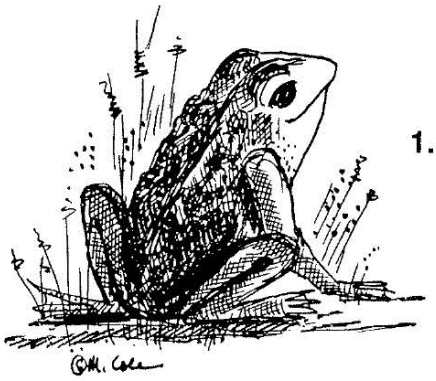
The
MAYRON COLE PIANO METHOD

FUN SHEET

SONG OF THE FROG AND THE NIGHT BIRD ©

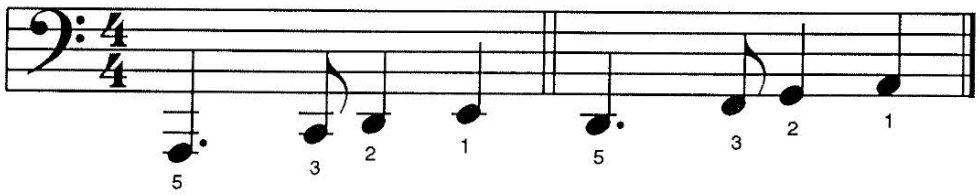


MORE PATTERNS ! ! !

1. The **LEFT HAND** plays repeated patterns many times in the **SONG OF THE FROG AND THE NIGHT BIRD.**

   Write the letter names below these notes. Then, when you go to the keyboard, play each pattern three times and once more for your teacher.

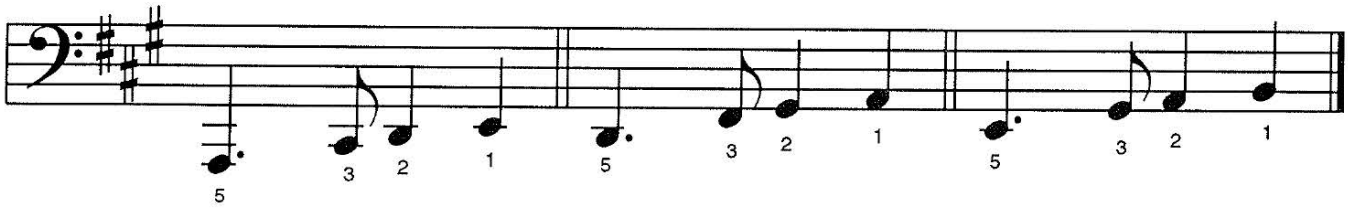
Pattern 1 *Pattern 2*



Letter Name: ___ ___ ___ ___ ___ ___ ___ ___.

BE CAREFUL WITH PATTERNS 3, 4, & 5. Be sure that you observe that there are **THREE SHARPS** in the **KEY SIGNATURE!**

Pattern 3 *Pattern 4* *Pattern 5*



Letter Name: ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___.

PATTERN 1 is similar to **PATTERN #** _____.

PATTERN 2 is also similar to **PATTERN #** _____.

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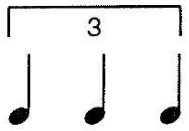
FUN WITH RHYTHM ! !



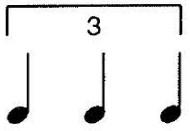
2. SOMETHING NEW! There are **QUARTER-NOTE TRIPLETS** in **THE SONG OF THE FROG AND THE NIGHT BIRD.**

A QUARTER-NOTE TRIPLET equals TWO BEATS!!!
Please remember this!!

A QUARTER-NOTE TRIPLET is counted like this:

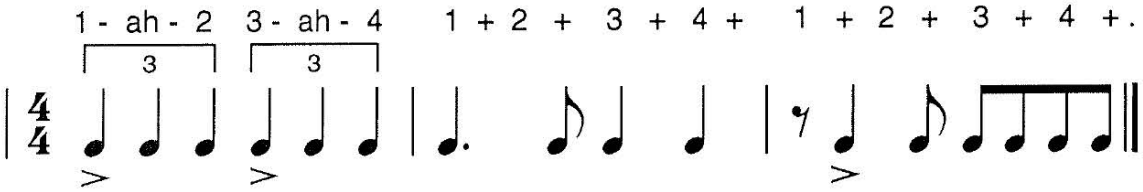


1 - ah - 2



3 - ah - 4.

3. WITH YOUR TEACHER, count and clap this rhythm:



PLAY RHYTHM-GO-ROUND with your piano class. Everyone has a chance to **CLAP & COUNT** aloud this rhythm. Keep going 'round until all of the students can count the rhythm perfectly!

4. WRITE THE COUNTS UNDER THE FOLLOWING NOTES & RESTS:
(**REMEMBER:** A quarter-note triplet equals 2 beats!).



Counts:_____.

5. Draw bar-lines where they are needed to divide these notes correctly into measures.

REMEMBER: A quarter-note triplet equals 2 beats in $\frac{4}{4}$ (common time)!!



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SONG OF THE FROG AND THE NIGHT BIRD is written using two scales: **A MINOR** and **A MAJOR.**

1. Since both of these scales start and end on _____, they are called parallel scales! (G or A?)

2. The **KEY SIGNATURE** of **A MINOR** is _____sharp(s) or flat(s). (0 or 1?)

3. The **KEY SIGNATURE** of **A MAJOR** is _____sharps. (2 or 3?)

4. Turn in your music to measure 14 (b) on page 192. Do you see where the "key signature" changes to three sharps? _____ (yes or no?)

5. What are those three sharps?

   _____♯ _____♯ & _____♯

6. At measure 11, you enter the **FIRST ENDING. FIRST & SECOND ENDINGS** are a paper saving device to keep from writing the same material twice! When you complete measure 12, you go back to measure _____ and play through measure 10. But, the **SECOND TIME** through this portion of your music, you will go to the **SECOND ENDING** which begins in measure _____. (4 or 5?) (13 or 14?)

   Then, you simply continue playing to the end of the piece. _____ (yes or no?)

7. At the end of measure 12, there is a **BREAK SIGN, "//."** This means to **"STOP THE MUSIC"** for a brief moment. _____ (yes or no?)

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MIDNIGHT ON BOGGY CREEK ---

SONG OF THE FROG AND THE NIGHTBIRD

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Not Fast

With Love!

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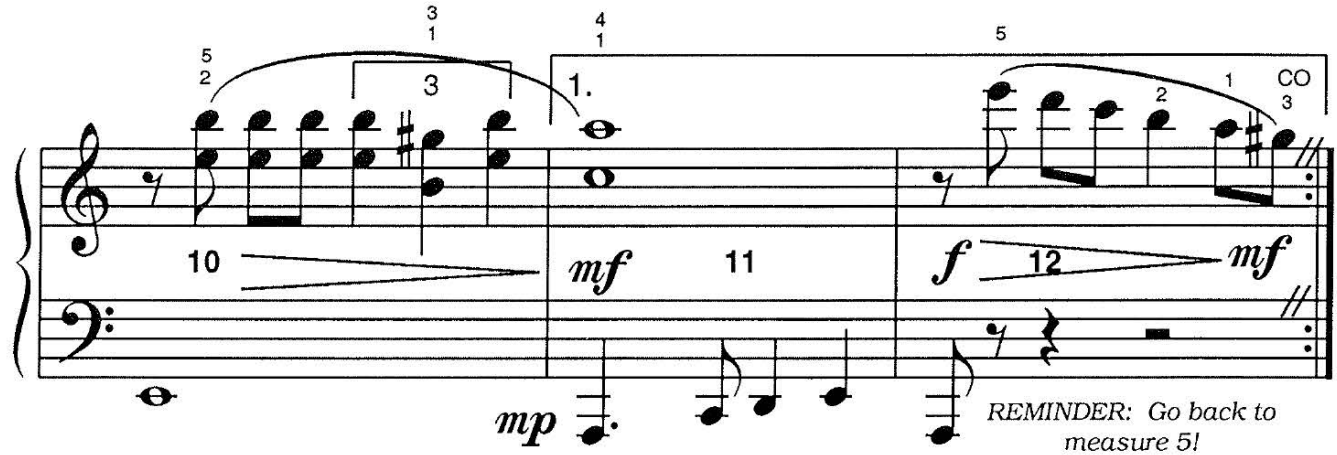
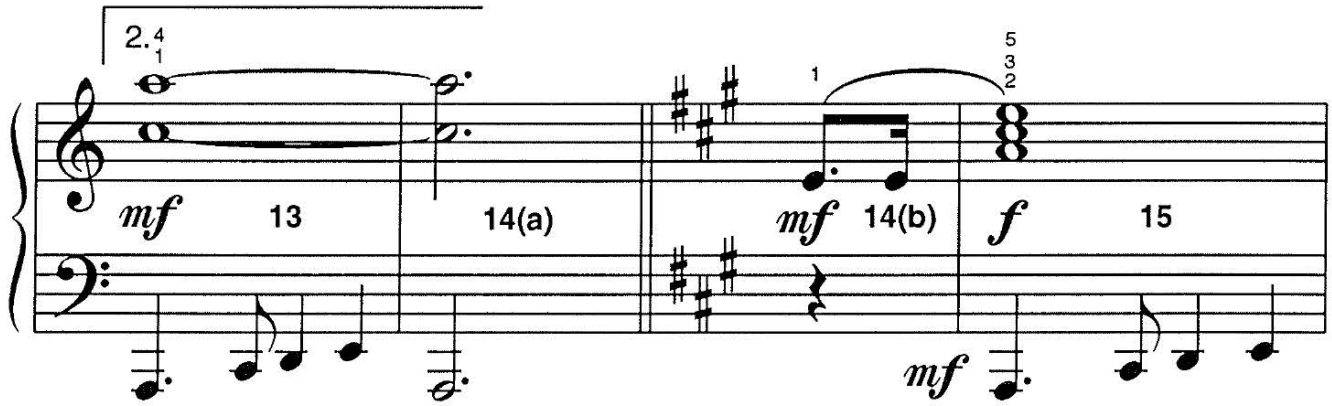
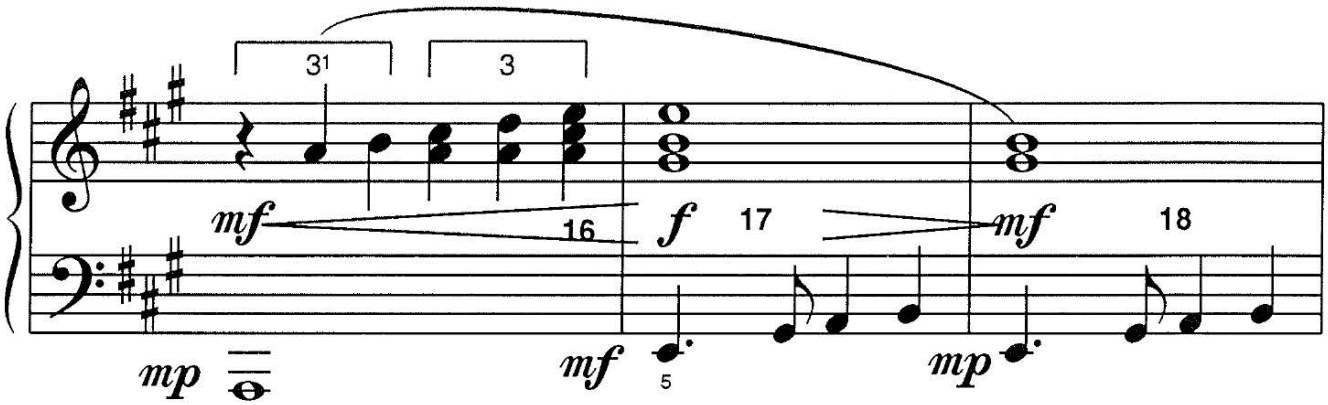
(orchestrated accompaniment has a 2 measure count-in)







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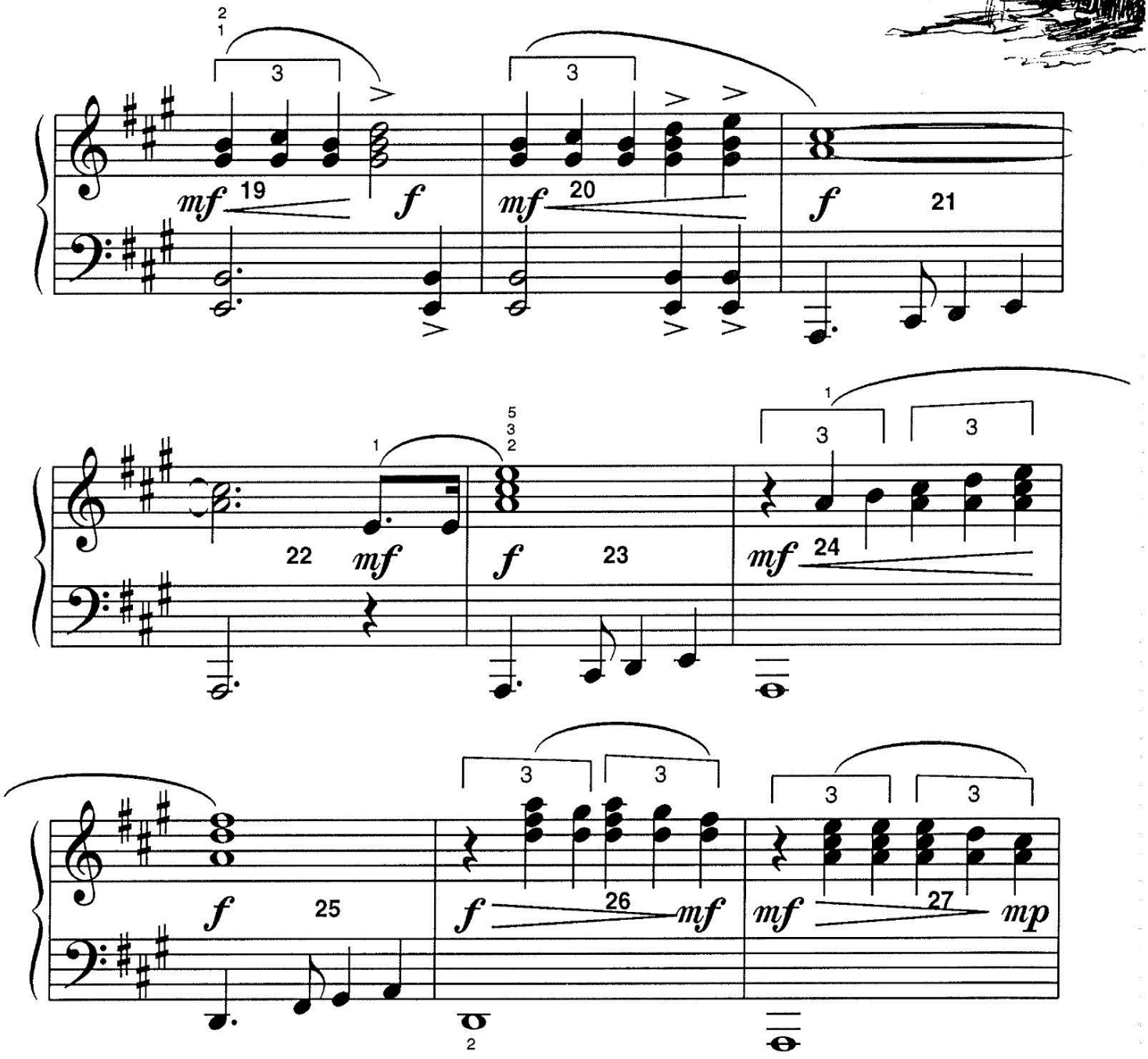

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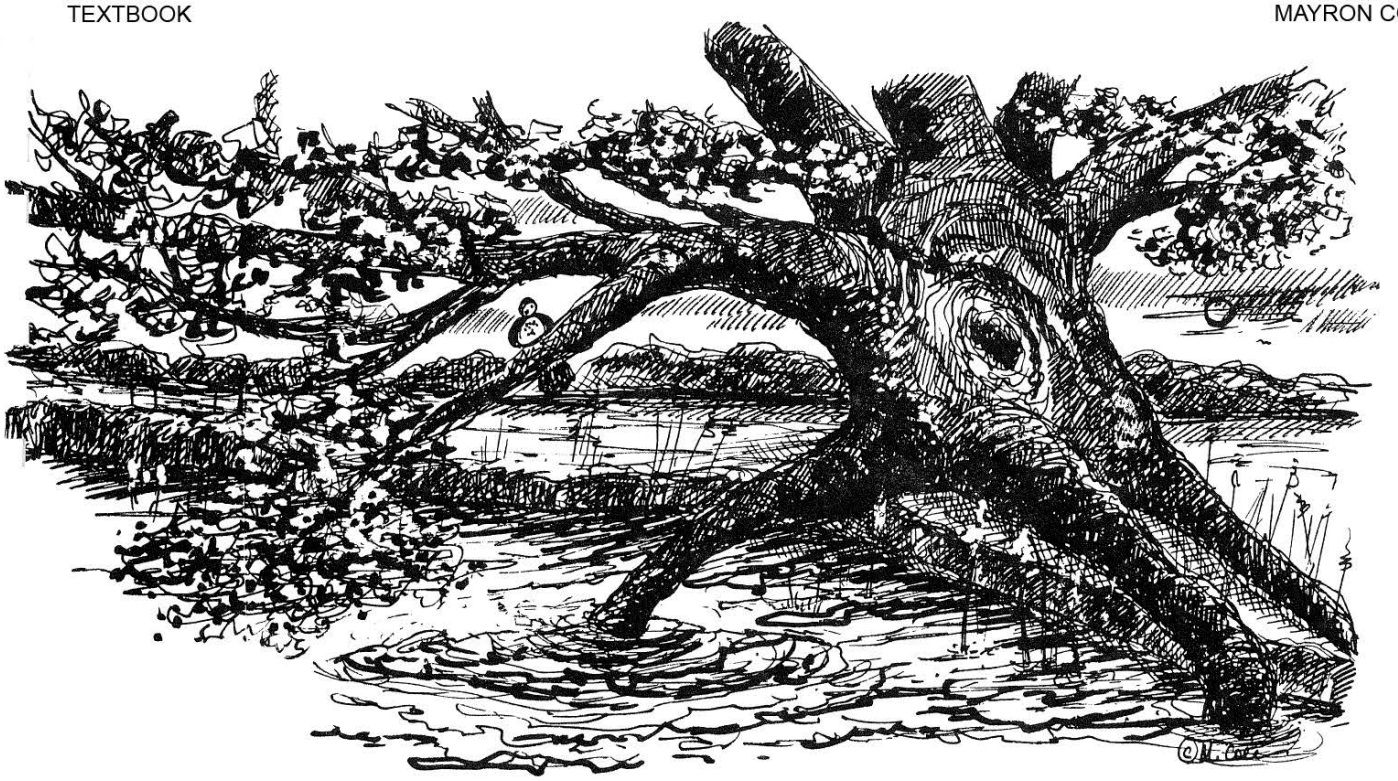

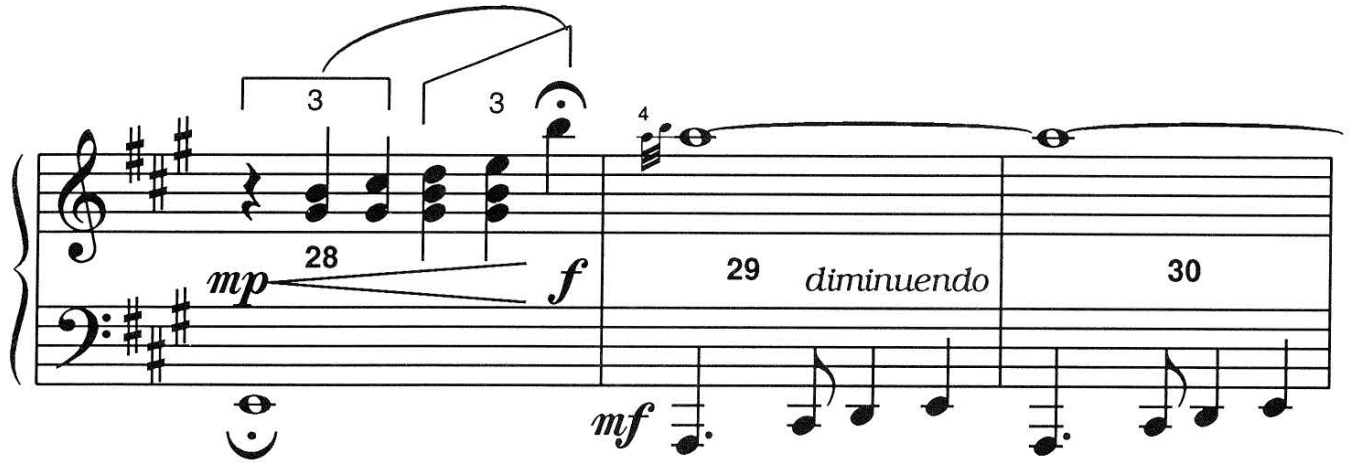

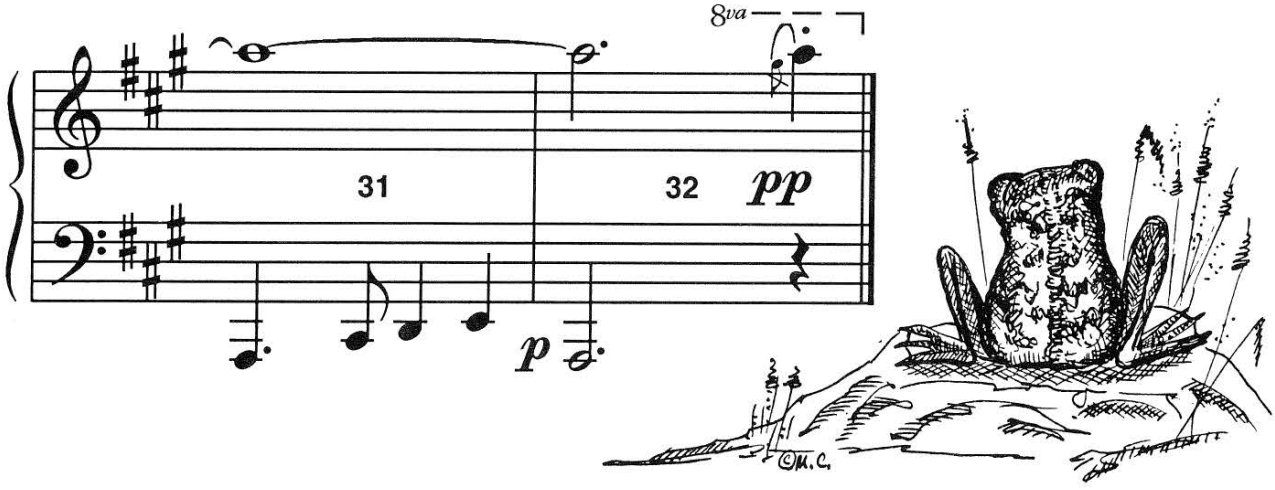

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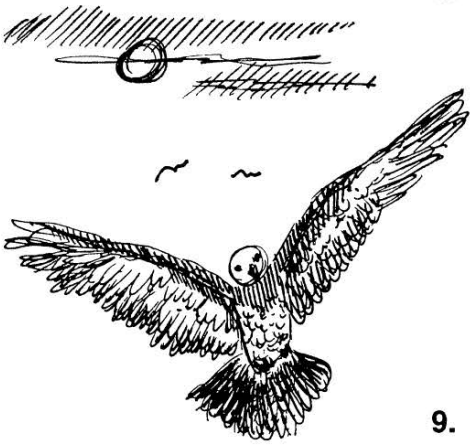


8. One of the main purposes of the **SONG OF THE FROG AND THE NIGHT BIRD** is to teach you how to play **ALTERNATING SIXTHS INTERVALS** and **ALTERNATING FIFTHS INTERVALS** with your right hand.

   (You learned to play **ALTERNATING FOURTHS INTERVALS** in **LEVEL V'S CHINESE ACROBATS!)**

   ALTERNATING SIXTHS and **ALTERNATING FIFTHS INTERVALS** will be used many times in your musical career. They will **ESPECIALLY** be used in **BRAHM'S WALTZ IN A-FLAT** in **LEVEL VIII.**

9. Look at the **PATTERNS** below. Write the letter names below the notes.

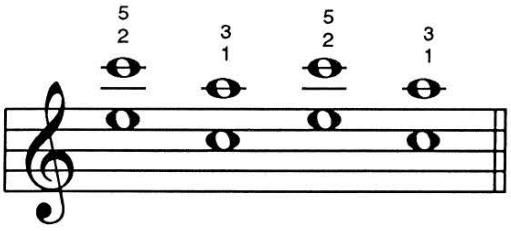
10. **NOW**, it's time to learn **TO ALTERNATE INTERVALS!** Place your R.H. fingers # 2 & 5 on the keys indicated in the first interval.

    Then, slowly, change to R.H. fingers # 1 & 3 as indicated in the second interval. (Smaller-handed students may use R.H. fingers # 1 & 4.)

    Start slowly; this is a good exercise for your finger muscles! Play the first interval and count to four. Then, change to the second interval and count to four. Next, gradually play the intervals faster until they are like **EIGHTH NOTES!**

Pattern 1

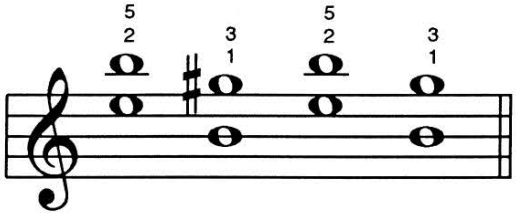
Alternating SIXTHS!



Letter Name: __ __ __ __
(measures 5 & 6)

Pattern 2

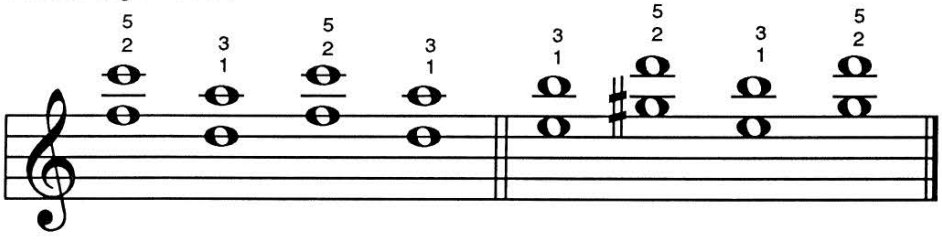
TRICK PATTERN! Alternating FIFTHS and SIXTHS!



__ __ __ __
(measure 10)

Pattern 3

Alternating FIFTHS!



__ __ __ __
(measures 7 & 8)

__ __ __ __
(measure 9)

11. After you are proficient at **ALTERNATING INTERVALS**, turn to the measures indicated below each pattern & read the intervals from your **MUSIC.**

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