The
MAYRON COLE PIANO METHOD

FUN SHEET ©

SARABANDE

(G.F. HÄNDEL)

NEW!

3
2 ←



1. **SOMETHING NEW!** Look at the **TIME SIGNATURE** in **SARABANDE.**

   The **TOP NUMBER** tells you **HOW MANY BEATS** are in one _____.
   (staff or measure?)

   The **BOTTOM NUMER** tells you **WHAT TYPE OF NOTE** receives _____beat(s).
   (1 or 2?)

   The "2" stands for the _____note.
   (half or two-eighths?)

   Draw a **HALF NOTE:** _____.

   Draw a **HALF REST:** _____.

2. The tempo marking for **SARABANDE** is **"LENTO."** This is an **ITALIAN WORD** that means "**very slowly**!"

   Turn to **SARABANDE** and circle "**LENTO**" with your pencil.

3. The **KEY SIGNATURE** for **SARABANDE** is one _____.
   (sharp or flat?)

4. **TWO SCALES** share the same key signature of **ONE FLAT.**
   The **MAJOR SCALE** that has one flat is _____**MAJOR**.
   (F or G?)

   To find its **RELATIVE MINOR**, go **DOWN** a **MINOR THIRD** from **F.**
   What is a **MINOR THIRD** down from F? _____
   (D or A?)

F R E E P I A N O M E T H O D . C O M
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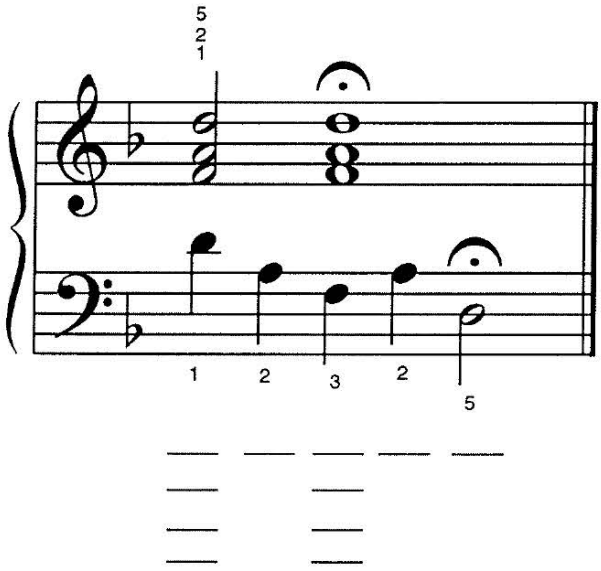
5. **SARABANDE** is written in the key of **D MINOR!**

Look at this **LAST MEASURE** from **SARABANDE.** Do you see how every note in this measure is "spelling" the **D-MINOR CHORD** of **"D - F - A"**? _____
(yes or no?)



Write the letter names below the notes in the above measure. Always write starting with the **LOWEST NOTE** when several notes are stacked atop each other!

6. **HELPFUL TIP**: Before you begin to play a composition, **always** turn to the **LAST MEASURE** in the composition. **MOST** compositions will end with the **TONE NOTE** (the **NOTE** upon which the scale is written). This **TONE NOTE** is usually the **LOWEST NOTE** at the end of the piece. Sometimes, it is also the **HIGHEST** note. Look at the above measure. What is the last note in the **LOW CLEF** ? _____ What is the **HIGHEST NOTE** in the **HIGH CLEF?**_____

Was your answer **"D"** ? _____

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DANCING THE SARABANDE ! ©
(A Little Music History)

The "**SARABANDE**" or "**SARABAND**" was one of the most beautiful of the royal court dances.

The **SARABANDE** may have originated in the Near East or even in Central America. When danced there, it was often accompanied with **CASTANETS.**

But, the **SARABANDE** soon became popular in the royal court of King Louis the XIII of France during the early 1600's. When the royalty began dancing the **SARABANDE**, the dance became very serious and stately! The **SARABANDE** evolved into a slow, elegant dance with three beats to the measure —much like a slow **MINUET** !

Many composers wrote music using the **SARABANDE** for inspiration! Often, it was "incorporated" into larger works such as **ARIAS.** By the late 1700's, the **SARABANDE** became less popular.

This **SARABANDE** was written in the early 1700's by G. F. Händel. Händel loved the **SARABANDE** and used it often in his writings.

Most **SARABANDES** were written in two parts. The first "part" was eight or sixteen measures long. The second "part" often was a variation on the melody used in the first "part."

Play this **SARABANDE** slowly. It might be fun to divide your class into teams — one team playing the **RIGHT-HAND PART**, the other playing the **LEFT-HAND PART** . **COUNT ALOUD** as you play. Can you do it?

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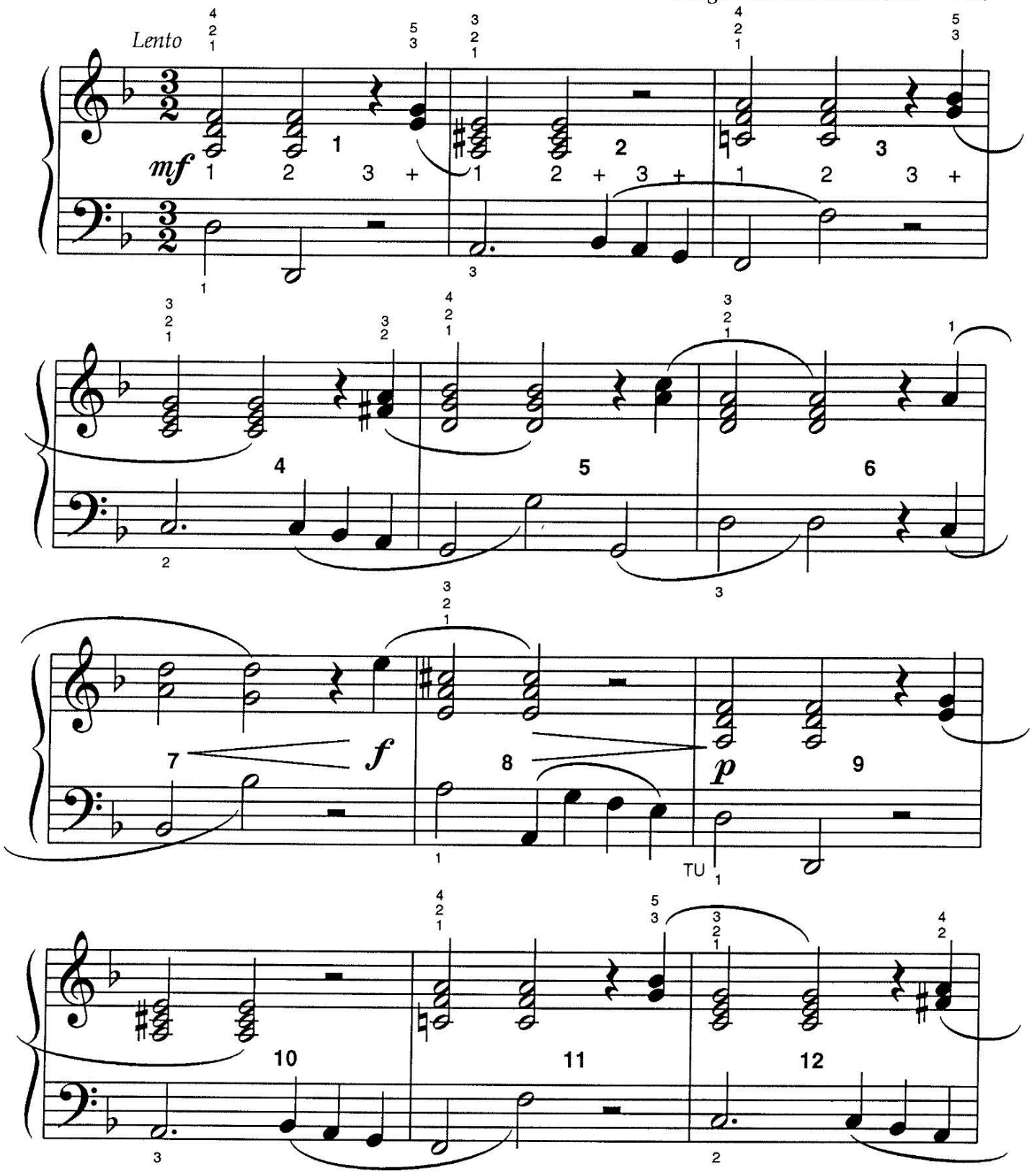
SARABANDE

(A SLOW SPANISH DANCE)

Georg Friedrich Händel (1685-1759)



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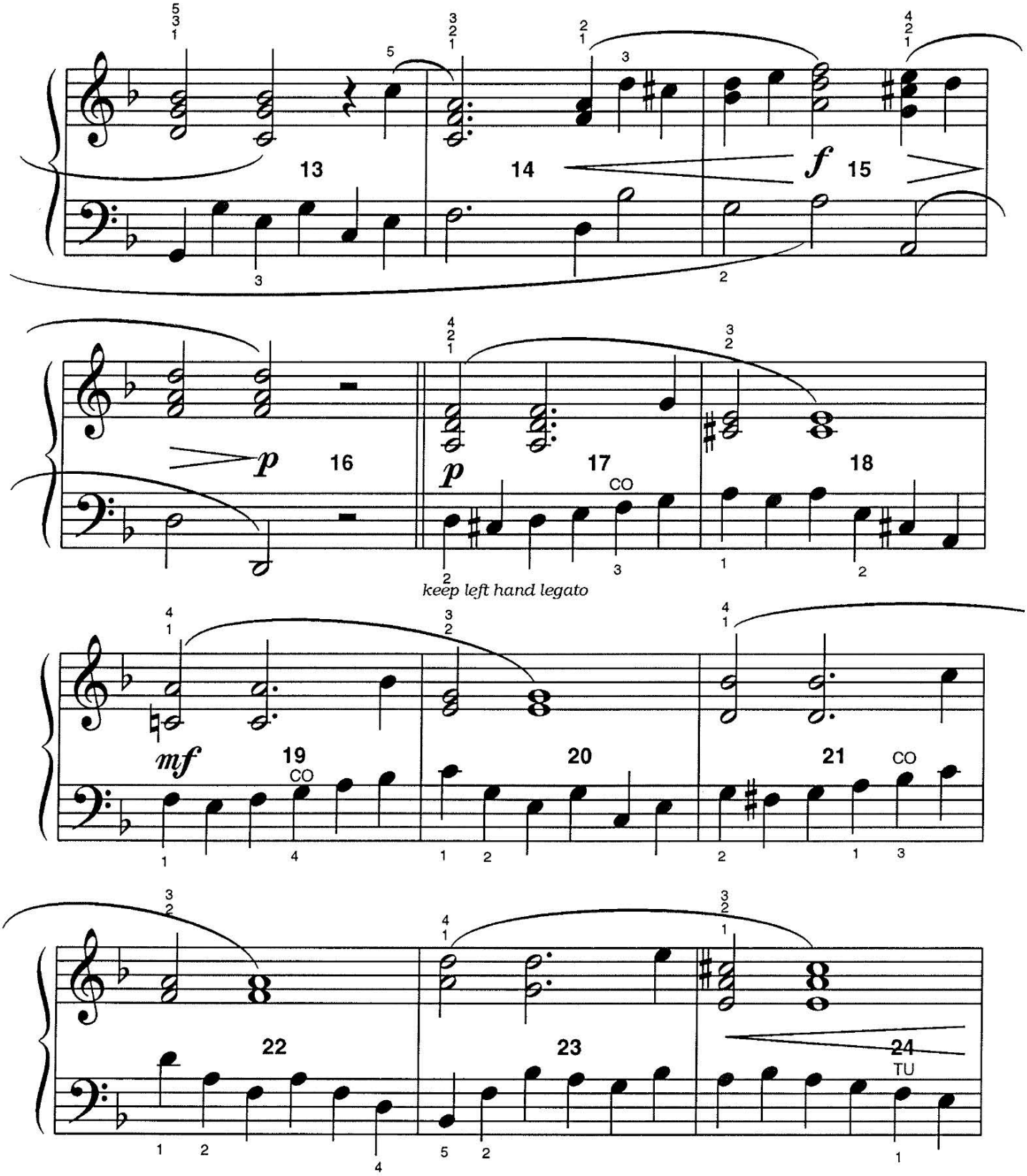
(orchestrated accompaniment has a 2 measure count-in)



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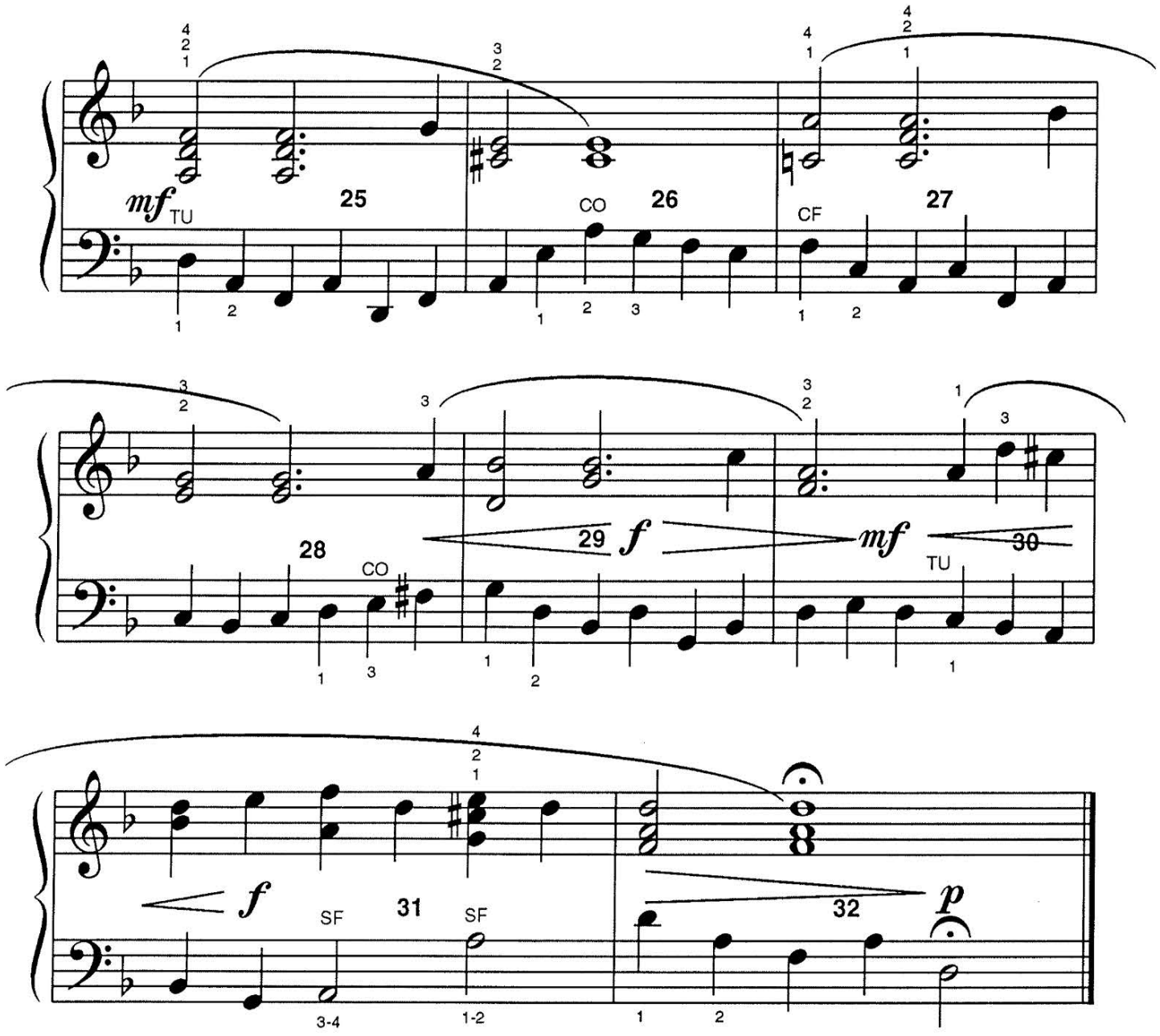

CO = CROSS OVER. TU = TUCK UNDER. CF = CHANGE FINGERS. SF = SUBSTITUTE FINGERING.

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The
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FUN SHEET ©

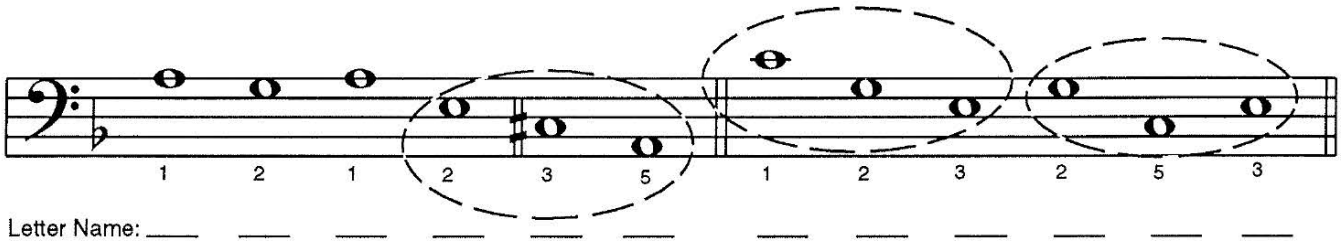
SARABANDE
(G.F. HÄNDEL)

1. There are some **HIDDEN BROKEN CHORDS** in the second "part" of **SARABANDE**. Some of the measures from this second part are written below in **WHOLE NOTES** for easy reading.

   The **HIDDEN BROKEN CHORDS** are "circled" for easier identification.

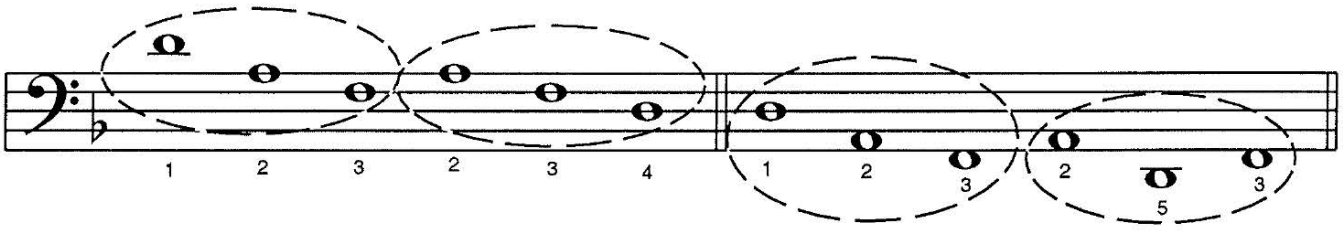
   Write the letter names below the notes on page 154 & 155. Then, play all of these measures three times and once more for your teacher.

Measure 18 Measure 20



Letter Name: ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____

Measure 22 Measure 25



____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____

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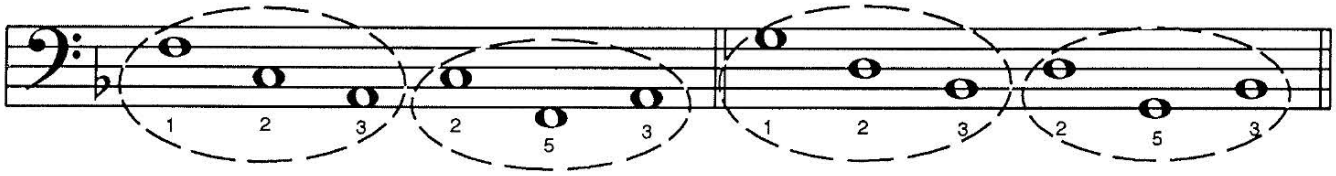
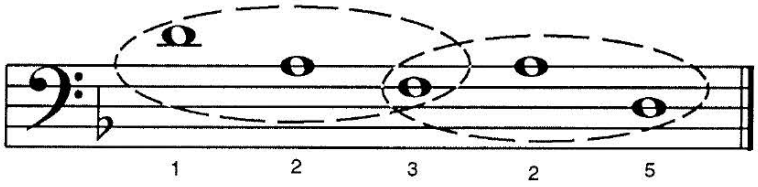
Measure 27 Measure 29



Measure 32



2. Next, with your piano class, play **ALOUD** all of the **BROKEN CHORDS** on pages 154 and 155. Count to 4 on each note, please; and **USE CORRECT FINGERING!**

Were you great? _____

3. Turn to the **SECOND PART** of the **SARABANDE**. Practice only the LEFT-HAND PART until you are great! Then, try the RIGHT-HAND PART. Next, slowly, play the two parts HANDS TOGETHER!

Yea for you!

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The
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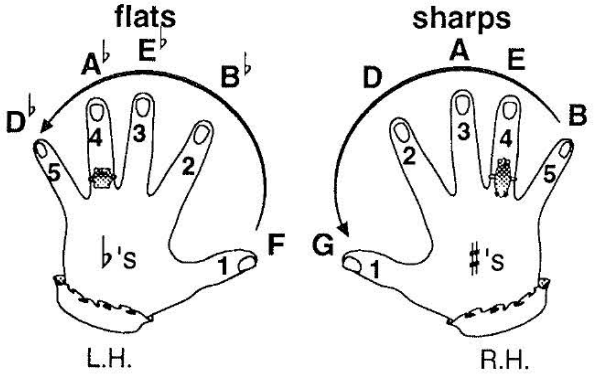
FUN SHEET
THE GREAT CASES OF THE PRIMARY CHORD DETECTIVE©!

MEMORY HELPER HANDS©
MAJOR SCALES



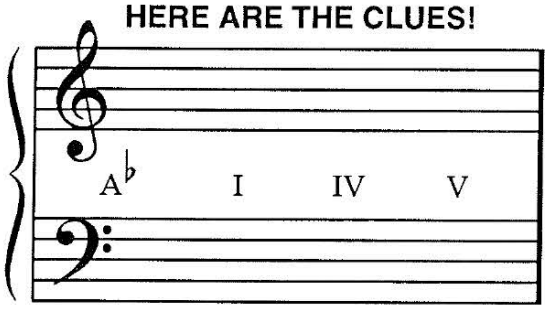
THE SEVEN FLATS IN ORDER:

____♭ ____♭ ____♭ ____♭ ____♭ ____♭ ____♭.

THE SEVEN SHARPS IN ORDER:

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

HERE ARE THE CLUES!



YOU HAVE BEEN SITTING AROUND
reviewing the
MEMORY HELPER HANDS©

when one of your greatest cases arrives in the mail!

You are challenged to complete this case in less than **TWO MINUTES**! Can you do it?

HERE ARE THE CLUES:

Scrawled on a small staff:

"**A♭ I IV V.**"

SIMPLE, as usual!

A♭ means, "**WHAT IS THE KEY SIGNATURE FOR A-FLAT MAJOR?**"

You review the **MEMORY HELPER HAND©** for **FLATS** and find that **THE KEY SIGNATURE FOR A-FLAT MAJOR IS** _____flats:
(3 or 4?)

____♭ ____♭ ____♭ ____♭.

You write the flats in **CORRECT ORDER** on both staffs.

TURN THIS PAGE FOR THE EXCITING CONCLUSION OF THIS CASE!

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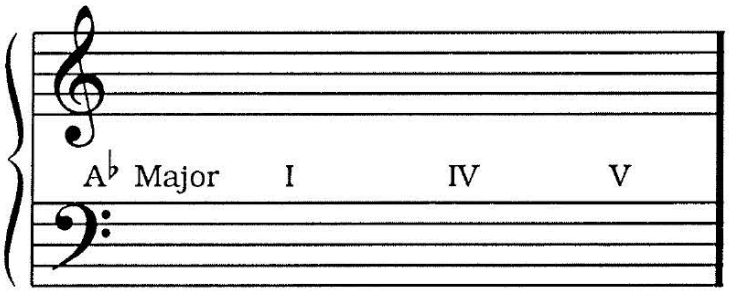
REVIEW: Again, you write the **KEY SIGNATURE** of **A-FLAT MAJOR ON BOTH OF THE STAFFS!**



Calmly, you think of the **FIVE LETTERS** in the musical alphabet beginning with "**A.**"

They are: **A** ___ ___ ___ **E**.
I **IV** **V**

You know that the
I = A CHORD;
IV = ___ CHORD; and
V = ___ CHORD.

You do **NOT** need to place **FLAT SIGNS** before any of the chord notes because the **FLAT SIGNS** are already in the **KEY SIGNATURE! YEA!**

You then write these **THREE CHORDS** on **BOTH STAFFS** in **ROOT POSITION !** This means that the main note is written on the **BOTTOM** of the chord!

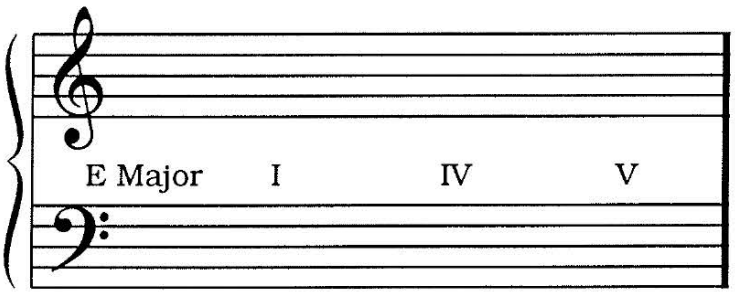


CASE SOLVED WITH TIME TO SPARE! YEA FOR YOU!!!

NOW, HERE IS A CASE FOR YOU TO SOLVE WITHOUT ANY HELP. CAN YOU DO IT?_____ AFTER YOU HAVE SOLVED THIS CASE, LET YOUR TEACHER CHECK TO SEE IF IT IS CORRECT!

Okay, here's a **SMALL AMOUNT** of help! To find **I IV V** think:

"**E F G A** B."
I IV V



TURN BACK ONE PAGE & REVIEW THE MEMORY HELPER HANDS© IF YOU WISH.

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