



INITIATION

B R A I N - B A S E D

PIANO METHOD

Brain-Based Piano Method

INITIATION

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Brain-Based Piano Method Initiation

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Introduction

The Brain-Based Piano Method, a mindful and comprehensive system to learn how to play the piano was created with today's children, parents and teachers in mind.

The Initiation level is addressed to children three years old and above, who had no previous musical training. This method provides young learners' growing minds with plenty of material for learning and experimentation.

At the most elementary level, all aspects of musicianship are covered: rhythmic and melodic development, ear training and playing by ear, piano technique, reading and writing.

Following the natural process by which children learn their mother tongue (listen, imitate, speak, read and write), they learn music, first by listening, then by clapping, singing, then by playing on the piano. Reading and writing follow.

The Do-Re-Mi system of note names (the Solfege system) is used for its many advantages: it allows students to make a direct connection between the sounds they hear and sing, and the notes they play.

We paid particular attention to developing the children's creativity. Students are encouraged to come up with their own rhythms, melodies, to modify and combine the songs they learn in different ways and to create their own arrangements.

This book is organized in 5 chapters. Each chapter has two songs, a technical study, a creativity bonus and activities that help children learn different skills (rhythm, ear training, theory, reading and writing etc.) Most activities are related to the songs learned.

The book is accompanied by video tutorials accessible online, which allow students to review the material learned at their own pace, as often as they like.

A Weekly Practice Log helps to assign and record practice, homework and events.

Systematic assessments are built into the learning process at every stage. The skills mastered are rewarded with a special badge or stamp. A Final Test assesses the skills and playing abilities developed so far. Students receive a Diploma and are ready to move on to the Preparatory level.

At a Glance

	Songs	Mindful Time	Ear Training	Musical Elements
Chapter 1	1. Do-Re-Mi the Bunny Hop 12 2. Hot Cross Buns 14	Let's Sit and Focus. What is the intention of the class? A quite environment for study 16	Mindful Listening Exercise 16	Toad & Frog: Downbeat & Rhythm 18 Black Keys Pattern 25 Learn Do-Re-Mi 26 The Story of the House of Two 30
Chapter 2	3. Fa-Sol-La-Ti Elephant 38 4. Rain, Rain Go Away 40	Hand Position 42	Going Up and Down the Keyboard 51 Listen & Tell: Name the Song and the Notes 55	A Story about Pitch 43 Conduct and Play in 2 45 Learn Fa-Sol-La-Ti 48
Chapter 3	6. Los Pollitos 58 7. Bow, Wow Wow 60	Arm Weight 64	Going Up and Down the Scale 65 Listen and tell: Repeated Notes, Steps & Skips 74	Toad & Frog Play Together Melody & Accompaniment 68
Chapter 4	9. Who's That 80 10. Twinkle, Twinkle 82	Wrist Up & Down 84	Listen and Tell: Name the Song and the Notes 85	Toad & Frog Play Together: Fifths 86 Frog & Frog Play in Unison 90
Chapter 5	12. Mary Had a Little Lamb 96 13. London Bridge 98	Legato and Staccato 100	Listen and Tell: Question & Answer 108	Toad & Frog Play Together: Harmony 102 Pentascale and Chords 104 Samples of Question & Answer Song 106

At a Glance

Games & Activities	Piano Technique	Creativity Bonus	Read & Write Notes
Move with the Song 17	A baby learns to walk 20	Add new words to a song	Read Rhythms: Eighth and Quarter Notes 35
Gather the Balls 22	Body Posture at the piano 23	Sing & Play with Do-Re-Me	Write Notes: Half, Quarter, Eighth Notes, Quarter Rests 36
Hare & Hound Game with: Do-Re-Mi 28	Bird Beak (Hand Position) 24	Play on black keys 34	
Rhythm Game 32			
Go Up and Down with the Sound 44	Hold the Ball-The Hand Drop 52	Play the Bunny-Elephant Song	Read: Half Notes and Quarter Rests 56
Finger Numbers 46	5. The Two Cranes 53	Play on black keys 54	Read Notes: Middle Do, Low Do 57
Hare & Hound Game with Fa-Sol-La-Ti 50			Write: Half, Quarter and Eighth Notes 58
Song Puzzle Game 66	Get the Ball, Pass the Ball (Phrasing Attack Legato) 70	Tap the rhythm of your name, phrase	Read: Rhythms in 2/4 76
Hare & Hound Game with Do-Re-Mi-Fa-Sol-La-Ti 72	8. The Soccer Game 71	Change the words to Bow, Wow, Wow	Read Notes: Middle Do, Low Do 77
		Sing & Play perfectly slow 75	Write: Count the lines and spaces of the staff 78
<i>Use the Games and Activities from Ch. 1-3</i>	Tap on the Table-Bounce the Ball (Wrist Staccato) 88	Change the words of Who's That	Read Rhythms in 2/4 92
	11. Pepperoni Pizza 89	Play Twinkle, Twinkle Little Star Sad 91	Reading notes: Do-Sol 93
			Write: notes on Lines and Spaces 94
<i>Use the Games and Activities from Ch. 1-3</i>	Walking Fingers - Bouncing Balls Legato-Staccato 101	Create your own Pentascale	Read Notes Do-Re-Mi-Fa-Sol 110
	14.The Kid in the Mirror 105	Create your own Question and Answer Song 109	Read Notes: Do-Mi-Sol 111
			Write Notes 112
Final Test: Musical Skills			114
Final Test: Songs I Can Play			116
Piano Presentations			117
Note Names and Hand Signs			118

Overview

Journal: Use the journal to keep record of the lessons, take notes and plan for future events.

Songs: Each chapter introduces two songs and a technical study.

Activities away from the piano and at the piano: Preparatory activities away from the piano help children to learn the lyrics, rhythm and melody of the songs by heart, and then apply what they know at the piano.



Mindful Time: Each lesson and practice session starts with a mindfulness exercise which prepare the student for a good learning experience and piano technique.



Ear Training: Each chapter includes activities for the development of the ear based on the songs just learned.



Musical Elements: Each chapter introduces a few fundamental musical elements (rhythm, pitch, notation etc.) using images and stories familiar to children.



Games and Activities: Many musical concepts are introduced through engaging games.

Piano Technique: Correct body posture, hand position and technical elements such as legato and staccato are introduced through games and studies from the first lesson.



Creativity Bonus: Activities that foster flexible learning and creativity.



Read and Write Notes: Musical notation is introduced by reading rhythm (quarter notes, eighth notes, etc.) and progressing to notes on the staff.

Tests and Assessments: At the end of each chapter students are tested individually by going through the chapter's activities. Use the grading scale and the numbers 1 through 10 to indicate and record progress. At the end of the book students are tested on all the skills they have learned.

This book is intended to be read together by an adult with a child (or children). *The indications for the adult are written in italics.* The normal text can be read aloud to the child.

The Initiation book is best used along with:

Rewards: Children earn stamps and badges after they have done an activity, learned to play a song or have mastered a skill. The Initiation book comes with 40 badges

Initiation CD: Includes all the songs to listen, learn and play games.

Student Weekly Practice Log: helps to assign and record practice, homework and events.

Video Tutorials accessible online at **www.BrainBasedPianoMethod.com**



Journal



Date	Notes / Homework / Video Tutorials

The upcoming presentation is on ____/____/____ at _____

Songs and Studies: 1. _____

2. _____

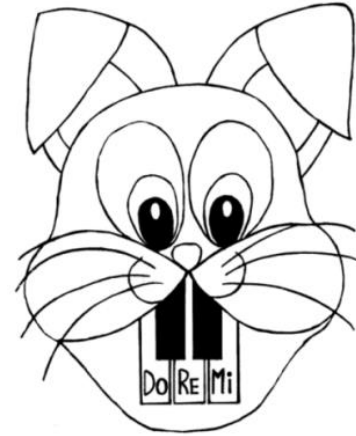
3. _____



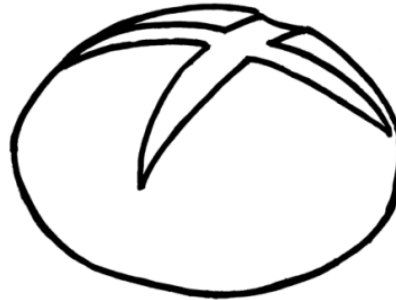
Chapter One

Songs

1. Do-Re-Mi the Bunny Hop



2. Hot Cross Buns



End of Chapter Test

Date: ____ / ____ / ____

Music Grade:

Piano Grade:

Comments: _____










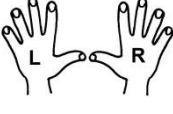
Grading Scale: P (1-4) Needs Practice, **S** (5-9) Satisfactory, **M** (10) Mastered

1. Do-Re-Mi the Bunny Hop

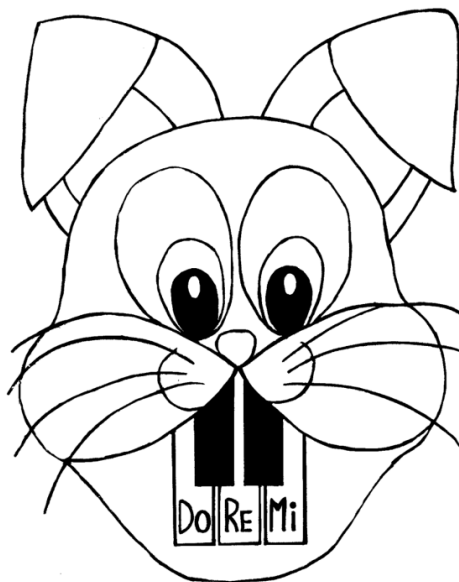
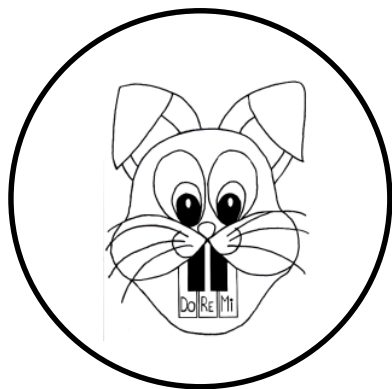


Watch
Video
Tutorial



Away from the Piano		Date: ____ / ____ / ____
1. Sway, SAY the Lyrics and CLAP the RHYTHM		
2. Sway, SING with Lyrics and CLAP the RHYTHM		
3. Sing with Do-Re-Mi and TAP the RHYTHM		
4. Sing with Do-Re-Mi and TAP the DOWNBEAT		
5. Sing with Do-Re-Mi using HAND SIGNS		
6. Sing with Do-Re-Mi and CONDUCT in 2		
7. Sing with Ti-Ti-Ta and Point to the Notes		
At the Piano		Date: ____ / ____ / ____
8. Sing and Play Melody with RH (or two hands). My teacher plays Accompaniment with LH. 1 2 3 4 5 6 7 8 9 10		
9. Play Accompaniment with LH (fifths/harmony). My teacher plays Melody with RH. 1 2 3 4 5 6 7 8 9 10		
10. Play HT (RH Melody, LH Accompaniment) 1 2 3 4 5 6 7 8 9 10		

Do-Re-Mi the Bunny Hop



Mihai Preda and Leidys Monascal (2015)

1

Now we walk, now we stop,
Do Do Do, Re Re Re,

Now we dance the Bun - ny hop.
Do Re Mi Re Do Do Do.











Date: ____/____/____

2. Hot Cross Buns

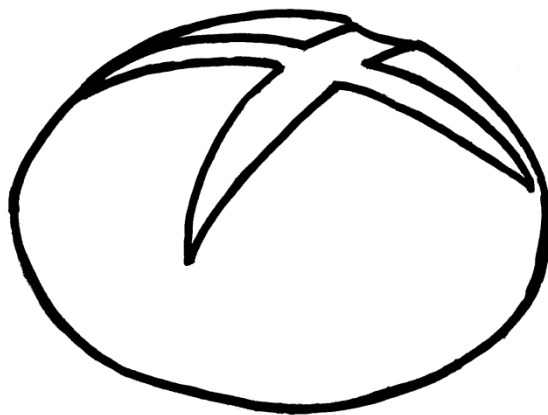
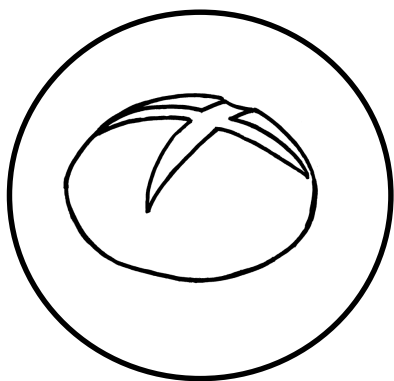


Watch
Video
Tutorial



Away from the Piano		Date: ____ / ____ / ____
1. Sway, SAY the Lyrics and CLAP the RHYTHM		
2. Sway, SING with Lyrics and CLAP the RHYTHM		
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4. Sing with Do-Re-Mi and TAP the DOWNBEAT		
5. Sing with Do-Re-Mi using HAND SIGNS		
6. Sing with Do-Re-Mi and CONDUCT in 2		
7. Sing with Ti-Ti-Ta and Point to the Notes		
At the Piano		Date: ____ / ____ / ____
8. Sing and Play Melody with RH (or two hands) My teacher plays Accompaniment with LH. 1 2 3 4 5 6 7 8 9 10		
9. Play Accompaniment with LH (fifths/harmony). My teacher plays Melody with RH. 1 2 3 4 5 6 7 8 9 10		
10. Play HT (RH Melody, LH Accompaniment) 1 2 3 4 5 6 7 8 9 10		

Hot Cross Buns



3

Hot cross buns, Hot cross buns,
Mi Re Do Mi Re Do,

One a pen - ny, two a pen - ny, Hot cross buns.
Do Do Do Do Re Re Re Re Mi Re Do.

Date: ___ / ___ / ___



Mindful Time

Important Note: *Practice at the beginning of every class to help students focus, identify pitches, set the intention of the class, practice visualizations and set a positive attitude toward learning using affirmations.*

Environment: Let's create a peaceful place for learning. Put all the toys and food away. Turn off the TV, radio, computer, etc. Now we can focus. Our practice time is very important. Everybody in the house knows that this is our time for learning.

Mindful Listening Exercise: Hit a singing bowl; listen, breathe in and out slowly and deeply. Listen to the sound carefully. Raise your hand when you cannot hear the sound any longer. Pass the bowl around and repeat.

Name the Note: Same exercise as above, but using a piano and naming the note.

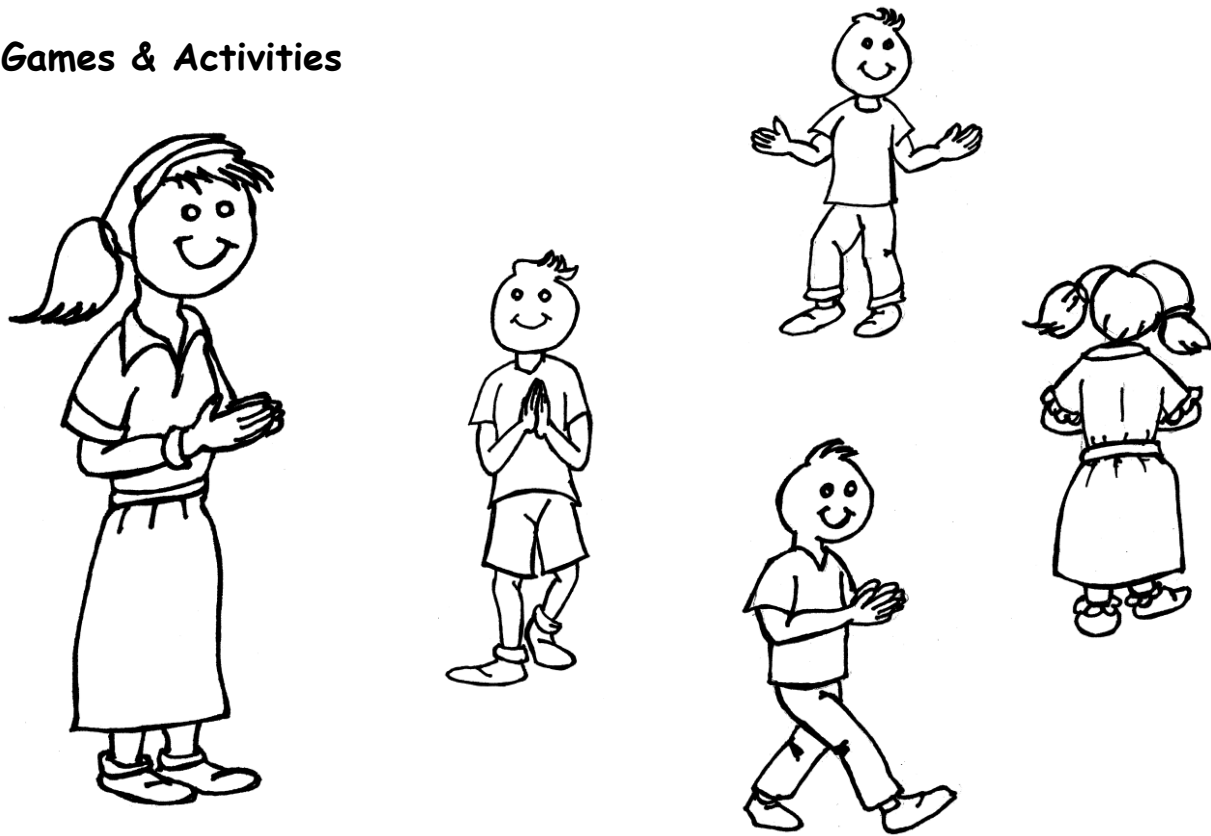
Intention of the Class: Let's now set the intention for today's class: Ex: "I will learn how to sing and play Hot Cross Buns"

Visualizations: Ex: "I imagine myself playing the piano beautifully"

Positive affirmations: Ex: "I open myself to learning. I learn easily and with joy"

Date: ____ / ____ / ____

Games & Activities



Move with the Song

Objective: To help children internalize the beat and the rhythm of a song.

Materials: Initiation CD. To add variety, use percussion instruments.

This activity can be used with all the songs in this book.

Procedure: Play Do-Re-Mi the Bunny Hop track. Have the children walk and clap with the rhythm of the song. Sing the song. Change the words. Example: “Now we jump, now we run, now we march the Bunny Hop”. Sing and act it out.

Variation #1: Instead of stepping with the rhythm of the song, step on every beat. Ask the students to imitate you. When the children can step with the beat with confidence, clap the rhythm of the song.

Variation #2: Instead of clapping the rhythm, express the rhythm by moving some other body part (the head, the hands, the arms, the shoulders etc.) Ask the children to suggest another motion.

Toad & Frog

Objective: To help students understand the difference between the rhythm and the downbeat. To prepare them to coordinate the hands in playing rhythm (right hand) and downbeat (left hand). Use this story for the activities #3 and #4 from every song.

Toad and **Frog** are best friends. They like to jump everywhere making music together.

Toad is big and heavy and jumps slowly. Frog is small and light and loves to jump often.



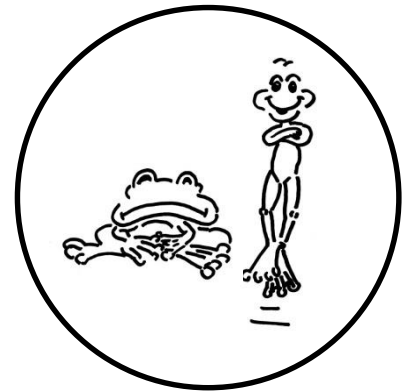
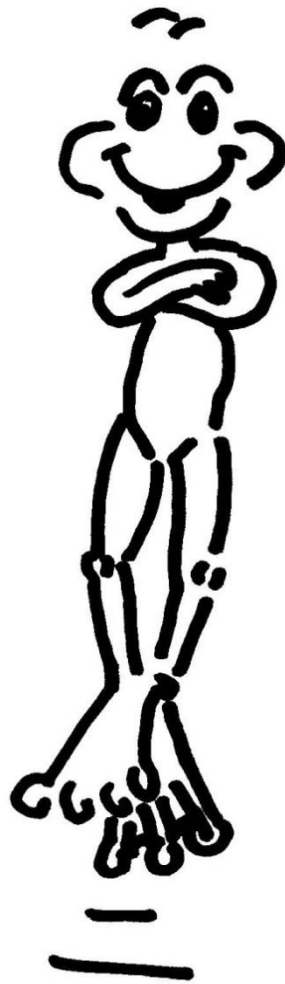
Toad Downbeat (Left Hand)

Toad always jumps on the **downbeat** (first beat of every measure).

Toad plays the Accompaniment in the Left Hand.

Can you sing a song and tap the Downbeat in the LH?

Date: ____ / ____ / ____



Frog Rhythm

(Right Hand)

Frog always jumps with the **rhythm of the melody**.

Frog plays the **Melody** in the **Right Hand**.

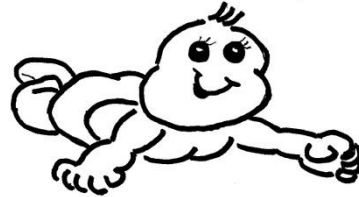
Can you tap the rhythm of the Melody in the RH?

Can you tap the Rhythm in the RH and the Downbeat in the LH?

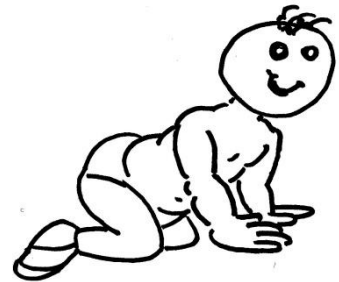
Piano Technique

Just like a baby learns how to walk,

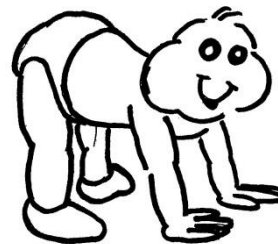
First, the baby moves on the floor
on her belly.



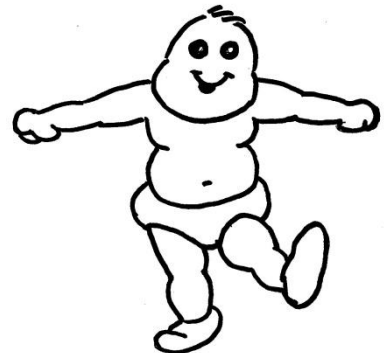
Next, the baby CRAWLS.



Then, the baby STANDS on all four.



Then, the baby WALKS.

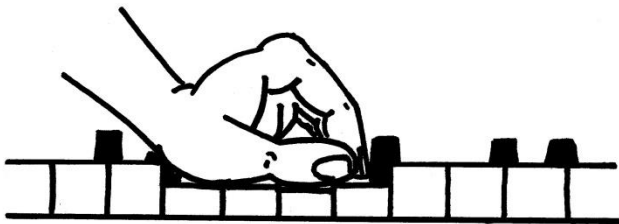


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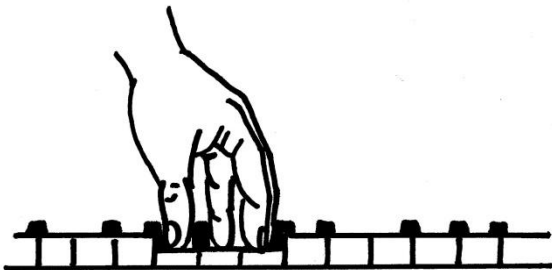
the hand learns how to move on the piano



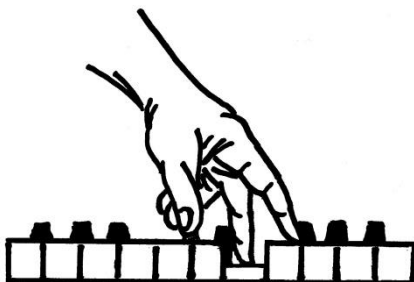
First, the hand feels the keys and moves on the keys.



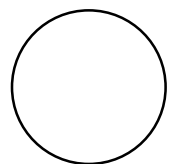
Next, the hand **CRAWLS**.



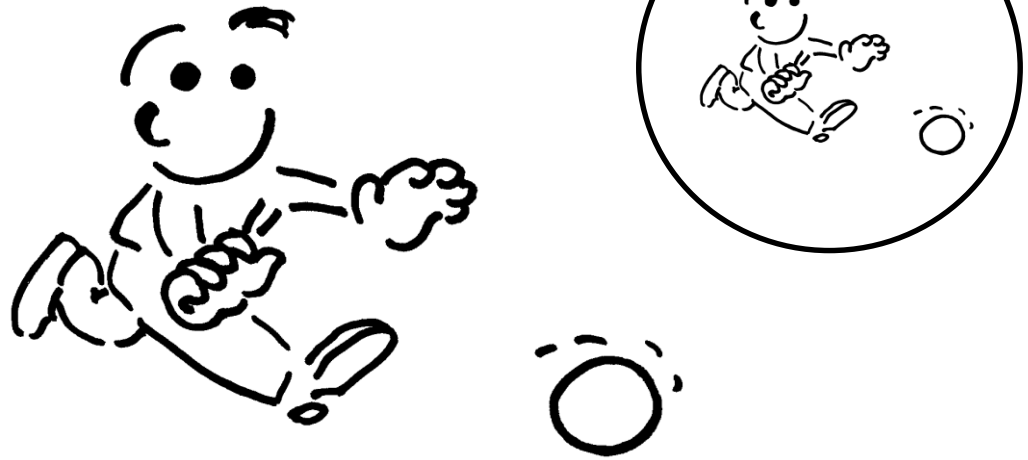
Then, the hand **STANDS** on all five fingers.



Then, the hand **WALKS** on the keys.



Games & Activities



Gather the Balls

Objective: To help children learn the songs that they will later play at the piano.

Materials: The BBPM Bag of Balls for Musical Games and BBPM Initiation Musical Games CD. This game is ideally played in a spacious room.

This game can be played to familiarize the students with the songs they are about to learn, and to add movement and energy to any class.

Procedure: Play the song, throw the balls on the floor, ask the children to gather all the balls and place them back in the basket before the song ends. Repeat with another song. Take turns throwing the balls.

Variation #1: Tell the students to listen carefully to the music, and only move while the music is playing, and to freeze when the music stops. Then play the song and pause it unexpectedly. Start the music again and watch the children spring back into motion.

Variation #2: Make a circle holding hands and go around with the beat of the music switching directions at every repetition of the song. Go down to the floor when the song ends (as in the game “Ring Around the Rosie”).

Date: ____/____/____

Piano Technique



The Good Posture Game

Objective: To create the habit of maintaining a good posture at the piano.

This game is best played at the piano.

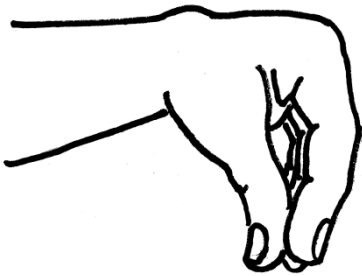
Here is what you need to know about sitting at the piano: Your feet are flat on the ground or on a stool, your back is straight and you need to lean slightly towards the piano. Your arms are horizontal when playing the piano.

This is called “GOOD POSTURE”.

The Game: Look at the three drawings of students sitting at the piano. Which one do you think has the best posture? Imitate each one of the three and decide which one feels best. In which position of the three can you sit without getting tired?

Are you ready to play? The student who can: go to the piano, sit down, with the feet flat on the ground or on a stool, place his hands on the piano and play a song with good posture 5 times in a row wins the Good Posture Game.

Date: ____/____/____



The Bird Beak Game (First Hand Position)

Objective: To learn to use the palm muscles and to bring the fingertips together.

This game is best played on a table or on the floor.

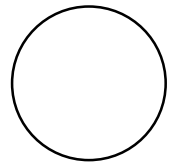
Make your hand in the shape of a bird beak. See how the tips of the thumb and index fingers touch.

Open and close the Bird Beak a couple of times. Open the palm to feel the muscles that you are using when you make the Bird Beak.

The Game: The Bird wants to build a nest. It needs to pick up small objects and bring them to the place where it is going to build her nest. Remember: it is a bird, and the only way it can pick up objects is using her Bird Beak.

Are you ready to play?

The student who can remember to hold the Bird Beak and bring many objects to the nest wins.



Date: ____/____/____

Games & Activities

The Black Keys Pattern

Objective: To help students identify the black key pattern, count and play the black keys.

This is the first step toward learning all the notes.

Count the groups of two and three black keys on the entire keyboard: 1-2, 1-2-3, 1-2, 1-2-3.

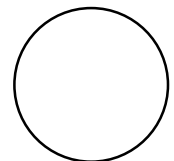
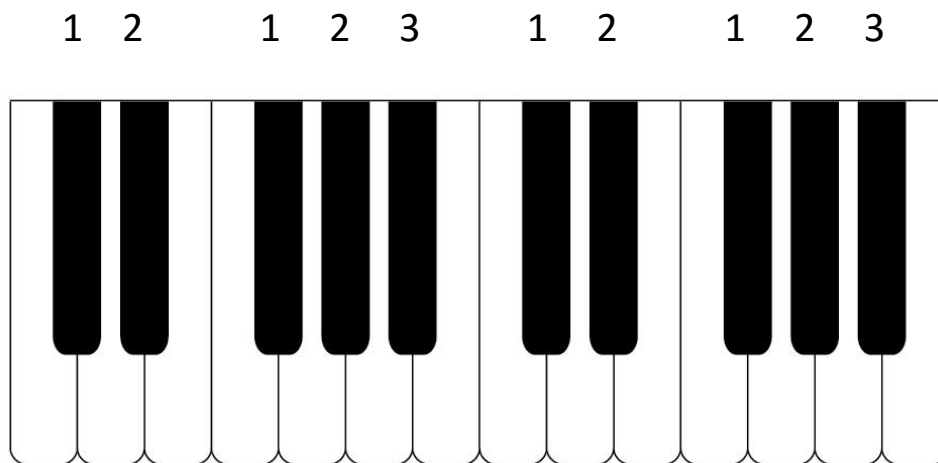
Look for the groups of 3 black keys. Count and play the groups of three black keys: 1-2-3, 1-2-3, skipping the groups of two black keys.

Count and play the groups of two black keys: 1-2, 1-2, skipping the groups of three black keys.

To get the happy face:

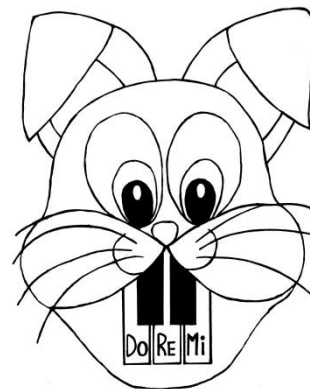
Show all the groups of 2 black keys, counting 1-2. How many can you find?

Show all the groups of 3 black keys, counting 1-2-3. How many can you find?



Date: ____ / ____ / ____

Learning My First Notes with Do-Re-Mi the Bunny



Objective: To learn the notes Do, Re, Mi on the entire keyboard by making an association between Do-Re-Mi the Bunny image and the notes on the keyboard.

Materials: A piano and the image of Do-Re-Mi the Bunny.

Place the image of Do-Re-Mi the Bunny in on the note stand of the keyboard.

Look at the two black keys on the face of the Bunny. Can you find the two black keys on the piano?

Around the two black keys are three white keys. They are called Do, Re and Mi. Can you play Do-Re-Mi, around the two black keys?

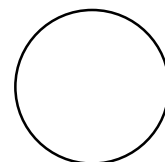
Can you play Do-Re-Mi going up on the entire keyboard? Start from the elephants (low sounds) and go to the birds (high sounds).

Where is Re? Re is the white key between the two black keys. Can you find all the notes Re on the entire keyboard?

Where is Do? Do is the white key on the left of the group of two black keys. Can you find all the notes Do on the entire keyboard?

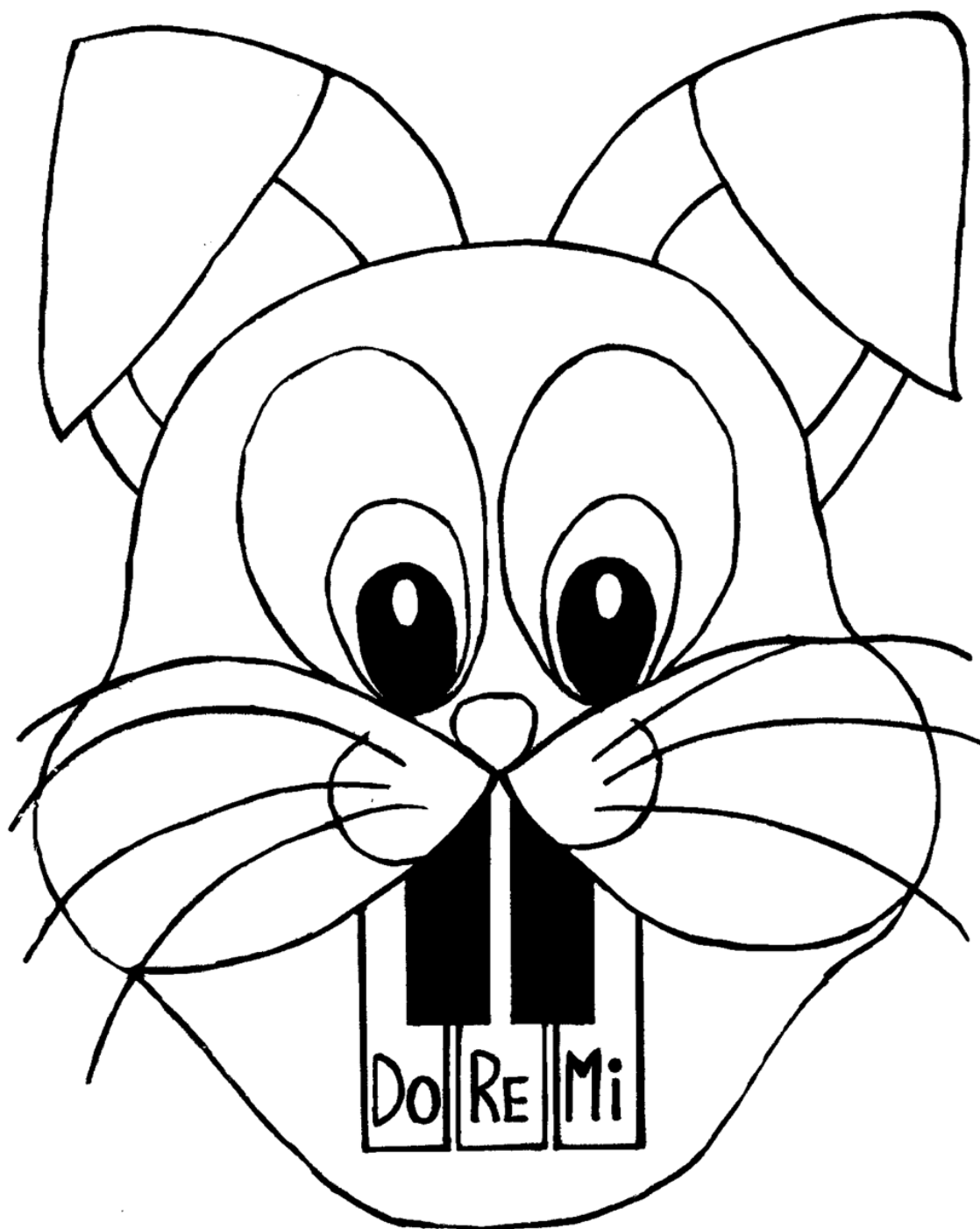
Where is Mi? Mi is the white key on the right of the group of two black keys. Can you find all the notes Mi on the entire keyboard?

To get the happy face: Find, name and play all the notes Do, Re, Mi on the entire keyboard going up, going down, and jumping around.



Date: ____ / ____ / ____

Do-Re-Mi the Bunny



Games & Activities

The Hare and the Hound Game with Do, Re, Mi



Objective: To help students identify, name and play all the notes Do, Re, Mi on the entire keyboard.

Preparation: Find a group of two black keys. Identify, name and play the notes Do, Re, Mi, the three white keys around the two black keys. Listen together to the sound of each note and sing along. Ask the student to name the notes in any order.

Characters:



The hare, played by the child



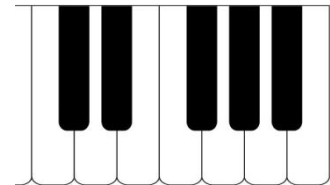
The hound, played by the adult

The Hare and the Hound Game at the Piano

The hound names one of the notes Do, Re or Mi.

The hare jumps to the note named.

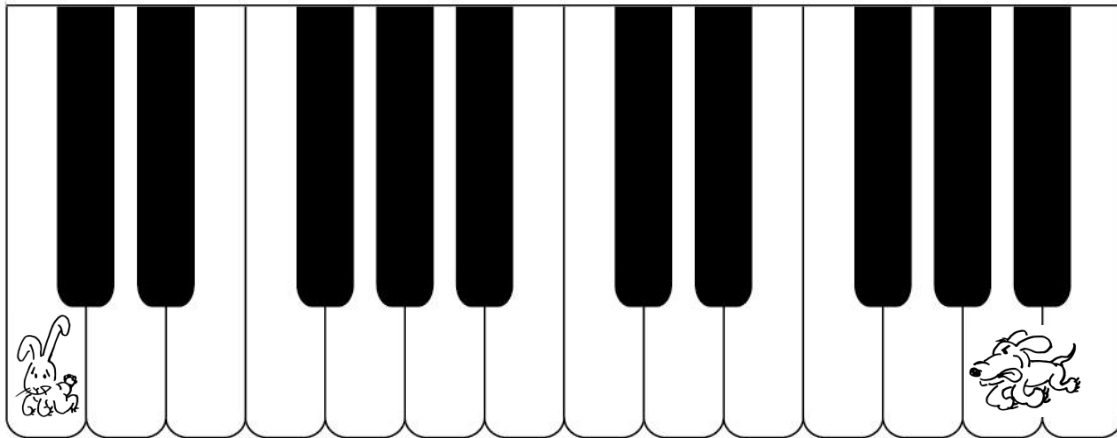
If the hare is on the correct note, the hare is safe, but if the hare is on the wrong note the hound can catch it! Switch roles.



How to get the badge: The student who can find, name and play all the notes Do, Re, Mi on the entire piano, going up, going down and jumping around gets the badge.

Date: ____ / ____ / ____

Games & Activities

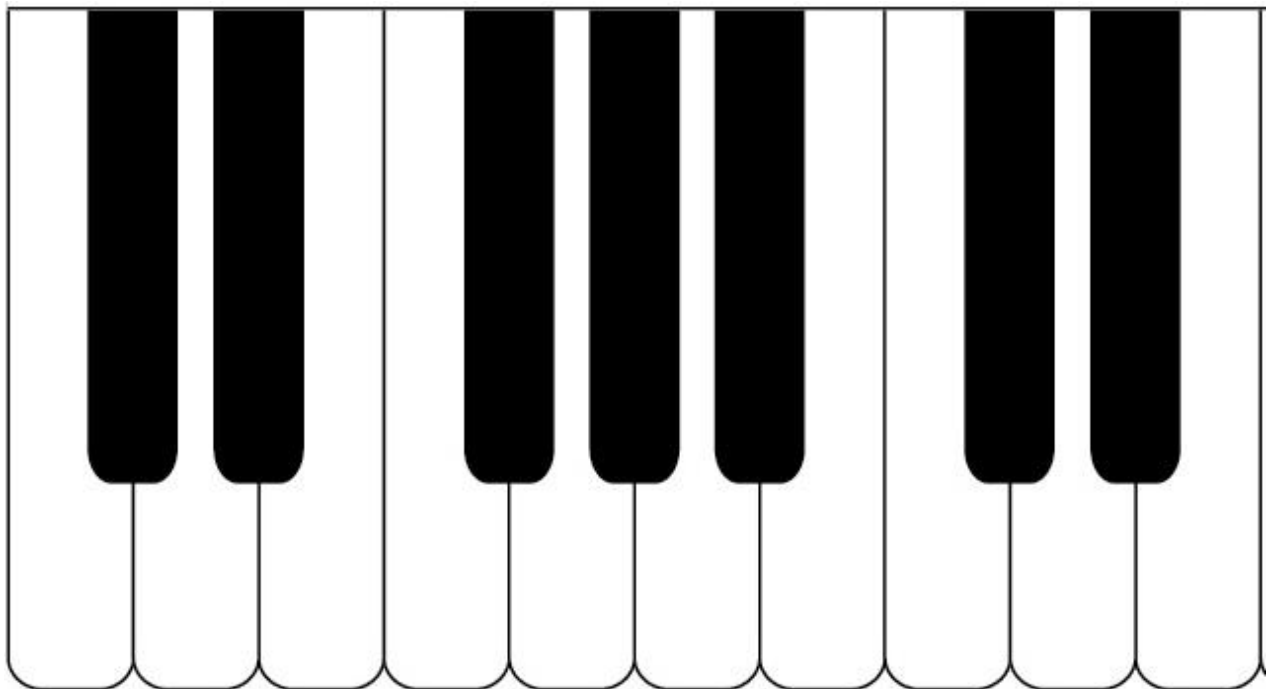


The hare needs to hide on Do!

Wuff, Wuff, Wuff barks the hound!

The Hare and the Hound Game on Paper

Take a pencil. Pretend the hare is very little, and it hides at the tip of the pencil. Play the same game as before, this time on paper.



Musical Elements

The Story of the House of Two

The House of Two is very clean and organized. All rooms are the same size.

Each room has two identical beds.

In the House of Two Musical Notes live happily singing songs all the time. Some of the notes that frequently live in this house are: Ta Quarter Notes, Ti-Ti Eighth Notes, Ta-ah Half Notes and Shh Quarter Rests.

Ta Quarter Notes fit perfectly on one bed.

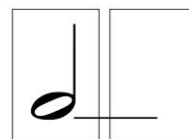


Ti-Ti Eighth Notes are like twins. They come in pairs.

They love to share one bed!



Ta-ah Half Note has a long tail. It takes two beds.

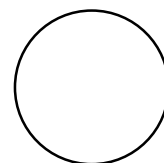


Shh Quarter Rests are very quiet and they take one bed.



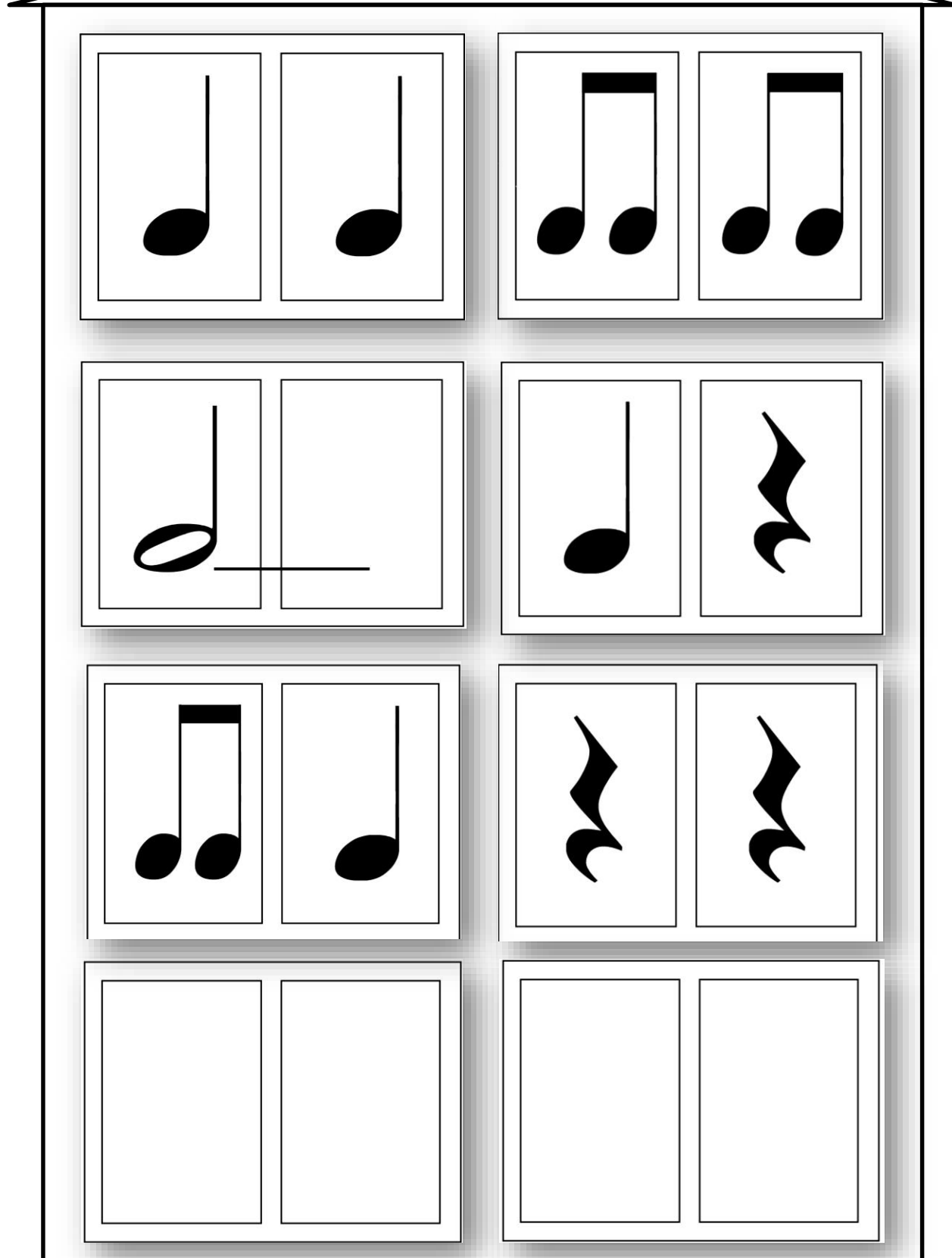
Who is going to live on the first floor? Fill the beds with Ta Quarter Notes, Ti-Ti Eighth Notes, Ta-ah Half Notes and Shh Quarter Rests.

Read from the top using the notes first names: Ta, Ti-Ti, Ta-ah and Sh.

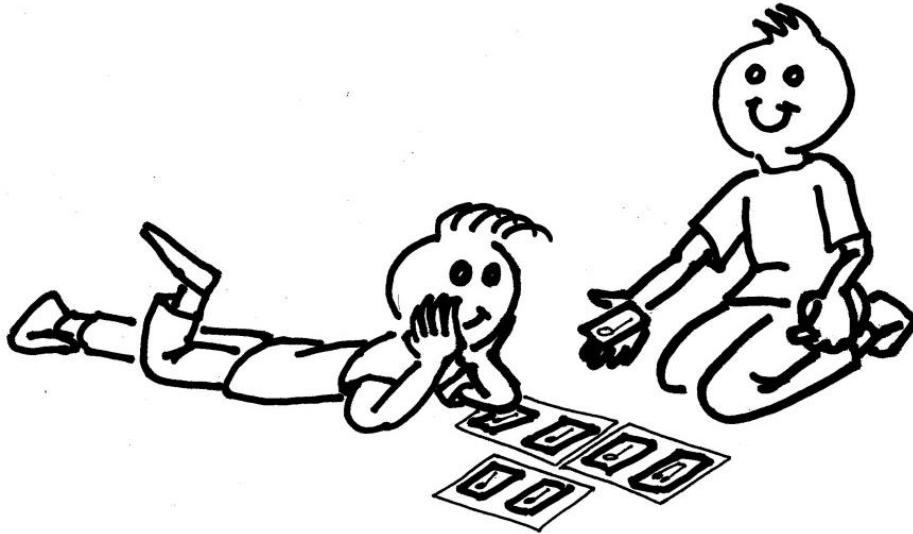


Date: ____ / ____ / ____

House of 2



Rhythm Puzzle Game



Materials: *Brain-Based Piano Method Rhythm Cards*

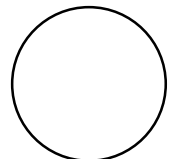
After the students understand the ideas presented in the House of Two, they can build their own measures and play different rhythm games using the Rhythm Cards.

Put together the Rhythm of a Song: Sing a song with Ti-Ti-Ta and clap the rhythm. Find the cards to match the rhythm and lay it out (see examples on the next page).

Read Rhythms: Read the rhythms at the end of each chapter with Ti-Ti-Ta and clap the rhythm. Use the Rhythm Cards to recreate them. Read the cards one by one and then place them on the measure cards. Read the rhythms created.

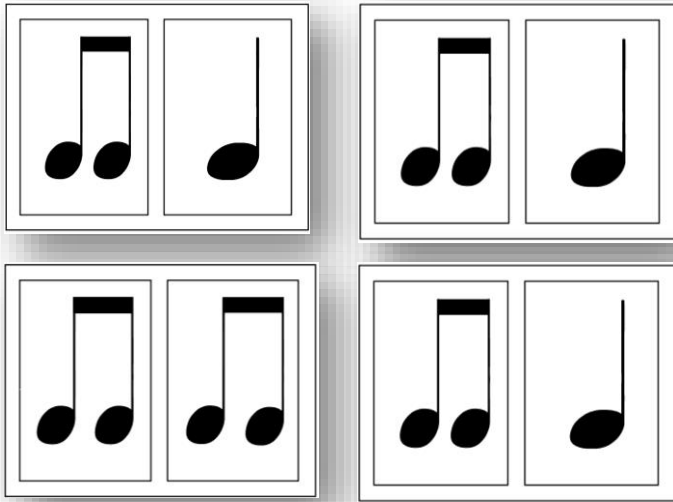
Make up your own rhythms: Pick 2 cards, arrange them in a particular order, read the rhythm with Ti-Ti-Ta. Clap the rhythm.

Rhythmic Dictation: *Play or sing a rhythm, have the students find the right cards to reproduce it.*

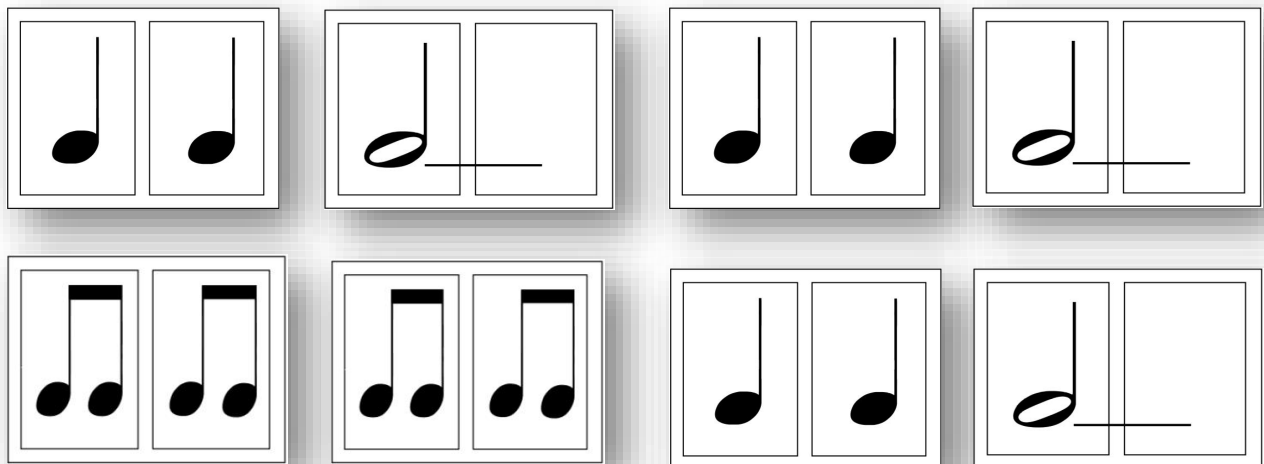


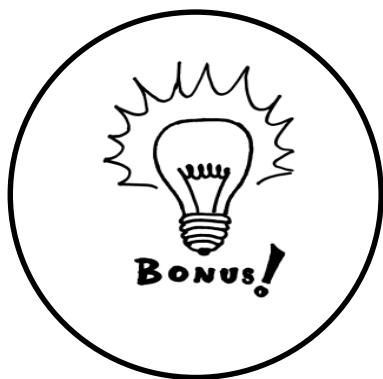
Examples:

Do-Re-Mi the Bunny Hop




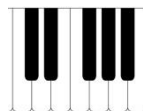


Hot Cross Buns



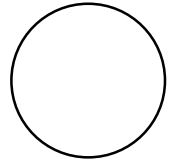


Creativity Bonus!

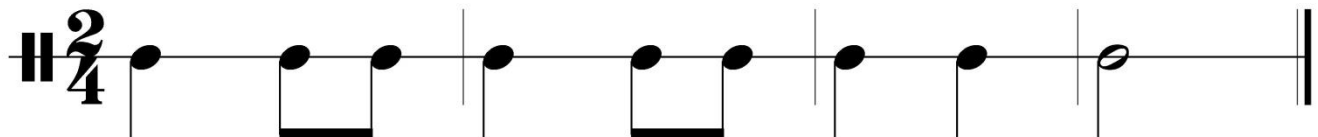
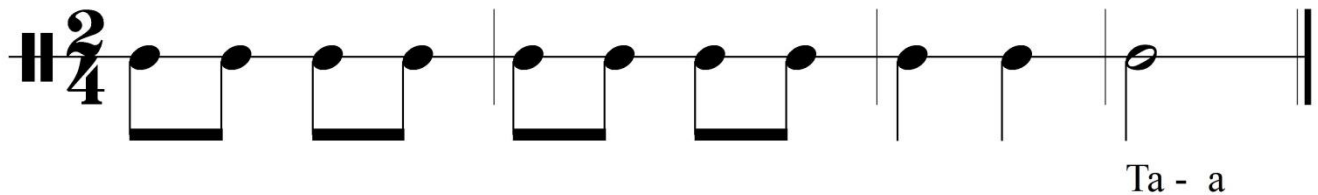
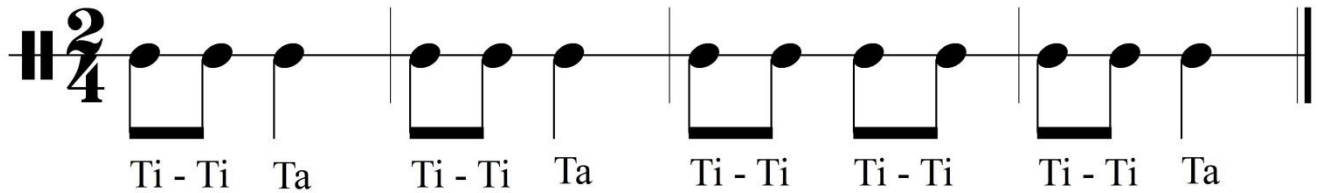
1. Sing with Do-Re-Me and play Sad Do-Re-Mi the Bunny Hop using Me (Eb) instead of Mi		
2. Sing with Do-Re-Mi and play Do-Re-Mi the Bunny Hop on black keys and other white keys		
3. Sing with Do-Re-Me and play Sad Hot Cross Buns using Me (Eb) instead of Mi		
4. Play Hot Cross Buns RH melody on black keys and other white keys		
5. Play Do-Re-Mi the Bunny Hop and Hot Cross Buns Middle Eastern Style using Ra (Db) instead of Re.		

Date: ____ / ____ / ____

Read Rhythms: Eighth and Quarter Notes



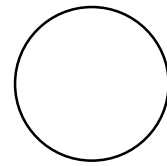
1. Take one line at a time. Clap the rhythm. Ask the student to clap back.
2. Clap and say the rhythm with *Ti-Ti-Ta*. Ask the student to repeat after you.
3. Read together, pointing at the notes. Start from the time signature and stop at the double bar.



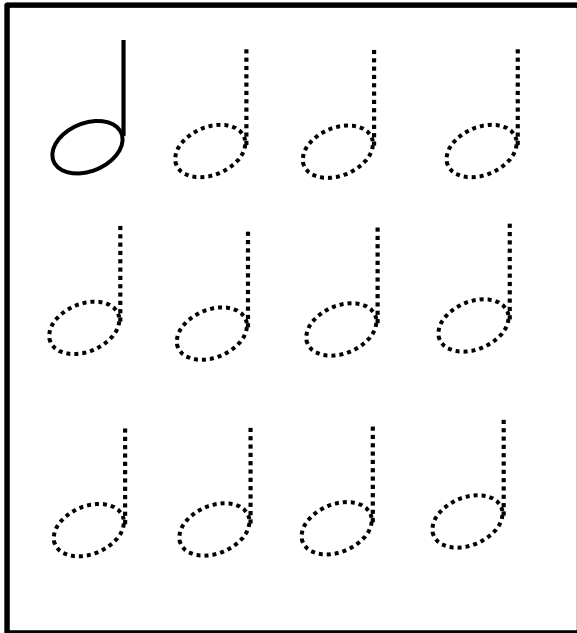
Date: ___ / ___ / ___

Write Notes

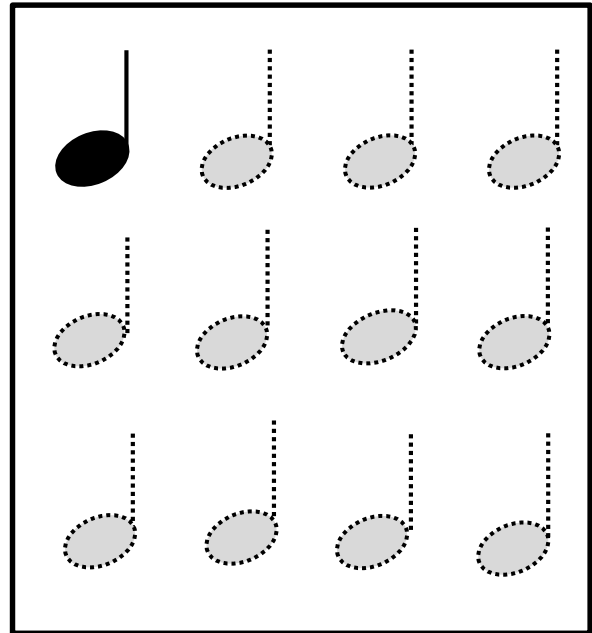
Grade:



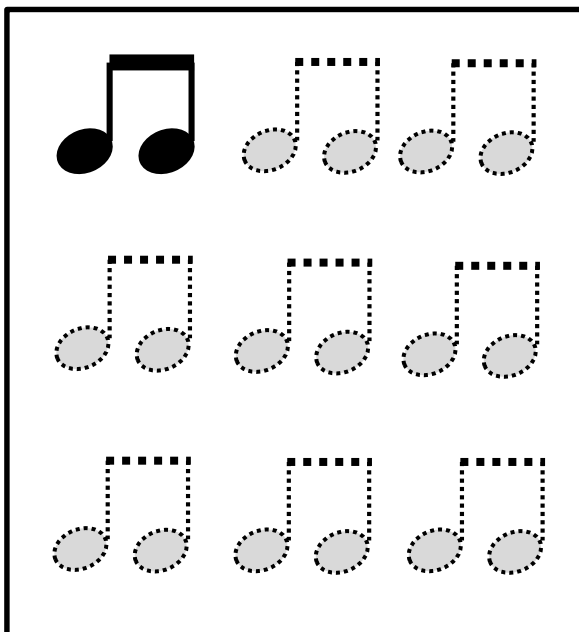
Ta-ah Half Notes



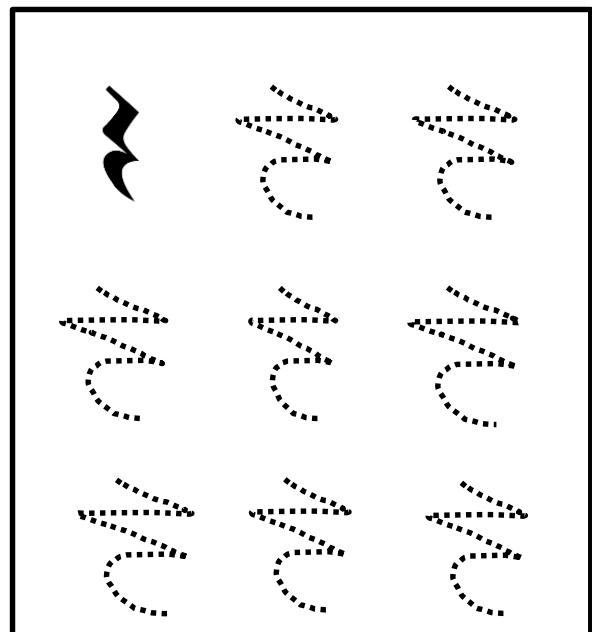
Ta Quarter Notes



Ti-Ti Eighth Notes

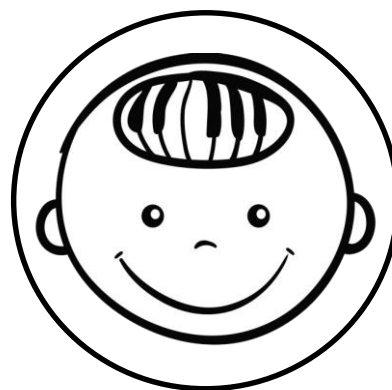


Shh Quarter Rests



Date: ___ / ___ / ___

Final Test: Musical Skills



	SING-CLAP-TAP-CONDUCT	
1	I can say the lyrics of a song and clap the rhythm	
2	I can sing a song and clap the rhythm	
3	I can sing a song with Do-Re-Mi and tap the rhythm of the melody	
4	I can sing a song with Do-Re-Mi and tap the downbeat	
5	I can sing a song with Do-Re-Mi and use hand signs	
6	I can sing a song with Do-Re-Mi and conduct in 2	
7	I can sing a song with Ti-Ti-Ta.	
	EAR TRAINING	
8	I can tell Low, Middle, High Sounds	
9	I can tell sounds going up and down the keyboard	
10	I can tell the name of a song when I hear a part of it	
10	I can tell the notes from a song I know when I hear them	
11	I can tell when a song sounds happy or sad	
12	I can tell the notes of a song that sounds sad	
13	I can tell repeated notes, steps and skips	

Date: ____ / ____ / ____

14	I can name the notes Do,Re,Mi when played individually and randomly	
15	I can name the notes Fa,Sol,La,Ti when played individually and randomly	
MUSICAL ELEMENTS		
13	I know the names of the notes on the keyboard	
14	I know how to tell the Melody and the Accompaniment	
15	I can recognize and play Pentascales and Broken Chords going up and going down	
16	I can tell a happy song from a sad one and how to change it from happy to sad (major to minor) and vice versa	
17	I can tell the Question and the Answer of a song. I can play the Question or the Answer on request.	
TECHNIQUE		
18	I can sit at the piano with Good Posture	
19	I can hold my hands in the Bird Beak and the Rounded Ball Hand Position	
20	I can play using the Hand Drop (as in The Two Cranes)	
21	I can play using Phrasing Attack-Legato (as in The Soccer Game)	
22	I can play using Wrist Staccato (as in Pepperoni Pizza)	
23	I can switch between Phrasing Attack-Legato and Wrist Staccato (as in The Kid in the Mirror)	
READ AND WRITE NOTES		
24	I can read rhythms with half, quarter and eighth notes	
25	I can count the lines and the spaces of the staff	
26	I can read the notes Do-Sol in treble and bass clef	
27	I can write half, quarter and eighth notes on lines and spaces	
28	I can write Do-Mi-Sol in treble and bass clef	

Final Test: Songs I Can Play



#		Song	Happy	Sad	Middle Eastern	HT Unison	LH Fifths	LH Harmony
1		Do-Re-Mi the Bunny Hop						
2		Hot Cross Buns						
3		Fa-Sol-La-Ti Elephant						
		Bunny-Elephant Song						
4		Rain, Rain, Go Away						
5		The Two Cranes						
6		Los Pollitos						
7		Bow, Wow, Wow						
8		The Soccer Game						
9		Who's That						
10		Twinkle, Twinkle Little Star						
11		Pepperoni Pizza						
12		Mary Had a Little Lamb						
13		London Bridge						
14		The Kid in the Mirror						

Date: ___/___/___

Piano Presentations

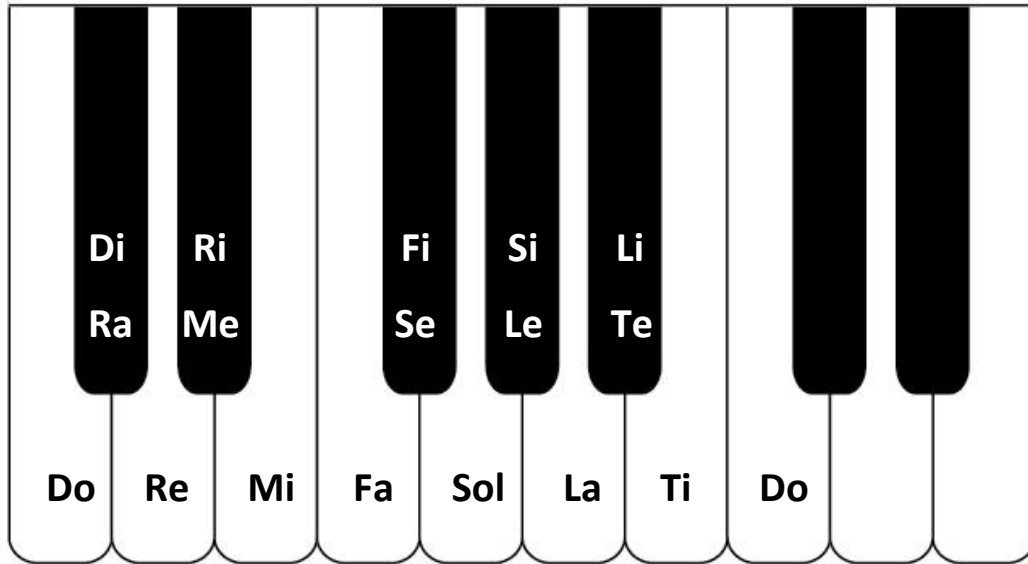


To get the Piano Performance Badge, participate in at least 3 Student Presentations.

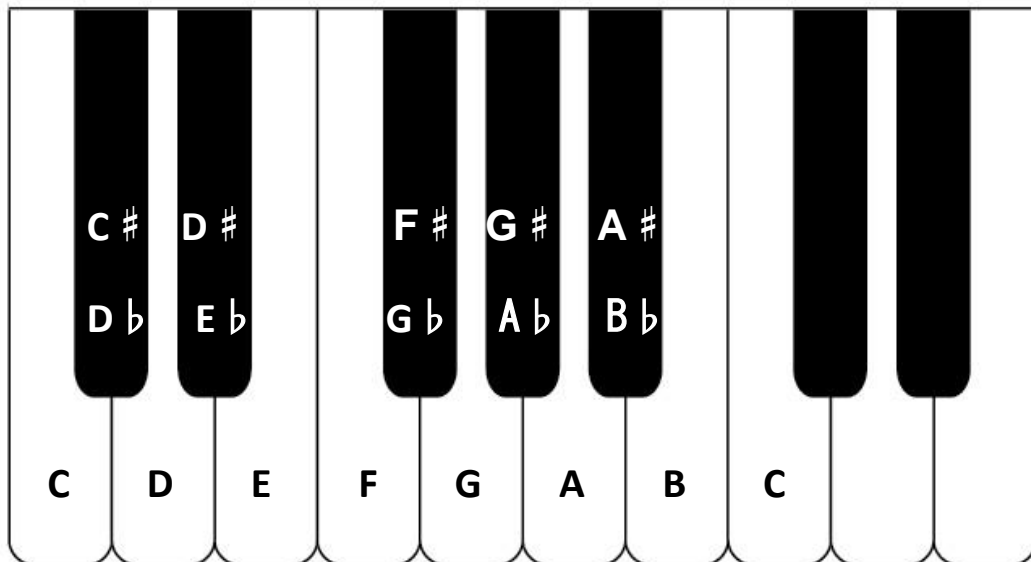
#	Date	Comments

Note Names

Do-Re-Mi (Solfege) System



A-B-C (English) System



Kodaly Hand Signs



do'



ti



la



so



fa



mi



re



do



Start Here



The Brain-Based Piano Method learning system includes:

Initiation: Book, Rewards, CD, Weekly Practice Log, Video Tutorials

Preparatory: Book, Rewards, CD, Weekly Practice Log, Video Tutorials

Level 1: Book, CD, Video Tutorials

Level 2: Book, CD, Video Tutorials

Level 3: Book, CD, Video Tutorials

Holiday Songs Book

Teaching Materials:

Rhythm Game

Song Puzzle Game

Staff Game

Diplomas

Gather the Balls Game

Singing bowl, batons, stamps, and more

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