Hal Leonard Student Piano Library

A piano method with music to please students, teachers and parents! The Hal Leonard Student Piano Library is clear, concise and carefully graded. Perfect for private and group instruction.

Piano Lessons 1-5
Appealing music introduces new concepts

Piano Lessons
Instrumental Accompaniments 1-5
Correlated audio CD or General MIDI disk for lessons and games books

Piano Practice Games 1-4
Listening, reading, and improvisation activities correlated with lessons book

Notespeller for Piano 1-3
Note recognition activities

Piano Theory Workbook 1-5
Written theory activities correlated with lessons book

Piano Technique Book 1-5
Etudes to develop physical mastery of the keyboard (Instrumental Accompaniments optional)

Piano Solos 1-5
Additional correlated repertoire (Instrumental Accompaniments optional)

Supplementary
Teacher’s Guide & Planning Chart
My Music Journal
Flash Cards Set A

Teacher’s Guide
Piano Lessons Book 2

Includes:
• Teaching Suggestions for Every Piece
• Lesson Planning Chart for Books 2-5
• Introductory Improvisation Activities from Piano Practice Games Book 2

Written by
Barbara Kreader • Fred Kern • Phillip Keveren • Mona Rejino
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When music excites our interest and imagination, we eagerly put our hearts into learning it. The music in the Hal Leonard Student Piano Library encourages practice, progress, confidence, and best of all — success! Students respond with enthusiasm to the:

• variety of styles and moods
• natural rhythmic flow, singable melodies and lyrics
• exceptional teacher accompaniments
• improvisations threaded throughout the series
• Instrumental Accompaniments for every piece available on CD or General MIDI disk.

When new concepts have an immediate application to the music, the effort it takes to learn these skills seems worth it. Teachers appreciate the:

• realistic pacing that challenges without overwhelming
• clear and concise presentation of concepts
• uncluttered page lay-out that keeps the focus on the music.

The Library is available in five levels. Each level includes a Lesson Book and several supplementary books:

**PIANO PRACTICE GAMES**
Imaginative preparation activities to introduce pieces in the Piano Lessons books.

**PIANO THEORY WORKBOOK**
Fun and creative assignments that introduce the language of music and its symbols.

**PIANO SOLOS**
Original performance repertoire featuring 14 different composers. Available with instrumental accompaniments on CD or General MIDI disk.

**PIANO TECHNIQUE**
Etudes to develop physical mastery of the keyboard with optional instrumental accompaniments on CD or General MIDI disk.

**NOTESPeller FOR PIANO**
By Karen Harrington
Music worksheets and games in a story-book format that enhance reading and writing skills.
FOREWORD

Method books give you the materials you need, yet only the relationship between you and the student can bring the music to life. This Teacher's Guide is intended to suggest possible ways to introduce and work with each piece in Piano Lessons Book 2 of the Hal Leonard Student Piano Library.

New Concepts: highlight the new musical ideas presented in each piece

Touch & Sound: highlight the physical skills needed to create the appropriate sound and mood of each piece

Review: highlights those concepts that may need continued work

The teaching suggestions are divided into the following categories:

<table>
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<th>Prepare</th>
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<tr>
<td>Introduces the coordination and rhythm of each piece before combining those aspects of the music with pitch reading.</td>
<td>Includes steps to learning each piece, such as blocking, comparing phrases, and saying note names or intervals out loud.</td>
<td>Includes suggestions for putting all the steps together to play each piece accurately and in the appropriate tempo, mood, and style.</td>
</tr>
</tbody>
</table>

Many activities throughout this book include accompaniments that can be added in the following ways:

- Teacher Audio CD
- General MIDI Disk

Each page also includes references to the coordinated activities in Piano Practice Games, Piano Theory Workbook, Piano Technique, Notespeller, Piano Solos, and Music Flash Cards.

In addition, the Lesson Planning Charts on pages 49-65 give you an at-a-glance view of how to coordinate all of the books and materials in Books 1-5 of the Hal Leonard Student Piano Library.

We hope these teaching ideas will stimulate your own unique teaching style and will help you organize your lessons in ways that keep the pleasure of making music the first priority!

Barbara Hedder, Judy Kowal, Phillip Keveren, Mona Rejino
Student plays C D E F G in several positions all over piano keyboard.

Using keyboard guide at the top of the page, student finds new bass notes C D E in the piece Reflection.

Ask student to find all whole rests in piece.

Reflection means to rest for an entire measure.

Whenever you see this magnifying glass, fill in the name of the note.

New Concepts: Whole rest in piano keyboard.

Review: mp

Stepping up

Stepping down

Prepare

Student plays C D E F G in several positions all over piano keyboard.

Using keyboard guide at the top of the page, student finds new bass notes C D E in the piece Reflection.

Ask student to find all whole rests in piece.

Practice

While listening to Reflection, student:

1) claps rhythm and sings lyrics.

2) writes names of starting notes in the magnifying glasses.

Ask student: “How is the L.H. a reflection of the R.H.?”

Perform

Student reads and plays Reflection with a natural pulse on beat one of each measure.
While listening to My Own Song On C D E F G, student taps quarter notes, half notes and then whole notes.

While listening to My Own Song On C D E F G, student taps quarter notes, half notes and then whole notes.

Prepare

Practice

Student improvises in C Major five-finger pattern in one or more positions up and down keyboard.

Perform

Encourage student to improvise freely, using one or both hands, and with one or more note values.
While listening to *Ode To Joy*, student points to notes and counts rhythm aloud.

Ask student:
“How is line two different from line one?”

**Supplementary Books:**

**Theory Workbook**
*Drawing Notes*
*On The Staff* pg. 3

**Piano Technique**
*See-Saw* pgs. 7 & 9

**Notespeller**
*The Train Ride* pg. 5

---

**New Concepts:**  None, review piece

**Review:**

- Bass C D E

**Touch & Sound:**  Connected tones

---

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<tr>
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<tbody>
<tr>
<td><img src="apple.png" alt="Apple" /> <img src="cd.png" alt="CD" /> <img src="guitar.png" alt="Guitar" /></td>
<td>Student circles all repeated notes, then points and says letter names.</td>
<td>Student plays and reads piece, adding more arm weight after repeat for a full, <em>forte</em> sound.</td>
</tr>
</tbody>
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*Ode To Joy*

Ludwig van Beethoven  
(1770–1827)

Adapted by Fred Kern

---

*With majesty (L=105)*

---

*Accompaniment* (Student plays one octave higher than written.)

---

*With majesty (L=105)*
While listening to Carmen’s Tune, student:

1) claps this rhythm:

```
\[ \begin{array}{c}
\text{♩} \\
\text{♩ ♩ ♩} \\
\text{♩ ♩ ♩ ♩} \\
\text{♩ ♩ ♩ ♩ ♩} \\
\end{array} \]
```

2) plays the same rhythm with R.H. thumb on Middle C.
While listening to Andantino, student slides index finger along slurs in book, gently lifting finger off page by raising wrist at end of each phrase.

Ask student: “How many phrases are two measures long? Four measures long?”

As a warm up for m. 15-16, student plays G F E D C hands together, passing the sound smoothly from one finger to the next.

Student then removes the E from the above pattern and slowly plays G F D C hands together.

Student plays Andantino with a legato touch, gently lifting wrist at the end of each phrase.
While listening to *Big Ben*, student claps and counts this rhythm:

\[ \frac{3}{4} \begin{array}{cccc}
\ddot{\text{d}} & \dot{\text{d}} & \dot{\text{d}} & \ddot{\text{d}}
\end{array} \]

Ask student: “Which lines are exactly the same?”

---

**New Concepts:** None, review piece

**Touch & Sound:** *Legato* touch

---

**Prepare**

While listening to *Big Ben*, student claps and counts this rhythm:

\[ \frac{3}{4} \begin{array}{cccc}
\ddot{\text{d}} & \dot{\text{d}} & \dot{\text{d}} & \ddot{\text{d}}
\end{array} \]

---

**Practice**

Remind student to keep right heel on the floor when holding down the damper pedal.

This is a good review piece for \( \frac{3}{4} \) time. Make sure student holds dotted half notes for their full value.

---

**Perform**

Encourage student to experiment with piece by playing in higher and lower octaves on the keyboard.

Play song with 4 or more chimes at the end, and then ask student: “What time is it?”

---

**Supplementary Books:**

**Theory Workbook**

*Note Name Review* pg. 7

**Notespeller**

*Name The Canoes!* pg. 8

**Music Flash Cards – Set A**

*Pink #27, #28, #29, #30*

*Yellow #29*
Supplementary Books:

Practice Games
Listen & Respond  pg. 6
Read & Discover  pg. 6

Theory Workbook
Harmonic Or Melodic?  pg. 8
Harmonic 2nds And 3rds  pg. 9

Piano Technique
Bee Cha-Cha  pgs. 11 & 13

Notespeller
The Ferris Wheel  pg. 9

New Concepts:  Naming steps as 2nds
Naming skips as 3rds

Touch & Sound:  Playing melodic and harmonic intervals

Prepare
While listening to Please, No Bees!, student taps rhythm and sings lyrics.

Ask student:
“How many harmonic 2nds are in this piece?”
– harmonic 3rds?
– melodic 2nds?
– melodic 3rds?

Practice
Student plays L.H. warm-up at top of page, then writes note names in magnifying glasses.

In measure 3, instruct student to circle the melodic second between E and F. This is the only R.H. step in entire piece.

Perform
Student reads and plays Please, No Bees! with a lively tempo, while the left wrist bounces lightly on the harmonic intervals.
While listening to *Clapping Song*, student:

1) finger-taps L.H. accompaniment on the piano cabinet.

2) plays L.H. accompaniment on the piano keyboard.

In m. 3-4, and m. 7-8, student draws a line connecting note-heads of R.H. melody.

Student compares the shape of each line and then plays R.H. melody.

Student plays *Clapping Song* staccato with a bouncing wrist.

Fingers should naturally rebound and come to rest on the piano key.
While listening to *Hoedown*, student taps and counts rhythm.

Ask student:
“*How many melodic 4ths are in this piece?*”
– harmonic 4ths?

Student circles all the 4ths.
While listening to *Sunlight Through The Trees*, student:

1) claps this rhythm

2) claps and counts rhythm of piece with a natural pulse on downbeat of each measure.

Ask student:
“How long is each phrase?”

Since these phrases are not equal in length, make sure student holds the tied “G” notes at the end of lines 2 and 4 for their full value.

Student plays *Sunlight Through The Trees* with a soft, legato touch.

**New Concepts:**
Playing phrases of different lengths

**Touch & Sound:**
Playing legato phrases with a smooth and fluid motion

**Review:**
Melodic and harmonic 4ths
Tied notes

**Supplementary Books:**

**Practice Games**
*Imagin & Create* pgs. 10-11

**Theory Workbook**
*Intervalasaurus* pg. 13

**Piano Technique**
*Windchimes* pgs. 15 & 17

**Notespeller**
*A Treasure Hunt* pg. 11

**Piano Solos**
*The Stream* pgs. 8-9

**Music Flash Cards – Set A**
*Yellow #30*
**New Concepts:**  Upbeat (pick-up note)  

**Review:**  Staccato

**Touch & Sound:**  Two-note harmony between hands

### Prepare

While listening to *Bingo*, student claps rhythm and sings lyrics.

Ask student:
“How many beats are missing in the last measure?”

One count was removed from the last measure to give the beginning of the piece an upbeat (or pick-up note).

### Practice

In line two, student plays the first note of each measure hands together in whole notes:

Once this is mastered, student plays line two as written.

### Perform

Extra for Experts
Student repeats measure five 12 times while tapping foot (x) in these variations of the lyric “Bingo”:  

1) X  
2) X  
3) X X X  
4) X X X X  
5) X X X X X

---

**Supplementary Books:**

**Practice Games**  
*Listen & Respond*  pg. 13  
*Read & Discover*  pg. 13

**Theory Workbook**  
*Upbeat Melodies*  pg. 14

**Piano Technique**  
*Out To Sea*  pgs. 19-21
New Concepts: Treble Clef “A”  
Review: Upbeat

Touch & Sound: 4-measure phrases in \( \frac{3}{4} \) time signature

Prepare  
While listening to *Travelling Along The Prairie*, student:
1) claps this rhythm
   \[
   \begin{array}{cccc}
   \text{L.H.} & \| & \| & \| \\
   \text{R.H.} & \| & \| & \|
   \end{array}
   \]
2) slides index finger along slurs, gently lifting with wrist at the end of each phrase.

Ask student:
“How long is each phrase?”

Practice  
Ask student to compare the rhythm of each phrase.

Perform  
Slowly play the third phrase. Measures 9 and 10 are tricky because of the skip between G and E, the new note A, and also because rhythm is different.

To bring out beautiful shape of this piece, add *forte* dynamic to third phrase and *mezzo forte* to fourth phrase.

Supplementary Books:

**Practice Games**
- *Listen & Respond* pg. 14
- *Imagine & Create* pg. 15

**Theory Workbook**
- *Measuring Upbeats* pg. 15

**Notespeller**
- *The Airplane Ride* pgs. 12-13

**Piano Solos**
- *Leaps And Bounds* pg. 10

**Music Flash Cards – Set A**
- White #20
- Yellow #31

New Note A

Supplementary Books:

**Practice Games**
- *Listen & Respond* pg. 14
- *Imagine & Create* pg. 15

**Theory Workbook**
- *Measuring Upbeats* pg. 15

**Notespeller**
- *The Airplane Ride* pgs. 12-13

**Piano Solos**
- *Leaps And Bounds* pg. 10

**Music Flash Cards – Set A**
- White #20
- Yellow #31
While listening to *No One To Walk With*, student slides finger along slurs gently lifting wrist at end of each phrase.

Ask student:
“What is the mood of this piece?”

“What can you tell a story from the picture?”

New Concepts: Dynamic shading

**Touch & Sound:**
- **Crescendo**
- **Decrescendo**

**Prepare**

While listening to *No One To Walk With*, student slides finger along slurs gently lifting wrist at end of each phrase.

Ask student:
“What is the mood of this piece?”

“What can you tell a story from the picture?”

**Practice**

Student plays first two measures slowly with dynamic shading indicated while passing sound between hands.

**Perform**

Student plays piece in a slow, melancholy tempo, paying close attention to dynamics of each phrase.

Small hands may use third finger on the last note marked forte.

---

**Supplementary Books:**

**Practice Games**
*Listen & Respond* pgs. 16-17

**Piano Technique**
*Mirage* pgs. 19 & 22

**Music Flash Cards – Set A**
*Pink* #16, #17
*Yellow* #32

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**No One To Walk With**

---

**DYNAMIC SHADING** is created by gradually changing from soft to loud or loud to soft.

---

**Accompaniment** (Student plays one octave higher than written.)

---

**New Concepts:**
Dynamic shading

**Review:**
2nds, 3rds, 4ths

**Legato**

**Prepare**

While listening to *No One To Walk With*, student slides finger along slurs gently lifting wrist at end of each phrase.

Ask student:
“What is the mood of this piece?”

“What can you tell a story from the picture?”

**Practice**

Student plays first two measures slowly with dynamic shading indicated while passing sound between hands.

**Perform**

Student plays piece in a slow, melancholy tempo, paying close attention to dynamics of each phrase.

Small hands may use third finger on the last note marked forte.
While listening to *Painted Rocking Horse*, student:

1) claps and counts rhythm with a natural pulse on beats one and three.

2) student sings lyrics to first two measures on each line, and teacher answers by singing lyrics to last two measures of each line.

**Prepare**

While listening to *Painted Rocking Horse*, student:

1) claps and counts rhythm with a natural pulse on beats one and three.

**Practice**

Student plays two-measure question phrase and teacher plays two-measure answer phrase.

Switch parts.

**Perform**

With a pencil, student adds expression throughout piece ( ) and plays *Painted Rocking Horse* with crescendos and decrescendos indicated by student.

---

**New Concepts:** None, review piece

**Review:** *Legato*

Parallel thumbs on C and D

**Touch & Sound:** Rotating wrist to play melodic 2nds and 3rds

**Supplementary Books:**

- **Practice Games**
  - *Read & Discover* pg. 18
- **Theory Workbook**
  - *Dynamic Detective* pg. 16
- **Notespeller**
  - *The Magic Show* pg. 14

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**Painted Rocking Horse**

![Sheet Music](https://via.placeholder.com/150.png)

---

**Dreamlike**

4

**Always here beside me, standing by my bed.**

---

**Accompaniment** (Student plays two octaves higher than written.)

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**Notespeller**

- *The Magic Show* pg. 14
- *Dynamic Detective* pg. 16
- *Read & Discover* pg. 18

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18
When the sky is cloudy, you and I can play.
rocking through a gloomy, rainy day.
While listening to *Tick Tock The Jazz Clock*, student:

1) finger-taps lines one and three on the piano cabinet with full arm weight.

2) plays lines one and three on keyboard with a clean *staccato* sound. Make sure student supports L.H. fourth finger with an arched hand position.

**New Concepts:** None, review piece

**Review:** Middle C position

**Staccato between hands**

**Prepare**

While listening to *Tick Tock The Jazz Clock*, student:

**Practice**

Student compares m. 7-8 with m. 15-16, then slowly plays each two-measure section.

**Perform**

Student plays *Tick Tock The Jazz Clock* in a lively tempo with strong pulse on first beat of each measure.
While listening to Watercolors, student places both hands in C position and repeats this wrist motion in dotted half-notes:

Add crescendo at the end of line two and decrescendo at the end of line three.

Prepare | Practice | Perform
--- | --- | ---
While listening to Watercolors, student places both hands in C position and repeats this wrist motion in dotted half-notes: | Add crescendo at the end of line two and decrescendo at the end of line three. | Student plays Watercolors one octave higher than written with damper pedal down throughout.

To create a soft sound with good tone quality, student uses less arm weight, but full arm motion.

Supplementary Books:

Practice Games
Listen & Respond pg. 22
Imagine & Create pg. 23

Theory Workbook
Beeline To The Intervals pg. 18

Notespeller
The Scrambler pg. 16

Music Flash Cards – Set A
Pink #33, 34

New Concepts: Interval of a 5th
Review: C position
2nds, 3rds, 4ths

Touch & Sound: Wrist motion: down, up, up
While listening to *Circle Dance*, student:

1) places R.H. finger-tips on piano cabinet and repeats this wrist motion in quarter-notes:
   
   \[
   \begin{align*}
   &\\ \\
   \end{align*}
   \]

2) finger-taps R.H. melody in lines one and two on piano cabinet using same *down-up-up* motion as above.

Prepare | Practice | Perform
---|---|---
While listening to *Circle Dance*, student:
   
   1) places R.H. finger-tips on piano cabinet and repeats this wrist motion in quarter-notes:
   
   \[
   \begin{align*}
   &\\ \\
   \end{align*}
   \]

   2) finger-taps R.H. melody in lines one and two on piano cabinet using same *down-up-up* motion as above.

In the first two lines, student plays the first note of each measure hands together.

Once this is mastered, student slowly plays music as written with a down/up motion on two-note slurs.

In lines three and four, student plays with a soft, clean *staccato* touch in the L.H. Ask student to listen for crisp *staccato* on beats two and three of each measure.

Student plays *Circle Dance* with a smooth transition to main theme after *D.C. al Fine*.

**New Concepts:**
- Two-note slurs in R.H. with down-up motion

**Touch & Sound:**
- In m. 9-16, *legato* vs. *staccato* between hands

**Review:**
- Two-note harmony between hands
- *D.C. al Fine*

**Supplementary Books:**
- *Listen & Respond* pg. 24
- *Read & Discover* pg. 25
- *Ties Or Slurs?* pg. 19
- *Can You...?* pgs. 25-26
- *You Can!* pgs. 25 & 27
- *Outside In* pgs. 25 & 28
- *Inside Out* pgs. 25 & 29
- *The Queen’s Castle* pg. 17
- *Dance Of The Court Jester* pgs. 12-13

**Notespeller**
- *The Queen’s Castle* pg. 17

**Piano Solos**
- *Dance Of The Court Jester* pgs. 12-13

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**TWO-NOTE SLURS**

A Two-Note Slur is a curved line over or under two notes of different pitch. It means to play smoothly, connecting the notes by passing the sound from the first finger to the second (legato).
**Supplementary Books:**

**Practice Games**
*Listen & Respond* pg. 26
*Read & Discover* pg. 27

**Theory Workbook**
*Interval Bounce* pg. 20

**Music Flash Cards – Set A**
*Pink #18*
*Yellow #33*

---

**New Concepts:** None, review piece

**Review:** Melodic intervals
2nd, 3rd, 4th, 5th

**Touch & Sound:** *Staccato* between all intervals learned

---

**Prepare**

While listening to *Basketball Bounce*, student taps R.H./L.H. rhythm on knees.

Ask student:
“How many 5ths are in this piece?”
– 4ths?
– 3rds?

“Where are the 4th and 5ths *between* the hands?”

---

**Practice**

Student plays slow, detached *staccatos* with a strong pulse on the first beat of each measure.

**Perform**

Student plays *Basketball Bounce* using a bouncing wrist with full arm weight.
While listening to Allegro, student claps and counts rhythm of the melody. Ask student: “How long are the phrases in this piece?” “How many ties are in this piece?”

Supplementary Books:

Theory Workbook
It’s A Tie! pg. 21

Piano Technique
Handbells pgs. 31-32

Notespeller
Back To The Scrambler pg. 18

New Concepts: 8va ----

Touch & Sound: Legato

Prepares

Practice

Perform

While listening to Allegro, student claps and counts rhythm of the melody.

Student plays R.H. melody, placing a natural pulse on m. 1-3-5 and 7 to help shape the phrase.

Student practices switching octaves in R.H. by bouncing 3rd finger back and forth from treble E to high E.

Student plays Allegro in a lively tempo, using less arm weight in the L.H. to balance the sound between melody and accompaniment.
While listening to *Great News!*, student points and says note names.

Ask student:
“How many times do you see the pattern G G C C?”

“How many times do you see the pattern G E G G?”
(Be sure to check both clefs.)

**New Concepts:**

- **Fortissimo**  \( ff \)
- **8va ---**

**Touch & Sound:**

- Playing with full arm weight

**Prepare**

While listening to *Great News!*, student points and says note names.

**Practice**

Student slowly plays line four, making a smooth transition from melodic to harmonic intervals.

Drop arm weight equally onto each key so all notes in harmonic intervals sound at exactly the same time.

**Perform**

Play *Great News!* with full arm weight and especially full arm motion on the *fortissimo* section.

Students enjoy polytonal chord in measures 14 and 15.

**Supplementary Books:**

**Practice Games**

- *Listen & Respond* pg. 28
- *Read & Discover* pg. 28

**Music Flash Cards – Set A**

- Pink #19
- Yellow #34
While listening to *Brass Fanfare*, student plays L.H. of line one and then R.H. of line two. The student’s wrist bounces lightly on each harmonic interval and fingers rebound naturally as they come to rest on the keys.

**New Concepts:** None, review piece

**Touch & Sound:** *Staccato* on all harmonic intervals learned

**Prepare**

While listening to *Brass Fanfare*, student plays L.H. of line one and then R.H. of line two.

**Practice**

This piece features two distinct wrist motions.

The *staccato* harmonic intervals in lines one and three are played with a down/up wrist motion.

**Perform**

Student plays *Brass Fanfare* with a dramatic *crescendo* starting at measure five to the end of the piece.

The *legato* melodic intervals in line two are played with a side to side rocking motion as weight is transferred from finger to finger.

**Supplementary Books:**

**Practice Games**

*Listen & Respond* pg. 29

*Imagine & Create* pg. 29

**Notespeller**

*Brass Fanfare* pg. 19
While listening to Little River Flowing, student sings lyrics with emphasis on FLOW-ing.

Slide student’s hand position slightly toward piano fallboard so that the 3rd fingers rest naturally on the F♯ in each hand.

Student plays Little River Flowing with a clear down/up wrist motion on two-note slurs.

New Concepts:  
D Major position  
New note, F♯

Review:  
Two-note slurs

Touch & Sound:  
Wrist motion:  
Down, up on two-note slurs

Supplementary Books:  
Theory Workbook  
Sharps pg. 22

Piano Solos  
Tribal Celebration pgs. 14-15

Music Flash Cards – Set A  
Pink #20

SHARP  
A Sharp sign before a note means to play the next key to the right, either black or white.
While listening to *Quiet Thoughts*, student claps and counts this rhythm pattern:

Student plays m. 7 and 8 carefully, studying direction of steps and skips.

Student plays m. 1-2 and m. 3-4, noting the similar interval patterns.

Student plays m. 5 and m. 6, noting the similar patterns.

**Supplementary Books:**

**Practice Games**
- *Listen & Respond* pg. 30
- *Read & Discover* pg. 31

**Piano Technique**
- *A-Rest* pgs. 31 & 33
- *Meditation* pgs. 35-36

**Piano Solos**
- *The Accompaniment* pgs. 16-17

**New Concepts:** None, review piece

**Review:**
- D Major position
- Sharp ♯
- *Decrescendo*  

**Touch & Sound:**
- In m. 7-8, parallel 6ths between hands

**Prepare**

**Practice**

**Perform**

When playing *Quiet Thoughts*, student adds a slight *crescendo* then *decrescendo* in m. 1-2 and then again in m. 3-4.
While listening to *Star Quest*, student taps and counts rhythm.

Ask student: “What other measures are exactly like the first?”

### New Concepts:
- A B A form
- New note C♯

### Touch & Sound:
- Smoothly passing melody between the hands.
- Sudden dynamic change

### Prepare

- A Section
  - Student reads and plays first two measures of lines one and two and teacher answers by playing last two measures of each line.
  - Switch parts.

- B Section
  - Student plays B section *legato* with less arm weight. Measure 12 is student’s first experience with overlapping rhythm: R.H. whole-notes and L.H. half note.

### Practice

- A Section
- B Section

### Perform

- Student plays *Star Quest* as written with *subito* dynamic change to *piano* in B section.

### Supplementary Books:

- **Theory Workbook**
  - *Listening To Form – Is It A Or B?* pg. 23

- **Notespeller**
  - *The Star Quest Ride* pgs. 20-21

- **Piano Solos**
  - *Take It Slow* pgs. 18-19

---

In “Star Quest,” lines one and two are the A section, lines three and four are the B section. After B, you play A one more time.

The form of this piece is A B A.
While listening to *A Little Latin*, student claps and counts rhythm.

This piece introduces syncopated rhythm with tied quarter notes into last measure.

**Prepare**

While listening to *A Little Latin*, student claps and counts rhythm.

**Practice**

Ask student:

“How are measures 1 and 2 similar to measures 5 and 6?”

“How are measures 5 and 6 similar to measures 7 and 8?”

**Perform**

Student plays *A Little Latin* with terraced dynamics $mp - mf - f$ from beginning to end.

This piece becomes a quick study once student recognizes similar note patterns.
New Concepts:  
New note, E♭  
Accent ->  
Enharmonic notes D♯ and E♭  
Touch & Sound:  
Melody overlaps L.H. harmony notes

Prepare  
While listening to "Stompin'," student plays only accented not "F" in measures 2, 4, 8, and 16.  
Student supports L.H. 5th finger with an arched hand when playing accents.

Practice  
This is student’s first experience with enharmonic notes E♭ and D♯.  
When playing D♯ to E, show student how to slide R.H. slightly toward piano fallboard so that 2nd finger falls naturally on the black key.  
Measures 9 and 11 feature overlapping rhythm with L.H. whole notes and R.H. half notes.

Perform  
For fun, ask student to play entire piece and stomp foot on each accented note.

Supplementary Books:  
Practice Games  
Listen & Respond pg. 34  
Read & Discover pg. 34  
Imagine & Create pg. 35  
Music Flash Cards – Set A  
Pink #22
While listening to *First Light*, student claps this rhythm pattern:

```
\(\|\|\|\|\|\|\|\|\|
```

Ask student:
“How many phrases are in this piece?”

“How long are the phrases in this piece?”

Prepare       Practice                               Perform
---            -------                                -------
While listening to *First Light*, student claps this rhythm pattern:  Student carefully studies the fingering and stepping motion in m. 2-3, and m. 5-6, then slowly plays these challenging measures until they are mastered.  Student plays *First Light*, adding *ritard*. in last measures of the piece.

**New Concepts:**  *Ritard.*

**Touch & Sound:**  In m. 11 and 23, R.H. counter melody

**Review:**  *Decrescendo*  ____________

\(\frac{3}{4}\) time signature  Flat \(\flat\)

**Supplementary Books:**

**Theory Workbook**
*Ritard* pg. 25

**Notespeller**
*Haunted House* pg. 23

**Piano Solos**
*Grandmother’s Lace* pgs. 22-23

**Music Flash Cards – Set A**
*Pink #23*
Dawn breaks the night's first light. No clouds to
promising sunlight.

in their own way.

sky, in their own way.

in their own way.

in their own way.

in their own way.

in their own way.
Prepare

While listening to Inspector Hound, student finger-taps piece on piano cabinet. (Entire piece uses only fingers 2-3 in each hand.)

Practice

Student reads and plays Inspector Hound, moving R.H. up one octave at beginning of line two to prepare for 8va in measure 7, and then moving R.H. down three octaves at beginning of line three to prepare for low “D” on last measure.

Perform

Dynamic changes from mezzo piano to forte help to make piece very sneaky sounding!

New Concepts:
Natural ♮
R.H. crosses over L.H.

Review:
8va — — —
mp — f

Sharp #, Flat ♭

Touch & Sound:
Alternating two-note slurs between hands

Supplementary Books:

Practice Games
Listen & Respond pg. 36
Read & Discover pg. 36

Theory Workbook
Naturals pg. 26
Sign Quest pg. 27

Notespeller
The Sky Ride pg. 24

Piano Solos
Those Creepy Crawley Things
On The Cellar Floor pgs. 24-25

Music Flash Cards – Set A
Pink #24

NATURAL ♮
A Natural sign cancels a sharp or flat. Play the Natural (white) key.
New Concepts: Fermata  
Touch & Sound: L.H. ostinato with legato touch

Supplementary Books:

**Practice Games**
- *Listen & Respond* pg. 37
- *Read & Discover* pg. 37

**Theory Workbook**
- *Symbol Road* pg. 28

**Notespeller**
- *The Submarine Ride* pg. 25

**Piano Solos**
- *On Fourth Avenue* pgs. 26-27

**Music Flash Cards – Set A**
- *Pink #25*
- *Yellow #36*

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<td>While listening to <em>Bayou Blues</em>, student:</td>
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<tr>
<td>1) plays L.H. <em>ostinato</em> as written with <em>crescendo</em> and <em>decrescendo</em> expression.</td>
<td>Ask student to write in the beats for each R.H. phrase, then play R.H. only while counting aloud.</td>
<td>Student slowly plays hands together, lining up tricky rhythm between the hands.</td>
</tr>
<tr>
<td>2) counts and claps R.H. melody line.</td>
<td>The R.H. always plays C D E♭, but never in the same order or in the same rhythm. Practice m. 2, m. 4, m. 6, m. 8 and m. 10 hands together.</td>
<td><em>Hint:</em> The F♯ in L.H. and E♭ in R.H. always play together.</td>
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| Review: |
|---------|----------|
| 8va - - - | Sharp ♯, Natural ♪ |

---

**Bayou Blues**

*Slow and bluesy ( =110)*

Phillip Keveren

*Fermata*

A Fermata means to hold a note longer than its rhythmic value.

**Notespeller**

- *The Submarine Ride* pg. 25
- *On Fourth Avenue* pgs. 26-27
- *Symbol Road* pg. 28
- *Practice Games*
  - *Listen & Respond* pg. 37
  - *Read & Discover* pg. 37
- *Music Flash Cards – Set A*
While listening to *Serenade*, student claps and counts rhythm.

**New Concepts:** In m. 9-12, two-note slurs with an upbeat

**Touch & Sound:** 4-measure phrases with rise and fall in each slur

**Prepare**

- While listening to *Serenade*, student claps and counts rhythm.

  Ask student:
  “How many phrases are in this piece?”

  “How many phrases have upbeats (pick-up notes)?”

**Practice**

- This piece is an excellent study in shaping phrases.

  Student gives a natural pulse to odd numbered measures (1-3-5-7, etc.).

**Perform**

- Student plays *Serenade* with dynamic shading indicated on second page.

  Playing upbeats with a lilt will keep melody moving forward.
A sharp before a note lasts for only one measure.
While listening to *Summer Evenings*, student:

1) claps and counts rhythm.

2) points and says R.H. note names. This is student’s first experience in G position.

Ask student: “How many ledger-line Ds are in this piece?”

**Prepare**

In m. 13-16, add interest to repeated notes by placing emphasis on the downbeat of each measure.

**Practice**

Student plays m. 15-16 as an echo of m. 13-14.

**Perform**

Student plays *Summer Evenings* with delicate ritard. in last two measures of piece.

**New Concepts:**
- G Major position
- New treble notes B C D
- Ledger line D

**Touch & Sound:**
- Parallel 6ths between hands
- 4-measure phrases

**Review:**
- \(_{mf} - \text{mp}\)
- Rit.
- Legato

**LEDGER LINES**

Ledger Lines are added when notes are written higher or lower than the staff.

**Supplementary Books:**

- **Theory Workbook**
  - *The Grand Staff* – Playing B C D pg. 29
  - *Ledger Lines* pg. 30

- **Piano Technique**
  - *Meet In The Middle* pgs. 38-39

- **Notespeller**
  - *The Water Slide* pgs. 26-27

- **Music Flash Cards – Set A**
  - White #21, #22, #23, #33

**New Notes**

DB C D

**LEDGER LINES**

Notespeller: Words by Barbara Kreader

*Alouette*
As I lie up on my bed, sights and sounds soon fill my head.

Lightning bugs, passing cars, cricket calls, falling stars.

Summer evenings warm and soft and still.
My Own Song
On G A B C D

Place both hands on G A B C D. Listen and feel the pulse as your teacher plays the accompaniment below.

With your right hand, play G A B C D. Experiment by playing D C B A G. Mix the letters any way you want and make up your own song!

With your left hand, play G A B C D. Experiment by playing D C B A G. Again, mix the letters any way you want and make up another song!

Have fun!

Supplementary Books:

Theory Workbook
  *Spike Is Puzzled!* pg. 31

New Concepts: Improvising in G Major position

Review: Treble clef notes B C D

Prepare Practice Perform

While listening to *My Own Song On G A B C D*, student taps quarter notes, then dotted half-notes.

Student improvises in G Major five-finger pattern in one or more octaves up and down keyboard.

Encourage student to improvise freely, using one or both hands and with one or more note values.
While listening to *Pop!*, student points and says notes. 

**New Concepts:** None, review piece  
**Touch & Sound:** Two-note slurs starting on an up-beat (weak beat)  

**Prepare**  
While listening to *Pop!*, student points and says notes. 

**Practice**  
Student plays slurred phrases with a down-up wrist motion.  
Line two is familiar to student since it is the same pattern of parallel 6ths between the hands introduced in *Summer Evenings*. 

**Perform**  
Extra for Experts  
Student plays *Pop!* with the Instrumental Accompaniment for *My Own Song On G A B C D.* 

---

**Supplementary Books:**

**Practice Games**  
Imagine & Create pg. 38  

**Theory Workbook**  
Octave Sign 8va- pg. 32  
G A B C D Mysteries pg. 33  

**Piano Technique**  
Scattered Showers pgs. 38 & 40  

**Notespeller**  
Bumper Cars pg. 28  

**Piano Solos**  
Goofy Gadget pgs. 28-29  

**Music Flash Cards – Set A**  
Yellow #39
While listening to *Go To Sleep*, student claps rhythm of melody.

Teacher plays the first two measures of each line while student answers by playing the last two measures of each line.

Switch parts.
**New Concepts:**
- Two-note upbeat
- 1st and 2nd endings

**Touch & Sound:**
- L.H. harmonic intervals played with a loose wrist

**Review:**
- Harmonic 4ths and 5ths in G Major position
- \( \text{forte} \)
- Ledger note D

**Prepare**
- While listening to *Jig*, student plays ledger-line D with L.H. thumb in this rhythm:

```
\( \frac{45}{13} \)
```

**Practice**
- Student plays melody line only by first omitting all L.H. harmonic intervals.
- Once melody is mastered, add harmonic intervals in L.H. and play piece as written.

**Perform**
- Student plays *Jig* in a light, brisk tempo, with a light *staccato* touch on harmonic intervals.

### Supplementary Books:

- **Practice Games**
  - *Listen & Respond* pg. 39

- **Theory Workbook**
  - *Upbeat* pg. 35
  - *Rhythm Detective* pg. 36

- **Notespeller**
  - *The Roller Coaster* pgs. 30-31

- **Piano Solos**
  - *School Is Out!* pgs. 30-31

- **Music Flash Cards – Set B**
  - *Pink #78*
While listening to *Go For The Gold*, student counts and taps L.H./R.H. rhythm on knees.

Student plays first two measures of each line and teacher answers with the last two measures of each line.

Student slowly plays m. 3 and 4 hands together, carefully reading skips and steps.

*Hint:* Note the R.H./L.H. matching intervals in m. 3: skip up, step down on beats 3 and 4. Then, on the downbeat of m. 4, both hands play finger #2.

New Concepts:  
- New bass note A♭

Review:  
- A B A form
  
- Stately March (♩= 90)

**Prepare**

While listening to *Go For The Gold*, student counts and taps L.H./R.H. rhythm on knees.

**Practice**

Student plays first two measures of each line and teacher answers with the last two measures of each line.

Student slowly plays m. 3 and 4 hands together, carefully reading skips and steps.

**Perform**

Student plays *Go For The Gold* in a stately tempo, using full arm weight in the *forte* section.

Ask student to name the mood, or emotion, of this piece.

---

**Supplementary Books:**

**Practice Games**  
*Imagine & Create* pg. 40

**Theory Workbook**  
*Interval Food* pg. 37  
*Interval Roundup* pg. 38  
*Relay Review* pg. 39

**Notespeller**  
*Celebration* pg. 32

**Music Flash Cards – Set A**  
*Yellow #40*

**Go For The Gold**

*Stately March*  
Phillip Keveren

**Accompaniment** (Student plays one octave higher than written.)

*Stately March*  
♩= 90

---

**New Concepts:**  
- New bass note A♭

**Review:**  
- A B A form
  
- *Stately March*  
  ♩= 90

**Touch & Sound:**  
- L.H. position change in m. 9-12

---

**Prepare**

While listening to *Go For The Gold*, student counts and taps L.H./R.H. rhythm on knees.

**Practice**

Student plays first two measures of each line and teacher answers with the last two measures of each line.

Student slowly plays m. 3 and 4 hands together, carefully reading skips and steps.

*Hint:* Note the R.H./L.H. matching intervals in m. 3: skip up, step down on beats 3 and 4. Then, on the downbeat of m. 4, both hands play finger #2.

**Perform**

Student plays *Go For The Gold* in a stately tempo, using full arm weight in the *forte* section.

Ask student to name the mood, or emotion, of this piece.
HAS SUCCESSFULLY COMPLETED
HAL LEONARD PIANO LESSONS,
BOOK TWO
AND
IS HEREBY PROMOTED TO
BOOK THREE.

TEACHER

DATE

Hal-Leonard®
Lesson Planning Charts: This Lesson Planning Chart divides Book 2 of the Hal Leonard Student Piano Library into 32 Learning Modules. Younger students may average one module per week. Older students may average two modules per week. Each Lesson Planning Chart is also included.

Imagine & Create: Activities pgs. 66-72

As featured in Piano Practice Games Book 2.
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**Set B – White**

#50, A minor scale

**Set B – Yellow**

#71, rhythm  
#72, rhythm

**Set B – White**

#45, C Major cadence

**Set B – Pink**

#56, giocoso  
#72, rhythm

**Set B – White**

#45, C Major cadence  
#73, rhythm

**Set B – White**

#46, #47, #48

**Set B – Pink**

#46, allegretto  
#51, #52, #53, #54

**Set B – White**

#50, Common Time

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BOOK FIVE

PIANO LESSONS

THEORY

TECHNIQUE

SOLOS
The following Improvisation Activities are featured in the *Imagine & Create* sections of *Piano Practice Games Book 2*.

**Piano Practice Games** present imaginative ways to introduce pieces in *Piano Lessons* by coordinating technique, concepts, and creativity with the actual music in the lesson book. These preparation activities help focus learning by “playing with” each lesson piece aurally, visually, and physically.

Before each lesson piece is assigned:

- **Listen & Respond** activities develop rhythmic and technical coordination.
- **Read & Discover** activities reinforce understanding and recognition of musical patterns and symbols.

After each lesson piece is mastered:

- **Imagine & Create** activities expand knowledge of newly-learned concepts.

Whether used in private or group lessons, *Piano Games* are all designed to make music. Many activities include accompaniments that can be added in the following ways:

- Teacher
- Audio CD
- General MIDI Disk
Imagine & Create

Change the mood of Andantino!

1. Place your hands in this position two octaves above middle C. Note that this is one key higher than the Andantino position.

2. As your teacher plays the accompaniment below, play Andantino in this new position. Use the same finger numbers and keep the shape and rhythm of the melody the same.

Teacher Accompaniment

Andantino
Imagine & Create

Get ready to improvise!

Place your hands in the *Travelling Along The Prairie* position and get ready to improvise a new piece titled *Orange Horizon*.

1. Practice playing this repeated accompaniment (ostinato) with your L.H.

2. After you can play the accompaniment easily, improvise a R.H. melody with the notes D E G A. Try playing your melody one octave higher.

3. When you are ready to end your piece, rest your R.H. and let the L.H. accompaniment continue. Gradually fade away by playing softer and softer, slower and slower.
Imagine & Create

Delicately

Place your hands in the Watercolors hand position. As you listen to Watercolors, make up your own melody using the notes C D E F G in the empty measures. Play in the rhythm shown.
Imagine & Create

Let your hands talk to each other!

One way to create a piece is to trade phrases between your hands, playing first one hand and then the other. Make up your own piece using the following notes in both hands:

1. As you listen to the accompaniment to *A Little Latin*, play along as your R.H. asks a musical question and your L.H. answers back.

2. As your teacher plays the 12-bar blues accompaniment below, make up your own melody using the same notes in question and answer phrases between the hands.

**Teacher Accompaniment**

Moderately fast ($\frac{4}{4}$ = 170)
Imagine & Create

Get ready to improvise!

1. In jazz style, a repeated accompaniment pattern is called a **vamp**. Practice playing the L.H. vamp below.

   ![](image1.png)

   *Repeat as necessary*

2. When you can play the L.H. vamp easily, use it as an introduction to your improvisation. Keep the vamp going as you improvise a melody in your R.H. using notes C D Eb F.

   ![](image2.png)

3. When you are ready to complete your improvisation, add the following ending:

   ![](image3.png)
Imagine & Create

Pop!
(Lesson Book 2, pg. 43)

Create a new piece in A B A form!

1. As you listen to the accompaniment to My Own Song on G A B C D, play Pop! from your lesson book one octave higher than written. This is the A section of your piece.

2. Using the notes G A B C D, make up your own B section by improvising for eight or more measures.

3. Return to the beginning of Pop! (in jazz, that’s called the “head”) and play to the end of the piece.
BARBARA KREADER has given workshops throughout the United States, Canada, New Zealand, Australia, Asia, and the United Kingdom. She maintains a private studio in Evanston, Illinois, where she teaches 45 students. Ms. Kreader is the editor for the Parent/Teacher/Child department of *Keyboard Companion* and is a frequent contributor to *Clavier* magazine. In the summer months, she is Program Director for the Junior Student Seminars at Rocky Ridge Music Center in Estes Park, Colorado. Ms. Kreader holds a M.M. in piano performance from Northwestern University.

FRED KERN is Professor of Music and a specialist in piano education at the University of North Texas in Denton where he is Coordinator of Keyboard Skills and Music Fundamentals. Widely known as a clinician, author, teacher, composer and arranger, he has published five texts and two methods on piano instruction. Dr. Kern holds graduate degrees in piano performance, music education, and piano pedagogy from Illinois Wesleyan, Northwestern University, and the University of Northern Colorado. He is certified as a Master Teacher through MTNA.

PHILLIP KEVEREN, a multi-talented keyboard artist and composer, has composed original works in a variety of genres from piano solo to symphonic orchestra. His original piano collections include *New Piano Impressions* and *Presto Scherzo*, and his popular arrangements are featured in *The Phillip Keveren Series*. Mr. Keveren gives over 50 concerts and workshops yearly in the United States, Canada, Europe and Asia. He is a contributing composer to the *Hal Leonard Showcase Solos Series*, and creates all the orchestrated CD/General MIDI accompaniments for the *Hal Leonard Student Piano Library*.

MONA REJINO, an accomplished pianist, teacher, and composer, has maintained an independent piano studio in Carrollton, Texas from 1983 to the present. She is an active adjudicator and performer in the Dallas area and teaches at The Hockaday School. Ms. Rejino has conducted numerous workshops across the United States, and is a contributing composer to the *Hal Leonard Showcase Solos Series*. Ms. Rejino holds a Bachelor of Music degree from West Texas State University, and a M.M. degree in piano performance from The University of North Texas where she studied with Joseph Banowetz.

KAREN HARRINGTON is an independent piano teacher from Tulsa, Oklahoma where she maintains a studio of more than forty students. She has taught piano for over nineteen years, and is active as an adjudicator and clinician as well. A nationally certified teacher through MTNA, she is a past president of both the *Tulsa Accredited Music Teachers Association* and the *Northeast District of Oklahoma Music Teachers Association*. Karen has also served as Secretary and President of the *South Central Division* of MTNA. She holds a BME degree from the University of Oklahoma where she studied piano with Celia Mae Bryant. Ms. Harrington produces her own theory games through her company, *Music Games 'N Things*.

DR. PEGGY OTWELL brings an impressive combination of performing and teaching experience to her role as *Director of Educational Keyboard Publications* at Hal Leonard. She began teaching during her undergraduate studies at Catholic University in Washington, DC, and has maintained an independent piano studio for over twenty-five years. An active member of MTNA since 1978, she is a past president of the *Northern Virginia Music Teachers Association*. Peggy has served on faculties of the University of Maryland Eastern Shore, American University Preparatory Department, and George Mason University. She has given lecture-recitals, workshops and master classes, and has appeared in solo and chamber music performances throughout the USA and in Europe. Peggy was awarded a DMA degree in piano performance from the University of Maryland, where she studied piano and pedagogy with renowned teachers Stewart Gordon, Thomas Schumacher, and Nelita True.
From the very first lessons in Book 1, students are making music as they explore the piano keyboard through fun improvisation pieces called My Own Song. The beginning of the book introduces finger numbers, the black-key and white-key groups, and basic rhythm patterns.

Directional reading is taught first by finger number, then by note name, and then by interval (step, skip, and repeat). Once the students are introduced to the staff, they learn reading guides Bass F and Treble G and read by interval in several different hand positions.

CONCEPTS

► RANGE

The F note is your reading guide for the Bass or F Clef ( ).

The G note is your reading guide for the Treble or G Clef ( ).

Middle C is your reading guide for the notes between the Treble and Bass Clefs.

► TERMS

Adagio
Andante
Allegro
D.C. al Fine

► INTERVALIC READING

Step, Skip, and Repeat

► IMPROVISATIONS AND KEYBOARD EXPLORATION

Black Key Groups  CDG Groups  FGAB Groups

SERIES BOOKS THAT CORRELATE PAGE-BY-PAGE WITH PIANO LESSONS BOOK 1

PRACTICE and PERFORMANCE tempos included on each CD!
Book 2 opens with a new My Own Song improvisation on CDEFG. Unit 1 introduces phrasing and legato touch, and also presents harmonic 2nds and 3rds with staccato touch. The following two units are dedicated to the introduction of 4ths and 5ths.

Also in Unit 3, sharps are introduced in a diatonic setting starting on D, and flats are introduced as blues notes. Most pieces in the second half of Book 2 coordinate hands playing together.

This book works very well for transfer students.
Unit 1 of *Book 3* opens with eighth notes first in $\frac{3}{4}$ time, then in $\frac{2}{4}$ time. Swing eighths are also presented in the first half of the book. Folk, jazz, classical, and contemporary selections provide students with an interesting variety of repertoire.

In the second half of *Book 3*, five-finger patterns and triads in C Major, G Major, and F Major are presented, as well as their relative minors – A Minor, E Minor, and D Minor.
Syncopated rhythms, syncopated pedaling and opposing articulations between the hands create performances with style, color, and texture.
In Book 5, students are introduced to sixteenth notes in various rhythm patterns. The wide variety of student selections include 3 folk, 4 jazz, 13 classical, and 8 contemporary original pieces.

Scales (in both 8th and 16th-note patterns) with their cadences are presented in five major and five minor keys. Root, 1st inversion, 2nd inversion, and open position chords for each key center are also introduced.

CONCEPTS

- **TERMS**
  - Accelerando
  - Dolce
  - Grazioso
  - Marcato
  - Morendo
  - Portato
  - Scherzando
  - Subito

- **RHYTHM AND SYMBOLS**
  - Allargando
  - Espressivo
  - Leggiero
  - Mollo
  - Pesante
  - Portamento
  - Sforzando
  - Sforzando sostenuto
  - Tempo primo

- **SCALES WITH I-IV-I AND I-V-V7-I CADENCES**
  - C Major
  - G Major
  - F Major
  - D Major
  - B♭ Major
  - A Minor
  - E Minor
  - D Minor
  - B Minor
  - G Minor
  - Chromatic Scales

- **PRIMAR

Y AND SECONDARY TRIADS**
  - Root Position, 1st Inversion, 2nd Inversion, Open Position

- **CHORD QUALITIES**
  - Major
  - Minor
  - Diminished
  - Augmented

- **RELATED KEY IMPROVISATIONS**
  - Developing Motives and Sequences
  - Creating Question and Answer Phrases
  - Using ABA Form

**PRACTICE and PERFORMANCE tempos included on each CD!**

SERIES BOOKS THAT CORRELATE PAGE-BY-PAGE WITH PIANO LESSONS BOOK 5

- Hal Leonard Student Piano Library Piano Solos
- Hal Leonard Student Piano Library Piano Theory Workbook
- Hal Leonard Student Piano Library Piano Technique
Index of Supplementary Materials

- Technique Classics
  Pgs. 80-81

- Popular Piano Solos
  Pgs. 80-81

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- Patriotic Solos
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- Patriotic Duets
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- Traditional Hymns
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- Classical Themes
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- Christmas Piano Solos
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- Seasonal Jewish Songbooks
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- Piano Ensembles
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- Composer Showcase
  Pg. 90

- The Phillip Keveren Series
  Pg. 91

- Notespellers
  Pg. 92

- Other Teaching Aids
  Pg. 92
Exercise One

Mastering the ability to play the interval of a third easily, using fingers 4 and 5.

Practice Tips
• Stretching between fingers 4 and 5 in each hand is easy if you let your wrist and arm follow your fingers as you play.
• Keep the weight of your own balanced over each finger as you play.
• Keep your wrist flexible, using it to help move the weight of your arm from finger to finger as
you move your arm down the keyboard.
• Focus on fingers 4 and 5 while practicing the exercises below. Practice these and all other warm-ups throughout the book slowly, with a smooth, legato touch.

Quick Quiz
1. Play the first note and the last note in the excerpt below. Name the interval between these two notes. __________

2. Play the first two notes in the same excerpt. Name the interval between these two notes. __________

3. In measure 1 of the exercise, circle the interval of a third on each staff, and the corresponding fingering in each hand.

4. In measure 8, circle the interval of a third on each staff, and the corresponding fingering in each hand.

Virtuoso Variations
• Play the entire exercise hands together using a staccato touch throughout.
• Memorize the patterns in Parts A and B, then play both parts with your eyes closed.
• Listen carefully to the sound you create.

Part A

Part B

Part A and Part B combined omitting optional Part A ending.
The second book in the Technique Classics series features a collection of little-known early-intermediate level etudes by Carl Czerny. Drawn from the original G. Schirmer edition, this new edition is a must for every studio.

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00296097 CD Only
00296098 GM Disk Only

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7 songs: Cruella De Vil • Theme From E.T. (The Extra-Terrestrial) • Forrest Gump – Main Title (Feather Theme) • The Muppet Show Theme • My Favorite Things • The Rainbow Connection • Under The Sea.
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00296099 CD Only
00296100 GM Disk Only

Level 5
12 songs: Can You Feel The Love Tonight • Candle On The Water • Castle On A Cloud • Chariots Of Fire • Hey Jude • Mission: Impossible Theme • My Heart Will Go On (Love Theme from 'Titanic') • Star Trek – The Next Generation • You'll Be In My Heart • You've Got A Friend In Me • Ob-La-Di, Ob-La-Da • Y.M.C.A.
00296147 Book Only
00296157 CD Only
00296158 GM Disk Only

More Popular Piano Solos

Level 1
7 songs w/ teacher accompaniments: The Bells of Notre Dame • 'C' Is For Cookie • Circle Of Life • Feed The Birds • Mickey Mouse March • On Top Of Spaghetti • Winnie The Pooh.
00296189 Book Only
00296260 CD Only
00296263 GM Disk Only

Level 2
11 songs w/ teacher accompaniments: Bella Notte • The Brady Bunch • Fun, Fun, Fun • My Heart Will Go On (Love Theme From 'Titanic') • Puff The Magic Dragon • Raindrops Keep Fallin’ On My Head • Sing • Y.M.C.A. • You Are So Beautiful • You'll Be In My Heart • Zip-A-Dee-Doo-Dah.
00296190 Book Only
00296261 CD Only
00296264 GM Disk Only

Level 3
12 songs, some w/ teacher accompaniments: The Bare Necessities • Climb Ev’ry Mountain • A Dream Is A Wish Your Heart Makes • Go The Distance • God Help The Outcasts • I Whistle A Happy Tune • Once Upon A Dream • Part Of Your World • Sesame Street Theme • Stand By Me • Tomorrow • What A Wonderful World.
00296191 Book Only
00296262 CD Only
00296265 GM Disk Only

Level 4
12 songs: Fields Of Gold • Kiss The Girl • Let It Be • Memory • My Funny Valentine • On Broadway • The Phantom Of The Opera • Rainy Days And Mondays • Reflection • Unchained Melody • A Whole New World • When I’m Sixty-Four.
00296192 Book Only
00296274 CD Only
00296265 GM Disk Only

Level 5
14 songs: All I Ask Of You • Be Our Guest • Colors Of The Wind • From A Distance • Hero • I Dreamed A Dream • I Want To Spend My Lifetime Loving You • I Will Remember You • Imagine • Linus And Lucy • The Sound Of Music • Southpaw • Take Five • There You’ll Be.
00296193 Book Only
00296275 CD Only
00296277 GM Disk Only
Showcase Solos Pops

Showcase Solos Pops is a graded series featuring sheet music arrangements of movie themes, Broadway classics, favorite children’s songs, and today’s top recorded hits. Each solo is expertly arranged with a winning combination of creativity and solid pedagogy. These exciting pieces for beginners through intermediate level students provide excellent supplementary material for any method, and are a perfect complement to the Hal Leonard Student Piano Library.

“C” Is For Cookie (Phillip Keveren) 00296267 Early Elementary (Level 1)
Cruella De Vil (Mona Rejino) 00296270 Early Intermediate (Level 4)
Mission: Impossible Theme (Fred Kern) 00296272 Intermediate (Level 5)
Raiders March (Phillip Keveren) 00296269 Late Elementary (Level 3)
Sing (Fred Kern) 00296268 Elementary (Level 2)
A Spoonful Of Sugar (Mona Rejino) 00296271 Early Intermediate (Level 4)
Winnie The Pooh (Fred Kern) 00296266 Early Elementary (Level 1)
Y.M.C.A. (Fred Kern) 00296273 Intermediate (Level 5)
For Levels 3, 4, and 5. Each book features equal-part duet arrangements of classic American patriotic songs, arranged by favorite HLSPL composers for one piano, four hands.

**Level 1**
7 songs: Battle Hymn Of The Republic • God Bless America • God Bless Our Native Land • I Believe • If I Had A Hammer (The Hammer Song) • This Land Is Your Land • We Shall Overcome.
00296249

**Level 2**
8 songs: America, The Beautiful • God Bless America • Let There Be Peace On Earth • My Country, 'Tis Of Thee (America) • The Star Spangled Banner • This Is A Great Country • This Is My Country • You're A Grand Old Flag.
00296250

**Level 3**
8 solos: America, The Beautiful • God Bless America • God Bless Our Native Land • I Believe • If I Had A Hammer (The Hammer Song) • Stars And Stripes Forever • This Land Is Your Land • We Shall Overcome.
00296255

**Level 4**
8 solos: America, The Beautiful • Battle Hymn Of The Republic • God Bless America • My Country, 'Tis Of Thee (America) • The Star Spangled Banner • This Is My Country.
00296256

**Level 5**
8 solos: America, The Beautiful • Battle Hymn Of The Republic • God Bless America • Let There Be Peace On Earth • My Country, 'Tis Of Thee (America) • Stars And Stripes Forever • You're A Grand Old Flag.
00296257

**Patriotic Sheet Music**
Presenting 12 exciting patriotic solos in the Showcase Solos series! Arranged by your favorite Hal Leonard Student Piano Library composers, these up-lifting songs celebrating the spirit of America are sure to be a hit with all your students.

**Early Elementary (Level 1)**
- 00296238 God Bless America (Berlin/arr. Mona Rejino)
- 00296243 My Country, 'Tis Of Thee (America) (arr. Carol Klose)

**Elementary (Level 2)**
- 00296244 America, The Beautiful (arr. Mona Rejino)
- 00296239 God Bless America (Berlin/arr. Carol Klose)

**Late Elementary (Level 3)**
- 00296240 God Bless America (Berlin/arr. Jennifer Linn)
- 00296245 A Star-Spangled Salute (arr. Jennifer Linn)
- 00296254 This Is A Great Country (Berlin/arr. Barrett Byers)

**Early Intermediate (Level 4)**
- 00296241 God Bless America (Berlin/arr. Fred Kern)
- 00296246 This Is My Country (arr. Matthew Edwards)

**Intermediate (Level 5)**
- 00296248 America, The Beautiful (arr. Christos Tsitonas)
- 00296247 Battle Hymn of the Republic (arr. Fred Kern)
- 00296242 God Bless America (Berlin/arr. Phillip Keveren)
**Traditional Hymns**

Favorite traditional hymns, carefully graded and arranged for piano with great teacher accompaniments! Instrumental accompaniments are also available on CD and GM disk. Arranged by Fred Kern, Phillip Keveren, and Mona Rejino. Available in five levels: Early Elementary to Intermediate piano solos.

**Level 1**
- 7 songs: Amazing Grace • Deep And Wide • Faith Of Our Fathers • For The Beauty Of The Earth • Give Me That Old Time Religion • Jesus Loves Me • Praise God, From Whom All Blessings Flow.

**Level 2**
- 11 songs: All Glory, Laud And Honor • Be Still, My Soul • Come, Christians, Join To Sing • Down In My Heart • I Sing The Mighty Power Of God • Joyful, Joyful, We Adore Thee • Now Thank We All Our God • O Worship The King • Praise Him, All Ye Little Children • Sun Of My Soul • What A Friend We Have In Jesus.

**Level 3**
- 14 songs: All Things Bright And Beautiful • Come, Thou Almighty King • Dear Lord And Father Of Mankind • Ezekiel Saw The Wheel • From All That Dwell Below The Skies • God Of Grace And God Of Glory • Holy, Holy, Holy! Lord God Almighty • It Is Well With My Soul • Jacob's Ladder • Lead On, O King Eternal • Little David Play On Your Harp • A Mighty Fortress Is Our God • Tell Me The Stories Of Jesus • Zacchaeus.

**Level 4**
- 12 songs: Eternal Father, Strong To Save • Every Time I Feel The Spirit • God Will Take Care Of You • In Christ There Is No East Or West • Lord, I Want To Be A Christian • My Faith Looks Up To Thee • Nobody Knows The Trouble I've Seen • Once To Every Man And Nation • Praise To The Lord, The Almighty • Softly And Tenderly • Stand Up, Stand Up For Jesus • This Is My Father's World.

**Level 5**
- 14 songs: Be Thou My Vision • Blessed Assurance • Church In The Wildwood • Give Me Oil In My Lamp • I've Got Peace Like A River • In The Garden • Jesus Loves Even Me (I Am So Glad) • Let The Lower Lights Be Burning • Open My Eyes, That I May See • Rejoice, The Lord Is King • Savior, Like A Shepherd • Lead Us • Sweet Hour Of Prayer • Swing Low, Sweet Chariot • This Little Light Of Mine.

**Classical Themes for Piano Solo**

Favorite orchestral classics, carefully graded and arranged for piano solo with great teacher accompaniments! Instrumental accompaniments are also available on CD and GM disk. Arranged by Fred Kern, Phillip Keveren and Mona Rejino.

**Level 1**
- 8 orchestral classics: Air • Can-Can • The Emperor Waltz • Morning • Russian Dance ("Trepak") • Theme From Swan Lake • Symphony No. 3 ("Eroica") • Trumpet Voluntary.

**Level 2**
- 10 orchestral classics: Alleluia • Barcarolle • Eine Kleine Nachtmusik ("Romanze") • Hallelujah • In The Hall Of The Mountain King • Largo From Symphony No. 9 ("New World") • March Militaire, Op. 51, No. 1 • Plaisir d'amour • The Sleeping Beauty Waltz • The Surprise Symphony.

**Level 3**
- 10 orchestral classics: The Elephant • La donna è mobile • Lullaby (Cradle Song) • Merry Widow Waltz • Polovetsian Dance • Scheherazade • Symphony No. 1, First Movement • Trumpet Tune • Turkish March.

**Level 4**
- 10 orchestral classics: Ave Maria • 1812 Overture • Funeral March Of A Marionette • O mio babbino caro • Overture To Carmen • Pilgrims' Chorus • Rondeau • Symphony No. 6 ("Pathetique") • Symphony No. 7, Second Movement • Symphony No. 9 ("From The New World").

**Level 5**
- 10 orchestral classics: Air On The G String • Also Sprach Zarathustra, Opening Theme • Finale • Hungarian Dance No. 5 • Jesus, Joy Of Man's Desiring • Romeo And Juliet (Love Theme) • Sicilienne • Spring • Symphony No. 40, First Movement • William Tell Overture.
Seasonal Songbooks

Favorite carols and seasonal songs, many with great teacher accompaniments!
Instrumental accompaniments are also available on CD and GM disk.
Arranged by Fred Kern, Phillip Keveren, Mona Rejino, and Bruce Berr.

Christmas Piano Solos

Level 1
7 songs w/ teacher accompaniments: Away In A Manger • Go Tell It On The Mountain • Good King Wenceslas • Jingle Bells • Jolly Old Saint Nicholas • O Come, O Come Immanuel • We Three Kings Of Orient Are.
00296049 Book Only
00296081 CD Only
00296101 GM Disk Only

Level 2
11 songs w/ teacher accompaniments: God Rest Ye Merry, Gentlemen • I Saw Three Ships • It Came Upon The Midnight Clear • Joseph Dearest, Joseph Mine • O Come, All Ye Faithful • O Come, Little Children • O Little Town Of Bethlehem • Silent Night • Sing We Now Of Christmas • Up On The Housetop • What Child Is This?
00296050 Book Only
00296082 CD Only
00296102 GM Disk Only

Level 3
11 songs, some w/ teacher accompaniments: Carol Of The Bells • The Chipmunk Song • Deck The Hall • The First Noel • Frosty The Snow Man • My Favorite Things • O Christmas Tree • Rockin’ Around The Christmas Tree • Rudolph The Red-Nosed Reindeer • We Need A Little Christmas • We Wish You A Merry Christmas.
00296051 Book Only
00296083 CD Only
00296103 GM Disk Only

Level 4
13 songs: Angels We Have Heard On High • The Christmas Song • Feliz Navidad • Hark! The Herald Angels Sing • The Holly And The Ivy • A Holly Jolly Christmas • (There’s No Place Like) Home For The Holidays • It’s Beginning To Look Like Christmas • Jingle-Bell Rock • Joy To The World • March Of The Toys • Parade Of The Wooden Soldiers • Silver Bells.
00296052 Book Only
00296084 CD Only
00296104 GM Disk Only

Level 5
12 songs: The Christmas Waltz • Dance Of The Sugar Plum Fairy • God Rest Ye Merry, Gentlemen • I Wonder As I Wander • Jingle Bell Classic • Let It Snow! Let It Snow! • March from “The Nutcracker Ballet Suite” • Mary Had A Baby • Mister Santa • Still, Still, Still • Tennessee Christmas • Toyland.
00296146 Book Only
00296159 CD Only
00296162 GM Disk Only

Seasonal Jewish Songbooks

Festive Chanukah Songs Level 2
Arranged by Bruce Berr
7 songs: Candle Blessings • Chanukah • Come Light The Menorah • Hanerot, Halalu • The Dreydl Song • S’vivon • Ma’oz Tsur.
00296194

Festive Songs for the Jewish Holidays Level 3
Arranged by Bruce Berr
11 songs: Who Can Retell? • Come Light The Menorah • S’vivon • Ma’oz Tsur • I Have A Little Dreydl • Dayenu • Ma Nish'tana • Adir Hu • Eliyahu Hanavi • Chad Gadya • Hatikvah.
00296195
Piano Ensembles

Four-part student ensembles arranged for two or more pianos. Instrumental accompaniments are also available on CD and GM disk. These ensembles, arranged by Phillip Keveren, feature student favorites from Piano Lessons books 1-5 of the Hal Leonard Student Piano Library.

Level 1
Night Shadows • Party Cat • Trumpet Man • Go For The Gold.
00296064 Book Only
00296073 CD Only
00296074 GM Disk Only

Level 2
Painted Rocking Horse • Basketball Bounce • Stompin' • Summer Evenings.
00296065 Book Only
00296075 CD Only
00296076 GM Disk Only

Level 3
Dixieland Jam • Scherzo • Street Fair • Fresh Start.
00296066 Book Only
00296077 CD Only
00296078 GM Disk Only

Level 4
Carpet Ride • Calypso Cat • Jig • Allegro from Eine Kleine Nachtmusik.
00296067 Book Only
00296079 CD Only
00296080 GM Disk Only

Level 5
Wade In The Water • A Minor Contribution • A Whispered Promise • Gypsy Song.
00296090 Book Only
00296091 CD Only
00296092 GM Disk Only

Each book of the Piano Ensembles series contains four favorite selections from the corresponding Piano Lessons book and includes:
• Four student parts
• Conductor’s score with optional teacher accompaniment
• Performance configurations for 2 or more pianos
• Suggested instrumentation for electronic keyboard
ROSEMARY BARRETT BYERS has enjoyed a varied career as pianist, conductor, theatrical director, teacher, composer, and arranger. Since completing a Master of Music degree in piano performance at Indiana University, she has taught children and adults of all ages and levels in a home studio and at various colleges and universities throughout the Southeast and Midwest. Several of her original children's musicals, including CinderElf, and The Weally Weird Wabbit have been produced by theater companies in Tennessee and Kentucky. Other published piano compositions include Cat Tales, More Cat Tales, Clown-U-Copia, and Blues Suite.

BRUCE BERR has been teaching music to children and adults for over thirty years. He has taught piano and piano pedagogy in a variety of settings: universities and colleges, community music schools, and in his home studio. Dr. Berr has written extensively about the art of teaching piano. He has been an associate editor and webmaster for Keyboard Companion magazine since 1997. He has presented lectures and workshops for professional music teachers' associations and conventions throughout the United States. He is currently Chair of the Composition Competition for the National Conference on Keyboard Pedagogy. Dr. Berr received his degrees in piano and pedagogy from Washington University in St. Louis and from Northwestern University.

BILL BOYD (1933-2001) played piano professionally as both a solo performer and band member in hotels, supper clubs, and private clubs in New York and Long Island. Mr. Boyd composed numerous jazz collections including the Think Jazz piano method and the Jazz Starters series for beginners. Mr. Boyd was awarded a Master’s degree from Columbia University and taught junior high school band and stage band in Huntington, Long Island for over 20 years. After retiring from teaching, Mr. Boyd devoted all his time to arranging and composing.

SONDRA CLARK is a graduate of The Juilliard School of Music in New York City, San Jose State University, and Stanford University, where she completed her Ph.D. Her composition teachers have included Vincent Persichetti, Norman Lloyd, and George Perle. Dr. Clark was a member of the San Jose State University Music Faculty for twelve years. She is an internationally recognized specialist on the music of Charles Ives and a long-time Bay Area music critic. Dr. Clark now devotes herself to composing full time, and since 1990, over forty of her compositions have won awards, one of which was a 2001 ASCAP award.

MATTHEW EDWARDS studied piano with Laurence Morton and Robert Weirich, and in 1999, completed his Doctor of Musical Arts degree in piano performance at the Peabody Conservatory of Music, under the instruction of Robert McDonald. Currently, he is a member of the music faculties at Anne Arundel Community College, Howard Community College, and Washington Bible College. Additionally, Matthew serves as the Director of Music and Youth at the Harvester Baptist Church in Columbia, Maryland, and maintains a private piano studio at his home.

JENNIFER LINN, an accomplished performer and composer in St. Louis, Missouri, has maintained a private studio for over 17 years. Her compositions have been selected for the National Federation of Music Clubs' Festival list and have been featured in Keys magazine. In 1999-2000, Ms. Linn served as Visiting Lecturer in Piano Pedagogy at the University of Illinois at Urbana-Champaign. Ms. Linn holds a B.M. and M.M. in Piano Performance from the University of Missouri-Kansas City (UMKC) Conservatory of Music.

MIKE SPRINGER maintains an active schedule as a teacher, composer/arranger, pianist and adjudicator in the Dallas, Texas area. Mr. Springer has composed and arranged extensively for piano, electronic media (MIDI), vocal ensemble, and wind ensemble. Mr. Springer is an accomplished performer in classical and jazz idioms. He has been the pianist at Cornerstone United Methodist Church in Garland, Texas for over twelve years. Mr. Springer studied with Dr. Pamela Paul at the University of North Texas, where he earned his Bachelor of Music and Master of Music degrees in Piano Performance.

CHRISTOS TSITSAROS is currently Assistant Professor of Piano Pedagogy at the University of Illinois at Urbana-Champaign. The recipient of numerous scholarships and awards, Dr. Tsitsaros has appeared in recitals, chamber music concerts and as soloist in Europe and the United States. Dr. Tsitsaros holds the Diplôme Supérieur d’Exécution from the École Normale de Musique de Paris, an Artist Diploma and M.M. degree from Indiana University, and a D.M.A. (piano performance) from the University of Illinois. A recent CD recording of his piano compositions is available through Centaur Records, Inc.
Showcase Solos

*Showcase Solos* is a graded series of solo and duet sheet music for piano, including original compositions, seasonal music, and arrangements of folk and popular melodies for piano. Ranging from Early Elementary through Late Intermediate repertoire, these imaginative pieces provide excellent supplementary material for any method, and are a perfect complement to the Hal Leonard Student Piano Library.

Pre-Staff (Early Level 1)
- 00296367 Bumper Cars (Jennifer Linn)
- 00296368 The Hungry Spider (Jennifer Linn)

Early Elementary (Level 1)
- 00296127 Japanese Garden (Jennifer Linn)
- 00296128 Jazz Jig (Phillip Keveren)
- 00296169 Ocean Breezes (Mona Rejino)
- 00296154 Sledding Fun (Peggy Otwell)

Elementary (Level 2)
- 00296315 Accidental Wizard (Phillip Keveren)
- 00296312 Gone Fishin’ – 1P, 4H Duet (Carol Klose)
- 00296151 Joyful Bells (Jennifer Linn)
- 00296129 Lost Treasure (Mona Rejino)
- 00296313 Party Cat Parade (Jennifer Linn)
- 00296314 Rainy Day Play (Carol Klose)
- 00296170 Veggie Song (Jennifer Linn)

Late Elementary (Level 3)
- 00296131 Caravan (Carol Klose)
- 00296369 Copycat! – 1P, 4H Duet (Deborah Brady)
- 00296130 The Happy Walrus (Mike Springer)
- 00296152 Harvest Dance (Jennifer Linn)
- 00296133 Hummingbird (Jennifer Linn)
- 00296172 Little Bird (Carol Klose)
- 00296171 Quick Spin In A Fast Car (Phillip Keveren)
- 00296132 Soft Shoe Shuffle (Bill Boyd)
- 00296148 White Christmas (Berlin/arr. Mona Rejino)

Early Intermediate (Level 4)
- 00296150 Autumnn Sunset (Mike Springer)
- 00296139 Castilian Dreamer (Carol Klose)
- 00296317 Cheshire Cat Cool (Rosemary Barrett Byers)
- 00296135 Jump Around Rag (Bill Boyd)
- 00296141 Little Mazurka (Christos Tsitsaros)
- 00296173 Meaghan’s Melody (Jennifer Linn)
- 00296371 Mountain Splendor (Mona Rejino)
- 00296137 Peaceful Tide (Phillip Keveren)
- 00296140 Prelude To Rain (Mike Springer)
- 00296370 Reflections In The Moonlight (Mike Springer)
- 00296316 Seaside Stride (Mike Springer)
- 00296143 Smilin’ Mr. Dile (Rosemary Barrett Byers)
- 00296174 Snap To It! (Mona Rejino)

Intermediate (Level 5)
- 00296318 Café Waltz (Matthew Edwards)
- 00296136 Forever In My Heart (Phillip Keveren)
- 00296138 Gypsy Dance (Christos Tsitsaros)
- 00296144 Indigo Bay (Jennifer Linn)
- 00296175 Jesters (Christos Tsitsaros)
- 00296311 Key Lime Sunset – 1P, 4H Duet (Sondra Clark)
- 00296366 Miami Mambo – 1P, 4H Duet (Sondra Clark)
- 00296142 Salsa Picante (Carol Klose)
- 00296372 Sarasota Circus – 1P, 4H Duet (Sondra Clark)
- 00296134 Sassy Samba (Mona Rejino)
- 00296153 Skater’s Dream (Carol Klose)
- 00296176 Twilight On The Lake (Matthew Edwards)
- 00296145 White Christmas (Berlin/arr. Phillip Keveren)
- 00296149 Witch On The Wind (Rosemary Barrett Byers)

Visit our website www.halleonard.com for the newest titles in this series.
Composer Showcase

This series showcases the varied talents of our Hal Leonard Student Piano Library family of composers. Here is where you will find great original piano music by your favorite composers, including Phillip Keveren, Carol Klose, Jennifer Linn, Bill Boyd, Bruce Berr, and many others. Carefully graded and leveled for easy selection, each book contains gems that are certain to become tomorrow’s classics!

Elementary
00290425 Jazz Starters  (Bill Boyd)

Late Elementary
00296354 Coral Reef Suite  (Carol Klose)
00290359 Imaginations In Style  (Bruce Berr)
00290434 Jazz Starters II  (Bill Boyd)
00290465 Jazz Starters III  (Bill Boyd)
00296361 Mouse On A Mirror & Other Contemporary Character Pieces  (Phillip Keveren)
00296374 Shifty-Eyed Blues & More Contemporary Character Pieces  (Phillip Keveren)
00296353 Tex-Mex Rex  (Phillip Keveren)

Early Intermediate
00290360 Explorations In Style  (Bruce Berr)
00296373 Monday’s Child  (Deborah Brady)
00290417 Think Jazz!  (Bill Boyd)

Intermediate
00296356 Concerto For Young Pianists – 2P, 4H  (Matthew Edwards)
00240435 Jazz Delights  (Bill Boyd)
00296355 Les Petites Impressions  (Jennifer Linn)

Visit our website www.halleonard.com for full descriptions and song lists for each of the books listed here, and to view the newest titles in this series.
The Phillip Keveren Series

**African-American Spirituals**
20 popular spirituals, including: Deep River • Every Time I Feel the Spirit • Go Down, Moses • Swing Low, Sweet Chariot • and more.
00310610 Piano Solo (Level 4/5)

**The Beatles**
18 Fab Four favorites: And I Love Her • Hey Jude • In My Life • Let It Be • Norwegian Wood • Penny Lane • Yesterday • and more.
00306412 Piano Solo (Late Intermediate/Advanced)

**Broadway’s Best**
16 Broadway standards: All I Ask of You • Cabaret • Edelweiss • Some Enchanted Evening • and more.
00310669 Piano Solo (Late Intermediate/Advanced)

**A Celtic Christmas**
16 Christmas carols: God Rest Ye Merry, Gentlemen • Here We Come A-Wassailing • The Holly and the Ivy • Irish Carol • Lo, How a Rose E’er Blooming • Wexford Carol • and more.
00310629 Piano Solo (Late Intermediate/Advanced)

**The Celtic Collection**
15 traditional Irish folk tunes: Be Thou My Vision • Danny Boy (Londonderry Air) • Molly Malone (Cockles & Mussels) • Tis the Last Rose of Summer • The Wearing of the Green • and more.
00310549 Piano Solo (Late Intermediate/Advanced)

**Children’s Favorite Movie Songs**
15 favorites from films: Beauty and the Beast • Can You Feel the Love Tonight • So Long, Farewell • Tomorrow • and more.
00310838 Big-Note Piano (Level 3)

**Christian Children’s Favorites**
25 songs: The B-I-B-L-E • Deep and Wide • Down in My Heart • Jesus Loves Me • This Little Light of Mine • and more.
00310837 Beginning Piano Solos (Level 2-3)

**Cinema Classics**
15 movie themes: Endless Love • My Heart Will Go On • Raiders March • The Rainbow Connection • Romeo and Juliet (Love Theme) • Tears in Heaven • and more.
00310607 Piano Solo (Late Intermediate/Advanced)

**A Classical Christmas**
20 beloved carols: Angels We Have Heard on High • Away in a Manger • Joy to the World • O Holy Night • Still, Still, Still • We Three Kings of Orient Are • and more.
00310769 Easy Piano (Level 4/5)

**Contemporary Hits**
16 songs: Amazed • Angel • Breathe • I Hope You Dance • Only Time • There You’ll Be • When You Say Nothing at All • and more.
00310907 Big-Note Piano (Level 3)

**Gospel Treasures**
18 beautiful arrangements: Amazing Grace • His Eye Is on the Sparrow • Just a Closer Walk with Thee • Shall We Gather at the River? • and more.
00310805 Easy Piano (Level 4/5)

**I Could Sing Of Your Love Forever**
15 songs of praise: Awesome God • I Could Sing of Your Love Forever • I Love You Lord • The Potter’s Hand • and more.
00310905 Piano Solo (Late Intermediate/Advanced)

**Immortal Hymns**
17 everlasting favorites: All Hail the Power of Jesus’ Name • Holy, Holy, Holy • In the Garden • Just As I Am • and more.
00310796 Easy Piano (Level 4/5)

**Jingle Jazz**
17 Christmas standards arranged with a touch of cool: The Christmas Song (Chestnuts Roasting on an Open Fire) • I’ll Be Home for Christmas • Merry Christmas, Darling • and more.
00310762 Piano Solo (Late Intermediate/Advanced)

**Joy To The World**
18 carols: Angels We Have Heard on High • Deck the Halls • The Friendly Beasts • O Holy Night • Silent Night • What Child Is This? • and more.
00310888 Big-Note Piano (Level 3)

**Kids’ Favorites**
25 songs: Alouette • Ensky Weensy Spider • London Bridge • Pop Goes the Weasel • Twinkle, Twinkle Little Star • Yankee Doodle • and more.
00310822 Beginning Piano Solos (Level 2-3)

**Let Freedom Ring!**
15 favorites: America, the Beautiful • My Country, ’Tis of Thee • Stars and Stripes Forever • and more.
00310744 Easy Piano (Level 4/5)

**Love Songs**
17 romantic favorites: Can’t Help Falling in Love • I’ll Never Love This Way Again • Love Story • Save the Best for Last • We’re Only Just Begun • A Whole New World • You Are So Beautiful • and more.
00310744 Easy Piano (Level 4/5)

**Pop Ballads**
17 pop classics: Angel • The First Time Ever I Saw Your Face • From a Distance • Lady in Red • My Heart Will Go On • Nadia’s Theme • Rainy Days and Mondays • The Way We Were • and more.
00220036 Easy Piano (Level 4/5)

**Richard Rodgers Piano Solos**
17 classics: Edelweiss • My Funny Valentine • Some Enchanted Evening • You’ll Never Walk Alone • and more.
00310755 Piano Solos (Late Intermediate/Advanced)

**Shout To The Lord**
14 favorite praise songs: As the Deer • El Shaddai • Oh Lord, You’re Beautiful • Shine, Jesus, Shine • Shout to the Lord • and more.
00310699 Piano Solo (Late Intermediate/Advanced)

**Sweet Land Of Liberty**
15 patriotic favorites: America, the Beautiful • Hail to the Chief • The Star Spangled Banner • Stars and Striped Forever • and more.
00310840 Easy Piano (Level 4/5)

**The Nutcracker**
8 Favorites from Tchaikovsky’s holiday classic: Overture • March • Dance of the Sugar Plum Fairy • Russian Dance • Arabian Dance • and more.
00310908 Big-Note Piano (Level 3)

**This Is Your Time**
15 songs: Can’t Live a Day • Every Season • Go in Sin No More • Jesus Will Still Be There • Lamb of God • Shine On Us • This Is Your Time • and more.
00310956 Big-Note Piano (Level 3)

**Timeless Praise**
20 sacred classics: How Beautiful • How Majestic Is Your Name • Lord, I Lift Your Name on High • People Need the Lord • There Is a Redeemer • Thy Word • and more.
00310712 Easy Piano (Level 4/5)

**21 Great Classics**
21 beloved classical masterworks: Air on the G String • Canon in D Major • Eine Kleine Nachtmusik • Hallelujah! • Jesu, Joy of Man’s Desiring • and more.
00310717 Easy Piano (Level 4/5)
Notespellers, Assignment Books, Flash Cards and Other Teaching Aids

**Pocket Music Dictionary**
The most contemporary music dictionary on the market! Conveniently divided into three main sections: The Dictionary of Music Terms contains definitions for over 2,000 musical terms; The Dictionary of Musicians provides more than 400 brief biographies of composers & musicians; a collection of Reference Charts gives instant, at-a-glance summaries of the essentials of music.

**Flash Cards**
- **Set A**: 120 color-coded cards to review basic musical symbols, all notes from low ledger C to high ledger C, and rhythm patterns in 4/4 and 3/4.
  00296034
- **Set B**: 120 color-coded cards to review musical terms, scales, key signatures, and chord progressions in C, Am, G, Em, F, Dm, and rhythm patterns in 2/4, 3/4, 4/4, 3/8, and 6/8.
  00296035

**Achievement Stickers**
Featuring our loveable method mascots Spike and Party Cat, plus other eye-catching illustrations from our piano method books. Includes 8 stickers each of 6 different designs – 48 one-inch full color stickers in all.

**Music Manuscript Paper**
32-page, wide-staff manuscript paper, in an 8½" x 11" booklet. Includes a comprehensive music notation guide & glossary of terms for student reference.

**Hal Leonard Student Keyboard Guide**
Handy reference for beginning students. The front of the guide fits behind all 88 keys of any piano, and the back of the guide is a practice keyboard.

**Notespellers, Assignment Books, Flash Cards and Other Teaching Aids**
### HLSPL Method Books

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### Supplementary Books

#### TECHNIQUE CLASSICS

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| **POPULAR PIANO SOLOS**                   |            |        |
| Popular Piano Solos Level 1              | 00296031   | $5.95  |
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| More Popular Piano Solos Level 5 CD      | 00296275   | 10.95  |
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| Traditional Hymns Level 2 GM Disk        | 00296284   | 12.95  |
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| Classical Themes Level 5 GM Disk         | 00296337   | 12.95  |

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| **LATE ELEMENTARY (HLSPL LEVEL 3)**      |            |        |
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| Imaginations In Style/Bruce Ferr          | 00290359   | 5.95   |
| Jazz Starters II/Bill Boyd                | 00290434   | 6.95   |
| Jazz Starters III/Bill Boyd               | 00290465   | 6.95   |
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| Think Jazz/ Bill Boyd                     | 00290417   | 9.95   |

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| Jazz Delights/Bill Boyd                   | 00240435   | 6.95   |
| Les Petites Impressions/Jennifer Linn     | 00296355   | 6.95   |

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## SHOWCASE SOLOS

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## SHOWCASE SOLOS

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Barbara Kreader • Fred Kern • Phillip Keveren • Mona Rejino

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