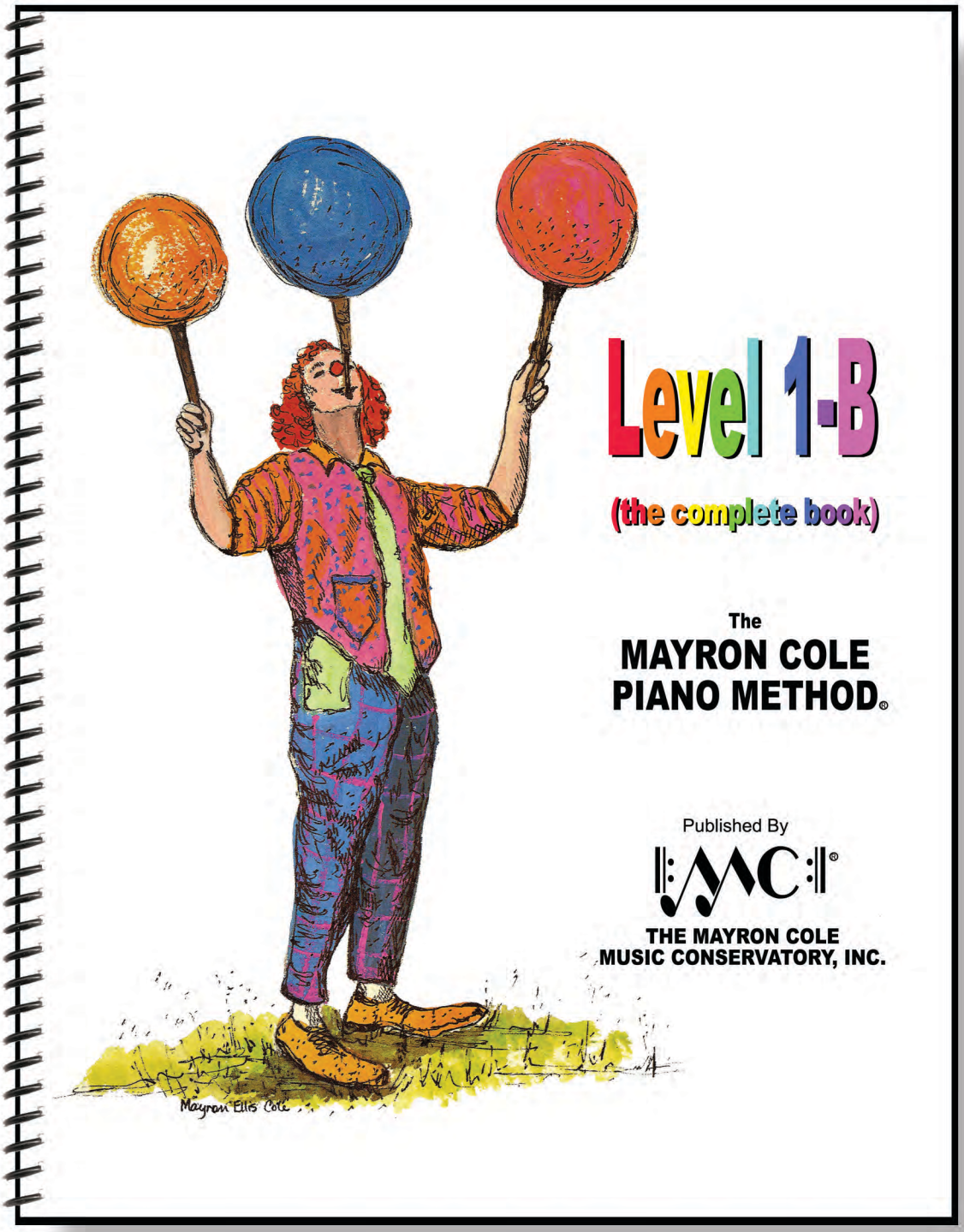

TEACHER'S MANUAL

The MAYRON COLE PIANO METHOD

Level 1-B Teacher's Manual
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You may slow or accelerate this course any time you think it is necessary. The following lessons are merely suggestions. Use your own good judgment about the speed YOUR students should go.

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The Mayron Cole Piano Method© is built on the following theory developed by Mayron Cole.

LEARNING TO PLAY THE PIANO INVOLVES THREE BASIC STEPS

1. Learn to play and count rhythms correctly.
2. Learn where the keys are on the piano keyboard.
3. Learn to read staff notes.

Steps 1 and 2 are taught in all of our beginning level books: Blast Off with Piano Junior, Blast Off with Piano, EZ Keys, Menehune, Level 1A and Older Beginner Level 1.

Step 3 (Learn to read staff notes) is the most difficult of the three steps because it requires abstract reasoning. Staff note reading is begun in Level 1A or Older Beginner Level 1.

Other facets to piano playing such as hand position, fingering, dynamics, pedaling, phrasing, interpretation, articulation, correct posture at the keyboard, playing inner voices, etc, are interspersed within the above three steps.

SCHEDULING YOUR PIANO CLASS TIME

Most piano classes can be divided into four periods:

1. Old Music Time
   hear last lesson's music plus some of the 4-B-4 (the four prior compositions assigned in previous lessons)
2. New Music Time
   teach today's music as a group
3. Game Time
   new & old concepts are learned and reviewed
4. Theory Funsheet Time

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



The MAYRON COLE PIANO METHOD

How to Decide Which Orchestrated Accompaniment Format is Right for You

There are teacher's accompaniments in this manual, or you may purchase orchestrated accompaniments in a variety of formats:

MIDI files (via e-mail)

- **Midi files are the format that we recommend.**
  Why? Midi files have the unique ability to be played at ***any speed*** without changing the pitch of the music. This ability enables the student to slow the accompaniment down as much as needed when first learning a composition.
- In addition to giving you complete control over the tempo of the accompaniment, midi files allow you to turn various instruments on and off within the orchestration. This function enables beginners to turn off all of the orchestral instruments and play along with just the piano.
- The midi files are used with a PC computer (not Mac) or an iPad/iPhone (not Android).
- Midi files will be emailed to you within 2 business days.

MP3 files (via e-mail)

- If you want to play your orchestrated accompaniments on an mp3 player, then this option is for you.
- The mp3 files have each composition recorded at three speeds:
  - The fastest of the three speeds is full speed for performance.
  - The middle speed is very useful in class.
  - The slow speed is used while learning a new composition. However, it is not as slow as the slowest speed one can achieve with the midi files.
- MP3 files will be emailed to you within 2 business days.

CD (via USPS or FedEx)

- The CD is an item that is shipped to you and is for use in any CD player.
- The accompaniment CDs have each composition recorded at three speeds:
  - The fastest of the three speeds is full speed for performance.
  - The middle speed is very useful in class.
  - The slow speed is used while learning a new composition. However, it is not as slow as the slowest speed one can achieve with the midi files.

The MAYRON COLE PIANO METHOD

HOW TO LOOK GREAT WHILE PLAYING THE PIANO

1. Be sure that you are sitting on the bench with your feet directly in front of the pedals.
2. Your nose should be in front of Middle C.
3. Sit with the piano bench positioned back from the piano enough that you can stand easily without touching or moving the bench.
4. Sit on the front half, or less, of the bench. Your feet should touch the floor.
5. Your feet should be parallel to each other, but your right foot should be slightly in front of your left foot.
6. Your back should be straight.
7. Try to have a pleasant expression on your face. Making "faces" when you make an error is wrong.
8. Float your hands above the keys. Let your fingers gently curve down as you play.
9. Don't play "flat fingered."
10. Don't hump your wrists up or let them droop down. There should be an invisible line from your knuckles to the bend of your arm.
11. Never allow your wrists, or any unused fingers, to hang off of the keyboard and rest on the board beneath the keys.
12. If using a pedal, keep your heel on the floor and push the pedal with the ball of your foot.
13. Remember to end the piece with your hands lifting from the keys at the same moment that your foot lifts from the pedal.
14. When your music is finished, your hands return to your lap. Then, you stand and move to the end of the bench closest to your audience. Nod your head and say, "Thank you." Applause is the audience's way of saying, "You played well!" You must use good manners and say, " Thank you."
15. After you have acknowledged the audience's applause, turn and remove any music from the music rack.
16. When people tell you that you played well, simply say " Thank you." Don't rehash every little error to everyone within earshot. That is not needed.
17. Act as if you enjoy playing your music, and your audience will enjoy listening to you.

READ THIS PAGE MANY TIMES DURING THE YEAR

The MAYRON COLE PIANO METHOD

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 as they attempt to teach several mini-private lessons to every 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, order our seminar video/DVD, Teaching the Early Levels, 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.
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. Have class recitals the last lesson before the winter 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" he/she 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. Do not use 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, happy faces 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. Assign today's lesson plus the "4-B-4". The "4-B-4" means the four compositions assigned before today's lesson.
7. In order to "'bear" each student play by him/herself 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 our orchestrated accompaniments for each of your students for better "at home" practicing.
9. Our original theory game mats make learning more enjoyable. We have five different game mats available.
10. Do not allow the piano class to become fragmented. Schedule "ketchup" days when needed. Put a bottle of ketchup on your piano and announce, "It's ketchup day!" This means no new music is assigned that day. Each child plays a solo for the class if they like, and two theory games are played instead of one. Review lots of previously learned music, too. Ketchup day gives all the students an extra week to finish any unlearned pieces and complete theory worksheets. Next lesson all students should be at the same place in their lesson books and the class will not be frag-mented. Hooray for ketchup day!

The MAYRON COLE PIANO METHOD

Suggestions for Managing Theory Games

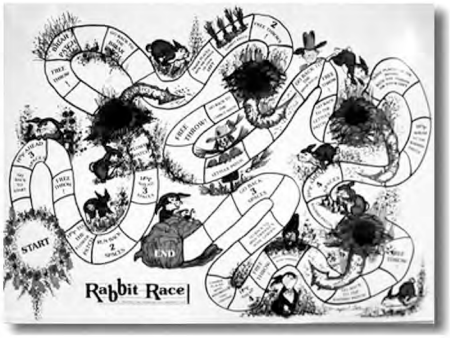
- Have each student roll the die when the class sits down for game-time. Tell students that whoever rolls the highest number gets to go first, and whoever rolls the lowest number gets to pick the game. Students enjoy getting to have some control over their class. The Mayron Cole Piano Method has five game mats. Visit www.MCpiano.com for details.
- To minimize time lost to rolling the die and moving on the board, divide the class into two teams. This way, a class of six or eight students only rolls and moves twice per round.
    - To choose the pawn color in teams, there are a few options:
        1. Place all of the pawns in a bag or hat. One member of each team closes their eyes as they reach into the bag. The pawn selected is the team's color for this game.
        2. Allow each student to choose their own pawn, but still have teams. For example, if you have six students in a class. The pawns selected are blue, green, red, black, orange, and yellow. Three students now become the blue/black/orange team. The other three students become the green/red/yellow team. Treat the three pawns for each team as one pawn, moving the three pawns around the board as a group.
        3. Have the team discuss which color they want and come to a group agreement as to which pawn they will be. Do not waste too much game time on selecting pawns. Perhaps you count to ten, and the group decision has to be made otherwise you will select a color for them.
    - Ask each student in the team a question before the team rolls and moves.
        - The questions can be to individual students such as:
            - *Karen, what is another name for the G-Clef?* **Ans: Treble Clef**
            - *Quinn, what does D.C. al Fine tell you to do?* **Ans: Go back to the beginning and play until you see the Fine**
            - *Troy, how do you know when you have reached the end of the composition?* **Ans: There is a double-bar line at the end**
            - *Paola, which hand plays everything written in the Bass Clef?* **Ans: Left**
            - Now that each team member has answered a question, the team rolls the die once and moves on the board as a group.
        - The questions can be asked to the team as a whole:
            - *Karen, Quinn, Troy, and Paola, clap and count the rhythm in the top line of this composition for me.*
            - Now that the team as a whole has answered a question, the team rolls the die once and moves on the board as a group.
        - Don't always ask questions to individuals or to the team as a whole. Mix it up to keep the games exciting and fun.
- Keep an eye on the time. The game can end before a team reaches the finish line on the board. If you are running short on time, say *"This is our last time around."* If a game ended quickly and you have more time, play again. If you don't have time for another full game, use two dice to move through the board more quickly.
- Our PIANO BINGO game is created specifically for Mayron Cole Piano Method Level 1-B students. Visit www.MCpiano.com for details. This game is a wonderful option for keeping all students involved with each question of the game. Allow at least 15 minutes playing and cleaning up a bingo game.
- Keep control of the group. Remember you are the one in charge. Do not allow disruptive behavior during the game. If a student misbehaves, tell the student that if you have to correct his/her behavior again, his/her team will lose a turn in the game. The other teammates will then get involved in making sure everyone behaves well.

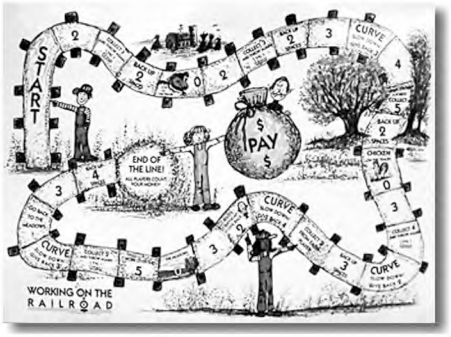
KEEP PIANO CLASS FUN AND ENERGETIC WITH GAME MATS CREATED BY MAYRON COLE

SKI MANIAC MOUNTAIN



RABBIT RACE

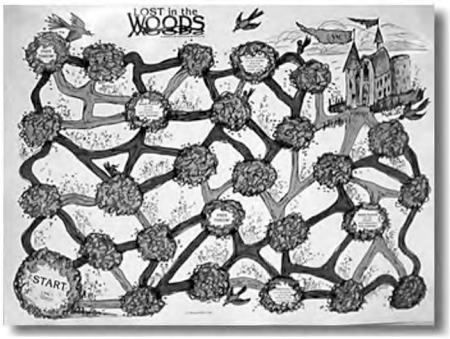




WORKING ON THE RAILROAD



UNDER THE SEA



LOST IN THE WOODS

PURCHASE
ALL FIVE TOGETHER
AND SAVE

The
MAYRON COLE PIANO METHOD

ADVERTISEMENT

HOW TO TEACH LEVEL 1A, LEVEL 1B, AND OLDER BEGINNER LEVEL 1 WEBINAR

This video recording of a live one-hour webinar hosted by Colleen Cole discusses how to teach Level 1A, Level 1B, and Older Beginner Level 1 of The Mayron Cole Piano Method. Topics include class time management, sample questions for game-time, and helpful tips for teaching piano in a group setting. You will be e-mailed the outline from the webinar as well as a link to a recording of the webinar which you may view as many times as you like for up to 3 months.

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Teachers: *The Mayron Cole Piano Method provides a student centered learning environment for your pianists. Your classes should move at a pace that meets the students' needs, not necessarily your pre-planned lesson. This manual was designed for an average 8 or 9 year-old class. Older students can learn two lessons per class time; younger students might not finish a full lesson in each class time.*

LEVEL 1-B
LESSON 1

45 minutes

Student Book pages 163-168

MUSIC:	A Dark Night; Cowboy's Song; Coffee Pot
LESSON CONCEPTS:	Bass Clef Notes G, A, B, B-flat
SUPPLIES NEEDED:	Theory Game Mat; Pastel Watercolor Markers; Pencils; Small Keyboard

IT'S TIME TO START (1 minute)
Today is the first lesson of Level 1-B. If your students are using the loose-leaf packets of music that go in binders, hand out to each student all the pages through page 168. They place these pages in their method binders, and are ready to start the lesson.

GO TO GAME TIME (14 minutes)
See page 10 for ideas on managing the game.

Teach today's new concept, bass clef G. Say to students:

- (place your small keyboard on the game mat) *You know that the top line in the bass staff is A. What key is below A on the piano?* **Ans: G**
- (turn to the page in this manual that shows the A on the staff) *If G is below A on the piano, what note do you think is below A on the staff?* **Ans: G**
- (turn to the page in this manual that shows the G on the staff) *This note is G. Since this G is* ***below*** *middle C on the staff, we will play the G that is* ***below*** *middle C on the piano.*

Look at the music for today's lesson and ask questions that analyzing everything about that composition. For example:

- *Keesha, look at the three notes that will be used in A Dark Night. What are they?* **Ans: G, A, B-flat.** *Is B-flat black key 1, 2, or 3?* **Ans: 3**

- *Sergio, tell me the letter names of the notes in the first line of A Dark Night.* **Ans: G, A, B-flat, A, G**
- *Tracy, look at the last note of A Dark Night. What is its letter name?* **Ans: G**
- *Jacob, what is that "birds eye" really called and what does it mean?* **Ans: Fermata; hold a little longer**
- *Ludwig, how many B-flats are there in A Dark Night?* **Ans: 5**
- *Chan, look at the last two notes of Cowboy's Song. How many beats do they equal?* **Ans: 6**
- *Everyone, for a free throw, tell me the letter names of the first line of The Coffee Pot.* **Class answers as a group as you point to each note, Ans: G, B, G, B, G, A, A, A, G**
- *Keesha, look at the first measure of The Coffee Pot. How many beats do you see?* **Ans: 1** *Where are the missing beats?* **Ans: The last measure of the piece**

And so on...
Play the game long enough for each student to know the new note G. But don't stay at game time too long. These students are here today to learn to play the piano. Yea!

WORKSHEET TIME (5 minutes)
Students bring their binders to the worksheet area.

- page 163. These notes will be played at their keyboards in a few minutes.
- page 164: To keep your students "honest", have them work the Mystery Message starting at the end of the message and working to the first of the message. Hopefully, your students will identify each note and not complete the Mystery Message by reading the words.
- page 165: Work this page as a group. Remember--GROUP ACTIVITES.

IT'S TIME TO LEARN THE NEW MUSIC (25 minutes)
A Dark Night (student book pg 166)

- To learn the location of the new notes, students disregard the actual rhythms and count to four on each note. Like this: G-2-3-4; A-2-3-4, etc.
- Repeat, counting to the correct rhythm for each note. Go as slowly as you need to hold the group together.

A Cowboy's Song (student book pg 167)

- Have the students find and color every G note with a pastel watercolor marker.
- Have the students play the first line of music together, then stand/move to the next keyboard and play the second line of music together, etc. Students must leave their music on their respective keyboards for others to use as they rotate keyboards. Count to eight between each line of music; this gives students time to get to the next keyboard and be seated. This exercise usually gets lots of laughs.

The Coffee Pot (student book pg 168)

- Play The Coffee Pot together as a group two times.

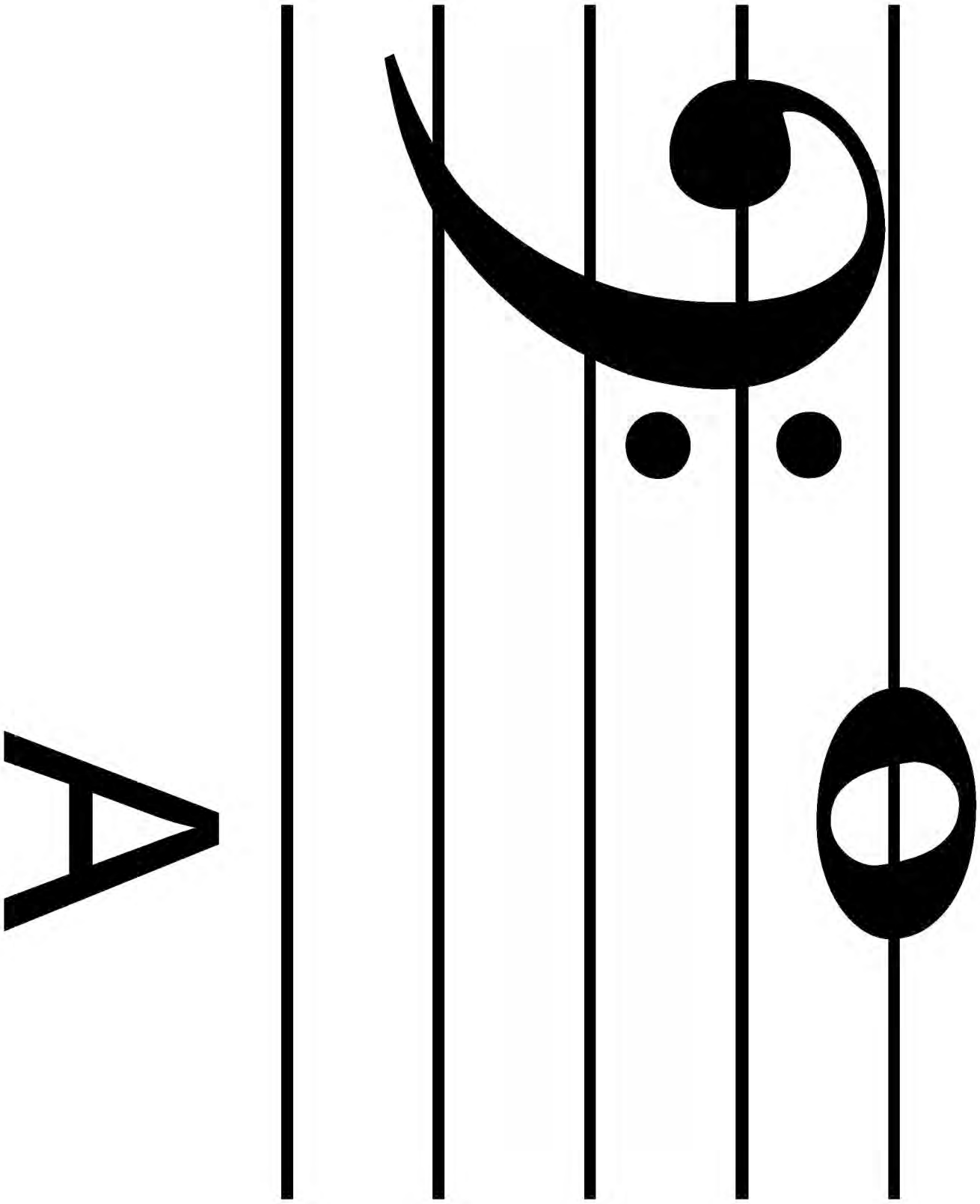
- Then, assign the first line of music to Student A; the second line of music to Student B; the third line of music to Student C; etc. Each student plays his/her line of music for the group. But all must watch their music and listen in order to come in on their lines of music at the correct time. If you have three students in the class, have all students play Line 4 together. If you have more than four students per class, assign a line of music to two or more students. They will play their assigned line in "ensemble".

LESSON ASSIGNMENT MARKER

- If you are using loose-leaf music/binder, have the students place the cardboard page (that comes with the music packets) in front of the pages that are assigned today. Be sure to include the 4-B-4 for review. Always review, review, review. You will be glad you have when you see how well your students are progressing.
- If your students are using spiral-bound books, purchase some large plastic paper clips at an office supply shop. Students place a paper clip on the first page and last page that are assigned.
- Students may also check the assigned music on their Table of Contents.

NOTES:

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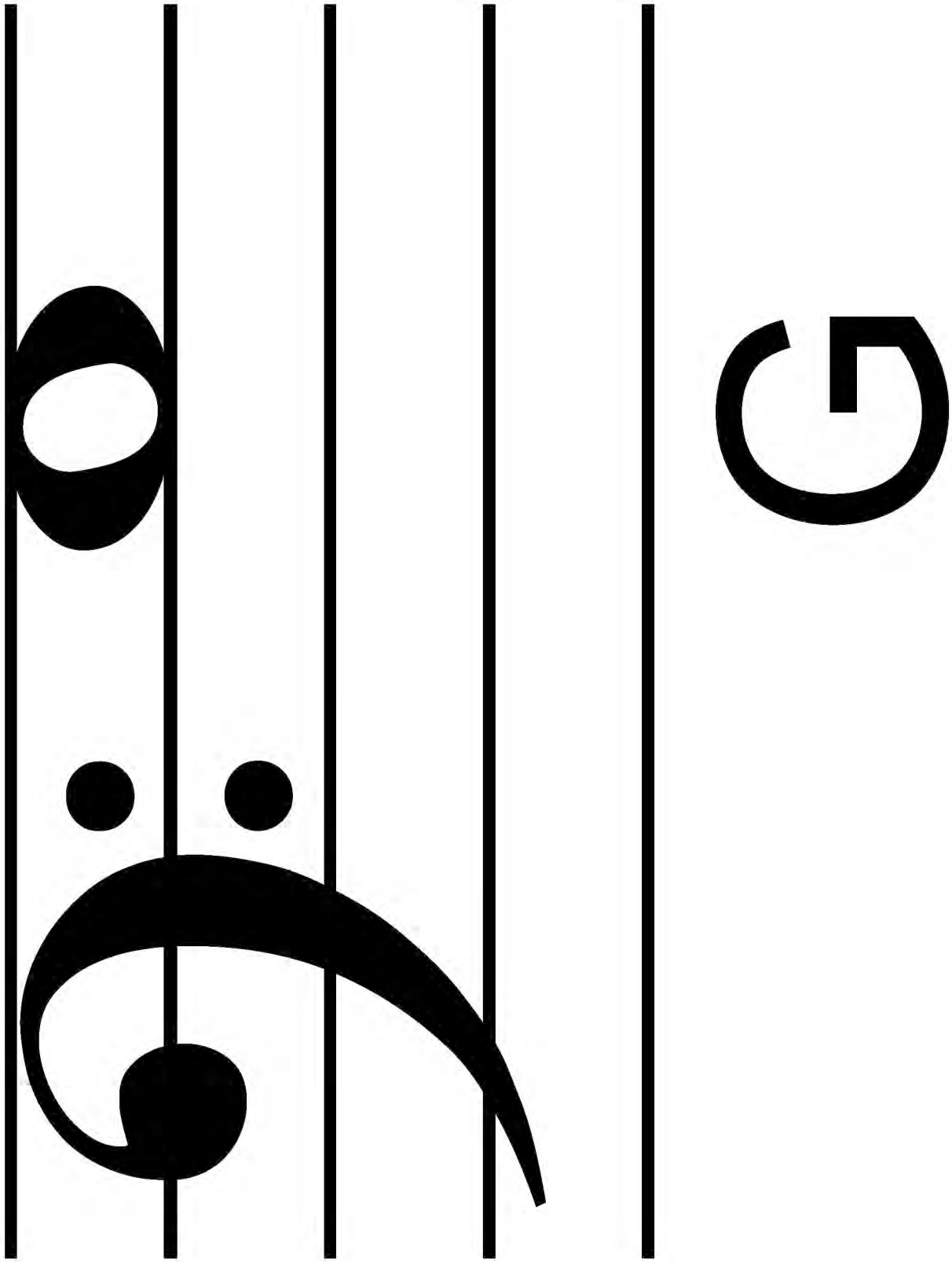
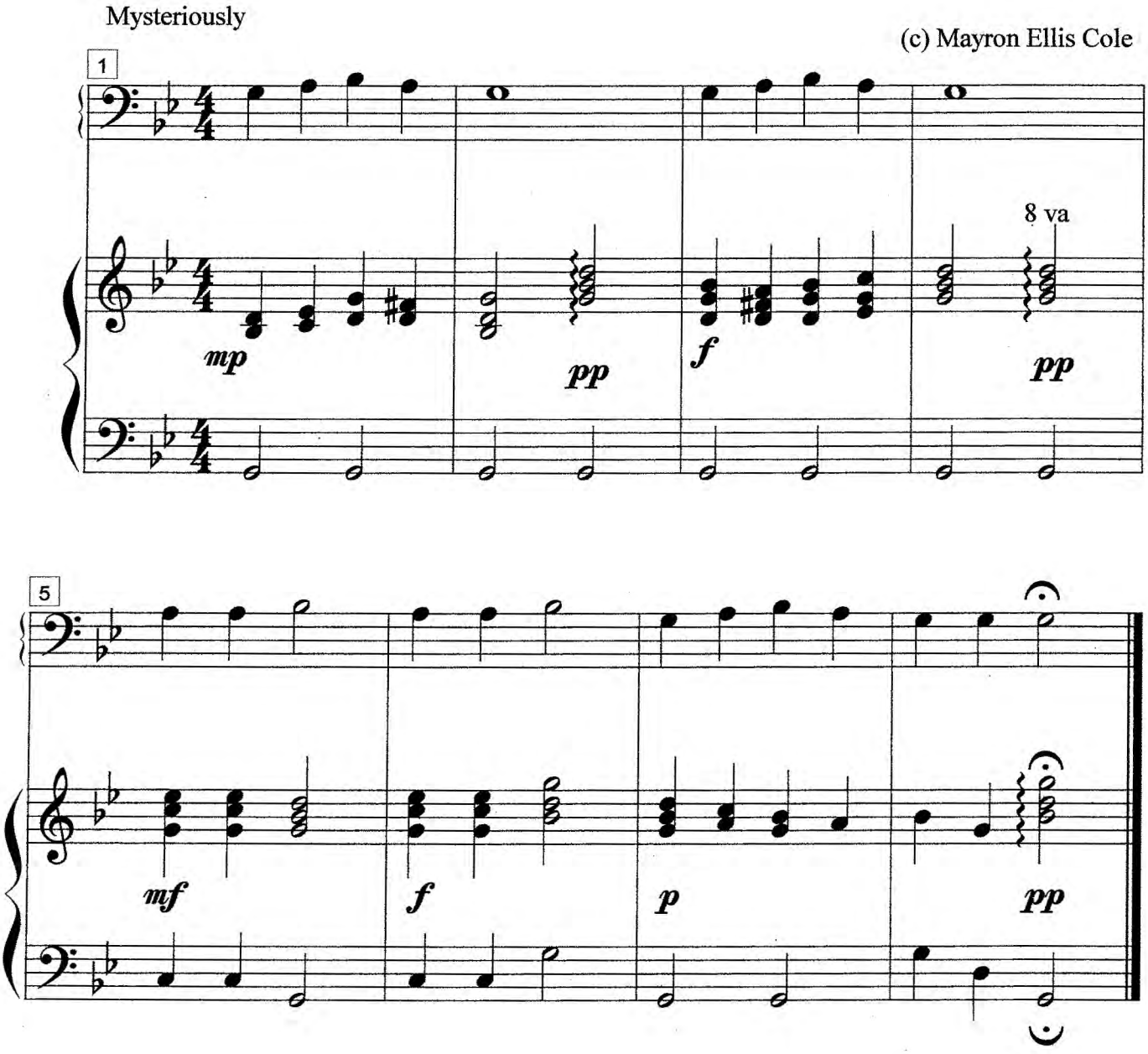


TEACHER'S ACCOMPANIMENT

A DARK NIGHT

STUDENT BOOK PAGE 166



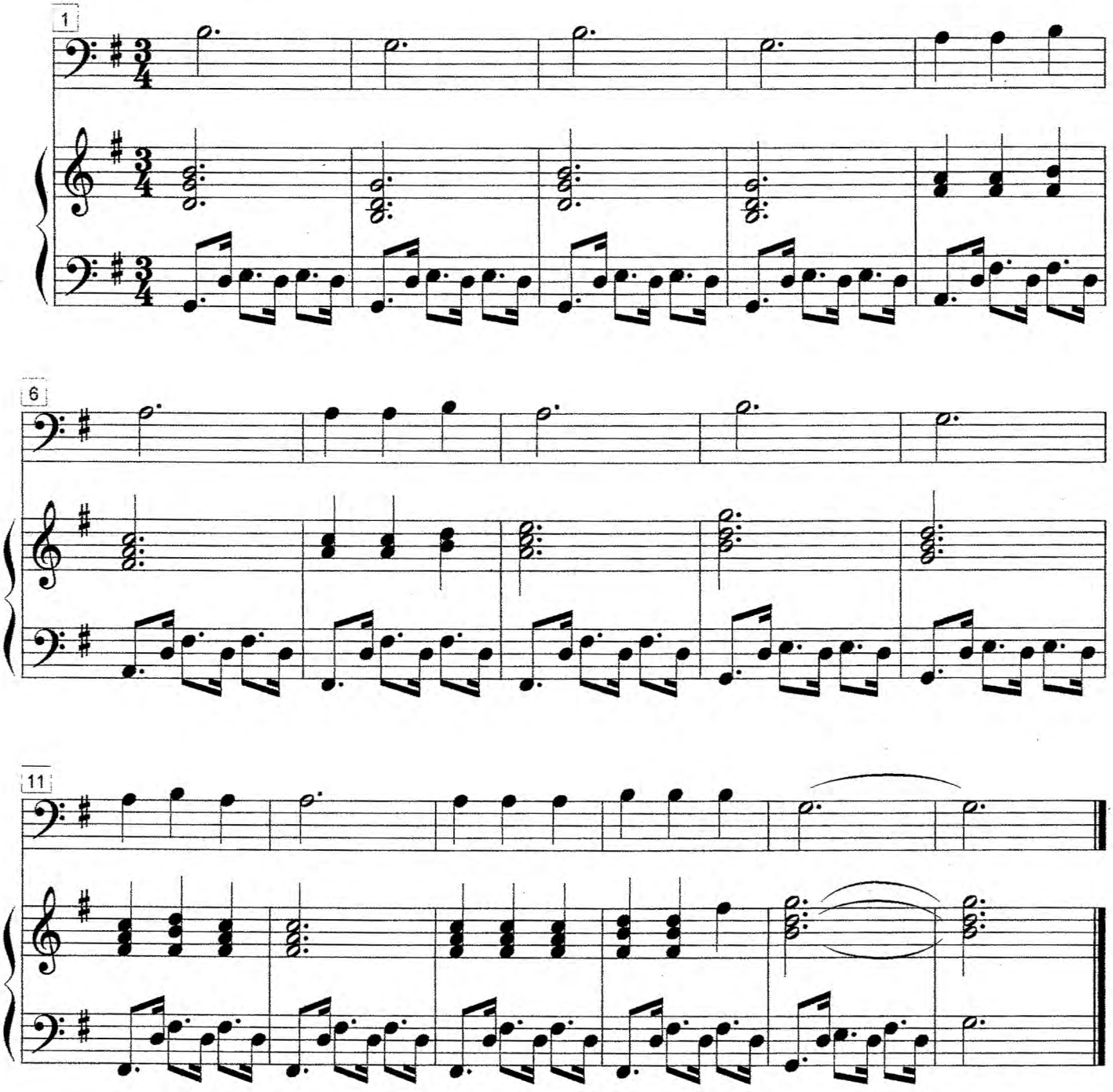
TEACHER'S ACCOMPANIMENT

A COWBOY'S SONG

Pokey Horse Speed

STUDENT BOOK PAGE 167

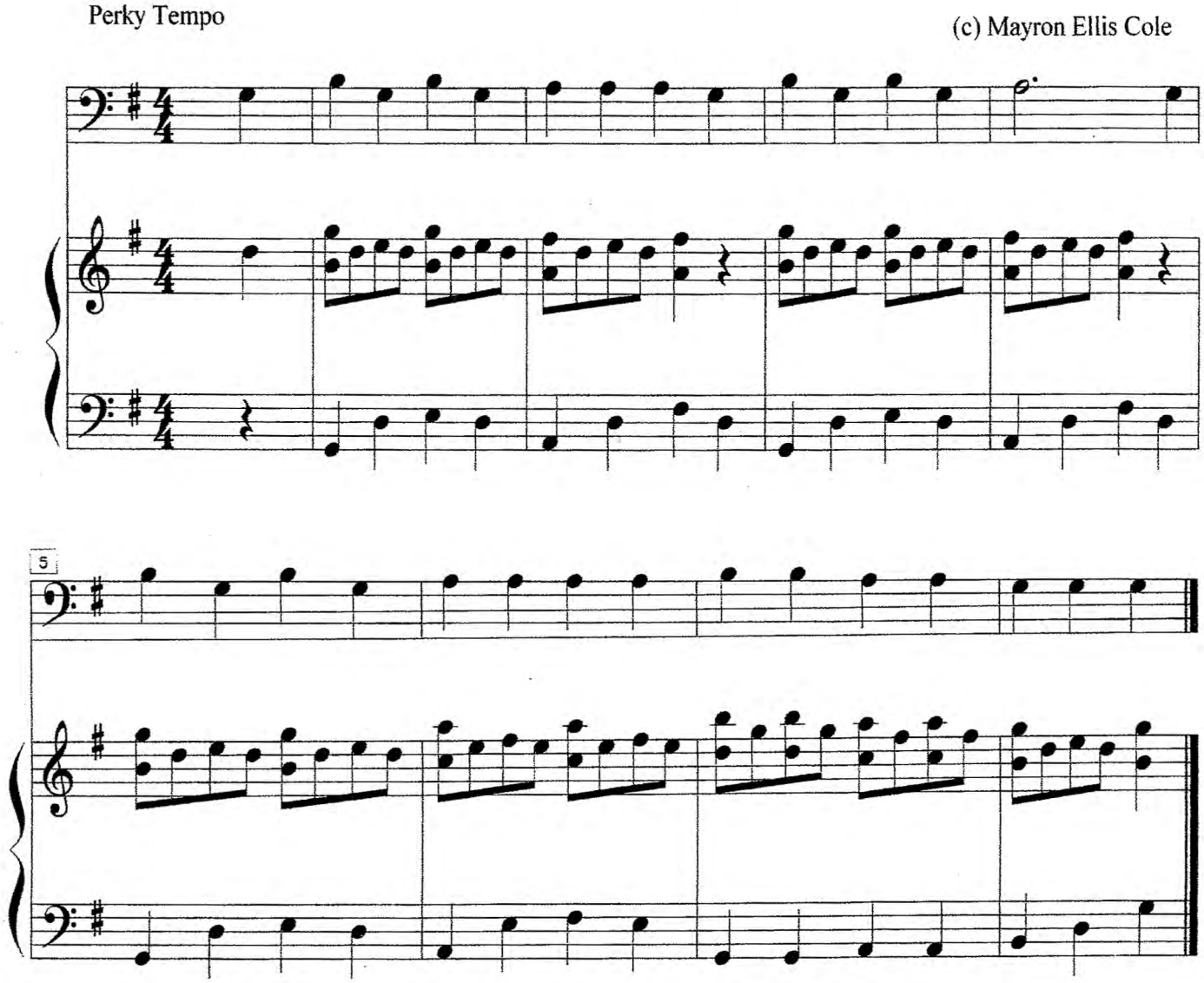
(c) Mayron Ellis Cole



TEACHER'S ACCOMPANIMENT

THE COFFEE POT

STUDENT BOOK PAGE 168



LEVEL 1 - B

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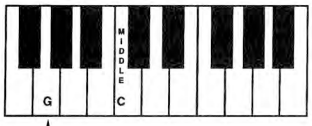
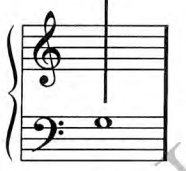
THE MAYRON COLE PIANO METHOD®

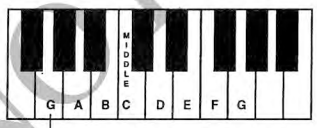
FUN SHEET
INTRODUCING G!©



1. The HIGHEST SPACE in the LOW STAFF is G!

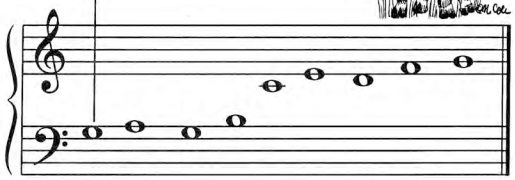


G





2. Write the letter names below these notes. Then, draw a line from each note to its key on the keyboard above.



3. When you go to the keyboard, play these notes for your teacher. Count to "4" on each note, please.

Letter Name: *G* ___ ___ ___ ___ ___ ___ ___ ___.

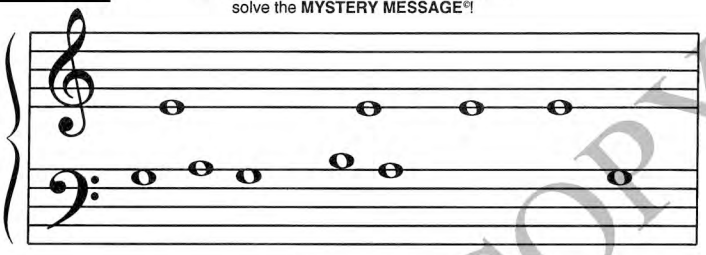
163

← student book page 163

1 - B

(c) MAYRON COLE

Write the letter names on the blanks below to solve the **MYSTERY MESSAGE©!**



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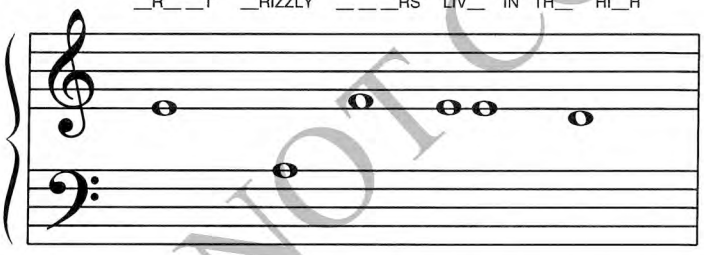

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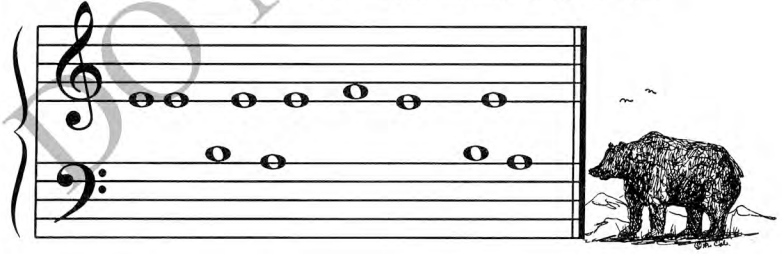

TH__R__, __ __W__R__ O__ TH__ ___ __RS!©

164

student book page 164 →

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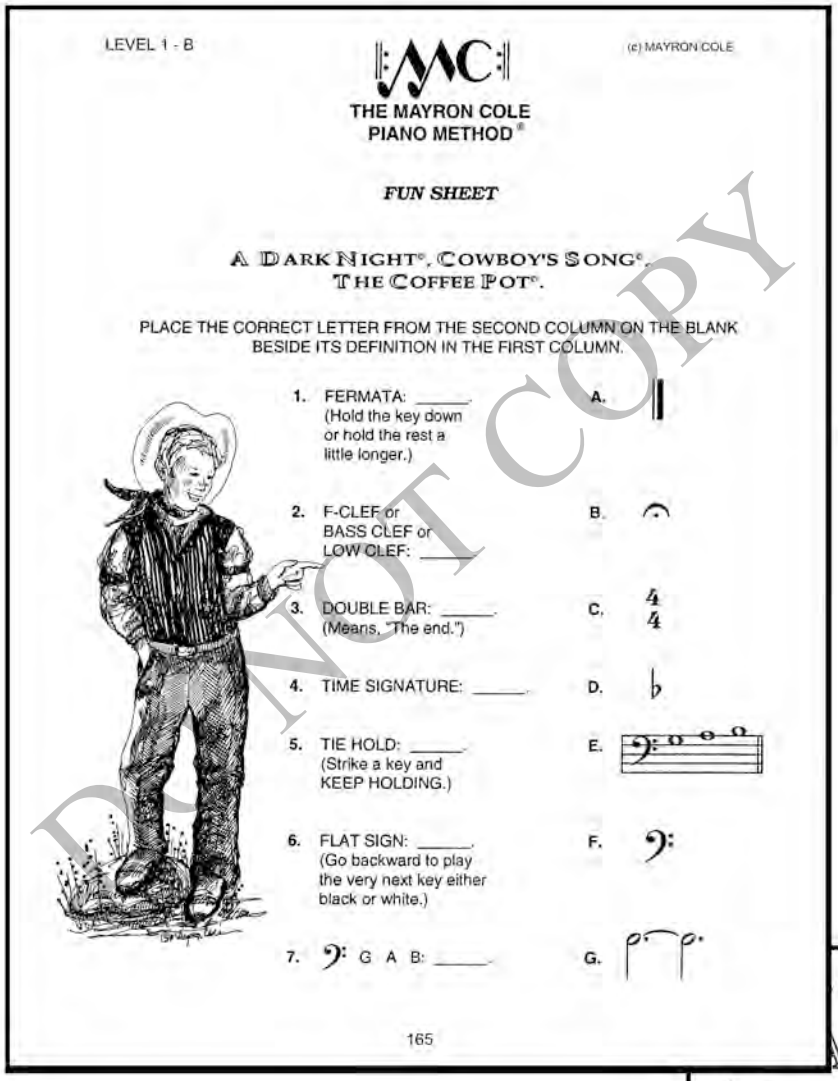

LEVEL 1 - B

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FUN SHEET

A DARK NIGHT©, COWBOY'S SONG©, THE COFFEE POT©.

PLACE THE CORRECT LETTER FROM THE SECOND COLUMN ON THE BLANK BESIDE ITS DEFINITION IN THE FIRST COLUMN.

1. FERMATA: _____. (Hold the key down or hold the rest a little longer.)
2. F-CLEF or BASS CLEF or LOW CLEF: _____
3. DOUBLE BAR: _____. (Means, "The end.")
4. TIME SIGNATURE: _____
5. TIE HOLD: _____. (Strike a key and KEEP HOLDING.)
6. FLAT SIGN: _____. (Go backward to play the very next key either black or white.)
7. 𝄢 G A B: _____

A. 𝄀

B. 𝄐

C. $\frac{4}{4}$

D. ♭

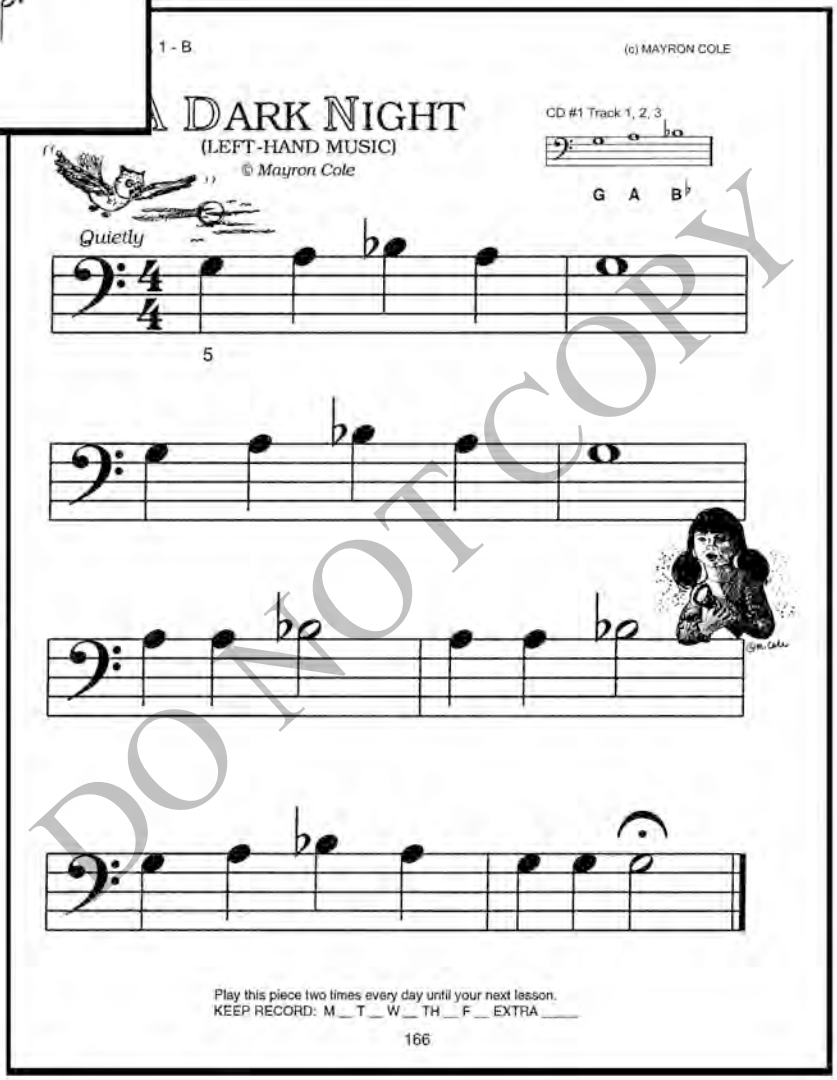
E.

F. 𝄢

G.

165

← student book page 165



1 - B

(c) MAYRON COLE

A DARK NIGHT

(LEFT-HAND MUSIC)

© Mayron Cole

CD #1 Track 1, 2, 3

G A B♭

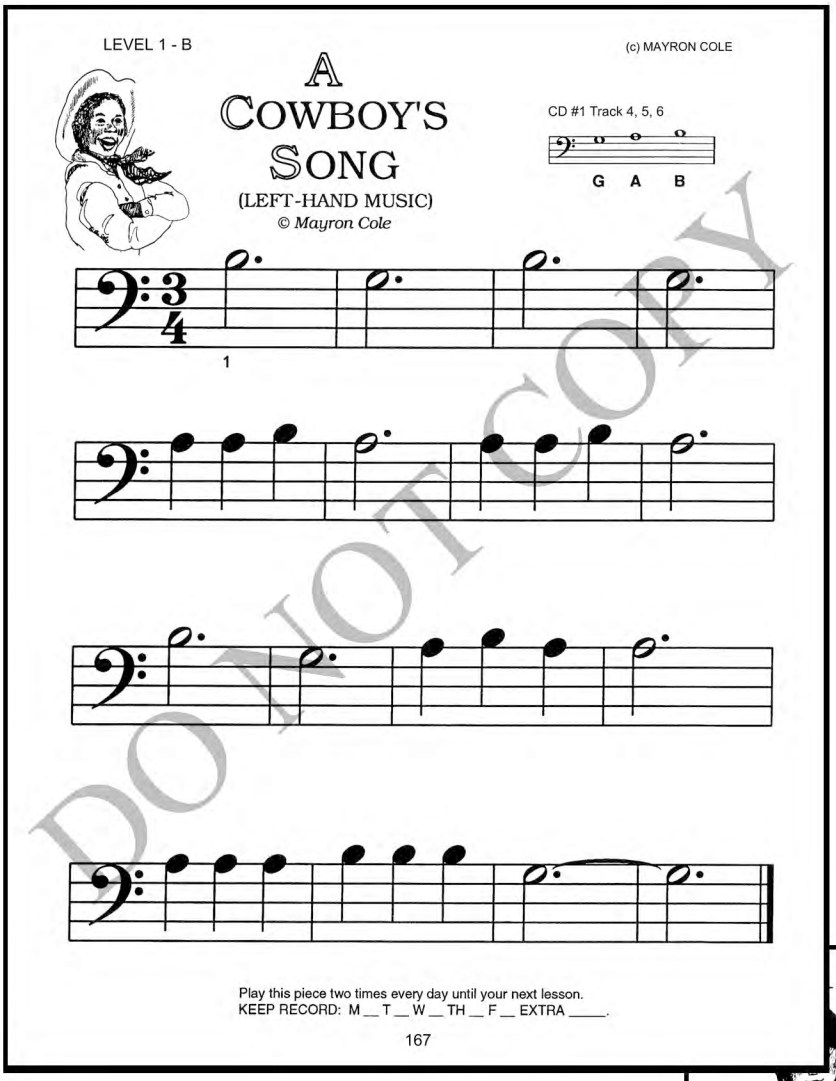
Quietly

5

Play this piece two times every day until your next lesson.
KEEP RECORD: M__ T__ W__ TH__ F__ EXTRA____

166

student book page 166 →


LEVEL 1 - B

(c) MAYRON COLE

A COWBOY'S SONG

(LEFT-HAND MUSIC)

© Mayron Cole

CD #1 Track 4, 5, 6

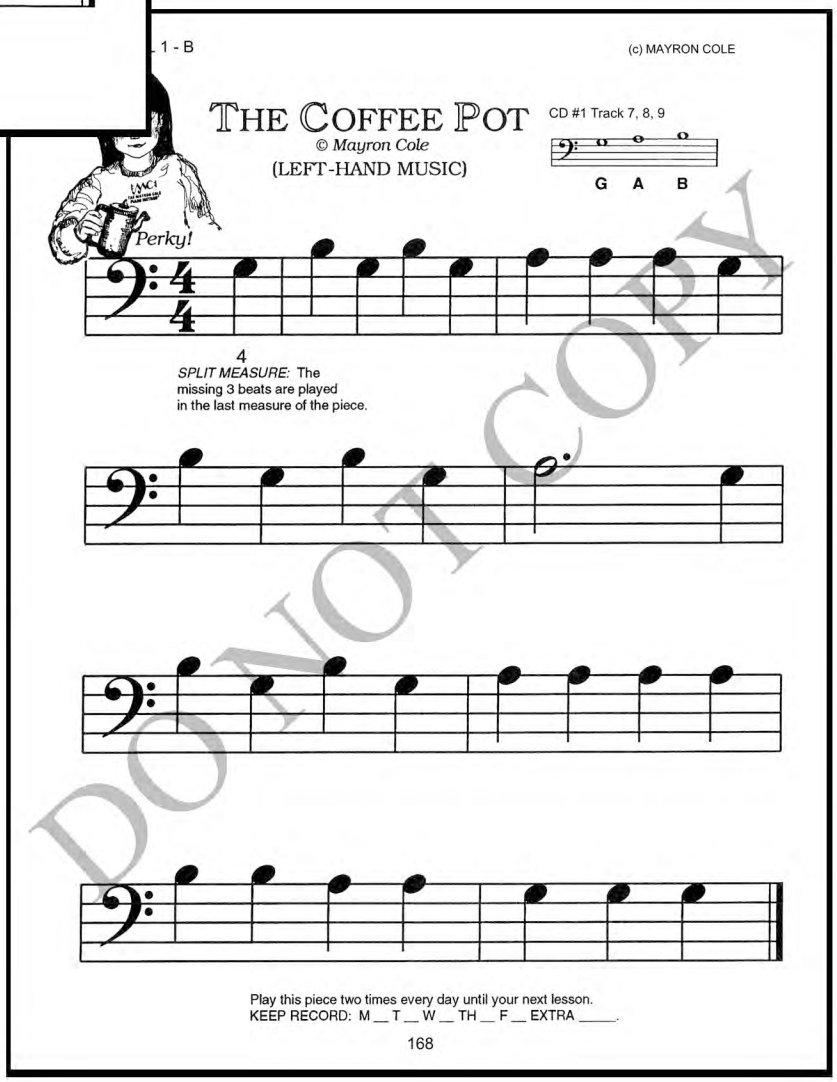
G A B

1

Play this piece two times every day until your next lesson.
KEEP RECORD: M __ T __ W __ TH __ F __ EXTRA ____.

167

⟵ student book page 167


1 - B

(c) MAYRON COLE

THE COFFEE POT

© Mayron Cole

(LEFT-HAND MUSIC)

CD #1 Track 7, 8, 9

G A B

Perky!

4

SPLIT MEASURE: The missing 3 beats are played in the last measure of the piece.

Play this piece two times every day until your next lesson.
KEEP RECORD: M __ T __ W __ TH __ F __ EXTRA ____.

168

student book page 168 ⟶

DO NOT COPY

The MAYRON COLE PIANO METHOD

LEVEL 1-B
LESSON 2
45 minutes

Student Book pages 169-172

MUSIC:	London Bridge
LESSON CONCEPTS:	Both hands playing two staffs
SUPPLIES NEEDED:	Theory Game Mat; Pastel Watercolor Markers; Pencils; Small Keyboard

OLD MUSIC TIME (15 minutes)
Students play in ensemble and aloud with you the music from last lesson. If the accompaniments bother your students, play only the student parts with them.

Grading the Music: Today, give group grades that students record on their own music with a pastel watercolor marker. If everyone made it through the music fairly well, give high grades. If one or two students were unprepared, you may say: "This piece wasn't played as well as I know you can play. Would you like to take a low grade as a group or practice it another week and try for a high group grade?" Most students want to practice it another week and try for the high grade. This also provides an incentive for your non-practicing students to start working.

THEORY WORKSHEET TIME (5 minutes)
As a group, work this week's theory Fun Sheets first. You read the questions as the students call out the answers. Students can work these Fun Sheets while seated at their piano keyboards.

LET'S LEARN THE NEW MUSIC (13 minutes)
London Bridge (student book pg 170)

- There are two bass clef note Gs in London Bridge. Have the students find these two Gs and circle them with a pastel watercolor marker. Show the students that London Bridge is one melody played through two times.
- Divide your class into two teams. Team One will play the RH notes. Team Two will play the LH notes. Have the students turn their keyboards to mute and practice for one minute on their respective parts. Then, slowly, play the piece aloud, with you playing both piano parts to hold the group together. After everyone is secure, switch parts and repeat the above exercise.

GAME TIME (12 minutes)
Have a theory game mat ready. Holding up music for this lesson, ask the students to tell you the names of the staff notes. Example:

- *Mary, look at measures one and two in London Bridge. What are the letter names of these notes?* **Ans: D, E, D, C, B, C, D**
- *John, what note does London Bridge end on?* **Ans: G**

Teachers, analyze the music at game time. This helps when the students are later at their keyboards.

NOTES:

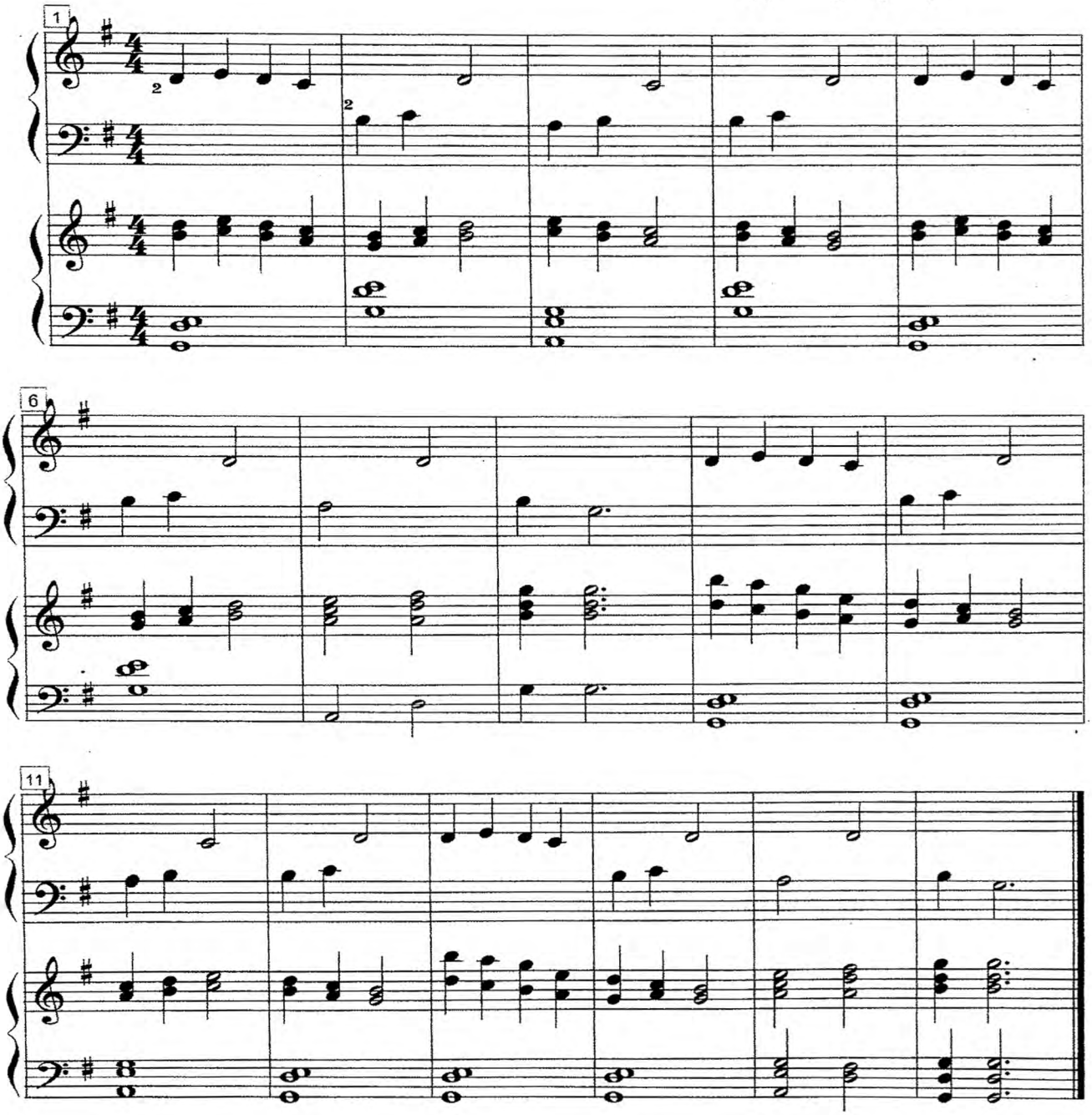


TEACHER'S ACCOMPANIMENT

LONDON BRIDGE

STUDENT BOOK PAGE 170

(c) Arranged by Mayron Ellis Cole



← student book page 169

LEVEL 1 - B

(c) MAYRON COLE

THE MAYRON COLE PIANO METHOD®

FUN SHEET

LONDON BRIDGE®

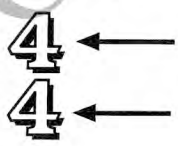


DO YOU KNOW?

1. This, { , is a _____. (pedal mark or brace?)
2. This, 𝄞 , is the _____-clef. (G or F?)

   Other names for this clef are the TREBLE CLEF and the HIGH CLEF. _____ (yes or no?)
3. This, 𝄢 , is the _____-clef. (G or F?)

   Other names for this clef are the BASS CLEF and the LOW CLEF. _____ (yes or no?)
4. "*D.C. al Fine*" means go back to the _____ and play to "*Fine.*" (2nd page or beginning?)
5. The TIME SIGNATURE is almost always written at the _____ of a composition. (end or beginning?)



6. The TOP NUMBER of a TIME SIGNATURE tells you how many _____ are in each measure. (notes or beats?)
7. The BOTTOM NUMBER of a TIME SIGNATURE tells you what type of note receives _____ beat(s). (1 or 4?)

169

student book page 170 →

1 - B

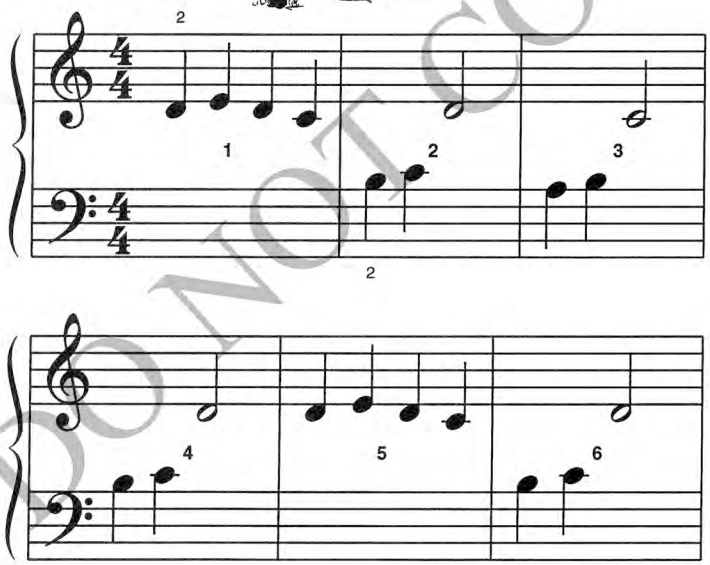
(c) MAYRON COLE



LONDON BRIDGE

Folk Song
© Arr. by Mayron Cole

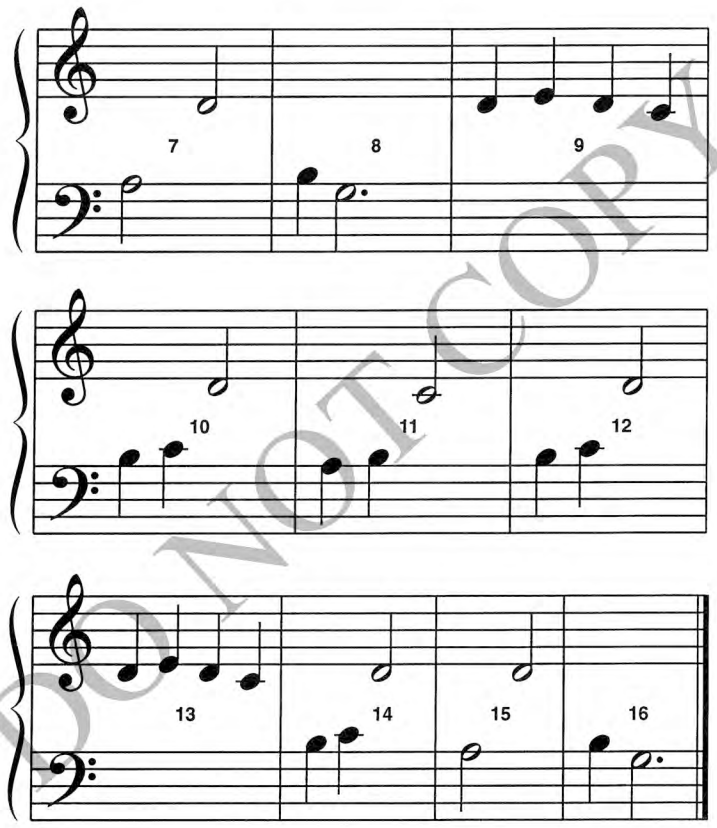
CD #1 Track 10, 11, 12



170

DO NOT COPY

← student book page 171



Play this piece two times every day until your next lesson.
KEEP RECORD: M __ T __ W __ TH __ F __ EXTRA ____.

student book page 172 →

DO YOU KNOW?

Place the correct letter from the second column on the blank beside its definition in the first column.

1. SHARP SIGN: _____. A. 
2. FLAT SIGN: _____. B. 
3. NATURAL SIGN: _____. C.
4. TIME SIGNATURE: _____. D. 
5. HALF NOTE: _____. E. 
6. TWO-EIGHTHS: _____. F. 
7. DOTTED HALF NOTE: _____. G.
8. WHOLE NOTE: _____. H.
9. QUARTER NOTE: _____. I. 
10. DOUBLE BAR-LINES: _____. J. 
(Means, "The end.")



The MAYRON COLE PIANO METHOD

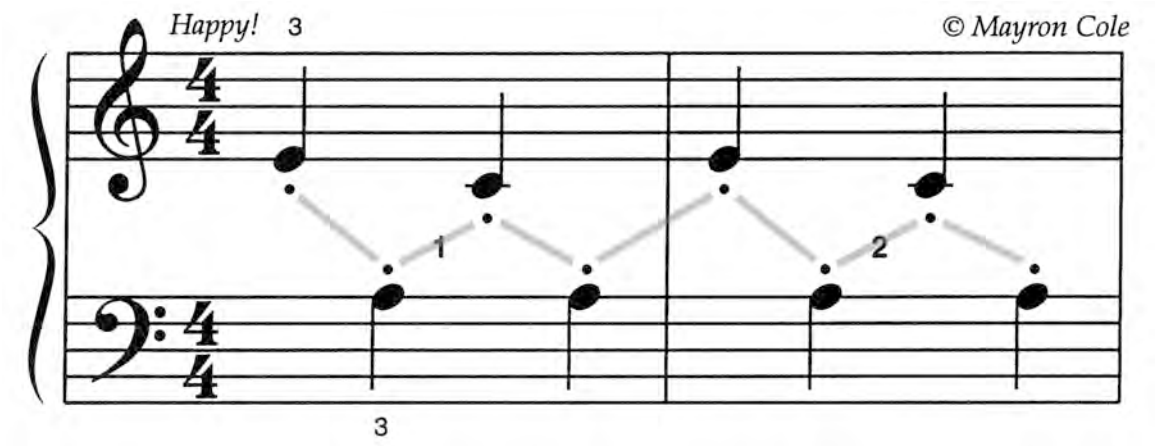
LEVEL 1-B
LESSON 3
45 minutes

Student Book pages 173-176

MUSIC:	The Shadow Birds; March of the Penguins
LESSON CONCEPTS:	Review of these concepts: Both hands playing two staffs; Accent Mark; D.C. al fine; Natural Sign; Tracking on Alternating Staffs
SUPPLIES NEEDED:	Theory Game Mat; Pastel Watercolor Markers; Pencils; Small Keyboard

LET'S LEARN THE NEW MUSIC FIRST (20 minutes)
Shadow Birds (student book pg 174)

- Students' eyes must track the notes from the top staff to the low staff, up and down, over and over. This may be difficult for young beginners. SOLUTION: With a pastel watercolor marker, connect the notes in the order in which they are played on the first line of music. Example:



This "connecting the notes" exercise may be used in other places in the composition if needed.

- Ignore the staccato dots for now. Have your students try this composition "hands together" very slowly. This exercise is to teach your students the location on the keyboard of each key. After the students understand the above "changing hands"

exercise, have them turn their keyboards' volumes to mute as you go quickly to each keyboard monitoring each student's practicing of the first page of music.

- Show your students that the LH notes are As in measures 1, 2 and 3, 4. This fact should help make alternating hands easier.
- It's time to try playing with staccato dots.
    - Students turn their keyboards' volumes back to normal. Have the students come to a central keyboard as you quickly demonstrate the technique of playing with staccato dots. Show your students that they release the key by lifting their fingers slightly above the keys - not by throwing their hands up in the air. Some students have also been wrongly told by parents or siblings that staccato dots mean "play faster." Be sure that you tell them that staccato dots mean to "release the key" or disconnect.
    - Some students really have trouble with staccato dots. If they cannot play with staccato dots today, let them play the keys normally.
    - Have students go back to their keyboards and try playing with staccato dots.
    - And what does D.C. al Fine mean at the end of the piece? It is Italian for da capa al fine and means "go back to the beginning and play to the end or 'fine'." Fine is prounounced" FEE-nay" in Italian.

March of the Penguins (student book pg 176)

- The only difficult concept in this composition is the HARMONIC MINOR 2nd (C-sharp & D) found in measures 4 and 8. Tell the students that this discordant sound represents the penguin slipping on the ice! Ask: *How many times does the penguin slip?* **Ans: 3**
- Hold up a small mute keyboard for a class demonstration. Show the students that the RH finger #2 plays the C-sharp and the RH finger #3 plays the D. Have the students practice this at their keyboards. Believe it or not, you will see creatively weird fingering that will amaze you on this harmonic 2nd.
- After all students can play the harmonic minor 2nd correctly with correct fingering, again have them play aloud with the class as all of you start at the beginning of March of the Penguins and play each note VERY SLOWLY. Play the entire composition this way. Keep the composition SLOW to hold the entire group together. Then play it through again using the correct rhythm. If students can do this well, add the teacher's accompaniment. If not, wait and add the accompaniment next lesson.
- Then, play the composition one more time, a tad faster.

SHORT GAME TIME (6 minutes)

If you are running short on time, select the Ski Maniac Mountain game since it has the shortest path. Ask questions pertaining to today's music:

- Point to a staccato dot. *Sam, what does this dot tell you to do?* **Ans: play disconnected**
- *Macey, what is this dot called?* **Ans: Staccato dot** (most students will need help remembering this term, so if Macey doesn't know the answer, ask the class if

anyone can help her. If a classmate answers for Macey, it is Macey who still gets to roll the die and move on the board. The classmate was simply assisting her).

- *Jacob, what does D.C. al fine tell you to do?* **Ans: go back to the beginning and play until you see the fine**
- *Kelly, what does Fine mean?* **Ans: The End**
- *Sam, what language is Fine in?* **Ans: Italian**
- (point to the C-sharp and D in March of the Penguins) *Macey, what two notes are you going to play here?* **Ans: C-sharp and D**
- *Jacob, what two fingers will you use on this C-sharp and D?* **Ans: #2 & #3**
- *Kelly, show me your #2 and #3 fingers that you will use on this C-sharp and D.* **Ans: (she shows you her index and middle fingers)**

IT'S TIME TO GO (1 minute)
Students put their Lesson Marker (a piece of cardboard or poster board punched with 3-holes if using a binder) in front of the music you want them to practice. They practice from the cardboard marker to the end of the book--playing each composition two times a day. Don't forget to have your students review "old" music--the 4-B-4!

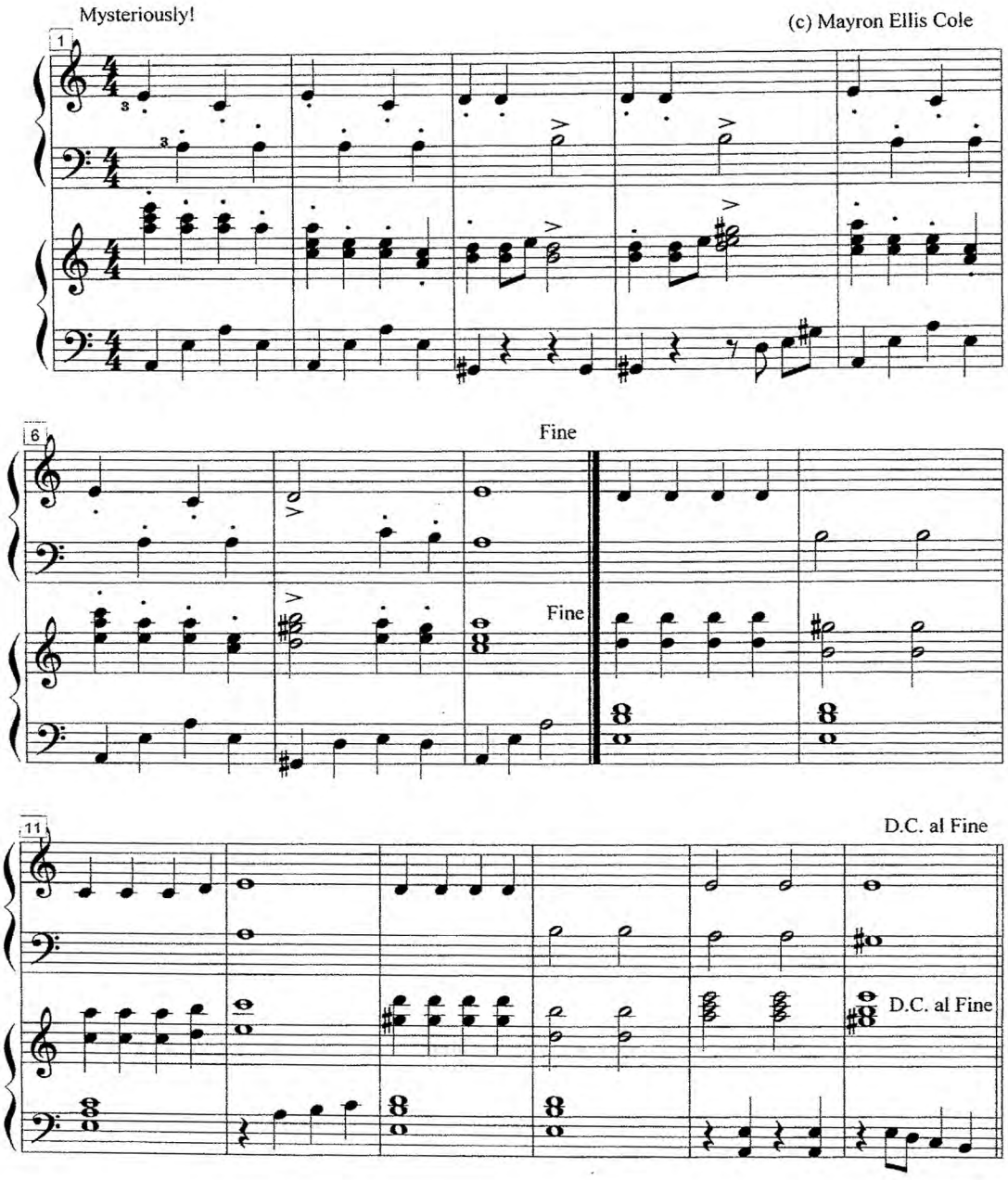
NOTES:



TEACHER'S ACCOMPANIMENT

SHADOW BIRDS

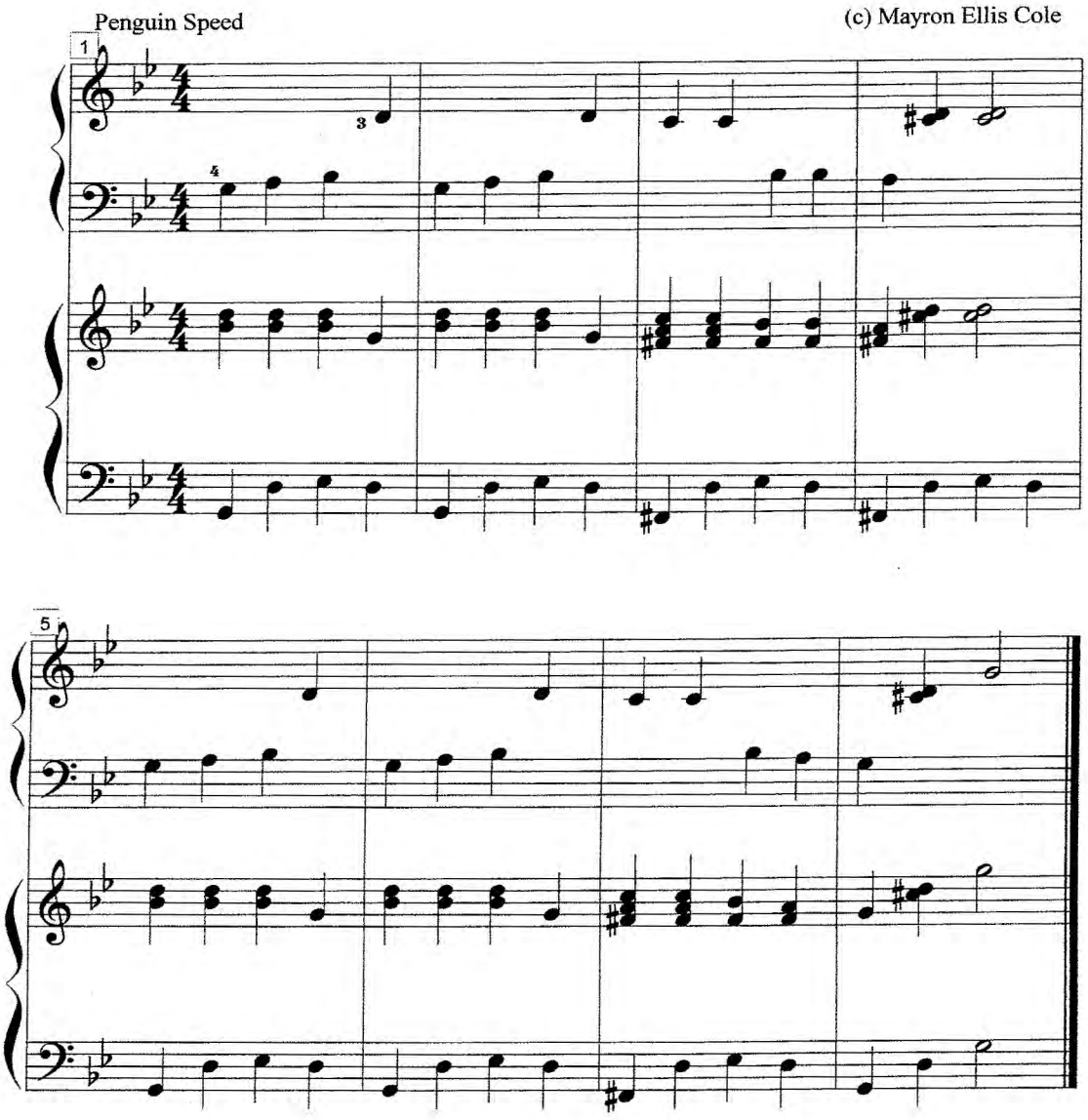
STUDENT BOOK PAGE174



TEACHER'S ACCOMPANIMENT

MARCH OF THE PENGUINS

STUDENT BOOK PAGE176



← student book page 173

LEVEL 1 - B

(c) MAYRON COLE

THE MAYRON COLE PIANO METHOD®

FUN SHEET

THE SHADOW BIRDS®
MARCH OF THE PENGUINS®

PLACE THE CORRECT LETTER FROM THE SECOND COLUMN ON THE BLANK BESIDE ITS DEFINITION IN THE FIRST COLUMN.



1. STACCATO DOTS: _____. ("Hot Dots" - disconnect the notes.)
2. ACCENT MARK: _____. (Strike the key a little harder.)
3. TREBLE CLEF, G-CLEF, or HIGH CLEF: _____.
4. BASS CLEF, F-CLEF, or LOW CLEF: _____.
5. TIME SIGNATURE: _____.
6. Go back to the BEGINNING and play to "FINE ": _____.
7. G-SHARP: _____.

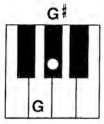
A. >

B. 4/4

C. 𝄞

D. 

E. *D.C. al Fine*

F. 

G. 𝄢

173

student book page 174 →

1 - B

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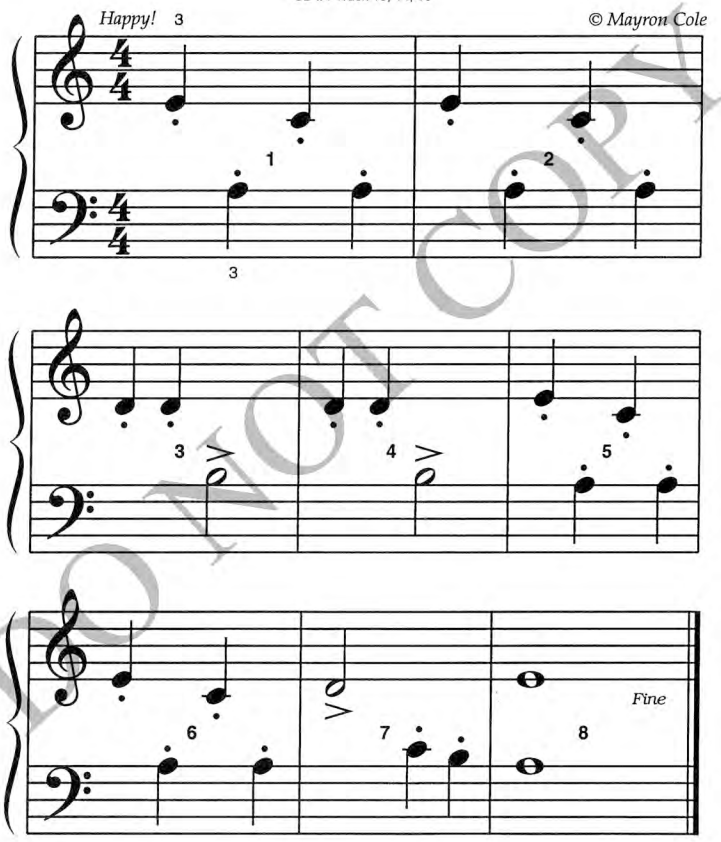
THE SHADOW BIRDS

CD #1 Track 13, 14, 15



174

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← student book page 175

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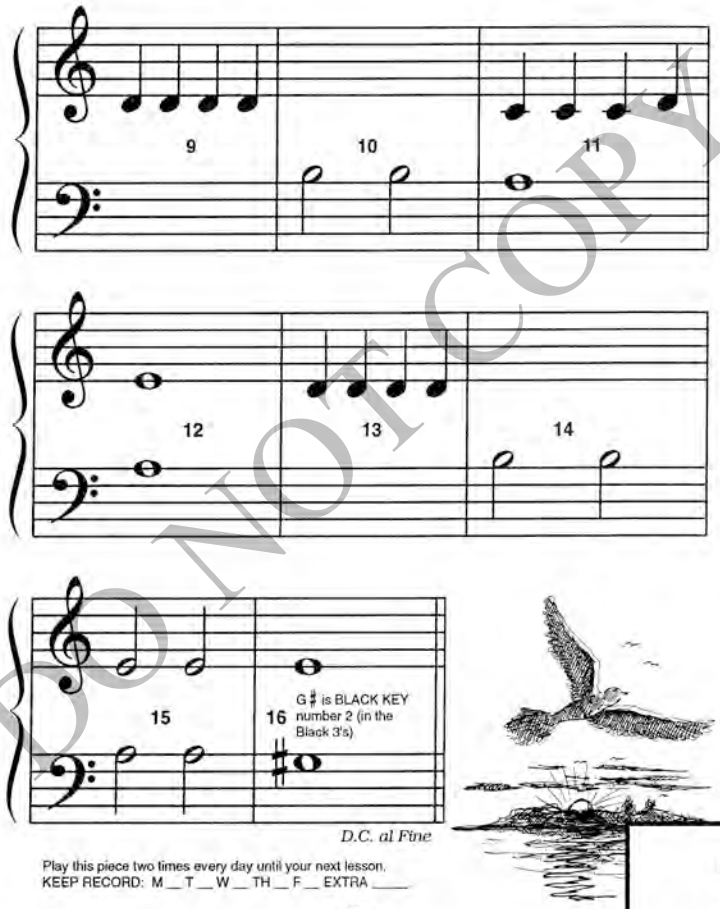


Play this piece two times every day until your next lesson.
KEEP RECORD: M __ T __ W __ TH __ F __ EXTRA ____

175

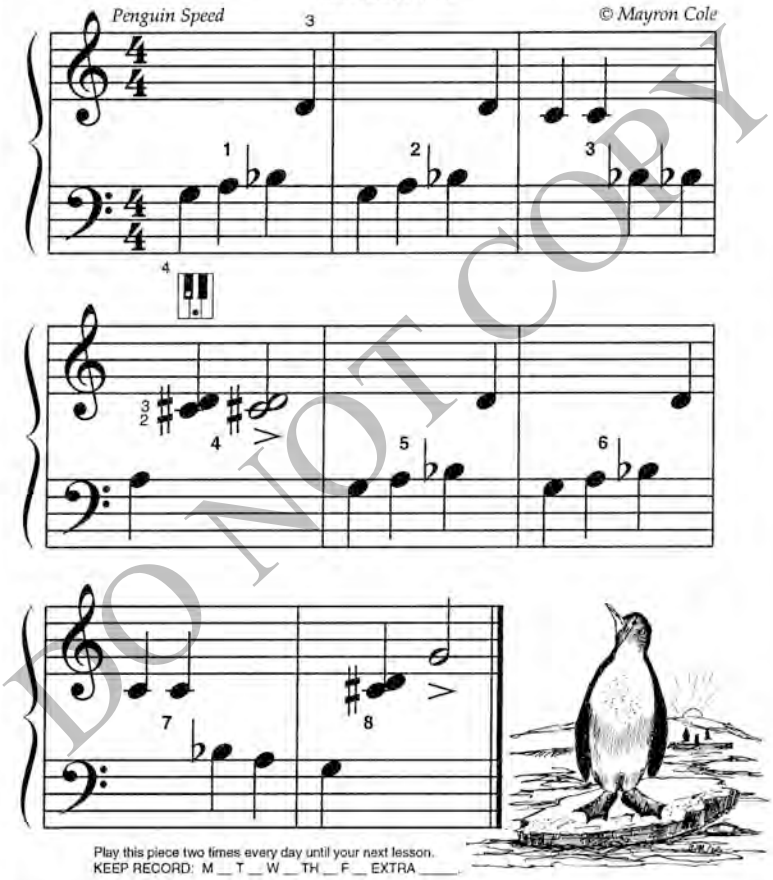
student book page 176 →

LEVEL 1 - B (c) MAYRON COLE

MARCH OF THE PENGUINS

CD #1 Track 16, 17, 18

Penguin Speed © *Mayron Cole*



Play this piece two times every day until your next lesson.
KEEP RECORD: M __ T __ W __ TH __ F __ EXTRA ____

176

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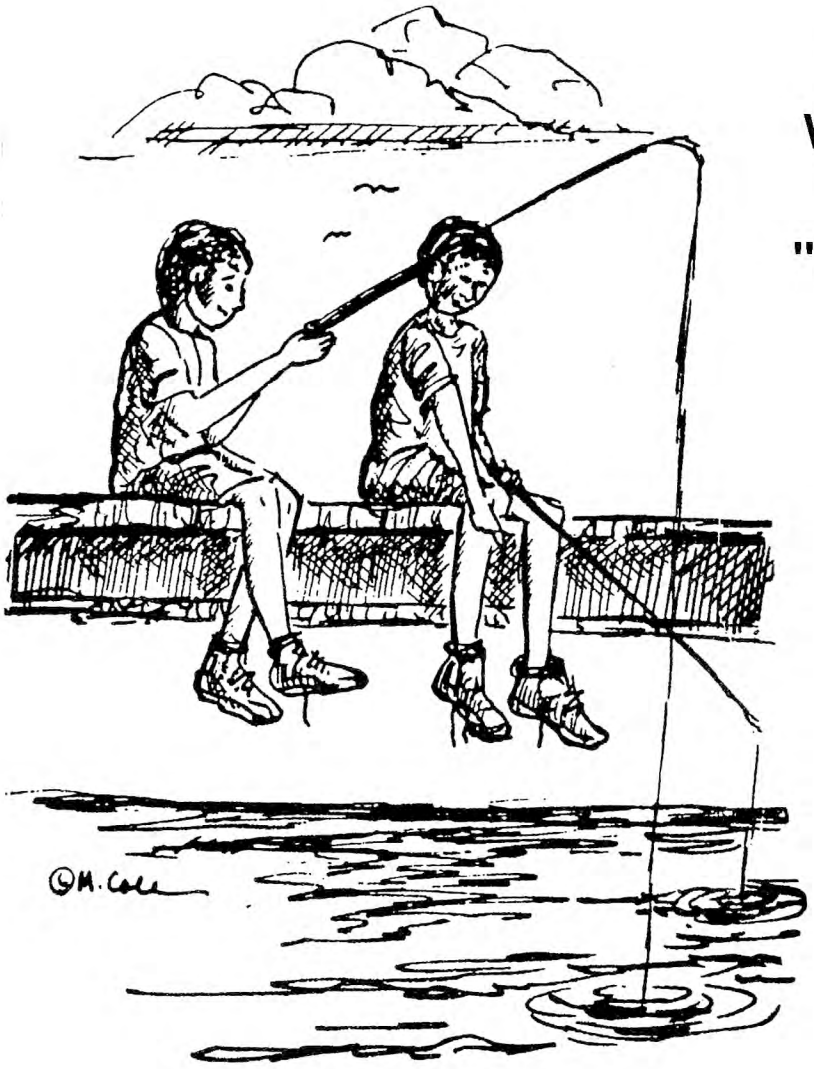

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The MAYRON COLE PIANO METHOD

LEVEL 1-B
LESSON 4
45 minutes

Student Book pages 177-182

MUSIC:	Lucky Duck; Colleen's Waltz
LESSON CONCEPTS:	Review of previously learned notes and concepts
SUPPLIES NEEDED:	Theory Game Mat; Pastel Watercolor Markers; Pencils; Small Keyboard

IT'S TIME TO START (2 minutes)
Save valuable lesson time! Have your students' pages ready to "hand-out" before students arrive! Hand out pages 153-158. Students quickly put pages in their binders.

IT'S TIME TO PLAY LAST LESSON'S MUSIC PLUS SOME OF THE 4-B-4
(13 minutes)

- Shadow Birds is an eerie sounding composition. If you can, slightly dim the lights in your teaching room to create a mysterious effect while the students play. Any student who has memorized Shadow Birds closes his/her binder and plays aloud with the class for a group grade. (She gets a "group grade" with the class, plus a memorization grade. A "memorization grade" is usually a large M with a circle around it.) If you are using colored metalic stars for "grades", select a special color for "memorization" --or use a LARGER star.
- If you have the Mayron Cole orchestrated accompaniments (midi, mp3, or CD), play the orchestrated accompaniment while you walk around the class and observe the students' piano playing.
- Do the same as above with March of the Penguins. Then, play some of the 4-B-4. Remember, teachers, the more you review previously learned music/concepts, the longer your students will retain those concepts. Review, review, review! That's the secret to successful teaching.

IT'S THEORY WORKSHEET TIME (5 minutes)

- Work through page 177 and page 182 together as a group.

LET'S LEARN TODAY'S MUSIC (15 minutes)
Lucky Duck (student book page 178)

- There are several places in Lucky Duck that are a little difficult. Have your students circle the "quack, quack" notes with a pastel watercolor marker. In measure 2, the circled notes are C & E; in measure 4 the notes are D & F; in measure 6 the notes are E & G. As a class, play only these circled notes (with correct fingering). Ask the students if they see a pattern. After all students are secure with this little exercise, proceed.
- Measure 8 takes a bit of thinking and work. Have the students practice only the three LH notes in M.8 plus the first note in M.9. *Which finger plays the middle black key?* **Ans: The middle LH finger.** Have students play these four keys aloud slowly. Students play and say each note letter name.
- Look at M. 14. The RH plays a harmonic third (E and G). These notes are not difficult for your students, but the weak RH finger #5 plays the G key. Young students have a difficult time controlling their weak fingers #4 and #5, but after awhile, their fingers strengthen.

Colleen's Waltz (student book page 180)

- Before teaching Colleen's Waltz, have your students play (as a group) the notes in the theory funsheet on student book page 177. This is a review of all the notes learned to date. Can your students play all of these notes without missing one? This is a fun little exercise!
- It's time to try playing Colleens Waltz. With your students playing as a group, play this composition through very slowly. This is to teach your students the keyboard location of the notes. Repeat the composition, but this time play with the orchestrated accompaniment.

IT'S TIME TO PLAY A GAME (9 minutes)

- Play any of the Mayron Cole Theory Game mats. Use today's music for questions. Keep analyzing the music! It pays off for your students.
- If you are running short on time, you may skip game time today.

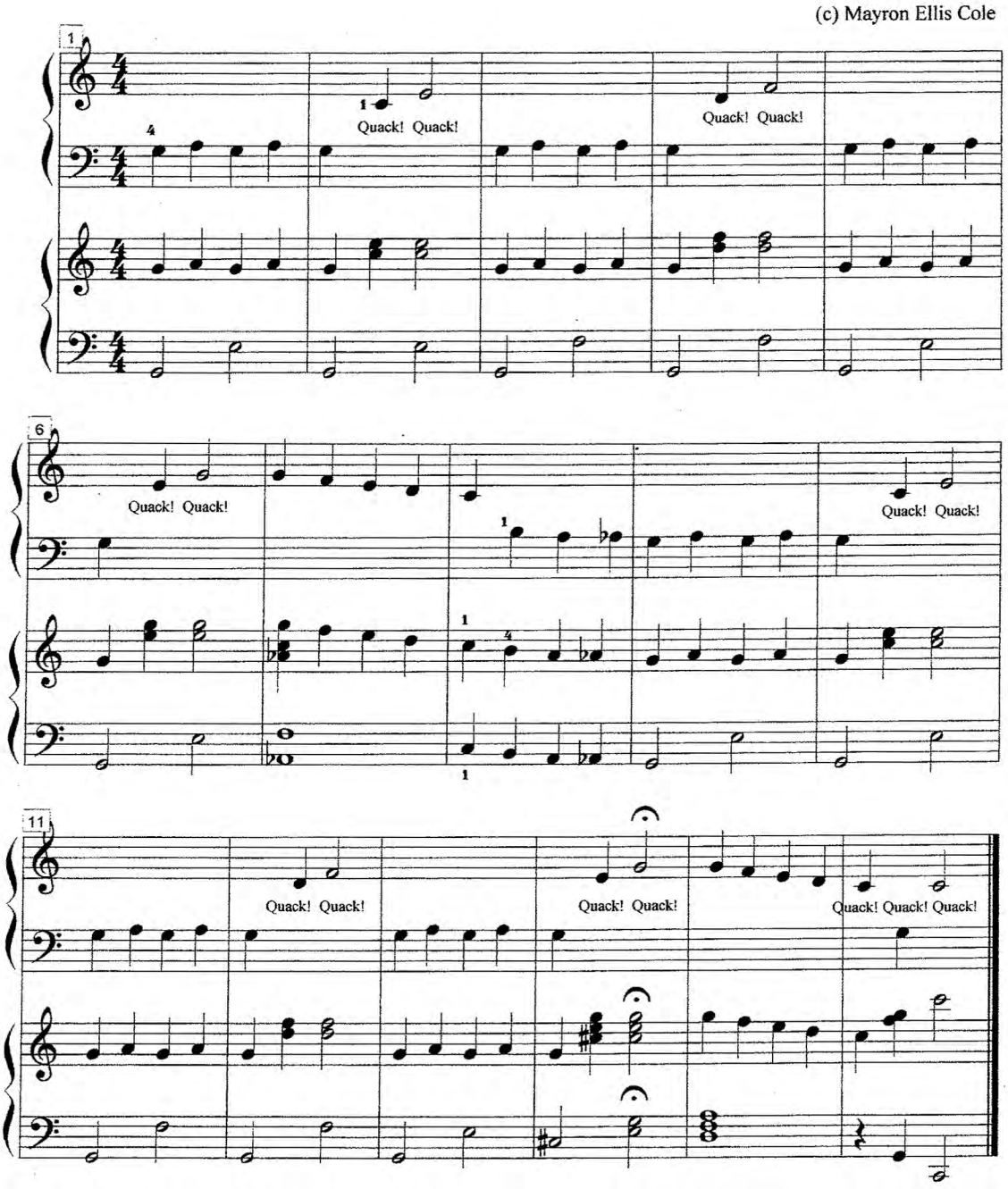
IT'S TIME TO GO! (1 minute)
Students place their cardboard pages in front of the music you wish for them to practice and review! Always remember to assign the 4-B-4!

NOTES:

TEACHER'S ACCOMPANIMENT

LUCKY DUCK

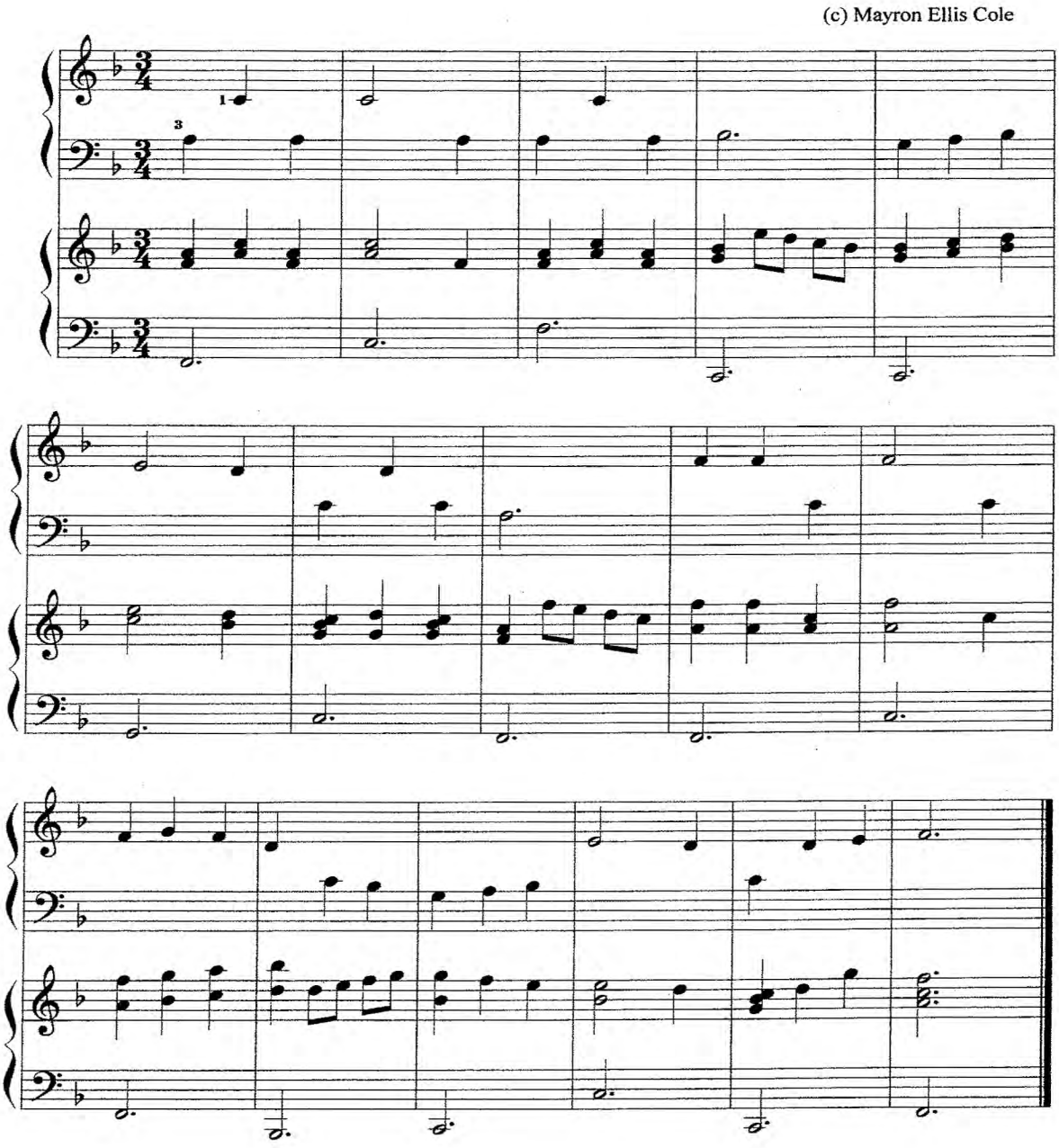
STUDENT BOOK PAGE178



TEACHER'S ACCOMPANIMENT

COLLEEN'S WALTZ

STUDENT BOOK PAGE180



LEVEL 1 - B

(c) MAYRON COLE

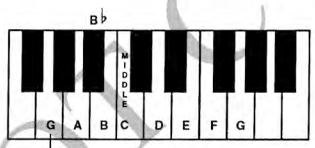
THE MAYRON COLE PIANO METHOD®

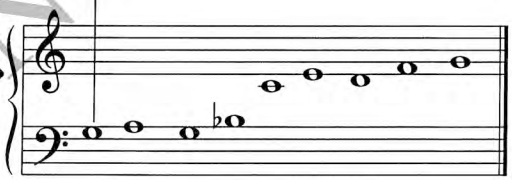
FUN SHEET

LUCKY DUCK©
COLLEEN'S WALTZ©



1. Write the letter names below the following notes. Then, draw a line from each note to its key on the keyboard:





Letter Name: G ___ ___ ___ ___ ___ ___ ___ ___.

2. Play these notes aloud with your piano class. SAY THE NOTE NAME AS YOU PLAY IT. Count to "4" on each note, please.

177

← student book page 177

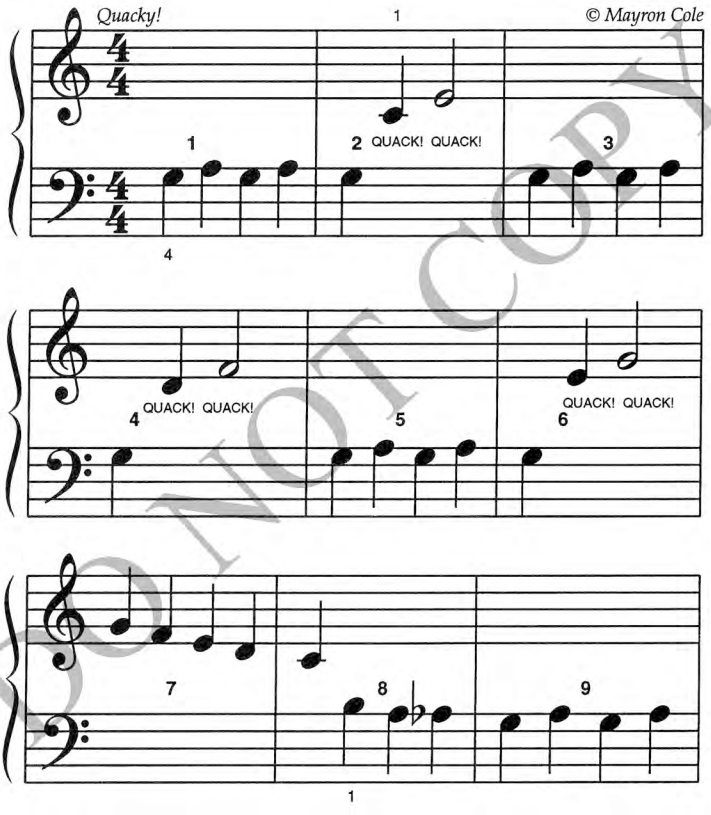
student book page 178 →

1 - B

(c) MAYRON COLE

LUCKY DUCK

CD #1 Track 19, 20, 21



178

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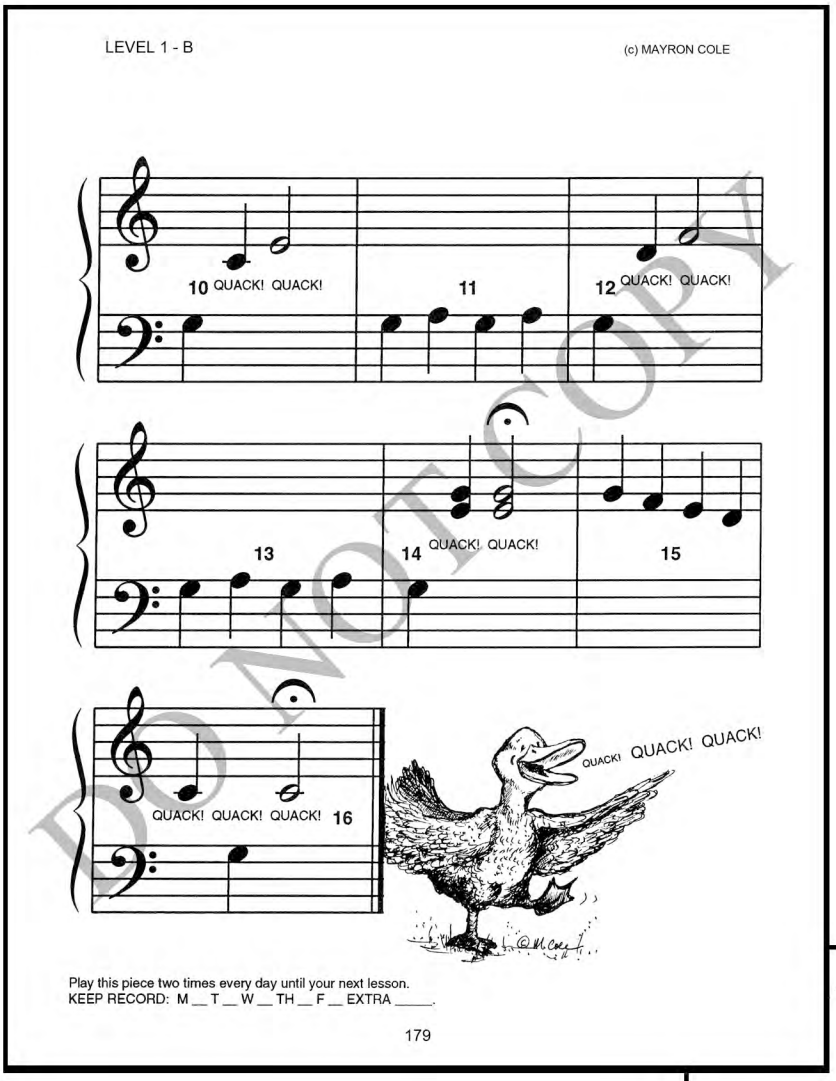
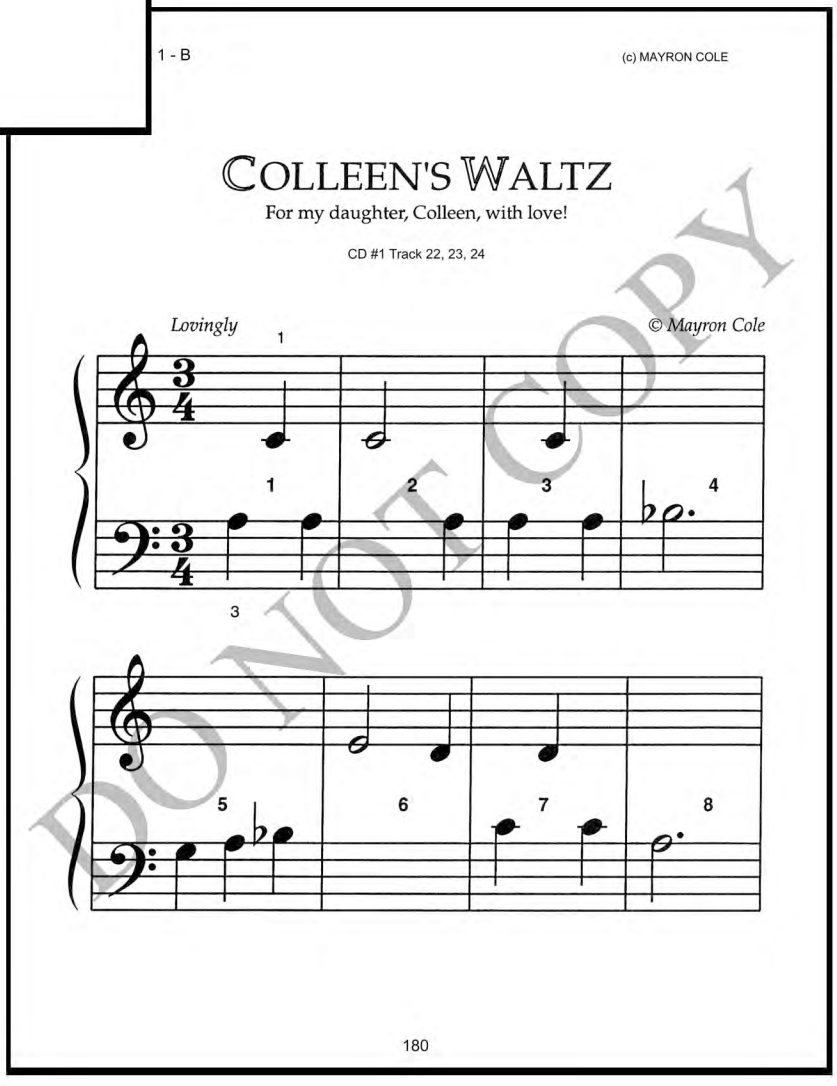
← student book page 179



student book page 180 →



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← student book page 181

student book page 182 →

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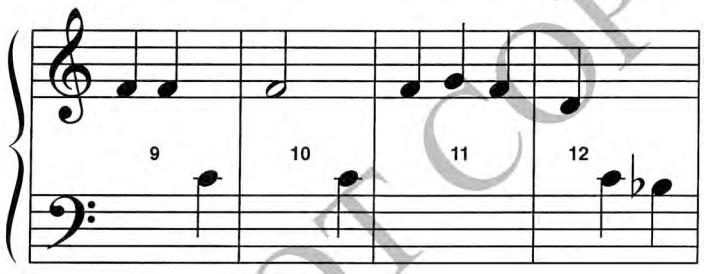
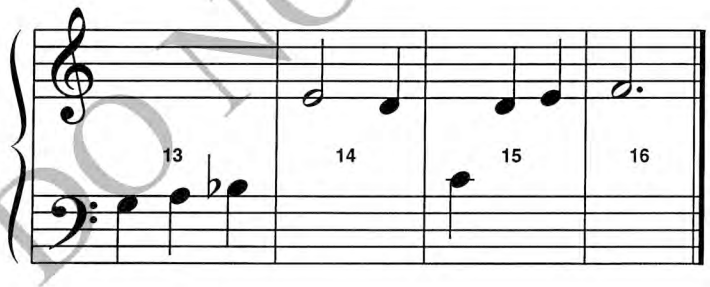
LEVEL 1 - B (c) MAYRON COLE







Play this piece two times every day until your next lesson.
KEEP RECORD: M __ T __ W __ TH __ F __ EXTRA ____.

181

1 - B (c) MAYRON COLE

DO YOU KNOW?

PLACE THE CORRECT LETTER FROM THE SECOND COLUMN ON THE BLANK BESIDE ITS DEFINITION IN THE FIRST COLUMN:

1. PEDAL MARK: _____.
2. B-FLAT: _____.
3. FINE: _____.
   (Say, "FEE-nay.")
4. BRACE: _____.
5. FLAT SIGN: _____.
   (Go backward to the very next key either black or white.)
6. SHARP SIGN: _____.
   (Go forward to the very next key either black or white.)
7. NATURAL SIGN: _____.
   (Cancels a SHARP or a FLAT.)
8. TREBLE CLEF, G-CLEF, or HIGH CLEF: _____.
9. BASS CLEF, F-CLEF, or LOW CLEF: _____.

A.

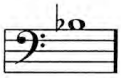
B. 

C.

D.

E. 

F. *The End*

G. 

H. 

I.



182

The MAYRON COLE PIANO METHOD

LEVEL 1-B
LESSON 5
45 minutes

Student Book pages 183-192

MUSIC:	Little Robin Redbreast; The Mulberry Bush; Seesaw, Margery Daw
LESSON CONCEPTS:	Review of previously learned notes and concepts; Review of Time Signatures
SUPPLIES NEEDED:	Theory Game Mat; Pastel Watercolor Markers; Pencils; Small Keyboard

IT'S TIME TO START (2 minutes)
Hand out pages 183-192 to each student. Students put these pages in their method binders.

GO TO KEYBOARDS (5 minutes)
Have students tum to RHYTHM TAPS on page 192 in their books. As a group, your students will play and count aloud these rhythms. Try the ACORN LEVEL first--and go slowly! If your students can master this easy level of counting, proceed to the SAPLING LEVEL, etc. You can always review these rhythm taps in lessons to come! Use your orchestrated accompaniments with these rhythm taps.

GO TO GAME TIME (15 minutes)
- Today's music reviews all the notes learned to date. Therefore, you should have some very competent students ready to take today's lesson. Today, let's focus on rhythms. Use student book page 183 to ask questions at game time.
- Review Level 1-A theory questions.
- Still have time left in game time? Use today's music and ask students the letter names of the notes in each composition.

PLAY LAST LESSON'S MUSIC (5 minutes)
As a group, play last lesson's music plus one of the 4-B-4. Keep on reviewing.

LET'S LEARN TODAY'S NEW MUSIC (17 minutes)
The music for today is fairly easy for your students. Today's lesson will see how well your students can sight read.

- On their keyboards, have your students play each composition twice on their own. You might want to turn the keyboards' volumes to mute.
- Now it is time to play a little "music drill". Tell student A she will play the first line in each of the three new compositions; student B will play line 2 in each of the three compositions; student C will play line 3 in each of the three compositions; and so forth.
    - Each student must watch his/her music so that he/she "comes in" at the correct time in the music. This is great training for students who may later play in school orchestras or bands or sing in choirs and play handbells.
    - If you have fewer students than you have lines of music, the class will play the remaining lines together as a group.
- If you have extra time, play through each composition with the orchestrated accompaniments.

IT'S TIME TO GO (1 minute)
Tell your students to put their cardboard pages in front of the music you want them to practice. Don't forget the 4-B-4. Students are to work their theory pages at home this time.



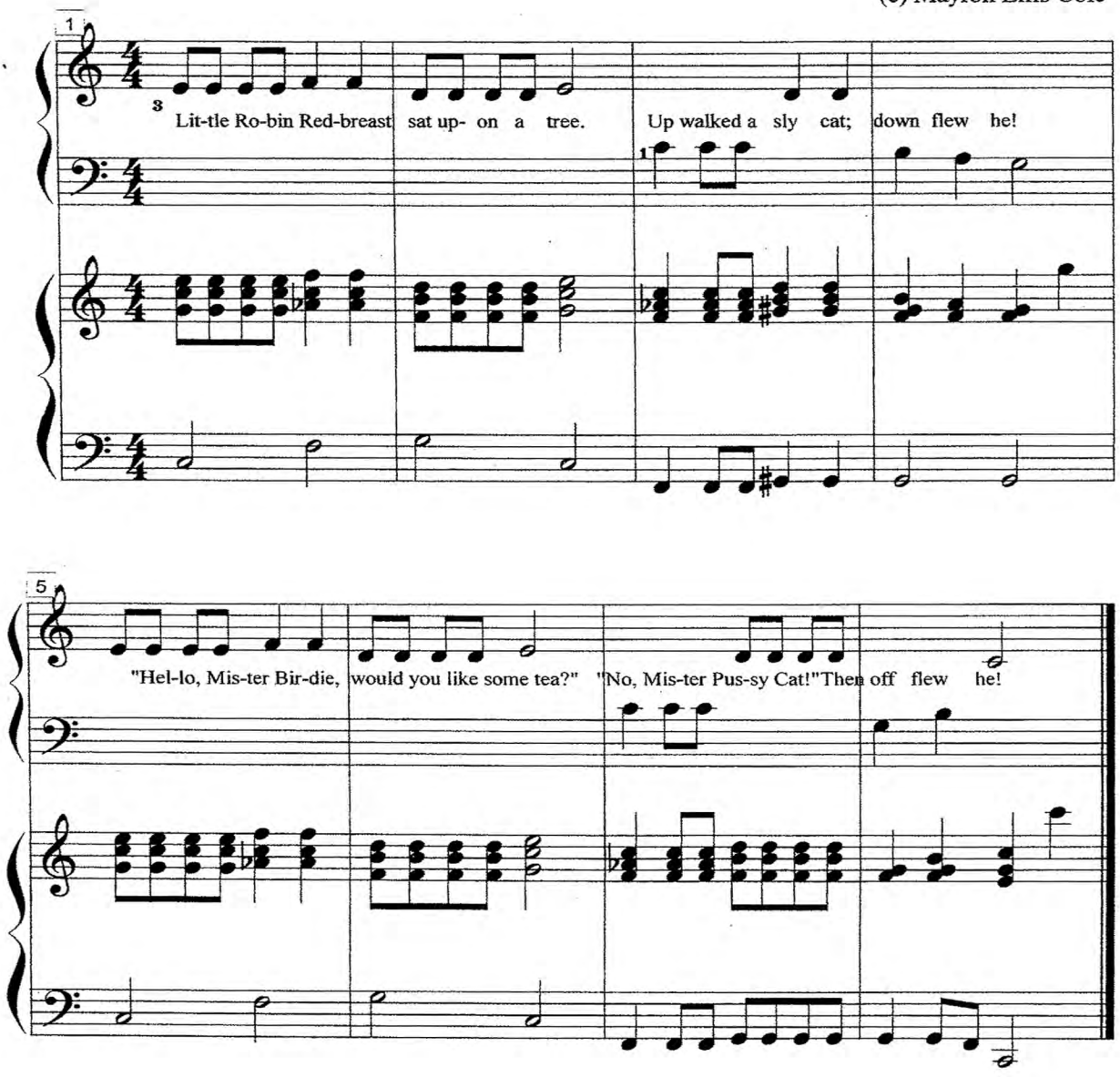
NOTES:

TEACHER'S ACCOMPANIMENT

LITTLE ROBIN REDBREAST

STUDENT BOOK PAGE184

(c) Mayron Ellis Cole



TEACHER'S ACCOMPANIMENT

THE MULBERRY BUSH

STUDENT BOOK PAGE188

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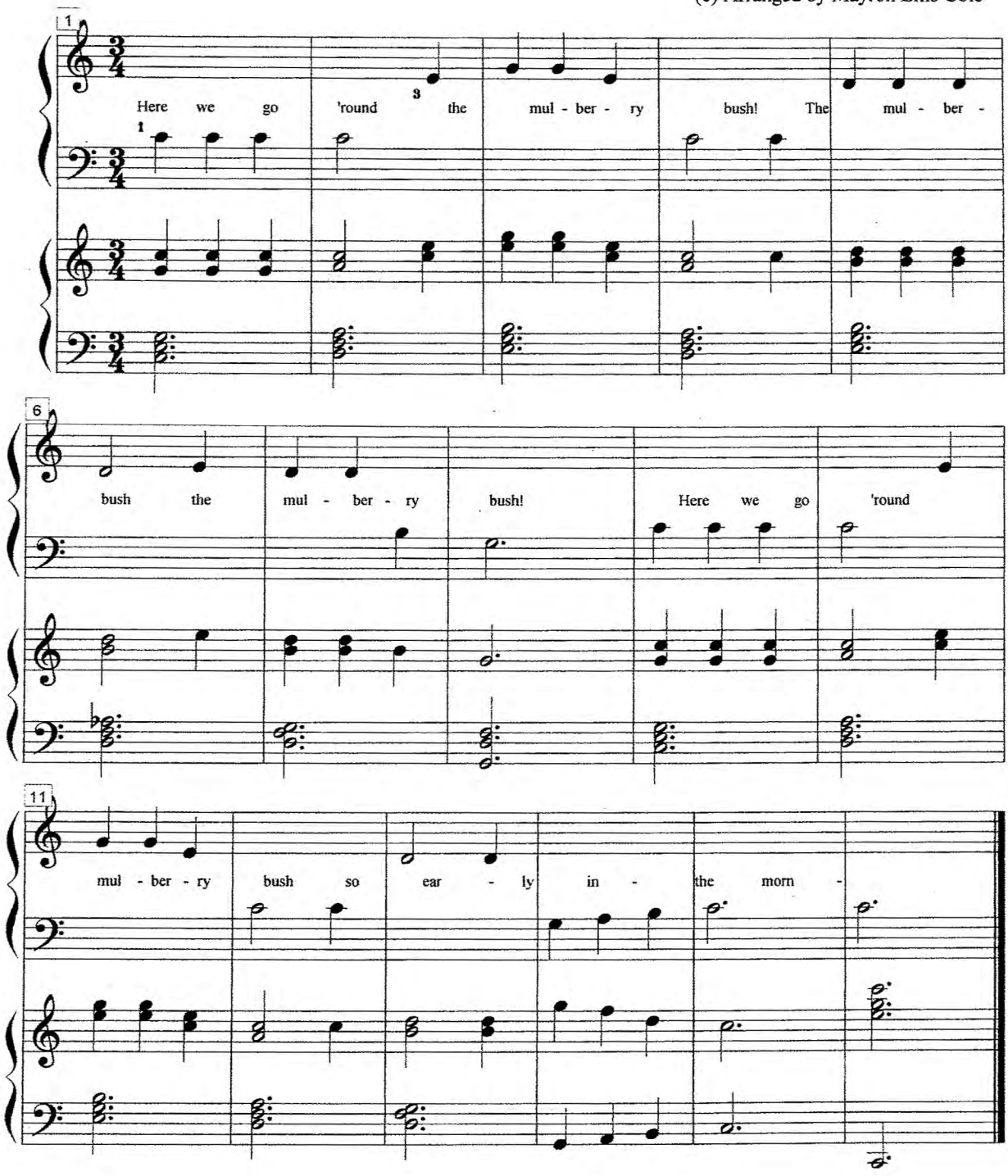

TEACHER'S ACCOMPANIMENT

SEESAW, MARGERY DAW

STUDENT BOOK PAGE190

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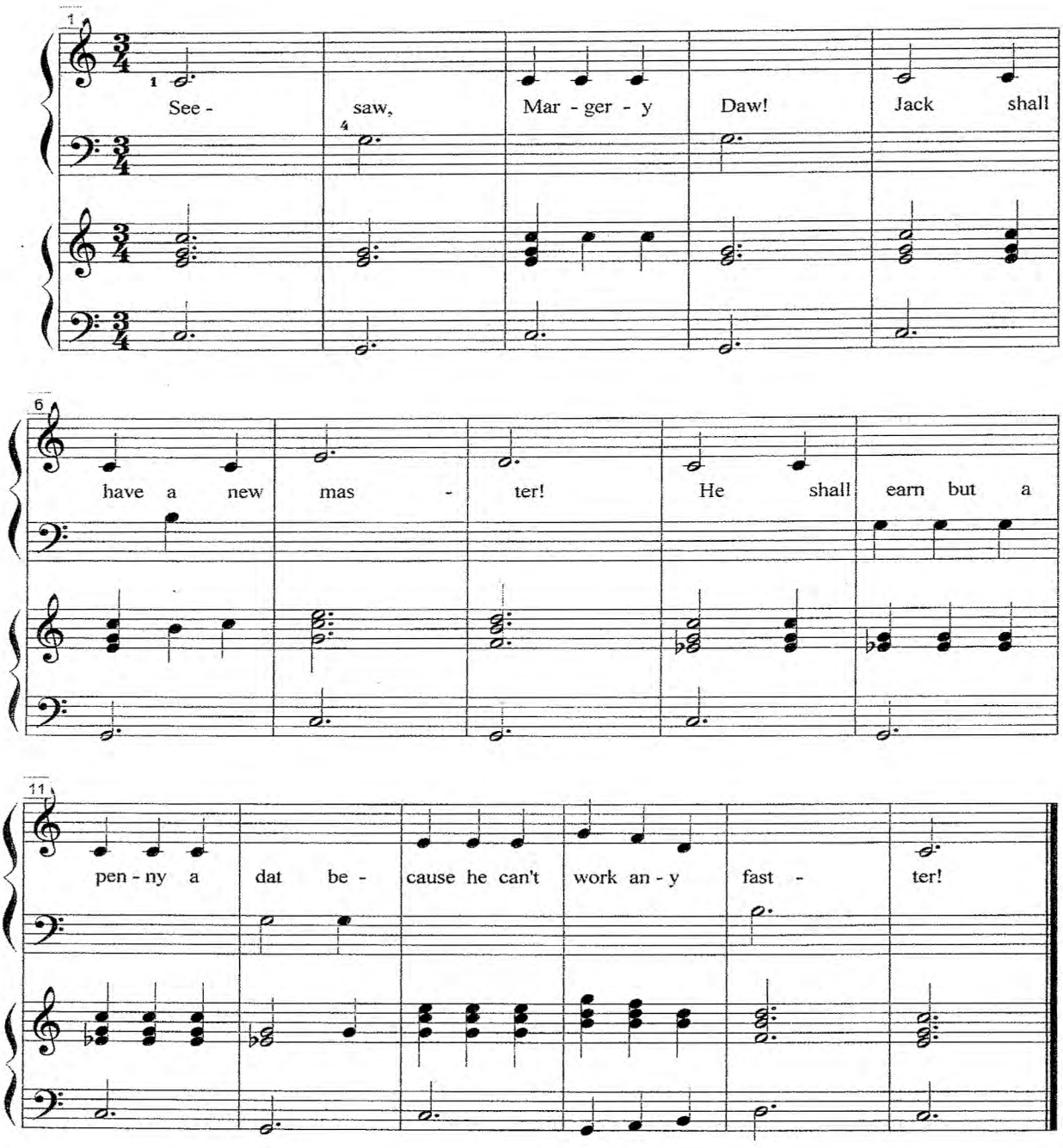


LEVEL 1 - B

(c) MAYRON COLE

THE MAYRON COLE PIANO METHOD®

FUN SHEET



LITTLE ROBIN REDBREAST©
THE MULBERRY BUSH©
SEESAW, MARGERY DAW©

Add the counts in each group of notes below and write the TOTAL COUNTS on the blank provided. A quarter note equals one beat.

(**CLUE:** REMEMBER that ♫ equals 1 beat or 1 count!) 1 +

Example:

1. ♫ + ♫ + ♩ + ♩ = 4.

Think: 1 Beat 1 Beat 1 Beat 1 Beat = 4 Beats.

2. 𝅗𝅥. + ♫ = _____.

3. ♫ + ♫ + 𝅗𝅥 = _____.

4. 𝅗𝅥 + 𝅗𝅥. = _____.

5. ♩ + ♫ + ♫ = _____.

6. 𝅗𝅥 + ♩ + ♩ = _____.

7. 𝅝 + ♫ = _____.

8. 𝅗𝅥. + ♩ = _____.

9. 𝅗𝅥 + 𝅗𝅥 + 𝅗𝅥 = _____.

10. ♫ + ♩ + ♫ = _____.

183

← student book page 183

student book page 184 →

1 - B

(c) MAYRON COLE

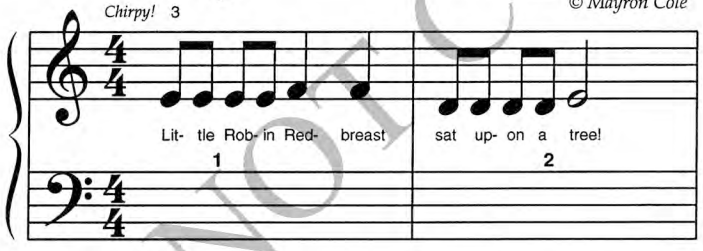


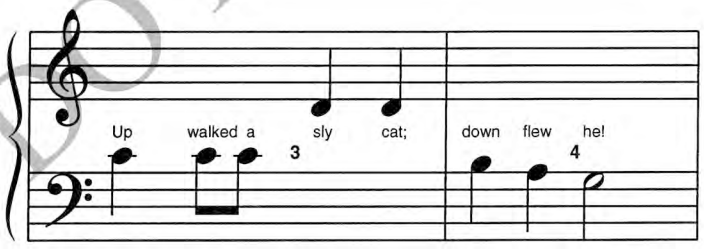
LITTLE ROBIN REDBREAST

CD #1 Track 25, 26, 27

Chirpy! 3

© Mayron Cole





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184

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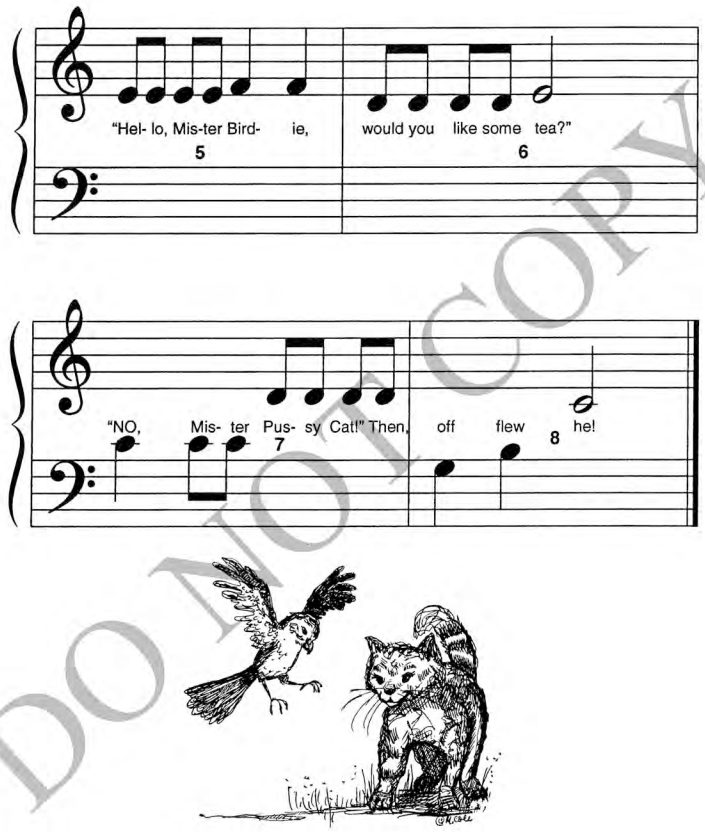
← student book page 185



Play this piece two times every day until your next lesson.
KEEP RECORD: M __ T __ W __ TH __ F __ EXTRA ____.

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student book page 186 →



color the picture

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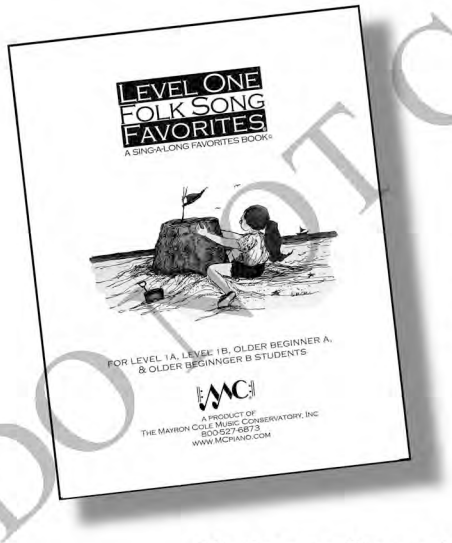
Other Level 1 products created specifically for The Mayron Cole Piano Method:

Level 1 Folk Song Favorites
aka: Level 1 Sing-A-Long Favorites
(Item Code: SALF1)



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The MAYRON COLE PIANO METHOD©

Order online at www.MCpiano.com or call 800-527-6873

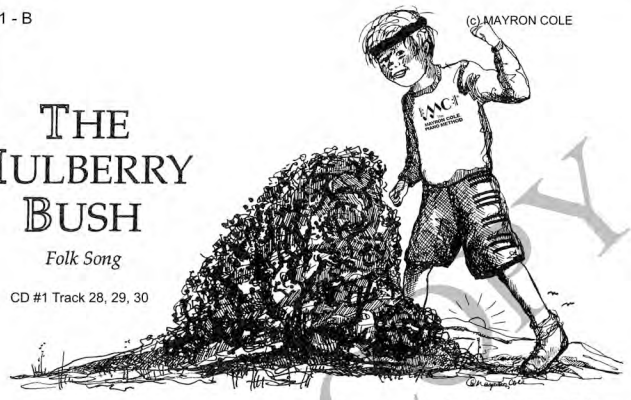
⟵ student book page 187

student book page 188 ⟶

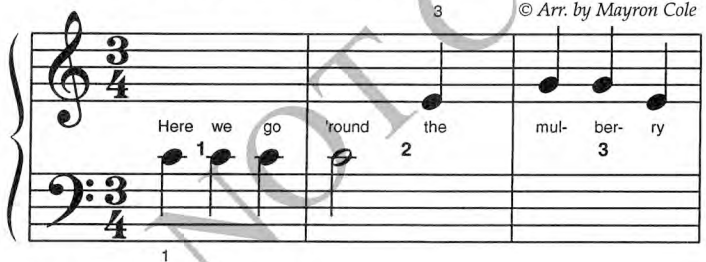
THE MULBERRY BUSH

Folk Song

CD #1 Track 28, 29, 30



3 © *Arr. by Mayron Cole*



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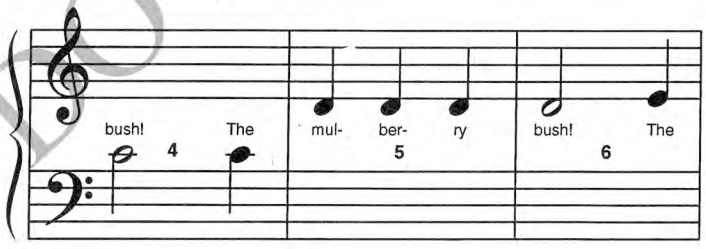

← student book page 189

student book page 190 →

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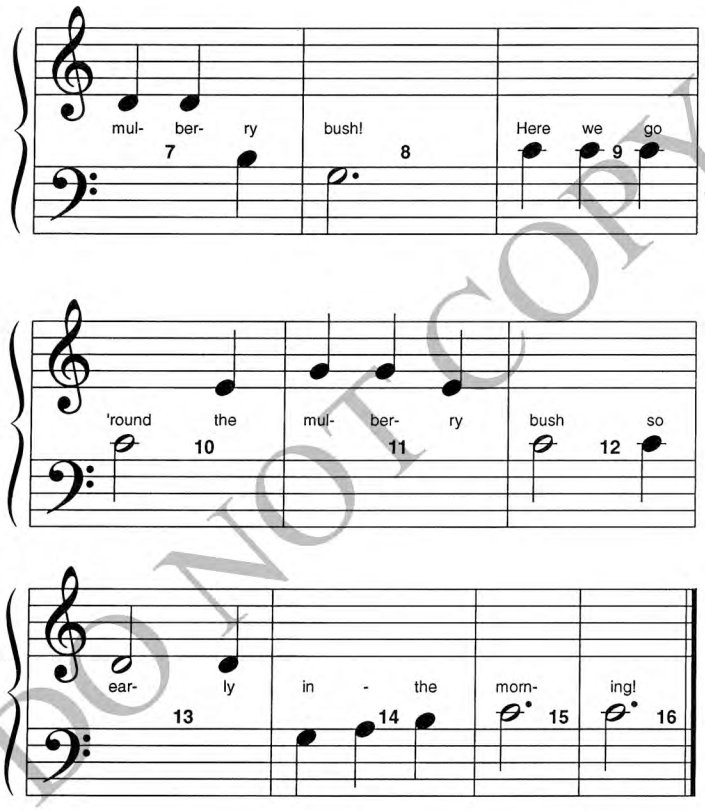


Play this piece two times every day until your next lesson.
KEEP RECORD: M __ T __ W __ TH __ F __ EXTRA ____.

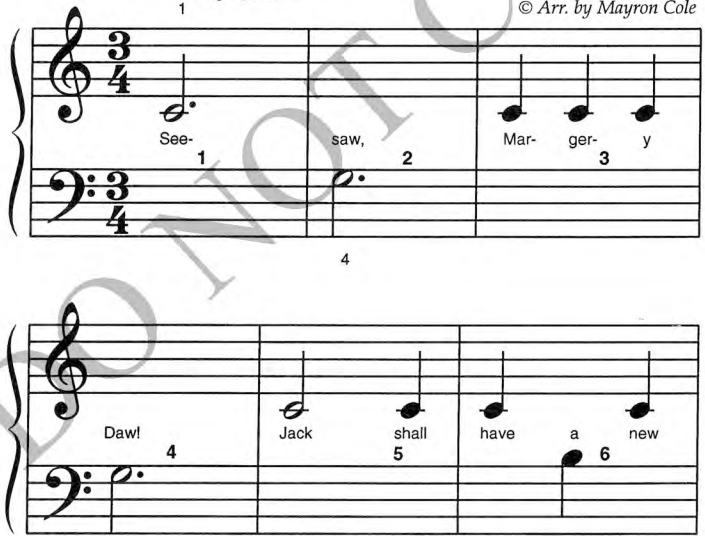


SEESAW, MARGERY DAW

Folk Song

CD #1 Track 31, 32, 33

© *Arr. by Mayron Cole*



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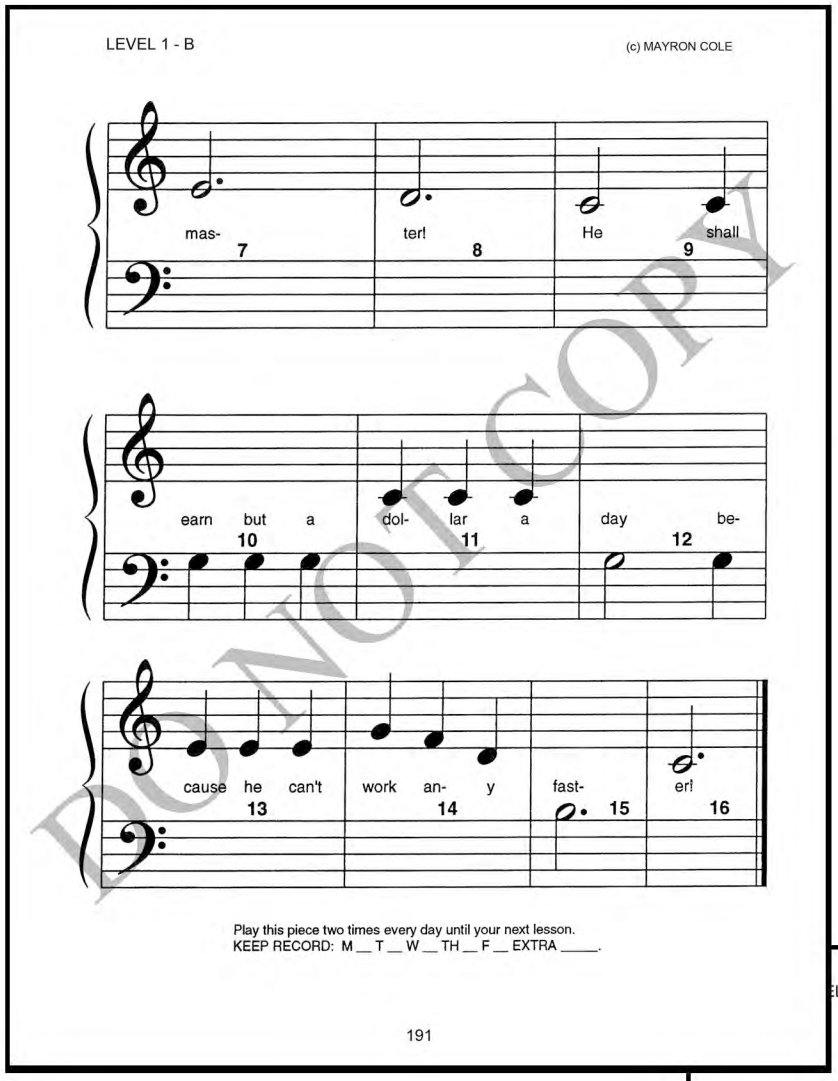
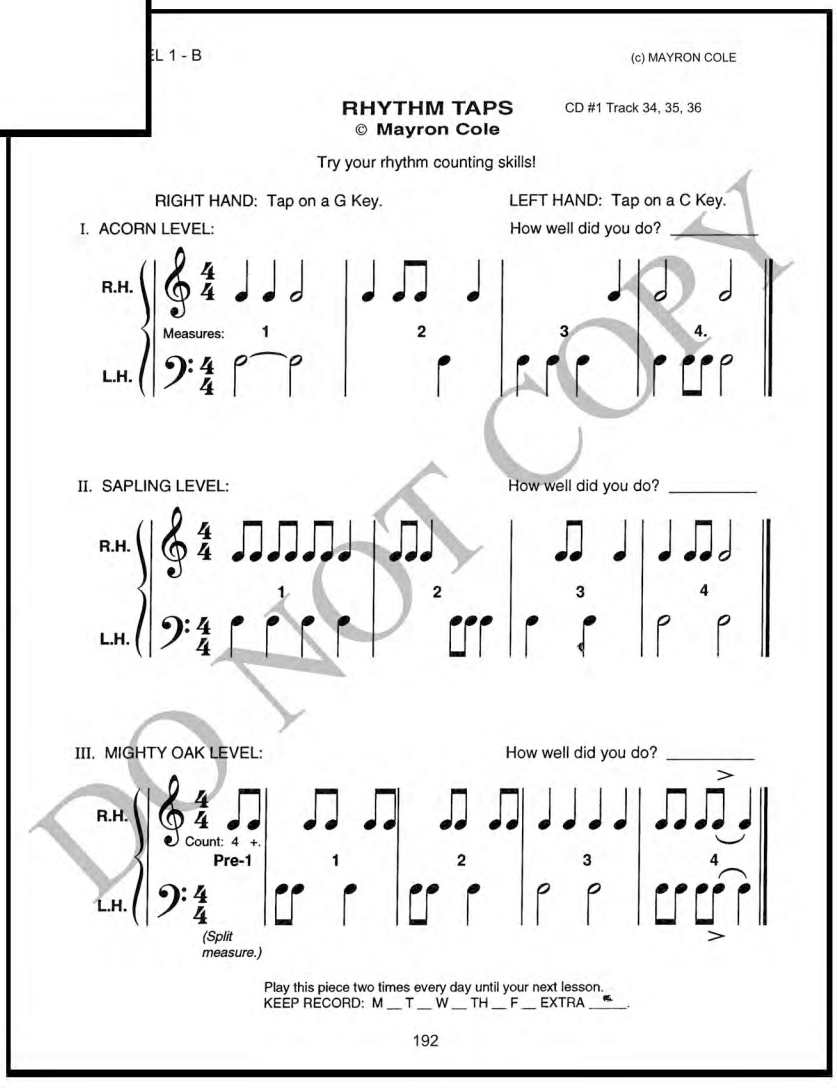


student book page 192 →



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The MAYRON COLE PIANO METHOD

LEVEL 1-B
LESSON 6
45 minutes



Student Book pages 193-198

MUSIC: Western Skies Ensemble

LESSON CONCEPTS: Playing a Multi-Piano Ensemble; Repeat Sign

SUPPLIES NEEDED: Pastel Watercolor Markers & Pencils

PLAY OLD MUSIC (5 minutes)
Hear each student play Little Robin Redbreast solo. If you have a large class and don't have time to hear each student play the entire piece solo, then hear each student play two lines of the composition solo. So, one student plays the first two lines and another plays the last two lines, then move on to two more students.

IT'S TIME TO START (1 minute)
Hand out student book pages 193 – 198 and explain that today we will be learning an ensemble. What that means is that they will each be reading different notes, and when we put it together it is a piano band!

IT'S TIME TO LEARN THE NEW MUSIC (31 minutes)
The music for an ensemble should be simple enough for students to sight read and work on individually. The difficult part of an ensemble is playing together as a group when students are hearing their neighbor play different notes than themselves.

- *Everyone take a look at the last measure in this composition. Do you see how there are two sets of two dots next to the double-bar line? This is called a repeat sign and it tells us to go back to the beginning and play the whole piece again. So we will play the entire page twice.*
- For the first few minutes, each student sight reads and practices his/her own part while you walk around to assist when needed and make sure each student can play his/her part. Each student should play their part all the way through at least 2 - 3 times. (**6 minutes)**
- When you feel each student can play his/her part, then it is time to start putting ensemble together. (**10 minutes**)
    - Explain that you cannot call out the key because everyone is playing a different key, so you will count the rhythm (all students will be playing the

same rhythm in our beginner ensembles). Also explain that they will be hearing themselves play different notes than the person sitting next to them. Teacher, remember that this is the first time these young students have ever played a composition where they hear others in the class playing different notes.
    - When you first put the ensemble together, you should only play the treble clef in the teacher's part, do not play any counter rhythm that is in the bass clef.
    - Slowly put the ensemble together. When you get to measure 16, remind the students to go back to the beginning.
    - After you play the ensemble the first time, ask the students if they could hear that they were all playing different notes. That was so much fun! Students LOVE ensembles!
    - After practicing it a couple times, try playing a couple of times without you counting the rhythm aloud.
- You now play the full teacher's part with the group. (**5 minutes**)
    - You might have to count the rhythm aloud the first time through. If you have been playing the teacher's accompaniments that are in this manual or using our orchestrated accompaniments, then your students should be used to hearing an accompaniment while they play.
- Now, the really fun part... Select different instrument sounds! (**10 minutes**)
    - Get creative about which instruments will best portray the ensemble. There are some "western" sounding instrument suggestions on student book page 193: honkey-tonk piano, banjo, guitar, fiddle (violin), harmonica, and accordion.
    - Practice the ensemble with instruments. You will need to adjust volume of each keyboard since not all instruments sound at the same level.
    - Remember that you are in no rush. Allow the students to experiment playing around with the instrument sounds and their ensemble part. The goal of this lesson is for students to really enjoy their first experience playing a four-piano ensemble.

IT'S THEORY WORKSHEET TIME (6 minutes)
This is an opportunity for students to catch up on any incomplete theory funsheets. Have students look back through their book to see if they have any worksheets that are unfinished. Any student who has completed all worksheets can either assist another student or may color the pictures in his/her textbook for a few minutes.

IT'S TIME TO GO (2 minutes)
Students place cardboard marker page in front of the compositions you want them to practice. On student book page 193, have the student write down which ensemble part and which instrument sound he/she has been assigned. The homework is to practice only the part that the student has been assigned. For extra credit, the student may practice the other three student parts as well.

HOW TO TEACH ENSEMBLES WEBINAR

This video recording of a live one-hour webinar hosted by Colleen Cole discusses how to teach an ensemble to a piano class. Topics include time management in class, performance ideas, and using ensembles as a marketing tool. You will be e-mailed the outline from the webinar as well as a link to a recording of the webinar which you may view as many times as you like for up to 3 months.

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PIANO METHOD

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ENSEMBLE

Western Skies

CD #2 Track 1, 2, 3

(c) Mayron Cole

← student book page 193

LEVEL 1 - B (c) MAYRON COLE



Fun with Ensembles!

An ensemble is like a piano band. Each pianist will be reading a different piece of music and when you play all of the parts at the same time, it sounds wonderful!

Have fun with ensembles... for this western ensemble, pick out some instrument sounds on your digital pianos to make your band sound like it is in the old west.

Some suggested instrument sounds for the Western Skies ensemble:

Honkey Tonk Piano	Banjo
Guitar	Fiddle (Violin)
Harmonica	Accordian

I will be playing the _____
(circle the instrument above that your teacher has assigned you to play)

Instrument Number: _____ Volume: _____

After your class has learned this ensemble, invite parents in during the last few minutes of class to hear your wonderful piano band play Western Skies.

They will love it!

193

student book page 194 →

L 1 - B (c) MAYRON COLE



ENSEMBLE
Western Skies

CD #2 Track 1, 2, 3

(c) Mayron Cole

194

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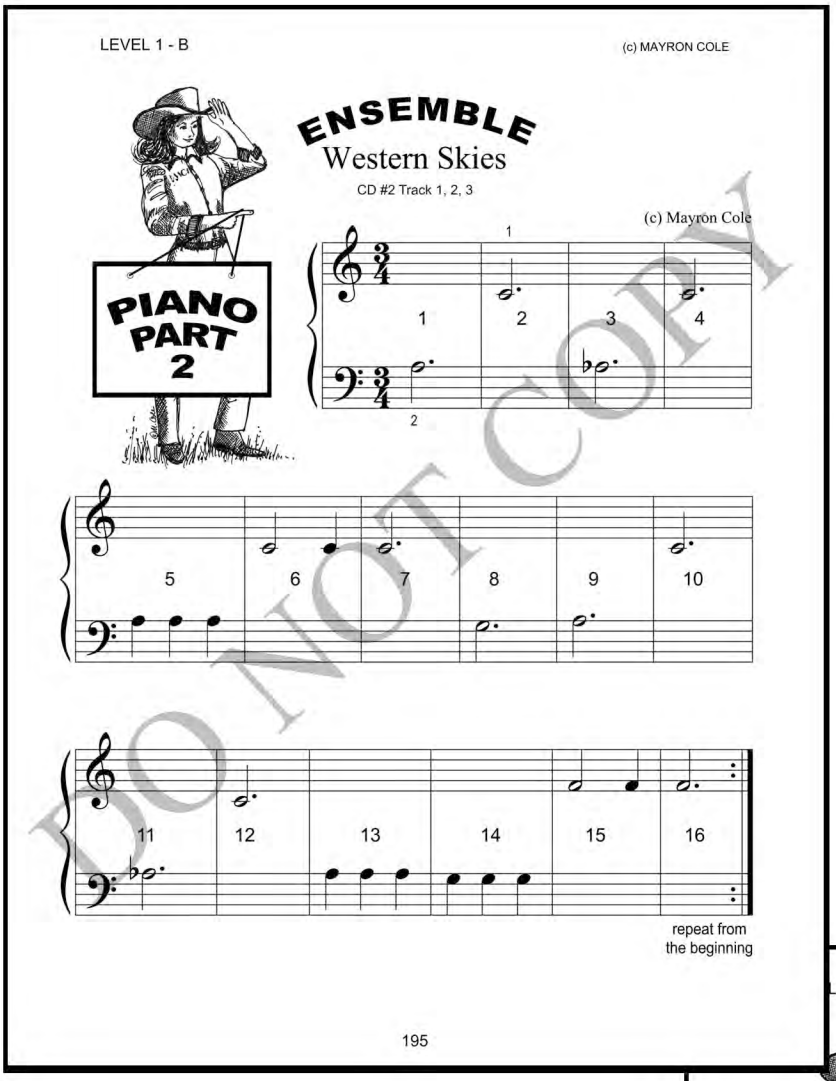
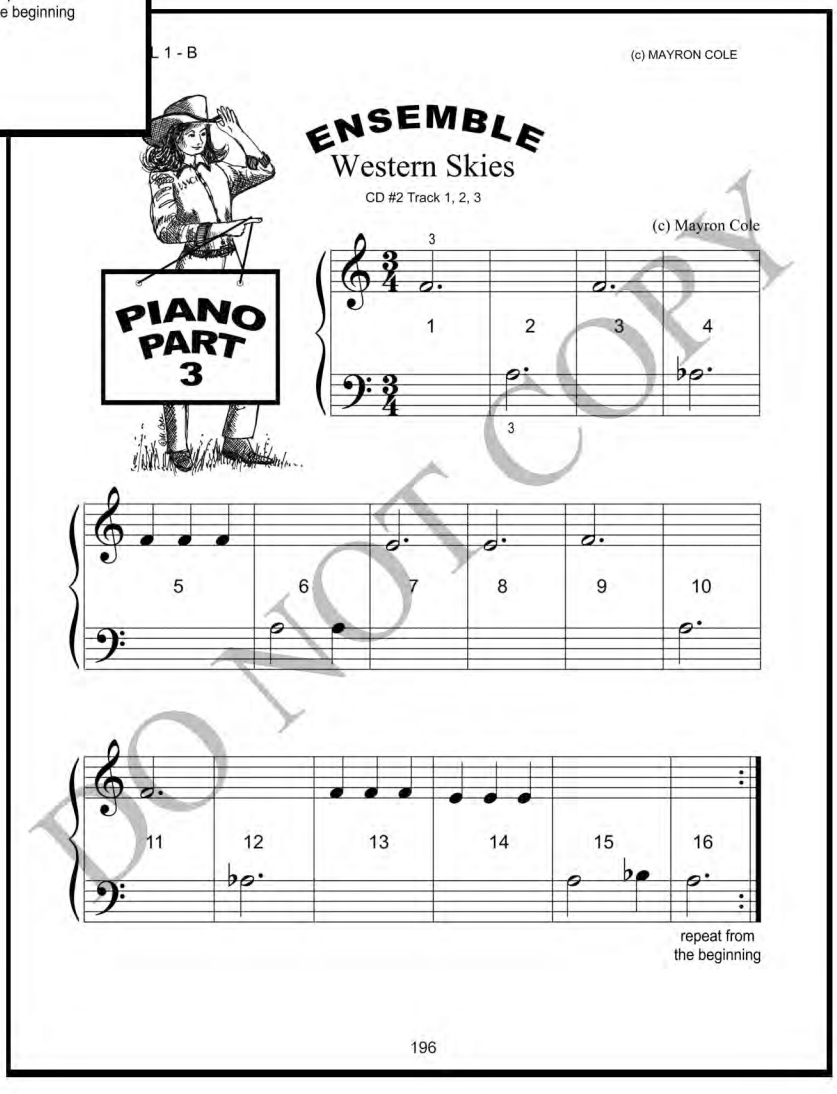


← student book page 195

student book page 196 →



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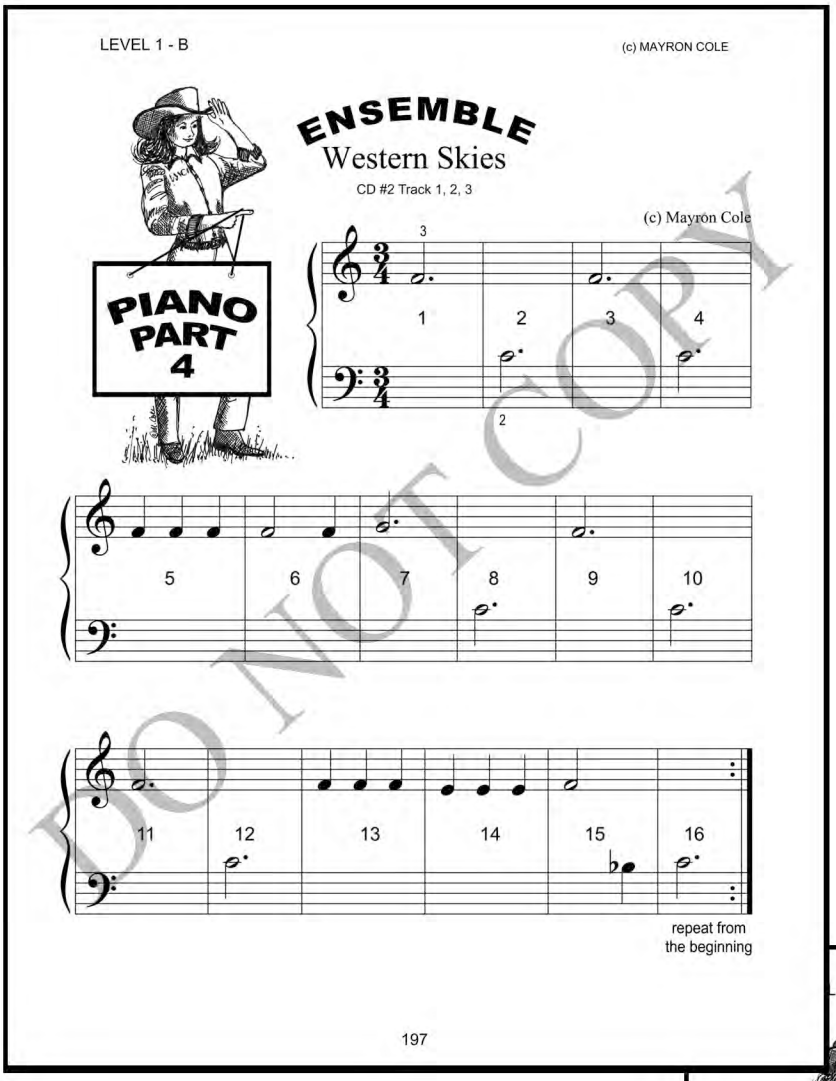

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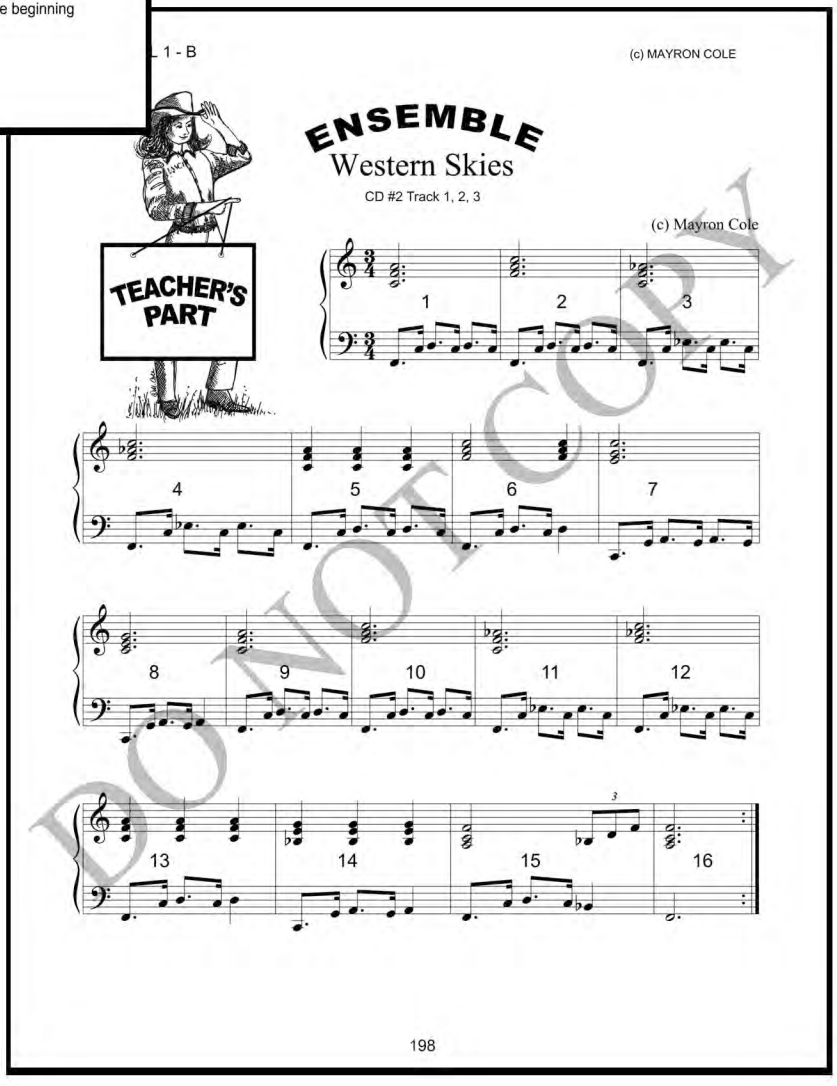
student book page 198 →



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The MAYRON COLE PIANO METHOD

LEVEL 1-B
LESSON 7
45 minutes

Student Book pages 199-204

MUSIC:	The Eyes of F; Going West!; Old MacDonald
LESSON CONCEPTS:	New Note - Bass Clef F
SUPPLIES NEEDED:	Theory Game Mat; Pastel Watercolor Markers; Pencils; Small Keyboard

PLAY LAST LESSON'S MUSIC (9 minutes)
Have student's set their digital keyboards to the honkey-tonk sounding instruments that you chose last week. Play last week's ensemble together as a group. The first time through, just the students play. The second time through, you play the teacher's part (included in the previous lesson in this manual, and in the student book on page 198). Play two more times through; students LOVE to play ensembles! But, keep an eye on the clock, we have a lot to do today!

IT'S TIME TO START (1 minute)
Hand out today's music and theory pages (student book pages 199 – 204) to each student. Students put these pages in their method binders.

GO TO GAME TIME (14 minutes)
Teachers, whenever you want to teach a new concept, such as today's new staff note F, it is easier to teach that concept in a game environment. See page 10 in this manual for ideas on managing the game.

Teach today's new concept, bass clef G. Say to students:

- (place your small keyboard on the game mat) *You know that the top space in the bass staff is G. What key is below G on the piano?* **Ans: F**
- (turn to the page in this manual that shows the G on the staff) *If F is below G on the piano, what note do you think is below G on the staff?* **Ans: F**
- (turn to the page in this manual that shows the F on the staff) *This note is F. Since this F is **below** middle C on the staff, we will play the F that is **below** middle C on the piano.*

- *See how the two dots of the F Clef are on either side of the F line? It is because this note is F that we call this the F Clef. So, if you can remember that this is the F Celf, then you will always know the name of this note!*

Look at the music for today's lesson and ask questions that analyzing everything about that composition. For example:

- *Keesha, look at the two notes that will be used The Eyes of F. What are they?* **Ans: F & G.**
- *Sergio, tell me the letter names of the notes in the first line of The Eyes of F.* **Ans: F, G, F, G, F, F, G, F, G.**
- *Tracy, Look at the two tied notes in measures 7 and 8. How many beats do they equal?* **Ans: 8**
- *Jacob, Look at the two tied notes in measures 15 and 16. What is the letter name of the two tied notes?* **Ans: F**
- *Class, look at the rhythms in Going West. For a free throw for everyone, clap and count the rhythms with me from the beginning of Going West through M 4. We 're going to start on the third beat.*

And so on...
Play the game long enough for each student to know the new note F. But don't stay at game time too long.

GO TO THE KEYBOARDS (20 minutes)
Have students turn to student book page 199. As a group, play the notes at the bottom of page 199 while counting to 4 on each note. Play through the notes four times.

The Eyes of F (student book page 200)

- This composition should be very easy for your students. With your students, play it aloud as a group. Be sure to say each note's letter name as you play. Play it again saying only the rhythm counts. Easy, let's move on.

Going West! (student book page 201)

- *There is a "trick" in Going West! Look at the two-eighths at the end of the first three lines of music. One pair of two-eighths is different. Which pair?* **Ans: The second pair.**
- Have your students try playing only the three pairs of two-eighths on their own but simultaneously as you quickly move around the class checking the progress (yes, it is loud to have student practicing on their own simultaneously, but sometimes it is important to give them time to work at their own pace).
- As soon as a student has mastered the two-eighths patterns, he/she can start at the beginning of Going West. The student should play to the end of the composition as the other students complete playing the two-eighths pattern assignment.
- Slowly, as a group play this composition together. This composition looks easy but is more difficult than it appears!

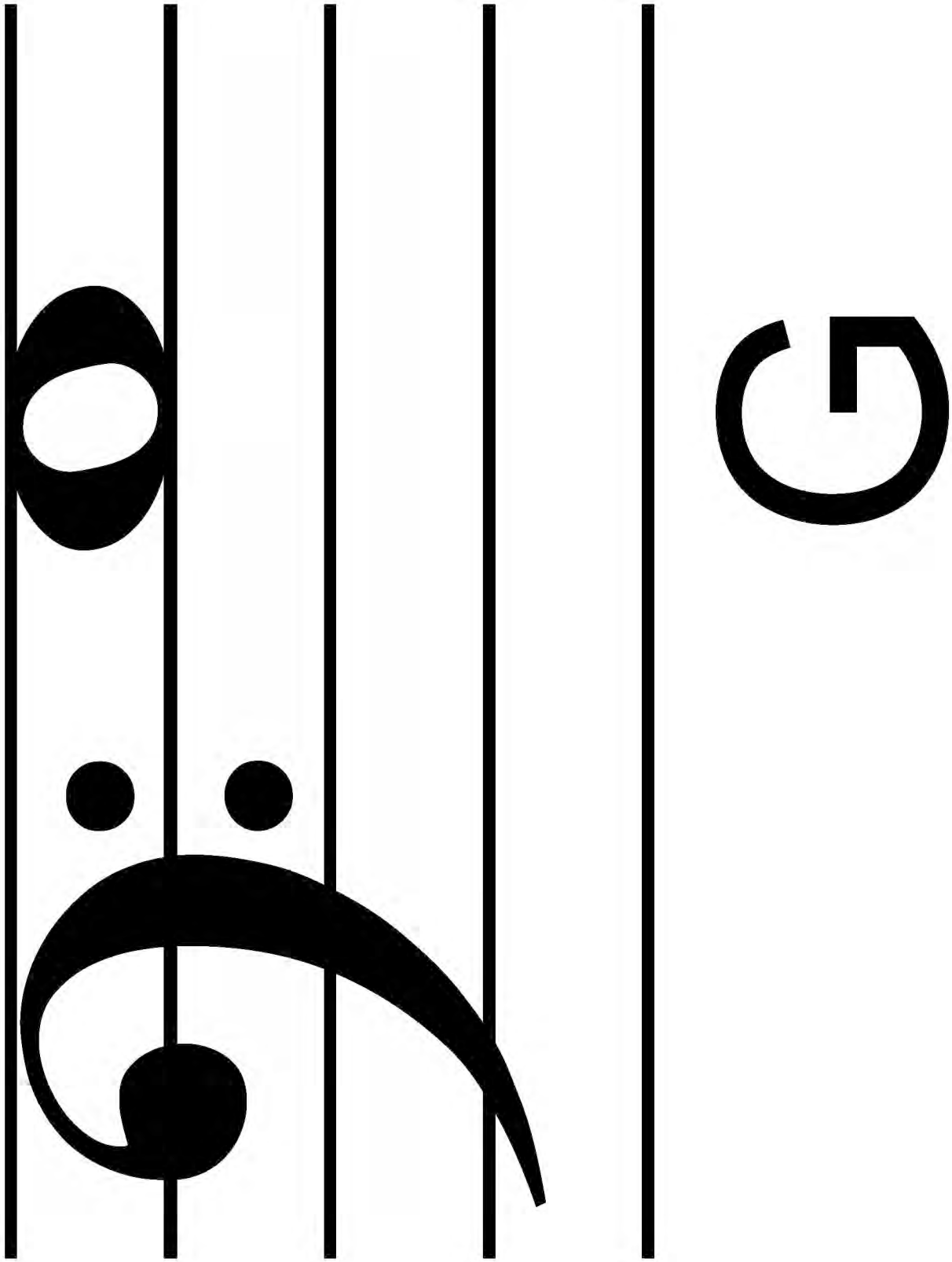
Old MacDonald (student book page 202)

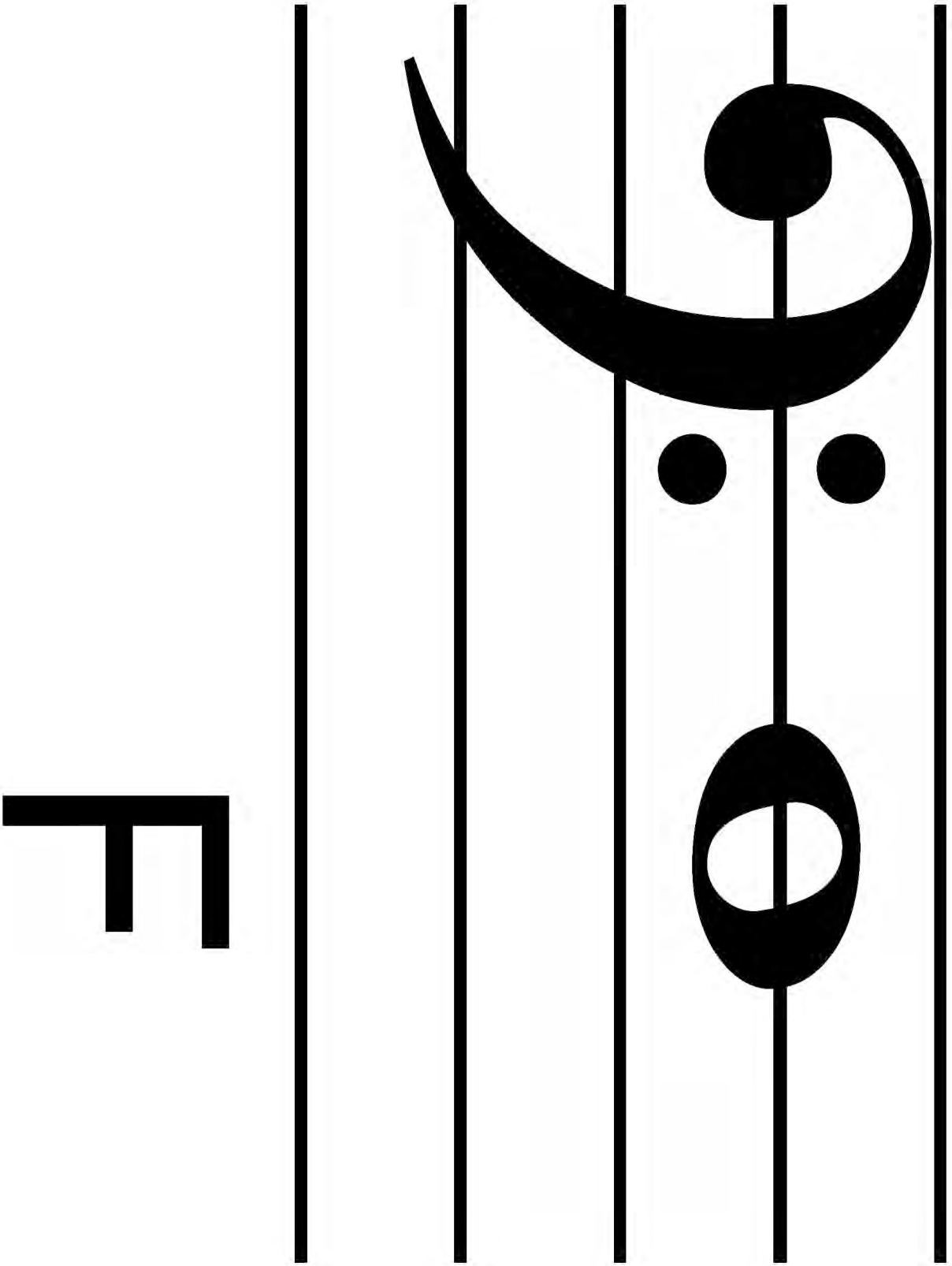
- Look at M.8 (starting with the last two-eighth notes of M.8). Have your students say aloud with you (in rhythm) the notes from this point through M. 12.
- After all are secure with the letter names of these notes, have the students try playing this section of music on their own simultaneously as you quickly go to each keyboard and check the progress.
- After a student has played these few measures for you, the student should (by him/herself) start at the beginning of the composition and play to the end. This keeps all of your students busy as you check other students' progress.
- After all students understand the notes required for Old MacDonald, try playing this composition slowly and aloud as a group. There will be wrong notes played, of course, but that's expected the first time through while playing in ensemble.
- Play the composition once more as a group.

IT'S TIME TO GO (1 minute)
Students place cardboard marker page in front of the compositions you want them to practice. Also, assign the two theory funsheets for this lesson as homework.

NOTES:



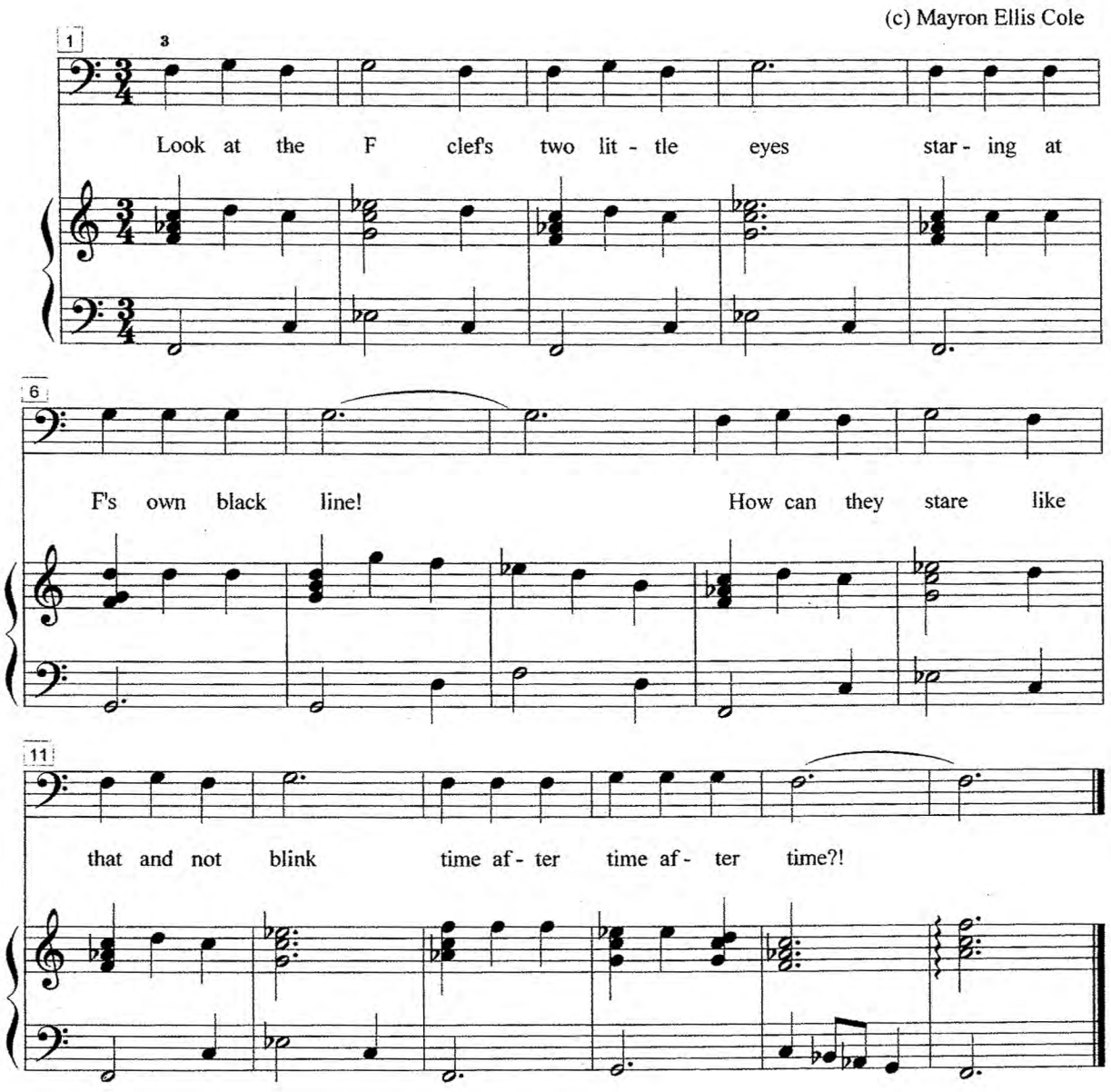




TEACHER'S ACCOMPANIMENT

THE EYES OF F

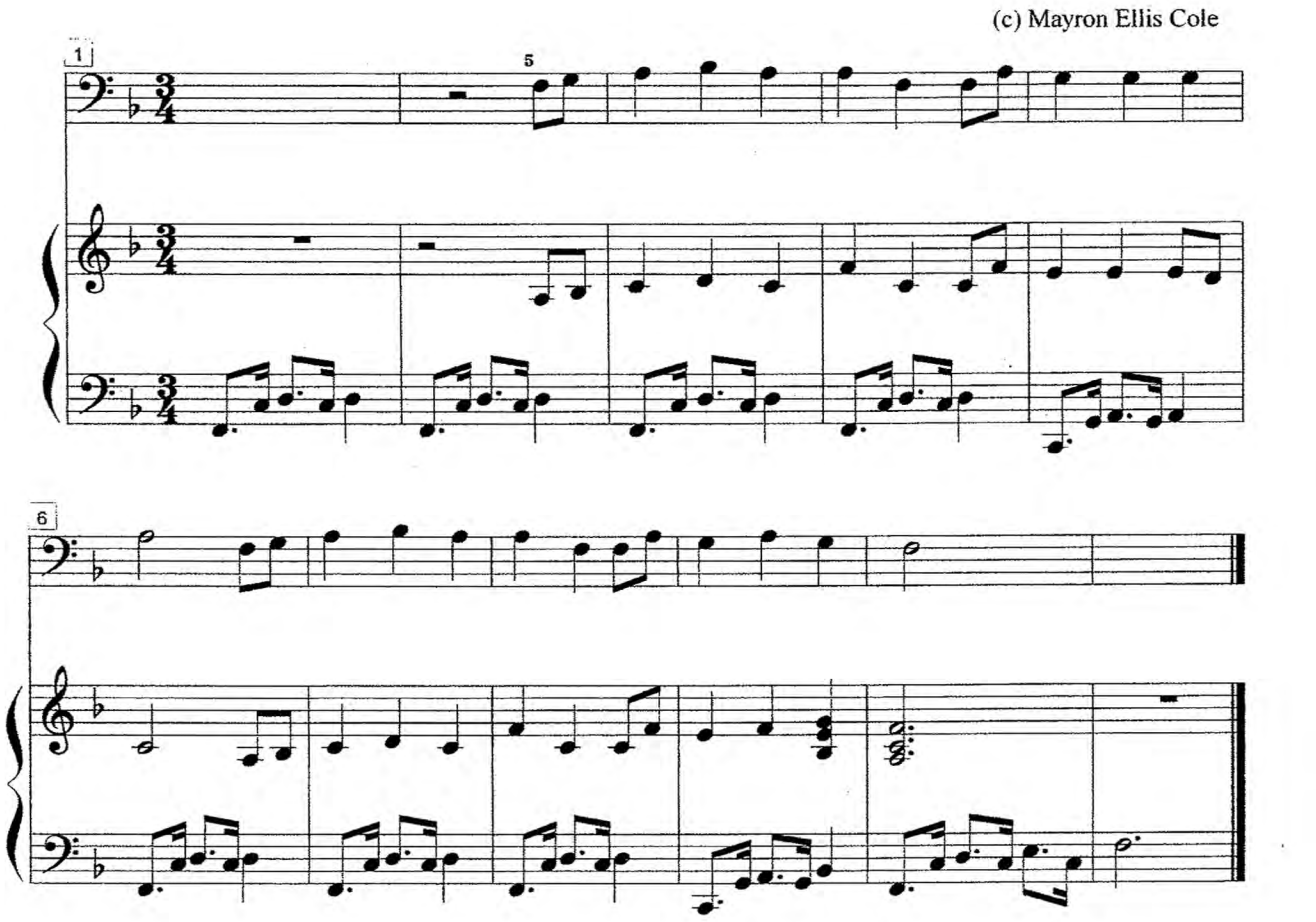
STUDENT BOOK PAGE200



TEACHER'S ACCOMPANIMENT

GOING WEST

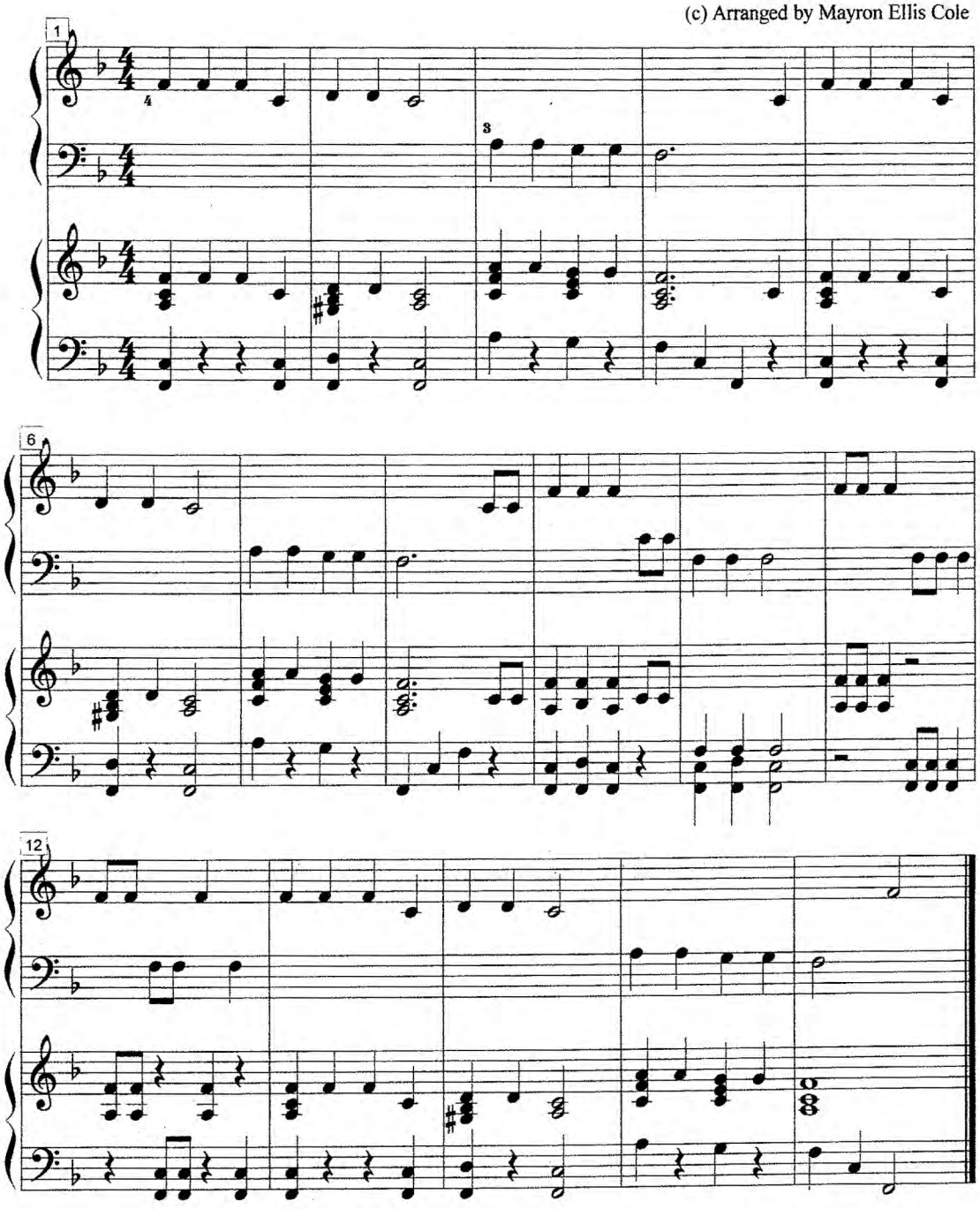
STUDENT BOOK PAGE201



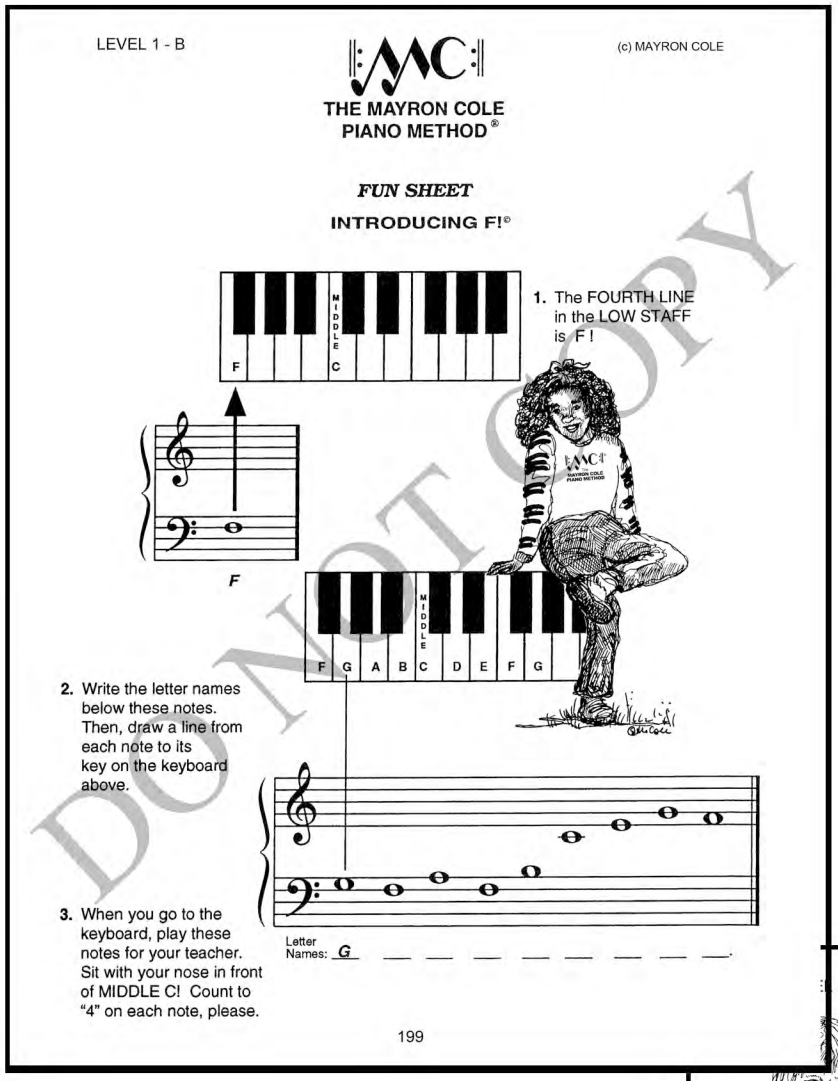
TEACHER'S ACCOMPANIMENT

OLD MACDONALD

STUDENT BOOK PAGE202



← student book page 199



LEVEL 1 - B

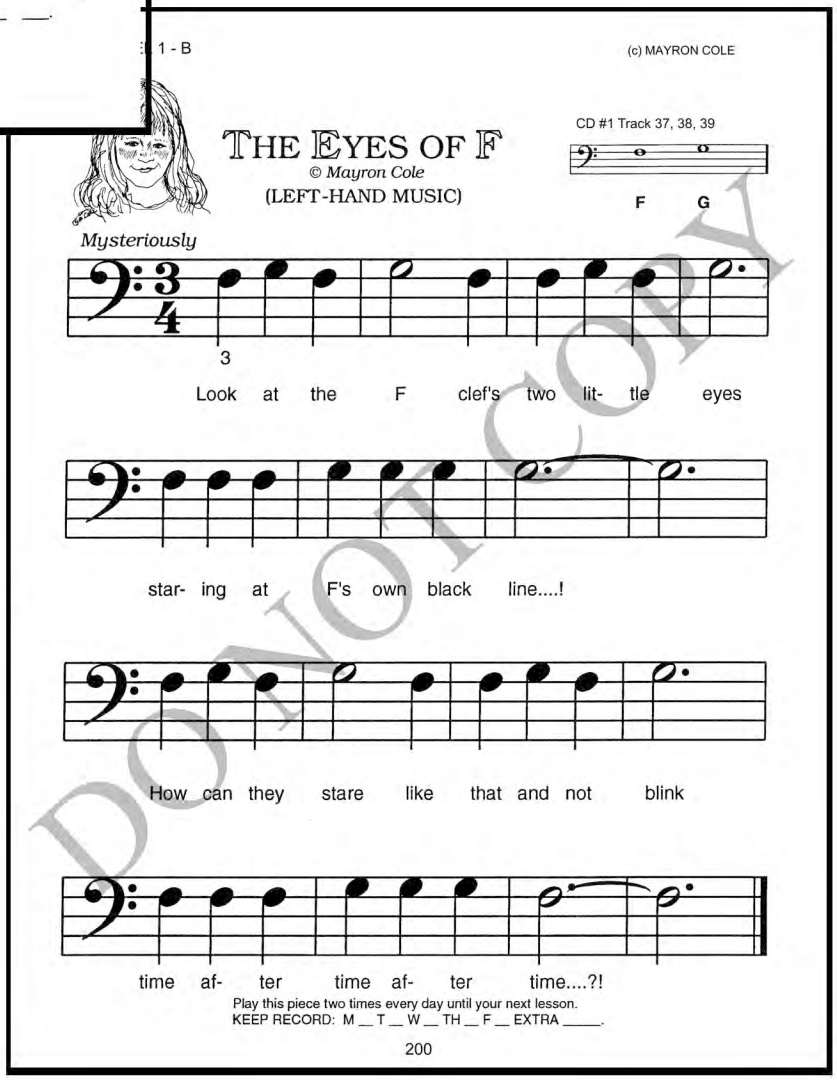
(c) MAYRON COLE

THE MAYRON COLE PIANO METHOD®

FUN SHEET

INTRODUCING F!©

199



1 - B

(c) MAYRON COLE

THE EYES OF F

© *Mayron Cole*

(LEFT-HAND MUSIC)

CD #1 Track 37, 38, 39

F G

Mysteriously

3

Look at the F clef's two lit- tle eyes

star- ing at F's own black line....!

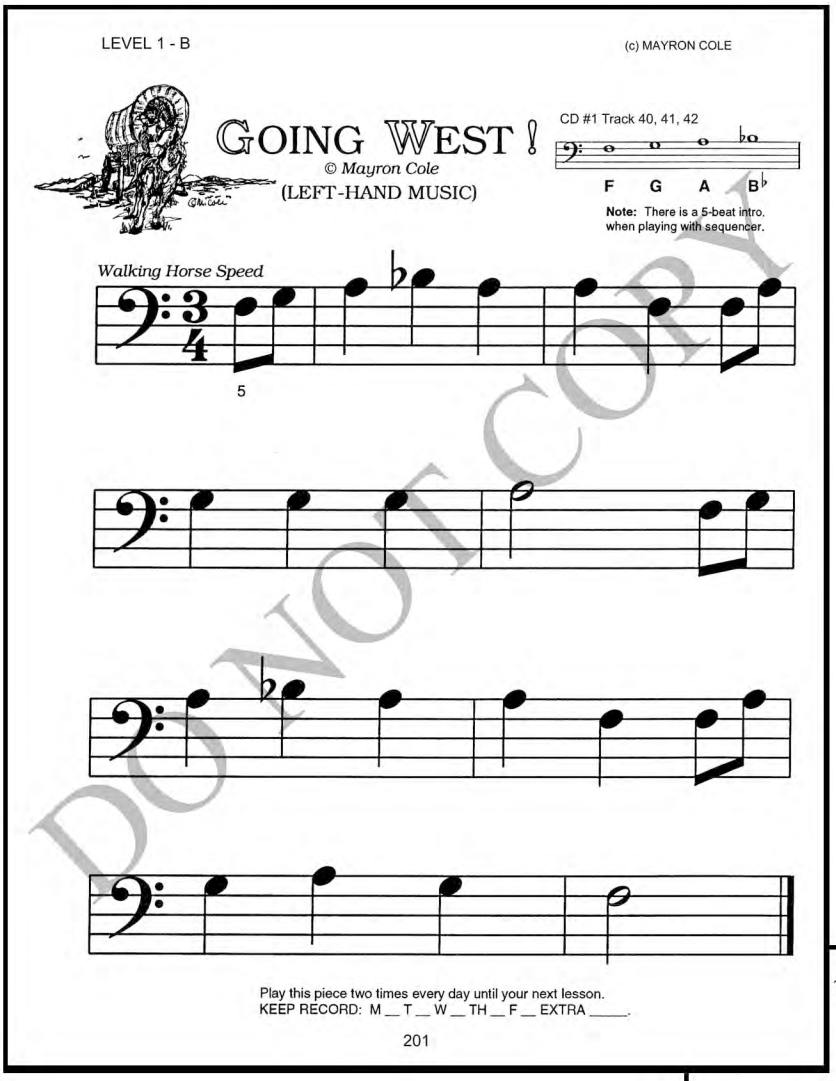
How can they stare like that and not blink

time af- ter time af- ter time....?!

Play this piece two times every day until your next lesson.
KEEP RECORD: M __ T __ W __ TH __ F __ EXTRA ____.

200

student book page 200 →



LEVEL 1 - B

(c) MAYRON COLE

GOING WEST !

© Mayron Cole

(LEFT-HAND MUSIC)

CD #1 Track 40, 41, 42

F G A B♭

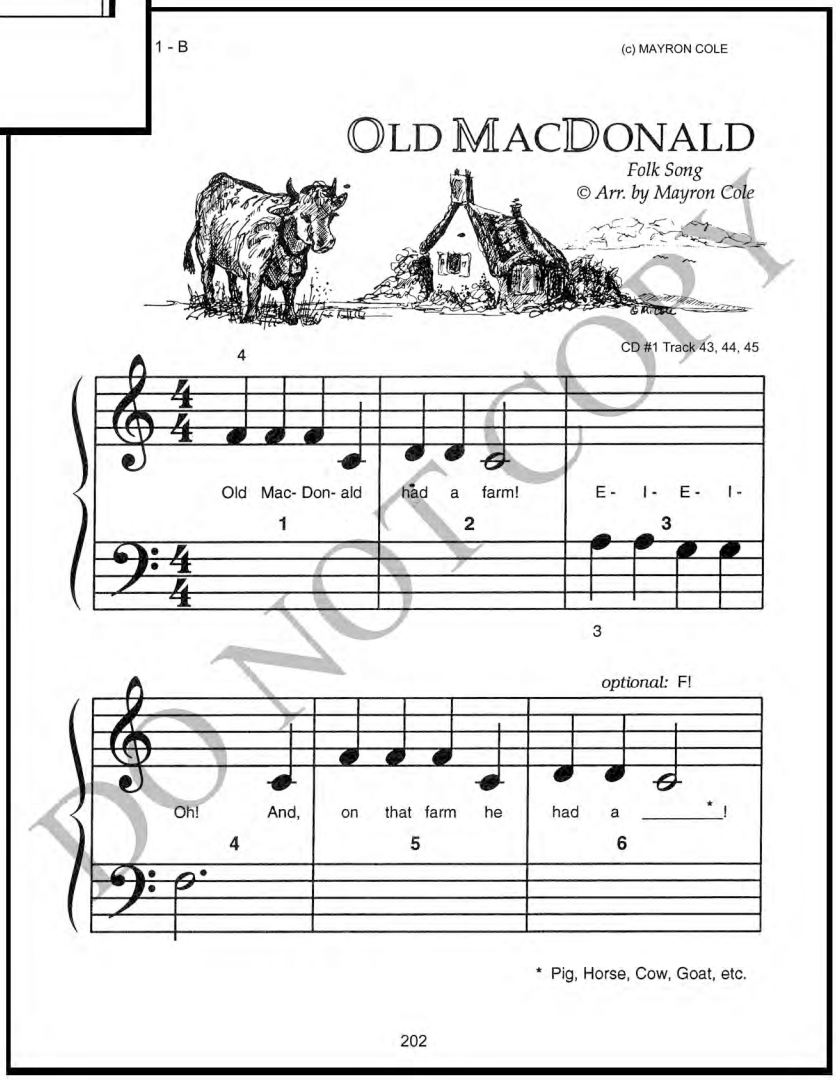
Note: There is a 5-beat intro. when playing with sequencer.

Walking Horse Speed

Play this piece two times every day until your next lesson.
KEEP RECORD: M __ T __ W __ TH __ F __ EXTRA ____.

201

← student book page 201



1 - B

(c) MAYRON COLE

OLD MACDONALD

Folk Song

© Arr. by Mayron Cole

CD #1 Track 43, 44, 45

Old Mac- Don- ald had a farm! E- I- E- I-

optional: F!

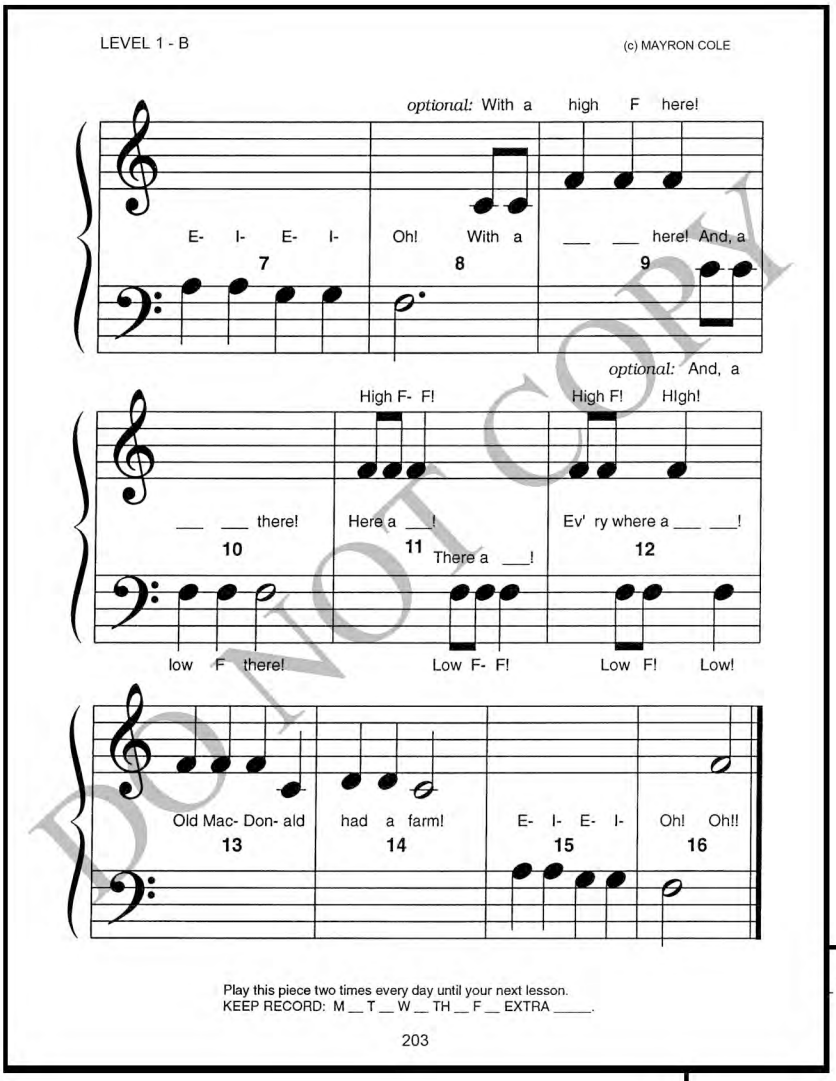
Oh! And, on that farm he had a _____*!

* Pig, Horse, Cow, Goat, etc.

202

student book page 202 →

← student book page 203



LEVEL 1 - B

(c) MAYRON COLE

optional: With a high F here!

E- I- E- I- Oh! With a ___ ___ here! And, a

7 8 9

optional: And, a

High F- F! High F! HIgh!

___ ___ there! Here a ___! Ev' ry where a ___ ___!

10 11 There a ___! 12

low F there! Low F- F! Low F! Low!

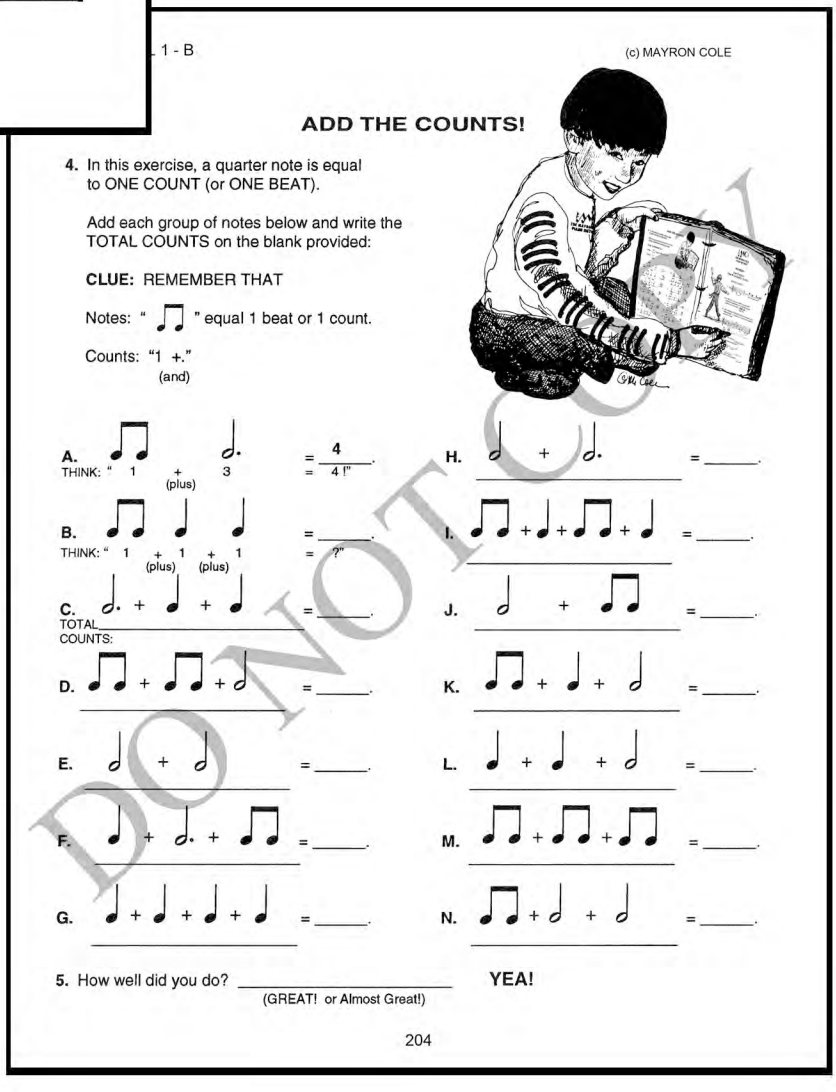
Old Mac- Don- ald had a farm! E- I- E- I- Oh! Oh!!

13 14 15 16

Play this piece two times every day until your next lesson.
KEEP RECORD: M __ T __ W __ TH __ F __ EXTRA ____.

203

student book page 204 →



1 - B

(c) MAYRON COLE

ADD THE COUNTS!

4. In this exercise, a quarter note is equal to ONE COUNT (or ONE BEAT).

Add each group of notes below and write the TOTAL COUNTS on the blank provided:

CLUE: REMEMBER THAT

Notes: " ♫ " equal 1 beat or 1 count.

Counts: "1 +."
(and)

A. THINK: " 1 + (plus) 3 = 4. = 4 !"

B. THINK: " 1 + (plus) 1 + (plus) 1 = ?"

C. TOTAL COUNTS:

D.

E.

F.

G.

H.

I.

J.

K.

L.

M.

N.

5. How well did you do? _____ **YEA!**
(GREAT! or Almost Great!)

204

The MAYRON COLE PIANO METHOD

LEVEL 1-B
LESSON 8
45 minutes

Student Book pages 205-208

MUSIC:	The Viking; Wandering Gypsy
LESSON CONCEPTS:	Review of Notes; Ritardando; Split-Measure; Starting a Composition with Two-Eighth Notes
SUPPLIES NEEDED:	Theory Game Mat; Pastel Watercolor Markers; Pencils; Small Keyboard

IT'S TIME TO START! (l minute)
Hand out today's music. Students put todays music at the back of their binders.

HEAR LAST LESSON'S MUSIC AND SOME OF THE 4-B-4 (13 minutes)
Today, allow each student to play by him/herself a composition from last lesson's assign-ment. Give individual grades. Then, play last lesson's assignment in ensemble. You play the teacher's accompaniment. Give another grade for "group playing".

WORK THEORY SHEETS AS A GROUP (5 minutes)
You read the questions. Call on different students to give the class the answers.

IT'S TIME TO PLAY A THEORY GAME! (10 minutes)
Use today's music to ask analyzing questions. Be sure students see that the RH plays only Middle C in The Viking.

Ask questions such as these about The Viking:

- *Roberta, look at measures 5 and 6. What notes are you playing in the LH?* **Ans: B-flat, A, B-flat.**
- *Thomas, on this small plastic keyboard, and with your LH, show how you will play B-flat, A, B-flat.*
- *For a free throw for everyone, I want each of you, one-at-a-time, to show me how you will play B-flat, A, B-flat on this small keyboard.*

Ask questions such as this for The Wandering Gypsy:

- *We have something new in The Wandering Gypsy. When we see the word "ritardonado" in the music, it tells us to gradually slow down, like we're running out of steam.*
- (point to the beginning of The Wandering Gypsy) *Kathleen, what is it called when we have fewer than the correct number of beats in the first measure?* **Ans: A Split-Measure (or pick-up beat, or anacrusis).**
- *Neha, when we start a composition with a split measure, where are the remaining beats for that measure?* **Ans: In the last measure.**
- *Maclom, what does ritardando tell you to do?* **Ans: Gradually slow down.**
- *Lin Ling, how many pairs of two-eighths do you see in The Wandering Gypsy?* **Ans: 6 pair.**
- *Roberto, tell me the letter names of the notes in the first two pairs of two-eighths.* **Ans: F & A-flat.**
- *For a free roll, each student play F & A-flat with your left hand on this little keyboard.*
- Teacher, go through all the pairs of two-eighths in The Wandering Gypsy asking your students to tell you the letter names of each of the notes. These two-eighths make this composition a bit difficult.

LET'S LEARN TODAY'S MUSIC (15 minutes)
Students go to their keyboards.

- The Viking (student book page 206)
    - Slowly play through The Viking as a group using correct rhythm counts. Most students will NOT count to two on the half notes. Be sure that they do!
    - Play the composition through 2 or three times. The Viking is not a difficult piece, but The Wandering Gypsy is. Make sure you leave enough time to work on The Wandering Gypsy.
- The Wandering Gypsy (student book page 208)
    - Have your students play the six "warm-up" notes at the top of the page 208. *What two notes will be flatted**?*** **Ans: A-flat and B-flat.**
    - Next, as a group play only the six pairs of two-eighths. Three pairs are the same; the other three pairs are each different. These different pairs of two-eighths make The Wandering Gypsy a challenge!
    - Students are now ready to play the composition in ensemble.
    - If you have time, divide the class into three teams. Team 1 plays the first line of The Wandering Gypsy, Team 2 plays the second line, and Team 3 plays the third line.

IT'S TIME TO GO (1 minute)
Students place cardboard markers before pages you want them to practice.

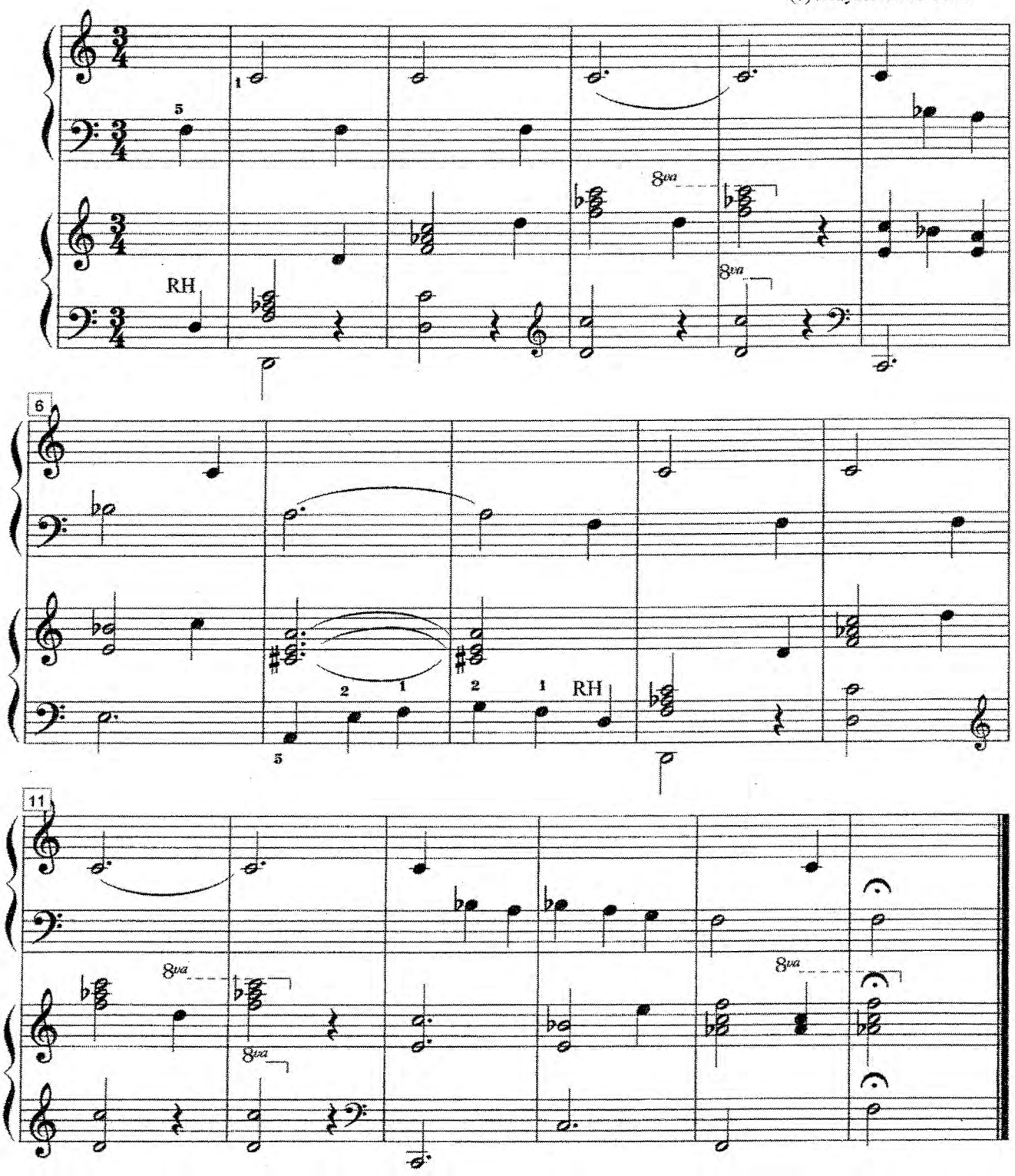
If you don't want to use the cardboard markers, have your students tum to the Table of Contents and check with a watercolor marker the compositions you want them to practice.

TEACHER'S ACCOMPANIMENT

THE VIKING

STUDENT BOOK PAGE206

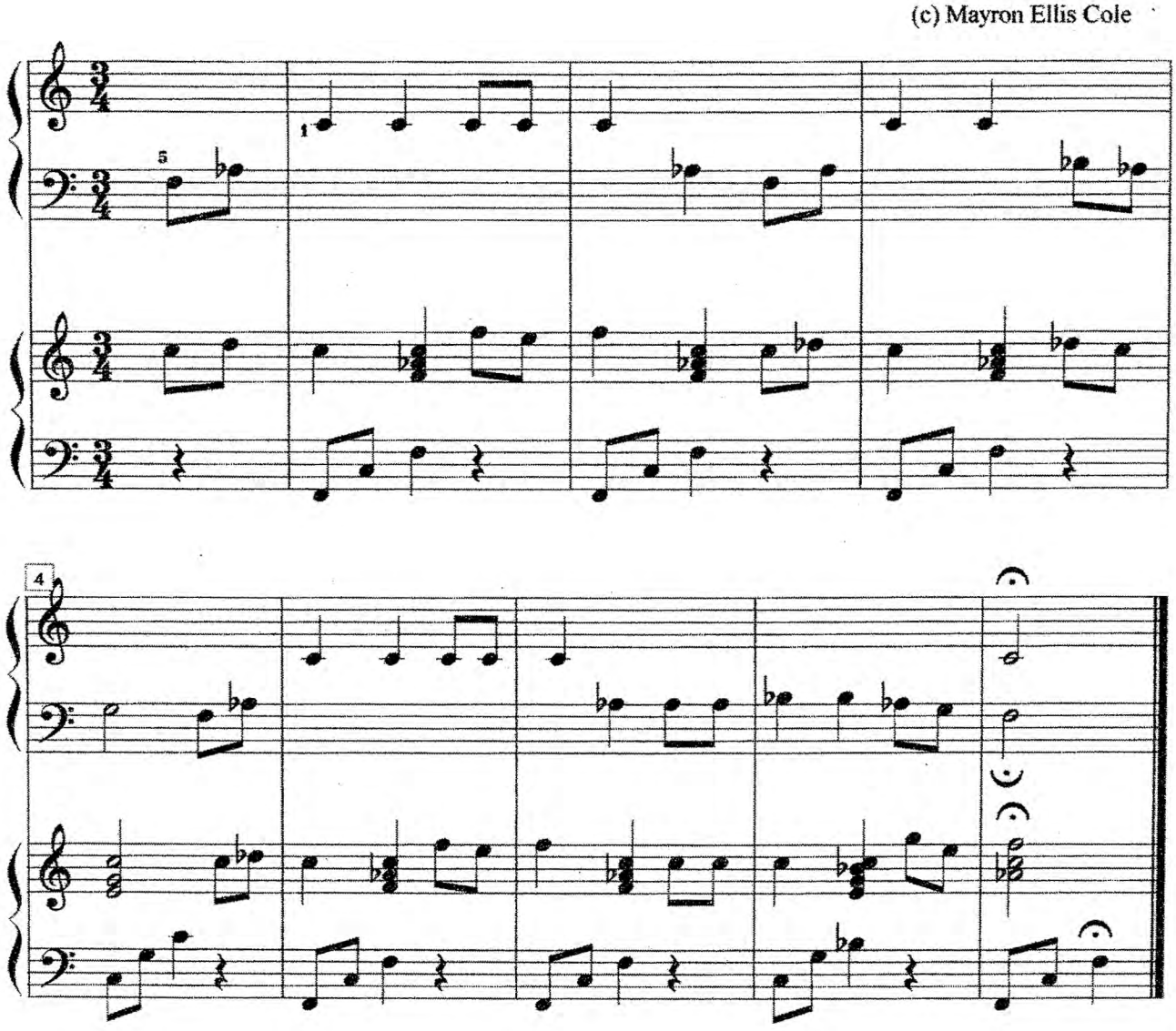
(c) Mayron Ellis Cole

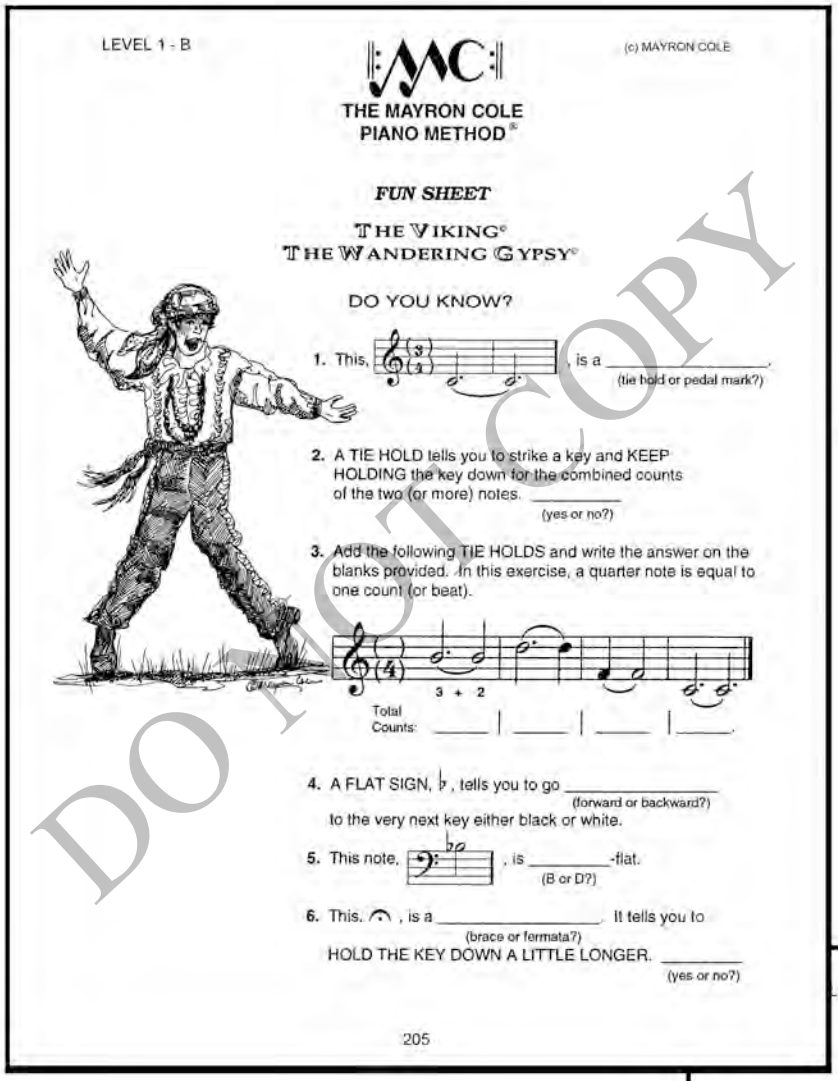


TEACHER'S ACCOMPANIMENT

THE WANDERING GYPSY

STUDENT BOOK PAGE208





LEVEL 1 - B

(c) MAYRON COLE

THE MAYRON COLE PIANO METHOD®

FUN SHEET

THE VIKING©
THE WANDERING GYPSY©

DO YOU KNOW?

1. This, , is a _____.
(tie hold or pedal mark?)

2. A TIE HOLD tells you to strike a key and KEEP HOLDING the key down for the combined counts of the two (or more) notes. _____
(yes or no?)

3. Add the following TIE HOLDS and write the answer on the blanks provided. In this exercise, a quarter note is equal to one count (or beat).

Total Counts: _____ | _____ | _____ | _____.

4. A FLAT SIGN, ♭, tells you to go _____
(forward or backward?)
to the very next key either black or white.

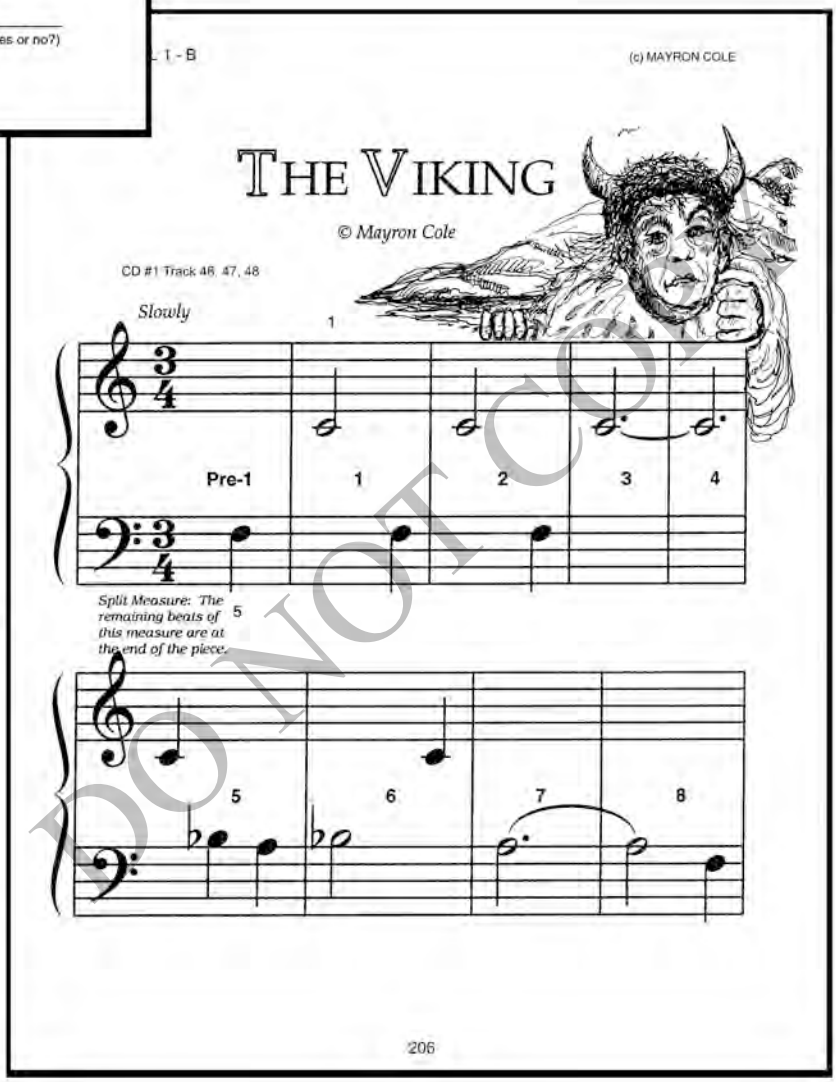
5. This note, , is _____-flat.
(B or D?)

6. This, 𝄐 , is a _____. It tells you to
(brace or fermata?)
HOLD THE KEY DOWN A LITTLE LONGER. _____
(yes or no?)

205

← student book page 205

student book page 206 →



1 - B

(c) MAYRON COLE

THE VIKING

© Mayron Cole

CD #1 Track 46, 47, 48

Slowly

Pre-1 1 2 3 4

Split Measure: The remaining beats of this measure are at the end of the piece.

5 6 7 8

206

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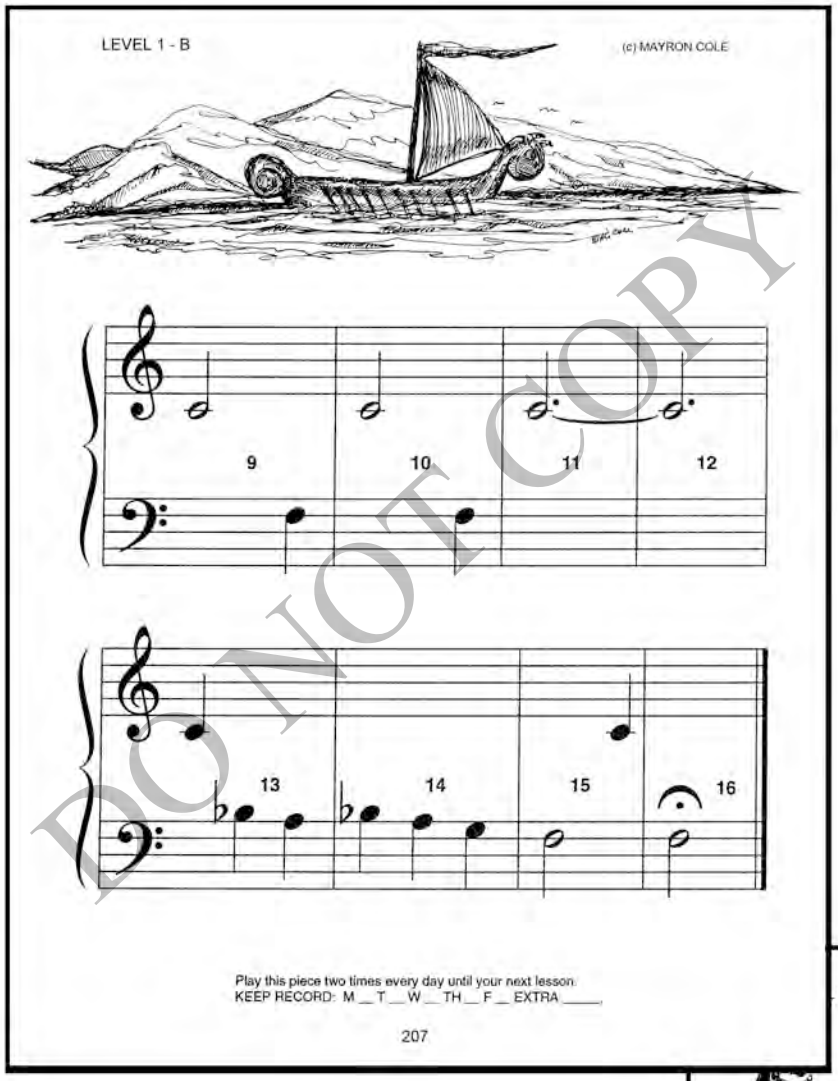
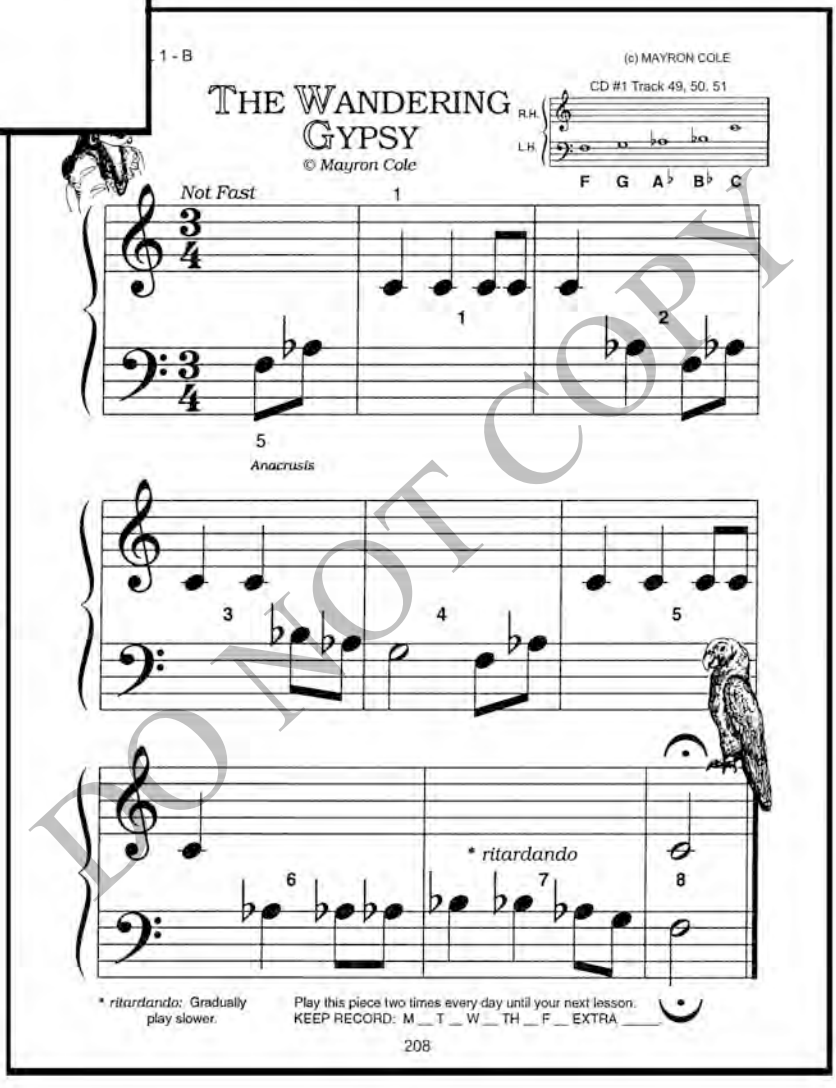


⟵ student book page 207



student book page 208 ⟶

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The MAYRON COLE PIANO METHOD

LEVEL 1-B
LESSON 9
45 minutes

Student Book pages 209-214

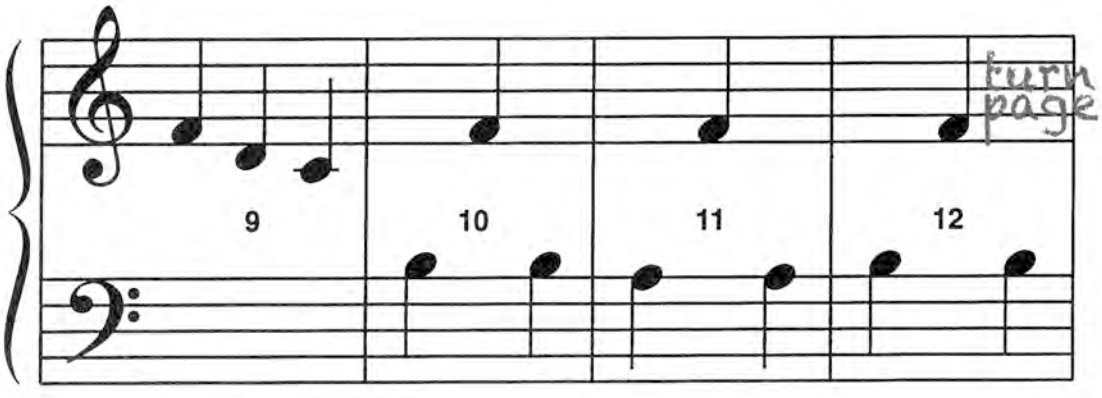
MUSIC: County Fair

LESSON CONCEPTS: Bass Clef F-Sharp;
Turning the Page While Playing a Multi-Page Composition

SUPPLIES NEEDED: Theory Game Mat; Pastel Watercolor Markers; Pencils; Small Keyboard

LET'S GET GOING ON TODAY'S MUSIC (25 minutes)
Hand out student book pages 209-214. County Fair (student book pages 211-213)

- Have students turn to page 212. There they will see a new note: Bass Clef F-sharp. Have your students find the Bass Clef F-sharp key on their pianos.
- *What RH note will be played in Measures 2, 3, 4, 6, & 7?* **Ans: E**.
- *What RH note will be played in Measures 8, 10, 11, 12, 13, 14, & 15?* **Ans: F**.
- *In Measures 18, 19 20, 22, & 23, what RH note will be played?* **Ans: E**.
- *In Measures 24, 25, 26, 27, 30 & 31, what RH note will be played?* **Ans: F**.
- Explain to the students: *Today we will learn how to turn the page while playing our composition. This is a very important skill for a pianist to learn because our music is not always just one or two pages. We need to know how to turn the page without stopping the melody.*
    - Show the students how to turn up the lower right corner of page 211.
    - Have the students write the words: TURN PAGE in the space for the last beat in the treble clef in measure 12. Like this:



    - *After you play the F with your right hand, you will turn the page with that hand while you are playing the B with your left hand. Let's try it.*
        - Play through measure 12 very slowly as a group and have the students turn the page with the right hand as their left hand plays the last beat in measure 12.
- Play through County Fair at least twice as a group. If there is time, have students turn the volume on their keyboards to LOW, and allow students to practice County Fair on their own while you walk around and supervise their progress.

HEAR LAST LESSON'S MUSIC (9 minutes)
Usually your students play in ensemble and in unison, but today, allow each student to play The Wandering Gypsy by him/herself.

LET'S PLAY A GAME (10 minutes, if time allows)
Game time today is optional if you are running short of time.

IT'S TIME TO GO (1 minute)
If you did not get to hear last lesson's music, be sure to remind your students to continue practicing it, plus the 4-B-4 as well as today's music, County Fair. The more your students review, the better they will become at note recognition and rhythm counting. Consistent review pays off.

NOTES:



← student book page 209

LEVEL 1 - B

(c) MAYRON COLE

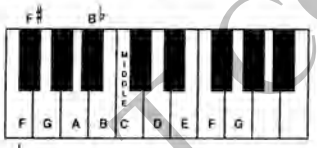
THE MAYRON COLE PIANO METHOD®

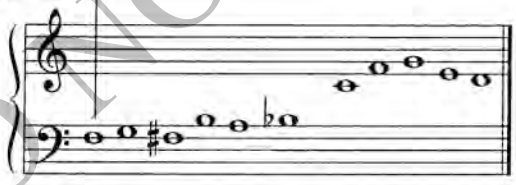
FUN SHEET

COUNTY FAIR®

1. Write the letter names of the notes on the blanks below. Then, draw a line from each note to its key on the keyboard:







Letter Name: F

2. When you go to the keyboard, play these notes for your teacher. Sit with your nose in front of MIDDLE C. Count to "4" on each note, please.

209

student book page 210 →

1 - B

(c) MAYRON COLE



color the picture

210

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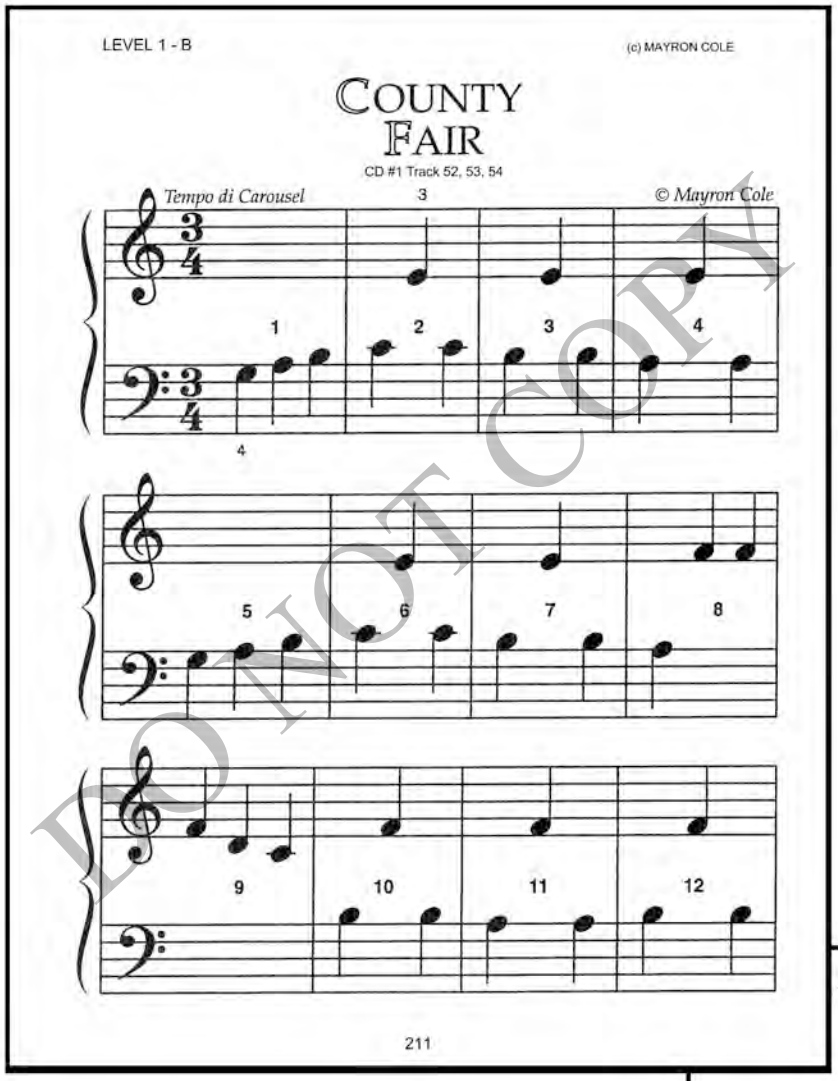
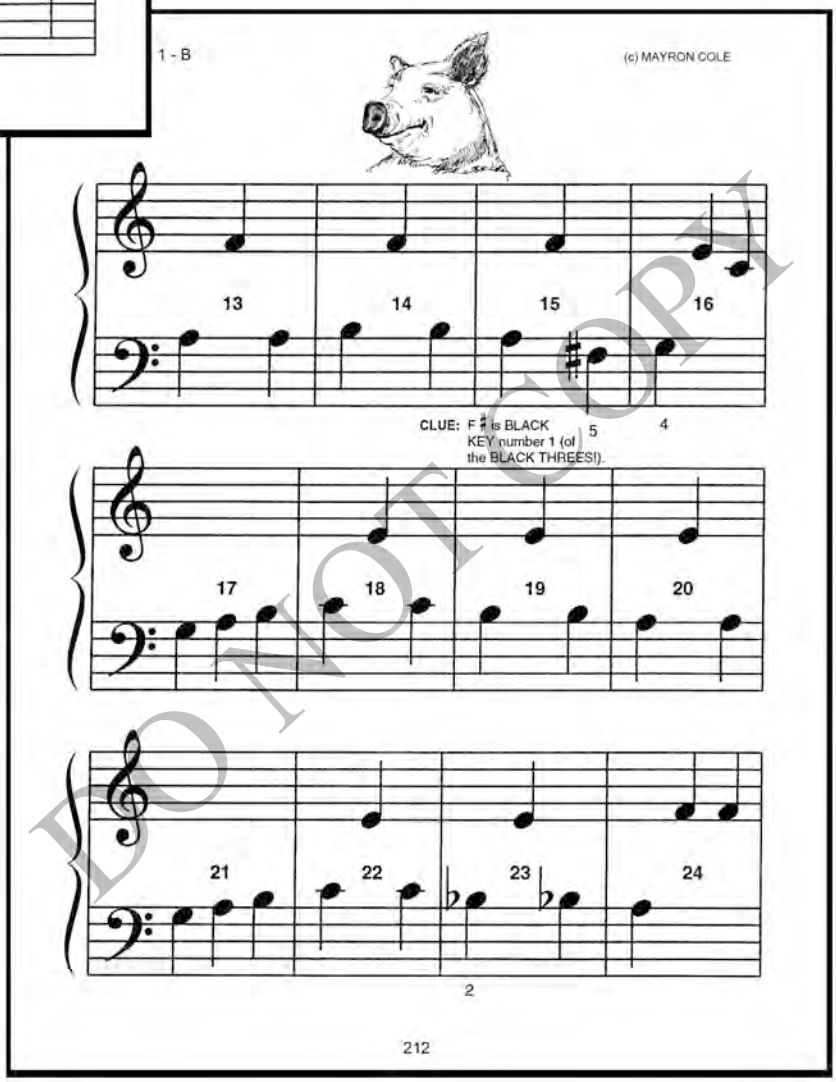


← student book page 211



student book page 212 →

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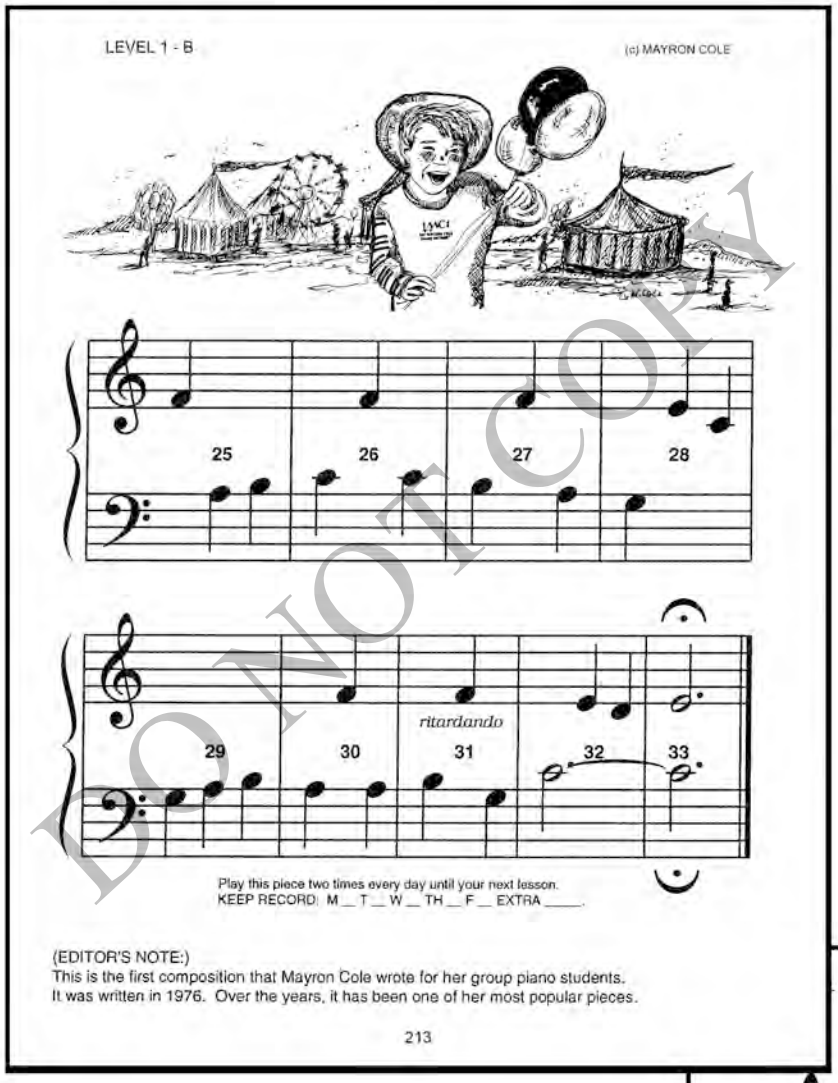
← student book page 213



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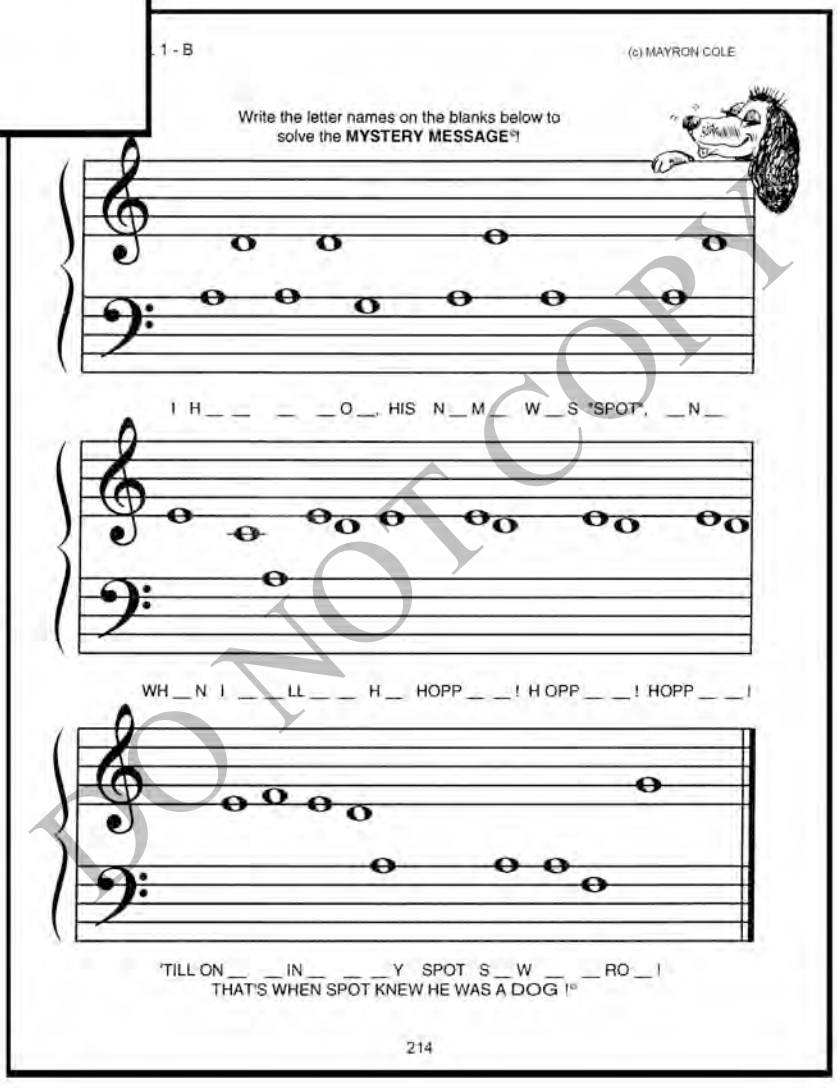

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TEACHER'S ACCOMPANIMENT

COUNTY FAIR

STUDENT BOOK PAGE 211

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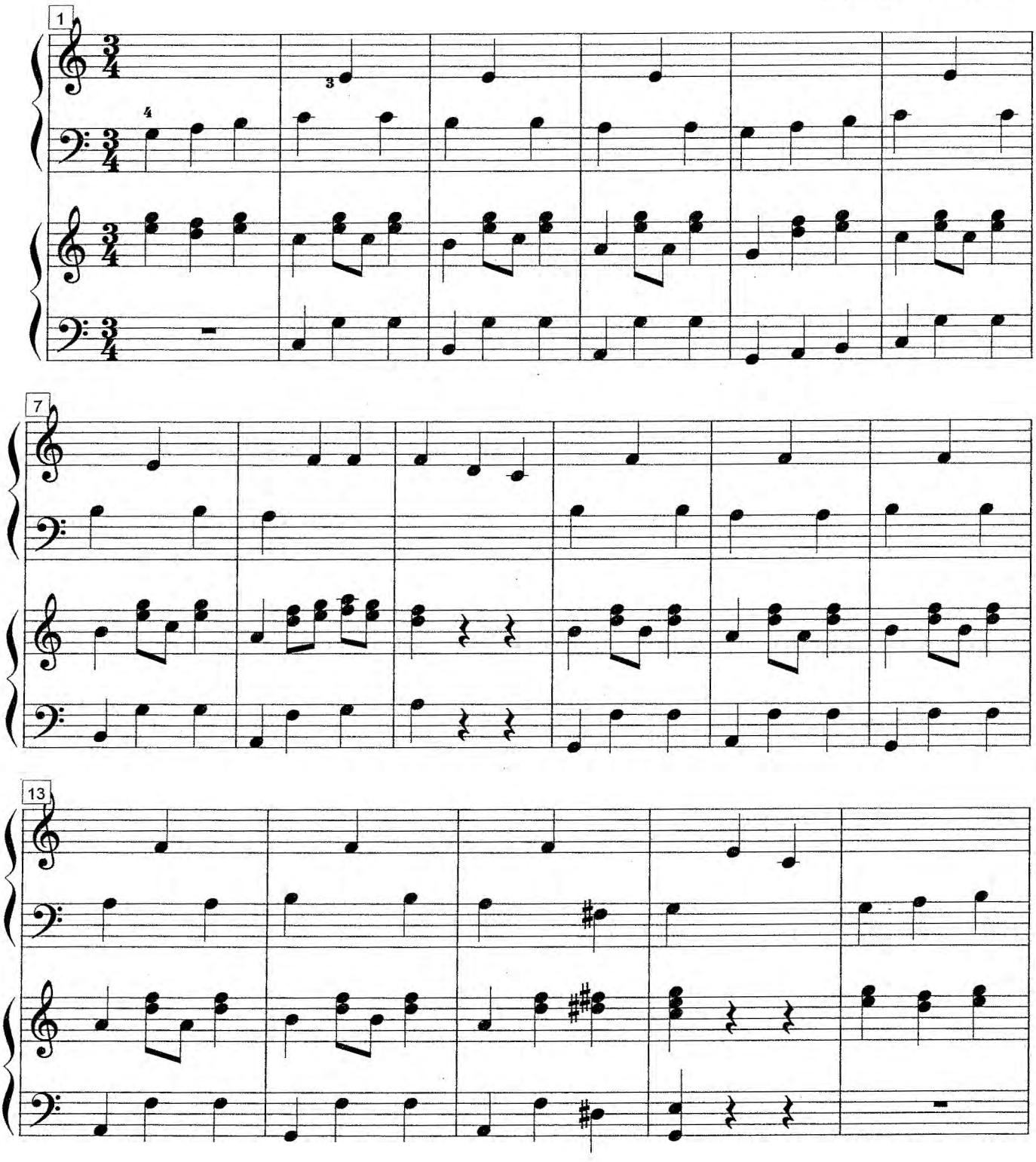
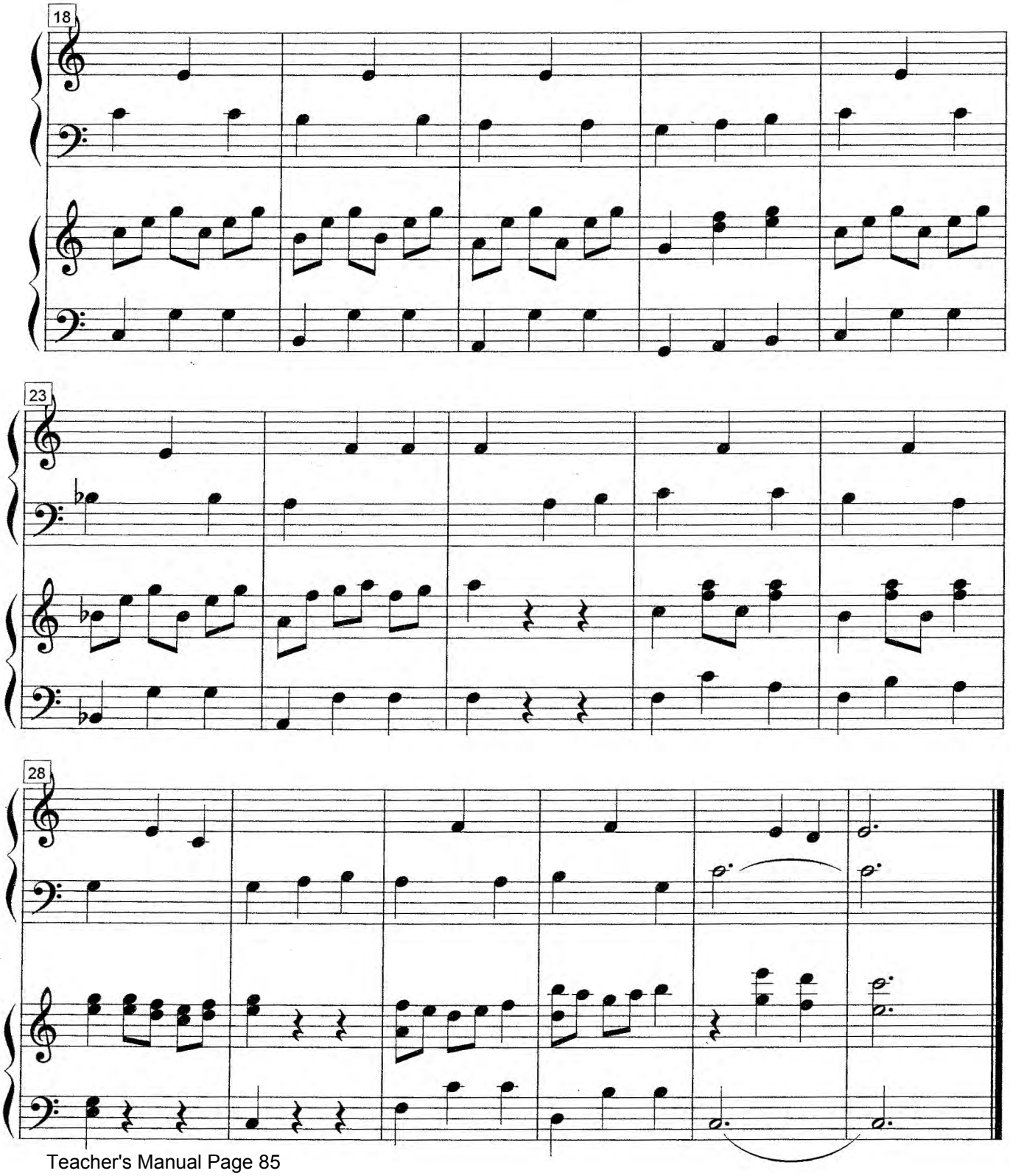



18
23
28

The MAYRON COLE PIANO METHOD

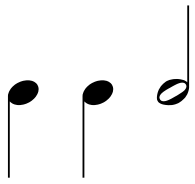
LEVEL 1-B
LESSON 10
45 minutes

Student Book pages 215-217

MUSIC:	Lazy Dog Blues
LESSON CONCEPTS:	Review of Notes; Pick-Up Measure (Anacrusis)
SUPPLIES NEEDED:	Theory Game Mat; Pastel Watercolor Markers; Pencils; Small Keyboard

IT'S TIME TO PLAY LAST LESSON'S MUSIC (20 minutes)
Work on County Fair if students are having any problems. Allow each student to play pages 1 & 2. If you have time, hear some of the 4-B-4 music.

LET'S LEARN TODAY'S MUSIC (15 minutes)
Hand out pages 215-217.
There is a rhythm pattern seen over and over in Lazy Dog Blues:



- *Are all the quarter note patterns the same?* **Ans: No**.
- *What two left hand quarter notes will you be playing in measures 8, 12, & 15?* **Ans: G & A.**
- *In most places, the two quarter notes are played by the left hand. But in measures 10 & 14, the two quarter notes are played by the right hand.*
- *What is different about the two left hand notes in measure 15?* **Ans: The two notes are descending (going down). In measures 8 & 12 the notes are ascending (going up).**

Play through the piece two or three times together as a group.

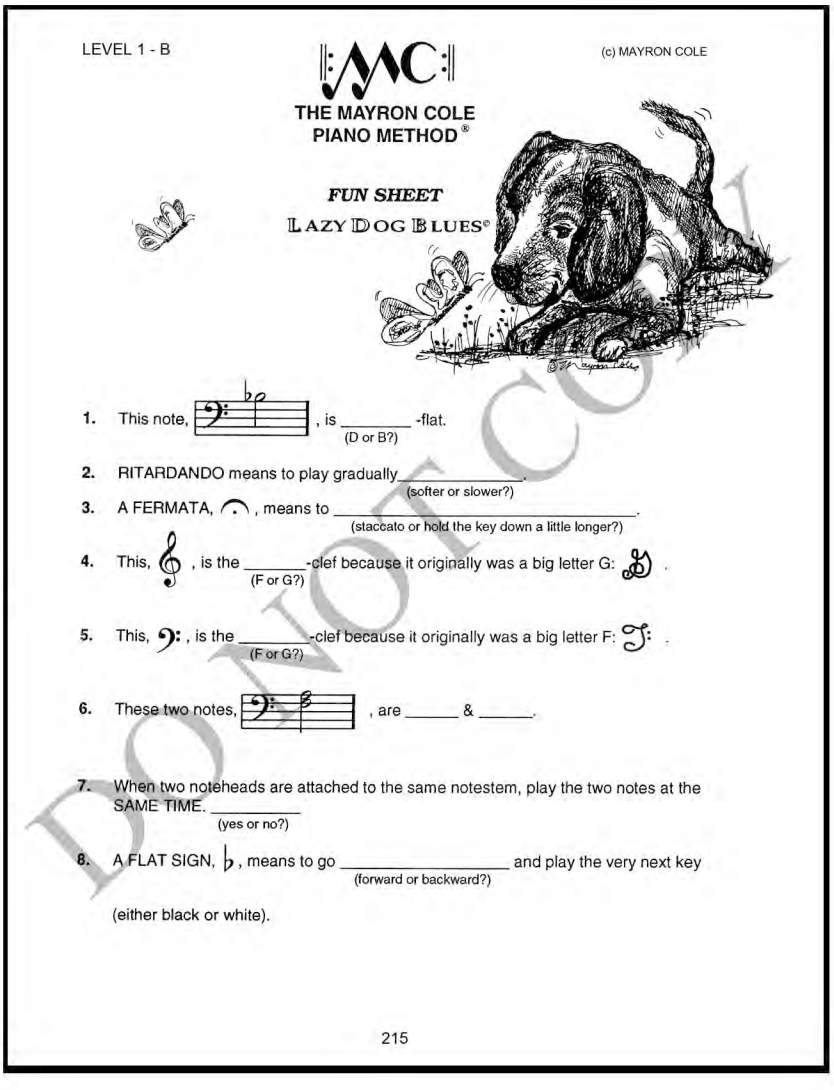
WORK THEORY PAGES (5 minutes)
Work page 215 together as a group.

- If you have more time, this is a good chance for students to get caught up on any incomplete worksheets.

PLAY A THEORY GAME (if time permits)
Use any leftover time for Game Time.

NOTES:

student book page 215 ···→



LEVEL 1 - B

(c) MAYRON COLE

THE MAYRON COLE PIANO METHOD®

FUN SHEET

LAZY DOG BLUES®

1. This note, , is _____ -flat. (D or B?)
2. RITARDANDO means to play gradually _____. (softer or slower?)
3. A FERMATA, , means to _____. (staccato or hold the key down a little longer?)
4. This, , is the _____-clef because it originally was a big letter G: .
5. This, , is the _____-clef because it originally was a big letter F: .
6. These two notes, , are _____ & _____.
7. When two noteheads are attached to the same notestem, play the two notes at the SAME TIME. _____ (yes or no?)
8. A FLAT SIGN, ♭, means to go _____ and play the very next key (forward or backward?) (either black or white).

215

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TEACHER'S ACCOMPANIMENT

LAZY DOG BLUES

STUDENT BOOK PAGE216

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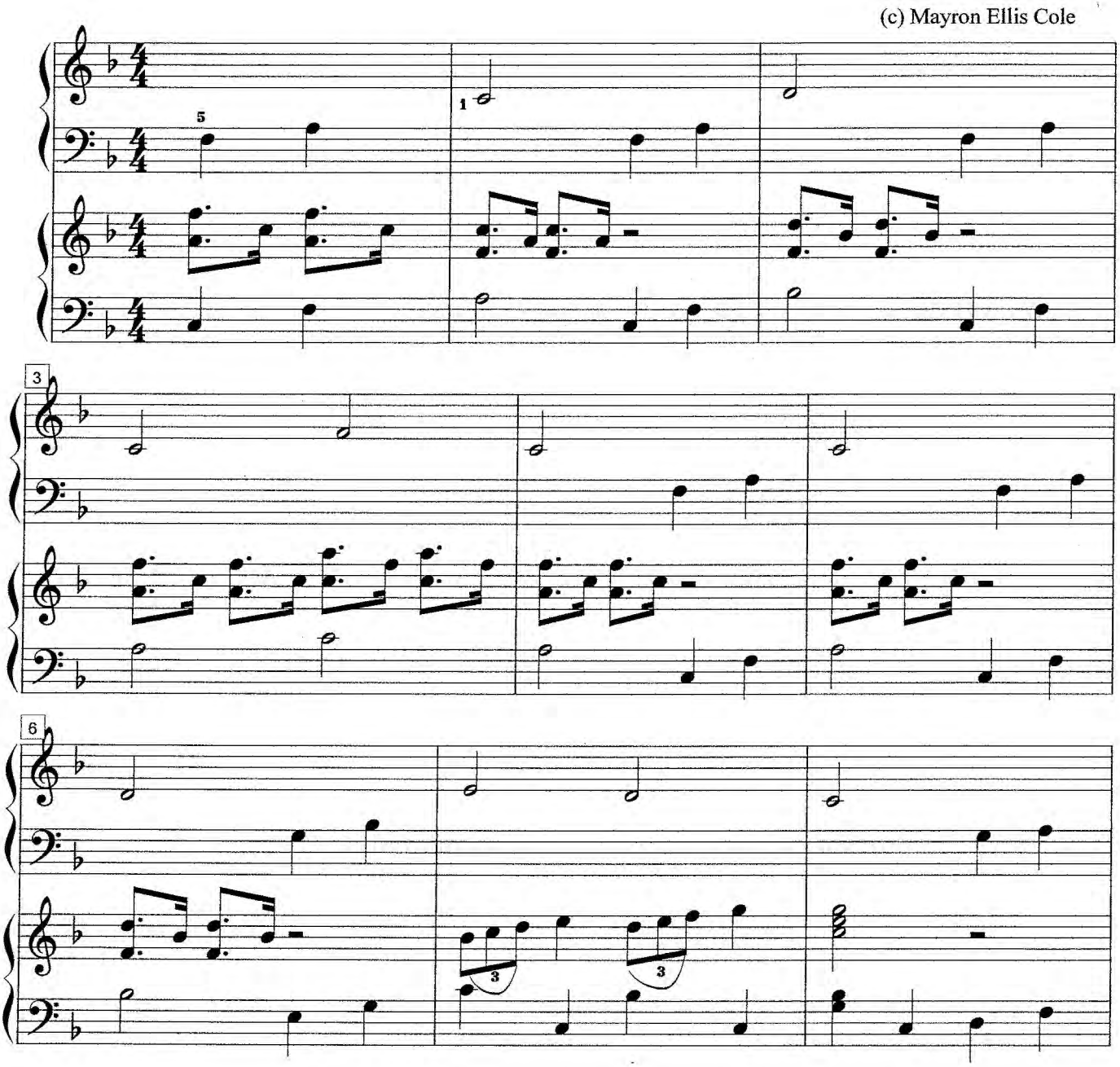
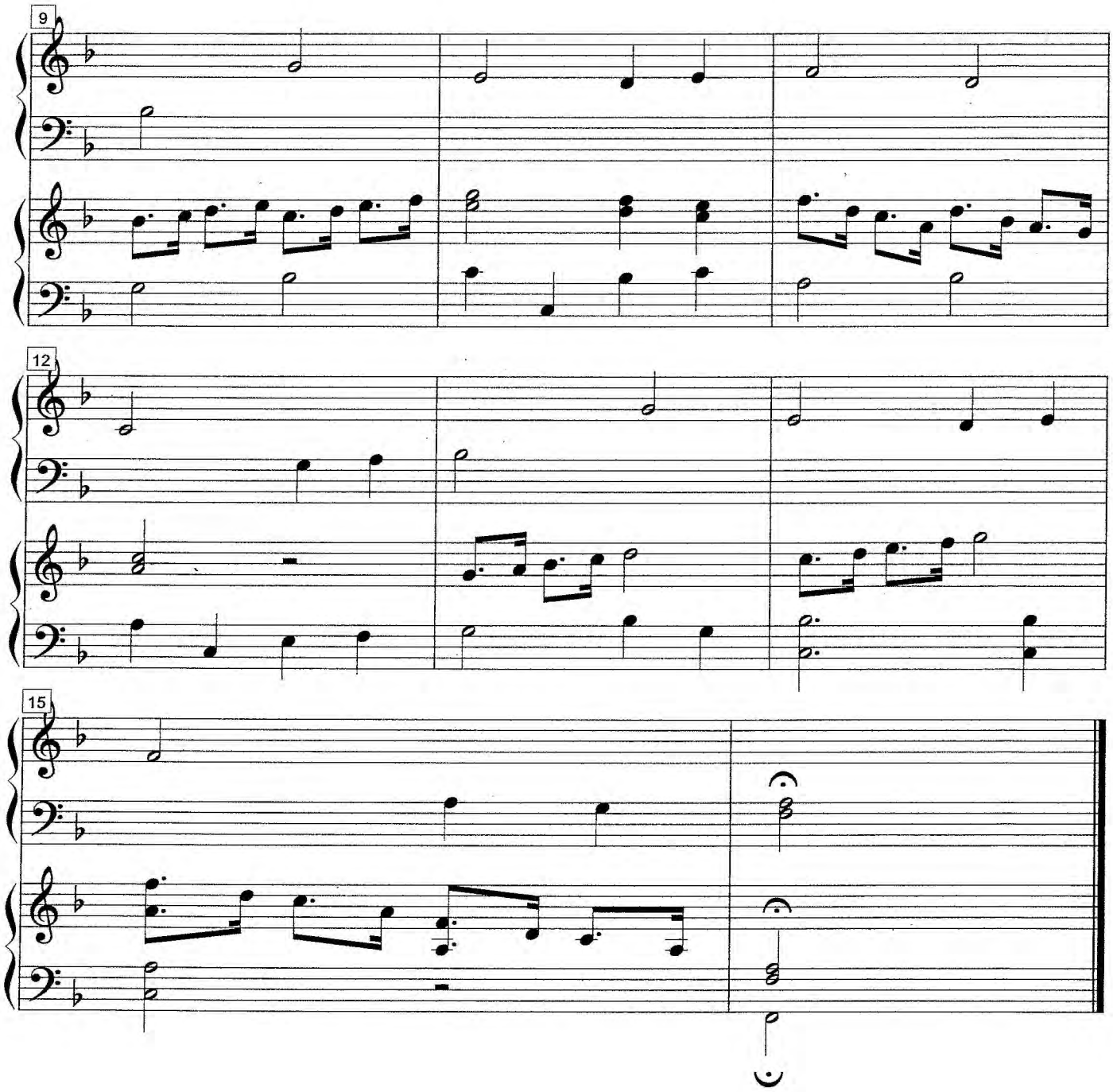
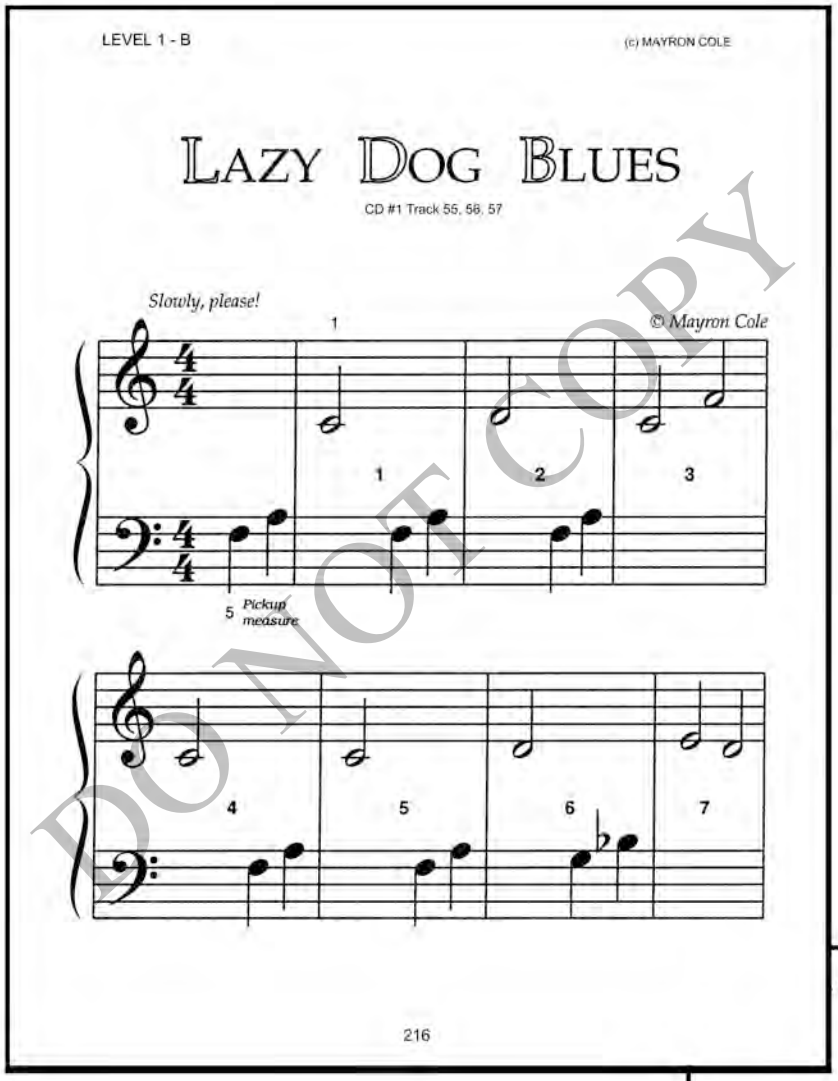
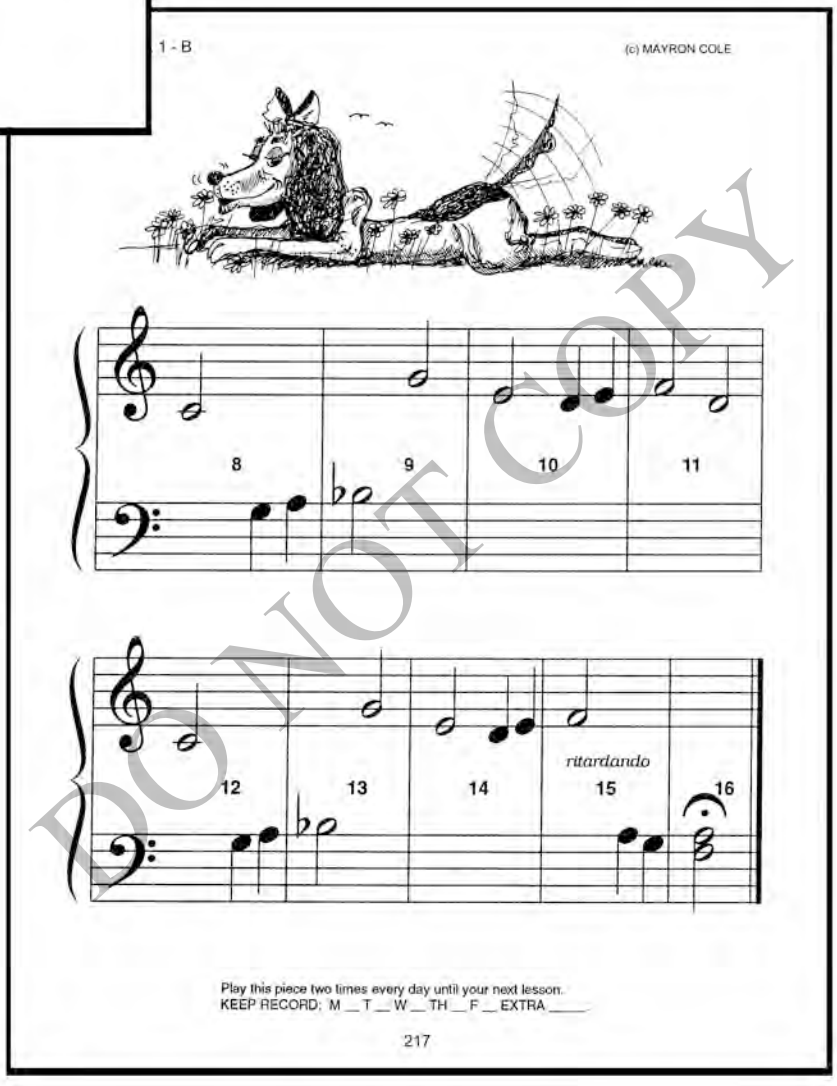



9
12
15

← student book page 216



student book page 217 →



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The MAYRON COLE PIANO METHOD

LEVEL 1-B
LESSON 11
45 minutes

Student Book pages 218-224

MUSIC:	Little Liza Jane; Bingo
LESSON CONCEPTS:	Dynamics; Playing Hands Together; Rhythm Review
SUPPLIES NEEDED:	Theory Game Mat; Pastel Watercolor Markers; Pencils; Small Keyboard

LET'S PLAY SOME OF THE 4-B-4 (9 minutes)
Allow each student to play a composition alone for the class. Encourage the other students to tell him/her what he/she did well while playing. Example: The student sat up straight; smiled at the applause; used good dynamics, etc. Give individual grades. If time allows, play some of the 4-B-4 in ensemble for a group grade.

WORK TODAY'S THEORY FUN SHEETS (10 minutes)
Hand out pages 218-224.

- Discuss the dynamics taught at the top of page 218 with the class:

mf ***f*** ***p***

- Complete pages 218 and 219 together as a class.

IT'S TIME TO LEARN TODAY'S MUSIC (15 minutes)
Little Liza Jane (student book page 220)

- Have your students look at right hand measures 7, 11, & 15. *What note does the RH play?* **Ans: D**
- Show your students that although the right hand repeats Ds in the above measures, the left hand does not repeat Bs.
- *What three notes does the left hand play in measures 7, 11, & 15?* **Ans: B, B, A**. (Have your students circle the left hand "A" note in measures 7, 11, & 15.
- Have your students turn their keyboards' sound to low volume and try measures 7, 11, & 15 hands together on their own. Walk around and assist students as needed.

- Then, try the composition from the beginning hands together. You play with your students to keep them playing slowly and together.
- The second time through, play Little Liza Jane including the dynamics taught in this lesson.

Bingo (student book page 222)

- Have your students look at the left hand notes on measures 5, 6, 7, 8, 9, and 10.
- *Except for the last note in measure 10, the same note repeats over and over in the above indicated measures? What note is it?* **Ans: G**
- Starting at measure 5, your students will play only the left hand notes through measure 10 as you play the right hand notes.
- Then trade parts. You play the left hand notes and your students play the right hand notes from measures 5 -10.
- Play through measures 5 - 10 hands together as a class.
- Now, play the entire composition through.
- The second time through, play Little Liza Jane including the dynamics taught in this lesson.

After the above practice/exercises, your students should have no trouble learning Little Liza Jane and Bingo at their homes.

PLAY A MUSIC THEORY GAME (10 minutes)

IT'S TIME TO GO! (1 minute)
Be sure to assign the 4-B-4 for your students to practice at home!

NOTES:

_____

_____

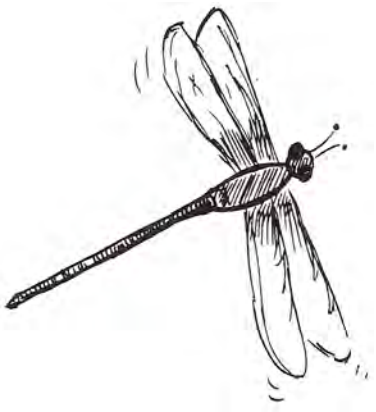
_____

_____

_____

_____

_____



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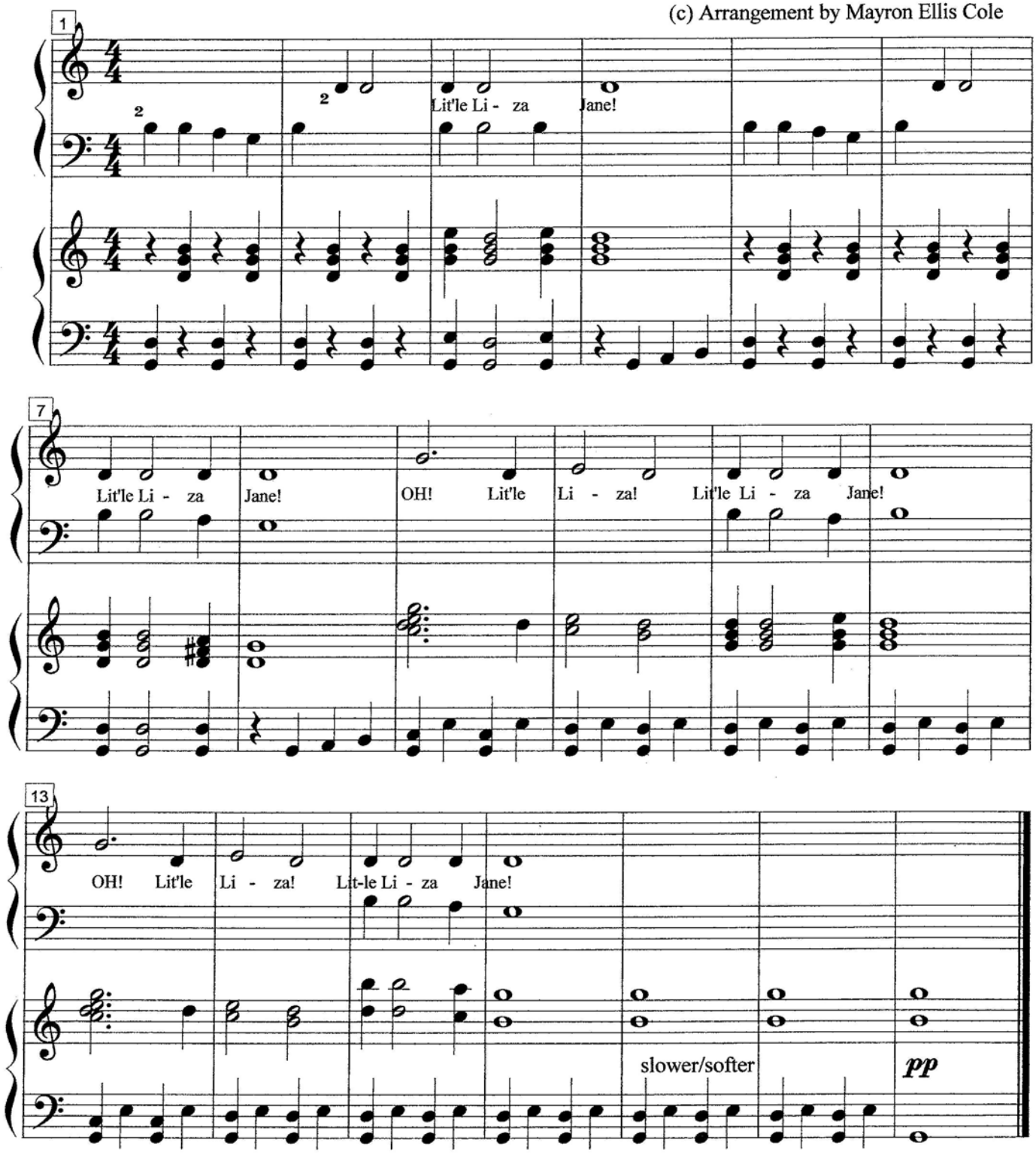
TEACHER'S ACCOMPANIMENT

LITTLE LIZA JANE

STUDENT BOOK PAGE 220

(c) Arrangement by Mayron Ellis Cole

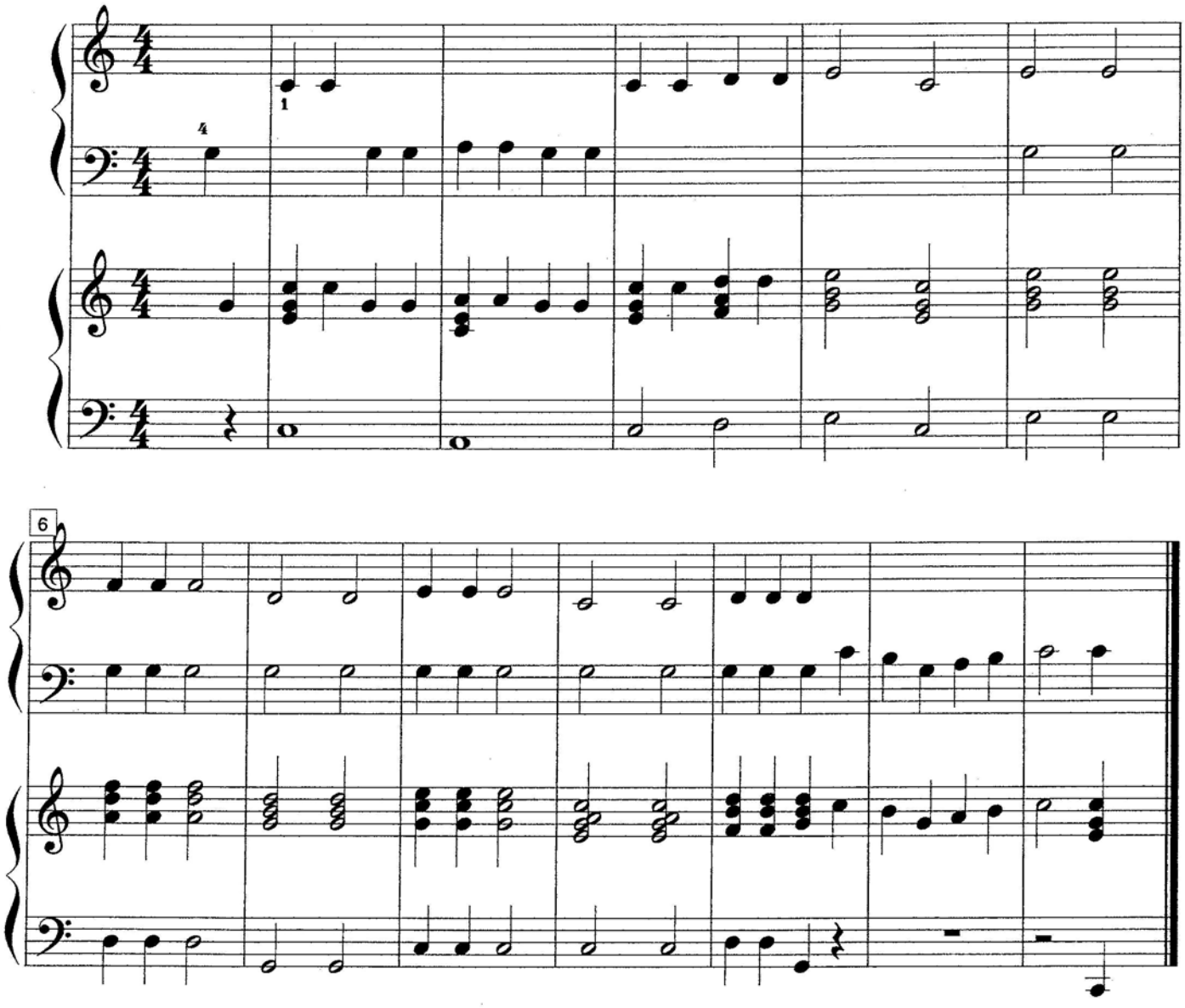


TEACHER'S ACCOMPANIMENT

BINGO

STUDENT BOOK PAGE 222

(c) Arrangement by Mayron Ellis Cole



LEVEL 1 - B

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THE MAYRON COLE PIANO METHOD®

FUN SHEET

LITTLE LIZA JANE®

BINGO®



1. In LITTLE LIZA JANE, you see ***mf***, ***f***, and ***p*** written in the space between the staffs.

   These abbreviations of Italian words are called DYNAMIC MARKINGS:

   mf = MEDIUM LOUD;
   f = LOUD; and
   p = SOFT.

2. PLACE THE CORRECT NUMBER FROM THE SECOND COLUMN ON THE BLANK BESIDE ITS CORRESPONDING DEFINITION IN THE FIRST COLUMN:

A. QUARTER NOTE: ____.	(1.) ***f***
B. HALF NOTE: ____.	(2.)
C. DOTTED HALF NOTE: ____.	(3.) ***p***
D. MEDIUM LOUD: ____.	(4.)
E. SOFT: ____.	(5.)
F. LOUD: ____.	(6.) ***mf***

218

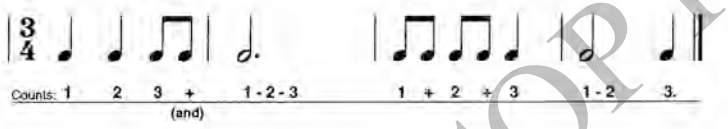
student book page 218 ⇠

⇢ student book page 219

1 - B

(c) MAYRON COLE

OK AT THE TIME SIGNATURES BELOW. Be sure to look at the TOP NUMBER to see how many beats should be in each measure. Then, draw BAR-LINES to divide the notes correctly into measures. Next, write the counts below each note.
EXAMPLE: Below, every measure must have THREE BEATS!

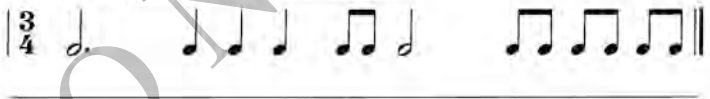


4. NOW YOU TRY IT!

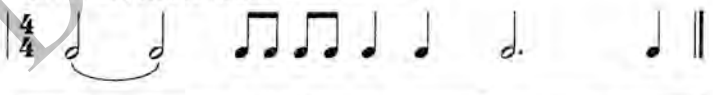
A. How many beats per measure? _____



B. How many beats per measure? _____



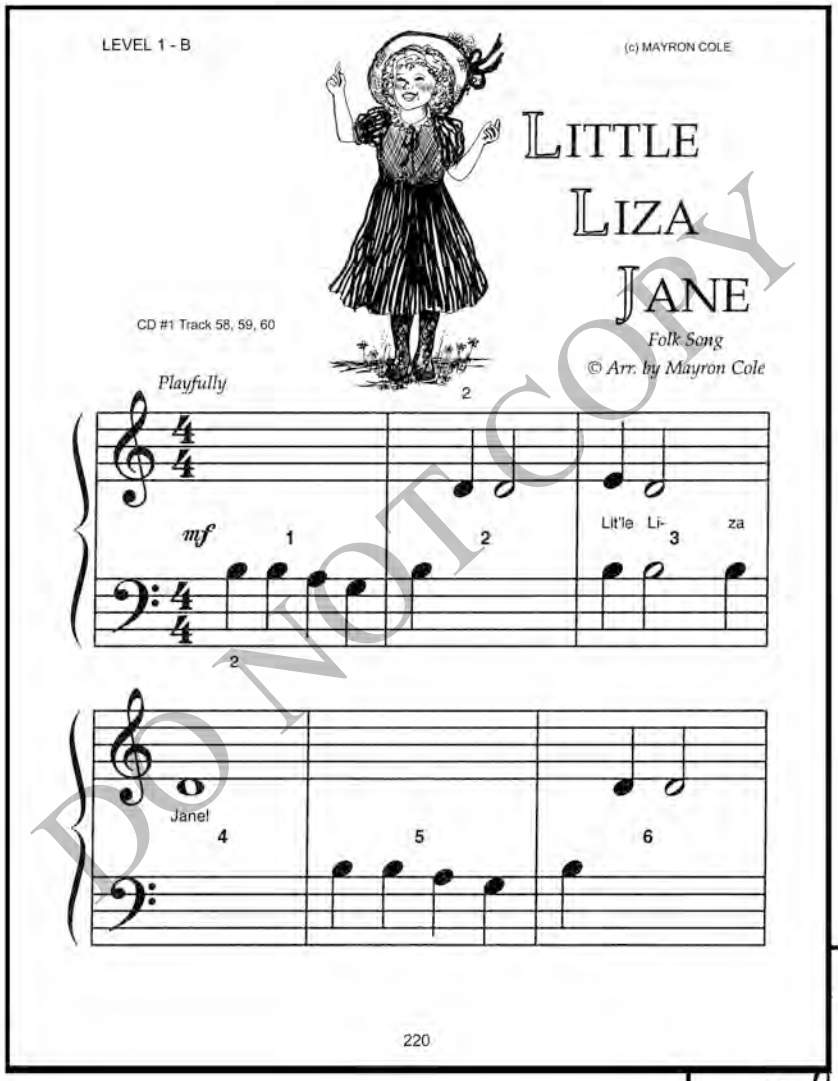
C. How many beats per measure? _____



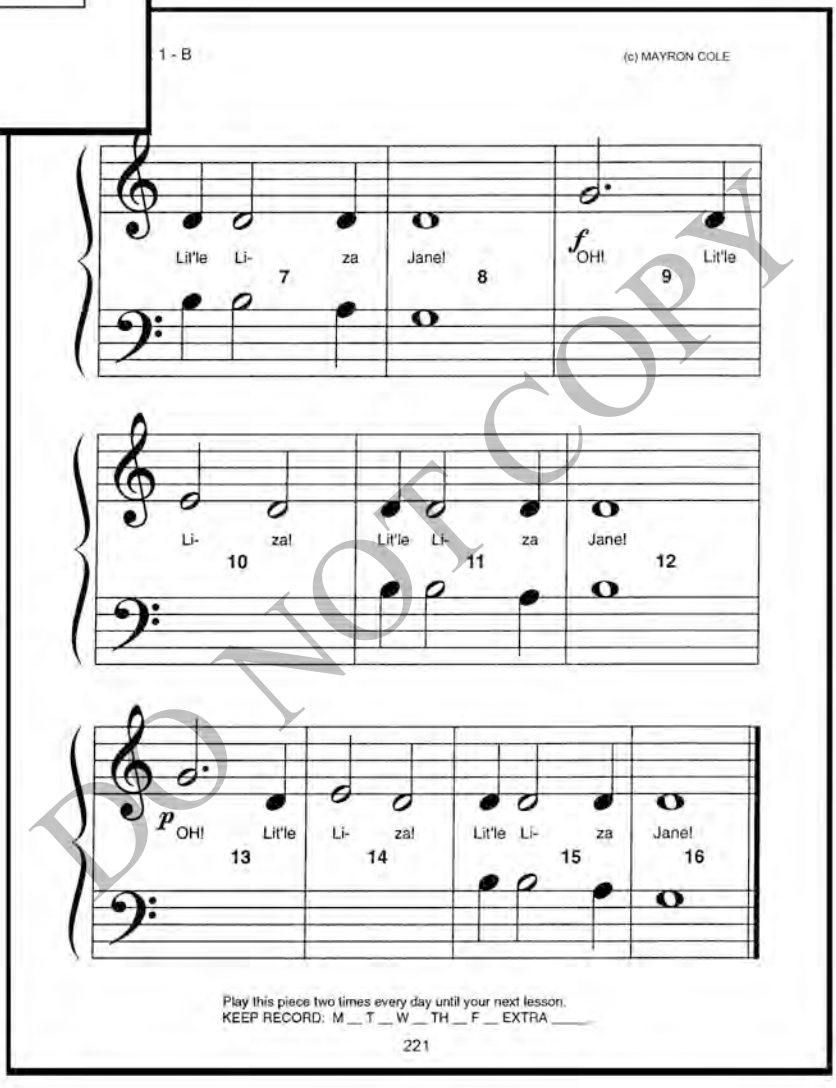
On **C**, **E**, or **G** keys, tap the above rhythms with your piano class. Count aloud.
How well did you do? _____

219

DO NOT COPY



←··· student book page 220



student book page 221 ···→

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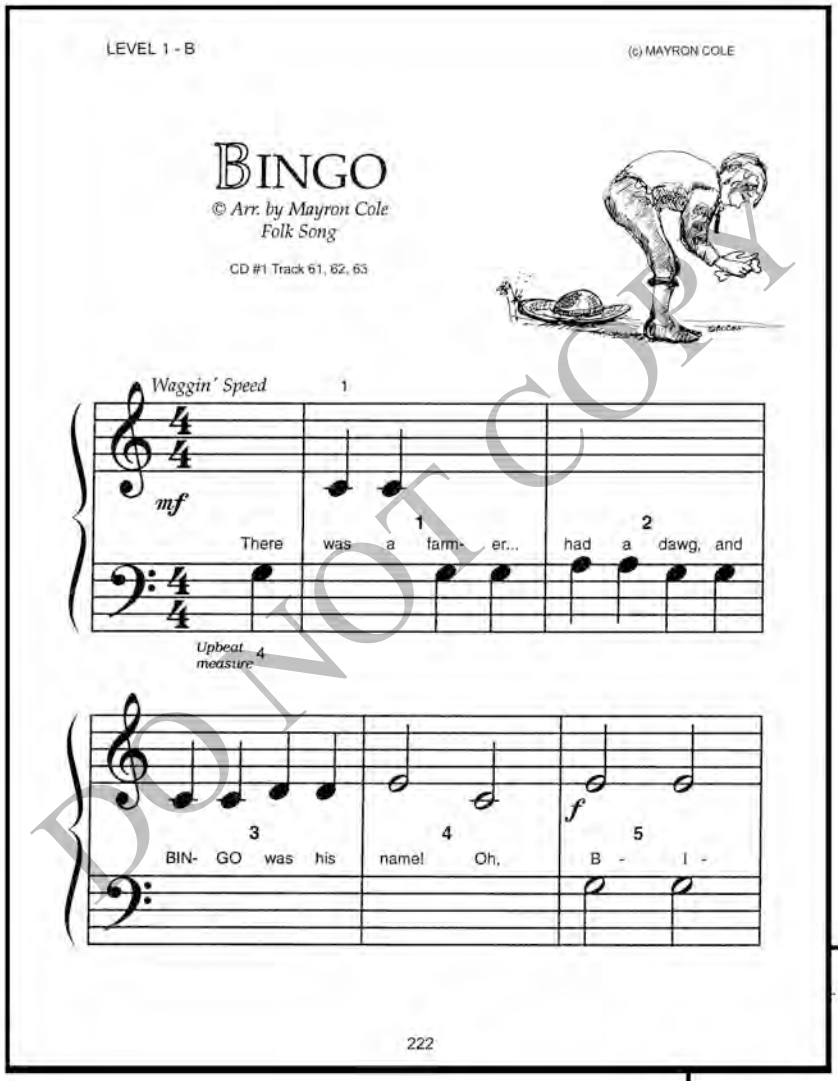
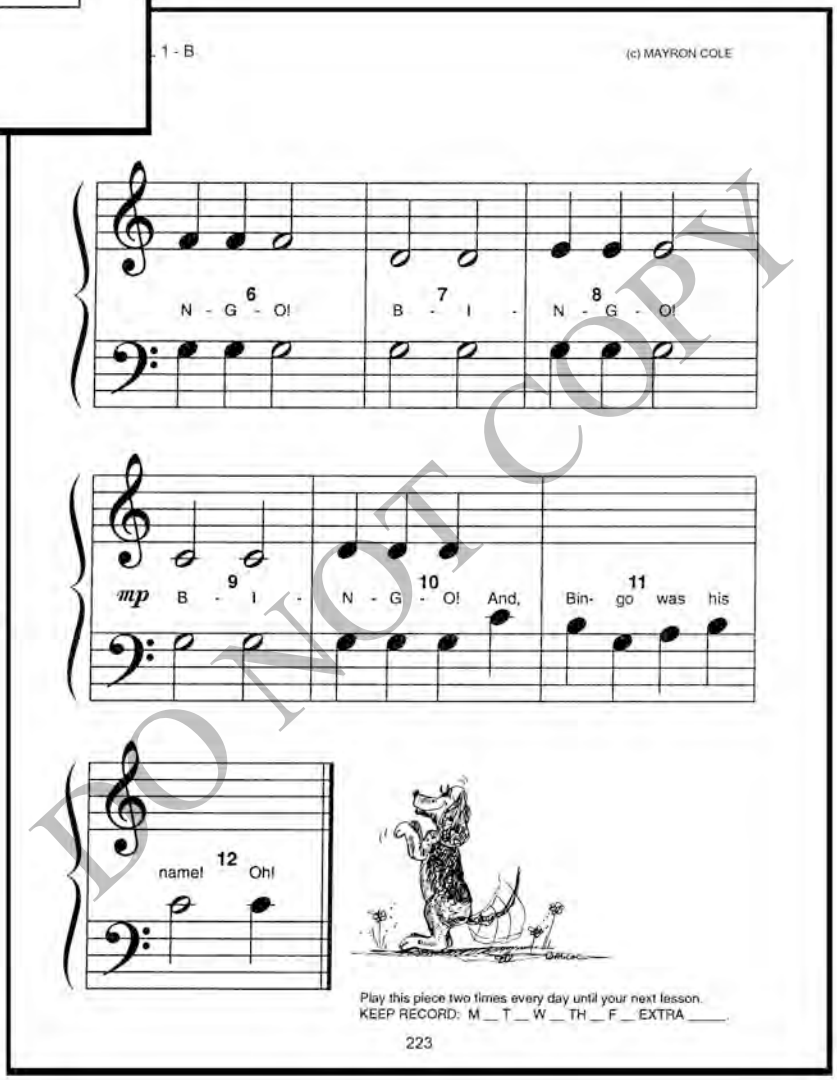
← student book page 222



student book page 223 →



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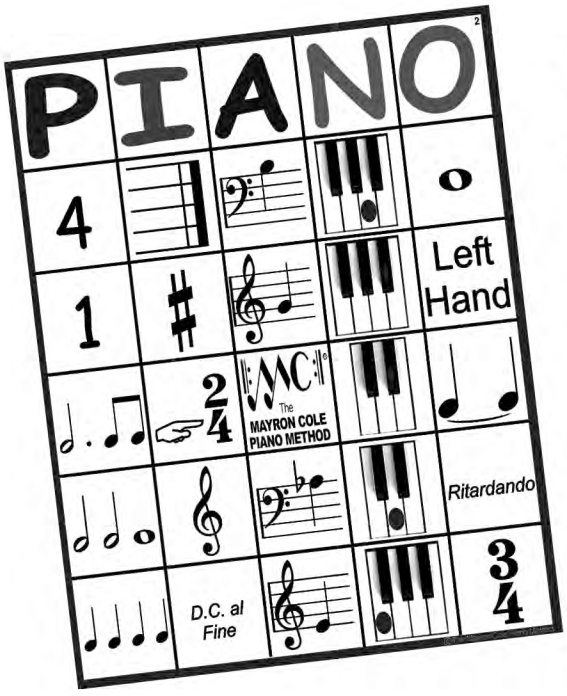
224

← student book page 224



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The MAYRON COLE PIANO METHOD

LEVEL 1-B
LESSON 12
45 minutes

Student Book pages 225-228

MUSIC:	Quiet Music
LESSON CONCEPTS:	Dynamics; Black Mountain Keys B-Flat & D-Flat
SUPPLIES NEEDED:	Theory Game Mat; Pastel Watercolor Markers; Pencils; Small Keyboard

THEORY WORKSHEET TIME (10 minutes)
Hand out pages 225-228. With you, students work theory page 225. You read the theory questions aloud and have students answer. Students tum to page 228 and work theory page. With your students, play aloud the notes on page 228 --counting to four on each note. Play several times until these notes are easily recognized and easily played by all students.

IT'S TIME TO LEARN TODAY'S MUSIC (20 minutes)
Quiet Music (page 226)

- Bring your students to a central keyboard for a demonstration of the "Black Mountain Keys": D-flat and B-flat. Show your students measures 5 & 7. Play the Black Mountain Keys (BMK) for your students as they watch. One at a time, have your students play measures 5 & 7 as the other students watch.
- Next, show your students measure 11. *Is it the same as measures 5 & 7?* **Ans: No**.
    - Show your students that the left hand notes repeat; only the right hand notes change. One-at-a-time, have your students play measure 11 as the other students observe.
- Have students return to their keyboards. Quickly explain *a tempo*.
- It's time to play Quiet Music aloud. As a group, play the whole composition. Go slowly and count the rhythms aloud. There will be errors, of course, but encourage your students to stay with the group and not drop out. How did your students do?
- Play Quiet Music one or two more times with the accompaniment, if time permits.
- Be sure your students thoroughly understand everything in this composition so that they can practice it at home for next week's lesson.

PLAY LAST LESSON'S MUSIC (10 minutes)
Play in ensemble for a group grade! Yea!

- If time permits, play the 4-B-4 as well.

IT'S TIME FOR A QUICK GAME (5 minutes)
Go around the game board two times with questions pertaining to concepts taught in today's lesson: names of B-flat and D-flat staff notes; finding B-flat & D-flat on the keyboard; *piano* & *pianissimo*; *ritardando*; *a tempo*; *fermata* . Then give everyone ONE free throw (no questions asked). But first, tell the student that the person who is the next-to-last on the game board will win.

NOTES:

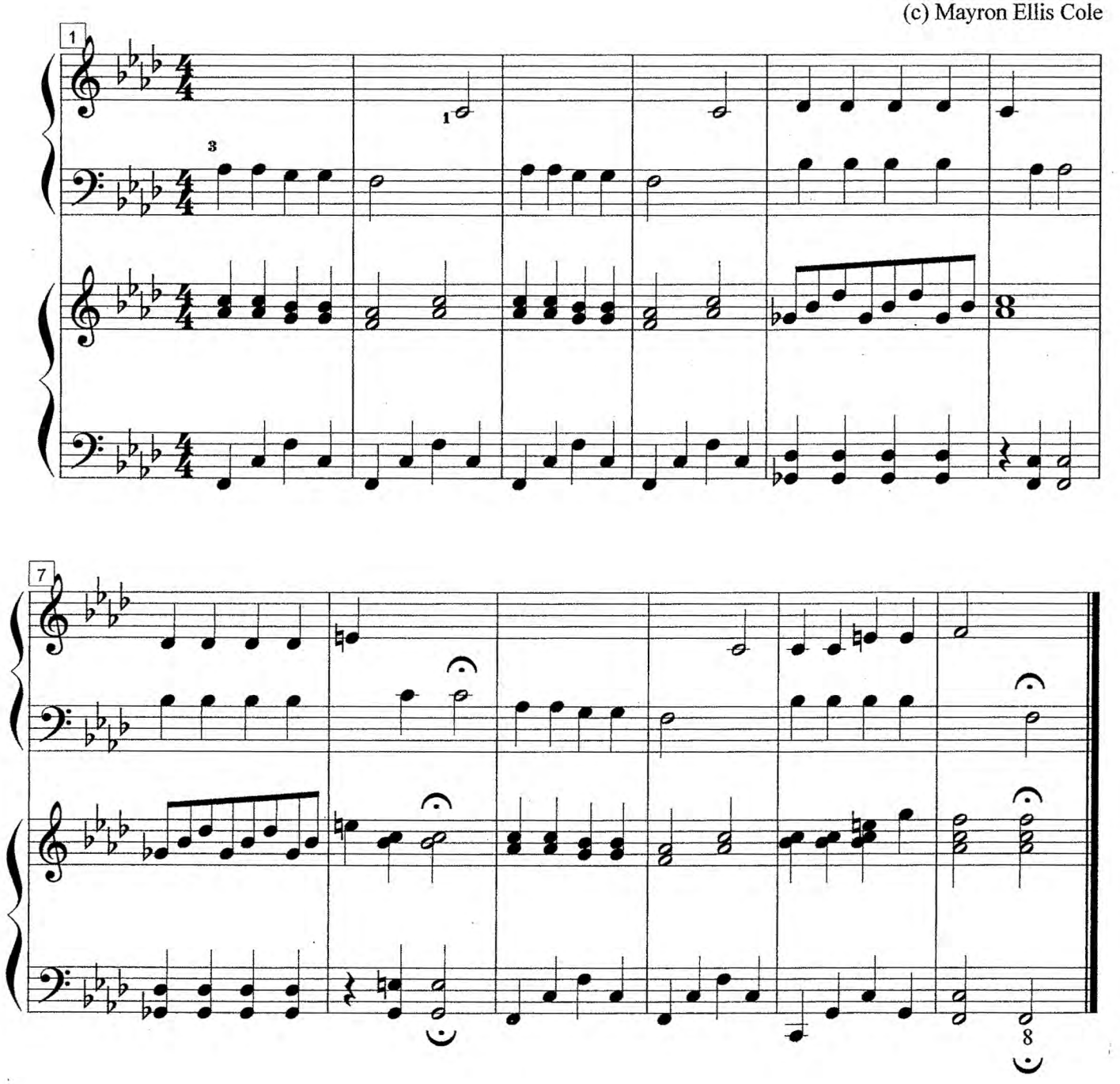


TEACHER'S ACCOMPANIMENT

QUIET MUSIC

STUDENT BOOK PAGE 226

(c) Mayron Ellis Cole



LEVEL 1 - B

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THE MAYRON COLE PIANO METHOD®

FUN SHEET

QUIET MUSIC©



1. In QUIET MUSIC, ***p*** and ***pp*** are written between the staffs. These abbreviations are called DYNAMIC MARKINGS. The ***p*** stands for the ITALIAN WORD "piano," which means to play SOFTLY. ***pp*** stands for the ITALIAN WORD "pianissimo," which means to play VERY SOFTLY. Circle the DYNAMIC MARKINGS in QUIET MUSIC.
2. "*ritardando*" is an ITALIAN WORD which means to gradually play _____. It may be abbreviated as *ritard.* or *rit.* (slower or softer?)
3. "*a tempo*" is an ITALIAN TERM which means to "return to the original speed." Circle "*a tempo*" in QUIET MUSIC.

4. MIX & MATCH

PLACE THE CORRECT LETTER FROM THE SECOND COLUMN IN THE BLANK BESIDE ITS CORRESPONDING DEFINITION IN THE FIRST COLUMN:

(1.) _____ GRADUALLY PLAY SLOWER.	a. ***a tempo***
(2.) _____ PLAY SOFTLY.	b. ***pp***
(3.) _____ PLAY VERY SOFTLY.	c. ***ritardando***
(4.) _____ RETURN TO THE ORIGINAL SPEED.	d. ***p***

225

←··· student book page 225

student book page 226 ···→

1 - B

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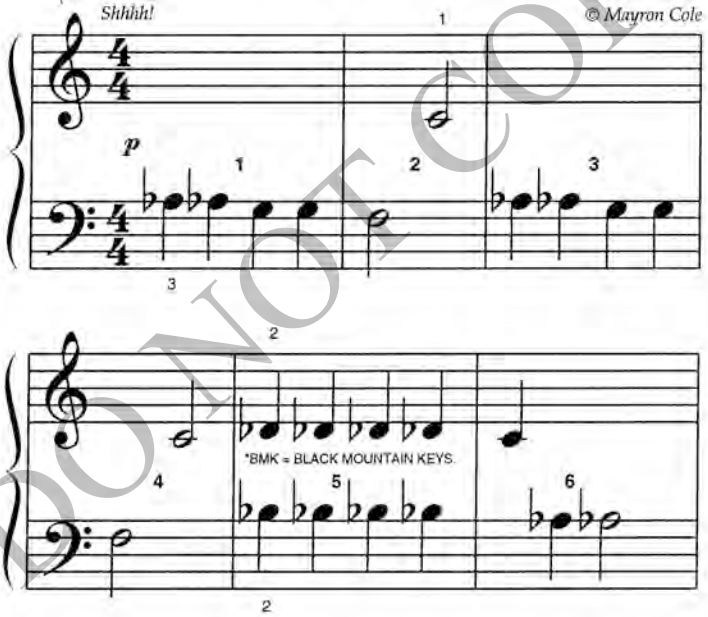
QUIET MUSIC

CD #1 Track 64, 65, 66

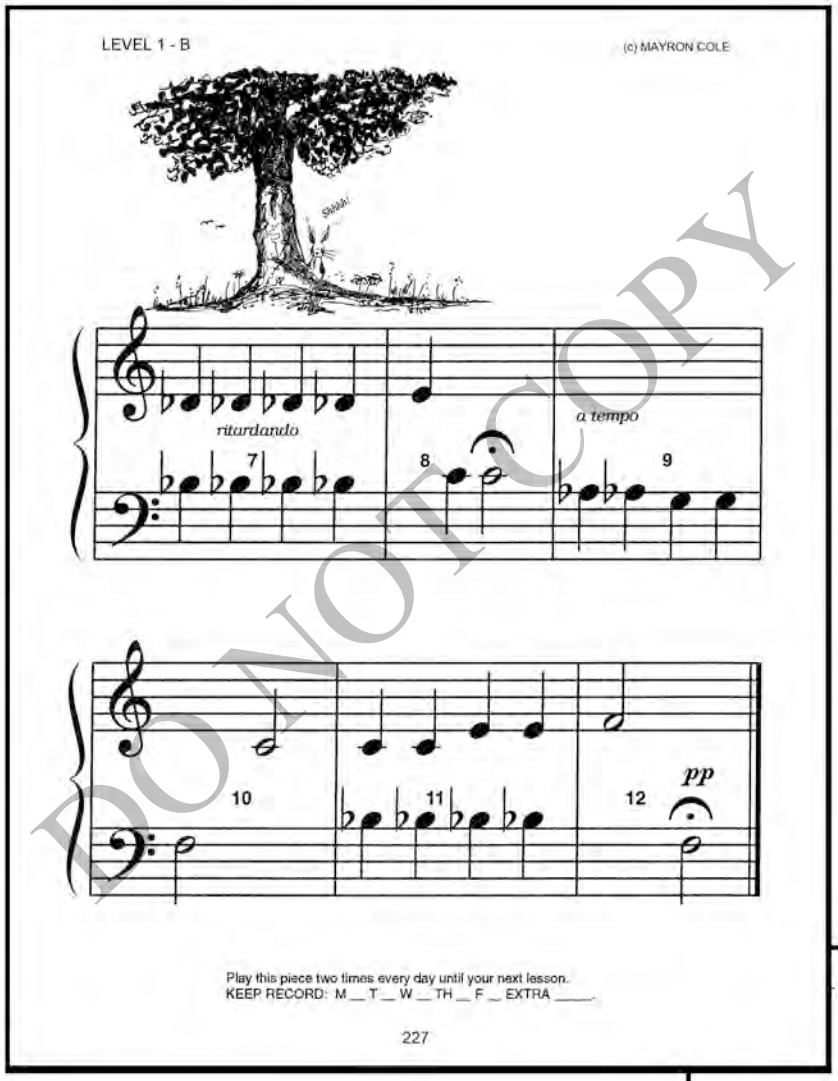


* The **BLACK MOUNTAIN KEYS** of B♭ and D♭ are on each side of the "white valley" formed by B and C!

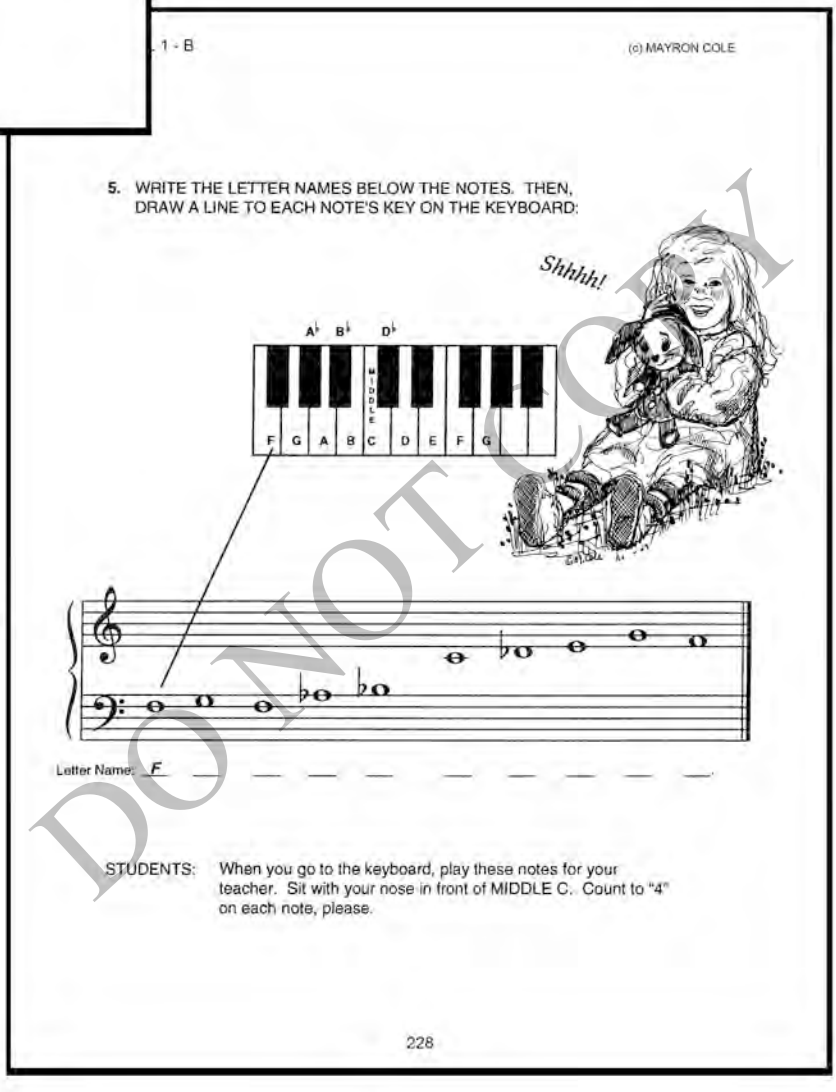
226

DO NOT COPY

← student book page 227



student book page 228 →



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The MAYRON COLE PIANO METHOD

LEVEL 1-B
LESSON 13
45 minutes

Student Book pages 229-232

MUSIC:	Brahms' Lullaby
LESSON CONCEPTS:	Dynamic Markings; See-Sawing Two-Eighths; Pick-Up Measure; Phrase or Slur Marks; Rhythm Review; Time Signature Review
SUPPLIES NEEDED:	Theory Game Mat; Pastel Watercolor Markers; Pencils; Small Keyboard

LET'S PLAY SOME MUSIC WE KNOW (10 minutes)
Play last lesson's assignment plus some of the 4-B-4. If your students need more music to practice at home, then assign the 8-B-4. This assures that your students always have music to perform if a friend or relative asks to hear them play.

LET'S WORK TODAY'S THEORY SHEETS (5 minutes)
Hand out today's music: pages 229-232. Work the theory sheets together as a group. Be sure your students understand the two theory sheets, especially the rhythms on student book page 232. Have your students tap these rhythms on their keyboards using C E or G keys.

IT'S TIME TO LEARN TODAY'S MUSIC (15 minutes)
Brahms' Lullaby (student book page 230)

- *What do the long, curved lines mean in Brahms' Lullaby?* **Ans: These are slur marks or phrase marks. They tell the pianist to connect the notes, leaving no silence or "space" between each note. When we sing, we slur the notes together, meaning we connect one note's sound to the next note's sound.** Play the first 4 measures of Brahm's Lullaby for your students. First play with each note disconnected from the next note. Then, play each note slurred to the next note. Can your students hear the difference? Note: You do slightly disconnect the notes at the end of each slur/phrase mark. If you were singing or playing a wind instrument, that's where you take a breath, tell your students.
- Have your students circle the three F-Sharps in Brahms' Lullaby.
- Slowly, you and your students try playing as a group to measure 8.
- Then play the right hand notes in measures 9-14 as a group.

- Next, play the left hand notes in measures 9-16.
- Now, very slowly play measures 9-16 hands together as a group.
- Play the entire composition together as a group one or two times with the accompaniment.

GAME TIME (13 minutes)

- Leave a student book open to Brahms' Lullaby on a keyboard close to the game mat. Start the game as usual, but to answer today's questions, students will go to the piano.
    - *Sarah, go to the piano and play the first line of Brahm's Lullaby*.
    - When Sarah returns, *D'Andro, go to the piano and play the second line of Brahm's Lullay*.
    - And so on. You can continue this line of questioning until each student has had the opportunity to play each line of the composition (which will take more time than you have). This is a wonderful chance for you to hear and assess students as they play solo, and it gives the students more opportunity to practice the composition.

TIME TO GO (2 minutes)

- Have student mark their assigned pages using the system you have in place for your students.
- Before dismissing the class, ask students how often they are going to practice. They should know by now that the correct answer is to play the piece two times each day.

NOTES:

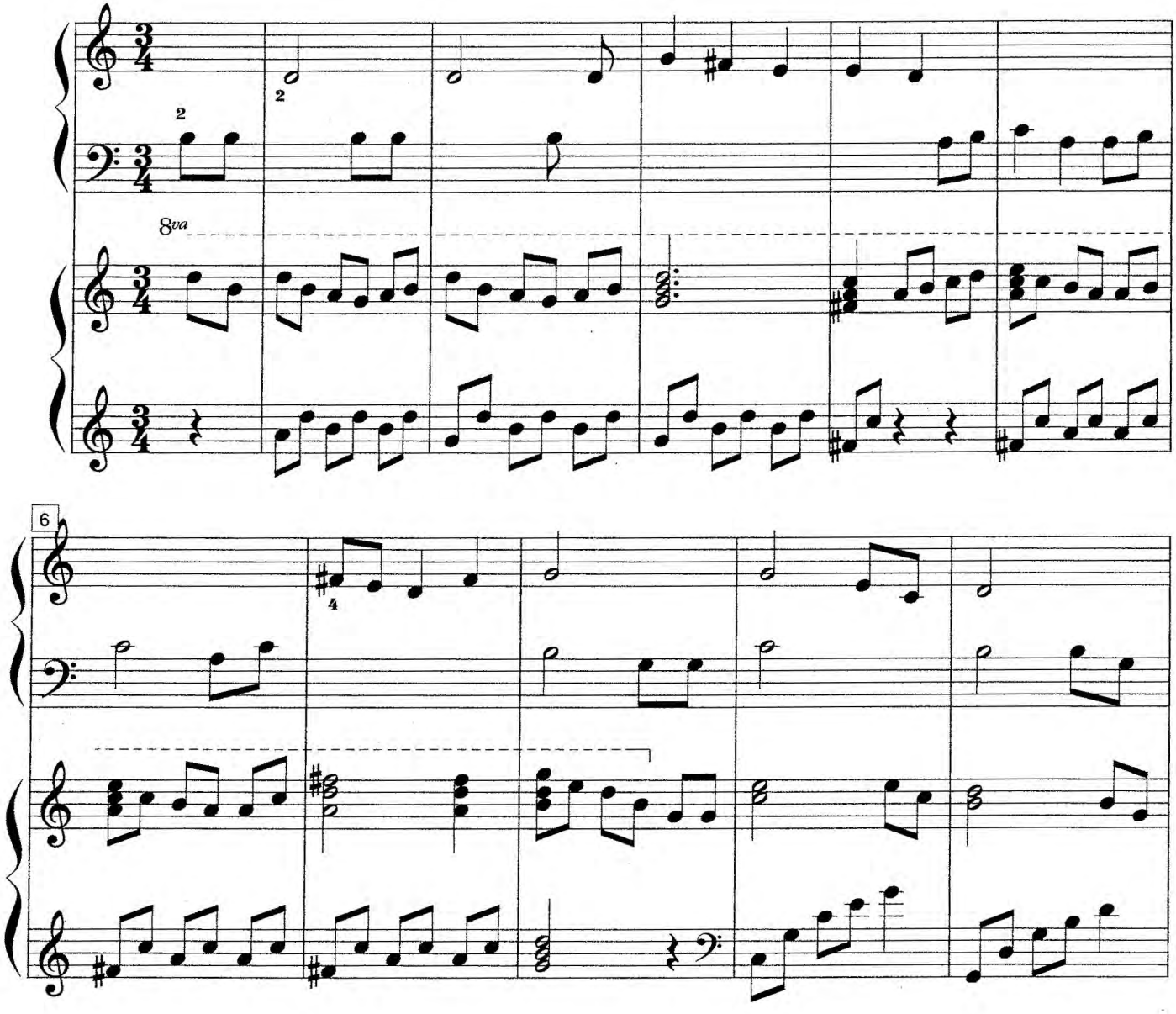


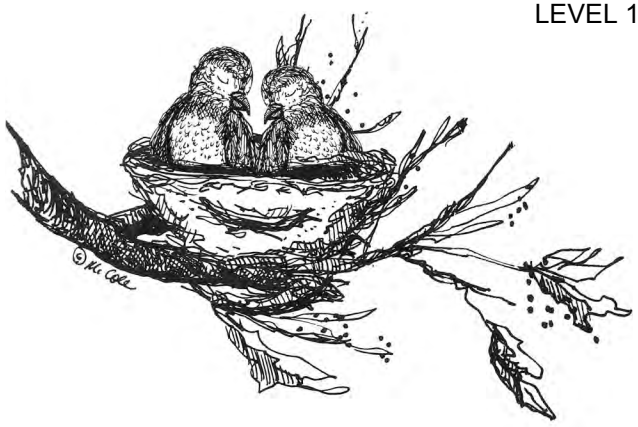
TEACHER'S ACCOMPANIMENT

BRAHMS' LULLABY

STUDENT BOOK PAGE 230

Arranged by Mayron Ellis Cole





11

17

The music box winds down!

rit. & dim.

pp

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← student book page 229

LEVEL 1 - B

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THE MAYRON COLE PIANO METHOD

FUN SHEET

BRAHMS' LULLABY



1. In BRAHMS' LULLABY, there are four dynamic markings: *p*, *pp*, *f*, and *mf*.

   p (for the Italian word "PIANO") means to play QUIETLY.

   pp (for the Italian word "PIANISSIMO") means to play VERY QUIETLY.

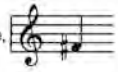
   f (for the Italian word "FORTE") means to play LOUDLY.

   mf (for the Italian word "MEZZO FORTE") means to play MEDIUM LOUDLY.

   Turn to BRAHMS' LULLABY on pages **230** and **231**. Circle all of the DYNAMIC MARKINGS.

2. There are many ♩ ♩ in BRAHMS' LULLABY. This is a two-eighths rhythm pattern. There is also a ♪ ♩ notation. This is a "SEESAW" two-eighths rhythm pattern.

   Your teacher will show you how to SEESAW the two-eighths at the keyboard. Circle the SEESAW two-eighths in BRAHMS' LULLABY.

3. This note,  , is _____-sharp. How many of these notes are in BRAHMS' LULLABY? _____ (2 or 3?)

4. The Anacrusis, Pickup Measure, Split Measure, and Upbeat Measure are all used as the name for the extra notes played just before the beginning of a piece. _____ (yes or no?) The missing beats from this measure are played at the end of the piece. _____ (yes or no?)

229

student book page 230 →

1 - B

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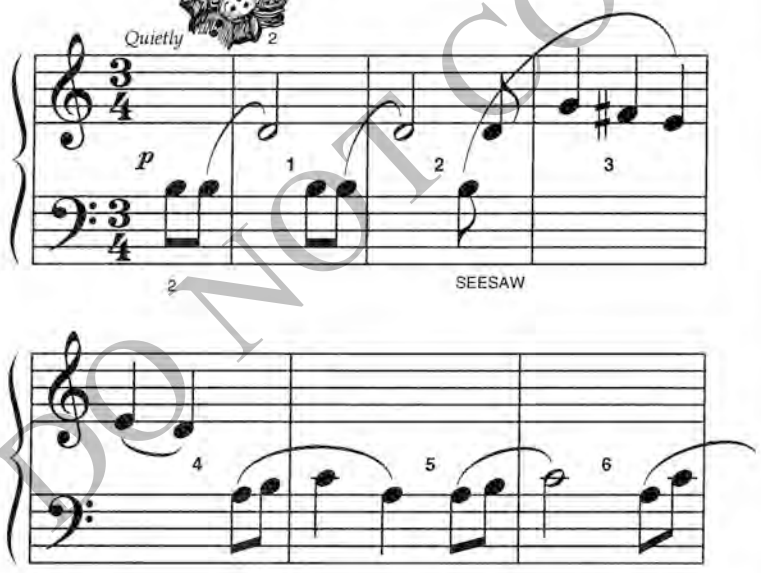
BRAHMS' LULLABY

Johannes Brahms
(1833 - 1897)
© Arr. Mayron Cole

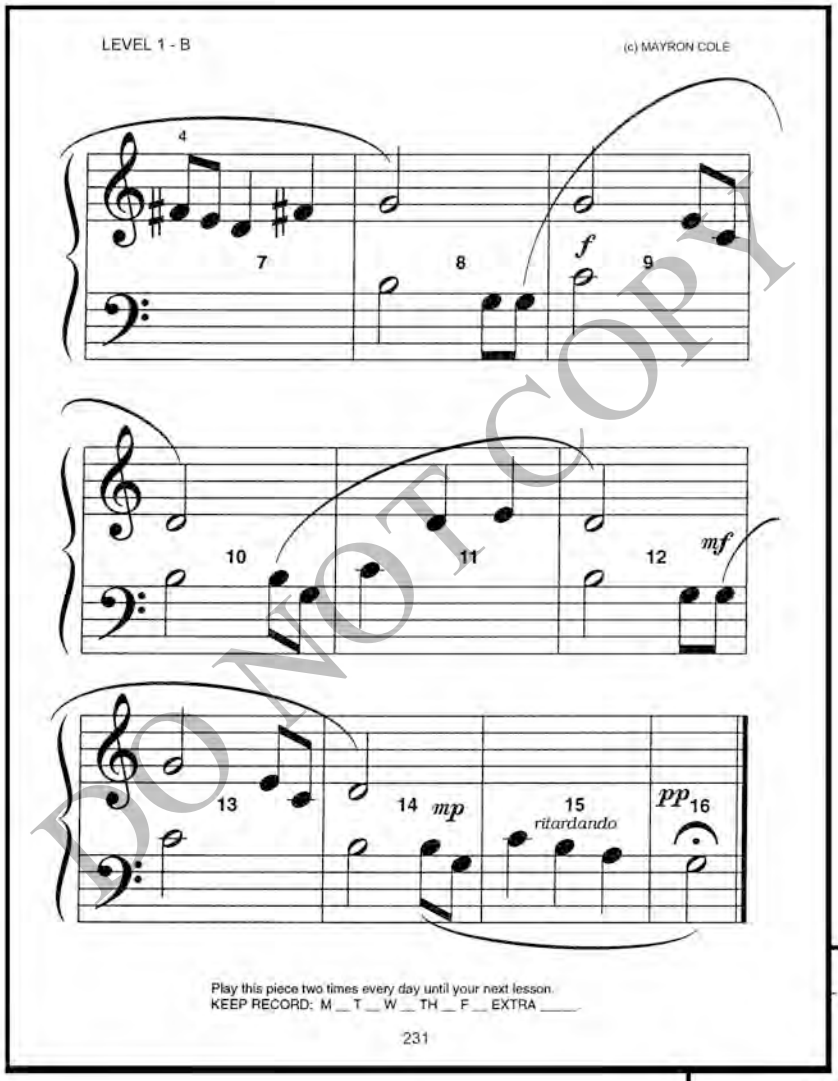
CD #1 Track 67, 68, 69



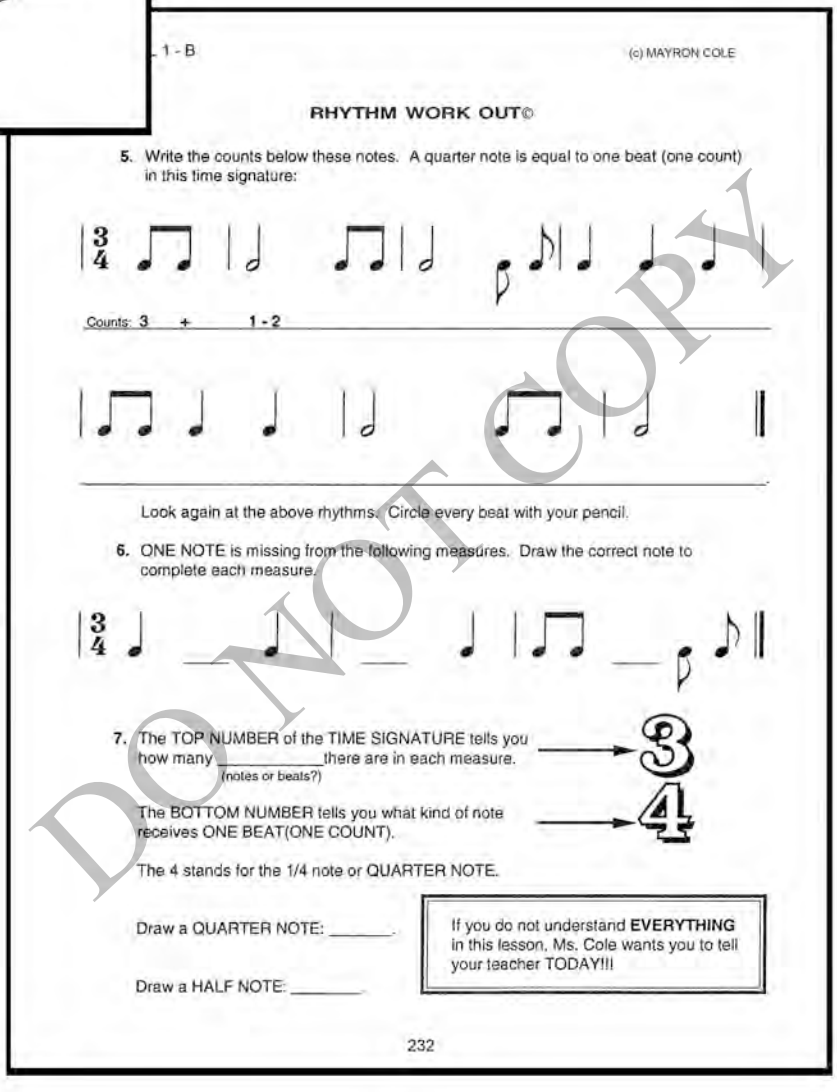
Long, curved lines OVER or UNDER notes are called **SLUR MARKS** or **PHRASE MARKS**. They tell you to play the notes SMOOTHLY!

230

← student book page 231



student book page 232 →



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The MAYRON COLE PIANO METHOD

LEVEL 1-B
LESSON 14
45 minutes

Student Book pages 233-242

MUSIC: Papa Leopold's Minuet Ensemble

LESSON CONCEPTS: Playing a Multi-Piano Ensemble

SUPPLIES NEEDED: Pastel Watercolor Markers & Pencils

PLAY OLD MUSIC (5 minutes)
Hear each student play Brahms' Lullaby solo. If you have a large class and don't have time to hear each student play the entire piece solo, then hear each student play just the second page of the composition solo.

IT'S TIME TO LEARN THE NEW MUSIC (25 minutes)
Hand out student book pages 233 – 242 and explain that today we will be learning another ensemble. The music for an ensemble should be simple enough for students to sight read and work on individually.

- Assign the ensemble parts.
- For the first few minutes, each student sight reads and practices his/her own part while you walk around to assist when needed and make sure each student can play his/her part. Each student should play their part all the way through at least 2 - 3 times. (**5 minutes)**
- When you feel each student can play his/her part, then it is time to start putting ensemble together. (**10 minutes**)
    - Remind students that you cannot call out the key because everyone is playing a different key, so you will count the rhythm.
    - After you play the ensemble the first time, ask the students if they could hear that they were all playing different notes. That was so much fun!
    - After practicing it a couple times, try playing a couple of times without you counting the rhythm aloud.
- Now, the really fun part... Select different instrument sounds! (**10 minutes**)
    - Get creative about which instruments will best portray the ensemble. There are some "classical" sounding instrument suggestions on student book page 233: harpsichord, grand piano, violin, cello, French horn, oboe, trumpet, trombone.

- Practice the ensemble with various instrument sounds. You will need to adjust volume of each keyboard since not all instruments sound at the same level.
- Remember that you are in no rush. Allow the students to really enjoy playing around with the instrument sounds and their ensemble part.

GAME TIME (13 minutes)
Flip through a student book or this teacher's manual as you ask questions during the game. This is a good opportunity to review any and all concepts, dynamics, terms, notes, and keys covered to date.

IT'S TIME TO GO (2 minutes)
Students place cardboard marker page in front of the compositions you want them to practice. On student book page 233, have the student write down which ensemble part and which instrument sound he/she has been assigned. The homework is to practice only the part that the student has been assigned. For extra credit, the student may practice the other three student parts as well.



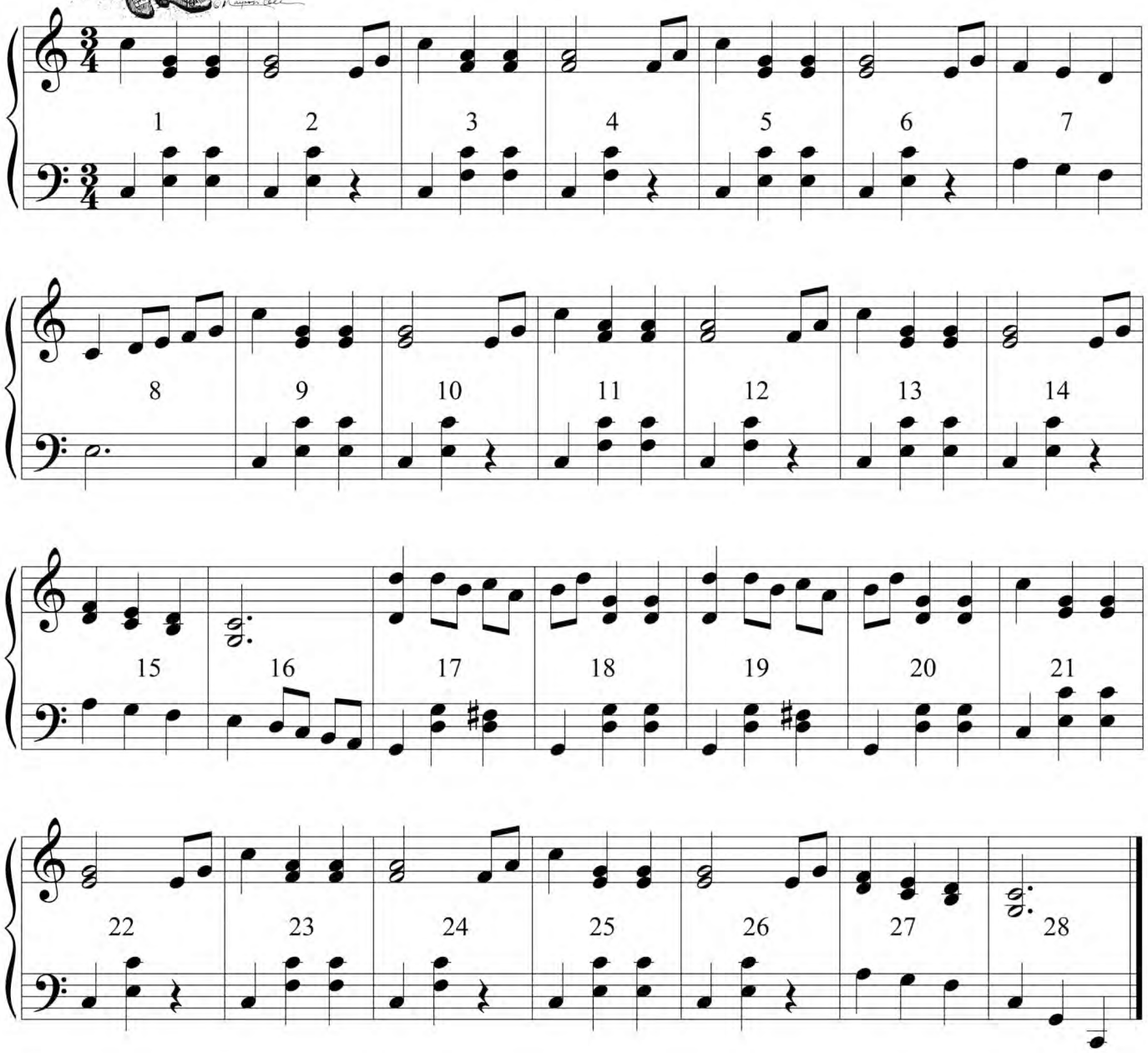


ENSEMBLE

Papa Leopold's Minuet

CD #2 Track 4, 5, 6

Leopold Mozart
arranged for ensemble
by Mayron Cole



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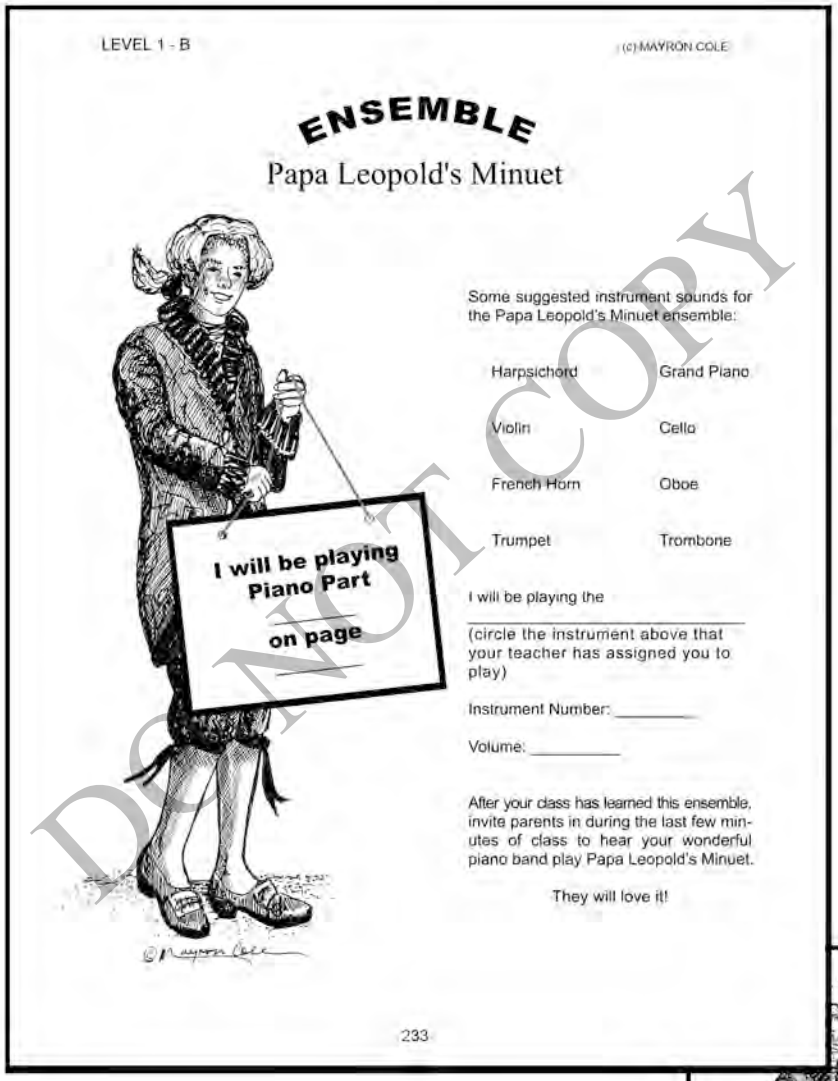
← student book page 233



LEVEL 1 - B (c) MAYRON COLE

ENSEMBLE

Papa Leopold's Minuet

I will be playing Piano Part _____ on page _____

Some suggested instrument sounds for the Papa Leopold's Minuet ensemble:

Harpsichord	Grand Piano
Violin	Cello
French Horn	Oboe
Trumpet	Trombone

I will be playing the _____
(circle the instrument above that your teacher has assigned you to play)

Instrument Number: _____

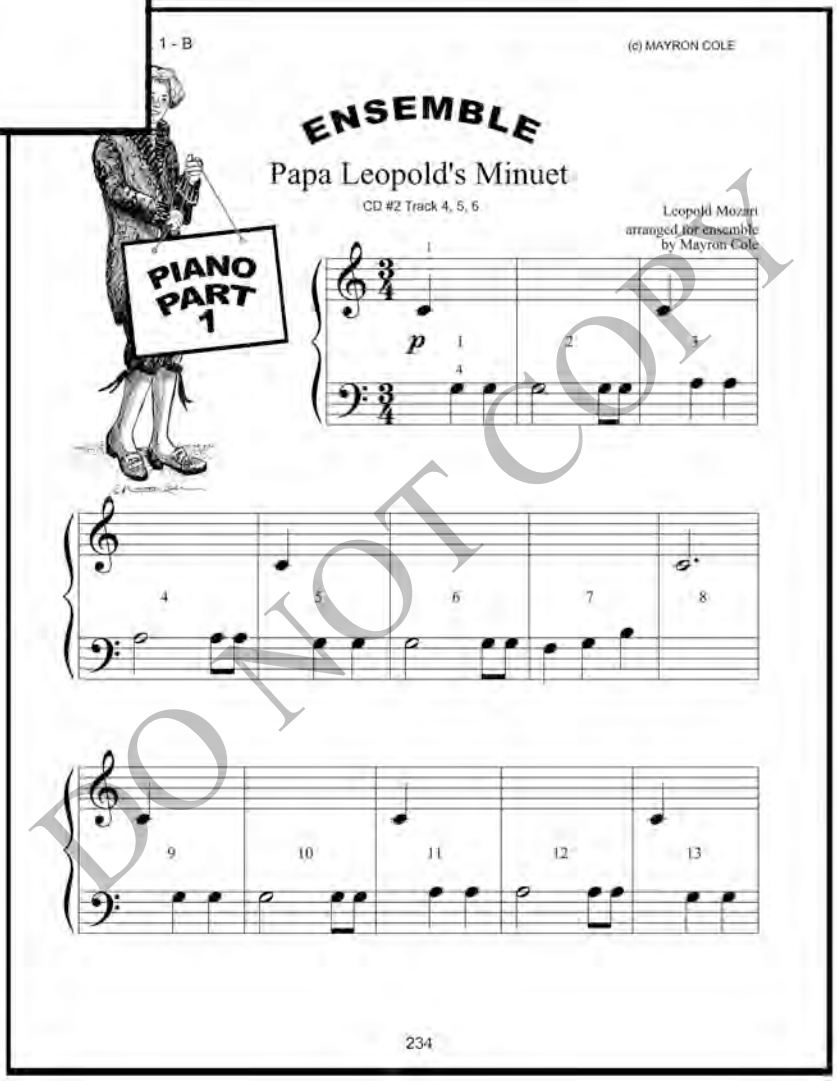
Volume: _____

After your class has learned this ensemble, invite parents in during the last few minutes of class to hear your wonderful piano band play Papa Leopold's Minuet.

They will love it!

233

student book page 234 →



1 - B (c) MAYRON COLE

ENSEMBLE

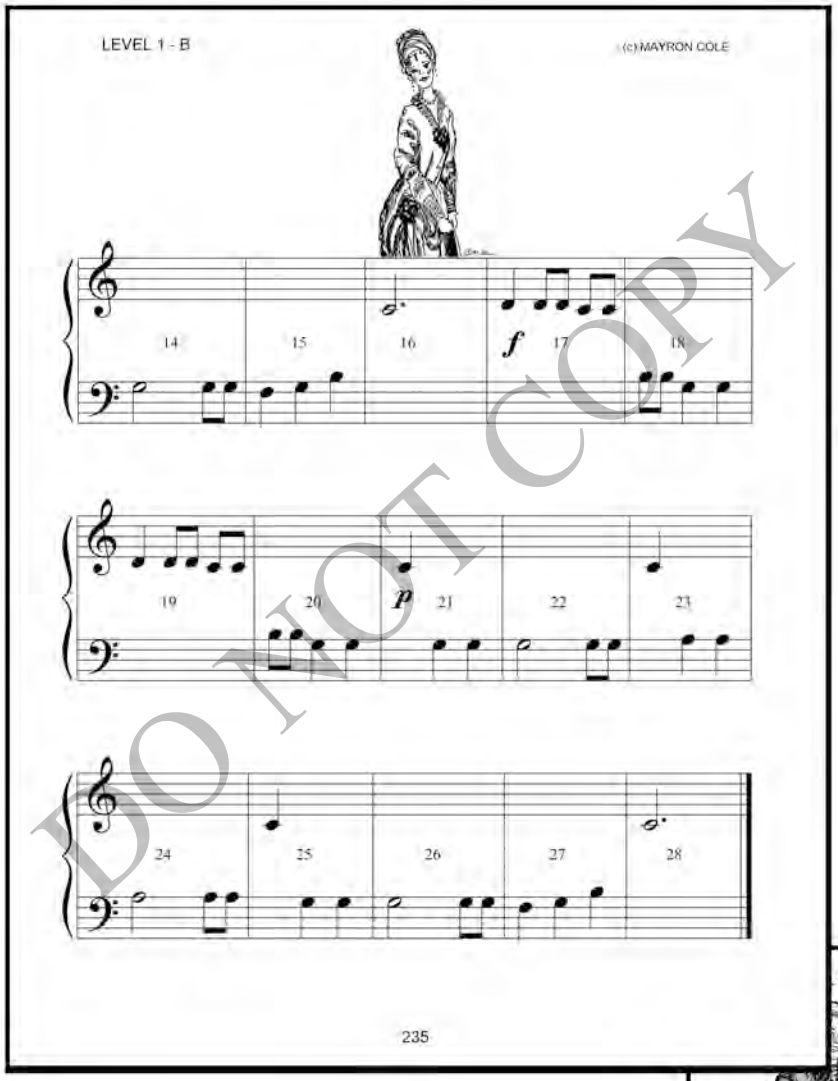
Papa Leopold's Minuet

CD #2 Track 4, 5, 6

Leopold Mozart
arranged for ensemble
by Mayron Cole

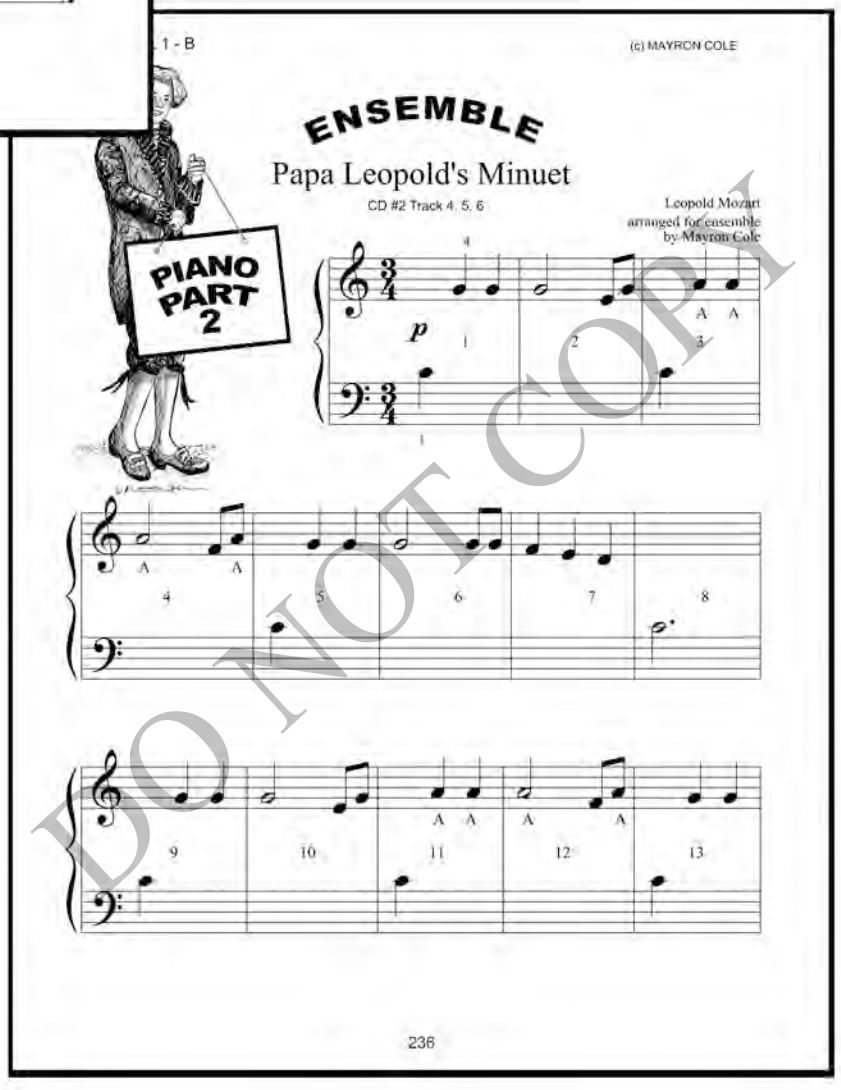
PIANO PART 1

234



⟵ student book page 235

student book page 236 ⟶



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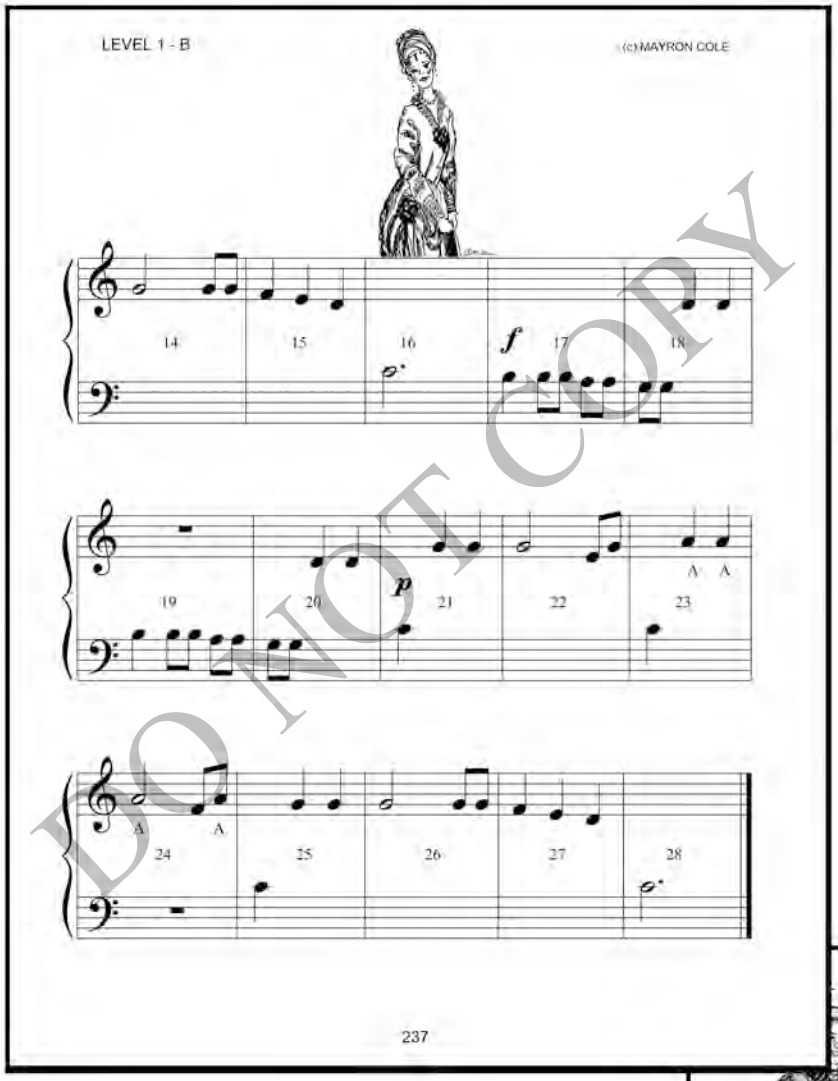

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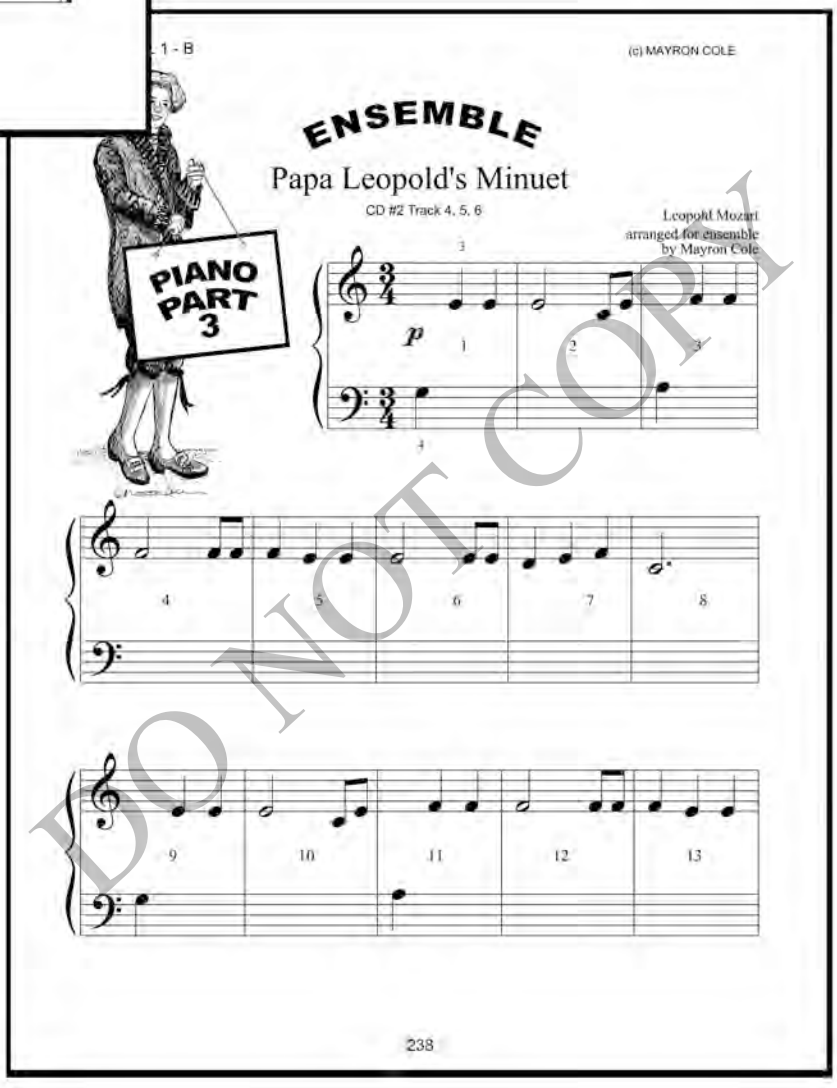

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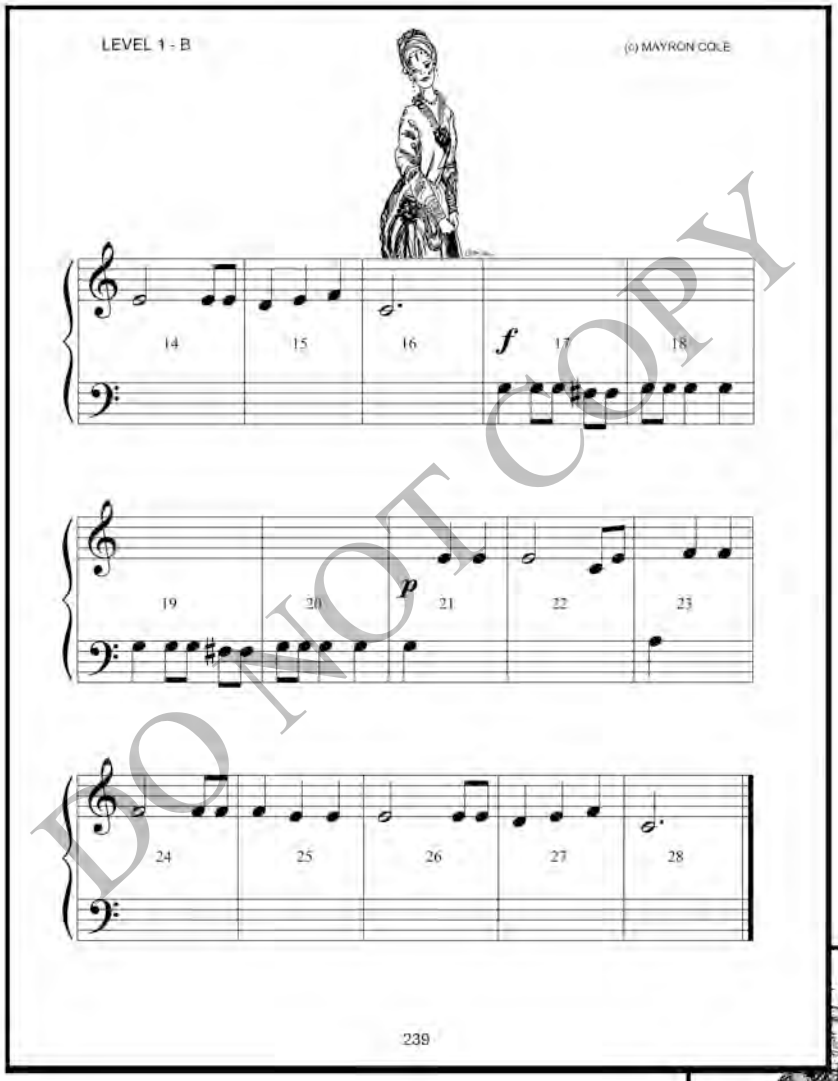

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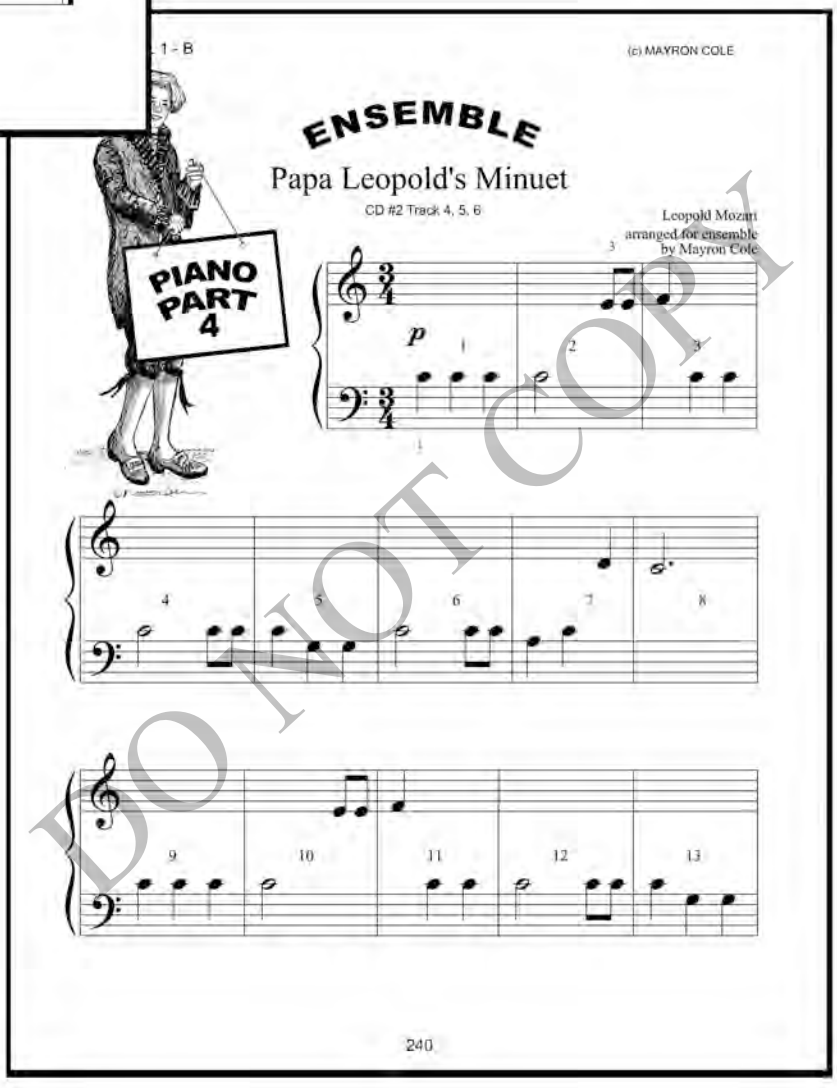

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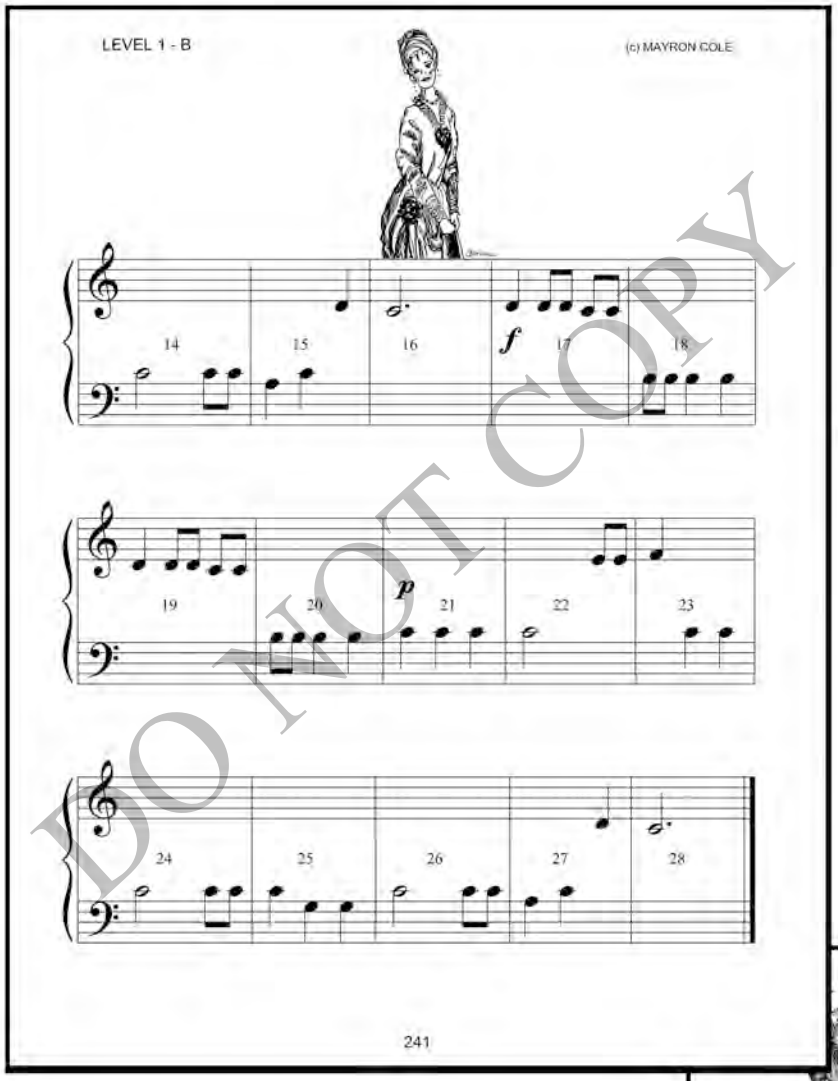

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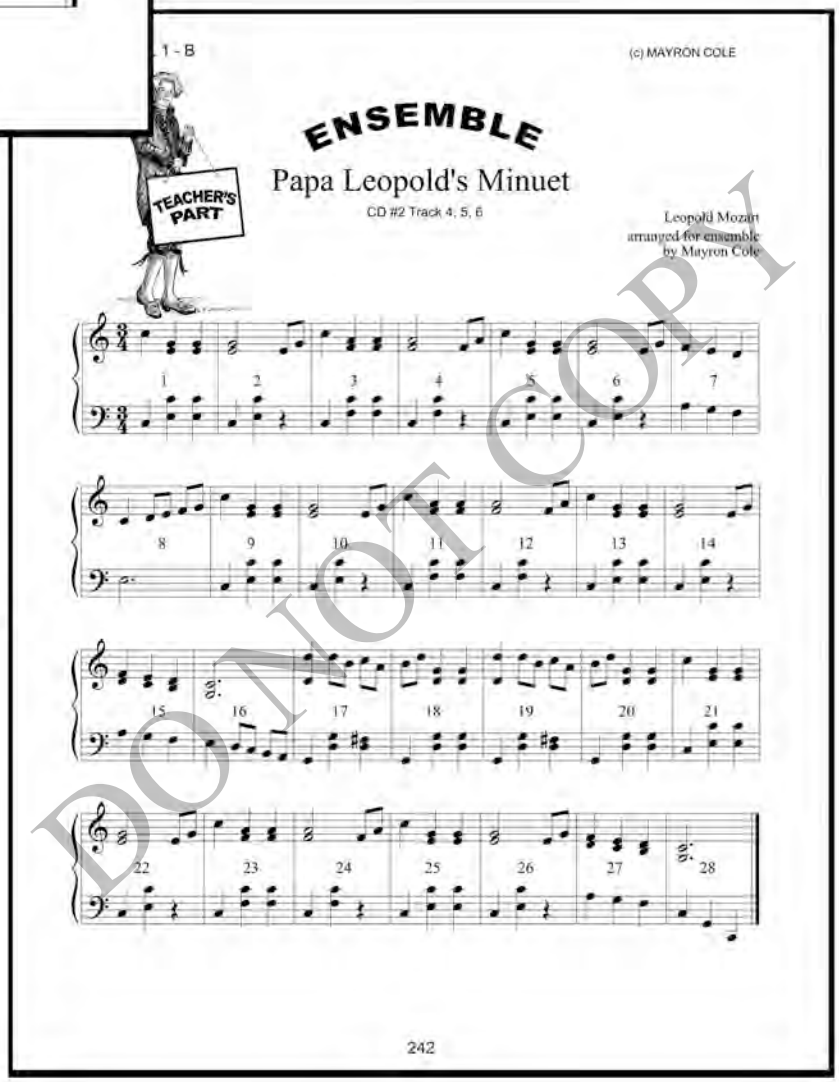

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The MAYRON COLE PIANO METHOD

LEVEL 1-B
LESSON 15
45 minutes

Student Book pages 243-248

MUSIC: Autumn Sounds; Oh! Mindy Lou!

LESSON CONCEPTS: Inner Leger Note B; Rests; Rhythms

SUPPLIES NEEDED: Pastel Watercolor Markers & Pencils

DO THE THEORY PAGES FIRST TODAY (15 minutes)
Hand out pages 243-248. Work the theory pages together as a group. These theory pages are very important! Don't skip them! Be sure your students totally understand what is covered on them!

- Page 243 teaches the inner leger note B
- Page 244 teaches rests
- Becoming Even Greater With Rhythm (page 245)
    - Divide your class into two teams and tap the rhythms on page 245. Team A taps the left hand part; Team B taps the right hand part. Be sure to switch parts after a few turns!
    - On C, E, and G keys, students then tap BOTH hand parts as they count aloud. This rhythm is going to be used in Autumn Sounds.

Keep an eye on the clock, we have a lot to do today!

LET'S LEARN TODAY'S MUSIC (20 minutes)
Autumn Sounds (student book page 246)

- Have your students look at M. 8. *What two keys play at the same time?* **Ans: A & B.**
- *Look at M. 16. What notes does the RH play?* **Ans: A & E.**
- *What rest is in M. 16?* **Ans: 1/2 Rest**
- Divide your class into two teams: Team A and Team B. Team A plays the RH notes. Team B plays the LH notes. You play with your students to hold them together. Go slowly and count aloud. Then switch parts.
- Next, play the composition hands together very slowly.
- Then, play Autumn Sounds a little faster and with the accompaniment.

Oh! Mindy Lou! (page 248)

- *Look at Pre-Measure 1. What is an anacrusis?* **Ans: An incomplete measure (or a split measure, or a "pick-up".**
- *There should be three beats per measure. Where are the missing two beats?* **Ans: At the end of the piece.**
- *Look at the LH. It uses only two different notes. What are they?* **Ans: C and B**.
- *How many LH Bs are in this composition?* **Ans: 2**. Have your students circle the two LH Bs with a pastel watercolor marker.
- *Look at the RH notes in M. 7. How many white keys do you skip between D up to G?* **Ans: 2**
- Give students 15 seconds to try the right hand in measure 7 by themselves.
- As a group, play only the RH notes in the entire composition. Count the rhythms correctly, please. Play through two times.
- Then play hand together as a group.
- *What type of rest is in the last measure?* **Ans: Half rest.**

HEAR LAST LESSON'S MUSIC (15 minutes)
Have students set their digital keyboards to the classical sounding instruments that you chose last week. Play last week's ensemble together as a group. The first time through, just the students play. The second time through, you play the teacher's part (included in the previous lesson in this manual, and in the student book on page 242). Play two more times through; students LOVE to play ensembles! If students played well, have them run outside and ask their parents to come in to hear the class play the ensemble. Parents are VERY impressed with ensembles!

NOTES:

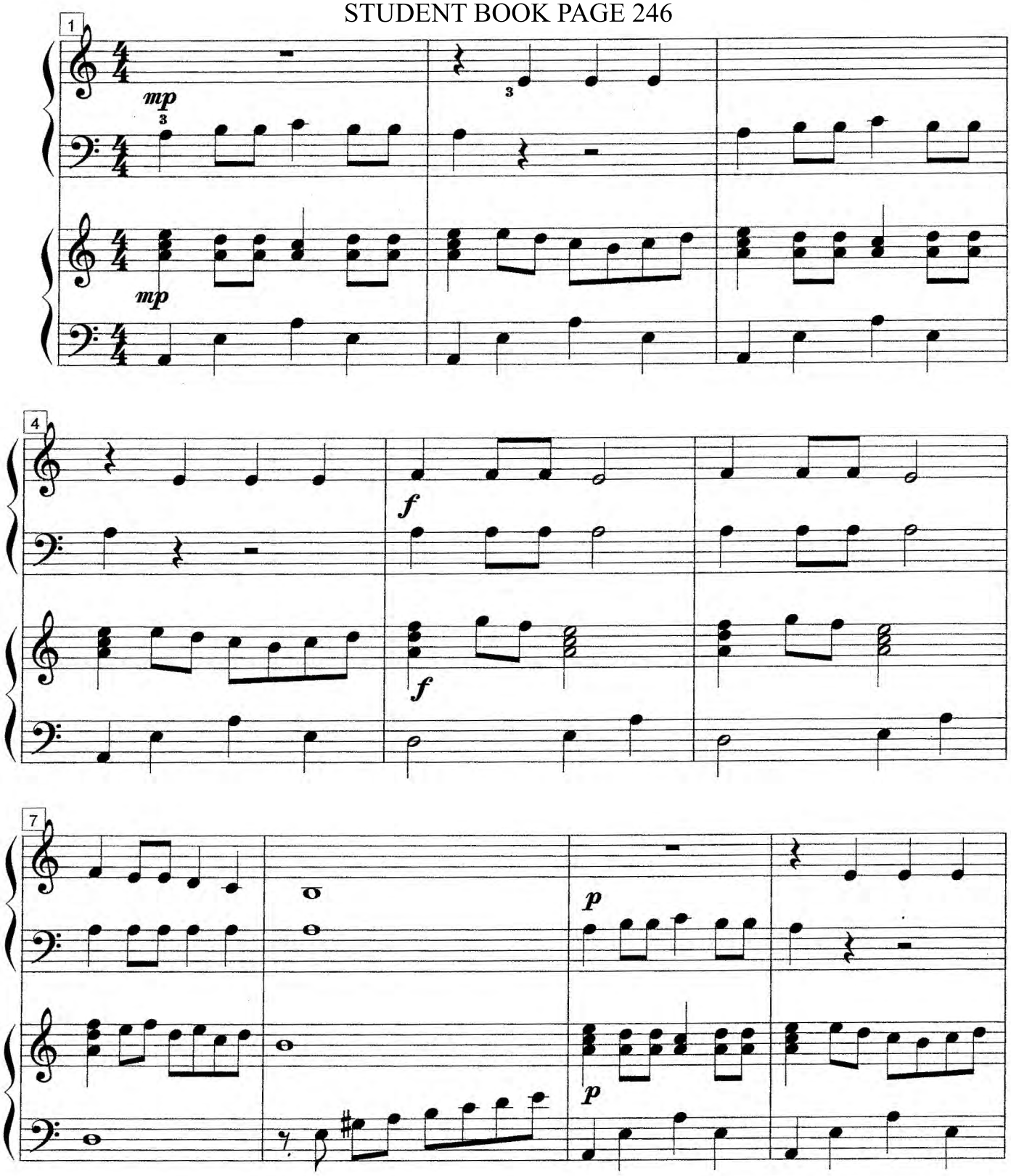


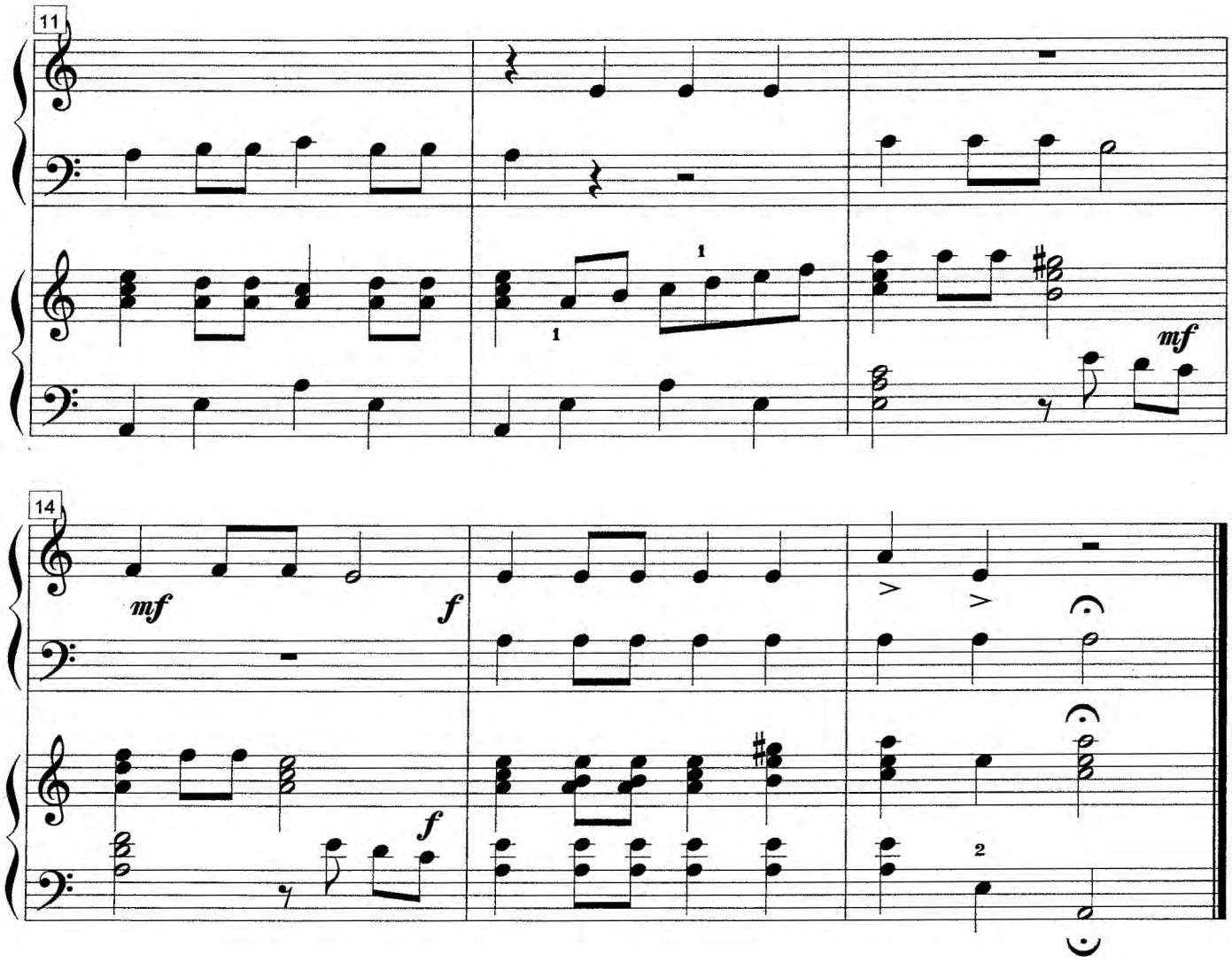
TEACHER'S ACCOMPANIMENT

AUTUMN SOUNDS

(c) Mayron Ellis Cole

STUDENT BOOK PAGE 246




11
mf
14
mf
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f

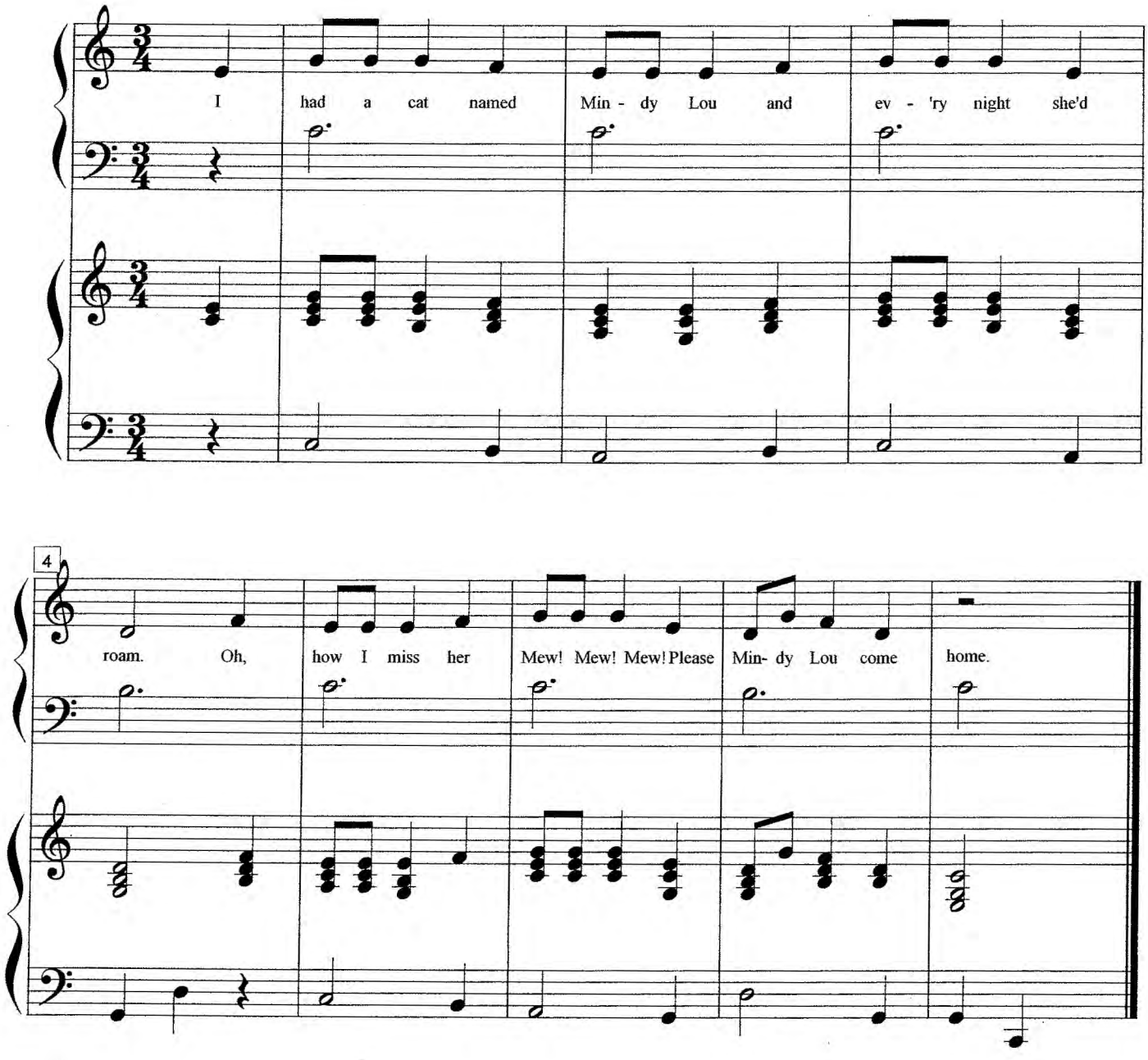


TEACHER'S ACCOMPANIMENT

OH! MINDY LOU!

(c) Mayron Ellis Cole

STUDENT BOOK PAGE 248



LEVEL 1 - B

(c) MAYRON COLE

THE MAYRON COLE PIANO METHOD®

FUN SHEET

AUTUMN SOUNDS©
"OH! MINDY LOU!"©



1. With your teacher, CLAP & COUNT the rhythm of the first page of AUTUMN SOUNDS (p. **246**). How well did you do? _____

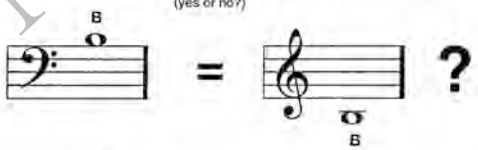
2. WRITE THE COUNTS BELOW THESE NOTES.



Counts: _____

SOMETHING NEW!

3. There is a NEW NOTE in AUTUMN SOUNDS. It tells your RIGHT HAND to play B below MIDDLE C. Are these two B's the SAME KEY ON THE KEYBOARD? _____ (yes or no?)



4. A FERMATA, 𝄐, means to _____ (pedal or hold a little longer?)

5. There is a FINGER CROSS-OVER in the 8th measure of AUTUMN SOUNDS. Your teacher will show you how to do this at the keyboard. Do you know all of the notes in AUTUMN SOUNDS? _____ (yes or no?)

243

←··· student book page 243

student book page 244 ···→

1 - B

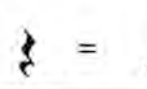
(c) MAYRON COLE

INTRODUCING RESTS!

RESTS are signs of **SILENCE!**
NOTES are signs of **SOUND!**

6. In $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, and $\frac{6}{4}$ rhythm:

a. QUARTER REST = QUARTER NOTE.



b. HALF REST (looks like a "hat") = HALF NOTE.

c. WHOLE REST (looks like a "hole in the ground") = WHOLE NOTE.

7. FIND THE NOTE IN THE SECOND COLUMN THAT IS THE "TWIN" OF THE REST IN THE FIRST COLUMN. PLACE THE LETTER IN THE CORRECT BLANK IN THE FIRST COLUMN.



(1.) ▬ _____ (looks like a hat)

(2.) 𝄽 _____

(3.) ▬ _____ (looks like a hole in the ground)

a. 𝅗𝅥

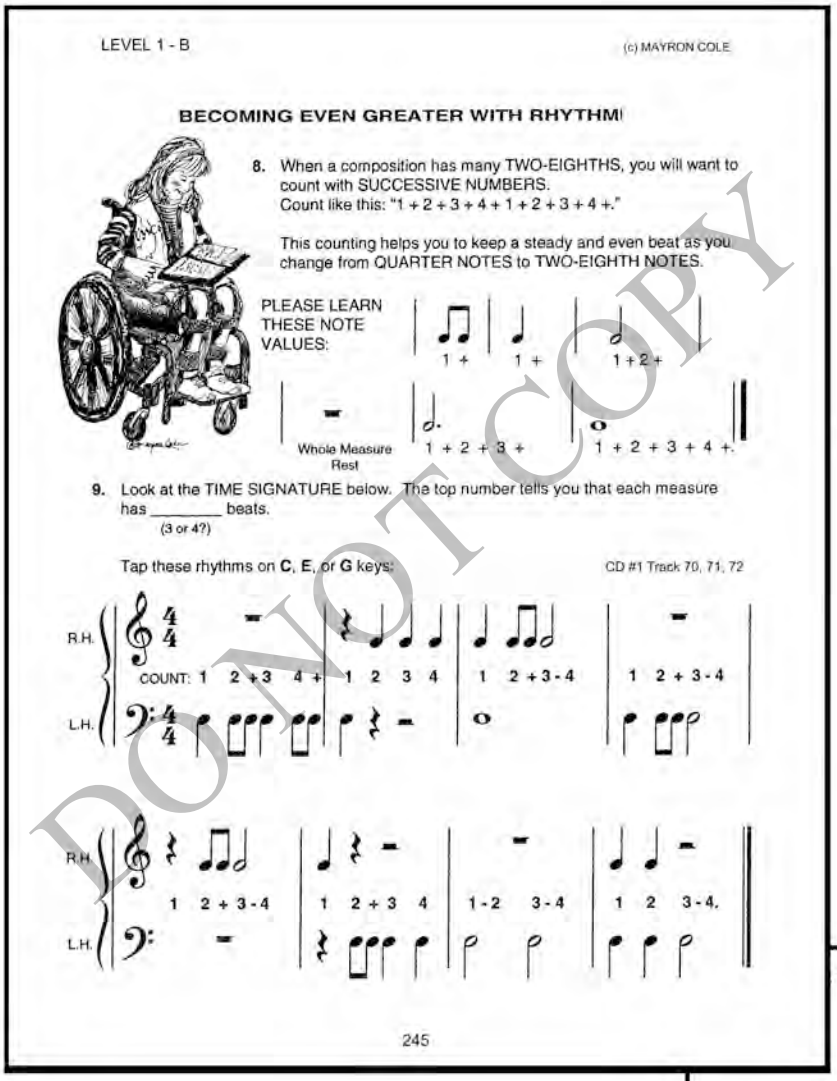
b. 𝅝

c. 𝅗𝅥

244

DO NOT COPY

← student book page 245



LEVEL 1 - B (c) MAYRON COLE

BECOMING EVEN GREATER WITH RHYTHM!

8. When a composition has many TWO-EIGHTHS, you will want to count with SUCCESSIVE NUMBERS.
Count like this: "1 + 2 + 3 + 4 + 1 + 2 + 3 + 4 +."

This counting helps you to keep a steady and even beat as you change from QUARTER NOTES to TWO-EIGHTH NOTES.

PLEASE LEARN THESE NOTE VALUES:

1 + 1 + 1 + 2 +

Whole Measure Rest 1 + 2 + 3 + 1 + 2 + 3 + 4 +.

9. Look at the TIME SIGNATURE below. The top number tells you that each measure has _____ beats.
(3 or 4?)

Tap these rhythms on **C**, **E**, or **G** keys: CD #1 Track 70, 71, 72

R.H. COUNT: 1 2 + 3 4 + 1 2 3 4 1 2 + 3 - 4 1 2 + 3 - 4

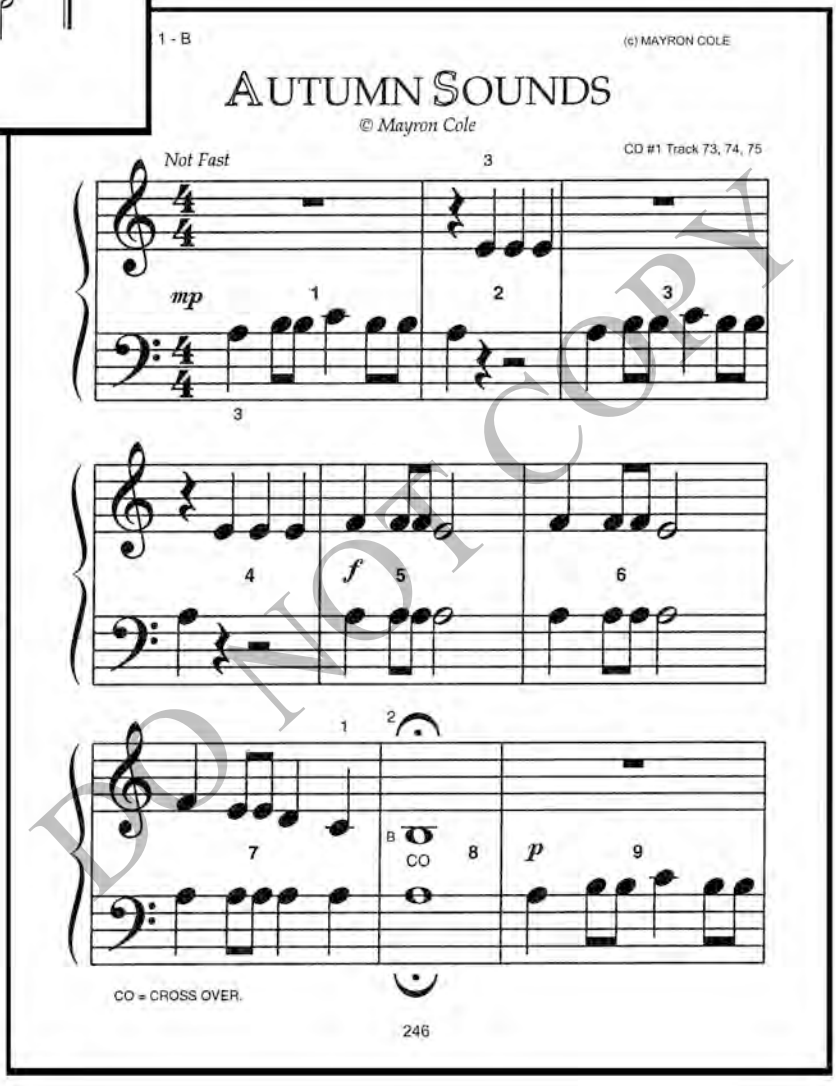
L.H.

R.H. 1 2 + 3 - 4 1 2 + 3 4 1 - 2 3 - 4 1 2 3 - 4.

L.H.

245

student book page 246 →



1 - B (c) MAYRON COLE

AUTUMN SOUNDS

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Not Fast CD #1 Track 73, 74, 75

mp f p

CO

CO = CROSS OVER.

246

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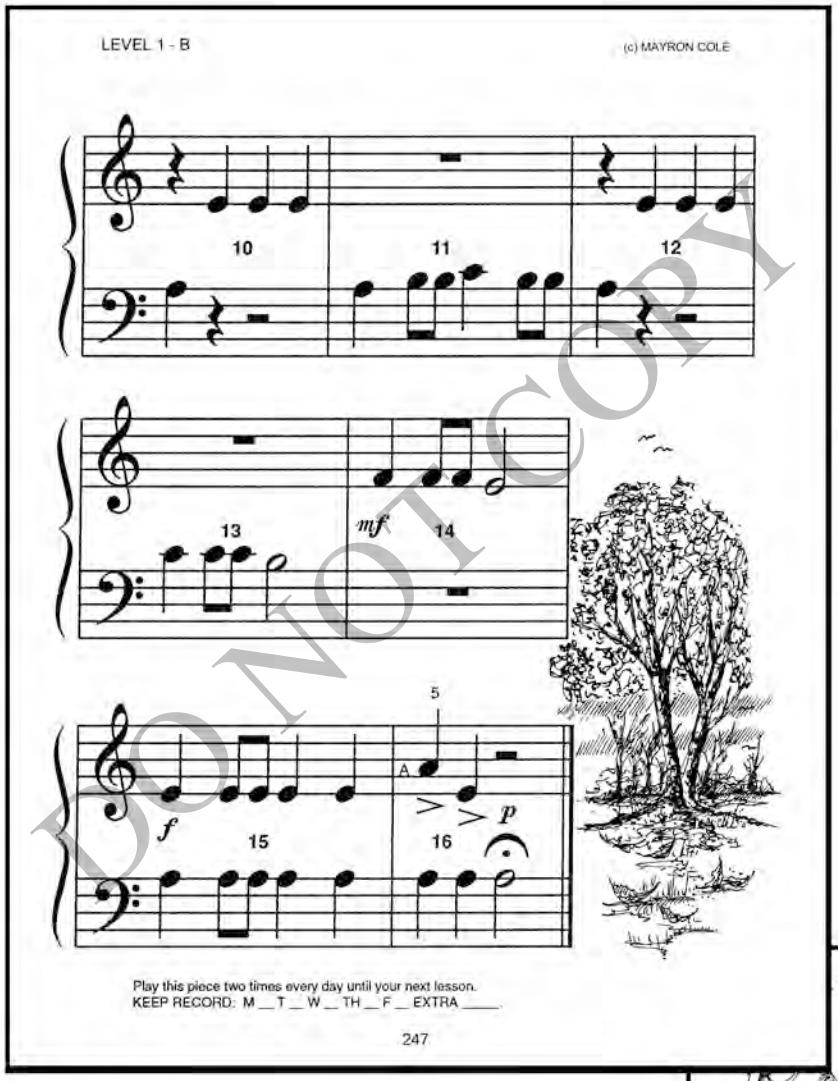
← student book page 247



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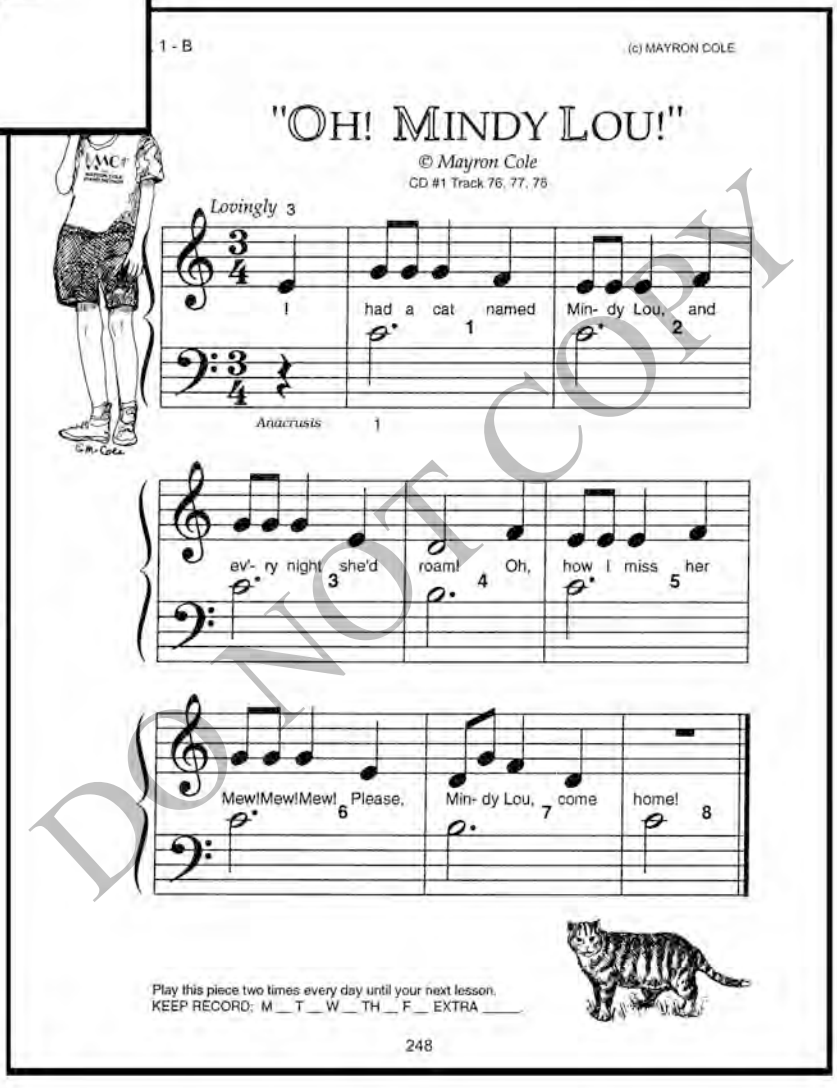

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The MAYRON COLE PIANO METHOD

LEVEL 1-B
LESSON 16

45 minutes

Student Book pages 249-254

MUSIC:	Hot Potato Polka; Boogie Bear
LESSON CONCEPTS:	Staccato; Harmonic Thirds; Harmonic Fourths; Rhythm Taps
SUPPLIES NEEDED:	Theory Game Mat; Pastel Watercolor Markers; Pencils; Small Keyboard

NOTE TO TEACHER:
If these two compositions are too much for your students, divide today's material into TWO LESSONS.

LET'S WORK OUR THEORY SHEET and PLAY THE RHYTHM TAPS!
(9 minutes)

- With your students, read and answer page 249 theory sheet.
- Rhythm Taps (student book page 254)
    - At their keyboards--- Divide your students into two teams. Team A will tap the RH rhythms. Team B will tap the LH rhythms. Students tap on either C, E, or G keys. Then teams switch parts. You tap both rhythms to hold students together.
    - Then students tap using BOTH HANDS. Again, you tap with the students. Can your students tap and count aloud? Use your Accompaniment CD#1 Tracks 85, 86, & 87.

IT'S TIME TO LEARN TODAY'S MUSIC (20 minutes)
Hot Potato Polka (student book page 250)

- *Look at measures 1, 2, 5, 6, 9, and 10. Are these measures the same?* **Ans: Yes.**
- *Look at measures 3, 4, 11, and 12. Are these measures the same?* **Ans. Yes.**
- *Let's play the LH notes in M. 3. What are these notes?* **Ans: B-flat, B-flat, A.** (Go quickly from keyboard to keyboard making sure these keys are correctly played with the correct fingers.)
- *Students, you have 10 seconds to practice measure 3 hands together.*
- *Look at M. 13 and 14. Are they the same?* **Ans: Yes**.
- *Look at M. 15. What two keys does the LH play?* **Ans: F and G**

- After you have worked through all the little "tough spots", have the class try this composition playing playing hands together in ensemble. Always go slowly. Mistakes will be made, but this is the first try on this piece!
- (If your students can learn only one composition today, go to game time now.)

Boogie Bear (page 252)

- *Look at M. 1-2; 3-4; 7-8. Are these measures alike?* **Ans: No**.
- *Which measure is different?* **Ans: M.8**
- *Look at M. 5 & 6. Are these measures alike?* **Ans: Yes**.
- *Look at M. 14 & 15. Are these measures alike?* **Ans: Yes.**
- *We are all going to play only the RH in M. 9, 10, 11, 12. You have 15 seconds to practice only the RH part.*
- *Now we will play the RH only in M. 9, 10, 11, and 12.*
- The LH in M 9, 10, 11, 12 sometimes bothers students. Here's a good way to teach these intervals--
    - *Look at the LH notes in measures 9, 10, 11, and 12. We are going to play only the LOWER NOTE. In M 9 & 10, what is the bottom note of the interval?* **Ans: G**
    - *In M 11 & 12, what is the bottom note of the interval?* **Ans: F**.
    - *Together, let's play only the bottom LH notes in M 9, 10, 11, & 12.*
    - Do the same with the TOP NOTE of the LH intervals in M. 9, 10, 11,& 12.
    - Finally, play the harmonic LH intervals in M. 9, 10, 11, & 12 together as a class.
- Add the RH notes in M. 9, 10, 11, & 12. And, YEA! -- this difficult section of Boogie Bear is mastered!

TEACHING TIP:

You may use the above teaching technique any time you have difficult chords or intervals in a section of music. Teach one-note-at-a-time; then slowly, add the other notes of the chords/ intervals. Most people can understand when taught this way.

HEAR LAST LESSON'S MUSIC (5 minutes)

HAVE TIME LEFT? GO TO GAME TIME (10 minutes)

You might not have time for a game if you teach both compositions today. However, if you taught only one composition, there will be plenty of time for a game.

- Ask any questions you like about today's music. Keep analyzing the music! Music is usually filled with patterns--note patterns and rhythm patterns.
- Remember to review rests and dynamics which were covered in recent lessons.

IT'S TIME TO GO! (1 minute)

Students place cardboard marker page in front of the compositions you want them to practice.

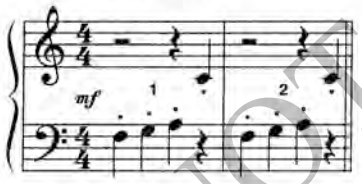
← student book page 249

THE MAYRON COLE PIANO METHOD®

FUN SHEET

HOT POTATO POLKA!©
BOOGIE BEAR©

1. In HOT POTATO POLKA, there are **STACCATO DOTS**. Some students call them "HOT DOTS!" They tell you to lift your finger SLIGHTLY from the key as if the key were HOT. **STACCATO DOTS** are written directly over or under a NOTEHEAD. With your pencil circle the **STACCATO DOTS** below.





2. Draw **STACCATO DOTS** above or below these noteheads:



3. When notes are written directly OVER or UNDER each other, they are played at the same time. _____ (yes or no?)

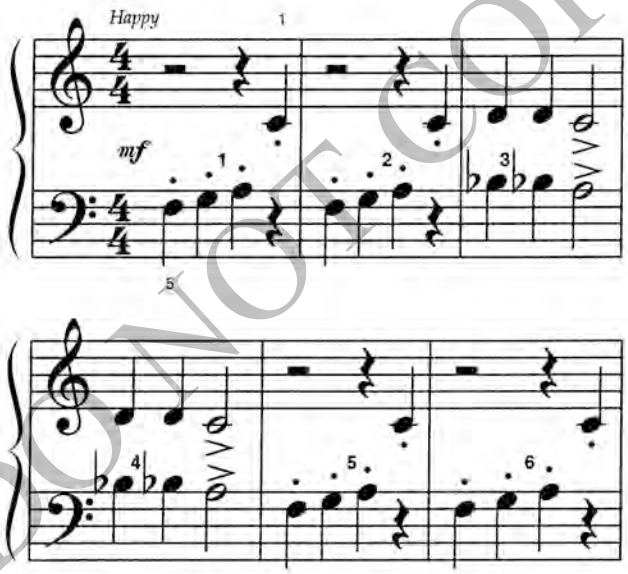
4. A FLAT SIGN, ♭, tells you to go _____ (forward or backward?) to play the very next key either black or white.

student book page 250 →

HOT POTATO POLKA!

© Mayron Cole

CD #1 Track 79, 80, 81



Play this piece two times every day until your next lesson.
KEEP RECORD: M__ T__ W__ TH__ F__ EXTRA ____

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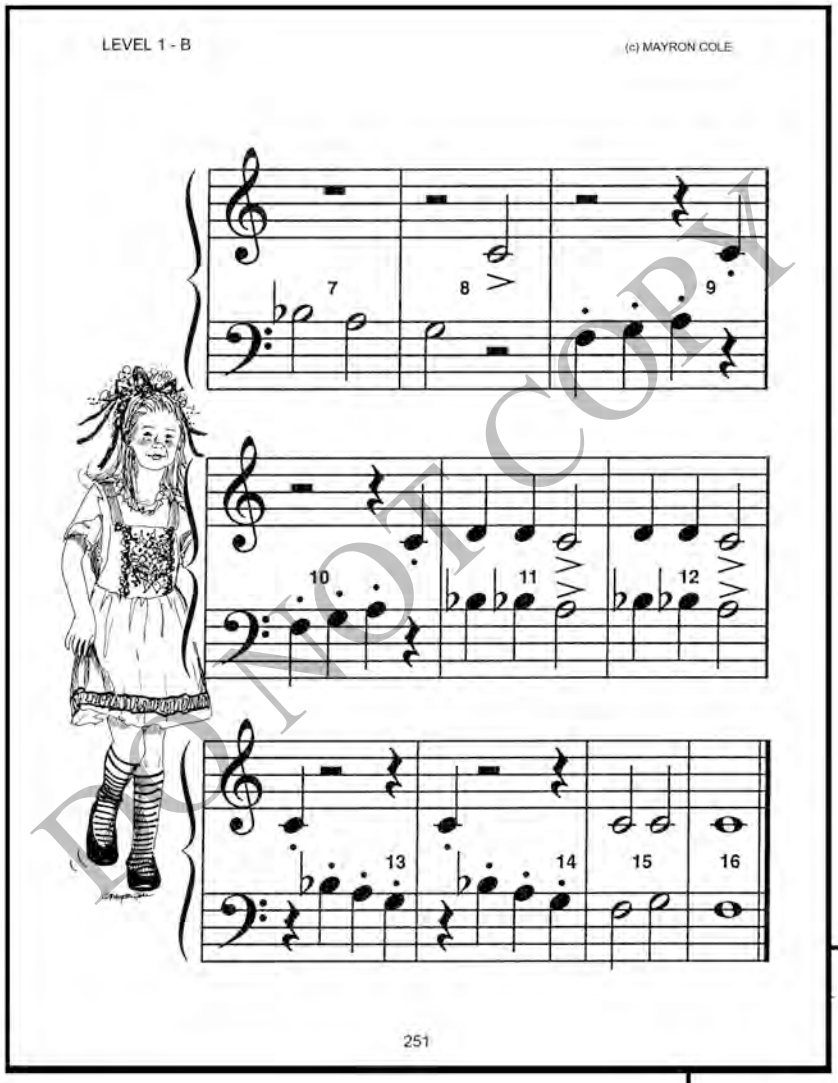

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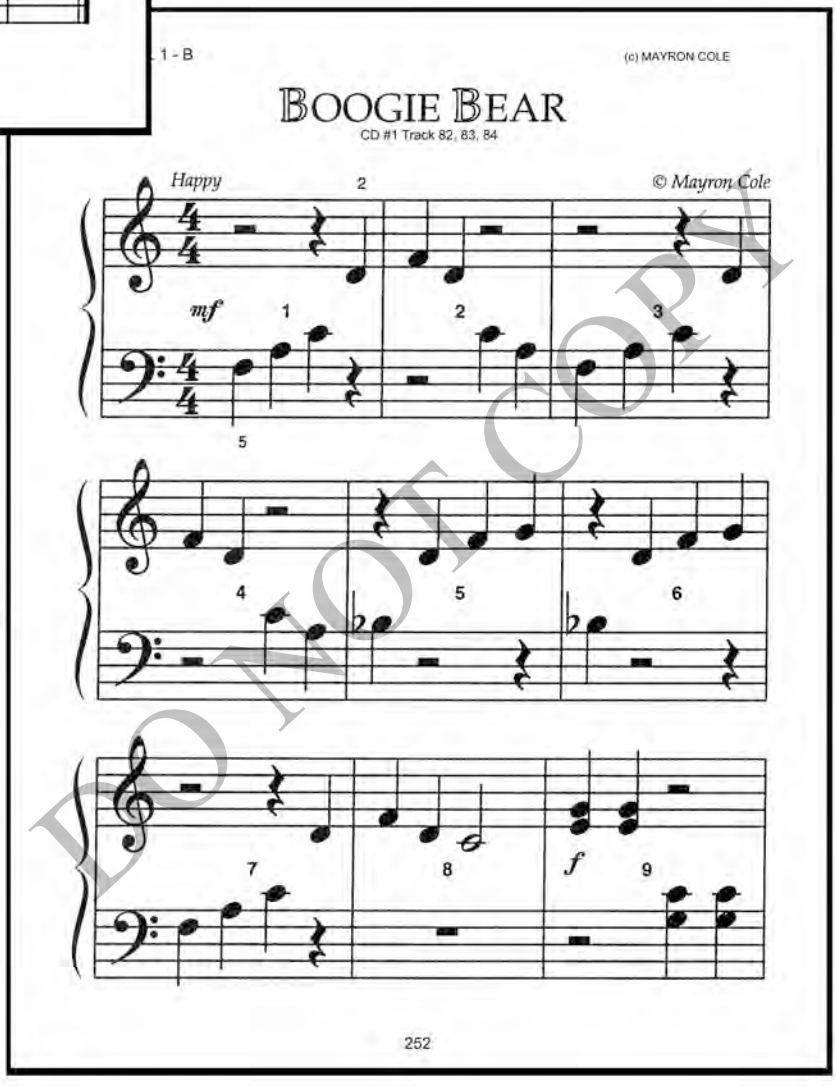

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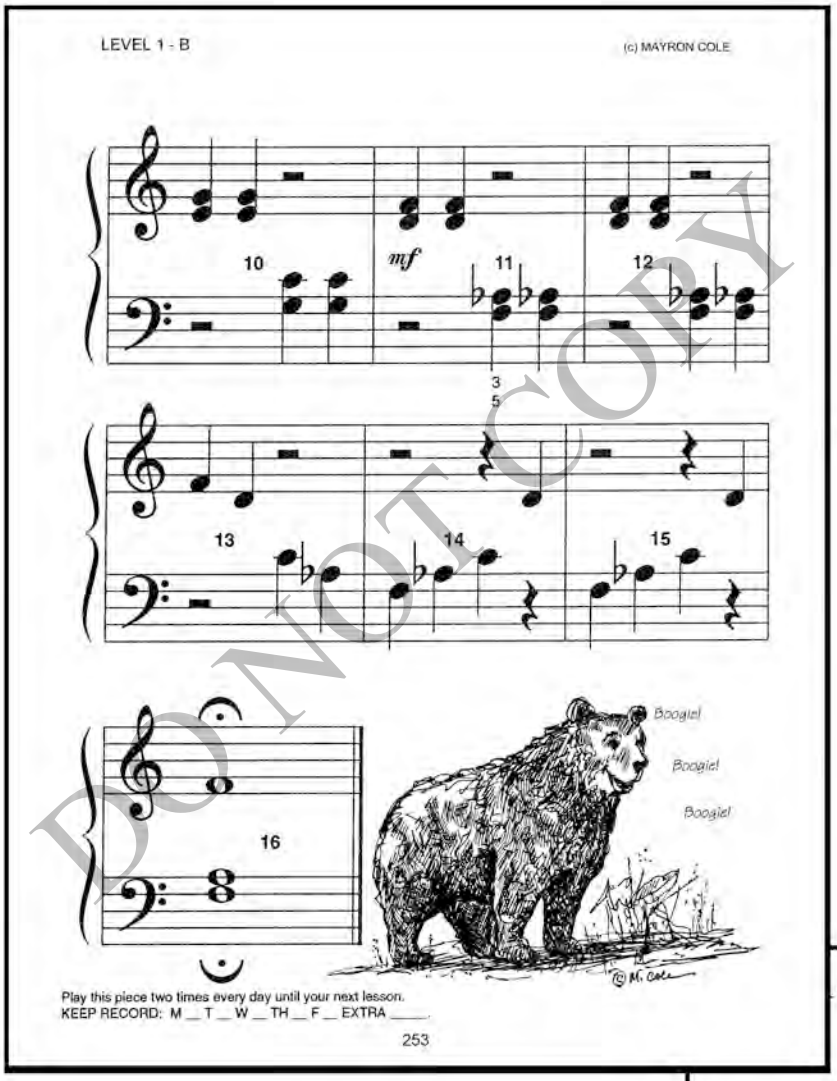

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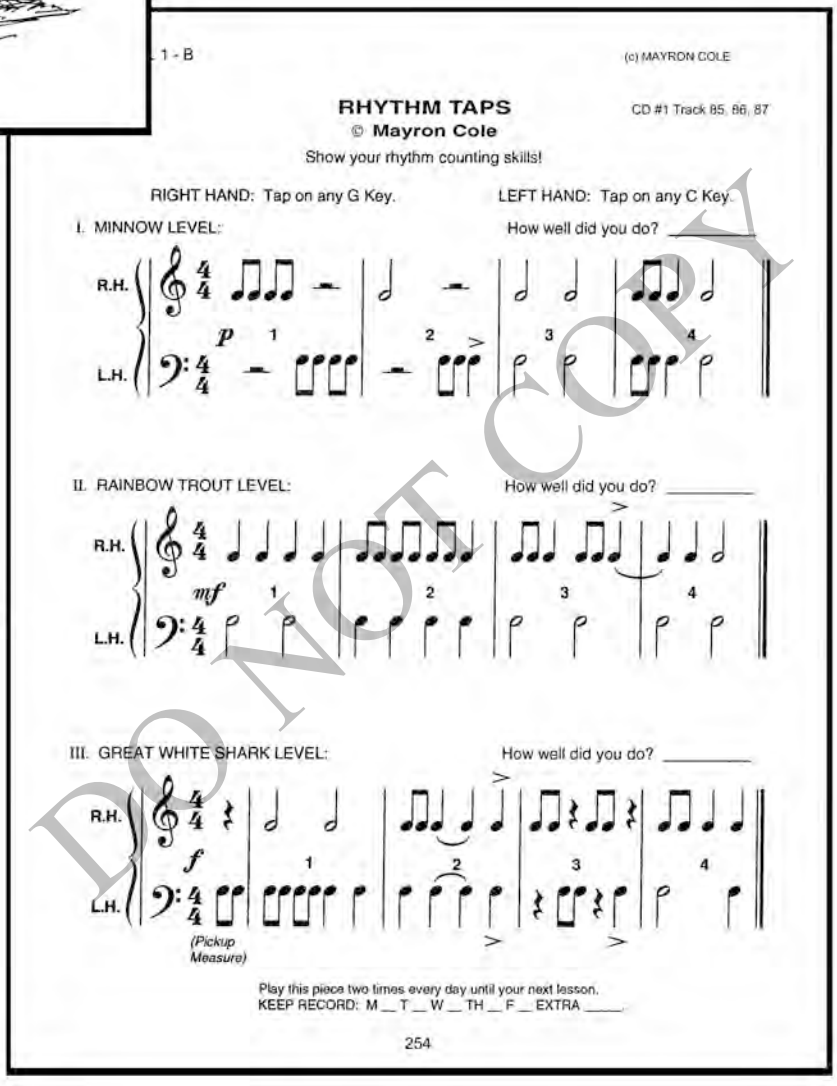

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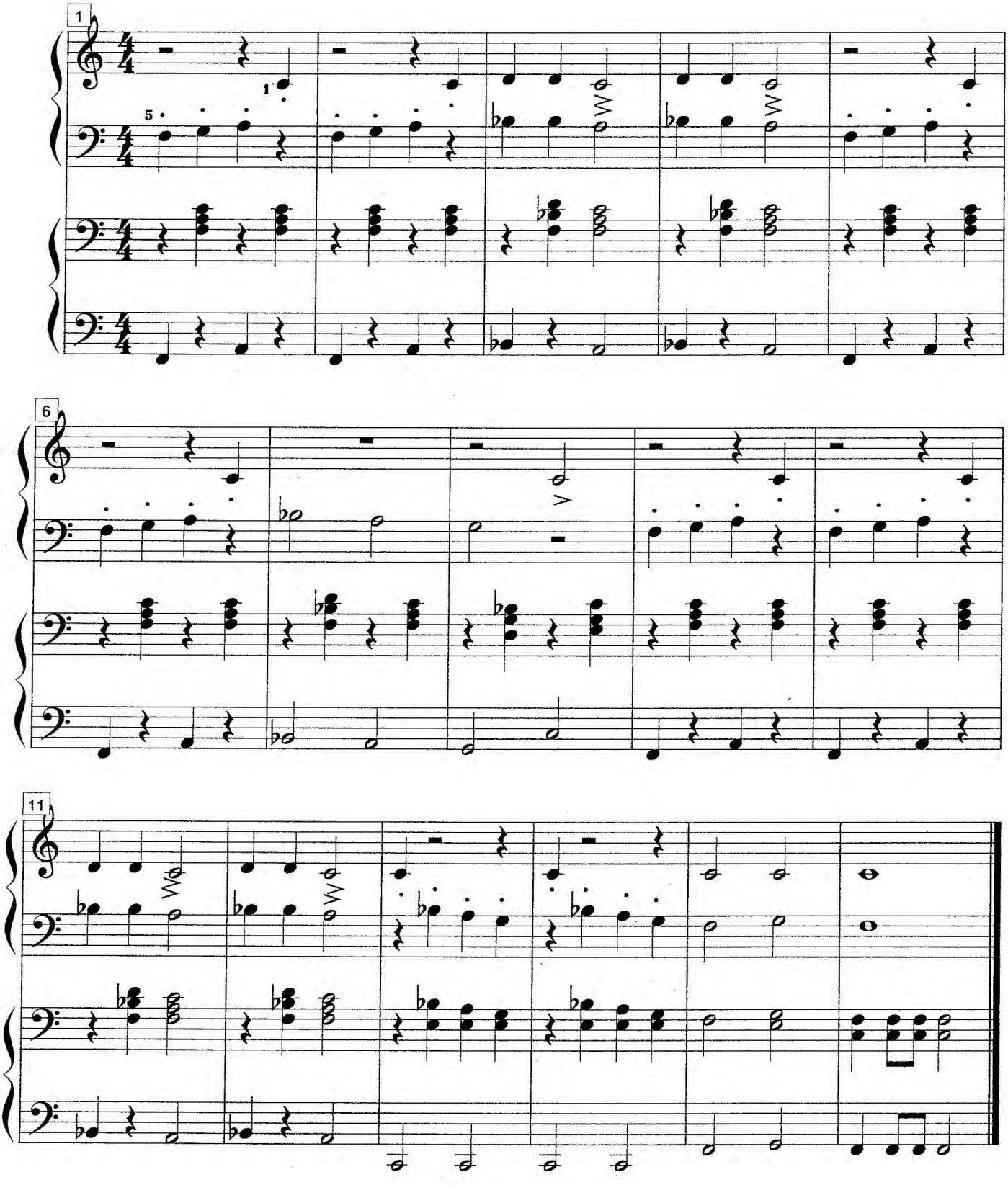
TEACHER'S ACCOMPANIMENT
HOT POTATO POLKA!

(c) Mayron Ellis Cole

STUDENT BOOK PAGE 250



TEACHER'S ACCOMPANIMENT

BOOGIE BEAR

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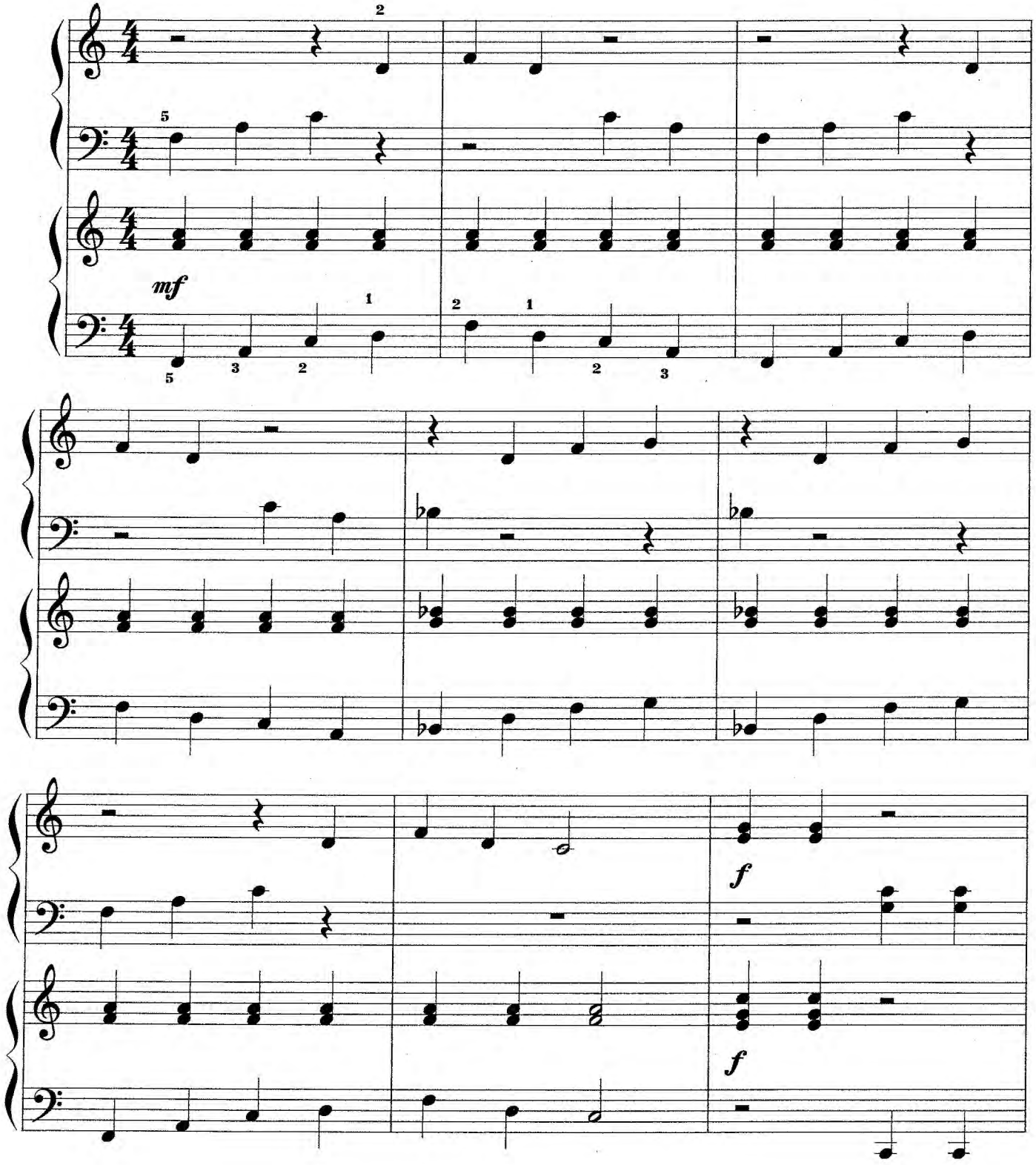
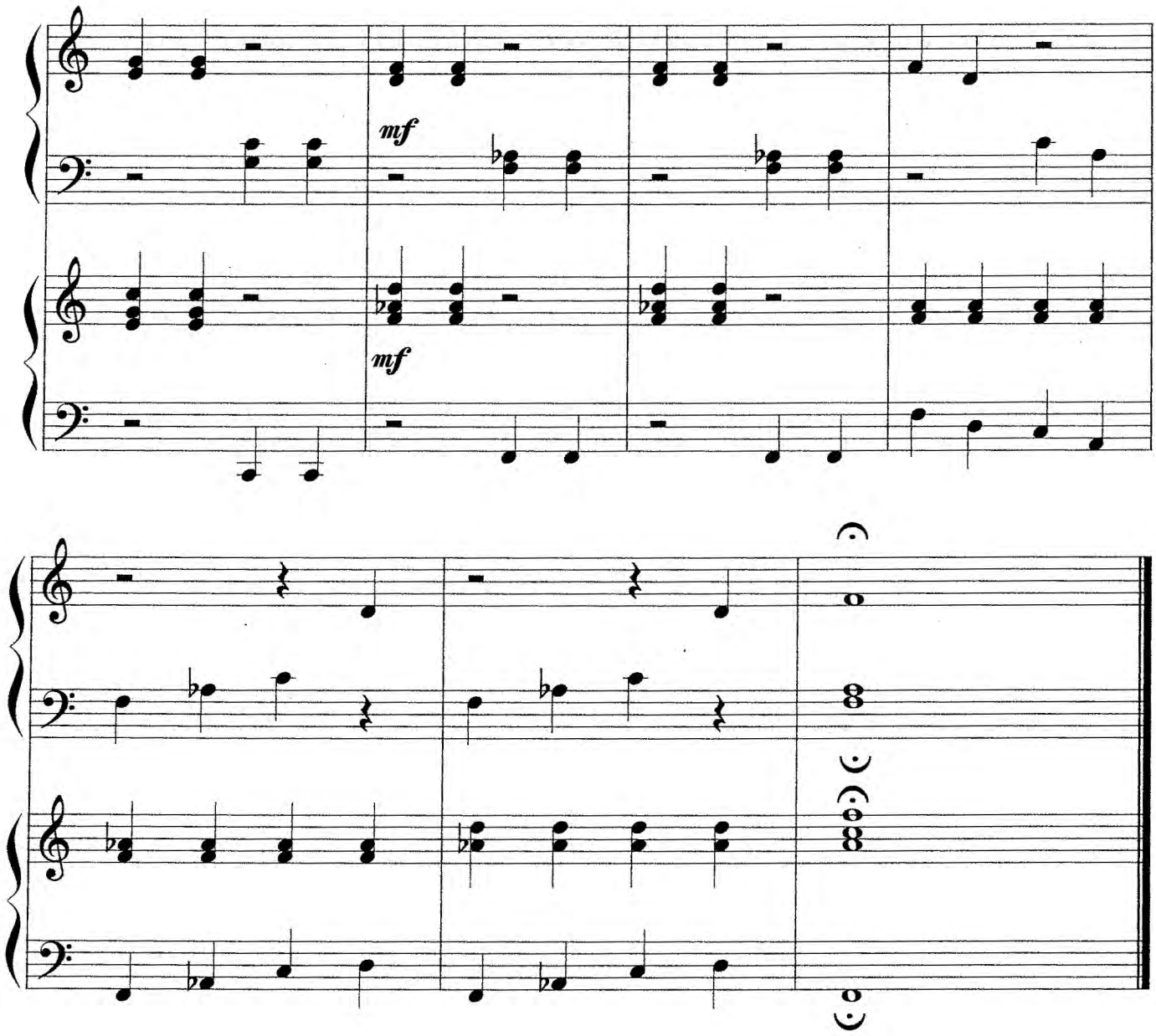
STUDENT BOOK PAGE 252




mf
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The MAYRON COLE PIANO METHOD

LEVEL 1-B
LESSON 17
45 minutes

Student Book pages 255-258

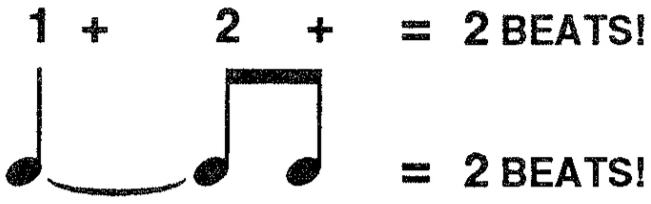
MUSIC: Yankee Doodle

LESSON CONCEPTS: Dotted Quarter Note

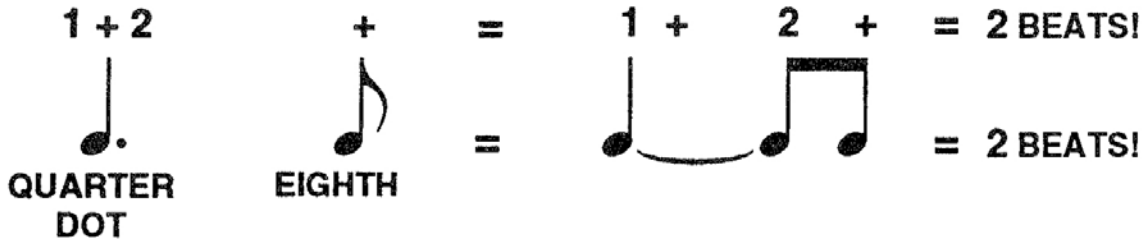
SUPPLIES NEEDED: Theory Game Mat; Pastel Watercolor Markers; Pencils; Small Keyboard

LET'S WORK THE THEORY PAGES FIRST! (9 minutes)
Hand out pages 255-258. Have your students turn to page 255 in their books.

Ah, yes! The dotted quarter note! The nemesis of many rhythm counters!
Tell your students how the dotted quarter note evolved: *Long ago, there were no dotted quarter notes. If a composer wanted a note to equal three eighth notes, he would tie a quarter note to the first note of two beamed eighth notes; like this:*



The above rhythm started to be used more and more in music writing. And one day, a very creative composer decided to create a new note that equals three eighth notes. He changed the first of the two-eighth notes into a dot. Then he moved the dot closer to the quarter note. Like this:



The second eighth note's beam hung down and became a flag. So, the quarter note equals one beat and the dot plus the eighth note equals one beat.

CLAPPING RHYTHMS THAT INCLUDE DOTTED QUARTER NOTES
(1 minute)
Look at the circled rhythms in the middle of student book page 255. Have your students say three rhythm sounds (l + 2 or 3 + 4, etc.) on each dotted quarter note because the dotted quarter note equals three rhythm sounds. If your students are having trouble, they may say "Quar - ter Dot Eighth" to count the four half beats of a dotted quarter note with an eighth note.

LETS PLAY A GAME (15 minutes)
In today's game, ask plenty of questions that pertain to the dotted quarter/eighth rhythm in today's music. Make sure students understand that the dot equals one eighth note. Have students clap and count the rhythms in each line of Yankee Doodle. Also, review rests and dynamics.

LET'S LEARN TODAY'S MUSIC (14 minutes)
The problem with playing familiar tunes is that most students will not count the rhythms; they will play the rhythms by rote. Really focus on the dotted quarter/eighth rhythms in Yankee Doodle.

Yankee Doodle (student book page 256)

- Have students look at M. 9 and 13. *Are they alike?* **Ans: Yes**.
- Have students play (in ensemble) M. 9 and 13. Everyone counts aloud. Go SLOWLY!
- Do the same with M. 11
- *Why is LH finger #3 on the G key in M. 11?* **Ans: So that the pianist has enough fingers to play down to the low E key.** (Since the low E key has not been officially learned yet, it is notated in the music!)
- Have students play M. 11 & 12 on mute keyboards as you quickly check fingering/notes. Then all students play these two measures aloud with the class and you.
- Now that all the difficult places in Yankee Doodle have been worked through, it's time to play it, as a group, from the beginning. You know to go slowly!



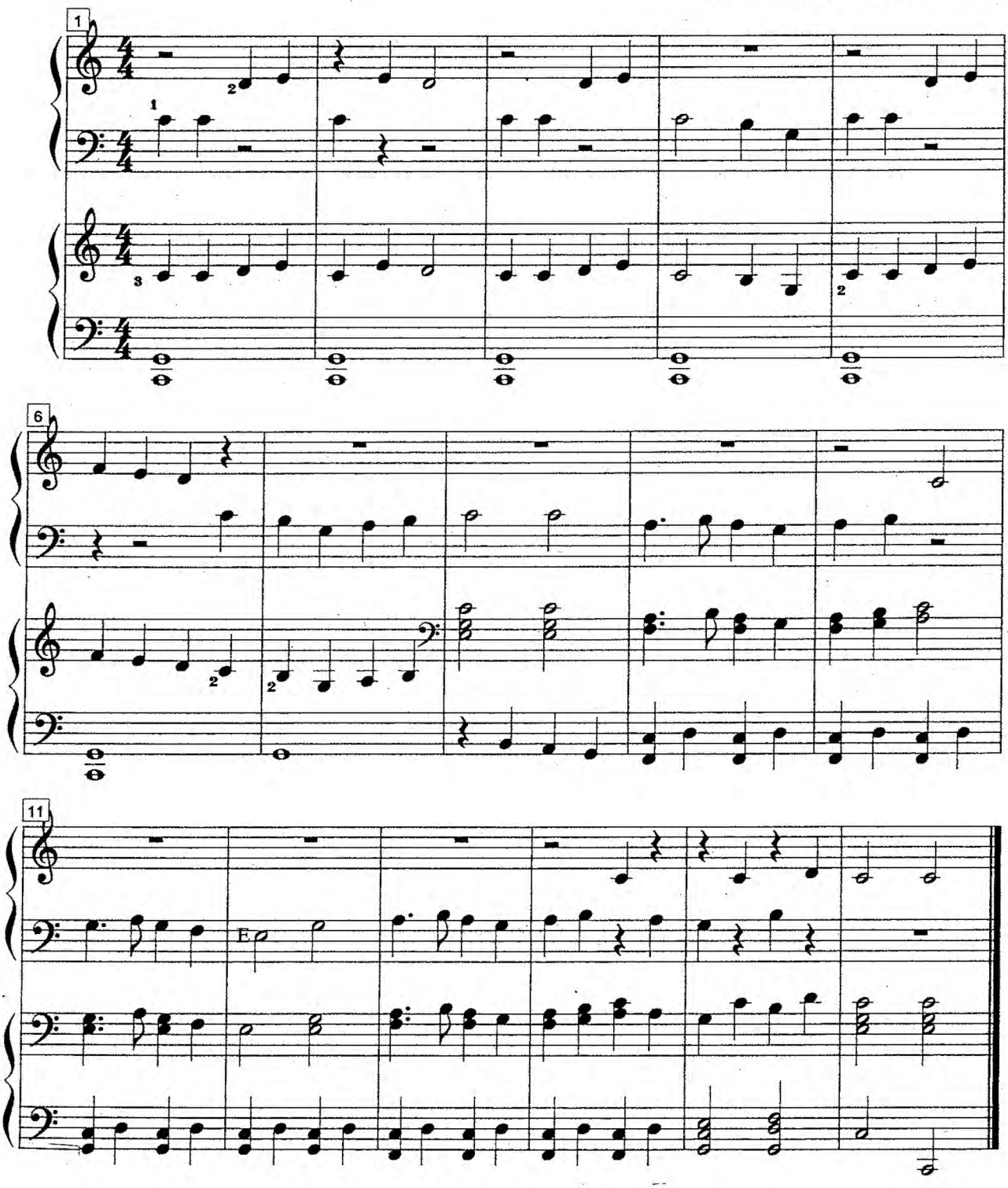
PLAY LAST LESSON'S MUSIC (5 minutes)
Play Hot Potato Polk and Boogie Bear together as a class. If you have extra time, play some of the 4-B-4 as well.

IT'S TIME TO GO (1 minute)
Students place cardboard marker page in front of the compositions you want them to practice.

TEACHER'S ACCOMPANIMENT
YANKEE DOODLE

STUDENT BOOK PAGE 256

(c) Arranged by Mayron Ellis Cole



← student book page 255

LEVEL 1 - B

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THE MAYRON COLE PIANO METHOD®

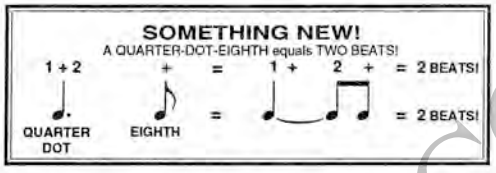
FUN SHEET

YANKEE DOODLE©



SOMETHING NEW!

A QUARTER-DOT-EIGHTH equals TWO BEATS!



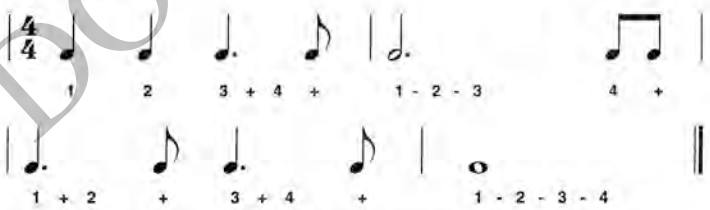
MORE FUN WITH RHYTHM!

Circle every beat below. (First, study the example. Your teacher will explain it to you. A quarter note is equal to one beat or one circle.)

EXAMPLE:



Now, YOU try it:



On C, E, or G keys, tap the above rhythms with your piano class. Count aloud.
How well did you do? _____

255

student book page 256 →

1 - B

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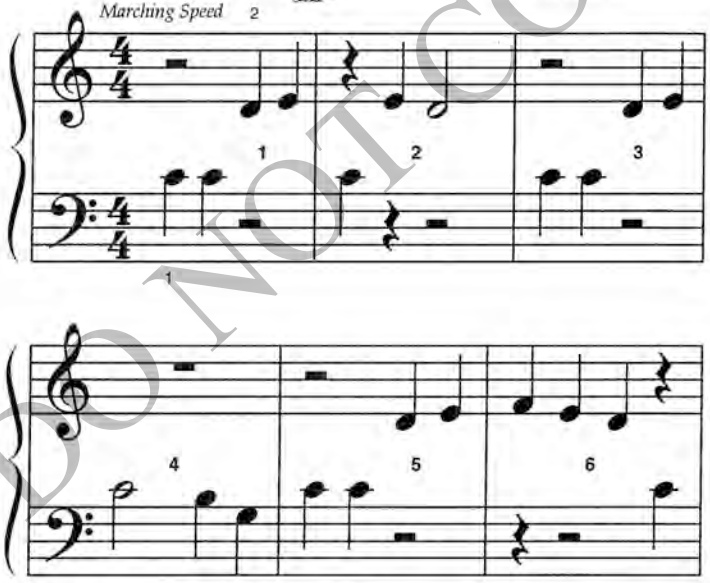
YANKEE DOODLE

Folk Song

© Arr. by Mayron Cole

CD #1 Track 88, 89, 90

Marching Speed 2



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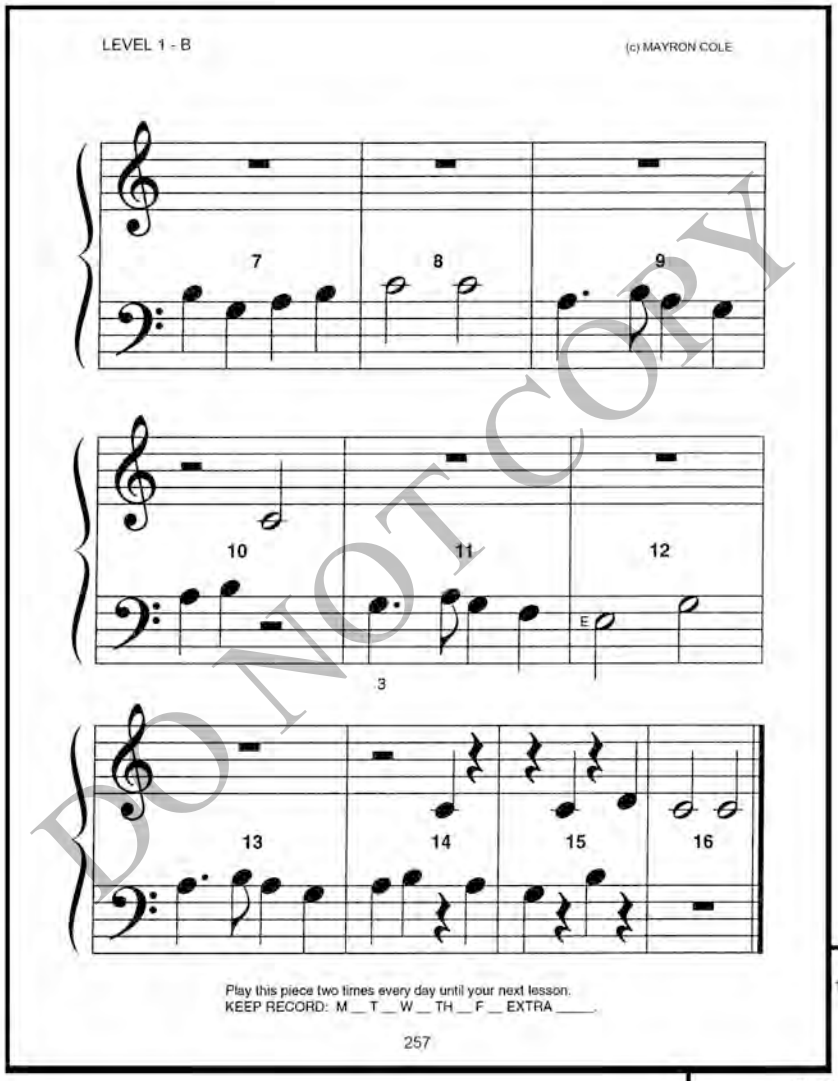
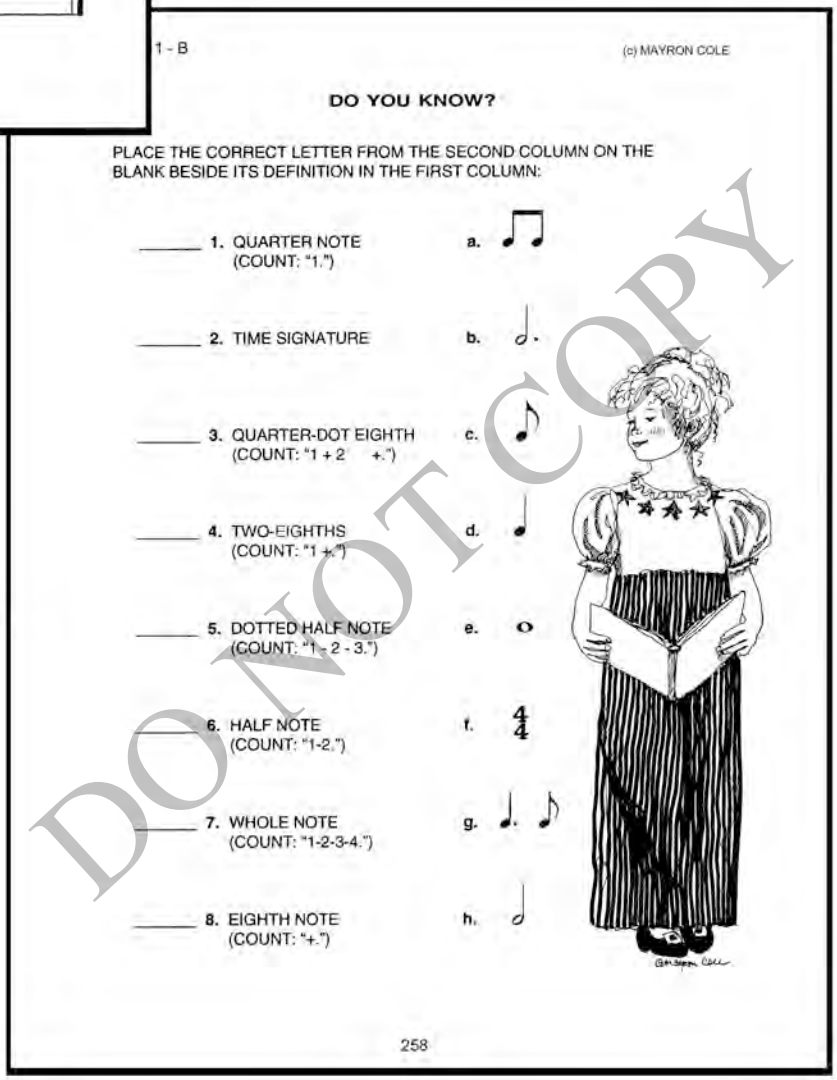


student book page 258 →



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The MAYRON COLE PIANO METHOD

LEVEL 1-B
LESSON 18
45 minutes

Student Book pages 259-263

MUSIC:	Celebration Day
LESSON CONCEPTS:	D. C. al Fine; Playing Hands Together; Slur/Phrase Marks (legato playing)
SUPPLIES NEEDED:	Theory Game Mat; Pastel Watercolor Markers; Pencils; Small Keyboard

SUGGESTION FOR TEACHER:
Have a piano class recital during Lesson 22. The recital will be during the last 15 minutes of class time. Each student will perform two solos, and your students can perform one of the Level 1-B ensembles. This recital is optional.

PLAY LAST LESSON'S MUSIC (7 minutes)
Hear each student play Yankee Doodle solo. If you do not have time for each student to play the entire composition, just hear them play the second page.

LET'S LEARN TODAY'S MUSIC (20 minutes)
Hand out pages 259-263. *Celebration Day* (student book page 262)

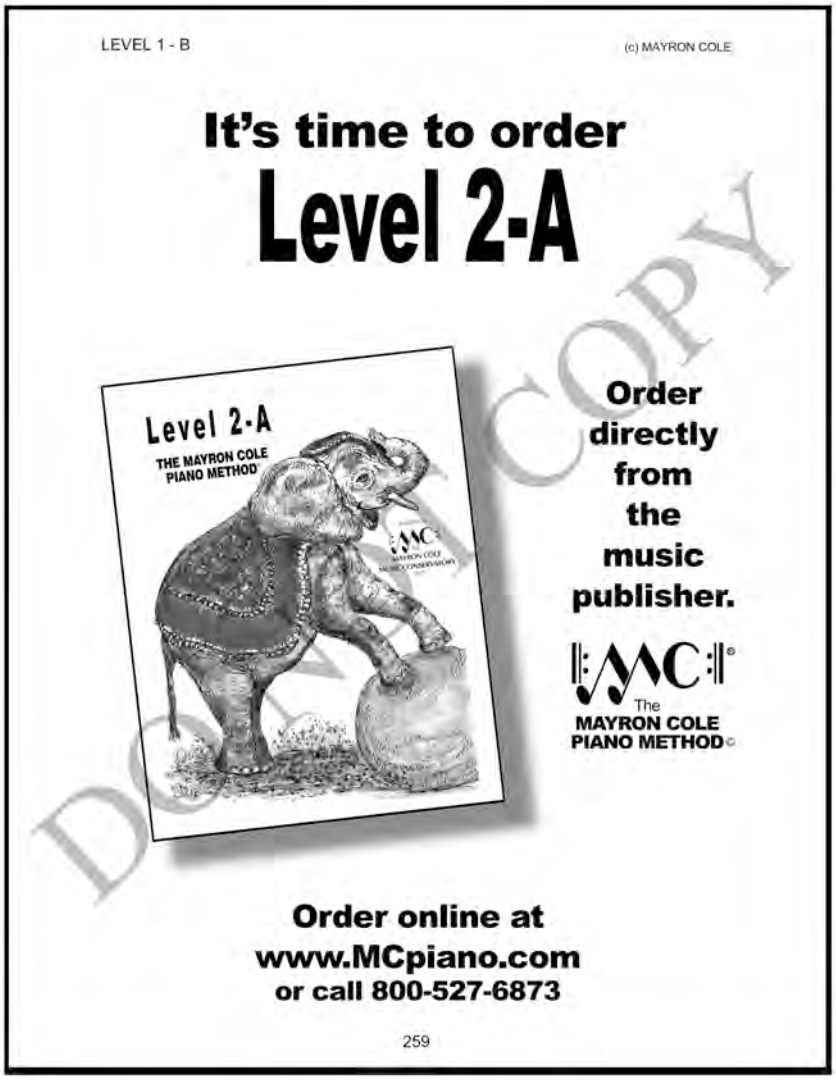
- *Look at M. 9 and 13. Are they alike?* **Ans: Yes**
- *How many B-flats are in M. 8?* **Ans: 2**. *In M. 13?* **Ans: 2**
- *How many B-flats are in M. 11?* **Ans: 2**
- *With your pastel watercolor marker (highlighter) circle these B-flatss in your music.*
- *What does D.C. al Fine mean?* **Ans: Go back to the beginning and play to "Fine" (the end).** *Where is Fine?* **Ans: End of M. 8**
- As a class, play aloud the RH notes of this composition. Be sure students count correctly.
- Then all students play aloud the LH notes as you play with them to hold them together. There is a rhythm "trick" in M. 4; be sure your students REST for one beat before playing the LH notes.
- Slowly put the composition hands together. Remind students to hold the whole note in the left hand while the right hand plays the remaining three beats in the measure.

- Allow students to work on Celebration Day hands together on their own for a few minutes. Walk around an oversee students' progress and assist individually where needed.
- Now, play the composition all the way through together as a group and with the accompaniment.

GAME TIME (10 minutes)
Play a quick game. Flip through the student book or this manual and review all concepts taught to date. Remember to review keys on the piano and staff note names as well.

(We will complete the theory fun sheets on student book pages 260 and 261 during next week's lesson.)

CHOOSE RECITAL MUSIC (8 minutes)
Now is the time for each student to select 2 two-handed compositions from Level 1-B to play in four weeks at the casual piano class recital. Encourage students to not all choose the same pieces so the parents can enjoy hearing many different compositions (you might need to mediate and "draw straws" to prevent arguments over favorite compositions). Have students mark the music choices in their table of contents at the beginning of their books, and assign the recital pieces for homework in addition to Celebration Day.



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←··· student book page 259

← student book page 260

LEVEL 1 - B

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THE MAYRON COLE PIANO METHOD®



FUN SHEET

CELEBRATION DAY®
RING THE NEWS!®

1. Once a note has been FLATTED or SHARPED, it remains that way for the REST OF THE MEASURE - unless there is a NATURAL SIGN (♮). _____ (yes or no?)

2. This, 𝄽 , is a QUARTER REST. It tells you to play nothing for 1 beat. Circle the QUARTER REST in CELEBRATION DAY on page **262**.

3. "*D. C. al Fine*" is ITALIAN and means go back to the _____ (second page or beginning?)

4. "*Fine*" is ITALIAN and means _____ (play it again or the end?)

5. A FLAT SIGN, ♭ , means to go _____ (forward or backward?) and play the very next key (either black or white).

6. In CELEBRATION DAY, one hand will PLAY & HOLD a note while the other hand continues playing several notes. Your teacher will show you how to do this at the keyboard. Do you know all of the notes in CELEBRATION DAY? _____

7. A long, curved line over or under notes is called a slur mark or a phrase mark. It tells you to play the notes SMOOTHLY. Do you see slur marks in CELEBRATION DAY and RING THE NEWS? _____

260

student book page 261 →

1 - B

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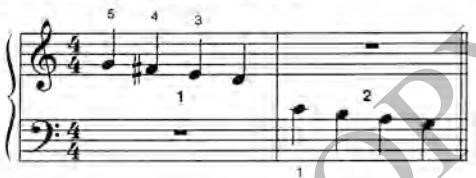
8. In RING THE NEWS!, you play a **DESCENDING SCALE:**



What is the HIGHEST NOTE of the scale? _____

What is the LOWEST NOTE of the scale? _____

What note is SHARPED? _____ (G or F?)

The above scale is G's SCALE. G's scale has ONE SHARP; that sharp is F#? _____ (yes or no?)

When you go to the keyboard, play the G SCALE **FORWARD** three times. Then, play the G SCALE **BACKWARD** three times. How well did you do? _____

9. This, [_____], is a _____ (brace or pedal?) mark. It tells you to push the RIGHT pedal down with your RIGHT foot. _____ (yes or no?) Always keep your heel on the floor!

10. This note,  , is _____ (D or B?) below MIDDLE C. Which hand plays it? _____ (right or left?)

261

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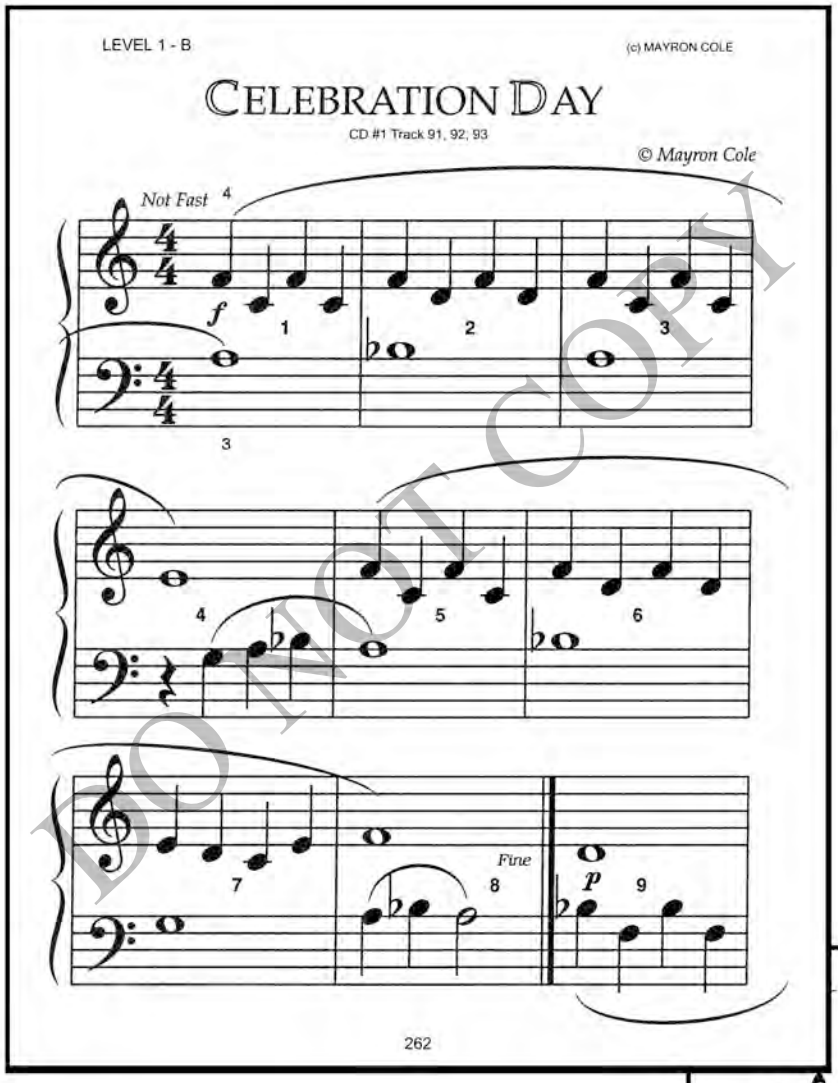

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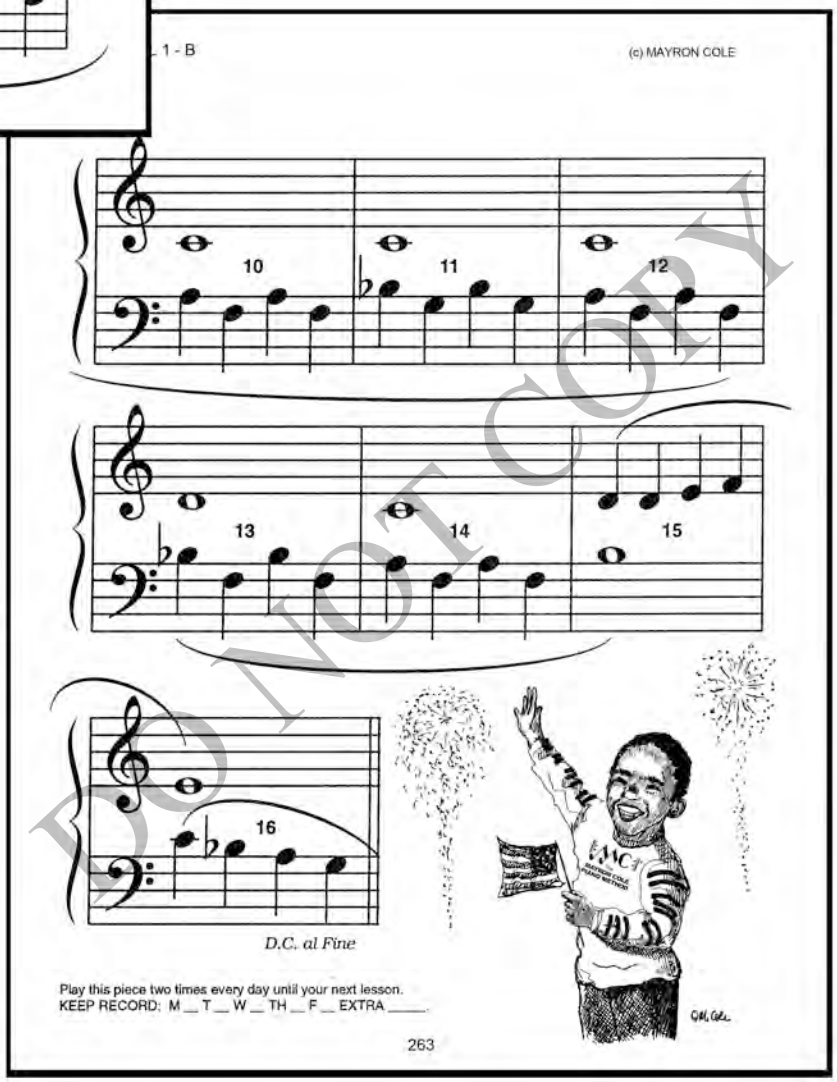

student book page 263 →

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TEACHER'S ACCOMPANIMENT
CELEBRATION DAY

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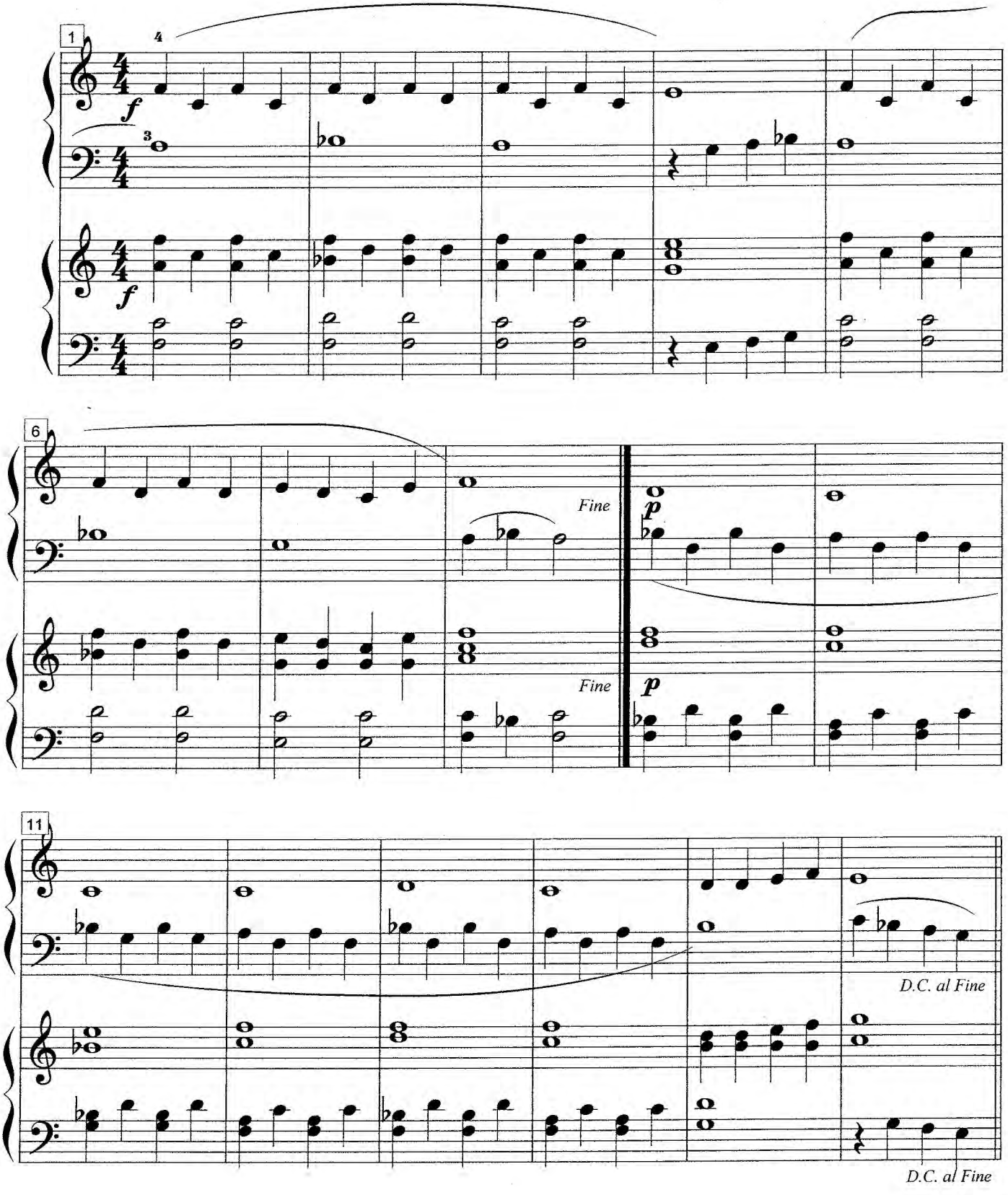
STUDENT BOOK PAGE 262



The MAYRON COLE PIANO METHOD

LEVEL 1-B
LESSON 19
45 minutes

Student Book pages 259-263

MUSIC:	Ring the News
LESSON CONCEPTS:	Slur/Phrase Marks (legato playing); Pedal Mark; Ties; Ritardando; Descending Scale; Review of Notes Learned; Review of Rests Learned
SUPPLIES NEEDED:	Theory Game Mat; Pastel Watercolor Markers; Pencils; Small Keyboard

IT'S TIME TO WORK THE THEORY PAGES (5 minutes)
Hand out student book pages 264-265.
With your students, work together today's theory pages on student book pages 260 and 261 (handed out at the last lesson). You read the questions and your students say aloud the answers.

PLAY LAST LESSON'S MUSIC (15 minutes)
Play Celebration Day in ensemble and give a group grade. Next, have each student play their two recital pieces solo. Then play the 4-B-4: Oh! Mindy Lou!; Hot Potato Polka!; Boogie Bear; and Yankee Doodle. You might need to give students a minute or two to play through each composition before playing them as a group. All four of these compositions cover concepts that students need to know before advancing to Level 2-A.

LET'S LEARN TODAY'S MUSIC (10 minutes)
Ring the News! (student book page 264)

- *There are four descending (going down) G-Major scales in Ring the News. The scales are found in M. 1 & 2; 3 & 4; 9 & 10; and 11 & 12.*
- *What do the long, curved lines above the measures mean?* **Ans: Play smoothly.**
- *Since RH finger #5 plays G which RH finger will play F#?* **Ans: RH finger 4**. *Why?* **Ans: If its the next key, use the next finger.**
- *Look at the curved line in in M. 7 & 8. Is that a slur mark or a tie mark?* **Ans: Tie mark.** *How do you know the difference?* **Ans: Slur marks are over (or under) notes that change letter names. Tie marks connect notes with the same letter names.**

- *Look at M. 17. Does the RH play the G note?* **Ans: No, it is still tied**. *Does the LH play the low G note?* **Ans: Yes, it is the end of a slur**.
- As a group, play the RH notes in M. 5, 6, 7, & 8. Be sure to REST on the quarter rests!
- Then, play the LH notes in the same measures.
- As a group, play the RH notes in M. 13, 14, 15, and 16.
- Then, play the LH notes in the same measures! Easy!
- Now, play the whole composition in ensemble.
- Next, have each student play one line of the composition:
    - Keisha, you play the first line.
    - Marco, you play the second line.
    - Ali, you play the third line.
    - Etc. If you have fewer than 2 or 3 students, circle back and have them continue alternating playing lines. If you have 4-5 students, then you will all play the remaining lines as a group. If you have more than 6 students, assign multiple students to play each line (ie: Keisha, Marco, and Ali will play the first line.)

GAME TIME (13 minutes)
Play a quick game. Flip through the student book or this manual and review all concept taught to date. Remember to review dynamics and rests.

IT'S TIME TO GO (2 minute)
Students place cardboard marker page in front of the compositions you want them to practice. Be sure to include the two recital pieces and the 4-B-4, especially if students struggled with playing them at the beginning of this lesson.

NOTES:



TEACHER'S ACCOMPANIMENT
RING THE NEWS!

STUDENT BOOK PAGE 264

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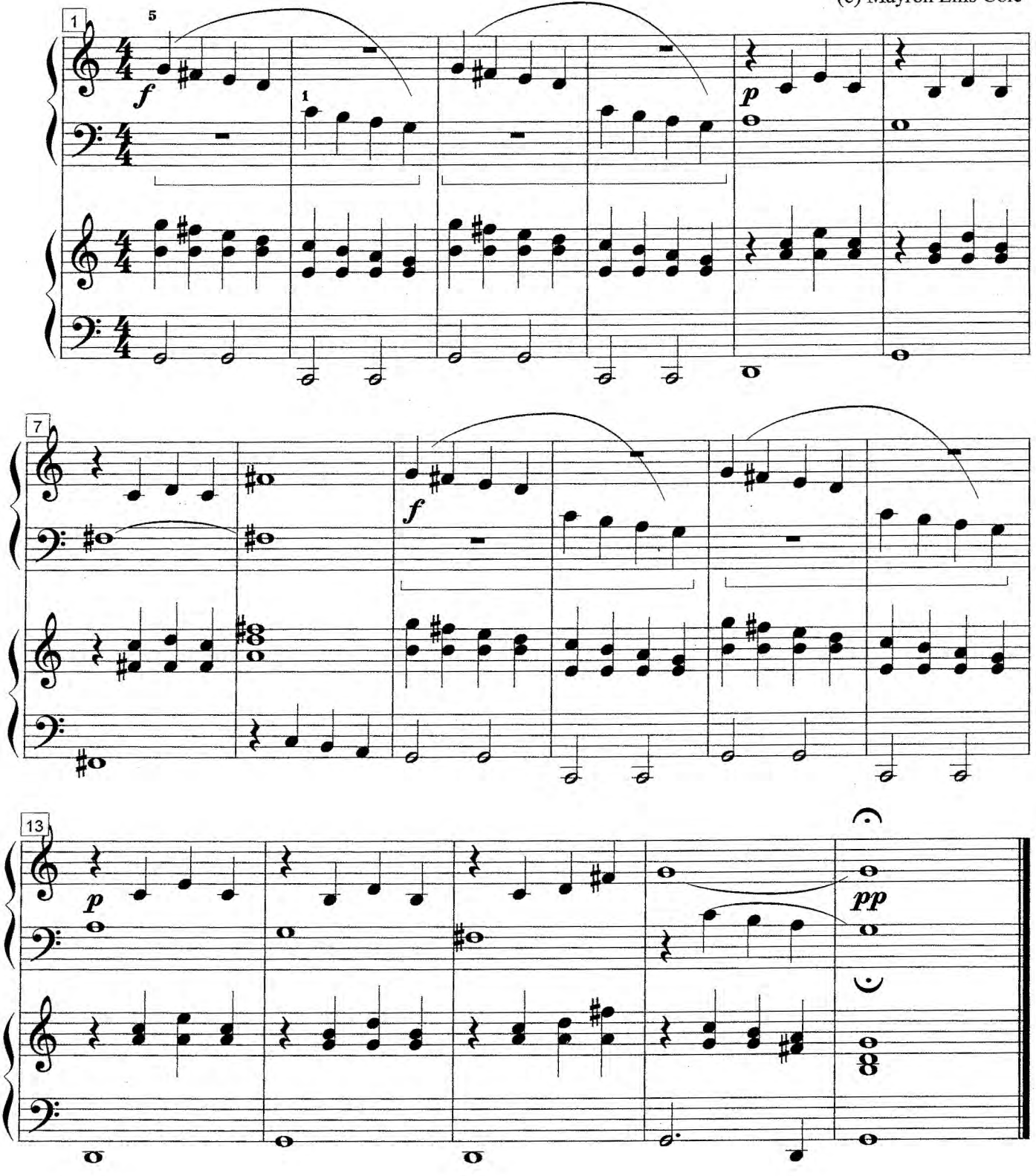

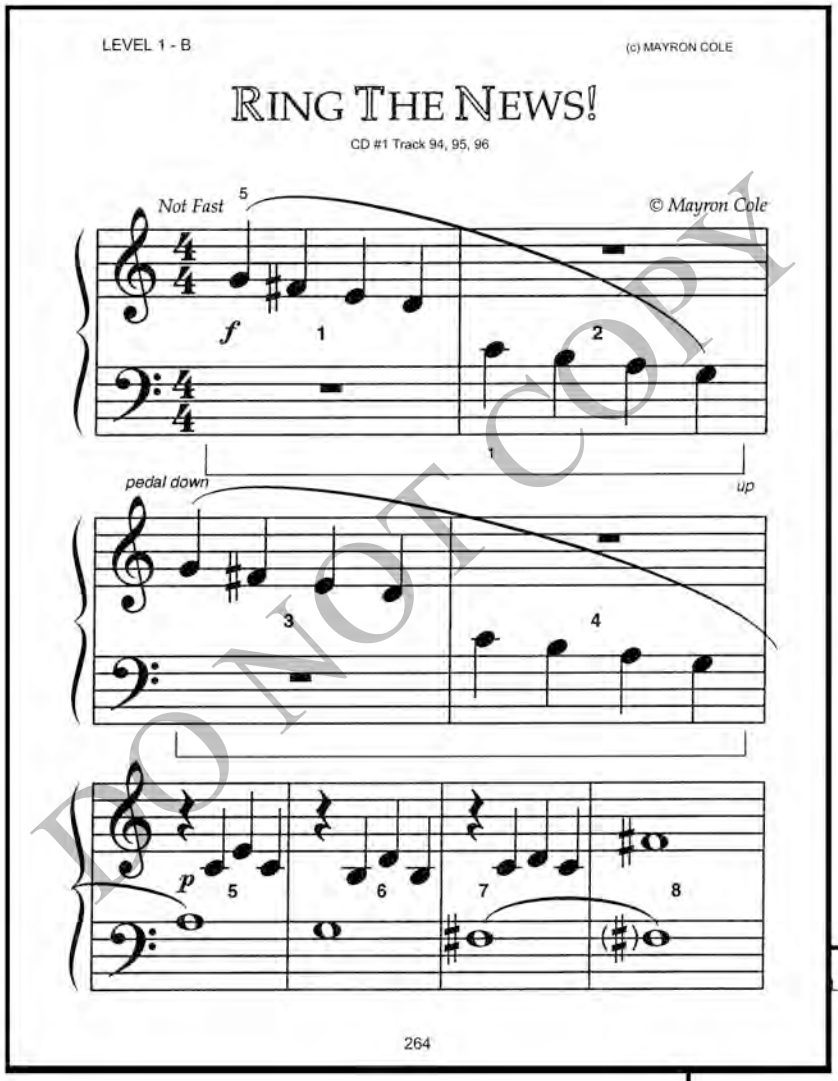

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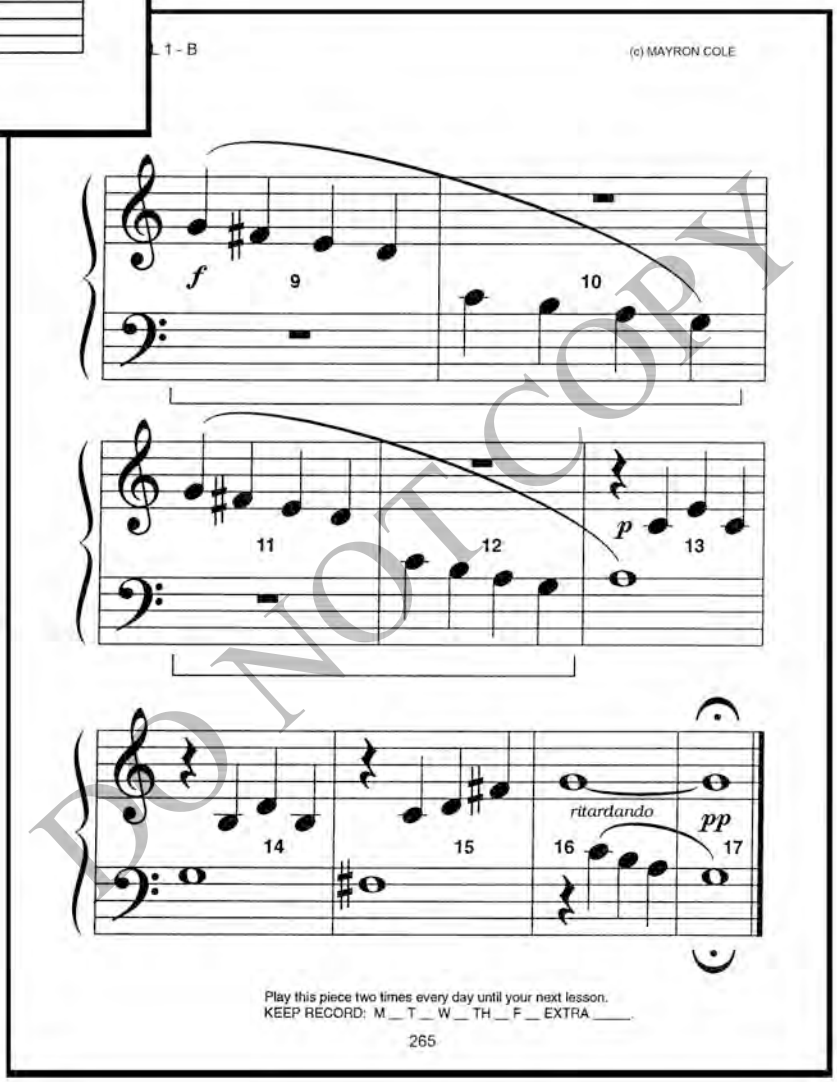

student book page 265 ···→

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The MAYRON COLE PIANO METHOD

LEVEL 1-B
LESSON 20
45 minutes

Student Book pages 266-274

MUSIC: The Fruit Vendor Ensemble

LESSON CONCEPTS: Playing a Multi-Piano Ensemble

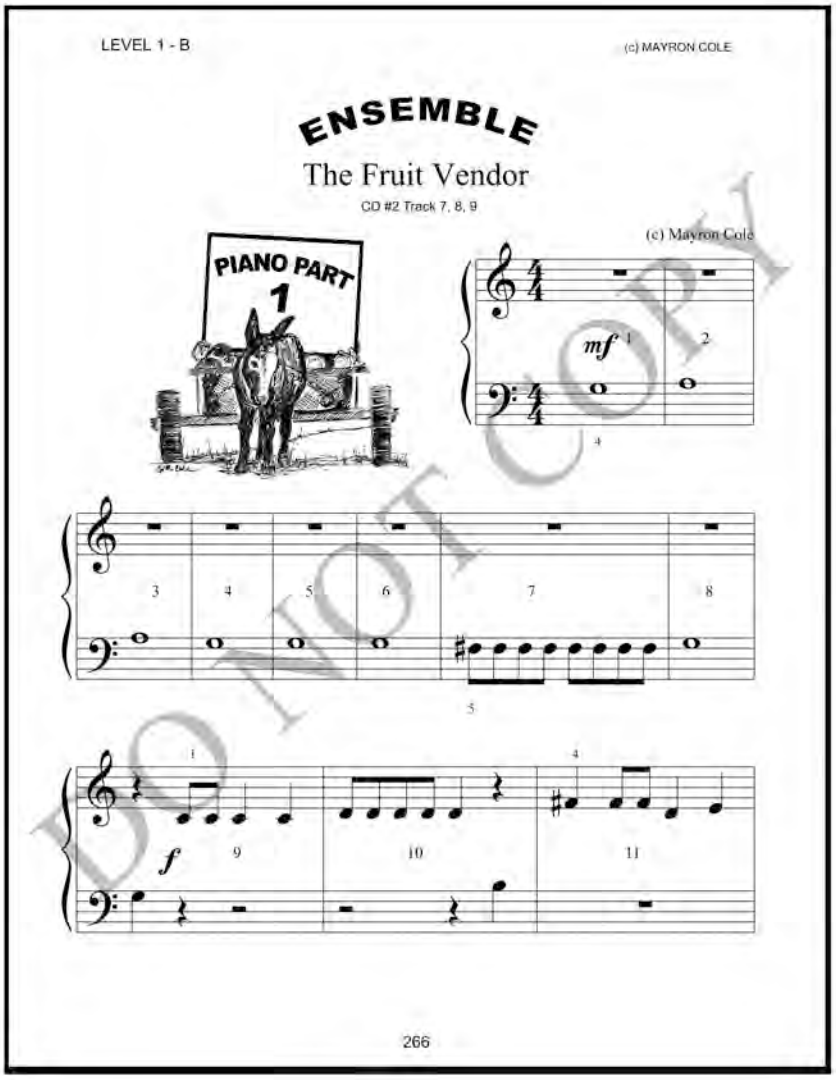
SUPPLIES NEEDED: Pastel Watercolor Markers & Pencils

PLAY OLD MUSIC (17 minutes)
Play Ring the News as an ensemble and give a group grade. Next, have each student play their two recital pieces solo. Then play the 4-B-4: Hot Potato Polka!; Boogie Bear; Yankee Doodle; and Celebration Day.

IT'S TIME TO LEARN THE NEW MUSIC (25 minutes)
Hand out student book pages 266 – 274 and explain that today we will be learning another ensemble. Yea!

- Assign the ensemble parts.
- For the first few minutes, each student sight reads and practices his/her own part while you walk around to assist when needed and make sure each student can play his/her part. Each student should play their part all the way through at least 2 - 3 times. (**5 minutes)**
- When you feel each student can play his/her part, then it is time to start putting ensemble together. (**10 minutes**)
    - Remind students that you cannot call out the key because everyone is playing a different key, so you will count the rhythm.
    - After you play the ensemble the first time, ask the students if they could hear that they were all playing different notes. That was so much fun!
    - After practicing it a couple times, try playing a couple of times without you counting the rhythm aloud.
- Now, the really fun part... Select different instrument sounds! (**10 minutes**)
    - Get creative about which instruments will best portray the ensemble.
    - Practice the ensemble with instruments. You will need to adjust volume of each keyboard since not all instruments sound at the same level.
    - Remember that you are in no rush. Allow the students to really enjoy playing around with the instrument sounds and their ensemble part.

IT'S TIME TO GO (3 minutes)
Students place cardboard marker page in front of the compositions you want them to practice. Have the student mark which ensemble part and which instrument sound he/she has been assigned. The homework is to practice the part that the student has been assigned, but for extra credit the student may practice the other three student parts as well. Student also needs to practice the two solo recital compositions.



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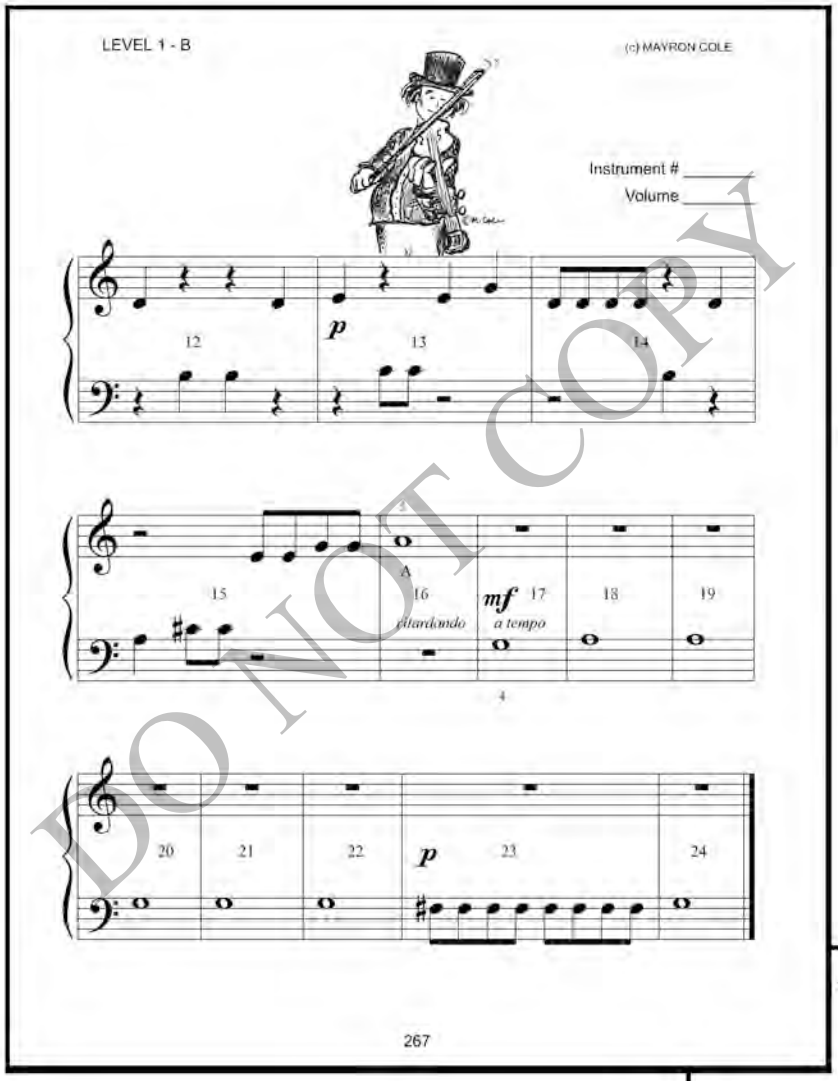

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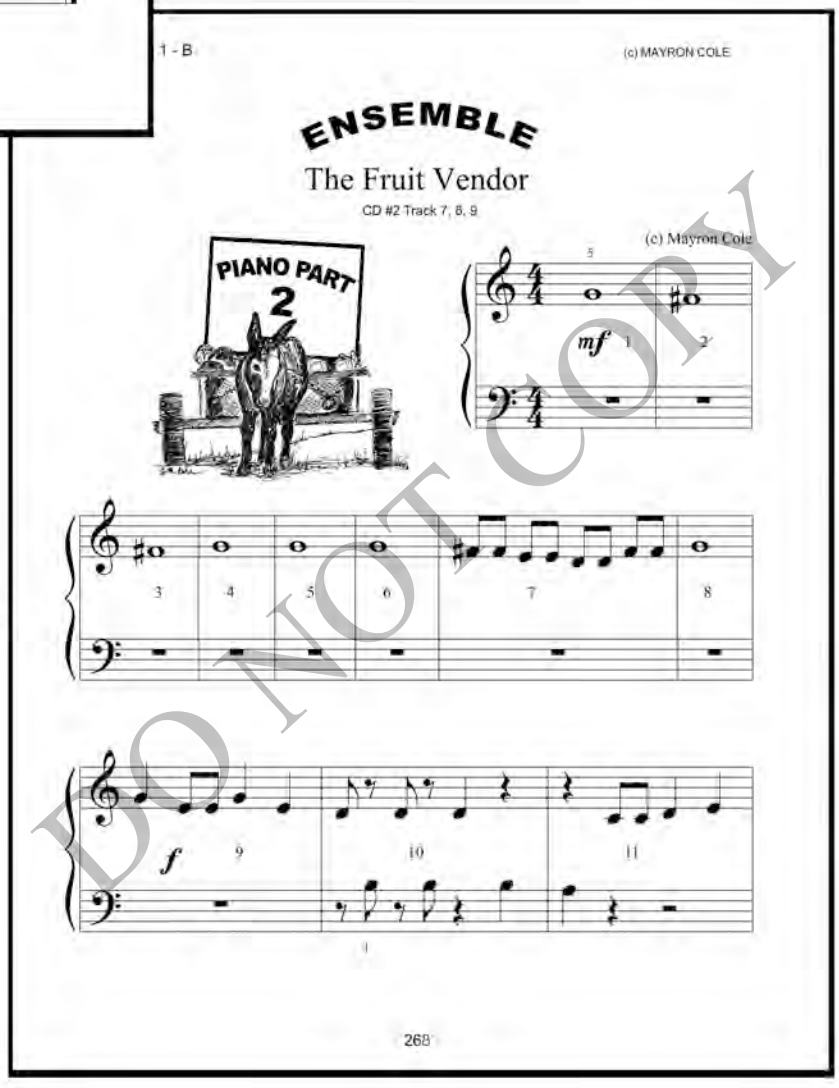

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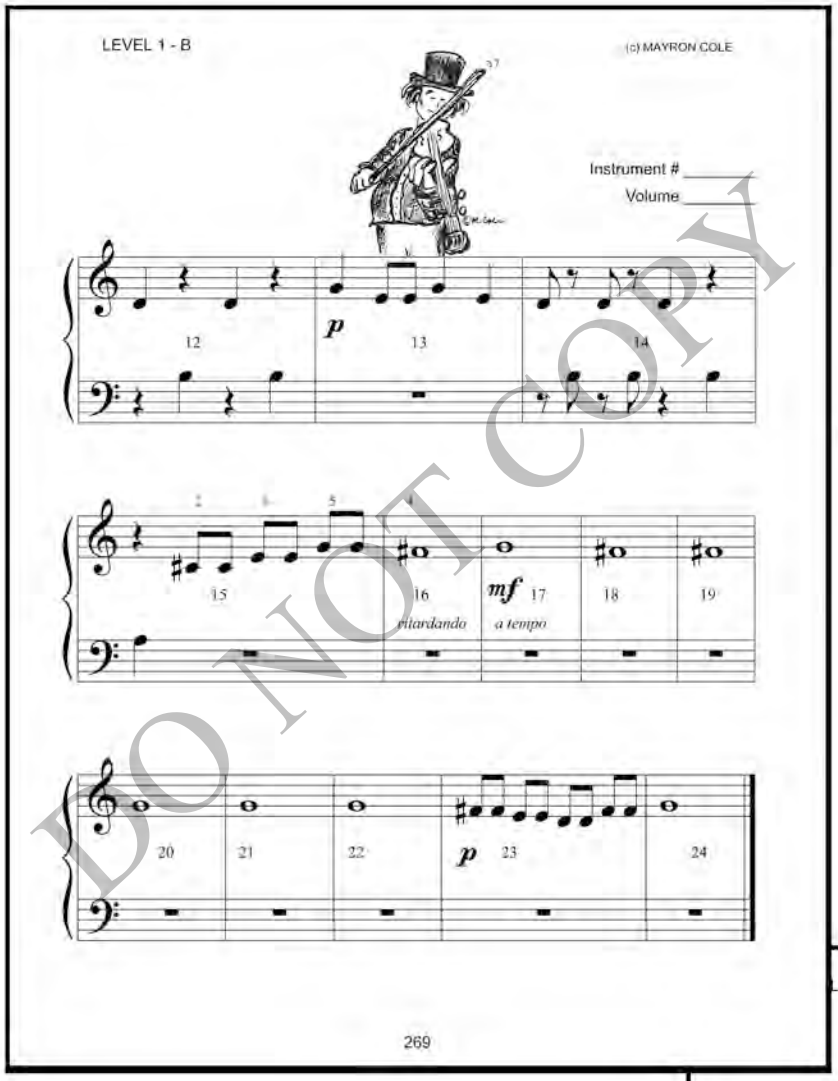

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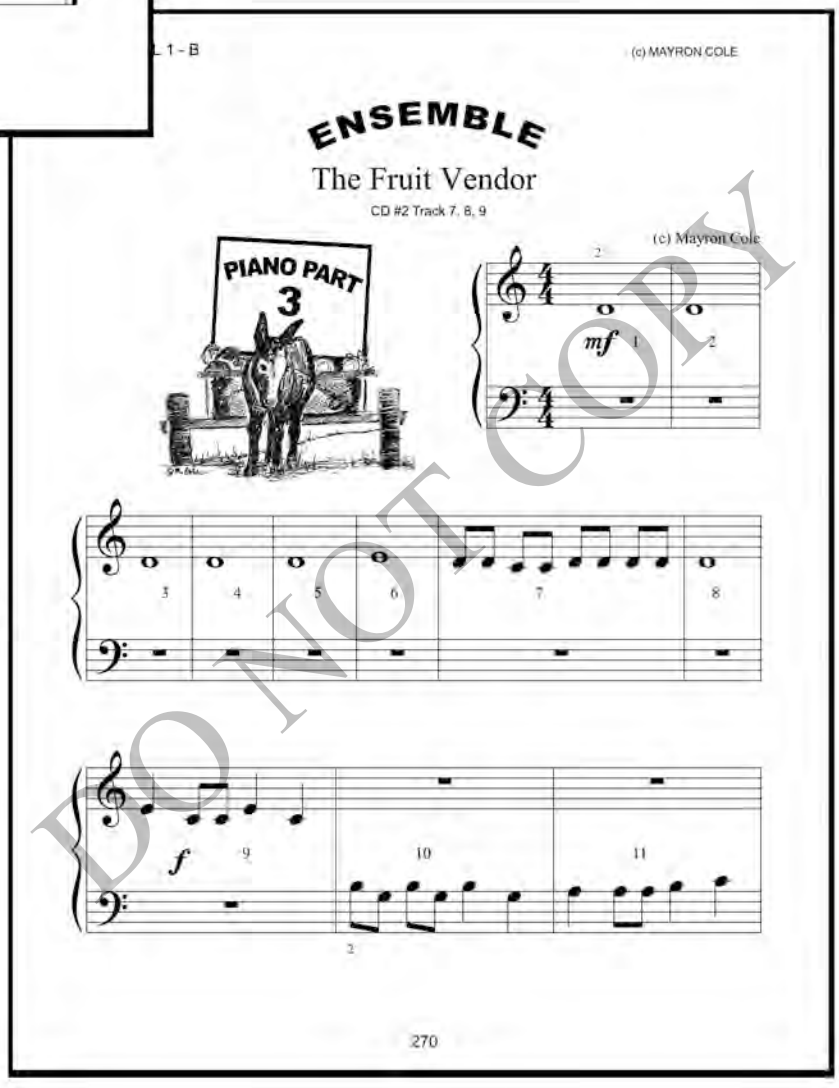

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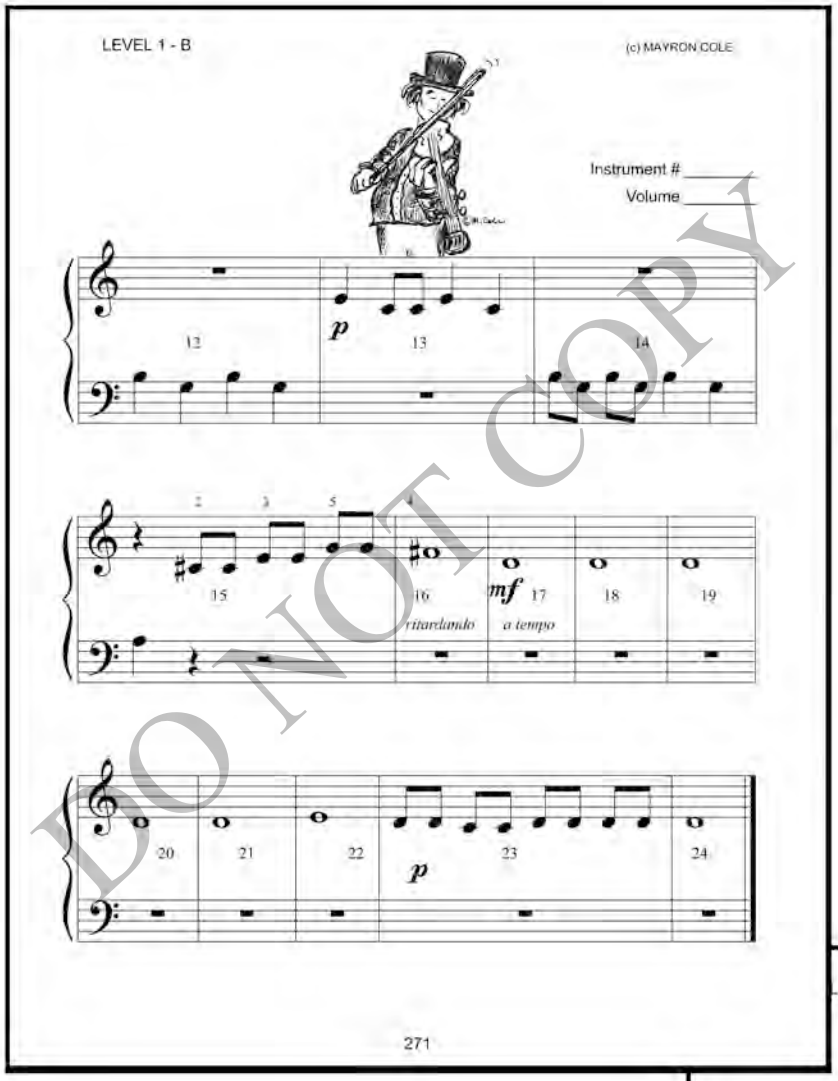

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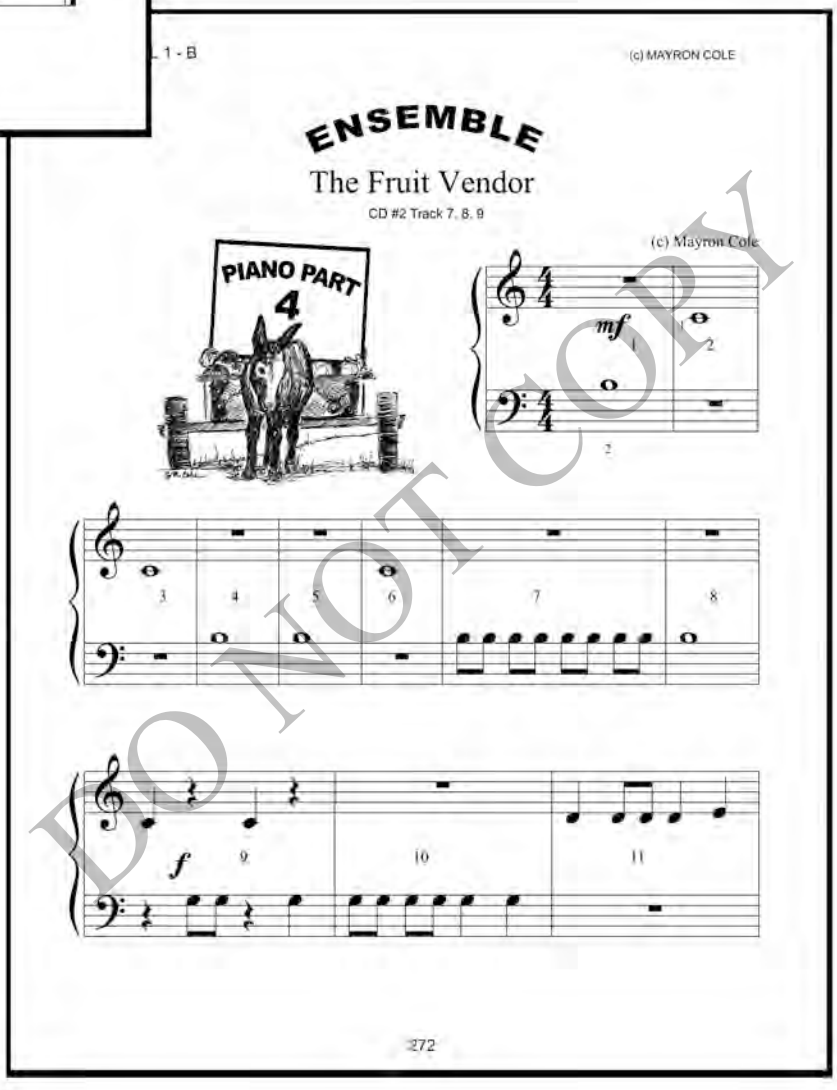

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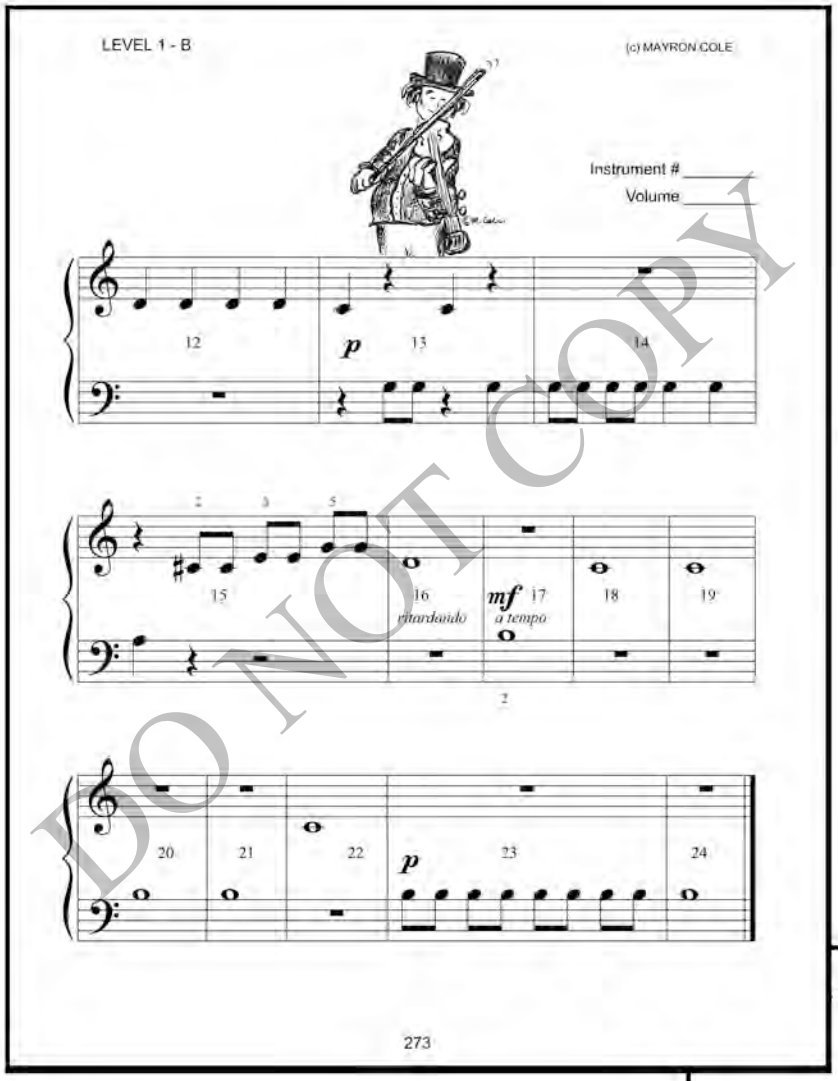

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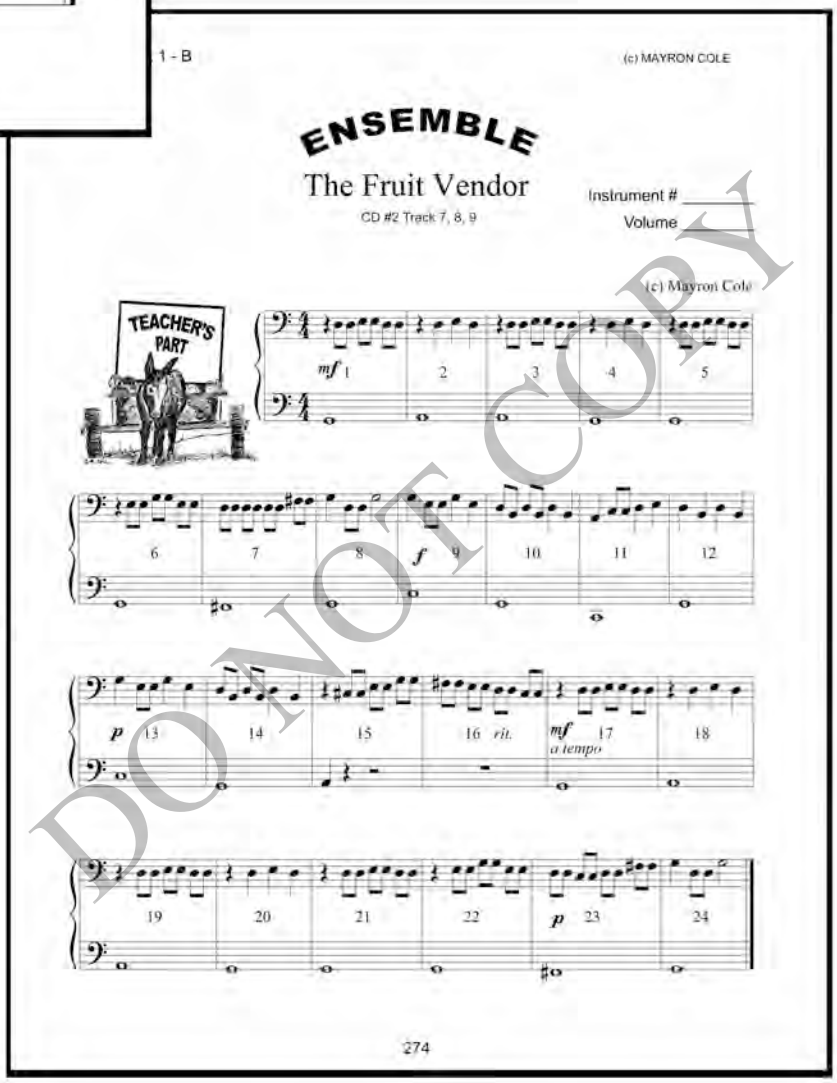

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ENSEMBLE

The Fruit Vendor

CD #2 Track 7, 8, 9

Instrument # _____

Volume _____

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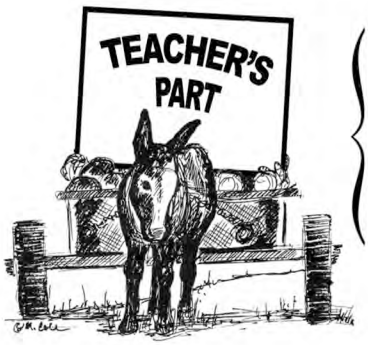

The MAYRON COLE PIANO METHOD

LEVEL 1-B
LESSON 21

45 minutes



Student Book pages 275-280

THEORY FUN SHEETS: The Finish Line!

LESSON CONCEPTS: Review of Level 1 Theory Concepts; Playing a Multi-Piano Ensemble

SUPPLIES NEEDED: Pastel Watercolor Markers & Pencils

PLAY OLD MUSIC (5 minutes)
Have students put their keyboard on the instrument sound you selected in the last lesson. Play The Fruit Vendor Ensemble. So much fun!

REHEARSE FOR RECITAL (20 minutes)
Have each student play the two solo pieces selected for the class recital. Now it is time to select and practice the ensemble for the recital. Of the three ensembles in the Level 1-B student book, choose the ensemble that the students played the best at and enjoyed the most. On their keyboards, have students turn on the instrument sounds that were assigned for the chosen ensemble. Practice, practice, practice that ensemble during this class time. The recital is next week!

IT'S TIME FOR THEORY FUN SHEETS (17 minutes)
Hand out student book pages 275 – 280. Students should work on these theory fun sheets on their own so you can assess their knowledge of Level 1 concepts. Young students might need for you to explain how to complete the fun sheet. If students finish early, have them work on any incomplete fun sheets in the Level 1-B book.

IT'S TIME TO GO (3 minutes)
Students move their recital solos and ensemble parts to the back of their binders. The cardboard marker page is placed in front of this recital material. Tape a "binder reminder" to each student's book reminding parents to attend the recital during the last 15 minutes of class next week.

LEVEL 1 - B

(c) MAYRON COLE

THE MAYRON COLE PIANO METHOD®

FUN SHEET

THE FINISH LINE!

If you answer the following questions correctly, you may begin LEVEL II of **THE MAYRON COLE PIANO METHOD**©!

1. Circle the correct music SIGN in the second column for each word in the first column. (There are TWO CHOICES for each word. The first question has been completed as an example for you.)



A. WHOLE NOTE	𝅝	𝅗𝅥.
B. TREBLE CLEF (G-CLEF or HIGH CLEF)	𝄞	𝄢
C. SHARP SIGN	♯	♭
D. NATURAL SIGN	♭	♮
E. FLAT SIGN	♮	♭
F. HALF REST	𝄼	𝄼
G. BASS CLEF (F-CLEF or LOW CLEF)	𝄞	𝄢
H. QUARTER REST	𝄼	𝄽
I. TIME SIGNATURE	𝄀	3/4

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← student book page 275

1 - B

(c) MAYRON COLE

2. Write the number of beats received by each note or rest in $\frac{4}{4}$ rhythm.



A. 𝅗𝅥. = ____ D. 𝅝 = ____

B. 𝄽 = ____ E. 𝅗𝅥 = ____

C. 𝅘𝅥 = ____ F. 𝄼 = ____

G. 𝄼 = ____

3. DRAW BAR-LINES where needed. Be sure to observe the TIME SIGNATURE!



4. WRITE THE COUNTS under these notes and rests:



Counts: _____

5. CIRCLE EVERY BEAT BELOW with your pencil. (Clue: Some notes or rests may require more than ONE circle!)



YEA!!

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student book page 276 →

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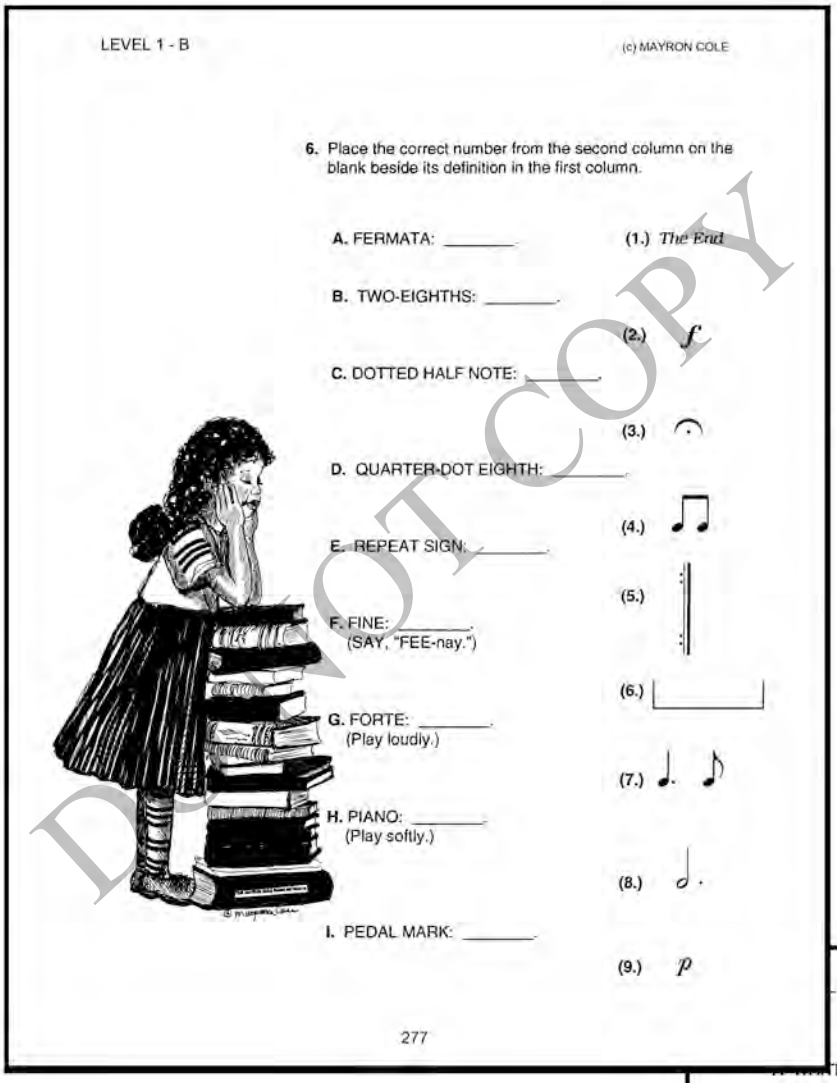


LEVEL 1 - B (c) MAYRON COLE

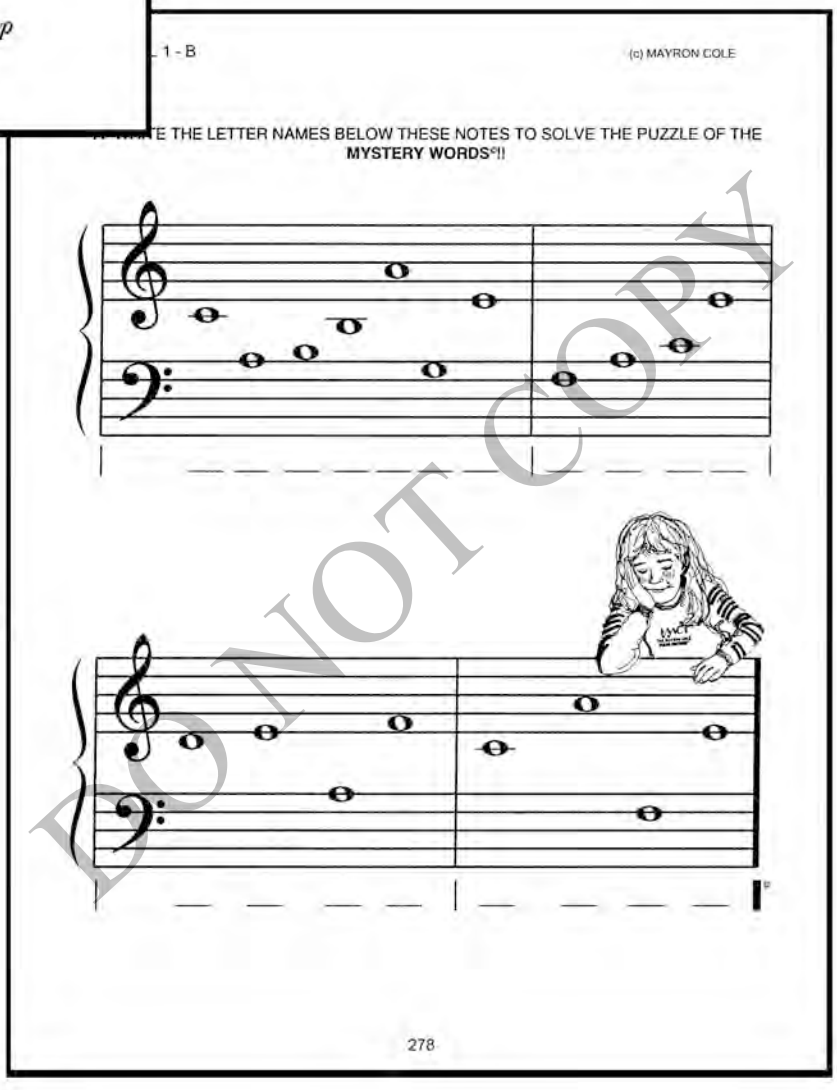
6. Place the correct number from the second column on the blank beside its definition in the first column.

A. FERMATA: _____.
B. TWO-EIGHTHS: _____.
C. DOTTED HALF NOTE: _____.
D. QUARTER-DOT EIGHTH: _____.
E. REPEAT SIGN: _____.
F. FINE: _____. (SAY, "FEE-nay.")
G. FORTE: _____. (Play loudly.)
H. PIANO: _____. (Play softly.)
I. PEDAL MARK: _____.

(1.) *The End*
(2.) *f*
(3.)
(4.)
(5.)
(6.)
(7.)
(8.)
(9.) *p*

277

student book page 278 ···→



1 - B (c) MAYRON COLE

E THE LETTER NAMES BELOW THESE NOTES TO SOLVE THE PUZZLE OF THE **MYSTERY WORDS**©!!

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8. DO YOU KNOW?



A. The WHITE KEYS on the piano keyboard are named after SEVEN LETTERS in the alphabet. What are they in correct order? ___ ___ ___ ___ ___ ___ ___

B. RITARDANDO is an ITALIAN word that tells you to gradually play _____. (softer or slower?)

C. The TOP NUMBER of a TIME SIGNATURE tells you how many beats are in one _____. (staff or measure?)

D. The BOTTOM NUMBER of the TIME SIGNATURE tells you what type of note receives _____ beat(s). (1 or 4?)

E. Once a note is FLATTED or SHARPED, it remains that way for the rest of the measure - unless a NATURAL cancels it. _____ (yes or no?)

F. The RIGHT HAND plays the top staff notes. _____ (yes or no?)

G. The LEFT HAND plays the bottom staff notes. _____ (yes or no?)

H. Always sit with your nose in front of Middle _____ (D or C?)

I. A good pianist practices the assignment at least twice every day until the next lesson. _____ (yes or no?)

J. Each staff has _____ (5 or 4?) lines and _____ (5 or 4?) spaces.

K. A DOUBLE BAR-LINE means "the end" of the piece. _____ (yes or no?)

BONUS QUESTION! **L.** A good pianist always reviews "old" music in order to become better and better at recognizing and playing notes correctly. _____ (yes or no?)

HOW WELL DID YOU DO? _____

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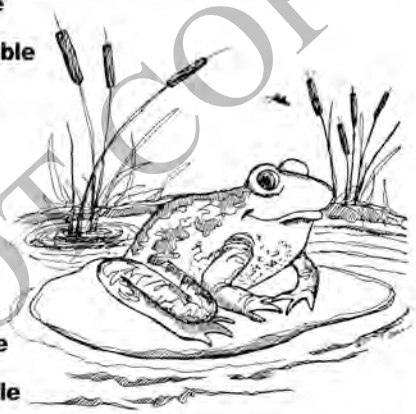
student book page 280 ···→

If you enjoyed the ensembles in this book, then you'll love these additional Level 1 and Level 2 ensembles!

created specifically for The Mayron Cole Piano Method

Autumn Sounds Ensemble
Bullfrog Jamboree Ensemble
Mission Bells Ensemble
Dark Forest Ensemble
Softly, Softly! Ensemble
Bicycle Rider Ensemble
Fur Elise Ensemble
Country Sunrise Ensemble
Mountain Stream Ensemble
Louisiana Night Ensemble
Jingle, Jingle, Jingle Ensemble
We Wish You a Merry Christmas Ensemble



Order online at www.MCpiano.com or call 800-527-6873

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The MAYRON COLE PIANO METHOD

LEVEL 1-B
LESSON 22
45 minutes

Student Book Level 1-B Parchment Certificate

MUSIC: Final Rehearsal for Recital and Recital

LESSON CONCEPTS: Review of Level 1 Concepts

SUPPLIES NEEDED: Theory Game Mat; Small Keyboard

For each student, fill out the parchment Level 1-B completion certificate that is at the back of the student book BEFORE class today.

FINAL REHEARSAL FOR RECITAL (20 minutes)
Have each student play the two solo pieces selected for the class recital. Then, have students tune their keyboards to the instrument sound they were assigned for the ensemble. Play through the ensemble two or three times. Everyone sounds great and we are all ready for the recital. The parents will love it!

GAME TIME (10 minutes)
Play a quick game. Flip through the student book or this manual and review all concepts taught to date. This is a good opportunity for parents who are waiting outside for the recital to see how much fun their child has during piano class.

SET UP FOR RECITAL (3 minutes)
Have students help you clean up from the game and set out a few chairs for parents. If you do not have chairs, parents can stand (the recital is only 15 minutes).

RECITAL (15 minutes)
Invite parents into the studio. Greet parents and explain some of the concepts learned in Level 1-B. Each student performs their two solos. Then the class and you perform the ensemble as the grand finale! After the performance, present each student with the parchment Level- 1-B completion certificate at the back of the student book.

IT'S TIME TO GO (2 minutes)
Thank parents for attending the recital. We had fun putting together this performance for you. Students do not have any homework this week. I'll see all of you students at next week's lesson!



⟵ student book page 281

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sample "binder reminder" ⟶
recital invitation

BINDER REMINDER

Just a reminder that we will be having a piano class recital next week.

Date: Tues, March 23
Time: 5:15 - 5:30

Space is limited, so each student may bring up to 3 guests.

See you then!

The MAYRON COLE PIANO METHOD

What's Next?



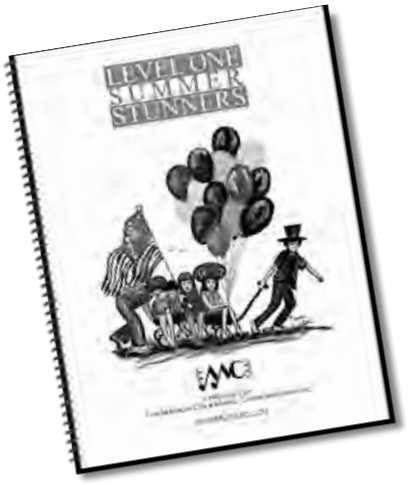
LEVEL 2-A: The lesson after students complete Level 1-B, you may begin Level 2-A. You do not need to wait until the beginning of a new school year or semester to begin a new text book. Because The Mayron Cole Piano Method is a student-centered learning environment, classes will move at a pace that meets students' needs, therefore classes can finish textbooks at any time during the school year. If you have more than 6 lessons remaining in this school year, we suggest that you begin Level 2-A.

If you have fewer than 6 lessons left in this school year, then you might want to wait until the beginning of next school year to start Level 2-A. In that case, The Mayron Cole Piano Method has multiple supplementary Level 1 items for you to choose from to teach for the remaining few lessons of this year.



LEVEL 1 FOLK SONG FAVORITES: Ten Level 1 solos with lyrics. Do Your Ears Hang Low; Twinkle, Twinkle Little Star; Hey, Diddle Diddle; This Old Man; Be Kind to Your Webfooted Friends; Roll Over; The Crawdad Song; Peanut Sat on a Railroad Track; It's Raining! It's Pouring!; and Three Blind Mice. (item code: SALFSolos)

ENSEMBLES: If your students enjoyed the ensembles in Level 1-B, they'll love our other Level 1 ensembles. Autumn Sounds (item code: ASE); Bullfrog Jamboree (item code: BFJE); Mission Bells (item code: MBLE); Dark Forest (item code: DFEns); Softy, Softly (item code: SOFTE); The Bicycle Rider (item code: BCREns); Fur Elise Ensemble (item code: FEEns); Country Sunrise Ensemble (item code: CSunE); and Mountain Stream (item code: MSEns).



SUMMER STUNNERS 1: 16 solos PLUS a two-piano gavotte. If you are looking for a great book with nice performance solos for your beginners, this is it. This book has pleased young pianists for many years. Many years ago, we named this book SUMMER STUNNERS, but it should be re-named "Any-Time Stunners"! (item code: SS1)

FUR ELISE SOLO: Beethoven's famous composition written for his favorite student, Elise, has been simplified by Colleen Cole for Level 1 students of The Mayron Cole Piano Method. (item code: FESolo)

JACK AND THE BEANSTALK OPERETTA: Your piano students will enjoy learning and singing all of the piano solos that tell the classic story of Jack, the Giant, and the Golden Goose in a 21st century setting. Mayron's original melodies are singable and memorable; you'll be humming these songs for weeks to come. 38 pages with 12 original piano solos written specifically for Level 1 students of The Mayron Cole Piano Method. Costume suggestions and stage directions are included; little scenery needed; 45 minutes presentation time. The operetta can be performed as a class recital. **Mayron's Tips for Teachers:** An alternative to staging a play is to have your students learn all the sheet music and perform the compositions for their parents on the last lesson of the course. You or a student can narrate the story. Consider using hats for costumes and playing recital at the keyboards in your studio! (item code: JBS1)



Other items created specifically for Level 1 students of The Mayron Cole Piano Method:

- Level 1 Christmas Favorites (item code: SALF1Ch)
- Angels We Have Heard on High Solo (item code: ANGELS)
- Jingle Bells Solo (item code: JBELLS1)
- A Toy Shop Christmas Operetta Level 1 (item code:TSC1)
- Christmas Collection Operetta Level 1 (item code: CC1)