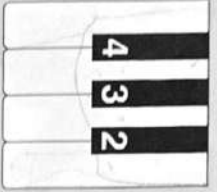


Into the Cave



- Use **Left Hand fingers 2, 3, and 4.** Play on the 3-black-key groups. Your teacher will demonstrate.

Start in the **MIDDLE** of the piano.

2
3
4

2	3	4
---	---	---

play together

In - to the cave,



Move down to next **LOWER** group.

2
3
4

2	3	4
---	---	---

if you are brave,

2
3
4

2	3	4
---	---	---

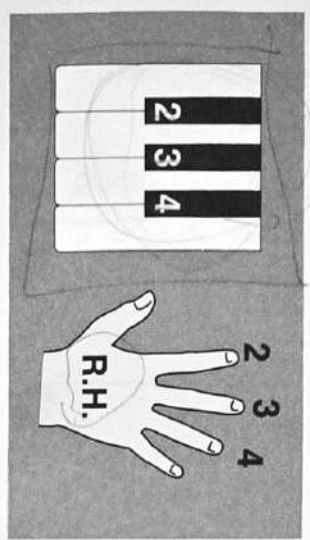
deep down and low!
LOW



DISCOVERY Point out the **musical pattern** used in this piece. How many times does it appear? _____



Three Little Kittens

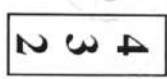


- Use **Right Hand** fingers 2, 3, and 4. Play on the 3-black-key groups.

Your teacher will demonstrate.

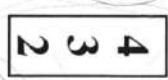


HIGH



Spring off the keys!

MEOW!



play - ing the keys,

Move up to next **HIGHER** group.

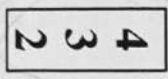
2 3 4

2 3 4

cute as can be,

Start in the **MIDDLE** of the piano.

2 3 4



Kit - tens are we,

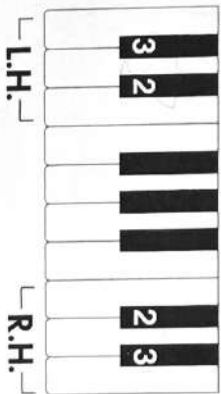


Kitten Conversation

Your teacher will choose two keys and say, "ME-OW!" You choose two keys and answer with your own "ME-OW!" Keep going. To end, leap your "paws" into your lap.

The Old Clock

Find the Keys



Practice Steps

1. Tap the rhythm. Say, "right-left-right-left," etc.
2. Play and count "one, one," or sing the words.
3. Play high, low, or in the middle of the piano.
Keep your eyes on the music!

Play 2 3 together

R.H.
Tick
Wind

L.H.
tock
it

tick
up

tock
so

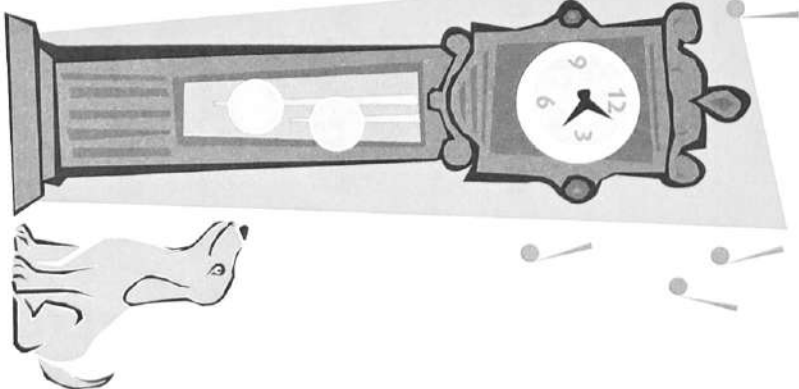
goes
it

the
will

old
not

clock.
stop!

Play 2 times!



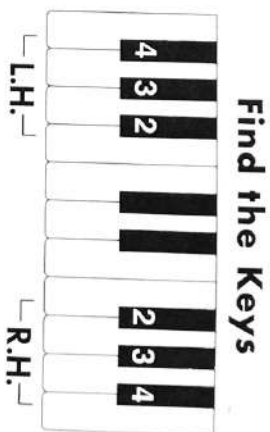
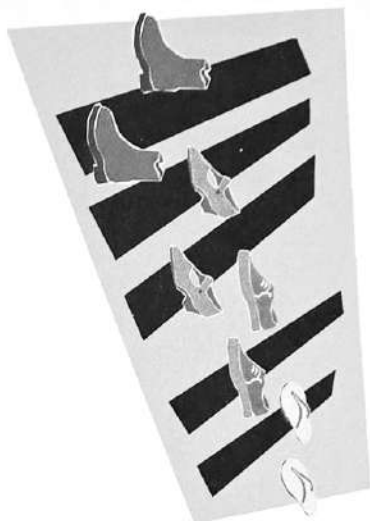
CREATIVE To end, chime the time. Choose any hour and play the 2-black-key groups **hands together**. Explore holding the right-foot pedal (damper pedal) down as you chime the time!



Teacher Duet: (Student plays in the middle of the keyboard)

Practice Steps

1. On the closed keyboard lid, play and say the finger numbers aloud.
2. On the piano, play and say the finger numbers. Keep the bear steady.
3. Play in different places on the piano.



The Walking Song

Finger Check:

Do you have firm fingertips?



repeated note



repeated note

DISCOVERY

Can you play **hands together** s-l-o-w-l-y and say the finger numbers aloud?

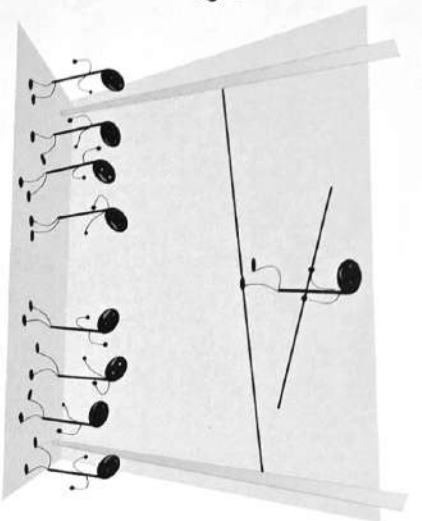


Teacher Duet: (Student plays in the middle of the keyboard)

Double Bar Line
means the end
of the piece
(thin line, thick line).

Practice Steps

1. Find the hand position.
2. To warm up, play the last four L.H. notes. Can you balance finger 4 on the fingertip?
3. Play and say finger numbers or words.



Tightrope Walker

Eye Check: Are your eyes on the music and not on your hands?

repeated note
(same finger)



Tight

-

rop

-

er,

read

-

y,

stead

-

y,



walk

-

er,

bal

-

ance,

don't

fall!



Tight

-

rop

-

er,

bal

-

ance,

don't

fall!

(same finger)



walk

-

er,

bal

-

ance,

don't

fall!



Slide fingers 2-3-4 up to these white keys. Now play the song on these white keys.



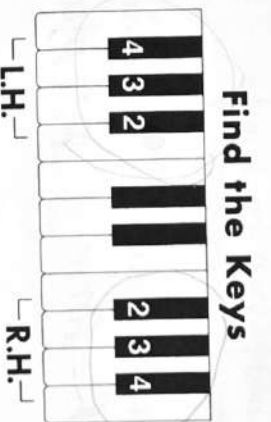
Teacher Duet: (Student plays in the middle of the keyboard)



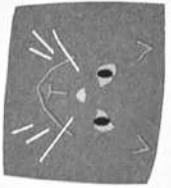
Practice Steps

1. On the closed keyboard lid, play and say finger numbers aloud. Feel the half notes by saying, "four-or" or "two-oo" for these fingers.
2. Play and count, "one, one, one, one-two."
3. Play and sing the words.

Use these practice steps for the pieces that follow.



Find the Keys



R.H.
I 2
like dogs,

3 4
like cats,

4 3 2
like fun - ny

I 3 2 3
like hats.

4 4
look - ing hats.

L.H.
I 4
like sand,

3 2
like sun,

I 2 3 4
like things is

3 2 3
so much fun!

4 4
so much fun!



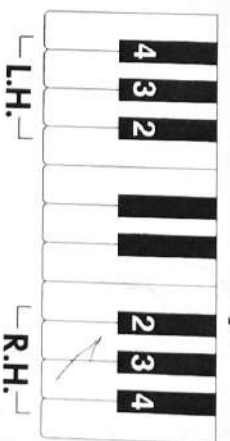
This rhythm pattern occurs six times. Circle each time it appears.

Teacher Duet: (Student plays *high* on the keyboard)

Loud and soft sounds make music more interesting.

Forte means loud. **Piano** means soft.
f = forte *p = piano*

- Circle the *f* and *p* signs below.



Find the Keys

I Hear the Echo

R.H. *f* Shout a - cross the val - ley, Now I hear the ech - o.

2 | 3 | 4 | 4 | 2 | 3 | 4 |

L.H. *f* Play the mu - sic loud - ly, Now I hear the ech - o.

2 | 3 | 4 | 4 | 2 | 3 | 4 |

DISCOVERY



This rhythm pattern occurs four times. Circle each time this pattern appears.

Teacher Duet: (Student plays 1 octave higher)