



# ***Melody Adventures***

## **PRIMER A SAMPLES**

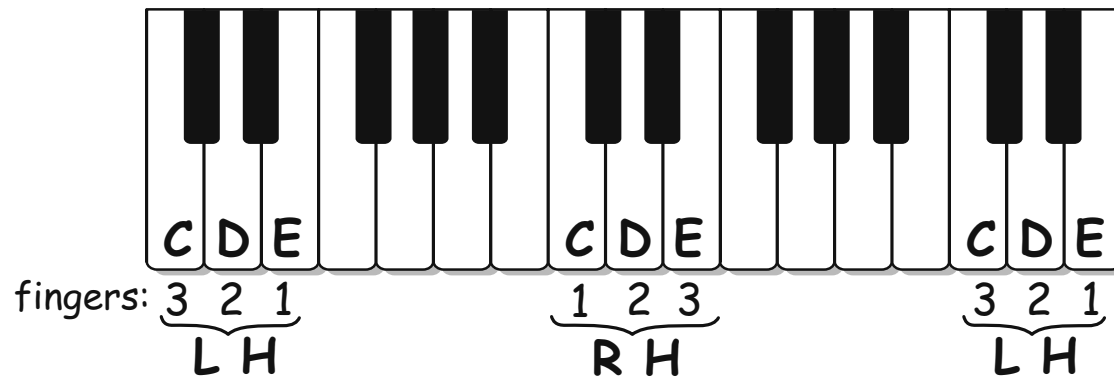
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Gayle MacAulay Dunsmoor

# Let's Begin



# Surrounding Two Black Keys



LH

Joining Exercise

RH

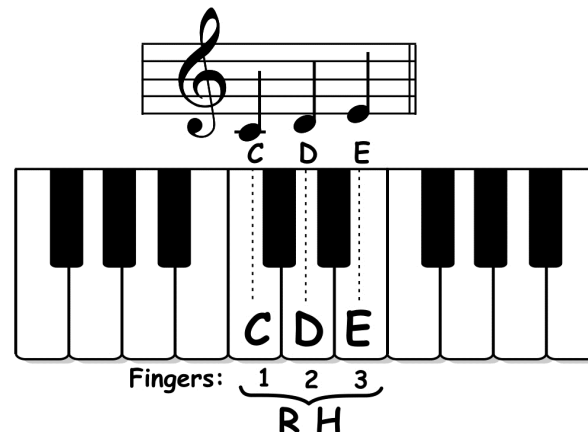
- Press C down with LH 3rd finger
- While holding C down, press D (2)
- Once both keys are down, release C
- While holding D down, press E (1)
- Once both keys are down, release D

- Press C down with RH thumb (1)
- While holding C down, press D (2)
- Once both keys are down, release C
- While holding D down, press E (3)
- Once both keys are down, release D

△? How many groups of C-D-E keys can you find on your keyboard? \_\_\_\_\_

## Time Signature $\frac{2}{4}$

Indicates there is a value of 2 quarter notes (♩ ♩) within every measure



♩ **one-count note**  
 ♪ **two-count note**  
 (1 count = 1 beat)

## Melody

1 2 3

Hi, my name is Me - lo - dy.

5 2

Come and play some songs with me!

Duet/Accompaniments are **for the Teacher or Advanced Student** to perform with the student.

**DUET/ACCOMPANIMENT** (Play 1 octave higher than written)

Notes with up-turned stems are for the Right Hand

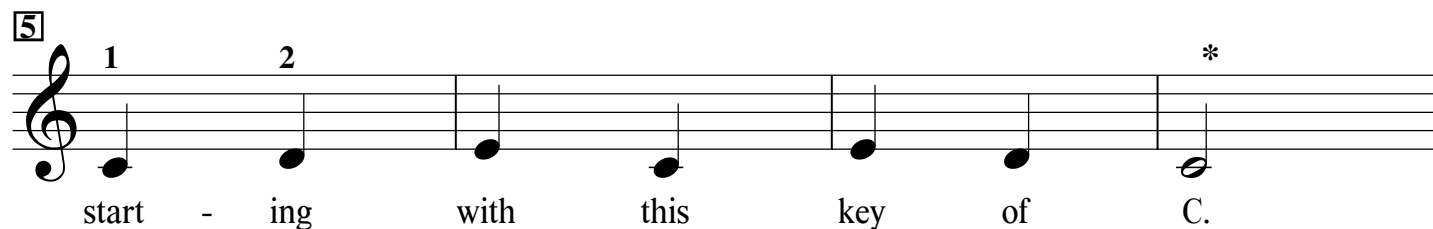
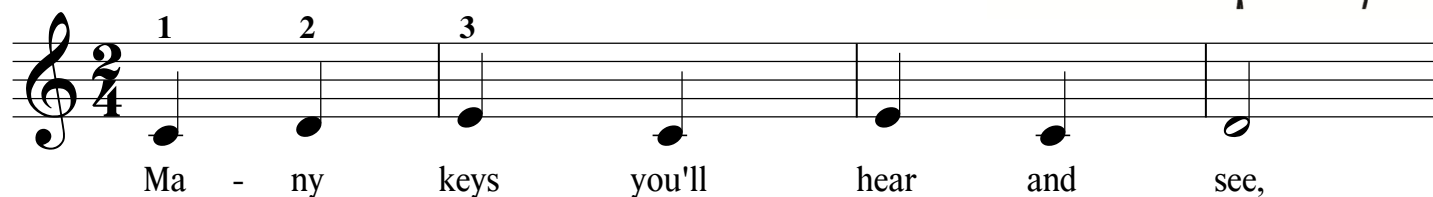
Notes with down-turned stems are for the Left Hand

## Two Meanings for KEY:

1. The Tone\* on which the melody is built  
Often called the "Home Tone"  
(Melodies generally end on the Home Tone)
2. The black or white levers on the keyboard

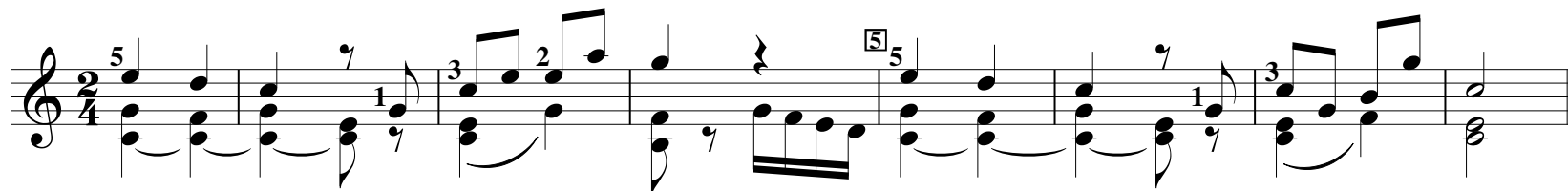


# Key of C



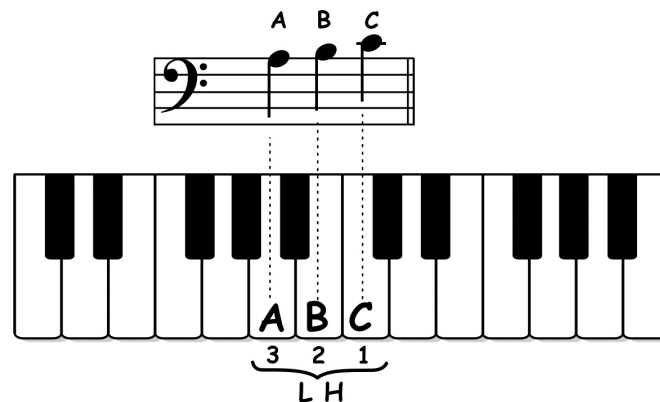
\* This tune ends on the **home tone** named 'C'

**DUET/ACCOMPANIMENT** (Play 1 octave higher than written)



## Bass Clef

Notation on the **Bass Staff** is generally for the LH and most often played on the piano keys to the **left of Middle C**. 'Bass' means a lower pitch.



## Brother Jay

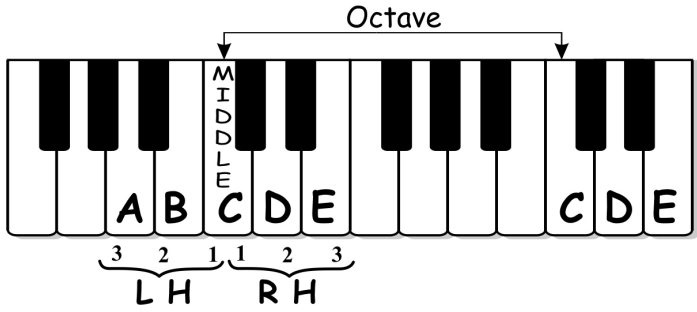
The musical score for "Brother Jay" is written in 2/4 time. The melody line is in the treble clef, and the bass line is in the bass clef. The lyrics are: "Meet my young - er broth - er Jay. He is kind of sad to - day." The bass line uses finger numbers 3, 2, and 1 for the first three notes. The melody line starts with a 5th finger fingering. The piece ends with a home tone 'A' marked with an asterisk.

\* This tune ends on the **home tone** named 'A'

**DUET/ACCOMPANIMENT** (Play as written)

The Duet/Accompaniment section is written in 2/4 time. It features a melody line in the treble clef and a bass line in the bass clef. The melody line includes finger numbers 5, 1, 3, 3, 5, and 3. The bass line includes finger numbers 3, 3, and 3. The piece ends with a final chord.

**Octave:** distance of 8 letter names  
Example: C to the nearest C is 1 octave.



# Rufus



Now, meet Ru - fus, 'Su - per - Dog!'

5

He's my part - ner when I jog.

1 3

 What is the **home tone** for the above tune?

**DUET/ACCOMPANIMENT** (Play as written while the above melody is performed 1 octave higher)

[illegible]

## Time Signature



Indicates there is a value of 3 quarter notes (♩♩♩) within every measure

# Sad or Glad

♩. three-count note






Home tone is \_\_\_\_\_



Home tone is \_\_\_\_\_

**DUET/ACCOMPANIMENT** (play 1 octave higher than written)

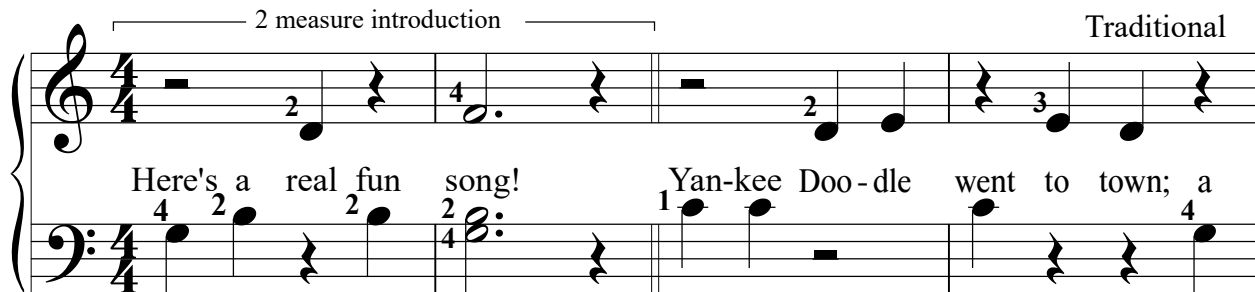



**Half Rest = 2 counts**  
 Same time value as  
 2 quarter rests (   )


**Whole Rest**  
 1 measure in any  
 Time Signature

# Yankee Doodle

2 measure introduction Traditional



Here's a real fun song! Yan-kee Doo-dle went to town; a



5



rid - ing on a po - ny. He stuck a fea - ther in his cap and called it Ma - ca - ro - ni.

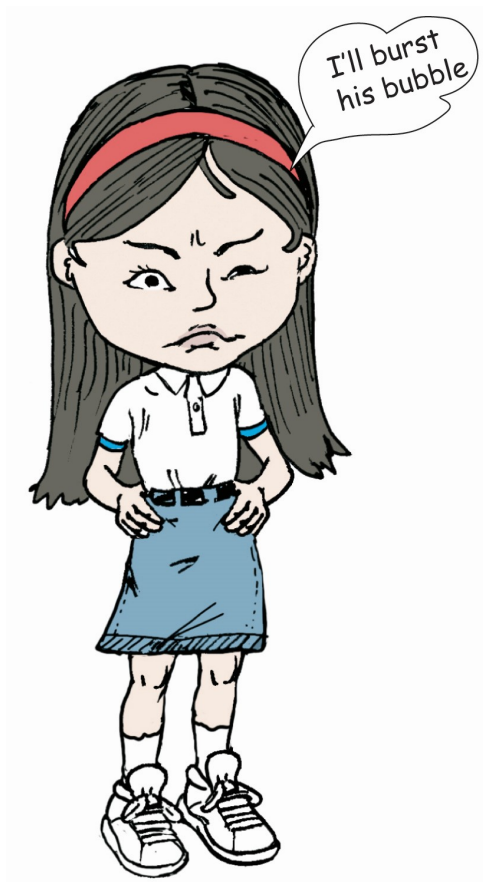
Home tone \_\_\_\_\_ major ☐ minor ☐

**DUET/ACCOMPANIMENT** (Play as written while the above melody is performed 1 octave higher)

2 measure introduction



*rit.*



# Blow The Blues Away

(Melody)

1 2 3

You're just bored; let's go Jay.

1 2 3

Can't be down on this nice day.

to page 19

**DUET/ACCOMPANIMENT** (Play 1 octave higher than written)

3 4 2 1

5

to page 19



**Accent**  
Note played louder



5 2 3

You will see stay with me and

blow the blues a - way, a - way, a - way.

Home tone \_\_\_\_\_ major ☐ minor ☐



Which of the following has the same time value as the rest that sits on the 3<sup>rd</sup> stave line?  ☐  ☐

**Duet/Accompaniment** (cont'd from page 18)

5 2 4 3 2 3


You will see stay with me and



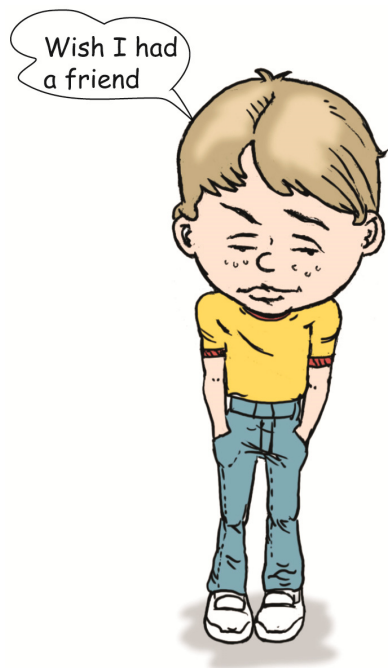


see dynamics, p 21

Traditional

**SHARP**  
  
 Play black key  
 to the right of G  
 Raises Pitch to the nearest key.

# Blue Jay!

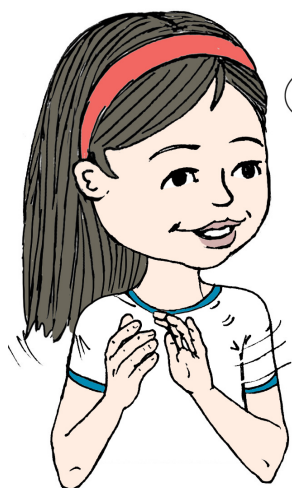


**(Melody)**  
*mf* Oh, poor Jay, you real - ly are blue. *It's too*  
*bad; I'm sor - ry for you. Just rest and watch a*  
*nice car - toon; You'll feel bet - ter this af - ter - noon.*

5 9 13

**DUET/ACCOMPANIMENT** (Play as written while the above melody is played 1 octave higher)

9 13 5 1 2 5 5 2 8<sup>vb</sup>



Here's a happy  
folk song

# Lightly Row

Folk song melody, Germany  
Lyrics, Jim & Gayle Dunsmoor

5 3 4 2 1 2

Light - ly row, through the tide, O'er the gen - tle

*mp*

1 2

5 5 4

waves we glide. Let's ex - plore; pull those oars. Wind is on our side.

*mp*

3 2

to page 27

**DUET/ACCOMPANIMENT** (Play as written while the above melody is played 1 octave higher)

Introduction

*rit.*

1 2 3

to page 27

**Note Find** (pp 58 - 61)  
 One line a day recommended -  
 until playable under 10 seconds

**9**

Not too jerk - y; keep it smooth. Find your rhy - thm; catch the groove.

*mp* *mf*

2 3 4 3 5 3

2 3

**13**

Light - ly row, light - ly row. Now we're on the move!

*mp*

5 4 2 4

1 5 C

**Duet/Accompaniment** (cont'd from page 26)

**9**

Light - ly row, light - ly row. Now we're on the move!

*mp*

5 2 1 2 1 4 3

## $\frac{4}{4}$ or **C** TIME

**strong**   weak   medium   weak

# It's Too Bad!

A cartoon illustration of a boy with blonde hair lying on a brown sofa, looking sad with a frown. A girl with brown hair and a red headband stands next to him, asking, "Are you okay?" in a speech bubble. The boy is wearing a yellow shirt and blue pants, while the girl is wearing a white shirt and blue skirt.

The musical score is written for piano and voice. It consists of two systems. The first system has a treble clef staff with a melody line and a bass clef staff with a piano accompaniment. The melody line starts with a treble clef and a common time signature. The lyrics are: 'It was some - one want - ing you; he said his name was'. The piano accompaniment starts with a bass clef and a common time signature. The lyrics are: '> w ( ) w > w ( ) w'. The second system has a treble clef staff with a melody line and a bass clef staff with a piano accompaniment. The melody line starts with a treble clef and a common time signature. The lyrics are: 'Stu. He was hop - ing you were free to go with him and Je - re - my.'. The piano accompaniment starts with a bass clef and a common time signature. The lyrics are: 'p. He was hop - ing you were free to go with him and Je - re - my.'. The score is written in a simple, clear style with a large font for the lyrics and a clear notation for the music.

The illustration shows a boy with blonde hair, wearing a yellow shirt and blue pants, lying on a brown couch. He is looking up at a girl who is standing next to the couch. The girl has long brown hair and is wearing a white shirt and a blue skirt. She is looking down at the boy. The background is a simple, light-colored wall.

to page 37

**DUET/ACCOMPANIMENT** (Play 1 octave higher than written)

1  
5

3 1 3 1. 2 4. 2. 5 2 1 5

to page 37

to page 37

9

2 4 3

*mp* It's too bad you're de - pressed and in need of re - st.

2 3 *rit.*

13 *a tempo*

*f* I told Stu you could not play; to try a - gain a - no - ther day.

Home tone \_\_\_\_\_ major ☐ minor ☐

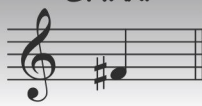
? How many beats/counts are in every measure of "It's Too Bad"? \_\_\_\_\_

? How many quarter notes (♩) are needed to equal the time value of a whole note (♩)? \_\_\_\_\_

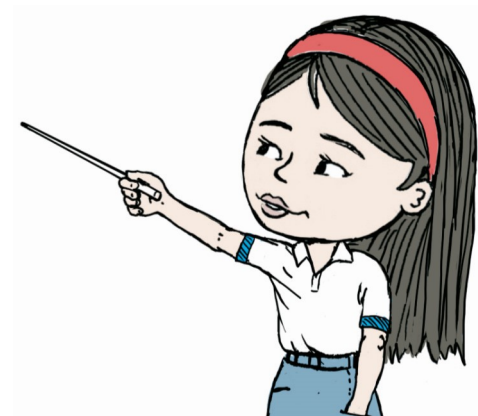
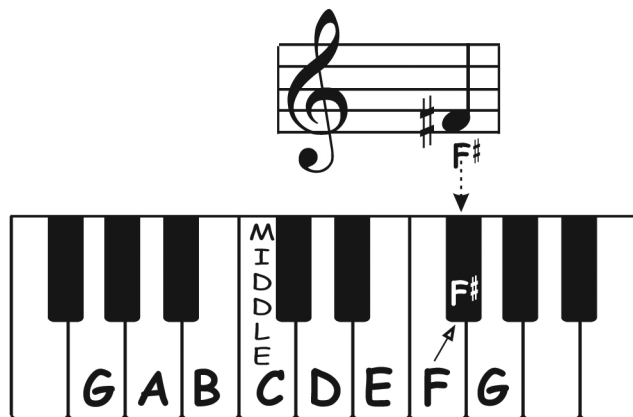
### Duet/Accompaniment (cont'd from page 36)

9 5 3 13 *a tempo*

*rit.*

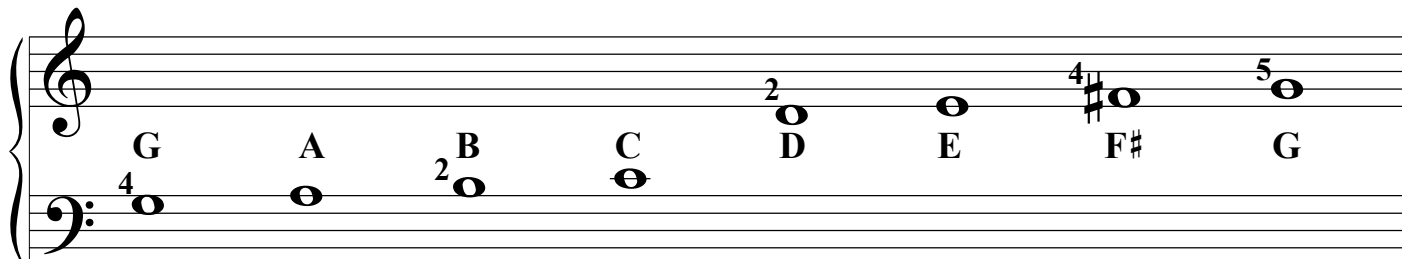
SHARP


Raises Pitch  
Play black key to  
the right of F

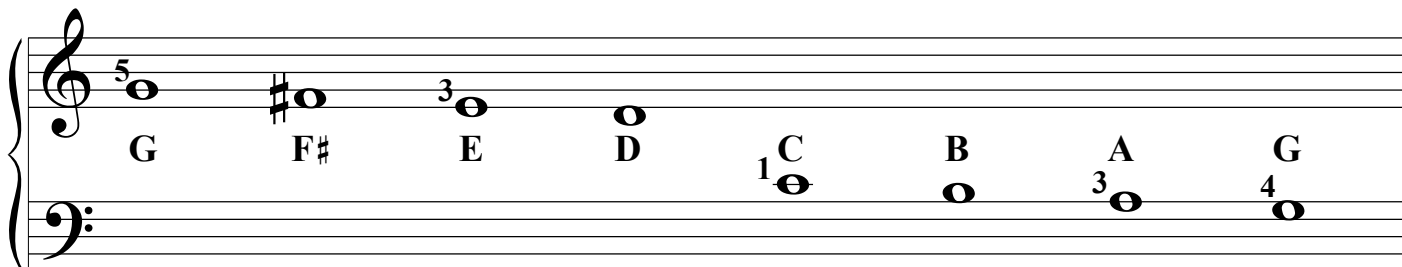


## Scale in the Key of G Major

Ascending



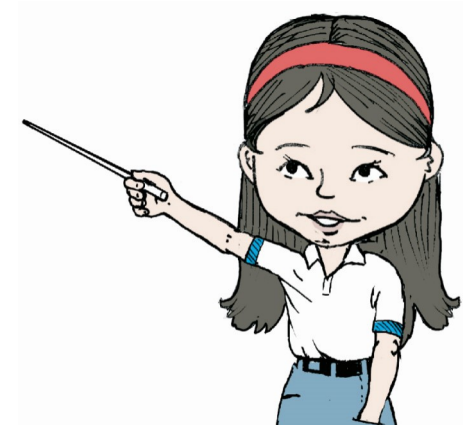
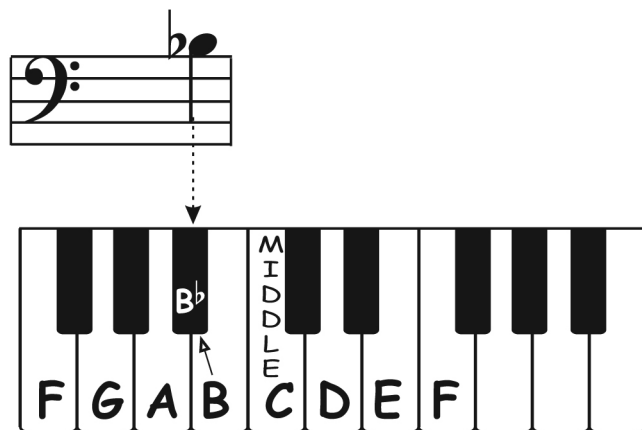
Descending



Playing only white keys, repeat the above beginning on any 'C' key. BRAVO! You played C Major Scale!

**FLAT**

**Lowers Pitch**  
 Play black key  
 to the left of B



## Scale in the Key of F Major

Ascending

Descending

Repeat the above F scale beginning on any 'F key'.



# Key of G

(Jay) *mf* I can sing in maj - or keys; *p* see if it will work for me. It

4 5

5 4 4 9 Key Change

real - ly is a hap - py feel - ing in this key of G. All rea - dy change the key

*f* *rit.* to page 41

**DUET/ACCOMPANIMENT** (Play as written while the above melody is performed 1 octave higher)

2 measure introduction

5 4 1 5 2 4 5 9

*rit.* to page 41

## "Key of G" and "Key of F"

Without a major or minor indication,  
the key is understood to be major.

# Key of F

**11** Cont'd from p 40

(Jay)  
Now let's try this o - ther key; see what it will do for me. Oh

*p*

5

**15**

yes, I'm real - ly bet - ter with this ma - jor key of F

*rit.*





Unless otherwise indicated, which note is always a flat in the Key of F? \_\_\_\_\_

## Duet/Accompaniment for "Key of F"

**11**

5 4 3 2 1 2 3 4 2 1



 **Staccato:** Note head has a dot.  
 Played detached (off)  
 Played **staccato with an accent**

# Brother, Brother

(Melody)

*f.* Bro - ther, bro - ther, I am *>* mad. You said you were oh so sad.

*rit.*

**5** *a tempo*

*mp* Now that you have found a friend, you sud - den - ly are fine a - gain.

to page 43

## DUET/ACCOMPANIMENT (Play as written)

2 measure introduction

*rit.*

**5** *a tempo*

to page 43

*accel.* **accelerando**  
gradually faster

9

Bet - ter not let me catch you or I will make you real - ly blue.

*p* *mf*

*accel.*

13



? On which line of the staff does the half rest sit? \_\_\_\_\_

? How many counts/beats does the half rest receive? \_\_\_\_\_

### Duet/Accompaniment (cont'd from page 42)

9

*p* *mf*

*accel.*

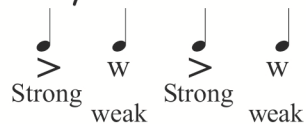
13

8va

Time Signature 

Indicates there is a value of 2 half notes (♩ ♩) within every measure.

Rhythmic Accents:



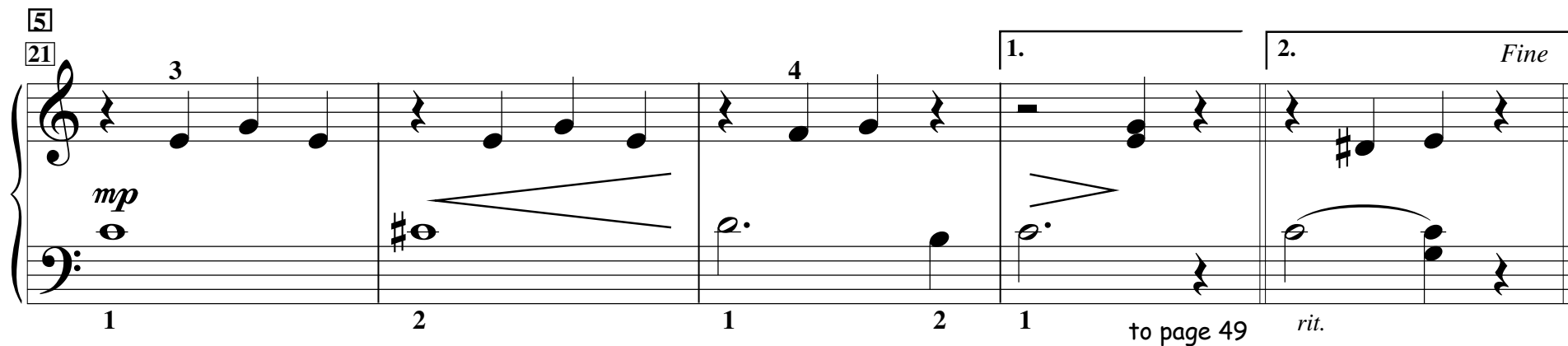
# Whatever!

**1**  
**17** Rhythmically free



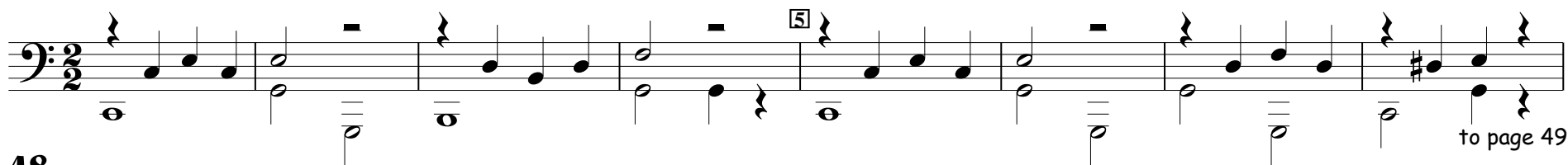
1 2 1 2

**5**  
**21**



1 2 1 2 to page 49 rit.

**DUET/ACCOMPANIMENT** (Play as written)



to page 49

9

*f* *p*

13

*f* *p*

*D.C. al Fine*

*rit.*

How many measures have a half rest? Two ☐ Three ☐ Four ☐

**Duet/Accompaniment** (cont'd from page 48)

9

*f* *p*

*rit.*

17

21

*rit.*

8<sup>vb</sup>

**Eighth Notes**  
 These notes share the beat equally.  
 2 eighths = 1 quarter note

1 half (h) = 2 eighths  
 Often written



# Shoo Fly

2 measure introduction

*mf* 8

(Melody)

*f* Shoo fly, don't bo - ther me. *mp* Shoo fly, don't

3 2

5

bo - ther me. *mf* Shoo fly, don't bo - ther me. You are an - noy - ing as can be. I

to page 51

**DUET/ACCOMPANIMENT** (Play as written while the above melody is performed 1 octave higher)

2 measure introduction

1 5

3

repeat & continue to page 51

9 feel, I feel, I feel, I feel like a grum - py bear. 13 *a tempo* I feel, I feel, I

*p* *f* *mp*

rit. Grum - py Bear

feel, I feel like some fresh air. Shoo Fly.



? Which of the following is the Time Signature for "Shoo Fly"?  $\frac{4}{4}$   $\frac{2}{4}$

Duet/Accompaniment (cont'd from page 50)

9 rit.

13 *a tempo*

© QuenMar Music

# Get Ready!

(Melody)  
Ru - fus, get rea - dy, it's time to head

*mf*

out. Let's find those pla - ces you're

*mp*

to page 53



**DUET/ACCOMPANIMENT** (Play as written while the above song is performed 1 octave higher)

woof, woof Coda (p 53)

9

bark - ing a - bout It's a great day; we'll take the bike -

*p*

4 5

13

way. I know what you want; Let's

*f*

Coda

8<sup>va</sup> 2 4

hear what you say. You lead the way.

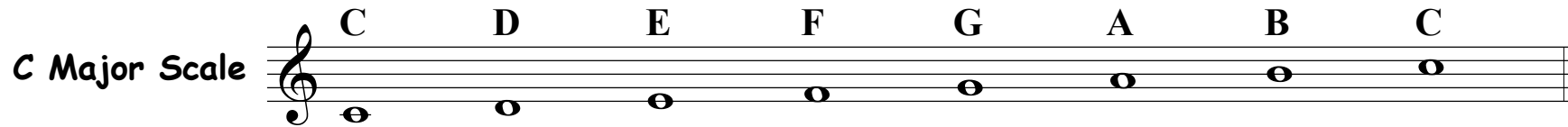
rit.

⚠ Which of the following rhythmic accents are correct for  $\frac{3}{4}$  time?

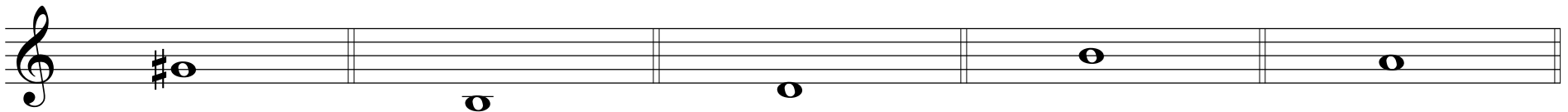
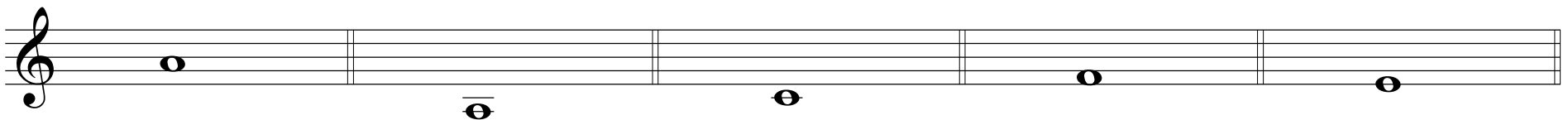
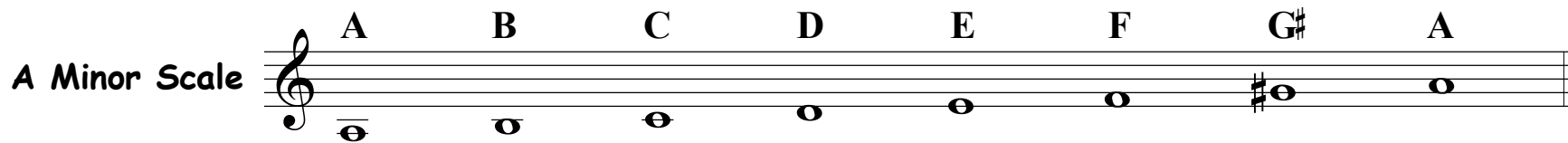
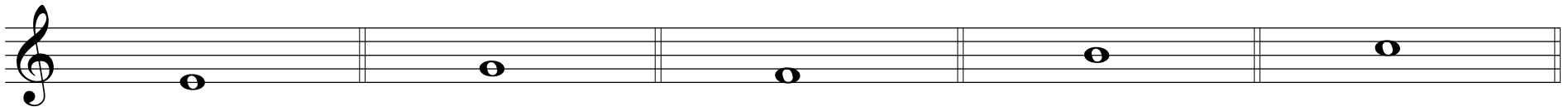
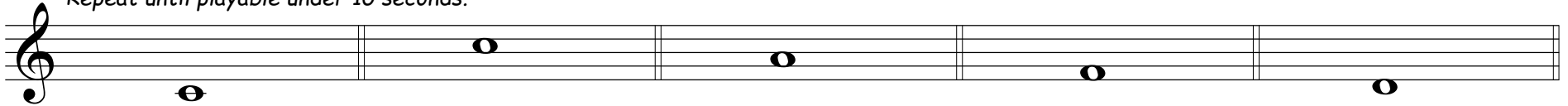
> w w ☐ w w > ☐



# Note Find in the Treble Clef



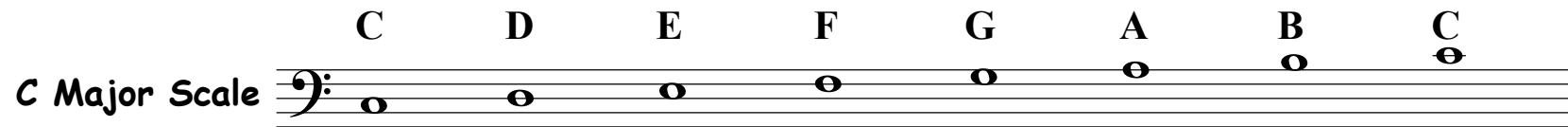
Play and say the name for each of the following notes:  
Repeat until playable under 10 seconds.



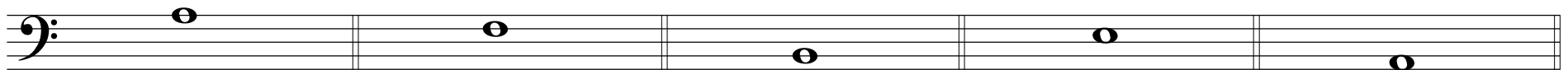
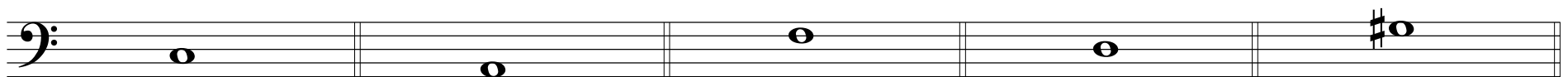
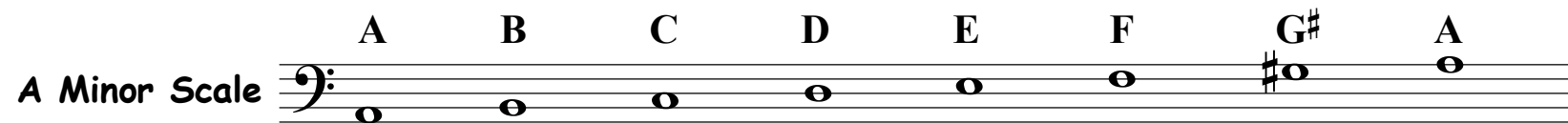
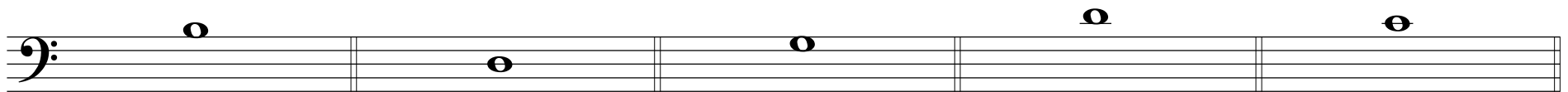
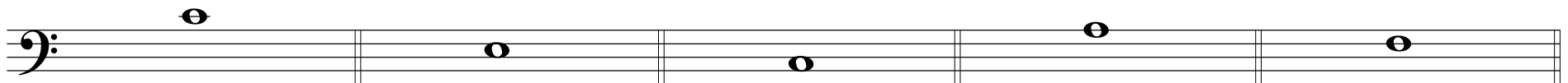
## Help Needed!



# Note Find in the Bass Clef



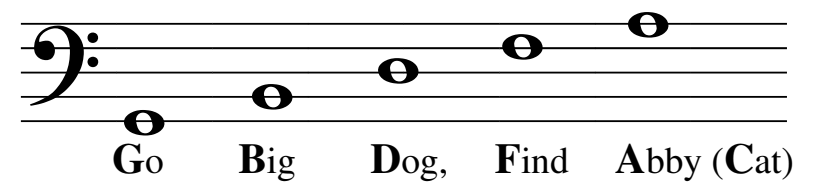
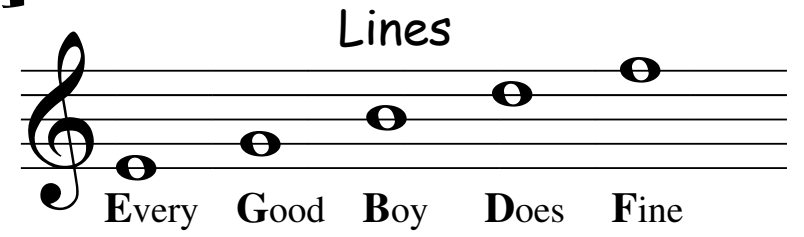
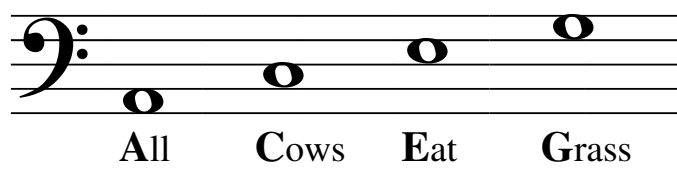
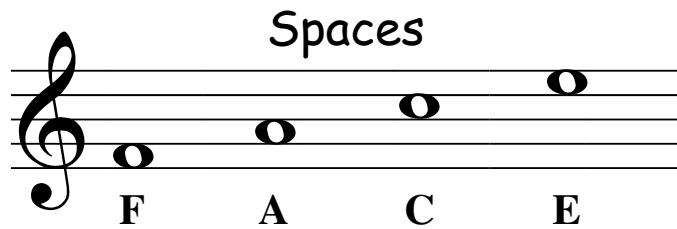
Play and say the name for each of the following notes:  
Repeat until playable under 10 seconds



## Join Us!



# Note Helpers\*



\* 'Note Helpers' are suggestions. You could find your own helpers!

1. Choose fingering for the following notes and say the names as you play:

