

# Preparatory Level

## Lesson 1: At the Lesson

### HIGH AND LOW

Play the following high and low notes. Ask the student to follow along in the workbook.  
 Tip: Use images to describe each register. Compare high notes to birds, clouds, or butterflies.  
 Compare low notes to a deep hole or an ogre with a deep voice.



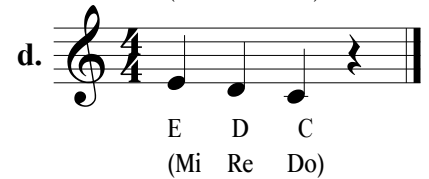
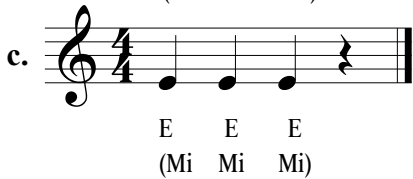
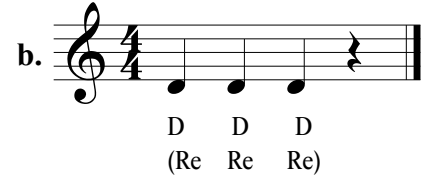
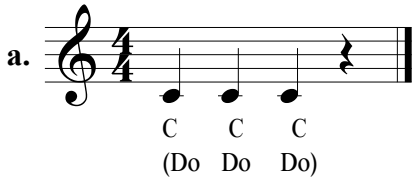
1. Play the following high and low notes. Ask the student to circle *High* or *Low* for each example.



### LISTEN AND COPY

2. Play the following measures and sing the note names or *solfège*. Ask the student to copy your playing and singing.

*Optional:* Play the measures but do not sing the note names. Ask the student to play *and* sing the names.



### UP, DOWN, AND REPEAT

Play the following notes that move up, move down, or repeat. Ask the student to follow along in the workbook. *Optional:* Ask the student to use hand motions that follow the contour of the notes.

Tip: Use imagery to describe each melodic contour. Compare notes moving up to walking uphill, notes moving down to riding a scooter downhill, and repeated notes to walking on a flat sidewalk.



3. Play the following notes that move up, move down, or repeat. Ask the student to circle *Up*, *Down*, or *Repeat* for each example.



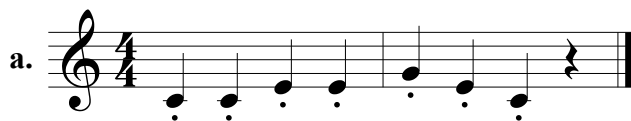
# Level 1

## Lesson 4: At the Lesson

### STACCATO AND LEGATO

Play the following melodies. Ask the student to follow along in the workbook.

Tips: Use imagery to describe each articulation. Compare *staccato* with a kangaroo hopping or popcorn popping. Compare *legato* with flowing water, ice skating, or sledding.



1. Play the following melodies. Ask the student to circle the melody with the correct articulation.

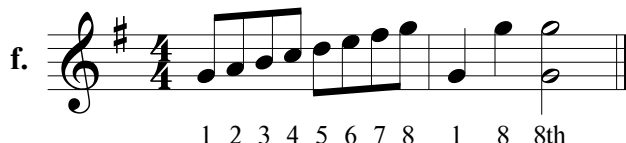
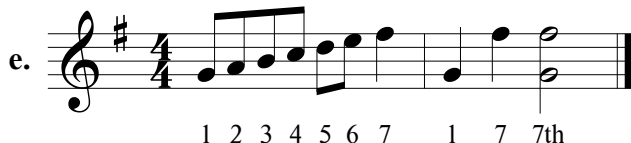
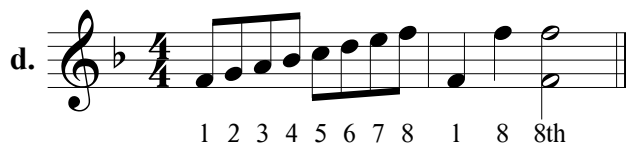
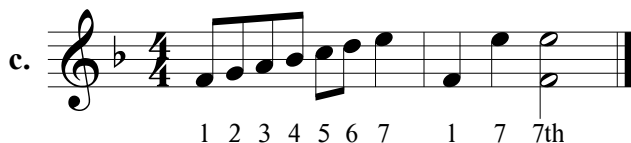


### LISTEN AND COPY

2. Play the following intervals and sing the scale degrees. Ask the student to copy your playing and singing.

Tips: A **Major 7th** is dissonant and wants to resolve up. Songs: *Fantasy Island* (Main Title), a-ha's *Take On Me* (chorus).

A **Perfect Octave (8th)** is very stable and sounds almost like a single note. Songs: *Somewhere Over the Rainbow*; *The Christmas Song* ("Chestnuts roasting on an open fire...").



### TRIADS

3. Play the following triads. Ask the student to circle the correct triad for each example.



## Level 2

### Lesson 4: At the Lesson

#### DYNAMICS

Play the following melodies. Ask the student to follow along in the workbook.

Tips: Ask the student to speak using various dynamics. Use imagery to describe each dynamic.

Compare *ff* to shouting, *mf* to a teacher speaking in class, *mp* to speaking softly, *pp* to whispering, *cresc.* to a train horn moving closer, and *decresc.* to a train horn moving away.

a.

b.

1. Play the following melodies. Ask the student to circle the melodies with the correct dynamics.

a.

b.

#### INTERVALS

2. Play the following intervals and sing the scale degrees. Ask the student to copy your playing and singing. *Optional:* Play the intervals but do not sing the scale degrees. Ask the student to play *and* sing the scale degrees.

Tips: A **Perfect 5th** sounds open and is similar to triad but missing the third. Songs: *Twinkle, Twinkle, Little Star, Star Wars (Main Theme)*.

A **Perfect Octave** is very stable and sounds almost like a single note. Songs: *Somewhere Over the Rainbow, The Christmas Song ("Chestnuts roasting on an open fire...")*.

a.

b.

c.

d.

e.

f.

#### TRIADS

3. Play the following triads. Ask the student to circle the correct triad for each example.

a.

b.

# Level 3

## Lesson 3: At the Lesson

### METER

Play the following phrases. Ask the student to follow along in the workbook.  
 Tips: 2/4 meter is march-like. Ask the student to count aloud, march, or tap knees/clap as you play.  
 3/4 meter is dance-like. Ask the student to count aloud, step, or tap knees/clap/clap as you play.

1. Play the following phrase. Ask the student to mark the phrase with the correct time signature.

### TEMPO

2. Play the following phrase. Ask the student to mark the correct tempo.

**Andante**

### INTERVALS

3. Play the following intervals and sing the scale degrees. Ask the student to copy your playing and singing.  
*Optional:* Play the intervals but do not sing. Ask the student to play *and* sing the scale degrees.

Tips: A **Major 6th** is consonant and wants to resolve down. Songs: *My Bonnie Lies Over the Ocean*, *Jingle Bells* ("Dashing through the snow...").  
 A **Major 7th** is dissonant and wants to resolve up. Song: a-ha's *Take On Me* (chorus).

<p>a.  1 2 3 4 5 6 1 6 1 6th</p> <p>c.  1 2 3 4 5 6 1 6 1 6th</p> <p>e.  1 2 3 4 5 6 1 6 1 6th</p>	<p>b.  1 2 3 4 5 6 7 1 7 1 7th</p> <p>d.  1 2 3 4 5 6 7 1 7 1 7th</p> <p>f.  1 2 3 4 5 6 7 1 7 1 7th</p>
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# Answer Key for At Home Assignments

(As played on CD)

## Preparatory Level

### Lesson 1, Page 2


1. a. High 


b. Low 

c. High 

d. Low 

2. a. Repeat 

b. Down 

c. Up 

d. Down 

### Lesson 2, Page 4

1. a. Up 

b. Repeat 

c. Up 

d. Down 

2. a.  $\frac{4}{4}$  

b.  $\frac{4}{4}$  

c.  $\frac{4}{4}$  


d.  $\frac{4}{4}$  

### Lesson 3, Page 6

1. a. *legato* 

b. *staccato* 

c. *staccato* 

d. *legato* 

2. a.  $\frac{4}{4}$  

b.  $\frac{4}{4}$  

c.  $\frac{4}{4}$  

d.  $\frac{4}{4}$  

### Lesson 4, Page 8

1. a. 

b. 

c. 

d. 

2. a.  $\frac{4}{4}$  

b.  $\frac{4}{4}$  

c.  $\frac{4}{4}$  

d.  $\frac{4}{4}$  