

Alfred's Premier Piano Course

Music That Students Love to Play

2011–2012 Music Sampler

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Authors Gayle Kowalchyk, E. L. Lancaster,
Martha Mier, Dennis Alexander, Victoria McArthur



Alfred Music Publishing

premierpianocourse.com

About the Core Books

Lesson Book—introduces all new concepts.

Theory Book—promotes comprehensive musicianship.

Performance Book—contains outstanding music written in varied styles to reinforce the new musical concepts.

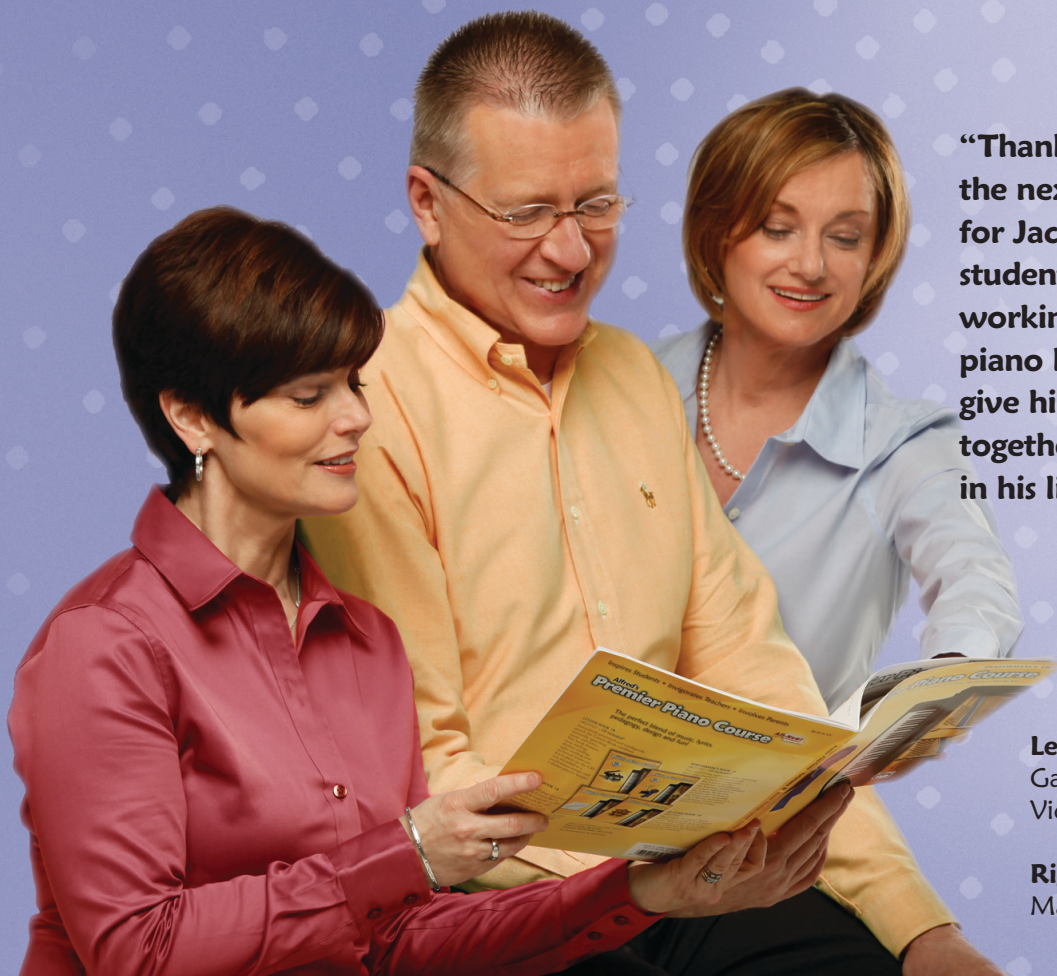
(Additional materials are available for the course. See page 64.)

What Teachers Like About Premier Piano Course

- The music of Dennis Alexander and Martha Mier is accessible and sounds great.
- The pacing and sound pedagogy produces strong sight-readers.
- Musical structure and concepts are presented in a fun and interactive way.
- The emphasis on performing rhythms in patterns helps with reading and memorization.
- The CDs for Lesson and Performance books, beautifully performed on acoustic piano, provide an excellent model.
- Creative orchestrations on the GM disks for the Lesson and Performance books are appealing to students.

“Thank you so much for sending the next level of Premier books for Jacob. He is an excellent student, and his mother is a hard-working single mom. I give free piano lessons to Jacob and you give him free books! Both of us together are making a difference in his life. Thank you so much!”

-Kathy, Kentucky



Left: Premier Piano Course pedagogues Gayle Kowalchyk, E. L. Lancaster, and Victoria McArthur.

Right: Premier Piano Course composers Martha Mier and Dennis Alexander.

About the Authors

Dennis Alexander has earned an international reputation as one of the most prolific and popular composers of piano music for students at all levels. His pieces have been staples on festival and syllabus lists for more than 20 years.

Martha Mier is the composer of the popular piano series *Jazz, Rags & Blues*, the top-selling supplemental piano series in the world. Because she taught piano for many years, her compositions reflect her keen sense of what students want to play and how they learn.

Dr. Victoria McArthur is Program Director of Piano Pedagogy at Florida State University, Tallahassee. She is a noted expert in the areas of piano technique, sight-reading, and practice strategies.

Dr. Gayle Kowalchyk and her husband, **Dr. E. L. Lancaster**, have authored more than 400 educational piano books based on their years of experience on college faculties and in their private piano studio. At Alfred, Gayle is Senior Editor of Supplemental Piano Publications and E. L. is Senior Vice President and Keyboard Editor-in-Chief.

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Level 1A Overview

Overview of Materials in Lesson Book 1A

Notes Introduced


Pages: 34 48 48 49 39



Pages: 44 45 43 36 42 53 53 34

Musical Terms and Symbols











p *mf* *f* **||**



Technique Principles

- Firm fingertips
- Natural, rounded hand position
- Strong hand arch
- Level wrists
- Good posture
- Finger coordination
- Movement up and down the keyboard

Rhythm Patterns Introduced

1.  (Page 6)
2.  (Page 8)
3.  (Page 12)
4.  (Page 13)
5.  (Page 14)
6.  (Page 15)
7.  (Page 28)
8.  (Page 30)
9.  (Page 35)
10.  (Page 48)



Pedagogical Focus

- Reading skills
- Steady, rhythmic pulse
- Basic technical foundation

Reading

- Landmark notes C, G, F
- Steps and skips up and down from landmark notes
- Bass clef introduced before treble clef
- Varied fingerings to prevent reading by finger numbers
- No fixed hand positions
- Short sight-reading examples included in Lesson Book
- Sight-reading examples (*Now Play This*) included in Theory Book
- Flash Cards include sight-reading examples

Rhythm

- New notes immediately used in short rhythm patterns
- Corresponding rest introduced after each new note
- 10 multiple-note rhythm patterns develop sight-reading skills
- Duet accompaniments promote a steady pulse

Technique

- Developed equally in both hands
- Short, effective technical exercises (*Workouts*) included in Lesson Book
- Entire range of the keyboard is explored through creative pieces

Creative Thinking and Musicality

- Duet accompaniments in a variety of styles to encourage stylistic performance
- Analysis (*Closer Look*) to promote musical understanding
- Suggestions (*Premier Performer*) to enhance performance skills
- Activities such as composition and improvisation (*Imagination Station*) to encourage creativity beyond the music on the page in both Lesson Book and Theory Book
- Ear-training activities (*Now Hear This*) included in Theory Book

Classical Composers Introduced

- Johann Sebastian Bach
- Ludwig van Beethoven
- Franz Joseph Haydn
- Wolfgang Amadeus Mozart
- Giuseppe Verdi

Familiar Music Used in Lesson Book (Arranged)

- Alouette
- Beethoven: Ode to Joy
- Big Ben
- Haydn: Theme from *Surprise Symphony*
- Hush Little Baby
- Merrily We Roll Along
- Mozart: Eine Kleine Nachtmusik
- Old Joe Clark
- Old MacDonald
- The Wheels on the Bus

Familiar Music Used in Performance Book (Arranged)

- Mulberry Bush
- Verdi: Anvil Chorus

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Workout 4 Sitting Tall

- Slump over, with your head and shoulders completely relaxed.
- Imagine a string attached from the top of your head to the ceiling.
- Pretend you are gradually pulled up, until you are sitting tall and relaxed at the piano.



Rhythm 5



Count: 1 1 1 - 2
Your teacher may suggest another way to count.
Tap and count aloud 3 times each day.

Dream Big Dreams

When you're young you dream big dreams, plan big plans, scheme big schemes.



Go to next line and play with LH.

Play again with both hands: 1. very low 2. very high



Premier Performer Play both lines of Dream Big Dreams at the same time. hands together. Play both hands **moderately loud**.



Duet: Student plays one octave higher.



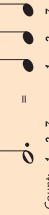
28

New Time Signature

$\frac{3}{4}$ means 3 counts in every measure.
 $\frac{4}{4}$ means a quarter note gets 1 count.

Dotted Half Note

3 counts (beats)
1 dotted half note = 3 quarter notes
Count: 1 - 2 - 3 1 2 3



Rhythm 7



Count: 1 2 3 1 - 2 - 3
Tap and count aloud 3 times each day.

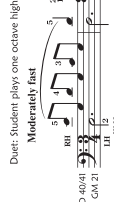
Let's Take a Trip



Let's take a trip. We'll pick our bags. We don't care where. We take them there. Can we go there? Let's take a trip.

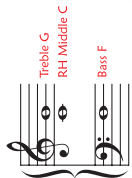


Duet: Student plays one octave higher.



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Theory Book page 12
Performance Book page 15

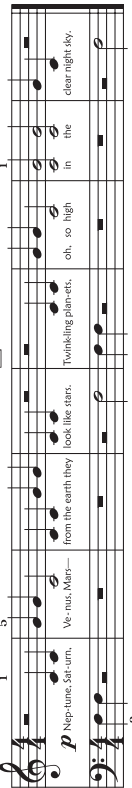


Landmark Notes
Landmark notes are important guides to learning other notes.



Twinkling Planets

Slowly drifting



Premier Performer Play Twinkling Planets again, without the duet, high on the keyboard. Press the damper pedal and hold throughout the piece.

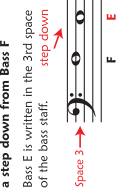


Slowly drifting Both hands. **pp**



New Note E

a step down from Bass F
Bass E is written in the 3rd space of the bass staff.



Basketball

Cheerfully



Closer Look Circle each note in Basketball that is not a landmark note. Name the circled notes: _____ and _____

Duet: Student plays one octave higher.



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Theory Book page 34
Performance Book page 16



Basketball

Cheerfully



Closer Look Circle each note in Basketball that is not a landmark note. Name the circled notes: _____ and _____

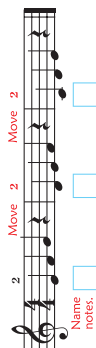
Duet: Student plays one octave higher.



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Worksheet 10 On the Move

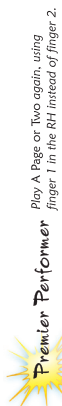
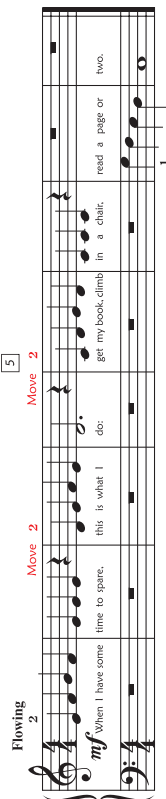
The hand can move so the same finger can play different notes. Use this workout to prepare for the RH of A Page or Two.



Name
notes

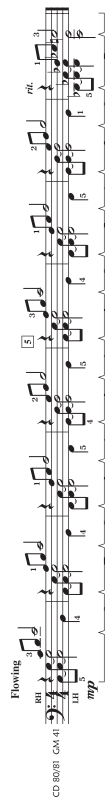
Practice 3 times each day.

A Page or Two



Play A Page or Two again, using finger 1 in the RH instead of finger 2.

Duet: Student plays two octaves higher.



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Sight-Reading

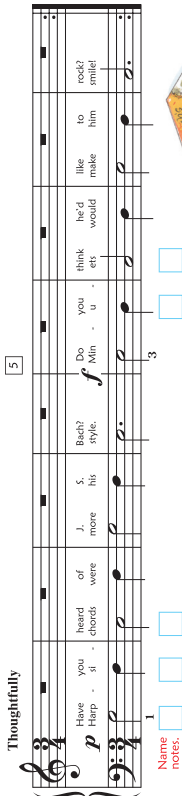
Play and say the note names as quickly as you can, 3 times each day. Use the correct fingering.



Johann Sebastian Bach (1685–1750), born in Germany, is one of the most famous composers of all time. He wrote several minuet for his 20 children (four of whom also became composers). These pieces are still popular with piano students today.



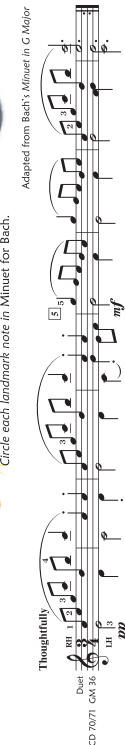
Minuet for Bach



Name
notes



Circle each landmark note in Minuet for Bach.



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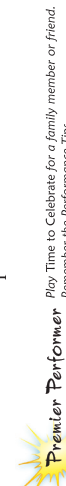
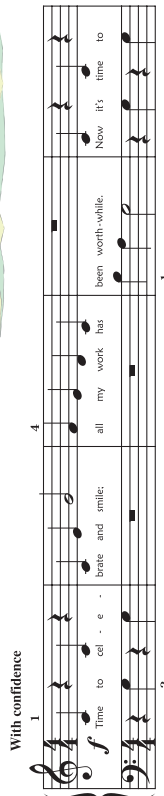
Theory Book, page 48
Performance Book, pages 20–21

Performance Tips

- It is fun and challenging to play pieces you know for friends and family. Here are some performance tips:
- Before starting, think about the tempo and dynamics of the first measures.
- After you begin, keep going—no matter what!
- After you finish, put your hands on your lap.
- Stand to face the audience and bow slowly.
- Smile and feel proud of what you've accomplished!



Time to Celebrate



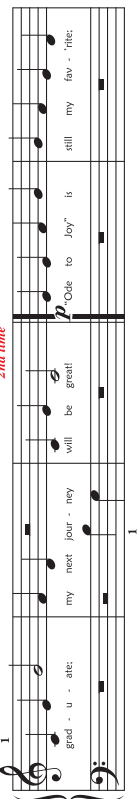
Play Time to Celebrate for a family member or friend. Remember the Performance Tips.

Duet: Student plays one octave higher.



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End here
2nd time



To end the piece,
repeat measures 1–8



Half Note

A half note looks like a quarter note with an open notehead.



1. Draw another half note for the LH. Write "1 - 2" below it for the counts.



2. Draw another half note for the RH. Write "1 - 2" below it for the counts.



Rhythm 3



Fun Zone

3. Complete the gameboard by adding a bar line after every 4 counts. Begin at **Start** and follow the arrows.



4. How many times do you see Rhythm 3 on the gameboard?

Rhythm 6



A whole note has no stem. It is open in the middle.

Count: 1 - 2 - 3 - 4

1. Draw a whole note in each blank measure. Write the counts below the rhythm. Then tap and count aloud.



2. Rhythm Addition: Add the counts.



Learning Link

One of the first calculators was the abacus, a counting device using beads. In the 1950s, some calculators weighed up to 42 pounds. By the 1960s, calculators that could only add, subtract, multiply and divide cost between \$1,000 and \$2,500. Now many calculators are small and cost very little.

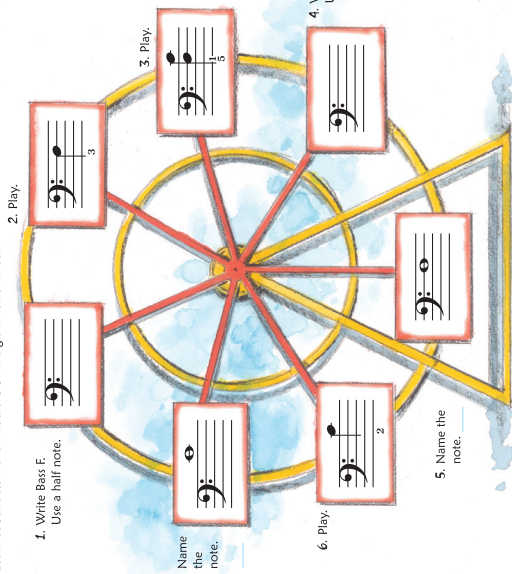
3. How many times do you see Rhythm 6 on this page?

Learning Link

Ferris wheels, so common at fairs, carnivals and amusement parks, were first called pleasure wheels. The first wheel was invented by George Washington Gale, a mechanical engineer, from Caledonia, Illinois. He built it in 1893 for the World's Columbian Exposition in Chicago. It cost \$380,000. Each of the 36 cars of this Ferris wheel held 60 people, so 2,160 riders could be on the wheel at the same time.

Fun Zone

Learn about Bass F and Middle C on the giant Ferris wheel.



2. Play.

1. Write Bass F. Use a half note.

7. Name the note.

6. Play.

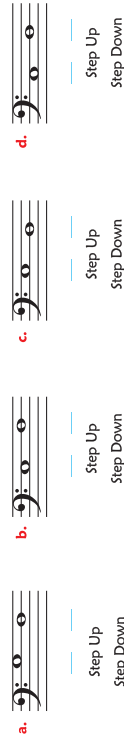
4. Write Middle C. Use a quarter note.

C 5-Finger Pattern in Bass Clef

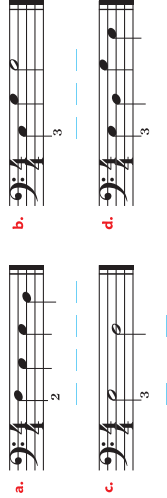
1. Circle two landmark notes in the Bass C 5-finger pattern. Name each note.



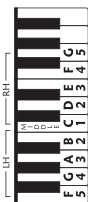
2. Name each note. Then circle step up or step down.



3. Name each note to spell a word. Then play and say each note name.



Fooba Wooba John



Both hands start C

4/4 RH 1 2 3 4 5 LH 1 2 3 4 5

p Saw a mule kick a tree in the school of the sea.

5 [5] Foo - ba woo - ba, foo - ba woo - ba, John.

Play **mf** 2nd time

Premier Performer

On the repeat, be sure to play **mf** beginning with measure 1.

Duet: Student plays one octave higher.

Steady walk

CD 15:16 CM 13 LH 1 2 3 4 5 RH 1 2 3 4 5

Starlight



Gently **p** Star - light, first star, see to - night.

5 [5] 1 2 3 4

1 2 3 4 5

Wish I may, wish I might have the wish I wish to - night.

Duet: Student plays one octave higher.

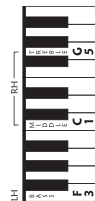
Gently **mf** 1 2 3 4 5 LH 1 2 3 4 5 RH 1 2 3 4 5

Premier Performer

Play Starlight for a family member or friend.



Mister Flea



Bold march

1 2 3 4 5

f Did you see what he did? He goes to school? I think he just swims in a pool!

5 [5] 1 2 3 4 5

p Blew a kiss, then tipped his hat! Flea, Flea, please come back! please come back!

Premier Performer

Be careful to play **p** in measures 5-8.

Duet: Student plays one octave higher.

Bold march

CD 25:26 CM 13 LH 1 2 3 4 5 RH 1 2 3 4 5



Giuseppe Verdi (1813–1901) was an Italian who composed 26 operas during his lifetime, many of them masterpieces. Young Verdi began his musical studies before the age of four. By age seven, he was playing organ at a local church. His operas are performed more often today than those of any other composer.

Anvil Chorus

(from *Il Trovatore*)

Stately 2 **f** This tune is from an op - 'ra by Gio - sep - pe Ver - di.

5 [5] 1 2 3 4

2 1 4 2 1

He lived in I - ta - ly and wrote Il Tro - vo - to - re.

*eet troh-vah-TOH-ray

Duet: Student plays one octave higher.

Stately **mf** 1 2 3 4 5 LH 1 2 3 4 5 RH 1 2 3 4 5

Premier Performer

Imagine playing the famous Anvil Chorus with a huge orchestra and chorus.

Alfred's Premier Piano Course

Dennis Alexander • Gayle Kowalchyk • E. L. Lancaster • Victoria McArthur • Martha Mier



Technique Tools

Relaxed Shoulders
Arm Weight
Moving Freely
Strong Fingertips
Finger Weights
Repeated Notes
Thumb Position
Finger Independence
Gentle Hand Rock

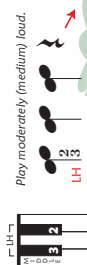
Playing with a Steady Pulse
Playing Across the Bar
Playing Evenly from Hand to Hand
Playing with Dynamics
Moods in Music

Technique Tool 3

Moving Freely

- LH: With your left hand and arm, gently trace a curved arch like a rainbow moving down the keyboard.
- Play "Beautiful Arches (LH)" on the closed keyboard cover as your left hand gently drops onto the wood.
- RH: With your right hand and arm, gently trace a curved arch like a rainbow moving up the keyboard.
- Play "Beautiful Arches (RH)" on the closed keyboard cover as your right hand gently drops onto the wood.

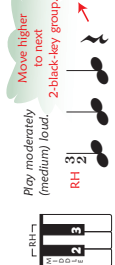
Beautiful Arches (LH)



Play moderately (medium) loud.



Beautiful Arches (RH)



Play moderately (medium) loud.

Technique Tip: In "Beautiful Arches," move freely up and down the keyboard, using gentle, curved arches.



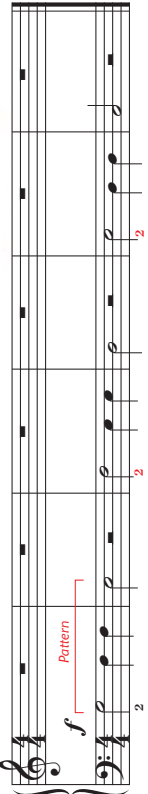
Lesson Book page 45



Technique Tip: Use strong fingertips and finger independence as you play "Falling Patterns" and "Rising Patterns."

Falling Patterns

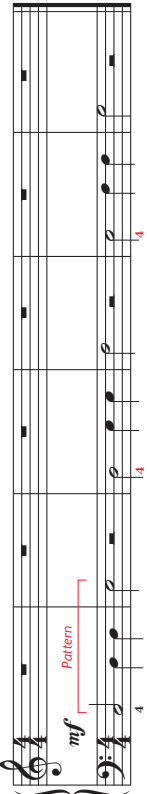
Steadily, with energy



- Using the RH, play "Falling Patterns" an octave higher than written. Begin with finger 4.

Rising Patterns

Steadily, with energy



- Using the RH, play "Rising Patterns" an octave higher than written. Begin with finger 2.

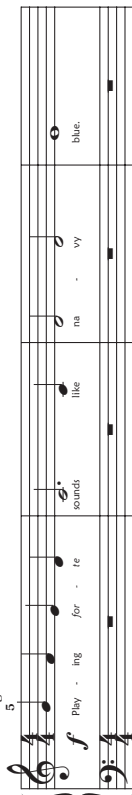
Lesson Book page 53



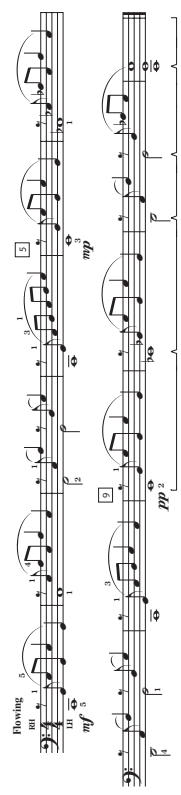
Artistic Etude 4

Shades of Blue

Flowing



Duet: Student play one octave higher.



Playing with Dynamics

- As you play "Shades of Blue," imagine that each dynamic change is a different shade of the same color.
- For example, forte (*f*) notes are navy blue; mezzo forte (*mf*) notes are medium blue; piano (*p*) notes are light blue.
- Listen for different shades of blue as you play.

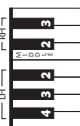
Play - ing for - te sounds like blue.

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The Trolley Song

The Trolley Song was sung by Judy Garland in the 1944 film *Meet Me in St. Louis*. This movie musical tells the story of four sisters who lived in St. Louis at the time of the 1904 Louisiana Purchase World Exposition. Judy Garland also sang the popular song "Hope You're a Merry Little Christmas" in this movie. Both songs became famous musical standards.

Words and Music by
Hugh Martin and Ralph Blane

4/4

f RH 3 | 4 3 2 1 | 2 3 4 5 | 6 7 8 9 | 10 11 12 13 | 14 15 16 17 | 18 19 20 21 | 22 23 24 25 | 26 27 28 29 | 30 31 32 33 | 34 35 36 37 | 38 39 40 41 | 42 43 44 45 | 46 47 48 49 | 50 51 52 53 | 54 55 56 57 | 58 59 60 61 | 62 63 64 65 | 66 67 68 69 | 70 71 72 73 | 74 75 76 77 | 78 79 80 81 | 82 83 84 85 | 86 87 88 89 | 90 91 92 93 | 94 95 96 97 | 98 99 100 101 | 102 103 104 105 | 106 107 108 109 | 110 111 112 113 | 114 115 116 117 | 118 119 120 121 | 122 123 124 125 | 126 127 128 129 | 130 131 132 133 | 134 135 136 137 | 138 139 140 141 | 142 143 144 145 | 146 147 148 149 | 150 151 152 153 | 154 155 156 157 | 158 159 160 161 | 162 163 164 165 | 166 167 168 169 | 170 171 172 173 | 174 175 176 177 | 178 179 180 181 | 182 183 184 185 | 186 187 188 189 | 190 191 192 193 | 194 195 196 197 | 198 199 200 201 | 202 203 204 205 | 206 207 208 209 | 210 211 212 213 | 214 215 216 217 | 218 219 220 221 | 222 223 224 225 | 226 227 228 229 | 230 231 232 233 | 234 235 236 237 | 238 239 240 241 | 242 243 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466 467 468 469 | 470 471 472 473 | 474 475 476 477 | 478 479 480 481 | 482 483 484 485 | 486 487 488 489 | 490 491 492 493 | 494 495 496 497 | 498 499 500 501 | 502 503 504 505 | 506 507 508 509 | 510 511 512 513 | 514 515 516 517 | 518 519 520 521 | 522 523 524 525 | 526 527 528 529 | 530 531 532 533 | 534 535 536 537 | 538 539 540 541 | 542 543 544 545 | 546 547 548 549 | 550 551 552 553 | 554 555 556 557 | 558 559 560 561 | 562 563 564 565 | 566 567 568 569 | 570 571 572 573 | 574 575 576 577 | 578 579 580 581 | 582 583 584 585 | 586 587 588 589 | 590 591 592 593 | 594 595 596 597 | 598 599 600 601 | 602 603 604 605 | 606 607 608 609 | 610 611 612 613 | 614 615 616 617 | 618 619 620 621 | 622 623 624 625 | 626 627 628 629 | 630 631 632 633 | 634 635 636 637 | 638 639 640 641 | 642 643 644 645 | 646 647 648 649 | 650 651 652 653 | 654 655 656 657 | 658 659 660 661 | 662 663 664 665 | 666 667 668 669 | 670 671 672 673 | 674 675 676 677 | 678 679 680 681 | 682 683 684 685 | 686 687 688 689 | 690 691 692 693 | 694 695 696 697 | 698 699 700 701 | 702 703 704 705 | 706 707 708 709 | 710 711 712 713 | 714 715 716 717 | 718 719 720 721 | 722 723 724 725 | 726 727 728 729 | 730 731 732 733 | 734 735 736 737 | 738 739 740 741 | 742 743 744 745 | 746 747 748 749 | 750 751 752 753 | 754 755 756 757 | 758 759 760 761 | 762 763 764 765 | 766 767 768 769 | 770 771 772 773 | 774 775 776 777 | 778 779 780 781 | 782 783 784 785 | 786 787 788 789 | 790 791 792 793 | 794 795 796 797 | 798 799 800 801 | 802 803 804 805 | 806 807 808 809 | 810 811 812 813 | 814 815 816 817 | 818 819 820 821 | 822 823 824 825 | 826 827 828 829 | 830 831 832 833 | 834 835 836 837 | 838 839 840 841 | 842 843 844 845 | 846 847 848 849 | 850 851 852 853 | 854 855 856 857 | 858 859 860 861 | 862 863 864 865 | 866 867 868 869 | 870 871 872 873 | 874 875 876 877 | 878 879 880 881 | 882 883 884 885 | 886 887 888 889 | 890 891 892 893 | 894 895 896 897 | 898 899 900 901 | 902 903 904 905 | 906 907 908 909 | 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2016 2017 | 2018 2019 2020 2021 | 2022 2023 2024 2025 | 2026 2027 2028 2029 | 2030 2031 2032 2033 | 2034 2035 2036 2037 | 2038 2039 2040 2041 | 2042 2043 2044 2045 | 2046 2047 2048 2049 | 2050 2051 2052 2053 | 2054 2055 2056 2057 | 2058 2059 2060 2061 | 2062 2063 2064 2065 | 2066 2067 2068 2069 | 2070 2071 2072 2073 | 2074 2075 2076 2077 | 2078 2079 2080 2081 | 2082 2083 2084 2085 | 2086 2087 2088 2089 | 2090 2091 2092 2093 | 2094 2095 2096 2097 | 2098 2099 2100 2101 | 2102 2103 2104 2105 | 2106 2107 2108 2109 | 2110 2111 2112 2113 | 2114 2115 2116 2117 | 2118 2119 2120 2121 | 2122 2123 2124 2125 | 2126 2127 2128 2129 | 2130 2131 2132 2133 | 2134 2135 2136 2137 | 2138 2139 2140 2141 | 2142 2143 2144 2145 | 2146 2147 2148 2149 | 2150 2151 2152 2153 | 2154 2155 2156 2157 | 2158 2159 2160 2161 | 2162 2163 2164 2165 | 2166 2167 2168 2169 | 2170 2171 2172 2173 | 2174 2175 2176 2177 | 2178 2179 2180 2181 | 2182 2183 2184 2185 | 2186 2187 2188 2189 | 2190 2191 2192 2193 | 2194 2195 2196 2197 | 2198 2199 2200 2201 | 2202 2203 2204 2205 | 2206 2207 2208 2209 | 2210 2211 2212 2213 | 2214 2215 2216 2217 | 2218 2219 2220 2221 | 2222 2223 2224 2225 | 2226 2227 2228 2229 | 2230 2231 2232 2233 | 2234 2235 2236 2237 | 2238 2239 2240 2241 | 2242 2243 2244 2245 | 2246 2247 2248 2249 | 2250 2251 2252 2253 | 2254 2255 2256 2257 | 2258 2259 2260 2261 | 2262 2263 2264 2265 | 2266 2267 2268 2269 | 2270 2271 2272 2273 | 2274 2275 2276 2277 | 2278 2279 2280 2281 | 2282 2283 2284 2285 | 2286 2287 2288 2289 | 2290 2291 2292 2293 | 2294 2295 2296 2297 | 2298 2299 2300 2301 | 2302 2303 2304 2305 | 2306 2307 2308 2309 | 2310 2311 2312 2313 | 2314 2315 2316 2317 | 2318 2319 2320 2321 | 2322 2323 2324 2325 | 2326 2327 2328 2329 | 2330 2331 2332 2333 | 2334 2335 2336 2337 | 2338 2339 2340 2341 | 2342 2343 2344 2345 | 2346 2347 2348 2349 | 2350 2351 2352 2353 | 2354 2355 2356 2357 | 2358 2359 2360 2361 | 2362 2363 2364 2365 | 2366 2367 2368 2369 | 2370 2371 2372 2373 | 2374 2375 2376 2377 | 2378 2379 2380 2381 | 2382 2383 2384 2385 | 2386 2387 2388 2389 | 2390 2391 2392 2393 | 2394 2395 2396 2397 | 2398 2399 2400 2401 | 2402 2403 2404 2405 | 2406 2407

CHRISTMAS 1A

Alfred's
Premier Piano Course

Dennis Alexander • Gavle Kowalchuk • E. L. Lancaster • Victoria McArthur • Martha Mier

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Jolly Old Saint
Nicholas

Happily
Name
note. 3

Traditional

Jolly Old Saint Nicholas is about a conversation between a young child and Santa Claus about the gifts that Santa might bring for Christmas. Notice it is written in a key with one flat. Most likely, it was written sometime in the late 19th century or the early 20th century.

Duet: Student plays one octave higher.

Happily



Away in a
Manger

Slowly
Name
note. 5

The lullaby **Away in a Manger** was written by James R. Murray of Pennsylvania around 1885. Murray worked as a music educator and hymn writer throughout his life. When he was a child, he was told a story about the birth of Jesus. He wrote a lullaby for his children, and it became a popular Christmas hymn. It was written by Martin Luther, entitled it Luther's Cradle Hymn. Researchers now know that this is not true, but the myth about the piece still exists.

James R. Murray

Duet: Student plays one octave higher.

Slowly

* Note to Teacher: In measures 1, 5, 9 and 13, students may substitute the following rhythm:



Dance of the
Reed Flutes
(from The Nutcracker)

Moderately fast

Peter Ilyich Tchaikovsky

Dance of the Reed Flutes is from Tchaikovsky's popular ballet, The Nutcracker. In the ballet the two main characters, Clara and the Prince, visit the Kingdom of Sweet and meet the beautiful Sugarplum Fairy. The couple enjoys several dances performed by those who live in the Kingdom of Sweet. Dance of the Reed Flutes is one of these popular dances.

Duet: Student plays two octaves higher.

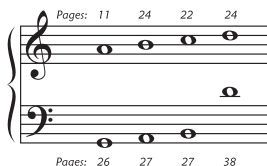
Moderately fast

* Play the quarter notes short and detached.




Level 1B Overview

Overview of New Materials in Lesson Book 1B

Notes Introduced



Musical Terms and Symbols

- tie
- legato
- slur
- staccato
- melodic and harmonic intervals of a 2nd, 3rd, 4th, 5th
- rit.
- phrase
- *sva*
- fermata 
- half step
- sharp 
- incomplete measure
- flat 

Technique Principles

- Playing hands together (pages 9, 11, 13, 39, 40)
- Legato
- Staccato

Rhythm Patterns Introduced

1. $\frac{4}{4}$  (Page 17)
2. $\frac{3}{4}$  (Page 21)
3. $\frac{4}{4}$  (Page 38)



Pedagogical Focus

- Gradual expansion of reading range
- Systematic development of playing hands together
- Intervals

Reading

- New landmark notes, Treble C and Low G
- 2nds, 3rds, 4ths and 5ths up and down from landmark notes
- Sight-reading, *Now Play This*, and flash card examples continue

Rhythm

- Review of rhythm patterns from Level 1A
- 3 new rhythm patterns
- Continuation of duet accompaniments for rhythmic stability

Technique

- Hands-together coordination developed through a sequence of pieces and *Workouts*

Creative Thinking and Musicality

- *Closer Look*, *Premier Performer*, and *Imagination Station* continue
- Activities in Theory Book (*Musical Detective*) encourage analysis and musicality

Familiar Music Used in Lesson Book (Arranged)

- Chopsticks
- My Pony
- Row, Row, Row Your Boat

Familiar Music Used in Performance Book (Arranged)

- Mary Ann
- Mexican Clapping Song (Chiapanecas)
- Our Team Will Play Tonight
- Scarborough Fair
- Snake Charmer
- When the Saints Go Marching In

12

Theory Book: pages 12-13

Rhythm Review



Count: 1 - 2 3 1 - 2 - 3

Tap and count the rhythm.

The Library

Gracefully

mf There's a place where I like to be.

Duet: Student plays one octave higher.

Gracefully

CD 13/14 GM 7

mp

pp

mp

pp

13

Workout 3 Hands Together



mf *p*

Play 3 times each day.

mf sit - ting *p* qui - et - ly.

mf There are books you can bor - row for free

p at the li - brar - y.

Premier Performer

While playing The Library, count aloud "1-2-3" without pausing at the bar lines.

22

Theory Book: page 21
Performance Book: page 12

New Landmark Note

Treble C is written in the 3rd space of the treble staff.

C

Space 3

Name two other C's you know.

C

C

Landmark Notes



C *C* *C*

Bass C Middle C Treble C

C, Over and Over

March tempo

mf

LH over

March tempo

mf

Lift hand

Lift hand—don't stretch



Imagination Station

Using the 3 landmark C's, create your own piece.

March tempo

Both hands 8va

Adapted from Tchaikovsky's 1812 Overture

Duet (for 1 & 2)

CD 29/30 GM 15

mp

28

Theory Book: page 28

Moving Up from Low G

for the G 5-finger pattern

Low G and the four notes that step up from it are called the G 5-finger pattern.

Stepping Up—2nds

LH *G* *A* *B* *C* *D*

2nd 2nd 2nd 2nd

Skipping Up—3rds

LH *G* *A* *B* *C* *D*

3rd 3rd

- Starting with Low G, point to each note as you say its name.
- Play with the LH and say the note names.

Sara's Musette

Happily

mf Sa - ra has a brand-new piece. It is called Mu - sette.

p She says it's a mas - ter - piece like Bach's min - u - et.

Lift hand—don't stretch

Duet: Student plays RH one octave lower.

Adapted from J. S. Bach's Musette in D

Happily

CD 41/42 GM 21

mp

pp

40



My Sombrero

CD 63/64 GM 32



Workout 8 Hands Together

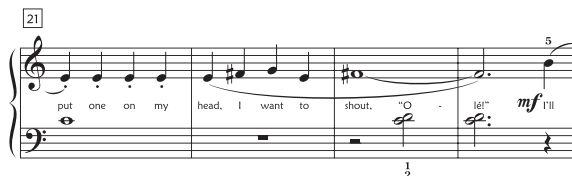
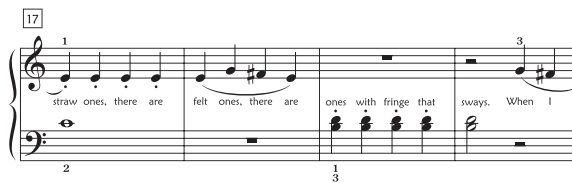


With excitement



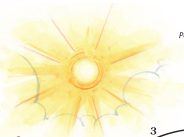
*dinero = money; febrero = February; enero = January

41



46

It's a Brand-New Day!



With energy

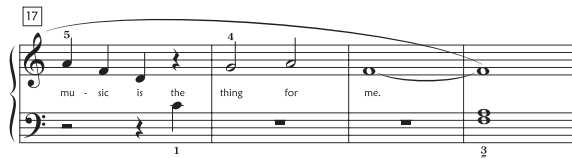
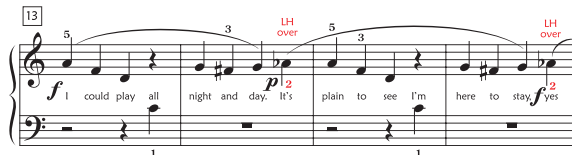


Duet: Student plays one octave higher.

With energy



47



Press damper pedal and hold to end.



Closer Look

Find and name 3 different flats in It's a Brand-New Day. _____

Find and name 2 sharps. _____

The Tennis Match



7

Lesson Book: page 15

Bouncy

f Looking right and look-ing left— watch-ing ten-nis hurts my neck! *f* Back and forth I

6 watch the ball till I can't turn my head at all! When the ball goes in the net.

11 *p* then I get a lit-tle rest. *f* Tell me, please, what is the score, be- cause my neck is get-ting sore!

Duet: Student plays one octave higher.

Premier Performer

Circle all dynamic signs and remember to use them when you play.

Bouncy

CD 9/10 GM 5 *mf* *pp* *mf*

6 *pp* *mf*

11 *pp* *mf*

Summer Vacation



13

Lesson Book: page 24

Moderate waltz tempo

mf Sum-mer va-ca-tion is start-ing next week— two months where

6 I can play. *p* do what I want each day. *mf* I'll read a book, take my

11 dog for a walk. Then, I'll prac-tice Bach!

p $\frac{1}{3}$ $\frac{2}{4}$

Duet: Student plays one octave higher.

Premier Performer

Play the harmonic intervals softly in measures 13, 15–16.

Moderate waltz tempo

CD 17/18 GM 9 *mp* *pp*

14

I Just Love Pizzazz!



Lesson Book: page 25

Lively

f I just love piz-zazz, all that razz-ma-tazz,

5 ne-on lights, Broad-way nights, big show tunes.

9 *p* When the mu-sic plays, and the danc-ers sway.

Duet: Student plays one octave higher.

Premier Performer

Play the LH melody with firm, strong fingers.

Lively

CD 19/20 GM 10 *mf* *pp* *mp* *mf* *rit.*

9 *pp* *mp*

17 *mf* *rit.*

25 *mf* *rit.*

15

13 I can't wait, I'll be great! I'll be on stage soon. I want to

17 sing and play gui-tar, be a mov-ie star,

21 I know that I'll go far— wait and see. 'Cause when you

25 watch the big piz-zazz, and the razz-ma-tazz,

29 that star on stage will be me! *rit.*

Alfred's Premier Piano Course

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TECHNIQUE 1B

Hands Together Workshops

Hold and Play
Contrary Motion
Parallel Motion



Technique Tools

Smooth Legato
Crisp Staccatos
Rising Wrist
Amazing Phrasing



Artistic Etudes

Singing Melody
Expressive Legato and Staccato
Legato Connection
Tempo and Expression

14

Artistic Etude 2

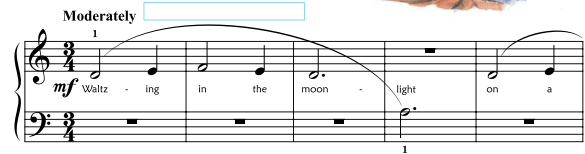
Expressive Legato and Staccato

Legato and staccato sounds paint pictures of different moods in music. After you have played "Good Night Waltz" several times, write a word in the two blank boxes to describe the mood of the music in those sections. For example:

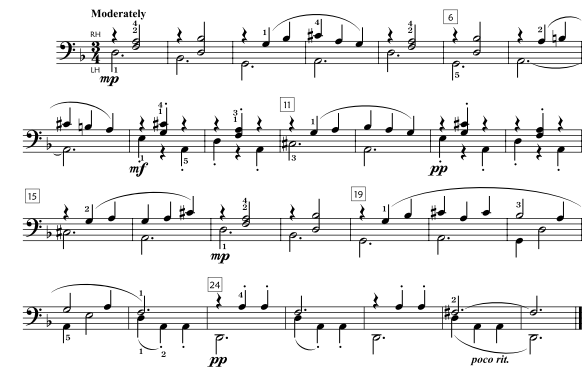
- Legato sounds can be sad or thoughtful.
- Staccato sounds can be happy or excited.



Good Night Waltz



Duet: Student plays one octave higher.



28

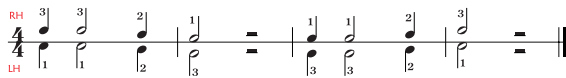
Hands-Together Workshop 3 Parallel Motion

Lesson Book: page 39

When the fingers of each hand move in the same direction at the same time, they move in parallel motion.

- On the closed keyboard cover, tap the following rhythm with the correct hands.
- On the closed keyboard cover, play the rhythm of each hand separately with the correct fingers.
- Then play hands together.

Repeat 3 times each day.



Side by Side

With energy



32

Lesson Book: pages 46-47

Technique Tools Review

Circle the Technique Tool needed to play each example. Then play, using that Technique Tool.

1. Arm Weight or Gentle Hand Rock (circle one)



2. Rising Wrist or Finger Independence (circle one)



3. Gentle Hand Rock or Amazing Phrasing (circle one)



4. Finger Independence or Arm Weight (circle one)



5. Crisp Staccato or Smooth Legato (circle one)



6. Crisp Staccato or Smooth Legato (circle one)



Alfred's Premier Piano Course

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POP AND MOVIE HITS 1B

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What a Wonderful World	20
Yo Ho (A Pirate's Life for Me)	4

8

Lesson Book: page 29

Great Balls of Fire

Jerry Lee Lewis is best known for his riveting on-stage performance of **Great Balls of Fire**. After its release in 1957, it reached No. 1 on the country hit list and No. 2 on the Billboard pop chart. Rolling Stone magazine named it as one of 100 greatest songs ever written.

Words and Music by
Otis Blackwell and Jack Hammer

Fast rock

Duet: Student plays one octave higher.

Fast rock

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16

Lesson Book: pages 40-41

Over the Rainbow

(from the M-G-M Motion
Picture *The Wizard of Oz*)

The classic song **Over the Rainbow** was sung by Judy Garland in the popular film *The Wizard of Oz*. It eventually became Garland's "signature song," meaning it was the most requested song during her live performances. The song was originally deleted by the executive producers of the film since they thought it "slowed down" the movie. The composer successfully argued that the song was an asset and it was put back into the movie.

Music by Harold Arlen
Lyric by E. Y. Harburg

Flowing

Duet: Student plays one octave higher.

Flowing

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Alfred's Premier Piano Course

Dennis Alexander • Gayle Kowalchyk • E. L. Lancaster • Victoria McArthur • Martha Mier

CHRISTMAS 1B

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6



The title, *Jingle Bells*, probably refers to the bells on the collars of horses who were pulling sleighs through the winter snow. It has become one of the most popular songs sung during the Christmas season, even though the words do not mention the Christmas holiday.

Jingle Bells

Merrily

James Pierpont

mf Dash - ing through the snow in a one - horse o - pen sleigh.

o'er the fields we go. laugh - ing all the way; bells on bob - tail

Duet: Student plays one octave higher.

mp

5 10 15 20 24 29

16

Toyland



Toyland is from the operetta *Babes in Toyland* which was first performed in Chicago in 1903. The music was written by Irish-American composer Victor Herbert with words by Glen MacDonough from Brooklyn, New York. The piece speaks of the happiness that toys bring to children without ever mentioning Christmas.

Gently

Name note.

Music by Victor Herbert
Words by Glen MacDonough

mp Toy - land! Toy - land!

Duet: Student plays one octave higher.

p *simile*

5 9 13 17 21

17

5 9 13 17 21

Dear lit - tle girl and boy land,

when you dwell with in it you are

ev - er hap - py there.

mf Child hood toy land.

mys - ti - cal, mer - ry toy land!

Level 2A Overview

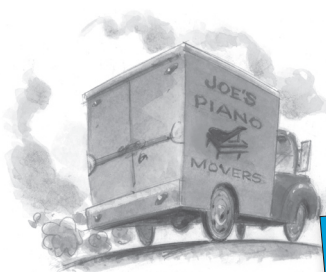
Overview of New Materials in Lesson Book 2A

Notes Introduced



Musical Terms and Symbols

- crescendo
- diminuendo
- tempo, a tempo, allegro, moderato
- accent sign >
- tonic (I) and dominant (V)
- I and V⁷ chords
- block chord and broken chord
- **mp**
- $\frac{3}{4}$ time signature
- 8va lower
- natural sign
- pedal sign
- whole steps and half steps
- transposition
- major 5-finger patterns (C, G, D, A)
- melodic and harmonic intervals of a 6th



Technique Principles

- Playing hands together (pages 6, 8, 35, 4)
- LH 2 over 1
- Cross LH over RH and back
- Moving the hand
- Legato and staccato
- Moving 6ths

Rhythm Patterns Introduced

1. $\frac{4}{4}$ (Page 20)
2. $\frac{4}{4}$ (Page 20)
3. $\frac{4}{4}$ (Page 20)
4. $\frac{4}{4}$ (Page 21)



Pedagogical Focus

- Expansion of reading range in treble clef
- Eighth notes
- Tonic and Dominant
- Pedal
- Major Five-Finger Patterns

Reading

- Treble notes E, F, G added
- Melodic and harmonic 6ths used to aid in moving freely around the keyboard
- Sight-reading, *Now Play This*, and flash card examples continue

Rhythm

- Eighth notes introduced for the first time allowing for greater rhythmic security
- Eighth-note rhythm patterns added to other rhythms of gradually increasing complexity

Technique

- *Workouts* continue developing skills for playing hands together, hand-over-hand crossings, and finger crossings

Creative Thinking and Musicality

- *Closer Look*, *Premier Performer*, and *Imagination Station* continue
- Activities in Theory Book (*Under the Microscope*) encourage analysis and musicality
- Artistic Interpretation (*Telling a Story with Music*)
- Harmonization with Tonic and Dominant

Classical Composers Introduced

- Béla Bartók
- Jeremiah Clarke
- Alexander Reinagle
- Daniel Gottlob Türk

Familiar Music Used in Lesson Book (Arranged)

- Au clair de la lune
- Clarke: Trumpet Voluntary

Familiar Music Used in Performance Book (Arranged)

- Boom, Boom! (Ain't It Great to Be Crazy?)
- Yankee Doodle Dazzle

Classical Piano Repertoire in Lesson Book

- Bartók: Study (First Term at the Piano)
- Reinagle: Minuet

Classical Piano Repertoire in Performance Book

- Reinagle: Allegro
- Türk: March 1
- Türk: March 2

16

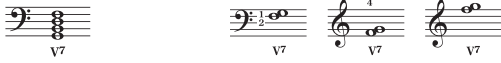
Theory Book: page 13

The V7 Chord in the C 5-finger Pattern

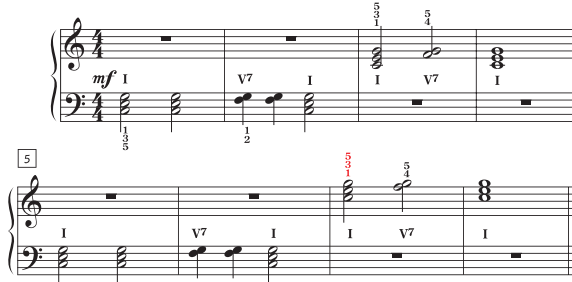
The V7 (5-7) chord is built on the 5th note (dominant) of the 5-finger pattern.

The V7 chord in C has 4 notes: G-B-D-F.

Only 2 notes of the chord (F and G played as a 2nd) will be used to play the V7 sound in this book.

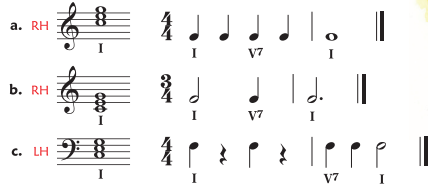


1. Play I and V7, saying the chord names aloud.



2. Using these rhythms, play I and V7 in C by reading the chord symbols.

Starting Chord



20

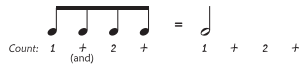
Theory Book: page 16
Performance Book: pages 12-13

Eighth Notes

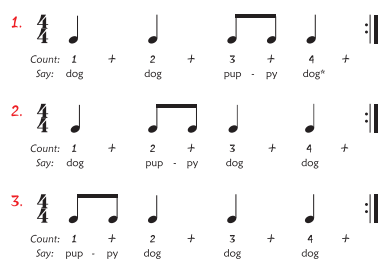
Two eighth notes are played in the same time as one quarter note.



Four eighth notes are played in the same time as one half note.



Tap and count aloud (or say the words) these rhythm patterns.



Name That Tune!

Play these familiar Christmas melodies that use eighth notes. Can you name them?



Play the Name That Tune! examples
again one octave lower with the LH.

* Cat lovers may say:
"Cat, cat, kit-ty cat," etc.

17

Theory Book: page 14

My New Skate Shoes

CD 17/18 GM 9



New Dynamic Sign

mp (mezzo piano)
means moderately (medium) soft
(softer than **mf** and louder than **p**)



21

Theory Book: page 17

QWERTY*

CD 21/22 GM 11



New Rhythm

Count: 1 + 2 + 3 + 4 +
Tap and count aloud 3 times each day.

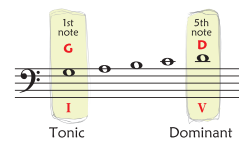


* QWERTY is the name for the layout of typewriter or computer keys; the first six keys of the top row of letters.

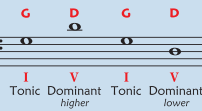
28

Theory Book: page 24

Tonic (I) and Dominant (V) of the G 5-finger Pattern



The dominant tone can be written
higher or lower than the tonic tone:



Minuet

CD 31/32 GM 16

Alexander Reinagle
(1756-1809)

Moderato
mf

5 2

1 **I** (Tonic) (The Roman numeral is not repeated when notes remain the same.) **V** (Dominant) 4

9 3 *p*

13 *mf* *p* (Repeat measures 9-16)

30

Theory Book: page 26
Performance Book: pages 20-21

New Tempo Marking

a tempo = return to previous tempo;
often follows *ritardando* (*rit.*)

Workout 7 Legato and Staccato



Play 3 times each day.

Tilt-a-Whirl

CD 33/34 GM 17



Moderato
mf

1 2 3 4 5

I **V7**

5 *mp*

9 *mf* *mp*

Name notes:

2

46

Theory Book: page 40
Performance Book: pages 30-31

Telling a Story with Music

Many things help pianists tell a story through music.

- The sentence at the beginning of each section of *King Arthur's Adventure* will help you use your imagination as you play.
- Changes in tempo and dynamics create new feelings and emotions.
- Pedal adds interest and color to the sound.
- Playing *staccato* and *legato* helps create different scenes and moods.



King Arthur's* Adventure

CD 51/52 GM 26

Moderato
(King Arthur meets with his knights at the Round Table.)

3 2

5 *mp*

9 (King Arthur and his brave knights mount their horses.)

1 2 3 4 5

2 *f*

3

* King Arthur was a mythical English king who led the famous Knights of the Round Table.

47

13 1 2 *rit.* 1

17 (The horses and riders gallop faster and faster to rescue the fair young maiden.)
a tempo (Moderato) *mp* *mf* **gradually faster**

21 **Allegro** *f*

25 (The fair maiden is now safe.)
rit. *f* **Moderato** *f*

8va



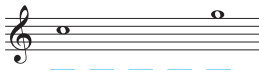
Closer Look Circle two tempo markings—*allegro* and *moderato*—in King Arthur's Adventure. Observe them as you play.

4

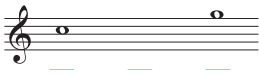
Lesson Book: page 6

C 5-Finger Pattern in Treble Clef

1. Using whole notes, write the C 5-finger pattern going up. Name each note.



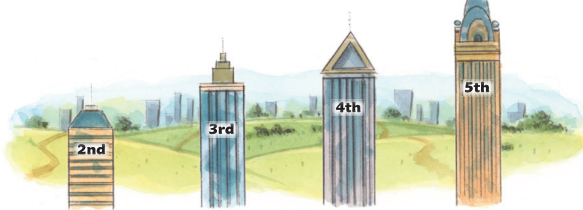
2. Using a whole note, write one note that will make a 3rd between each note. Name the notes.



3. Name each note. Then play on the keyboard.



4. Draw a line from each example to the skyscraper with the matching interval name.

**Learning Link**

The first **skyscrapers** were built in Chicago and New York City in the late 1800s. Skyscrapers have two main parts—the foundation below the ground and the superstructure above the ground. Both parts support the weight of the building and the force of the wind blowing against the sides. Some of the largest skyscrapers in the world are the Petronas Towers in Kuala Lumpur, Malaysia; the Sears Tower in Chicago; and the Jin Mao Building in Shanghai, China.

9

Lesson Book: page 12

Fun Zone Under the Microscope

Examine the music to answer the questions. Then play and count aloud.



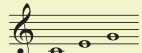
- What is the name of the first note in the RH?
- Is the first note in the LH I or V?
- Do measures 1-2 get gradually louder or softer?
- Which LH measure has a dominant note?
- What finger plays the LH note in measure 3?

Learning Link

Microscopes are used to make small objects look larger. They are especially useful to scientists. During the 1st century, the Romans discovered that a lens that was thick in the middle and thin on the edges made an object look larger. The first useful microscope was probably developed in the Netherlands around the year 1600. Today, most microscopes are made in Germany, Japan and China and quality microscopes are affordable for almost everyone.

**Tips for Choosing the Correct Note**

Use **tonic** when most of the melody notes in the measure are:



Use **dominant** when most of the melody notes in the measure are:

**Imagination Station**

Using a dotted half note, write a tonic or dominant note in the last two measures. Then play and count aloud.

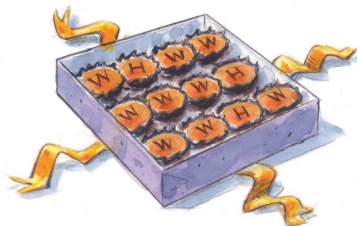


32

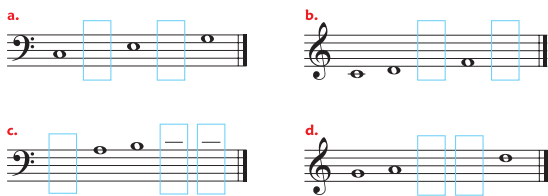
Lesson Book: page 38

The C Major and G Major 5-Finger Patterns

1. Circle the row of chocolates that has the correct order of whole (W) and half (H) steps for a major 5-finger pattern.



2. Complete the major 5-finger patterns by drawing notes in the boxes. Circle each half step. Then write I under each tonic note and V under each dominant note.



3. Draw a line from each half or whole step example to its matching name.



38

Lesson Book: pages 44-45

Fun Zone The Sports Page

The *Musical Times* newspaper has a new sports writer. You can read his article about an exciting baseball game by naming the intervals, filling in the blanks and completing the rhythm addition.

**Learning Link**

Newspapers were originally simple handwritten notices posted in public places as early as 59 B.C. in ancient Rome. The first regularly published newspaper began in Germany in 1609. Today, most newspapers use computers to lay out and design the printed pages. Some people even prefer to read their daily newspaper on the computer. Although news is also available on television and radio, written news is almost always more complete.

Last night's baseball game between the All Stars and the Super Stars was an exciting one! The

All Stars were up to bat first. The first player made it to base. The batter made it to base. The bases were loaded after the batter hit

a ground ball and was safe at first base. The batter hit a home run! By the bottom

of the inning, the score was tied to .
(add number of counts)

24

Lesson Book: page 37



Desert Gold

CD 29/30 GM 15

Moderately slow

mp An - cient cam - el car - a - vans, search - ing for des - ert

4 "gold,"^a made their way a - cross the sand,

7 look - ing for salt to be sold, **mf** Hun - dreds in a

^aThe "gold" of the Sahara desert was salt. It was first found in the sand dunes in the 12th century. Since then, camel caravans have traveled from Timbuktu to the salt mines of Taudenni, a journey of 500 miles that takes two weeks.

25

10 line cross the Sa - har - a to the mines.

13 **mp** Two weeks and five hun - dred miles

15 trav - 'ling a - cross wind-swept dunes. **8va** **p** leav - ing from old Tim - buk -

18 tu. **rit.**



Premier Performer Paint a sound picture of a desert caravan as you play. Play the RH a little louder than the LH.

28

Lesson Book: pages 44-45

Runaway Stagecoach

CD 33/34 GM 17



Allegro

f

5 **mp**

9 **mp**

13 **f** **2nd time** **8va**



Premier Performer Imagine a chase scene in an old western movie as you play Runaway Stagecoach.

29

17 **p**

21 **mp**

25 **mf**

29 **f**

To end this piece, repeat the first page.

Alfred's Premier Piano Course

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TECHNIQUE 2A

Hands Together Workshops

Parallel Motion
Contrary Motion
C and G 5-finger patterns
D and A 5-finger patterns



Technique Tools

Dynamic Shading
Crossing Over the Thumb
Solid-Sounding Chords
Two-Note Slurs
Seamless Melodies
Balance Between Melody and Accompaniment
Damper Pedal Footwork



Artistic Etudes

Feeling Intensity and Relaxation
with Dynamics
Creating Moods in Music
Ringing Tone
Tools for Expressive Performance

10



Technique Tool 2

Crossing over the Thumb

When playing the piano, fingers often cross over the thumb. On the closed keyboard cover:

- Place the RH in a rounded hand position.
- Keeping the thumb on its side tip, cross finger 2 over the thumb and tap the keyboard cover.
- Bring finger 2 back to its starting position.

Repeat 3 times each day with RH, then LH.



Cross-Overs

With energy *Pattern*

1. *mf*

5

Allegro *Pattern*

2. *mf*

5

Technique Tip: Use finger and arm weight on the accented notes.

Moderately fast

3. *mf*

5

33

Lesson Book: page 39

Hands-Together Workshop 4 D and A Major 5-Finger Patterns

The D and A major 5-finger patterns are played with four white keys and one black key in the middle (3rd finger). First practice slowly, then gradually increase the tempo.

D Major (Parallel Motion)

1. *mf*

5

Play again using an A major 5-finger pattern.

A Major (Contrary Motion)

2. *mf*

5-finger pattern

broken chord

block chord

1

Play again using a D major 5-finger pattern.

Parallel Motion Workout

Pattern

1. *p*

5

2. *mp*

5

3. *mf*

5

4. *f*

5

38

Lesson Book: pages 44-45

Artistic Etude 4

Tools for Expressive Performance

Playing expressively is like assembling a challenging, fun puzzle with many pieces!

To play with expression, you must use:

- Appropriate tempo (speed).
- Steady or even meter (time signature).
- Dynamic contrasts.
- Articulation (staccato and legato).
- Correct pedal, if needed.
- Good balance between melody and accompaniment.

An expressive pianist doesn't just play the correct notes and rhythms. All the other musical "puzzle pieces" also must be there!



Technique Tip: Keep your foot over the damper pedal at all times, with your heel on the floor.

Reach for the Stars

Moderato

3

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

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It's My Party	8
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The Lion Sleeps Tonight.....	22
(We're Gonna) Rock Around the Clock.....	10
Star Wars (Main Theme)	2
Wipe Out	18

POP AND MOVIE HITS 2A

6

Lesson Book: page 13

The Chicken Dance (Dance Little Bird)

Music by
Terry Rendall and Werner Thomas
English Lyrics by Paul Parnes

Allegro

mf Do you wan - na feel good. *p*

mf wan - na laugh and play? (Let's) laugh and

mf Wan - na have some fun. *p*

mf throw your blues a - way. (Your) blues a -

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14

Lesson Book: pages 30-31

Beauty and the Beast (from Walt Disney's *Beauty and the Beast*)

Lyrics by Howard Ashman
Music by Alan Menken

Moderato

mf Tale as old as time, true as it can be.

Duet: Student plays one octave higher.

Moderato

mp

Slower

p *rit.*

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15

Slower

mp Bare-ly e-ven friends, then some-bod-y bends un-ex-pect-ed-ly.

Just a lit-tle change. Small, to say the least. Both a lit-tle

scared, neith-er one pre-pared, Beau-ty and the Beast. *mp* Tale as old as

time, song as old as rhyme, Beau-ty and the Beast. *p. rit.*

Level 2B Overview

Overview of New Materials in Lesson Book 2B

Notes Introduced



Musical Terms and Symbols

- A-B form
- $\text{||:} \dots \text{||}$
- *andante*
- minor 5-finger patterns (A, D, C, G)
- arpeggio
- melodic and harmonic intervals of a 7th, 8th (octave)
- D.C. al Fine
- pedal sign $\text{—} \text{—} \text{—}$
- *pp*, *ff*
- A-B-A form
- natural sign
- major scales (C, G)
- three-note V7 chords (in C, G)
- key signatures (C, G)



Technique Principles

- Moving the hand
- Hand-over-hand arpeggios
- Legato pedaling
- Scale fingerings—pass-under and cross-over
- Fingering—stretch

Rhythm Patterns Introduced

1. $\frac{4}{4}$ (Page 40)
2. $\frac{4}{4}$ (Page 40)
3. $\frac{4}{4}$ (Page 42)
4. $\frac{4}{4}$ (Page 43)



Pedagogical Focus

- Continuing expansion of reading range using leger line notes
- Systematic development of legato pedaling
- Minor Five-Finger Patterns
- Major scales

Reading

- Leger line notes between the staves, E, A and B
- Melodic and harmonic 7ths and 8ths (octaves) used to aid in moving freely over the keyboard
- Sight-reading, *Now Play This*, and flash card examples continue
- Key signature for G major

Rhythm

- Dotted quarter and eighth-note patterns added to other rhythms of gradually increasing complexity.

Technique

- *Workouts* continue the development of skills, including one-octave scales, chord patterns, hand-over-hand arpeggios, and legato pedaling

Creative Thinking and Musicality

- *Closer Look*, *Premier Performer*, and *Imagination Station* continue
- Activities in *Theory Book (Music Research Assistant)* encourage analysis and musicality
- Harmonization with Tonic and Dominant

Classical Composers Introduced

- Louis Köhler
- Ludvig Schytte
- Richard Strauss

Familiar Music Used in Lesson Book (Arranged)

- The Erie Canal
- The Grand Old Duke of York
- Over the Rainbow (The Wizard of Oz)
- Strauss: Also sprach Zarathustra
- Take Me Out to the Ball Game

Classical Piano Repertoire in Performance Book

- van den Hove: Dutch Dance

Classical Piano Repertoire in Performance Book

- Schytte: Short Story, Op. 108, No. 13

12

Workout 2 Major and Minor 5-Finger Patterns and Chords

To form a minor 5-finger pattern from a major 5-finger pattern, lower the 3rd note one half step.

Play 3 times each day. Then transpose to G, D and A.

C = C major chord
Cm = C minor chord



Rhythm Mania

CD 9/10 GM 5



22

Theory Book: page 15

Legato Pedaling

When the damper pedal is pressed down, the felt dampers lift off the strings, allowing the sound to continue after the keys are released.

Follow the pedal signs to create smooth, legato sounds.



pedal down hold pedal up
Pedal goes up, then down to connect the sounds.

Reminder:

- Keep your heel on the floor.
- Let your ankle be relaxed as your foot gently pedals up and down.

Workout 3 Legato Pedal

1. Measure 1: Pedal down on 1st beat and hold.
2. Measures 2-5: Pedal up on 1st beat as you play the chord; pedal down on 2nd beat as you hold the chord.
3. Count up-down in quarter-note rhythm as you play.
4. Move your hand up or down to the next chord on the 3rd beat.

Slowly



Workout 4 More Legato Pedal

Workout 4 is the same as Workout 3 but now pedal more quickly. Count up-down in eighth-note rhythm as you play.

Slowly



Science Fair

CD 23/24 GM 12

Performance Book: pages 18-19

New Dynamic Sign
ff (fortissimo)
means very loud



26

Theory Book: page 18

A-B-A Form

Floating Down the River is in A-B-A form, which has 3 sections:

- The first section is labeled **A**.
- The second section (which sounds different) is labeled **B**.
- The third section is like the first section and is also labeled **A**.

Floating Down the River

CD 25/26 GM 13

Gently



Workout 7 Preparation for the G Major Scale

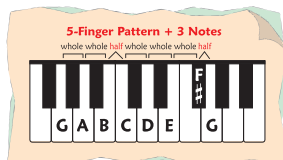
31
Theory Book: page 21

a.
b.
Play 3 times each day.

G Major Scale

The G major scale contains 8 notes—the G 5-finger pattern + 3 notes.

In the G major scale, there is one sharp—F#.



Playing the G Major Scale—Hands Separately

Say the finger numbers as you practice slowly. Memorize the fingering.

Right Hand
Left Hand
Repeat 1 octave higher. Repeat 1 octave lower.

Workout 8 Intervals in the G Scale



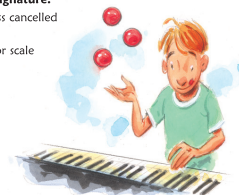
Play Workout 8 again **two** octaves lower with the LH. Begin with finger 5.

36

Theory Book: page 25
Performance Book: pages 24-25

Key Signature of G Major

1. In the G major scale, every F is played sharp.
2. Rather than place a sharp before every F, the sharp appears at the beginning of each staff. This is called the **key signature**.
3. All F's are played sharp unless cancelled by a *natural sign*.
4. A piece based on the G major scale is in the key of G major.



Scales My Way

CD 31/32 GM 16

Key signature
Steady rock beat
1. I prac-tice ma-jor scales each day. And then I change them to "my way."
I add notes to make a way."
mp

43
Theory Book: page 30

New Rhythm
Count: 1 + 2 + 3 + 4 +
Tap and count aloud 3 times each day.

Dutch Dance

Moderato
Joachim van den Hove (1567-1620)
Fine
p
D.C. al Fine
mf
pp

Duet: Student plays RH one octave higher, LH **two** octaves higher. Alexander/Mier
Moderato
CD 37/38 GM 19
mf
pp
D.C. al Fine
mf
pp

44

Theory Book: page 31
Performance Book: pages 28-29

Rhythm Workouts

On your lap, tap each rhythm 3 times daily as you count aloud.

1.
2.
RH LH



Inspector Beauregard

CD 39/40 GM 20

Sneakily
pp
p
1 2 3 4 1 2

Fun Zone Major and Minor Rain Forest

Play each example as you follow the trail through the rain forest.

Begin Here

1. With your LH, play a G major 5-finger pattern up and down.

2. Name, then play the pattern.

major
minor
(circle one)

3. Name, then play the broken chord.

major
minor
(circle one)

5. Name, then play the block chord.

major
minor
(circle one)

6. Name, then play the pattern.

major
minor
(circle one)

Learning Link

Rain forests are beautiful, lush forests existing in many tropical parts of the world. The Amazon Rain Forest of South America covers over a billion acres. More than 20% of the world's oxygen is produced there, and more than half of the 10 million known species of animals, insects and plants live there. Many rain forests in the world are in danger, due to efforts to cut and burn the trees.

More About 7ths


1. Circle 6th or 7th to identify the interval.


a. 

b. 



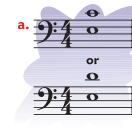
2. Circle the melodic and harmonic 7ths in the music. Then play and count aloud.

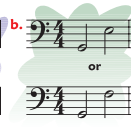
Andante
a. 


Moderato
b. 


3. Now Hear This: Your teacher will play a 6th or 7th.*

Circle the interval that you hear.

a. 

b. 

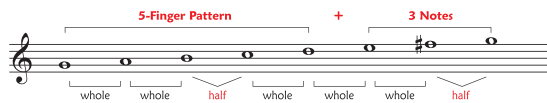
c. 

d. 

*Note to Teacher: Play one interval from each exercise.


G Major Scale

5-Finger Pattern + 3 Notes

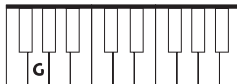


1. The G major scale contains ___ notes.
2. Half steps occur between notes ___ and ___.
3. The sharp in the G major scale is #.

4. Using whole notes, write the G major scale going up.
Circle the notes that have a half step between them.



5. On the keyboard, write the letter names for the notes in the G major scale.
Circle the keys that have a half step between them.



6. On the blank lines above the notes, write the fingering for the RH G major scale.
Then play.

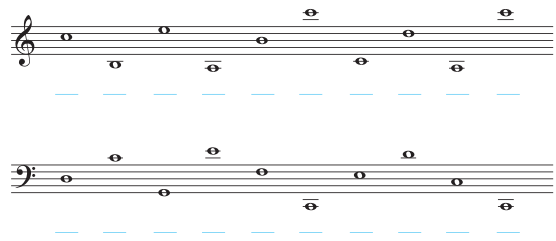


7. On the blank lines below the notes, write the fingering for the LH G major scale.
Then play.



Fun Zone Note Speller Speed Drill

Quickly write each note name. Score 1 point for each correct answer.
Score 10 bonus points for finishing in 60 seconds or less.*



*Ask your teacher or another person to time you and check your answers.

Highest Score: 20 points

Your Score: _____

Your Bonus Score: _____

Your Total Score: _____



Imagination Station

Write I or V7 on the blank line for the correct LH chord in each measure.
Then play and count aloud.

Tips for Choosing the Correct Chord

Use I when most of the melody notes in the measure are:

Use V7 when most of the melody notes in the measure are:





Andante


Lesson Book: page 23



CD 17/18 CM 9

Andante

17



Premier Performer *Play with a gentle, legato touch throughout Purple Twilight.*

Lesson Book: pages 46–47

CD 31/32 GM 16

Moderato

31



Premier Performer *Keep the tempo steady and relaxed.*

Alfred's Premier Piano Course

Dennis Alexander • Gayle Kowalchyk • E. L. Lancaster • Victoria McArthur • Martha Mier

TECHNIQUE 2B

Hands Together Workshops

A and D Minor 5-Finger Patterns
C and G Minor 5-Finger Patterns
Major and Minor 5-Finger Patterns
Major Scales in Contrary Motion



Technique Tools

Three-Note Slurs
Preparing Quickly for Hand Crossings
Feel the Downbeat
Finger Stretches
Legato Pedal
Finger 1 under Finger 3
Finger 3 over Finger 1



Artistic Etudes

Playing with Continuity
Playing with a Dramatic Sound
Rhythm and Musical Mood



Masterwork Etude 1

Counterpoint

Counterpoint refers to a style of music that includes two or more melodies played together. In *Dialogue*, the LH melody begins a measure later than the RH melody.

Practice each hand separately before playing hands together.

Dialogue

(First Term at the Piano)

5
Lesson Book: page 6



Béla Bartók
(1881–1945)

Moderato

12

Artistic Etude 1

Lesson Book: page 15

Playing with Continuity

Playing with continuity (no stops) requires special practice.

- In measures 17–24, circle the fingering where either hand moves to a new location on the keyboard.
- Now slowly play an outline version of these measures. To do this, play only the first circled note(s) when the hand moves to a new position.
- Gradually play faster using outline practice.
- Play the entire piece as written.



A Quiet Lagoon



Technique Tip: Prepare quickly for the left-hand crossings.

Andante

35

Lesson Book: pages 40–41



Technique Tip: Keep your arm and hand relaxed when playing the *finger stretches* in *Hanon Goes Jazzy*.

Hanon Goes Jazzy

(Finger Stretches)

Charles-Louis Hanon (1819–1900)
Op. 100, No. 10
(adapted)

With energy

Alfred's Premier Piano Course

Dennis Alexander • Gayle Kowalchyk • E. L. Lancaster • Victoria McArthur • Marsha Mier

POP AND MOVIE HITS 2B

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Pokémon Theme	4
Raiders March	24
When You Wish Upon a Star	14
A Whole New World	18

9

Lesson Book: pages 16-17

The Pink Panther

By Henry Mancini

Quickly

Both hands 8va lower throughout

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18

Lesson Book: pages 40-41

A Whole New World

(from Walt Disney's *Aladdin*)

Words by Tim Rice
Music by Alan Menken

Moderately

mf *p* *mf* I can show you the world, shin - ing, shim - mer - ing splen - did. Tell me prin - cess, now when did you last let your heart de - cide. *f* A whole new world, a new fan -

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24

Lesson Book: pages 46-47

Raiders March

(from *Raiders of the Lost Ark*)

By JOHN WILLIAMS

Quick march tempo

f *ff*

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CHRISTMAS 2B

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Joy to the World	12
Pat-a-Pan	4
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14

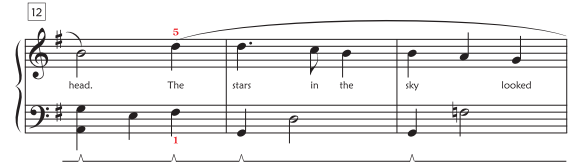
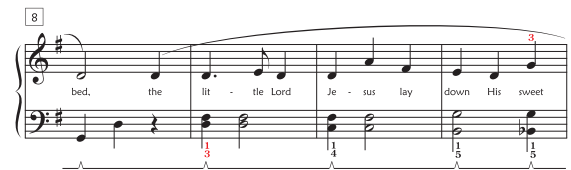
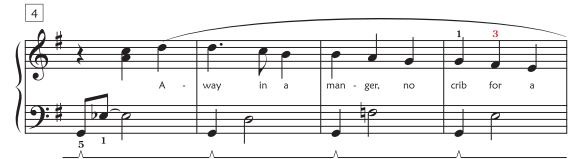
Away in a Manger



The flowing melody of *Away in a Manger* suggests a lyrical lullaby. The words focus on the sleeping Baby in the manger without going into the details of the Christmas story. In the years since the words were published, they have been used with many different melodies.

Gently

James R. Murray



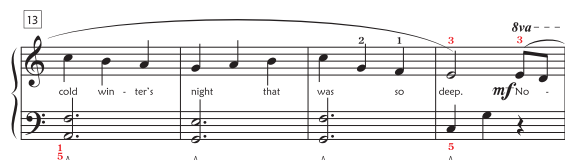
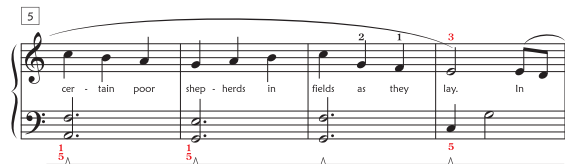
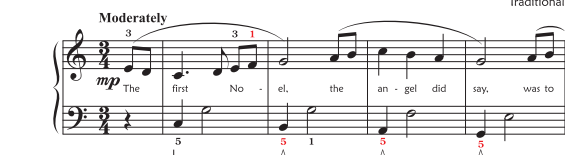
16



The First Noel

The *First Noel* is based on a traditional folk song, but historians are unsure if it originated in England or France. It was first published in 1833, but most likely dates back hundreds of years before that. The word "noel" is derived from a Latin word meaning "birth" or "birthday."

Traditional



20

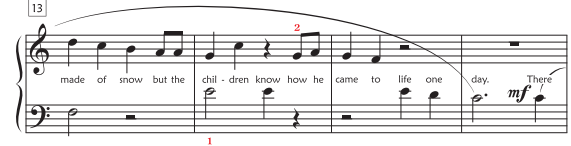
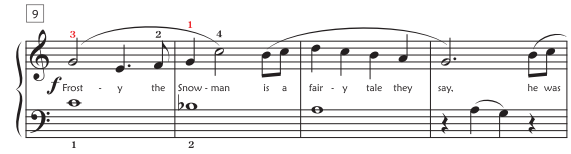
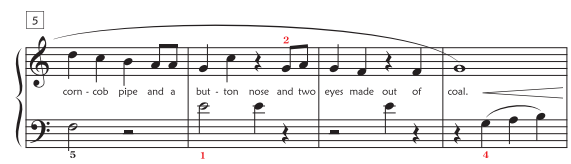
Frosty the Snowman



Frosty the Snowman was written by Americans Jack Rollins and Steve Nelson in 1950. It was recorded in the same year by Gene Autry and was later featured in an animated TV program. The song is very popular during the Christmas season even though the holiday is never mentioned.

Words and Music by
Steve Nelson and Jack Rollins

Happily



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Level 3 Overview

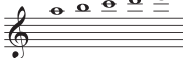
Overview of New Materials in Lesson Book 3

Notes Introduced

Page 26

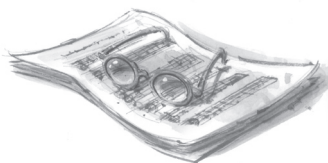


Page 27



Musical Terms and Symbols

- IV chords (C, G, F, D)
- primary chords (C, G, F, D)
- 1st and 2nd endings
- syncopation
- common time **C**
- swing style (eighth notes)
- major scales (F, D)
- key signatures (F, D)
- waltz-bass accompaniment
- poco
- molto
- chromatic scale
- *adagio*
- D. C. al Coda



Technique Principles

- Changing fingers on same note
- Chromatic scale fingering
- Scale fingering—pass-under and cross-over

Rhythm Patterns Introduced

- | | |
|----------------------------|----------------------------|
| 1. $\frac{4}{4}$ (Page 8) | 5. $\frac{3}{8}$ (Page 34) |
| 2. C (Page 14) | 6. $\frac{6}{8}$ (Page 34) |
| 3. $\frac{3}{8}$ (Page 34) | 7. $\frac{6}{8}$ (Page 34) |
| 4. $\frac{3}{8}$ (Page 34) | 8. $\frac{6}{8}$ (Page 34) |



Pedagogical Focus

- Reading with leger lines
- Additional major scales
- Subdominant

Reading

- Leger lines above and below the staff added
- Entire grand staff
- Sight-reading and *Now Play This* examples continue
- Key signatures for F and D major

Rhythm

- Patterns in 3/8 and 6/8 meter added to other rhythms of gradually increasing complexity
- Syncopation
- Swing-style eighth notes

Technique

- *Workouts* continue the development of skills, including one-octave scales, chord patterns in new keys, waltz bass, and more complex fingering principles

Creative Thinking and Musicality

- *Closer Look*, *Premier Performer*, and *Imagination Station* continue
- Artistic Interpretation (*Painting a Picture with Music Colors*)
- Harmonization with Tonic, Dominant and Subdominant

Classical Composers Introduced

- Alexander Borodin
- Antonin Dvorák
- Jean-Joseph Mouret
- Leopold Mozart
- Peter Ilych Tchaikovsky

Familiar Music Used in Lesson Book (Arranged)

- America, the Beautiful
- Borodin: Polovetsian Dance (*Prince Igor*)
- Island Daydream
- New River Train
- Reveille Boogie
- Singin' in the Rain

Familiar Music Used in Performance Book (Arranged)

- Dvorák: New World Symphony Theme
- Mouret: Rondeau (*Suite de Symphonies*, No. 1)
- Simple Gifts
- Tchaikovsky: A Cool Caravan (*March Slav*)

Classical Piano Repertoire in Lesson Book

- Gurliott: Morning Sunrise, Op. 117, No. 13
- L. Mozart: Minuet in F Major
- Türk: The Scale Ladder

Classical Piano Repertoire in Performance Book

- Haydn: German Dance in D Major
- Schytte: Balancing Act, Op. 108, No. 12

1.	2.
Play 1st time only, then play again from the repeat sign.	Play 2nd time only, skipping 1st ending.

New Rhythm



Tap and count aloud 3 times each day.

Island Daydream

CD 3/4 GM 2



Haitian Folk Song

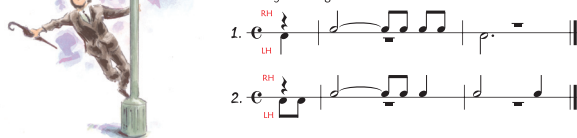
Relaxed

2nd time RH 8va



Rhythm Workouts

On your lap, tap each rhythm and count aloud. First, tap with even eighth notes; then tap in swing style with *long-short* eighth notes.



Singin' in the Rain

(from the M-G-M Motion Picture
Singin' in the Rain)

Music by Nacio Herb Brown
Lyric by Arthur Freed

CD 15/16 GMB

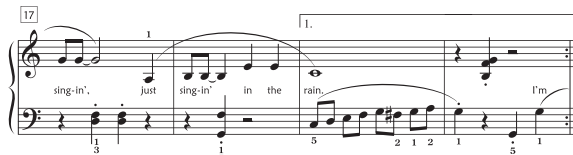
Moderately, with swing (swing style)



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Transpose the LH of measures 11–19 to G major while your teacher plays the RH.



Listen to bring out the melody as it moves from hand to hand.

28

Theory Book: page 19
Performance Book: pages 16-17

Midnight at the Museum

EXIT

CD 27/28 GM 14

Allegro

New Italian Term
molto = much, very or big
crescendo molto = big crescendo



At the stroke of 12, that's when the

strang-est things be-gin. Shad-ows start to move a-round from

deep with-in. *cresc. molto* What's that sound from o-ver there?

Be-ing here is quite a scare! *f* Got-ta run, got-ta hide from the things in-

29

Name notes. ☐ ☐ ☐

side! Do you see a huge di-no-saur?

mf Thought I heard a big li-on roar. *p* Nev-er mind. *cresc.* it's a dream. If it's not,

then I'll scream! That mu-se-um can make me see 'em at

night when I'm in my room tucked in bed so tight. Yikes!

8va



Premier Performer

Listen carefully for smooth legato and crisp staccato notes.

32

Theory Book: page 22
Performance Book: pages 18-19

Painting a Picture with Music Colors

Painters and pianists are similar. Artists paint colorful pictures that can be seen; pianists create colorful sound images that are heard. The piano is capable of many different colors when it is played high or low, loud or soft, quickly or slowly, staccato or legato, and in many other ways.

Color is important in your playing! If all your sounds are alike in color, the playing will not be interesting or appealing to listeners.

The Painted Desert*

CD 31/32 GM 16

Adagio

New Tempo Marking
Adagio = slowly



pp *mf*

* The Painted Desert, located in Arizona, gets its name from the multi-colored layers of rocks that cover the area.

38

Theory Book: page 27
Performance Book: pages 24-25

La Mia Tarantella*

CD 37/38 GM 19

Allegro



mp *mf*

* A tarantella is a fast, energetic folk dance from southern Italy.



Imagination Station

You are invited to play at Carnegie Hall! Get ready by writing **I, IV or V7** on the blank line for the correct LH chord in each measure. Then play and count aloud.

1. I know the way to Car - ne - gie Hall.
2. But those who play in Car - ne - gie Hall.

5. You can get there on the bus - es or 1. sub - way, 2. day,
know they must prac - tice for ho - urs each

Learning Link

Carnegie Hall in New York City is one of the world's most famous concert halls. Andrew Carnegie, a millionaire, secured the land and the money for construction of the hall that began in 1890. Since its opening in 1891, countless numbers of performers, composers and even presidents have graced the stages of the Hall. Some of these performers are named in the example below.

1. Gus-tav Mah-ler and Fats Wal-ler. Tos - ca - ni - ni and Man - ci - ni, 1.
2. Pad - e - rew-ski, Pa - va - rot-ti— all at - tract-ed pa - pa - raz - ziti 2.

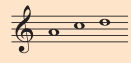
Lesson Book: pages 10-11 7

Tips for Choosing the Correct Chord

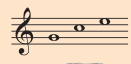
Use **I** when most of the melody notes in the measure are 1-3-5 of the scale:



Use **V7** when most of the melody notes in the measure are 2-4-5 of the scale:



Use **IV** when most of the melody notes in the measure are 1-4-6 of the scale:



9

Lesson Book: page 13

Fun Zone



Learning Link

MP3 players are devices used to download music from the Internet. The players are smaller than a personal CD player so they are very portable. A computer is needed to download music, and the technology involved allows users to store thousands of songs onto the small MP3 player.

What's Wrong with the MP3 Player?

The MP3 Player has downloaded the music incorrectly! Check each example, decide what is wrong, then write it correctly.

What's Wrong?	Fix It!
1. I IV I	I IV I
2. G major key signature	G major key signature
3. Count: 1 2-3-4 5 1-2 3-4	Count: 1 2-3-4 5 1-2 3-4
4. I IV I	I IV I
5. Allegro = slow	Allegro = _____

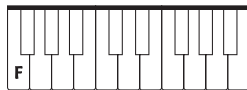
F Major Scale

5-Finger Pattern + 3 Notes

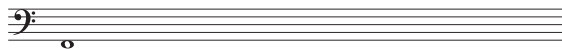
whole whole half whole whole whole half

- Half steps occur between notes _____ and _____.
- The flat in the F major scale is _____.

- On the keyboard, write the letter names for the notes in the F major scale. Circle the keys that have a half step between them.



- Using whole notes, write the F major scale going up. Circle the notes that have a half step between them.



- On the blank lines above the notes, write the fingering for the RH F major scale. Then play.



- On the blank lines below the notes, write the fingering for the LH F major scale. Then play.



13

Lesson Book: page 20

Fun Zone Test Pilot

Name and play each note as fast as you can. Time yourself and see how quickly you can complete this page. Begin at the bottom of the page.

Learning Link

The **sound barrier** is a term that applies to flying through space. It refers to a plane's transition of speed from subsonic (slower than the speed of sound) to supersonic (faster than the speed of sound).

The speed of sound varies depending on atmospheric conditions, with temperature being the most important. At sea level on a typical day, sound travels at speeds around 761 mph. At a height of 36,000 feet, a plane would have to fly faster than 660 mph to break through the sound barrier.

The speed of sound is referred to as Mach 1, named after Ernest Mach, a 19th century Austrian physicist.

8. 1 4 1

7. 1 4 1

6. 1 4 1

5. 1 4 1

4. 1 4 1

3. 1 4 1

2. 1 4 1

1. 1 4 1

Rate Your Test Pilot Skills

_____ minute(s)
_____ seconds

Supersonic (less than 1 minute)
Mach 1 (1 minute)
Subsonic (more than 1 minute)

Take off here.
Use any finger to play.

Lesson Book: pages 28-29 19

18

Lesson Book: pages 32-33

Video Game Challenge

CD 17/18 GM 9



Moderately fast

mf

5

9

13

Name note. ☐

17

19

Name note. ☐

21

25

29

32

f cresc. molto

ff

8va



Premier Performer Exaggerate the accents to create a colorful, dramatic effect.

24

Lesson Book: pages 38-39

Starry Night

CD 23/24 GM 12



Andante

mp

4

7

10

2 LH over

mf

25

13

17

20

23

mp poco rit.

p

1 LH



Premier Performer Listen for clear pedal changes.

Alfred's Premier Piano Course

Dennis Alexander • Gayle Kowalchyk • E. L. Lancaster • Victoria McArthur • Martha Mier

POP AND MOVIE HITS 3

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Somewhere My Love (Lara's Theme) ..	20
Splish Splash	4
Wipe Out	14

6

Lesson Book: pages 14-15

Bridge Over Troubled Water

Words and Music by
Paul Simon

Slowly

mf

4

When you're wea - ry, feel - in'

mp

7

small, when tears are in your eyes, I will

11

dry them all. I'm on your side,

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23

Lesson Book: pages 40-41

Don't Stop Believin'

Words and Music by
Jonathan Cain, Neal Schon and Steve Perry

Moderately slow

mp

4

Just a small - town girl, liv - in' in a
Just a cit - y boy, born and raised in

4

lone - ly world, She took the mid - night train go - ing
South De - troit, He took the mid - night train go - ing

7

1. an - y - where, 2. on and on and on, and on, and on

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28

Lesson Book: pages 46-47

Baby

Words and Music by
Terius Nash, Christopher Stewart, Christine Flores,
Christopher Bridges and Justin Bieber

Bouncy

mf

5

Oh, whoa, Oh, whoa, You know you

9

love me, I know you care. Just shout when - ev - er, and I'll be

12


there, You want my love, you want my heart, and we will

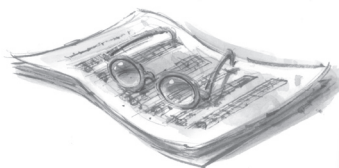
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Level 4 Overview

Overview of New Materials in Lesson Book 4

Musical Terms and Symbols

- Alberti bass accompaniment
- *allegretto*
- *cantabile*
- *cadenza*
- *dolce*
- *leggiero*
- minor scales (A, E—natural and harmonic)
- primary chords (A and E minor)
- relative minor
- *risoluto*
- *scherzando*
- *sforzando* *sf*
- *simile*
- tenuto mark 
- *tranquillo*
- triads (root position, 1st inversion, 2nd inversion)
- triplet



Technique Principles

- Arpeggios—one octave
- Blocking
- Changing fingers on same note
- Finger substitution
- Natural and harmonic minor scale fingering

Rhythm Patterns Introduced

1. $\frac{4}{4}$  || (Page 34)
2. $\frac{3}{4}$  || (Page 34)
3. $\frac{2}{4}$  || (Page 34)
4. $\frac{3}{4}$  || (Page 34)
5. $\frac{2}{4}$  || (Page 38)
6. $\frac{2}{4}$  || (Page 38)
7. $\frac{2}{4}$  || (Page 38)



Pedagogical Focus

- Continued development of musical and technical skills
- Practice plans for longer pieces
- Relative Minor
- Chords in root position, first inversion, and second inversion

Reading

- Sight-reading and *Now Play This* examples continue
- Key signatures for A and E minor

Rhythm

- Triplets and sixteenth-note patterns added to rhythms of increasing complexity

Technique

- *Workouts* continue the development of skills, including one-octave arpeggios, scales and chord patterns in new keys, blocking, changing fingers on the same note, finger substitution, and Alberti bass

Creative Thinking and Musicality

- *Closer Look*, *Premier Performer*, and *Imagination Station* continue
- Artistic Interpretation (*cadenza*)
- Harmonization with Tonic, Dominant and Subdominant in minor

Classical Composers Introduced

- Johann Burgmüller
- Antonio Vivaldi

Familiar Music Used in Lesson Book (Arranged)

- Amazing Grace
- The Ballad of Gilligan's Isle
- Greensleeves

Familiar Music Used in Performance Book (Arranged)

- House of the Rising Sun
- Vivaldi: Spring (from *The Four Seasons*)

Classical Piano Repertoire in Lesson Book

- Burgmüller: Arabesque
- Gurlitt: Peaceful Night
- L. Mozart: Burleske
- Schytte: Waterfall

Classical Piano Repertoire in Performance Book

- Bach: Minuet in D Major
- Duncombe: Sonatina in C Major
- Mozart: Minuet in F Major

4



Rhythm Review

Count: 1 + 2 + 3 + 4 + 1 + 2 + 3 + 4 +
(and)

Tap with the LH and count aloud 3 times each day.

New Orleans Jazz

CD 1/2 GM 1

Relaxed moderate tempo (swing style)

Theory Book: page 3
Performance Book: pages 2-3

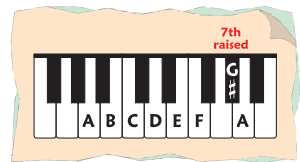
7

Theory Book: page 5

A Harmonic Minor Scale

The A harmonic minor scale contains 8 notes. It is the same as the A natural minor scale, but with the 7th (G) raised a half step.

In the A harmonic minor scale, there are no sharps or flats in the key signature. The G# is written as an *accidental* (a sharpened or flattened note not indicated in the key signature).



Playing the A Harmonic Minor Scale—Hands Separately

Say the finger numbers as you practice slowly. Memorize the fingering.

Right Hand

Left Hand

Repeat 1 octave higher.

Repeat 1 octave lower.

The Primary Chords in A Harmonic Minor

In minor keys, the i and iv chords are minor chords, indicated by lowercase Roman numerals.

Play i, iv and V7, saying the chord names aloud.

2nd time LH 8va

10

New Italian Terms

Cantabile = in a singing style
Simile = in a similar manner



Workout 2 LH Stretch

Play the LH of measures 9-14 of Greensleeves 3 times each day.

Greensleeves

CD 5/6 GM 3

Moderato cantabile

* In this piece, *simile* means to continue changing the pedal on beat 1 of each measure.

11



Premier Performer Let the RH melody sing out above the LH.

30



Scenes of Granada*

CD 23/24 GM 12

Theory Book: page 21
Performance Book: pages 20-21

Cadenza

Many famous pieces of music have a **cadenza**—a virtuosic (showy) passage usually near the end of the music. During a cadenza, the rhythm becomes very free. It often starts slowly, speeds up, then slows down again. The cadenza in *Scenes of Granada* imitates a lyrical singer or a classical guitar.

Moderato cantabile

mp

5

9

13

a tempo

poco rit.

cresc.

* Granada is a beautiful city in southern Spain.

17

31

mf

mp

cresc.

21

mf

mp

25

f

Cadenza

freely

29

mf

34

mp

p

poco rit.

8va

Premier Performer

Did you start the cadenza slowly, speed up, and then slow down again?

38

Theory Book: page 26

Sixteenth Notes

4 sixteenth notes equal 2 eighth notes or 1 quarter note.

Count: 1 e + a = 1 - e + - a = 1 - e - + - a

(and)

Sixteenth notes are often grouped in pairs or in groups of 4:



Tap and count aloud (or say the words) these rhythm patterns.

1. *2/4* *mf* *Cal - i - for - nia sun - shine*

2. *2/4* *mf* *Straw - ber - ry straw - ber - ry*

3. *2/4* *mf* *Tan - ge - rine tan - ge - rine*

Count: 1 e + a 2 - e + - a 1 e + a 2 - e + - a

Say: Cal - i - for - nia sun - shine Cal - i - for - nia sun - shine

Count: 1 e + a 2 - e + - a 1 e + a 2 - e + - a

Say: Straw - ber - ry straw - ber - ry straw - ber - ry grape

Count: 1 e + a 2 - e + - a 1 e + a 2 - e + - a

Say: Tan - ge - rine tan - ge - rine tan - ge - rine ap - ple



Sight-Reading Play these two pieces from the book. (see Performance Book 4, pages 28-29). Count aloud.

1. *mf*

2. *f*

3. *f*

4. *f*

44

Theory Book: pages 31-32
Performance Book: pages 30-31

Practice Plan

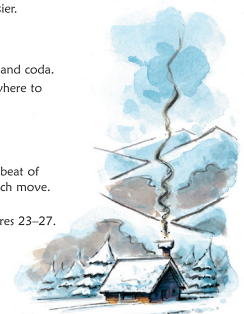
For longer pieces such as *The Great Smoky Mountains*, it is important to have a practice plan to make learning easier. Follow the suggestions to learn this piece:

Section A and Coda

1. Slowly block each of the triplet figures in the A sections and coda.
2. Silently "play" both A sections of the piece to practice where to move your hands.
3. Then play the A sections slowly, as written.

Section B

4. In measures 17-22, silently "play" the notes on the first beat of each measure, making sure you are comfortable with each move. Then slowly play these measures as written.
5. Slowly play the 1st inversion chords in the RH of measures 23-27.



The Great Smoky Mountains

CD 39/40 GM 20

David Carr Glover
(1925-1988)

Moderato

Section A

5

f

rit.

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Relative Minor Scales

Lesson Book: page 6

Each major scale has a *relative minor* scale that uses the same notes and key signature.

There are two ways to find the relative minor of a major scale.

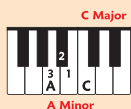
The first way to find the relative minor key is to count up to the 6th note of the major scale. That note is the name of the relative minor key.



1. Name the major key for each scale below. Circle the 6th note of the scale to find the name of the relative minor key. Name the relative minor key.



The second way to find the relative minor key is to count 3 half steps down from the tonic.



2. Place an X on the key that is 3 half steps down from the labeled key to find the relative minor. Write the name of the relative minor key on the blank line.



Relative Minor: Minor



Relative Minor: Minor

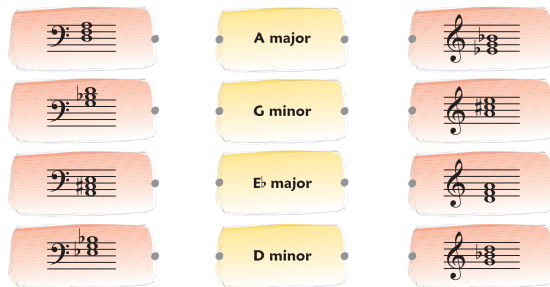


Relative Minor: Minor

Lesson Book: page 12

Triads

1. Draw a line to connect each triad name in the center column to the matching bass-clef triad in the left column and the matching treble-clef triad in the right column.



2. Now Play This: Play and count aloud.

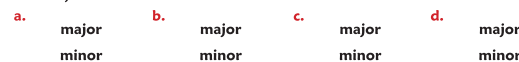


The block chords in example a above are major minor (circle one)



The block chords in example b above are major minor (circle one)

3. Now Hear This: Your teacher will play a major or minor root position triad. Circle *major* or *minor*.^a



^aNote to Teacher: Play any major or minor root position triad.

Lesson Book: pages 20-21

Alberti Bass Accompaniment

1. In an Alberti bass accompaniment pattern, the notes of a chord are played in a specific order. Circle the example with the correct order of the notes in an Alberti bass.



2. Draw an X through each Alberti bass that is written incorrectly in the examples below.



3. Using eighth notes, write each block chord as an Alberti bass in the second measure. Write the Roman numeral on the blank line. Then play.



4. Now Hear This: Circle the pattern that your teacher plays.^a



^aNote to Teacher: Play one pattern from each exercise.

Learning Link

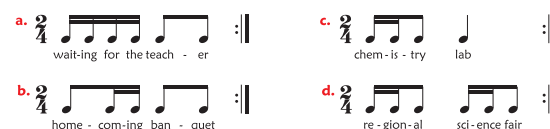
Sonata is an Italian word that means any piece played by a musical instrument and not sung. By the late 1700s, the sonata became a more formal composition, often with 3 contrasting movements (parts). A short sonata is called a sonatina. Some of history's most famous composers wrote sonatinas, including Beethoven, Mozart and Haydn.



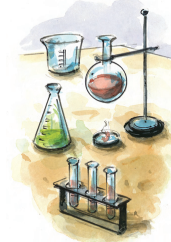
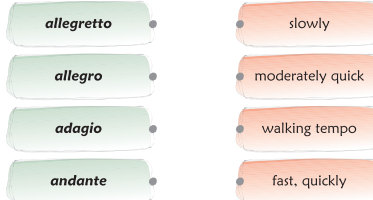
Fun Zone

Lesson Book: page 40

1. School Days Tap and count aloud each rhythm pattern. Then tap and say the words.



2. Draw a line to connect each Italian term to its meaning.



3. Now Play This: Play and count aloud.



12

Lesson Book: pages 20-21

Along the River Seine*

CD 1/1/2 GM 6

Moderate and flowing



Handwritten musical score for 'Along the River Seine'. The score is in 3/4 time and consists of four systems of piano accompaniment. The first system starts with a *mf* dynamic and a 'Moderate and flowing' tempo marking. The second system begins at measure 5 with a *mp* dynamic. The third system begins at measure 9 with a *mf* dynamic and includes the instruction 'Alberti bass' in red. The fourth system begins at measure 13 with a *mp* dynamic and includes the instruction 'poco rit.' in red. Fingerings and articulations are indicated throughout the score.

* The Seine is a river in northwestern France that runs through the city of Paris.

13

Handwritten musical score for 'Along the River Seine' (continued). The score continues from measure 17. The first system (measures 17-20) is marked *mf* and *a tempo*. The second system (measures 21-24) is marked *mp*. The third system (measures 25-28) is marked *mf* and includes the instruction 'poco rit.' in red. The fourth system (measures 29-32) is marked *p* and *a tempo*, and includes the instruction 'rit.' in red. A red note in measure 32 is marked 'LH over'. Fingerings and articulations are indicated throughout the score.



Premier Performer

As the melody flows between the hands in measures 1-8, smoothly connect the notes as if they were being played by one hand.

30

Lesson Book: pages 44-47

Premier Toccata*

CD 31/32 GM 16

Rhythm Workout

On your lap, tap the rhythm 3 times daily as you count aloud.

Count: 1 e + a 2 e + a 3 e + a 4 e + a

Handwritten musical score for 'Premier Toccata'. The score is in 4/4 time and consists of four systems of piano accompaniment. The first system starts with an *f* dynamic and an 'Allegro' tempo marking. The second system begins at measure 4 with a *mp* dynamic. The third system begins at measure 7 with a *mf* dynamic. The fourth system begins at measure 10 with a *mf* dynamic. Fingerings and articulations are indicated throughout the score.

* A toccatina is a short toccato (display piece).

31

Handwritten musical score for 'Premier Toccata' (continued). The score continues from measure 13. The first system (measures 13-15) is marked *f*. The second system (measures 16-18) is marked *mf*. The third system (measures 19-21) is marked *mp*. The fourth system (measures 22-24) is marked *f* and includes the instruction '8va' in red. Fingerings and articulations are indicated throughout the score.



Premier Performer

Observe all dynamics and articulations (staccatos, slurs and accents) to create an exciting mood and character.

Alfred's Premier Piano Course

Dennis Alexander • Gayle Kowalchyk • E. L. Lancaster • Victoria McArthur • Martha Mier

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Batman	14
Be Our Guest (from Walt Disney's <i>Beauty and the Beast</i>)	21
Blue Moon	2
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Theme from "Ice Castles" (Through the Eyes of Love)	12
Inspector Gadget (Theme).....	4
New Soul.....	24
Pink Panther, The.....	30
Sound of Silence, The.....	18

Be Our Guest

(from Walt Disney's *Beauty and the Beast*)

Words by Howard Ashman
Music by Alan Menken

[illegible]

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24

New Soul

Lesson Book: pages 36–37

Words and Music by
Yael Naim and David Donatien

[illegible]

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30

The Pink Panther

By Henry Mancini

Mysteriously (♩♩ - ♩♩)

5

9

13

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Alfred's Premier Piano Course

Dennis Alexander • Gayle Kowalchyk • E. L. Lancaster • Victoria McArthur • Martha Mier

CHRISTMAS 4

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Russian Dance (Trépak) (from <i>The Nutcracker</i>)	20
Santa Claus Is Comin' to Town.....	22
Silent Night.....	4
Ukrainian Bell Carol (Carol of the Bells)....	2

20



Russian Dance (Trépak) from *The Nutcracker*

Russian Dance (Trépak) is one of several dances performed consecutively in Tchaikovsky's ballet *The Nutcracker*. Its origin is a traditional Ukrainian folk dance. The music is used in the Walt Disney film *Fantasia*, wherein Cossack dancers from the original ballet are replaced by flowers. Orchids represent the female dancers, and thistles represent the male dancers.

Peter Ilyich Tchaikovsky

Quick, very lively

4



Silent Night

For many years after its first performance in 1818, **Silent Night** was thought to be an anonymous folk song. Franz Grüber confirmed in a signed statement in 1854 that he composed the melody for the original performance. One of the most beloved of all Christmas carols, it has been used as the basis of many books and stories.

Music by Franz Grüber
Words by Joseph Mohr

Andante tranquillo

22



Santa Claus Is Comin' to Town

Santa Claus Is Comin' to Town was written as a child's Christmas song and was first played on a popular radio show in 1934. Later the same year, the piece was used during the Macy's Thanksgiving Day Parade to introduce Santa Claus when he reached the Macy's store in Herald Square. Since that time, the piece has remained popular with both children and adults.

Words by Haven Gillespie
Music by J. Fred Coots

Slow, freely


Moderately fast, with swing rhythm (♩ = ♪)


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Level 5 Overview

Overview of New Materials in Lesson Book 5

Musical Terms and Symbols

- *accelerando* (accel.)
- *allegro ma non troppo*
- arpeggiated chords
- augmented triads
- Baroque period
- Classical period
- cut time or *alla breve* C
- *D.S. al Coda*
- *D.S. al Fine*
- grace note 
- key signatures (major sharp keys)
- major scales (A, E, B, B \flat)
- *marcato il basso*
- minor scales (D, G—natural and harmonic)
- *ostinato*
- *poco moto*

- primary chords (A and B \flat major, D and G minor)
- *ritenuto* (riten.)
- *sempre*
- *sostenuto*
- *vivace*
- wedge accent sign 

Technique Principles

- Even moves
- Finger holds
- More complex hand and finger independence
- Note-against-note coordination
- Off-beat accompaniment patterns
- Singing tone
- Two-octave scale fingering

Rhythm Patterns Introduced

1. $\frac{3}{8}$  (Page 10)
2. $\frac{2}{4}$  (Page 27)
3. C  (Page 32)
4. $\frac{6}{8}$  (Page 36)
5. $\frac{6}{8}$  (Page 36)
6. $\frac{6}{8}$  (Page 36)
7. $\frac{6}{8}$  (Page 46)



Pedagogical Focus

- Elements of style in Baroque and Classical style periods
- Practice plans for longer pieces
- Augmented triads
- Major sharp key signatures
- Two-octave scales

Reading

- Sight-reading and *Now Play This* examples continue
- Key signatures for B-flat major, D and G minor

Rhythm

- Sixteenth notes in $\frac{3}{8}$ and $\frac{6}{8}$ meter
- Dotted eighth and sixteenth-note patterns added to other rhythms of gradually increasing complexity

Technique

- *Workouts* continue the development of skills, including two-octave scales beginning on white keys, grace notes, off-beat accompaniment patterns, note-against-note coordination, and more complex fingering principles

Creative Thinking and Musicality

- *Closer Look*, *Premier Performer*, and *Imagination Station* continue
- Artistic Interpretation (*Developing a Singing Tone*)
- Harmonization with Tonic, Dominant, and Subdominant in minor

Classical Composers Introduced

- Muzio Clementi
- Felix Le Couppey
- Jean-François Dandrieu
- Edvard Grieg
- Jean-Phillipe Rameau
- Domenico Scarlatti
- Robert Schumann

Familiar Music Used in Lesson Book (Arranged)

- Grieg: In the Hall of the Mountain King (*Peer Gynt Suite No. 1*)
- Hava Nagila
- If I Only Had a Brain (*The Wizard of Oz*)
- Verdi: Caro nome (*Rigoletto*)

Familiar Music Used in Performance Book (Arranged)

- Tchaikovsky: June: Barcarolle (*The Seasons*)

Classical Piano Repertoire in Lesson Book

- Bartók: Teasing Song in E Major
- Beethoven: German Dance in A Major
- Clementi: Sonatina in C Major, Op. 36, No. 1 (First Movement)
- Gurlitt: Song of the Cello, Op. 82, No. 65
- Le Couppey: La petite étude, Op. 17, No. 6
- Petzold: Minuet in G Major (*Notebook for Anna Magdalena Bach*)
- Petzold: Minuet in G Minor (*Notebook for Anna Magdalena Bach*)
- Rameau: Rondino

Classical Piano Repertoire in Performance Book

- Clementi: Sonatina in C Major, Op. 36, No. 1 (Second Movement)
- Clementi: Sonatina in C Major, Op. 36, No. 1 (Third Movement)
- Dandrieu: The Fifers
- Haydn: German Dance in E Major
- Scarlatti: Minuetto, K. 73b: L. 217
- Schumann: Soldier's March (*Album for the Young*)



Jazz Miniature

CD 3/4 GM 2

Rhythm Workouts

Tap and count aloud 3 times daily.

1. $\frac{4}{4}$
2. $\frac{4}{4}$

Moderato

Closer Look Name the interval the LH plays in measures 2 and 8. _____

7

Theory Book: page 5

12

Theory Book: page 8

Musical Style Periods: The Baroque Period (1600–1750)

Baroque means “irregularly shaped pearl.” The word *Baroque* was first used to describe the ornate architecture of the period, which had many swirls and other decorations. Much of the music from the same period had ornate sounds created by embellishments or ornaments such as trills (see Theory Book, page 8).

During the Baroque Period:

- ✓ Much music was composed for popular dances of the time, such as minuets and gavottes.
- ✓ The main keyboard instruments were the harpsichord with its plucked strings, the clavichord with its delicately struck strings, and the organ.
- ✓ Three important keyboard composers were Johann Sebastian Bach (1685–1750), George Frideric Handel (1685–1759) and Domenico Scarlatti (1685–1757). All three composers were born in the same year.

1607 The British settled in North America in Jamestown, Virginia.

1638 King Louis XIV (14th) of France was born. He ruled for over 70 years and had a great impact on music and dance of the period.

1725 Johann Sebastian Bach compiled the *Notebook for Anna Magdalena Bach*, dedicated to his wife.

1741 George Frideric Handel composed the *Messiah* for chorus and orchestra. Even today it is performed frequently, especially at Christmas.

Sight-Reading

Play these melodies from the Baroque period. Count aloud.

1. Hallelujah Chorus (from *Messiah*)

Allegro George Frideric Handel

2. Minuet (from *Sonata in C Major*)

Moderato Domenico Scarlatti K. 73b; L. 217

16

Theory Book: page 11

Grace Note

A small note with a slash is an ornament called a grace note. It is a decorative note. Play it quickly, before the beat of the note that follows.



Workout 1 Grace Notes

Play 3 times each day.

Carnaval de Buenos Aires*

CD 13/14 GM 7



Moderato

* Buenos Aires is the capital of Argentina. It hosts an annual carnival where people dress in colorful costumes.

17

Dotted Eighth Note

An eighth note tied to a sixteenth note equals a dotted eighth note.

$$\frac{1}{2} + \frac{1}{4} = \frac{3}{4}$$

count count count

The dotted eighth note is almost always followed by a sixteenth note.



The dot increases the length of a note by half its value.

Clap and count each pattern 3 times each day.

1. $\frac{2}{4}$ **Count:** 1 e + a 2 e + a

3. $\frac{2}{4}$ **Count:** 1 e + a 2 e + a

2. $\frac{2}{4}$ **Count:** 1 e + a 2 e + a

4. $\frac{2}{4}$ **Count:** 1 e + a 2 e + a



Sight-Reading

Play these familiar melodies that use dotted eighth and sixteenth notes. Count aloud.

Bridal March (from the opera *Lohengrin*) Richard Wagner

1.

The Star-Spangled Banner John Stafford Smith

2.

Toreador Song (from the opera *Carmen*) Georges Bizet

3.

D.S. al Coda

D.S. al Coda is an abbreviation for *Dal Segno al Coda*.

It means go back to the sign S (*Dal Segno*) and play to C . Then skip to the Coda (ending, concluding passage).



Workout 3 Finger Hold

While holding finger 5, lightly play the remaining notes of each measure.

Practice measures 9-21 and 35-42 of *Greek Festival* in this way.

Greek Festival

CD 23/24 GM 12

Fast, with energy

6.

11. S 2nd time RH 8va

16.

Arpeggiated Chord

An arpeggiated chord has a wavy line beside it. Roll (or break) the chord quickly from the lowest note to the highest note. The lowest notes sometimes are played before the beat.

Dotted Eighth and Sixteenth Notes in $\frac{8}{8}$ Time

Count: 1 + 2 + 3 + 4 + 5 + 6 +

A dotted eighth note in $\frac{8}{8}$ time gets 1 1/2 counts.

A sixteenth note in $\frac{8}{8}$ time gets 1/2 count.

Barcarolle*

CD 39/40 GM 20

Andante cantabile

5.

9.

13.

2nd time to Coda C

* A barcarolle is a boat song.

18.

22.

27.

32.

Coda



Premier Performer Perform *Barcarolle* with expression and flexibility of tempo.

8



Lesson Book: page 12



Baroque Ornaments: The Trill



Baroque music often has ornate sounds created by embellishments called *ornaments*. One common Baroque ornament is the *trill*. The most frequently used symbols for a trill are tr or w .

- A trill consists of the rapid alternation of the written note and the note a 2nd above it.
- Trills in the Baroque period generally started on the note above the written note.
- Trills do not always have to have any exact number of notes, but they do need to fit into the time value of the written note.
- Trills in Alfred's *Premier Piano Course* are written out (*realized*) on a small staff above the music. This suggested written example is called a *realization*.

1. Circle the correct realization for each trill.

a.  or 

b.  or 

c.  or 

2. **Now Play This:** Play and count aloud.

Moderato

a. 

Allegro moderato

b. 

Arcangelo Corelli

15

Lesson Book: page 22

Sharp Key Signatures

Sharps in key signatures are always written in the same order on the staff: F C G D A E B

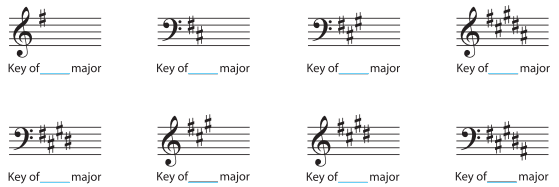
1. Memorize the order of sharps. Write the order 3 times.

F G E

2. Write all 7 sharps in the correct order (as shown at left) on each grand staff.



3. Name the following major keys by circling the last sharp and then going up one half step.



4. Name the major key with no sharps or flats. _____

16

Lesson Book: page 23

Key of A Major

The key of A major has 3 sharps—F#, C#, and G#.

1. Write the A major key signature on each grand staff.



2. **Now Play This:** Play and count aloud.

Moderato

a. 

Allegro

b. 

With energy

c. 

3. Using these rhythms, play I, IV and V7 chords in A major by reading the chord symbols.

Starting Chord

a. RH 

b. LH 

c. LH 

Fun Zone**Cruise through Norway**

Follow the directions as you sail on the cruise ship SS Edvard Grieg. Begin at the bottom of the page.

6. Your cruise ends in Oslo, the capital of Norway. Tap and count the rhythm pattern.



5. Answer the true-false question and then have some fun in the ship's game room. An *ostinato* is a short musical pattern that never repeats.

true
false
(circle one)

4. Circle the word that means always. Take a quick break to glimpse the magnificent fjords.

rien.
sempre
sostenuto

3. Complete the primary chords in Bb major as you see wisps of smoke curl from a cottage chimney on a distant mountaintop.



2. Using whole notes, write a G augmented triad. Then watch the sea birds lazily circle overhead.

1. Complete the notes and fingering for the G natural minor scale as you watch a snow-white polar bear catching a fish.



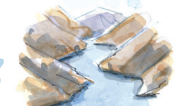
Doct—Begin Here

29

Lesson Book: page 42-43

Learning Link

Norway is a Scandinavian country in Northern Europe. Many centuries ago, the Vikings of ancient Norway sailed the seas in their distinctively-shaped ships. Norway's coastline features magnificent fjords, which are deep grooves cut into the mountainsides by the sea. Norway is often called the "Land of the Midnight Sun" because it has daylight for 24 hours in the summer in parts of the country. During the cold winter, the sun never truly rises.



2



Rhythm Workout

On your lap, tap the rhythm 3 times daily as you count aloud.



Note: $\frac{1}{8}$ = $\frac{1}{8}$ = $\frac{1}{8}$ = $\frac{1}{8}$

Caprice*

CD 1/2 GM 1

Allegro

* Caprice is a French word that describes pieces in a light-hearted mood, with sudden and impulsive changes in the music.

Use with Alfred's Premier Piano Course, Lesson Book 5, pages 4-5

3

Premier Performer Perform Caprice in a playful, humorous manner.

30

Downtown Jazz

CD 29/30 GM 15



Lesson Book: pages 46-47

Moderately, with swing (♩ ♩ ♩)

31

Premier Performer Play in a relaxed and improvisatory style.

Level 6 Overview



Overview of New Materials in Lesson Book 6



Musical Terms and Symbols

- *animato*
- *calore*
- chords (root position V7)
- chord progression (ii–V7–I)
- Contemporary period
- diatonic triads
- diminished triads
- *espressivo*
- key signatures (major flat keys)
- *lento maestoso*
- *loco*
- major scales (E \flat , A \flat , D \flat , G \flat)
- melodic minor scales (A, E, B, D, G, C)
- minor scales (B, C—natural and harmonic)
- *misterioso*
- mixed meter
- popular music
- *presto*
- primary chords (E \flat , A \flat and D \sharp major, C minor)
- *rallentando*
- *robusto*
- Romantic period
- *subito*

Technique Principles

- Finger substitution
- LH cross-overs
- Two-octave arpeggios
- Two-octave scales

Rhythm Patterns Introduced

1. $\frac{3}{4}$ (Page 6)
2. $\frac{6}{8}$ (Page 24)
3. $\frac{2}{4}$ (Page 29)
4. $\frac{2}{4}$ (Page 50)

Pedagogical Focus

- Elements of style in Romantic and Contemporary Periods
- Section on popular music tracing its history and development
- Practice plans for longer pieces
- Diminished triads
- Major flat key signatures
- Two-octave scales
- Diatonic triads
- ii–V7–I chord progression

Reading

- Sight-reading and *Now Play This* examples continue
- Key signatures for E-flat major, C and B minor

Rhythm

- Mixed meter
- Syncopated eighth and sixteenth-note patterns added to other rhythms of gradually increasing complexity

Technique

- *Workouts* continue the development of skills, including two-octave scales beginning on black keys, two-octave arpeggios, note-against-note coordination, and more complex fingering principles

Creative Thinking and Musicality

- *Closer Look*, *Premier Performer*, and *Imagination Stations* continue
- Artistic Interpretation (*Playing with Expressive Tone*)
- Harmonization with ii, V7, and I

Classical Composers Introduced

- Nadia Boulanger
- Frédéric Chopin

Familiar Music Used in Lesson Book (Arranged)

- Bach: *Sicilienne* (*Sonata No. 2 for Flute and Harpsichord*)
- Black Is the Color (of My True Love's Hair)
- Chattanooga Choo Choo
- Joplin: *The Entertainer*
- Pachelbel: *Canon in D*

Classical Piano Repertoire in Lesson Book

- Bartók: Brâul, Sz. 56, No. 2 (*Romanian Folk Dances*)
- Beethoven: *Écossaise*
- Burgmüller: *Ballade*
- Diabelli: *Bagatelle*, Op. 125, No. 10
- Ellmenreich: *Spinning Song*, Op. 14, No. 4
- Heller: *Tolling Bells*, Op. 125, No. 8
- von Weber - *Scherzo*

Classical Piano Repertoire in Performance Book

- Bach, CPE: *Solfeggio in C Minor*
- Bartók: *In the Village* (*For Children, Volume 1*)
- Beethoven: *Sonatina in G Major*, (First Movement)
- Beethoven: *Sonatina in G Major*, (Second Movement)
- Gurlitt: *Waltz in B Minor*, Op. 205, No. 10
- Heller: *The Avalanche*, Op. 45, No. 2
- Schumann: *The Wild Rider* (*Album for the Young*)

6

Theory Book: page 4
Performance Book: pages 6-7

Rhythm Workout Mixed Meter

When 2 or more time signatures occur within a piece, the piece is considered to be in *mixed meter*. On your lap, tap the rhythm 3 times daily as you count aloud. Keep the eighth notes equal.



Black Is the Color (of My True Love's Hair)

CD 3/4 GM 2

Appalachian Folk Song

Moderately slow, with freedom

mp *espressivo* (with expression)

5

9 *a tempo*

13

22

Theory Book: page 15

Flat Key Signatures

The key signature (the sharps or flats at the beginning of the staff) identifies two things:

- The key of the piece.
- The sharps or flats to be played throughout the piece.

The flats that are used in key signatures are always written in the same order on the staff: B E A D G C F

Play the flats in order on the keyboard.



Memorize the order of the flats. The order of flats in a key signature is the reverse of the order of sharps. To help you remember:

BEAD Goes Center Front.



Finding a Flat Key Signature's Name (for keys with more than one flat)

Find the next to last flat.

This is the name of the major key.



Next to the last flat: Bb
Key of Bb Major

You have already learned the following flat key signatures:

• F major—1 flat

• Bb major—2 flats

• Eb major—3 flats



Circle the next to the last flat, then name the key.



Key of ____ major



Key of ____ major



Key of ____ major

24

Theory Book: page 17
Performance Book: pages 20-21

Rhythm Workout

On your lap, tap the rhythm 3 times daily as you count aloud. Keep the eighth notes equal throughout.



Toccata ritmico*

CD 13/14 GM 7

With vigor
2nd time both hands 8va

5

10

15

* *Ritmico* is an Italian term meaning rhythmic.

26

Theory Book: page 18

Workout 2 LH Cross-Over

Play 3 times each day.



Nocturne in ____ * Major

CD 15/16 GM 7

A **nocturne** (night song) is a quiet, lyrical romantic piece usually written for piano. It often has an expressive melody over a broken-chord accompaniment. John Field (1782-1837), an Irishman, was the first composer to write nocturnes. Frédéric Chopin's (1810-1849) 21 nocturnes are considered masterpieces.



New Italian Term
calore = with warmth

Andante calore

5

9

* Look at the key signature and name the key.

40

Theory Book: page 27
Performance Book: pages 30-31**Musical Style Periods: Popular Music**

Popular music is music that is not "serious" or classical in style. It is considered different from classical music since it has more immediate wide appeal but often for a shorter period of time. Popular music had its beginnings in the later part of the 19th century and has evolved since that time.

Popular Music:

- ✓ Is very diverse in style and includes ragtime, jazz, rock, country, folk, rap, hip-hop, gospel, and Broadway.
- ✓ Can be music for casual singing or dancing. Huge stadiums sometimes are filled for concerts by top popular music artists.
- ✓ Is sometimes short-lived in popularity, meaning that a pop artist or song can be a hit one day, then almost forgotten a few months later.

1895 Tin Pan Alley began when several music publishers set up offices in the same district of New York City. Leading Tin Pan Alley composers were Irving Berlin, George Gershwin, and Cole Porter.

1965 Over 55,000 fans packed New York City's Shea Stadium to hear a concert by the British rock group The Beatles.



1974 The Academy award-winning movie *The Sting* re-established the popularity of Scott Joplin's (1867–1917) ragtime music. *The Entertainer* is one of the biggest hits from the movie.

2002 The TV program American Idol made its debut. Since that time, it has launched careers for many recording stars and has entertained millions of viewers.

Sight-Reading

Play this popular melody. Although it was written in 1941, President Barack Obama and First Lady Michelle Obama used this song for their first dance at the Presidential Inaugural Balls in 2009.

At Last

Music by Harry Warren
Lyrics by Mack Gordon

Slowly, with feeling

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Theory Book: page 28 41

**Chattanooga Choo Choo**

CD 27/28 GM 14

Chattanooga Choo Choo was one of the most popular songs in the big-band Swing Era. In 1941, the Glenn Miller recording became the first to be certified as a Gold Record, with sales of 1.2 million copies. The inspiration for the song was said to be a small, wood-burning steam locomotive, now on exhibit at the former Terminal Station in Chattanooga, Tennessee.

Music by Harry Warren
Lyrics by Mack Gordon

Moderate swing rhythm (♩ ♪ ♩)

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54

Theory Book: page 32
Performance Book: pages 38-39**Festival fantastico**

CD 35/36 GM 18



Lento maestoso (slow and majestic)

55

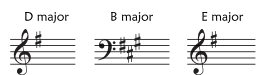
**Premier Performer**

Exaggerate all dynamics and articulation in this piece to achieve "sparkle" and excitement.

Fun Zone Snowboarding

Follow the directions as you go snowboarding at your favorite mountain resort.

1. Wax your board and get all of your gear together as you complete the following key signatures.



2. Ride the lift up the mountain by raising the top note of each major triad to form an augmented triad. Then play.



3. Begin your downhill run by circling the name of each triad. Then play.



A major E♭ major B♭ major
A augmented E♭ augmented B♭ augmented

4. You've chosen a difficult run, and you are gradually going faster! Circle the term that means "becoming gradually faster."

a. *sempre* b. *ritardando* c. *accelerando*

5. Whew! You made it to the end and have slowed down. Circle the term that means "immediately slower."

a. *allegro* b. *ritenuto* c. *diminuendo*

6. Enjoy a steaming cup of hot chocolate with whipped cream by playing the G minor scale. First, add an accidental to change the scale from natural minor to harmonic minor. Next, complete the RH fingering. Then play.

**Learning Link**

Snowboarding is an exciting sport that involves going down a snow-covered mountain slope on a specially designed board that attaches to the rider's feet. Inspired by skiing, surfing, and skateboarding, snowboarding first developed in the United States in the 1960s. Initially banned on most ski slopes, it became a Winter Olympic sport in 1998. Today, many ski resorts have slopes for snowboarding with jumps, rails, and half-pipes.

**Learning Link**

Frédéric Chopin (1810-1849) lived most of his life outside his native Poland. However, he always treasured his Polish heritage, composing some of his greatest piano works in homage to his country. Chopin is often called The Poet of the Piano, as he expanded the lyrical and technical qualities of the fully developed grand piano to its pinnacle. His ballades, etudes, impromptus, nocturnes, polonaises, preludes, scherzi, and waltzes are some of the greatest pieces ever written for piano.

1. **Now Play This:** Play and count aloud these melodies by Frédéric Chopin.

Nocturne in G Minor

Lento

Op. 15, No. 3

**Mazurka in F Major**

Allegro ma non troppo

Op. 68, No. 3

**Prelude in B Minor**

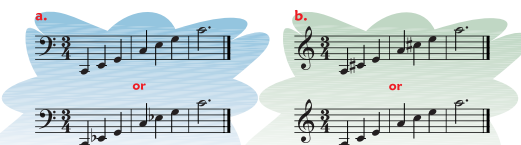
Lento assai

(very slow)

Op. 28, No. 6



2. **Now Hear This:** Circle the pattern that your teacher plays.*



*Note to Teacher: Play one pattern from each exercise.

Fun Zone Under the Microscope

Examine the music to answer the questions. Circle the correct answer. Then play and count aloud.

Hungarian Melody (excerpt)
(For Children, Volume 1)Béla Bartók (1881-1945)
Sz. 42

1. *Allegro* means fast (circle one)
moderately fast

2. *Hungarian Melody* is in the key of A minor
C major

3. The arpeggio in the RH of measure 1 is C minor
C major

4. The chord in the LH of measure 3 is I
IV

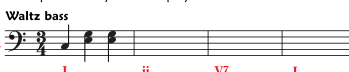
5. The chord in the LH of measure 4 is C augmented
C diminished

**Playing ii-V7-I Chord Progressions**

1. Play the chord progression.



2. Rewrite the progression above, using the given accompaniment styles. Then play.



3. **Now Play This:** Play and count aloud.

Joyful DanceLudvig Schytte (1848-1909)
Op. 108, No. 1**Learning Link**

Bagatelle is the French word for trifle. As a musical composition, it is usually a short piece of music in a lighthearted style, written for the piano. The first composer to write a bagatelle was the Frenchman François Couperin. Other composers of bagatelles include Beethoven, the Bohemian composer Bedřich Smetana, Finnish composer Jean Sibelius, and Bartók. Most bagatelles in the Romantic and Contemporary periods also have descriptive titles.



4

Lesson Book: pages 4-5



Cossack Dance

CD 3/4 GM 2

Boldly

f *mf*

5 *f* *mf*

9 *f* *mf*

13 *2nd time to Coda* *f* *mf*

6

Lesson Book: pages 6-7



Rhythm Workout

On your lap, tap the rhythm 3 times daily as you count aloud. Keep the eighth notes equal.

Note: ♩ = ♩

Serenade de Seville*

Count: 1 2 3 4 5 6 1 2 + 3 4 5

CD 5/6 GM 3

Allegro moderato

mf

5 *f*

9 *f*

13 *δva* *mp* *mf*

* Seville is a city in southern Spain known for its art and literature.

16

Lesson Book: page 18



Trevi Fountain*

CD 15/16 GM 8

Moderately, with expression

mf

5 *cresc.* *f*

9 *mp* *p*

13 *mp* *mf* *poco rit.*

* The Trevi Fountain, completed in 1762, is located in Rome, Italy. According to one legend, visitors who throw a coin in the fountain will return to the city someday.

17

a tempo

mp

21 *cresc.* *mf*

25 *p* *mp* *mf*

28 *rit.* *pp*



Premier Performer

Listen for beautiful singing lines in the RH melody and keep the LH softer throughout.

22

Lesson Book: page 28

Valse mystérieuse

CD 21/22 GM 11



Grazioso

mp

simile

5

9

13

mf

mp

28

Lesson Book: pages 36-37

1950s Rock 'n' Roll

CD 25/26 GM 13



Moderate swing tempo (♩ - ♩)

f

mf

f

mp

4

7

10

mf

f

mp

30

Lesson Book: page 40

Jazz Reflections

CD 27/28 GM 14



Moderately slow (♩ - ♩)

mp

mf

mp

5

9

14

mf

mp

2nd time to Coda

36

Lesson Book: pages 48-49

Reverie

CD 33/34 GM 17



Andantino grazioso

mf

simile

f

mp

4

7

11

14

mf

f

mp

4

Premier Piano Course Assignment

TODAY'S LESSON

Day _____

Date _____

Time _____

NEXT LESSON

Day _____

Date _____

Time _____

Premier Piano Course Books	New Pages	Review Pages	Practice Suggestions
Lesson Book			
Performance Book			
Theory Book			

Other Books, Solos, Duets & Ensembles	New Pages	Review Pages	Practice Suggestions

Daily Practice Time (in minutes)

SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.	TOTAL

To: Parents From: Teacher

Please help your child:

- Review Flashcards
Music Cards #
Sight-Reading Cards #
- Listen to CD Tracks
Lesson Book #
Performance Book #
- Other

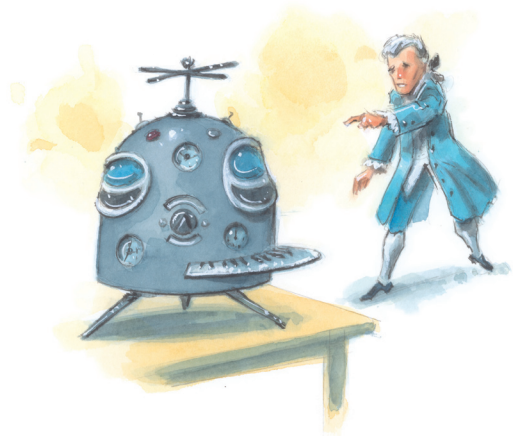
To: Teacher From: Parents

- My child really likes:
- My child needs extra help with:
- Other



Assignment Book • 28358

26



Chapter 2: Wolfgang Amadeus Mozart

"I beg your pardon?" Professor Harris asked. "I'm the one? Who are you and what are you doing here?"

The strange man suddenly looked embarrassed. "Please excuse me. I have come so far to find you. I have forgotten my manners." He bowed and said, "I am Wolfgang Amadeus Mozart."

"Impossible!" the Professor exclaimed. "Wolfgang Amadeus Mozart is dead! Tell us the truth! WHO ARE YOU?"

At Home Book 1B • 22364

Specific Practice Suggestions for Level 2A

Practice suggestions follow for each page in Lesson Book 2A to assist parents in helping the child. Answers to questions are in parentheses following each question. Follow these guidelines:

- Only do one or two of the practice suggestions from each page on a given day. Alternate the suggestions from day to day.
- Use the Flash Cards daily. Cards to use with each Lesson Book page are identified clearly on the cards. In the practice suggestions that follow, cards that are new for each page are in **bold print**.
- There are two types of Flash Cards—Music Cards (MC) and Sight-Reading Cards (SR). When using the Music Cards, ask your child to answer the questions on the back of the cards to demonstrate understanding of the concepts. When using the Sight-Reading Cards, your child should play the example one time each day.
- Allow your child to play along with the CD or GM disk when he/she can play the piece securely without stopping and starting.
- When the child has trouble doing one of the activities, use the "notepad" on the assignment page to write a note to the teacher asking for help in the lesson with the activity.

Pages 4 and 5—Ask your child to:

- Point to each sharp and flat in the piece; then name and play the note on the keyboard. (F-sharp—LH mm. 1, 3, 5, 10, 14; F-sharp—RH m. 2; D-sharp—RH mm. 6, 9, 13, 17; E-flat—RH m. 19)
- Point to the notes of *On with the Show!* on the page while listening to the practice tempo on the CD (Track 2).
- Tap the rhythm of *On with the Show!* using the correct hands, while listening to the practice tempo on the CD (Track 2).

- Play *On with the Show!* with the practice tempo on the CD (Track 2); then play with the performance tempo (Track 1).

Flash Cards **SR 1-2**

Page 6—Ask your child to:

- Play *Workout 1* while counting aloud.
- Name the first five notes in the RH of *Twinkling Skyline*. (C, D, E, F, G)
- Say the note names aloud for the RH of *Twinkling Skyline* with the practice tempo on the CD (Track 4).
- Sing (or say) the words of *Twinkling Skyline* while listening to the performance tempo on the CD (Track 3).
- Play *Twinkling Skyline* with the practice tempo on the CD (Track 4); then play with the performance tempo (Track 3).
- Explore the *skyscrapers* learning link in the Theory Book, page 4, by looking for additional information about the subject at the library or on the Internet.

Flash Cards **MC 1-5, SR 3**

Page 7—Ask your child to:

- Tap the rhythm of *Bartók's Study* while listening to the practice tempo on the CD (Track 6).
- Say the note names aloud for *Bartók's Study* with the practice tempo on the CD (Track 6). (Note: Both hands play the same notes.)
- Tell you what happens in the music in measure 11. (the tempo gets gradually slower—*rit.*)
- Play *Bartók's Study* with the practice tempo on the CD (Track 6); then play with the performance tempo (Track 5).
- Look for additional information about Béla Bartók at the library or on the Internet.

Flash Cards **MC 1-5, SR 3, SR 4**

Music Card

Lesson Book 2A: page 42

Name the interval. **6th**Are the notes played separately or together? **together**Is the interval melodic or harmonic? **harmonic**Name the notes. **D B**Which hand plays them? **left hand**

Play them on the keyboard.



Teacher/Parent MC 48



Student MC 48

At Home Book 2A • 22365

Flash Cards 2A • 25727

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General MIDI accompaniments can be downloaded at alfred.com/downloads

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