

PIANO SAFARI® REPERTOIRE BOOK 1

TEACHER GUIDE: UNIT 5

TITLE	TYPE	TEACHER'S GUIDE PAGE NUMBER
Level E Introduction to Sight Reading & Rhythm Cards	Reading	116
2nds & 3rds	Musicianship	117
The Cat and the Hat	Reading	118
Three Ring Circus	Reading	119
Earl the Squirrel	Reading	120
Bluebird, Bluebird on my Shoulder	Folk	121
Twelve Bar Blues	Improvisation	122
Soaring Bird	Technique	123
Hawk on the Mountain Peak	Technique Rote	124
Forest Night	Reading	125
Talent Show	Reading	126
A Cowboy's Life	Folk	127
The Mosquito and the Hippopotamus	Reading	128
Spiky Monster	Reading	129
Monkey Swinging in a Tree	Technique	130
Monkey Blues	Technique Rote	131

UNIT 5: 2NDS & 3RDS

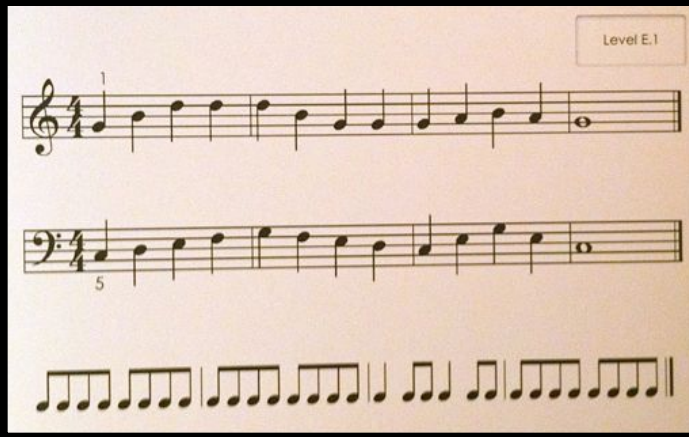
SIGHT READING & RHYTHM CARDS FOR BOOK 1

LEVEL E CARDS: 2NDS & 3RDS BEGINNING ON LANDMARK NOTES

OBJECTIVES:

- Read 2nds, 3rds, and unisons on the staff
- Begin on the Landmark Notes with various fingers

Sample Level E Card



The image shows a sample Level E card with musical notation. It features three staves. The top staff is in treble clef with a key signature of one flat (B-flat) and a 4/4 time signature. The melody consists of quarter notes: G4, A4, Bb4, C5, Bb4, A4, G4, F4, E4, D4, C4. The middle staff is in bass clef with a 4/4 time signature. The bass line consists of quarter notes: C3, D3, E3, F3, G3, A3, Bb3, C4, Bb3, A3, G3, F3, E3, D3, C3. A finger number '5' is written below the first note. The bottom staff shows a rhythmic exercise with eighth notes: C4, D4, E4, F4, G4, A4, Bb4, C5, Bb4, A4, G4, F4, E4, D4, C4. A small box in the top right corner of the card is labeled 'Level E.1'.

During **Unit 5**, assign **Level E** of *Piano Safari® Sight Reading & Rhythm Cards for Book 1*.

See pianosafari.com for the Teacher Guide to *Sight Reading & Rhythm Cards for Book 1*.

Step 1: Review the **Staff Activities** and **Interval Activities** explained at the beginning of **Units 3** and **4**, modified to include 2nds, 3rds, and unisons mixed together.

Step 2: Follow the directions on the pages.

OBJECTIVES:

- Recognize and write 2nds and 3rds on the staff
- Create a melody using 2nds, 3rds, and unisons

THE CAT AND THE HAT

FISHER & KNERR

UNIT 5

READING PIECE

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

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 (2nds and 3rds).

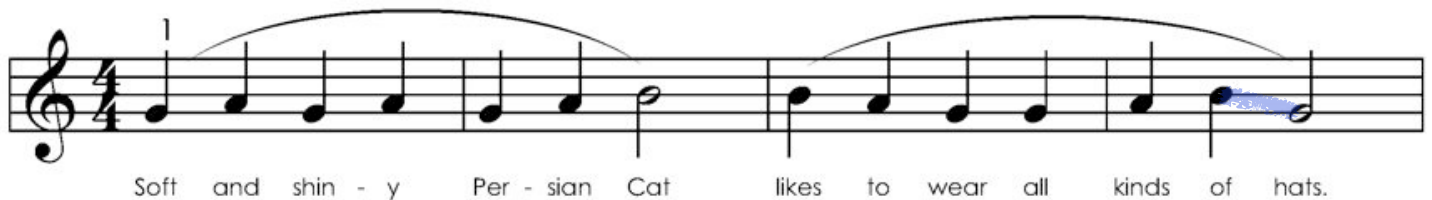
Step 4: Ask the student to choose a "3rds color." This should be the same 3rds color he uses in his Sight Reading & Rhythm Cards. Have him mark the 3rds by connecting the two notes of the 3rd with a line. In the future, always use this same color, denoted as his "3rds color." I have found that marking the 3rds helps students analyze their pieces but does not impede their reading once they get to higher levels. For more information, see **Mini Essay 12: Marking Intervals with Colors**, under Pedagogical Resources at pianosafari.com.

OBJECTIVES:

- Read a piece that uses 2nds, 3rds and unisons in the treble clef
- Play hands together in parallel motion

DOES YOUR STUDENT HAVE?

- *Legato* articulation with an arm bounce on each note
- Confidence in playing 2nds and 3rds
- Lifts between phrases



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

Step 6: Ask the student if the two lines have the same notes (yes).

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

Step 8: Instruct the student to play HT in parallel motion, beginning with RH Finger 1 on G, LH Finger 3 on G.

THREE RING CIRCUS

FISHER & KNERR

UNIT 5

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 (2nds and 3rds).

Step 4: Have the student mark the 3rds with his "3rds color."

OBJECTIVES:

- Read a piece that uses 2nds, 3rds and unisons in the bass clef
- Play hands together in parallel motion

DOES YOUR STUDENT HAVE?

- *Legato* articulation with an arm bounce on each note (**Tree Frog Technique**)
- Lifts between phrases

Dan - cers rid - ing el - e - phants. Dogs and cats in cos - tume.

3

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

Step 6: Ask the student if the two lines are the same. (Yes, except the last note is a Ta with a rest.) Have the student play the end energetically to match the articulation in the teacher accompaniment.

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

Step 8: Instruct the student to play HT in parallel motion, beginning with both Finger 3's on C.

EARL THE SQUIRREL

KNERR & STEVENS

UNIT 5

READING PIECE

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

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 (2nds and 3rds).

Step 4: Have the student mark the 3rds with his "3rds color."

OBJECTIVE:

- Read a piece that uses 2nds, 3rds and unisons in the treble clef

DOES YOUR STUDENT HAVE?

- *Legato* articulation **Tree Frog Technique**
- Lifts between phrases
- Gentle phrase endings

Soft and shin - y Per - sian Cat likes to wear all kinds of hats.

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

Step 6: Ask the student if the two lines are the same (yes).

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

BLUEBIRD, BLUEBIRD ON MY SHOULDER
AMERICAN FOLK SONG, ARR. KNERR

UNIT 5
FOLK SONG

25

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 (D) red.

Step 4: Play m. 7-8. Student imitates until confident with this difficult spot. Draw a green practice box around this spot and tell the student to practice it 5 times each day at home before playing the entire piece.

Step 5: Student plays the entire piece by finger number.

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

OBJECTIVES:

- Review finger numbers
- Play a familiar tune

DOES YOUR STUDENT HAVE?

- Fluency in passing the melody from hand to hand

TWELVE BAR BLUES

KNERR

UNIT 5

IMPROVISATION PIECE

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

Step 1: Play the Teacher Accompaniment and improvise on the blues scale to show the student what the improvisation will sound like.

Step 2: Mark the keys of the blues scale on the piano with page marking tabs.

Step 3: The student uses Finger 2 of both hands to play any of the keys that are marked while you play the Teacher Accompaniment.

Step 4: Repeat at each lesson until the student becomes comfortable. In a group class, students can take turns improvising. Students who are watching can clap on the offbeats, beats 2 and 4.

OBJECTIVE:

- Improvise on the blues scale

DOES YOUR STUDENT HAVE?

- Rhythm that matches the accompaniment

After students have mastered **Tall Giraffe Technique** (*non legato* with an arm bounce on each note) and **Tree Frog Technique** (*legato* with an arm bounce on each note), the next articulation to master is **Soaring Bird** (*legato* with one arm motion over several notes).

For most pieces in the next few years, students will continue to play with **Tall Giraffe** and **Tree Frog Techniques**, but **Soaring Bird Technique** can be used on occasion for short, smooth phrases. This is an introduction to pure finger technique, which will become increasingly more important in the intermediate and advanced levels of playing.

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 the student's part (RH) with the following with technical components. Student imitates.

- The wrist drops on the first note and releases up on the third note
- Fingertips are firm
- Fingers are active (not smeared or overheld) in playing the keys and making clear sounds
- Thumb is relaxed
- In the air on the way to the next octave, wrist is relaxed in the air (floppy)
- Movement between octaves is arching and graceful, like a bird flying through the air

Step 3: Have the student play the LH exercise.

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

OBJECTIVES:

- Learn to play a three-note slur with one arm motion per phrase
- Practice making arching arm motions in the air when changing octaves
- Begin work on finger independence

DOES YOUR STUDENT HAVE?

- Firm fingertips
- Active fingers
- Down-up wrist motion
- Arching motions in the air between phrases

HAWK ON THE MOUNTAIN PEAK

KNERR

UNIT 5

ROTE PIECE

27

I usually teach the entire piece in one lesson.

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 piece for the student. Use a one arm motion for each phrase in m. 9-12, 17-24 (**Soaring Bird Technique**).

Step 3: Play m. 1-8. Student imitates. If the student has trouble with the rhythm, create words, such as "Mountain peak. Mountain peak" for the RH melody.

Step 4: Play m. 9-16. Student imitates. Be sure the arm is graceful and the fingers independent to avoid overholding or smearing.

Step 5: Play m. 1-16. Student imitates.

Step 6: Play m. 17-24 using good **Soaring Bird Technique**. Student imitates.

Step 7: Play m. 25-32. Student imitates.

Step 8: Student plays the piece while you narrate the words of the poem. On the repeat of m. 1-16, no narration is necessary. Just listen to the sounds. If the student wants to be the narrator, you play while the student narrates. Or the student can play and narrate at the same time.

OBJECTIVE:

- Play a Rote Piece that uses the **Soaring Bird Technique**

DOES YOUR STUDENT HAVE?

- Rhythmic playing
- Graceful **Soaring Bird Technique** in three-note slurs
- Dynamics that match the poetry

FOREST NIGHT

KNERR

UNIT 5

READING PIECE

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

Step 2: Talk about the *mf*, *mp*, and *p* dynamic markings.

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: Ask the student what intervals this piece uses (2nds and 3rds).

Step 5: Have the student mark the 3rds with his "3rds color."

OBJECTIVES:

- Read a piece that uses 2nds, 3rds and unisons in the bass clef
- Learn the symbol for the *mezzo piano* dynamic level

DOES YOUR STUDENT HAVE?

- *Legato* articulation with an arm bounce on each note
- Lifts between phrases
- Gentle phrase endings

Ow - ls hid - ing in the trees sing, "Hoo hoo" and fright - en me.

mf 3

Step 6: Have the student preview and play lines 1 and 2.

Step 7: Write "A B" under the downbeat in m. 9. Tell the student that if he stays in the same hand position in which he started and plays A B, he has to play it with fingers 4 and 5, which is not very comfortable. This is why the fingering marked for the A B is 2 3.

Step 8: Ask the student to name the intervals in m. 9-12.

Step 9: Student plays m. 9-12.

Step 10: Student plays the entire piece.

Step 11: When the student is confident, add the teacher accompaniment.

TALENT SHOW

AMERICAN FOLK SONG, ARR. FISHER & STEVENS

UNIT 5

READING PIECE

Step 1: Sing and play the piece for the student.
Ask the student which animal he hopes will win the talent show, the kangaroo, firefly, or owl? Which is his favorite animal?

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 (2nds and 3rds).

Step 4: Instruct the student to mark the 3rds with his "3rds color."

OBJECTIVES:

- Read a piece that uses 2nds, 3rds and unisons in the treble clef
- Practice the down-up wrist and arm motion on two-note slur.
- Learn the symbol for the slur

DOES YOUR STUDENT HAVE?

- Down-up in two-note slurs

The image shows a musical staff in 4/4 time with a treble clef. The first measure has a treble clef and a '2' above it. The notes are: G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter). The second measure has: D5 (quarter), E5 (quarter), F5 (quarter), G5 (quarter). The third measure has: G5 (quarter), F5 (quarter), E5 (quarter), D5 (quarter). The fourth measure has: C5 (quarter), B4 (quarter), A4 (quarter), G4 (quarter). The fifth measure has: G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter). The lyrics are: Tal - ent show! Kan - ga - roo boun ces high. Tal - ent show! Fi - re - flies spin.

Step 5: Introduce the slur, and have the student trace the slur marks with a color of his choice.

Step 6: Play m. 1. Student imitates with the same articulation (down-up on two-note slur).

Step 7: Tell the student that he is going to play the measures with the "Talent Show part" (m. 1, 3, 5, 7 with the two-note slurs), and you are going to play all the other measures. Play.

Step 8: Help the student read the measures you just played (non "Talent Show parts," m. 2, 4, 6, 8). This may be a little difficult since there are eighth notes and intervals to read. Have the student repeat each measure until he is confident.

Step 9: You play the "Talent Show parts" (m. 1, 3, 5, 7), and he plays the other parts (m. 2, 4, 6, 8).

Step 10: Student plays the entire piece.

Step 11. When the student is confident, add the teacher accompaniment.

Step 12: Challenge the student to play the piece HT in contrary motion. LH starts 4 on G.

A COWBOY'S LIFE

UNIT 5

AMERICAN FOLK SONG, ARR. KNERR, LYRICS FISHER FOLK SONG

28

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. Tell the student that this is a famous folk song from the American Old West called "Streets of Laredo." (Lyrics have been changed to make them more kid friendly.)

Step 3: Instruct 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 (B) blue and the RH starting note (G) red.

Step 4: Student finds the hand position and plays by finger number.

Step 5: When the student is confident, add the teacher accompaniment.

OBJECTIVES:

- Review finger numbers
- Play a familiar tune

DOES YOUR STUDENT HAVE?

- Singing *legato* sound

SPIKY MONSTER

KNERR & FISHER

UNIT 5

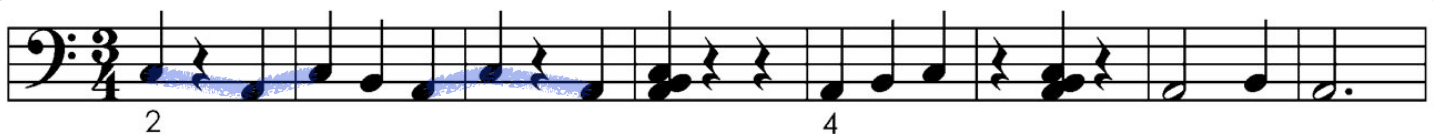
READING PIECE

Step 1: Tell the student that this is supposed to be an ugly piece because of the scary, ugly, spiky monster. Play the piece for the student and ask him if he thought it was really ugly. Make ugly cool and exciting! After all, some music is pretty, some is joyful, some is passionate, some is somber, some is angular, and some is ugly. There are all types of music in the world, so hearing and playing various types of music is important for a student's musical development.

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 (2nds and 3rds).

Step 4: Have the student mark the 3rds with his "3rds color."



Step 5: Have the student color the quarter rests yellow.

Step 6: The student previews and plays each four-measure group. Say "Rest" in the rests, and point to the notes as the student plays to keep the student in rhythm.

Step 7: Play m. 9-12 for the student with increasing dynamics and saying "Rest" in the rests. Review the dynamics. Student imitates.

Step 8: Congratulate him on how ugly that was and how it sounded just like a spiky monster!

Step 9: Student plays the entire piece.

Step 10: When the student is confident, add the teacher accompaniment, noting to the student that the teacher plays in the student's rests.

OBJECTIVES:

- Read a piece using 2nds, 3rds, and unisons in the bass clef
- Practice dynamics
- Learn the symbol for the *fortissimo* dynamic level

DOES YOUR STUDENT HAVE?

- Correct rhythm with rests
- Bouncy arm
- Dynamics in last line

MONKEY SWINGING IN A TREE

KNERR

UNIT 5

TECHNICAL EXERCISE

29

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: Practice rotating the whole forearm in the air to understand the rotating motion. Be sure the forearm and wrist are in a straight line so that the student is not twisting the wrist. The forearm and hand move as a unit.

Step 3: Play m. 1-2 for the student. Student imitates. Look for the following technical aspects:

- The forearm and hand are in a straight alignment.
- The forearm rotates as a unit.
- The rotation transfers the arm weight from one finger to the other. Play slowly first to be sure the student is using arm weight and transferring the weight.
- The hand is up over the keys so that Finger 4 is standing tall.
- Non-playing fingers are relaxed, especially the thumb.
- The sound is *legato*.

Step 4: Play m. 3-4. Student imitates.

Step 5: Play LH exercise. Student imitates.

Step 6: Play the teacher accompaniment with one hand while the other hand plays the student part an octave displaced from where the student plays.

OBJECTIVE:

- Learn rotation of the forearm

DOES YOUR STUDENT HAVE?

- Rotating forearm as a unit
- *Legato* transfer of weight from finger to finger
- Firm fingertips
- Relaxed non-playing fingers
- Hand up over the keys

I usually teach **Steps 1-7** at one lesson and **Steps 6-12** at the next lesson.

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 piece for the student.

Step 3: Play the RH m. 1-2. Student imitates. Make sure he is using good rotation. You may play the LH while teaching the student the RH part phrase by phrase, as this helps the student to hear how the hands fit together rhythmically. Refer to the score as necessary. By this point, the student is beginning to see patterns in the notation, even though he cannot yet read every note. This is an important step in confidence toward reading more complicated music.

Step 4: Play m. RH m. 5-6, noting the black key on Eb. The hand should move forward toward the fallboard to reach the Eb rather than twisting the wrist to reach the black key. Student imitates.

Step 5: Student plays m. 7-8, which is the same as m. 1-2

Step 6: Teach m. 9-13 singing, "Monkey swinging end on 3. 3 2. 2 2. C Bb" and referring to the score as necessary.

Step 7: Play LH while the student plays RH.

Step 8: Play LH m. 2-5. Student imitates.

Step 9: Play LH m. 6-7. Student imitates.

Step 10: Play LH m. 10-13 one phrase at a time. Student imitates.

Step 11: Play RH while student plays LH.

Step 12: Student plays HT.

OBJECTIVE:

- Play a Rote Piece that uses the **Monkey Swinging in a Tree Technique**

DOES YOUR STUDENT HAVE?

- Rotation
- Energetic playing