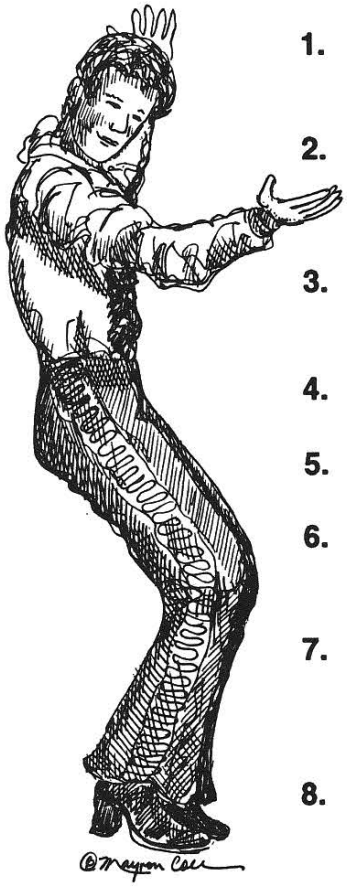
The
MAYRON COLE PIANO METHOD

FUN SHEET ©

BALLADE
BURGMÜLLER



1. The **KEY SIGNATURE** of **BALLADE** is **THREE** _____.
   (sharps or flats?)

2. The **TIME SIGNATURE** of **BALLADE** is _____.
   ($\frac{3}{8}$ or $\frac{3}{4}$?)

3. There are **SEVEN FLATS** in music. In order they are:
   B♭ E♭ A♭ D♭ G♭ C♭ F♭.

4. The first four flats spell: _____ _____ _____ _____.

5. What three notes are flatted in **BALLADE**? ___ ___ ___

6. Cover the above answer and write the seven flats in correct order by memory:
   ___♭ ___♭ ___♭ ___♭ ___♭ ___♭ ___♭.

7. The first five flats are **BLACK-KEY FLATS.** What are the first five flats?
   _____♭ _____♭ _____♭ _____♭ _____♭

8. The last two flats are **WHITE-KEY FLATS.** What are the last two flats?
   _____♭ _____♭

9. A _____cancels a sharp or a flat.
   (pedal mark or natural sign?)

10. Turn to **BALLADE** and look at the end of Measure 30 on page 173. Do you see that the **KEY SIGNATURE** of **THREE FLATS** has been **CANCELLED** by **THREE NATURAL SIGNS?**
    _____
    (yes or no?)
    Circle these **NATURAL SIGNS** with your pencil.

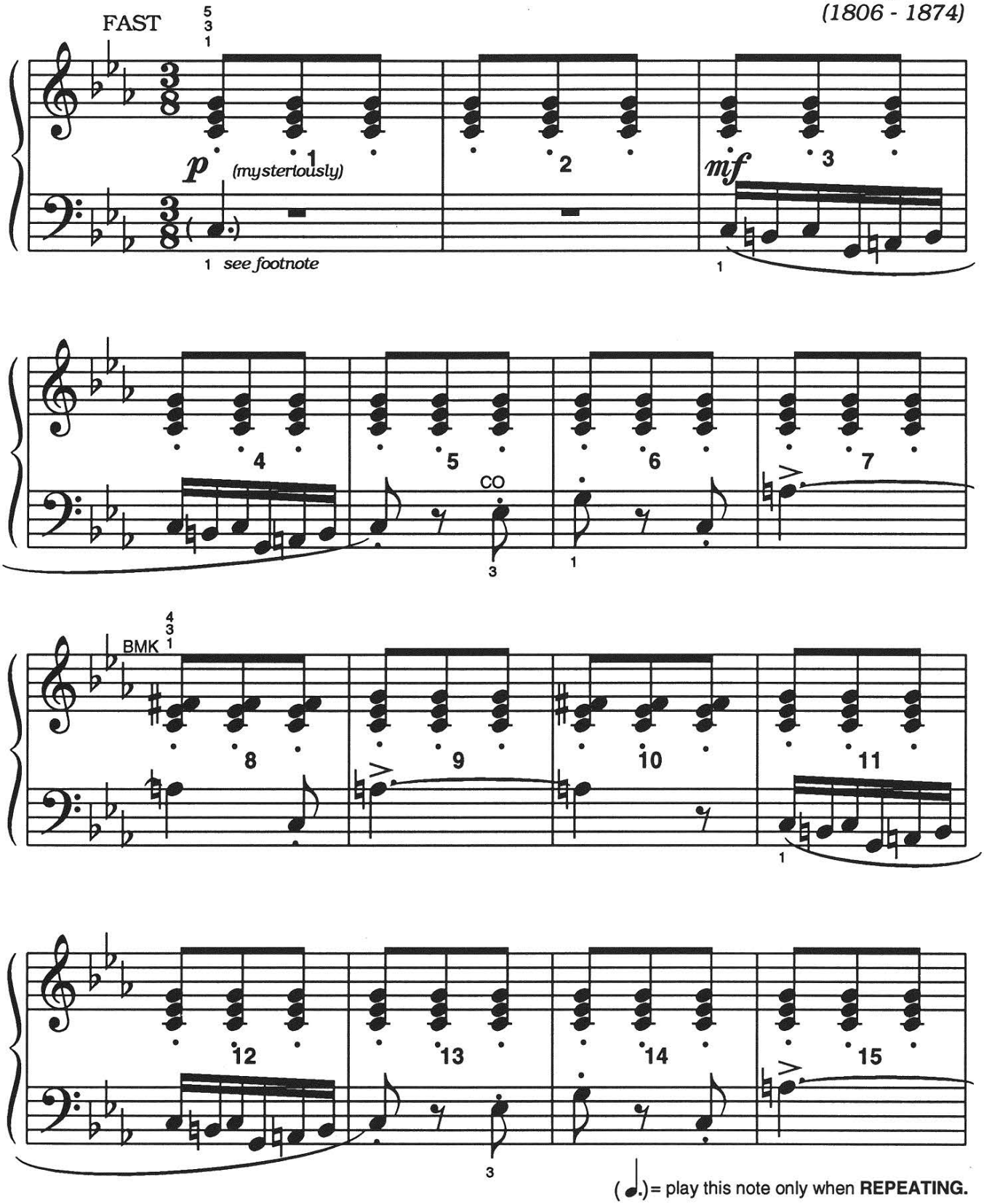
11. **D. C. al Coda** means to go back to the _____and play to the **CODA SIGN.** (beginning or the "sign"?)

F R E E P I A N O M E T H O D . C O M
Although Mayron Cole owns the copyright to this page, she is granting permission to copy it **only** under the following condition: Teachers and students may print this page at home, school, or at their local print shop; and teachers and students may download, view, copy and/or share this page digitally.

CREATED BY
MAYRON COLE

BALLADE

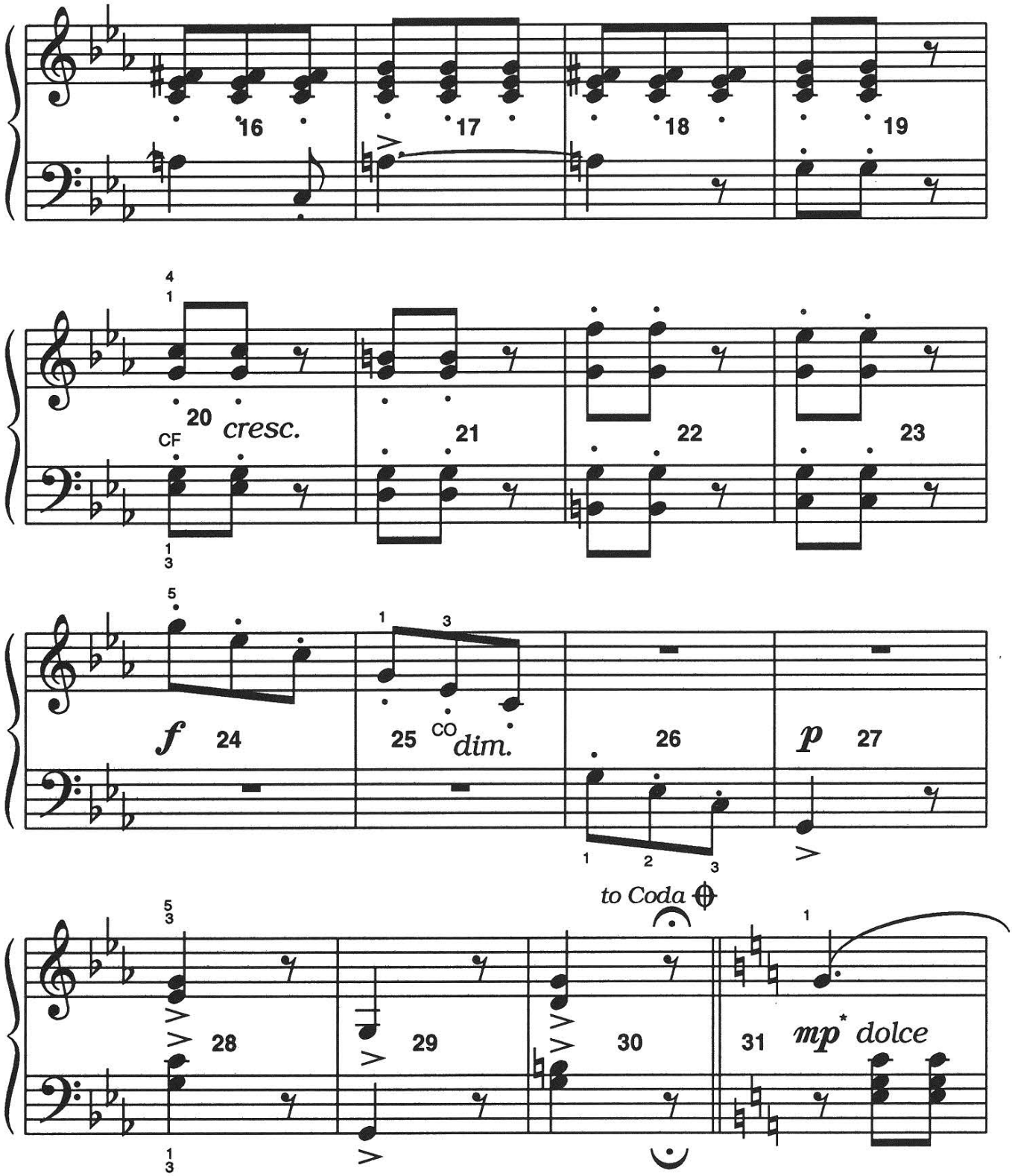
Burgmüller
(1806 - 1874)



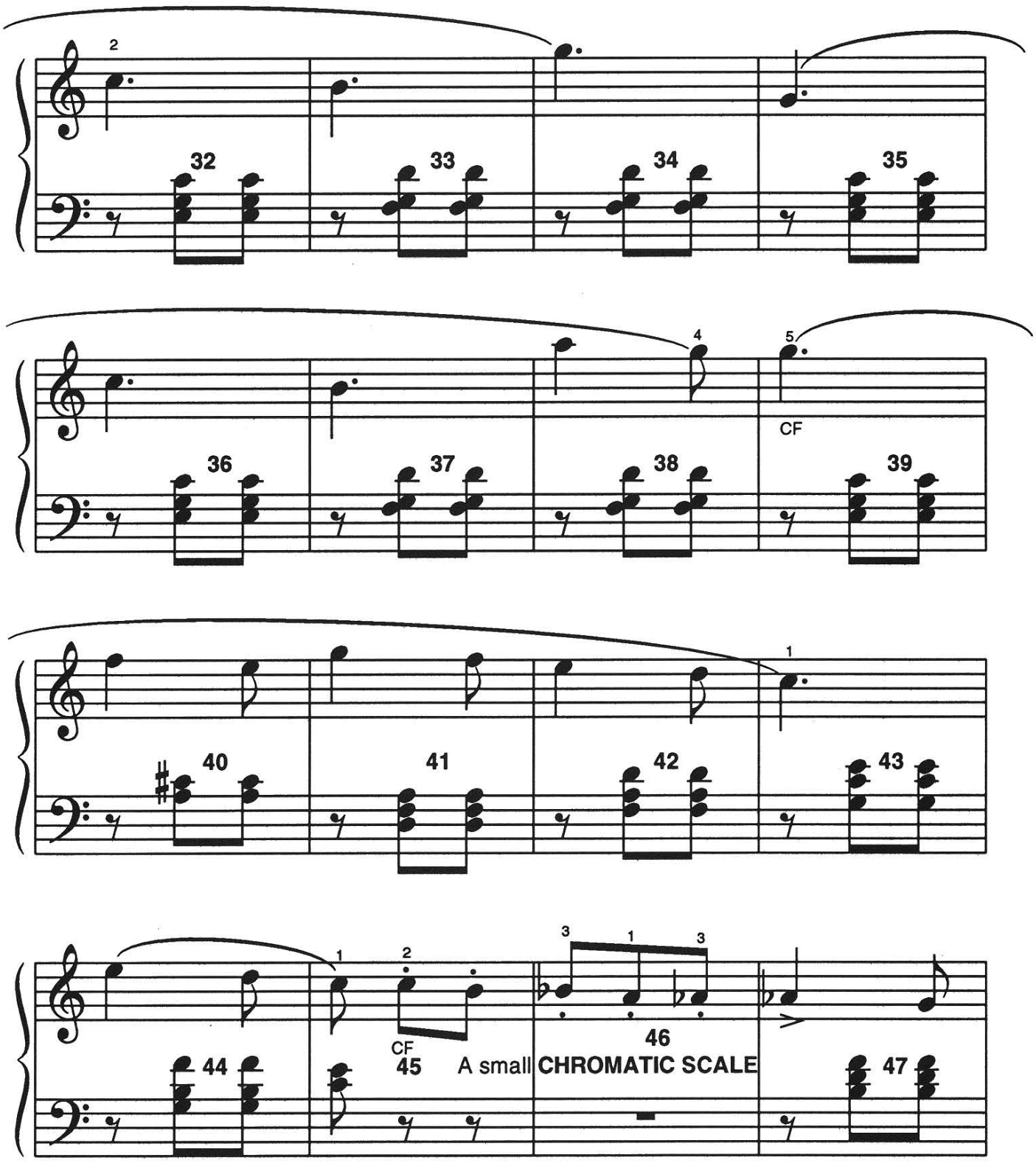
(𝅗𝅥.) = play this note only when **REPEATING.**

F R E E P I A N O M E T H O D . C O M
Although Mayron Cole owns the copyright to this page, she is granting permission to copy it **only** under the following condition: Teachers and students may print this page at home, school, or at their local print shop; and teachers and students may download, view, copy and/or share this page digitally.

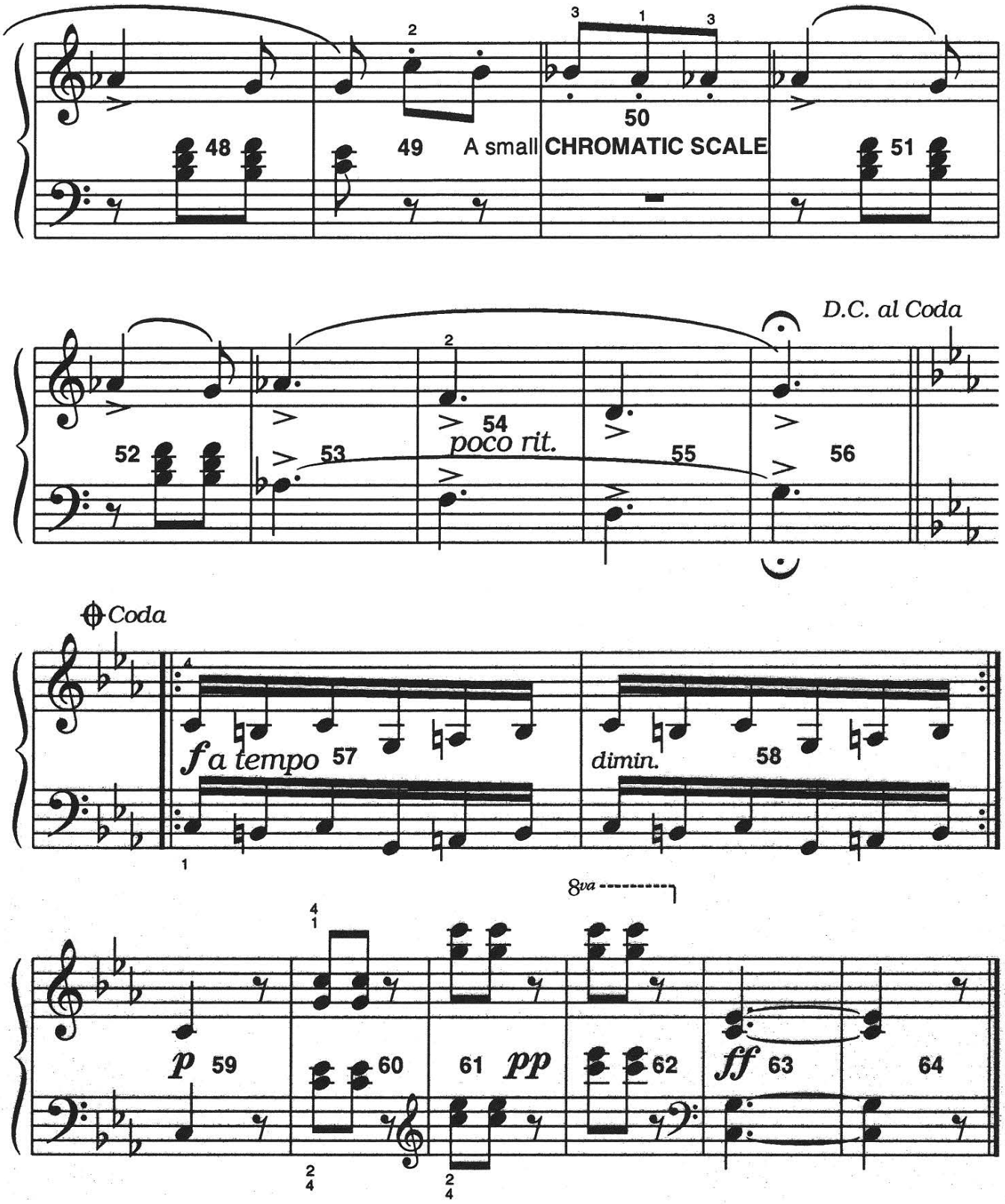
(orchestrated accompaniment has a 2 measure count-in)
* dolce(say, "DOL-chāy") = means "sweetly."



FREEPIANOMETHOD.COM
Although Mayron Cole owns the copyright to this page, she is granting permission to copy it **only** under the following condition: Teachers and students may print this page at home, school, or at their local print shop; and teachers and students may download, view, copy and/or share this page digitally.



FREEPIANOMETHOD.COM
Although Mayron Cole owns the copyright to this page, she is granting permission to copy it **only** under the following condition: Teachers and students may print this page at home, school, or at their local print shop; and teachers and students may download, view, copy and/or share this page digitally.

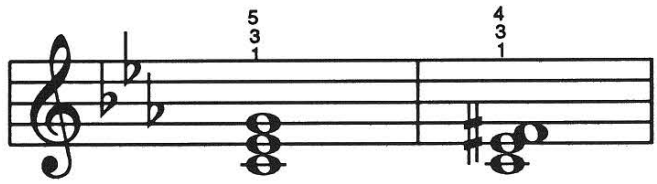


FREEPIANOMETHOD.COM
Although Mayron Cole owns the copyright to this page, she is granting permission to copy it **only** under the following condition: Teachers and students may print this page at home, school, or at their local print shop; and teachers and students may download, view, copy and/or share this page digitally.

12. The **CODA SIGN,"𝄌,"** is at the end of **MEASURE 30** on page 173. Turn to the **CODA SIGN** and circle it with your pencil.

13. The **CODA SIGN** tells you to skip to the **CODA**, which is always at the _____ of a piece.
(beginning or end?)

14. These **TWO CHORDS** are played often in **BALLADE**. Write the letter names under each **CHORD**. Which **TWO NOTES** are utilized in both chords?
_____ & _____



Letter Name: ___ ___ ___ ___ ___ ___.

One of these **CHORDS** uses the **BLACK MOUNTAIN KEYS.** What are the **BLACK MOUNTAIN KEYS?** _____♭ & _____♯

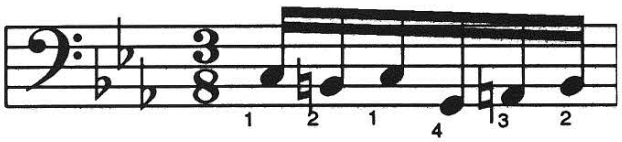
When you go to the keyboard, play these chords three times and once more for your teacher.

15. This **NOTE PATTERN** is played many times in **BALLADE**.
(In **MEASURES 57 & 58** on page 174, the **PATTERN** is played with **BOTH HANDS**.)



Write the letter names below these notes:

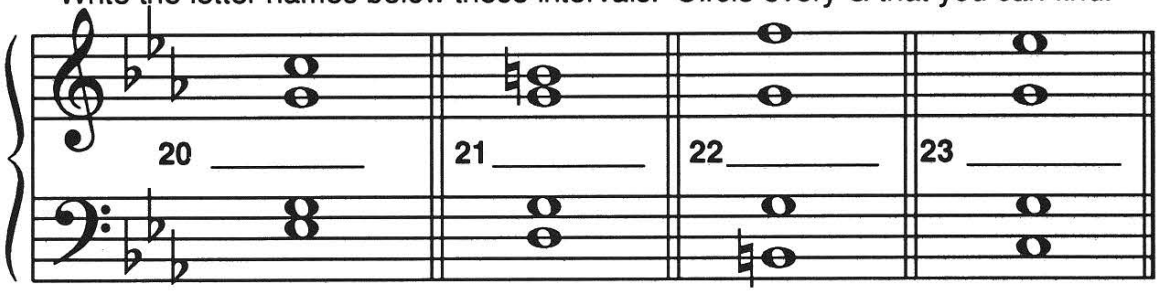
When you go to the keyboard, play this note pattern three times. Then, play the pattern once for your teacher. Now play measures 57 & 58 on page 174, also.



___ ___ ___ ___ ___ ___

16. Look at the intervals in measures 20, 21, 22, & 23 on page 173. In both the **RIGHT- HAND** and the **LEFT-HAND** intervals, **ONE NOTE IS REPEATED.** What note is it? _____
(G or F ?)

Write the letter names below these intervals. Circle every **G** that you can find.



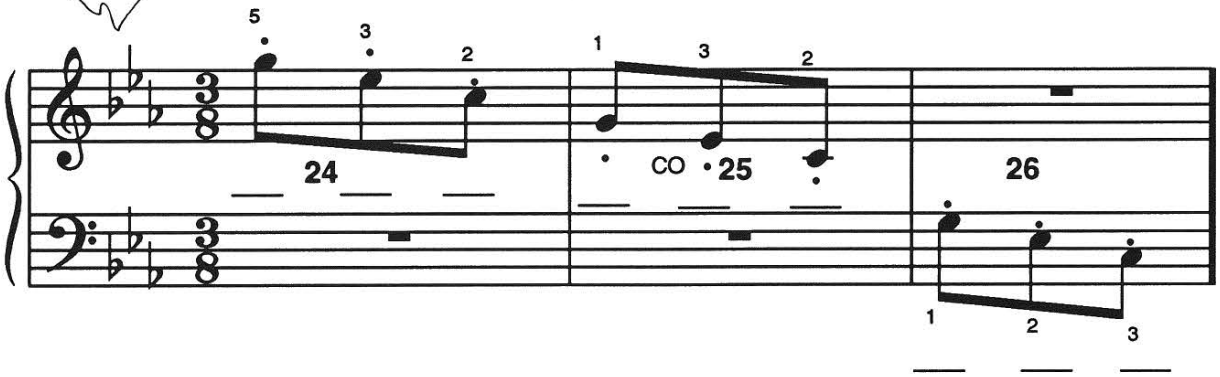
_____ _____ _____ _____

F R E E P I A N O M E T H O D . C O M
Although Mayron Cole owns the copyright to this page, she is granting permission to copy it **only** under the following condition: Teachers and students may print this page at home, school, or at their local print shop; and teachers and students may download, view, copy and/or share this page digitally.



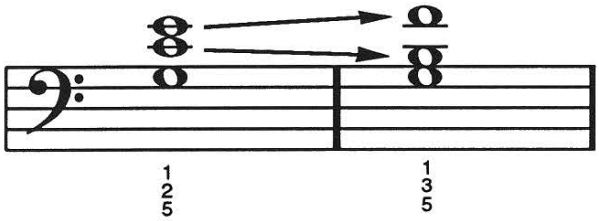
17. In measures 24, 25, & 26, on page 173, there is a **DESCENDING C-MINOR CHORD.** (This means a **C-MINOR CHORD** that is played "backwards.")

Write the letter names below the notes of these **THREE C-MINOR CHORDS.**



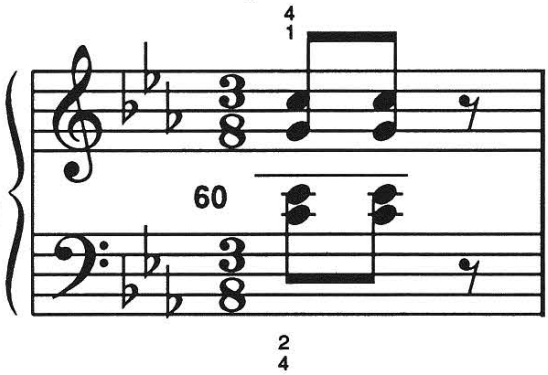
18. These two chords (in measures 43 & 44 on page 173A) are rather tricky. Do you see how **E** moves up to _____?
(F or D ?)
Do you see how **C** moves down to _____?
(B or D ?)

Do you see that the lowest note does **NOT CHANGE?** _____
(yes or no?)

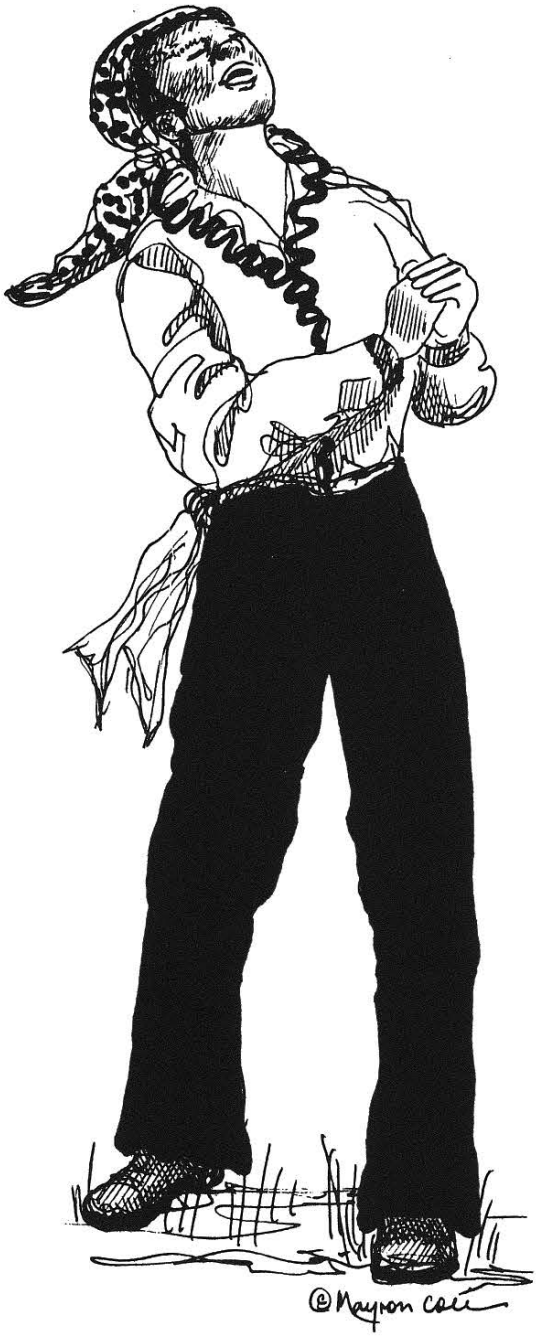


Write the letter names below these "tricky" chord notes.

19. Measures 60, 61, & 62 on page 174 are fun. Play the notes in measure 60. Then, move **BOTH HANDS** an octave higher & play the same notes. (That's measure 61.) Next, move **BOTH HANDS** an octave higher and play the same notes **AGAIN !** (That's measure 62.)



F R E E P I A N O M E T H O D . C O M
Although Mayron Cole owns the copyright to this page, she is granting permission to copy it **only** under the following condition: Teachers and students may print this page at home, school, or at their local print shop; and teachers and students may download, view, copy and/or share this page digitally.



STUDENTS & TEACHERS:

Since **BALLADE** is a "musical story," it is fun for your class to create a story that will go with the music — after everyone has learned the entire piece, of course.

Scene # 1 (which is rather mysterious!) is found in **MEASURES 1** through **30**.

Scene # 2 (which is to be played "sweetly") if found in **MEASURES 31** through the first note in **MEASURE 45.**

Scene # 3 is a **TRANSITION SCENE** where the story is becoming "mysterious" again! It is found in the last two beats of **MEASURE 45** through **MEASURE 56.**

Scene # 4 is back to the "mysterious" portion of the story! **MEASURES 1 - 30.**

Scene # 5 is the **ENDING SCENE** with all members of the class playing the **GRAND FINALE SCENE** together! **MEASURES 57-64.**

CAST

STORYTELLER: _____.

Scene # 1 PERFORMER: _____.

Scene # 2 PERFORMER: _____.

Scene # 3 PERFORMER: _____.

Scene # 4 PERFORMER: _____.

ENDING SCENE:
Entire Cast!

F R E E P I A N O M E T H O D . C O M
Although Mayron Cole owns the copyright to this page, she is granting permission to copy it **only** under the following condition: Teachers and students may print this page at home, school, or at their local print shop; and teachers and students may download, view, copy and/or share this page digitally.