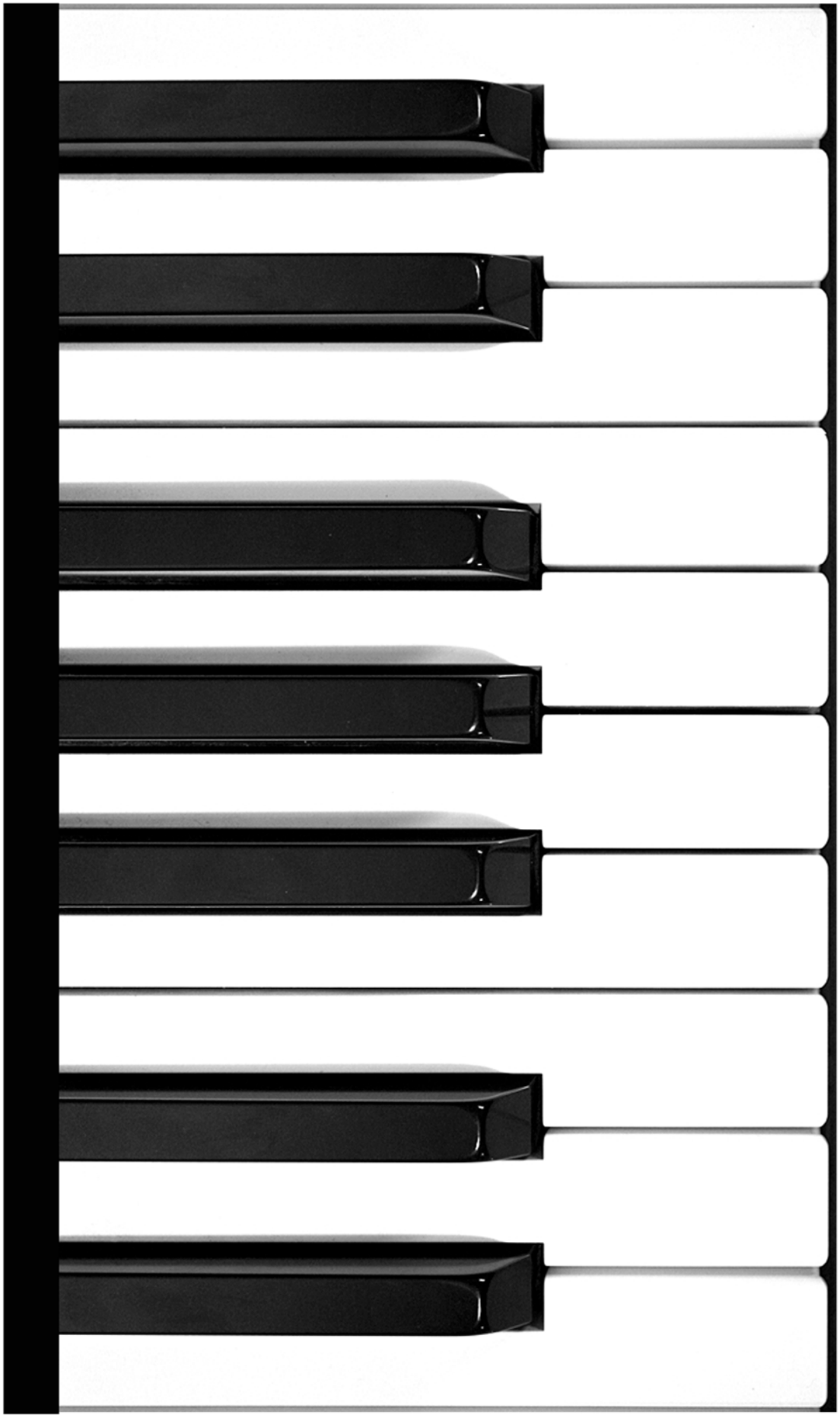
BLAST OFF WITH PIANO

The Mayron Cole Piano Method©



An Introductory Course
for Beginner Pianists

TEACHER'S MANUAL





TIPS FOR TEACHING

1. Blast Off With Piano! is a great "sampler" course for you to use to introduce students to the fun of taking piano at YOUR studio. It is for students ages seven to ten years.

2. There should be no more than one year age difference between the students in your classes. A large "age gap" between students will create disastrous effects and will NOT get good results. Don't try it!

3. Students should play each assigned piece at home four times a day.

4. Students do need a keyboard of some sort for this course. It can be a toy keyboard if that's all that is available--but the keys need to be standard width. Mini-sized keys train the student incorrectly and he/she will have a difficult time playing on your studio keyboards at his/her lessons.

5. Consider purchasing some inexpensive keyboards (battery operated) to rent to students who have no keyboards.

6. Every student in a class needs their own book.

7. These students are not *your* students yet! Keep this course fun and always give approval and praise when it is justified.

8. Avoid playing the same theory game each lesson. Order theory games on our website at www.MCpiano.com

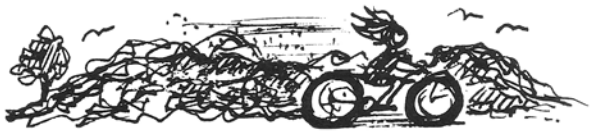
9. For students younger than seven, we offer our Blast Off with Piano Junior for ages 5 and 6. Please visit our website for details.

Piano Class Time

Most piano classes are divided into FOUR periods:

1. New Music Time
2. Old Music Time
3. Game Time
4. Theory Worksheet Time

You may arrange these four "times" into any order you like!



THE MAYRON COLE PIANO METHOD'S

Three Steps to Keyboard Knowledge!

THE MAYRON COLE PIANO METHOD is built around the theory that there are **three basic steps** to learning to play the piano:

(1) Learning to play and count **rhythms** correctly.
(2) Mastering **keyboard** geography.
(3) Becoming proficient at **staff note** reading.

Obviously there are many other facets involved in playing the piano such as hand position, fingering, dynamics, pedaling, phrasing, interpretation, etc. But the large majority of piano playing failures can be attributed to not understanding the above three basic steps.

BLAST OFF WITH PIANO! teaches only the **first two steps**: (1) learning to play and count rhythms correctly and (2) keyboard geography.

Step 3, staff note reading, is introduced in LEVEL 1.



TIPS FOR YOUR RECITALS

There are five lessons in the BLAST OFF WITH PIANO! booklet, but teach only four of the lessons in a one week time frame (Monday through Thursday.) On Friday, during the class time, have a short rehearsal lesson and then a RECITAL for the parents the last twenty minutes of class time! (The students can learn Victory March in Lesson #5 on their on after the course is completed.)

Have plenty of registration forms ready to hand-out to the parents! This course usually gets great results!

At the top of page 9 you will see a "degree of difficulty code". Some of the compositions are E=Easy; MD=Moderately Difficult; and C=Challenging. This is because Mayron Cole included music and theory pages for a wide spectrum of children from **seven to ten years** of age.

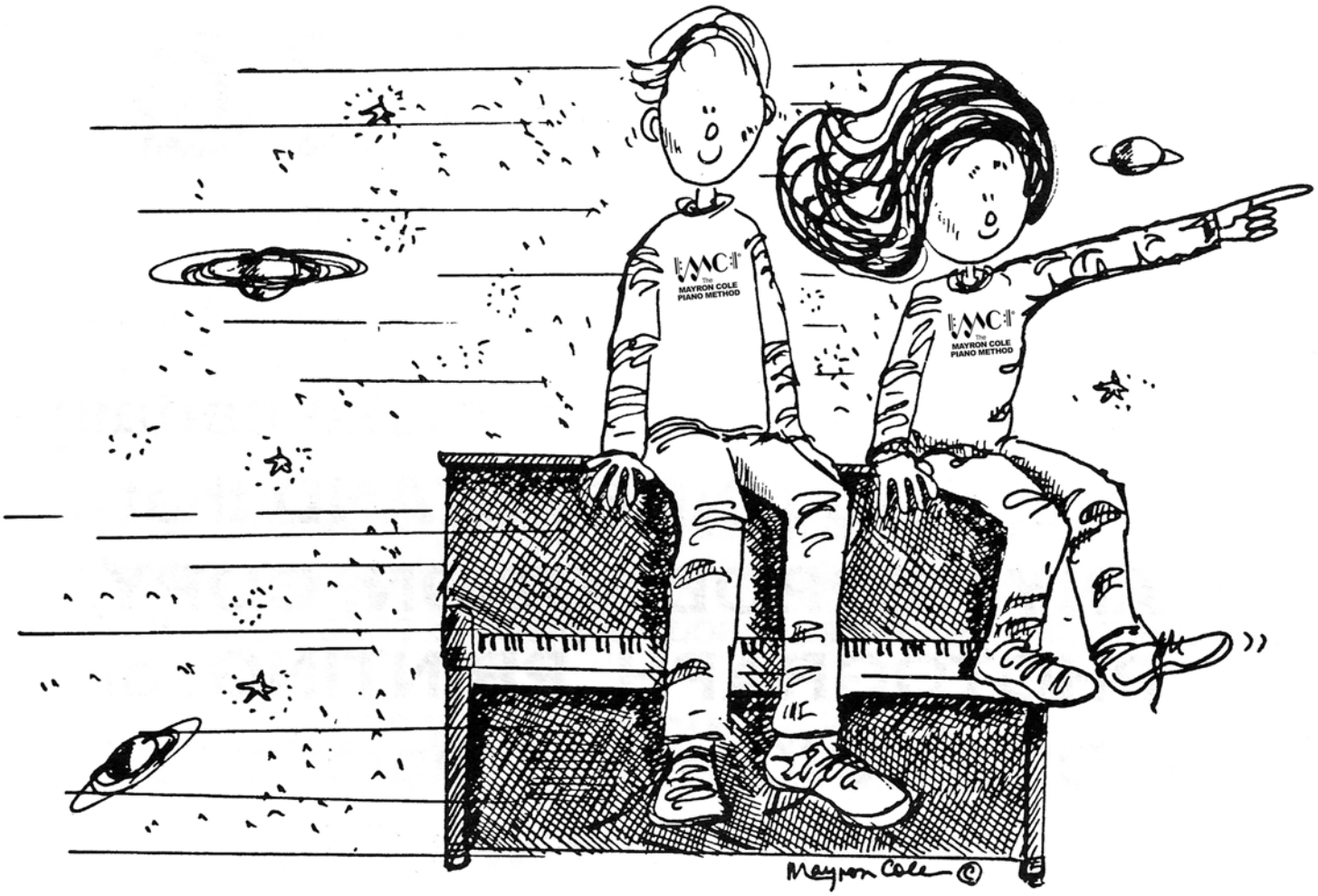
All of the compositions (except "Katzen Dawgs") are written in ensemble form. At the bottom of page iv in the Students' Book is an ENSEMBLE PERFORMANCE. (Page 78 in this manual.) Assign each student their "part" before Friday's recital so that they can be perfecting it!

On the recital, the students play the composition the first time so that the parents can hear all the great parts and fantastic counting! **You play a student's part with them to hold them together.** The second time through, add your accompaniment (or use our accompaniment **files available as midi, mp3, or CD**).

If time allows, each student can perform a solo (from the BLAST OFF book!). You should softly play the teacher's accompaniment with the student. This gives them confidence and keeps them from "rushing" the tempo. But playing a solo is optional for the student. Keep this course stress free!

ARTWORK FOR ADVERTISING

You may use this artwork for flyers, T-shirts, newspaper ads, etc. Do NOT remove the logo from the characters' t-shirts. The copyright symbol must appear after the words "BLAST OFF WITH PIANO!" and after Mayron Cole's signature.



BLAST OFF WITH PIANO©

Degree of Difficulty Code: E=Easy MD=Moderately Difficult C=Challenging

BLAST OFF WITH PIANO!

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LESSON 1				**Page 11**	
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		Victory March (E)	(Part 1)	33	2
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		Victory March (BONUS MUSIC)	(Part 3)	Students learn by themselves at home	
		RECITAL TODAY DURING LAST 20 MINUTES OF CLASS			

The Mayron Cole Piano Method offers 12 webinars plus a DVD seminar to help you build your group piano studio.



Visit www.MCpiano.com and click on "Training Webinars for Teachers" for details.

Lesson 1 **45 minutes**

SUPPLIES NEEDED:	**MUSIC:**	**Teacher Manual**	**Student Book**
Stick-on Stars	Tap! Tappey! Tap! Tap!	Page 30	Page 1
Theory Game Mat	Victory March	Page 32	Page 2
Name Tags	There Goes #9	Page 34	Page 4
Pencils	See The Leaves	Page 36	Page 5
Pastel Watercolor Markers	**THEORY WORKSHEET**	**Page 38**	**Page 6**



CONCEPTS: Rhythms ♫ ♩ ♩ 𝅗𝅥. 𝅝

BEFORE CLASS:
On each keyboard, put a self-adheasive star on a C-Key.
Have students' name tags ready. (Collect name tags at the end of each class.)
WHEN THE STUDENTS ARRIVE (2 Minutes)
Introduce yourself and handout name tags.

GO TO GROUP TIME (10 Minutes)
Turn to teaching aids on pages 16 and 17 that show ♫ ♩ ♩
Hold up the teaching aids for the students to see.
Point to the two-eighths and then to the two quarter notes.

Teacher, ask: Do these notes (the two-eighths) ***look the same as these notes*** (the quarter notes)?
Students Answer: No.
Teacher, ask: How are they different? (Hopefully, the students will say that the two-eighths are connected with a heavy black line.) ***Teacher, say: This heavy black line is called a 'beam'.***

Teacher, say: (pointing to the two-eighths) ***These notes are 'one and' notes.*** (Note: "one and" is written "1 +".)
Say in rhythm with me: ♫
"one and"

Teacher, if you are teaching young children (ages 7 and 8) have the students identify the two-eighths as "play fast" notes. They will use the words "play fast" when counting the notes –instead of using the notes' number counts. Like this: ♫ ♫ (Use teaching aids on pages 14 and 15 for younger students.)
play fast play fast

Teacher, say: With your finger, tap some 'one and' notes in rhythm with me. Watch and listen as I tap first. Then you try it. Tap on table or floor. (Teacher, tap several sets of two-eighths with the students. Be sure your tapping and their tapping is in rhythm: Next, point to the two-eighths on page 16 as the students say "one-and".

Teacher, say: (pointing to the two quarter notes on page 17) ***These notes are 'one' notes. This means we hold a key down until we count to "one." Like this:*** ♩ ♩ ♩ ♩ (Teacher demonstrates on a table/floor as she counts aloud.) *"one one one one"*

Teacher, say: With your finger, tap some 'one' notes with me. Point to the quarter notes on page 17 as the students say "one one ".

Note to Teacher: Only after you are confident that your younger students understand the rhythms of two-eighths and quarter notes, should you introduce their NUMBER COUNTS. ♫ ♩ ♩
1 + 1 1

Practice as a group counting the rhythms on pages 18 and 19.

Teacher, hold up the teaching aids on pages 20 and 21 that show half notes and dotted half notes.

𝅗𝅥 𝅗𝅥 𝅗𝅥. 𝅗𝅥.
1-2 1-2 1-2-3 1-2-3

Teacher, ask: Are these notes alike? How are they different. (Hopefully, students see the "dot" after the dotted half notes.)

Teacher, say: These notes (half notes) tell you to depress a key and hold it down while you count "1-2". Watch me.

Teacher, demonstrate by tapping on the floor/table as you count "1-2". Be sure that the students see that the counts begin the instant your finger touches the floor/table. Demonstrate this several times as students observe. Then, have the students practice doing the same exercise with you as you count aloud for them. Be sure that they do NOT tap the floor/table two times. Most beginners will do this incorrectly on the first attempt.

Teacher, say: These notes (dotted half notes) ***tell you to depress a key and hold it down while you count "1-2-3".*** *Watch me.*

Teacher, repeat the same demonstration as above, but count "1-2-3". Again, have the students practice this tapping exercise with you as you count aloud. After all are secure, continue:

Teacher, say: Before we can play our game, we must learn one more note. (Hold up the teaching aid on page 26 that shows the whole note.) 𝅝
1-2-3-4

Teacher, say: This is the 1-2-3-4 note. Let's practice tapping and counting aloud some 1-2-3-4 notes.

𝅝
1-2-3-4

Teacher, again, demonstrate tapping a whole note on the floor/table as you count "1-2-3-4". After the students have observed you, they practice tapping some whole notes also. Again, be sure that they understand that the counts begin the moment the finger touches the floor/table.

GO TO GAME TIME (15 minutes)

Have ready the RABBIT RACE theory game mat. Before the game begins, have the students tap, as a group, a few of the rhythm teaching aids on pages 18 through 29. After all are secure with the practice rhythm tapping, begin the game. Ask questions such as these:

Hold up this manual showing a teaching aid rhythm:
. Sally, it's your turn. Tap this rhythm with the group. (**Everyone** taps, but only Sally moves on the game board.)
. Elwood, tap this rhythm with Howard. (Elwood and Howard tap the rhythm together and both move their pawns on the game board.)
. Everyone, for a free throw, tap this rhythm together.
Turn to TAP! TAPPEY! TAP! TAP! and ask rhythm question from it (as well as all the other pieces that you are teaching today.
Ask question like this:
. Molly, tap and count aloud the first line of TAP! TAPPEY!
. Everyone, tap and count aloud with Rachel the second line. (Only Rachel moves on the game board.)

Go through as many of today's pieces while tapping the rhythms as time allows.

After you think all students are confident with counting and tapping the rhythms, go to a central keyboard.

GO TO CENTRAL KEYBOARD (2 minutes)
Since this is the first lesson for your students, you need to bring them to a central keyboard and quickly show them how to turn on/off the keyboards.

DISCUSS GOOD MANNERS RULE: If a student plays a keyboard while you are talking, their keyboard will be turned off until you finish talking. Students only play aloud when you tell them to play.

GO TO STUDENTS' KEYBOARDS (12 minutes)
Teacher, say: On your keyboards you will see a small star. You will tap the rhythms only on that star key.

We will play and count aloud each piece two times. Then, I'll add the teacher's accompaniment to make our rhythm tapping sound great.

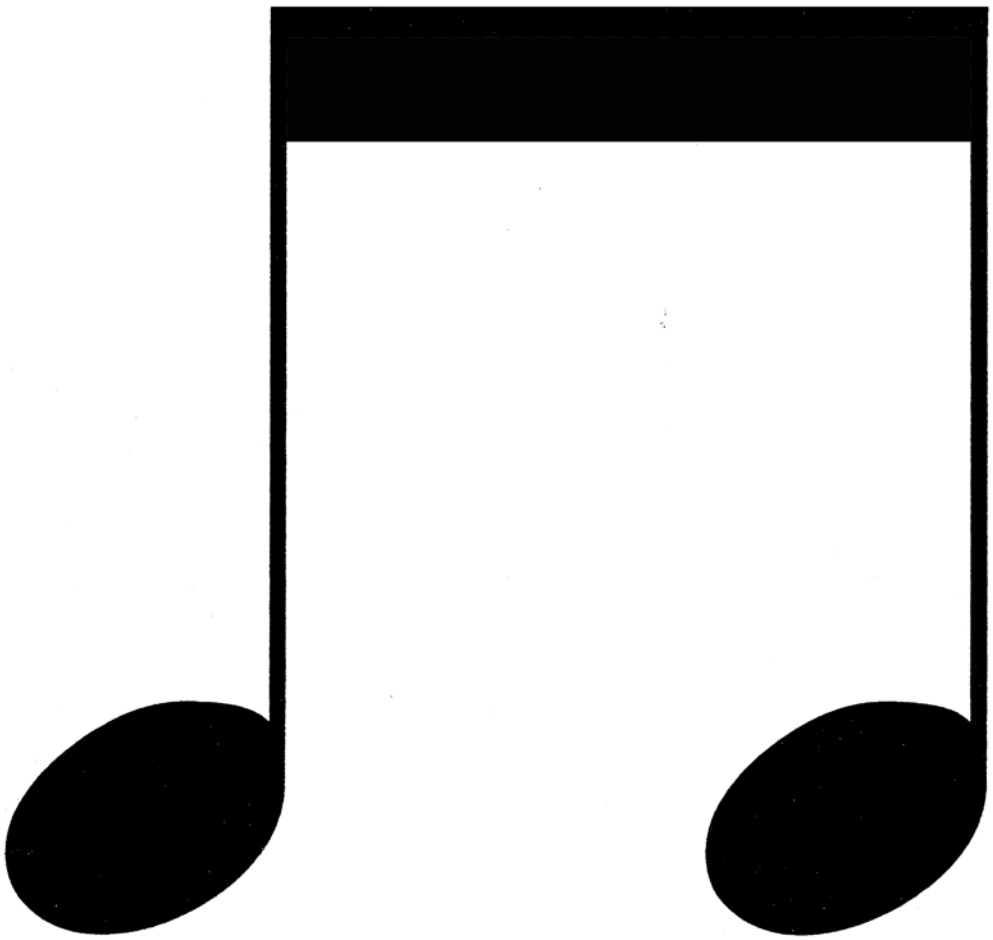
Here's how we all start together. I'll say: "1-2-3-4 ; Ready, Let's Play Great". (Teacher, if the piece is in 3/4 say: "One-two-three; Ready, Let's Play!") Be sure to say the count-in with a good, steady rhythm so that your students can feel the beat!

STILL HAVE TIME LEFT?
GO TO THEORY TIME (4 minutes)
Students work theory sheet on page 6. Have pencils and pastel watercolor markers ready. **Any time you do NOT have time for theory worksheets, the worksheets are to be done at home.**

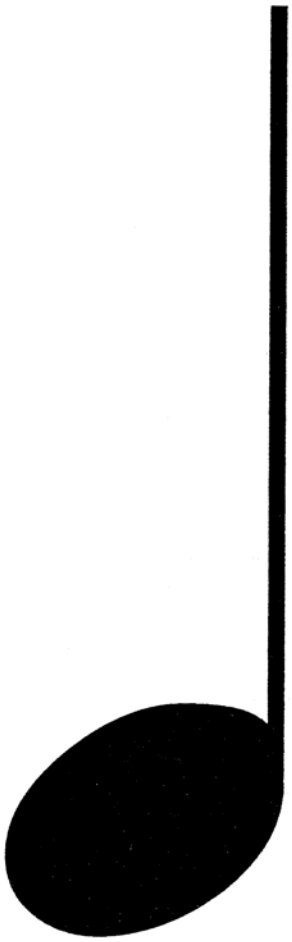
IT'S TIME TO GO!
Students are to tap each piece four times before they return for LESSON 2. Rhythms may be tapped on any key on their keyboard at home.

REMEMBER: Small children will go slower with this lesson. Spend two days on the rhythms in LESSON 1 when teaching younger or slower students!

Use these teaching aids for your younger students.
For older studnets, use the teaching aids on pages 16 and 17.



Play - Fast



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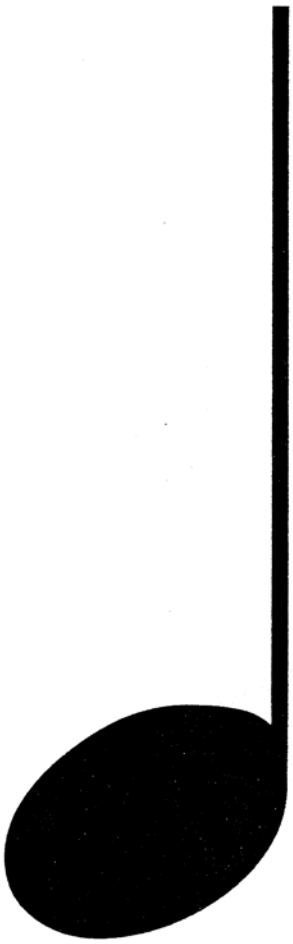

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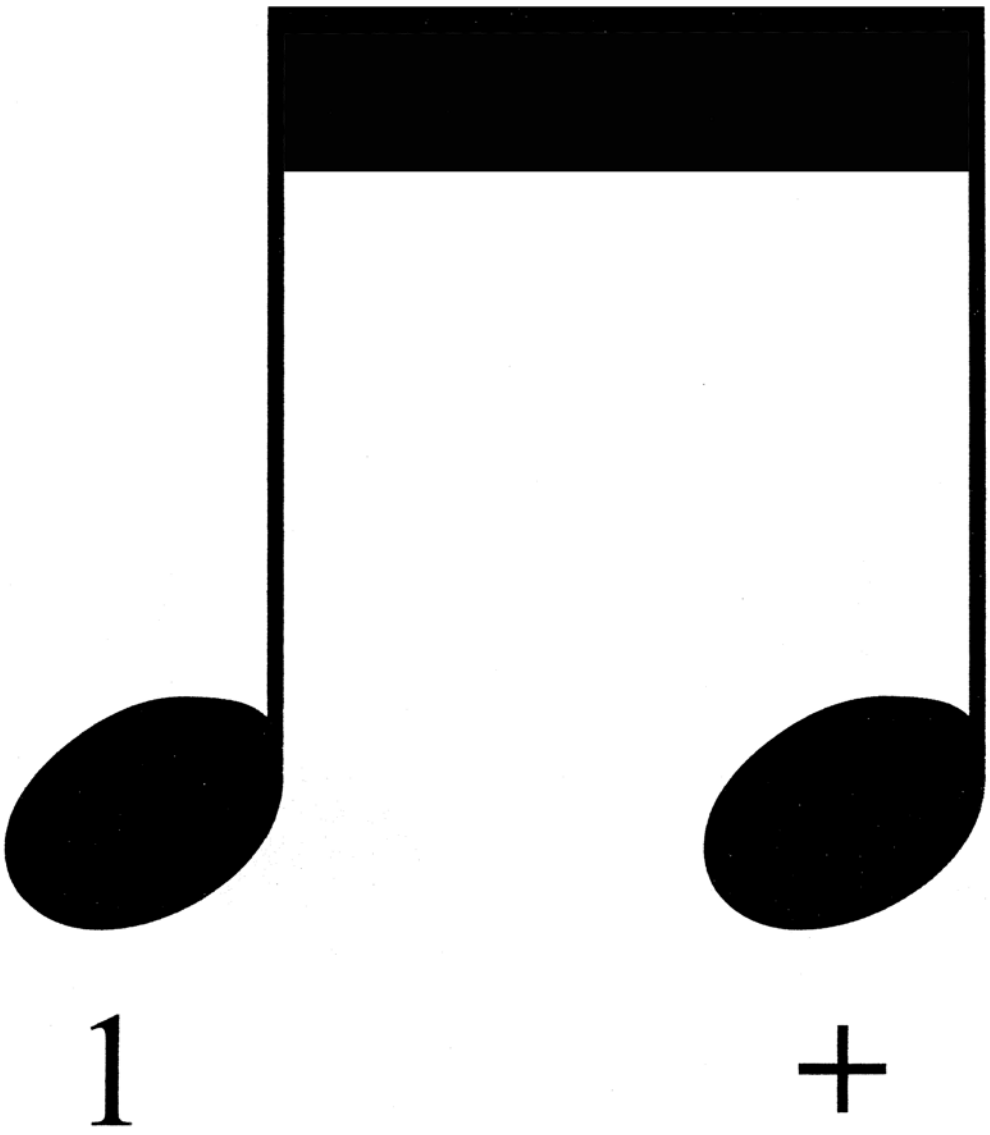
Teacher: Say "one and" when you see "1 +".



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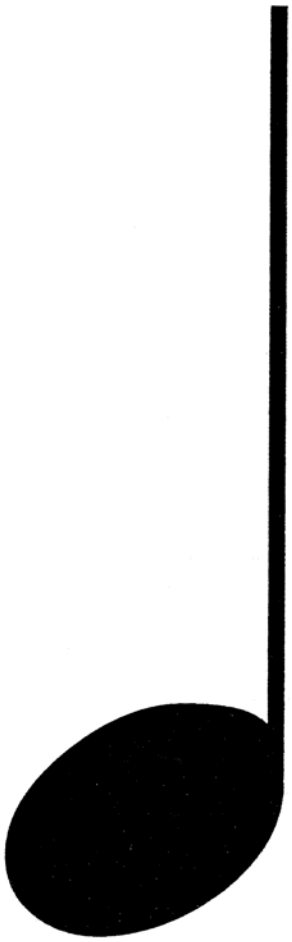

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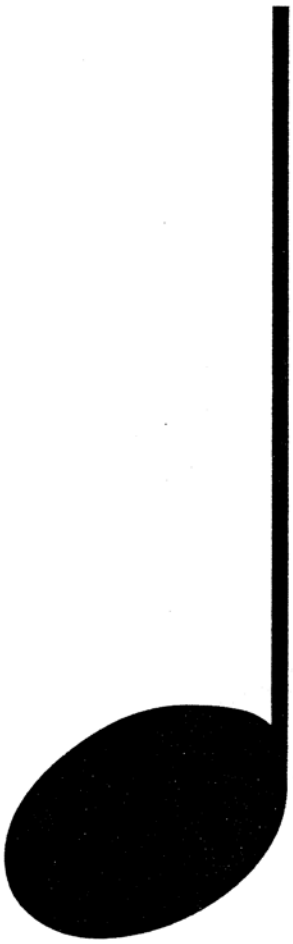

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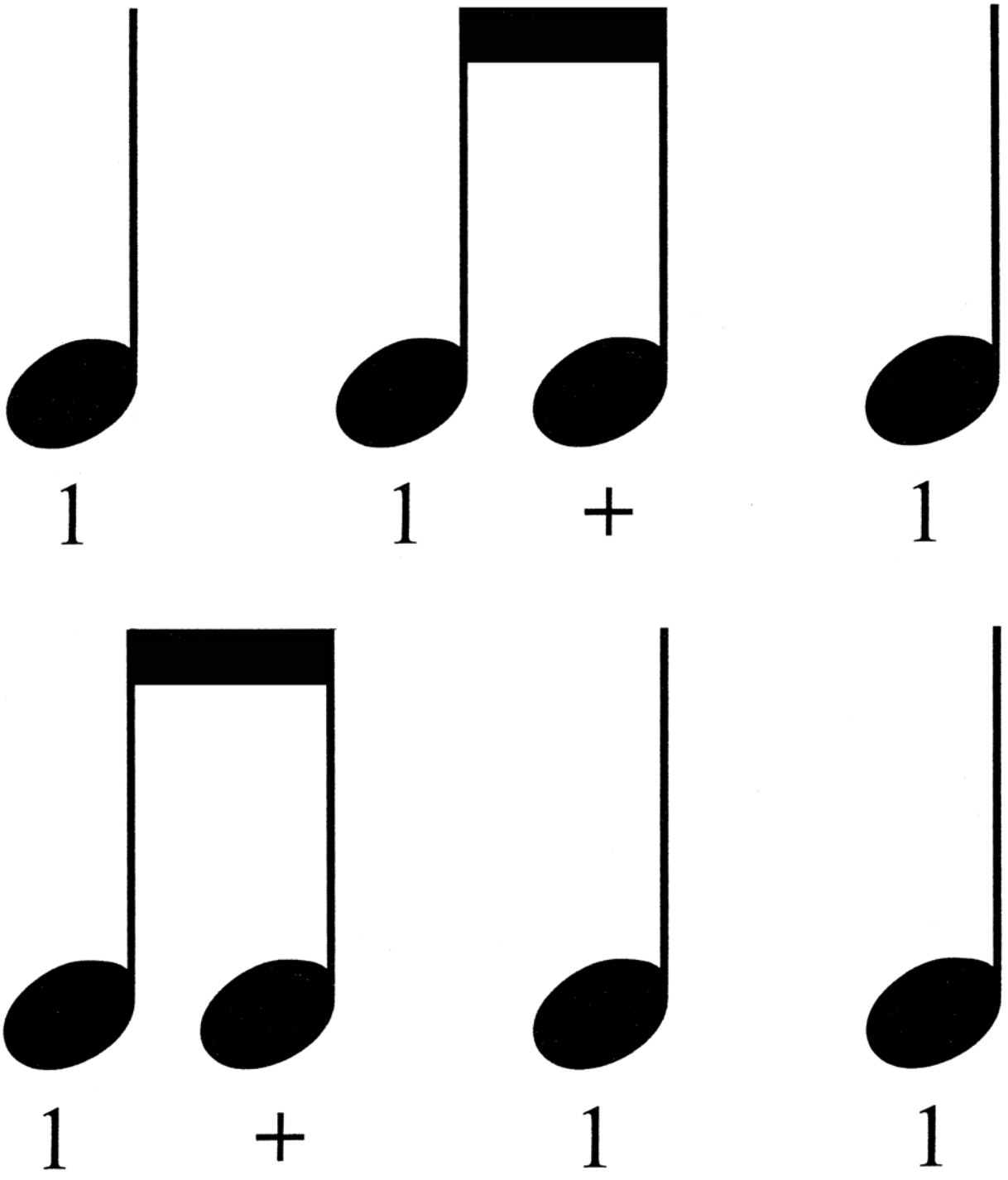
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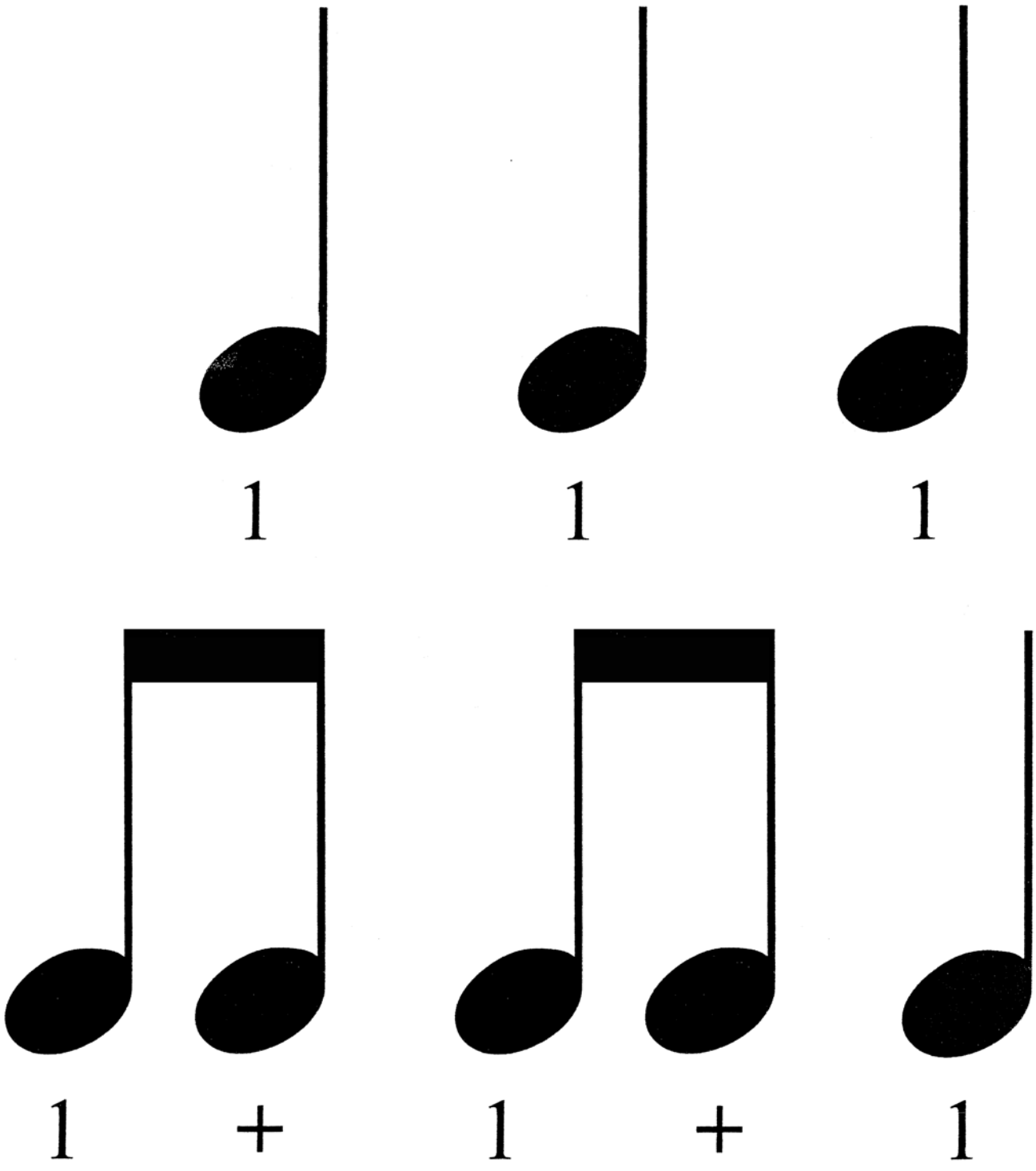
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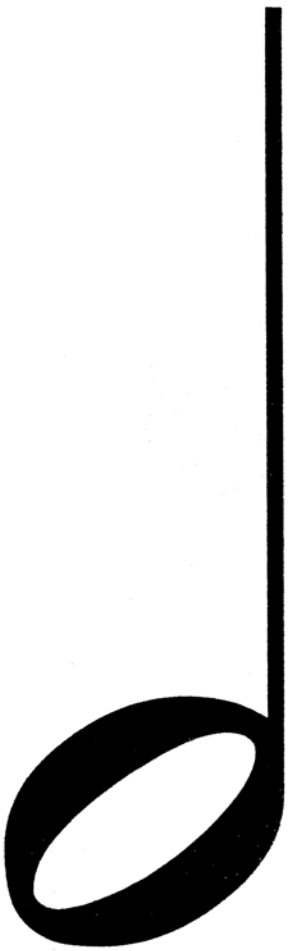

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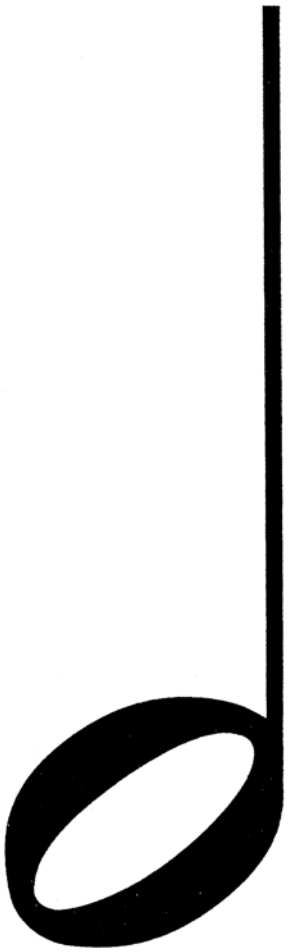

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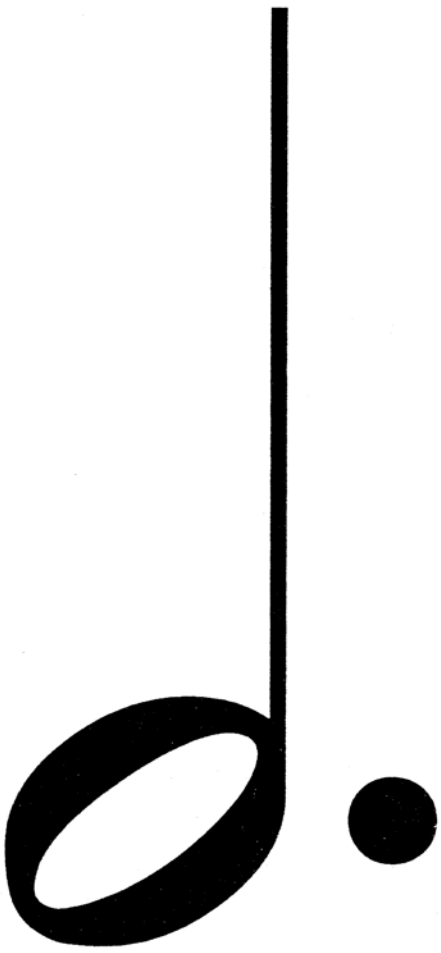

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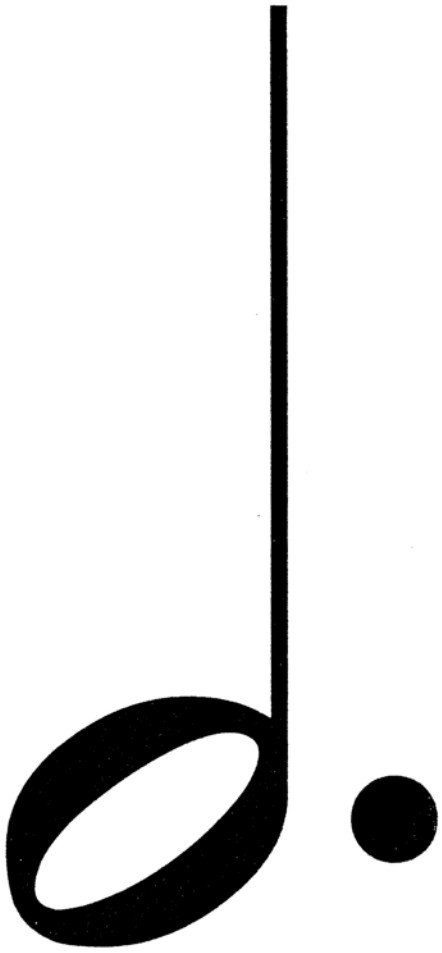

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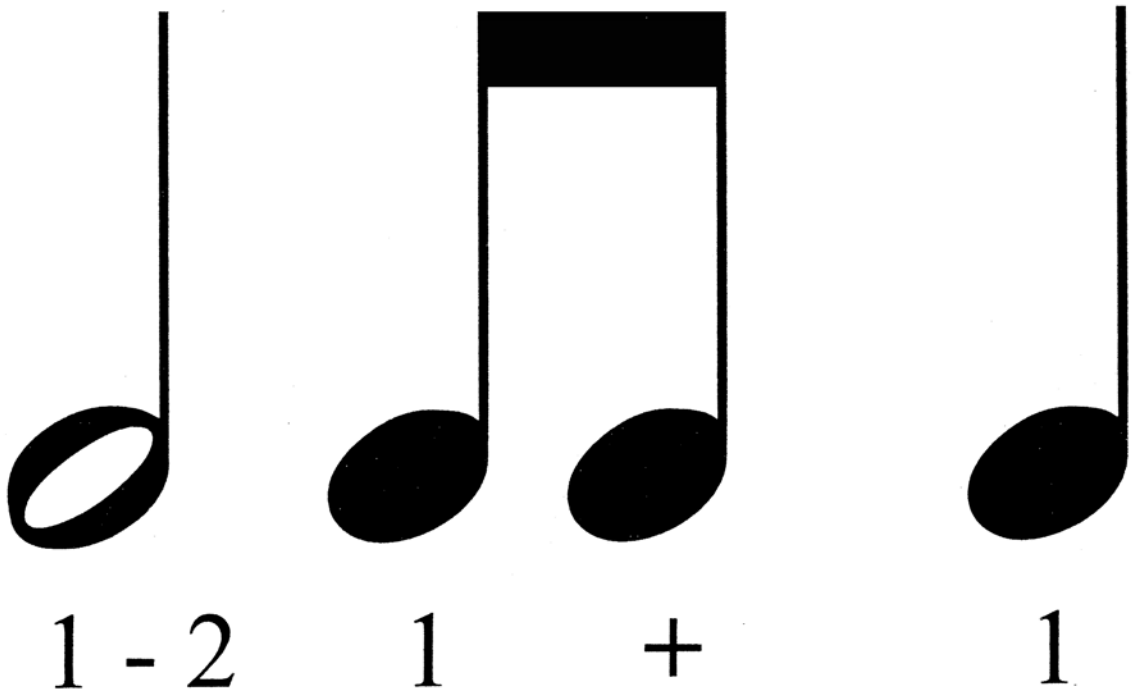
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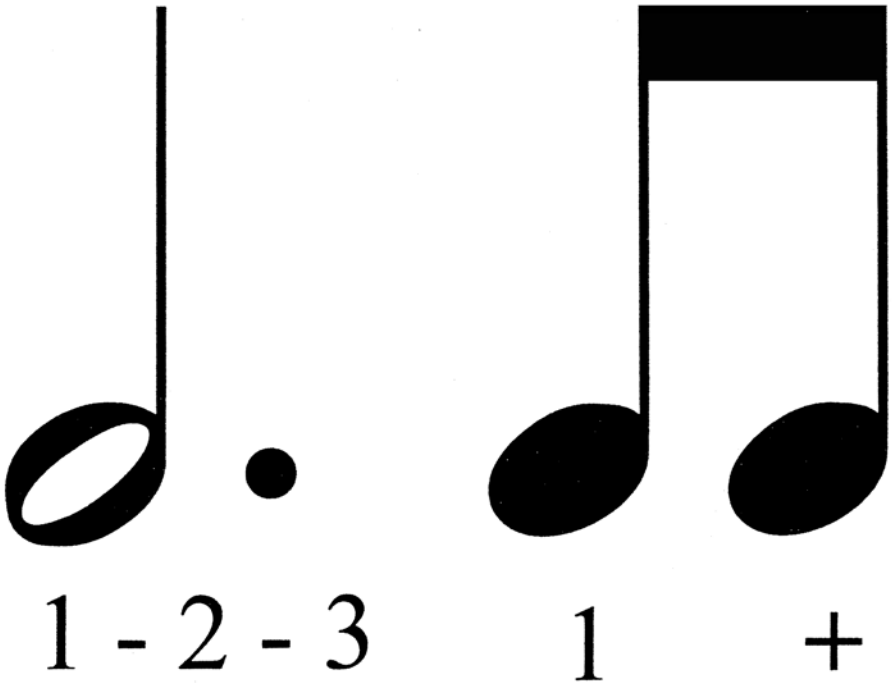
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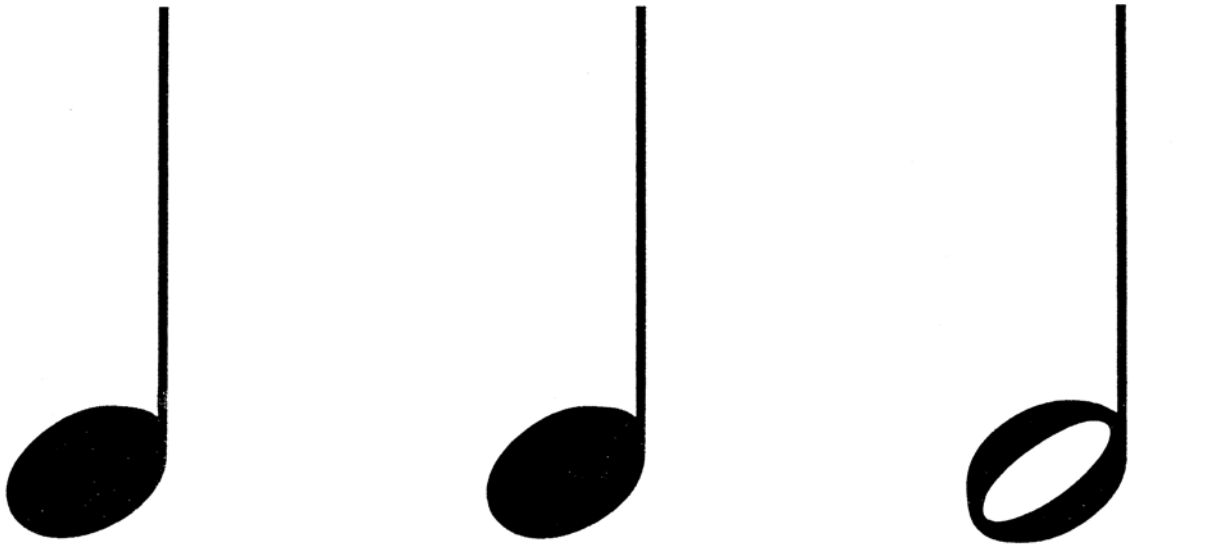

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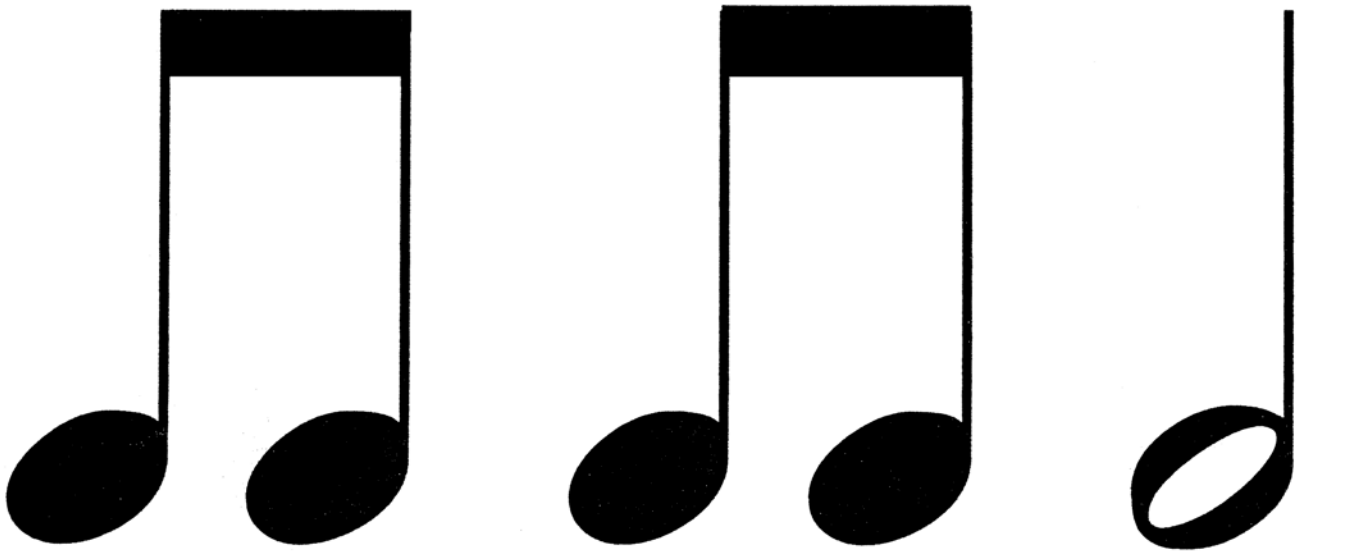

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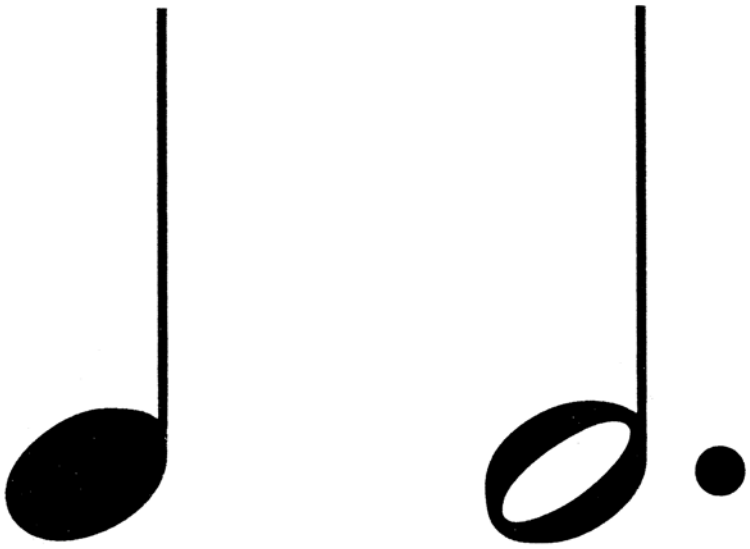

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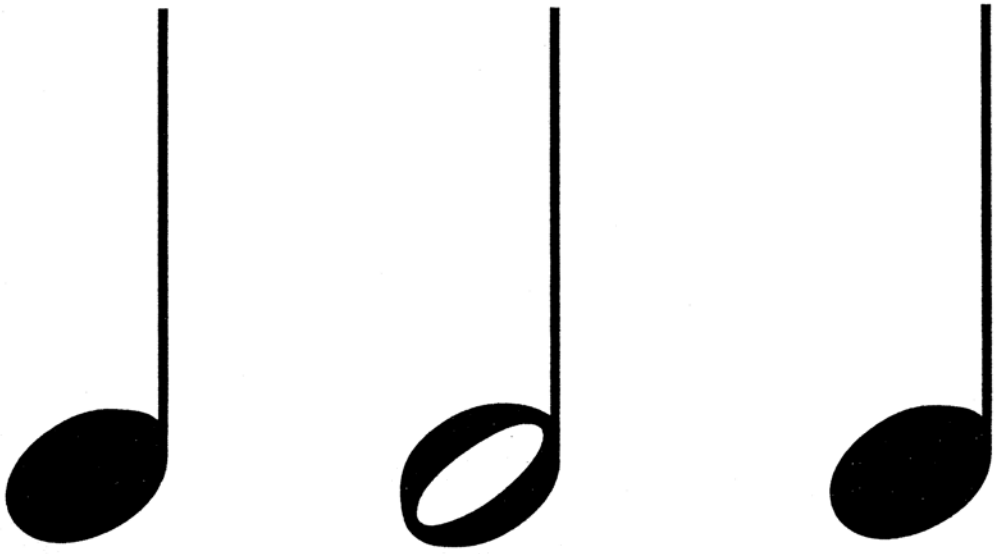

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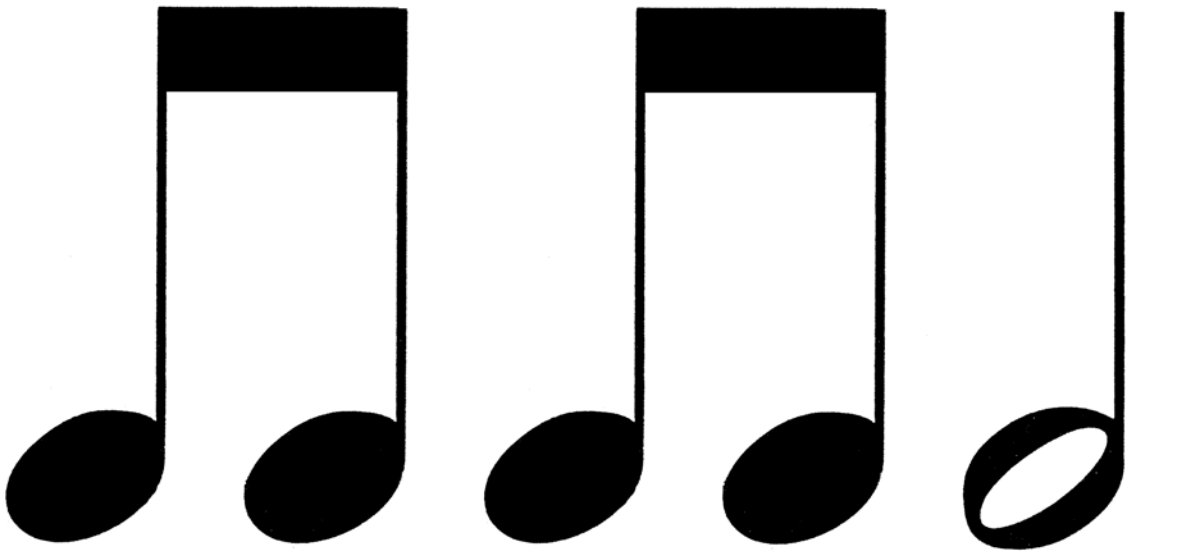

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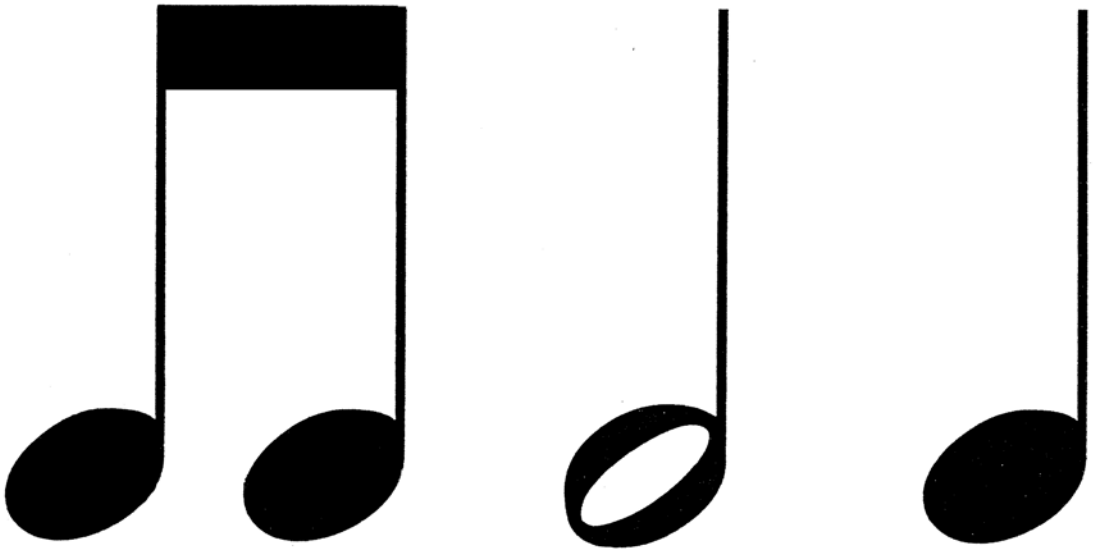

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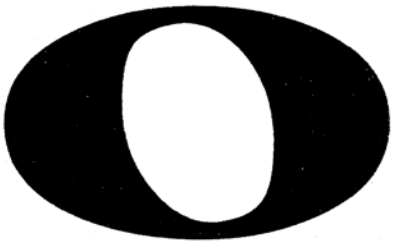

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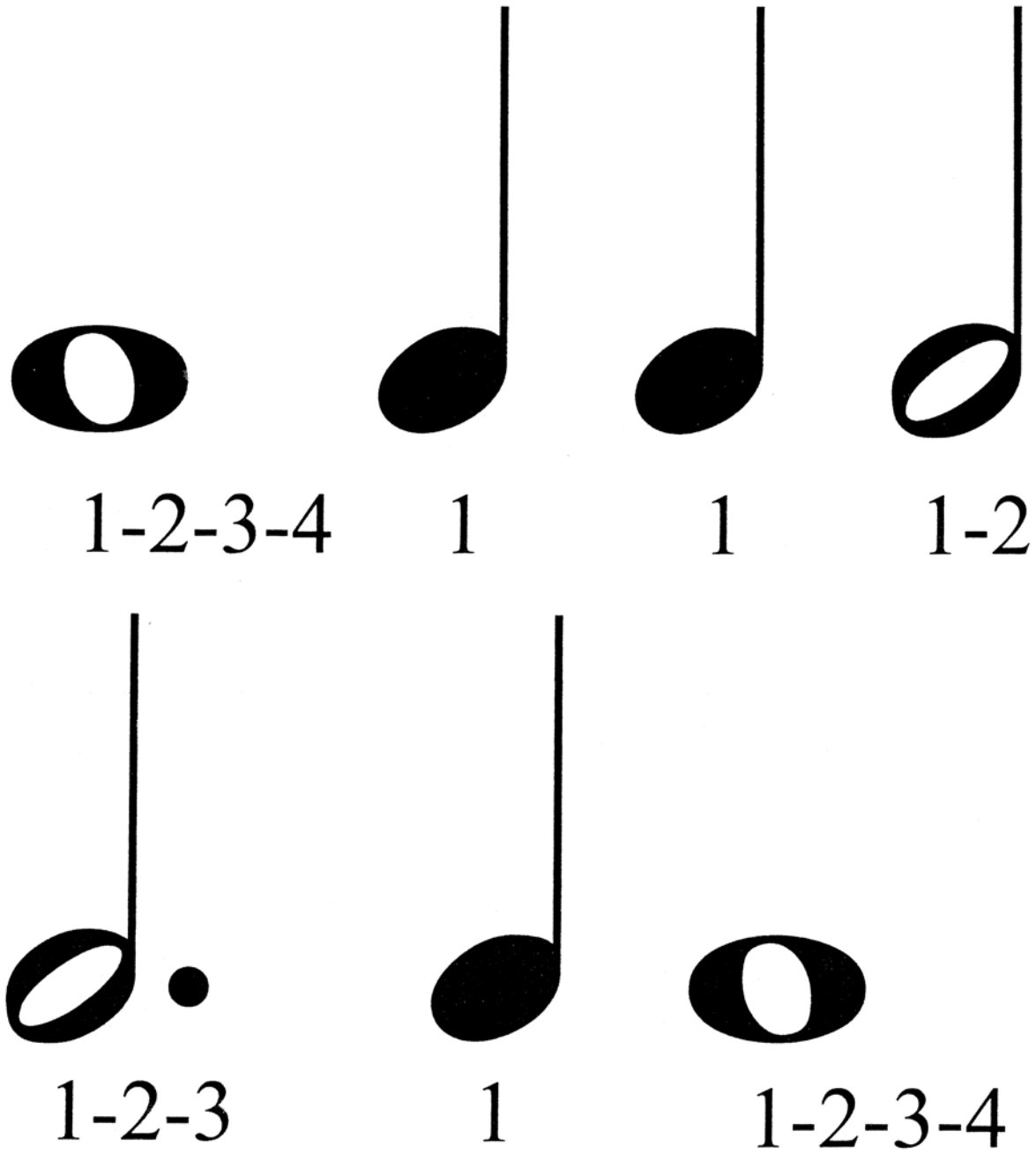
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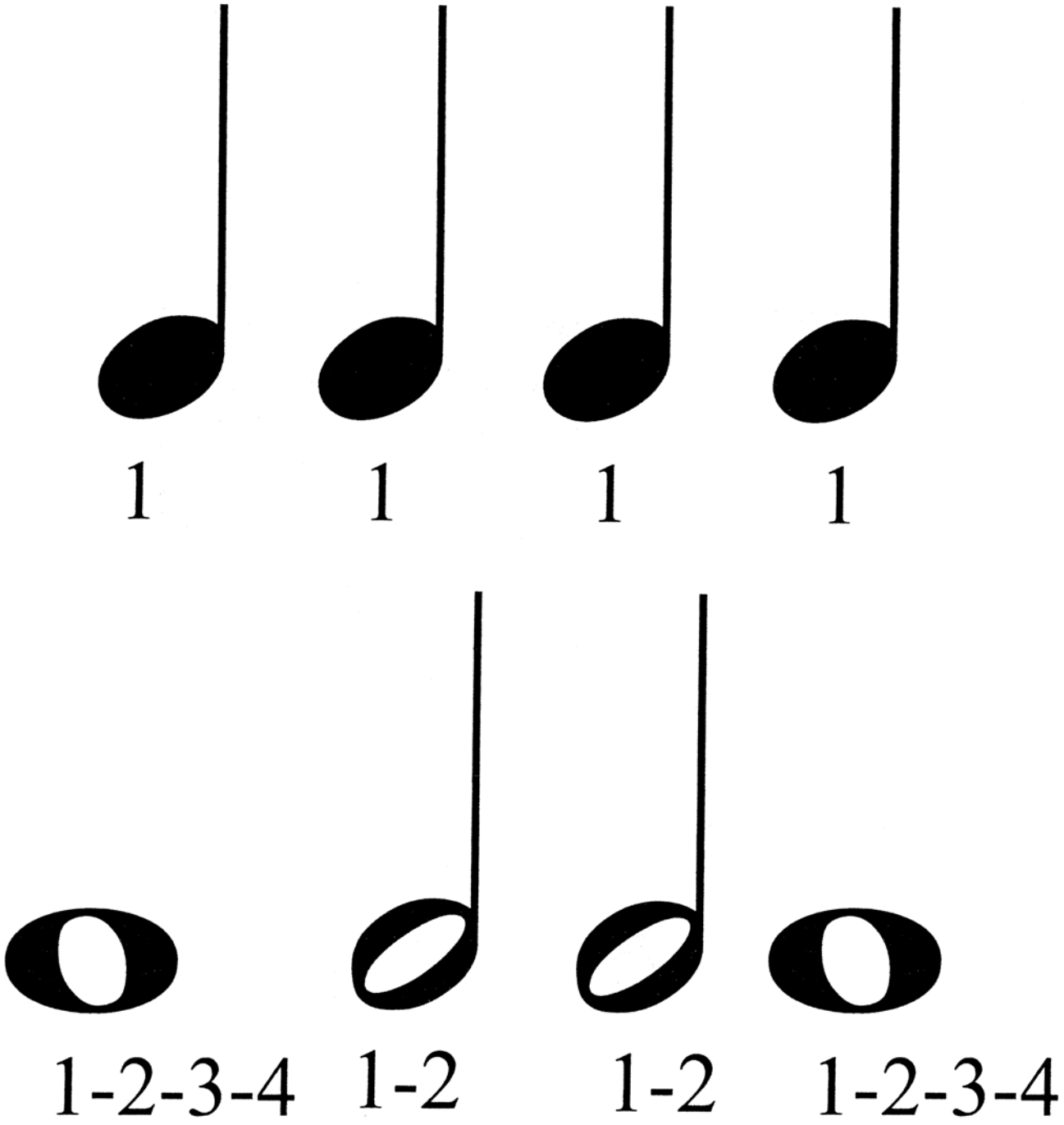
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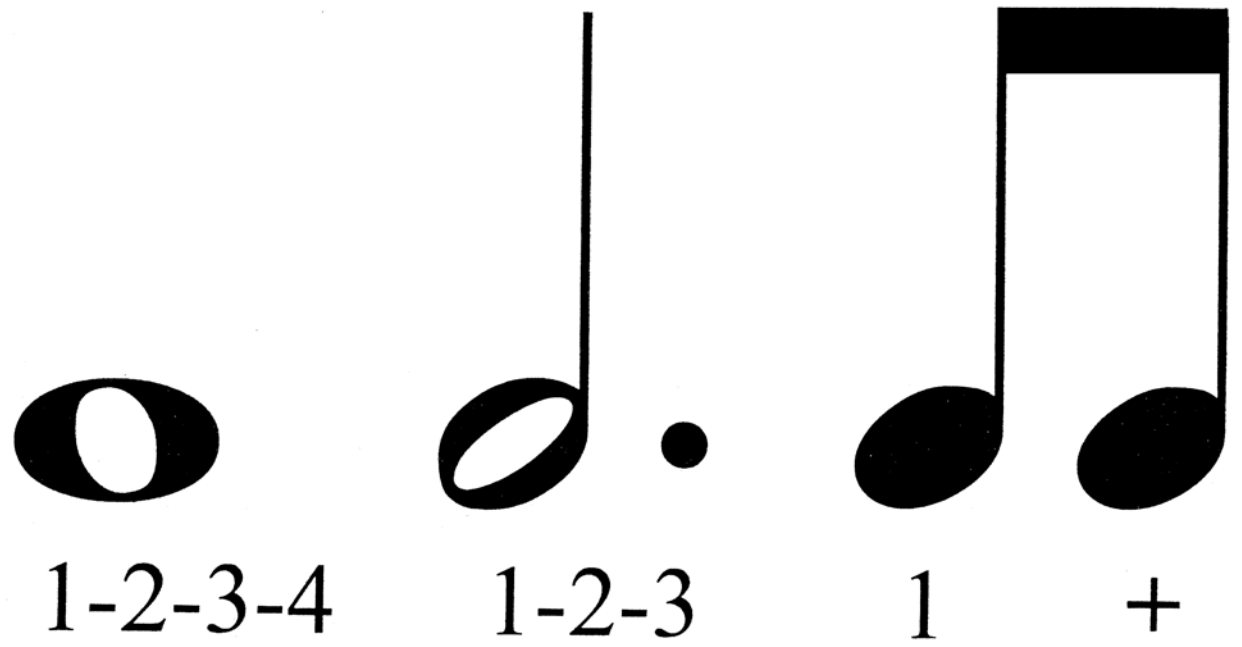
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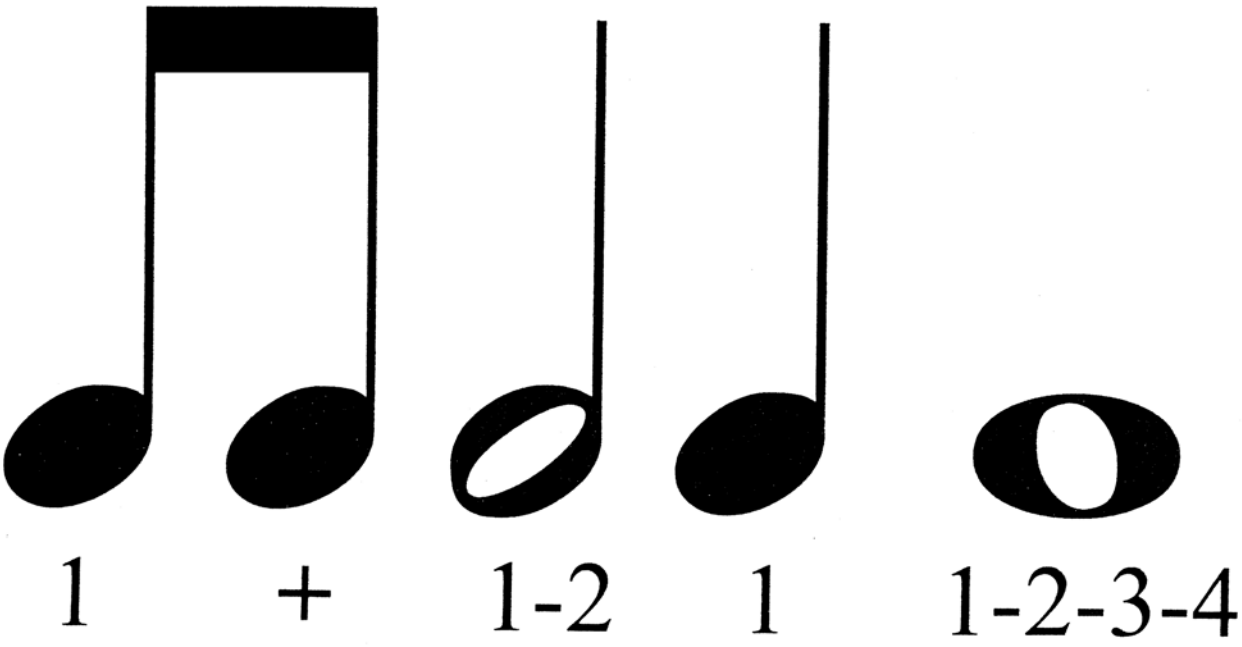
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TAP! TAPPEY!

Additional parts for TAP TAPPEY! are found in Lessons 2 and 3.

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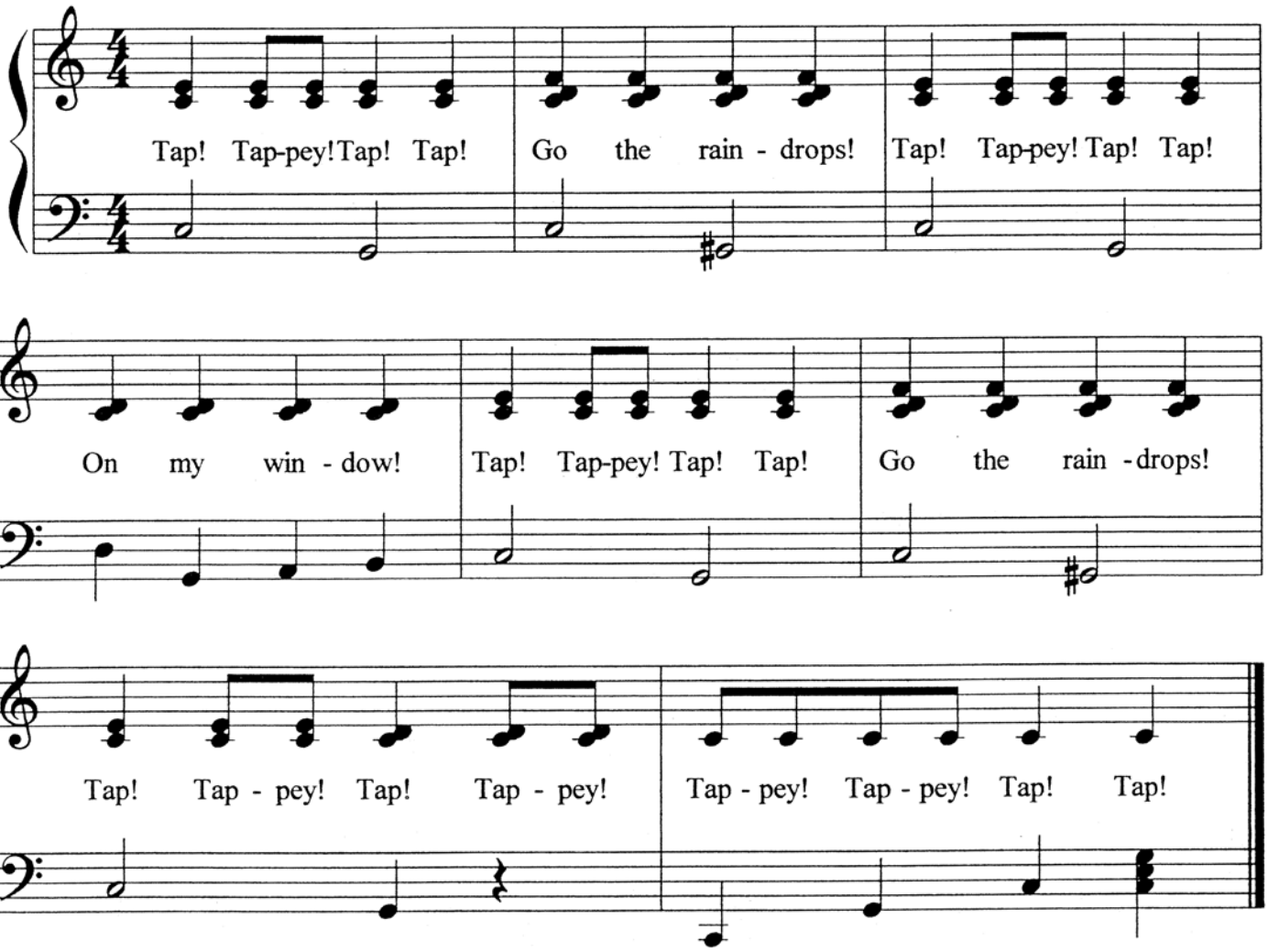



Blast Off With Piano
The Mayron Cole Piano Method

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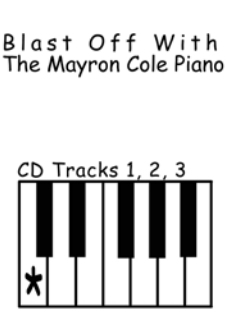
Lesson 1

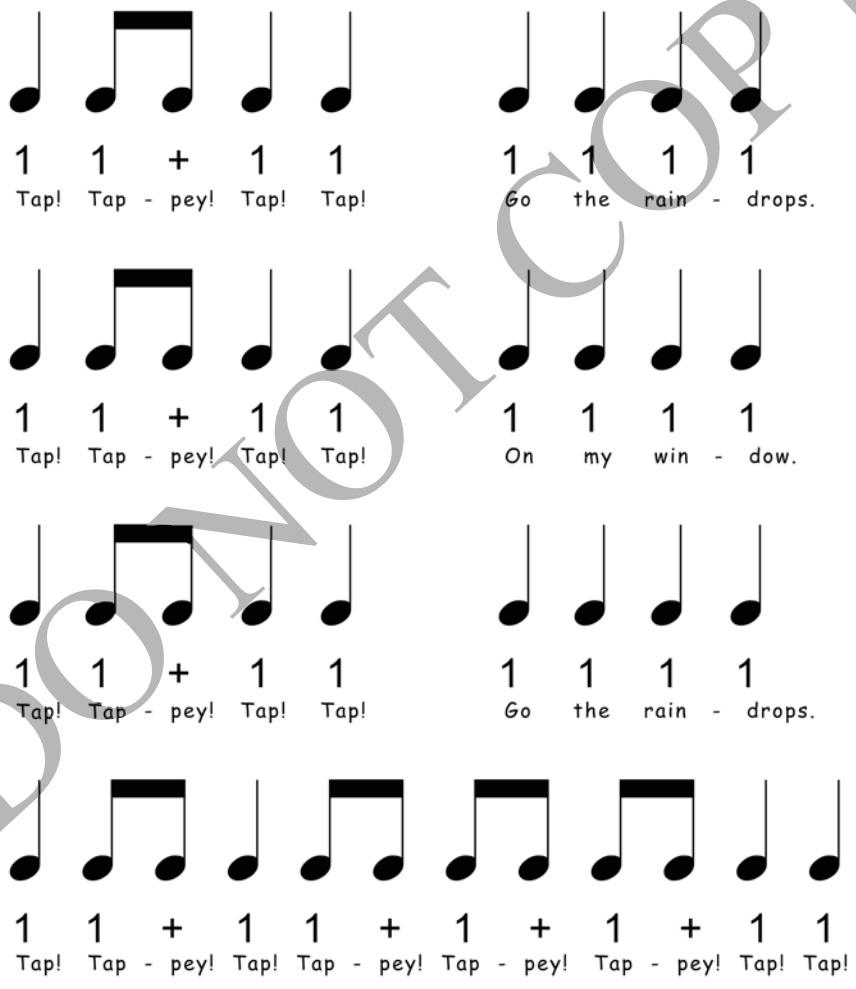
CD Tracks 1, 2, 3



Tap! Tappey! Tap! Tap!



PART 1



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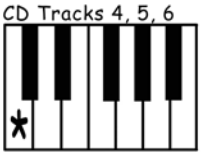
Lesson 1

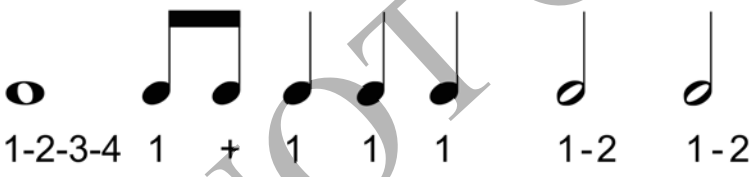
CD Tracks 4, 5, 6

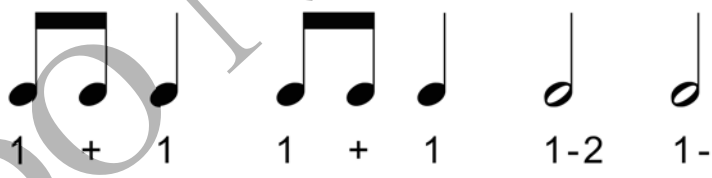


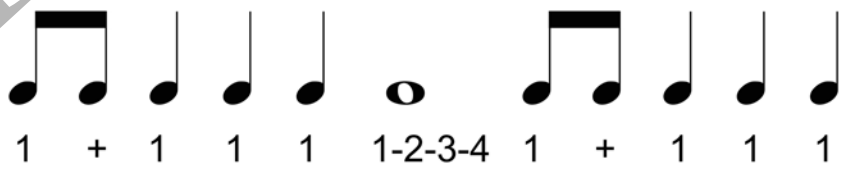
Victory March

PART 1









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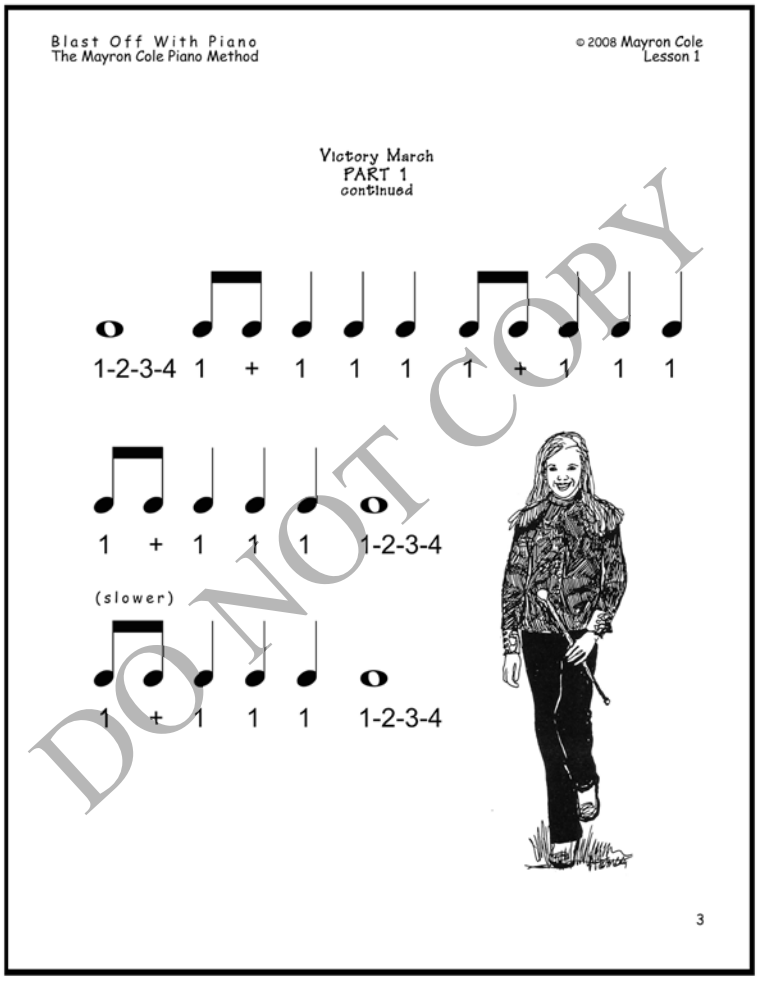

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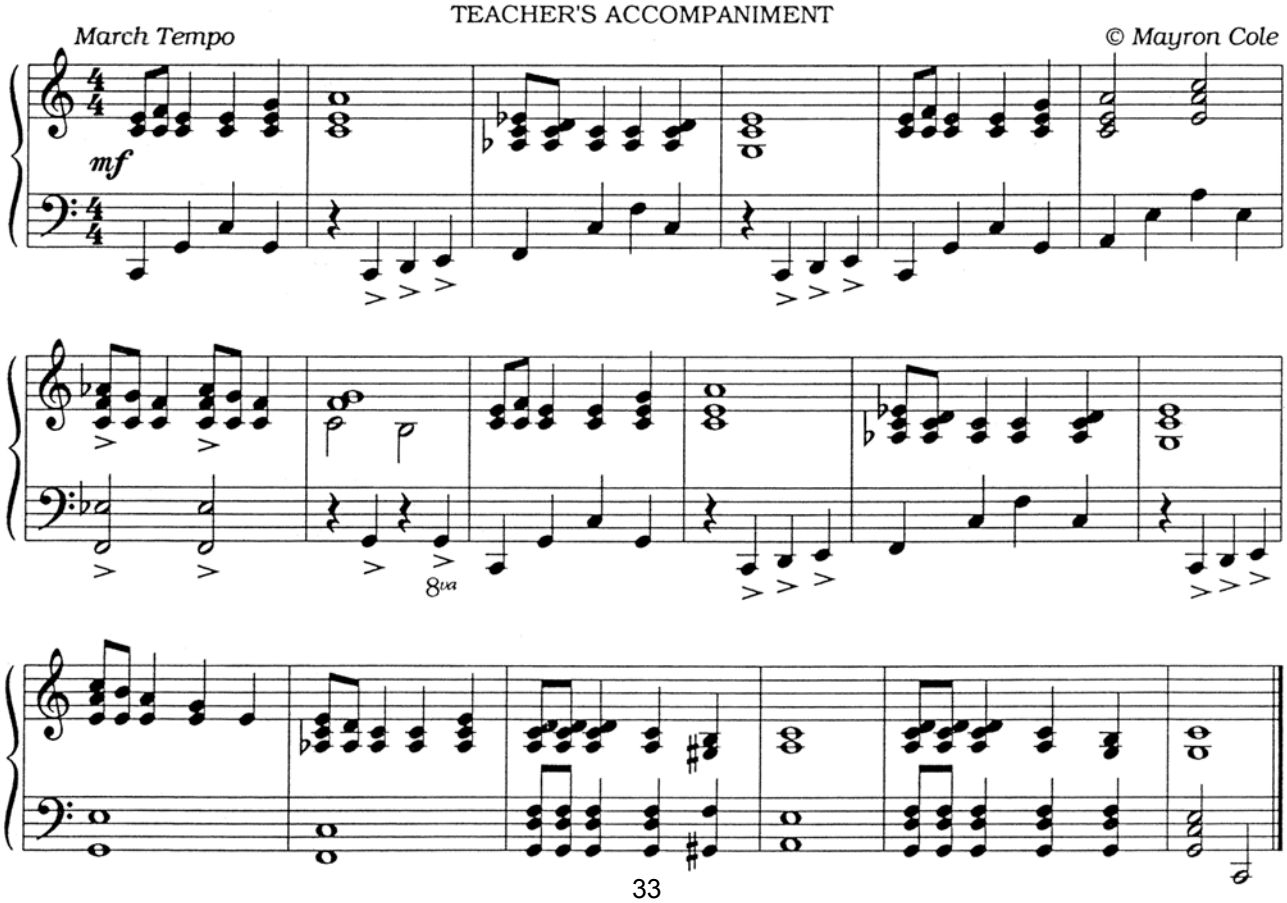
VICTORY MARCH

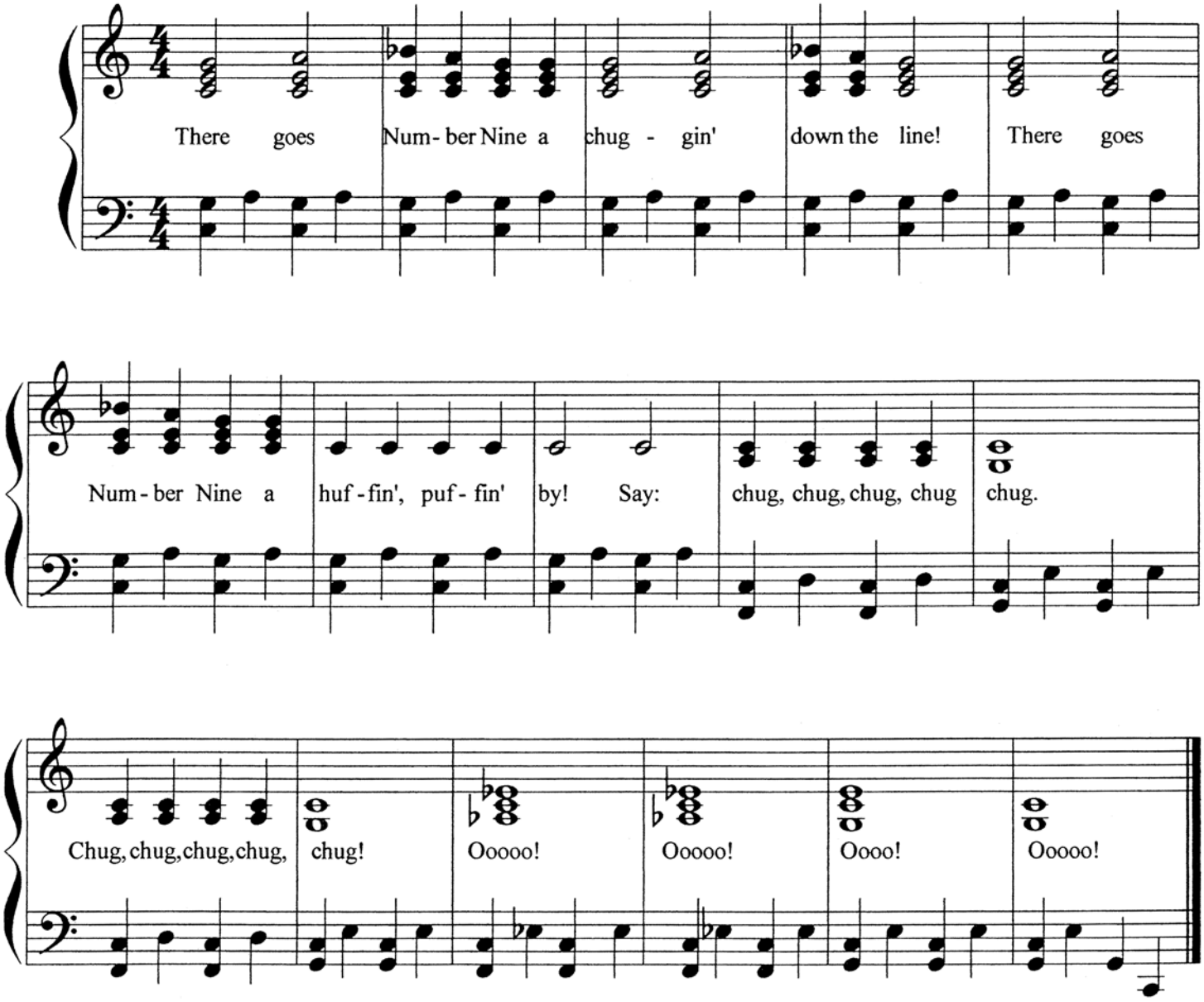
TEACHER'S ACCOMPANIMENT



THERE GOES NUMBER NINE

Additional parts for THERE GOES #9 are found in lesssons 2 and 5.

c MAYRON COLE



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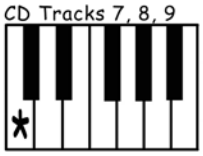
Lesson 1

CD Tracks 7, 8, 9



There Goes Number Nine



PART 1

1-2 1-2 1 1 1 1 1-2 1-2 1 1 1-2
There goes Num - ber Nine a chug - gin' down the line!

1-2 1-2 1 1 1 1 1 1 1 1 1-2 1-2
There goes Num - ber Nine a huf - fin', puf - fin' by! Say:

1 1 1 1 1-2-3-4 1 1 1 1 1-2-3-4
Chug, Chug, Chug, Chug, Chug! Chug, Chug, Chug, Chug, Chug!

1-2-3-4 1-2-3-4 1-2-3-4 1-2-3-4
Oooooooooo! Oooooooooo! Oooooooooo! Oooooooooo!

4

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SEE THE LEAVES

Teacher's Accompaniment

Additional parts are found in Lessons 2 and 3.

Wistfully/Not Fast

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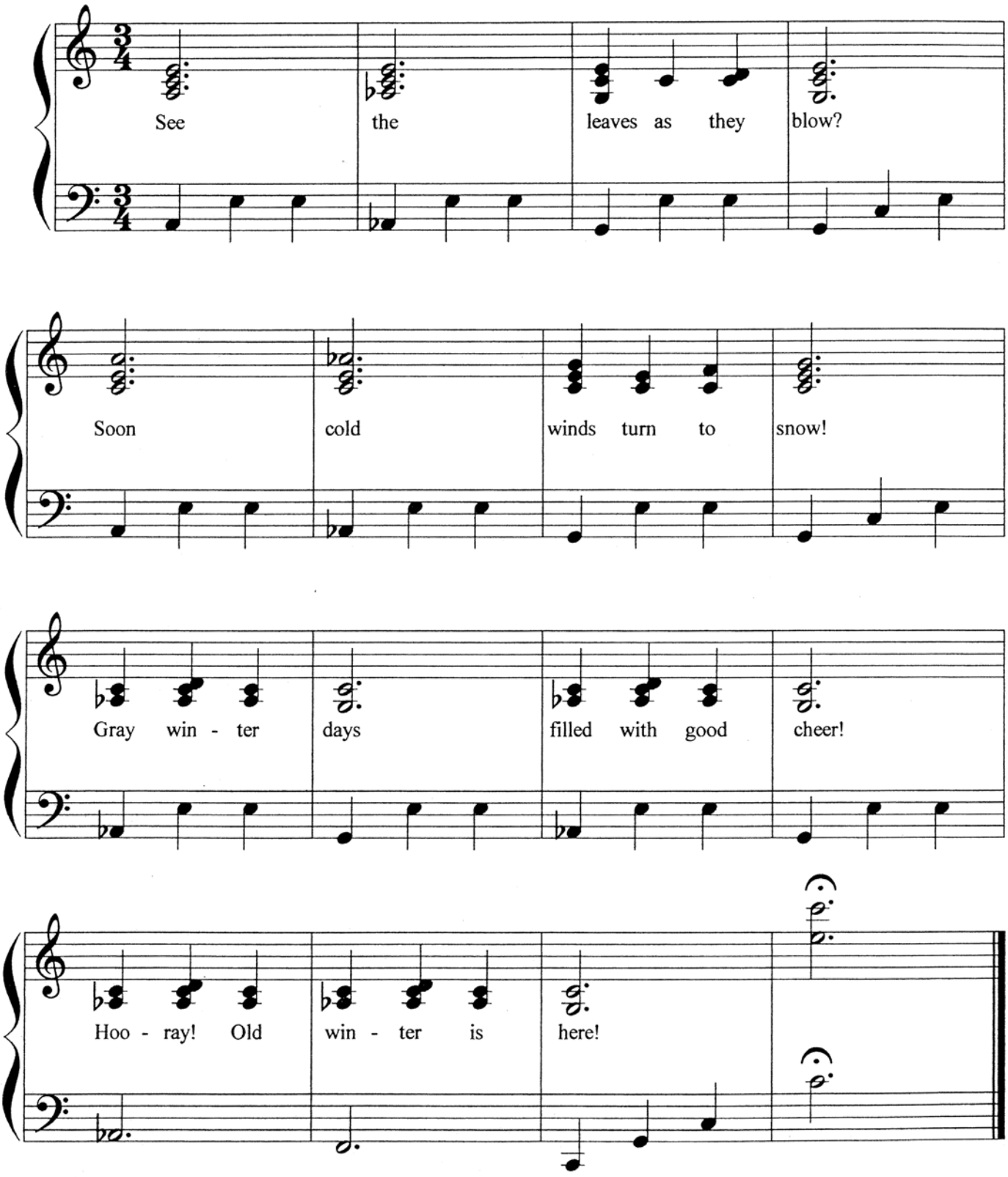

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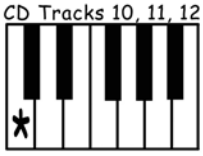
Lesson 1

CD Tracks 10, 11, 12



See the Leaves

PART 1



1-2-3 1-2-3 1 1 1 1-2-3
See the leaves as they blow?

1-2-3 1-2-3 1 1 1 1-2-3
Soon cold winds turn to snow!

1 1 1 1-2-3 1 1 1 1-2-3
Gray win - ter days filled with good cheer!

(softly)

1 1 1 1 1 1 1-2-3 1-2-3
Hoo - ray! Old win - ter is here!

5

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Lesson 1

SELECT FIVE COLORS...

WITH COLOR # 1, COLOR ALL OF THE WHOLE NOTE (1-2-3-4) LEAVES.
WITH COLOR #2, COLOR ALL OF THE DOTTED HALF NOTE (1-2-3) LEAVES.
WITH COLOR #3, COLOR ALL OF THE HALF NOTE (1-2) LEAVES.
WITH COLOR #4, COLOR ALL OF THE QUARTER NOTE (1) LEAVES.
WITH COLOR #5, COLOR ALL OF THE TWO-EIGHTH NOTES (1+) LEAVES.



6

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Lesson 2 45 minutes

SUPPLIES NEEDED:	MUSIC:	Teacher Manual	Student Book
Theory Game Mat	See The Leaves	44	7
Name Tags	Tap! Tappey!	46	8
Pencils	Bullfrog Jamboree!	48	9
Pastel Watercolor Markers	Bullfrog Jamboree		
Paper or Plastic Keyboard	**2 THEORY WORKSHEETS**	42/43	11/12

CONCEPTS: KEYS C D E E^b

LET'S GET GOING! (8 minutes)

Start today's lesson by playing aloud the rhythm pieces from LESSON 1. You play the teacher's accompaniments with them (or use accompaniment disk.) Be sure that everyone is counting aloud.

GO TO CENTRAL KEYBOARD (15 minutes)

Have the students come to a central keyboard. Show them how all the black keys are in a pattern of TWO'S and THREE'S. Have the students form a "train" as they, one-after-the-other, push down all the **black two's** on your keyboard.

If your teaching room is arranged so that this is convenient, have the students proceed to the next keyboard and continue depressing all the black two's until they have done this on every keyboard in the room.

When they have finished finding all the black two's, they come back to the central keyboard.

Teacher, say: The white keys on the keyboard are named after seven letters in the alphabet: A B C D E F G, repeated over and over. (Begin at the low end of your keyboard and demonstrate by pushing down each key, one-at-a-time, as you say "A B C D E F G," etc. Only do this for three or so octaves.)

But today, you are going to learn the names of the white keys found around the black two's. The first white key we are going to learn is D. D is easy to find because it is between the black two's. Watch as I find all the D keys on my keyboard. First, I look for the black two's. Then, I play the key between the black two's.
(Teacher, show the students a set of black two's. Then, depress the D Key as you say "D".)

After the above demonstration, have the students line up in "train" fashion, as they one-at-a-time- find all the D's on your keyboard as you watch for accuracy. Be sure they find the black two's to find D. (You don't want your students "counting up" from a key to find another key. All white keys are found by relating to their location around the black keys.)

After all students can easily find the D key, it's time to teach them D IS FOR THE DOGGIE WITH THE TWO BLACK EARS.

Students observe as you show/play them this fun little song:

♩	♩	♩	♩	♩	♩	♩	♩	𝅗𝅥	𝅗𝅥	𝅝
D	**D**	**D**	**D**	**D**	**D**	**D**	**D**	**C#D#**	**C#D#**	**C#D#**
Sing: "D	is	for	the	dog-gie	with	the	two	black	ears!"	

Have your students, four at a time, stand in front of the central keyboard as they play "D is for the Doggie". After you are sure that all students can easily play the little song, the students go quickly to their own keyboards.

Have the students play the little song again as a group. Always "count in" the students so that everyone starts playing at the same time. Say: "1-2-3-4; Ready, Let's Play Great."

Teacher, say: Now we are going to find some big, low sounding "dogs". On which end of your keyboard will you find low sounds? (Teacher, don't show them. Let them explore on their keyboards until they find the low sounds. After they have found a low D, students again play "D is for the Doggie".) ***Teacher, say: Let's find some tiny, high-sounding dogs. On which end of the keyboard would they be?*** (Follow the above procedure. Then, finally find some middle-sounding dogs.)

After all students are comfortable with finding and playing D's, they return to the central keyboard.

Teacher, say: (Point to C#. C# is "dog ear one.) ***This black key is dog ear one. Beside dog ear one is C. Line up in a train and find all the C's on this keyboard.***

After students are secure with finding C's, resume:
Teacher, say: Beside dog ear two (D#) ***is E. Line up in a train and find all the E's on this keyboard. Look first for dog ear two.***



For your other students, it's time to learn one more key!

It's time to learn E-flat! (In this course, identify E-flat as "dog ear two".)
Teacher, say: In today's music, we will play tunes that use C,D,and E keys. But we will also play " dog ear two" in a couple of the pieces. (Bullfrog Jamboree! and There Goes #9.) Hold up the teaching aid on page 52 that shows the flat sign.
Teacher, say: When you see this little "b" in your music, it's telling you to go "backward". E "backward" is dog ear two. E backward's real name is E-flat.

Teacher , say: Line up like a train and find every E-flat on this keyboard. Remember, E- flat is dog ear two!
PLAY KEYBOARD SOUP (2 minutes)
Students return to their own keyboards. Students will find/play keys that you call out (in any order you like!) The point is to find the keys quickly without "counting up" from some other white key.

Teacher, say: Find four E's; three D's; four E♭'s; three C's, etc.

Obviously, you can mix the above in any order you like. Do this until all students are secure with these four keys on the keyboard.

IT'S TIME TO PLAY A GAME (10 minutes)
Watch the time today! Don't stay at game time too long! You've still got to work on the new pieces!

Take a paper keyboard or a three-dimensional plastic keyboard to game time. You'll use this small, mute keyboard to ask questions.

As questions such as this:
. Susan, on this paper keyboard, show me a C key and an E-Flat key. (Susan than moves on the game mat.)
. Robert, on this paper keyboard, show me a D key and an E key. (Robert moves on the game mat after correctly answering.)
. Manuel, find on this keyboard a C key and another C key somewhere else on the keyboard.
Continue asking the above questions until all are secure with finding the CDE and E Flat keys.

Then ask questions about the music they'll be playing in a few minutes.
. ("See the leaves" on page 45 in this book) Augustine, Look at the first line of notes. Look at the second line of notes. Are the notes the same in both lines? Ans: Yes.
. Class, for a free throw for everyone, how many times do we see C D C (in a row) in "See the Leaves"? Ans: 4
Continue asking questions that analyze the piece. Also, ask rhythm questions. Make sure your students understand thoroughly the music they will be playing before going to their keyboards.
BUT watch the clock! There is much to do today!

LET'S GO TO OUR KEYBOARDS (10 minutes)

Teacher: All of the keyboard music in this program is written *non-spacially.* This means that the students are not "told" visually to go UP or DOWN to a key. Example: students may play the C and E keys two ways: They may play a C key and then go UP a third to E; or they may play a C key and then go DOWN a sixth to E. Both are correct. Your students are exploring the keyboard! They may play the entire piece on low keys or high keys or middle of the keyboard keys--and that is okay, too. But encourage your students to use both hands when playing the music. Any fingering is okay in this program (correct fingering is taught in later programs!) But don't let a student play an entire piece using only one finger. If students have a difficult time "changing hands" while playing their music, highlight on their music the notes you think they should play with their left hands. That usually helps.

Have students turn to page 7 (See the Leaves) in their books.
Teacher, say: We're going to practice playing together a melody for the first time. Let's try only the first line. Everyone, find your keys on your keyboard. After you've found your keys, try keeping your eyes on your music as we play. Let your fingers "feel" the keys. I'll count us in: "1-2-3; Ready, Let's Play!"
Teacher, go slowly with this first attempt. You play the students' part with them. Don't add the accompaniment until next lesson.

Teacher, say: That was pretty good! Now let's play the whole piece together as a group. (Teacher, this won't be as good as you want it to be the first time through, but go on to "Tap! Tappey!")
Teacher, say: Look at lines 1,2,3 of Tap! Tappey! Are they the same? (Ans. Yes.)
Again, play the entire piece together as a group. You play the students' part with them.

On "Bullfrog Jamboree!" quickly highlight every C in the students' music. That C will be played with the left hand. "There Goes #9" uses only E keys and C keys--until the last line. Easy!

IT'S TIME TO GO! Tell the students to play each piece at least four times before they return for the next lesson.

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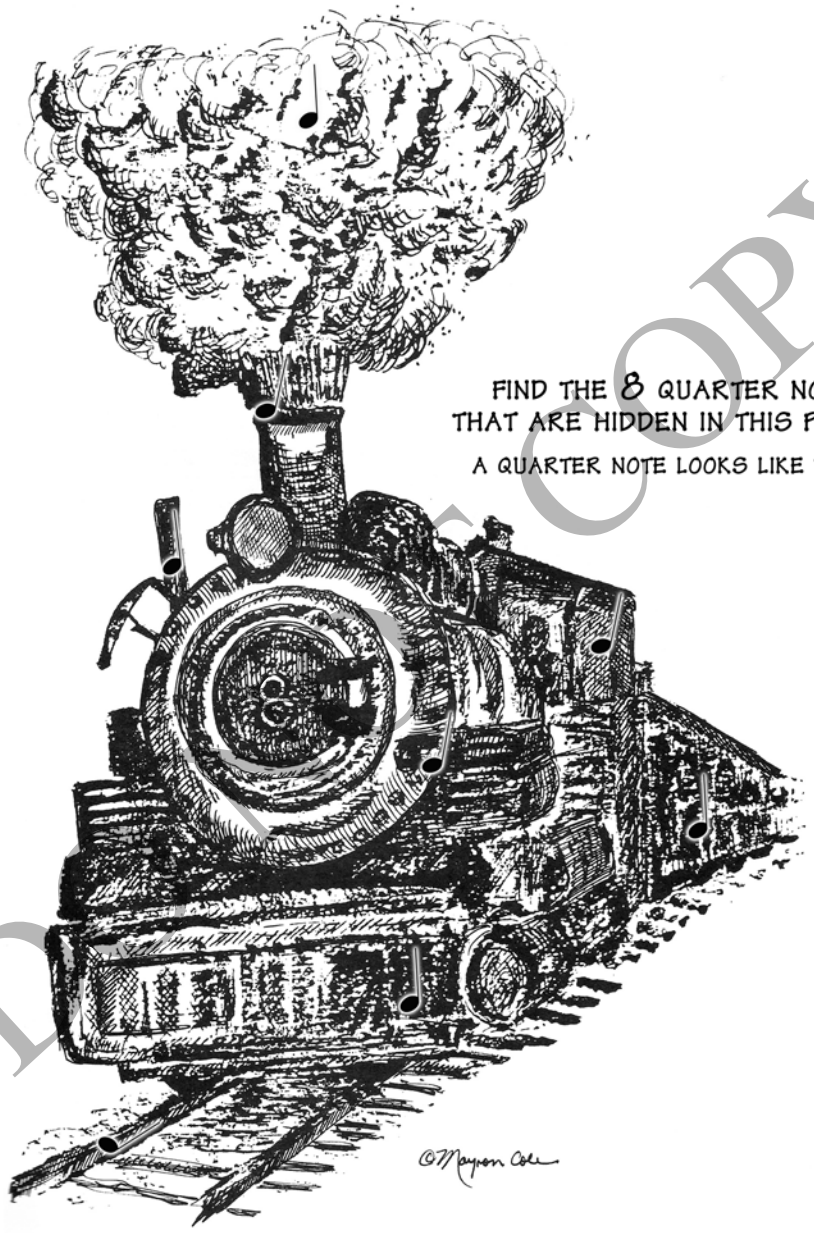
Lesson 2



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11

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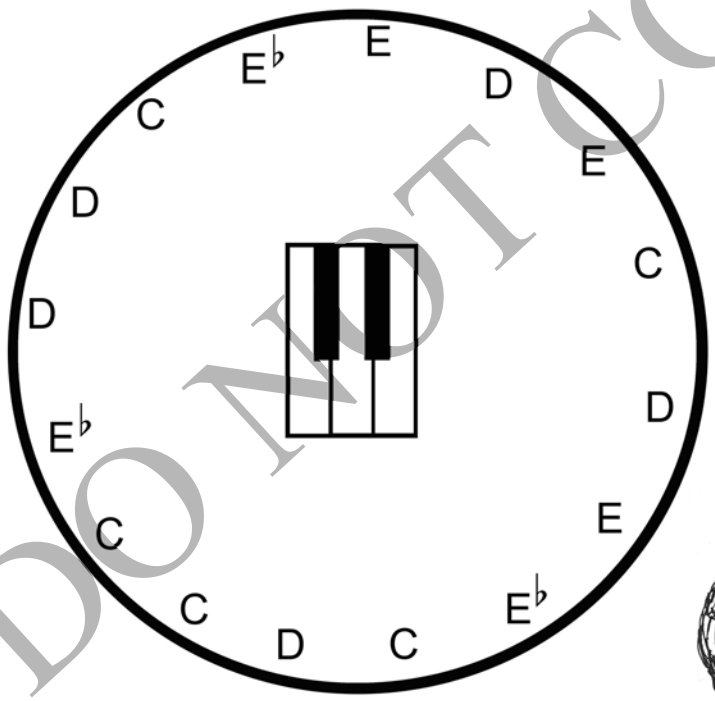
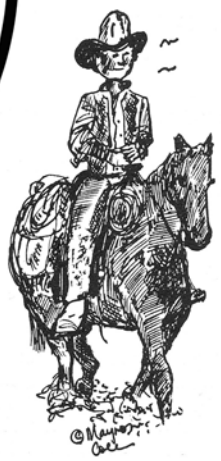
Lesson 2



DRAW A LINE FROM
EACH LETTER TO
ITS CORRECT KEY ON
THE LITTLE KEYBOARD.





12

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SEE THE LEAVES

Teacher's Accompaniment

Wistfully/Not Fast

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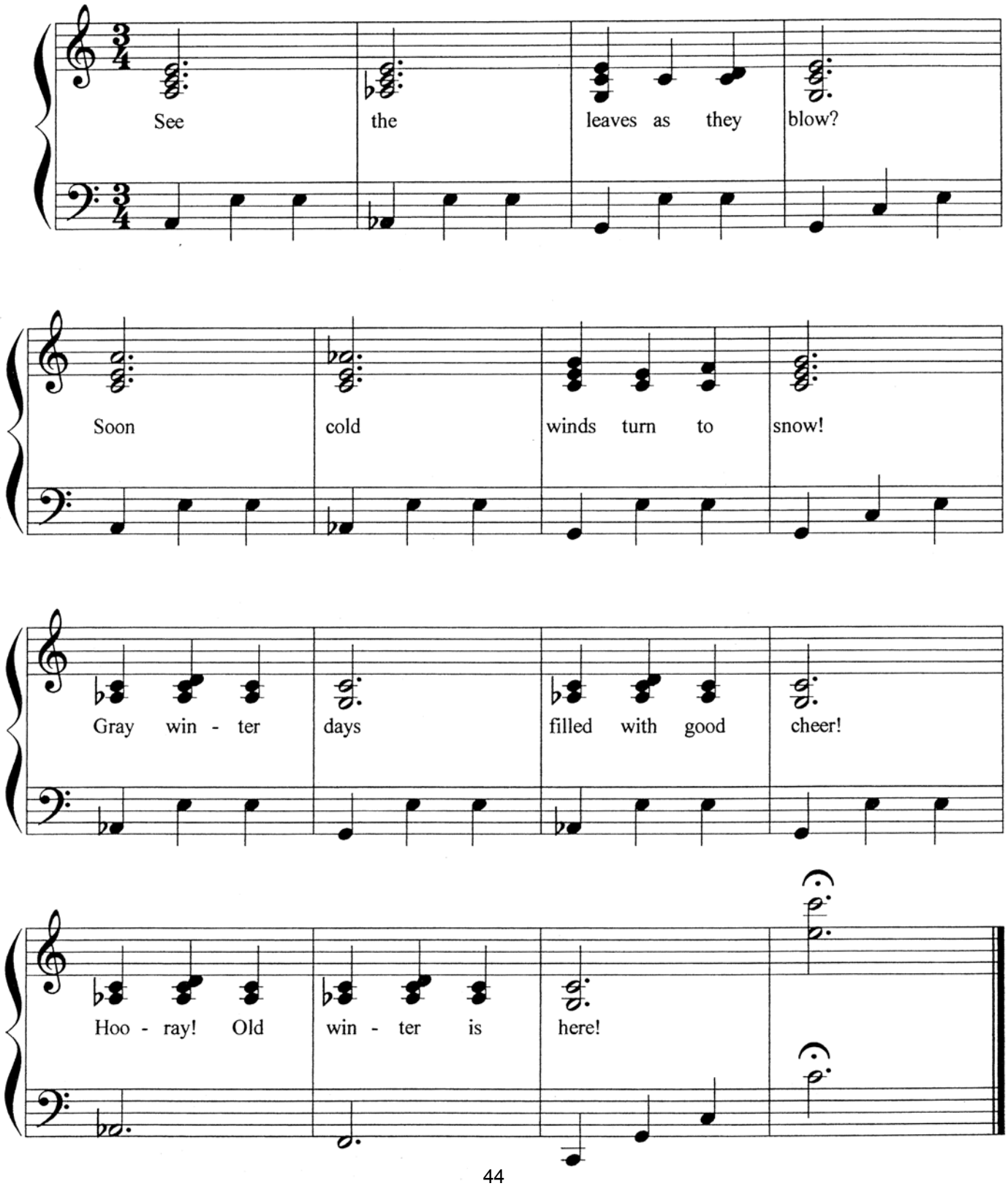

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Lesson 2

CD Tracks 10, 11, 12

See the Leaves

PART 2



E E E C D E
See the leaves as they blow?

E E E C D E
Soon cold winds turn to snow!

C D C C C D C C
Gray win - ter days filled with good cheer!

(softly)

C D C C D C C C
Hoo - ray! Old win - ter is here!

7

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TAP! TAPPEY!

c MAYRON COLE

Tap! Tap-pey! Tap! Tap! Go the rain - drops! Tap! Tap-pey! Tap! Tap!

On my win - dow! Tap! Tap-pey! Tap! Tap! Go the rain - drops!

Tap! Tap - pey! Tap! Tap - pey! Tap - pey! Tap - pey! Tap! Tap!



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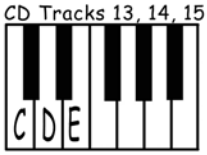
Lesson 2

CD Tracks 13, 14, 15



Tap! Tappey! Tap! Tap!



PART 2

E E E E E D D D D
Tap! Tap - pey! Tap! Tap! Go the rain - drops.

E E E E E D D D D
Tap! Tap - pey! Tap! Tap! On my win - dow.

E E E E E D D D D
Tap! Tap - pey! Tap! Tap! Go the rain - drops.

E E E D D D C C C C C C
Tap! Tap - pey! Tap! Tap - pey! Tap - pey! Tap - pey! Tap! Tap!

8

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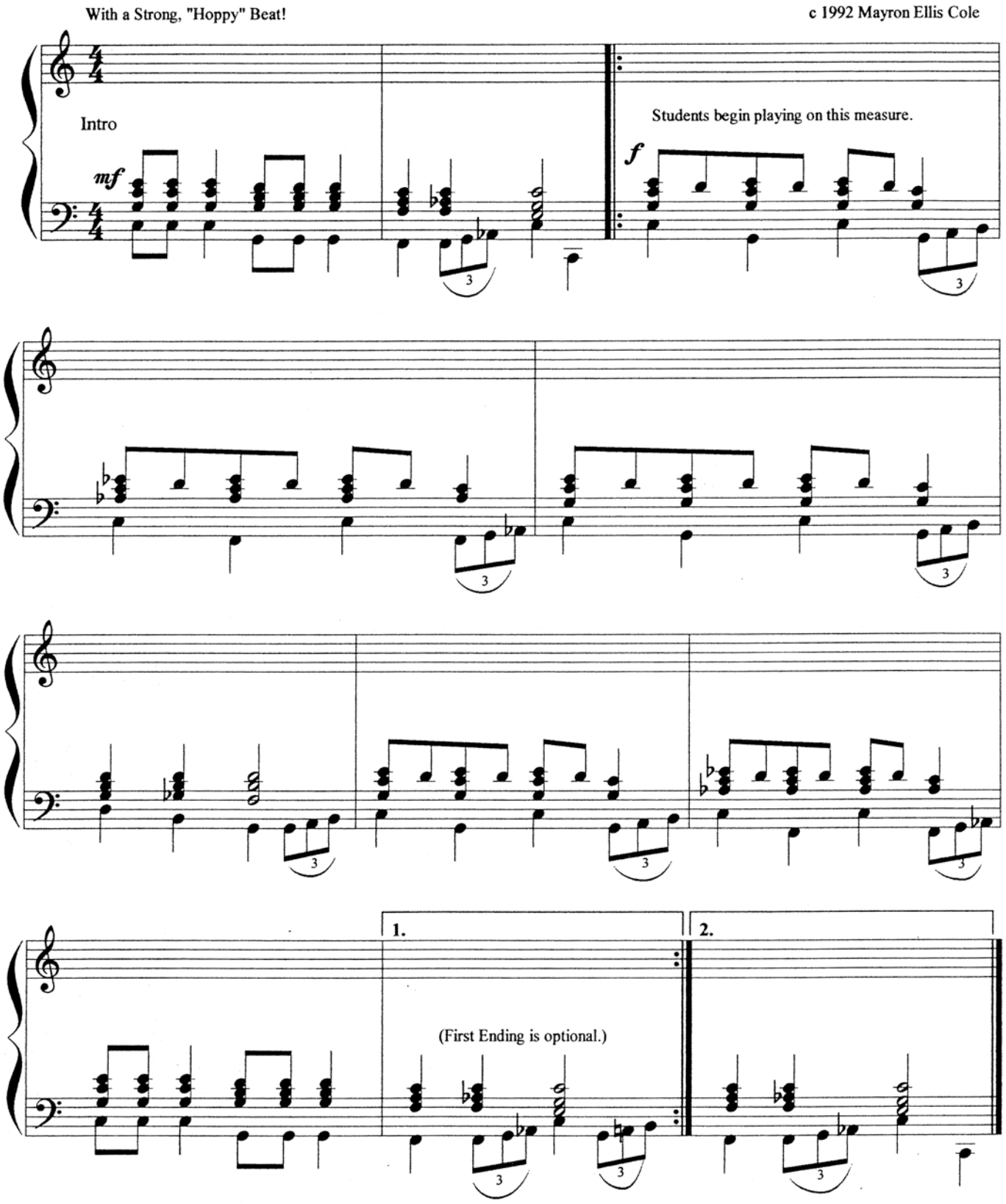
BULLFROG JAMBOREE!



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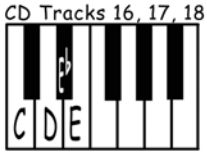
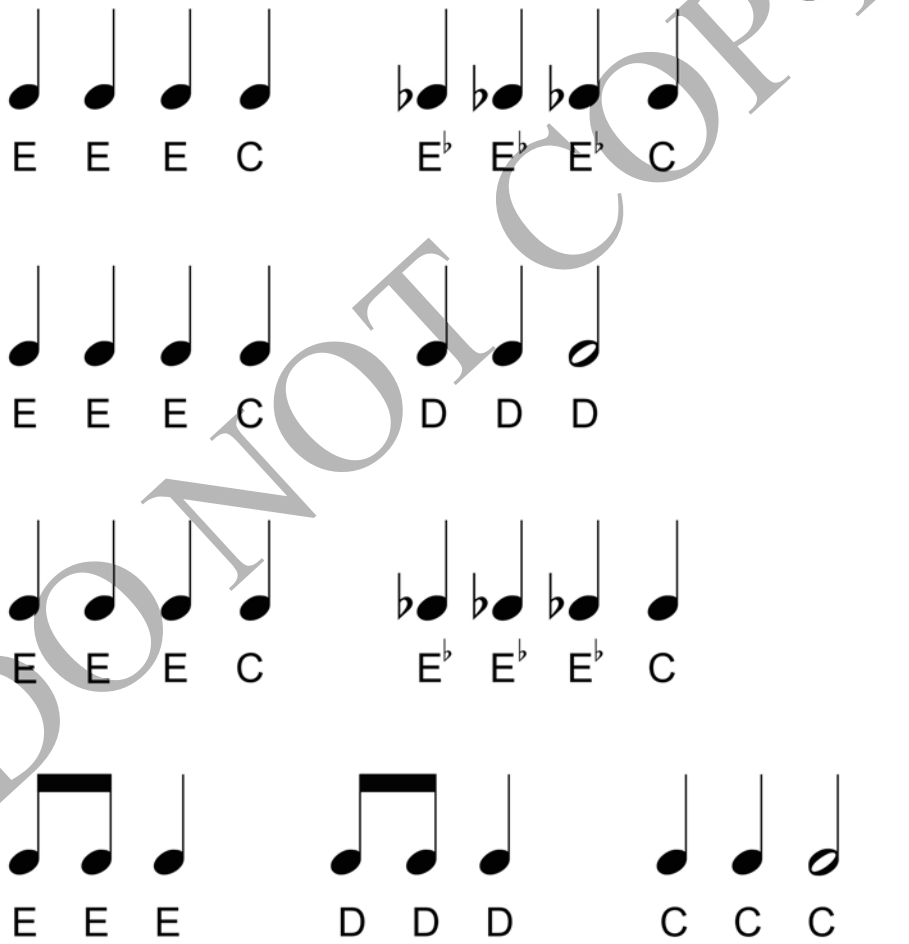
CD Tracks 16, 17, 18



Bullfrog Jamboree

PART 1





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9

THERE GOES NUMBER NINE

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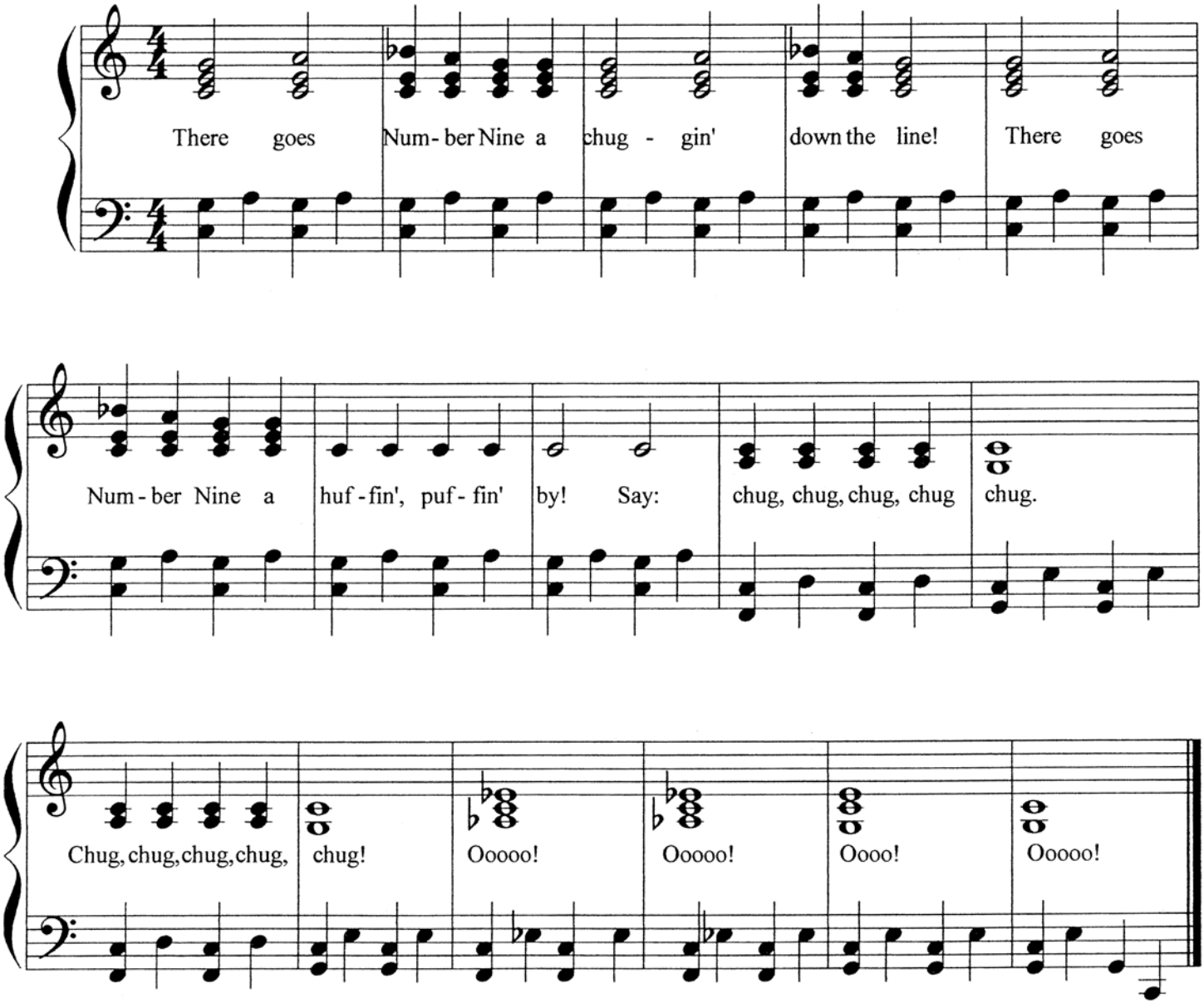

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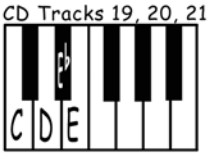
CD Tracks 19, 20, 21



There Goes Number Nine

PART 2



E E E E E E E E E E E
There goes Num - ber Nine a chug - gin' down the line!

E E E E E E C C C C C C
There goes Num - ber Nine a huf - fin', puf - fin' by! Say:

C C C C C C C C C C C
Chug, Chug, Chug, Chug, Chug! Chug, Chug, Chug, Chug, Chug!

E♭ E♭ E C
Oooooooooo! Oooooooooo! Oooooooooo! Oooooooooo!

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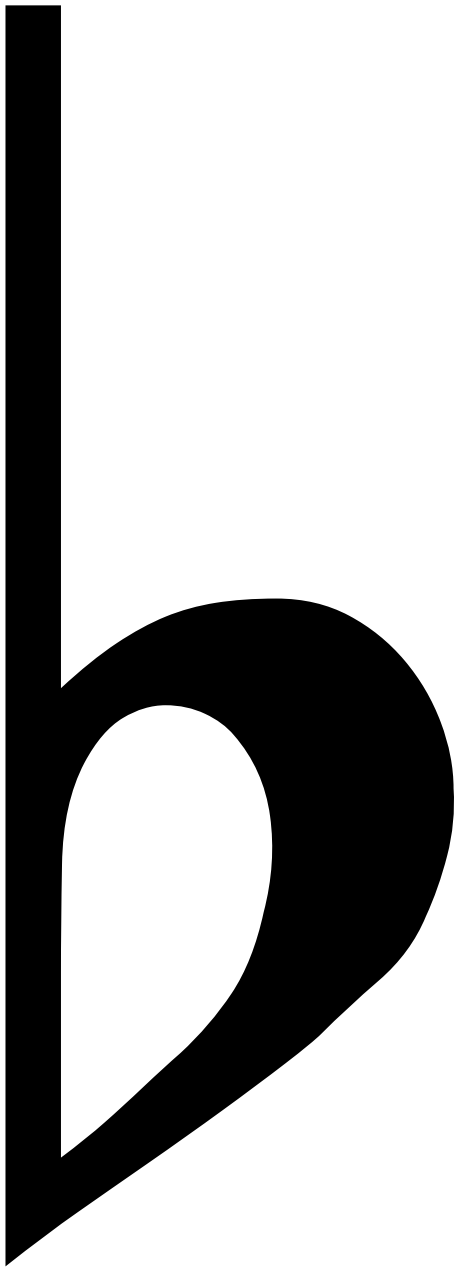
10





Lesson 3

45 minutes

SUPPLIES NEEDED:	MUSIC:	Teacher's Manual	Student Book
Paper Keyboard	Western Skies (Part1)	56	13
Name Tags	Katzen Dawgs (For older students!)	60	14
Pencils	Tap! Tappey! (Part 3)	62	17
Pastel Watercolor Markers	See the Leaves (Part 3)	64	18
Theory Game Mat	**THEORY WORKSHEET**		

CONCEPTS: Keyboard F G A A^{b}
1st/2nd Endings (for older students only)

LET'S BEGIN (10 minutes)
Hear all of the music from Lesson 2. You play the teacher's accompaniment with the students. If you still have some time left, hear some of the rhythm pieces from Lesson 1 as the students count aloud.

MORE NEW KEYS TO LEARN (10 minutes)
Have the students come to a centrally located keyboard.
Teacher, say: You know that the black keys on keyboards are in groups of two's and three's. Today we're going to learn some of the white keys around the "black three's". Form a train and, one-at-a-time, push down the black three's on this keyboard.
When all students have successfully found/played the black three's, continue:
Teacher, say: Today we are going to learn the keys F, G, A, and A Flat. Look at the black three's. F is beside Black Key 1. Form a train, and one-at-a-time, find all the F's on this keyboard. Say "F" as you push down the F key.

Note: Seven year old students should only learn the F key today. Teach them to play "Western Skies", on page 13; and "Tap! Tappey!" on page 17. Remember, young students will NOT complete all the pieces in this book in a five-day course! Teach as many pieces as you can to your young students, but don't overwhelm them!

But for your older students, proceed —

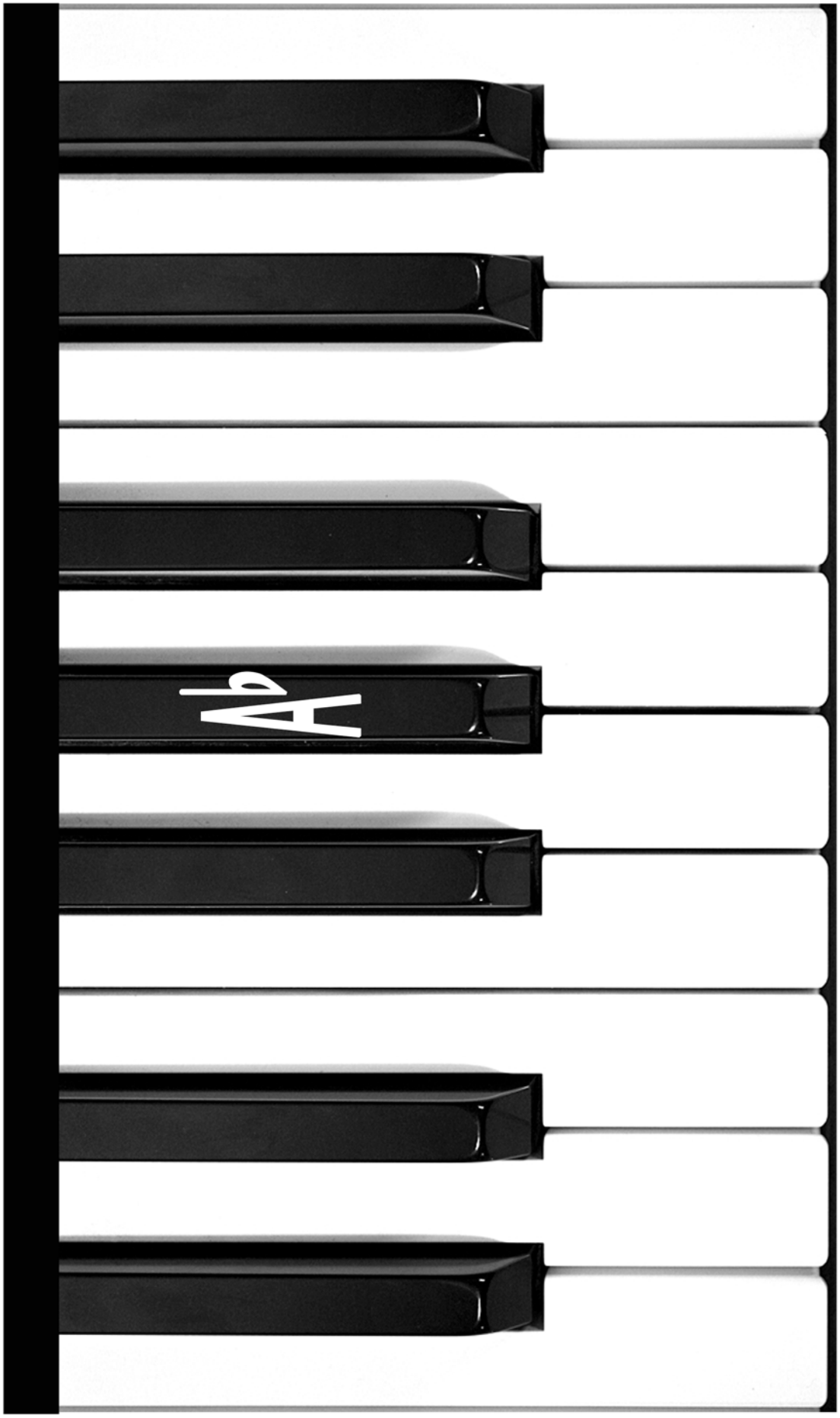
After the students are secure with finding the F key,
Teacher, say: Look again at the Black Three's. The G Key is between black keys 1 and 2. (Teacher, do NOT tell your students to "count up" from F. We find all of our white keys by relating to black keys--not by "counting up." Your students will play better later on if you will follow this advice.) ***Watch as I find some G's on this keyboard. First, I look for the black three's--then I play the key between black keys 1 and 2. Watch as I find several G keys on this keyboard.*** (Teacher, slowly find the G keys. Keep reinforcing that you are playing the white key found between black keys 1 and 2.) ***Now, form a train and, one-at-a-time, find all the G's on this keyboard.***

After the students are confident in finding the G keys, continue:
Teacher, say: The A key is between black keys 2 and 3. Watch as I find several A keys on this keyboard. I look for the black three's. Then I play the key between black keys 2 and 3. (Slowly find several A keys. Again, reinforce that you are playing the white key between black keys 2 and 3.)***Find all the A keys on your keyboards.***

KEYBOARD SOUP (3 minutes)
Students quickly go to their own keyboards.
***Teacher, say: Find as quickly as you can the keys that I call out. Find four of each one. Ready? Find four A's; four G's; four F's;* etc.** Continue calling out all the keys that your students have learned to date. Mix them up in any order that you like. Be sure that they are finding the four keys in four different octave locations on the keyboard. *(Some devious kids will simply strike the same key four times!)*
The last key that you need to teach today is A-flat. It is identified in this course as **The Middle Black Key**. Have the students stand around your central keyboard as you demonstrate that A flat is the "middle" black key (of the black three's). Find all the A-flats on your keyboard as you say its letter name. Then let your students practice finding all the A-flats on your keyboard, one-at-a-time.

GO TO GAME TIME! (12 minutes)
Be sure to have a paper keyboard or some small keyboard with which to ask keyboard questions at game time. Ask plenty of F, G, A, and A-flat questions, plus review C, D, E, and E-flat from the previous lesson. Ask questions such as these:
Teacher, say:
. ***Susan, on this little keyboard, find me two different A's.*** (This means to find the A key in two different places on the keyboard.)
. ***Marcella, find one G and one A-flat.***
. ***Sam, find one F, one A-flat, and one D.***
. ***Max, find two C's and one A.***
Continue asking questions such as these until all students are secure with finding these keys.
If you are teaching a class of OLDER STUDENTS, turn to *"Katzen Dawgs"* on page 58/59 in this book and explain how to "read" 1st and 2nd endings. Do this while your students are still in group time. You can use this knowledge for questions at game time. Ask questions such as this:
Teacher, say:
. ***Jennifer, after you play the 1st ending on Katzen Dawgs, where do your eyes go? Ans: Back to the first noe of the piece.***
. ***Susan, the second time through the piece you skip over the 1st ending and go directly to the 2nd ending. Is that correct? Ans: Yes.***
. ***Marcella, with your finger, show me how you track the notes on this piece. Ans: Marcella moves her finger across all the notes, into the notes of the first ending, and then her finger goes back to the beginning of the piece.***

IT'S TIME TO PLAY THE NEW MUSIC (10 minutes)
Have your students turn to page 13 in their book ("Western Skies"). This piece is easy to play. Play aloud with your students as all of you play this piece. Have the students SAY the key name and count aloud like this: F-2-3; F-2-3, etc. Then have them play the piece as a group without saying/counting aloud. **This is because some students will literally stare at their keys and press down the keys as you call them out. They are not "reading" their music at all. This must be stopped. Eyes must track on the music at all times.**
HAVE SOME EXTRA TIME? Students work theory sheet on page page 16.

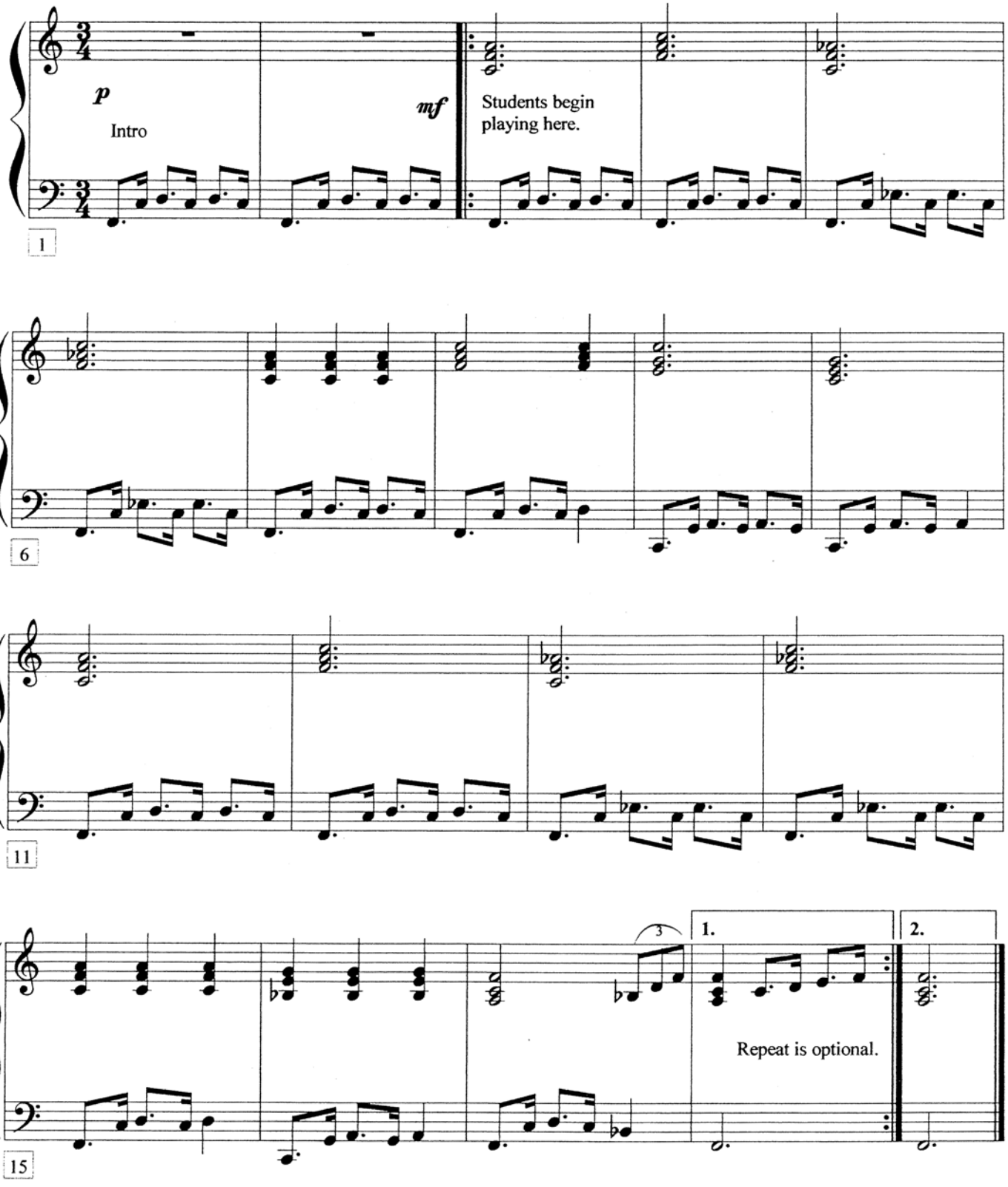

Ab

Western Skies

Teacher's Accompaniment

Not Fast/Walking Horse Speed

c Mayron Ellis Cole



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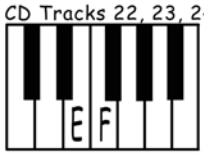
Lesson 3

CD Tracks 22, 23, 24



Western Skies

PART 1





F F F F

F F F F F E E

F F F F

F F F E E E F F F

13

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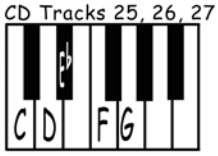
CD Tracks 25, 26, 27



Katzen Dawgs



E♭ C E♭ C E♭ C E♭ C D G D G
Mew-mew, mew-mew, mew-mew, mew-mew! Bow - wow! Bow - wow!

E♭ C E♭ C E♭ C E♭ C D
Mew-mew, mew-mew, mew-mew, mew-mew! Woof!

E♭ C E♭ C E♭ C E♭ C D G D G
Mew-mew, mew-mew, mew-mew, mew-mew! Bow - wow! Bow - wow!

F F F F F F F F G
Mew-mew, mew-mew, mew-mew, mew-mew! Woof!

14

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Lesson 3

Katzen Dawgs
continued

E♭ C E♭ C E♭ C E♭ C
Bow-wow, bow-wow, bow-wow, bow-wow!

D G D G
Mew - mew! Mew - mew!

E♭ C E♭ C E♭ C E♭ C
Bow-wow, bow-wow, bow-wow, bow-wow!

D
Mew!



E♭ C E♭ C E♭ C E♭ C
Bow-wow, bow-wow, bow-wow, bow-wow!

D G D G
Mew - mew! Mew - mew!

F F F F E♭
Bow-wow, bow-wow! Mew!

F F F F E♭
Bow-wow! Bow-wow! Mew!

F F F F E♭ D
Bow-wow, bow-wow! Mew! Mew!

C C
Woof! Mew!

DO NOT COPY

Katzen Dawgs!

Not fast! Singing speed.
QT Note=80 mm

OPTIONAL PIECE

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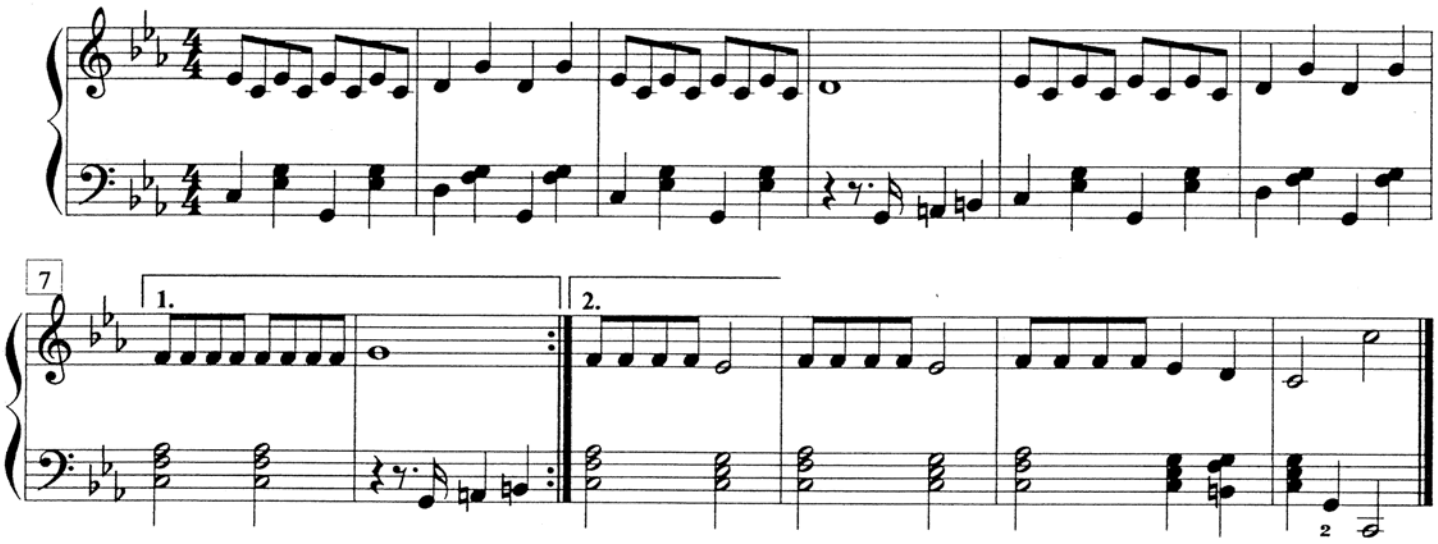

LYRICS

Mew-mew, mew-mew, mew-mew, mew-mew! Bow-wow! Bow-wow!
Mew-mew, mew-mew, mew-mew, mew-mew! Woof!
(Repeat all of the above.)

Bow-wow, bow-wow, bow-wow, bow-wow! Mew! Mew! Mew! Mew!
Bow-wow, bow-wow, bow-wow, bow-wow! Mew!
Bow-wow, bow-wow, bow-wow, bow-wow! Mew! Mew! Mew! Mew!

2nd Ending:
Bow-wow, bow-wow! Mew! Bow-wow, bow-wow! Mew!
Bow-wow, bow-wow! Mew! Mew! Woof! Psssssssst!



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Lesson 3

FIND YOUR WAY THROUGH THESE NOTES & KEYS
BY CONNECTING THE DOTS CORRECTLY.
THE FIRST MOVE HAS BEEN MADE FOR YOU.

START:

Find a Quarter Note (1)

Now find an E key

Now find an E♭ key

Now find a Two-Eighth Notes (1 +)



Now find a Half Note (1-2)

Now find a Dotted Half Note (1-2-3)

Now find a D key

Now find a C key

Now find a Whole Note (1-2-3-4)

FINISH LINE

16

DO NOT COPY

TAP! TAPPEY!

c MAYRON COLE

Tap! Tap-pey! Tap! Tap! Go the rain - drops! Tap! Tap-pey! Tap! Tap!

On my win - dow! Tap! Tap-pey! Tap! Tap! Go the rain - drops!

Tap! Tap - pey! Tap! Tap - pey! Tap - pey! Tap - pey! Tap! Tap!



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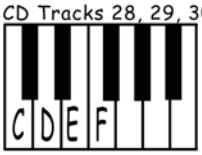
Lesson 3

CD Tracks 28, 29, 30



Tap! Tappey! Tap! Tap!



PART 2

E E E E E F F F F
Tap! Tap - pey! Tap! Tap! Go the rain - drops.

E E E E E D D D D
Tap! Tap - pey! Tap! Tap! On my win - dow.

E E E E E F F F F
Tap! Tap - pey! Tap! Tap! Go the rain - drops.

E E E D D D C C C C C C
Tap! Tap - pey! Tap! Tap - pey! Tap - pey! Tap - pey! Tap! Tap!

17

DO NOT COPY

SEE THE LEAVES

Teacher's Accompaniment

Wistfully/Not Fast

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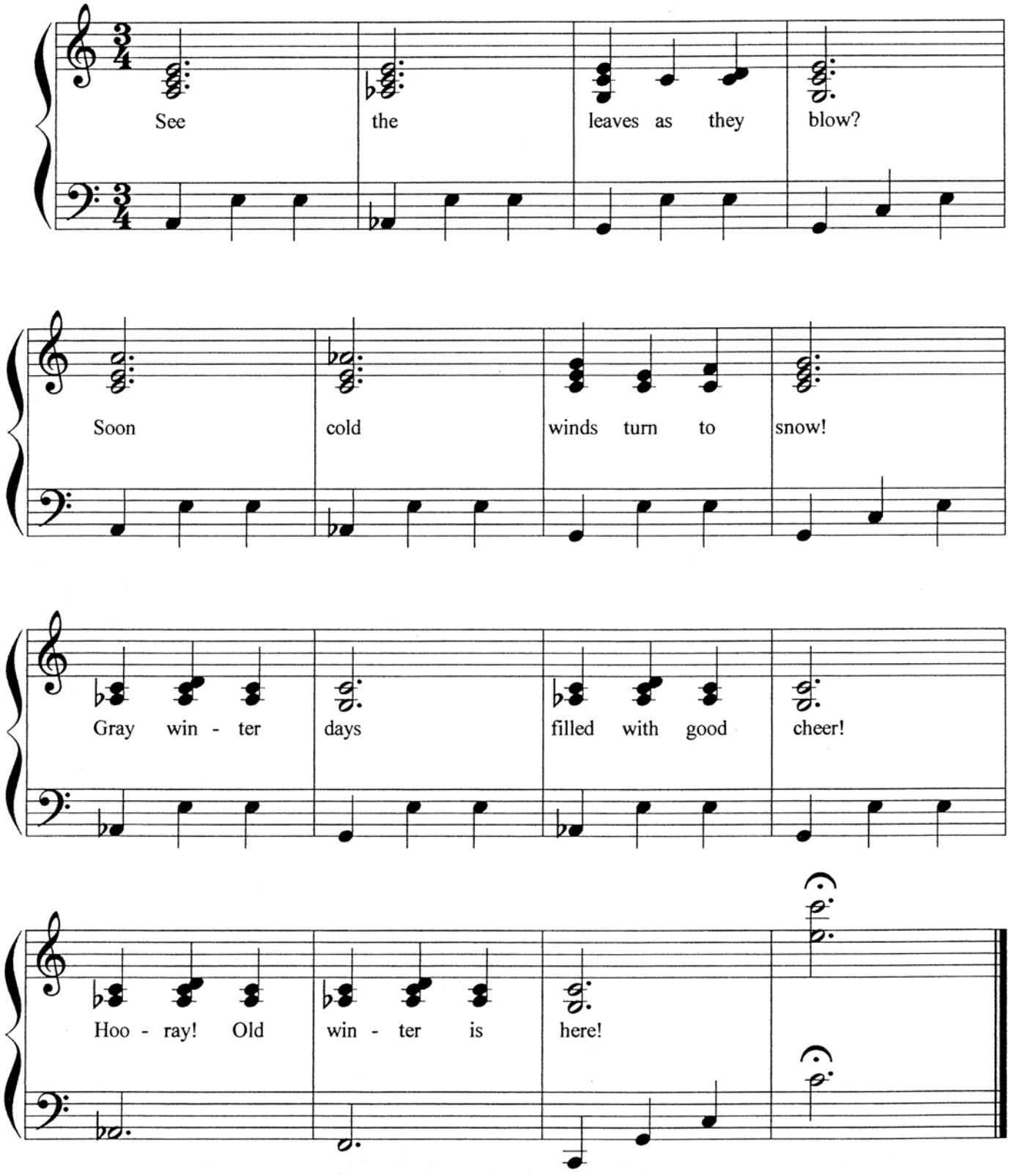

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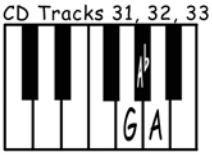
Lesson 3

CD Tracks 31, 32, 33



See the Leaves

PART 3



A A♭ G G G G
See the leaves as they blow?

A A♭ G G G G
Soon cold winds turn to snow!

A♭ A♭ A♭ G A♭ A♭ A♭ G
Gray win - ter days filled with good cheer!

(softly)

A♭ A♭ A♭ A♭ A♭ A♭ G G
Hoo - ray! Old win - ter is here!

18

DO NOT COPY

NOTES



Lesson 4

45 minutes

SUPPLIES NEEDED

NO GAME TODAY!

STUDENTS ARE PREPARING FOR TOMORROW'S CLASS RECITAL!



MUSIC:

	Teacher Manual	Student Book
Bullfrog Jamboree (Part 2)	70	19
Bullfrog Jamboree (Part 3)	70	20
Bullfrog Jamboree (Part 4)	70	21
Western Skies (Part 2)	74	22
Western Skies (Part 3)	74	23
Western Skies (Part 4)	74	24

NO THEORY WORKSHEET THIS LESSON

CONCEPTS: Keyboard B $G^{\flat}$

HEAR THE MUSIC FROM LAST LESSON (12 Minutes)

Tomorrow is the class recital. Hear all the music from Lesson 3 plus as many pieces from Lesson 2 as time allows.

GO TO CENTRAL KEYBOARD (8 Minutes)

Today, the students are going to learn the B key.

Teacher, say: Today we are going to learn the B key. Look at the Black 3's on this keyboard. Beside black key number 3 is the B key. Watch as I find some B keys on this keyboard.

After teacher finds several B keys, continue:

Teacher, say: Line up one-at-a-time and find all the B keys on this keyboard.

After all students are secure with finding the B keys, proceed:

Teacher, say: The last key we are going to learn today is $G^{\flat}$. $G^{\flat}$ is black key #1 (of the black 3's.). Watch as I find some G-flats on this keyboard.

Again, have the students, one-at-a-time, find all the G-flats on the keyboard.

PLAY KEYBOARD SOUP (5 Minutes)

Teacher, say: Go to your keyboards. Find four keys of whatever I call out. Find them as fast as you can. Ready? Find 4 B's; 4 G-flats; 4 C's; etc. Call out every key that has been learned to date. Mix them up in any order you like.

IT'S TIME TO LEARN TODAY'S NEW MUSIC (10 Minutes)

Learn as many of today's compositions as time allows. Blast Off With Piano! was written for a wide spectrum of ages. Some of your classes will not be able to do all the music. And that's okay!

If your class is young or a little slow, teach them only Part 2 (Little Frog) of "Bullfrog Jamboree!" "Western Skies" is fun to play in ensemble and is not very complex. Adapt to your classes' different abilities.

TEACHER:

If students need to independently work on "complex" places in their music, have them turn their keyboard volume all the way down to mute. They may practice on a ***mute keyboard*** by themselves without bothering the others who are also practicing on mute keyboards. And you don't need headphones when playing on a mute keyboard.

IT'S TIME TO PRACTICE THE RECITAL MUSIC (10 Minutes)

Have your students turn to **page iv** in their books (page 69 in this manual). Look at the bottom of the page under ENSEMBLE PERFORMANCE. Depending on the age of your students, select the pieces you are going to play on tomorrow's class recital. Students eight and older will probably play ALL the pieces except for "Victory March." (Victory March is learned by themselves "if they want to" **after** the class has disbanded.)

PLEASE NOTE: More than one student may play the same keyboard part at the recital. Younger students may all play only one part in unison, with you playing the teacher's accompaniment. Decide today if a student is going to play a solo at the recital (with you playing the accompaniment with him/her). Students should NOT be required to play solos! You don't want to embarras or stress these students! And music does NOT need to be memorized.

But however you work out assigning the keyboard parts, each student puts their name beside the part they will practice for tomorrow's recital. After parts have quickly been assigned, play through as many of the pieces as you can in the remaining time period. Practice standing, as a group, and taking a "group bow".

Be sure that all students and parents know that tomorrow is the class recital. Parents are to come into the class room the last twenty minutes of the class. (You will spend the first 25-minutes of the class learning part 3 of "There Goes #9"--AND practicing the recital pieces! Tomorrow is a BIG day!





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ENSEMBLES

Tap! Tappey! - Part 1 ..... Lesson 1 ..... page 1
Tap! Tappey! - Part 2 ..... Lesson 2 ..... page 8
Tap! Tappey! - Part 3 ..... Lesson 3 ..... page 17

Victory March - Part 1..... Lesson 1 ..... page 2
Victory March - Part 2 ..... Lesson 5 ..... page 26
Victory March - Part 3 ..... Lesson 5 ..... page 28

There Goes #9 - Part 1..... Lesson 1 ..... page 4
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Bullfrog Jamboree - Part 2.. Lesson 4 ..... page 19
Bullfrog Jamboree - Part 3.. Lesson 4 ..... page 20
Bullfrog Jamboree - Part 4.. Lesson 4 ..... page 21

Western Skies - Part 1..... Lesson 3 ..... page 13
Western Skies - Part 2 ..... Lesson 4 ..... page 22
Western Skies - Part 3 ..... Lesson 4 ..... page 23
Western Skies - Part 4 ..... Lesson 4 ..... page 24

BULLFROG JAMBOREE!

Teacher's Accompaniment

With a Strong, "Hoppy" Beat!

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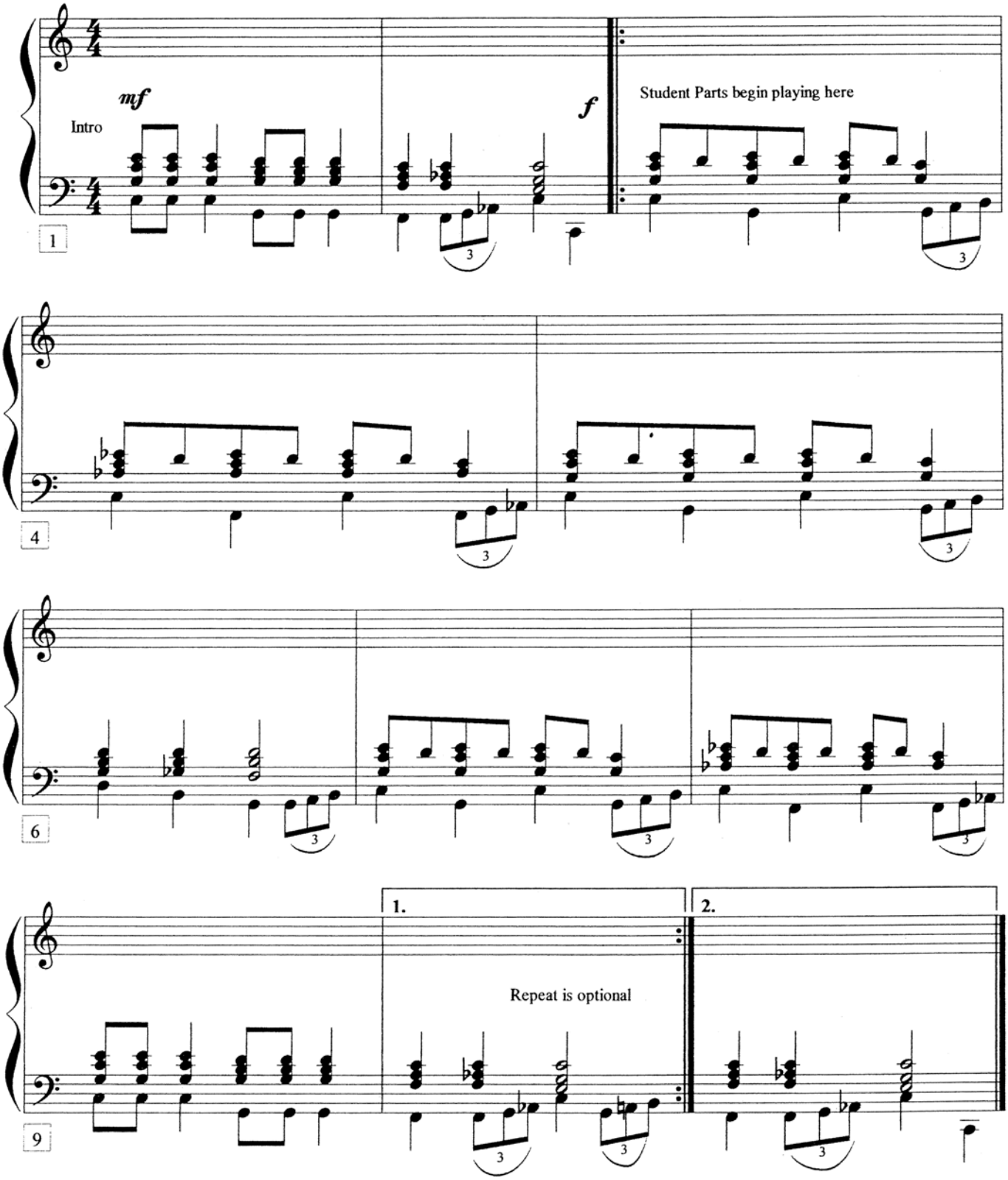

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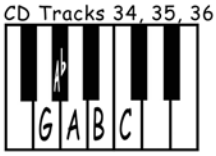
Lesson 4

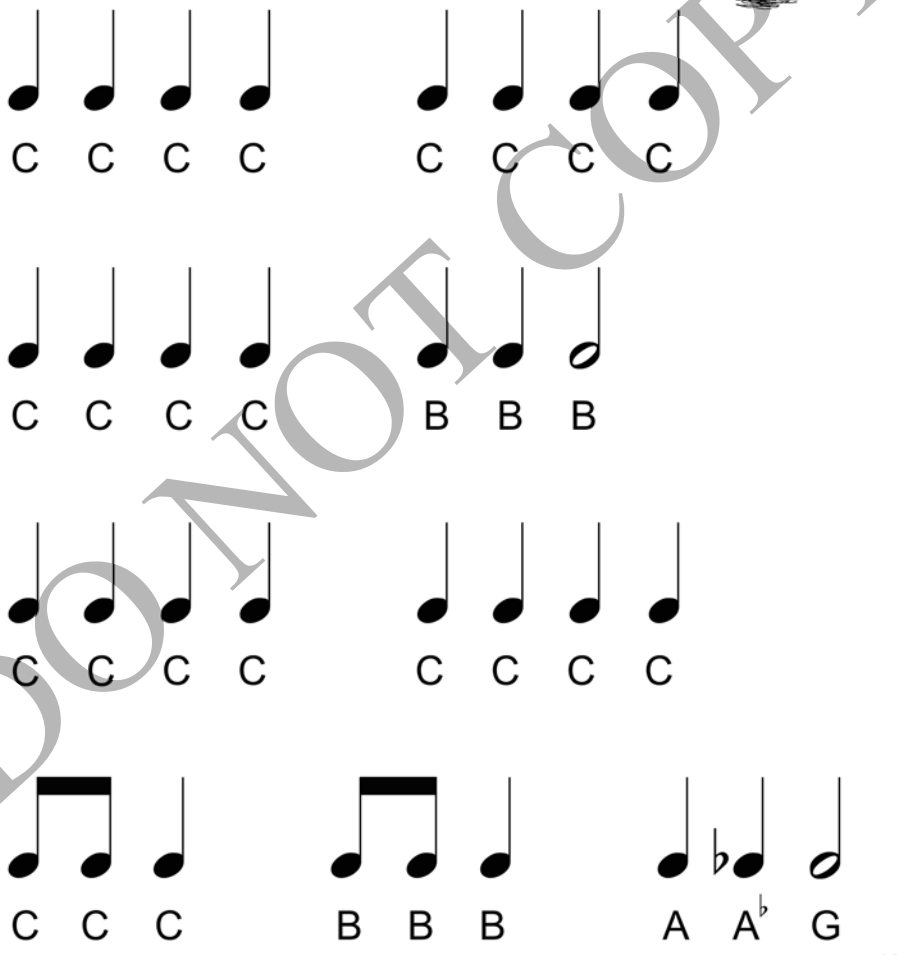
CD Tracks 34, 35, 36



Bullfrog Jamboree

PART 2





19

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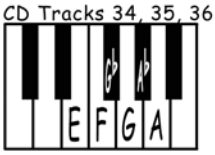
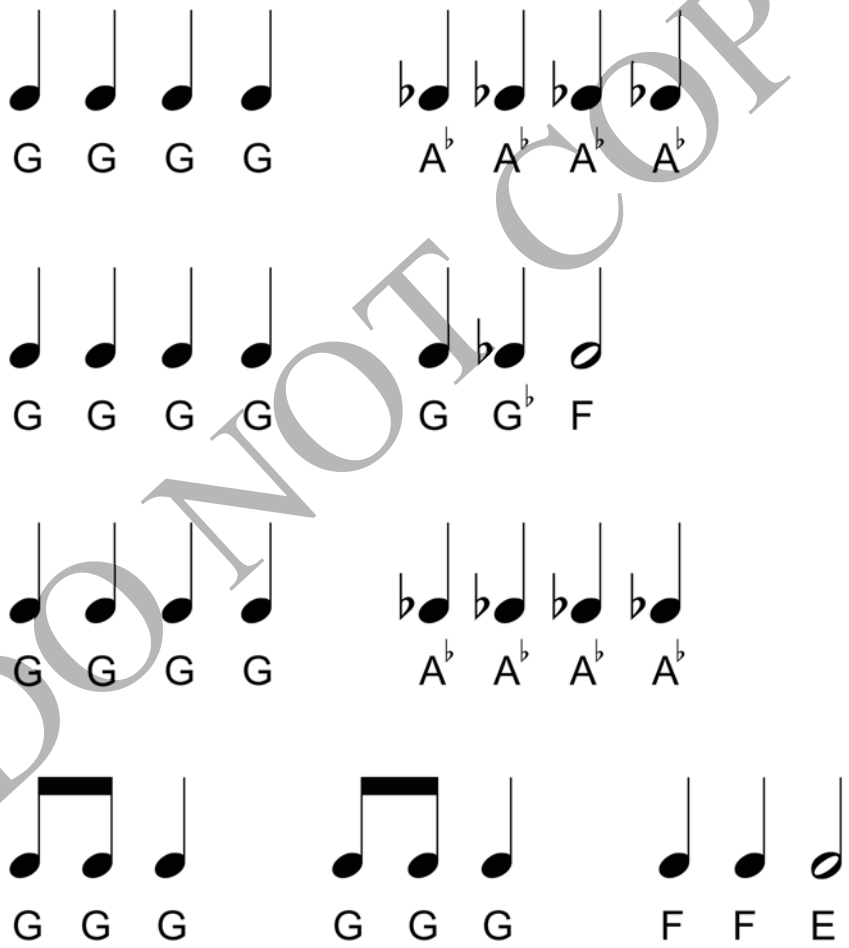
CD Tracks 34, 35, 36



Bullfrog Jamboree

PART 3





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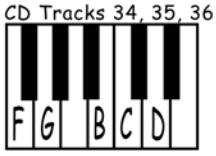
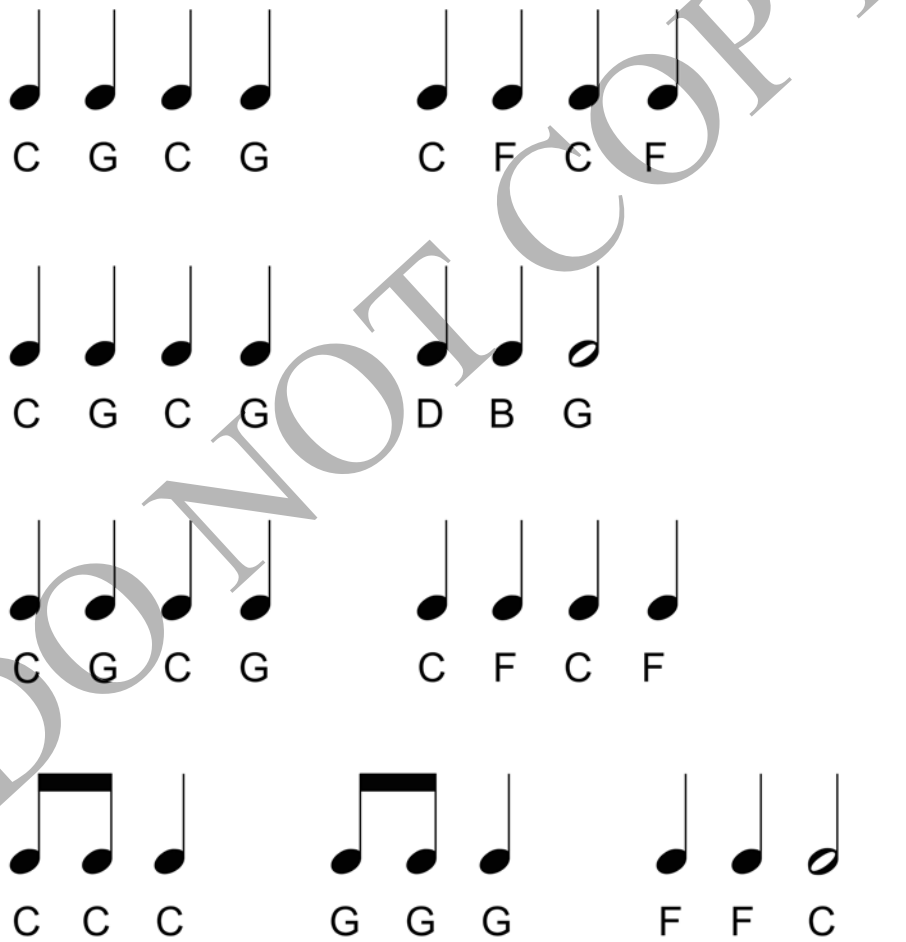
CD Tracks 34, 35, 36



Bullfrog Jamboree

PART 4





21

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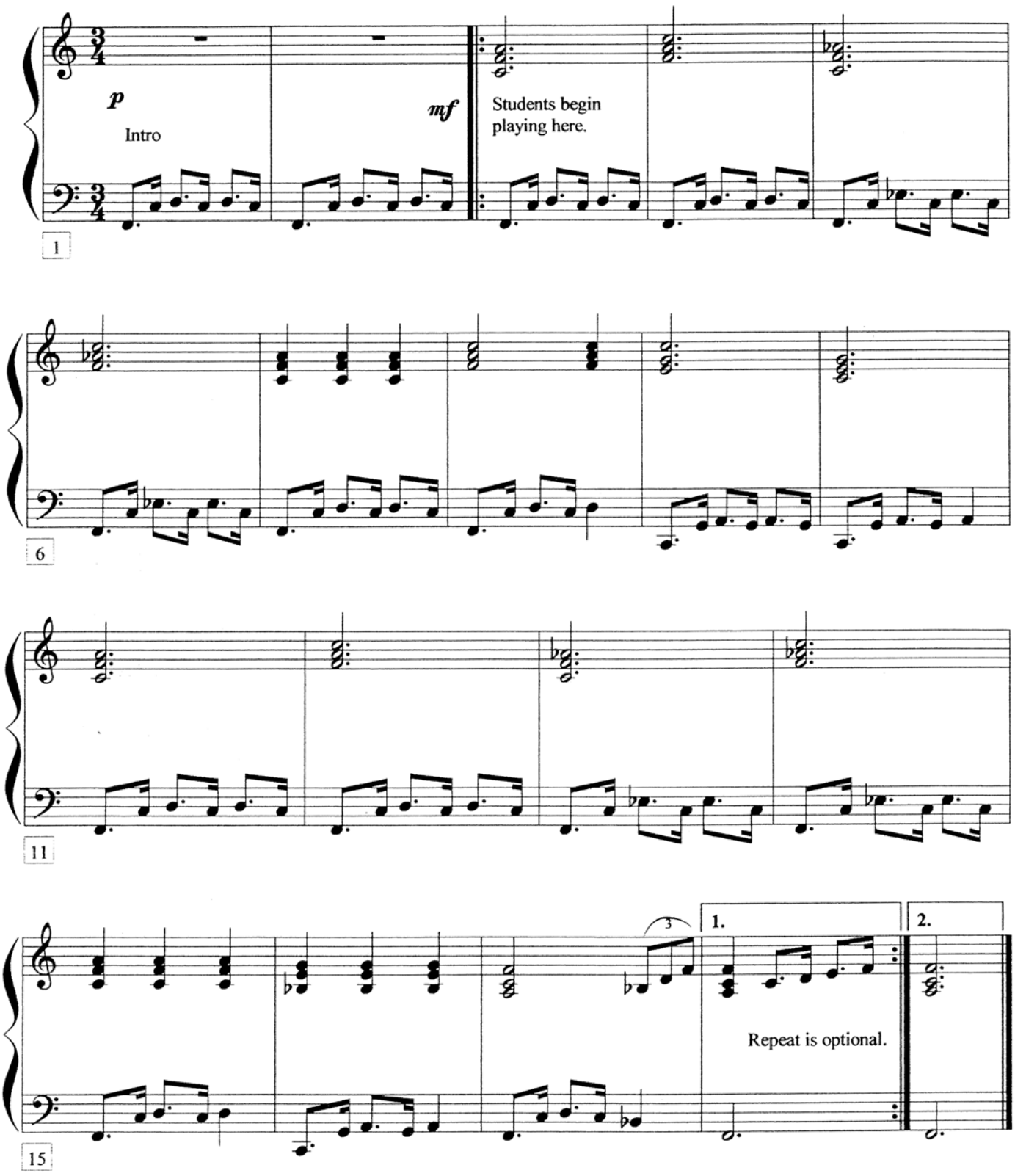
Western Skies

Teacher's Accompaniment

Not Fast/Walking Horse Speed

c Mayron Ellis Cole



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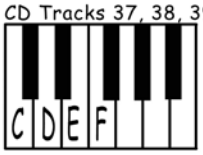
CD Tracks 37, 38, 39



Western Skies

PART 2





C F C F

C C C C C C C

C F C F

C C C E E E C D C

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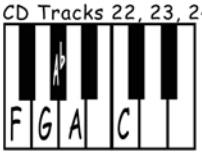
CD Tracks 22, 23, 24



Western Skies

PART 3





A C A♭ C

A A A C C C G

A C A♭ C

A A A G G G F F F

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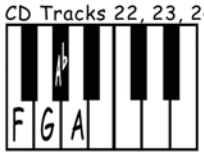
Lesson 4

CD Tracks 22, 23, 24



Western Skies

PART 4





F A F A♭

F F F A A G

G F A F A♭

A A A G G G F F F

24

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ENSEMBLES

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There Goes #9 - Part 1..... Lesson 1 ..... page 4
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Bullfrog Jamboree - Part 4.. Lesson 4 ..... page 21

Western Skies - Part 1..... Lesson 3 ..... page 13
Western Skies - Part 2 ..... Lesson 4 ..... page 22
Western Skies - Part 3 ..... Lesson 4 ..... page 23
Western Skies - Part 4 ..... Lesson 4 ..... page 24

Lesson 5 45 minutes

SUPPLIES NEEDED:	MUSIC:	Teacher Manual	Student Book
Pen for Signing Diplomas	There Goes #9 (Part 3)	81	25
Piano Class Registration Forms/ Fee Schedule			



CONCEPTS: B♭

THE LAST 20 MINUTES OF TODAY'S CLASS IS THE RECITAL! YEA! BUT THE FIRST 20 MINUTES IS A LESSON! SO LET'S GET GOING!

GO TO CENTRAL KEYBOARD (3 Minutes)
The last key to learn in the Blast Off With Piano! program is B-flat. Show students that B-flat is black key #3 (of the black three's). You push down several B-flats on the keyboard to demonstrate.

Teacher, say: Line up like a train and find all the B-flats on this keyboard.
After all the students are secure with finding B-flat, it's time to learn the last piece, "There Goes #9". (Remember, "Victory March" is learned by the students at home "if they want to". It's just an extra piece.)

GO TO STUDENTS' KEYBOARDS (5 Minutes)
"There Goes #9" should not be difficult for your students. Have your students turn their keyboards' volume down to mute and allow them to play the entire piece by themselves. When they are finished they should raise their hands. Anyone who finishes early may then start practicing their recital pieces (on their mute keyboard) as they wait for their fellow classmates to complete playing "There Goes #9" on mute keyboards.

When everyone is finished, play "There Goes #9" as a group. Then assign this part to be played by one (or more) students at the recital

IT'S TIME TO PLAY ALL THE MUSIC THAT WILL BE PERFORMED AT THE RECITAL (12 Minutes)

Each piece should be played through TWO TIMES WITHOUT STOPPING. **The first time,** the students play only their parts (you can play a student part, too, to hold them together. If you need to, count aloud for them. You want them to do well!) ***The second time through, add the teacher's accompaniment.***

After you and your students have played every piece, practice taking a group bow.

Here's a good way to bow:
Each student stands at the end of his/her piano bench. (You also stand with your students.) As one, everyone bows slowly from the waist while looking at their own feet. Then, slowly come back to a full upright stance. Smile as the parents/guests burst into enthusiastic applause!

IT'S TIME FOR THE PARENTS TO COME INTO YOUR STUDIO FOR THE RECITAL (5 Minutes)

Welcome the parents and guests! Tell them that they should be very proud of these graduates because--in one week!--they have learned how to count rhythms and learned to play keyboard music in ensemble while hearing an accompaniment! These are wonderful accomplishments for anyone!

Ask the guests to hold their applause until the end of the recital. (That's when you take your group bow!)

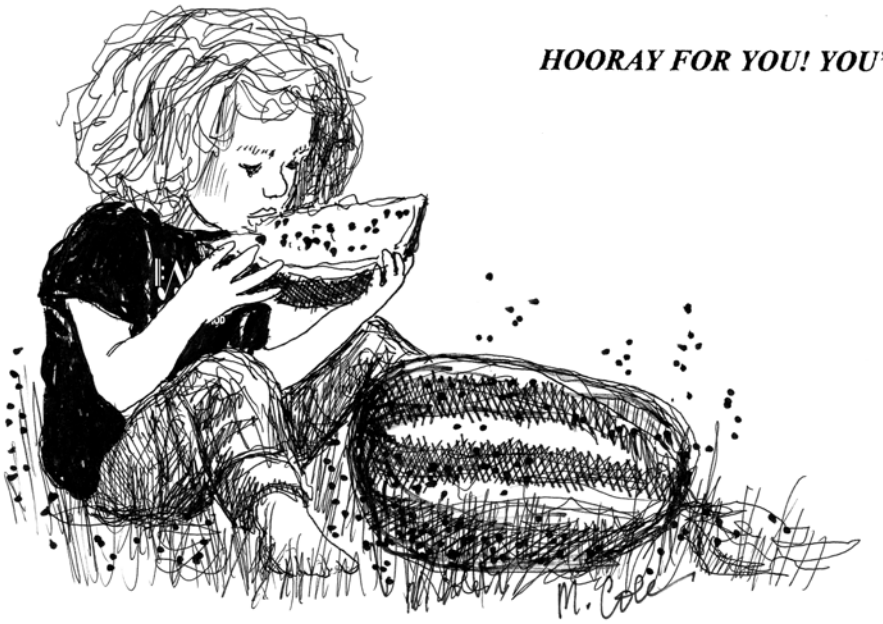
Teacher, say: To start off today's recital, we are going to play for you _____. We'll be playing it in _____parts. The first time through, you'll hear the different student parts and the second time through, I'll add the teacher accompaniment. Is everyone ready to perform? I'll count us in: One-two-three-four; Ready, let's play great!

You may announce every piece before it is played, telling how many different parts will be heard.

At the end of the recital, you and the students take a well-deserved group bow! You've done great!

Teacher, say: I'm very proud of every one of these students. They worked hard--and you've just heard the great results. I have fall piano class registration forms and price lists here for anyone who would like them. And I am ready to sign graduation diplomas if each student will bring me, one-at-a-time, their Blast Off With Piano! book.

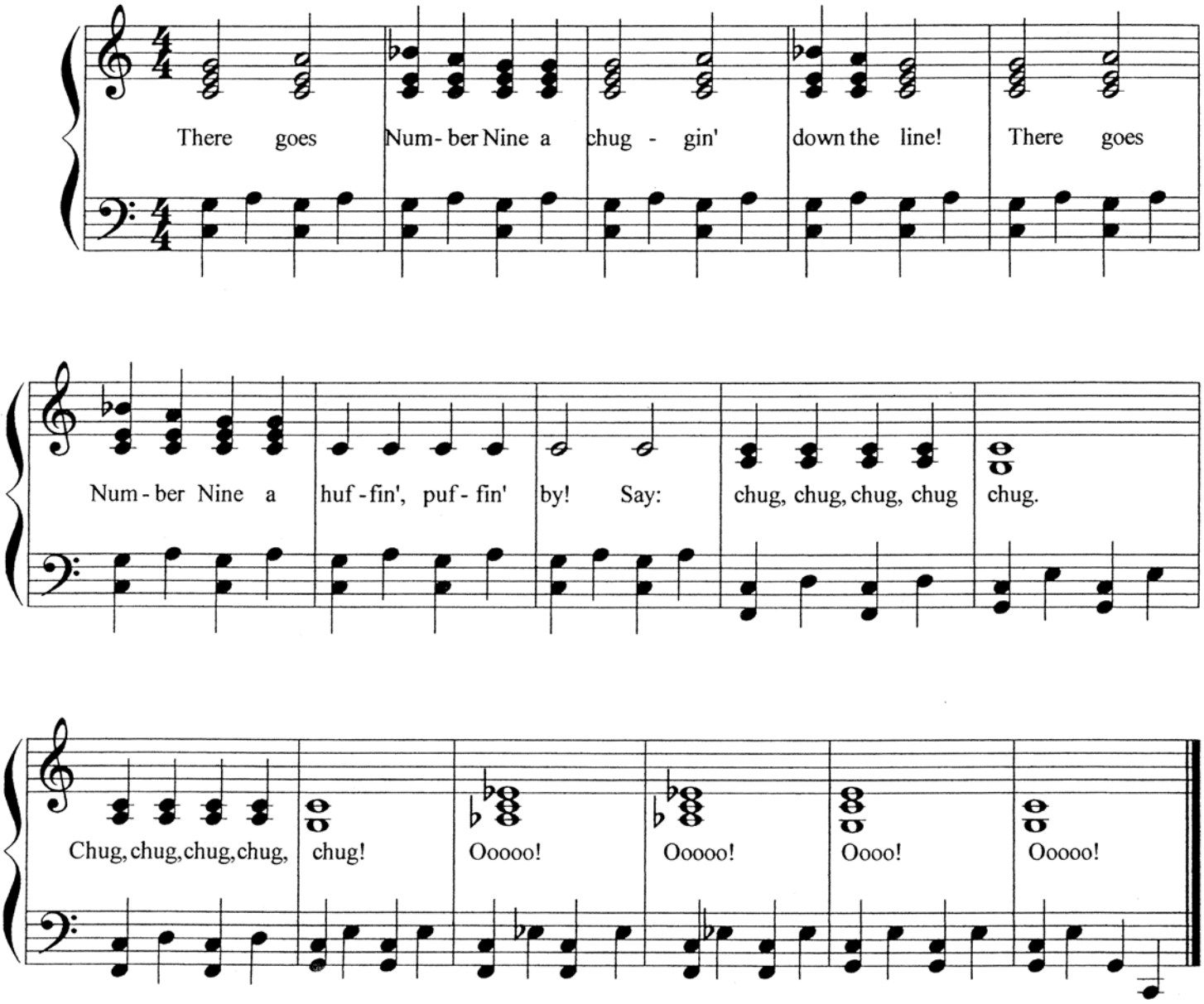
After you've signed all the Blast Off! diplomas, wave goodbye and tell them that you hope they have a great summer and you look forward to seeing each one of them for Fall (Spring, or whatever!) piano.



HOORAY FOR YOU! YOU'VE DONE A GREAT JOB!

THERE GOES NUMBER NINE

c MAYRON COLE



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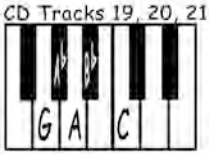
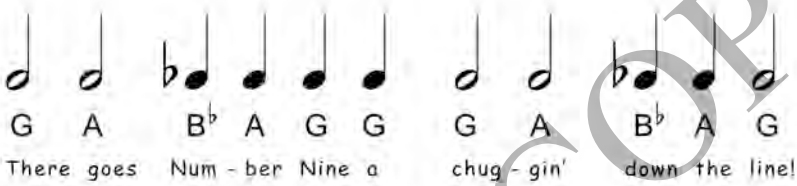
Lesson 5

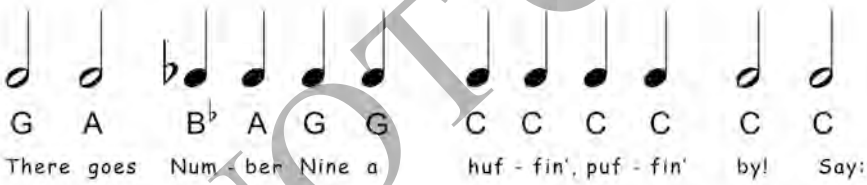
CD Tracks 19, 20, 21



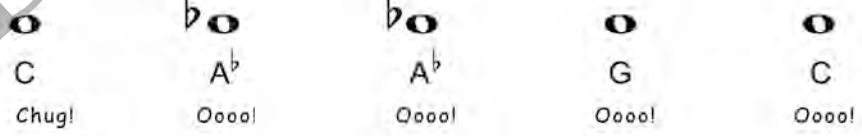
There Goes Number Nine

PART 3









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25

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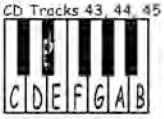
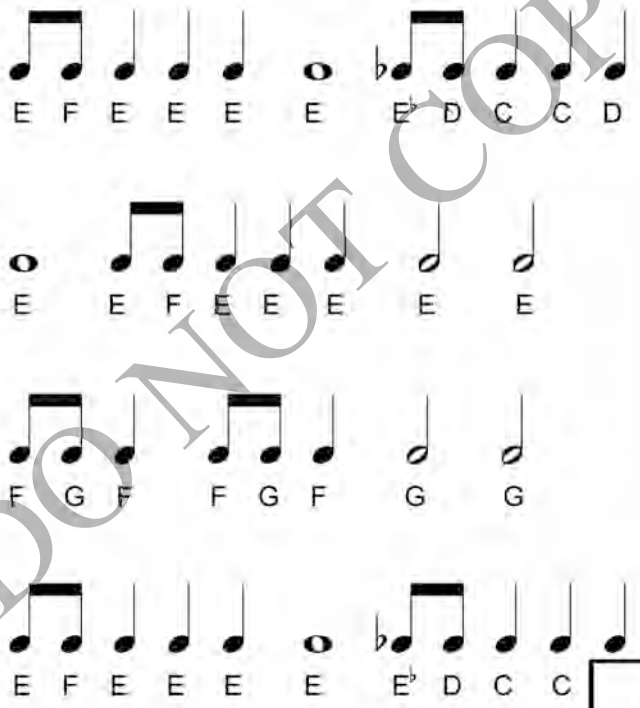
CD Tracks 43, 44, 45



Victory March

PART 2



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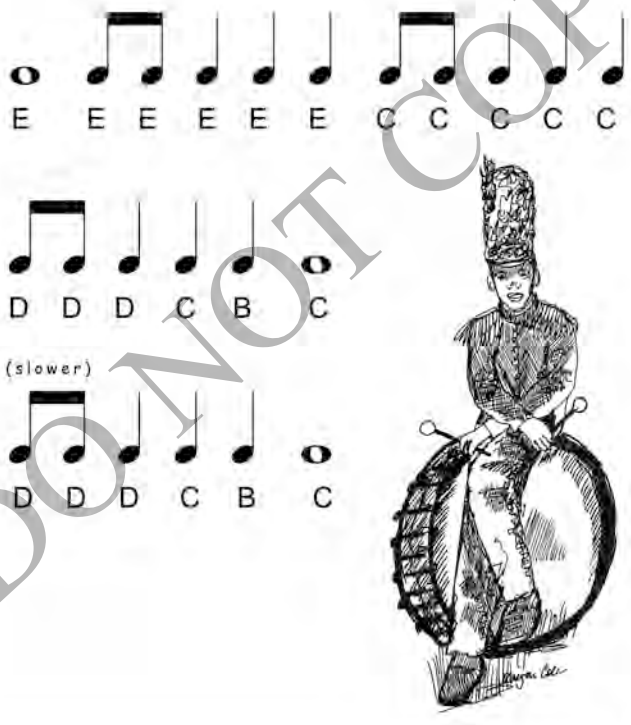
Victory March
PART 2
continued



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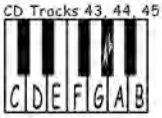
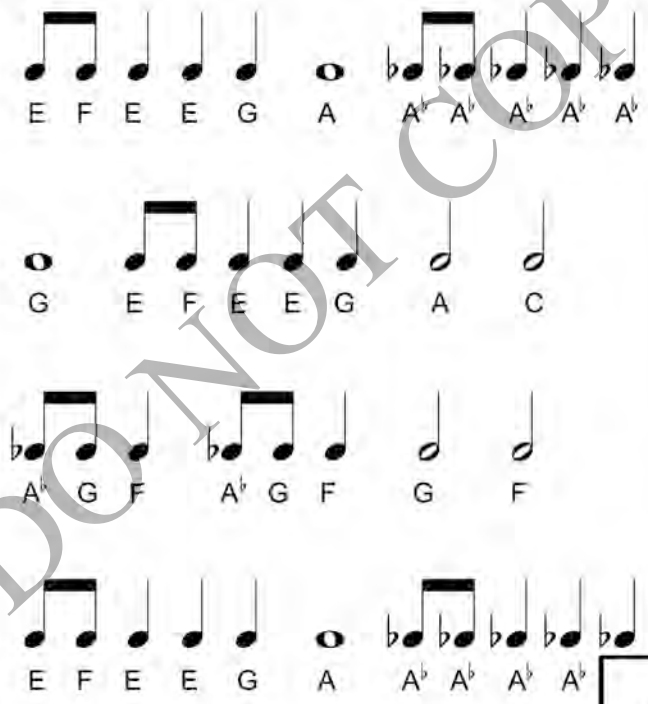
CD Tracks 43, 44, 45



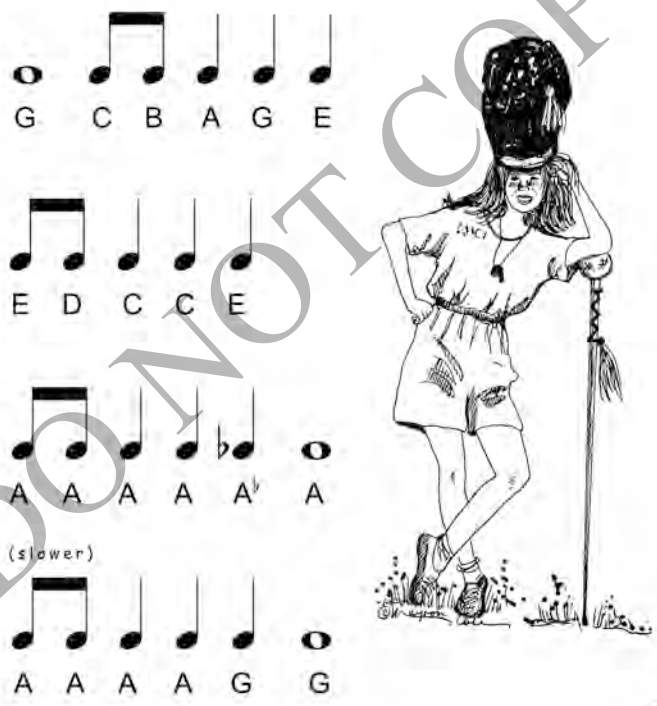
Victory March

PART 3

This part is ONLY for the BRAVEST piano players! Can YOU do it? YEA!!



Victory March
PART 3
continued



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IN EACH STAR DRAW A NOTE THAT GOES WITH THE COUNTS THAT ARE WRITTEN UNDER THE STAR.



HOW WELL DID YOU DO?



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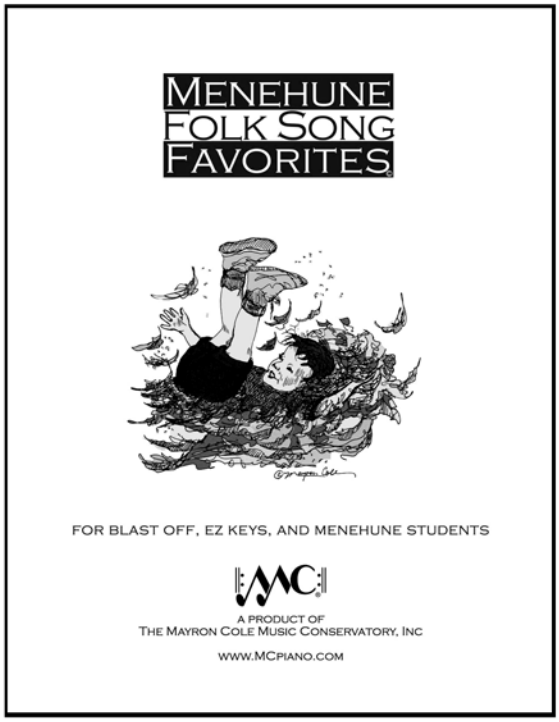

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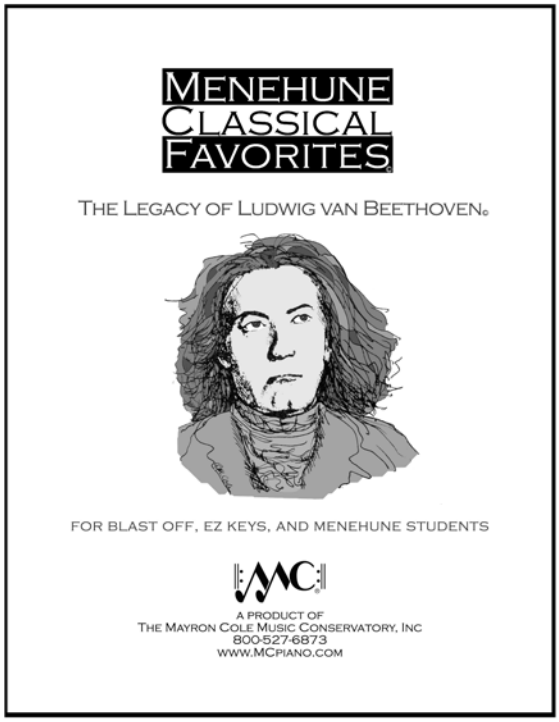

item code: MCFB

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BLAST OFF WITH PIANO

SACRED MUSIC

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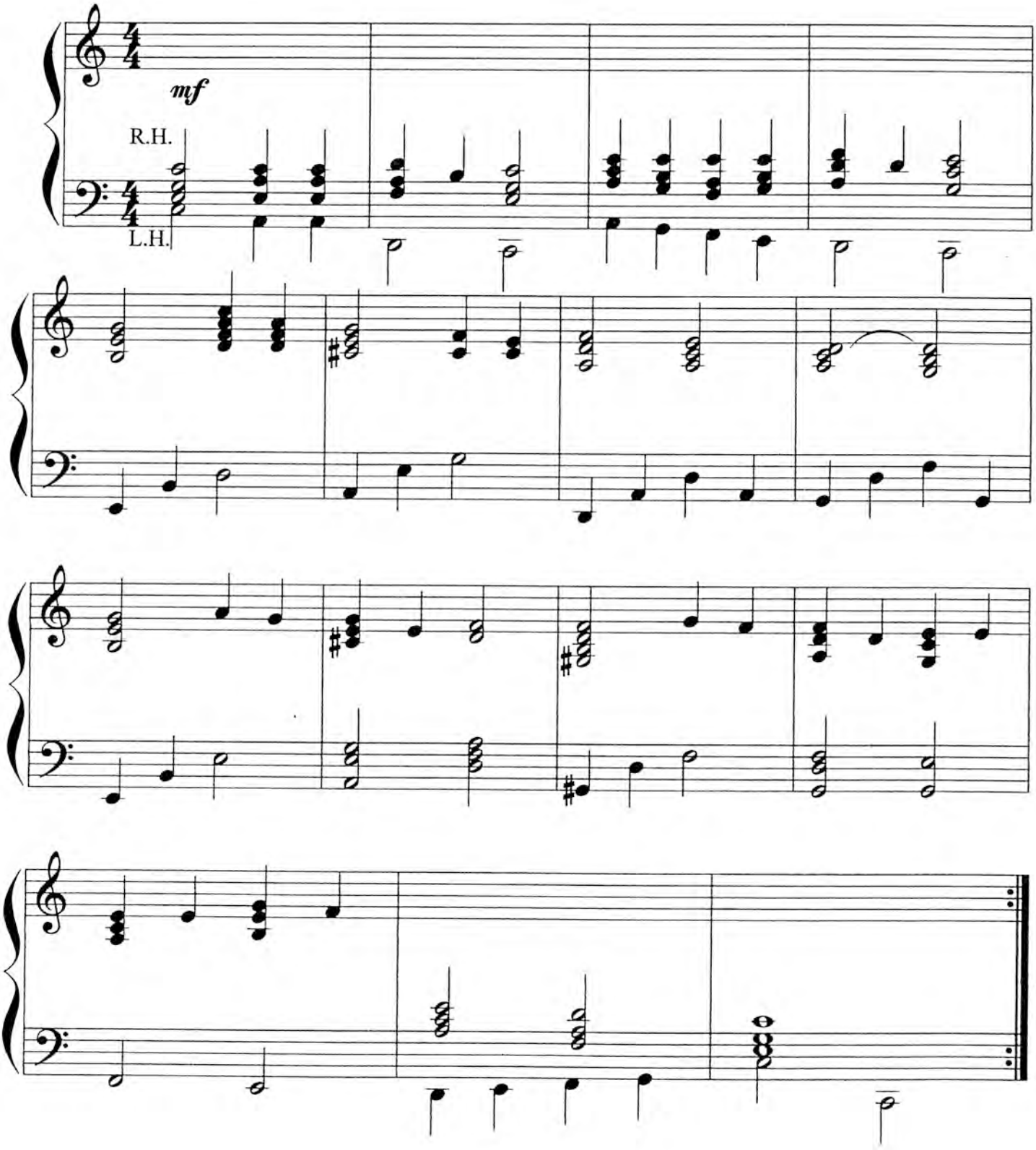
ACCOMPANIMENTS

FAIREST LORD JESUS

Not Fast/Reverently

c 1992 Arr. by Mayron Ellis Cole



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Lesson 6 - Sacred Music

Fairest Lord Jesus

MELODY
(treble)



CD Tracks 46, 47, 48



C C C D B C E E E E

F D E G C A G F E

F E D B G A G

G E F F G F F D E E

E E G F E D C

Repeat from the beginning

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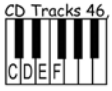
Lesson 6 - Sacred Music

Fairest Lord Jesus

HARMONY
(bass)



CD Tracks 46, 47, 48



C C C D D C E E E E

D D C E F F E F E

D C C D E E E

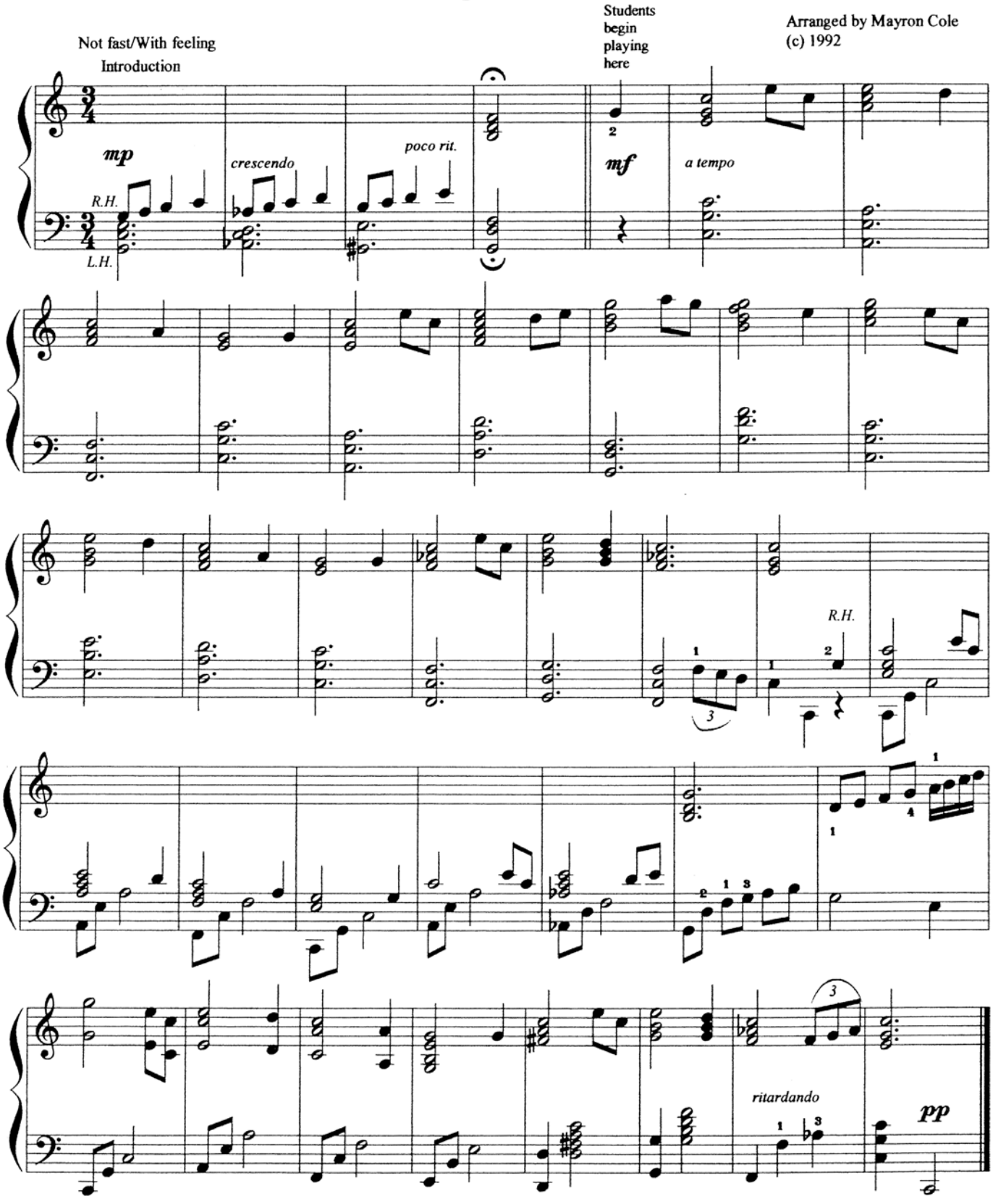
E E D D D D D D C C

C C E D C D C

Repeat from the beginning

DO NOT COPY

Amazing Grace



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Amazing Grace

MELODY
(treble)

CD Tracks 49, 50, 51





G (low) C E C E D C A

G (low) G (low) C E C E D E G (high)

F E G (high) E C E D C A

G (low) G (low) C E C E D C C

Repeat from the beginning

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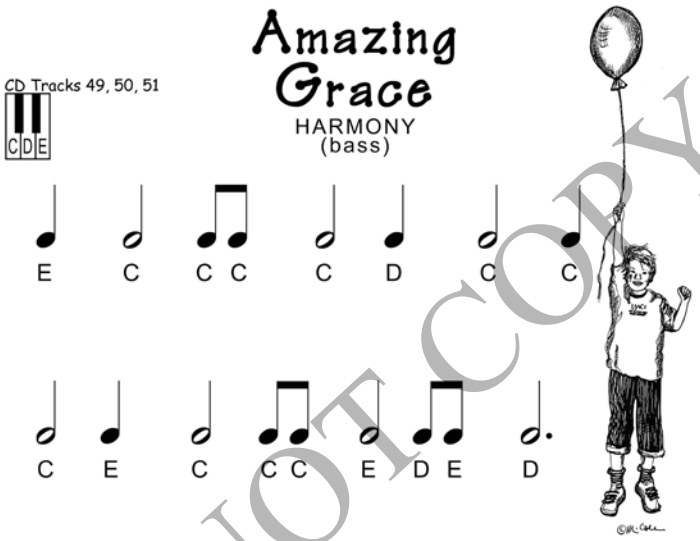
Amazing Grace

HARMONY
(bass)

CD Tracks 49, 50, 51



E C C C C D C C

C E C C C E D E D

D E C C C E D C C

C C C C C E D C C

Repeat from the beginning

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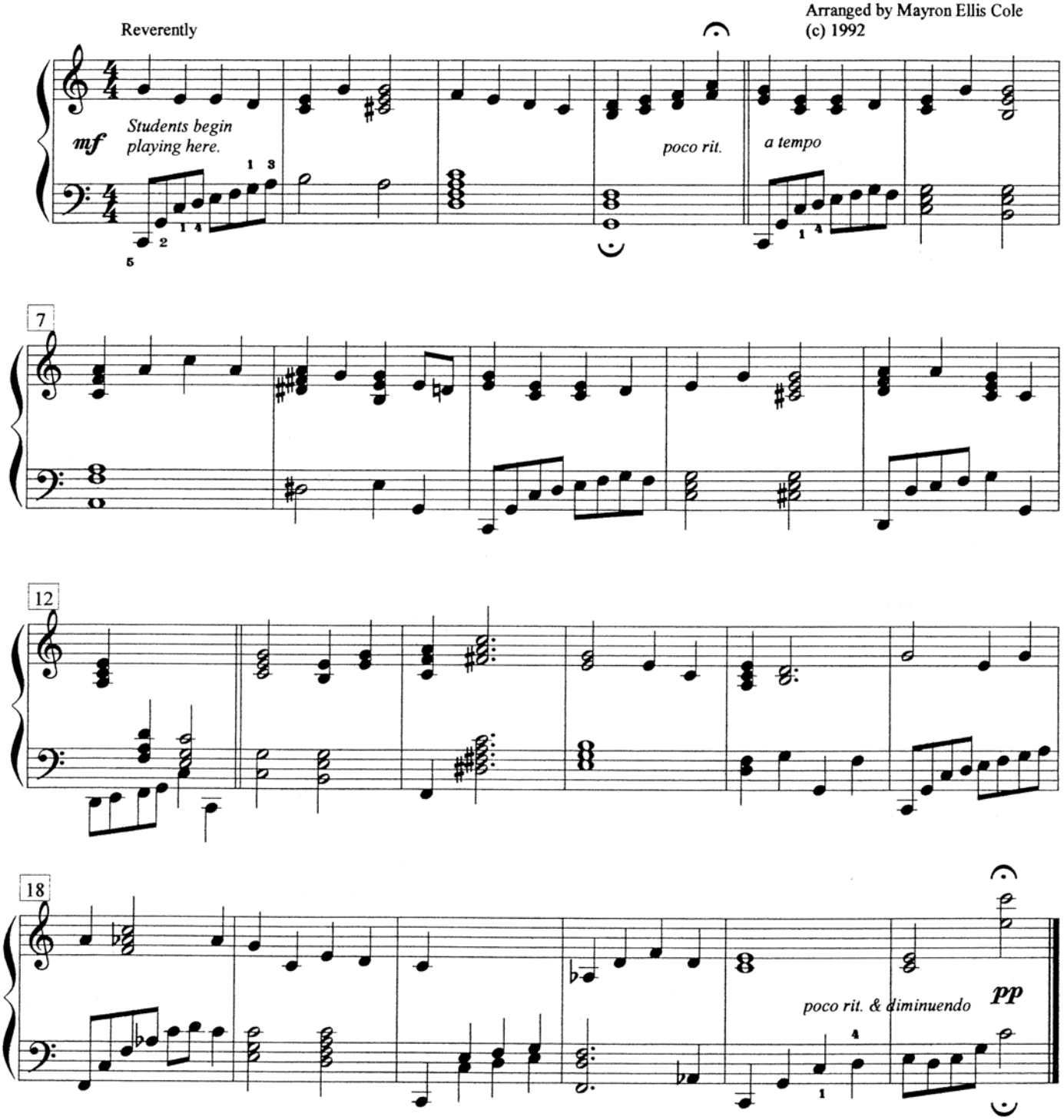
Jesus Loves Me

Arranged by Mayron Ellis Cole
(c) 1992



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Lesson 6 - Sacred Music

Jesus Loves Me

MELODY
(treble)



CD Tracks 52, 53, 54



Introduction
G E E D E G G F E D C D E F A

Verse
G E E D E G G A A C A A G G
G E E D E G G A A G C E D C

Chorus
G E G A C G E C E D
G E G A C A♭ G C E D C
F E C

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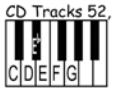
Lesson 6 - Sacred Music

Jesus Loves Me

HARMONY
(bass)



CD Tracks 52, 53, 54



Introduction
E C C D C E E F E D C D D D F

Verse
E C C D C E E F F F F E♭ E♭ E
E C C D C E E F F E C C D C

Chorus
E E E F E♭ E E C E D
E E E F F F E C E D C
D C C

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NOTES

