

Level B, page 4

4

Legato Playing

Your teacher will play four melodies.
Draw a SLUR to connect the first and last note of each melody if it is played LEGATO.



TEACHER: See page 45.

Use with page 5

TEACHING SUGGESTIONS

- Before playing examples, review the definition of legato.
- If melody is non-legato, the student does nothing to the example.
- Ask the student to play the legato examples on the keyboard as a sight-reading exercise naming the notes while playing. Suggest a starting finger for each example. Check that a good legato is used.



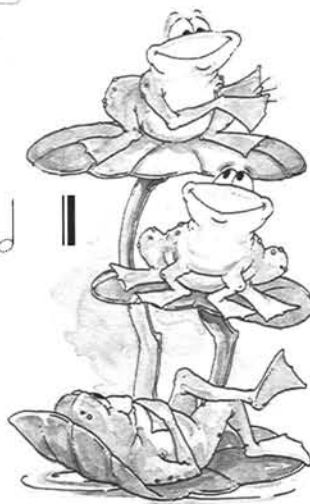
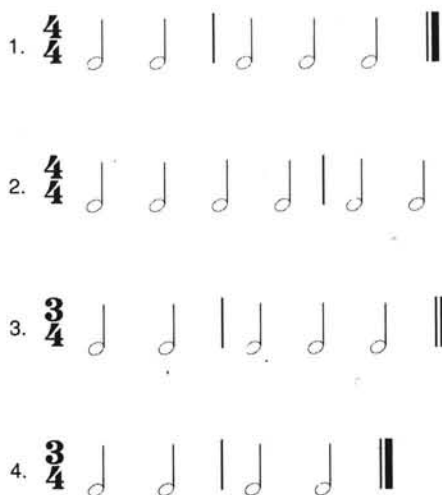
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5

Quarter and Half Notes

Your teacher will clap rhythm patterns using QUARTER and HALF NOTES.
Color each QUARTER NOTE that you hear.

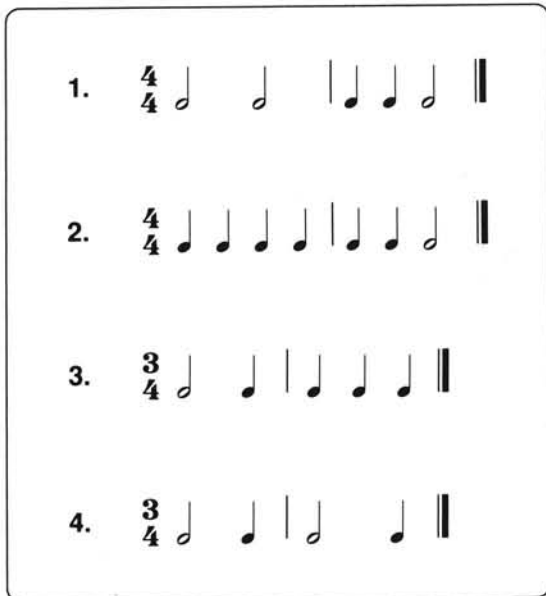


TEACHER: See page 45.

Use with page 6.

TEACHING SUGGESTIONS

- After you clap the example, ask the student to clap the example before completing the answer.
- If the student has difficulty completing the examples, clap measures individually.



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Level C, page 27

27

Use with page 26.

Middle C Position

Your teacher will play melodies in the MIDDLE C POSITION.
One note in each melody will be played incorrectly. Circle the incorrect note.



1.

2.

3.

4.

TEACHER: See page 46.

TEACHING SUGGESTIONS

- Ask the student to point to each example while you play to aid in finding the incorrect note.
- If the student has difficulty finding the incorrect note, play the example as written in the student's book followed by the example with the incorrect note.

1.

2.

3.

4.

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Level C, page 28

28

Use with page 29.

Eighth Notes

Your teacher will clap a rhythm pattern.
Draw the missing note(s) in the box using or .

1. $\frac{3}{4}$

2. $\frac{3}{4}$

3. $\frac{4}{4}$

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

TEACHER: See page 46.

TEACHING SUGGESTIONS

- After you clap the example, ask the student to clap the example before drawing the appropriate answer.
- If the student has difficulty identifying the missing note(s), clap only the measure with the missing note(s).

1. $\frac{3}{4}$

2. $\frac{3}{4}$

3. $\frac{4}{4}$

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

Teacher's Examples, page 46

Level E, page 37

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Use with pages 46-47.

Review

- Your teacher will clap a rhythm pattern. Circle the pattern that you hear.
- Your teacher will play a melody. Circle the melody that you hear.
- Your teacher will play a MELODIC interval of a 6th, 7th or octave (8th) BELOW the given note.
 - Draw the second note on the staff using a half note.
 - Write the interval number (6, 7 or 8) on the line.
- Your teacher will play a MAJOR SCALE (hands together) that moves in the SAME direction or in CONTRARY MOTION. Circle SAME if the scale moves in the SAME direction. Circle CONTRARY if the scale moves in CONTRARY MOTION.
- Your teacher will play a C MAJOR SCALE. One note in the scale will be played incorrectly. Circle the incorrect note.
- Your teacher will play a melody that uses notes from the G MAJOR SCALE. Draw the missing notes in the second measure.

1 

2 

3 

4 

5 

6 

TEACHER: See page 46

TEACHING SUGGESTIONS

1

- After you clap the example, ask the student to clap the example before circling the appropriate answer.
- When checking the answer, ask the student to clap the pattern not circled. This provides additional practice clapping rhythms.

2

- Ask the student to identify the difference between the melodies in the example.
- Ask the student to play the example on the keyboard as a sight-reading exercise naming the notes while playing. Suggest a starting finger for each staff.

3

- To provide an aural model, play melodic 6ths, 7ths and octaves (8ths) that move down for the student before playing the example.
- Before playing the example, discuss how 6ths, 7ths and octaves (8ths) look on the staff.
- Play the example a minimum of two times.
- Check the stem direction of the missing note.
- Ask the student to play the example on the keyboard as a sight-reading exercise naming the notes while playing. Suggest a starting finger for the example.

4

- Before playing the example, play major scales that move in the same direction and in contrary motion to provide an aural model.

5


- Ask the student to point to the example while you play to aid in finding the incorrect note.
- If the student has difficulty finding the incorrect note, play the example as written in the student's book followed by the example with the incorrect note.


6


- Play the example a minimum of two times.
- If the student has difficulty determining the starting note of the second measure, play the first measure and the first note of the second measure.
- After the student has determined the first note of the second measure, play the second measure as many times as needed.
- Ask the student to name the missing notes.
- If the student has difficulty determining the rhythm of the second measure, play the second measure only and ask the student to clap the measure before completing the rhythm.
- Check the stem direction of the missing notes.
- Play the example one final time for the student to check the work.


1.  (Play)

2. 

3. 

4. 

5. 

6. 

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