

# Au Piano avec Maman Playing Piano with Mother

S. GABRIELLINA



Volume I

CAHIER DE LECTURE  
ET RÉPERTOIRE  
POUR PETITS PIANISTES  
DE 4 ET 5 ANS

MUSIC READER  
AND REPERTOIRE  
FOR TINY PIANISTS OF  
4 AND 5 YEARS OF AGE

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# Au piano avec Maman

## Playing Piano with Mother

*par - by*

**S. GABRIELLINA**

*N.-D. de SION*

**VOLUME 1**



*Cahier de lecture et Répertoire  
pour petits pianistes de  
4 et 5 ans.*

*Music reader and. Repertory  
for tiny pianists of  
4 and 5 years of age.*

Illustration N.D.S., et M. J. Pondelicek.

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*À ma mère  
et aux dévouées mamans  
de mes jeunes élèves*

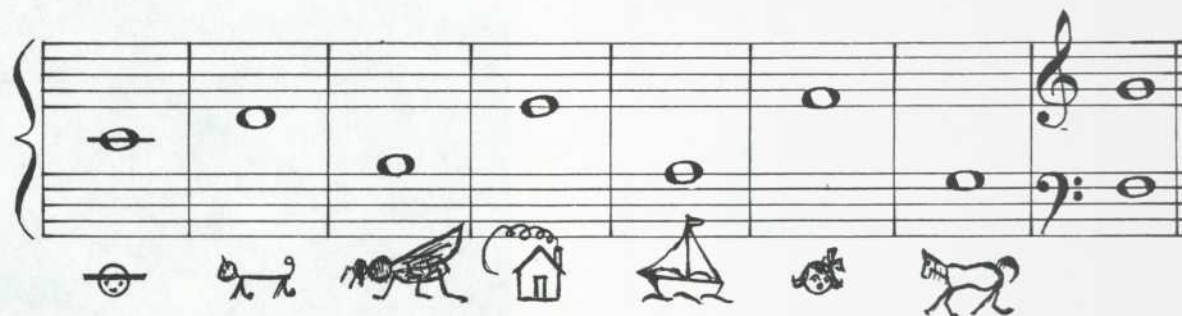
*To my Mother  
and to the devoted Mothers  
of my tiny pupils*

## Le but de ce livre

AIDER L'ENFANT D'ÂGE PRÉ-SCOLAIRE  
À RETENIR LE NOM DES PREMIÈRES  
NOTES ENSEIGNÉES, À L'AIDE D'UN  
PETIT DESSIN.

## The Aim of this Book

*HELPING THE PRE-SCHOOL CHILD, BY  
MEANS OF SIMPLE DRAWINGS, TO  
REMEMBER THE NAMES OF THE FIRST  
NOTES TAUGHT.*



### — IMPORTANT —

N'ENSEIGNER QU'UNE OU DEUX NOUVELLES  
NOTES A CHAQUE LEÇON, AFIN D'ÉVITER  
LA CONFUSION DANS LES ILLUSTRATIONS  
OU LES PETITS JOUETS UTILISÉS.

LES CLEFS DE SOL ET DE FA NE SONT  
INTRODUITES QU'AUX PAGES 50 ET 54.

Voir découpage et illustrations à la fin du cahier.

LA COLLABORATION INTELLIGENTE  
DES PARENTS EST INDISPENSABLE.

*TEACH ONLY ONE OR TWO NEW NOTES AT EACH  
LESSON, TO AVOID CONFUSION WITH  
ILLUSTRATIONS OR TOYS USED.*

*G CLEF AND F CLEF ARE INTRODUCED ONLY  
ON PAGES 50 AND 54.*

*See cut out and illustrations at the end of the book.*

*THE INTELLIGENT COLLABORATION  
OF THE PARENTS IS INDISPENSABLE.*

# ILLUSTRATIONS

résumant la méthode  
*summing up the method*

DO – C



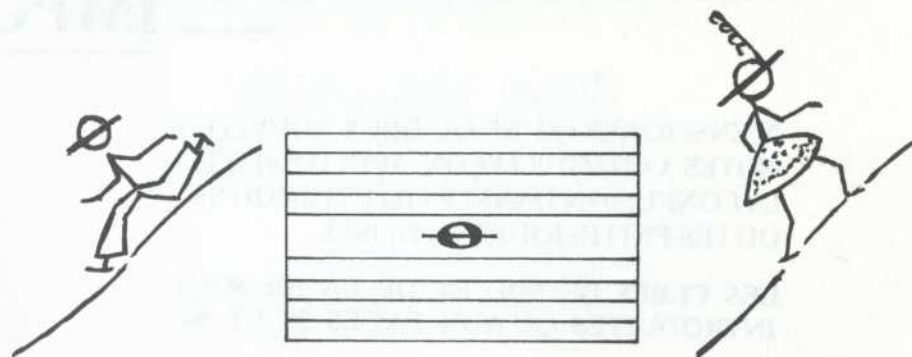
**Jeux musicaux**  
**N.D.S.**  
*Musical Games*

Suggestion  
page 21

*La portée – The Staff*



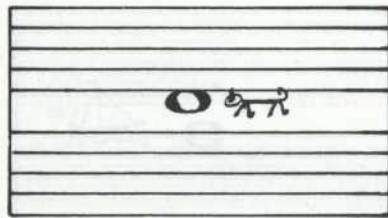
**Exercices rythmiques**  
*Rhythm exercises*



**Domingo Sans-Façon**  
porte un grand  
chapeau rond.

*Cindy wears a large  
hat.  
Her car is parked  
on C.*

RÉ - D



Le petit chien de  
Raymond: sous la  
clôture.

*Little Doggie Dee  
under the fence.*

SI - B



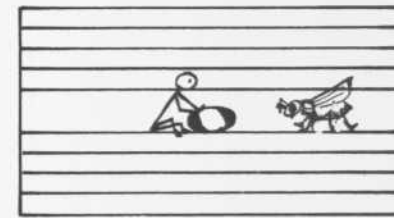
PHOTO LEHOTAY

"Plongeurs" Voir page 32.

"Diving" See page 32.

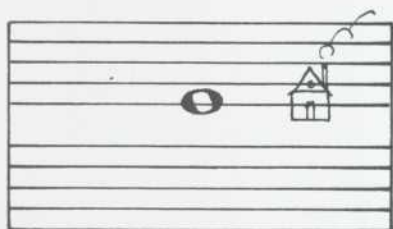
ROBI BAUER

Page 44



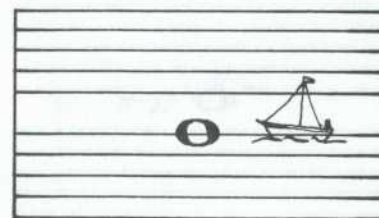
Simon est assis  
sur la clôture.

*Billy and the bee  
sitting on the fence.*



La maison de  
Mimi sur la  
Première avenue.

*Eva's house  
on 1st. Street.*



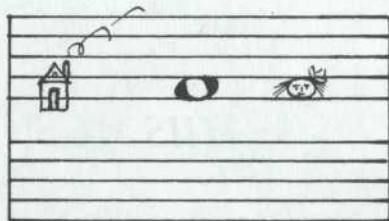
Le bateau du parc  
La Fontaine.

*Andy's boat  
floating.*



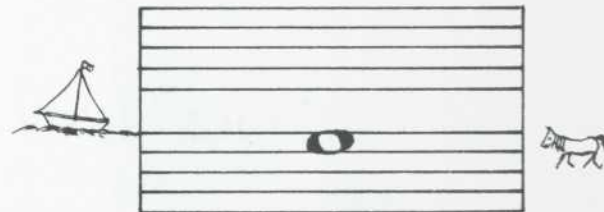
“Au piano avec Maman”

*“Playing piano with Mother”*



Fanny, la voisine  
de Mimi et le  
dindon fâché.

*Fanny lives  
near Eva.*



Le cheval du soldat,  
près du parc  
La Fontaine.

*Georgie's wooden  
horse, near Andy's  
boat.*

## Première leçon

PAGES 8-21

## First lesson

Avez-vous un piano à la maison ?  
Avez-vous des cahiers de musique ?  
Écrit-on de la musique ainsi – NON!

*Do you have a piano at home ?  
Do you have music books ?  
Is this music ? – NO!*

On se sert de lettres  
pour écrire son nom.

**A B C D E F G**

*We use letters  
to write your name.*

ÉCRIT-ON DE LA MUSIQUE AINSI ? – NON

*IS THIS MUSIC ? – NO!*

On se sert de chiffres  
pour compter.

**1 2 3 4 5**

*We use numbers to count.*

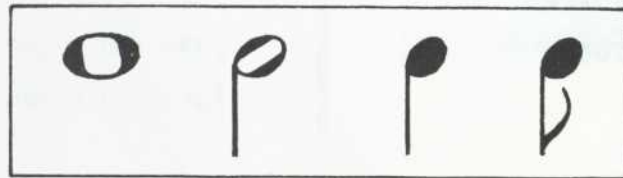
ÉCRIT-ON DE LA MUSIQUE AINSI ? – OUI!

*IS THIS MUSIC ? – YES!*

On se sert de NOTES  
pour écrire de la musique.

*We use NOTES  
to write music.*

Montrez-moi une lettre  
" " un chiffre  
" " une note



*Show me some letters  
" " " numbers  
" " " notes*

GYMNASTIQUE – GYMNASTICS  
quotidienne      daily exercises

1. Ouvrez la main.  
Ecartez les doigts.
2. Pressez un citron.
3. Montrez-moi vos jointures.
4. Posez le citron sur la table sans  
laisser tomber les jointures.



No 1

1. Open your hands.  
Stretch your fingers.
2. Squeeze a lemon.
3. Show me your knuckles.
4. Place the lemon on the table  
without dropping the knuckles.

No 2 – No 3

No 4



Moulage de la main (sur un citron imaginaire)

Même gymnastique à chaque  
nouvelle note apprise :

- RÉ: la niche  
SI: la ruche  
MI: la maison  
LA: le pont, etc.

Same gymnastics after each  
new note learned:

- D: the kennel  
B: the bee-hive  
E: the house  
A: the bridge, etc.



Hand Building (on an imaginary lemon)

Montrez-moi votre main droite.

" " " " gauche.

Combien de doigts avez-vous dans la m. d. ?

" " " " " " " " m. g. ?

Montrez-moi votre pouce.

" " " 2ième doigt.

" " " 3 " "

" " " 4 " "

" " " 5 " "

Show me your right hand.

" " " left hand.

How many fingers in your right hand ?

" " " " " left hand ?

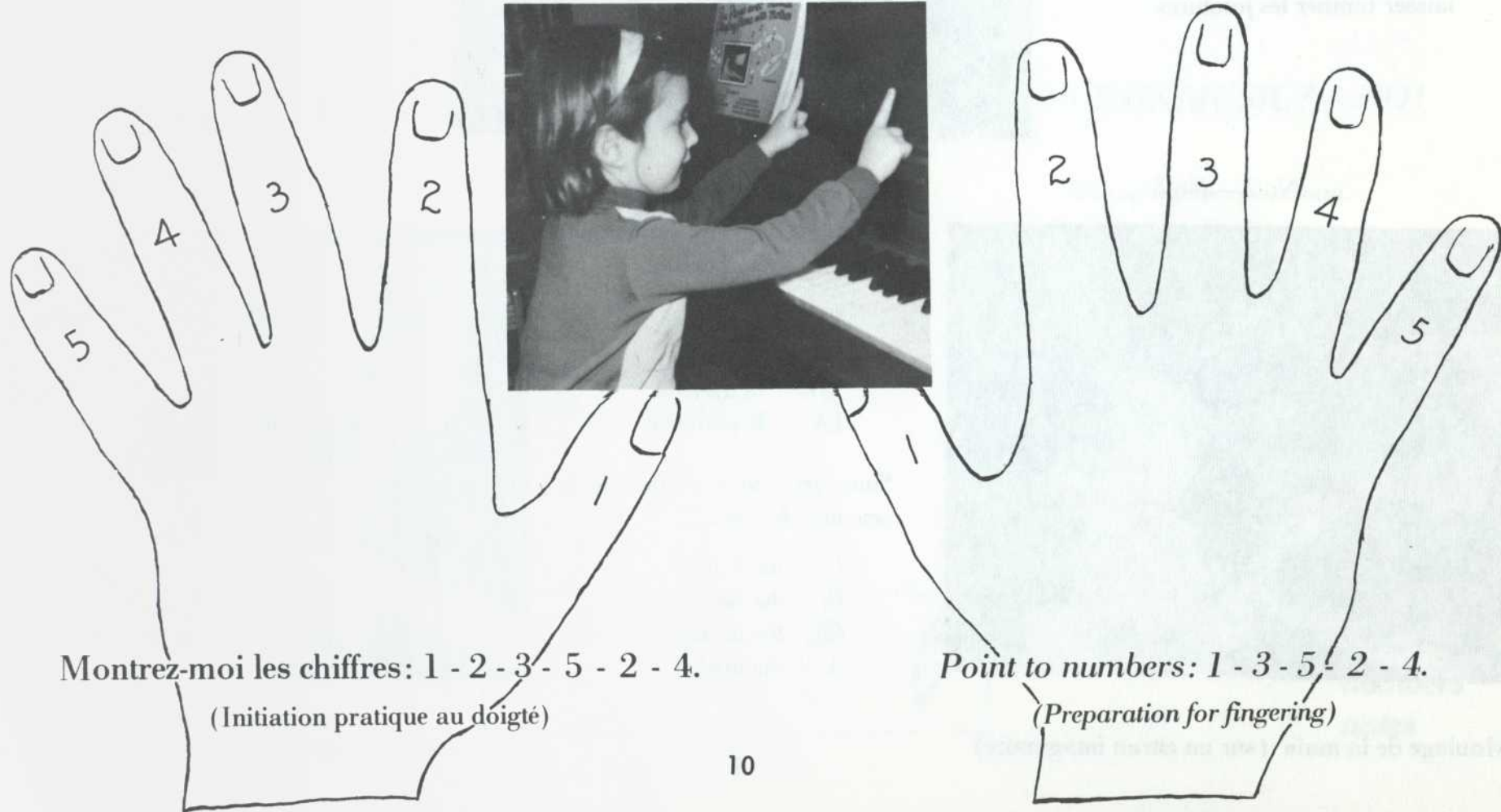
Show me your first finger.

" " " 2nd "

" " " 3rd "

" " " 4th "

" " " 5th "



Montrez-moi les chiffres: 1 - 2 - 3 - 5 - 2 - 4.

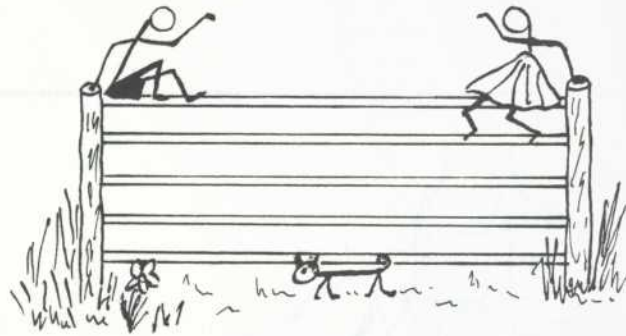
(Initiation pratique au doigté)

Point to numbers: 1 - 3 - 5 - 2 - 4.

(Preparation for fingering)

On écrit la musique sur  
une portée.

Cela ressemble à une  
clôture.

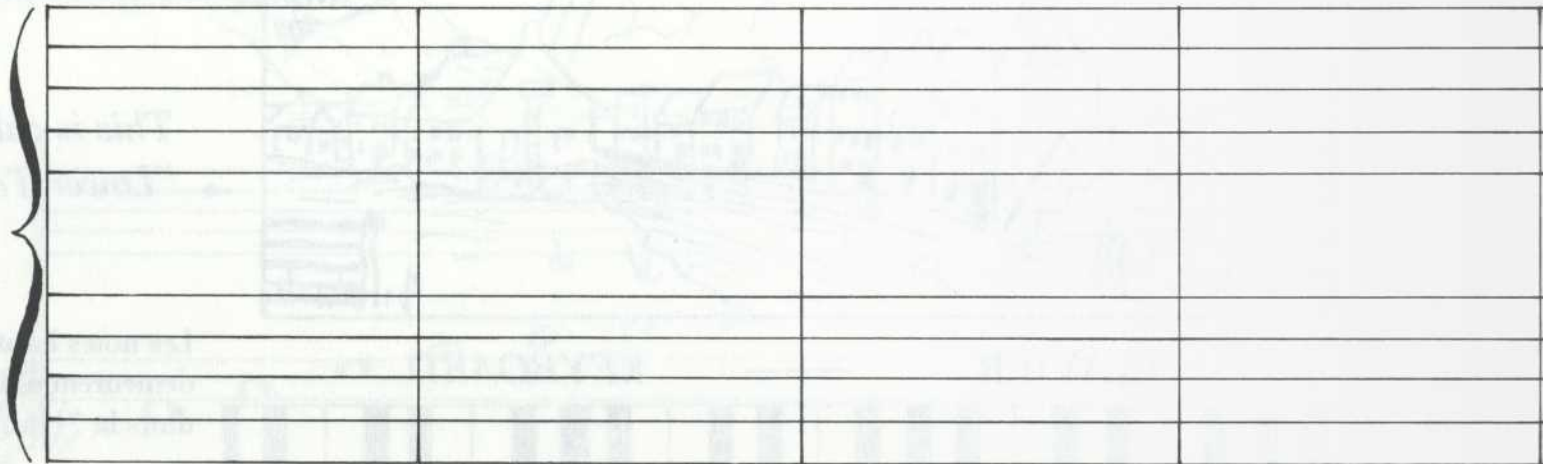


*We write music on  
a staff.*

*It looks like a  
fence.*

La  
portée  
de la  
main  
droite

La  
portée  
de la  
main  
gauche



*The  
right  
hand  
staff*

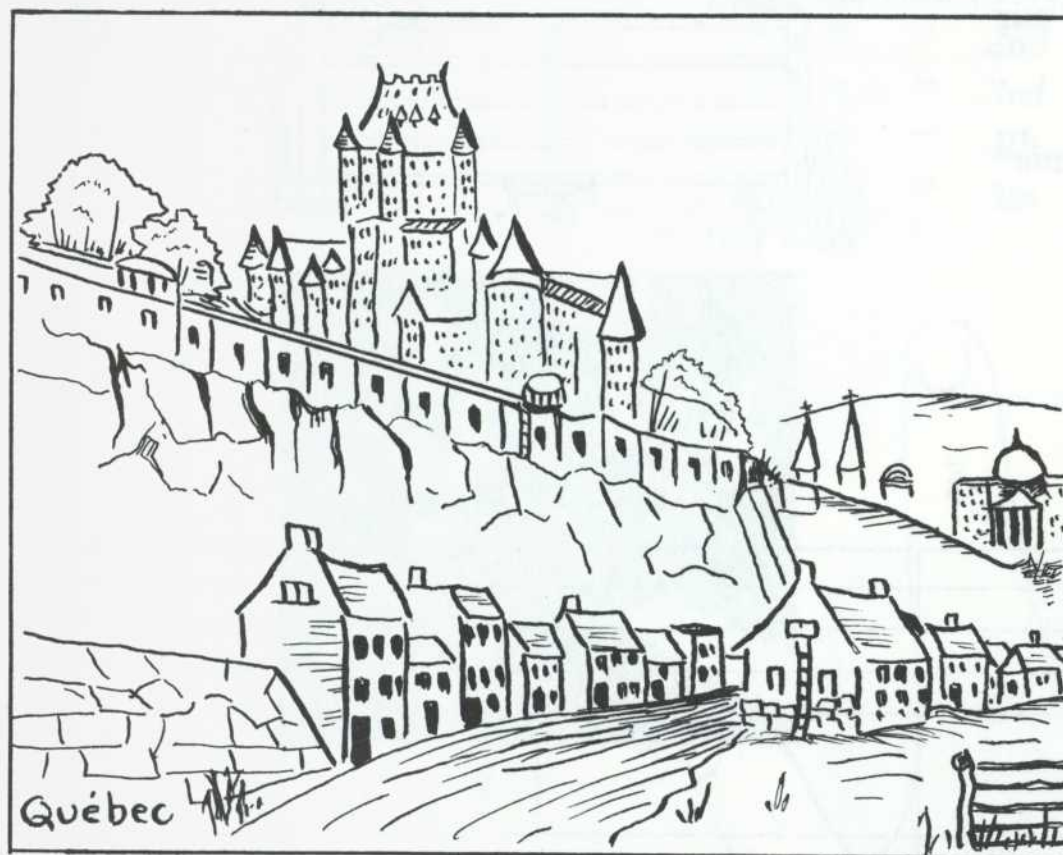
*The  
left  
hand  
staff*

ÊTES-VOUS DÉJÀ ALLÉ À QUÉBEC?  
C'EST UNE VILLE CONSTRUITE  
SUR UNE COLLINE.

DID YOU EVER GO TO QUEBEC CITY?  
IT IS BUILT ON A HILL.

Voici la  
"Haute-ville" →

Voici la  
"Basse-ville" →



← This is called  
"Upper-Town"

← This is called  
"Lower-Town"

Les notes basses  
demeurent à gauche  
dans la "Basse-ville".

*The low notes live  
on left hand side  
in "Lower-Town"*

CLAVIER

KEYBOARD



"Basse-ville"

"Lower-Town"

"Haute-ville"

"Upper-Town"

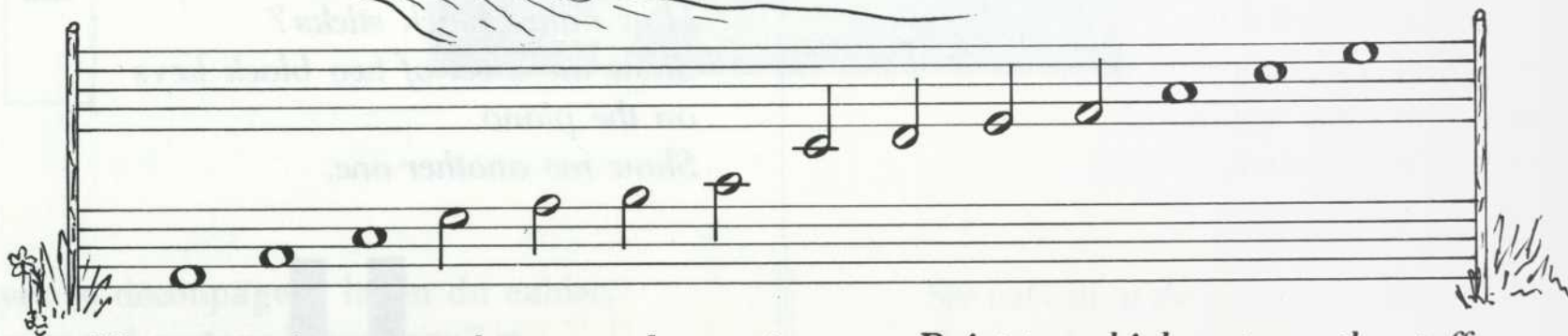
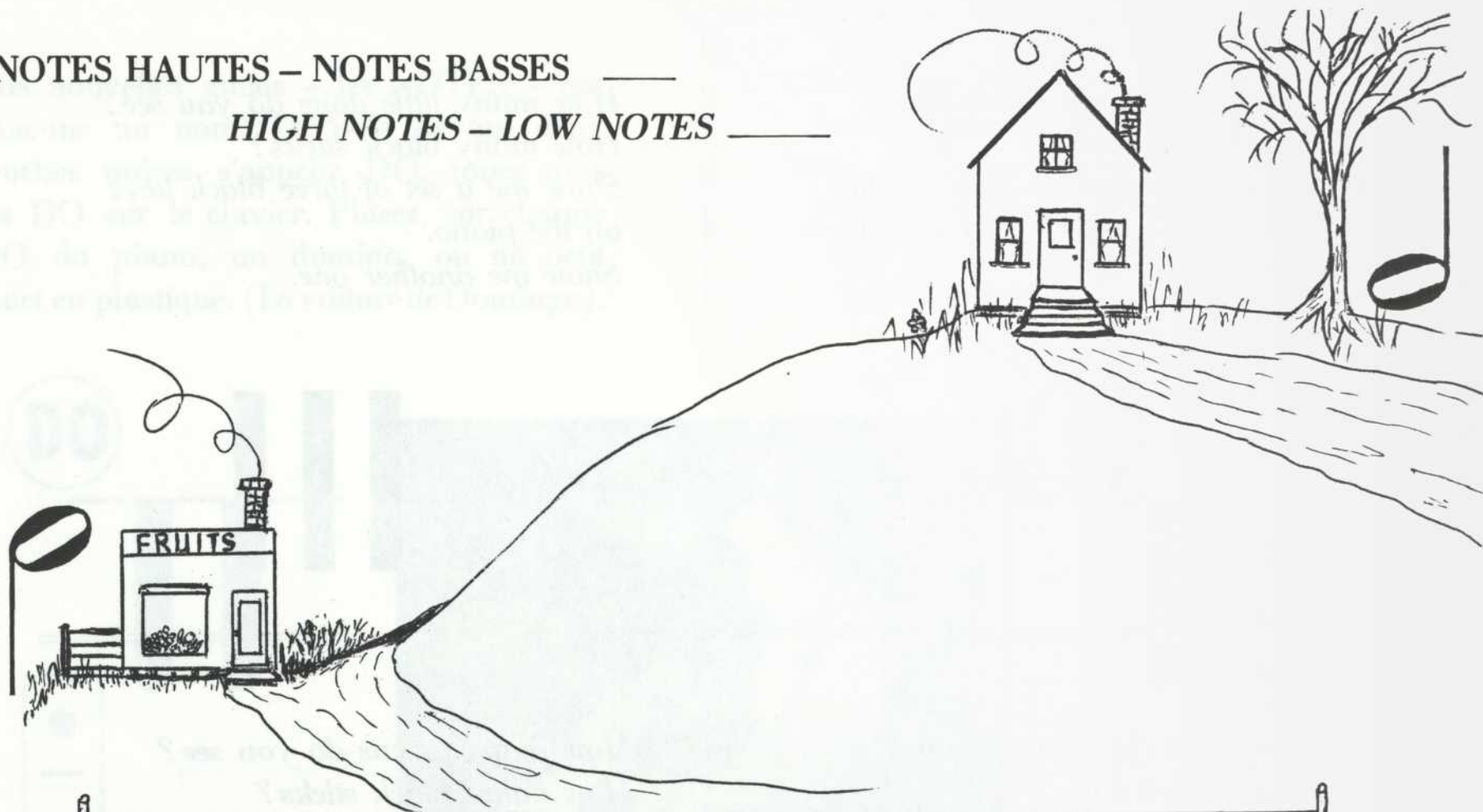
12

Les notes hautes  
demeurent à droite  
dans la "Haute-ville".

*The high notes live on  
the right hand side in  
"Upper-Town"*

NOTES HAUTES – NOTES BASSES ———

*HIGH NOTES – LOW NOTES ———*



Montrez-moi une note haute sur la portée.  
Montrez-moi une note basse.  
Jouez une note haute sur le piano.  
Jouez une note basse sur le piano.

*Point to a high note on the staff.  
Point to a low note.  
Play a high note on the piano.  
Play a low note on the piano.*

Combien de petits chiens voyez-vous?  
Combien de bâtons noirs?  
Montrez-moi un groupe de trois touches  
noires sur le piano; puis d'autres groupes  
de trois touches noires.



*How many little dogs do you see?  
How many black sticks?  
Show me a set of three black keys  
on the piano.  
Show me another one.*



Combien de petits chats voyez-vous?  
Combien de bâtons noirs?  
Montrez-moi un groupe de deux  
touches noires sur le piano?  
Montrez-m'en d'autres.



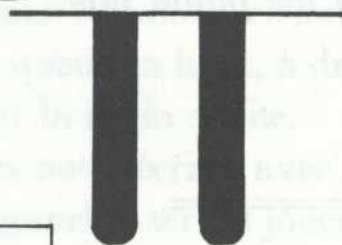
*How many kittens do you see?  
How many black sticks?  
Show me a set of two black keys  
on the piano.  
Show me another one.*



Vos nouvelles amies – les NOTES – ont chacune un nom. La note devant deux touches noires s'appelle DO. Jouez tous les DO sur le clavier. Placez, sur chaque DO du piano, un domino, ou un petit jouet en plastique. (La voiture de Domingo).

*Your new friends – the NOTES – each have a name. The note in front of the two black keys is called C. Play all the C's on the piano. Place a domino, or a small plastic toy (Cindy's car) on all the C's of the piano.*

DO



C

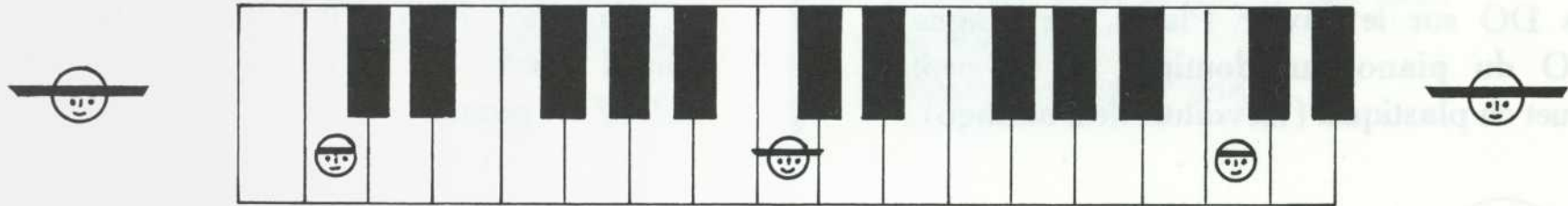


Voyez le découpage à la fin du cahier. Découpez 4 cartons "Domingo" et placez-les sur les DO de votre piano à la maison.

*See cut out at the end of the book. Cut out 4 cards and place them on the C's on your piano at home.*

Domingo Sans-Façon  
Porte un grand chapeau rond. (Page 4)

Cindy wears a large hat.  
Her car is parked on C. (Page 4)

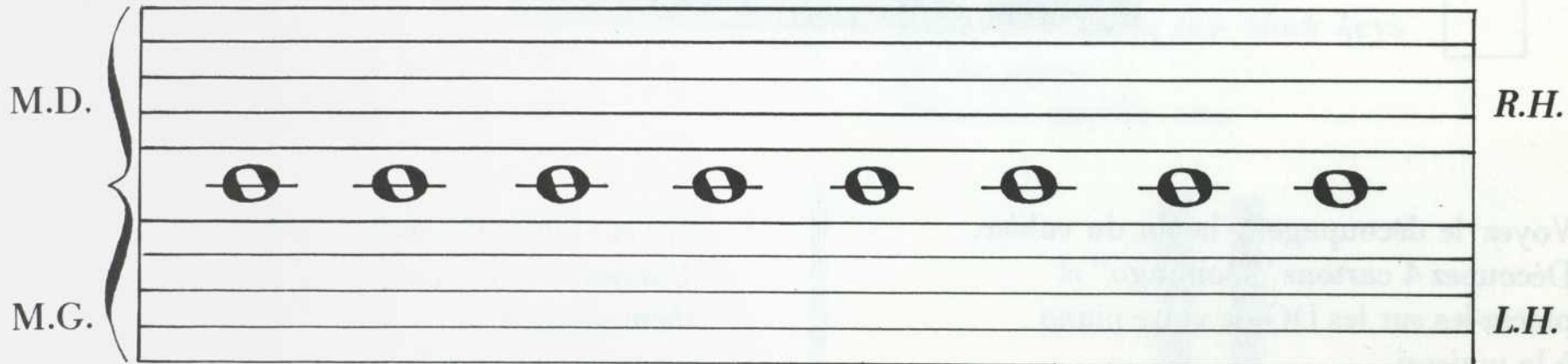


Le DO au centre du piano  
s'écrit avec une barre au centre.

The C in the middle of the piano has  
a line in the middle.

On écrit ce DO central entre la portée de  
la main droite et celle de la main gauche.

We write middle C between the right  
hand staff and the left hand staff.





Montrez-moi une feuille dont la queue est en haut.

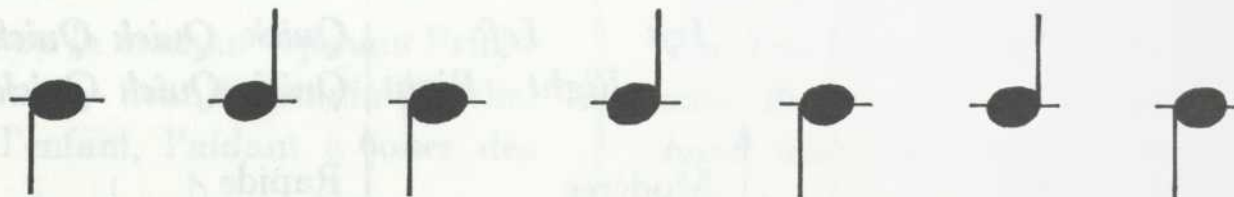
Montrez-moi une fleur dont la queue est en bas.



Dans ce cahier les notes écrites avec la queue en haut, à droite, seront jouées par la main droite.

Les notes écrites avec la queue en bas, à gauche, seront jouées par la main gauche.

Jouez ces DO, en disant:  
DO main gauche, DO main droite, etc...



Show me a falling leaf with the stem up.

Show me a flower with the stem down.



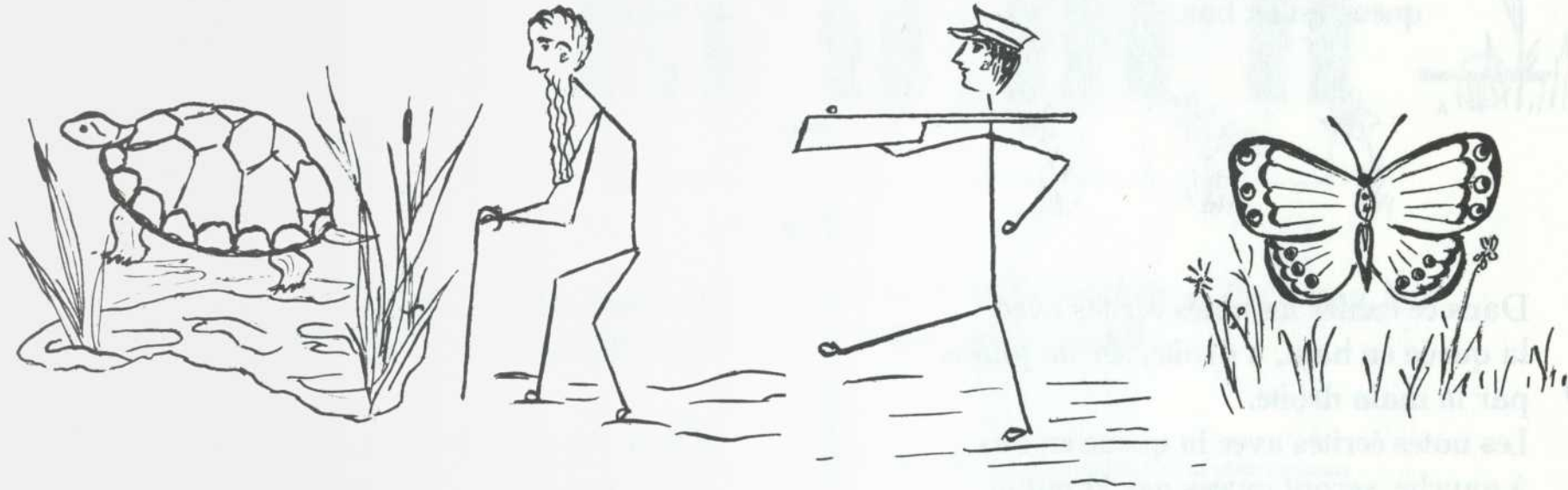
In this book the notes with the stem up will be played by the right hand.





The notes with the stem down will be played by the left hand.

Play these C's, saying  
C left hand, C right hand, etc...

RYTHME

RHYTHM



 Comptez 1 - 2 - 3 - 4 Count 1 - 2 - 3 - 4	 1-2 1-2	 Gauche Gauche Droite Droite Left Left Right Right	 Vite Vite Vite Vite 1-2-3-4 Vite Vite Vite Vite Quick Quick Quick Quick 1-2-3-4 Quick Quick Quick Quick
↑ Musique très lente <i>Very Slow Music</i>	↑ Lente <i>Slow Music</i>	↑ Modérée <i>Marching Music</i>	↑ Rapide <i>Quick Music</i>

PREMIER DUO

Élève – *Pupil* – (secondo)

Compter: 1, 2, 3, 4 – 1, 2 – gauche, droite; vite, vite...

Le professeur ou la maman – jouant Primo de la main droite – tient, de la main gauche, la main de l'enfant, l'aidant à jouer des

sur DO.

FIRST DUET

Professeur – *Teacher* – (primo)

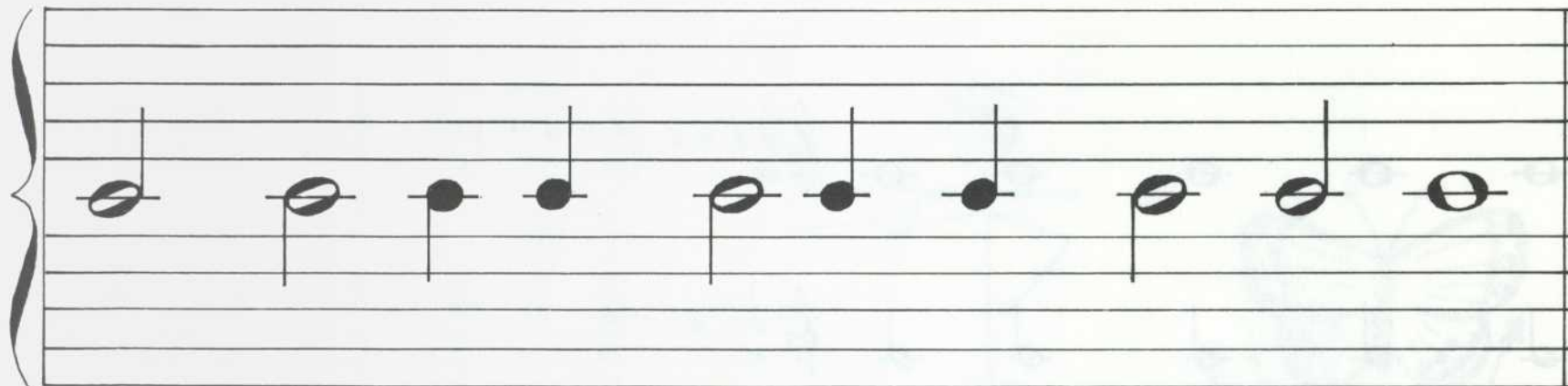
Count: 1, 2, 3, 4 – 1, 2 – Left, right; quick, quick ...

The Teacher or the Mother – playing Primo with the right hand – holds the pupil's hand with the left hand, thus helping the child to play

on C.

QUI PORTE  
UN GRAND CHAPEAU ROND?  
DOMINGO – DO.

WHO WEARS A  
LARGE HAT?  
CINDY – C.



Dites: DO 2 DO 2 DO DO DO 2 DO DO DO 2 DO 2 DO 2, 3, 4.  
Say: C 2 C 2 C C C 2 C C C 2 C 2 C 2, 3, 4.

LA CHANSON DE DO (par imitation)

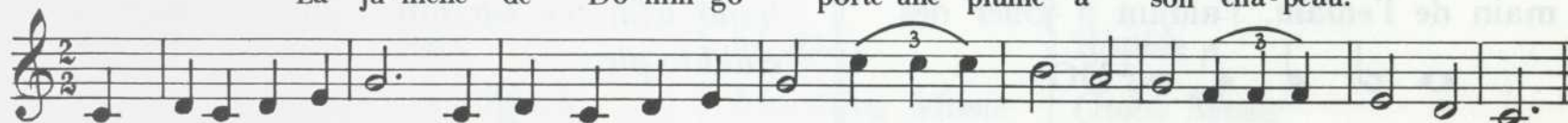
MIDDLE C SONG (by rote)



Middle C in Upper Town. Middle C in Lower Town.



La ju-melle de Do-min-go porte une plume à son cha-peau.



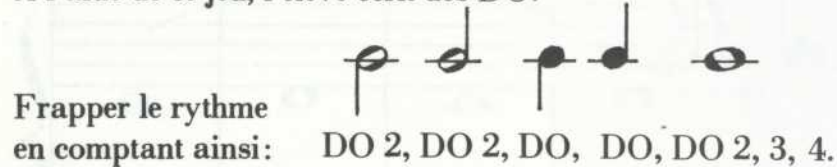
Do min-go Sans-Fa-çon Porte un grand cha-peau rond, Dans la Basse-Ville il va au bu-reau d'son Pa-pa.

## AU PROFESSEUR

1. Voir jeu musical N.D.S. série III :

“LA PORTÉE” (voir p. 4, illustration)

À l'aide de ce jeu, l'élève écrit des DO.



Un bâtonnet (ou un cure-dent) sert de queue à la note.

2. Voir jeu musical N.D.S., série II :

### “EXERCICES RYTHMIQUES”

Cartes no 1 à no 5 (voir p. 4)

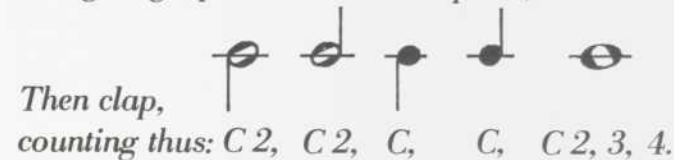
3. Les pages 8 à 21 forment un plan détaillé pour la première leçon.  
Pour les leçons suivantes, faire la révision des pages précédentes, enseigner une nouvelle note, se servir des jeux musicaux et compléter par des exercices de lecture dans un autre cahier, par exemple: “Keyboard Town” de Louise Robyn – Ed. Ditson.
4. Les petites chansons peuvent être omises, ou n'être utilisées que pour le travail de révision.  
Détruire les cartons découpés aussitôt qu'une note est apprise, afin d'éviter le désordre et la confusion.

## TO THE TEACHER

1. See musical game N.D.S. series III :

“THE STAFF” (See p. 4, illustration)

Using rings, pennies and tooth picks, write



The same game is used for each new note learned.

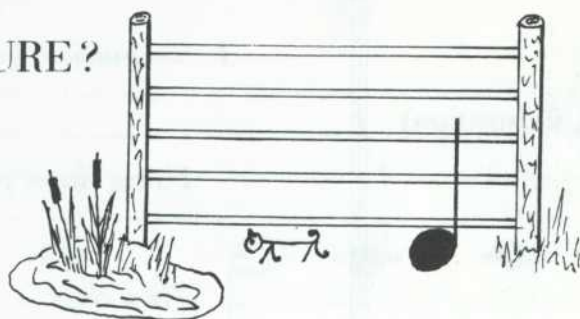
2. See Musical Game N.D.S., series II:

### “RHYTHM EXERCISES”

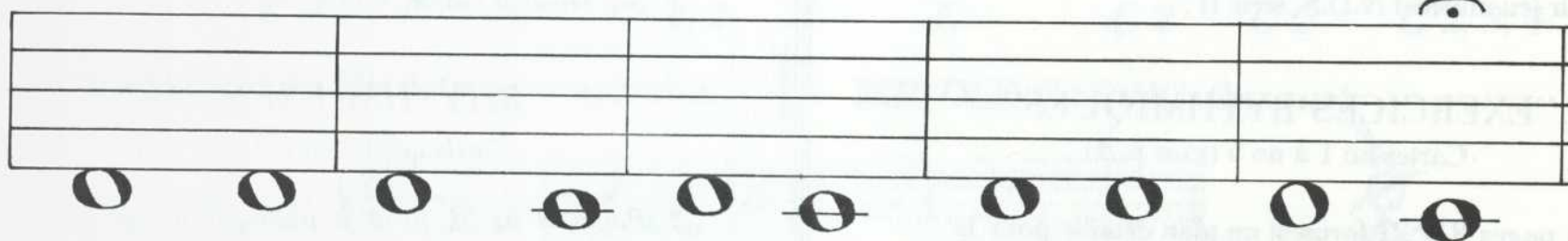
Cards no. 1 to no. 5 (See p. 4)

3. Pages 8 to 21 form a plan for the first lesson.  
During the following lessons, review previous pages, teach a new note, use Musical games and complete by reading exercises in another book, such as: “Keyboard Town” by Louise Robyn – Ed. Ditson.
- \* \* \* \*
4. The little songs may be omitted, or else used only when reviewing.  
Destroy the cards when a note is learned, so as to avoid disorder and confusion.

QUI PASSE SOUS LA CLÔTURE?  
LE PETIT CHIEN  
DE RAYMOND . . . RÉ



WHO GOES UNDER THE FENCE?  
LITTLE DOGGIE "DEE"



☞ Apprendre à l'enfant à écouter un son prolongé par un point d'orgue.

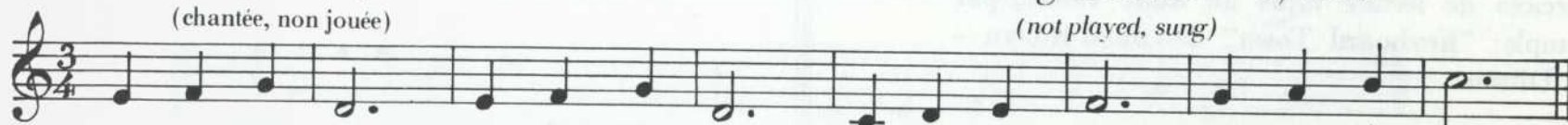
☞ Teach the child to listen to a sound prolonged by a pause.

La chanson de RÉ – par imitation.

Little song about D – by rote.

(chantée, non jouée)

(not played, sung)



Mon pe-tit chien Sous la clô-ture Re-gar-de bien Toutes les voi-tures.

Un - der the fence My lit - tle dog Go-ing up - town Fell in the mud.

LECTURE



READING

Compter ainsi: DO, 2, 3, 4 – RE, 2, 3, 4, etc...    *Count thus: C, 2, 3, 4 – D, 2, 3, 4, etc...*  
Seconde ligne: DO 2, RE, RE, DO 2, etc...    *Count 2nd line: C 2, D, D, C 2, etc...*

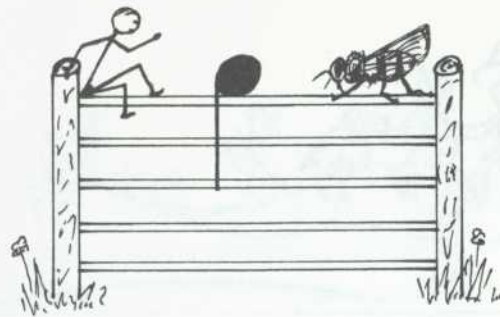
Voir découpage à la fin du cahier.

*See cut out at the end of the book.*

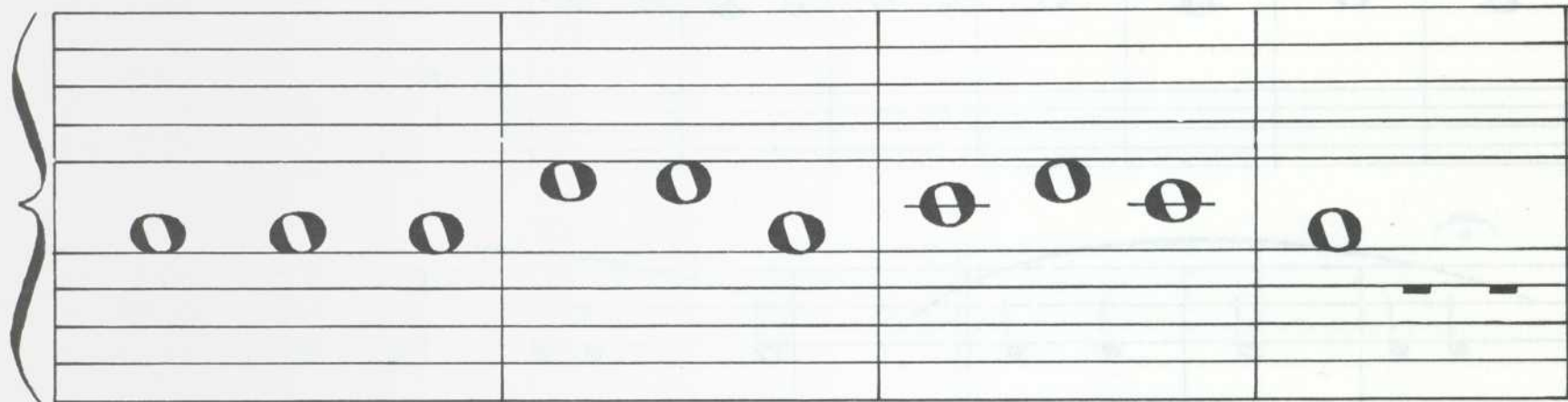
Moulage de la main: la niche du chien  
voir page 9.

*Hand building: the dog's kennel  
see page 9.*

QUI EST ASSIS SUR  
LA CLÔTURE?  
SIMON EST ASSIS - SI.



WHO IS SITTING ON  
THE FENCE?  
BILLY BEE.



LA CHANSON DE SI – par imitation. (Chantée, non jouée)

Si Si Si Si Si Si Le bour-donest as-sis, Il ne bu-ti-ne pas. Son miel tu n'auras pas.

THE B SONG  
– by rote  
(Sung, not played.)

Buzz, Buzz, Bu-sy Bee Don't you dare come to sting me.

## LECTURE

"Ma main est comme une ruche  
Pleine de petites abeilles"

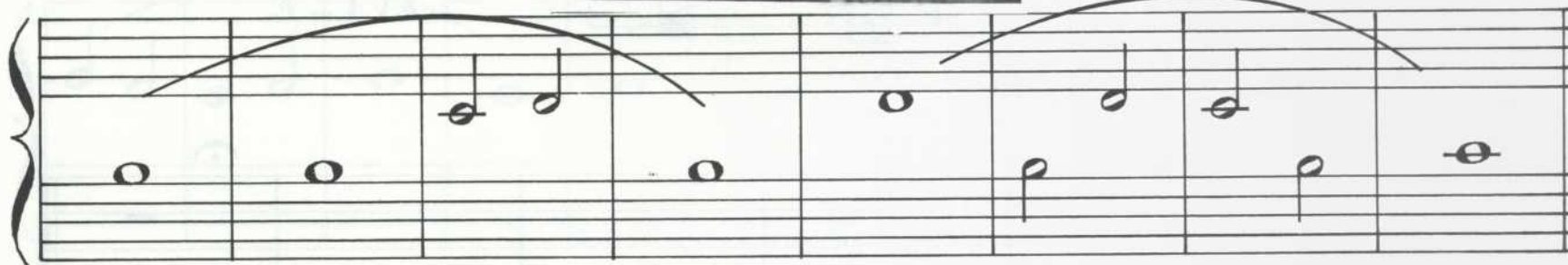


## READING

"My hand is a bee-hive  
It is full of busy bees"

said SHERRI KIRSHNER

4 years old



Compter: SI, 2, 3, 4 – DO 2, RE 2, etc..

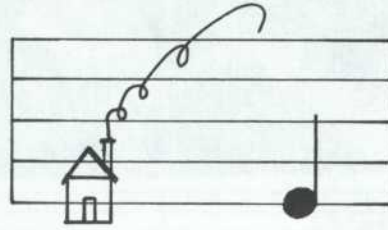
Moulage de la main: la ruche



Count B, 2, 3, 4 – C 2, D 2, etc...

Hand building: the bee-hive

QUI DEMEURE SUR LA  
PREMIÈRE AVENUE,  
DANS LA HAUTE-VILLE?  
MIMI – MI.



WHO LIVES ON THE  
FIRST AVENUE  
IN UPPER TOWN?  
EVA – E.

PIANO VILLE CITY

HAUTE-V. UPPER-T.  
BASSE-V. LOWER-T.

LA CHANSON DE MI – par imitation. (Chantée, non jouée)



La mai-son de Mi-mi sur la pre-mière av'-nue sous le toit de ma mie je suis le bien-ve - nu.

THE E SONG – by rote.  
(Sung, not played)



E-va's house on 1st Street, Not a mouse will you meet.



MIMI

EVA

FAIS DODO

DUO - PRIMO

GO TO SLEEP

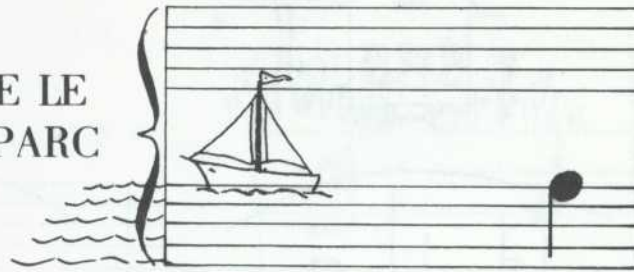
DUO - SECONDO

Le maître  
The teacher

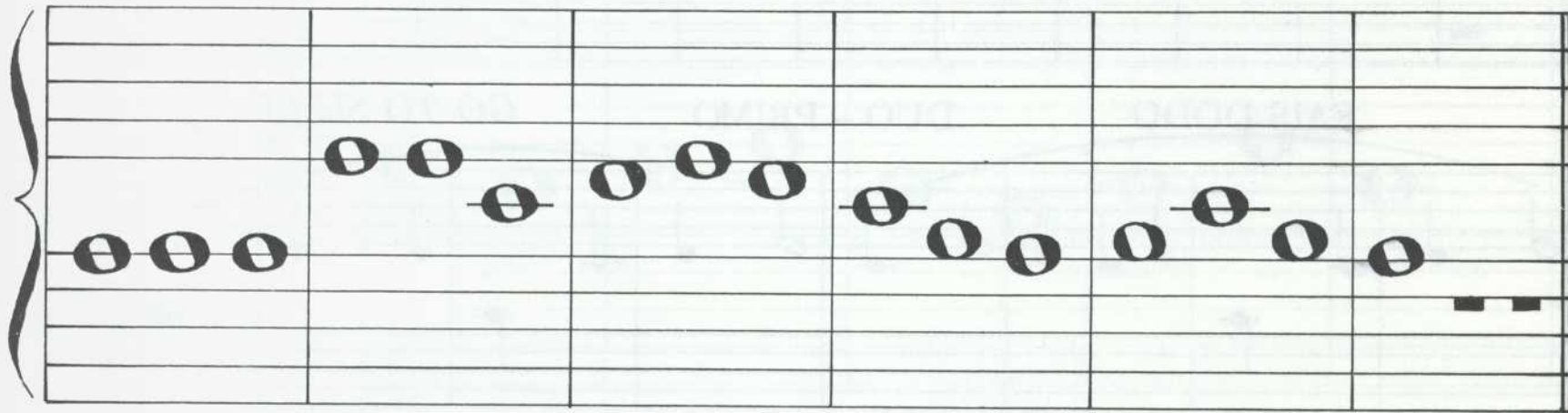
DUO: 8<sup>va.</sup> ad libitum.

Moulage de la main: la maison de Mimi  
Hand building: Eva's house

QUI FLOTTE COMME LE  
PETIT BATEAU DU PARC  
LA FONTAINE? LA



WHAT FLOATS ON THE  
WATER?  
ANDY'S BOAT—A



LA CHANSON DE LA—par imitation.

(Non jouée, chantée.)



Dans le parc La-Fon-taine Mon ba-teau flott' sur l'eau.



THE A SONG—by rote

(Sung, not played.)



An-dy's boat See it float, Half un-der, Half o-ver the wa-ter.

LECTURE: LA - MI



READING: A - E

Musical notation for the first system, labeled '3' on the left. It consists of two staves. The upper staff has a treble clef and contains a sequence of notes: G4, A4, B4, C5, D5, E5, D5, C5, B4, A4, G4. The lower staff has a bass clef and contains notes: G3, A3, B3, C4, D4, E4, D4, C4, B3, A3, G3. A large slur covers the entire sequence.

Musical notation for the second system, labeled '4' on the left. It consists of two staves. The upper staff has a treble clef and contains notes: G4, A4, B4, C5, D5, E5, D5, C5, B4, A4, G4. The lower staff has a bass clef and contains notes: G3, A3, B3, C4, D4, E4, D4, C4, B3, A3, G3. There are four slurs, each covering a pair of notes in both staves.

1. Comptez les 2 premières lignes ainsi:  
LA 2 point - MI 2, DO, LA 2, DO -  
MI 2 point.

2. Frappez le rythme suivant en comptant:

1, 2, 3, 4 - 1, 2, 3

Rhythmic notation in 4/4 time. It shows four measures:  $\frac{4}{4}$  quarter notes G, A, B, C;  $\frac{4}{4}$  quarter notes D, E, D, C;  $\frac{4}{4}$  quarter notes B, A, G, F;  $\frac{4}{4}$  half note G. Below each measure are the counts: 1-2-3-4, 1-2-3-4, 1-2-3-4, 1-2-3-4.

Moulage de la main: le bateau passe sous le pont

Count the above: A 2, DOT, - E 2, C,  
- A 2, C, etc...

Clap the following rhythm, counting:  
1, 2, 3, 4.

$\frac{4}{4} = \frac{4}{4}$   $\frac{3}{4} = \frac{3}{4}$

Rhythmic notation in 3/4 time. It shows four measures:  $\frac{3}{4}$  quarter notes G, A, B;  $\frac{3}{4}$  quarter notes C, D, E;  $\frac{3}{4}$  eighth notes G, A, B, C, D, E;  $\frac{3}{4}$  quarter note G. Below each measure are the counts: 1-2-3, 1-2-3, 1-2-3, 1-2-3.

Hand building: the boat under the bridge



L'AMI SIMON

ANDREW'S FRIEND



4/4

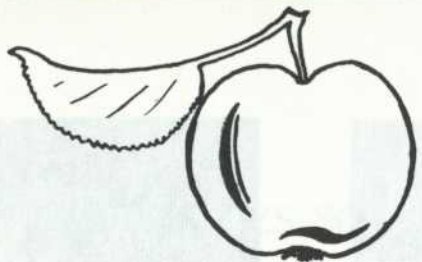
L'ami de Ré - mi est bien las; "Toc - toc" fait Si-mon "Qui est là?"

C'est ton p'tit a - mi qui est as - - sis Tout près de ta por - te; "Ou - vre - la."

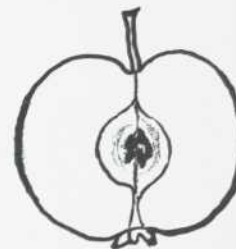
Un duo avec maman: Primo 8<sup>va</sup>.  
 Duo, secondo, loco.

Duet with Mother: Primo 8<sup>va</sup>.

Le maître  
 The teacher



# 1 - 2 <sup>et</sup> and 3



Duo primo 8va.

**SOLO** – Compter ainsi: “Noire, croche, croche, noire; noire, noire, noire; noire, croche, croche, noire; blanche, 2, noire; blanche, 2, point; etc...”

Duo – secondo

Le maître  
The teacher

Frappez le rythme en comptant: ronde 2, 3, 4, etc.



Clap the rhythm counting: Whole 2, 3, 4, half 2, etc.

Ronde 2_3_4	Blanche 2 Blanche 2	Noire Noire Noire Noire	croche croche croche croche	Ronde 2_3_4
Whole 2_3_4	Half 2 Half 2	Quarter, Quarter, Quarter..... or left, right, left, right.	8th 8th 8th 8th 8th 8th 8th 8th	Whole 2_3_4

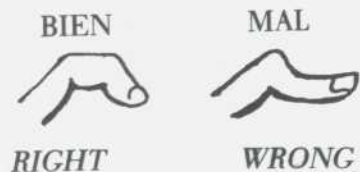
## GYMNASTIQUE — GYMNASTICS



Ex. 1

Pressez le bout du doigt (2e, 3e, 4e, puis 5e) sur le rebord d'une table, ou comme indiqué sur la photo pour consolider les phalanges.

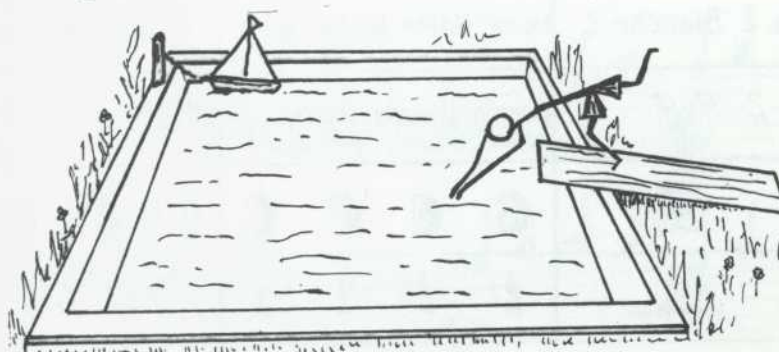
*Press the 2nd., the 3rd., the 4th., then the 5th. finger on the wooden frame of the keyboard, as illustrated on the photo, to strengthen the joints of each finger.*



Ex. 2

"Plongez": avec le 3e doigt, plongez sur tous les LA, les MI, les DO, les SI, les RÉ; tel qu'illustré sur la photo.

*"Diving": with the 3rd. finger, dive on all the A's, the E's, the C's, the B's, the D's, as illustrated on the photo.*

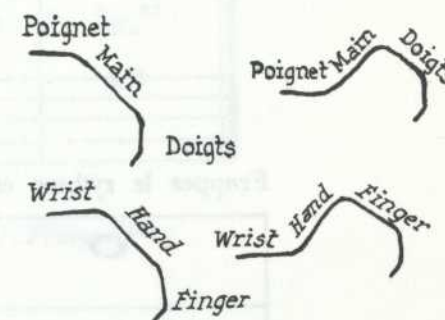


### 3 MOUVEMENTS

"PLONGE"—sur 3e doigt; poignet et avant-bras tombant d'assez haut (environ 5 pouces au-dessus du clavier).

"BAISSE"—le poignet, arrondissant les doigts et la main.

"REMONTE"—le poignet et l'avant-bras.



### 3 MOVEMENTS

"DIVE"—on 3rd finger, wrist and forearm about 5 inches over the keyboard.

"LOWER THE WRIST"—shaping the hand and fingers properly.

"GO UP AGAIN"—wrist and forearm high, as before.

LES SOURCILS

Ceux de bébé, ceux de Papa

EYE BROWS

Baby brother's and Daddy's

A musical score for a duet. It consists of two staves. The top staff is a treble clef with a 3/4 time signature. The bottom staff is a bass clef with a 3/4 time signature. The music is written in a simple, rhythmic style with eighth and quarter notes. A large slur covers the entire piece. The piece is divided into two sections: 'LES SOURCILS' and 'EYE BROWS'. The score ends with a double bar line and repeat dots.

En duo: Jouer 3 fois

DUO – SECONDO

As a duet: Played 3 times

COULÉ – Phrasé: Respiration musicale.

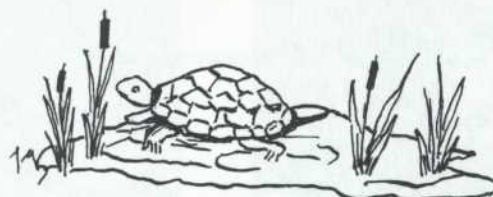
SLURS – Phrasing: Musical Breathing

DUO – PRIMO

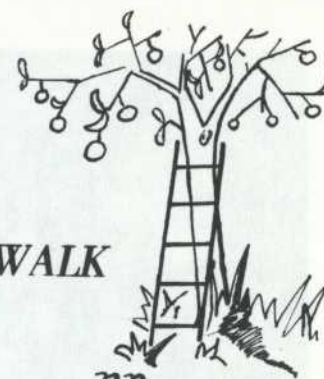
Le maître  
The teacher

A musical score for a solo piece. It consists of two staves. The top staff is a treble clef with a 3/4 time signature. The bottom staff is a bass clef with a 3/4 time signature. The music is written in a simple, rhythmic style with eighth and quarter notes. A large slur covers the entire piece. The piece ends with a double bar line and the word 'FINE'. The bottom staff ends with 'D.C. al fine'.

LA PETITE TORTUE  
APPREND À MARCHER



BABY TURTLE  
LEARNING TO WALK



*P* 3 3 3 *pp*

*mf*

DUO - PRIMO 8va.

Le maître  
The teacher

*pp*

♯ Une "petite échelle"; elle hausse une note d'un demi-ton

♯ A "small ladder": it raises a note a semitone

FRÈRE JACQUES



BROTHER JAMES

DUO PRIMO 8va.

DUO SECONDO *Le maître*  
*The teacher*



LA SAUTERELLE ET L'ESCARGOT

THE GRASSHOPPER AND THE SNAIL

Staccato – Legato

Musical score for piano accompaniment, measures 1-8. The right hand plays a melody of quarter notes, and the left hand plays a bass line of quarter notes. A slur covers measures 5-8.

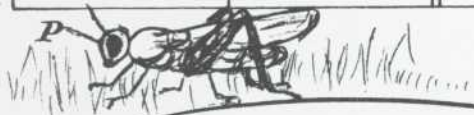
CONTRASTE

CONTRAST



m.d. forte e legato  
 m.s. piano e staccato

Musical score for piano accompaniment, measures 9-16. The right hand plays a melody of quarter notes with repeat signs, and the left hand plays a bass line of quarter notes with repeat signs. A slur covers measures 13-16.



DUO – PRIMO M.D.      SECONDO M.S. (Gauche – Left)

Le maître  
 The teacher

Musical score for the teacher's part, measures 17-24. The right hand plays a melody of quarter notes with a slur over measures 17-24.

m.s.  
 Secondo  
 Élève  
 Pupil

Musical score for the pupil's part, measures 17-24. The right hand plays a bass line of quarter notes.

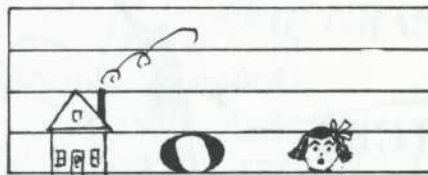
DE BONNE HUMEUR, MALGRÉ  
LA PLUIE. (Mode mineur.)



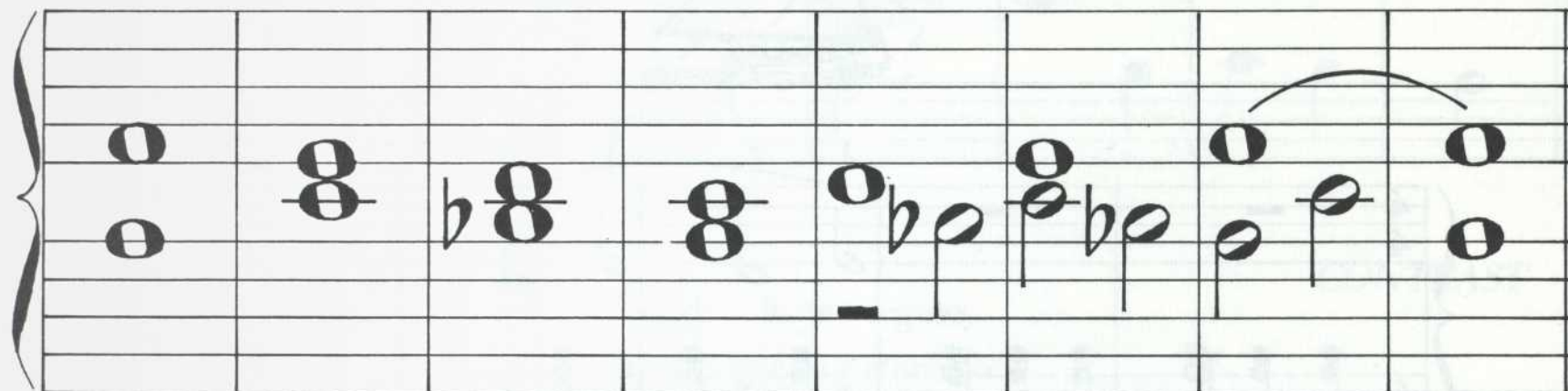
IN GOOD HUMOUR, IN SPITE OF  
RAINY WEATHER. (Minor mode.)

The musical score is written for piano in 4/4 time. It consists of two systems of staves. The first system has a grand staff with two treble clefs and two bass clefs. The first two measures of the first system contain whole rests in both hands. The third measure begins the melody in the right hand with a quarter note G4, followed by quarter notes F4, E4, and D4. The left hand provides accompaniment with chords. The second system continues the piece, with the right hand playing a sequence of quarter notes: G4, F4, E4, D4, C4, B3, A3, G3. The left hand continues with accompaniment. Fingerings are indicated by numbers 1, 2, 3, and 4 above or below notes. The piece concludes with a final chord in the right hand and a quarter rest in the left hand.

QUI EST LA VOISINE DE MIMI?  
FANNY – FA.



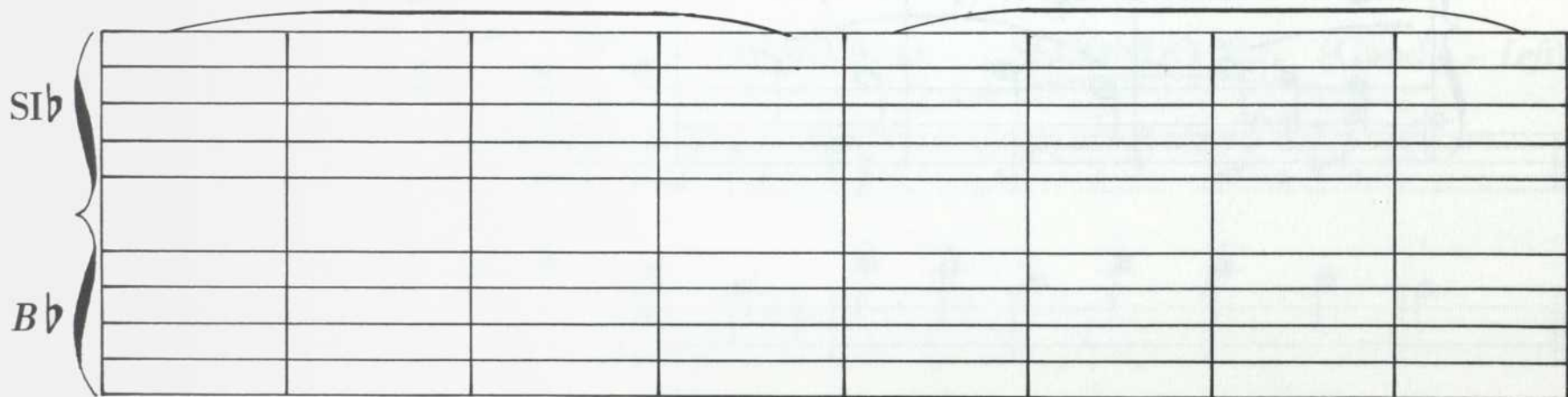
WHO IS EVA'S NEIGHBOUR?  
FANNY – F.



Exercice de lecture sur 6 notes,  
de LA à FA; composé par l'élève,  
et copié dans le cahier  
par le professeur.

COMPOSITION

Reading exercise of 6 notes,  
from A to F; composed by the  
pupil, and copied in the book  
by the teacher.



**b** Un signe avec "une petite bosse": il baisse la note d'un demi-ton

**b** A sign with "a hump" on its back: it lowers the note a semitone



LE DINDON FÂCHÉ  
COURT APRÈS FANNY.



THE FUNNY TURKEY  
RUNS AFTER FANNY.



*Poco accelerando* 4

La chanson de FA. (Par imitation.)

The F Song. (By rote.)

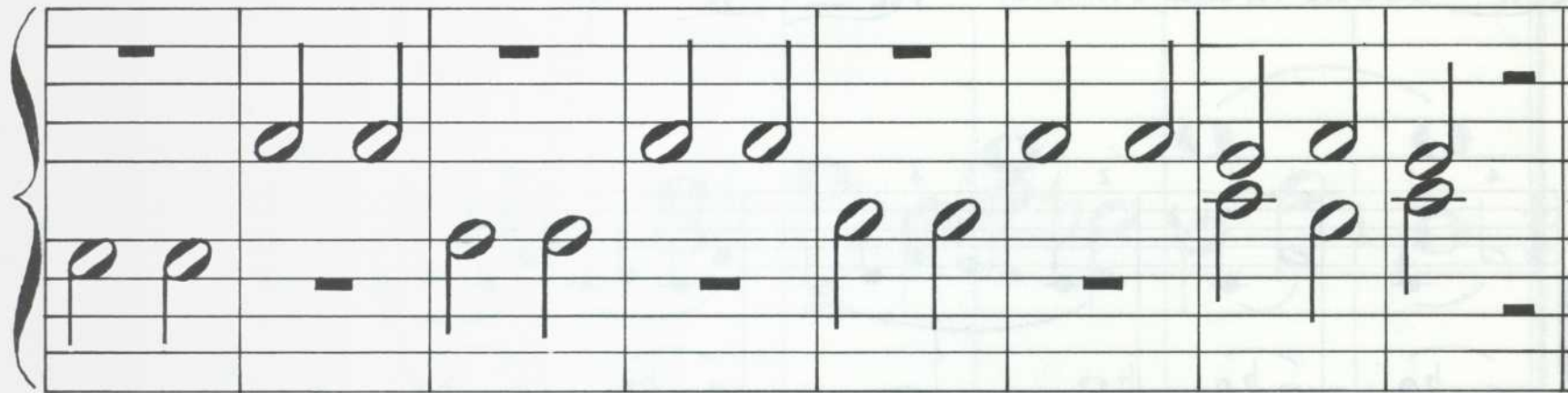
Fan-ny, Fan-ny, Fan-ny, Prend une plume au din - don ce- lui- ci est fâ - ché Et la pince au ta - lon.

Fan-ny, Fan-ny, Fan-ny Plucked a pret-ty fea - ther See the an - gry turkey Quickly run-ning af-ter.

PRÈS DU PARC  
LAFONTAINE, LE CHEVAL  
DU SOLDAT – SOL.



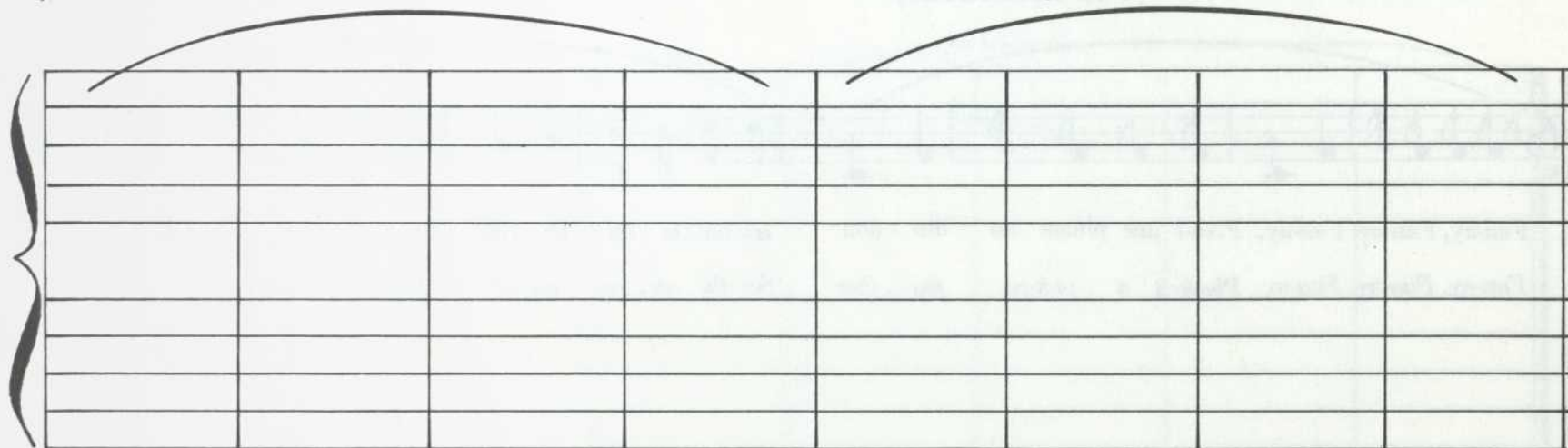
NEAR ANDY'S BOAT,  
GEOGIE'S HORSE –  
"GEE-GEE."



Exercice de lecture sur 7 notes  
de SOL à FA; composé par l'élève  
et copié dans le cahier par le  
professeur.

COMPOSITION

*Reading exercise on 7 notes,  
from G to R, composed by the  
pupil and copied in the book  
by the teacher.*



## IMPROVISATION – COMPOSITION

### Encourager chez l'enfant le goût de l'improvisation

#### Suggestions pratiques:

1. Demandez à l'enfant de composer lui-même ses exercices de lecture; pages 38, 40, 50, 52, 54.
2. Suggérez à l'enfant d'improviser un membre de phrase de 4 mesures: "une question".  
Pour la leçon suivante, il devra composer une seconde phrase, réponse logique à la première.
3. Si l'expérience réussit, inviter l'enfant à améliorer son thème, à ajouter quelques accords: 3ces, 6tes.
4. Pour donner du relief au thème de l'élève, le professeur pourra l'harmoniser, en faire un petit duo, ajouter des variations.

À TITRE D'EXEMPLES, VOIR QUELQUES COMPOSITIONS  
D'ENFANTS D'ÂGE PRÉSCOLAIRE : PAGES 42 À 46.

#### 3 jeunes compositeurs



Jean-François TREMBLAY, p. 42-43.

N'oubliez pas la gymnastique:

Les crochets. La niche. Le citron. Les plongeurs.



Mitchell GOLDMAN, composition p. 46.

Don't forget the gymnastics:

The hooks. The kennel. The lemon. The diving exercises.



Shelley KATZ, composition p. 45.

### Encourage Children to improvise

#### Practical Suggestions:

1. Ask the child to compose his own reading exercises: pages 38, 40, 50, 52, 54.
2. Ask the pupil to improvise a 4-bar melody: "a questioning phrase".  
For the following lesson, the pupil should prepare the "answering phrase".
3. Invite the child to improve his theme, to add simple chords, thirds, sixths.
4. The teacher may improve the pupil's theme by transforming it into a duet, by adding variations.

FOR ILLUSTRATION OF THE ABOVE, SEE PAGES 42 to 46  
COMPOSED BY PRE-SCHOOL CHILDREN

#### 3 tiny composers

DEUX EXERCICES DE LECTURE:  
7 NOTES

TWO READING EXERCISES: 7 NOTES

JEAN-FRANÇOIS

Duo 8<sup>va</sup>.

Primo Jean-François TREMBLAY, 5 ans

ÉLÈVE  
PUPIL

Le maître  
The teacher

*p*

Secondo S.G.

DEUX EXERCICES DE LECTURE:  
8 NOTES

TWO READING EXERCISES: 8 NOTES

Primo Jean-François TREMBLAY

Duo 8<sup>va</sup>.

ÉLÈVE  
PUPIL

Le maître  
The teacher

FINE

Secondo S.G.



JEAN-FRANÇOIS

"LES VAGUES"  
dit Jean-François

*Duo - Primo 8va.*

"THE WAVES"  
said the composer

ÉLÈVE  
PUPIL

*Duo - Secondo*

Le maître  
The teacher

"THE LOVELY EVENING"

said Robert

ROBI BAUER Photo p. 5

DUO - PRIMO

Primo S.G.

Le maître  
The teacher



DUO - SECONDO

ROBERT BAUER  
5 year old -

ÉLÈVE  
PUPIL




Mélodie pour violoncelle\*

DUO - PRIMO 8<sup>va</sup>.

Cello Melody\*  
Primo par  
by ROBERT BAUER

ÉLÈVE  
PUPIL



Secondo S.G.

Le maître  
The teacher



\*Ceci fait suite à la page 24 du cahier de lecture, Keyboard Town par L. Robyn

\*This follows page 24 in the Reader, Keyboard Town by L. Robyn

PAUVRE BONHOMME DE NEIGE

THE WOUNDED SNOWMAN



Secondo SHELLEY KATZ

*Staccato e leggiero*

DUO - PRIMO

Primo S.G.

Musical notation for the Duo - Primo section, featuring a treble clef, 2/4 time signature, and various notes with fingerings (4 3, 4 3, 2 1, 1).

DUO - SECONDO

SHELLEY KATZ  
5 ans - 5 years old

Élève  
Pupil

Musical notation for the Duo - Secondo section, featuring a grand staff with treble and bass clefs, 2/4 time signature, and dynamic marking *pp*.

Prima volta: Secondo Solo

Seconda volta: Secondo con Primo

Ossia

*Staccato* 8<sup>va.</sup>

Musical notation for the Ossia section, featuring a treble clef, 2/4 time signature, and various notes with fingerings (2 1, 1, 4, 1 2, 5, 2 1, 1 2 3 4, 2 1).

L'ÉLÉPHANT ET LE SINGE

THE ELEPHANT AND THE MONKEY

Mitchell GOLDMAN

DUO – SECONDO 8 Bassa

MITCHELL GOLDMAN

Élève – Pupil

Composé à 4 ans

Composed at 4 years old

Prima Volta: Secondo Solo

8<sup>va</sup> Bassa.....

8<sup>va</sup> Bassa.....

m.d.

N.B. - La main gauche de cette dernière section n'est pas lue par l'élève; le professeur explique seulement que le premier thème est joué par les deux mains et que le duo se termine par l'avant-dernier "LA" du clavier, la main droite croisant par-dessus la gauche.

N.B. - The left hand of this section is not read by the pupil; the teacher explains that both hands are playing the 1st theme in octaves. The duet is ending by a low "A". The right hand crossing over the left.



DUO - PRIMO s.g.

8va

8

*Legato*

8va

*Con pedale ma non legato*

UN COMPOSITEUR CANADIEN, À QUI NOUS AVONS SOUMIS LES PAGES 45 A 47, A BIEN VOULU ENCOURAGER NOS JEUNES PIANISTES PAR D'HEUREUSES SUGGESTIONS SUR LA MANIÈRE DE TRAITER UN THÈME ENFANTIN.

PIANO II  
*P*

PIANO I  
L'enfant  
The Child  
*f*

PIANO III  
*P*

*mf*

*sf*

*mf*

Pianos I and II

Ossia P. I and III

Ossia P. I and II and III  
(Papa, Maman et enfant) Trio

3 VERSIONS POSSIBLES: I-II, I-III, et I-II-III, dans cette dernière version, la phrase de mesures 1 à 4 pourrait être jouée seule par le P. I, puis reprise par tous. Ensuite la phrase de la fin seule, elle aussi reprise par tous. Ce serait plus féérique. Le thème se prêterait aussi à des variations. Exemple avec une autre basse:

Ossia: Variations

etc...

Pages 45 to 47 were submitted to a Canadian composer, who kindly encouraged teachers of young improvisers, by giving the above suggestions: various ways of developing a pupil's theme.

LES CHEVAUX DE BOIS



THE WOODEN HORSES

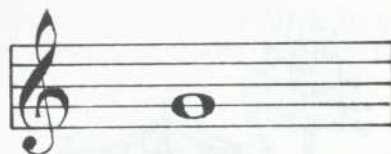
Musical notation for the first system, featuring a treble and bass clef with a 2/4 time signature. The treble staff contains a melodic line with a triplet of eighth notes in the first measure, followed by a quarter note, a half note, and a quarter note. A slur covers the last three measures, with fingerings 3, 2, and 1 indicated above. The bass staff contains a bass line with a half note, a quarter note, and a quarter note. Fingerings 1, 4, 2, 4, 3, 4, and 2 are indicated below the staff.

Musical notation for the second system. The treble staff has a half note, a quarter note, and a quarter note. A slur covers the last three measures with fingerings 4, 5, and 4 above. The bass staff has a half note, a quarter note, and a quarter note. Fingerings 2, 3, 2, and 1 are indicated below the staff.

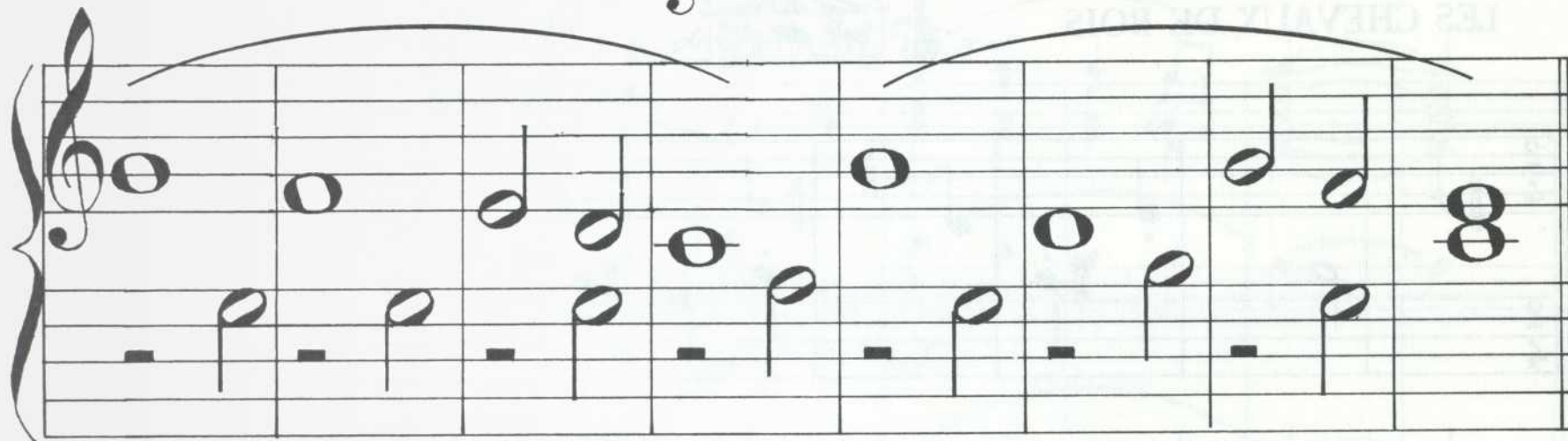
Ossia | |

Musical notation for the third system. The treble staff has a half note, a quarter note, and a quarter note. A slur covers the last three measures with fingerings 3, 3, and 3 above. The bass staff has a half note, a quarter note, and a quarter note. Fingerings 1, 3, 3, 3, and 3 are indicated below the staff.

LECTURE



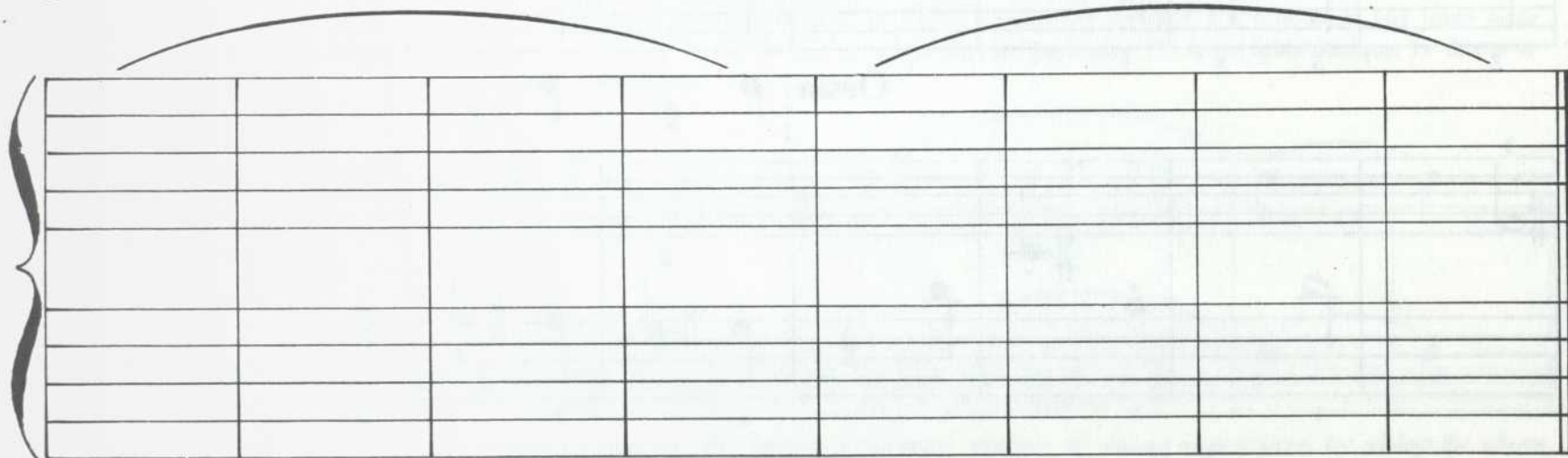
READING



Exercice de lecture sur 8 notes,  
de SOL à SOL; composé par l'élève  
et copié dans le cahier par le  
professeur.

COMPOSITION

*Reading exercise of 8 notes,  
from G to G; composed by the  
pupil and copied in the book  
by the teacher.*





# FLOCONS DE NEIGE



# SNOW FLAKES



Musical score for 'FLOCONS DE NEIGE' in 2/4 time. The score consists of two systems of piano accompaniment. The first system has six measures. The right hand features a melody with eighth and sixteenth notes, including triplets and a four-note slur. The left hand provides a bass line with chords and single notes. Fingerings are indicated by numbers 1-4. The second system has four measures, continuing the melody and bass line with similar rhythmic patterns and fingerings.

Musical score for 'SNOW FLAKES' in 2/4 time. The score consists of two systems of piano accompaniment. The first system has four measures. The right hand features a melody with eighth and sixteenth notes, including triplets and a four-note slur. The left hand provides a bass line with chords and single notes. Fingerings are indicated by numbers 1-4. The second system has four measures, continuing the melody and bass line with similar rhythmic patterns and fingerings.

*N.B.* – Si les dernières pièces sont trop difficiles pour un très jeune élève, on peut passer au 2e volume “JE VEUX JOUER DU PIANO” (40 pièces des 5, 6, 7, 8 notes, jusqu’à 4 octaves).

*N.B.* – If the last pieces seem too difficult for a very young pupil, proceed to volume 2, “I WANT TO PLAY A PIECE” (40 little pieces with 5, 6, 7, 8 notes, up to 4 octaves).

LECTURE

READING

A musical score for a reading exercise, consisting of two staves (treble and bass clef) with a brace on the left. The score is divided into two sections by a double line. The first section contains four measures of music, each with a whole note chord in the treble clef and a whole note chord in the bass clef. The second section contains four measures of music, each with a whole note chord in the treble clef and a whole note chord in the bass clef. A large slur covers the entire second section.

Exercice de lecture  
comme à la page 38

COMPOSITION

Reading exercise  
as on page 38

An empty musical score for a composition exercise, consisting of two staves (treble and bass clef) with a brace on the left. The score is divided into two sections by a double line. Each section contains four empty measures. A large slur covers the entire second section.

LA SOURIS SOLITAIRE



THE LONELY MOUSE

Primo 8<sup>va</sup>.

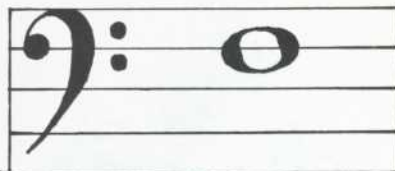


DUO – SECONDO

Élève – Pupil



LECTURE



READING

*p*

*mf*

COMPOSITION

en fa majeur  
in F major 9 notes



ALLEGRO

1 2 3 2 3 4 2 3 2

*f* *mp* *p*

*p* 3 1 2 *mf* 1 2 *f*

*mf* *mp* *p*

5 2 5 2 1 2 3 2 3 4 *rit.*

*f* *rit.*

## ILLUSTRATION

### 1. DÉCOUPAGE I →

À la page indiquée (p. 15 pour DO, 23 pour RÉ), découpez les 4 petits rectangles portant l'illustration de la note étudiée. Les faire placer par l'élève sur le clavier, tel que suggéré aux pages 15, 23, etc.

### 2. DÉCOUPAGE II →

Comme plus haut: mais coupez les 2 carrés illustrant la note étudiée et placez-les sur "la portée" (jeu musical III, voir illustration, page 4).

Un très jeune amateur de lecture à vue et d'écureuils.

*Fond of squirrels and  
fond of sight reading.*



GEOFFREY HALE

4 ans

4 years old

### 1. CUT OUT I →

At the page indicated (p. 15 for C, 23 for D), cut out the 4 rectangles bearing the illustration of the note studied. Have the pupil place the small cards on the keyboard; as suggested on pages 15, 23, etc.

### 2. CUT OUT II →

As above: cut out the two squares bearing the illustration of the note studied. Have the pupil place these notes on the staff (musical game III, see illustration in page 4).

### 3. TABLEAU DE LECTURE →

Utilisé à partir de la page 44.  
Coupez sur la ligne pointillée et placez derrière les touches noires du clavier.

### 3. READING CHART →

Used from page 44.  
Cut out dotted line and place behind the black keys on the keyboard.

1.

SOL page 40 G	FA page 38 F	LA page 28 A	MI page 26 E	SI page 24 B	RE page 23 D	DO page 15 C

2.



Coupez ici ↴

Cut here ↴

3.

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