

Introduction

This Tutor book has been designed to introduce students to the first steps of clarinet playing.

This tutor book offers a range of activities to help the student establish the basics of playing the clarinet and reading music. This book also links into aspects of the National Curriculum and Common Approach by introducing simple improvisation and compositional tasks.

CD tracks help students hear the correct pitch, key and rhythms and give a solid rhythmical backing.

Once this tutor has been completed, students may progress onto one of the many tutor or study books on the market - ask your teacher for details.

Remember to:
Listen to your teacher
carefully.

Play a little every day.



At the start of each session

Check list;

Are you sitting or standing correctly?

Are you holding the instrument correctly?

Is your bottom lip on top of your bottom teeth?

How long can you hold a note for seconds

Are you breathing correctly?

Are your cheeks in?

Are you tonguing correctly?

remember to smile it helps you form the correct embouchure.



My First Three Notes

The diagram illustrates the fingerings for the first three notes on a musical staff. Each note is represented by a letter (C, D, E) and a vertical column of smiley face icons. The icons are arranged to show which hand and which fingers are used to play each note.

- Note C:** The letter 'C' is at the bottom. Above it are five smiley faces. The top two are solid black, and the bottom three are hollow white. The text 'LEFT HAND' is to the right of the top two, and 'RIGHT HAND' is to the left of the bottom three.
- Note D:** The letter 'D' is at the bottom. Above it are seven smiley faces. The top two are solid black, and the bottom five are hollow white. The text 'LEFT HAND' is to the right of the top two, and 'RIGHT HAND' is to the left of the bottom five.
- Note E:** The letter 'E' is at the bottom. Above it are seven smiley faces. The top two are solid black, and the bottom five are hollow white. The text 'LEFT HAND' is to the right of the top two, and 'RIGHT HAND' is to the left of the bottom five.

One Note Blues

Sing it, Beat it, Clap it, Play it

						
One	Note	Blues	One	Note	Blues	
						
One	Note	Blues	Is	Our	First	Song

Note Name	
Fingering	

Check List. Are You.....

Standing (or sitting) correctly?

Holding your instrument correctly?

Tonguing the notes clearly?

Counting the beats and rhythm carefully?

Singing in tune and in time?

Feeling Down, Feeling Blue

					
Feel	- ing	- Down	Feel	ing	blue

				
Feel	- ing	Down	and	Blue

Which two notes are you using?



Remember to;
Sing it, Finger it,
Count it, Beat it,
Play it

treble cleff

How many beats in a bar

The Stave

bar line

Final Bar line

What the beat is

E

D

C

Crotchet = 1 beat

Minim = 2 beats

Semibreve = 4 beats

note rest

note rest

note rest

A rest is a note of silence

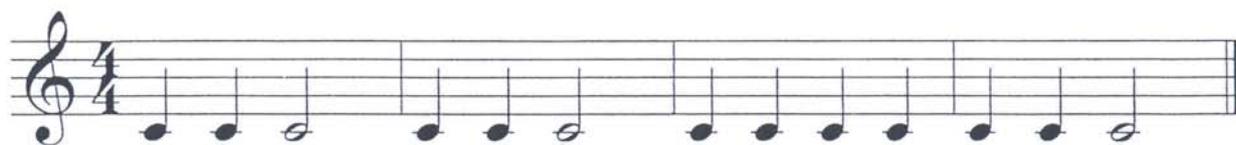
E Note Blues

Easy Stroll

D Note Blues

Down to D

C Note Blues



Counting the Rest



Three Note Shuffle



Left Hand Workout



Check List

- Am I holding the instrument correctly?
- Am I sitting or standing correctly?
- Is my mouth in the correct shape?
- Am I breathing correctly?
- Am I articulating (tonguing) correctly?
- Can I count the notes correctly?

Feeling Down, Feeling Blue

Play x 6

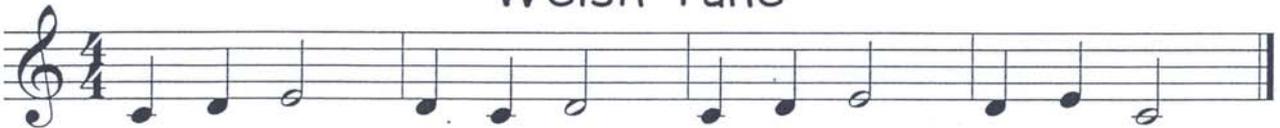


Now 'improvise' - make up a tune - using just C and D - you can use the backing track to Feeling Down as this is a 12 bar Blues

French Tune



Welsh Tune



Merrily We Roll Along

Can you put the four sections in the correct order



The next tune needs to be completed by you. Add a note at each * and make up your own title.



Teacher's Teasers

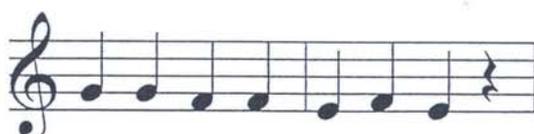
Teaser No. 1

Ask your teacher to play one of the following bars.
Which one are they playing



Teaser No. 2

Listen to the phrases below.
Ask your teacher to play them again with one note incorrect.
Can you spot the wrong note



Fun Challenge

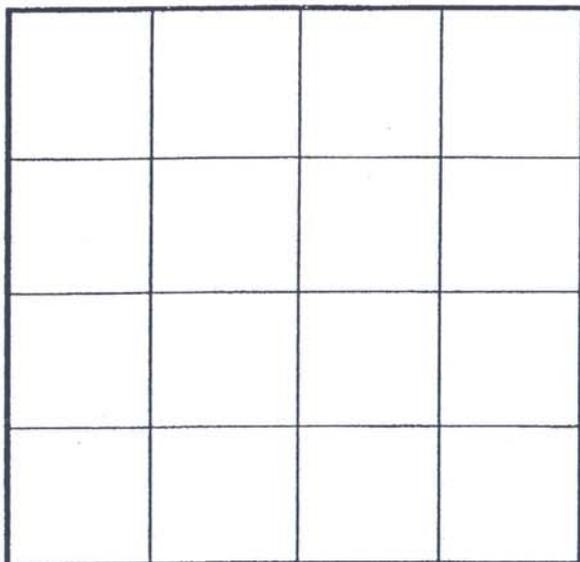
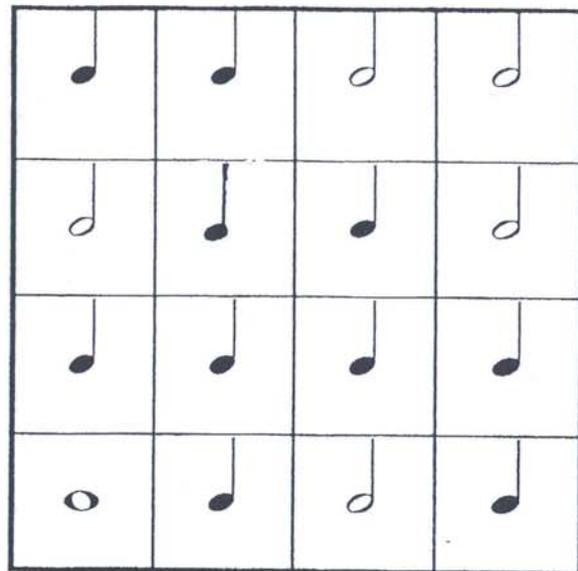
In a group, choose a solist and ask them to play three or four notes of their own choice.
Can then rest of the group guess.....

- 1) which notes were played in the correct order? (good idea to give the first note.)
- 2) What the rhythm of the notes were.

Musical Stuff

Rhythm Box

Clap the rhythms working your way horizontally, vertically or diagonally.



Rhythm Box

Make up your own Rhythm Box and try out your own rhythms,

○	Semibreve – 4 beats (count 1, 2, 3, 4)
♪	Minim – 2 beats (count 1, 2)
♩	Crotchet – 1 beat

Echo and Impro

- 1) Ask your teacher to play C, D and E in different combinations. Can you guess the correct order and play them back in time.
- 2) Try exercise 1 using two students instead of a teacher and student.
- 3) Using a backing track to keep time, take it in turns to play 3 notes improvising the rhythm and order of notes. Try two bars each at first and slowly build up the length of your improvisation.

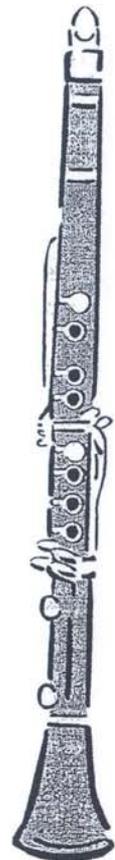
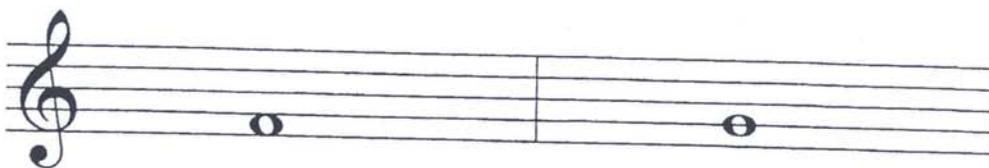
The Next Notes



F



G



Clown Dance

Two staves of music in 4/4 time. The melody consists of a sequence of eighth notes: C4, D4, E4, F4, G4, A4, B4, C5, B4, A4, G4, F4, E4, D4, C4. The bass line consists of a sequence of eighth notes: C3, D3, E3, F3, G3, A3, B3, C4, B3, A3, G3, F3, E3, D3, C3.

Rigaudon

Two staves of music in 4/4 time. The melody consists of eighth notes: C4, D4, E4, F4, G4, A4, B4, C5, B4, A4, G4, F4, E4, D4, C4. The bass line consists of eighth notes: C3, D3, E3, F3, G3, A3, B3, C4, B3, A3, G3, F3, E3, D3, C3.

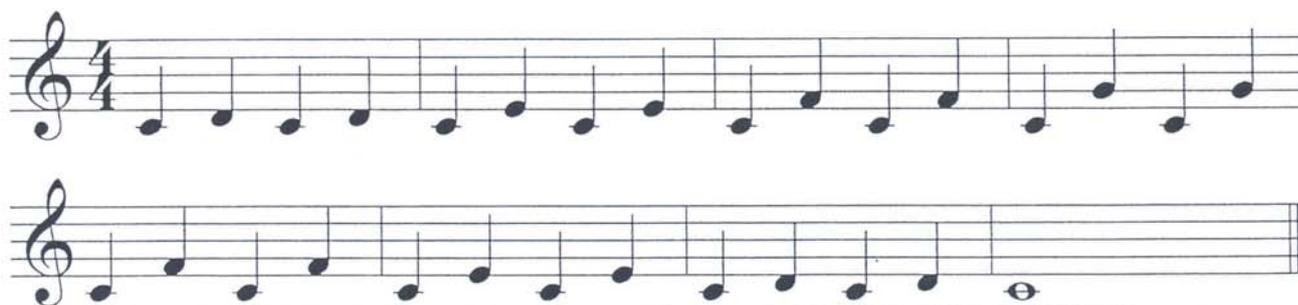
Rest - a note of silence

A single staff of music in 4/4 time illustrating rests. The first measure contains a crotchet note (1 beat) followed by a crotchet rest (1 beat). The second measure contains a minim note (2 beats) followed by a minim rest (2 beats). The third measure contains a semibreve note (4 beats) followed by a semibreve rest (4 beats). Labels above the staff identify the note types and their durations: 'crotchet (1 beat)', 'minim (2 beats)', and 'semibreve (4 beats)'. Labels below the staff identify the note and rest symbols: 'note', 'rest', 'note', 'rest', 'note', 'rest'.

Oats and Beans

Two staves of music in 4/4 time. The melody consists of eighth notes: C4, D4, E4, F4, G4, A4, B4, C5, B4, A4, G4, F4, E4, D4, C4. The bass line consists of eighth notes: C3, D3, E3, F3, G3, A3, B3, C4, B3, A3, G3, F3, E3, D3, C3.

Jumping Beans



DYNAMICS. *p* Piano = quiet *f* forte = loud

Look, Listen, Play

Look, Listen, Play

Try the exercises above using two students instead of a teacher and student. Sequence the exercise by:

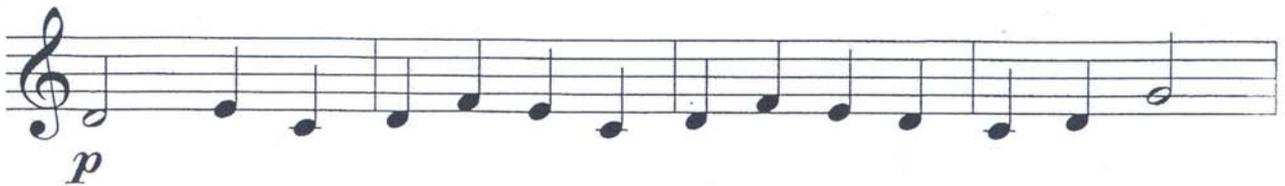
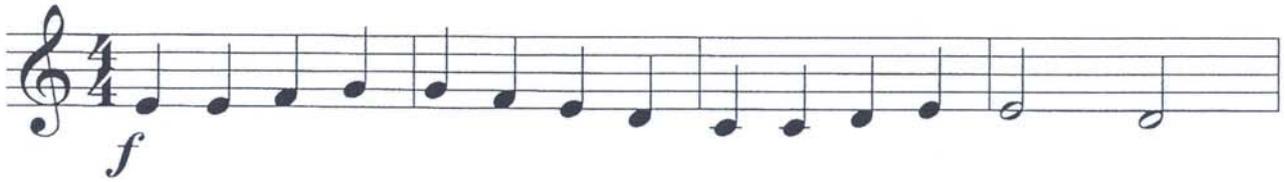
- 1) Singing the name of the notes (at Pitch)
- 2) Counting the correct rhythm
- 3) Adding different dynamics, tempos, and simple slurs - discuss these elements of music
- 4) Singing and fingering the notes
- 5) Perform as part of a group.



Ludwig Van Beethoven composed 'Ode to Joy' as part of his Ninth Symphony. It is usually performed by a full orchestra and Choir.

Research - what else can you find out about Beethoven? Try an internet search or your school library.

Ode to Joy



THE 8 ELEMENTS OF MUSIC

How fast or slow - TEMPO

How high or low - PITCH

STRUCTURE - How a piece is put together

SILENCE - Speaks for itself

Sound of one instrument - TIMBRE

Sound of lots of instruments - TEXTURE

DURATION - How long or short notes are (Rhythm)

DYNAMICS - How loud or quiet

WORDSEARCH

There are eight words hidden in the word search below

Can you find them?

C	R	O	T	C	H	E	T
R	P	A	I	E	A	C	D
O	I	B	M	I	N	I	M
P	T	E	B	N	P	N	U
A	C	P	R	C	I	M	S
C	H	E	E	M	T	S	I
E	C	N	E	L	I	S	C
D	Y	N	A	M	I	C	S

Crotchet

Timbre

Minim

Dynamics

Music

Silence

Pitch

Pace

Bronze

award



Listening

- Clap the rhythm of a piece played by your teacher
- Comment on high and low pitch of notes
- Know the difference between beat and rhythm
- Pupils can keep a steady beat without notation – call and response / copying / body movement
- Recognise simple notation appropriate to instrument / voice

Technical

- Demonstrate how to sit / stand correctly during performance
- Articulate simple rhythms clearly



Playing music

- Clap back a simple improvised phrase with a steady beat
- Improvise a short one bar phrase in answer to one set by your teacher (can be sung / clapped / played) on one note
- Perform one piece with understanding of dynamics and tempo. Describe the mood of the piece



Performing and Communicating

- Play back a short phrase played by your teacher on one note
- Discuss how to improve your performance
- Perform one piece to family or friends as a solo

Your Teacher or Head Teacher will present your certificate to you.

I confirm that this student has practised consistently on a weekly basis.

(Parent / Guardian)

Supporting material can be found at www.gloucestershiremusic.co.uk/FORMS_DOWNLOADS/GM_AWARDS.aspx

Heading for Silver

Time Signature

New Knowledge

Number of
beats in a bar

What the
beat is

dotted minim

quavers

tie

Cuckoo

Hot Cross Buns

Pease Pudding Hot

Come for a walk

Echo and Impro

1) Ask your teacher to play 2 bars then be their echo.

Try singing it first- does it help?

2) Now one student play 2 bars for another student to echo.
Only use 3 notes, try different combinations.

3) Using the backing track try making up 2 bar phrases, one student after another, try to follow on without a break.

The Next Note



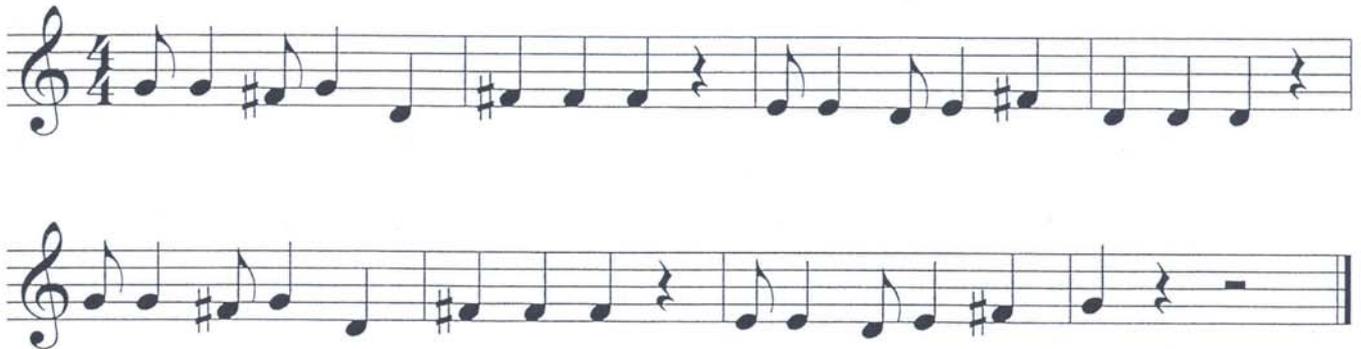
The Sharp sign '#'
makes the note sound higher

F#



Syncopated Calypso

clap it, sing it, finger it, play it



Reggae Round

In groups, try this simple round.
Players may start at 1 or 2 bar intervals.



repeat sign
play the section again

Clapping Calypso

In groups, try this clapping game.

Performer 1 - clap minims or crotchets (keeping a steady beat)

Performer 2 - clap the rhythm of Syncopated Calypso

Performer 3 - clap the rhythm of Reggae Round

Can you all start and finish together

I've Gotta Go

Four staves of musical notation in 4/4 time. The first staff begins with a treble clef and a 4/4 time signature. The melody consists of quarter and eighth notes with various accidentals (sharps and naturals). The second and third staves continue the melody. The fourth staff concludes the piece with a double bar line.

To The Fair

Two staves of musical notation in 4/4 time. The first staff begins with a treble clef and a 4/4 time signature. The melody consists of quarter and eighth notes with various accidentals. The second staff continues the melody and ends with a double bar line.

Write your own notes to finish this tune. Think about the change in the title.
Check your maths in each bar!

Home from the Fair

Two staves of musical notation in 4/4 time. The first staff begins with a treble clef and a 4/4 time signature. The melody consists of quarter and eighth notes with various accidentals. The second staff is empty, intended for the student to write their own notes to finish the tune.

Teaser No. 3

Which one of the phrases below is your teacher playing.



Teaser No. 4

Ask your teacher to play one of the phrases below.

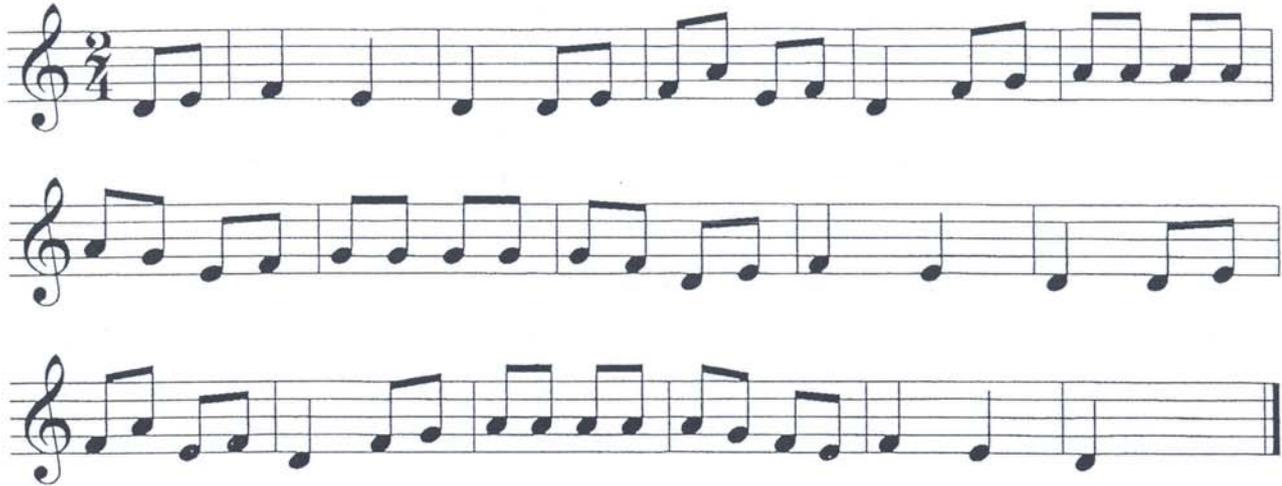
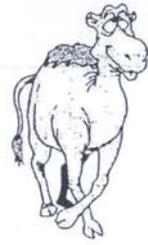
Now hear it again with a change in the pitch then a change in the rhythm

Can you describe what the changes are?



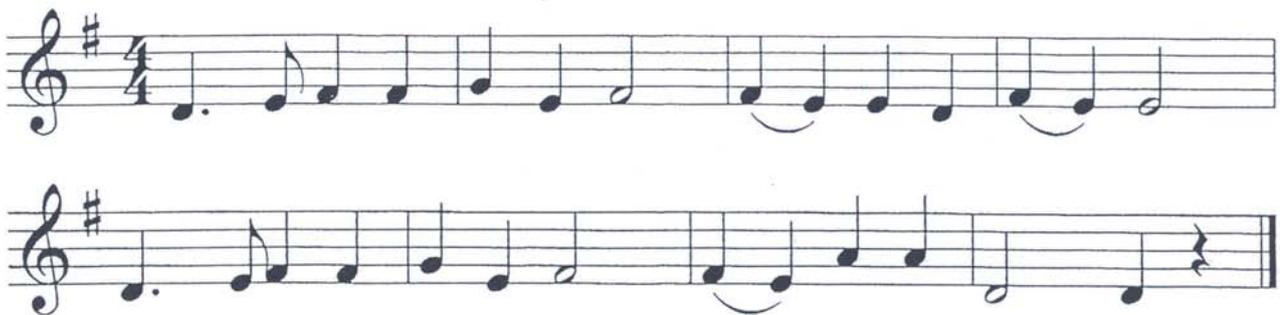


Egyptian Dance



a dotted crotchet is
worth 1 1/2 beats

Donkey Riding



Dancing Dogfish



Twinkle, Twinkle Little Star

Moderato

Musical score for 'Twinkle, Twinkle Little Star' in 4/4 time, Moderato. The score consists of three staves. The first staff begins with a dynamic marking of *mf*. The second staff has a dynamic marking of *p*. The third staff ends with a double bar line and a dynamic marking of *mf*.

DYNAMICS *p* = piano = quiet *mp* = mezzo piano = medium quiet
f = forte = loud *mf* = mezzo forte = medium loud

Frère Jacques

Musical score for 'Frère Jacques' in 4/4 time. The score consists of four staves, numbered 1 through 4. The first staff begins with a dynamic marking of *mf*. The first two staves feature long horizontal lines under the notes, indicating phrasing. The fourth staff ends with a double bar line and repeat dots.

Frère Jacques can be performed as a 'round' or 'canon'.

God Save The Queen

Moderato

Three staves of musical notation for 'God Save The Queen' in G major, 4/4 time. The tempo is marked 'Moderato'. The first staff contains the first six measures, the second staff contains the next six measures, and the third staff contains the final six measures, ending with a double bar line.

A Sailor Went to Sea

Allegro

Two staves of musical notation for 'A Sailor Went to Sea' in G major, 4/4 time. The tempo is marked 'Allegro'. The first staff contains the first six measures, and the second staff contains the next six measures, ending with a double bar line.

Can You sing it, count it, conduct it and play it?
Can you find out what Moderato and Allegro mean?

Old MacDonald

Allegro

*add the missing notes

Three staves of musical notation for 'Old MacDonald' in G major, 4/4 time. The tempo is marked 'Allegro'. The first staff contains the first six measures, with an asterisk above the seventh measure. The second staff contains the next six measures, with asterisks above the seventh and eighth measures. The third staff contains the final six measures, with an asterisk above the seventh measure. The piece ends with a double bar line.

O When the Saints

(Oh watch the Sharps!)

O When the Saints

Write out the tune again on the manuscript below.
There is no key signature - you will need to write in the sharps by the necessary notes

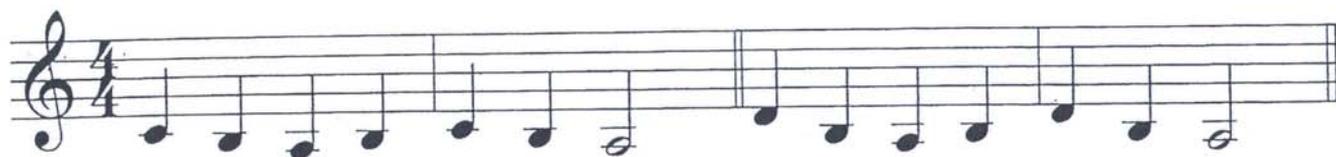
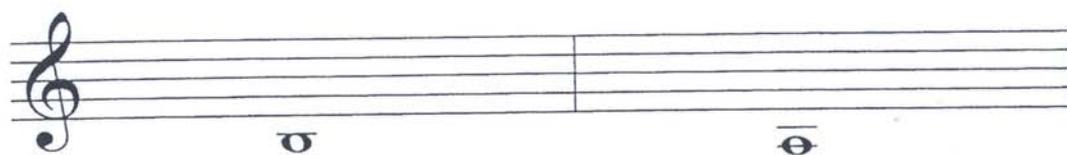
The Next Notes



B



A



Check with your teacher you have your right hand in the correct shape. Don't rest against any keys.

Italian terms that indicate the speed and character of the music

Allegro = lively

Andante = moderate pace

Moderato = fairly slow

Skip to my Lou

Allegro

f *mf*

p *mf*

The musical notation for 'Skip to my Lou' consists of two staves in 4/4 time. The first staff begins with a treble clef and a 4/4 time signature. The tempo marking 'Allegro' is placed above the staff. The first measure starts with a forte (*f*) dynamic. The melody is a simple, rhythmic sequence of eighth and quarter notes. The second measure of the first staff has a mezzo-forte (*mf*) dynamic. The second staff continues the melody, starting with a piano (*p*) dynamic and ending with a mezzo-forte (*mf*) dynamic. The piece concludes with a double bar line.

Song of the Volga Boatman

Andante

The musical notation for 'Song of the Volga Boatman' consists of two staves in 4/4 time. The first staff begins with a treble clef and a 4/4 time signature. The tempo marking 'Andante' is placed above the staff. The melody is characterized by a slow, steady pace with a mix of quarter and eighth notes, some of which are beamed together. The piece concludes with a double bar line.

Scarborough Fair

Moderato

p *mf*

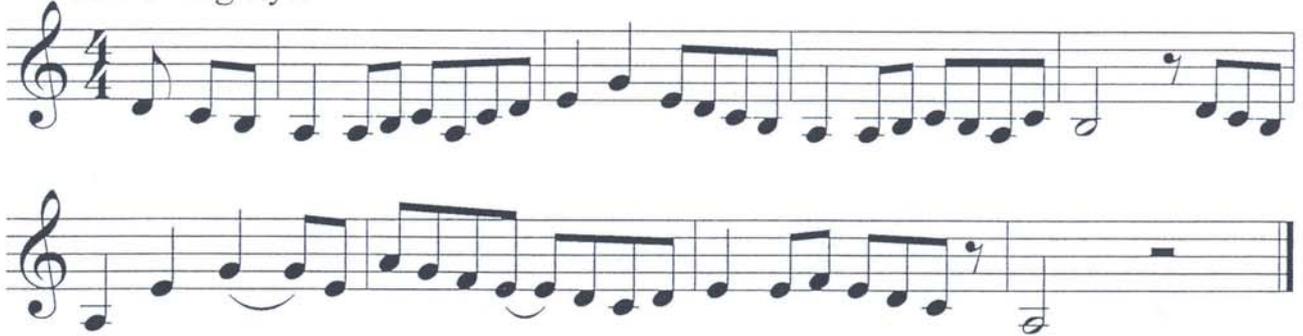
p

The musical notation for 'Scarborough Fair' consists of four staves in 3/4 time. The first staff begins with a treble clef and a 3/4 time signature. The tempo marking 'Moderato' is placed above the staff. The first measure starts with a piano (*p*) dynamic. The melody is a simple, rhythmic sequence of quarter and eighth notes. The second measure of the first staff has a mezzo-forte (*mf*) dynamic. The second staff continues the melody, starting with a piano (*p*) dynamic and ending with a mezzo-forte (*mf*) dynamic. The piece concludes with a double bar line.

These pieces are in 'Swing Style'
Ask your teacher to explain.

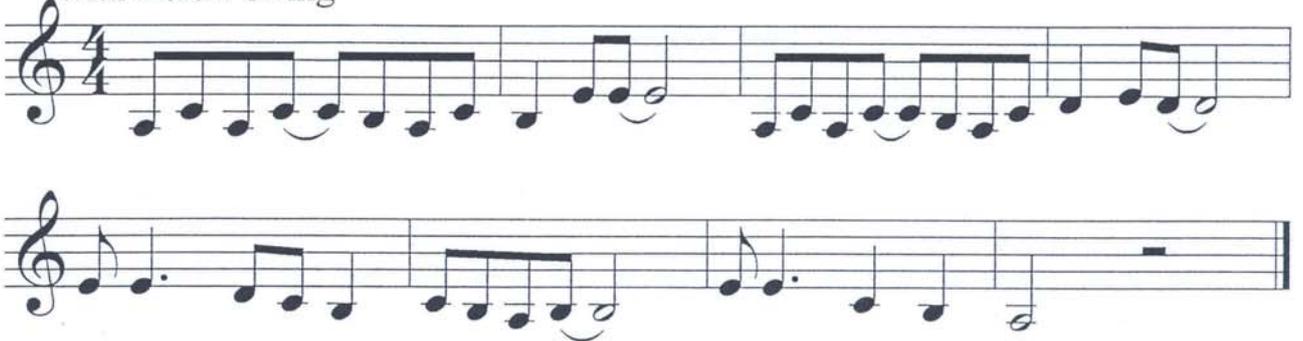
Off We Go

In a swing style



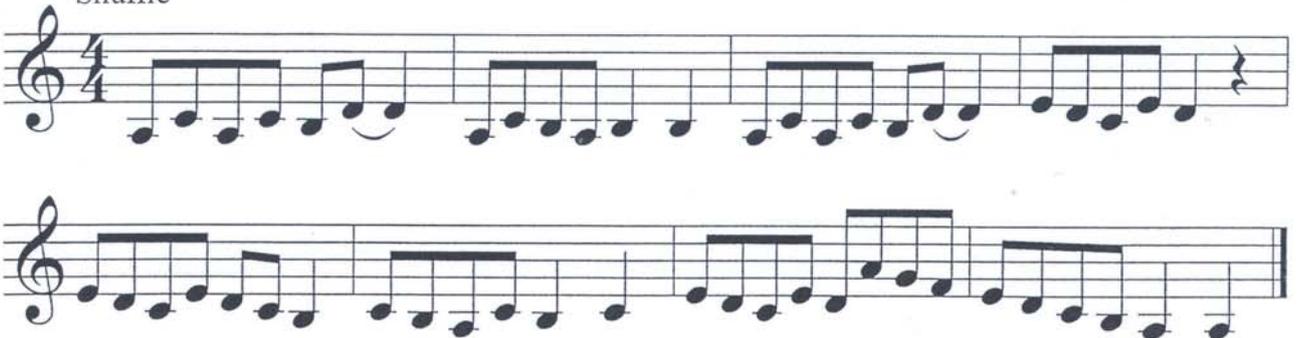
Cool Gran

with a slow swing



Keep Moving

Shuffle



Using any of these notes in any order make up your own tunes.

THE 8 ELEMENTS OF MUSIC

How fast or slow - **TEMPO**

How high or low - **PITCH**

STRUCTURE - How a piece is put together

SILENCE - Speaks for itself

Sound of one instrument - **TIMBRE**

Sound of lots of instruments - **TEXTURE**

DURATION - How long or short notes are (Rhythm)

DYNAMICS - How loud or quiet

WORDSEARCH

There are 18 words hidden in the word search below

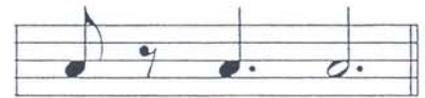
Can you find them?

S	R	H	Y	T	H	M	R	R	O	C	J
E	T	E	E	M	U	I	E	E	T	R	M
M	E	A	D	I	N	N	S	E	F	O	O
I	D	B	V	B	P	I	T	C	H	T	U
B	L	A	I	E	P	M	Z	L	Z	C	T
R	E	R	B	A	R	L	B	A	Z	H	H
E	F	L	U	T	E	I	A	R	U	E	P
V	X	I	F	E	U	S	S	I	L	T	I
E	B	N	P	N	B	T	S	N	R	N	E
C	L	E	F	X	O	B	O	E	E	N	C
N	B	L	Y	T	A	N	O	T	E	D	E
T	E	X	T	U	R	E	N	U	D	P	M

Rhythm	Rest
Crotchet	Stave
Semibreve	Clarinet
Flute	Clef
Oboe	Minim
Note	Bassoon
Barline	Beat
Pitch	Reed
Mouthpiece	Texture

SILVER AWARD

1) Note and note values that should be known



2) Listening / Aural Skills

Pupils should be able to play back a four note phrase (played by the teacher).

Notes should move by step and simple intervals.

Pupils should be encouraged to comment on the pitch, dynamic and rhythm of the notes.

3) Performance Piece A / composition.

Pupils are encouraged to improvise or compose the final 2 bars of this piece. Pupils are encouraged to add their own dynamics, tempo and articulations. This may be achieved individually or as a group.



4) Performance

Teachers should choose an additional piece from the pupils book.

This piece should accurately reflect the knowledge that is required for a Silver Award

Silver award



Listening

- Recognise the sound of your instrument and listen to solo works
- Use correct terms to describe pitch, rhythm, timbre and beat
- Sing or play the final note of a melodic phrase performed by your teacher
- Clap in time (including rests) the rhythm of a short piece of music
- Recognise and perform simple rhythms (flash cards)

Technical

- Demonstrate how to sit or stand correctly during performance
- Hold a sustained note with sense of pitch and understanding of tonality / timbre
- Describe and demonstrate control of simple technical aspects relevant to your instrument

Playing music

- Compose a one or two bar phrase in answer to one provided by your teacher / fellow student
- Improvise a four note phrase in answer to one set by your teacher / fellow student
- Listen to a four note phrase and play / sing it back
- Play / sing two pieces with fluency and some expression
- Listen to a four note phrase and play / sing it back



Performing and Communicating

- Display ability to keep time in different tempi
- Conduct simple pieces and start a piece by 'counting in'
- Contribute to discussion and own improvement of performance

Your Teacher or Head Teacher will present your certificate to you.

I confirm that this student has practised consistently on a weekly basis.

(Parent / Guardian)

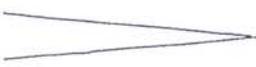
Supporting material can be found at www.gloucestershiremusic.co.uk/FORMS_DOWNLOADS/GM_AWARDS.aspx

Aiming for GOLD



Bottom G

Make sure the fingers are covering all the holes

	= gradually louder		= gradually quieter
<i>crescendo</i>		<i>diminuendo</i>	

Three Blind Mice

Moderato



mp

p

ff fortissimo = very loud

pp pianissimo = very quiet

f forte = loud

p piano = quiet

mf mezzo piano = medium loud

mp mezzo = medium quiet

Echo tune

Moderato

f *mp* *pp* *f* *mp* *pp*

f *p*

Skye Boat Song

Andante

mp

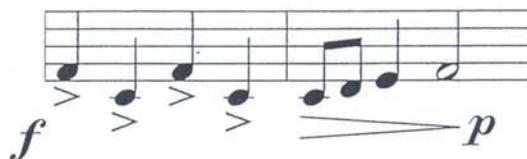
p

mf

mp

Teaser No. 5

Which one of the phrases below is your teacher playing.



After identifying the phrase, play it and copy the style.
Now make up your own, try to play it in different styles.

Teaser No. 6

Ask your teacher to play one of the phrases below.

Then with a change in the pitch,

Then again a change in the rhythm

Can you describe what the changes are?



New Note

Bb

A flat sign 'b' makes
a note sound lower.



Staccato

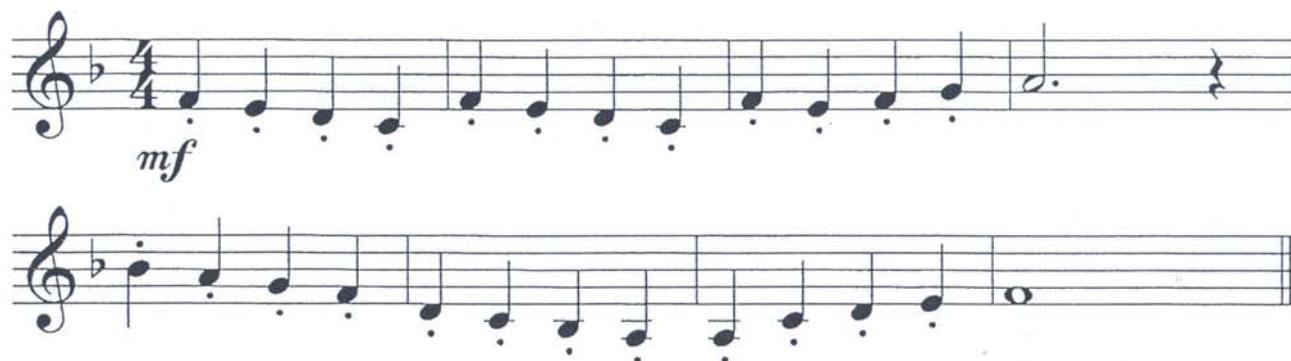


Accent

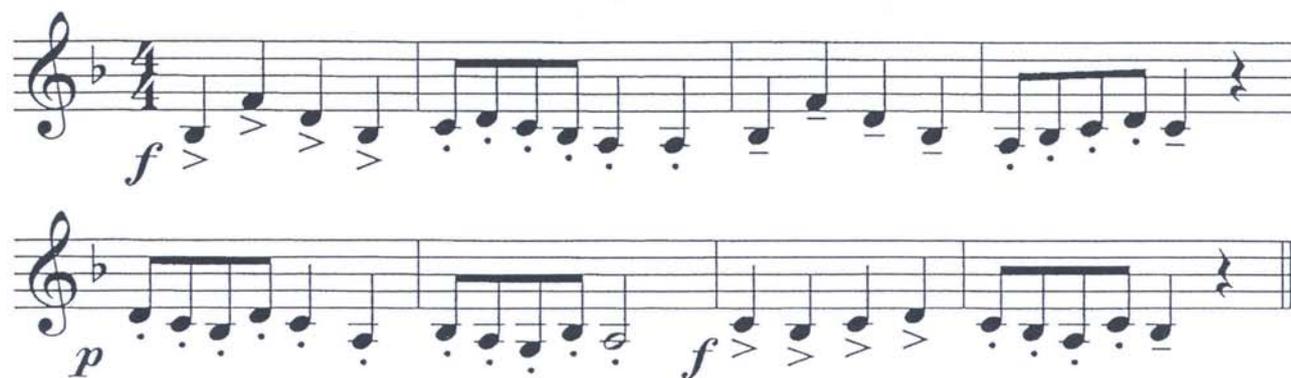


Tenuto

Left, Right



Hop and run



Spot The Difference

There are six differences.
Can you spot them and draw them in?

Brave as a Lion



Brave as a Lion

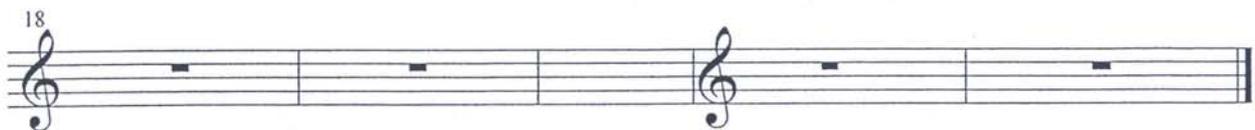


Passing Note Blues



Composition

Practice the tune above. Now think about which 'passing notes' you could add. One example is given below. Try a few of your own. Use the manuscript to write down ideas thinking about rhythm, pitch and dynamics.



If you're Happy - Duet

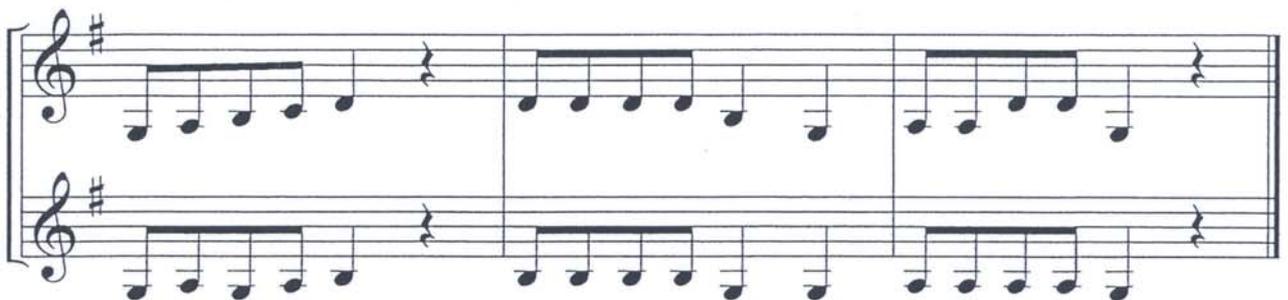
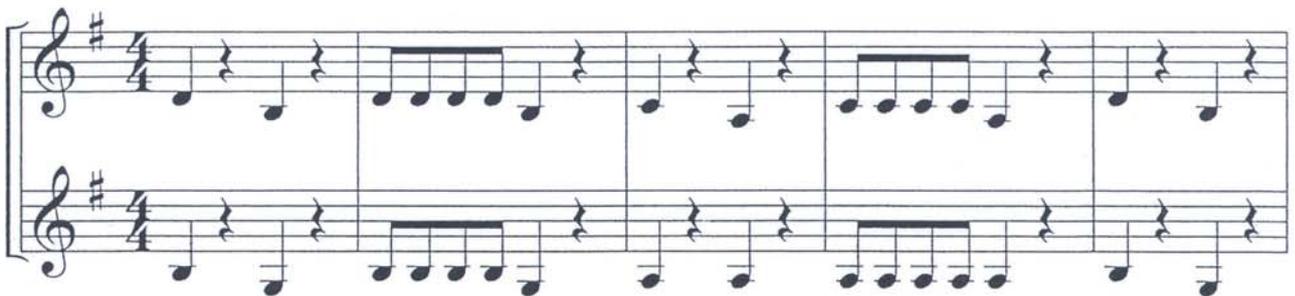
clarinet 1

clarinet 2



Add your own dynamics and articulations to these two duets

Grass Hopper - Duet



Pop Goes The Weasel

mp

What is the
missing note?

f mf

Detailed description: This musical score is for the song 'Pop Goes The Weasel' in 3/4 time. It consists of four staves. The first three staves show a melodic line with notes: G4, A4, B4, C5, B4, A4, G4. The fourth staff contains a missing note exercise. The first measure has a whole rest with the text 'What is the missing note?'. The second measure starts with a dynamic marking of *f* and contains a half note G4. The third measure has a dynamic marking of *mf* and contains a half note A4. The fourth measure contains a half note B4. A hairpin crescendo is shown over the last two measures of the exercise.

Pop Goes The Weasel

What does it sound like with the Bb's?

mp

What is the
missing note?

f mf

Detailed description: This musical score is for the song 'Pop Goes The Weasel' in 3/4 time, featuring a B-flat. It consists of four staves. The first three staves show a melodic line with notes: G4, A4, B4, Bb4, A4, G4. The fourth staff contains a missing note exercise. The first measure has a whole rest with the text 'What is the missing note?'. The second measure starts with a dynamic marking of *f* and contains a half note G4. The third measure has a dynamic marking of *mf* and contains a half note A4. The fourth measure contains a half note Bb4. A hairpin crescendo is shown over the last two measures of the exercise.

The Minstrel Boy

Allegro

Musical score for 'The Minstrel Boy' in G major (one sharp) and common time (C). The score consists of four staves of music. The first staff begins with a dynamic marking of *mp*. The music features a mix of eighth and sixteenth notes, often beamed together, with various phrasing slurs. The fourth staff concludes with a dynamic marking of *mp* and a hairpin crescendo leading to the end of the piece.

Drink To Me Only

Moderato

Musical score for 'Drink To Me Only' in G major (one sharp) and 3/4 time. The score consists of four staves of music. The melody is primarily composed of quarter notes and eighth notes, with some phrasing slurs. A hairpin crescendo is visible in the second staff, leading to a *mp* dynamic marking. The piece ends with a double bar line and repeat dots.

Ensemble Piece

Ode to Joy

Beethoven

Allegro

Clarinet 1 *mf*

Clarinet 2 *mp*

Clarinet 3 *mp*

Clarinet 4 *mp*

7

12

GOLD AWARD

1) Note and note values that should be known



2) Listening / Aural Skills

Pupils should be able to play back a two bar phrase (played by the teacher).

Pupils should be encouraged to play an answering phrase to a two bar phrase played by the teacher.

3) Performance Piece A / composition.

Pupils are encouraged to improvise or compose the final 2 bars of this piece. Pupils are encouraged to add their own dynamics, tempo and articulations. This may be achieved individually or as a group.

Pupils are required to perform this set piece and two pieces chosen by the teacher.

These pieces should reflect the challenges of a Gold Award level.



Gold award



Listening

- Listen to a piece that highlights your instrument and its family of instruments
- Sing / play short phrases played by your teacher
- Describe texture, structure (understand repeats and repeated phrases), silence and dynamics
- Keep a steady pulse along with a piece of music. You may conduct
- Perform notation and rhythms introduced by your teacher

Technical

- Demonstrate how to sit / stand correctly during performance
- Perform with a good tone and intonation over two dynamic levels
- Display technical control throughout the range of notes
- Familiarise yourself with scales linked to notes learnt



Playing music

- Compose short tunes using known notes and change the character using elements of music
- Improvise two bar phrases given melodic / rhythmic starting points. Arrange ideas with style and character
- Listen to a two bar phrase and sing / play it back
- Perform two pieces set by your teacher



Performing and Communicating

- Perform a piece (may use a backing track) to friends / family
- Perform as part of a group either in class, instrumental lessons, assembly or at a local music centre. This should include attending rehearsals
- Sustain practice over 10 weeks

Your Teacher or Head Teacher will present your certificate to you.

I confirm that this student has practised consistently on a weekly basis.

(Parent / Guardian)

Supporting material can be found at www.gloucestershiremusic.co.uk/FORMS_DOWNLOADS/GM_AWARDS.aspx



THE 8 ELEMENTS OF MUSIC

How fast or slow - TEMPO

How high or low - PITCH

STRUCTURE - How a piece is put together

SILENCE - Speaks for itself

Sound of one instrument - TIMBRE

Sound of lots of instruments - TEXTURE

DURATION - How long or short notes are (Rhythm)

DYNAMICS - How loud or quiet

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Once you have completed your *Gold Award*, you may attend a Music Centre providing beginner instrumentalists with the opportunity to perform many styles of music within a relaxed and supportive atmosphere. Full details of these groups may be found at

www.gloucestershiremusic.co.uk

gloucestershire
MUSIC

Track Listing - First Steps Clarinet

1	One Note Blues	14	Egyptian dance
2	Feeling Down, Feeling Blue	45	Egyptian dance - accompaniment only
3	E Note Blues	46	Donkey Riding
4	Easy Stroll	47	Dancing Dogfish
5	D Note Blues	48	Dancing Dogfish - accompaniment only
6	Down to D	49	Twinkle Twinkle
7	C Note Blues	50	Twinkle Twinkle - accompaniment only
8	C Note Blues - accompaniment only	51	God Save the Queen
9	Counting the Rest	52	God Save the Queen - accompaniment only
10	Counting the Rest - accompaniment only	53	A Sailor Went
11	Three Note Shuffle	54	A Sailor Went - accompaniment only
12	Three Note Shuffle - accompaniment only	55	Old MacDonald
13	Left Hand Workout	56	Old MacDonald - accompaniment only
14	Left Hand Workout - accompaniment only	57	Oh When The Saints
15	Feeling Down (long)	58	Oh When The Saints - accompaniment only
16	Feeling Down (long) - accompaniment only	59	Skip to My Lou
17	French Tune - slow	60	Volga Boatmen
18	French Tune - faster	61	Scarborough Fair
19	French Tune - faster - accompaniment only	62	Scarborough Fair - accompaniment only
20	Welsh Tune	63	Off We Go
21	Welsh Tune - accompaniment only	64	Cool Gran
22	Clown Dance	65	Keep Moving
23	Clown Dance - accompaniment only	66	Keep Moving - accompaniment only
24	Rigaudon	67	Three Blind Mice
25	Rigaudon - accompaniment only	68	Three Blind Mice - accompaniment only
26	Oats and Beans	69	Echo Tune
27	Oats and Beans - accompaniment only	70	Skye Boat Song
28	Jumping Beans	71	Skye Boat Song - accompaniment only
29	Ode to Joy - slow	72	Left Right
30	Ode to Joy - faster	73	Hop and Run
31	Ode to Joy - faster - accompaniment only	74	Up and Down
32	Cuckoo	75	The Man on Flying Trapeze
33	Cuckoo - accompaniment only	76	The Man on Flying Trapeze - accompaniment only
34	Hot Cross Buns - slow	77	Passing Note Blues
35	Hot Cross Buns - faster	78	Passing Note Blues - accompaniment only
36	Pease Pudding	79	Pop Goes the Weasel
37	Come for a walk	80	Pop Goes the Weasel - accompaniment only
38	Come for a walk - accompaniment only	81	Minstrel Boy - slow
39	Syncopated Calypso	82	Minstrel Boy - faster
40	Syncopated Calypso - accompaniment only	83	Minstrel Boy - faster - accompaniment only
41	I've Gotta Go	84	Drink To Me - slow
42	I've Gotta Go - accompaniment only	85	Drink To Me - faster
43	To The Fair	86	Drink To Me - faster - accompaniment only