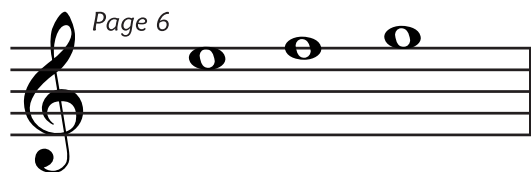


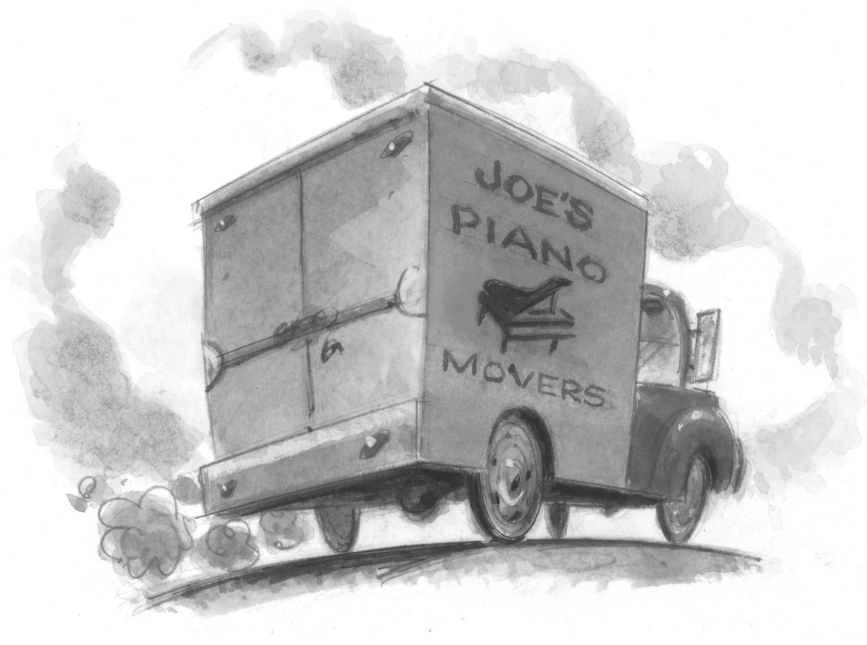
# Overview of New Materials in Lesson Book 2A

## Notes Introduced



## Musical Terms and Symbols

- *crescendo*
- *diminuendo*
- *tempo, a tempo, allegro, moderato*
- accent sign >
- tonic (I) and dominant (V)
- I and V<sup>7</sup> chords
- block chord and broken chord
- *mp*
- $\frac{2}{4}$  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, 40)
- 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)

# On with the Show!



**Lively**

*f*

3

3\*

1

5

3

2

\* In this book, a red finger number indicates that the hand moves up or down.

Duet: Student plays one octave higher.

**Lively**

CD 1/2  
GM 1

*mf*

\*\*

3

2

5

1

9

3

3

5

1

13

1

2

1

17

4

4

5

21

1

2

1

25

1

2

3

1

*mf*

\*\*Optional: The half notes in the left hand of measures 1–6 may be played as a tremolo.

# QWERTY\*

CD 21/22 GM 11



## New Rhythm

4/4



Count: 1 + 2 + 3 + 4 +

Tap and count aloud 3 times each day.

### Moderato

1

*mf* Q and W - E R - T - Y, as I type, my fin-gers just fly by!

3 1

5

But there's one thing that they can - not do: type a word that makes sense to you.

9

2

Ev-'ry time that I try, don't know how, don't know why, I can't find X or I, B or J!

*p* *mp* *mf* *f*

3

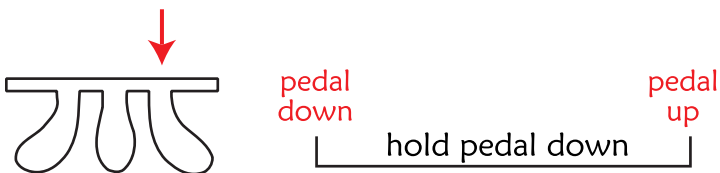
13

Could you teach me how to type to - day? Then my words will be A - O - K!

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

## Pedal Sign

The pedal on the right is the damper pedal.  
When it is held down, tones continue to sound  
after the keys have been released.



## The Gymnast

*Reminder:* When using the pedal, keep your heel on the floor. Adjust the bench if needed.

CD 35/36 GM 18

**Gracefully**

*f* Watch the gym-nast on the bal-ance beam as she stands up on her toes.

5 Pedal down Hold pedal down

5 She has worked so hard on her rou-tine and it real-ly shows. *mf* For

Pedal up

9 nine-ty sec-onds she must turn and flip with-out a wob-ble or a slip. And *mp*

1/2 Pedal down Pedal up



## 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.)

5

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

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

13

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

21 **Allegro**

25 (The fair maiden is now safe.)  
 (King Arthur and his knights return to the castle, victorious.)  
**Moderato**



**Closer Look**

Circle two tempo markings—allegro and moderato—in King Arthur’s Adventure. Observe them as you play.