

MIDI for Kids

Keyboard

PRIMARY - Book 1

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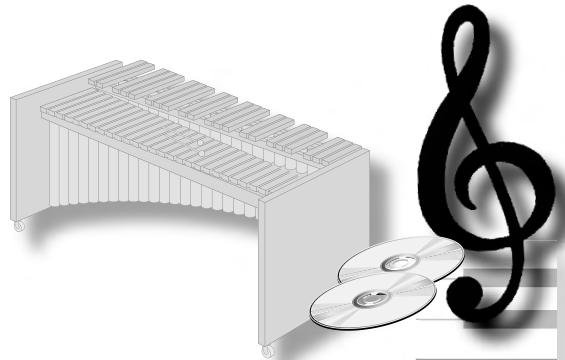
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MIDI for Kids



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MIDI FOR KIDS Philosophy

**THE MIDI FOR KIDS PROGRAM CAN BE USED AS PRIMARY
OR SUPPLEMENTARY INSTRUCTION FOR:**

- **PRIVATE OR CLASS KEYBOARD STUDIOS**
- **AFTER-SCHOOL MIDI PROGRAMS**
- **MUSIC CLASSES IN ELEMENTARY OR HOME SCHOOLS**

LEVELS OF INSTRUCTION INCLUDE:

PRIMARY 1st Year Books 1-2 (Grades 1-3)

2nd Year Books 3-4 (Grades 1-3)

JR. BEGINNER 1st Year Books 1-2 (Grades 3-6)

2nd Year Books 3-4 (Grades 3-6)

MIDI FOR KIDS is an innovative music curriculum that teaches children keyboard playing skills, improvisation, composition, ensemble playing, and basic and intermediate music concepts. Instruction focuses on teaching music skills through ear-training, improvisation and note reading, musical problem solving, cross-curricular education, and the use of MIDI technology. Based on contemporary research on the importance of interdisciplinary education, our program also provides an environment in which musical concepts are generalized and reinforced through parallel concepts in other subjects.

Parental support and encouragement is an essential part of *MIDI FOR KIDS* instruction. Home practice with parents, once or twice a week, reinforces class learning and gives children another outlet for self-expression and creativity. Although *MIDI FOR KIDS* instruction can take place concurrently with traditional private piano or other instrument instruction, it is not intended to replace these experiences.

The goals of *MIDI FOR KIDS* are for children to become proficient at improvising, composing and playing music; for children to develop an “I-can-figure-this-out” attitude toward musical learning and learning in general; and for children to achieve a higher level of musical skill, literacy and understanding. *MIDI FOR KIDS* is devoted to developing student confidence in their ability to succeed intellectually and artistically.

CURRICULUM FOCUS - PRIMARY BOOKS 1 - 2





Each *MIDI FOR KIDS Primary Keyboard Book* is used as a “companion book” to a Piano Method book. While the Piano Method book focuses on playing techniques, literature, and reading music notation, *MIDI FOR KIDS* focuses on training children to play by ear as well as by notation, improvise rhythmic and melodic patterns, read chord symbols, generalize musical concepts through cross-curricular activities, and create parts to play in ensembles. Due to a unique approach to improvisation, the *MIDI FOR KIDS* books teach a few note values, “blue” notes, and chord reading, before the corresponding Piano Methods. Used together, these books blend general music activities, keyboard instruction, technology, and a variety of techniques for playing by ear. In Book 1, students are first asked to practice rhythmic and melodic echo-plays with their teacher, then play short patterns and melodies by ear. They follow pictures of rhythmic or melodic patterns, then learn to read notehead notation. In Book 2, students begin with staff notation as a continuation of note reading in the Method book, they play by ear, they begin to understand chords and chord reading, and they create and play in ensembles. In both books, children use a digital keyboard to learn about different instrument “Voices,” create boom-chuck percussion, improvised melodies, and fun sound effects. All of these experiences help to give children a broader range of musical understanding and performance.

NOTES TO PARENTS / STUDENTS

Using THE MANUAL

The lessons and activities in this manual give students opportunities to learn musical concepts and skills through playing and singing songs, using body percussion and movement, playing rhythm instruments, improvising, and composing. Student manuals with compact disks provide year-round instruction paired with a Piano Method book. Student Activity Sheets accompany each lesson. Designed for fun learning, they review musical concepts, writing skills, creative activities, and ensemble playing. *MIDI FOR KIDS* lessons are designed for a 45-50 minute class with a trained music teacher. Class size may vary from six to eight students.

Icons pictured in the lessons are quick, visual references for listening selections, keyboard pitches to play, fingering, notes or rests introduced for the first time, and ensemble scores.

 LISTENING	identifies a listening selection in the lesson	 LH	indicates finger numbers
 LH RH	gives a quick glance of the notes to play in a song, and the fingering to use	 ENSEMBLE	indicates an ensemble score with different parts to play

HOME PRACTICE SHEETS

A *Home Practice Sheet* is included with each lesson. These activities are written for students and parents to use at home. Because this book teaches children to play by ear, many songs are represented in pictures and icons rather than staff notation. Directions and visual prompts on the *Home Practice Sheet* help students remember what they played in class, and offer guidelines to parents for notes and rhythms to play in a song. Some activities give parents the opportunity to play-along with their child. When you have listened to your child play, or when you and your child have practiced the activities on the sheet, please sign it at the bottom so the teacher will know the child has understood and practiced the lesson.

COMPACT DISKS

The accompanying compact disks for each Book include: 1) Audio recordings (vocals and instrumentals) of each musical selection; 2) Standard MIDI Files (SMF) of each musical selection; 3) Prepared versions for Roland MT sequencer file players, and disk-drive keyboards, and 4) Yamaha DGX or YPG Files of each musical selection. All Standard MIDI File (SMF) MIDI sequences are provided in Type "O" and Type "1" with corresponding folders titled "SMF Type O" and "SMF Type 1." Generally,

- Use **Audio recordings** in any standard CD player.
- Use **Type "O" SMF's** in disk-drive keyboards and other dedicated sequencers.
- Use **Type "1" SMF's** for computer sequencing software.
- Use **MT-Type file formats** for Roland MT sequencer file players, and disk-drive keyboards.
- Use **DGX or YPG-Type file formats** for Yamaha DGX and YPG keyboards.

KIDS CORNER



Photo courtesy of Roland Corporation



- Sing a song with your friends.
- Move to music to show the *steady beat*.
- Play a boom-chuck part on your keyboard.

We're on Our Way!

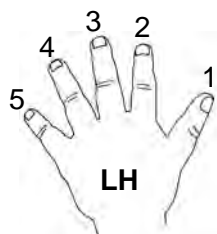
We're on our way, to a happy day!

It's time for us to have our music play.

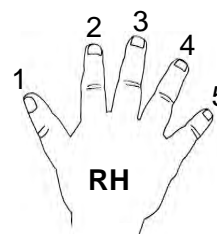
We don't just go to school,

We make music and it's cool!

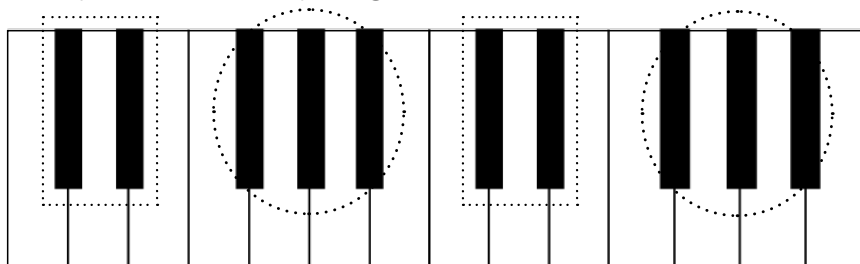
Shout hooray! We're on our way!

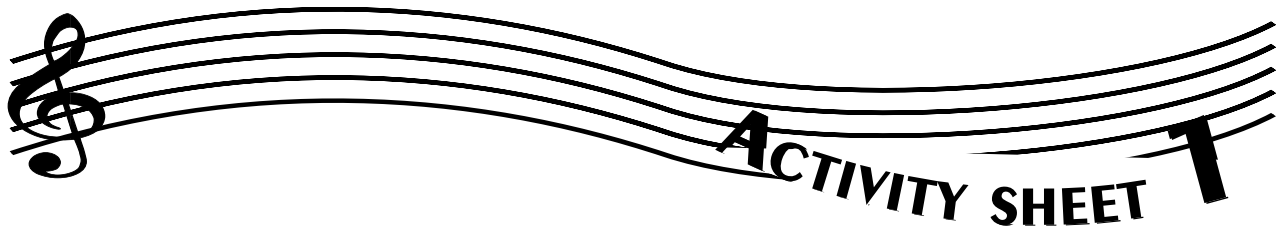


Black Key Roll-Up



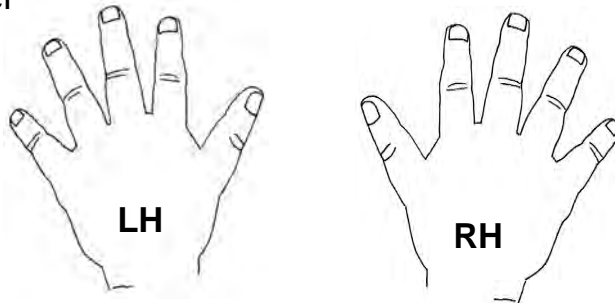
- Find a group of 3 *black keys*. Find a group of 2 *black keys*.
- Learn to play this song with fists and fingers.
- Choose to play the melody high or low.



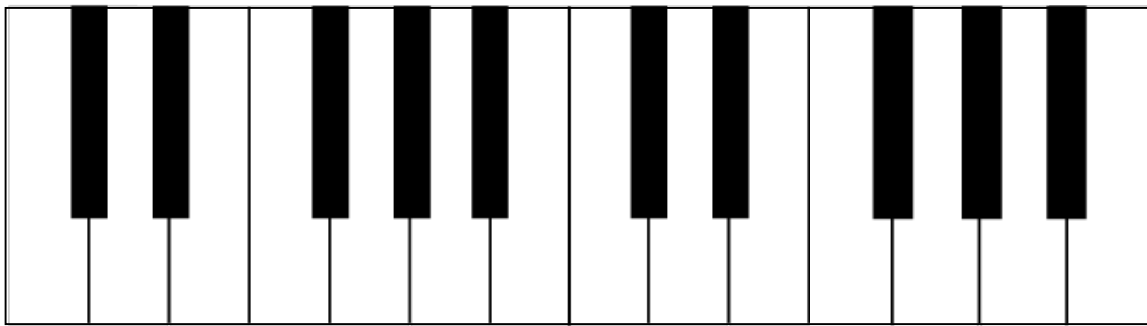


ACTIVITY SHEET 1

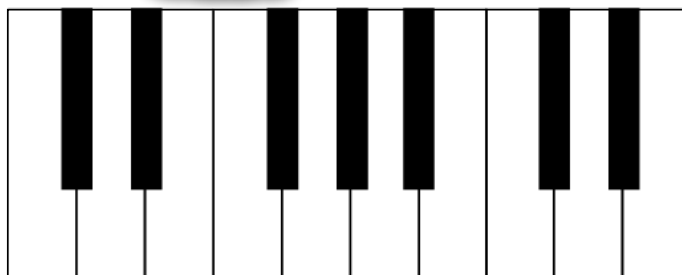
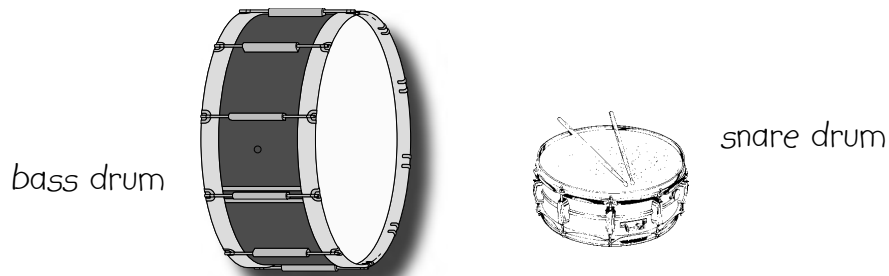
1 Draw a fingering number above each finger.



2 Draw a red box around the groups of 2 black keys.
Draw a green circle around the groups of 3 black keys.



3 Set your keyboard to *Drum Kit*.
Draw an arrow from the each instrument picture to the two keys you play to hear the *Bass* and *Snare Drum* Voices.



NAME _____

HOME PRACTICE 1



Dear Parents:

Use with Activity 2

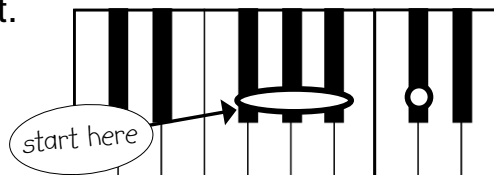
Today, your child learned how to play a black-key melody called "Black Key Roll-Up." The melody is played with a right hand fist, the *knuckles* of the little finger and thumb, and an *index* finger. Ask your child to play it for you with the recording.



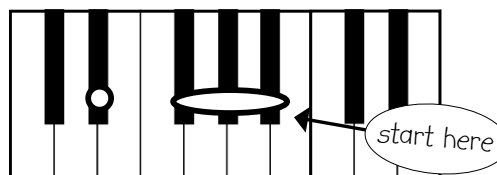
Photo courtesy of Roland Corp.

PRACTICE TIPS

STEP 1: Roll the right fist across the group of 3 black keys from left to right, then play the nearest black key, twice, in the group of 2 black keys to the right. Repeat.

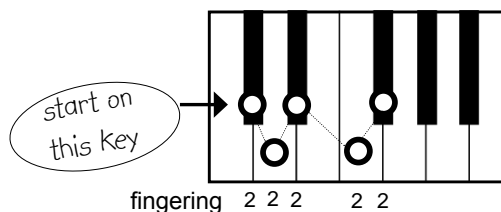


STEP 2: Roll the right hand across the group of 3 black keys from right to left, then play the nearest black key, twice, in the group of 2 black keys to the left. Repeat.



STEP 3: Repeat Step 1.

STEP 4: End by playing an upward melody on these keys.



I helped my child PRACTICE TODAY.

Parent Signature _____

KIDS CORNER

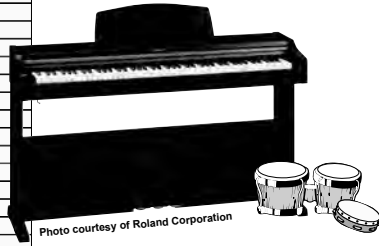
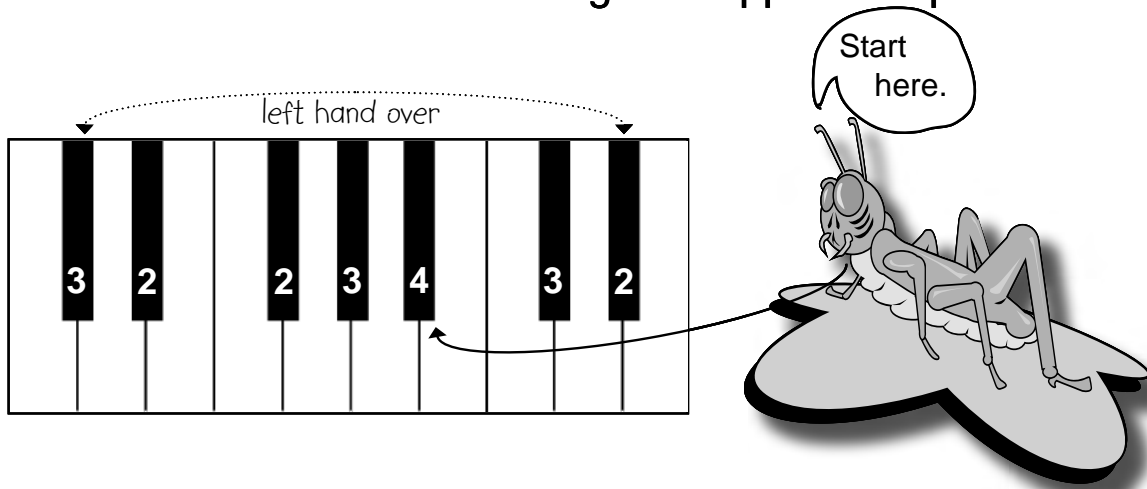


Photo courtesy of Roland Corporation

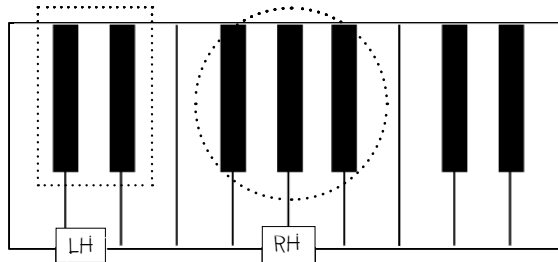
Grasshopper March

- Play a melody on the black keys.
- Listen to the music. When does the grasshopper stamp his foot?



The Notes Go ^{Up}

- Play the song.
- Listen for patterns that go *up* or *down*.



1. The notes go up, the notes go down.
So bring your smile, not a frown.
2. The notes go up, the notes go down.
Light up the sky, 'round the town.
3. The notes go up, the notes go down.
Be who you are, not a clown!

La, la, la, la, la, la. Yeah!

Every Song Has Phrases

- 1 Listen to the "Grasshopper March." How many phrases do you hear? _____
- 2 Below are four pictures that show the melody of each phrase. Cut out each picture, then put the pictures in the same order as you hear them in the song.

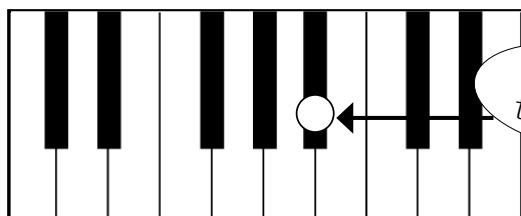
HOME PRACTICE 2



Dear Parents:

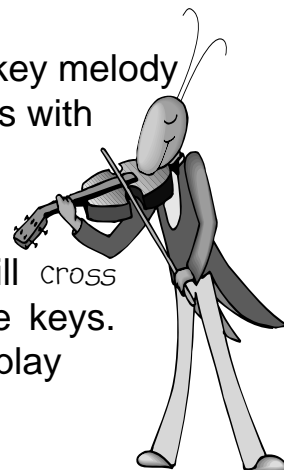
Use with Activities 1 and 2

Today, your child learned how to play a black-key melody called "Grasshopper March." The melody starts with finger 4 of the right hand.



start on this key

The left hand will cross over to play some keys. Ask your child to play it for you with the recording.



Ask your child to play another song on the black keys, called "The Notes Go Up."

start on this key

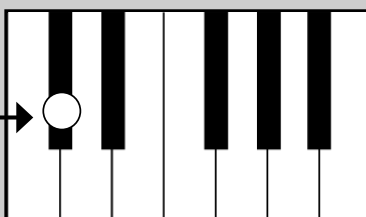


Photo courtesy of Roland Corp.

PRACTICE TIPS

"Grasshopper March" Start with the right hand playing 3 black notes down followed by the 2 grasshopper stamps with the left hand.

"The Notes Go Up" Start with a quick left hand note then the right hand plays 3 black notes going up with fingers 2, 3, and 4.

I helped my child PRACTICE today.

Parent Signature

KIDS CORNER

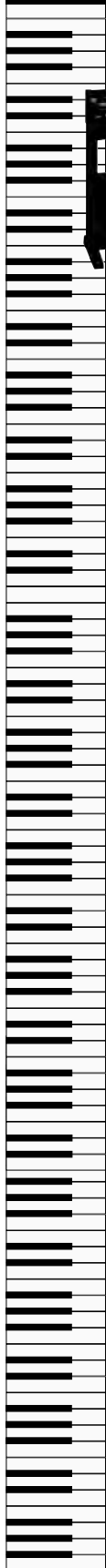


Photo courtesy of Roland Corporation

Augustus the Cat

Augustus the cat went up the tree,
 He looked to see what he could see.
 Just then an owl flew into sight,
 Gave Gus the cat a terrible fright.

So down went Gus, this cat striped red.
 Ran into the house and under the bed.
 He licked his paws until he saw,
 A mouse, a mouse, a mouse he saw!

So around and over and under the bed,
 He chased the mouse whose name was Fred.
 But Fred was quick, a fast retreat,
 and Gus was left with nothing to eat!

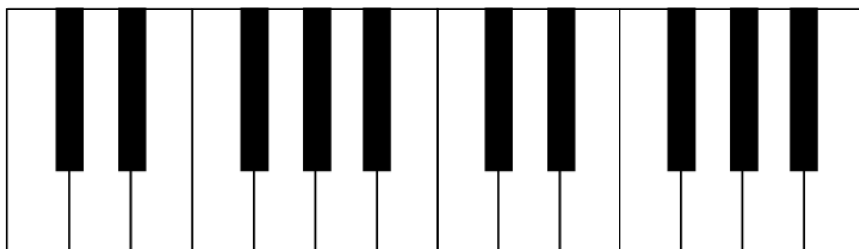


Patti Windes-Bridges

speech ostinato

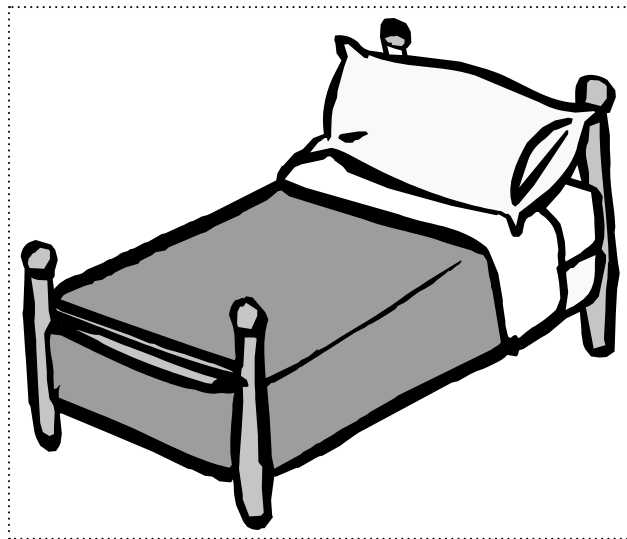
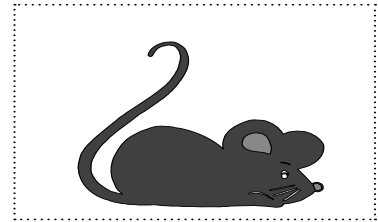
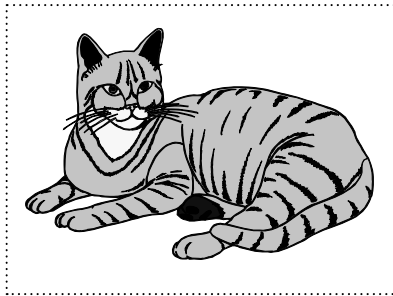
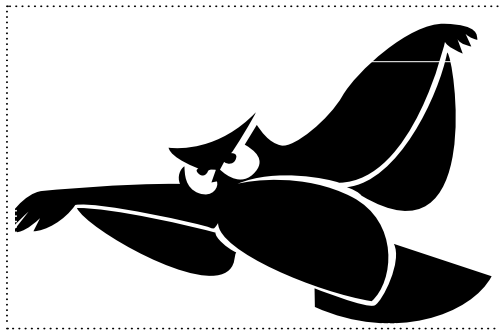
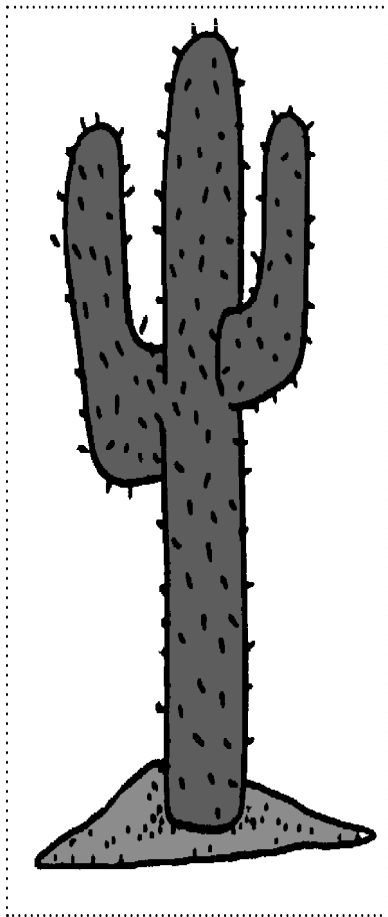


- Dramatize the poem with puppets.
- Improvise black-key patterns between phrases.
- Add a speech ostinato.



Augustus the Cat

- 1 Cut out the stick puppets below. Glue them to long sticks or tape them to your fingers.
- 2 Create puppet movements to dramatize the poem.



HOME PRACTICE



Dear Parents:

Use with Activity 1

Today, your child learned to dramatize a poem called "Augustus the Cat" with puppets, and improvised keyboard patterns to play with the poem.



Here is a speech ostinato the class created to say over and over with the poem.

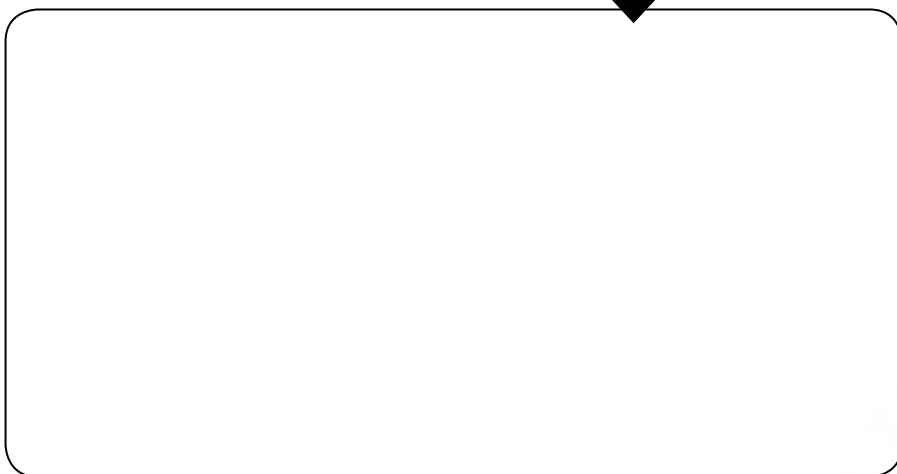
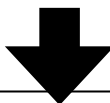


Photo courtesy of Roland Corp.



PRACTICE TIPS

- STEP 1: Ask someone at home to say the poem with the recording while you improvise patterns on the black keys.
- STEP 2: Play a different pattern during the blank spaces after each line of the poem.

I helped my child PRACTICE today.

Parent Signature _____

KIDS CORNER

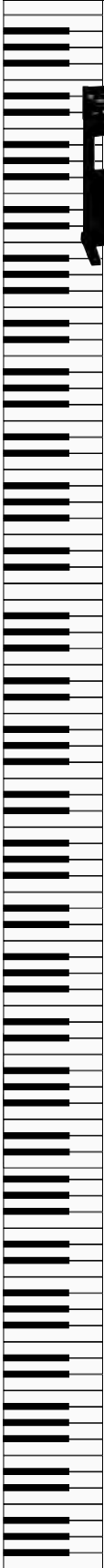
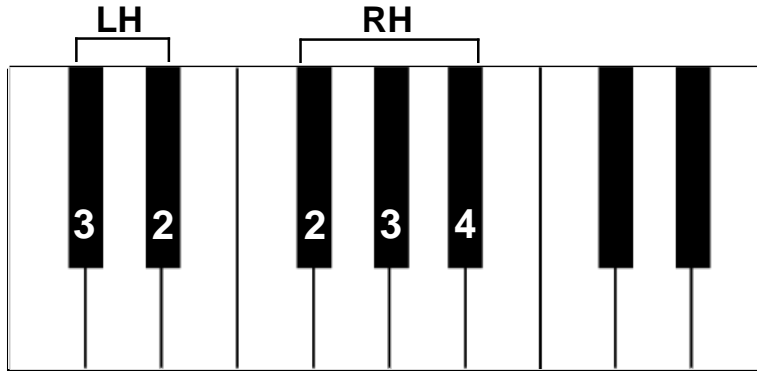


Photo courtesy of Roland Corporation

CHASE THE SQUIRREL

- Sing the song and play the game.
- Move your hand up or down to show the melody.
- Point to the keys you will play for each melody pattern.



- Which two phrases are the same?

Verse 1: Round up **4** and chase the squirrel,

Verse 2: Break and swing and chase the squirrel,

Verse 3: Round up **6** and chase the squirrel,

Chase the squirrel,
Chase the squirrel.

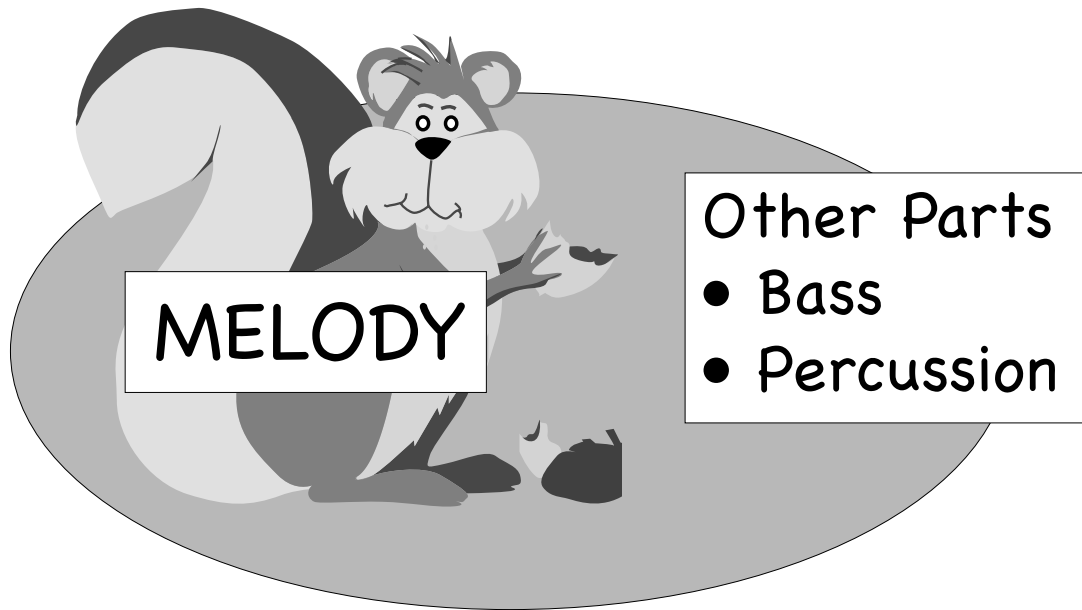
Way down below.

ACTIVITY SHEET 4

CHASE THE SQUIRREL

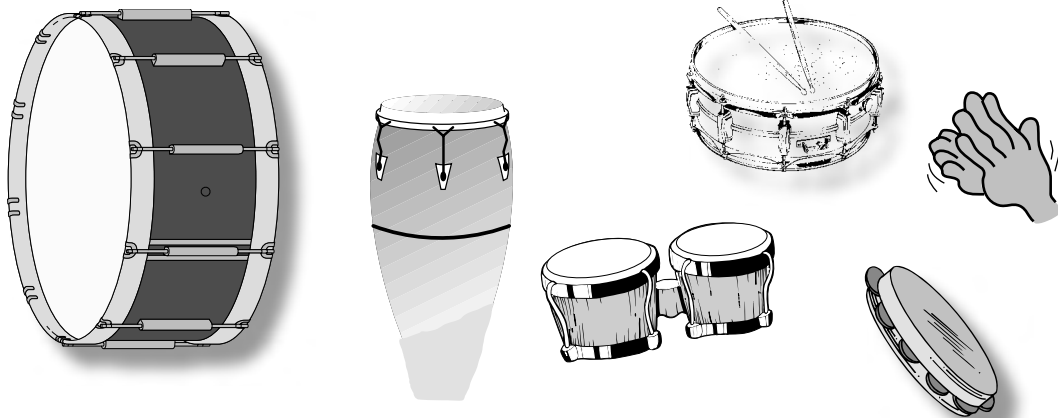


1 Point to the different parts you hear in this song.



2 Add a percussion part to this song.
Find the instrument sounds below on your keyboard.
Choose a LOWER sounding instrument to play on Beats 1 and 3. Circle it.
Choose a HIGHER sounding instrument to play on Beats 2 and 4. Box it.

3 Play your boom-chuck part with the melody.



HOME PRACTICE 4

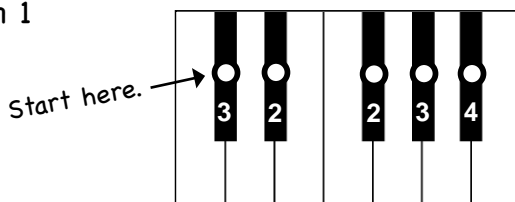


Dear Parents:

Use with Activity 1

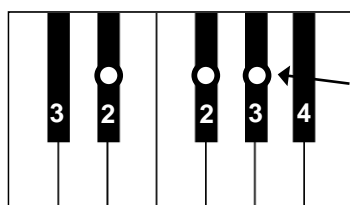
Today, your child learned to perform a movement game and to play "Chase the Squirrel." Each verse has 4 patterns.

Pattern 1

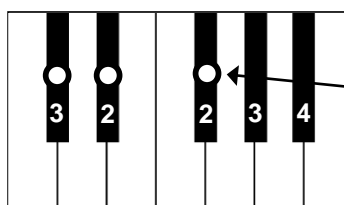


Verse 1. Round up four and chase the squirrel,

Pattern 2



chase the squirrel,

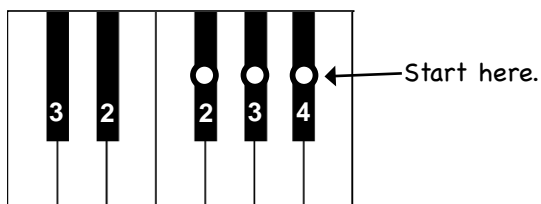


chase the squirrel,

Pattern 3

Repeat Pattern 1

Pattern 4



way down below.



Photo courtesy of Roland Corp.

PRACTICE TIPS

STEP 1: First, sing with the recording to review the song.

STEP 2: Follow the keyboard pictures to play each pattern as you sing.

I helped my child PRACTICE TODAY.

Parent Signature _____

KIDS CORNER

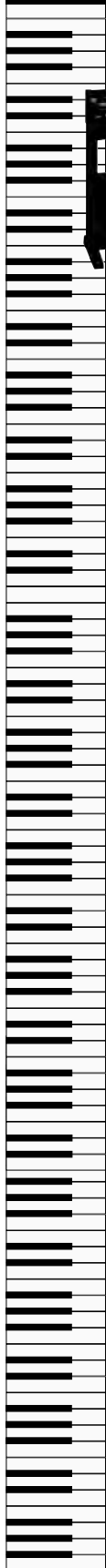


Photo courtesy of Roland Corporation

- Sing the song. Learn the finger-play.
- Choose an instrument to play the beat.
- Play in an ensemble.

Eency Weency Spider

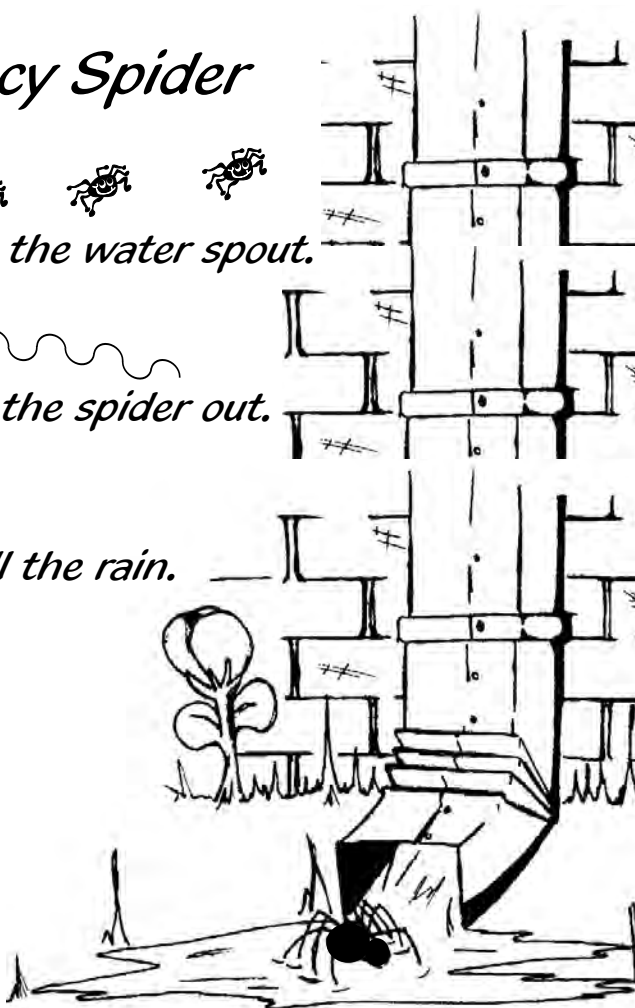
spider squeak
 The eency weency spider went up the water spout.

Down came the rain and washed the spider out.

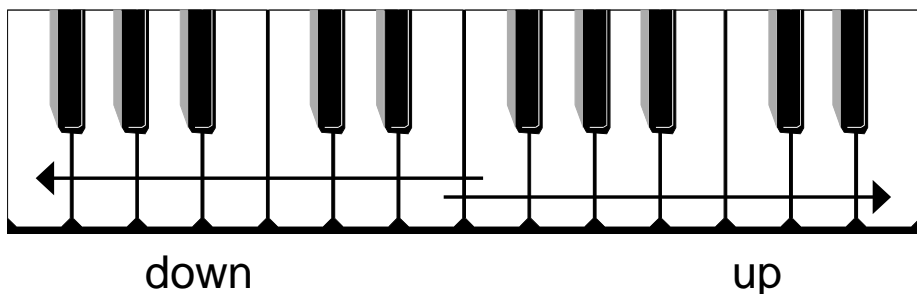
Out came the sun and dried up all the rain.

spider squeak
 And the eency weency spider

Went up the spout again.

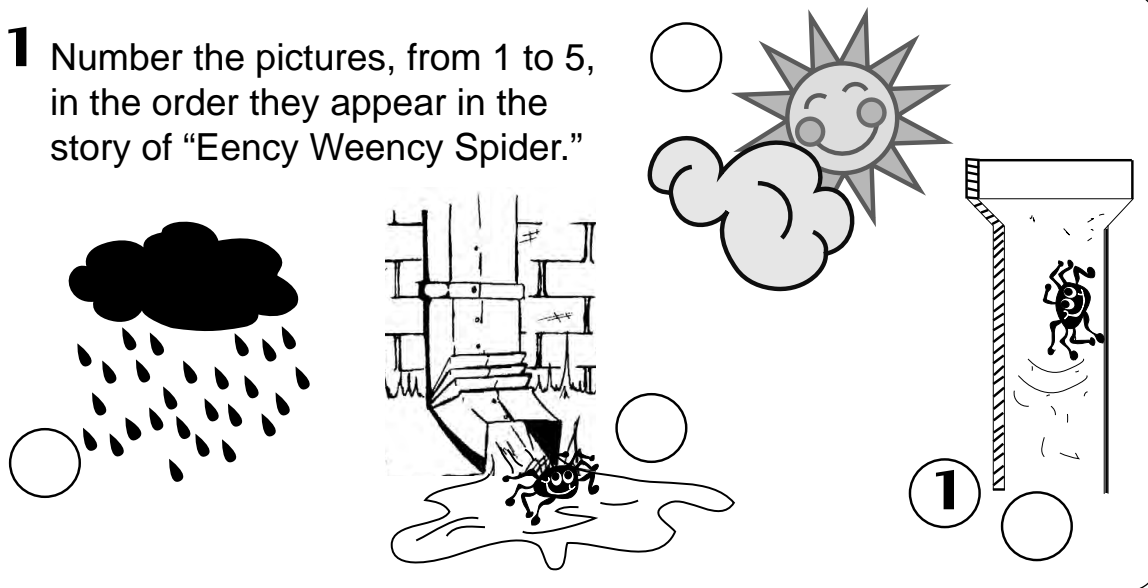


- Play some keys up and down the keyboard to sound like the spider.

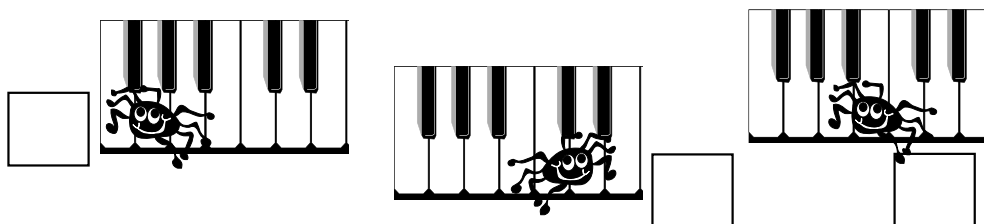
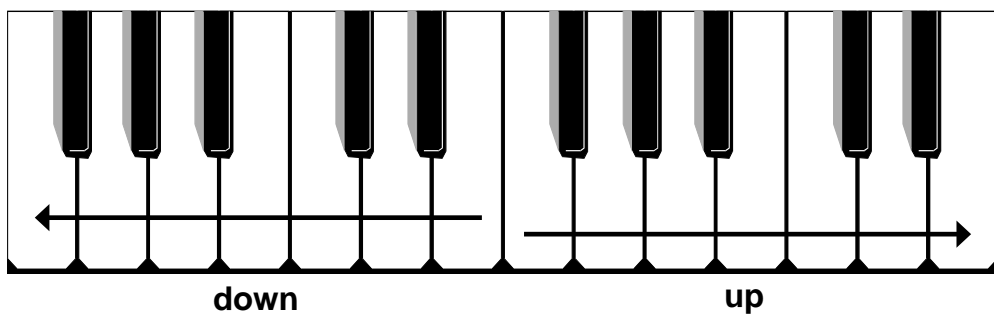


Eency Weency Spider

1 Number the pictures, from 1 to 5, in the order they appear in the story of "Eency Weency Spider."



2 Play pitches that go UP on your keyboard.
Play pitches that go DOWN on your keyboard.



3 Which way are the spiders crawling? Up or down?
Write the letter U or D in the blank beside each spider.

HOME PRACTICE 5



Dear Parents:

Use with Activity 2

Today, your child learned to sing “Eency Weency Spider.” Each child learned to play sound effects as accompaniment to each line of the words.



Start here.

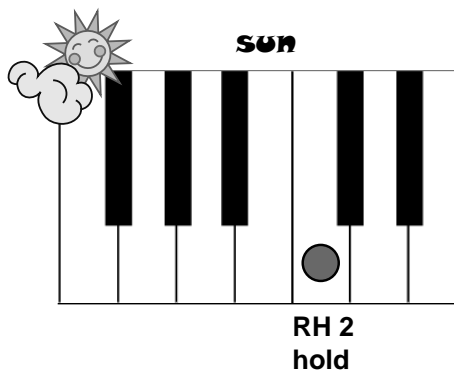
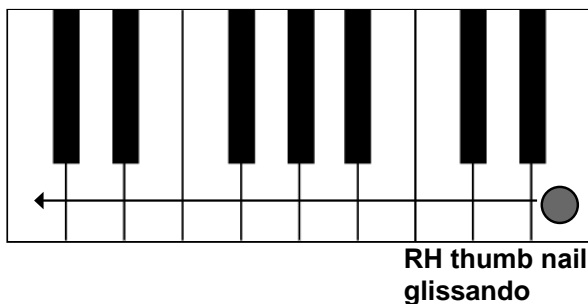
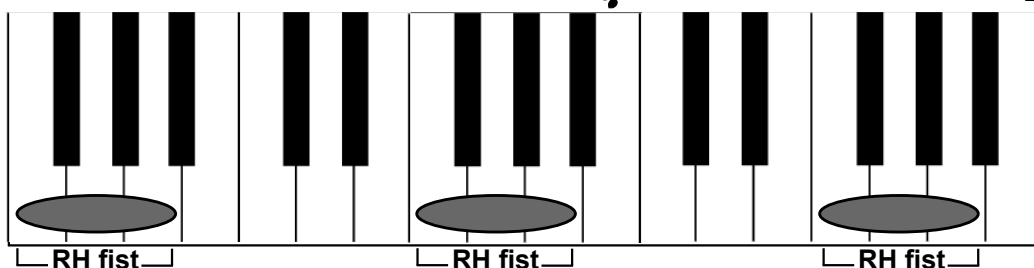


Photo courtesy of Roland Corp.

PRACTICE TIPS

STEP 1: Play the 3-key clusters with a fist when the spider goes up and down the spout. Start low and play higher each time to go up; start high and play lower each time to go down.

STEP 2: Play the glissando down with the thumb nail to show the rain.

STEP 3: Play and hold the key marked above to sound like the sun.

I helped my child practice today.

Parent Signature _____

KIDS CORNER

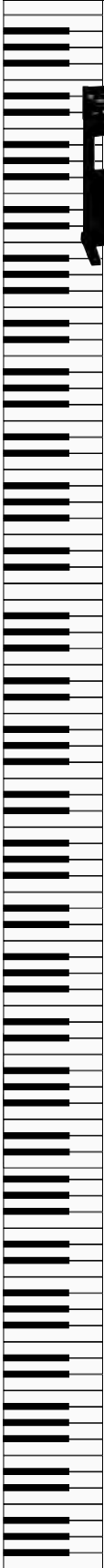
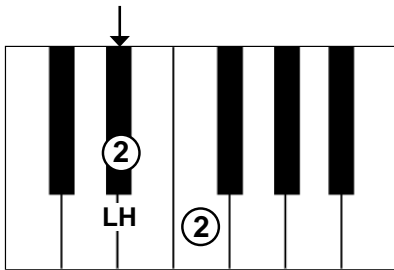


Photo courtesy of Roland Corporation

- Sing the song. Find the *snap*, *smack*, and *yum* words.
- Play a boom-chuck accompaniment.
- Decide when to play each pattern below.

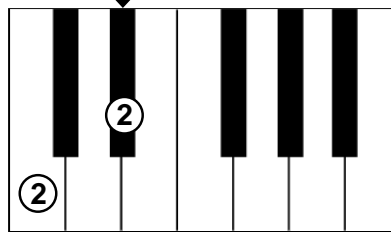
Five Big Crocodiles

1 Play this key 7 times.



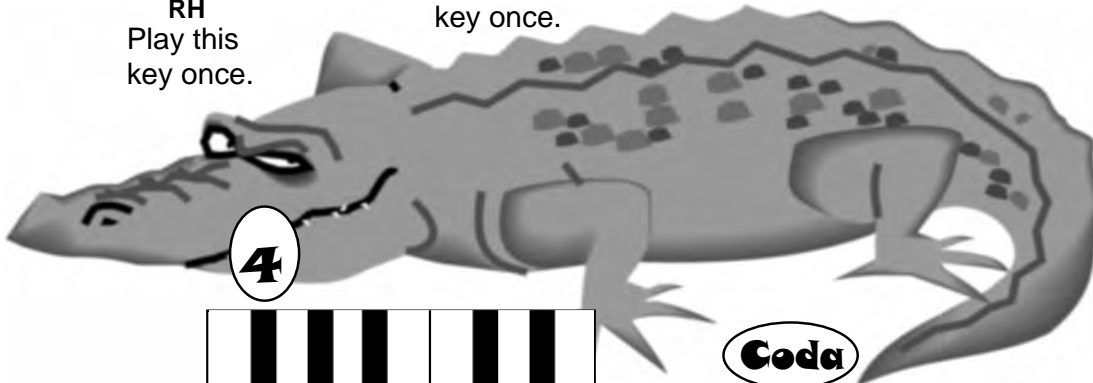
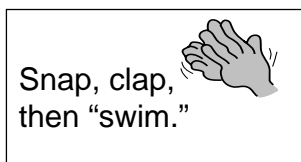
RH
Play this key once.

2 Play this key 7 times.

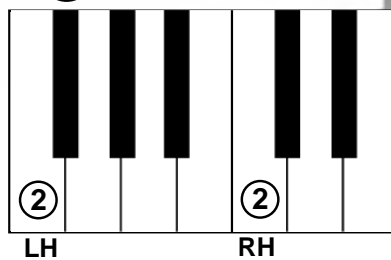


LH
Play this key once.

3



4

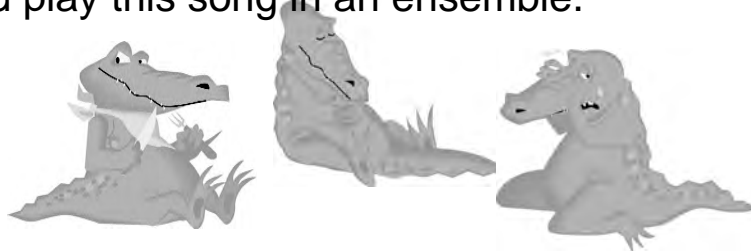


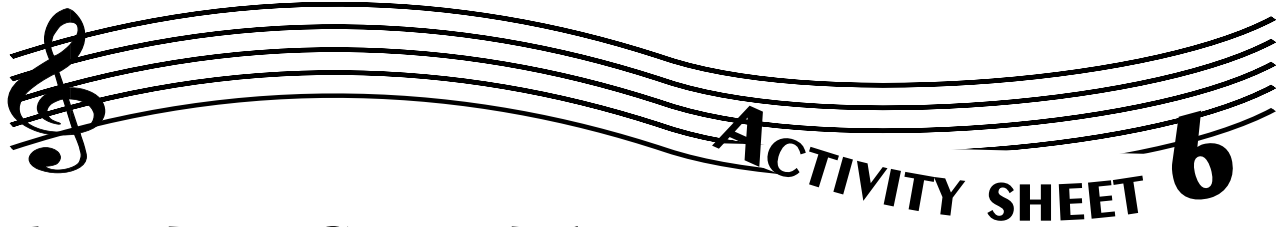
Choose a rhythm to play on these two keys (F C), during the interlude and coda.

Coda

Play Pattern 4 until the last three words. Play *Drum Kit* sound effects on *snap* and *smack*. *Rub tummies on yum*.

- Sing and play this song in an ensemble.





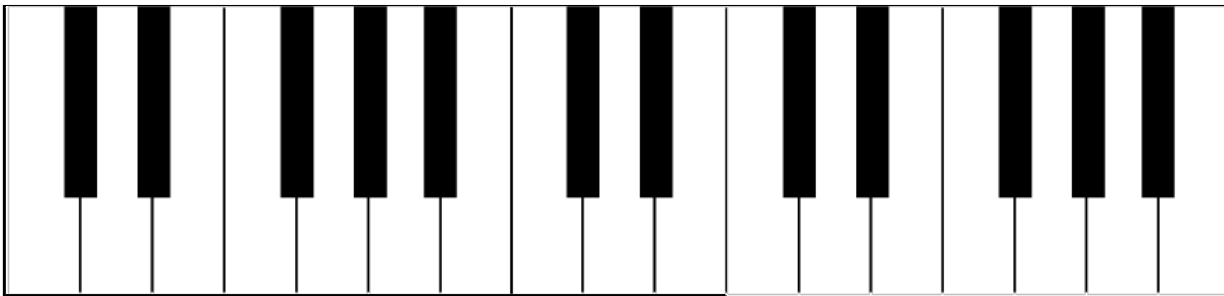
ACTIVITY SHEET 6

Five Big Crocodiles



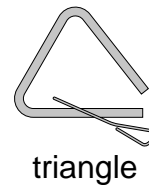
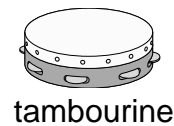
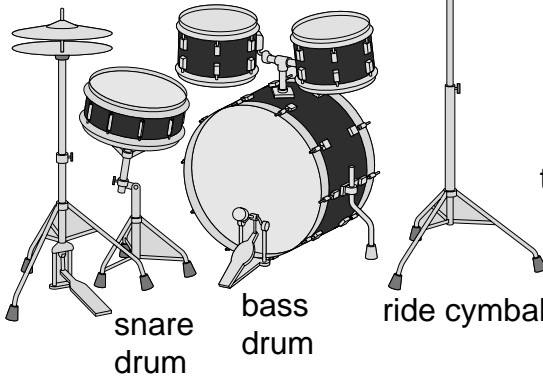
1 Your teacher will help you set your keyboard to play *Drum Kit*.
Play each key to hear it's NEW percussion sound.

2 Draw a line from the instrument pictures to the keys they match.

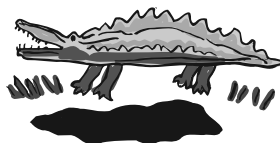


hi - hat

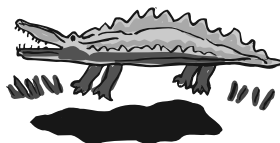
tom-toms



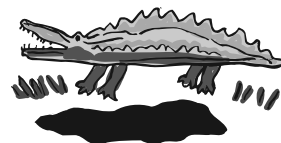
3 Write the name of the sound effect your group will play for each word.



Snap!



Smack!



Yum!

NAME _____

HOME PRACTICE 6



Dear Parents:

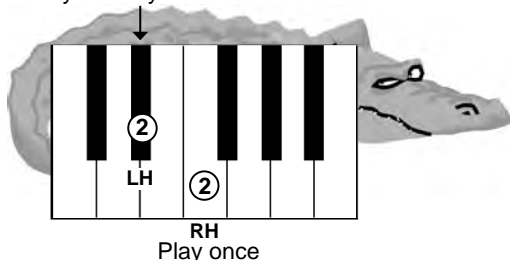
Use with Activity 2

Today, your child learned to play melody patterns along with a *percussion accompaniment* to the song, "Five Big Crocodiles."

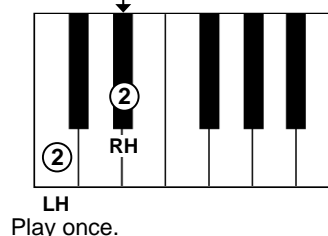


Five big crocodiles swimmin' in the swamp, Five big crocodiles swimmin' in

Play this key 7 times.



Play this key 7 times.



One went snap, the other went smack,

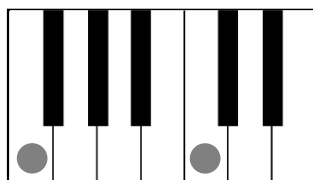
Five big crocodiles swimmin' in the swamp.

Snap and clap on the words *snap* and *smack*.



Make "swimming" motions with your hands.

Interlude



Choose a rhythm to play on these two keys (F C) during the interlude.

Coda

Play the interlude pattern until the last 3 words. Snap, clap, and rub your tummy on those words.

Snap! Smack! Yum!



PRACTICE TIPS

STEP 1: Sing the song with the recording first.

STEP 2: Practice each pattern above, then identify each pattern as you listen to the song. Sing and play the patterns together.

I helped my child PRACTICE today.

Parent Signature _____

KIDS CORNER

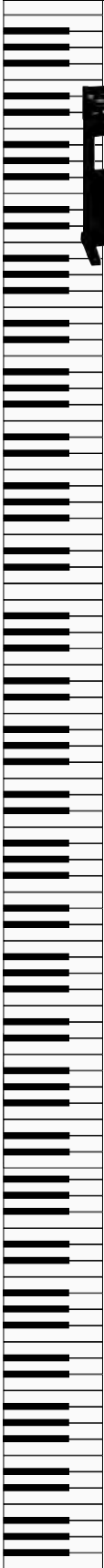


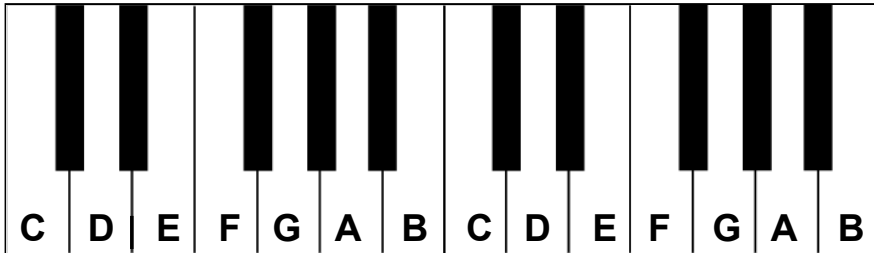
Photo courtesy of Roland Corporation

- Learn a singing game.
- Review the names of the white keys.
- Learn the symbol for a rest. ⚡

A NEW REST

This is a quarter rest. ⚡

⚡ = 1 beat



- Read and play this song.
Find the *steps* in the melody.



Frog in the Meadow

American Game
Arr. by James Faulconer

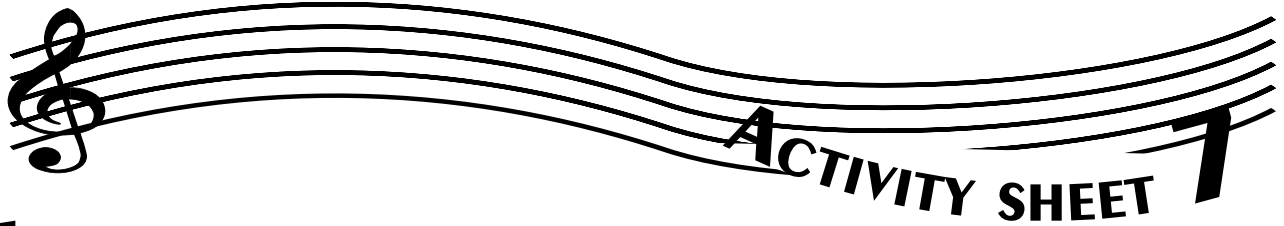
3 2 1

E E E D C E E E D C ⚡

Frog in the mead - ow, can't get him out. _____

E E E E D C E E E D C ⚡

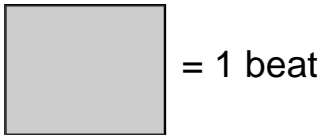
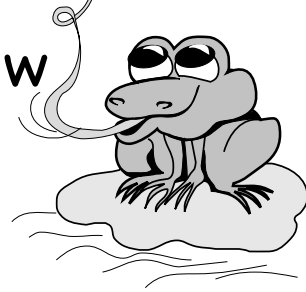
Take a lit - tle stick and stir him a - bout. _____



ACTIVITY SHEET 1

- 1 Sing the song, tracking across 2 lines of the beat grid per phrase.
- 2 Clap both phrases, then identify which beats have *sound* or *no sound*, and where the *long sounds* are held over two beats.

Frog in the Meadow



Phrase 1

--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--

Phrase 2

--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--

- 3 Place a RED cuisenaire rod over the beat boxes to show 1 sound per beat. Place a PURPLE cuisenaire rod over two beat boxes to show a long sound. Leave a beat box blank to show a rest.

NAME _____

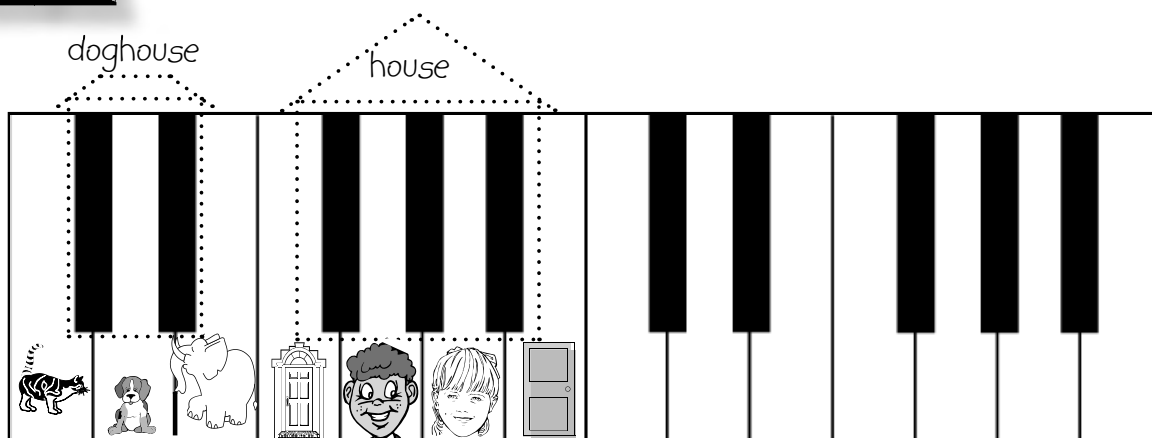
HOME PRACTICE 7



Dear Parents:

Use with Activity 1

Today, your child learned white-key names and learned to play "Frog in the Meadow" on white keys.



C D E F G A B
 Cat Dog Elephant Front door name starting with G name starting with A Back door

Draw a picture in your mind to help you remember the names of the white keys.



Photo courtesy of Roland Corp.

PRACTICE TIPS

- STEP 1: Say and clap the rhythm of the words first, then sing the song with the recording.
- STEP 2: Place right hand fingers 3, 2, and thumb (1) on the E, D, and C keys. Read and play from the notation in Lesson 7, page 29.
- STEP 3: Place left hand fingers 1, 2, and 3 on the E, D, and C keys an octave below. Play the same melody as you sing the song.

I helped my child practice today.

Parent Signature _____

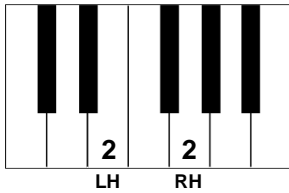
KIDS CORNER



Photo courtesy of Roland Corporation

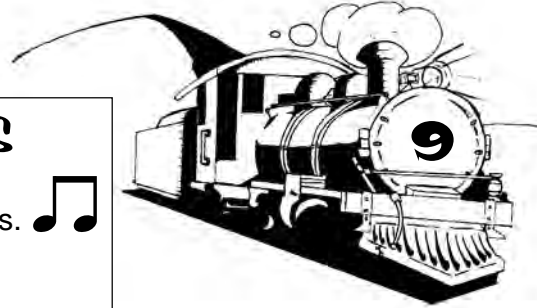
Engine, Engine, Number Nine

- Discuss how sound effects make music more fun.
- Play some keyboard “train” sound effects with this melody.



NEW NOTES

These are two eighth notes.



Traditional American
Arr. by James Faulconer

RH 2

LH 2

En-gine, en-gine, num-ber nine, go-ing down the rail-road line!

If the train goes off the track, Will I get my mon-ey back?

LISTENINGS *Old French Song* by Peter Tchaikovsky
The Wild Rider by Robert Schumann

- Create movement to show the tempo and sections of these famous piano pieces.

ACTIVITY SHEET 8

- 1 Help create a sound story for “Engine, Engine, Number Nine.”
- 2 Fill in the blanks in each story scene below. Play the melody for each scene using different playing tempos.

SCENE 1

One morning, our class met at the train station to take a train to _____.

The train pulled out, the _____ blew, and the

train rolled _____ down the track.



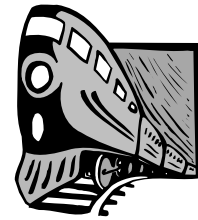
Play and sing the song...

slow or fast

SCENE 2

The train began to go faster as it passed _____

and _____.



Play and sing the song...

getting faster or getting slower

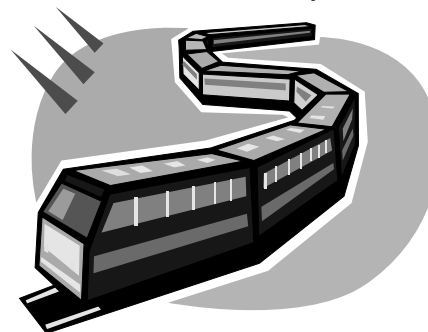
SCENE 3

After our _____ trip, we saw our last stop ahead!

The train began to _____.

Play and sing the song...

slowing down or speeding up



HOME PRACTICE 8



Dear Parents:

Use with Activity 2

Today, your child danced in different tempos to *Old French Song* and *The Wild Rider*, then created a sound story by changing playing tempos in “Engine, Engine, Number Nine.”

Old French Song was written by Peter Tchaikovsky (1840-1893), and *The Wild Rider*, was written by Robert Schumann (1810-1856).

Peter Tchaikovsky is probably the most famous of all the Russian composers. He started piano lessons when he was five, and began serious studies as a composer when he was a young man. During his life, he wrote six symphonies, works for piano, and ballets, *Sleeping Beauty*, *The Nutcracker Suite*, and *Swan Lake*. *Old French Song* was written for children to play on the piano.



Robert Schumann was born in Germany. He began to study the piano and write music when he was only six. As a young man, Schumann decided to become a concert pianist and composer. *The Wild Rider* was written for a children’s album.



Photo courtesy of Roland Corp.

PRACTICE TIPS

- STEP 1: Read the biographies of both famous composers to your child.
- STEP 2: Perform the movement for both pieces.
- STEP 3: Tell the story on Activity Sheet 8 and play “Engine, Engine, Number Nine” as accompaniment to the story.

I helped my child PRACTICE today. _____

Parent Signature

KIDS CORNER

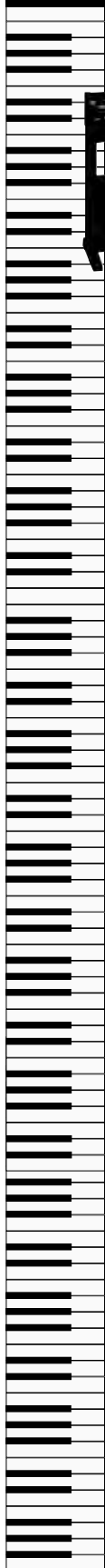
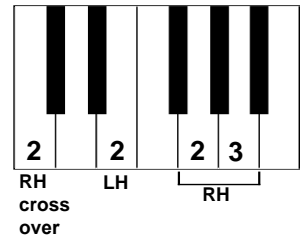


Photo courtesy of Roland Corporation

- Clap the rhythm of the words. Say the pitch names in rhythm.
- Add percussion sounds with the melody.
- Create a new verse.



Traditional American
Verses 2-3 by Patti Windes
Arr. by James Faulconer

Musical notation for the first line of the song. The melody consists of notes G, A, E, G, A, G, A. The lyrics are: On a log, Mis - ter Frog Sang a song the

Fingerings: RH 2, 3; LH 2; RH 2, 3

Musical notation for the second line of the song. The melody consists of notes G, A, E, C, C, C. The lyrics are: whole day long, Glumph, Glumph, Glumph.

A dotted line indicates 'RH 2 crosses over' from the E note to the first C note.

VERSE 2

Mrs. Rat, caught a gnat,
Because she couldn't catch the cat!
Tst, Tst, tst.

VERSE 3

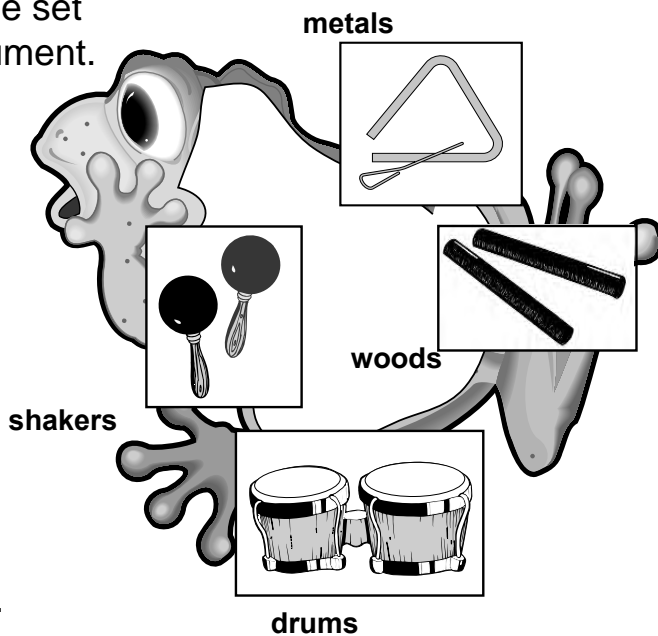
Bee-Bop Bear, combed his hair,
In polka-dotted underwear.
Roar, roar, roar.

ACTIVITY SHEET 9









1 Choose one group of instruments to play with the rhyming words of each verse in "Mr. Frog."

2 Draw a line from the instrument to the set of words you will play with that instrument.

frog	log	long
rat	gnat	cat
bear	hair	underwear



3 Choose a classmate to hold up one card at a time to cue movement.

HOME PRACTICE 9



Dear Parents:

Use with Activity 2

Today, your child created a new verse for "Mr. Frog," and learned to play melody and percussion parts in an ensemble.

My New Verse for
MR. FROG

START → Mr. / Ms. _____

Photo courtesy of Roland Corp.

PRACTICE TIPS

- STEP 1: Read and play this song from the notation on page 37.
- STEP 2: Don't forget to use two hands and cross the right hand over to play the last three C notes.

I helped my child PRACTICE TODAY. _____
Parent Signature

KIDS CORNER

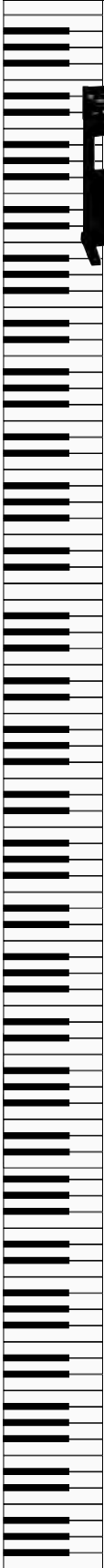
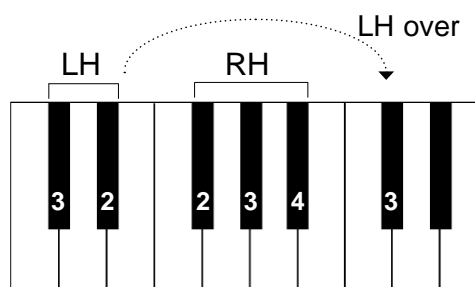


Photo courtesy of Roland Corporation

- Sing a song about friends.
- Sing a part, then pat-clap a part.
- Play a part, then pat-clap a part.
- Play in ensemble.



I Wanna Be
a Friend of Yours

PART 1

1. I wanna be a friend of yours,
I wanna be friend of yours,
I wanna be a bumble bee
I wanna mean a lot to you,



2. Oh, you are a friend of mine,
You are a friend of mine,
You are a bumble bee
You mean a lot to me,

PART 2

mmmm and a little bit more.
mmmm and a little bit more.
buzzing 'round your door.
mmmm and a little bit,
mmmm and a little bit,
mmmm and a whole lot more!

mmmm and a little bit more.
mmmm and a little bit more.
buzzing 'round my door.
mmmm and a little bit,
mmmm and a little bit,
mmmm and a whole lot more!

ACTIVITY SHEET 10

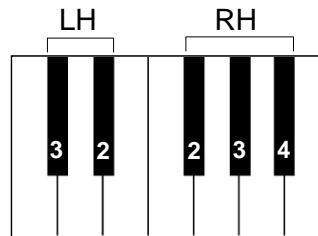
I Wanna Be a Friend of Yours

- 1 After you have learned to play the entire song, create 3 groups of players: Friends, Bumble Bees, and Little Bits.
- 2 Play the phrases shown below.



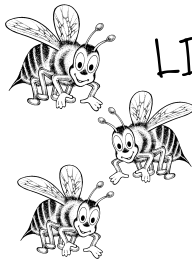
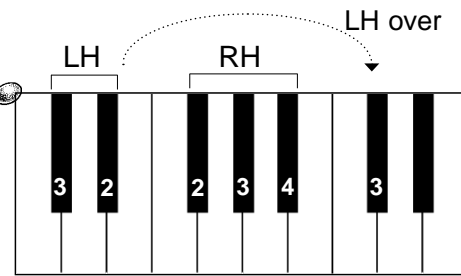
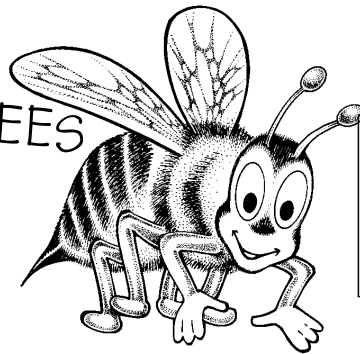
FRIENDS

Play and sing the **1st phrase.**



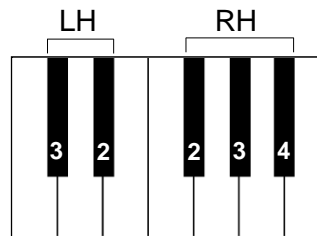
BUMBLE BEES

Play and sing the **2nd phrase.**



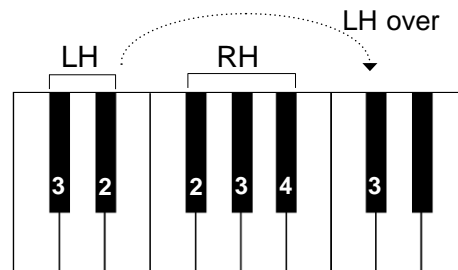
LITTLE BITS

Play and sing the **3rd phrase.**



ALL GROUPS

Play and sing the **LAST phrase.**
Is this phrase longer?



- 3 Circle the two phrases that use the same keys.
Draw an arrow to the two phrases that have a LH cross-over.

HOME PRACTICE 10A

Use with Activity 1

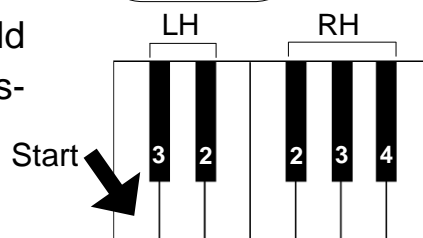


Dear Parents:

Your child has learned to play “I Wanna Be a Friend of Yours,” by ear, and learned to improvise black-key patterns on the interlude.

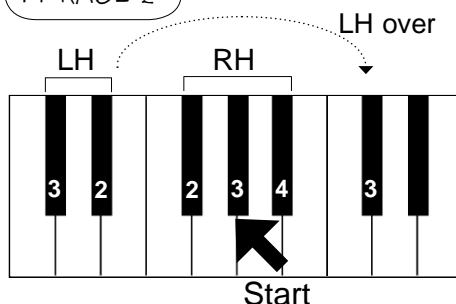
Here’s a fun way to play this song. Have your child play Phrase 1 PART 1, then you create a body percussion pattern to fit the rhythm of the words in PART 2.

PHRASE 1

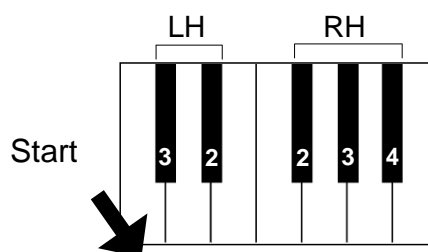


Repeat the instructions above for the next two lines of text.

PHRASE 2



PHRASE 3



Your child plays Phrase 4. You answer with a longer PAT-CLAP pattern.

PHRASE 4

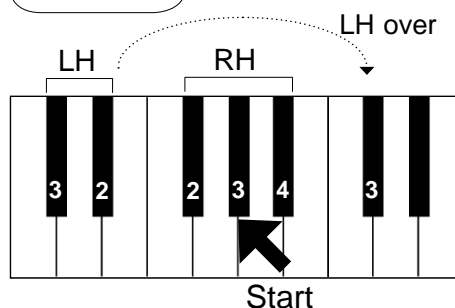


Photo courtesy of Roland Corp.

PRACTICE TIPS

STEP 1: Sing the song first. Then play Phrase 1 and perform body percussion for PAT-CLAP parts.

I helped my child PRACTICE TODAY.

Parent Signature _____

Glossary of Musical Terms

body percussion	rhythm patterns of long and short sounds and silences that are played on the body (clapping hands, tapping feet, patting legs, snapping fingers)
boom-chuck	standard percussion rhythm, usually with bass drum playing on Beats 1 and 3, and snare drum playing the “backbeat” on beats 2 and 4
coda	a short ending section of a song
dynamics	the loudness or softness of a musical tone or sound
echo-say or sing	children echo-say or echo-sing what the teacher speaks or sing
finger play	a dramatization created with the fingers and hands
improvise	to create a musical pattern, by ear, without reading notation
inner hearing	thinking a rhythm or melody in musical time without singing it
interlude	an instrumental section between the verses of a song
keyboard <i>Drum Kit</i>	a setting that changes each key to a different percussion sound
keyboard “Voice”	a keyboard setting for a variety of instrumental sounds or tone colors
melodic direction	the pitch direction of melody from one note to the next (up, down, or same)
melody	patterns of long and short pitches that make up a tune
move to show	children moving to show a musical concept
ostinato	a rhythmic or melodic pattern that repeats over and over
pat / clap	a pattern of body percussion. Children pat knees then clap their hands.
phrase	a complete musical thought, like the phrases of a song
pitch	the highness or lowness of a sound
rhythm	a pattern of long and short sounds and silences without pitch; the rhythm of the words or the rhythm of a melody
steady beat	the basic unit of time in music. The steady beat is always even.
steps, skips	steps: pitch direction from one note to the next closest note (half step), or to the next closest note with one note in between (whole step) skips: the interval of a minor or major 3rd
tempo	how slow or fast a musical pattern or song is performed
timbre / tone color	the individual sound of an instrument, patch or voice