

5-2000

Milligan's Musical Moments (Manual and Journal)

Emily Anne Milligan
Southern Illinois University Carbondale

Follow this and additional works at: http://opensiuc.lib.siu.edu/uhp_theses

Recommended Citation

Milligan, Emily Anne, "Milligan's Musical Moments (Manual and Journal)" (2000). *Honors Theses*. Paper 93.

This Dissertation/Thesis is brought to you for free and open access by the University Honors Program at OpenSIUC. It has been accepted for inclusion in Honors Theses by an authorized administrator of OpenSIUC. For more information, please contact opensiuc@lib.siu.edu.

In addition to the proposed outline for the *Milligan's Musical Moments, Manual One: For the Beginning Piano Student*, a piano recital was performed on Sunday, April 23, 2000. One of the students, Chae Hyun Kim, performed the following pieces from the *Milligan's Musical Moments Manual*: *Busy Life*, *Precious Pups*, *North Star*, *My Loved One*, *Ocean Night Life*, *Monterey*, and *Country Living*. The recital took place at The Abbey Nursing Home in Carbondale, Illinois. In addition to the Easter performance by Chae Hyun, I also played some pieces for the residents. At the end of the performance, I presented Chae Hyun with a trophy for her first piano recital. Here are some pictures that her mother took afterwards.





*The Milligan's
Musical Moments
Manual One, For the
Beginning Piano
Student Evaluation:
By Emily Milligan*

The "*Milligan's Musical Moments, Manual One, For the Beginning Piano Student*" was written with the intention to prepare a person with no previous musical knowledge for "*Life at the Piano, Book one: WB Warner Bros. & DB Don & Delayna Beattie*". Don and Delayna Beattie's piano method has been a very successful teaching tool in which many students have used for years. The method begins with simple songs along with explanations of finger numbers as well as solfegge hand signals. However, students are already expected to be able to understand many musical concepts, including note reading and rhythm. This project has consisted of writing "*The Milligan's Musical Moments Manual*", teaching, keeping a journal, and writing this paper.

The manual that was written has included original compositions for the beginning piano student. This manual also contains various theory sheets that complement the music. Note reading and rhythm were two of the major topics that have been stressed throughout the book. The manual comes equipped with a cover page, table of contents, music, theory, and a brief description of the meaning of each piano piece.

Once the manual was complete, two students - Chae Hyun Kim (age 7) and Jeremy Cook (age 22), were taught the entire manual. Neither student has had prior musical training. Both were also able to complete the book in one college semester. Every lesson, including the topics discussed and all relevant material, was recorded in a journal.

The remainder of this paper explains the following: teaching tactics used, parts of the manual that were changed during the course of the semester, the progress, sections of the book that were the best, areas that still need improvement, and the outcome. Feedback from other beginning teaching methods as well as Dr. Wilfred Delphin, Professor of Piano, SIUC were used as a source.

Each student was taught for a 30 minute time period once a week in a private home. The younger student was rewarded with stickers and toys for her accomplishments. The desire to learn piano was very strong between both people. A typical lesson began with what the student had worked on last week, grading the theory sheets, learning a new song and beginning new musical concepts.

Throughout the course of the semester, it was discovered that there were parts of the manual that were presented in a confusing manner. It was decided that these topics should be changed immediately. For instance, the use of numbers in various ways turned out to be quite perplexing. There were numbers used in the manual to teach the concepts of finger numbers, positions of notes on the staff as well as rhythm. Finger numbers were used to play songs before the students knew how to read musical notes. Originally, numbers were also used to teach the lines and spaces of the staff. Counting to the beat of music also required the use of numbers. Each of these topics was not related but a person could mistakenly think they were because each used numbers. It was believed that learning these numbers for all three topics were not only unnecessary but could confuse a student. It was concluded that using numbers to teach the position of notes on the staff was not a good idea. This section was deleted from the book. Since finger numbers was placed at the beginning and rhythm was at the end, it was felt that these topics should not be changed. It was also necessary to keep finger numbers and counting due to the fact that both were prerequisites for Don and Delayna Beattie's book.

The piece called the Trolley was also altered during the course of the semester. Instead of having the notes written on the staff, note names were written below where each note should be along with the prospective note value. It was intended that the

student would draw in each note and then learn the song. However, it was very difficult to read and understand. Due to this, the notes were written as a regular song. This seemed to fix that problem.

The last change was a rather minor yet important improvement. Due to the complexity of note reading and rhythm, a simplistic approach had to be presented. As a result, complicated musical ideas were left out which the student should learn as he/she progresses through Don and Delayna Beattie's piano method. When this problem arose, it was mentioned that, "this is how this concept should be thought of *at this time*." It was also clearly stated that what was written was not the entire picture and there would be more to learn later in life.

The learning progress went very well. Both students were able to complete the beginning areas of the book very quickly. This left additional time for the more difficult areas. The most difficult idea for both was rhythm. This was something that they had to work hard on and a majority of the lessons were spent on this issue. Notes also took a lot of time to learn. This however, was an easier concept to grasp. Both students required a great deal of practice before either could effectively read musical notation. Although each had to concentrate a good deal of his/her studies on note reading, each student found a different way to approach the topic. Chae Hyun liked to memorize the sayings given in the manual. Jeremy thought that just memorizing note location on the staff was more sufficient. However, the manual allowed for different perspectives on this topic. Dynamics was one of the more enjoyable topics because it gave each student an opportunity to express themselves.

Based on the progress results from the students, journal entries, and input from

professionals, there were many topics in the manual that will not be changed. For instance, the cover picture was perfect. Every editor of the manual thought that there couldn't have been a better picture on the front. Another great success was the note reading races. No matter if the student was 7 or 22, both liked this idea because it made note reading fun. It presented them with a challenge and both students were able to see the progress they made by the end of the book. Both had much faster reading times by the end. It gave them a great sense of accomplishment.

The order of introducing musical concepts was agreed upon by many. It was believed that the easiest ideas were at the beginning and the most difficult concepts were saved for later. Chae Hyun and Jeremy also liked the tips that were added throughout the manual. It appeared to aid them during his/her practices. The songs also seemed to be entertaining. Chae Hyun's favorite song was the *Precious Pups*, while Jeremy's was *The Cheesy Song*.

Despite all of the changes that were made, it was still believed that there were areas that need improvement. Chae Hyun Kim thought that adding pictures and color would make the manual more enjoyable. Jeremy Cook came up with the idea of having an answer key in the back. He also thought it might have been neat to have areas of a song where improvisation was allowed. Both students thought that the concept of dynamics could be brought to the beginning of the manual so every song would have volume changes.

The main outcome for each student was the fact that both acquired a beginning foundation to the piano. It was believed that both people are now ready to begin *"Life at the Piano by WB Warner Bros. and DB Don and Delayna Beattie"*. The major concepts

that each student learned included: finger numbers, clefs, lines and space notes, octaves, note reading, repeat signs, staccato notes, slurs and ties, whole steps and half steps, rhythm, dynamics, accidentals, and ledger notes. Despite the problems that were encountered and the improvements that are still needed, the students learned every concept and could play every composition. Hopefully a greater appreciation towards piano and music in general was imparted. Both learned that a musical skill requires great discipline and work. At the same time, the performance of music can be one of the most rewarding skills that one can acquire. This is the first edition of the manual and the changes that have been suggested could easily be added to revisions made in the future. It was noted, however, that both of these students were unusually fast learners. It is not believed that every person who chooses to complete this manual will have the same results. Overall, it was believed that the manual was a success.

Milligan's
Musical Moments
Journal

1-25-00 to 5-4-00

By:

Emily A Milligan

1-25-00 Chae Hyun Kim
4:30-5pm
7yrs. old

Said names of piano keys
(white)

- ① went through Intro
- ② maintenance of piano
- ③ drew in finger #'s stressed = "thumbs are ones"
- ④ Note: # stems
Heads
wrote Y or N for 1st line
took other 2 lines home
- ⑤ Clef Signs
had trouble pronouncing treble & bass
- ⑥ Had trouble remembering Grand Staff

~~Liked~~ Drawing Bar Lines

need to show steps / dotted lines for treble & bass clefs
(liked it though)

⑦ We drew in staves w/ ruler / No rest @ home
found 2's & 3's - pretty easy for her

⑧ Found Middle C - pretty easily

⑨ Found positions for LH & RH

⑩ showed her the Shellette / didn't really have time
we will start on this next week

I hope we didn't do too much for 1st day
we actually spent about 45 min. instead of 30 min.
Find out if overwhelming by next week (See how much she retained)
write out what she should do so don't forget

1-27-00 Thursday 4:30-5 pm

Jeremy Cook 22 yrs old

Went through intro of piano

how to care for piano

Surprised about furniture polish

had fing #s drawn in

Just went over it

do - next week - 4 + No for stems

Clef signs

Treble + bass ~ "bass"

not like the fish!

Will draw Grand Staff for next week

Will use a ruler

The dotted, steps for Treble + Bass clef

Worked well - Good Idea!

Learned Middle C - found other C's

found positions easily

Learned Skellette - putting hands together was confusing
until showed him that the keys were the same
will work on for next week

He asked if we could go on - So we did

Line vs Space Note - for next week - No problems here

Notes on Staff ~ Line + Space Note #s - for next week

Drew in Notes

(Seemed as though he could handle all of
this O.K. ~ We will see next week

stopped
right
before
notes)

2-1-00 Chae 4:30-5pm

Look @ Theory Pages

Y+N - stems + head - Good!

Drawing

Bar Lines - Good!

Forgot Double Bar line @ end

Treble + Bass - Needs some work!

will do this when book is finished

Grand Staff - Good

didn't need to draw thick line @ beginning

Treble + Bass are better here

The Shellette - 1st 2 lines good

3rd line - needed help but got the hang of it quickly

Notes - Line + Space

had her do 1 line + take home the rest

Drawing - Liked a lot!

Liked choosing b/w stem/no stems/white/black
when stems went down - she drew them ~~up~~ on Rt side
showed her ~ on Left side

explained when stems go up - Drawn on Right Side
(This is what she was already doing)

told her that black notes must have stems
& has to do w/ rhythm - she'll understand later

Octaves - She liked a lot

caught on very quickly

Busy Life - for next week - had little time to go over

2-3-00 Thurs.

Jeremy 4:30-5pm

yes/No for stems seemed remedial to him

Kept mispronouncing bass clef

Drew the Grand Staff ~o.k.

Good for 1st time trying

Had no trouble finding C position

Shellette,

Played slow + uneven

worked on playing even - I think he
got the hang of it after a few trials

Line + Space Note #'s were very easy for
him - he told me that it was easier than
the song

Went on: (had little time left)

Octaves - Found all C's
D's, E's, F's, G's

Showed how to put hands in C positions w/
different octaves

Next week Busy Life

↑
didn't go well, Not sure
over he completely
understood

2-8-00 chae

4:30-5 pm

started off w/ checking Line + Space Notes

(Think I gave her too much to do last week)

We had more fun this week

She liked busy life a lot (her favorite so far)

Learned Rt hand Line + Space Notes

Liked Eating Green Bread Draws Files

Talked about Carmel

(
Learned Carmel

Next week = Finish writing Line + Space Notes

Practice Carmel

F

2-10-00 Thurs.

Jeremy

4:30-5

Started w/ reviewing octaves
Knew what an octave was

could find octaves on piano well

Busy Life

Not too bad~ would leave long spaces
b/w each time he played his left
hand.

F

We talked about "evenness"

worked on for awhile
asked him to work on again for next week

Note Reading

went over Rt. hand Note Slogans
asked to memorize by next week
theory or Rt hand note reading - do for next week

Learned Middle C + D

Stopped here

C

2-15-00 chae

4:30-5

Notes - RH Reading - Very Good
Pointed out that I am missing a line!

Carmel - correct Notes
but very slow
went over a couple times

told her practice will help for speeding it up

Remembered Repeats

Next week - perfecting Carmel
learning Left Hand Notes

Line Notes + space Notes

Liked Americans Can Eat Grease!

Filled out 1st line of theory
for LH Line Notes / space Notes / d mix @ bottom

2-17-00 Thurs.

Jeremy 4:30-5

1st: Busy Life

So much better!!-

pauses--slightly but very little
worked on this

by 3rd time, could do w/NO pauses
b/w measures

theory - Rt hand Note Reading
Looks Great!!

Next Week

Learn Carmel

we went over for a bit

Introduced Lt. hand Notes

Loved "Americans can Eat Grease"

Do theory on next page (Lt Hand Notes)
for next week

2-22-00 chae

Tues 4:30-5

Carnel - she could play much better!
- even sang words while playing
- remembered repeats

LH Line/Space Notes - knew both sayings
- Americans can Eat
Grease is her favorite

LH Line/Space Notes - Theory Page
- did correctly
No problems
gave stickers / treat

Learned: ~ Staccato Notes
Difference b/w short & "too short"

~ Precious Pups
Learned very slowly but I think
she'll do O.K. w/it

(F)

2-28-00 chae

~~Mon~~ Mon 4:30-5

~ could define staccato notes

~ Loved Precious Pups

she likes more than busy life

she "quickly" met the pups & then got to work

played very well - memorized it & even
knew the words

said she was ready to move on!

- Learned LH Notes C+B

could remember LH & RH sayings
very good!

(H)

~ did the 1st line of C's, D's & B's together

the rest is for next week

~ Additional Note Reading

did during lesson - I timed her

missed 2 of them! - 2 minutes + 38 seconds!
not too bad

she wanted to get 1 minute or
less - I told her that was possible

~ Learned slurs ~ briefly went over

The Treasures of Music ~ she's supposed
to learn for next week

(O)

3-2-00

Thurs. Jeremy
4:30-5 pm

Carnel - great & w/ repeats!
understood staccato - Great!

Precious Pups - could ~~do~~ do great & w/
separated Notes

said he practiced a lot & now it's easy
for him

Theory - did correctly!

Did Note Reading during lesson - timed him

did in 2 minutes 4 seconds!

missed one of the notes

his goal is to read them @ in under
2 minutes w/out mistakes

he believes just memorizing notes instead of
slogans will work better for him - I told
him to try it

Next week:

~ learned Slurs

~ The Treasures of Music

~ learned whole/half step

found ~~found~~ some on the piano

~ Told him to read next page @ home

- "how to speed up note reading"

3-7-00 Tues

- correctly did her theory - C's, D's, B's - gave stickers
~ could tell me the difference b/w staccato + slur - good!

~ The Treasures of Music - Did Great!!
I was surprised b/c we spent little time on this last week
(her mom helped her some but she did work very hard on it)

Learned for next week:

Whole steps + Half Steps

~ seemed to catch on fairly well
she found + played whole + half steps on piano
~ I told her to practice this more @ home

~ EXPLAINED "tricks" of note reading
notes go down ~ go left on piano
notes go up - go Rt on piano
Line to Line note + space to space ~ skip a key
Line to SP. + space to line ~ don't skip a key
went back to Treasures of Music to really show her what I mean - This helped the most!!

~ Rhythm: explained Quarter / Half + Whole Notes
what a beat was

did 1st line of theory now other line for next week
did 1st line of theory ~ Not Value ~~Notes~~ Names + Beat ~ other line for next week

~ Time Signature read over but explain better next week

3-9-00 Thurs.

4:30-5 Jeremy

could play Treasures wonderful

He really liked the page on how to speed up note reading

- He not only understood it but went back to other songs w/ it on his own

- is going to use this technique along w/ memorizing notes

Next week:

Rhythm: Learned note values theory for next week on this

Time signatures - Explained that top # is what you look @ when the bottom # is 4

He seemed to grasp this better than (Chae'il)

- showed him what I meant w/ the counting page

- do this theory for next time

F

3-14-00 Chae

Tues - Her mom asked if she could come on Thurs. to a
Since it's Spring Break - I said that's fine w/me.

~ she did all theory correctly!!

Time Signatures - confused

I told her if the bottom # ~~is~~ is a 4
then only worry about what the top # is
(for Right Now!!)

understand when begin counting

Counting - top # is 4 ~ count to 4 in each measure

top # is 2 ~ ↗

top # is 3 ~ ↗

F

* but make sure bottom # is a 4!

Having some counting written out was helpful

Did 1st line together - the rest for next time

Rests - Explained ~ Did 1st line together

~~rest~~ rest for next time

Hp on whole rest being "heavier" she liked
laughed at!

Next time - write in counting to

North Star

just learn the
notes - really well

We will work on the rhythm & how to
play it next time

G

F 3-15-00

4:30-5

Wed. Jeremy

very surprised! He wanted to take a lesson over
spring break

asked him if he wanted to come again
he said Fri @ some time is good

Did all of theory & counting correctly!

Learned Rests - Do theory for next time
"heavier whole Rest was helpful"

Went over North Star - told him to
write in counting & learn notes

will apply all of this next time

Went over My Loved One - learn notes
& write in counting
apply next time

Skip trolley b/c too confusing
(the way I wrote it!)

G

3-16-00

Thurs Chae
4:30-5

~ Did all theory correctly! gave sticker/treat

~ could play North * & had counting done - Good!!
I played 1st while counting
then we broke it up into measures

~ told her you have to look at LH + RH rhythm
counted out loud

did each measure while counting, then combined
measures

- very helpful that she already knew how
to play the song!

My Loved One ~ went through
write in counts & learn for next time

- told her to skip Trolley b/c written
in a confusing manner

Next week:

North * - w/ correct rhythm
My Loved One - w/ counting written out
notes ~~not~~ rhythm correct

will start w/ dynamics next time

3-17-00 Friday
4:30-5 Jeremy

had all theory correct!

North ~~*~~ & My Loved One - had counting
written out + could play notes

I played 1st + counted out loud
He then tried each measure w/ the correct
rhythm

This was very slow @ 1st but believed
he had the hang of it

- Practice this @ home + go over
other songs he knows w/ rhythm
for next week

Gave him some St. Patrick's Day stickers
for him to wear

3-21-00 Tues

4:30-5 Chae

Played North Star ~ Very surprised

No mistakes!

gave sticker

Rhythm was pretty good ~ slight
pauses b/w measures but this is normal

worked on the ~~pauses~~ ^{when learning rhythm} pauses - seemed to correct
the problem.

My Loved One ~ had rhythm written correctly

gave sticker for this

Started working on the actual song

went through measure by measure

talked about notes & rhythm

Dynamics - talked about

played North ~~star~~ again
parts p, mp, f, mf.

then parts pp, ppp + ff, fff

She liked this

Told her to slow down ending - showed 1st
then she tried

then Explained rit.

Briefly started Ocean Night Life

- Learn rest @ home - notes &
rhythm

- look @ dynamics + add in later!

- don't forget rit @ end of song.

3-23-00 Thurs

4:30-5 Jeremy

North * ~ play correctly!

My loved one ~ played correct!

went on:

Dynamics ~ explained ~ played ~~North *~~ North * w/ diff dynamics

rit ~

Ocean Night Life ~ played thru w/ notes

counted out loud w/ rhythm
explained dynamics + rit

} for next week

explained cres. + dim.

went over Dotted Half + Quarter Notes + Rests

Did 1st line of theory } ^{the} rest is for next week

ad tempo + fermata

ties + slurs ~ did 1st line } the rest is for next week

Eighth Notes + Rests ~ explained mathematically

did 1st line } rest for next week

Briefly went over beams + counting

went over 1st line of theory - rest for next week

3-28-00 Tues

4:30-5 chae

Played North Star: she played each measure w/ a different

dynamics ~	1st measure	ppp	5 th	mf
	2nd "	pp	6 th	f
	3rd "	p	7 th	ff
	4 th "	mp	8 th	fff

she thinks I wrote the song w/ 8 measures b/c there were 8 dynamics taught

she thought this was fun ~ I was a great idea to give her a way to apply the concept of dynamics

My Loved One: could play well ; Notes good!

rhythm was pretty good ~ worked a little on making the transition from measure to measure a little smoother ~ I don't know why she keeps wanted to pause b/w measures + it's a difficult habit to break

Ocean Night Life: had Notes correct!

Dynamics a Good! But tried to play "p" too

song where she wasn't pressing keys all the way down - Explained to her that "p" means to play soft but where you can still hear every key ~ worked on this + I think she understood / rit @ end was played correctly

cont.: Learned Cres. + dim. = Explained that they are gradual, like the rit.

~ comparing cres + dim to rit was very useful b/c she already understood rit; this helped her to understand cres + dim better

Introduced: Dotted Half Notes, Quarter Notes

|| & Rests x Rests

Did 1st line on this + 2nd line is to do @ home

Next week: Loved One w/ No Breaks b/w measures

2nd line of dotted - LIE + rest + rest - L. Another n. loc. 1 rest

rhythm b/w measures ~ worked by playing correct the time seemed to help

3-30-00 Thurs.

4:30-5 Jeremy

Ocean Night Life ~ was pretty good

Notes, rhythm, dynamics & rht] correct

just very slow

sped it up a bit

Graded all theory - did correctly!

asked if he had questions ~ said NO.

Started Monterey : play w/ Notes & st

then rhythm ~ counted out

showed him all of the little things

ties, $>$, $<$, fermata,

accents & rht

Spent some time going over this / was

a lot there!

(this song is really good b/c it pieces together
all of the things he has learned so far)

Accidentals ~ \neq , b

showed how notes can have more than 1
name

Naturals ~ did 1st line of theory
for accidentals

+ 1st line w/ Note names w/ accidentals

4-4-00 Tues
Chae 4:30-5

Chae will also come on Thurs 5-5:30

Her MOM asked if Chae would have a couple extra lessons ~ wanted this b/c she wanted Chae to learn everything she could before I graduate - I said O.K.

My loved one: Did w/out pausing!!
Chae said she had to work really hard at her mom also helped her

Ocean Night Life = No pausing!
also had to work very hard on it + had help played the "p part" where it was song but could hear all the notes

2nd line of theory was correct = Gave stickers for each song + one for theory gave her a treat for her hard work

Moved on:

Learned: a tempo, fermata

harder idea to grasp = Explained by using

Ocean Night Life as an example - This worked

Ties

Difference b/w slurs + ties

Did 1st line of theory for this ~ we counted out loud + played the ties + slurs on piano

this was the most effective way to get her to learn the difference

2nd line for next week

Eighth Notes + Rests: Explained by using a pizza ^{Pizza!}

Quarter Note - 1 Pizza

Eighth Note - 1/2 Pizza

quarter Rest is same way

this worked!

Did 1st line of theory: Had trouble w/ dots

Reminded her how to figure them out

the Rest is for next week

4-6-00

4:30-5 Jeremy

Monterey - played very well
worked a little to fine tune the rhythm
worked a bit on dynamics

he remembered

everything
though!

very good!

↑ over exaggerated
just a little

~~Graded Theory - was correct!~~

talked about
the 6th &
F#

Started Country Living - went thru Notes 4th

will work more on them @ home

counted thru rhythm - noting all ties

work more on @ home

pointed out repeats/dynamics

introduced Ledger Notes - just like extensions of the staff
showed some common one & how to

figure them out

did 1st line of ~~the~~ Ledger Note Names

& 1st line of writing Ledger Notes

→ this was
harder b/c it
was difficult for him
to write the lines close
together / but he learned
it takes time to write
these!

4-6-00 Thurs.

Chae 5-5:30

Asked her to explain tempo + fermata
she said you go back to tempo ~~before~~ you were playing before a rit
- hold the note out + really "ohh"

Ties + Slurs theory was done correctly - Gave sticker
Eight the Notes + Rests theory was ~~also~~ correct!
(Gave the dots were right too
stickers + treat for this

went on: Beams ~ Explained there are other ways
to ~~write~~ write $\frac{1}{8}$ notes

showed her my way of writing to them
 $1 + 2 + 3 + 4 +$

this seemed to work!
1 whole pizza (~~8~~ quarter note) ~ has the # +
 $\frac{1}{2}$ pizza ($\frac{1}{8}$ note) - has just the # or +
NOT Both

We did the 1st + 2 lines of theory together

This went slow but when she compared the
notes to the previous page ~ she was able to do this

the last 2 lines are for ~~at~~ home

Started Monterey: Began w/ ignoring everything
except Notes ~ played thru it

Then we went thru '+' (ties) (rit + a tempo)
3rd: I showed her the ~~dynamic~~ dynamic markings
mp, > + <

fermata

I wrote her a "checklist" of everything in
this song. I thought this would give her
something to go by, so she wouldn't forget
everything - This song incorporates many terms
that was talked about earlier

4-11-00

4:30-5 chae

O.K.

Mom asked if she could come again @ 5 on Thurs

Did the counting theory correctly - gave sticker

Monterey: Notes correct!

Rhythm needs some work = Eighth Notes
Not ~~that~~ fast enough

Clapped the rhythm together - this helped
Her - understood

a tempo + rit was good

Dynamics were pretty good - she wants to
over exaggerate ~ we worked on
controlling the Dynamics

worked on
rhythm
while

Went on,

Accidentals = sharps, Flats

used the "flat tire"
example

Explained how notes can have more than one name

on piano - asked her where D was D^\sharp

where is E, E^b ← same note!

this
idea
worked
well

How Sharps & Flats can be written 2 ways

the example under each helped

I wrote in the manual seemed to help her understand

Natural: cancels out a sharp/flat

did 1st line of #, b, & theory

+ 1st line of Note Names w/ #, b, &

} rest is to
do @
home

rules seemed
confusing but
what I wrote in the manual seemed to help her understand

4-13-00 Thurs.

Jeremy 4:30-5

Country Living - was pretty good!

went thru + fine tuned the rhythm
+ dynamics

but he had all notes correct

Graded theory - was correctly done

you could tell he took his time on
writing out the ledger notes

Started 1st Day at Sea - went thru notes

talked about chords - this made it
much easier to see patterns

counted the rhythm out ~~loud~~ ^{loud}

pointed out the fermatas

Spent the rest of time going thru the song

4-13-00 chae

5-5.30

Hours day

Monterey ~ was very good!
(her mom helped her a lot too) gave stickers + treat

theory sheets - correct! gave stickers

went on!

Country Living : went thru notes
(Lt hand was slower)

showed her reports

dynamics ~ mf + f
ties

the sharps didn't seem to confuse her

this means that the theory preview is sufficient

will have to work hard to get eighth notes fast enough - Lt

Here especially

Rhythm - counted through it

Clapped the rhythm

counted out loud again

went thru - measure by measure

will have to work hard on this

4-18-00

Tues
4:30-5 chae

wants to come on
Thurs - 5-5:30
again

Country Living : was correct!

her mom said that that was all she
did on wed evening - she played
it over + over until she got it
very proud of her! ~ gave 2 stickers +
2 treats!

went on:

Ledger Notes - said they were like extra parts
of a staff & read the same way
showed her some of the common ones

Did 1st line of reading Ledger Notes
& 1st line of writing Ledger Notes

this was much more
difficult b/c she wanted to space
out her extra lines & too much

worked on for awhile

no rest @ home

played country living one more time b/c it was so
good!

Introduced 1st pag @ sea

Only worked on Notes, will
finish working on Thurs.

4-20-00 Thurs.

Jeremy @ 4:30-5

Played Country Living Great!

1st Day @ Sea ~ was pretty good

Notes were good

Rhythm was OK.

↑ fine tuned & got the

song a little faster

Started The Cheesy Song

went thru the notes
rhythm

he thought this song was MUCH easier

he really liked this one

couldn't stop laughing!

wanted to slap the ~~words~~ words while I played it

Next week:

The Cheesy Song

&

The First Day at Sea

4-20-00

Thurs 5-5:30 Chae

checked ~~at~~ all of the theory - good' gave strikers
the ² ledger notes were written pretty good
were a little big

1st Day @ Sea; had notes o.k.

explained some of the patterns

& what chords were

this helped

counted rhythm out loud & played a couple
times

showed her the fermatas

Introduced the ~~song~~ Cheesy Song

showed her the chords

& briefly went over notes

4-25-00 chae

4:30-5

can only come Tues, this week

worked some more on 1st Day @ Sea

can almost play it perfect
rhythm needs a little work
went over the Cheesy Song again

Notes - rhythm -

we sang the song together

I think she had a lot of fun!

Just spent the rest of time
working on these 2 songs

4-27-06

Jeremy

~~10:30-5~~

4:30-5

Thurs.

Played 1st Day @ Sea - Really Good!

The Cheesy Song ~ had it down pretty good

This was
his favorite
song

We played this several times
while singing

He really enjoyed this one

We did the race : he finished in 53
seconds
the last time was over 2
minutes

We finished up the lesson b/c he wants
to study for finals

He said he really enjoyed this experience &
is very thankful to have some musical
background - It has been something ~~he~~ ^{he} has
always regretted.

He bought The Don & Delany Bertie's Piano Method

He promised me he would keep learning the
piano. I really hope that he does b/c he
learned everything I taught very well.

5-2-00 Once
4:30-5 Tues

First Day @ Sea ; She did Great!

could play rhythm & notes correctly
Very proud of her - gave stickers & treats
Now, Concentrated on:

The Cheesy Song - had notes really good

worked on getting faster
the rhythm was pretty good ~ didn't hold out whole notes as long as she should
Did the Note Race ; Completed it in 1 minute 15 seconds.

there was a big improvement in the speed she could read notes. Musical

Last time was over 2 minutes

She is coming back on Thursday to finish up

She really liked the Note Race - It showed her that she has really improved.

I was very ~~so~~ proud of all of the accomplishments she has made in one semester

5-4-00 Chae

4:30-5 Thurs.

The Cheesy Song : Could play very well!
had it down pretty fast and
sang both verses while playing
she is a very talented girl

Had learned the Trolley all by herself &
wanted to surprise me w/ it

I gave her the rest of the stickers &
toys I had bought

she really didn't want to leave.

I will miss such an excellent student.

She is moving back to Korea w/ her
family this summer.

Her mother bought the Don + Delayna Beattie's
Piano Method so Chae could
begin that in Korea.

she promises to keep up ^{w/} the piano

She has my email & address so we
can keep in touch throughout the years

This has been an excellent experience for me ~
It's something I won't forget as I begin
Medical School ~~now~~ in August in San Fran, CA

Milligan's Musical Moments

*Manual One: For the Beginning Piano
Student*



by Emily Milligan

*In Preparation for "Life at the Piano, Book
One" by WB Warner Bros. and DB Don
and Delayna Beattie*

Milligan's Musical Moments
Manual One: For the Beginning Piano Student

Introduction		1
Beginning Musical Concepts	Finger Numbers	3
	Musical Alphabet	3
	Staff and What a Note is	4
	Treble and Bass Clef	5
	Bar Lines and Measures	5
	Grand Staff	6
	The Black Keys	7
	Middle C Location	8
The Shellette		9
More Musical Concepts	Line and Space Notes	11
	Octaves	11
Busy Life		15
Right Hand Note Reading		17
Two Special Right Hand Notes		19
Carmel		21
Left Hand Note Reading		23
Two Special Left Hand Notes		25
Precious Pups		27
Note Reading Race		29
The Treasures of Music		31
Whole Steps and Half Steps		33
How to Speed up Note Reading		34
Rhythm	Beats	35
	Quarter, Half, & Whole Note Beats	35
	Time Signatures	36
	Counting	37
	Rests	38
North Star		39
My Loved One		41
Trolley		41
Dynamics and Ritardando		43
Ocean Night Life		45
Additional Rhythm	Dotted Half and Quarter Notes	
	And Rests	47
	Rhythmic terms and ties	48
	Eighth Notes and Rests	49
	Beams and more counting	50
Monterey		53
Accidentals		55
Country Living		59
Ledger Notes		61
First Day at Sea		63
The Cheesy Song		65
Last Note Reading Race		67
Where the Songs Came From		69

The intent of this manual is to prepare the beginning piano student for "Life at the Piano Book One" by WB Warner Bros. and DB Don and Delayna Beattie.

The instrument known as the piano did not start out as how we know of it today. It has evolved through several instruments and has a very interesting history. It began by stretching a piece of cloth between two branches of a tree. By varying the amount of stretch and thickness, the prehistoric human discovered that "musical" sounds could be produced. Advancements were made and eventually the harp was developed. Soon after this, the clavichord, harpsichord, and dulcimer, and hammered dulcimer followed. Finally the traditional piano was developed.

Today, the piano is one of the most popular instruments. It offers so many life long rewards. It increases dexterity, patience, attention to detail and confidence. As one's motivation, commitment and determination increases, special skill are being developed that can be cherished for a lifetime.

The above improvements have shown to be true through extensive research involving music education. Scientists have seen a strong correlation between children who can play an instrument and significant improvement in the areas of memorization, compassion, self discipline and coordination. Through the use of magnetic resonance imaging (MRI), researchers have found larger portions of the somato-sensory cortex of the brain being used in musicians verses non-musicians. Music has also been shown to relieve stress and help a person to relax.

Now that you have a general idea of the significance of music and the piano, here are a few things to keep in mind before learning to play:

1. Your piano needs to be kept clean. Furniture polish, chemicals or solvents should not be used to remove dust and dirt. The finish could become damaged and the piano would develop a film that would have to be professionally removed. A soft damp cloth such as a cheesecloth will work well. Wipe in a straight line along the grain of the wood. The keys can also be cleaned with a damp cloth. Dry the keys immediately after cleaning.

2. Have a piano technician regularly look over your piano. There are around 2000 parts that need to be checked. Pianos also need to be regularly tuned. Most people recommend tuning twice a year.

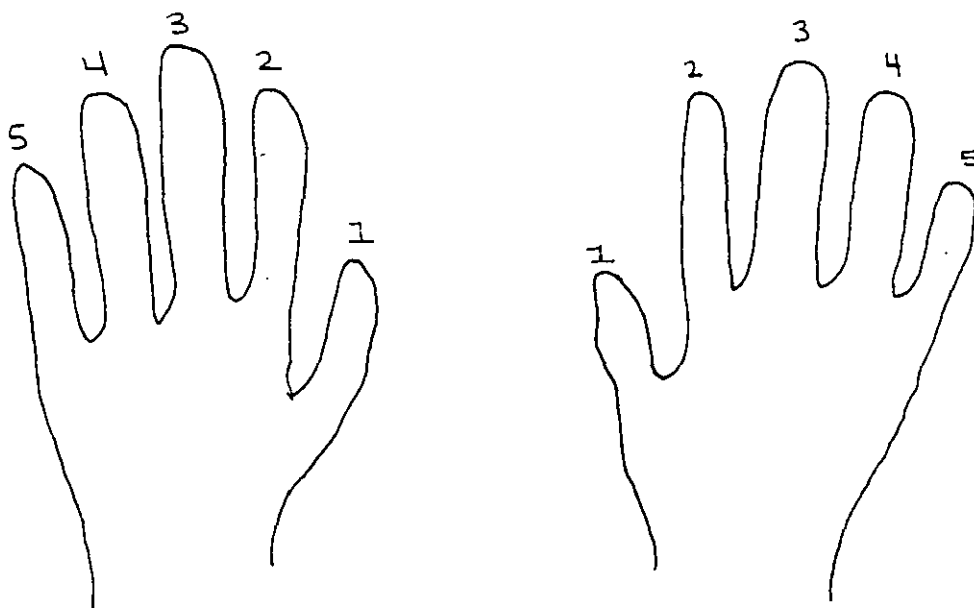
3. Maintaining a constant temperature and humidity for your piano will increase its life span. Many people recommend a temperature of around 68 F and 42% humidity. Do not place the piano by windows, doors leading to the outside, vents or air conditioning.

4. Do not place food, drinks, plants, etc. on the piano.

Now lets begin.....

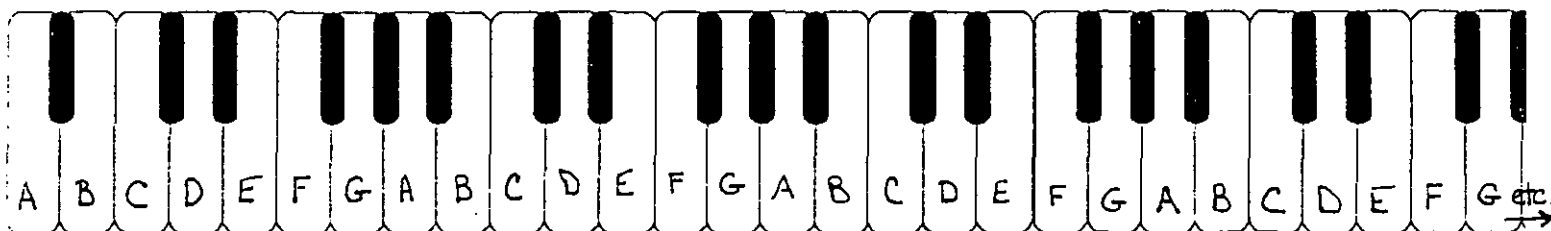
Finger Numbers

The fingers have traditionally been numbered from 1-5 on each hand. The pinkies are number five and the "*thumbs are ones*".



The Musical Alphabet

Only the letters A through G are used for the names of the white keys. They are repeated in alphabetical order down the entire keyboard.



Tip: Try playing all of the white keys starting from the left side. Think or say the names of the keys while playing. Play with your right hand first and then your left hand.

This is called a staff:



Counting up from the bottom, a music staff has 5 lines.
Counting up from the bottom, a music staff has 4 spaces.

(This becomes very important when we begin reading notes)

What is a Note?

A note is shown below. It is what musicians use to read music.

Notes tell you what pitch and rhythm to play.

There can be 2 parts to a note: *1. Note Head 2. Stem*

The head is always used. The stem is not always used.



Write "Y" for yes if the stem is used. Write "N" for no if the stem is not used.

Three musical staves for a practice exercise. Each staff has a solid line above and a dashed line below. The first staff contains a sequence of notes: a quarter note with a stem on the first line, a half note on the second space, a quarter note with a stem on the third line, a quarter note with a stem on the third space, a quarter note with a stem on the fourth line, a quarter note with a stem on the fourth space, a quarter note with a stem on the fifth line, and a quarter note with a stem on the first line of the next staff. The second staff contains a sequence of notes: a quarter note with a stem on the first line, a quarter note with a stem on the first space, a quarter note with a stem on the second line, a quarter note with a stem on the second space, a quarter note with a stem on the third line, a quarter note with a stem on the third space, a quarter note with a stem on the fourth line, and a quarter note with a stem on the fourth space. The third staff contains a sequence of notes: a quarter note with a stem on the first line, a quarter note with a stem on the first space, a quarter note with a stem on the second line, a quarter note with a stem on the second space, a quarter note with a stem on the third line, a quarter note with a stem on the third space, a quarter note with a stem on the fourth line, and a quarter note with a stem on the fourth space.

Clef Signs

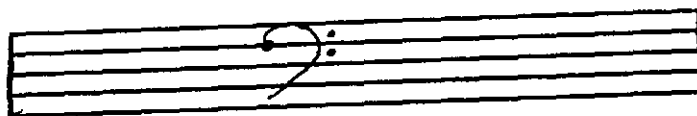
Clef signs are placed at the beginning of a music staff. There are many clefs used to read music. Here are the two main types:

1. Treble Clef
2. Bass Clef

The Treble Clef or G Clef means higher sounds.
(For right now, when you see this clef it means to play with your right hand)

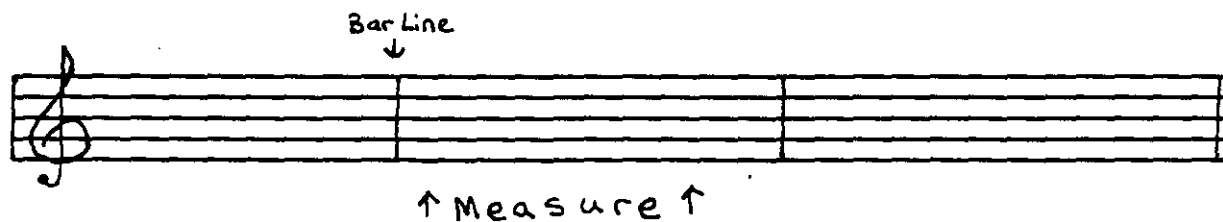


The Bass Clef or F Clef means lower sounds.
(For right now, when you see this clef it means to play with your left hand)



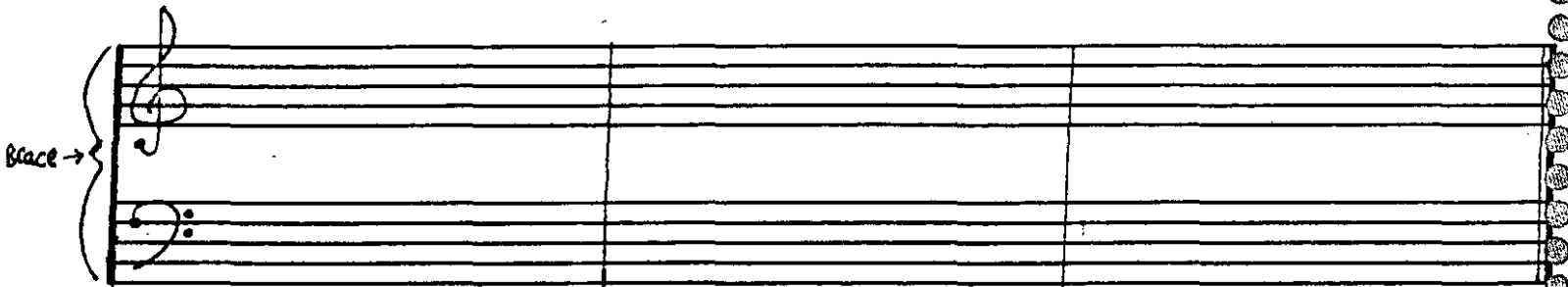
Bar Lines and Measures

Bar lines divide the staff into measures. Measures help to keep time in music. The Double Bar Line at the end indicates the END of a song.



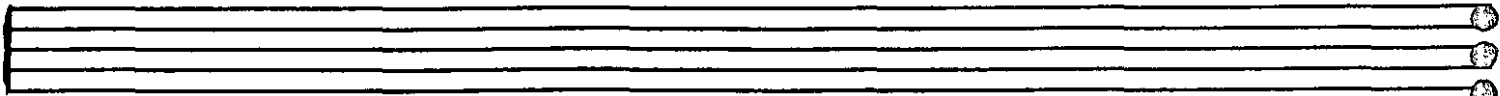
The Grand Staff

Putting it All Together: When you put the Treble Clef, Bass Clef, Bar Lines, Double Bar Line, and a Brace Together, it is called a Grand Staff. This means that you read the Treble and Bass Clef Staves TOGETHER.

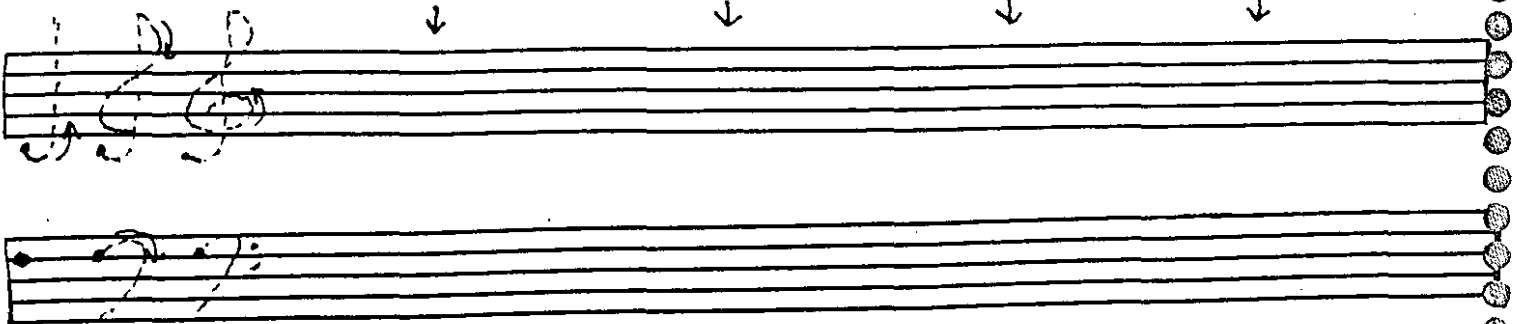


Drawing

Draw 4 bar lines as indicated and a double bar line at the end of this staff.



Write 4 Treble Clefs and 4 Bass Clefs on this staff.

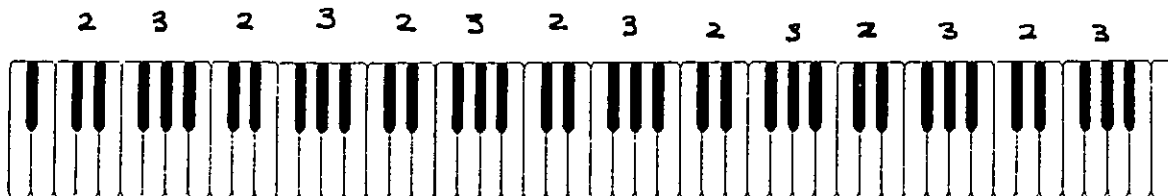


Draw a Grand Staff. Don't forget to include 2 staves, Treble and Bass Clef, Bar lines, a Brace, and a Double Bar Line at the End.

It is very important to be able to write all of the musical notations. Some day you may want to write music yourself.

The Black Keys

The piano consists of 88 black and white keys. The black keys are arranged in groups of 2's and 3's.

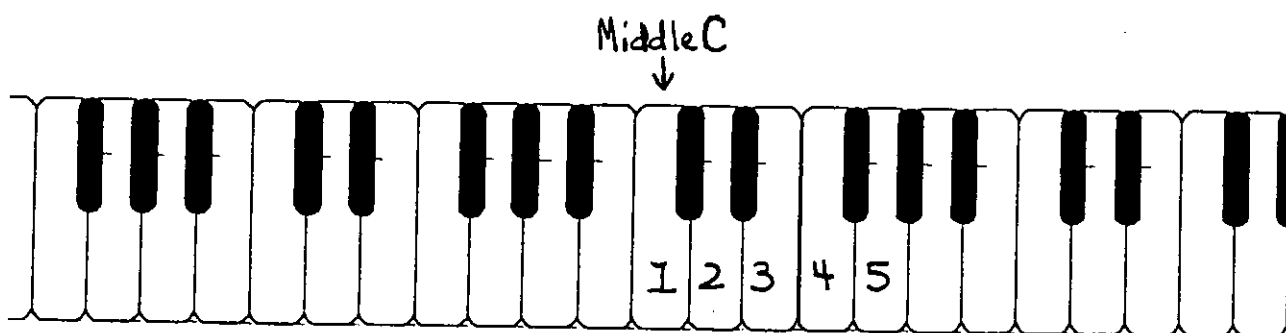


Tips: Try playing all of the groups of 2's with finger numbers 2 & 3. Then try to find all of the groups of 3's with finger numbers 2, 3, & 4. Try with your right hand and then your left hand.

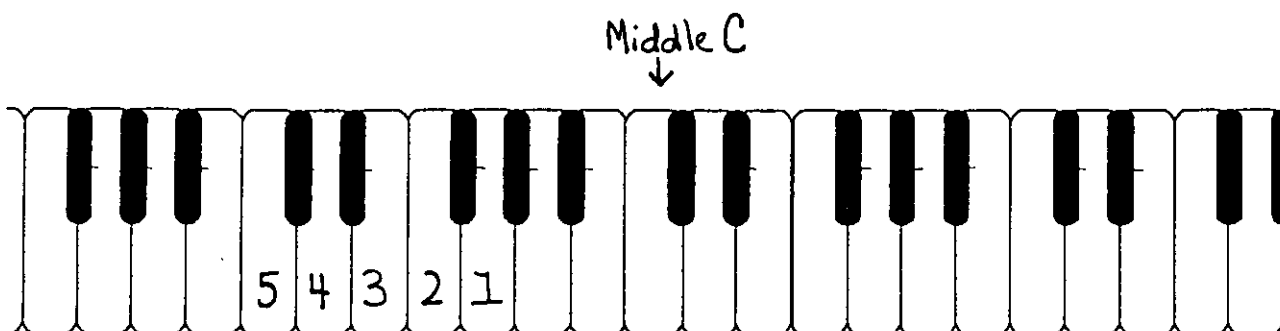
Finding Middle C

Find any group of 2's and place your thumb of your right hand on the white key adjacent to the black key on the left. This white key is called "C". Look for the C in the middle of the piano. (Have your teacher show you where middle C is).

Now put your other fingers down as follows:

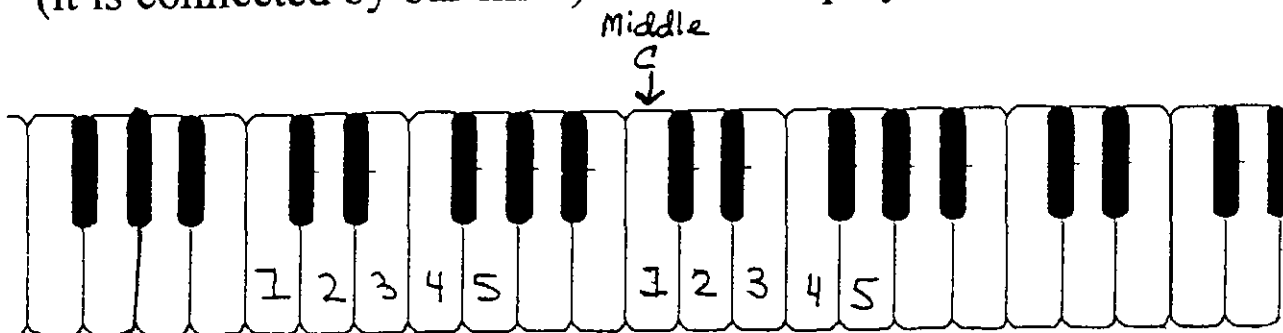


Now put your Left Hand pinky (#5) on a C to the left of the Right Hand C and put the rest of your fingers down as follows:



Your First Song

Place your fingers as shown and we'll be ready to play our first song. When there are notes written on both staves at the same time (it is connected by bar lines) it means to play the hands together.



The Shellee

3 2 1 2 3 4 5 3 2 1
Sail - ing is love - ly now you can be - lieve

3 4 5 4 3 2 1 3 4 5
why don't you join me up on the great sea

3 2 1 2 3 4 5 3 2 1
We'll be to - get - her for e - ter - ni - ty


3 4 5 4 3 2 1 3 4 5

Tips: Play just the right hand until you feel at ease. Then play only the left hand until comfortable. Once this is accomplished, put the hands together. Practice until you can play it smoothly and without pausing. The lines after the finger numbers mean to hold the note out for a moment. Most important - ENJOY! This is your first song!

Line & Space Notes

Notes may be placed on the staff with lines through them or in spaces. They are called either Line Notes or Space Notes.

Line Note = 

Space Note = 

Write "L" for Line Note and "S" for Space Note.



Octaves

Octave is from the Latin word octo which means eight.

1st: Pick any white key on the piano and call that key #1.

2nd: Count 8 keys further and it should be the same key name with a different pitch. (Pitch means how high or low the sound is.) For example, from one C to the next C is one Octave. If you went from middle C to 2 C's down, it would be 2 octaves.

There are 8 C's on the keyboard. Each of these C's is given a special name in order to make it less confusing. The names of these C's are as follows:

CC = Contra

C = Great

c = small

c1 = c-one

c2 = c-two

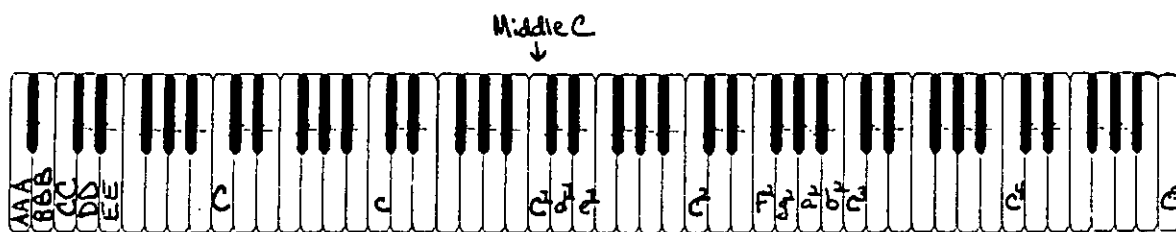
c3 = c-three

c4 = c-four

c5 = c-five

Tips: Don't worry about memorizing this. Just get an idea that there are octaves in music and they have different names.

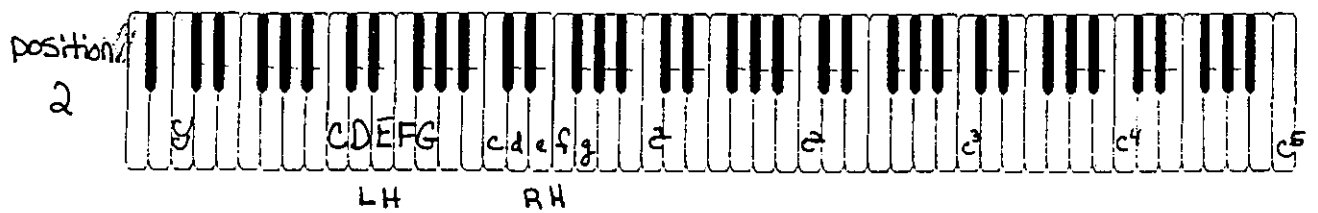
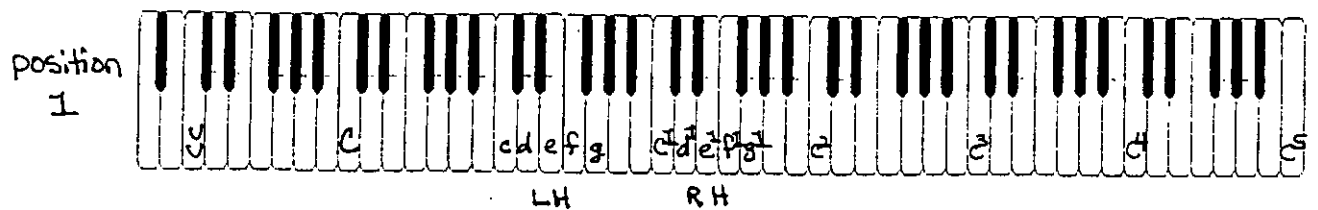
This same idea applies to all of the keys on the piano. Here is an example of what I mean.



Tips: Try to find octaves on the piano

1. Try to find all eight C's on the piano
2. Try to find all eight B's on the piano
3. Try to find all eight A's on the piano
(The rest of the keys only have 7 octaves.)
4. Try to find all 7 D's, E's, F's, and G's

This next song is designed to help familiarize the names of the keys on the piano. Only the names of the keys along with a picture are given. There are 3 different positions that you need to move to. Place your 3rd finger of each hand on E and you should be ready to play. The tempo (speed) of this song should eventually be fairly quick. When learning any song, remember to play slow at first and then gradually build to the correct tempo.



Busy Life

Position 1

Cra-zy Day its bu-sy time for me

Position 2

Err-ands Home-work Not a cup of tea

Position 3

Id be a dog ev-en with those fleas

Position 1

Cra-zy day its Bu-sy time for me

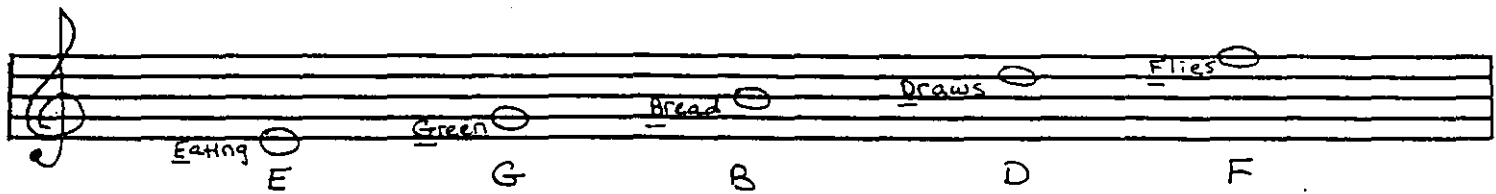
Tips: Start out by playing the song very slowly. Remember that if there are notes on both the treble and bass clefs at the same time, it means to play both hands together. If there is a dash drawn (especially the left hand) it means to hold that note out until the line ends. (We will be leaning rhythm fairly soon). Try to memorize this song. Once memorized, speed up the tempo until you can play it quickly with no mistakes.

Note Reading

Right Hand Line Notes

You can learn a majority of the line notes just by memorizing a simple saying:

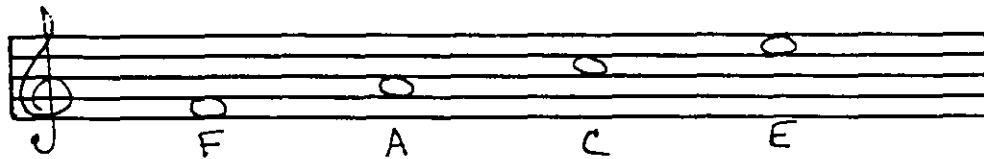
Eating Green Bread Draws Flies



Right Hand Space Notes

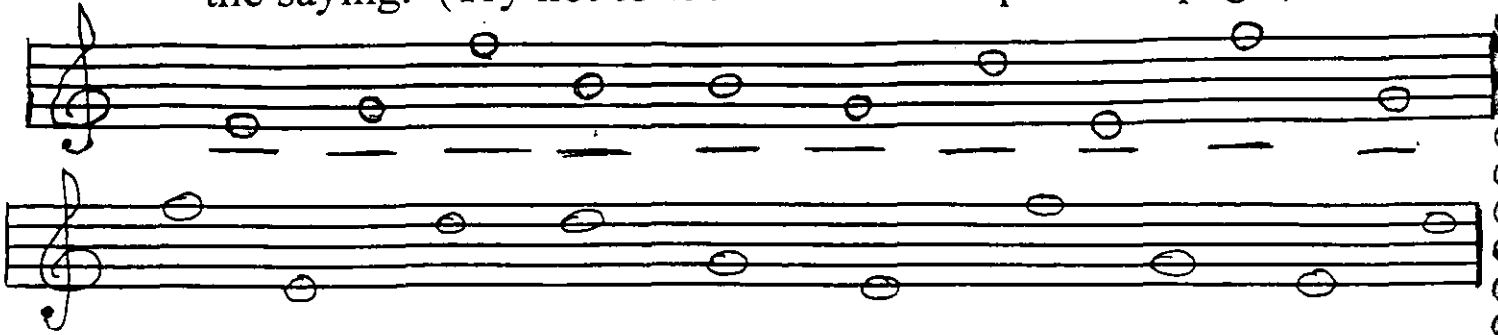
Remember these notes by rhyming SPACE with your FACE.

F A C E

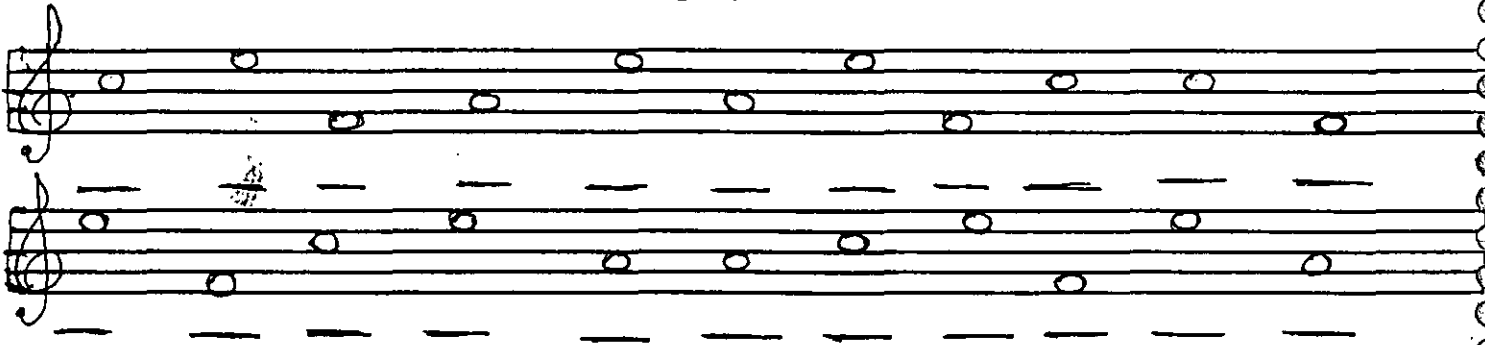


Memorizing Right Hand Notes

Write in the note names of these Line Notes. Don't forget to use the saying. (Try not to look back on the previous page.)



Write in the note names of these Space Notes. Don't forget what rhymes with "Space". (Try not to look back on the previous page.)

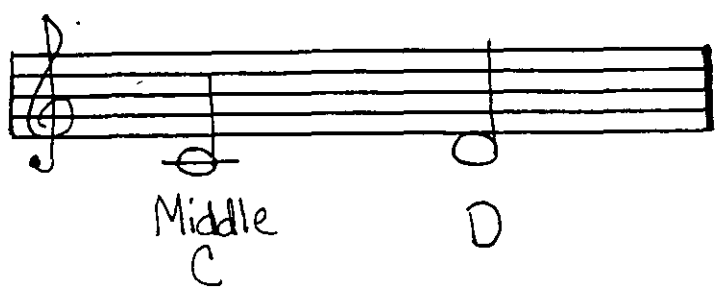


Write in the note names of these Line & Space Notes. Do NOT look back on the previous page.



Two Special Right Hand Notes

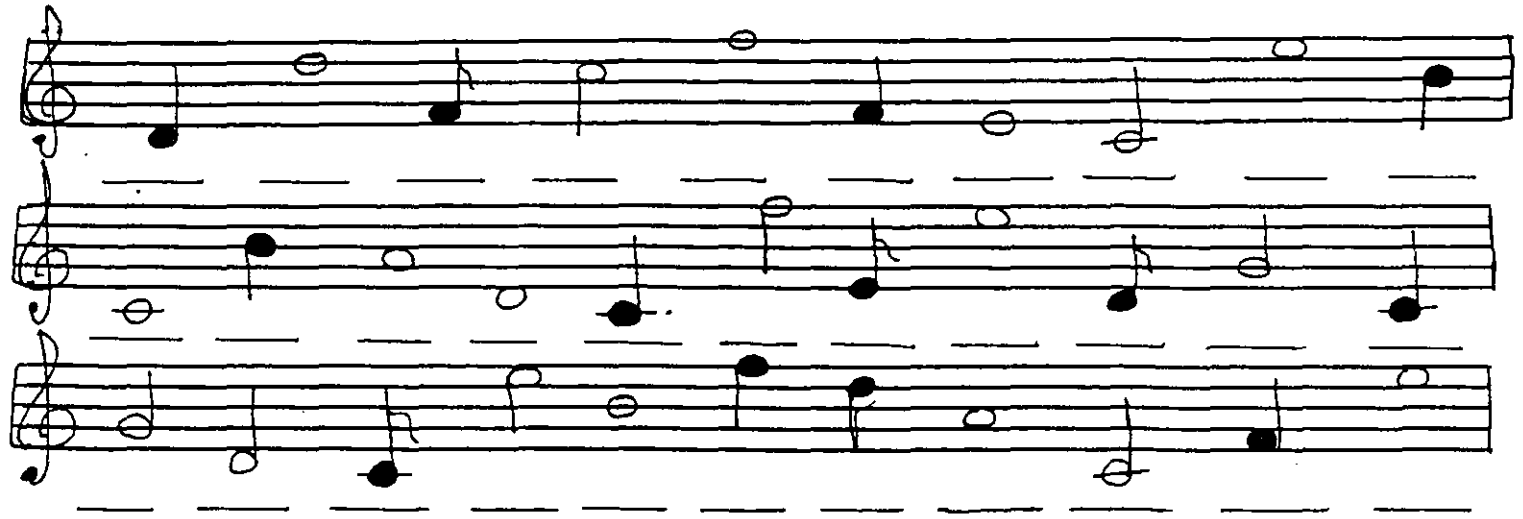
Middle C and the D right next to it are not part of the sayings and rhymes. These must be memorized. Please realize that these notes will be used ALL the time!



Tips: Realize that Middle C is a line note that is on it's "own" line below the staff. D just hangs off of the staff and is a space note. When you see these notes, they must be recognized immediately!

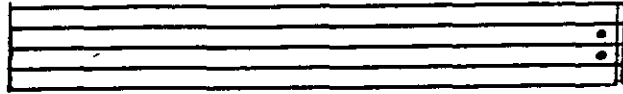
More Note Reading

Write in the names of these notes. Do this completely by memory.



Repeat Sign

A Repeat Sign is shown below. When you see this sign, it means to repeat that part of the music one time.



This next piece is written only for right hand and for the notes C, D, E, F, & G. Do not write in the notes. You must read the notes while playing at the same time. It will take practice but it is a wonderful feat to have accomplished.

Carmel

1. Sun - sets are so beau - ti - ful to see
 2. I wish they would ne - ver have to leave

1. Peo - ple ta - king pic - tures left and right
 2. This e - vent is real - ly a great sight

Paint - ed swirls co - lors leave peace - ful - ly

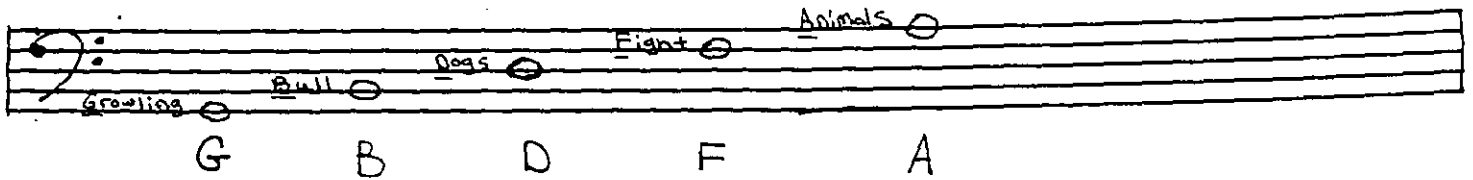
Tips: Don't forget to repeat the designated parts. This song should be played smoothly with as much grace as possible. Just keep practicing and don't give up!

Note Reading Continued

Left Hand Line Notes

Here is another saying to help you memorize the Left Hand Line Notes:

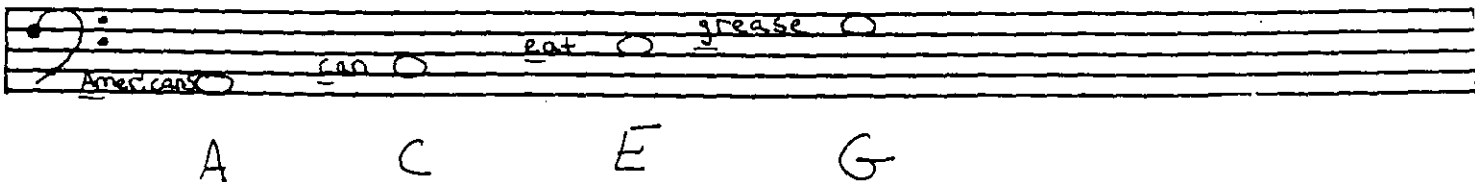
Growling Bull Dogs Fight Alligators



Left Hand Space Notes

Here is another saying that you need to memorize. This one is more entertaining.

Americans Can Eat Grease



Memorizing Left Hand Notes

Write in the names of these Left Hand Line Notes. Don't forget the saying. (Try not to look at the previous page for help).

Two sets of musical staves, each consisting of a five-line staff with a bass clef and a four-line staff with a dashed line below it. The first set shows notes on the lines of the five-line staff: G2, B1, D2, F1, A1. The second set shows notes on the lines of the five-line staff: B1, D2, F1, A1, C2.

Write in the names of these Left Hand Space Notes. Make every effort you can to memorize the saying and not look at the other page for help.

Two sets of musical staves, each consisting of a five-line staff with a bass clef and a four-line staff with a dashed line below it. The first set shows notes in the spaces of the five-line staff: F1, A1, C2, E2, G2. The second set shows notes in the spaces of the five-line staff: A1, C2, E2, G2, B2.

Write in the names of these Left Hand Line & Space Notes. This time do NOT look at the previous page for help. You have to make yourself memorize these sayings.

Two sets of musical staves, each consisting of a five-line staff with a bass clef and a four-line staff with a dashed line below it. The first set shows notes on the lines and spaces of the five-line staff: G2, A2, B2, C3, D3, E3, F3, G3. The second set shows notes on the lines and spaces of the five-line staff: F3, G3, A3, B3, C4, D4, E4, F4.

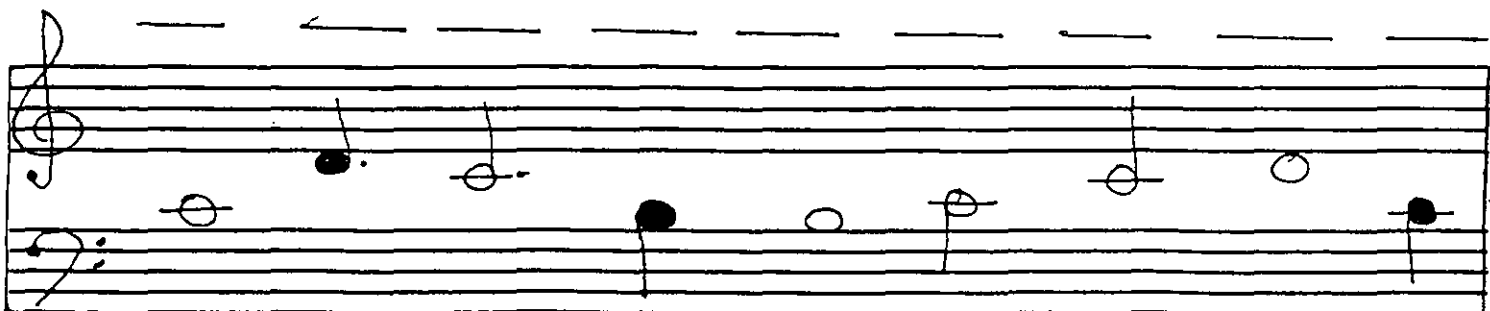
Two Special Left Hand Notes

Middle C and the B to the Left of it are very important notes. They are NOT part of any of the sayings but are used in many songs. It is mandatory that you become very familiar with these two notes.



Tips: Notice that the Middle C above is the same key that would be played on the piano as the Middle C previously learned for the right hand. When you see a Middle C written, look to see if it is on the Treble Clef or on the Bass Clef. If it is on the Treble it is usually played with the right hand. If it is on the Bass Clef, it is usually played with the left hand. This is the only difference. Regardless of what hand plays it, it is on its "own" line. B is a space note. It sits on top of the staff. Do not get B confused with D! (D is played with the right hand and hangs off of the staff).

Getting the C's, D's, and B's Straight



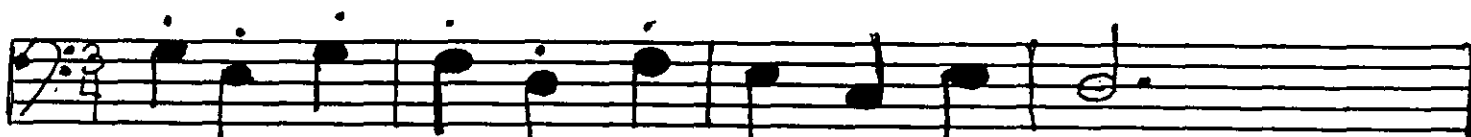
Staccato Notes

When you see a dot (.) written ABOVE (NOT next to) a note, it means you are supposed to play it staccato. Staccato means to play the note short and separated.

Precious Pups



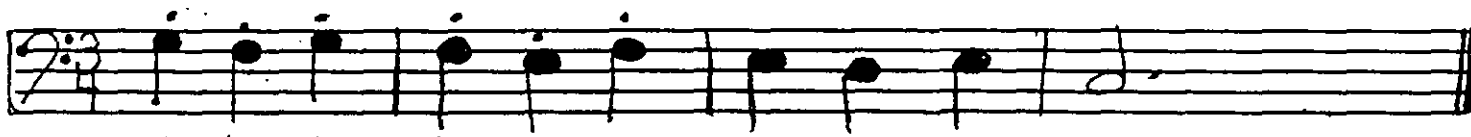
P. Bear and Hardcore are two lit-tle pup-pies that



Bark Belch yelp Cough Fur Balls But we love so —



P. Bear and Hardcore are two lit-tle pup-pies that

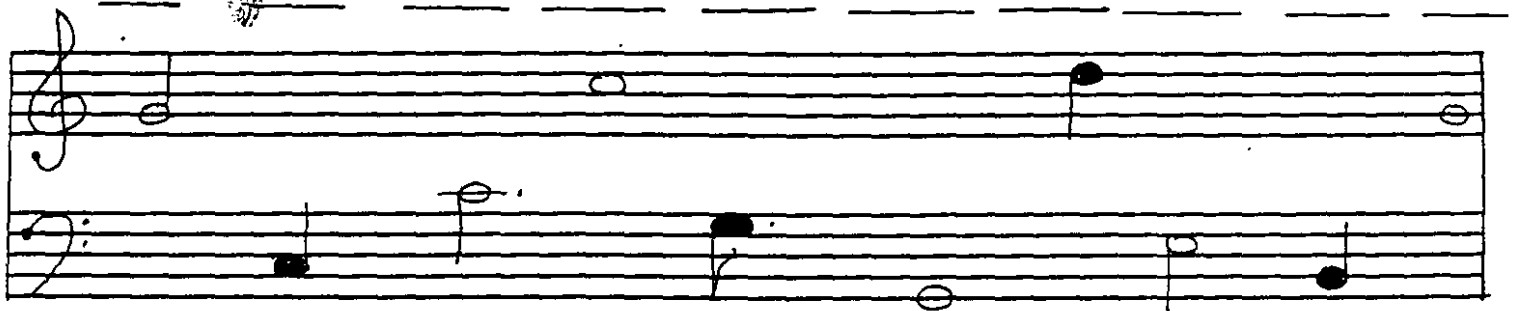
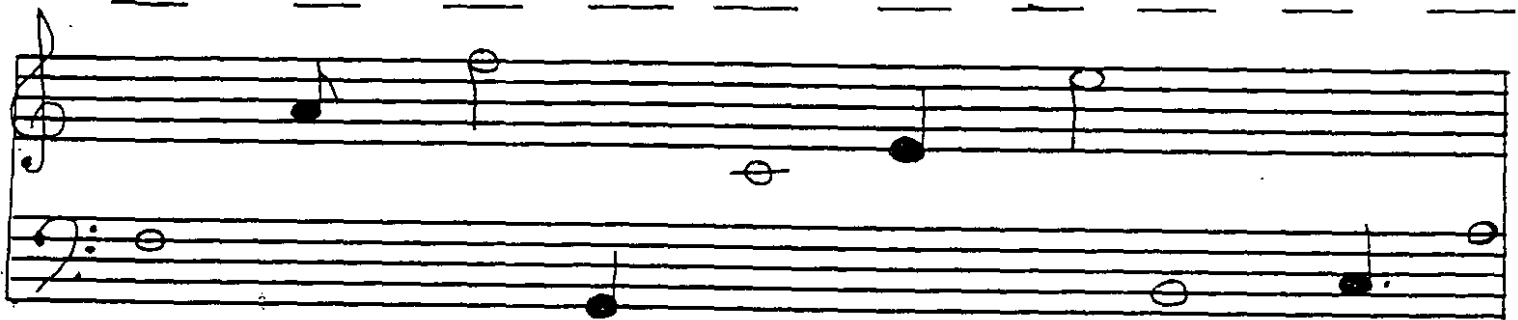
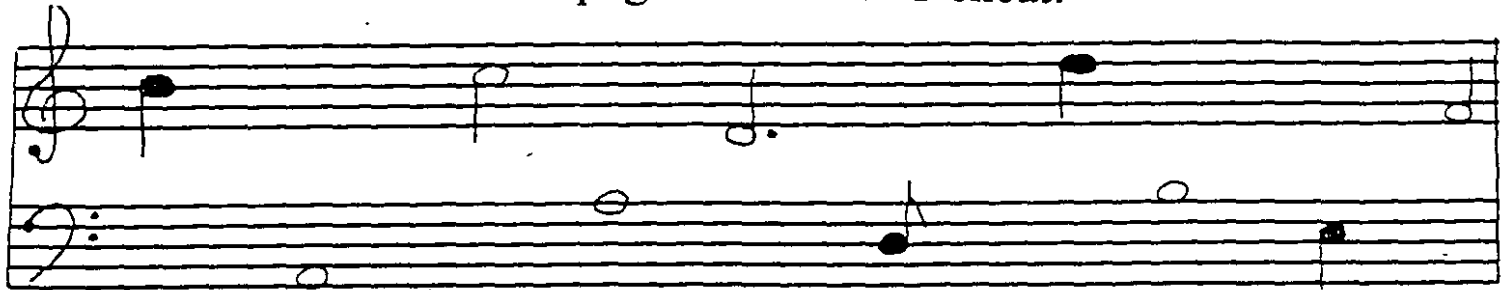


sit lay shake roll ov-er our prec-ious pups

Additional Note Reading

Write in the names of the following notes.

* Use a Clock and Time yourself - Write in the time at the bottom of the page - and DON'T cheat!



Time you would LIKE
to put down (realistic):

Honest Time:

Tip: Make sure to look at which clef is written. This makes a BIG difference when you are reading notes!

Slurs

Notice while you are playing that there are these long curved lines above the music. This is called a slur. A slur connects different notes all together. It means to play them smoothly.

The Treasures of Music

Mus-ic has a per-man-ent place

The first line of music is written on a grand staff (treble and bass clefs) in 4/4 time. The melody is in the treble clef. A slur is placed over the notes for 'Mus-ic has a per-man-ent place'. The lyrics are: 'Mus-ic has a per-man-ent place'.

In ev-ery one's heart —

The second line of music continues the melody. A slur is placed over the notes for 'In ev-ery one's heart'. The lyrics are: 'In ev-ery one's heart —'.

It's some-thing your learn-ing which you'll

The third line of music continues the melody. A slur is placed over the notes for 'It's some-thing your learn-ing which you'll'. The lyrics are: 'It's some-thing your learn-ing which you'll'.

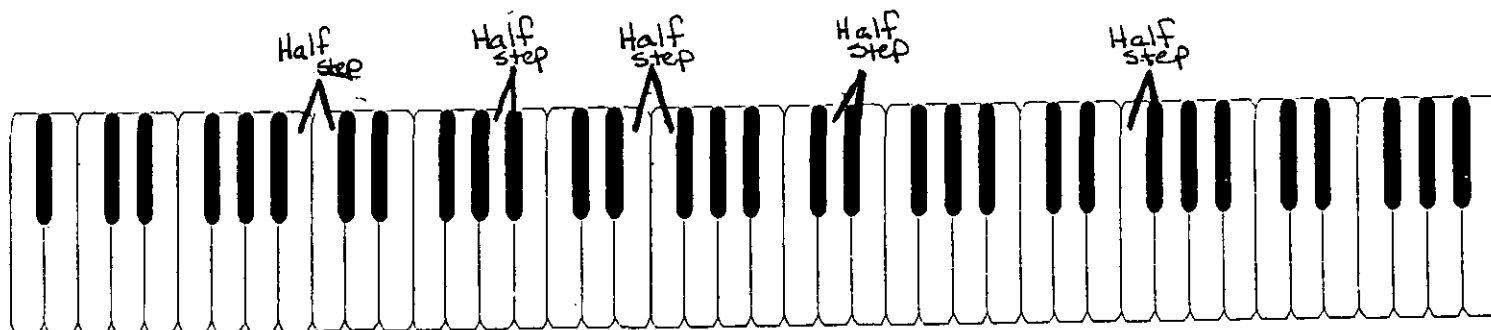
ne-ver want to part —

The fourth line of music concludes the melody. A slur is placed over the notes for 'ne-ver want to part'. The lyrics are: 'ne-ver want to part —'.

Whole Steps & Half Steps

Half Steps

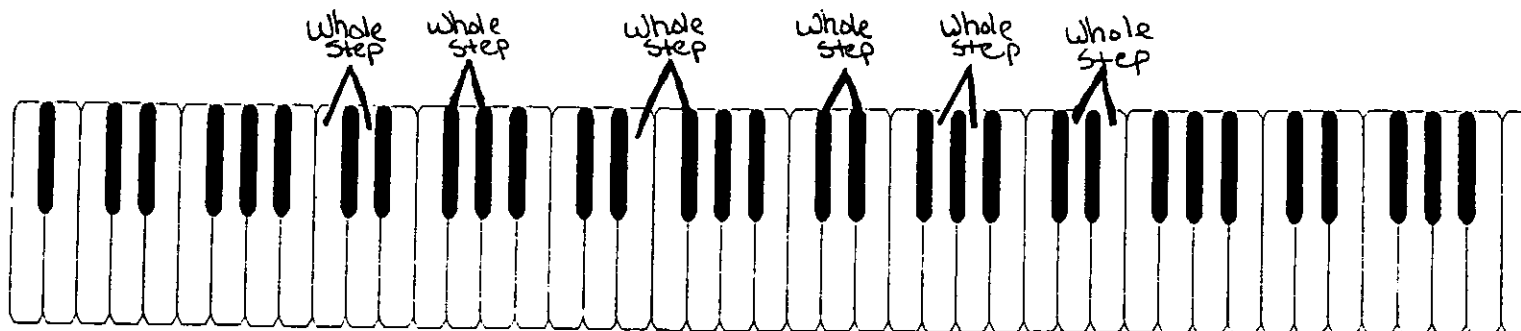
A Half Step is the absolute closest that 2 piano keys can be. You have to look at both white keys and black keys. Here are some examples of Half Steps



Tips: Try to find Half Steps on the piano. If you play them together, they should not sound very good (They clash together).

Whole Steps

A Whole Step is actually 2 Half Steps ($1/2 + 1/2 = 1$ or a "Whole Step") Here are some examples of Whole Steps.



Tips: Try to find whole steps on the piano. They should have one key in between them whether it's a white or black key.

How Whole Steps and Half Steps can Speed up Note Reading

When you go from a line note to the next space note (or vice versa), it is one whole step on the piano. Look to see if the notes are moving up or down. If they are moving up, then you play the piano key to the right. If they are moving down, then play the piano key to the left.

Try playing this on the piano. Notice how there are alternating line and space notes.



If you go from a line note to the next line note, then it is 2 whole steps (skip a key). Also, if you go from a space note to the next space note, then it is 2 whole steps as well (skip a key).

Try playing this on the piano. Notice how you skip a key.



Rhythm

Understanding Rhythm is essential for any musician. We will start with learning the very basics: Note Value Names are Quarter Notes, Half Notes and Whole Notes.

Beats

Beats are a "measurement" which divides the time into equal units of length. Every time you tap your foot to music is one beat. For beginning piano music, the following is true:

Quarter Note
1 Beat =



Half Note
2 Beats =



Whole Note
4 Beats =



Write 'Q' for Quarter Note, 'H' for Half Note, and 'W' for Whole Note under each of the written notes.

Figure out what the note value name is and write the corresponding letter and beat value under each one.

The image shows two musical staves. The top staff is in treble clef and contains the following notes from left to right: a quarter note on G4, a quarter note on A4, a half note on B4, a quarter note on C5, a quarter note on B4, a quarter note on A4, a quarter note on G4, and a quarter note on F4. The bottom staff is in bass clef and contains the following notes from left to right: a quarter note on G3, a quarter note on F3, a half note on E3, a quarter note on D3, a quarter note on C3, a quarter note on B2, a quarter note on A2, a quarter note on G2, and a quarter note on F2. Below each staff is a dashed line for writing.

Time Signatures

Time signatures tell you how to count to rhythm. There is an upper and a lower number placed after the clefs on the staff.

For example:

- $\frac{4}{4}$ = The upper number tells you what to count to in each measure
(You would count to four here)
- $\frac{4}{4}$ = The lower number tell you what kind of note gets one beat
(For right now, we assume the Quarter Note always gets one beat)

Tips: 3/4 time means you would count to 3 in each measure. 2/4 time means you would count to 2 and so on.... If the bottom number is not a 4, then the rhythm is a little different (Don't worry about this right now).

Counting

Remember that the top number of the time signature tells you what number to count to in each measure. The note values tell you how many counts (or beats) each note receives. For example; If there was a quarter note, it would only get 1 count. However, a whole note would get 4 counts. You would actually count "1,2,3,4".

Let me show you what I mean.

The first staff is in 4/4 time. It contains four measures: 1) four quarter notes (1, 2, 3, 4); 2) two half notes (12, 34); 3) two quarter notes and two eighth notes (1 2, 34); 4) a whole note (1234).
The second staff is in 2/4 time. It contains four measures: 1) two quarter notes (1 2); 2) a half note (12); 3) two quarter notes (1 2); 4) a half note (12).
The third staff is in 3/4 time. It contains four measures: 1) a half note and a quarter note (12 3); 2) three quarter notes (1 2 3); 3) a quarter note and two eighth notes (1 23); 4) three quarter notes (1 2 3).

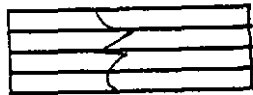
Now you try to write in the correct counts.

The first staff is in 4/4 time and contains four measures of music: a half note, a quarter note, a quarter note, and a half note.
The second staff is in 3/4 time and contains four measures of music: a quarter note, a quarter note, a half note, and a quarter note.
The third staff is in 2/4 time and contains four measures of music: a quarter note, a quarter note, a half note, and a quarter note.

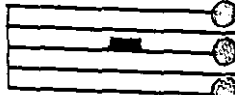
Rests

Rests are also a large part of counting and rhythm. When you see a rest it means to not play anything for a certain amount of time. We will start by learning 3 of the main rests: Quarter rests, Half rests, and whole rests.

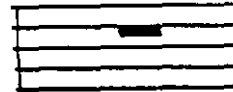
Quarter Rest =
1 Beat



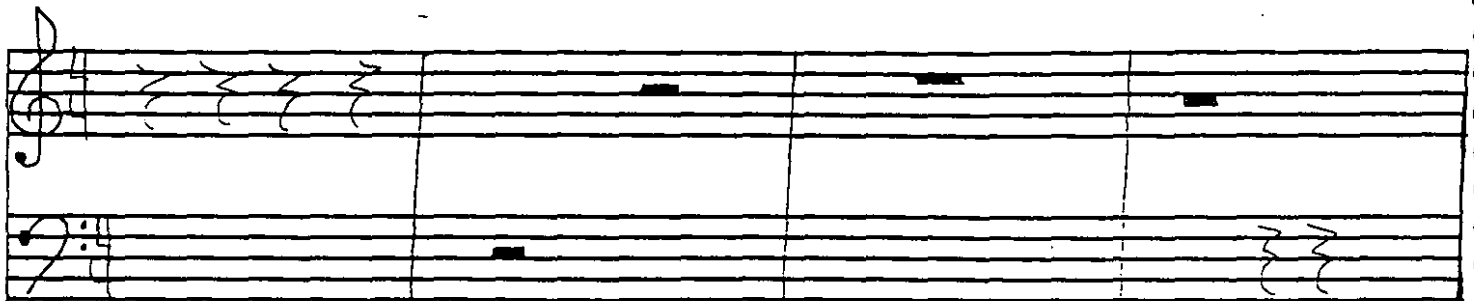
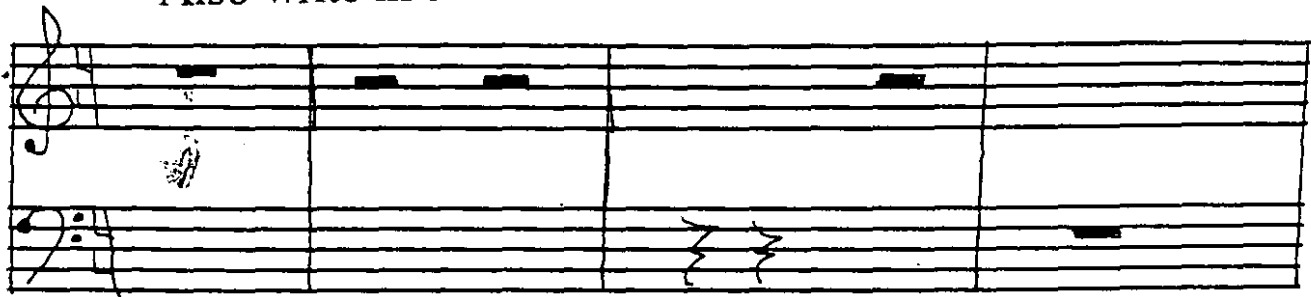
Half Rest =
2 Beats



Whole Rest =
4 Beats



Write 'Q' for Quarter Rest, 'H' for Half Rest, 'W' for Whole Rest. Also write in the number of beats each rest receives.



Tips: Many people confuse the half and the whole rest together. One way that I tell my students to keep them straight is by remembering that the "heavier" one (the whole rest = 4 big beats) hangs below the line. The "lighter rest" (the half rest = 2 beats) sits on top of the line.

Counting with Notes and Rests

Write the proper counts for each measure. Be sure to look at the time signature to see what number you need to count to.

North Star

The first system of musical notation for 'North Star' consists of two staves (treble and bass clef) in 4/4 time. The lyrics are: 'wind whis-per-ing', 'Tree tops glisten-ing', 'I-si-cles form-ing'. The melody is written in the treble clef, and the bass line is in the bass clef. There are rests in the second and fourth measures of both staves.

The second system of musical notation for 'North Star' consists of two staves (treble and bass clef) in 4/4 time. The lyrics are: 'white blan-ket of', 'Free-dom', 'we love snow ski-ing'. The melody is written in the treble clef, and the bass line is in the bass clef. There are rests in the second and fourth measures of both staves.

Now, try to play the above song. You have all of the knowledge:
Notes, Time Signatures, Rhythm - Now go try it!

Try writing in the counts to the song on the next page. Once your finished, try playing this one also.

My Loved One

Love is strong and it fills my — soul —

The first system of musical notation for 'My Loved One' is in 3/4 time. The vocal line (treble clef) contains the lyrics 'Love is strong and it fills my — soul —'. The piano accompaniment (bass clef) consists of a simple harmonic line.

Tell him you Love — Him And Give Him Your Heart to — Hold —

The second system of musical notation continues the piece. The vocal line (treble clef) contains the lyrics 'Tell him you Love — Him And Give Him Your Heart to — Hold —'. The piano accompaniment (bass clef) continues with a simple harmonic line.

Trolley

The first system of musical notation for 'Trolley' is in 4/4 time. It features a vocal line (treble clef) and a piano accompaniment (bass clef) with a simple harmonic line.

The second system of musical notation for 'Trolley' continues the piece. It features a vocal line (treble clef) and a piano accompaniment (bass clef) with a simple harmonic line.

The third system of musical notation for 'Trolley' concludes the piece. It features a vocal line (treble clef) and a piano accompaniment (bass clef) with a simple harmonic line.

Dynamics

Dynamics really mean the volume at which you should play the music at. There are four main levels which are symbolized in the following ways:

1. p = soft
(*piano*)

2. f = loud
(*forte*)

3. mp = moderately soft
(*mezzo piano*)

4. mf = moderately loud
(*mezzo forte*)

Additional dynamic symbols include pp, ppp, ff, and fff. These are not used as often and mean exactly what you think they mean.

pp = softer than p

ff = louder than f

ppp = softer than pp

fff = louder than ff

Ritardando

When you see *rit.* written, it means to slow down gradually. This abbreviation stands for the Italian word ritardando.

rit.

Ocean Night Life

The musical score consists of four staves. The first staff is in treble clef and contains the lyrics: *f* Danc-ing, Laugh-ter Live Bands Flow-ers Reg-gie Mus-ic Beat. The second staff is in bass clef and contains the lyrics: *mf* Watch-ing Colors of Col-ors Fad-ing as we show our feet. The third staff is in treble clef and contains the lyrics: *mp* We ride oc-ean wat-ers as we watch the clear Star Light. The fourth staff is in bass clef and contains the lyrics: *p* we lay down to rest our eyes as waves rock us Good Night. A *rit.* sign is placed below the end of the fourth staff.

- *Tips: Don't forget the dynamic symbols. You should be able to hear a slight dimenish in volume in each line. Do not make this too dramatic or else you will not be able to play any softer. Also, don't forget the rit. sign at the end.*

Dynamics Continued



Here are two more signs that mean to gradually do something:



1. Crescendo and 2. Diminuendo
(Remember the *rit.* meant to gradually play slower.)

1. The abbreviation *cresc.* means to gradually play louder
2. The abbreviation *dim.* means to gradually play softer

More on Rhythm

Remember that a dot on top of a note means to play it staccato? If you see a dot to the left side of the note, it means something different. It means to hold the note for its intended value PLUS one half of that value. Let me show you what I mean.

 = Half Note = 2 Beats
 = Dotted Half Note = 3 Beats
(one half of 2 beats = 1; 2 + 1 = 3)

 = Quarter Note = 1 Beat
 = Dotted Quarter Note = 1 and 1/2 Beats
(one half of 1 beat = 1/2; 1 + 1/2 = 1 and 1/2)

This idea also applies to Rests. When a dot is added to the side of the rest then you rest for the intended value PLUS one half of that value.

Try to see if you can figure out the correct time value for each note or rest.




The image shows two musical staves. The top staff is in treble clef and contains the following sequence from left to right: a dotted quarter note, a quarter note, a dotted half note, a quarter note, a dotted quarter note, a quarter note, a dotted quarter note, and a quarter note. The bottom staff is in bass clef and contains the following sequence from left to right: a dotted quarter note, a quarter note, a dotted half note, a quarter note, a dotted quarter note, a quarter note, a dotted quarter note, and a quarter note. Below the staves are several horizontal lines for writing.

Additional Rhythmic Terms

a tempo

When you see a rit. sign, it means to slow down. If you see a sign such as *a tempo*, it means to go back to the original speed before you saw the rit. sign.

fermata

If you see this sign:  on top of a note, it means to hold that note longer than the time value its given. The fermata is also called a "bird's eye".

Ties

A tie looks very similar to a slur. (Remember the slur connects different notes together by a curved line. It means to play them smoothly.) A tie also connects notes together with a curved line but it connects the SAME notes together. When you see a Tie, it means to play the first note and keep holding it until you have held it for its time value PLUS the second note's time value.

This is a Tie:



This is a Slur:







Now see if you can tell the difference between these two terms.



Eighth Notes & Eighth Rests

Remember that a Quarter Note receives 1 Beat. An Eighth Note receives 1/2 of a Beat. Therefore, 2 Eighth Notes is equal to 1 Quarter Note ($1/2 + 1/2 = 1$).

 = Quarter Note = 1 Beat  = Quarter Rest = 1 Beat
 = Eighth Note = 1/2 Beat  = Eighth Rest = 1/2 Beat

- Please remember that this is all based on 2 / 4, 3 / 4, and 4 / 4 time signatures. In advanced music, these rhythmic values can change.

Write down the name and the amount of beats each note or rest receives.



Beams

Eighth Notes are often connected together by Beams. Here are 2 common ways that Eighth Notes are connected together.



Groups of 2's



Groups of 4's

Counting with Eighth Notes & Eighth Rests

In a 4/4 Time Signature, we would normally just count to four.

This was when we had the knowledge of Quarter, Half, and Whole Notes & Rests. Now we have these notes and rests that are quicker than just one beat. Here is the way I like to count to Eighth Notes and Eighth Rests.

The image shows two musical staves illustrating counting for eighth notes and eighth rests. The top staff is in treble clef and the bottom staff is in bass clef. Both staves show a sequence of notes and rests with counting cues below them.

Treble Clef Staff:

- Measure 1: Quarter note (1), Quarter note (+2), Quarter note (+3), Quarter note (+4), Quarter note (8+4+)
- Measure 2: Quarter note (1), Quarter note (+), Quarter note (2+), Quarter note (3+), Quarter note (4+)
- Measure 3: Quarter note (1+2+3+4+), Quarter note rest (1), Quarter note rest (+)

Bass Clef Staff:

- Measure 1: Quarter note (1), Quarter note (+2), Quarter note (+3), Quarter note (+4), Quarter note rest (+)
- Measure 2: Quarter note (1+2+3+), Quarter note rest (4+), Quarter note rest (1+), Quarter note rest (+)
- Measure 3: Quarter note (2+3+), Quarter note rest (4+)

Tips: You add the word "&" in between every count. So you would actually think or say out loud "One & Two & Three & Four &" when you came across a whole note. Think of the number and the & equalling one beat. For every quarter note, you would say "#&". This is the way you should count to music from now on.

Now you try to write in the correct beats. Don't forget to look at the time signature!

The image displays four systems of musical notation, each consisting of a treble and bass staff. The first system is in 2/4 time, the second in 3/4, the third in 4/4, and the fourth in 4/4. Each system contains musical notes, rests, and bar lines. The notation is a mix of whole, half, quarter, and eighth notes, along with rests and bar lines. The first system has a treble staff with a quarter note, a half note, and a quarter note, followed by a bar line. The bass staff has a whole rest, followed by a quarter note, a half note, and a quarter note. The second system has a treble staff with a whole rest, a quarter note, a half note, and a quarter note, followed by a bar line. The bass staff has a quarter note, a half note, and a quarter note, followed by a bar line. The third system has a treble staff with a quarter note, a half note, and a quarter note, followed by a bar line. The bass staff has a quarter note, a half note, and a quarter note, followed by a bar line. The fourth system has a treble staff with a quarter note, a half note, and a quarter note, followed by a bar line. The bass staff has a quarter note, a half note, and a quarter note, followed by a bar line.

This next song incorporates everything you have been learning. If you don't remember something, then look it up. Pay attention to every symbol.

Monterey

Words by Bill A. Cook

mp I'm on my way to mon-

te - ray where the sky

is blue rit. And I'm Thinking of you f

From San-ta Cruz to Mon-te-ray -
a tempo

It's A Beau-ti-ful Bay -

Tips: The rhythm is a little tricky. If you are having difficulty, write in the rhythm with a pencil. Once you get the hang up it, erase and try it again. This song should be played with a lot of feeling. Don't short change the fermata, crescendo's and dimenuendo's.

Accidentals

Accidentals are what musicians use to raise or lower the pitch of a note. The most common types of accidentals are: Sharps, Flats, and Naturals

Sharps = \sharp

Sharps raise the pitch of a note by one half step. For example, if you were supposed to play a C \sharp , then you would play the black key to the right of C instead of the white key.

Flats = b

Flats lower the pitch of a note by one half step. For example, if you were supposed to play a B b , then you would play the black key to the left of B.

Tips: To help you remember the difference between sharps and flats, think of a "flat" tire. When you get a flat tire, it goes "down". When you play a flat, it is one half step down.

Keys have more than One Name

1. Find G \sharp on the piano. Now find Ab.

It's the SAME key! But it can be called different names.

2. Now find B \sharp .

Doesn't it look a lot like C?

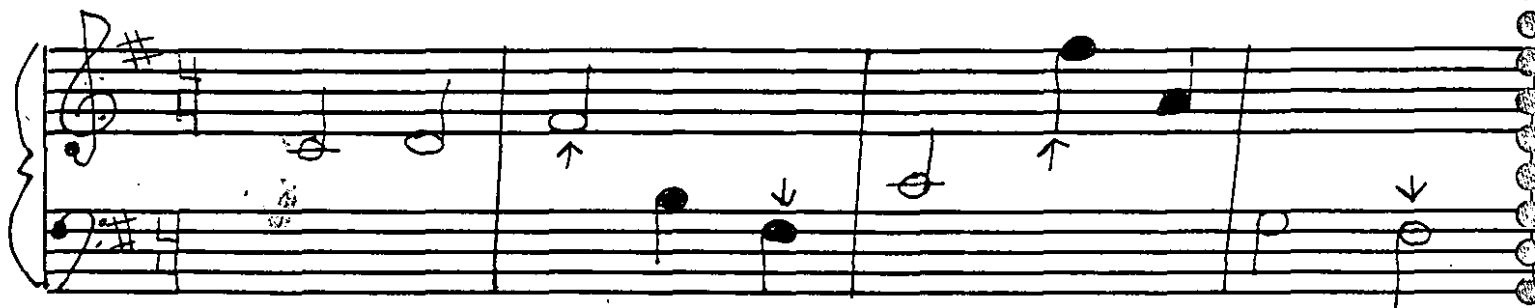
(You will very rarely see C written as B \sharp but it is something to be aware of.)

Sharps & Flats can be written 2 ways:

1. Right next to a note or
2. At the beginning of the staff

1. If written next to a note: Say a sharp was written next to a C. Then that means that all of the C's after that (Within the SAME Measure) are also sharp.

2. If there are sharps or flats written at the beginning of the staff: You would look at either the center of the sharp or the round part of the flat. Whatever note that is would be the note you would make sharp or flat. For example:



This means that every F written here is played Sharp. Notice that the Sharp was written in between the Treble and Bass Clefs and the Time Signature. This is the correct way to write it.

Naturals = ♮

Naturals cancel out a previously used sharp or flat. For example, if there was a flat written next to a B. Then the next B had a natural by it, then you would NOT play Bb. You would play "regular" B.

Write 'S' for Sharp, 'F' for Flat, and 'N' for Natural

Three staves of musical notation. The first staff is in treble clef and contains notes with accidentals: F# (first space), G# (second space), A (third space), Bb (third space), C# (fourth space), D# (fourth space), Eb (fifth space), and F# (first line). The second staff is in bass clef and contains notes with accidentals: Gb (second space), A# (third space), B# (third space), C# (fourth space), Db (fourth space), Eb (fifth space), F# (first line), and G# (first space). The third staff is in treble clef and contains notes with accidentals: G# (second space), A# (third space), Bb (third space), C# (fourth space), D# (fourth space), Eb (fifth space), F# (first line), and G# (first space). Below each staff is a dashed line for writing.

Write the Letter Names of these Accidentals (Sharp, Flats, and Naturals)

Six staves of musical notation. The first two staves are in treble and bass clefs respectively, each containing notes with accidentals: F# (first space), G# (second space), Ab (second space), Bb (third space), C# (fourth space), D# (fourth space), Eb (fifth space), and F# (first line). The next two staves are in treble and bass clefs, each containing notes with accidentals: G# (second space), A# (third space), Bb (third space), C# (fourth space), D# (fourth space), Eb (fifth space), F# (first line), and G# (first space). The last two staves are in treble and bass clefs, each containing notes with accidentals: G# (second space), Ab (second space), B# (third space), C# (fourth space), Db (fourth space), Eb (fifth space), F# (first line), and G# (first space). Below each staff is a dashed line for writing.

Country Living

mf

mf

1. Her - pis a town you may en - joy
2. Ful - l of Life Fam - ily and joy

mf

Every one knows you by name Trees + Birds won't change

f

1. Coun - try Roads Roll - ing Hills
2. End - less Peace - ful - ness and Fields

1. Joy - ful Hap - pi - ness
2. We are truly blessed with gifts

mf

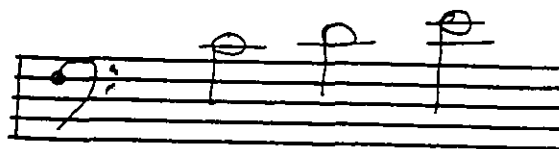
close - your eyes and you'll be Home

Tips: Don't forget to look at the sharps at the beginning of the music. Remember that everytime you see a F that it really means F#.

Ledger Notes

A Ledger Note is a note that goes above or below the staff. They have their "own" ledger lines (Like Middle C).

Here are some examples:



Reading Ledger Notes

Here are some common Treble Clef Ledger Notes

This is ^{High} A.

A musical staff with a treble clef. One note is written above the staff, on a ledger line. The note is A4.

Line Note that goes through the 1st Ledger Line

This is ^{High} B.

A musical staff with a treble clef. One note is written above the staff, in the space between the first and second ledger lines. The note is B4.

Space Note that sits on top of the 1st Ledger Line

This is ^{High} C.

A musical staff with a treble clef. One note is written above the staff, on a ledger line. The note is C5.

Line Note that goes through the 2nd Ledger Line

Here are some common Bass Clef Ledger Notes

This is D

A musical staff with a bass clef. One note is written below the staff, on a ledger line. The note is D3.

Middle C

This is the D next to Middle C

A musical staff with a bass clef. One note is written below the staff, in the space between the first and second ledger lines. The note is D3.

This is the D next to Middle C

This is E

A musical staff with a bass clef. One note is written below the staff, on a ledger line. The note is E3.

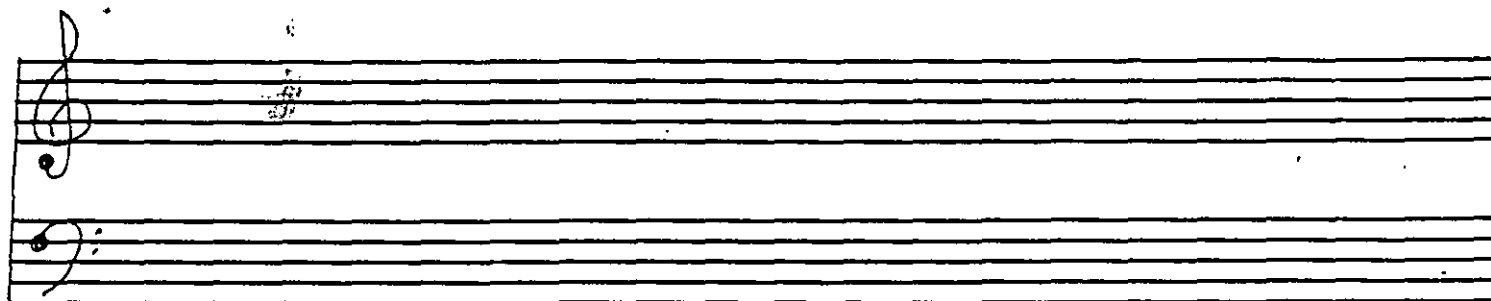
This is just one key higher

Now you try to figure out the correct Ledger Note Names.

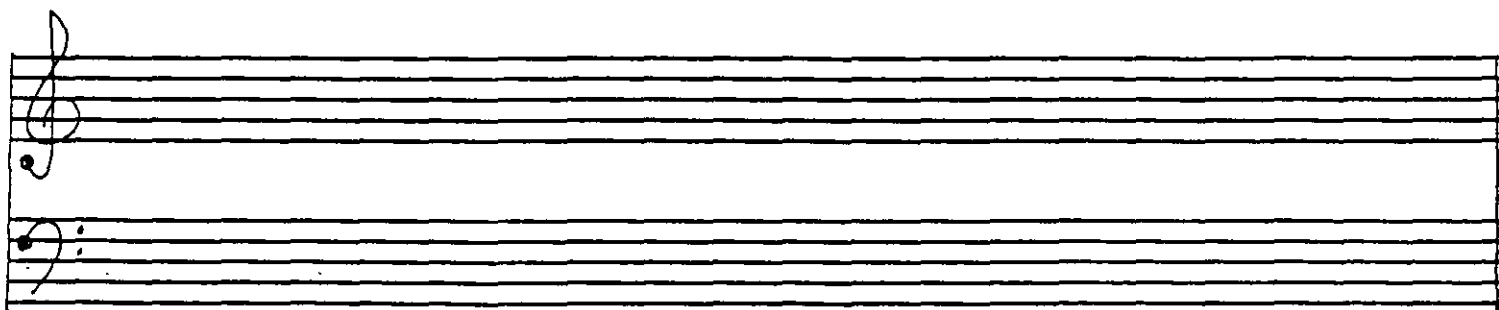


Writing Ledger Notes

Write in the correct ledger note. Don't forget to see whether it is treble or bass clef. (There may be more than one answer.)



B D A E F A C



E F C A D B E

First Day at Sea

The first system of musical notation consists of two staves. The upper staff is in treble clef with a key signature of one sharp (F#) and a 4/4 time signature. It contains a melody of quarter and eighth notes, with a slur over the first four notes and another slur over the last four notes. The lower staff is in bass clef with a key signature of one sharp (F#) and a 4/4 time signature. It contains a bass line of chords and single notes, starting with a forte (f) dynamic marking. The first measure has a chord of F#2, C#3, and F#3. The second measure has a chord of F#2, C#3, and F#3. The third measure has a chord of F#2, C#3, and F#3. The fourth measure has a chord of F#2, C#3, and F#3. The fifth measure has a chord of F#2, C#3, and F#3. The sixth measure has a chord of F#2, C#3, and F#3. The seventh measure has a chord of F#2, C#3, and F#3. The eighth measure has a chord of F#2, C#3, and F#3.

Sailing Away ——— Across the Bay ———

The second system of musical notation consists of two staves. The upper staff is in treble clef with a key signature of one sharp (F#) and a 4/4 time signature. It contains a melody of quarter and eighth notes, with a slur over the first four notes and another slur over the last four notes. The lower staff is in bass clef with a key signature of one sharp (F#) and a 4/4 time signature. It contains a bass line of chords and single notes. The first measure has a chord of F#2, C#3, and F#3. The second measure has a chord of F#2, C#3, and F#3. The third measure has a chord of F#2, C#3, and F#3. The fourth measure has a chord of F#2, C#3, and F#3. The fifth measure has a chord of F#2, C#3, and F#3. The sixth measure has a chord of F#2, C#3, and F#3. The seventh measure has a chord of F#2, C#3, and F#3. The eighth measure has a chord of F#2, C#3, and F#3.

Carried by Waves ——— We'll Sail Again Some Day ———

Tips: Notice that some of the left hand notes are "on top" of each other. This means that you play those notes together - at the same time. Practice the hands separately before trying to play them together.

The Cheesy Song

Handwritten musical notation for the first line. The treble clef staff contains a melody of four quarter notes: C4, D4, E4, F4, followed by a whole note G4. The lyrics "I love eat-ing cheese" are written below the notes. The bass clef staff contains a bass line of four chords: C4, F4, C4, and F4.

Handwritten musical notation for the second line. The treble clef staff contains a melody of four quarter notes: G4, A4, B4, C5, followed by a whole note C5. The lyrics "Col-by Jack and Brie" are written below the notes. The bass clef staff contains a bass line of four chords: C4, F4, C4, and F4.

Handwritten musical notation for the third line. The treble clef staff contains a melody of four quarter notes: C4, D4, E4, F4, followed by a whole note G4. The lyrics "I could eat some cheese" are written below the notes. The bass clef staff contains a bass line of four chords: C4, F4, C4, and F4.

Handwritten musical notation for the fourth line. The treble clef staff contains a melody of four quarter notes: G4, A4, B4, C5, followed by a whole note C5. The lyrics "Please share some with me" are written below the notes. The bass clef staff contains a bass line of four chords: C4, F4, C4, and F4.

2. Swiss and Parmesian
A - mer - i - can !
Mozzarella too
I'll eat cheese with you

Lets Race One More Time

Write in the correct notes. Use a clock and time yourself. Make sure that you compare this time with the one you did previously.

A musical staff with a treble clef and a bass clef. The treble clef staff contains notes: G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), D5 (quarter), E5 (quarter), F5 (quarter), G5 (quarter). The bass clef staff contains notes: E3 (quarter), D3 (quarter), C3 (quarter), B2 (quarter), A2 (quarter), G2 (quarter), F2 (quarter), E2 (quarter).

A musical staff with a treble clef and a bass clef. The treble clef staff contains notes: G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), D5 (quarter), E5 (quarter), F5 (quarter), G5 (quarter). The bass clef staff contains notes: E3 (quarter), D3 (quarter), C3 (quarter), B2 (quarter), A2 (quarter), G2 (quarter), F2 (quarter), E2 (quarter).

A musical staff with a treble clef and a bass clef. The treble clef staff contains notes: G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), D5 (quarter), E5 (quarter), F5 (quarter), G5 (quarter). The bass clef staff contains notes: E3 (quarter), D3 (quarter), C3 (quarter), B2 (quarter), A2 (quarter), G2 (quarter), F2 (quarter), E2 (quarter).

Time: _____

Congratulations, you're getting better every step of the way!

Where the Songs Came From

About The Shellette: The Shellette is a private yacht that my fiance's family chartered once in the Caribbean. We sailed all around the British Virgin Islands during Christmas time. It was an experience I will never forget and I have memories to cherish forever.

About Busy Life: Busy Life was written in regards to my hectic lifestyle. From being a full time Pre-Med student to volunteering to working, I have multiple things going on in my life and it can be quite stressful at times.

About Carmel: Carmel is a beautiful California city that my fiance' and I love to visit. Our favorite activity is watching a Carmel Sunset on it's lovely white beaches. There is one particular spot where people gather together as the sun fades away. People will be taking pictures, flying kites and applauding as the colors dimenish.

About The Treasures of Music: Music is very special to me. It has been a very enjoyable part of my life. This song reflects some of my feelings of how wonderful the gift of music truly is.

About Precious Pups: This piece is written for my fiance' and my dogs. They are two little Pomeranians that we love more than anything. They are very affectionate animals that follow you around everywhere. They can make anyone smile which I think is all part of what makes these puppies so precious.

About North Star: North Star is actually a ski resort by Lake Tahoe, Nevada. This is the first place my fiance' and I skiied together. The views were magnificant, the weather was perfect. We had many falls but much more laughter than anything else.

About My Loved One: This song was written for my loving, sweet, and understanding future husband.

About Trolley: This little piece reminded me of the busy trolleys that roam about San Fransisco, California.

About Ocean Night Life: This is based on my fond memories of the Carribbean parties during every night of the week. There were reggae bands with steel drums, Christmas lights strung all over, everyone had flowers on and no one seemed to care about going to sleep. When we would get tired, we would ask our captain to take us back to our sail boat by dinghy. We would watch the sounds and sights fade as we motored back to our boat. We would then crawl into bed and let the waves rock us to sleep.

About Monterey: The words of this piece were written by my finance's father, whom I also like to call my father. Monterey is a beautiful city in California where all of us like to visit. It's a place where we do no work and relax in the sun.

About Country Living: This is written after my home town - Vienna, Illinois. I grew up in this town and miss it from time to time. My family and many of my friends live there, which makes it a very special place for me. It's small, but everyone knows everyone else. You wave to people as you drive past them, people at the grocery store call you by name. There's no other place like this on earth.

About First Day at Sea: This song was written in remembrance of sailing our boat away from the dock for the first time in the Caribbean. It was quite a feeling to see the wind catch the sails and the waves crashing everywhere.

About The Cheesy Song: Yes, I like to eat cheese. I am one of those people who truly loves eating. I like to put cheese on anything I can think of. Of course, I have found some foods that won't go with cheese, but you would be surprised at what would.