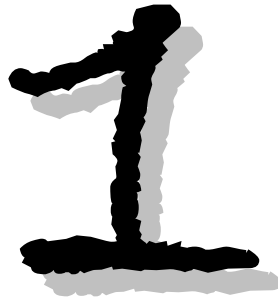


# *The Complete Pianist*

By Marilee Leishman  
TheCompletePianist.com



**Complete Beginner**

**Level One**

Revised October, 2015

# Important Information

## The Complete Pianist Method

The Complete Pianist Method was developed as a means to help teachers, students, and self-learners study the piano in a well-rounded, step by step, and easy to follow way. After years of private teaching and then teaching through Utah State University's youth conservatory, Marilee Leishman felt that many of her students were becoming proficient in one aspect of the piano, but not always developing a complete piano education. She created this series as a way to ensure that, as a teacher, she would be sure to cover all essential parts of the piano in a systematic way. She wanted an easy to learn system that would increase those strengths she found in her students, but also develop any weaknesses they had. Many of the principles and ideas found in this method have been inspired by Instructors and Professors in the Piano Pedagogy program at Utah State University as well as Jon Schmidt's note learning method.

### How to use this book

The book should be worked through in order, since the principles taught gradually build on each other, although more than one section may be worked on at the same time.

### For Self Taught Students

If you are going through this method on your own, I applaud you in your desire to learn this beautiful instrument! Simply work through the book from beginning to end. Since you don't have the benefit of an instructor, be sure to refer to [TheCompletePianist.com](http://TheCompletePianist.com) and watch the instructional video demonstrations of each section. If you have any further, more specific questions, be sure to drop Marilee a note on The Complete Pianist website and she will answer any questions you have.

### For Parents

Parents do not necessarily need to have piano experience to teach this material. Just make sure to refer to [TheCompletePianist.com](http://TheCompletePianist.com) and watch the video demonstrations that go along with each section in this level to ensure you teach them correctly. Short learning periods each day that are consistent, are better than long inconsistent practice periods. Keep in mind that it is often best if the student is at least 7-8 years old when beginning. They are a little more mature and will learn much quicker than a 5 or 6 year old.

### For Teachers

For Teachers: If you are a teacher and only see your student once a week, make sure to cover at least 2 sections during each lesson, so the student has enough material to work on throughout the week. When teaching a beginner, it is slow at first, since there are a lot of foundational principles they need to learn at the start. But once it gets going, there will be plenty for them to work on. As mentioned earlier, the student won't need to purchase extra books when using this series, since it encompasses all major aspects of the piano.

Transfer Students: To test a transfer student's ability, simply use the Workbook Review at the end of this book to see what portions of this level they have down and what concepts they need extra work on. If they test well on it, move up a level.

## Lesson Outline

Here is an example lesson outline for teachers/parents and self taught learners, as you can see it starts with a game of some kind. Be sure to always start fun and end positive with your practice and teaching sessions. We want students to *want* to learn the piano!

1. Play a game – Teachers play a game with their student. Self-Learners - maybe you can find a friend or just play around on the piano for a few minutes on your own.
2. Teach the new concept in whatever section the student is in
3. Practice the new concept. For self-learners and parents be sure to watch the correlating video explanation.
4. Sight read - Sight read some songs slowly and carefully.
5. Write down any practicing assignments or goals and share something positive you/they did well, or learned that day.

## Example Games

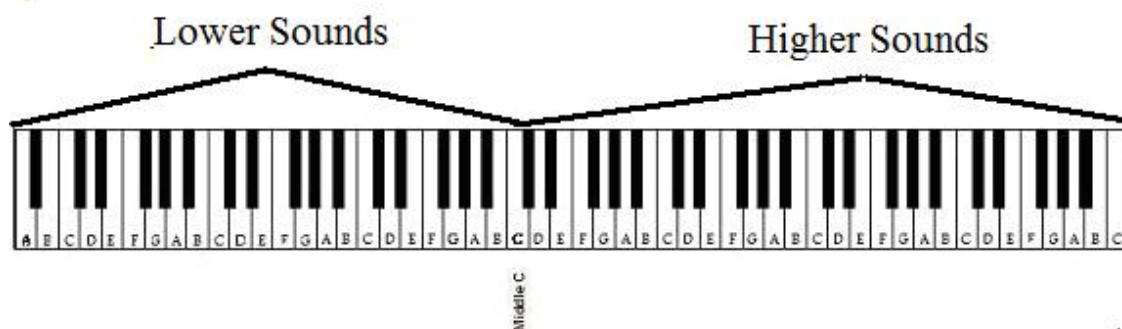
Example games to start out a lesson: These games don't have to be long; they are just a fun way to let the student explore the piano and grow good feelings/relationship together. Wait until the student has learned the first two sections before beginning the games!

1. Play **Improv tunes**. Take turn improvising a simple melody. Put one hand somewhere on the piano and just starting playing.
2. Play **Copy Cat rhythms** on one note. The teacher/parent/friend will play a rhythm of some kind (not too long) on one note of the piano; the student will try to repeat it exactly. Then the student will play a rhythm and the other person has to repeat it exactly. You can get official and keep score if you want! For example, the person who repeated the rhythm exactly gets one point.
3. Play **Copy Cat Crazyies** on any notes. Take turns playing melodies, highs, lows, short sounds, loud sounds and trying to copy them after one another.

# Ear Training 1

## High and Low Sounds

High sounds are to the right on the keyboard and low sounds are to the left on the keyboard.



- Play some High sounds on the piano, listen to the way they sound. Play some Low sounds and carefully listen. For younger beginners ask: What animals do they sound like?

## Short and Long Sounds

- Play some short sounds and long sounds. To play short sounds, touch the key and then release quickly. To play long sounds, simply hold the note down longer.

## Far apart and close together

- Play two notes that are really far apart, on opposite sides of the keyboard. Listen to how they sound. Play two notes that are really close together or right next to each other. Listen carefully.

## Going Up and going down

- Play a series of notes going up (from left to right). Next play a bunch of notes going down (from right to left).

## Repeat the Rhythm

- Try clapping some rhythms, anything that feels fun. If you are working with a teacher, have the teacher clap a simple one measure rhythm, and then repeat it back to your teacher. Do this a few times using different rhythms.

## Improvisation

- Musical improvisation is the creative activity of “in the moment” musical composition. As a first step, put your longer fingers on the black keys and start to play some notes in any order you like. This is improvising!

# Ear Training Review

## The Teacher may test using the Ear Training Test sheet

If you are working with a teacher, have them administer the Ear Training test sheet 1 to you. If you are working on your own, you may test yourself using the Ear Training video for level one on [TheCompletePianist.com](http://TheCompletePianist.com).

- Identify between high or low sounds, Short or long sounds and Loud or soft sounds – The teacher will play the different sounds using the teacher ear training sheet and the student will identify if the sound is high or low etc. (without looking at the keyboard)
- Identify the distance between sounds (far apart or close together?), the direction of the notes (up or down?) - The teacher may use the ear training test sheet if desired.
- “Repeat Rhythm” The teacher will clap or play 1 measure of rhythm and the student will clap or play it back - The teacher may use the ear training test sheet if desired.
- Improvisation - Improvise a melody on the black keys. It can be different every time!

DATE PASSED \_\_\_\_\_

## Ear Training Test Sheet 1

Marilee Leishman

Instructor's examples for testing the student. These exercises are for developing the ear, without the use of music. Play each example twice then move on to the next one. They can be done on a separate piano or with the student looking away.

2. Ask the student to determine if the following examples are high or low.

Piano

Example 1      Example 2      Example 3      Example 4

5 3. Short or Long?

Example 1 Example 2 Example 3 Example 4

9 4. Loud or soft?

*ff* Example 1 *p* Example 2 *p* Example 3 *f* Example 4

13 5. Far apart or close together?

Example 1 Example 2 Example 3 Example 4

17 6. Going up or going down?

Example 1 Example 2 Example 3 Example 4

21 7. Teacher will clap the rhythm and the student will clap it back.

Example 1 Example 2 Example 3 Example 4

# Theory Training 1

## Musical Alphabet A B C D E F G

For students who are learning on their own, refer to the Theory Level One video on [TheCompletePianist.com](http://TheCompletePianist.com) for full explanations of the Theory Training section.

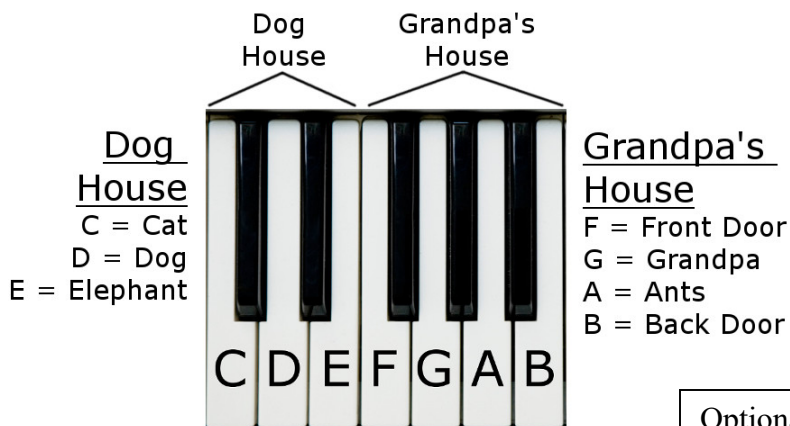
In music we only use the letters ABCDEFG. Go ahead and look to the left side of your keyboard. Those are the low notes. If you are using a full size piano with 88 keys, the lowest note on the piano is A. The next note is B and it continues in the order of the alphabet. When you get to G, you just start over with the next note being A.

**Exercise 1: Start on the lowest note, play and say the letters as you go**

Notice there are groups of 2 black keys and groups of 3 black keys, the black keys help you identify which white note you are playing. If I were to cover the black keys with my arm, all the white keys would look the same.



Younger Beginners: Here is a way to memorize the names of the notes on the keyboard. We will call the groups of two black keys the Dog House. We will call the groups of three Black Keys Grandpa's house. The black keys are the roof for your houses.



**Exercise 2: On the Keyboard, Play the following:**

1. Play all of the A's \_\_\_\_
2. Play all of the B's \_\_\_\_
3. Play all of the C's \_\_\_\_
4. Play all of the D's \_\_\_\_
5. Play all of the E's \_\_\_\_
6. Play all of the F's \_\_\_\_
7. Play all of the G's \_\_\_\_
8. Press down of the groups of two black keys \_\_\_\_
9. Press down all of the groups of three black keys \_\_\_\_

Optional Game for Teachers:

Instruct the student to stand a little distance away from the piano. Shout out a letter and have the student run and press the key somewhere on the piano. Continue with all the letters. Change it up by asking the student to play a high C loudly or a low F softly.

## Dynamics, Notes and Rests


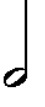





Dynamics are signs for volume. (Loud or soft sounds)

If you see a fancy **F** in your music, it is the sign for Forte, which means to Play Loudly

If you see a fancy **P** in your music, it is the sign for piano, which means to Play Softly

**Exercise 3: Press down some notes using the Dynamic Forte, then try playing Piano.**

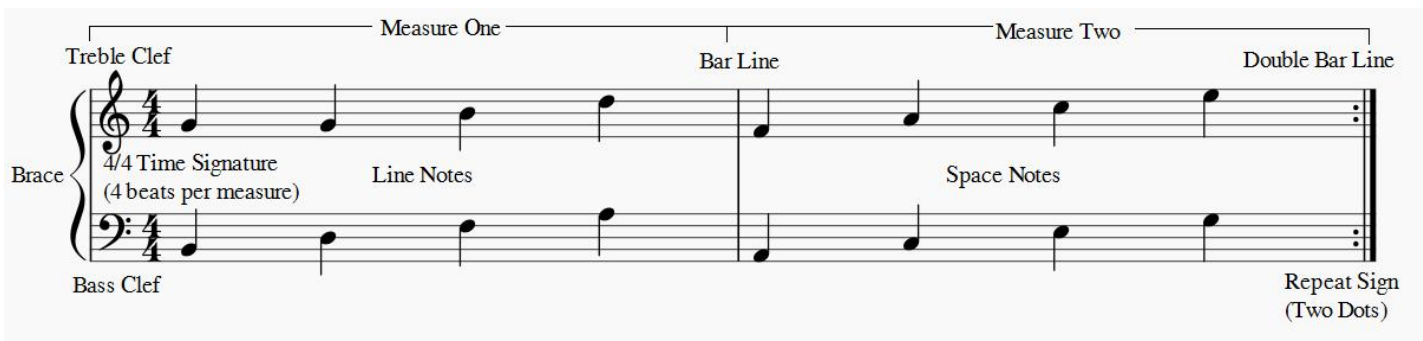
Check out the following notes, these are the basic notes to get you started. The name in “Quotations” is the name we give the note when counting aloud in music.

	Quarter Note or “Tah” = 1 beat		”Half Note” = 2 beats
	“Half Note Dot” = 3 beats		”Great big Whole Note” = 4 beats
	Quarter Rest or “Rest” = 1 beat		Half Rest or “Hat Rest” = 2 beats
	“Great Big Whole Rest” = 4 beats (Don’t fall in the whole!)		

### Exercise 4:

1. Draw a Quarter Note, how many beats does it get? \_\_\_\_\_
2. Draw a Half Note, how many beats does it get? \_\_\_\_\_
3. Draw a Dotted Half Note, how many beats does it get? \_\_\_\_\_
4. Draw a Whole Note, how many beats does it get? \_\_\_\_\_
5. Draw a Quarter Rest, how many beats does it get? \_\_\_\_\_
6. Draw a Half Rest, how many beats does it get? \_\_\_\_\_
7. Draw a Whole Rest, how many beats does it get? \_\_\_\_\_

## The Grand Staff, Basic Dynamics and other terms



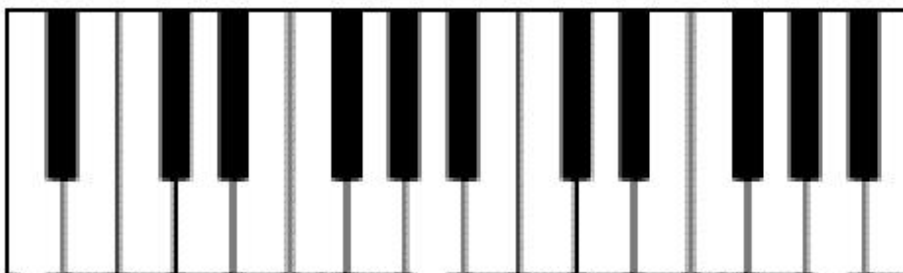
**Measure** = the space between two bar lines on a staff. How many measures does the above example have? It has two measures.

**Time Signature** = the symbol immediately to the right of the Treble or Bass clef, is the Time Signature. It tells us how many beats are in a measure and what gets one beat. In this case the four on top means there are four beats in each measure.



# Theory Review

1. Write the letters of the notes, A B C D E F G, on the following keyboard.



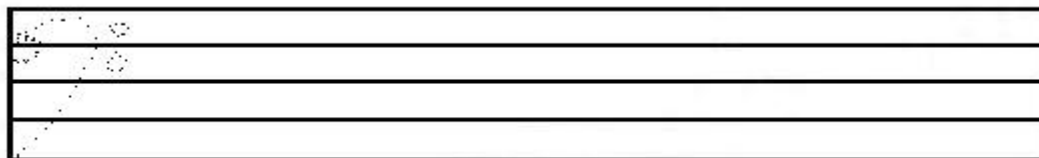
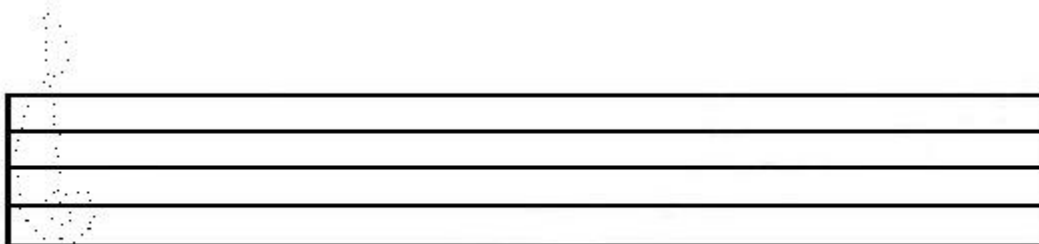
2. Draw a Quarter Note, Half Note, Dotted Half Note, and Whole Note on the line below.



3. Draw a quarter rest, half rest, whole rest, forte sign, piano sign, on the staff below.



4. Draw a treble clef, bass clef, bar line, brace, 4/4 time signature, double bar line and repeat sign on the grand staff below. Divide the grand staff into two measures. Draw 6 lines notes in one measure and 6 space notes in the other measure.



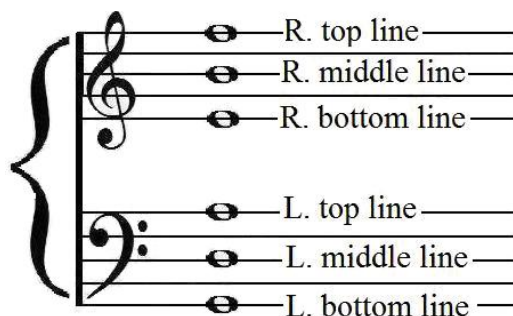
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# Sight Reading 1

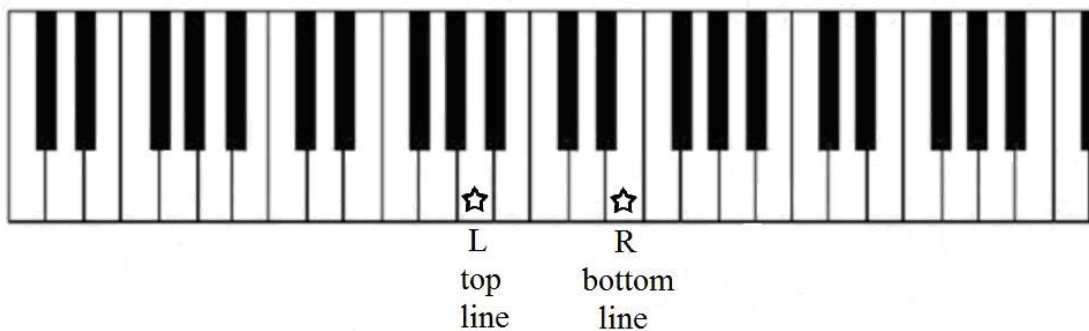
## Jon Schmidt's Note Learning Method

### Anchor Notes on the Grand staff – Part one

With the Complete Pianist method, you'll immediately learn to play music and read notes on the grand staff. What a great skill to have from the beginning! This level will teach the top, middle and bottom lines of each staff. They are called the Anchor Notes because they are like an anchor for your hands, making sure they don't float around to the wrong places.



We will start with the Right bottom anchor (or right bottom line) and Left top anchor (or left top line). They are located in the middle of the keyboard. Find and play these two notes on your piano, use the middle group of 2 black keys to help guide you. **Hint:** Left TOP line lives on the TOP note inside the three black keys. The right bottom line lives right after/above the two black keys.



Here is what they look like on the staff. Name and play them while looking at the staff. Draw and label the two anchor notes in the second measure!

A grand staff with two staves, treble and bass clefs. The first measure contains two notes: 'R. bottom line' on the bottom line of the treble staff and 'L. top line' on the top line of the bass staff. The second measure is empty, with a box around it for drawing and labeling the anchor notes.

Now you will sight read some short songs using these two notes. As you go through the song, play the notes slowly and carefully. Make sure you use your R.H. in the treble clef and L.H. in the bass clef. Don't worry about the speed or rhythm at this point. Simply punch in the note as you see it. Once you are comfortable with the notes, try to sing the lyrics while you play. These songs don't need to be perfect to move on!

## My First Song

Marilee Leishman

Right hand hold it, Left hand hold it. Right hand play - ing, Left hand play - ing.

5

Both to - ge - ther, now a - lone. (hold) This is lots of fun!(hold, hold hold)

## Bouncing, Jumping

Marilee Leishman

Bouncing, jumping, to the top. (hold) Bouncing, jumping, let's not stop. (hold)

5

Let's keep bounc - ing all the day! (hold) It's the fun - nest way to play (hold)

## Fun Stuff

Marilee Leishman

Musical score for "Fun Stuff" in 4/4 time. The score consists of two systems of piano accompaniment. The first system has four measures: "Fun stuff, fun stuff!" (fingerings 1-2-3-4), "This is fun stuff." (fingerings 1-2-3-4), "Playing. Saying." (fingerings 1-2-3-4), and "Happy. Snappy" (fingerings 1-2-3-4). The second system has four measures: "I am funny," (fingerings 1-2-3-4), "oh so sunny," (fingerings 1-2-3-4), "play - ing ve - ry" (fingerings 1-2-3-4), and "beau - ti - ful - ly!" (fingerings 1-2-3-4). The piano part uses a simple accompaniment pattern of quarter notes and rests.

## Note Names

Marilee Leishman

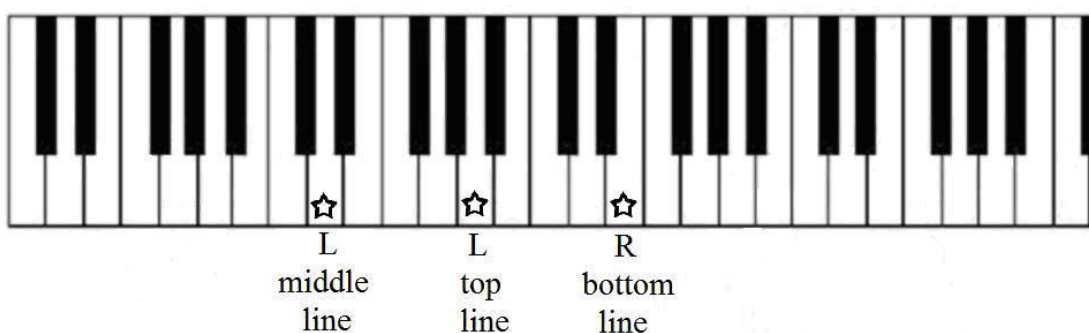
Musical score for "Note Names" in 4/4 time. The score consists of two systems of piano accompaniment. The first system has four measures: "Tah Tah Tah Tah" (fingerings 1-2-3-4), "Half Note Half Note" (fingerings 1-2-3-4), "Great Big Whole Note" (fingerings 1-2-3-4), and "Half Note Tah Tah" (fingerings 1-2-3-4). The second system has four measures: "Half Note Dot Tah" (fingerings 1-2-3-4), "Tah Tah Half Note" (fingerings 1-2-3-4), "Tah Tah Half Note" (fingerings 1-2-3-4), and "Great Big Whole Note" (fingerings 1-2-3-4). The piano part uses a simple accompaniment pattern of quarter notes and rests.

# Sight Reading 1

## Anchor Notes on the Grand staff – Part two

Let's add the left middle anchor or left middle line to what you've already learned. First let's look at where they are on the keyboard. Remember that the right bottom line and left top line should be framing the middle notes of the piano.

**Hint:** Left TOP line lives on the TOP note inside the three black keys. The left MIDDLE line lives on the MIDDLE note in between the two black keys. The right bottom line lives right after/above the two black keys.



Here is what they look like on the staff. Notice that they are all line notes, meaning the line goes right through the middle of the notes. Draw and label the three anchor notes in the second measure!

Now you will sight read some short songs using these three notes. Play the first time through slowly and carefully without worrying about rhythm. Make sure to play the Treble clef notes with the R.H. and the Bass clef notes with the L.H. Once you are comfortable with the notes, try playing and singing the lyrics along with it.

## Three Anchor Tune

Marilee Leishman

Right Bot - tom Line! Left Top Line! (hold) Left Mid - dle Line! Great Big Whole Note!

The first system of music for 'Three Anchor Tune' is in 4/4 time. The treble clef part consists of four measures: the first measure has four quarter notes (C4, D4, E4, F4) with lyrics 'Right Bot - tom Line!'; the second measure has a whole note G4 with lyrics 'Left Top Line! (hold)'; the third measure has four quarter notes (G4, A4, B4, C5) with lyrics 'Left Mid - dle Line!'; the fourth measure has a whole note C5 with lyrics 'Great Big Whole Note!'. The bass clef part has rests in the first and fourth measures, and quarter notes (C3, D3, E3) in the second and third measures.

5

Half Note Half Note Half Note Dot Tah Tah Tah Half Note Great Big Whole Note

The second system of music for 'Three Anchor Tune' is in 4/4 time. The treble clef part has rests in the first and fourth measures, and half notes (C4, D4) in the second measure, and half notes (E4, F4) in the third measure, with lyrics 'Half Note Half Note Half Note Dot Tah Tah Tah Half Note Great Big Whole Note'. The bass clef part has quarter notes (C3, D3) in the first measure, a whole note C3 in the second measure, quarter notes (D3, E3) in the third measure, and a whole note C3 in the fourth measure.

## Trio Fun

Marilee Leishman

Tri - o fun, (rest) in the sun. (rest) We are hap - py, su - per snap-py!

The first system of music for 'Trio Fun' is in 4/4 time. The treble clef part has quarter notes (C4, D4) with lyrics 'Tri - o fun, (rest)', a whole note E4 with lyrics 'in the sun. (rest)', quarter notes (F4, G4) with lyrics 'We are hap - py,', and quarter notes (A4, B4) with lyrics 'su - per snap-py!'. The bass clef part has quarter notes (C3, D3) with lyrics 'Tri - o fun, (rest)', quarter notes (E3, F3) with lyrics 'in the sun. (rest)', quarter notes (G3, A3) with lyrics 'We are hap - py,', and quarter notes (B3, C4) with lyrics 'su - per snap-py!'.

5

Tri - o fun, (rest) in the sun. (rest) We were play - ing, now we're done! (rest)

The second system of music for 'Trio Fun' is in 4/4 time. The treble clef part has quarter notes (C4, D4) with lyrics 'Tri - o fun, (rest)', quarter notes (E4, F4) with lyrics 'in the sun. (rest)', quarter notes (G4, A4) with lyrics 'We were play - ing,', and quarter notes (B4, C5) with lyrics 'now we're done! (rest)'. The bass clef part has quarter notes (C3, D3) with lyrics 'Tri - o fun, (rest)', quarter notes (E3, F3) with lyrics 'in the sun. (rest)', quarter notes (G3, A3) with lyrics 'We were play - ing,', and quarter notes (B3, C4) with lyrics 'now we're done! (rest)'.

## Crowded

Marilee Leishman

There are three of us you know, We're push - ing through the door and so, We'll

never, ever, get a - long un - til the ending of this song!

## Half Note Dot Tah

Marilee Leishman

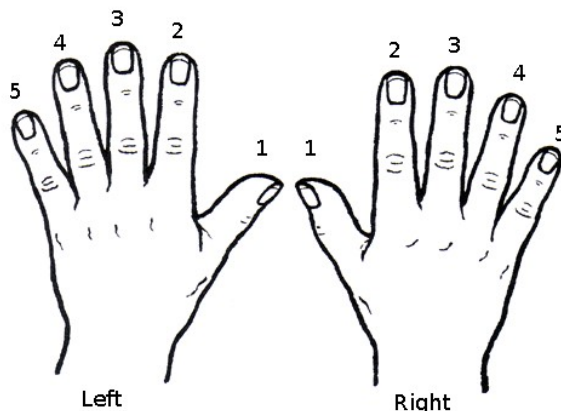
1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4

1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4

# Note and Finger Training 1

For extra help or practice, visit [TheCompletePianist.com](http://TheCompletePianist.com) and watch the Note and Finger Training video for level one.

## Finger Practice



The fingering in both hands is the same. The thumbs are finger 1, pointer finger is 2, middle finger is 3, ring finger is 4 and the pinky is finger 5.

**Wiggle the following fingers above the piano.**

4 2 1 5 3 2 5 4 3 2 1

**Now place the hands anywhere on the piano & push down the following finger numbers. Try them with your R.H. alone, then your L.H. alone**

3 2 1 2 3 3 3 2 2 2

3 2 1 3 2 1 4 5 4 5 2

5 2 1 5 4 1 3 5 3 1

Using the numbers 1 through 5, write your own finger song on the line below.



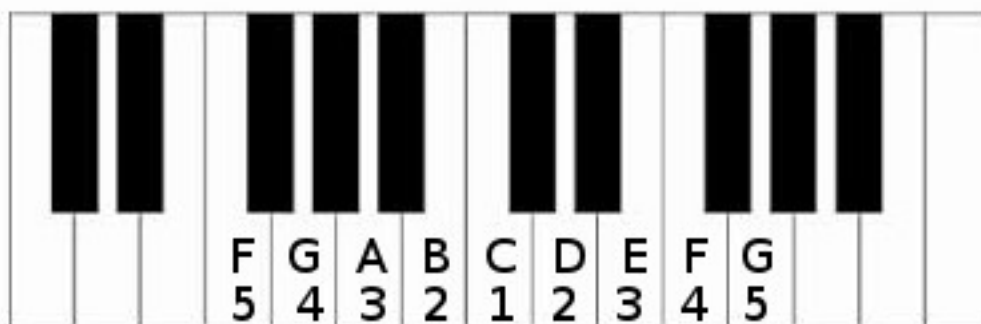
## Note Practice

Using your pointer finger play the following note song. You can play the notes anywhere on the keyboard, but do them in this order.

**C C G G A A G F F**

Here is Middle C Position – Note that the thumbs share middle C and each finger has their own note working outwards from the middle.

### Middle C Position



L.H. Thumbs Share Middle C R.H.

Letting all your fingers rest on the notes in middle C Position, play the following exercise.

**F G F D F G E E**

**C C A B B F G G**

**B A G F G F D G**

Write your own note song on the line below. Use any notes/ letters A through G. Then play it in middle C Position.

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## Fingering & Note Names Review

Play the following Finger songs hands separately anywhere on the piano.

1. 1 1 2 2 | 3 3 4 5 | 2 3 2

2. 4 3 4 2 | 3 4 5 1 | 2 3 2

3. 2 4 2 4 | 3 4 2 1 | 4 5 1

Play the following Note songs in Middle C position.

1. E D C | D E E | E D D

2. D E G | G E D | C D E

3. A A B | B G G | F F A

4. F F C | C D D | C B B

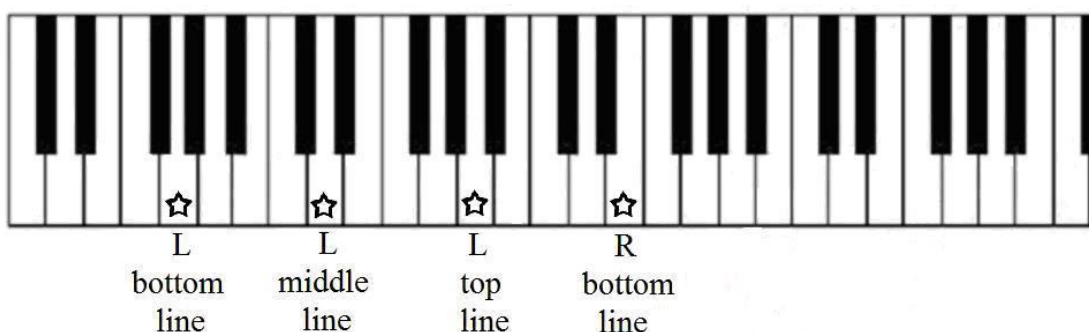
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# Sight Reading 1

## Anchor Notes on the Grand staff – Part three

Let's add the left bottom anchor or left bottom line to what you've already learned. First let's look at where it lives on the keyboard.

**Hint:** Left TOP line lives on the TOP note inside the three black keys. The left MIDDLE line lives on the MIDDLE note in between the two black keys. Left BOTTOM line lives on the BOTTOM note inside the three black keys. The right bottom line lives right after/above the two black keys.



On the staff: Draw and label the four anchor notes in the second measure!

A musical staff diagram showing the four anchor notes on a grand staff. The notes are labeled: R. bottom line, L. top line, L. middle line, and L. bottom line.

**Touch....Check...Play..... the following songs.** “Touch, check, play” is a technique you should do the first time you are sight-reading a song. (Sight reading, means to play it for the first time, without practicing it) You want to train yourself to play the note right the **first time!** “Touch, Check, Play” helps train you to do that. Simply, touch the note on the keyboard that you think it is, double check it on the piano and staff and then play. Simple...**Touch, Check, Play!** “Touch, Check, Play” every note as you sight read these songs.

## Four Anchors Away

Marilee Leishman

Right bot-tom line!

Left bot-tom line! Left mid-dle line! Left top line! (hold)

5

3 4 Four

1 2 3 4 1 2

An - chors a - way! (hold, hold hold)

## Double Trouble

Marilee Leishman

Dou - ble trou - ble, dou - ble's trou - ble. Bro - ther, sis - ter, sis - ter, mis - ter.

5

Dou - ble trou - ble, we are trou - ble! Mo - ther, Fa - ther, say "Oh bo - ther!"

## Chewing Gum

Marilee Leishman

Musical score for "Chewing Gum" in 4/4 time. The score consists of two systems of piano accompaniment and vocal lines. The piano part uses a grand staff with treble and bass clefs. The vocal line is written in the treble clef. Fingerings are indicated by numbers 1-4. The lyrics are: "Chew - ing Gum, (hold) Chew - ing Gum, (hold) We are Chew - ing, ne - ver done! (hold) Chew - ing Gum, (hold) Chew - ing Gum, (hold) My jaw's sore, (hold) but it's fun!"

## Lazy Days








Marilee Leishman

Musical score for "Lazy Days" in 4/4 time. The score consists of two systems of piano accompaniment and vocal lines. The piano part uses a grand staff with treble and bass clefs. The vocal line is written in the treble clef. The lyrics are: "La - zy days, La - zy ways. Ly - ing soft - ly co - zy days." Below the piano part, rhythmic values are indicated: "Half note dot Tah", "Great big whole note", "Half note dot Tah", "Great big whole note", "Half note dot Tah", "Half note Half note", "Great big whole note", "Great big whole note", "Great big whole note".

# Rhythm Training 1

For extra help or practice, visit [TheCompletePianist.com](http://TheCompletePianist.com) and watch the level One Rhythm Training video.

Beat = "A steady succession of units of rhythm". The beat of the music should be steady, as has been defined. So when learning how to clap a rhythm our counting needs to be steady, like a ball bouncing up and down or a person walking at a steady pace. Try to keep your counting steady and Rhythmic. You can march or walk to the beat as you clap these rhythms.

	Quarter Note, say "Tah" = 1 beat		Say "Half Note" = 2 beats
	Say "Half Note Dot" = 3 beats		Say "Great big Whole Note" = 4 beats
	Quarter Rest, say "Rest" = 1 beat		Say "Half Rest" = 2 beats
	Say "Great Big Whole Rest" = 4 beats		

## Rhythm Practice

### Clap and count the following rhythms

Remember to only clap when you see a note. Hold hands together for the remainder of the beats and separate your hands on any rests. Say the name method first, and then try the number method of counting.


Half Note Tah Rest Half Rest Tah Tah Half Note Dot Tah
1 2 3 4 1 2 3 4 1 2 3 4

Great Big Whole Note Half Note Dot Rest Great Big Whole Rest
1 2 3 4 1 2 3 4 1 2 3 4

Optional Game: Get out a drum or other musical instrument and have the student play the rhythm practice and/or rhythm review using the instrument.

# Rhythm Review

## Heading 3

Clap and count (with a steady beat) the following rhythms, then play and count. Count the two ways that were demonstrated on the last page; note name counting and numbers.

The image contains five musical staves for rhythm review. The first staff is a single treble clef staff with a common time signature (C) and contains eight quarter notes: C4, D4, E4, F4, G4, A4, B4, and C5. The second staff is a grand staff (treble and bass clefs) with a common time signature (C). The treble clef part contains a half note C4, a quarter note D4, a quarter note E4, a quarter note F4, a quarter rest, a quarter note G4, and a quarter rest. The bass clef part contains a quarter note C4, a quarter note D4, a half note E4, a quarter rest, and a quarter note F4. The third staff is a single bass clef staff with a common time signature (C). It contains a quarter note C4, a quarter note D4, a half note E4, a quarter rest, a quarter note F4, and a whole rest. The fourth staff is a single bass clef staff with a common time signature (C). It contains a quarter note C4, a quarter rest, a half note D4, a quarter note E4, a quarter note F4, a quarter rest, and a half note G4. The fifth staff is a single bass clef staff with a common time signature (C). It contains a quarter note C4, a quarter note D4, a quarter rest, a quarter note E4, a half note F4, a quarter rest, a half note G4, and a quarter note A4.

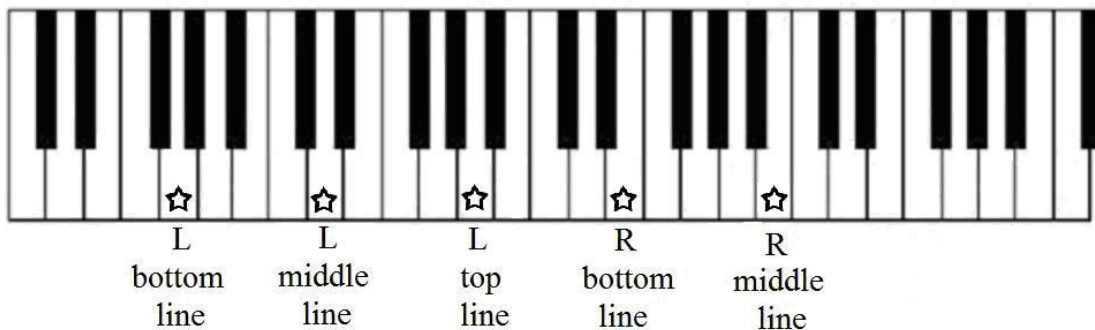
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# Sight Reading 1

## Anchor Notes on the Grand staff – Part Four

Let's add the right middle anchor or right middle line to what you've already learned. First let's look at where it lives on the keyboard.

**Hint:** Left TOP line lives on the TOP note inside the three black keys. The left MIDDLE line lives on the MIDDLE note in between the two black keys. Left BOTTOM line lives on the BOTTOM note inside the three black keys. The right bottom line lives right after/above the two black keys and the right middle line lives right after/above the three black keys.



Here is what they look like on the staff. Draw and label the five anchor notes in the second measure!



**Touch, Check, Play!** As you sight read these songs for the first time, remember to Touch the note.....Double check it.... then play it, on every note. Don't worry about rhythm or lyrics the first time through.

## The Count

Marilee Leishman

Musical score for "The Count" in 4/4 time, consisting of two systems of piano accompaniment. The first system has four measures: Treble clef notes (quarter, quarter, quarter, quarter), (half note, quarter, quarter), (half note with dot, quarter), and (half note, quarter, quarter); Bass clef notes (rest, rest, quarter, quarter), (rest, quarter, quarter), (half note, quarter), and (rest, quarter, quarter). The second system has four measures: Treble clef notes (quarter, quarter, quarter, quarter), (half note, quarter, quarter), (half note with dot, quarter), and (great whole note); Bass clef notes (quarter, quarter, quarter, quarter), (quarter, quarter, quarter, quarter), (quarter, quarter, quarter, quarter), and (rest, rest, rest, rest).

## 5 anchor show

Marilee Leishman

Musical score for "5 anchor show" in 4/4 time, consisting of two systems of piano accompaniment. The first system has four measures: Treble clef notes (quarter, quarter, quarter, quarter), (rest, rest, rest, rest), (quarter, quarter, quarter, quarter), and (rest, rest, rest, rest); Bass clef notes (rest, rest, quarter, quarter), (quarter, quarter, quarter, quarter), (rest, quarter, quarter, quarter), and (quarter, quarter, quarter, quarter). The second system has four measures: Treble clef notes (rest, rest, rest, rest), (quarter, quarter, quarter, quarter), (rest, rest, rest, rest), and (quarter, quarter, quarter, quarter); Bass clef notes (quarter, quarter, quarter, quarter), (rest, quarter, quarter, quarter), (quarter, quarter, quarter, quarter), and (rest, rest, rest, rest).

# Wee Willie Winkie

Marilee Leishman

The musical score is written in 4/4 time and consists of three systems of music. Each system includes a vocal line and a piano accompaniment line. The piano accompaniment is primarily composed of chords in the left hand and single notes in the right hand. The vocal line is written in a single staff with lyrics underneath. The lyrics are: "Wee Willie Win - kie runs through town. (hold) Up - stairs, down - stairs in - his night - gown! (hold) Tap - ping - the win - dow cry - ing at - the lock, Are the kids - in bed? It's 10 o - clock!"

Wee Willie Win - kie runs through town. (hold) Up - stairs, down - stairs

in - his night - gown! (hold) Tap - ping - the win - dow

cry - ing at - the lock, Are the kids - in bed? It's 10 o - clock!

# Interval Training 1

## Steps on the keyboard

### Try the following exercise:

Press C and then D and say step up as you do it.

Press G and then F and say step down as you do it.

If you press E and then F is it a step up or a step down?



## Skips on the keyboard

### Play the following examples on the keyboard and say skip up or skip down:

Press C and then E and say skip up as you do it. (It skips D and goes up)

Press E then G and say skip up as you do it. (It skips F and goes up)

Press B then G and say skip down as you do it.

Press A then F and say skip down as you do it.

If you press B and then D, is it a skip up or a skip down?

## Steps and Skips on the keyboard review

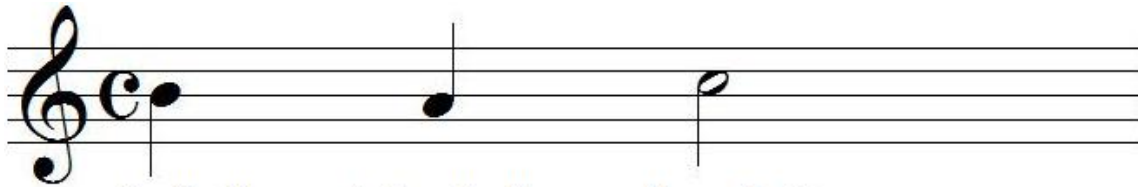
**Review: Play the following notes on the keyboard. On the line provided write Skip Up or Down, Step Up or Down or Same.**

1. C to D	6. B to G
2. D to C	7. A to A
3. G to G	8. A to G
4. E to G	9. G to F
5. F to D	10. G to E

## Steps on the staff

A Step on the staff is when a note goes from a space to the immediate line next to it, either above or below it. Or a step can be from a line to the very next space.

Practice looking at the direction of the notes. Are they going up or down? Is the note above the line, on the line, or below the line?



On the line  
Line note

below the line  
Space note

Above the line  
Space note

Play and say the following example:

Treble Clef

Say: "Bottom line" "Step up" "Step Down" "Step Down" "Step Up" "Step Up" "Step Up" "Step Down"

## Skips on the staff

A skip on the staff is when the two notes skip a space or a line. All the skip in the following example, skip a space, or go from line to line.

Bass Clef

Say: "Top line" "Skip Down" "Skip Up" "Skip Down" "Skip Down" "Skip Down" "Skip Down" "Skip Up"

Play and say the following example. See if you can point out the skip going from a space to a space.

Bass Clef

Say: "Bottom line" "Skip Up" "Skip Up" "Step Down" "Step Up" "Step Up" "Skip Up" "Step Down"

Optional Game: Play a game with some interval flashcards, play fish and ask the student if they have a skip up or step down etc. You can also ask the student to step up or skip up/down on the keyboard getting faster and faster as you go.

## Interval Review

For extra help with this section, visit [TheCompletePianist.com](http://TheCompletePianist.com) and watch the level One Interval video.

Say step up/down or skip up/down as you play

Treble Clef



Say: "Middle line" "Step down"..... "Step down"



"Skip up".....

Bass Clef



Say: "Top line" "Step down".....



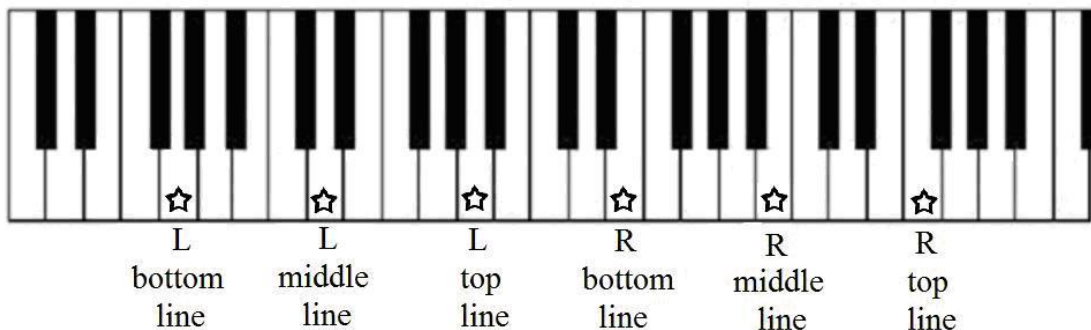

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# Sight Reading 1

## Anchor Notes on the Grand staff – Part five

You are now ready to learn the final anchor note! Let's add the right top anchor or right top line to what you've already learned.

First let's look at all the anchor notes on the keyboard. Notice that they each skip 3 notes or are a 5<sup>th</sup> apart from each other.



Here is what they look like on the staff. Draw and label all six anchor notes in the second measure!

A grand staff with six anchor notes marked on the lines. The right hand (treble clef) has notes on the top, middle, and bottom lines. The left hand (bass clef) has notes on the top, middle, and bottom lines. The second measure is empty for drawing.

**Touch, Check, Play!** As you sight read these songs for the first time, remember to Touch the note....Double check it.... then play it, on every note. Don't worry about rhythm or lyrics the first time through.

## All Anchors 1

Marilee Leishman

Musical score for "All Anchors 1" in 4/4 time. The score is written for piano and consists of two systems of staves. The first system has four measures. The second system has five measures. The notes are as follows:

Measure	Right Hand (RH)	Left Hand (LH)
1	Right top line (hold)	Left bot - tom line.
2	Left top line (hold)	Left bot - tom line.
3	Right mid - dle line.	Half Note, Half Note.
4	Left mid - dle line.	Half Note, Half note.
5	Yay!!	Yay!!

## All Anchors 2

Marilee Leishman

Musical score for "All Anchors 2" in 4/4 time. The score is written for piano and consists of two systems of staves. The first system has four measures. The second system has five measures. The notes are as follows:

Measure	Right Hand (RH)	Left Hand (LH)
1	1 2 3 4	1 2 3 4
2	1 2 3 4	1 2 3 4
3	1 2 3 4	1 2 3 4
4	1 2 3 4	1 2 3 4
5	1 2 3 4	1 2 3 4

## All Anchors 3

Marilee Leishman

Musical score for 'All Anchors 3' in 4/4 time, consisting of two systems of piano accompaniment. Each system has a treble and bass clef. The first system shows a sequence of chords in the right hand and single notes in the left hand. The second system continues the sequence. Fingering numbers 1-4 are provided for each note.

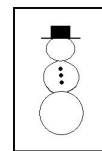
## All Anchors 4

Marilee Leishman

Musical score for 'All Anchors 4' in 4/4 time, consisting of two systems of piano accompaniment. Each system has a treble and bass clef. The first system shows a sequence of chords in the right hand and single notes in the left hand. The second system continues the sequence. Fingering numbers 1-4 are provided for each note.



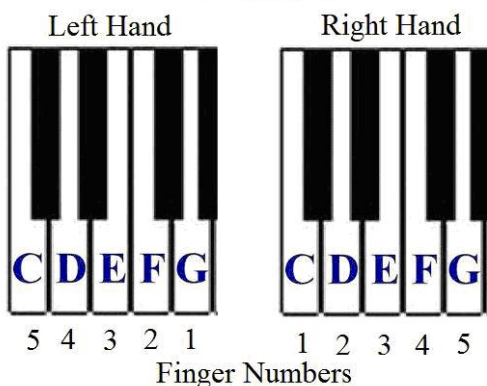
# Technique Training 1



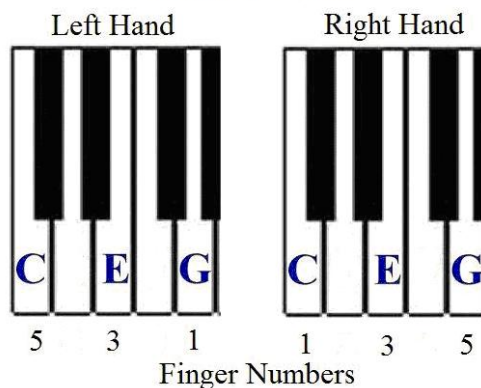
## 3 keys or hand positions - snowman group

Place your hands in each of the following positions. The one chord in these groups uses 3 white keys, stack them up and they build a snowman.

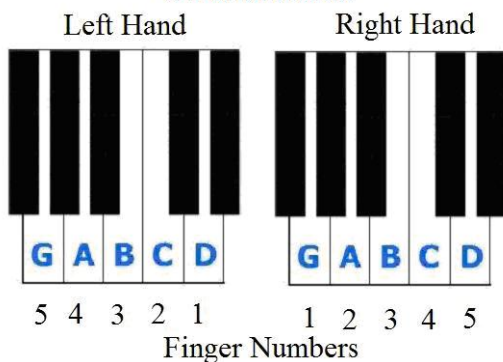
C Position scale



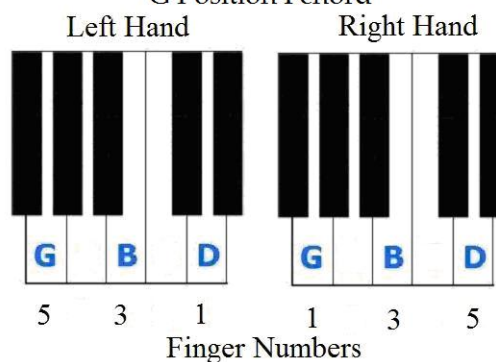
C Position I chord



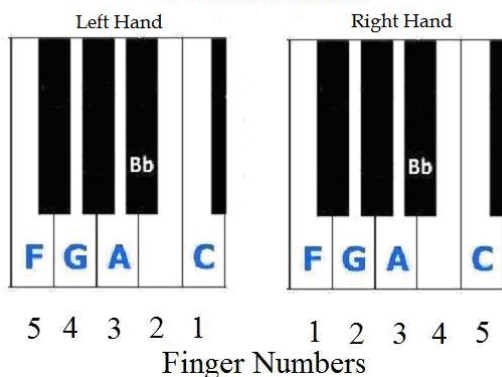
G Position scale



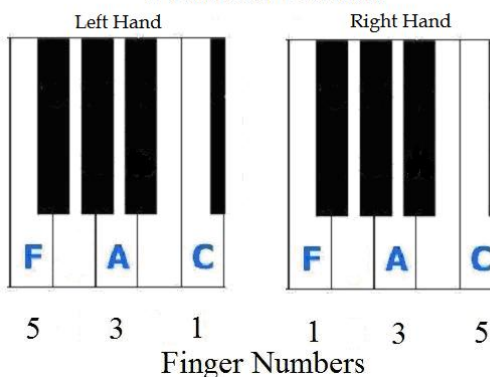
G Position I chord



F Position scale



F Position I Chord



**Note: In F position finger 4 is on the black key. This black key is called B flat. It helps to scoot hands more towards the black keys so you can reach the Bb. Flats and sharps will be covered in more detail in level 2.**

## Scale, Cadence and Arpeggio:

In this chart, the **scales** will be played Hands alone stepping up and down. L.H. stands for Left Hand. R.H. stands for right hand. Each hand is starting on the first note of the position and stepping up and then stepping down.

A **cadence** is a chord or group of chords forming a well known pattern. Our cadence will be a very simple open 5<sup>th</sup> for this level. (Hint: Press fingers 1 and 5 at the same time in each your position)

**Scale in C Position** **Cadence or 5th**

R.H. 1 2 3 4 5 4 3 2 1      5  
L.H. 5 4 3 2 1 2 3 4 5      1

**Arpeggios** consist of skips, rather than steps like the scale. Look at the example and check the fingering.

**Arpeggio in G Position**

1 3 5 2      2  
G B D G

5 3 1  
G B D

**Transposition** means to play a song in one position and then play the same thing in another key. We are going to learn how to play Hot Cross Buns in C position and then transpose it to G and F position. Once you learn it, try it in G and F position.

**Hot Cross Buns**

3 2 1 3 2 1 1 1 1 2 2 2 2 3 2 1

Optional Game: Play Hot Cross Buns without showing the student the music and then help them figure it out by ear or repetition. You can also have the student play a scale or arpeggio, really low/really high, loudly or softly for variation.

## Technique Review

For extra help with this section, visit [TheCompletePianist.com](http://TheCompletePianist.com) and watch the level One Technique video.

**Start with the Key of C, play the scale, cadence, arpeggio and song. Once that key is mastered, move on to G position and then F position.**

### Scales - stepping

Begin with one hand in the position (C position, G position or F position). Play these scales hands alone, stepping up and down. Start with L.H. finger 5, stepping up to finger 1 then stepping back to finger 5. R.H. starts on finger 1, steps up to finger 5 and then back down to finger 1.

C position	G position	F position
------------	------------	------------

### Cadences – Chord, 5th

Cadence: At the end of each scale, play an open 5<sup>th</sup> in the position. (C position, G position and F position) Hint: Press fingers 1 and 5 together

C position	G position	F position
------------	------------	------------

### Arpeggios - Skipping

Begin with both hands in the position (C position, G position or F position). Press L.H. finger 5, skip up to finger 3 then finger 1, then play R.H. finger 1, finger 3 then finger 5. The left hand will then cross over the R.H. and play the same note as R.H. finger 1, except 1 octave higher. Try to get a smooth, connected sound from note to note.

C position	G position	F position
------------	------------	------------

### Transposing – Song: Hot Cross Buns

Begin with one hand in position (C position, G position or F position) Play Hot Cross Buns by ear; look back at the previous page for assistance. Once you have learned it in one hand, try it with the other hand.

C position	G position	F position
------------	------------	------------

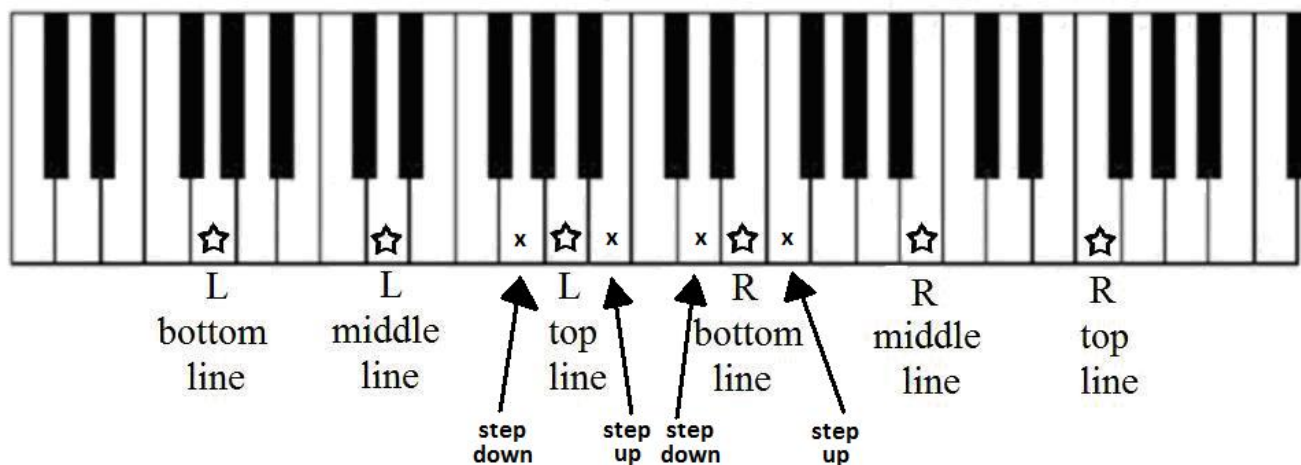
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# Sight Reading 1

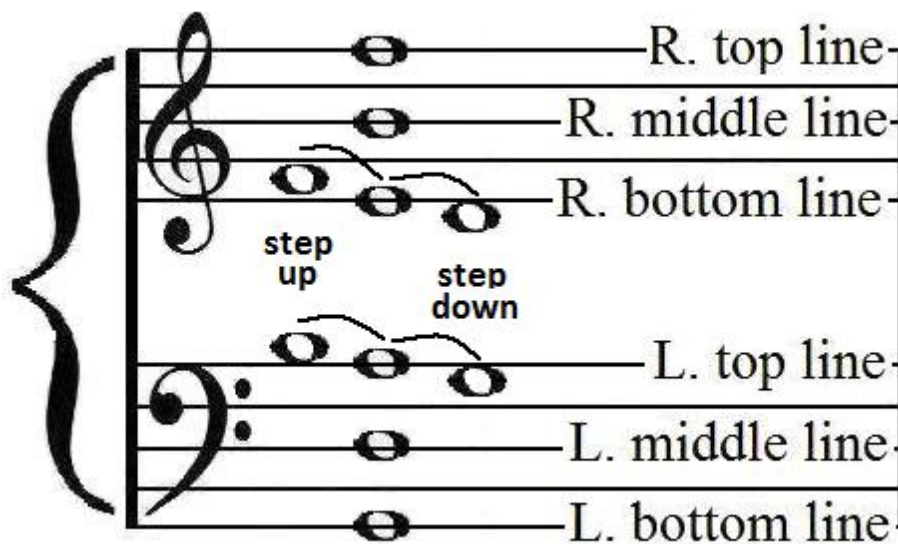
## Stepping from two anchors – Part Six

Let's add stepping up or down from both the right bottom anchor and the left top anchor.

First let's look at where they are on the keyboard. We have the Right bottom line step up and down and the left top line step up and down.



Here is what they look like on the staff.



## First Steps

Marilee Leishman

Musical score for "First Steps" in 4/4 time. The score consists of two systems of piano accompaniment. The first system has four measures: the right hand plays quarter notes on the bottom line (C4, D4, E4, F4) for the first two measures, and quarter notes on the top line (G4, A4, B4, C5) for the last two measures; the left hand plays whole rests for the first two measures and quarter notes on the bottom line (C3, D3, E3, F3) for the last two measures. The second system has five measures: the right hand plays quarter notes on the bottom line (C4, D4, E4, F4) for the first two measures, quarter notes on the top line (G4, A4, B4, C5) for the next two measures, and a half note G4 followed by a whole rest for the final measure; the left hand plays whole rests for the first two measures, quarter notes on the bottom line (C3, D3, E3, F3) for the next two measures, and a half note C3 followed by a whole rest for the final measure.

Bottom line step up. Bottom line step down. Top line step up. Top line step down.

step - ping down and step - ping up and step-ping round and, round and round. Yip! Yay!

## Shy Steps

Marilee Leishman

Musical score for "Shy Steps" in 4/4 time. The score consists of two systems of piano accompaniment. The first system has four measures: the right hand plays quarter notes on the bottom line (C4, D4, E4, F4) with rests in the last two measures; the left hand plays quarter notes on the bottom line (C3, D3, E3, F3) with rests in the last two measures. The second system has five measures: the right hand plays quarter notes on the bottom line (C4, D4, E4, F4) with rests in the last three measures; the left hand plays quarter notes on the bottom line (C3, D3, E3, F3) with rests in the last three measures.

We are shy, (rest) don't know why. (rest) May - be it's be - cause we hide (rest)

1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4

be - tween lines. (rest) We are hap - py, snea-king, oh so cle - ver - ly and beau - ti - ful - ly!

1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4

## Oddly

Marilee Leishman

1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4  
Act-ing odd-ly, ve-ry odd-ly. Sil-ly, Bil-ly, Wig-gly, Gig-gly! Creep-ing odd-ly,

1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4  
ve-ry odd-ly. Sil-ly, Bil-ly, Wig-gly, Gig-gly, ru-ly, coo-ly me!

## Miniature Horses

Marilee Leishman

1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4  
Mi-ni hor-ses, mi-ni hor-ses! Thir-ty in-ches, ve-ry ti-ny!

1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4  
Ma-ny na-tions, ma-ny co-lors. They are love-ly min-ia-tures! (rest)

# Flashcard Review

## Speed Tests

For extra help or practice, visit [TheCompletePianist.com](http://TheCompletePianist.com) and watch the level One Anchor Note Flashcard video.

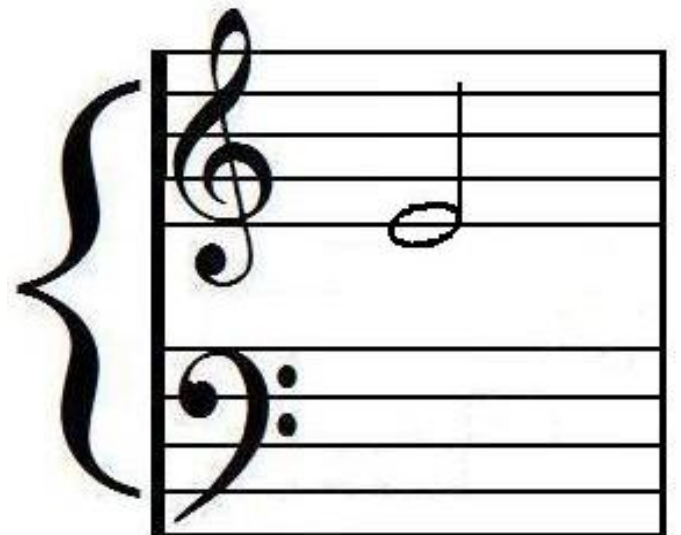
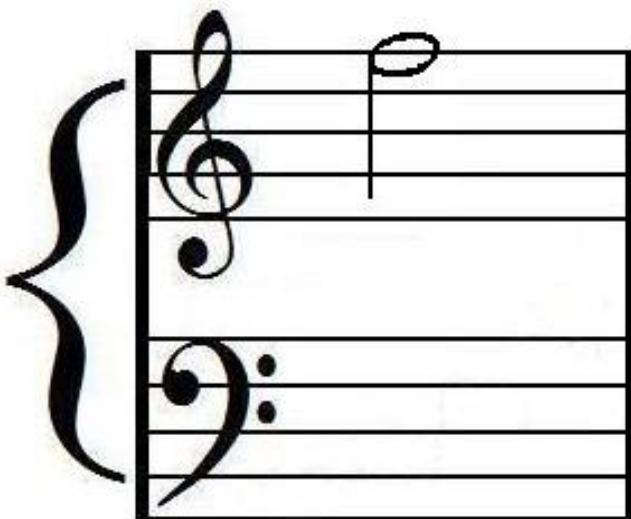
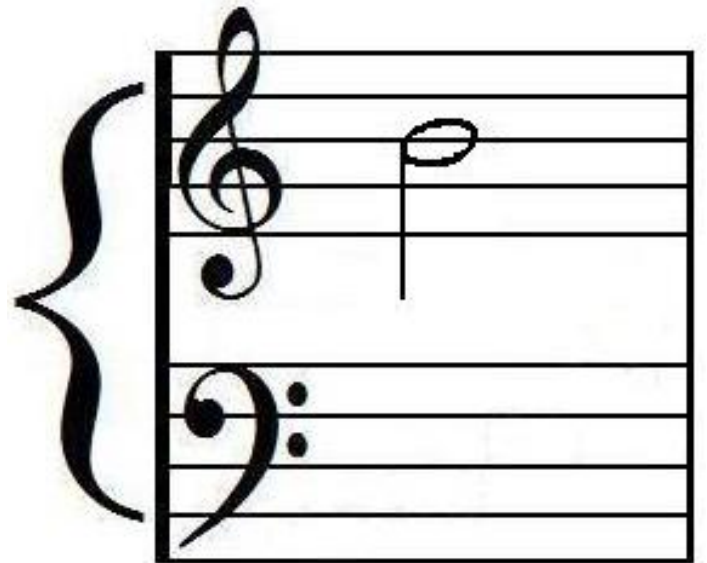
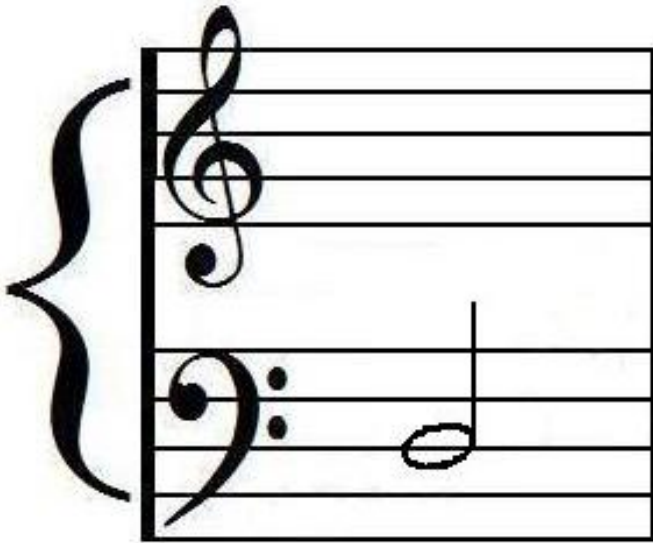
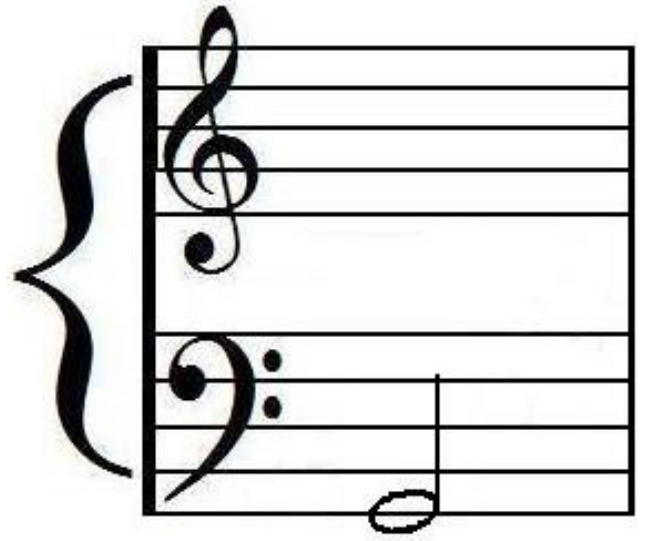
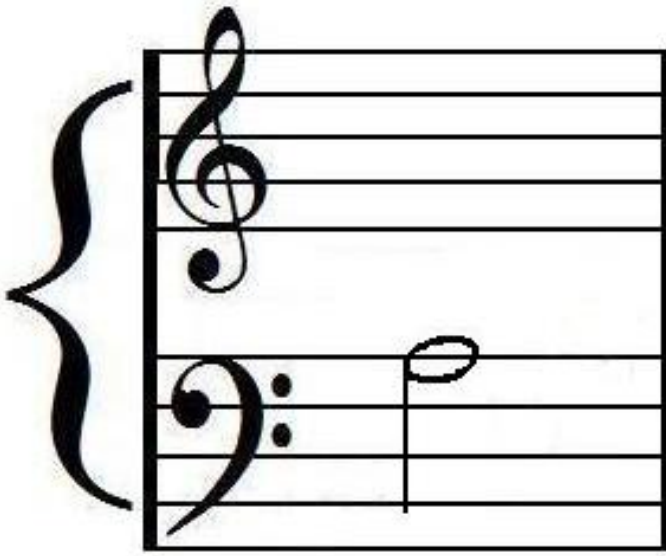
By now you should be able to identify and play the anchor notes, so here you will learn to play them quickly. Print the anchor note flashcards on the next page of this workbook. Once you can identify and play each note slowly, set the metronome to 40 bpm. Have a teacher/friend/parent place a flashcard note in front of you on a beat and then try to play the note on the next beat. Go through all of the Anchor notes using the same process. (You are not required to identify the names of the notes at this level. The names will be covered in levels 2 and 3.) Once you get all of the notes right at 40 bpm, raise the speed up to 45 and continue the process until you have passed off all the notes at 60 mm.

1. Student has passed off the Anchor notes at 40 bpm \_\_\_\_\_
2. Student has passed off the Anchor notes at 45 bpm \_\_\_\_\_
3. Student has passed off the Anchor notes at 50 bpm \_\_\_\_\_
4. Student has passed off the Anchor notes at 55 bpm \_\_\_\_\_
5. Student has passed off the Anchor notes at 60 bpm \_\_\_\_\_

Another way to test speed is to use a stop watch and write down the fastest scores when playing the anchor notes all in a row. Have a teacher/friend/parent place the flashcard notes for you all in a row in any order and play them as quickly as you can.

1. Amount of seconds it took me to play the Anchor Notes \_\_\_\_\_
2. Amount of seconds it took me to play the Anchor Notes \_\_\_\_\_
3. Amount of seconds it took me to play the Anchor Notes \_\_\_\_\_
4. Amount of seconds it took me to play the Anchor Notes \_\_\_\_\_
5. Amount of seconds it took me to play the Anchor Notes \_\_\_\_\_

Optional Game: Have the student stand away from the piano. Call out an anchor note by description and have them run and play it on the keyboard. Then try showing them the anchor note and having them run and touch it on the keyboard. Another way to practice is to randomly place the anchor note flashcards across the music stand and let the student play them in that order, then switch it up.





# Polish Piece

Follow these steps to learn this song in sections. Each section is 2 measures long, except Section B2 is 3 measures long. You may check off each step as you go! There are multiple Section A's and Section B's throughout the piece. You only need to do the following steps in **one** of the sections A's and **one** of the Section B's, since they are simply repeats of the pattern.

## Section A

- Touch...Check...Play** Hands alone with finger numbers. (small numbers)
- Write in counting** then **Play & Count aloud**
- Play at least one more time, as **smooth and steady as possible**

## Section B

- Touch...Check...Play** Hands alone with finger numbers.
- Write in counting** then **Play & Count aloud.**
- Play at least one more time, as **smooth and steady as possible**

## Section C

- Touch...Check...Play** Hands alone with finger numbers.
- Write in counting** then **Play & Count aloud.**
- Play at least one more time, as **smooth and steady as possible**

## Section B2

- Touch...Check...Play** Hands alone with finger numbers.
- Write in counting** then **Play & Count aloud .**
- Play at least one more time, as **smooth and steady as possible**

## Whole song:

- Add dynamics** (p = soft, f = loud) and **practice 3-5x until smooth!**

## Challenge:

- Go back and **polish some of the sight reading songs** with the **counting!** This is important to ensure you understand the concepts completely before moving on to the next level!

## Polished Stones

Marilee Leishman

6 (Section C) 1 5 *f* 1 (Section A) 3 3 1 2 (Section B) 3 3 2 1 2

double check L.H. notes here!

12 (Section B2) 3 3 1 2 3 2 1

DATE PASSED \_\_\_\_\_

# Composition Training 1

## Tips for writing on the staff

1. If the note lies below the middle line of the staff, the stem goes up on the right side like the letter d.



2. If the note lies above the middle line of the staff, the stem goes down on the left side, think of the letter p.



3. The direction of the stem on the note living on the middle line of a staff can either go up or down. The whole rests go below the line and half rests are above the line.

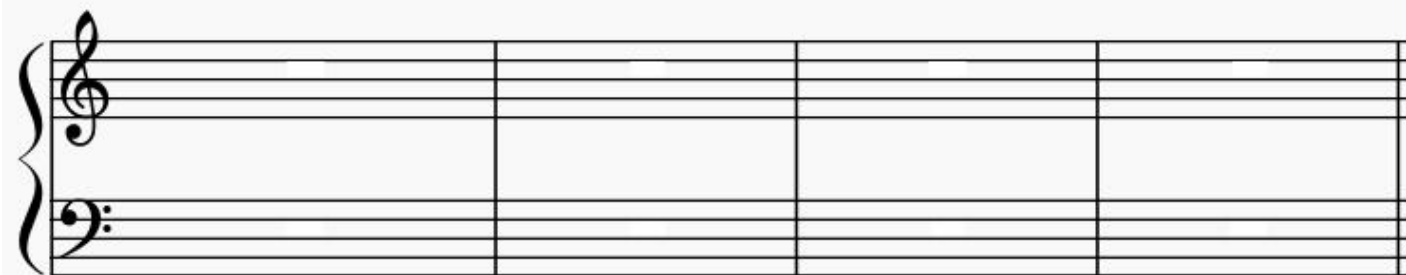
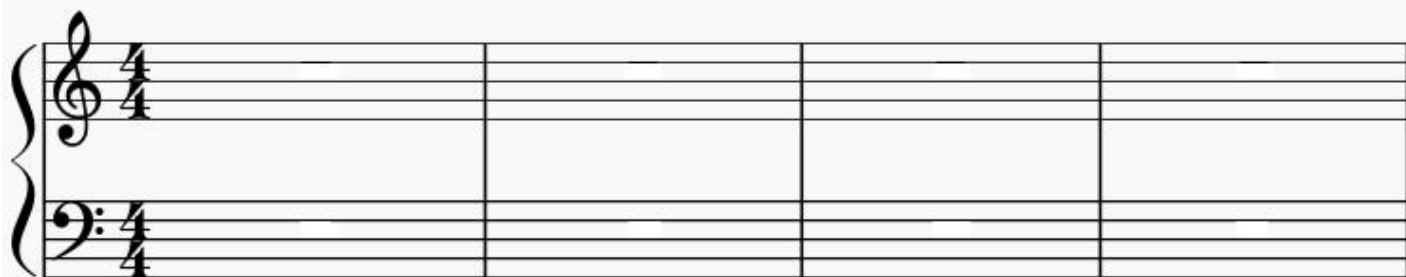
Trace a few half rests and whole rests in this example.

## Composition Review

- Look through the Sight Reading pieces that you've previously learned throughout this book for inspiration.
- Use the notes you have learned up to this point for your composition. Any of the 6 anchor notes or the steps up and down from the R. bottom anchor and L. top anchor can be used.
- Incorporate different lengths of notes, such as quarter, half, dotted half and whole notes. You can also experiment with using the rests that have been taught in this level.
- Be sure to write in the counting as you go. This will ensure you have the right number of beats per measure.
- Feel free to add dynamics!
- Give it a title and write your name as the composer.
- Have Fun!

Title \_\_\_\_\_

Composer \_\_\_\_\_



DATE PASSED \_\_\_\_\_

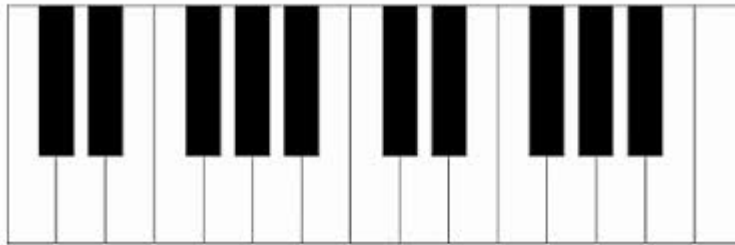
# Workbook 1 Review

## Ear Training Review

- To review Ear Training level 1, go to [TheCompletePianist.com](http://TheCompletePianist.com) and watch the Ear Training 1 video. Or go back to the Ear Training section at the beginning of this workbook and have a teacher/friend/parent administer the test to you.

## Theory Review

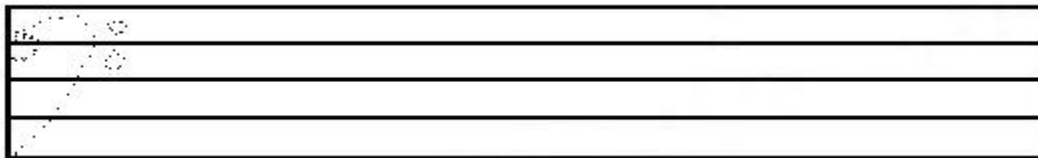
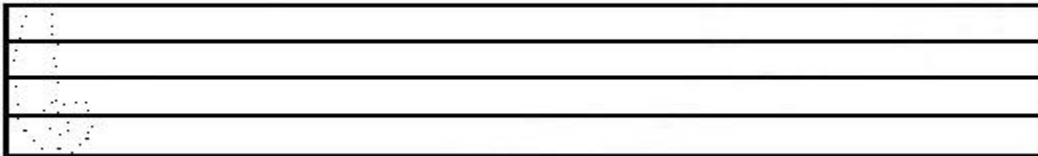
- Write the names of the notes on the following keyboard.



Thinking of the Dog House and Grandpa's House, answer the following questions:

- Does the Dog house rest on the Two Black Keys or the Three Black Keys?
- Does Grandpa's house rest on the Two Black Keys or the Three Black Keys?
- What animal does the letter C stand for? \_\_\_\_\_
- What animal does the letter D stand for? \_\_\_\_\_
- What animal does the letter E stand for? \_\_\_\_\_
- What does the letter F stand for? \_\_\_\_\_
- What does the letter G stand for? \_\_\_\_\_
- What does the letter A stand for? \_\_\_\_\_
- What does the letter B stand for? \_\_\_\_\_
- What does the dynamic symbol, **F** Forte mean? \_\_\_\_\_
- What does the dynamic symbol, **p** piano mean? \_\_\_\_\_
- On the line below, draw and label a Quarter Note, Half Note, Dotted Half Note, Whole Note, Quarter Rest, Half Rest and Whole Rest. Below each note or rest, write their value, or how many beats they are worth.

- On the following staff, draw a treble clef, bass clef, bar line, brace, 4/4 time signature, double bar line and repeat sign on the grand staff below. Divide the grand staff into two measures. Draw 6 lines notes in one measure and 6 space notes in the other measure.



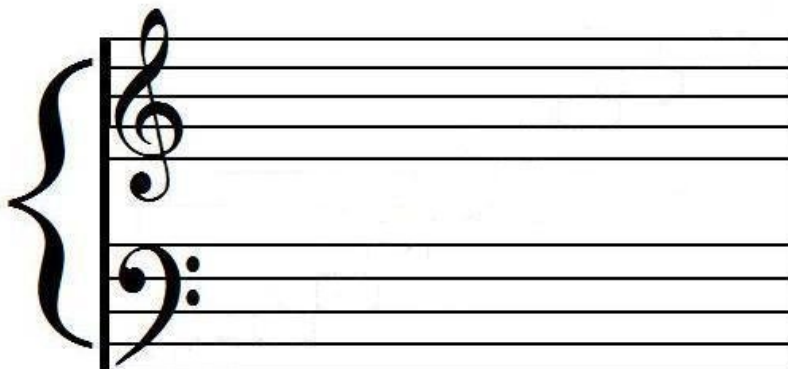
### Note and Finger Review

- On the following line, write a Finger Song, and then play it on the piano. Try it with the R.H. alone and then the L.H. alone. Use all finger numbers, 1 2 3 4 5.

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- On the following line, write a Note Song, and then play it on the piano. Use the entire musical alphabet, A B C D E F G and remember to play it in middle C position, with both thumbs sharing middle C.
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### Flashcards

- Draw and label the 6 anchor notes on the following staff.



## Rhythm Review

- Clap/drum or play the following rhythm using a steady beat. Do it twice through while counting aloud in both of these methods; note names (Half Note, Tah, Rest etc) and numbers (1 2 3 4). Challenge: Write in both methods of counting below the measures.



## Technique Review

- Play the 5 finger scale followed by the 5<sup>th</sup> in the keys of C G and F.
- Play the level one arpeggio for the keys of C G and F.
- Play Hot Cross Buns in the keys of C G and F.

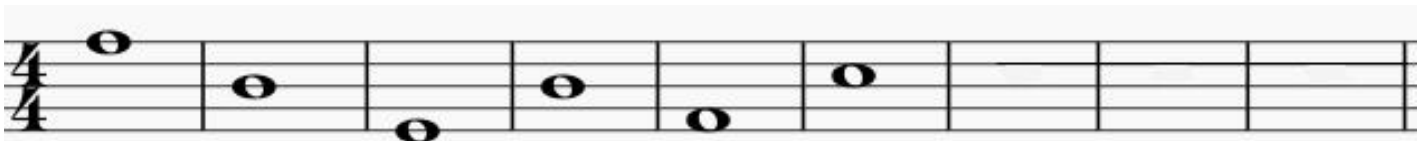
## Interval Review

- Say “Step Up/Down” or “Skip Up/Down” as you play the next line. Remember to play the first note without saying anything, and then say the interval while playing the 2<sup>nd</sup> note, continue on in that manner.



## Composition Review

- Draw a stem on the notes in the first five measures. Make sure they are on the correct side of the note and pointing in the right direction. Draw a whole rest, half rest and quarter rest in the last three measures.



Name and Age \_\_\_\_\_

Date you passed off The Complete Beginner Level One, Hooray! \_\_\_\_\_