

# Chapter 1 Apply It

Because singing and playing piano can help you understand and remember musical concepts, these performing activities will make up a significant part of your study.

*When singing:*

- Don't be shy; sing out with enthusiasm!
- Don't worry about the quality of your voice. Sing every chance you get. Everything improves with practice.
- Sing a warm-up pattern first (like the one given next) to orient your voice and ear.

*When playing on a keyboard:*

- Keep your fingers curved.
- Don't depress any pedals for now.
- Typically, play different notes with different fingers.

*If you don't have access to a piano:*

- Practice on any keyboard app.
- Practice on the foldout keyboard in the front of the book.

## A. Sing at Sight

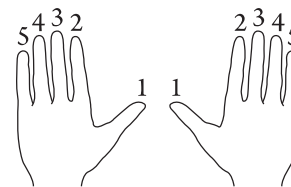
### 1. Point and sing

When your teacher or a partner points to a note, sing the pitch with any of the "lyrics" shown beneath the staff. If you have a keyboard, sing and play using the left-hand (L.H.) and right-hand (R.H.) finger numbers.

L.H.	2	1	R.H.	1	2	3	4	5
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B	C	D	E	F	G	A
↑	↑	↑	↑	↑	↑	↑
ti	do	re	mi	fa	sol	la

↑  
HOME



L.H.	2	1	R.H.	1	2	3	4	5
------	---	---	------	---	---	---	---	---

B	C	D	E	F	G	A
↑	↑	↑	↑	↑	↑	↑
ti	do	re	mi	fa	sol	la

↑  
HOME

B	C	D	E	F	G	A
↑	↑	↑	↑	↑	↑	↑
ti	do	re	mi	fa	sol	la

↑  
HOME

## 2. Warm-ups

For each warm-up, sing in a comfortable range on the “lyrics” beneath the staff. Try to achieve an open, free sound. If you have a keyboard, sing and play using the finger numbers.

### Warm-up 1

R.H.

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

Ee \_\_\_\_\_ ah. \_\_\_\_\_ Hee, hee, hee, hee, hah. \_\_\_\_\_

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

do re mi fa sol fa mi re do sol sol sol sol sol fa mi re do

### Warm-up 2

L.H.

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

Ee \_\_\_\_\_ ah \_\_\_\_\_ ah.

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

do re mi fa sol fa mi re do re mi fa sol fa mi re do

## 3. Melodies

Play the first pitch, then sing each melody in a comfortable range with each set of “lyrics” beneath the staff. Sing the hollow notes longer than the filled notes. Check your pitches by listening to the recording or playing them on a keyboard.

### Melody 1

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

do do re mi mi fa sol fa mi re do re mi fa sol fa mi re do do ti do

### Melody 2

1̂ 1̂ 2̂ 3̂ 2̂ 2̂ 3̂ 4̂ 5̂ 5̂ 4̂ 3̂ 2̂ 1̂ 2̂ 3̂ 4̂ 5̂ 6̂ 5̂ 5̂ 4̂ 3̂ 2̂ 4̂ 3̂ 2̂ 1̂

do do re mi re re mi fa sol sol fa mi re do re mi fa sol la sol sol fa mi re fa mi re do

### Melody 3

1̂ 2̂ 3̂ 4̂ 5̂ 6̂ 5̂ 4̂ 3̂ 4̂ 3̂ 2̂ 3̂ 1̂ 2̂ 3̂ 4̂ 5̂ 4̂ 3̂ 2̂ 1̂ 2̂ 1̂ 2̂ 1̂

do re mi fa sol la sol fa mi fa mi re mi do re mi fa sol fa mi re do ti do re do

### Melody 4

1̂ 3̂ 4̂ 3̂ 2̂ 1̂ 2̂ 1̂ 2̂ 3̂ 4̂ 5̂ 6̂ 5̂ 5̂ 3̂ 2̂ 3̂ 4̂ 5̂ 4̂ 5̂ 4̂ 3̂ 2̂ 1̂ 2̂ 1̂

do mi fa mi re do re do re mi fa sol la sol sol mi re mi fa sol fa sol fa mi re do ti do

## ACTIVITY: TEACHING STRATEGIES

Apply It A.1 (Point and sing) may be projected onto a classroom screen. This activity will help students to: (1) learn common melodic patterns; (2) associate letter names, piano keys, and pitches with each other and with melodic patterns; and (3) notate melodic patterns from memory.

- Establish home by playing middle C. You might also sing (or play) a key-establishing pattern. For example, sing C–E–G–F–D–B–C–G–C (or play I–ii<sup>6</sup>–V–I) in C major.

C: I      ii<sup>6</sup>      V      I

- To create a melody, point to a succession of letters, pitches, or piano keys. As soon as you point to an item, students should sing the pitch with its letter name.
- The staff notation gives the pentachord C–D–E–F–G as whole notes. These should be the primary tones of your melodies. The neighbor tones below (B) and above (A) are shown as filled note heads to indicate their subsidiary role as embellishments.
- Make the lines musical, with a balance of rising and falling motions.
- Begin with simple three-to-five-note patterns, and increase the number of notes as the class becomes more proficient.
- Include some skips to test students' association of pitch, letter name, and piano key.
- Repeat a melody until students memorize it.
- Ask the class to write your melody with letters names or pitches on a treble or bass staff.
- Eventually, hide an item, such as the letter names, and have students perform another item without the help of the hidden one.
- As students become more proficient, point to a sequence of three to five items (letters, pitches, or piano keys) and ask students to refrain from singing until you have completed the sequence. Once you signal that the pattern is complete, students sing it back to you. This helps develop students' musical memory.
- Students can practice creating and notating patterns at home with the foldout keyboard in the text, or a piano keyboard app. Call on a few students to play their patterns for the class.