

JOHN THOMPSON'S MODERN COURSE
FOR THE PIANO

TEACHING LITTLE FINGERS To PLAY



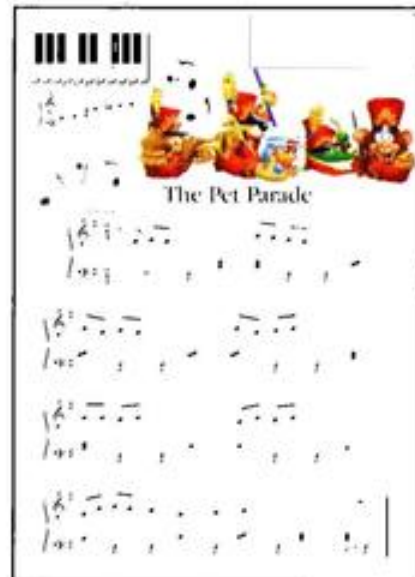
A BOOK FOR THE EARLIEST
BEGINNER
COMBINING ROTE & NOTE APPROACH
"SOMETHING NEW IN EVERY LESSON"



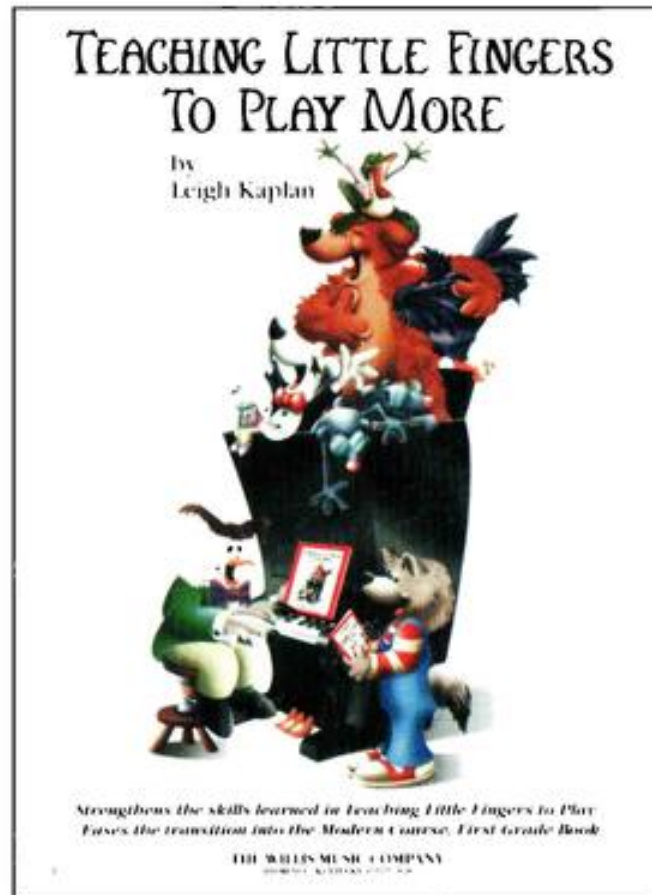
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THE WILLIS MUSIC COMPANY
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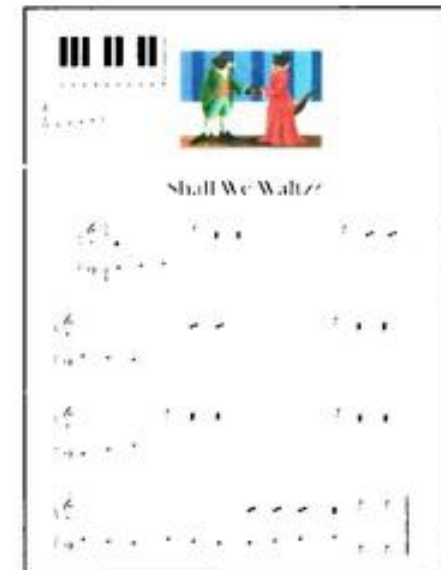
You Are Now Ready For Teaching Little Fingers To Play More



THE PET PARADE Charming art work and a delightful tune make this a "thumbs up" piece for your students! They are practicing to even out their eighth notes and rests and smiling at the same time!



SHALL WE WALTZ? This is an excellent study for correct balance between melody and harmony. With a simple waltz rhythm and easy to read notes, the student can concentrate on bringing out the melody and keeping the harmony quiet.



The purpose of this book is to strengthen the skills learned in *John Thompson's Teaching Little Fingers to Play*, thereby making the transition to the *First Grade Book* a comfortable one. Both hands stay in the five-finger positions, but the new juxtapositions are added. Some easy two-note chords are introduced, thus preparing the student for their more challenging use in the *First Grade Book*. In *Teaching Little Fingers More*, all previously learned terms, principles, and techniques are employed in new contexts in order to reinforce skills. Generally the pieces are longer than those in *Teaching Little Fingers to Play*, thereby furthering concentration and stamina.

U.S. \$4.99



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JOHN THOMPSON'S MODERN COURSE FOR THE PIANO

TEACHING LITTLE FINGERS TO PLAY

NOTE TO PARENTS

This is your child's FIRST PIANO BOOK.

As a parent you have a right to expect progress. If you will assist the teacher by arousing your child's interest and enthusiasm in each successive lesson, the result will speak for itself.

Words have been added to most of the musical examples to help interpret the spirit of the little melodies. So READ THEM to the youngster and EXPLAIN their meaning. These melodies were written with careful thought and were kept as simple as possible in order to keep them within the grasp of a child's hand, which is quite naturally, small. Help the student play in strict time. Even if you do not play piano yourself, it will be fun.

DUET PLAYING FOR PARENT AND PUPIL

Parents who play the piano even a little are advised to examine a supplementary book to "TEACHING LITTLE FINGERS TO PLAY," called "TEACHING LITTLE FINGERS TO PLAY ENSEMBLE." This is a separate book containing duet-accompaniments that have been arranged to supply the harmonies for use with each little melody found in "TEACHING LITTLE FINGERS TO PLAY." By using the supplementary book, parents or teacher may play DUETS with the child from the very beginning. The attractiveness of playing with someone else is very strong to any young beginner who finds the study of piano a bit lonesome at the start. It is also one of the most delightful means of enjoying music in the home and, incidentally, develops strict observance of rhythm and quick thinking.

Psychologists claim that the hazard of loneliness in piano study is a very real one, and "TEACHING LITTLE FINGERS TO PLAY ENSEMBLE" banishes this obstacle to the happy progress of the child.

Ask your teacher or music dealer to show you the book called "TEACHING LITTLE FINGERS TO PLAY ENSEMBLE".

THE WILLIS MUSIC COMPANY

FLORENCE, KENTUCKY 41042

Cover, Design & Illustrations By Nicholas E. Gressle ©1994

TO THE TEACHER

HOW TO PRESENT THE FIRST THREE LESSONS IN *TEACHING LITTLE FINGERS TO PLAY*

When children can place their tiny fingers on the piano keyboard and PLAY A TUNE during the first few moments of their first lesson they discover that to learn music is as easy as any play-time activity. Hence, the advisability of TEACHING BY ROTE.

This book incorporates rote teaching, the ADVANTAGE of this being that the pupil cheerfully makes music while simultaneously mastering the necessary rudiments required to PLAY BY NOTE.

The following procedure, if carefully observed, will teach any pupil to MAKE MUSIC FIVE MINUTES after the first lesson, and by the fourth lesson the pupil will be able to PLAY BY NOTE.

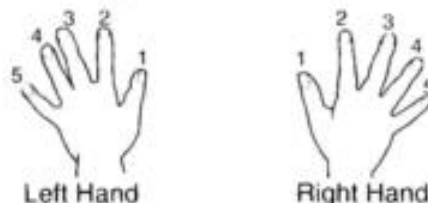
FIRST LESSON

The musical examples in the first three lessons are to be taught ENTIRELY BY ROTE (i.e., imitation). The purpose is to teach the NAMES OF THE KEYS ONLY. The notes will be learned later.

- 1.** Teach *Stepping* and *Skipping*, first as a song. The teacher plays and sings a few times until the pupil memorizes both TUNE and WORDS. (The pupil is already making music.) When the pupil can SING it correctly, teach him to PLAY it on the piano by *finger patterns*.



- 2.** Teach the *number names* of the fingers.



- 3.** Teacher PLAYS and SINGS the *first pattern* slowly using the number names of the fingers thus:

FIRST PATTERN



SING: ONE TWO THREE

SECOND PATTERN

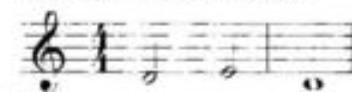


SING: THREE TWO ONE

- 4.** When the pupil can *imitate* the first pattern, PLAY and SING the second pattern the same way and have the pupil imitate.

- 5.** Now PLAY and SING the *third pattern* and have the pupil imitate in exactly the same way.

THIRD PATTERN



SING: TWO THREE ONE

- 6.** When the pupil can play all three patterns using the number names of the fingers, then teach him or her to play and sing the *letter names of the keys*:



SING:

PLAY:

- 7.** After the pupil has played the three patterns, first with the RIGHT HAND and then with the LEFT HAND ALONE, he or she should be instructed to play them in different octaves on the keyboard; see example below.

RIGHT HAND



SING:

LEFT HAND



SING:

TO THE TEACHER (Continued)

The pupil has sung and played a tune in much less time than it has taken to describe. He or she has played with the LEFT and RIGHT hands and developed the first three fingers of each hand equally.

THE PUPIL HAS LEARNED TO RECOGNIZE AND PLAY THREE KEYS ON THE KEYBOARD

THE LESSON IN NOTATION

The first lesson is very simple. The pupil is taught to recognize the TREBLE and BASS CLEF signs, BAR LINES and MEASURES as illustrated on page 5. Teachers usually have individual methods for teaching the rudiments; hence, all examples are subject to the effect of a suggestion — the success of your own individuality.

SECOND LESSON

Proceed exactly as in Lesson One. First as a SONG, then by FINGER PATTERNS (*pupil singing number names of fingers*). Finally as shown in example (*pupil now singing letter names of keys*). After the pupil can play the example with each hand separately in various octaves COMBINE GROUPS 2 and 1 as follows:



SING:

The pupil has learned FIVE keys on the keyboard — A B C D E — and can PLAY and SING a tune of 8 measures, using both hands.

THE LESSON IN NOTATION

In this second lesson, the pupil is taught to recognize and know the value of QUARTER-NOTES, HALF- and WHOLE - NOTES. (The quarter - note is used as a unit instead of the whole - note to avoid fractions. "ONE NOTE, ONE COUNT," is easily understood, whereas when the whole - note is taught first, the child is asked to *divide a note in his mind* into four fractional parts.)

THIRD LESSON

Teach the remaining letter - names E F G by presenting Stepping and Skipping on the new keys as in other lessons.

When the example can be played with either hand in various octaves COMBINE GROUPS 3 and 1 as follows:

The pupil now learns TIME SIGNATURES in the LESSON IN NOTATION (pg. 7). He has learned all 7 white keys — A B C D E F G, has been making music for three lessons and has absorbed enough knowledge of NOTATION to enable him or her to read without dictation from now on. Thus ROTE TEACHING has been used as a MEANS TOWARD AN END.

(NOTE: — After the third lesson, material should be assigned according to the capacity of each individual pupil)

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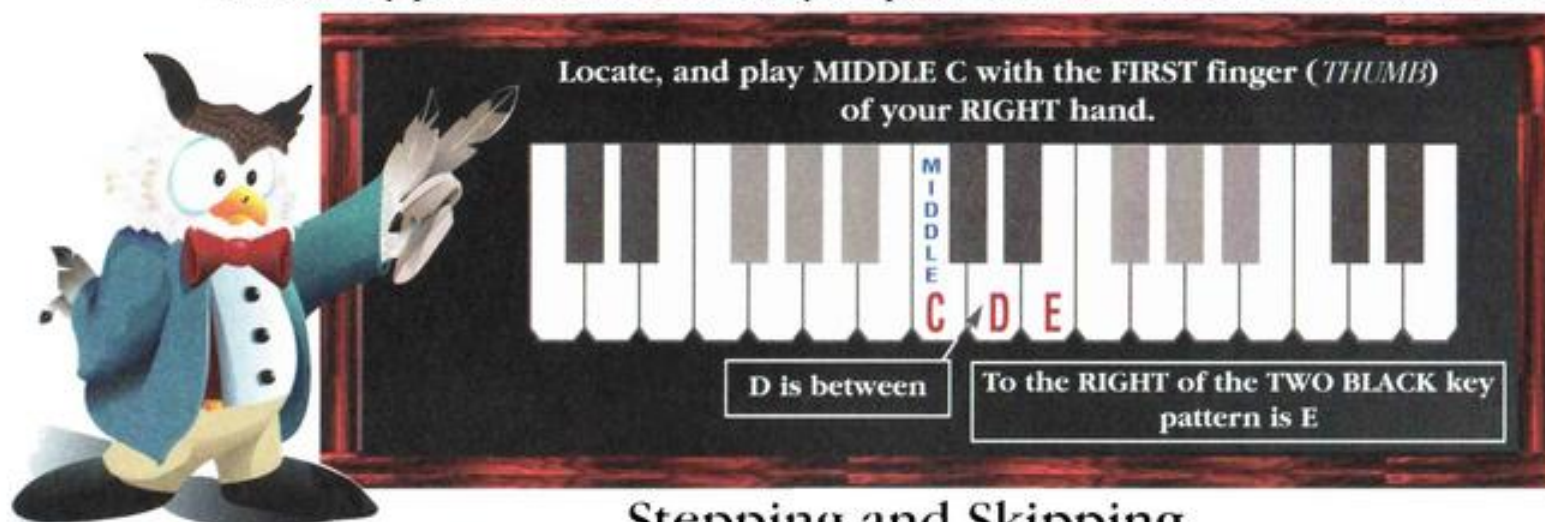
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Teachers who, for the sake of thoroughness, desire to have the pupil practice writing BAR LINES, CLEFS, TIME SIGNATURES, etc., etc., will find "JOHN THOMPSON'S NOTE SPELLER" very useful. — J.T.

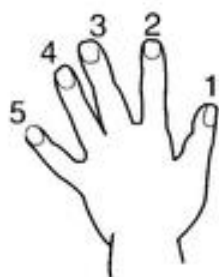
FIRST LESSON AT THE KEYBOARD

LEARNING THE KEYS C D E

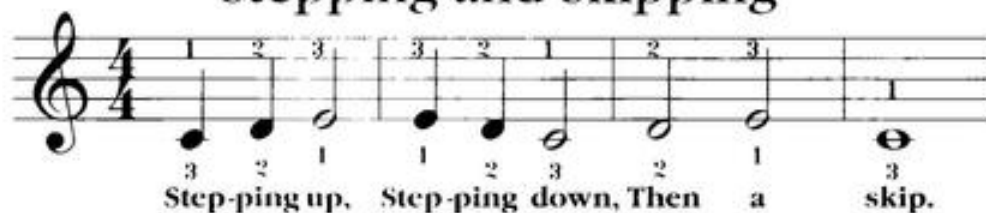
The **BLACK** keys of the piano keyboard are divided into patterns of **TWO** and **THREE**. To the left of the **TWO BLACK** key pattern, in the center of your piano under the maker's name, is **MIDDLE C**.



Stepping and Skipping



LEFT HAND



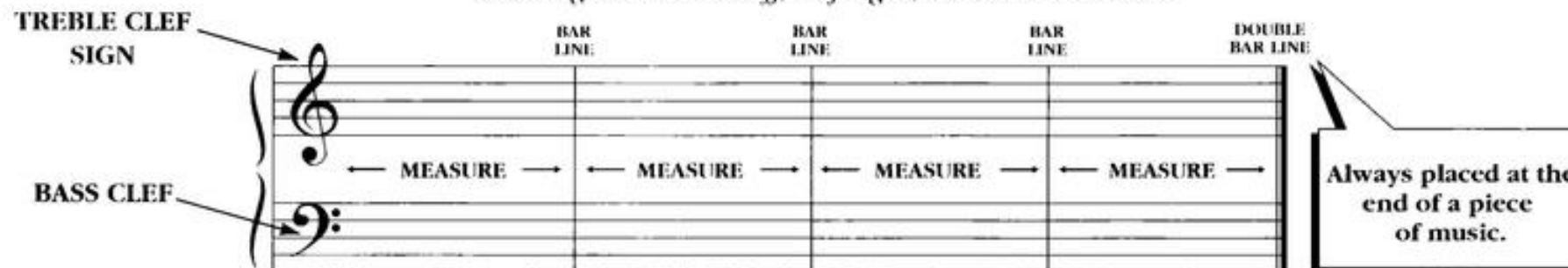
(1) Learn first as a SONG. (2) PLAY and SING the words. (3) Play and sing the letter-names of the KEYS. (4) Play each hand separately in VARIOUS OCTAVES



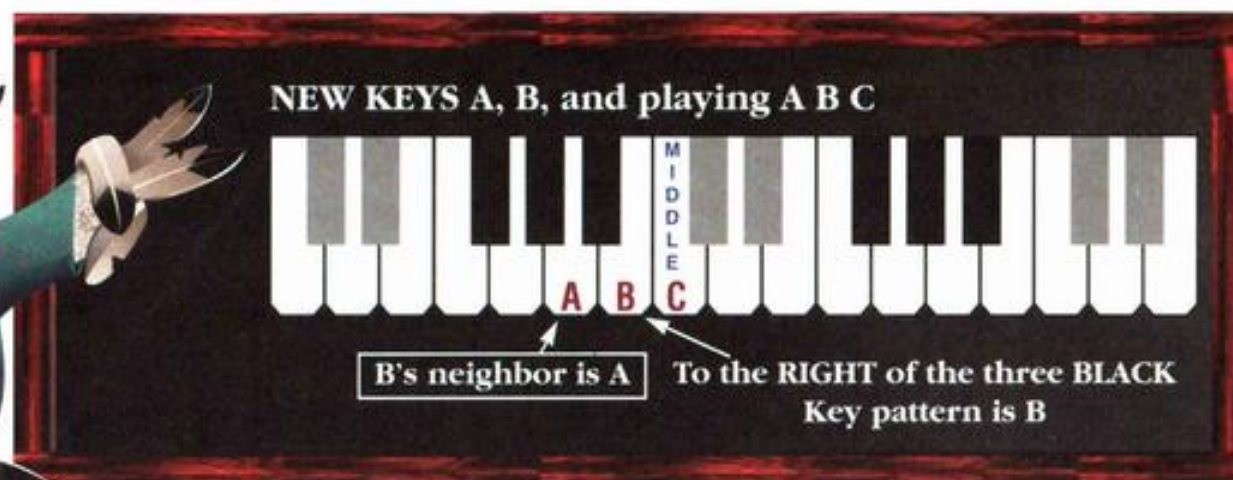
RIGHT HAND

FIRST LESSON IN NOTATION

Learning the Grand Staff, Clef Signs, Bars and Measures

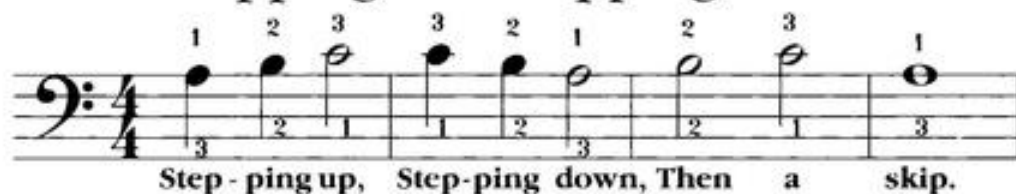


SECOND LESSON AT THE KEYBOARD

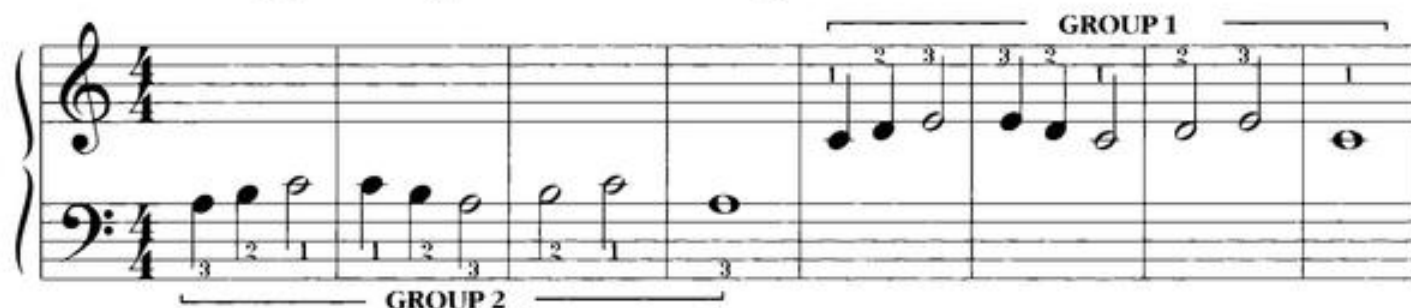


Always
Be
Curious
to find other A, B, C's
on the keyboard

Stepping and Skipping from A



Combining Group 2 and Group 1



SECOND LESSON IN NOTATION:

Notes, like Coins, have different values

A QUARTER - NOTE
IS HELD FOR
1 COUNT



A HALF - NOTE
IS HELD FOR
2 COUNTS

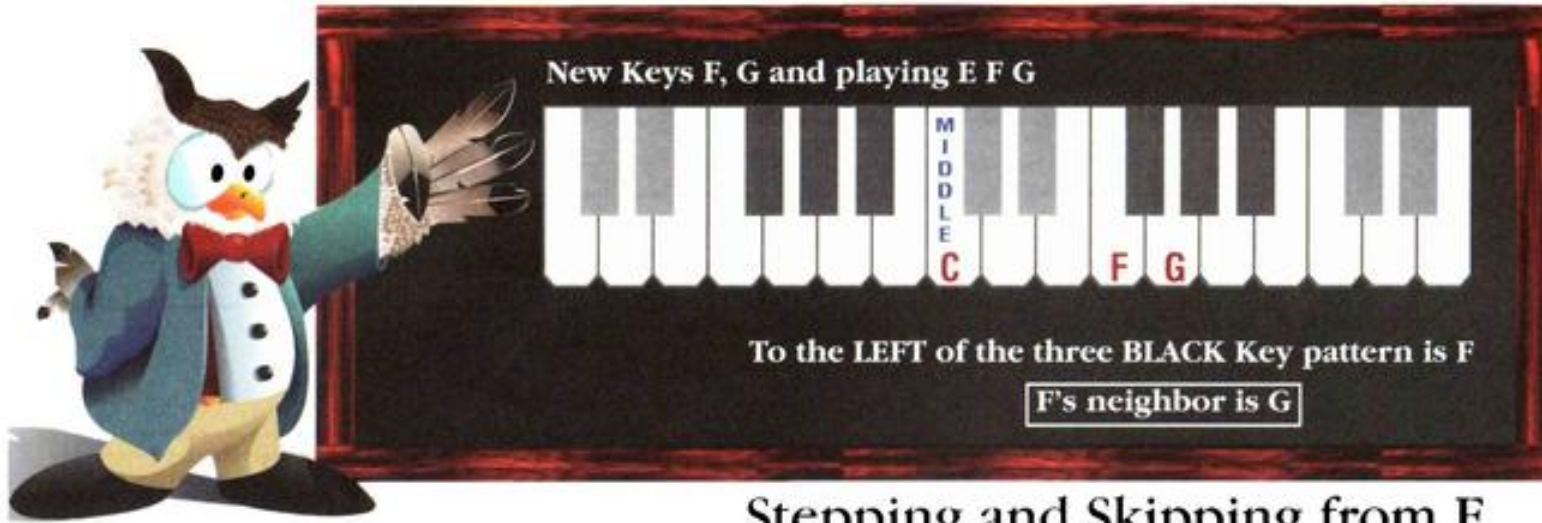


A WHOLE - NOTE
IS HELD FOR
4 COUNTS



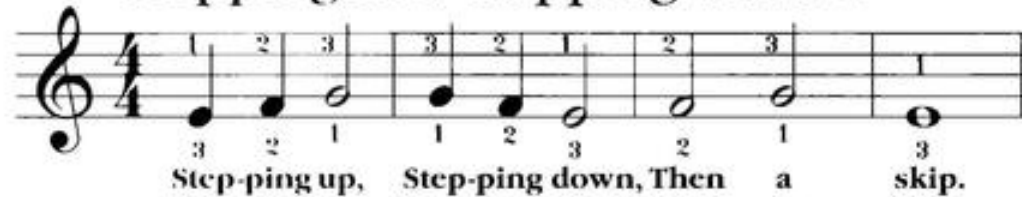
THIRD LESSON AT THE KEYBOARD

7

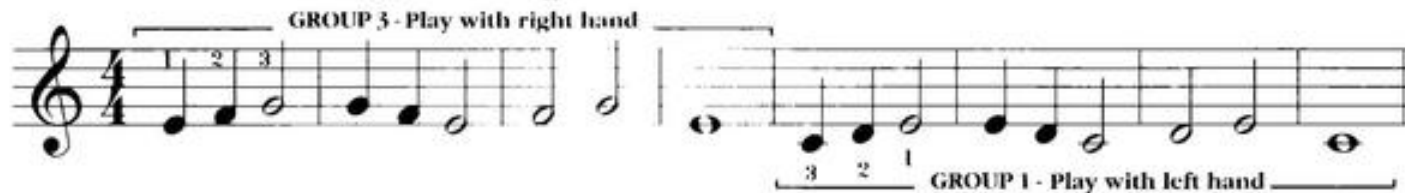


Always
Be
Curious
to find other E, F, G's
on the keyboard

Stepping and Skipping from E



Combining Group 3 and 1



THIRD LESSON IN NOTATION

The **TIME SIGNATURE** next to the **CLEF** sign at the beginning of a piece tells us how it should be counted.

Upper figure means
that there are two
counts to a measure.

Lower figure means
that each quarter-note
gets one count.



THREE Counts
to a measure.

Quarter-Note
gets one count.



FOUR counts
to a measure.

Quarter Note
gets one count.

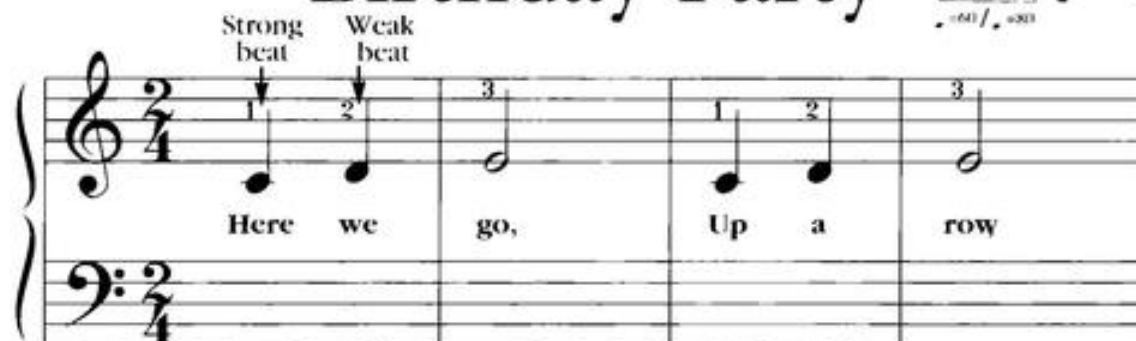


Birthday Party

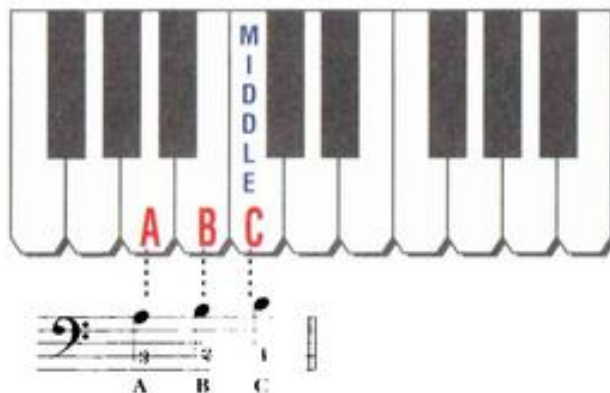
1/2



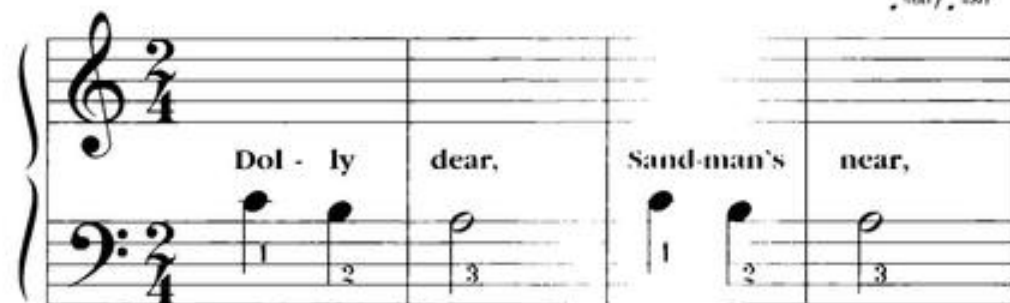
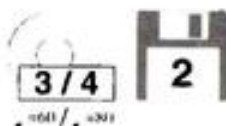
Right hand GROUP for this piece.
Locate C D E in other parts
of keyboard



Left hand GROUP
for this piece.
Locate and play
A B C in other parts
of the keyboard.



Sandman's Near





Baseball Days

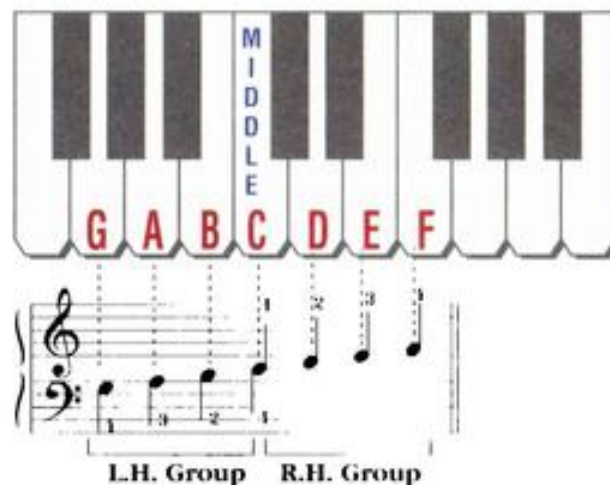


When the stem of Middle C goes
Up play it with the right hand.
When the stem of Middle C goes
Down play it with the left hand.



Upper figure means that there are 3 counts in each measure.

Lower figure means that each quarter note gets one count.



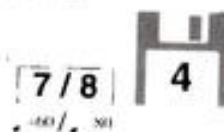
THE DOTTED HALF-NOTE (THREE-BEAT NOTE)



HOLD 3 BEATS (1,2,3).

A DOT after a note increases its value half the value of the note before it.

The Postman



STRONG WEAK WEAK

1 2 3 1

Post-man I'll be when I grow tall;

1 2 3 1

Let-ters I'll bring you in win-ter and fall.

1 2 3 1 2 3 1

In 3-4 Time be sure to accent the first beat of each measure.



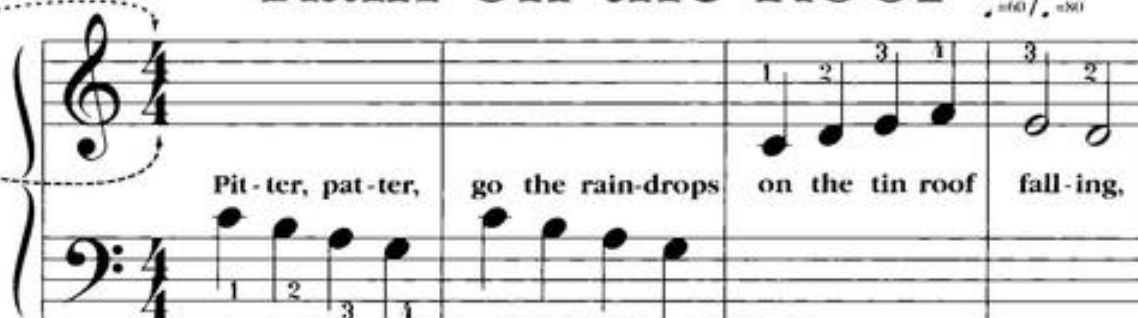
Rain on the Roof

9 / 10

5

4 Counts to each measure.
Quarter Note gets one count.

4/4 Time has one strong beat
and three weak beats.



Mark the Left hand and Right
hand GROUPS yourself.





The Dotted Half Note
In Four-Four Time.

Song of the Volga Boatmen

Yo, yo, heave ho! Oh, yo, yo, heave ho! So

pull to - geth - er; for - ward still we go.

Music is written in HAPPY KEYS
(Major) and SAD keys (Minor).

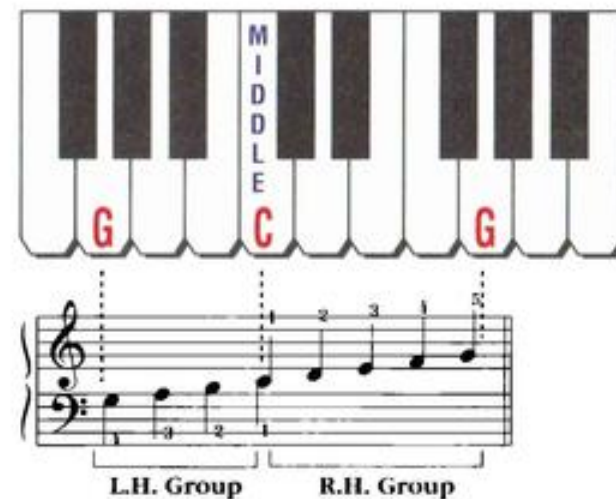
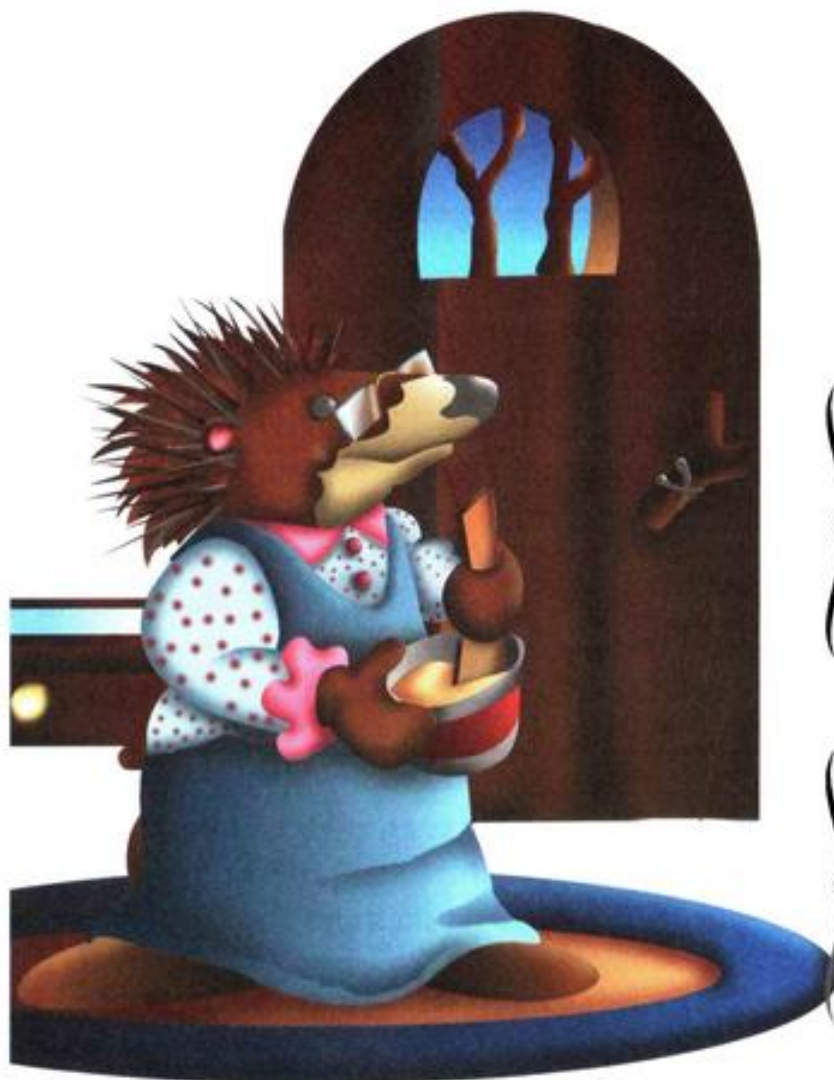
This famous Russian Folk-Song is an
example in a SAD key.

Years ago, before there were
steamboats, the peasants who lived
along the banks of the Volga used to
pull boats and barges, heavily loaded
with merchandise, up the river from
one village to the next.

The plodding along the banks of
those condemned to this labor was
terrible. While struggling along they
used to lighten their burden by
singing the sad strains of this
rhythmical melody.

Groups of notes, like words in books,
tell stories when arranged in sentences
and punctuated.

A curved line over groups of notes indicates
MUSICAL SENTENCES called PHRASES.



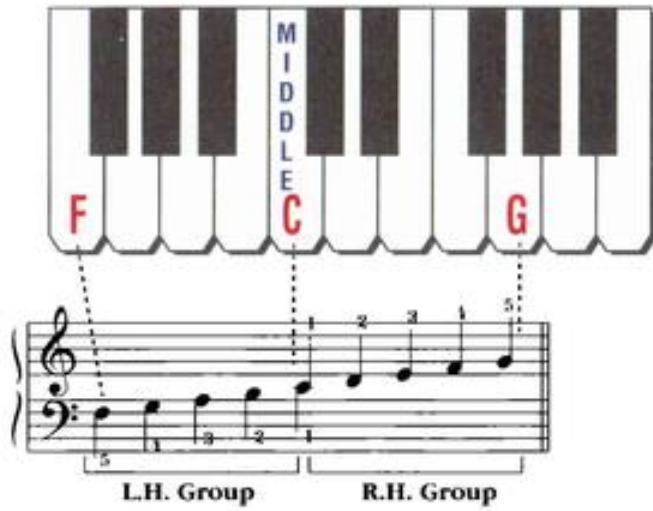
A Message

13 / 14 7

English Folk-Tune

Tap, tap, tap, tap, someone's knock-ing at my door to bring a let-ter,

Tap, tap, tap, tap, I wish they'd ring: Our bell sounds much bet-ter.



Chimes

15 / 16 8



Good King Wenceslas

THIS very ancient tune was a great favorite among the carol singers who used to beg for alms many centuries ago. It is based on the legend of King Wenceslas, the Holy, who was king of Bohemia in the Tenth Century.

On the Feast of St. Stephen (Dec. 26) this good king went out among the poor and gave liberally.

English Christmas Carol

Good King Wen - ces - las look'd out On the feast of Ste - phen,

Where the snow lay round a bout, Deep and crisp - and e - ven.

In music notation there are also SIGNS of SILENCE, called RESTS, which tell us when and how many beats our fingers should be silent.

Pictures of RESTS

Relative NOTE value

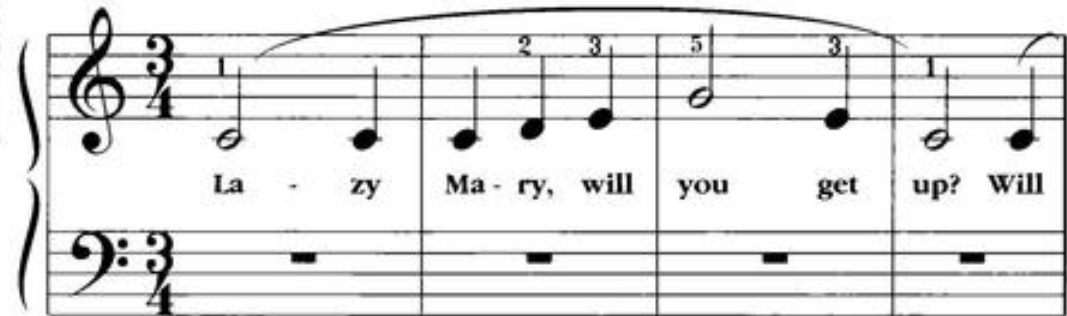
BEATS (Count)

QUARTER REST	HALF REST	WHOLE *
		
		
1	1, 2	1, 2, 3, 4

*The WHOLE REST covers the whole measure, regardless of the TIME SIGNATURE.

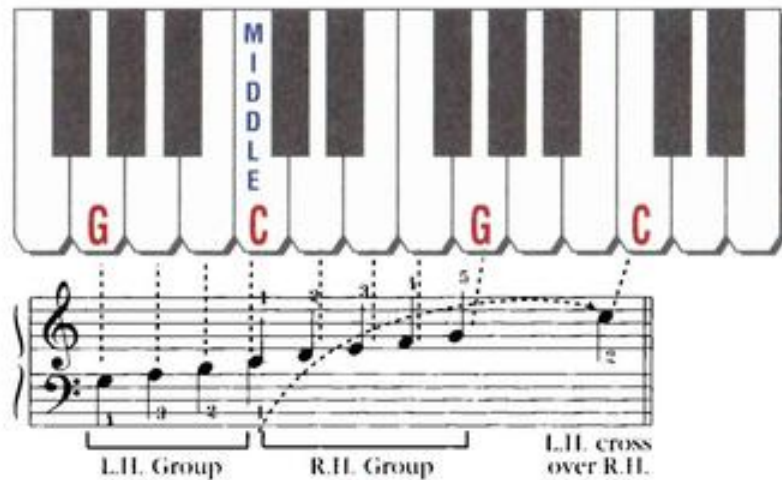


Lazy Mary



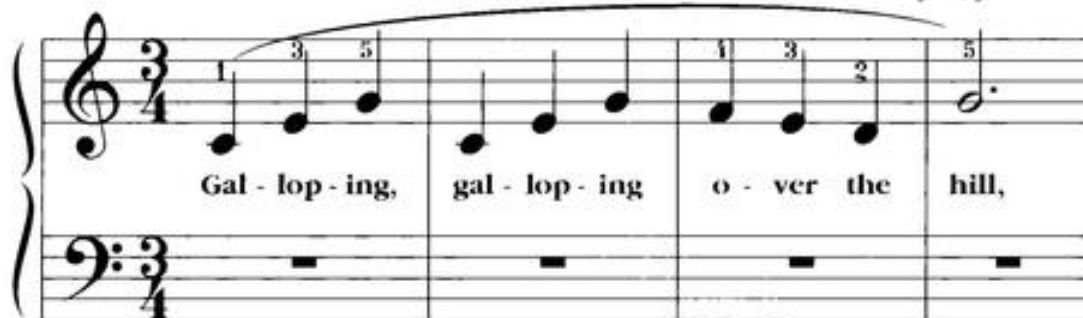
READ and name the four notes above and three notes below MIDDLE C. Count as you play.



Betty and Bill

21 / 22

11



Flying to the Moon

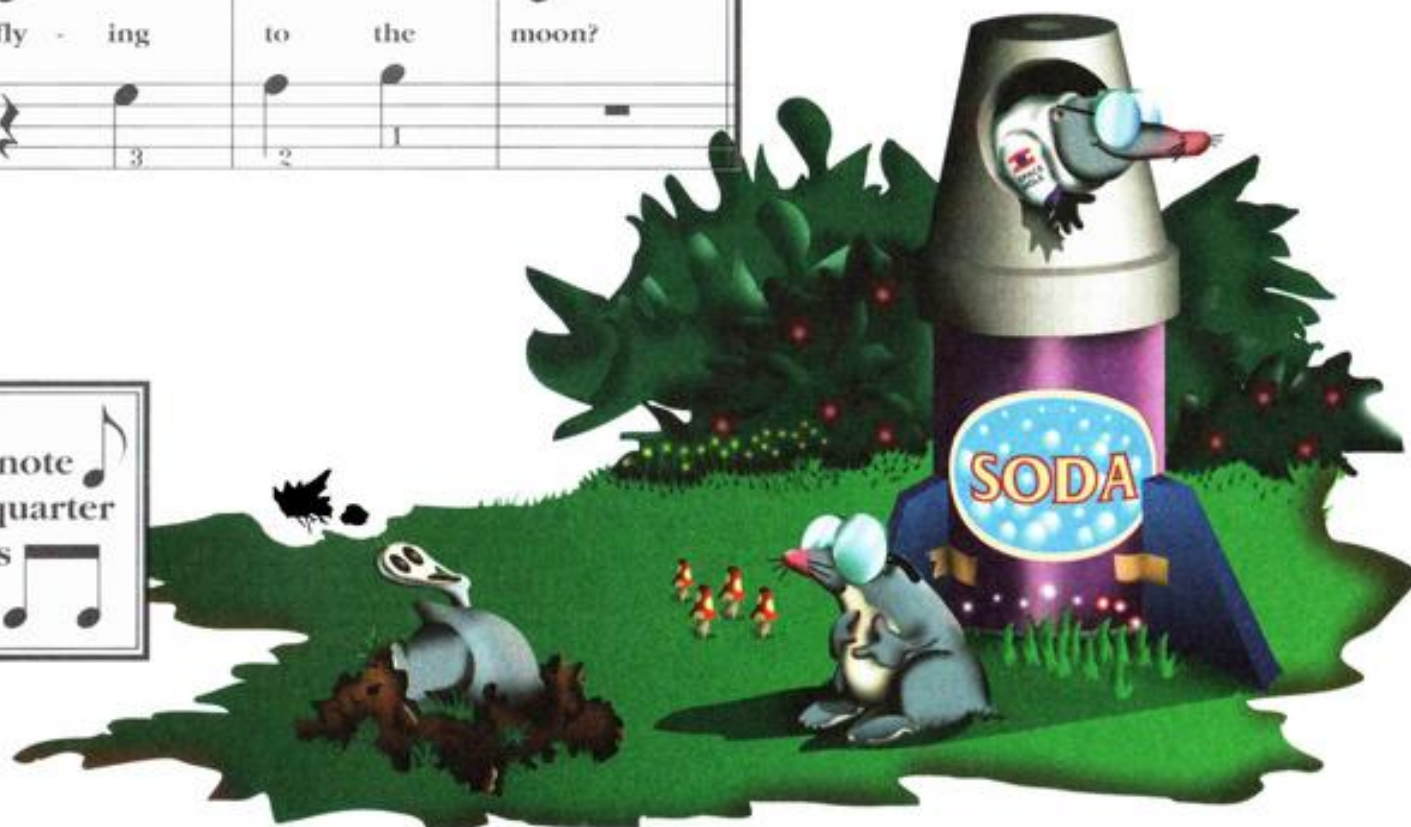
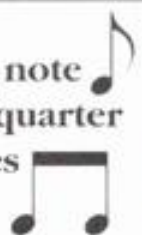
23 / 24

12

$\text{♩} = 62 / \text{♩} = 82$
American Folk Tune
(Adapted)



The time value of an eighth note is HALF as long as that of a quarter note. Play TWO eighth notes to ONE count.

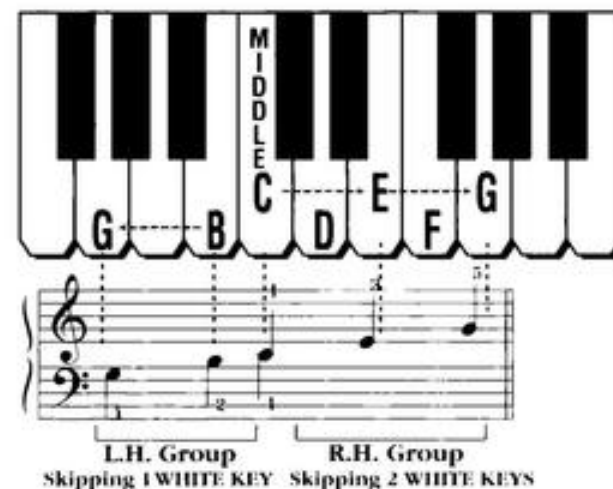


PAPA HAYDN", as Mozart lovingly called this great musician, inherited his sense of humor and genius from his father, Mathias Haydn, who was a hard-working and jolly man. He lived in Rohrau, a small Austrian village where, in a combination shop and home, he made and repaired wheels. He had a fine tenor voice and was the sexton and organist in the village church. His wife sang in the choir.

Young Joseph had eleven brothers and sisters. At the age of 5 he was taken to a nearby village where he was taught music. He was always full of mischief and one day as a result of a prank, he was turned out into the stormy night—homeless.

The following morning, he went to a friend, a wigmaker and barber, who let him use his garret. Here, on a dilapidated harpsichord, with snow blowing through the cracks of the roof, Joseph worked and studied.

On moonlight nights he and his friends used to stroll about the streets of Vienna serenading famous musicians. After years of hard work he wrote some of the most magnificent compositions known.



Air

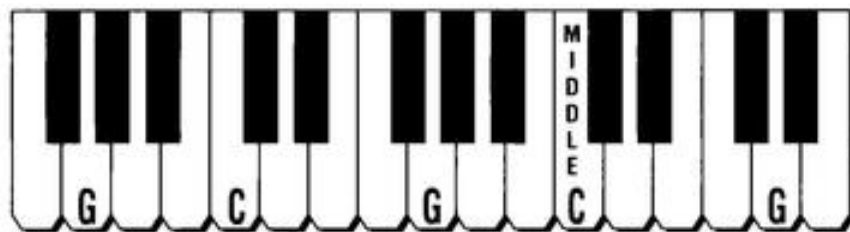
(from *Surprise Symphony*)

25 / 26
=15 / =65



Pa - pa Hay - dn's dead and gone, But his mem' - ry lin - gers on;

When his mood was one of bliss, He wrote jol - ly tunes like this.



2nd L.H. Group

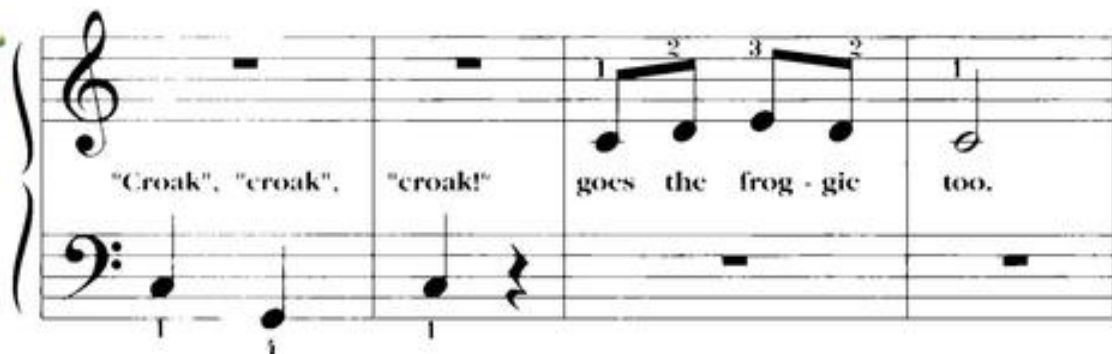
1st L.H. Group

PREPARATION
LOCATE, NAME and
PLAY the THREE G's.

LOCATE, NAME and
PLAY the TWO C's.

Play and name the first
L.H. group, then the
second L.H. group and
the R.H. group.

By the Pond





Always

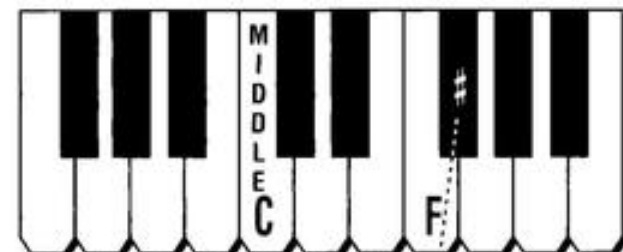
Be

Curious

to find other **F**

BLACK keys on the piano.

This sign $\sharp$ is called a SHARP. In this piece you will see it in the first and fifth measures in front of F. It means to play the BLACK key to the right of F instead of the white key F.



L.H. Group R.H. Group - Note BLACK KEY

Paper Ships



When I launch my pa - per ships in moth - er's shin - y pail, Ah,

How I wish I were a cap - tain real - ly un - der sail.

When the SHARP sign $\sharp$ is placed between the Clef sign and the time signature it becomes the KEY SIGNATURE. In this piece ALL F's must be sharpened — played on **BLACK** key F!

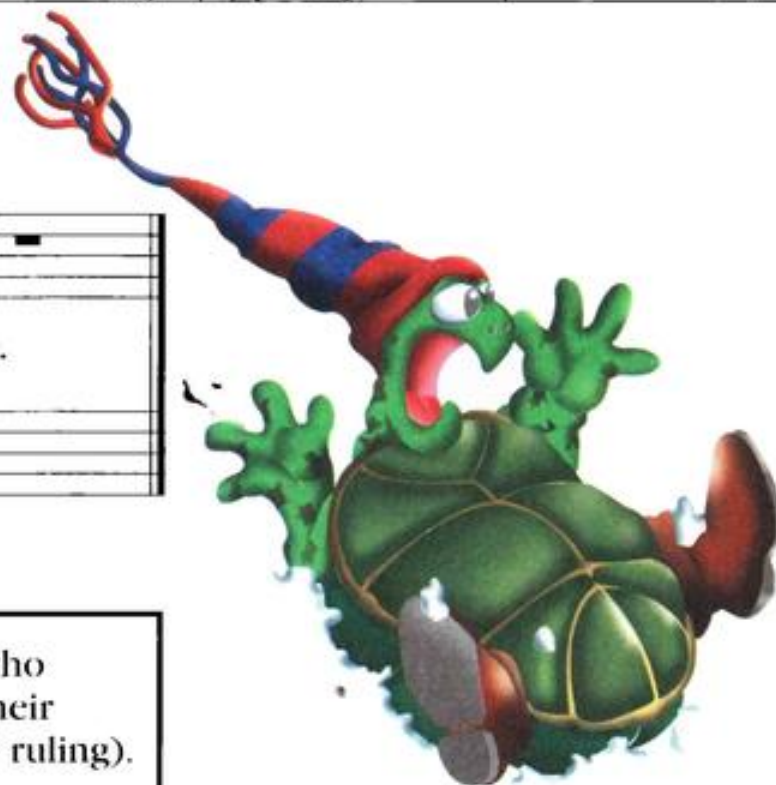
Sledding



Musical notation for the first system of 'Sledding'. The piece is in G Major (one sharp) and 3/4 time. The melody is in the treble clef, and the bass line is in the bass clef. The lyrics are: Snow - flakes fall - ing fluff - y and white;

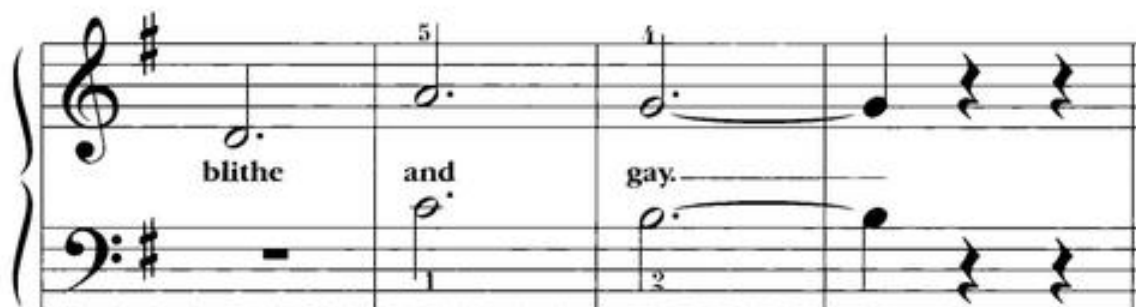
Musical notation for the second system of 'Sledding'. The melody continues in the treble clef, and the bass line continues in the bass clef. The lyrics are: O, what fun! We're sled - ding to - night.

Note: — This piece contains the SCALE OF G MAJOR. Those who desire to introduce scales at this stage of instruction may have their pupils make good use of "PETER'S BLANK MUSIC BOOK" (wide ruling).



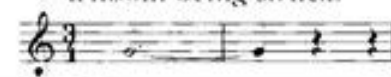


The Butterfly



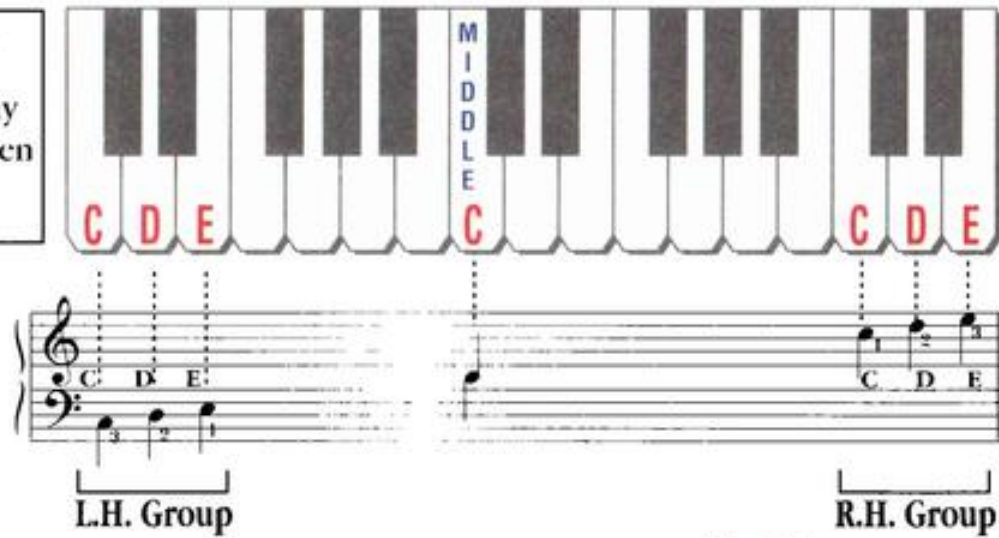
THE TIE

The TIE is a curved line joining one note to another of the SAME PITCH and means that the second note is to be held *for its full value without being struck*.



PREPARATION

Locate, name and play the L.H. Group and then the R.H. Group



Questions

35 / 36 18



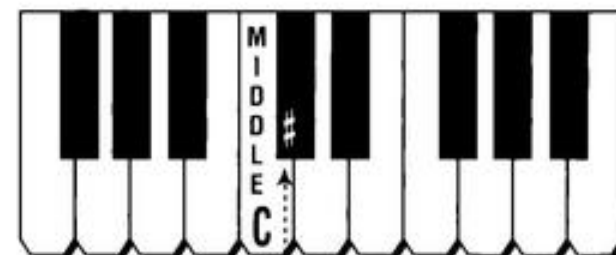
Dwarf

"Gi - ant, why are you so tall?"



Giant

"Well, sir, why are you so small?"

C₄ (Sharp)Look and listen for **Black Middle C**

Blue-Bells of Scotland

O where, and O where is your High-land lad-die gone? O where, and O

where is your High-land lad-die gone? He's gone to fight the foe for King

George up-on the throne; And it's Oh! in my heart, I wish him safe at home!



L.H. Group
Skipping 2 LINE NOTES

R.H. Group
Skipping 2 SPACE NOTES



Toy Soldiers

[39 / 40] 20

Sol - diers in blue, Sol - diers in red, Stag - ing a bat - tle, here on my bed.

Line up the rank, Charge on the flank, On - ward, brave sol-diers! go where you're led.



Big Ships

41 / 42 21

1 see the big ships a - sail - ing

O - ver the pret - ty blue sea, I'd like to know where they're

go - ing, But they will nev - er tell me.

Always Be Careful

to look and listen for the
FLAT, SHARP, and NATURAL

43 / 44

22

♩ = 65 / ♩ = 85

This ♭ is the **BLACK** key sign called FLAT. It means that you must play the first **BLACK** key to the LEFT of the white key **A** in this piece.

This ♮ sign is a NATURAL which means that when you see it in front of a note that has been played on a **BLACK** key you must play it on its NATURAL, the white key.

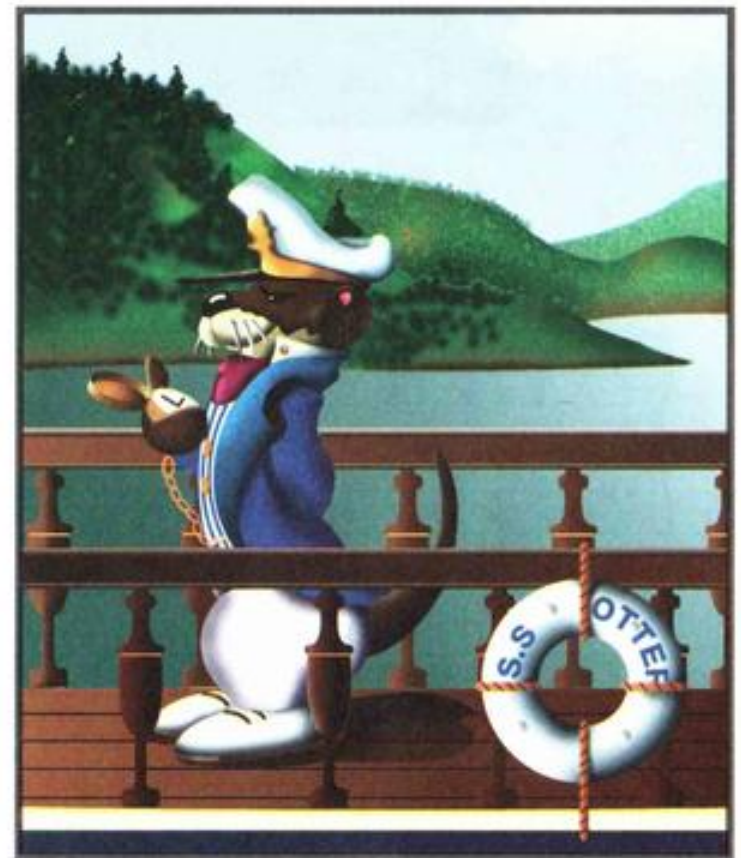


Steam-boat Round the Bend

On the Mis-sis-sip-pi Steam-boat 'round the bend,

Chug. chug. chug. chug. To the jour-ney's end.

W.M. Co. 5639





Comin' Round the Mountain

SECONDO

(For Teacher or Slightly Advanced Pupil)

As lively as possible

sempre stacc.

Repeat ad lib.

Comin' Round the Mountain

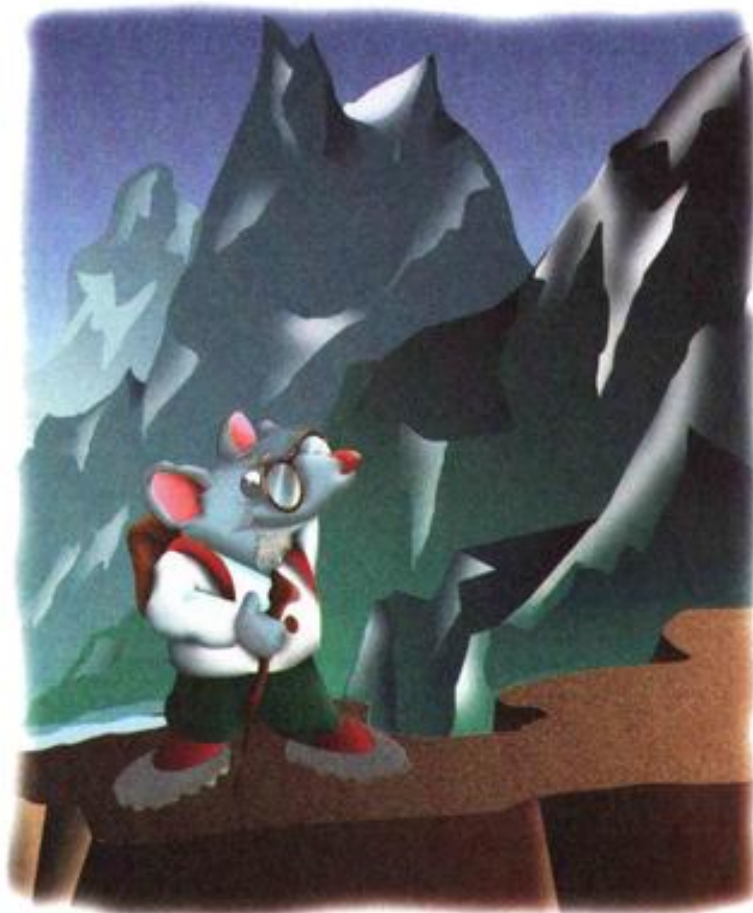
PRIMO

As lively as possible

Southern Mountain Song



B $\flat$ in the key signature means that you must play all B's on the **BLACK** key to the **LEFT** of the white key B.



The Long Trail

R.H.

5

Hik- ing the trails of the Rock - ies,

L.H.
over

5 3 1

lots of fun.

1 2 3

R.H.

5

Climb-ing up hill ver - y slow - ly, come down on the run.

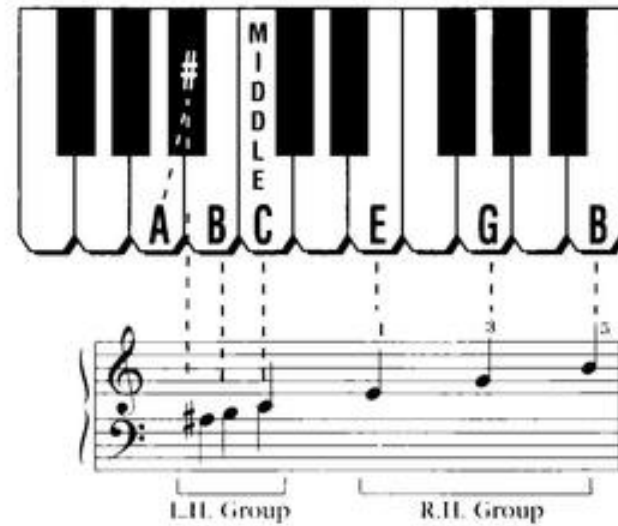
L.H.
over

5 3 1 1 2 3 2 3



49 / 50 25

The Bee



"A" SHARP is the first
BLACK KEY to the
Right of A

Skipping SPACE notes
F and A

A musical score for the song "The Bee" in 2/4 time. The score is written for a piano with a treble and bass clef. The melody is in the treble clef, and the accompaniment is in the bass clef. The lyrics are: "Buzz - ing, buzz - ing, buzz - ing, buzz - ing, bee in the grass, Please to be po - lite e - nough to let me pass." The score includes fingerings (1, 2, 3) and a 3-measure rest in the first measure of the melody.



This piece begins on a weak beat—the last count in a measure. You must therefore **ACCENT** the first beat after the bar line. The missing counts of the first measure will be found in the last measure of the piece.



My Bonnie



First system of musical notation for 'My Bonnie'. The melody is in treble clef, 3/4 time. The lyrics are: My Bon-nie is o-ver the o-cean, My. The bass line is in bass clef, 3/4 time, with fingerings 3, 1, 2, 3, 5, 3.

Second system of musical notation for 'My Bonnie'. The melody continues in treble clef, 3/4 time. The lyrics are: Bon-nie is o-ver the sea My Bon-nie is. The bass line continues in bass clef, 3/4 time, with fingerings 1, 2, 1, 3.

Third system of musical notation for 'My Bonnie'. The melody continues in treble clef, 3/4 time. The lyrics are: o-ver the o-cean, Oh bring back my Bon-nie to me. The bass line continues in bass clef, 3/4 time, with fingerings 1, 2, 3, 5, 3, 2, 1, 2, 1.

8.....means: Play EIGHT keys higher

Vacation Time



Handwritten musical notation for the first system of "Vacation Time". The music is in 3/4 time. The lyrics are: "I'm waltz - ing a - round in a mer - ry mood, I'm hav - ing a great deal of".

Handwritten musical notation for the second system of "Vacation Time". The lyrics are: "fun, There's nev - er a cloud in the sky to - day, Va -".

Handwritten musical notation for the third system of "Vacation Time". The lyrics are: "ca - tion has be - gun.".



Home on the Range

SECONDO

Slowly with much expression

Teacher or slightly advanced pupil

Cowboy Ballad

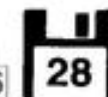
The musical score for "Home on the Range" is written in bass clef, 3/4 time, and the key of D major (one sharp). The tempo/style is "Slowly with much expression". The piece is a "Cowboy Ballad" and is intended for a "SECONDO" player, specifically a "Teacher or slightly advanced pupil".

The score is divided into several sections, each marked with a circled letter:

- Section A:** The first measure of the piece, starting with a repeat sign. It includes fingerings: 3 for the first measure, 1 for the second, and 5 for the third.
- Section B:** The second measure of the piece, starting with a repeat sign. It includes fingerings: 1 for the first measure, 5 for the second, and 1 for the third.
- Section C:** The third measure of the piece, starting with a repeat sign. It includes fingerings: 1 for the first measure, 3 for the second, and 1 for the third.
- Section D:** The fourth measure of the piece, starting with a repeat sign. It includes fingerings: 1 for the first measure, 2 for the second, and 3 for the third.
- Section E:** The fifth measure of the piece, starting with a repeat sign. It includes fingerings: 1 for the first measure, 2 for the second, and 5 for the third.
- Section F:** The sixth measure of the piece, starting with a repeat sign. It includes fingerings: 1 for the first measure, 2 for the second, and 5 for the third.

The score also includes a **Refrain** section, marked with a double bar line and a repeat sign. The piece concludes with a **Fine** marking and a **D.S. al Fine** instruction.

Home on the Range



PRIMO

Slowly with much expression

Cowboy Ballad

(A) 1 2 3 4 4 (B) 5 1 2
 Oh, give me a home where the buf-fa-lo roam, Where deer and an-te-lope play, Where
 sel-dom is heard a dis-cour-ag-ing word, And skies are not cloudy all day. Fine
 (C) 1 2 3 4 4 (D) 3 2 1 1 2
 Home, home on the range; The deer and the an-te-lope play, Where
 (E) 5 4 3 2 3 (F) 2 1 1 2
 D.S. al Fine

D.S. al Fine-go back to the % sign and play until the Fine.



The Juggler

57 / 58 29

Musical notation for the first system of "The Juggler". The key signature is one flat (Bb) and the time signature is 4/4. The melody is in the treble clef, and the bass line is in the bass clef. The lyrics are: "Jug - gler, Jug - gler, what's your name?"

3 3 3

Jug - gler, Jug - gler, what's your name?

L.H. over

Musical notation for the second system of "The Juggler". The key signature is one flat (Bb) and the time signature is 4/4. The melody is in the treble clef, and the bass line is in the bass clef. The lyrics are: "All the cir-cus post-ers ad-ver-tise your fame!"

5 4 3 2 1

All the cir-cus post-ers ad-ver-tise your fame!

1

Musical notation for the third system of "The Juggler". The key signature is one flat (Bb) and the time signature is 4/4. The melody is in the treble clef, and the bass line is in the bass clef. The lyrics are: "If I tried to toss a cup, I would on - ly have to pick the piec - es up."

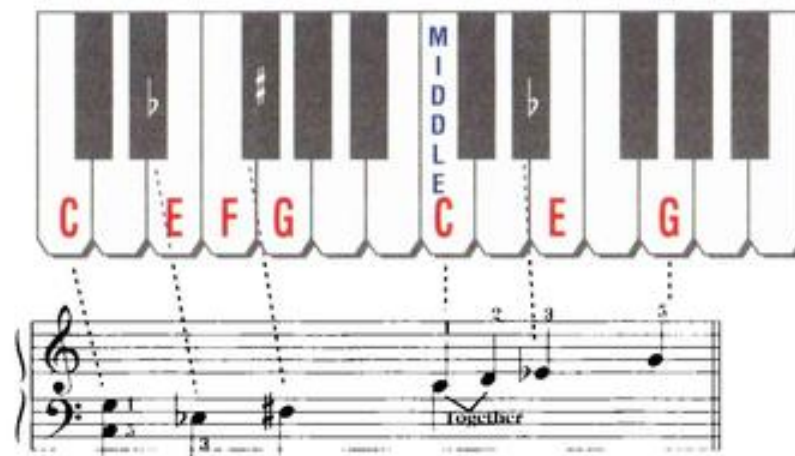
3 3 3

If I tried to toss a cup, I would on - ly have to pick the piec - es up.

L.H. over

R.H. over

3 3 3 1 2 3 4 4



Play both keys together E_b is the 1st BLACK key to the LEFT of E.

From a Wigwam

59 / 60

30



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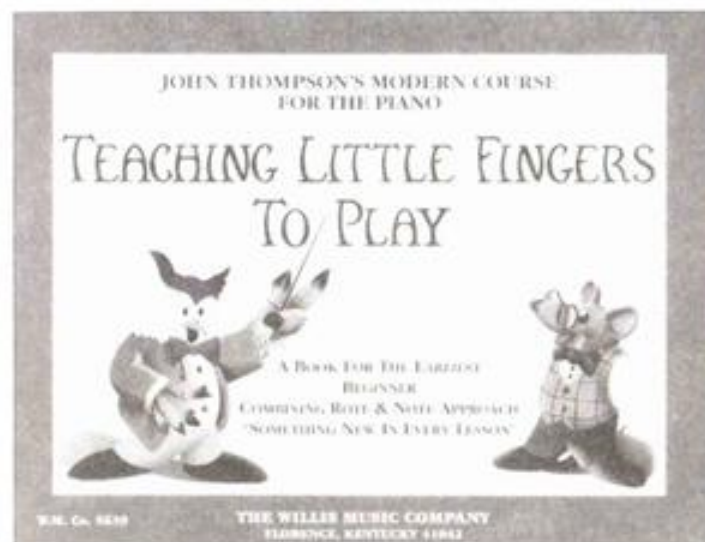
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