The MAYRON COLE PIANO METHOD

F O R T E

B I N G O G A M E

A Theory Board Game Designed by Colleen Mayron Cole for The Mayron Cole Piano Method©
Copyrighted by Maryon Cole

For Students in Level 2 or early Level 3
2 - 8 players

FORTE Bingo is an ideal theory game for young students and/or large classes in Levels 2 and early Level 3. Since each child is involved with every question, FORTE Bingo holds all of the students' attention throughout the duration of the game. Of course, older students and/or small classes enjoy FORTE Bingo as well!

CONCEPTS COVERED… **FORTE** Bingo is recommended for students that have reached at least page 40 in Level 2 (PIANO Bingo can be used for early Level 2 students). FORTE Bingo quizzes students' knowledge of low bass clef notes, piano vocabulary, and the basic theory concepts covered in Levels 1 and 2. Students that have reached at least page 72 in Level 2 will know all of the concepts covered in FORTE Bingo. For students that are between pages 40 and 72, there may be a question here or there that the students will not know; this is a great time to go ahead and introduce that new concept to the students.

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



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

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

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

HOW TO PLAY… The teacher draws an answer card out of the red bag, and tells the students which letter's column to look under - F, O, R, T or E; then gives the students the corresponding clue (see CLUES on the following pages). If a student has the answer on his/her card, the student places a "coin" on the appropriate

square. For young students and beginning students, the teacher should look at each student's card to see if he/she has found the correct answer.

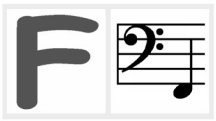
THE TEACHER'S CARD… The teacher should place the teacher's card on a different table than the students' cards. After giving a clue, place the clue under the appropriate letter on your Teacher's Card. At the end of the game, you will be able to quickly reference which clues have been given for each letter.

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

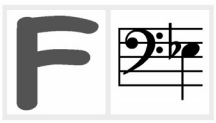
A LITTLE MORE SUSPENSE… For older students and/or students who have played **FORTE** Bingo a few times, the teacher can tell the students which letter's column to look under, give the students the clue, but then does not help the students in any other manner. Each student will need to know the answer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

“F” CLUES

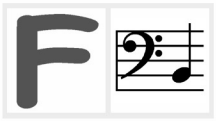
Have the students look under the “F” column…



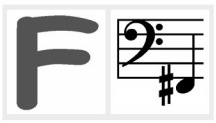
Clue for the students: “This note is F.”



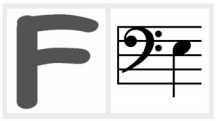
Clue for the students: “This note is E-flat



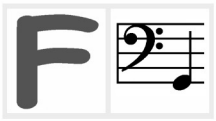
Clue for the students: “This note is B.”



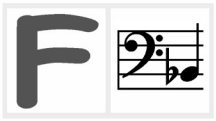
Clue for the students: “This note is F-sharp.”.



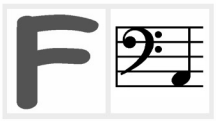
Clue for the students: “This note is E.”



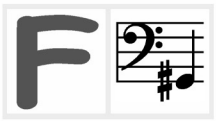
Clue for the students: “This note is G.”



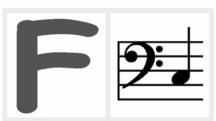
Clue for the students: “This note is B-flat.”



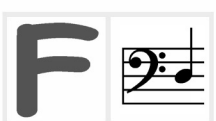
Clue for the students: “This note is A.”



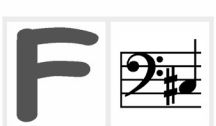
Clue for the students: “This note is G-sharp.”



Clue for the students: “This note is C.”



Clue for the students: “This note is D.”



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

“O” CLUES

Have the students look under the “O” column…

O *mezzo piano*	Clue for the students: “This is the Italian word for medium-soft.”
O *ritardando*	Clue for the students: “This is the Italian word that tells you to gradually slow down.”
O *staccato*	Clue for the students: “This is the Italian word that tells you to play the key like it’s hot.”
O *D.C. al Fine*	Clue for the students: “This is Italian for go back to the beginning and play until you see the word *Fine*.”
O *mezzo forte*	Clue for the students: “This is the Italian word for medium-loud.”
O *diminuendo*	Clue for the students: “This is the Italian word that tells you to gradually play softer.”
O *ottava*	Clue for the students: “This is the Italian word for play an octave higher or lower.”
O *piano*	Clue for the students: “This is the Italian word for soft.”
O *a tempo*	Clue for the students: “This is Italian for go back to your original speed.”
O *fermata*	Clue for the students: “This is the Italian word that tells you to hold the note a little bit longer.”
O *pianissimo*	Clue for the students: “This is the Italian word for very soft.”
O *forte*	Clue for the students: “This is the Italian word for loud.”

“R” CLUES

Have the students look under the “R” column…



Clue for the students: “This harmonic interval is a third.”



Clue for the students: “This harmonic interval is a second.”



Clue for the students: “This harmonic interval is a fourth.”



Clue for the students: “This finger is pointing to the number in the time signature that tells you that there will be 3 beats in each measure.”



Clue for the students: “This finger is pointing to the number in the time signature that tells you that the quarter note will receive one beat.”



Clue for the students: “This is a half rest.”



Clue for the students: “This is a whole rest.”



Clue for the students: Go to the piano and play the following rhythm (or tap it on the table while you count) and say, “This is the rhythm I’m counting: 1 – 2; 1 +; 1 +.”



Clue for the students: Go to the piano and play the following rhythm (or tap it on the table while you count) and say, “This is the rhythm I’m counting: 1 + 2; +; 1; 1.”



Clue for the students: Go to the piano and play the following rhythm (or tap it on the table while you count) and say, “This is the rhythm I’m counting: 1 – 2; 1 + 2; +.”



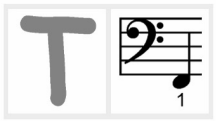
Clue for the students: Go to the piano and play the following rhythm (or tap it on the table while you count) and say, “This is the rhythm I’m counting: 1 ; 1 + 2 ; +.”



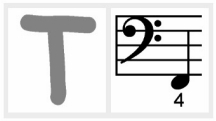
Clue for the students: Go to the piano and play the following rhythm (or tap it on the table while you count) and say, “This is the rhythm I’m counting: 1 + 2; +; 1 - 2.”

“T” CLUES

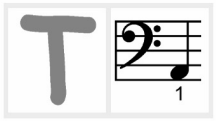
Have the students look under the “T” column…



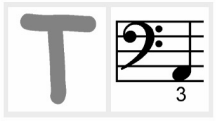
Clue for the students: As you are wiggling your thumb say, “You are going to play this F with this finger.”



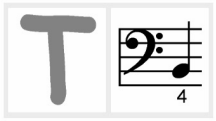
Clue for the students: As you are wiggling your ring finger say, “You are going to play this F with this finger.”



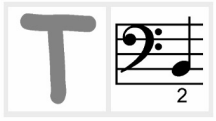
Clue for the students: As you are wiggling your thumb say, “You are going to play this A with this finger.”



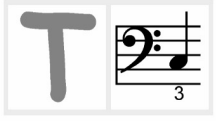
Clue for the students: As you are wiggling your middle finger say, “You are going to play this A with this finger.”



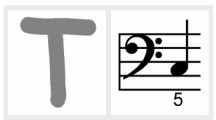
Clue for the students: As you are wiggling your ring finger say, “You are going to play this B with this finger.”



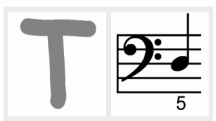
Clue for the students: As you are wiggling your index finger say, “You are going to play this B with this finger.”



Clue for the students: As you are wiggling your middle finger say, “You are going to play this C with this finger.”



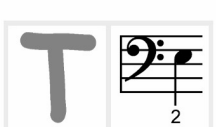
Clue for the students: As you are wiggling your little finger say, “You are going to play this C with this finger.”



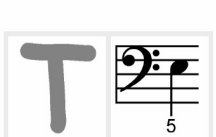
Clue for the students: As you are wiggling your little finger say, “You are going to play this D with this finger.”



Clue for the students: As you are wiggling your ring finger say, “You are going to play this D with this finger.”



Clue for the students: As you are wiggling your index finger say, “You are going to play this E with this finger.”



Clue for the students: As you are wiggling your little finger say, “You are going to play this E with this finger.”

“E” CLUES

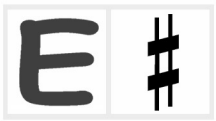
Have the students look under the “E” column…



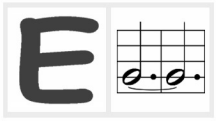
Clue for the students: “This is a natural sign.”



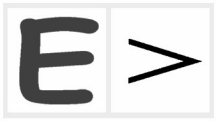
Clue for the students: “This is a flat sign.”



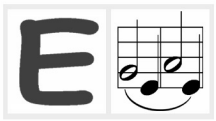
Clue for the students: “This is a sharp sign.”



Clue for the students: “This is a tie.”



Clue for the students: “This is an accent mark.”



Clue for the students: “This is a slur.”



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



Clue for the students: “This is a dotted quarter note.”



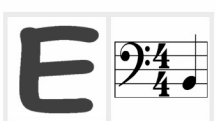
Clue for the students: “These are two-eighth notes.”



Clue for the students: “This is one eighth note.”



Clue for the students: “This is a repeat sign.”



Clue for the students: “This is a split measure, also known as a pick-up measure or an anacrusis.” If the students have trouble identifying the answer, ask “What is a split measure? It’s when there are less than the correct number of beats in the first measure.”

The MAYRON COLE PIANO METHOD

Permission to Copy
The Mayron Cole Piano Method

Although Mayron Cole owns the copyright to this pdf file, she is granting permission to copy it only under the following condition: Teachers and students may print this pdf file at home, school, or at their local print shop; and teachers and students may download, view, copy and/or share this file digitally.

If you have any questions, please contact The Mayron Cole Piano Method at staff@freepianomethod.com.

