

PIANO

Adventures[®] by Nancy and Randall Faber

A BASIC PIANO METHOD



THE
F·J·H
MUSIC
COMPANY
I N C.

Frank J. Hopkins

11c

A Note to Teacher and Parents

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

The following features contribute to the tremendous 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 teaching material. This helps develop musicianship and encourages personal expression. Fanciful lyrics add enjoyment, while teacher duets provide humor, rhythmic vitality and sonority.
3. *A sense of adventure* brought about through creative 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.

Piano Adventures® *Primer Level* orients the student to the piano through black-key pieces that explore the range of the keyboard. This is followed by off-the-staff note reading which teaches the keyboard letter names and basic rhythms.

As students begin staff reading, "guide notes" are emphasized with new notes being gradually introduced. Special pianistic fingerings are suggested which prevent the student from equating any specific note with a finger number. (A traditional Middle C fingering could also be used if it is the teacher's preference.)

Upon completion of the Primer, the student is ready for ***Piano Adventures***® *Level 1 —Lesson Book, Theory Book, Performance Book, and Technique & Artistry*. Level 1 stresses interval reading and elementary harmony, leading to 5-finger transposition at Level 2A.

We hope the teacher and student will find this piano method a rewarding musical adventure which enriches their lives for years to come.

Visit www.PianoAdventures.com for teacher's manual and student support.

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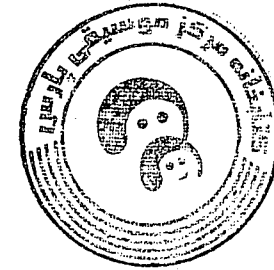
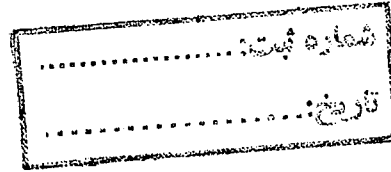
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An alphabetical listing of pieces is on the inside back cover.

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






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T H E
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Frank J. Hackinson

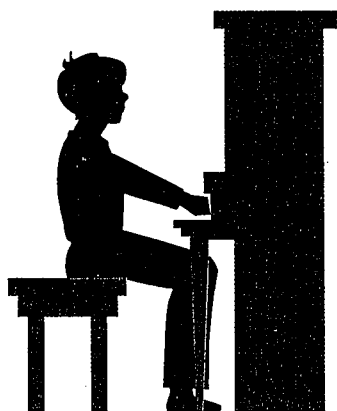
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Sitting at the Piano

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:

With 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?



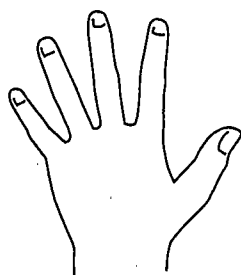
Check yourself:

Is your back straight?
Shoulders relaxed?
Can you easily take a deep breath?

This is your position for playing the piano.

Hand Position

Keeping your fingers straight, hold your hands out in front of you.
Notice the fingers are all different lengths.



straight

Now relax and **round the hand.**

Magic! Now your fingers are all the same length.



curved

Notice how your hand makes the letter "C".

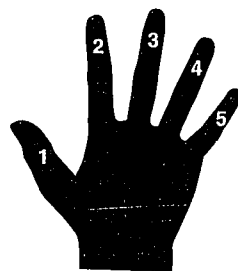
It is important to keep a relaxed, curved hand position as you play the piano.

Finger Numbers

Each finger has a number!



L.H.
stands for
Left Hand.



R.H.
stands for
Right Hand.

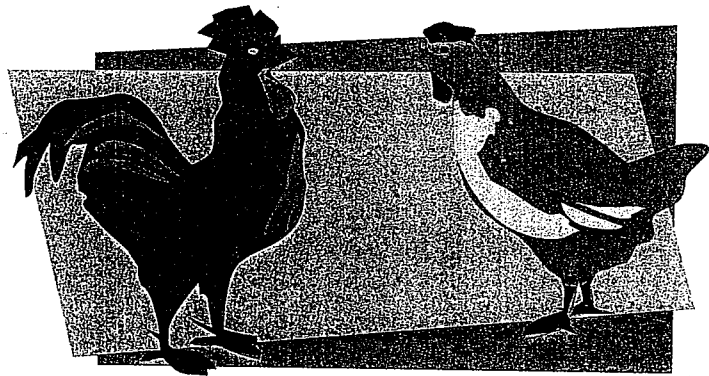
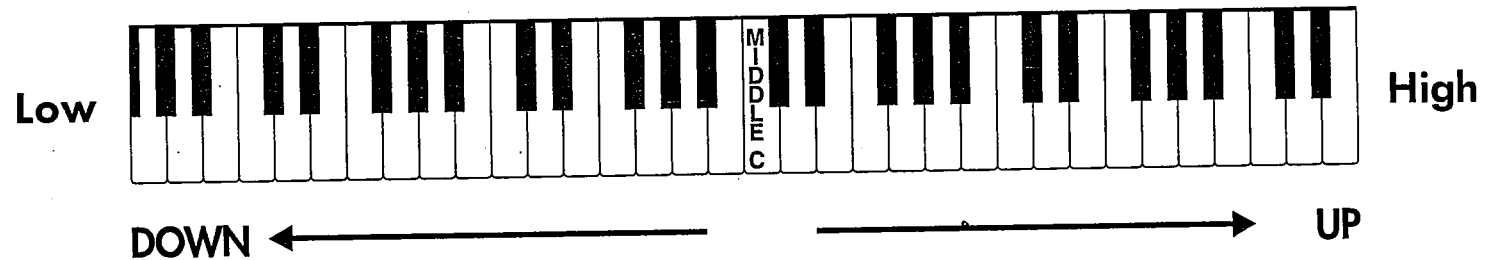
Finger Drill:

On the closed keyboard and with a rounded hand position -

1. Tap both finger 1's.
2. Tap both finger 2's.
3. Tap both finger 3's.
4. Tap both finger 4's.
5. Tap both finger 5's.
6. Tap R.H. finger 1.
7. Tap L.H. finger 5.
8. Tap L.H. finger 2.
9. Tap R.H. finger 4.
10. Tap R.H. finger 2.

Playing on the White Keys

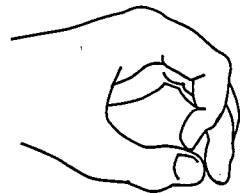
The keys on the piano are black and white.
We call all of the keys on the piano the **KEYBOARD**.



The Pecking Rooster

FOR LEFT HAND ON WHITE KEYS

Put your thumb behind your 3rd finger to help give you a good hand position.



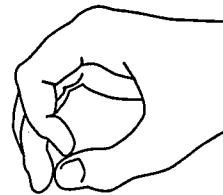
Start in the **middle** of the piano. Using your 3rd finger (braced with the thumb) play all the white keys going **LOWER** -- to the left. This is going **DOWN** the keyboard.

Listen to how the keys sound! When the keys are lower, the sound is lower.

The Pecking Hen

FOR RIGHT HAND ON WHITE KEYS

Put your thumb behind your 3rd finger to help give you a good hand position.



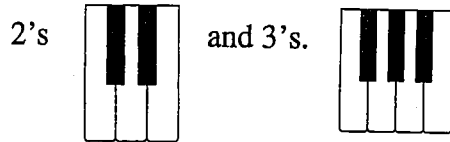
Start in the **middle** of the piano. Using your 3rd finger (braced with the thumb) play all the white keys going **HIGHER** -- to the right. This is going **UP** the keyboard.

Listen to how the keys sound! When the keys are higher, the sound is higher.

Teacher Note: For good technique, encourage the student to *drop* into the 2-black-keys as fingers 2 and 3 play together.

Two Black Ants

Black keys are in groups of



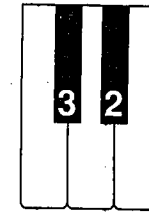
Can you find these on the piano?



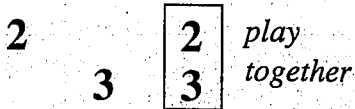
L.H.

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

(Your teacher will demonstrate.)



start in the
MIDDLE
of the piano



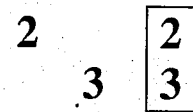
Two black ants

move **DOWN** to
next *lower* group



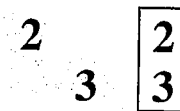
dig - ging down

move **DOWN** to
next *lower* group



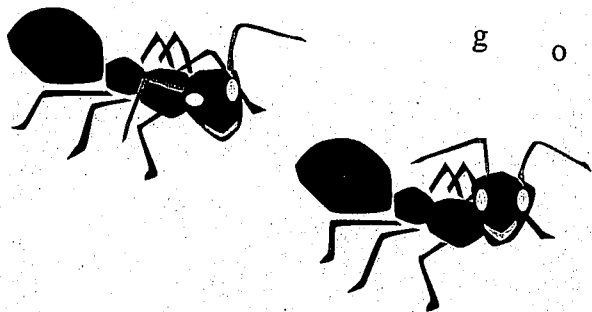
to their home

move **DOWN** to
next *lower* group

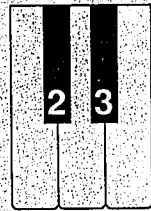


in the ground!

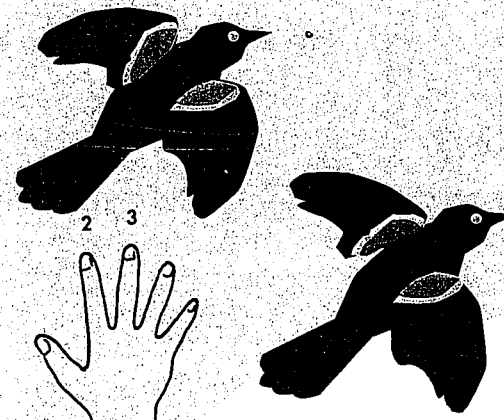
LOW



Two Blackbirds



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



R.H.

HIGH

move UP to next
higher group

3 3
 2 2
 to the sky.

start in the
MIDDLE
 of the piano

2 3 3
 2 2
 Two black birds

move UP to next
higher group

3 3
 2 2
 fly - ing high

move UP to next
higher group

3 3
 2 2
 go - ing up

g o i n g h i g h e r

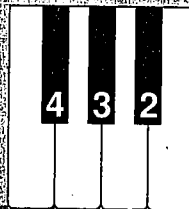
Into the Cave



L.H.

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

play together

2 2
3 3
4 4
In - to the cave,

Move **DOWN** to
next lower group

2 2
3 3
4 4
if you are brave,

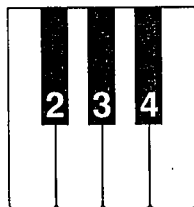
Move **DOWN** to
next *lower* group

2 2
3 3
4 4
deep down and low!

Teacher Reminder: Encourage the student to *drop* into the 3-black-keys as fingers 2-3-4 play together. When demonstrating, the teacher might say, "2-3-4 drop and lift."

LOW

Three Little Kittens



Use Right Hand Fingers 2, 3 and 4.
Play on the 3-black-key groups.

(Your teacher will demonstrate.)

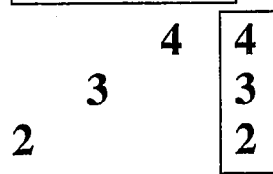


R.H.



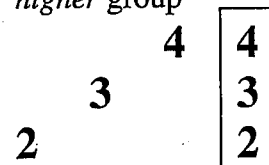
HIGH
move UP to next
higher group

start in the
MIDDLE
of the piano



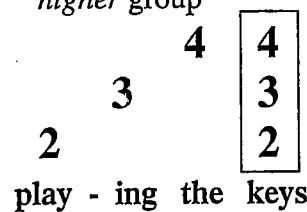
Kit - tens are we,

move UP to next
higher group

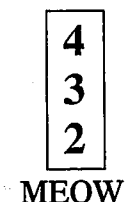


cute as can be,

move UP to next
higher group



play - ing the keys,



MEOW!



CREATIVE

Compose (make up) a short piece of your own using the 3-black-keys.
Call it "The Roller Coaster." Start *low* and make the roller coaster
climb *high*, then come back down again. Give your fingers a fun ride!

The Quarter Note

one


uno

eins

un


Music, like your body, has a steady "heartbeat".
The beat can be slow, medium, or fast, but must always be steady.

The Quarter Note



= 1 count
(or beat)

Tap on your lap
and count aloud:



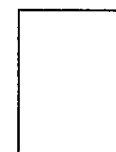
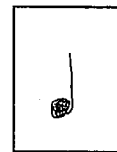
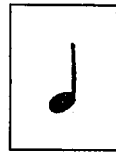
1 1 1 1
or Ta Ta Ta Ta

Choose any key on the piano and play the quarter notes. Count aloud.
Keep the beat steady - like a clock ticking in perfect time!

Counting correctly and keeping a steady beat gives us RHYTHM.

If your teacher has a metronome, ask if you may tap your ♪'s to the steady tick of the metronome.

Draw 3 quarter notes for the right hand.
Notice the stem goes up on the right side.
Write "1" below each note.



Ex. 1 count 1 count ___ count ___ count

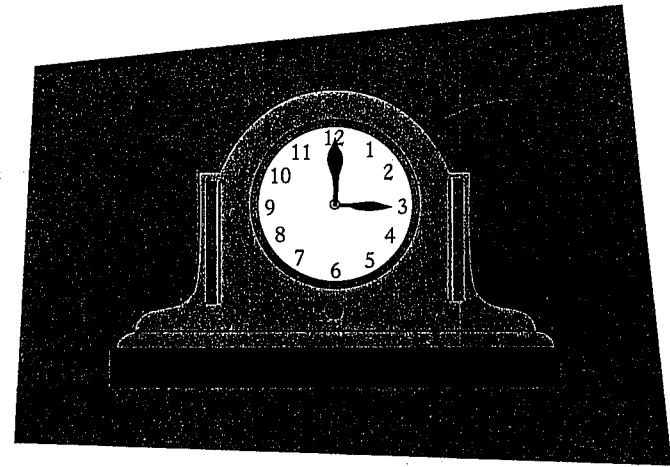
Draw 3 quarter notes for the left hand.
Notice the stem goes down on the left side.
Write "1" below each note.



Ex. 1 count ___ count ___ count ___ count

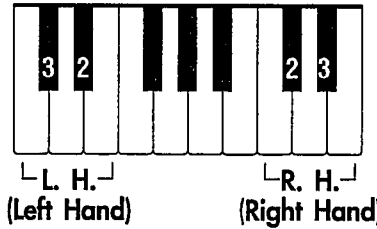
Practice Suggestions

1. Before playing, tap the rhythm on your lap using a rounded hand position.
Use the correct hand to tap each line.
2. Play and count "one, one", or "ta, ta", etc.
3. Play and chant the words.
4. Play in different places on the piano.
Tell your teacher if you are playing *high*, *low* or *in the middle* of the piano.



The Old Clock

Hand Position



Eyes stay on music!

play fingers 2 and 3
at the same time

R.H. (right hand) 3 2

Tick Wind tock it tick up tock so goes it the will old not clock. stop!

L.H. (left hand) 2 3

Play 2 times!

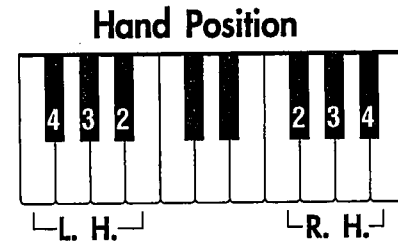
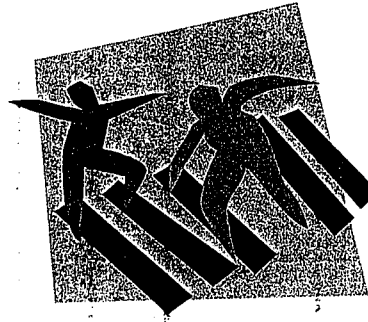
play fingers 2 and 3
at the same time

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



Practice Suggestions

1. On the closed piano lid, play and say the finger numbers aloud.
2. On the piano, play and count "one, one" or "ta, ta", etc.
3. Play and sing the words.
4. Play in different places on the piano.



The Walking Song

Finger Check: *Do you have a rounded hand position?*

R.H.

2 | 3 | 4 | 3 | 2 | 3 | 4 | 4

Walk, walk, walk, walk on the black keys,

repeated note

L.H.

Walk a - long and keep a good beat!

2 | 3 | 4 | 3 | 2 | 3 | 4 | 4

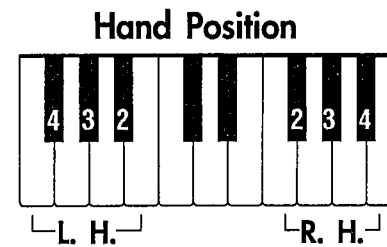
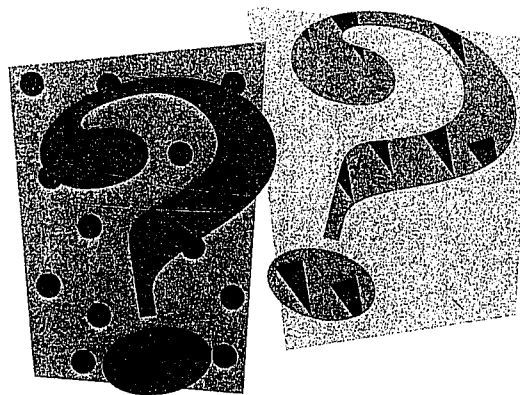
repeated note

← **Double Bar Line**
means the end
of the piece.

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

Practice Suggestions

1. Play and say finger numbers.
2. Play and count "one, one", or "ta, ta", etc.
3. Play and sing the words.
4. Play in different places on the piano.



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

Two Questions

R.H.

repeated note
(same finger) 3

2 3 4 3

Is your hand po - si - tion read - y?

L.H.

Are your quar - ters al - ways stead - y?

2 3 4 3

(same finger)

DISCOVERY



Circle each repeated note.

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

The Half Note

= 2 counts
(or beats)

$\text{quarter note} + \text{quarter note} = \text{half note}$

two

dos

zwei

deux

Tap on your lap
and count aloud:
Feel 2 beats:

or

1 - 2	1 - 2	1 - 2	1 - 2
Ta - ah	Ta - ah	Ta - ah	Ta - ah

Choose any key on the piano and play the half notes. Count aloud.
Keep a steady beat!

Your teacher may let you tap your half note 's to the steady tick of the metronome.

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

Ex.			
<u>1-2</u> counts	<u> </u> counts	<u> </u> counts	<u> </u> counts

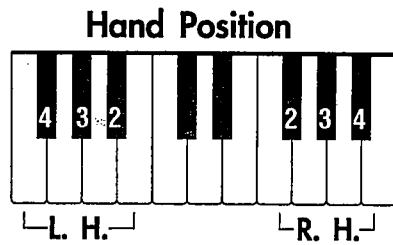
Draw 3 half notes for the left hand.
Remember, the stem goes down on the left side.
Write "1-2" below each note.

Ex.			
<u>1-2</u> counts	<u> </u> counts	<u> </u> counts	<u> </u> counts

Practice Suggestions

1. Tap the rhythm on your lap using a rounded hand position.
Use the correct hand to tap each line.
2. Play and say finger numbers.
3. Play and count.
4. Play and sing the words.

Continue to use these practice suggestions for the pieces that follow in this book.



The I Like Song

R.H.

I like dogs, I like cats, I like fun - ny look - ing hats.

L.H.

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

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

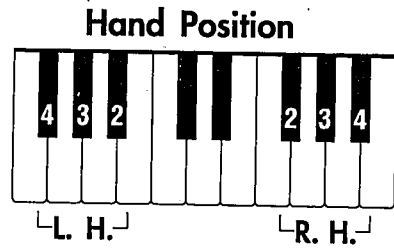
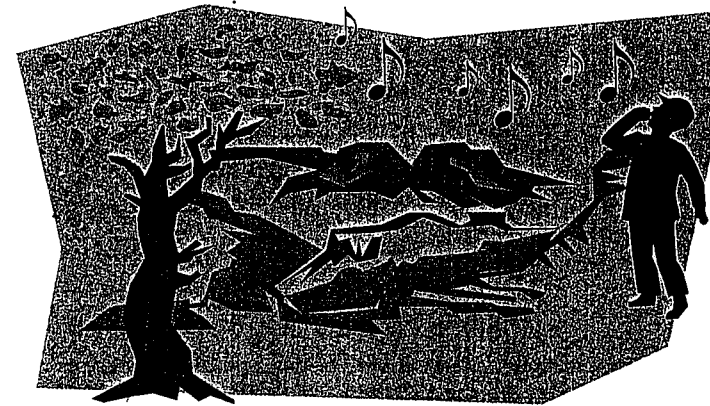
R.H.

L.H.

mp

8^{va}

Music is made more interesting with loud and soft sounds.
Forte (*f*) means loud. **Piano** (*p*) means soft.
 Circle the *f* and *p* signs in the music!



I Hear the Echo

Finger Check: Ask your teacher to check your hand position.

R.H.	2	3	4	2	3	4
<i>f</i>	Shout	a -	cross	the	val -	ley,
	<i>p</i>	Now	I	hear	the	ech - o.
	Play	the	mu - sic	loud -	ly,	Now
	I	hear	the	ech -	o.	
L.H.	2	3	4	2	3	4
<i>f</i>						
<i>p</i>						

DISCOVERY Circle each repeated note.

Teacher Duet: (Student plays 1 octave higher)

Performance - 4

The Whole Note

four

cuatro

vier

quatre

○ = 4 counts
(or beats)

♪ + ♪ + ♪ + ♪ = ○

Tap on your lap
and count aloud:
Feel 4 beats:

○ ○

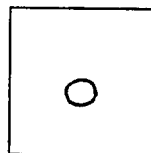
1 - 2 - 3 - 4 1 - 2 - 3 - 4

or Ta - ah - ah - ah Ta - ah - ah - ah

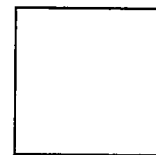
Choose any key on the piano and play the whole notes. Count aloud.
KEEP THE BEAT STEADY!

Draw 3 whole notes.
Notice there is no stem.
Write "1-2-3-4" below each note.

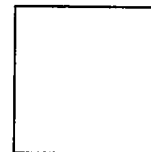
Ex.



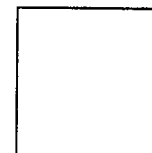
1-2-3-4
counts



counts



counts



counts

Rhythm Drill

Choose any key on the piano and play the rhythm below. Notice the *f* and *p* signs. Play it with the R.H., then the L.H.
(Perhaps your teacher will let you use the metronome.)

f

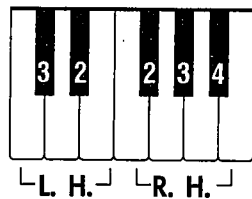
p

♪ *f* ♪ *p* ♪ *f* ♪ *p* ♪ *f* ♪ *p* ||

Practice Suggestions

1. Tap the rhythm on your lap with a rounded hand position.
Use the correct hand to tap each line.
2. Play and say finger numbers.
3. Play and count.
4. Play and sing the words.
5. Play *Old MacDonald* in different places on the keyboard.

Hand Position



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. *f* 2 Old Mac - Don - ald
Played his key - board

L.H. 3 had a song,
2 all day long,

4 E - I - E - I - O! (2 - 3 - 4)


Repeat sign


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


Optional: Move up to next higher


3-black key group.


Return to position.

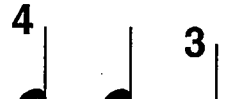
R.H. ²  *p* Black key here,


R.H. ²  black key there,


R.H. ²  *f* Here a black key,




L.H.  there a black key.

R.H. ²  *f* Old Mac - Don - ald

R.H. ⁴  had a song,

R.H. ³  E - I - E - I -


R.H. ²  O! (2 - 3 - 4)


L.H.   

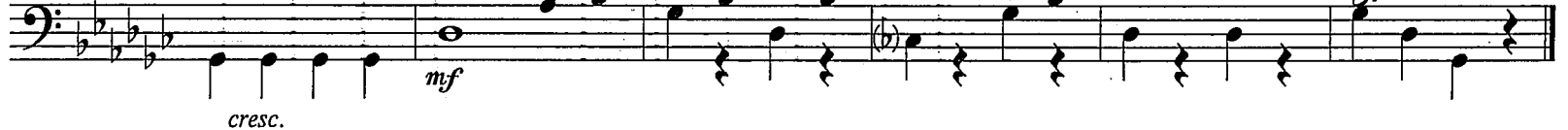


CREATIVE Compose a short piece that uses only *whole notes*. Call it "Two Slow-Walking Turtles."
Use only the L.H. and play *low* on the keyboard.

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

R.H.  *p*

L.H. *mf* 

R.H.  *cresc.*

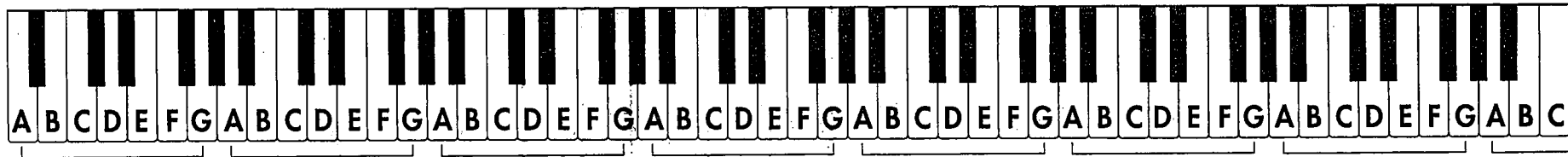
L.H. *mf*



The Music Alphabet

Each white key 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?



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

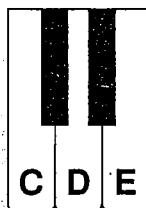
Alphabet Drill

1. Play and say the white keys starting with the lowest key, **A**, and ending with the highest key, **C**.
2. Practice finding **G**'s.
(Find a group of 3 black keys. **G** is the white key between the first and second black keys.)

3. Beginning on any **G**, play and say the music alphabet *going down*. **A B C D E F G**
Play 3 times: *high*, in the *middle*, and *low* on the piano.

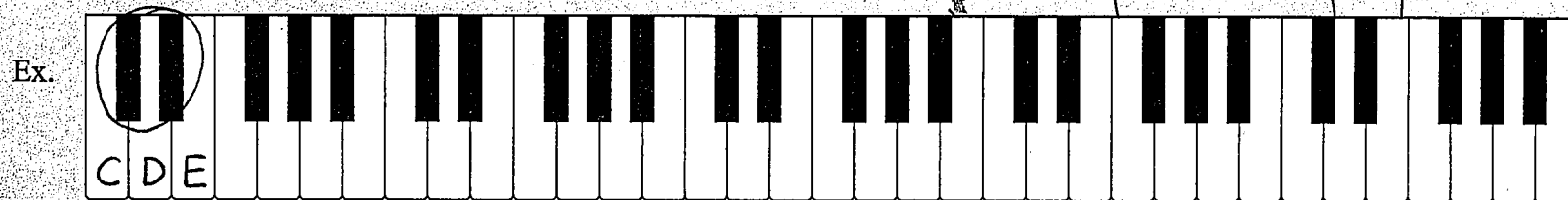


Learning C-D-E



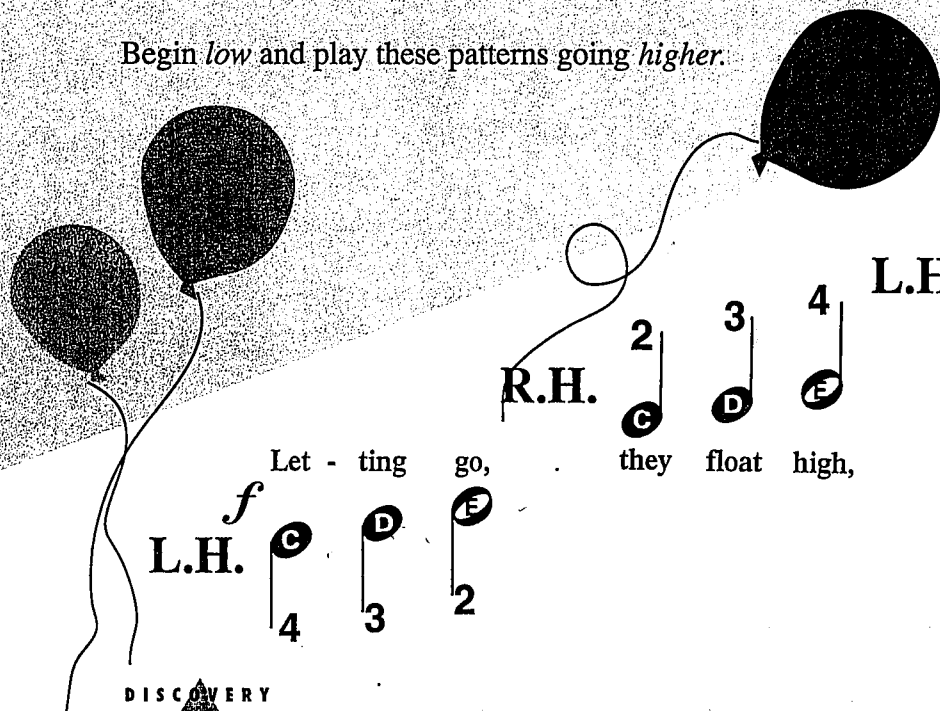
(the 3 white keys surrounding the 2 black-key-group)

Circle all the groups of 2-black-keys on the keyboard below. Then print C-D-E on the surrounding 3 white keys.



Balloons

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



L.H. *f* C D E
4 3 2

Let - ting go, they float high,

R.H. C D E
2 3 4

Bright bal - loons

L.H. C D E
4 3 2
(Left Hand *crosses over* Right Hand)

R.H. C D E
2 3 4
in the sky!

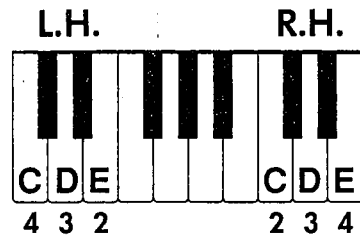
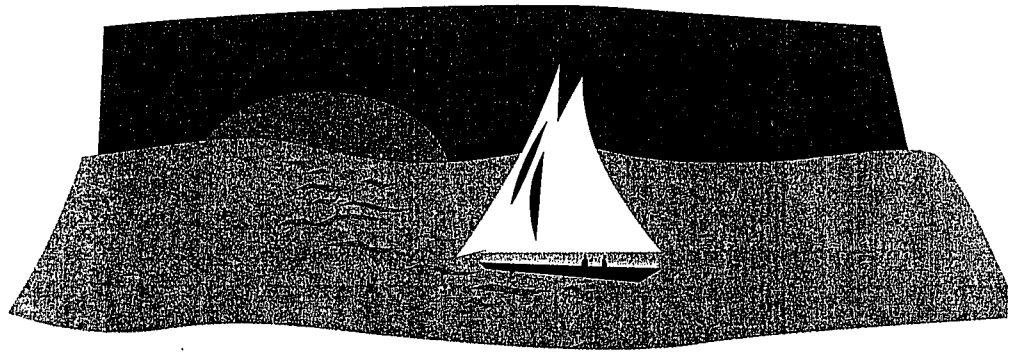


Can you come back *down* playing and saying the letter names? Use the same rhythm. ♪ ♪ ♪

Practice Suggestions

1. Tap the rhythm on your lap.
2. Play and say finger numbers.
3. Play and say letter names.
4. Play and sing the words.
5. Play in a high, middle, and low position.

Use these practice suggestions as you continue through the book. •



Merrily We Roll Along

R.H. *f*

4 3 2 3 4 4 3 2 3 4 4 3 2 3 4

E D C D E E F D D D E E E

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

L.H.

2 3 4 3 4 4 3 2 3 4 4 3 2 3 4

E D C D E E F D D E D C

Mer - ri - ly we roll a - long, o'er the deep blue sea!

DISCOVERY



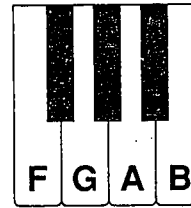
Look at the music with your teacher. Where do the notes **move down, move up, repeat?**

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

R.H.

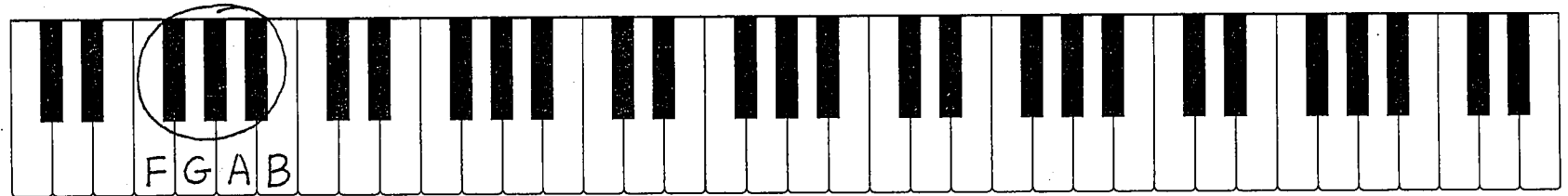
L.H. *mp*

Learning F-G-A-B



(the 4 white keys surrounding the 3-black-key group)

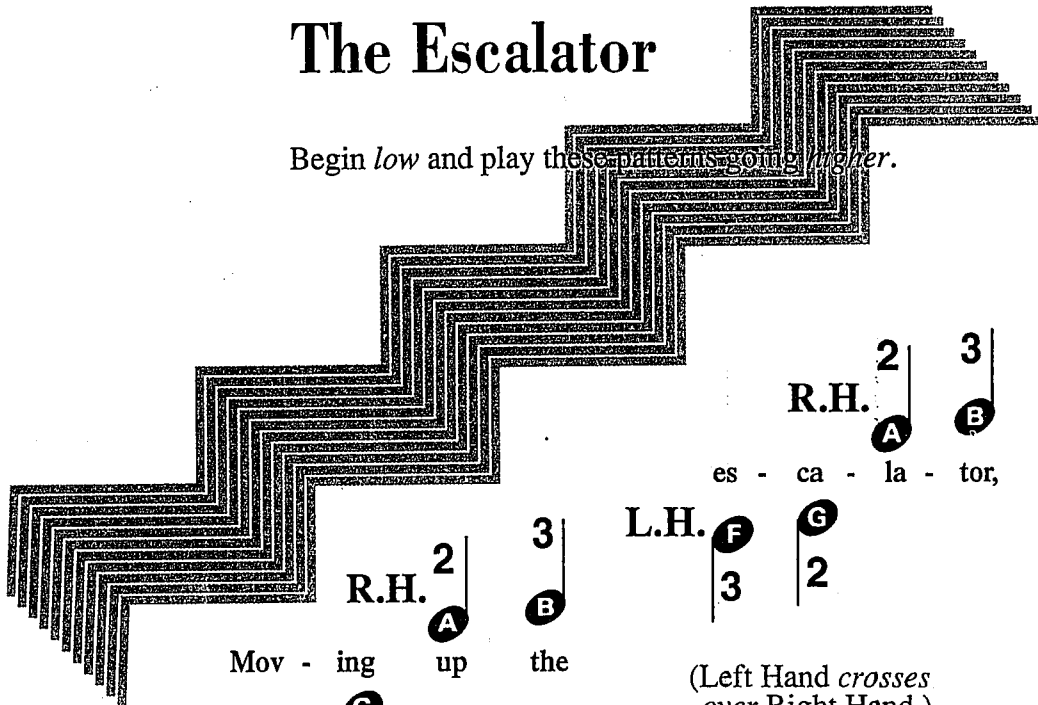
Circle all the groups of 3-black-keys on the keyboard below.
Then print **F-G-A-B** on the surrounding 4 white keys.



Ex.

The Escalator

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



L.H. *f* **F** **G**
3 2

Mov - ing up the

R.H. **A** **B**
2 3

(Left Hand crosses over Right Hand.)

L.H. **F** **G**
3 2

es - ca - la - tor,

R.H. **A** **B**
2 3

L.H. **F** **G**
3 2

at the top just

(cross over)

R.H. **A** **B**
2 3

L.H. **F** **G**
3 2

(cross over)

sec - onds lat - er!

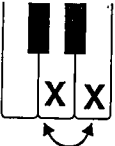

R.H. **A** **B**
2 3

DISCOVERY

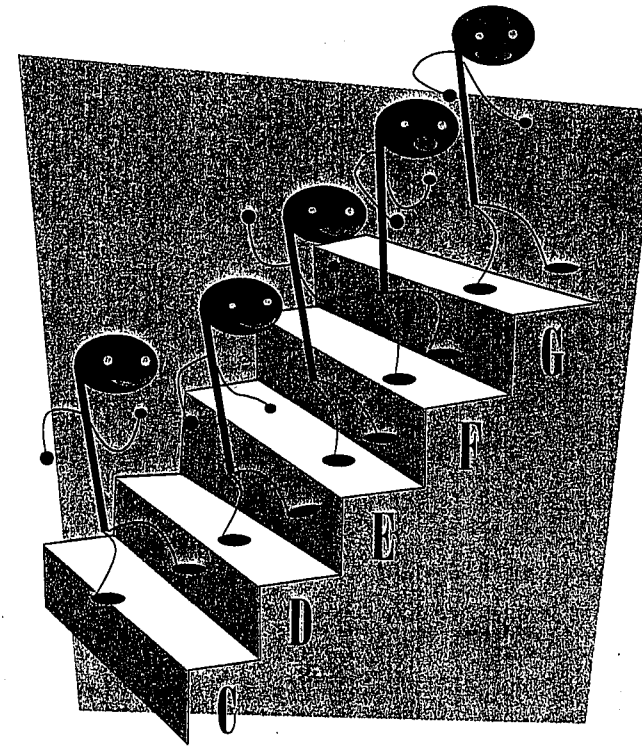


Can you come back *down* playing and saying the letter names?

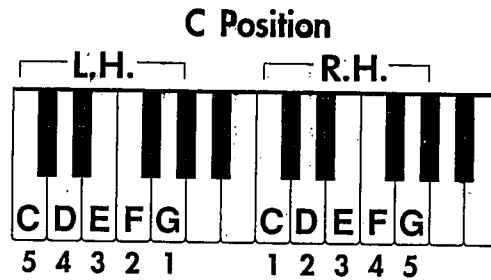
About Steps

A **STEP** moves to the **next key** , the **next finger** , and the **next letter name** (D-E or E-F).

In this piece, where does the music **STEP UP** from C? **STEP DOWN** from G?



C-D-E-F-G March



Which hand begins this piece? ____

	C	D	E	F	G	G	G,	March	back	down	to	C	C	C.
L.H.														
R.H.														
	I	can	step	so	eas -	i -	ly,	Play -	ing	in	po -	si -	tion	C!

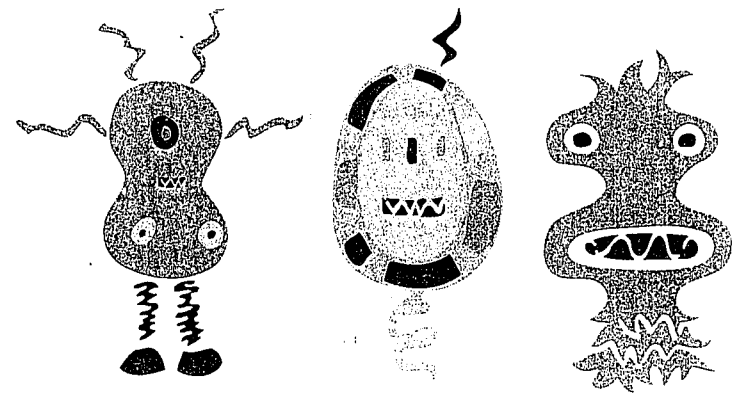
DISCOVERY



What is a **step up** from E? ____ from C? ____

What is a **step down** from B? ____ from F? ____

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 Position

Circle each bar line in the piece.
 How many measures are in *Men from Mars*? ____

R.H. *f* Three green men from plan - et Mars trav - eled here from quite a - far.

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



For each measure, show your teacher where the music **steps up**, **steps down**, or **repeats**.

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

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

New dynamic mark: *mf* (*mezzo forte*) -
 moderately (medium) loud



Ode to Joy

(from the 9th Symphony)

C Position

Ludwig van Beethoven

R.H. *mf*

L.H.



This piece uses **steps** and **repeated notes**. Find and circle the 9 pairs of repeated notes.
 The first two have been done for you.

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

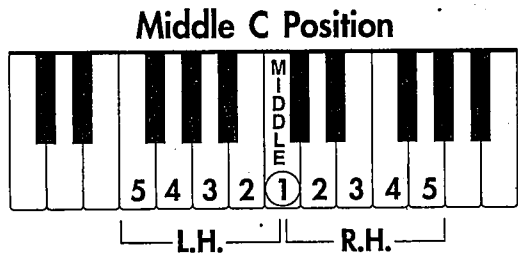
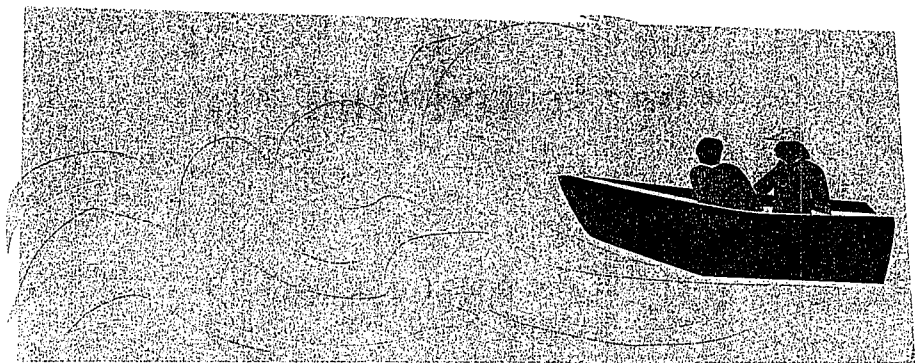
R.H.

L.H. *mp* with pedal

Performance 14

① - thumbs share Middle C

Notice the R.H. is the same as C Position.
The L.H. is different!



Partners at C

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


	Waves are crash-ing,	wa - ter splash-ing,	thumbs hang on - to	mid - dle C!
L.H.				
R.H.				
	Right hand knows where	left hand goes	when they're part - ners	at sea!

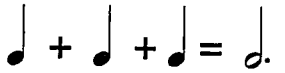


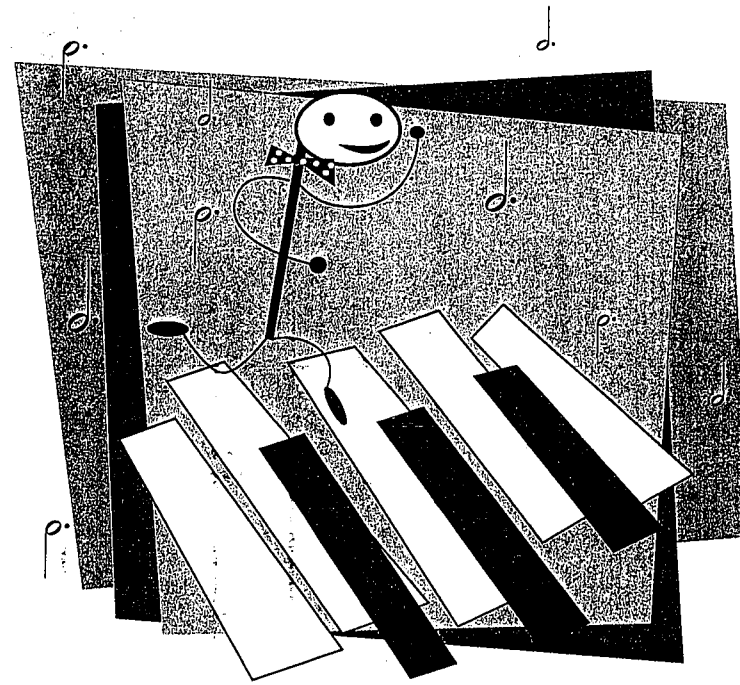
CREATIVE Can you play this piece with your L.H. starting on a *low* G and your R.H. starting on a *high* C? Try playing it *forte*, then *mezzo forte*.

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

The Dotted Half Note

 = 3 counts (or beats)
 count "1 - 2 - 3"
 or "Ta - ah - ah"





Hey, Mr. Half Note Dot!

Middle C Position

	Hey, When	Mis - you	ter go	Half Note Dot! 1 - 2 - 3,	Hey, dance	Mis up	ter to	Half Note Dot! Mid - dle C.
L.H.								
<i>mf</i>	1							
R.H.								
	1							
	You We	sound sound	like like	you've we've	just just	been been	danc danc	ing. (2 - 3) ing. (2 - 3)

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

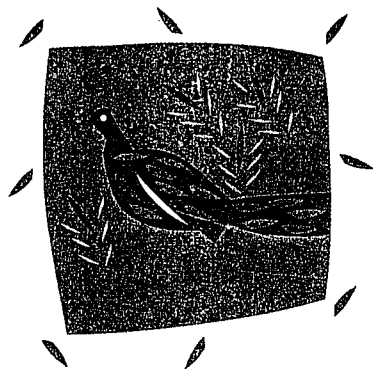
mp



repeat 8va higher

Rhythm Alert:

Circle each \downarrow in this piece.
Write "1 - 2 - 3" under each one.



Alouette

C Position

R.H.

1 | \downarrow C . | \downarrow D | \downarrow E | \downarrow E | \downarrow D | \downarrow C | \downarrow D | \downarrow E | \downarrow C | \downarrow C

A - lou - et - te, gen - tille a - lou - et - te,

mf

L.H.

1 | \downarrow G

skip over D

R.H.

1 | \downarrow C . | \downarrow D | \downarrow E | \downarrow E | \downarrow D | \downarrow C | \downarrow D | \downarrow E | \downarrow C

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

skip over D

***Teacher Note:** To prepare the student for *Alouette*, it is recommended to teach measure 3 to the downbeat of measure 4 by rote. Teacher and student might play and say:

"D-step down, D-step up, skip." Try playing it in different octaves!

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

R.H.

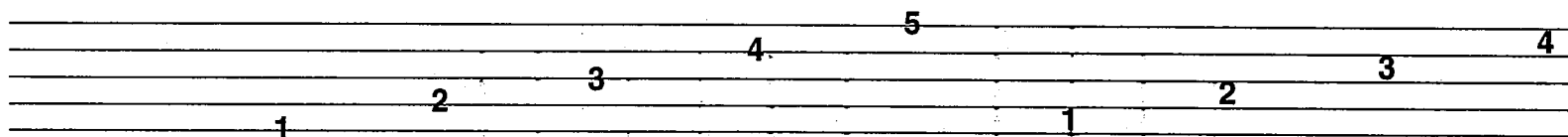
1 | \downarrow C | \downarrow D | \downarrow E | \downarrow E | \downarrow D | \downarrow C | \downarrow D | \downarrow E | \downarrow C | \downarrow C

5

L.H. *mp*

The Staff

This is a staff. It has 5 lines and 4 spaces.

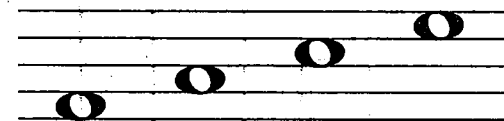
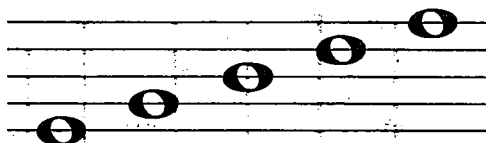


Point to each line saying its number aloud. Then do the same with each space.

Line Notes

Space Notes

Notes are written **on the lines** or **in the spaces** of the staff.



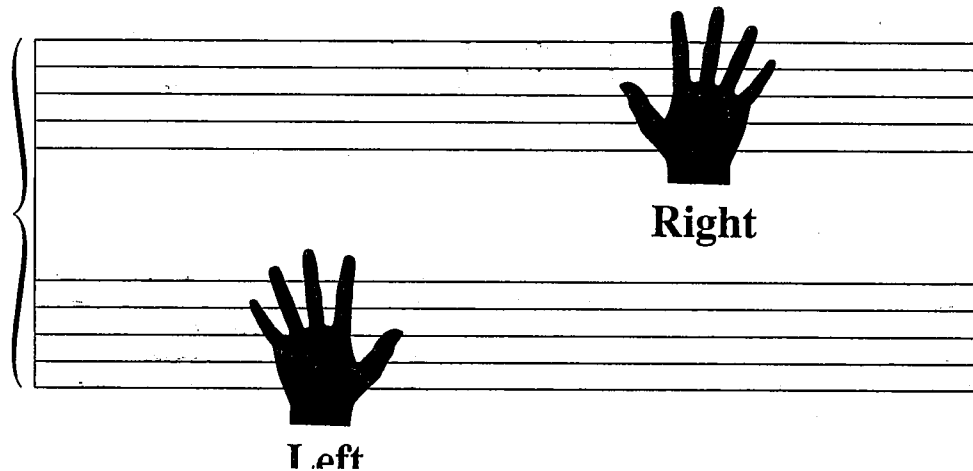
Turn to p. 39. Identify each note as a *line* or *space* note.

The Grand Staff

In piano music we use 2 staves. Together we call them the **GRAND STAFF**.

The Right Hand usually uses the top staff.

The Left Hand usually uses the bottom staff.



The Bass Clef and Treble Clef

B: This is a **Bass Clef**. (Bass means *low* sounds.)
The bass clef is placed on the bottom staff
and is used to show **notes below Middle C**.

Use your left hand:

Play Middle C and all the notes below while
naming them aloud. These are bass clef notes.



This is a **Treble Clef**. (Treble means *high* sounds.)
The treble clef is placed on the top staff
and is used to show **notes above Middle C**.

Use your right hand:

Play Middle C and all the notes above while
naming them aloud. These are treble clef notes.

The diagram shows a piano keyboard with keys labeled A through G. The keys are arranged in two rows: A B C D E F G A B (left row) and C D E F G A B C D E F G (right row). The key between the two rows is labeled M I D D L E. Below the keyboard is a musical staff with a treble clef on the top line and a bass clef on the bottom line. The notes A through G are written on the staff, with lines connecting them to the corresponding keys on the keyboard.

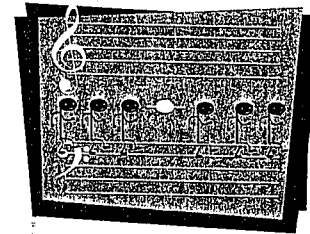
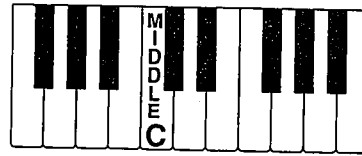
How many times can the music alphabet be written on the staff? Begin at the bottom and count up. _____

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

Learning Middle C

Middle C is the dividing note between the treble clef and bass clef.

It is on a short line between the staves.



Watch for the changes in fingering.*

Middle C March

R.H. plays

(Middle C is closer to the treble staff.)

1 repeated notes 2 3

L.H. plays

(Middle C is closer to the bass staff.)

1 2 3

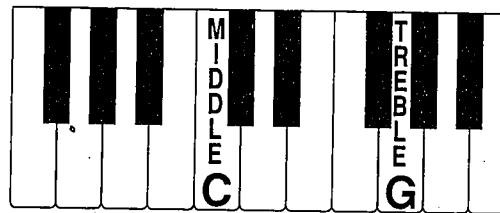
Teacher Duet: (Student plays as written)

1. 2.

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

Learning Treble G

On the keyboard find the G *above* Middle C (5 notes away). This is called **Treble G**.

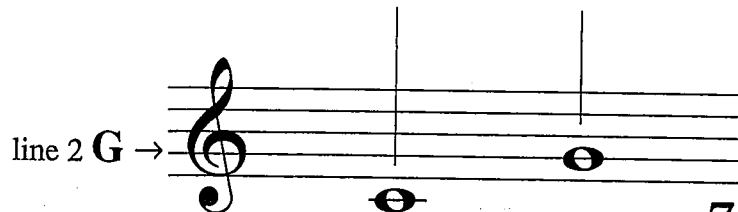


Hand Shape Exercise

With R.H. fingers 1 and 5, play back and forth between Middle C and Treble G.

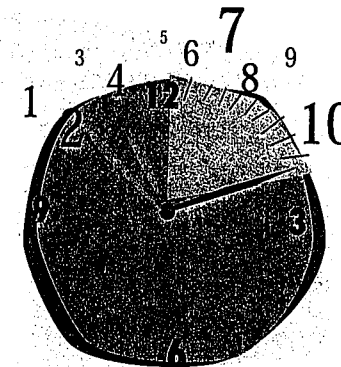
On the staff, **Treble G is written on line 2.**

The treble clef is also called the G clef because it circles around the G line on the staff.



A Ten-Second Song

Circle all the G's in this piece.



Lightly

1 on
___? (fill in)

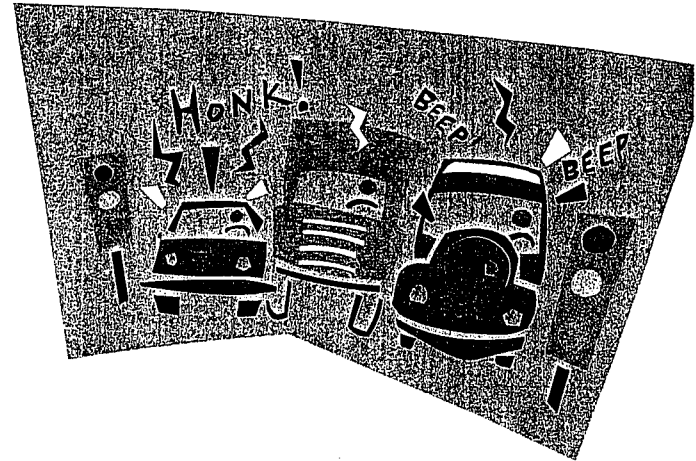
5 on
___? (fill in)



DISCOVERY With a colored pencil, trace over the **G** line for the first measure of this piece. (Your teacher may have you do this for many pieces in the book.)

Teacher Duet: (Student plays as written)

In this piece Middle C and Treble G are played *at the same time* with the R.H. Notice the notes share the same stem.




Honking Cars

Urgently

measure number **5**

DISCOVERY



How many measures have this rhythm?  Can you play this piece looking only at the music?

Teacher Duet: (Student plays *as written*)

Finger Challenge:

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, their friend - ship 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?

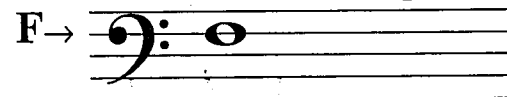
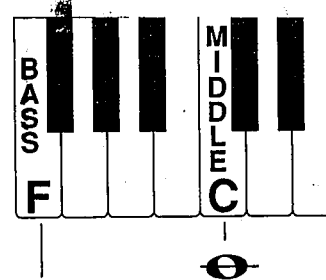
Be sure to play with a firm fingertip!

Teacher Duet: (Student plays *as written*)

f-p on repeat

Learning Bass F

On the keyboard find the *F below Middle C* (5 notes away).
This is called **Bass F**.



Hand Shape Exercise

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

On the staff, **Bass F is written on the 2nd line going down.**
The bass clef is also known as the **F clef** because the two dots point out the **F line** on the staff.



Gorilla in the Tree

Circle all the **F's** in this piece. (2nd line going down)

Happily

mf 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?

1 on ___?
5 on ___?



DISCOVERY With a colored pencil, trace over the **F line** for the first measure of this piece.
(Your teacher may have you trace over the **G line** and **F line** for many pieces in the book.)

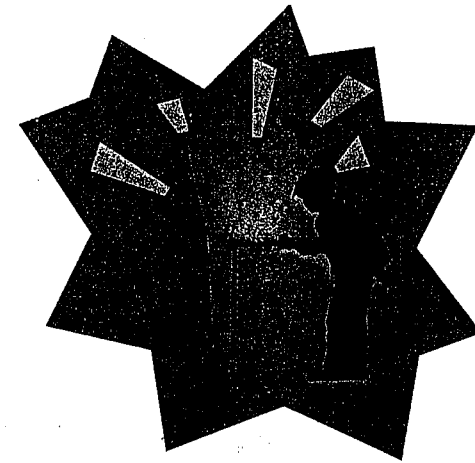
Teacher Duet: (Student plays as written)

mf

1. 2.

Finger Challenge:

Play **Bass F** with L.H. finger 1, then 2, 3, 4, and 5.
Which L.H. finger plays **Bass F** in *My Invention*?



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!



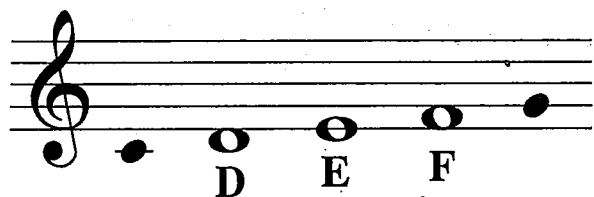
Compose a longer version of *My Invention* by playing more measures with **Bass F**, **Middle C**, and **Treble G**.
To end, make the invention break down and stop.

Teacher Duet: (Student plays *as written*)

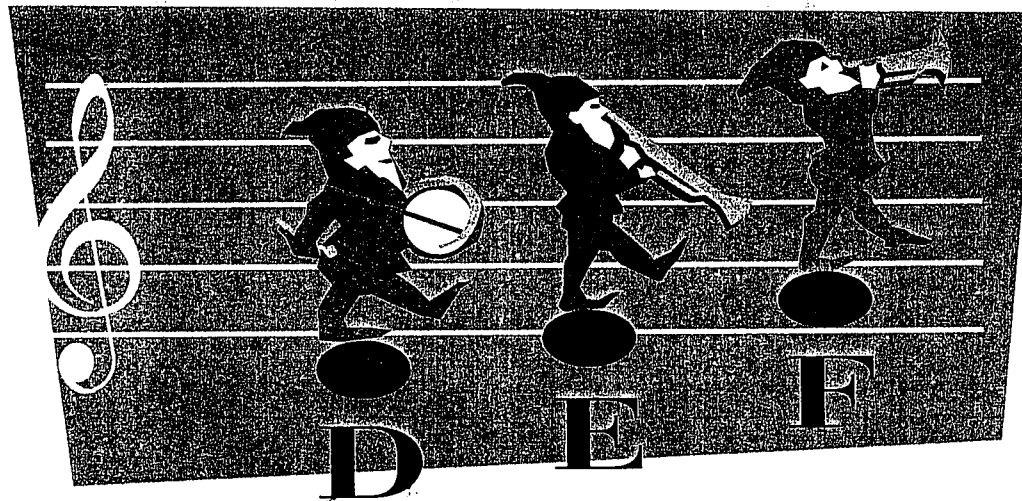
mf



Learning D-E-F



Learn to recognize the 3 notes that are between Middle C and Treble G.
Which two notes are *space* notes? ___ and ___
Which note is a *line* note? ___



Like a march

2 on

___?

March on D-E-F

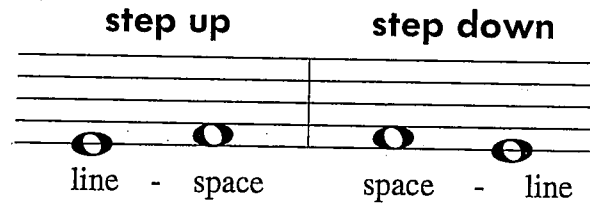
Name the notes in the blanks.



Teacher Duet: (Student plays as written.)



Steps on the Staff



When notes move from a **LINE** to the next **SPACE** or a **SPACE** to the next **LINE** we **STEP** on the keyboard.

Reminder: A *step* moves to the next finger and the next letter in the musical alphabet. Ex. C-D or D-E (see p. 24 for review)
Before playing *Mister Bluebird*, circle the correct answer for each measure below.

Mister Bluebird

Happily
5 on _____?

stepping up?
stepping down?
repeating?

stepping up?
stepping down?
repeating?

stepping up?
stepping down?
repeating?

step up?
step down?

f Mis - ter Blue - bird, Mis - ter Blue - bird, I can hear your song.

5

stepping up?
stepping down?
repeating?

stepping up?
stepping down?
repeating?

stepping up?
stepping down?
repeating?

I know why you sing so well, you prac - tice all day long.



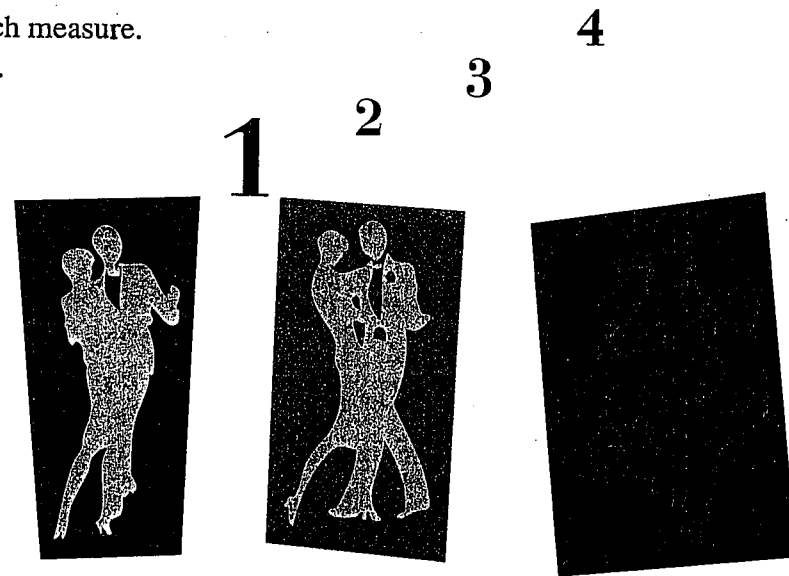
Can you name each note in this song aloud?

The **time signature** tells the number of counts or beats in each measure.
It is always at the beginning of the piece.

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 in *The Dance Band*.
How many measures are in this piece? ____
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.

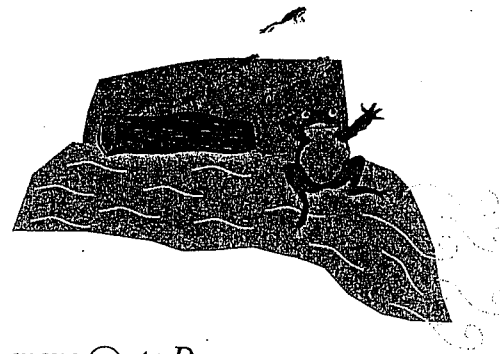
3 on
 ___?

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



Name the first note of every measure.

This piece uses a change in fingering for the right hand.*
A circled finger number will help you recognize a change.



Frogs on Logs

Cheerfully

② on C 3 2 move ② to D

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

(prepare L.H.)

5 move ② to E 4 1

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

1 on ___?



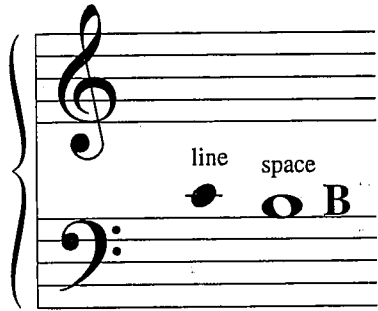
Using only C's, compose a special ending to *Frogs on Logs* as they jump into the waterfall. Begin *high* and come down the keyboard.

Teacher Duet: (Student plays *as written*)

R.H. 5

L.H. *mp*

Learning B



B is a step below Middle C.

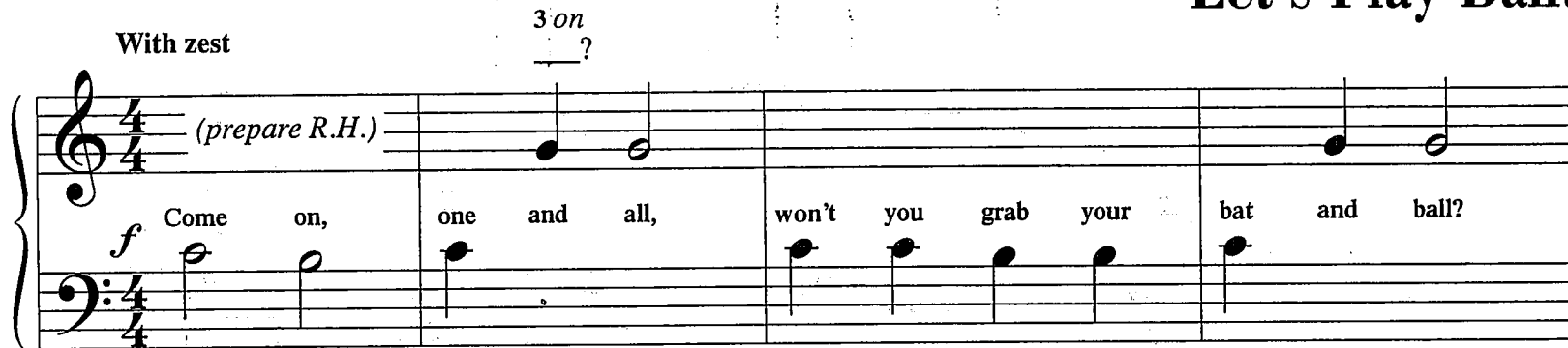
B is a space note. It sits on *top* of the bass clef staff.

Circle all the B's in *Let's Play Ball*.



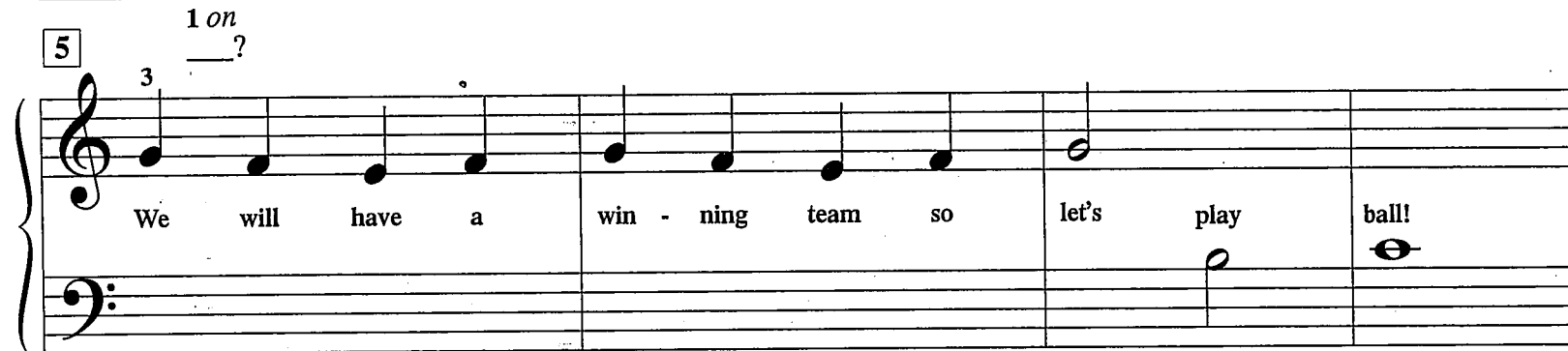
Let's Play Ball!

With zest 3 on
—?



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

5 1 on
—?



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



DISCOVERY Name each note in this piece aloud.

Teacher Duet: (Student plays as written)

5

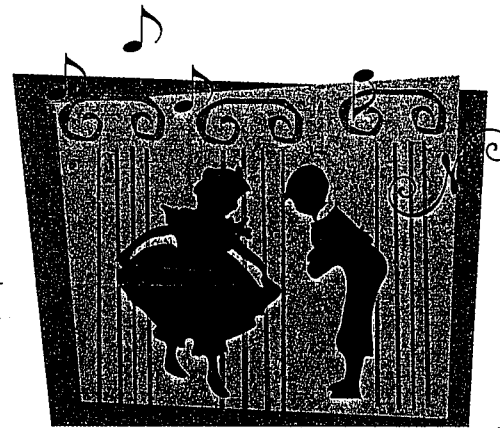


mf

New Time Signature

3 means 3 counts or beats in a measure.

4 means the quarter note gets 1 count or beat.



Petite Minuet

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

Circle the time signature in *Petite Minuet*.

mf

Moderately

New R.H. position!

1 on ___?

3

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

5

1 on ___?

4

3

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

1



Can you tap this piece on the closed keyboard counting aloud "1 - 2 - 3" with your teacher?
Can you play this piece counting aloud "1 - 2 - 3"?

Teacher Duet: (Student plays 1 octave higher)

R.H.

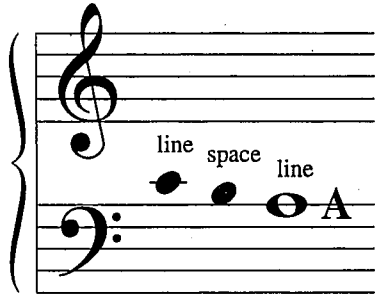
L.H. *mp*

1. 2. 5

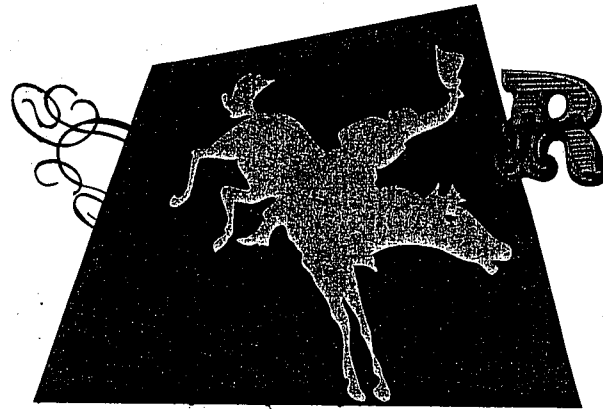
5

2. 1.

Learning A



A is a line note.
It is the **top line** of the bass staff.
Circle all the A's in *Rodeo*.



Rodeo

Cheerfully

3 on
___?

4/4 (prepare R.H.)

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

5 1 on
___?

3

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

3

DISCOVERY



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

Teacher Duet (Student plays 1 octave higher)

R.H.

L.H. *mf*

5

2 1 2 5 6

Reading Alert: For each measure, show your teacher where the music **steps up, steps down, and repeats.**
Hint: Be sure to look over the bar lines, also.



Russian Sailor Dance

Traditional

Quickly
3 on
—?

2 on
—?

DISCOVERY



Where is there an echo in this piece? Show your teacher.

Teacher Duet: (Student plays 1 octave higher)

Learning G



G is a space note.
It is the top or 4th 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 ___?

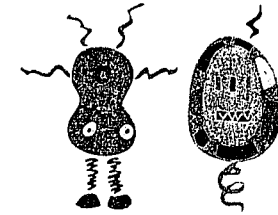
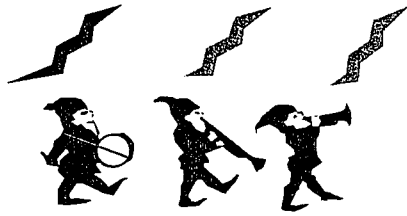
5

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

3

1 on ___?

The student is now ready to choose a book from the *PreTime Piano Series* (see back cover).



9

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

Optional: For solo, play these 2 measures beginning on the next LOWER C.

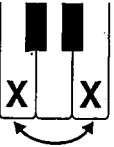

13

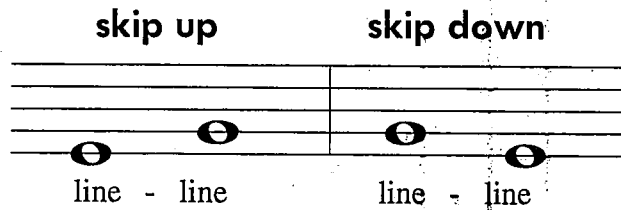
With R.H. fingers 1 and 5, create a short rhythm playing Middle C and Treble G together. Can you repeat your rhythm on a higher C and G?

Teacher Duet: (Student plays 1 octave higher)

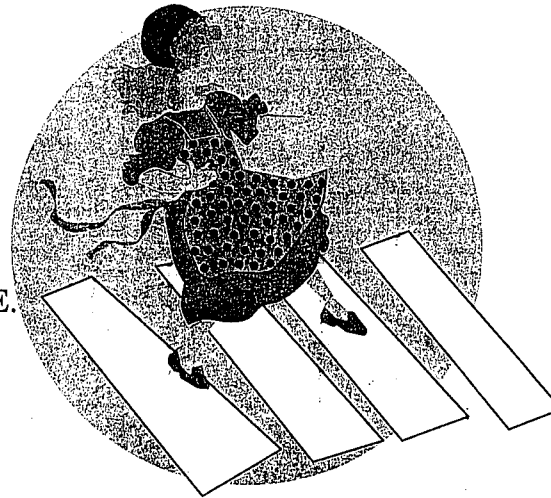
R.H. L.H. *f* *mf* *f*

About Skips

To **SKIP** on the piano: skip a key , skip a finger , and skip a letter name (C - E).



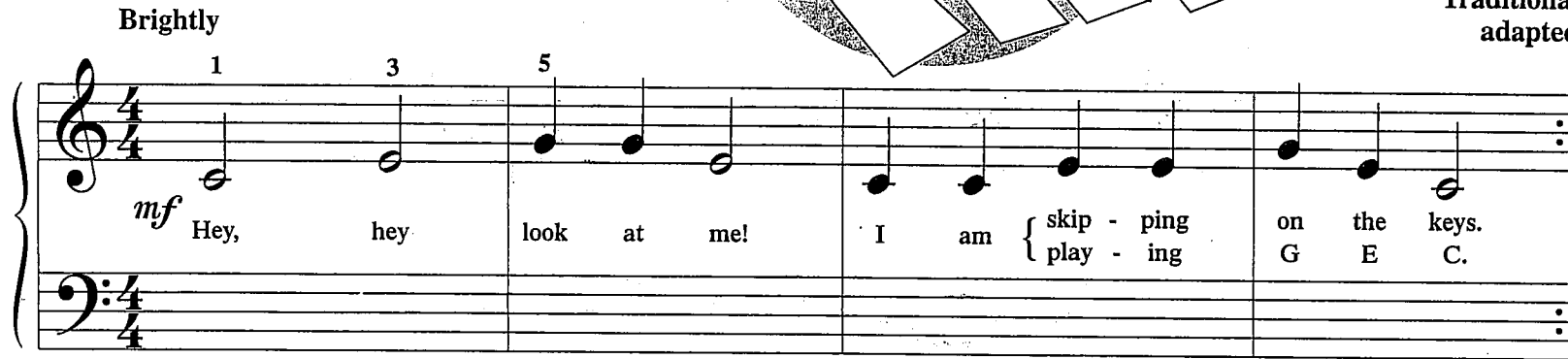
On the staff, a **skip** is from a **LINE** to the next **LINE**.



Hey, Hey, Look at Me!

Traditional
adapted

Brightly



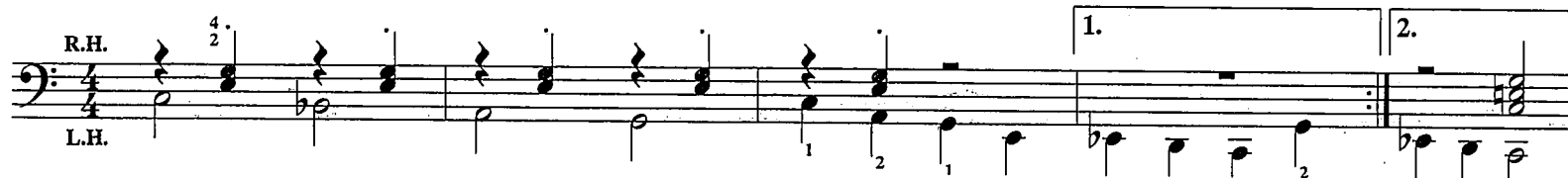
mf Hey, hey look at me! I am { skip - ping play - ing } on the keys.
G E C.

DISCOVERY



Which 2 measures **skip up**? ___ and ___
skip down? ___ and ___

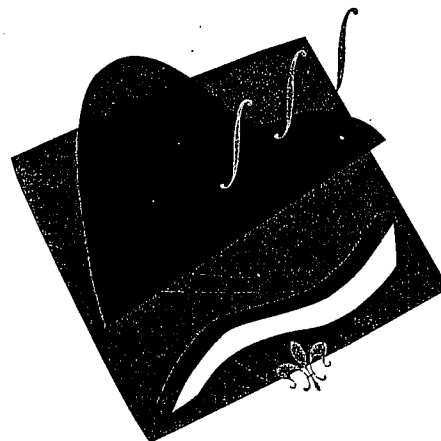
Teacher Duet: (Student plays *one octave higher*)



R.H. 4. 2.

L.H. 1. 2.

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



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

1



Circle the time signature. Tell your teacher what it means.

Teacher Duet: (Student plays 1 octave higher)

R.H.

L.H. *mp*

5

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.

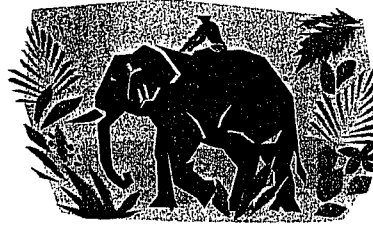
skip up

space - space

skip down

space - 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!

DISCOVERY



Which three measures only skip space to space? *measure* ___ and ___

Teacher Duet: (Student plays 1 octave higher)

R.H. 5

L.H. *mp* 1 2 1

Reading Check: Circle 4 skips which move from space to space.



Yankee Doodle

Brightly 2 on 5 Traditional American

—?

1

f Sing a - long, as I play this song: *mf* Yan - kee Doo - dle went to town

4 on

—?

9

rid - ing on a po - ny, Stuck a feath - er in his cap and called it mac - a - ron - i!

2



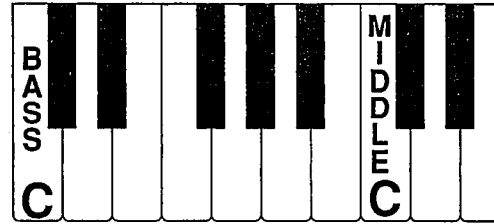
CREATIVE Hold the right foot (damper) pedal down for measures 1-4. Your teacher will show you how.

Teacher Duet: (Student plays 1 octave higher)

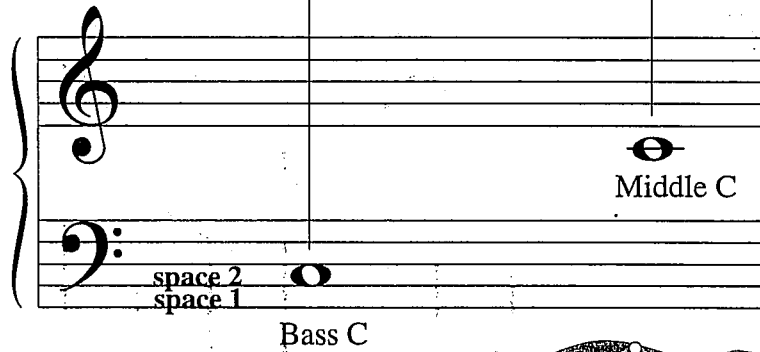
R.H. 4 5 9

L.H. *mp*

Learning Bass C

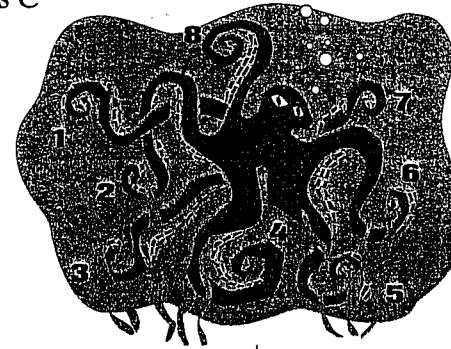


Memorize the location of this new note.
On the bass staff, **space two** is Bass C.
Shade in **space 2** for Bass C
in *C Song* below.



Play each of these C's on the piano and say its name aloud.
Practice leaping from C to C with your left hand.

From Middle C to Bass C is **8 notes**. This is called an **octave**.
Can you find other octaves on the piano?




C Song

With bounce

mf Oc - tave down, oc - tave down, Have fun play - ing oc - taves!

1 5
(leap don't stretch)

DISCOVERY  Does the stem go up or down on Bass C? _____
(This is done so the stem doesn't extend below the staff.)

C Position

You have already learned the circled notes.

In C position, the L.H. has
2 new notes. What are they?
___ and ___

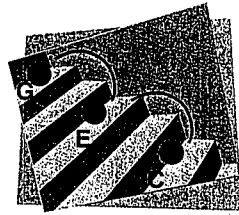
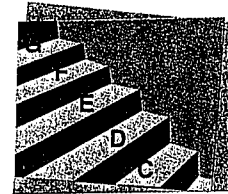
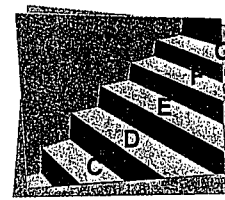
Middle C D E F G

Bass C D E F G

C Position Warm-up

Like a march, with perfect rhythm

1 on
___?



f C D E F G, C G F E D.

5 on
___?

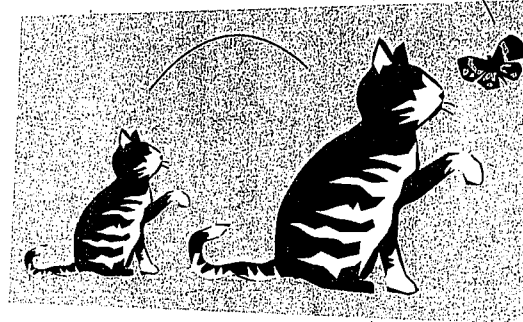
mf Step - ping up and step - ping down, then skip - ping all a - round!



Shade in **space 2** of the bass clef (Bass C) for the first measure.
Then name aloud the notes in the second line of music.

Teacher Note: The student may benefit from shading in bass clef space 2 (Bass C) for other pieces in the book.

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



Copy Cat

C Position

Happily

5 on
___?

f Ev - ery lit - tle thing I do, left hand has to cop - y, too.
For - te is my next com - mand! "Right hand, you can't fool this hand!"

(prepare L.H.)

1 on
___?

5

p If the left hand's not the same means that it will lose the game.
Left hand, you're quite good at that. "That's 'cause I'm a cop - y cat!"

2

4



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

Teacher Duet: (Student plays 1 octave higher)

R.H.

L.H. *mf*

5

p

Performance n. 24 Theory n. 49 Technique n. 24

Grandmother

C Position

Cheerfully



Traditional

mf Grand - moth - er,
Grand - moth - er,

Grand - moth - er,
Grand - moth - er,

won't you tell me
won't you teach me

what to buy?
how to bake?

1 on
___?

5
___?

Grand - moth - er,
Grand - moth - er,

Grand - moth - er,
Grand - moth - er,

then we'll bake a
then I'll bake a

cher - ry pie.
choco - late cake.

5 3 2 1
1 2 3

1/5 (L.H. optional) 1/5

DISCOVERY



Point out the two measures that use only steps. Are you stepping up or stepping down?

Teacher Duet: (Student plays 1 octave higher)

R.H.

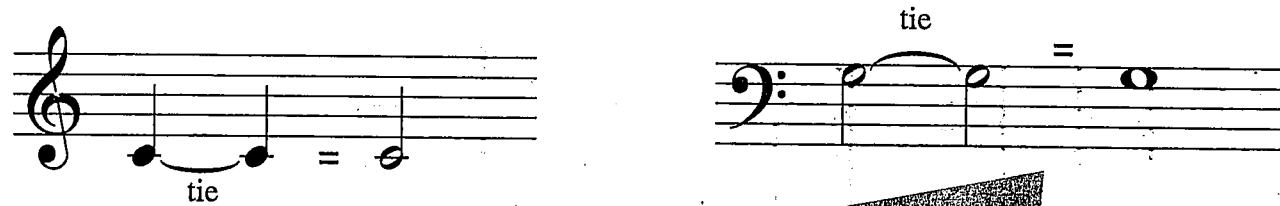
L.H. *mp* with pedal

5



The Tie

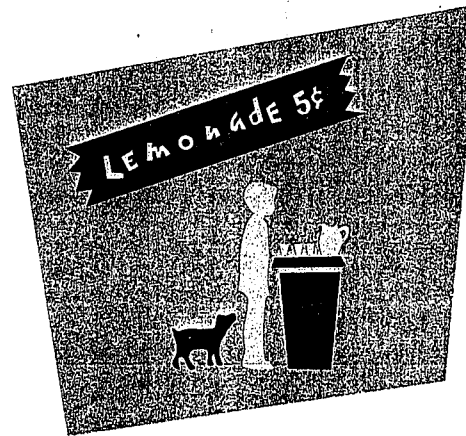
A **tie** is a curved line connecting 2 notes on the same line or space. It means the note will be played *once* but held for the length of both notes combined.



Lemonade Stand.

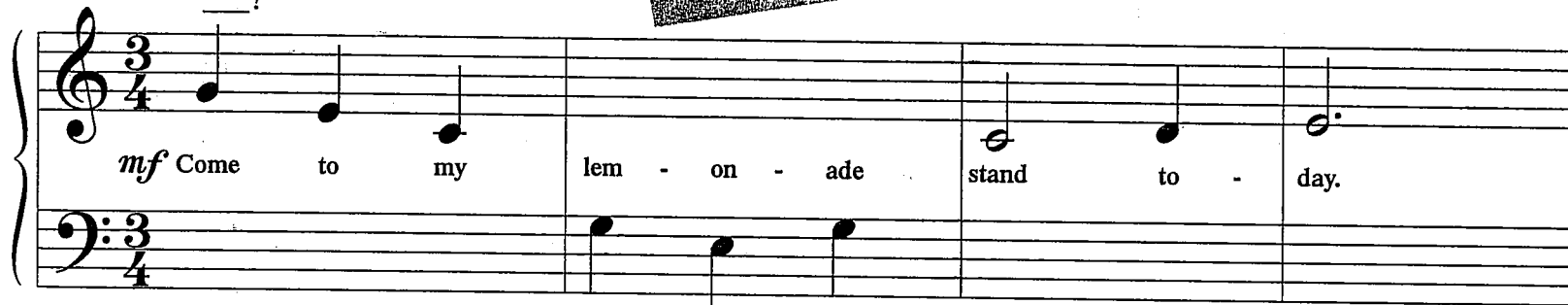
Name the position. _____

Cheerfully
5 on
___?

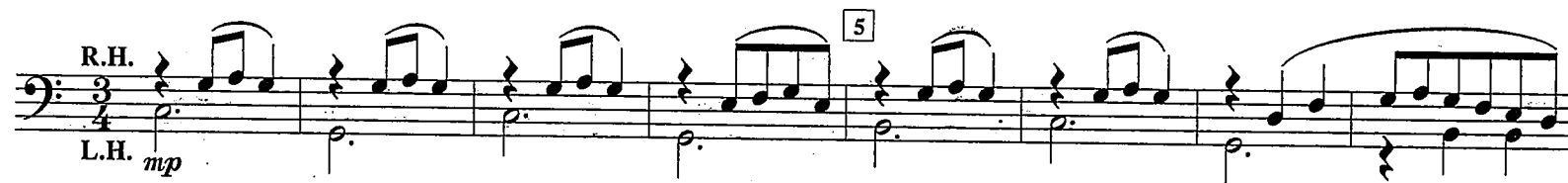


Rhythm Alert: Can you tap this piece on the closed piano lid counting aloud "1 - 2 - 3" with your teacher?

Hint: Be sure to tap with the correct hand!



Teacher Duet: (Student plays 1 octave higher)



5

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? ____

All My Friends

Name the position. _____



Rhythm Alert: Circle each tie in the music.

Lively 1 on
___?

Words by CRYSTAL BOWMAN

5

mf Jim - my who lives — next door, Ben at the gro - cery 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



Circle each skip in this piece.

Teacher Duet: (Student plays 1 octave higher)

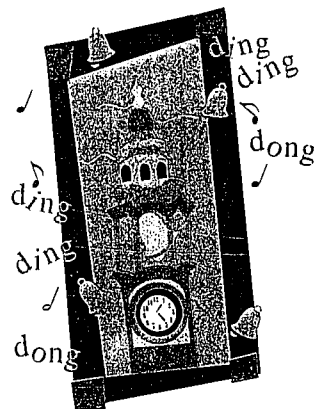
R.H.

L.H. *mp*

5

Bells of Great Britain

Name the position. _____



Special bells effect:

Hold down the right foot (damper) pedal through the entire piece.

Describe the sound to your teacher.

Joyfully

1 5 3 on ___?

1 on ___?
5 on ___?

Repeat playing *piano*.

Play 1 octave HIGHER _ _ _

Play 2 octaves HIGHER _ _ _ _ _ _ _ _ _ _

9 play 3 together


3 1

3 1









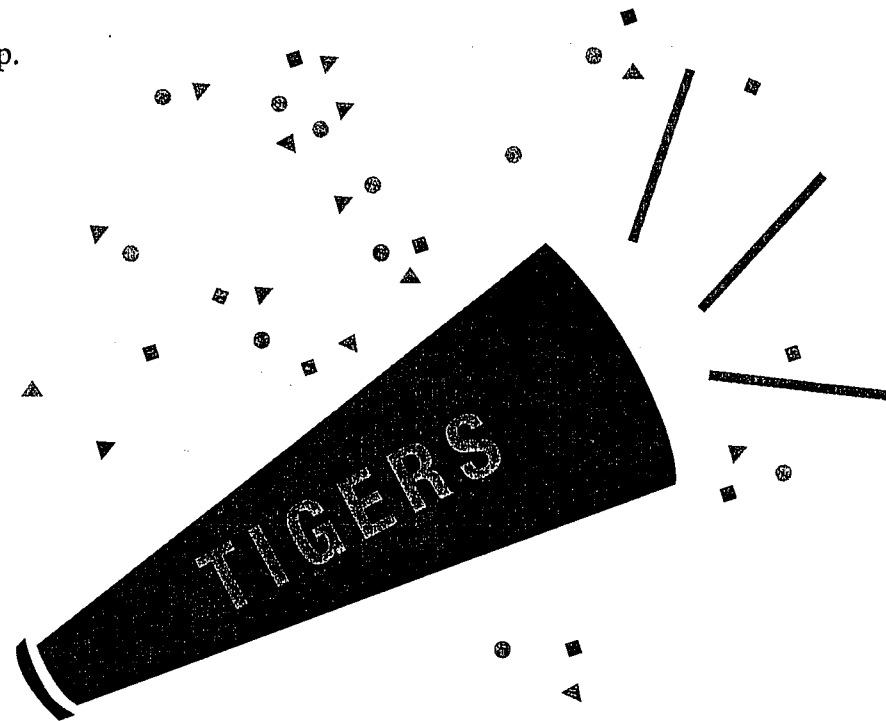
Hold the right foot (damper) pedal down and play skips with R.H. fingers 1 and 3 played together. Play *high* on the piano and listen to the bell-like sounds!

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

quarter rest  = *silence* for 1 beat

Set a steady beat with your teacher by tapping on your lap.
Together, chant and tap the "cheer"-below.
On the rests, feel the beat but do not tap or speak.

Go Team Let's Win
Go Team Let's Win
 Team Let's Win
  Let's Win
   Win!



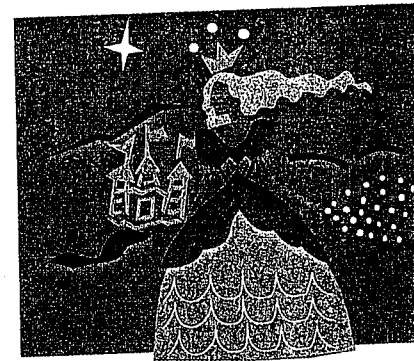
Our Team

Steady and strong

1 on
—?

Reading Alert: Circle each skip in this piece.

Once There Was a Princess



Name the position. _____

Bright and fast

5 on
___?

5

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.)

2

5

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

1 on
___?

5

DISCOVERY



How many measures have a quarter rest? _____

Teacher Duet: (Student plays 1 octave higher)

R.H.
L.H. *mp*

5

RAH
RAH
HOORAY!



The Bugle Boys

Name the position. _____

Marching briskly

mf Hup 2 - 3 - 4, Hup 2 - 3 - 4, Hup 2, Hup 2, Hup 2 - 3 - 4.

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

The first system of musical notation is for a piano accompaniment. It consists of two staves: a treble clef staff and a bass clef staff, both in 4/4 time. The treble staff has a key signature of one flat (Bb) and contains the melody. The bass staff contains a simple accompaniment. The music is marked 'mf' and includes the lyrics 'Hup 2 - 3 - 4, Hup 2 - 3 - 4, Hup 2, Hup 2, Hup 2 - 3 - 4.' A note below the bass staff indicates 'play 1/5 together'.

5

1

f See them proud - ly march - ing, let's all give a cheer.

The second system of musical notation continues the piano accompaniment. It consists of two staves: a treble clef staff and a bass clef staff, both in 4/4 time. The treble staff contains the melody with the lyrics 'See them proud - ly march - ing, let's all give a cheer.' The bass staff contains a simple accompaniment. The music is marked 'f'.

9

Flash - y horns are sound - ing, Bu - gle Boys are here!

Play 3 times gradually getting softer and softer.
Move the L.H. 1 octave lower for each repeat!

13 Repeat from here.

Hup 2 - 3 - 4, Hup 2 - 3 - 4, Hup 2, Hup 2, Hup 2 - 3 - 4.



CREATIVE

This piece uses only three letter names. Name them. _____ Make up your own march using notes C-E-G. Call it "Congratulations March." You've finished the book!

Teacher Duet: (Student plays as written)

8va throughout

R.H. L.H. mf mf-mp-pp

Play 3 times getting softer with each repeat!



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Piano Adventures® Lesson Book Level 1

Piano Adventures® Theory Book Level 1

Piano Adventures® Performance Book Level 1

Piano Adventures® Technique & Artistry Book Level 1

Teacher _____

Date _____

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C Position Warm-up	53	Ode to Joy	26
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Into the Cave	8	Yankee Doodle	51

Supplementary Material by Faber and Faber for the Primer Level

Achievement Solo Sheets:

- Once I Caught a Fish! A2033
- A Particularly Pleasing Piano Piece A2003
- Wee Small Bear A2032
- Zoom, Zoom, Witch's Broom A2024

Achievement Duet Sheets:

- Bluebird on My Shoulder AD3002

Collections:

- Piano Adventures® Christmas, Primer Level FF1137
(with "sightreading stocking stuffers")
- Piano Adventures® Popular Repertoire, Primer Level FF1256
(with "activity pages")

The DuetTime® Piano Series:

- DuetTime® Piano Christmas, Primer Level FF1025

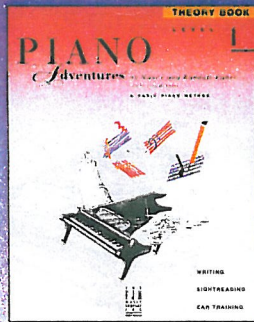
The PreTime® Piano Series:

- PreTime® Piano Christmas FF1015
- PreTime® Piano Classics FF1017
- PreTime® Piano Favorites FF1012
- PreTime® Piano Hymns FF1028
- PreTime® Piano Jazz & Blues FF1047
- PreTime® Piano Rock 'n Roll FF1107

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Level 2A	Level 4
Level 2B	Level 5

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