The Stem Song
(arranged with words by Kathy and David Blackwell)

Traditional

1. The stems on a note go up on the right,
2. The stems on a note go down on the left,
3. The stems on a note go up and down,

Up on the right, up on the right, The stems on a note go
Up and down, up and down, The stems on a note go

All day long!
All day long!

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Music makes me happy (page 17)

Kathy and David Blackwell

Bass clef band (page 19)

Kathy and David Blackwell
French lullaby (page 31)

French Traditional
arr. Kathy and David Blackwell

Pupil

8va

p legato

(8va)

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Da Capo waltz (page 47)

Gracefully

Pupil

Start in bar 1, legato means smooth notes, staccato means
Back to bar 1, legato means smooth notes, staccato means

Fine

short notes, for now we keep playing on
short notes, then Fine, we're at the end!

First time around these notes must sound,

D.C. al Fine

then it's back to the start,

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Switch Game
An activity to help pupils feel the beat and perform different note values

How to play
• Choose and play one of these backings to accompany the rhythm grid activities on pp. 5 and 28.
• Ask your pupil to clap or play on the note C different note values – crotchets, semibreves, etc.
• Choose a note value to start, then, when you say ‘Switch!’, have the pupil change to a different note value. Call ‘Switch!’ after two bars (or one, when they’re more confident with the activity).

For example: choose crotchets and minims. The pupil begins by clapping (or playing) crotchets then switches to minims when you say ‘Switch!’. Choose other pairs of note values. For three or more note values, tell the pupil the sequence before you play – for example: crotchets, quavers and minims – and have them move to each in turn every time you say ‘Switch!’.

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