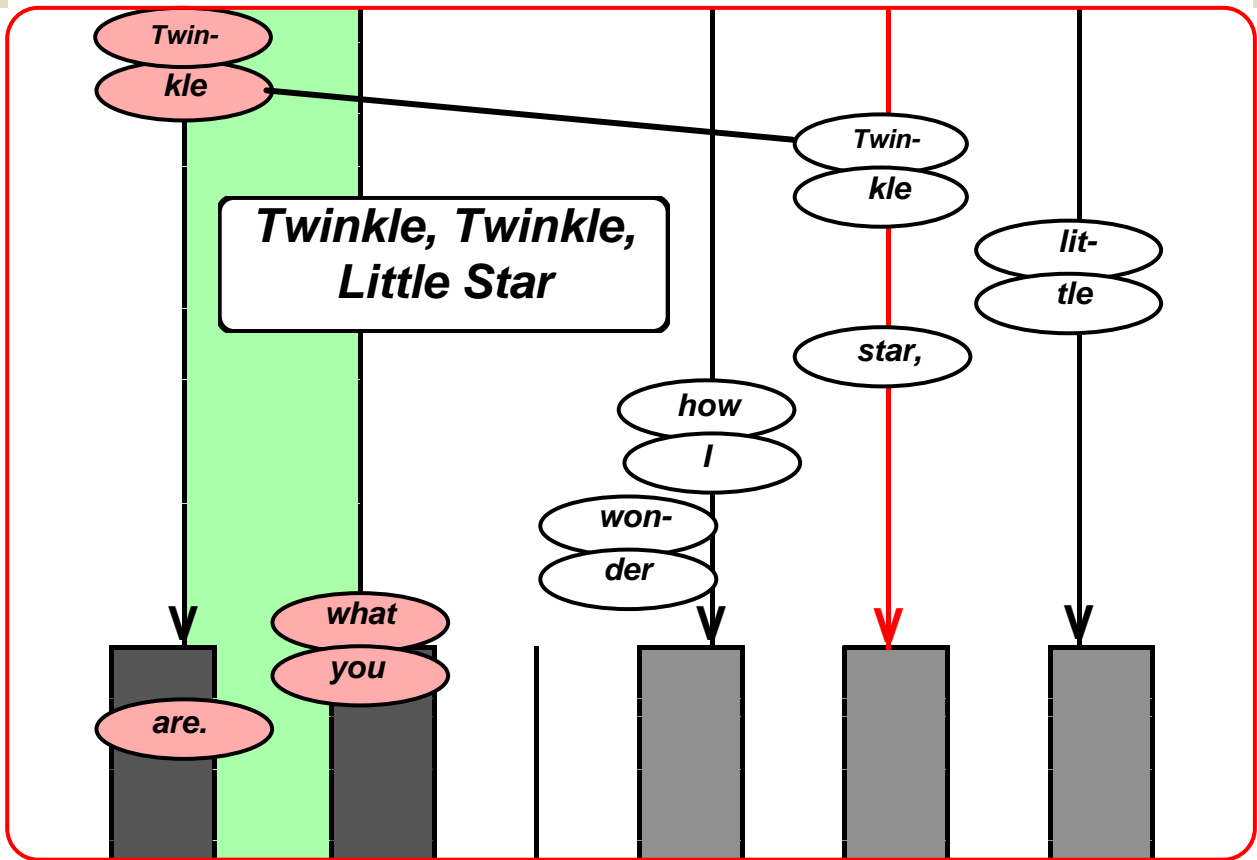


Themes From Children's Songs - Prep

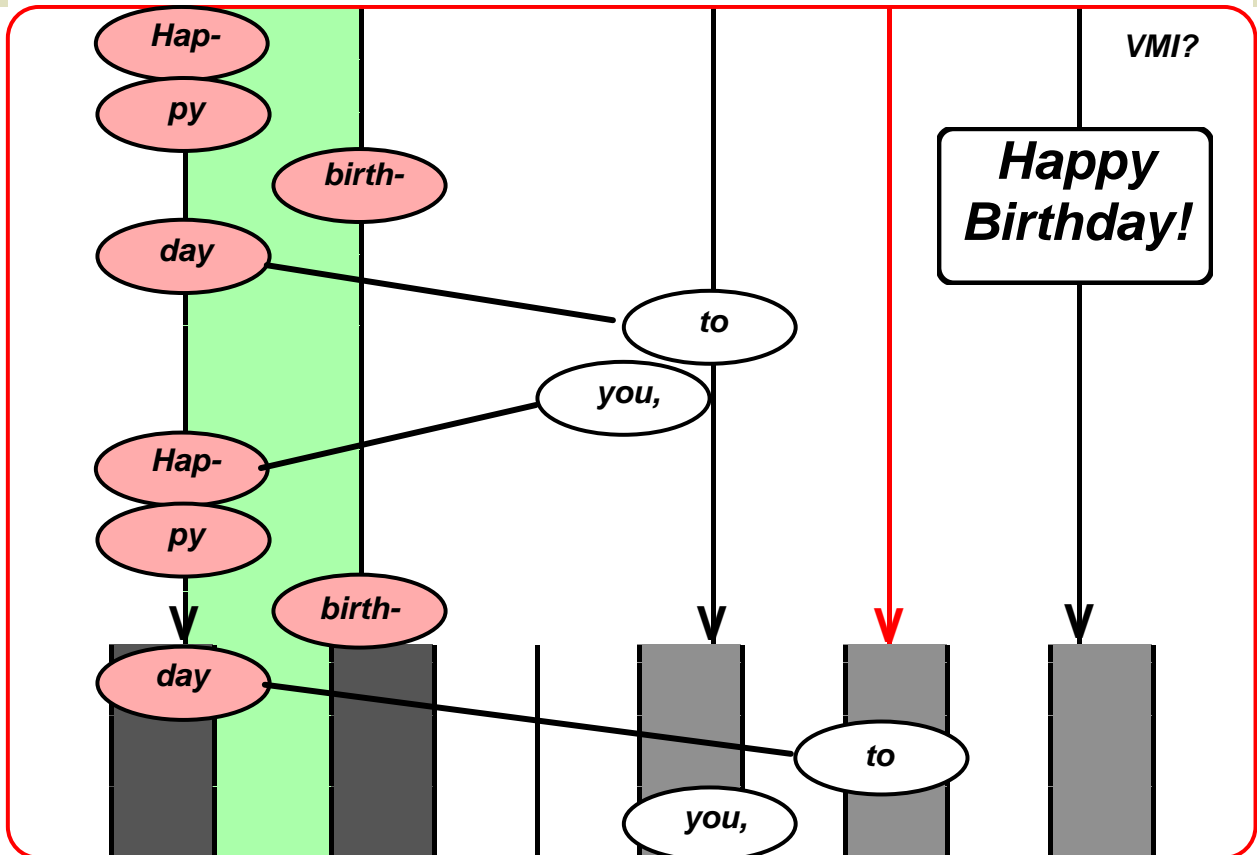
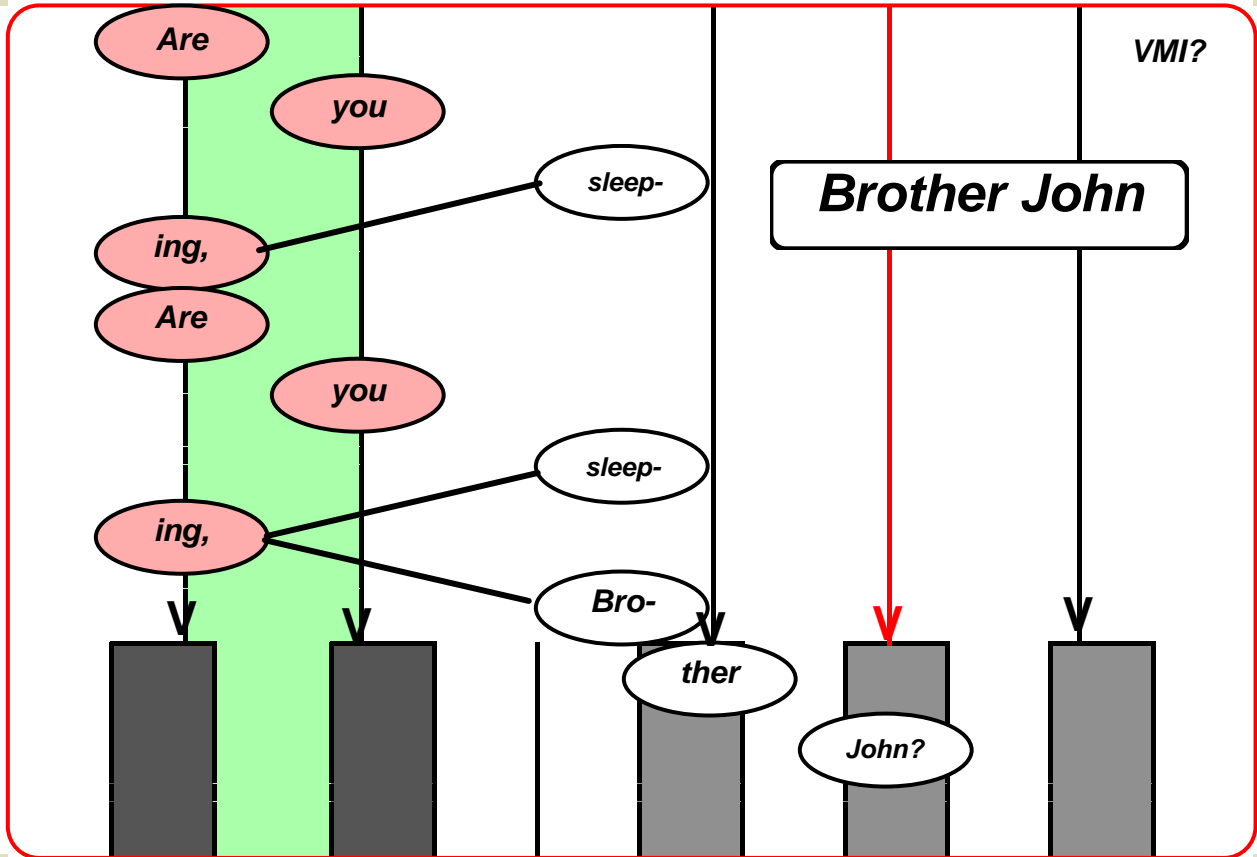
PK-15

Cut Out or Fold Pages



From the Music Innovators Workshop

Review - Mostly Black Keys - Page 16



Notice that in this unit, the notes with the pink fill are played by the LEFT hand. The 2 thumbs are placed on keys E and F in the 10 finger position.

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Note: This unit contains the opening bars of the included songs. For most of these songs, a complete version is provided in Unit PK-58 - My First Song Collection - Part 1.

Instructions

In this unit you will find diagrams of the themes from 10 well-know children's songs for you to start playing at your first piano lesson. Along with this unit, you should have Unit PK-06, Octave Group Locator Labels for your keyboard. When you understand how the keyboard diagrams in this unit work, you will be able to play them. Actually, if you just take a careful look at the diagrams in this unit, you will probably be able to play some of them just by seeing that the notes SHOW you which keys to play, starting at the top of each diagram.

Placing These Song Diagrams on the Keyboard. When getting ready to play these pieces, you can place the diagrams on the music rack of your piano (or other keyboard) or you can cut them out (or fold them) and place the bottom edge of each diagram right behind the black keys on your keyboard. This will make the keys a little easier to play at first. On most keyboards, a cutout diagram will stand up for you if you place it with its bottom edge just behind (the back ends of) the black keys. Place the diagram so that an image of EACH of the 5 black keys is lined up directly with the corresponding black key on the keyboard. NOTICE! To make this work, your diagrams must have been printed so that the images of the keys on the diagrams match the sizes of the actual locations of the keys on the keyboard!

*About How You Play the Notes. You play the notes by matching the left/right movements of your fingers with the left/right movements of the notes coming down from the TOP to the BOTTOM of each diagram. Sit the middle of the keyboard. On a piano, this will place you directly in front of keys E and F in the green octave. You will play the keys to your left with the fingers of your LEFT hand and the keys to your right with the fingers of your RIGHT hand. Play the notes having **Pink Fill** with your **Left hand** and the white notes with your Right hand.*

*About Playing in the Ten Finger (10F) position. The notes in this unit are located on the staff so that they can be played in the 10F position. **This position places the thumbs on E and F** at the middle of the keyboard (in the green octave group) and the other fingers spread out on the adjacent keys to either side.*

Instructions - Continued

Notice the Different Locations for White and Black Key Notes. There are notes for white keys and there are notes for black keys. The diagram staff is made up of vertical lines and spaces. The spaces between the lines stand for the white keys, and the lines stand for the black keys. Therefore, the notes for the white keys are in the spaces between the lines AND the notes for the BLACK keys are ON the lines (that is, they straddle the lines).

Direction of Movement. To move a finger from one note to the next (reading down from the top of the diagram), you must be sure to notice which direction the next note going down the page takes you. If the next note down the page goes to the left, your finger will go to the left on the keyboard. On the keyboard, going to the left is going "DOWN." Naturally, if the next note goes to the right, this is called going "UP." Down is to the left; up is to the right. (The highest sounds are to the right; the lowest sounds are to the left.) Just one other thing, sometimes the next note doesn't move to the right or left; it just goes straight down the page - that is, it repeats the same note. This movement tells you to play the same key again. What could be easier?

Playing With Rhythm. You will also need to know the TIMING of each note. That's too complicated for a first lesson. You'll get a lot of instruction on the timing of the notes, called "rhythm," in later lessons. For now, you can get the correct timing of the songs that you already know, from your memory. Just move your fingers along with the timing you would use to sing the song.

A Caution About Numbers in the Notation. The numbers for the notes in the key diagrams serve two different purposes, and must not be confused. They are distinguished by their LOCATIONS: The finger numbers are placed beside a note (to the right or left). (This unit does NOT use finger numbers.) The numbers used in this unit are BLACK KEY ADDRESSES - and they are placed INSIDE of the notes (not next to them). Remember - the numbers are distinguished by their locations - in or beside the notes.

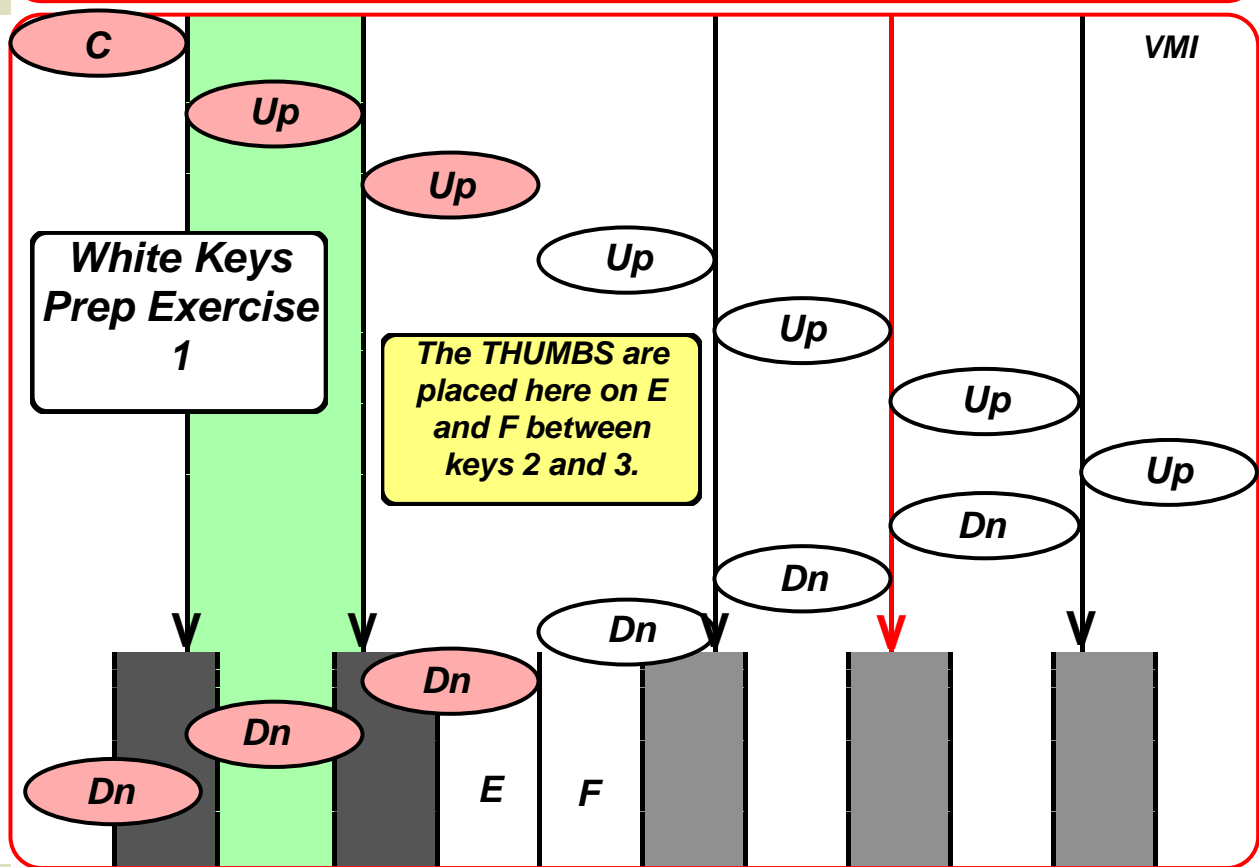
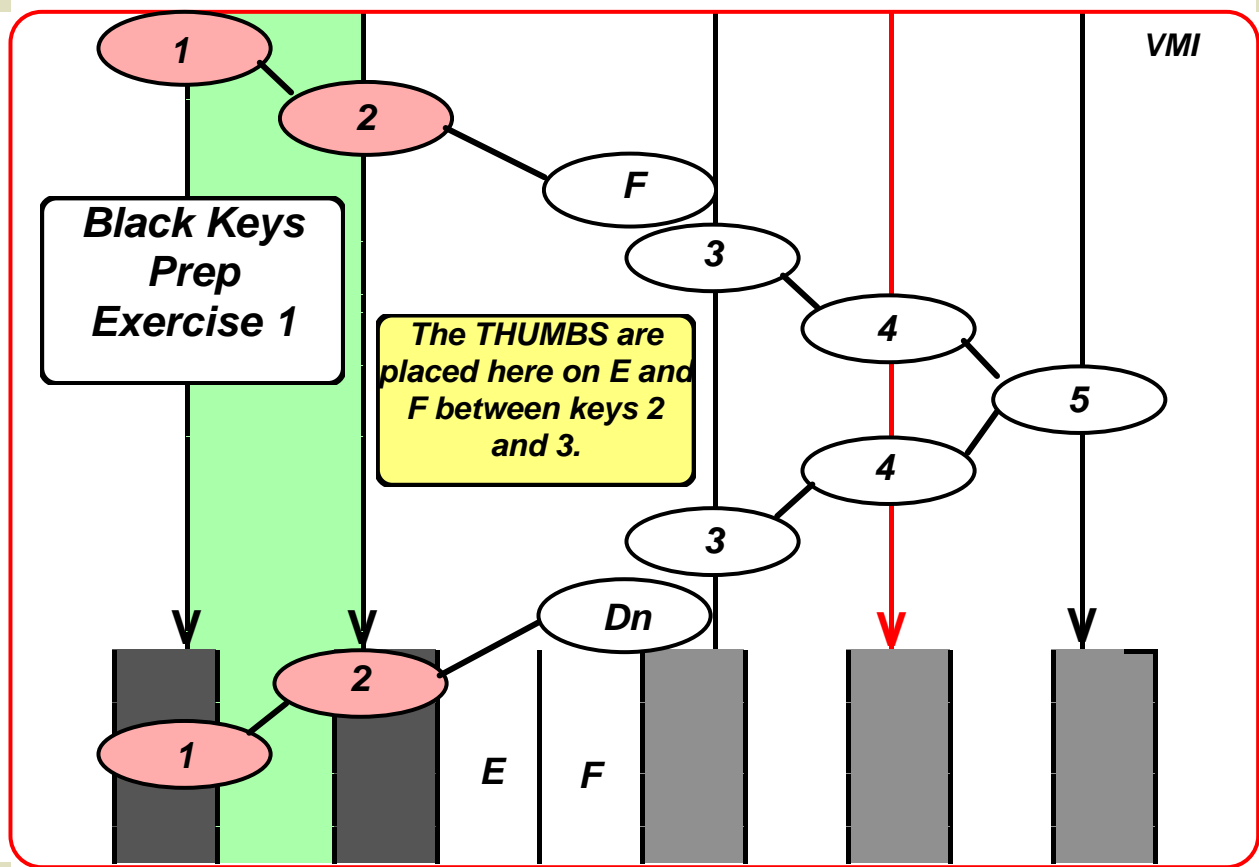
Getting Started.

Vocalized Melodies - VM. The diagrams in this unit provide a natural language format that focuses a student's attention on the keyboard keys. Teachers may find it helpful to read the melodies aloud (vocalize) while students focus on where to play the next finger. For each song, there is a vocalized diagram on its first page and unmarked notes or notes with the song text on the flip sides of the pages.

Finding the Keys. THE DIAGRAMS ON THE NEXT PAGE SHOW THE LOCATIONS OF ALL OF THE KEYS THAT YOU WILL PLAY IN THIS UNIT. Just place your thumbs on E and F, and extend your other fingers over the nearby keys as shown. To vocalize the pitch of each key, simply read aloud the text inside of the note. The CAPITAL LETTERS: these are the names of the white keys to be played. The NUMBERS: these are the addresses of the black keys to be played. Up (up step): this is the first white key ABOVE (on the right of) the key just played. Dn (down step): this is the first white key BELOW (to the left of) the key just played.

About the Notes. As mentioned above you will find the text of each song on the flip sides of the song pages. This text, of course, is found inside of the notes. Although the emphasis in the unit is placed on the vocalized letters and numbers in the notes, its main purpose is to help you learn to read and play from the notes themselves. It is well to keep in mind that the notes themselves, without the vocalized letters and numbers are all that one needs for playing the tunes. The notes are placed on the key diagrams in such a way that they tell you exactly which keys to play! As you read and play from the vocalized letters and numbers, let this help you learn to READ THE NOTES THEMSELVES... Of course, reading the songs on the flip sides of the pages gives you a chance to play from the notes themselves. Be sure to enjoy the challenge!

You will find exercises on the next 4 pages to help you get started. The songs are on the following pages.



**Black Keys
Prep Exercise
2**

VMI?

**White Keys
Prep Exercise
2**

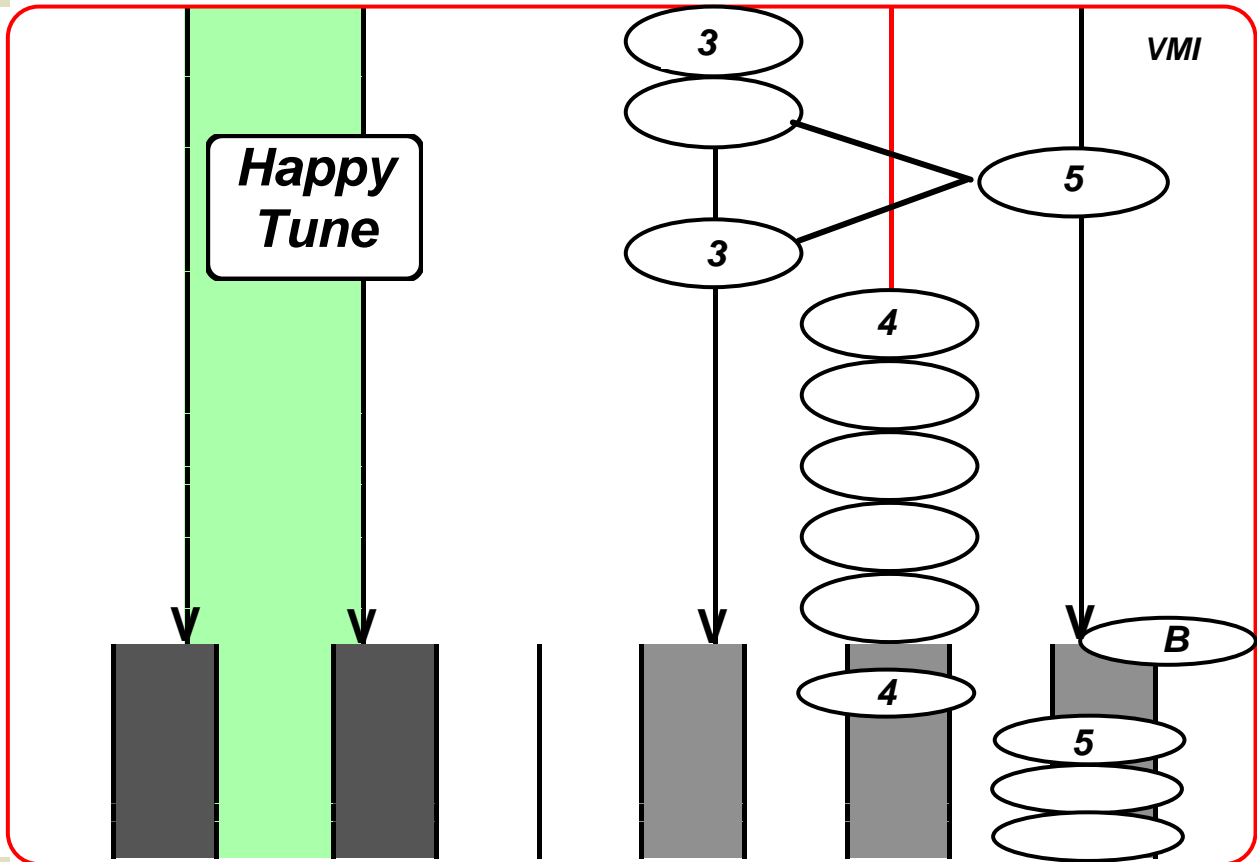
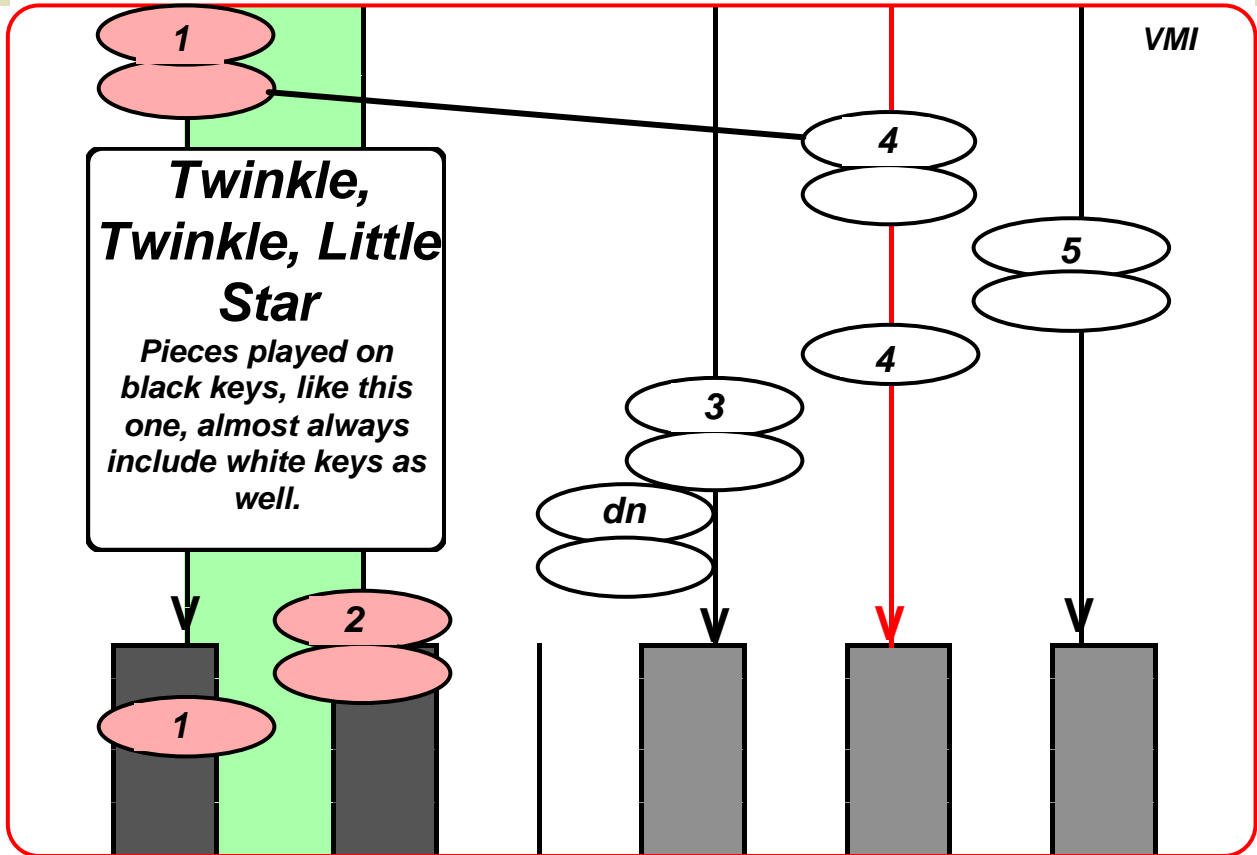
VMI?
Name?
Where?

**Black Keys
Prep Exercise
4**

VMI?

**White Keys
Prep
Exercise 4**

*VMI?
Name?
Where?*



Twinkle, Twinkle, Little Star
Notice that pieces played on black keys, like this one, often include some white keys.

Twinkle
Twinkle
star,
how
I
wonder
what
you
are.

lit-
tle

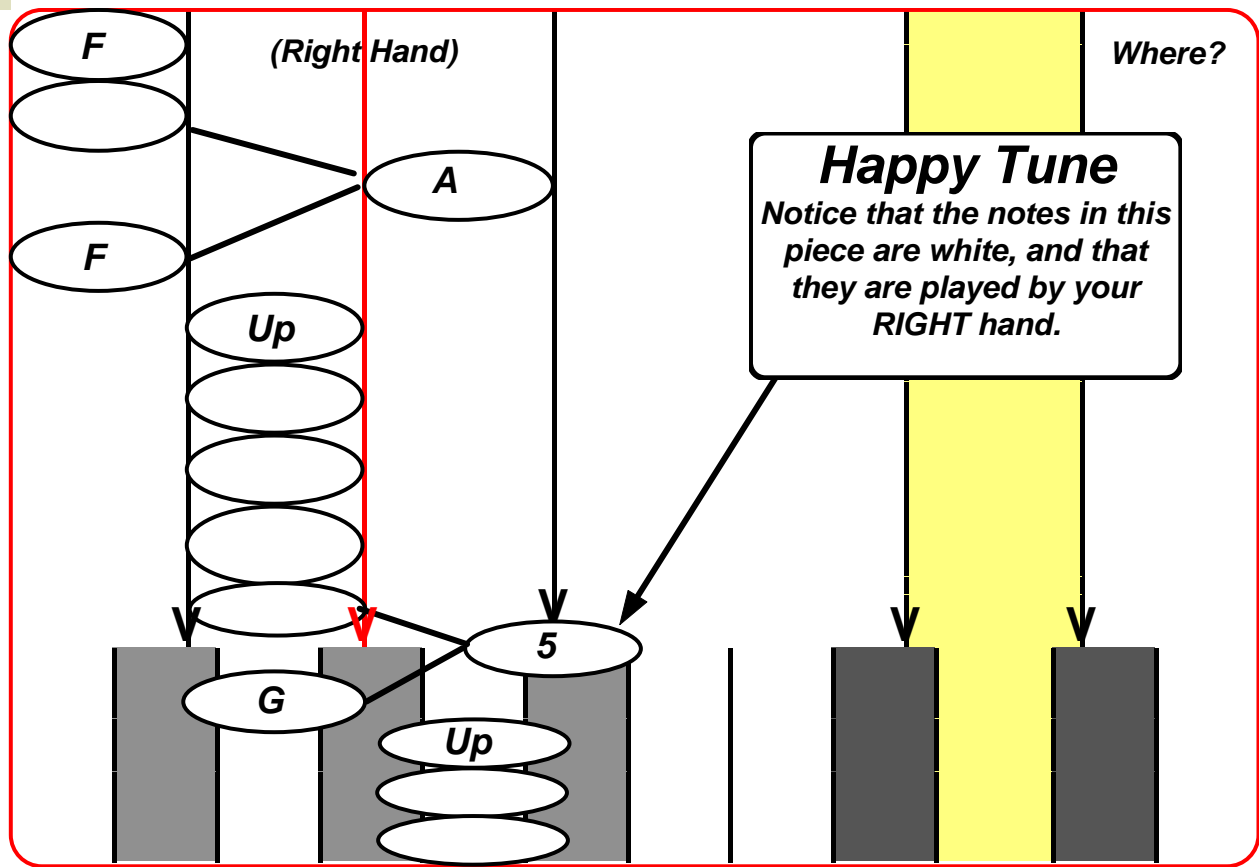
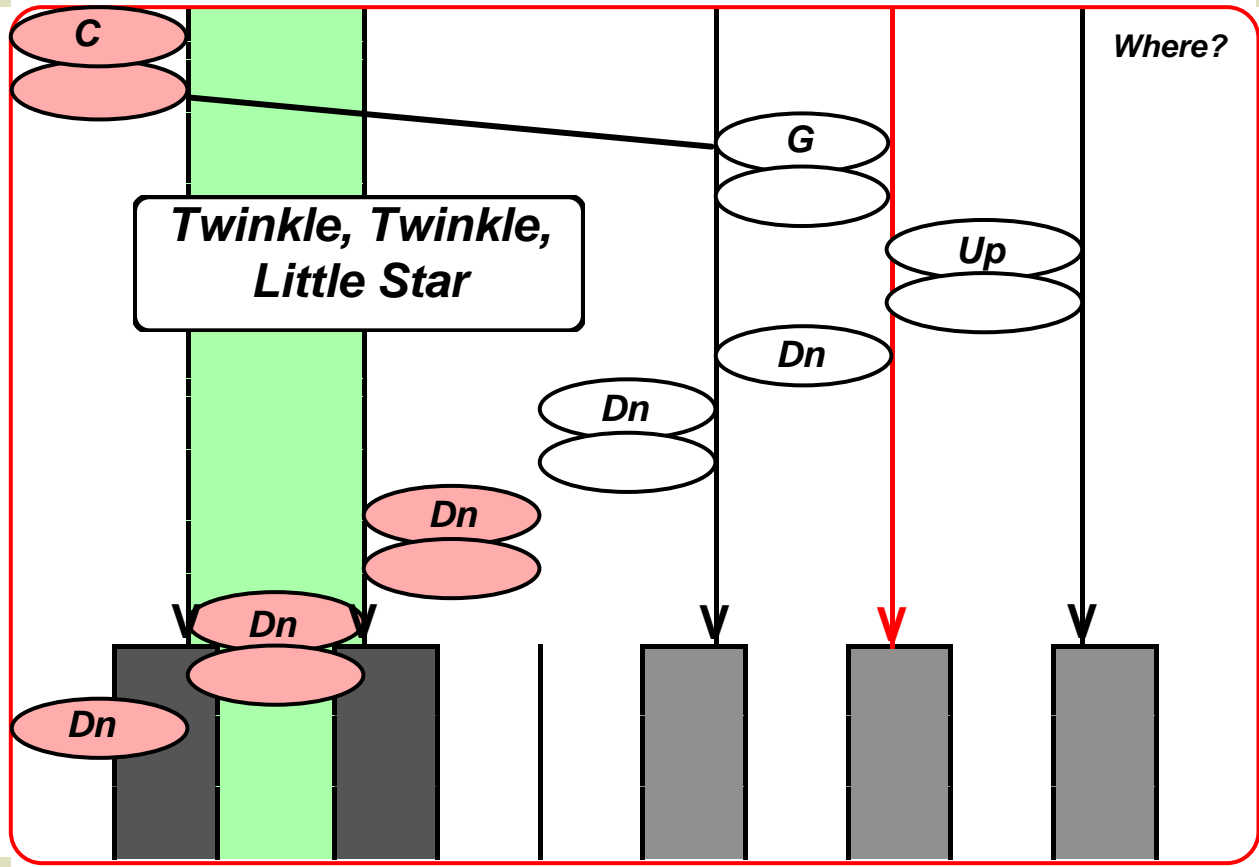
VMI?

The diagram shows a piano keyboard with a green vertical bar highlighting the keys for the first two notes of the first line. A box contains the title and a note about black and white keys. Lyrics are written in ovals and connected to specific keys on the keyboard. A red vertical line is positioned between the second and third staves.

Happy Tune

VMI?

The diagram shows a piano keyboard with a green vertical bar highlighting the first two keys. A box contains the title. The rest of the diagram consists of empty ovals and lines, representing a template for lyrics and key connections. A red vertical line is positioned between the second and third staves.



Twinkle, Twinkle, Little Star

are. what you wonder how I star, lit-tle

Name?

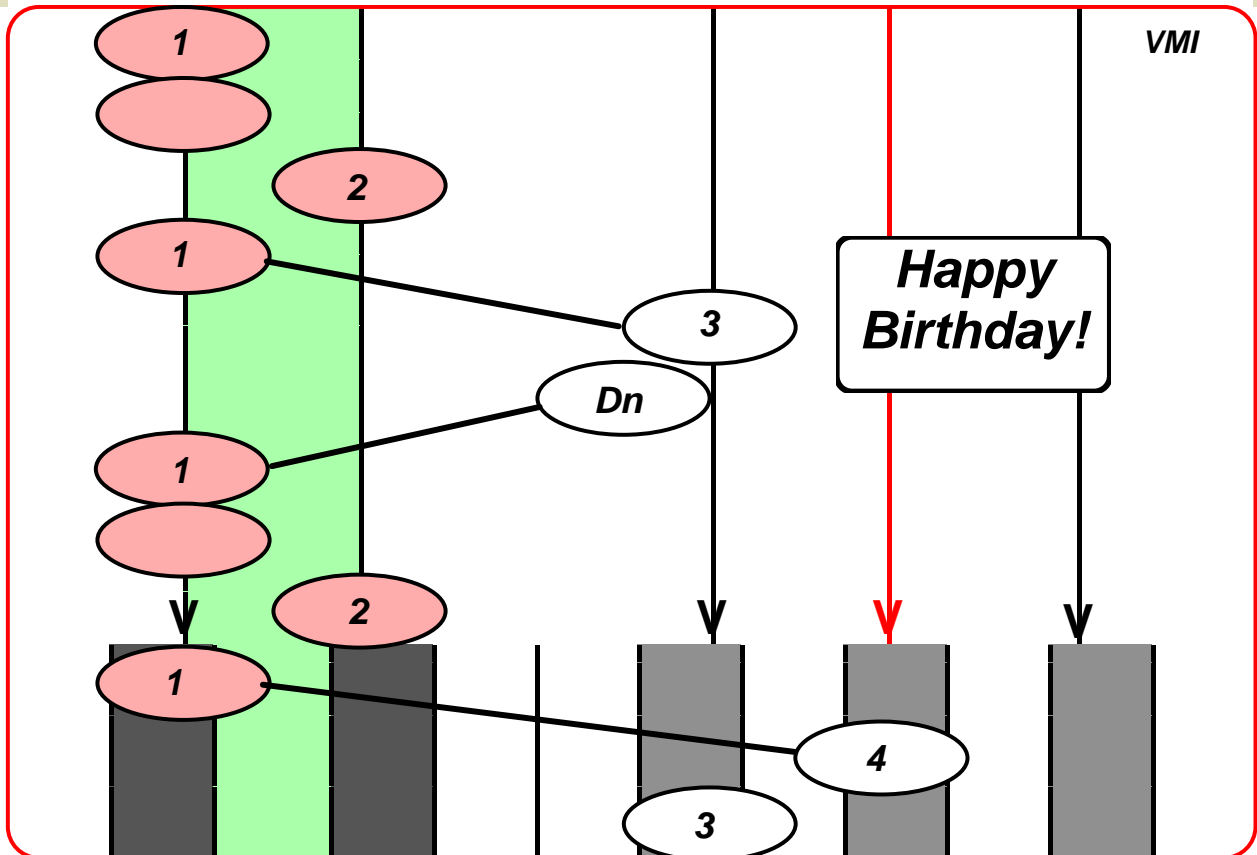
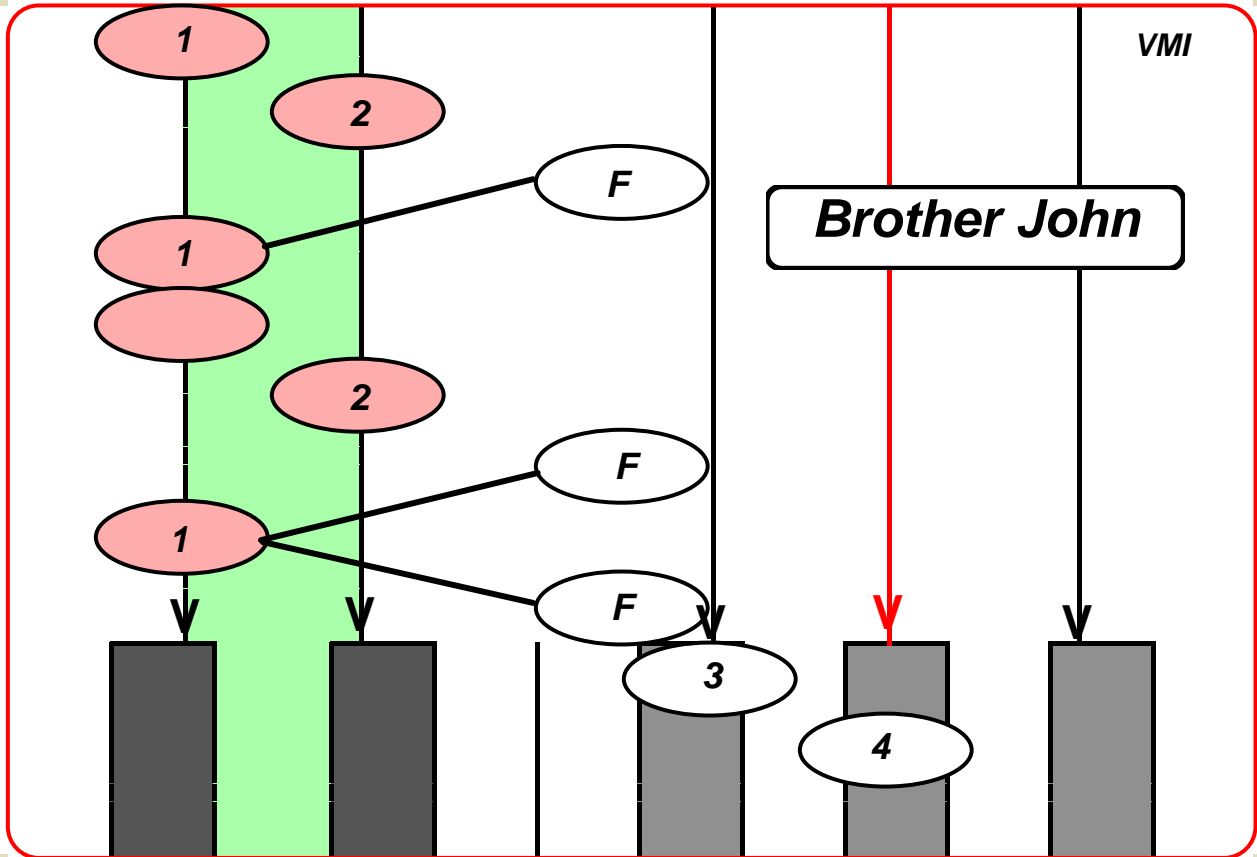
This diagram shows the musical notation for the song "Twinkle, Twinkle, Little Star". It features a green vertical bar on the left side. The lyrics are written in ovals: "Twinkle", "kle", "Twinkle", "kle", "star,", "how", "I", "wonder", "what", "you", "are.", and "lit-tle". A box at the top right contains the text "Name?". Arrows point from the lyrics to the corresponding notes on a keyboard-like structure.

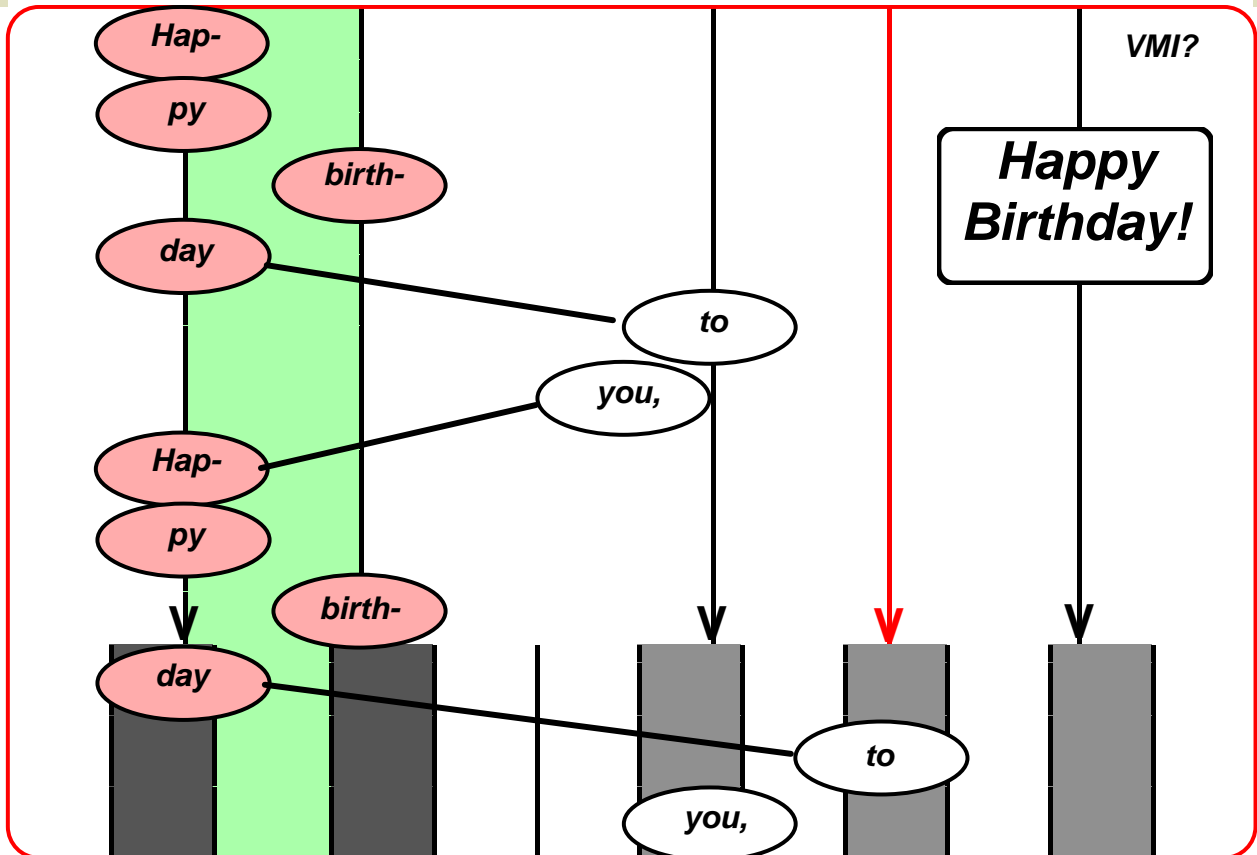
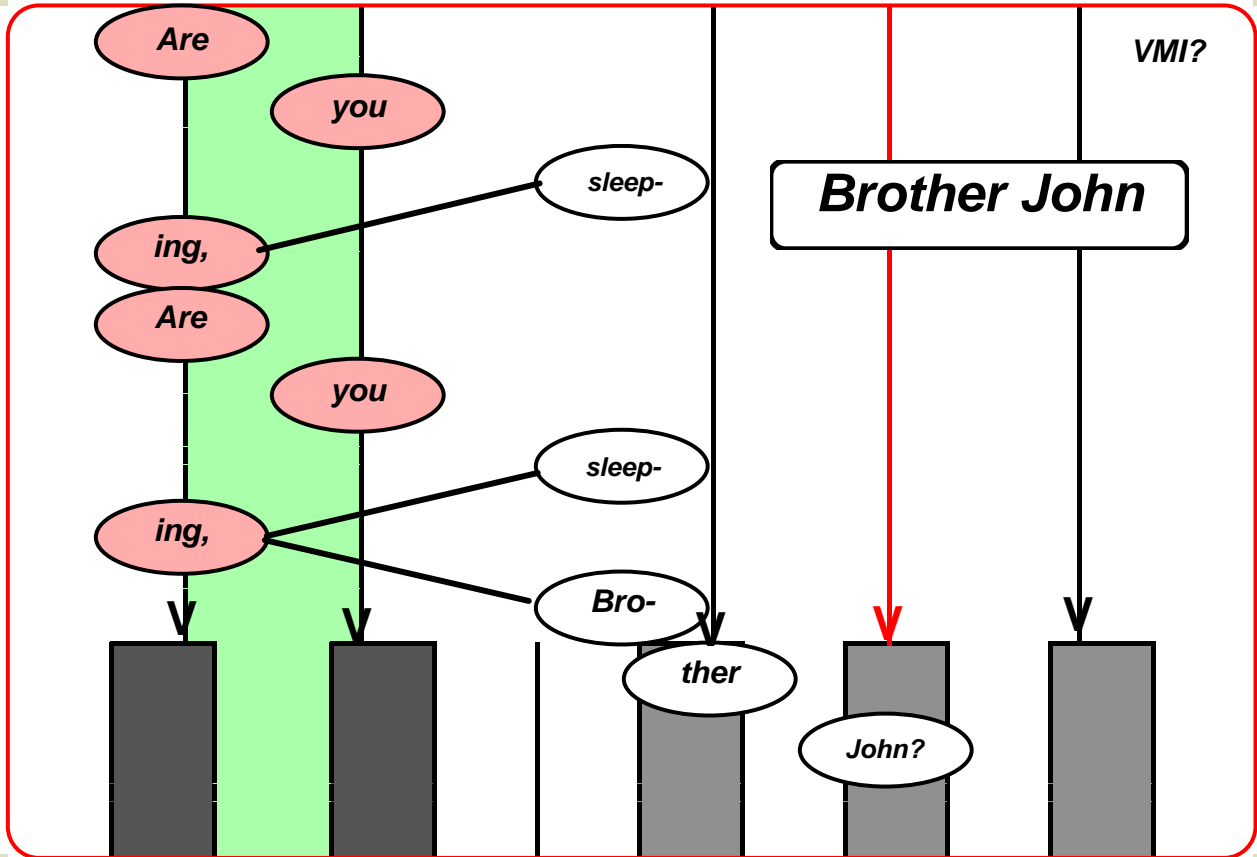
Happy Tune
Notice that the notes in this piece are white, and that they are played by your RIGHT hand.

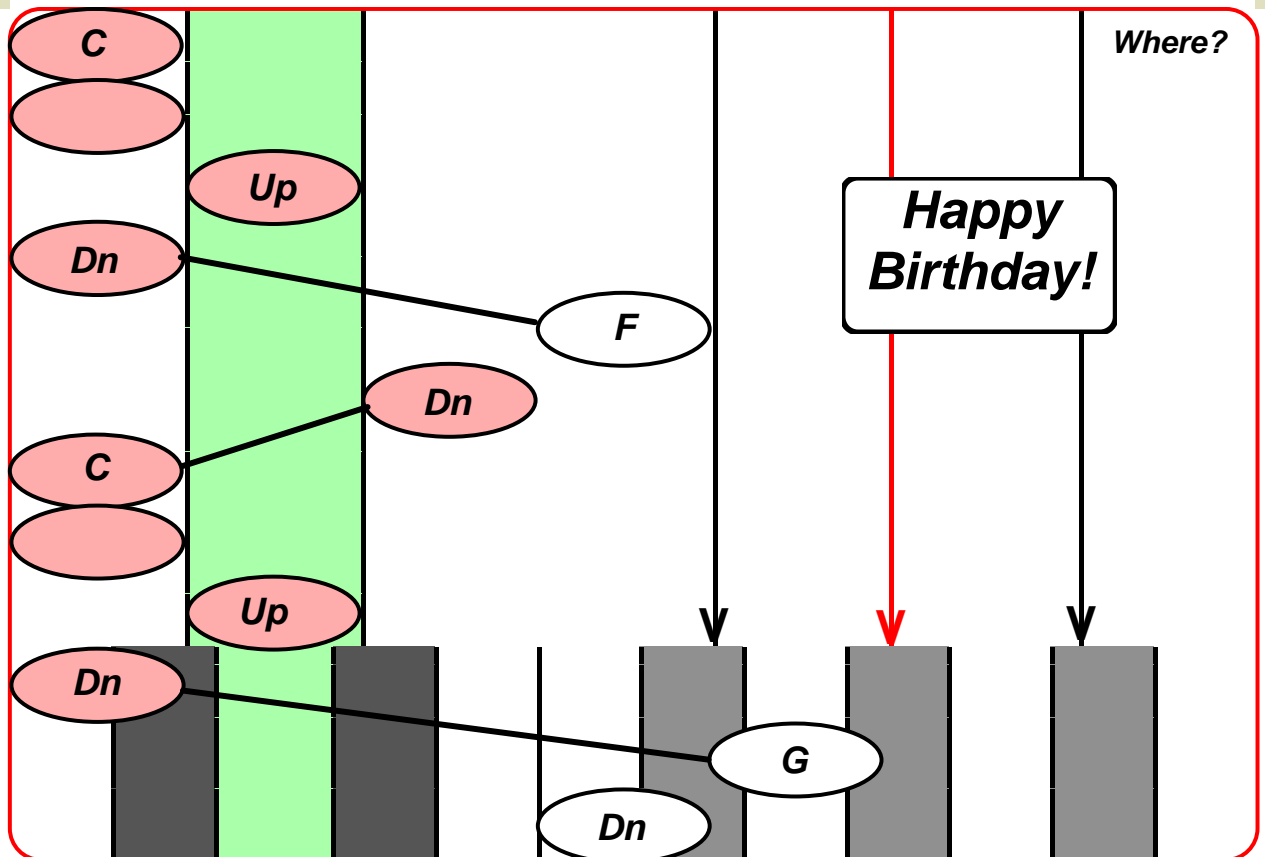
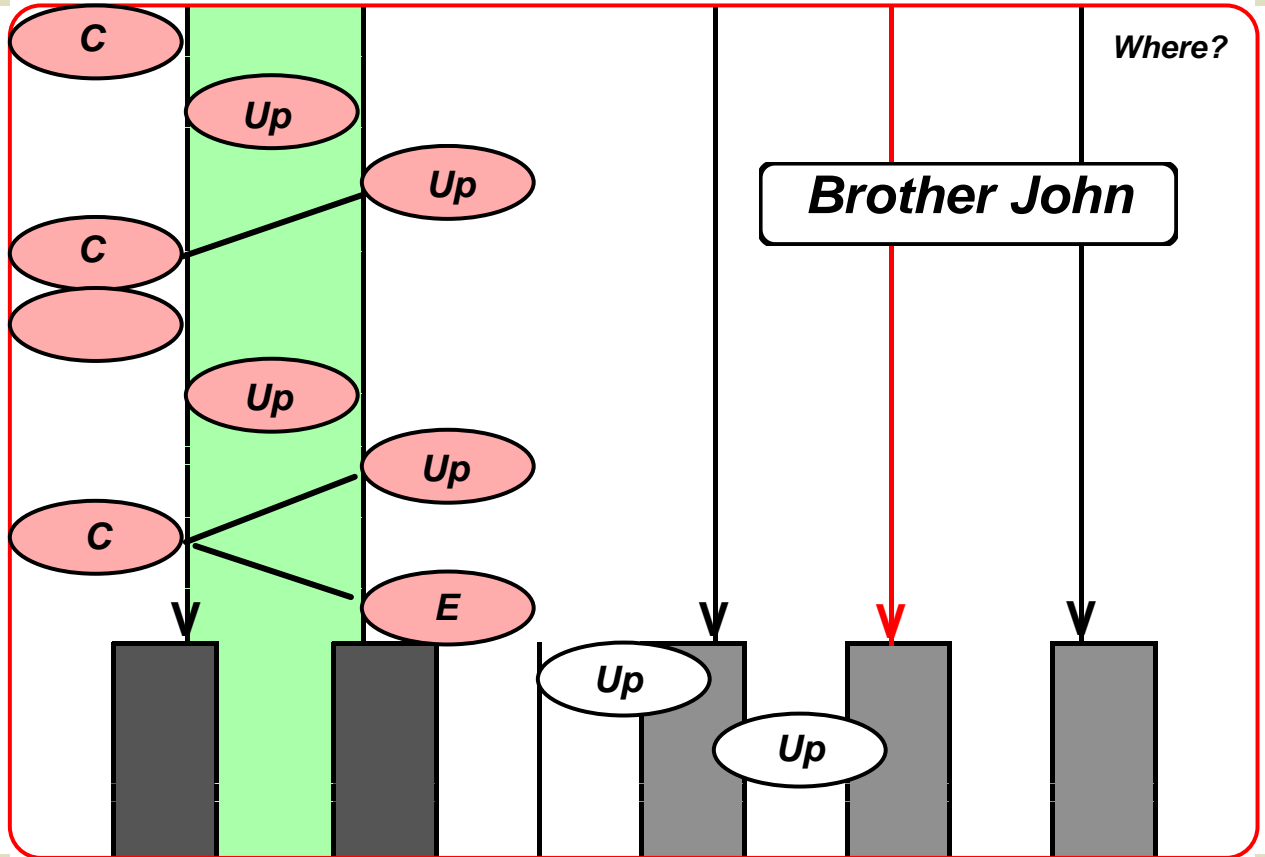
(Right Hand)

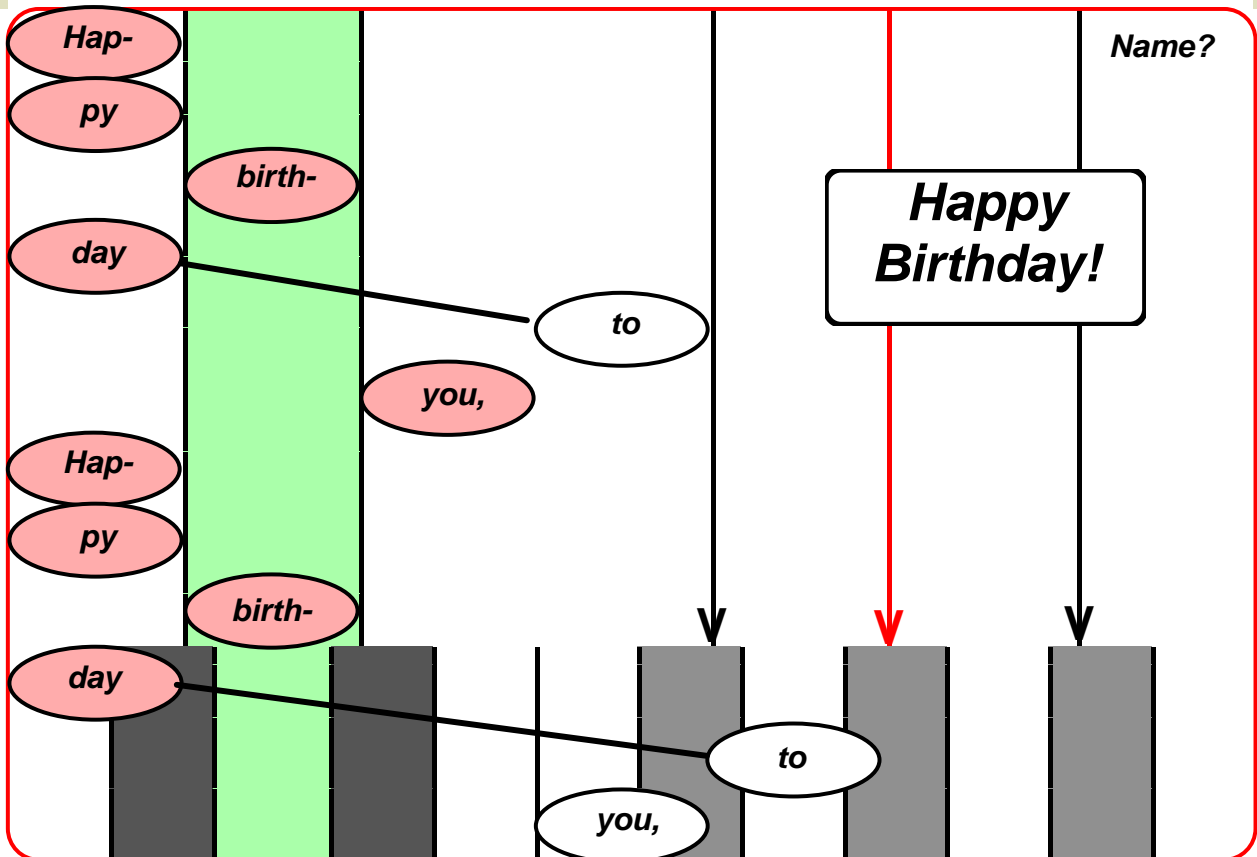
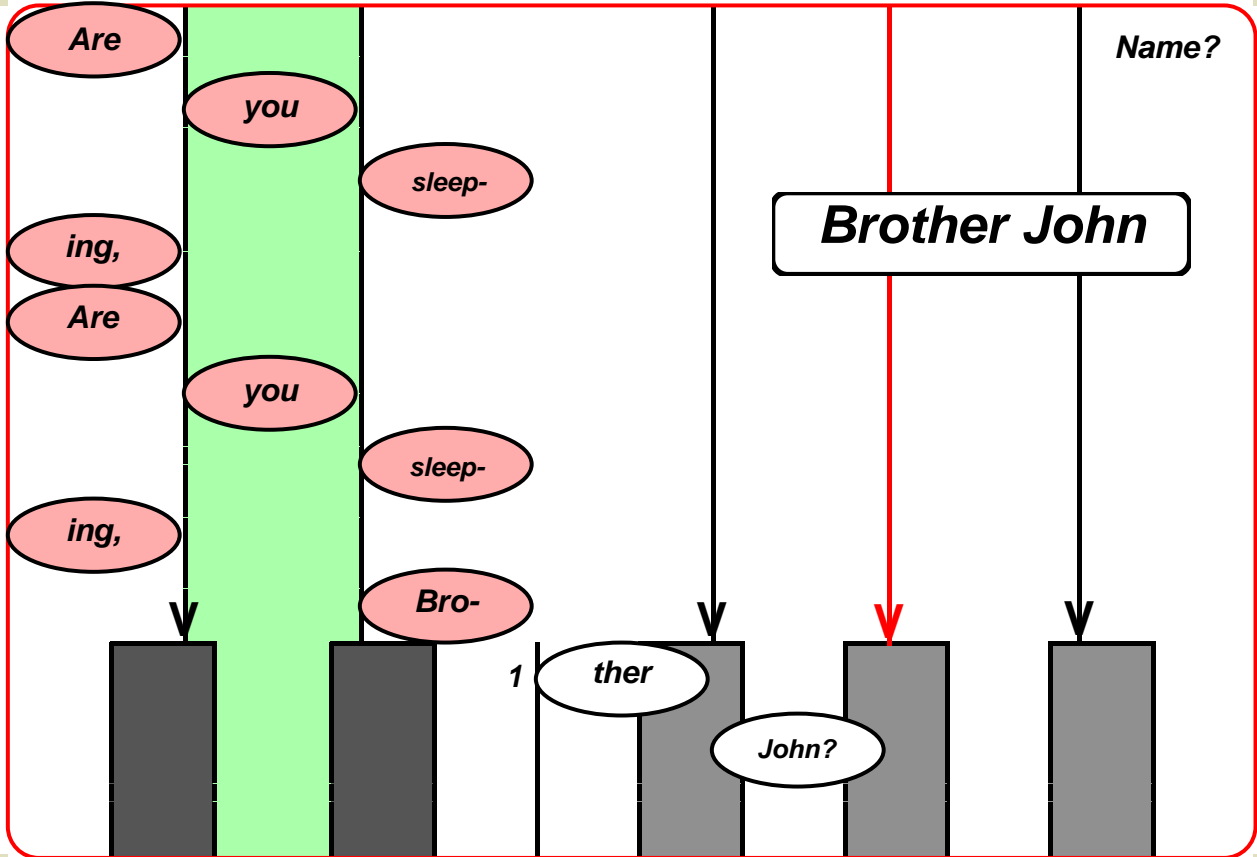
Name?

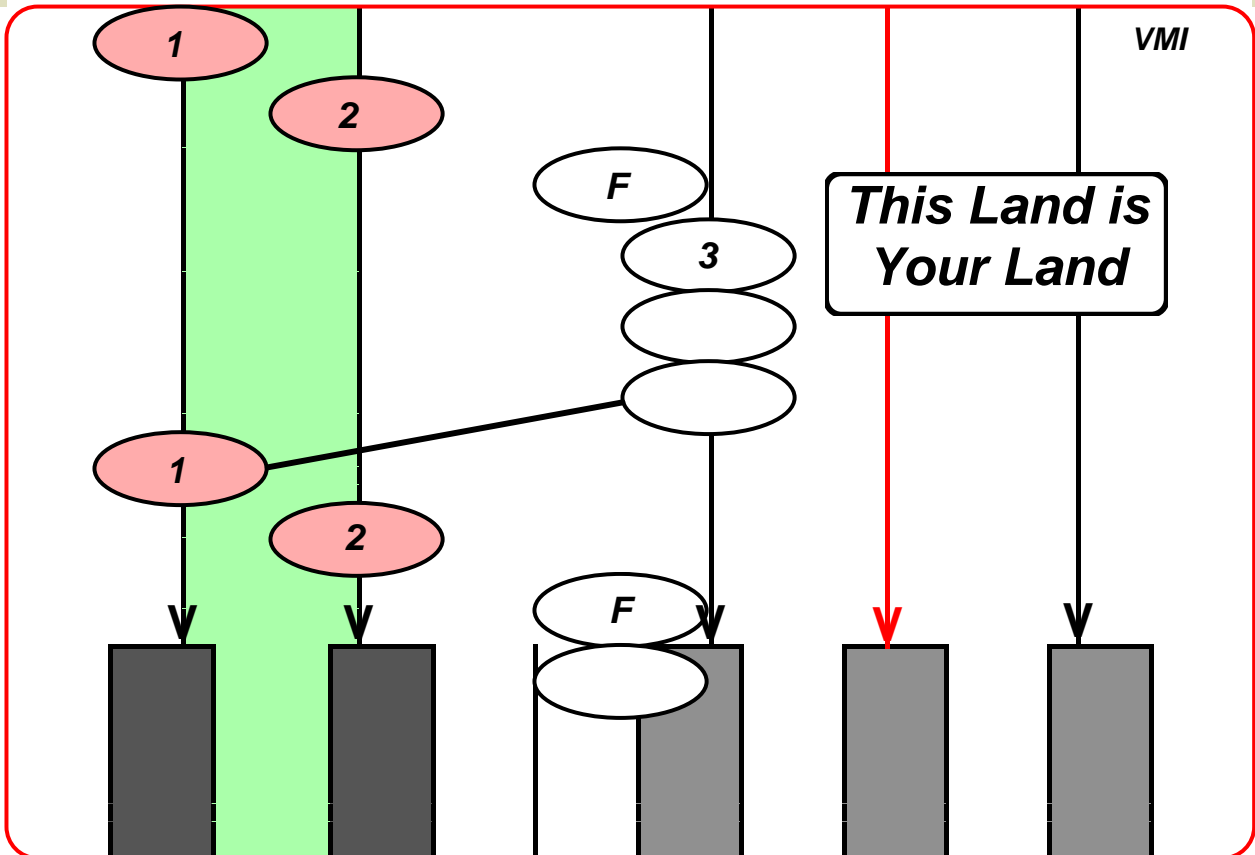
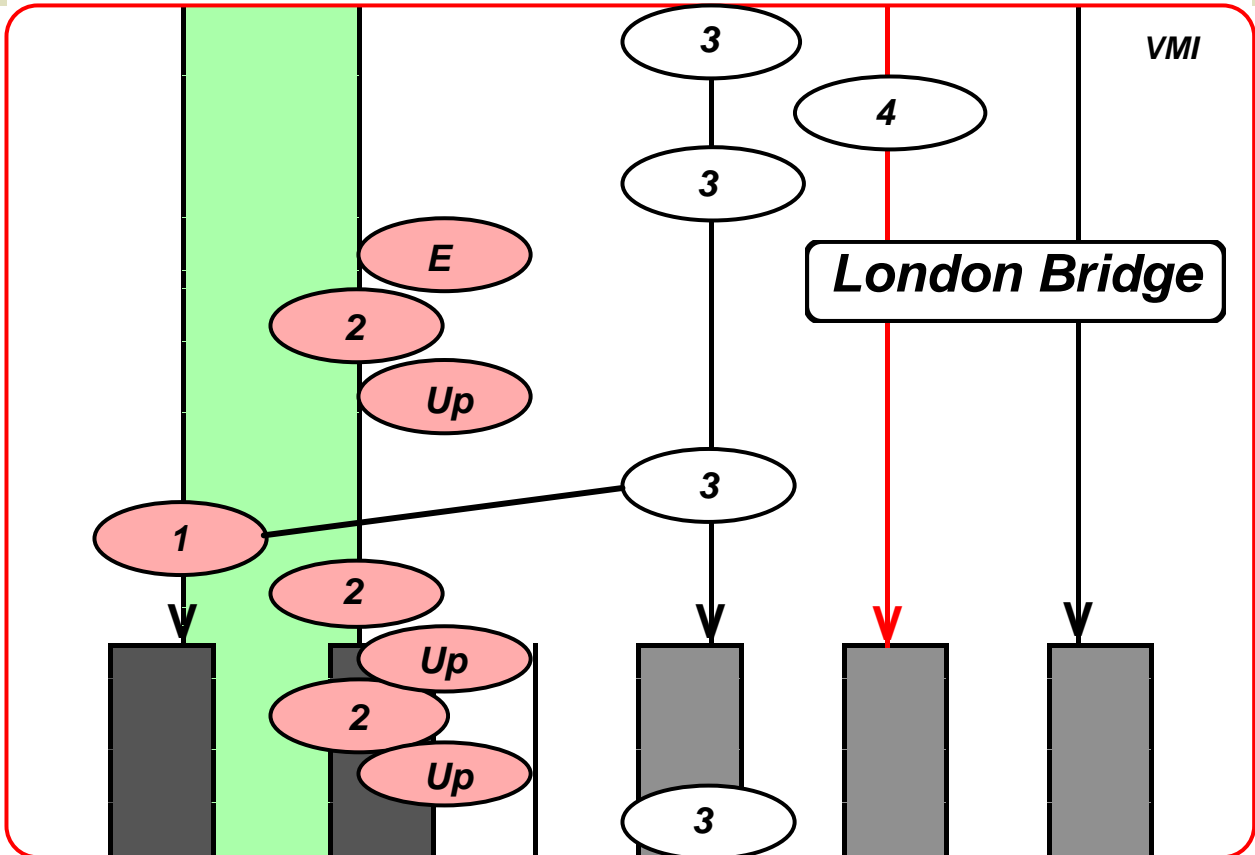
This diagram shows the musical notation for the piece "Happy Tune". It features a yellow vertical bar on the right side. A box at the top right contains the text "Name?". A larger box contains the instruction: "Happy Tune Notice that the notes in this piece are white, and that they are played by your RIGHT hand." The notation includes several white oval notes on a keyboard-like structure. A red arrow points to the right side of the keyboard, and another red arrow points to the yellow bar.

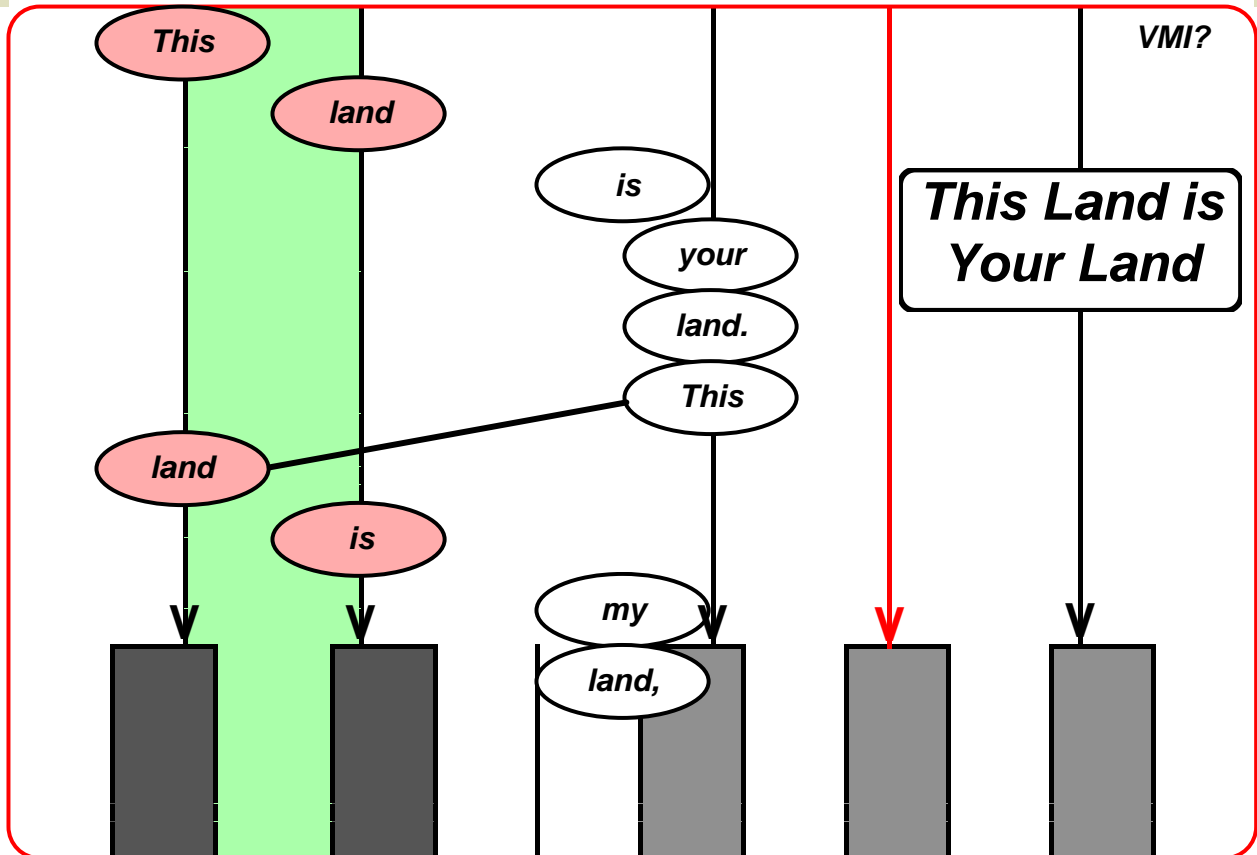
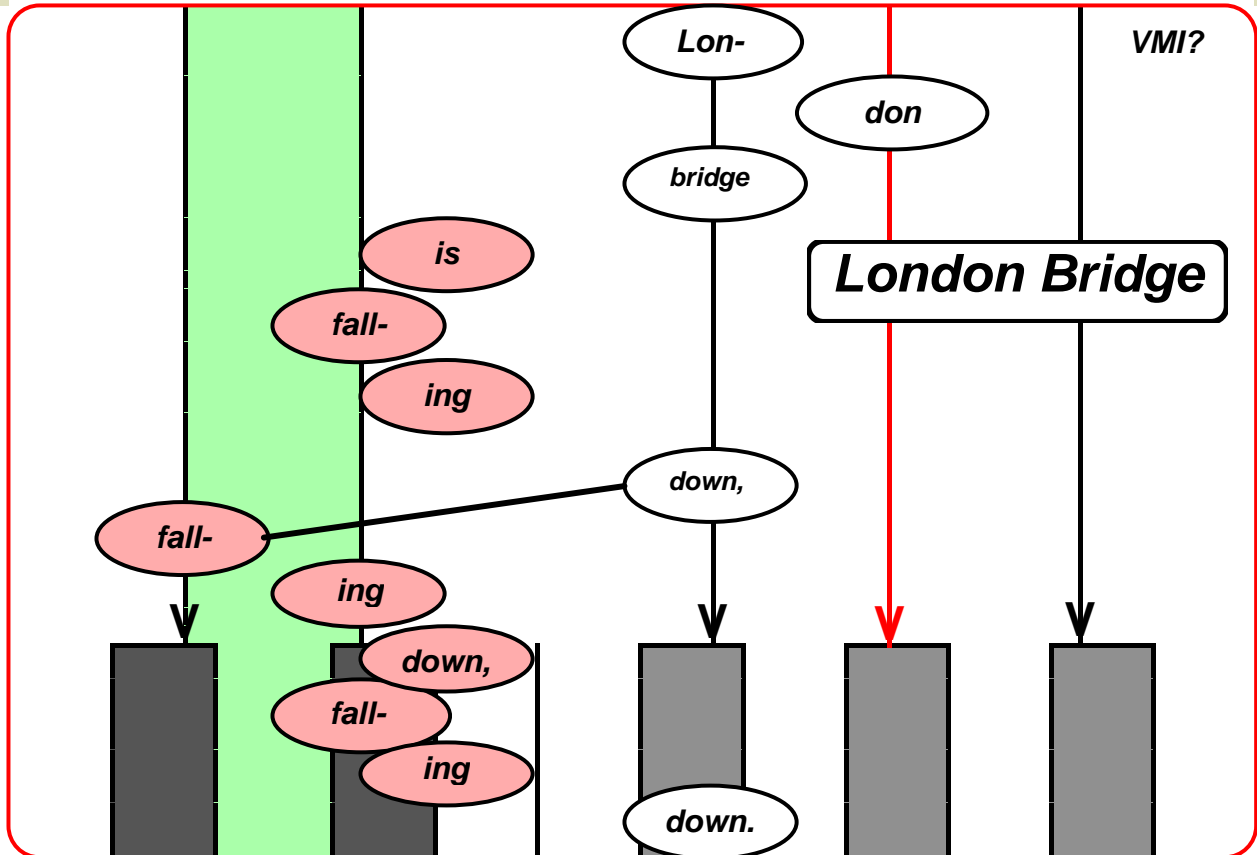


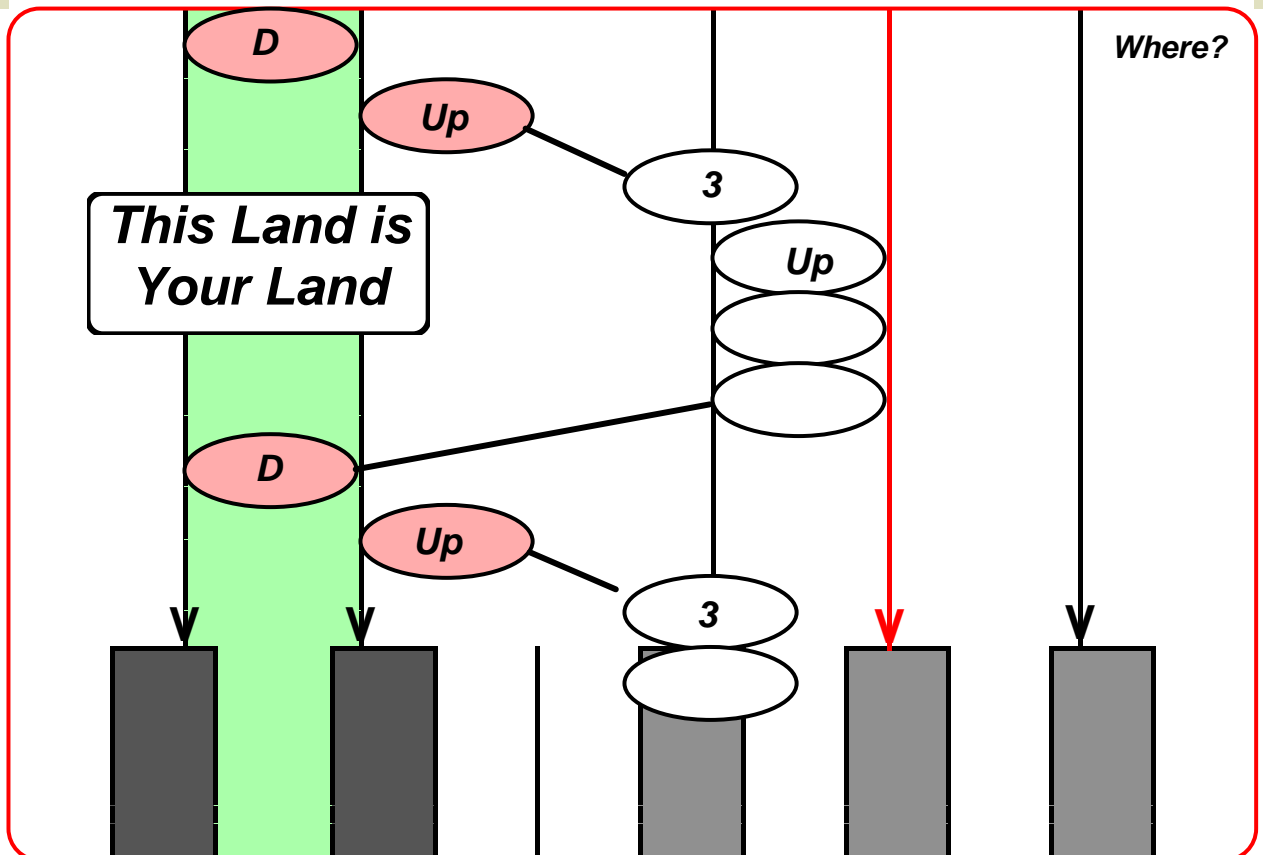
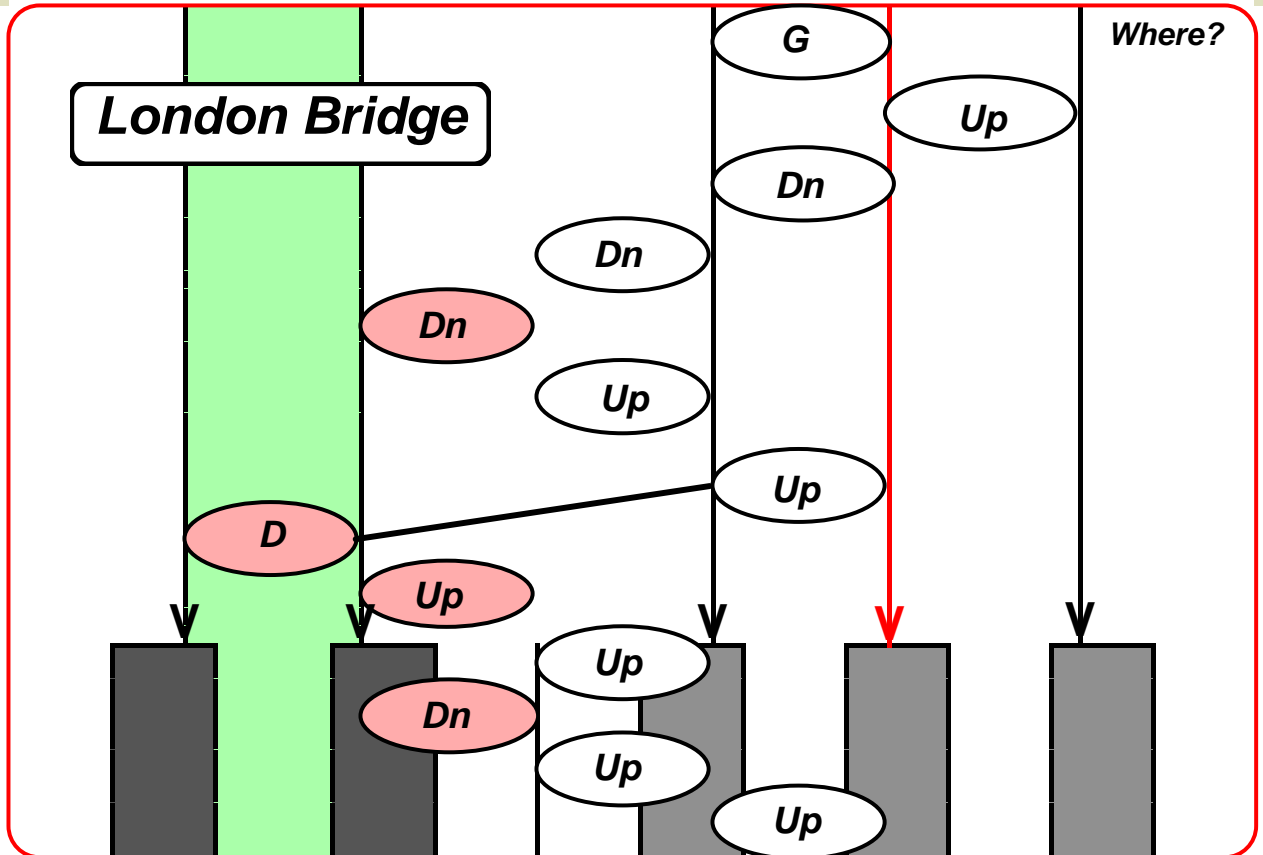












London Bridge

Lon-
bridge
is
fall-
ing
down,
fall-
ing
down,
ing
down.

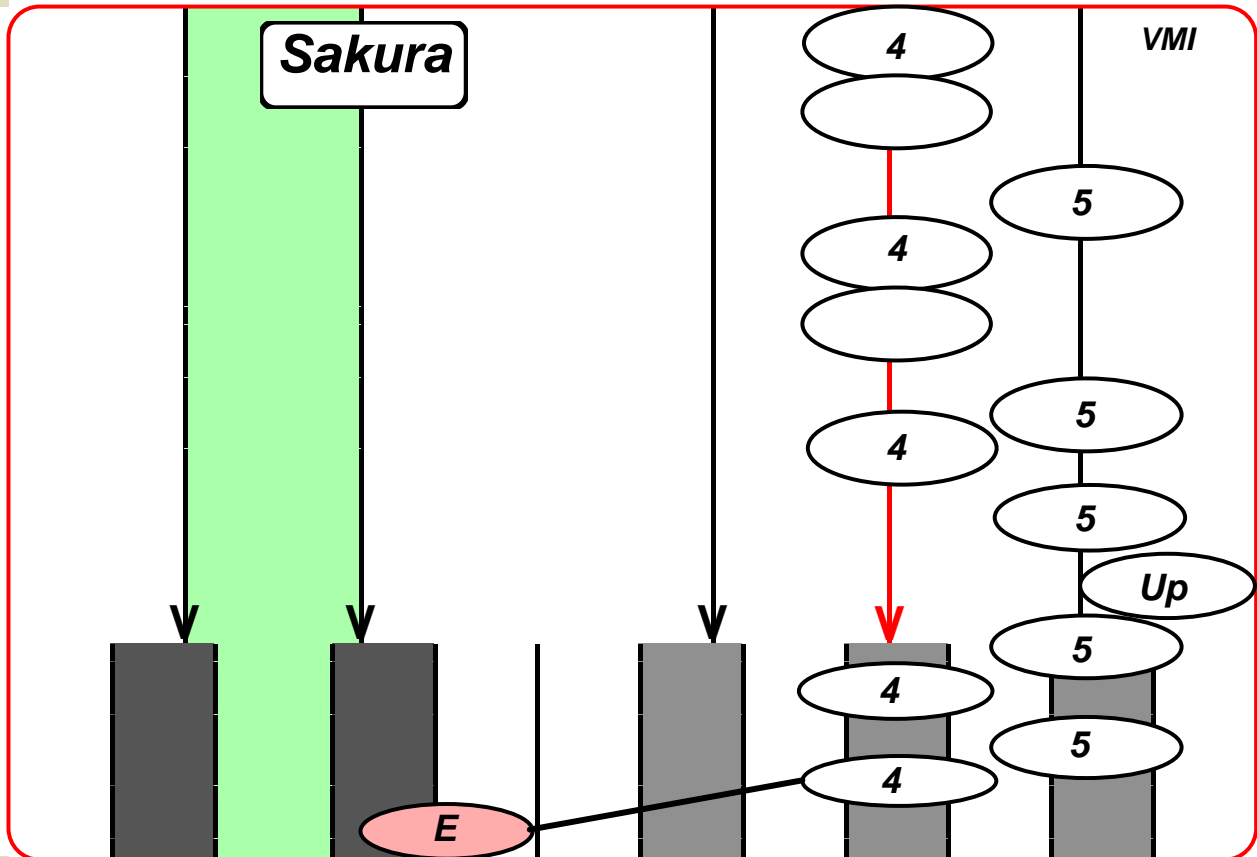
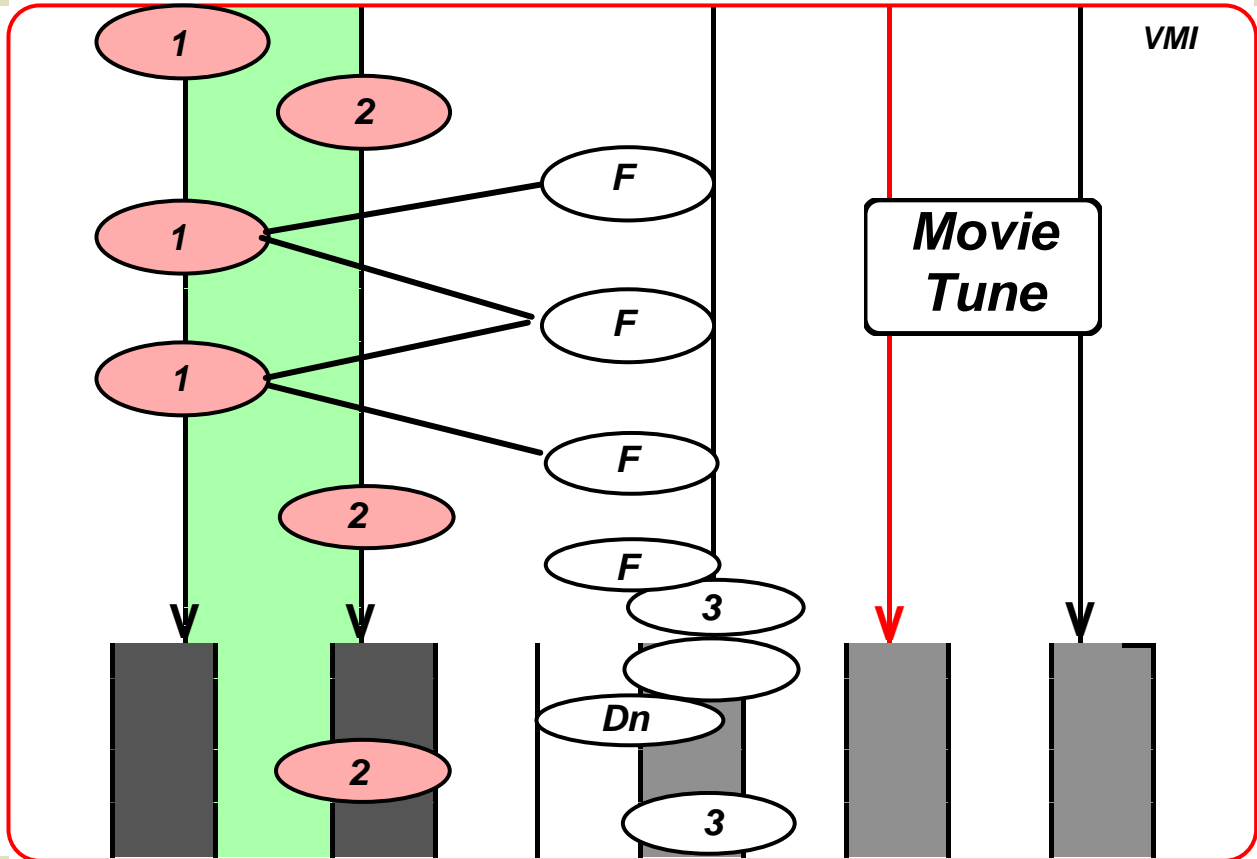
don

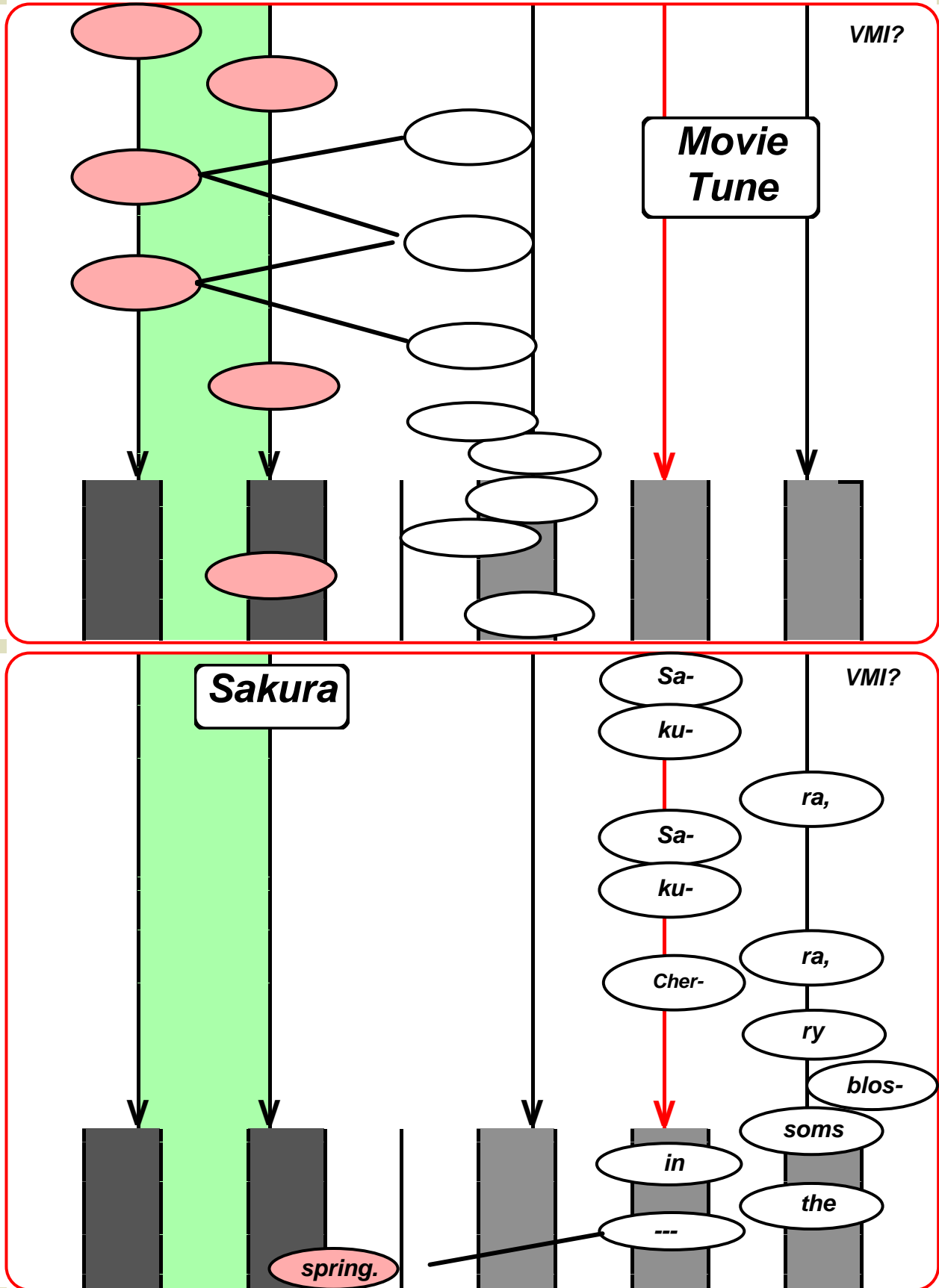
Name?

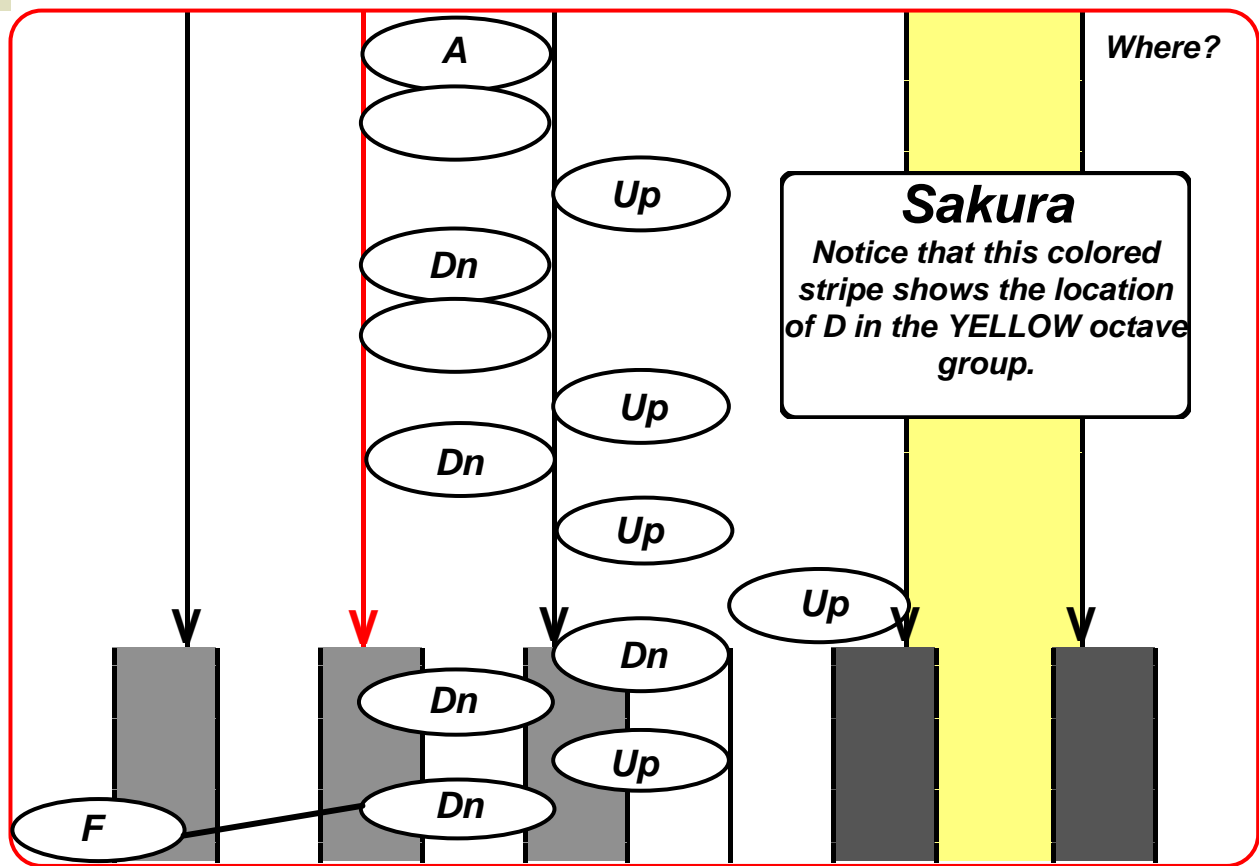
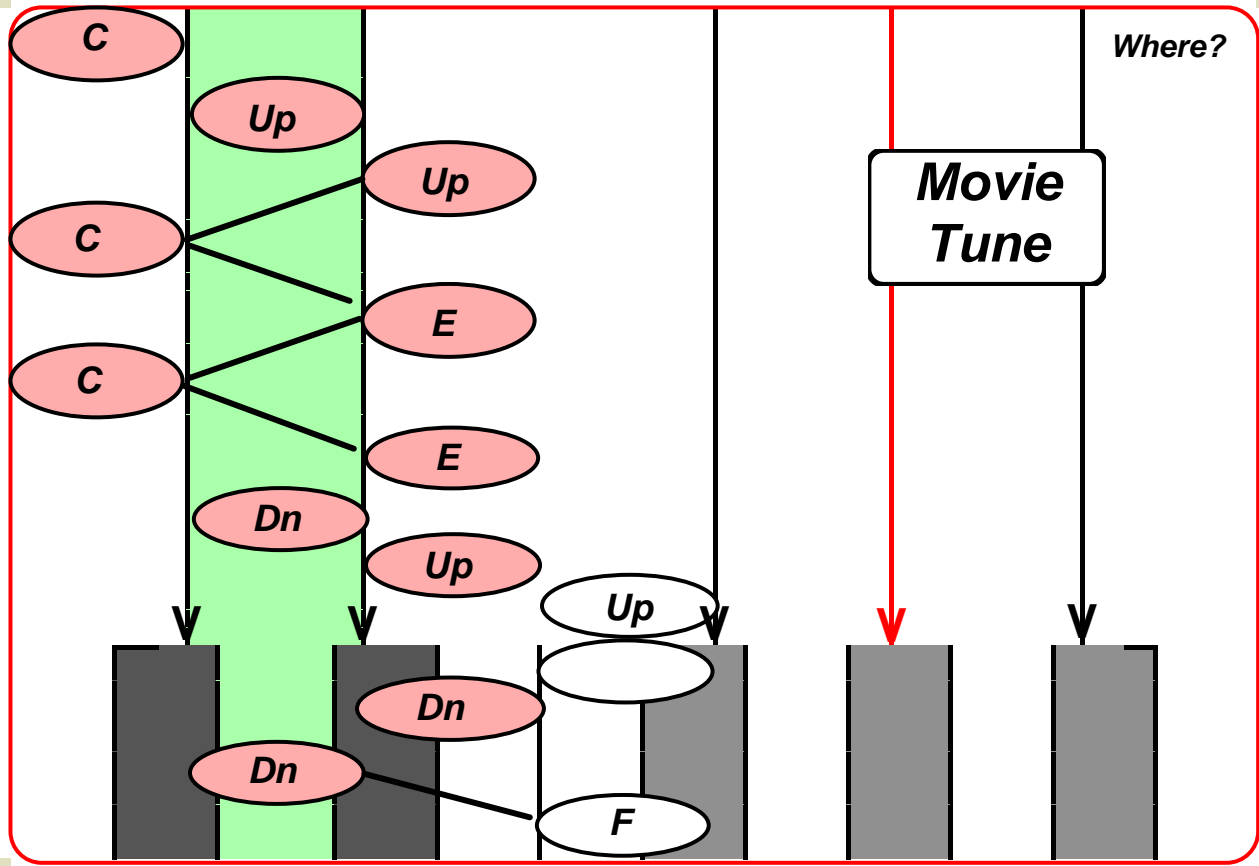
This Land is Your Land

This
land
is
your
land.
This
land
is
my
land,

Name?







Movie Tune

Name?

1

Detailed description: This diagram shows a musical staff with five lines. A central vertical stripe is colored green. Red ovals representing notes are placed on the staff. On the left side, there are three ovals on the first line and three on the second line. On the right side, there are three ovals on the first line, two on the second line, and one on the third line. A red arrow points down from the top of the green stripe to a grey rectangular box on the staff. A black arrow points down from the top of the staff to another grey rectangular box. The number '1' is written next to the first line on the right side.

Sakura

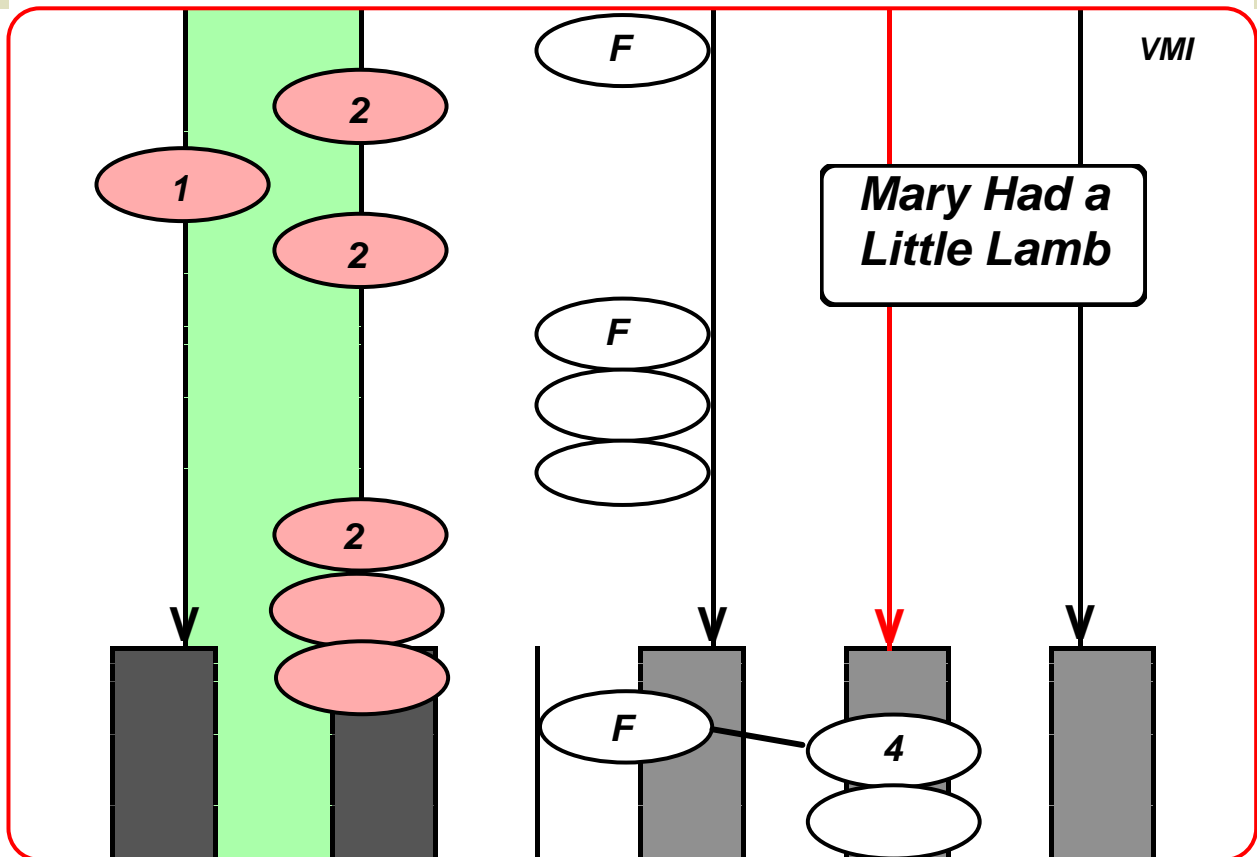
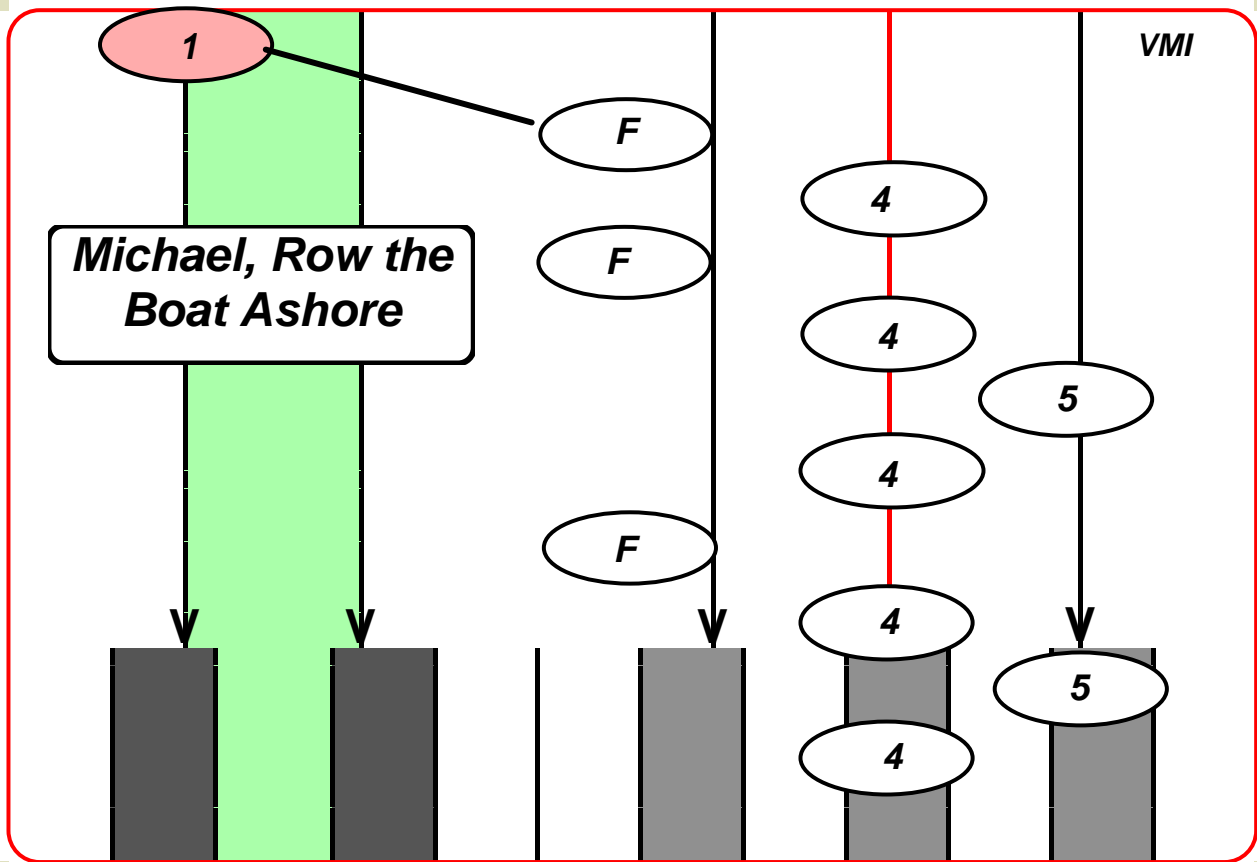
Name?

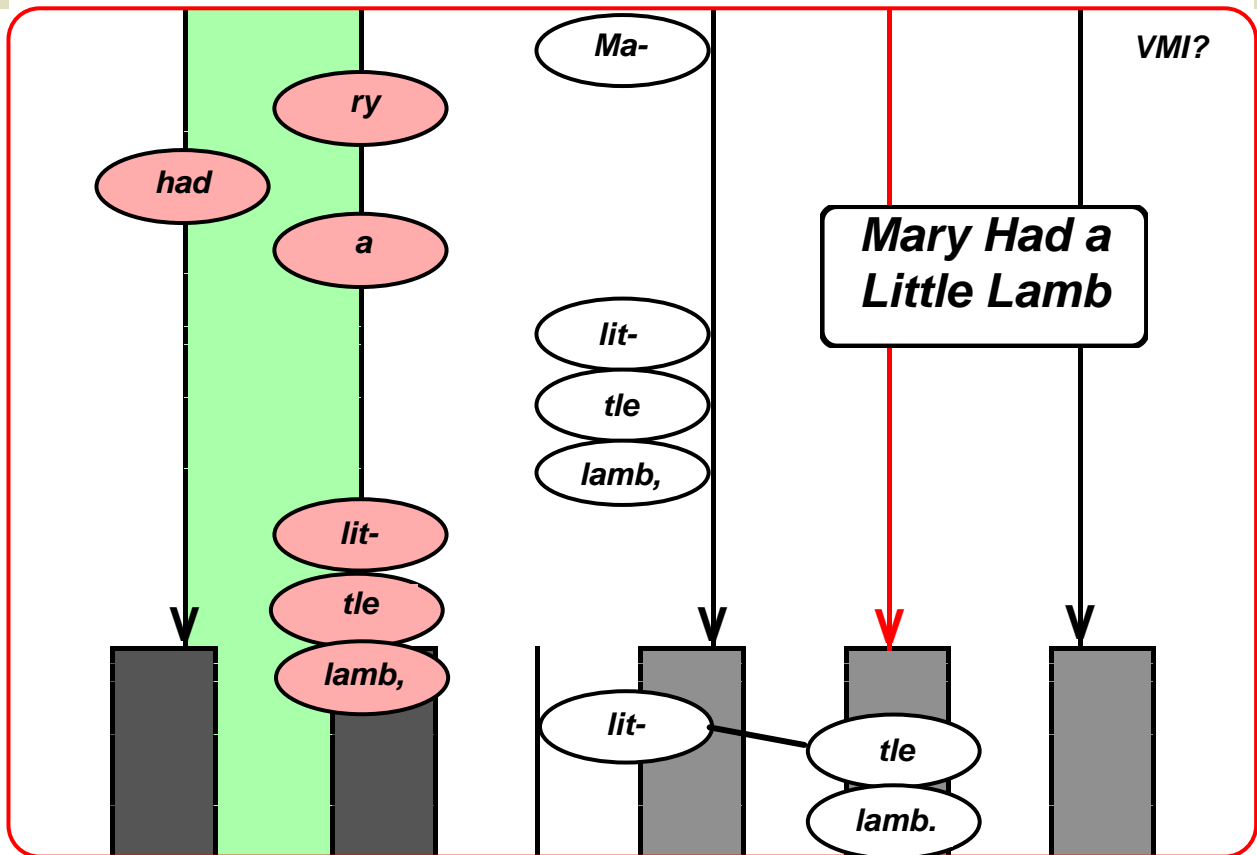
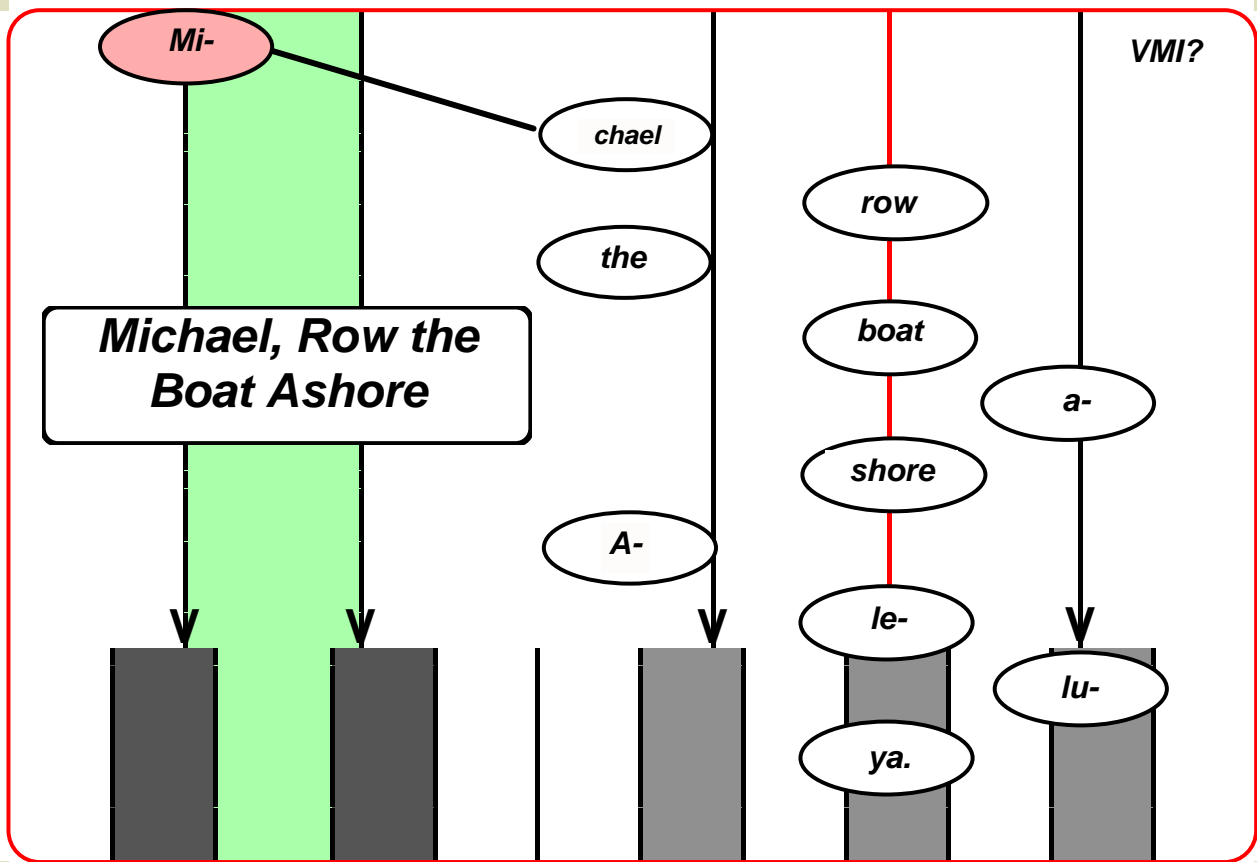
Notice that this colored stripe that shows the location of D in the YELLOW octave group.

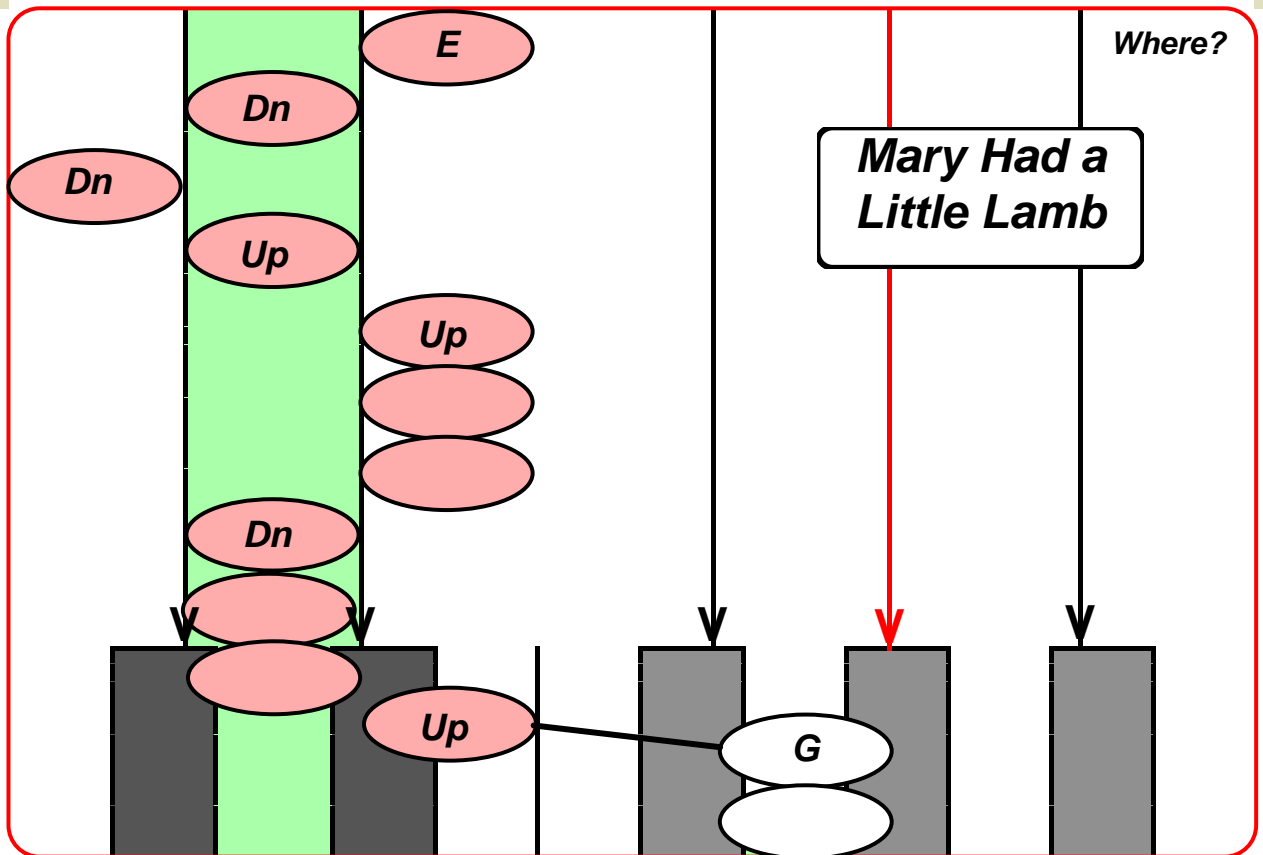
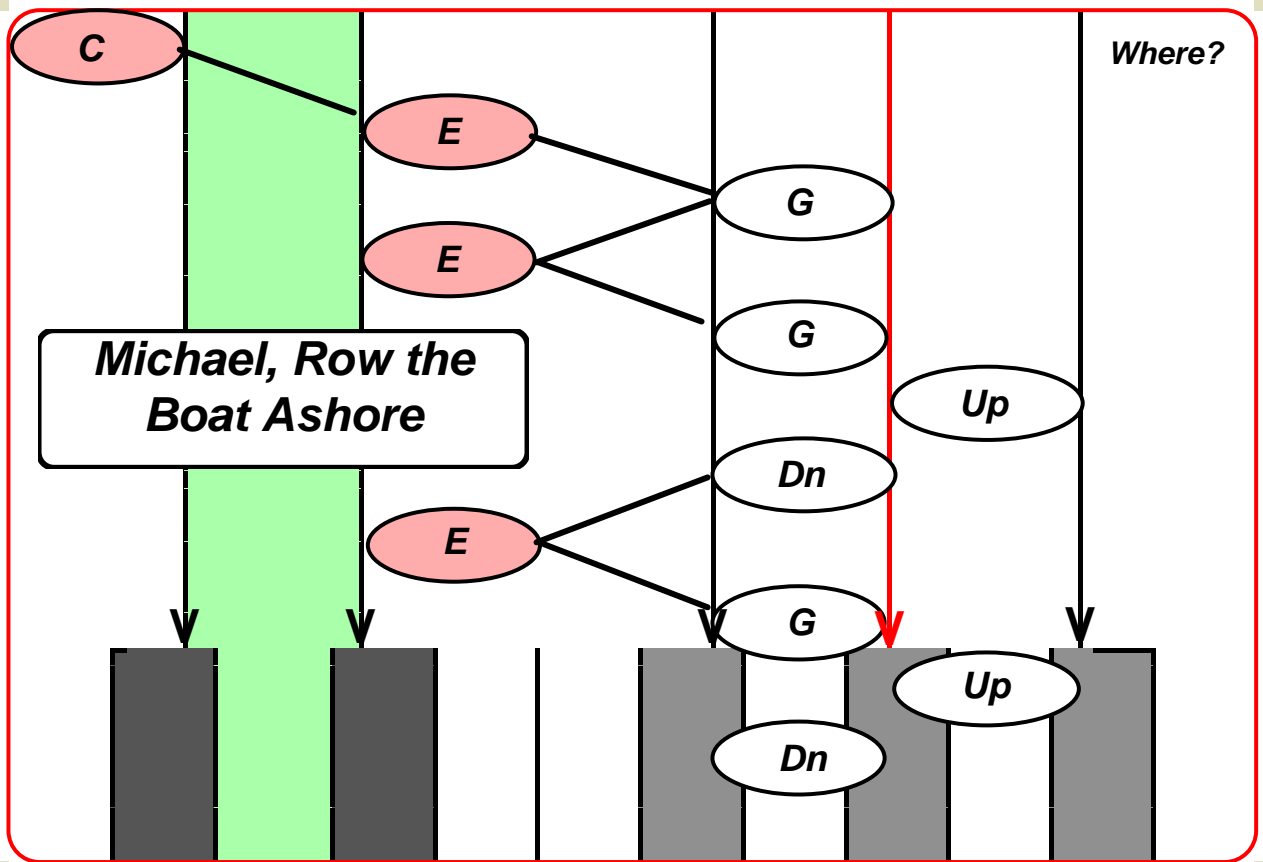
Sa-
ku-
ra,
Sa-
ku-
ra,
Cher-
ry
blos-
soms
in
the

F
spring.

Detailed description: This diagram shows a musical staff with five lines. A central vertical stripe is colored yellow. Lyrics are written in ovals on the staff. On the left side, there are two ovals on the first line ('F spring.') and one on the second line ('---'). In the middle, there are two ovals on the first line ('Sa-ku-'), two on the second line ('ra, Sa-ku-'), one on the third line ('ra, ry'), and one on the fourth line ('blos-'). On the right side, there are two ovals on the first line ('soms') and one on the second line ('the'). A red arrow points down from the top of the yellow stripe to a grey rectangular box on the staff. A black arrow points down from the top of the staff to another grey rectangular box. A text box on the right contains the title 'Sakura' and a note: 'Notice that this colored stripe that shows the location of D in the YELLOW octave group.'







Michael, Row the Boat Ashore

Name?

Syllable labels: Mi-, chael, the, row, boat, shore, a-, le-, ya., lu-

The diagram shows a musical staff with a green highlighted section. A box contains the title "Michael, Row the Boat Ashore". To the right, a vertical line is labeled "Name?". Below the staff, syllable labels are placed in ovals: "Mi-", "chael", "the", "row", "boat", "shore", "a-", "le-", "ya.", and "lu-". Arrows point from the syllable labels to the staff.

Mary Had a Little Lamb

Name?

Syllable labels: had, ry, a, lit-, tle, lamb,, lit-, tle, lamb,, lit-, tle, lamb., lit-

The diagram shows a musical staff with a green highlighted section. A box contains the title "Mary Had a Little Lamb". To the right, a vertical line is labeled "Name?". Below the staff, syllable labels are placed in ovals: "had", "ry", "a", "lit-", "tle", "lamb,", "lit-", "tle", "lamb,", "lit-", "tle", "lamb.", and "lit-". Arrows point from the syllable labels to the staff.