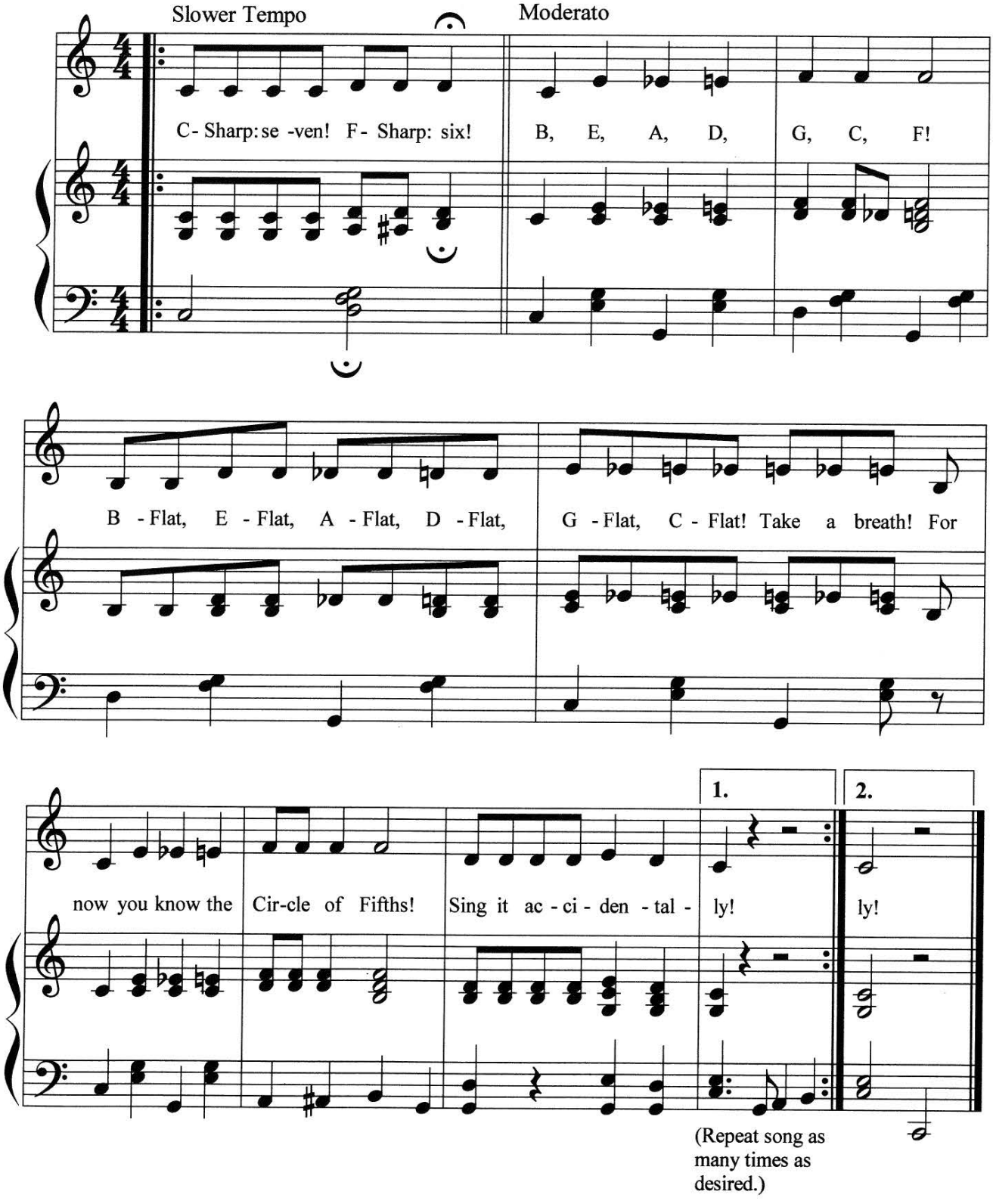
Circle of Fifths Song-Teacher's Accompaniment

Moderato

(A PIANO CLASS SING -ALONG -SONG!)

c 1990 Mayron Cole



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THE MAJOR SHARP SCALES (THE MEMORY HELPER HAND ©)



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HOW TO USE THE MEMORY HELPER!

1. **STARTING** with **R.H.** finger **#5** and **GOING TOWARD YOUR THUMB —** spell: **"B - E - A - D - - - - G!"**

2. Wiggle **R.H. #5** and say: **"B."** (This is to help you remember that **B MAJOR** has **5** sharps: **F# C# G# D# A#.**)

3. Wiggle **R.H. #4** and say: **"E."** (This is to help you remember that **E MAJOR** has **4** sharps: **F# C# G# D#.**)

4. Wiggle **R.H. #3** and say: **"A."** (This is to help you remember that **A MAJOR** has **3** sharps: **F# C# G#.**)

5. Wiggle **R.H. #2** and say: **"D."** (This is to help you remember that **D MAJOR** has **2** sharps: **F# C#.**)

6. Wiggle **R.H. #1** and say: **"G."** (This is to help you remember that **G MAJOR** has **1** sharp: **F#.**)



TEST YOURSELF TO SEE IF YOU UNDERSTAND THE MEMORY HELPER. HOLD YOUR HAND IN FRONT OF YOU — PALM OUT!

(Always start the **MEMORY HELPER HAND©** with **FINGER #5 — B!**)

1. What finger do you wiggle when you say **"A"** ?_____

2. What finger do you wiggle when you say **"G"** ?_____

3. What finger do you wiggle when you say **"D"** ?_____

4. What finger do you wiggle when you say **"B"** ?_____

5. What finger do you wiggle when you say **"E"** ?_____

TURN THE PAGE & TEST YOURSELF.
IT'S EASY ! !

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ARE YOU READY ?

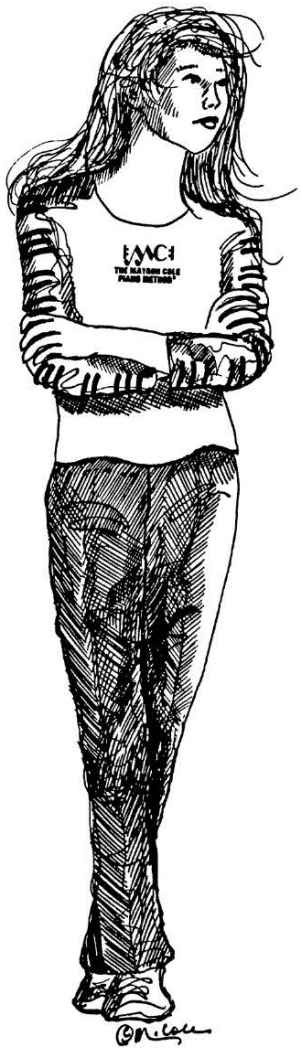
REMINDER: Start with **R.H.** finger **#5** and move your fingers one-at-a-time until you get to the **NUMBER** needed, always saying :

" B - E - A - D - - - - G!" ©

Another reminder : The sharps, in order, are :



F# C# G# D# A# E# B#.
Say: "**F**unny **C**ats **G**o **D**ancing **A**t **E**very **B**irthday!"©



1. What major scale has 4 sharps? _____
   What are those four sharps?

   _____# _____# _____# _____#

2. What major scale has 2 sharps? _____
   What are those two sharps?

   _____# _____#

3. What major scale has 5 sharps? _____
   What are those five sharps?

   _____# _____# _____# _____# _____#

4. What major scale has 1 sharp? _____
   What is that one sharp?

   _____#

5. What major scale has 3 sharps? _____
   What are those three sharps?

   _____# _____# _____#

THAT WAS EASY, WASN'T IT?
HOW WELL DID YOU DO?_____

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LEARNING TO DRAW THE SHARPS CORRECTLY ON THE STAFF!

There are **SEVEN SHARPS** in music. In correct order they are:

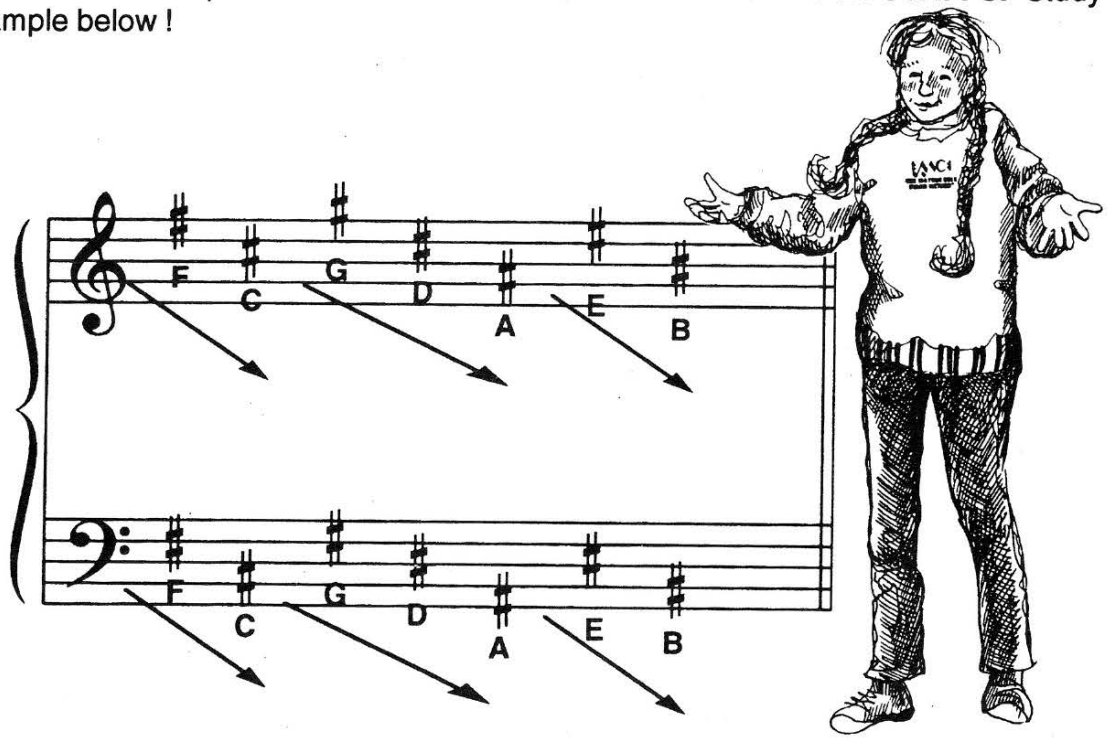
F# C# G# D# A# E# B#.

Say: "**F**unny **C**ats **G**o **D**ancing **A**t **E**very **B**irthday!"©

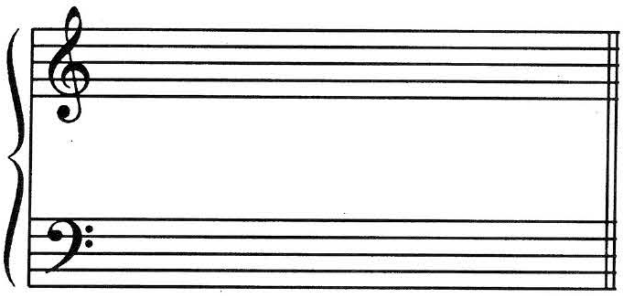
Now, cover the above with your hand, and **YOU** write the **SEVEN SHARPS** in order (Can you do it?):

_____# _____# _____# _____# _____# _____# _____#.

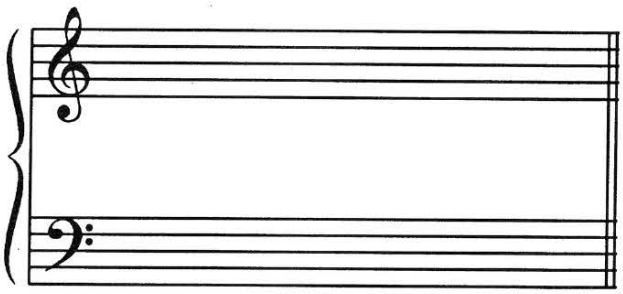
The **SEVEN SHARPS** must be placed **ACCURATELY** and **EXACTLY** on **BOTH STAFFS.** Study carefully the example below !



YOU TRY IT. COPY THE ABOVE !



TRY IT WITHOUT LOOKING ABOVE !



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NOW YOU ARE READY TO BE A SCALE DETECTIVE©!

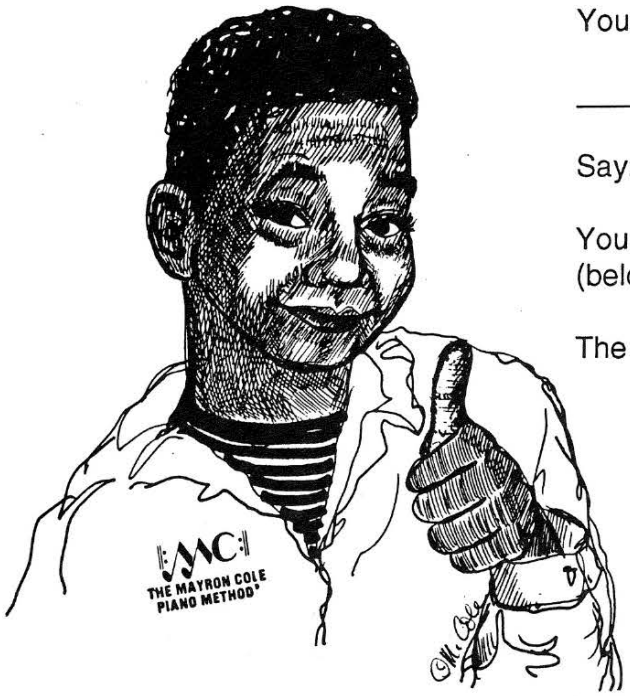


Before going on your first case, you review the **SEVEN SHARPS** in order!

You know that they are:

____# ____# ____# ____# ____# ____# ____#.

Say: "**F**unny **C**ats **G**o **D**ancing **A**t **E**very **B**irthday!"©



You are told that a **MAJOR SCALE** has been written (below), but the **SCALE'S SHARPS** are **missing!**

The great and quick-witted scale detective deduces:

The **MAJOR SCALES** below **BOTH START** and **END** on _____.

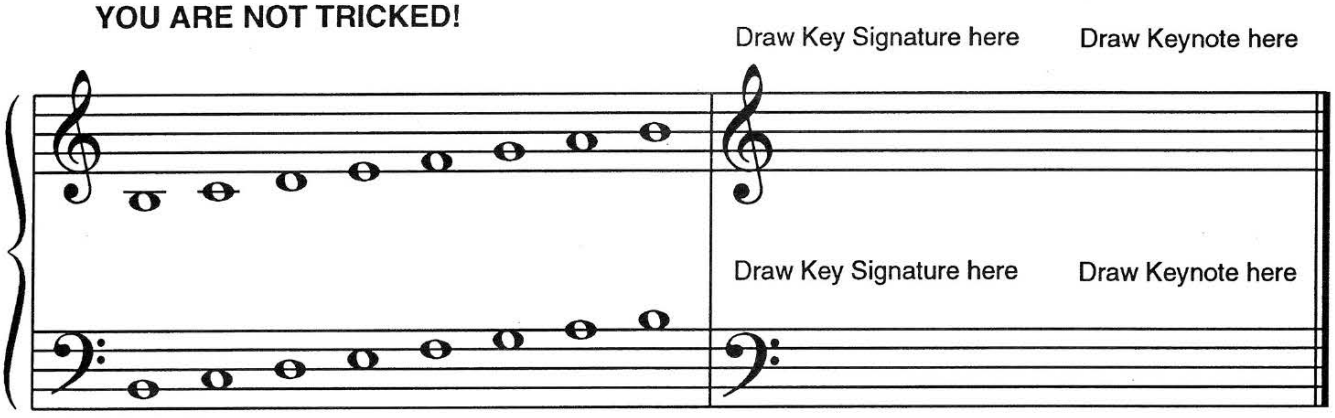
You quickly review the **MEMORY HELPER HAND©!** You remember that **B MAJOR** has _____sharps.

What are those sharps?

_____

DRAW A SHARP SIGN in front of every ____, ____, ____, ____, & ____ on the scales below. (You draw them on **BOTH SCALES.**) Since you've been told that the scales are **MAJOR**, you connect notes 3 & 4 and 7 & 8 with a small **SLUR MARK** to show the **HALF STEPS.**

In the vacant measure after the scales you quickly, but methodically, draw the **KEY SIGNATURE** of **B MAJOR** on **BOTH STAFFS!** Then, you draw the **KEYNOTE** on both staffs. **YOU** know that the **KEYNOTE** is the note on which the scales begin and end! **YOU ARE NOT TRICKED!**



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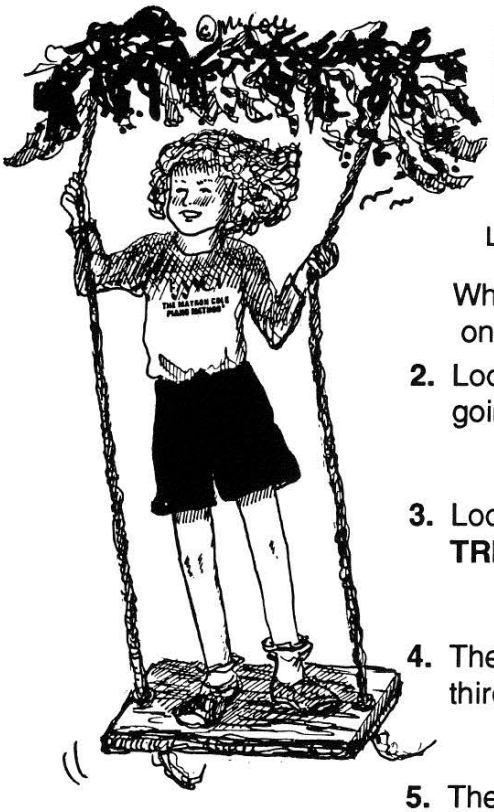
The
MAYRON COLE
PIANO METHOD

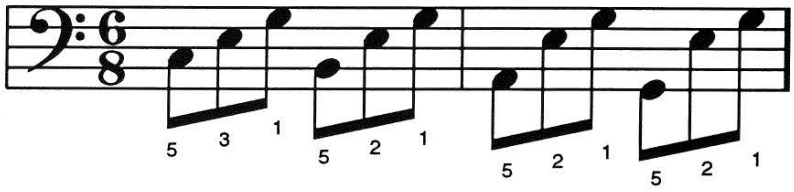
FUN SHEET

SWINGING ©

1. The **LEFT HAND** plays the following pattern many times in **SWINGING.**

Write the letter names under the notes. Then, **CIRCLE** the **LOWEST** note in each **TRIPLET.**





Letter Name: _ _ _ _ _ _ _ _ _ _ _ _.

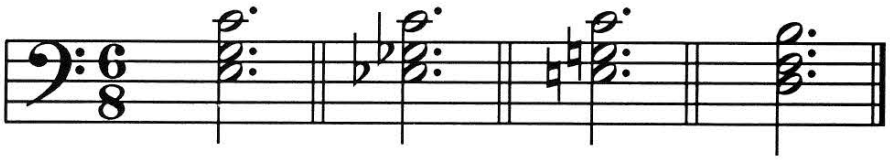
When you go to the keyboard, play the above notes three times and once for your teacher.

2. Look again at the notes that you circled. The circled notes are going _____.
(up or down?)

3. Look at the **UNCIRCLED** notes above. Are they the same in each **TRIPLET?** _____
(yes or no?)

4. The **RIGHT HAND** plays many **THIRDS** in **SWINGING.** Simple thirds skip _____white key(s).
(1 or 2?)

5. The **LEFT HAND** plays these **INVERSIONS.** Write the **LETTER NAMES** below these notes. Next, draw a circle around the inversion that has two **BLACK MOUNTAIN KEYS.**



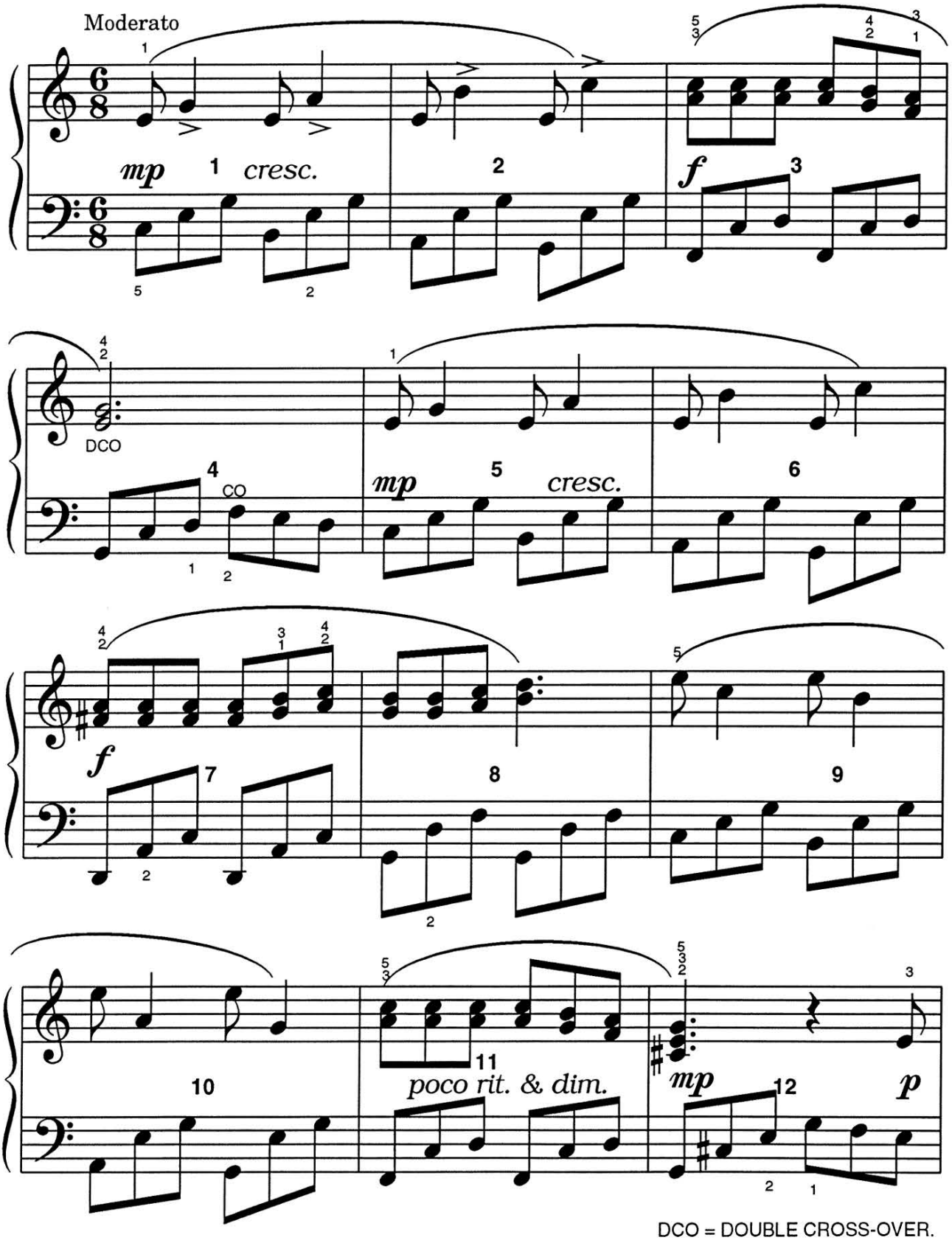
_ _ _ _ _ _ _ _ _ _ _ _

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SWINGING

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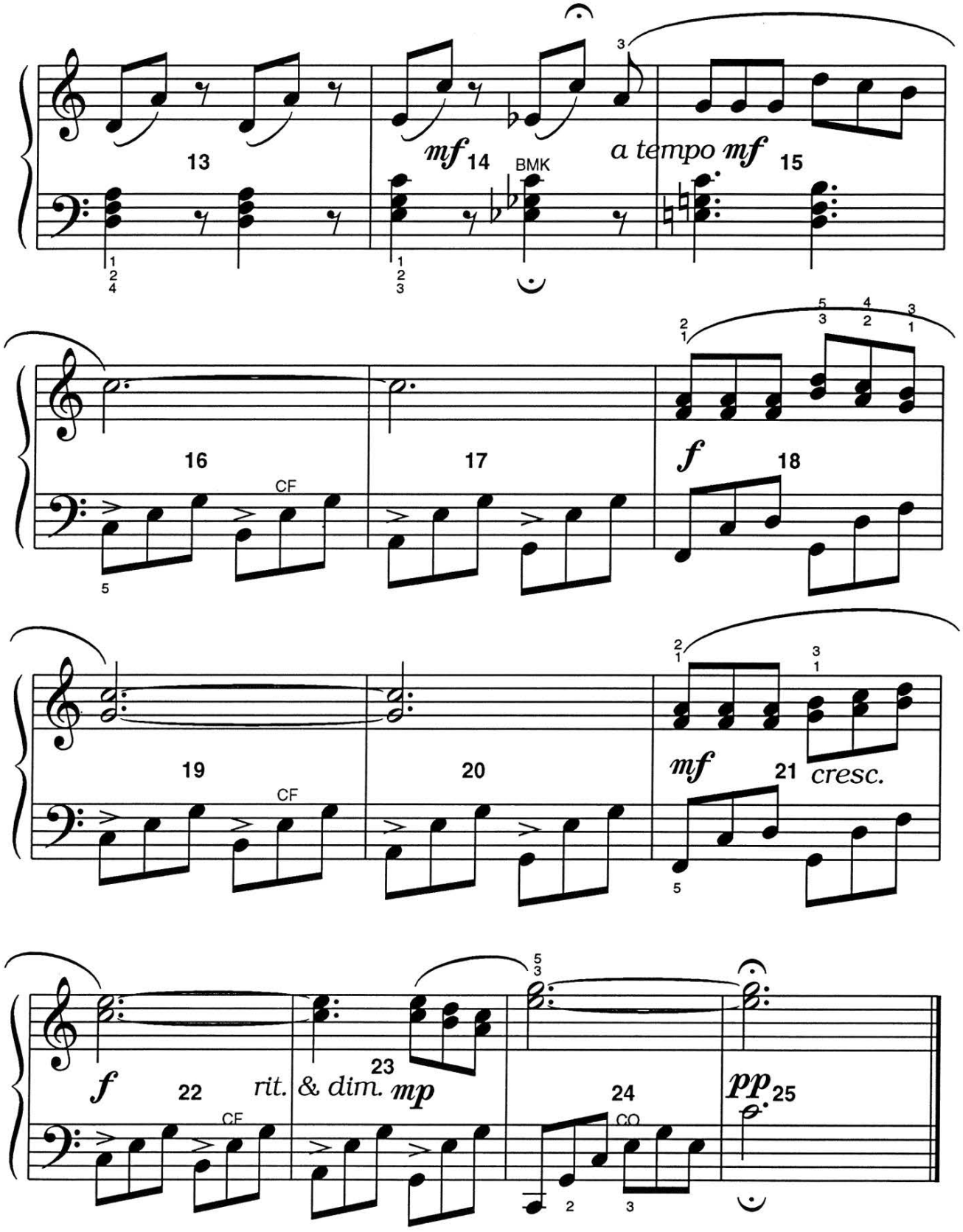


DCO = DOUBLE CROSS-OVER.

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(orchestrated accompaniment has a 2 measure count-in)

BMK = BLACK MOUNTAIN KEYS.



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FUN WITH RHYTHM!



6. The **TOP NUMBER** of the **TIME SIGNATURE** tells you how many _____ are in each measure.
(rests or beats?)
The **BOTTOM NUMBER** tells you what type of note receives _____ beat(s).
(1 or 8?)
The "8" stands for the **EIGHTH NOTE**.

$\frac{6}{8}$

Draw an **EIGHTH NOTE** : _____. Draw an **EIGHTH REST** : _____.

7. You have been studying **COMPOUND RHYTHM** for several lessons. **COMPOUND RHYTHM** is really **TRIPLET RHYTHM**. Some of the **TIME SIGNATURES** that identify **COMPOUND RHYTHM** are :

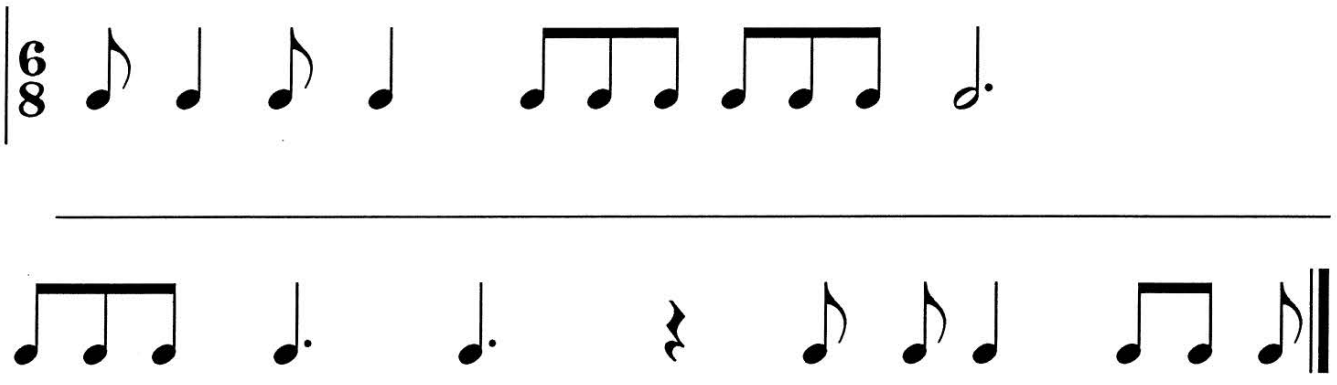
$\frac{3}{8}$	= 1 TRIPLET PER MEASURE	$\frac{6}{8}$	= 2 TRIPLETS PER MEASURE	$\frac{9}{8}$	= 3 TRIPLETS PER MEASURE	$\frac{12}{8}$	= 4 TRIPLETS PER MEASURE

6 / 8 RHYTHM means that every measure is equal to **TWO TRIPLETS.**_____
(yes or no?)

8. You may count **COMPOUND RHYTHM** with **NUMBERS:** "1 2 3 4 5 6," etc.
Or, you may count **COMPOUND RHYTHM** with **TRIPLET SOUNDS:** "1 + a 2 + a," etc.

BE ABLE TO COUNT BOTH WAYS! BOTH WAYS ARE CORRECT ! ! ! !

LOOK at the following **TIME SIGNATURE.** Draw bar-lines where needed to divide the notes and rests into measures. Write the counts using **TRIPLET SOUNDS:** "1 + a 2 + a," etc. **BE SURE THAT YOUR COUNTS ARE WRITTEN DIRECTLY UNDER THE NOTE, DOT, OR REST TO WHICH THE COUNT BELONGS! BE ACCURATE WITH YOUR COUNTING!**



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