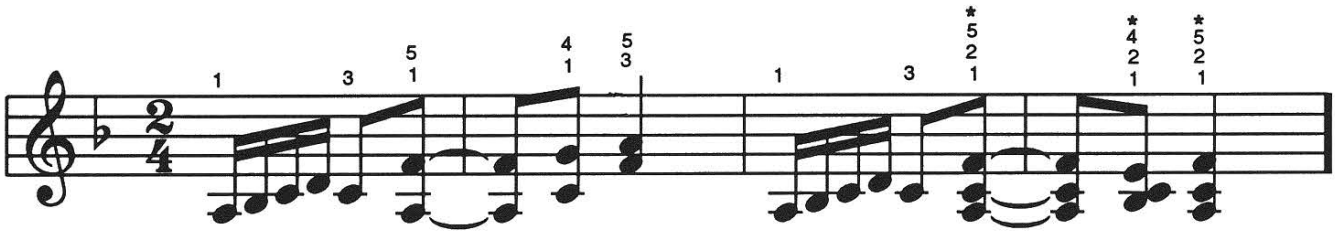
The
MAYRON COLE PIANO METHOD

FUN SHEET ©
SPINNING SONG

Ellmenreich

STUDENTS:
Always name the **LOWEST NOTE FIRST** in a **HARMONIC** interval or a chord.

1. The **RIGHT HAND** plays this **SPINNING SONG THEME** many times. Write the letter names below these notes. Play this theme three times when you go to the keyboard. Later, play the theme once for your teacher:

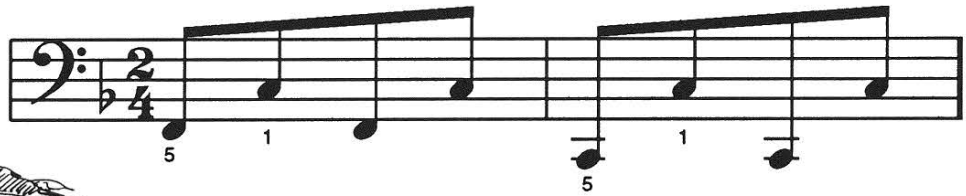


Letter Name: _____



2. Look above at the three **CHORDS** with an * above them. What note is **REPEATED** in all three chords? _____
(C or A?)

3. The **LEFT HAND** plays a "rocking" pattern many times in **SPINNING SONG**. Write the letter names below these notes:



4. This,  , is a **PAIR OF REPEAT SIGNS.** This sign tells you to play the enclosed portion of the music **AGAIN.** _____
(yes or no ?)

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SPINNING SONG

Albert Ellmenreich
(1816-1905)

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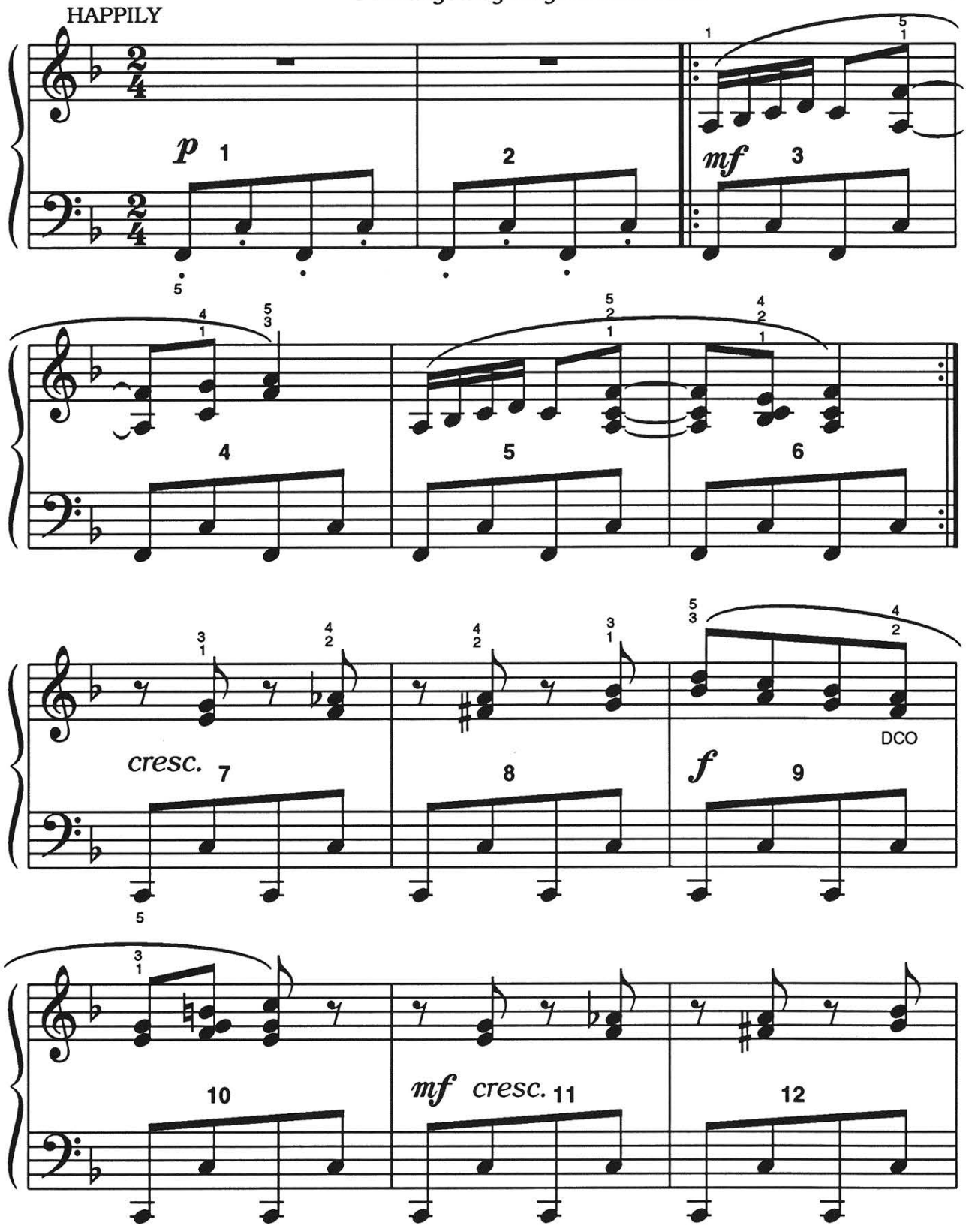

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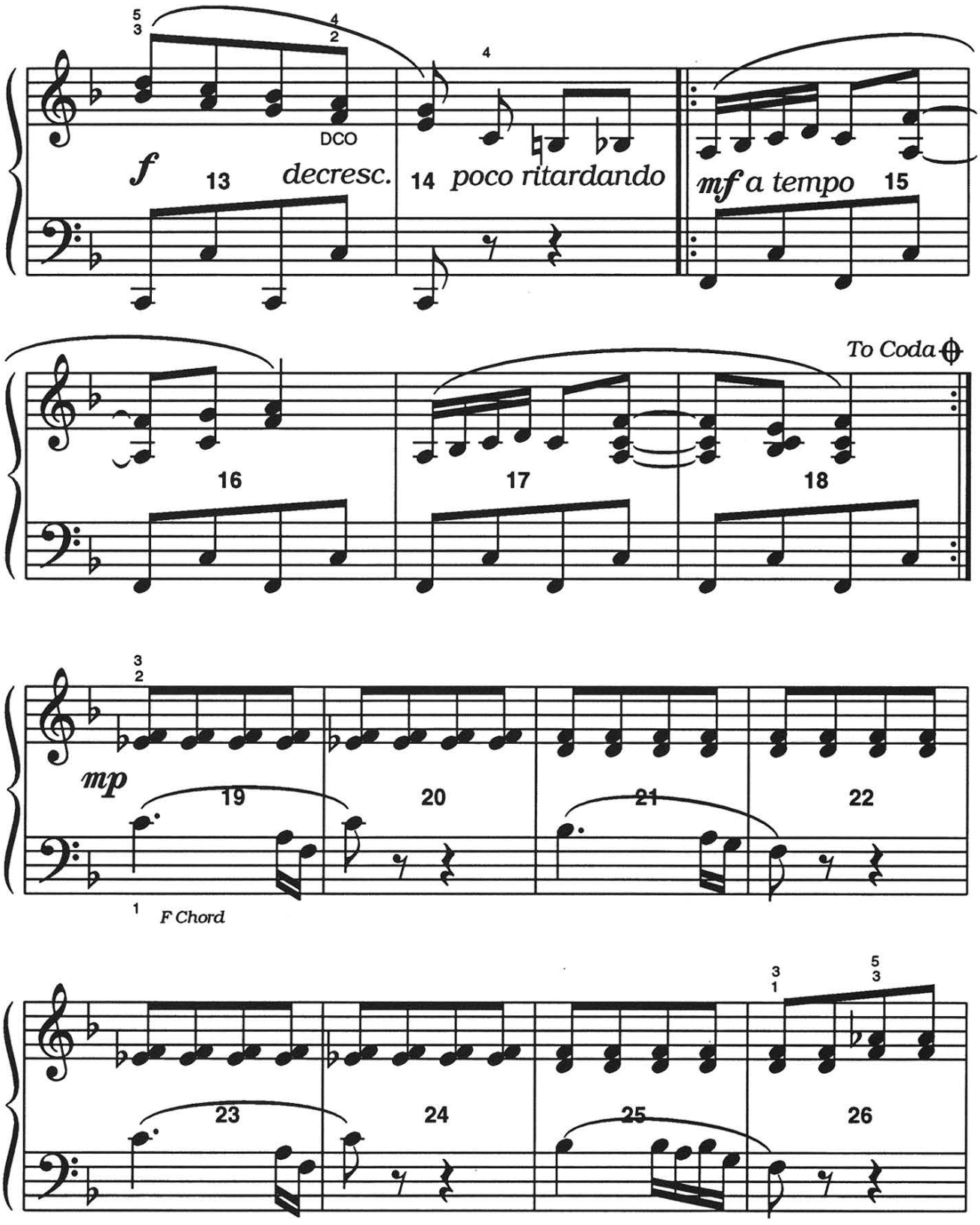
(orchestrated accompaniment has a 2 measure count-in)

DCO = DOUBLE CROSS-OVER.



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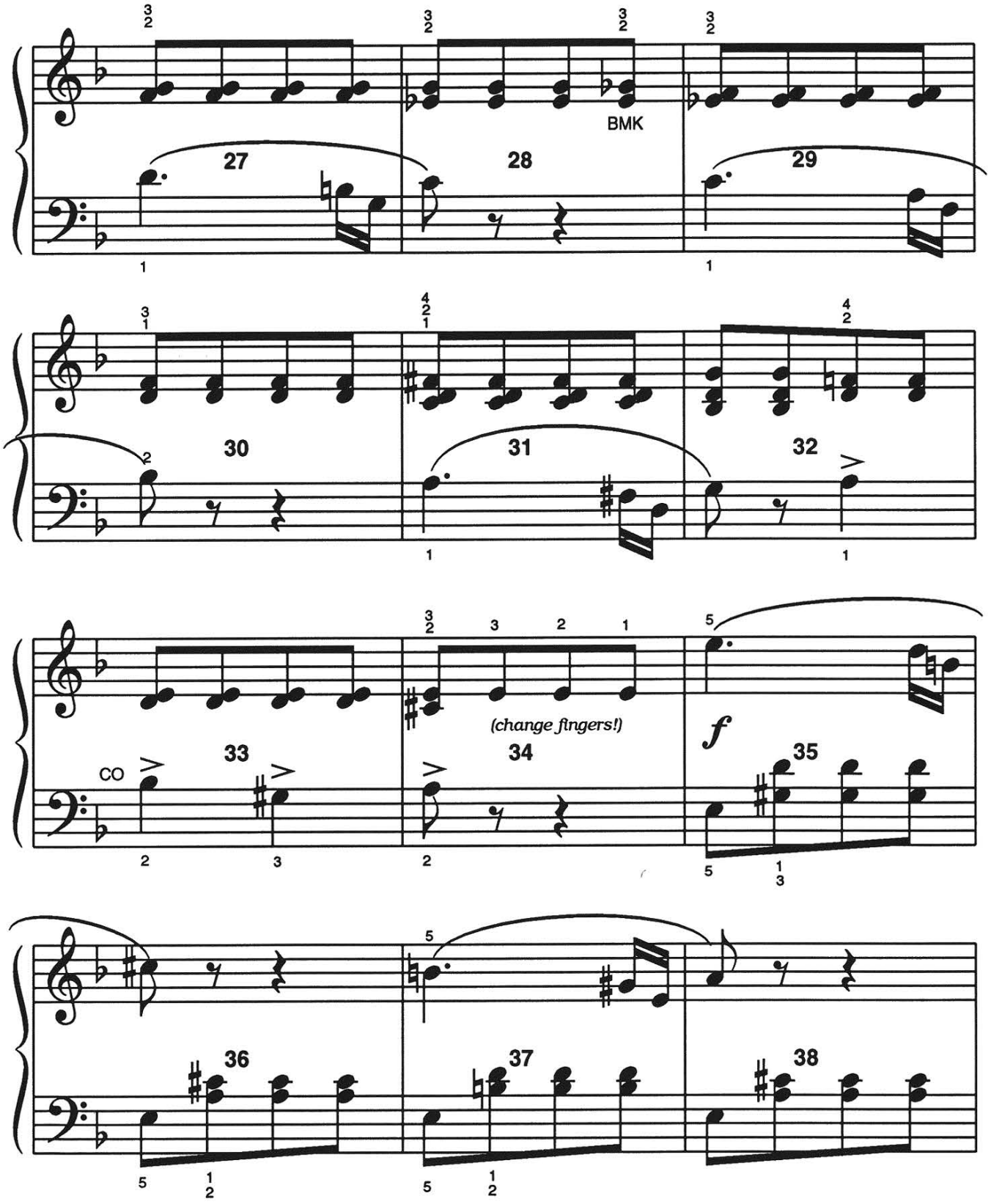
CO = CROSS OVER. TU = TUCK UNDER. BMK = BLACK MOUNTAIN KEYS.



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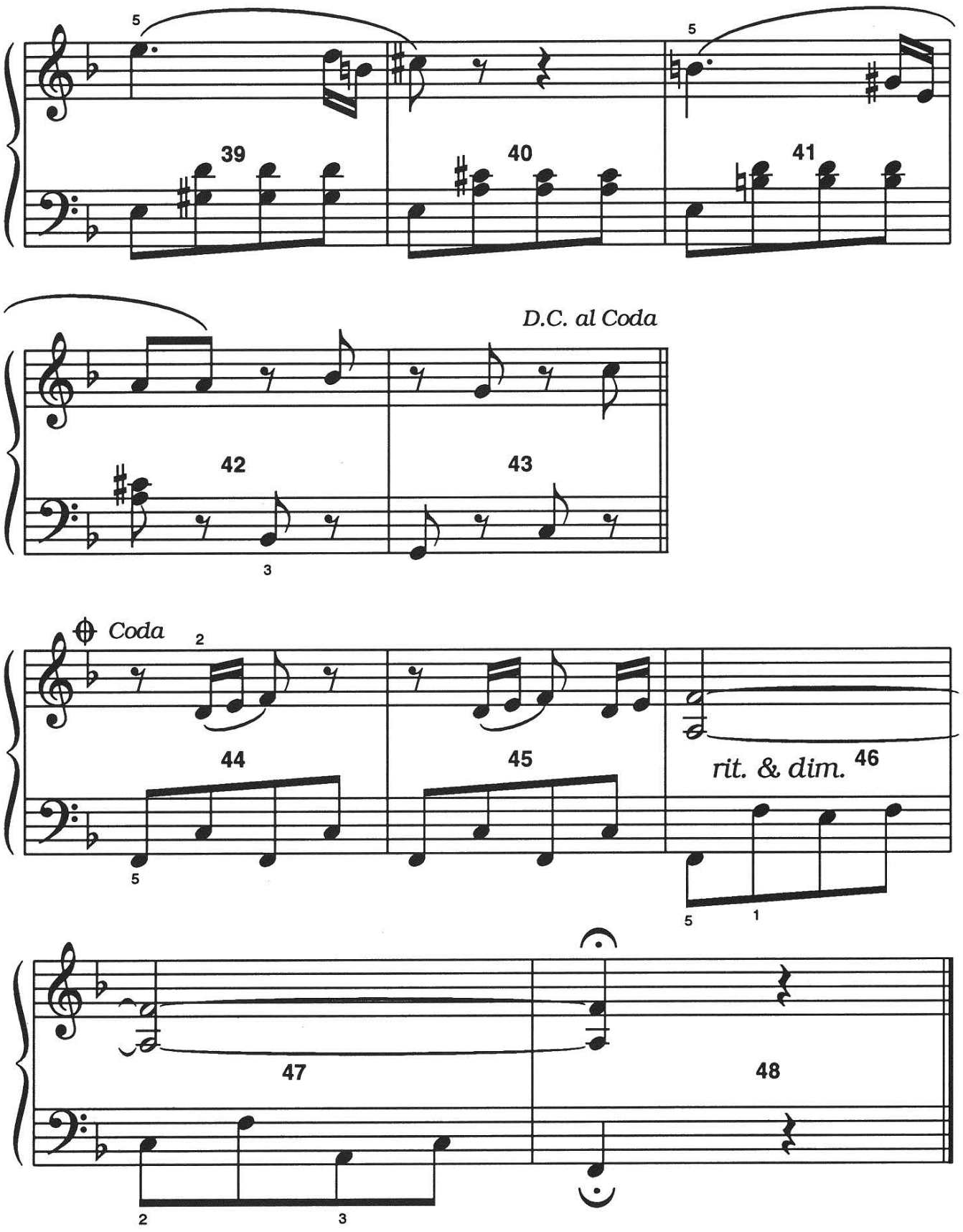

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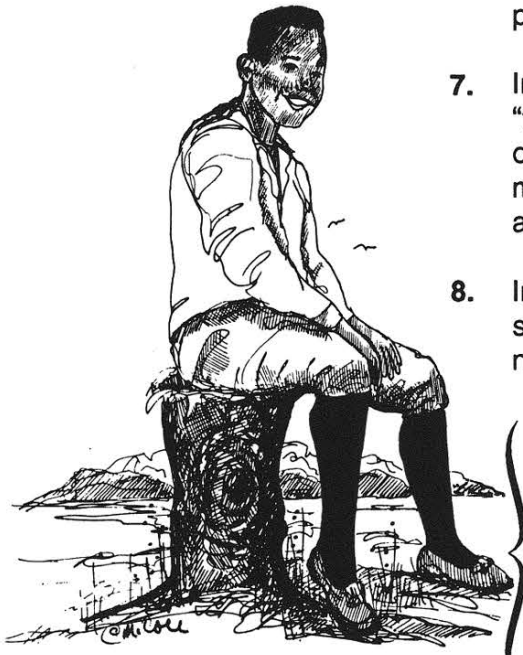
FUN SHEET (Cont'd.)

5. Turn to **SPINNING SONG.** Look at measures 19 through 34 on pages 103 & 104. In these measures, the **MELODY** is in the _____ hand.
(left or right?)

When you go to the keyboard, play **ONLY** the **LEFT-HAND NOTES** in these measures. When you add the **RIGHT HAND**, play the **RIGHT-HAND NOTES** quieter than the **LEFT-HAND NOTES.**

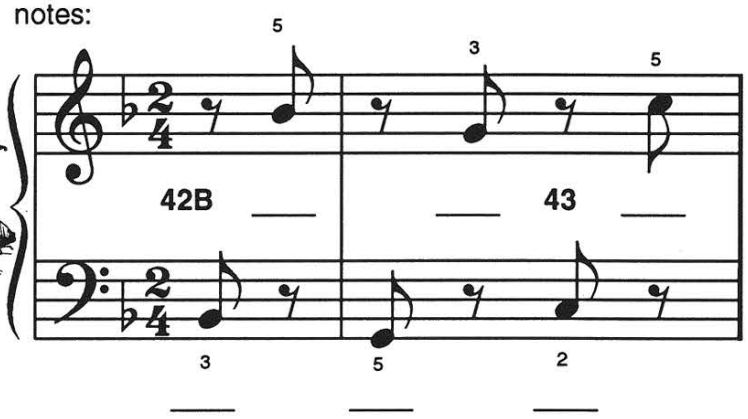
6. Turn back to **SPINNING SONG** again. Look at measures 35 through 42 on pages 104 & 105. The **MELODY** is now being played with the _____hand.
(right or left?)

Play LOUDER with the hand that has the **MELODY** when you play this portion on the keyboard.



7. Imagine that the **LEFT HAND** and the **RIGHT HAND** are "talking" in the above measures. One hand "speaks," and the other hand "answers." If you can manage this image in your music playing, your music will be much more interesting to your audience.

8. In measures 42 and 43, on page 105, both hands "speak" in a seesaw manner. Write the letter names below these seesaw notes:



Play these seesaws 3 times and once more for your teacher.

9. **"D. C. al CODA"** means that you must go back to the _____and play to the **CODA SIGN**, " 𝄋 ,"
(sign or beginning?)
which is at the end of measure _____. Then, skip to the
(18 or 14?)
CODA which is **always** at the _____of a piece.
(end or beginning?)

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SPINNING SONG

RHYTHM FUN!



The **TOP NUMBER** of the _____
(key signature or time signature?)
tells you how many **BEATS** are in each measure.

The **BOTTOM NUMBER** tells you what type of note receives **ONE BEAT.**

The **"4"** stands for the 1/4 note or_____note.
(whole or quarter?)

Draw a **QUARTER NOTE:** _____. Draw a **QUARTER REST:** _____.

Draw an **EIGHTH NOTE:** _____. Draw an **EIGHTH REST:** _____.

Draw a **SIXTEENTH NOTE:** _____. Draw a **SIXTEENTH REST:** _____.

2/4 RHYTHM CLUE:  = 1 BEAT !

1 e + a 1 e + - 1 (e) + -

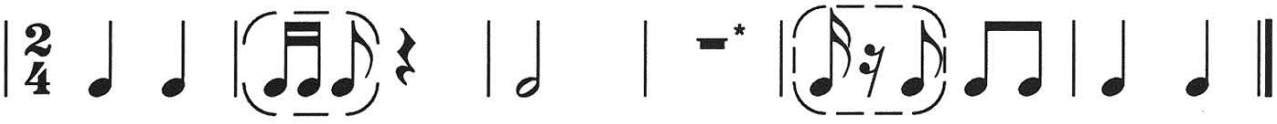
STUDENTS: WORK THE BACK OF THIS PAGE (Paragraphs C, D, & E) FIRST!

1. **ONE REST** is missing in the 3 of the measures below. Draw in the correct rest. Then, write the counts below each note, dot, or rest to which the count belongs. **BE ACCURATE WITH YOUR COUNTING!**



Counts: _____.

2. Write the correct counts below these notes and rests.



_____

* A "WHOLE MEASURE REST" fills a "WHOLE MEASURE" with silence no matter WHAT THE TIME SIGNATURE is.

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C. In all of the Rhythm Patterns on this page, the **Quarter Note** equals **One Beat.**

Therefore, an **EIGHTH + 2 SIXTEENTHS** equal **ONE BEAT.** This **RHYTHM PATTERN** may be written **MANY DIFFERENT WAYS!** Here are some variations that you will encounter:

STUDY THESE $\frac{2}{4}$ RHYTHM PATTERNS

REVERSED

1.  1 e + a
4.  1 e + a
7.  1 e + a
10.  1 e + a

2.  1 e + a
5.  1 e + a
8.  1 e + a
11.  1 e + a

3.  1 e + a
6.  1 e + a
9.  1 e + a
12.  1 e + a

D. RHYTHM CHALLENGE FUN! With your piano class and teacher, clap each of the above rhythms. Then, one-at-a-time, each student must clap **ONE** of the **RHYTHM PATTERNS** from above. Next, your teacher will challenge the student of her choice to clap a certain rhythm. Everyone in the group must have a chance before a student is chosen for the second time! **STUDENTS MUST CLAP & COUNT ALOUD!**

MORE RHYTHM FUN! $\frac{4}{4}$ PATTERNS



E. Add each group of notes and rests below. Then, draw the **ONE NOTE** that equals the **Whole Group** in **TIME VALUE. BE ON THE LOOKOUT FOR ANY OF THE ABOVE COMBINATIONS! THEY ARE EQUAL TO ONE BEAT !!!!!**

The first Rhythm Pattern is written as an example for you.

$\frac{4}{4}$ REMINDER:  **= 2 BEATS , AND**  **= 1 BEAT !**

1.  = .
4.  = _____.
2.  = _____.
5.  = _____.
3.  = _____.
6.  = _____.

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