

PRIMER
BOOK ONE



WUNDER[®] KEYYS



PRIMER PIANO BOOK ONE

This is a preview (22 of 58 pages).
Pages have been removed from
various sections.

WUNDERKEYS®

PRIMER PIANO BOOK ONE



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BOOK ONE

WunderKeys Primer Piano Book One by Andrea and Trevor Dow
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An Introduction To WunderKeys

When I left home for college many years ago, I took with me a trunkful of clothes, a few pairs of shoes, a blanket, a pillow, and my favorite book, *Harold and the Purple Crayon*.

The book was torn, tattered, and loved to death.

As a young child, I needed my parents' help to cross the street or tie my shoes, but when I flipped through the pages of *Harold and the Purple Crayon*, I entered a world of inspiring adventures where I could do anything and be anyone.

So when I created WunderKeys with my husband, Trevor, we did so with one overriding goal in mind: to produce **piano method books** that would one day be packed into the trunk of a car - torn, tattered, and loved to death by a lifelong music student starting out on a new adventure.

Thank you for taking your piano students on our "wonderful" journey through music.

Andrea and Trevor Dow



Primer 1

Jam-packed with age-appropriate piano pieces, off-the-bench activities, and game-based learning, WunderKeys Primer Piano Book 1 reinforces keyboard awareness and early note reading in an environment carefully crafted to meet the physical capabilities of young piano students. The book's engaging illustrations, hilarious dialogue, and step-by-step scaffolding approach combine to create the resource that piano teachers, piano parents, and piano students have been waiting for. In WunderKeys Primer Piano Book 1, students will:



- 1 Gain an understanding of the keyboard
- 2 Read rhythmic notation and develop aural awareness
- 3 Explore correct piano posture and hand shape
- 4 Learn the musical alphabet
- 5 Identify notes on treble and bass staves
- 6 Play pieces accessible to small hands
- 7 Explore dynamics and time signatures

Note: The story-based instructions in this book are intended to be read aloud.



Maxine, your new piano comes today. Aren't you excited?

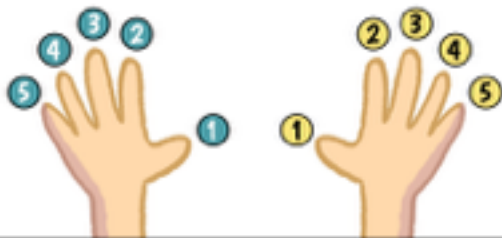
I'm nervous that fiery Maxine will drop down the stairs.



As long as that grizzly doesn't smell any honey, everything will be fine. Would you like to join us as we learn to play the piano?

Finger Number Fun

To help us play the piano, our fingers are given numbers. I will say a finger number. Wiggle your matching right-hand (RH) and left-hand (LH) fingers.



- 1 On a piece of paper I will draw a squiggly line that begins at the top and ends at the bottom. I will place five coins at the top of the paper.
- 2 Roll a die. Using your **RH finger that matches** the number rolled, slide a coin along the line from the start to the finish (roll again if a "6" is displayed). Keep rolling until all five coins have been moved along the line.
- 3 Let's play again using your LH fingers.

A Grand Adventure

Let's Calm Maxine With Music

Oh no! Gary will smell the honeysuckles by my door!



Hold up your RH 2 finger. Play sounds on white keys. Play sounds on black keys.

On the piano, **black keys** are arranged in groups of two and groups of three. Using your RH 2 and 3 fingers, play every group of two black keys, moving from low to high. Using your LH 3 and 2 fingers, play every group of two black keys, moving from high to low.



Oh... and there is a honeydew in my garden. Gary is going to drop my piano for sure.



I think Gary's after a different kind of honey. Now, are you ready to learn more?

Let's Help Maxine Find Groups Of Three



Use your LH 4, 3, and 2 fingers to press down a group of **three black keys**. Play every group of three black keys on the keyboard, moving from low to high then high to low.

Use your RH 2, 3, and 4 fingers to press down a group of three black keys. Play every group of three black keys on the keyboard, moving from low to high then high to low.

That was fun, but I need to get to Gary. Bye!





Tap the numbers in the practice pieces below using your matching fingers.

Listen to me play each practice piece on groups of black keys.

Now it's your turn to play. Are you using the correct fingers? Hand

Practice on the Pathway



Right Hand [RH 2 2 3 3]

Left Hand [LH 3 2 3 2]

Right Hand [RH 3 3 4 5]

Left Hand [LH 2 3 3 4]

Note: The playing cards for *A Grand Adventure* are found at the end of this book.

Players: 2 players

Materials: one laminated game board, one button, two dice, 10 playing cards

Game Objectives:

Musical Objective: To reinforce knowledge of finger numbers

Game Objective: To land the button on the green circle or the yellow circle

Setting It Up:

Players should sit beside one another with the deck of cards placed between them. Each player should have a die. The button should be placed over the red circle on the game board.

How To Play:

- 1 During the game, the teacher attempts to move the button toward the circle marked with the yellow dot, and the student attempts to move the button toward the circle marked with the green dot.
- 2 To begin the game, the player removes the top card from the deck and turns it over to reveal an image of a marked finger.
- 3 A "race" begins. The game becomes a race. Step 4 below (while explained for Player 1 only) will be performed simultaneously by both players.
- 4 As soon as the card in Step 2 is revealed, Player 1 determines the finger number of the marked finger and then attempts to roll the corresponding number on her die.
- 5 The first player to roll the correct number on her die wins the round. If the winner is the student, the button is moved one space (one circle on the staircase) toward the circle with the green dot. If the winner is the teacher, the button is moved one space toward the circle with the yellow dot.
- 6 Players repeat Steps 2 to 5 until the button lands on the yellow dot (the student loses the game) or the green dot (the student wins the game).
- 7 If all cards have been removed from the deck and the button has not landed on a circle marked with a yellow or green dot, players analyze the location of the button on the game board. If it is closer to the circle with the yellow dot, the teacher wins. If it is closer to the circle with the green dot, the student wins.



Hello, Sheldon.
You seem a little...
preoccupied. What's
on your mind?

Mmmmpgh
mmmmpgh
mmmmpgh



Sheldon, you can't play the piano with acorns in your pockets. You know the rule: no nuts in the studio! Now join us as we learn about the musical alphabet!

The Musical Alphabet

I already know my ABCs.

This is a bit different, Sheldon.



- 1 Sheldon knows his ABCs . . . and so do you! The musical alphabet is made up of **seven letters**: A, B, C, D, E, F, and G.
- 2 Each white key on the piano is named after a letter from the musical alphabet.
- 3 Using your RH 2, play every white key, saying its letter name as you move up the keyboard.

Aching For Acorns

Let's Show Sheldon C, D, And E

Oh! I hear acorns falling. I should go.

Sheldon, you can't go yet!



The first white keys we will use to make music are **C, D, and E**. On the keyboard, find a group of two black keys. The three white keys touching the group of two black keys are C, D, and E. Use your RH 1, 2, and 3 to play all of the C, D, and Es on the keyboard.



Do you think acorn pancakes would be better than acorn waffles?

Sheldon, are you listening?



Breakfast can wait. We are going to play a game with C, D, and E and then you can... go nuts.

Let's Play Acorn Chase

- 1 On the piano, I will place a game marker on Middle C. Roll a die. Move the game marker up the keyboard to the **closest key** that matches the number rolled (1 = C, 2 = D, 3 = E, 4/5 = roll again, 6 = turn is over).
- 2 Now I will repeat Step 1. However, instead of moving the game marker up the keyboard, I will move the game marker **down** the keyboard.
- 3 If the game marker is closer to the top of the keyboard after we have each had five turns, you win the game. Let's play again!

Acorns are calling. Bye!





Tap the notes below. Say, "one" when tapping quarter notes and "one-two" when tapping half notes.

I will clap the rhythms below. Can you clap the rhythms back to me?

Place your RH 1, 2, and 3 on C, D, and E. I will point to a note. Play its matching rhythm.

Practice on the Pathway

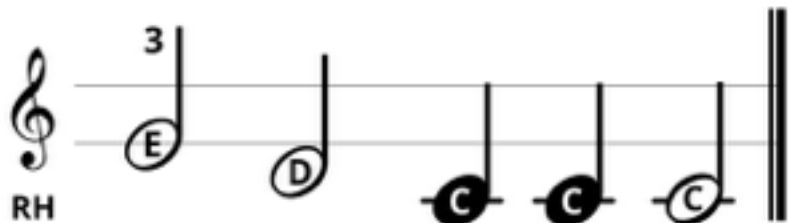
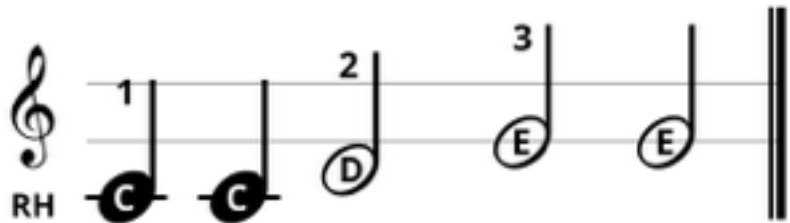
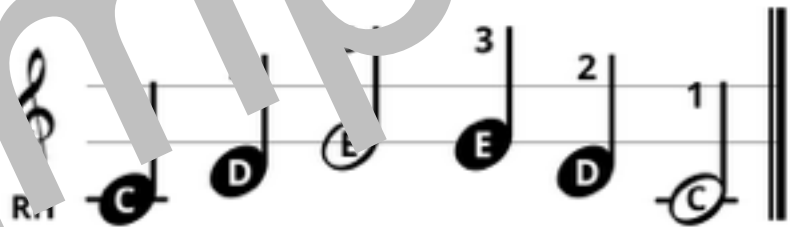


RH

I will point to the **treble clefs** on this page. When you see a treble clef in your music, play with your right hand.

Each piece on this page is written on a **Wunder Staff**. A Wunder Staff helps you to see if music notes are moving up, moving down, or repeating.

Place your RH 1, 2, and 3 on C, D, and E. Say the note names as you play each line of music.



Aching For Acorns



I can't... stop...
eating... acorns.

Technique Tip: Place your curved hands on the flat surface of the piano lid. Using your fingertips and the sides of your thumbs, tap the sounds of dropping acorns. Remember this feeling when playing the music on the **Wunder Staves** below.

Shake The Tree

RH

When the wind shakes the I get hun - gry!

Acorn Pancakes

(students play two staves higher than teacher duet.)

RH

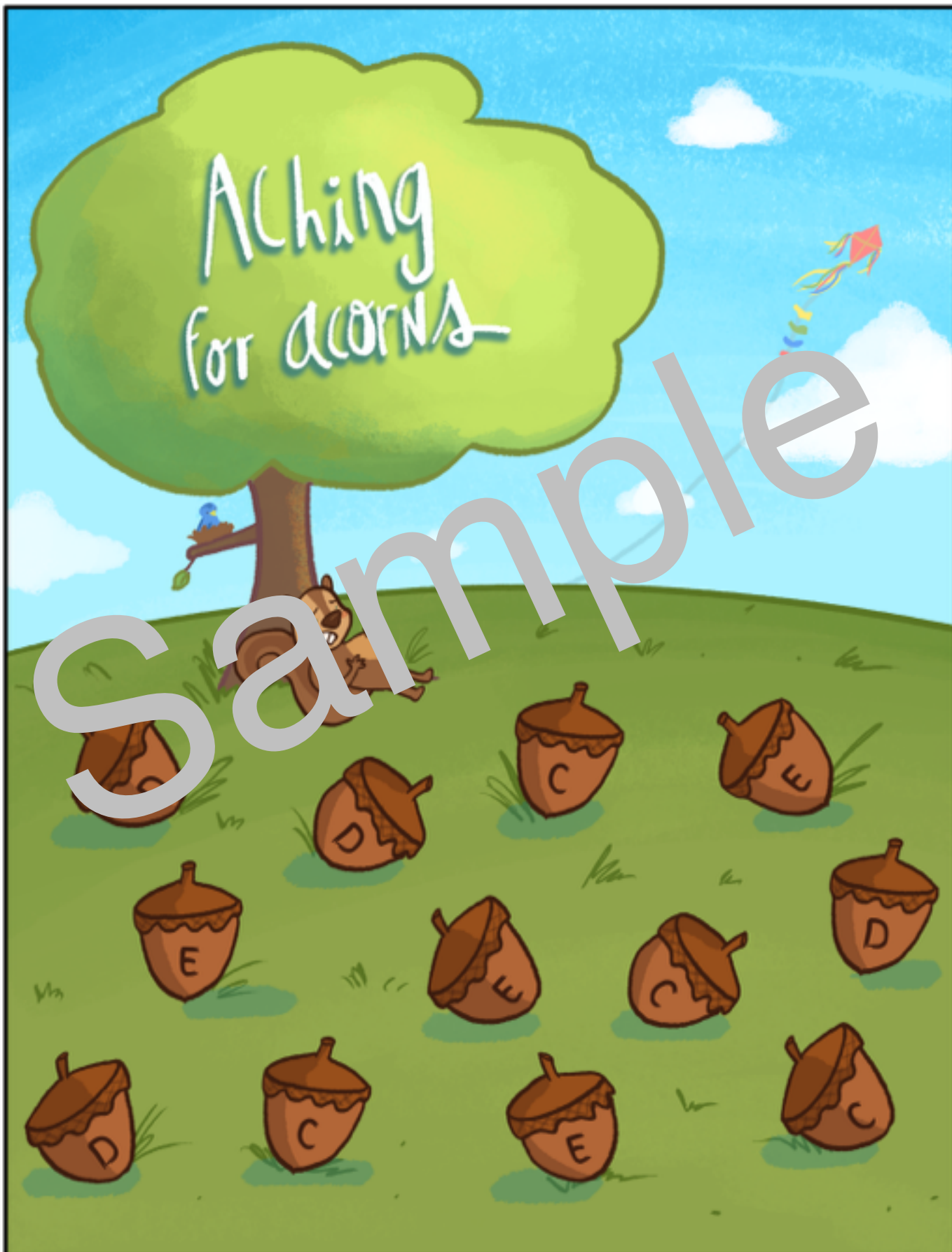
RH

mp



See reverse for Game Instructions

Aching For Acorns



Note: The playing cards for *Aching For Acorns* are found at the end of this book.

Players: 2 players

Materials: one laminated game board,
12 coins, 10 playing cards

Game Objectives:

Musical Objective: To reinforce recognition of C, D, and E on the piano

Game Objective: To remove three coins before an opposing player

Setting It Up:

Players should sit beside one another with the game board placed in front and the deck of cards placed between. One coin should be placed over each of the twelve acorns, each containing a letter.

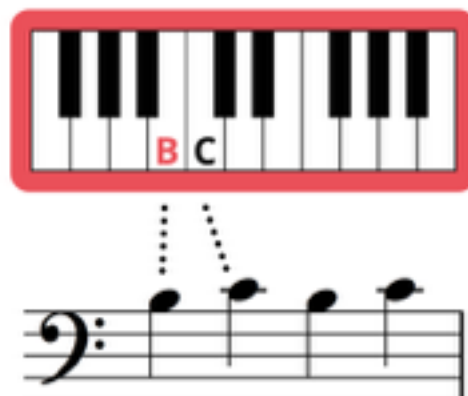
How To Play:

- 1 To begin, Player 1 removes the top card from the deck and flips it over to reveal an image of a marked piano key.
- 2 Player 1 determines the name of the marked key and then removes any coin from an acorn image on the game board.
- 3 If the letter revealed by the coin removed in Step 2 corresponds with the marked key on the back of the card selected in Step 1, Player 1 keeps the coin. If a match is not found, the coin is placed back on the acorn image on the game board.
- 4 The card selected in Step 1 is removed from the deck and then Player 2 repeats Steps 1 to 3.
- 5 Players continue alternating turns until one player removes three coins from the game board and wins the game.
- 6 If all cards have been removed from the deck and a player has not collected three coins, the cards are shuffled and play is continued.



Let's Learn About B

- 1 **B is a space note** that sits above the top line of the bass staff. On the keyboard, B is the white key to the left of Middle C.
- 2 Listen as I clap a simple rhythm. Can you play the rhythm back on B? On C?
- 3 Look at the measure of music to the right. With your hands in Middle C Position, practice stepping between B and C.



Flying Squirrel



Look at this! Run, run, run... leap!

Sheldon, I'll give you an acorn if you come down!

While we're waiting for Sheldon, look at the music below. Point to the Bs. Point to the Middle Cs. Circle the notes that **repeat**. With your hands in Middle C Position, use your LH 2 and 1 to play the piece below.



You look like you have an idea.

From up in the hole, I noticed that B looks like a bunny peeking out of its hole.

Remember D from last lesson? It looks like a dog 'digging a hole' below the staff. Let's practice reading Bs and Ds.

Let's Help Sheldon With B And D

Inside the circles below are Bs and Ds. Can you use the "peeking bunny" and "digging dog" tricks to name the notes in the circles? **Using a pencil**, draw "sticking up" bunny ears on the circles holding Bs and "flopping down" dog ears on the circles holding Ds.

Time to fly, Sheldon!





In the practice pieces below, draw a red circle around a D and a green circle around a B.

Find two notes that are repeating. Draw a red line above the notes.

Find two notes that are stepping. Draw a green line connecting the heads.

Practice on the Pathway



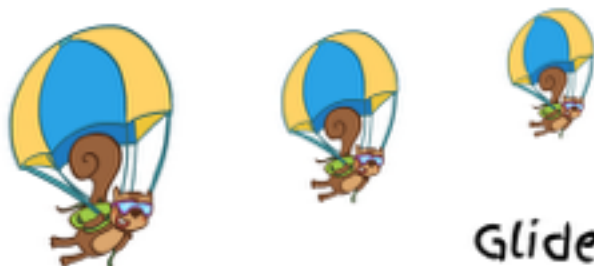
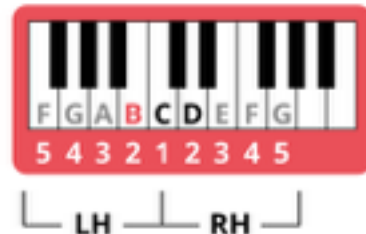
Listen to the rhythms of the practice pieces. Can you clap the rhythms back to me?

These pieces have **repeat signs**... double bar lines with two dots. When you see a repeat sign in your music, return to the beginning and play the piece again.

Listen and watch as I play each practice piece. Now it's your turn. Place your hands in Middle C Position and make some music! Say the note names as you play.



Flying Squirrel



Glide On By

2

I can fly in the sky. I'm a fly - ing squir - rel!

2

Flying Fur

(Teacher quiet blow)

2

Shel - don's heart starts jump - ing when it's time for jump - ing!
Parachute is blown, Shel - don is a float - in'!

Count to three, then off he goes!
Will he come down? No - one knows!

R.H.
L.H.



See reverse for Game Instructions

Flying Squirrel



Note: The playing cards for *Flying Squirrel* are found at the end of this book.

Players: 2 players

Materials: one laminated game board, 10 playing cards, 10 pennies, 10 dimes, two dice

Game Objectives:

Musical Objective: To reinforce recognition of B, Middle C, and D on the grand staff

Game Objective: To place more coins over cloud images than an opposing player

Setting It Up:

Players should sit beside one another with the game board placed in front and the deck of cards placed to the side. Player 1 should have a die and ten pennies. Player 2 should have a die and ten dimes.

How To Play:

- 1 To begin, either player removes the top card from the deck and flips it over to reveal an image of a note on the grand staff accompanied by a number.
- 2 At this point the game becomes a race with each player rolling her die in attempt to have it display a value that corresponds to the number revealed on the card in Step 1. The first player to roll the matching value wins the round.
- 3 The player winning the round names the note on the card revealed in Step 1 and places one coin over any cloud displaying a note name that matches the note image on the card.
- 4 Players repeat Steps 1 to 3 until all cards have been removed from the deck.
- 5 At this point the game is over and the player with the most coins on the game board wins the game.



Let's Teach The Friends A New Time Signature

This is a $\frac{3}{4}$ time signature. The top 3 means each measure has three beats. The bottom 4 means the quarter note gets one beat.

Clap and count, "one-two-three" or "one-two-three-four" for each rhythm on the right. Complete the time signatures by writing a "3" or a "4" in the circles.

3
4

Double Decker Delight

Oh no! Whole notes won't fit in $\frac{3}{4}$ time.



Maxine is right... but a dotted half note will! A **dotted half note** gets three beats.

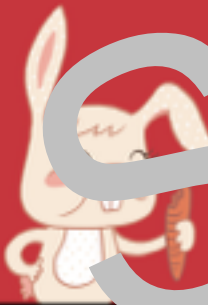
Using a pencil, add a dot to the half notes below to turn them into dotted half notes. Tap each one as you count, "one-two-three."



Hmm... Those dots look like bees. That reminds me...



...we need honey for the plane ride.



...honey!



No, no honey! Carrots!

I'm sure they'll have all sorts of snacks on the plane. But first, let's play a game before you go.

Load The Bus, It's Adventure Time!

- 1 Stand on the side of the room opposite the door. I will clap and count a two-measure rhythm in $\frac{4}{4}$ or $\frac{3}{4}$ time.
- 2 **Name the time signature** of the clapped rhythm. If you are correct and the rhythm was in $\frac{3}{4}$ time, hop forward three times. If you are correct and the rhythm was in $\frac{4}{4}$ time, hop forward four times. If you are incorrect, stay where you are.
- 3 Let's play until you reach the door and board the bus.

CHEERIO!
We have a plane to catch





Clap and count the practice pieces below. Don't forget to look for the time signatures.

Use your LH 3 to tap all the As. Use your RH 3 to tap all the Es.

Find notes in the music that are stepping up, stepping down, and repeating.

Practice on the Pathway



Listen and clap the rhythms of the practice pieces. Can you clap the rhythms back to me?

Listen and watch as I play each practice piece.

Now it's your turn! Place your hands in Middle C Position and make some music.

Did you remember to play the second practice piece loudly? Did you remember to play the third practice piece softly?



Double Decker Delight



Practice Tip: Clap and count the rhythm of each piece. Look at the time signature before you clap and count.

The Big Red BUS

1

p 1. Here's a big red bus! Won't you a long with us?
 2. We'll sing and we'll play as drive e no -

London Bound

3

f We play pi - an - o like you've ne - ver seen!

Let's go to Lon - don to play for the Queen!

Thank you for previewing
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