

PIANO SAFARI® REPERTOIRE BOOK 1

TEACHER GUIDE: UNIT 4

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Step 1: Play a harmonic 2nd on the piano and ask the student what the interval is (2nd). Play a harmonic 3rd and ask the student what that interval might be (3rd). The student will then likely extrapolate to 4ths, 5ths, 6ths, 7ths, 8ths, with a discussion about how far his hand can reach and how far you can reach. Once you have had some fun with intervals, measured the hands of everyone in the room, and complimented him on how big his hands are getting, move on to **Step 2**.

OBJECTIVES:

- Feel the interval of a 3rd in the hand while playing
- Recognize the interval of a 3rd on the staff
- Write 3rds on the staff
- Create a melody using 3rds and unisons

Step 2: Starting at the bottom of the piano, have the student play 3rds going all the way up the piano with Finger 2.

Step 3: Play Simon Says.

"Simon Says play a 2nd."

"Simon Says play a 3rd."

"Simon Says play a same."

Step 4: Write harmonic and melodic 2nds and 3rds. Have him name the interval until you are sure he understands. If he has trouble understanding:

For 2nds, point and say, "Line, space. 1 2. 2nd"

For 3rds, point and say, "Line, space, line. 1 2 3. 3rd"

Now is also the time to make sure the student understand that 2nd means 2 and 3rd means 3.

Step 5: Ask him to write 2nds and 3rds on the whiteboard.

Step 6: Follow the directions on the page.

Step 7: On the next page, the student writes 3rds and same's up and down on the staff. Say "Up a 3rd, down a 3rd, same" after the student writes each note to reinforce what the student just wrote. In addition, play each note as the student writes.

Step 8: Play the melody the student created as musically as possible, fast and slow. Congratulate him on the nice melody he composed.

Step 9: Have the student to play his melody as you point to the notes and say "up, down, same."

INTERVAL ACTIVITIES

Use the following Interval Activities to reinforce the student's understanding of intervals. Additionally, repeat the Staff Activities explained in **Unit 3** using the interval of a 3rd.

ACTIVITY 1: SIMON SAYS WITH BEANBAGS

Step 1: Get out your shower curtain staff and two bean bags. Give each child two beanbags.

Step 2: Play Simon Says and have the student make the interval with his two beanbags on the shower curtain staff.

"Simon Says make a 2nd with your beanbags."

"Simon Says make a 3rd."

"Simon Says make a same."

"Simon Says make a 6th." Help him count the lines and spaces to find the 6th.

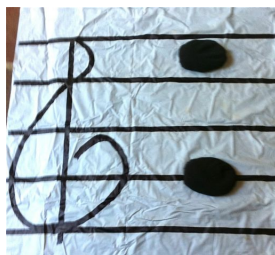
Even though this unit focuses on 3rds, most children understand the concept of intervals better if they can see other intervals also. They love the larger intervals!

ACTIVITY 2: BEANBAG TOSS

Step 1: Get out your shower curtain staff and two bean bags. The student throws the two bean bags.

Step 2: Help him count the interval that results from his tosses. For example,

Point and say, "Line space line space line space, 1 2 3 4 5 6. 6th"



Step 1: Explain *Adagio* and talk about how a sleepy elephant would walk really slowly. Have the student walk around the room like a sleepy elephant while you sing and play the piece.

Step 2: Play the first phrase. Ask the student whether you are playing the piece *legato* (connected) or *non legato* (not connected). "Legato. Connected." Introduce the phrase mark and review **Tree Frog Technique**. This is the first Reading Piece that has a phrase or slur mark denoting *legato*. Students have now graduated to playing some of

their pieces *legato*, with an arm bounce on each note and connected fingers. The bouncy arm keeps the arm involved for looseness, provides for a strong tone, and helps the hand stay in a good piano hand shape.

Step 3: Ask the student what the first note is (Bass C). Which hand plays Bass C (LH)? Instruct the student to color the bass clef signs blue and write a C under the first note.

Step 4: Review *8vb* and *15mb*, noting that since these are under the staff, we move down an octave.

Step 5: Ask the student whether this piece uses 2nds or 3rds (3rds).

Step 6: Have the student find his hand position and play C. Ask him if the next note is up or down a 3rd from C (Down a 3rd). He plays A down a 3rd from C.

Step 7: As the student plays slowly, point and say "up, down, same." Play it again and say "C, A." It is easier to read this piece using "C, A," but we want the student to read mainly by interval. For this piece, use both ways, emphasizing intervals to reinforce reading by interval, but also using "C, A" to show the student that this piece is really easy because it only uses two notes.

Step 8: When the student is confident, add the teacher accompaniment.

OBJECTIVES:

- Read a piece that uses 3rds and unisons in the bass clef
- Learn the *Adagio* tempo marking and the symbol for phrase mark

DOES YOUR STUDENT HAVE?

- *Legato* articulation when possible, with an arm bounce on each note
- Correct rhythm

BAA, BAA, BLACK SHEEP
ENGLISH FOLK SONG, ARR. KNERR

UNIT 4
FOLK SONG



Step 1: Have the student listen to this piece on his Listening CD several times before introducing it.

Step 2: Play and sing the piece for the student.

Step 3: Have the student to color the treble clef signs red and the bass clef signs blue. In the keyboard picture, have the student color the LH starting note (G) blue and the RH starting note (D) red.

Step 4: Play m. 15-16 hard spot. Student imitates until confident.

Step 5: Student finds the hand position and plays by finger number.

Step 6: Explain the *D.C. al Fine*.

Step 7: What other piece has the same melody? (Twinkle, Twinkle, Little Star)

Step 8: When the student is confident, add the teacher accompaniment.

OBJECTIVES:

- Review finger numbers
- Play a familiar tune

DOES YOUR STUDENT HAVE?

- Rhythmic playing

Step 1: Play the piece with accompaniment and sing the words for the student. Play it again and have the student sway to the beat in one swing per measure.

Step 2: Ask the student what the first note is (Treble G). Which hand plays Treble G (RH)? Instruct the student to color the treble clef signs red and write a G over the first note.

Step 3: Ask the student what intervals this piece uses? (3rds and same)

Step 4: Have the student put RH 3 on G and play up a 3rd (B) and down a 3rd (E) to feel the intervals. Tell the student that E, G, B with fingers 1, 3, 5 are the only notes used in this piece.

Step 5: The student previews and plays each line. Be sure his arm stays aligned behind the playing finger, and that whether he plays *legato* or *non legato*, the arm is bouncing. Be sure Fingers 1 and 5 play on their corners, not flat.

Step 6: When the student is confident, add the teacher accompaniment.

Step 7: For a challenge, have the student play HT in parallel motion, Finger 3's on G's. Parallel motion playing is an important step in developing coordination at the piano.

OBJECTIVES:

- Read a piece that uses 3rds and unisons in the treble clef
- Play hands together in parallel motion

DOES YOUR STUDENT HAVE?

- Arm aligned behind the playing finger
- Fingers 1 and 5 playing on their corners

SKIP TO MY LOU

AMERICAN FOLK SONG, ARR. KNERR

UNIT 4

ROTE PIECE

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I usually teach **Steps 1-10** at one lesson, **Step 11-12** at the next lesson, and **Steps 13-20** at the next lesson or two.

Tell the parent that there is a Reminder Video at pianosafari.com for reference at home.

Step 1: Have the student listen to this piece on his Listening CD several times before introducing it.

Step 2: Play the melody with the accompaniment for the student.

Step 3: Tell the student he is going to get to play both the melody and the accompaniment parts! If a parent is available, after you teach the piece to the student, have him teach it to his parent at the lesson. Children love to do this, and the parent and child can then practice together at home.

Step 4: Play RH m. 1-2 melody, singing finger numbers. Student imitates.

Step 5: Play RH m. 3-4, singing finger numbers, noting that this is the same as m. 1-2, except it starts on D. Student imitates.

Step 6: Play RH m. 5-6 (same as m. 1-2) and then RH m. 7-8. Student imitates.

Step 7: Student plays RH m. 1-8.

Step 8: Student teaches parent (if available) how to play RH m. 1-8 melody.

Step 9: Play RH m. 9-16 melody and sing words or say "Ta-2" on the half notes. Tell the student that the notes are the same as the first part. Only the rhythm is different. Student imitates.

Step 10: Student plays RH m. 1-16 melody.

Step 11: When the student is confident, add the accompaniment, and have the student put a sticker in the RH Melody Box.

OBJECTIVES:

- Play a piece that uses 2nds and 3rds to prepare the student to read 2nds and 3rds combined in **Unit 5**
- Play a familiar tune
- Hear how tonic and dominant sounds accompany a melody
- Accompany a partner

DOES YOUR STUDENT HAVE?

- Bouncy arms
- Rhythmic playing
- Clear eighth notes
- Balance with duet partner

Step 12: Student plays m. 1-16 HT in parallel motion (3rd fingers beginning on E). After mastering this, the student can put a sticker in the HT Melody in Parallel Motion box.

Step 13: The student is now ready to learn the accompaniment part. Show the student the C chord in m. 1 of the accompaniment. (**Stems up = RH. Stems down = LH** for Accompaniment Part). Play m. 1-2. Student imitates.

Step 14: Show the student the G chord in m. 3 (Do not explain the theory at this point. It is not necessary here). Play m. 3-4. Student imitates.

Step 15: Student practices changing between the C and G chords.

Step 16. Ask the student to choose two colors, one for the C chord and one for the G chord. Write C with one color under each of the C chord measures (m. 1, 2, 5, 6, 8, 9, 10, 13, 14, 16). Write G with another color under G chord measures (m. 3, 4, 7, 11, 12, 15).

Swing your part - net. Skip to my Lou. Swing your part - net. Skip to my Lou.

C C G G

Step 17: Student plays the C chord measures while you play the G chord measures and sing the melody.

Step 18: Student plays the G chord measures while you play the C chord measures and sing the melody.

Step 19: Student plays the accompaniment while you point to the measures and play the melody. When mastered, the student can put a sticker in the Accompaniment box.

Step 20: Student plays the melody hands together while you play the accompaniment. Then the student runs around the bench and plays the accompaniment while you play the melody. This is very effective in recital, since the audience is not expecting a student to play the accompaniment part.

Step 1: Play the piece *non legato* and sing the words for the student. This piece should be played *non legato* to sound more like a bouncing ping pong ball.

Step 2: Ask the student what the first note is (Bass C). Which hand plays Bass C (LH)? Instruct the student to color the bass clef signs blue and write a C under the first note.

Step 3: Ask the student what intervals this piece uses? (3rds and same)

Step 4: Have the student put LH 5 on C and play up a 3rd (E) and up another 3rd (G) to feel the intervals. Have the student write in the names of the three notes played in this piece (C, E, G) in the blanks provided.

Step 5: Have the student preview and play the piece.

Step 6: When the student is confident, add the teacher accompaniment.

Step 7: Have the student play the piece in parallel motion hands together.

Step 8: Crazy Ping Pong Variation. Have the student write the letter names under each note. Ask a parent or sibling to join you and the student. Assign each person a note (C, E, or G), and have each person play his assigned note in any octave. Play the piece and listen to the notes bouncing around like a ping pong ball in the various octaves. Trade notes.

OBJECTIVES:

- Read a piece that uses 3rds and unisons in the bass clef
- Play hands together in parallel motion

DOES YOUR STUDENT HAVE?

- *Non legato* articulation, like a ping pong ball bouncing
- Arm aligned behind the playing finger, with Fingers 1 and 5 on their corners

ANIMALS IN THE WILD

KNERR

UNIT 4

IMPROVISATION PIECE

This piece is effective in a private lesson or in a group class.

Step 1: Follow the instructions on the page. For Step 3, call out the animals names when you want the student to change to the next animal. Animal sounds on white keys will match the teacher accompaniment better than those on black keys.

OBJECTIVE:

- Create animal sounds at the piano

DOES YOUR STUDENT HAVE?

- Sounds that match each animal

This exercise is essentially the same as **Zechariah Zebra**, but without the rests between the changing fingers.

Tell the parent that there is a Reminder Video at pianosafari.com for reference at home.

Step 1: Have the student listen to this exercise on his Listening CD several times before introducing it.

Step 2: Play for the student and sing "Kangaroo." Talk to the student about a kangaroo being bouncy. Each note should bounce (up on "roo" too!).

Step 3: Student plays RH. Stop him and reset the hand if the piano hand shape does not look good at any point. If he is not bouncing enough, make your stuffed kangaroo hop around while the student plays.

Step 4: Student plays RH. You play the teacher accompaniment with one hand while the other hand plays the student part an octave displaced from where the student plays.

Step 5: Student plays LH. Check his hand. Then add the teacher accompaniment.

OBJECTIVES:

- Develop firm, not collapsed, fingertips (nail joints) through playing repeated notes
- Develop the ability to play fast with a loose arm

DOES YOUR STUDENT HAVE?

- Firm fingertips
- Bouncy arm
- Up on the "roo" of "Kangaroo"
- Good piano hand shape

I usually teach **Steps 1-5** at one lesson and **Steps 6-9** at the next lesson, although some students can learn the entire piece in one lesson, because the more **Rote Pieces** a student learns, the faster he becomes at absorbing patterns.

Tell the parent that there is a Reminder Video at pianosafari.com for reference at home.

Step 1: Have the student listen to this piece on his Listening CD several times before introducing it.

Step 2: Sing and play the piece for the student. Talk about where Korea is, how long it would take for Kristabel Kangaroo to travel there, what she might see there, what she would eat, and other interesting facts about Korea.

Step 3: Play RH m. 1-4. Student imitates with good **Kangaroo Technique** (bouncy on every note). The student may play with all Finger 2, or with Fingers 2 and 3 braced together. Repeat with LH and then HT.

Step 4: Play the LH of m. 5-8, counting "Ta 2 3 4." Student imitates. Then have the student play LH while you play RH.

Step 5: Play the RH of m. 5-8 *legato* with an arm bounce on each note, walking from note to note with the arm with a *legato* **Tree Frog Technique**. You and the student sing the finger numbers, referring to the score if necessary. Student imitates. Then the student plays RH while you play LH.

Step 6: Student plays m. 5-8 HT.

Step 7: Student plays m. 1-8.

Step 8: Play m. 9-10, adding pedal on last measure. Student imitates.

Step 9: Student plays entire piece.

OBJECTIVE:

- Play a rote piece that uses the **Kangaroo Technique**

DOES YOUR STUDENT HAVE?

- Good **Kangaroo Technique**
- Rhythmic playing
- **Tree Frog Technique** in *legato* part

Step 1: Sing and play the piece for the student with accompaniment.

Step 2: Ask the student what the first note is (Treble G). Which hand plays Treble G (RH)? Instruct the student to color the treble clef signs red and write a G over the first note.

Step 3: Ask the student what intervals this piece uses (3rds and same).

Step 4: Find and explain the half rest.

Step 5: Find and discuss the repeat signs.

Step 6: Have the student put RH 3 on G and play up a 3rd (B) and down a 3rd (E) to feel the intervals.

Step 7: Have the student preview and play each line for m. 1-8. Coach him through the repeats.

Step 8: Play m. 9-12. Student imitates.

Step 9: Student plays the entire piece.

Step 10: When the student is confident, add the teacher accompaniment.

OBJECTIVES:

- Read a piece that uses 3rds and unisons in the treble clef
- Practice moving from one octave to another
- Learn the symbol for half rest

DOES YOUR STUDENT HAVE?

- *Legato* **Tree Frog Technique**
- Gentle phrase endings

THE HIPPOPOTAMUS AND THE MOSQUITO

FISHER

UNIT 4

READING PIECE

Step 1: Sing and play the piece for the student.

Step 2: Ask the student what the first note is (Bass C). Which hand plays Bass C (LH)? Instruct the student to color the bass clef signs blue and write a C under the first note.

Step 3: Ask the student what intervals this piece uses (3rds and 4ths).

Step 4: Tell the student that his part is the hippopotamus part, and the teacher part is the mosquito part. Play a bit of the accompaniment so he can hear the mosquito music. Ask him if he thinks the hippopotamus part would be better with a heavy arm or a light arm. "Heavy." Explain *forte*, which makes the piece sound louder and heavier and more hippo-like. Be sure the student is not playing too loudly or banging on the piano with a stiff arm and harsh tone. The tone should be full but not forced.

Step 5: Have the student put LH 3 on C and play up a 3rd (E) and down a 3rd (A) to feel the intervals.

Step 6: The student previews and plays the piece.

Step 7: When the student is confident, add the teacher accompaniment.

Step 8: Have the student play the piece in parallel motion hands together.

OBJECTIVES:

- Read a piece that uses 3rds and unisons in the bass clef
- Learn the symbol for the *forte* dynamic level
- Play hands together in parallel motion

DOES YOUR STUDENT HAVE?

- *Legato Tree Frog Technique*
- *Forte* sound

Step 1: Sing and play the piece for the student.

Step 2: Give the definition of "mischievous." Explain that it means that Matthew Monkey tends to get in trouble, not because he is trying to be bad, but just because he is playful and curious.

Step 3: Ask the student what intervals this piece uses (3rds and 6ths).

Step 4: Ask the student to find the treble G in the first harmonic 3rd. Ask what the note is a 3rd above the G (B). Have the student write "G B" next to the finger numbers and color the treble clef signs red. Ask the student what finger plays on G in m. 3 (3). Have the student circle the 3 and write G to note this position change.

Step 5: Play m. 1-2. Student copies.

Step 6: Student previews and plays m. 3-6.

Step 7: Student plays the entire piece.

Step 8: When the student is confident, add the teacher accompaniment.

OBJECTIVES:

- Read a piece that uses 3rds and unisons in the treble clef
- Practice moving from one octave to another

DOES YOUR STUDENT HAVE?

- Quick shifts from octave to octave
- *Legato* **Tree Frog Technique**

YANKEE DOODLE

AMERICAN FOLK SONG, ARR. KNERR

UNIT 4

FOLK SONG

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Step 1: Have the student listen to this piece on his Listening CD several times before introducing it.

Step 2: Play and sing the piece for the student.

Step 3: Have the student color the treble clef signs red and the bass clef signs blue. In the keyboard picture, have the student color the LH starting note (B) blue and the RH starting note (C) red.

Step 4: Play m. 7. Student imitates. Note that this is the same as the LH hard spot in "Bingo."

Step 5: Student plays the entire piece by finger number. Few steps are needed, because this will be a very easy piece for the student by this point in the book. This piece is about playing a favorite melody and about feeling really proud of the fact that it is so easy that he can learn it really quickly!

Step 6: When the student is confident, add the teacher accompaniment.

Step 7: Play at various tempos, including very fast.

OBJECTIVES:

- Review finger numbers
- Play a familiar melody

DOES YOUR STUDENT HAVE?

- Energetic playing
- Firm fingertips