

The Easier Piano Book

Teaching Piano in Tiny Steps

Book 1



Testimonials

"I loved the piano book, it is colorful and inviting, making music interesting for all children. Music reading can be challenging to many students, and I do think that this book overcomes this challenge with its simplicity and smooth structure. This book opens door to many young beginners and also to children with learning difficulties who might face challenges with traditional music notation."

Nisreen Jardaneh, Piano Teacher and Pedagogy Researcher, Abu Dhabi - UAE

"Piano sessions developed my son's talent and his passion for music, and at the same time, they were a therapy for his speech delay,"

Khaled's mother - Khaled (6 years old), Amman - Jordan

"Piano teacher hits the right note for children with learning difficulties."

Jordan Times, Amman-Jordan, June 7, 2016

<http://www.jordantimes.com/news/local/piano-teacher-hits-right-note-children-learning-difficulties>

"Dima was able to teach to my son's ability and bring out the best in him. After only 5 weeks of piano lessons with her, Marwan's teachers were very impressed by how much his handwriting has improved."

Marwan's mother, Marwan (15 years old), Amman - Jordan

"This music book was written in an innovative way, my little kid keeps murmuring the music notes A A B B C C and the tunes that he learns during his sessions. Amazingly great and user friendly book."

AA, Mother of a 6 year old child, Amman - Jordan

"My son loves his piano lessons, he is always learning something new, as well as given the chance to improvise and have fun. He can now read music notes and play with both hands at 6 years of age. I'm so proud of him and very thankful for Dima Tahboub for her dedication and professionalism."

Mira, Anton's mom, Amman - Jordan

Introduction

My students come from diverse backgrounds and have different abilities. Some of these students find it very difficult to start on a regular piano primer book due to a variety of reasons. Being known as the teacher who never quits on her students I started to devise new methods and approaches to solve these learning problems. Some of which worked and some failed. What I ended up with was, many folders, files, and material. Both on my physical desk and on my laptop. The need to be more effective and organized inspired me to collect all the methods that worked with most of my challenged students in one resource, towards also shaping a more structured piano lessons.

After the successful results that I experienced from this resource with special needs children, I decided to make it accessible to all. This simpler method lies within their reach, allowing them to feel a stronger sense of control in their learning experience. Not only has it contributed to building their self-confidence, but it has also alleviated the stress they previously faced with traditional note-reading methods, which had left them overwhelmed.

Ultimately, these students will experience real pleasure when they discover that they can actually play familiar tunes, before progressing on to more advanced levels.

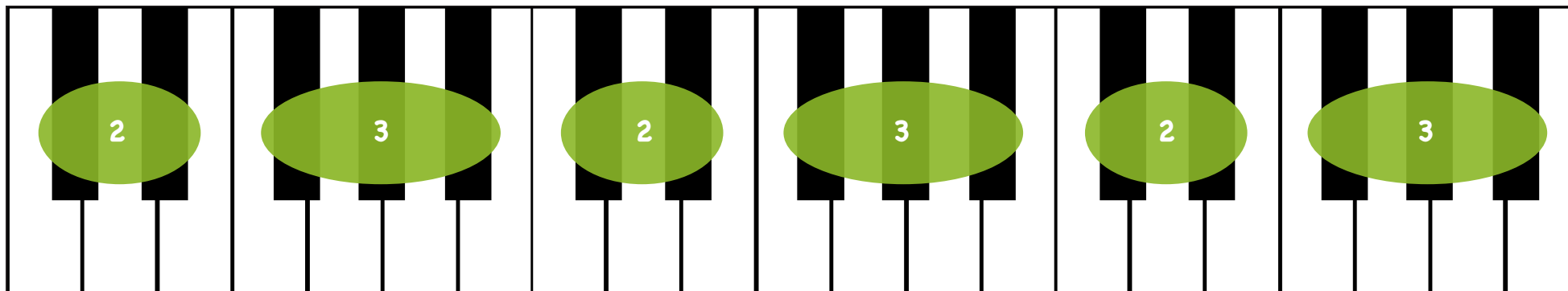
Good luck to all parents, teachers and children who decided to embark on this exciting new musical experience.

Section 1

GOALS

1. Learn about the distribution of black and white keys on the keyboard.
2. Learn the finger numbers.
3. Explore different sounds on the piano: high, low, loud, quiet.
4. Gain more awareness and control of the fingers.
5. Learn the treble and bass clefs.

The Piano Keyboard

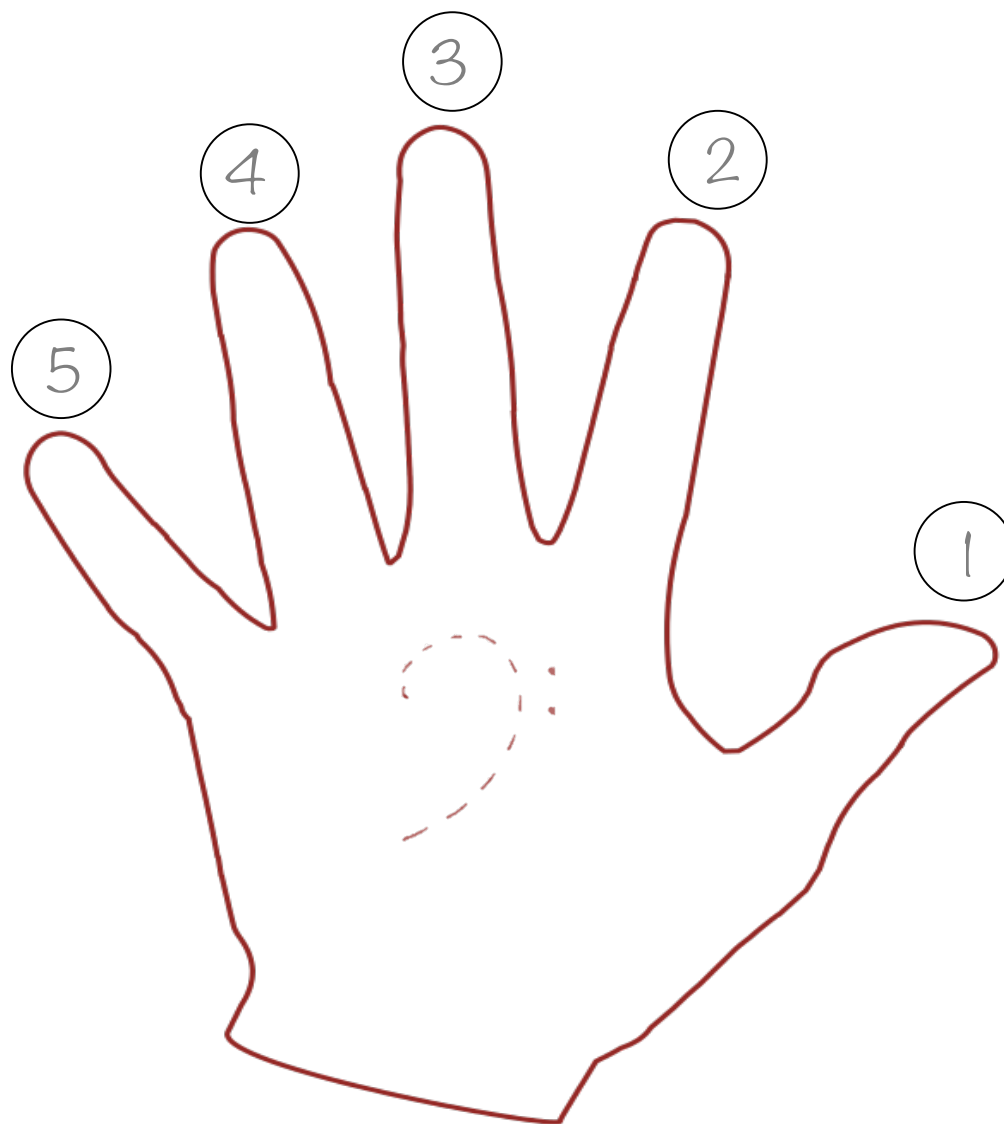


Piano keys are either white or black.

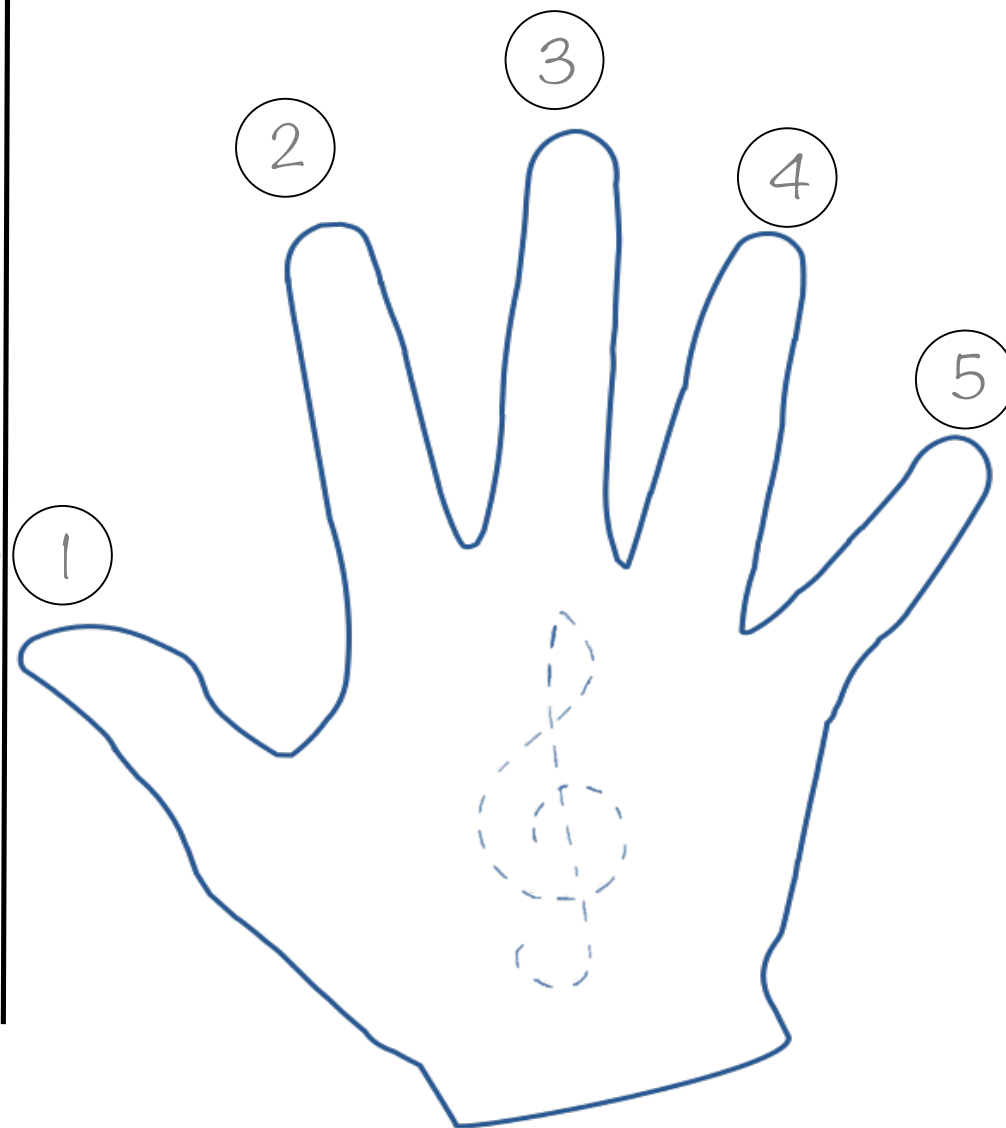
The black keys come in groups of twos and groups of threes. This helps us find our way around the piano.

- With my right hand I play all the black keys, I start low and move up and then down the piano. First time I play loudly, second time I play quietly.
- I do the same thing with my left hand, I move up and then down on the black keys. First loudly and then quietly.
- I find only the groups of **three black keys**. I play only the groups of threes up and then down the piano with my right hand. I do the same thing with my left hand going up and down the piano playing only the groups of three black keys.
- I find only the groups of **two black keys**. I play only the groups of twos up and then down the piano with my right hand. I do the same thing with my left hand going up and down the piano playing only the groups of two black keys.

I trace my left hand here and I trace the F clef with the red color.
I trace the finger number in every circle.

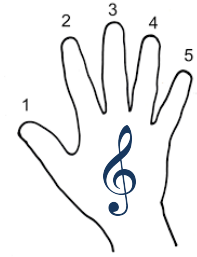
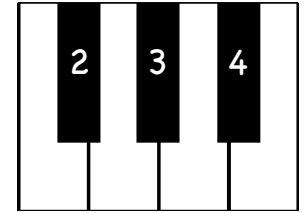


I trace my right hand here and I trace the G clef with the dark blue color.
I trace the finger number in every circle.





- I play this song on any group of **3 three black** keys with my right hand using the matching fingers as written below.
- I play again and sing the song with my teacher.
- I make sure to play using my correct fingers.



I Love Singing

Right Hand

4 3 2 2

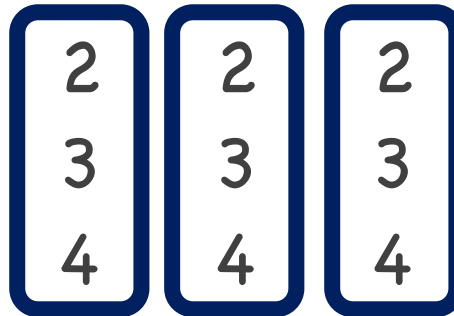
I love sin - ging,

4 3 2 2

I love dan - cing,

4 3 2 2

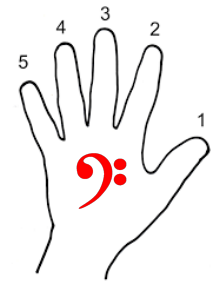
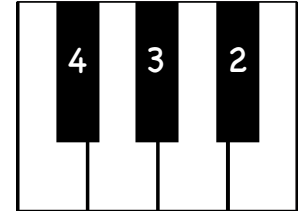
I love play - ing,



In the Sun!



- I play this song again on another group of **3 three black keys** using my left hand. This time the finger numbers changed but the song still sounds the same.
- I play again using the correct fingers and I sing with my teacher.



I Love Singing

Left Hand

2 3 4 4

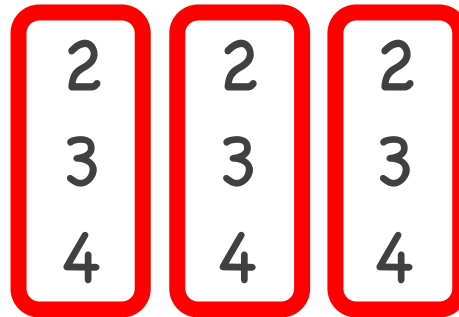
I love sin - ging,

2 3 4 4

I love dan - cing,

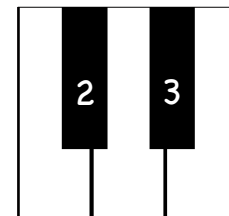
2 3 4 4

I love play - ing,



In the Sun!

- I find a group of **2 black keys**. I play this song on any group of 2 black keys using my right hand. I play loudly.
- I am careful to use the matching fingers as written below.
- I play the song again and I sing with my teacher.



We Play Black Keys

Right Hand

3 2 3 2

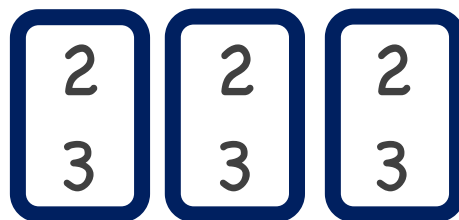
We play black keys,

3 2 3 2

On - ly black keys,

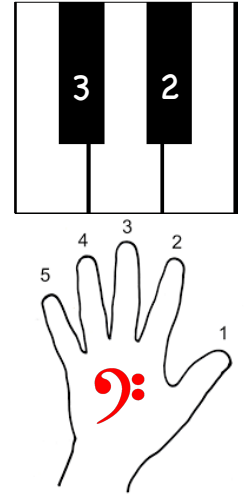
3 2 3 2

We play black keys,



Eve - ry Day!

- I find another group of **2 black keys**. I play this song again on any group of 2 black keys using my left hand, this time very quietly.
- I am careful to use the matching fingers as written below.
- I play again and I sing.



We Play Black Keys

Left Hand

2 3 2 3

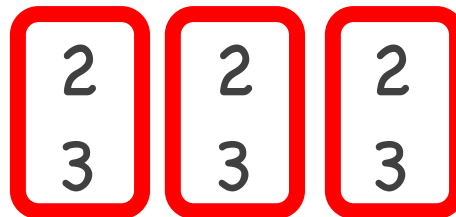
We play black keys,

2 3 2 3

On - ly black keys,

2 3 2 3

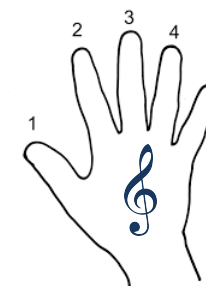
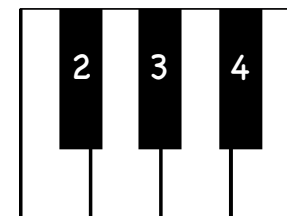
We play black keys,



Eve - ry Day!



- I play this song on the highest group of **3 three black** keys with my right hand using the matching fingers as written below.
- I play again and sing the song with my teacher.
- I make sure to play using my correct fingers.



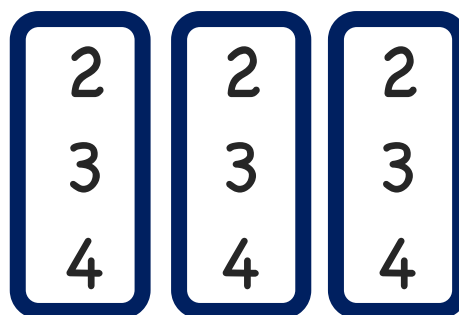
It is Snowing

Right Hand

2 2 3 4
It is sno - wing,

2 2 3 4
we are pla - ying,

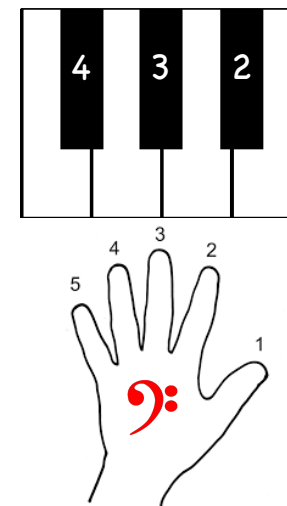
2 2 3 4
we are ma - king,



a Snow Man!



- I play this song again on the lowest group of **3 three black keys** using my left hand. This time the finger numbers changed but the song still sounds the same.
- I play again using the correct fingers and I sing with my teacher.



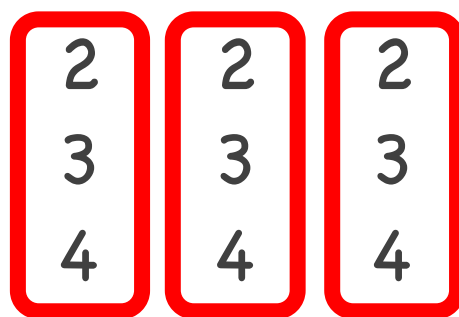
It is Snowing

Left Hand

4 4 3 2
It is sno - wing,

4 4 3 2
we are pla - ying,

4 4 3 2
we are ma - king,



a Snow Man!

Section 2

GOALS

1. Learn the letter names of the piano keys.
2. Start using all ten fingers to play, with support and help if necessary.
3. Improve the sense of rhythm.
4. Learn to find the middle C on the piano.

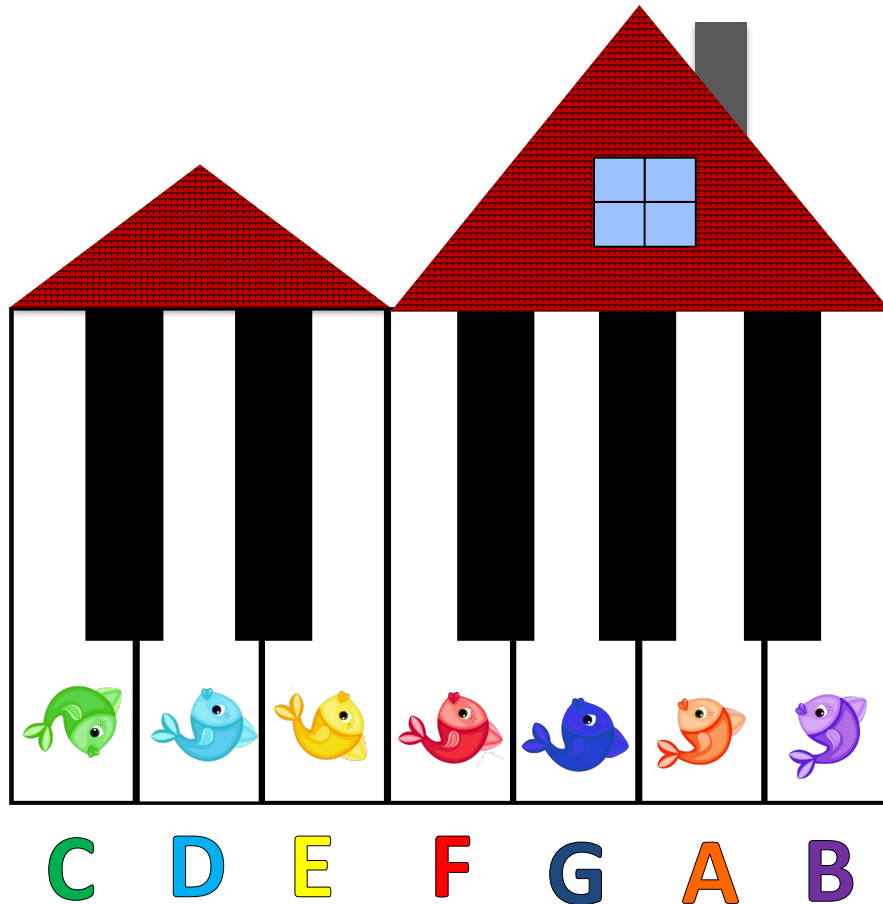
Things the student needs to be able to do before starting Section 2:

1. Locate groups of 2 and 3 black keys and recognize the pattern with ease.

Things that can wait:

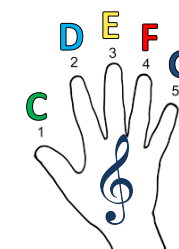
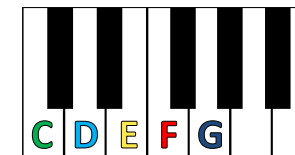
1. Not able to play with the correct finger.
2. Using only one or two fingers.
3. Does not understand the concept of assigning a number to a certain finger.

White Key Letter Names

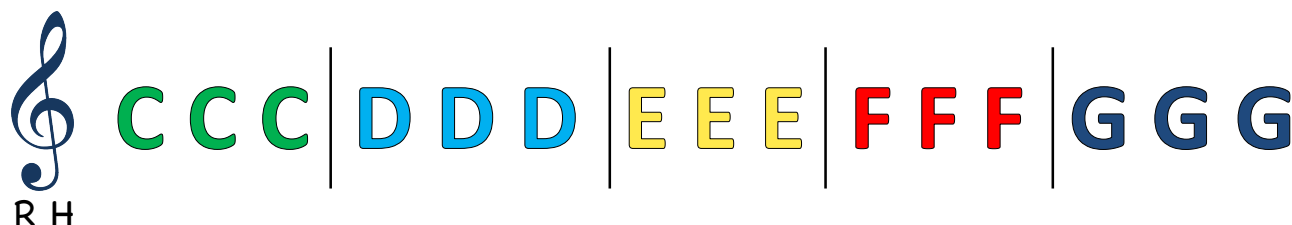


- There are two houses on the piano keyboard, a big house and a small house.
- The two black keys make the small house where the green light blue and yellow fish live.
- The three black keys make the big house where the red dark blue orange and purple fish live.
- Using any finger that I want, I find all the C's on the piano starting from the lowest C to the highest C. I play all the C's loudly and sing C when I play them.
- Next, I find all the D's. This time, I go from the highest D to the lowest D. I play all the D's medium loud and sing D when I play them.
- Now, I find all the E's. This time I play all the E's very quietly. I go up and down the piano playing all the E's. I sing E very quietly as I play.

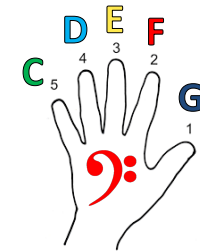
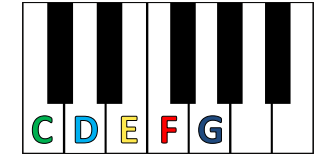
- I find the **C** that is closest to the middle of the piano.
- I place my right hand thumb on this **C**.
- I use all my right hand fingers to play every key three times. I start at **C** and end at **G**. Then I go back to C.
- I sing the names of the notes as I play them.



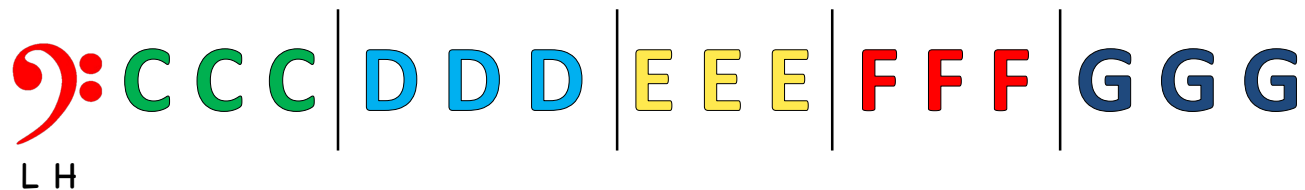
Warm Up with **C** Scale Right Hand



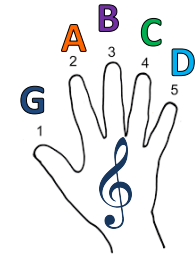
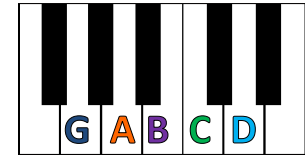
- I find the **C** that is closest to the middle of the piano.
- I place my left hand pinky on this **C**.
- I use all my left hand fingers to play every key three times. I start at **C** and end at **G**. Then I go back to **C**.
- I sing the names of the notes as I play them.



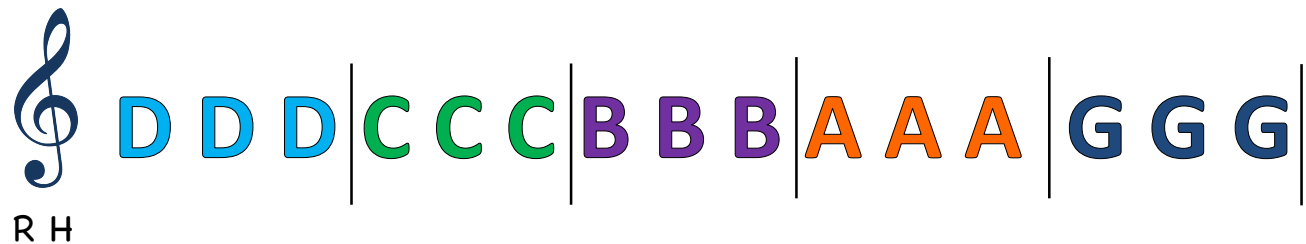
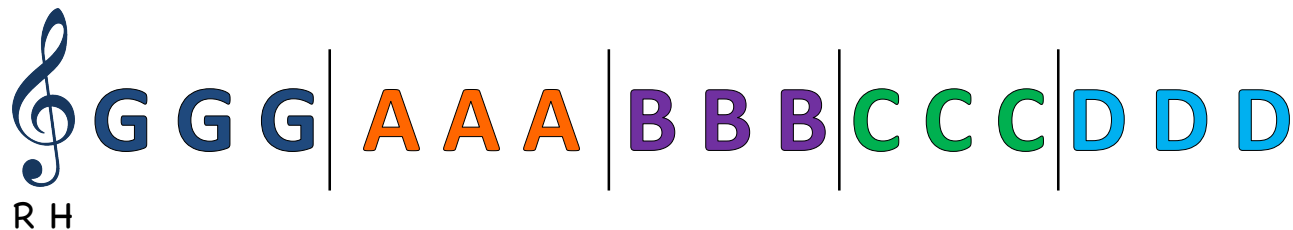
Warm Up with **C** Scale Left Hand



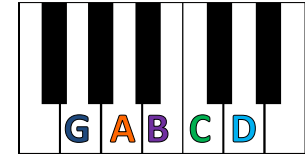
- I find a **G** that is close to my right hand.
- I place my right hand thumb on this **G**.
- I use all my right hand fingers to play every key three times. I start at G and end at **D**. Then I go back to **G**.
- I sing the names of the notes as I play them.



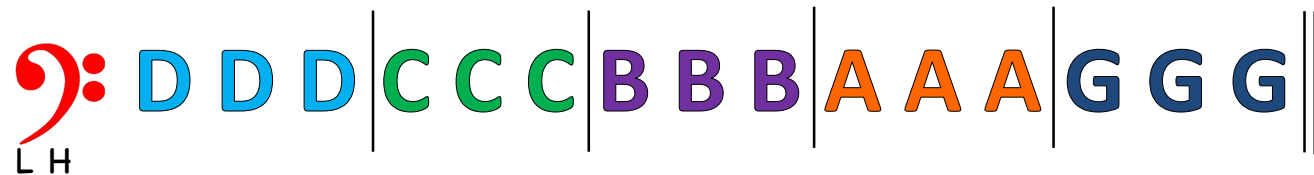
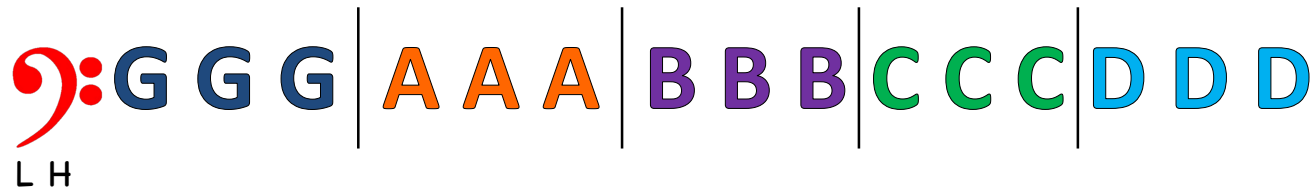
Warm Up with **G** Scale Right Hand



- I find a **G** that is close to my left hand.
- I place my left hand pinky on this **G**.
- I use all my left hand fingers to play every key three times. I start at **G** and end at **D**. Then I go back to **G**.
- I sing the names of the notes as I play them.



Warm Up with **G** Scale Left Hand



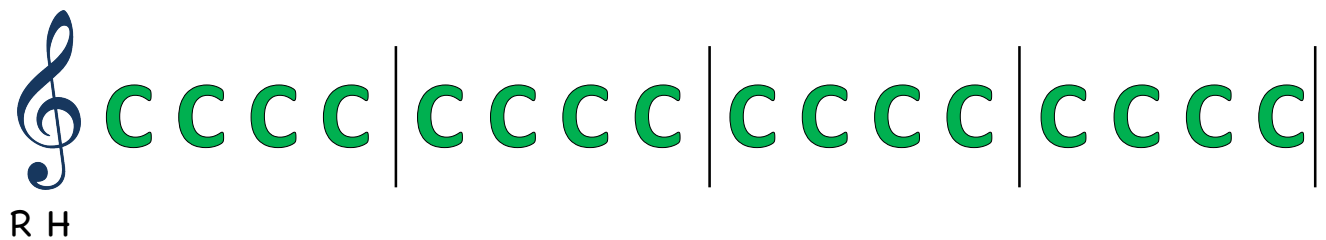


- I find the **C** that is closest to the middle of the piano. This is called the **Middle C**.
- I place my right hand thumb on this **C**.
- I use my right hand thumb to play the Middle **C** Song. Every time I play the **C** I sing **C**.
- I play very steadily, as steady as the ticking of the clock.



Middle **C**

Right Hand



R H



R H

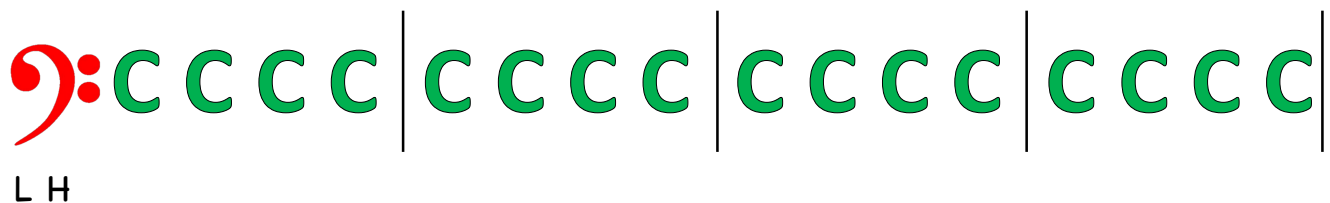
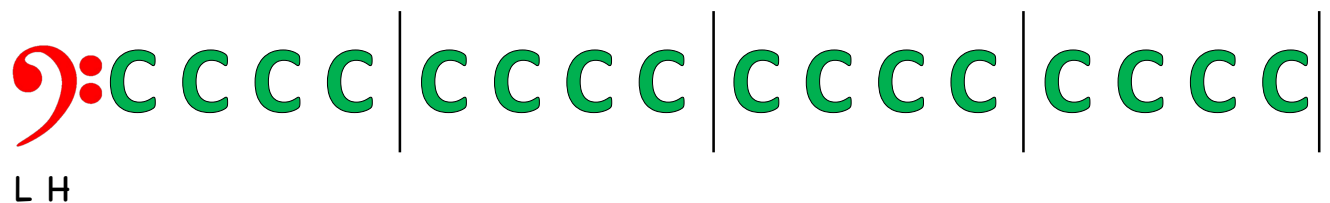


- I find the Middle C.
- I place my left hand thumb on this C.
- I use my left hand thumb to play the Middle C Song. Every time I play the C I sing C.
- I play very steadily, as steady as the ticking of the clock.



Middle C

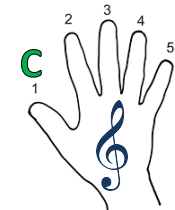
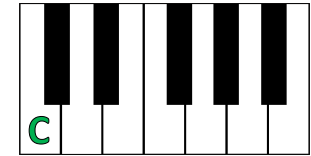
Left Hand





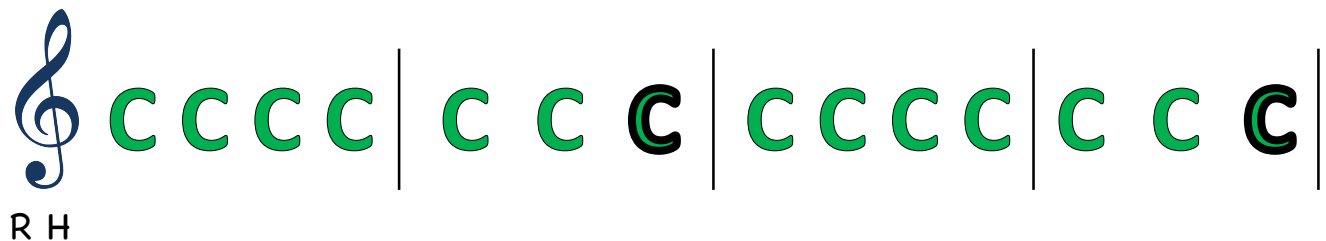
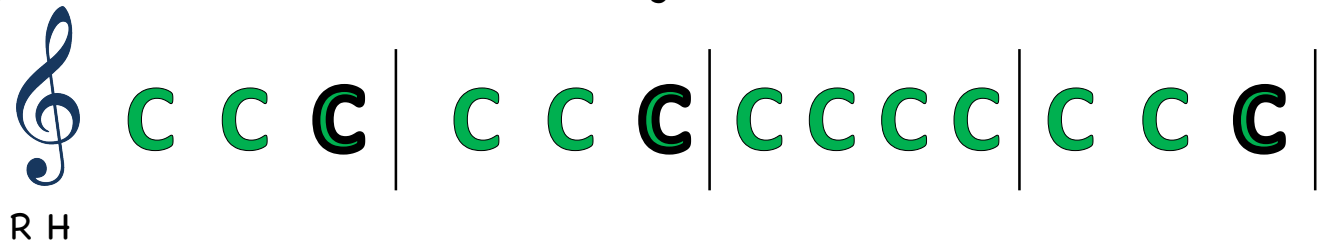
A new shape of note **C** that tells us to hold the note two times longer.

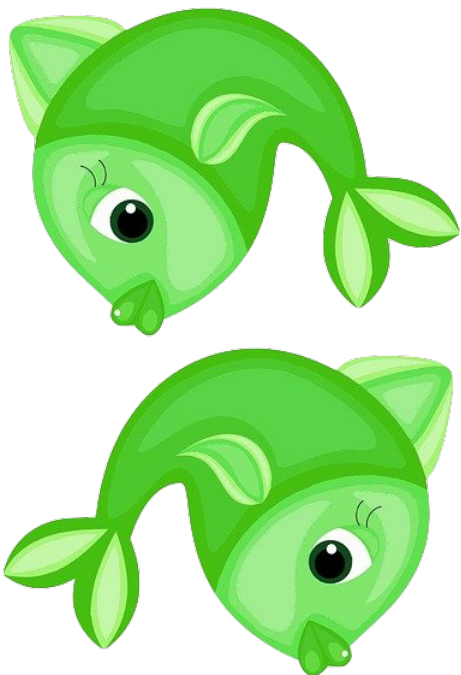
- I find the Middle **C**.
- I play this song with my right hand thumb.
- When I play the outlined **C** I hold the **C** twice as long and sing "C hold".
- I play very steadily, as steady as the ticking of the clock.



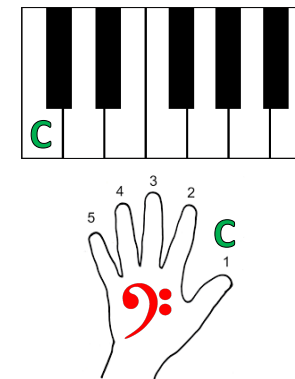
Double Trouble Middle **C**

Right Hand



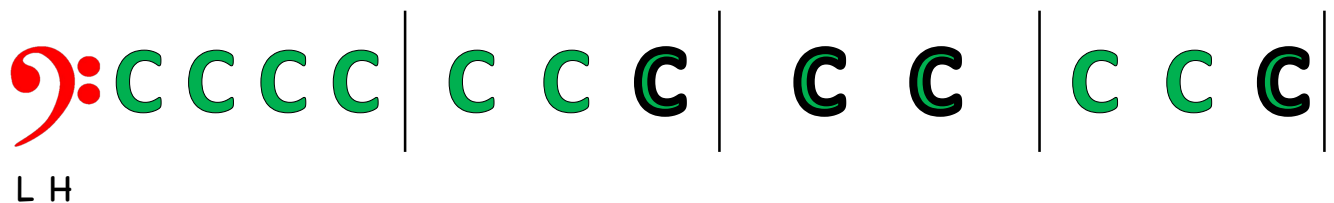
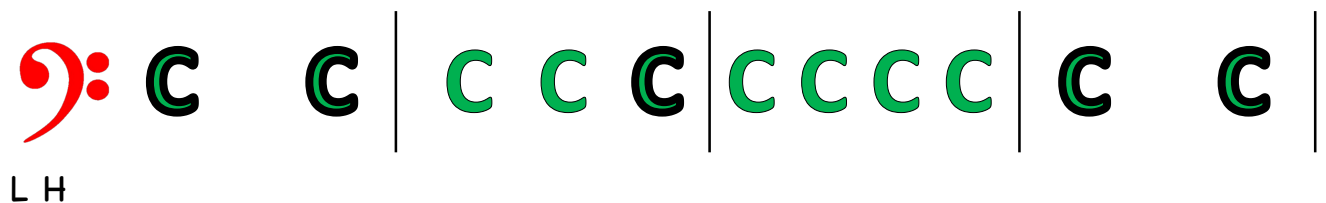


- I find the middle C.
- I play this song with my left hand thumb.
- When I play the outlined C I hold the C twice as long and sing "C hold".
- I am careful to keep my rhythm steady while I play.



Double Trouble Middle C

Left Hand



Section 3

GOALS

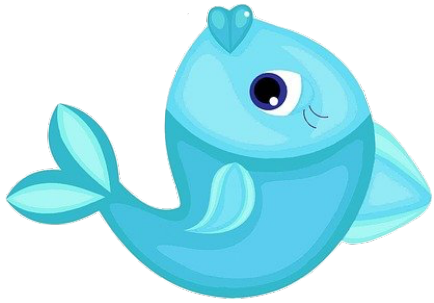
1. Learn the places of the C's D's A's B's and E's on the piano.
2. Learn to play using the thumb and pointer and middle finger independently with as little help and support as possible.
3. Learn how to use the correct hand and correct finger more consistently.
4. Learn how to play without continuously looking at the hands.

Things the student needs to be able to do before starting Section 3:

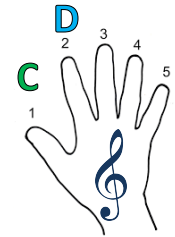
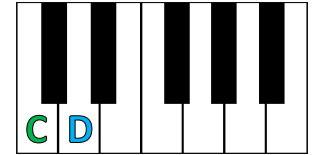
1. Is able to find the groups of 3 black keys and 2 black keys with ease.
2. Find all C's on the piano.
3. Find the middle C.
4. Use all fingers to play the 5 finger C and G scales with support.
5. Play with stable tempo.

Things that can wait:

1. Not able to give the letter names of all the keys on the piano.
2. Not able to play with 10 fingers independently.
3. Cannot sing while playing.
4. Not sure which hand to play with.



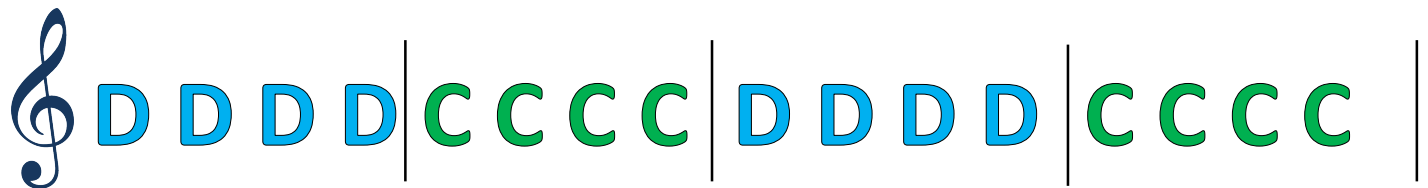
- I place my right hand thumb on middle C.
- I use my second finger to play the D.
- I play very steadily the C's and the D's using the correct fingers without looking at my hands.
- My teacher helps me by pointing at the letters and supporting my hand if needed.



Right Hand D



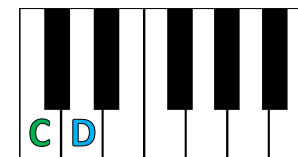
R H



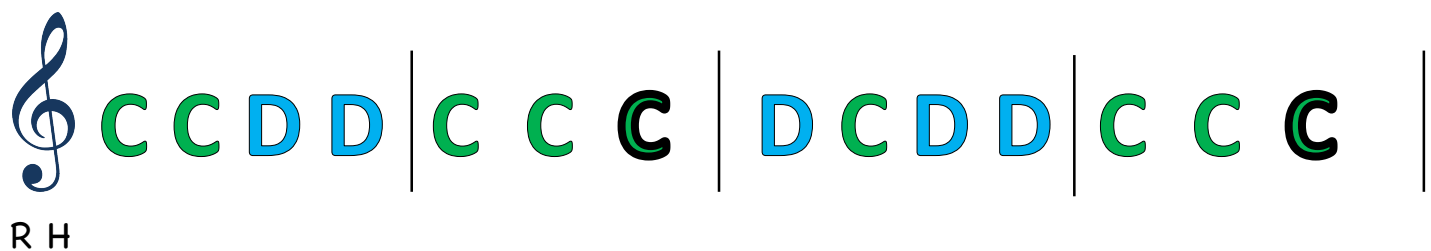
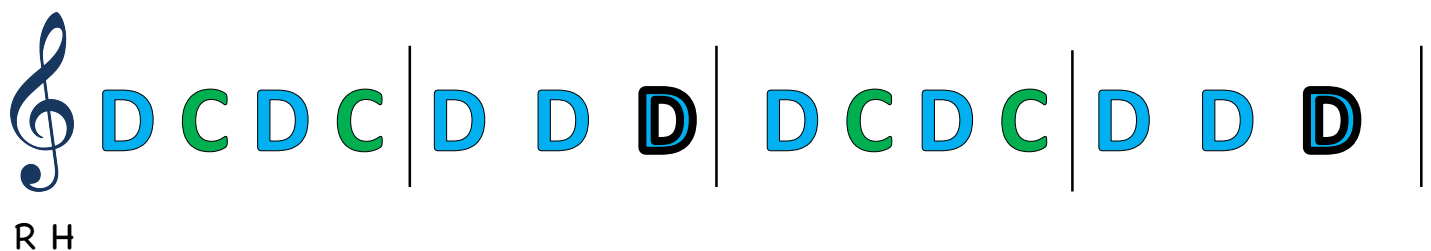
R H

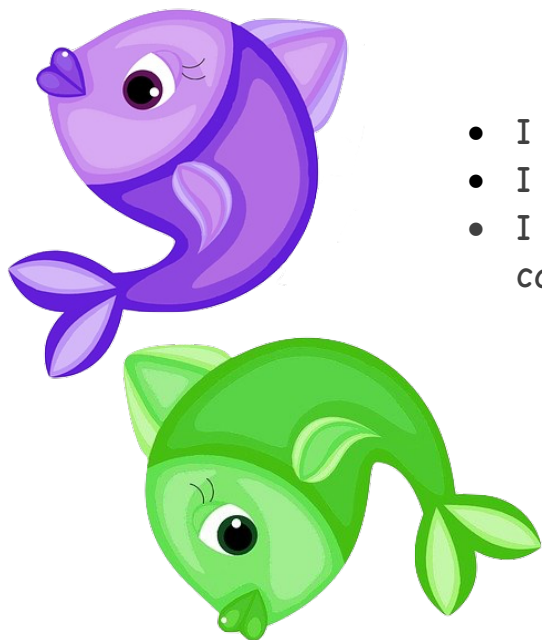


- I place my right hand thumb on middle **C**.
- I use my second finger to play the **D** that is next to the Middle **C**.
- I am careful to hold the outlined **C**'s and **D**'s twice as long.

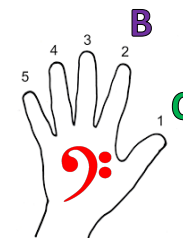
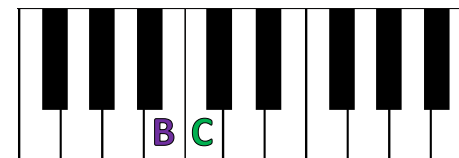


More Songs with **C** and **D**

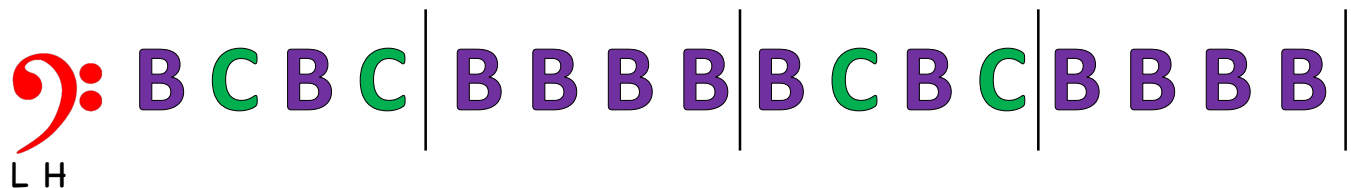
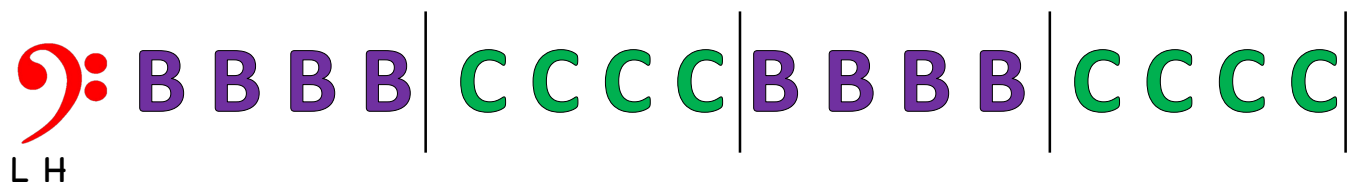


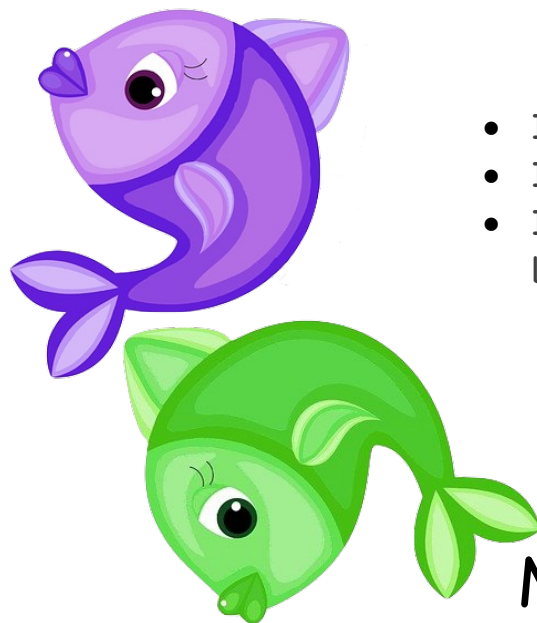


- I place my left hand thumb on middle **C**.
- I use my second finger to play the **B**.
- I play very steadily the **C**'s and the **B**'s using the correct fingers.

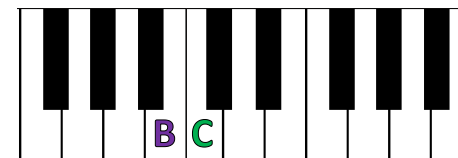


Left Hand **B**

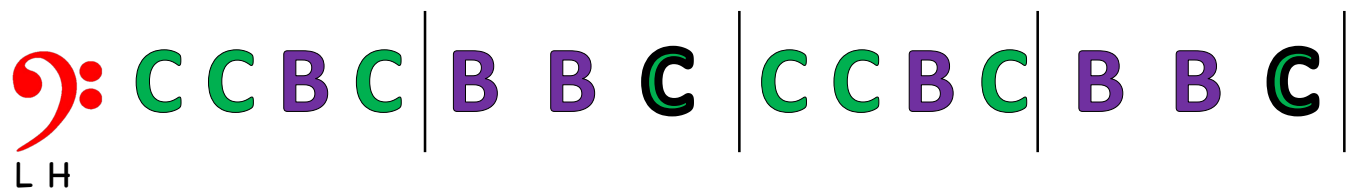
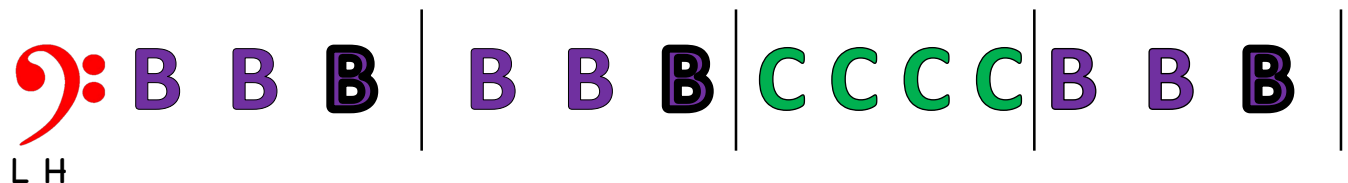


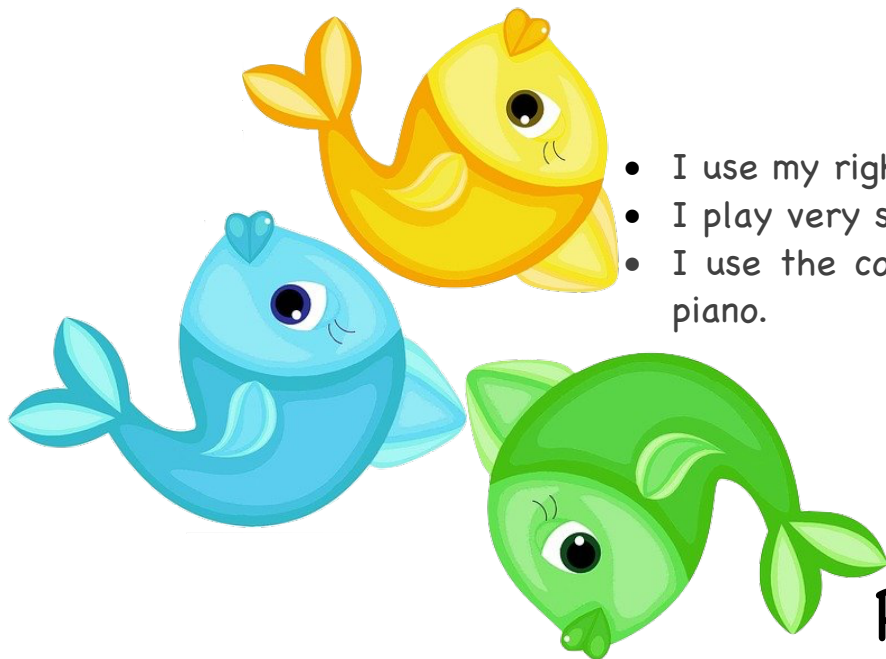


- I place my left hand thumb on middle C.
- I use my second finger to play the B.
- I am careful to hold the outlined C's and B's twice as long.

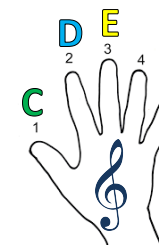
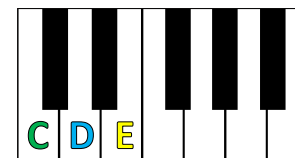


More Songs with B and C

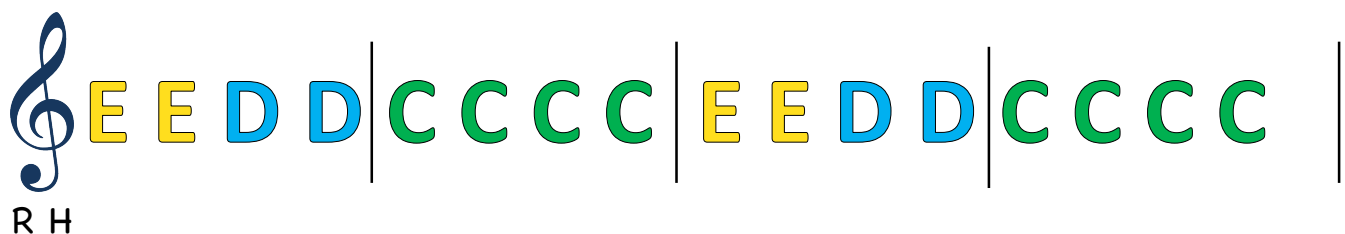
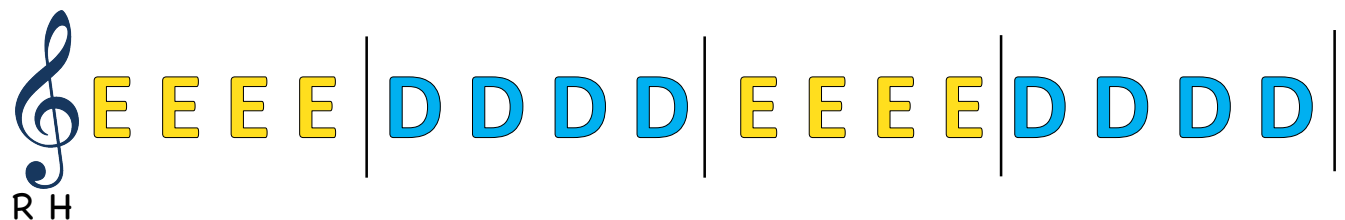




- I use my right hand third finger to play E.
- I play very steadily, I sing while I play the C, D and E.
- I use the correct fingers when I play the notes on the piano.

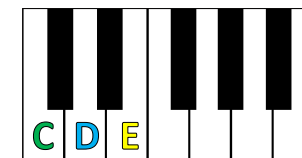


Right Hand E

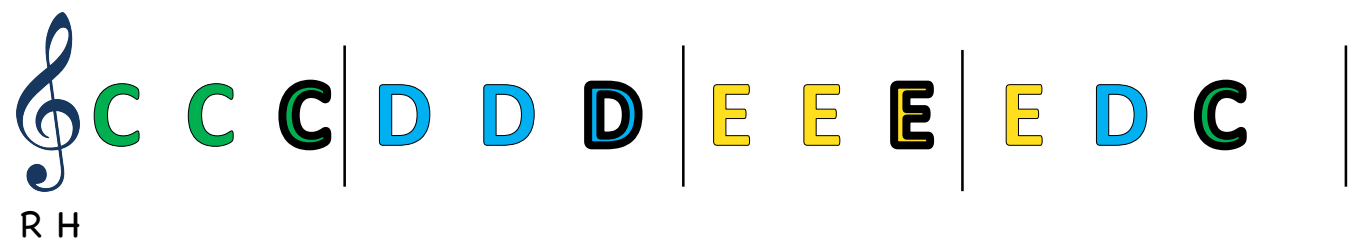
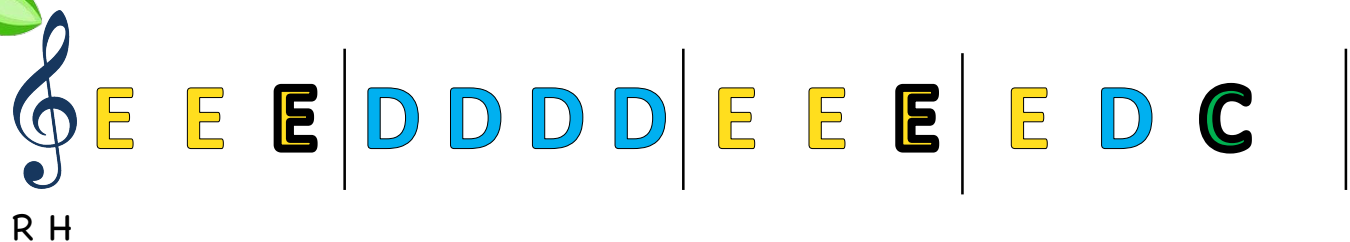




- I use my right hand third finger to play E.
- I play very steadily, I sing while I play the C, D and E.
- I use the correct fingers when I play the notes on the piano.
- I watch my rhythm all the time and I am careful to hold the outlined C's D's and E's.

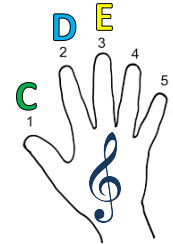
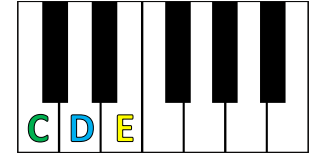


More Songs with C , D and E





- Now I am ready to play my first popular song using my right hand.
- I carefully observe the rhythm.
- I sing the lyrics of the song as I play.
- My teacher plays simple chords to make the song more interesting and fun.



Hot Cross Buns



E

D

C

E

D

C

C

C

C

C

R H

Hot

cross

buns

Hot

cross

buns

One

a

pen - ny



D

D

D

D

E

D

C

R H

two

a

pen - ny

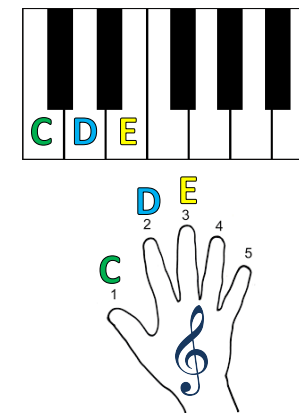
Hot

cross


buns




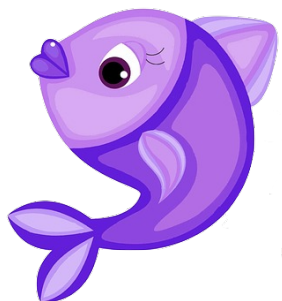
- There is a new shape of C in this song. It is stretched and I hold it 4 times as long as the regular C.
- I carefully observe the rhythm.
- I sing Mary had a little lamb as I play.
- My teacher plays simple chords to make the song sound more fun.



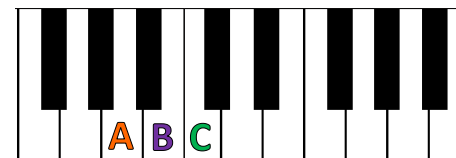
Mary Had a Little Lamb


 E D C D | E E E | D D D | E E E |
 R H Ma - ry had a lit - tle lamb lit - tle lamb lit - tle lamb

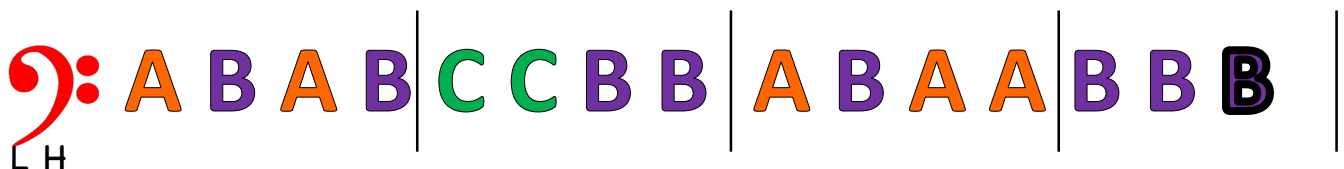

 E D C D | E E E C | D D E D | C ||
 R H Ma - ry had a lit - tle lamb its fleece was white as snow.

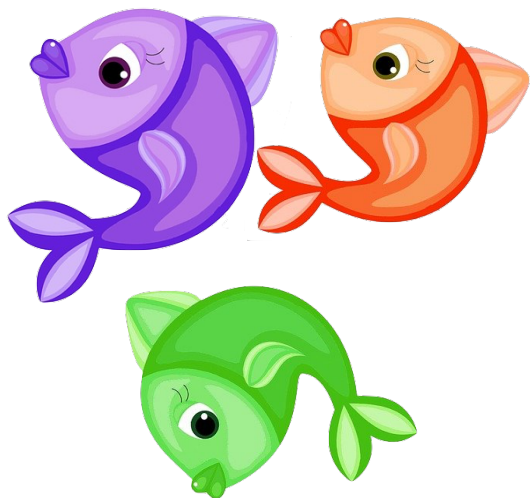


- Now I play a new note **A**.
- I place my left hand thumb on the Middle **C**.
- I play the following songs using the correct fingers.
- I observe the rhythm as I play and sing the names of the notes.

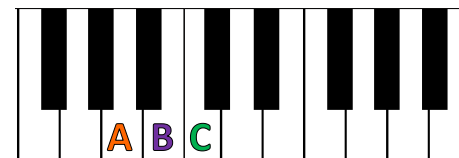


Left Hand **A**

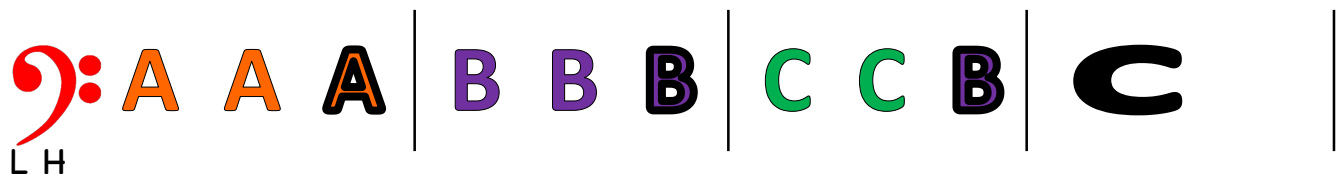




- I place my left hand thumb on the Middle **C**.
- I play using the correct fingers.
- I am observing the rhythm as I play and singing the names of the notes.



More Songs with **A B** and **C**



Section 4

GOALS

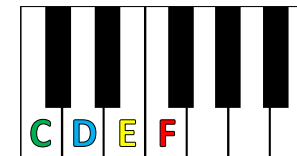
1. Play F and H using the right and left hand.
2. Learn how to find all the notes on the piano.
3. Learn how to use fingers 4 and 5 with help and support as if needed.

Things the student needs to be able to do before moving to Section 4:

1. Find the C's D's A's B's and E's on the piano.
2. Play using the thumb and pointer and middle finger with help and support.
3. Know which hand to play with.

Things that can wait:

1. Cannot sing while playing.
2. Not able to play with the correct finger every time.
3. You still need to support the student's hand.



- I place my right hand thumb on Middle **C** and I will call this Middle **C** position.
- I use my fourth finger to play the **F**. This is not an easy finger to move, practice will help.
- I am very careful to use the correct fingers.
- I remember to observe the rhythm.

Right Hand **F**

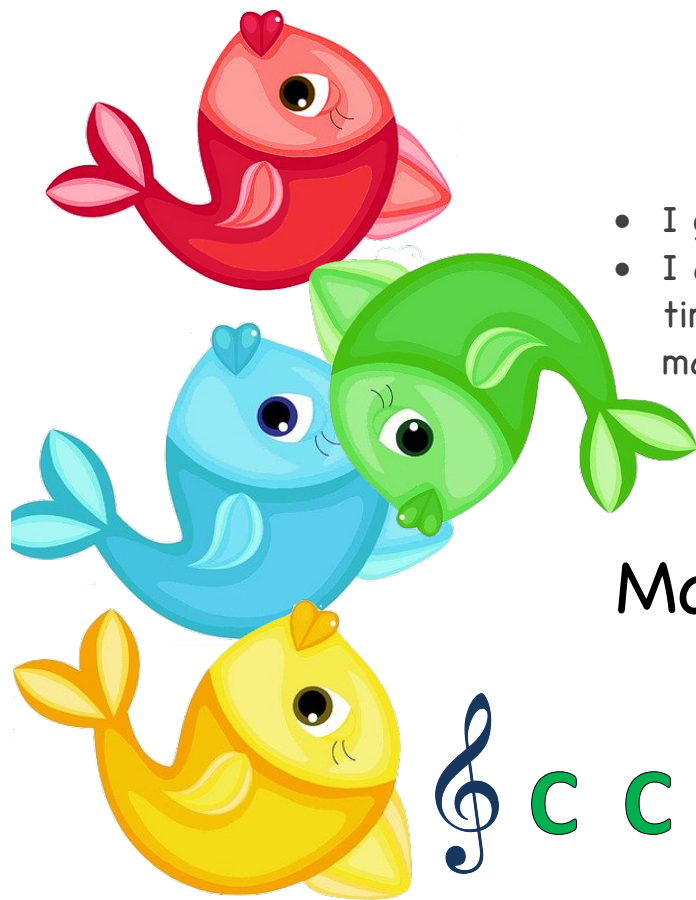


R H

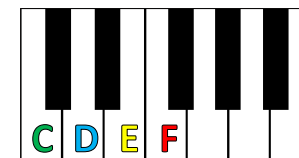


R H

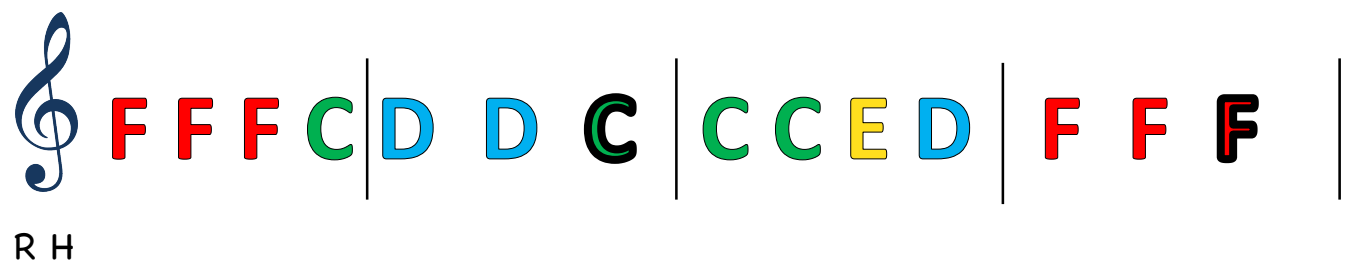
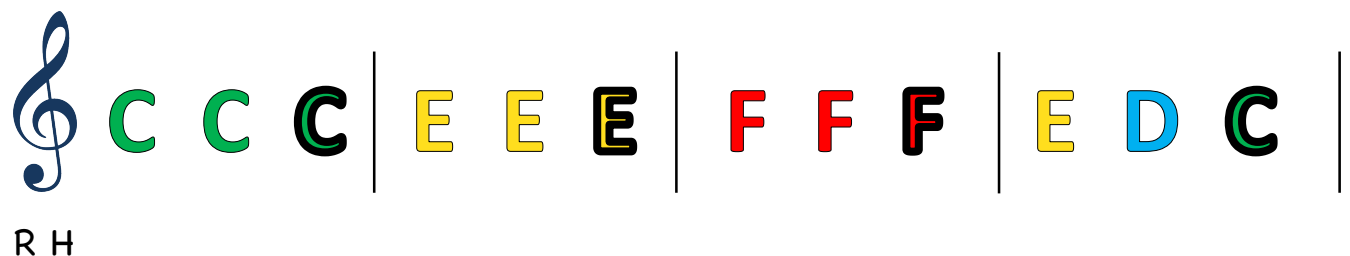




- I get ready with my right hand on the Middle C position.
- I am extra careful to play with the correct finger every time. This can be tricky in this page because there are many skips. This will get easier with practice.

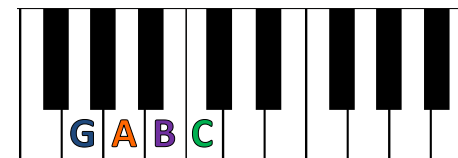


More Songs with C D E and F



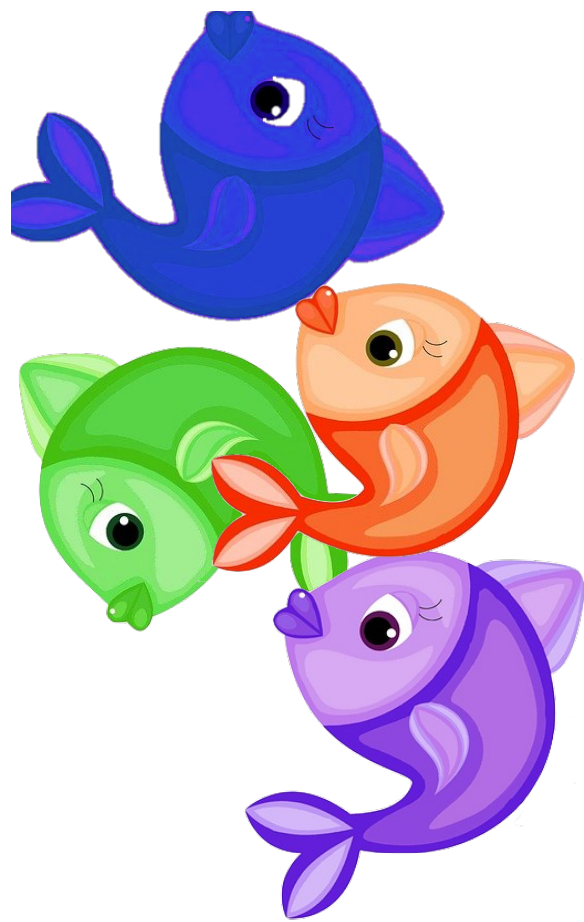


- I get ready with my left hand on the Middle C position.
- I use my fourth finger to play the G. If it is very difficult to move this finger, it is fine, practice will help me get better and better.
- I am very careful to use the correct fingers.
- I remember to play with a correct rhythm.

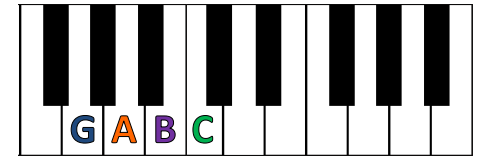


Left Hand G

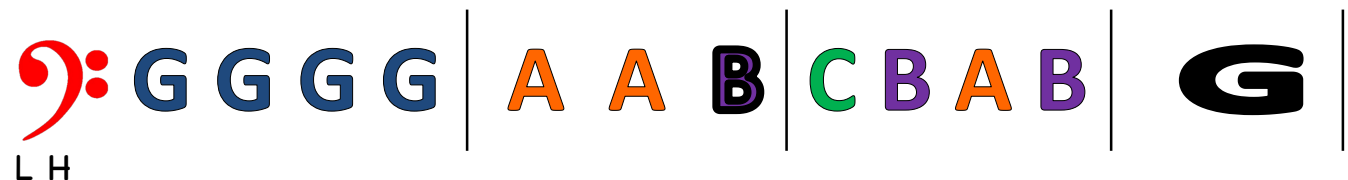
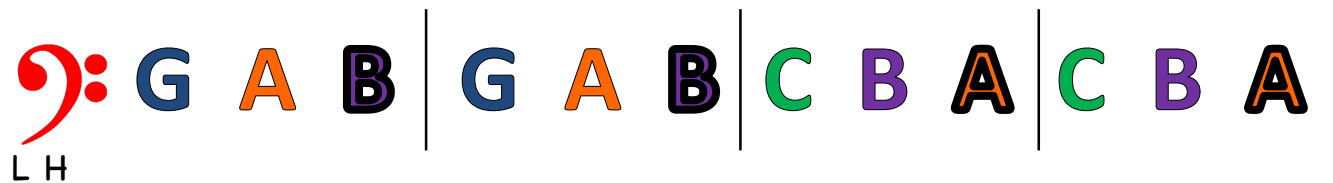


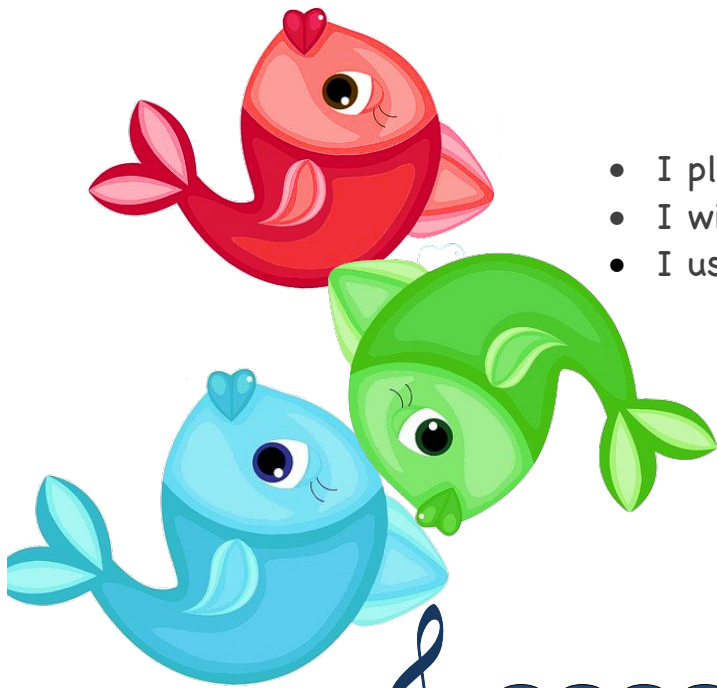


- I place my left hand on the Middle **C** position.
- I use my fourth finger to play the **G**.
- I practice using the correct fingers.
- I remember to observe the rhythm, and sing while I play.

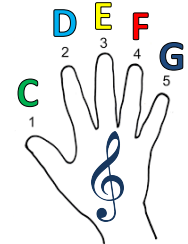
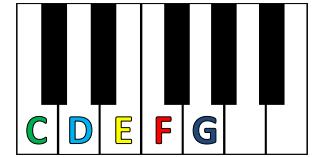


More Songs with **G A B** and **C**

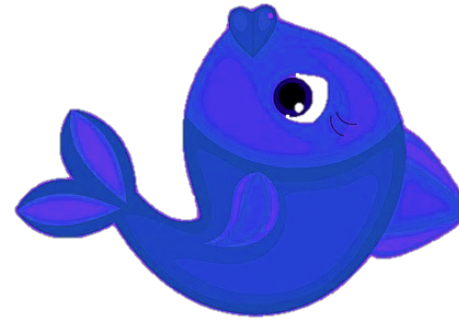




- I place my right hand on the Middle **C** position.
- I will use all five fingers of my right hand to play.
- I use my fifth finger to play the **G**.



Right Hand **G**



R H

G G G G | **F F E E** | **D D C C** | **D D C** ||



R H

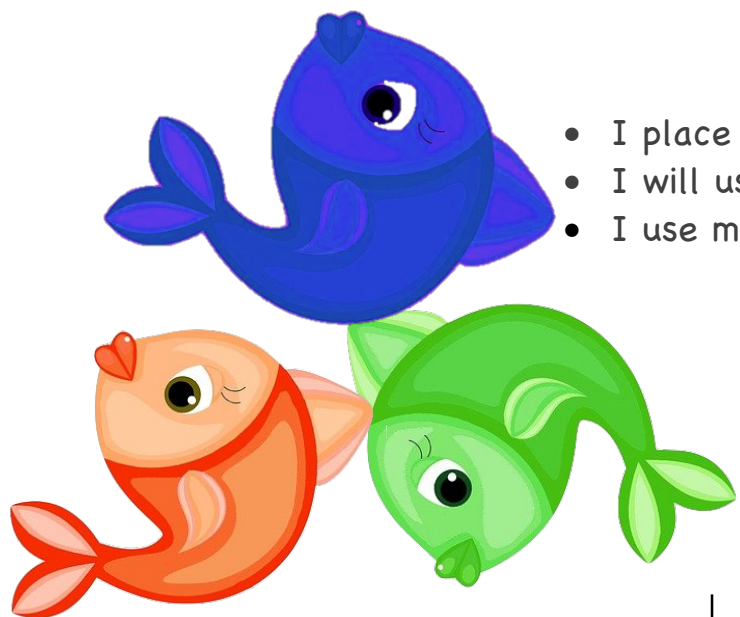
C E D F | **G G G** | **G E F D** | **C** ||



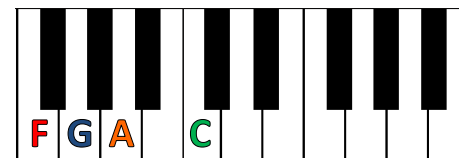
R H

C C D E | **F F F** | **G F E D** | **C** ||

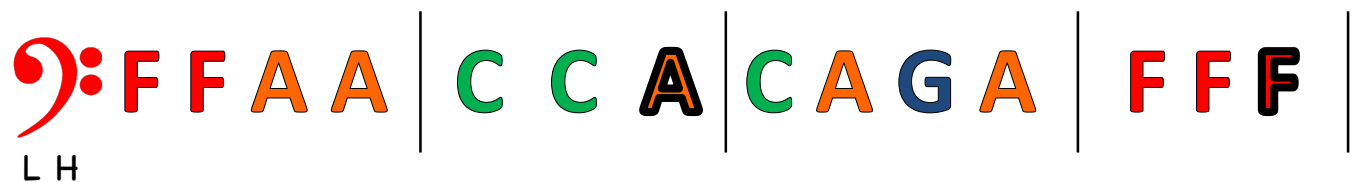
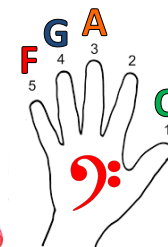
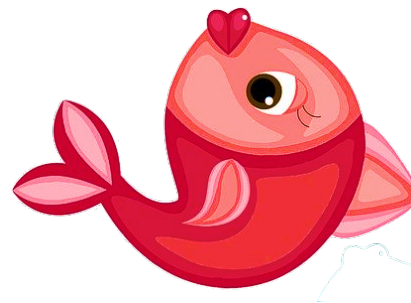




- I place my left on the Middle **C** position.
- I will use all five fingers of my left hand to play.
- I use my fifth finger to play the **F**.



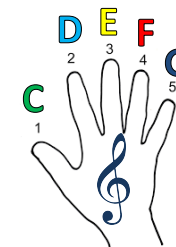
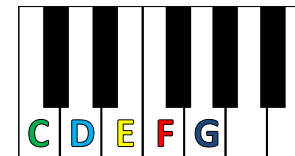
Left Hand **F**





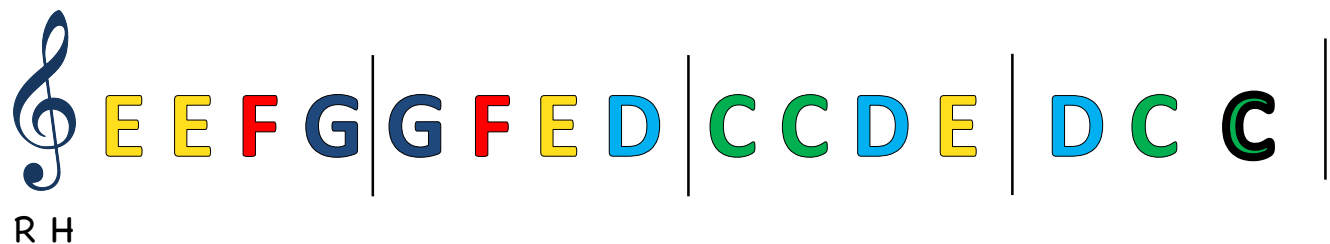
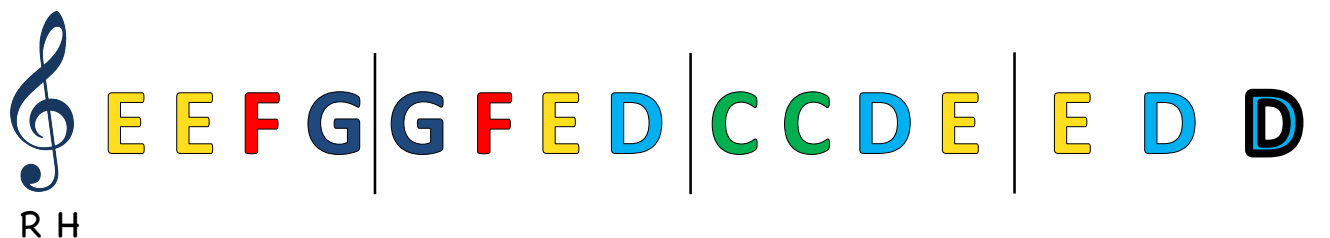
Duet part

When playing the duet part with your student, ask him/her to play one octave higher.



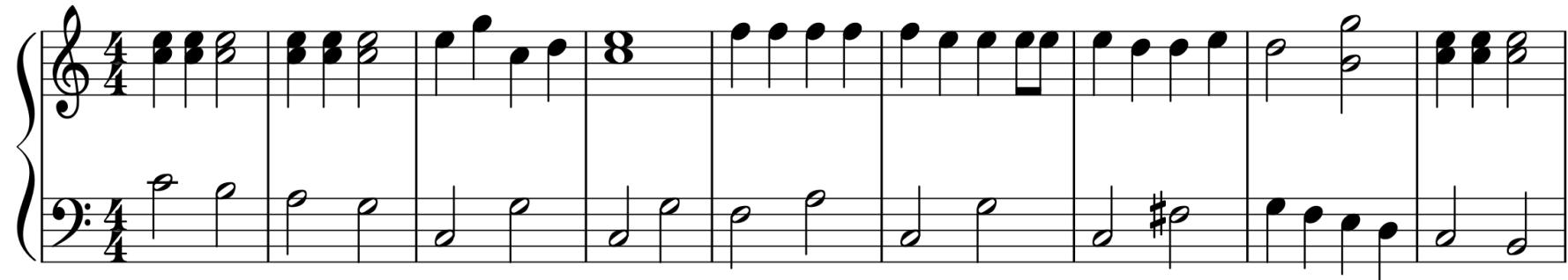
Ode to Joy

Beethoven



Jingle Bells

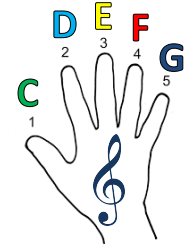
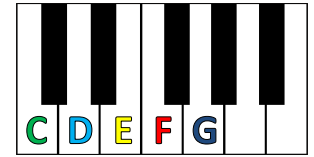
Duet part







When playing the duet part with your student, stand behind him/her with each hand on one side while he plays in the middle.



Jingle Bells







 |  |  |  |

R H Jin - gle bells, jin - gle bells, jin - gle all the way,

 |  |  |  |

R H Oh what fun it is to ride on a one horse o - pen sleigh hey!

 |  |  |  |

R H Jin - gle bells, jin - gle bells, jin - gle all the way,

 |  |  |  ||

R H Oh what fun it is to ride on a one horse o - pen sleigh!

Section 5

GOALS

1. Learn how to shift between the left and the right hand in one piece while observing the rhythm and the flow of the music.
2. Learn to play some popular and famous tunes.

Things the student needs to be able to do before moving to Section 5:

1. Know the names of the keys and can find them on the piano.
2. Use all ten fingers to play the tunes.
3. Able to eye track the sheet with the help of the teacher.
4. Know which hand to play with.

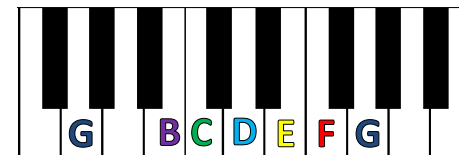
Things that can wait:

1. Still needs arm and hand support.
2. Is not able to consistently play with the correct finger.

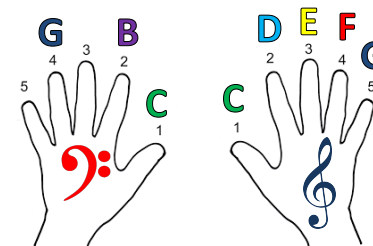




Surprise Symphony



Haydn



Duet part



 C C E E	G G E	F F D D	
			B B G

 C C E E	G G E	D D	
		B B	C C

Yankee Doodle

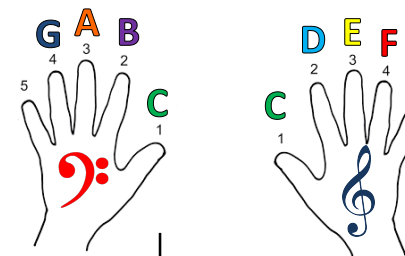
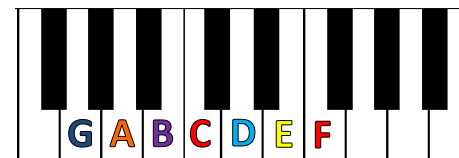
Duet part







When playing the duet part with your student, student plays one octave higher.



Yankee Doodle

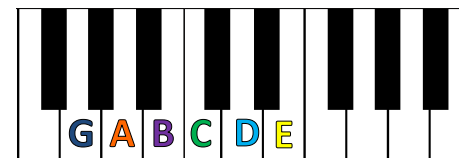




	C	C	D	E	C	E	D	C	C	D	E
											
	Yan - kee Doo - dle			came to town			ri - ding on a			po - ny. He	

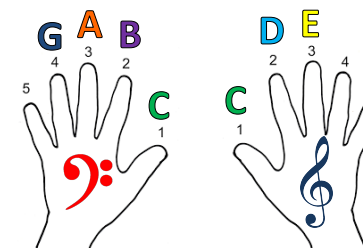
	C	C	D	E	F	E	D	C			
									B	G	A
	stuck a fea - ther			in his cap and			called it ma - ca -			ro - ni.	







Twinkle Twinkle Little Star



	D D	E E D	
	G G		C C B B A A G
	Twin – kle twin – kle	lit - tle star ,	how I won - der what you are.



	D D C C		D D C C
		B B A	B B A
	Up a - bove the	world so high ,	like a dia - mond in the sky.

	D D	E E D	
	G G		C C B B A A G
	Twin – kle twin – kle	lit - tle star ,	how I won - der what you are.

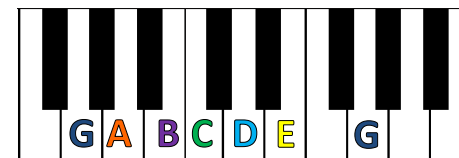
Twinkle Twinkle Little Star

Duet part

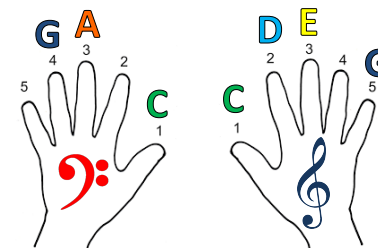
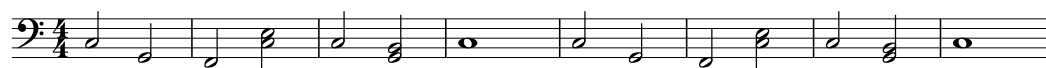
The musical score is written for a duet in treble clef, key of D major (one sharp), and 4/4 time. It consists of three staves of music. The first staff begins at measure 8, marked with a '4' below the staff and an '8' above the staff. It contains four measures of music, each with a beamed eighth-note pair in the upper voice and a beamed eighth-note pair in the lower voice. The second staff begins at measure 6, marked with a '6' below the staff and an '8' above the staff. It contains four measures of music, continuing the pattern of beamed eighth-note pairs in both voices. The third staff begins at measure 11, marked with an '11' below the staff and an '8' above the staff. It contains two measures of music, ending with a double bar line. The first measure of the third staff has a beamed eighth-note pair in the upper voice and a beamed eighth-note pair in the lower voice. The second measure of the third staff has a beamed eighth-note pair in the upper voice and a beamed eighth-note pair in the lower voice, followed by a double bar line.





Old MacDonald Had a Farm





Duet part

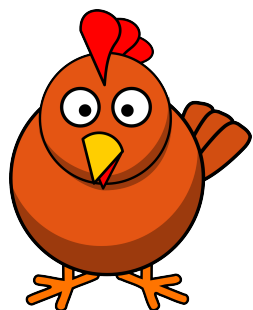


	C C C		E E D D	C
		G A A G		

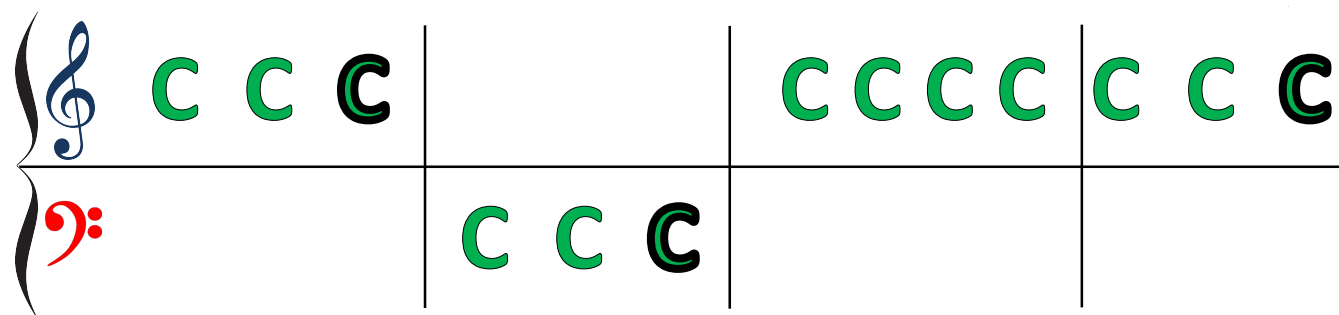
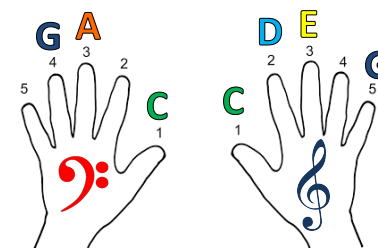
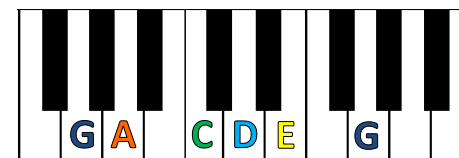
Old Mac Do - nald had a farm E I E I O!

	C C C		E E D D	C
		G A A G		

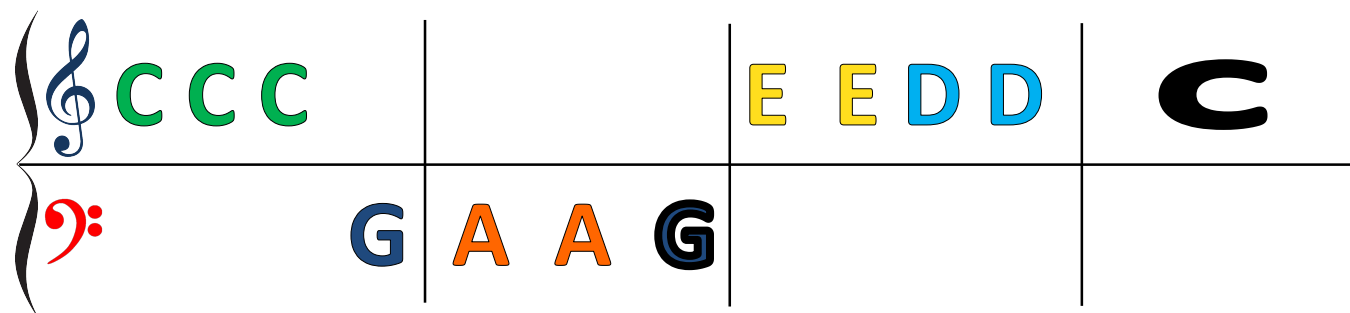
On his farm he had some ducks E I E I O!



Duet part



Quack, quack here quack, quack there here quack there quack every-where quack!

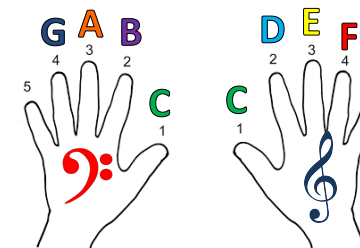
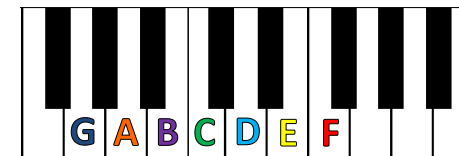


Old Mac Do - nald had a farm E I E I O!



Bingo

Duet part



				C C D D	E C	E E	F F F
	G	C C G G	A A G G				

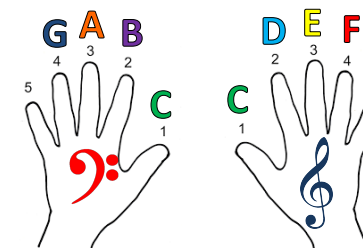
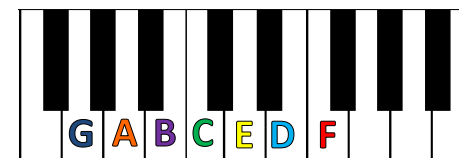
There was a far - mer had a dog and Bin - go was his name - O B I N G O

	D D	E E E	C C	D D D C		
					B G A B	C C

B I N G O B I N G O and Bin - go was his name - O



We Wish You a Merry Christmas



Duet part



	C C D C		D D E D C	
	G	B A A A		B G G
	We wish you a mer - ry	Christ - mas, we	wish you a mer - ry	Christ - mas, we

	E E F E D		D		C
		C A G G	A B		
	wish you a mer - ry	Christ - mas and a	hap - py New		Year.

Music Achievement Certificate

Presented to

Name: _____

For Successful Completion of

The Easier Piano Book - Level 1

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