

C-D-E-F-G March

PRIMER LESSON BOOK, page 28

by Nancy and Randall Faber

FABER
PIANO ADVENTURES
ENSEMBLE

How to Start the Piece

Almost every piece has a *two-measure* introduction played by PART 2 in the low range of the piano. Occasionally, the ensemble does a group count-off. The introduction provides a satisfying musical opening for the piece. It also helps students establish good counting and listening skills.

Choose Your Ensemble!

OPTION 1

C-D-E-F-G March **DUET**

- Part 1—Piano Mid Range
- Part 2—Piano Low Range

OPTION 2

C-D-E-F-G March **TRIO**

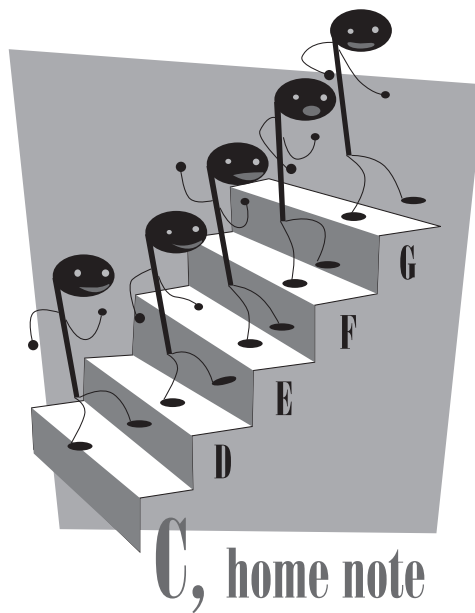
- Part 1—Piano Mid Range
- Part 2—Piano Low Range
- Part 3—Piano High Range

OR Part 4—Triangle or Drum

OPTION 3

C-D-E-F-G March **FULL ENSEMBLE**

- Part 1—Piano Mid Range
- Part 2—Piano Low Range
- Part 3—Piano High Range
- Part 4—Triangle or Drum



Performance Bonus!

The C-D-E-F-G Story

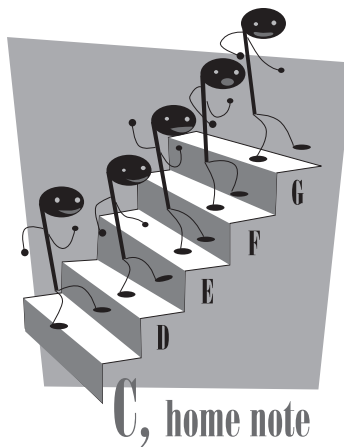
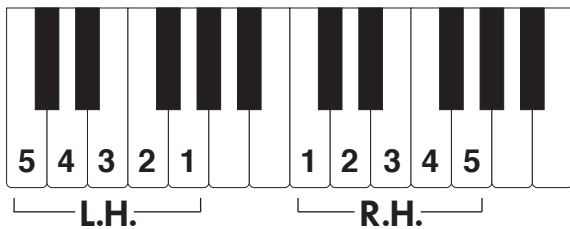
For Recital, Class, and Summer Camps
by Crystal Bowman

Students may tell the story/poem to the audience before performing the piece. The story is divided into parts offering each student a speaking part.

C-D-E-F-G March

PART 1

Play in the MIDDLE of the piano.



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- PIANO 2 plays the Intro.
- Follow the notes and feel the beat. Then begin to play!

INTRO: PIANO 2

mf R.H. $\overset{3}{\text{G}}$ G G
(C C C C, G G G - 2.)

L.H. $\overset{3}{\text{C}}$ C C C

- Begin PART 1 in the MIDDLE of the piano.
(This is the original music from the Lesson Book.)

C D E F G G G, Step to home note C C C.

L.H. *f* $\overset{5}{\text{C}}$ $\overset{4}{\text{D}}$ $\overset{3}{\text{E}}$ $\overset{2}{\text{F}}$ $\overset{1}{\text{G}}$ G G $\overset{1}{\text{G}}$ $\overset{2}{\text{F}}$ $\overset{3}{\text{E}}$ $\overset{4}{\text{D}}$ $\overset{5}{\text{C}}$ C C

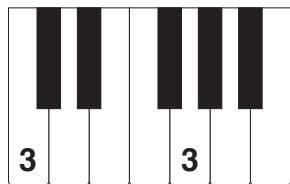
R.H. $\overset{1}{\text{C}}$ $\overset{2}{\text{D}}$ $\overset{3}{\text{E}}$ $\overset{4}{\text{F}}$ $\overset{5}{\text{G}}$ G G $\overset{5}{\text{G}}$ $\overset{4}{\text{F}}$ $\overset{3}{\text{E}}$ $\overset{2}{\text{D}}$ $\overset{1}{\text{C}}$ C C C ||

p I can step so eas - i - ly, Down to home note C C C!

C-D-E-F-G March

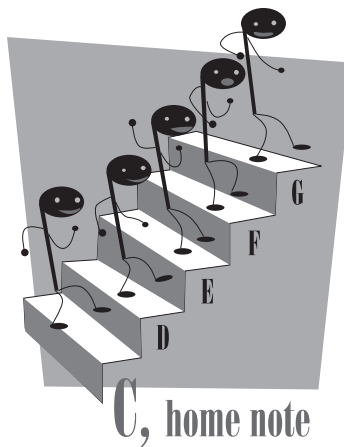
PART 2

Play LOW on the keyboard.



L.H.

R.H.



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- PIANO 2, YOU set the beat by playing the Intro.
- Then continue with your part below. (Words are included as a rhythm guide.)

INTRO: PIANO 2 plays LOW on the keyboard.

mf R.H. ³ G G G (C C C C, G G G - 2.)

L.H. ³ C C C C

- CONTINUE PART 2!

R.H. ³ G (HOLD that whole note, HOLD that whole note, HOLD that whole note, HOLD that whole note.)

L.H. ³ C *f*

L.H. ³ C

R.H. ³ G (HOLD that whole note, HOLD that whole note, HOLD that whole note. It's the end!)

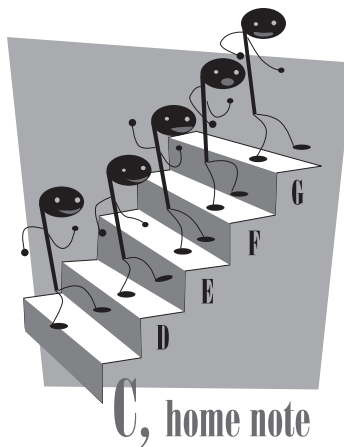
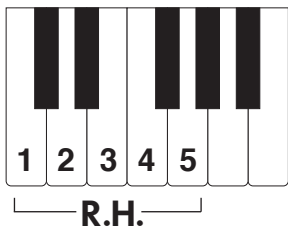
L.H. ³ C *p*

L.H. ³ C C C

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PART 3

Play HIGH on the keyboard.



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- PIANO 2 plays the Intro.
- Listen and follow the notes. Then begin to play! (Words are included as a rhythm guide.)

INTRO: PIANO 2

mf R.H. $\overset{3}{\text{G}}$ G G - 2.)
(C C C C, G G G - 2.)

L.H. $\overset{3}{\text{C}}$ C C C

- Begin PART 3 HIGH on the keyboard.

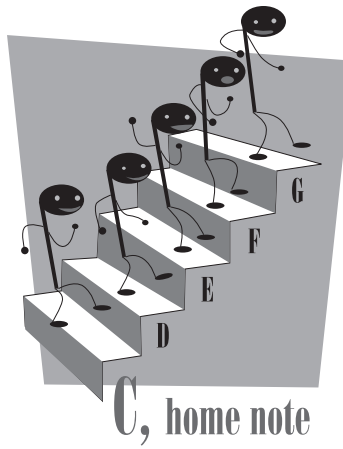
R.H. $\overset{1}{\text{C}}$ D E $\overset{5}{\text{G}}$ G F E
f (Hold that whole note, C D E-2. Hold that whole note, G F E-2.)

R.H. $\overset{1}{\text{C}}$ D E $\overset{5}{\text{G}}$ G F $\overset{3}{\text{E}}$ $\overset{1}{\text{C}}$ ||
p C - 2 - 3 - 4, C D E-2, Hold that whole note, G F E-2.)

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PART 4

Triangle or Drum



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- PIANO 2 plays the Intro.
- Listen and follow the notes. Then strike the **triangle** or **drum** on the *circled* notes! (Words are included as a rhythm guide.)

INTRO: PIANO 2

mf (C C C C, G G G - 2.)

R.H. **R.H.**

L.H. **L.H.**

- Begin TRIANGLE or DRUM playing the *circled* notes.

f (I can step so eas - i - ly, Down to home note C C C!)

p C D E F G G G, Step to home note C C C.)

Ensemble Story

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PART 1

Rhythm makes us move our feet.
We tap it out and feel the beat.

PART 2

It helps our fingers hold the keys
or lift off counting carefully.

PART 3

One and two and three and four.
We count it out and play some more.

PART 4

A marching rhythm keeps the time.
Right foot, left foot, march in line.

ALL TOGETHER

We have a march to play for you,
so you can feel the rhythm too.

Note: For a performance with only two or three players, assign multiple speaking parts.