

PIANO

Adventures

by Nancy and Randall Faber

THE BASIC PIANO METHOD



FABIER
PIANO ADVENTURES

EXCLUSIVELY DISTRIBUTED BY



HAL LEONARD

Piano Adventures® Primer Level

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

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

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

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

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

www.PianoAdventures.com/secondedition

Online Resources

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

Background Accompaniments CD

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

Sightreading Book

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

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

Primer Teacher Guide

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



www.PianoAdventures.com

PIANO

Adventures[®] by Nancy and Randall Faber

THE BASIC PIANO METHOD

This book belongs to: _____

Production Coordinator: Jon Ophoff
Cover and Illustrations: Terpstra Design, San Francisco
Engraving: Dovetree Productions, Inc.

ISBN 978-1-61677-075-4

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

1



Introduction to Playing

Lesson	Theory	Technique	Performance	Sightreading
4	3, 4	3, 4		
5	3, 4	3, 4		
6	2	3, 4		
7				
8	5	5		
9	5	5		
10	5	5		
11	3	5		
12	4-5	5	2	
13	6-7	5		



2



Basic Rhythms

14	8			
15				
16				
17	9			
18	10			
19	6, 7	3		
20	11	4		
21				
22	12-13	8-9	5	



3



Key Names - ABCDEFG

Lesson	Theory	Technique	Performance	Sightreading
24				
25				
26	10-11	6-7		
27	14-15			
28	16			
29	17	12, 13	8	
30		14	9	
31		15	10	
32	18			
33	19	16	11	



4



Orientation to the Staff

34	20			
35				
36			6-11	
37	21			
38	22	17	12-15	
39	23	12		
40	17		16-21	
41	24-25	13	22-25	





Middle C D E F G Notes



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



Middle C B A G F Notes

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



Skips on the Staff

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



Bass C D E F G Notes



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



The Tie

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



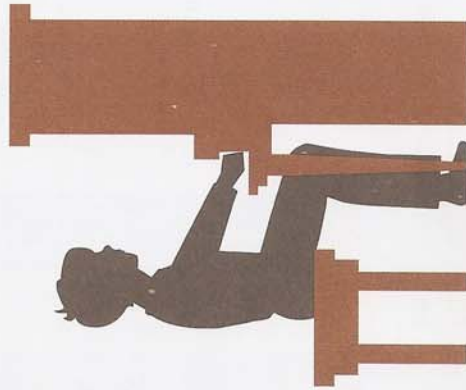
The Quarter Rest

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



Sitting at the Piano

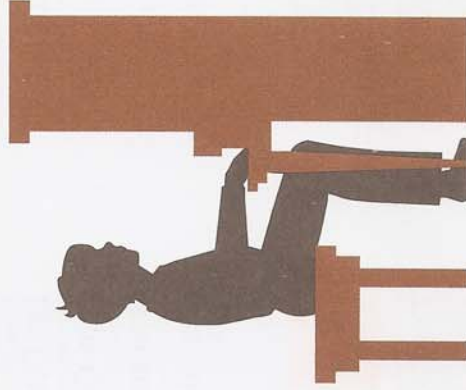
1. Are you seated the correct **DISTANCE** from the keyboard?



Check yourself:

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

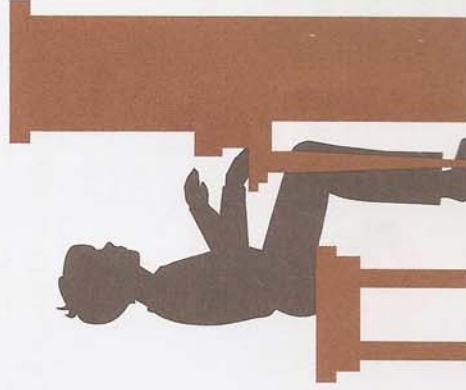
2. Are you seated the correct **HEIGHT** at the piano?



Check yourself:

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

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



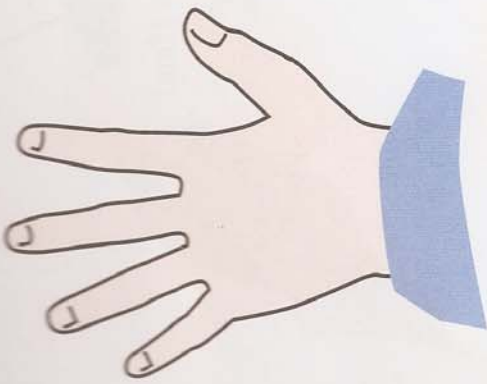
Check yourself:

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



This is your position for playing the piano.

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



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



round hand shape

Notice your hand forms the letter C for "correct"

Hand Shape Warm-up

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

Now continue the motions in rhythm with the duet!

Wrist Warm-up

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



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

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

Finger Numbers

Each finger has a number.

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



L.H. = Left Hand



R.H. = Right Hand

Finger Flashcards

On the **CLOSED KEYBOARD LID**

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



Practice Steps

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



The Pecking Rooster

FOR LEFT HAND ON WHITE KEYS

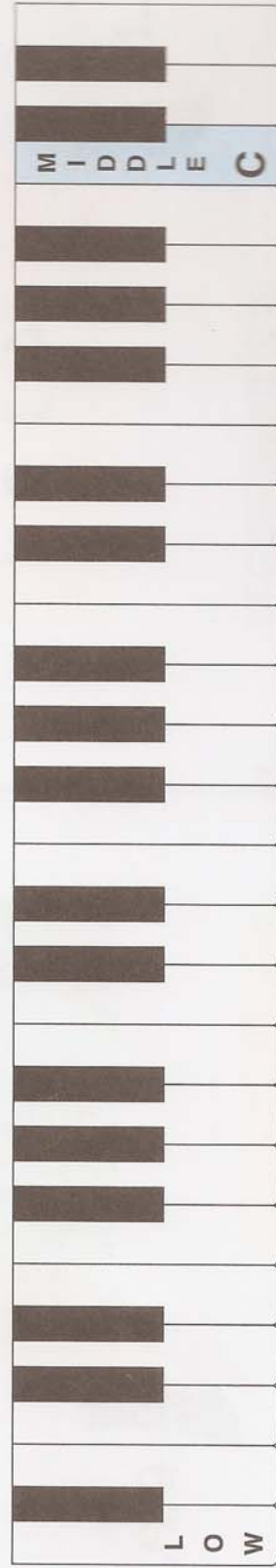


L.H.

When the keys are lower, the sound is lower!

DOWN

Keep a great steady beat!

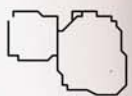


Teacher Duet: (Student begins on Middle C and plays a quarter-note beat going lower.)

8^{va} throughout

p ^ ^ ^ ^ ped. stacc

The musical notation shows a sequence of quarter notes on a treble clef staff, starting from Middle C and moving downwards. The notes are: C4 (labeled 1), B3 (labeled 2), A3 (labeled 3), G3 (labeled 4), F3 (labeled 5), E3 (labeled 4), D3 (labeled 3), C3 (labeled 2), B2 (labeled 1), A2 (labeled 5), G2 (labeled 4), F2 (labeled 3), E2 (labeled 2), D2 (labeled 1), C2 (labeled 5). The notes are grouped into pairs with slurs. The piece ends with a fermata over the final note.





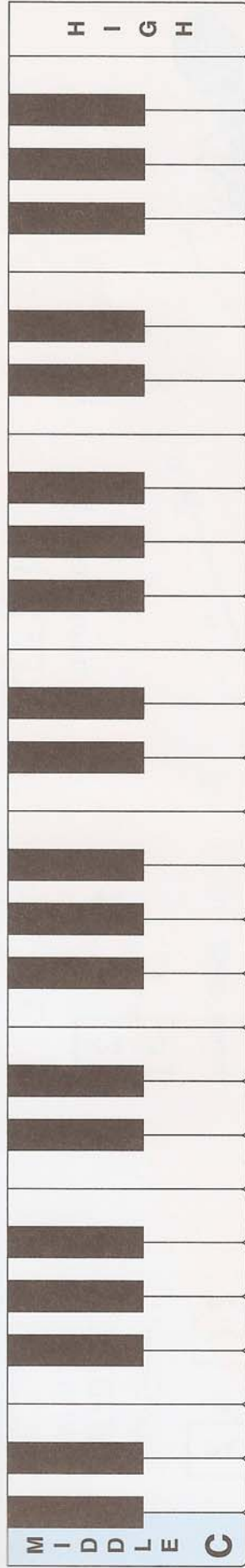
The Pecking Hen

FOR RIGHT HAND ON WHITE KEYS



R.H.

Keep a great steady beat!



When the keys are higher, the sound is higher!



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

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

R.H. $\frac{4}{4}$

L.H. $\frac{2}{2}$ *mp*

Black keys are in groups of



2's and **3's**.

On the **KEYBOARD**

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



Two Black Ants



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

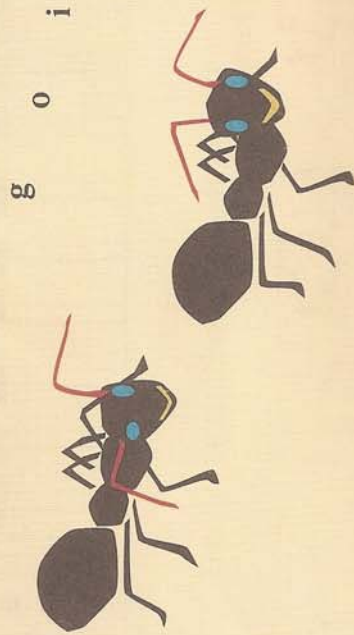
2 3
play together

Move down to next **LOWER** group.

2 3

Two black ants

dig - ging down



g o i n

2 3

to their home



l o w e r

2

3

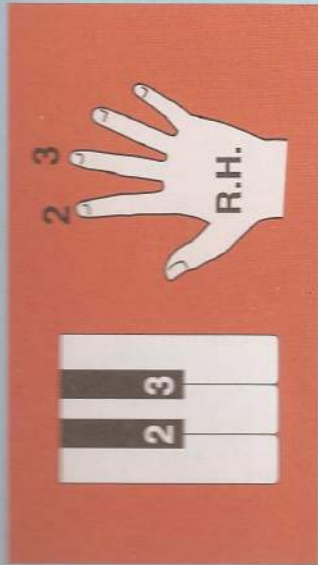
in the ground.

LOW

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



Two Blackbirds



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



HIGH



3
2
to the sky.

Move up to next **HIGHER** group.



3
2
fly - ing high



3
2
go - ing up

g
h
e
r



g
n
i

g
o
i

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

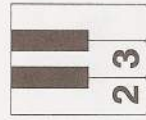


3
2

Two black-birds



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



2 3
R.H.



Into the Cave

4 3 2

L.H.

4 3 2

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



Start in the
MIDDLE
of the piano.

2 3 4

play
together

2 3 4

In - to the cave,

Move down to next
LOWER group.

2 3 4

2 3 4

if you are brave,

2 3 4

2 3 4

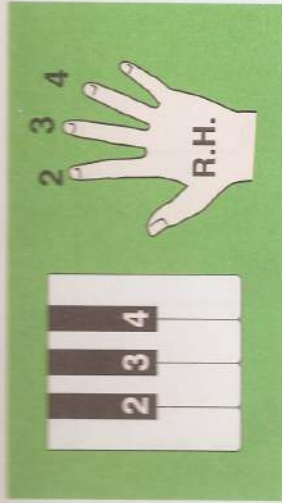
deep down and low!
LOW



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



Three Little Kittens



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

Your teacher will demonstrate.

HIGH

4
3
2

Spring of
the keys!

4
3
2

MELLOW!

Move up to next
HIGHER group.

4
3
2

play - ing the keys,

Start in the
MIDDLE
of the piano.

4
3
2

cute as can be,

Kitten Conversation

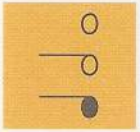


CREATIVE Your teacher will choose two keys and say, "ME-OW!"

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

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

3



The Quarter Note

one

uno

eins

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

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

stem

head

= 1 count or beat

1 Ta

1 Ta

1 Ta

1. Tap and count aloud:

or Ta

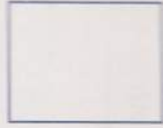
2. Play four quarter notes on any key. Count aloud.
Counting with a steady beat gives us RHYTHM.



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

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

Write a 1 below each note.



Ex. 1 count

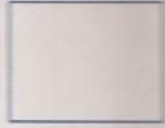
count

count

count

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

Write a 1 below each note.



Ex. 1 count

count

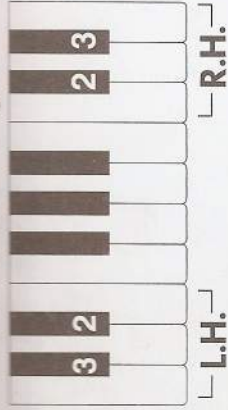
count

count

Practice Steps

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

Find the Keys



Play 3 together

R.H.



Tick
Wind

tock

tick

tock

goes
it

the
will

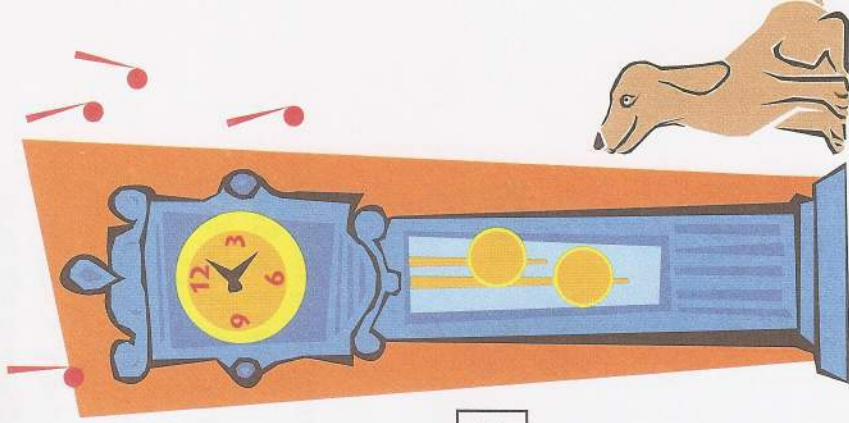
old
not

clock.
stop!

L.H.



Play 2 times!

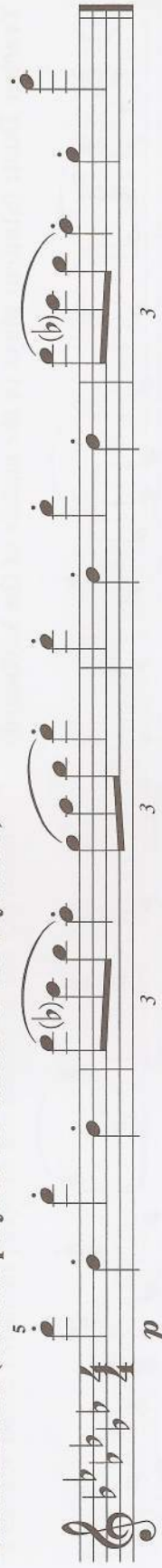


CREATIVE To end, chime the time. Choose any hour and play the 2-black-key groups **hands together**.

Explore holding the right-foot pedal (damper pedal) down as you chime the time!



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



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

Finger Check:

Do you have firm fingertips?

R.H.
Walk,
2

3
walk,

4
walk,

3
walk

2
on

3
the

4
black

4
keys,

repeated note

L.H.
Walk
2

a
3

long
4

and
3

keep
2

a
3

good
4

beat!
4

repeated note ↑



DISCOVERY

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

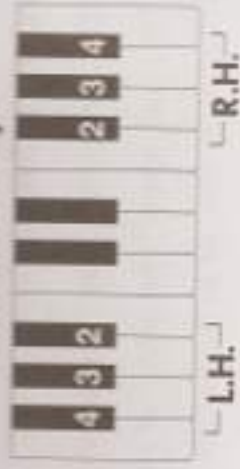


Teacher Duet: (Student plays *in the middle* of the keyboard)

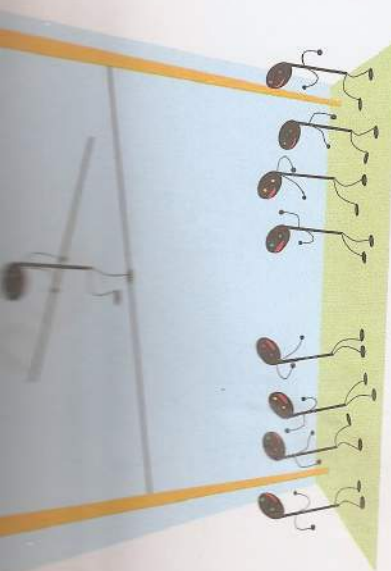
mf

Double B means the of the (thin line, t

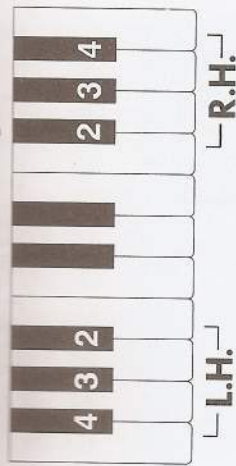
Find the Keys



The Walking Song



Find the Keys



Tightrope Walker

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

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

repeated note
(same finger)

R.H. 2

Tight - rope

3

walk - er,

4

read -

3

y,

3

stead -

y,

L.H. 2

Tight - rope

3

walk - er,

4

bal -

ance,

3

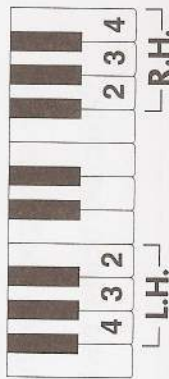
don't

fall!

(same finger)



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



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

The Half Note

stem

head

= 2 counts
or beats

J + J = J

TWO
dos
Zwei
de

1-2 1-2 1-2 1-2

Ta-ah Ta-ah

1. Tap and count aloud:
Feel 2 beats. **1-2** or **Ta-ah** **1-2** **Ta-ah** **1-2** **Ta-ah**

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



Tap \downarrow notes to the steady tick of the metronome.

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

Write 1-2 below each note.

Ex. $\frac{1-2}{\text{counts}}$	$\frac{\quad}{\text{counts}}$	$\frac{\quad}{\text{counts}}$	$\frac{\quad}{\text{counts}}$	$\frac{\quad}{\text{counts}}$
Ex. $\frac{1-2}{\text{counts}}$	$\frac{\quad}{\text{counts}}$	$\frac{\quad}{\text{counts}}$	$\frac{\quad}{\text{counts}}$	$\frac{\quad}{\text{counts}}$

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

Write 1-2 below each note.



Practice steps

1. On the closed keyboard **11d**, play and say finger numbers aloud.
Feel the half notes by saying, "four-or" or "two-oo" for these fingers.
2. Play and count, "one, one, one-two."
3. Play and sing the words.

Use these practice steps for the pieces that follow.



R.H. 2 | 3 | 4 |

I like dogs,

4 | 3 | 2 |

I like cats,

3 | 2 | 1 |

I like fun - ny

4 | 3 | 2 |

look - ing hats.

L.H. 4 | 3 | 2 |

I like sand,

4 | 3 | 2 |

I like sun,


3 | 2 | 1 |

Lik - ing things is

4 | 3 | 2 |

so much fun!



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

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

Find the Keys

The I Like Son

LOUD and SOFT sounds make music more interesting.

Forte means loud. Piano means soft.
f = forte *p* = piano



Find the Keys

4	3	2
4	3	2

L.H. R.H.

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

I Hear the Echo

R.H. *f* Shout a - cross the val - ley, *p* Now I hear the ech - o.

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

L.H. *f* Play the mu - sic loud - ly, *p* Now I hear the ech - o.

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

DISCOVERY









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

Teacher Duet: (Student plays 1 octave higher)




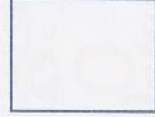
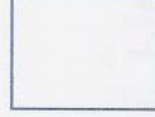
R.H. *mf* with pedal *p* *mf* *p*

L.H. *mf* with pedal *p* *mf* *p*

The Whole Note

 = 4 counts
 or beats
 +  +  +  = 

- Tap and count aloud:
 Feel 4 beats. **1-2-3-4** **1-2-3-4**
 Ta-ah-ah-ah Ta-ah-ah-ah
- Play four whole notes on any key. Count aloud and keep a steady beat!

 Ex.  1-2-3-4 counts
 counts  counts  counts

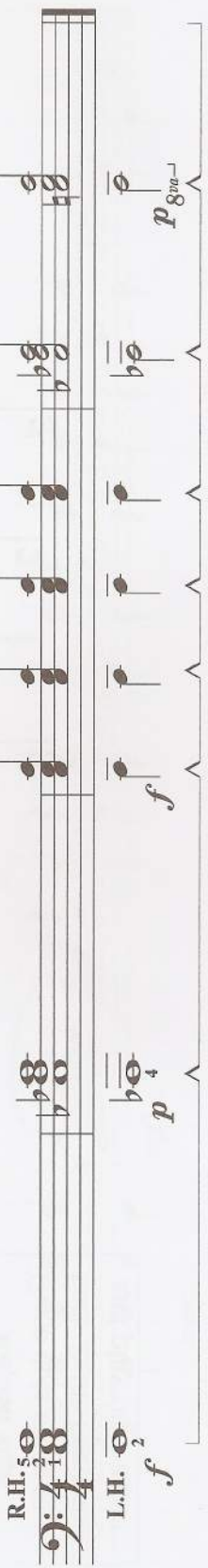
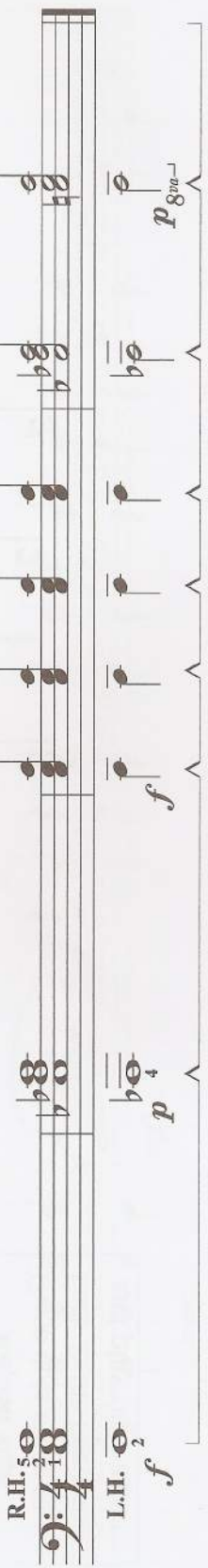
- Draw 3 whole notes.
 Write 1-2-3-4 below each note.

Forte and Piano Rhythms

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

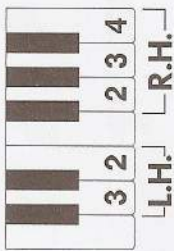
 *f*  *p*


Teacher Duet:

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

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

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



DISCOVERY Slide your fingers up to the white keys shown.

Now play this tune on the white keys!

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

cresc.

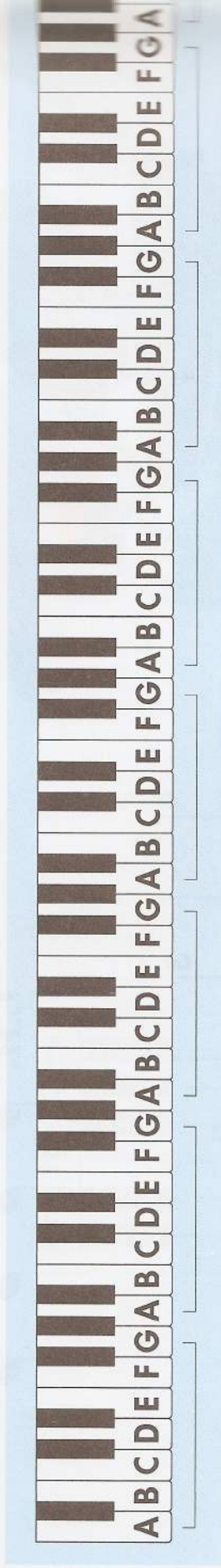


The Music Alphabet

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

The music alphabet has 7 letters:

A B C D E F G



- Write the music alphabet. _____ start again with?



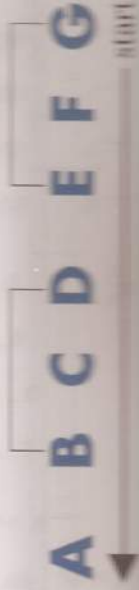
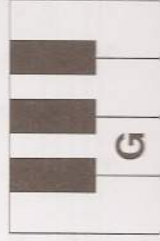
Alphabet Warm-up

Use the third finger supported by the thumb.

L.H. plays the lower notes, R.H. plays the higher notes.



1. **Play** and say the white keys. Start with the lowest key, **A**, and end with the highest key, **C**.
2. Practice finding **Gs** within the 3-black-key group.
3. Beginning on any **G**, **play** and say the music alphabet going *down* the entire keyboard. What is the lowest note? It may help to chant the letters in groups, like this:



Learning C-D-E

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

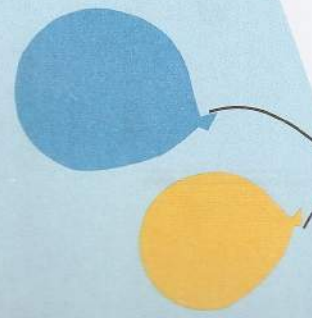
- Circle every 2-black-key group below.
- Then print C-D-E on the 3 white keys.



Ex.

Balloons

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



f Let - ting go,

L.H.

R.H.

they float high,

L.H.

Bright bal - loons

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

R.H.

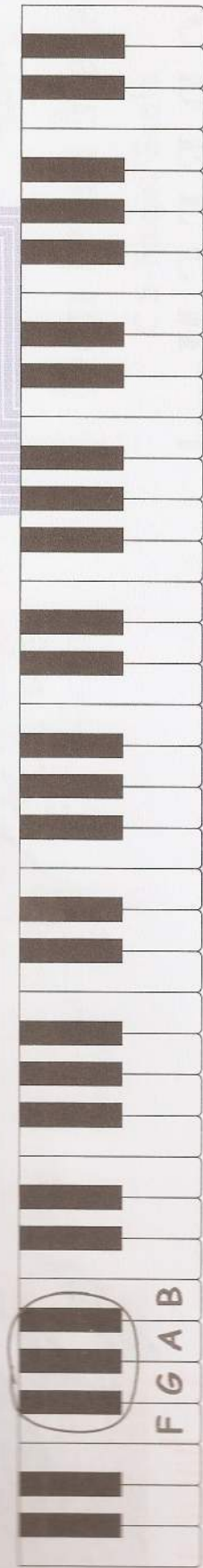
in the sky!

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

Learning F-G-A-B

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

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



Ex.

The Escalator

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

L.H. f | 3 | **R.H.** | 2 | **L.H.** | 3 | **R.H.** | 2 |
 Mov - ing up the
 es - ca - la - tor,
 (L.H. crosses over R.H.)

L.H. | 3 | **R.H.** | 2 | **L.H.** | 3 | **R.H.** | 2 |
 at the top just
 (cross over)

L.H. | 3 | **R.H.** | 2 | **L.H.** | 3 | **R.H.** | 2 |
 sec - onds lat - er!
 (cross over)



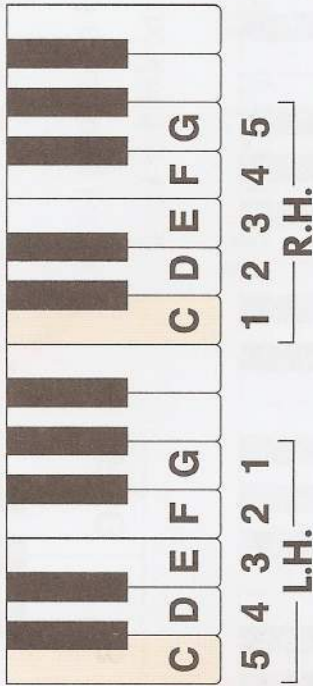
Can you come back down playing and saying the letter names?
B - A - G - F

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

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

C is the "home note."

C 5-Finger Scale



C-D-E-F-G March

Which hand begins? _____

L.H. *f*

C D E F G

5 4 3 2 1

R.H. *p*

C D E F G

1 2 3 4 5

Step to home note

Down to home note

easy - ly,

can step so

I can step so

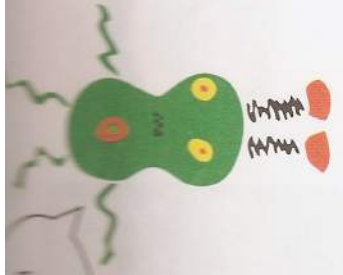
easy - ly,

Down to home note

Down to home note

DISCOVERY

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



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

Bar lines divide the music into measures.

bar line **bar line** **bar line**

measure measure measure

Men from Mars

C 5-Finger Scale

_____ measure _____

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

f

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

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

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



DISCOVERY

How many measures are in this piece? _____

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

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

L.H. **2** *mf*

Dynamic Marks

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

A new dynamic mark between *p* and *f* is:

mf = *mezzo forte* (moderately loud)

Ode to Joy

C 5-Finger Scale

Ludwig van Beethoven
(1770–1827, Germany)

L.H. *mf*

R.H.

DISCOVERY Find and circle 7 more pairs of repeated notes.

Now, explore different **dynamic marks**. Play *Ode to Joy p*, then *f*, then *mf*.

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

R.H.

L.H. *mp* with pedal

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

Find the Keys



5 4 3 2 1
L.H.

1 2 3 4 5
R.H.

Sea Story

Waves are crash - ing, wa - ter splash - ing, ride the storm - y C C C C!

L.H. **mf** 1

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

R.H. **1**



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



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

R.H. **5**

L.H. **2**

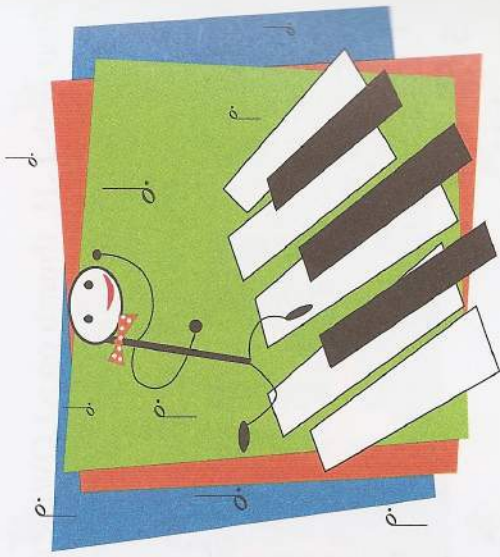
mf with pedal

The Dotted Half Note



= 3 counts
or beats

1 - 2 - 3
Ta - ah - ah



Hey, Mr. Half Note Dot!

Begin on a LOWER C.	Hey, When	Mis you	- ter go	Hey, dance	Mis up	- ter to	Half Note Mid - dle	Dot! C.
	L.H. C	B	A	G	A	B	C.	C.
Begin on MIDDLE C.	You We	sound sound	like like	just just	danc danc	- -	ing. ing.	(2 - 3) (2 - 3)
	R.H. C	D	E	F	E	D	C.	C.

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

8^{va} throughout

Rhythm Alert!

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

Alouette

C 5-Finger Scale

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

1 3 1
[skip over D]

L.H.

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

3 1
[skip over D]

DISCOVERY

Circle this rhythm pattern two times in the music:

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

R.H. ***mp***
1 5 3 8
L.H. 2

The Staff

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



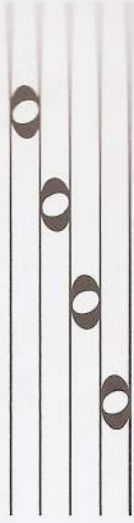
1. Point to each **line** with a pencil and say its number aloud. Then do the same with each **space**.

Line Notes



The line passes through the center of the note.

Space Notes



The note fills up the space on the staff.

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

The Grand Staff

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



The Left Hand uses the bottom staff.



Right

The Right Hand uses the top staff.

BASS CLEF



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



Brace L.H. finger 3:

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

TREBLE CLEF



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



Brace R.H. finger 3:

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

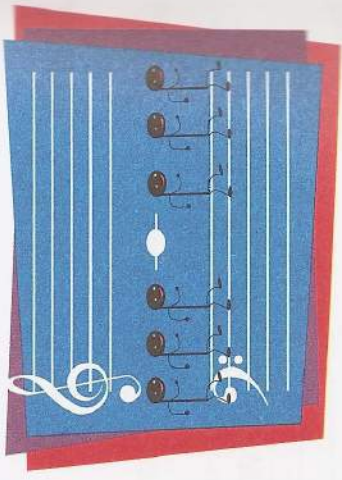
3. How many times can the **music alphabet** be written on the staff? _____ Begin at the bottom and circle each group.

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

Learning Middle C

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

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



Middle C March

repeated notes

1

R.H. plays

Middle C is closer to the treble staff.

② Watch for finger changes.* ③

1

L.H. plays

Middle C is closer to the bass staff.

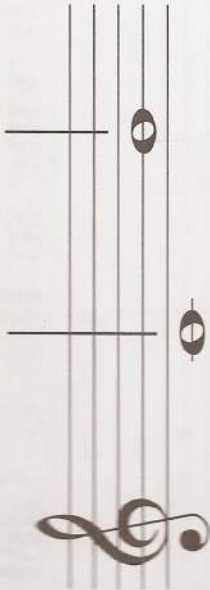
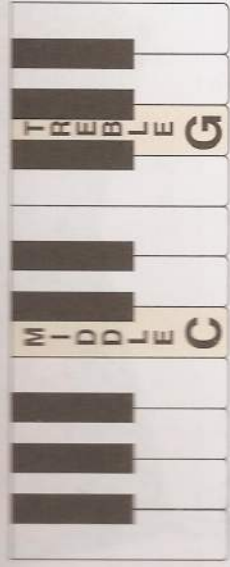
② ③

Teacher Duet: (Student plays as written)

*Teacher Note: The chance of fingering prevents the student from counting a certain note (e.g., Middle C) with a thumb. Middle C is written on the short line between the staves.

Learning Treble G

Find the first G above Middle C.
This is called Treble G.



Hand Shape Check:

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

Reading Check:

Treble G is written on LINE 2.



A Ten-Second Song

Lightly

1 on ___? (fill in) 5 on ___? Repeat *p*.

<i>f</i> I just love to	<i>p</i> If this song had	play this song,	for it's just ten	sec - onds long.
		no re - peats,	it would be so	short and sweet!

DISCOVERY



Can you play this song in 10 seconds (with the repeat)? Good luck!

Teacher Duet: (Student plays as written)

R.H. $\frac{3}{4}$	$\frac{1}{1}$	$\frac{2}{2}$	$\frac{3}{3}$	$\frac{4}{4}$	$\frac{5}{5}$	$\frac{6}{6}$	$\frac{7}{7}$	$\frac{8}{8}$	$\frac{9}{9}$	$\frac{10}{10}$	$\frac{11}{11}$	$\frac{12}{12}$
L.H. $\frac{3}{4}$	$\frac{1}{1}$	$\frac{2}{2}$	$\frac{3}{3}$	$\frac{4}{4}$	$\frac{5}{5}$	$\frac{6}{6}$	$\frac{7}{7}$	$\frac{8}{8}$	$\frac{9}{9}$	$\frac{10}{10}$	$\frac{11}{11}$	$\frac{12}{12}$

mf-pp on repeat

Treble Clef = G Clef

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

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



Driving in the G Clef

Urgently

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

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

measure number

5

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

Teacher Duet: (Student plays as written)



Best Friends

- 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*?

Quickly

3 on G (play together)

C and G,

best of friends,

friend - ship that will

nev - er end.

5

3 on C

How they play

on their lines,

mak - ing mu - sic

all the time!

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

Teacher Duet: (Student plays as written)

1 5

3

1 2 3

1 2 3

3

f-p on repeat

Learning Bass F

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

The diagram shows a section of a piano keyboard with keys labeled 'BASS' and 'MIDDLE C'. The 'BASS' section includes the keys F, C, G, and C. The 'MIDDLE C' section includes the keys C, D, E, and C. Below the keyboard, a bass clef staff has a note on the first line, which corresponds to the Bass F key.

Hand Shape Check:

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

Reading Check:

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



Gorilla in the Tree

Happily

The musical score consists of two staves. The top staff is a vocal line in treble clef, and the bottom staff is a piano accompaniment in bass clef. The tempo is marked 'Happily' and the dynamic is 'mf'. The lyrics are: 'Big go - ril - la / Won't you please throw / 1 on ___? / 5 on ___? / in the tree, / down for me / rock - ing, rock - ing / a ba - na - na / hap - pi - ly, / from your tree?'. The piano accompaniment features a simple bass line with notes corresponding to the lyrics.

DISCOVERY



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

Teacher Duet: (Student plays as written)

The duet score shows two parts: a vocal line and a piano line. The vocal line starts with a first ending bracket and a second ending bracket. The piano line provides accompaniment for both parts. The tempo is 'mf' and the time signature is 4/4.

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

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



My Invention

Like a machine

1 on ___?

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

5 3 on ___?

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

CREATIVE Make *My Invention* longer with more Bass F, Middle C, and Treble G notes.

To end, have your invention "break down" and stop.

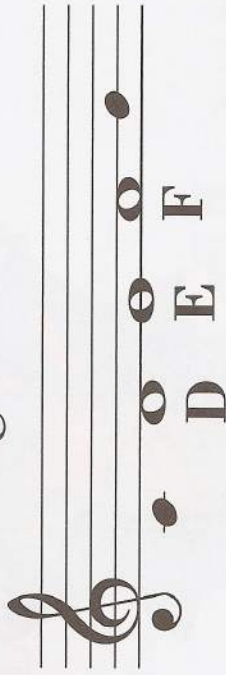
Teacher Duet: (Student plays as written)

1 5 8^{va} throughout

1. 4 2. 5 2 1

mf

Learning D-E-F



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



March on D-E-F

Like a march

2 on ___?

- Name the notes in the blanks.



Musical notation for the first exercise. It consists of two staves: a treble clef staff with a forte (*f*) dynamic and a bass clef staff. The treble staff contains a sequence of notes: D4, E4, F4, followed by three blank lines. The bass staff contains three blank lines. A bracket on the left groups both staves.

5

Musical notation for the second exercise. It consists of two staves: a treble clef staff with a piano (*p*) dynamic and a bass clef staff. The treble staff contains a sequence of notes: D4, E4, F4, followed by three blank lines. The bass staff contains three blank lines. A bracket on the left groups both staves.

Teacher Duet: (Student plays as written)

1 5

Musical notation for the teacher duet. It shows a bass clef staff with a 4/4 time signature. The first measure contains a whole note D4. The second measure contains a whole note E4. The third measure contains a whole note F4. The fourth measure contains a whole note G4. The notation includes first and second endings. Dynamics include *mf-p* and *s*.

step up step down



line - next space

space - next line

Mister Bluebird

C 5-Finger Scale

Circle the correct answer for each measure below.

Happily
5 on _____?

stepping up?
stepping down?
repeating?

stepping up?
stepping down?
repeating?

stepping up?
stepping down?
repeating?

step up?
step down?

	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.



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

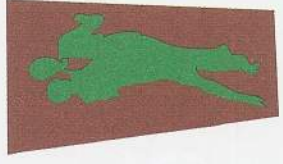


Time Signature

1 2 3 4

4 means 4 counts or beats in a measure.

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



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



The Dance Band

With energy 1 on ___?

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

5 3 on ___?

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

DISCOVERY

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

Teacher Duet: (Student plays 1 octave higher)

R.H. L.H. *mf*



Learning B

line space

- 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!

3 on ___?

With zest

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

1 on ___?

5

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



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

Teacher Duet: (Student plays *as written*)

5

New Time Signature

3 means 3 counts or beats in a measure.

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

- Circle the time signature in this piece.



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

Petite Minuet

Moderately

New R.H. position! 1 on ___?

5

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

3

1 on ___?

5

4

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

3

1

DISCOVERY

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

Teacher Duet: (Student plays 1 octave higher)

R.H. *mp*

L.H. *mp*

Learning A

line space line

A is a line note.

It is the top line of the bass staff.

- Circle all the A's below.

Rodeo



Cheerfully

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

3 on ___?

1 on ___?

5

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. *f* 5. 2. 5

L.H. *mf* 5

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



Russian Folk Song

Russian melody
Lyrics added

Quickly
3 on ___?

<i>f</i> Chil- dren danc- ing	round and round the	Chil- dren danc- ing	round and round the
	birch tree.	birch tree.	birch tree.
(prepare L.H.)			

1 on ___?

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

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

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

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

Teacher Duet: (Student plays 1 octave higher)

R.H.			
L.H.			

Learning G

line space line space

line space

line space

G G

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



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



Come See the Parade!

Lively
5 on ___?
1 on ___?

5

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

1 on ___?



9

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

13

3



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



Teacher Duet: (Student plays 1 octave higher)

5

13

9

R.H. 3 1

L.H. 4

f *mf* *f*



About Skips

To play a **SKIP**...

skip a key

skip a finger

skip a letter

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

skip up skip down



Hey, Hey, Look at Me!

Brightly

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

Traditional



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

Teacher Duet: (Student plays 1 octave higher)

R.H. 4/4 I. 2.

L.H. 1

Allegro

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

Mauro Giuliani
(1781-1829, Italy)
adapted



Reading Check:

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

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

Fast and lively

1 on __? 3

1 3

1 on __?

5 1

1



DISCOVERY

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

Teacher Duet: (Student plays 1 octave higher)

4 5

R.H. 4
L.H. 2 mp

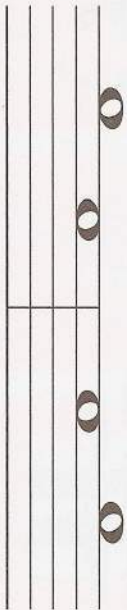
p

More About Skips

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

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

skip up skip down



Elephant Ride

Merrily

2 on ___?

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

4 on ___?

5

And you'll have the finest view while on your jungle ride!

DISCOVERY



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

Teacher Duet: (Student plays 1 octave higher)

R.H. 4/4 L.H. 4/4



Yankee Doodle

Traditional American

5 **Brightly**
1

INTRODUCTION
Slowly

2 on ?

Sing a - long,

as I play this song:

Yan - kee Doo - dle
mf

went to town

Pedal down ?

9

Pedal up

rid - ing on a po - ny,

Stuck a feath - er in his cap and called it mac - a - ron - i!

2



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

Teacher Duet: (Student plays 1 octave higher)

R.H. 4

L.H. *mp* 1

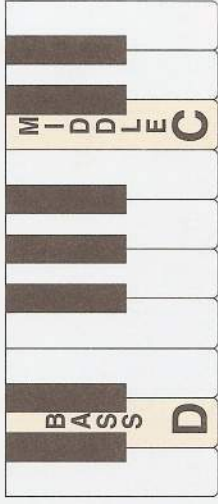
5 2 1

9

5 5

Learning Bass D

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



Technique Check:

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

Magic Rhyme for Bass D

With bounce *repeat*

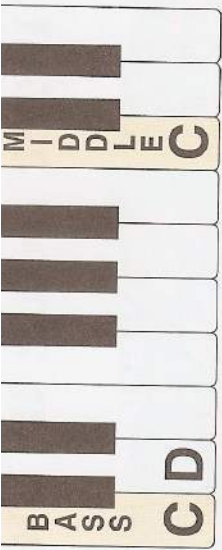


Try some "finger magic" and switch to a braced finger 2 for the last two measures.

Teacher Duet: (Student plays as written)

Learning Bass C

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



A Joke for You

- Circle all the Bass C notes.

Cheerfully

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

C 5-Finger Scale in the Bass Clef

NEW

Bass C D E F G

Reading Hint:

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

Like a march, with perfect rhythm

1 on
 2?

f Team A mar - ches up!

Team B mar - ches down!

Football Game

mf Team A knows more plays. Oh, look, their field goal wins the

f Arc the L.H. like a soaring ball! game!

DISCOVERY

Name aloud the notes in the second line of music.



f 3
 Play the lowest C.

The Octave

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

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



Octavius the Octopus

Playfully

mf Eight long legs,
two small eyes,
I'm Oc - ta - vi - us the Great.

5

Count the octopus legs!

One leg, two, three,
four, five, six, seven,
eight long legs.

Brace (3) with the thumb.

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



Copy Cat

5-Finger Scale



Happily

f 5 ON ?

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

f (prepare L.H.)

1 ON ?

5

p 2

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

Teacher Duet: (Student plays 1 octave higher)

R.H.

L.H.

mf

5

5

For - te is my next com - mand! "Right hand, you can't fool this hand!"

Left hand, you're quite good at that. "That's 'cause I'm a cop - y cat!"



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

9 13

mf *pp*

Grandmother

Question and Answer Song



Cheerfully

Traditional lyric adapted

mf Grand - moth - er,
Grand - moth - er,
1 on ___?

Grand - moth - er,
Grand - moth - er,
1

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

what to buy?
how to bake?



Question

5 on ___?
Grand - moth - er,
Grand - moth - er,
1
5

5
Grand - moth - er,
Grand - moth - er,
1
5

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

cher - ry pie,
choc - 'late cake,
1 2 3
1 2 3

Answer



Teacher Duet: (Student plays 1 octave higher)

R.H. 1
L.H. 2
mp with pedal

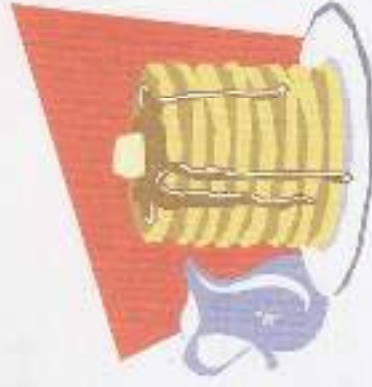
Musical Question

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



A musical staff in 4/4 time with a treble clef and a dynamic marking of *mf*. The melody consists of the notes C4, D4, E4, F4, G4, A4, B4, and A4. A bracket above the staff labels the first seven notes as "question".

Can we make some pan-cakes, yum, yum, yum?



A musical staff in 4/4 time with a treble clef and a dynamic marking of *mf*. The melody consists of the notes C4, D4, E4, F4, G4, A4, B4, and C5. A bracket above the staff labels the last note as "parallel answer".

We can make some pan-cakes, yum, yum, yum!

Parallel Answer

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

Contrasting Answer

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



A musical staff in 4/4 time with a treble clef and a dynamic marking of *mf*. The melody consists of the notes C4, D4, E4, F4, G4, A4, B4, and A4. A bracket above the staff labels the first seven notes as "question".

Can we make some pan-cakes, yum, yum, yum?



A musical staff in 4/4 time with a treble clef and a dynamic marking of *mf*. The melody consists of the notes G4, F4, E4, D4, C4, B3, A3, and G3. A bracket above the staff labels the last note as "contrasting answer".

We can make some pan-cakes, yum, yum, yum!

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

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

Can you make up a contrasting answer?



The Tie

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



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

Be sure to tap with the correct hand!

Cheerfully
5 on



Teacher Duet: (Student plays 1 octave higher)



Lemonade Stand

5-Finger Scale



five cents in all you will pay.

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

13 We've got the best in town!

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

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

9 13

Rhythm Alert:

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



All My Friends

5-Finger Scale

Lively

1 on

2?

Words by CRYSTAL BOWMAN

mf Jim - my who lives next door, Ter - ry a - cross the street, (prepare L.H.)

5

Sa - ra whom I hope a - dore, Some - day I hope you'll meet, friends, friends.

DISCOVERY



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

Teacher Duet: (Student plays 1 octave higher)

R.H. friends, friends. L.H. friends, friends. *mp*

Bells of Great Britain

5-Finger Scale



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

Joyfully, with steady gongs

1 5 3 on ___?

1 on ___?
5 on ___?

Play 1 octave HIGHER

Play 2 octaves HIGHER

3 1

3 1

9 play 3 together 1

as soft as possible



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

ding dong

67




The Quarter Rest

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

 = silence for 1 beat

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

Team Cheer

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



Come On, Tigers!

Steady and strong

1 on

mf Come on, Ti - gers, let's fight! Win our big game to - night!

(prepare L.H.)

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



Princess or Monster?

You choose

5

4/4

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

2

(prepare L.H.)

5

4/4

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

1

long time a - go.
long time a - go.

Princess Duet: (Student plays 1 octave higher)

3

4/4

R.H. L.H. *mp*



Monster Duet: (Student plays as written)

4

4/4

R.H. L.H. *mf*

1, 3. 2, 4. D.C.



!

RAH RAH HOORAY!



The Bugle Boys

5-Finger Scale

INTRODUCTION

Brisk march

mf Hup 2 - 3 - 4, (prepare R.H.)

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

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

5 MUSICAL QUESTION

1

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

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 ENDING

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. 3 L.H. 1 *mf*

9 13 *mf-mp-pp*

Play 3 times getting softer with each repeat!



Piano Adventures® Certificate

Congratulations to:

(Your Name)

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



LESSON BOOK



THEORY BOOK



TECHNIQUE & ARTISTRY



PERFORMANCE BOOK

Teacher: _____

Date: _____



Alphabetical Listing of P

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

