

P R E L U D E



FIRST IMPRESSIONS TOOLBOX

PREREADING SOLUTIONS

KEYBOARD GEOGRAPHY & ALPHABET THEORY

MUSIC WORKS ACADEMY
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INTRODUCTION

PianoFonics® Prelude curriculum targets the younger piano student. First impressions are lasting impressions. *First Impressions ToolBoxes* offer four essential ‘SkillSets’ for the beginning piano student: Coordination, Reading, Rhythm and Vocabulary. Drills and worksheets, solos and traditional songs provide a solid foundation for piano playing. Boom® Learning Cards supplement the content and reinforce concepts with a ‘gaming’ feedback format.

Prelude curriculum is presented in a ToolBox format. What is a ToolBox? A ToolBox is not a page-turning book. It is a “How To” book. It contains reproducible pages that allow the teacher to choose when and what to introduce for supplementing the materials or method books that you are using with your students. A ToolBox design allows the instructor to fill in the blanks and promote comprehension or correct misunderstanding for both new and transfer students.

PreReading Solutions’ six volumes offer two areas of concentration: Skills & Songs and Skills & Drills. Three volumes of **Skills and Songs** present three different pedagogical ‘SkillSets’: 1. **LeapFrog and Improv** – black key playing with fingers 2, 3 and 4 in different octaves - ‘Leapfrogging’ - promotes the use of the entire arm to produce sound. Eye-hand coordination and spatial awareness of the keyboard are essential first impressions often overlooked. 2. **Traditional Songs** – white key playing in a fixed position with ‘no thumbs’. Thirteen songs foster directional reading on a five-line staff with no clef. 3. **Coordination Solos** - five Ten-Finger Solos and two Five-Note Songs introduce the PentaScale ‘fixed’ position to promote beginning transposition, use of the ‘thumb’ and hand coordination with contrary-motion playing.

Three volumes of **Skills and Drills** contain drills and worksheets for developing three basic skills: Pitch, Rhythm and Vocabulary - *Keyboard Geography and Alphabet Theory*.

Prelude’s *First Impressions* ToolBoxes are innovative. A “**How to Play**” awareness created with *The ‘Hokey Pokey’ Piano Hand* [three fingers, a thumb and a pinky] creates a lasting impression on tone production ...from the beginning.

Points to Ponder and Questions to Consider when teaching younger beginning students.

1. How do you assess your student’s rhythmic aptitude in the beginning? What do you do with rhythm BEFORE seeing rhythmic notation? How do you assist in the development of a steady pulse?
2. How do you prevent a student from trying to remember note names or fingers numbers while they play?
3. How do you introduce your student to the piano keyboard? What is there to do with keyboard geography and vocabulary BEYOND Two Blacks and Three Blacks BEFORE starting to play and read music?
4. How do you help a student drop their weight into the piano key? What mental image do you give your student BEFORE they play that first note? What does *The Hokey Pokey* and playing the piano have in common?
5. Do you purposefully establish an awareness of directionality and a spatial understanding of the body in relationship to the keyboard at the beginning? What tools do you use to internalize this awareness beyond the first lesson?
6. What do you do to instill an understanding of notation BEFORE reading music? How do you help your student correlate the piano keyboard with the grand staff?
7. How do you help your students ‘think’ correctly? How do you know what they are thinking when they make a mistake, whether it be a wrong note or wrong finger?

FROM THE BEGINNING...

First Impressions for the Beginning Piano Student

Teaching Aid | Fourteen Concepts for Success

1. Two Blacks and Three Blacks
2. Spatial Orientation and Directionality
 - High UP and Down LOW
 - IN toward the fall board and OUT toward the bench
3. Piano Posture and Body Awareness with *The Hokey Pokey*
 - Fingers, Hands, Wrists, Arms, Shoulders, Hips and Feet
 - Left and Right
 - Finger Numbers
4. Musical Alphabet Loop
 - Forwards
 - Backwards
5. Rhythmic Aptitude Evaluation
6. DRILLS: Steady Pulse Internalization
 - *BoogieTime and Black Key Boogie*
 - Improvisation
 - Basic Note Values
 - White Key Identification
7. Alphabet + Keyboard: Intervals of Seconds and Thirds
8. ALPHABET DRILL with Keyboard Intervals
 - *PLAY and SAY seconds and thirds*
9. Staff: Lines and Spaces
10. Notes: Line and Spaces
11. Staff Intervals: Seconds and Thirds
12. DRILL: Five Note Flash Drills + starting Finger Number
 - *PLAY and SAY seconds and thirds - LH or RH*
13. Keyboard Guide Notes: Location and Terminology
14. DRILL: Keyboard Guide Note Finger Drills
 - *PLAY and SAY seconds and thirds above and below 10 Guide Notes*

MEET THE PIANOHAND

How many fingers do you have? Five is not the correct answer in the world of piano teaching. A PianoHand has one thumb, three fingers, and a pinky. And, all members are NOT equal. Prelude *First Impressions* ToolBoxes offer innovative ways to transform an ordinary hand into a PianoHand - where members are recognized for their individuality.

❖ Does a PianoHand have *FingerTips* or *FingerPads*?

Curved fingers playing on FingerTips ... 'Spider fingers'... Imagining an invisible ball or bubble underneath the hand to keep a rounded shape. All of these images are our piano pedagogy heritage. Spider fingers, balls and bubbles have one common denominator - contraction. Prelude proposes a different image - a FingerPad. Fred Karpoff's *Entrada Piano Technique®* is appropriate in the beginning with the younger student. These first impressions last forever. The finger can be encouraged to retain a gentle arch as a FingerPad learns how to produce a tone with less tension than a FingerTip.

❖ How do you make the Thumb equal to the three longer fingers?

- Tradition says to create a rounded hand shape to equalize the three fingers with The Thumb. We thus have a contraction of the entire hand ...a round ball shape.
- How do you solve an anatomical 'problem' like a Short Thumb? Prelude introduces *The Hokey Pokey* PianoHand to all potential pianists ... '*you put your hand IN*'. The PianoHand has a forearm. And the forearm can 'put the hand IN' without creating tension in the entire hand. The Thumb goes 'IN' with the arm!
The Hokey Pokey Thumb erases the 'ball image'.

➤ Where is IN?

❖ Spatial Awareness at the Piano

IN is toward the fall board
OUT is toward the bench

Do we create a perception of drawing the fingers into a ball to create equal length among the fingers of the hand?

Or, do we play the Piano Hokey Pokey Game and have the arm manage 'The Short Thumb'? Fact: all students have a short thumb!

SOLOS, EXERCISES AND SONGS

PreReading Solutions offers three pedagogical orientations. All three have unique contributions for the beginning student.

- 1) **LeapFrog and Improv** – Spatial Awareness and Whole Body Experiences at the keyboard. Spatial awareness, directionality, plus gentle hand and finger isolation foster better tone production.
- 2) **Traditional Songs** - 'FingerPads Only' Songs – No Position
 - a) Thirteen Finger Number songs to develop directionality, hand awareness and counting
 - (i) The finger sequence uses LH and RH FingerPad 2, followed by FingerPads 3 and 4.
 - (ii) The remaining solos are learned by finger numbers and gradually add FingerPad 5.
- 3) **Coordination Solos** - 'The Thumb' and PentaScale Position

The PentaScale Position facilitates (a) transposition, and (b) hand coordination with contrary motion. Both hands are engaged in the same motion with the same finger(s).

 - a) Five Warm-Ups and corresponding Solos
 - (i) Fingers 1 and 5, to promote arm motion with IN and OUT finger placement
 - (ii) FingerPads 2, 3, and 4 – clusters plus thumbs;
 - (iii) Introduction of thirds with Fingers 1, 3 and 5;
 - (iv) Introduction of seconds, i.e. using all five fingers;
 - b) Push-offs and triads
- 4) Two familiar Five-Note Songs

SPATIAL AWARENESS

AT THE PIANO FOR YOUNG MUSICIANS

Experiences with OUT and IN | UP and DOWN

“The Hokey Pokey PianoHand”

A. OUT and IN (At the keyboard or the gathering drum)

- a. ASK STUDENTS (standing): How do you?..... make floppy wrists? wiggle your shoulders? flap your elbows? clap your hands? tap your fingerpads?
- b. PLAY COPYCAT: use the above body parts
- c. SAY: (students are sitting at the piano/keyboard or standing/sitting around a gathering drum)
 - i. You put both hands IN (touch the music stand or fall board; or, tap the drum once)
 - ii. You put both hands OUT (“toward the bench” - place hands in lap)
 - iii. You put both hands IN (touch the music stand or fall board; or, tap the drum once)
 - iv. and, Make floppy WRISTS (shake the wrists)
 - v. Flap your ELBOWS
 - vi. and, Wiggle your SHOULDERS
 - vii. Playin’ the piano’s fun!

***If students were using a gathering drum for the above exercises,
do them at the piano before proceeding with UP and DOWN.***

B. UP and DOWN ~ Directionality at the Piano/Keyboard

- a. **UP:** SING to the tune of *Hokey Pokey*: (students are sitting at the piano/keyboard)
 - i. Piano Fingers run UP (pretend playing piano/keyboard and move hand/fingers to the right)
 - ii. Piano Fingers run DOWN (pretend playing piano/keyboard and move hand/fingers to the right)
 - iii. Right Hand fingers run UP (pretend playing piano/keyboard and move hand/fingers to the right)
 - iv. and, Make floppy WRISTS
 - v. Flap your ELBOWS
 - vi. and, Wiggle your SHOULDERS
 - vii. Playin' the piano's fun!
- b. **DOWN:** SING to the tune of *Hokey Pokey*: (students are sitting at the piano/keyboard)
 - i. Piano Fingers run DOWN (pretend playing piano/keyboard and move both hands/fingers to the right)
 - ii. Piano Fingers run UP (pretend playing piano/keyboard and move hands/fingers to the right)
 - iii. Piano Fingers run DOWN (pretend playing piano/keyboard and move hands/fingers to the right)
 - iv. and, Make floppy WRISTS
 - v. Flap your ELBOWS
 - vi. and, Wiggle your SHOULDERS
 - vii. Playin' the piano's fun!
- c. Continue the sequence as follows
 - i. Right Hand Fingers run UP, etc.
 - ii. Right Hand Fingers run DOWN, etc
 - iii. Left Hand Fingers run UP, etc.
 - iv. Left Hand Fingers run DOWN, etc

- d. SING to the tune of *Hokey Pokey*: (students are sitting at the piano/keyboard or standing/sitting around a gathering drum)
- e. You put both hands IN (touch the music stand or fall board)
 - i. You put both hands OUT (place hands in lap)
 - ii. You put both hands IN (touch the music stand/fall board)
 - iii. and, Make floppy WRISTS (shake the wrists)
 - iv. Flap your ELBOWS
 - v. and, Wiggle your SHOULDERS
 - vi. Playin' the piano's fun!
- f. Continue singing with the following sequence of hands and fingers - at the piano or around a gathering drum:
 - i. Right Hand IN, etc.
 - ii. Left Hand IN, etc.
 - iii. Right Thumb IN, etc.
 - iv. Left Thumb IN, etc.
 - v. Right Pinky OUT, etc.
 - vi. Left Pinky OUT, etc.
 - vii. Right 1 IN, etc. (tap thumb on any white noteor a given note)
 - viii. Left 1 IN, etc.
 - ix. Right 5 OUT, etc.
 - x. Left 5 OUT, etc.

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KEYBOARD GEOGRAPHY

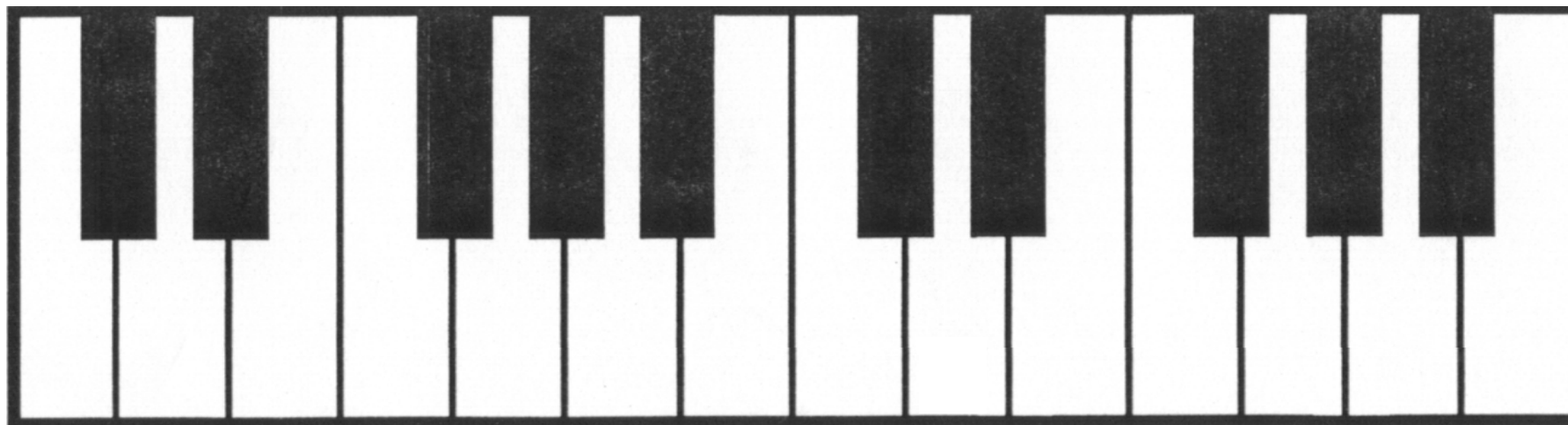
White Key Identification

Two Blacks

Three Blacks

Two Blacks

Three Blacks



Daily Drills: Set 1

High and Low

Two Blacks and Three Blacks

Leapfrog*

1. LEAPFROG and count the sets of two blacks going up with the right hand PianoPaw
2. LEAPFROG and count the sets of three blacks going down with the left hand PianoPaw.
3. Play a set of two blacks three times: up high, with the right hand PianoPaw.
4. Play a set of three blacks three times: down low with the left hand PianoPaw.
5. Play a set of two blacks three times: in the middle with your right hand PianoPaw.
6. LEAPFROG and count all the sets of three blacks going down with the right hand PianoPaw.
7. Play a set of three blacks three times: in the middle with your left hand PianoPaw.
8. LEAPFROG and count all the sets of two blacks going up with your left hand PianoPaw.

* Leapfrog: Make a fist [PianoPaw]. Using a 'floppy wrist [knocking action], play sets of blacks

Left Hand Finger Numbers

Draw around your Left Hand. Number the fingers

5 4 3 2 1

Right Hand Finger Numbers

Draw around your Right Hand. Number the fingers.

1 2 3 4 5

KEYBOARD GEOGRAPHY

Finger Drills and Spatial Awareness



Left
Hand

Play Sets 2 and 3 in *three octaves*
Use PianoPaw
Use FingerPads

Right Hand goes **UP** three octaves
Left Hand goes **DOWN** three octaves



Right
Hand

Set 1	Set 2	Set 3
Finger Numbers Tap 1's on their edge Wiggle 5's FingerTap 3's FingerTap 4's Wiggle 2's Tap 1's on their edge Wiggle 3's Wiggle 4's Tap 5's on the corner FingerTap 2's	Two Blacks 2 3 3 2	Three Blacks 2 3 4 4 3 2

MUSIC ALPHABET LOOP

The Music Alphabet has seven letters



Music Letters and Sounds

Copy the music alphabet four times starting with C

C	D	E	F	G	A	B

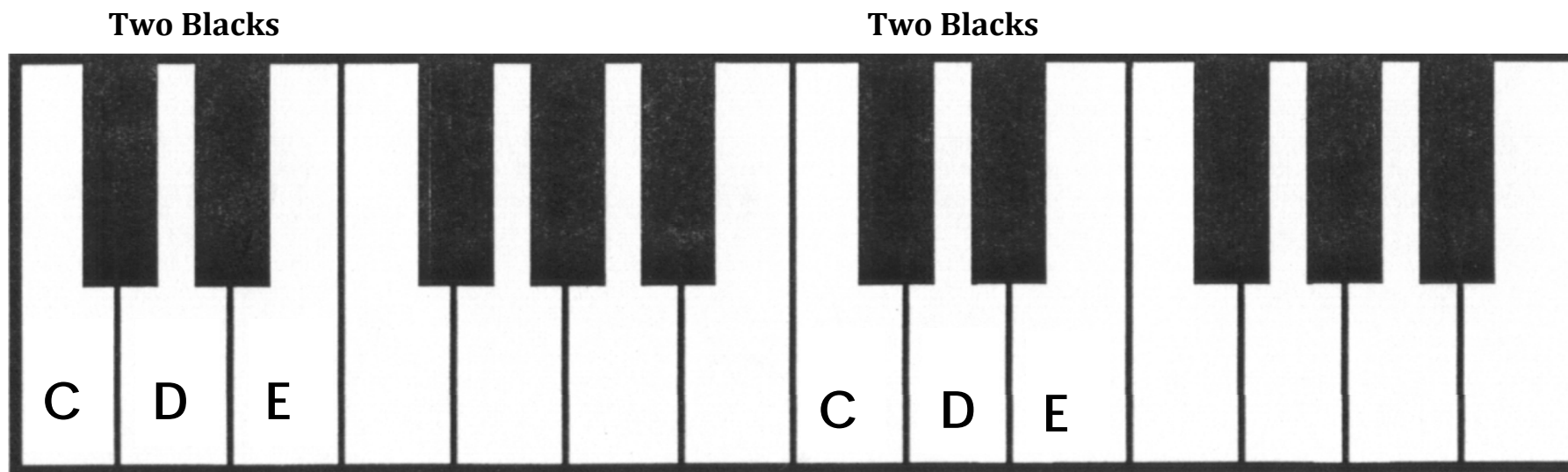
Music Letters and Sounds

Copy the music alphabet BACKWARDS four times starting with B

C	D	E	F	G	A	B

KEYBOARD GEOGRAPHY

White Key Identification



Daily Drills: Set 2

C D E

1. PLAY and SAY **CDE** going up the keyboard.
2. Play all the **C's** with the left hand going down.
3. Play all the **D's** with the left hand going down.
4. Play all the **E's** with the right hand going up.
5. Play all the **C's** with the right hand going down.
6. Play all the **D's** with the left hand going up.
7. Play all the **E's** with the right hand going up.
8. PLAY and SAY **EDC** going down the keyboard.

FINDING NOTES

C | D | E

Find and Circle the TWO BLACKS

Color C red

Color D blue

Color E yellow

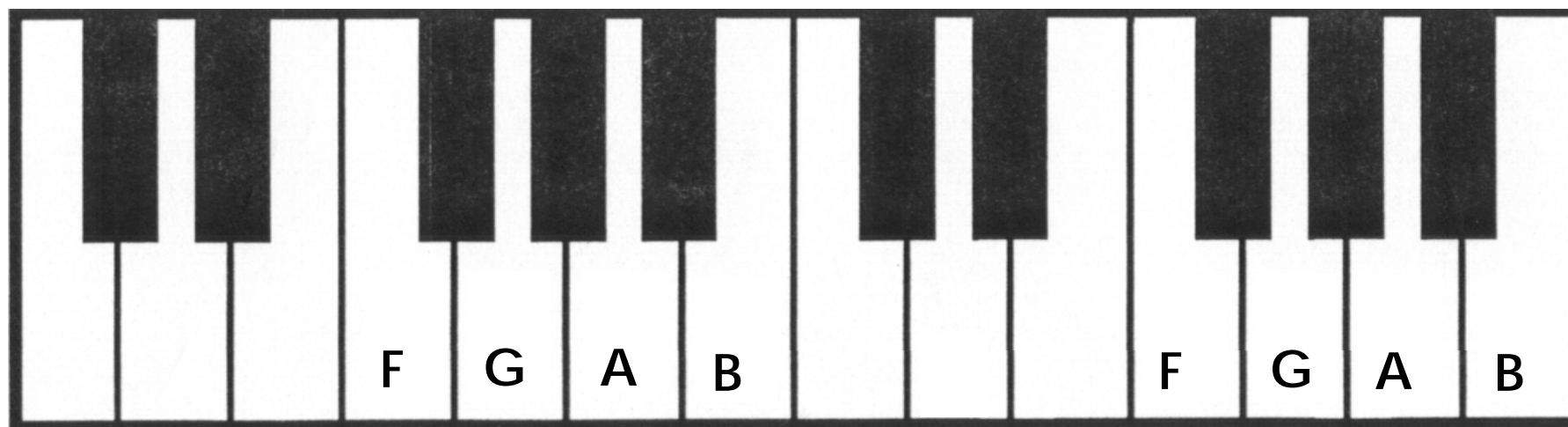


KEYBOARD GEOGRAPHY

White Key Identification

Three Blacks

Three Blacks



Daily Drills: Set 3

F - fa G - sol A - la B - ti

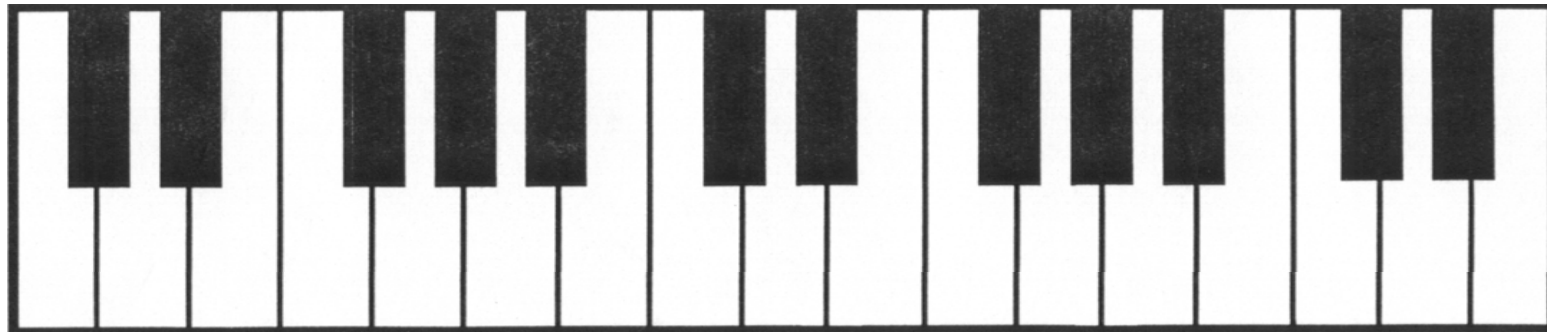
1. PLAY and SAY **F G A B** going up the keyboard.
2. Play all the **F's** with the left hand going down.
3. Play all the **B's** with the right hand going up.
4. Play all the **A's** with the right hand going down.
5. Play all the **B's** with the left hand going up.
6. Play all the **F's** with the right hand going up.
7. Play all the **G's** with the right hand going down.
8. Play all the **A's** with the left hand going up.
9. Play all the **G's** with the left hand going down.
10. PLAY and SAY **B A G F** going down the keyboard.

FINDING NOTES

F | G | A | B

Find and Circle the THREE BLACKS

Color F red
Color G purple
Color A green
Color B orange





KEYBOARD GEOGRAPHY

Finger Numbers: PianoPhones 1



1. Play on a hand drum [optional]

Finger No. 1 [thumb] plays IN the center of the drum | Finger No. 5 [pinky] plays OUT on the rim The forearm moves the hands and fingers IN and OUT. The drum sounds should be different. Fingers 2, 3 and 4 tap on the FingerPads

2. Play on the piano

IN = toward the music stand/fall board

OUT = toward the body

The forearm moves the hands/fingers IN and OUT

Finger No. 1 [thumb] plays IN toward the fall board. Thumbs play on the side.

Finger No. 5 [pinky] plays OUT toward the body. Pinkies play on the 'outside' edge near the nail.

Fingers 2, 3 and 4 play on FingerPads. A gentle arch in the fingers supports the FingerPads.

Set 1A							
White Keys							
C-Position ~ LH 5 = C ; RH 1 = C							
IN	OUT	IN		OUT	OUT	IN	IN
1	5	1	-	5	5	1	1
OUT	IN	OUT		IN	IN	OUT	OUT
5	1	5	-	1	1	5	5

Set 1B							
Three Black Keys							
FingerPads							
2	2	2	-	3	3	4	4
4	4	4	-	3	3	2	2

KEYBOARD GEOGRAPHY

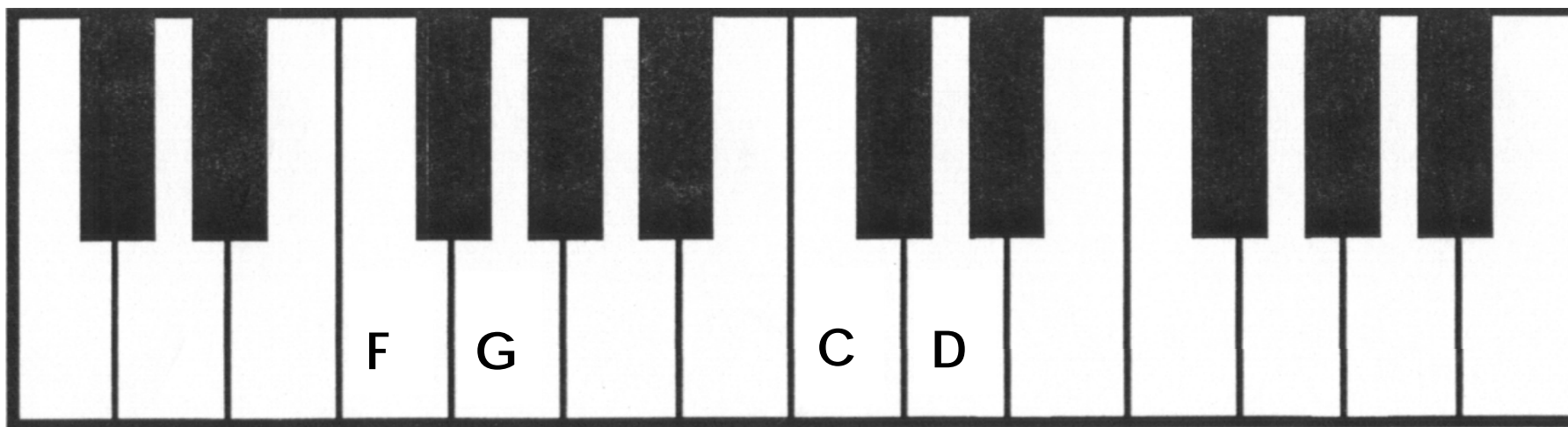
Intervals: Seconds

The distance between two keys is called an INTERVAL.
The interval of a **SECOND** is next key on the keyboard.

C

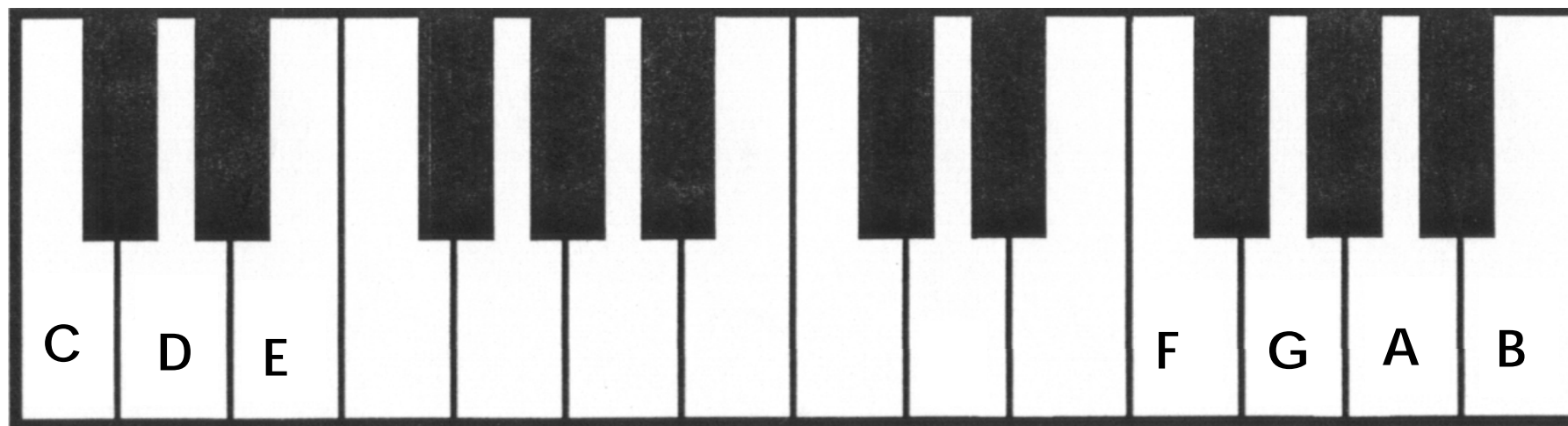
D

E



KEYBOARD GEOGRAPHY

Interval Drills: Seconds



Daily Drills: Set 4

Seconds

A second is two “next-door” letters / sounds in the alphabet.

1. Play **E** - **2↓**. Name the note.
2. Play **C** - **2↑**. Name the note.
3. Play **B** - **2↓**. Name the note..
4. Play **F** - **2↑**. Name the note.
5. Play **D** - **2↓**. Name the note.
6. Play **A** - **2↑**. Name the note.
7. Play **G** - **2↓**. Name the note.

Alphabet Theory

Seconds

Write seconds UP to the right or DOWN to the left following the direction of the arrow



G	
---	--



	C
--	---



D	
---	--



B	
---	--



	F
--	---



F	
---	--



A	
---	--



	D
--	---



E	
---	--



	A
--	---



	D
--	---



G	
---	--



	E
--	---



	B
--	---



A	
---	--



C	
---	--



	B
--	---



G	
---	--



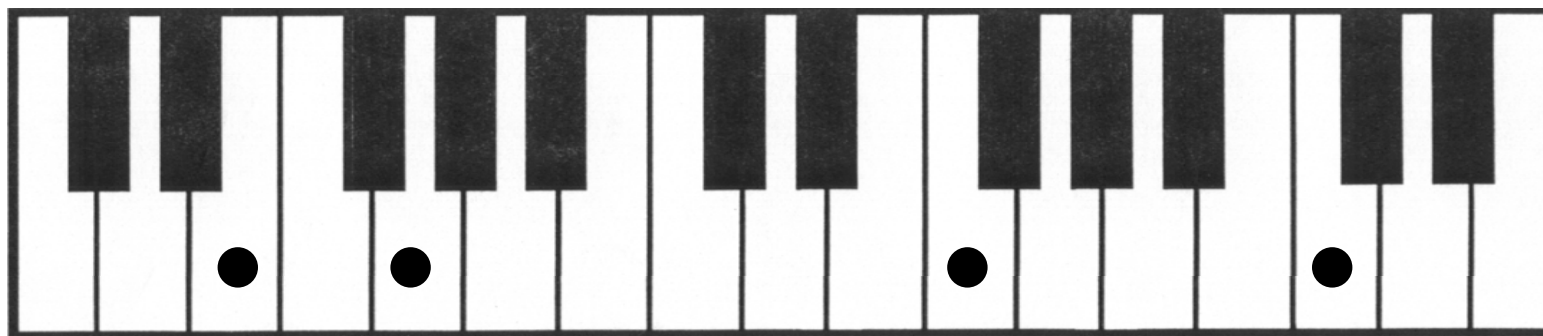
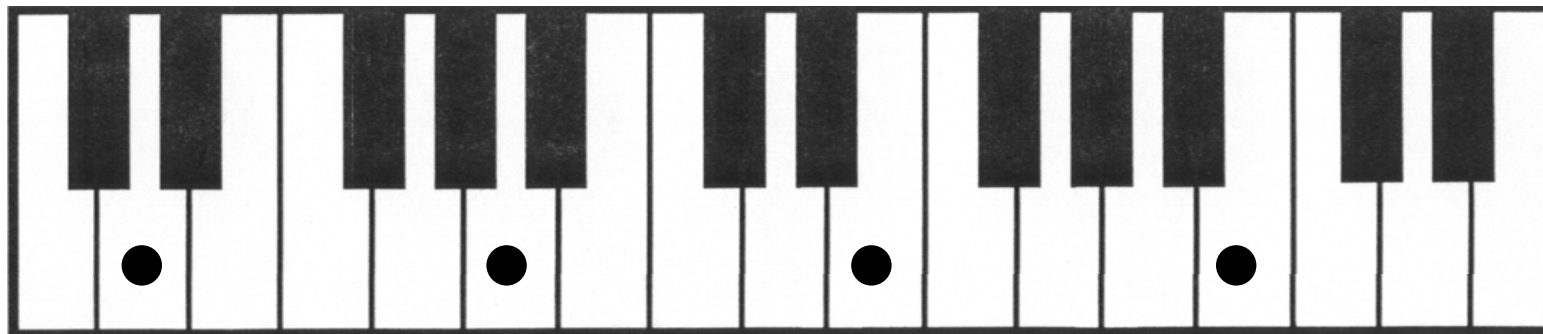
	B
--	---



E	
---	--

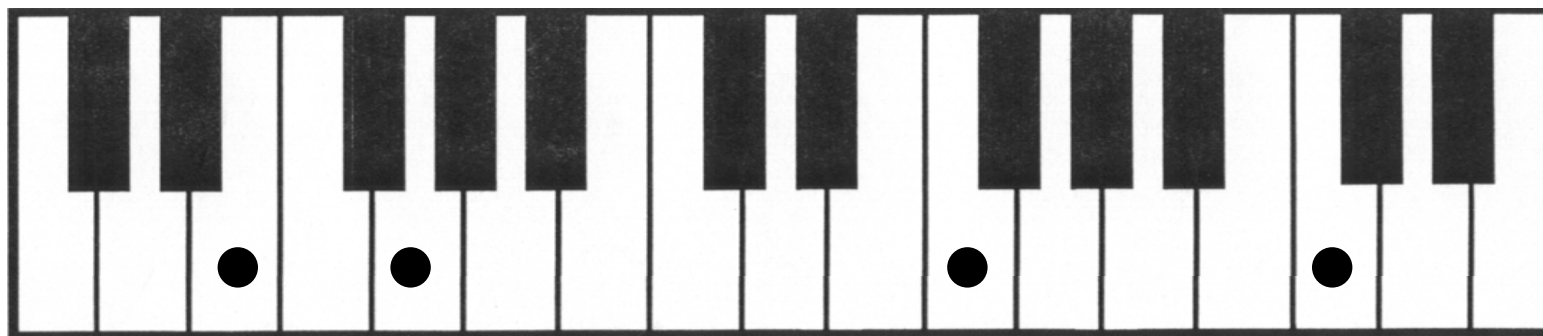
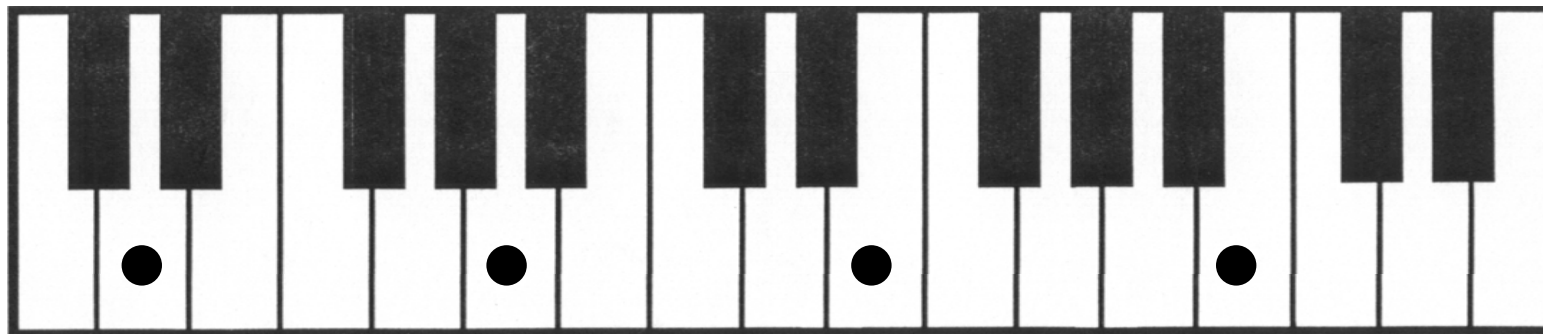
Seconds

Write the letter
2↑ [second up]
from the dot



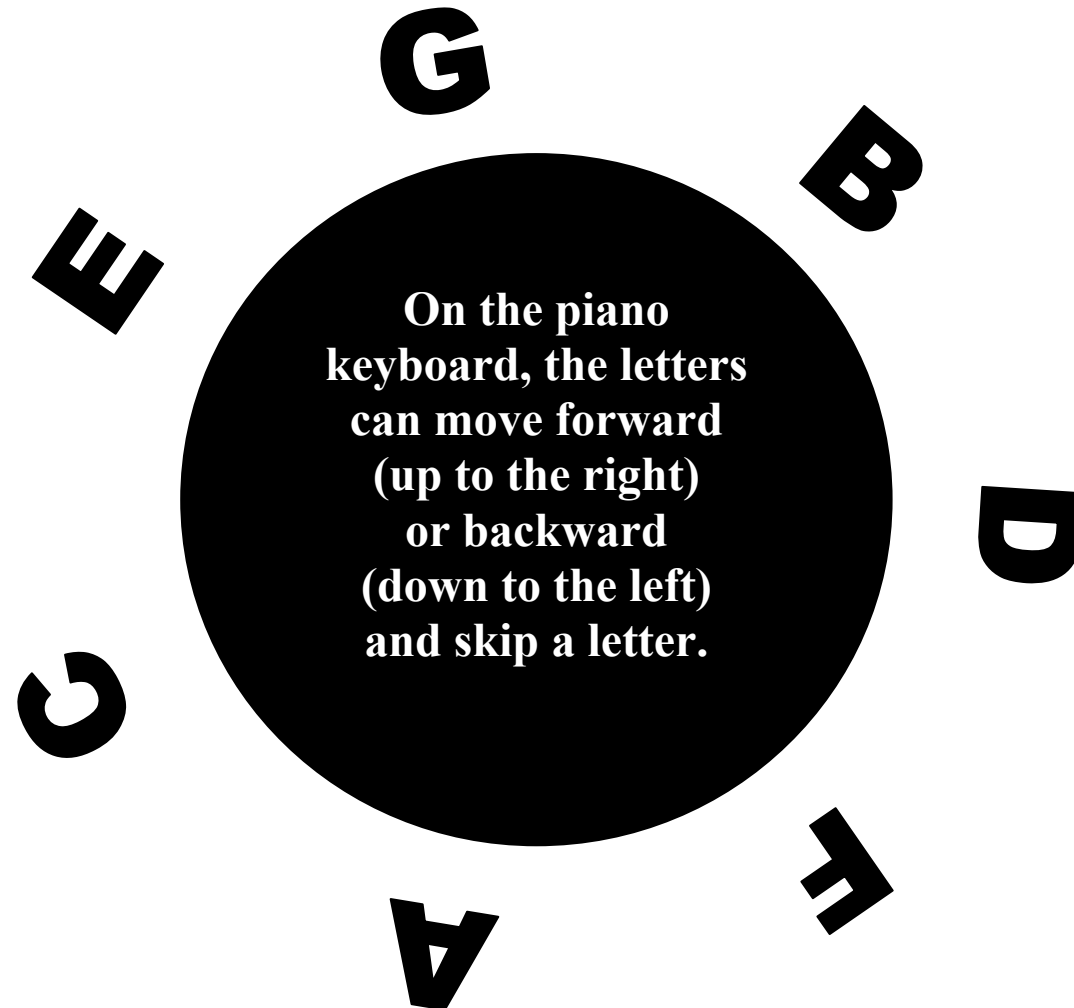
Seconds

Write the letter / sound
2↓ [second down]
from the dot



MUSIC ALPHABET LOOP

The Music Alphabet can skip a letter

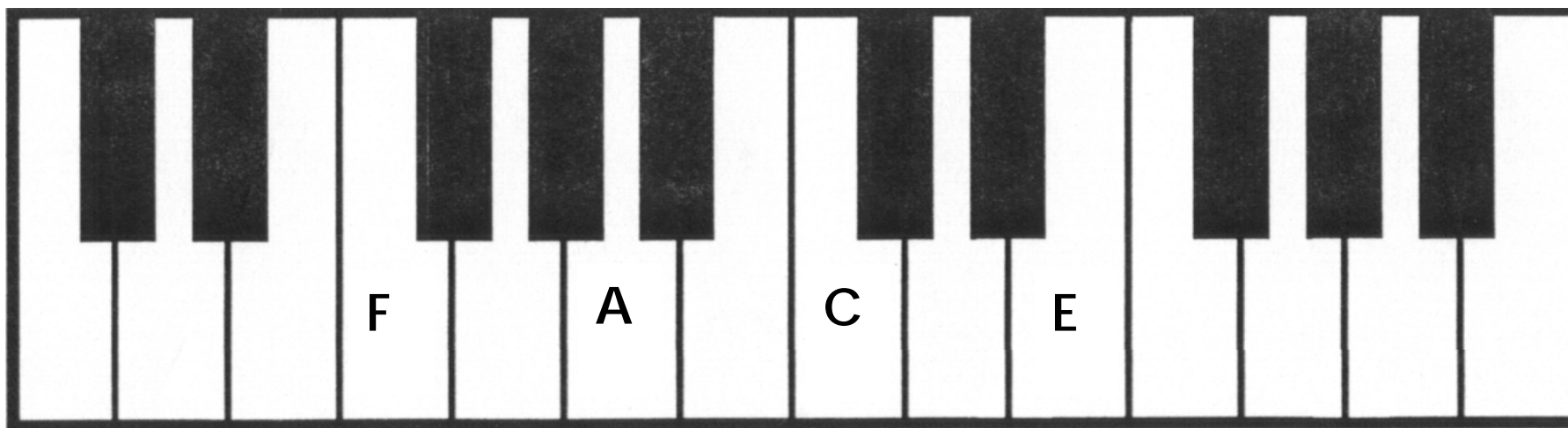


KEYBOARD GEOGRAPHY

Intervals: Thirds

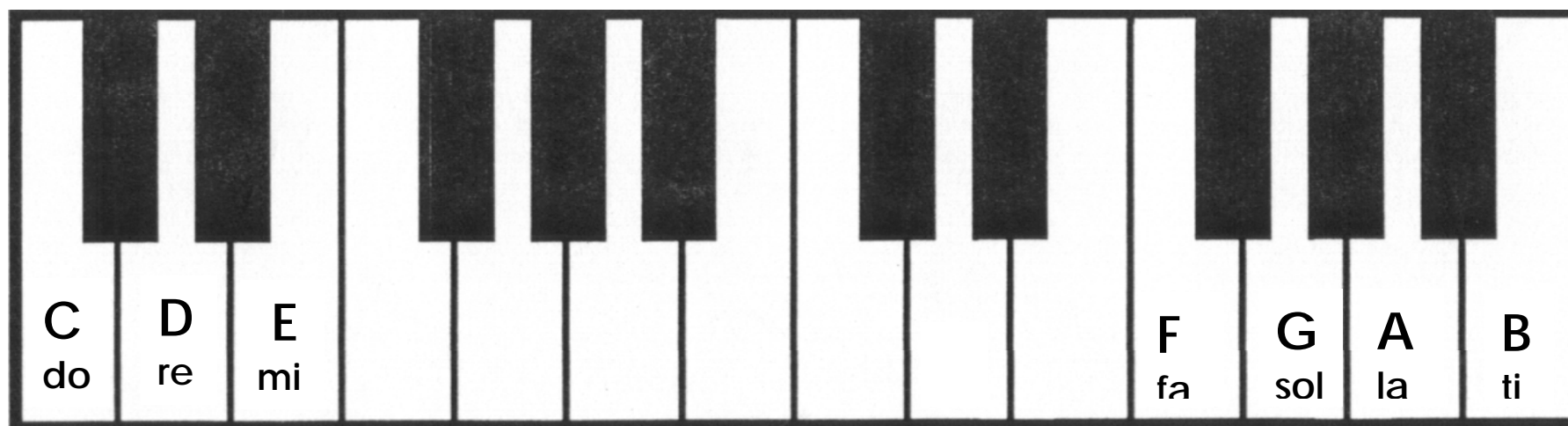
The distance between two keys is called an INTERVAL.
The interval of a THIRD skips one key on the keyboard.

C [skip D] **E**



KEYBOARD GEOGRAPHY

Interval Drills: Thirds



Daily Drills: Set 5 Thirds

A third skips one letter / sound in the alphabet.

1. Play **F - fa** 3↑. Name the note.
2. Play **E - mi** 3↓. Name the note.
3. Play **C - do** 3↑. Name the note.
4. Play **G - sol** 3↓. Name the note.
5. Play **D - re** 3↓. Name the note.
6. Play **B - ti** 3↑. Name the note.
7. Play **A - la** 3↓. Name the note.

Alphabet Theory

Thirds

Write thirds UP to the right or DOWN to the left following the direction of the arrow

	←	G
--	---	---

	←	F
--	---	---

C	→	
---	---	--

	←	B
--	---	---

D	→	
---	---	--

	←	E
--	---	---

A	→	
---	---	--

	←	C
--	---	---

F	→	
---	---	--

	←	A
--	---	---

B	→	
---	---	--

	←	D
--	---	---

E	→	
---	---	--

G	→	
---	---	--

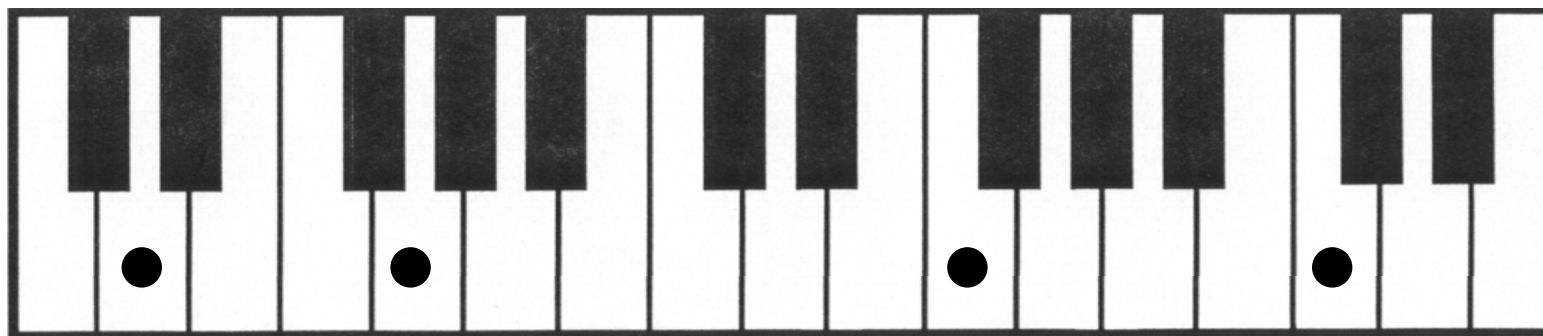
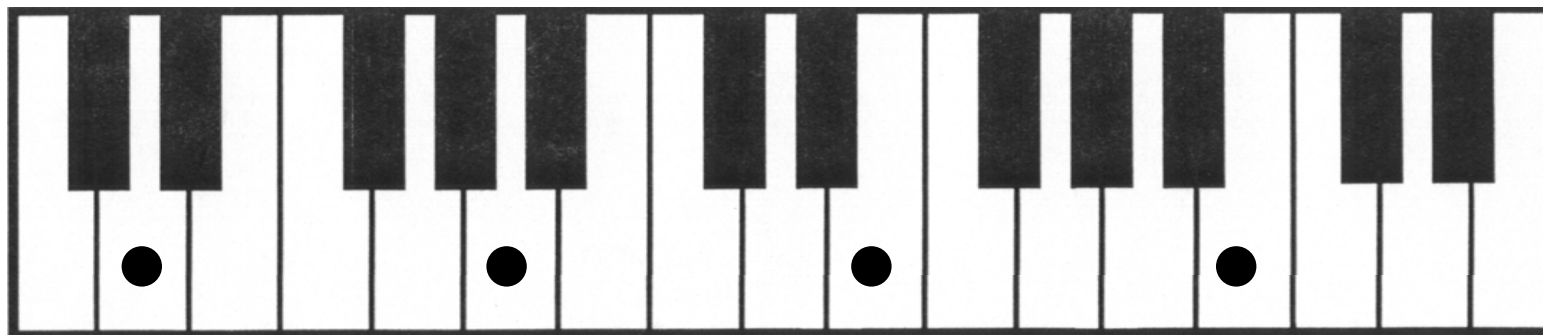
	←	B
--	---	---

Th thirds

Write the letter / sound

3 ↑ [third up]

from the dot

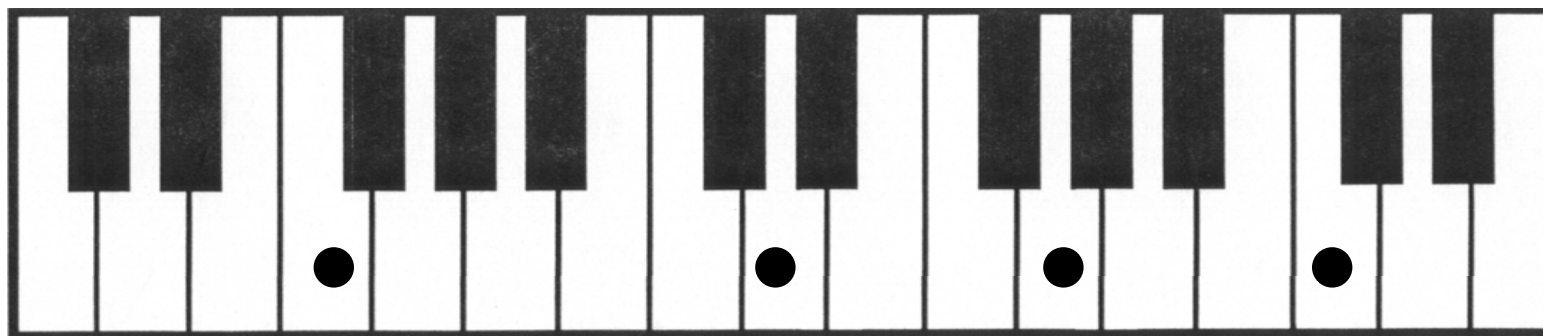
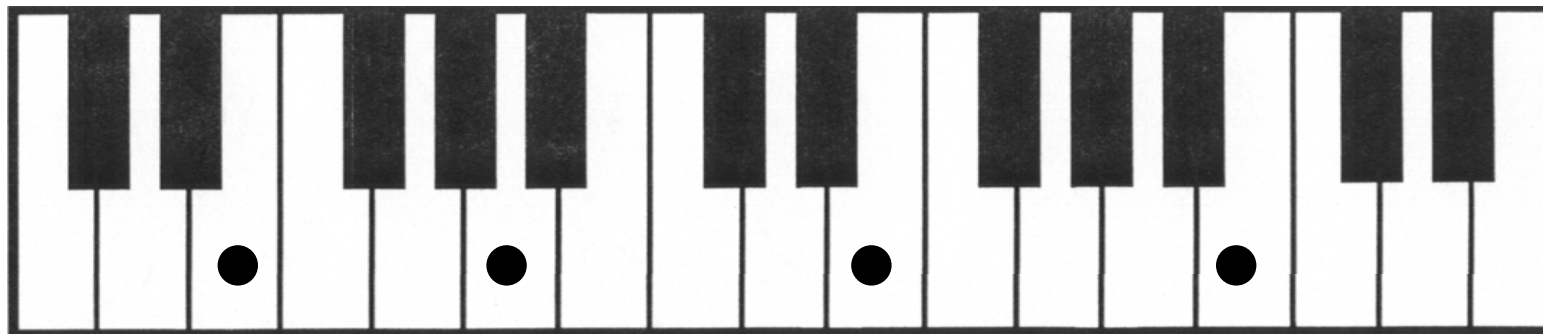


Thirds

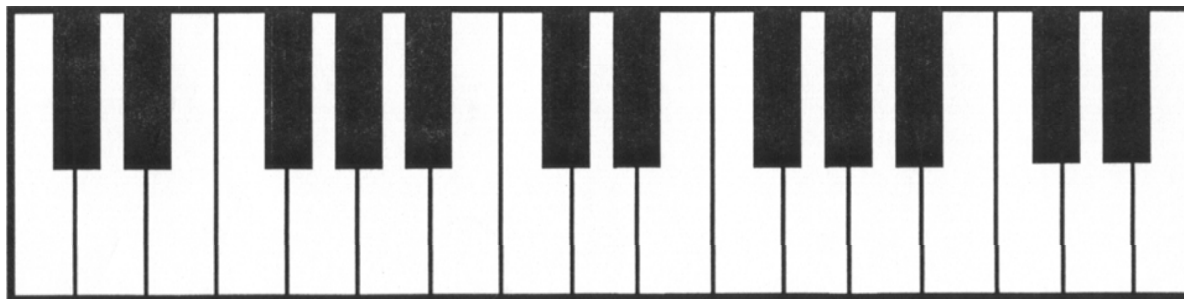
Write the letter / sound

3 ↓ [third down]

from the dot



Interval Search



Fill in the answers. Play the intervals.

3rd ↑ from F _____

2nd ↓ from A _____

3rd ↑ from B _____

3rd ↑ from A _____

2nd ↓ from F _____

2nd ↑ from B _____

2nd ↓ from E _____

2nd ↑ from C _____

3rd ↓ from C _____

2nd ↑ from D _____

2nd ↓ from G _____

3rd ↑ from E _____

3rd ↓ from F _____

3rd ↑ from C _____

Guide Notes

Keyboard Finger Drills

SAY & PLAY

LEFT HAND

Finger 3* on Guide Notes

Middle C

Middle C - 2nd↑

Middle C - 2nd↓

Middle C

Bass C - 2nd↑

Bass C - 2nd↓

Low C

Low C 2nd↑

Low C - 2nd↓

*Some students will be able to
FingerPads 2, 3 and 4 for this drill.

Some students will use
only FingerPad 2 for the drill.

Goals

To KNOW the location of Guide Notes

To FEEL seconds up and down

To HEAR seconds up and down

1. Locate the Guide Note on the piano.
Use Finger 3 on the Guide Note.*

2. SAY and PLAY

seconds up and down from each Guide Note.



SAY & PLAY

RIGHT HAND

Finger 3* on Guide Notes

Middle C

Middle C - 2nd↑

Middle C - 2nd↓

Treble C

Treble C - 2nd↑

Treble C - 2nd↓

High C

High C - 2nd↑

High C - 2nd↓

*Some students will be able to
FingerPads 2, 3 and 4 for this drill.

Some students will use
only FingerPad 2 for the drill.

KEYBOARD GEOGRAPHY

Half Steps and Enharmonics



<p>Set 1A Half Step Up = Sharp</p> <p>Play half steps going UP.</p> <p>Use finger 2, right hand. Use finger 2, left hand.</p> <p>Count half steps. Start with zero.</p> <p>Play with eyes closed.</p>	<p>Set 1B SHARP Half Step Up</p> <p>Play G half step up. Name the note. Play D half step up. Name the note. Play C half step up. Name the note. Play E half step up. Name the note. Play F half step up. Name the note. Play B half step up. Name the note. Play A-half step up. Name the note.</p>	<p>Set 2A Half Step Down = Flat</p> <p>Play half steps going DOWN.</p> <p>Use finger 2, right hand. Use finger 2, left hand.</p> <p>Count half steps. Start with zero.</p> <p>Play with eyes closed.</p>	<p>Set 2B FLAT Half Step Down</p> <p>Play G-half step down. Name the note. Play D-half step down. Name the note. Play C-half step down. Name the note. Play E-half step down. Name the note. Play F-half step down. Name the note. Play B-half step down. Name the note. Play A-half step down. Name the note.</p>
<p>Set 3 Sharps and Flats</p> <p>Play all the G-sharps going up. Play all the D-flats going down. Play all the E-sharps going up. Play all the F-flats going down. Play all the F-sharps going down. Play all the A-flats going up. Play all the B-sharps going down. Play all the C-flats going up. Play all the E-flats going down.</p>		<p>Set 4 Counting Half Steps Start counting on the first note with zero.</p> <p>Start on D. Count up 2 half steps. Use RH. Start on F. Count down 4 half steps. Use LH. Start on A-flat. Count up 4 half steps. Use RH. Start on D-flat. Count up 1 half step. Use LH. Start on F-sharp. Count down 4 half steps. Use RH. Start on B. Count up 3 half steps. Use LH. Start on C. Count down 2 half steps. Use RH. Start on G. Count up 1 half step. Use LH.</p>	