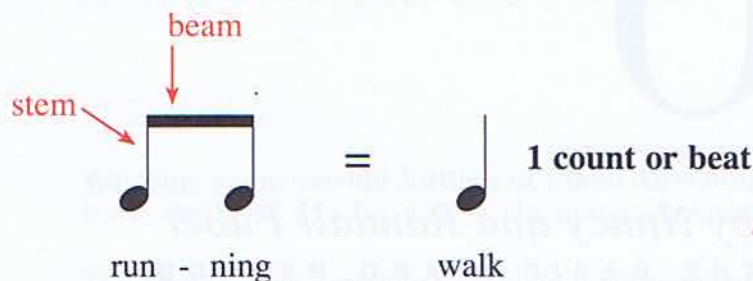
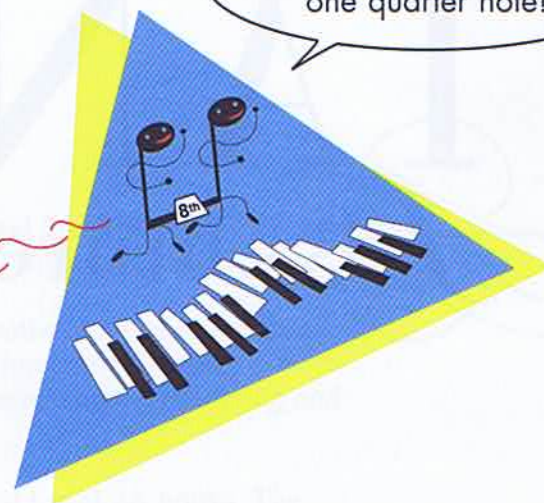





8th Notes



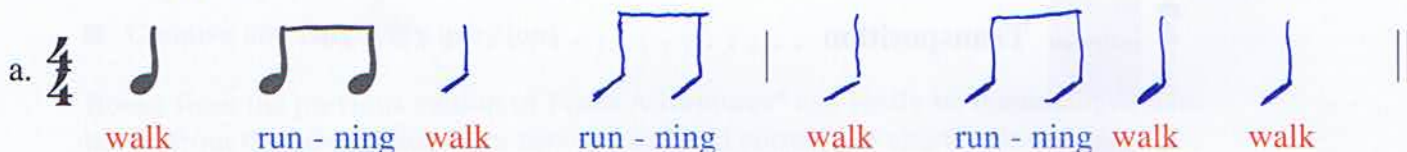
Two eighth notes equal one quarter note!




Create 8th Note Patterns!

- Draw a **quarter note** above the word "walk."
 - Draw **eighth notes** above the word "run-ning." Hint: Draw a "house" , then the noteheads.
 - Tap your rhythms, saying the words aloud.


Ex.



- Draw a bar line after every 4 counts. 
 - Draw a double bar line at the end (thin line, thick line).
 - Can you write 1 2 3 4 under the correct notes?



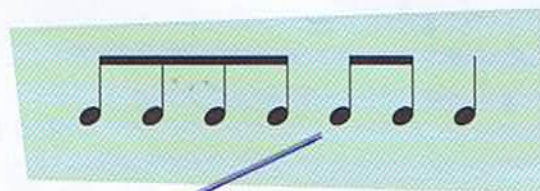
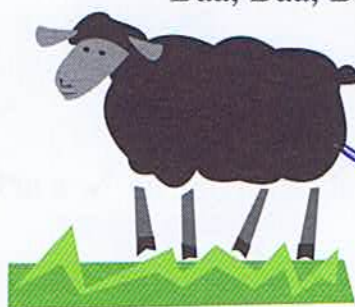
Famous Rhymes with 8th Notes

- Say each Famous Rhyme aloud. Feel its natural rhythm.
 - Next, **tap** the Famous Rhyme as you say the words.
 - Now draw a line from each Famous Rhyme to the rhythm that matches. 

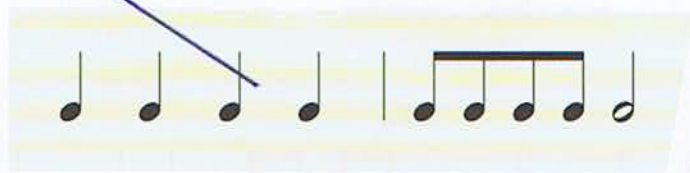
Wee Willie Winkie



Baa, Baa, Black Sheep,
Have You
Any Wool?




Polly, Put the Kettle On!



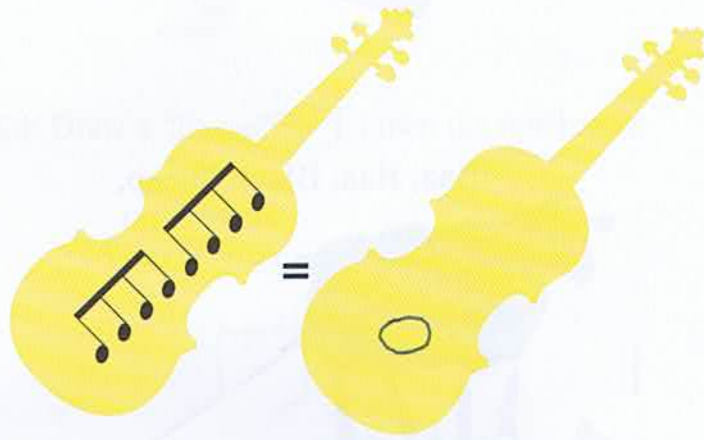
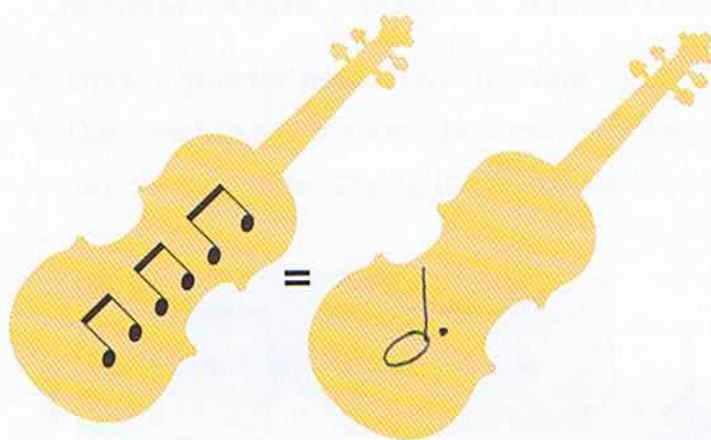
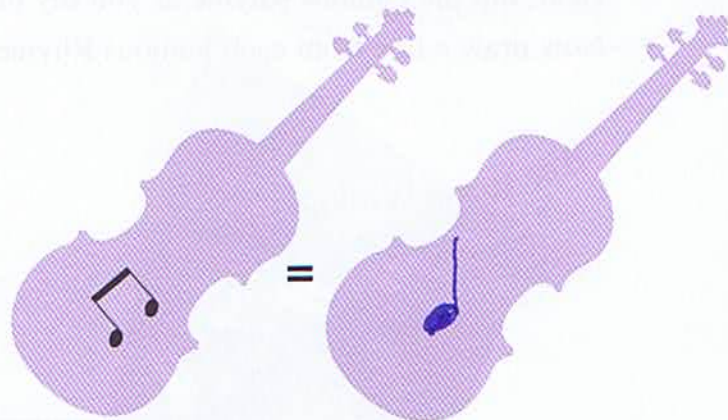
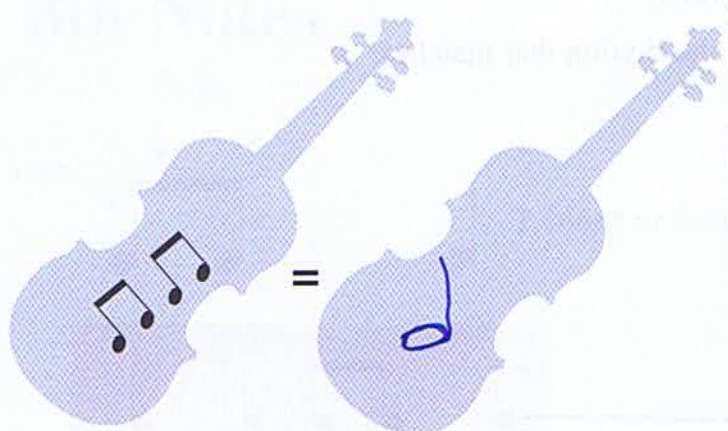
Simple Simon Met a Pieman



- Now copy **each rhythm** with your pencil. (Write it above each color box.) 

Fiddle to My 8th Notes

1. Draw only **one note** in the blank violin to equal the **8th notes** of the first violin.



2. Each fiddler's rhythm below is incomplete.

- Complete each measure with **ONLY** pairs of **8th notes**.



Ex.

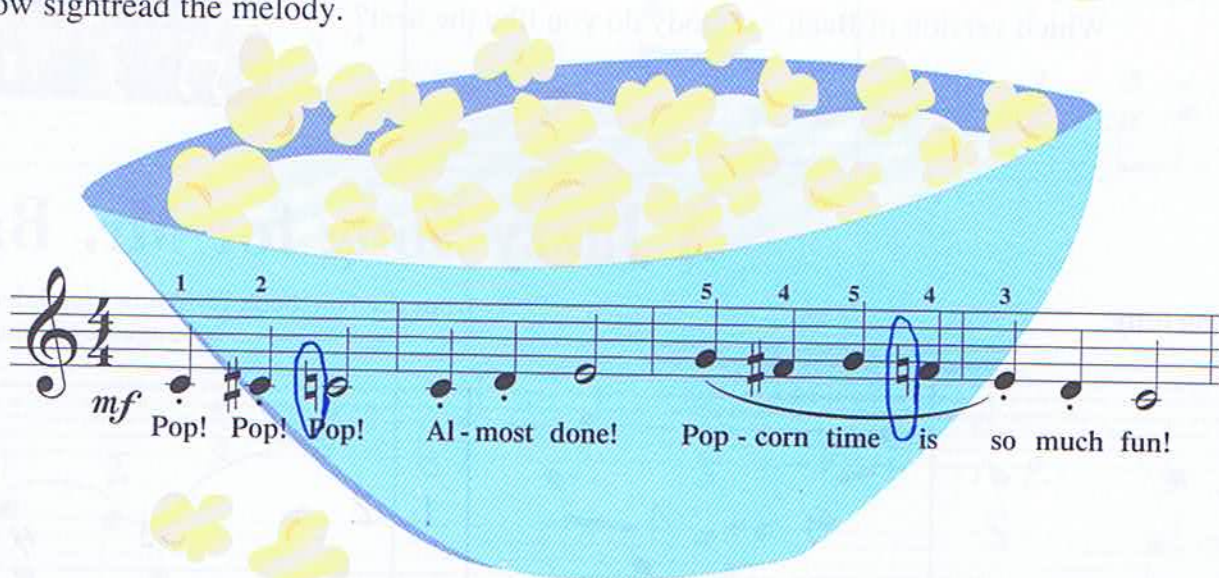



The Natural

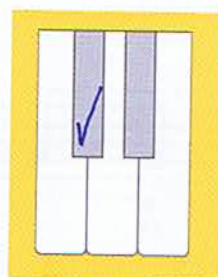
A natural cancels a sharp or flat. A natural will **always** be a white key.

The Popcorn Bowl

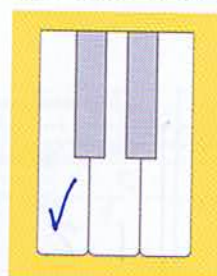
- Circle each **natural**  in the music below. 
 - Now sightread the melody.



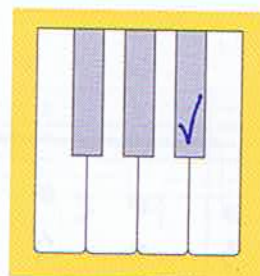
- Put a **✓** on the correct key to match each popcorn kernel below. 



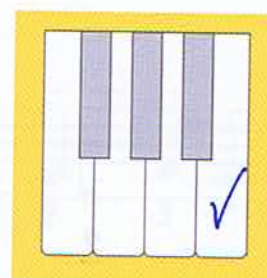
C#



Cb




Bb




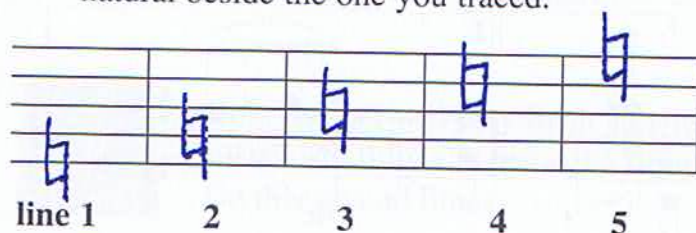
B#

- A natural can be on a **line** or in a **space**.

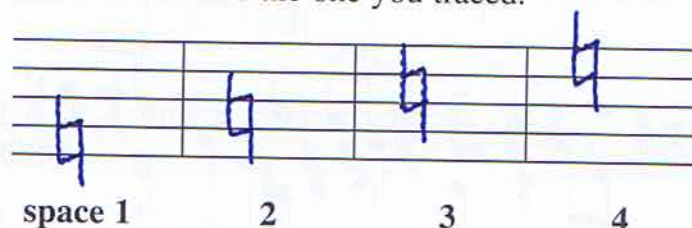
- Trace these naturals. 
- Hint: Draw an "L," then a "7."



- Trace each natural. Then draw another natural beside the one you traced. 



- Trace each natural. Then draw another natural beside the one you traced.

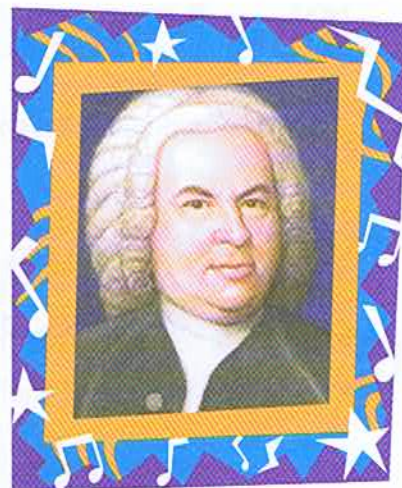


Though Bach's music is over 250 years old, it has influenced all kinds of music—from choir music to pop sounds of today.

Here, Bach's minuet is changed into a "pop" song.



- Add bar lines after every **4 beats**. Notice the time signature changed from $\frac{3}{4}$ to $\frac{4}{4}$.
- Write 1 - 2 - 3 - 4 for the correct beats in *measures 1-7*.
- Play with the teacher duet.
Which version of Bach's melody do you like the best?



A Jazzy Song for Mr. Bach

Cheerfully

from the Notebook for Anna Magdalena Bach
arranged by Nancy Faber

Handwritten annotations in blue ink include beat numbers 1, 2, 3, 4 and fingerings 1, 2, 3, 4, 5. A 4-beat bar line is drawn after every 4 beats.

Teacher Duet: (Student plays 1 octave higher)

Handwritten annotations in blue ink include beat numbers 1, 2, 3, 4 and fingerings 1, 2, 3, 4, 5. A 4-beat bar line is drawn after every 4 beats.

Did you know...

Bach was orphaned at age 9.

Bach walked over 200 miles to hear an organ concert.

Bach composed over 1000 works in his lifetime.



5

8

11

13

1



Your teacher will play Bach's melody in $\frac{3}{4}$ or $\frac{4}{4}$ time.
Listen carefully and name the **time signature**!
Do this several times.

LISTEN...


Did you know...
Brahms supported his
family as a child by
playing in dance halls.

Brahms loved to read and
eventually had over 800
books as an adult!

Brahms became so famous, he is
now known as one of the 3 B's -
Bach, Beethoven, and Brahms!

Mr. Brahms'

Time Signature Game

1. Write $\frac{3}{4}$ or $\frac{4}{4}$ before each measure of rhythm. 
2. Now write 1 2 3 or 1 2 3 4 under the correct notes.

$\frac{3}{4}$    Ex. 1 2 3	$\frac{4}{4}$     1 2 3 4	$\frac{4}{4}$    1 2 3 4
$\frac{4}{4}$    1 2 3 4	$\frac{3}{4}$     1 2 3	$\frac{3}{4}$    1 2 3
$\frac{4}{4}$   1 2 3 4	$\frac{4}{4}$     1 2 3 4	$\frac{3}{4}$    1 2 3
$\frac{4}{4}$    1 2 3 4	$\frac{3}{4}$    1 2 3	$\frac{4}{4}$    1 2 3 4

Brahms loved gypsy bands.
Gypsy melodies and
rhythms inspired his music.

Brahms wrote 4 symphonies
that are among the greatest
in orchestra music.

Brahms is buried
beside Beethoven.



- Write in each **time signature**.
- Clap the rhythm with your teacher.
- Set a steady beat and sightread.



Gypsy Tunes!

Briskly

f Gyp - sies are danc - ing, danc - ing, danc - ing.

Gyp - sies are danc - ing, to the gui - tars.

Moderately
(run-ning run-ning walk)

mf Gyp - sies are danc - ing, to the gui - tars.



Your teacher will play example **a** or **b**.
Listen carefully and circle the correct example.



LISTEN...

1a.

or

b.

2a.

or

b.

3a.

or

b.

4a.

or

b.

Transposing

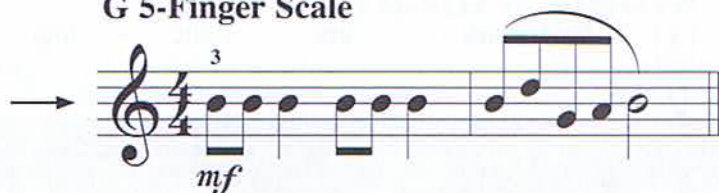
Transposing means playing the same music using a different scale. The starting note will change but the **intervals** remain the same.

- Play these examples:

C 5-Finger Scale



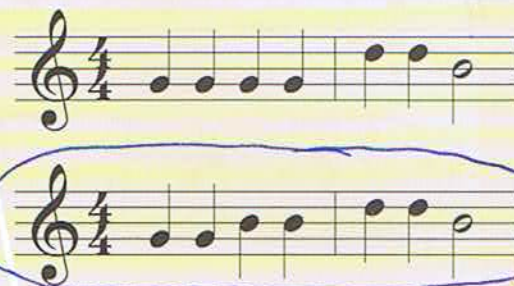
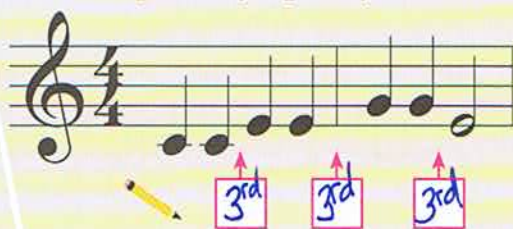
G 5-Finger Scale



Is Mr. Haydn Transposing?

- Name each **interval** marked for the manuscript on the left—2nd, 3rd, 4th, 5th.
 - Then circle the correct transposition on the right.

Surprise Symphony Theme




London Trio in G



Concerto in C

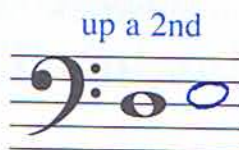
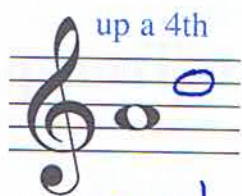


2. Knowing **intervals** will help you to transpose.

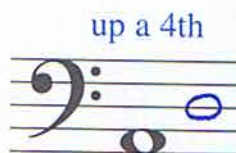
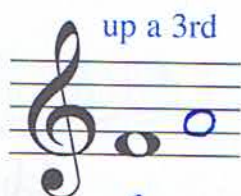
- Write the whole note to complete the interval on the staff. 
- Then name both notes in the blanks.

Have fun reading about Mr. Haydn!

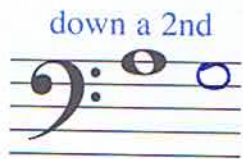
A Short Story about Mr. Haydn



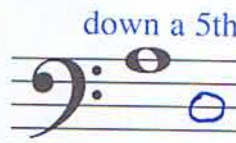
Haydn lived over two hundred fifty



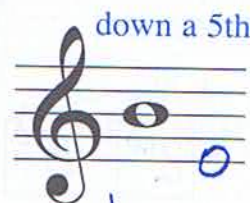
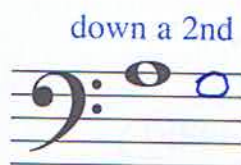
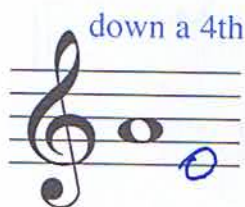
years ago. His mother was a cook. His father made



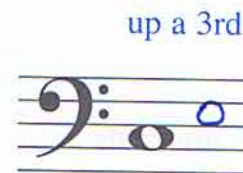
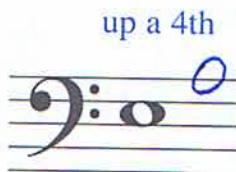
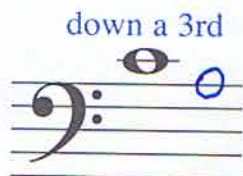
wagons.



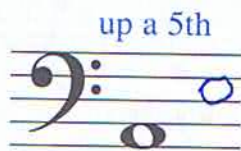
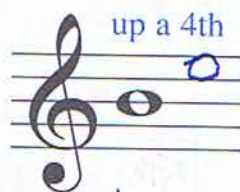
At a ge six, Haydn was sent to study music with a



relative. Later, he sang and studied at the cathedral with his brother.



As an adult, Haydn became a musical servant to a prince in a



beautiful palace.




Haydn wrote 104 symphonies!



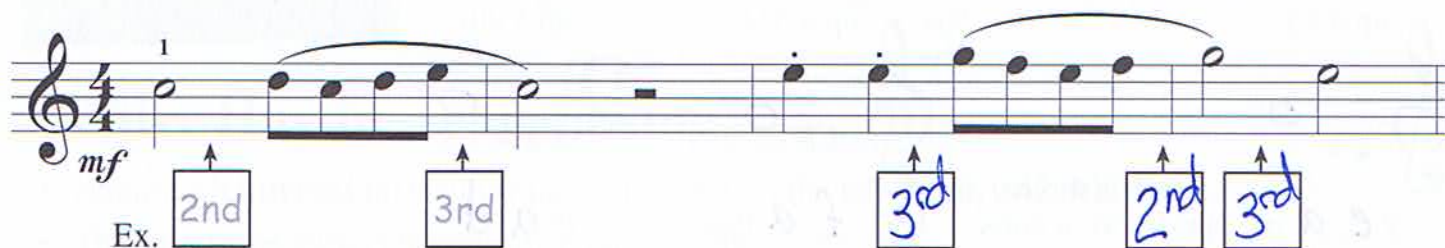
Complete the information
for each of Haydn's themes.



Mr. Haydn's Themes to Transpose

1. a. Name the **intervals** in the boxes. 
b. Play as written.
c. Transpose to the **G 5-finger scale**.

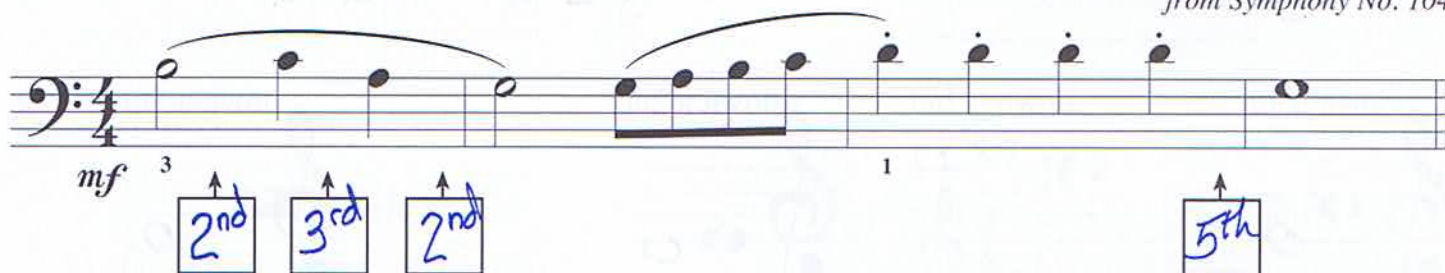
from Symphony No. 100



Ex. 2nd 3rd 3rd 2nd 3rd

2. a. Name the **intervals** in the boxes.
b. Play as written.
c. Transpose to the **C 5-finger scale**.

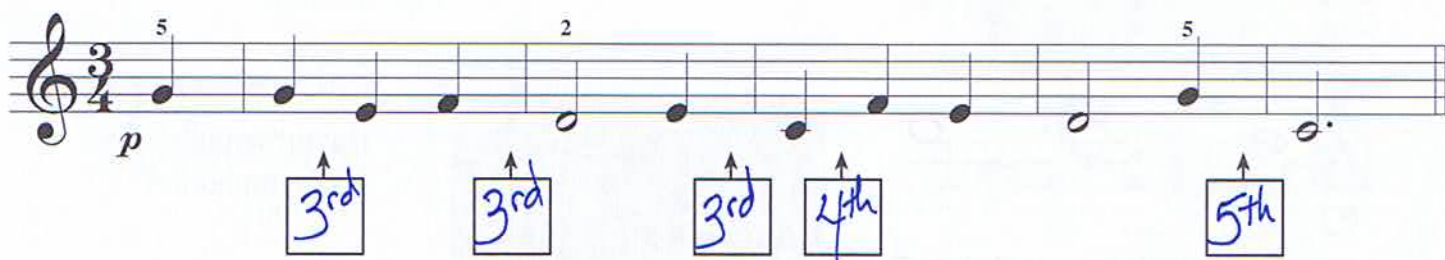
from Symphony No. 104



2nd 3rd 2nd 5th

3. a. Name the **intervals** in the boxes.
b. Play as written.
c. Transpose to the **G 5-finger scale**.


from Symphony No. 30

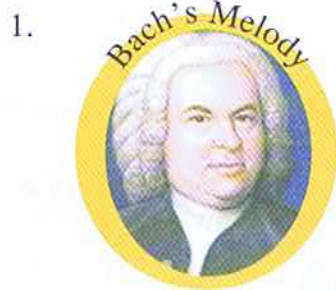


3rd 3rd 3rd 4th 5th

Listen to Bach, Beethoven, and Brahms



- Close your eyes and listen.
Your teacher will play a short melody by Bach, Beethoven, or Brahms.
- Then your teacher will play a **transposed melody**. The transposed melody will be the **same** (correctly transposed) or **different** (incorrectly transposed).
- Circle same or different for the second pattern you hear. 

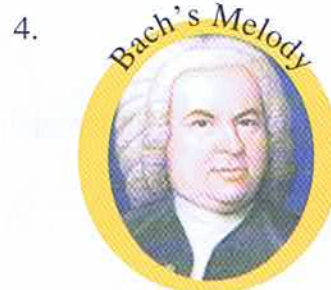


Listen!

SAME

or

DIFFERENT

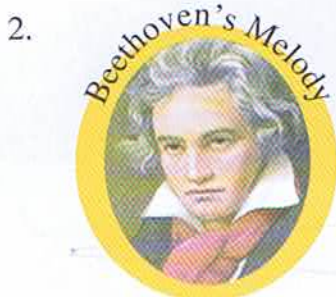


Listen!

SAME

or

DIFFERENT

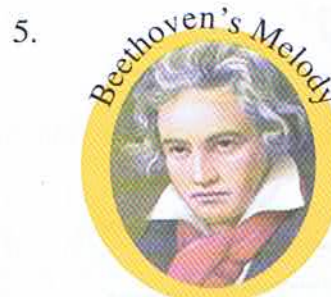


Listen!

SAME

or

DIFFERENT

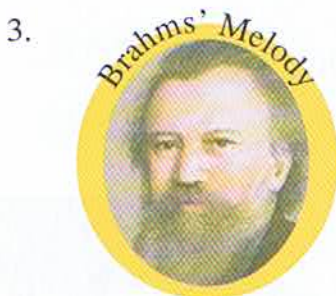


Listen!

SAME

or

DIFFERENT

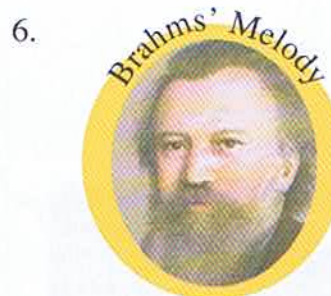


Listen!

SAME

or

DIFFERENT



Listen!

SAME

or

DIFFERENT

For Teacher Use Only



Crescendo and Diminuendo

(cres-SHEN-do)

(di-min-u-EN-do)

- Practice pointing to the words and pronouncing them aloud.

crescendo (cresc.)






gradually louder

diminuendo (dim.)



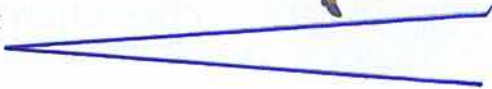
gradually softer

- Draw a  or  under each picture to show how it would sound. 

the bugle boys coming closer



Draw:



a horse-drawn carriage riding away



Draw:



a boxcar disappearing in the night



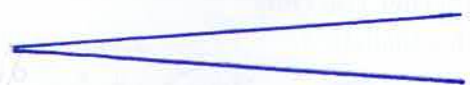
Draw:



a traffic jam building up



Draw:



a helicopter landing in front of your house



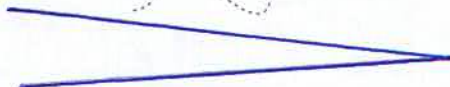
Draw:



a kite drifting away in the wind



Draw:





Sightread these melodies. Watch for the *cresc.* and *dim.* markings.
Then transpose each to the 5-finger scale suggested.

Transpose to the G 5-finger scale.



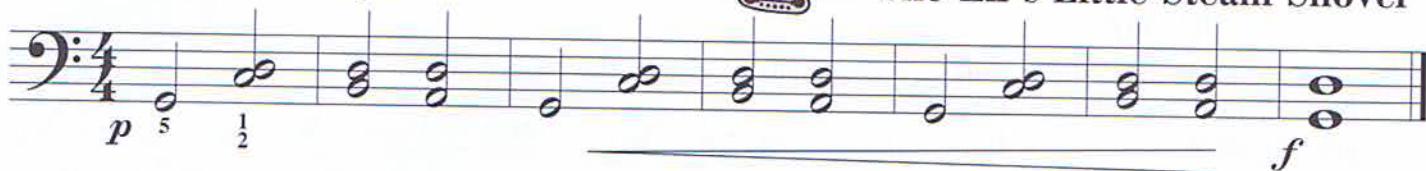
The Elf's Little Train Set



Transpose to the C 5-finger scale.



The Elf's Little Steam Shovel



Your teacher will play a musical example.

Circle *crescendo*, *diminuendo*, or both *cresc.* and *dim.* for what you hear.

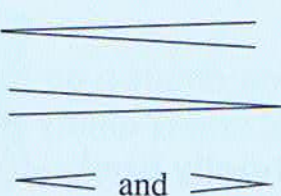


1. *crescendo*

diminuendo

cresc. and dim.

2.



3. *cresc.*

dim.

cresc. and dim.

4. *crescendo*

diminuendo

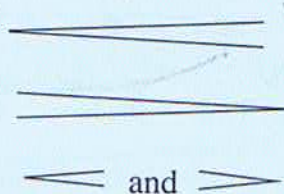
cresc. and dim.

5. *cresc.*

dim.

cresc. and dim.

6.



For Teacher Use Only: The examples may be played in any order.

1. 2. 3.

4. 5. 6.

The Phrase

A **phrase** is a musical sentence or idea. It usually is shown by a **phrase mark**.
A phrase mark looks the same as a *slur*.

phrase mark

1

mf

Play and say: She sells sea shells by the sea - shore.



Tongue Twisters

1. • Say each tongue twister aloud three times for fun.
- In the music, write the time signature, $\frac{2}{4}$, $\frac{3}{4}$, or $\frac{4}{4}$.
- Draw phrase marks. Then play!



- a. **Tongue Twister:** Two toads totally tired.

time signature

1

mf

Two toads to - tal - ly tir - ed.

Notice how the musical phrase makes it easy to say!

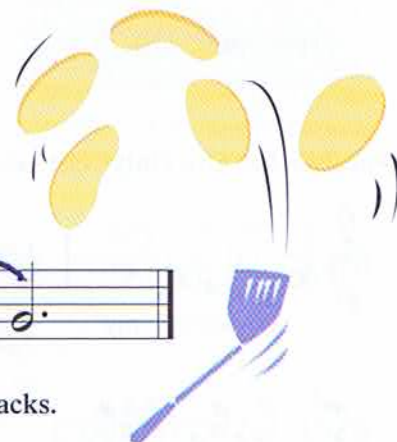
- b. **Tongue Twister:** Friendly Fred flips fine flapjacks.

time signature

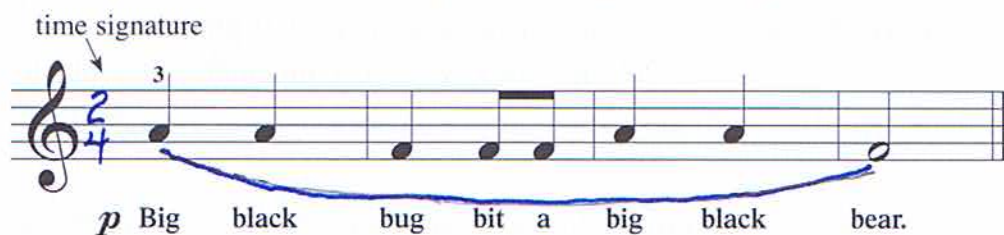
1

f

Friend - ly Fred flips fine flap - jacks.



- c. **Tongue Twister:** Big black bug bit a big black bear.



Can you transpose this to the G 5-finger scale?

- d. **Tongue Twister:** Fred fed Ted bread and Ted fed Fred bread.



Can you transpose this to the C 5-finger scale?

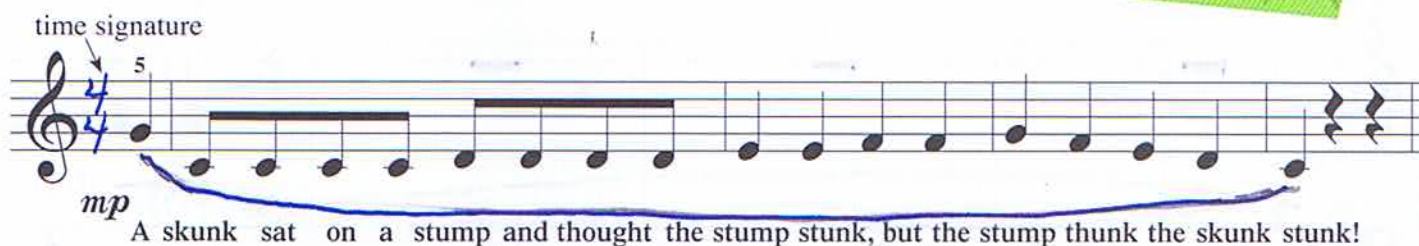


Look out for this one!

- e. **Tongue Twister:** A skunk sat on a stump and thought the stump stunk, but the stump thunk the skunk stunk!




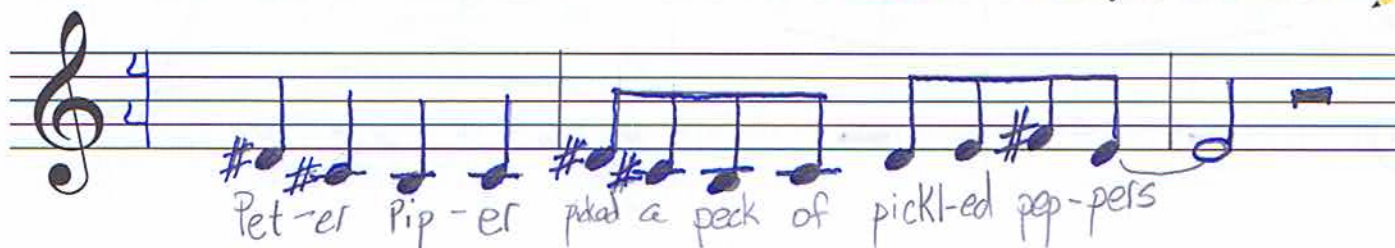
Turn it into a musical phrase!



2. **Tongue Twister:** Peter Piper picked a peck of pickled peppers.



Can you make up your own melody for the words? 



Two Interesting Facts about Phrases

Fact 1

Most piano music does NOT have words that point out the musical phrases.

Fact 2

Some music is composed of phrases, but phrase marks are NOT included in the music.

I Am the Phrase Finder!



- Draw a whole rest in each empty measure. (There are 9.)
- Draw **phrase marks** in the music to show each “musical sentence.”
- Sightread the music and listen for the **phrases**.

ph
h
r
e
s
e
i
d
a
n
c
e
musical sentence

Cheerfully

mf

Ex.

5

1

3

1

5

1

5

1

5

4

f

p

2

To end, repeat measures 1-8.

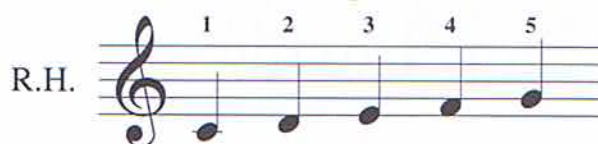


You Can Compose!

C 5-Finger Scale



C 5-Finger Scale



- Complete this piece by choosing notes from the **C 5-finger scale**. Use the rhythm given above each measure.
- Then draw phrase marks and dynamic markings (*p*, *mp*, *mf*, *f*). Play your composition!



If You Meet an Alligator

Words by Crystal Bowman

rhythm:

R.H.

dynamic marking _____

If you meet an al - li - ga - tor, bet - ter run and let him be!

L.H.

Do not greet or try to calm him with a moon-light mel - o - dy.

R.H.

dynamic marking _____

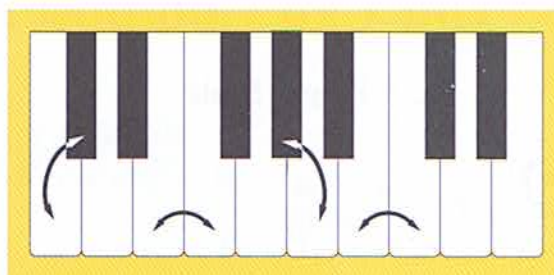
But if you should find a bun - ny or a kit - ten or a mouse,

L.H.

You may pet it ver - y gen - tly, then bring it in - to your house!



Half Step Review



A **half step** is from one key to the *very next* key.

Playful Puppets

- Complete the half step challenge for each puppet.

What is a half step UP from E?

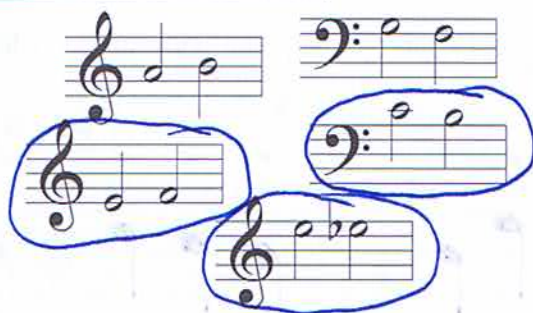


F
answer

Draw a a half step LOWER.
Do you need a # or b?



Circle the half steps. (There are 3.)

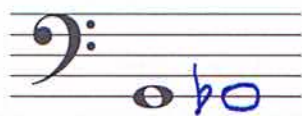


What is a half step DOWN from A? Do you need a # or b?

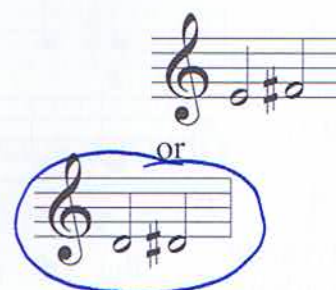


A^b
answer

Draw a a half step LOWER.
Do you need a # or b?



Circle the half step.



Write half steps going UP for each little puppet.

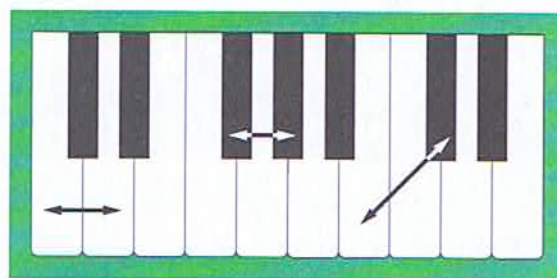


Did you land on G?

Whole Steps

A **whole step** is made up of 2 half steps.
Think of two keys with one key in between.

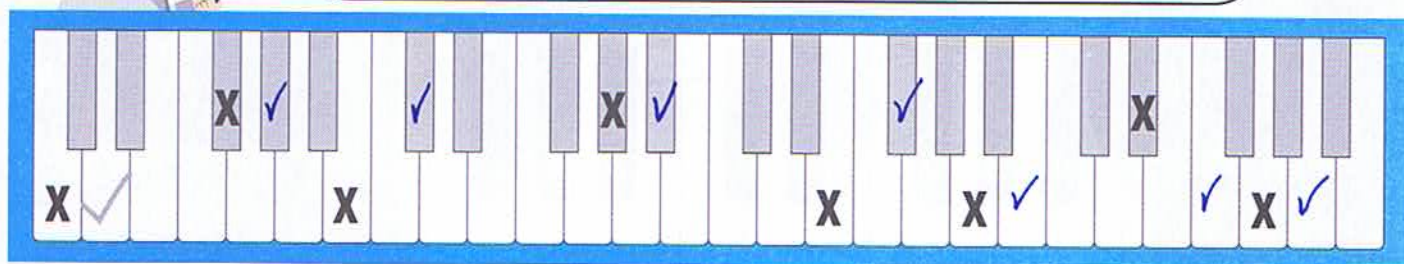
Whole Step Review



Detective "Whole Step"



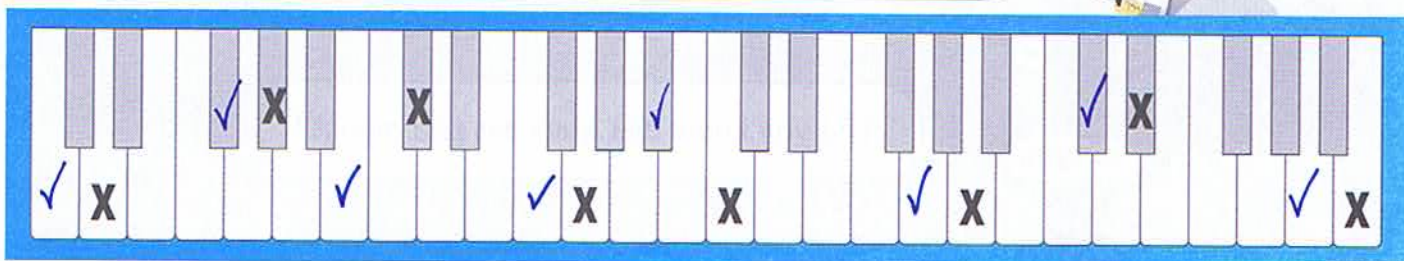
1. Put a ✓ on the key a **whole step higher** than the keys with an X.



Ex.

Think!

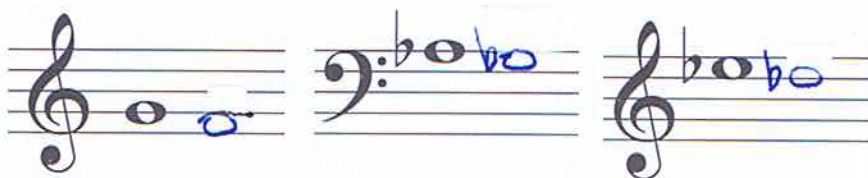
2. Put a ✓ on the key a **whole step lower** than the keys with an X.



3. Draw a **whole step higher** than the notes given.
Use a # or ♭ as needed.



- 4.



Draw a **whole step lower** than the notes given.
Use a # or ♭ as needed.

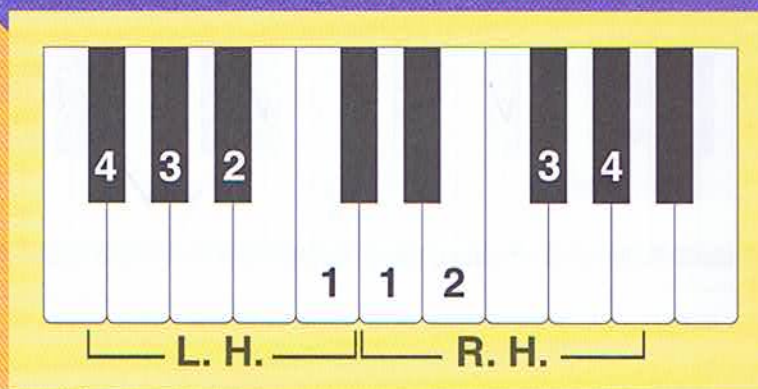


Remember, to **improvise** means to create "on the spot."

Improvise "moon shadow" music by doing the following:

- First, listen to your teacher play the accompaniment. Feel the mysterious mood.
- When you are ready, play notes from this whole step pattern IN ANY ORDER.
- End by softly, playing all the R.H. keys together.

Moon Shadows Improv




Did you know that Mars has two moons?

Teacher Improv Accompaniment: (Student improvises higher on the keyboard)

Moderately, mysteriously



Draw a line connecting each planet to its correct moon. 

Planets and Moons

PLANET



whole steps

half steps

whole and half steps



PLANET

a whole step UP from Bb


whole and half steps

whole steps

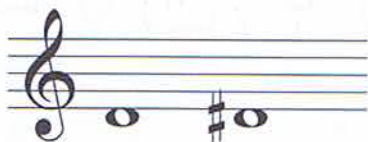
half steps

PLANET



Your teacher will play either example a or b.
Listen carefully and circle the correct example. 

1a.

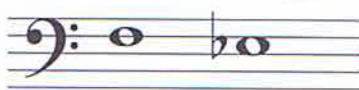


or

b.

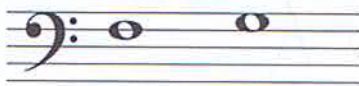


2a.

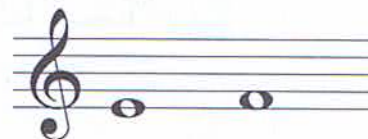


or

b.

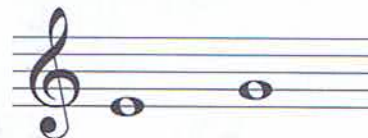


3a.

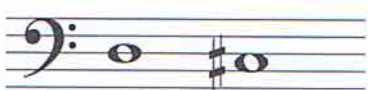


or

b.

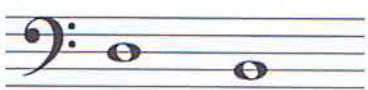


4a.

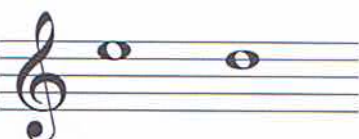


or

b.

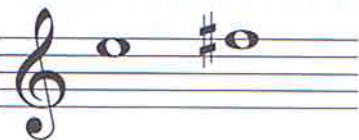


5a.

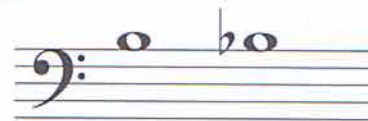


or

b.

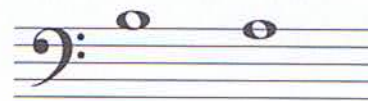


6a.



or

b.





Cheers for the **D Scale**

Letter Names: **D E F# G A**

Notes:

Secret Formula: **W W H W**

W = Whole step
shown with

H = Half step
shown with

- For each staff, complete the letter names for the **D 5-finger scale** in the blanks.
 - Next, write the missing whole notes on the staff.

Letters: D E F# G A

Notes:

Letters: D E F# G A

Notes:

Letters: D E F# G A

Notes:

Letters: D E F# G A

Notes:

- Try the bass clef!

Letters: D E F# G A

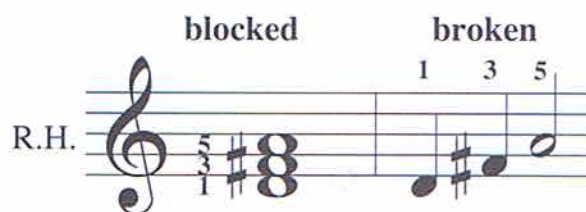
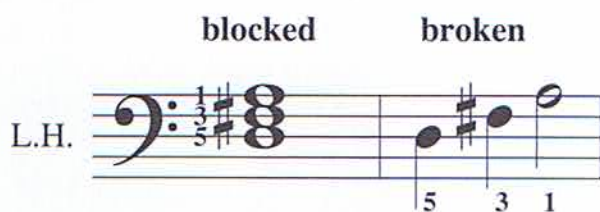
Notes:

Letters: D E F# G A


Notes:

- For each scale above, mark the **whole steps** with a bracket and **half steps** with a wedge . (See the top of the page.)

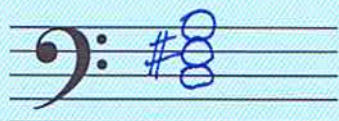
The D Chord -



This Old Man Played This Old Chord

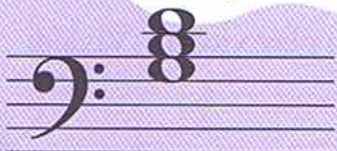
- Complete these challenges and review the chords you have learned: C, G, and D. 

Write a **D** blocked chord.



Did you remember the #?

Name this **blocked** chord.



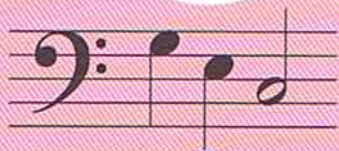
G chord

Write a **D** broken chord.



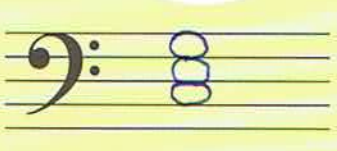
Did you remember the #?

Name this **broken** chord.



C chord

Write a **C** blocked chord.



Name this **broken** chord.



D chord

Name this **blocked** chord.



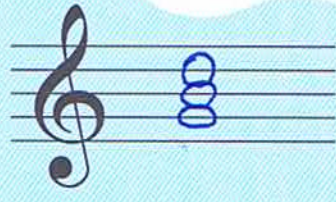
C chord

Name this **broken** chord.

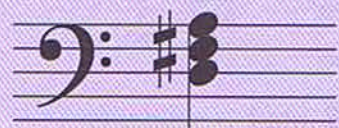


G chord

Write a **G** blocked chord.

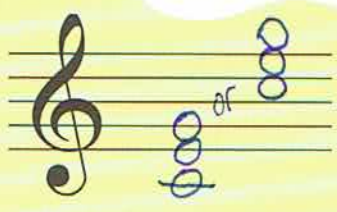


Name this **blocked** chord.

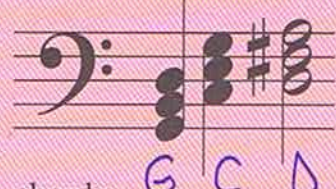


D chord

Write a **C** blocked chord.



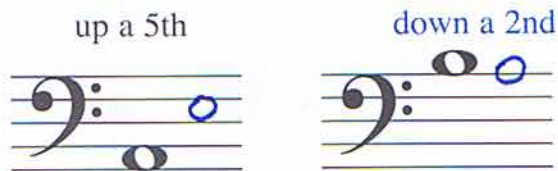
Name these **blocked** chords.



chords: G C D

- Write a whole note to complete the **interval**.
 - Then name both notes in the blanks.
- Have fun reading about Vivaldi!

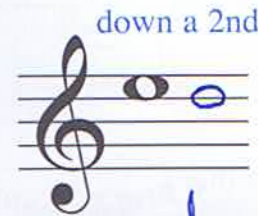
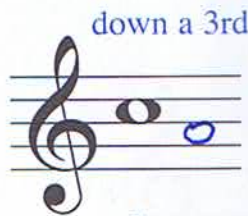
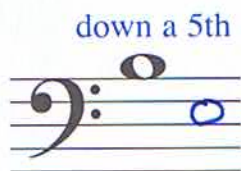
A Short Story about Antonio Vivaldi



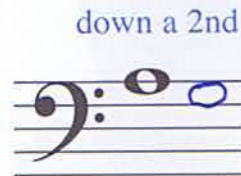
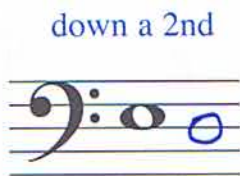
Antonio's father was a ba rber, baker, and violinist.



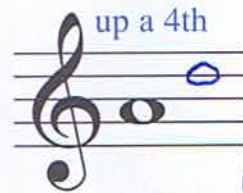
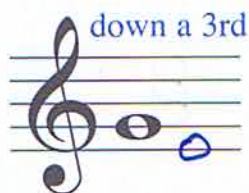
He taught his young son to play violin. Vivaldi



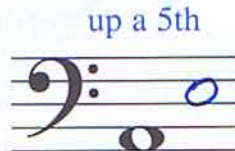
g rew up to b e come a priest and was c a lled the R e d Priest



for his f l a ming r e d hair. For years, he taught at a girls'



orphana g e in Italy. P e opl e came from miles a roun d



to hear the b e autiful music he wrote for the t a l e nted students.

Vivaldi wrote over 500 concertos!

A concerto is a piece for one or more instruments accompanied by an orchestra.

Beek!

Oh No!

Rhythm Trouble!

Yikes!



Many measures below are incorrect.

Draw an X through each measure with **incorrect** rhythm.

Hint: Look at the time signature.



a.

b.

c.



Your teacher will play either example **a** or **b**.

Listen carefully and circle the correct example.



LISTEN...

1a.

or

b.

2a.

or

b.

3a.

or

b.

4a.

or

b.

5a.

or

b.

6a.

or

b.

- Now YOU be the teacher. Play either example **a** or **b** to challenge your teacher. Be sure to use the correct hand.



Cheers for the A Scale

Letter Names: A B C[#] D E

Notes:

Secret Formula: W W H W

W = Whole step
shown with

H = Half step
shown with

1. • For each staff, complete the letter names for the **A 5-finger scale** on the blanks.
- Next, write the missing whole notes on the staff.

Letters: A B C[#] D E

Notes:

Letters: A B C[#] D E

Notes:

Letters: A B C[#] D E

Notes:

Letters: A B C[#] D E

Notes:

- Try the bass clef!

Letters: A B C[#] D E

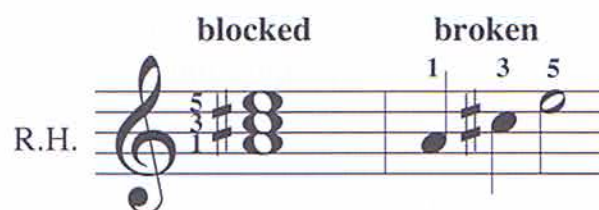
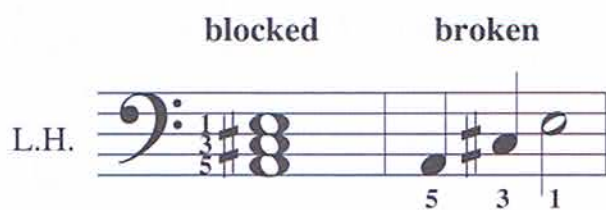
Notes:

Letters: A B C[#] D E


Notes:

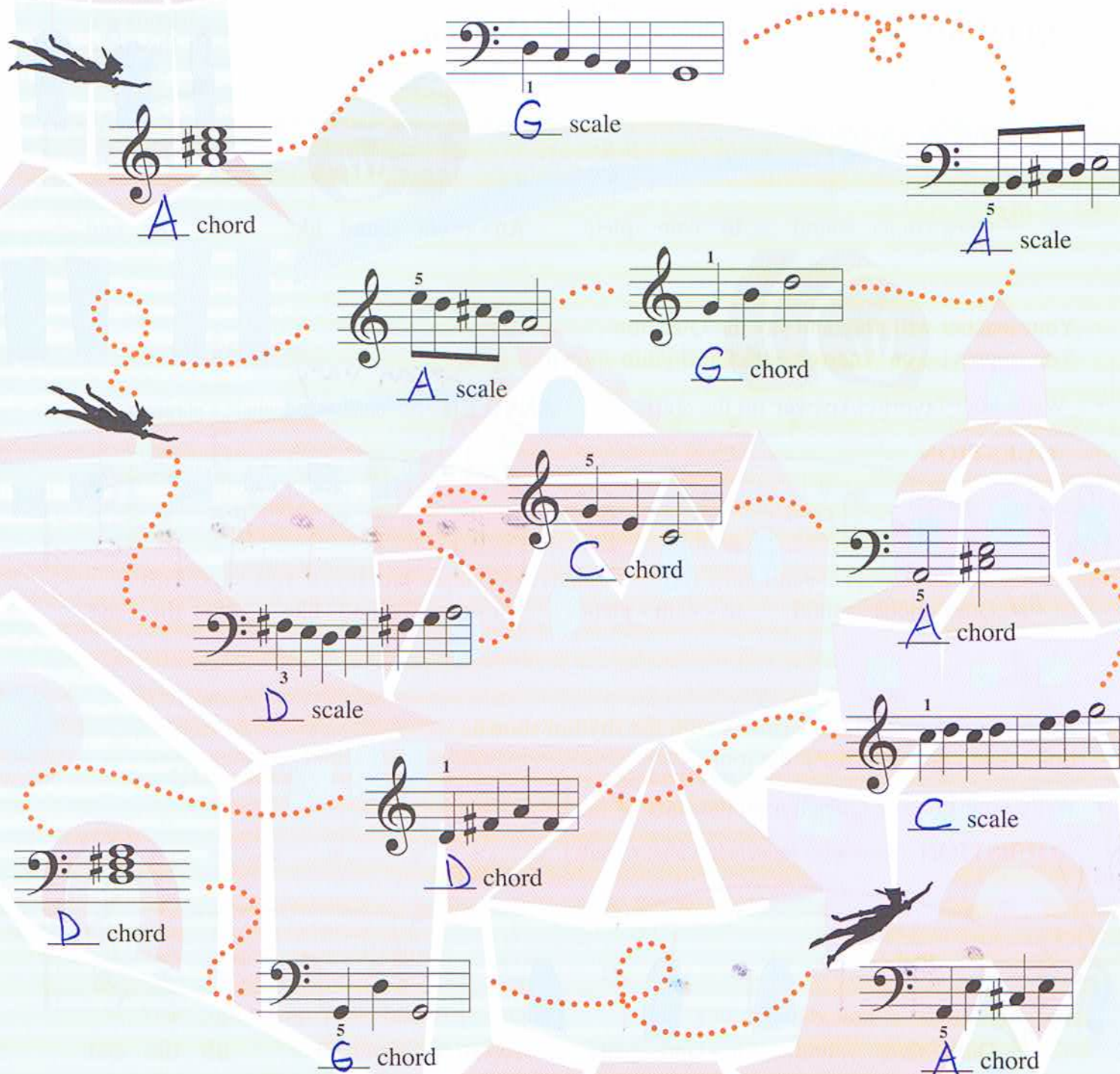
2. For each scale above, mark the **whole steps** with a bracket and **half steps** with a wedge . (See the top of the page.)

The A Chord -



Peter Pan's Key Flight

- Name the scales and chords that Peter Pan sees on his flight. 



Questions and Answers



Many melodies are composed of a **question** and **answer**.

A **question** sounds incomplete. It ends on any note EXCEPT the tonic.

An **answer** sounds complete. It ALWAYS ends on the **tonic**.



1. Play and sing the words for this A 5-finger melody.

QUESTION → Ends on any note except the tonic.

ANSWER → Ends on the tonic.

mf Ques - tions sound in - com - plete. An - swers sound like it's the end.

2. • Your teacher will play and say the Question.
You improvise an **Answer** with the rhythm shown.

- Write your favorite **Answer** on the staff.

QUESTION

mf Ques - tions sound in - com - plete.

ANSWER (Remember to include a phrase mark.) *can vary*

An - swers sound like it's the end.

3. • Now improvise several Questions with the rhythm shown.
End on any note EXCEPT the tonic.

- Write your favorite Question on the staff.

(can vary) **QUESTION** (Remember to include a phrase mark.)

mf Ques - tions sound in - com - plete.

ANSWER

An - swers sound like it's the end.

You Can Compose!

4. Complete this music using Questions and Answers.

- Choose your notes from the **A 5-finger scale**. Use the rhythm shown.
- Complete your piece by drawing a **phrase mark** over the Question, and then over the Answer.
- Play your composition!

Playing on a Cloud

A 5-Finger Scale

Words by
Crystal Bowman

QUESTION

R.H. *mf* Don't you wish you could jump so high?

ANSWER

rhythm: Fly high up to the sky!

End on the tonic!

QUESTION

5

L.H.

5

Turn a cart-wheel and spin a - round.

ANSWER

End on the tonic!

You would nev - er touch the ground.

QUESTION

ANSWER

End on the tonic!

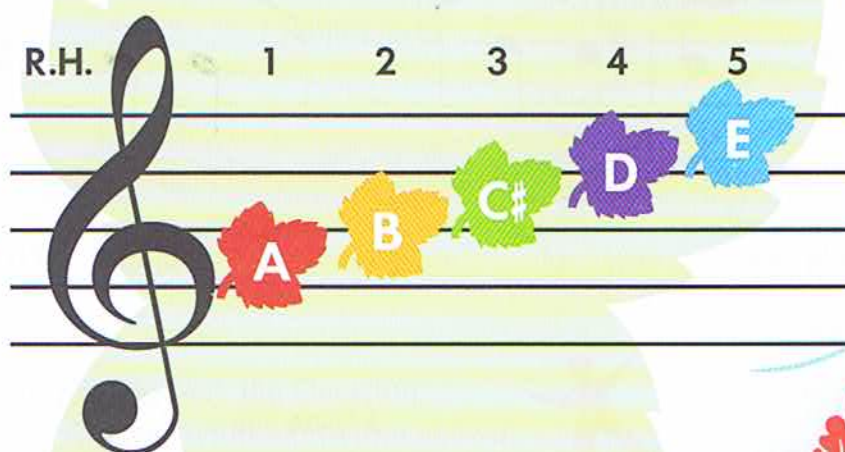
R.H. *f* You could leap from cloud to cloud. How you'd laugh and shout out loud!

Remember, to **improvise** means to create “on the spot.”

Improvise “whirling leaves” music by doing the following:

- First, listen to your teacher play the accompaniment. Feel the swirling motion of the music.
- With your R.H., begin playing notes from the **A 5-finger scale** IN ANY ORDER. Start with a very L-O-N-G note, then another L-O-N-G note. Gradually let your fingers move more quickly to other notes in the scale.
- To end, fade with the teacher duet.

Whirling Leaves Improv



Teacher Improv Accompaniment: (Student improvises higher on the keyboard)

Whirling along

R.H. L.H.

mp

ped. simile

mf

subito p

Repeat ad lib. Ritard and fade away.



Name the **chords** below. Hint: Look at the *bottom* note.

Then name aloud the 3 chord tones. Hint: Go from the lowest to the highest note.

chord tones

C chords

G
E
C

chord tones

D chords

A
F#
D

chord tones

G chords

D
B
G

chord tones

A chords

E
C#
A



Listen to the melody your teacher plays. Does it end on the **tonic** or **dominant**?

Circle the red or blue leaf for each example.

Hint: **Tonic** sounds like the end. **Dominant** sounds incomplete.

(circle one)

1. tonic step 1 dominant step 5

2. tonic step 1 dominant step 5

3. tonic step 1 dominant step 5

4. tonic step 1 dominant step 5

5. tonic step 1 dominant step 5

6. tonic step 1 dominant step 5

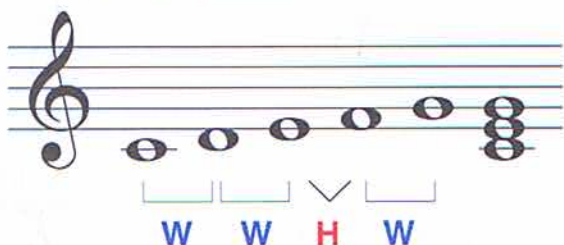
For Teacher Use Only: The teacher may change the order of examples, if desired.

1. 2. 3.

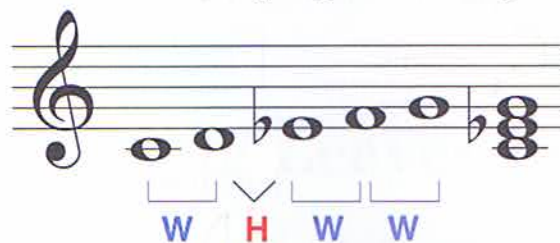
4. 5. 6.

Major and Minor Sounds

The major 5-finger scale has this pattern:



The minor 5-finger scale has the 3rd note lowered a *half step*. It has this pattern:



Changing Weather

- Circle the correct symbol for each example. MAJOR is and MINOR is .
 - Then write **major** or **minor** in the blank below.

a. or
 Ex. major

b. or
 minor

c. or
 minor

d. or
 major

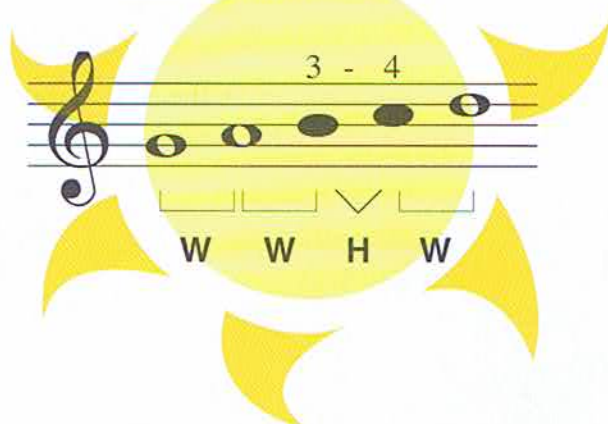
e. or
 major

f. or
 minor

Where's the Half Step?

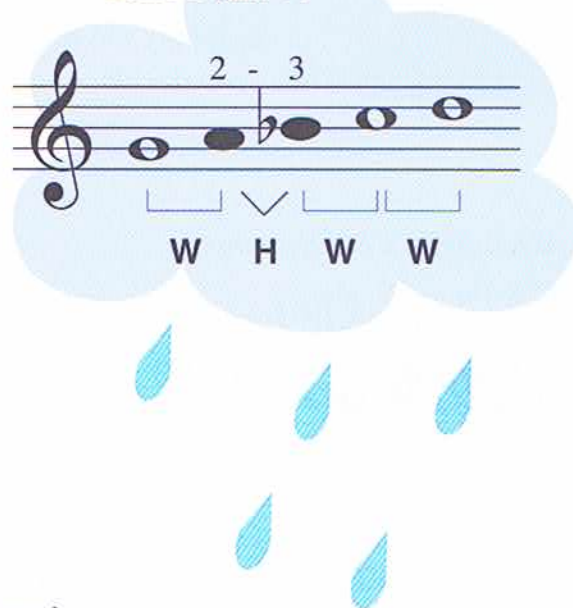
Major Scale:

The half step is between notes 3 and 4.



Minor Scale:

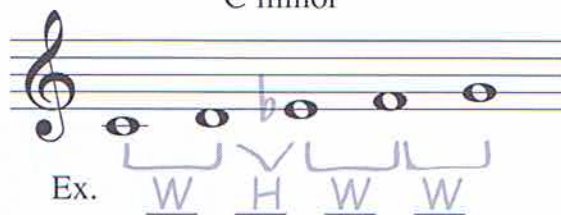
The half step is between notes 2 and 3.



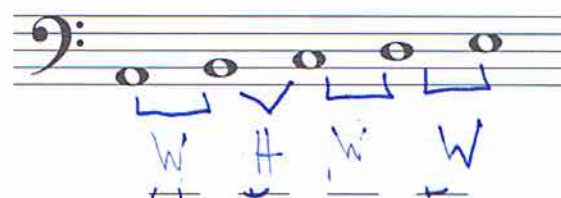
Minor Weather Change

2. • Complete each **minor 5-finger scale**. Some scales may need flats written *in front of* the notes.
- Then mark the whole steps and half steps .

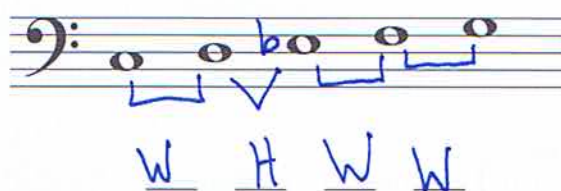
C minor



A minor

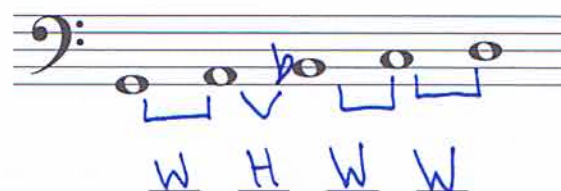


C minor



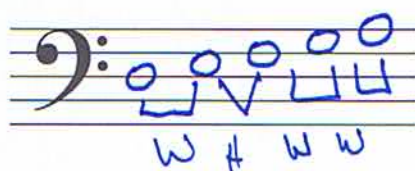
Do you
need a b?

G minor

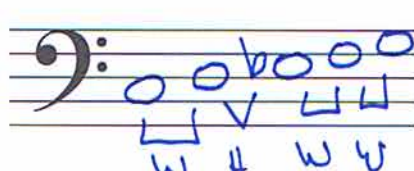


3. • Now write your own minor 5-finger scales. Add flats, if needed.
- Mark the **whole steps** and **half steps** .

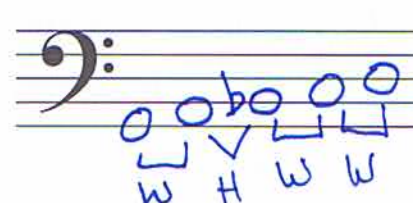
D minor



C minor




G minor

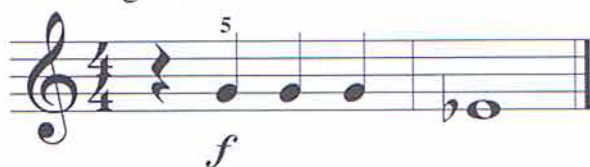


Concert at the Old Castle


Each of these famous melodies is either **major** or **minor**.
Play and listen, then circle the answer.

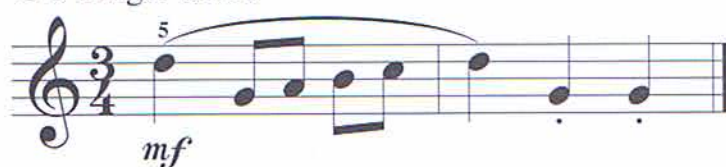
Hint: If you are not sure, play the **major** and **minor**
5-finger scale to help you decide.

 Beethoven's *5th Symphony*
C 5-Finger Scale




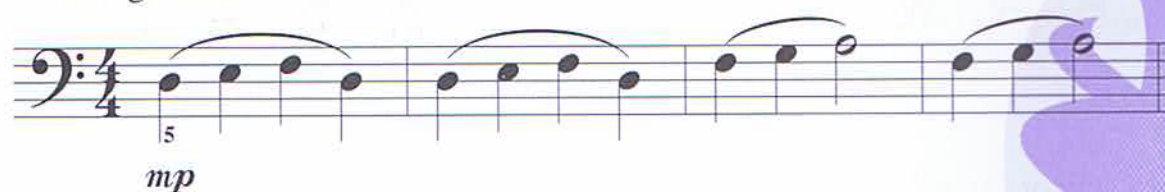
major or **minor**
(circle one)

 Minuet from The Anna Magdalena Bach Notebook
G 5-Finger Scale




major or minor
(circle one)

 Mahler's *Symphony No. 1* (Frère Jacques theme)
D 5-Finger Scale




major or **minor**
(circle one)

 Haydn's *Surprise Symphony*
A 5-Finger Scale



major or minor
(circle one)

 Vivaldi's *Four Seasons (Spring)*
D 5-Finger Scale




major or minor
(circle one)

- The 3 chords and their chord symbols for this lead sheet are:

D major = **D**

D minor = **Dm**

A major = **A**

- Write the **chord symbols** in the boxes to complete the lead sheet. 
- Play the lead sheet as you go to check your chord choice!



Lead Sheet for Go Tell Aunt Rhody

Andante

Traditional

Chord boxes above the staff: **D** **D** **A** **D**

Measure numbers: 3, 2, 4, 3

Staff 1: *f* Go tell Aunt Rho - dy, go tell Aunt Rho - dy,

Chord boxes above the staff: **D** **D** **A** **D**

Staff 2: go tell Aunt Rho - dy her goose has just been fed. She

Chord boxes above the staff: **Dm** **Dm** **A** **Dm**

Staff 3: *p* ate Aunt - ie's muf - fin, ate Un - cle's hot cross buns,

Chord boxes above the staff: **Dm** **Dm** **A** **Dm**

Staff 4: ate Grand - pa's roll and a *rit.* loaf of fresh - baked bread!

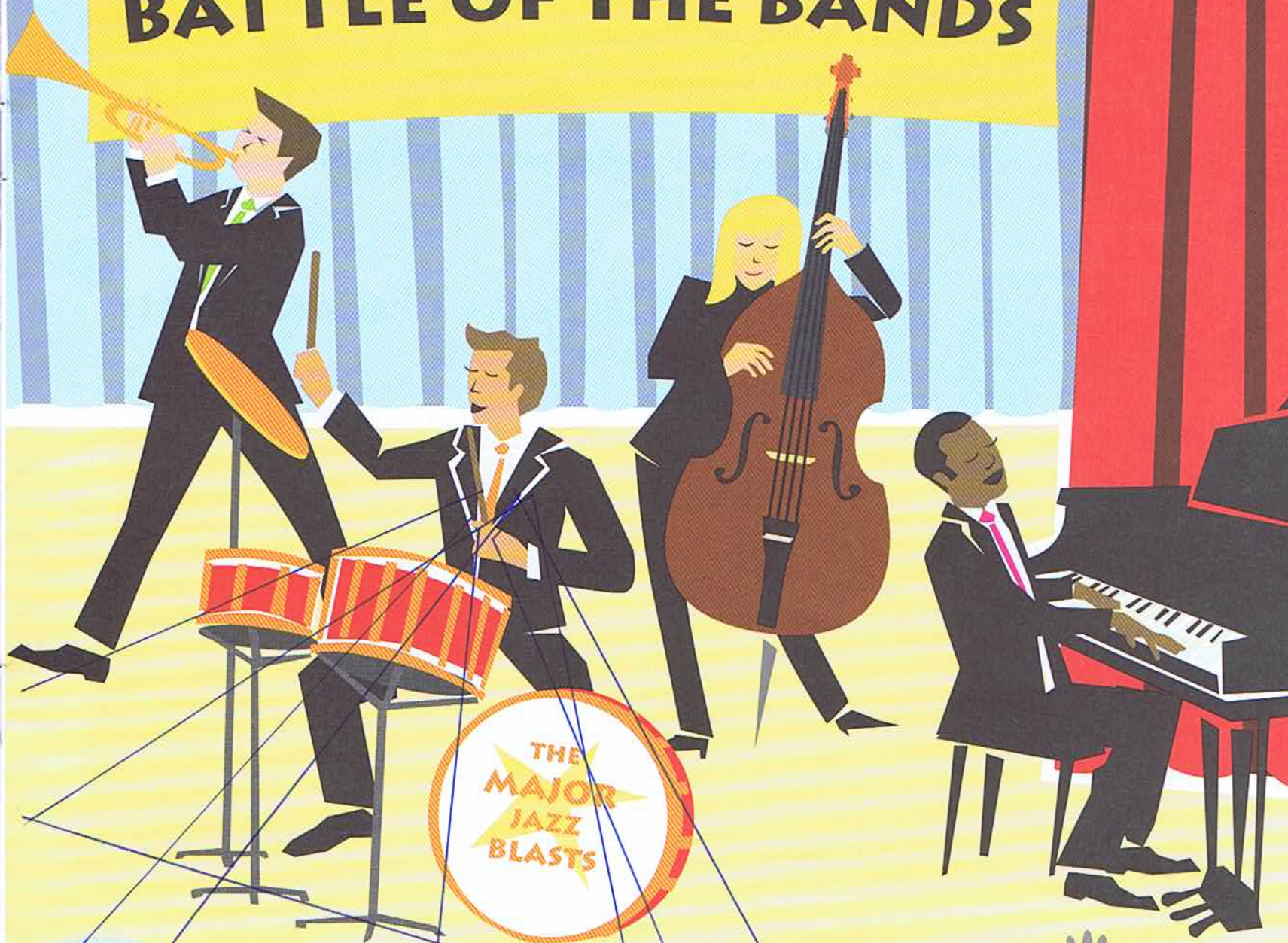
Two bands, “The MINOR Jazz Blasts” and “The MAJOR Jazz Blasts” are competing in a Battle of the Bands contest.

Their fans are sitting in major or minor chairs.

1. Draw a line connecting each chair below to the drummer in the correct band.
Hint: You may try each message on the piano to help you decide.
2. Would you like to play with The Minor Jazz Blasts or The Major Jazz Blasts?



BATTLE OF THE BANDS

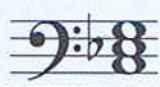


Half step between
2 and 3

ABC#DE



WHWW



The third note of
the scale is B.

Half step between
3 and 4