

# ANYBODY CAN PLAY

Bible Based  
Piano Lesson Materials

## Packet 2

ACTIVITIES  
FLASHCARDS  
GAMES  
SILLY SONGS

# PREFACE



This packet contains games and “hands on” additional activities to enhance the process of learning to read those treble clef notes from Middle C to the next C above. So, you can do some...or you can do all.

The Music Trail Game and the Card Match Game are very appropriate for group activities, but can be played by just a couple individuals as well.

Developed by Karla Crossett

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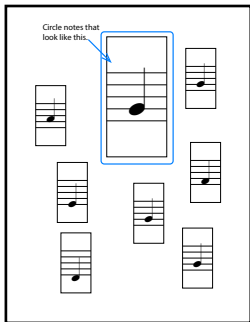
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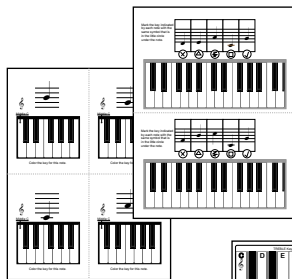
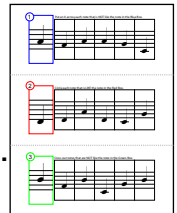
# The Tiny Flashcard Activities

The activities in this PDF are supplemental to the song portion of this packet. Use them only for students who need a little more help with recognition, etc.

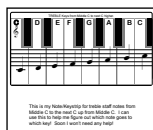


The initial cards are primarily for recognition. They are all intended for the student to see the placement of the notehead. These should help students who are still having to concentrate to recognize “same and different” when it comes to notation. The answer pages are large so students can check their own answers with ease, give them a chance to discuss the notes or make necessary changes.

The pages with the strips of notes should be cut along the dotted lines so each of the 3 sections is separate and causes no confusion.



The second type of notation flashcards are for “note to key” to make the students comfortable with seeing a note and knowing instantly which piano key is indicated. Cut these apart as well.

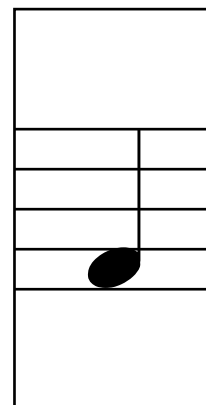
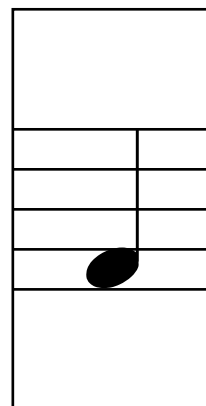
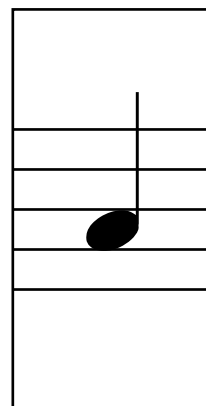
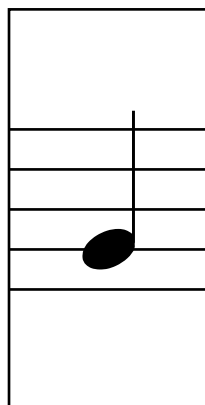
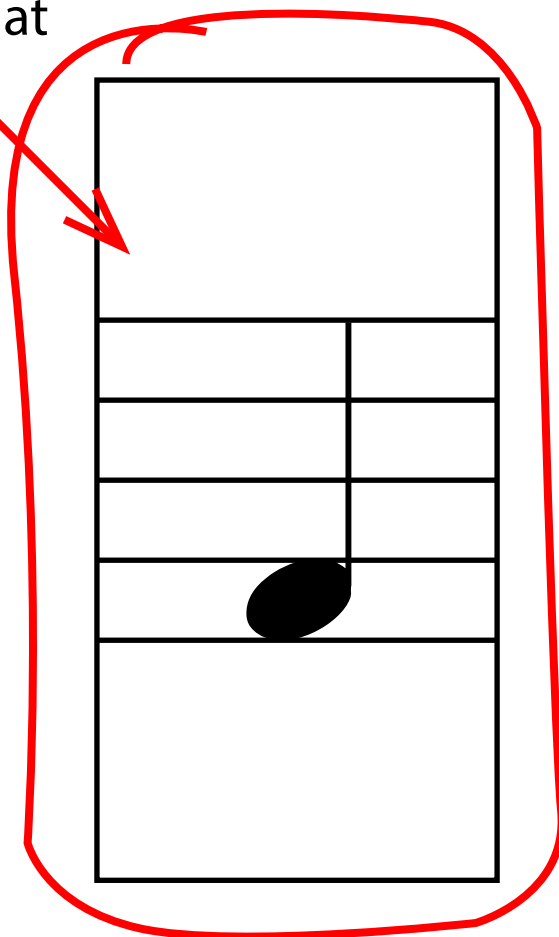
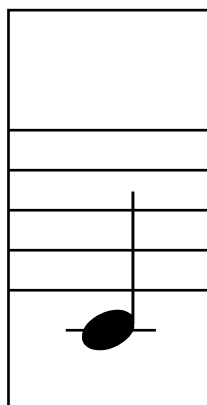
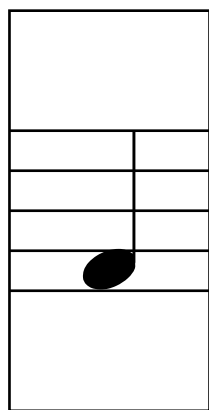
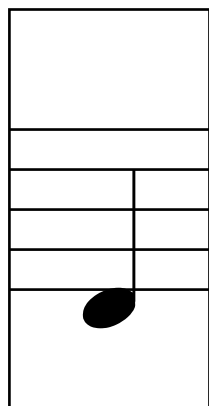


This Note/Key Strip should help students recognize notes and placement on the keys.

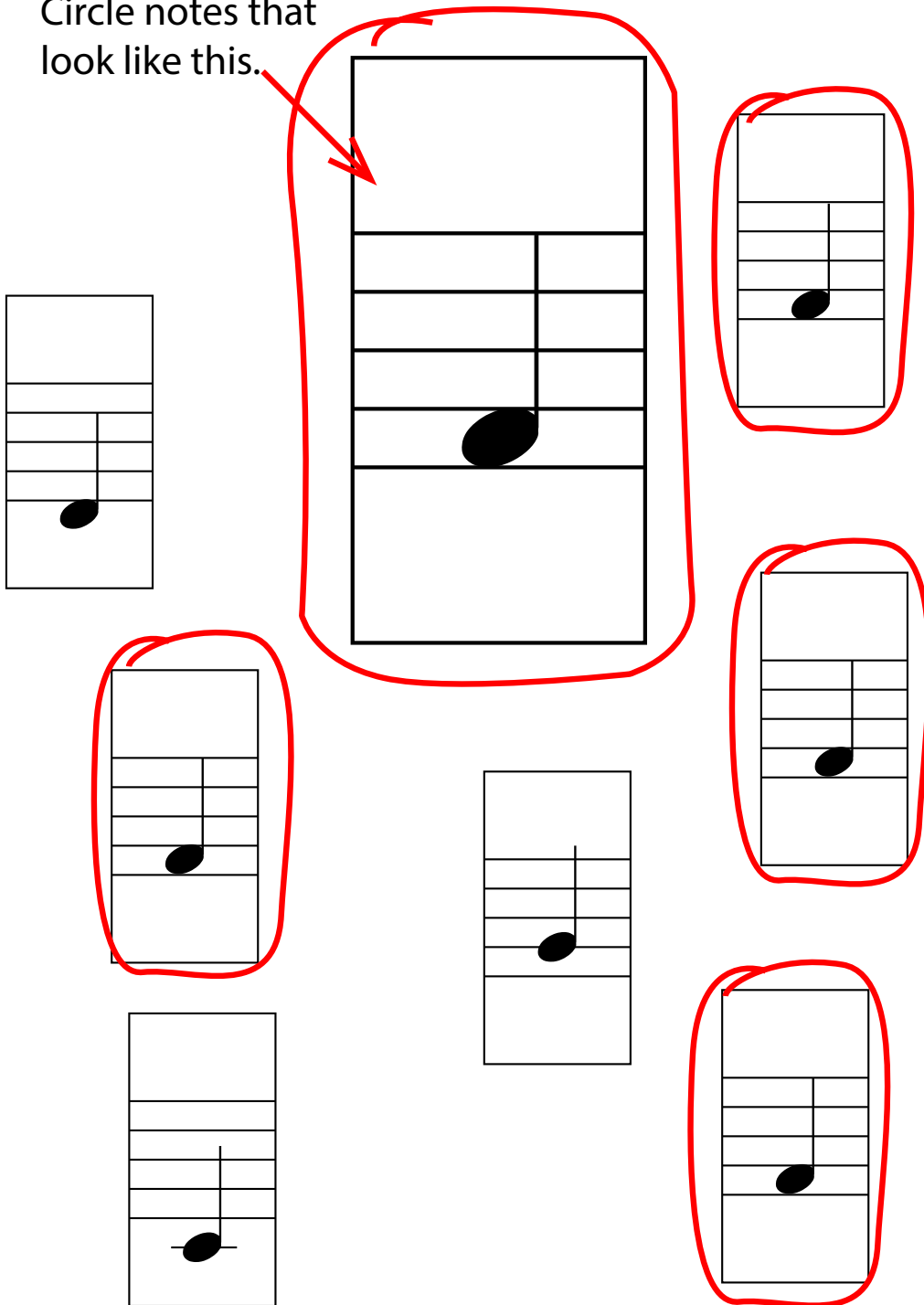
Instructions precede the larger flashcards, the Silly Song Flashcards and the games.



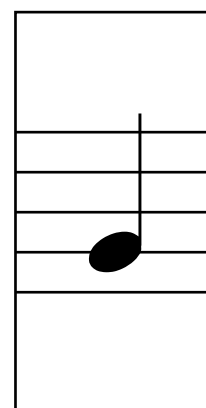
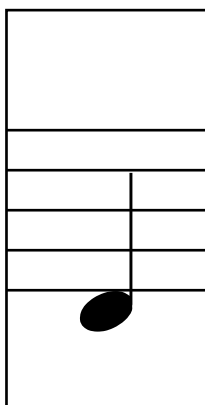
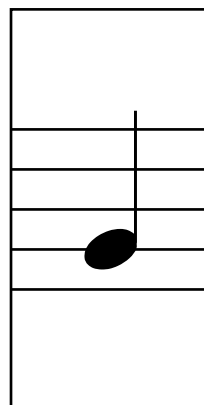
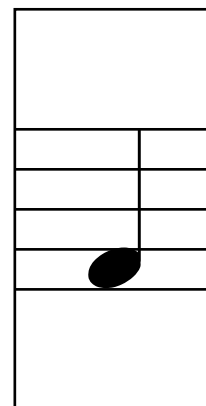
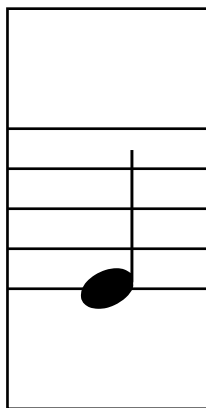
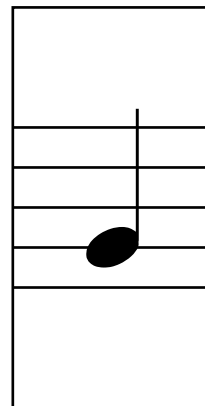
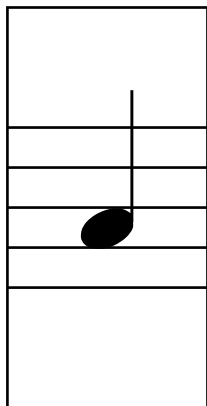
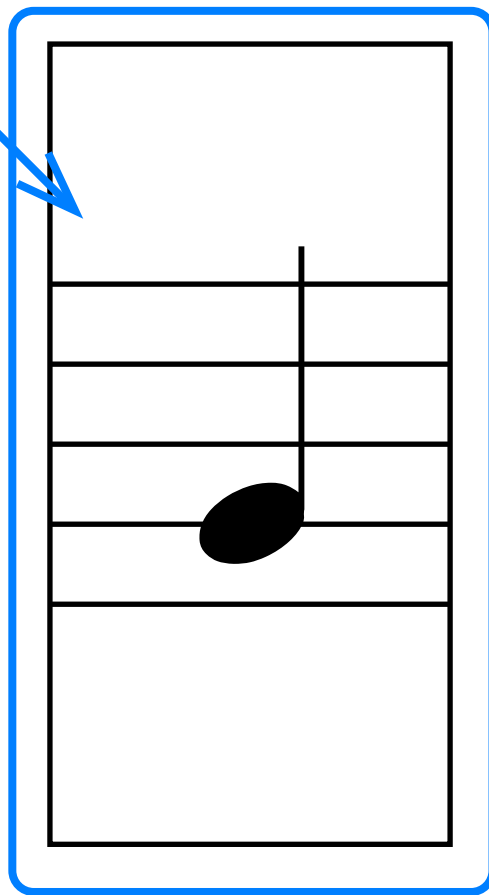
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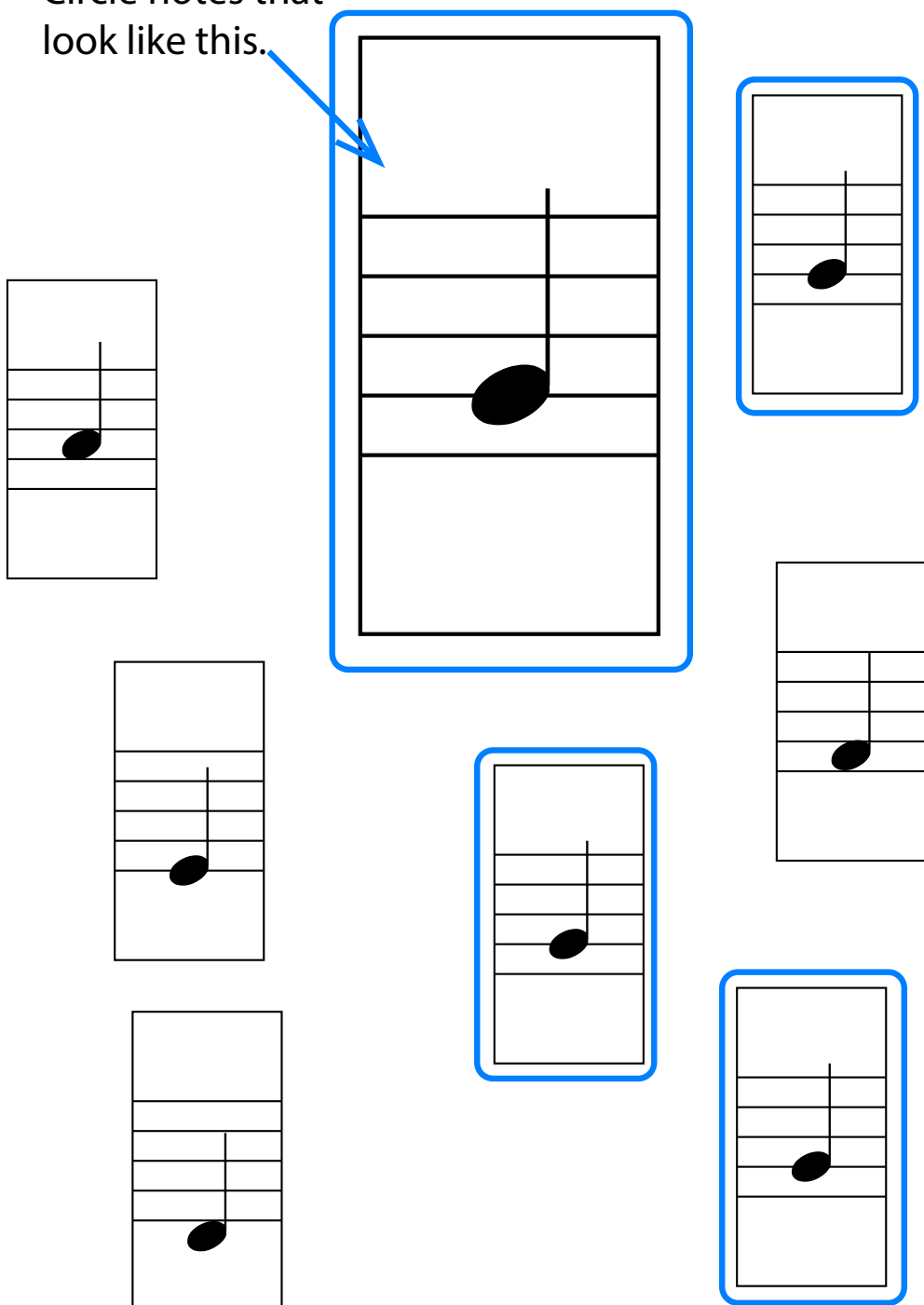
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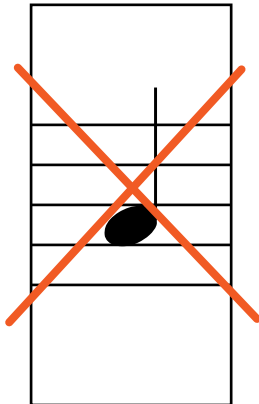
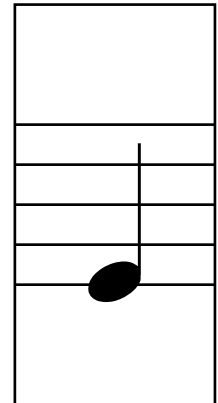
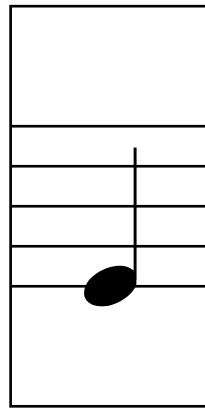
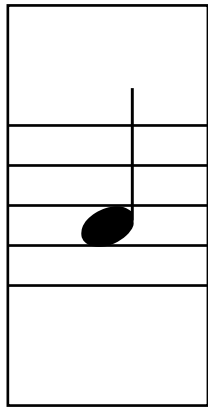


Circle notes that  
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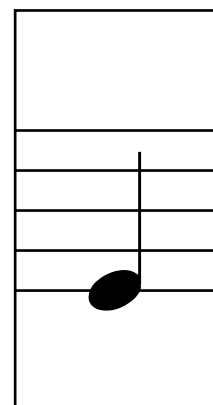
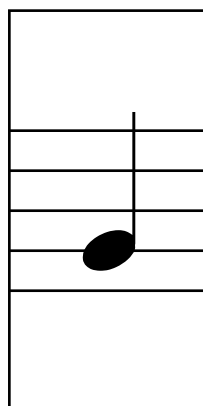
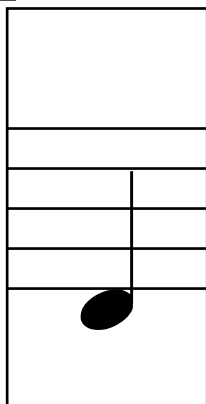
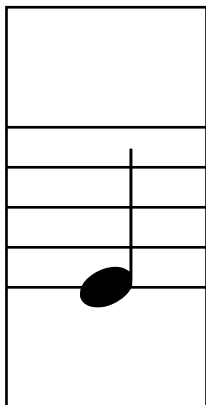
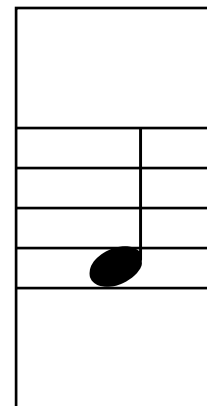
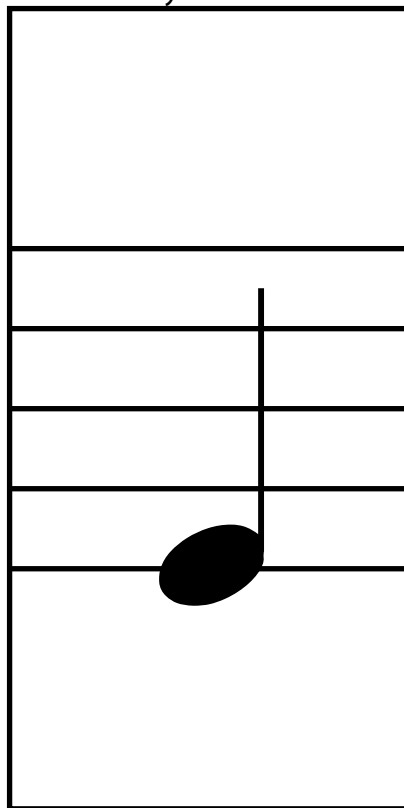


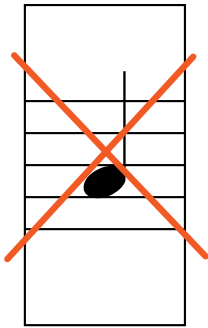
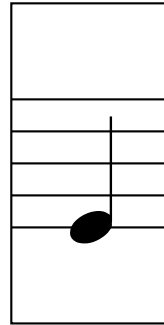
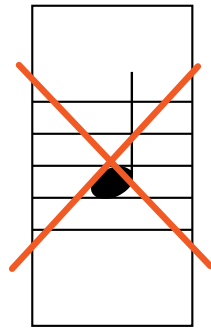
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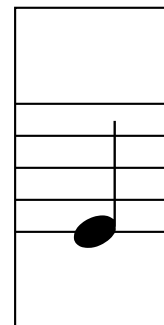
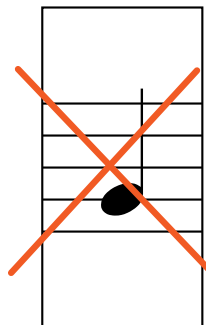
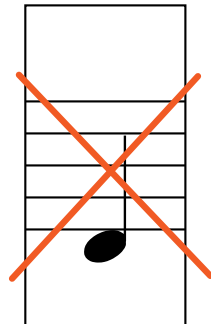
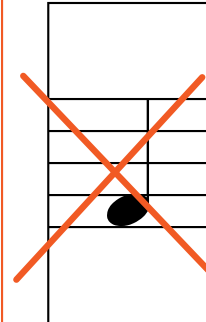
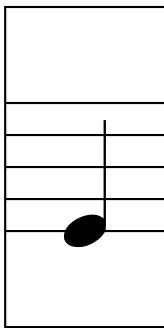
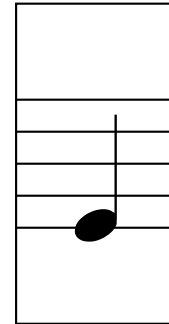
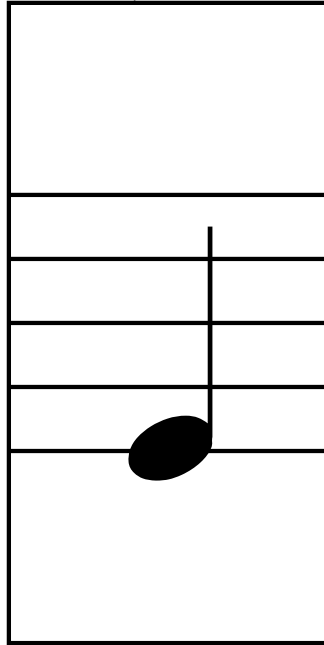


Put a big X on notes that  
DO NOT look like this. One  
is done for you.

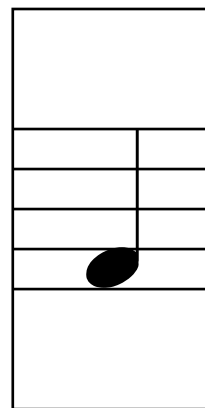
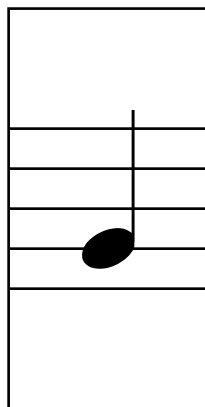
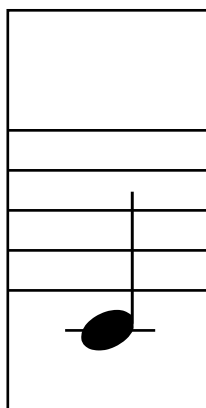
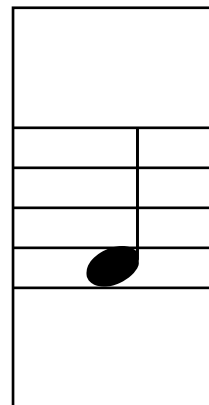
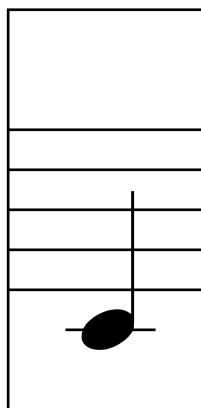
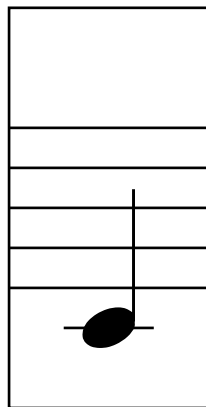
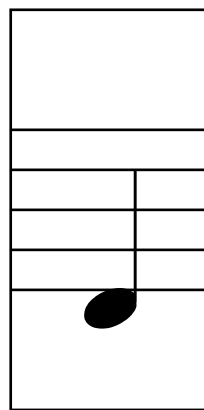
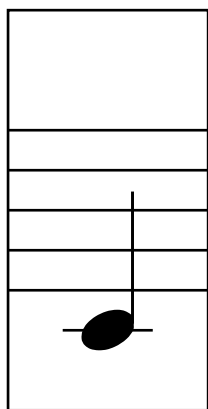
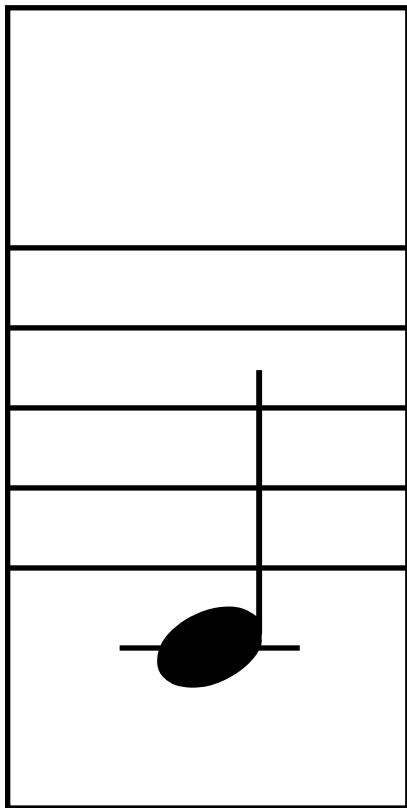




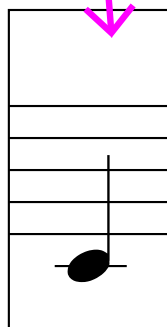
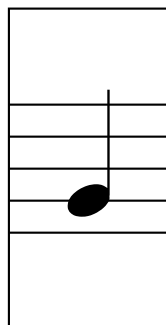
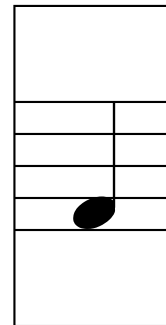
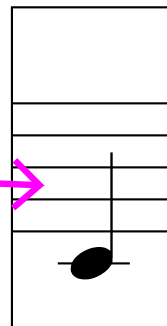
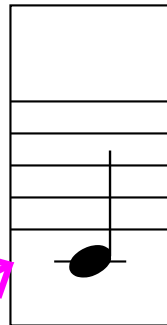
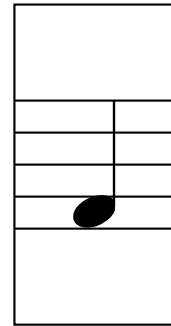
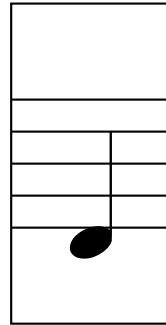
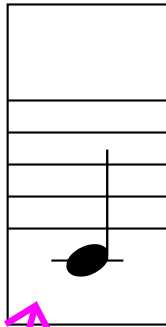
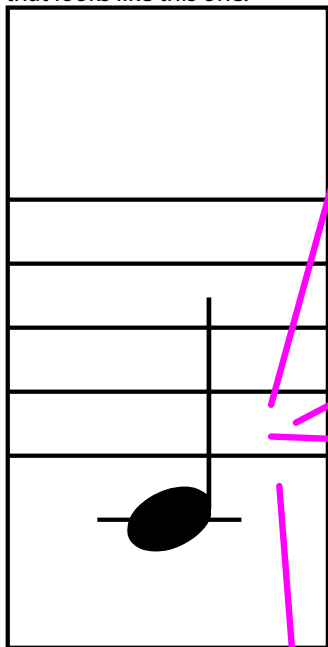
Put a big X on notes that  
DO NOT look like this. One  
is done for you.



Draw an arrow to each note that looks like this one.

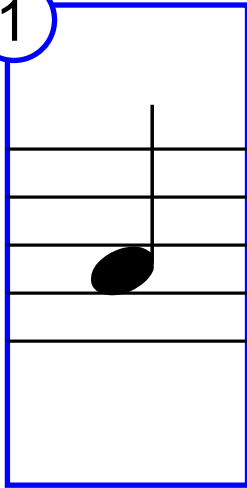


Draw an arrow to each note that looks like this one.

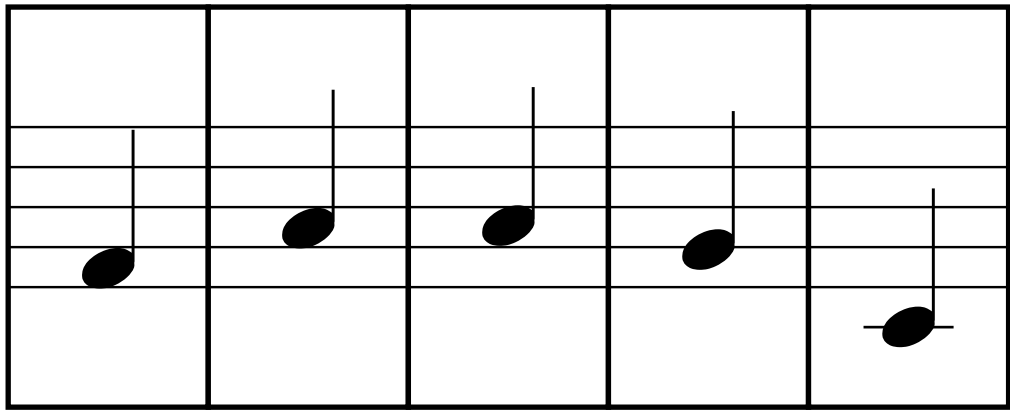




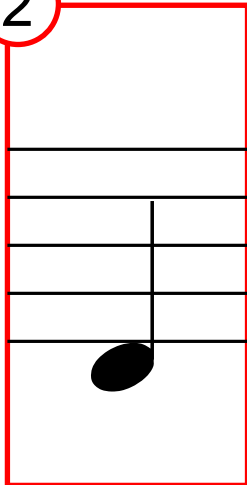
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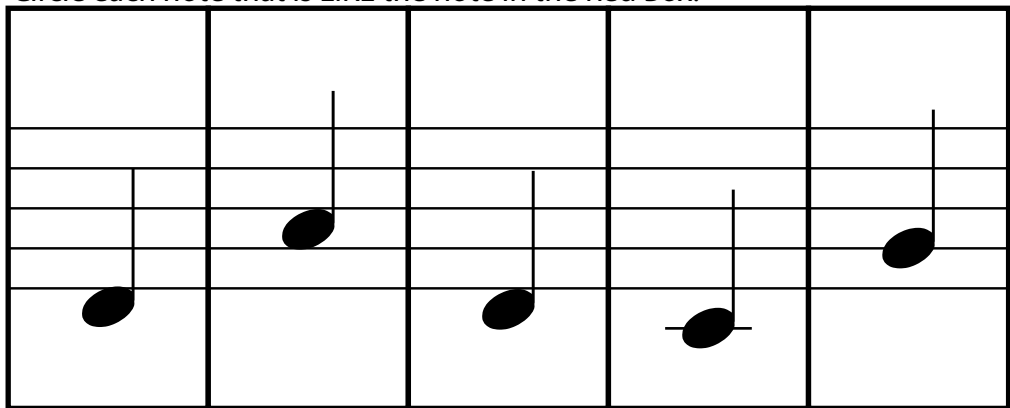
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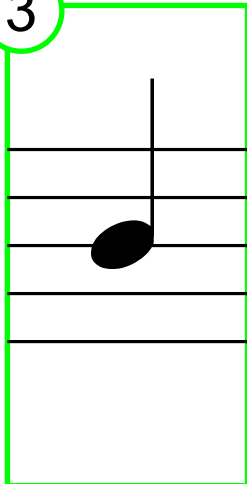
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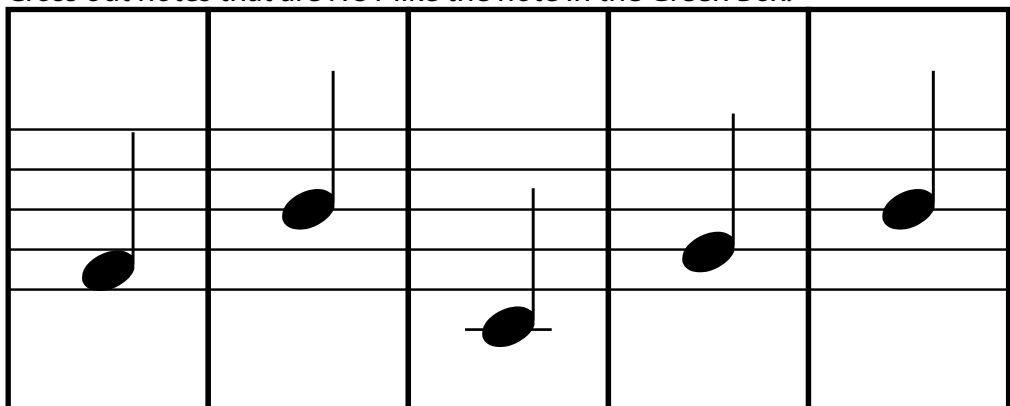
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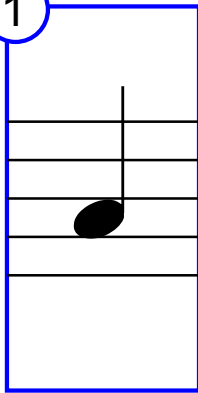
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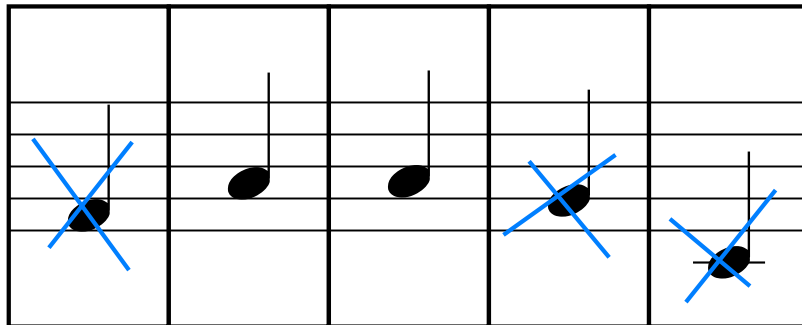
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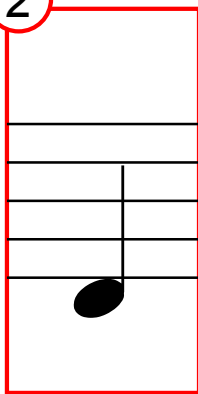
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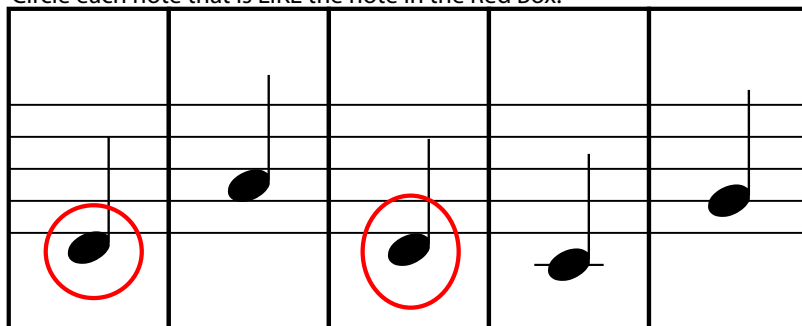
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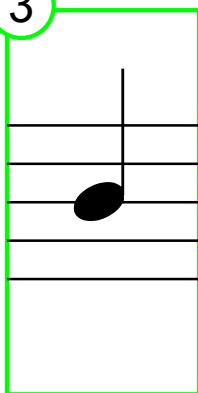
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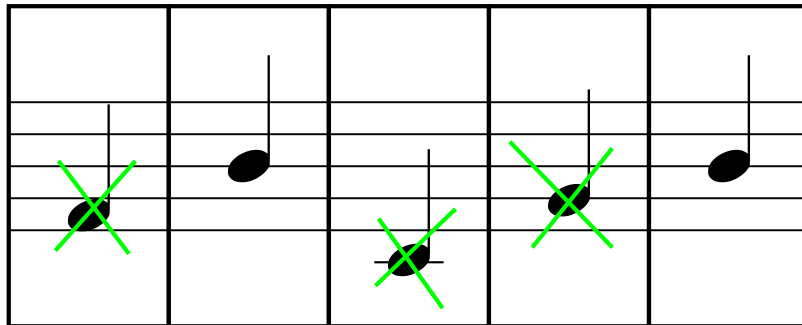
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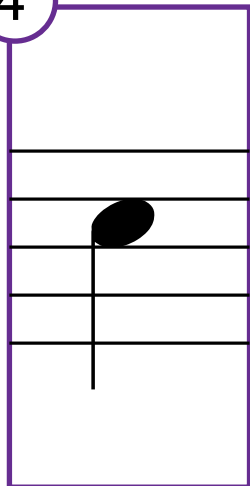
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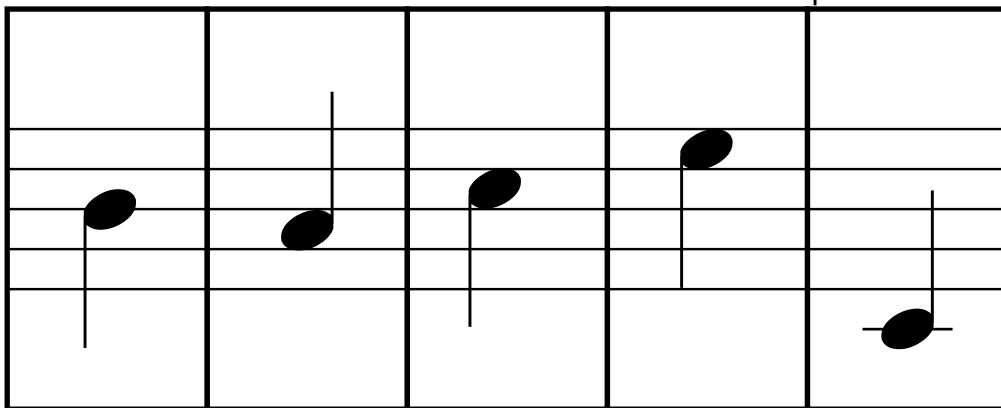
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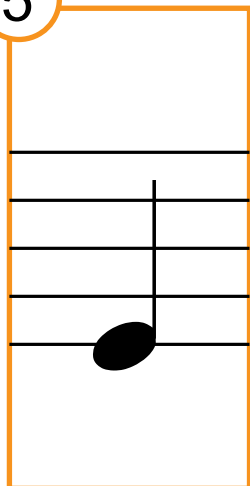
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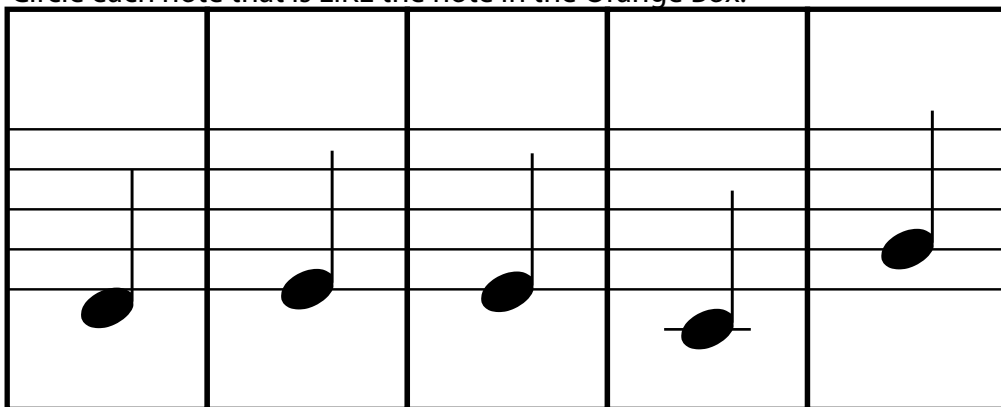
Put an X across each note that is NOT like the note in the Purple Box.



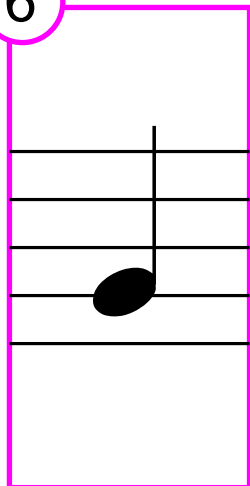
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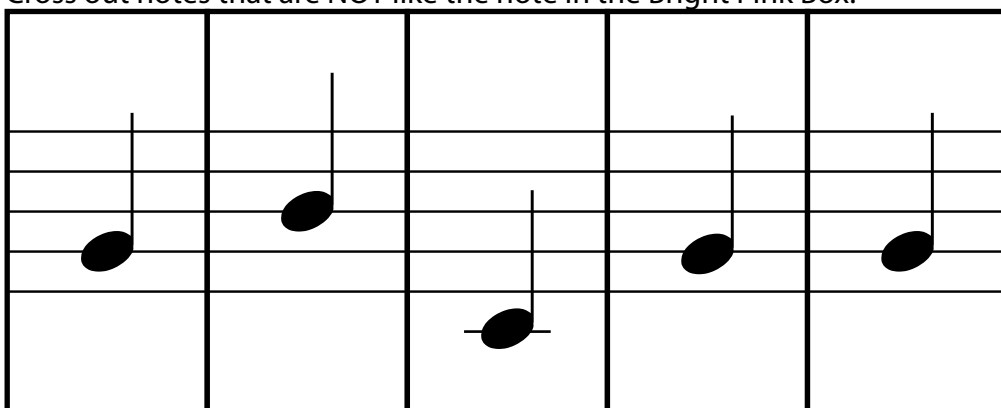
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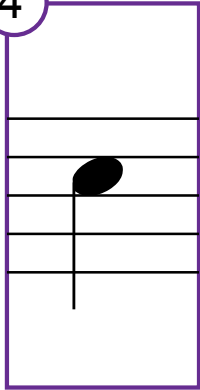
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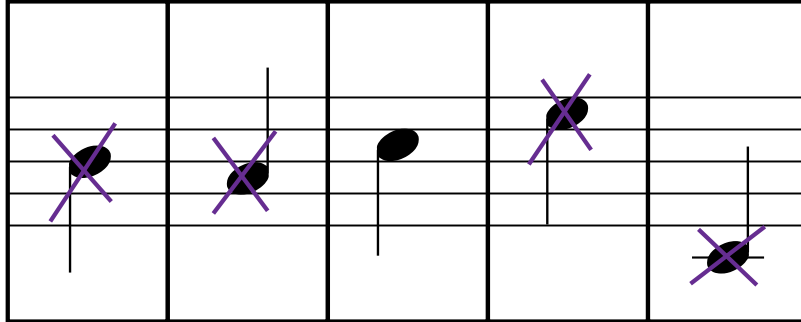
Cross out notes that are NOT like the note in the Bright Pink Box.



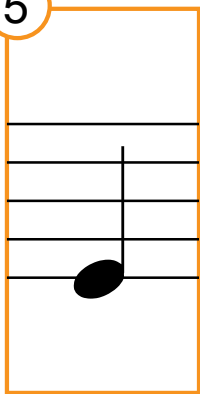
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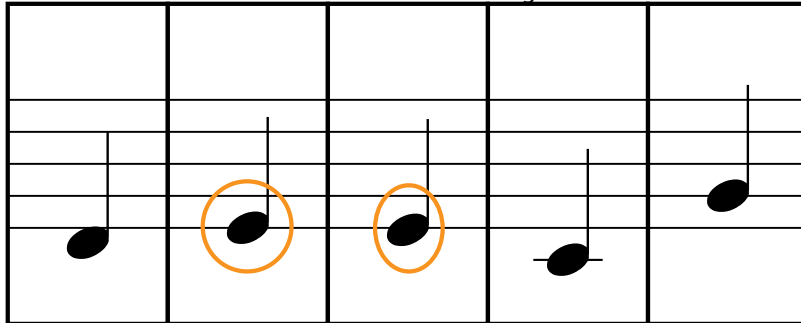
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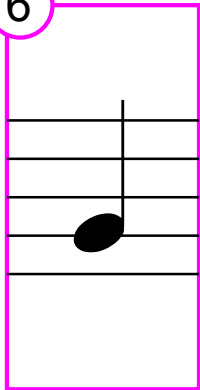
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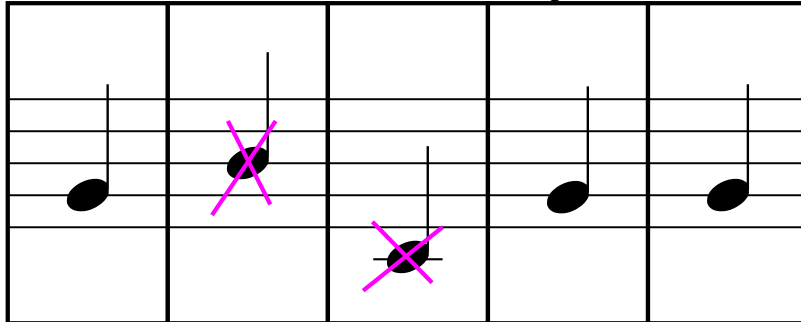
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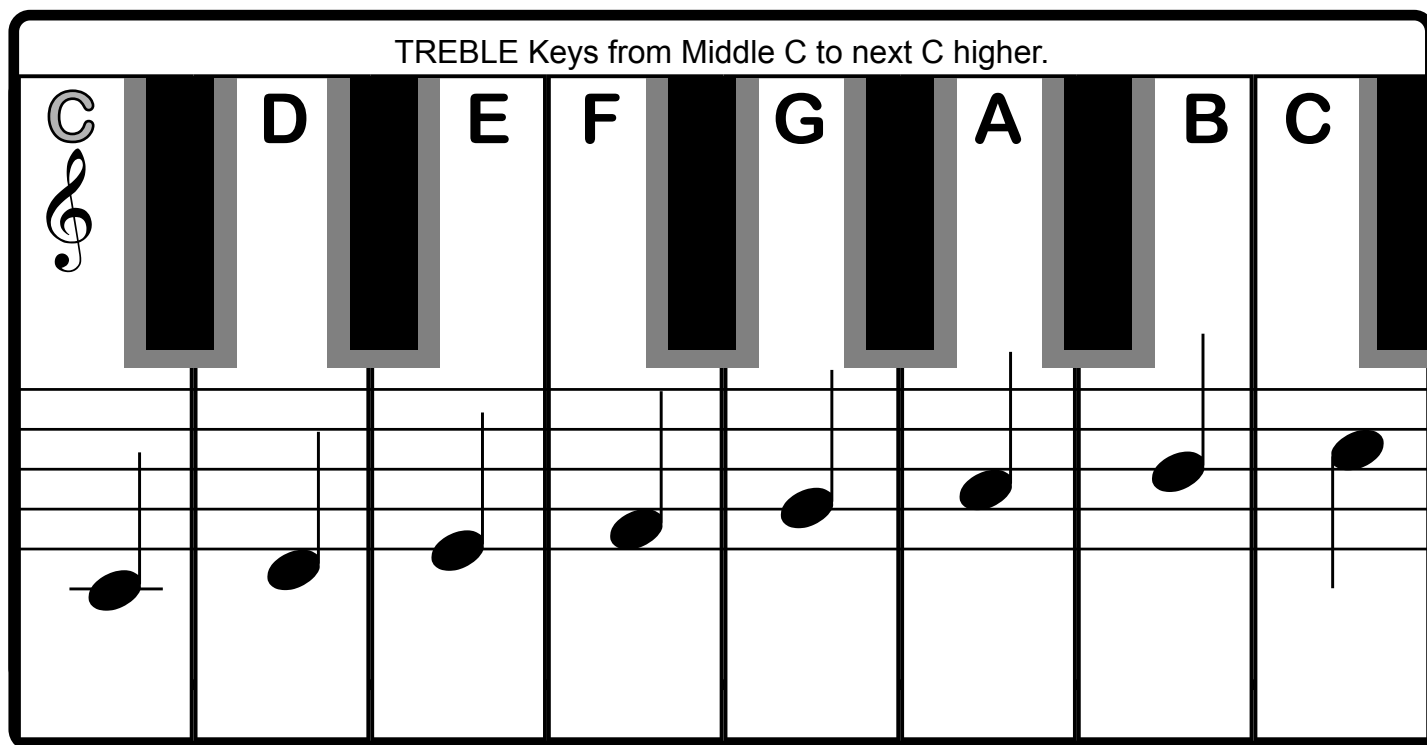


6



Cross out notes that are NOT like the note in the Bright Pink Box.





This is my Note/Keystrip for treble staff notes from Middle C to the next C up from Middle C. I can use this to help me figure out which note goes to which key! Soon I won't need any help!

Middle C

Color the key for this note.

Middle C

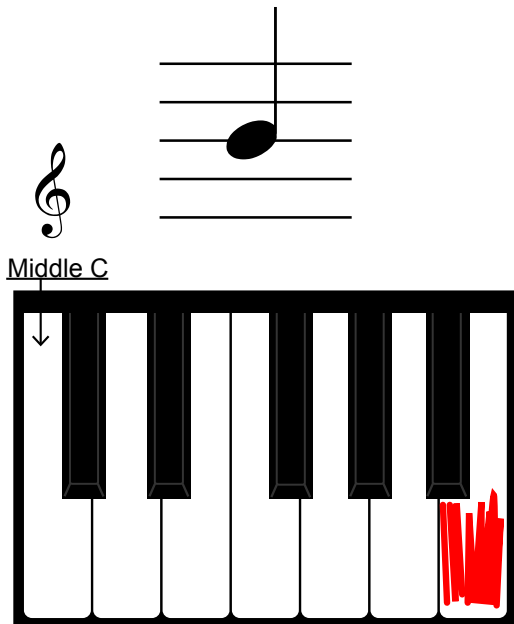
Color the key for this note.

Middle C

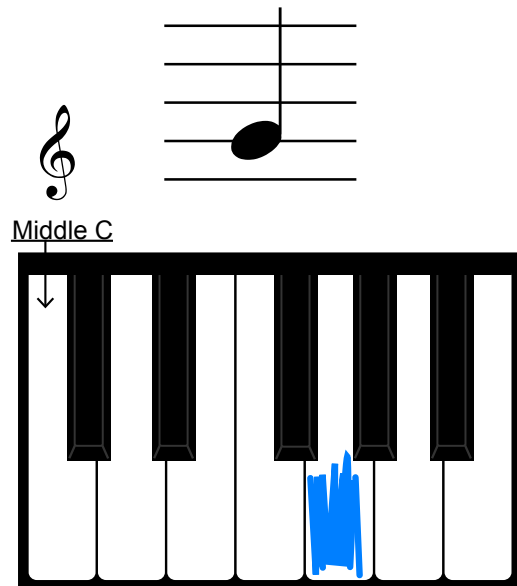
Color the key for this note.

Middle C

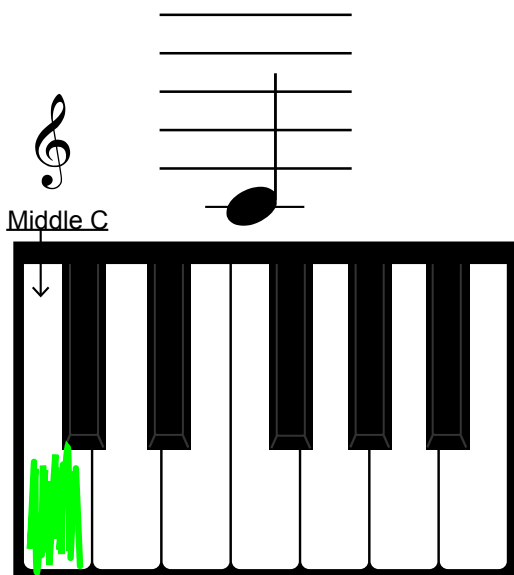
Color the key for this note.



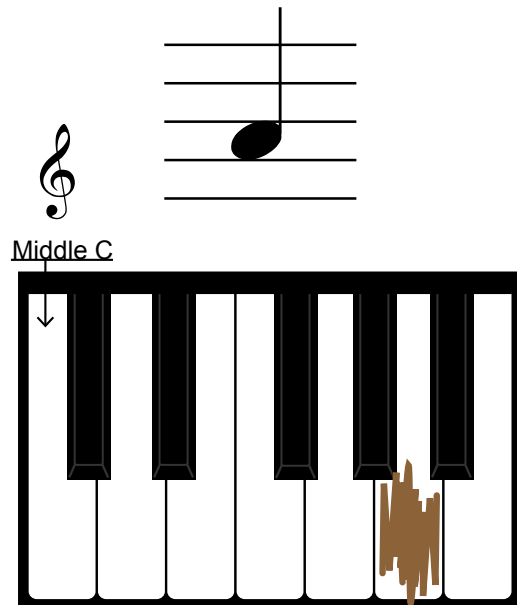
Color the key for this note.



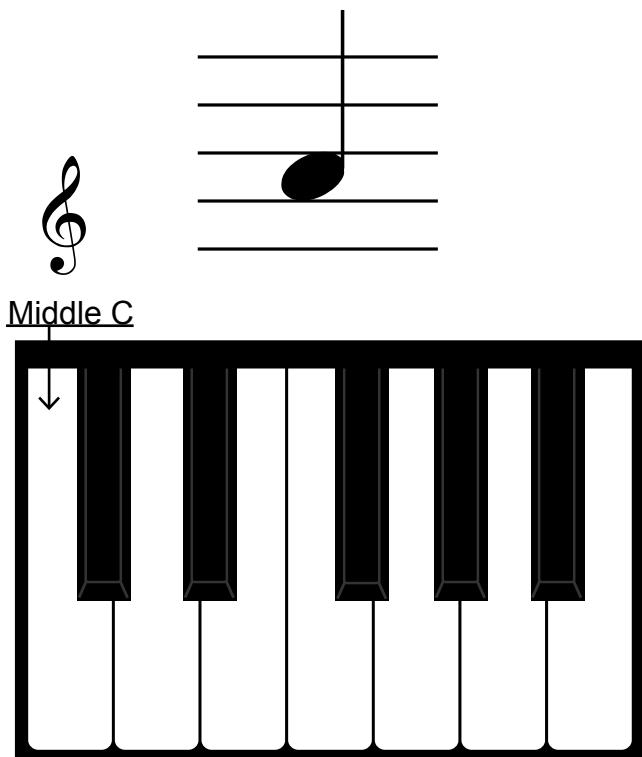
Color the key for this note.



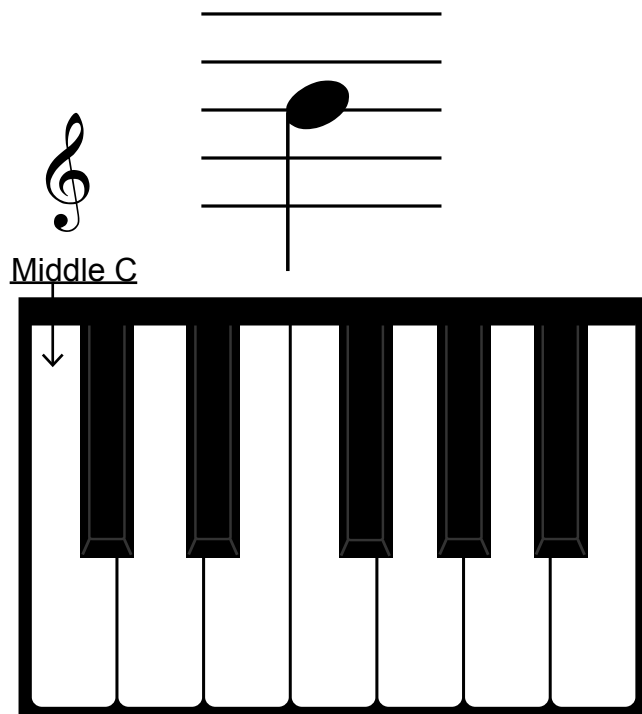
Color the key for this note.



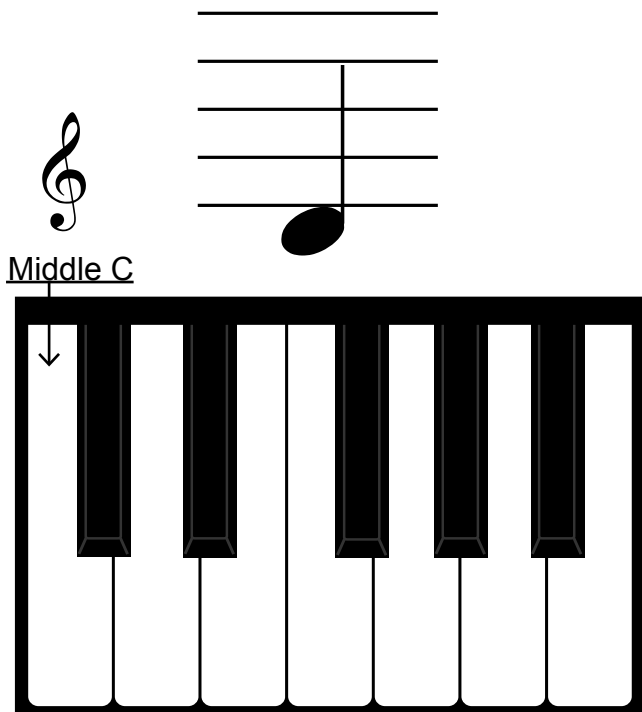
Color the key for this note.



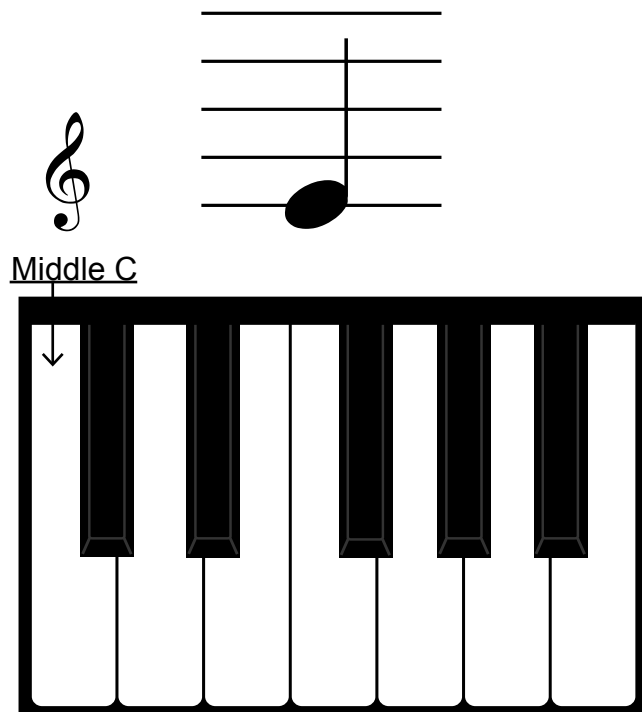
Color the key for this note.



Color the key for this note.

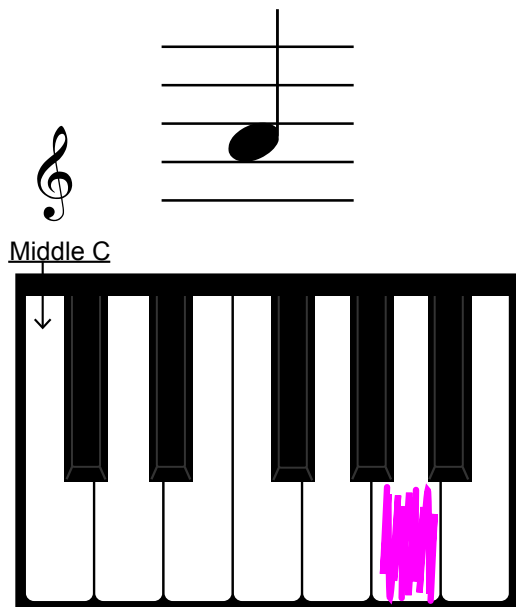


Color the key for this note.

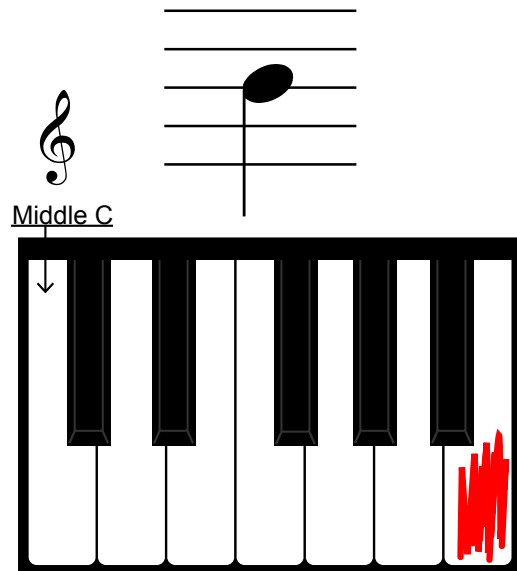


Color the key for this note.

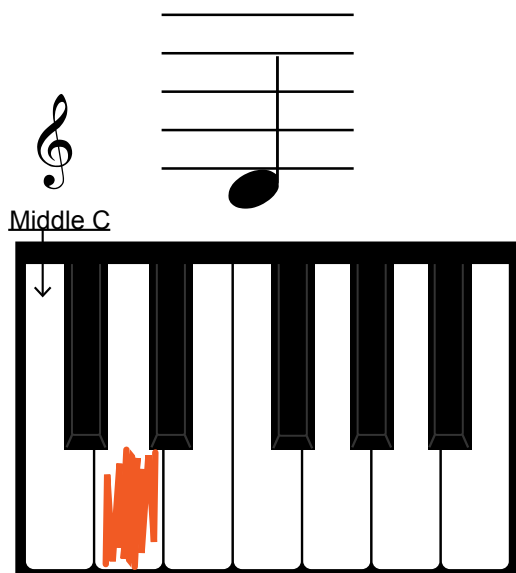




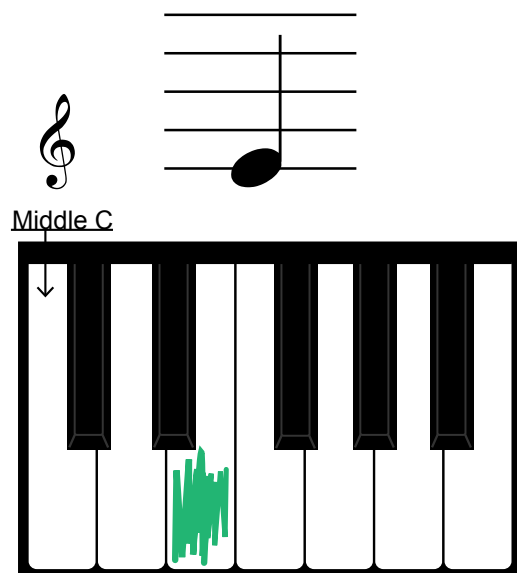
Color the key for this note.



Color the key for this note.

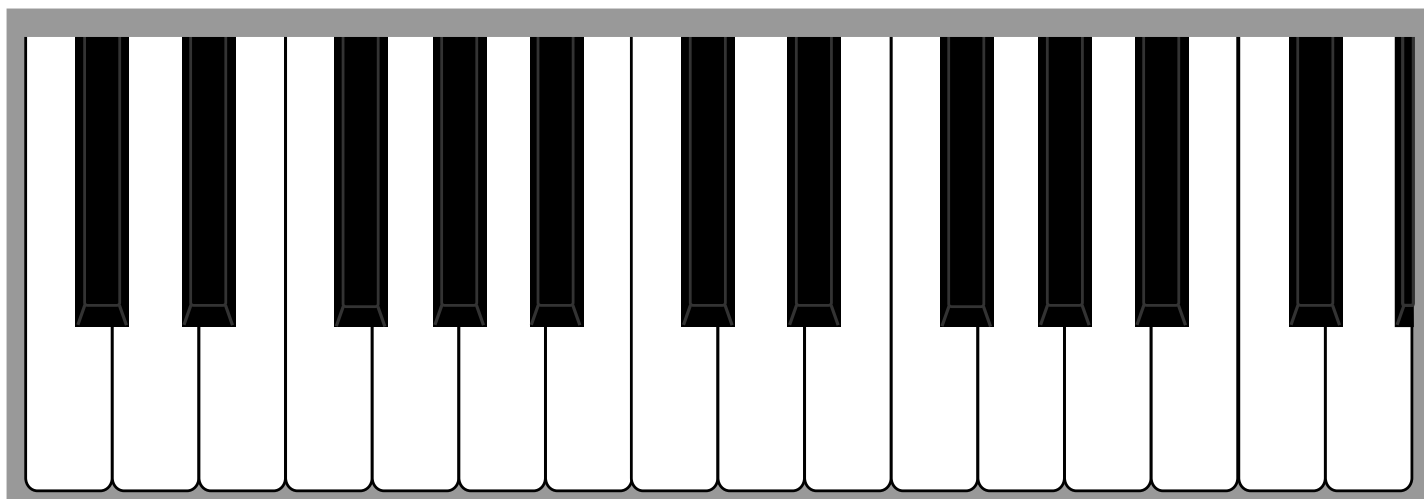
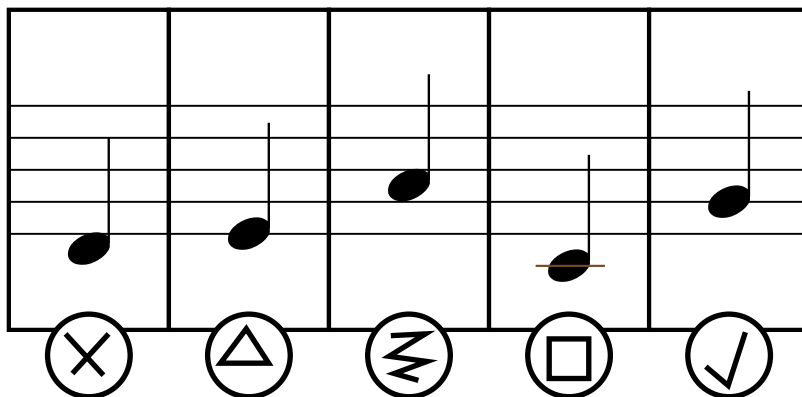


Color the key for this note.

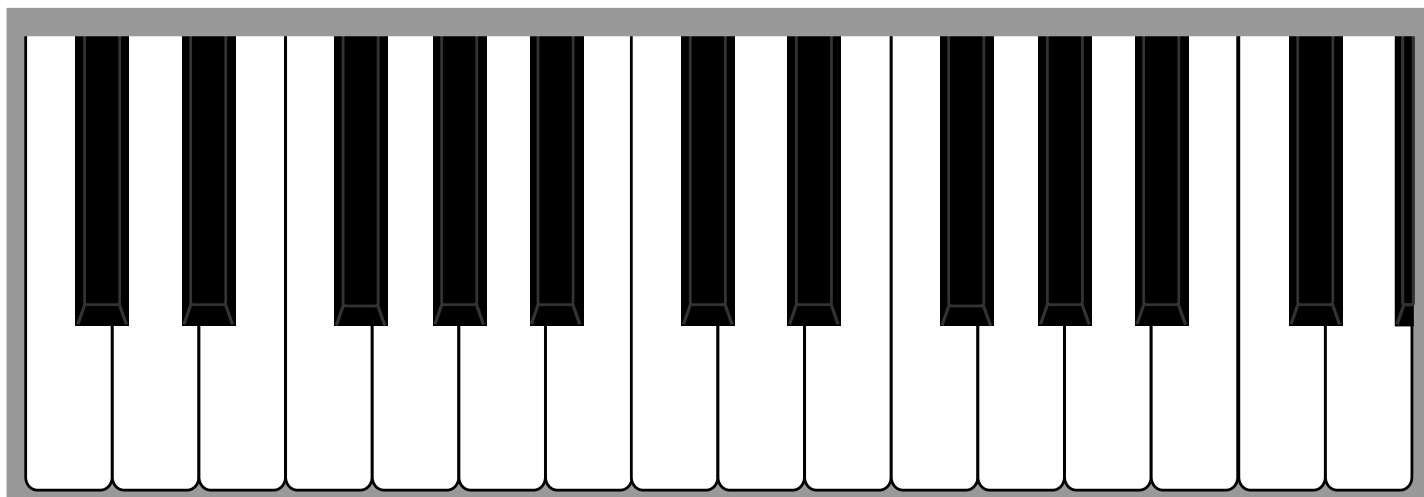
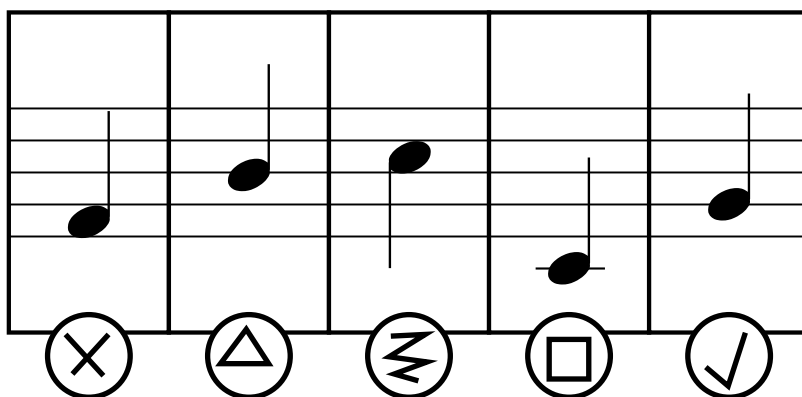


Color the key for this note.

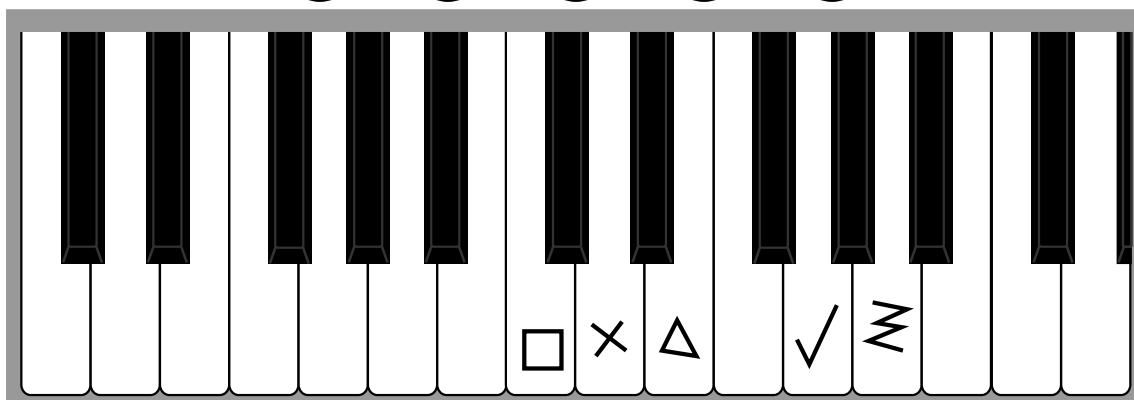
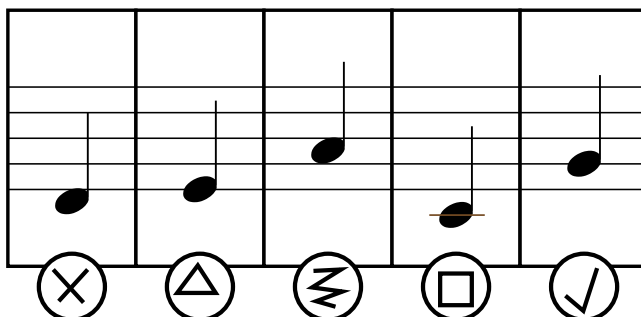
Mark the key indicated by each note with the same symbol that is in the little circle under the note.



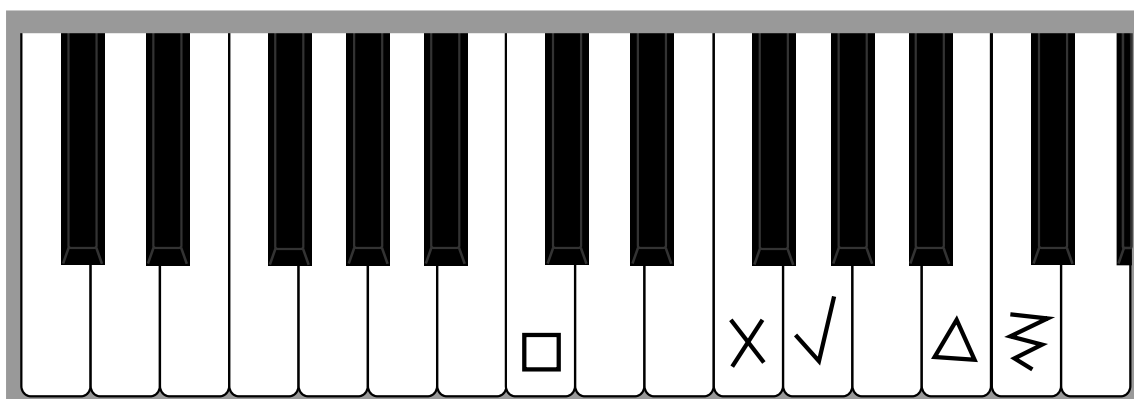
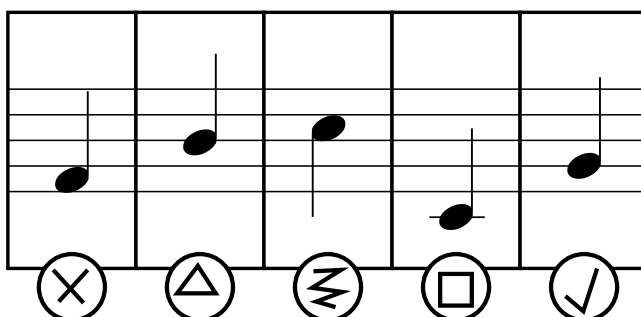
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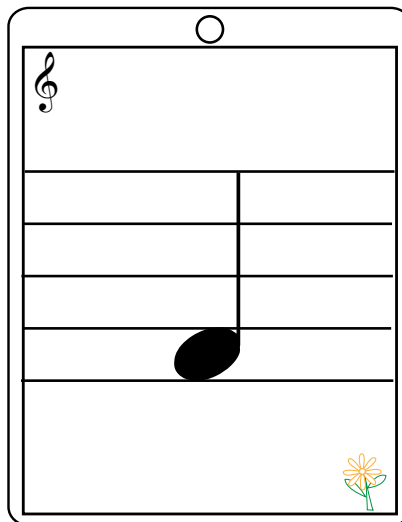
# Flashcards

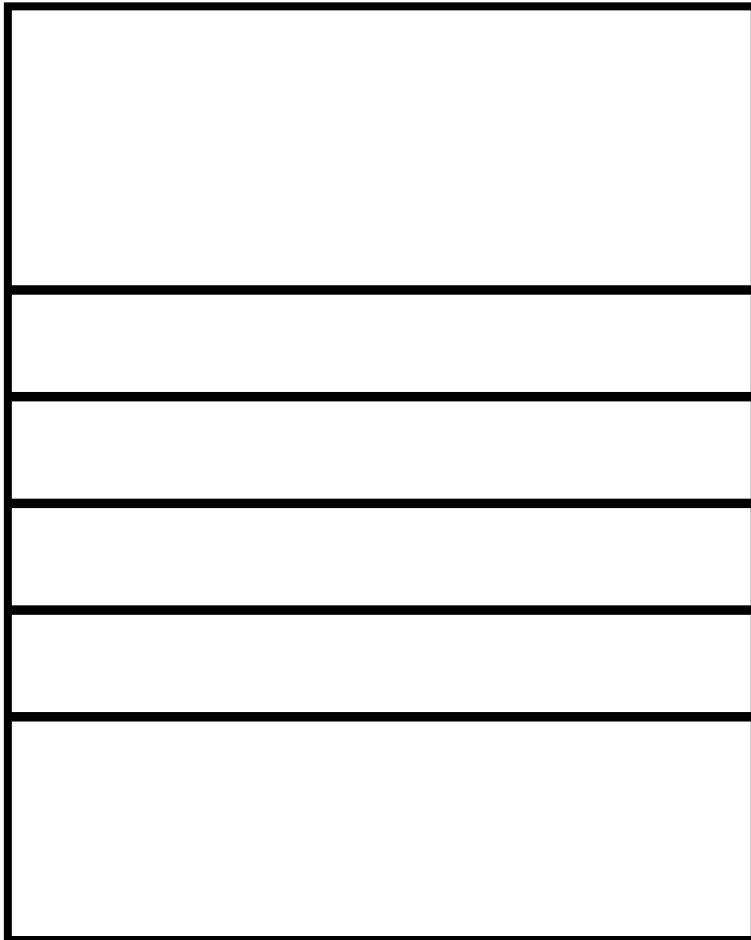
Eight pages of flashcards (16 flashcards) are included in this packet - four pages are general theory cards (mainly recognition and definition) and should be added to the cards from Packet One, one or two at a time. The remaining 4 pages are the treble notes from Middle C to the C above Middle C. Start using these as soon as “note to key” is introduced with the songs by having students touch the proper key on a chart or keyboard when shown the card.

The theory cards are positioned on the page so they can be punched and kept in a binder if you wish. Just fold back the definition so it can be easily checked when viewing the cards.

The Flashcards that are notes, however, should be cut so each card with its answer keyboard is on a separate sheet of paper. Again, just fold back the keyboard showing the key placement represented by the note. Tape or paste in place on the backside of the card. The tiny treble clef in a top corner is just a reminder that these are treble clef notes and the little flower - the bottom edge of the card.

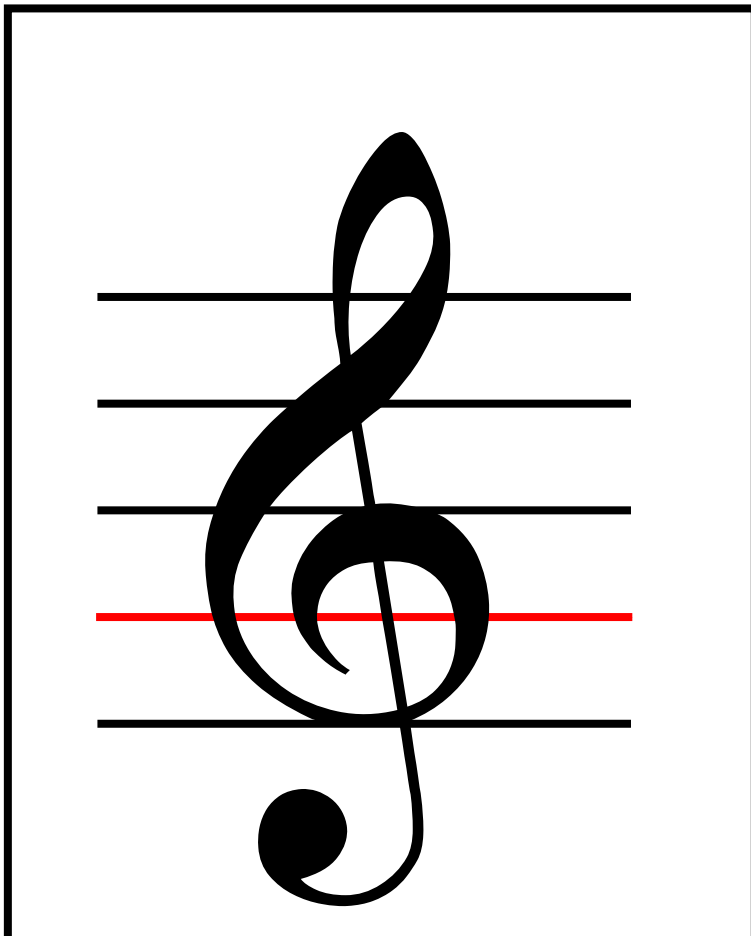
If you are using these flashcards a lot - particularly the ones with the notes - and have access to a laminator, I recommend laminating these cards, 5 MILS. I have sized them so four cards fit into a packet sized for 8.5x11 inch paper. Place them so you have room for clear laminate around each card. I leave more laminate at the top so I can punch a hole into the laminate and store these cards in a binder or on a peg board. Remember to round those square corners with a scissors! Square laminate is really sharp!



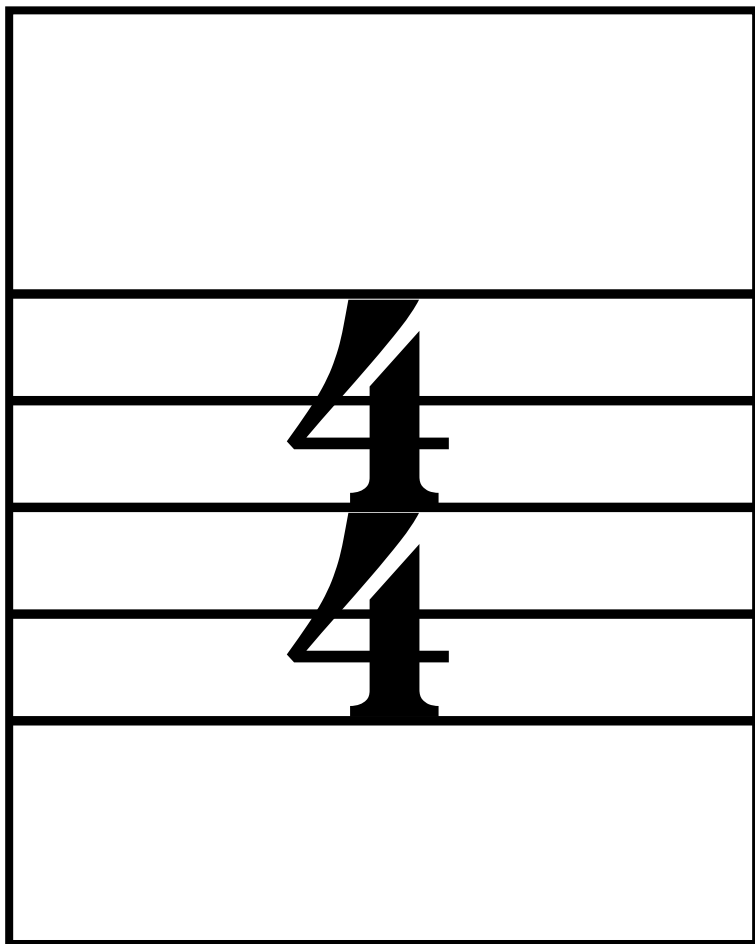


We are going to be looking at lots of notes. They all sit on top of or between lines. In music the lines are in groups of 5.

Each group of lines is called a staff.



This shape sits on staff lines and is called a treble clef or G clef. It shows us the notes for the higher keys on the piano. That swirly part of the clef sign shows us the line - that line I made red - where the note G sits. That G is the first G to the right of Middle C.

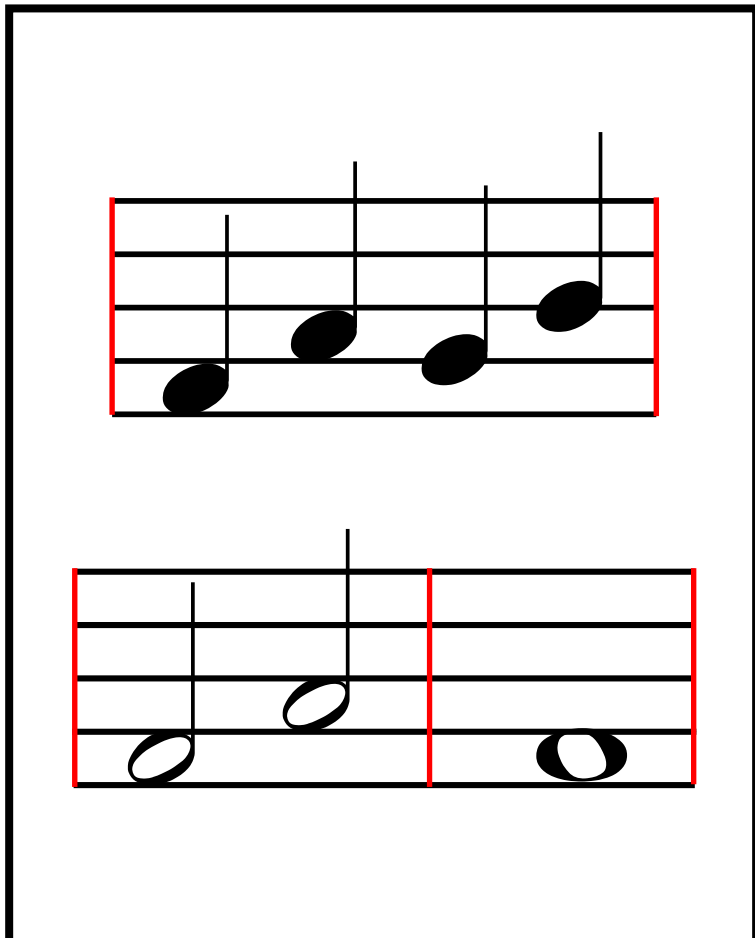


At the beginning of songs we see a number above another number.

These numbers are called a time signature.

The top number tell us how many beats are in a measure and the bottom number tells us what kind of note gets one beat.

The "4" on the bottom stands for quarter notes. So, 4 beats per measure. A quarter note = 1 beat.



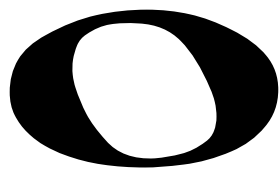
The vertical lines (that I made red here - normally black) that we see in the staff tell us where a certain number of beats begin and end. They make the staff look like it has little boxes. These boxes are called measures.

Each of these measures has 4 beats:

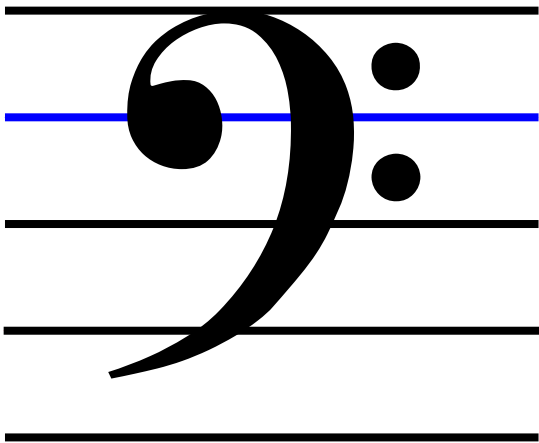
Four, 1 beat quarter notes

Two, 2 beat half notes

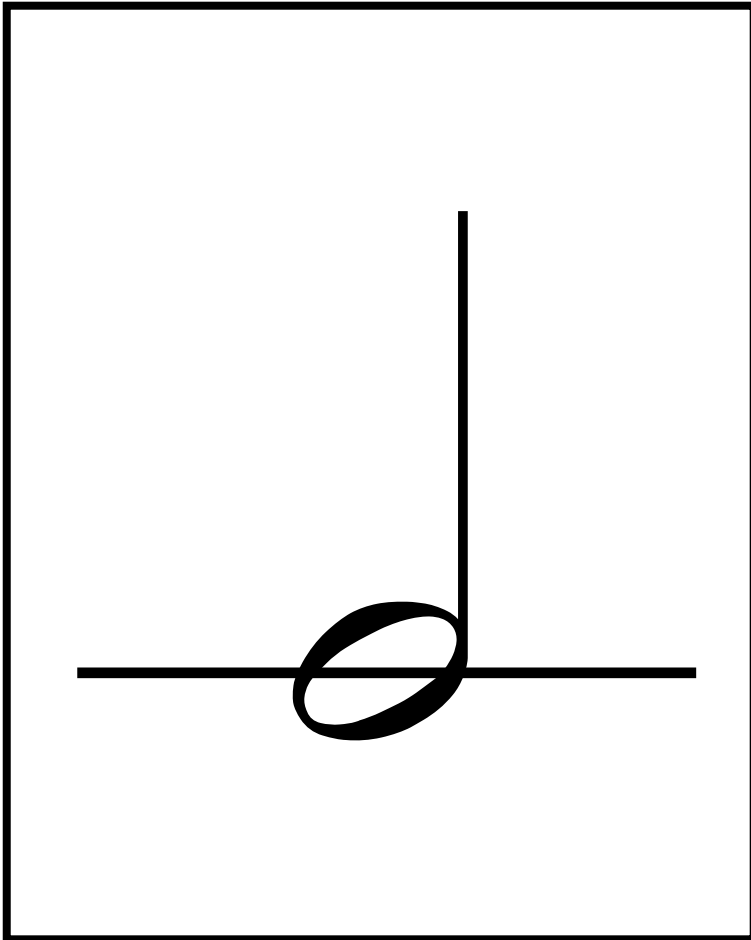
One, 4 beat whole note



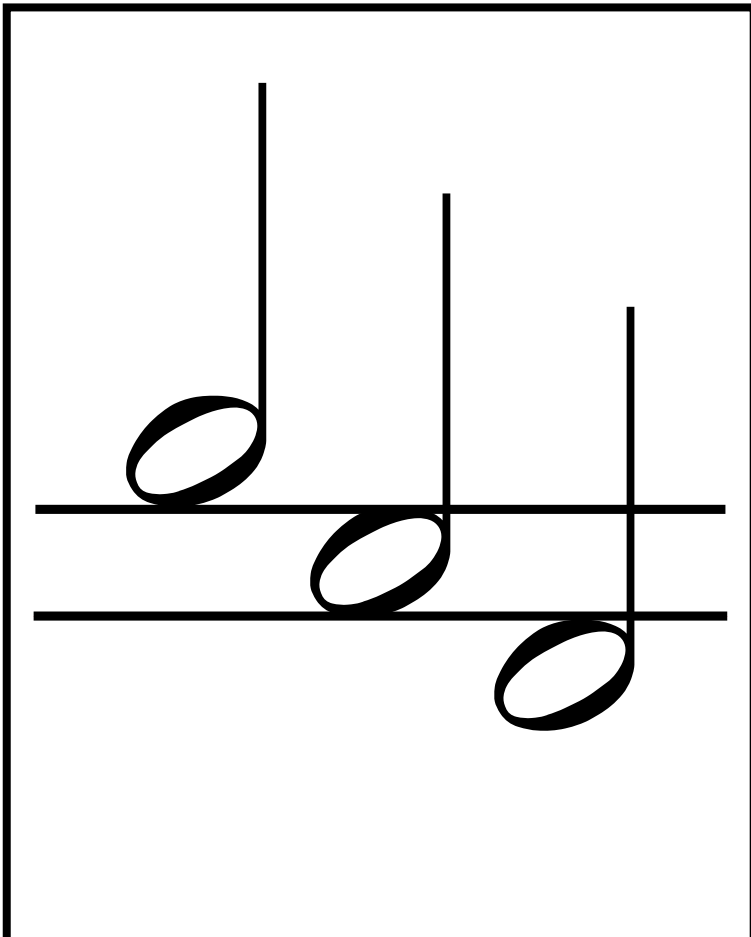
This big squished circle is called a whole note. Most of the time it gets 4 beats.



This shape sits on staff lines just like the treble staff, but this shape shows us the notes for the lower keys on the piano. It is called the bass clef or F clef. It is showing us the line - that one I made blue - where the first F to the left of Middle C sits. There is a dot on each side of that F line.

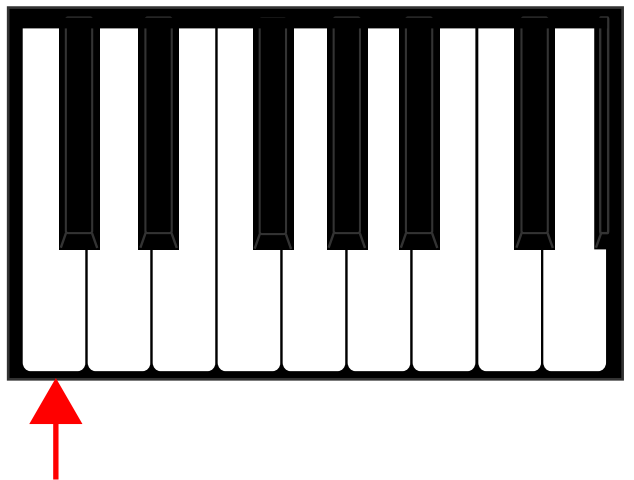
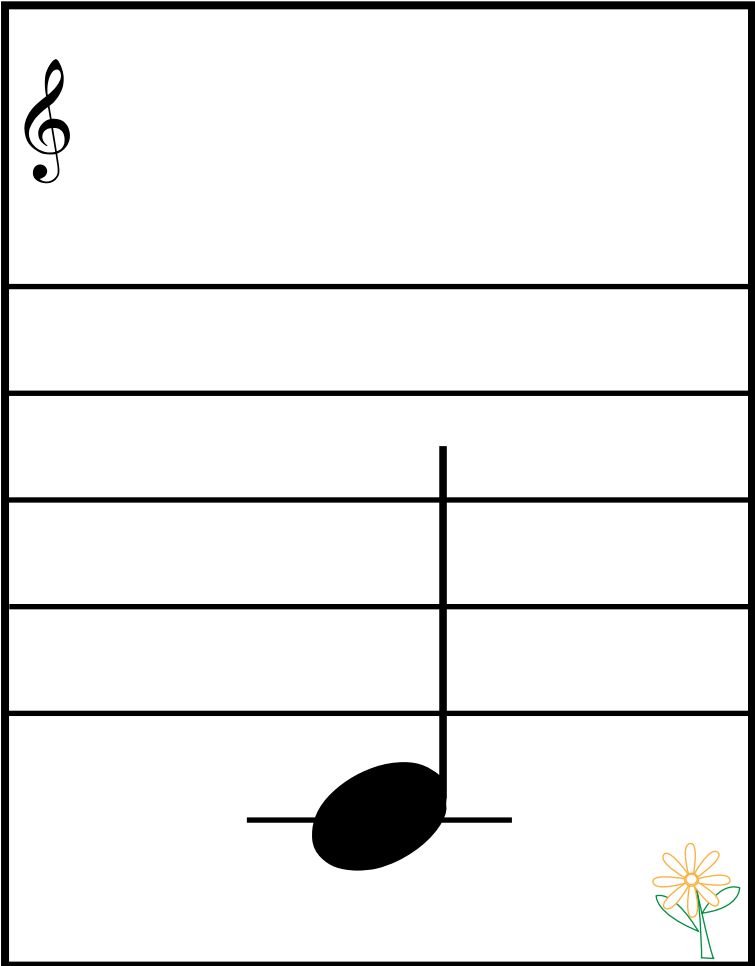
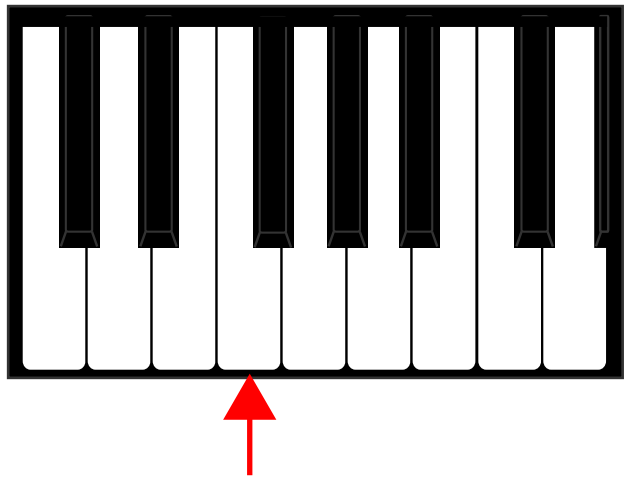
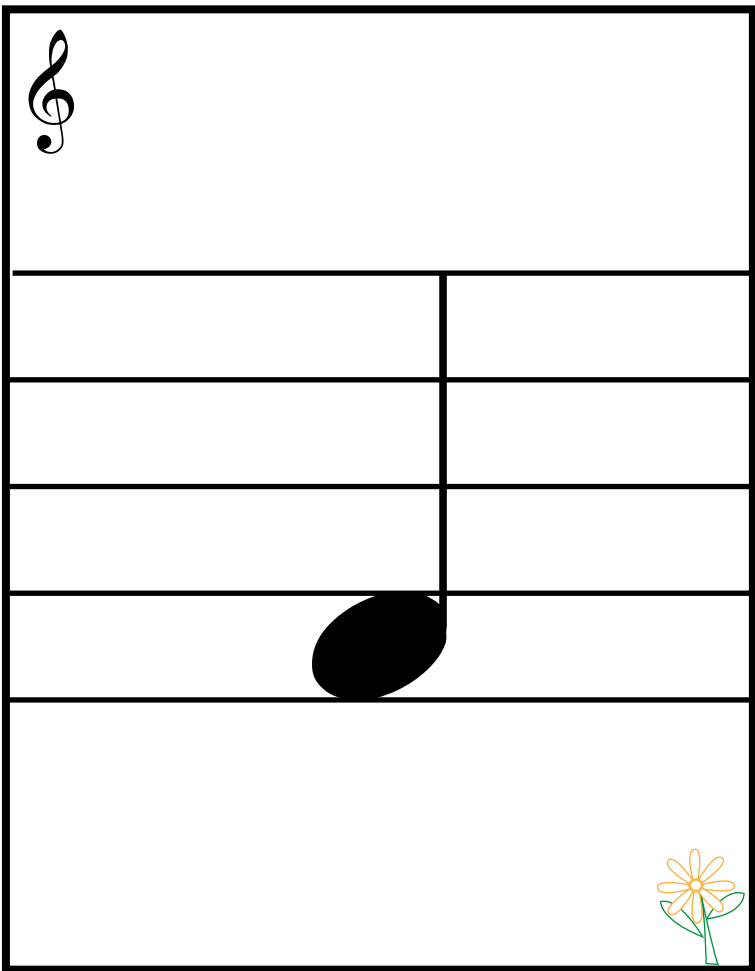


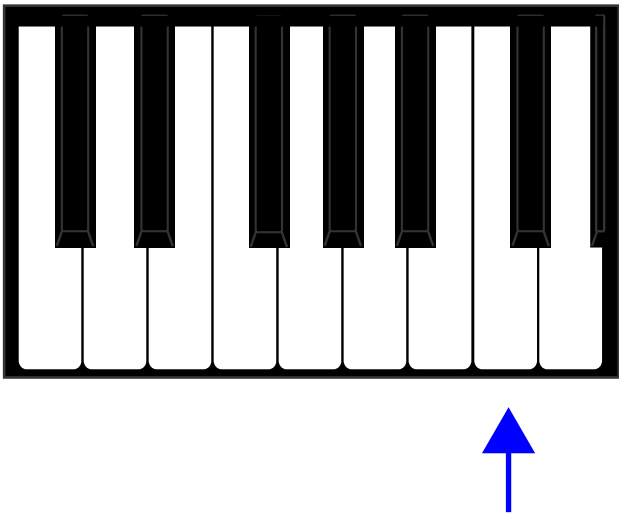
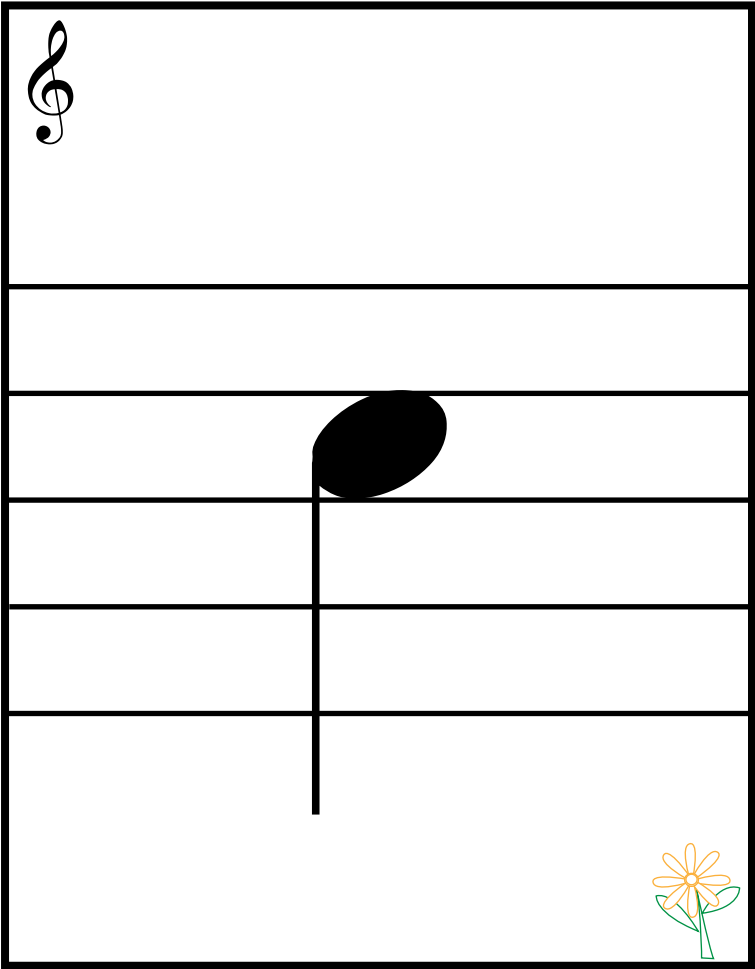
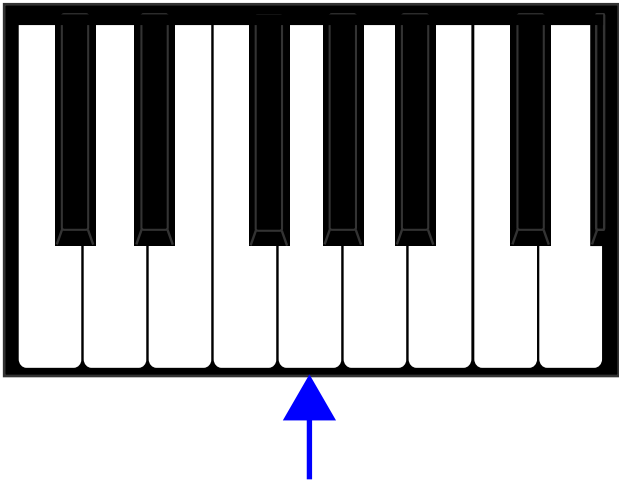
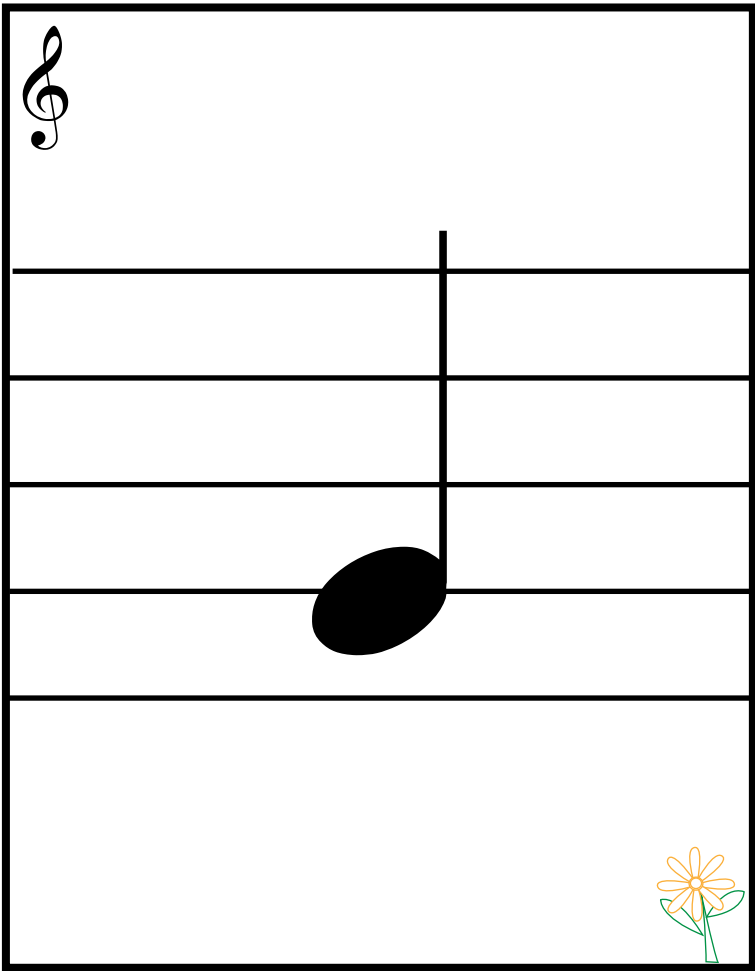
When a note has a line going through its notehead, it is called a “line note”.

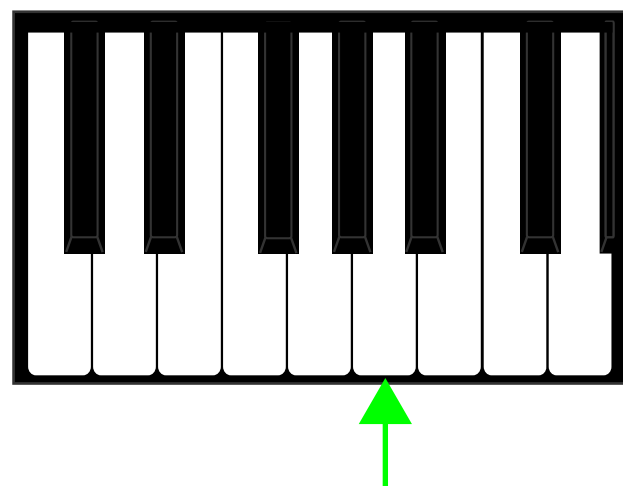
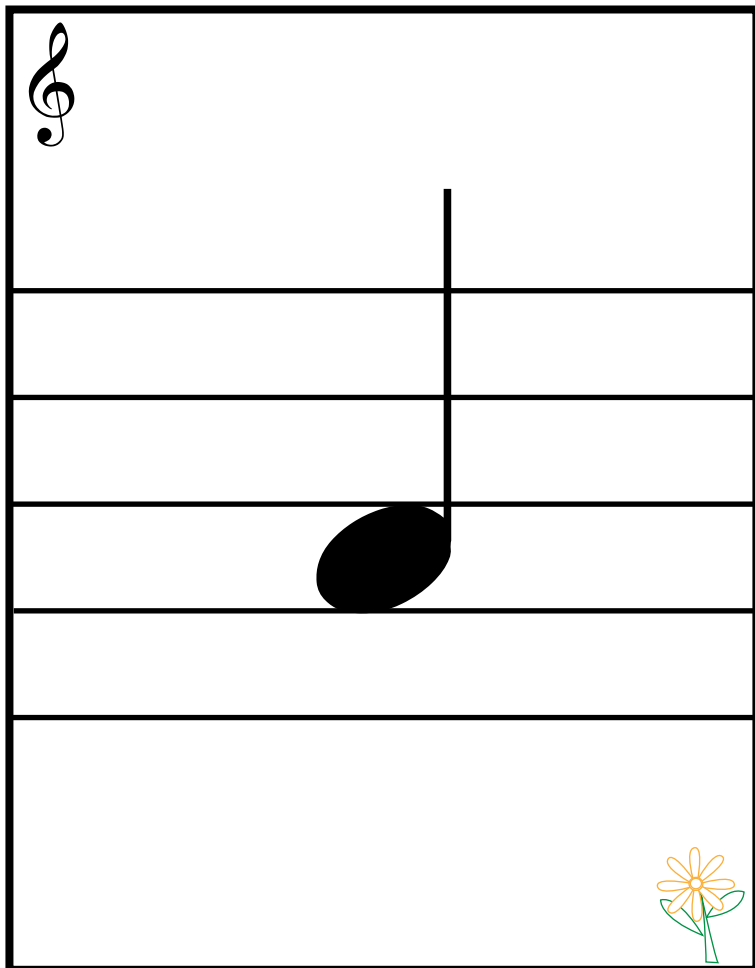
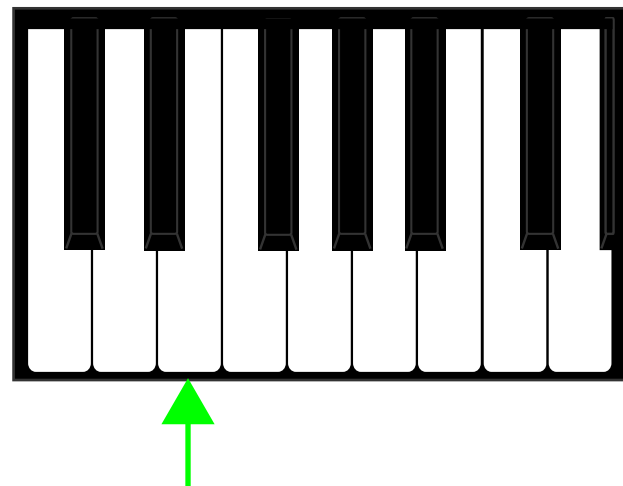
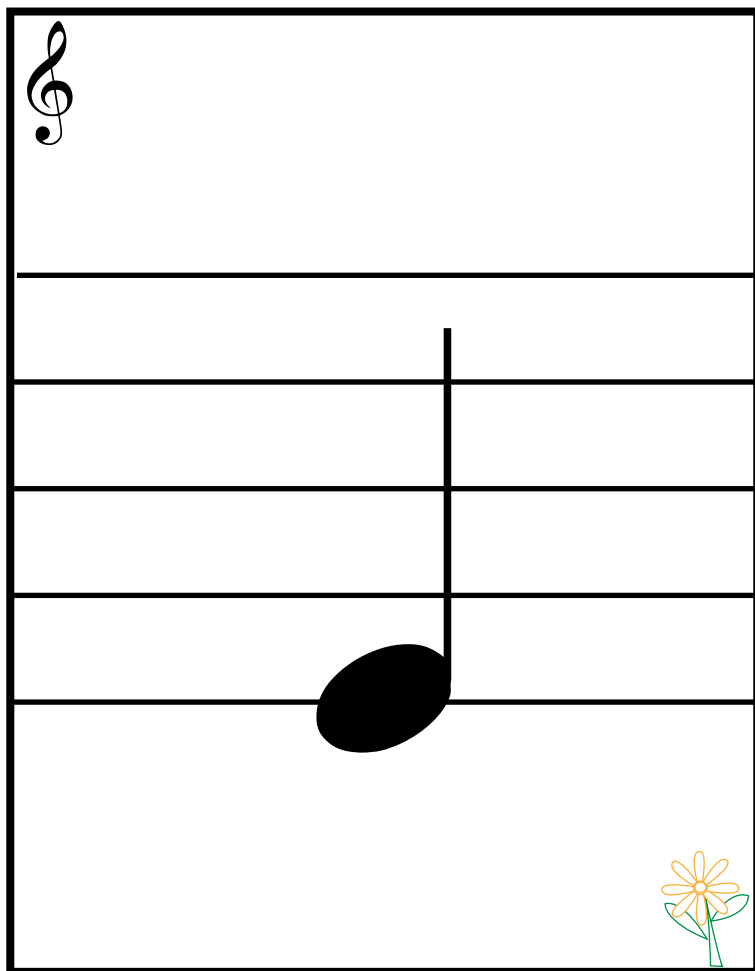


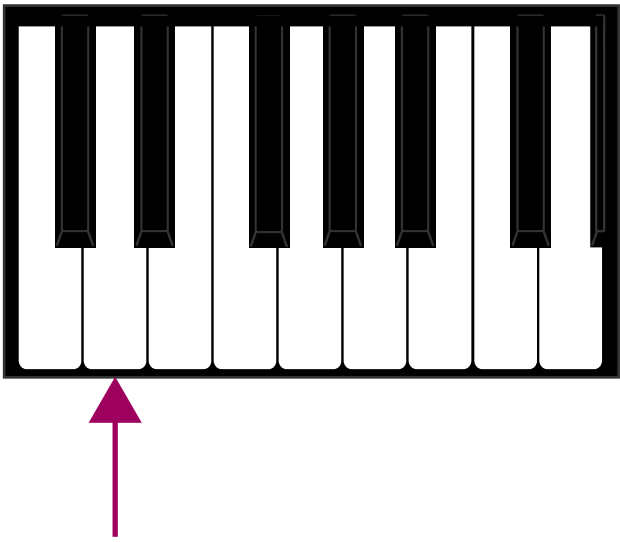
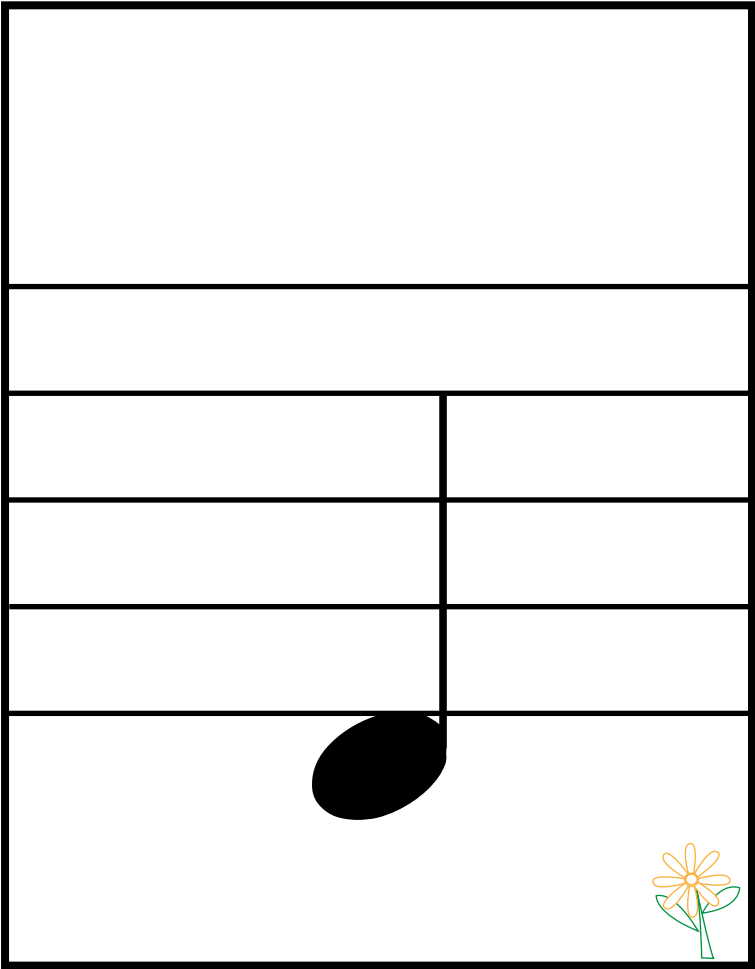
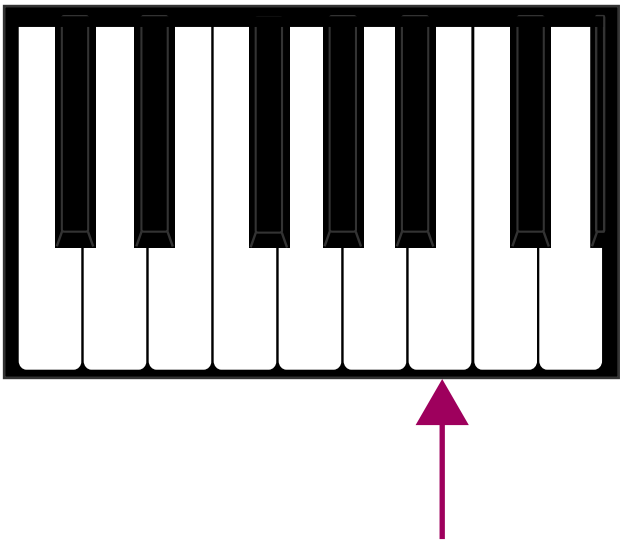
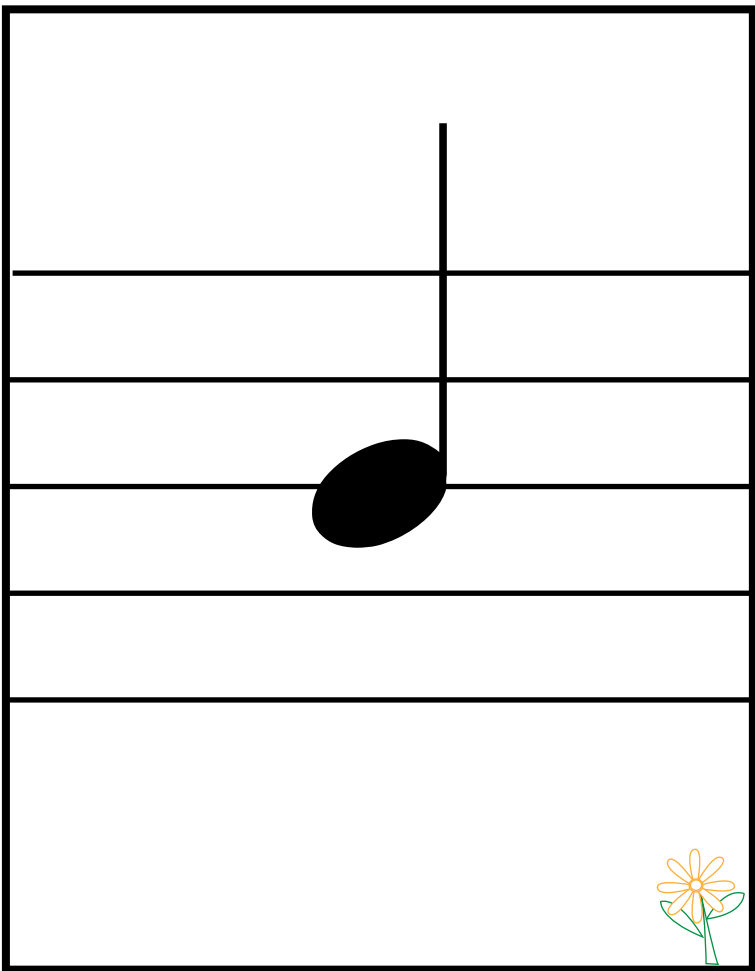
If the bottom of a notehead is touching a line.....or  
if the top of a notehead is touching a line.....or  
if the notehead is between two lines,  
it is called a space note.











# Silly Song Flashcards

These are cards for practicing “note to key” by mixing up the cards and making “Silly Songs”. For extended use, I recommend laminating these cards. They fit into “business card” sized pouches (2.25” x 3.75”). 5mil is a good, sturdy strength. The ID sheet is for glueing onto the back of the cards before cutting out if desired.

Start with only 2 or 3 different notes. The cards may be used right side up or upside down since the lines are centered on the cards. Put clef of choice at the beginning, which at this point is the treble/G clef, then line up cards in any order and play the “Silly Song” on the piano or keyboard.

Shuffle and play again.....and again.....and again. Be sure to check to make sure the notes are being played properly. There are two keystrips that cover all the notes of the Silly Song flashcards...one with arrow “help”. Use however you wish - can even be placed behind the lined up flashcards.

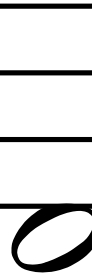
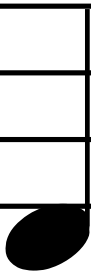
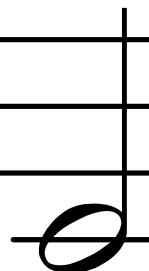
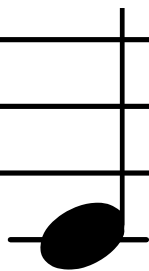
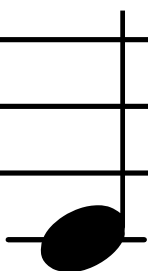
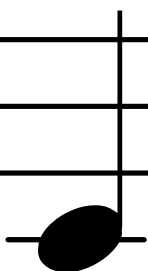
When used right side up and upside down these notes cover a range of keys from a low E (2nd E to the left from Middle C) to a high A (2nd A to the right of Middle C). So, they can be used to figure out which key is indicated by a “new” note. Remember, the notes walk up (or down) line, space, line, space.....

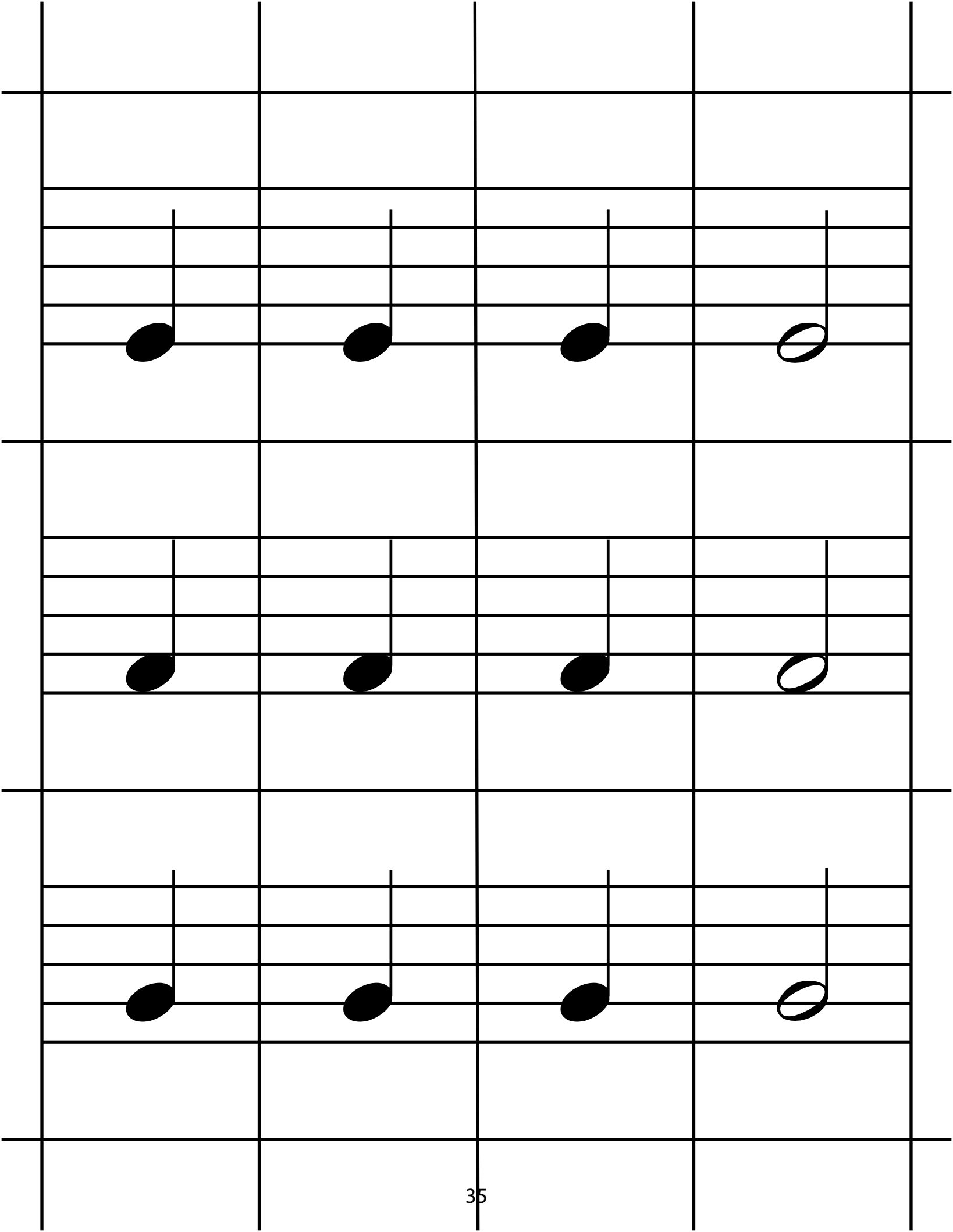
Refrain from having your child/student name the note before playing the proper key. Just look at the note, then play the proper key. What is important is that they know which piano key the note represents. If they play a D, for instance, when they should have played a C, that is the time to mention key names - “You played a D. That note is actually the C.” Names of notes and keys are for convenience.

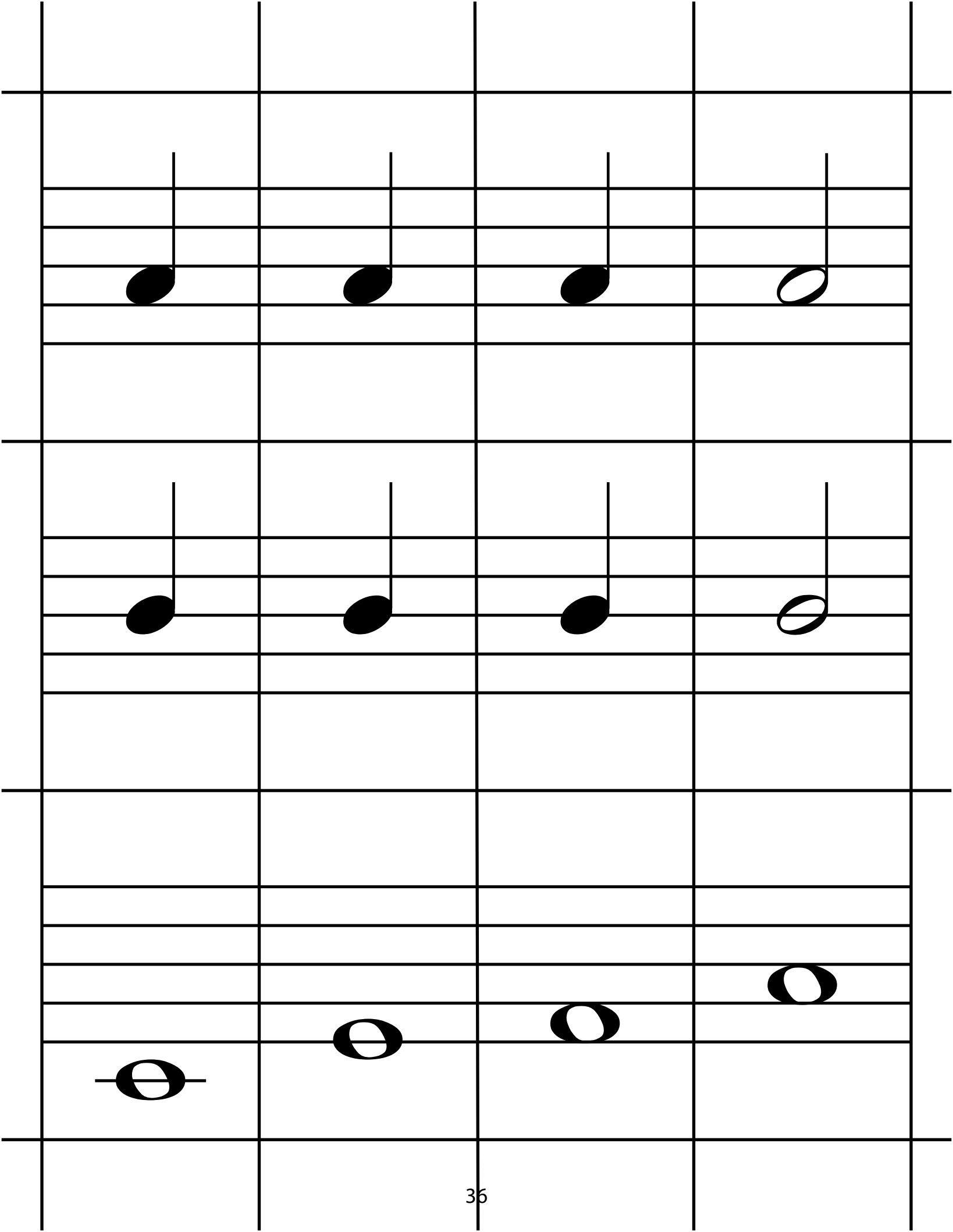
*This game is basically what the Notes part of the Anybody Can Play PIANO app does from C below Middle C to C above Middle C with nine different levels - just keeps adding 1 or 2 notes with every level. The app, of course, checks each move, shows the correct key when an incorrect key is played and instantly shuffles each time the line of notes is completed - so can be done independently by a student who is in the “learning to read music notation” mode.*

*EZPianoNotes (an Apple app) also teaches note to key with many different levels. The note slides up and down the grand staff so students get the sense of how the notes actually work on that staff.*

*Direct links to these apps are on the [www.anybodycanplay.com](http://www.anybodycanplay.com) website pages.*









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SONGS

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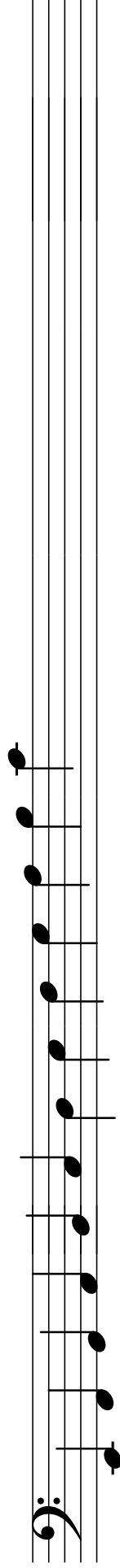
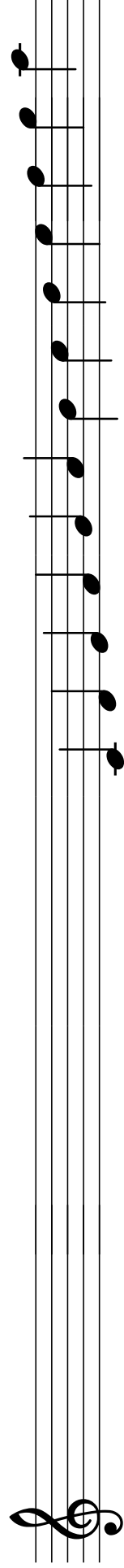
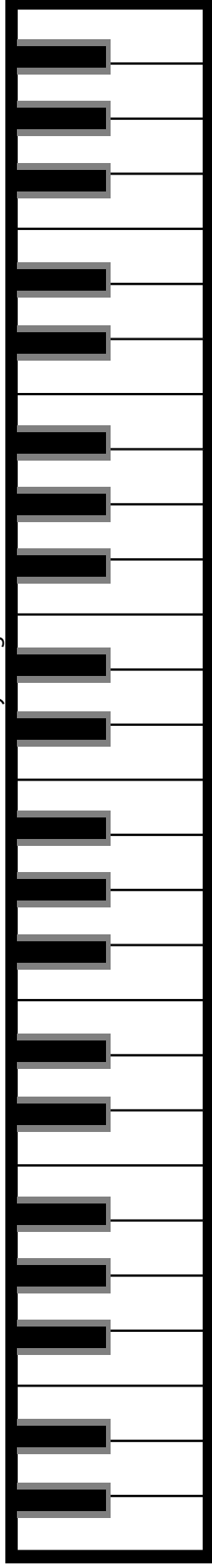
SILLY  
SONGS

SILLY  
SONGS

NOTE/KEYSTRIP for Silly Songs

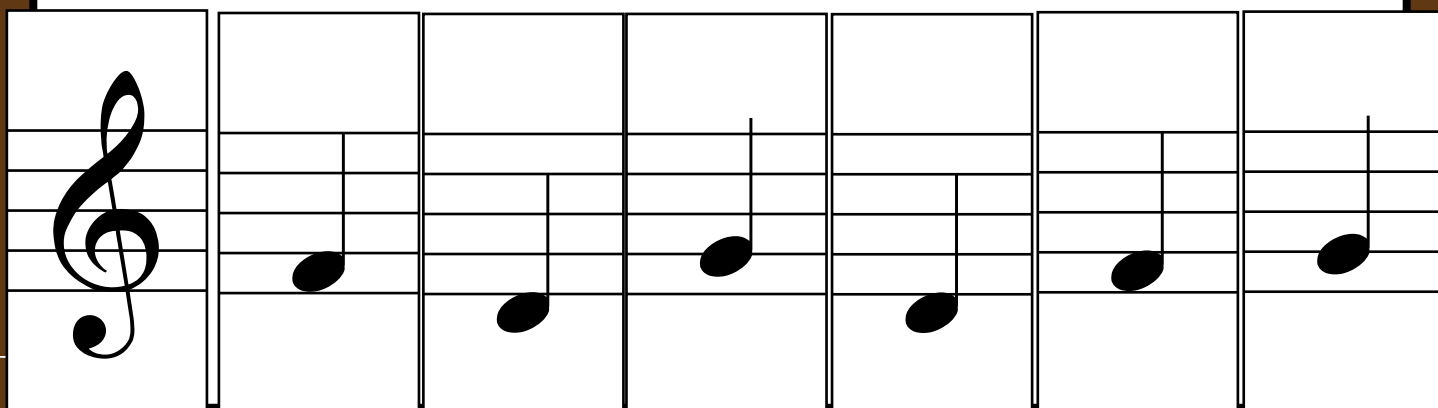
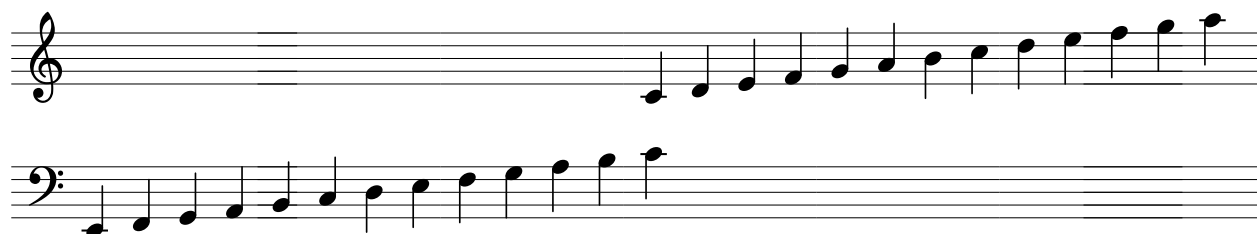
The diagram illustrates the relationship between a piano keyboard and musical notation. On the left is a piano keyboard with 24 keys. To its right are two musical staves. The top staff is in treble clef and contains a sequence of notes: C4, D4, E4, F4, G4, A4, B4, C5, D5, E5, F5, G5, A5, B5, C6. The bottom staff is in bass clef and contains a sequence of notes: C3, D3, E3, F3, G3, A3, B3, C4, D4, E4, F4, G4, A4, B4, C5. Colored arrows indicate the mapping: red arrows connect the first three notes of the top staff (C4, D4, E4) to the first three white keys of the keyboard; magenta arrows connect the next three notes (F4, G4, A4) to the next three white keys; blue arrows connect the final three notes (B4, C5, D5) to the final three white keys. Additionally, blue arrows connect the first three notes of the bottom staff (C3, D3, E3) to the first three white keys, and blue arrows connect the final three notes (B3, C4, D4) to the final three white keys.

NOTE/KEYSTRIP for Silly Songs



# My Sample Silly Song

NOTE/KEYSTRIP for Silly Songs



## **The Music Trail Game**

### Introduction

I have been repeatedly asked how I ever taught very young children how to play the piano so well when their attention span was so short. I don't think their attention span is short, the teaching just has to be interesting to them. Games are a great way to review concepts. This particular game is a "freebie" on my website, but I have included it for your convenience - plus have made some adjustments in card sizes.

This game includes color coding with the color coded numbers, note and rest values, addition, patterning, following directions, preparation for music measures, giving directions.....and then there is getting the game ready to play, and putting everything away when finished.

This game can be used in many different ways...some as follows:

1. The numbers are color coded. When a red 2 is picked up, ask what finger is the "red 2" finger. "Everyone, tap your red 2 finger!" Do with for some of the numbers, but not all the number cards, so the game is not "interrupted" by only color coding review.
2. Always ask the names of the notes or rests and values..."So, this is a what? Oh, quarter note. And how many beats? One! Right! Hold up one finger.....etc." If a child instantly holds up the correct amount of fingers, be enthusiastic! "Wow! That was fast!"
3. When the children can do the game well, use only the note cards and use more than one at a time so they have to add up to 4 notes/rests.
4. Let children take turns being the "teacher". Let them ask the questions.
5. Play with everyone making the same moves, or, if they desire, each having separate moves. This is another learning experience. When making separate moves, keep playing the game until everyone gets "home" with everyone rooting for them! When someone gets to move many spaces ahead - everyone should be "happy". When someone has to go backwards - everyone should be "sad". When everyone finishes everyone should be joyful! We're all home!!!

To see this game played, just go to Youtube:

<https://www.youtube.com/watch?v=LcBzX8DXW2I&t=24s>

1

1

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2

3

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4

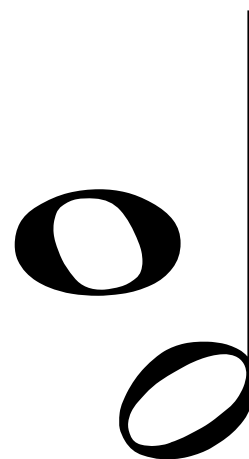
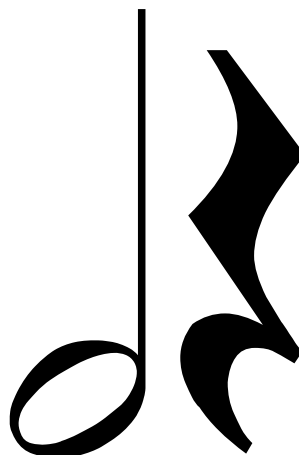
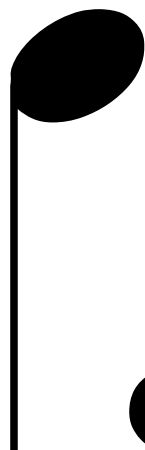
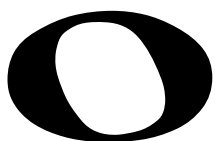
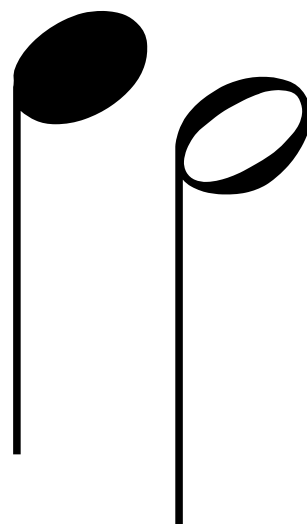
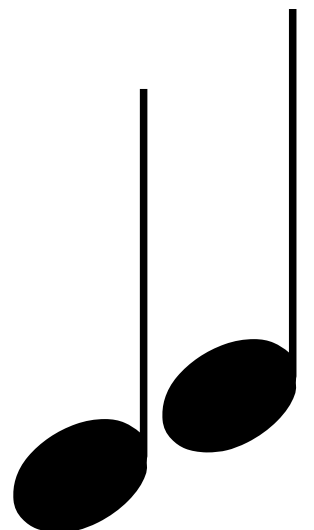
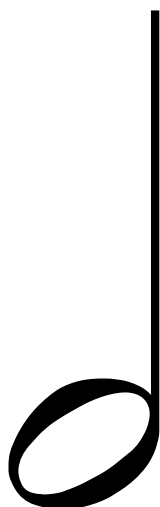
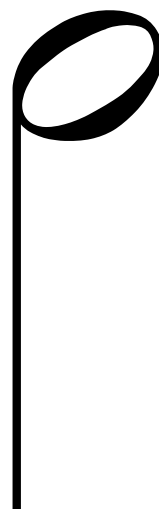
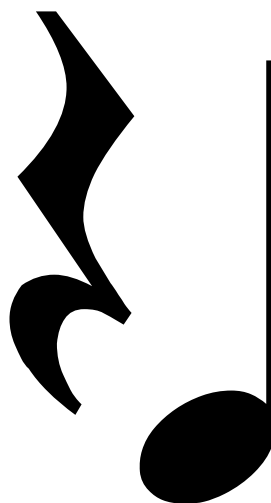
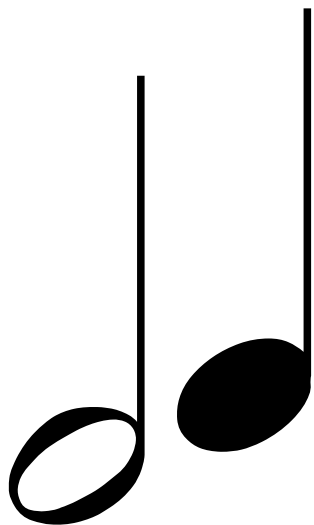
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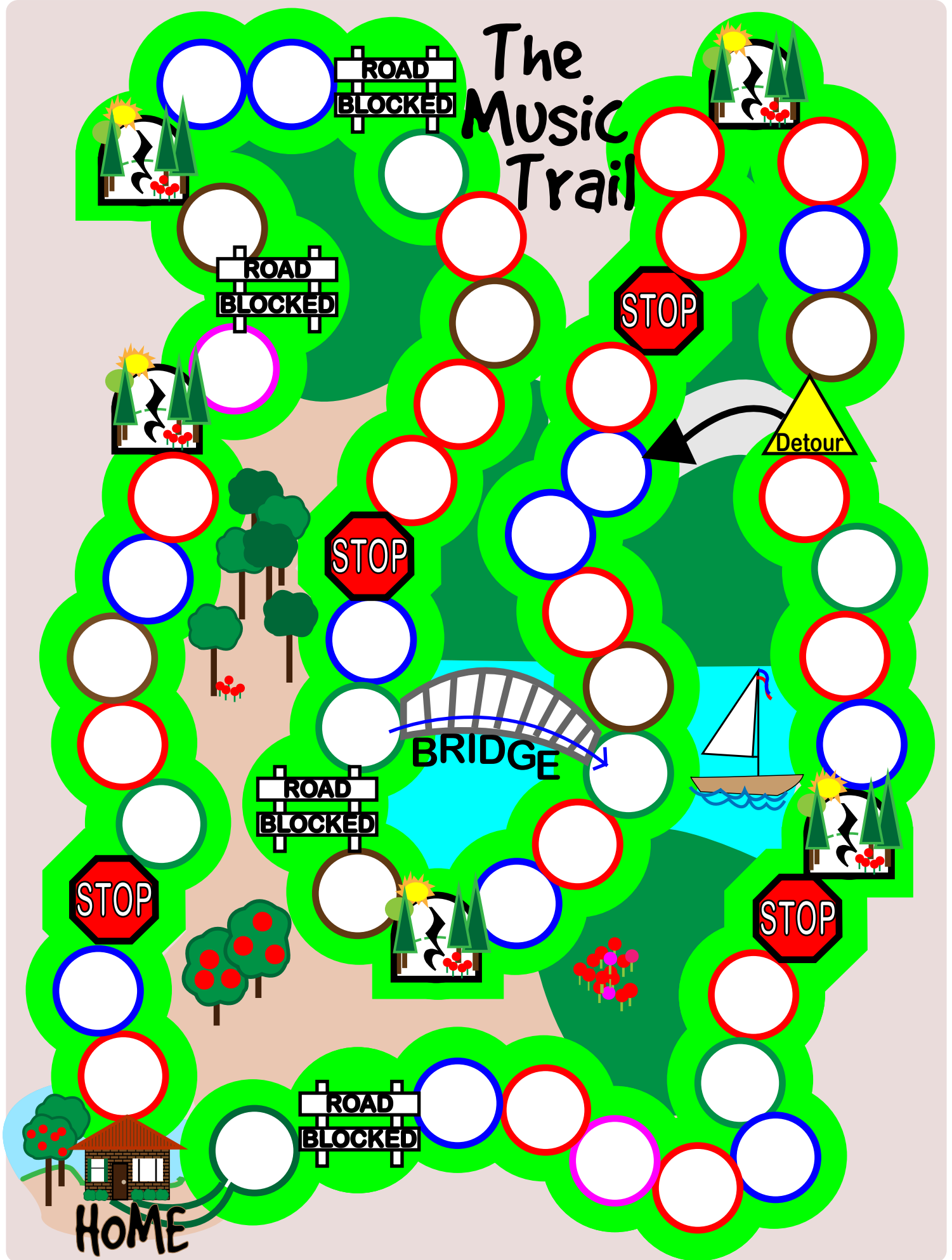
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5



# The Music Trail





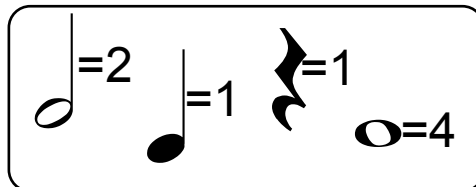
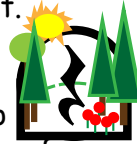
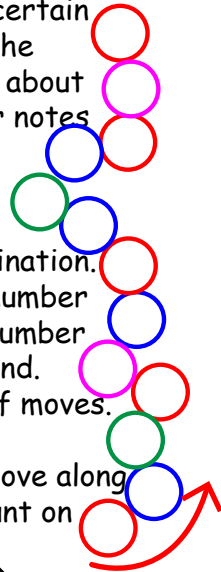
# The Music Trail

## Rules of the game.....

NOTE: This game is set up to instill the number of beats for certain notes and rests. With young children, everyone should make the identical moves so everyone "wins" together. This game is not about winning or losing. It is about learning the number of beats for notes and rests:) Only play this game with individual moves if the participants ask to play it that way.....usually older children.

Some cards have numbers and some have a note, rest or combination. When a card has two music symbols, have a child hold up the number of beats of one symbol with the fingers of one hand and the number of beats of the other symbol with the fingers of the other hand. Then just count the number of total fingers for the number of moves.

1. Draw a card. Using a button (or something \*appropriate) move along the trail primarily defined by the circles for the number amount on the card or the number of total beats on the card.
2. If during your move, you land on a stop sign, stop... no matter how many "moves" you had left.
3. If you go by a rest stop, you can stop and relax, go fishing or hiking, or just keep going. The rest stop does not interfere with the total number of moves.
4. If you land on a road blocked sign, you are immediately stopped, just like the stop sign.
5. If your last move of a turn lands you on the circle by the bridge, you can take a short cut by going across the bridge.
6. If your last move of a turn lands you on the detour sign, you must go in the direction of the detour arrow and back up a bit.
7. To go home you must have enough moves to get to the front door! If you have more moves left, that is OK. You are home!



\*

If you are playing this game with very young children, make sure the object you use for moving on the gameboard CANNOT be swallowed.

## ASSEMBLY: The Music Trail Game

Cut out the Rules of the game, place on back of Gameboard and hold up to the light to make sure the printing does not “shine” through. If it does, put an additional blank sheet of paper between the Gameboard sheet and the Rules sheet. Paste the 2 or 3 sheets together with several swipes of a glue stick.

Laminate Gameboard.

Glue another sheet of paper (preferably another color) to back of game cards. Make sure there is enough glue so all card pieces are secured and cut individual cards apart.

Laminate each card separately.

I used laminate sized 2 1/2 by 3 3/8 which gave each card a nice clear border.

In the video showing this game, \*a 5-year-old child was the player, so we just used a button for making moves. If you are playing the game with younger children, use something that cannot be swallowed for making the moves.... like an empty thread spool trimmed with colored duct tape or an empty glue stick (remaining glue and glue carrier removed, cover glued on and maybe colored duct tape around the remaining cylinder as well). For older children the tops of markers that have gone dry are good to use because they are different colors, so easy to identify.



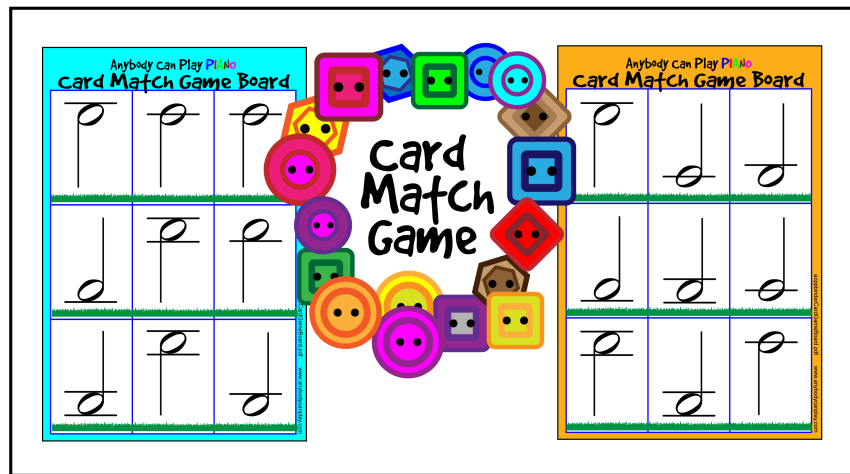
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<https://www.youtube.com/watch?v=LcBzX8DXW2I&t=24s>

## **Card Match Game**

This is a game that can be played by just a student and teacher or with a group of students.

Very young students are able to understand the object of the game, so again I repeat, be sure the objects used in the game are objects that cannot be swallowed. The child in the youtube video is 5 years old, so using a button is not a problem. Older children can use lego blocks, buttons, caps....but some of those really young children put everything possible in their mouth.



*NOTE: the “grass” along the bottom of each card. The colored part of the game sheets is actually only on the back side of the cards.*

Notes are seen in music in 8 different ways as seen on the “match cards”:

1. Line note right side up
2. Line note upside down
3. Space note right side up with line on top of note head
4. Space note upside down with line on top of note head
5. Space note right side up with line on bottom of note head
6. Space note upside down with line on bottom of note head
7. Space note right side up with line on top and bottom of note head
8. Space note upside down with line on top and bottom of note head

With this game, the “Leader” shows one of the “match cards” and the players try to find a match on their game sheet, then cover the note with a small object (like a Lego block, button, lid, or...) to show there was a match. There are some duplicates, so sometimes it will be, “That’s already covered!”

There are 2 game sheets per page. The two game sheets on each page actually utilize the same set of notes so by using the cards from only one page for the game, everyone will “finish” at the same time (just like on youtube).

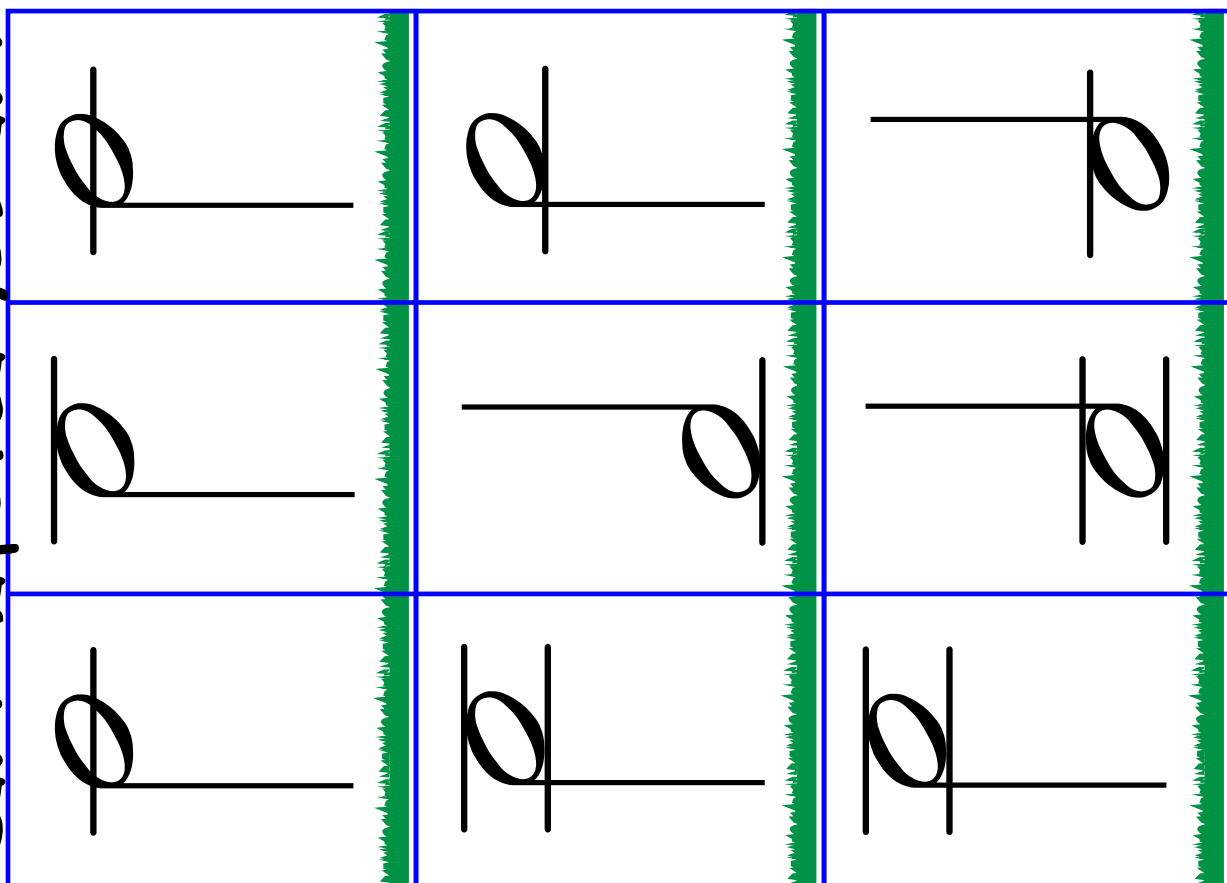
Paste a colored paper on the back side of each game sheet page, then cut apart inside dotted lines and laminate. Be sure laminate extends around game sheet to make durable and waterproof. If you paste a different colored paper on the back side of the 6 different game sheet pages you can play the game with everyone “finishing” at the same time by using the same colored game sheets or play with different “finishing” times by playing with different colored game sheets.

Print “match card” ID sheet onto colored paper and paste behind the sheet of “match cards”. Cut apart, laminate. FYI, cards fit into a 2 1/2 by 3 3/8 pouch.

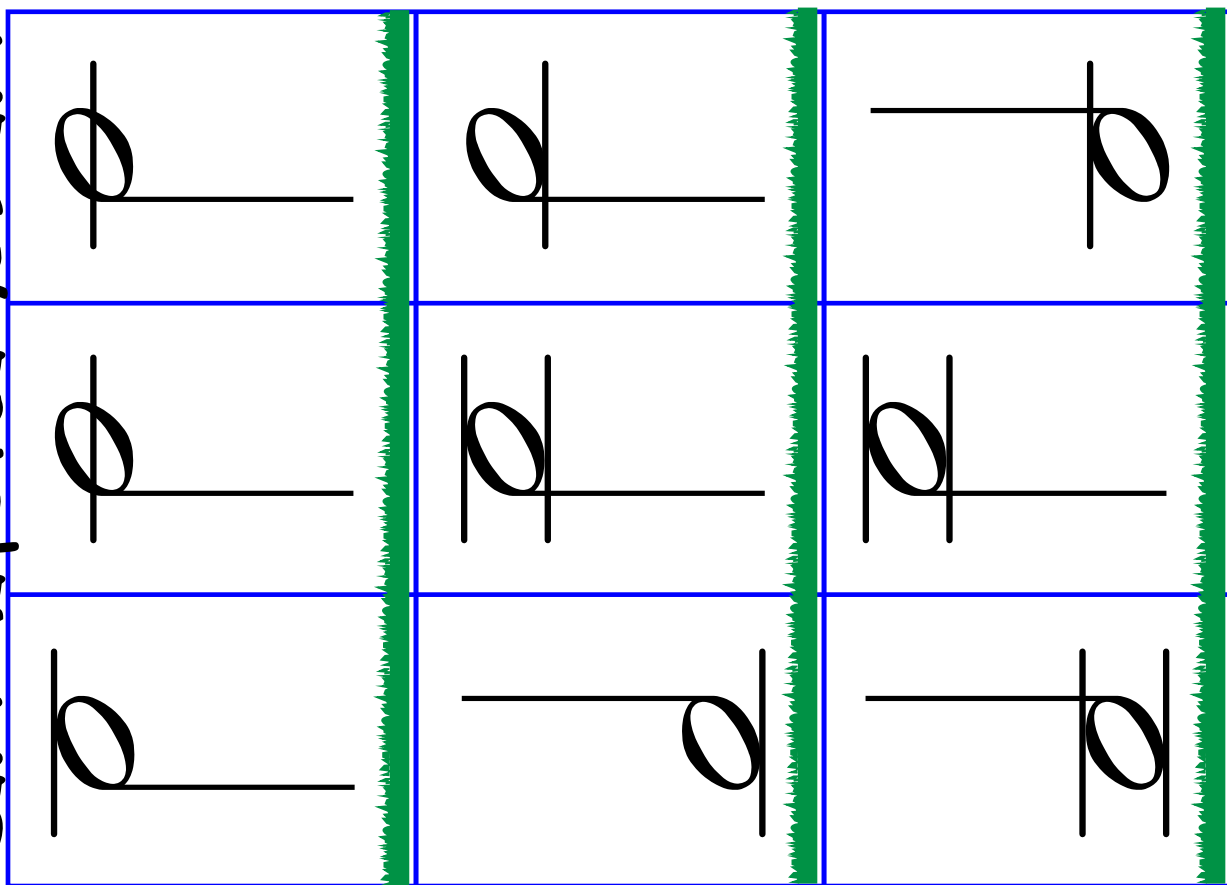
**To watch this game played on youtube, just go to:**

<https://www.youtube.com/watch?v=5jbGmF90ow0&t=90s>

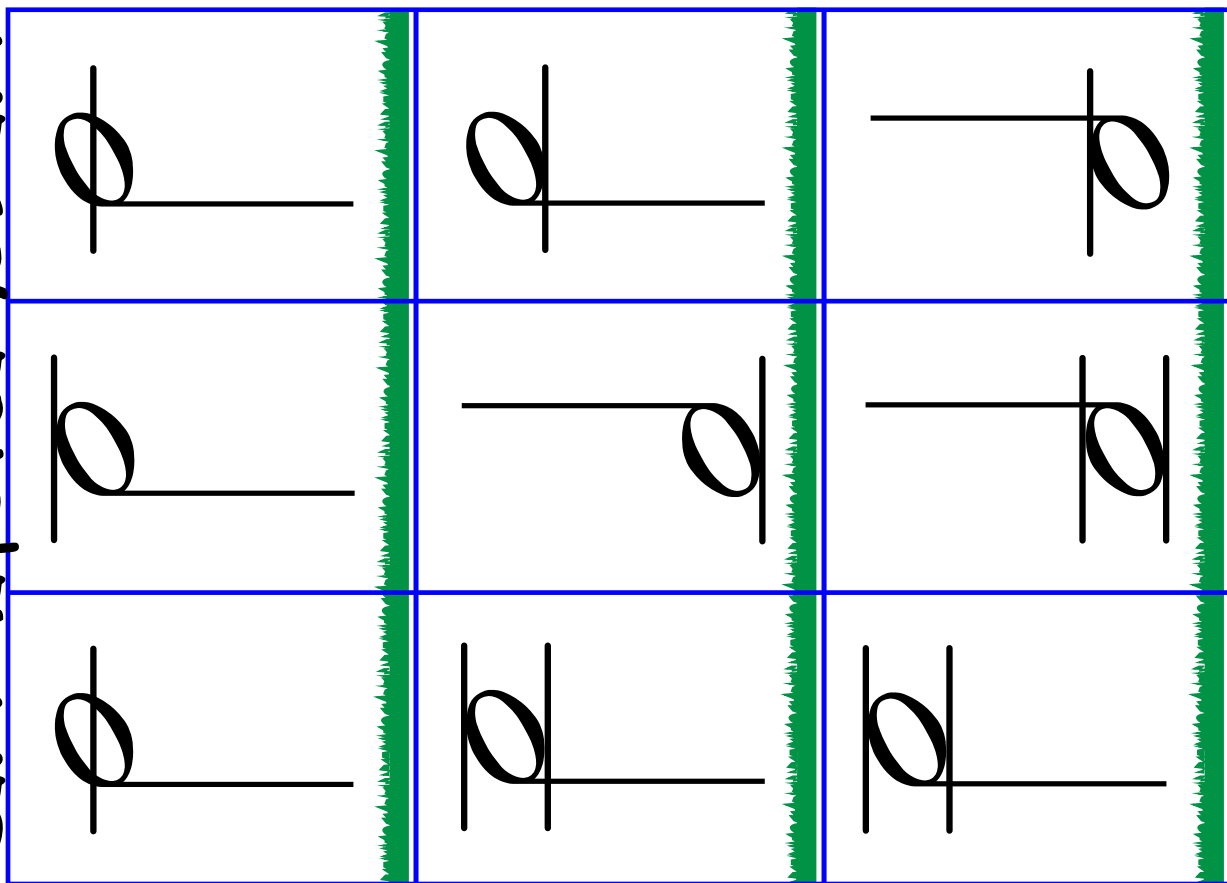
Anybody can Play **PIANO**  
**card Match Game Board**



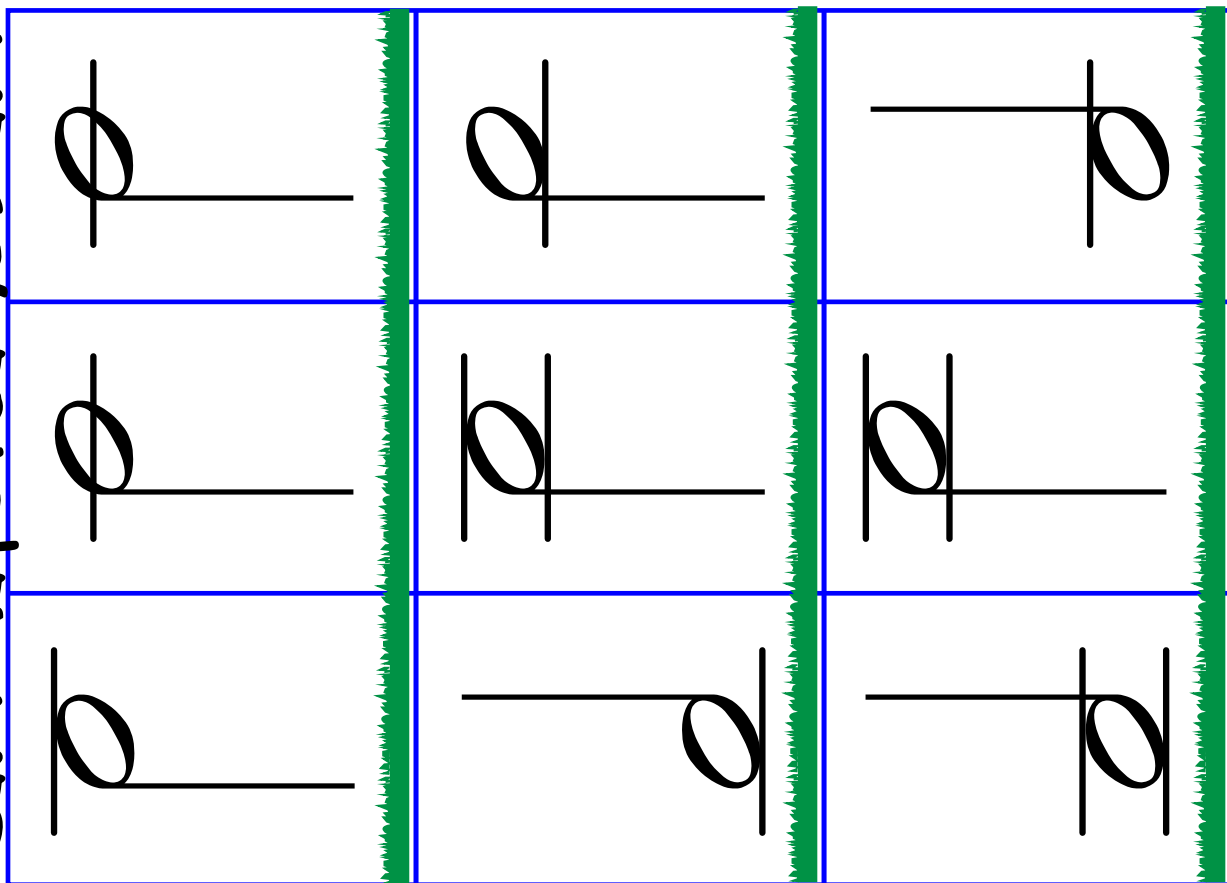
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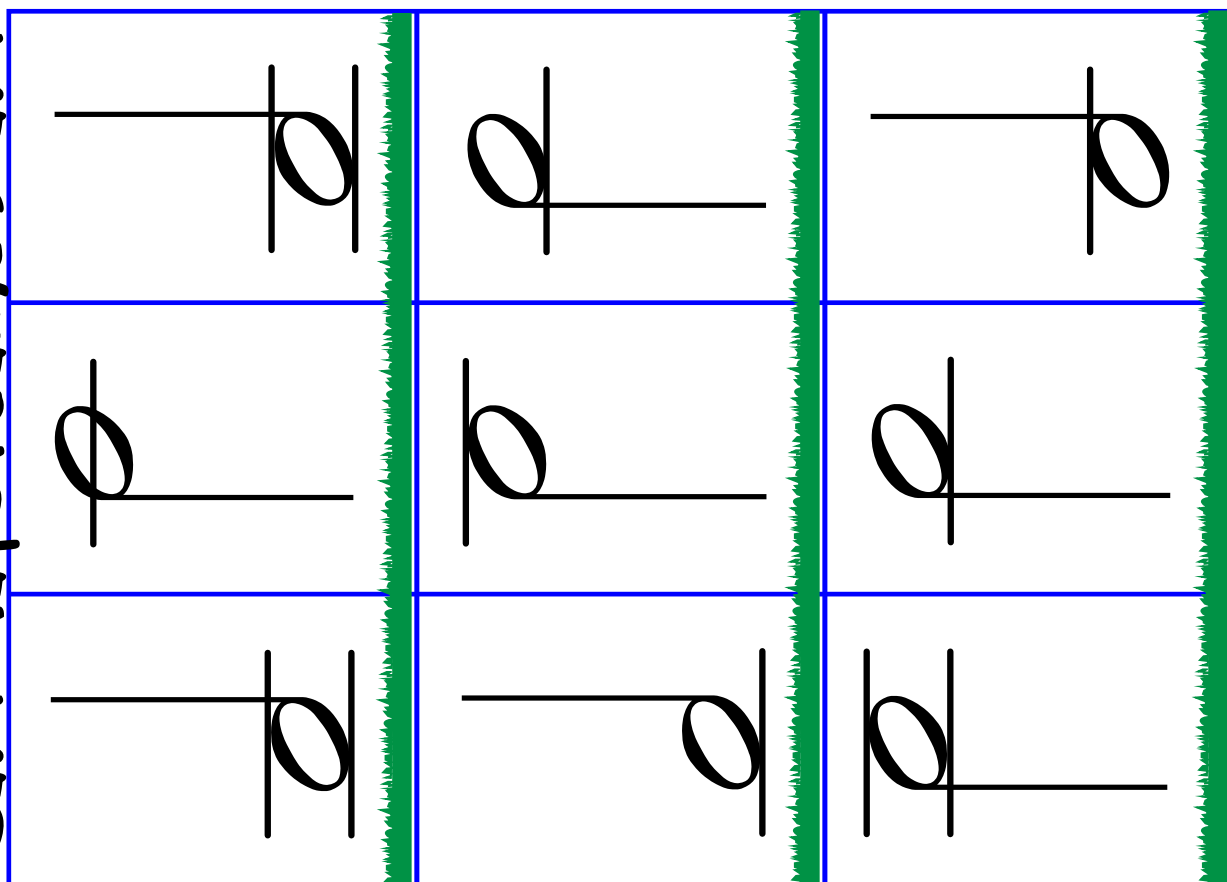
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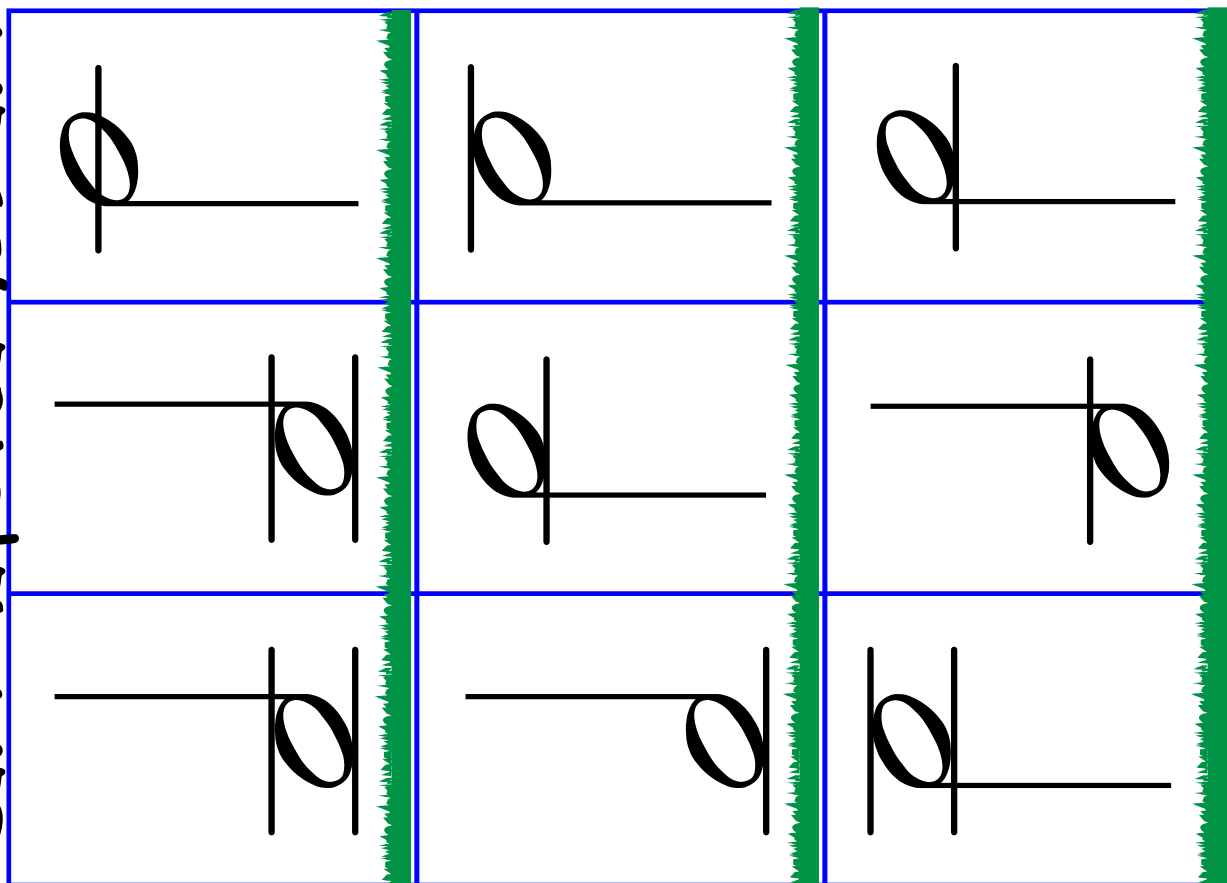
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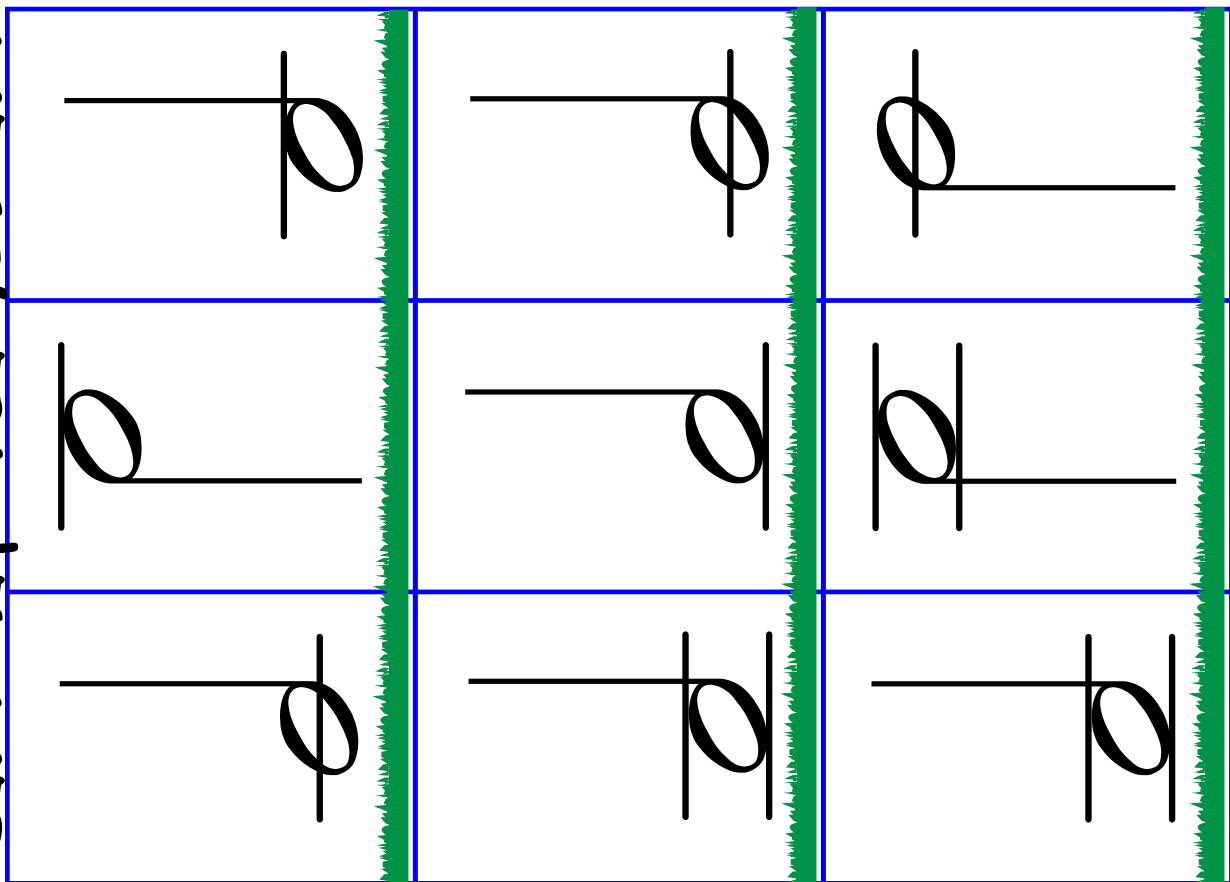
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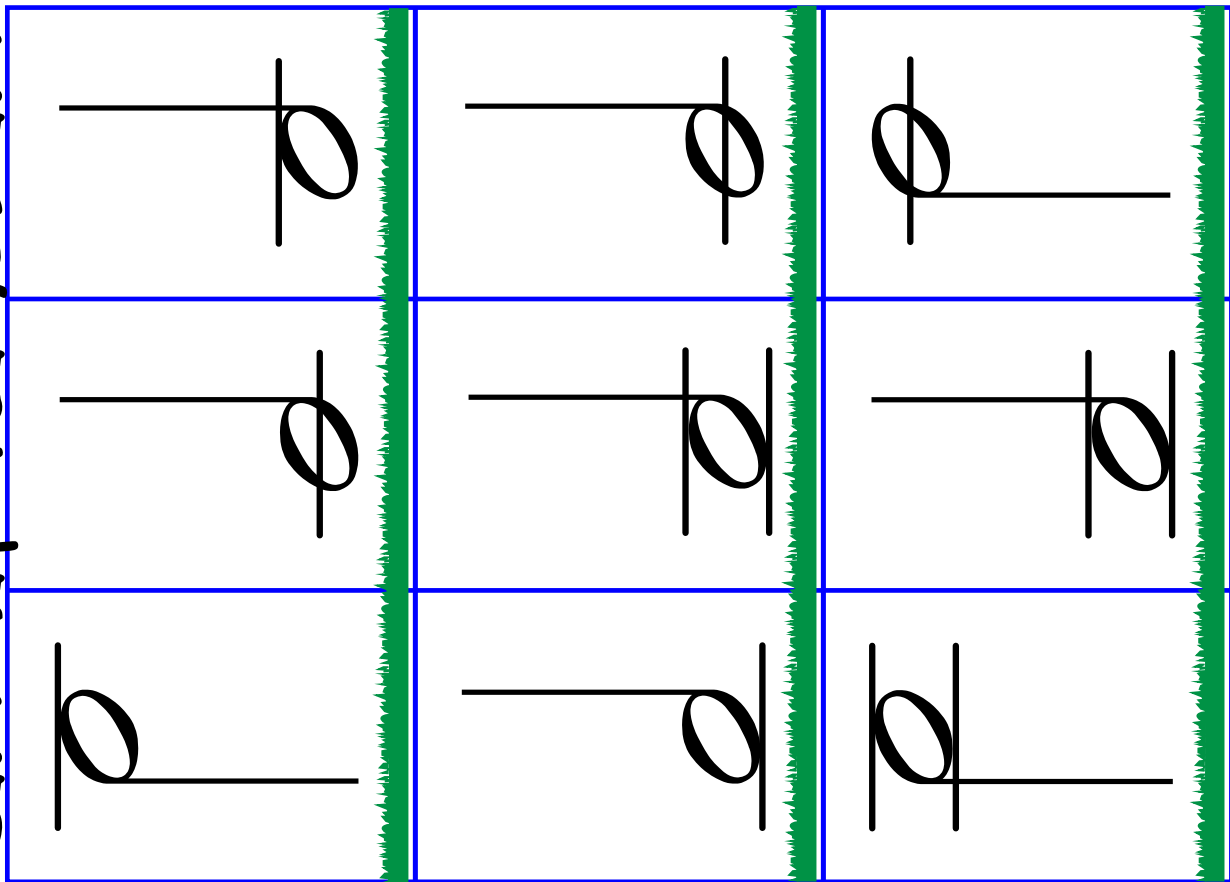
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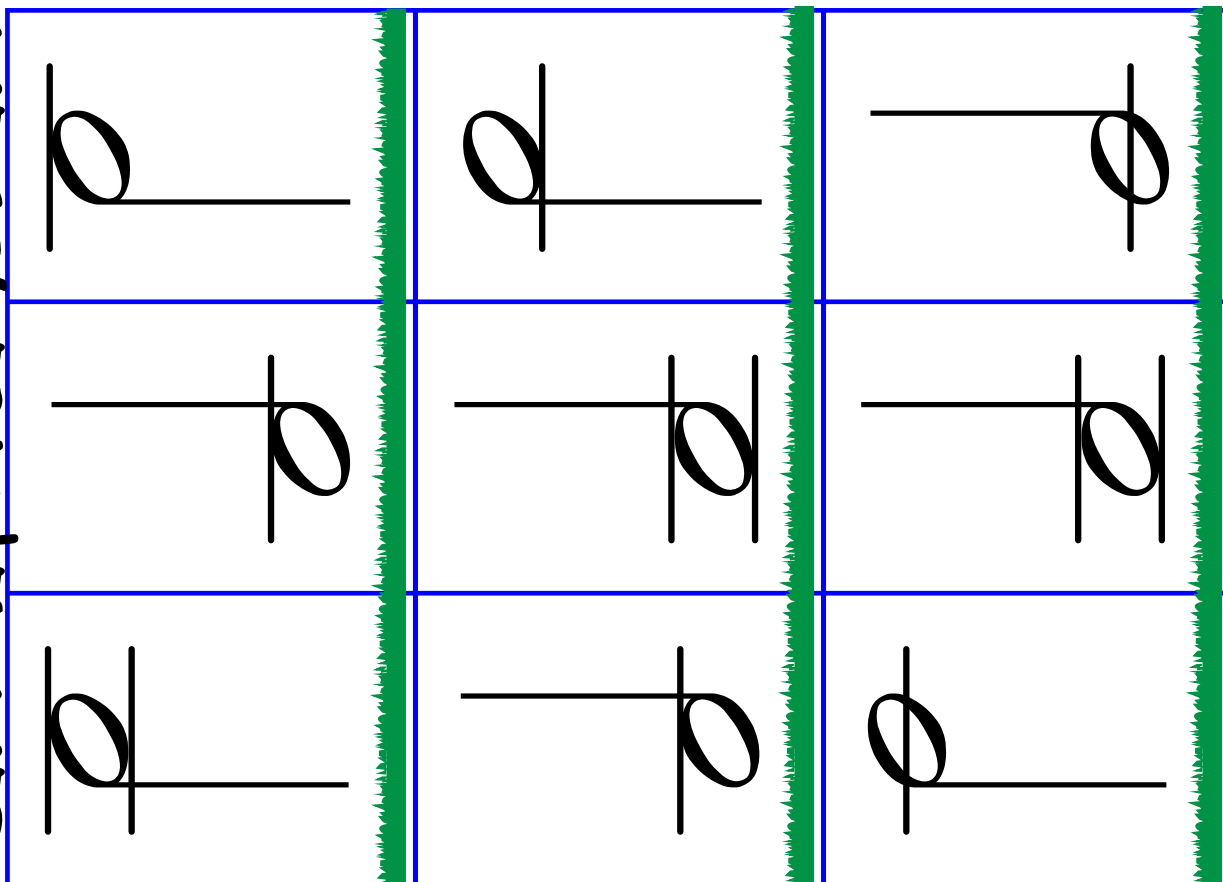


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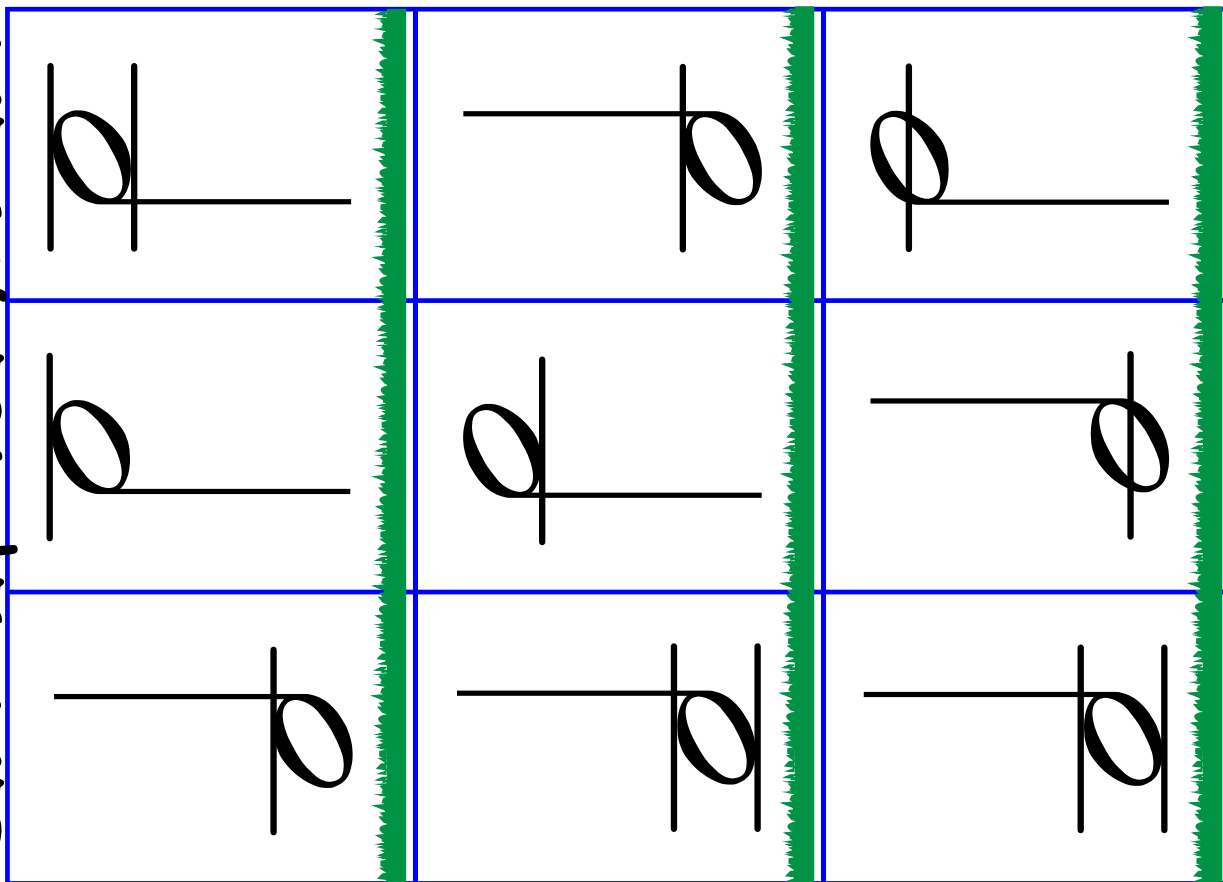




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# Notes to Keys

This Notes to Keys chart is included in the “regular” Packet 2. I included it again because it is such a good visual for seeing which note goes to which key on the keyboard in the Middle C to the C above Middle C range.

The keys are the width of a piano key so it can be used with group activities (or with one student) in lieu of a piano, particularly if it is laminated (or even placed in a sheet protector). Some ideas:

1. Touch or tap a named key with a particular finger.  
*Tap E three times with right hand red finger 2.*
2. Touch the key for the flashcard note being held up.
3. Tap keys in procession starting with a particular finger.  
*Start on the higher C with right hand pink finger 5. Now finger 4 on B, now finger 3 on A, etc.*
4. Tap a particular sequence of notes to learn part of a song.  
*Start with right hand blue finger 1 on Middle C, now finger 2 on D, now finger 3 on E, now finger 5 on G.*
5. Stick a sticker (removable) on a particular key.
6. Stick stickers in the proper colors for the hand position for a particular song.

The list goes on....

You notice I include the finger color and which hand to use when only one finger is mentioned or for the first finger in a series. We have not used finger numbers for the left hand yet and will continue to use colors for playing in parallel as we learn bass clef notation. In the next packet we will include an identical chart to this one for the bass clef.

Notes to Keys

The diagram shows a musical staff with a treble clef. Eight notes are written on the staff, each with a label 'Notes to Keys' and an arrow pointing to a key on a keyboard. The notes are: C4 (middle C), D4, E4, F4, G4, A4, B4, and C5. The keys are labeled with their names: C, D, E, F, G, A, B, and C.

