

Contents

UNIT 1	Review of Book A 4-9	UNIT 5	Eight Notes on the Grand Staff 42-45
	<i>review of finger numbers, firm fingertips, C 5-finger scale, Blinker's eye-training: seeing up, down, and same Tucker's ear-training: hearing up, down, and same Music History with Beethoven</i>		<i>treble G and improvisation Blinker's eye-training: CLAP for sightreading Tucker's ear-training: matching melodies Beethoven's Composing Room (review of units 1-5)</i>
UNIT 2	Orientation to the Grand Staff 10-23	UNIT 6	Note Names on the Grand Staff 46-47
	<i>line-space game, middle C for left hand and right hand, D on the treble staff, improvising with middle C and D, steps on the staff, E on the treble staff Tucker's ear-training: hearing 2-measure rhythms/melodies Blinker's eye-training: CLAP for sightreading Music History with Mozart</i>		<i>bass clef F and improvisation Blinker's eye-training: Point Where I Stop Tucker's ear-training: Play Back</i>
UNIT 3	Reading Steps in the Bass Clef 24-31	UNIT 7	C 5-Finger Scale on the Grand Staff 48-53
	<i>bass notes A and B, hearing <i>f</i>, <i>mf</i>, and <i>p</i>, improvising with A B C D E, dotted half note Tucker's ear-training: hearing/matching rhythm patterns Blinker's eye-training: CLAP for sightreading</i>		<i>bass C and improvisation, writing bass C, bass clef C 5-finger study for L.H. Blinker's eye-training: CLAP for sightreading Tucker's ear-training: matching melodies Ensemble Activity (review of units 1-7)</i>
UNIT 4	Time Signatures: $\frac{1}{4}$ and $\frac{2}{4}$ 32-41	UNIT 8	The Tie and Quarter Rest 54-63
	<i>$\frac{1}{4}$ time signature and rhythm activity, bass clef G, hand signals with bass clef G A B, $\frac{2}{4}$ time signature and rhythm activity, treble clef F Tucker's ear-training: hearing same or different Blinker's eye-training: CLAP for sightreading</i>		<i>the tie and counting activity Tucker's ear-training: Play Back Blinker's eye-training: CLAP for sightreading, the quarter rest and rhythm activities Tucker's ear-training: tapping with the metronome Blinker's eye-training: discovering rhythm patterns Travel, Travel Little Car (review of units 1-8)</i>
			Certificate 64



Fish Can't Step, or Can They?

Stepping Up and Down



1. Circle DOWN or UP to show which way the fish are stepping.
2. Your teacher will play a step on the piano.*
Listen, then sing with your teacher "step up" or "step down."

DOWN UP

DOWN UP

DOWN UP

DOWN UP

DOWN UP

DOWN UP

DOWN UP

DOWN UP

DOWN UP

*Teacher Note: For the child's vocal range, play steps between Middle C and Treble C. Ex. D-E, G-F, A-B, A-G.
It may be helpful for you and the student to shape the sound (pitch) in the air with your hands.

LOOK



The word *sightreading* means to play through a piece for the first time.

Follow these 4 steps.

Eye-training:

1. **COUNT** and clap the rhythm.
2. **LOOK** at the first note. Is it on a line or space? Find it on the piano.
3. **ATTENTION** on what's next! Up, down, or same?
4. **PLAY.** To begin, set a steady beat by saying "1-2-3 GO."

CLAP for Sightreading

C – Count

L – Look

A – Attention

P – Play



Hint: Keep your eyes on the music. Notice the *forte* sign!
1 on _?

1

LISTEN



Ear-training:

Your teacher will play two short melodies.
Listen! If they are the **same**, circle the two apples.
If they are **different**, circle the apple and orange.

Apples or Oranges

Hearing Same or Different

<p>1.</p>	<p>2.</p>	<p>3.</p>
<p>4.</p>	<p>5.</p>	<p>6.</p>



For Teacher Use Only: (The examples may be played in any order. The teacher may create more "same" or "different" examples for the student.)

or	or	or	or	or	or

Rhythm Beads

Discovering Rhythm Patterns

Your friends have made "rhythm beads."
Each string has a **hidden rhythm pattern**
that repeats over and over.

LOOK



Eye-training:

1. First, find and circle the **rhythm pattern** for each string.
2. Now write the correct **time signature** in the box before each string: $\frac{1}{4}$ or $\frac{3}{4}$

3. Tap each string of rhythm beads. Count aloud!



Ex.

Look for the pattern!