An All-in-One Beginner Piano Course

Written and Illustrated by Andrew Fling

Worksheets Included
Level 1A All-in-One Beginner Piano Course

Instructions for Use

1. This beginner level piano book is intended for students with no prior musical experience. Each lesson is carefully sequenced to insure maximum success.

2. Many of the pieces in this method have partner pieces. They allow students to focus on developing specific skills, such as rhythm or meter, and should be practiced together.

3. Theory lessons, such as *Color That Note!* and *It All Adds Up!*, should be explained and started during the lesson, and then completed at home. Additional theory worksheets and games may be printed from the MakingMusicFun.net website.

4. Alfred’s Basic Piano Library Lesson Book Level 1B is recommended upon completion of this course.

Written and Illustrated by Andrew Fling

First Edition
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**THE PIANO KEYBOARD**

The piano keyboard is made up of white and black keys. The black keys are grouped in sets of 2 and sets of 3.

![Piano keyboard image]

Draw a circle around the black keys in sets of two, and a square around the black keys in sets of three.

The key to the left of the set of two black keys is **C**. One of them already has the alphabet letter **C** on it. Find and label the other one.

![Piano keyboard image with C labeled]

The C in the middle of your piano is called **MIDDLE C**. Find and play that one. Then find and play all the rest.

**THE STAFF**

The staff is made up of five lines and four spaces.

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These lines and spaces show us which notes to play. The higher the notes are on the staff, the higher they sound.
When a TREBLE CLEF appears on the staff the notes will be high. You will typically play these notes with your RIGHT HAND.

When a BASS CLEF appears on the staff the notes will be low. You will typically play these notes with your LEFT HAND.

The Grand Staff
The grand staff combines the TREBLE CLEF STAFF (top) and BASS CLEF STAFF (bottom) with a brace and bar line.

RHYTHM
Music is made up of patterns of short and long rhythms and rests. The rhythms and rests in this book are the WHOLE NOTE/REST, the DOTTED HALF NOTE, the HALF NOTE/REST and the QUARTER NOTE/REST.

- The WHOLE NOTE lasts for 4 BEATS (Count 1-2-3-4).
- The DOTTED HALF NOTE lasts for 3 BEATS (Count 1-2-3).
- The HALF NOTE lasts for 2 BEATS (Count 1-2).
- The QUARTER NOTE lasts for 1 BEAT (Count 1).
The WHOLE REST lasts for the **WHOLE MEASURE** no matter how many beats there are.

The HALF REST lasts for **2 BEATS** (Count 1-2).

The QUARTER REST lasts for **1 BEAT** (Count 1).

**TIME SIGNATURE**
Each piece of music that you play has two numbers at the beginning that look like a fraction (but it's not). It's a **TIME SIGNATURE**.

The **TOP NUMBER** tells you how many beats there are in each measure. The **BOTTOM NUMBER** tells you what kind of note gets the beat.

\[ \frac{4}{4} \] 4 beats in each measure

The **QUARTER NOTE** gets the beat

**PIANO FINGERING**
Learning the correct fingers to play the notes of a piece of music is an important part of perfecting that piece of music. The music in this book includes numbers above and below the grand staff. These numbers correspond to the five fingers of the right and left hand.

Thumb (1), Index Finger (2), Middle Finger (3), Ring Finger (4) and Pinky (5)

Write the correct finger numbers on the fingers of the right and left hand.

That's the basics. Complete the **Color That Note! Note Naming Activity/Treble Clef** lesson on page 5 to learn your first five notes, and you will be ready for your first piece.
Instructions
Choose 5 crayons. Next, color over the first 5 whole notes (C-G) with a different color for each note. (Example: C is blue, D is red, etc.) Then identify each note with its correct alphabet letter, and color them the same color that you did for the first five notes.
Notes represent **SOUND.**

This is the **QUARTER NOTE.** It gets **ONE BEAT** of sound.

How many quarter notes do you see? ____
How many beats does a quarter note get? ____

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**I Like Being Me** is the partner piece to **Georgie Porgie.** Assigning these songs together will allow students the best opportunity to drill the *quarter note* and the rhythmic phrases that appear in both pieces.

**Teacher Hint:** Ask student to identify measures with similar rhythms, and then teach them together.
This is a **HALF NOTE.** It gets **TWO BEATS** of sound.

How many half notes do you see? _____
How many beats does a half note get? _____

Words by Mother Goose

**Moderato**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>♪</td>
<td>♪</td>
<td>♪</td>
<td>♪</td>
</tr>
<tr>
<td>Geor-gie Por-gie</td>
<td>pudding and pie,</td>
<td>kissed the girls and</td>
<td>made them cry.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>2</th>
<th>5</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>♪</td>
<td>♪</td>
<td>♪</td>
<td>♪</td>
</tr>
<tr>
<td>When the boys came out to play,</td>
<td>Geor-gie Por-gie</td>
<td>ran a-way</td>
<td></td>
</tr>
</tbody>
</table>

**Georgie Porgie** is the partner piece to **I Like Being Me.**

**Teacher Hint:** Ask student to identify measures with similar rhythms, and then teach them together.
**COLOR THAT NOTE!**

Note Naming Activity | Bass Clef (F Clef) | C Position

**Instructions**
Choose 5 crayons. Next, color over the first 5 whole notes (C-G) with a different color for each note. (Example: C is blue, D is red, etc.) Then identify each note with its correct alphabet letter, and color them the same color that you did for the first five notes.
I Like Being Me
(Bass Clef)

C Position

This is the **WHOLE NOTE**. It gets **FOUR BEATS** of sound.

How many whole notes do you see? _____
How many beats does a whole note get? _____

Moderato

When I play piano I like being me.

*I Like Being Me (Bass Clef)* is the partner piece to *Mary at the Kitchen Door*.

**Teacher Hint:** Ask student to sing the alphabet letters of the notes as they play them as another opportunity to drill note names.
Mary at the Kitchen Door is the partner piece to I Like Being Me (Bass Clef).

Teacher Hint: Ask student to say “half-note” each time they play a half note. Substituting this two syllable spoken phrase for counting may dramatically increase their ability to perform this rhythm accurately.
It All Adds Up!
Rhythm Worksheet/Whole, Half and Quarter Notes

Instructions
Provide the answers for the first column of "music math facts" (Example: \( \text{\textbullet} + \text{\textbullet} = 2 \)). Then try to beat your score with more correct answers, or by racing the clock to complete the second and third columns in record time.

\[
\begin{array}{llll}
\text{\textbullet} + \text{\textbullet} &=& \text{\textbullet} + \text{o} &=& \text{\textbullet} + \text{o} = \\
\text{o} + \text{\textbullet} &=& \text{\textbullet} + \text{o} &=& \text{\textbullet} + \text{o} = \\
\text{\textbullet} + \text{o} &=& \text{\textbullet} + \text{o} &=& \text{\textbullet} + \text{o} = \\
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\text{\textbullet} + \text{o} &=& \text{\textbullet} + \text{o} &=& \text{\textbullet} + \text{o} =
\end{array}
\]

Score: _____ of 10  Score: _____ of 10  Score: _____ of 10

Bonus Question:
\[
\text{o} + \text{o} + \text{o} + \text{o} + \text{o} + \text{o} + \text{o} + \text{o} + \text{o} + \text{o} =
\]
A dot above or below a note indicates that the note should be played **STACATTO**.

Stacatto is an Italian term which means **SHORT**.

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**Tick-Tock**

Words and Music by Andrew Fling

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**Tick-Tock** is the partner piece to **Hot Cross Buns**.

**Teacher Hint:** Staccato notes sound a lot like popcorn popping when played correctly. Using the phrase, “popcorn notes”, will help students understand how to perform these short and lively notes.
These are TEMPO MARKINGS. They tell you how fast or slow to play the music.

ADAGIO is Italian for SLOW. ANDANTE is Italian for WALKING SPEED. MODERATO is Italian for MODERATELY. ALLEGRO is Italian for FAST.

Hot Cross Buns is the partner piece to Tick-Tock.

Teacher Hint: Ask student to say, “half-note - half-note - hold-that-whole-note” as they play measures 1-2, 3-4 and 7-8. The use of these phrases will encourage a correct rhythmic performance.
This is a **DYNAMIC MARKING**. It tells us how loud or soft to play the music.

- **p** stands for **PIANO** which means **SOFT**.
- **mp** stands for **MEZZO PIANO** which means **MEDIUM SOFT**.
- **mf** stands for **MEZZO FORTE** which means **MEDIUM LOUD**.
- **f** stands for **FORTE** which means **LOUD**.

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Moderato

Words and Music by Andrew Fling

Praise Him with trumpets, Praise to the King.

God of our Fathers, Let us sing.

---

*Let Us Sing!* is the partner piece to *I Like Bananas.*
A curved line above or below two or more notes that are different is a **SLUR**. Slurs make notes smooth and connected.

How many slurs do you see? _____  
How will you play these notes differently? _____

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**I Like Bananas** is the partner piece to **Let Us Sing**!

**Teacher Hint**: Students struggle to play with rounded fingers. Identifying common problems with phrases like **Flamingo Fingers** (bending fingers in the opposite direction like flamingo’s bends their legs) or **Mummy Fingers** (straight fingers) can make your instruction more memorable and way more fun!
This is a **SHARP**. It raises notes one **HALF STEP**. (On a piano keyboard, the very next key to the left or right is a half step.)

How many F#'s do you see? _____
Which fingers will you use to play this new note? _____

Cobbler, Cobbler, mend my shoe.
Have it done by half past two.

Half past two is far too late.
Have it done by half past eight.

*Cobbler, Cobbler* is the partner piece to *Mr. Botter’s Cat*.

**Teacher Hint:** Ask student to identify the recurring rhythmic pattern (seven quarter notes followed by a quarter rest). Recognizing this pattern will greatly enhance their ability to perform this piece.
Mr. Botter’s Cat

Andante

Words and Music by Andrew Fling

Mr. Botter’s Cat is the partner piece to Cobbler, Cobbler.

*Left Hand crosses over Right Hand.
POP! GOES THE WEASEL

C Position

Andante

17th Century English Nursery Rhyme

POP! Goes the Weasel is a partner piece with Higglety, Pigglety, Pop.

*Left Hand crosses over Right Hand.
Higglety, Pigglety, Pop

Andante

Higglety, pigglety pop.

The dog has eaten the mop.

The pig's in a hurry, the cat's in a flurry.

Higglety, pigglety pop.

Higglety, Pigglety, Pop is a partner piece with Pop! Goes the Weasel.
**COLOR THAT NOTE!**
Note Naming Activity | Treble Clef (G Clef)/G Position

**Instructions**
Choose 5 crayons. Next, color over the first 5 whole notes (G-D) with a different color for each note. (Example: G is blue, A is red, etc.) Then identify each note with its correct alphabet letter, and color them the same color that you did for the first five notes.
COLOR THAT NOTE!
Note Naming Activity | Bass Clef (F Clef)/G Position

Instructions
Choose 5 crayons. Next, color over the first 5 whole notes (G-D) with a different color for each note. (Example: G is blue, A is red, etc.) Then identify each note with its correct alphabet letter, and color them the same color that you did for the first five notes.
Moderato

**Little Boy Blue**

This is a **TIE**. It joins the value of two notes together.

\[ \text{\textbf{G Position}} \]

**Words by Mother Goose**

Little boy blue come blow your horn, the sheep's in the meadow, the cow's in the corn.

Where is the boy that tends the sheep?

Under the haystack, fast asleep.

*Little Boy Blue* is the partner piece to *Miss O’Leary’s Cow*.
Andante

Miss O’Lear'y's cow was brown,

When she took it in to town.

She came back and it was pink. And

gave you strawberry milk to drink.

Miss O’Leary’s Cow is the partner piece to Little Boy Blue.
Test your skills by labeling the white keys on this keyboard.

Andante

Words by Nathanial Hawthorne

\[
\text{Daffydowndilly} \quad \text{has come to town,}
\]

\[
\text{Daffydowndilly} \quad \text{in a yellow petti-coat,}
\]

\[
\text{Daffydowndilly} \quad \text{and a green gown.}
\]

Daffydowndilly is the partner piece to Old King Cole.
Old King Cole was a merry old soul, and a
merry old soul was he. He
called for his pipe, and he called for his bowl, and he
called for his fiddlers three.

Old King Cole is a partner piece with Daffydowndilly.
DIDDLE, DIDDLE DUMPLING

C Position

Allegro

Diddle, diddle dumpling, my son John,

Went to bed with his trousers on.

One shoe off and one shoe on,

Diddle, diddle dumpling, my son John.

*Diddle, Diddle Dumpling* is a partner piece with *Pretty Princess.*
Pretty Princess

Rhythm Review

How many quarter notes do you see? _____
How many beats does a quarter note get? _____

Pretty Princess is the partner piece to Diddle, Diddle Dumpling.

Teacher Hint: Ask student to identify measures with similar rhythms, and then teach them together.
**Jingle Bells**

*Words and Music by James Lord Pierpont*

**G Position Review**

**Allegro**

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Jingle bells, jingle bells, jingle all the way,

Oh what fun it is to ride in a one horse open sleigh,

Jingle bells, jingle bells, jingle all the way,

Oh what fun it is to ride in a one horse open sleigh.
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*Jingle Bells* is a partner piece with *Snake Dance.*
This is FLAT. It lowers notes one HALF STEP. (On a piano keyboard, the very next key to the left or right is a half step.)

How many B♭'s can you count? _____
What finger will you play this new note with? _____

Snake Dance is a partner piece with Jingle Bells.

Teacher Hint: Ask student to identify other flat notes on the piano keyboard to demonstrate their understanding.
This certificate certifies that

[Name] has successfully completed

MMF! Level IA Piano Course

Date

Teacher