Finger Check:** Are your fingers gently curved and playing on their tips?

Splashing happily

Traditional

5 on    ?

*mp* Light - ly row, light - ly row, o - ver all the waves we go.

1 2

1 5 1 4 1 3

5

1 on    ?  
5 on    ?

Sing and float, sing and float, in our lit - tle boat.

5

9

*p* Rock - ing, laugh - ing in the sun, sing - ing songs with ev - ery - one.

2 3

1 2 1 5

13

*mp* Light - ly row, light - ly row, in our lit - tle boat.

1

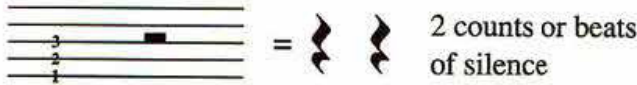
1



Name each L.H. interval for your teacher.

# Half Rest and Whole Rest

The half rest sits **above** line 3 on the staff.



The whole rest hangs **below** line 4 on the staff.



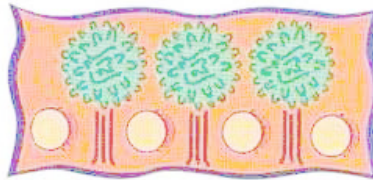
The whole rest can also mean to rest for any *whole measure*.



With your teacher, tap the rhythm of this piece on the closed piano lid. Remember to tap with the correct hand. As you tap, can you count aloud, "1 2 3 4"?

Notice the different left hand position.

Moving quickly ( $\text{♩} = 100$ )



## Forest Drums

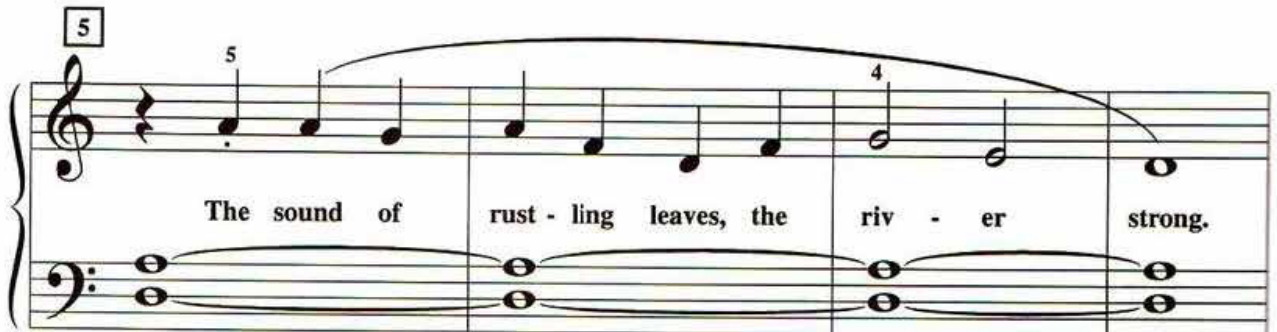
3 on \_\_\_?



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

1 on \_\_\_?  
5 on \_\_\_?

5



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

9

(1 - 2 - 3 - 4) Drum - ming

(1 - 2 - 3 - 4) rhy - thm

fills the air,

fills the air.

Drum - ming

*f*

5 1

1 5

1 5

14

rhy - thm

calls me.

*mf* I've trav - eled far and long,

3

1 4 5

1 5

19

I'm not a - lone.

The sound of

for - est drums will

23

lead me home.

(1 - 2 - 3 - 4)

*mp*

*p*

1 5

8va - - - - -



DISCOVERY Name each rest in the music for measures 14-17.

Now turn to *Lightly Row* on p. 25.

Add a whole rest for the L.H. in each blank measure.

# No Moon Tonight



## Sound Check:

Listen for changes in the dynamics (*p*, *mp*, *mf*)

Smoothly moving

1 on  
—?

*p* No moon to - night,

1 on  
—?

5

*mp* no moon to - night.

9

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

13

no moon to - night.



How many beats does each whole rest receive in this piece? \_\_\_\_\_

# Grumpy Old Troll

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



Poking along

4 on \_\_\_?  
—?

1 on \_\_\_?  
4 on \_\_\_?

5

2  
1

9

13

Prepare L.H.

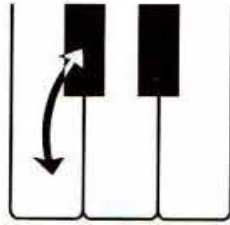
5  
8va - - - - - !

CREATIVE



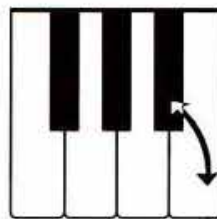
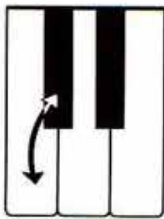
Experiment by playing the last 3 notes in the lowest C Position on the piano.

# Half Steps



From one key to the very next key is a **half step**.

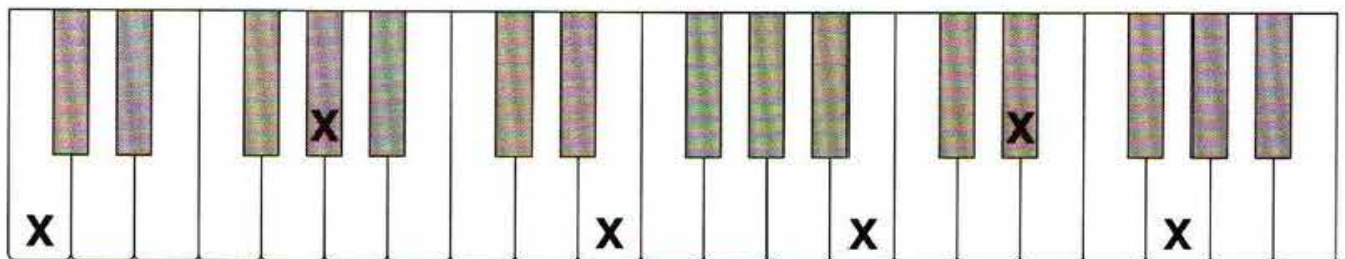
Find and play these half steps on the piano.  
Say aloud “half step” as you play.



## Half Step Practice

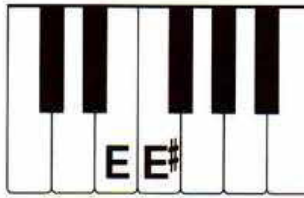
1. Play an F  
Play **up** a half step.  
(Did you land on a black key?)
2. Play an A.  
Play **up** a half step.
3. Play C.  
Play **up** a half step.
4. Play an E.  
Play **up** a half step.  
(Did you land on a white key?)
5. Play a G.  
Play **up** a half step.
6. Play a B.  
Play **up** a half step.  
(Did you land on a white key?)

Put a check (✓) on the key a **half step higher** from the keys marked X.



# This is a sharp:

A sharp means to play the key that is a **half step HIGHER**.

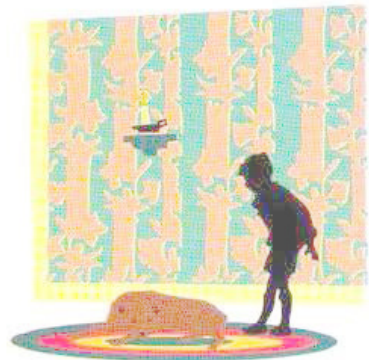


Notice that E sharp is a white key!  
(B sharp is also a white key.)

Play these notes on the piano. Then name them in the blanks below.



## Sneaking Past the Sleeping Dog



**Very steady**

*mp* (sneaking past the dog)

(prepare L.H.)

(so far, so good)

4 on ?

(getting nervous)

(trips on a shoelace)

*f*

1 5

A sharp carries through an entire measure, but not past a bar line. In a new measure, the sharp must be written again.



## Merlin the Wizard

Use the right foot pedal for the entire piece. Heel on the floor!

**Mysteriously** 1 on \_\_\_?

*mp* Deep in the for - est, Mer - lin ap - pears.

5 on \_\_\_?

5

He's the mag - ic wiz - ard with the long white beard!

*p*



DISCOVERY Which measure has the most F sharps? \_\_\_\_

**\*Teacher Technique Hint:** To help play the black key (F#), have the student raise the wrist slightly and “walk in” toward the fallboard. This also encourages a natural slur gesture.

**Teacher Duet:** (Student plays *as written*)

8va

*p*

*mp*

# Russian Sailor Dance



Traditional  
Russian Folk Song

Quickly, with energy

1 on  
—?

*mf*

2 on  
—?

1

3

2

3

*f*

3

1

3

2

2

3

3

1

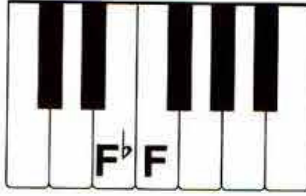
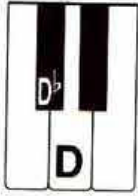
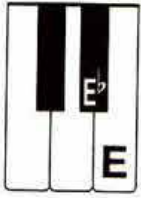


For a special ending, let the Russian Sailor dance up and down the keyboard.  
Use only A's and G#'s in different octaves. End with the lowest A on the piano!

Teacher Duet: (Student plays 1 octave higher.)

# This is a flat: $\flat$

A flat means to play the key that is a **half step LOWER**.



Notice that F flat is a white key!  
(C flat is also a white key.)

Play these notes on the piano. Then name them in the blanks below.



A flat carries through an entire measure, but not past a bar line. In a new measure, the flat must be written again.



## The Super Secret Agent

Slowly

Musical score for 'The Super Secret Agent' in 4/4 time. The tempo is 'Slowly'. The score consists of two staves: a treble clef staff and a bass clef staff. The treble staff has a first ending bracket over the first two measures. The bass staff has a first ending bracket over the last two measures. The dynamic marking is *f-p* on repeat. A circled '1' is placed above the first measure of the treble staff.



Which measure has the most flatted notes? *measure*     

Teacher Duet: (Student plays *as written*)

Teacher Duet musical score in 4/4 time. It features two staves: a right-hand (R.H.) staff and a left-hand (L.H.) staff. The R.H. staff has a first ending bracket over the last two measures. The L.H. staff has a first ending bracket over the last two measures. The dynamic marking is *f-p*. A circled '1' is placed above the first measure of the R.H. staff.

# Party Song



Before playing, look at measure 6 and plan how you will play it.

Words by Crystal Bowman

**Brightly**

*f* I like go - ing to a par - ty, I like hav - ing fun.

5 on —?

5 4 5 ② R.H. 5 4 2

L.H. over

Play - ing games and win - ning priz - es, fun for ev - ery - one.

9

I am in the mood for some par - ty food.

13

I like go - ing to a par - ty, I like hav - ing fun!



Name the 3 flats used in this piece. — b, — b, and — b.

# Boogie on Broadway

Watch out for the sharps and flats!



Fast and rhythmic

1

*mf* I want to go see a show on Broad - way.

(prepare L.H.)

5

I can't help tap - pin' my toes on Broad - way.

1 on  
\_?

9

Mu - si - cal stars and shows I just can't wait to go!

13

*f* New York! Broad-way here I come!

2

DISCOVERY



Where are the first 2 measures found later in the piece?

Teacher Duet: (Student plays 1 octave higher)

R.H.

L.H. *mp*

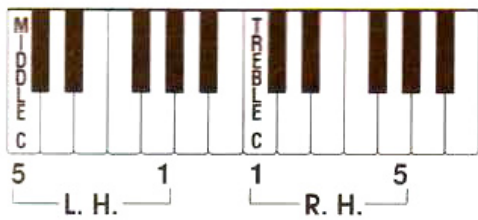
5

9

13

2

# Scarf Dance



Notice that both hands are written in the treble clef.

**Mauro Giuliani**  
(1781-1829, Italy)

Rather fast

1

*f-p on repeat*

5

4

9

2

*f-p on repeat*

1

13

4

Repeat from measure 9 playing softly (*p*).



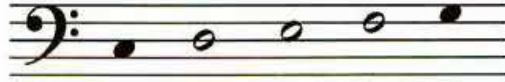
What note is flatted throughout the entire piece? \_\_\_\_

# Tonic and Dominant

In C Position and other 5-finger positions you will learn:

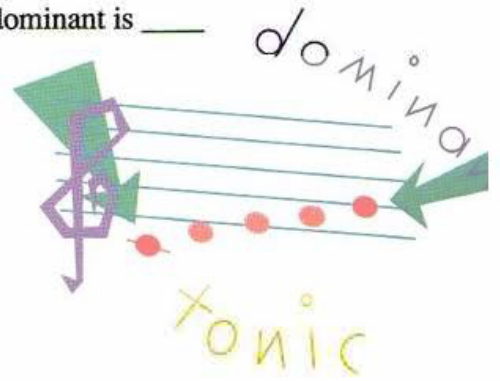
the 1st note is called the **tonic**

the 5th note is called the **dominant**



Write in the letter name: In C Position, the tonic is \_\_\_\_\_. The dominant is \_\_\_\_\_

Most pieces usually end on the **tonic**.  
Does *Two Note March* end on the tonic?



## Two-Note March

Play this piece singing the words aloud.

5

*f* 5th note, dom - i - nant! 1st note, ton - ic!

1

5

Dom - i - nant, ton - ic, G back to C.

Circle tonic or dominant for each measure.

tonic      tonic      tonic      tonic      tonic      tonic  
dominant      dominant      dominant      dominant      dominant      dominant

# Girl on a Bicycle



Music by Ferdinand Beyer  
adapted

Wheeling along

1 on —?      5

*mf* Rid- ing up and down the hills, I know I will not take a spill. I

5 on —?

5

1      1 3 2 3

zoom a - round my neigh- bor- hood each day when school is done!

5      1      5

DISCOVERY



Circle all the **dominant** notes for the **L.H.** in *Girl on a Bicycle*.

# Boy on a Bicycle



Music by Ferdinand Beyer  
adapted

Pedaling along

1      5

*mf* Cy- cling is my fa- v' rite sport, I e - ven did a school re - port a -

5      1

5

bout my ten - speed bi - cy - cle and how I love to ride!

4      5 3 1 3      5

DISCOVERY

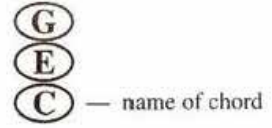


Circle all the **tonic** notes for the **R.H.** in *Boy on a Bicycle*.



# The C Chord

The C chord is made up of 3 tones that build up in 3rds from C. Practice these warm-ups to help you master the C chord.



1. Repeat 8<sup>va</sup> higher

*mf*

2. Repeat 8<sup>va</sup> lower

*mf*

**Blocked chords:**  
notes of the chord played at the same time



## C Chord March

Steady

*f - p on repeat*

**Broken chords:**  
notes of the chord played separately



## Playful Porpoise

Playfully

*mp*

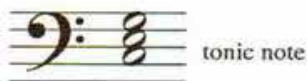
L.H. (2) over



Compose a short piece of your own using blocked and broken C chords. You may enjoy using the pedal.

**I** is the Roman numeral for the number **1**.

The C chord is called the **I chord** or **tonic chord** in C Position.



**C Position: I**

Before playing this piece, write a **I** under each measure with a C chord.



## Song for a Scarecrow

**C Position**

Wishfully

3 on  
—?

Words by Crystal Bowman

mf  
I'm hang-ing a - round, oh, watch

Ex. I

5

ing all the corn grow. Wish I could find

9

broken chord

some-one to play with this old scare - crow.

13

broken chord

p

# My Pony

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



Traditional

Trotting along

1 on \_\_\_?  
2 on \_\_\_?

*mf* Trot, trot, trot, go and nev - er stop!

1 on \_\_\_?  
3 on \_\_\_?  
5 on \_\_\_?

5 2

Where it's smooth and where it's ston - y, *p* go a - long my lit - tle po - ny.

Move to Middle C Position

2

9

Hear your hooves clip clop, *f* 5  
Gid - dy - up, now trot!

(L.H. gets ready)

1 3 5

CREATIVE



Hold the pedal down and play C chords beginning *high* and ending *low* on the keyboard.

Teacher Duet: (Student plays 1 octave higher)

R.H. 5

L.H. *mp*

9

*pp*

# Row, Row, Row Your Boat



Fast

Traditional

1

*mf* Row, (2 - 3) row, (2 - 3) row your boat

5

gent - ly down the stream. (2 - 3) 1 - 2 - 3)

9 L.H. over

2 R.H. 5 3

Mer - ri - ly, mer - ri - ly, mer - ri - ly, mer - ri - ly,

(prepare L.H.)

13

5

life is but a dream. *p*

1



Write the letter names of the C chord. \_\_\_\_\_  
Which line of music uses only notes of the C chord?

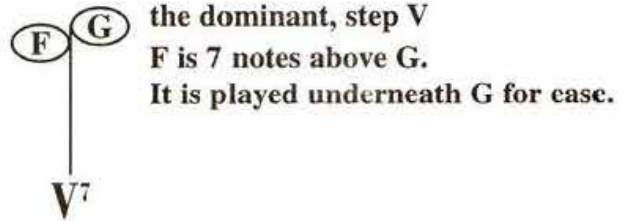
# The V<sup>7</sup> Chord

V is the Roman numeral for the number 5.

The V<sup>7</sup> chord (pronounced “five-seven”) is a 4-note chord.



In this book, a simplified 2-note version of the V<sup>7</sup> chord is used.



1. Play the chords below while saying their names aloud.

Play: L.H.

I V<sup>7</sup> I

Play: R.H.

I V<sup>7</sup> I



**Chord Hint:** Play lightly and close to the keys!

## Tap Dancing

Very steady

2.

*mp* I V<sup>7</sup> I V<sup>7</sup> I V<sup>7</sup> I

## Reading Chord Symbols

3. Play I and V<sup>7</sup> chords in C Position by reading the chord symbols below.

Use L.H. I V<sup>7</sup> I V<sup>7</sup> I Use R.H. I I V<sup>7</sup> V<sup>7</sup> I

Write a I or V<sup>7</sup> in each box below the music.



# Jazzy Joe

Lively

1

*mf*

There goes that Jaz - zy Joe in his new fan - cy clothes.  
He can play an - y - thing, rock 'n' roll, pop, or swing.



5

Ev - 'ry - one seems to know that Jaz - zy Joe.  
Ev - 'ry - one loves to sing with Jaz - zy Joe.




Special Effect: Hold the right foot pedal down for measures 9-14. Your teacher will help you.

9

*f*

(move R.H. quickly)

Pedal down.

13

1

2

Lift pedal.




Create your own I and V<sup>7</sup> chord exercise in C Position. Write I or V<sup>7</sup> in each of the blanks below. Then play your exercise with your L.H., then R.H.

\_\_\_\_\_

# Shepherd's Song

(from the *Sixth Symphony*)



Peacefully

3 on  
—?

Ludwig van Beethoven  
(1770-1827, Germany)

*mp*

Count: 1 - 2 - 3    1 - 2 - 3    1 - 2 - 3    1 - 2 - 3

1

1 on\_\_?  
5 on\_\_?

5

1 - 2 - 3 etc.

9

4

4

13

*p*

Move to Middle C (3)  
Position.

Move to C  
Position. (1 3 5)



Sometimes a note of the I chord is left out. It is still the I chord.  
Label each I and V<sup>7</sup> chord in this piece.

**rit. = ritardando**

This means a **gradual slowing down** of the speed of the music.  
*Ritardando* is often shortened to *ritard.* or *rit.*

# Au Clair de la Lune

(By the Light of the Moon)

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



Rather fast

1 on \_\_\_?  
\_\_\_?

French Folk Song

1 on \_\_\_?  
3 on \_\_\_?

move (3) to \_\_\_?

DISCOVERY



Which part of this piece sounds like an echo?

Teacher Duet: (Student plays 1 octave higher)



# Notes in the G Positions

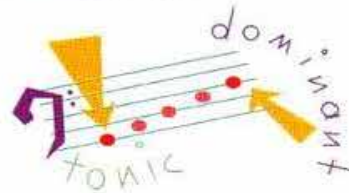
## Treble G Position

## Middle G Position

## Bass G Position

Play each of these 5 finger G Positions on the piano. Say the note names aloud as you play.  
In G Position, **G** is now the **tonic** note. **D** is the **dominant** note.

# Warm-Up in G



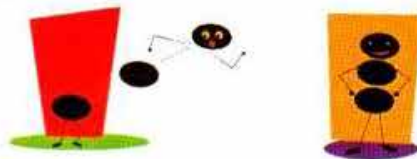
Steady

1 on —?

Ton - ic up to dom - i - nant. *mf*      Ton - ic up to dom - i - nant.

5 on —?

Sec - onds in Bass      G Pos - i - tion,      now play thirds with      ease.

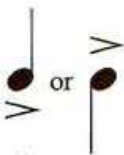



# Chords in G

Smoothly

*mp* broken chord      blocked chords

I      I      V<sup>7</sup>      I

accent mark  or  means accent the note by playing it louder than the others around it.



# Alarm Clock

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

Ticking happily

3 on ?

*mp* Tick-tock, tick-tock, tick-tock, tick-tock.

1 on ?

5

*mf* I have an alarm clock, tick-tock, tick-tock.

9

If I do not wind it, it slows down and stops.

13

1 octave higher 8va

2 octaves higher 15ma

*mp* Tick-tock, tick-tock, tick-tock, tick-tock!  
*p*

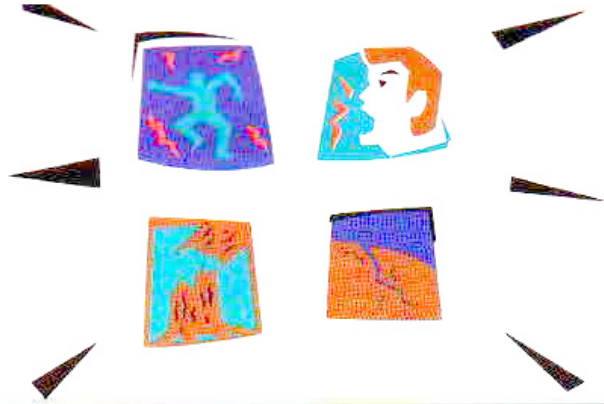


At the end of the piece, did your clock slow down and stop?

# Dinosaur Stomp

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

Does the L.H. begin on  
Bass G, Middle G or Treble G?  
(circle one of the above)



Slow and heavy

5

*f* Crash! Boom! Thunk! Make way, Crash! Boom! Thunk! Love to

5 on \_\_\_?  
3  
2 (2) 1 5  
2 1

9

roar and do my pre - his - tor - ic danc-ing, All the

5  
3 on \_\_\_?  
1 on \_\_\_?  
4 1 (2) 1

13

tree trunks break, the earth cracks and shakes, Love to

2 (4) 1 5  
2 2

17

roar and do the Di - no - saur Stomp!

2 1 5  
3 8<sup>va</sup>



Is the first note in measure 15 the **tonic** or the **dominant**? (circle one)

Does the piece end on the **tonic** or the **dominant**?

# Upbeat

This piece begins with an **upbeat** (or **pick-up note**). The upbeat leads into the first full measure.

If a piece has an *upbeat*, the last measure will often be incomplete. The combined beats of the incomplete first and last measures will equal one full measure.



## Jumbo's Lullaby

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

Reminder: This piece begins on beat 3.

Like a lullaby

Words by Crystal Bowman

5

1 on 5

3 on 1

1 on

9

(prepare R.H.)

8va

p

Shh.

rit.



Compose a piece in Bass G Position with a L.H. melody. Call it "Elephant Walk."

Teacher Duet: (Student plays as written)

5

9

p

8va

# When the Saints Go Marching In

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



This piece begins on beat 2.

Brightly Traditional American

1

Oh, when the saints go march - ing in,

*mf*

1 3 5

4

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

4

8

3

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

1 3 8 8

4

12

do) when the saints go march - ing in.



Write I or V7 in the boxes given. (Hint: A note is left out of two I chords.)

# The Bubble



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

**Eye Check:** Can you play this entire piece, except the last measure, without looking at your hands?

With excitement

Words by Crystal Bowman

1 on  
—?

2 5

1

3 1

*mf*

I  
blew a great big  
bub-ble while  
chew-ing gum to-day. It

1 on  
—?

5

stretched out wide be-fore it popped, I'm  
real-ly pleased to say.

9

4

4

*mp*

Gum got on my cheeks, and  
in my nose and hair.

1 4

1 5

13

Ev - ery - thing was look - ing pink but oh, I did - n't care. My

*mf* *f* *mp*

4 5 4 2 1 2

17

ears were plugged a lit - tle, some gum was on my chin. The

21

col - lar of my new white shirt was stick - ing to my skin. The

*f*

3

25

bub - ble was e - nor - mous, the noise was ver - y loud! My

*p*

5 3 1 3

29

moth - er was - n't hap - py, but I was real - ly proud!

*f*

Very slowly Quickly

3



Which line of music uses only notes of the G chord?

1/5

**Certificate  
of Achievement**

**CONGRATULATIONS TO**

\_\_\_\_\_ (Name of student)

You have completed

**Piano Adventures® Lesson Book 1**

and are now ready for:

**Piano Adventures® Lesson Book Level 2A**

**Piano Adventures® Theory Book Level 2A**

**Piano Adventures® Performance Book Level 2A**

**Piano Adventures® Technique & Artistry Book Level 2A**

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

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## Supplementary Material by Faber and Faber for Level 1

### Achievement Solo Sheets:

- I'm Ready! A2018
- Look At What I Can Do! A2009
- Plurals! A2006
- Shout Boo! A2025

### Achievement Duet Sheets:

- Happiness Runs AD3003

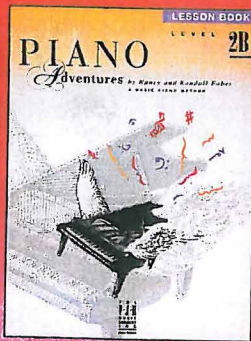
### Collections:

- I Can Read Music, Book 1 FF1048  
(a note speller)
- Once Upon a Rainbow, Book 1 FF1103  
(colorful solos by Nancy Faber)
- Piano Adventures® Christmas, Level 1 FF1138  
(with "sightreading stocking stuffers")

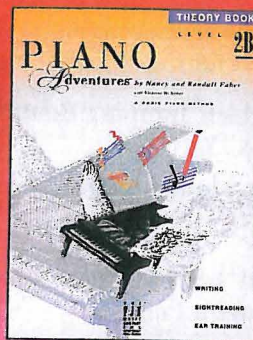
### The PlayTime® Piano Series:

- PlayTime® Piano Children's Songs FF1039
- PlayTime® Piano Christmas FF1002
- PlayTime® Piano Classics FF1018
- PlayTime® Piano Favorites FF1013
- PlayTime® Piano Hymns FF1000
- PlayTime® Piano Jazz & Blues FF1044
- PlayTime® Piano Popular FF1001
- PlayTime® Piano More Popular FF1053
- PlayTime® Piano Rock 'n Roll FF1019
- PlayTime® Piano Favorites MIDI GM1017
- PlayTime® Piano Classics MIDI GM1018
- PlayTime® Piano Popular MIDI GM1019





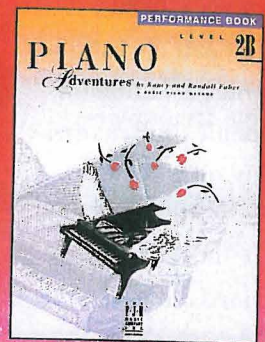
**LESSON BOOK**  
Introduces and applies new concepts



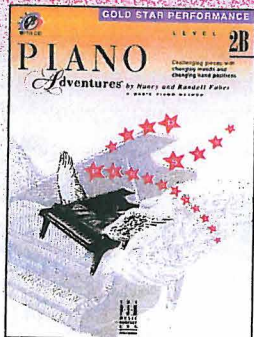
**THEORY BOOK**  
Provides written work, sightreading and ear training



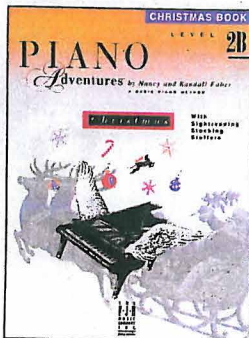
**TECHNIQUE & ARTISTRY**  
Builds a technical foundation for artistic playing



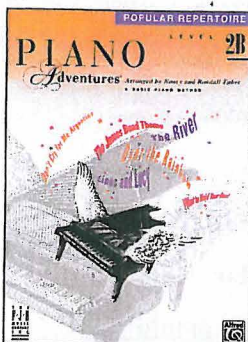
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Offers additional outstanding repertoire for recital, festival and fun



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Challenging pieces with changing moods and changing hand positions



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This "all-in-one" course includes 3-minute technique pages and applied music theory pages, along with popular favorites.

## PIANO ADVENTURES® CD & MIDI ACCOMPANIMENTS

*Orchestrations by Edwin McLean*

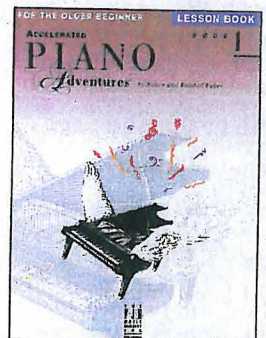
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