

# Intervals and Other Keyboard Basics

DAY 1

## Lesson Plan

1. Review *Summer Night* (p. 18).
2. Review *Playing the Chromatic Scale* (p. 20).
3. Discuss correct answers for *Review Worksheet* (pp. 27–28).
4. Discuss objectives for the week (p. 29).
5. Introduce **Intervals** and **Melodic Intervals** (p. 29).
6. Introduce **Harmonic Intervals** (p. 30).
7. Introduce **Naming and Playing Intervals** (p. 30).
8. Introduce **Eighth Notes, Eighth Rests, and Dotted Quarter Notes; New Time Signature and New Dynamic Signs** (p. 31).
9. Introduce **Key Signatures** (p. 32).
10. Introduce *Miniature Waltz* (p. 33) and/or *Minuet* (p. 34).
11. Introduce **Rhythm Reading #1–2** (p. 35).
12. Introduce **Reading #1** (p. 36).
13. Introduce **Harmonization #1** (p. 38).
14. Introduce **Technique #1** (p. 38).

## Assignment

- |  |                                       |
|--|---------------------------------------|
| 1. <b>Melodic Intervals</b> (p. 29)                            | 5. <b>Rhythm Reading #1–2</b> (p. 35) |
| 2. <b>Harmonic Intervals</b> (p. 30)                           | 6. <b>Reading #1</b> (p. 36)          |
| 3. <b>Naming and Playing Intervals</b> (p. 30)                 | 7. <b>Harmonization #1</b> (p. 38)    |
| 4. <i>Miniature Waltz</i> (p. 33) and/or <i>Minuet</i> (p. 34) | 8. <b>Technique #1</b> (p. 38)        |

DAY 2

## Lesson Plan

1. Review **Naming and Playing Intervals** (p. 30).
2. Review **Key Signatures** (p. 32).
3. Review *Miniature Waltz* (p. 33) and/or *Minuet* (p. 34).
4. Introduce **Rhythm Reading #3–5** (p. 35).
5. Introduce **Reading #2–3** (pp. 36–37).
6. Introduce **Harmonization #2** (p. 38).
7. Review **Technique #1** (p. 38).
8. Introduce **Technique #2–3** (p. 38).
9. Begin *Review Worksheet* (pp. 39–40) and bring completed worksheet to next class.

## Assignment

- |  |                                    |
|--|------------------------------------|
| 1. <b>Naming and Playing Intervals</b> (p. 30)                 | 4. <b>Reading #2–3</b> (pp. 36–37) |
| 2. <i>Miniature Waltz</i> (p. 33) and/or <i>Minuet</i> (p. 34) | 5. <b>Harmonization #2</b> (p. 38) |
| 3. <b>Rhythm Reading #3–5</b> (p. 35)                          | 6. <b>Technique #1–3</b> (p. 38)   |

DAY 3

## Lesson Plan

1. Review *Miniature Waltz* (p. 33) and/or *Minuet* (p. 34).
2. Introduce **Rhythm Reading #6–8** (p. 35).
3. Introduce **Reading #4–5** (p. 37).
4. Review **Technique #1–3** (p. 38).
5. Discuss correct answers for *Review Worksheet* (pp. 39–40).
6. Spend any additional class time helping students with specific problem areas.

## Assignment

1. *Miniature Waltz* (p. 33) and/or *Minuet* (p. 34)
2. **Rhythm Reading #6–8** (p. 35)
3. **Reading #4–5** (p. 37)
4. **Technique #1–3** (p. 38)

# Teaching Tips

- Students with limited background will need additional help with eighth notes, eighth rests, dotted quarter notes,  $\frac{6}{8}$  time and key signatures.
- Work with students on musicality in the **Miniature Waltz** (p. 33) and the **Minuet** (p. 34). Use **Before playing** suggestions as an aid to learning the piece; use **While playing** suggestions as an aid to interpretation and musicality. Some students will need extra help on projecting the RH above the LH in both pieces.
- Some of the examples in **Reading** (pp. 36–37) are not written in five-finger patterns. Students will always need to check the starting note and starting finger in each hand.
- There may not be time to cover all the **Reading** examples (pp. 36–37) in class. Remaining examples can be used for practice outside of class.
- Work on balance between hands in **Harmonization** (p. 38).
- The **Technique** exercises (p. 38) are designed to aid the student in moving freely around the keyboard. Students should memorize them so that they can focus on technical aspects rather than reading the examples.
- The **Review Worksheet** (pp. 39–40) can be collected as homework and graded to check the students' understanding of theoretical information.
- Use the CD or GM disk with all examples in this unit to promote steadiness of tempo and to add musical interest.

# Reading Focus

- Page 30—Intervals above and below landmark notes
- Page 36 #1—Alternating hands, interval of 3rd, RH non-position oriented
- Page 36 #2—F major five-finger pattern; intervals of 3rd, 4th and 5th; dotted quarter note and eighth note; fermata; *maestoso*
- Page 37 #3—C major, non-position oriented, *allegretto*
- Page 37 #4—G major five-finger pattern; dotted quarter note and eighth note; intervals of 3rd, 4th and 5th
- Page 37 #5—F major five-finger pattern,  $\frac{6}{8}$  time, intervals of 3rd and 4th, *largo*, *cantabile*

## Unit 2 Review Worksheet

Name \_\_\_\_\_

Date \_\_\_\_\_

- Write a half note below the given note to make the indicated *melodic* interval. Notes on or above the middle line have stems pointing down. Notes below the middle line have stems pointing up. Write the name of each note in the square below it.

3rd 5th 4th 2nd 4th 3rd 5th

B G E A G D F E F C E C A D

2nd 4th 3rd 5th 4th 3rd 2nd

A G F C D B B E C G A F E D

- Identify each major sharp key signature by writing its name on the line.

E C# D A G F# B

- Identify each major flat key signature by writing its name on the line.

A $\flat$  G $\flat$  B $\flat$  D $\flat$  E $\flat$  C $\flat$  F

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- Write the numbers from column A in the appropriate blanks in column B to match each item with its best description.

### Column A

- 
- Eighth rest
- $\frac{6}{8}$
- Dotted quarter note
- Mezzo piano *mp*
- Pianissimo *pp*
- Fortissimo *ff*
- Crescendo ( $\langle$ )
- Diminuendo ( $\triangleright$ ) or Decrescendo rit.
- Allegretto*
- Repeat sign
- Andante*
- Maestoso*
- Allegretto*
- Andante
- Fermata
- Adagio
- Cantabile
- Largo

### Column B

- 15 Moderately fast
- 4 Quarter note plus an eighth note
- 13 One octave lower
- 1 Two eighth notes
- 14 Majestically
- 18 Slowly
- 8 Gradually louder
- 16 Moving along (walking)
- 7 Very loud
- 3 6 beats in a measure, eighth note gets 1 beat
- 2
- 19 In a singing style
- 5 Moderately soft
- 17 Hold the note longer than its value
- 9 Gradually softer
- 20 Very slow
- 12
- 11 One octave higher
- 6 Very soft
- 10 Gradually slowing

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