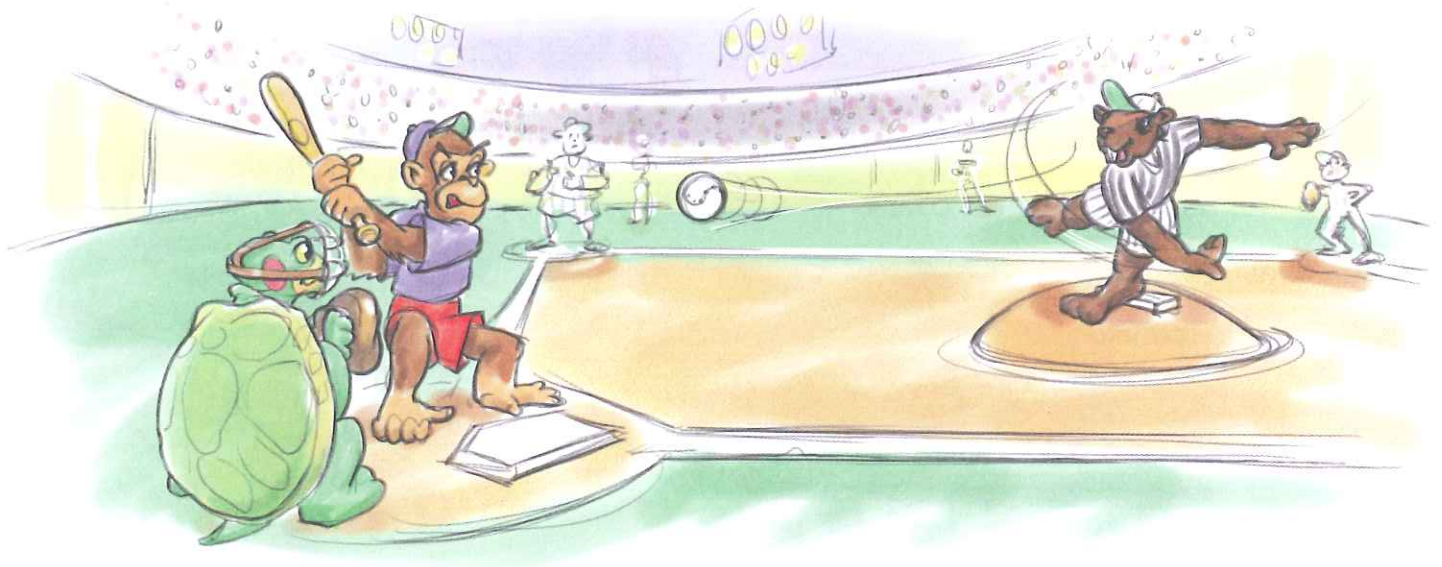


# Unit 5 Middle C Position



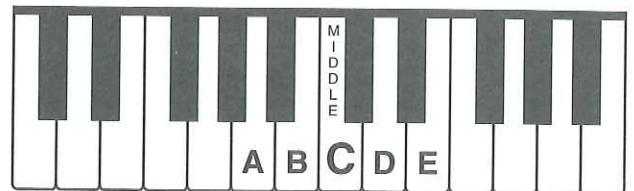
## Batter Up!

1. Clap (or tap) & count.
2. Play & count.
3. Play & say note names.
4. Play & sing the words.

Follow these steps for each new piece.

The C nearest the middle of the keyboard is called "Middle C."

### MIDDLE C POSITION



LH = 3 2 ① 2 3 = RH

THUMBS on MIDDLE C

GM/CD 2-1 (42)

**RH** 1 2 3 | 3 2 1

*f* C D E | E D C

1. Bat - ter up! Bat - ter up!  
2. Bat - ter up! Bat - ter up!

**LH** 1 2 3 | 2 1

C B A B | C

Let the game be - gin!  
Our team's sure to win!

### DUET PART

**RH** *f* *mf*

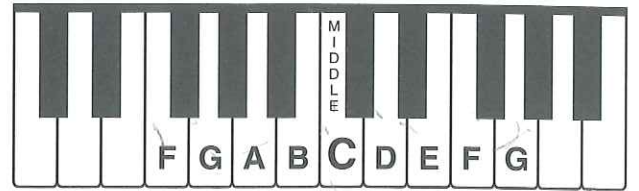
**LH** *mf*

# The Zoo

## NEW DYNAMIC SIGN

*mf* (MEZZO FORTE) = MODERATELY LOUD

## MIDDLE C POSITION



GM/CD 2-12 (53)

**mf**

**4/4**

**LH**

**RH**

1. Let's go to the zoo, and you can see the tall gi - raffe.  
 2. We will see the chim - pan - zee, and bears and ti - gers too.

**5**

**RH**

**LH**

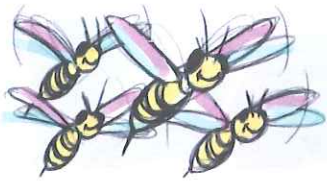
Mon - keys play - ing, swing - ing, sway - ing, al - ways make us laugh!  
 There is fun for ev - 'ry - one when we go to the zoo!

## DUET PART (Student plays 1 octave higher.)

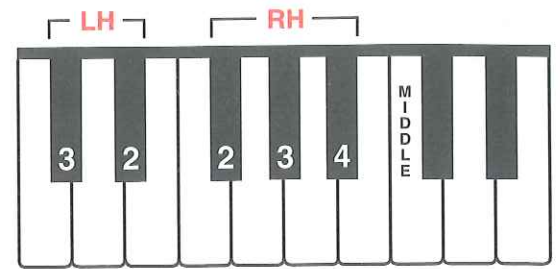
**5**

**RH**

**LH** *p*



Ensemble  
PART 1



# Sailor Jack

GM/CD 1-39 (83)

**RH** 4 2 | **RH** 2 2 4 | 4 2 | **RH** 2 3 2 |

**f** **LH** 2 3 | **LH** 2 3 |

1. Sail - or Jack, where have you been? 'Round the world and back a - gain!  
 2. When will you be sail - ing back? Soon as moth - er packs my sack!

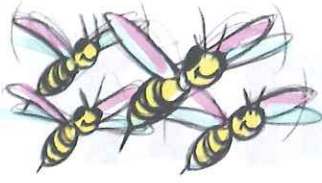
**5** **RH** 4 2 | **RH** 2 2 4 | 4 2 | **RH** 2 3 2 |

**LH** 2 3 | **LH** 2 3 |

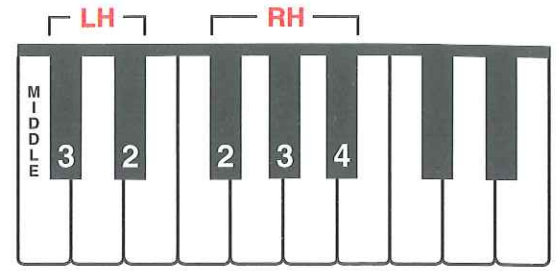
Sail - or Jack, how did you sail? Rode up - on a hump-back whale!  
 How'll you sail back, Sail - or Jack? In my dad's new Cad - il - lac!







Ensemble  
PART 2



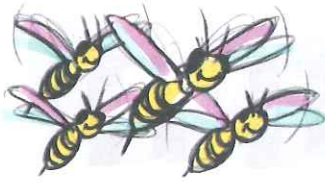
# Sailor Jack

GM/CD 1-39 (83)

First system of musical notation for 'Sailor Jack'. It consists of two staves. The right hand (RH) staff starts with a dynamic marking *f* and contains notes with fingerings 2, 4, 4, 2, 2, 4, 4, 3, 4. The left hand (LH) staff contains notes with fingerings 2, 3, 2, 3. The system ends with a double bar line.

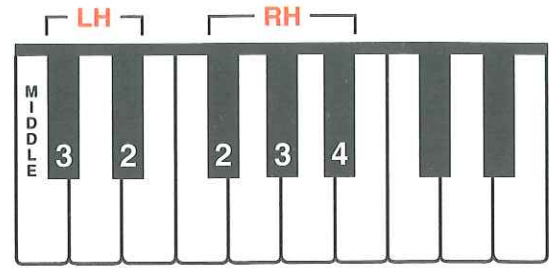
Second system of musical notation for 'Sailor Jack', starting with a box containing the number 5. It consists of two staves. The right hand (RH) staff contains notes with fingerings 2, 4, 4, 2, 2, 4, 4, 3, 4. The left hand (LH) staff contains notes with fingerings 2, 3, 2, 3. The system ends with a double bar line and repeat dots.





Ensemble  
PART 3

# Sailor Jack



(Both hands 1 octave higher than shown throughout)

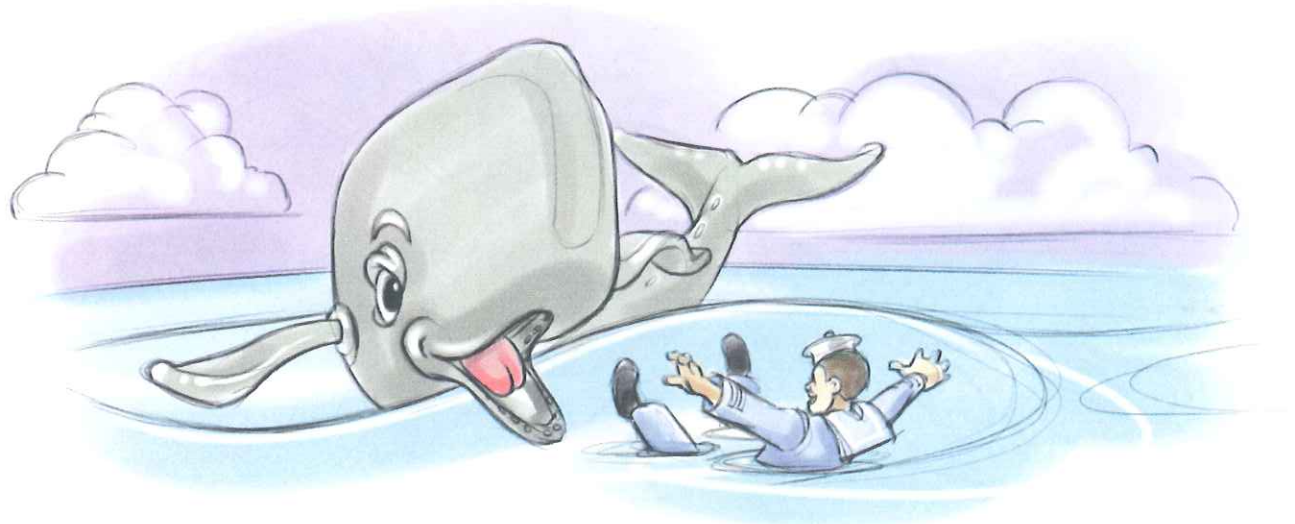
GM/CD 1-39 (83)

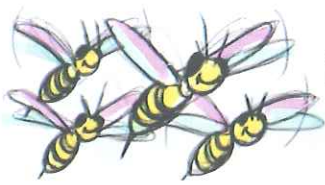
First musical staff:

- RH:** Quarter note (finger 2), Quarter note (finger 4), Quarter note (finger 2), Quarter note (finger 2), Quarter note (finger 4), Quarter note (finger 3), Quarter note (finger 4).
- LH:** Quarter note (finger 2), Quarter note (finger 3), Quarter rest, Quarter rest, Quarter rest, Quarter rest, Quarter rest.
- Dynamic:** *f* (forte) is written below the first RH note.

Second musical staff (starts with a boxed number 5):

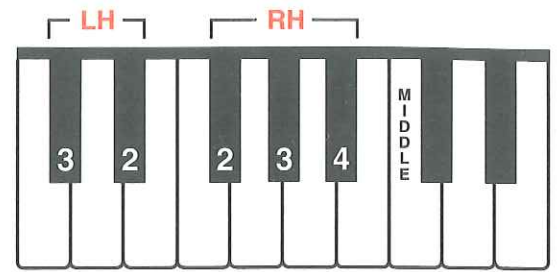
- RH:** Quarter note (finger 2), Quarter note (finger 4), Quarter note (finger 2), Quarter note (finger 2), Quarter note (finger 4), Quarter note (finger 3), Quarter note (finger 2).
- LH:** Quarter note (finger 2), Quarter note (finger 3), Quarter rest, Quarter rest, Quarter rest, Quarter rest, Quarter rest.
- Ending:** A double bar line with repeat dots (||: ) is shown at the end of the staff.





Ensemble  
PART 4

# Sailor Jack



(Both hands 1 octave lower than shown throughout)

GM/CD 1-39 (83)

First musical staff showing notes and fingerings:

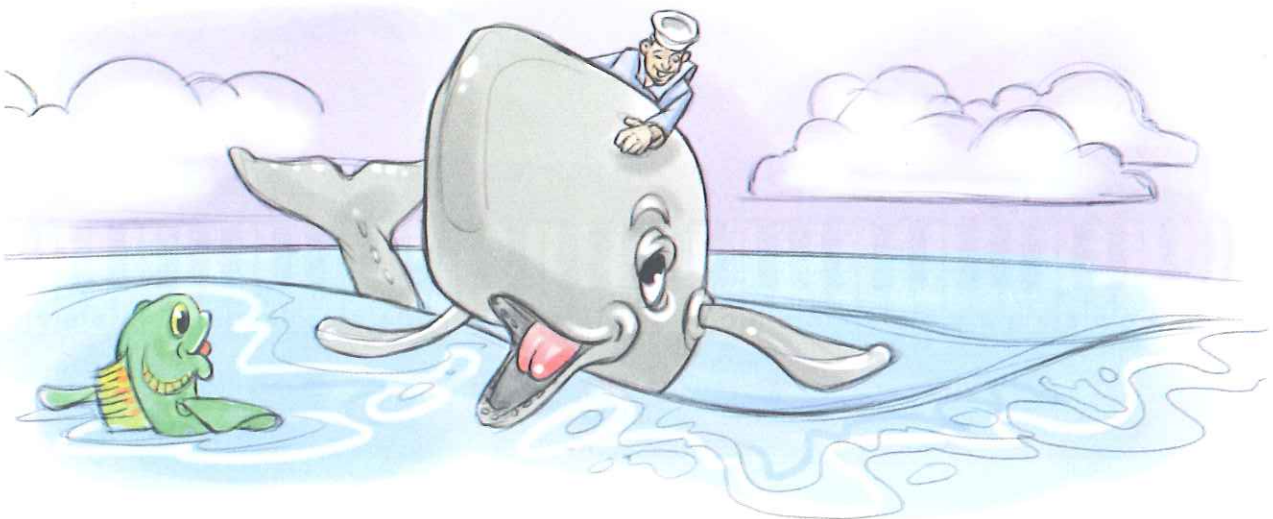
- RH 2 (quarter note)
- LH 3 (quarter note)
- RH 2 (quarter note)
- LH 3 (quarter note)
- RH 2 (quarter note)
- LH 3 (quarter note)
- RH 2 (quarter note), RH 2 (quarter note)
- LH 3 (quarter note), LH 3 (quarter note)

5

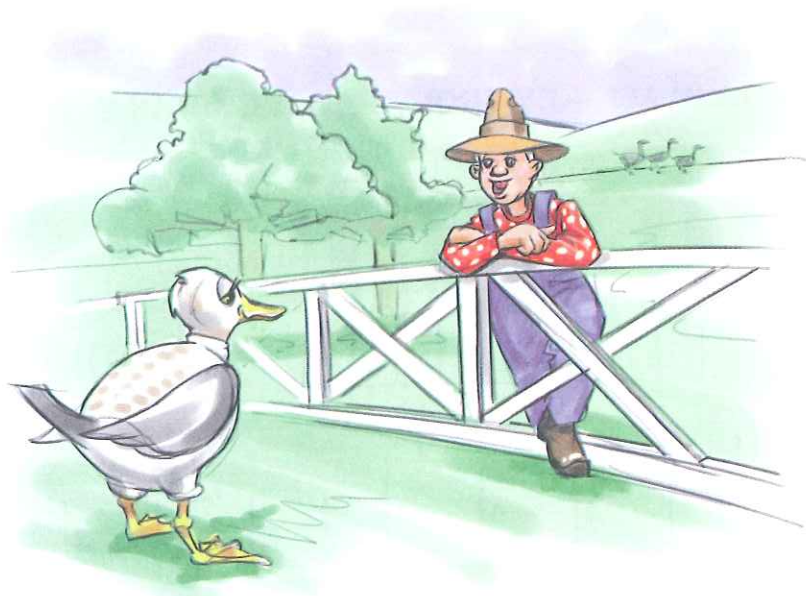
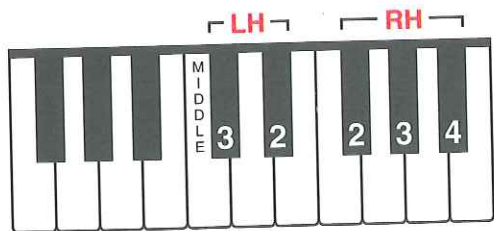
Second musical staff showing notes and fingerings:

- RH 2 (quarter note)
- LH 3 (quarter note)
- RH 2 (quarter note)
- LH 3 (quarter note)
- RH 2 (quarter note)
- LH 3 (quarter note)
- RH 2 (quarter note), RH 2 (quarter note)
- LH 3 (quarter note), LH 3 (quarter note)

End of piece symbol (double bar line with repeat dots).



# Old MacDonald



GM/CD 1-32 (76)

**RH** 2 2 2 **LH** 3 2 2 3

*f*

Old Mac - Don - ald had a farm, E - I - E - I - O!

**RH** 4 4 3 3 2

END HERE after playing the next page!

**5**

**RH** 2 2 2 **LH** 3 2 2 3

On that farm he had a duck, E - I - E - I - O!

**RH** 4 4 3 3 2

## DUET PART

**1 5**

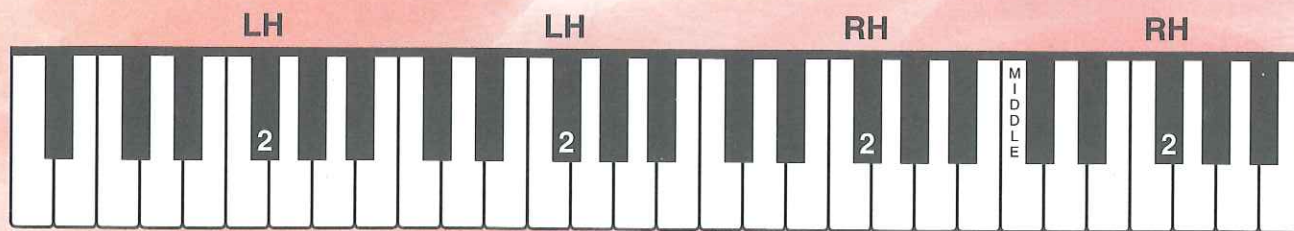
**RH** **LH** *mf*

1. 2.

For the next page, rest 4 measures, then repeat the above, taking the 2nd ending.

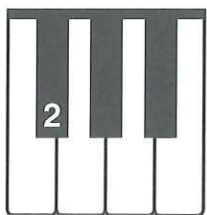


# Sound Effects



Play LH 2 on bottom key of lowest 3 black key group on the keyboard.

**BEGIN HERE**



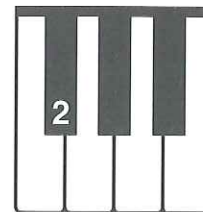
**MOVE UP TO RIGHT**



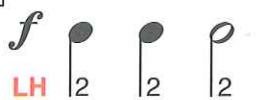
**HIGHER & HIGHER**



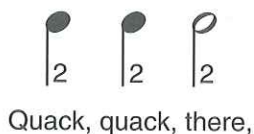
**AS YOU PLAY.**



**9**



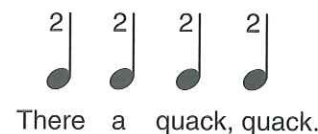
Quack, quack, here,



Quack, quack, there,



Here a quack, quack,

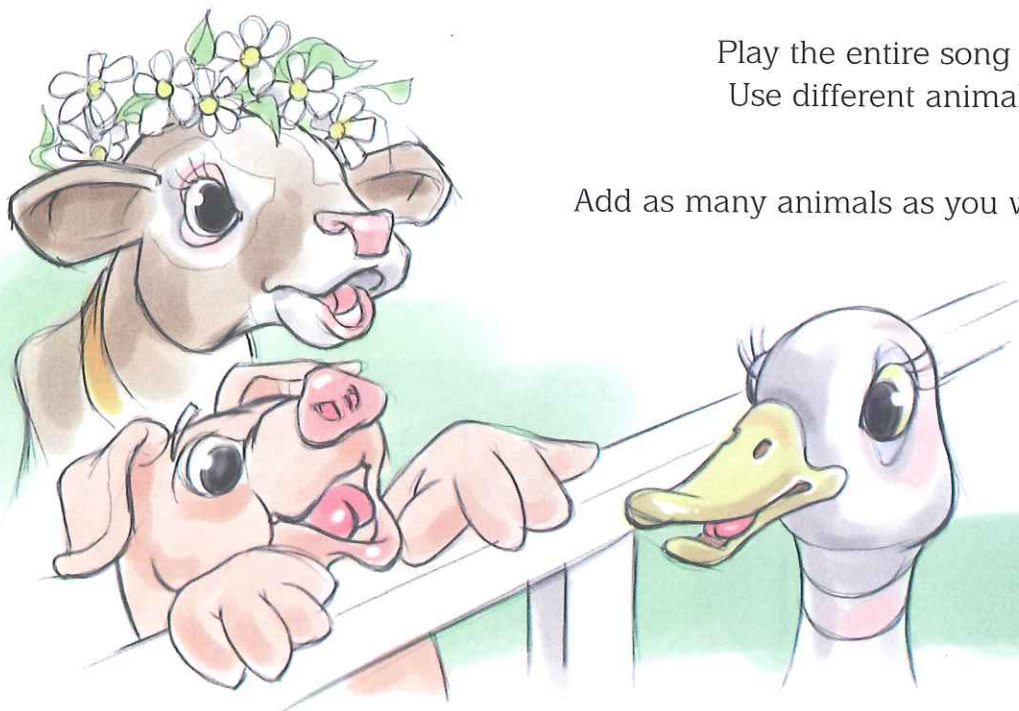


There a quack, quack.

Now end  
"OLD MacDONALD"  
by repeating the  
first line on page 26.

Play the entire song as many times as you like.  
Use different animals: PIG ("oink, oink, here.")  
COW ("moo, moo, here.")

Add as many animals as you wish to MacDonald's Farm.





# Unit 2 More Keyboard Basics

**Whole Note** a very long note.



COUNT: "One - two - three - four"  
OR: "Whole - note - hold - down"

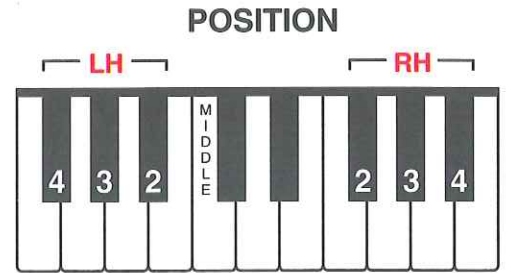
Clap (or tap) the following rhythm.

Clap once for each note, counting aloud as you clap.



## Merrily We Roll Along

1. Clap (or tap) & count.
2. Play & count.
3. Play & sing the words.
4. Play a duet with your teacher.



GM/CD 1-11 (55)

**LH:**

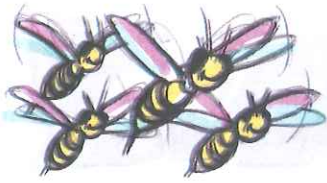
Mer - ri - ly we roll a - long, roll a - long, roll a - long,

**5**

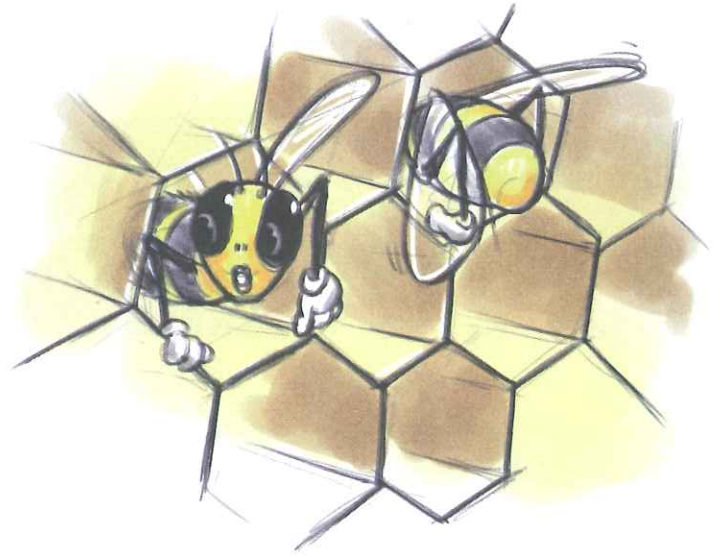
**RH:**

Mer - ri - ly we roll a - long, o'er the deep blue sea!

**DUET PART** (Student uses black key groups ABOVE the middle of the keyboard.)



Ensemble  
PART 1



# Lost My Partner!

MIDDLE C POSITION

GM/CD 2-13 (54)

4/4 *mf* RH 3 LH 1

1. Lost my part - ner, what'll I do?  
2. Dance with me 'til half past two!

LH 2

Lost my part - ner, what'll I do?  
Dance with me 'til half past two!

5

RH 3 LH 1

Lost my part - ner, what'll I do?  
Dance with me 'til half past two!

LH 2

Dance with me, my dar - lin!  
Dance with me, my dar - lin!



Ensemble  
PART 2



# Lost My Partner!

MIDDLE C POSITION

(Both hands 1 octave higher throughout)

GM/CD 2-13 (54)

4/4 *mf*

RH 3: G, E, D, B

RH 2: F, D

LH 1: C

LH 2: B

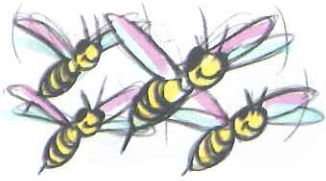
5

RH 3: E

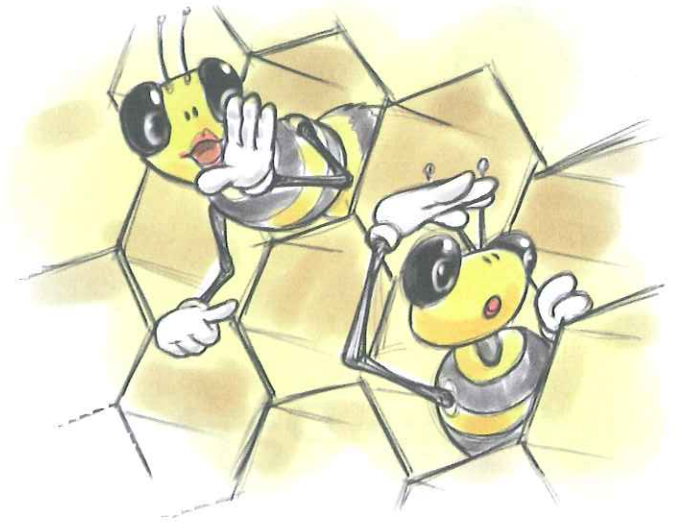
RH 2: B, D, C, B, C, D, E

LH 1: C, B, B, C, D, E





Ensemble  
PART 3



# Lost My Partner!

MIDDLE C POSITION

(Both hands 1 octave lower throughout)

GM/CD 2-13 (54)

4/4 *mf*

RH 5: G, G, E

LH 1: C, C, E

RH 3: F, F, D

LH 2: B, B, D

5

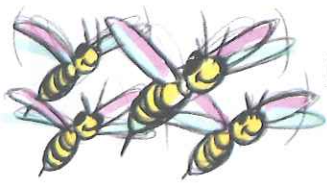
RH 5: G, G, E

LH 1: C, C, E

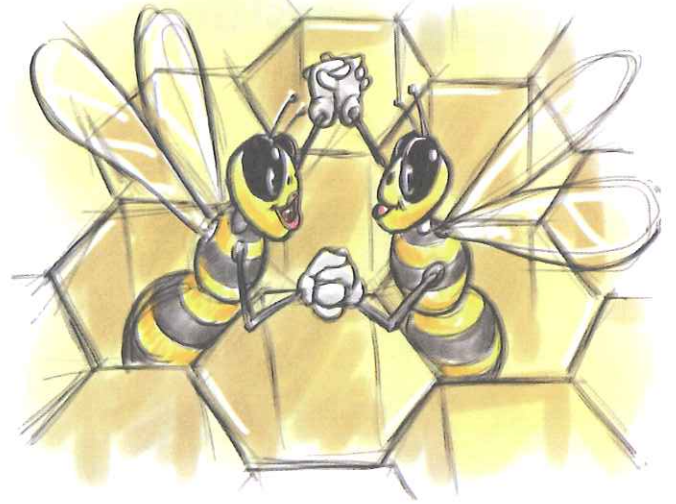
RH 3: D, D, B

LH 2: C, D, C

||: :||



Ensemble  
PART 4



# Lost My Partner!

MIDDLE C POSITION

(Both hands 1 octave lower throughout)

GM/CD 2-13 (54)

RH 1  
 $\frac{4}{4}$    
*mf*

LH 4

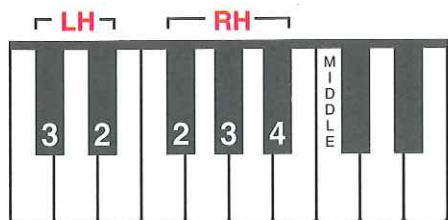
5

RH 1

LH 4   
  
  
RHS:

# Jolly Old Saint Nicholas

FOR BLACK-KEY GROUPS BELOW MIDDLE



GM/CD 1-31 (75)

**RH** 4 4 4 4 | 3 3 3 | 2 2 2 2 | 4 |

*f* Jol - ly Old Saint Nich - o - las, lean your ear this way!

**LH** 5 | 2 2 2 2 | 3 3 | **RH** 2 | 3 2 3 4 | 3 |

Don't you tell a sin - gle soul what I'm going to say;

**Move both hands up!**

**DUET PART** (Student plays on black-key groups ABOVE the middle of the keyboard.)

1 9 | 5 13

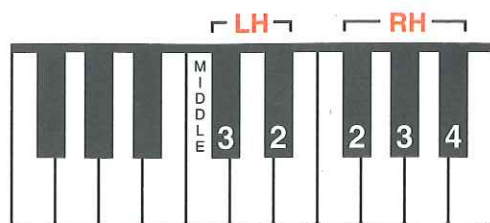
**RH**

**LH** *f-p*

1. | 2.



FOR BLACK-KEY GROUPS ABOVE MIDDLE



9

**RH** 4 4 4 4 | 3 3 3 | 2 2 2 2 | 4 |

*p* Christ - mas Eve is com - ing soon, now, you dear old man,

13

**LH** 2 2 2 2 | 3 3 | **RH** 2 | 3 2 3 4 | 2 ||

Whis - per what you'll bring to me, tell me if you can.



# Dynamic Signs

**DYNAMIC SIGNS** tell us how LOUD or SOFT to play.

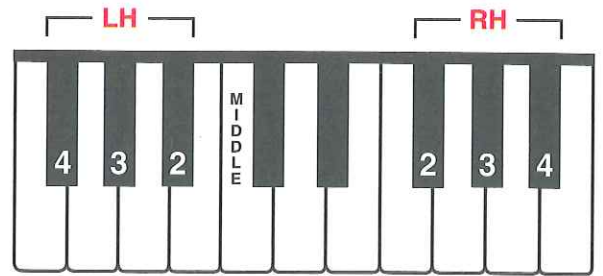
*p* (PIANO) = SOFT

*f* (FORTE) = LOUD



# Handbells

1. Clap (or tap) & count.
2. Play & count.
3. Play & sing the words.
4. Play a duet with your teacher.



GM/CD 1-14 (58)

**LH** *p*

1. Bells are ring - ing  
2. Mer - ry mu - sic

sweet and clear,  
fills the air,

*f*

Ding, dong, ding, dong!

**RH** *p*

Hap - py sounds for  
Joy - ful sounds are

all to hear,  
ev - 'ry - where,

*f*

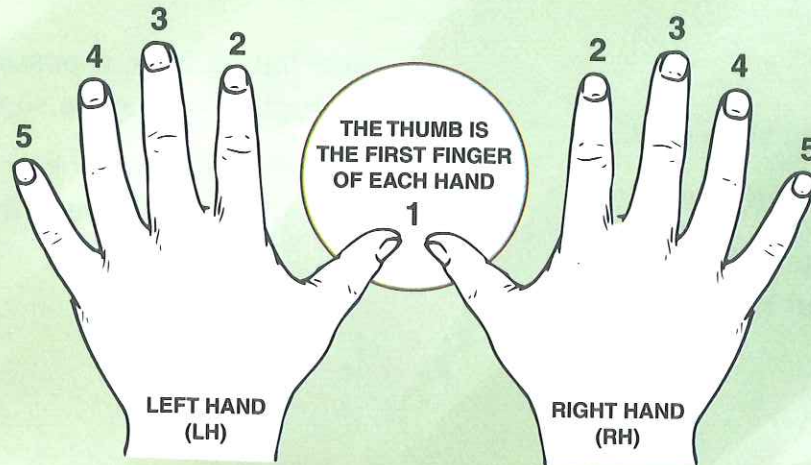
Ding, dong, ding!

**TWO DOTS**  
mean go back to  
the beginning and  
play again.

## DUET PART

*8va throughout*

## Fingers Have Numbers




1. Your teacher will draw an outline of your hands on the inside cover of this book.
2. Number each finger of the outline.
3. Hold up both hands with wrists floppy.
  - Wiggle both 1's
  - Wiggle both 2's
  - Wiggle both 3's
  - Wiggle both 4's
  - Wiggle both 5's

Your teacher will call out some fingers for you to wiggle.

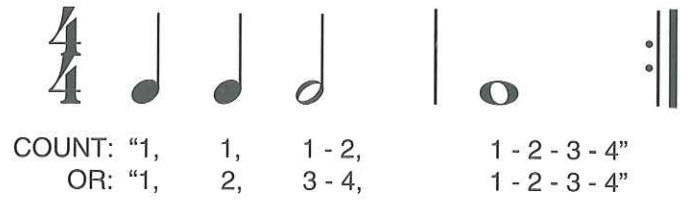




Music has numbers at the beginning called the **TIME SIGNATURE**.

$\frac{4}{4}$  means 4 beats to each measure.  
 $\frac{4}{4}$  a **quarter note**  gets one beat.

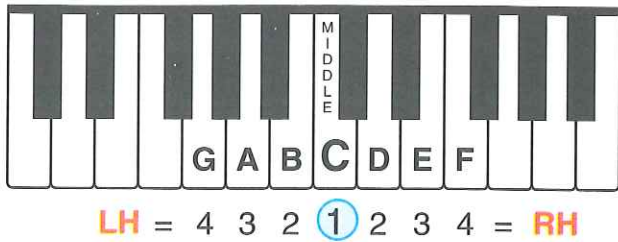
1. Clap (or tap) the following rhythm.
2. Clap **ONCE** for each note, counting aloud as you clap.



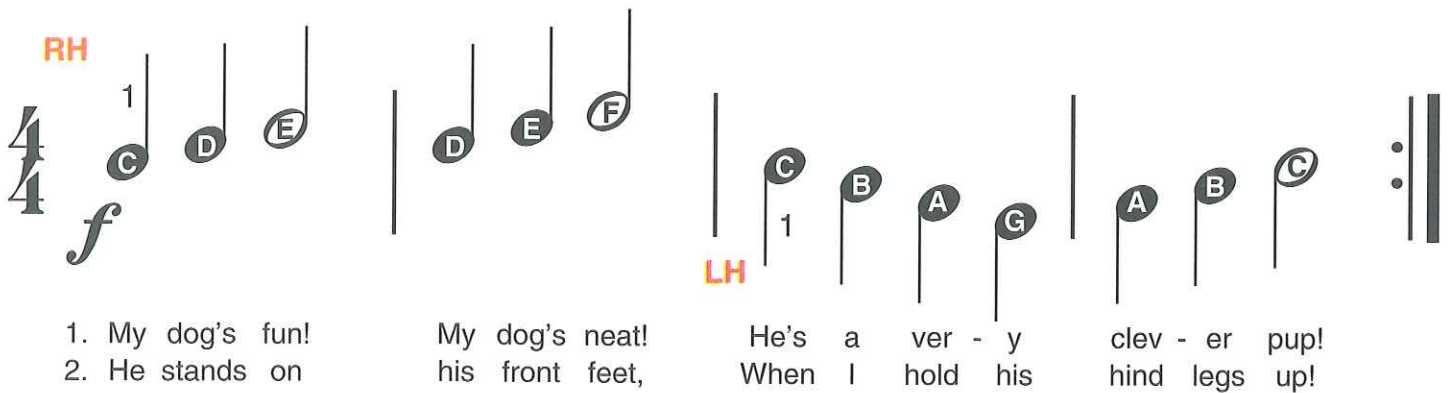
COUNT: "1, 1, 1-2, 1-2-3-4"  
 OR: "1, 2, 3-4, 1-2-3-4"

# My Clever Pup

## MIDDLE C POSITION



 GM/CD 2-6 (47)



1. My dog's fun! My dog's neat! He's a ver - y clev - er pup!  
 2. He stands on his front feet, When I hold his hind legs up!

**DUET PART** (Student plays 1 octave higher.)

