MENEHUNE MUSIC©

TEACHER'S MANUAL

THE MAYRON COLE
PIANO METHOD©

The
MAYRON COLE
MUSIC CONSERVATORY,
Inc.®

A PIANO PROGRAM FOR
SIX AND SEVEN YEAR OLDS



Notice:

The student textbook for this level has been recently redesigned. Therefore, the student book page numbers indicated in this teacher's manual may differ from the actual page numbers in the student textbook. The music has not changed, so all of the music in the student textbook is the same as the music in this teacher's manual.

**THE MAYRON COLE PIANO METHOD©
IS BUILT ON THE FOLLOWING THEORY
DEVELOPED BY MAYRON COLE:**

LEARNING TO PLAY THE PIANO INVOLVES THREE BASIC STEPS!

These three basic steps are:

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

Obviously, there are other facets that are important to piano playing such as hand position, fingering, dynamics, pedaling, phrasing, interpretation, articulation, correct posture at the keyboard, etc. But the *large majority* of piano playing failures can be attributed to the fact that the above **three basic steps** were *never mastered!*

MENHUNE MUSIC© is a *great course* for teaching your six and seven year old beginners STEPS 1 and 2! (STEP 3, becoming proficient at staff note reading, is begun in LEVEL I-A.)

SCHEDULING YOUR PIANO CLASS TIME:

Most piano classes can be divided into four periods:

1. **Old music time!** (Hear last week's music as a group — plus review other previously learned music!)
2. **New music time!** (Learn today's music as a group!)
3. **Game time!** (New/old concepts are learned and reviewed.
4. **Theory worksheet time!** (Not applicable for EZ KEYS series)

You may arrange the above four periods into any order you like for piano class variation.

WHAT HAPPENED TO THE HEADPHONES?

In this new edition of the MENEHUNE MUSIC TEACHER'S MANUAL, you will find that I no longer mention using headphones (as I often mentioned in the "old" teacher's manual.) That's because, through the years, I have seen that headphones are expensive items that break too often, slow down the class as the students put them on, and worst -- headphones encourage teachers to teach too many little "private" lessons to each student because headphones isolate students from their classmates. I have found that students do just as well in piano class without those headphones. And when you want the students to work on a particularly difficult portion of their music, all you have to do is have the students turn the volume of their keyboards *down* so that they are playing on a **mute keyboard**. *(Do not have the students turn their keyboards off. It takes too long for the electronics to warm back up when the keyboards are later turned back on.)*

So happy teaching without using headphones! Try it! You really won't miss them!

--Mayron Cole

ACCOMPANIMENT DISKS

CDs or Sequenced Disks? We have both kinds!

For the teacher who likes to play her own accompaniments, we have included arrangements of all the Menehune Music compositions. But if you'd like a great orchestral accompaniment disk, you may call us a 800/527-6873 and order a sequenced disk (standard midi file format or Casio format.) or a CD disk. **Our CDs have every composition recorded in three speeds: slow, medium, fast.** And the CDs works on any CD player.

GAME MATS

We have **five game mats** that are great for theory game time. For young children (like your Menehune students) we recommend:

Rabbit Race
Ski Maniac Mountain
Working on the Railroad

Call 800/527-6873 to order your Menehune Teaching Supplies

We accept Visa, MasterCard, American Express, and Discover

Visit our Web Page 24 Hours a day:

www.mcpiano.com

WHAT IS THE DIFFERENCE BETWEEN EZ KEYS AND MENEHUNE MUSIC?

	EZ KEYS	MENEHUNE MUSIC
Age appropriate?	5 & early 6 year olds	6 & 7 year olds
What is taught?	Note values/rhythms Keyboard geography	Note values/rhythms Keyboard geography
Type of music played?	Keyboard music	Keyboard music
Difficulty of keyboard music?	Most compositions use 1 to 3 keys (a few use 4)	Compositions use more keys!
Staff notes taught?	No	No (taught in Level 1-A)
CD disk available?	Yes	Yes
Sequenced disk available?	Yes	Yes
Fingering numbers taught?	No	No
Sharps & Flats?	No	Yes
Dynamics?	No	Yes
Theory sheets?	No	Yes
Legato touch?	No	Yes
Student books?	3 small books/spiral bound	1 large book/spiral or loose leaf
How many lessons?	Each book has 8-10 lessons.	33 lessons or 12 lesson "Quick Course"
Teacher Manual?	Yes	Yes
After completion?	Go to Menehune Music "Quick Course"	Go to Level 1-A

PIANO CLASS TEACHING TIPS:

1. ***Remember to always TEACH TO THE GROUP!*** You are not teaching several little individual "private" lessons each piano class! You are teaching one, successful, highly motivated GROUP PIANO lesson! There are reports of teachers (who consider themselves to be "group piano teachers") running frantically from student to student to student as they attempt to teach several mini-private lessons to each student during piano class. Whew! That's not group piano teaching! That's really badly done private lesson teaching! (Most teachers have been trained in private lessons and really know no other way to teach. If you don't know how to teach group piano, come to one of our training seminars and learn!) Real group piano teaching – when done properly – produces fantastic results! Come on – you can do it!

2. ***Rarely, if ever, do you need to use headphones.*** If you notice or hear one student making mistakes, stop the group and have everyone play the "difficult" section several times. (You can do this without singling out the student who is in error.) That way, everyone benefits from your teaching for the entire class period – and that is what your customers have purchased — an entire class period of your time! Remember, headphones encourage you to resume teaching those private mini-lessons as you run from keyboard to keyboard. (See above.)

3. ***If a student has memorized music and wants to play it for you,*** have the student close her music book and play the piece from memory while the other students play the same music with their books open. Put a "different" sound on the keyboard of the student playing from memory so that you can easily hear him/her. Remember, you want to keep the entire class involved all the time!

4. ***Consider having class recitals the last lesson*** before the Christmas holidays and the last lesson before the summer holidays. Invite the parents to attend the class and hear the music that was learned that semester. These types of recitals are very casual. The students play in ensemble and use their music. If a child would like to play a "solo" she/he may do so. (You might want to quietly play the accompaniment with the soloist if it will help put the student at ease.) At the end of the recital, the entire class stands, with you, and takes a group bow! Now—how can a recital such as this be "scary"?

5. ***Try to avoid using a "reward" system with your students.*** This can easily get out-of-hand and become expensive! Students should learn to do what is expected without always experiencing a "reward". Instead, use gold stars or notary seals on their graduation certificates for memorization, lesson preparation, good learning attitude, good piano class manners, etc. Use your imagination!

6. ***Always review, review, review!*** You will be glad that you do when your students have mastered the knowledge in this book and are ready for the next level!

7. ***In order to "hear" each student play by themselves from time to time,*** assign each student a different "line" to play aloud for the class as you quietly play the accompaniment with each "soloist". This type of "by yourself" playing can also be done on recital day for the parents.

8. ***Order accompaniment CDs for each of your students*** for better "at home" practicing! Call us 24-hours a day to order: 1-800-527-6873. All major credit cards accepted for phone orders.

MENEHUNE MUSIC©

Teach it as a 33 Lesson Course!

LESSON NUMBER	COMPOSITION	PAGE STUDENT	PAGE TEACHER	CONCEPTS
1	HELLO, CLASS!	1		**Quarter Notes/ Eighth Notes Introduced**
2	I'VE GOT A DOG	5		Quarter Notes/Eighth Notes
3	HEAR THE WIND	9		**Half Notes/Whole Notes Introduced**
4	I LIKE PORRIDGE HOT!	11		Rhythm Review
5	HEAR THE OLD FREIGHT TRAIN	13		Rhythm Review
6	WHEN I GO TO SLEEP	17		**Dotted Half Notes Introduced** (This lesson may be combined with Lesson 7)
7	D IS FOR THE DOGGIE	19		**Keyboard: D Introduced**
8	SOMEBODY'S KNOCKING	23		**Keyboard: C & E Introduced** Keyboard: C,D,E
9	MARCHING ALONG	25		Keyboard: C,D,E
10	MORNING BIRD	27		Keyboard: C,D,E
11	WHITE CLOUDS	29		Keyboard: C,D,E
12	I CAN RUN FAST	35		**Flat Sign Introduced** Keyboard: C,D,E^{b}
13	SLEEPY TIME	37		Keyboard: C,D,E^{b}
14	WINTER'S HERE	39		Keyboard: C,D,E^{b}
15	DARK FOREST	41		Keyboard: C,D,E^{b}
16	I LIKE PORRIDGE HOT!	43		**Keyboard: F Introduced** Keyboard: C,D,E,F

Teacher: If your students can go faster than the 33-course teaching schedule, **combine lessons that are teaching the same concepts.**

LESSON NUMBER	COMPOSITION	PAGE STUDENT TEACHER	CONCEPTS
17	I'VE GOT A DOG!	47	Keyboard: C,D,E,F
18	LONG AGO	49	Keyboard: C,D,E,F
19	BUSY BEE	51	Keyboard: C,D,E,F
20	THE INDIAN DRUMMER	55	**Keyboard: B Introduced** Keyboard: B,C,D,E
21	HELLO, HOW ARE YOU?	57	Keyboard: B,C,D,E
22	WALKING TO SCHOOL	61	**Keyboard: G and A Introduced** Keyboard: G,A,B,C,D,E
23	HEAR THE WIND BLOW	63	Keyboard: C,D,E,F,G
24	WHEN I GO TO SLEEP	65	Keyboard: C,D,E,F,G
25	MOUNTAIN STREAM	67	Keyboard: C,D,E G,A
26	THE QUEEN'S CORONATION	71	**Keyboard: Ab Introduced** Keyboard: C,D,E,F,G, Ab
27	HEAR THE OLD OLD FREIGHT TRAIN	73	**Soft/Loud Dynamics Introduced** Keyboard: D,E,F,G,A,B
28	FLYING	77	**Sharp Signs Introduced** Keyboard: D,E,F$^{\#}$ G,A
29	COUNTRY FIDDLER	79	Keyboard: D,E,F$^{\#}$,G,A,B
30	COWBOY'S SONG	81	Keyboard: C,D,E,F,G,A
31	THE BANJO PLAYER	85	**Keyboard: Bb Introduced** Keyboard: F,G,A,B^{b},C,D
32	GOOD-BYE, SUMMER!	87	Keyboard: B^{b},D,F
33	SEA GULLS	91	**Keyboard: C# Introduced** Keyboard: D,E,F$^{\#}$,G,A,B,C$^{\#}$

MENEHUNE MUSIC 12-LESSON "Quick Course"

(**Note: QUICK COURSE** can be used with most students who have just completed the EZ KEYS course and with most 7-year olds! Teachers should use good judgement when teaching this fast course! **Anytime QUICK COURSE is moving too quickly, simply teach fewer compositions each lesson!)**

LESSON NUMBER	COMPOSITION	PAGE STUDENT	PAGE TEACHER	CONCEPTS
1*	HELLO, CLASS!	1		Quarter /Eighth Notes
	I'VE GOT A DOG	5		Quarter/Eighth Notes
2*	HEAR THE WIND	9		Half Notes/Whole Notes
	I LIKE PORRIDGE HOT!	11		Rhythm Review
	HEAR FREIGHT TRAIN	13		Rhythm Review
3*	WHEN I GO TO SLEEP	17		Dotted Half Note
	D IS FOR THE DOGGIE	19		Keyboard: D
	SOMEBODY'S KNOCKING	23		Keyboard: C,D,E
4*	MARCHING ALONG	25		Keyboard: C,D,E
	MORNING BIRD	27		Keyboard: C,D,E
	WHITE CLOUDS	29		Keyboard: C,D,E
5	I CAN RUN FAST	35		Keyboard: C,D,E^{b}
	SLEEPY TIME	37		Keyboard: C,D,E^{b}
	WINTER'S HERE	39		Keyboard: C,D,E^{b}
	DARK FOREST	41		Keyboard: C,D,E^{b}
6	I LIKE PORRIDGE HOT!	45		Keyboard: C,D,E,F
	I'VE GOT A DOG!	47		Keyboard: C,D,E,F
	LONG AGO	49		Keyboard: C,D,E,F
	BUSY BEE	51		Keyboard: C,D,E,F
7	THE INDIAN DRUMMER	55		Keyboard: B,C,D,E
	HELLO, CLASS!	57		Keyboard: B,C,D,E
8	WALKING TO SCHOOL	61		Keyboard: G,A,B,C,D,E
	HEAR THE WIND BLOW	63		Keyboard: C,D,E,F,G
	WHEN I GO TO SLEEP	65		Keyboard: C,D,E,F,G
9	MOUNTAIN STREAM	67		Keyboard: C,D,E G,A
	THE QUEEN'S CORONATION	71		Keyboard: C,D,E,F,G,A^{b}
10	HEAR FREIGHT TRAIN	73		Keyboard: D,E,F,G,A,B
	FLYING	77		Keyboard: D,E,F$^{\#}$, G,A
11	COUNTRY FIDDLER	79		Keyboard: D,E,F$^{\#}$,G,A,B
	COWBOY'S SONG	81		Keyboard: C,D,E,F,G,A
12	GOOD-BYE, SUMMER!	87		Keyboard: B^{b},D, F
	SEA GULLS	91		Keyboard: D, E,F$^{\#}$,G,A,B,C$^{\#}$

***Recent EZ Keys graduates may skip lessons 1,2,3,4. Begin on Lesson 5.**
Students are ready for LEVEL 1-A upon completion of QUICK COURSE.

MENEHUNE MUSIC LESSON ONE - 45 MINUTES

TEACHER: If your students have recently completed the EZ KEYS series, you may quickly review LESSONS 1 & 2. If you have time, also teach the music from LESSONS 3 & 4. If no review is needed, you may go directly to Lesson 5 where E-flat is introduced.

		Student's Book	Teacher's Book	CD Track #
MUSIC:	**HELLO, CLASS**	**1**	**22**	**1 2 3**
	I'VE GOT A DOG	**5**	**24**	**4 5 6**

LESSON CONCEPT: Two-Eighth/Quarter Note Rhythms
(Begin Counting "1 +" for two-eighth notes)

SUPPLIES: Rabbit Race Game Mat
Pastel Watercolor Markers
Pencils
Permanent Ink Marker (for names in binders)
Small "Stick-On" Stars (To mark C keys) *Tip: Buy Avery Star Labels #06007*

Teacher: Before class, place a small stick-on star on a C key.Since today is the first lesson of the MENEHUNE MUSIC COURSE, have all your students' binders ready with today's music inside. Hand-out the binders as the students arrive. Put their names inside the binders with permanent ink marker.

GO TO GAME TIME (15 minutes) ***Have Rabbit Race game mat ready!***
Hold up the two teaching aids (on pages 16 & 17) that show
TWO BEAMED EIGHTH NOTES ♩♩ TWO QUARTER NOTES ♩ ♩

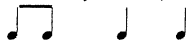
TEACHER, SAY: Welcome to your first day of MENEHUNE MUSIC class. Today is an exciting day because you are going to learn to count and play rhythms correctly. Rhythm makes our music sound good! Rhythm tells us how long to hold a key down–and it tells us when to play the next key. We don't guess when to play! We count the rhythms! (Turn to pages 16 and 17). ***Look at these two notes*** (beamed eighth notes) ***and then look at these two notes*** (quarter notes). ***Do they look exactly the same?*** Ans: No.
How are they different? Ans: There's a "beam" connecting the two eighth notes. The quarter notes do not have a beam. (Let the children say this in their own words!)

TEACHER, SAY: (Pointing to the two-eighths on P. 16) ***The dark line connecting these notes is called a BEAM. These two notes are PLAY FAST notes. Their number name is "1+"*** (say "one and") ♩♩
1 +
Let's tap our finger on the floor in rhythm as we say: "1 +". Make your finger "say" the rhythm with your voice. Here we go–everyone tap! With you, the students practice tapping some two-eighths on the floor. After all are secure with saying "one-and" as they tap two-eighths, continue. *If students cannot feel the rhythm of the two-eighths by saying "one-and", have them say "play fast".*

Note to Teacher: Encourage your students to "tap" rhythms on the floor with their finger tips instead of clapping rhythms. Reason: Piano playing uses a down/up finger motion--not a palms-together clapping motion. Let's begin practicing the motion that will be needed when later playing the key-board.

TEACHER, SAY: (Pointing to the two quarter notes on P. 17) ***These are ONE BEAT notes:*** ♩ ♩
Tap your fingers on the floor as you say slowly with me: "One-one"!

STUDENTS: With the teacher, tap (in rhythm) two quarter noes while saying "One-one".
NEXT, TEACHER, SAY: Let's tap all these notes together in rhythm. We'll say: ***"One-and, one ,one."***



Everyone, tap this rhythm on the floor with your finger.

If children have a difficult time "feeling" the rhythm change from two-eighths to quarter notes, have them say: ♩♩ ♩ ♩
"Play fast Slow Slow"
This usually works great! Only identify quarter ntoes as "SLOW" when there are many two-eighths in a piece of music. If there are few to no two-eighths, count ONE on quarter notes. Most children can count both ways with little difficulty.

Note to Teacher: Use HELLO, CLASS and I'VE GOT A DOG (on pages 22 and 24) for rhythm questions. Your students will be playing these rhythms in a few minutes at their keyboards. Using them for game time questions will make the rhythms easy and familiar for them. Also, use the rhythms found on pages 18 - 20 in this manual.

TEACHER, SAY: Before we play our game, let's practice together tapping and counting these rhythms.
(Tap the rhythms on the first line of HELLO, CLASS.)

Note to Teacher: For successful piano class teaching, keep ALL students involved in the activities all of the time! For example, have ALL the students tap the rhythms together, but only ONE student will move on the game board. That way, everyone learns! If a student taps a rhythm incorrectly, simply have the group tap it with him again. **Keep it fun and never embarrass the student!** Then, let the student move on the game board.

After some practice counting with the children, begin the game.
WHO GOES FIRST AT GAME TIME? Each student throws the die. The student throwing the *lowest number* goes first and is the circle starter. More detailed game instructions are included with each game board that you purchase from The Mayron Cole Piano Method. Be sure to read those instructions before game time.

Teacher: If your students have NOT had the EZ Keys series, you will have to teach young students how to track music. They must be shown that their eyes start on the left of the first line-- after reading all the notes on the first line, their eyes go to the first note on the left of the second line, etc., as they proceed "reading" down the page. Connect the notes with a yellow highlighter if students do not know how to track or have difficulty tracking.

Ask questions such as the following using **HELLO, CLASS** and **I'VE GOT A DOG**:
TEACHER, SAY:
Myrtle, look at line one of HELLO, CLASS. Count and tap these rhythms with the class. (Myrtle then moves on the game board.)
Luis and Gabriel, together tap line two with the class. (Luis and Gabriel each move their pawns on the game board.)
Arthur, tap and count line three's rhythms with Susan. (Then, Arthur and Susan each move on the game board.)
For a free throw, everyone tap and count all the rhythms on this page as I point to each note. (Each student, in turn, throws the die and moves their pawn on the game board.)
Continue asking rhythm questions until all students are secure with counting QUARTER and TWO-EIGHTH rhythms using HELLO CLASS, and I'VE GOT A DOG.

GO TO THE KEYBOARDS (15 minutes)

TEACHER, SAY: Today is our first piano class lesson, so we should discuss the GOOD MANNERS RULE. Never play your keyboards while I am talking. That is rude, isn't it? And only play when I tell you to play. If you feel that you MUST play, turn your keyboard off! Does everyone understand this important rule? (This rule will need to be stated often!)

I'll show you how to turn on your keyboards and how to hold your hands while playing.

Teacher, show the on/off switch on the keyboards. Then, show the students how to "float" their hand above the keys and then gently curve the fingers. They will be using one hand for this lesson.

Never allow a child to play "pointy fingered" or to "stab" the keys. Even though most children will drop their wrists and play flat-fingered, we can start every lesson by discussing correct hand position. Soon, holding ones hands correctly at the keyboard will come naturally--we hope!
On with the lesson!
TEACHER, SAY: You see on your keyboards a small gold star on a white key. We're going to play the rhythms of these two pieces only on the star key. Turn to Page 1 and tap with me HELLO CLASS, HOW ARE YOU? I'll say a "count in" so that we all start together. I'll say:
'One-and One Let's Play!' Ready for the count in?

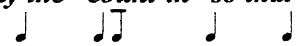
Note to teacher: Be sure to say the "count in" in the rhythm that is going to be played by the students. This will help them feel the speed of the two-eighths. Practice saying the count-ins before class so that you are secure.

The first time through the piece, the teacher taps the rhythms with the students. After all are secure, add the accompaniment (on page 22) or the accompaniment disk track #1 (slow speed).

TEACHER, SAY: Here are the words to HELLO, CLASS: "Hello, class, how are you? We are fine, thank you!" Would you like to say the words in rhythm as we tap together? Teacher, if saying the lyrics and tapping at the same time are too complex for your students today, wait until next lesson to add the lyrics.

But if your students can say the lyrics and tap at the same time, add this to the lesson:
TEACHER, SAY: This time, I will say each person's name, one-at-a-time as we all play together. I'll say: "Hello, John, how are you?" And John will say "I am fine, thank you!" But everyone tap with us even though I am saying only John's name. Teacher, go around the class repeating the above exercise but saying each child's name in turn. Again, if this is too complex on this first lesson, wait until next lesson to do this.

TEACHER, SAY: That was great rhythm tapping. Turn to page 5 and we'll tap I'VE GOT A DOG. I'll say the "count-in" so that we all start together. I'll say:



"One, one-and – Let's play!" Ready for the count-in?

Note: The rhythm on which the music starts was used for the count-in. You may improvise on your count-ins, also. You want your young students to "feel" the rhythms before they begin playing.

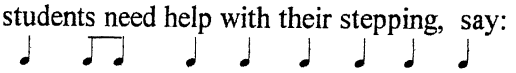
TEACHER: Here's a fun variation on I'VE GOT A DOG: Substitute any one-syllable animal in the place of "dog". Such as hog, bee, worm, owl, bird, cat, horse, fox, bat, fish, bull, etc. Before singing about any of these animals, let the students decide if they CAN or CANNOT pet the animal. Example: Let's sing "I've got a bee!" Can we pet the bee?" Ans: No! Select only two or three animals today. You can select other animals at next week's lesson.

STEPING WITH THE MUSIC (10 minutes)
You and your students are going to STEP to the rhythms of "I've Got a Dog". (They should have rhythms memorized by now!) But to review:



Say as you/students step: "One One-and One One One One One One"

If students need help with their stepping, say:



"Step Step-fast Step Step Step Step Step Step"

If you have a sequencer or CD player, play "I've Got a Dog!" as you/students step the rhythms. If no sequencer or CD player, try singing the lyrics to "I've Got a Dog" as you step the rhythms.
Variation on the above:
Be a puppy! Students say "Woof" as they step to the above rhythms.
Be a bird! Students sing "Tweet" to the above rhythms.
Be a bee! Students sing "Buzz" to the above rhythms.
Be a duck: Students sing"Quack" to the above rhythms.
Be an owl: Students sing "Whoo" to the above rhythms.
Purpose to the above exercise: The students are "feeling" with their stepping the same rhythms that their fingers are tapping at the keyboard when they play "I've Got a Dog!".

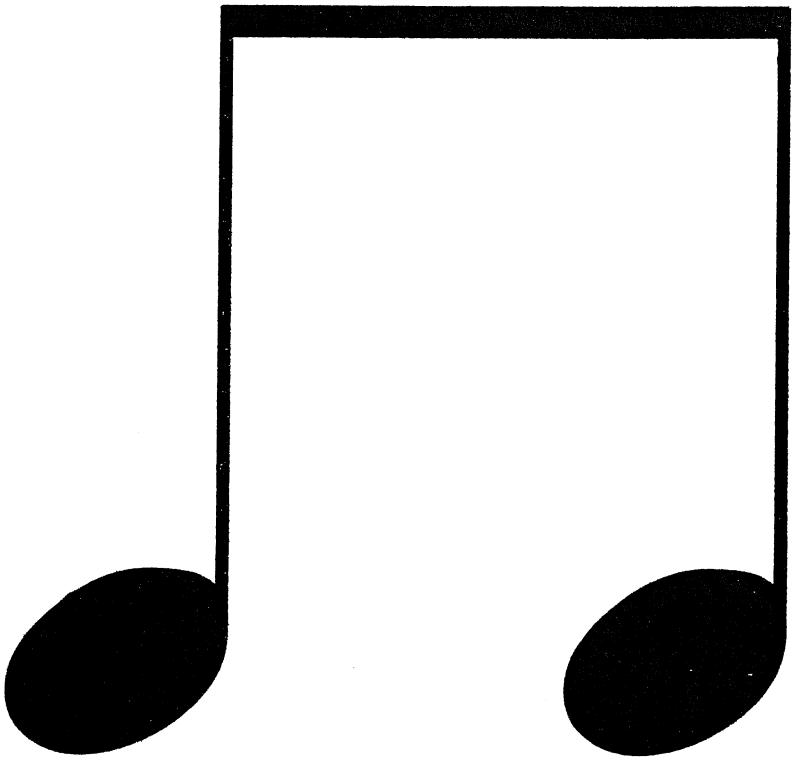
GO TO THEORY WORKSHEET TIME (8 minutes)
Have ready pencils and pastel watercolor markers. Show students that "1+" is the symbol for "one-and". (This information needed for rhythms on P. 6).

END OF CLASS (2 minutes)
Turn to page ix in each student's book. If you are using our spiral book edition of Menehune Music, check Lesson # 1 and Lesson # 2 with a watercolor marker. These are the two pieces the students are to practice twice a day each day until next week's piano class. If you are using a loose-leaf packet/binder with our Menehune Music, put a checkmark on the two pieces in their binder. It's easy for parents to keep up with the current music assigned when using a binder because it will always be the last few pieces in the binder! Yea! Less work for you!

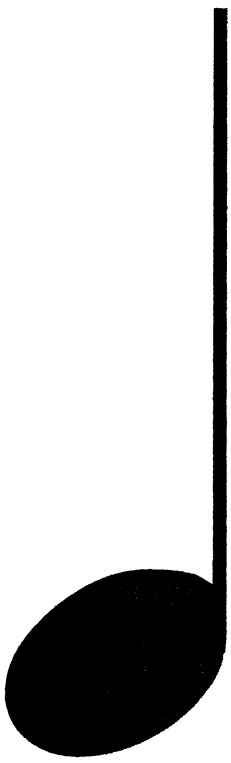
FOR THE ORGANIZED TEACHER: TYPE WEEKLY ASSIGNMENT ON MAILING LABELS! If you have a computer, type the lesson assignment and print it on adhesive shipping labels. (Avery Sh ipping Labels Laser #5168). Attach the label on the inside of the back cover of each student's Menehune Book (if spiral bound). Or place a piece of white paper in the back of each student's binder and stick lesson assignment label on that paper. Do this assignment label each week. Show parents where to look for the assignment in the child's book.

WHEN PARENTS COME TO COLLECT THEIR STUDENTS, TELL PARENTS:
The best practice schedule is to play/tap each composition **two times** each day. Students may tap rhythms on any key at their home piano keyboard. Parents and students often find practice time to be a fun, sharing time if parents play the rhythms with the students. The goal of The Mayron Cole Piano Method is to teach music in an enjoyable, no-stress format.

NOTES



1 +



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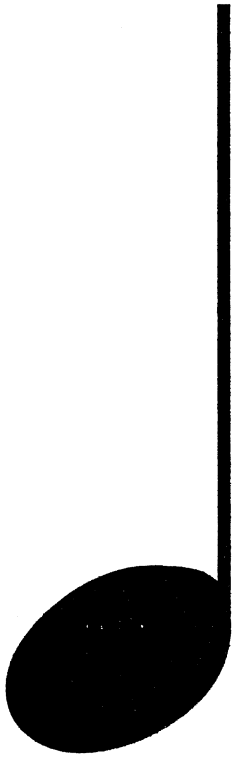

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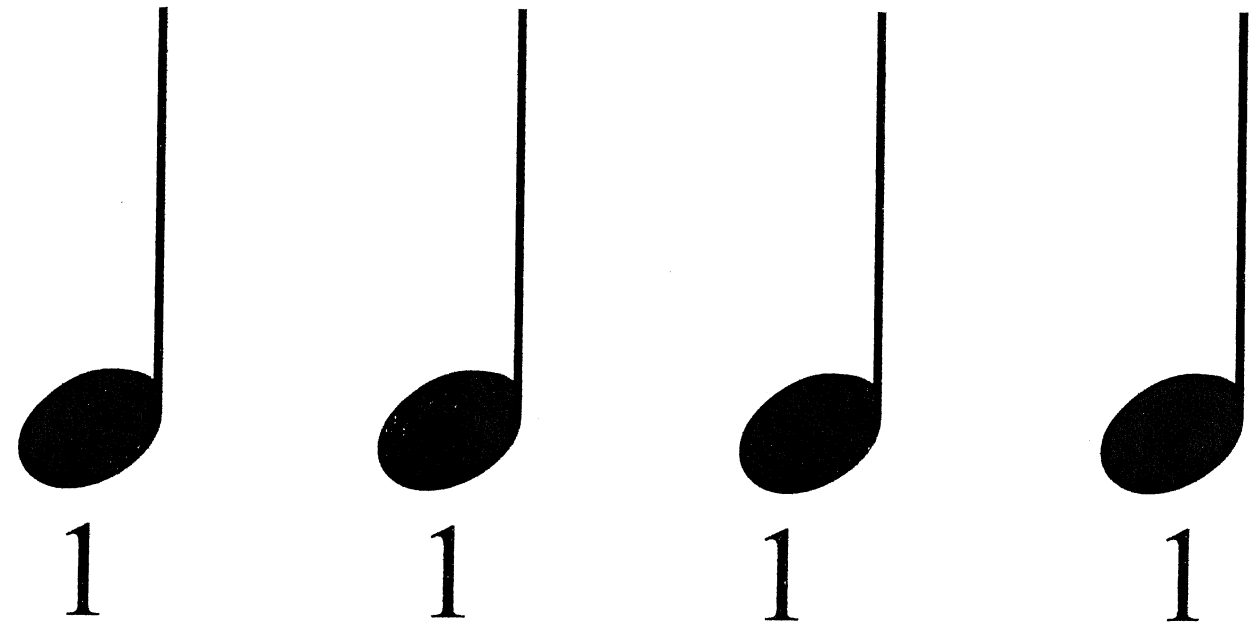
1
1
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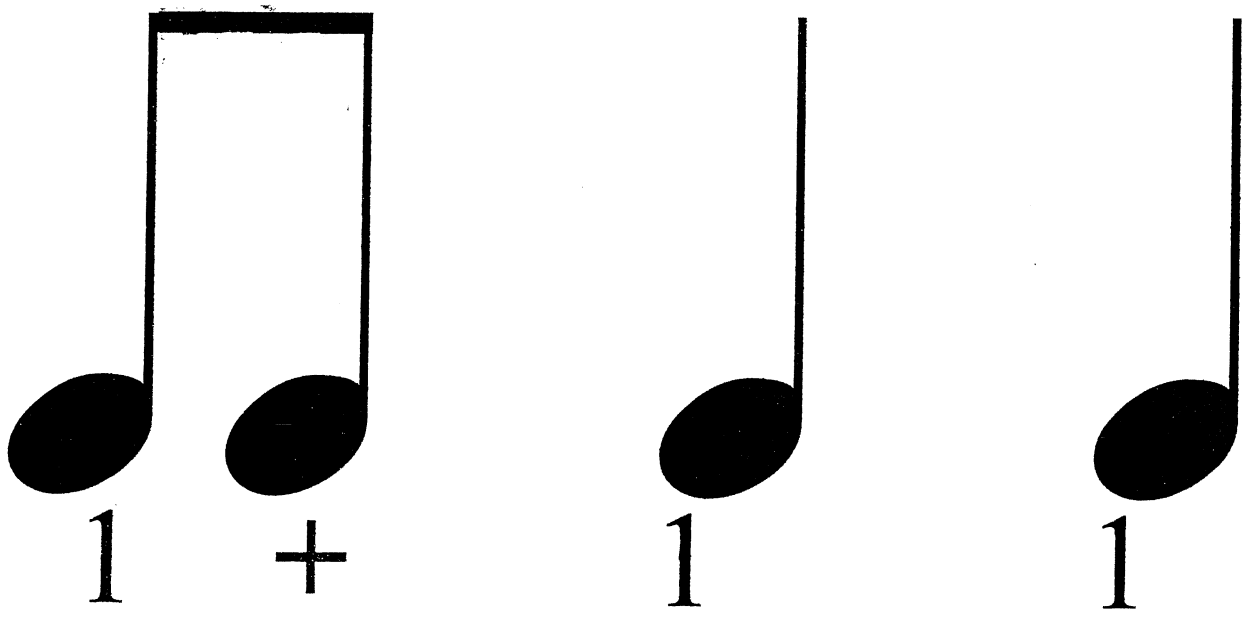
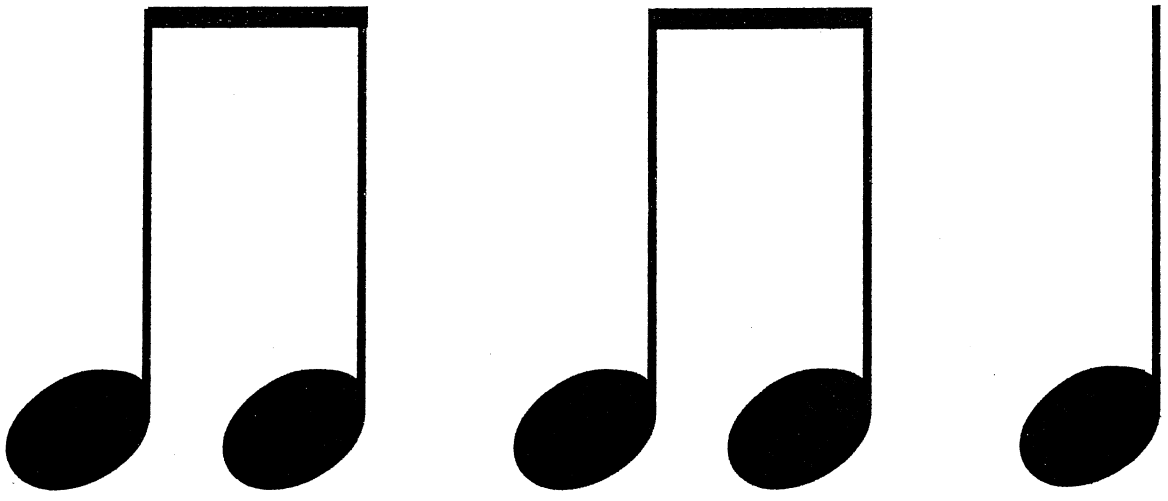

1
+
1
1



1 1 + 1



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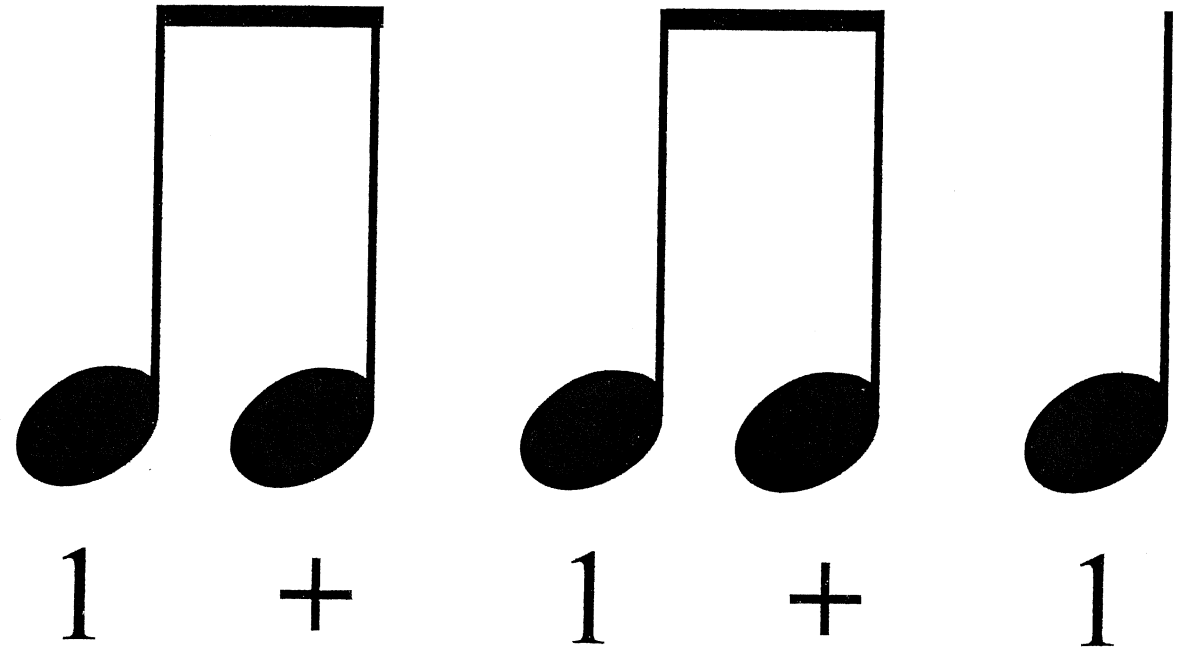
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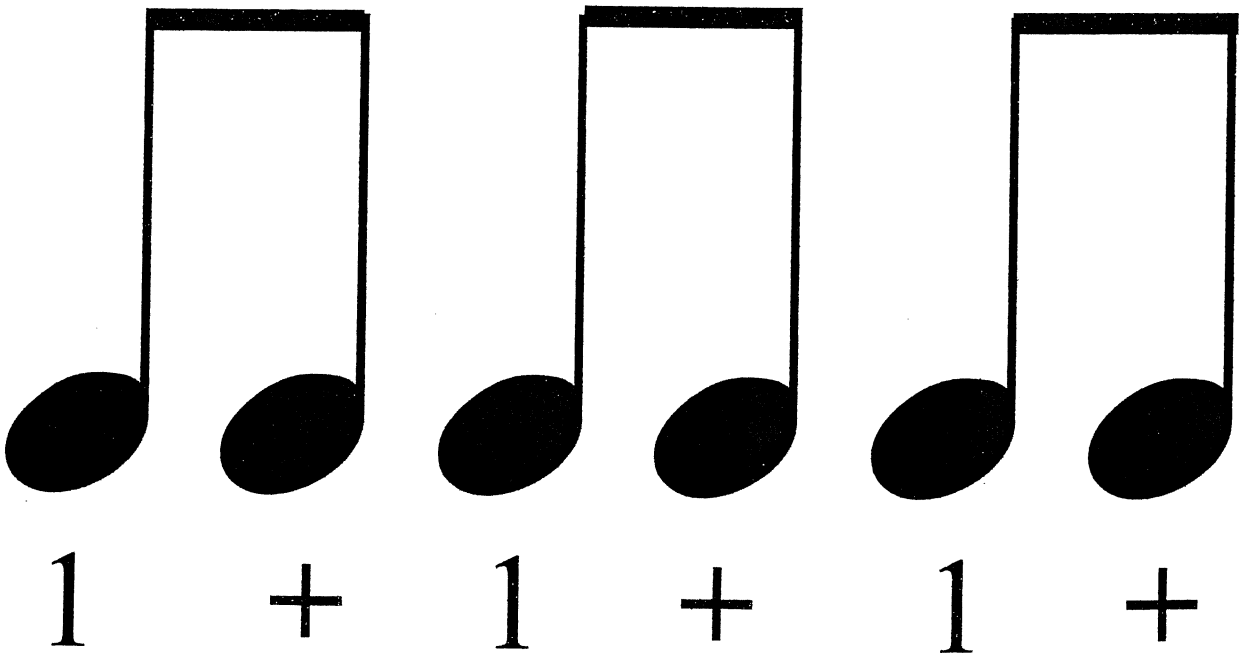
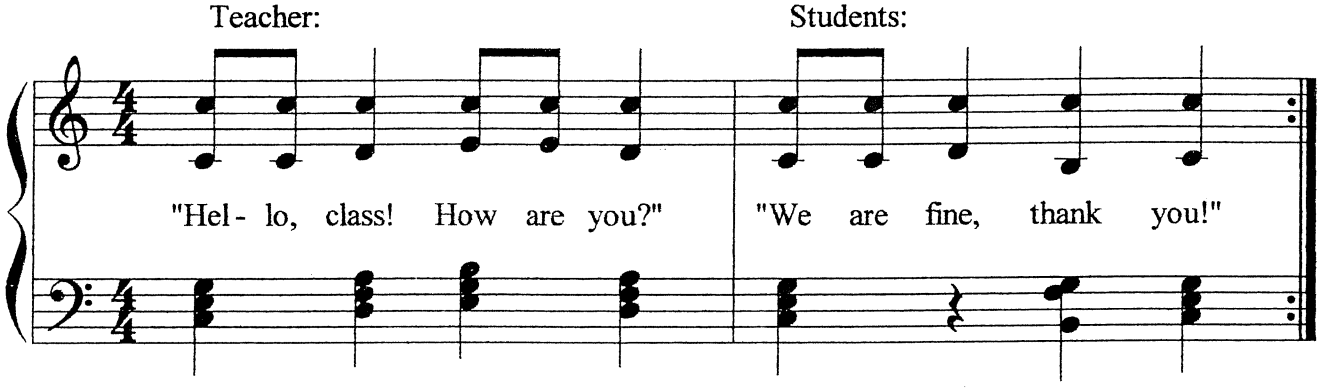

1 + 1 + 1 +

Notes

"HELLO, CLASS! HOW ARE YOU?"

c Mayron Ellis Cole



MENEHUNE MUSIC

THE MAYRON COLE PIANO METHOD®

LESSON 1

HELLO, CLASS! HOW ARE YOU?

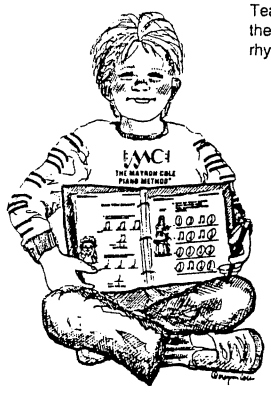
© Mayron Cole

1. TEACHER: "HEL- LO CLASS, HOW ARE YOU?"

1 + (and) 1 1 + (and) 1.

CLASS: "WE ARE FINE, THANK YOU."

1 + (and) 1 1 1.



Teachers, show the students any "C" on their keyboards. They may play this rhythm piece on that "C."

COLOR THE PICTURE.

CAN YOU DRAW?

2. DRAW THREE SETS OF "TWO-EIGHTHS."
(Write the counts under the notes.)

COUNTS: _____ _____ _____





COUNTS: 1 +.
COPY THESE.

3. DRAW THREE BLACK "QUARTER NOTES."
(Write the counts under the notes.)

COUNTS: _____ _____ _____



COUNT: 1.
COPY THIS ONE.

COLOR THE PICTURE.

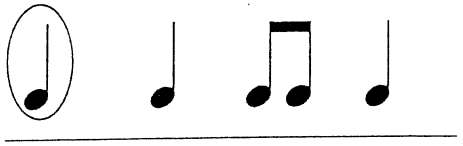
MENEHUNE MUSIC
THE MAYRON COLE PIANO METHOD ©

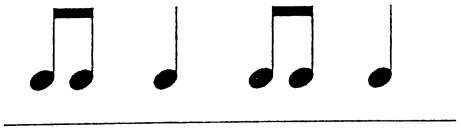
HELLO, CLASS! HOW ARE YOU?

COLOR THE PICTURE.



4. DRAW <u>ONE</u> CIRCLE AROUND EVERY QUARTER NOTE!
THEN, <u>CLAP</u> & <u>COUNT</u> THESE RHYTHMS.

A. 

B. 

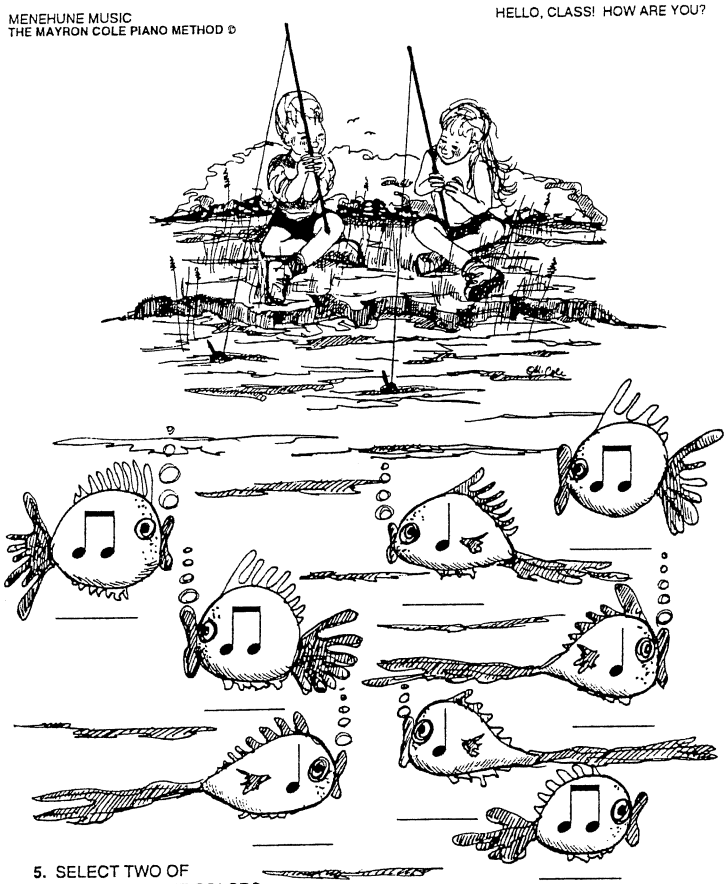
C. 

D. 

HOW WELL DID YOU DO? _____

MENEHUNE MUSIC
THE MAYRON COLE PIANO METHOD ©

HELLO, CLASS! HOW ARE YOU?

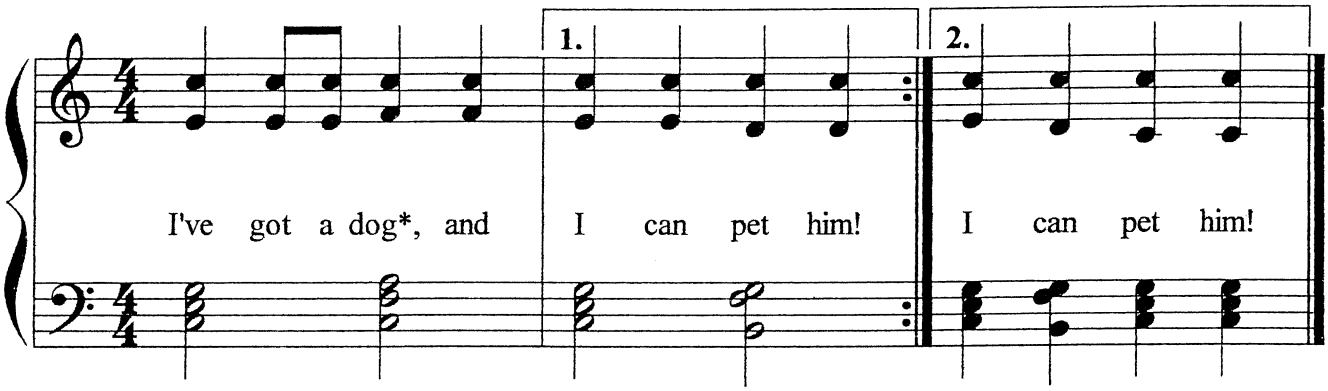


5. SELECT TWO OF YOUR FAVORITE COLORS.
Color all of the TWO-EIGHTHS FISH with one color. Color all of the QUARTER NOTE FISH with the other color. Then, color the whole picture.

6. Write the COUNTS under each fish.

I'VE GOT A DOG!

c Mayron Ellis Cole



*Any one-syllable animal. Students decide if they CAN or CANNOT pet it.

MENEHUNE MUSIC

THE MAYRON COLE PIANO METHOD®

LESSON 2

I'VE GOT A DOG!

© Mayron Cole

COLOR THE PICTURE



1. SING: I'VE GOT A DOG, AND

1 1 + (and) 1 1

I CAN PET HIM.

1 1 1 1

I'VE GOT A DOG, AND

1 1 + 1 1

I CAN PET HIM!

1 1 1 1.

TEACHER: Show the students a "C" on their keyboard. Let them play this RHYTHM PIECE on any "C" that they wish.

2. DRAW ONE CIRCLE AROUND EVERY PAIR OF TWO-EIGHTHS! WRITE THE COUNTS UNDER ALL OF THE NOTES. GO!



A. 1 +

B.

C.

D.

WITH YOUR TEACHER, CLAP & COUNT THE ABOVE RHYTHMS!

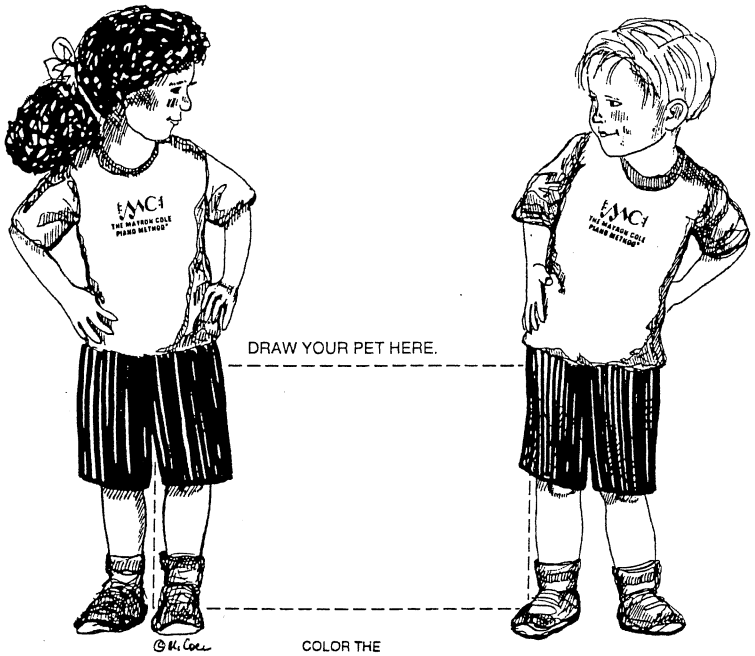
MENEHUNE MUSIC
THE MAYRON COLE PIANO METHOD ©
I'VE GOT A DOG!

3. DRAW A LINE FROM EVERY BALLOON TO THE CORRECT PERSON'S HAND.



COLOR THE PICTURE

4. DRAW A PICTURE OF YOUR PET BELOW. SING ABOUT YOUR PET WHEN YOU PLAY I'VE GOT A DOG!

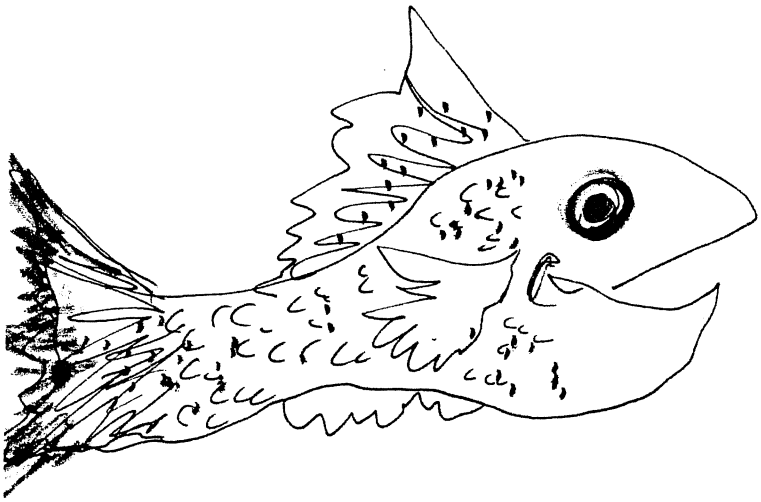


DRAW YOUR PET HERE.

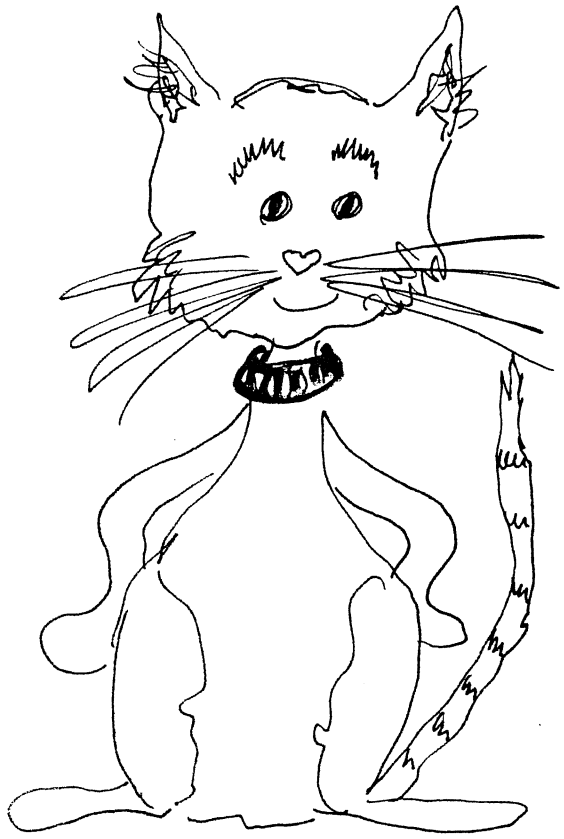
COLOR THE PICTURE.

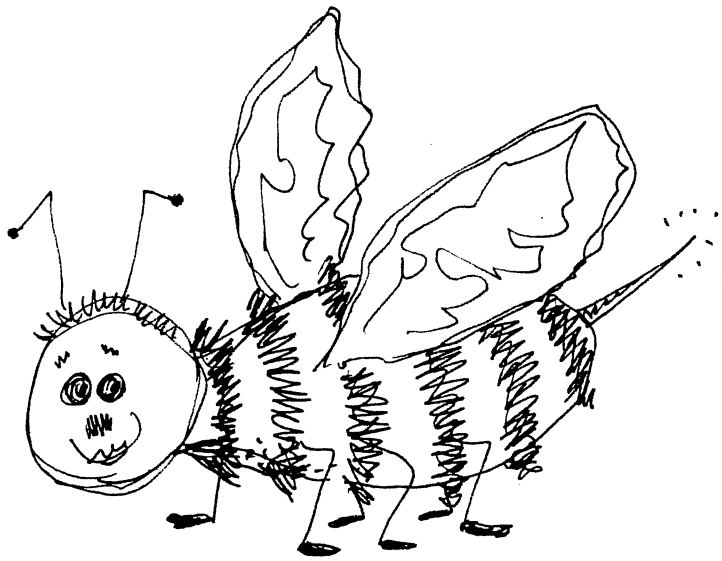
Teaching Aids

CAT



FISH

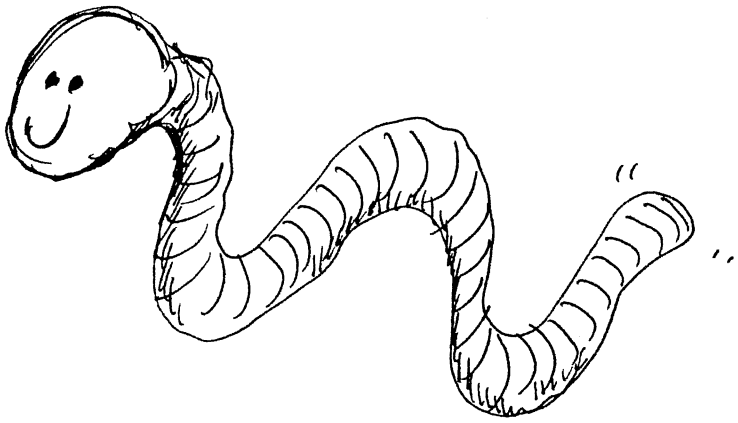




BEE



BIRD

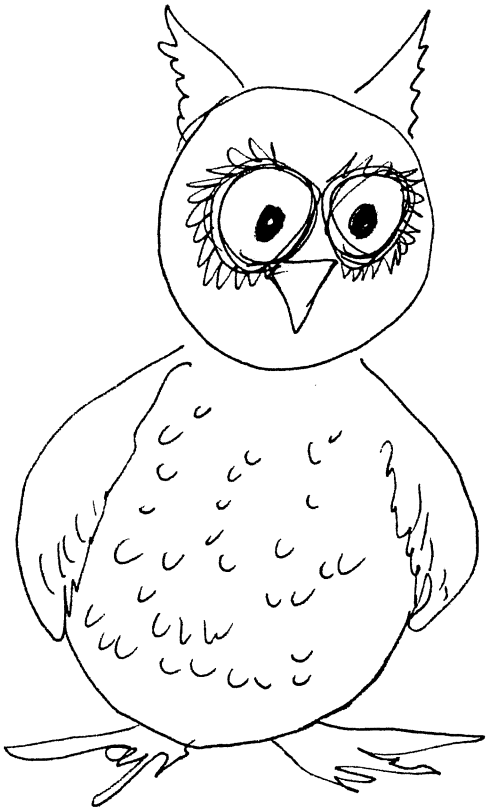


WORM

YOUR PET!

GOAT





OWL

MENEHUNE MUSIC LESSON TWO - 45 MINUTES

		Student's Book	Teacher's Book	CD Track #
MUSIC:	**HEAR THE WIND**	**9**	**36**	**7 8 9**
	I LIKE PORRIDGE HOT!	**11**	**39**	**10 11 12**
	HEAR FREIGHT TRAIN	**13**	**41**	**13 14 15**

LESSON CONCEPT: Half/Whole Note Rhythms
Rhythm Review

SUPPLIES: Ski Maniac Mountain Game Mat
Pastel Watercolor Markers
Pencils

OLD MUSIC TIME (10 minutes) The class plays, in ensemble, the music assigned last lesson. Have the students count aloud as they play. **If time allows, the second time through, add the lyrics.**

It's now time time to learn something NEW! So let's

GO TO GAME TIME (15 minutes)

Hold up the two teaching aids **(on pages 30 and 31)** that show

TWO HALF NOTES TWO WHOLE NOTES



TEACHER, SAY: ***Are these two notes the same? How are they different?*** (Let the students tell you the differences in their own words.) ***The "one-two" note tells us to hold a key down until we count to two. Then, let the key up. Like this:*** (Teacher demonstrates "playing" a half note on the floor/game table.) ***Watch again. The moment my finger touches the floor/table I start counting. Let's all practice playing some half notes on the floor with our fingertips.***

After all students are secure with "playing/counting" half notes, continue.

TEACHER, SAY: (while pointing to the a whole note) ***These notes are 1-2-3-4 notes. Their real name is "whole notes". Whenever we see whole notes in our music, they tell us to hold a key down until we count to four. Then we let the key up. Watch as I "play" a whole note.*** (Teacher demonstrates "playing" a whole note on the floor/game table.) ***Did you see that I started counting the moment my finger touched the floor? Let's practice playing some 1-2-3-4 notes with our finger tips. Ready?***

Teacher, watch students' hands as they practice "playing" whole notes. Be sure that they start counting the moment their fingertips touch the floor/table. **(Many students wait until after the key "sounds" before starting the counts.)**

Teacher: Use the music that the students are going to be playing today when asking questions at game time PLUS the teaching aids that begin on page 30.

Ask questions such as these for *"Hear the Wind Blow"*:

. Nell, look at *"Hear the Wind Blow"*. There is only one 1-2-3-4 note (whole note) in this piece. Can you find it?

Ans: The last note in the piece is a whole note.

. Rupert, with your finger, tap the first line of *"Hear the Wind Blow."*

. Class, for a free throw for everyone, let's tap the entire piece of *"Hear the Wind Blow."*

For *"I Like Porridge Hot"*, ask questions such as these:

. Leslie, look at lines one and two of *"I Like Porridge Hot". Are the rhythms the same in both lines?* Ans: Yes.

Nell and Leslie, together, tap the rhythms of lines one and two. (Each student then gets a throw on the game board.

. **Class, look at the notes on line four. We see what type of notes?** Ans: 1-2-3-4 notes or whole notes.

(Teacher, avoid saying "first" and "second" since these terms are foreign to most young children. Say "line one" and "line two" etc.)

. **Class, for a free throw, everyone tap the rhythms of line three and line four.**

Teacher: Continue asking rhythm questions such as these samples. Keep all students involved! Keep game time fun but informative. Be sure to ask rhythm questions using the RHYTHM TEACHING AIDS on pages 30 through 35.

GO TO KEYBOARDS (10 minutes)

Students go to their keyboards.

You play the rhythms with your students the first time through the new compositions while you and the students count the rhythms **aloud**. The second time through, add the teacher's accompaniment. **Any time the accompaniment bothers your students, play only the rhythms.** Add the accompaniments next lesson after the students have had time to practice the rhythms.

GO TO THEORY WORKSHEET TIME (10 minutes)

Students take their books to a worksheet area (which may be a table or the floor!) Have plenty of pencils and pastel watercolor markers handy. Any theory sheets that are not completed may be completed at home.

IT'S TIME TO GO!

Make sure each student knows what to practice. If using the loose-leaf pages with a binder, the students are shown that they practice the last three pieces in their binders. Students using spiral books should have their practice pages checked with a pastel watercolor marker. Also, the table of contents, on page 8,9, and 10 in the students' books, is great for marking the weekly assignment.

Or

Using your computer, type your class's assignment for next week on Avery Shipping Labels, Laser #5168. Attach a label in each student's book. Show parents where lesson assignment is located in students' books.

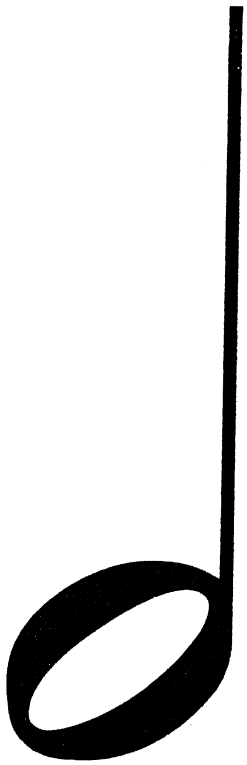
Or

For those students who are using loose-leaf Menehune Music packets with binder, use the cardboard sheet that comes in each packet. Three-hole punch the cardboard and place it in the binder at the place at which you wish your students to start their weekly practice. The cardboard serves as a "marker".

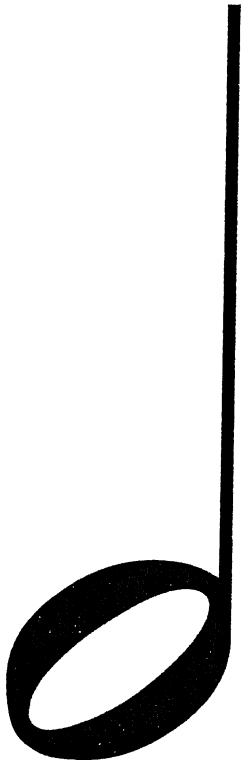
NOTE TO TEACHERS:

You have noticed that no time signatures are used in this Menehune Music program. (Time signatures are introduced in Level 1-A.) That's why your students are counting ***note values*** instead of measure beats. They will count "1 +" when playing two-eighths; count "1" when playing quarter notes; count to "1-2" for half notes; count "1-2-3" for dotted half-notes; and count "1-2-3-4" when playing whole notes. This type of counting (known as "unit counting") is usually easily understood by young musicians--and it reinforces the ***number of "beats"*** each type of note receives in simple rhythm.

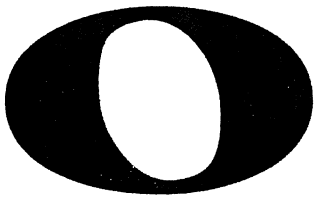
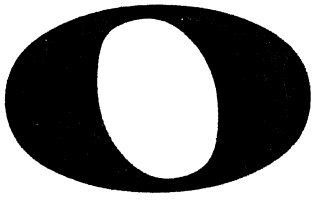
NOTES



1-2



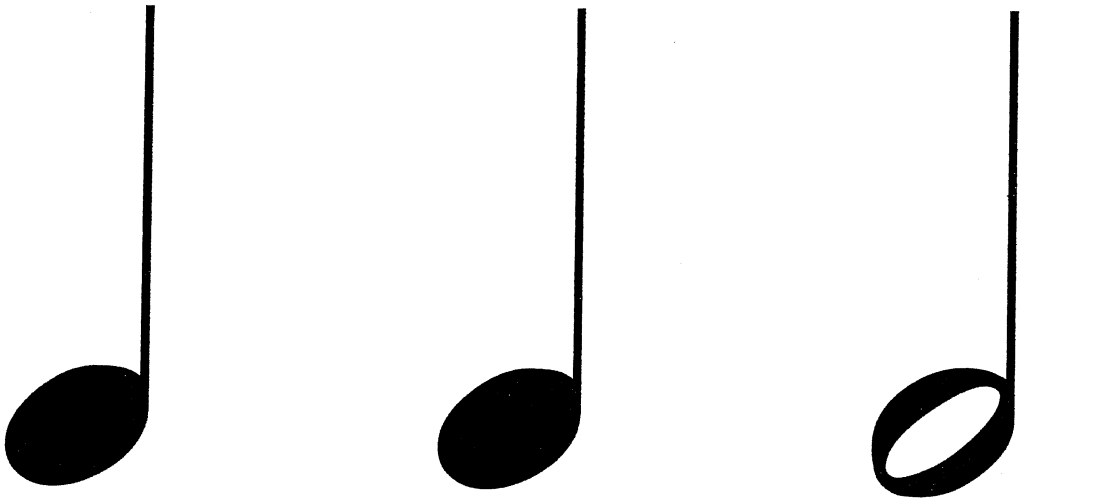
1-2

1-2-3-4 1-2-3-4



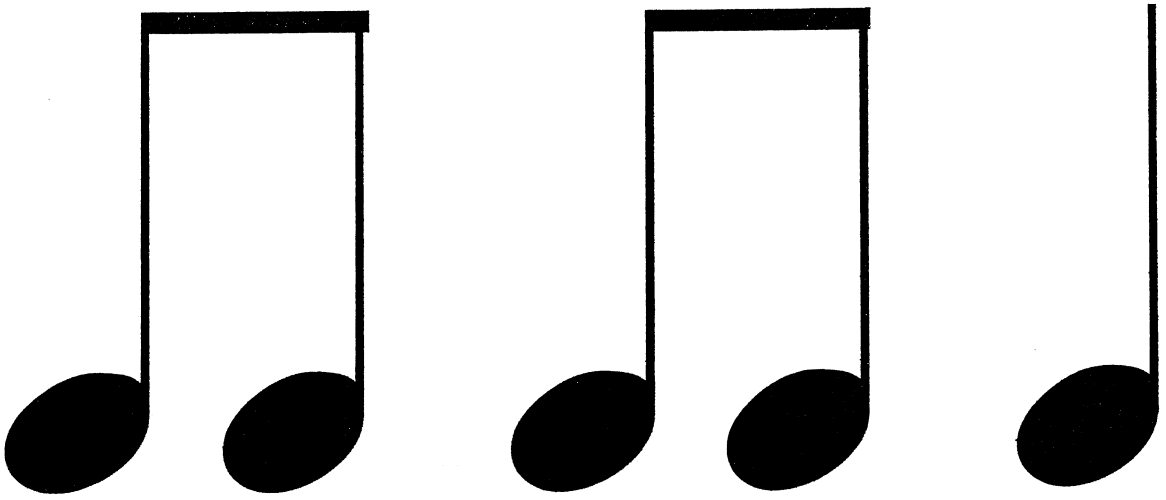
1 + 1 + 1-2



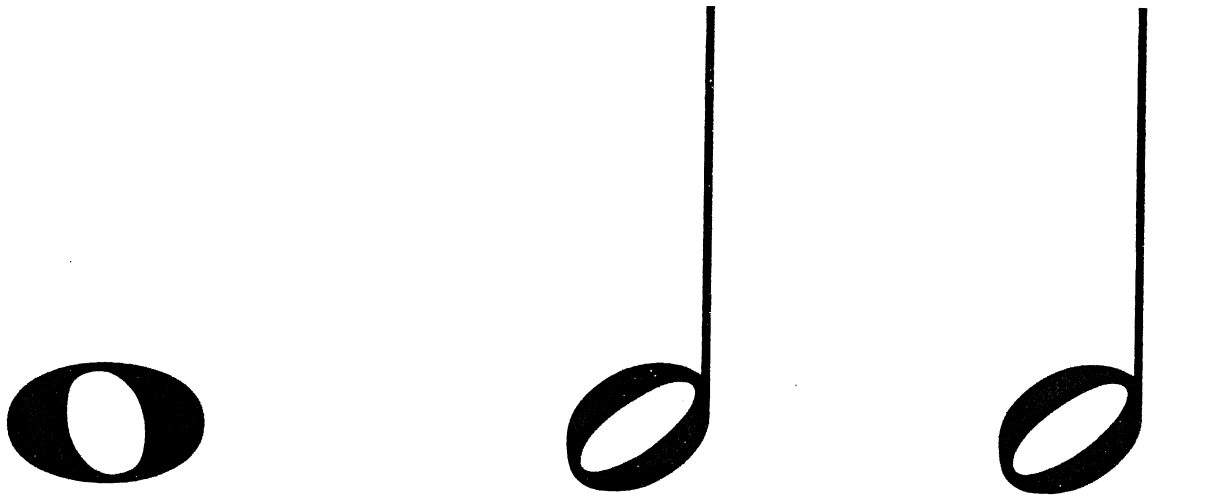
1 1 1-2



1-2 1 + 1



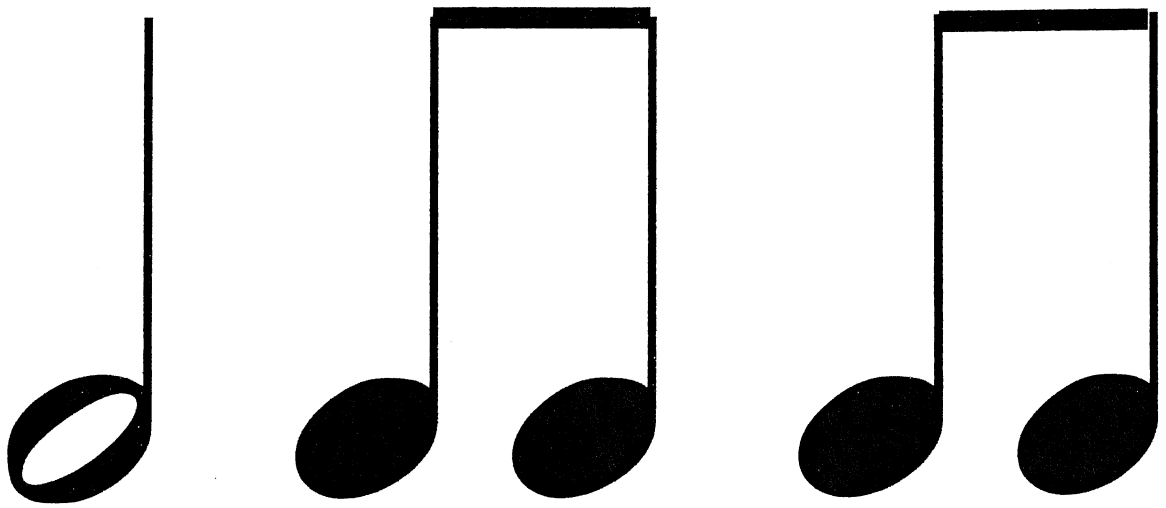
1 + 1 + 1



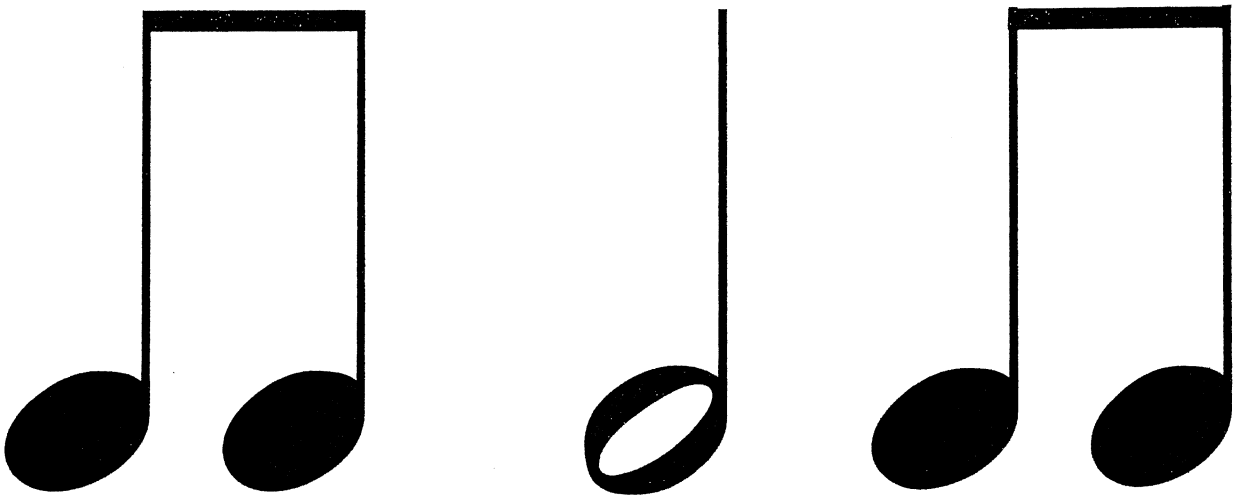
1-2-3-4 1-2 1-2



1-2-3-4 1-2-3-4



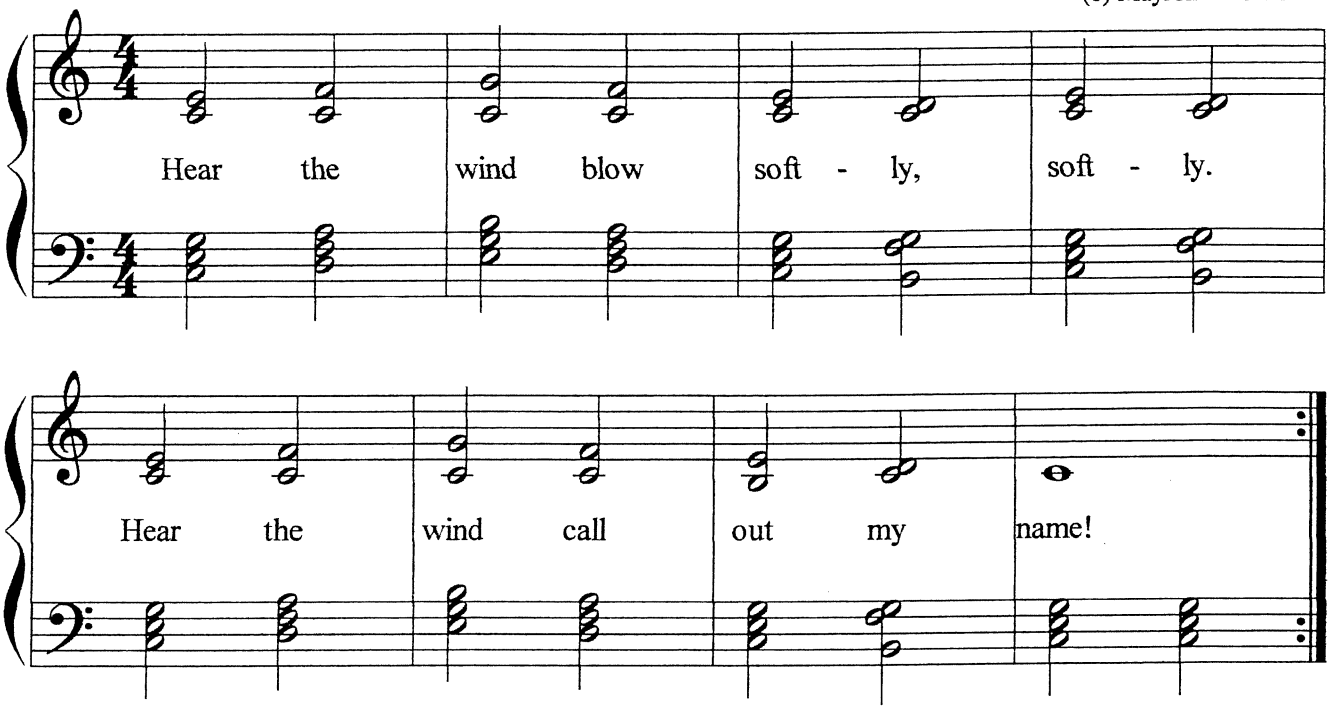
1-2 1 + 1 +



1 + 1-2 1 +

Hear the Wind Blow

(c) Mayron Ellis Cole



MENEHUNE MUSIC

THE MAYRON COLE PIANO METHOD®

LESSON 3

HEAR THE WIND BLOW

© Mayron Cole



COLOR THE PICTURE.

1. SING: HEAR THE WIND BLOW

1 - 2 1 - 2 1 - 2 1 - 2

SOFT- LY! SOFT- LY!

1 - 2 1 - 2 1 - 2 1 - 2

HEAR THE WIND CALL

1 - 2 1 - 2 1 - 2 1 - 2

OUT MY NAME.

1 - 2 1 - 2 1 - 2 - 3 - 4.

Teachers: Have the students play this RHYTHM PIECE on any "C" on their keyboard.

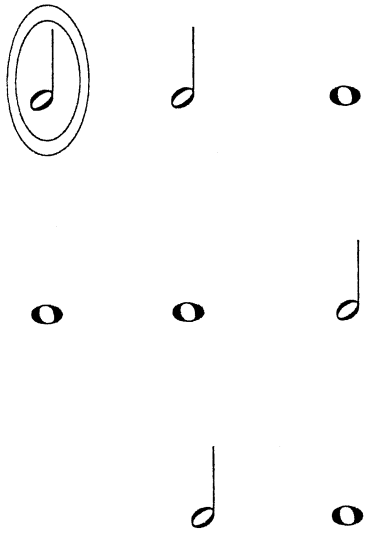
9

MENEHUNE MUSIC
THE MAYRON COLE PIANO METHOD ©

HEAR THE WIND BLOW

2. DRAW <u>TWO</u> CIRCLES AROUND EVERY HALF NOTE! DRAW <u>FOUR</u> CIRCLES AROUND EVERY WHOLE NOTE!

GO!





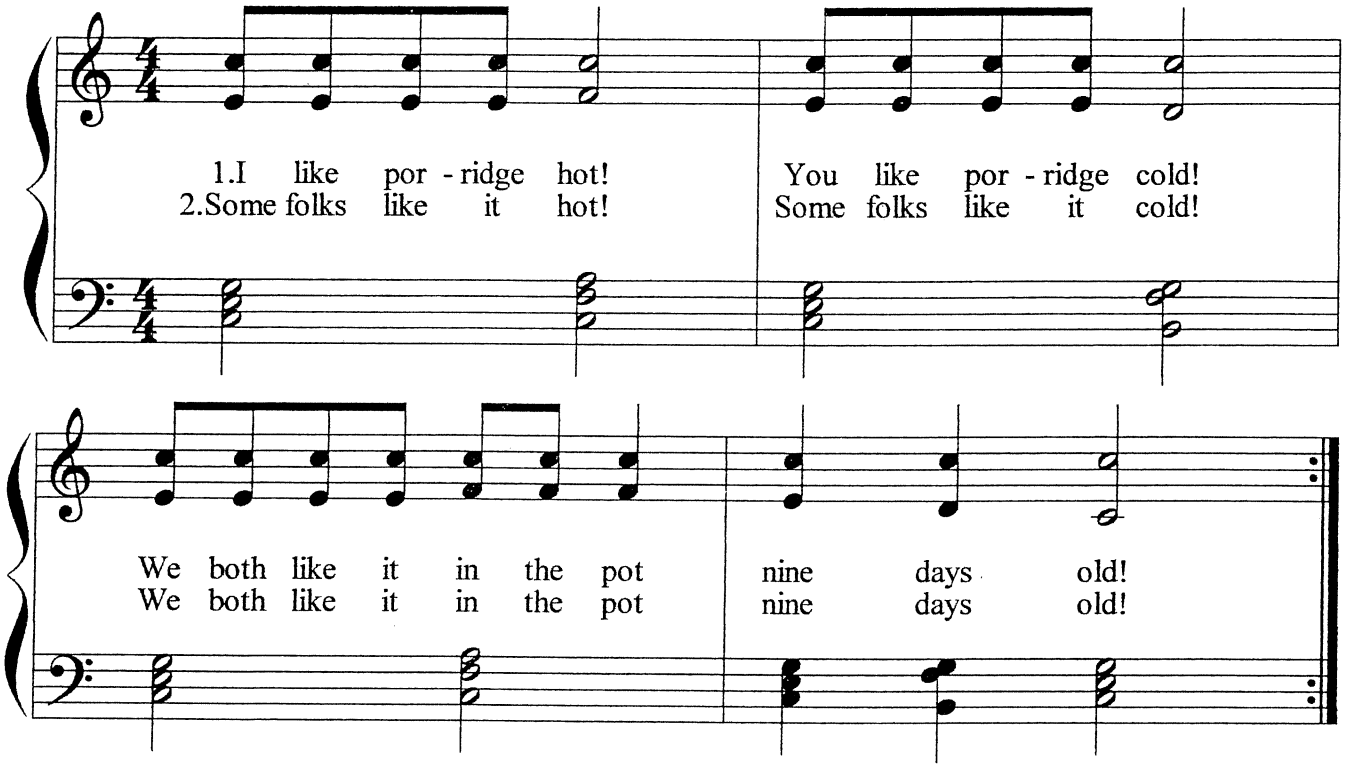
COLOR THE PICTURE.

How well did you do? _____

10

I Like Porridge Hot!

(c) Mayron Ellis Cole



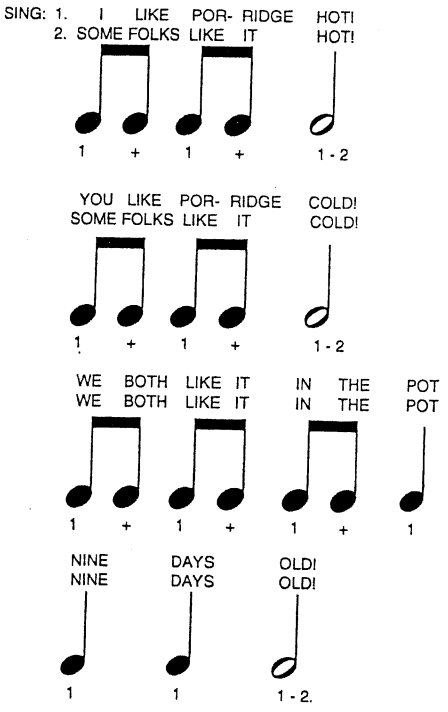
MENEHUNE MUSIC

THE MAYRON COLE PIANO METHOD®

LESSON 4

I LIKE PORRIDGE HOT!

© Mayron Cole





TEACHERS: Have the students play this rhythm piece on any "C" on their keyboard.

MENEHUNE MUSIC
THE MAYRON COLE PIANO METHOD ©

I LIKE PORRIDGE HOT!

RHYTHM RACE!!



WRITE THE COUNTS UNDER THE NOTES.
THEN, CLAP & COUNT ALOUD THE RHYTHMS!

GO!

1. 

COUNTS: 1 1 1 +

COLOR THE PICTURE.

2. 

3. 

4. 

5. 

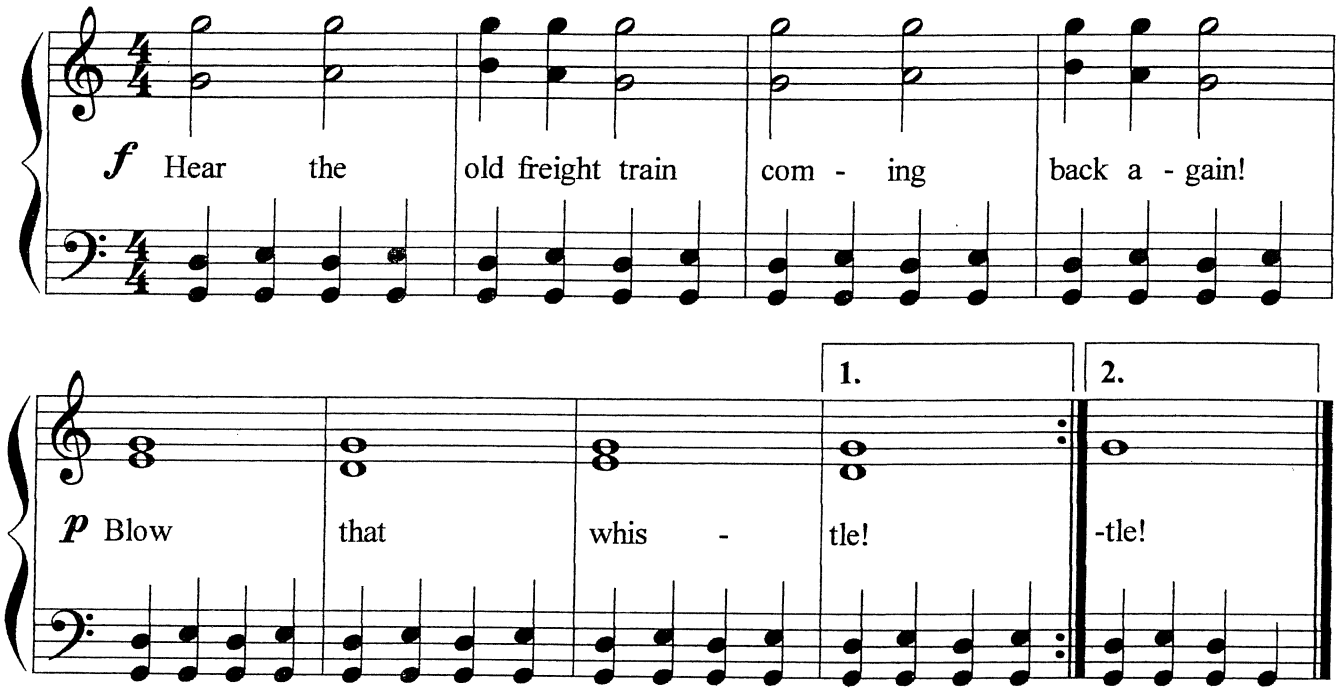
How well did you do?
_____ YEA!

12

Hear the Old Freight Train

Clickkity-clack Speed

(c) Mayron Ellis Cole



MENEHUNE MUSIC

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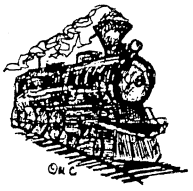
LESSON 5

HEAR THE OLD FREIGHT TRAIN

© Mayron Cole





1. SING: HEAR THE OLD FREIGHT TRAIN

1 - 2 1 - 2 1 1 1 - 2

COM- ING BACK A- GAIN!

1 - 2 1 - 2 1 1 1 - 2

BLOW THAT WHIS- TLE!

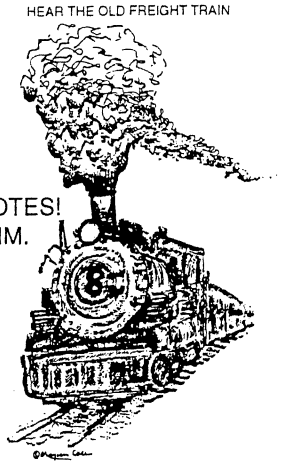
1 - 2 - 3 - 4 1 - 2 - 3 - 4 1 - 2 - 3 - 4 1 - 2 - 3 - 4.

COLOR THE PICTURE.

(Go back to the beginning & repeat to the end.)

TEACHER: Show the students any "G" on their keyboard (You might want to mark it with a watercolor marker.) The student should play the rhythm of HEAR THE OLD FREIGHT TRAIN only on "G."

RHYTHM RACE!



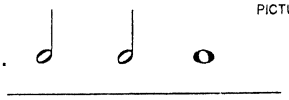
2. WRITE THE COUNTS UNDER THE NOTES!
THEN, CLAP and COUNT THE RHYTHM.

GO!

A. 

COUNTS: 1 1 + 1 - 2.

COLOR THE PICTURE.

B. 

C. 



D. 

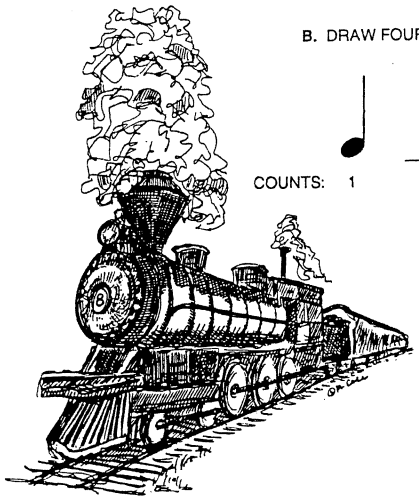
How well did you do? _____

3. CAN YOU DRAW?

A. DRAW TWO HALF NOTES.



COUNTS: 1 - 2 _____ 1 - 2 _____ 1 - 2.



B. DRAW FOUR QUARTER NOTES.

COUNTS: 1 _____ 1 _____ 1 _____ 1 _____ 1.

MENEHUNE MUSIC
THE MAYRON COLE PIANO METHOD ©

HEAR THE OLD FREIGHT TRAIN

4. THERE ARE TEN HALF NOTES 𝅗𝅥 HIDDEN IN THE PICTURE BELOW. TRY TO FIND THEM. THEN, COLOR EACH NOTE A BRIGHT COLOR! NEXT, COLOR THE WHOLE PICTURE!

Did you find the ten hidden notes? _____
(yes or no)



16

(COLOR THE PICTURE)

Teachers:
Your students have become fairly proficient at **counting/tapping rhythms.**
They are now ready to begin the next step to keyboard playing knowledge: **keyboard geography.** This means that they will be exploring the entire keyboard while they discover high and low sounds and realize that there are many Cs, Ds, Es, etc all over the keyboard--not just the ones located on the keyboards in front of their noses.

That is why all 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. 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 non-dominant hands. Stick a colored Avery dot on the top of their non-dominant hand to remind them to use that hand. This usually helps.

MENEHUNE MUSIC LESSON THREE- 45 MINUTES

Note: For recent EZ Keys graduates, you may combine lessons three and four. If no review is needed, go directly to Lesson 5. The following lesson plan gives in-depth methods of teaching which are meant for NEW students who have never had any previous piano lessons.

		Student's Book	Teacher's Book	CD Track #
MUSIC:	WHEN I GO TO SLEEP	17	47	16 17 18
	D IS FOR THE DOGGIE	19	Rote	19 20 21
	SOMEBODY'S KNOCKING	23	51	22 23 24

LESSON CONCEPT: Dotted Half Note Rhythms
Keyboard: C,D,E

SUPPLIES: Working On the Railroad Game Mat
Pastel Watercolor Markers
Pencils
Adhesive Stars on C keys
Small Doll (For "Look at Me!" exercise)

HEAR LAST LESSON'S MUSIC (5 minutes)
Play each piece through two times. The first time through, all count aloud as they tap the rhythms on their C keys. The second time through, add the teacher's accompaniment. If time allows, hear as many pieces from previous lessons as you can. **Always review, review, review.** You'll be glad you did as your students become more and more secure with their rhythm counting and keyboard music playing.

STUDENTS LEARN DOTTED HALF NOTE RHYTHMS (2 minutes)
Students come to central keyboard for this short learning experience.
Teacher holds up teaching aid on page 46 in this manual showing the half and dotted half notes: 𝅗𝅥 𝅗𝅥.

Teacher, say: It's time to learn another rhythm note. Today we are going to learn the 1-2-3 note. It looks like the 1-2 note (half note) but the 1-2-3 note has a DOT! Can all of you see the dot? (Teacher points to the dot.) ***Here's how you tap this 1-2-3 note: you hold the key down until you count to three--and then let the key up.*** (Teacher demonstrates at central keyboard as students watch.) ***Everyone find any key on my keyboard and tap with me some 1-2-3 notes. I'll count us in: 1-2-3, Ready Let's Play.*** (Even though it'll probably be discordant, continue tapping dotted half notes until all students understand.)

STUDENTS GO TO THEIR KEYBOARDS (5 minutes)
Teacher, say: Go to your own keyboards and turn to page 17 ("When I Go to Sleep"). We'll play this piece on our star keys. I'll count us in: 1-2-3, Ready Let's Play.
Teacher, your students should have little to no trouble playing this piece since they have learned to track music in previous lessons and by now understand the concept of depressing a key and holding it for the correct number of counts. Play only the first line with you tapping/counting aloud the rhythms with your students. Next, play the entire piece through with you playing the teacher's accompaniment. Easy!

It's time to learn keyboard geography! (Teacher, before class, read page 42 again.)
STUDENTS RETURN TO CENTRAL KEYBOARD (10 minutes)
Teacher, say: How many of you have noticed that the black keys on the keyboard are in groups of TWOs and THREEs? Look at this keyboard. Do you see that there are two black keys--then a big space--and then three black keys--big space--over and over? Watch as I push down all the black twos.

Teacher: One-at-a-time, I want you to press down some black twos on this keyboard. Let's form a train!

Have the students press down all the black twos, starting at the low end of the demonstration keyboard. **Teacher, be watchful! Some students will press down $B^{\flat}$ and $C^{\#}$, or $F^{\#}$ and $G^{\#}$, or many other wrong combinations of black twos.** They must be able to find the "dog ears" of $C^{\#}$ and $D^{\#}$ in order to successfully continue.

Teacher: That was good! Now we are going to learn the key in the middle of the black twos. The white key in the middle of the black twos is D.

Teacher demonstrates by finding all the D keys on her keyboard. As you depress the D key, say aloud "D".

Teacher: Form a train again. One-at-a-time, I want you to find all the D keys on my keyboard.

Again, students form a "train" and find all the D keys starting at the low end of the teacher's keyboard. After all students have found D's successfully, proceed:

Teacher, say: We are ready to learn to play a fun little song called THE DOGGIE SONG. I will teach it to you. It goes like this:

Teacher sings:	"D	is	for	the	dog-	gie	with	the	**two**	**black**	**ears!"**
	♩	♩	♩	♩	♩	♩	♩	♩	𝅗𝅥	𝅗𝅥	𝅝
Teacher plays:	D	D	D	D	D	D	D	D	$C^{\#}/D^{\#}$	$C^{\#}/D^{\#}$	$C^{\#}/D^{\#}$

Teacher, say: All of you stand in front of my keyboard(if there's room) and play the doggie song with me. Remember, we play the black twos when we say "two black ears".
I'll count us in: Ready, Let's Play Great!

STUDENTS GO TO THEIR OWN KEYBOARDS (2 minutes)
Have the students play "high" doggies and "low" doggies. (This is to explore the high and low sounds of their keyboards.) After all are secure with playing the doggie song, it's time to go to

GAME TIME (11 minutes)
Have ready a paper keyboard or a 3-dimensional plastic keyboard.
Teacher, watch the time! You must teach your students the C and E keys, as well as review the D key you've just learned. And then, you must teach today's new keyboard piece: "Somebody's Knocking". Let's get going with game time:

Hold up a paper or plastic keyboard for students to see as you speak:
Teacher, say: You just learned that D is in the middle of the black dog ears. This key ($C^{\#}$) is dog ear 1. Beside dog ear 1 is the C key. Now it's time to play a game!
Ask questions such as these (using the paper or plastic keyboard):
. Lucas, find two different D keys and two C keys.
. Maria, touch dog ear 1 ($C^{\#}$). Then find me two <u>different</u> C keys. *(Teacher, sometimes the student will touch the same C key twice! Pretty smart, eh?)*
. Ludwig, find one C key, one D key, and touch the black dog ears.
Continue asking questions such as the above until all are secure with finding the C and D keys.
Now it is time to add the E key!
Teacher, say: It's time to learn another white key. Beside dog ear 2 (D#) is the E key. Watch as I find some E keys on this paper keyboard. I look for the black dog ears; I play the white key beside dog ear 2. For a free throw, I want each of you to find me two different E keys on this paper keyboard. After the children are secure with finding the E key, continue with the game. Include E key questions such as these:

Ludwig, find two different E keys and one C key.
Prunella, find one E key, one C key, and two D keys.
Essex, find one E key and two C keys.
Etc.
Continue asking C,D,E key questions in random order until you are sure that all students can easily find these three keys on the paper keyboard.

But watch the clock! There's still music to be learned!

IT'S TIME TO GO TO THE STUDENTS' KEYBOARDS (2 minutes)
Teacher, say: On your keyboards, find the keys that I call out as quickly as you can. Ready? Find:
. ***4 C keys***
. ***4 D keys***
. ***4 E keys***
Continue the above exercise until all students are able to find the keys quickly on their keyboards.

LOOK AT ME (1 minute)
This little exercise is to see if your students can find C,D, and E keys without looking at their keyboards and hands. Hold up any object (a doll would be great!) and have the students keep their eyes on the object as you randomly call out (while they play) C keys, D keys, E keys. This exercise should take only a minute. After all students are secure with finding keys without looking at their keyboards/hands, it is----

TIME TO PLAY THE NEW MUSIC (7 minutes)
Have the students turn to "Somebody's Knocking" on page 23 (students' book). Go VERY SLOWLY with this piece. You tap/say the letter names of the keys with the students. Try only the first line of music. Play the first line through two times. Then, add the second line. Continue slowly working through this piece until all students are playing confidently.

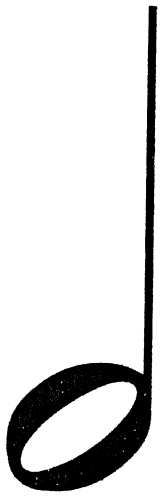
If students are having a difficult time playing this first "keyboard geography" music, have them turn the volume of their keyboards OFF. They will be pressing down mute keys as they practice "playing" the first line of music. You go quickly from keyboard to keyboard checking for any difficulties. But don't start teaching a bunch of little private lessons. You want your students playing aloud and as a group as soon as possible. This is just a quick check to see that everyone is secure with playing C,D,E on their keyboards since this is their first attempt at this type of playing.

Teacher, encourage your students to use their right and left hands. They should NOT play the entire piece with one finger. Try highlighting all the Cs in their music with a yellow highlighter. Then, using the highlighter, color a yellow dot on top of the student's left hand (or use a yellow stick-on Avery dot or a stick-on star.) Every time the student sees a yellow colored note, she will use her "yellow" dotted hand. This little teaching trick usually works wonders when you are trying to get students to use their less dominant hand.

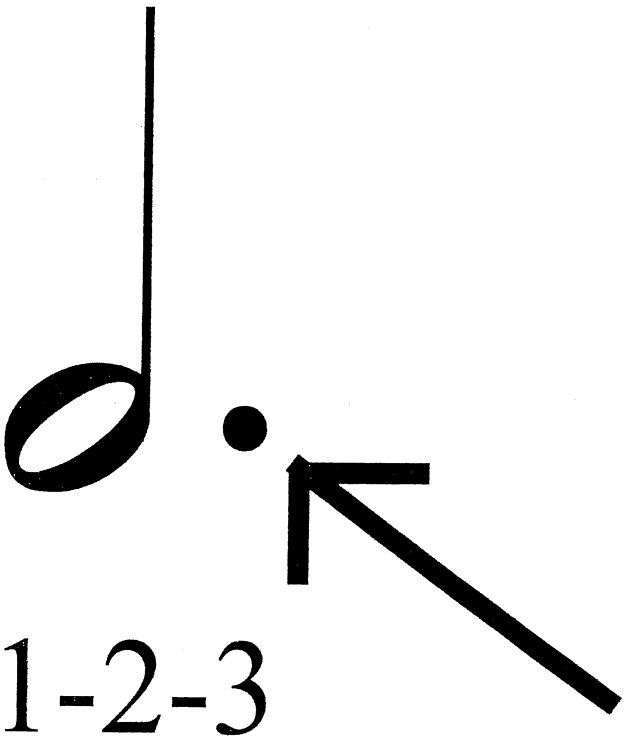
For colorful stick-on dots, try Avery dot labels (available at most office supply shops.)

STILL HAVE TIME LEFT?
WORK/COLOR THEORY WORKSHEETS

IT'S TIME TO GO!
Be sure your students know what to practice. Each piece should be played two times a day until next lesson.



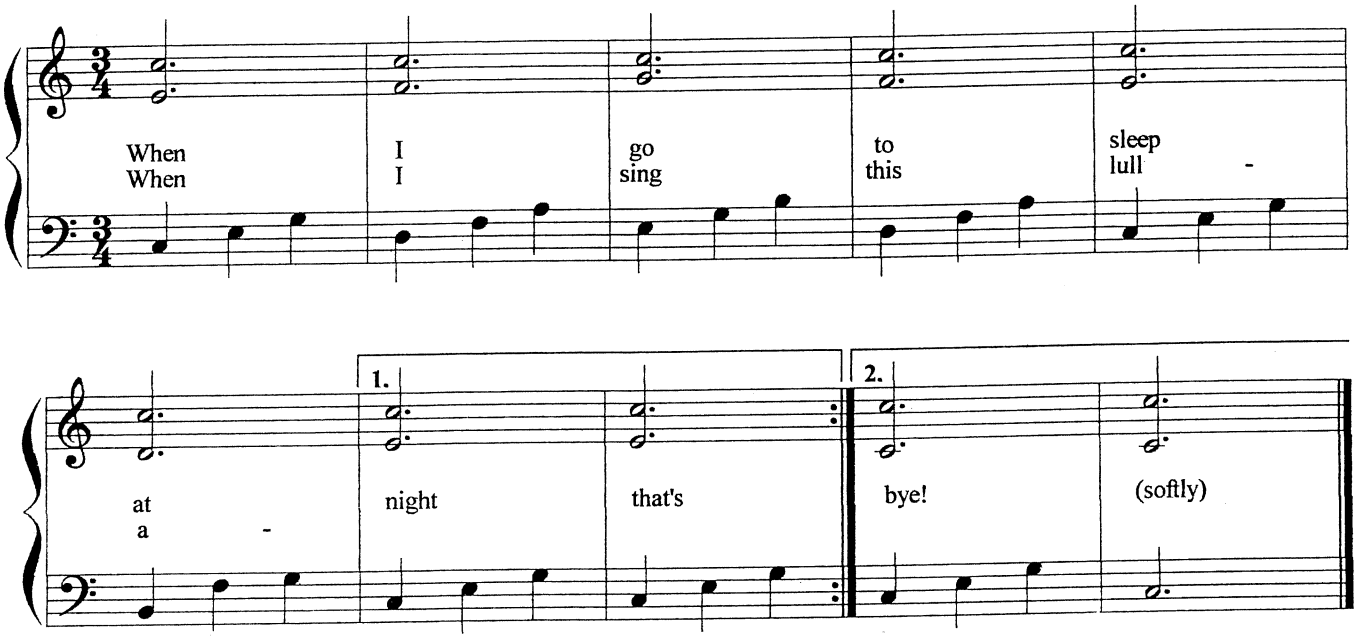
1-2



1-2-3

When I Go to Sleep at Night

(c) Mayron Ellis Cole



MENEHUNE MUSIC

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LESSON 6

WHEN I GO TO SLEEP

© Mayron Cole



1. SING: WHEN I GO TO
1 - 2 - 3 1 - 2 - 3 1 - 2 - 3 1 - 2 - 3

SLEEP AT NIGHT, THAT'S
1 - 2 - 3 1 - 2 - 3 1 - 2 - 3 1 - 2 - 3

WHEN I SING THIS
1 - 2 - 3 1 - 2 - 3 1 - 2 - 3 1 - 2 - 3

LULL- A - BY! *(softly)*
1 - 2 - 3 1 - 2 - 3 1 - 2 - 3 1 - 2 - 3.

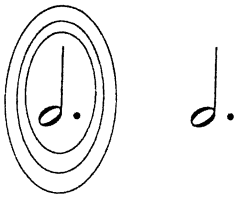
Students may play this RHYTHM MUSIC on any "C" on their keyboard.

17

2. DRAW 2 CIRCLES AROUND EVERY HALF NOTE.

3. DRAW 3 CIRCLES AROUND EVERY DOTTED HALF NOTE.

GO!



COLOR THE PICTURE.







HOW WELL DID YOU DO?

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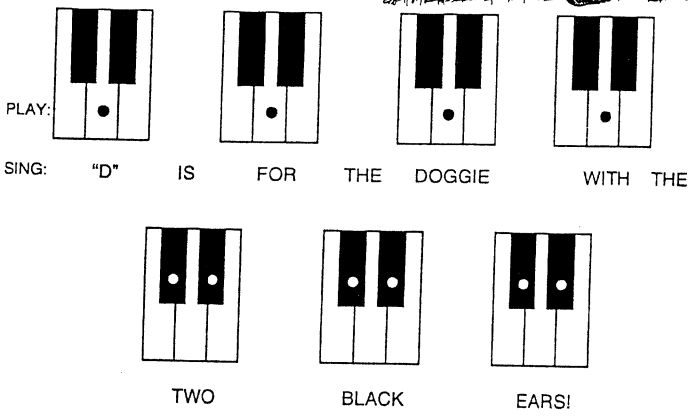
LESSON 7

D IS FOR THE DOGGIE

© Mayron Cole

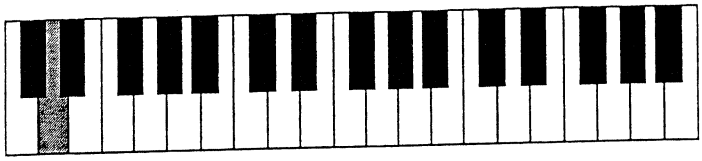
COLOR TH PICTURE.





1. PLAY "D" IS FOR THE DOGGIE WITH THE TWO BLACK EARS! ON ALL OF THE D'S ON YOUR KEYBOARD! Play HIGH D'S for "LITTLE DOGS" and LOW D'S for "BIG DOGS." "MIDDLE-SIZED DOGS" are in the MIDDLE of your keyboard!

2. COLOR ALL OF THE D KEYS.



D

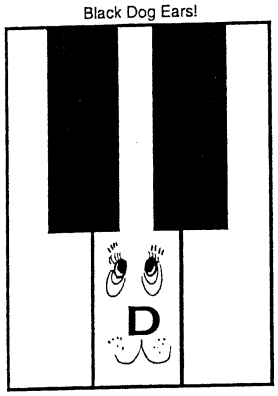
HOW MANY D'S DID YOU FIND? _____



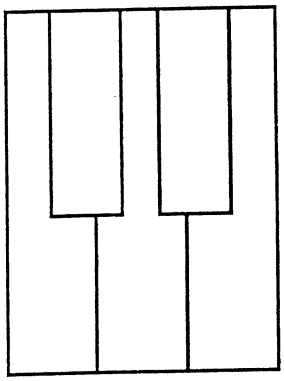
3. DRAW A DOGGIE WITH TWO BLACK EARS!

COPY THIS ONE! YOU DRAW A DOGGIE!

Black Dog Ears!



AT HOME, play "D" IS FOR THE DOGGIE WITH THE TWO BLACK EARS! every day!

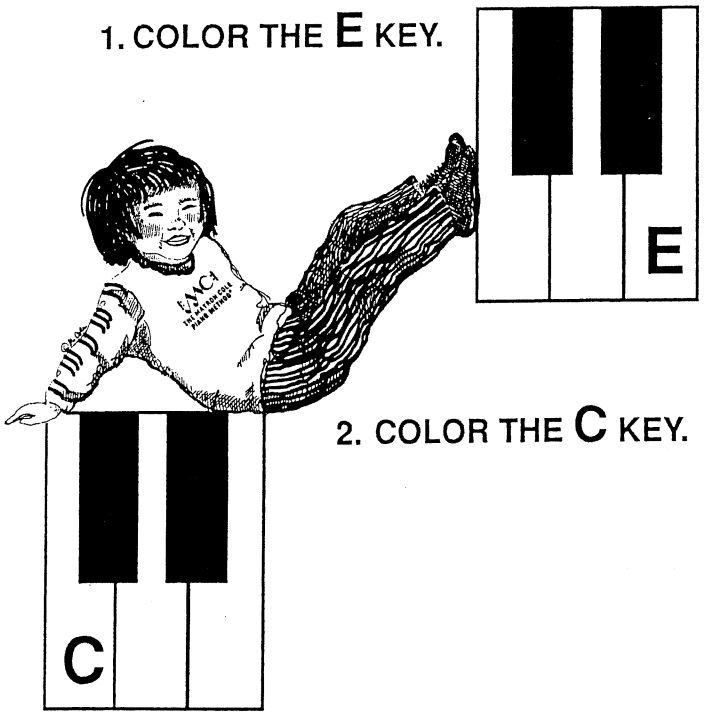


THE MAYRON COLE PIANO METHOD®

LESSON 8

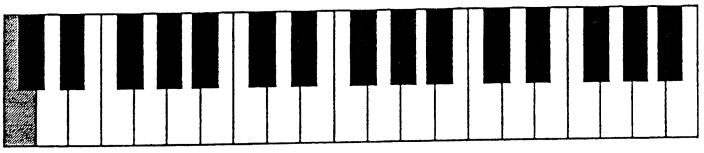
C AND E

1. COLOR THE E KEY.



2. COLOR THE C KEY.

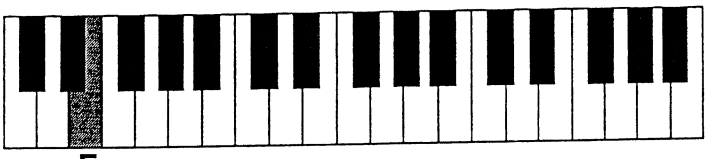
3. COLOR ALL OF THE C KEYS.



C

HOW MANY DID YOU FIND? _____

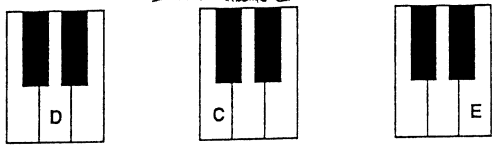
4. COLOR ALL OF THE E KEYS.



E

HOW MANY DID YOU FIND? _____





COLOR THE PICTURE

5. UNTIL NEXT LESSON.....every day, find all of the D's, C's, and E's on YOUR keyboard!

THE MAYRON COLE PIANO METHOD®



LESSON 8 (cont'd.)

COLOR THE PICTURE.

SOMEBODY'S KNOCKING!

© Mayron Cole



SING. SOME- BO- DY'S KNOCK- ING! SOME- BO- DY'S KNOCK- ING!

E E E E E C C C C C
1 1 + 1 1 1 1 + 1 1

SOME- BO- DY'S AT THE DOOR!

E E E E E D
1 1 + 1 1 1-2-3-4

SOME- BO- DY'S KNOCK- ING! SOME- BO- DY'S KNOCK- ING!

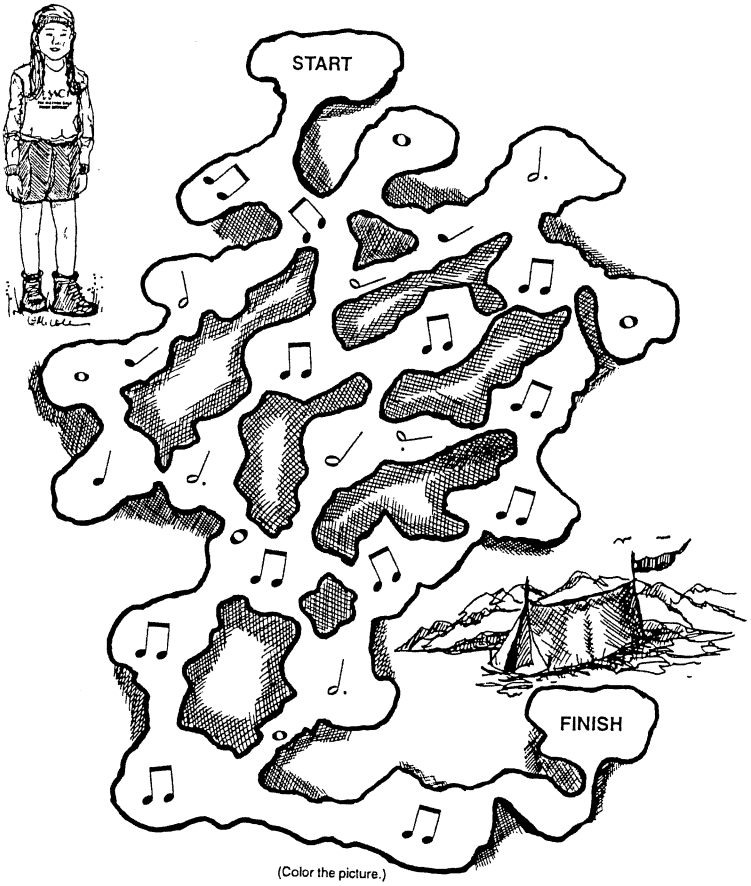
E E E E E C C C C C
1 1 + 1 1 1 1 + 1 1

SOME- BO- DY'S AT THE DOOR!

D D D E D C.
1 1 + 1 1 1-2-3-4.

STUDENTS MAY PLAY THIS KEYBOARD MUSIC ON ANY C, D, OR E KEY ON THEIR KEYBOARD WITH EITHER OR BOTH HANDS AND WITH ANY FINGERS OF THEIR CHOICE. USE SEVERAL FINGERS!

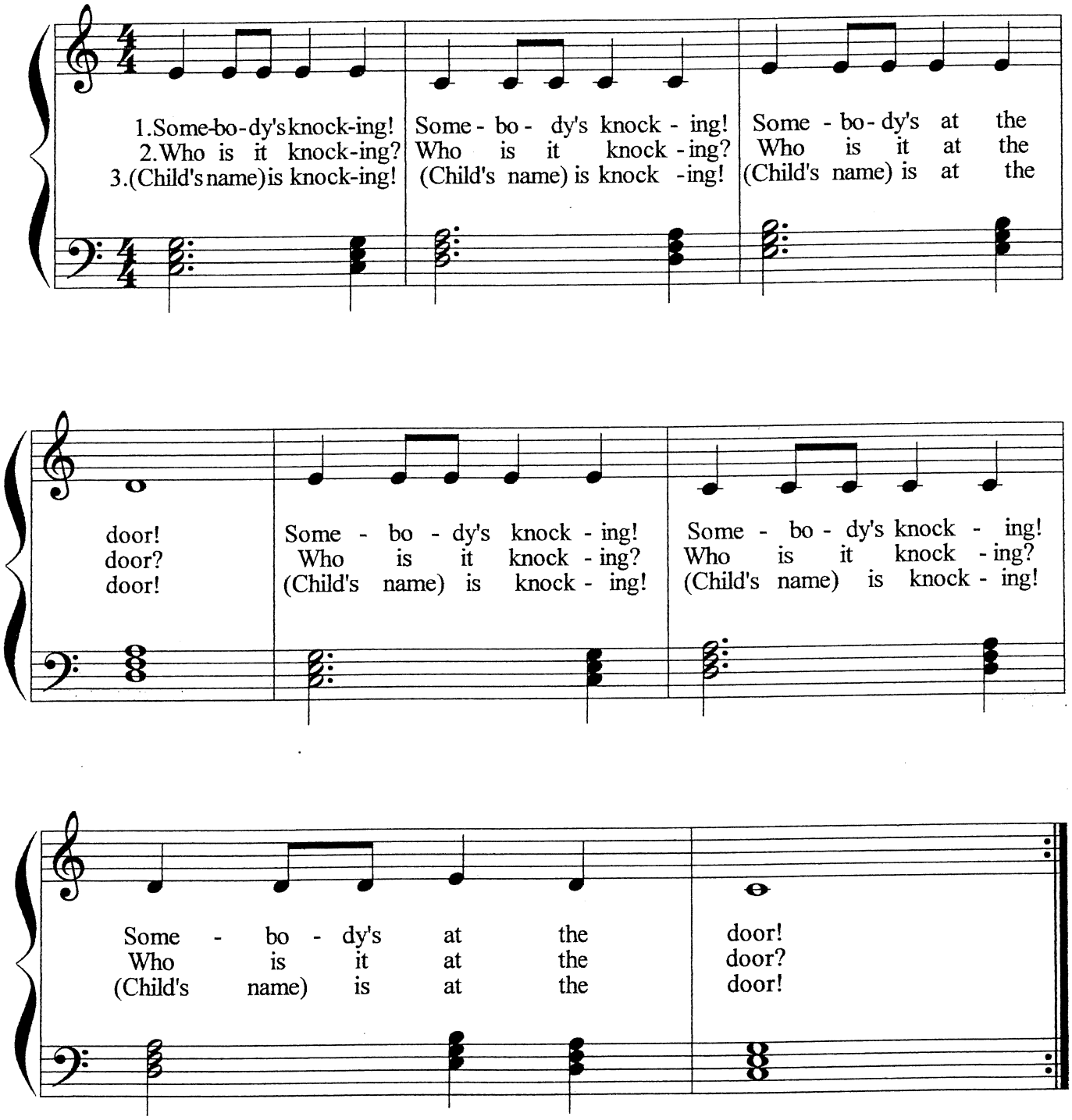
6. FIND YOUR WAY THROUGH THE MAZE BY FINDING ONLY TWO-EIGHTHS! CAN YOU DO IT? _____



(Color the picture.)

SOMEBODY'S KNOCKING!

c Mayron Ellis Cole



Notes

MENEHUNE MUSIC LESSON FOUR - 45 MINUTES

		Student's Book	Teacher's Book	CD Track #
MUSIC:	MARCHING ALONG	25	57	25 26 27
	MORNING BIRD	27	59	28 29 30
	WHITE CLOUDS	29	61	31 32 33

LESSON CONCEPT: Review Keyboard C,D,E

SUPPLIES: Theory Game Mat
Pastel Watercolor Markers
Pencils
Small Paper or Plastic Keyboard

KEYBOARD WARM-UP (3 minutes)
Students go to their keyboards.
Teacher, say: Let's review what we learned last lesson. Find as quickly as you can the keys that I call out.
Find: ***4 Ds***
4 Es
4 Cs
2 Ds and 2 Es
2 Cs and 2 Es
Let's play the Doggie Song on some high D keys.
Now, let's play the Doggie Song on some low D keys.

HEAR LAST LESSON'S MUSIC ASSIGNMENT (10 minutes)
Students play "When I Go to Sleep" on their star keys (C keys).
Next, students play "Somebody's Knocking" on C,D,E keys. If students are confident playing this piece, try adding the lyrics ***Want more fun? Try this variation to the lyrics:***
"Who is it knocking? Who is it knocking? Who is it at the door?" (repeat)
Here's another variation:
"_____'s knocking. _____'s knocking. _____'s at the door!" (repeat)
(use different students' names)

GO TO GAME TIME (12 minutes)
Review at game time all the rhythms learned so far plus ask questions about the C,D,E keys. Use the students' music for questions. Point to the first line of "Marching Along", P. 25 in students' books. Say:
. Peter, tap and count aloud the rhythms of this first line.
. Susan, tap and count aloud the rhythms of the second line.
. For a free throw, everyone tap and count aloud the last two lines.
. Margaret, on this paper keyboard, find two Cs and one D.
. Elizabeth, on this paper keyboard, find one E, two Ds, and one C.
Keep asking questions such as this until all students can easily answer them. If a student misses a question, show her the correct answer--but allow the student to move on the game board anyway. Game time is a fun time, but it is also a great teaching time.

GO TO KEYBOARDS (15 minutes)

Teaching Tip: Quickly, color every C with a highlighter marker and place a corresponding colored Avery label "dot" on each student's left hand. Explain that the colored note will be played with the colored-dot hand. Second time through, place the colored dot on the right hand. Students will play every C with their right hand. It can be a high C, remember?

Your students must begin playing their compositions while looking at their music and not at their hands. This often is not an easy accomplishment because students feel "safe" playing their keyboards while looking at their hands. What to do? Place a paper towel over each student's hands. Let them peek under the towels to get their hands in the correct starting positions--if they need to. Try playing only the first line with the hands hidden under the towels. If the students manage that small task, try the next line--and so forth. Pretty soon, they will be able to play their keyboards/pianos without looking at their hands. This means they will be able to sight-read further along in their musical career.

EACH STUDENT PLAYS A LINE OF MUSIC FOR THE CLASS

This is a great way to "hear" each student play by themselves. Plus, it turns the students into little performers. Most kids are not afraid to perform in front of their supportive classmates. If a student does NOT want to play a line of music by themselves ask another student to play along with him and you. This usually gets the shy student to participate. But if not, don't press it. The student will play "solo" when ready.

THEORY WORKSHEET TIME (5 minutes)

Work the theory pages in group time. (This keeps pencil eraser shavings off your keyboards!)

END OF CLASS ASSIGNMENT

Have students turn to page ix at the front of each book. You check the compositions they are to practice two times a day until next class time.

Or--

With a computer, print the assignment on Avery Shipping Lables and stick them in the back of the students' books, or on the inside of the front covers of their books.

Teacher: Anytime you feel that this course is going too fast for your students, give fewer compositions each lesson. You can slow down or speed up this course to fit each class's needs.

Notes

MENEHUNE MUSIC

THE MAYRON COLE PIANO METHOD®

KEYBOARD: C D E.



LESSON 9

MARCHING ALONG!

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COLOR THE PICTURE.

SING: HEAR THE BIG BASS DRUM, AND

C D E E E C
1-2 1-2 1 1 1 1

HEAR THE FLUTES PLAY HIGH!

C D E E D
1-2 1-2 1 1 1-2

HEAR THE TU- BA "OOM- PA"

C D E E E C
1-2 1-2 1 1 1 1

WHEN THE BAND GOES BY!

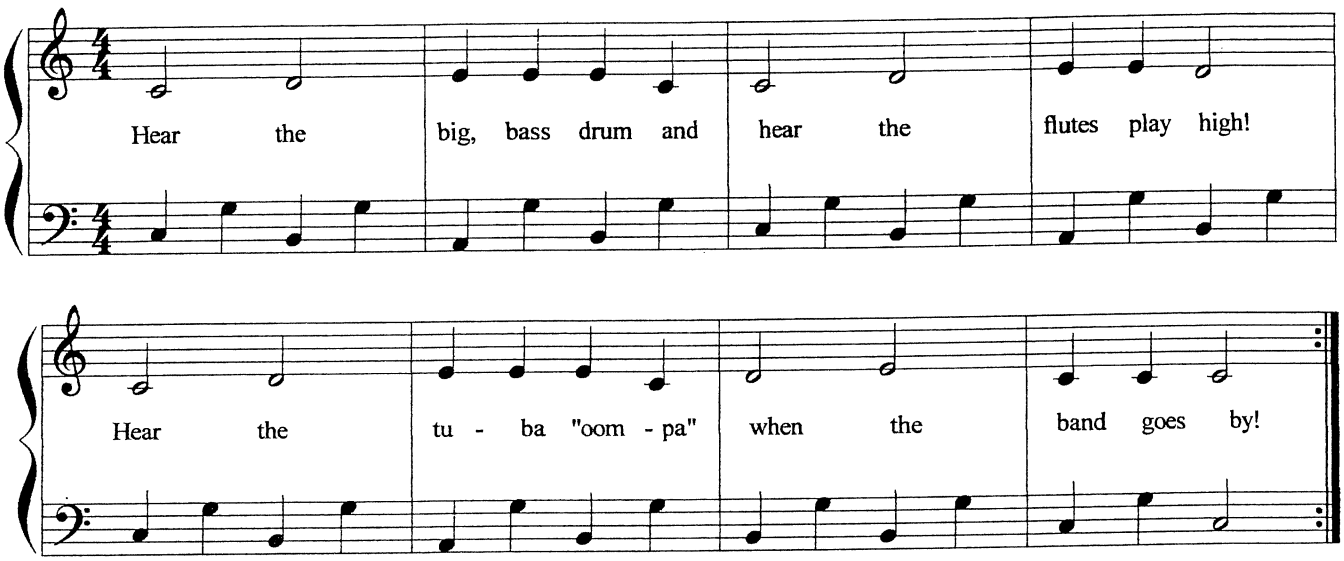
D E C C C.
1-2 1-2 1 1 1-2.

REPEAT THE PIECE AND PLAY
ON THE HIGH C, D, AND E KEYS.

25

Marching Along

c Mayron Ellis Cole



Repeat suggestion: Play R.H. an octave higher than written.

MENEHUNE MUSIC
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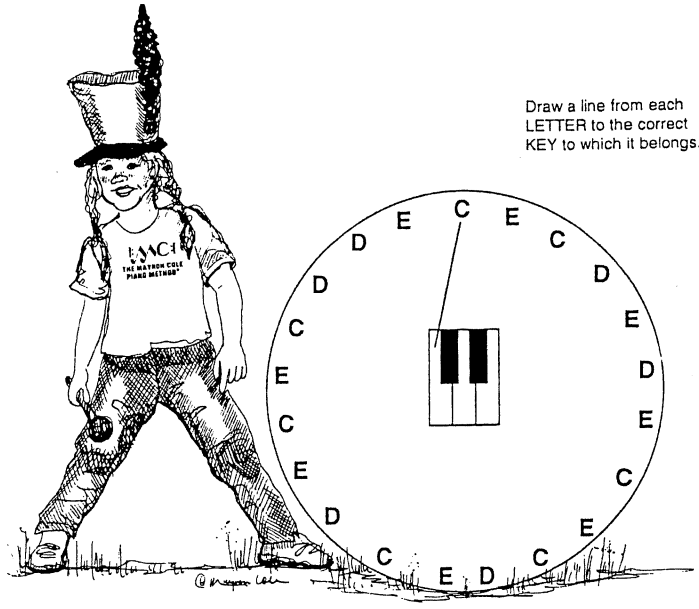
MARCHING ALONG!



Draw a line from each LETTER to the correct KEY to which it belongs.

COLOR THE PICTURE

MENEHUNE MUSIC

THE MAYRON COLE
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KEYBOARD C D E.



LESSON 10

THE MORNING BIRD

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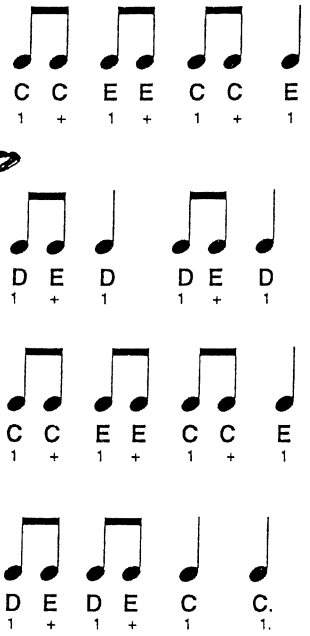
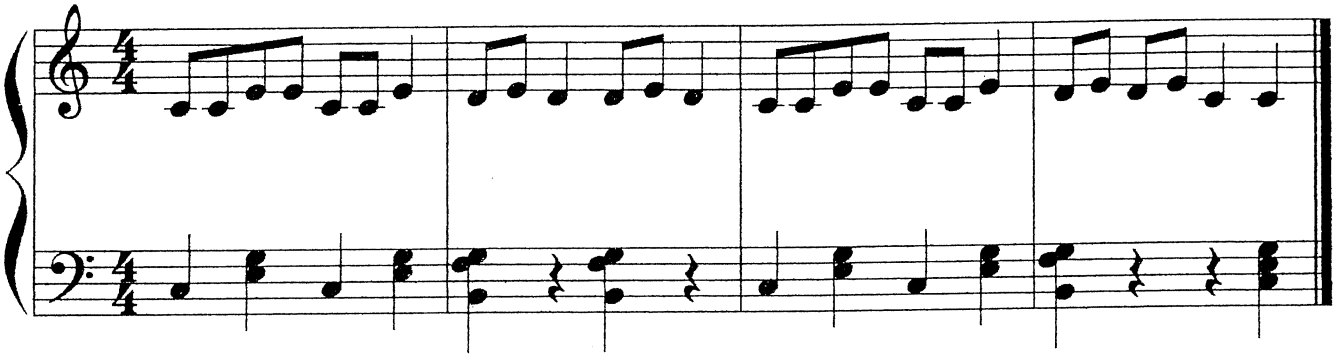


27

THE MORNING BIRD

c Mayron Ellis Cole

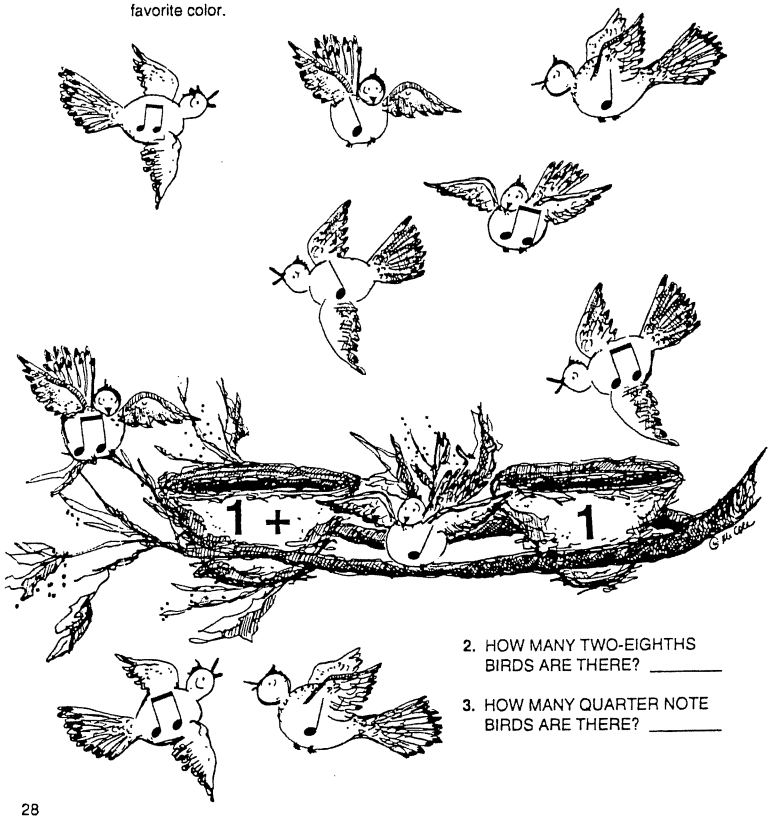


MENEHUNE MUSIC
THE MAYRON COLE PIANO METHOD ©

THE MORNING BIRD

1. DRAW A LINE FROM EVERY TWO-EIGHTHS BIRD TO ITS CORRECT NEST! DO THE SAME FOR EVERY QUARTER NOTE BIRD.

THEN, COLOR ALL OF THE TWO-EIGHTH BIRDS with your favorite color. Next, COLOR ALL OF THE QUARTER NOTE BIRDS with another favorite color.



2. HOW MANY TWO-EIGHTHS BIRDS ARE THERE? _____

3. HOW MANY QUARTER NOTE BIRDS ARE THERE? _____

28

MENEHUNE MUSIC

THE MAYRON COLE PIANO METHOD®

KEYBOARD C D E.



LESSON 11

WHITE CLOUDS

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SING: WHITE CLOUDS FLOAT- ING

E C E C
1-2-3 1-2-3 1-2-3 1-2-3

HIGH A- BOVE ME!

D E C E
1-2-3 1-2-3 1-2-3 1-2-3

WHITE CLOUDS FLOAT- ING

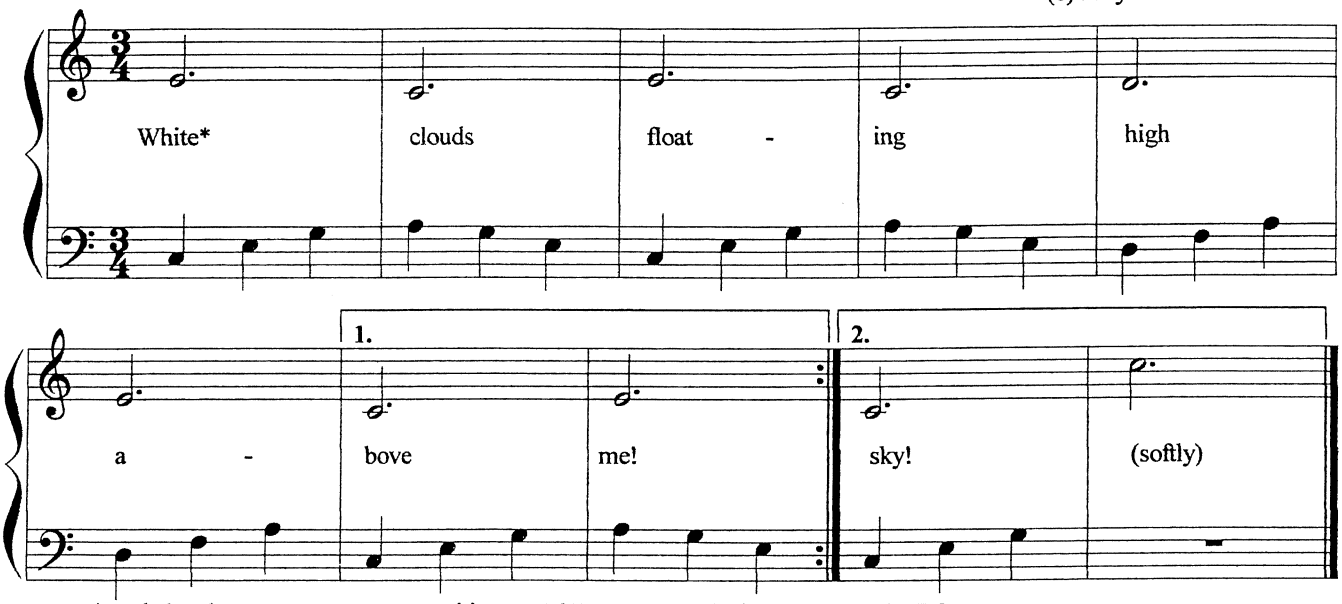
E C E C
1-2-3 1-2-3 1-2-3 1-2-3

IN THE SKY! *(softly)*

D E C C.
1-2-3 1-2-3 1-2-3 1-2-3.

White Clouds

(c) Mayron Ellis Cole



*Dark (students may repeat composition on LOW KEYS to depict DARK CLOUDS.

MENEHUNE MUSIC
THE MAYRON COLE PIANO METHOD ©

WHITE CLOUDS

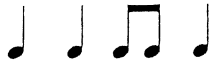
GO! RHYTHM RACE!

1. WRITE THE COUNTS UNDER THESE NOTES!



A. 

COUNTS: _____

B. 

_____



C. 

_____

D. 

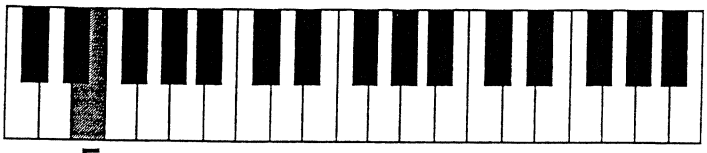
_____

COLOR THE PICTURE.

2. GO BACK AND DRAW THE CORRECT NUMBER OF CIRCLES AROUND EACH NOTE!

How well did you do? _____

3. COLOR ALL OF THE E KEYS.

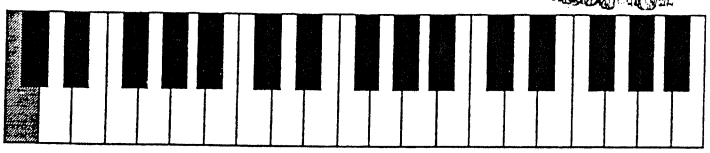


E

HOW MANY E's did you color? _____



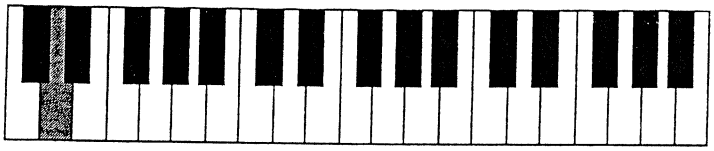
4. COLOR ALL OF THE C KEYS.



C

HOW MANY C's did you color? _____

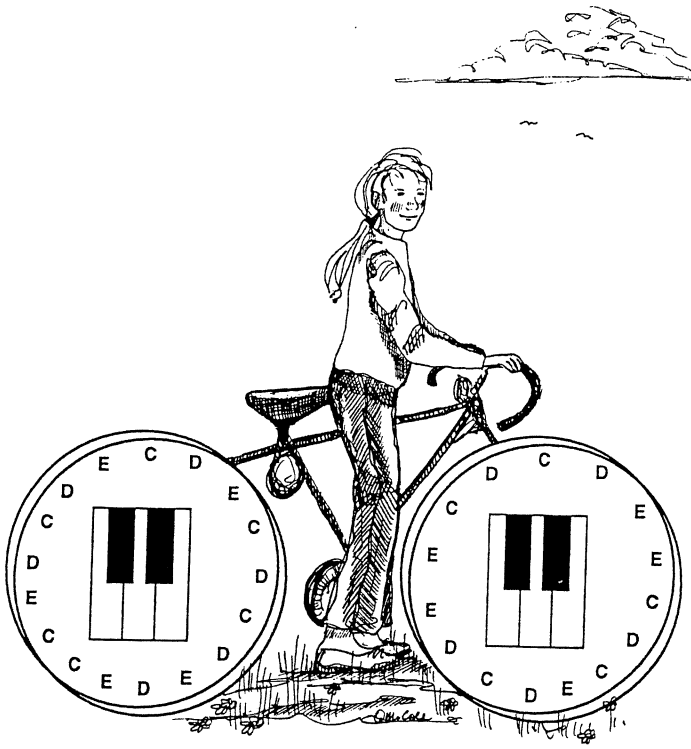
5. COLOR ALL OF THE D KEYS.



D

HOW MANY D's did you color? _____

6. DRAW A LINE FROM EACH LETTER TO THE CORRECT KEY INSIDE OF THE BICYCLE WHEEL.



MENEHUNE MUSIC LESSON FIVE - 45 MINUTES

		Student's Book	Teacher's Book	CD Track #
MUSIC:	I CAN RUN FAST	35	67	34 35 36
	SLEEPY TIME	37	69	37 38 39
	WINTER'S HERE	39	71	40 41 42
	DARK FOREST	41	73	43 44 45

LESSON CONCEPT: $E^{\flat}$

SUPPLIES: Theory Game Mat
Pastel Water Color Markers
Pencils
Small Paper or Plastic Keyboard

HEAR LAST LESSONS' MUSIC (10 minutes)
Play each compositiion through two times. If you have time, allow each student to play a "line" of music by herself as you softly play the teacher's accompaniment.

KEYBOARD WARM-UP (2 minutes)
Students come to central keyboard to watch teaching demonstration.

Teacher, say: Today we are going to learn a black key--the E-flat key. E-flat is "dog ear two" on your keyboards. Watch as I find the dog ears. Now I push down dog ear two. See how E-flat is behind white key E? Line up like a train and, one-at-a-time, find all the E-flats on this keyboard.

Students find all the E-flats as instructed. Keep doing this until each student can easily find E-flat.

GO TO GAME TIME (13 minutes)
Take the small paper keyboard to game time for questions.

Ask each student to find the C,D,E, and E-flat keys on the keyboard. Mix the keys up in any order you like. Continue this drill while playing the game board until all students can easily find the keys C,D,E, and E-flat.

Mix-in some rhythm questions using DARK FOREST on page 41 in the student's book and page 70 in this book.

GO TO STUDENTS' KEYBOARDS (15 minutes)
Have the students turn the volume on their keyboards off and play I CAN RUN FAST on their mute keyboards as you go quickly from keyboard to keyboard and check on each student. This is really private lesson teaching, and you don't want to spend too long doing it because this is a group piano class. So as soon as you see that each student is doing well with the new composition, it is time to play it aloud.

Color every C key with a highlighter and place a corresponding Avery Dot on the student's left hand. This is to encourage your students to play their keyboards using both hands.

Teacher, if you feel that three pieces are all your students can handle this week, teach DARK FOREST at the next lesson because it is a little bit more difficult.

Below are suggestions for teaching DARK FOREST:
With a highlighter, color every C in DARK FOREST. The students are to play the C key with their left hands. They play D and E^b with their right hands. Show the students to play the D keys with their #2 RH finger and E^b with their #3 RH finger.

Have the students turn their volume off and practice this piece on a mute keyboard as you go from keyboard to keyboard quickly checking to see if they can play the first line correctly. As soon as they can, have the students turn their keyboards' volume back to normal as they join you in playing aloud line 1. If everyone can play line 1, proceed to the next line--and so forth going through the entire composition.

A fun variation: <u>You</u> play all the C keys in the composition and your students play all the Ds and E^bs in the composition. Of course, your students count aloud and play as a group with you! But you knew to do that, didn't you?

STILL HAVE TIME LEFT?
Go to group time and quickly work theory worksheets.

IT'S TIME TO GO.
Be sure your students know what to practice. And start assigning previously learned compositions, too. A good rule is: The 4 B 4. This means: The music learned today plus the four compositions learned before today's music.

NOTES

MENEHUNE MUSIC

THE MAYRON COLE PIANO METHOD®

LESSON 12

E♭

♭

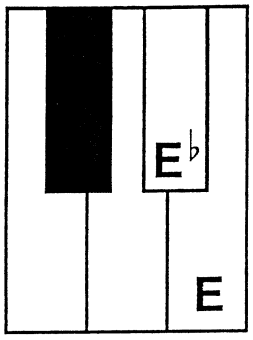
FLAT SIGN

COLOR THE PICTURE.



1. A LITTLE ♭ SIGN TELLS YOU TO GO <u>BACKWARD</u> TO THE VERY NEXT KEY.

DOG EAR #1 #2



2. COLOR THE E♭ KEY.

MENEHUNE MUSIC
THE MAYRON COLE PIANO METHOD ©

CAN YOU DRAW?

3. DRAW THREE FLAT SIGNS BELOW.



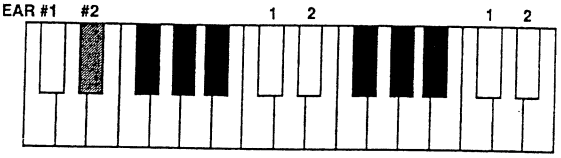
♭ COPY THIS ONE!

_____ _____ _____

COLOR THE PICTURE.

4. FIND AND COLOR ALL OF THE E♭ KEYS BELOW.

DOG EAR #1 #2 1 2 1 2



HOW MANY E♭ KEYS DID YOU FIND? _____

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THE MAYRON COLE PIANO METHOD®

KEYBOARD: C D E♭.



LESSON 12 (cont'd.)

I CAN RUN FAST

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SING: I CAN RUN FAST - THEN, RUN SLOW!

C D E C C D E♭
1 1 1 1 1 1 1 - 2

I CAN SWING HIGH - THEN, SWING LOW!

C D E C D D D
1 1 1 1 1 1 1 - 2

I CAN CLIMB THE HIGH- EST TREE!

C D E C C D E♭
1 1 1 1 1 1 1 - 2

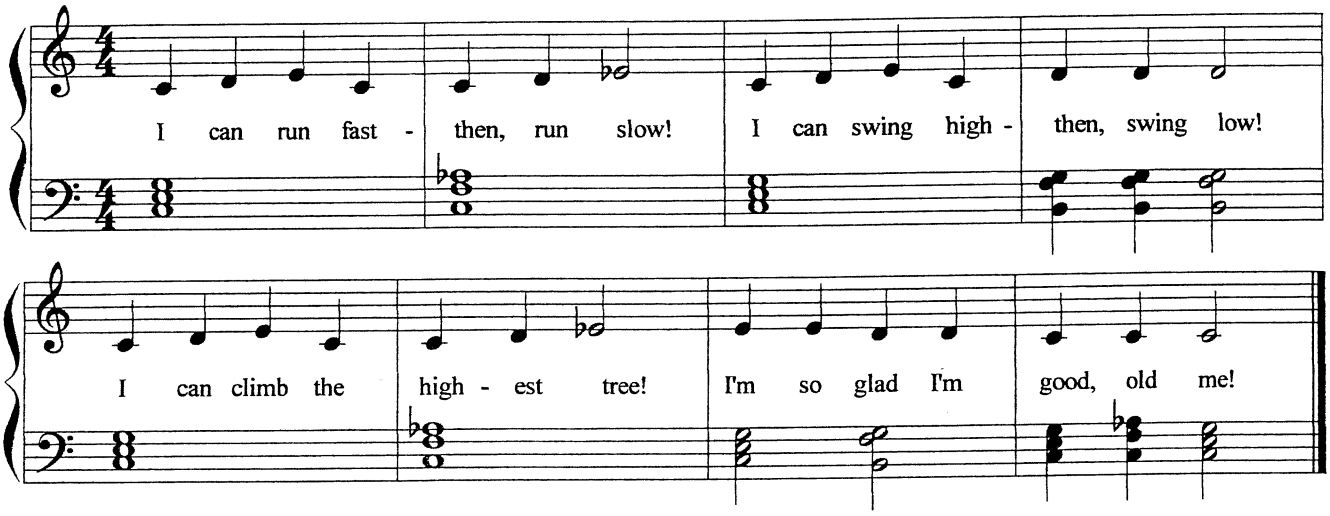
I'M SO GLAD I'M GOOD, OLD ME!

E E D D C C C.
1 1 1 1 1 1 1 - 2.

35

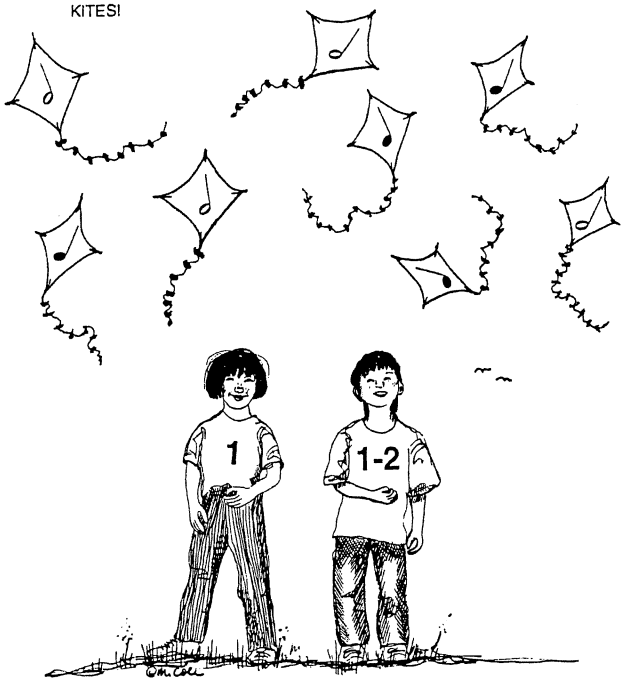
I Can Run Fast

(c) Mayron Ellis Cole



5. CONNECT THE QUARTER NOTE KITES TO THE CORRECT CHILD'S HAND. CONNECT THE HALF NOTE KITES TO THE CORRECT CHILD'S HAND.

THEN, with your favorite color, COLOR ALL OF THE QUARTER NOTE KITES. With another favorite color, COLOR ALL OF THE HALF NOTE KITES!



6. HOW MANY QUARTER NOTE KITES ARE THERE? _____
HOW MANY HALF NOTE KITES ARE THERE? _____

MENEHUNE MUSIC

THE MAYRON COLE PIANO METHOD®

KEYBOARD: C D E♭.

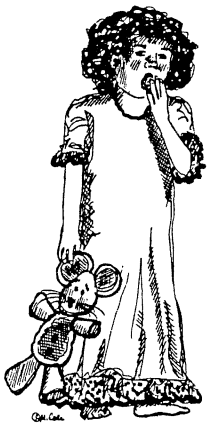


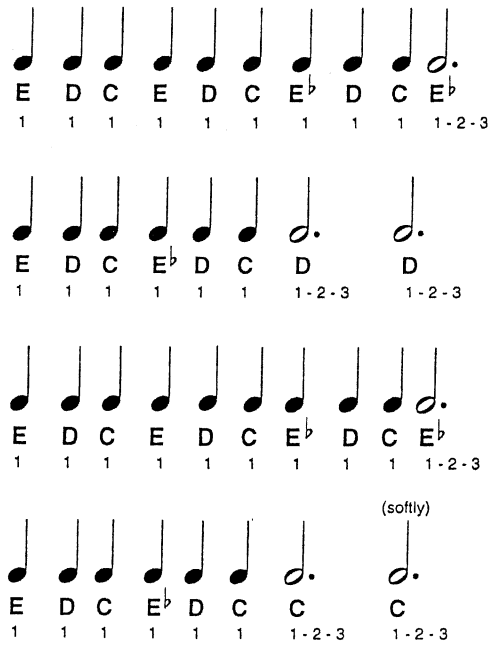
LESSON 13

SLEEPY TIME

© Mayron Cole

Not Fast



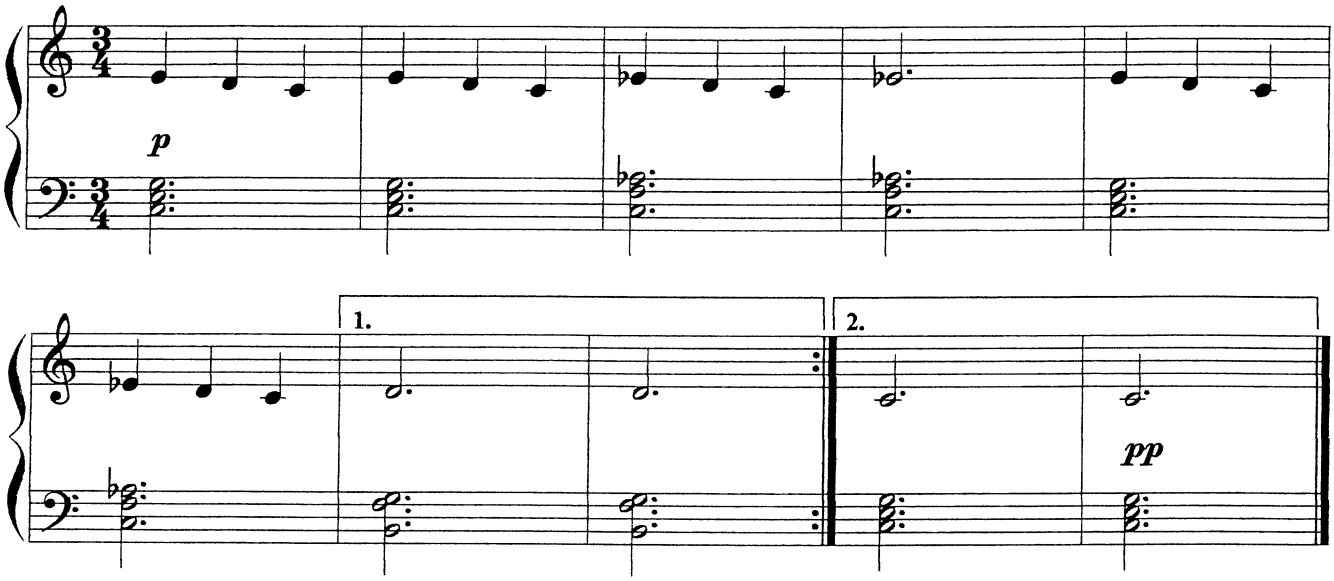


COLOR THE PICTURE

37

Sleepy Time

(c) Mayron Ellis Cole



MENEHUNE MUSIC
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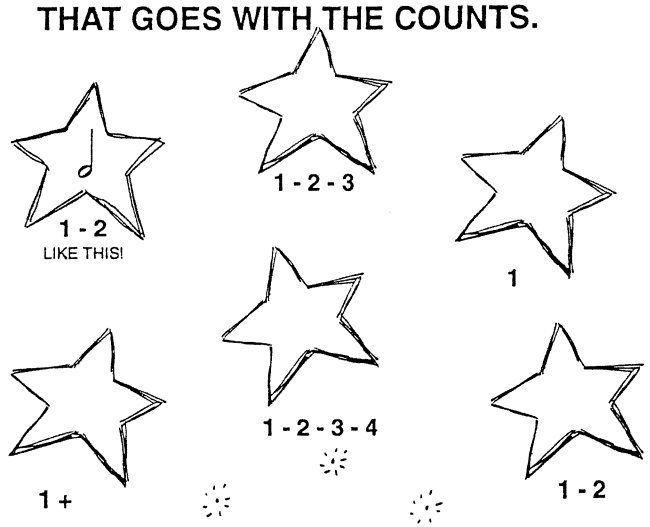
SLEEPY TIME

LOOK AT THE COUNTS UNDER EACH STAR. IN EACH STAR, DRAW A NOTE THAT GOES WITH THE COUNTS.





(COLOR THE PICTURE)

MENEHUNE MUSIC

THE MAYRON COLE PIANO METHOD®

KEYBOARD: C D E♭.



LESSON 14

WINTER'S HERE!

© Mayron Cole

COLOR THE PICTURE.

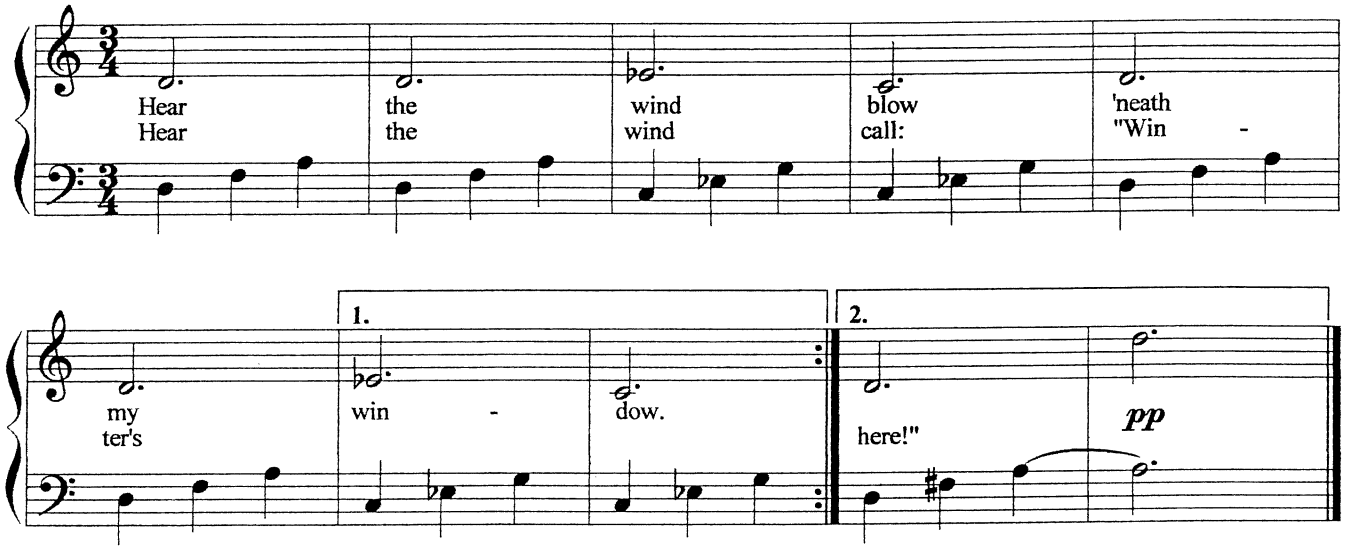


HERE	THE	WIND	BLOW
D	D	E♭	C
1-2-3	1-2-3	1-2-3	1-2-3
'NEATH	MY	WIN-	DOW.
D	D	E♭	C
1-2-3	1-2-3	1-2-3	1-2-3
HEAR	THE	WIND	CALL:
D	D	E♭	C
1-2-3	1-2-3	1-2-3	1-2-3
"WIN-	TER'S	HERE!"	(softly)
D	D	D	D.
1-2-3	1-2-3	1-2-3	1-2-3

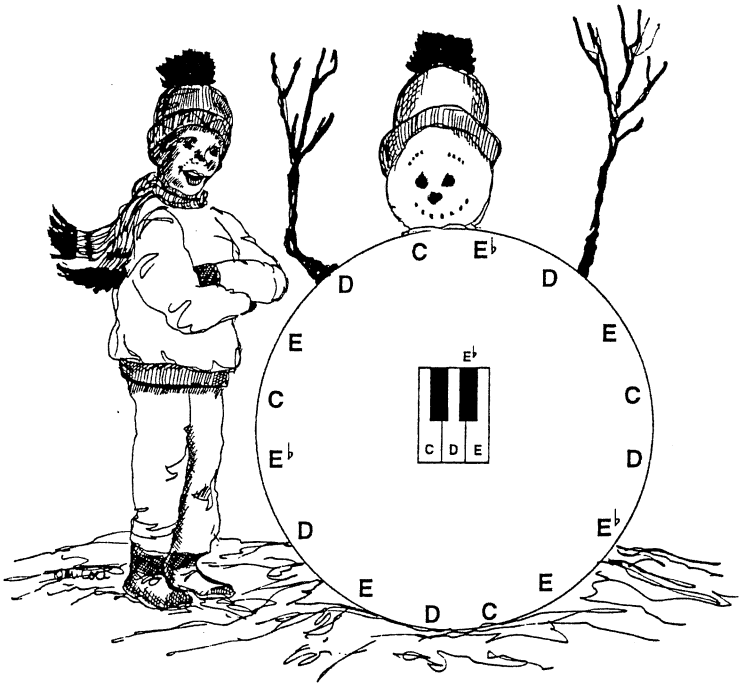
39

Winter's Here!

(c) Mayron Ellis Cole



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



COLOR THE PICTURE.

MENEHUNE MUSIC

THE MAYRON COLE PIANO METHOD®

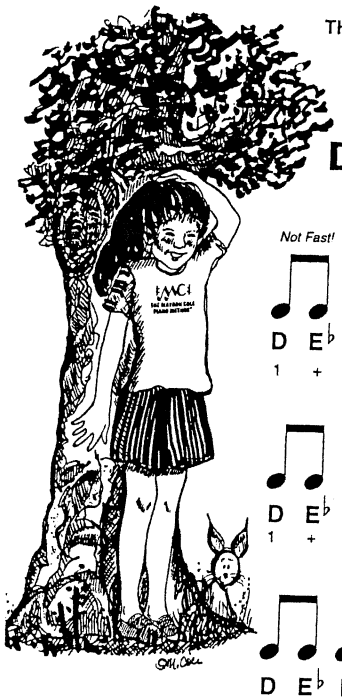
KEYBOARD C D E♭.



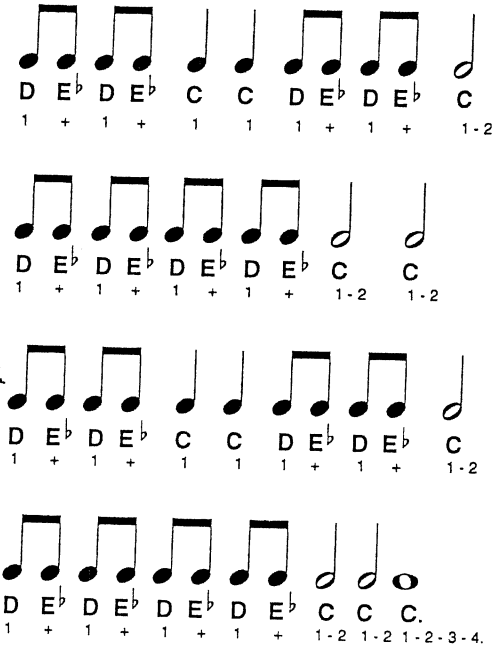
LESSON 15

DARK FOREST

© Mayron Cole



Not Fast!

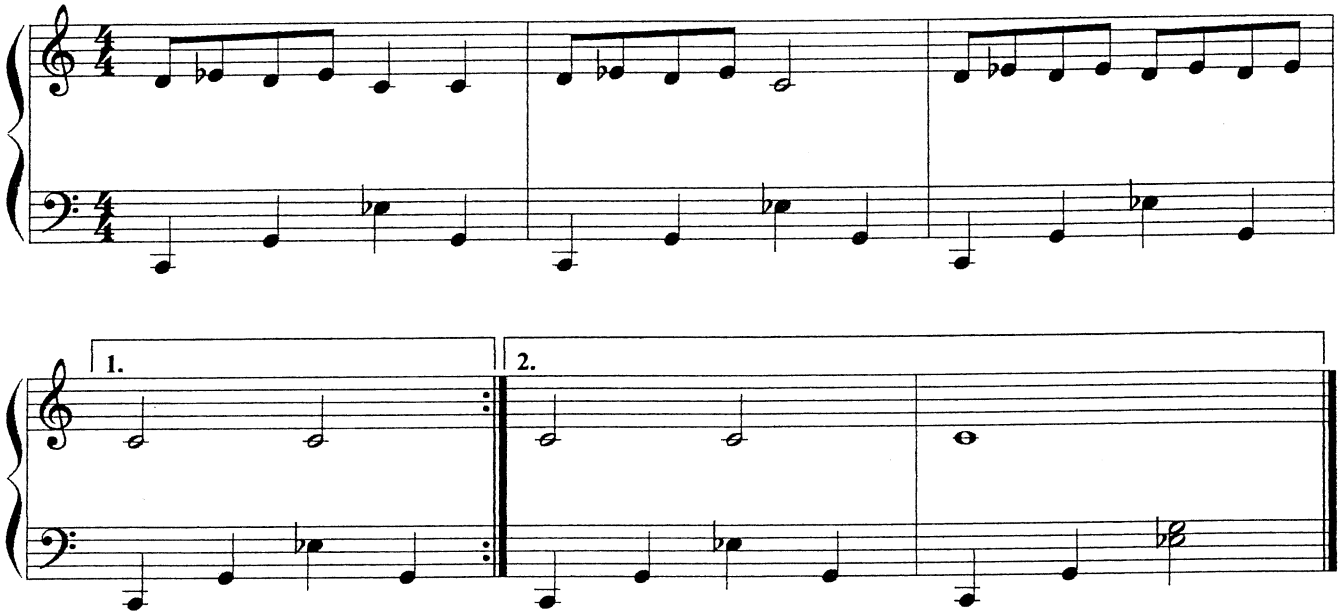


41

Dark Forest

Not Fast

(c) Mayron Ellis Cole

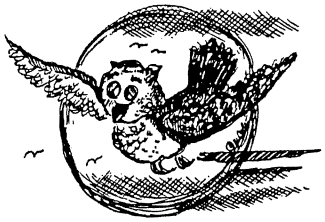


MENEHUNE MUSIC
THE MAYRON COLE PIANO METHOD ©

DARK FOREST

RHYTHM RACE!

WRITE THE COUNTS UNDER THESE NOTES!



GO!

1. 

COUNTS: _____

After you write the COUNTS under each note, DRAW THE CORRECT NUMBER OF CIRCLES AROUND EACH NOTE.

2. 

_____

3. 

_____

4. 

_____

5. 𝅝

_____

How well did you do? _____

NOTES

MENEHUNE MUSIC LESSON SIX - 45 MINUTES

		Student's Book	Teacher's Book	CD Track #
MUSIC:	I LIKE PORRIDGE HOT	45	79	46 47 48
	I'VE GOT A DOG!	47	81	49 50 51
	LONG AGO	49	83	52 53 54
	BUSY BEE	51	85	55 56 57

LESSON CONCEPT: INTRODUCE F KEY

KEYBOARD: C,D,E,F

SUPPLIES: Theory Game Mat
Pastel Water Color Markers
Pencils
Small Paper Keyboard

HEAR LAST LESSON'S MUSIC ASSIGNMENT (10 minutes)
Also, if time allows, hear some of the 4-B-4 pieces. ("4-B-4" means four of the compositions learned "before". In other words, hear some "old" pieces.) Always review, review, review. This helps your students become more secure with their keyboards.

Have the students play WINTER'S HERE with paper towels over their hands--hiding the keys. Can they do it? Your students should be, by this time, memorizing the keyboard position of C,D,E, and E^b keys.

GO TO CENTRAL KEYBOARD (3 minutes)
Today your students are going to learn the F key on their keyboards. We find the F key by looking for the BLACK THREEs. (We do not count-up from C!)

Teacher, say: Today we are learning a new key--F! To find the F key, we look for the BLACK THREEs. And here are some black 3s. (Teacher depresses a set of black 3s.) ***This is black key 1,2,3. Beside black key 1 is the F key. Watch as I find several F keys on this keyboard. I always look for the black 3s and I play the key beside black key 1.*** (Teacher begins at low end of keyboard and depresses each F key as she verbally reinforces that she is looking for the black 3s and is playing the key beside black key 1.)

Teacher, say: Let's form a train and, one-at-a-time, find all the Fs on this keyboard.

After students are secure with finding all the F keys, it is time to

GO TO GAME TIME (12 minutes)
Using a small paper or plastic keyboard, ask the students to find C,D,E,E^b, and F keys. Mix them up in any order you like.

GO TO STUDENTS' KEYBOARDS (15 minutes)
Quickly highlight every F in each students' music. Place a colored Avery Dot on each students' left hand. The students will play the Fs with their left hands. (They will probably select a low F on their keyboards.)

Explain to your students that they may play C,D,E,F keys in any keyboard location they like. They do NOT have to play the C,D,E,Fs that are in front of their respective noses. The intent of this course is to explore the entire keyboard. Encourage your students to be creative with their playing!

Suggestions for teaching BUSY BEE
Divide the class into halves. Half the students will play lines 1 and 3. The other half will play lines 2 and 4. Have the students turn the volume on their keyboards off while they practice on mute keyboards. Give them 1 minute to learn their lines. The students should play their lines through two times each lines. Students raise their hands when they are finished. (They must sit quietly for a few moments until all the students are through silently practicing.)

Now it is time to try playing the piece in "parts". Go slowly with this one. After a few times through the students switch lines and repeat all of the steps mentioned above.

GO TO THEORY TIME (5 minutes)
It's a good idea to try to find a few minutes to work theory pages in class. Most students will NOT work them at home.

IT'S TIME TO GO!
Be sure the students know what to practice. Add the 4-B-4 to their practice list.

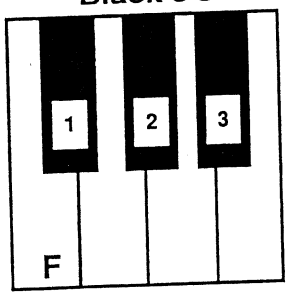
NOTES



LESSON 16

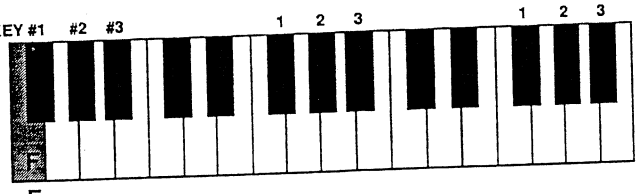
F

"Black 3's"



1. COLOR THE **F** KEY ABOVE.

2. FIND AND COLOR ALL OF THE F KEYS BELOW.



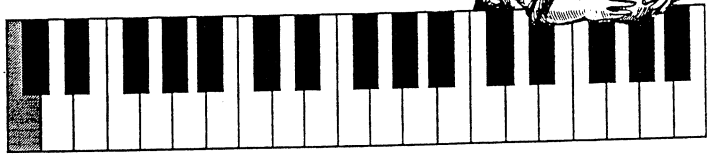
F

How many F Keys did you color? _____



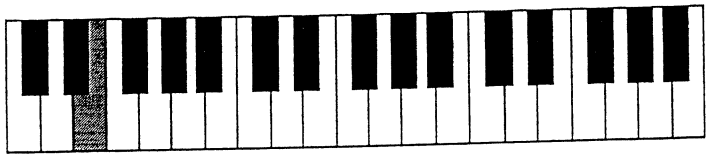
3. FIND AND COLOR

--ALL OF THE **C** KEYS:



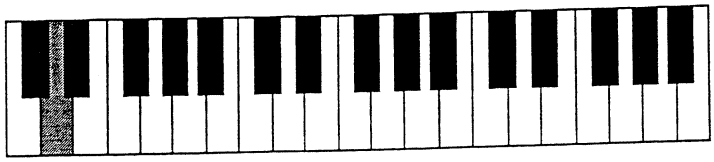
C

--ALL OF THE **E** KEYS:



E

--ALL OF THE **D** KEYS:



D

MENEHUNE MUSIC

THE MAYRON COLE PIANO METHOD®

KEYBOARD C D E F.



LESSON 16 (cont'd.)

I LIKE PORRIDGE HOT!

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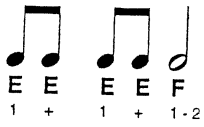
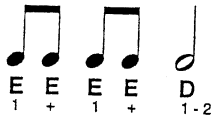
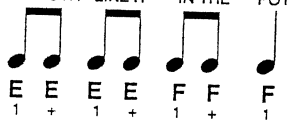
1. I LIKE POR- RIDGE HOT!
2. SOME FOLKS LIKE IT HOT!



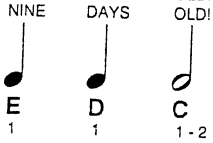
YOU LIKE POR- RIDGE COLD!
SOME FOLKS LIKE IT COLD!



WE BOTH LIKE IT IN THE POT
WE BOTH LIKE IT IN THE POT



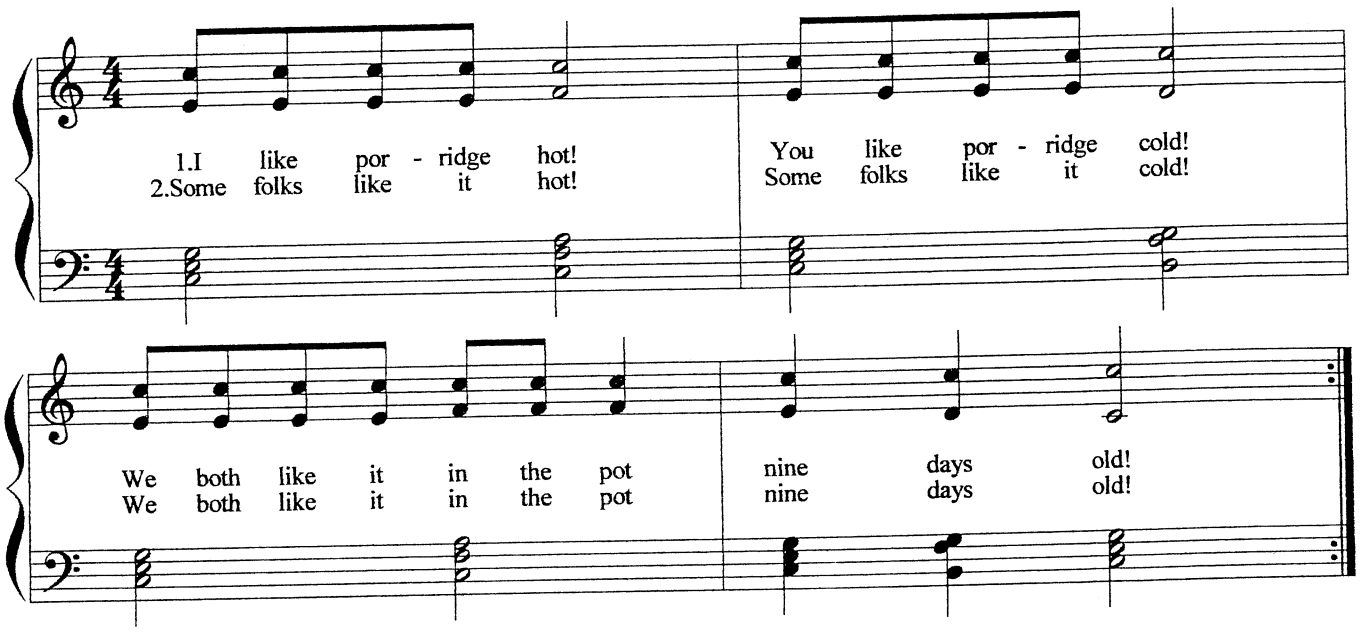
NINE DAYS OLD!
NINE DAYS OLD!





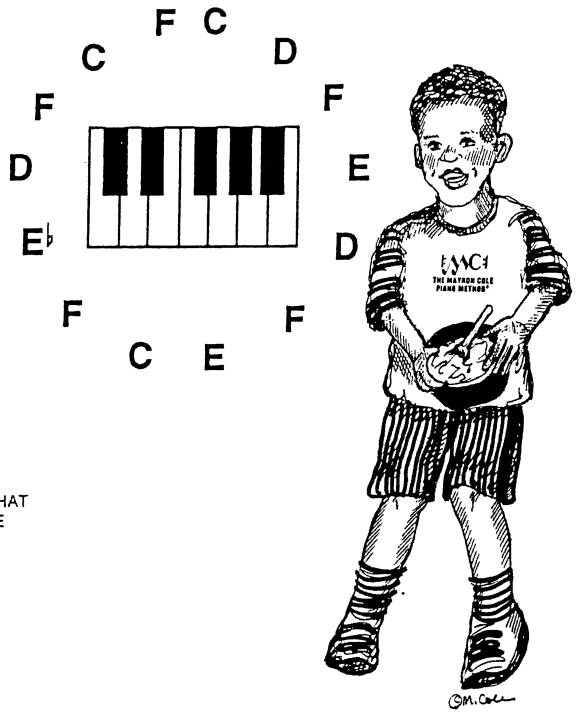
I Like Porridge Hot!

(c) Mayron Ellis Cole



MENEHUNE MUSIC
THE MAYRON COLE PIANO METHOD ©

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



DID YOU KNOW THAT PORRIDGE IS LIKE **OATMEAL?**

MENEHUNE MUSIC

THE MAYRON COLE PIANO METHOD®

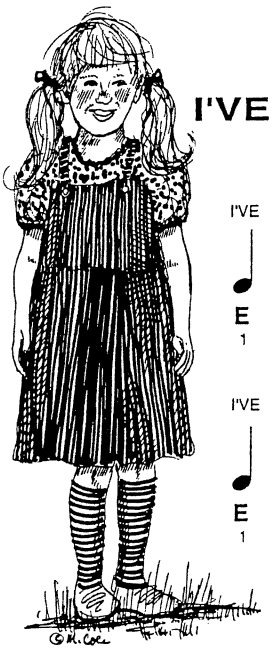
KEYBOARD. C D E F.



LESSON 17

I'VE GOT A DOG!

© Mayron Cole



I'VE	GOT	A	DOG,	AND	I	CAN	PET	HIM!
E	E	E	F	F	E	E	D	D
1	1	+	1	1	1	1	1	1

I'VE	GOT	A	DOG,	AND	I	CAN	PET	HIM!
E	E	E	F	F	E	D	C	C
1	1	+	1	1	1	1	1	1

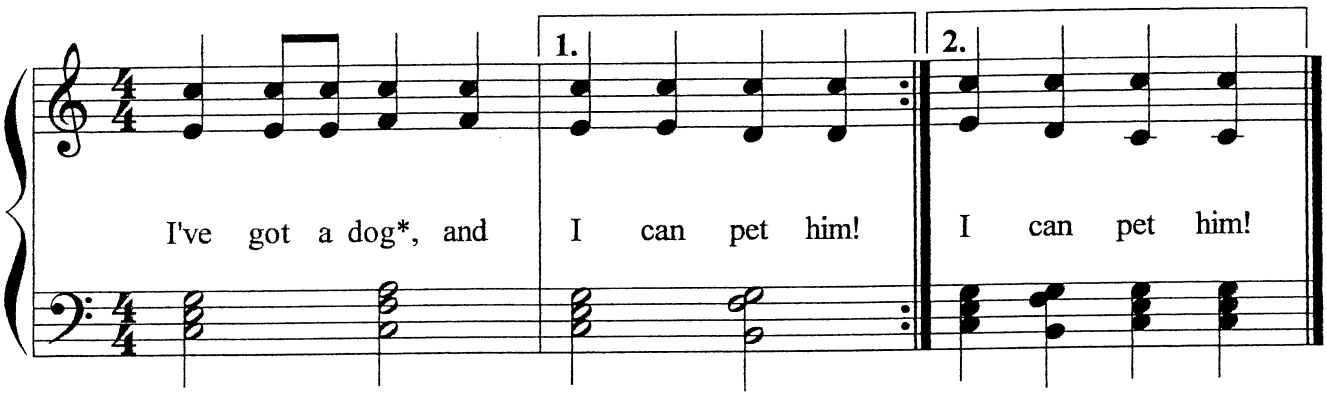


COLOR THE PICTURE

47

I'VE GOT A DOG!

c Mayron Ellis Cole



*Any one-syllable animal. Students decide if they CAN or CANNOT pet it.

MENEHUNE MUSIC
THE MAYRON COLE PIANO METHOD ©

CAN YOU DRAW?

ON THE BLANKS, DRAW THE NOTES THAT ARE SHOWN. WRITE THE COUNTS UNDER THE NOTES.



1. NOTES:  _____ _____
   COUNTS: 1 +.
   COPY THIS ONE!

2.  _____ _____ _____
   1
   COPY THIS ONE!

3.  _____ _____ _____
   1 - 2
   COPY THIS ONE!

4.  _____ _____ _____
   1 - 2 - 3
   COPY THIS ONE!

How well did you do? _____

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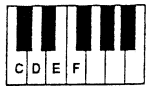
KEYBOARD C D E F



LESSON 18

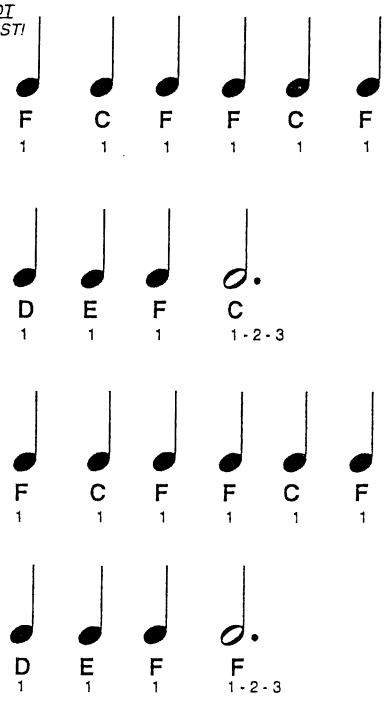
BONUS: Play this piece "double handed" — playing the keys in TWO OCTAVE POSITIONS at the same time. Use both hands!

LONG AGO

© Mayron Cole



NOT FAST!



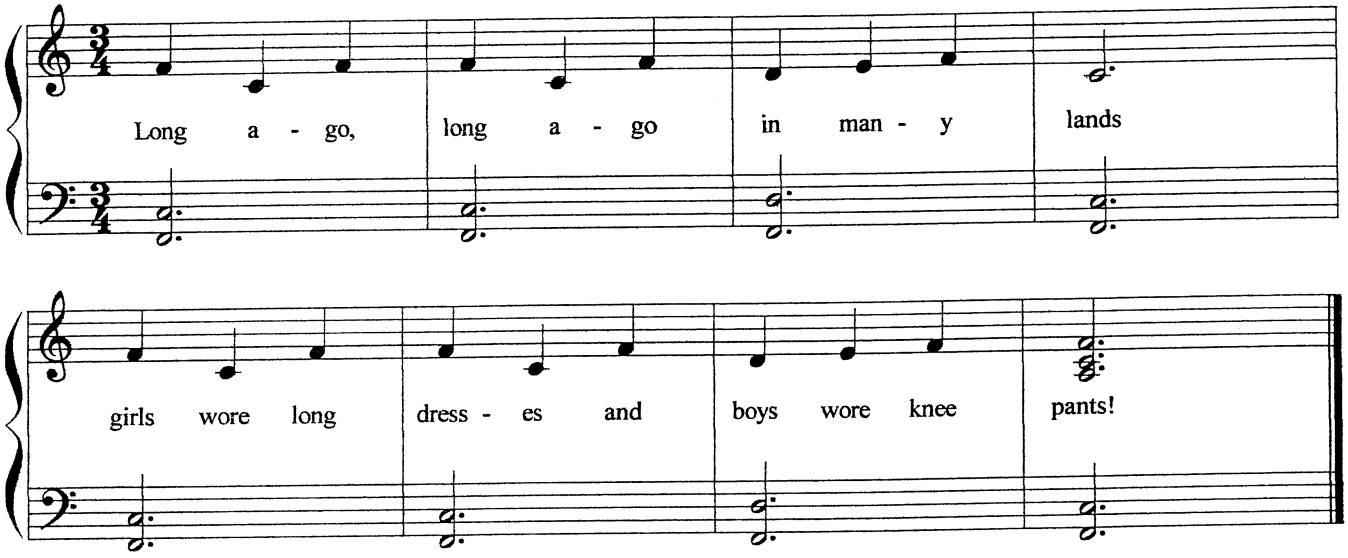
COLOR THE PICTURE

49

Not Fast

Long Ago

(c) Mayron Ellis Cole

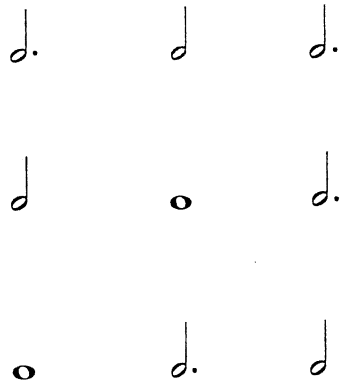


MENEHUNE MUSIC
THE MAYRON COLE PIANO METHOD ©

LONG AGO

DO YOU REMEMBER?

Draw TWO CIRCLES around every HALF NOTE.
Draw THREE CIRCLES around every DOTTED HALF NOTE.
Draw FOUR CIRCLES around every WHOLE NOTE.





How well did you do? _____

COLOR THE PICTURE.

MENEHUNE MUSIC



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LESSON 19

KEYBOARD. C D E F.



BUSY BEE

© Mayron Cole



C D C D E E C D C D E
1 + 1 + 1 1 1 + 1 + 1-2

F E D F E D D E D
1 + 1 1 + 1 1 1 1-2

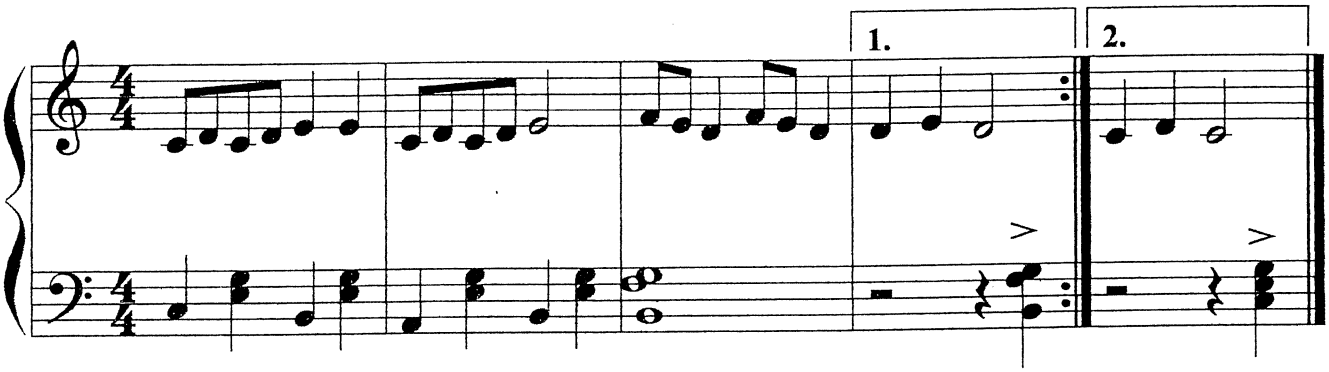
C D C D E E C D C D E
1 + 1 + 1 1 1 + 1 + 1-2

F E D F E D C D C
1 + 1 1 + 1 1 1 1-2

51

BUSY BEE

c Mayron Ellis Cole



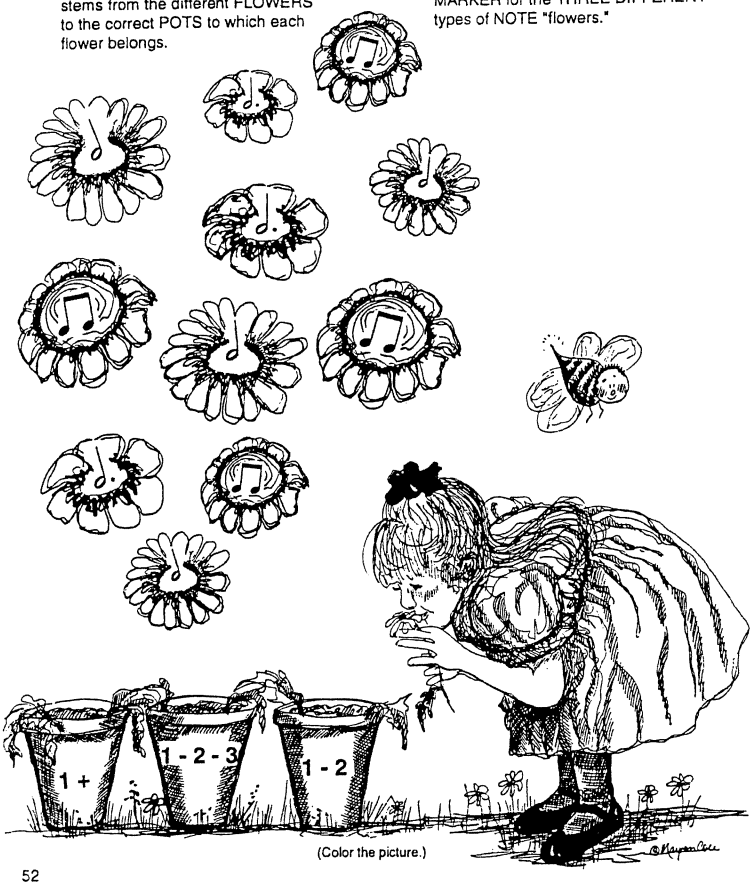
MENEHUNE MUSIC
THE MAYRON COLE PIANO METHOD ©

BUSY BEE

PLANT THE FLOWERS!

With a COLORED MARKER, draw stems from the different FLOWERS to the correct POTS to which each flower belongs.

USE A DIFFERENT COLORED MARKER for the THREE DIFFERENT types of NOTE "flowers."



(Color the picture.)

52

NOTES

MENEHUNE MUSIC LESSON SEVEN - 45 MINUTES

		Student's Book	Teacher's Book	CD Track #
MUSIC:	THE INDIAN DRUMMER	55	89	58 59 60
	HELLO, CLASS!	57	91	61 62 63

LESSON CONCEPT: INTRODUCE B KEY
KEYBOARD: B,C,D,E

SUPPLIES: Theory Game Mat
Pastel Watercolor Markers
Avery Colored Dots
Pencils
Small Paper Keyboard
Assignment labels*

*optional

KEYBOARD WARM-UP (3 minutes)
Students push their benches under their keyboards--out of the way. Students are going to form a train as they go from keyboard to keyboard, finding all the keys (quickly) that you call out. Mix up the keys that they have learned so far (C,D,E,E^{b}, F) in any order you like.

STUDENTS GO TO THEIR KEYBOARDS (10 minutes)
It's time to hear the music assigned last lesson plus some of the 4-B-4 (previously learned music). Allow each student to play a line for the class as a "solo".

GO TO GAME TIME (17 minutes)
Take your small paper keyboard to game time.
Teacher, say: Today we are learning another new key. It is found beside the black 3s--but this key is found beside black key 3. See on this paper keyboard the black 3s? (Teacher holds up paper keyboard for class to see and points to the black 3s.) ***Beside black key 3 is the B key. How many B keys are on this paper keyboard? One-at-a-time, each of you touch the B key as I watch. Look for the black 3s. Then find black key #3.*** (Teacher watches as each student, in turn, touches the black 3s.)

Now it is time to start the game. Using the paper keyboard, ask the students to find all the keys studied so far. Mix them up in any order you like.

IT'S TIME TO PLAY THE NEW MUSIC (10 minutes)
There are only two pieces to learn today.
Quickly, with a highlighter, color the Bs in each child's music. Place a colored Avery Dot on each student's left hand. Bs will be played with their left hand. (This is to encourage your students to use BOTH hands. Some students will play an entire piece using only their dominant hand.)

IT'S THEORY WORKSHEET TIME (5 minutes)
Go to group time where students work their theory sheets.

STILL HAVE TIME LEFT?
Go back to keyboards and play DARK FOREST. This composition is a favorite with many students.

Don't forget to give the students their practice assignment. Give them some review pieces, too! Yea for you!

MENEHUNE MUSIC

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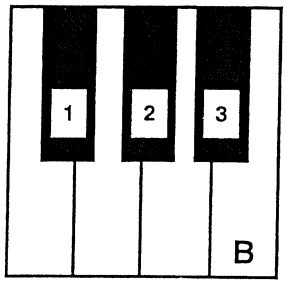
LESSON 20

B



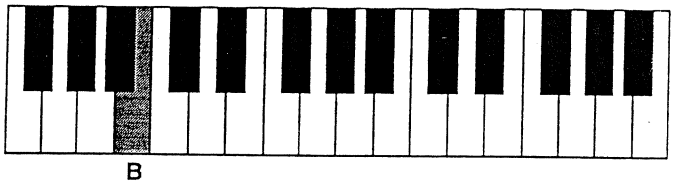
COLOR THE PICTURE.

"Black 3's"



1. COLOR THE **B** KEY ABOVE.

2. FIND AND COLOR ALL OF THE B KEYS BELOW.



How many B Keys did you color? _____

53

MENEHUNE MUSIC
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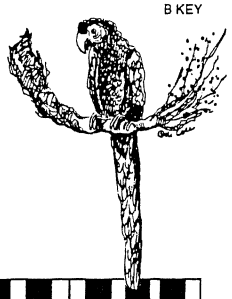
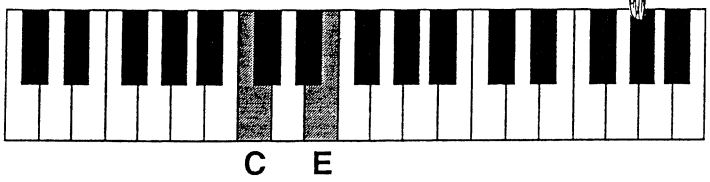
B KEY

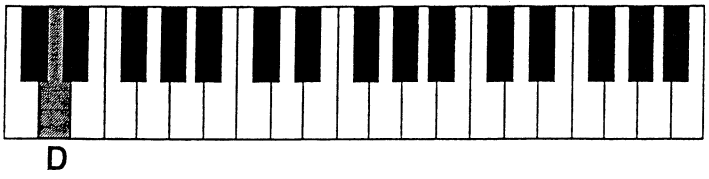


3. FIND AND COLOR

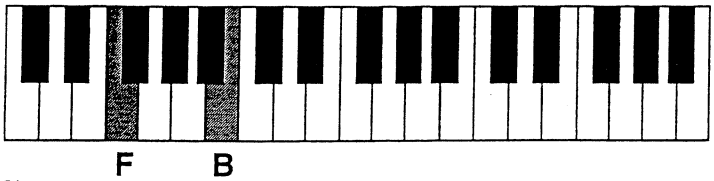
--ALL OF THE **C** AND **E** KEYS:



--ALL OF THE **D** KEYS:



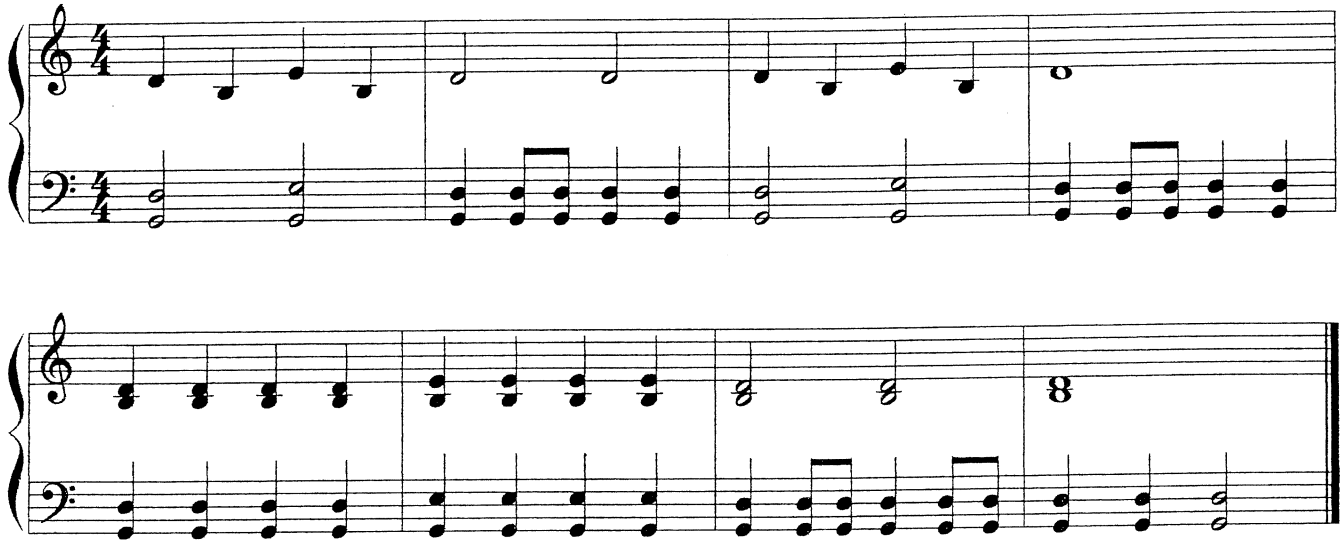
--ALL OF THE **F** AND **B** KEYS:



54

The Indian Drummer

(c) Mayron Ellis Cole



THE MAYRON COLE PIANO METHOD®

KEYBOARD: B C D E.



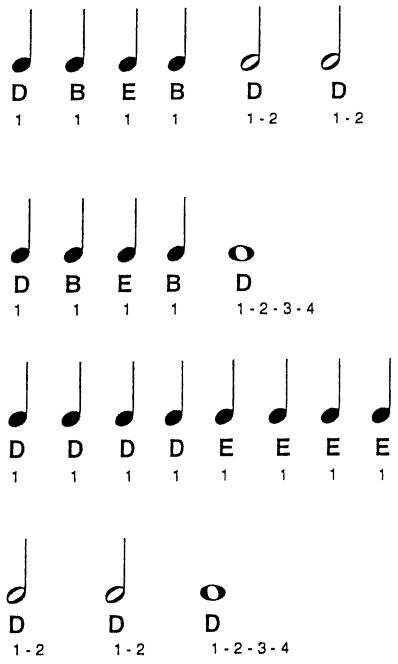
LESSON 20 (cont'd.)

THE INDIAN DRUMMER

© Mayron Cole



Tom-Tom Speed!



COLOR THE PICTURE.

4. THERE ARE 8 QUARTER NOTES HIDDEN IN THIS PICTURE. A QUARTER NOTE LOOKS LIKE THIS: ♩

CIRCLE ALL OF THE QUARTER NOTES WITH A BRIGHT COLOR. THEN, COLOR THE ENTIRE PICTURE.



MENEHUNE MUSIC

THE MAYRON COLE PIANO METHOD®

KEYBOARD: B C D E.



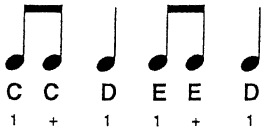
LESSON 21

HELLO, CLASS! HOW ARE YOU?

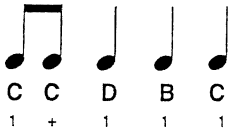
© Mayron Cole



Teacher: "HEL-LO, CLASS! HOW ARE YOU?"



Class: "WE ARE FINE, THANK- YOU!"



BONUS: PLAY THE MUSIC "DOUBLE HANDED" IN TWO DIFFERENT OCTAVE POSITIONS AT THE SAME TIME. USE BOTH HANDS!

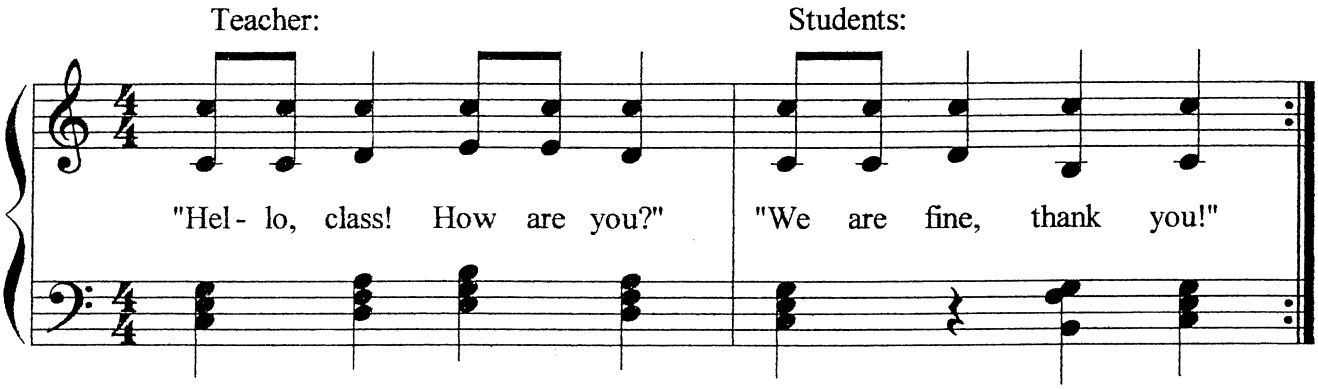
YEA!

COLOR THE PICTURE.

57

"HELLO, CLASS! HOW ARE YOU?"

c Mayron Ellis Cole



MENEHUNE MUSIC
THE MAYRON COLE PIANO METHOD ©

RHYTHM RACE!

WRITE THE COUNTS UNDER
THESE NOTES.

THEN, draw the correct number of
CIRCLES around each note!

GO!

1. COUNTS 1 +



2.

3.

4.

COLOR THE PICTURE.

NOTES

MENEHUNE MUSIC LESSON EIGHT - 45 MINUTES

		Student's Book	Teacher's Book	CD Track #
MUSIC:	WALKING TO SCHOOL	61	97	64 65 66
	HEAR THE WIND BLOW	63	99	67 68 69
	WHEN I GO TO SLEEP	65	101	70 71 72

LESSON CONCEPT: LEARN G KEY

KEYBOARD: C,D,E,F,G

SUPPLIES: Theory Game Mat
Small Paper Keyboard
Avery Colored Dots
Pencils
Colored Markers
Assignment Labels (optional)

STUDENT GO TO KEYBOARDS (10 minutes)
Hear last lesson's music plus some of the 4-B-4. Review! Review! Review!

STUDENTS COME TO CENTRAL KEYBOARD (3 minutes)
Teacher, say: Today we are learning the G and A keys. First, we look for the black 3s. Between black keys 1 and 2 is the G key. Watch as I find some G keys on this keyboard. First I find the black 3s. Then I play the white key between black keys 1 and 2. (Teacher slowly finds several G keys on the keyboard as students observe.) ***Line up like a train, and one-at-a-time, find all the Gs on this keyboard.***

After students are secure finding the G keys, it's time to learn the A key.

Teacher, say: The last key to learn is the A key. Again we look for the black 3s. Between black keys 2 and 3 is the A key. Watch as I find some A keys on this keyboard. After the teacher finds several A keys, it is time once again for the students to line up like a train and find all the A keys.

Really watch this! Don't let your students "count up" from another key. That's not the way YOU play the piano and it's not correct. The student must relate off the black keys to find the white keys in order to later become a good sight-reader! Let's start NOW training our students correctly!

TEACHERS, finding the G and A keys is rather difficult for *young students*. Go slowly with this concept. You may divide this material into two lessons, teaching only WALKING TO SCHOOL today.

After students are secure with finding G and A keys, it's time to
GO TO GAME TIME (15 minutes)
On a small paper keyboard, have students find all the keys learned so far: C,D,E,E^{b}, F, B, plus Gand A.
If you have time, mix-in some rhythm questions using the teaching aids from lessons 1 and 2.

STUDENTS GO BACK TO THEIR KEYBOARDS (17 minutes)

With a highlighter, color every B key in each student's music. Then place a corresponding colored dot on each student's left hand.

Tips for teaching WALKING TO SCHOOL:
Have the students turn the volume on their keyboards off. On mute keyboards all students practice the first two lines of WALKING TO SCHOOL as you go quickly from keyboard to keyboard watching each student. Yes, this is "quickie" private lesson teaching--but you are only going to do it for a few minutes. Occasionally it is necessary to teach in this manner!

After you watch each student "play" the first two lines on her mute keyboard, ask the student to play the last line of WALKING TO SCHOOL for you. Then, tell the student to play the entire piece through three times (as you quickly hear the other students.)

After all are secure playing WALKING TO SCHOOL, play it aloud with the group.

Tips for teaching HEAR THE WIND BLOW:
On HEAR THE WIND BLOW, highlight every C and D. These two keys are to be played with the student's left hand.

Want it more difficult for faster students? After playing through once, place the Avery Dot on the student's *right hand.* Now every C and D will be played with the right hand. Of course, they will probably choose a C and D in a higher octave location than the C and D in the center of the keyboard. But you want your students to explore the keyboard, don't you? Encourage your students to be creative.

NOTES

MENEHUNE MUSIC

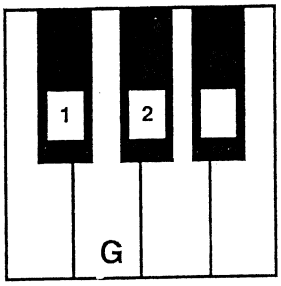
THE MAYRON COLE PIANO METHOD®

LESSON 22

G AND A

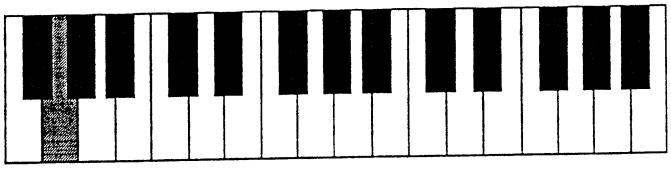
COLOR THE PICTURE.



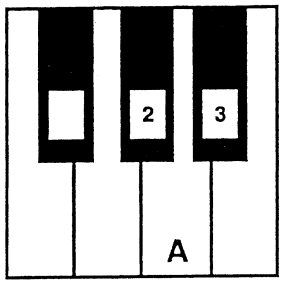


1. COLOR THE **G** KEY ABOVE.

2. FIND AND COLOR ALL OF THE G KEYS BELOW.



How many G Keys did you color? _____

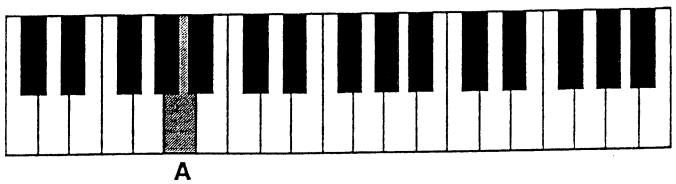




COLOR THE PICTURE.

3. COLOR THE **A** KEY ABOVE.

4. FIND AND COLOR ALL OF THE A KEYS BELOW.



How many A Keys did you color? _____

MENEHUNE MUSIC

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KEYBOARD: G A B C D E.

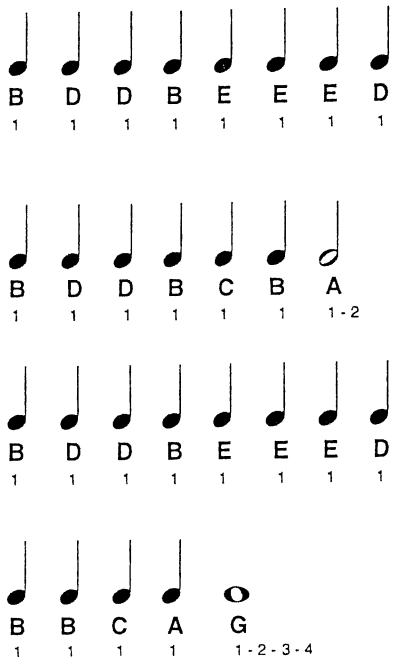


LESSON 22 (cont'd.)

WALKING TO SCHOOL

© Mayron Cole

Walking Speed



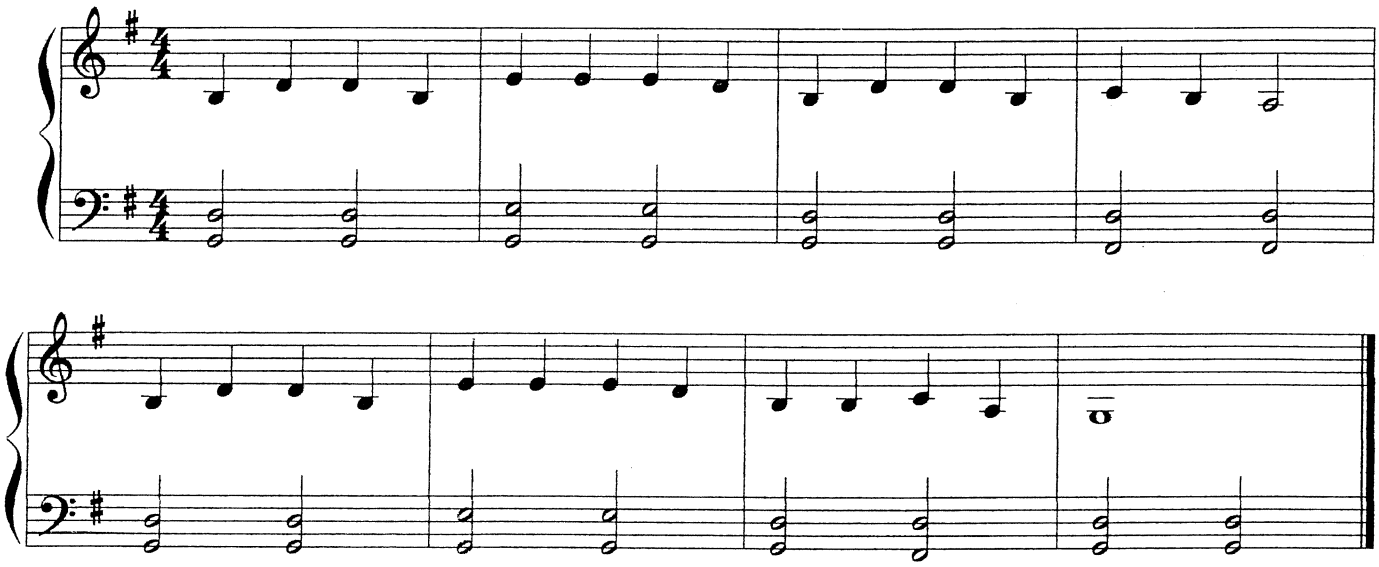


COLOR THE PICTURE.

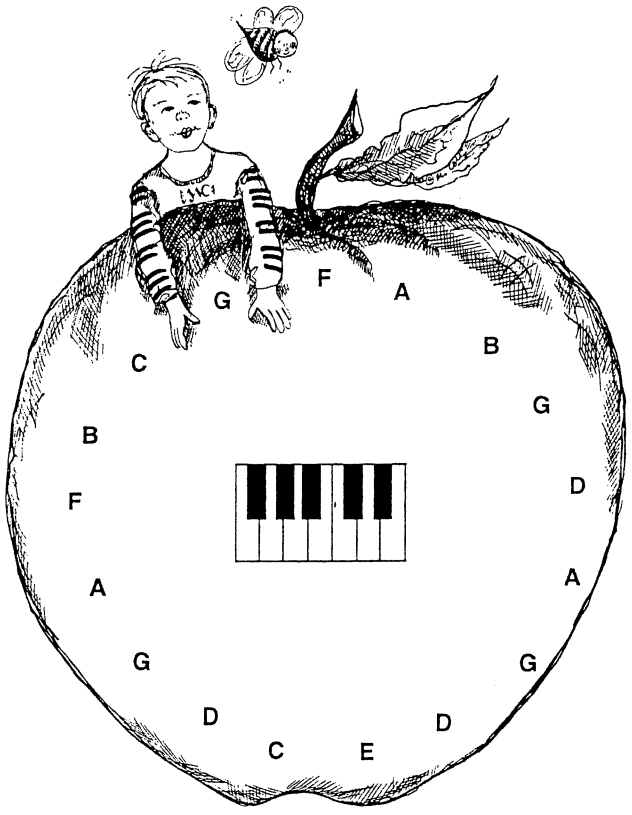
61

Walking To School

(c) Mayron Ellis Cole



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

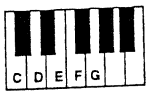


(Color the picture.)

MENEHUNE MUSIC

THE MAYRON COLE PIANO METHOD®

KEYBOARD: C D E F G.



LESSON 23

HEAR THE WIND BLOW

COLOR THE PICTURE.

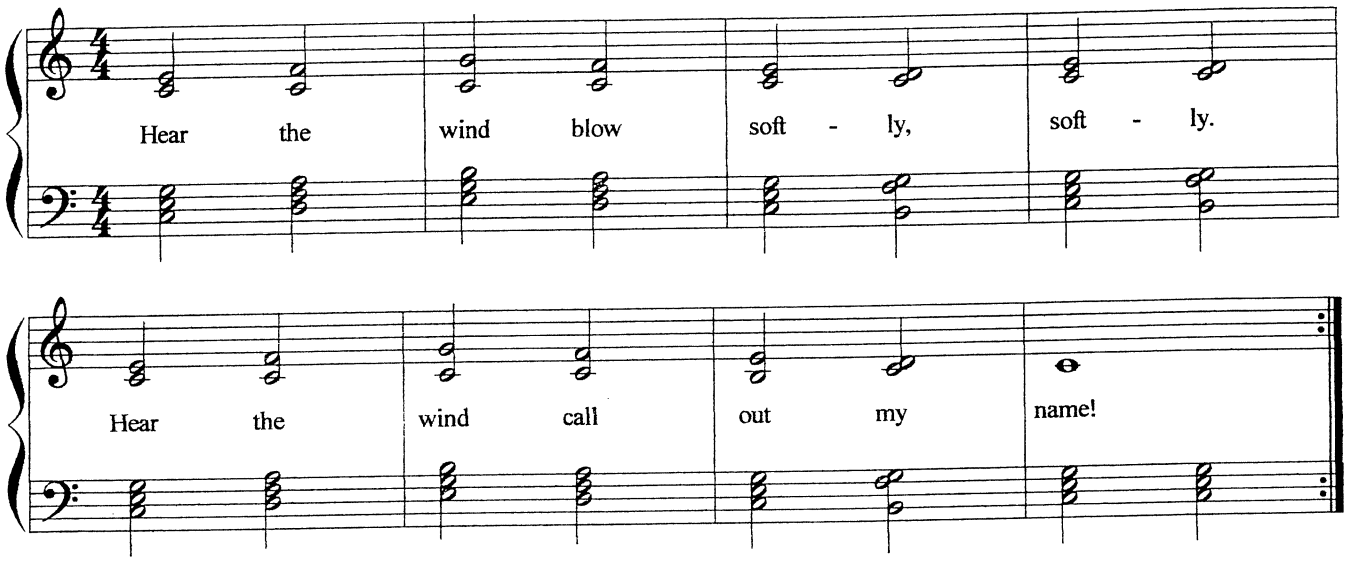
© Mayron Cole



HEAR	THE	WIND	BLOW
E	F	G	F
1 - 2	1 - 2	1 - 2	1 - 2
SOFT-	LY,	SOFT-	LY.
E	D	E	D
1 - 2	1 - 2	1 - 2	1 - 2
HEAR	THE	WIND	CALL
E	F	G	F
1 - 2	1 - 2	1 - 2	1 - 2
OUT	MY	NAME!	
E	D	C	
1 - 2	1 - 2	1 - 2 - 3 - 4	

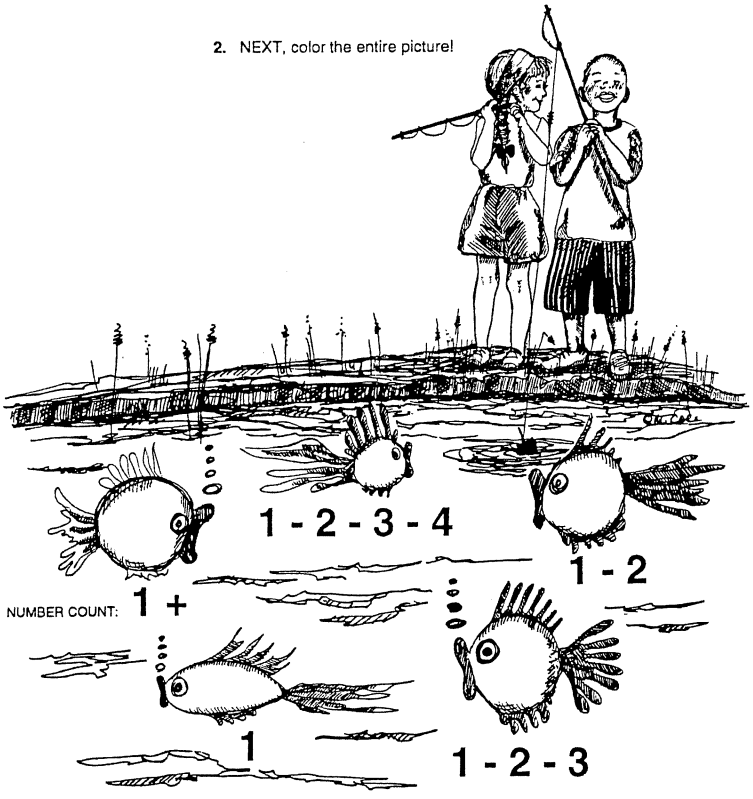
Hear the Wind Blow

(c) Mayron Ellis Cole



1. DRAW THE CORRECT NOTE ON EACH FISH AS SHOWN BY THE NUMBER COUNTS. THEN, COLOR ALL OF THE FISH DIFFERENT COLORS!

2. NEXT, color the entire picture!



MENEHUNE MUSIC

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LESSON 24

KEYBOARD: C D E F G.



WHEN I GO TO SLEEP

© Mayron Cole



COLOR THE PICTURE.

Sleepily

WHEN	I	GO	TO
E	F	G	F
1 - 2 - 3	1 - 2 - 3	1 - 2 - 3	1 - 2 - 3

SLEEP	AT	NIGHT,	THAT'S
E	D	E	E
1 - 2 - 3	1 - 2 - 3	1 - 2 - 3	1 - 2 - 3

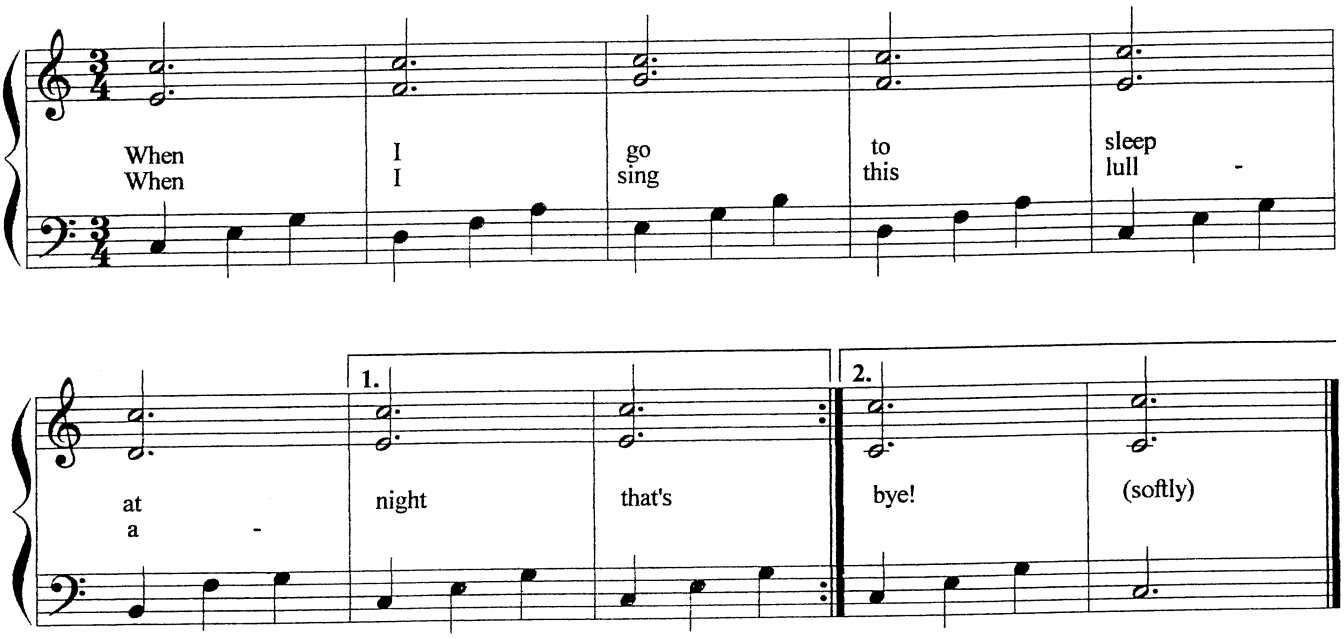
WHEN	I	SING	THIS
E	F	G	F
1 - 2 - 3	1 - 2 - 3	1 - 2 - 3	1 - 2 - 3

LULL-	A -	BY!	(softly!)
E	D	C	C
1 - 2 - 3	1 - 2 - 3	1 - 2 - 3	1 - 2 - 3

65

When I Go to Sleep at Night

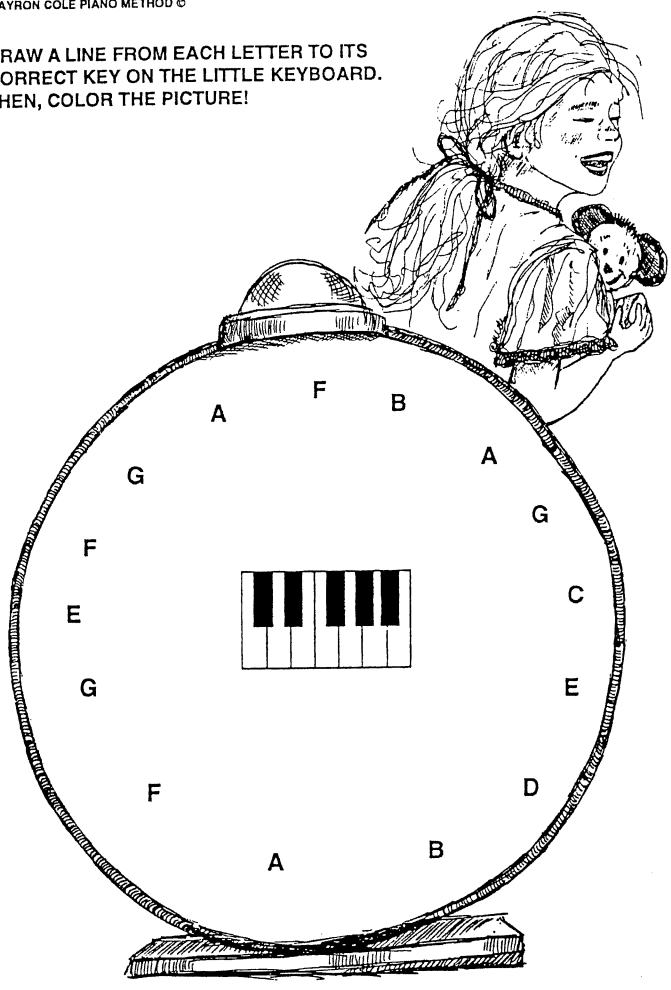
(c) Mayron Ellis Cole



MENEHUNE MUSIC
THE MAYRON COLE PIANO METHOD ©

WHEN I GO TO SLEEP

DRAW A LINE FROM EACH LETTER TO ITS CORRECT KEY ON THE LITTLE KEYBOARD. THEN, COLOR THE PICTURE!



NOTES

MENEHUNE MUSIC LESSON NINE - 45 MINUTES

		Student's Book	Teacher's Book	CD Track #
MUSIC:	MOUNTAIN STREAM	67	105	73 74 75
	QUEEN'S CORONATION	71	107	76 77 78

LESSON'S NEW CONCEPT: INTRODUCING KEYBOARD A^b
PLUS KEYBOARD REVIEW - C,D,E,F,G,A

SUPPLIES: Theory Game Mat
Small Paper or Plastic Keyboard
Pencils
Pastel Watercolor Markers
Avery Colored Dots

HEAR LAST LESSON'S MUSIC (10 minutes)
Today, assign each student a partner. They and their partner will play one of last week's compositions for the class. (If a student is shy about doing this don't force it. Never create stress for a student!) Usually, however, piano class students love to play aloud for others since they have been trained from the first day to play music with their classmates. YOU play the teacher's accompaniment with the students to give them confidence. OR play the students' parts with them. Either way, you play along, too. (You can also play the sequenced disk or the CD disk that goes with this Menehune Music course.)

GO TO GAME TIME (10 minutes)
Take a small paper or plastic keyboard to game time. You'll need it to ask questions and to teach the new key: A^b.

Teacher, Note: When teaching Ab, teaching it as the **middle black key** (of the black 3s.) Avoid such terms as "lowers a tone" or "1/2 step backward". Young children do NOT understand such explanations. Simply tell the child that A^b is the middle black key of the black 3s and leave it at that.

After your students are secure with finding all the keys studied to date PLUS A^b, it is time to learn today's new compositions.

GO TO STUDENTS' KEYBOARDS (20 minutes)
Tips for teaching MOUNTAIN STREAM:

Highlight every G and A and place a corresponding colored AVERY DOT label on each student's left hand. The student's RH will play C and D (and one E!)

To practice: The class will play in unison the G and A keys and YOU will play the C and D keys. Everyone must watch their music to know when to play and when not to play.

Then, have the students play the C and D keys and YOU play the G and A keys. Show the students that on the bottom line of music there is a "trick". Four notes from the end of the composition, they will play E-D-C keys. Ask them why E-D-C keys are easy to play. Ans: E-D-C keys are in a row on the keyboard.

If the students need MORE practice on this piece, divide the class into two groups. One group will play the LH keys G and A. The other group will play the RH keys of C and D (with one E.)

Finally, have the students turn the volume on their keyboards to mute and practice "hands together" as you go quickly from keyboard to keyboard checking each child.

Tips for teaching THE QUEEN'S CORONATION:

Have students highlight every A-flat in THE QUEEN'S CORONATION. How many A-flats are there? Ans: 2. The students will play A-flat with their left hands.

MUSICAL KEYBOARDS

If any "line" of music is difficult for your students, try "musical keyboards". Here's how it goes:
Select the portion of music that needs more work.
Allow the students 1 minute of silent practice on the difficult line using their individual "mute" keyboards.
When students feel they are ready to play the difficult line, they raise their hands.

As a group, students play any pre-selected line (usually it's line 3 in THE QUEEN'S CORONATION.
Then, students stand, leaving their music on their keyboard music rack, and move to the next keyboard.
Teacher counts to 8 to give the students enough time to get to the next keyboard and be seated.
Students continue playing the difficult musical line (once on each keyboard) until they eventually rotate back to their own keyboards.
The above exercise is a fun way to play over-and-over any passage that needs extra practice. Try it with any piece and with your older students in more difficult levels.

THEORY WORKSHEET TIME (5 minutes)

Always try to work theory worksheets during class time. Most studetns will not work theory sheets at home.

TIME TO GO

Hand out stick-on Avery lables with the lesson practice assignment pre-printed before class time. Assign the 4-B-4 (the four compositions learned befored today's lesson) as a review.

MENEHUNE MUSIC
THE MAYRON COLE PIANO METHOD ©

MOUNTAIN STREAM

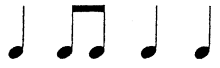
RHYTHM RACE!

WRITE THE COUNTS
UNDER THE NOTES!

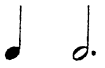
GO!

A. 

COUNTS: _____

B. 

_____

C. 

_____



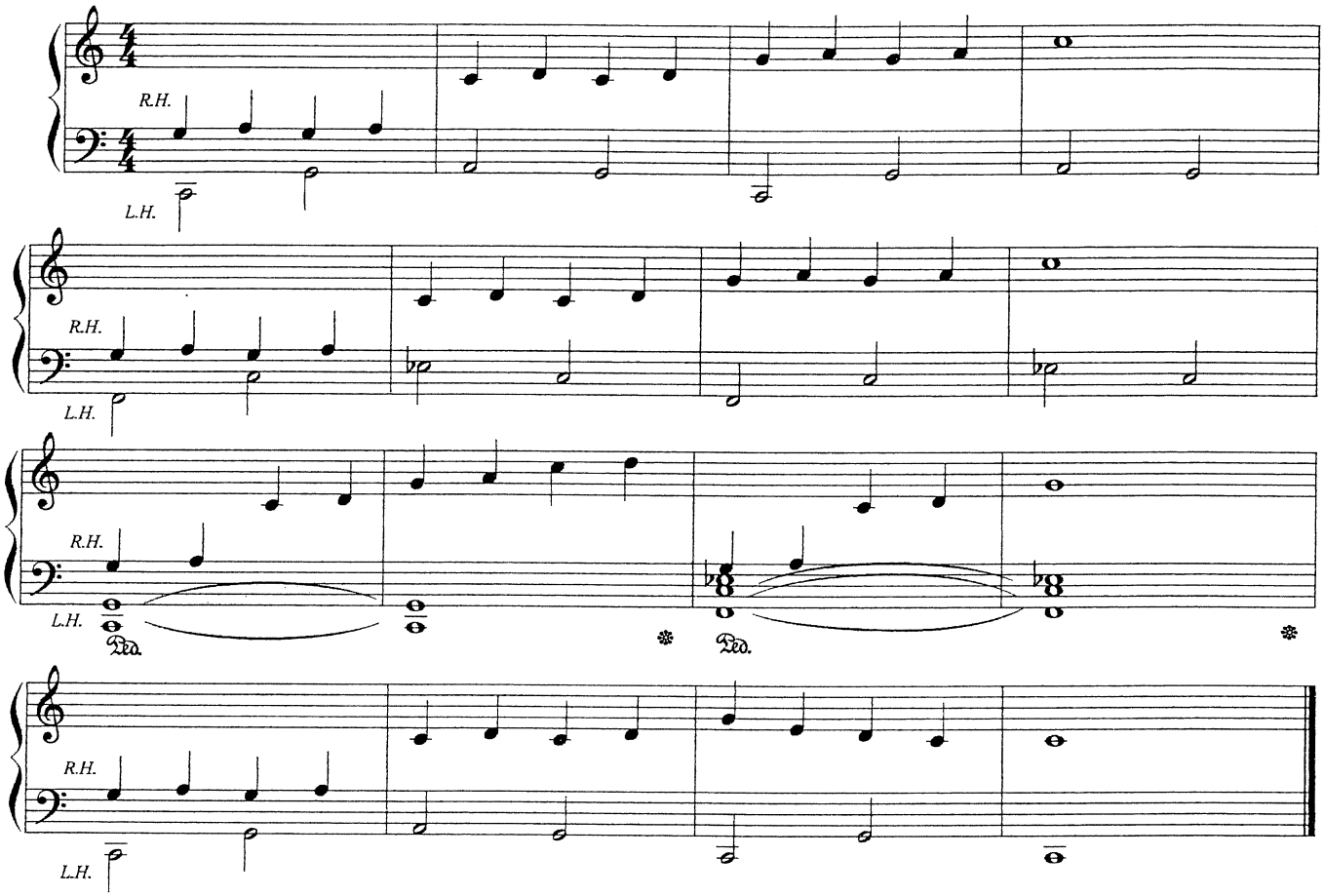
D. 

_____

2. After you write the COUNTS under each note, draw the correct number of CIRCLES AROUND EACH NOTE!

3. COLOR THE PICTURE!

68



MENEHUNE MUSIC

THE MAYRON COLE PIANO METHOD®

KEYBOARD: C D E G A.

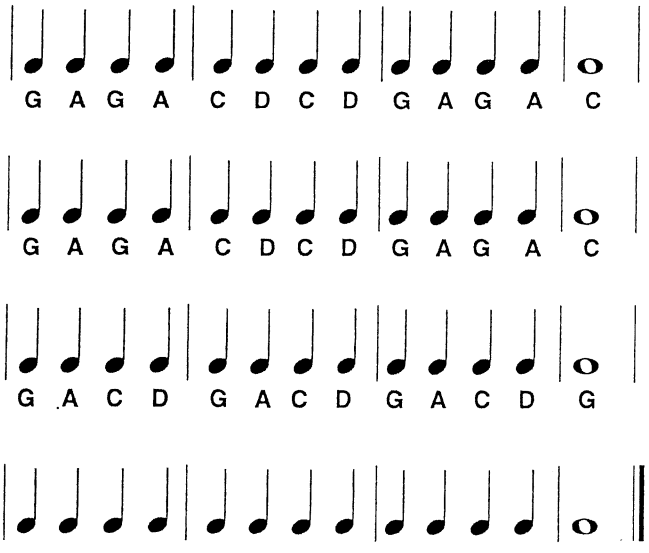


LESSON 25

MOUNTAIN STREAM

Rippling

© Mayron Cole



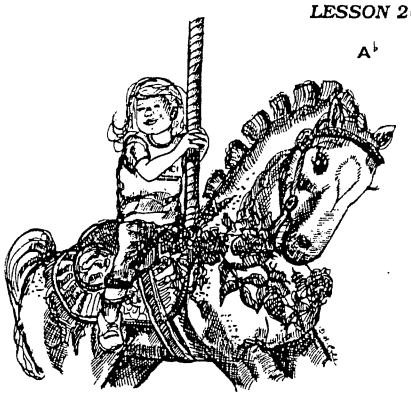
Note: Bar-lines help the students to see the PATTERNS in this piece. MEASURES, BAR-LINES, & TIME SIGNATURES are taught in LEVEL I® (Primer Level) of **THE MAYRON COLE PIANO METHOD.**



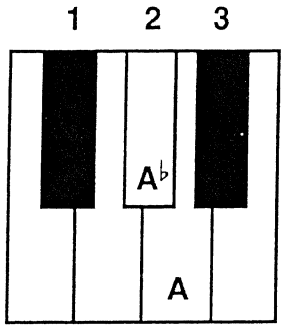
THE MAYRON COLE PIANO METHOD®

LESSON 26

A♭

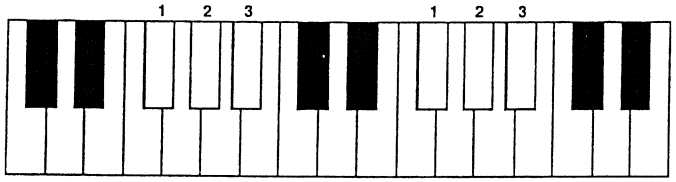


COLOR THE PICTURE.



1. COLOR THE A♭ KEY ABOVE.

2. COLOR ALL OF THE A♭ KEYS BELOW.

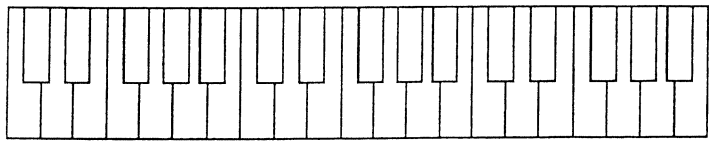


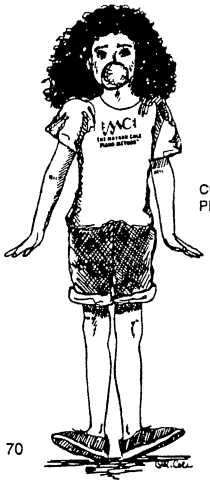
3. REMEMBER: A♭ is black key #2!

A♭ KEY

4. DRAW A LINE FROM EVERY LETTER TO EACH OF ITS KEYS ON THE LITTLE KEYBOARD. USE A DIFFERENT COLORED MARKER TO DRAW EACH LINE. THEN, COLOR EACH KEY WITH THE SAME COLORED MARKER THAT WAS USED TO DRAW ITS LINE.

YOUR TEACHER WILL HELP YOU!





COLOR THE PICTURE.

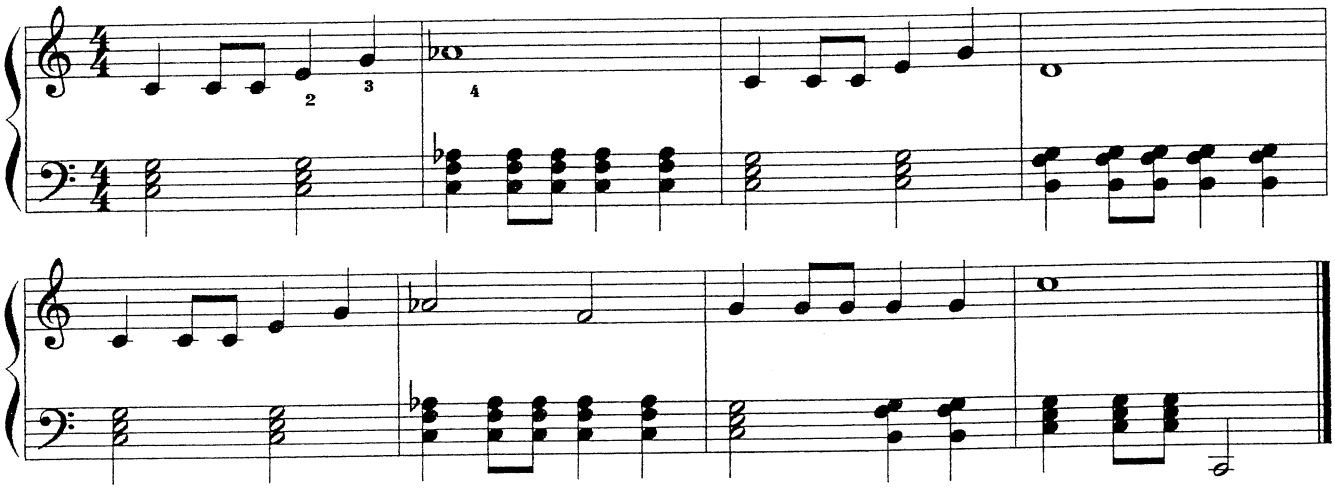
A♭ C G E F A D

How well did you do?

_____

The Queen's Coronation

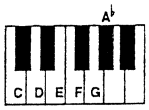
(c) Mayron Ellis Cole



MENEHUNE MUSIC

THE MAYRON COLE PIANO METHOD®

KEYBOARD: C D E F G A♭.



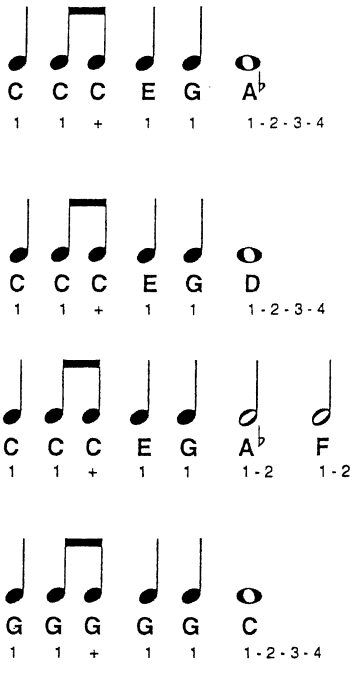
LESSON 26 (cont'd.)

THE QUEEN'S CORONATION

© Mayron Cole

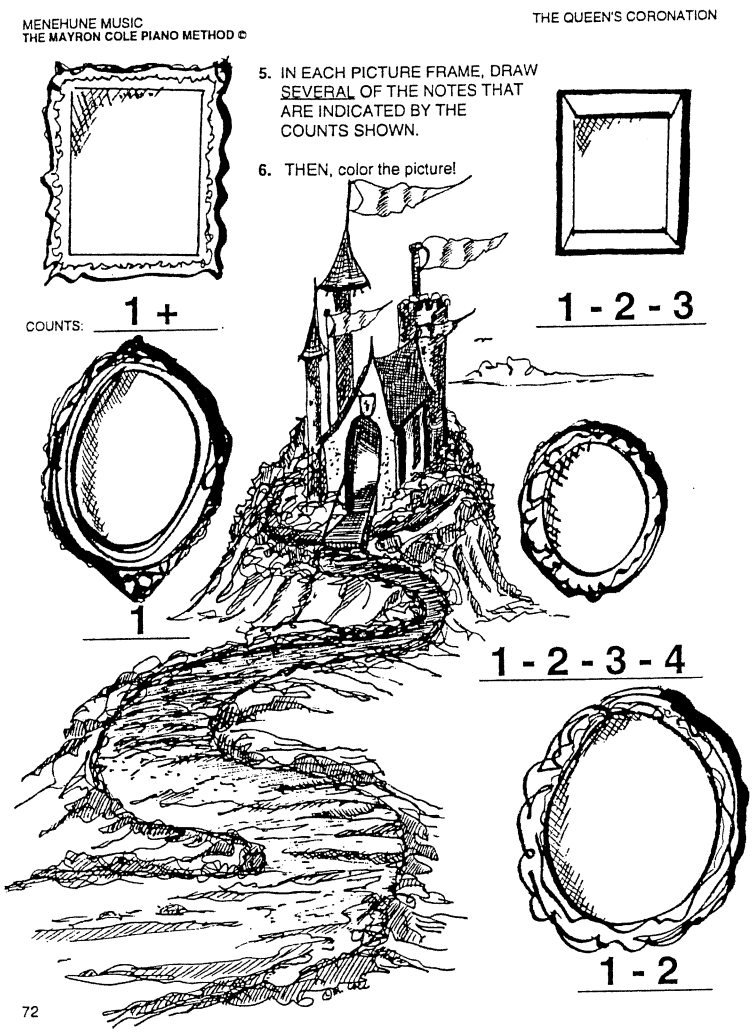


Majestically



COLOR THE PICTURE.

71


MENEHUNE MUSIC
THE MAYRON COLE PIANO METHOD ©
THE QUEEN'S CORONATION
5. IN EACH PICTURE FRAME, DRAW SEVERAL OF THE NOTES THAT ARE INDICATED BY THE COUNTS SHOWN.
6. THEN, color the picture!
COUNTS: 1 +
1 - 2 - 3
1
1 - 2 - 3 - 4
1 - 2
72

MENEHUNE MUSIC LESSON TEN - 45 MINUTES

		Student's Book	Teacher's Book	CD Track #
MUSIC:	**HEAR FREIGHT TRAIN**	**73**	**112**	**79 80 81**
	FLYING	**77**	**113**	**82 83 84**

LESSON CONCEPT: KEYBOARD D,E,F,G,A,B
NEW KEY: F#
DYNAMICS - Loud and Soft

SUPPLIES: Theory Game Mat
Paper Keyboard
Highlighters
Pencils

LET'S BEGIN THE CLASS (10 minutes)
Hear last lessons music assignment plus as many of the review pieces as time allows.

GO TO GAME TIME (12 minutes)
Today the students are going to learn dynamics - playing loudly and softly. At game time, explain that the *f* symbol stands for. the Italian word "forte" which means "loud". And the *p* stands for the Italian word "piano" which means "soft".
Hold up HEAR THE OLD FREIGHT TRAIN (page 112 in this book.) Show the students the *f* and *p* symbols.

For game questions, turn to page 74 in students' book. (Page 111in this book.) Ask each child if they think music describing each of the small pictures will be LOUD or SOFT.

As each child to name something that they see each day that is LOUD. Something that they see each day that sounds SOFT.

Teaching HEAR THE OLD FREIGHT TRAIN at game time, ask these questions:
Ask: "Look at lines 1 and 2. Are they the same?" Ans: Yes.
Ask: "Look at lines 4 and 5. Are they the same?" Ans: Yes.
Ask: "Four lines are the same. Which four?" Ans: 1,2,4,5.

When teaching F#, be sure that you teach it as Black key 1 of the Black 3s.
On a paper keyboard, have each student find two F#s.

GO TO THE KEYBOARDS (15 minutes)
Tips for teaching HEAR THE OLD FREIGHT TRAIN:
Students highlight lines 3 and 6. The LH will play lines 3 and 6. Put a corresponding colored Avery Dot on each student's LH. Encourage the students to play these LH notes *low* on their keyboards.

The RH will play lines 1,2,4,5. These lines use only three keys: G,A,B.
Allow the students to practice only the RH notes first on mute keyboards as you watch closely. After all are secure, try lines 1,2,3,4 aloud. Do the same for lines 3,6. Easy!

Tips for teaching FLYING:
Allow the students one minute for practicing lines 1 and 3 on mute keyboards. You go from keyboard to keyboard and monitor the silent practicing. As soon as all are secure with playing lines 1 and 3 it's time to try playing the lines aloud.

Students (and you) play line 1.
YOU play line 2.
Students (anad you) play line 3.
YOU play line 4.

Now it's time to try lines 3 and 4 with the students. Have the students highlight the first four notes of lines 3 and 4. (E E F# G) Then place a corresponding colored Avery dot on the students left hands. The first four notes of lines 3 and 4 will be played with the LH.

Allow the students 1 minute of silent practice on a mute keyboard practicing the LH notes of lines 3 and 4.

If you have another colored highlighter, color the last four notes of line 2 (F# F# G A.) These notes will be played with the RH and may be played higher on the keyboard. (Encourage your students to "fly" all over their keyboards. This course is teaching keyboard geography and you want your students trying all the keys on their keyboards!

The last 3 notes of line 4 are also RH notes (E D D) and should not give your students any trouble.

If there is plenty of time, try playing the entire composition s l o w l y .

If these two pieces are too much for little students, teach one this lesson and one next lesson. Pace your classes accoring to the abilities and ages of your students.

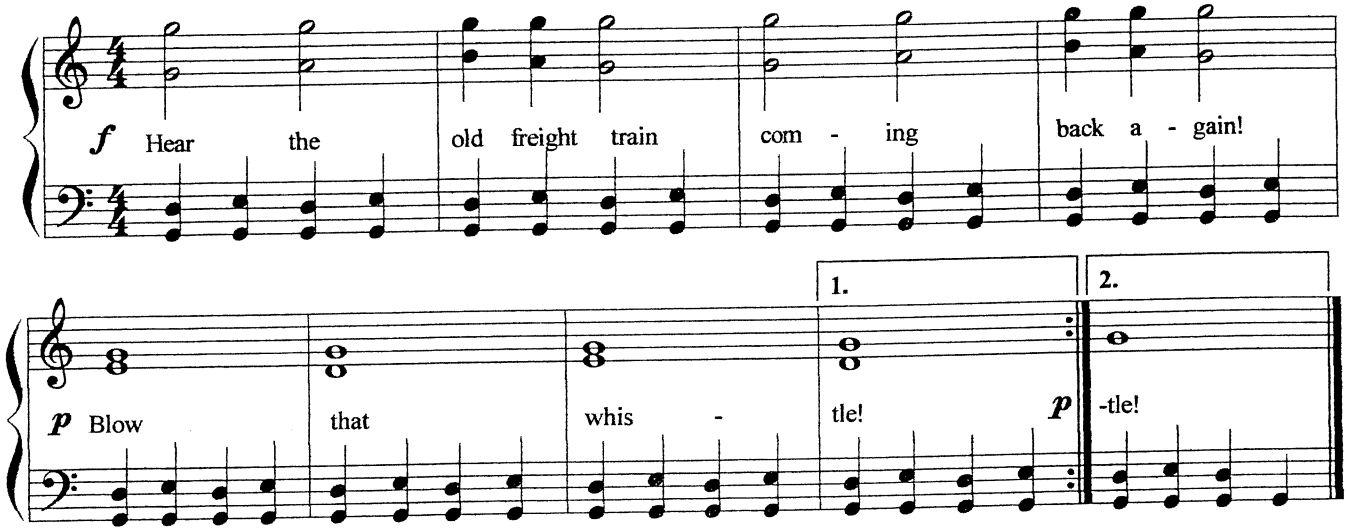
THEORY WORKSHEET TIME (3 minutes)

Be sure students know what to practice for next lesson. Always assign review pieces. You're doing great!

Hear the Old Freight Train

Clickkity-clack Speed

(c) Mayron Ellis Cole



MENEHUNE MUSIC

THE MAYRON COLE PIANO METHOD

KEYBOARD D E F G A B.

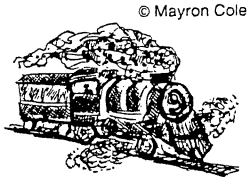


LESSON 27

HEAR THE OLD FREIGHT TRAIN

Clickkity-clack Speed

© Mayron Cole



f (loud) G A B A G
1-2 1-2 1 1 1-2

G A B A G
1-2 1-2 1 1 1-2

p (soft) E D E D
1-2-3-4 1-2-3-4 1-2-3-4 1-2-3-4

f (loud) G A B A G
1-2 1-2 1 1 1-2

G A B A G
1-2 1-2 1 1 1-2

p (soft) E D E G
1-2-3-4 1-2-3-4 1-2-3-4 1-2-3-4



COLOR THE PICTURE

73

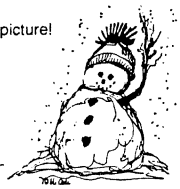
MENEHUNE MUSIC
THE MAYRON COLE PIANO METHOD ©

HEAR THE OLD FREIGHT TRAIN

1. The pictures below show QUIET and LOUD. UNDER THE QUIET PICTURES, write a *p*. UNDER THE LOUD PICTURES, write a *f*.
2. NEXT, color the picture!



BUTTERFLY



SNOW



THUNDER

(*p* or *f*?)

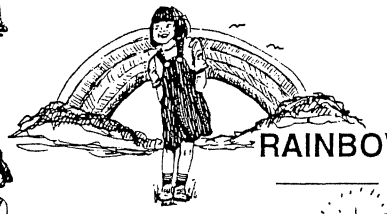
p *or* ***f*** ?



DRUM



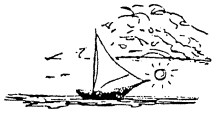
SLEEP



RAINBOW



SUNSHINE



SAILING





FIRECRACKERS

74

THE MAYRON COLE PIANO METHOD*

LESSON 28

F♯

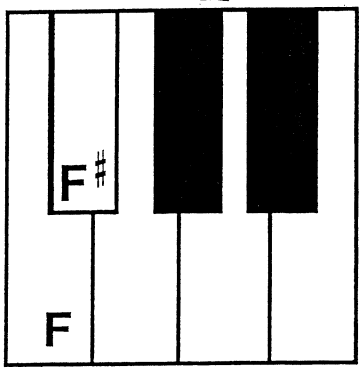


COLOR THE PICTURE.

♯

SHARP SIGN

1. A LITTLE ♯ SIGN TELLS YOU TO GO <u>FORWARD</u> TO THE VERY NEXT KEY.



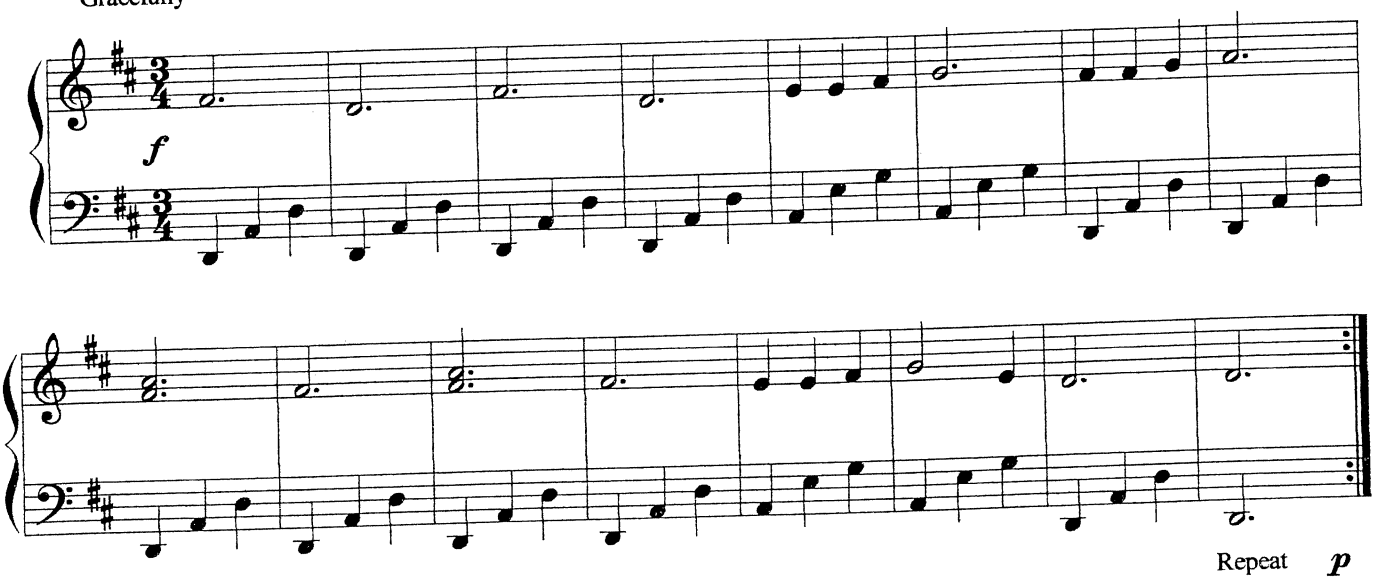
2. COLOR THE F♯ KEY.

3. REMEMBER: F♯ is black key #1!

Flying

(c) Mayron Ellis Cole

Gracefully



CAN YOU DRAW?

4. DRAW THREE SHARP SIGNS:

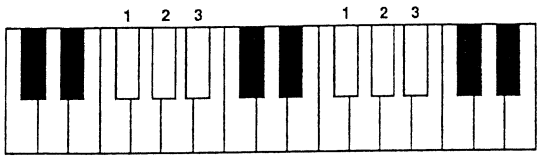


COPY THIS ONE.

_____ _____ _____



5. FIND AND COLOR ALL OF THE F♯'S BELOW:



COLOR THE PICTURE.

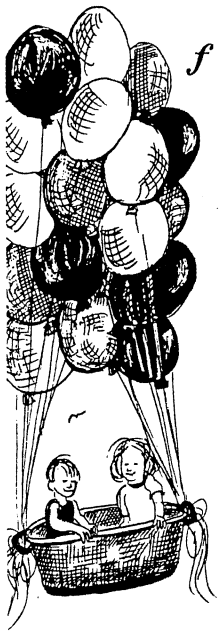
MENEHUNE MUSIC

KEYBOARD D E F♯ G A.

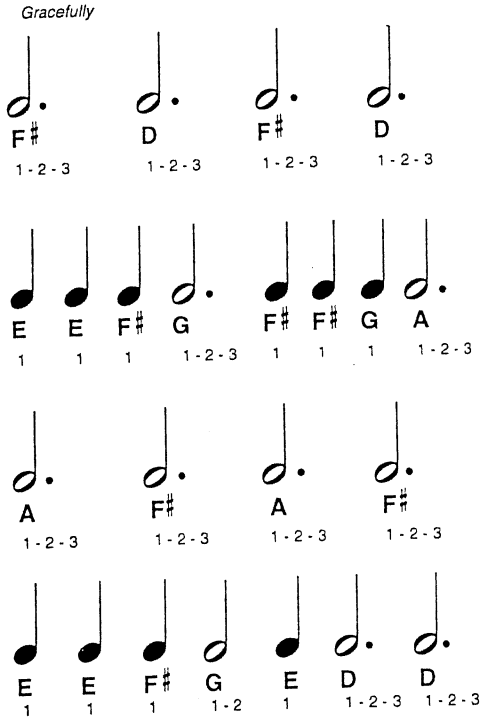


FLYING

© Mayron Cole



Gracefully

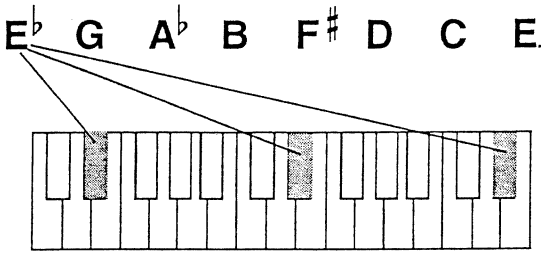


(COLOR THE PICTURE)

DO YOU REMEMBER?

6. Draw a line to each of the named keys.

7. Color the picture and the keyboard. Use a different color for each of the 8 keys that are named:





78

Notes

MENEHUNE MUSIC LESSON ELEVEN - 45 MINUTES

		Student's Book	Teacher's Book	CD Track #
MUSIC:	COUNTRY FIDDLER	79	117	85 86 87
	COWBOY'S SONG	81	118	88 89 90

LESSON CONCEPT: Review all white keys on keyboard

Plus F#

SUPPLIES: Theory Game Mat
Pastel Watercolor Markers or Highlighters
Pencils
Paper Keyboard
CD or Midi Accompaniment Disk (optional)

HEAR LAST LESSON'S ASSIGNMENT (7 minutes)

After playing HEAR THE OLD FREIGHT TRAIN as a group, allow two students at a time to play lines 3 and 6 for the class (but you play lines 1,2,4,5.) Use our great accompaniment disk.

On FLYING, show the class how they can do "hand crossovers" on lines 1 and 3. That means they play an F# high on the keyboard, crossover for a lower D key, crossover for a lower F#, and again cross over for a lower D key. (The same idea can be applied to line 3.) They are "flying" across the keyboards!

Note: The above fun exercise is for older students.

GO TO GAME TIME (15 minutes)

Today's music reviews all the white keys on the piano keyboard . Using a paper keyboard, ask each student to find three different keys. Continue doing this until you are sure that all students can easily find any and all white keys. Then add F# (learned in lesson TEN.)

Open this book to COUNTRY FIDDLER (page 117). Ask what ***p*** means. Ask what ***f*** means. See if your students can think of every-day objects that make LOUD sounds or SOFT sounds. Use page 82 in the students' book (page 118 in this book) to ask *loud* and *soft* questions.

GO TO KEYBOARDS (20 minutes)

Teaching Tips for COUNTRY FIDDLER:

With a highlighter, color every D and E in COUNTRY FIDDLER. Place a corresponding Avery colored dot on each student's LH.

It's time to play the piece! Start at the beginning of COUNTRY FIDDLER. **You play** all the other notes and the **students play** only the D and E keys with their LHs. Use your accompaniment disk and *go slowly* with this! This is a great exercise because it teaches your students to follow along in their music when someone else is playing. This is great practice for later playing duets and larger ensembles pieces!

Younger students may only be able to do the above exercise with COUNTRY FIDDLER.

For older students:

F# G A B with RH. Put the middle RH finger (finger 3) on the G key. (Even though fingering is not taught in this course, you may help the students with fingering suggestions.

Students should turn their volume off and practice only the RH keys on mute keyboards. You go from keyboard to keyboard and quickly check on their accuracy. If all can do it, try playing only the RH notes very slowly. (You play the LH notes!)

You may need to spend two lessons on this composition!

Teaching Tips for THE COWBOY'S SONG:

Highlight in each student's book these notes: Line 1 - the last two notes (A and G.)
Line 3 - the last two notes (A and G.)
Line 4 - the 2nd and 3rd notes (A and G.)

Place a corresponding colored Avery Dot on each student's LH. The above note patterns will be played with their LHs. (All other notes will be played with their RHs, of course.)

Let's practice!
YOU play all the RH notes and the students play all the highlighted LH notes. Go slowly with this. The students must keep their eyes on their music and not simply listen for you to call out the note names. (Sad but true! There are students who are masters of this little ploy.)

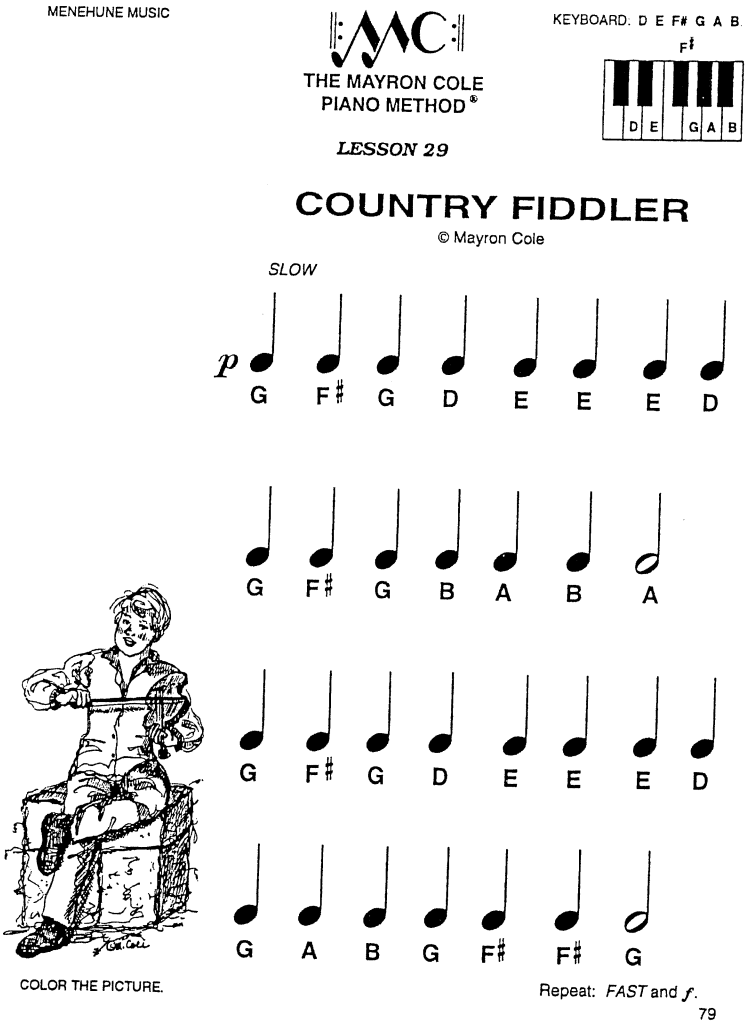
It's time for the students to try playing the LH notes. Try line 2 first. (It's always a good idea to work the most difficult places in the music first. Then everything else will be easy!)

Then, have the students turn the volume on their keyboards down and practice line 4 on mute keyboards. Line 4 is the most difficult line. If the students want to play all of line 4 with their RH (or dominant hand) let them. But it is easier to play if the A and G keys are played with their LHs.

IT'S TIME TO DO THE THEORY SHEETS (3 minutes)

IT'S TIME TO GO

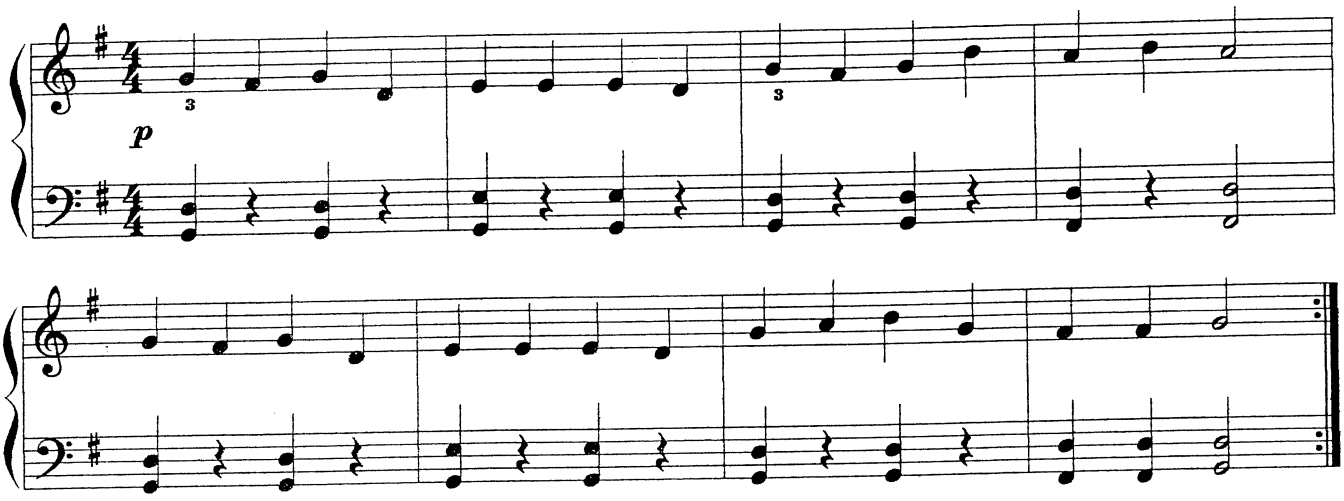
Be sure that everyone knows what to practice for next lesson. Don't forget to assign some review pieces, too.



Country Fiddler

Slowly

(c) Mayron Ellis Cole



Suggestion: Play softlly/slowly
first time; play loudly/fast on repeat.

MENEHUNE MUSIC
THE MAYRON COLE PIANO METHOD ©

COUNTRY FIDDLER

RHYTHM RACE!

WRITE THE COUNTS UNDER THESE NOTES!
THEN, DRAW THE CORRECT NUMBER OF
CIRCLES AROUND EACH NOTE!

GO!



1. COUNTS: _____

2. _____

3. _____

COLOR THE PICTURE.

4. _____

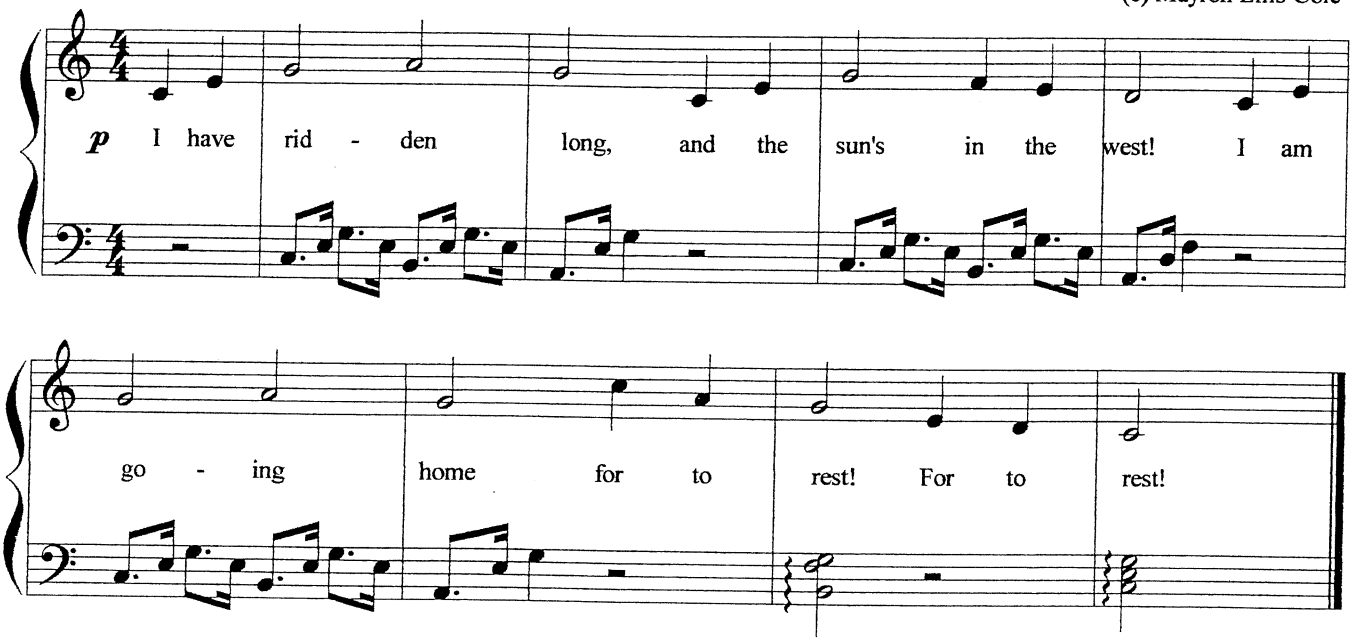
How well did you do?

_____

The Cowboy's Song

Amble Along Speed

(c) Mayron Ellis Cole



MENEHUNE MUSIC

THE MAYRON COLE PIANO METHOD®

KEYBOARD: C D E F G A.



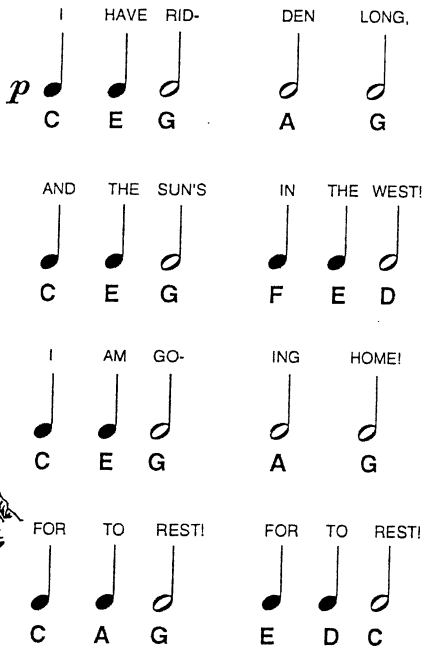
LESSON 30

THE COWBOY'S SONG

© Mayron Cole

Amble Along Speed!





81

1. The pictures below show QUIET and LOUD. UNDER THE QUIET PICTURES, write a *p*. UNDER THE LOUD PICTURES, write a *f*.
2. NEXT, color the picture!



BABY CRYING



KITE

(*p* or *f*?)



DARK FOREST



SEA GULLS

p *or* ***f*** ?



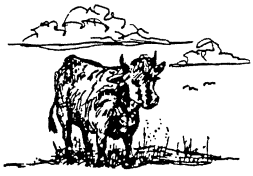
INDIAN DRUMMER



FREIGHT TRAIN



KNOCK! KNOCK!
SOMEBODY KNOCKING



WHITE CLOUDS

82

MENEHUNE MUSIC LESSON TWELVE - 45 MINUTES

		Student's Book	Teacher's Book	CD Track #
MUSIC:	THE BANJO PLAYER	85	121	91 92 93

LESSON CONCEPT: Introducing B^{b} Key

Keyboard Review C,D,F,G,A

SUPPLIES: Theory Game Mat
Highlighters or Pastel Watercolor Markers
Pencils
Paper Keyboard
CD or Midi Accompaniment Disk
Paper Towels (for Hide the Keys exercise)

KEYBOARD WARM-UP (1 minute)
Have your students come to a central keyboard as you ntroduce B^{b}. Tell your students that B^{b} is black key 3 (of the Black 3s.) One-at-a-time, have your students find some B-flats on the central keyboard. After all are secure at finding B-flat, the students return to their own keyboards for a KEYBOARD RACE.

KEYBOARD RACE (4 minutes)
Students find, as quickly as they can, the keys you call out in random order. They must find the keys in four different keyboard locations. (Some students will play the same key four times! Yes, it's true!) After this warm-up, it's time to play a theory game.

GO TO GAME TIME (10 minutes)
Review all the white keys on the keyboard, plus E^{b}, A^{b}, F$^{\#}$, B^{b}.
Also, ask some rhythm tap questions. Turn back to any compositions learned so far and ask students to tap a line from the composition.

HEAR LAST LESSON'S MUSIC PLUS SOME REVIEW PIECES (10 minutes)
If time allows, let each student play a solo for the class today. The other students must practice being good listeners. After each student performs, you and the class members tell him/her what they did <u>really well</u> on the piece they just played. (This affirms each child's performing ability and works wonders. Try it!)

HIDE THE KEYS! (8 minutes)
The students place their hands on their keyboards and you cover each student's hand with a paper towel. (The students may "peek" under the towel to get their hands situated before the game begins.)
Let's begin the game!
The students are to find whatever keys you call out. The keys are hidden, of course, with the paper towels. This means that the students must "feel" that D is in-between C$^{\#}$ anad D$^{\#}$. (This is the way we sightread music. We feel of the white keys and related off the black keys. Let's start now teaching our students how to do this so that they are not constantly watching their hands!)

Go slowly with HIDE THE KEYS. Coach your students by saying: "Remember, D is in-between the Black Dog Ears. Feel of the Black Dog Ears. Now, play the D key. Do only a few of these keys -- but coach, coach, coach!

Older students' challenge: While paper towels cover hands, see if any volunteer students can play the first line of THE COWBOY'S SONG. This exercise is optional.

IT'S TIME TO LEARN THIS LESSON'S MUSIC! (13 minutes)
Tips for teaching THE BANJO PLAYER:
With a highlighter, color every C and D in each student's book. Place a corresponding Avery Colored Dot on each student's LH.

The first time through the composition, the students will play only the C and D keys. YOU play all the other keys. Go slowly with this.

It is now time to try the other keys with their RHs. The students turn the volume on their keyboards to mute and practice as you go quickly from keyboard to keyboard checking for accuracy.

After all students are secure with the RH keys, try playing LINE 1 as an ensemble. Go slowly, of course. Students should have both hands on the keyboard ready to play. (Some students try to play entire compositions with their dominant hand. Encourage two-handed playing!) Then play LINE 3 as an ensemble. Are lines 1 and 3 the same? Ans: Yes.

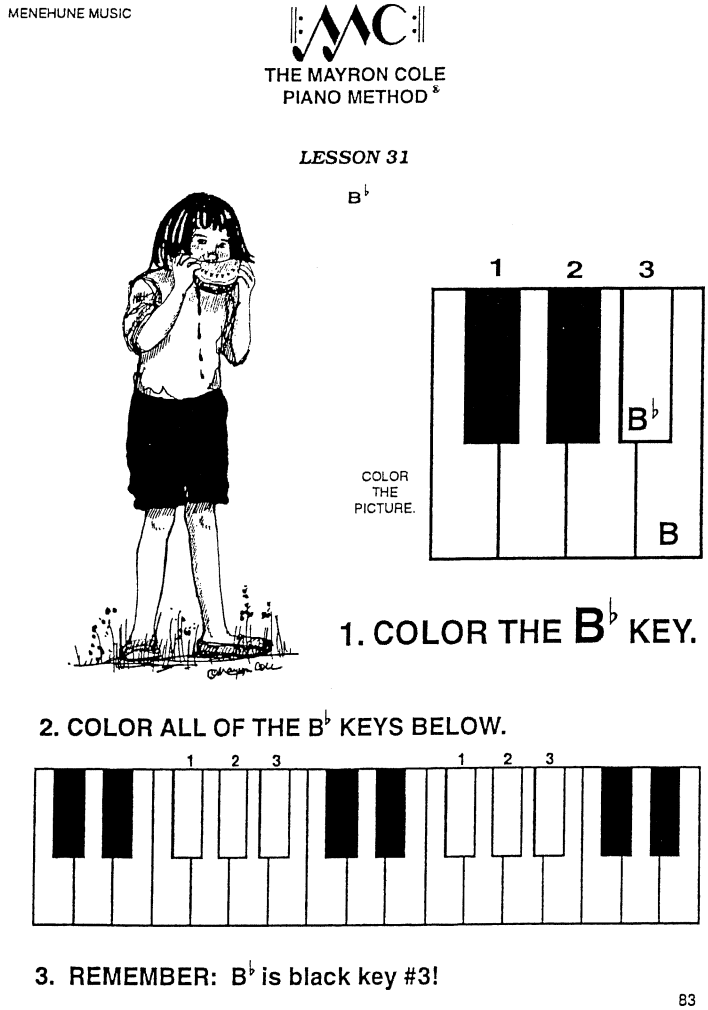
Line 4 is easy and can be played on sight. Try it aloud as an ensemble with all your students playing.

That leaves line 3. All the notes can be played with the RH. Have the students turn their keyboards to mute and practice line 3. They should raise their hands when line 3 is ready to play aloud with the class.

If time allows, play the entire piece through--slowly--as the students play aloud with you. Mistakes are OK when playing a composition for the first time. (Or any time!)

THEORY WORKSHEET TIME (3 minutes)

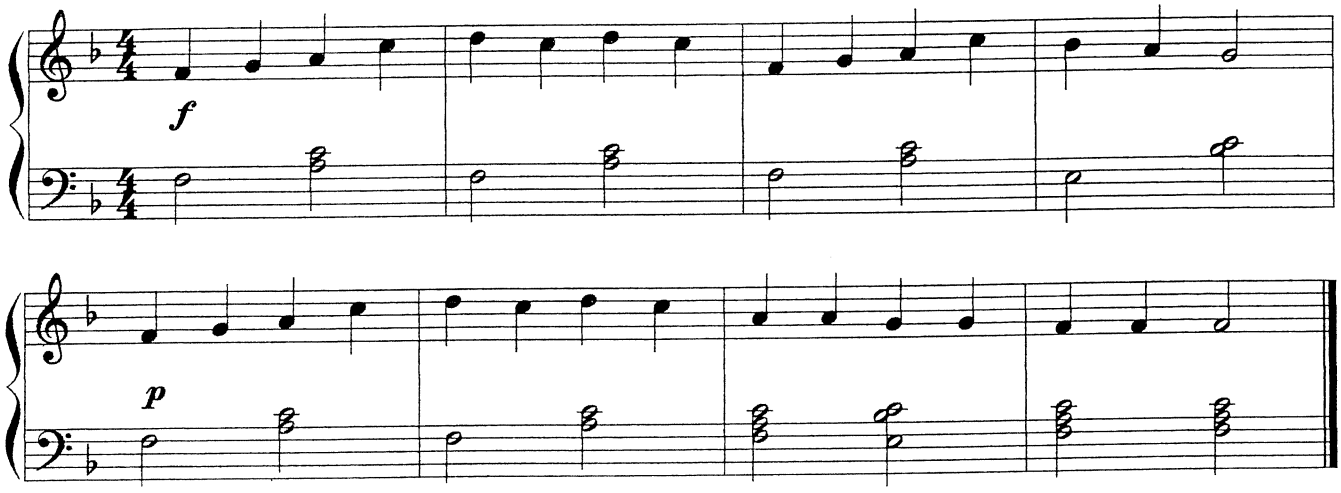
IT'S TIME TO GO!



The Banjo Player

Tappin' Speed

(c) Mayron Ellis Cole



MENEHUNE MUSIC

THE MAYRON COLE PIANO METHOD®

KEYBOARD F G A B♭ C D.



LESSON 31 (cont'd.)

THE BANJO PLAYER

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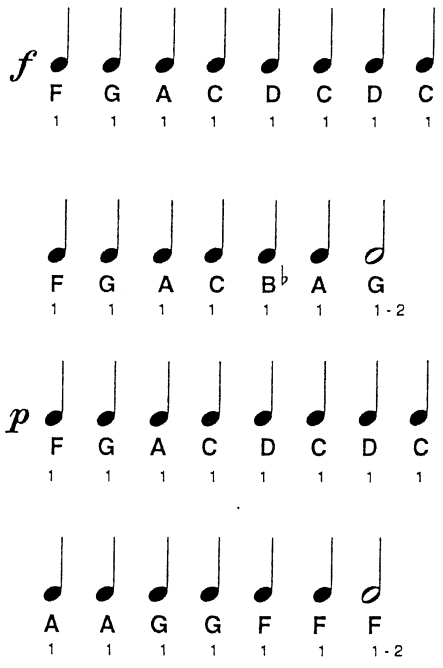
TAPPIN' SPEED





COLOR THE PICTURE.

85

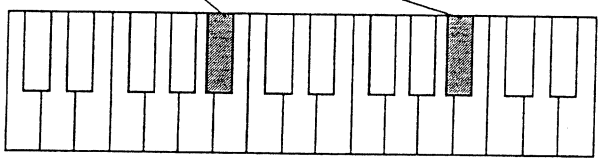
DO YOU KNOW?



4. Draw a line to each of the named keys.

5. Color the picture and the keyboard. Use a different color for each of the 6 keys that are named:

B♭ A♭ F♯ G A D.



How well did you do?

_____

YEA!

CAN YOU DRAW?



COLOR THE PICTURE.

1. DRAW 3 WHOLE NOTES:

NOTE: 𝅝 ____ ____ ____
COUNTS: 1 - 2 - 3 - 4.

2. DRAW 3 HALF NOTES:

𝅗𝅥
1 - 2 ____ ____ ____

3. DRAW 3 QUARTER NOTES:

♩
1 ____ ____ ____

MENEHUNE MUSIC LESSON THIRTEEN - 45 MINUTES

THE LAST LESSON OF THIS COURSE!

		Student's Book	Teacher's Book	CD Track #
MUSIC:	GOOD-BYE, SUMMER!**	87	126	94 95 96
	SEA GULLS	91	129	97 98 99

LESSON CONCEPT: INTRODUCES KEYBOARD C♯
REVIEWS B♭, D, E, F, G, A, B KEYS

SUPPLIES: Theory Game Mat
Paper Keyboard
Highlighters or Pastel Watercolor Markers
Avery Dots
Paper Towels

KEYBOARD WARM-UP (3 minutes)
It's time to teach the last black key on the keyboard to your students! Hold up a paper keyboard while pointing to C♯. Explain that C♯ is dog ear 1 (of the two black dog ears!)
While still seated at their keyboards, have the students find FOUR of whatever keys you call out in random order. They know all the white keys plus all the black keys. The black keysused in this course are identified as: E♭, C♯, F♯, A♭, B♭

PLAY HIDE THE KEYS (2 minutes)
Now that all the students are secure with finding the keys, it's time to see if they can "feel" the keys without looking at their hands. Cover each student's hands with a paper towel. Call out only a few keys at random. Coach your students in their effort. For F♯ say: Feel of the black 3s. F♯ is which one of the black 3s? Ans: It is black key 1 of the black 3s.

LET'S PLAY LAST LESSON'S MUSIC PLUS SOME REVIEW PIECES! (10 minutes)
Teaching Tip:
Allow each student to play one line of THE BANJO PLAYER for the class. But remember, playing aloud for the class is always optional for the student. Never stress a student! Piano is supposed to be a good part of her life!

IT'S TIME TO PLAY A THEORY GAME! (10 minutes)
Review every key learned so far plus ask some rhythm tap questions from previous lessons.

NOW LET'S LEARN TODAY'S MUSIC! (10 minutes)
Tips for teaching GOOD-BYE, SUMMER!:
With a highlighter, color every F in Good-Bye, Summer! Place a corresponding colored Avery Dot on each student's RH. B♭ and D will be played with the student's LH.
Have the students turn their keyboard volume to mute and practice s l o w l y Line 1 of Good-Bye, Summer! You go quickly from keyboard to keyboard checking each student's playing. Show the students how to keep their RH finger s over F and their LH fingers over B♭ and D. Before playing Line 1, have the students look at YOU and play the keys you call out: F B♭ F B♭ F F B♭ D B♭ D B♭. Now try Line 1. It should be easy.

**** Note: *Good-bye, Summer!* may be too difficult for young students. Learning this piece is optional.**

Tips for teaching SEA GULLS:
This piece will be fairly simple for your students--and it's a pretty recital piece, too. Allow your students to turn their keyboard volume to mute and practice this piece for a few moments on their own. Tell them to be sure to count to THREE on each note! Students raise their hands to indicate they can play the piece. If they get through before others, they may be looking through their books making decisions as to what pieces they want to play on their class recital in two lessons!

After each student indicates that they can play SEA GULLS, try playing it slowly aloud as a group with YOU playing along with them. Everyone counts aloud!

Next, try "flying" on the keyboards. This means the students can do "cross-overs" up to high and low keys if they like. (They may chose not to do this. That's OK.)

Be sure to repeat SEA GULLS softly. See if your students can repeat SEA GULLS playing only high keys. It sounds great like that.

IT'S TIME TO SELECT THE RECITAL MUSIC (8 minutes)
You should have a class recital on Lesson 15. (Lesson 14 is a rehearsal lesson!)
You have been playing some great music during this course. In previous lessons you and your students have selected compositions they like the most. You have listed ten of these compositions to play in ensemble for the parents on Lesson 15 and will give them to your students today to take home to practice. At the recital, each student may play a solo if they like. (Or they may play a piece with YOU or with another student. Whatever is fun for them! Or they may opt to not perform solo but to play only with the class. And that's OK, too.)

Your note to your "piano parents" can look something like this:
Parents, we will have a casual class recital on _____. Your children should wear their school clothes. The recital will be during class time and the seating and standing space is limited. Music does NOT need to be memorized. Below is a list of some of the music your child has learned this year that we will be playing at the recital. Your child should practice two of the pieces each day until all music is thoroughly practiced. . _____(child's name) has selected_____(composition) to play by herself at our class recital.

Next lesson will be a rehearsal lesson. We'll play through all the music, practice bowing, and also play some fun music theory games. Call me if you have questions.
Mrs. Music

Recital music to practice: (List the music here that your students will be playing on the recital.)
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

IF YOU HAVE TIME, DO THE THEORY WORKSHEETS (2 minutes)

(You are doing great! Look how much your young students have learned! Hooray for them--and hooray for

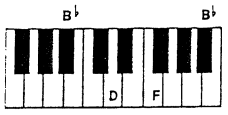
NOTES

MENEHUNE MUSIC

THE MAYRON COLE PIANO METHOD®

LESSON 32

KEYBOARD: B♭ D F.

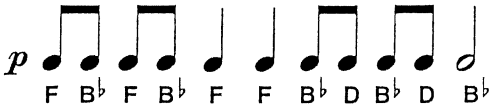


GOOD-BYE, SUMMER!



© Mayron Cole

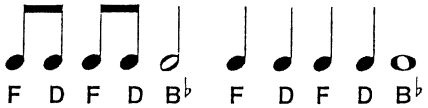
Sadly







Slower



COLOR THE PICTURE.

87

Goodbye, Summer!

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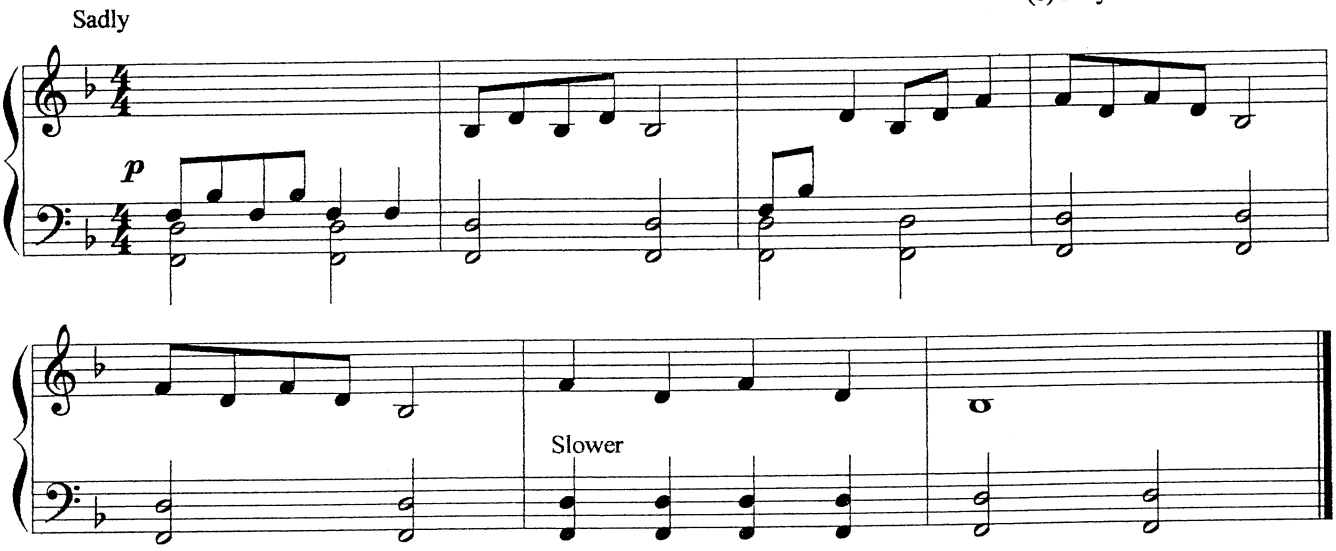
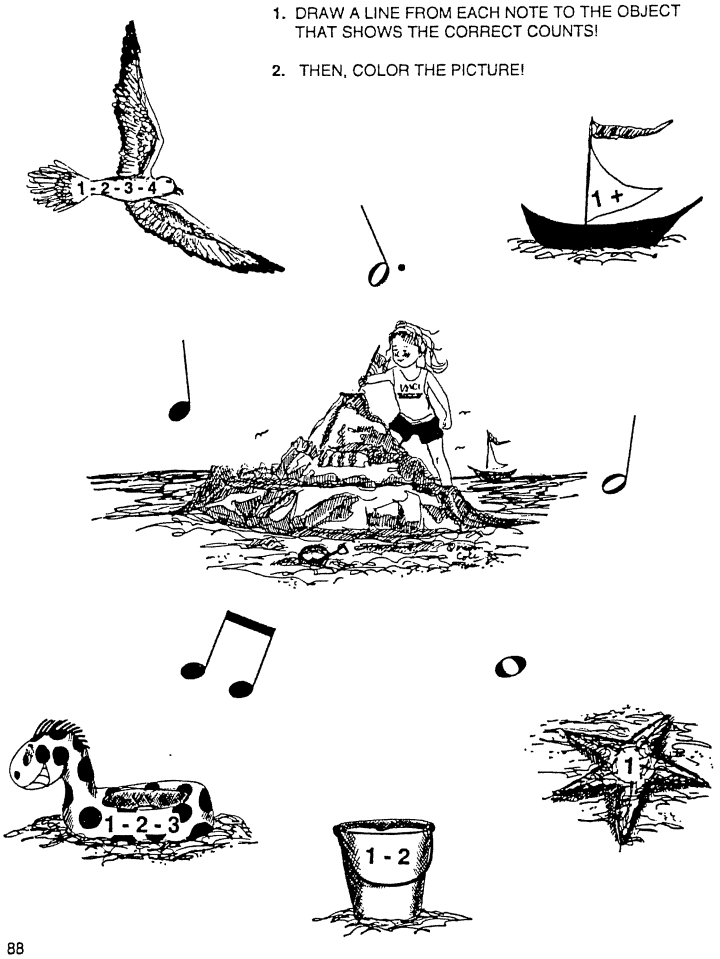


MENEHUNE MUSIC
THE MAYRON COLE PIANO METHOD ©

GOOD-BYE, SUMMER!

1. DRAW A LINE FROM EACH NOTE TO THE OBJECT THAT SHOWS THE CORRECT COUNTS!
2. THEN, COLOR THE PICTURE!



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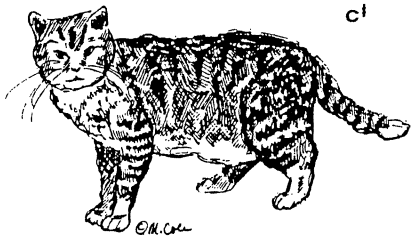
MENEHUNE MUSIC

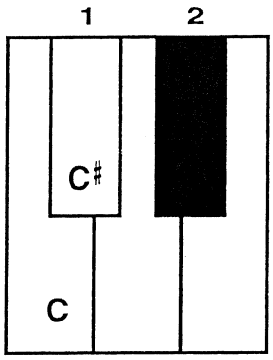
THE MAYRON COLE
PIANO METHOD®

LESSON 33

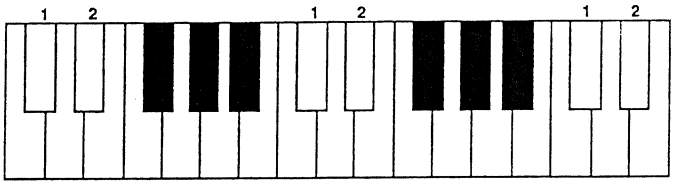
C♯



1. COLOR THE
C♯ KEY!



2. COLOR ALL OF THE C♯ KEYS BELOW.

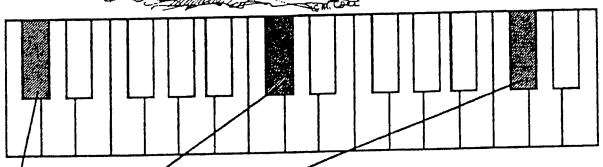


3. REMEMBER: C♯ is dog ear #1!

MUSIC
COLE PIANO METHOD ©

C♯ KEY





C♯ D F♯ G A B C E

4. Draw a line to each of the named keys.

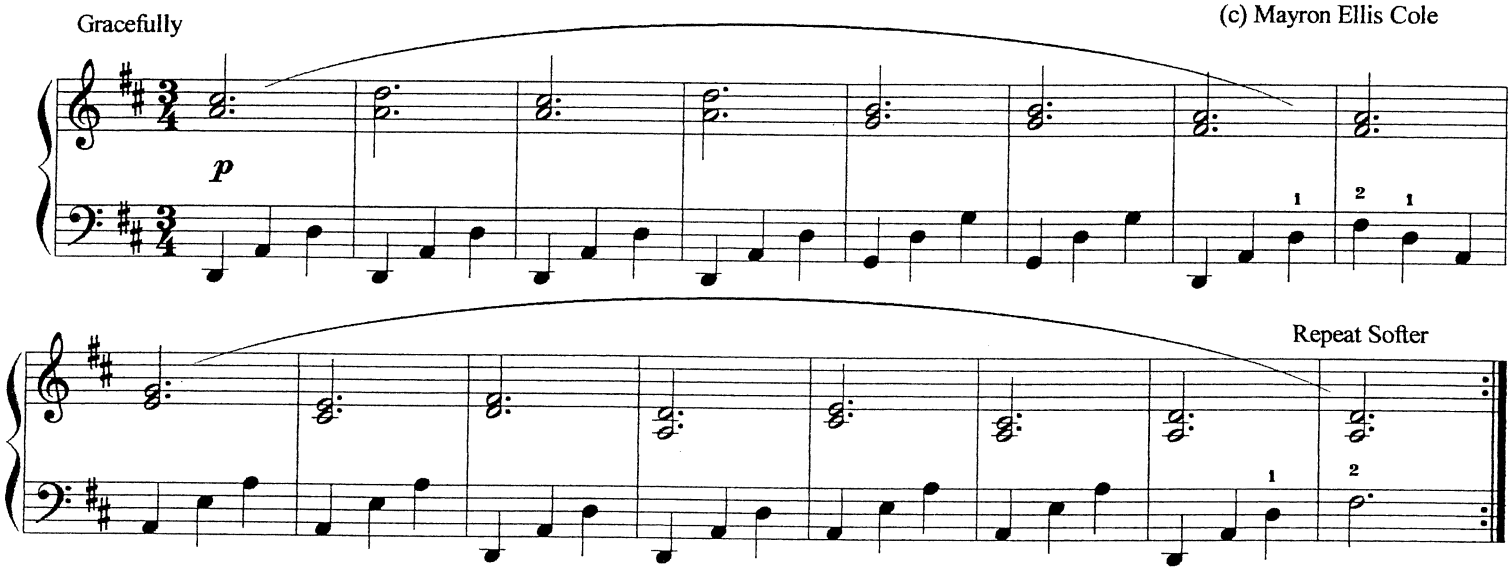
5. Next, color the picture and the keyboard. Use a different color for each of the 8 keys that are named.

DO YOU REMEMBER?

Sea Gulls

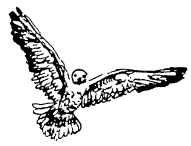
Gracefully

(c) Mayron Ellis Cole



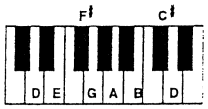
Suggestion: On the repeat, students play high keys on their keyboards.

MENEHUNE MUSIC



THE MAYRON COLE PIANO METHOD®

KEYBOARD: D E F# G A B C#.



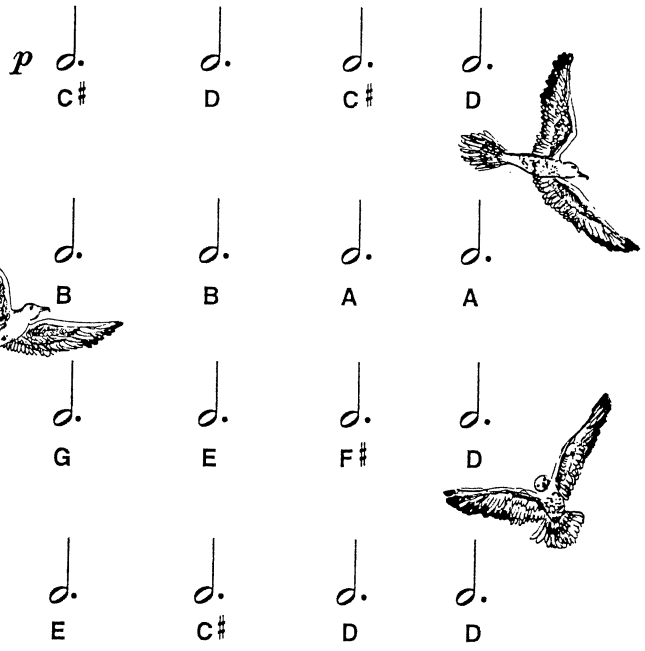
LESSON 33 (cont'd.)

SEA GULLS

© Mayron Cole



Gracefully



Repeat: SOFTER.

NOTES

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Use card stock paper available at most photocopy shops.--Mayron Cole



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