The MAYRON COLE PIANO METHOD

# P I A N O

## B I N G O  G A M E

A Theory Board Game Designed by Colleen Mayron Cole for The Mayron Cole Piano Method©
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For Students in Level 1, or early Level 2
2 - 8 players

**PIANO Bingo is an ideal theory game for young students and/or large classes in Levels 1 and early Level 2. Since each child is involved with every question, PIANO Bingo holds all of the students' attention throughout the duration of the game. Of course, older students and/or small classes enjoy PIANO Bingo as well!**

**CONCEPTS COVERED…** ***PIANO*** Bingo is recommended for students that have reached at least page 72 in Level 1 (*KEYS* Bingo which only covers rhythms and keys can be used for early Level 1 students). *PIANO* Bingo quizzes students' knowledge of rhythms, the keys on the piano, and the basic theory concepts covered in Level 1. Students that have reached at least page 105 in Level 1 will know all of the concepts covered in *PIANO* Bingo. For students that are between pages 72 and 105, there may be a question here or there that the students will not know; this is a great time to go ahead and introduce that new concept to the students.

**PRINTING…** Have the 8 Student Game Cards, Teacher's Card, and Answer Card printed at your local print shop on material that will not tear such as vinyl. A "Permission to Copy" letter is attached to these instructions. Or you may print the pdf file at home and take the pages to your local print shop for lamination.



**BEFORE YOU PLAY…** You need to cut out each of the answers on the Answer Card and put them in a baggie before playing ***PIANO*** Bingo.

**YOU WILL NEED…**. You will also need approximately 100 "coins" which may be beans, paper clips, or bingo chips. Do not use real money or glass coins.

**GETTING STARTED…** Each student chooses a ***PIANO*** Bingo card. Pass out a few "coins" to each student. Students should place a "coin" on the FREE square in the middle of their card.

**HOW TO PLAY…** The teacher draws an answer card out of the red bag, and tells the students which letter's column to look under - P, I, A, N, or O; then gives the students the corresponding clue (see CLUES on the following pages). If a student has the answer on his/her card, the student places a "coin" on the appropriate square. For young students and beginning students, the teacher should look at each student's card to see if he/she has found the correct answer.

**THE TEACHER'S CARD…** The teacher should place the teacher's card on a different table than the students' cards. After giving a clue, place the clue under the appropriate letter on your Teacher's Card. At the end of the game, you will be able to quickly reference which clues have been given for each letter.

**ENDING THE GAME…** When a student has 5 "coins" in a row, either vertically, horizontally, or diagonally, the student says "PIANO!" The teacher should check the student's five winning squares against the teacher's card to confirm that the student is in fact the winner. If the student was incorrect, take off the incorrect "coin(s)" and continue the game.

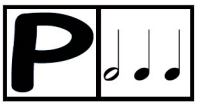
**A LITTLE MORE SUSPENSE…** For older students and/or students who have played ***PIANO*** Bingo a few times, the teacher can tell the students which letter's column to look under, give the students the clue, but then does not help the students in any other manner. Each student will need to know the answer on his/her own and find it on his/her card, or miss out on that square. When playing the game under these rules, it is very important for the teacher to confirm the answers of the winner because there might be more mistakes on the student's part.

# “P” CLUES

Have the students look under the “P” column…



Ask the students, “What rhythm am I playing?” Count this rhythm aloud as you play it on the piano: “1-2-3; 1.” Repeat it a couple of times. If the students are having trouble identifying the rhythm, tell them the notes: “This is a dotted half note, and a quarter note.”



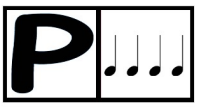
Ask the students, “What rhythm am I playing?” Count this rhythm aloud while you play it on the piano: “1-2; 1; 1.” Repeat it a couple of times. If the students are having trouble, then tell them the notes: “This is a half note, and a quarter note.”



Ask the students, “What rhythm am I playing?” Count this rhythm aloud while you play it on the piano: “1 +; 1 +; 1-2.” Repeat it a couple of times. If the students are having trouble, then tell them the notes: “These are 2 eighth notes; 2 eighth notes; and a half note.”



Ask the students, “What rhythm am I playing?” Count this rhythm aloud while you play it on the piano:” 1; 1-2.” Repeat it a couple of times. If the students are having trouble, then tell them the notes: “This is a quarter note and a half note.”



Ask the students, “What rhythm am I playing?” Count this rhythm aloud while you play it on the piano: “1; 1; 1; 1.” Repeat it a couple of times. If the students are having trouble, then tell them the notes: “This is a quarter note; a quarter note; a quarter note; and a quarter note.”



Ask the students, “What rhythm am I playing?” Count this rhythm aloud while you play it on the piano: “1; 1 +; 1.” Repeat it a couple of times. If the students are having trouble, then tell them the notes: “This is a quarter note; 2 eight notes; and a quarter note.”



Ask the students, “What rhythm am I playing?” Count this rhythm aloud while you play it on the piano: “1-2; 1-2; 1-2-3-4.” Repeat it a couple of times. If the students are having trouble, then tell them the notes: “This is a half note; a half note; and a whole note.”



Ask the students, “What rhythm am I playing?” Count this rhythm aloud while you play it on the piano: “1-2-3; 1 +.” Repeat it a couple of times. If the students are having trouble, then tell them the notes: “This is a dotted half note and 2 eight notes.”



For students that have learned fingering (taught on pg 87 of Level 1A), use a pen to point to your ring finger and say, “What number tells you to play with this finger?” For students that have not learned fingering say, “For how many beats do we hold a whole note?”



For students that have learned fingering (taught on pg 87 of Level 1A), use a pen to point to your middle finger and say, “What number tells you to play with this finger?” For students that have not learned fingering say, “For how many beats do we hold a dotted half note?”



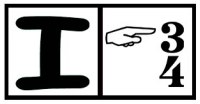
For students that have learned fingering (taught on pg 87 of Level 1A), use a pen to point to your index finger and say, “What number tells you to play with this finger?” For students that have not learned fingering say, “For how many beats do we hold a half note?”



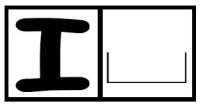
For students that have learned fingering (taught on pg 87 of Level 1A), use a pen to point to your thumb and say, “What number tells you to play with this finger?” For students that have not learned fingering say, “For how many beats do we hold a quarter note?”

# “I” CLUES

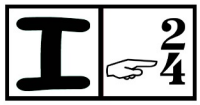
Have the students look under the “I” column…



Tell the students: “This number in the time signature tells you that there will be 3 beats in each measure.”



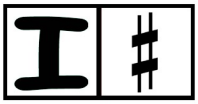
Tell the students: “This is a pedal mark.”



Tell the students: “This number in the time signature tells you that the quarter note will receive one beat.”




Tell the students: “This tells you to go back to the beginning and play until you see the word *Fine*.”



Tell the students: “This is a sharp sign.”



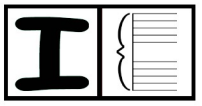
Tell the students: “This tells you that you have reached the end of the piece of music.”



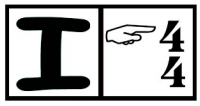
Tell the students: “This is a Treble Clef. It is also called a G Clef.”



Tell the students: “This is a flat sign.”



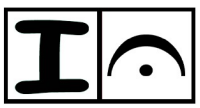
Tell the students: “This is a brace that tells you to read both of these staffs together at the same time.”



Tell the students: “This number in the time signature tells you there will be 4 beats in each measure.”



Tell the students: “This is a Bass Clef. It is also called an F Clef.”



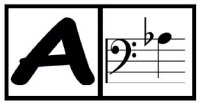
Tell the students: “This is a fermata which tells you to hold the note just a little but longer.”

# “A” CLUES

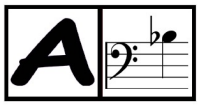
Have the students look under the “A” column…



Tell the students: “This note is F-sharp.”



Tell the students: “This note is A-flat.”



Tell the students: “This note is B-flat.”



Tell the students: “This note is C-sharp.”



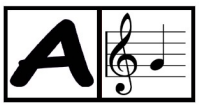
Tell the students: “This note is E-flat.”



Tell the students: “This note is B.”



Tell the students: “This note is A.”



Tell the students: “This note is G.”



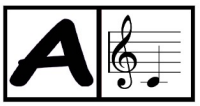
Tell the students: “This note is F.”



Tell the students: “This note is E.”



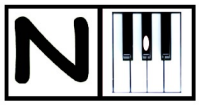
Tell the students: “This note is D.”



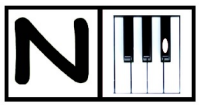
Tell the students: “This note is C.”

# “N” CLUES

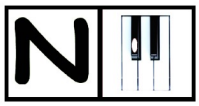
Have the students look under the “N” column…



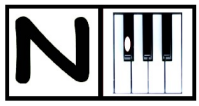
Tell the students: “This key is A-flat.”



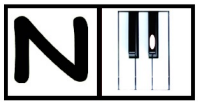
Tell the students: “This key is B-flat.”



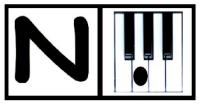
Tell the students: “This key is C-sharp.”



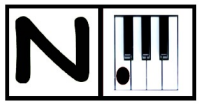
Tell the students: “This key is F-sharp.”



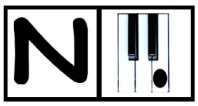
Tell the students: “This key is E-flat.”



Tell the students: “This key is G.”



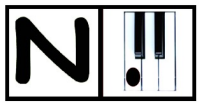
Tell the students: “This key is F.”



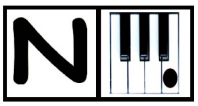
Tell the students: “This key is E.”



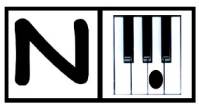
Tell the students: “This key is D.”



Tell the students: “This key is C.”



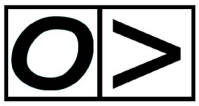
Tell the students: “This key is B.”



Tell the students: “This key is A.”

# “O” CLUES

Have the students look under the “O” column…



Tell the students: “This is an accent mark. It tells you to play the keys hard.”



Tell the students: “This is a tie.”



Tell the students: “This is a whole note.”



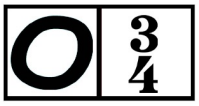
Tell the students: “This is a dotted half note.”



Tell the students: “This is a half note.”



Tell the students: “These are 2 eighth notes.”




Tell the students: “This is a time signature.”




Tell the students: “This is the hand you use to play notes written in the Bass Clef, also known as the F Clef.”




Tell the students: “This is the hand you use to play notes written in the Treble Clef, also known as the G Clef.”




Tell the students: “This tells you to gradually slow down.”



Tell the students: “This is a space note.”



Tell the students: “This is a line note.”

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