

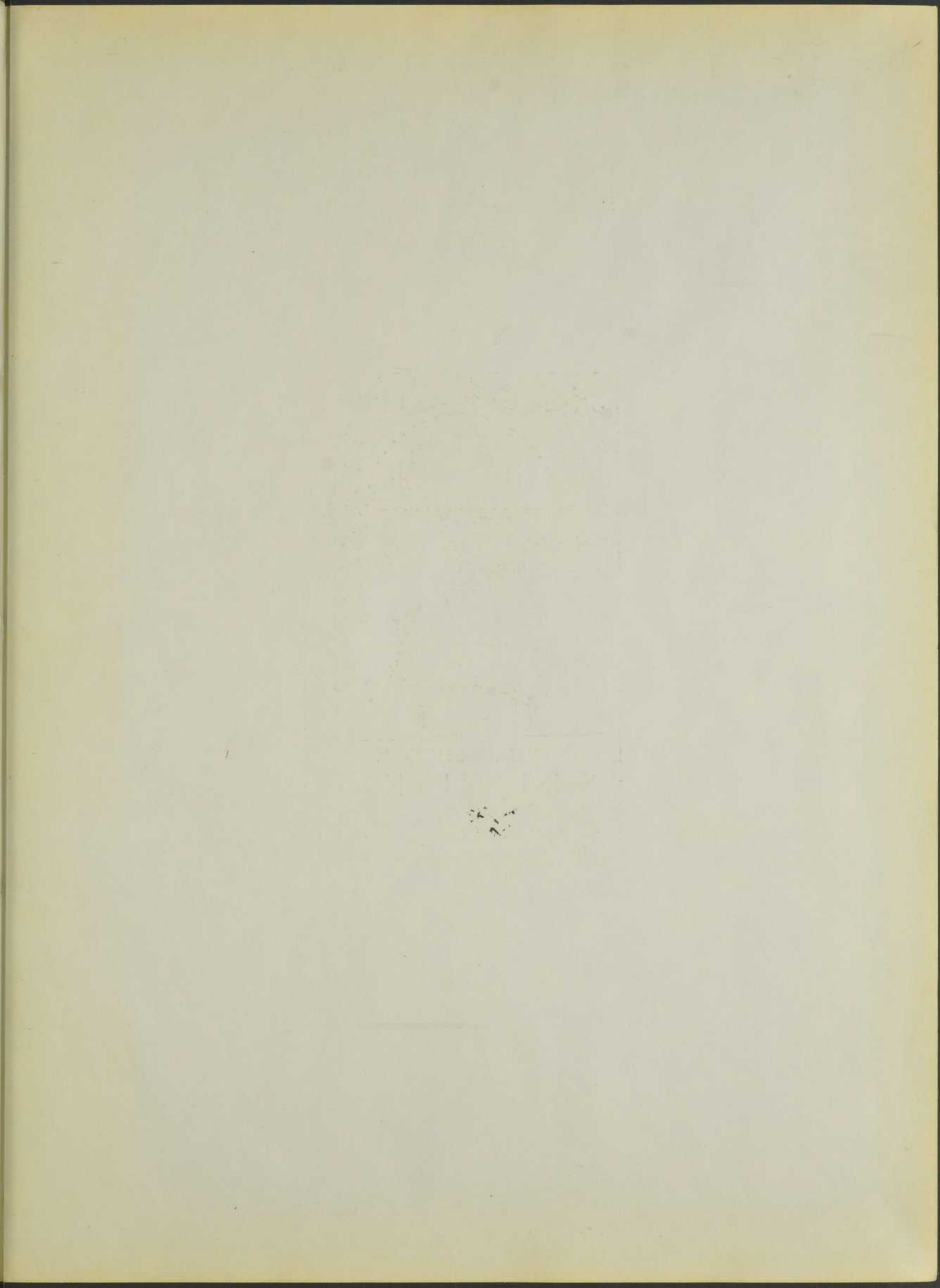
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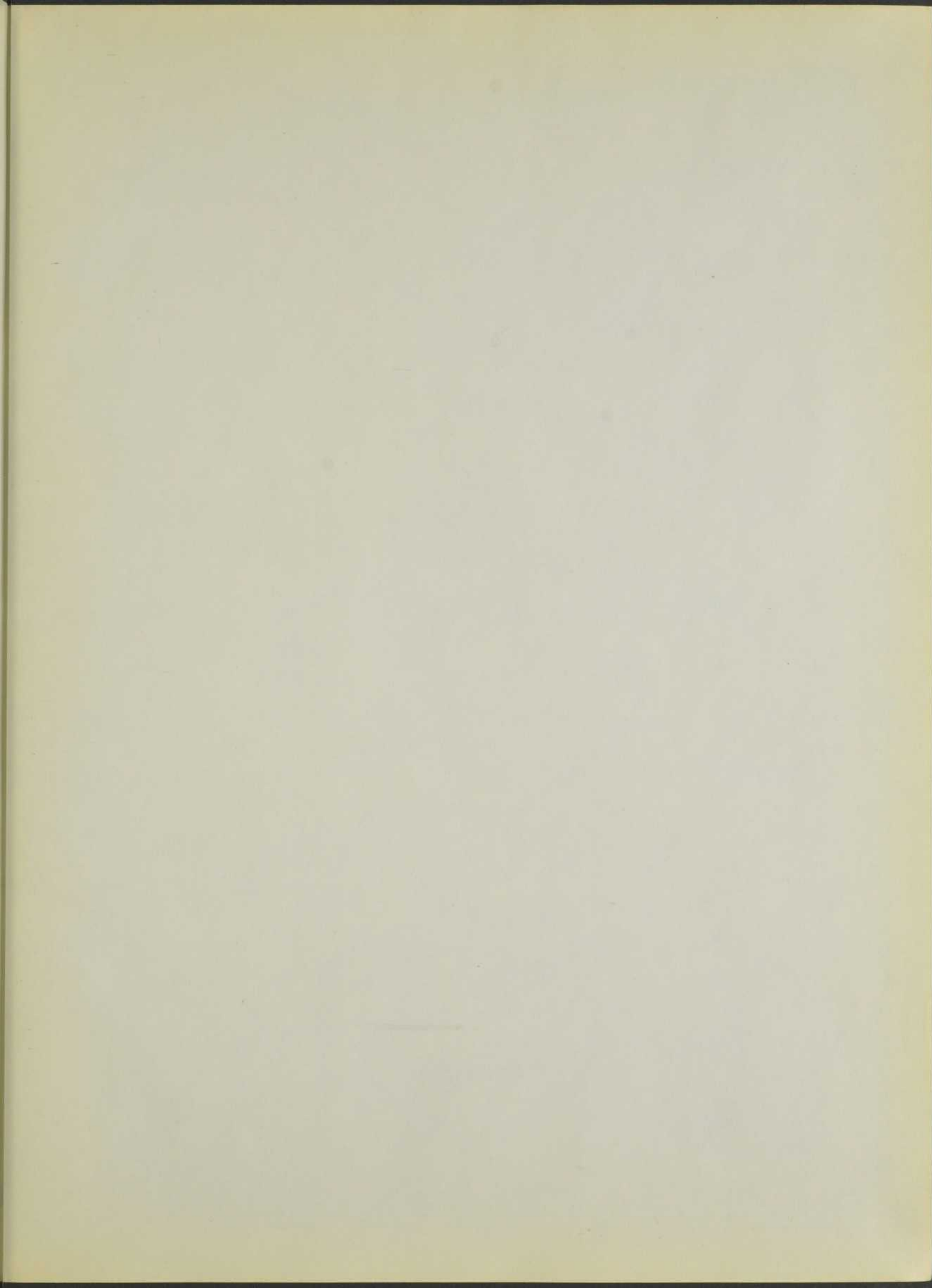
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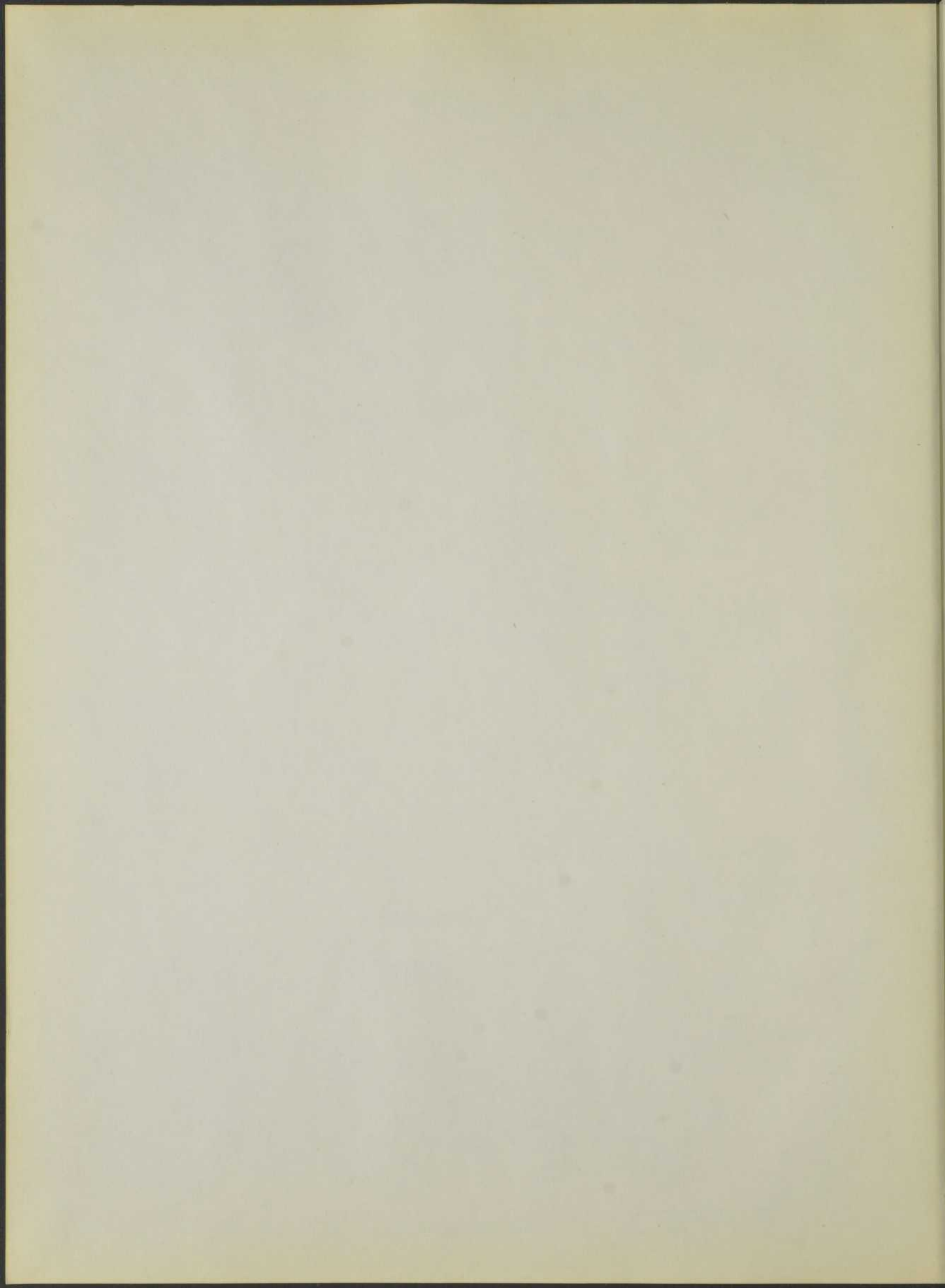
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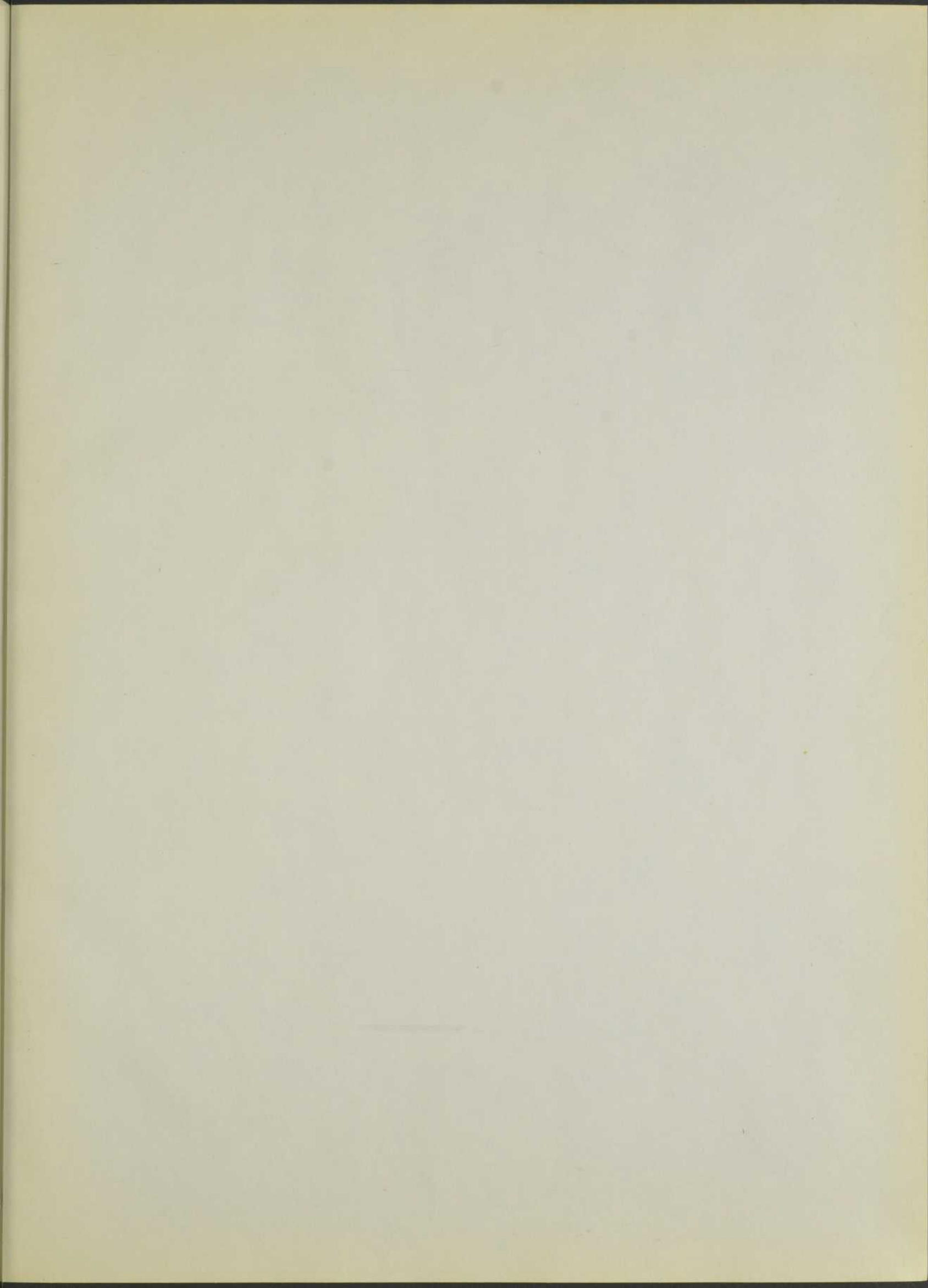


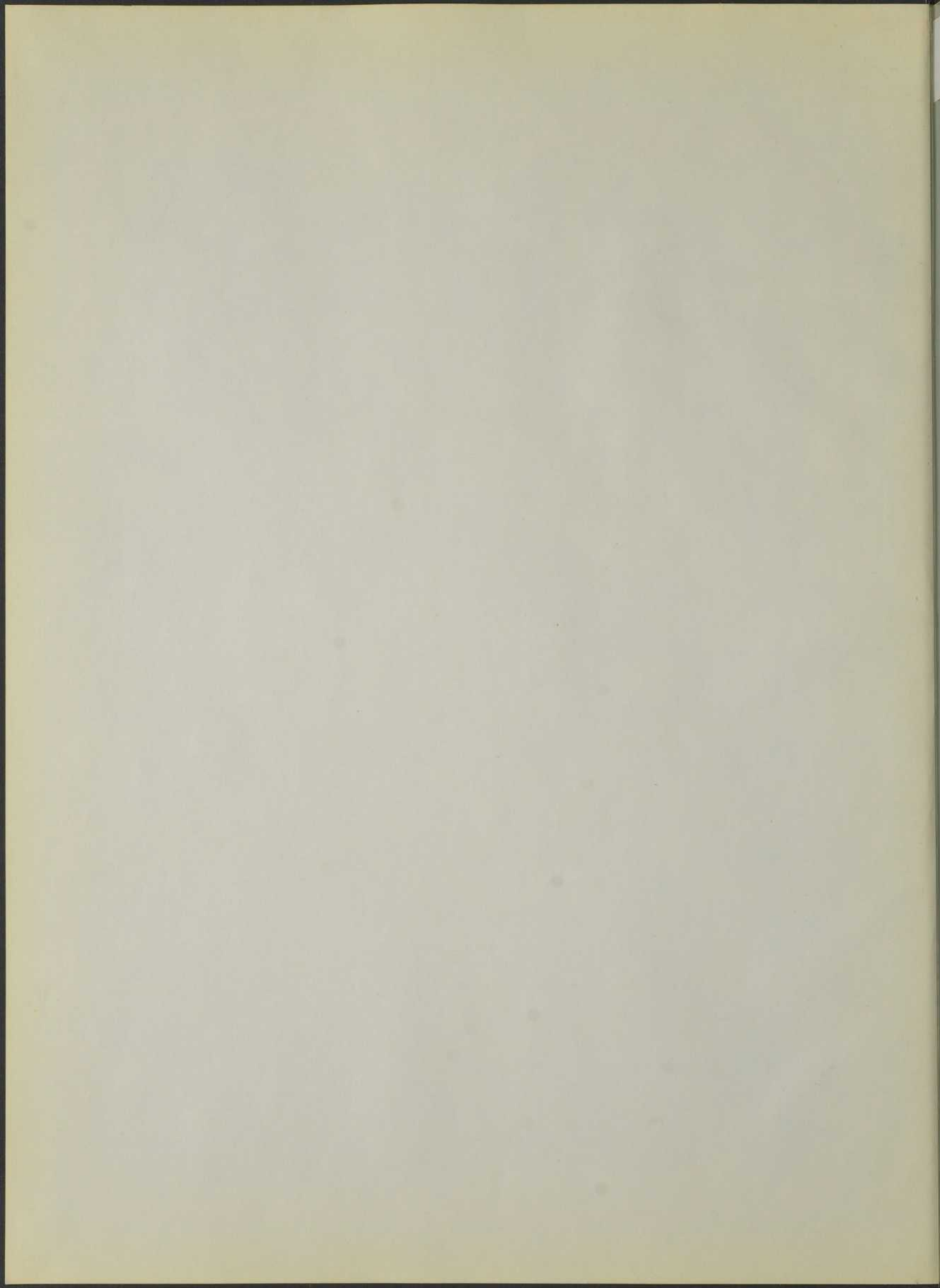














PIANO METHOD

THEORETICAL
AND
PRACTICAL



IN
TWO VOLUMES

by
ALBERTINE MORIN-LABRECQUE.

No. 1. Price \$1.00

English Edition

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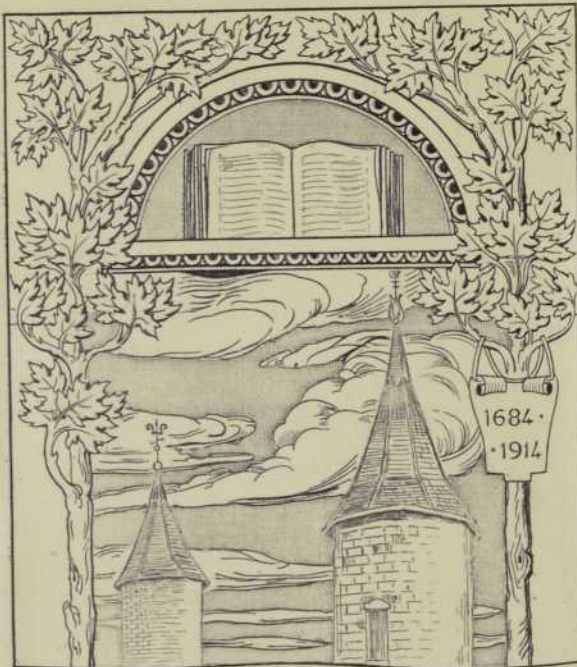
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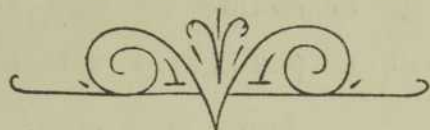
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LETTERS OF APPRECIATION

Montréal, le 26 janvier, 1920.

J'aurai exprimé mon opinion sur la Méthode de Piano de Madame Albertine Morin-Labrecque en disant que c'est une œuvre de professeur et d'artiste.

Une œuvre de professeur, conforme non seulement aux principes théoriques de la pédagogie mais aussi aux données de l'expérience. L'auteur emploie le discours direct: "Vous placez ainsi votre main" — "avez-vous compris cette explication"? Et c'est là un procédé qui éveille l'attention de l'élève. De plus, la Méthode est parfaitement graduée: elle va du connu à l'inconnu, du facile au difficile, et ne recule pas devant l'exemple familier pour mieux faire saisir une notion nouvelle.

Une œuvre d'artiste, — ce qui ressort particulièrement des nombreux exercices suivant les leçons. Ces exercices n'ont rien de banal. Ils sont de nature à intéresser l'élève et à former son goût musical, ce qu'on ne peut pas dire certainement de toutes les Méthodes.

Je souhaite donc à l'œuvre de Mme Morin-Labrecque le succès d'estime et de diffusion qu'elle mérite.

HENRI GARROUTEIGT,
ancien maître de chapelle, p. s. s.

Madame,

Des voix autorisées ont loué la "Méthode" que vous avez écrite pour l'enseignement du piano. Je vous apporte après elles les félicitations de mes sœurs et leur appréciation de votre beau travail.

"La Méthode de Madame Albertine Morin-Labrecque est bien graduée; les notions de théorie musicale y sont présentées d'une manière claire, pratique et attrayante. D'exquises petites pièces s'ajoutent aux exercices préparatoires de la première année. La deuxième partie de l'ouvrage, destinée aux élèves de 2e, 3e et 4e année fait connaître toutes les tonalités. Les pièces correspondantes sont écrites dans un style qui est bien de nature à développer le goût des jeunes pianistes."

Allez donc de succès en succès, Chère Madame, sous le regard de Marie, reine des arts, mère et patronne de cette Congrégation où s'est écoulée votre enfance, et à laquelle vous êtes unie par les liens les plus forts et les plus sacrés.

Sr STE ANNE-MARIE,

Directrice générale des études de la Congrégation de Notre-Dame.

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LETTERS OF APPRECIATION

Madame Albertine Morin-Labrecque,

Hochelaga, le 8 février, 1920

Madame,

J'ai examiné, un peu à la hâte, mais avec un intérêt soutenu votre "Méthode de Piano." A mon humble avis, vous avez compris l'importance de bien commencer, ce qui permet de pouvoir facilement bien continuer. Au moyen de comparaisons ingénieuses, et par des explications à la portée de tout jeunes élèves, vous savez les intéresser et leur faire comprendre ce qu'ils font. C'est vraiment faire une œuvre utile que d'habituer les enfants, dès le début, à travailler avec intelligence; ils sont, hélas, trop portés à étudier ou plutôt à jouer du piano d'une façon machinale et routinière, par conséquent, sans profit véritable.

Les études et les pièces me paraissent bien graduées et de nature à former le goût; je croirais que quelques-unes du deuxième volume pourraient être étudiées avec avantage par les élèves de troisième et même de quatrième année, qui alors en donneraient une meilleure interprétation. Votre travail joint à sa valeur intrinsèque le mérite d'être le premier du genre fait "chez nous" et à ce titre de bon ouvrage du terroir, il attirera je n'en doute pas l'encouragement de tous ceux qui s'intéressent au progrès de l'art musical dans notre pays.

Je vous offre, Madame, mes plus sincères félicitations et souhaite à votre "Méthode" une rapide et large diffusion.

SOEUR MARIE STEPHANE,
des SS. NN. de J. M.

Maison-Mère des Saints Noms de Jésus-Marie.

Madame Albertine Morin-Labrecque,
Montréal

Chère Madame,

J'ai parcouru avec attention votre nouvelle Méthode. Je la trouve pratique, progressive en même temps qu'attrayante.

Les exercices, morceaux et sonatines, s'enchaînent avec intérêt.

Veillez donc, chère Madame, recevoir avec mes félicitations — pour cette œuvre qui rendra de réels services à l'enseignement du piano — l'expression de mon religieux respect.

Sr MARIE VALENTINE,
Préfète d'études musicales.

Mont Sainte-Anne, Lachine.

Présentation de Marie
St Hyacinthe, 8 Mai 1920.

Madame,

Notre humble appréciation ne saurait ajouter au mérite de votre excellente Méthode, laquelle se recommande d'elle-même. Cependant, vous avez fait là un si beau travail que nous ne voudrions pas le louer dans l'ombre seulement.

Laissez-nous donc vous dire, Madame, que nous souhaitons plein succès à cet ouvrage dans lequel l'enseignement se fait clair, précis, attrayant. Tout professeur expérimenté appréciera votre Méthode et l'accueillera, nous en sommes certaines, comme un auxiliaire précieux.

Veillez agréer, Madame, nos félicitations et nos meilleurs vœux.

Vos très humbles,
LES SOEURS DE LA PRÉSENTATION DE MARIE.

PIANO METHOD

THEORETICAL AND PRACTICAL

INDEX

FIRST VOLUME

This Volume is divided into Five Parts:

THE FIRST PART deals with definitions and elementary principles of two staves, Treble and Bass, especially the Treble staff or the right hand, followed by reading exercises on lines and spaces.

THE SECOND PART treats of the different kinds of notes and their relative values, of measure, the numerical figures indicating measure with the most commonly used measure. Following this are eight optional Recreations for both hands on the Treble staff illustrating the use of the notes and measures already taught.

THE THIRD PART is a special study of the Bass staff, or left hand followed by reading exercises on lines and spaces, 24 Lessons and Exercises for both hands on Treble and Bass staff and 13 Simple Pieces. The pupil is also taught to beat the measure of 2, 3 and 4 beats and is referred to the "Questions and Home Work Exercises" which embraces exercises in Solfeggio. This Questions and Home Work Exercises, which is divided into two Exercises Books follows step by step the Graded Method.

THE FOURTH PART treats of Ledger Lines, Finger Exercises for the sustained notes and 9 Simple Pieces.

THE FIFTH PART treats of the different kinds of Rests and their relative values, also 7 Lessons and 3 Recreation Pieces.

LIST OF PIECES IN VOLUME I.

Our Friend Nightingale.	Question and Answer.	Frances and Dorothy.
Sweet Dove.	Little Walk in the Woods.	At the Movies.
Little Pride.	Sing and Dance.	Simple Song.
Sleigh Ride.	In a Boat.	Bourrée.
The Lovely Skater.	Jack and Jill.	Pastourella.
The Little Red Riding Hood.	Hide and Seek.	Graceful Waltz.
Good Morning, Mr. Jack.	A Surprise to Mama.	Clown Dance.
Song of a Little Convent Girl.	The Pretty Maid.	Return to the Fireside.
Puss in Boots.	Here are the Soldiers.	Little Fuguetta.
The Bugle Call.	Evening Song.	Sweet Remembrances.
Little Dialogue.	The Village Mill.	Vacation is Here Once More.
The Little Mimic.	At the Old Mill.	

SECOND VOLUME

This Volume is divided into Six Parts:

THE FIRST PART treats of Alterations,—Special study of Sharps,—Enumeration of Sharps,—How to find them on the Key-board,—Table of their orderly succession.

THE SECOND PART treats of Flats,—Enumeration of Flats,—How to find Flats on the Key-board,—Table of their orderly succession,—Little Exercises on Sharps and Flats,—Double Sharps and Double Flats.

THE THIRD PART treats of the Scale, of Tone and Semi-Tone with supplementary exercises.—The two Major and Minor Modes.—How to find the Major Scales, (signature in sharps) with supplementary exercises to illustrate.—How to find the Minor Scales (signature in sharps) with supplementary exercises.

THE FOURTH PART teaches how to find the Major Scales (signature in flats) with supplementary exercises.—How to find the relative Minor Scales (signature in flats) with supplementary exercises.

THE FIFTH PART consists of 30 Courses as follows: Two Courses (Do Major, La Minor) without any alterations at the key signature.—14 Courses with the key signature in Sharps and 14 Courses with key signature in Flats. Each Sharp and Flat in the two Modes embraces, each, a Course consisting of: 1st, an Exercise or Study for the Fingers; 2nd, a Sonatina; 3rd, a Characteristic Piece.—Definition of names of Pieces,—the secondary signs,—the ornaments,—the Terms of Expression always dealt with as they occur in the music. Each and every one of the Exercises herein has its special use.

TWO COURSES

etc., etc., etc.

See all the Courses on the two following pages V and VI.

TWO COURSES

1st COURSE

Do (C) Major Exercise Sonatina *Cradle Song.*

2nd COURSE

La (A) Minor Study Sonatina *Witches March.*

FOURTEEN COURSES FOR PRATICE ON THE 7 SHARPS:

1st COURSE

Sol (G) Major Exercise Rondo *Prayer to the Virgin.*

2nd COURSE

Mi (E) Minor Exercise Andante *Song of By- Gone Days.*

3rd COURSE

Ré (D) Major Exercise Sonatina *Christmas Eve. (Mid- Night Mass.)*

4th COURSE

Si (B) Minor Exercise Sonatina *Christmas Morn of a Poor Little Orphan.*

5th COURSE

La (A) Major Exercise Sonatina *Santa Claus' Gift.*

6th COURSE

Fa# (F#) Minor Exercise Sonatina *The Clown is so Sad that He Cries.*

7th COURSE

Mi (E) Major Exercise Rondo *March of the Magi Kings.*

8th COURSE

Do# (C#) Minor Exercise Sonatina *Spanish Song.*

9th COURSE

Si (B) Major Exercise Sonatina *Happy New Year.*

10th COURSE

Sol# (G#) Minor Exercise Rondo *Cinderella Waltz.*

11th COURSE

Fa# (F#) Major Exercise Sonatina *Little Shepherdess Waltz.*

12th COURSE

Ré# (D#) Minor Exercise Rondo *Lulu's First Sorrow.*

13th COURSE

Do# (C#) Major Exercise Sonatina *Ballet Air. (Harlequin & Columbine.)*

14th COURSE

La# (A#) Minor Exercise Sonatina *Bolero Danse.*

FOURTEEN COURSES FOR PRACTICE ON THE 7 FLATS:

1st COURSE

Fa (F) Major. Exercise. Sonatina..... *The Angelus.*

2nd COURSE

Ré (D) Minor. Exercise. Allegro..... *On the Sea Shore.*

3rd COURSE

Si♭ (B♭) Major. Exercise. Rondo..... *Village Party.*

4th COURSE

Sol (G) Minor. Exercise. Andante *Life in the Country.*

5th COURSE

Mi♭ (E♭) Major. Exercise. Sonatina *Barcarolle.*

6th COURSE

Do (C) Minor. Exercise. Rondo..... *Polish Danse.*

7th COURSE

La♭ (A♭) Major. Exercise. Sonatina *The Spinning Wheel.*

8th COURSE

Fa (F) Minor. Exercise. Sonatina *Melancholy Song.*

9th COURSE

Ré♭ (D♭) Major. Exercise. Rondo..... *Arabesque.*

10th COURSE

Si♭ (B♭) Minor. Exercise. Sonatina..... *Grandfather's Story.*

11th COURSE

Sol♭ (G♭) Major. Exercise. Rondo..... *Pink Butterflies. (Caprice)*

12th COURSE

Mi♭ (E♭) Minor. Exercise. Sonatina *Impromptu.*

13th COURSE

Do♭ (C♭) Major. Exercise. Sonatina *Scaramouche.*

14th COURSE

La♭ (A♭) Minor. Exercise. Rondo..... *My First Recital.*

THE SIXTH PART treats of Major and Minor Scales.— Chords.— Arpeggios in the three positions.— Different Models of Rhythm precede the Scales.

METHOD OF LEARNING MUSIC

under the form of lessons given personally by the author

ALBERTINE MORIN - LABRECQUE

FIRST PART

We shall study music together.

First of all we must learn the notes.

How many names of notes are there?

There are seven names of notes:

DO	-	RE	-	MI	-	FA	-	SOL	-	LA	-	SI
C		D		E		F		G		A		B

Repeat with me. Do, Re, Mi, Fa, Sol, La, Si. (C-D-E-F-G-A-B)

You repeat these seven notes from one end of the piano to the other, from the low pitch to the high pitch.

What do you understand by low pitch?

In speaking of sounds and tones, "the low pitch" means the lower sounds.

What do you understand by high pitch?

In speaking of sounds and tones, "the high pitch" means the higher sounds.

Then we can say that your father's voice is of low pitch and your mother's voice is of high pitch.

The names of those seven notes remain unchangeable—but they change their position—as we shall see later.

How are these seven notes written?

They are written on a white sheet of paper ruled with parallel horizontal lines.

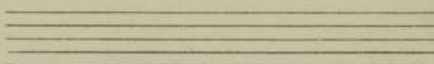
Together these five lines are called "the staff."

How many staves are employed for pianoforte music?

Two staves.

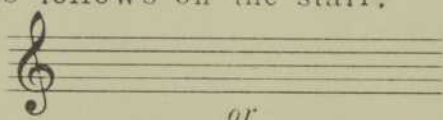
How many hands have you?—Two hands.

Then there are two staves just as you have two hands.

STAFF: 

To denote the right hand staff, we place a sign which is called the Treble or Sol (G) clef.

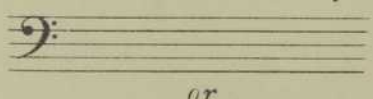
Made: , and placed as follows on the staff.

Your right hand:  Treble or Sol clef.
G

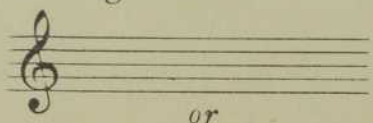
We have seen the right hand, let us now see the left hand.

To denote the left hand staff, we place a sign called Bass or Fa (F) clef.

Made: , and placed as follows on the staff.

Your left hand:  Bass or Fa clef.
F

First of all, we shall study your right hand or Treble staff.

Your right hand:  Treble or Sol clef.
G

How many fingers have you? — Five fingers.

Well, you have five fingers, there are five lines in the Treble Clef.

Count on your fingers whilst looking at the staff going from the bottom upwards.

5 th finger	_____	5 th line
4 th "	_____	4 th "
3 rd "	_____	3 rd "
2 nd "	_____	2 nd "
Thumb or 1 st "	_____	1 st "

or

You understand. There are five lines just as you have five fingers.

Now between the 1st and 2nd fingers, is there a space? Are these two fingers joined one to the other? — No.

Then there is a space between each line of the staff just as there is a space between each one of your fingers.

EXAMPLE:	Between 4 th and 5 th finger	_____	space
	" 3 rd " 4 th "	_____	space
	" 2 nd " 3 rd "	_____	space
	" 1 st " 2 nd "	_____	space

Therefore there are four spaces.

EXAMPLE of the five lines and four spaces: —

_____	5
_____	4
_____	3
_____	2
_____	1

Now you know what a staff is.

We shall now learn the name of the five lines of the Treble clef.

MI — SOL — SI — RE — FA.
E G B D F.

Repeat with me; Mi, sol, si, re, fa. (E - G - B - D - F).

You must know them by heart.

F	_____	fa
D	_____	re
B	_____	si
G	_____	sol
E	_____	mi

On the key-board where will you find the first line called "Mi" (E)?

For a pupil who works without a teacher, I give the following explanation.

(The black keys on the key-board are divided into two distinct groups of which one has three notes and the other two.

You will find Mi (E) on the white note which is immediately at the right of the group of two black notes at the middle of the key-board).

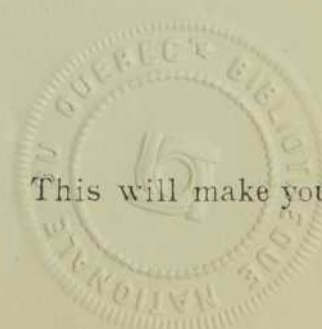
It would be well for you to play your lines often on the piano.

To understand them well we shall study them as exercises.

We shall begin with the first two lines Mi and Sol.

E " G.

Sing the notes in naming them in the exercises that will follow. This will make you familiar with "singing by note."



READING EXERCISES

Whilst studying, you must always look attentively at your book, and avoid as much as possible following your fingers on the key-board.

1
Lines 2 1

Sol
Mi

2
Lines 3 2

Si
Sol

3
Lines 4 3

Ré
Si

4
Lines 5 4

Fa
Re

5
Lines 3 2 1

Si
Sol
Mi

5
Lines 3 2 1

Si
Sol
Mi

6
Lines 4 3 2

Ré
Si
Sol

7
Lines

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

Re
Si
Sol
Mi

8
Lines

3 5 3 2 1 2

Fa
Re
Si
Sol

8
Lines

4 3 2 1 2 3 4 5

Fa
Re
Si
Sol
Mi

9
Lines

2 1 3 2 1 2 3 5 3

Re
Si
Sol
Mi

10
Lines

1 4 2 4 2 2 3 5

Fa
Re
Si
Sol

10
Lines

4 5 4 3 2 4 3 4 5

Fa
Re
Si
Sol

A few exercises to learn the spaces of the Treble Staff.

Fa La Do Mi

4
3
2
1

1
Spaces

1 2 3 4 3 3 4

Mi
Do
La
Fa

2 $\frac{4}{32}$ $\frac{2}{2}$

Mi
Do
La

3 $\frac{3}{2}$ $\frac{1}{1}$

Do
La
Fa

4 $\frac{4}{32}$ $\frac{1}{1}$

Mi
Do
La
Fa

A few exercises on the five lines and four spaces.

1

1 2 2 3 3 4 4 2

2

1 2 2 1 1 2 1 2

3

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

4

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

SECOND PART

Your knowledge of the Treble staff now justifies my explanation of the
VALUE of NOTES.

That a beginner may well understand we must illustrate the lesson for him. Therefore, examples will follow the explanations of each value of notes.

What is meant by the value of a note?

It is the duration represented by this note.

How many forms of notes are there?

There are seven as there are seven notes.

THEIR NAME:

the whole note 	the half note 	the quarter note 	the eighth note 	the sixteenth note 	the thirty-second note 	the sixty-fourth note 
---	--	---	--	---	---	--

You must know those seven names by heart.

What value does the whole note represent?

The whole note represents the greatest duration "or the whole."

All the other values of notes are only fractions of this whole.

Let us compare the Whole note to an apple.

The apple equivalent 1.....

I divide it into 2 pieces equivalent 2.....

" " " " 4 " " 4.....

" " " " 8 " " 8.....

" " " " 16 " " 16.....

" " " " 32 " " 32.....

" " " " 64 " " 64.....

If the 2 pieces put together make 1 apple, 2 half notes equal ONE whole note.

"	4	"	"	"	"	"	"	4 quarter notes =	"	"	"
"	8	"	"	"	"	"	"	8 eighth notes =	"	"	"
"	16	"	"	"	"	"	"	16 sixteenth notes =	"	"	"
"	32	"	"	"	"	"	"	32 thirty-second notes =	"	"	"
"	64	"	"	"	"	"	"	64 sixty-fourth notes =	"	"	"

Therefore:

the Whole note is the whole value.

"	Half.....	$\frac{1}{2}$	"
"	Quarter.....	$\frac{1}{4}$	"
"	Eighth.....	$\frac{1}{8}$	"
"	Sixteenth.....	$\frac{1}{16}$	"
"	Thirty-second.....	$\frac{1}{32}$	"
"	Sixty-fourth.....	$\frac{1}{64}$	"

CONTINUATION OF THE TABLE OF VALUES OF NOTES

The		equals	2		or	4		or	8		or	16		or	32	
"		"	2		"	4		"	8		"	16				
"		"	2		"	4		"	8							
"		"	2		"	4										
"		"	2													

VALUES OF NOTES REPRESENTED BY FIGURES

The		is represented by a	2			
"		"	"	"	"	4
"		"	"	"	"	8
"		"	"	"	"	16
"		"	"	"	"	32
"		"	"	"	"	64

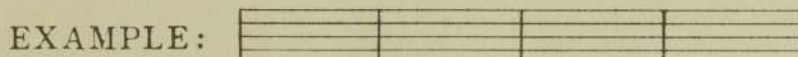
LITTLE STUDY ON MEASURE

What is a measure?

It is the duration resulting from a certain number of consecutive beats. We separate the measures by a line called "Bar Line."

What is a Bar Line?

It is a line cutting the staff vertically and separating the measures between them.



Between each measure or bar line there is a determined number of beats.

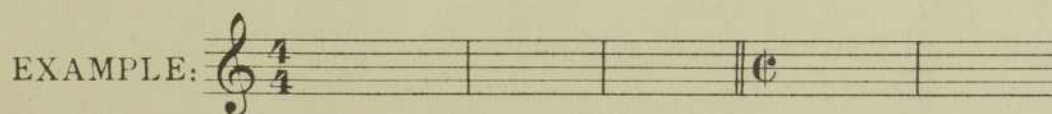
What is a beat?

It is a duration that is limited, it is a momentary stop.

Each division of the measure is a beat.

EXAMPLE: A measure marked $\frac{4}{4}$ indicates that there will be 4 beats in each measure, each beat representing a quarter note (♩)

We indicate the different measures by two figures placed as a fraction. Those two figures are placed at the beginning of a piece of music, immediately after the key signature. If a change were to take place in the measure in the course of the same piece, we would indicate the new measure by new figures that we would place after a double bar or line of separation as follows:



$\frac{4}{4}$ We call the upper figure numerator.

$\frac{4}{4}$ " " " lower " denominator.

I lay more stress on the study of the lower number, for I consider that this number plays the most important part in the measure.

Really, it is the lower figure (denominator) which indicates the "quality" of the value of the notes contained in each measure, whilst the upper figure (numerator) only indicates the number, the quantity of the value of the notes represented by the lower figure.

EXAMPLE:- $\frac{4}{4}$ The lower figure indicates that there is one  as value (See the Table of values of figured notes).

The upper figure indicates that there is four times that value in the same measure, that is 4 .

The measure marked $\frac{4}{4}$ () does not mean that there will only be values of the  between each bar line. A piece may be written in different values of notes and still have as measure indicators $\frac{4}{4}$, as long as those different values joined together represent the same value as a .

EXAMPLE:- $\frac{4}{4}$    
1 2 3 4

I shall count "one" for each 2  because we need 2  to make 1 .

OTHER EXAMPLE:- $\frac{4}{4}$    
1 2 3 4

I shall count "one" for each 4  because 4  equal 1 .

I shall count "one" for each 2  because 2  equal 1 .

Then you understand that a piece marked $\frac{4}{4}$ is not necessarily written with four  to a measure.

Have you understood the importance of the lower figure (denominator)?

Always be careful to examine carefully the measure indicators before beginning the study of a piece.

A FEW EXAMPLES WRITTEN ON THE STAFF, TREBLE CLEF, WITH THE MEASURES MOST USUALLY EMPLOYED

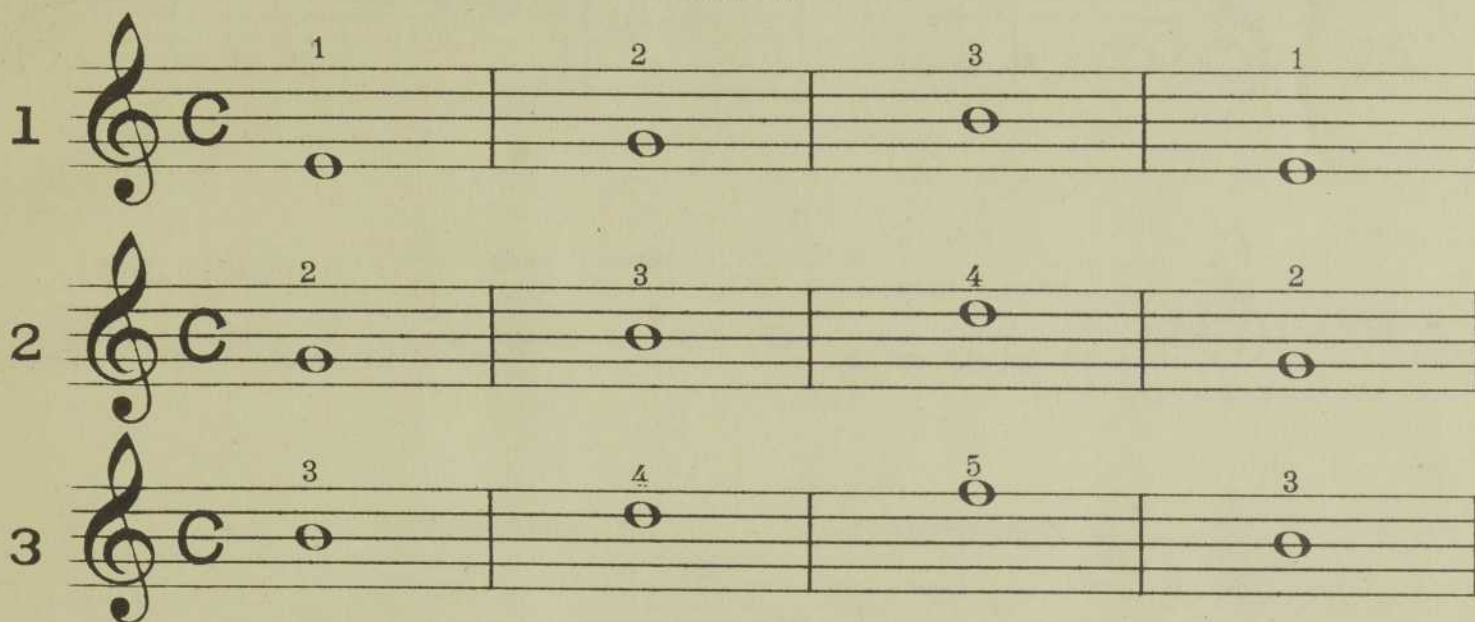
Let us begin with the $\frac{4}{4}$ or **C** measure.

The sign **C** means that there will be 4  or one whole note (4  = ) between each bar line.

Always count.

The measure is indispensable if you want to understand the melody of your piece.

LINES

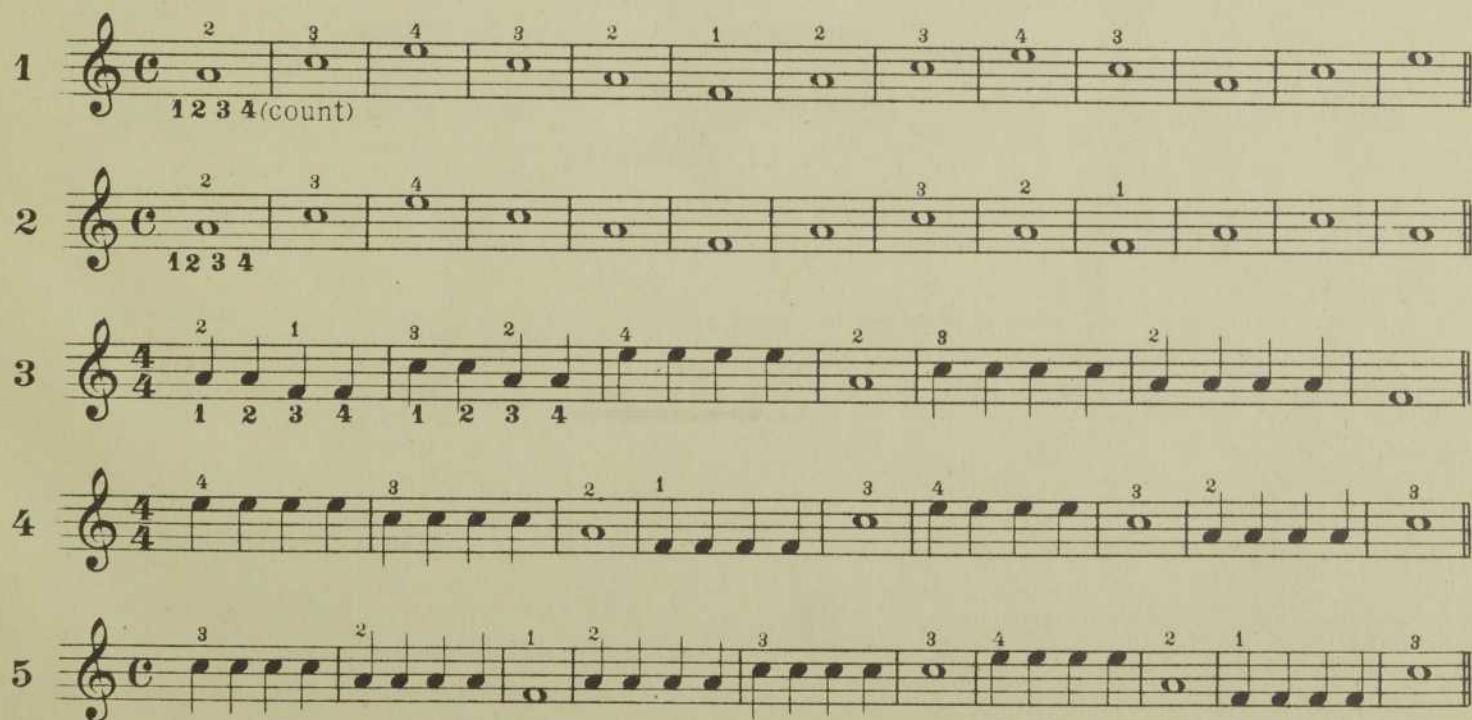


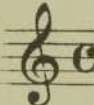
1  **C** 1 2 3 1

2  **C** 2 3 4 2

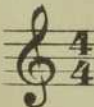
3  **C** 3 4 5 3

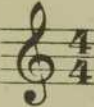
SPACES

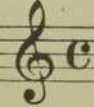


1  **C** 2 3 4 3 2 1 2 3 4 3 2 1

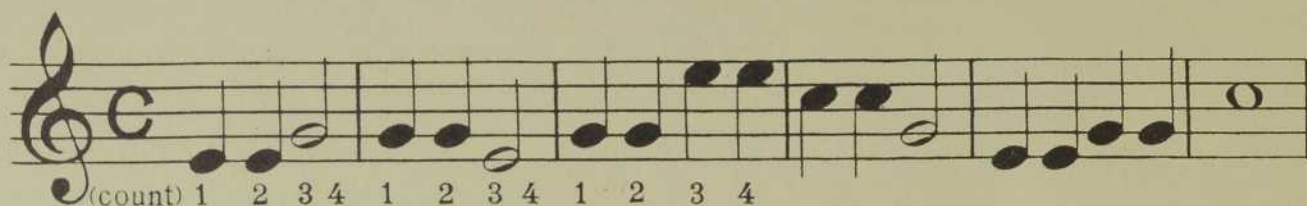
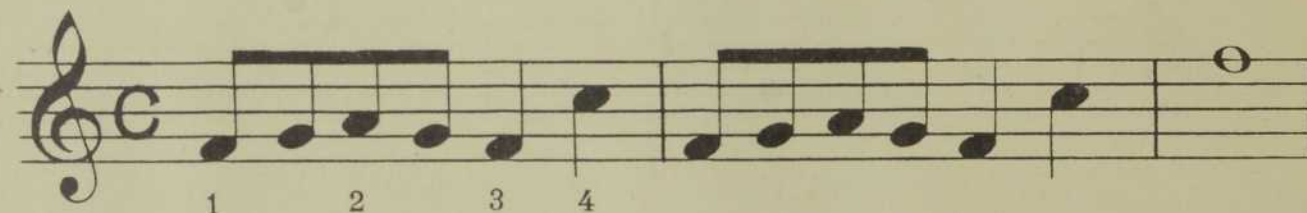
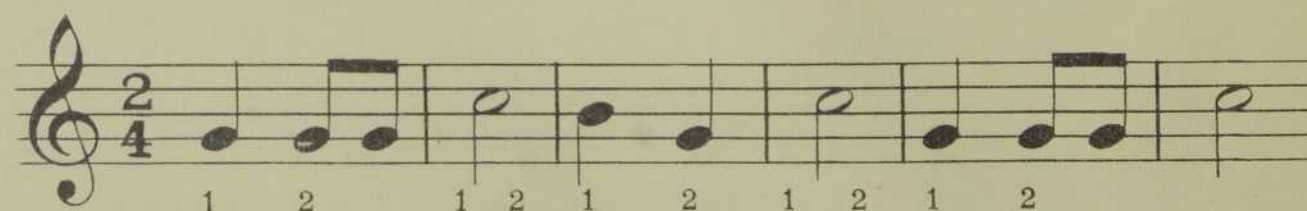
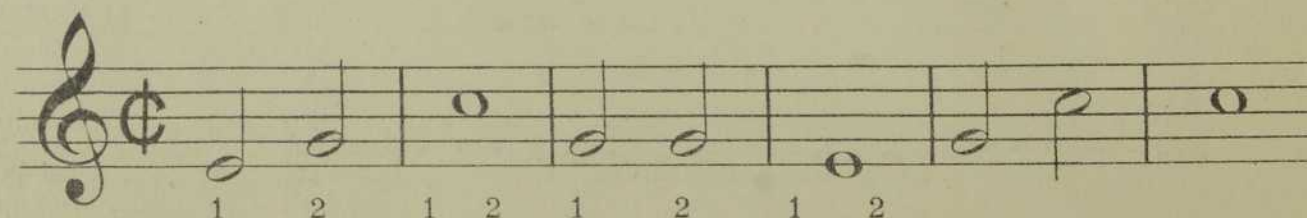
2  **C** 2 3 4 3 2 1 2 3 4 3 2 1

3  **C** 2 1 3 2 4 3 2 1 2 3 4 3 2 1

4  **C** 4 3 2 1 3 4 3 2 1 3 4 3 2 1

5  **C** 3 2 1 2 3 3 4 2 1 3 4 3 2 1

DIVERSE VALUES

Measure: C - $\frac{4}{4}$ - $\frac{2}{4}$ - C1st
MELODY2nd3rd4th5th6th7th

EXERCISES ON SUSTAINED NOTES FOR THE RIGHT HAND

Be careful to sustain the whole notes. These exercises will accustom the pupil to join their notes well when playing, and will keep the child from the bad habit of playing from the wrist or from detaching the notes. Articulate from the fingers only. Repeat each exercise five times.

Notice the two little dots (:) Repetition Dots.

If the two little dots are on the right of the double bar-line, we shall repeat the part that we are about to play: if they are on the left, we shall repeat the part that has just been played.



EXERCISES FOR PASSING THE FINGERS OF THE RIGHT HAND

PASSING THE 4th FINGER



PASSING THE 2nd AND 3rd FINGERS

Right Hand



EXPLANATION

The eight Recreations that follow, written for both hands in the Treble staff, may seem to be out of place and to contradict my logical method of proceeding. I have, in fact, taught to my pupil that the Treble staff is the right hand staff, and the Bass staff that of his left hand. Henceforth the need of the present explanation.

By inserting these Recreations at this stage of my Method, I have simply wished to reward my pupil and distract her from all possible weariness from the dry study of the first elements of musical theory. If need be, the Professor will make use of these Recreations, or he may omit them.

EIGHT RECREATIONS IN THE TREBLE STAFF

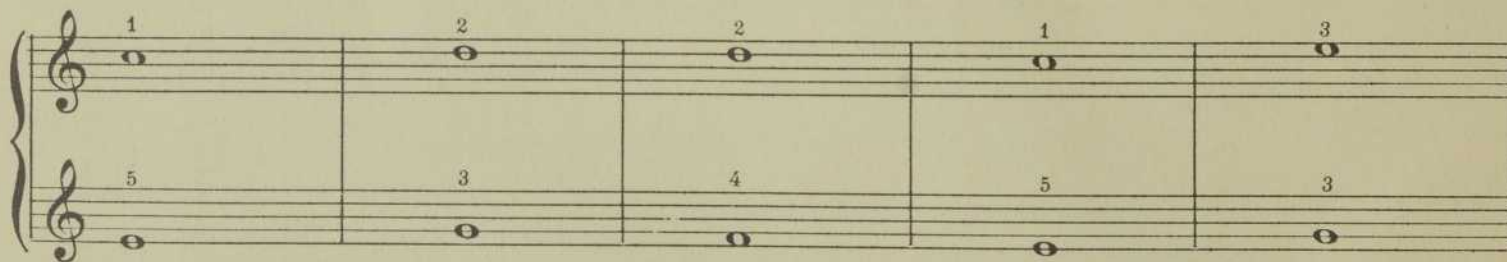
FOR BOTH HANDS

FIRST RECREATION

A whole note in each measure.

4 ♯ ♯ ♯ ♯ = ♯

Count 4 beats.

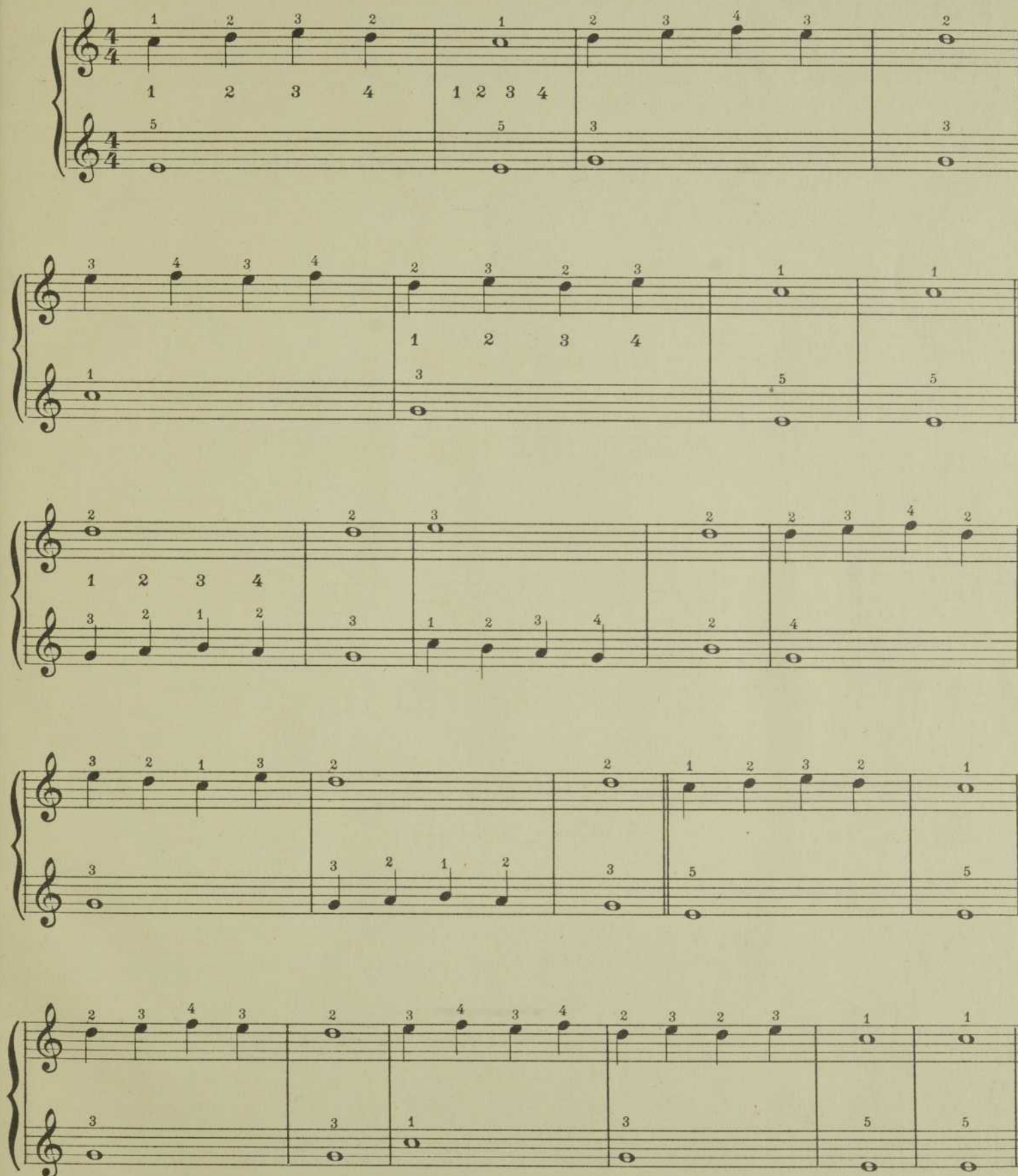


SECOND RECREATION

OUR FRIEND NIGHTINGALE

21

Count 1 beat to each 
 4     = 



The musical score is written in 4/4 time. It consists of five systems of piano accompaniment. Each system is written on a grand staff (treble and bass clef). The music is primarily composed of quarter and half notes, with some eighth notes. Fingerings are indicated by numbers 1 through 5 above or below the notes. The score is divided into measures by vertical bar lines. The first system has four measures, the second has four measures, the third has four measures, the fourth has four measures, and the fifth has four measures. The music is a simple, rhythmic piece, likely for a child's song.

THIRD RECREATION

SWEET DOVE

The measure C or $\frac{2}{2}$ means two half notes (d d) in a measure.
Count 1 beat to each d

First system (5 measures):
 Treble: 1 3 1 3 2 3 1 1 3
 Bass: 3 1 3 1 2 1 3 3 1

Second system (5 measures):
 Treble: 1 3 2 1 2 4
 Bass: 3 1 2 3 1 2

Third system (6 measures):
 Treble: 3 3 2 4 2 1 3 1
 Bass: 1 1 3 1 3 5 3 5

FOURTH RECREATION

LITTLE PRIDE

We can also indicate by C or $\frac{4}{4}$ a piece having two half notes in each measure (d d).
 Then we would count two beats instead of one in each half note ($2 \text{ d d} = \text{d}$).
 We must play the double notes well together and not one after the other.

First system (9 measures):
 Treble: 3 3 2 2 3 2 3 2 1
 Bass: 1 2 3 4 1 2 1 3 1 2 1 2 1 3

FIFTH RECREATION

SLEIGH RIDE

Count 1 beat in each

" " " " 2

(2 = 1)

2 measure.

The musical score is written for piano and voice. It consists of five systems of music. The piano part is in 2/4 time, with a key signature of one flat (B-flat). The vocal part is in 2/4 time, with a key signature of one flat (B-flat). The lyrics are: "Joyous Bells The little bells." The score includes fingerings, breath marks, and other musical notations.

System 1: Piano part starts with a treble clef and a 2/4 time signature. The vocal part starts with a treble clef and a 2/4 time signature. The lyrics "Joyous Bells" are written below the vocal line.

System 2: The piano part continues with a treble clef and a 2/4 time signature. The vocal part continues with a treble clef and a 2/4 time signature. The lyrics "The little bells." are written below the vocal line.

System 3: The piano part continues with a treble clef and a 2/4 time signature. The vocal part continues with a treble clef and a 2/4 time signature.

System 4: The piano part continues with a treble clef and a 2/4 time signature. The vocal part continues with a treble clef and a 2/4 time signature.

System 5: The piano part continues with a treble clef and a 2/4 time signature. The vocal part continues with a treble clef and a 2/4 time signature.

SIXTH RECREATION

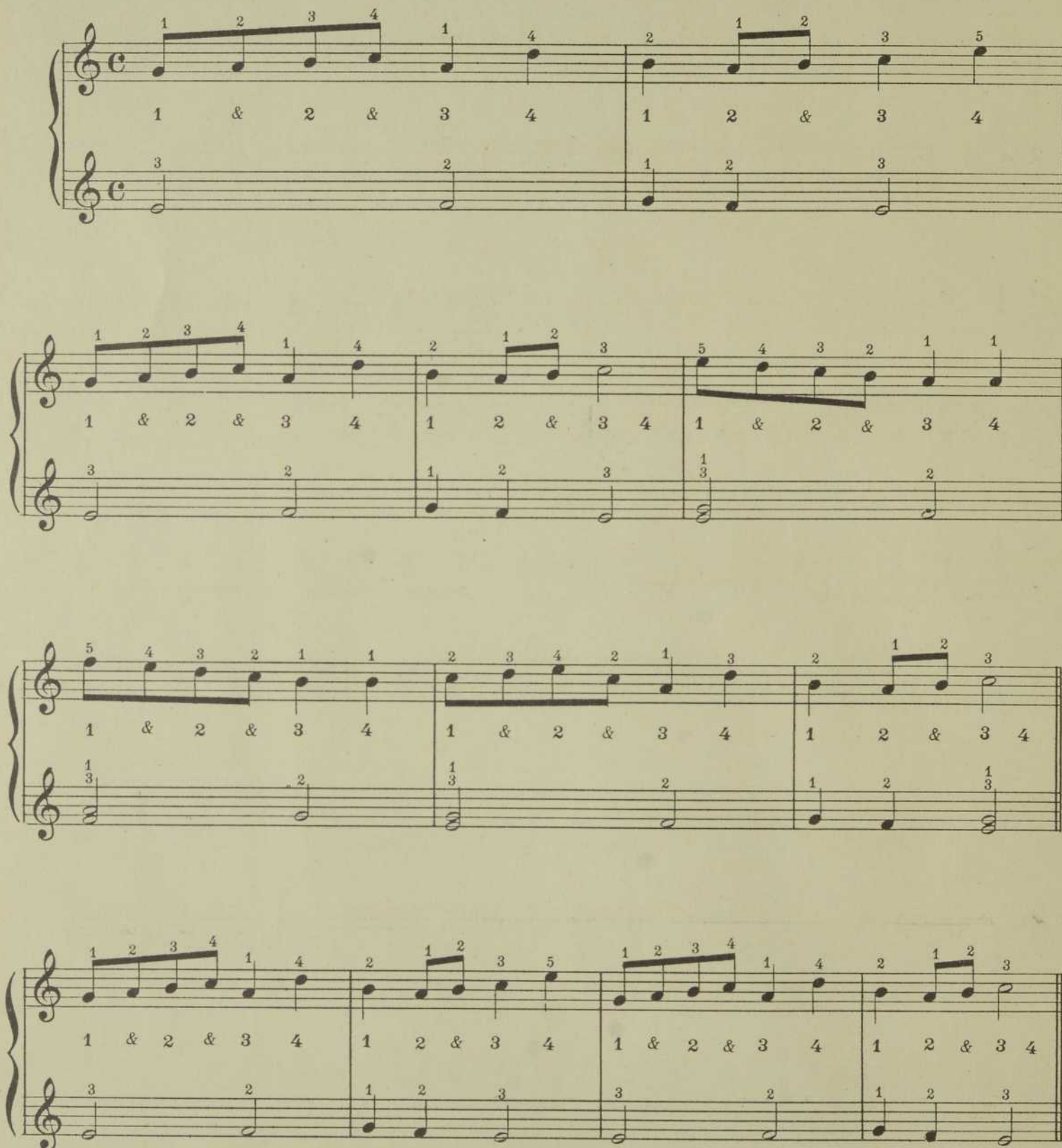
THE LOVELY SKATER

Slur the notes in the right hand.

Count 1 beat to each 

„ „ „ „ „ 2 

4     measure.



The musical score is divided into four systems, each containing two staves (right and left hands). The right hand plays a melody with various slurs and fingerings (1-4, 1-5, 2-3, 3-4, 4-5). The left hand provides a simple accompaniment with fingerings (1-3, 1-2, 2-3, 3-4). The piece is in 4/4 time, and the tempo is indicated by the instruction 'Count 1 beat to each' followed by a quarter note.

SEVENTH RECREATION

THE LITTLE-RED-RIDING-HOOD

25

Count 1 beat to each

" " " " " 2

2 measure.



EIGHTH RECREATION

GOOD MORNING, MISTER JACK

Count 1 beat to each

» 1 » » »
 » 2 » » »

4  measure.

The piano score consists of five systems, each with a treble and bass staff. The music is in common time (C) and features a variety of rhythmic patterns and fingerings. Fingerings are indicated by numbers 1-4 above or below notes. Accents (&) are used in several measures to indicate specific beats. The score concludes with a double bar line at the end of the fifth system.

System 1: Treble staff has two measures. First measure: quarter note (1), eighth notes (1, 2), quarter note (3). Second measure: quarter note (1), eighth notes (1, 2), quarter note (3). Bass staff has two measures of eighth notes. First measure: 1, 2, &, 3, 4. Second measure: 1, 2, &, 3, 4.

System 2: Treble staff has three measures. First measure: quarter note (2), eighth notes (2, 3), quarter note (2), eighth notes (2, 3). Second measure: quarter note (1), eighth notes (1, 2), quarter note (3). Third measure: quarter note (1), eighth notes (1, 2), quarter note (3). Bass staff has three measures of eighth notes. First measure: 2, 1, 2, 1, 2, 1, 2, 1. Second measure: 3, 1, 2, 1, 2, 1, 2, 1. Third measure: 3, 1, 2, 1, 2, 1, 2, 1.

System 3: Treble staff has three measures. First measure: quarter note (1), eighth notes (1, 2), quarter note (3). Second measure: quarter note (2), eighth notes (2, 3), quarter note (2), eighth notes (2, 3). Third measure: quarter note (1), eighth notes (1, 3), quarter note (1). Bass staff has three measures of eighth notes. First measure: 2, 1, 2, 1, 2, 1, 2, 1. Second measure: 3, 1, 2, 1, 2, 1, 2, 1. Third measure: 3, 1, 2, 1, 2, 1, 2, 1.

System 4: Treble staff has four measures. First measure: quarter note (2), eighth notes (2, 3), quarter note (2), eighth notes (2, 3). Second measure: quarter note (1), eighth notes (1, 3), quarter note (3). Third measure: quarter note (2), eighth notes (1, 1), quarter note (2). Fourth measure: quarter note (2), eighth notes (3, 3), quarter note (3). Bass staff has four measures of eighth notes. First measure: 2, 2, 1, 2, 2, 1, 2, 1. Second measure: 3, 1, 2, 1, 2, 1, 2, 1. Third measure: 2, 1, 2, 1, 2, 1, 2, 1. Fourth measure: 3, 1, 2, 1, 2, 1, 2, 1.

System 5: Treble staff has four measures. First measure: quarter note (2), eighth notes (2, 3), quarter note (2), eighth notes (2, 3). Second measure: quarter note (1), eighth notes (1, 3), quarter note (3). Third measure: quarter note (4), eighth notes (2, 1), quarter note (1). Fourth measure: quarter note (2), eighth notes (4, 2), quarter note (2). Bass staff has four measures of eighth notes. First measure: 2, 2, 1, 2, 2, 1, 2, 1. Second measure: 3, 1, 2, 1, 2, 1, 2, 1. Third measure: 1, 2, 1, 2, 1, 2, 1, 2. Fourth measure: 3, 1, 2, 1, 2, 1, 2, 1.

THIRD PART

You see how easy the Treble staff has seemed to you.

The Bass clef, or the left hand staff will seem easier still.

As for the right hand in the Treble clef, we shall follow the same process for the left hand in the Bass clef.

How many fingers to your left hand? - Five fingers.

Well, you have five fingers just as you have five lines in the Bass staff.

Count on your fingers 5-4-3-2-1 whilst looking at the staff from the bottom upwards.

1 st finger	_____	5 th line
2 nd "	_____	4 th "
3 rd "	_____	3 rd "
4 th "	_____	2 nd "
5 th "	_____	1 st "

or

You understand: 5 lines as you have 5 fingers.

Now, between the 4th and 5th fingers, is there a space?

Are those two fingers joined one to the other? - No.

Then there is a space between each line of the staff just as there is a space between each of your fingers.

EXAMPLE

Count, beginning with the 5th finger.

Between the 2 nd and 1 st finger	_____	space
" " 3 rd " 2 nd "	_____	space
" " 4 th " 3 rd "	_____	space
" " 5 th " 4 th "	_____	space

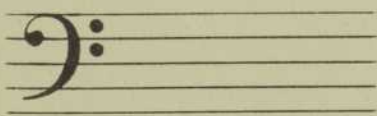
Thus there are four spaces.

EXAMPLE of the five lines

and the four spaces.

	1	2	3	4	5
Sol					G
Mi					E
Do					C
La					A

As you know what a staff is, we can now learn the name of the five lines of the Bass staff, or Fa (F) clef.

Left hand staff:  Bass staff or Fa (F) clef.

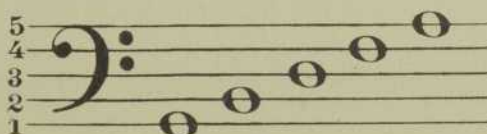
or

How do you call the five lines of the Bass staff or left hand staff?

SOL - SI - RE - FA - LA
G B D F A

Repeat with me: Sol, si, re, fa, la. (G-B-D-F-A).

You must know them by heart.

Bass staff lines:  La A
Fa F
Re D
Si B
Sol G

You would do well to play them over several times.

Where will you find on the keyboard the first line called Sol (G) in the left hand staff, or Bass clef?

(This information is for the pupil who studies music by himself.)

You know where to find Sol (G), second line of the right hand staff, in the Treble clef, don't you?

Starting from that Sol (G) and without counting it, it is the second Sol (G) going down (towards the low sounds)

Remember your first page where it is said that all the notes are repeated from one end of the piano to the other, etc.

In order to learn the lines of the left hand staff or in other words of the Bass clef, we are going to study them right away as exercises.

You will see that there is no need to fear the Bass clef.

Now, let us begin by the first lines and sing the notes while naming them.

This will make you familiar with "singing by note."

READING EXERCISES

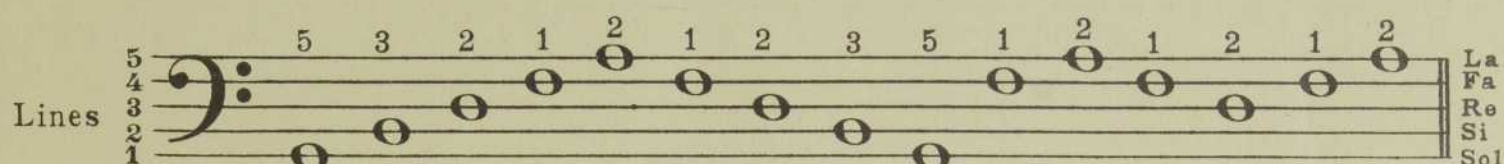
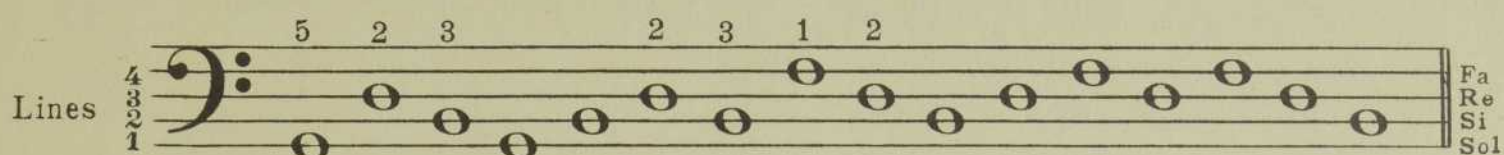
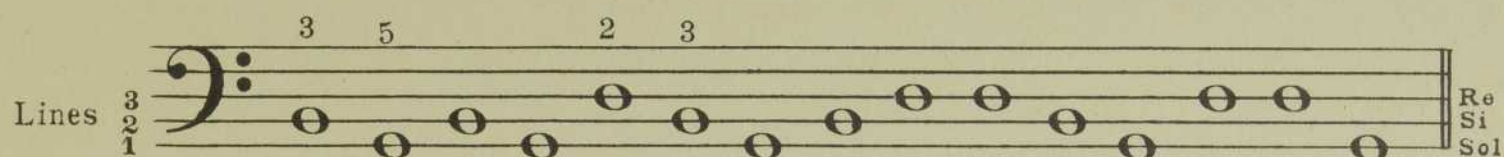
1st Lines $\frac{2}{1}$

2nd Lines $\frac{3}{2}$

3rd Lines $\frac{4}{3}$

4th Lines $\frac{5}{4}$

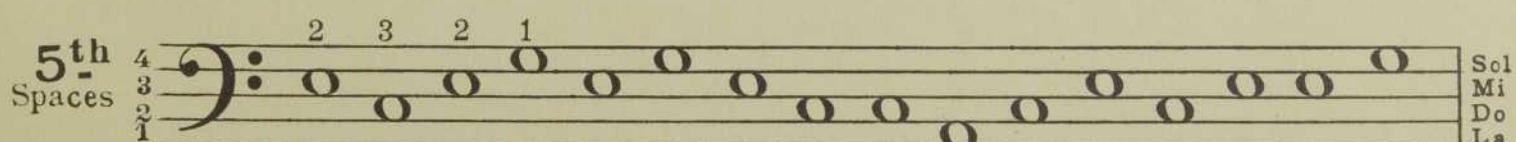
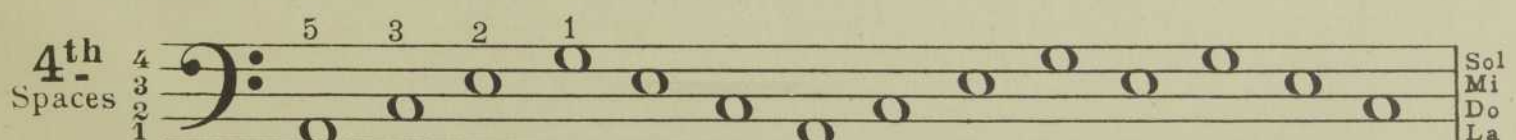
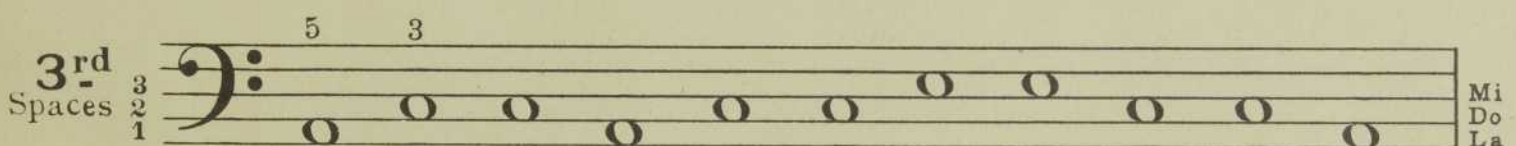
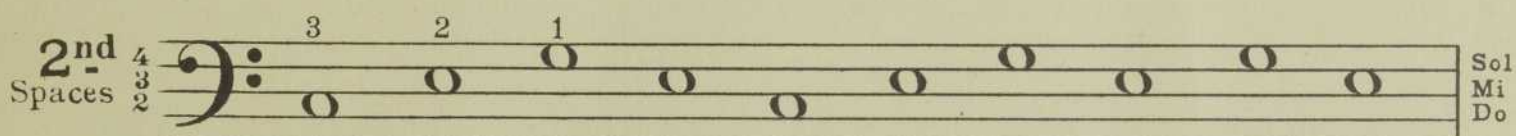
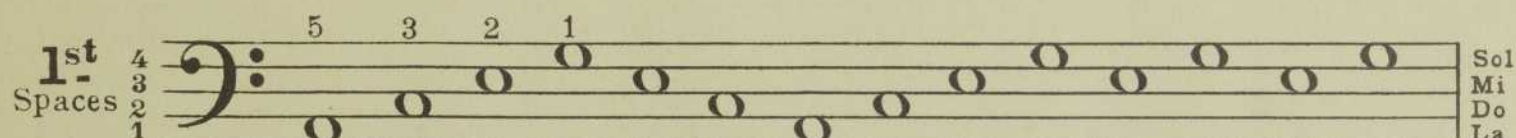
5th Lines $\frac{3}{2}$ $\frac{1}{1}$



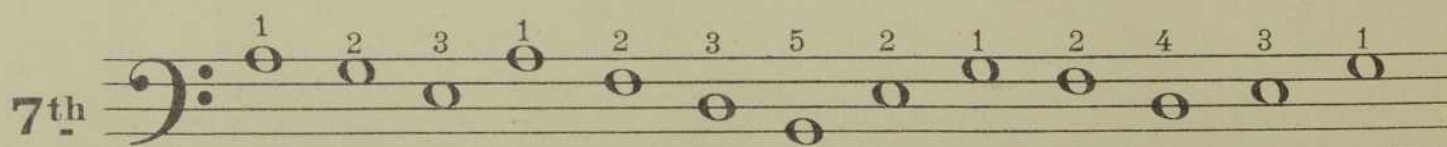
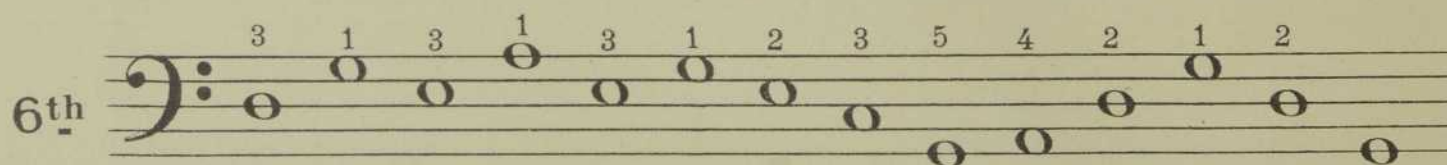
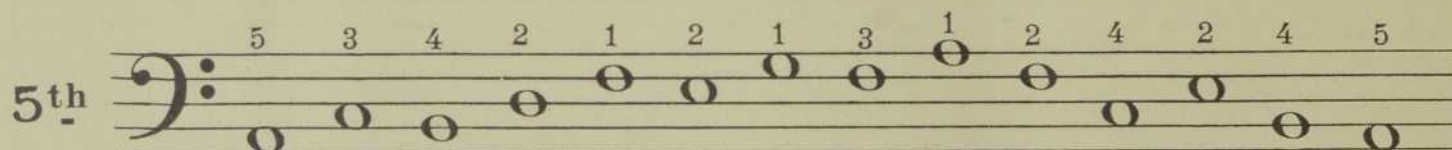
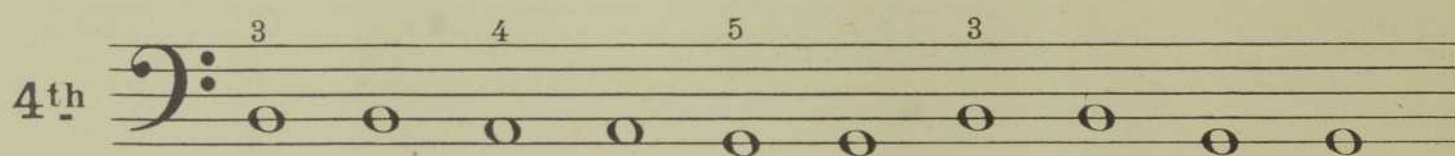
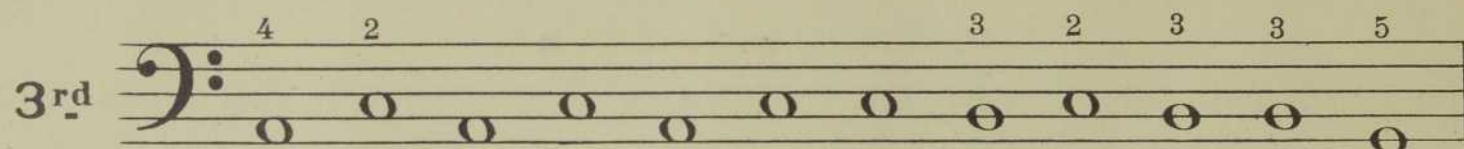
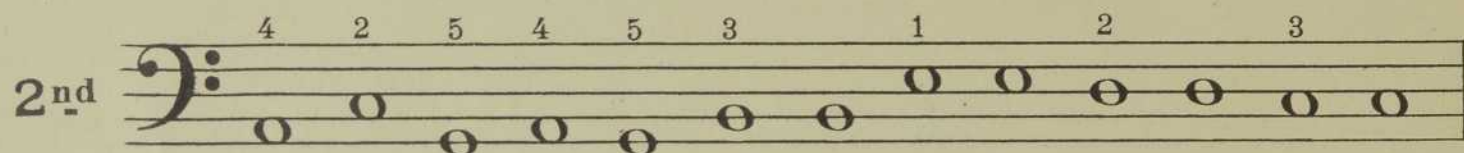
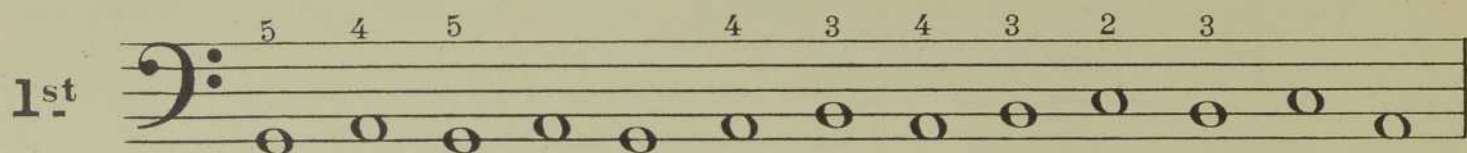
A FEW READING EXERCISES

TO HELP YOU TO LEARN THE SPACES OF THE LEFT HAND BASS CLEF

Let us repeat together LA - DO - MI - SOL
A C E G



LINES AND SPACES
Your left hand or Bass clef



Let us now see your left hand, with the measures generally used:

$\frac{4}{4}$ or **C** (4  or )

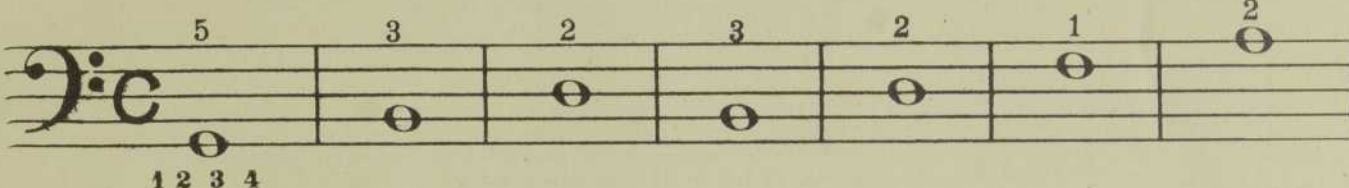
Now I want you to know the left hand staff as well as you know your right hand staff.

It is not more difficult.

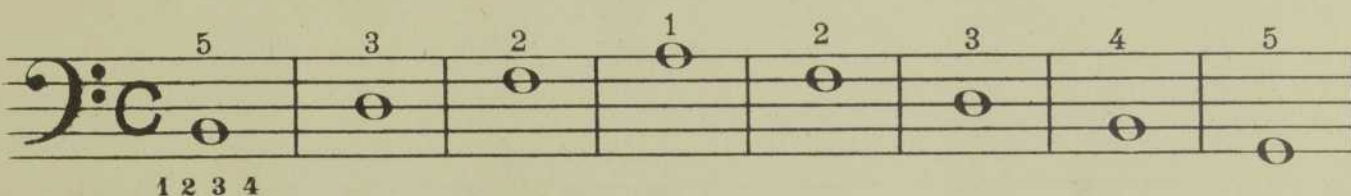
It is useless to lose time in studying the right hand only.

LINES OF THE BASS CLEF

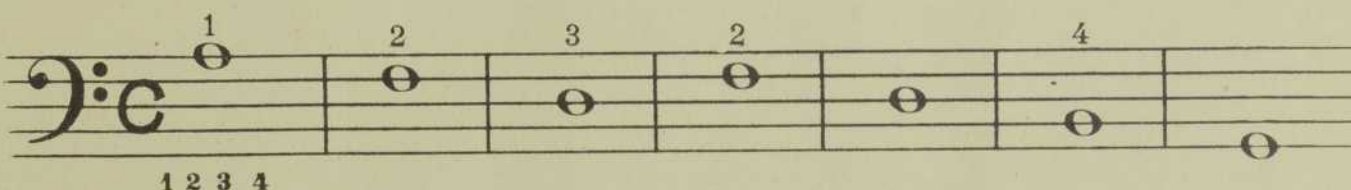
1st
Melody



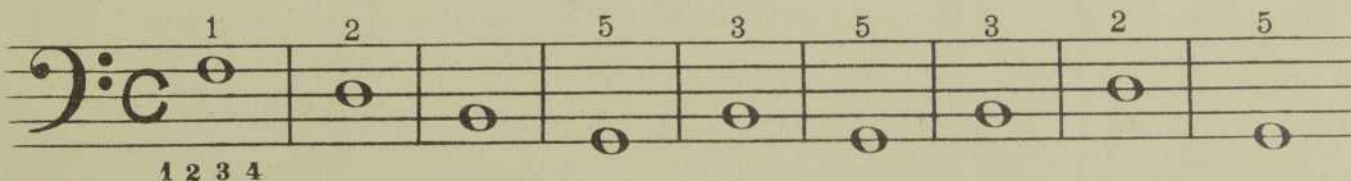
2nd
Melody



3rd
Melody



4th
Melody



5th
Melody



SPACES

1st MELODY

5 3 1 2 2 3

1 2 3 4

2nd MELODY

3 2 1 2 3 1 3

1 2 3 4

3rd MELODY

2 3 1 2 3 1 3

1 2 3 4

4th MELODY

1 2 3 2 1 2 3

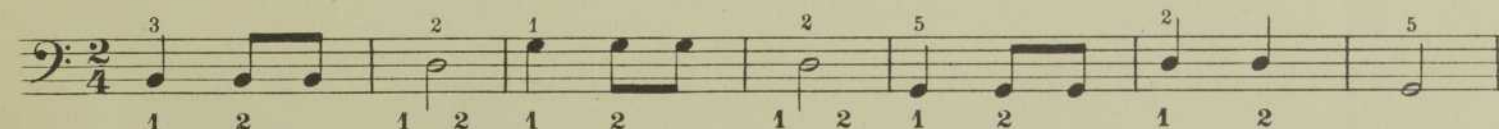
1 2 3 4

5th MELODY

5 3 1 3 1 3 5

1 2 3 4

DIVERSE VALUES

Measures: C - $\frac{4}{4}$ - $\frac{2}{4}$ - C

EXERCISES ON SUSTAINED NOTES FOR THE LEFT HAND

Be careful to sustain the whole notes. These exercises will accustom the pupil to join the notes well and will correct in the child the bad habit of playing with the wrist or of detaching the notes. Articulate with the fingers only. Repeat each exercise 5 times.

Notice the little dots(:) Repetition dots.



EXERCISES FOR PASSING THE FINGERS OF THE LEFT HAND

PASSING THE 4th FINGER



PASSING THE 2nd AND 3rd FINGERS

Left Hand



HOW TO BEAT TIME

It is important to learn how to beat time.

What is meant by: beating time?

To beat time is to mark with signs of the hand the order and duration of each beat.

In the book called "Questions and Home Work" on the first volume of my Method, you will find little exercises for singing by note that you will sing without the aid of the piano, naming the notes while beating time. Those measures are familiar to you.

The following diagrams will teach you to beat time in measures marked 2-3 and 4.

In all the bars, mark the first beat down and the second beat up.

MANNER OF BEATING A MEASURE OF 2 BEATS

First beat down.

Second beat up.

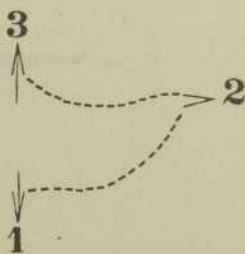


MANNER OF BEATING A MEASURE OF 3 BEATS

First beat down.

Second beat to the right.

Third beat up.



MANNER OF BEATING A MEASURE OF 4 BEATS

First beat down.

Second beat left.

Third beat right.

Fourth beat up.



The little pieces entitled "Exercises" will have to be studied very slowly, 10 times each measure, articulating with the fingers only, and without the aid of the wrist.

The first note of each group will have to be lightly accented, so as to accustom the beginner to rhythm well.

THIS IS OF THE GREATEST IMPORTANCE

The pupil should keep his body erect while sitting at the piano, and avoid running lightly over the notes. Let him touch the notes firmly, without effort or stiffness but with firmness and clearness.

With the hand resting on the Key-board, the line drawn from the elbow to the second knuckle of the fingers should be horizontal.

Let the last two knuckles of the fingers fall naturally in the shape of a rounded hammer, at the same time taking care to hold the last knuckles away from the palm of the hand.

STRONG BEATS AND WEAK BEATS

The first beats of a measure are called strong beats and the others, weak beats.

The strong beats must be more strongly accented than the others.

In the $\frac{4}{4}$ or **C** measure, the strong beats are the first and third beats.

In the $\frac{2}{2}$ or **C** measure, the first beat is strong and the second weak.

In the following pieces the strong beats will be underlined.

FOURTH PART

With the 24 Lessons that follow, you will put in practice all you know about the G clef and F clef, about the C or $\frac{4}{4}$, $\frac{2}{4}$; C or 2 measures, and with different values of notes.

A Whole note with both hands. Count 4 beats to each whole.

1st Lesson

The pause indicates a lengthened rest.

Two Half notes with both hands. Count 1 beat to each $\text{d} : 2 \text{ d} \text{ d} = \text{o}$

2^d Lesson

Four Quarter notes with both hands. Count 1 beat to each $\text{d} : 4 \text{ d d d d} = \text{o}$

3^d Lesson

Four Quarter notes make a whole note, with both hands alternatively.
Count one beat to each ♩

4th Lesson

5th Lesson

Count one beat to each half note and two beats to each whole note. 2 ♩ = ♩

6th Lesson

After the 6th Lesson, a little Recreation by the same composer: "To See Mamma's Smile"

Count 1 beat to each quarter note and two beats to each half note.

2 ♩ = ♩ 4 ♩ = ♩

7th Lesson

Handwritten musical notation for the 7th Lesson exercise, measures 1-4. The piece is in C major, 2/4 time. The right hand (treble clef) plays a sequence of eighth notes: 2, 5, 3, 1, 2, 5, 1, 3. The left hand (bass clef) plays a sequence of eighth notes: 4, 1, 3, 5, 4, 1, 5, 3. Fingering numbers are written above each note.

Handwritten musical notation for the 7th Lesson exercise, measures 5-8. The right hand continues the sequence: 2, 5, 3, 1, 2, 5, 1, 3. The left hand continues: 4, 1, 3, 5, 4, 1, 5, 3. The final measure (measure 8) features a whole note chord in the right hand (C4, E4, G4) and a whole note chord in the left hand (F3, A2, C3). Fingering numbers are written above each note.

RECREATION

THE SONG OF A LITTLE CONVENT GIRL

1 beat to each ♩

2 beats to each ♩

Chord: Several notes played simultaneously.

Handwritten musical notation for 'The Song of a Little Convent Girl', measures 1-4. The piece is in C major, 2/4 time. The right hand (treble clef) plays a sequence of half notes: 3, 3, 5, 3, 4, 3. The left hand (bass clef) plays a sequence of eighth notes: 5, 1, 3, 1, 5, 1, 3, 1, 5, 1, 3, 1, 5, 1, 3, 1. Fingering numbers are written above each note.

Handwritten musical notation for 'The Song of a Little Convent Girl', measures 5-8. The right hand continues the sequence: 4, 3, 4, 2, 3, 1, 3. The left hand continues: 5, 1, 3, 1, 4, 1, 2, 1, 5, 4, 2, 1, 5, 5, 1, 3, 1. The final measure (measure 8) features a whole note chord in the right hand (C4, E4, G4) and a whole note chord in the left hand (F3, A2, C3). Fingering numbers are written above each note.

Handwritten musical notation for 'The Song of a Little Convent Girl', measures 9-12. The right hand continues the sequence: 1, 4, 2, 3, 5, 2, 5, 4, 1, 5. The left hand continues: 2, 1, 5, 1, 3, 1, 2, 3, 4, 3, 2, 1, 5, 1, 5. The final measure (measure 12) features a whole note chord in the right hand (C4, E4, G4) and a whole note chord in the left hand (F3, A2, C3). Fingering numbers are written above each note.

Whole notes.

8th Lesson

Musical notation for the 8th Lesson, featuring whole notes on a grand staff. The treble clef has notes G4 (1), B4 (5), D5 (3), B4 (5), G4 (1), E4 (5), C4 (4), B3 (2), and a final G3 (1) with a fermata. The bass clef has notes G3 (5), B3 (1), D4 (3), B3 (1), G3 (5), E3 (1), C3 (2), B2 (4), and a final G2 (5) with a fermata.

2 beats to each

4 beats to each

Half notes: =

9th Lesson

Musical notation for the 9th Lesson, featuring half notes on a grand staff. The treble clef has notes G4 (2), F#4 (1), E4 (4), D4 (5), C4 (2), B3 (3), A3 (1), G3 (5), and a final G3 with a fermata. The bass clef has notes G3 (5), F#3 (1), E3 (3), D3 (5), C3 (1), B2 (5), A2 (1), G2 (5), and a final G2 with a fermata.

RECREATION

PUSS IN BOOTS

1 beat to each

1 beat to each 2

Musical notation for the first system of 'Puss in Boots'. The treble clef has notes G4 (3), A4 (2), B4 (3), A4 (2), G4 (1), F#4 (1), E4 (3), D4 (2), C4 (3), B3 (2), A3 (1), G3 (2), F#3 (3), E3 (2), D3 (3), and a final G3 (3). The bass clef has notes G3 (5), F#3 (3), E3 (5), D3 (3), C3 (1), B2 (2), A2 (3), G2 (5), F#2 (3), E2 (1), D2 (2), C2 (3), B1 (5), A1 (3), G1 (5), and a final G1 (3). Lyrics: 1 and 2 and 1 2.

Musical notation for the second system of 'Puss in Boots'. The treble clef has notes G4 (1), A4 (5), B4 (2), A4 (2), G4 (3), F#4 (5), E4 (3), D4 (1), C4 (5), B3 (3), A3 (1), G3 (5), F#3 (3), E3 (5), D3 (3), and a final G3 (3). The bass clef has notes G3 (2), F#3 (4), E3 (1), D3 (3), C3 (5), B2 (8), A2 (5), G2 (3), F#2 (5), E2 (3), D2 (5), C2 (3), B1 (5), A1 (3), G1 (5), and a final G1 (3).

Musical notation for the third system of 'Puss in Boots'. The treble clef has notes G4 (5), A4 (3), B4 (2), A4 (3), G4 (4), F#4 (5), E4 (1), D4 (3), C4 (5), B3 (3), A3 (5), G3 (1), F#3 (5), E3 (1), D3 (5), and a final G3 (5). The bass clef has notes G3 (5), F#3 (3), E3 (1), D3 (2), C3 (3), B2 (2), A2 (4), G2 (1), F#2 (5), E2 (1), D2 (5), C2 (1), B1 (5), A1 (1), G1 (5), and a final G1 (5).

Measure of four quarter notes $\bullet \bullet = \circ$ $\bullet \bullet \bullet \bullet = \circ$

10th
Lesson

RECREATION THE BUGLE CALL

1 beat to each $\bullet$
2 beats to each $\circ$

Half notes. $\text{♩} \text{♩} = \text{♩}$

11th Lesson

The 11th Lesson consists of two systems of piano exercises. Each system is written for a grand staff (treble and bass clef) in C major. The first system contains 8 measures, and the second system contains 8 measures. The exercises are composed of half notes, with fingerings indicated by numbers 1 through 5 above or below the notes. The first system starts with a treble staff exercise (1 3 5 5 3 1 3 5 3 1 3 2) and a bass staff exercise (5 3 1 1 3 5 3 1 3 5 3 4). The second system continues with similar patterns, ending with a final measure in both staves marked with a fermata.

LITTLE DIALOGUE

4 ♩ to a measure. $\text{♩} \text{♩} \text{♩} \text{♩} = \text{♩}$

12th Lesson

The 12th Lesson, titled 'LITTLE DIALOGUE', consists of two systems of piano exercises in 4/4 time. Each system is written for a grand staff. The first system contains 6 measures, and the second system contains 8 measures. The exercises are composed of quarter notes, with fingerings indicated by numbers 1 through 5 above or below the notes. The first system starts with a treble staff exercise (5 1 1 2 3 4 5 5 1) and a bass staff exercise (1 5 1 1 5 5). The second system continues with similar patterns, ending with a final measure in both staves marked with a fermata.

THE LITTLE MIMIC

43

Quarter notes.

13th
Lesson

The 13th Lesson consists of two staves of music. The first staff is in treble clef and the second in bass clef. Both staves contain four measures of music. The first measure of the treble staff has notes G4, A4, B4, and C5 with fingerings 1, 3, and 3 respectively. The first measure of the bass staff has notes G2, F2, E2, and D2 with a fingering of 5. The second measure of the treble staff has notes A4, B4, and C5 with fingerings 1, 5, and 3 respectively. The second measure of the bass staff has notes G2, F2, E2, and D2 with fingerings 5, 4, 3, and 4 respectively. The third measure of the treble staff has notes B4, A4, G4, and F4 with fingerings 3, 1, and 1 respectively. The third measure of the bass staff has notes G2, F2, E2, and D2 with a fingering of 5. The fourth measure of the treble staff has notes E4, D4, and C4 with a fingering of 2. The fourth measure of the bass staff has notes G2, F2, E2, and D2 with fingerings 1, 4, and 4 respectively.

QUESTION AND ANSWER

Question.

14th
Lesson

The 14th Lesson consists of two staves of music. The first staff is in treble clef and the second in bass clef. Both staves contain four measures of music. The first measure of the treble staff has notes G4, A4, B4, and C5 with fingerings 3, 4, 5, and 3 respectively. The first measure of the bass staff has notes G2, F2, E2, and D2 with a fingering of 3. The second measure of the treble staff has notes A4, B4, and C5 with fingerings 1, 3, and 5 respectively. The second measure of the bass staff has notes G2, F2, E2, and D2 with fingerings 3, 2, 1, and 2 respectively. The third measure of the treble staff has notes B4, A4, G4, and F4 with fingerings 3, 4, 5, and 3 respectively. The third measure of the bass staff has notes G2, F2, E2, and D2 with a fingering of 5. The fourth measure of the treble staff has notes E4, D4, and C4 with fingerings 2, 3, and 4 respectively. The fourth measure of the bass staff has notes G2, F2, E2, and D2 with fingerings 3, 2, 1, and 2 respectively.

Answer.

The Answer section consists of two staves of music. The first staff is in treble clef and the second in bass clef. Both staves contain four measures of music. The first measure of the treble staff has notes G4, A4, B4, and C5 with fingerings 3, 4, 5, and 3 respectively. The first measure of the bass staff has notes G2, F2, E2, and D2 with a fingering of 5. The second measure of the treble staff has notes A4, B4, and C5 with fingerings 1, 3, and 5 respectively. The second measure of the bass staff has notes G2, F2, E2, and D2 with fingerings 5, 4, 3, and 5 respectively. The third measure of the treble staff has notes B4, A4, G4, and F4 with fingerings 3, 4, 5, and 3 respectively. The third measure of the bass staff has notes G2, F2, E2, and D2 with a fingering of 3. The fourth measure of the treble staff has notes E4, D4, and C4 with fingerings 2, 3, and 4 respectively. The fourth measure of the bass staff has notes G2, F2, E2, and D2 with fingerings 3, 2, 1, and 2 respectively.

4 ♩ to a measure. Count 1 beat to each 2 ♩ = ♩

15th
Lesson

1 and 2 and 3 4

5 3 1

1 and 2 and 3 4

5 3 1

1 and 2 and 3 4

5 3 1

1 and 2 and 3 4

5 3 1

RECREATION

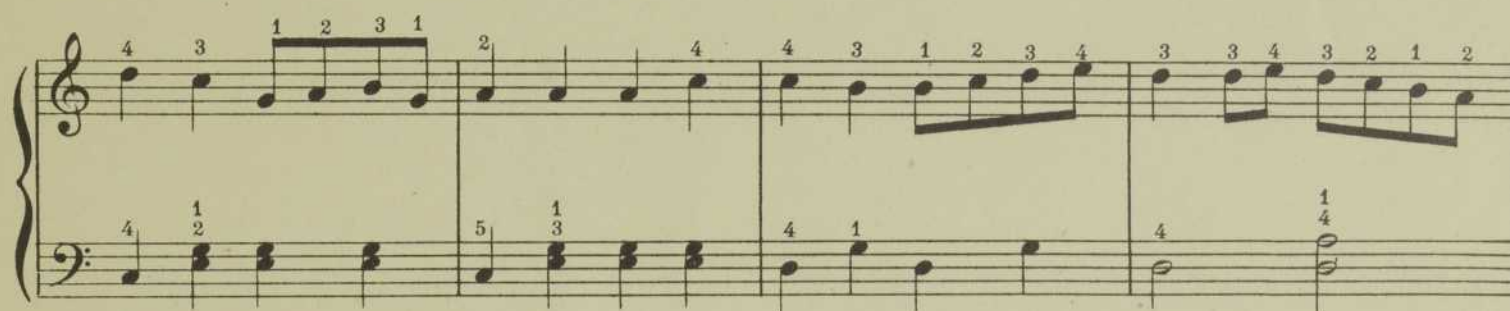
LITTLE WALK IN THE WOODS

45

1 beat to 
1 beat to 



First system of musical notation. Treble clef, common time (C). The melody consists of eighth and quarter notes with fingerings 1, 2, 3, 1, 2, 4, 4, 3, 1, 2, 3, 1, 2, 4. The bass line consists of quarter notes with fingerings 5, 1, 3, 5, 1, 3, 4, 2, 5, 1, 2, 5. The instruction *Lightly and gracefully.* is written below the treble staff.



Second system of musical notation. Treble clef, common time (C). The melody continues with fingerings 4, 3, 1, 2, 3, 1, 2, 4, 4, 3, 1, 2, 3, 4, 3, 3, 4, 3, 2, 1, 2. The bass line continues with fingerings 4, 1, 2, 5, 1, 3, 4, 1, 4, 1, 4.



Third system of musical notation. Treble clef, common time (C). The melody continues with fingerings 1, 1, 2, 3, 1, 4, 1, 1, 2, 3, 1, 2, 1, 2, 3, 1, 5, 1, 1, 2, 3, 1. The bass line continues with fingerings 2, 5, 1, 3, 5, 1, 2, 5, 1, 3.



Fourth system of musical notation. Treble clef, common time (C). The melody concludes with fingerings 4, 1, 2, 3, 4, 5, 5, 4, 3, 2, 1, 2, 3, 4, 5, 4, 1, 3, 1, 4, 1, 5, 1. The bass line concludes with fingerings 4, 1, 2, 5, 1, 4, 2, 1, 3, 1, 5.

EXERCISE

16th
Lesson

RECREATION.
SING AND DANCE
Round Dance

1 beat to each

1 beat to each 2

= Lightly detach the notes

loud.

This system consists of two staves. The treble staff contains a sequence of eighth notes with fingerings: 3, 3 4, 5, 3 4, 5, 3 4, 5 4, 3 2. The bass staff contains a sequence of chords with fingerings: 1 3 5, 1 3 5, 1 3 5, 1 3 5, 1 3 5, 1 3 5, 1 3 5, 1 3 5.

This system consists of two staves. The treble staff contains a sequence of eighth notes with fingerings: 1, 1 2, 3, 1 2, 3, 1 3, 2 1, 2 1. The bass staff contains a sequence of chords with fingerings: 1 2 5, 1 2 5, 1 2 5, 1 2 5, 1 2 5, 1 2 5, 1 2 5, 1 2 5.

softer.

This system consists of two staves. The treble staff contains a sequence of eighth notes with fingerings: 3, 4, 5, 3 4, 5, 5, 4, 3 2. The bass staff contains a sequence of chords with fingerings: 1 3 5, 1 3 5, 1 3 5, 1 3 5, 1 3 5, 1 3 5, 1 3 5, 1 3 5.

This system consists of two staves. The treble staff contains a sequence of eighth notes with fingerings: 1, 1 2, 3, 1 2, 3, 1 3, 2 1, 2 1. The bass staff contains a sequence of chords with fingerings: 1 2 5, 1 2 5, 1 2 5, 1 2 5, 1 2 5, 1 2 5, 1 2 5, 1 2 5.

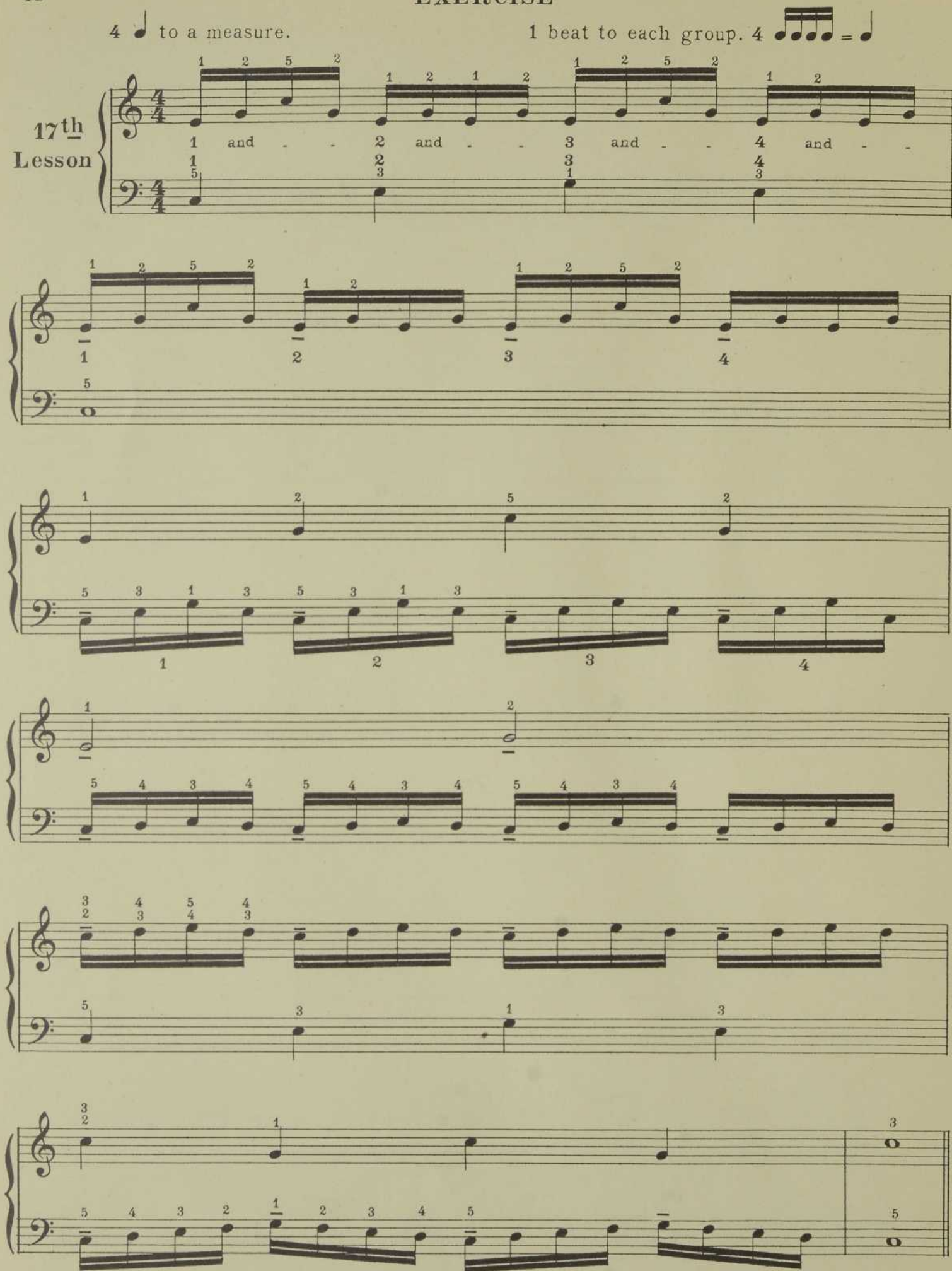
decreasing in sound.

very soft.

This system consists of two staves. The treble staff contains a sequence of eighth notes with fingerings: 3, 3 1, 3 2 1, 3 2 1, 3 2 1, 5 1, 5 1. The bass staff contains a sequence of chords with fingerings: 1 3 5, 1 2 5, 1 2 5, 1 2 5, 1 2 5, 1 5, 1 5.

EXERCISE

4 ♩ to a measure.

1 beat to each group. 4  = ♩17th
Lesson

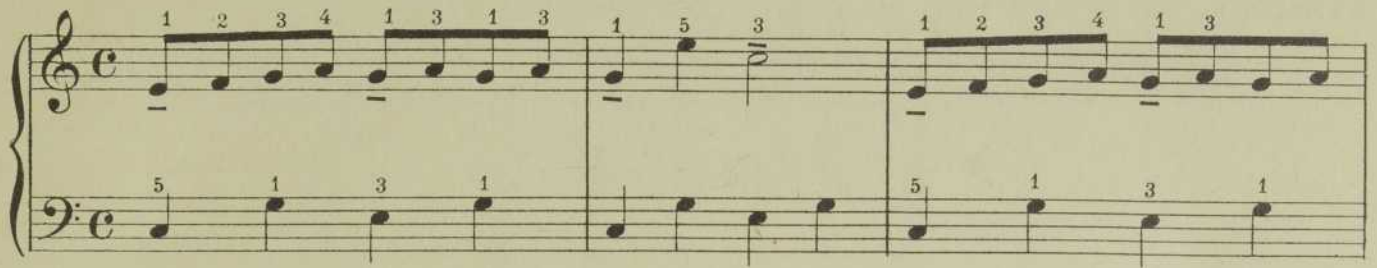
The exercise is written in 4/4 time. It consists of six systems of piano accompaniment, each with a treble and bass staff. The first system includes fingerings (1, 2, 5, 2) and 'and' markings. The second system shows a sequence of four measures with fingerings 1, 2, 3, 4. The third system shows a sequence of four measures with fingerings 1, 2, 3, 4. The fourth system shows a sequence of four measures with fingerings 1, 2, 3, 4. The fifth system shows a sequence of four measures with fingerings 1, 2, 3, 4. The sixth system shows a sequence of four measures with fingerings 1, 2, 3, 4.

RECREATION IN A BOAT

2 ♩ = ♩

Count 1 beat to each ♩
Count 1 beat to each ♩

Hold the whole note during the whole measure, it is
worth 4 ♩



1 beat to each half note. $\text{♩} = \text{♩}$

18th Lesson

4 $\text{♩} = \text{♩}$

1 beat to each

1 beat to each

1 beat to each

RECREATION JACK AND JILL

Sustain the ♩

Gracefully.



First system of musical notation. Treble clef: measures 1-4 contain eighth-note runs with fingerings 1-2-3-4, 1, 4-1, and 5-1. Measure 5 contains eighth notes 2, 3, 2, 3. Bass clef: measures 1-4 contain chords with fingerings 1-2, 1, 1, 1, and 1-5. Measure 5 contains a chord with fingerings 1, 3 and the dynamic marking *loud.*



Second system of musical notation. Treble clef: measures 1-4 contain eighth-note runs with fingerings 1-3, 1, 2-3, and 2-5. Measure 5 contains eighth notes 3, 1, 2. Bass clef: measures 1-4 contain chords with fingerings 1-5, 1-5, 1-2, and 1-5.



Third system of musical notation. Treble clef: measures 1-4 contain eighth-note runs with fingerings 2-3, 2-5, 2-5, and 2-5. Measure 5 contains eighth notes 1, 1. Bass clef: measures 1-4 contain chords with fingerings 1-3, 1-3, 1-5, and 1-3. The dynamic marking *softer.* appears in measure 1, and *slower.* appears in measure 3.



Fourth system of musical notation. Treble clef: measures 1-6 contain eighth-note runs with fingerings 2-1-3, 2-1-3, 2-1-5, 5-1, 2-3, 2-1, and 2-3. Measure 7 contains eighth notes 2, 1. Bass clef: measures 1-6 contain chords with fingerings 1-5, 1-4, 1-5, 1-5, 1-4, 1-5, and 1-4. The dynamic marking *gay.* appears in measure 1.



Fifth system of musical notation. Treble clef: measures 1-6 contain eighth-note runs. Measure 7 contains eighth notes 2, 1. Bass clef: measures 1-6 contain chords with fingerings 1-5, 1-4, 1-5, 1-5, 2, 1, and 1-5. The dynamic marking *slower.* appears in measure 5, and *very soft.* appears in measure 7.

HIDE AND SEEK

1 beat to each 19th
Lesson


EXERCISE for the 3^d, 4th and 5th fingers.

2  to a measure. 2  equal 

4  equal 

8  equal 

Very slow.

20th
Lesson



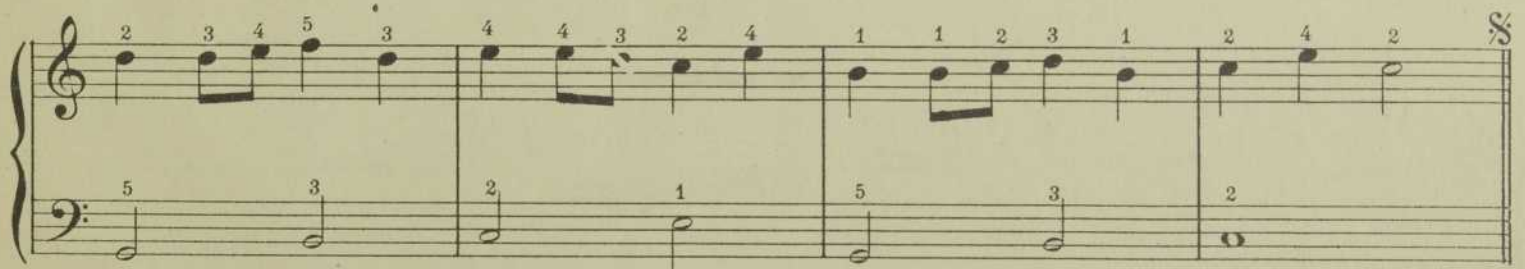

A SURPRISE TO MAMMA

53

21st
Lesson



Fine.



D. C.

D.C., means to repeat from the beginning as far as the word *Fine*, and is usually followed by the sign §

EXERCISE for the Fourth Finger
THE PRETTY MAID

22^d
Lesson

2 4 8

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

1 and 2 and

3 1 2

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

Fine.

4 2 1 3 5 4 2 3 4

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

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

3 2 1 5 3 2 1 2

D. C.

EXERCISE for the Five Fingers

16 

23d
Lesson



1..... and..... 2..... and.....



3..... and..... 4..... and.....



1..... and..... 2..... and.....

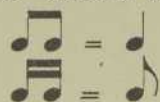


3..... and..... 4..... and.....

HERE ARE THE SOLDIERS

Play the chords without any help from the wrist. From the elbow to the first phalanges keep the horizontal position.

The chord is the union of two or more notes played simultaneously.



24th
Lesson

Bravely.

Chord.

FIFTH PART

ADDITIONAL OR LEDGER LINES

What do you mean by additional or ledger lines?

They are lines written beyond the staff either above or below.

How many are there?

There are as many as are required in any musical piece.

Place the thumb of the right hand on the first line of the Treble staff, that is on the note called "Mi" (E). At the same time, place the thumb of the left hand on the fifth line of the Bass staff, that is on the note called "La" (A). Keep looking at the keyboard.

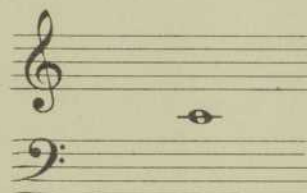
Between the Mi (E) and La (A) held by your two thumbs, don't you see notes that are foreign to the two staves?

The notes foreign to your two staves, I shall call them "Hyphen notes" used to join together the staves of your two hands.

We write those notes that are foreign to the two staves on a sheet of music with the aid of little lines called ledger lines that we add to the lines of the staff.

EXAMPLE OF THE
HYPHEN-NOTE :

First line above
the Bass staff.



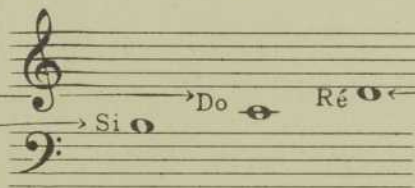
First line below
the Treble staff.

The note immediately below the right hand staff is called Ré (D).

The note immediately above the left hand staff is called Si (B).

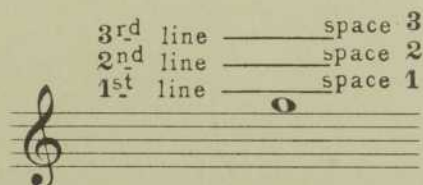
First line between
the two staves.

Note above the
Bass staff.



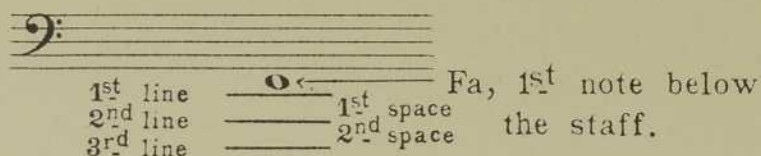
Note below the
Treble staff.

Diagram of the ledger
or additional lines a-
bove the Treble staff.



Sol, 1st note above
the staff.

Diagram of the ledger
or additional lines be-
low the Bass staff.



Below the Treble staff, draw a little ledger line,



And you have the first ledger line below the Treble staff.
Now, place a note on that line.



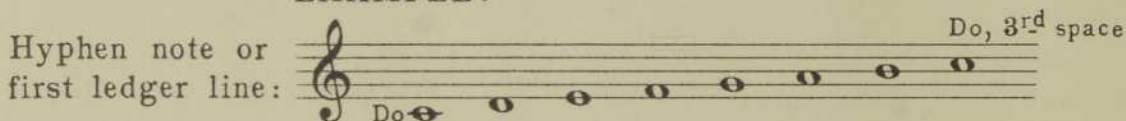
What do you call that note? Do (C).

Where is that Do (C) on the key board?

Guide yourself by Mi (E), first line of the staff. Counting that Mi (E), it is the third note going down: mi (E), ré(D), do (C).

That Do (C), first line below the Treble staff is the first note of the scale.

EXAMPLE:



The "Do" (C), 3rd space of the staff is the 1st note of another scale.

Do you want to know the ledger lines above the Treble staff?

Above the Treble staff, trace ledger lines with notes, and don't forget that in tracing lines you create space between those lines.



To name those three lines, Fa (F), 5th line, will serve as a starting point and you will say: Fa Sol - "La." = F. G. A.

"La" is your first ledger line above the staff.

Sol (G) is the hyphen
note which joins Fa (F),
5th line to La (A), 1st
line above the staff.



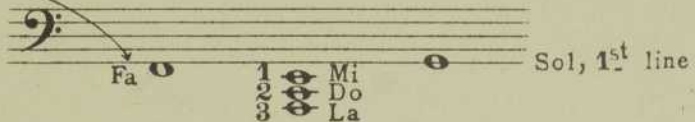
To find on the key-board the 1st ledger line above the Treble staff, guide yourself by Fa (F) 5th line.

Counting that note, it is the third note going up.

To learn the names of the ledger lines below the Bass staff, follow the same process, without forgetting that by tracing ledger lines you create spaces.

Fa (F) is the hyphen-note which joins sol (G), 1st line to Mi (E), 1st line below the staff.

EXAMPLE:



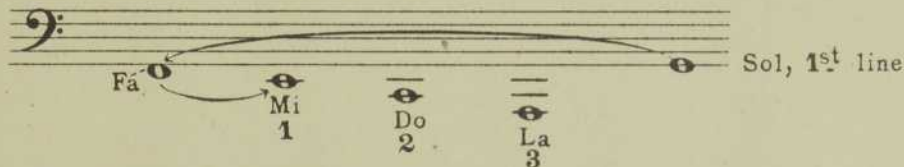
At the piano, you will find the 1st ledger line below the Bass staff by guiding yourself by Sol (G), 1st line of the Bass staff.

Counting that Sol (G) go down three notes:

sol - fa - Mi, (G, F, E).

and you will say "Mi" (E), 1st ledger line below the Bass staff.

EXAMPLE:



To find the first ledger line above the Bass staff, guide yourself on "La" (A), 5th line; counting that note, it is the 3rd going up: la - si - Do. A.B.C.



Mi (E), 2nd line above the Bass staff is the same note as Mi (E) 1st line of the Treble staff.



Sol (G) 3rd line above the Bass staff is the same note as Sol (G) 2nd line of the Treble staff.



We have seen that the notes are repeated from one end of the piano to the other end, never changing their names but changing position: this is shown in the preceding example.

LEDGER LINES ABOVE THE TREBLE STAFF

Three staves of music illustrating ledger lines above the treble staff. The first staff is in C major, showing a sequence of whole notes ascending from middle C to the first ledger line above the staff, with the final note labeled '1st'. The second staff is in C major, showing a sequence of eighth notes ascending from middle C to the first ledger line above the staff. The third staff is in 4/4 time, showing a sequence of eighth notes ascending from middle C to the first ledger line above the staff, with the final note labeled '1st'.

LEDGER LINES BELOW THE BASS STAFF

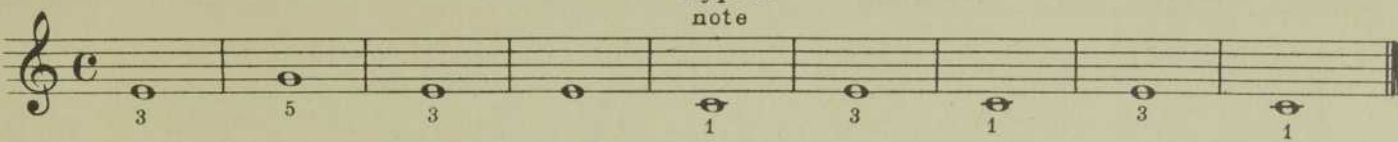
A single staff of music in bass clef, showing a sequence of whole notes descending from middle C to the first ledger line below the staff. The final note is labeled '1st'.

LEDGER LINES ABOVE THE BASS STAFF

Two staves of music illustrating ledger lines above the bass staff. The first staff is in bass clef, showing a sequence of whole notes ascending from middle C to the first ledger line above the staff, with the final note labeled 'Hyphen-note 1st'. The second staff is in bass clef, showing a sequence of eighth notes ascending from middle C to the first ledger line above the staff.

A FEW EXERCISES to study the Ledger Lines, a Four Hand
 Piece and the $\frac{3}{4}$ measure or 3

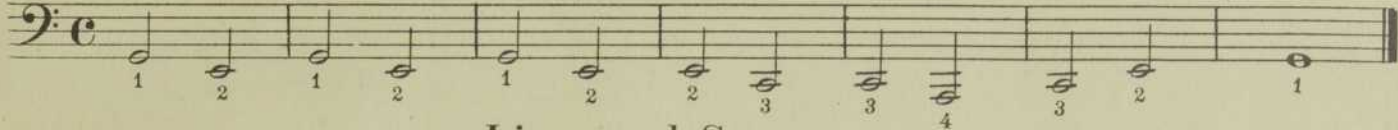
Ledger Line below the Treble Staff

1.  Hyphen note

2. 

Ledger Lines below the Bass Staff

3. 

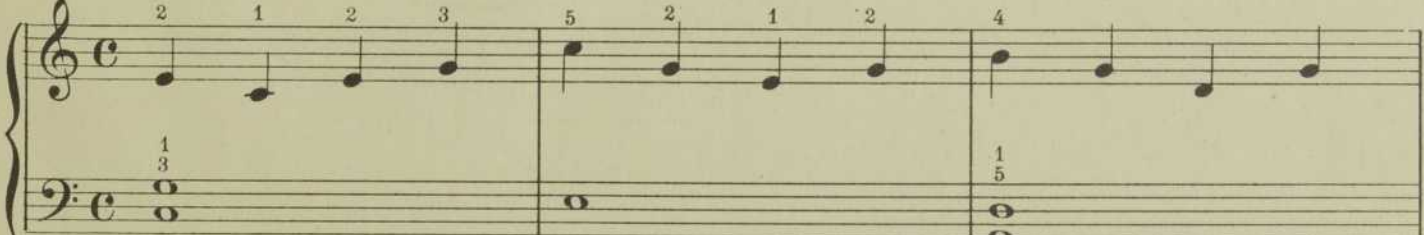
4. 

5. 



Lines and Spaces

LITTLE EXERCISE OF EXTENSION

6. 



Exercise for the Five Fingers, with Both Hands alternating.

7.

EVENING SONG

8.

After the 8th Lesson by the same composer: "Sweet Carnation Song."

9.

THE VILLAGE MILL

10.

Mark of repetition.

AT THE OLD MILL

The change from one key to another indicates the return in the respective staves.

You will notice in the following piece the Tie . The Tie is a sign placed between two notes of the same name and same position.

The first of these notes is played while the second is sustained.

11.

Lively.

Babbling.

with expression.

Tie. (21)

The musical score is written for piano and violin. The piano part is in the lower staves, and the violin part is in the upper staves. The score is divided into five systems. The first system is marked '11.' and includes the tempo 'Lively.' and the character 'Babbling.' The piano part features a series of eighth notes with fingerings 5, 1, 3, 1, 5, 1, 3, 1. The violin part features a series of eighth notes with fingerings 1, 2, 3, 4, 5, 4, 5, 4, 3. The second system continues the piano part with fingerings 5, 1, 3, 1, 5, 1, 3, 1 and the violin part with fingerings 1, 2, 3, 4, 5, 4, 5. The third system continues the piano part with fingerings 5, 1, 3, 1, 5, 1, 3, 1 and the violin part with fingerings 5, 4, 3, 2, 1, 2, 5, 4, 3, 2, 1, 2. The fourth system continues the piano part with fingerings 5, 1, 3, 1, 5, 1, 3, 1 and the violin part with fingerings 5, 4, 3, 2, 1, 2, 5, 4, 3, 2, 1, 2. The fifth system continues the piano part with fingerings 5, 1, 3, 1, 5, 1, 3, 1 and the violin part with fingerings 5, 4, 3, 2, 1, 2, 5, 4, 3, 2, 1, 2. The score concludes with a 'Tie.' symbol and the number '(21)'.



decreasing the speed.

FRANCES AND DOROTHY

DUET

The pupil should study the two parts.

SECONDA

The musical score for the 'SECONDA' section is written for piano accompaniment in C major, 2/4 time. It consists of five systems of two staves each. The right hand (treble clef) plays a continuous eighth-note melody with various fingerings indicated by numbers 1-5. The left hand (bass clef) provides a harmonic accompaniment with whole and half notes, also including fingerings. The first system begins with a section symbol (§). The fourth measure of the second system is marked 'Fine'. The score concludes with a repeat sign and a section symbol (§) at the end of the fifth system.

FRANCES AND DOROTHY

DUET

67

The pupil should study the two parts.

PRIMA

§

1 3 5 5 4 2

5 3 1 1 2 3 2

1 3 5 5 4 2 1

5 5 3 3 1 1 2 4 5

3 1 4 2 3 1 4

1 5 1 2 1 5 1

3 1 4 2 3 1 2

2 5 1 3 2 5 3

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

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

Fine

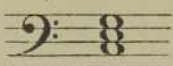
D. C.

EXERCISE

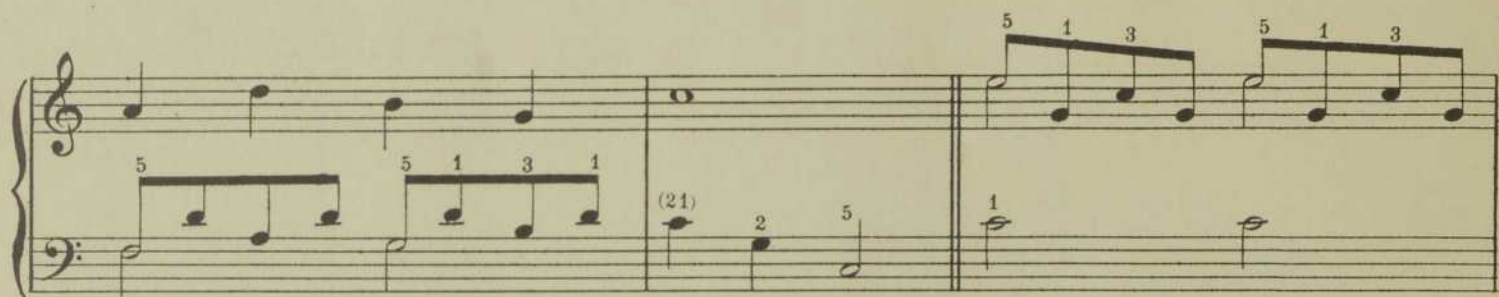
Sustain the half notes. Let the fingers fall naturally without effort.



Broken Chord



Common Chord



EXERCISE

69

Sustain the whole note; well tied and well sustained. Let the fingers fall as if they were independent of the hand.

Each measure 5 times.

The exercise consists of three systems of two staves each. Each system contains three measures. The first system starts with a treble clef and a common time signature. The second system starts with a bass clef and a common time signature. The third system starts with a treble clef and a common time signature. Each measure contains a whole note in the treble staff and a whole note in the bass staff, with fingerings indicated above the notes. The exercise is designed to be repeated five times per measure.

EXERCISE ON THE 8 NOTES OF THE SCALE

Join the notes to exaggeration.

The exercise consists of two systems of two staves each. Each system contains four measures. The first system starts with a treble clef and a common time signature. The second system starts with a bass clef and a common time signature. Each measure contains a whole note in the treble staff and a whole note in the bass staff, with fingerings indicated above the notes. The exercise is designed to be repeated five times per measure.

AT THE MOVIES

The slur — is placed over notes of different names to indicate that those notes should be well joined. Avoid ungraceful movements of the hand in playing the accompaniment with left hand.

4 ♩ = ♩

Count 1 beat to each ♩

" " " " " 4 ♩

Joyfully.

First system of musical notation. Treble and bass staves. Treble staff contains eighth and sixteenth notes with fingerings 2, 3, 5, 2, 3, 5, 2, 1, 2, 4, 5, 3, 5, 2, 3, 5, 2, 2, 4. Bass staff contains chords and eighth notes. The word *Loud.* is written in the middle of the system.

Second system of musical notation. Treble and bass staves. Treble staff contains eighth and sixteenth notes with fingerings 1, 2, 3, 4, 5, 1, 5, 1, 5, 1, 2, 4, 3, 5, 5, 1, 5, 1. Bass staff contains chords and eighth notes. The word *Slower.* is written in the middle of the system.

Third system of musical notation. Treble and bass staves. Treble staff contains eighth and sixteenth notes with fingerings 3, 5, 3, 1, 2, 3, 2, 1, 3, 5, 3, 1, 2, 3. Bass staff contains chords and eighth notes. The words *Joyfully.* and *Lightly and feebly.* are written in the middle of the system.

Fourth system of musical notation. Treble and bass staves. Treble staff contains eighth and sixteenth notes with fingerings 2, 1, 1, 2, 3, 4, 5, 1, 2, 3, 4, 5, 1, 2, 3, 4, 5, 3, 2, 3. Bass staff contains chords and eighth notes.

Fifth system of musical notation. Treble and bass staves. Treble staff contains eighth and sixteenth notes with fingerings 1, 3, 5, 3, 1, 2, 3, 2, 1, 3, 5, 3, 1, 3, 2, 3. Bass staff contains chords and eighth notes. The word *Animated.* is written in the middle of the system.

Sixth system of musical notation. Treble and bass staves. Treble staff contains eighth and sixteenth notes with fingerings 5, 2, 5, 4, 3, 2, 5, 2, 5, 4, 3, 2, 5, 1, 1, 5, 3, 4, 2, 5, 1. Bass staff contains chords and eighth notes. The words *Decreasing in speed.* and *Fine.* are written in the middle of the system.

SIMPLE SONG

 The dot and tie combined indicate that the notes should be separated one from the other and played somewhat heavily. We then say that the notes are carried.

"Mi" first line of the staff will serve as starting point to find the ledger lines below the staff.

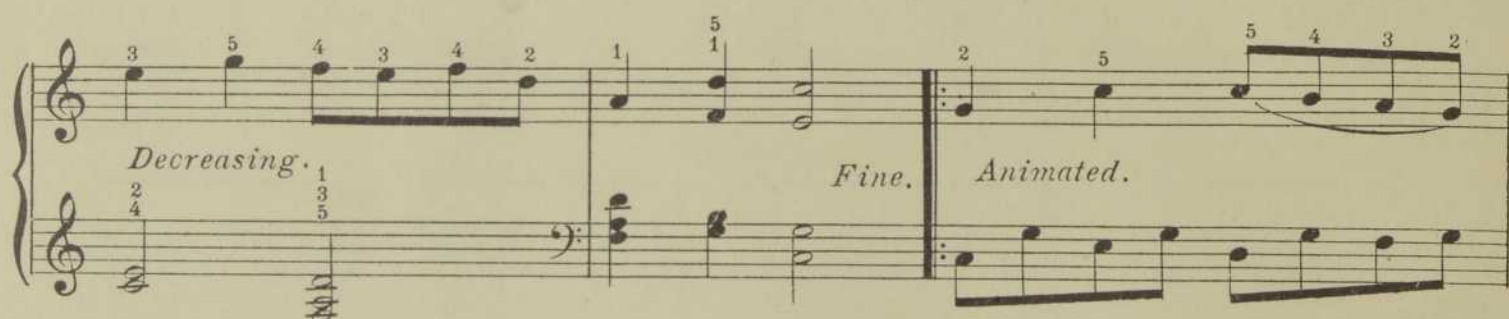
Slowly, Simply.



First note above the staff or separation note.

Hyphen - notes

With taste. Softly.

Decreasing.

Fine.

Animated.




Soft.

Slowing.

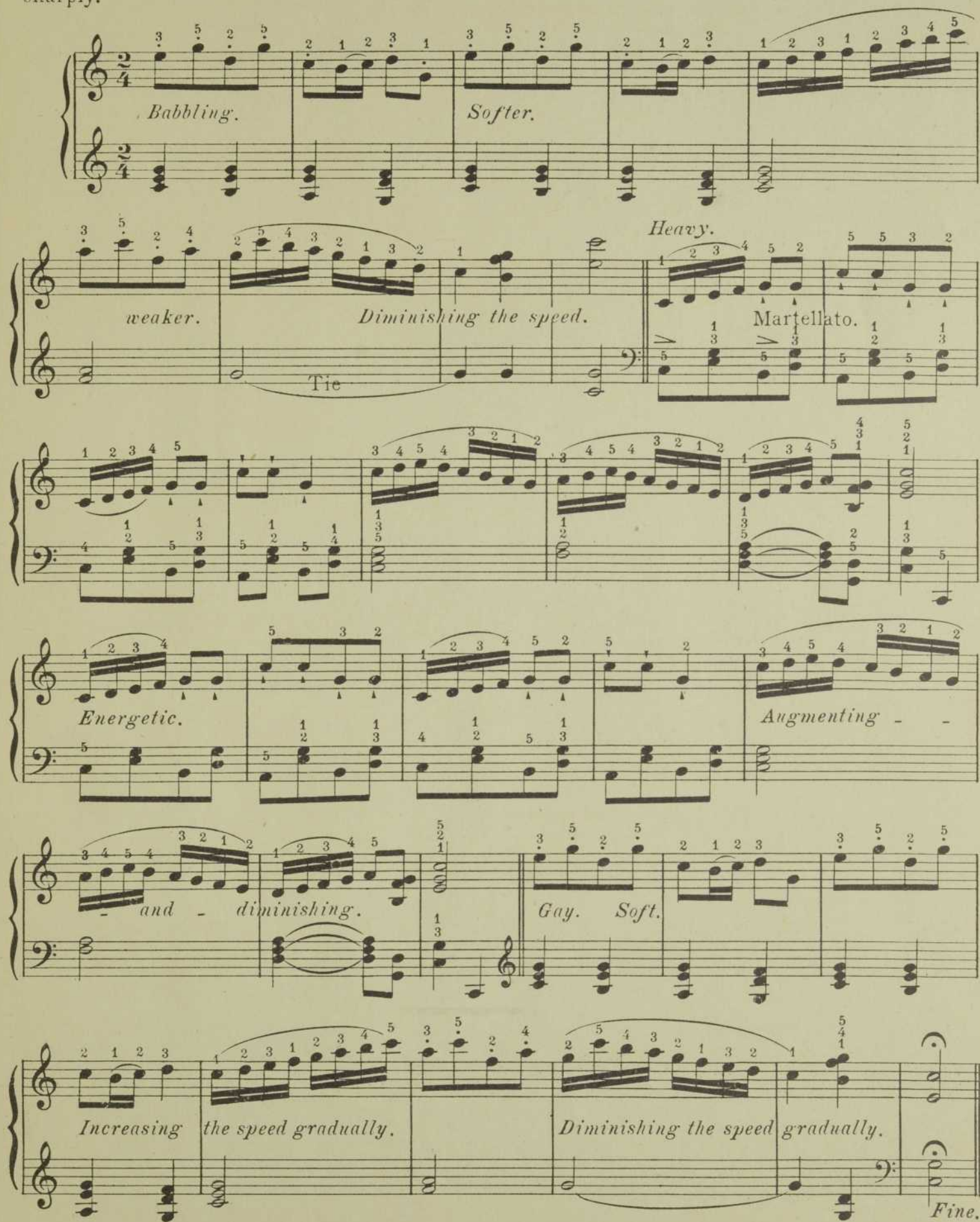
very soft.

BOURRÉE

73

Play lightly the notes thus marked 

The Martellato  indicates that the notes must be detached and played quickly and sharply.



Babbling. *Softer.*

weaker. *Diminishing the speed.* *Heavy.* *Martellato.*

Energetic. *Augmenting - -*

and - diminishing. *Gay. Soft.*

Increasing the speed gradually. *Diminishing the speed gradually.* *Fine.*

PASTOURELLA

Well sustained and well expressed.

First system of musical notation. Treble and bass staves. Treble staff has a key signature of one sharp (F#) and a common time signature (C). The melody consists of eighth and quarter notes with fingerings 2, 1, 2, 3, 4, 5, 4, 3, 2, 1, 2, 5, 1, 2, 1, 2, 3, 4, 5, 4, 3, 2, 1, 2, 5, 1. Bass staff has a common time signature (C) and a 3/8 time signature. The accompaniment consists of quarter and eighth notes with fingerings 1, 3, 5, 1, 5, 1, 5, 1, 3, 5, 1, 5, 1, 5. The tempo/mood is marked *Half loud.*

Second system of musical notation. Treble and bass staves. Treble staff has a key signature of one sharp (F#) and a common time signature (C). The melody consists of eighth and quarter notes with fingerings 5, 1, 2, 3, 4, 3, 2, 5, 1, 2, 3, 4, 3, 2, 5, 4, 3, 2, 1, 3, 2, 3, 5, 1, 2. Bass staff has a common time signature (C) and a 3/8 time signature. The accompaniment consists of quarter and eighth notes with fingerings 1, 5, 1, 4, 1, 5, 1, 4, 1, 5, 2, 1, 5, 1, 3. The tempo/mood is marked *Animated.* and *Slower.* The system ends with a *Fine.* marking.

Third system of musical notation. Treble and bass staves. Treble staff has a key signature of one sharp (F#) and a common time signature (C). The melody consists of eighth and quarter notes with fingerings 2, 4, 3, 4, 3, 2, 4, 3, 1, 2, 3, 4, 3, 2, 1, 2, 1, 3, 1, 2. Bass staff has a common time signature (C) and a 3/8 time signature. The accompaniment consists of quarter and eighth notes with fingerings 1, 3, 5, 1, 2, 5, 1, 3, 5, 1, 3, 5, 1, 3, 5, 1, 3, 5, 1, 3, 5, 1, 3, 5. The tempo/mood is marked *Livelier.* and *Softer.* The system ends with a *Rural.* marking.

Fourth system of musical notation. Treble and bass staves. Treble staff has a key signature of one sharp (F#) and a common time signature (C). The melody consists of eighth and quarter notes with fingerings 1, 4, 3, 4, 3, 1, 3, 5, 2, 3, 2, 1, 2, 3, 4, 3, 2, 1, 2, 1, 2, 3, 1. Bass staff has a common time signature (C) and a 3/8 time signature. The accompaniment consists of quarter and eighth notes with fingerings 1, 3, 5, 1, 3, 5, 1, 3, 5, 1, 3, 5, 1, 3, 5, 1, 3, 5, 1, 3, 5, 1, 3, 5. The tempo/mood is marked *Accelerating.* and *Diminishing speed.* The system ends with a *D. C.* marking.

GRACEFUL WALTZ

75

Notice the mark of repetition.

1 beat to each
" " " " " "

The musical score is written for piano and bass in 3/4 time. It consists of six systems of two staves each. Fingerings are indicated by numbers 1-5 above or below notes. Dynamic markings include *Lightly.*, *Keep time.*, *A little loud.*, *Loud. With taste.*, *Soft. Gracefully.*, and *Lightly.* again at the end. Repetition marks (double bar lines with dots) are used to indicate repeated sections. The tempo is indicated by the instruction '1 beat to each' at the beginning.

Lightly. *Keep time.* *A little loud.*

Loud. With taste.

Soft. Gracefully.

Lightly.

CLOWN DANCE

In good time. Animated.

The image displays a page of musical notation for a piano piece, organized into five systems. Each system consists of a treble and bass staff. The first system is marked "Loud." and the third system is marked "Lively." The fifth system is marked "Gay. Very loud." The notation includes various musical symbols such as notes, rests, and dynamic markings. The piece is in 2/4 time and features a variety of rhythmic patterns and fingerings.

SIXTH PART

RESTS

What is a rest?

It is a stop varying in duration which cuts or interrupts any musical phrase.

We may also say that it is a sign which indicates a momentary stop of sound.

How many rests are there?

There are seven rests as there are seven notes and seven values of notes.

How do you name them?

The Whole-rest, - Half-rest, - Quarter-rest, - Eighth-rest, - Sixteenth rest, - Thirty - second-rest, - Sixty-fourth-rest.

In value, those 7 rests correspond to the seven values of notes.

I am showing you how to write them, and you would do well to make the following diagram for yourself so that you would have them very clear in your memory.

We write the seven rests thus:

whole rest	half rest	quarter rest	eighth rest	sixteenth rest	thirty second rest	sixty fourth rest

The following diagram will make you understand by illustration the corresponding value of the seven notes and seven rests.

whole rest	half rest	quarter rest	eighth rest	sixteenth rest	thirty-second rest	sixty-fourth rest
equals whole note	equals half note	equals quarter note	equals eighth note	equals sixteenth note	equals thirty-second note	equals sixty-fourth note

DIAGRAM OF THE SEVEN VALUES OF NOTES CORRESPONDING TO THE SEVEN VALUES OF RESTS

The		or apple.....	equals in rest		Whole rest.
" 2		" " divided into 2 pieces equal in rest	2		$\frac{1}{2}$ rests.
" 4		" " " " 4 " " " "	4		$\frac{1}{4}$ "
" 8		" " " " 8 " " " "	8		$\frac{1}{8}$ "
" 16		" " " " 16 " " " "	16		$\frac{1}{16}$ "
" 32		" " " " 32 " " " "	32		$\frac{1}{32}$ "
" 64		" " " " 64 " " " "	64		$\frac{1}{64}$ "

SEVEN LESSONS ON RESTS

Notice the Whole-rest: $\text{—} = \text{○}$ or the Whole note.

1

Notice the half-rest: $\text{—} = \text{♩} = \frac{1}{2}$.

2

Notice the quarter-rest: $\{ = \bullet = \frac{1}{4}$.

3

The musical score is written for piano and consists of six systems, each with a treble and bass staff. The time signature is common time (C). The first system is marked with a large '3' on the left. The music features various fingerings and rests, with a specific instruction at the top: 'Notice the quarter-rest: $\{ = \bullet = \frac{1}{4}$ '. The score includes many slurs, ties, and specific fingering numbers (1-5) above the notes. The piece concludes with a double bar line at the end of the sixth system.

Notice the eighth-rest: $\gamma = \text{eighth rest} = \frac{1}{8}$.

Graceful.

Slowly.

From the same composer: "Fountain of Silver".

EXERCISE OF PRECISION FOR THE FIFTH FINGERS

We must not be frightened by the great number of sixteenth notes, of thirty-second notes and of sixty-fourth notes, for we do not have to play in keeping time.

They are lessons with the purpose of making you understand the values of rests.

Study those exercises very slowly; it is the best way of acquiring strength rapidly.

Don't forget to count.

Notice the sixteenth-rest: $\text{♪} = \frac{1}{16}$.

This sign $>$ indicates the strong accentuation of notes.

Very slowly.

5

The musical score consists of four systems, each with a piano (left) and treble (right) staff. The piano staves feature continuous sixteenth-note patterns with fingerings 5, 1, 3, 1. The treble staves contain a sequence of notes and rests, with fingerings 1, 2, 3, 5, 4, 3, 1, 4, 2. The first system is marked with a large '5' on the left. The second system continues the pattern. The third system shows a variation in the piano part with fingerings 5, 1, 3, 1 and 5, 1, 2, 1. The fourth system concludes the exercise with a final measure in the piano part and a rest in the treble part.

This page contains six systems of musical notation for piano. Each system consists of a treble staff and a bass staff. The notation includes various musical notes, rests, and fingerings. The first system shows a treble staff with a sequence of notes and a bass staff with a continuous eighth-note pattern. The second system features a treble staff with a sequence of notes and a bass staff with a continuous eighth-note pattern. The third system shows a treble staff with a sequence of notes and a bass staff with a continuous eighth-note pattern. The fourth system features a treble staff with a sequence of notes and a bass staff with a continuous eighth-note pattern. The fifth system shows a treble staff with a sequence of notes and a bass staff with a continuous eighth-note pattern. The sixth system features a treble staff with a sequence of notes and a bass staff with a continuous eighth-note pattern. The notation is written in a standard musical notation style, with notes and rests clearly visible. Fingerings are indicated by numbers 1 through 5 above or below the notes. The page is numbered 82 in the top left corner.

RETURN TO THE FIRESIDE

83

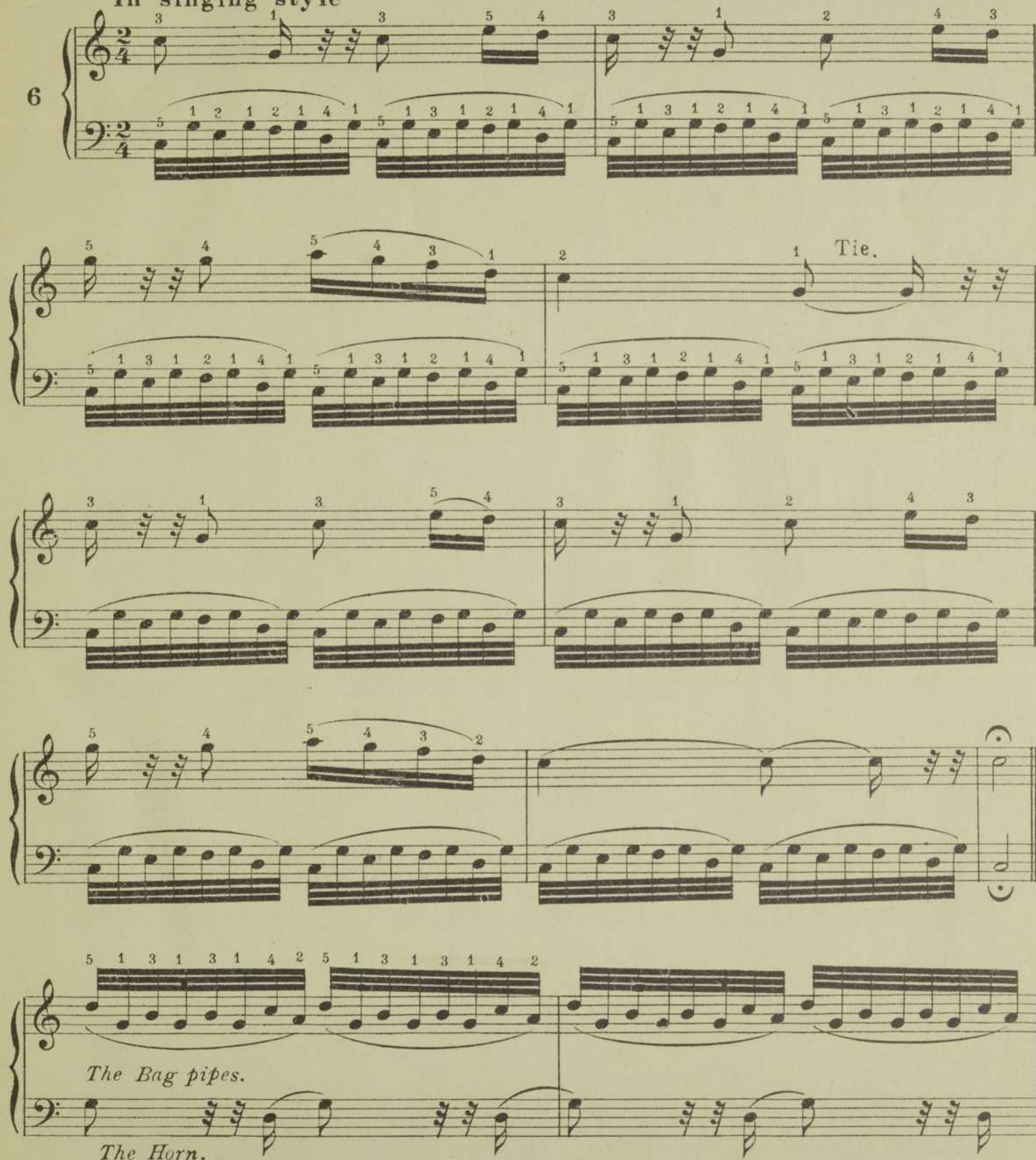
If this sign  is placed between two notes of different positions, we must play the first note strongly and let the second note expire.

Note the thirty second $\frac{1}{32}$ rest. $\text{♩} = \frac{1}{32}$.

Very slowly. Observe the fingering.

In singing style

6



The musical score is written for piano and bagpipes. It consists of five systems of music. The piano part is in 2/4 time and features a complex, flowing melody with many sixteenth and thirty-second notes. The bagpipe part is in the same time and features a more rhythmic, dotted melody. The score includes numerous fingering numbers (1-5) and slurs to indicate phrasing. A 'Tie.' instruction is present in the second system. The piece concludes with a final measure marked with a fermata.

The Bag pipes.

The Horn.

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

The Cuckoo's Song.

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

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

Quicker.

5 4 3 1 3 2

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

5 4 5

slower.

very soft.

Fine.

EXERCISE FOR THE 4th AND 5th FINGERS

85

Notice the 64th rest: $\frac{1}{64}$ = $\frac{1}{64}$.

Count one beat to each sixteenth note, or in simpler measure, one beat to each group as if the measure were $\frac{8}{16}$. There are 4 $\frac{1}{16}$ in a $\frac{1}{4}$.

Accentuate the first sixteenth note of each group.

7 *With energy.*

FIRST RECREATION

LITTLE FUGUETTA

The Fuguetta is a piece of which the different parts seem always to pursue one another naturally.

Slowly and on time. Sustain the sounds well.

Half loud.

Keep time.

Diminishing the speed.

Slower.

1
5

SECOND RECREATION

SWEET REMEMBRANCE

87

Somewhat slowly.

First system of musical notation. Treble clef, common time (C). Bass clef, common time (C). The piece begins with a treble staff containing a half note G4, a quarter note A4, and a quarter note B4. The bass staff contains a continuous eighth-note accompaniment: 5 1 3 1 5 1 3 1 5 1 3 1 5 1 3 1 5 1 3 1. The word *Soft.* is written above the bass staff.

Second system of musical notation. Treble clef, common time (C). Bass clef, common time (C). The treble staff continues with a half note C5, a quarter note B4, and a quarter note A4. The bass staff continues with the eighth-note accompaniment.

Third system of musical notation. Treble clef, common time (C). Bass clef, common time (C). The treble staff contains a half note G4, a quarter note A4, and a quarter note B4. The bass staff contains a continuous eighth-note accompaniment. The word *Slower.* is written above the bass staff.

Fourth system of musical notation. Treble clef, common time (C). Bass clef, common time (C). The treble staff contains a half note G4, a quarter note A4, and a quarter note B4. The bass staff contains a continuous eighth-note accompaniment. The word *More animated.* is written above the bass staff.

Fifth system of musical notation. Treble clef, common time (C). Bass clef, common time (C). The treble staff contains a half note G4, a quarter note A4, and a quarter note B4. The bass staff contains a continuous eighth-note accompaniment. The word *Slower.* is written above the bass staff.

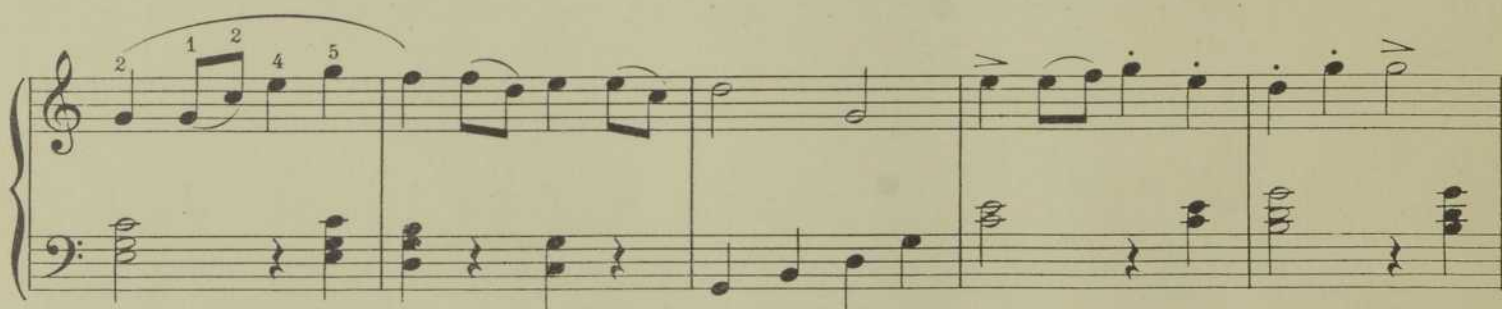
Sixth system of musical notation. Treble clef, common time (C). Bass clef, common time (C). The treble staff contains a half note G4, a quarter note A4, and a quarter note B4. The bass staff contains a continuous eighth-note accompaniment. The word *Heavy.* is written above the bass staff.

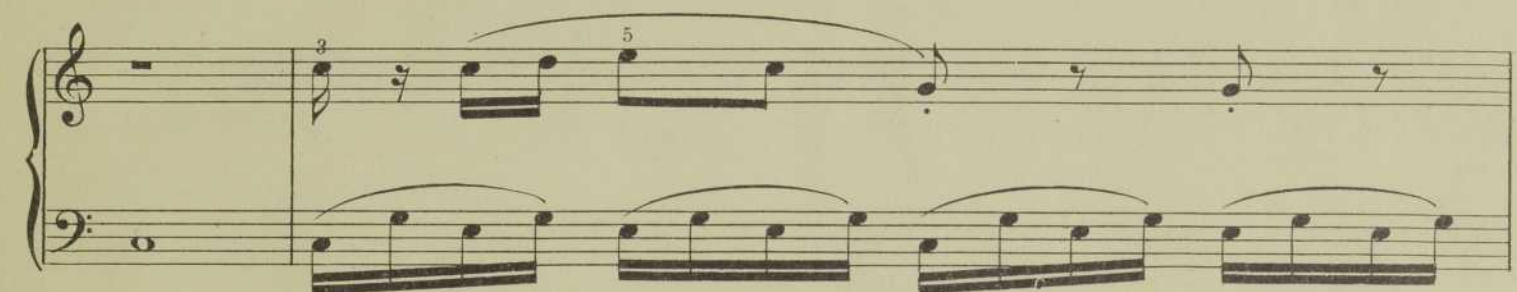
Fine.

THIRD RECREATION

VACATION IS HERE ONCE MORE

Very gay and lively.





WILLIAMS
PIANO-SOLICE

Thus far, we have seen the notes, the staves G clef and F clef. The figures of notes and their relative values, the ledger lines, the rests and their relative values, both theoretically and practically— and in reading exercises, finger exercises in little recreative and instructive pieces, always written gradually on the different values of notes and rests.

I have aimed in this first book to teach you the principal musical signs in analyzing each of these signs with the aid of practical illustrations in order to permit you to understand better what you play at the piano.

We shall continue the study of the principal musical signs in the second book where we shall see the alterations $\sharp$ $\flat$ $\natural$ of major and minor modes.

Each sharp and flat of the major and minor modes comprises a course composed of

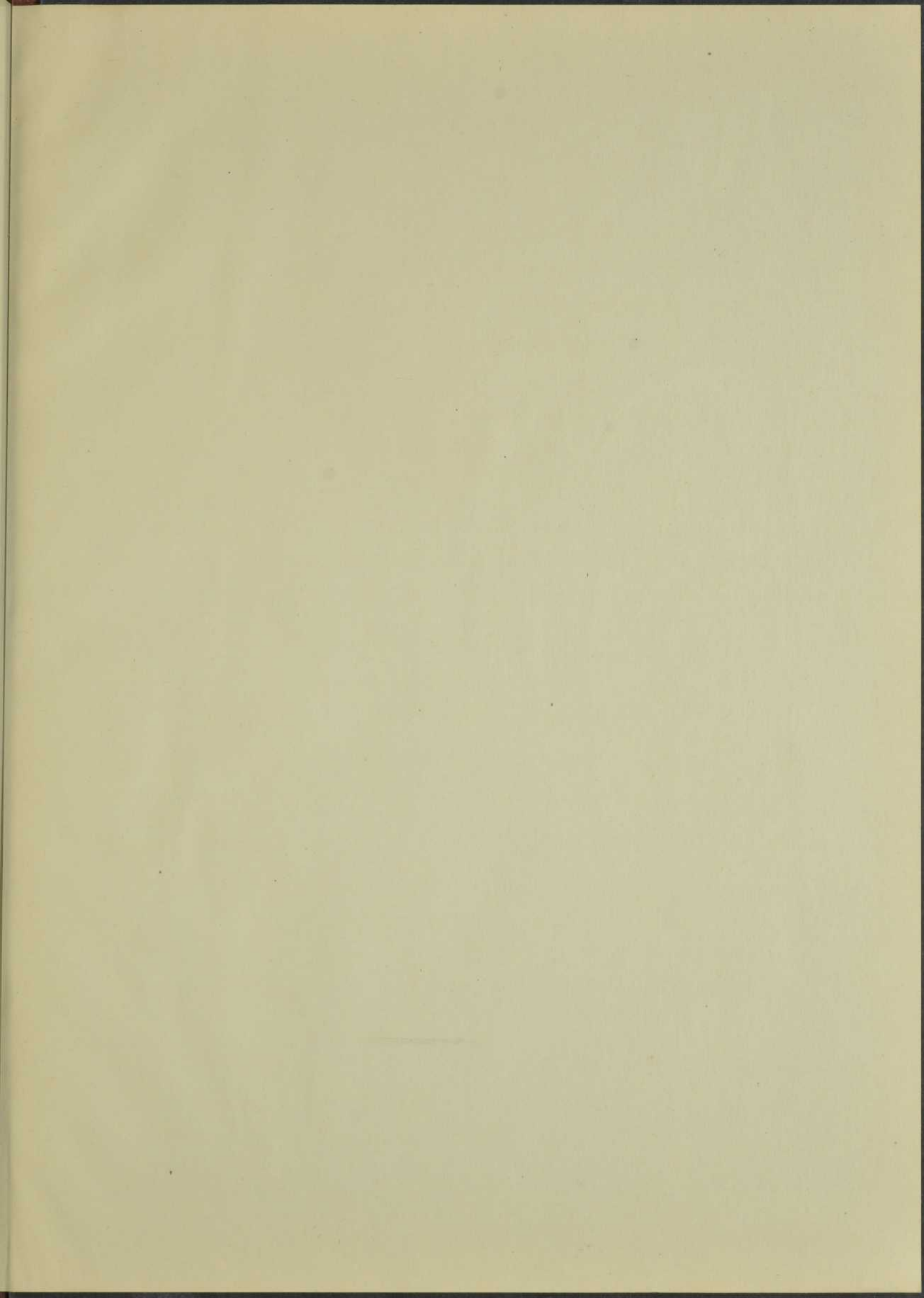
1. An exercise or study for the fingers;
2. A little Sonatina;
3. A characteristic piece.

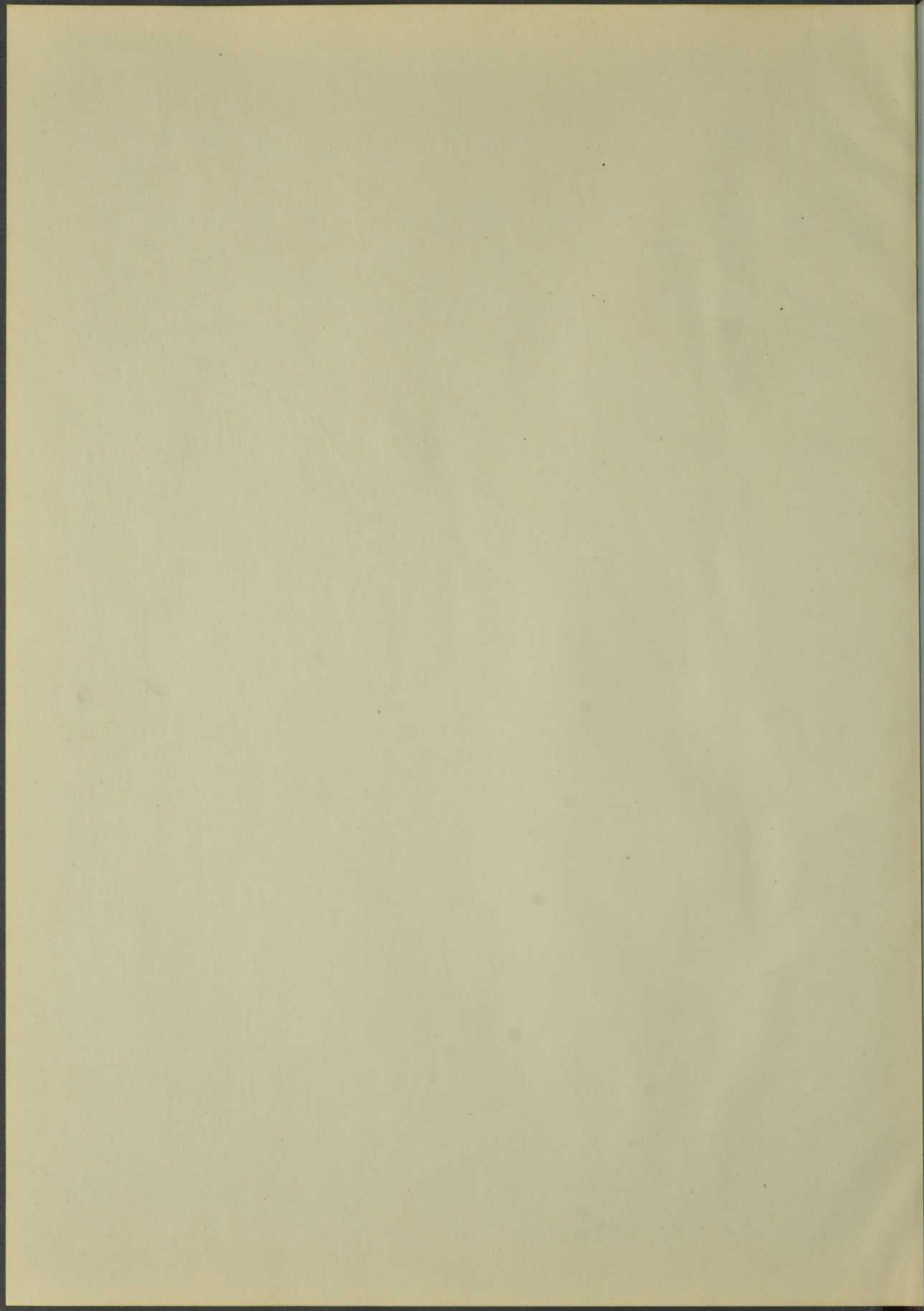
In the second volume we shall see also the secondary signs, the compound measures most usually used, and the gradual explanation of the different musical terms, etc.

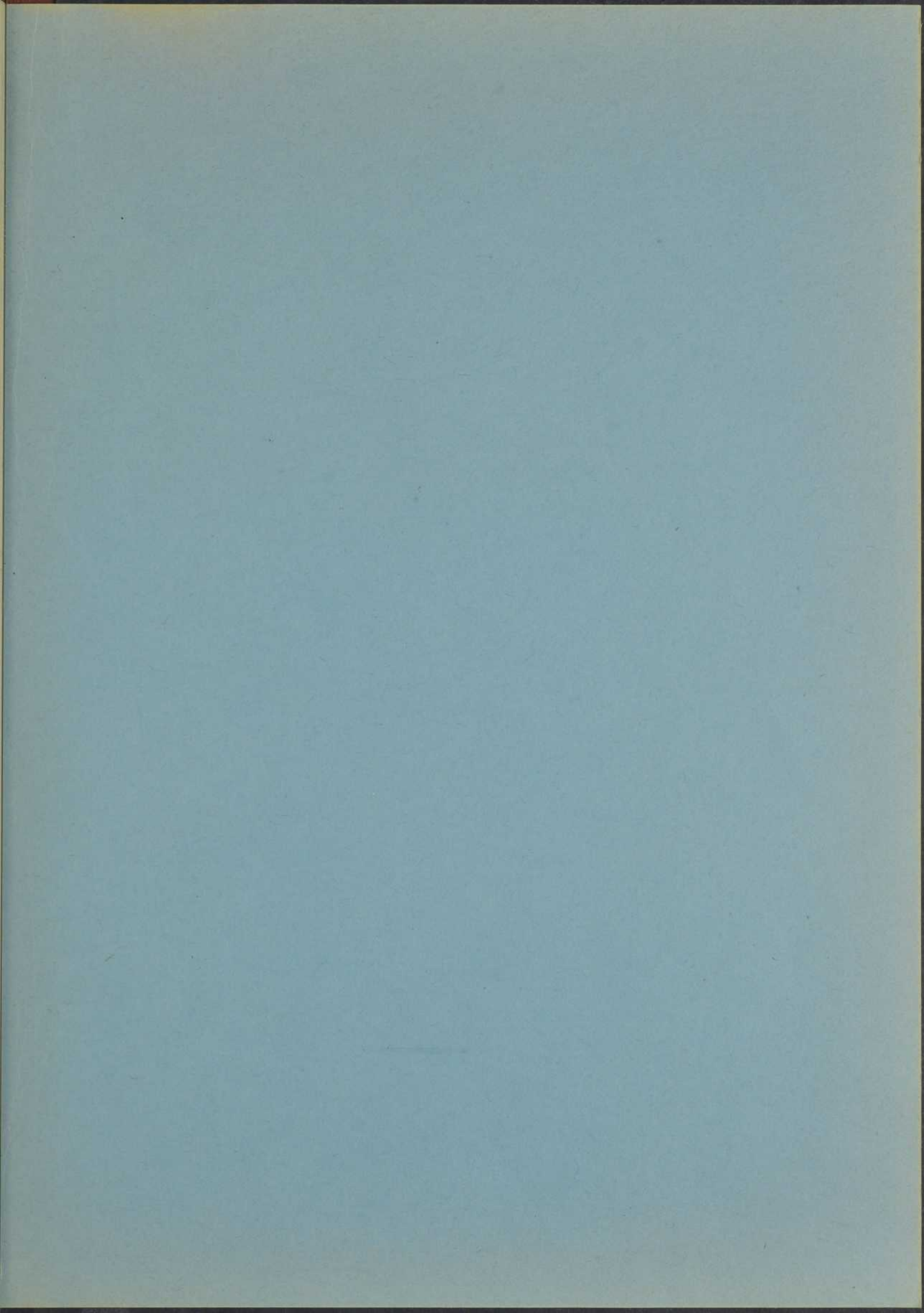
When possible, the titles will be followed by their proper definitions.

Lastly, that second volume will end with a complete series of major and minor scales both for the flats and sharps, and each of them will be followed by its arpeggio in the three positions.

This scale will also be preceded by a few models in rhythm.







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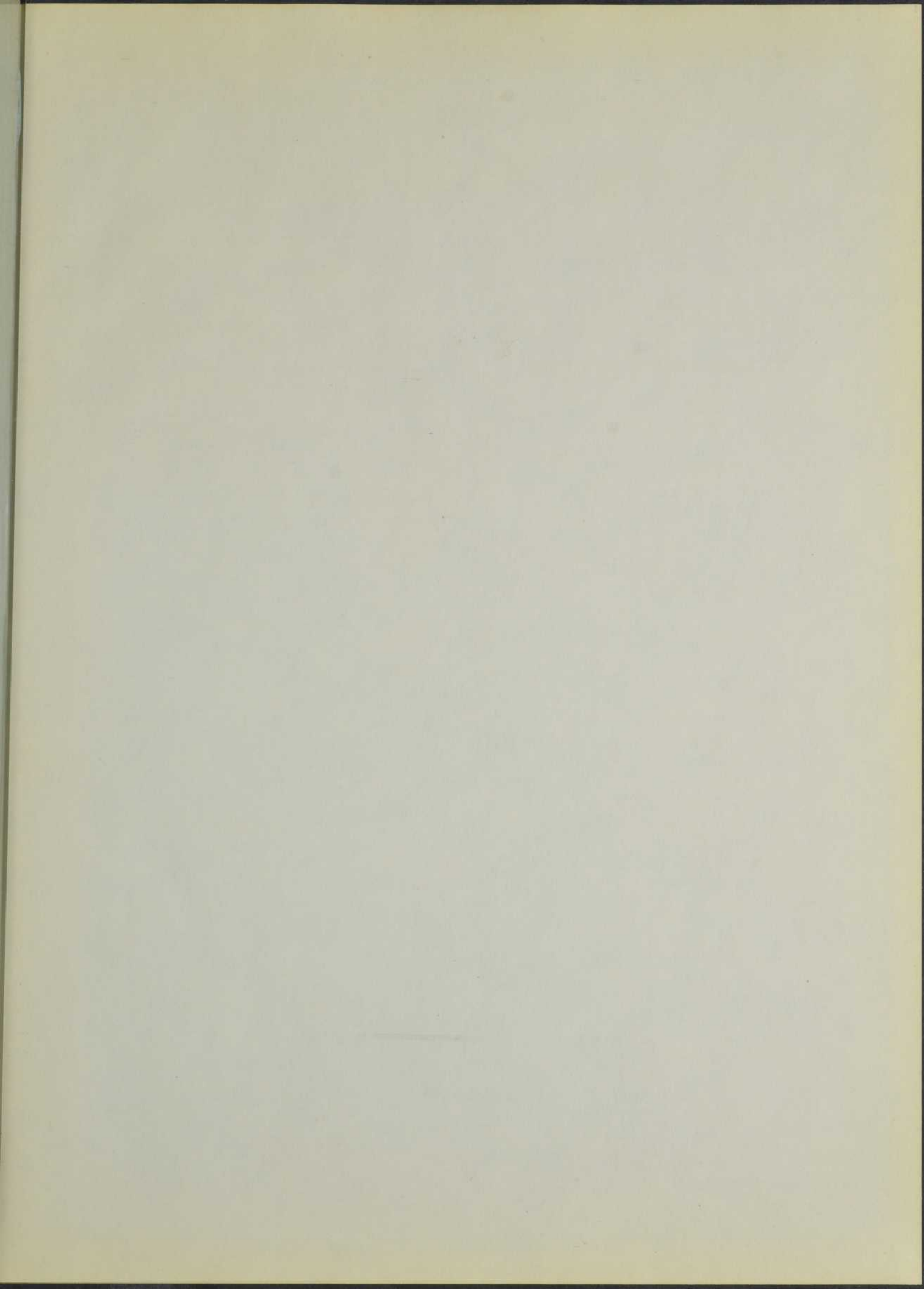
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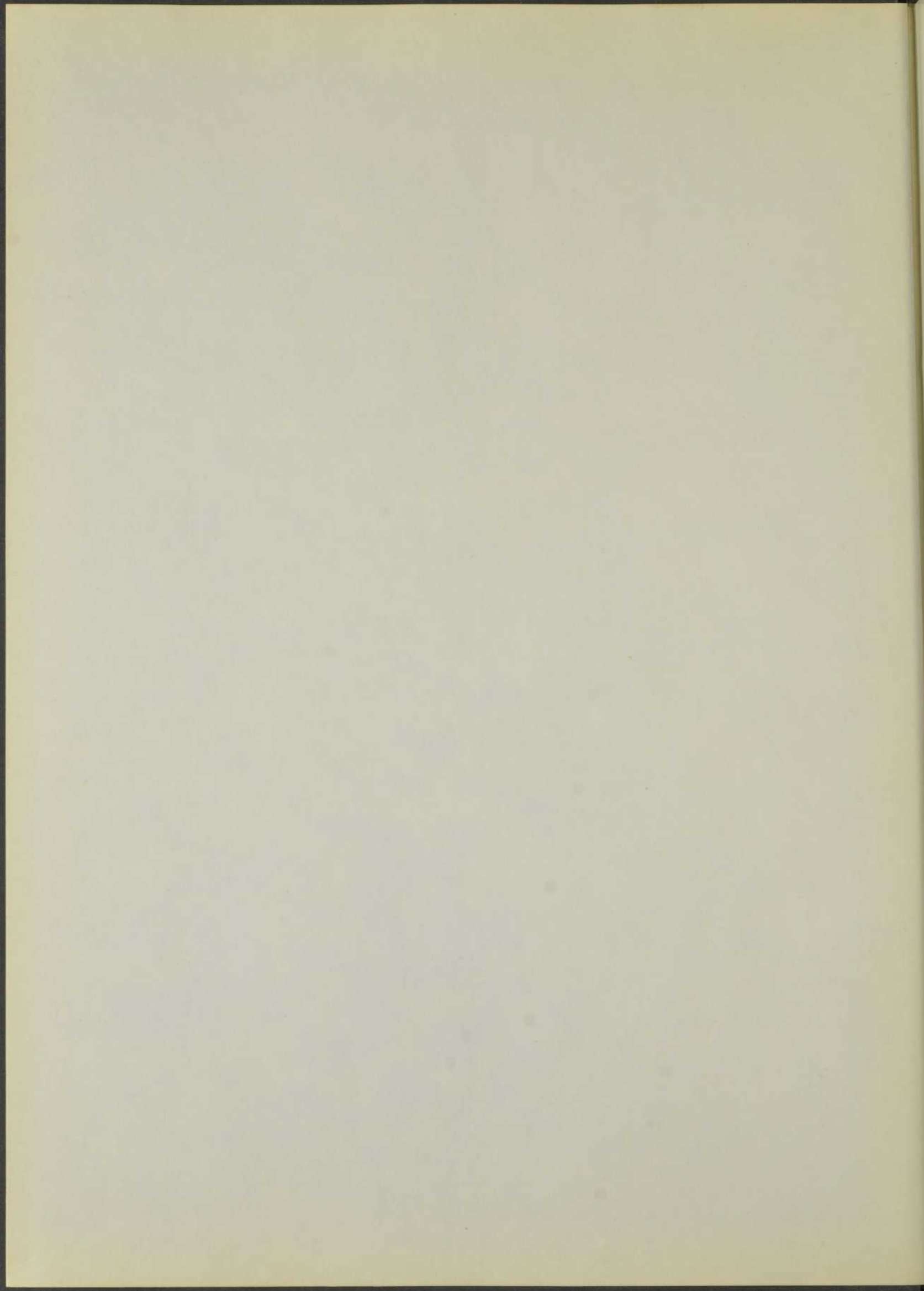
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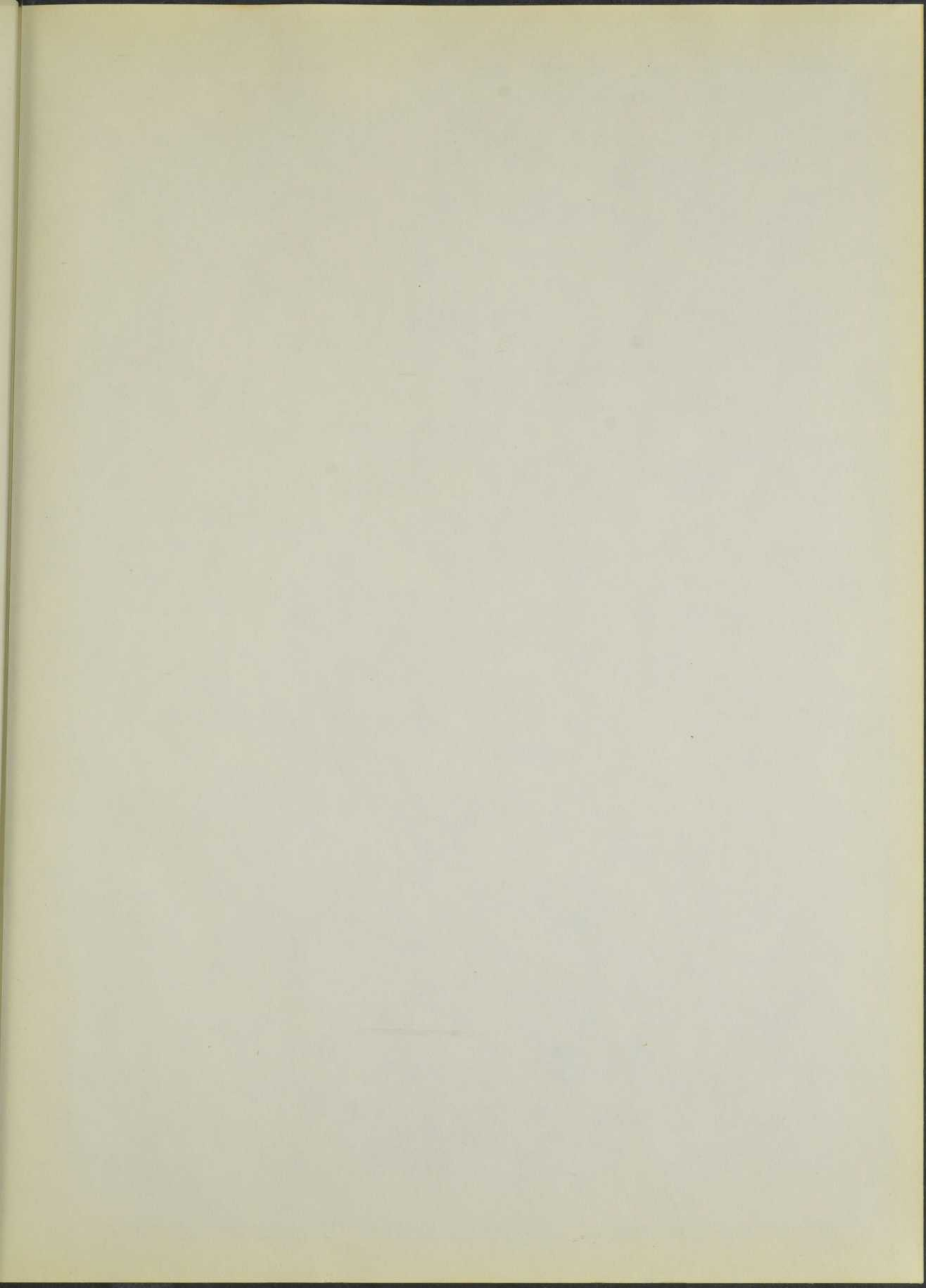
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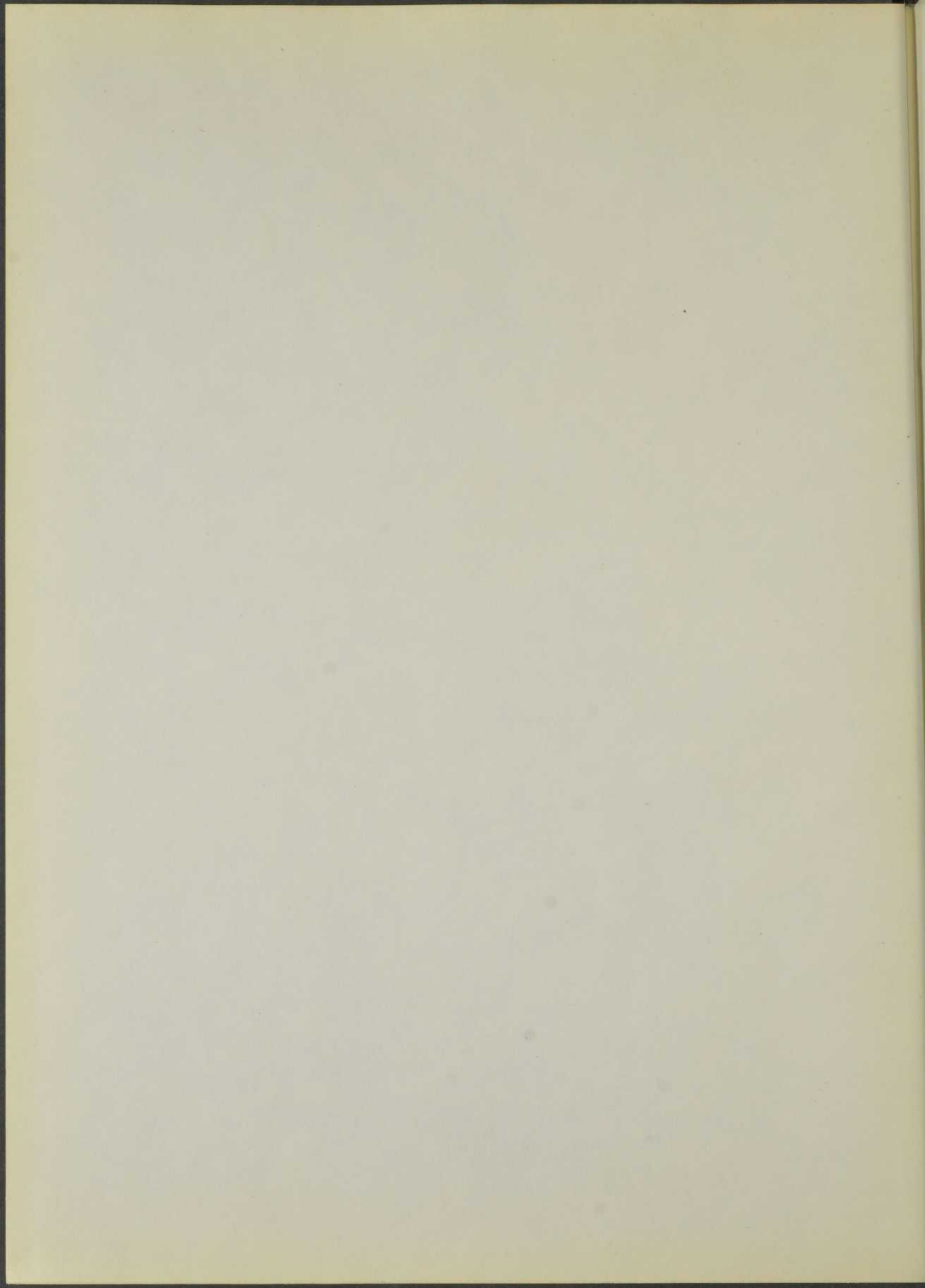
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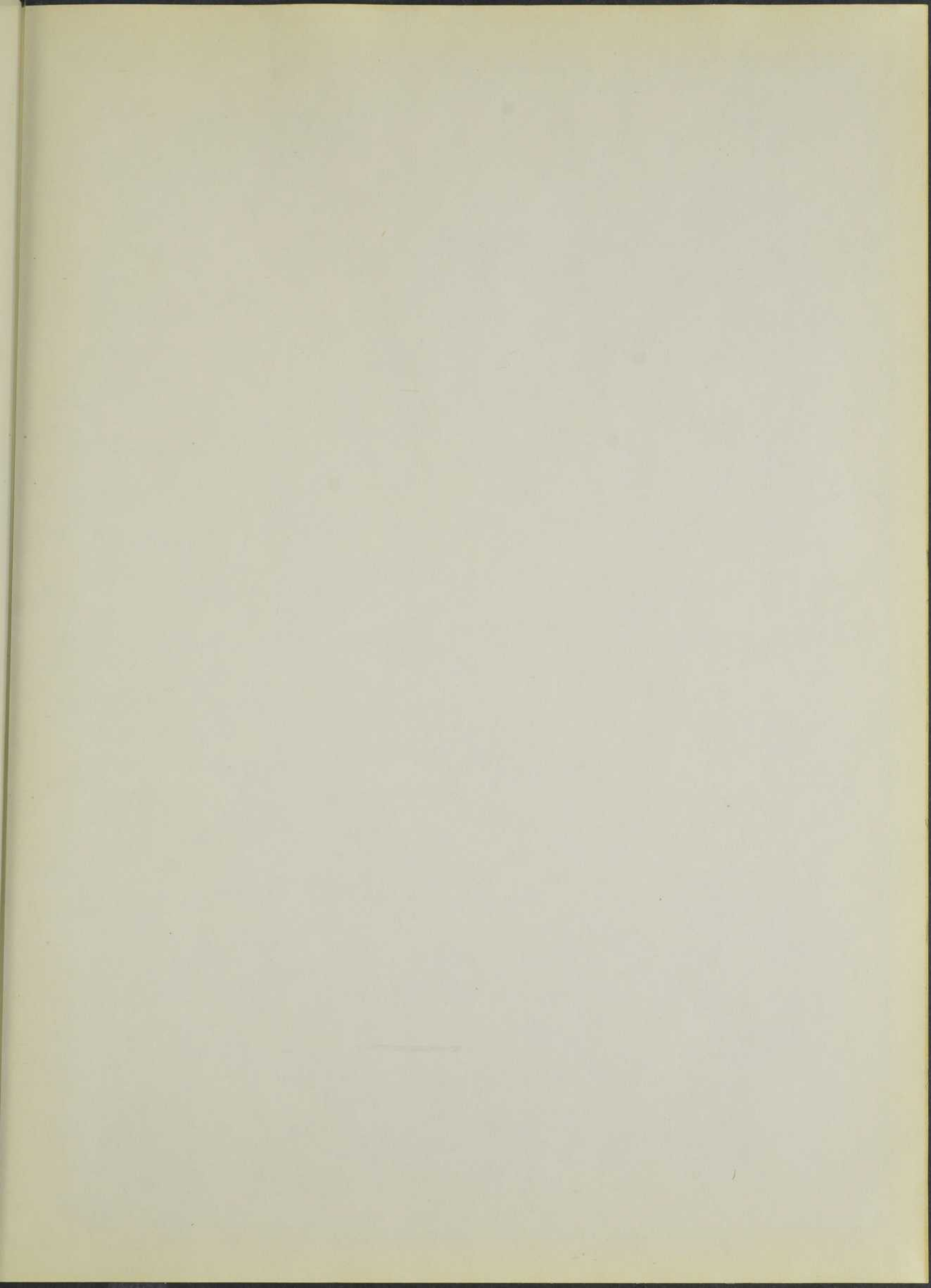
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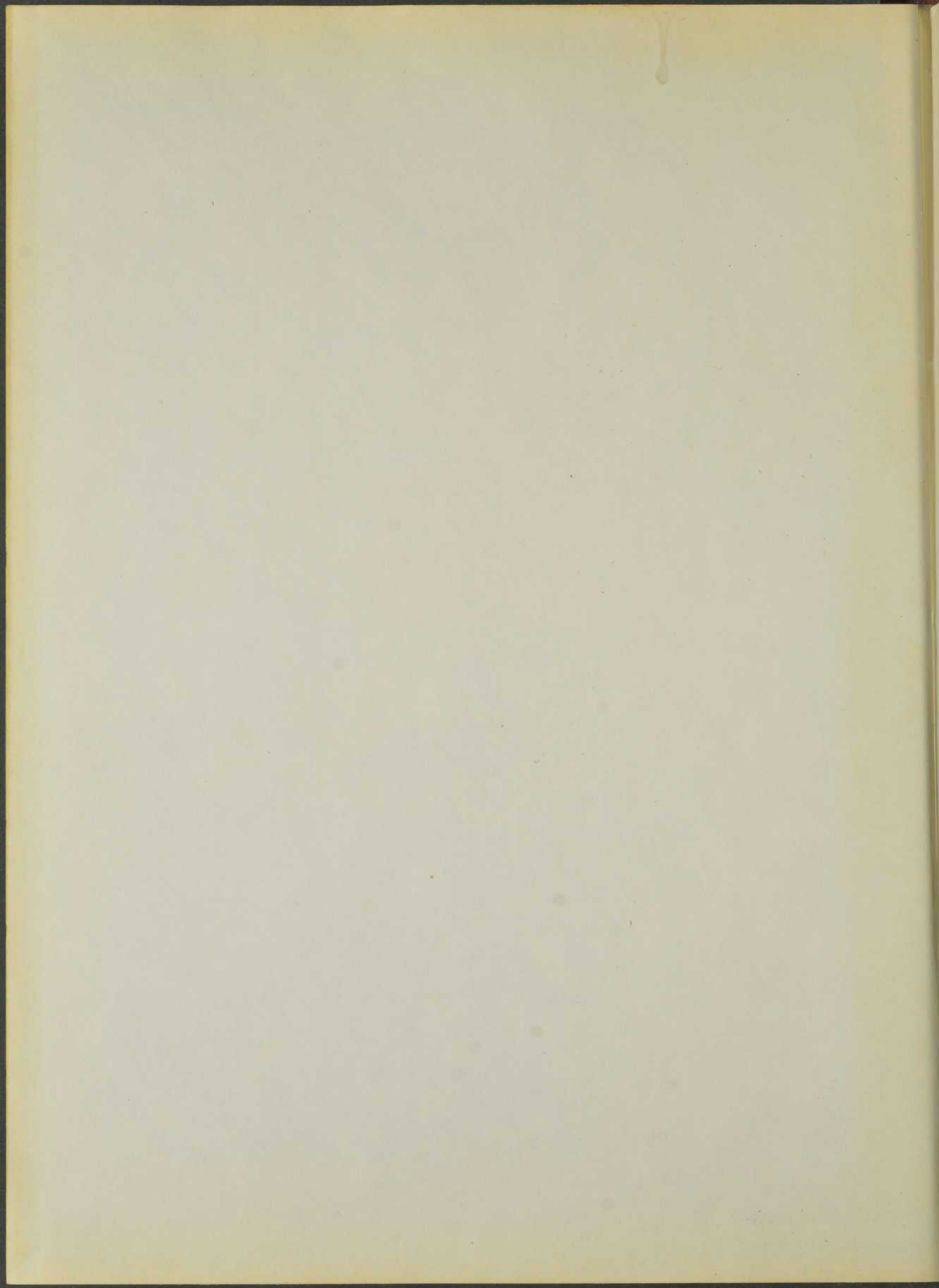












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