Milligan's Musical Moments (Manual and Journal)

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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 solfeggio 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 mistakingly 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 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
I-25-00 case Hyun Kim
4:30-5 pm
7 yrs. old
said names of piano keys (white)

1. went through Intro
2. maintenance of piano
3. drew in finger #'s wrote Y or N for stressed "thumbs areas"
4. Note: # Sterling Heads
5. took other 2 lines home
6. Clef Signs
   had trouble pronouncing treble & bass
7. Had trouble remembering Grand Staff
8. liked drawing Bar Lines
9. need to show steps/dotted lines for treble & bass (liked it though) clefs
10. we drew in staffs w/ruler / Dorest @ home
    found 25 & 3.3 - pretty easy for her
11. found Middle C - pretty easily
12. found positions for LH & RH

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

I hope we didn't do too much 1st day
we actually spent about 45 min, instead of 30 min.
Find out if overwhelming by next week (see how much she retained)
Wrote 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 page 3 drawn in
just went over it

do = next week - y + No. for stems

Cliff 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 job!

Learned Middle C - found other C's

found positions easily

Learned Shellette - 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 #5 - for next week
Drew in Notes

(Seemed as thought he could handle all of
this O.K. - we will see next week)
2-1-00 One: 4:30-5pm

Look @ Theory Pages

Y+D - stems + head - Good!

Drawing

Bar Lines - Good.

Forgot Double Bar line at 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 Shelllette - 1st a lines good

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

N[otes - Line + Space

had her do 1 line + Fake home the rest

Drawing - Liked a lot!

Liked choosing b/w stem/no stem/white/black

when stems went down - she drew them on right side

showed her - on left side

explained when stems go up - draw on right side

(Thi[s 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

cauted 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

Shelette

played slow & uneven

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

line & space note #5 were very easy for him - he told me that it was easier than the song

Weston: (had little time left)

Octaves - found all Cs, D's, E's, F's, G's

showed how to put hands in C positions of different octaves

Next week busy. Life didn't go well. Not sure 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 Lin + Space Notes

liked Eating Green Board Draws Elines

Talked about Carmel

Learned Carmel

Next week - Finish writing Lin + Space Notes

Practice Carmel
2-11-00 Thurs.
Jeremy
4:30-5

Started by reviewing octaves
knew what an octave was
could find octaves on piano well

Busy Life

Not too bad - would leave long spaces
now each time he played his left
hand

We talked about "evenness"

worked on for a while
asked him to work on again for next week

Note Reading

went over left hand note slogans
asked to memorize by next week
theory for left hand note reading - do for next week

Learned Middle C + D

Stopped here
2-15-00 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.
Jeremiah 4:30-5

1st: Busy Life
So much better!!

Panes... slightly but very little
worked on this
by 3rd time, could do w/ no pauses
by measures

Theory - At hand Note Reading
Looks Great!!

Next Week
Learn Carmel
We went over for a bit

Introduced 1st hand Notes

Loved "Americans can Eat Grease"

Do theory on next page 1st hand Notes
for next week

C
2-21-00  choir
Tues  4:30-5

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

Lit Line/Space Notes  knew both sayings
- Americans can Eat

Grease is her favorite

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

Learned  Staccato Notes
Difference Blu short & "too short"

Precious Pups
Learned very slowly but I think
She'll do O.K. w/it
2-24-00 Jeremy
Thurs 4:30-5

Busy life - played perfect (he just wanted to play again for me)

Knew RH/LH slogens well!

Played camel very well - But forgot repeat signs

When went over repeat signs again

- Theory - Looks Great!!

Next week:
- camel by repeat signs
- learned staccato notes (difference b/w very short notes + separated notes) "good!"
- learned Precious Raps
  could play them fairly good but staccato was tripping him up
  told him to practice @ home & it will get easier
- quickly went over c t b for 4th
- do C's, D's, B's theory for next week
2-28-00  chae
Mon  4:30-5

- could define staccato notes

- loved reading 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!

  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 11 - 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.
3-3-00
Thurs. Jeremy
4:30-5:00 pm
Cornel - great & w/ repeats!
understood staccato - Great!

Previous Pups - could 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 bars soon on the piano
- Told him to read next page @ home
- "How to speed up Note Reading"
3-7-00 Tues

- correctly did her theory -- Cs, Ds, Bs -- gave stickers
- could tell me the difference btw.
  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 right on piano
  line to line note + space to space = skip a key
  line + space + space to line = don't skip a key

  went back to Treasures of Music to really show her what I meant -- This helped the most!!

~ Rhythm -- explained Quarter/ Half/ Whole Notes
  what a beat was
  did 1st line of theory new other line for next week
  did 1st line of theory -- values w/ their names +
  beats w/ other line for next week

~ Time Signature -- read over but explain better next week
3-9-00 Thurs.
4:30-5 Jeremy

He 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 by 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

She seemed to grasp this better than Chao!

- showed him what I meant @ the counting page
- did this theory for next time
3-14-00  
Tues  - Her mom asked if she could come on Thurs, too  
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 a 4  
than 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 -   

but make sure bottom # is a $\frac{4}{4}$!  

Having some counting written out was helpful  
Did 1st line together - the rest for next time  

Rests - Explained a Did 1st line together  
    Next rest for next time  
    tip on whole rest being "heavier" she liked  
    laughed at!  

Next time - write in counting to  
    North Star  I just learn the  
    notes really well  
    we will work on the rhythm I need to  
    play it next time
3-15-00  4:30-5

Week, Jeremy

Very surprised! He wanted to take classes over spring break

asked him if he wanted to come again

he said Fri @ same time is good

Did all of theory & counting correctly!

Learned Rests - do theory for next time

"healer 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

d write in counting

apply next time

Skip trolley bc too confusing,

(the way I wrote it. :)


3-16-00
Thurs. Chae
4:30 - 5

~ Did all theory correctly! gave sticker/treat
~ Would 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 CH + 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 * - my correct rhythm
My Loved One - my counting written out
   notes + rhythm correct

will start w/ dynamics next time.
3-17-06 Friday
4:30-5 Jeremy

had all theory correct!

North & My Loved One - used 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 Strickers for him to wear
3-21-00 Tues
4:30-5 Chae

Played North Star - Very surprised
gave sticker

No mistakes!
Rhythm was pretty good - slight pauses b/c measures but this is normal
when learning rhythm

worked on the pauses - seemed to correct the problem

My Love 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.
3-23-08 Thurs
4:30-5 Jeremy
North = play correctly
My loved one = played correctly
went on:
Dynamics = explained & played North w/ diff. dynamics
Ocean Night Life = played thru w/ notes
Counted out last w/ rhythm for next week
explained c.s. & dim
went over Dotted Half & Quarter Notes & Rests
Did 1st line of theory 1st rest is for next week
a tempo & Fermata
first & 2nd a did 1st line 7th rest is for next week
Eighth Notes & Rests = explained mathematically
Did 1st line 1st rest for next week
Briefly went over beams & counting
went over 1st line of theory = rest for next week
3-30-00 Tues
4:30-5:  chae.

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

1st measure: ppp 5th mf

2nd: pp 6th f

3rd: p 7th ff

4th: mp 8th fff

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

I thought this was fun.

My Love 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 wanting 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 loud.

Rhythm was good w/ 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.

Intended: Learn Cres. + dim. — explained that they are gradual, like the rit.

Combining Cres + dim. to rit was very useful b/c she already understands rit, this helped her to understand Cres + dim. better.

Introduced: Dotted Half Notes, Quarter Notes

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

Next week: Learn one w/ no breaks b/w measures.
3-30-00 Thurs.
4:30-5 Jerry

Ocean Night Life - was pretty good
Notes, rhythm, dynamics tripped just very slow
speed up a bit

Graded all theory - did correctly, he asked if he had questions - said no

Stacked Monterey - play w/ Notes & St
Then rhythm counted out
showed him all of the little things
> < Fermata
a tempo & rit

Spent some time going over this was a lot there!

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

Accidentals ≠ b
showed how notes can have more than 1 name

Naturals ≠ 1st line of theory
for accidentals
1st line w/ note names of accidentals
4-4-00  Trees
Chae 4:30-5
Her mom asked if Chae could 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 mom said: "Did about Reversing!"
- Chae said she had to work really hard
- her mom also helped her.

Ocean Night Life: No Pausing.
- also had to work very hard on it & had help
- played the piano, where it was sung, &
- could hear all the notes
- and 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/t 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

- did we lose Chae loves

Eighth Notes & Rests: Explained by using a pizza:
- Quarter Note - 1 Pizza
- Eighth Note - 1/2 Pizza

Did 1st line of theory & had trouble w/ dots
- Reminded her how to figure them out / 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
over exaggerated

everything's very good!
just a little

Graded Theory - was correct!

started country living - went thru notes 1st
will work more on them @ home

counted thru rhythm - notting 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 ledger note Names

+ 1st line of writing ledger notes

this was hard for him
harder the lines close
was difficult to write
took time to write

it takes time to write
4-6-00 hours.

Chord 5-5:30

Asked her to explain tempo and fermata.

She said you go back to - hold the note.

Tempo (%%%%) you were playing.

Before a rit.

Ties + slurs theory was done correctly - Gave stickers.

Eighth notes + rests theory was correct!

The dots were right too.

Gave stickers + treat for this.

Went on. "Beans ~ Explaining these are other ways to write 1/8 notes.

Showed her my way of writing to them.

1 = 2 + 3 + 4.

1 whole pizza (2 quarters note) ~ has the #.

1/2 pizza (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 home.

Started Monday - Began of ignoring everything except notes ~ played thru it.

Then we counted thru 't + (ties) (rit + a tempo).

3rd: I showed her the dynamic markings.

MP -> <

Fermata.

I wrote her a "checklist" of everything we did on 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 a.m.

Mom asked if she could come again @ 5 on Thurs.

Did the counting theory correctly - gave stickers.

Monterey. Notes correct!

Rhythm needs some work - Eighth Notes

Not fast enough.

Clapped the rhythm together - this helped.

He's understood.

a tempo read was good.

Dynamics were pretty good - she wants to

over exaggerate - we worked on.

worked on for controlling the Dynamics

while

Went on.

Accidentals = Sharps, Flats.

Used the "flat time" example.

Explained how notes can have more than one name.

On piano - asked her where D was.

E, Eb

Where is.

I used this idea.

This worked well.

How Sharps & Flats can be written 2 ways.

She example worked - helped.

The example worked - helped.

Natural: cancels out a sharp/flat.

Did 1st line of #, b, & theory.

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

Test is due home.
4-13-00  Thurs.

Jeremy 4:30-S

Country Living was pretty good!
went through fine tuned the rhythm
& dynamics
but he had all notes correct

Creeded Theory was correctly done
you could tell he took his time on
writing out the ledger notes

Started 1st Day at Sea — went three notes

Talked about chords — this made it
much easier to see patterns

counted the rhythm out [loud]

pointed out the fermatas

spent the rest of time going thru the song
4-13-00  choral
5-5:30  Thursday

Montreux - was very good! gave stickers
(her mom helped her a lot too) + treat
theory sheets - correct! gave stickers
went on!

Country Living  - went thru notes
(4 hand was slower)
showed her repeats
dynamics  mf & f
ties

will have to work hard to get eighth
notes fast enough - (t)

Rhythm - counted through it
Clapped the rhythm
counted out loud again
went thru - measure by measure

will have to work hard on this

The sharps didn't sound to confuse her

This means that the
4-18-08

Tues 4:30 - 5 once 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 &
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
cut her extra lines too much

worked on for awhile

rest @ home

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

Introduced 1st day @ Sea

only worked on Notes, will finish working on Thurs.
4-20-60 times.

Jeremy @ 4°30-5

Played Country Living Great!

1st Day @ Sea - was pretty good

rutes 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 @$$ while I played it

Next week:

The Cheesy Song

The First Day at Sea
4-20-00

Thurs 5-5-30 Chae

Checked off all of the theory - good game stickers

The ledger notes were written pretty good, they 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 Cheesey 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  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 a minute.

We finished up the lesson by he going to study for finals.

He said he really enjoyed this experience and is very thankful to have some musical background - it has been something he has always regretted.

He bought The Don & Delma Beatte'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

4:30-5

Tues

First Day @ Sea - She did Great!

could play - very proud of her - gave stickers and 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 fast as

Did the Note Race: Completed it in 1 minute 15 seconds

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 proud of all of the accomplishments she has made in one semester
5-4-00
4:30-5 Thurs.
The Cheesy Sop - Could play very well had it down pretty fast and sung both verses while playing she is a very talented girl

Had learned the Tally all by herself wanted to surprise me with 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't Delays Beattie's Piano Method so Chae could begin that in Korea She promises to keep up 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 in August in San Francisco 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

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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.
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 Staffs 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 staffs, Treble and Bass Clef, Bar lines, a Brace, and a Double Bar Line at the End.

---

**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 staffs at the same time (it is connected by bar lines) it means to play the hands together.

The Shellette

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 = \( \bigcirc \)

Space Note = \( \bigcirc \)

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 leaning any song, remember to play slow at first and then gradually build to the correct tempo.

position 1

position 2

position 3
Busy Life

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.

FACE
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 its "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

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**

![Musical staff with notes: G B D F A]

Left Hand Space Notes

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

**Americans Can Eat Grease**

![Musical staff with notes: A C E G]
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).

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.

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 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 Hard core are two li-ttle pui-pies that

Bark Bulch yelp Cough Fur Bails But we love so

P. Bear and Hard core are two li-ttle pui-pies that

Sit lay Shake Roll over our pre-cious pui-pies
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!

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
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, they 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 = \( \cdot \)

- **Half Note**
  
  2 Beats = \( \bigcirc \)

- **Whole Note**
  
  4 Beats = \( \bigcirc \)

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.

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:

\[
\begin{align*}
4 &= \text{The upper number tells you what to count to in each measure} \\
   &= \text{(You would count to four here)} \\
4 &= \text{The lower number tells you what kind of note gets one beat} \\
   &= \text{(For right now, we assume the Quarter Note always gets one beat)}
\end{align*}
\]

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.

Now you try to write in the correct counts.
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

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.
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
   \[\text{(piano)}\]

2. $f =$ loud
   \[\text{(forte)}\]

3. \(mp = \) moderately soft
   \[\text{(mezzo piano)}\]

4. \(mf = \) moderately loud
   \[\text{(mezzo forte)}\]

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

\[pp = \text{softer than } p\]

\[ff = \text{louder than } f\]

\[ppp = \text{softer than } pp\]

\[fff = \text{louder than } ff\]

Ritardando

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

\textit{rit.}
Ocean Night Life

Tips: Don't forget the dynamic symbols. You should be able to hear a slight diminish 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.

\[ \text{\textbullet} \text{ = Half Note = 2 Beats} \]
\[ \text{\textbullet} \text{. = Dotted Half Note = 3 Beats} \]
\[ \text{\textbullet} \text{. = Dotted Quarter Note = 1 and 1/2 Beats} \]

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.
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 \( (1/2 + 1/2 = 1) \).

\[
\text{\( \frac{1}{4} \)} = \text{Quarter Note} = 1 \text{ Beat} \\
\text{\( \frac{1}{8} \)} = \text{Eighth Note} = 1/2 \text{ 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 2s](image1)

![Groups of 4s](image2)

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.

![Counting Example](image3)

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!

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

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 = #

Sharps raise the pitch of a note by one half step. For example, if you were supposed to play a C#, 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 Bb, 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# on the piano. Now find Ab. It's the SAME key! But it can be called different names.

2. Now find B#.
   Doesn't it look a lot like C?
   (You will very rarely see C written as B # 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

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

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 A, Line Note that goes through the 1st Ledger Line

This is B, Space Note that sits on top of the 1st Ledger Line

This is C, Line Note that goes through the 2nd Ledger Line

Here are some common Bass Clef Ledger Notes

This is D

This is E

This is the D next to Middle C

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.)
First Day at Sea

Sailing Away — Across the Bay —

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

I love eating cheese

Colby Jack and Brie

I could eat some cheese

Please share some with me

2. Swiss and Parmesan
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.

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 its 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 diminish.

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 skied together. The views were magnificent, 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 Caribbean 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.