

## Lesson 12

# Read and Play 12 Notes

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# Dear Reader

In today's world, where so much is changing and information is so freely available, I just want to outline your rights and mine with regard to this booklet, which is part of my home study course 'Read & Play Music'.

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<b>Course</b>	<b>Read &amp; Play Music</b>
<b>Book 1</b>	<b>Read and Play Simple Tunes</b>
<b>Part 1</b>	<b>Pitch</b>
<b>Lesson 12</b>	<b>Read and Play 12 Notes</b>

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## LESSON 12:

# READ AND PLAY 12 NOTES

Now let's get back to learning some new notes. As I mentioned, we're going to learn 2 more notes now and that will be enough for **Book 1**. You'll learn more as you go on to the next books in the course.

Most songs use 12 notes or fewer, because that's about how high and low most people can sing. So with 12 notes you will greatly expand the music you can play.

There's a song which is notorious for being rather difficult because of how high it goes: the Star-Spangled Banner. When you hear a crowd singing it, the sound sometimes gets a bit thin in the second half of the song as people struggle to reach the high notes. That song has 12 notes, from middle C to upper G (one of the notes you're about to learn).

First, let's have a short review.

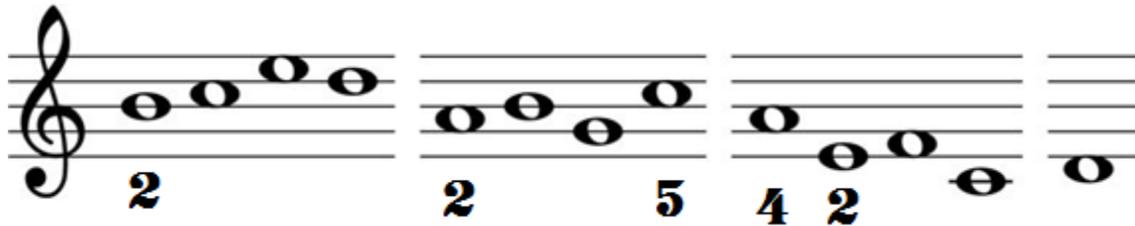
# REVIEW

## SEE WHAT YOU CAN DO

This is a review of what you learned in *Lesson 10: Read and Play 10 Notes*.

Let's make sure you can do all this well before you go on.

**STEP 1: CALL OUT THE NAMES** of these notes (see answers below):



**STEP 2: READ AND PLAY** the notes above, using the fingering shown.

**STEP 3:** Give the definition of **treble clef**.

**Answer to STEP 1:** BCED ABGC AEFC D

**Answer to STEP 2:** If you'd like to check the accuracy of what you played, you can compare it to an audio recording:



Click the blue box above,  
or find the audio on your Book 1 Course Materials page at  
[www.dempstermusic.com](http://www.dempstermusic.com)

**Answer to STEP 3:**

**Definition:** the **treble clef** is a clef that shows that the 2nd line up from the bottom of the staff represents the G above middle C.

How did that go?

If you had any trouble with it, do a bit more work on the exercises of *Lesson 10* or earlier.

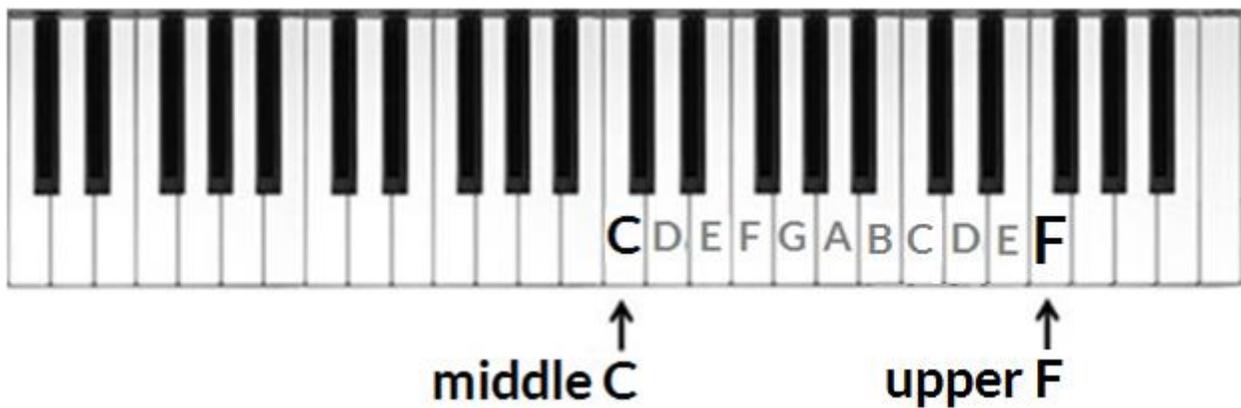
If you did fine, carry on.

# MUSIC THEORY

## BUILD YOUR KNOWLEDGE

### Upper F

As we've seen, the next note to the right of upper E is called 'upper F'.



Play middle C on your keyboard now with your right thumb, and then play upper F with your right little finger. You'll probably need to move your hand to the right to play upper F.

## **How upper F is shown in printed music**

Here it is:

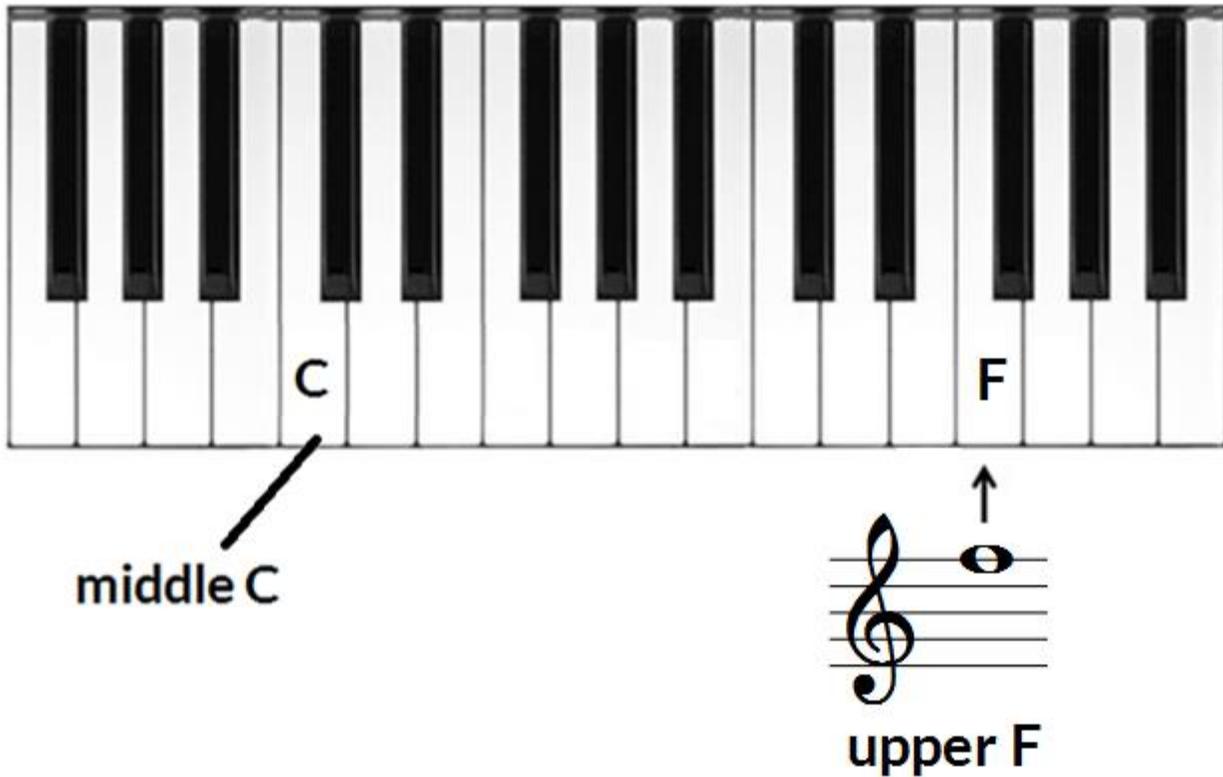


How would you describe where the note upper F is on the 5 lines?

It is usually described like this: 'upper F is on the top line'.

### Note-matching diagram for upper F

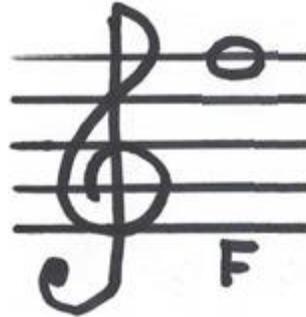
Here's a note-matching diagram for this new note:



Note-matching diagram for upper F.

## Draw the printed note upper F

Your drawing should look something like this:



Do each step as you read it:

1. **GRAB** a blank piece of paper and a pen or pencil.
2. **DRAW** 5 horizontal lines, like the above.
3. **DRAW** the curly symbol on the lines, at the left edge.
4. **DRAW** the note upper F.
5. **WRITE** the name of the note ('F') under it.

## Read the upper F from printed music and play it

Here again is the printed note upper F. Look at it, and then push down the upper F key on your keyboard (10 white keys to the right of middle C). Use a finger of your right hand.



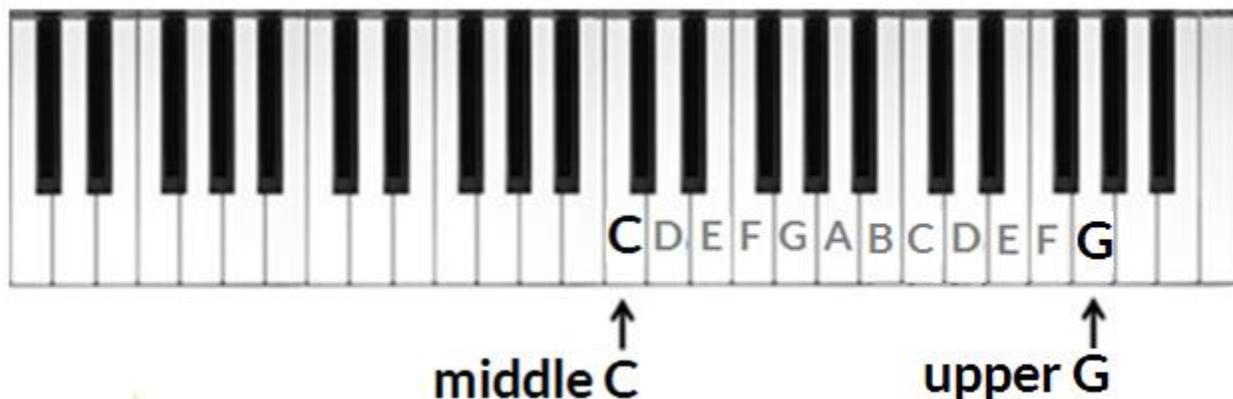
Did you

- **READ** the note upper F from printed music?
- **PLAY** the note upper F by pushing down the key on your keyboard?
- **HEAR** the note upper F?

Great! You just took one more step in reading printed music and playing it on the piano.

## Upper G

As we've seen, the next note to the right of upper F is called 'upper G'.



Play middle C on your keyboard now with your right thumb, and then play upper G with your right little finger. You'll need to move your hand to the right to play upper G.

### How upper G is shown in printed music

Here it is:

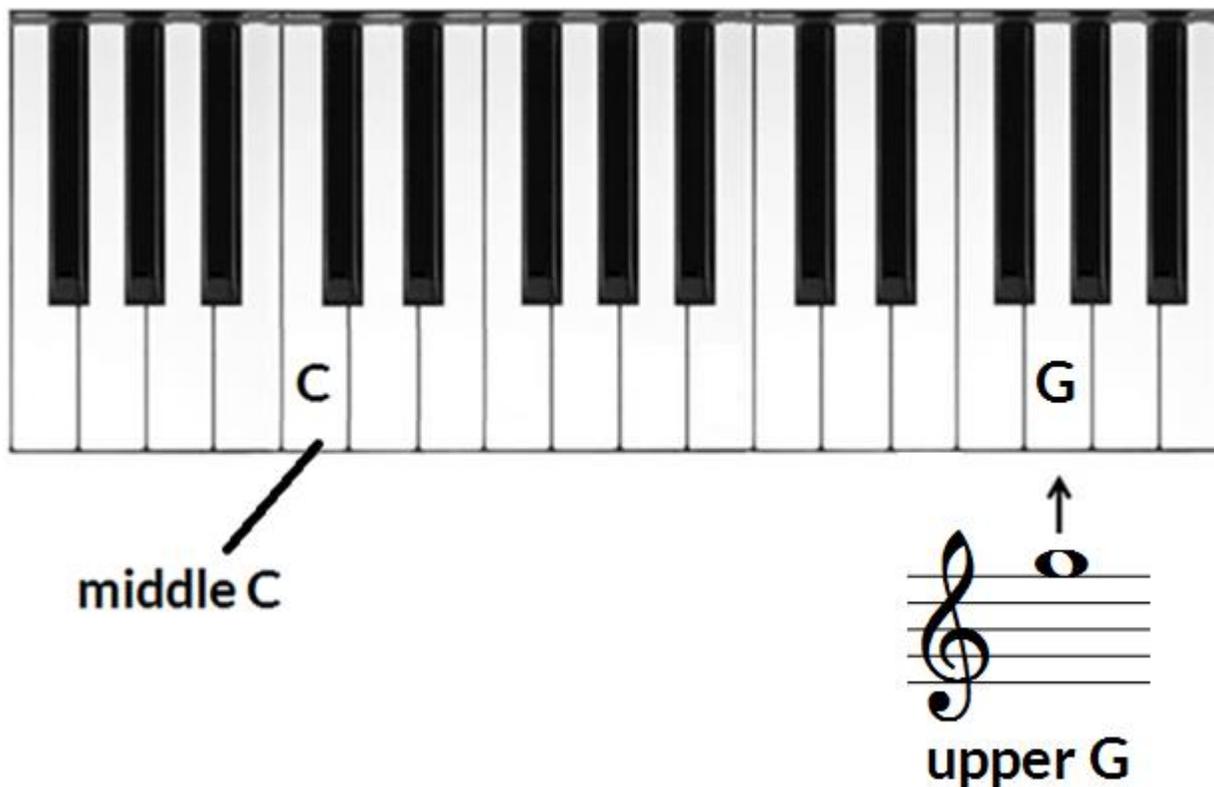


How would you describe where the note upper G is on the 5 lines?

It is usually described like this: 'upper G is in the space above the top line'.

## Note-matching diagram for upper G

Here's a note-matching diagram for this new note:



Note-matching diagram for upper G.

## Draw the printed note upper G

Your drawing should look something like this:



Do each step as you read it:

1. **GRAB** a blank piece of paper and a pen or pencil.
2. **DRAW** 5 horizontal lines, like the above.
3. **DRAW** the curly symbol on the lines, at the left edge.
4. **DRAW** the note upper G.
5. **WRITE** the name of the note ('G') under it.

## **Read the upper G from printed music and play it**

Here again is the printed note upper G. Look at it, and then push down the upper G key on your keyboard (11 white keys to the right of middle C). Use a finger of your right hand.



Did you

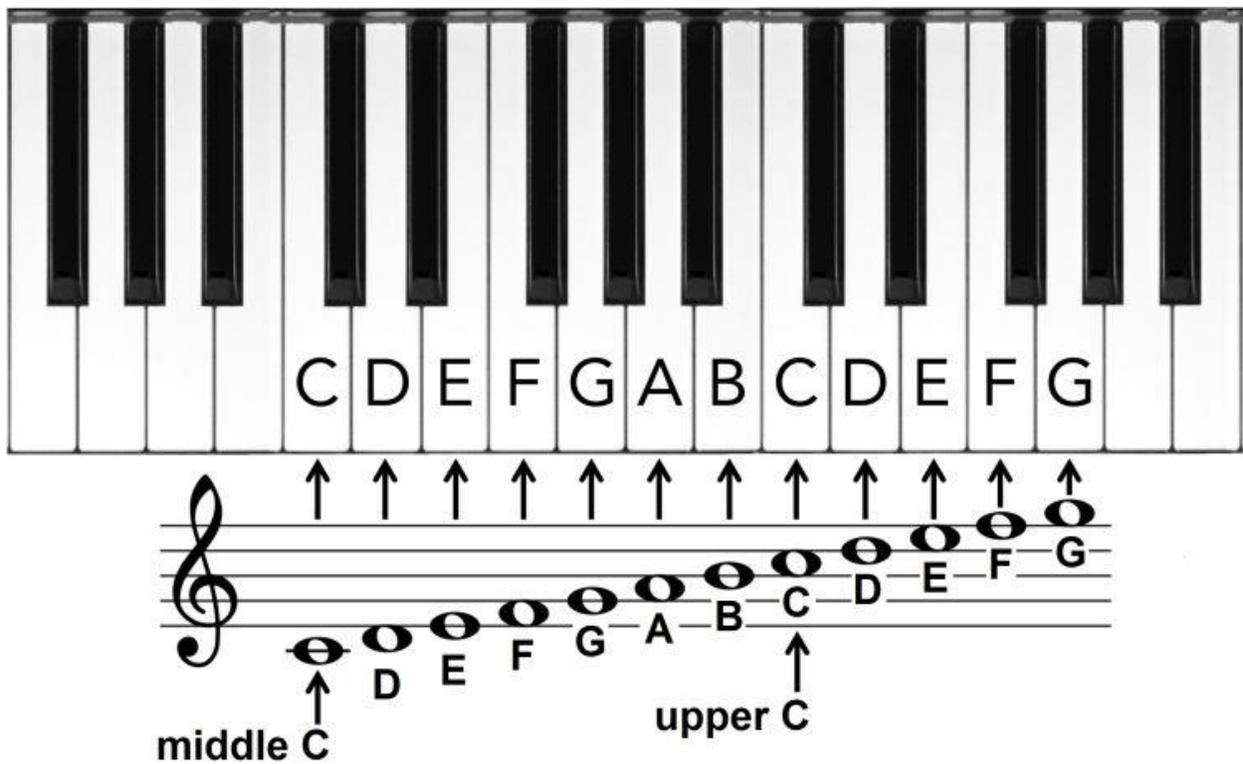
- **READ** the note upper G from printed music?
- **PLAY** the note upper G by pushing down the key on your keyboard?
- **HEAR** the note upper G?

Great! You just took one more step in reading printed music and playing it on the piano.

## All the notes you've learned so far

### Note-matching diagram

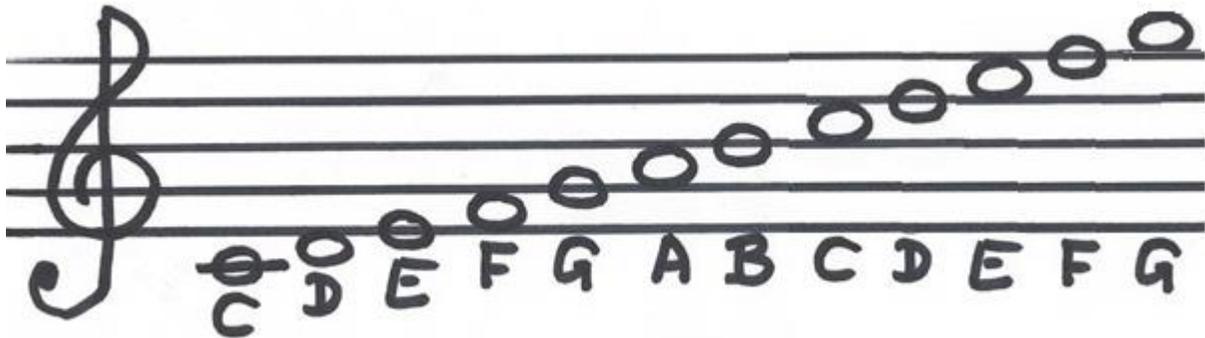
Isn't this impressive? Look how much you've learned.



Note-matching diagram for middle C to upper G.

## Draw all the notes you've learned so far

Your drawing should look something like this:

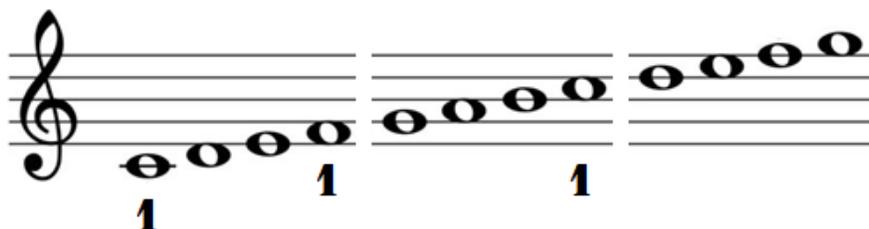


Do each step as you read it:

1. **GRAB** a blank piece of paper and a pen or pencil.
2. **DRAW** 5 horizontal lines, like the above.
3. **DRAW** the curly symbol on the lines, at the left edge.
4. **DRAW** the notes middle C to upper E.
5. **WRITE** the name of each note under it.
6. **PROP** it up and **PLAY** it.

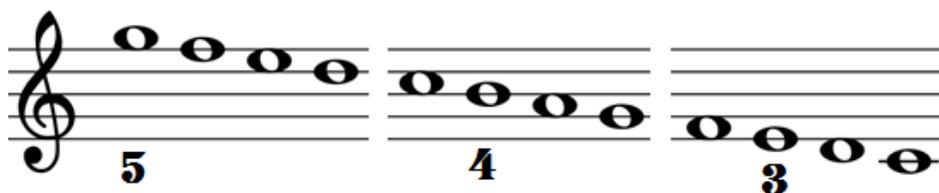
## Read middle C to upper G from printed music and play them

Here are those 12 notes again.



Look at the above notes one at a time, starting from the left. As you read each one, play it on your keyboard. I've marked fingering of '1' at the points where you should do a thumb-under. Do that now.

Now play them starting from upper G and working down. I've marked fingering of '4' and '3' at the points where you should do a finger-over. Do that now.



Play them over and over while looking at the printed music until they begin to seem familiar.

Great! Now you can read and play 12 notes.

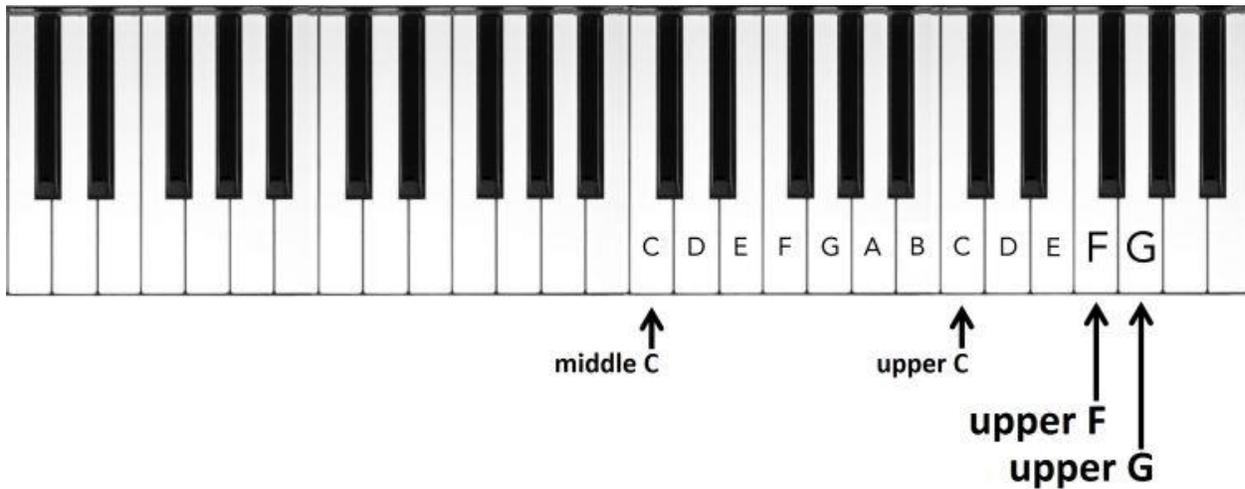
As I mentioned earlier, that's enough notes for **Book 1**. Later in the course, you'll learn how higher and lower notes are printed, and you'll be able to work them all out for yourself.

# PRACTICAL

## BUILD YOUR SKILL

### Exercise 1: Upper F G

Here's a reminder of how upper F and G look on the keyboard:



Reminder: The 2 new keys upper F and G.

# 1 Find the keys

1. **CALL OUT** these note names, and **POINT** to the keys on your keyboard.  
**Since we're learning the upper notes, point to the notes upper F and upper G on your keyboard.** For example, call out the first group as 'F G F'.  
(No need to say 'upper F upper G upper F', but recognise that the notes you're pointing to are the upper notes.)

**upper FGF – GFF – FGG – GFG**

2. **REPEAT** until you can do the whole line of 12 with no hesitation.

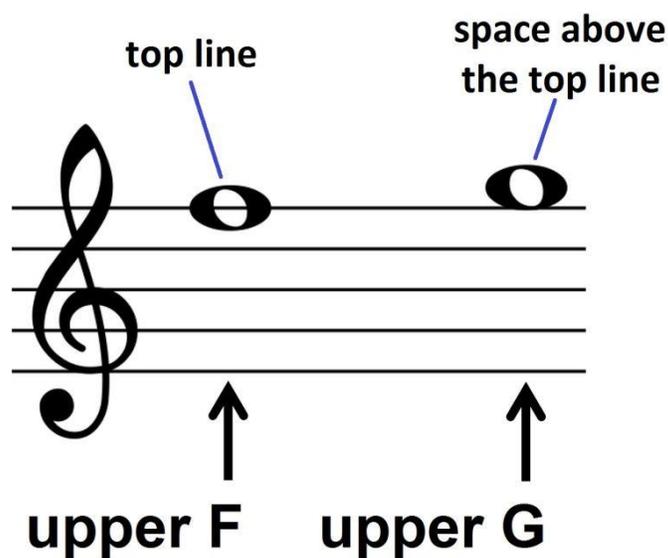
# 2 Play from letters

1. **CALL OUT** these note names, and **PLAY** them on your keyboard.  
**Play the upper notes: upper F and upper G.**

**upper GGF – GFG – FGF – GFF**

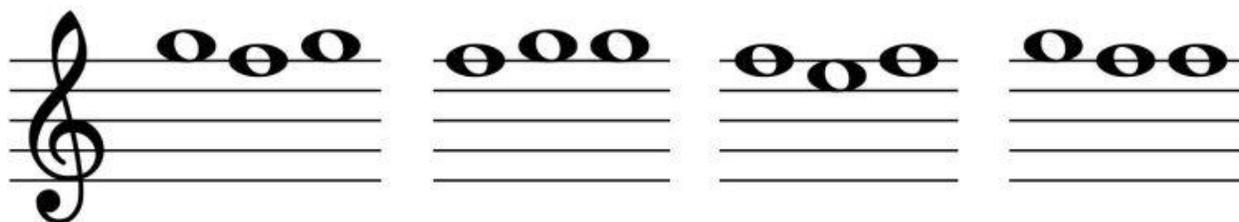
2. **REPEAT** until you can do the whole line of 12 with no hesitation.

### 3 Name the printed notes



Reminder: The printed notes upper F and G.  
Notice where they are in relation to the 5 lines.

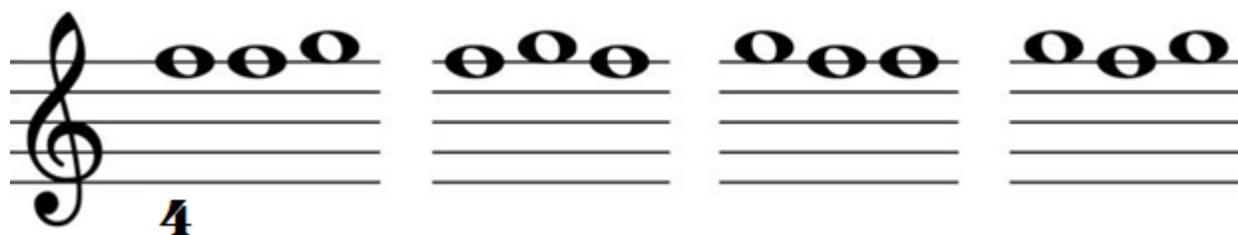
1. **POINT** to the printed notes below and **CALL OUT** their names. For example, call out the first group as 'G F G'.



2. **REPEAT** until you can do the whole line of 12 with no hesitation.

## 4 Play from printed music

1. **CALL OUT THE NAMES** of these notes, and **PLAY** them on your keyboard.



2. **REPEAT** until you can do the whole line of 12 with no hesitation.

## 5 Draw the printed notes, then play them

1. **DRAW** a staff (5 lines) and a treble clef.
2. **DRAW** these notes on the staff.

**Draw the upper notes: upper F and upper G.**

**upper FGG – GFG – FGF – FFG**

3. **PROP UP** your sheet of music and **PLAY** it.

## Exercise 2: Upper E F G

Now we'll mix one of the notes you learned earlier (upper E) with the 2 new notes (upper F and G).

### **1** Find the keys

1. **CALL OUT** these note names, and **POINT** to the keys on your keyboard. Since we're learning the upper notes, point to the notes **upper E, upper F and upper G on your keyboard**. For example, call out the first group as 'E G F'.

**upper EGF – GEF – FGE – GEG**

2. **REPEAT** until you can do the whole line of 12 with no hesitation.

### **2** Play from letters

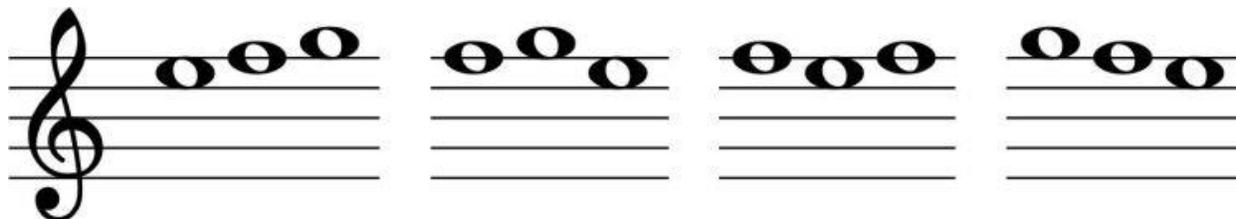
1. **CALL OUT** these note names, and **PLAY** them on your keyboard. Play the upper notes: **upper E, upper F and upper G**.

**upper GEF – GFE – FGE – EFF**

2. **REPEAT** until you can do the whole line of 12 with no hesitation.

### 3 Name the printed notes

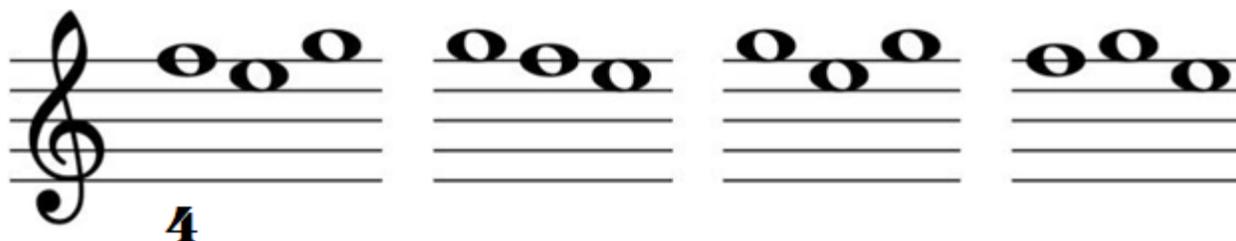
1. POINT to these printed notes and CALL OUT their names.



2. REPEAT until you can do the whole line of 12 with no hesitation.

### 4 Play from printed music

1. CALL OUT THE NAMES of these notes, and PLAY them on your keyboard.



2. REPEAT until you can do the whole line of 12 with no hesitation.

## 5 Draw the printed notes, then play them

1. **DRAW** a staff and a treble clef.
2. **DRAW** these notes on the staff.  
Draw the upper notes: upper E, upper F and upper G.

**upper FEG – EFG – FEF – FGE**

3. **PROP UP** your sheet of music and **PLAY** it.

## Chat with David:

### Applying Know-Before-You-Go



So, how's it going on applying the Know-Before-You-Go practice method?

The main thing I want is for you to become very competent in reading and playing music.

The second thing I want is for you to achieve that as efficiently and rapidly as possible. And that's where Know-Before-You-Go comes in.

I've seen a student who didn't know this practice method struggle with a piece of music, playing it over and over 20 times or more, making mistakes each time, and becoming more and more frustrated. That's one reason why people give up playing music.

And I've seen the result when I teach this practice method to a student, and he is suddenly able to play accurately and make good progress.

As you play the next exercise, notice whether you make any mistakes as you play it through for the first time. If you do, I recommend you restudy *Lesson 9, The Know-Before-You-Go Practice Method*, and do the exercises. It could make all the difference in your music-making. ■

## Exercise 3: Upper D E F G

### **1** Find the keys

1. CALL OUT these note names, and POINT to the keys on your keyboard.

**upper EDF – GED – FGE – DEG**

2. REPEAT until you can do the whole line of 12 with no hesitation.

### **2** Play from letters

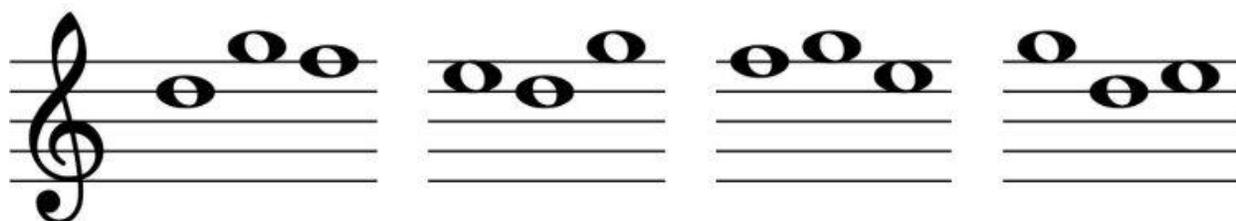
1. CALL OUT these note names, and PLAY them on your keyboard.

**upper GED – GFE – FGD – EDF**

2. REPEAT until you can do the whole line of 12 with no hesitation.

### 3 Name the printed notes

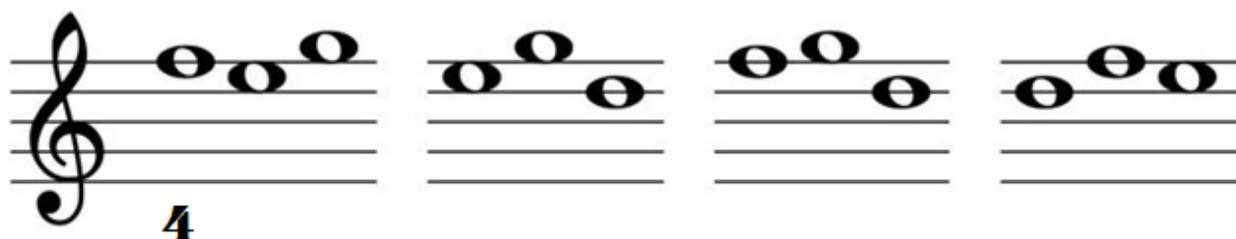
1. POINT to these printed notes and CALL OUT their names.



2. REPEAT until you can do the whole line of 12 with no hesitation.

### 4 Play from printed music

1. CALL OUT THE NAMES of these notes, and PLAY them on your keyboard.



2. REPEAT until you can do the whole line of 12 with no hesitation.

## 5 Draw the printed notes, then play them

1. DRAW a staff and a treble clef.
2. DRAW these notes on the staff.

**upper FDG – EFG – DEF – FGD**

3. PROP UP your sheet of music and PLAY it.

## Exercise 4:

### Upper C to G

#### 1 Find the keys

1. CALL OUT these note names, and POINT to the keys on your keyboard.

**upper CDF – GED – FCE – DEG**

2. REPEAT until you can do the whole line of 12 with no hesitation.

## 2 Play from letters

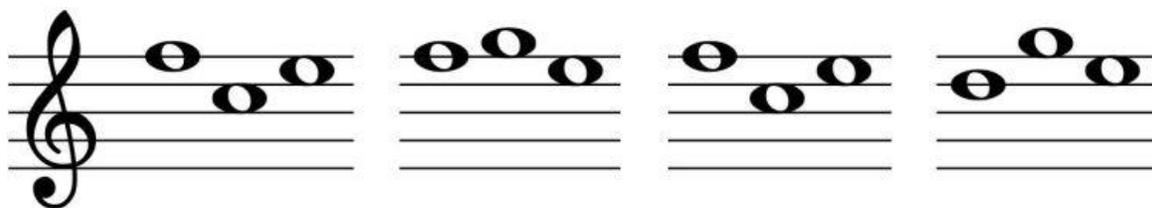
1. CALL OUT these note names, and PLAY them on your keyboard.

**upper GEC - GFE - CGD - EDF**

2. REPEAT until you can do the whole line of 12 with no hesitation.

## 3 Name the printed notes

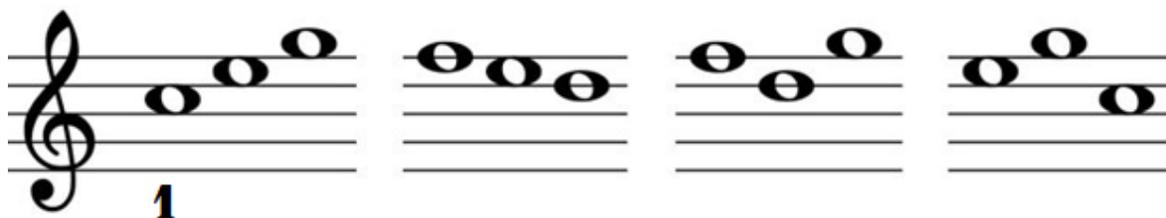
1. POINT to these printed notes and CALL OUT their names.



2. REPEAT until you can do the whole line of 12 with no hesitation.

## 4 Play from printed music

1. CALL OUT THE NAMES of these notes, and PLAY them on your keyboard.



2. REPEAT until you can do the whole line of 12 with no hesitation.

## 5 Draw the printed notes, then play them

1. **DRAW** a staff and a treble clef.
2. **DRAW** these notes on the staff.

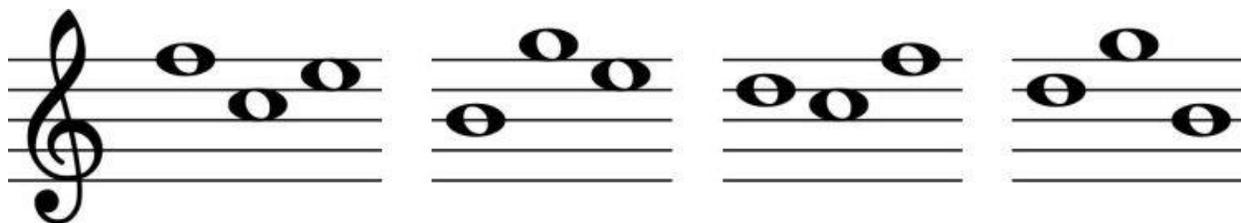
**upper FCG – EFG – CEF – CGD**

3. **PROP UP** your sheet of music and **PLAY** it.

## Exercise 5: B to upper G

### 1 Name the printed notes

1. **POINT** to these printed notes and **CALL OUT** their names.



2. **REPEAT** until you can do the whole line of 12 with no hesitation.

## 2 Play from printed music

1. **CALL OUT THE NAMES** of these notes, and **PLAY** them on your keyboard.



2. **REPEAT** until you can do the whole line of 12 with no hesitation.

## Tune 1:

### Another jaunty American song

In *Lesson 10*, you played the first part of this tune. Now that you know upper F, you can play the whole thing.

*Yankee Doodle*

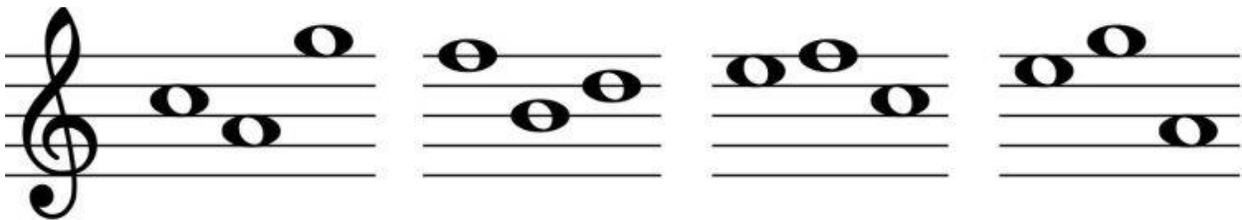
Pause briefly at each of the arrows

The image shows two staves of musical notation for the tune 'Yankee Doodle'. The first staff contains two measures of music. The first measure has a '1' above the first note. The second measure has a '1' above the first note and a '2' above the second note. Two blue arrows point down to the second and eighth notes of the first staff. The second staff contains two measures of music. The first measure has a '1' above the first note. The second measure has a '3' above the first note and a '1' above the second note.

## Exercise 6: A to upper G

### 1 Name the printed notes

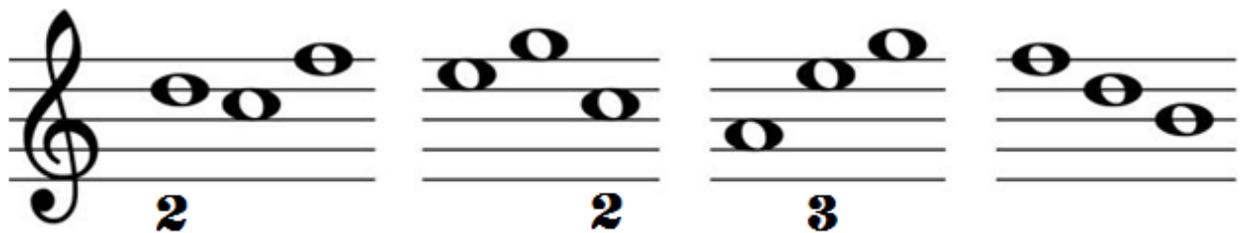
1. POINT to these printed notes and CALL OUT their names.



2. REPEAT until you can do the whole line of 12 with no hesitation.

### 2 Play from printed music

1. CALL OUT THE NAMES of these notes, and PLAY them on your keyboard.



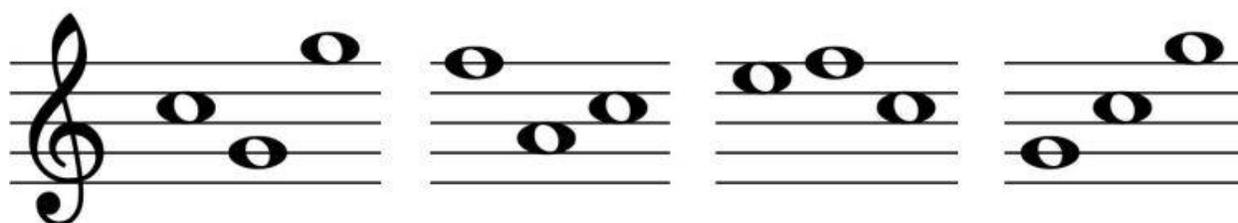
2. REPEAT until you can do the whole line of 12 with no hesitation.

**Tip:** Any time you get stuck (taking too long), go back and spend more time on the earlier exercises in this lesson.

## Exercise 7: G to upper G

### 1 Name the printed notes

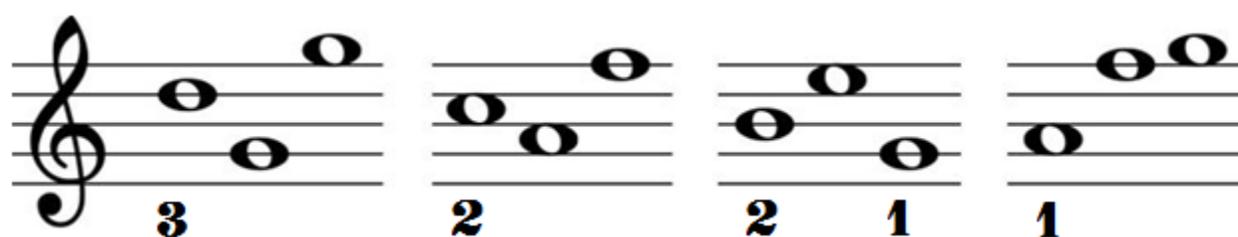
1. POINT to these printed notes and CALL OUT their names.



2. REPEAT until you can do the whole line of 12 with no hesitation.

### 2 Play from printed music

1. CALL OUT THE NAMES of these notes, and PLAY them on your keyboard.



2. REPEAT until you can do the whole line of 12 with no hesitation.

**Tune 2:**

**An English Christmas carol**

*Good King Wenceslas*

Pause briefly at each of the arrows

The image shows four staves of musical notation for the carol 'Good King Wenceslas'. Each staff is divided into two parts by a vertical line. Blue arrows point down to specific notes in the second part of each staff, indicating where to pause. Fingerings are indicated by numbers 1 through 5 above the notes.

- Staff 1:** Treble clef, 4/4 time signature. The first part has a '4' above the first note. The second part has arrows pointing to the 4th and 8th notes.
- Staff 2:** Treble clef, 4/4 time signature. The first part has a '4' above the first note. The second part has a '1' above the 7th note and an arrow pointing to the 9th note.
- Staff 3:** Treble clef, 5/4 time signature. The first part has a '5' above the first note. The second part has a '2' above the 2nd note and arrows pointing to the 5th and 8th notes.
- Staff 4:** Treble clef, 4/4 time signature. The first part has '1' above the 1st and 4th notes. The second part has arrows pointing to the 4th, 7th, and 9th notes.

## By the way ...

King Wenceslas was a real historical figure. He lived a thousand years ago in a land called Bohemia, which corresponds to the present-day Czech Republic.

Wenceslas wasn't actually a king while he was alive. He was a duke. But he was so loved by his people that after he died they declared him to be a king and then later decided he was a saint.

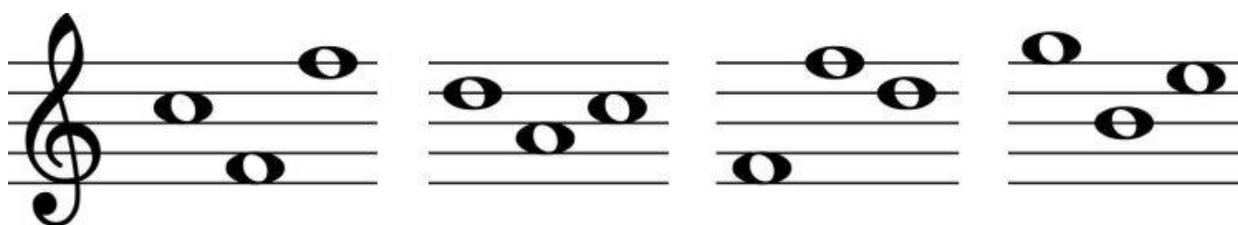
Many centuries later, the Czech culture and language were oppressed and in danger of being annihilated. Leaders emerged to rescue the day, and during the Czech National Revival the main square in the capital city of Prague was renamed 'Wenceslas Square'.

Around the same time (150 years ago), an English composer wrote the Christmas carol we know today, 'Good King Wenceslas'.

## Exercise 8: F to upper G

### 1 Name the printed notes

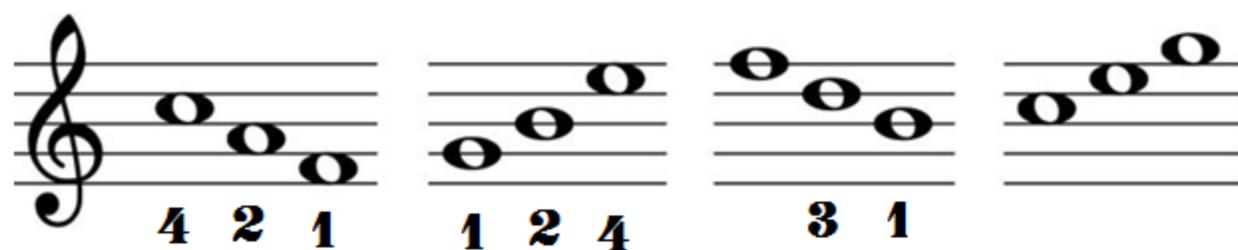
1. POINT to these printed notes and CALL OUT their names.



2. REPEAT until you can do the whole line of 12 with no hesitation.

### 2 Play from printed music

1. CALL OUT THE NAMES of these notes, and PLAY them on your keyboard.



2. REPEAT until you can do the whole line of 12 with no hesitation.

## Tune 3:

### Theme tune of popular TV series

Perhaps you're hooked on the 'Outlander' TV series, telling of a nurse who finds herself transported to the Scotland of 270 years ago.

The theme song of the TV show is based on a traditional Scottish tune, 'The Skye Boat Song'. This is another song about Bonnie Prince Charlie, telling of his escape to the island of Skye off the north-west coast of Scotland.

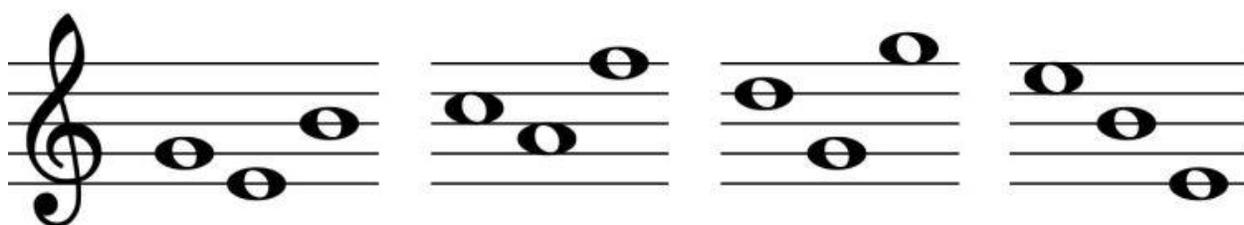




## Exercise 9: E to upper G

### 1 Name the printed notes

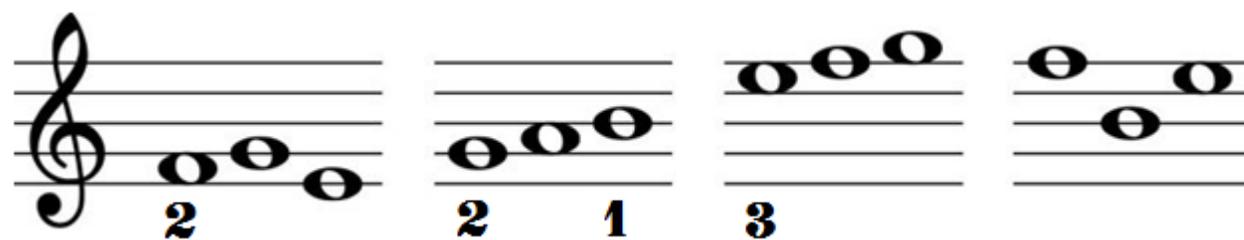
1. POINT to these printed notes and CALL OUT their names.



2. REPEAT until you can do the whole line of 12 with no hesitation.

### 2 Play from printed music

1. CALL OUT THE NAMES of these notes, and PLAY them on your keyboard.



2. REPEAT until you can do the whole line of 12 with no hesitation.

## Tune 4:

### A Traditional Swedish tune, revisited

You played the first part of this tune in an earlier lesson. Now that you know more notes, you can play the whole tune.

*How Great Thou Art*

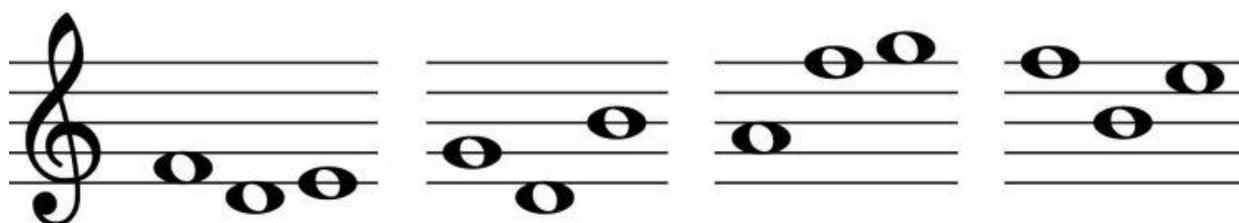
Pause briefly at each of the arrows

The image shows four staves of musical notation for the tune 'How Great Thou Art'. Each staff contains a sequence of notes with fingerings (1-4) and blue arrows pointing down to specific notes, indicating where to pause. The notes are: Staff 1: G4, A4, B4, C5, B4, A4, G4; Staff 2: G4, A4, B4, C5, B4, A4, G4; Staff 3: F4, G4, A4, B4, C5, B4, A4, G4; Staff 4: F4, G4, A4, B4, C5, B4, A4, G4.

## Exercise 10: D to upper G

### 1 Name the printed notes

1. POINT to these printed notes and CALL OUT their names.



2. REPEAT until you can do the whole line of 12 with no hesitation.

### 2 Play from printed music

1. CALL OUT THE NAMES of these notes, and PLAY them on your keyboard.



2. REPEAT until you can do the whole line of 12 with no hesitation.

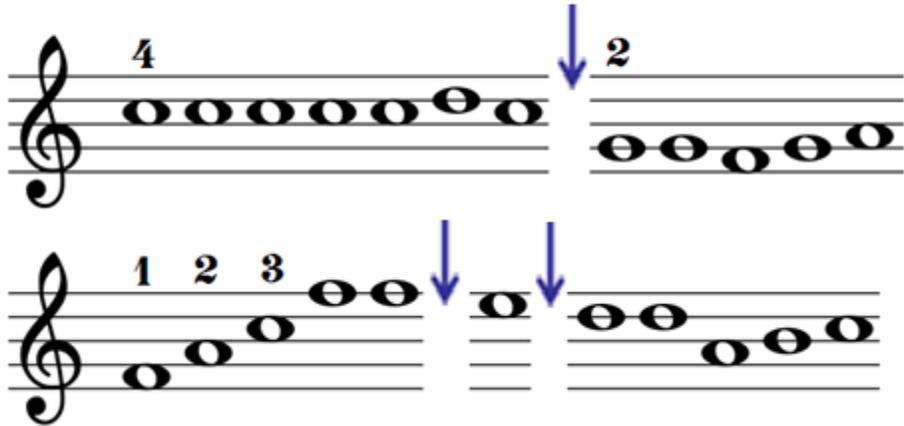
## Tune 5:

### A rousing Christian hymn

I remember singing this song lustily at school. You could imagine soldiers marching while singing it.

*Onward Christian Soldiers*

Pause briefly at each of the arrows



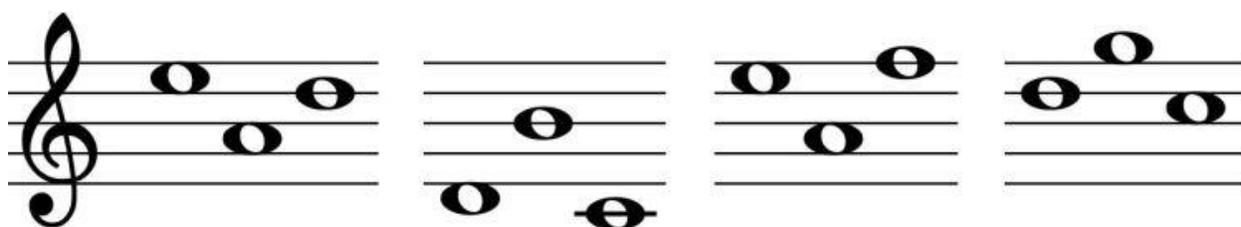
The image shows two staves of musical notation in treble clef. The first staff has a treble clef and a key signature of one sharp (F#). It contains two measures of music. The first measure has a '4' above it and contains four quarter notes: G4, A4, B4, and C5. The second measure has a '2' above it and contains two quarter notes: D5 and E5. A blue arrow points down to the space between the two measures. The second staff also has a treble clef and a key signature of one sharp. It contains three measures of music. The first measure has '1 2 3' above it and contains three quarter notes: G4, A4, and B4. The second measure has a blue arrow pointing down to the space between the first and second measures. The third measure has a blue arrow pointing down to the space between the second and third measures. The third measure contains two quarter notes: C5 and D5. The fourth measure contains two quarter notes: E5 and F#5. The fifth measure contains two quarter notes: G5 and A5. The sixth measure contains two quarter notes: B5 and C6.

The next part of the tune includes black keys, which you'll learn about in **Book 4**.

## Exercise 11: Middle C to upper G

### 1 Name the printed notes

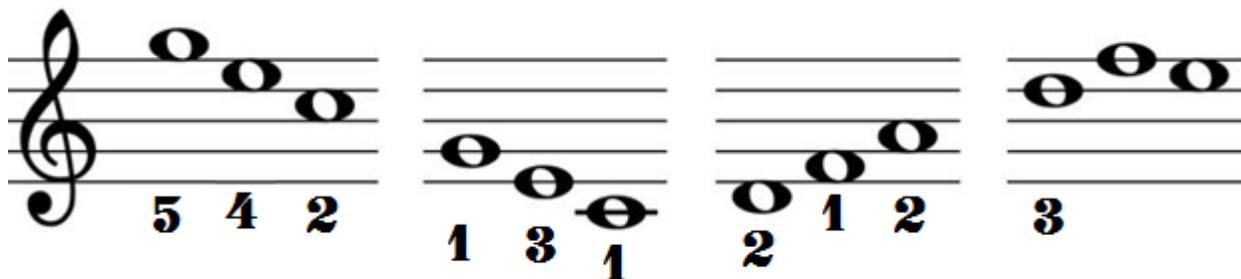
1. POINT to these printed notes and CALL OUT their names.



2. REPEAT until you can do the whole line of 12 with no hesitation.

### 2 Play from printed music

1. CALL OUT THE NAMES of these notes, and PLAY them on your keyboard.  
This one is tricky. If you can play this, you can play anything!



2. REPEAT until you can do the whole line of 12 with no hesitation.

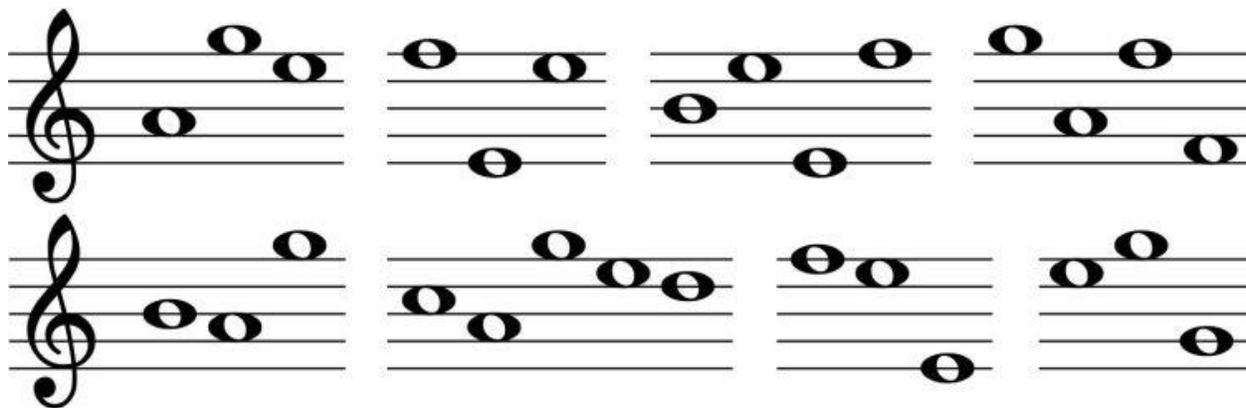
## Exercise 12: Word games

Wow. You've reached the last exercise in Part 1 of this book!

Let's end off with another game.

### 1 Name the printed notes

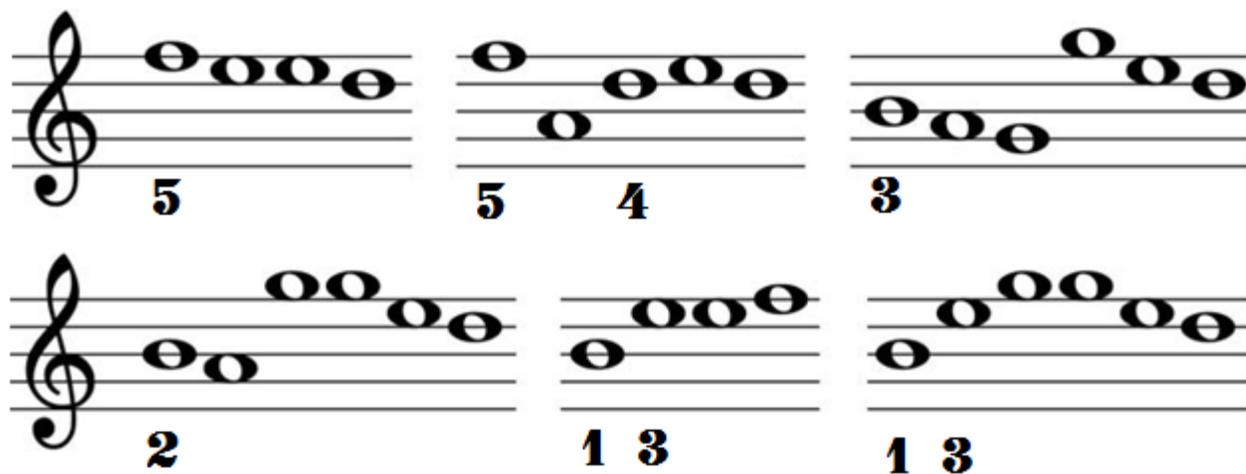
1. **POINT** to the notes below, and **CALL OUT THE NAME** of each note as you point to it. After saying each group of notes, **CALL OUT the word** you just spelled. Example: The first group consists of the notes 'A G E', which spells the word 'age'.



2. **REPEAT** until you can do it with no hesitation.

## 2 Play from printed music

1. **CALL OUT THE NAMES** of the notes below, and **PLAY** them on your keyboard. **Call out** the word spelled by each group of notes. Take it slowly!



The image shows six musical staves arranged in two rows of three. Each staff contains a sequence of notes and a number indicating the finger to use. The notes are as follows:

- Staff 1: Treble clef, notes G4, A4, B4, C5. Fingering: 5.
- Staff 2: Treble clef, notes G4, F4, E4, D4. Fingering: 5, 4.
- Staff 3: Treble clef, notes G4, F4, E4, D4, C4. Fingering: 3.
- Staff 4: Treble clef, notes G4, F4, E4, D4, C4, B3. Fingering: 2.
- Staff 5: Treble clef, notes G4, F4, E4, D4. Fingering: 1, 3.
- Staff 6: Treble clef, notes G4, F4, E4, D4, C4, B3. Fingering: 1, 3.

2. **REPEAT** until you can do it with no hesitation.

## Chat with David: Pre-flight check



Before I give you your next tune, I want you to conjure up a picture.

Imagine yourself looking at some printed music, instantly knowing what all the notes are, and instantly knowing which keys to play. No hesitation, no counting up the lines and spaces, no counting the keys from middle C. Just instant recognition.

Have you imagined that?

Well actually, that's exactly what should be happening at this point!

That's the ability you should have as a result of all your good practice in the exercises.

Now look at the printed music below, read and play it, and compare the result with the scene as you just imagined it.

Are they the same? If not, you know what to do. Go back and find exercises you can do easily, and then work forward from there. It will take some extra time, but you'll end up flying. ■

## Tune 6:

### A Welsh traditional tune

This well-known Welsh tune is at least 200 years old. Many lyrics (words) have been written for this tune. It was sung in Welsh by a group of miners in the Academy Award-winning film *How Green Was My Valley*.

No pauses in this tune. When you reach the end of line 1, carry right on to line 2.

***The Ash Grove***

The image shows the musical notation for the Welsh traditional tune 'The Ash Grove'. It consists of two staves of music in treble clef. The first staff has two measures of music. The first measure contains four notes: G4, A4, B4, and C5. The second measure contains four notes: B4, A4, G4, and F4. Below the first staff are the fingerings: 1, 2, 3, 3, 2, 3, 2. The second staff also has two measures. The first measure contains four notes: G4, A4, B4, and C5. The second measure contains four notes: B4, A4, G4, and F4. Below the second staff are the fingerings: 3, 2, 2.

Actually, there's more to the tune but I can't give you the whole thing yet. The next part includes fast notes (which you'll learn about in **Book 3: Read and Play Tunes with Fascinating Rhythms**). It also includes a black key on your keyboard (which you'll learn about in **Book 4: Read and Play the Music You Want to Play**).

## Tune 7: Your first composition!

**Definition:** a **composition** is a piece of music written by a composer.

**Definition:** a **composer** is someone who writes new pieces of music.

Sorry to spring this on you, but you're going to write a composition now.

Do each step as you read it:

1. **GRAB** a blank piece of paper and a pen or pencil.
2. **DRAW** a staff of 5 horizontal lines.
3. **DRAW** a treble clef on the staff, at the left edge.
4. Now the creative part. **DRAW** a series of notes on the staff. You know 12 notes, from middle C to upper G. You can use all of them, or just a few of them. Draw them in any order you want.
5. And now the big moment. **PROP UP** your composition in front of you, **READ it, and PLAY it.** You may want to make a video of this historic moment.

You've created some new music. This piece of music did not exist anywhere in the universe until now. You have taken your first step as a composer.

Mozart at some point wrote his first composition. And so have you.

## Chat with David:

### Look what you've learned in Part 1



Well done on completing Part 1 (Pitch) of this book.

I want to introduce you to a useful word: **musicianship**.

If you search for a definition of 'musicianship' on Google, you will find there is debate about what the word means. Since there is no general agreement, I'm going to take the liberty of providing my own definition:

**Definition:** **musicianship** is the collection of knowledge and skills needed to be a fine musician.

Here are the knowledge and skills you have acquired so far in this course:

- Knowledge of frequency and pitch
- Knowledge of the pitches (C, D, etc.) of the white keys on the piano
- Knowledge of how pitches (C, D, etc.) are represented on a staff with treble clef
- Skill in reading pitches from a staff with treble clef.
- Skill in playing pitches on the piano, playing white keys with your right hand

By acquiring these skills, you have laid the cornerstone in building your musicianship.

As you work your way through the rest of **Book 1** and then the rest of the course, you will acquire more and more skills. *Each new skill will add to your musicianship.*

**All of the work you are doing to build your knowledge and skills is taking you nearer your goal of playing the music you want to play. ■**

## Orientation: Part 1 - DONE!

Here's a reminder of the 3 parts of *Book 1*:



Roadmap for Book 1.

Well done on completing Part 1! You learned to read 12 pitches (notes) and play them on your keyboard.

## What's next?

In Part 2, you're going to learn to read the timing from printed music and play with accurate timing.

You're on a roll, so carry on with Part 2 and start learning to read and play time.

**Go on to your next lesson**



Click the green box above,  
or find Lesson 13 on your Book 1 Course Materials page at  
[www.dempstermusic.com](http://www.dempstermusic.com)