



Your Name

's

Adventures Through Sound

A Musical Approach to Learning Piano, Book 1

By Dr. Klondike Steadman, Dr. Joyce Wu, Skye McManus and The Faculty of Orpheus Academy of Music

Please put a picture of yourself playing piano here



A Note of How to Use This Book

This is not your ordinary method book. The songs in this workbook were meant to be sung, danced and mastered alongside an excellent, Kodaly-trained instructor. Each page provides active learning cues to the student and teacher to assist in the learning process, but the worksheets will make little sense if used outside the context of a Kodaly-based music lesson. Detailed in-person training, video examples, and reading materials are available through Orpheus Academy of Music. Please visit www.orpheusacademy/Adventure for more information.

Adventures Through Sound differs from traditional learning in three major ways: 1) It is Sound-to-Symbol. 2) It progresses from Movable Do solfege toward integrating solfege and “Absolute Pitch” letter names. 3) It uses only Folk Songs and Masterworks.

Sound-To-Symbol, in a Kodaly context, is a description of a multi-sensory process that leads to complete musical literacy. Through this approach, students not only achieve confident note-reading, but mastery of all important musicianship skills, including the ability to read, write, transpose, improvise and compose. In order to achieve this goal, we employ a seven-step process to internalize, understand, and play the music with the confidence that leads to expression and physical ease. The following icons are used throughout the book to help remind us and our students of the steps toward understanding and mastery:



Listen



Sing



Move



See



Think



Play



Play





1

Listen

Student hears a beautiful performance, either by the teacher or on recording, while actively engaging with the music (moving, keeping the beat, drawing the phrases).



2

Sing

Student sings along with the teacher at a comfortable pitch level for the student. Teacher can assess if the student has heard and understood the piece.



3

Move

Student moves their hands or whole body to show either the contour, phrase or rhythm.



4

See

Student opens the book and taps on visual representation of the sound (heart-beats, icons in melodic contour or notation).

5



Think

Teacher asks questions that guide the student toward expressing her understanding of the specific musical concept. Sample questions are available in the book.

6



Play step bells

Student plays on step bells, reinforcing their understanding through movement, visual and aural experience of the melodic contour and the intervals of the target phrase.

7



Play Piano

Student plays the target phrase on the piano with excellent technique, posture and expression. The student should be able to auto-correct themselves if they have internalized the phrase.

As you may have noticed, we only use this workbook during the visual stage (“See”) when the student taps on a representation of the music (either in pictures or notes). *In short, most of the learning process is done by the student, teacher and parent away from this book.*

Each of these steps is preparation for the introduction and understanding of music notation, which is then followed by detailed and varied practice. A common concern expressed by teachers is that, by delaying the introduction of note reading, students will be less proficient readers. On the contrary, in our experience, beginning playing and notation on separate tracks allows students to become excellent sight-readers who play with the expression that comes from understanding. The development of complete music literacy is our goal. Each of the three books in this series covers an expanding pitch and rhythm set, from the pentatonic scale, to major and minor modes to absolute pitch (letter names) in every key.

- Book 1 develops the pentatonic scale.
- Book 2 completes the full diatonic scale in solfege and begins landmark reading in absolute pitch (letter names).
- Book 3 covers the integration of moveable Do and absolute pitch and builds mastery of reading skills, scale theory and key signatures.

Movable Do Solfege allows students to instinctively grasp the organizing principles of music - namely, the relationships between pitches - and immediately dive into the creative process of making music. The student must completely master each musical concept by learning multiple songs, transposing, improvising, composing, writing and engaging in ear-training. Only then can the student confidently move on to the next concept. This approach has many benefits, but none so great as the simple fact that it produces a well-balanced musician from the very beginning of the learning process.

“The characteristics of a good musician can be summarized as follows: A well-trained ear, a well-trained intelligence, a well-trained heart, a well-trained hand.

All four must develop together, in constant equilibrium. As soon as one lags behind or rushes ahead, there is something wrong.”

- Zoltan Kodaly

Lastly, the exclusive use of **Folk Songs and Masterworks** ensures that students’ learning is based on music which young children all over the world have been enjoying for centuries and that are the finest examples of music available. As Kodaly has said, “only art of intrinsic value is suitable for children!” and he suggests that we seek the finest music in two places: Folk songs and the acknowledged masterworks of the great composers.

It is essential that interest in music springs naturally and joyfully from the child’s response to the music. For the love of music to take root it is necessary that the music they play be appropriate to their age, development and culture. Because these books begin with nursery rhymes, progress through children’s folk songs and on into more mature music, they are specifically designed for students beginning at age seven and younger. We invite you to visit www.kodallysongweb.net to find the latest updates to our music collection and to submit your own folk song suggestions so that we may continue to expand the wealth of material from around the world that children may use to learn piano.

As Zoltan Kodaly said, **“Teach music ... in such a way that is not a torture but a joy for the pupil; instill a thirst for finer music in him, a thirst which will last for lifetime.”**

Dr. Klondike Steadman

March 15th, 2017

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Whenever you see me, use
your smart device to scan for
recordings, videos, and more! Or visit
orpheusacademy.com/adventure

Exploring the Piano, Exploring Musical Sounds



Scan for recordings,
videos, and more! Or visit
orpheusacademy.com/adventure

Point to the pictures that describes the music your teacher is playing. Play these sounds for your teacher.



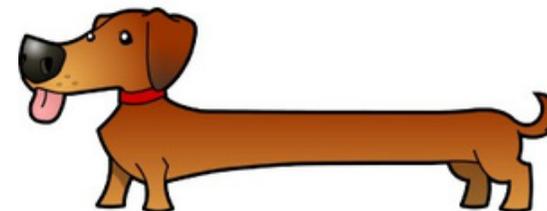
Loud



Soft



Short



Long

Dropping into the Keys with a Closed Hand

Watch the "Dropping" Video at www.orpheusacademy.com/adventure and follow this checklist:

- Sitting tall
- Shoulders down
- Wrists and elbows level with the keys
- Fingers gently closed
- Drop into keys

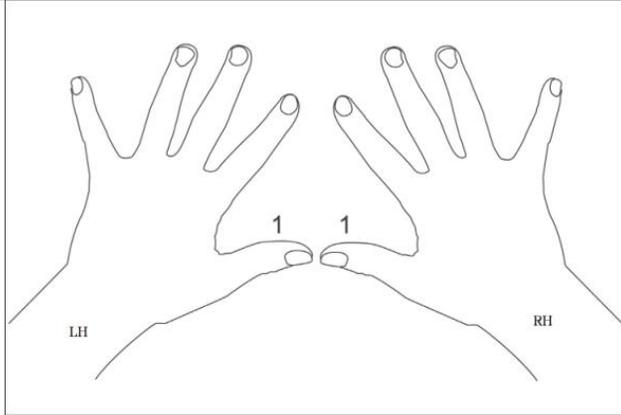


Dropping into the Keys with Second Fingers

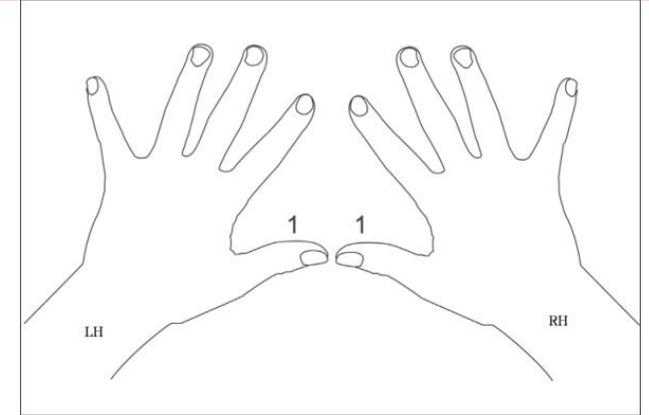
- Sitting tall
- Shoulders down
- Wrists and elbows level with the keys
- Fingers relaxed and curved
- Drop into keys



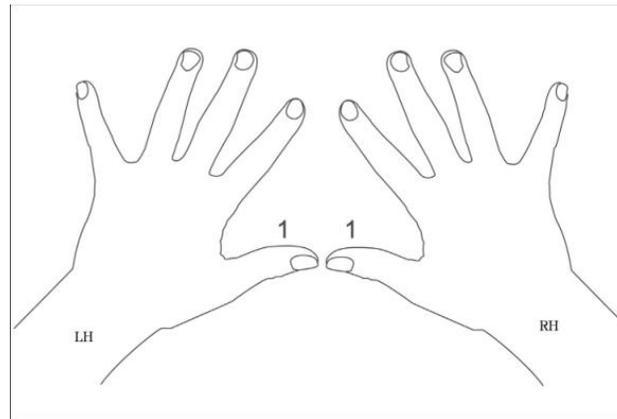
Numbering Your Fingers



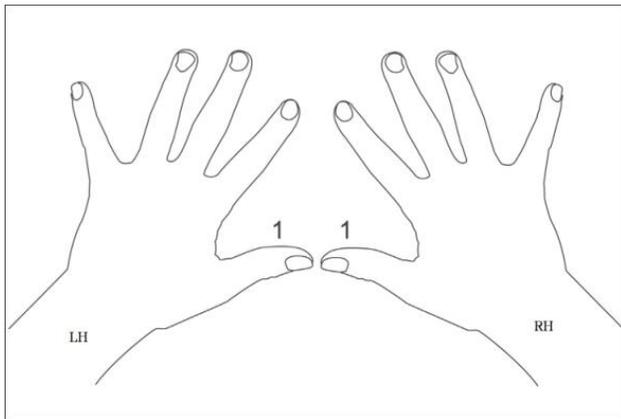
Color Finger 3s in **RED**



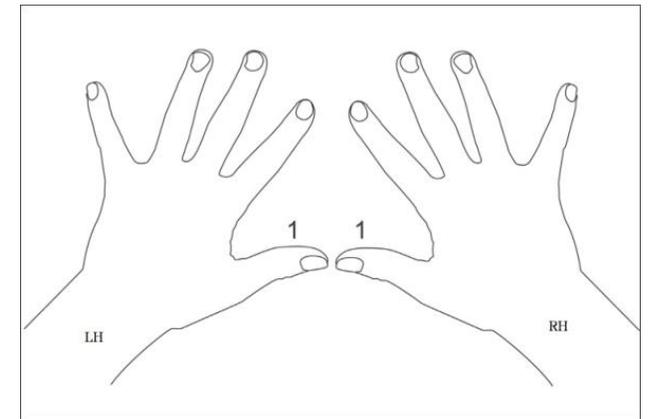
Color Finger 5s in **GREEN**



Color Finger 2s in **BLUE**



Color Finger 4s in **ORANGE**



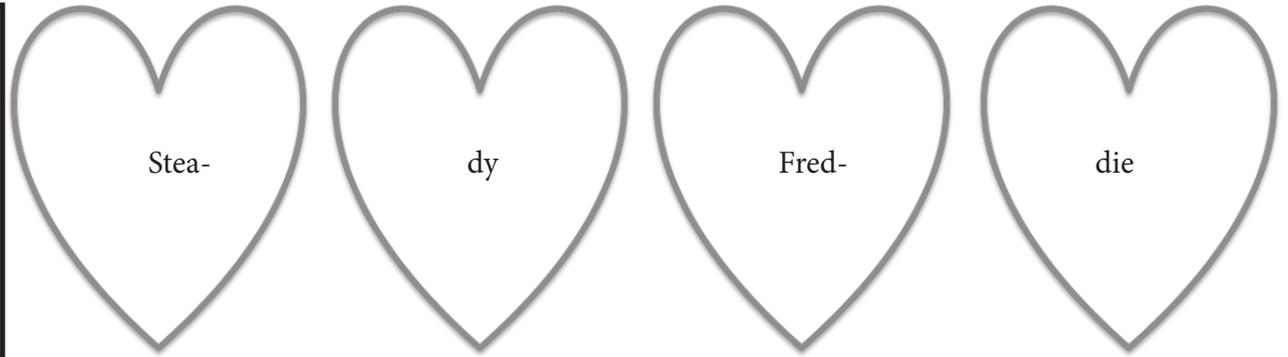
Color Finger 1s in **BLACK**

Discovering The Rhythm Inside The Beat!

We use hearts to show the steady beat.
In all the songs that follow, you should tap the hearts and sing the words before playing.

Tap each heart one time while chanting this rhyme
“Steady Freddie.”

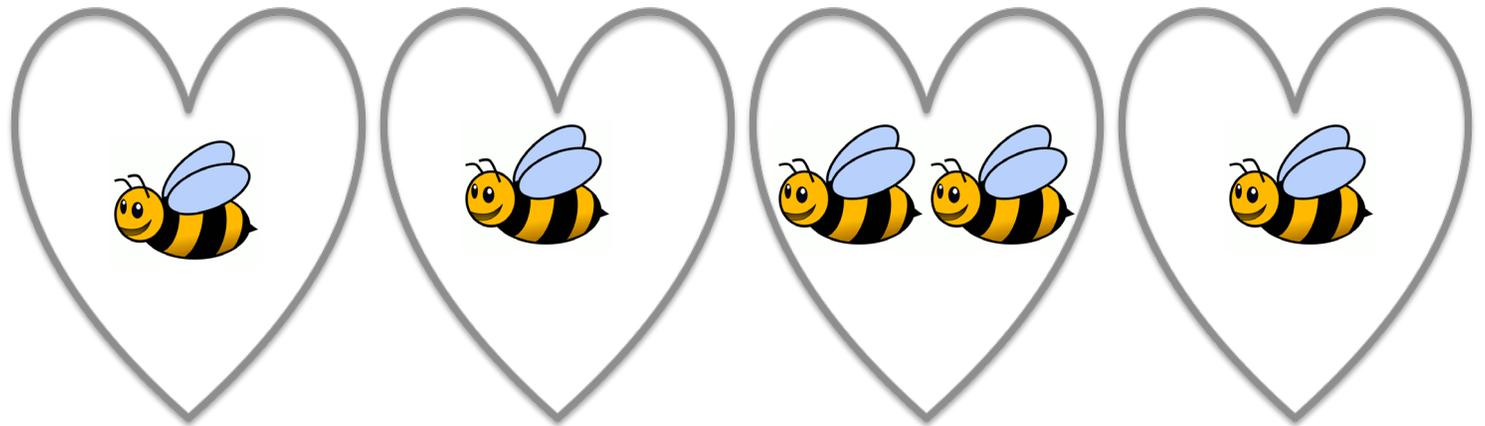
Use gently closed hands or finger two to keep a steady beat while saying “Steady Freddie.”



Tap the beat and say the rhyme below. Which line of the rhyme has the same number of sounds as the pictures of the bees?

Bumble Bee Rhyme

Bee, bee, bumble bee
Stung a man upon his knee
Stung a pig upon his snout
I declare that you are out!



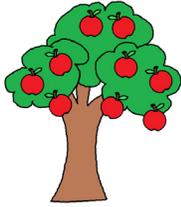
Questions for directed thinking (sing and keep the beat for the first phrase before answering each question):

How many beats did we tap? _____

Which beat had only one sound? _____

How many sounds were on the other beats? _____

Draw one note head inside the beats with one sound and two note heads inside the beats with two sounds.



Apple Tree Rhyme

I climbed up the apple tree

All the apples fell on me

Bake a pudding, bake a pie

Did you ever tell a lie?



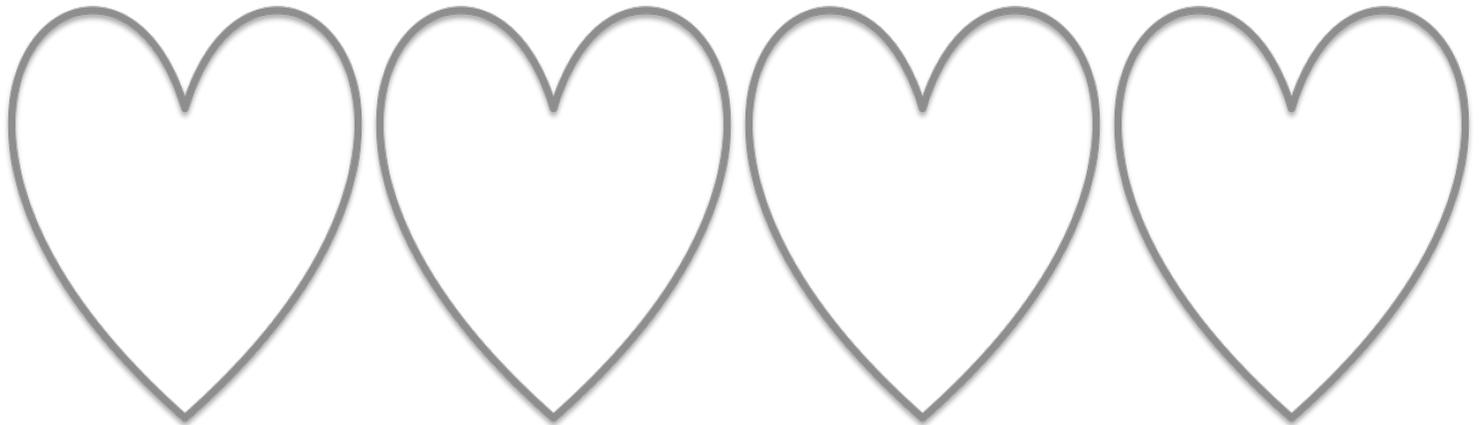
Engine, Engine

Engine, Engine number nine

Going down the railroad line

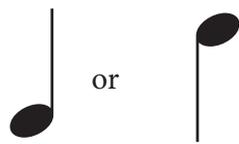
If the train goes off the track

Do you want your money back?



Writing One and Two Sounds on a Beat

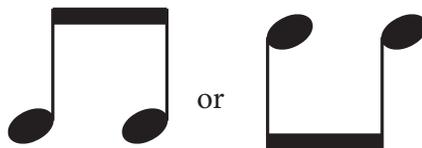
For 1 sound on a beat we write quarter notes (sing "ta")



or

Practice writing: _____

For 2 sounds on a beat we write eighth notes (sing "Ta-di")



or

Practice writing: _____

Write the rhythm for the first phrase of each rhyme then say the rhythm while you play the steady beat on piano.

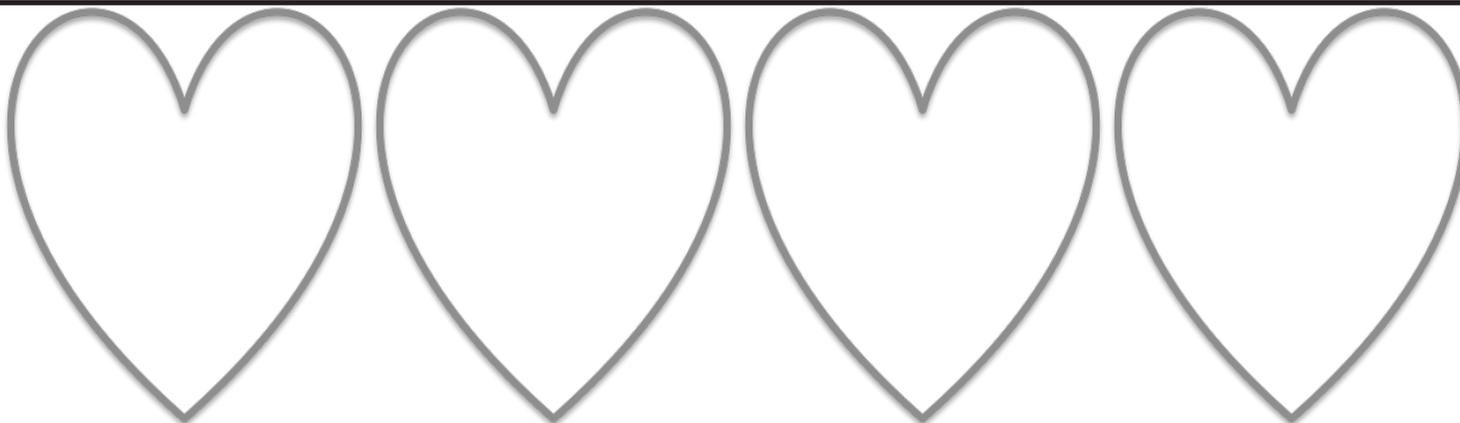
2,4,6,8

Two, Four, Six, Eight

Meet me at the garden gate

If I'm late, don't wait

Two, Four, Six, Eight



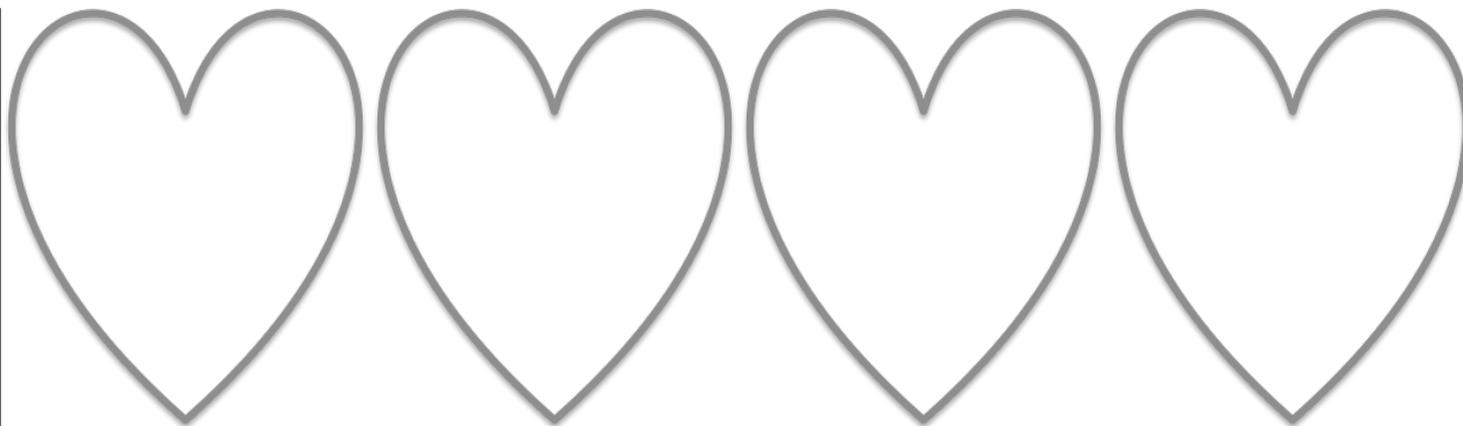
1,2,3,4,5

One, two, three-four, five

Once I caught a fish alive

Six, seven, eight-nine, ten

Then I let him go again



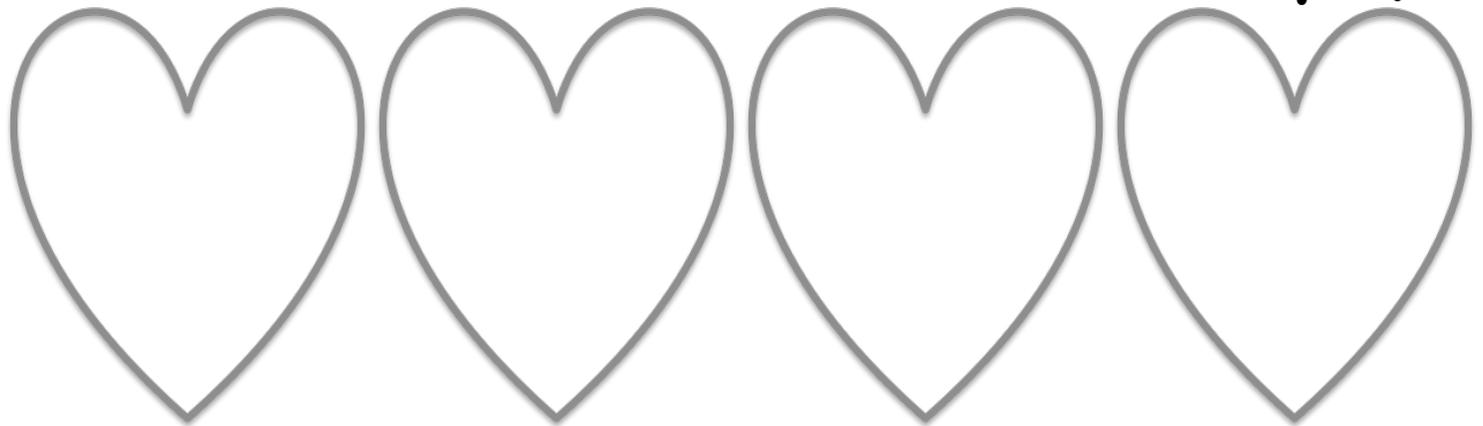
Queen, Queen

Queen, queen, Caroline
Washed her hair in turpentine
Turpentine to make it shine,
Queen, queen, Caroline



Caracol

Caracol, col, col
Saca tu cuernos a sol
Que tu madre y tu padre
También los sacó



Challenge!

Which rhymes have the same rhythm? _____

Rhythm Band

The image displays a musical score for a Rhythm Band, consisting of four staves. The staves are labeled on the left as Body Rhythm, Triangle, Claves, and Bass Drum. The music is written in a rhythmic notation style, using stems and flags to indicate timing. The Body Rhythm staff features a continuous sequence of eighth notes. The Triangle staff uses a combination of quarter notes and eighth notes with flags. The Claves staff follows a similar pattern to the Triangle staff. The Bass Drum staff consists of a steady sequence of quarter notes. The entire score is enclosed in a large bracket on the left side.

Ta and Tadi Ear Training

Watch the Ta and Tadi video to find the answers!

Ex. 1



Ex. 3



Ex. 2



Ex. 4



Compose your own Song with Ta and Tadi

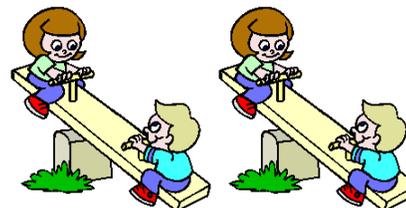


Discovering Higher and Lower Sounds

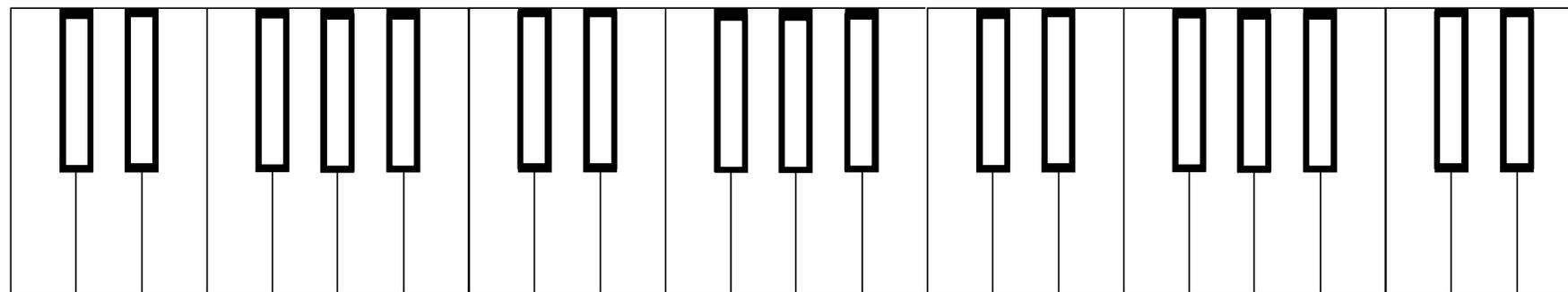


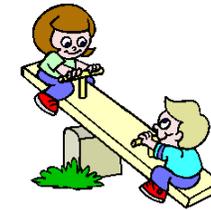
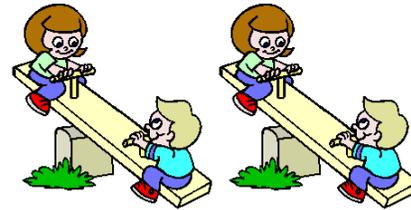
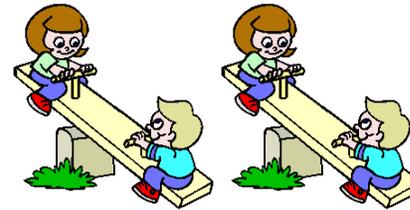
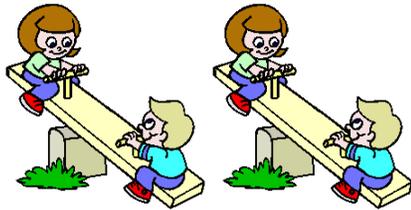
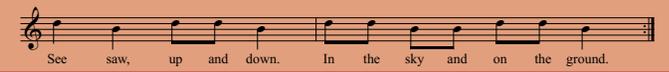
See-Saw

See-saw, up and down
In the sky and on the ground



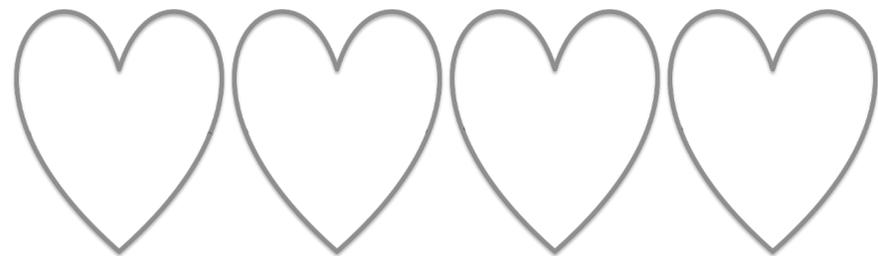
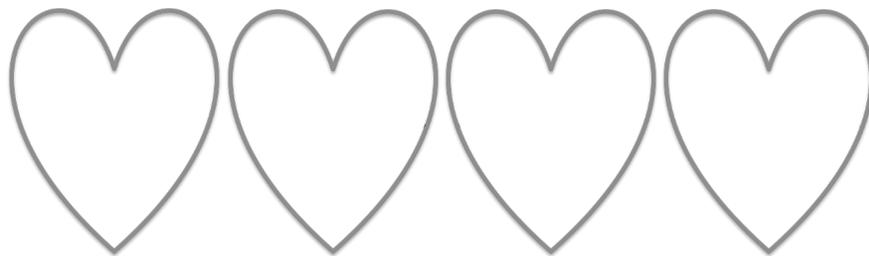
Color in the keys that can be used to play the So and Mi:





Challenge!

Write the rhythm inside the heart-beats below showing the contour (higher notes at top of hearts, lower notes toward the bottom)



Discovering So and Mi



One, Two, Tie My Shoe

One, two, tie my shoe
Three, four, shut the door
Five, six, pick up sticks
Seven, eight, lay them straight
Nine, ten, a big fat hen



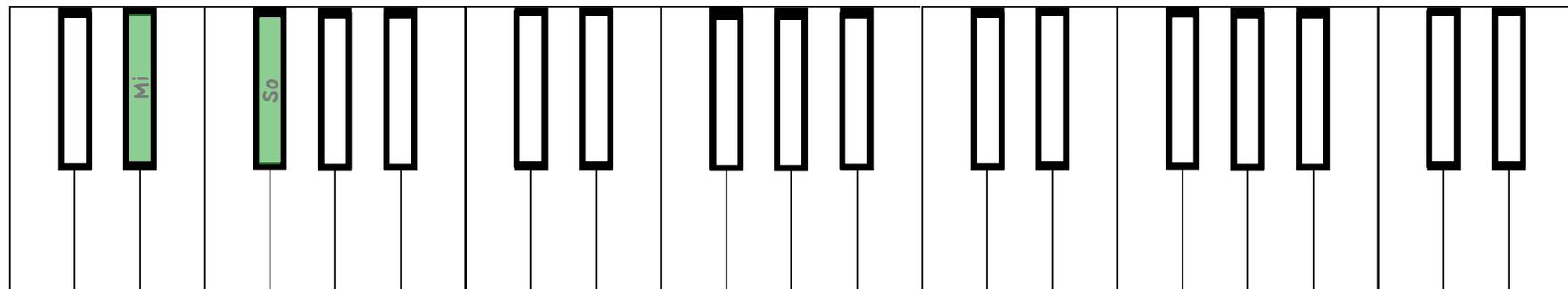
Questions for directed thinking:

How many different pitches are there? _____

We can call the higher sounds _____

We can call the lower sounds _____

Color in the keys that can be used to play So and Mi:



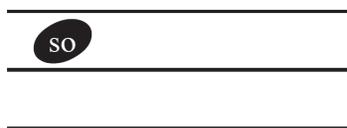
Reading and Writing So and Mi

Wherever "So" goes, "Mi" follows behind

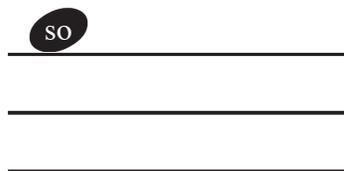
If "So" is in the space,
"Mi" is in the space below



Write "Mi"



Write "Mi"



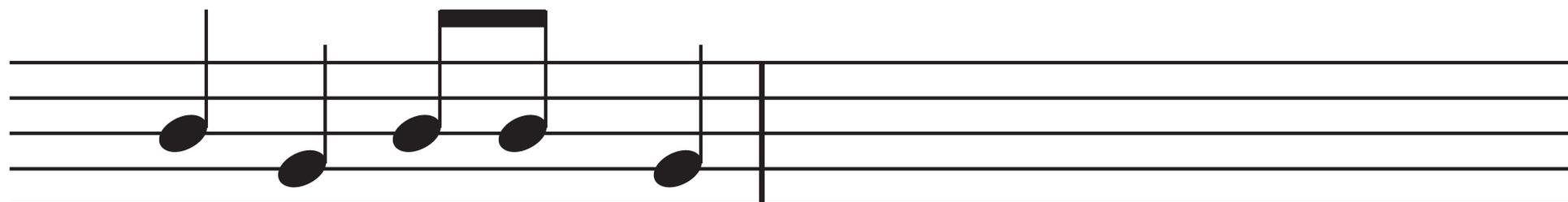
If "So" is on the line, "
"Mi" is on the line below



Write "Mi"

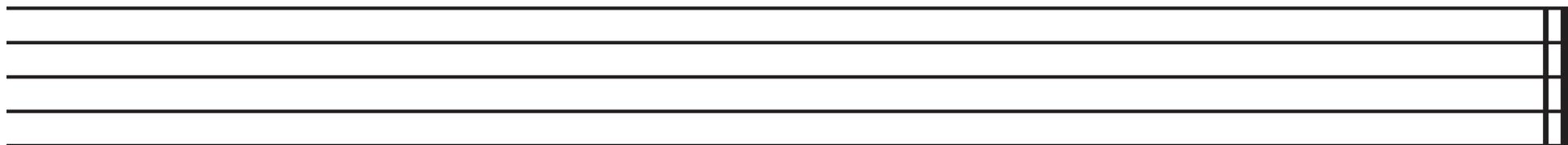


Complete the song below:



See saw, up and down. In the sky and on the ground.

Compose your own So-Mi Song!





Witch, Witch

North American Folk Song

Witch, witch, fell in a ditch. Picked up a penny and thought she was rich!



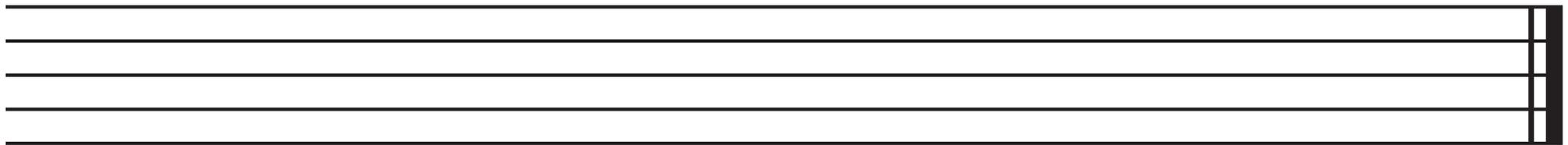
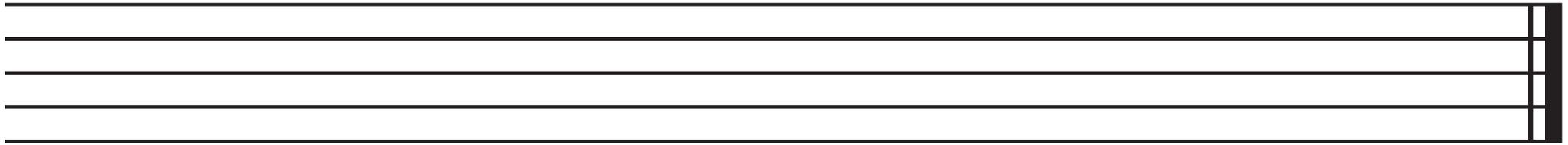
Star Light Star Bright

North American Folk Song

Star light, star bright, first star I see to - night.
Wish I may, wish I might, have the wish I wish to - night.

Transposing So-Mi Songs

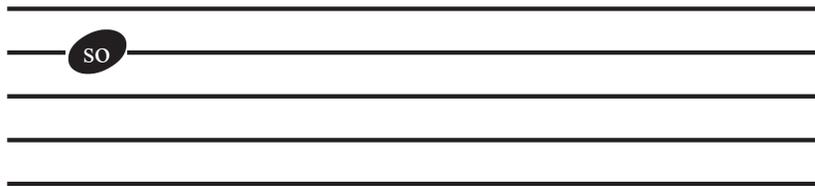
Write some of your favorite songs starting on a different space or line!



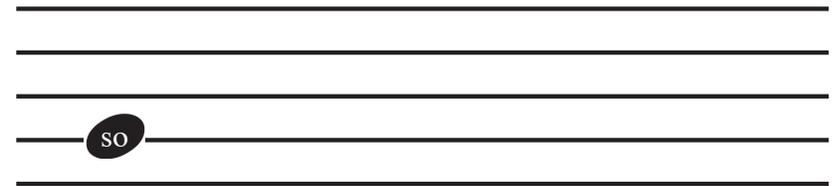
So and Mi Ear Training

Watch the So-Mi video to find the answers!

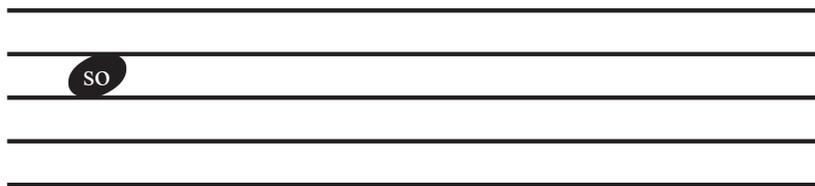
Ex. 1



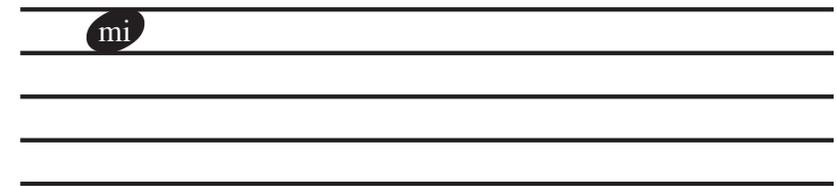
Ex. 3



Ex. 2



Ex. 4



One, Two Tie My Shoe Ensemble

Sing or
Play!

A musical staff with two lines. The melody consists of quarter notes: G4, A4, B4, C5 (beamed), B4, A4 in the first measure; G4, F4, E4, D4 in the second measure. The staff ends with a double bar line and repeat dots.

One, two, tie my shoe, Three, four, shut the door,
Five, six, pick up sticks, Seven, eight, lay them straight.

Steady Beat
on "Do"

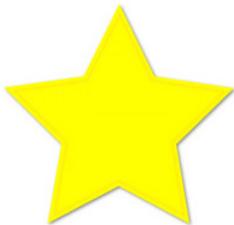
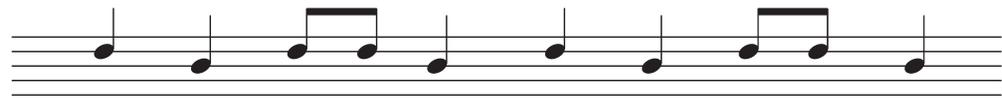
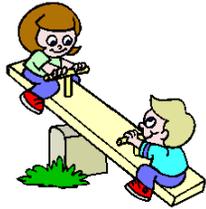
A musical staff with two lines. The melody consists of quarter notes: G4, A4, B4, C5 in the first measure; G4, F4, E4, D4 in the second measure. The staff ends with a double bar line and repeat dots.

Bass Drum

A musical staff with one line. It begins with a double bar line and repeat dots. The rhythm consists of quarter notes: G4, A4, B4, C5 in the first measure; G4, F4, E4, D4 in the second measure. The staff ends with a double bar line and repeat dots.

Name That Tune!

Draw a line connecting the picture to the music

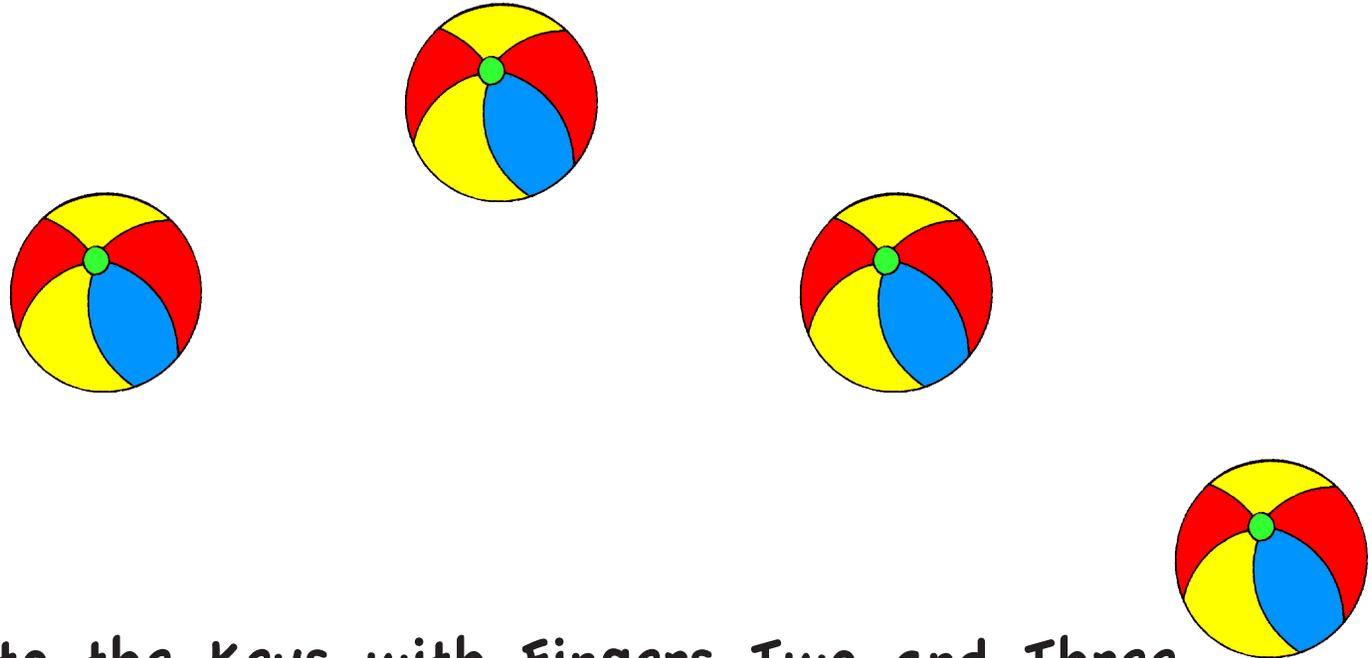


Discovering New Sounds



Bounce High, Bounce Low

Bounce high, Bounce low
Bounce the Ball to Shiloh

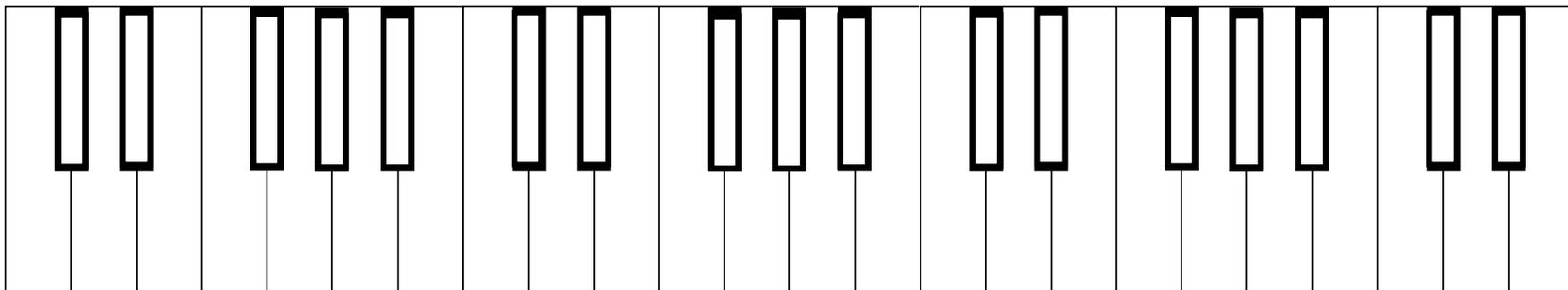


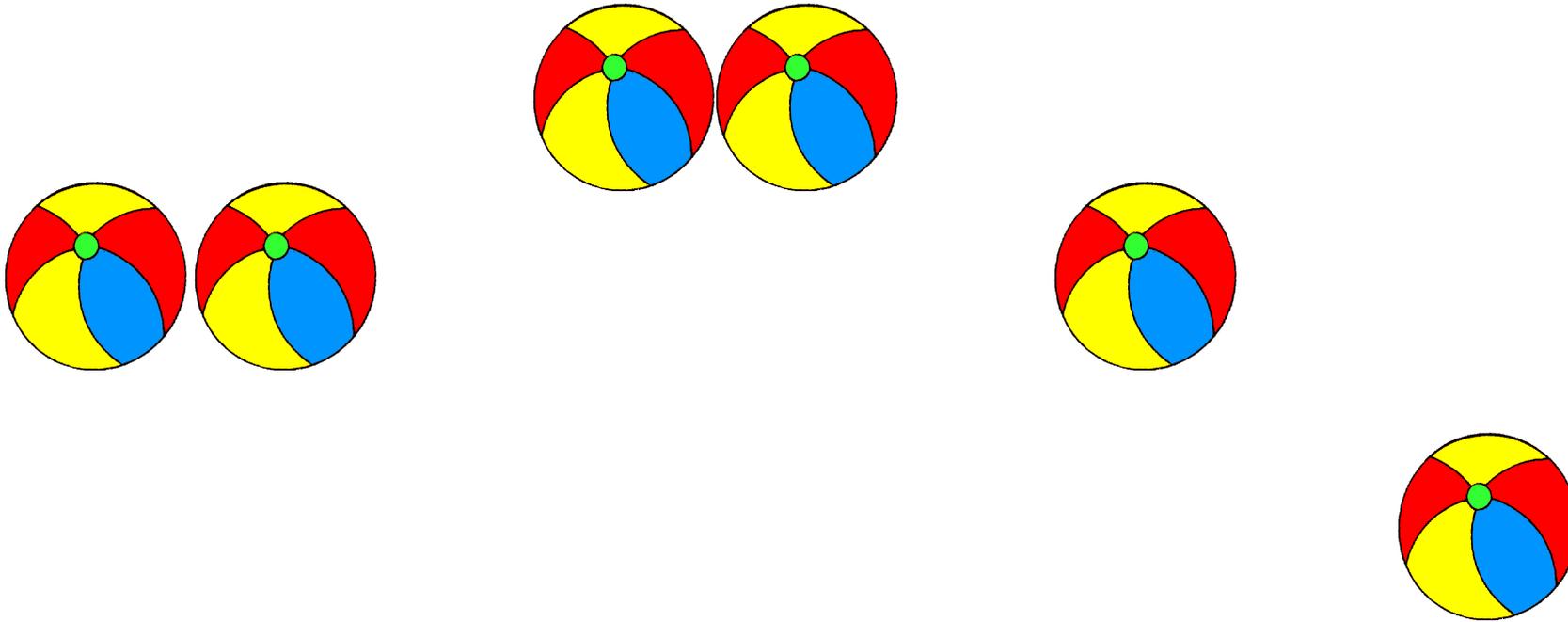
Dropping into the Keys with Fingers Two and Three

Watch the Mi-So-La Video and follow this checklist:

- Sitting Tall
- Shoulders down
- Wrists and elbows level with the keys
- Fingers relaxed and curved
- Drop into keys

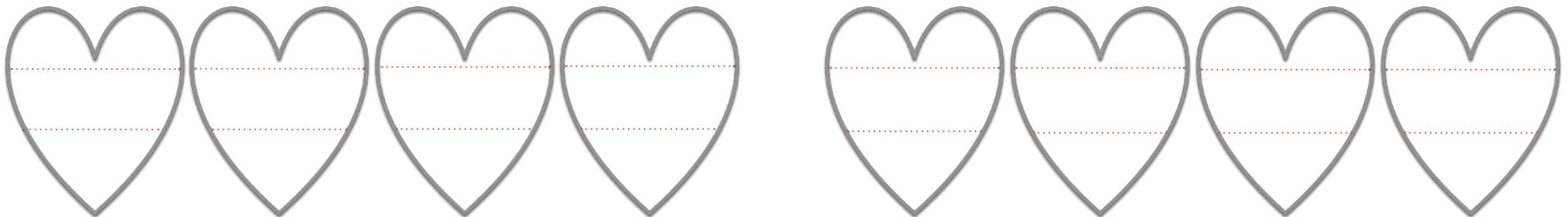
Color in the keys that can be used to play this song:





Challenge!

Write the rhythm inside the heart-beats below showing the contour (higher notes at top of hearts, middle notes in the middle and lower notes toward the bottom)

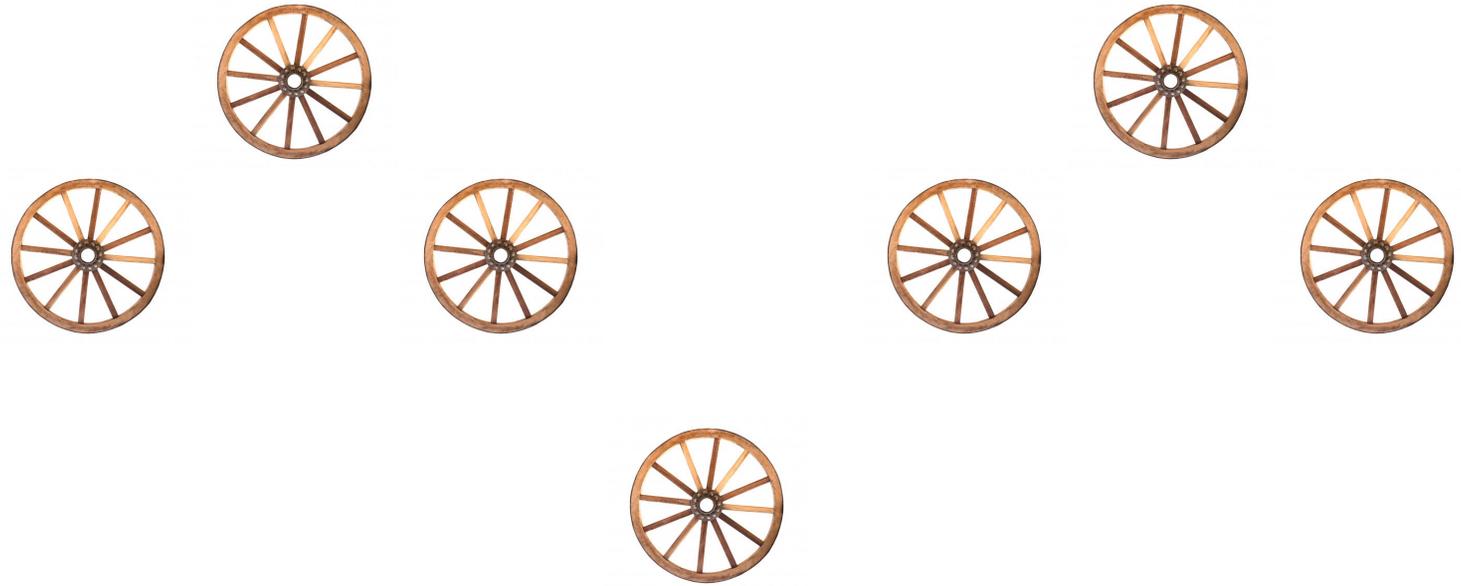


Discovering La



Mill Wheel

Round and round
The wheel goes round
As it turns
The corn is ground



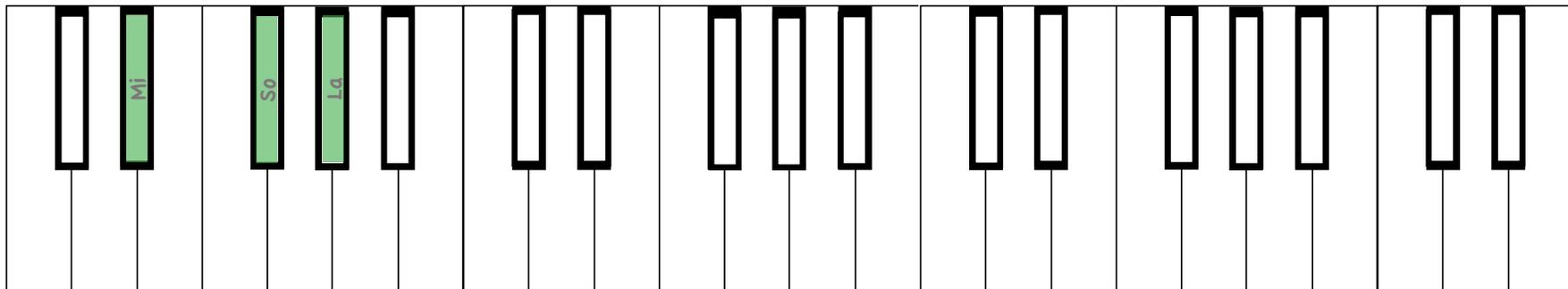
Questions for directed thinking:

How many different pitches are there? _____

Is the new sound higher or lower than so? _____

We can call the sound a step higher than so _____

Color in the keys that can be used to play Mi, So and La in different parts of the keyboard



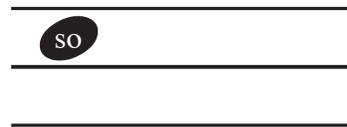
Reading and Writing La

Wherever "So" goes, "La" is just above

If "So" is in the space,
"La" is on the line above



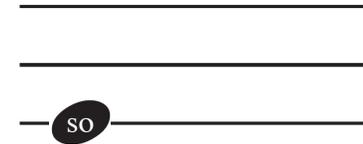
Write "La"



If "So" is on the line,
"La" is in the space above



Write "La"

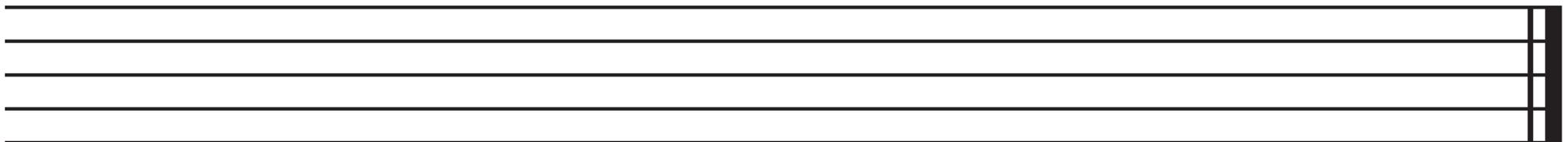


Complete the song below:

A musical staff with five lines. It contains four notes: a quarter note on the first space (labeled "Bounce"), a quarter note on the second line (labeled "High,"), a quarter note on the second space (labeled "Bounce"), and a quarter note on the first line (labeled "Low,"). The rest of the staff is empty. Below the staff, the lyrics "Bounce the ball to Shi - low." are written, with a dash under "Shi" and a period at the end.

Bounce High, Bounce Low, Bounce the ball to Shi - low.

Compose your Mi, So and La Song!





Strawberry Shortcake

North American Folk Song

Straw - ber - ry short - cake Huc - kle ber - ry Finn, If you know your birth - day please jump in!



Snail, Snail

North American Folk Song

Snail, Snail Snail, Snail Go a - round and round and round.

Bobby Shaftoe

North American Folk Song

Bob - by Shaf - toe's gone to sea, Sil - ver buck - les on his knee, He'll come back and mar - ry me, Pret - ty Bob - by Shaf - toe.

A La Ronda Ronda

Mexican Folk Song



A la ron-da ron - da so-pla-ra el zon - da, en la huer-ta de Pa-lan las ci-rue-las ca - e - ran.



Ich-a Backa

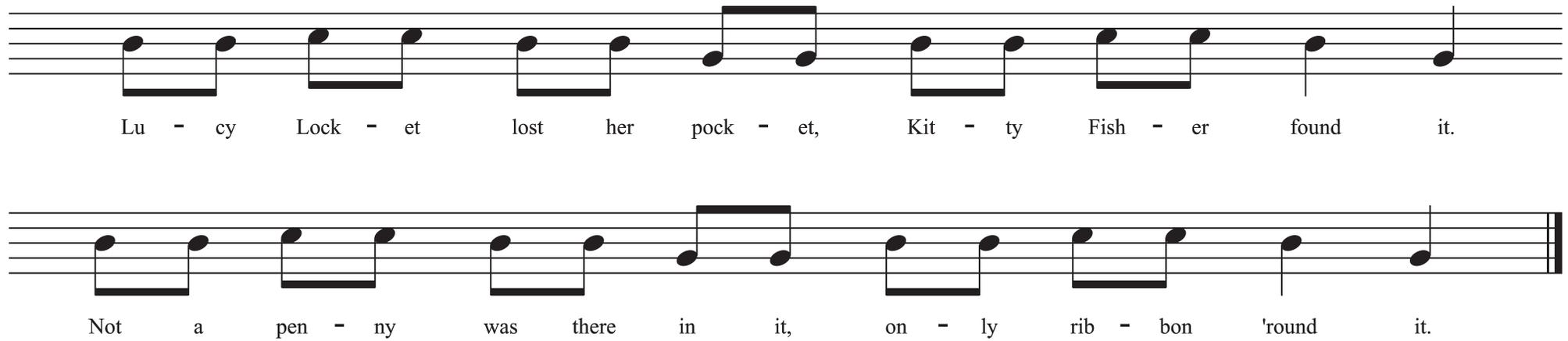
North American Folk Song



Ich - a back - a so - da cra cker ich - a back - a boo! Ich - a back - a so - da cra-cker out goes you!

Lucy Locket

North American Folk Song

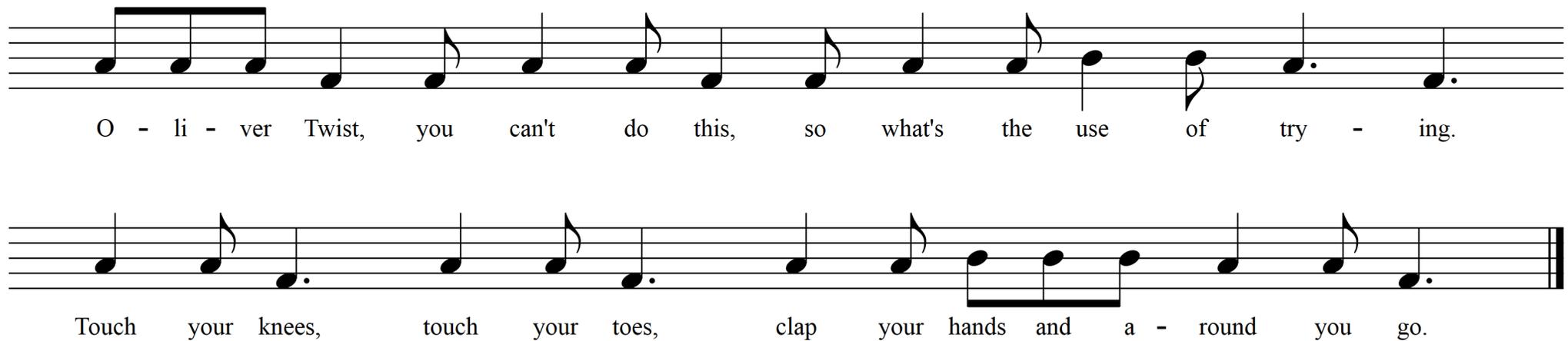


Lu - cy Lock - et lost her pock - et, Kit - ty Fish - er found it.
Not a pen - ny was there in it, on - ly rib - bon 'round it.

The musical notation for "Lucy Locket" consists of two staves. The first staff contains the melody for the first line of lyrics, and the second staff contains the melody for the second line. The notes are simple, with some beamed eighth notes and quarter notes. The lyrics are written below the notes, with hyphens indicating syllables that span across notes.

Oliver Twist

North American Folk Song



O - li - ver Twist, you can't do this, so what's the use of try - ing.
Touch your knees, touch your toes, clap your hands and a - round you go.

The musical notation for "Oliver Twist" consists of two staves. The first staff contains the melody for the first line of lyrics, and the second staff contains the melody for the second line. The notes are simple, with some beamed eighth notes and quarter notes. The lyrics are written below the notes, with hyphens indicating syllables that span across notes.

Bounce High Bounce Low Ensemble

Arr. Ruth Meyer Sacks

Melody
Bounce High, Bounce Low, Bounce the ball to Shi - loh.

Violin

Guitar

Piano 1

Piano 2

Rhythm

The musical score is arranged in six staves. The Melody staff is in treble clef and contains the vocal line with lyrics. The Violin staff is in treble clef and plays a rhythmic accompaniment. The Guitar staff is in treble clef and plays a rhythmic accompaniment. The Piano 1 staff is in treble clef and plays a rhythmic accompaniment. The Piano 2 staff is in bass clef and plays a rhythmic accompaniment. The Rhythm staff is in common time and plays a rhythmic accompaniment. The score is divided into two measures. The first measure contains the lyrics 'Bounce High, Bounce Low,' and the second measure contains 'Bounce the ball to Shi - loh.' The score ends with a double bar line and repeat dots.

Discovering Musical Leaps!



Rain Rain

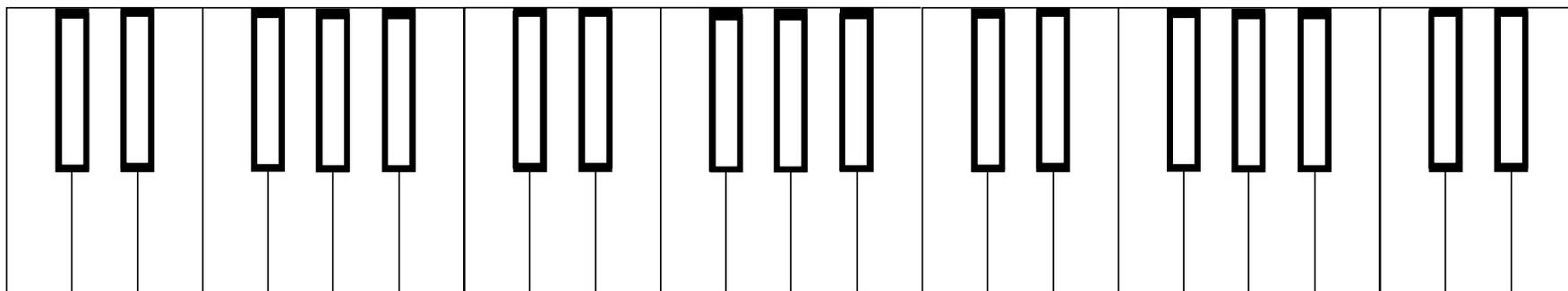
Rain, rain, go away
Come again some other day
Sunshine, here to stay
Now we can go out and play

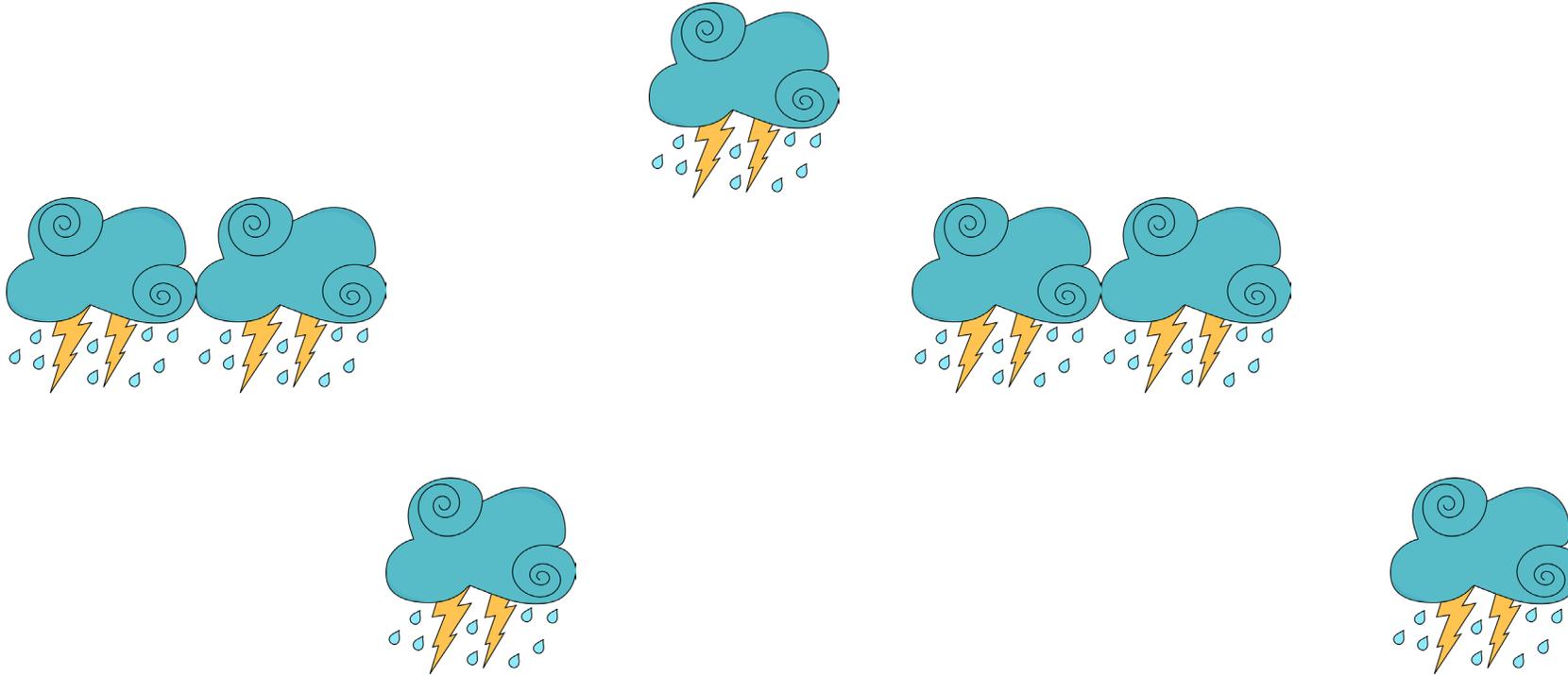


Challenge!

Find your hand position for Mi, So and La on the black keys. Slide them down onto the adjacent white keys.

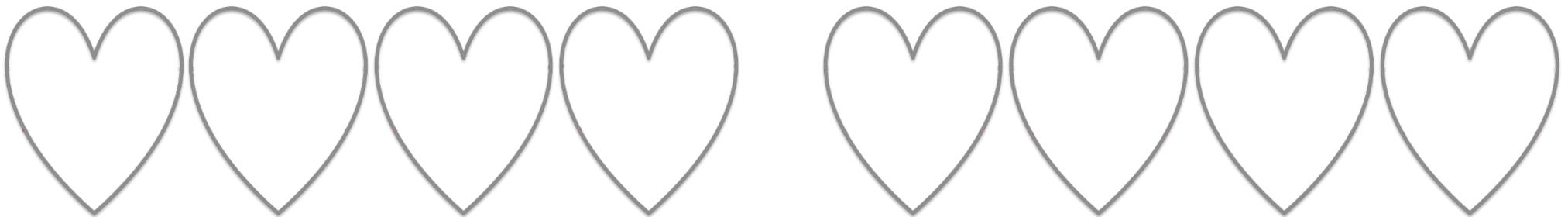
Color in the white keys that can be used to play this song:





Challenge!

Write the rhythm inside the heart-beats below showing the contour (higher notes at top of hearts, middle notes in the middle and lower notes toward the bottom)



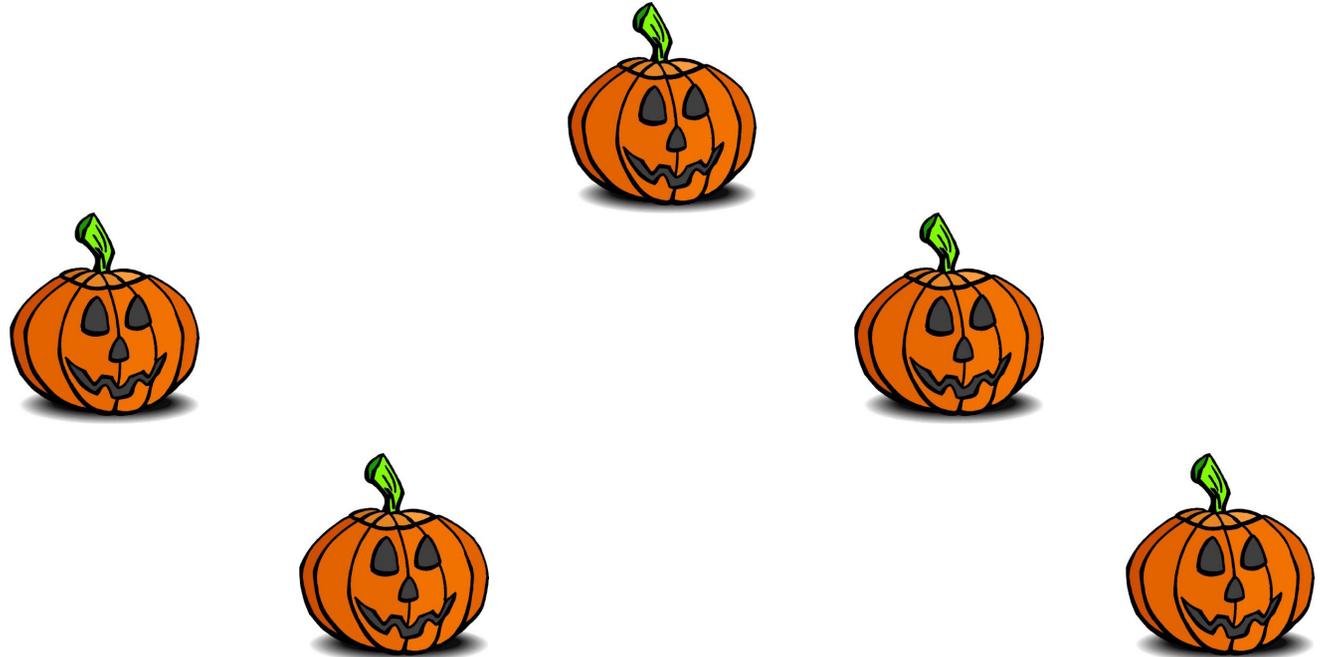
The Leap from Mi to La



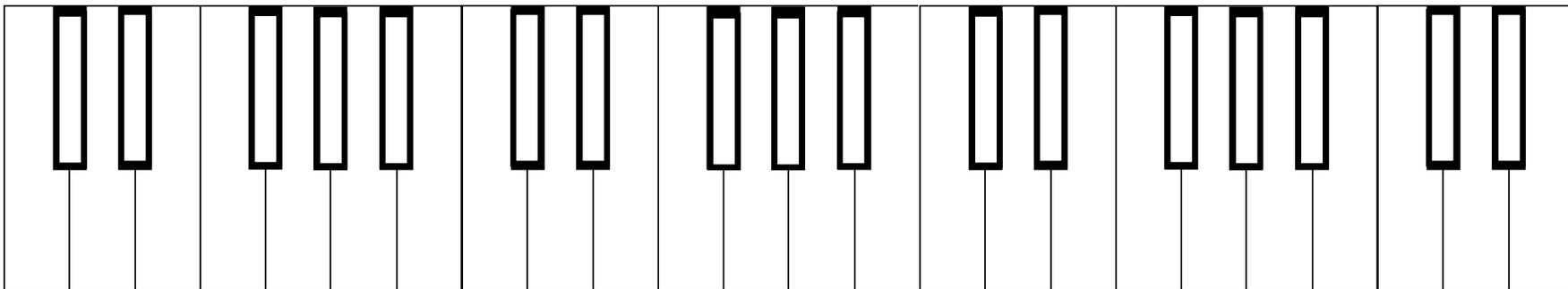
- Sing words and tap on the pictures
- Sing solfege and tap on the pictures
- Which notes were furthest apart? _____
- Circle the two pumpkins that represent the leap from Mi to La.

Let's Hide The Pumpkin

Repeat the words
"Let's Hide the Pumpkin" four times

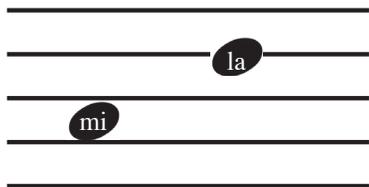


Color in the keys that can be used to play this song:

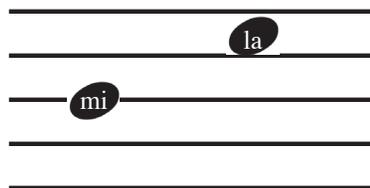


Leaping from "Mi" to "La"

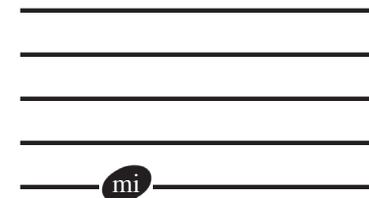
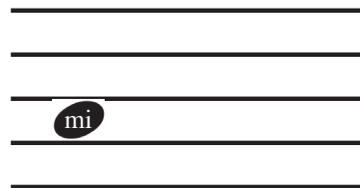
If "Mi" is in the space,
"La" is two lines above



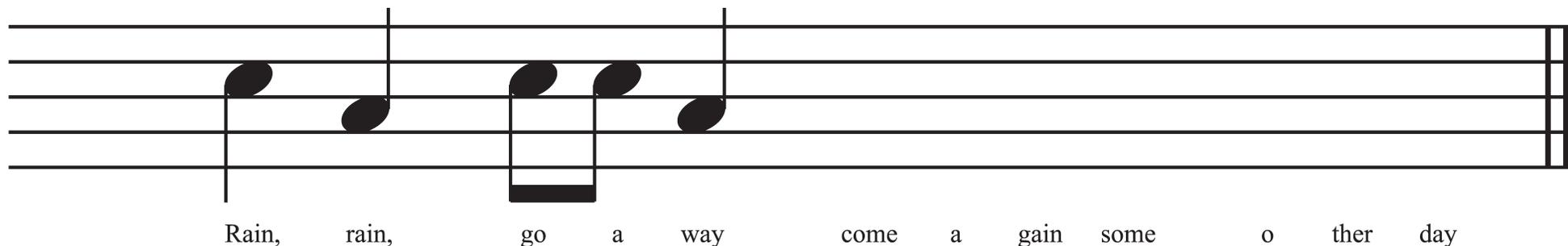
If "Mi" is on the line, "La" is two spaces above



Your turn - Write La on the staff for each example:

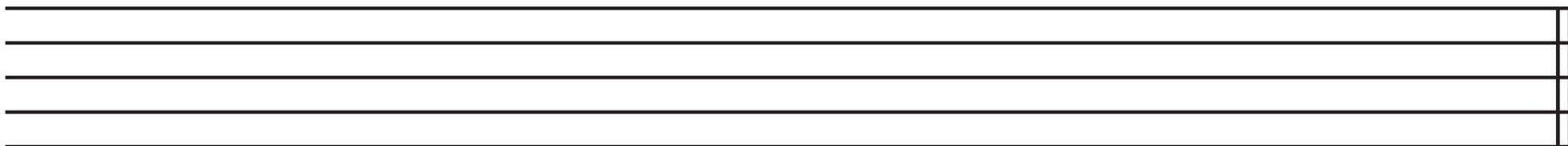


Complete the song below:



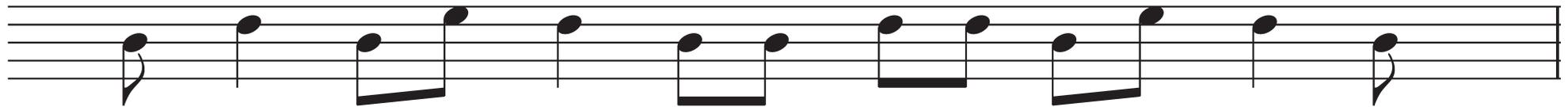
Rain, rain, go a way come a gain some o ther day

Compose your own Mi-La Song!

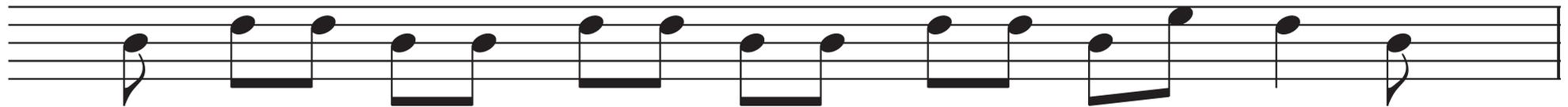


A Tisket A Tasket

North American Folk Song



A tis - ket a tas - ket a green and yel - low bas - ket



I wrote a let - ter to my love and on the way I dropped it.



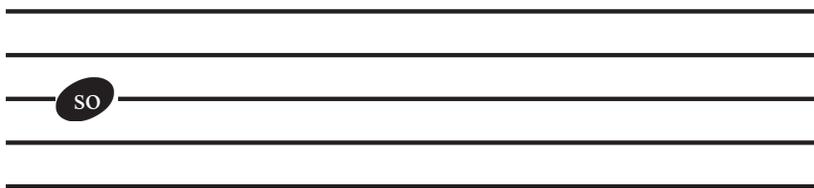
I dropped it I dropped it, and on the way I dropped it.



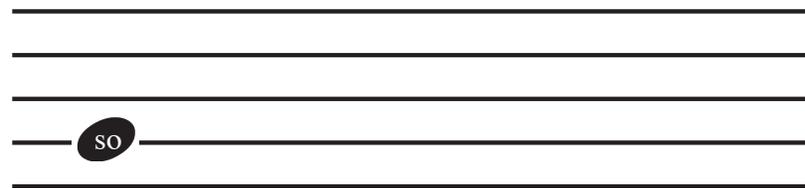
So, Mi and La Ear Training!

Watch the So, Mi and La videos to find the answers!

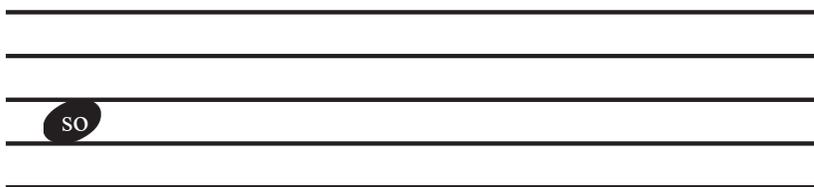
Ex. 1



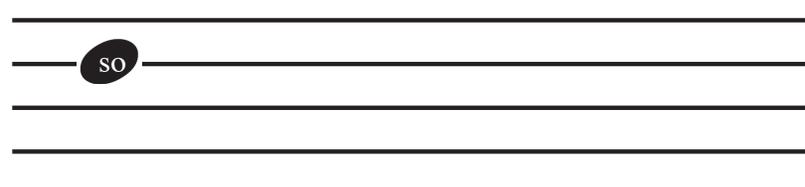
Ex. 3



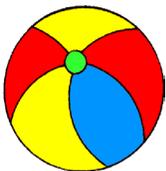
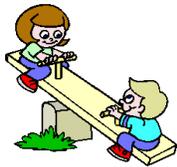
Ex. 2



Ex. 4



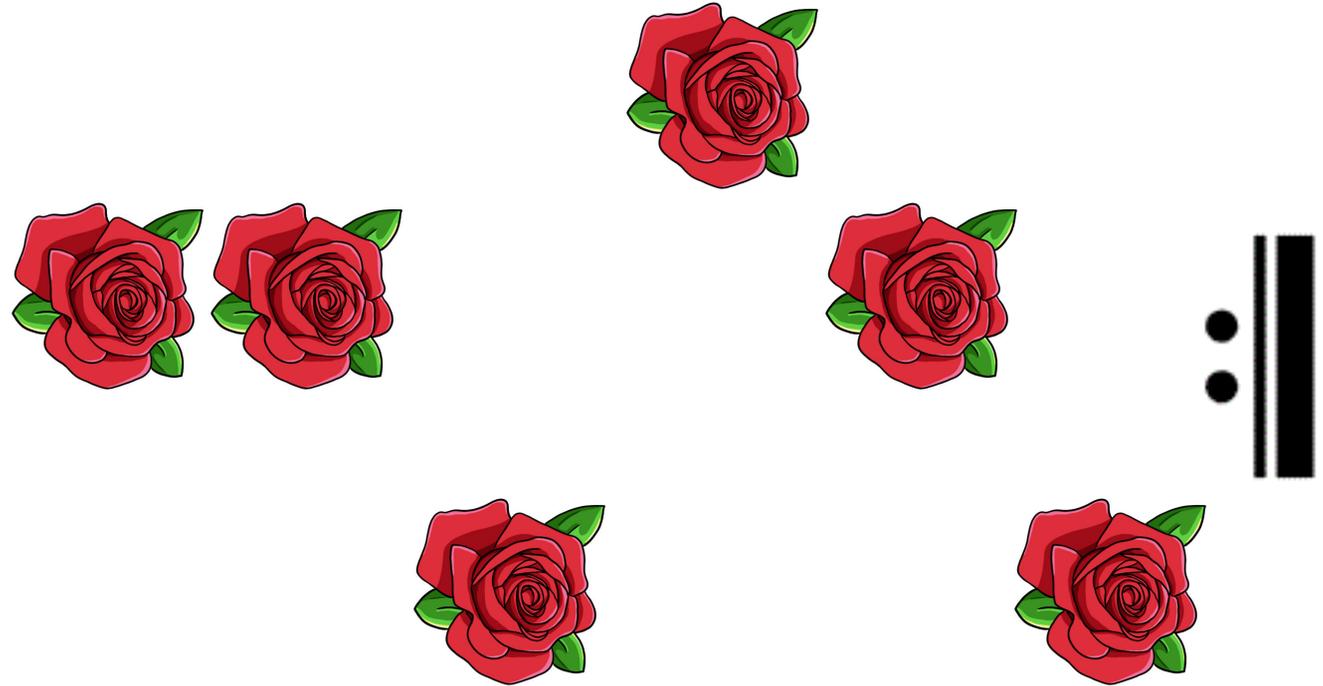
Name That Tune!



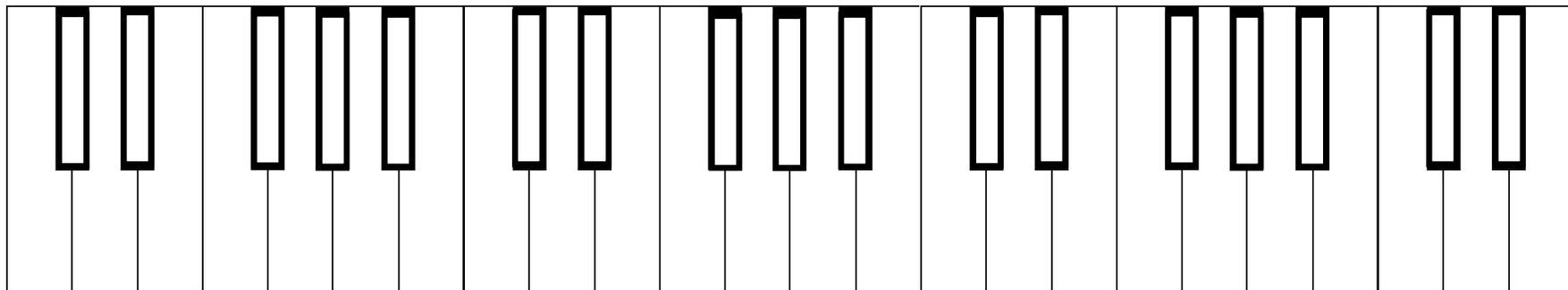


Ring Around the Rosie

Ring around the rosie
Pocket full of posie
Ashes, ashes
All fall down



Color in the keys that can be used to play this song:





Repeat Signs

Often in music the exact same notes and rhythms are repeated.
To save time and space musicians often write a repeat sign like this:

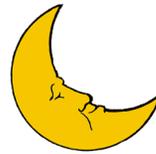
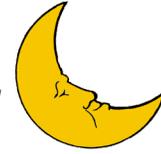
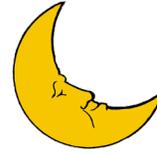


Discovering Do



I See The Moon

I see the moon
And the moon sees me
I bless the moon
And the moon bless me

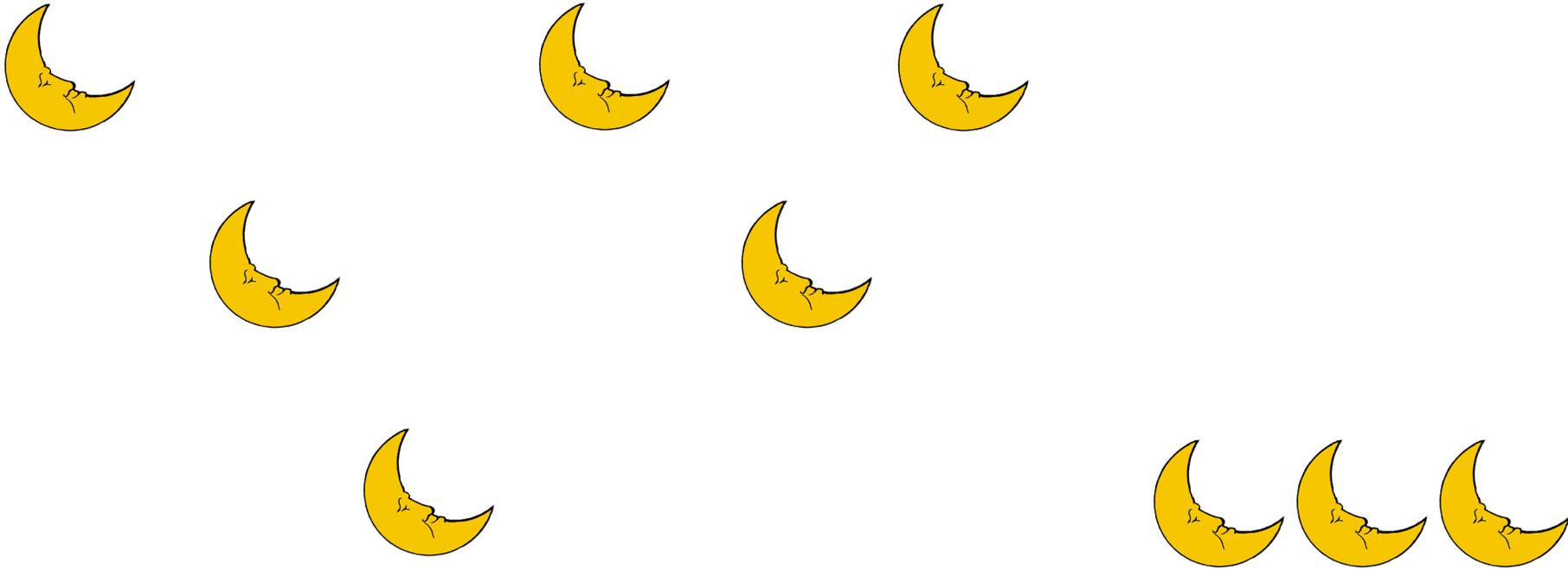


Questions for directed thinking:

How many different pitches are there? _____

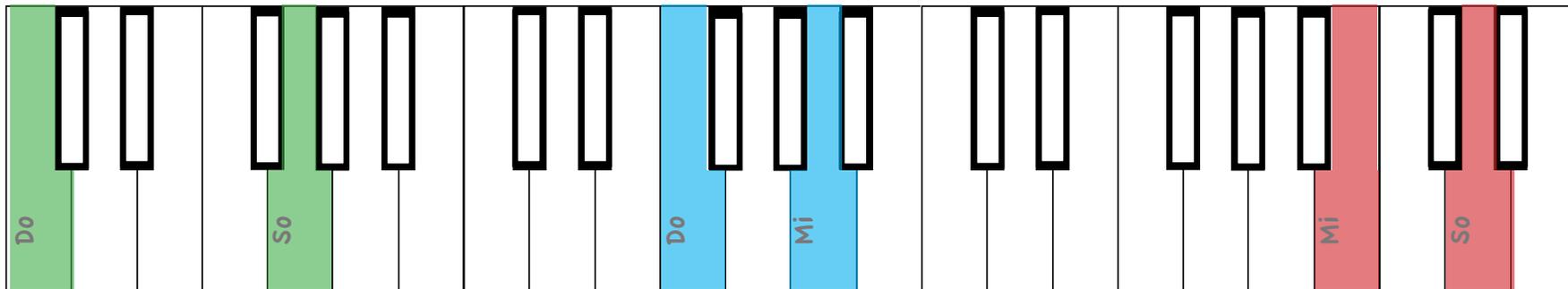
Is the new sound higher or lower than mi? _____

We can call the sound a skip lower than mi: _____



Finding Do, Mi and So on the keyboard

Do, Mi and So are each a skip apart. Color in the missing note in each set of Do, Mi and So:



Reading and Writing Do

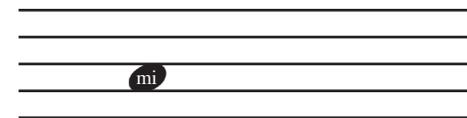
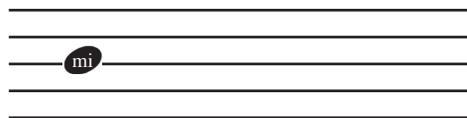
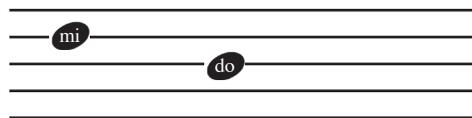
“So”, “Mi” and “Do” are all a skip apart.

If “Mi” is on the line,
“Do” is on the line below

Write “Do”

If “Mi” is in the space,
“Do” is in the space below

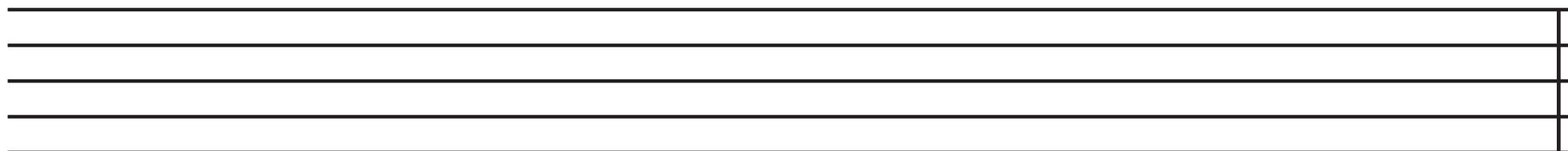
Write “Do”



Complete the song below:

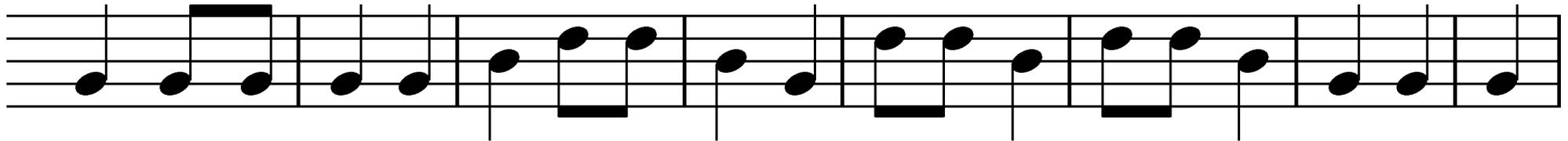
A musical staff with five lines. The first four notes are quarter notes with stems pointing down. The first note is on the second line, the second on the first space, the third on the second line, and the fourth on the first space. Below the staff, the lyrics are: A - shes, a - shes, all fall down! .

Compose your own Song with Do, Mi and So!



Kom Se Mari Part 1 (Three Bears)

Korean Children's Song



Kom sae - ma - ri - ga han ji - bae i - sseo Ap - pa gom om - ma gom ae - gi gom.
Once there were three bears, all un - der one roof. Pa - pa bear, mo - ma bear, ba - by bear.

Andy Pandy

Movement Game



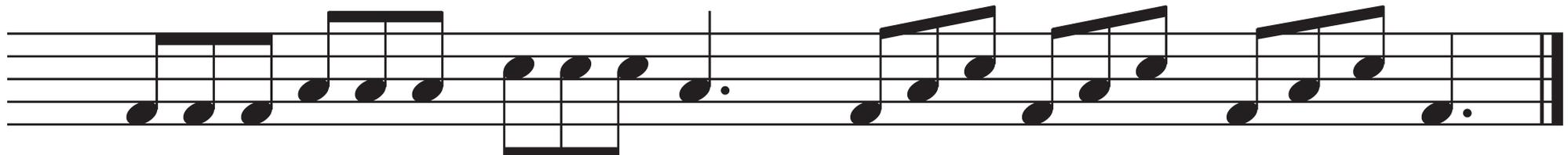
An - dy Pan - dy, Su - gar and can - dy, All pop down!

(Instead of "All pop down" you may end with any action: "Up", "In", "Around" -- Make it up!)



Bells in the Steeple

English Round

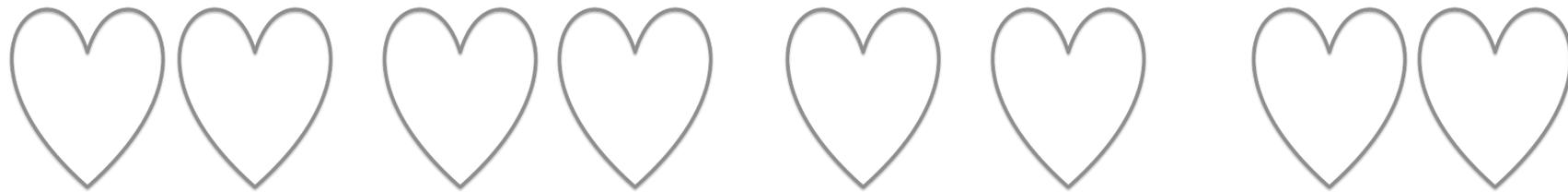
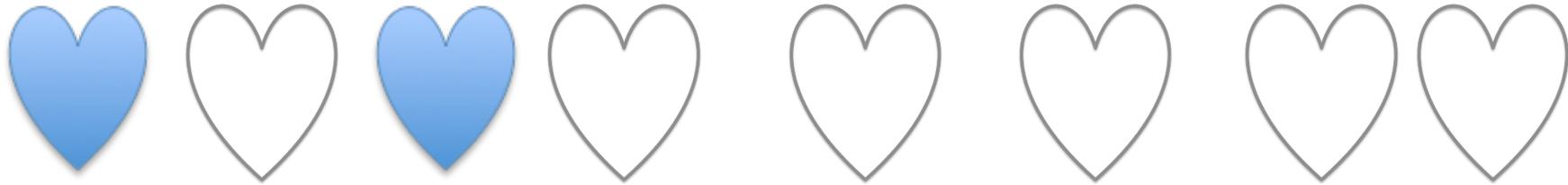


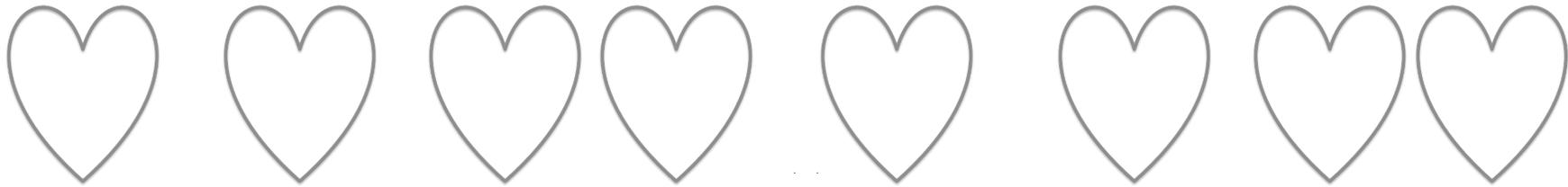
Bells in the stee ple so gai ly they ring. This is a Ho li day ding ding dong ding!

Discovering Patterns of Strong and Weak Beats

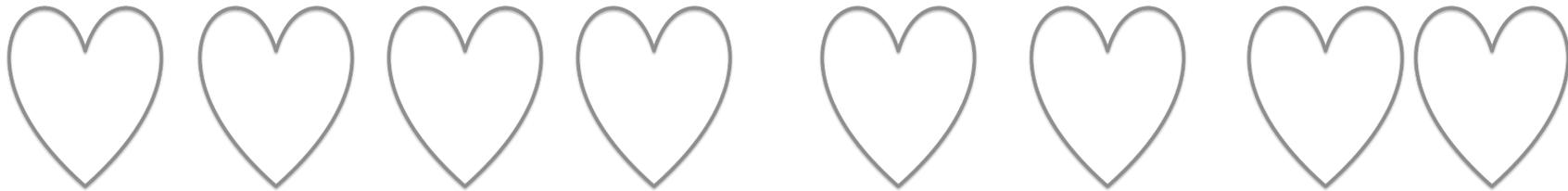
For each song follow these steps:

- 1) Tap the beat while singing the song
- 2) Discover which beats feel stronger
- 3) Color in the stronger beats (as in the example below)
- 4) Add measure lines before each strong beat to show the pattern.
- 5) Repeat these steps for all the songs on this and the next page.





Ring a - round the ro - sie. Po - cket full of po - sie.



Ash - es, ash - es, all fall down!

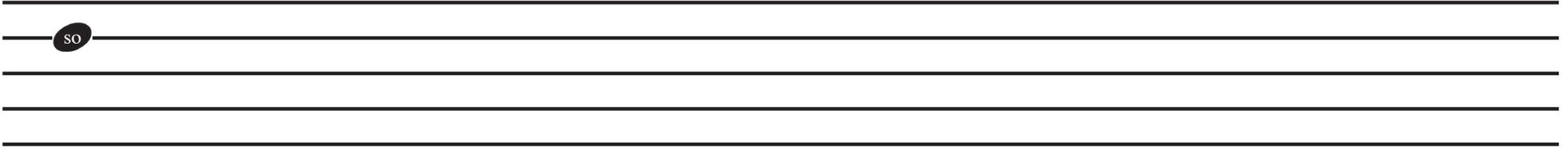
Challenge!

Add measure lines to songs that you have already learned that have a Strong, Weak pattern.

Do, Mi and So Ear Training!

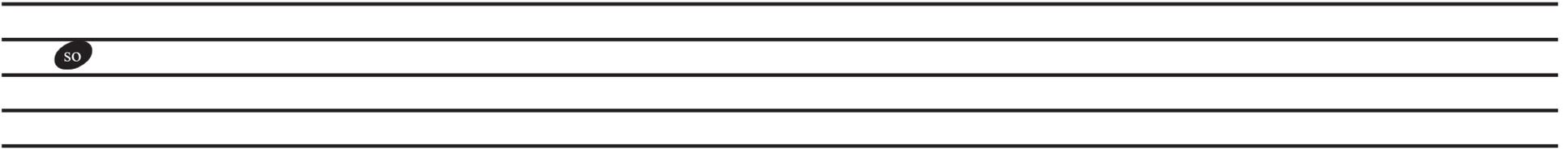
Watch the Do, Mi and So video to find the answers!

Ex. 1



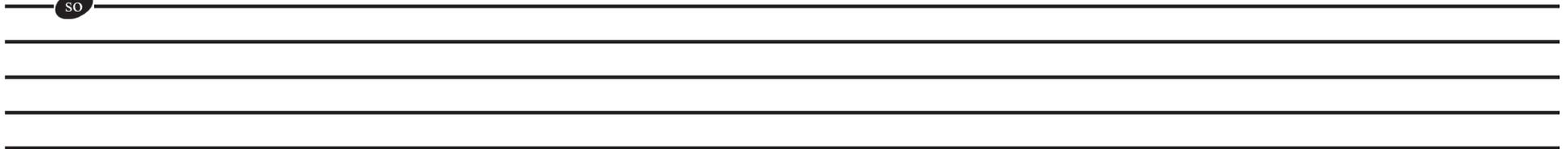
A musical staff consisting of five horizontal lines. A small black oval containing the text "so" is positioned on the second line from the top.

Ex. 2



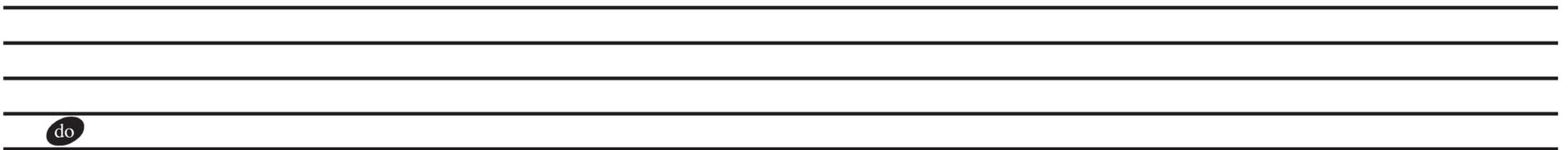
A musical staff consisting of five horizontal lines. A small black oval containing the text "so" is positioned on the second line from the top.

Ex. 3



A musical staff consisting of five horizontal lines. A small black oval containing the text "so" is positioned on the second line from the top.

Ex. 4



A musical staff consisting of five horizontal lines. A small black oval containing the text "do" is positioned on the second line from the bottom.

Ring Around the Rosie Ensemble

Arr. Ruth Meyer Sacks

Melody

Ring a-round the ro - sie, poc-ket full of Po - sie. Ash - es, ash - es all fall down!

Violin

Guitar

Piano 1

Piano 2

Rhythm

The musical score is arranged in six staves. The Melody staff is in treble clef and includes the lyrics: "Ring a-round the ro - sie, poc-ket full of Po - sie. Ash - es, ash - es all fall down!". The Violin staff is also in treble clef and plays a rhythmic accompaniment of eighth notes. The Guitar staff is in treble clef and plays a similar rhythmic accompaniment. The Piano 1 staff is in treble clef and plays a simple harmonic accompaniment. The Piano 2 staff is in bass clef and plays a simple harmonic accompaniment. The Rhythm staff is in common time and uses a drum set icon to indicate the rhythm.





Hot Cross Buns

Hot Cross Buns

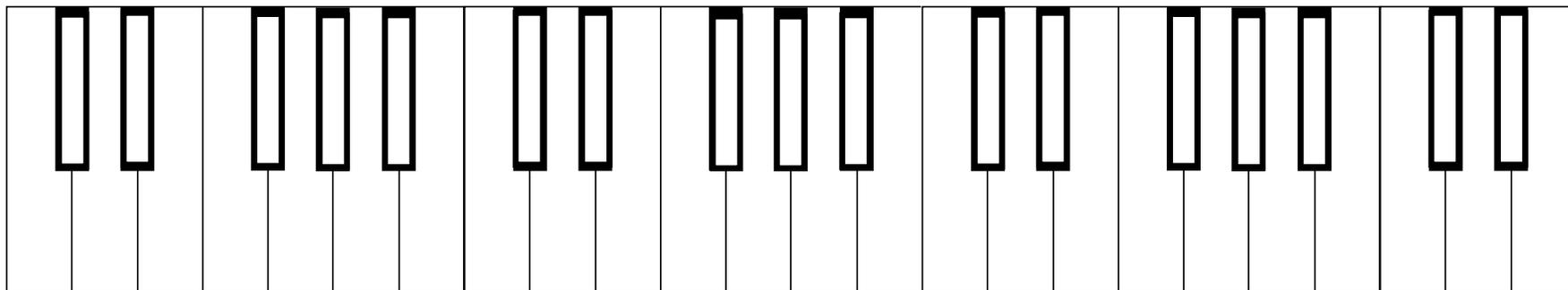
Hot Cross Buns

One a penny, two a penny

Hot Cross Buns



Color in the keys that can be used to play this song:

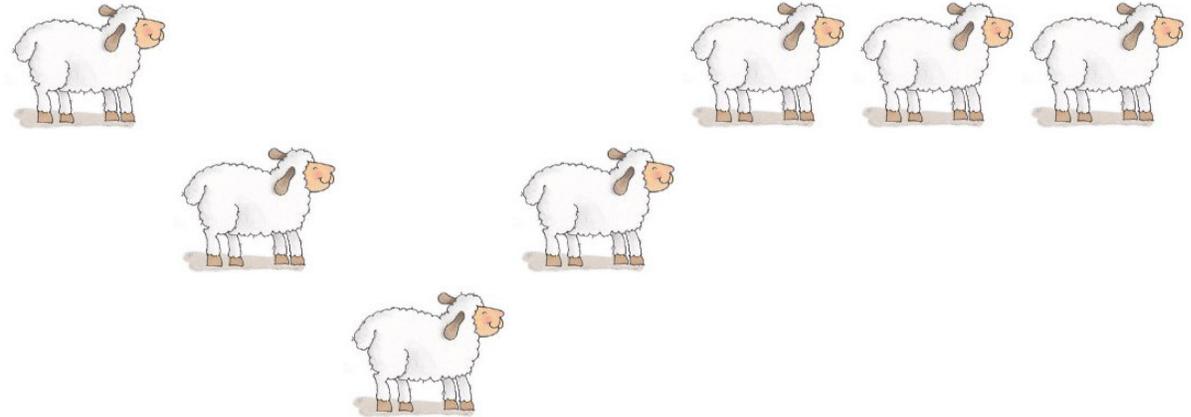


Discovering Re



Mary Had a Little Lamb

Mary had a little lamb
Little lamb, little lamb
Mary had a little lamb
Whose fleece was white as snow
(First phrase only shown here)



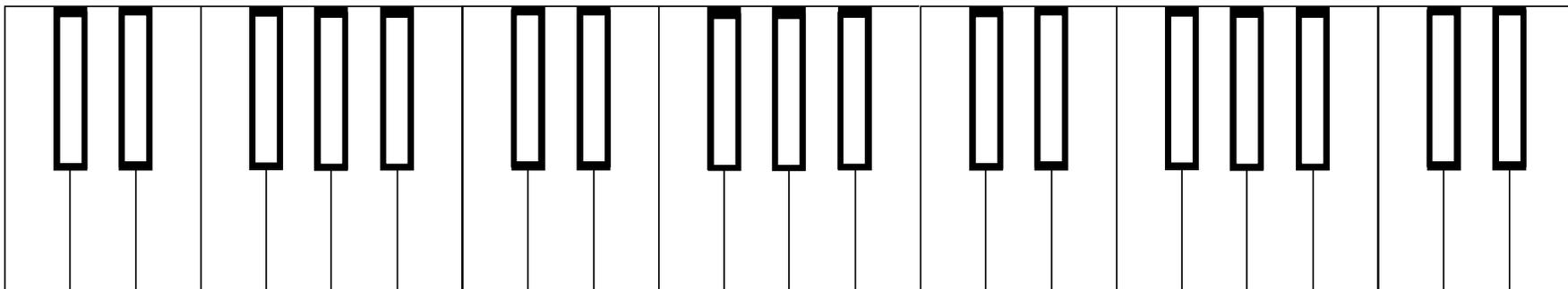
Questions for directed thinking:

How many different pitches are there? _____

The new sound is between _____ and _____ (solfege notes)

We can call the new sound: _____

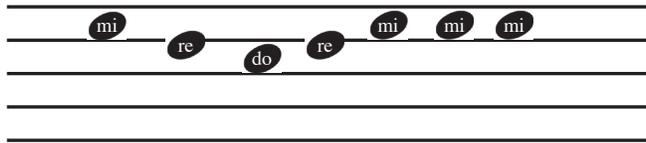
Color in the keys that can be used to play Do, Re and Mi:



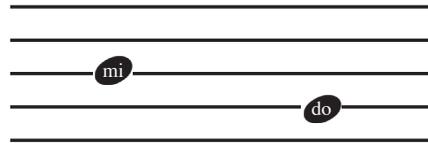
Reading and Writing Re

“Re” is a pitch between “Do” and “Mi”

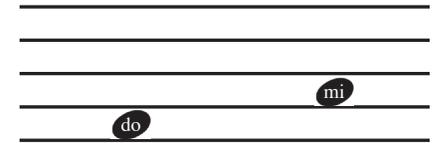
Example



Write “Re”



Write “Re”

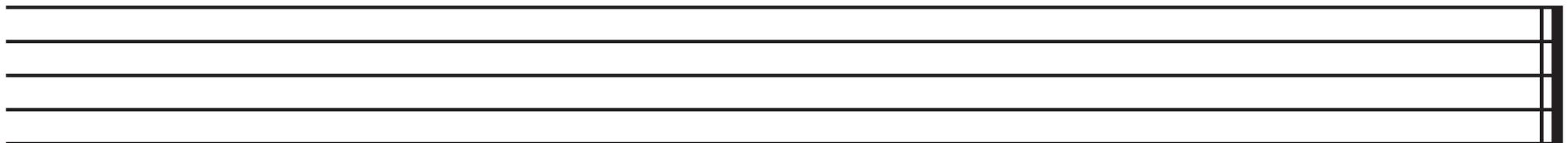


Complete the song below:

One a pen - ny Two a pen - ny Hot Cross Buns!

A musical staff with five lines. The first part of the staff contains notes for the lyrics: 'One' (mi), 'a' (re), 'pen' (do), 'ny' (re), 'Two' (mi), 'a' (re), 'pen' (do), 'ny' (re). The notes are on the 4th line, 3rd space, 2nd space, 3rd space, 4th line, 4th line, 2nd space, 3rd space respectively. There is a vertical bar line after the second 'ny'. The rest of the staff is blank.

Compose your own Do-Re-Mi Song!

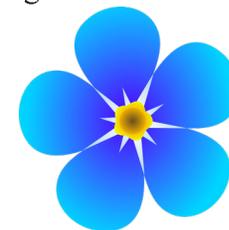


Sasara

Filipino Folk Song

Sa - sa - ra ang bu - lak - lak bu - bu - ka ang bu - lak - lak
 Clos - ing up the pre - tty flower Open - ing up the pre - tty flower.

Yi - yi ko ang bu - lak - lak la - da an a rei - gna
 turn - ing around the pre - tty flower. In comes the queen.



Closet Key

North American Folk Song



I have lost the clo - set key, in some la - dies gar - den.

Help me find the clo - set key, in some la - dies gar - den.

Izika Zumba

South African Folk Song

Musical notation for the first line of the song. It consists of a single staff with four measures. The notes are: I (C4), zi (D4), ka (E4), zum (C4), ba (D4), zum (C4), ba (D4), zum (C4), ba (D4). The lyrics are written below the staff: I - zi - ka zum - ba zum - ba zum - ba.

Musical notation for the second line of the song. It consists of a single staff with four measures. The notes are: I (C4), zi (D4), ka (E4), zum (C4), ba (D4), zum (C4), ba (D4), zay! (C4). The lyrics are written below the staff: I - zi - ka zum - ba zum - ba zay! -

Transposition Practice

Write out your favorite Do, Re, Mi songs starting on a different line or space

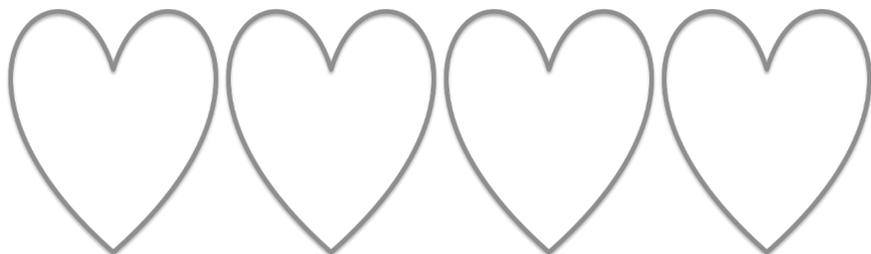
A single empty musical staff with five lines, intended for writing a transposition practice exercise.

A second empty musical staff with five lines, intended for writing a transposition practice exercise.

Discovering a New Rhythm

For the song below follow these steps:

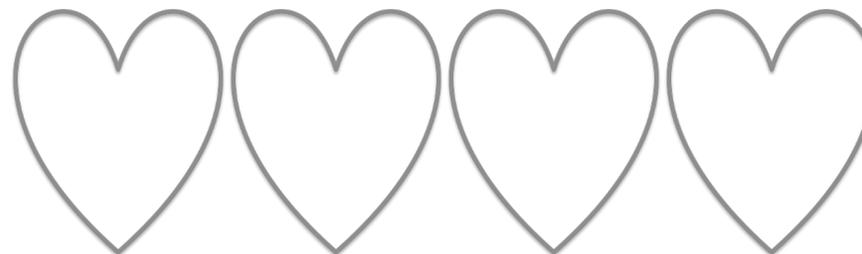
- 1) Sing and keep the beat
- 2) Tap the beat on the hearts while you sing
- 3) Discover which beats had no sound.
- 4) Add the rest sign inside each silent beat.



Hot

Cross

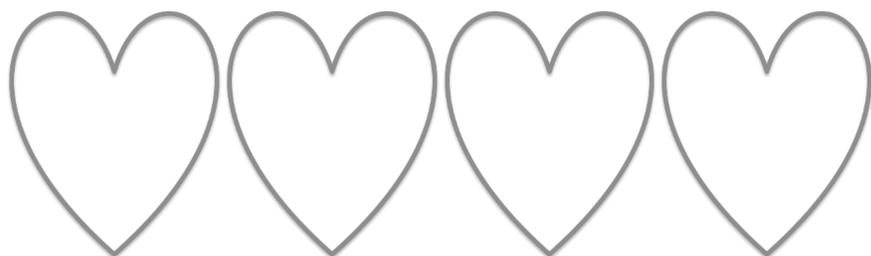
Buns



Hot

Cross

Buns

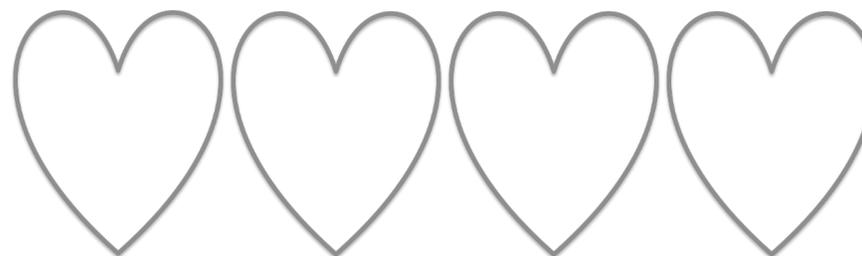


One a

Pen-ny

two a

pen-ny



Hot

Cross

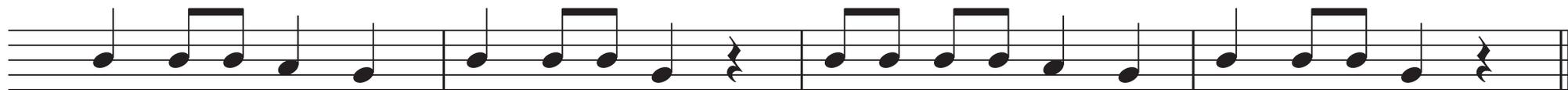
Buns

Practice drawing rests: You may think of drawing a rest like making a "Z" at an angle, then adding a little curved tail at the bottom.



Frog in the Meadow

North American Folk Song



Frog in the mea - dow can't get him out. Take a lit - tle stick and stir him a - bout.



Grandma Grunts

North American Folk Song



Grand - ma Grunts said a cur - i ous thing. Boys can whis - tle but girls must sing! That is what I heard her say.



'Twas no lon - ger than yes - ter day! Boys can whis - tle (*Whistling*) girls must sing! "tra - la la la la."



Hop Old Squirrel

North American Folk Song

Hop old squirrel, Ei - dle dum ei - dle dum Hop old squirrel, Ei - dle dum dee!

Hop old squirrel, Ei - dle dum ei - dle dum Hop old squirrel, Ei - dle dum dee!

The Musical Alphabet on the Piano

Solfege (Do, Re, Mi and so forth) can be played on different keys depending on how high or low you want to play the song.

Letter Names (A, B, C) are always found in their special spots on the piano.

Practice saying the letter names of each key as you play up and down the keyboard.

Fill in the rest of the letters on the keyboard following the pattern.

C D E F G A B C D E F G A B C

Do, Re, Mi and Rest Ear Training!

Visit www.orpheusacademy.com and watch the Do, Re, Mi and Rest video to find the answers!

Ex. 1

mi

Ex. 2

do

Ex. 3

do

Ex. 4

mi

Discovering Same and Different Phrases

For the song below follow these steps:

- 1) Sing and show the contour
- 2) Tap on the pictures while you sing
- 3) Discover how many times you tap the first phrase
- 4) Answer the questions at the bottom of the page

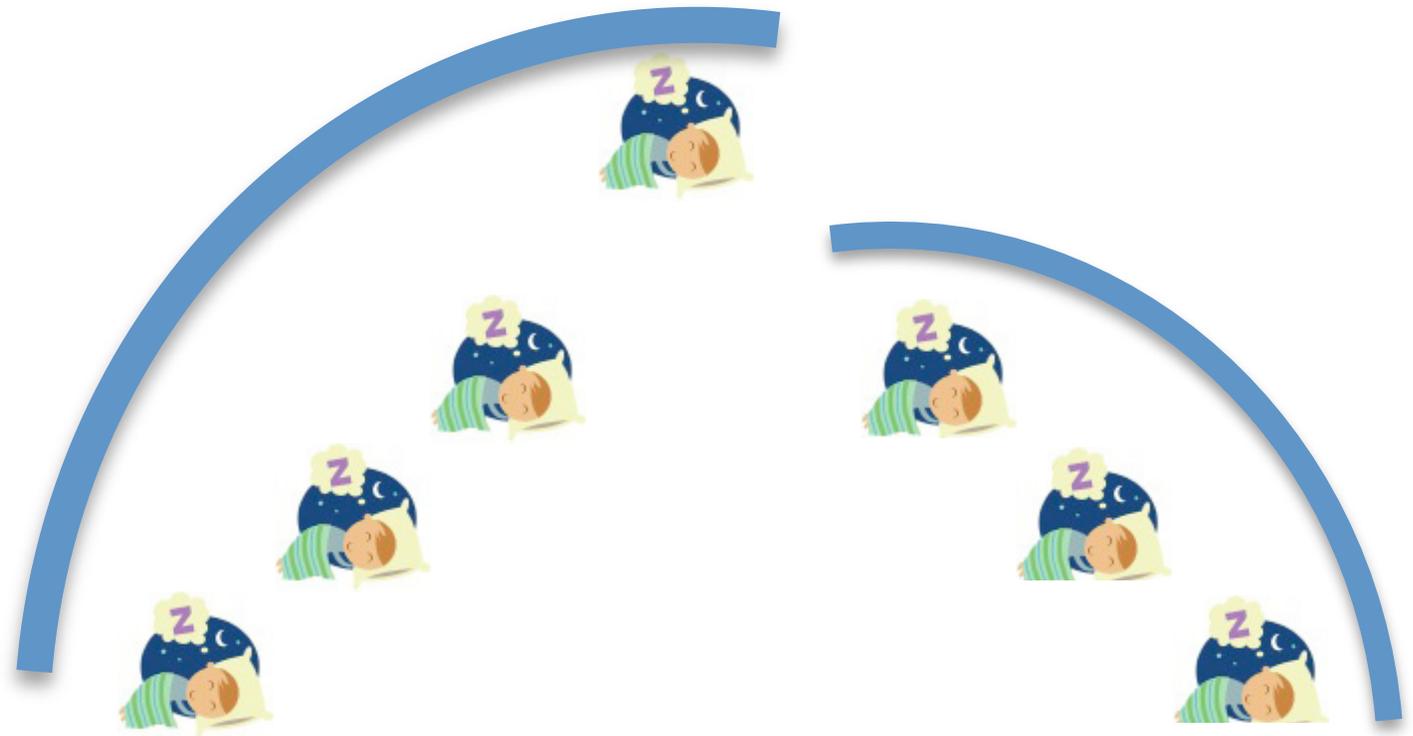
Duerme Pronto

Duerme Pronto

Nino liño

Duerme pronto

Sin llorar



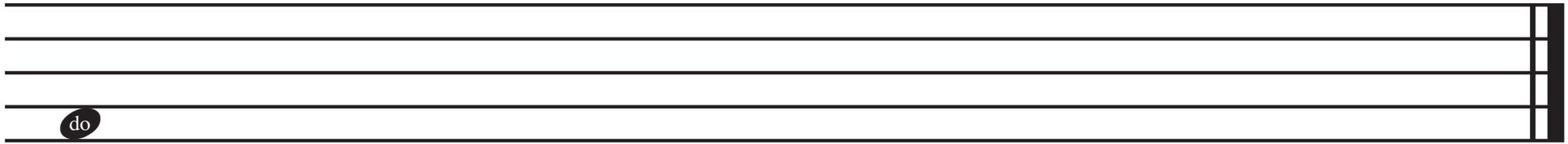
How many phrases are there? _____

How many phrases have the exact same pitches and rhythms? _____

If we call the first phrase "A" and the last phrase "B", how can we show the structure of this piece? _____

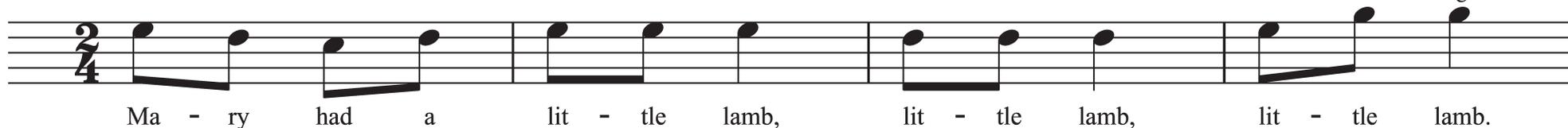


Write out Duerme Pronto in three different places on the staff



Mary Had a Little Lamb

English Folk Song



Ma - ry had a lit - tle lamb, lit - tle lamb, lit - tle lamb.



Ma - ry had a lit - tle lamb whose fleece was white as snow.

All Around the Buttercup

North American Folk Song



All a- round the bu- tter- cup One two three If you want a nice young friend just pick me.

Rain Come Wet Me

North American Folk Song



Rain come wet me, Sun come dry me, Ever - y where rain - bows glow, all a - round me.

Hot Cross Buns Ensemble

Arr. Ruth Meyer Sacks

Melody

Hot cross buns! Hot cross buns! One a pen-ny, two a pen-ny Hot cross buns!

Violin

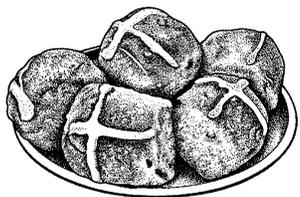
Guitar

Piano 1

Piano 2

Rhythm

The image shows a musical score for an ensemble performance of 'Hot Cross Buns'. The score is written in 4/4 time and consists of six staves. The top staff is the Melody, which includes the lyrics: 'Hot cross buns! Hot cross buns! One a pen-ny, two a pen-ny Hot cross buns!'. The other staves are for Violin, Guitar, Piano 1, Piano 2, and Rhythm. The Rhythm staff uses a drum set icon and shows a simple drum pattern. The score is arranged in a standard ensemble format with a key signature of one flat (B-flat) and a 4/4 time signature.



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— Skye McManus, Director of Musicianship



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