



PIANO SAFARI® SIGHT READING & RHYTHM CARDS FOR BOOK 2

TEACHER GUIDE

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PURPOSE OF THE SIGHT READING & RHYTHM CARDS

The *Sight Reading & Rhythm Cards for Book 2* provide practice for students in reading intervals and tapping rhythms.

The systematic presentation of intervals and rhythms will help the student develop fluency and confidence in his ability to read music.

These cards are an integral part to the Piano Safari® Method and should be used in conjunction with each unit of *Repertoire Book 2*. The cards correlate with the six units of *Repertoire Book 2* in the presentation of intervals.

These cards can also be used with any standard method series. They work equally well with children and with adults in private lessons or in group classes.

OVERVIEW

The **Piano Safari® Sight Reading & Rhythm Cards for Book 2** contain cards in six color coded levels (Levels F - K) that correlate with the six units in *Piano Safari® Repertoire Book 2* (Units 1 - 6). There are 16 cards per level.

Each card contains:

- Reading Exercise, either hands separately or hands together
- Rhythm Exercise

Reading Exercises: Students should pay careful attention to the indicated articulation and play with correct technique.

Rhythm Exercises: Students can tap the Rhythm Exercises on the fallboard, play on a drum, or play on the piano, choosing one note for each hand.

The top line (stems up) is for right hand. The bottom line (stems down) is for left hand.

Syllabic counting can be used first (Ta's). Then students should repeat the exercise with metric counting (numbers). Exercises are in meters of 4/4 and 3/4.

Right Hand
Reading
Exercise

Left Hand
Reading
Exercise

Rhythm
Exercise

Level F.1

1 2 3 4 1 2 3 4 1 + 2 + 3 4 1 2 3 4

HOW STUDENTS LEARN SIGHT READING & RHYTHM CARDS

Students learn the sight reading examples by reading the music notation and repeating each exercise at least three times.

The intervallic reading approach is a continuation of *Piano Safari® Sight Reading & Rhythm Cards for Book 1*, which introduced the intervals of 2nds and 3rds beginning on the Landmark Notes of Treble G and Bass C.

In the *Sight Reading & Rhythm Cards for Book 2*, students expand their reading ability to include 2nds, 3rds, 4ths, and 5ths.

The first level of cards, Level F, has exercises that begin only on the Landmark Notes of Treble G and Bass C.

In Levels G - K, exercises begin on various notes on the staff to provide practice in recognizing note names. For information on teaching Note Names on the Staff, see **Mini Essay 19: Learning Note Names on the Staff**, under Mini Essays at www.pianosafari.com.

TEXTURES FOR READING EXERCISES

Types of textures included in the Reading Exercises mirror the textures presented in *Piano Safari® Repertoire Book 2*.

- **Single Line Melodic Intervals:** Melodic intervals in a single line melody
- **Single Line Harmonic Intervals:** Harmonic intervals in a single line melody. Some exercises combine Melodic and Harmonic Intervals.
- **Melody Divided Between Hands:** One melody passed between the hands
- **Parallel Motion:** Two hands play the same melody an octave apart
- **Blocked Fifth Accompaniment:** RH melody with LH blocked fifth
- **Two-Voice Counterpoint:** Simple LH tonic and dominant accompaniment under a RH melody

MOTIVATION

Students enjoy the *Sight Reading & Rhythm Cards* because:

- Children can see their forward progress through the color coded levels. This is similar to the motivation that comes from completing levels in a video game or earning colored belts in karate.
- We often reward students with small prizes, chocolate, or stickers to further motivate them to work through the levels of cards.

ASSIGNING THE CARDS

Here are some of the successful ways we have found for working on Sight Reading Cards:

- Complete two or three cards at each lesson with the student.
- Complete a card at the lesson and assign two or three more home for practice.
- Assign three to five cards for practice, and check them quickly at the lesson.
- Have the student arrive five minutes early to preview several cards silently while you finish the previous student's lesson. Then begin the lesson with the previewed cards.
- One student stays five minutes after their lesson time, and the next student arrives five minutes early. This gives you ten minutes to work on Sight Reading Cards with the two students together. While one student is previewing an exercise on his card, the other is playing his exercise. They alternate previewing and playing. In this way, students at different levels in the Sight Reading Cards can be working at the same time.
- For group classes, students can preview and play their cards for you during the class. One student is playing while the others are practicing silently on a table top or on a keyboard.

Since each student is different, some students may learn to read fluently after one time through the stack of cards. For other children, because of their reading aptitude or age, review of past levels of cards will be helpful. Young students will especially benefit from reviewing levels. When we have students that require extra review, we present it as doing the cards again until they become easy, and we tell the student it is a way to earn extra chocolate!

LEVEL F

2NDS & 3RDS BEGINNING ON LANDMARK NOTES

Level F cards should be assigned during the study of **Unit 1** of *Repertoire Book 2*.

Level F cards have 2nds and 3rds beginning on Landmark Notes with various fingers.

Textures used in Level F are:

- Single Line Melodic Intervals
- Single Line Harmonic Intervals
- Melody Divided Between Hands

Card F.1 Single Line Melodic Intervals

Step 1: Have the student write the beginning note names in the blanks provided (G and C).

Step 2: Have the student choose a “3rds color” and mark the 3rds in the RH Reading Exercise by connecting them with a line. For the philosophy behind marking intervals, see **Mini Essay 12: Marking Intervals with Colors** at www.pianosafari.com.

OBJECTIVES:

- Read melodic 2nds and 3rds beginning on landmark notes with various fingers
- Tap rhythms HT, counting metrically

DOES YOUR STUDENT HAVE?

- Fluent reading of 2nds and 3rds
- Coordination in tapping and counting the Rhythm Exercise



Step 3: Have the student place his hand in position, with Finger 5 on Treble G. Ask him to preview the exercise silently, which we call **Practicing in your Brain**.

Step 4: When the student is ready, he plays while you use point to the notes from above to help him track. Count the long notes (Ta - 2) to help him with the rhythm.

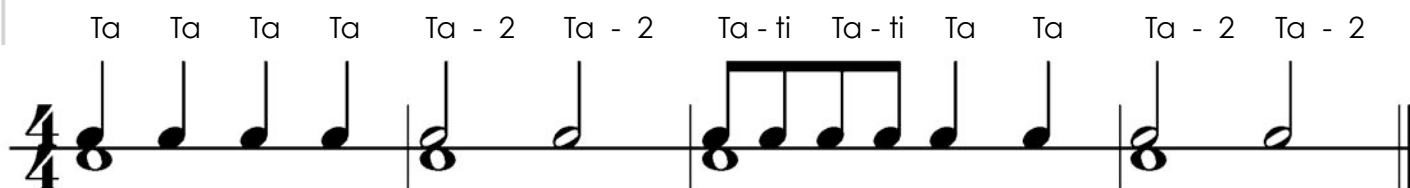
Step 5: Have the student repeat the exercise three times (or more) and write three check marks next to the exercise to show that he has played it three times. For small children, after playing each exercise three times, you can draw a picture next to the exercise (draw the student, mom, dad, cat, etc.) This is a fun way to celebrate completing each exercise.

Step 6: Repeat **Steps 1-5** with the LH Reading Exercise. Be sure the student plays *staccato* as marked. The *staccato* should be with a slight arm bounce on each note, not with finger *staccato* alone.



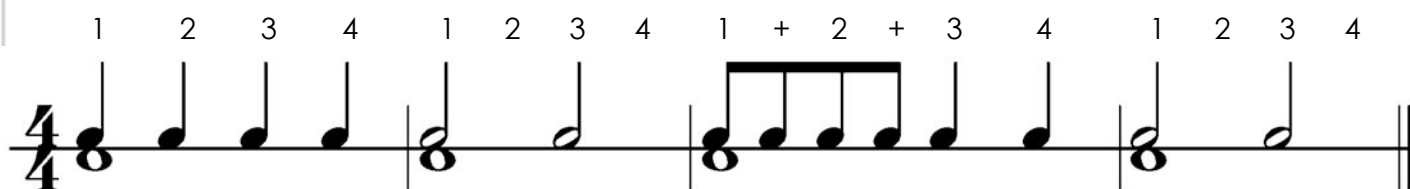
Step 7: Before completing the **Rhythm Exercise** at the bottom of the card, the student should have completed the Time Signature and Metric Counting pages at the beginning of Unit 1 in *Piano Safari Repertoire Book 2*.

Step 8: In preparation for metric counting, have the student tap hands together and count the RH part in Ta's.



Step 9: Write in the metric counting for the RH part and explain how the numbers relate to the note values as you go.

- "We are going to count to 4 in each measure because of the 4/4 Time Signature."
- "Quarter notes each last one beat. 1 2 3 4."
- "Half notes each last 2 beats, 1 2, then 3 4."
- "Two eighth notes equal one beat, so we count 1 + 2 + for the eighth notes."



Step 10: Tap and count with metric counting for the student as he listens.

Step 11: Tap and count with metric counting with the student. The more the student practices counting metrically by hearing you count and then counting with you, the more confident he will become at counting metrically. The student can also play the rhythm on a drum or play it on the piano, choosing one note for each hand.

Step 12: Have the student put checks next to the Rhythm Exercise, and move the card to the back of the stack of cards.

SUMMARY OF STEPS

In summary, the steps for completing a Sight Reading & Rhythm Card are as follows:

- **Step 1:** Preview each **Reading Exercise**. Student plays it three times. Have the student draw three checks next to the exercise.
- **Step 2:** Tap the **Rhythm Exercise** while counting Ta's for the hand that has the changing rhythm.
- **Step 3:** Write in the metric counting. Tap and count several times. Draw checks. We generally have the student tap the Rhythm Exercise one to three times as necessary.
- **Step 4:** Put the completed card at the back of the stack of cards, and move on to the next card.

These steps are for all the levels of cards, with modifications noted below based on the new reading concept and texture presented in each level.

Card F.3 Single Line Harmonic Intervals

Step 1: Students need to be adept at reading 2nds and 3rds both as melodic (consecutive) and harmonic (simultaneous) intervals. Therefore, we provide practice with both kinds of intervals.

Help the student name the first notes and write the letter names in the blanks provided. (For RH, G, up a 2nd to A).

Step 2: Ask the student to point to each harmonic interval and say whether it is a 2nd or 3rd. If he would like to mark the 3rds with his 3rds color, let him. Or challenge him to play it without marking. Small children may also want to mark the 2nds with a different color. Allowing them to do this gives them time to analyze each interval and absorb the difference in intervals. However, lead the student to not mark everything on the card, as it can become too messy to read.

OBJECTIVES:

- Read harmonic 2nds and 3rds beginning on landmark notes with various fingers
- Tap rhythms HT, counting metrically

DOES YOUR STUDENT HAVE?

- Steady rhythm
- Notes sounding exactly together in each harmonic interval
- Fluent reading of 2nds and 3rds



Step 3: Have the student play the RH Exercise three times. Write three check marks. Repeat **Steps 1-2** with LH Exercise.

Step 4: Complete the Rhythm Exercise as described in the **F.1 Card** instructions.

Card F.4 Melody Divided Between Hands

Step 1: This common texture of a melody divided between hands provides students with an opportunity to practice reading in bass and treble clefs alternately and to coordinate the two hands playing a melody.

In the blanks provided, have the student write in the letter names for the first note of each hand.

Step 2: Have the student mark the 3rds with his 3rds color.

OBJECTIVES:

- Read melodic 2nds and 3rds on the grand staff.
- Focus on each hand separately
- Pass the melody between the hands in a coordinated manner

DOES YOUR STUDENT HAVE?

- *Legato* sounds
- Singing tone
- Fluent rhythm



Step 3: Have the student find his hand position and play the exercise three times.

Step 4: Complete the Rhythm Exercise.

LEVEL F SUMMARY

Here is a list of the textures for each card in Level F.

CARD	TYPE	METER
F.1	Single Line Melodic Intervals	4/4
F.2	Single Line Melodic Intervals	3/4
F.3	Single Line Harmonic Intervals	4/4
F.4	Melody Divided Between Hands	3/4
F.5	Single Line Melodic Intervals	4/4
F.6	Single Line Melodic Intervals	3/4
F.7	Melody Divided Between Hands	4/4
F.8	Single Line Harmonic Intervals	3/4
F.9	Single Line Melodic Intervals	4/4
F.10	Single Line Melodic Intervals	3/4
F.11	Melody Divided Between Hands	4/4
F.12	Single Line Harmonic Intervals	3/4
F.13	Single Line Melodic Intervals	4/4
F.14	Single Line Melodic Intervals	3/4
F.15	Single Line Harmonic Intervals	4/4
F.16	Melody Divided Between Hands	3/4

LEVEL G

2NDS & 3RDS BEGINNING ON VARIOUS NOTES ON THE STAFF

Level G cards should be assigned during the study of **Unit 2** of *Repertoire Book 2*.

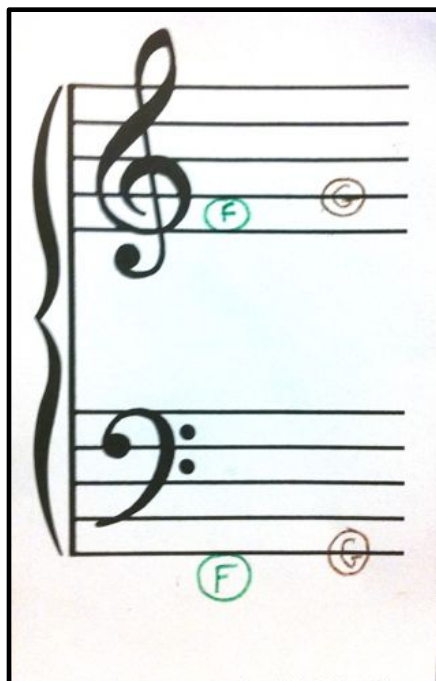
Level G cards begin on various notes rather than on Landmark Notes. Students should complete the Notes on the Staff pages at the beginning of Unit 2 in *Piano Safari Repertoire Book 2* to prepare for these cards.

Please read **Mini Essay 19: Learning Note Names on the Staff**, and watch the **Instructional Video: Note Names on the Staff**. Both are available at pianosafari.com.

I give a **Guide Card** with F and G highlighted to help the student name the notes in the *Sight Reading & Rhythm Cards* and in *Repertoire Book 2*.

Textures used in Level G are:

- Single Line Melodic Intervals
- Single Line Harmonic Intervals (with some exercises combining melodic and harmonic intervals)
- Melody Divided Between Hands
- **NEW!** Parallel Motion



Card G.1 Single Line Melodic Intervals

Step 1: Have the student mark the 3rds in the RH Reading Exercise by connecting 3rds with his 3rds color.

Occasionally, ask the student if he would like to try the exercise without marking the 3rds. Eventually he will say yes and be able to play without marking the 3rds.

If he says, "No," continue to let him mark the 3rds until he feels ready to play without marking.

If he does not want to mark the 3rds but cannot successfully play without marking, have him mark the 3rds.

OBJECTIVES:

- Read 2nds and 3rds beginning on various notes on the staff
- Name the starting notes
- Refine technique and articulation
- Tap rhythms HT, counting metrically

DOES YOUR STUDENT HAVE?

- Understanding of the Skips Alphabet to find the starting note
- Clear articulation and good technique
- Fluent reading of 2nds and 3rds
- Coordination in tapping and counting the Rhythm Exercise

- Read 2nds and 3rds beginning on various notes on the staff
- Name the starting notes
- Refine technique and articulation
- Tap rhythms HT, counting metrically

DOES YOUR STUDENT HAVE?

- Understanding of the Skips Alphabet to find the starting note
- Clear articulation and good technique
- Fluent reading of 2nds and 3rds
- Coordination in tapping and counting the Rhythm Exercise



Step 2: Help the student find the first note by having him find the Treble G line and playing down a 2nd to see that the first note is F.

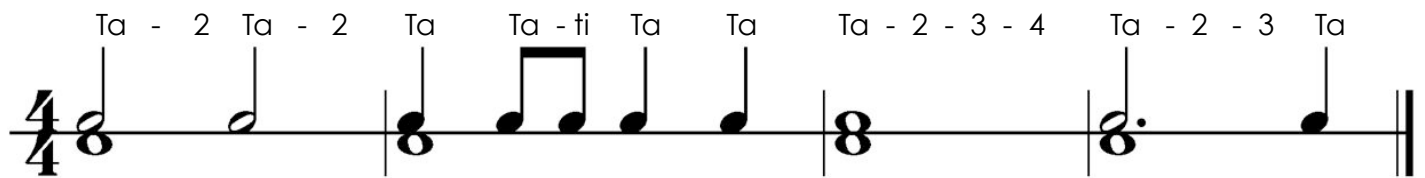
Step 3: Have him **Practice in His Brain** and then play the exercise three times. Be sure he is playing *legato* with an arm bounce on each note (Tree Frog Technique). Have him draw three checks next to the exercise to show he has played it three times.

Step 4: Repeat **Steps 1-4** with the LH Reading Exercise. This exercise lends itself well to a story to explain the contour of the melody. In this exercise, "Do you see the Zechariah Zebra rhythm?" (m. 3). "This exercise is like Zechariah Zebra going up a hill with 2nds (m. 1). Then he plays his name (m. 3) and then slides back down the hill with 3rds (m. 4)."



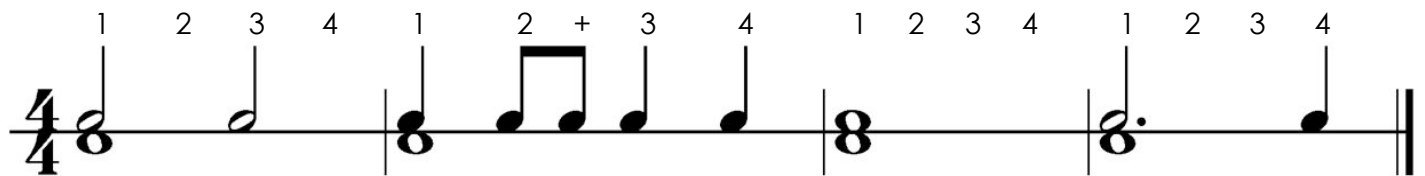
Step 5: For the Rhythm Exercise, tap and count the RH part (top line, stems up) with Ta's.

Step 6: Tap the LH while the student taps and counts the RH with Ta's. Switch parts.



Step 7: The student taps hands together and counts the RH part in Ta's.

Step 8: Help the student write in the metric counting for the RH part, noting that this exercise is in 4/4, so we count to 4 in each measure.



Step 9: Tap and count HT with metric counting for the student as he listens.

Step 10: Tap and count HT with metric counting with the student. Put check marks as you repeat. Many children will be able to tap hands together without all the steps listed. Do the steps your student needs.

Card G.5 Parallel Motion

Step 1: Parallel Motion is the new texture introduced in Level G. Parallel motion playing occurs in many pieces in the elementary and intermediate levels. This coordination is important to piano technique.

Have the student mark the 3rds with his 3rds color.

Step 2: Help the student identify the first notes by using the Guide Card. Astute students will notice that since this exercise is in parallel motion, the hands play the same notes, and the 3rds are in the same place in each hand.

OBJECTIVES:

- Read harmonic 2nds and 3rds on the grand staff.
- Play hands together in parallel motion at the octave.

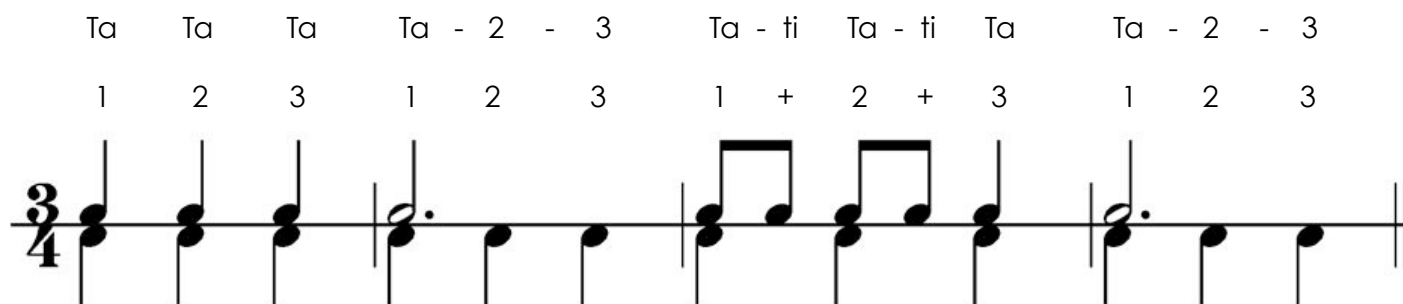
DOES YOUR STUDENT HAVE?

- Steady rhythm
- Confident reading of 2nds and 3rds



Step 3: Have the student find his hand position and play the exercise three times.

Step 4: Complete the Rhythm Exercise, noting that we count to 3 because we are in 3/4.



LEVEL G SUMMARY

Here is a list of the textures for each card in Level G.

CARD	TYPE	METER
G.1	Single Line Melodic Intervals	4/4
G.2	Parallel Motion	3/4
G.3	Single Line Melodic and Harmonic Intervals	4/4
G.4	Melody Divided Between Hands	3/4
G.5	Parallel Motion	4/4
G.6	Single Line Melodic Intervals	3/4
G.7	Melody Divided Between Hands	4/4
G.8	Single Line Melodic and Harmonic Intervals	3/4
G.9	Single Line Melodic Intervals	4/4
G.10	Parallel Motion	3/4
G.11	Single Line Harmonic Intervals	4/4
G.12	Melody Divided Between Hands	3/4
G.13	Parallel Motion	4/4
G.14	Single Line Melodic Intervals	3/4
G.15	Melody Divided Between Hands	4/4
G.16	Single Line Melodic and Harmonic Intervals	3/4

LEVEL H

3RDS & 5THS

Level H cards should be assigned during the study of **Unit 3** of *Repertoire Book 2*.

Level H cards have Reading Exercises that use 3rds and 5ths exclusively. We have found that this level is very easy for students, as 3rds and 5ths are easy to read. This level boosts the confidence of students who find that they are able to move through these cards quickly and easily.

Because the intervals are easier to read for students, sharps and flats are also introduced in this level. Students should complete the Sharps and Flats page as well as the Interval of a 5th pages at the beginning of Unit 3 in *Piano Safari Repertoire Book 2*.

Textures used in Level H are:

- Single Line Melodic Intervals
- Single Line Harmonic Intervals (with some exercises combining melodic and harmonic intervals)
- Melody Divided Between Hands
- Parallel Motion
- **NEW!** Blocked Fifth Accompaniment

Card H.1 Single Line Melodic Intervals

Step 1: Have the student choose a "5ths color" (different from the "3rds color") and mark the 5ths. Tell him that since Level H cards just use 3rds and 5ths, it is not necessary to mark the 3rds.

OBJECTIVES:

- Read 5ths and 3rds beginning on various notes on the staff
- Name the starting notes

DOES YOUR STUDENT HAVE?

- Clear articulation
- Playing on the corner of the thumb and 5th finger when playing 5ths so that Fingers 1 and 5 are not flat



Step 2: Help the student figure out the names of the first notes by using his Skips Alphabet and counting up from the F space.

Step 3: The student plays the exercise three times. Be sure he is playing tall on Fingers 1 and 5 rather than flat on their sides. However, Finger 5 should not be too tall, or it will be tight.

Step 4: For the LH Exercise, have the student mark the 5ths with his 5ths color and find the name of the first note by using the Skips Alphabet to skip up from bottom space F.

Step 5: Have him color the rests.



Step 6: As the student plays, tap the rests and say "Rest" to help him feel the rhythm of the rests. Astute students will notice that the beginning is similar to the Zechariah Zebra section of "Safari Friends," the first piece in *Piano Safari Repertoire Book 2*.

Step 7: The student plays the exercise three times and then completes the Rhythm Exercise.

Card H.5 Blocked Fifth Accompaniment

Step 1: Blocked Fifth Accompaniment is the new texture introduced in Level H. Flats and Sharps are also introduced in Level H. This exercise has a sharp.

Have the student point out the 5ths and 3rds. These 5ths are easy to see, so it is not necessary to mark them.

Step 2: Help the student find the names of the first notes using the Guide Card.

Step 3: Help the student find the sharp note for Finger 3. Remind him that sharps last through the whole measure, which means that m. 3 has two F#'s.

Step 4: The student plays the exercise three times. Listen for balance between melody and accompaniment. If this is difficult, have the student ghost the LH (play it silently) while playing the RH with full tone. Then gradually add sound the the LH until the balance is correct.

Step 5: Complete the Rhythm Exercise.

OBJECTIVES:

- Coordinate melody and accompaniment
- Balance melody and accompaniment
- Read sharps on the staff.

DOES YOUR STUDENT HAVE?

- Good hand shape when playing 5ths
- Louder RH to balance with quieter LH

The musical score is written for a piano in 4/4 time, featuring a blocked fifth texture. The right hand (RH) plays a melody in the treble clef, and the left hand (LH) plays a bass line in the bass clef. The melody consists of quarter notes in the first two measures, followed by eighth notes in the third measure, and a whole note in the fourth measure. The bass line consists of whole notes in all four measures. The notes in the RH are D4, E4, F#4, G4, A4, B4, C5, and D5. The notes in the LH are D3, E3, F#3, G3, A3, B3, C4, and D4. The key signature has one sharp (F#). The time signature is 4/4. Fingerings are indicated: RH (5, 1, 3, 4, 2, 3, 4, 5) and LH (1, 5, 3, 4, 2, 3, 4, 5). The notes are labeled with their letter names and accidentals: A, D, F#, G, A, B, C, D for the RH and D, E, F#, G, A, B, C, D for the LH.

Card H.6 Single Line Melodic Intervals

Step 1: This exercise has a flat.

Have the student point out the measures with 3rds and the measures with 5ths.

Step 2: Help the student find the names of the first notes using the Guide Card.

Step 3: The student plays the exercise three times.

Step 4: The LH Exercise contains a flat. Have the student find the Ab with finger 3 before playing the exercise. The student should point out the measures with 3rds and the measures with 5ths before playing.

Step 5: Complete the Rhythm Exercise.

OBJECTIVES:

- Read flats on the staff

DOES YOUR STUDENT HAVE?

- Clear articulation
- Bouncy arm in the fast notes

1 F 3rd 5th 5th 3rd

5th 3rd 5th 5th

5 F

LEVEL H SUMMARY

Here is a list of the textures for each card in Level H.



CARD	TYPE	METER
H.1	Single Line Melodic Intervals	4/4
H.2	Single Line Harmonic Intervals	3/4
H.3	Parallel Motion	4/4
H.4	Melody Divided Between Hands	3/4
H.5	Blocked Fifth Accompaniment	4/4
H.6	Single Line Melodic Intervals	3/4
H.7	Single Line Melodic and Harmonic Intervals	4/4
H.8	Parallel Motion	3/4
H.9	Melody Divided Between Hands	4/4
H.10	Blocked Fifth Accompaniment	3/4
H.11	Single Line Melodic Intervals	4/4
H.12	Single Line Melodic and Harmonic Intervals	3/4
H.13	Parallel Motion	4/4
H.14	Melody Divided Between Hands	3/4
H.15	Blocked Fifth Accompaniment	4/4
H.16	Single Line Melodic Intervals	3/4

LEVEL I

2NDS, 3RDS, & 5THS

Level I cards should be assigned during the study of **Unit 4** of *Repertoire Book 2*.

Level I cards have Reading Exercises that use 2nds, 3rds, and 5ths.

The   rhythm is introduced in this level. The student should complete the New Rhythm page and the Interval pages at the beginning of Unit 4 in *Repertoire Book 2*.

Textures used in Level I are:

- Single Line Melodic Intervals
- Single Line Harmonic Intervals (with some exercises combining melodic and harmonic intervals)
- Melody Divided Between Hands
- Parallel Motion
- Blocked Fifth Accompaniment
- **NEW!** Two-Voice Counterpoint

Card I.1 Single Line Melodic Intervals

Step 1: Have the student mark the 5ths with his 5ths color if desired. At this point, he should no longer need to mark 3rds. Have him look through the exercise and point out the 2nds and 3rds also.

Step 2: Have him name the starting note and identify the flat. He then plays the exercise three times.

OBJECTIVES:

- Read 2nds, 3rds, and 5ths beginning on various notes on the staff
- Practice tapping the dotted quarter eighth rhythm metrically

DOES YOUR STUDENT HAVE?

- Confidence in tapping and counting dotted quarter eighth rhythm
- Fluency in combining 2nds, 3rds, and 5ths.

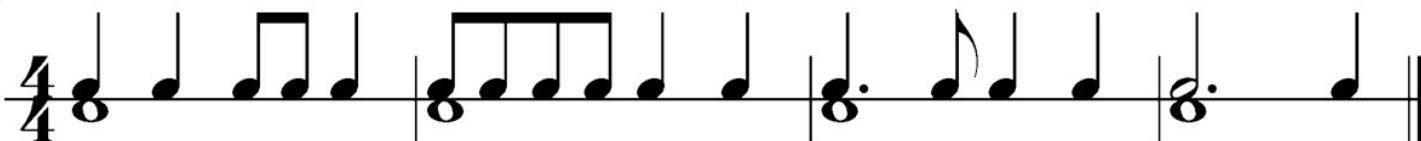


Step 3: Repeat **Steps 1-2** with the LH exercise.



Step 4: For the Rhythm Exercise, the student can count in Ta's and with numbers.

Ta	Ta	Ta - ti	Ta	Ta - ti - Ta - ti	Ta	Ta	Ta - ah - ti	Ta	Ta	Ta - 2 - 3	Ta
1	2	3 + 4		1 + 2 + 3	4		1 + 2 + 3	4		1 2 3 4	



Card I.10 Two-Voice Counterpoint

Step 1: Mastering two-voice counterpoint is essential for playing Classical and Baroque pieces at the late elementary level and beyond and is a texture that is more difficult than it looks. This texture is introduced in the Level I cards.

Have the student name the first notes and mark the 5ths. Have him point out the 2nds and find the one 3rd.

Step 2: Have the student play the LH while you play the RH. Switch parts.

Step 3: If the student has trouble playing the counterpoint hands together, have him write in the finger numbers for the downbeats of each measure in each hand.

Step 4: Have the student play the first beat of each measure. After this is secure, he can add the rest of the notes in the exercise.

OBJECTIVES:

- Practice playing simple two-voice counterpoint

DOES YOUR STUDENT HAVE?

- Fluency in reading two-voice counterpoint
- Beautiful phrasing
- Balance between the hands



Step 5: Complete the Rhythm Exercise.

LEVEL I SUMMARY

Here is a list of the textures for each card in Level I.

CARD	TYPE	METER
I.1	Single Line Melodic Intervals	4/4
I.2	Parallel Motion	3/4
I.3	Single Line Melodic and Harmonic Intervals	4/4
I.4	Melody Divided Between Hands	3/4
I.5	Blocked Fifth Accompaniment	4/4
I.6	Single Line Melodic Intervals	3/4
I.7	Parallel Motion	4/4
I.8	Single Line Harmonic Intervals	3/4
I.9	Melody Divided Between Hands	4/4
I.10	Two-Voice Counterpoint	3/4
I.11	Single Line Melodic Intervals	4/4
I.12	Parallel Motion	3/4
I.13	Single Line Harmonic Intervals	4/4
I.14	Melody Divided Between Hands	3/4
I.15	Two-Voice Counterpoint	4/4
I.16	Blocked Fifth Accompaniment	3/4

LEVEL J

4THS & 2NDS

Level J cards should be assigned during the study of **Unit 5** of *Repertoire Book 2*.

Level J cards have Reading Exercises that use 4ths and 2nds exclusively.

4ths are the last interval presented because they are the most difficult interval to recognize.

Textures used in Level J are:

- Single Line Melodic Intervals
- Single Line Harmonic Intervals (with some exercises combining melodic and harmonic intervals)
- Melody Divided Between Hands
- Parallel Motion
- Blocked Fifth Accompaniment
- Two-Voice Counterpoint

Card J.1 Single Line Melodic Intervals

Step 1: Have the student choose a 4ths color and mark the 4ths in the RH Reading Exercise.

Step 2: Help the student find the name of the first note. "Treble G, up a 2nd to A."

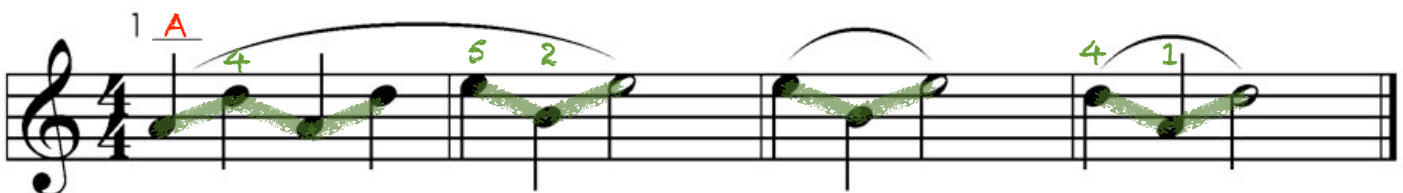
Step 3: Have the student preview and play the exercise. Be sure is is using rotation to walk from finger to finger with a *legato* sound. The fingertips should be firm, and the hand should up over the keys. Help the student recognize the finger combinations for 4ths, Fingers 1 4 and 2 5. He may mark them if desired.

OBJECTIVES:

- Read 4ths and 2nds

DOES YOUR STUDENT HAVE?

- Rotation between the 4ths
- Strong fingertips
- Fluency in recognizing 4ths
- Understanding of the two fingering combinations for 4ths, Fingers 1 4 and 2 5.



Step 4: Complete the LH Exercise and Rhythm Exercise.

LEVEL J SUMMARY

Here is a list of the textures for each card in Level J.

CARD	TYPE	METER
J.1	Single Line Melodic Intervals	4/4
J.2	Parallel Motion	3/4
J.3	Single Line Melodic and Harmonic Intervals	4/4
J.4	Melody Divided Between Hands	3/4
J.5	Two-Voice Counterpoint	4/4
J.6	Single Line Melodic Intervals	3/4
J.7	Parallel Motion	4/4
J.8	Single Line Melodic and Harmonic Intervals	3/4
J.9	Melody Divided Between Hands	4/4
J.10	Two-Voice Counterpoint	3/4
J.11	Single Line Melodic Intervals	4/4
J.12	Parallel Motion	3/4
J.13	Single Line Melodic and Harmonic Intervals	4/4
J.14	Melody Divided Between Hands	3/4
J.15	Two-Voice Counterpoint	4/4
J.16	Parallel Motion	3/4

LEVEL K

2NDS, 3RDS, 4THS, & 5THS

Level K cards should be assigned during the study of **Unit 6** of *Repertoire Book 2*.

Level K cards have Reading Exercises that combine 2nds, 3rds, 4ths, and 5ths, completing the intervals presented in *Piano Safari® Repertoire Books 1 and 2*.

Textures used in Level K are:

- Single Line Melodic Intervals
- Single Line Harmonic Intervals (with some exercises combining melodic and harmonic intervals)
- Melody Divided Between Hands
- Parallel Motion
- Blocked Fifth Accompaniment
- Two-Voice Counterpoint

Card K.1 Single Line Melodic Intervals

Step 1: Have the student mark 4ths or 5ths as necessary and point out the 2nds and 3rds.

Step 2: Have the student name of the first note.

Step 3: With complicated exercises like this one, it may be helpful to have the student tap the rhythm while you play it once. Then have him play it. He should also remember to practice each exercise in his brain before playing.

OBJECTIVES:

- Combine intervals learned to this point
- Name the starting notes
- Review all the textures presented in the cards

DOES YOUR STUDENT HAVE?

- Fluency in reading 2nds, 3rds, 4ths, and 5ths
- Fluency in playing all textures



Step 4: Repeat similarly with the LH Exercise and complete the Rhythm Exercise.

LEVEL K SUMMARY

Here is a list of the textures for each card in Level K.

CARD	TYPE	METER
K.1	Single Line Melodic Intervals	4/4
K.2	Parallel Motion	3/4
K.3	Single Line Harmonic Intervals	4/4
K.4	Melody Divided Between Hands	3/4
K.5	Blocked Fifth Accompaniment	4/4
K.6	Single Line Melodic Intervals	3/4
K.7	Parallel Motion	4/4
K.8	Single Line Harmonic Intervals	3/4
K.9	Melody Divided Between Hands	4/4
K.10	Two-Voice Counterpoint	3/4
K.11	Single Line Melodic Intervals	4/4
K.12	Parallel Motion	3/4
K.13	Single Line Melodic and Harmonic Intervals	4/4
K.14	Melody Divided Between Hands	3/4
K.15	Two-Voice Counterpoint	4/4
K.16	Blocked Fifth Accompaniment	3/4