

# Lesson 3 Contents

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## Overview of Lesson 3

By the end of lesson three, you will be able to play with your left hand while you are playing with your right hand! That's right! You will be playing songs with both hands *at the same time* by the time you reach the end of this lesson! Take your time and practice each example thoroughly before moving to the next example.

**Give yourself the time you need to succeed!**

Audio and Video support found online at:  
**<http://learnpianoonline.com/videoclips.html>**

The audio and video clips found online are not considered part of your purchase. However, they are free and available to those who have online access. They are not necessary for your success.

## **Chords with the Left Hand**

Chords (pronounced: kordz) are defined as "a combination of two or more tones which sound harmonious when heard at the same time".

In other words...A chord, when playing the piano, is playing two or more notes at the same time, with the same hand.

You will be learning to play chords with your left hand.

Do you remember from Lesson One where the C position for your left hand is?

Try to remember before turning the page to look at the diagram.

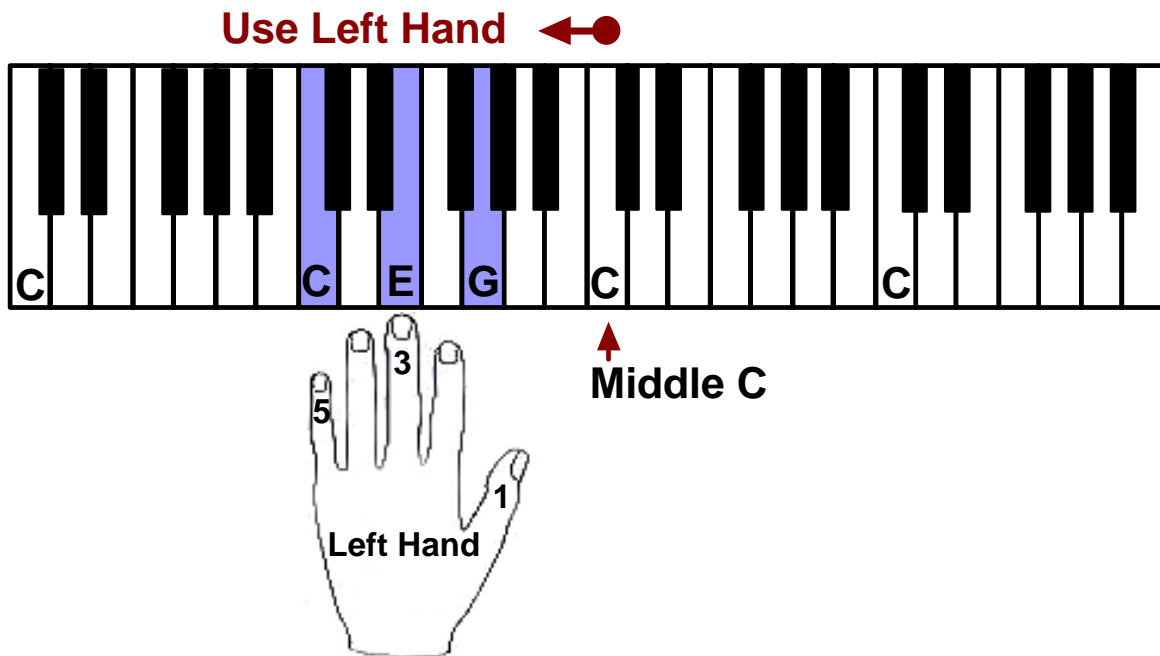
# C Chord Position

Place your left hand in C position as learned in Lesson One. As you can see, the diagram below shows 3 shaded keys.

C: #5 finger (pinkly) should be resting on,

E: #3 finger (middle) should be resting on

G: #1 finger (thumb) should be resting on.



Now, play all three of those keys at the same time with the fingers that are resting on them.

Do NOT change the fingers.

At first, this may feel awkward to your fingers. You're not used to using your fingers in this manner, however, with a little practice, you will play this chord without any trouble at all.

Before moving to the next page, practice this chord until you can keep a steady beat while you play.

Play it 4 times in a row while counting in numerical order followed by the word “one thousand”.

Like this:

“One-one thousand”

“Two-one thousand”

“Three- one thousand”

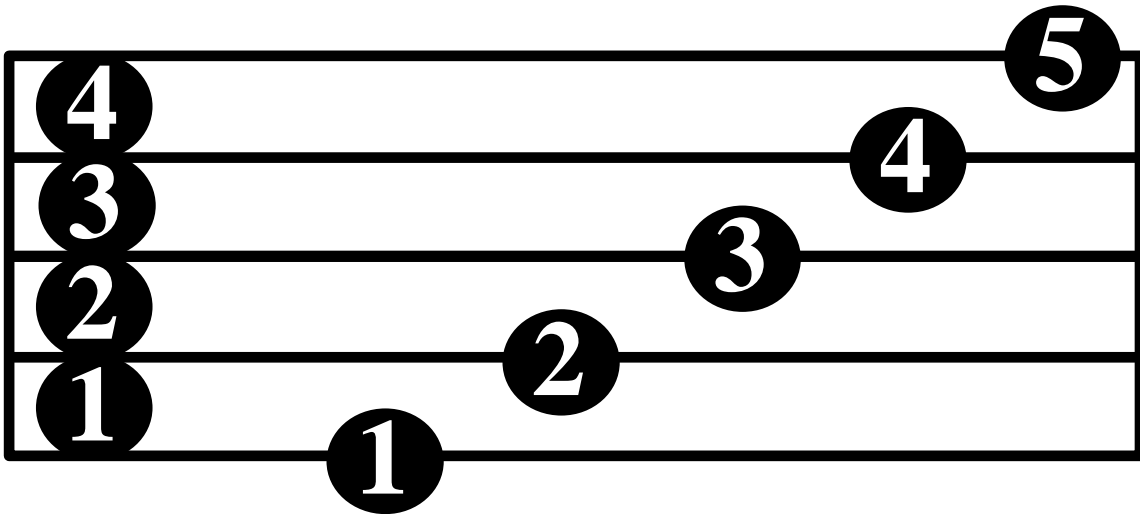
“Four-one thousand”

Each time you reach “4-1000” , starting counting again from “1-1000”.

Keep doing this until your fingers can follow the rhythm of your voice. Take a couple days if needed. Then you may proceed to the next page.

# The Staff

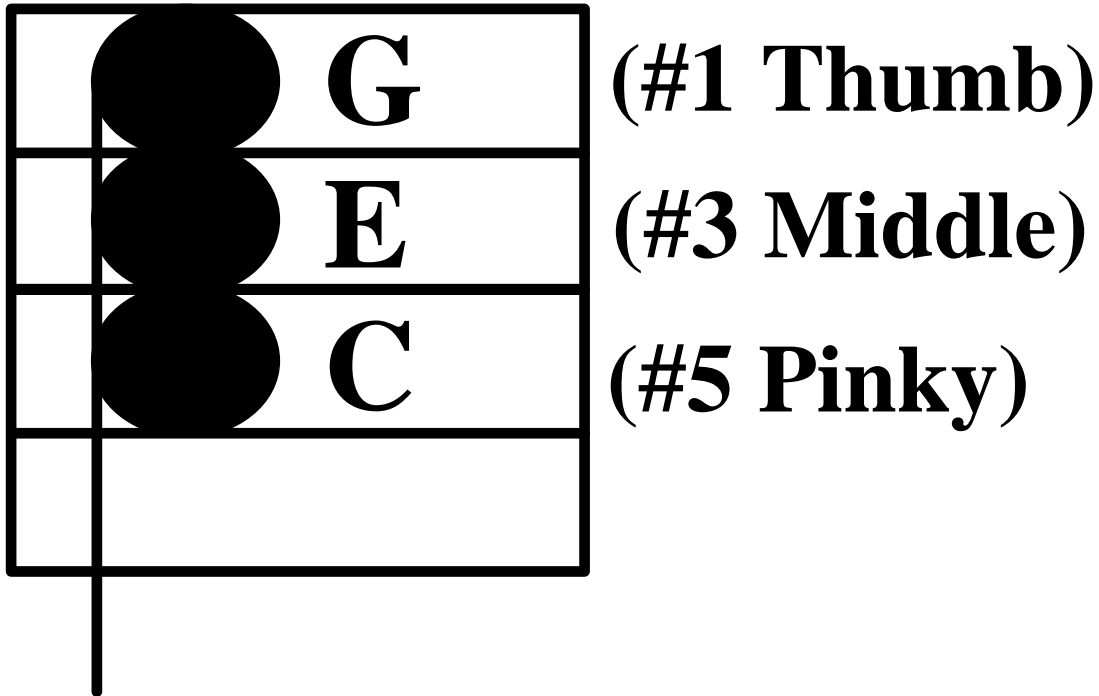
The STAFF is what music notes are written on.  
The STAFF has 4 spaces and 5 lines.



When you start to read music on the staff, you will need to recognize the difference between a SPACE note and a LINE note.

The staff on this page shows you 4 space notes and 5 lines notes. The space notes are in the spaces and the lines notes have a line going right through the middle of them.

## C Chord on the Staff



This is what C Chord looks like. I made it really big so you can see exactly where the three notes of the C Chord is placed on the staff. This is what you have been practicing on the previous page.

# C Chord Exercise

“1-1000” “2-1000” “3-1000” “4-1000”

Notice the Bass Clef is the symbol that tells you to use your left hand (arrow). Remember to “say n play” so you can keep a steady beat. Don’t forget to count the quarter rests! The first measure has the “say n play” written for you.

# More C Chord Practice

1-1000 2-1000 3-1000 4-1000 | 1-1000 2-1000 3-1000 4-1000

This exercise is written in a bass clef. It consists of two measures. The first measure contains four boxes, each showing a C chord with a specific fingering: 1-1000, 2-1000, 3-1000, and 4-1000. The second measure contains four boxes: the first shows a C chord with fingering 1-1000, the second and fourth show a wavy line indicating a strum, and the third shows a C chord with fingering 3-1000.

This exercise is written in a bass clef and consists of two measures. The first measure contains four boxes: a C chord, a wavy line, a C chord, and another wavy line. The second measure contains four boxes: a C chord, a C chord with a different fingering, another C chord, and a wavy line.

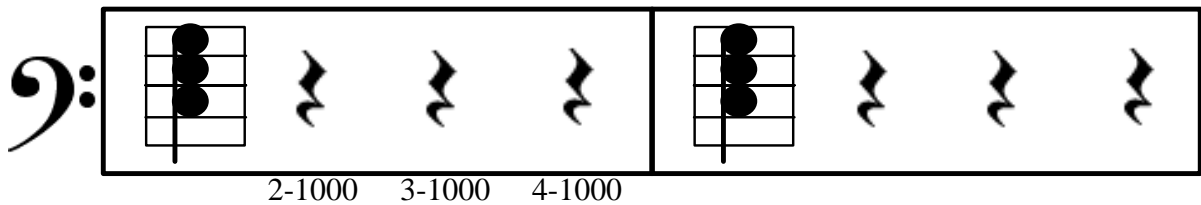
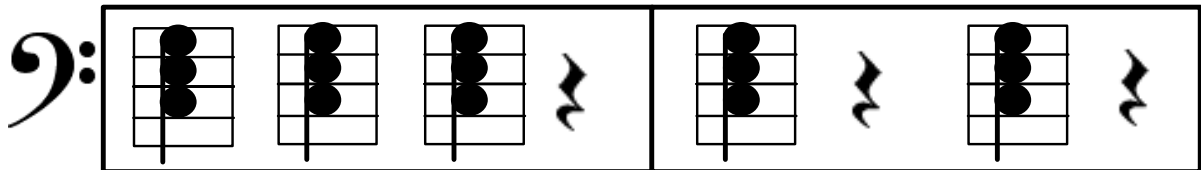
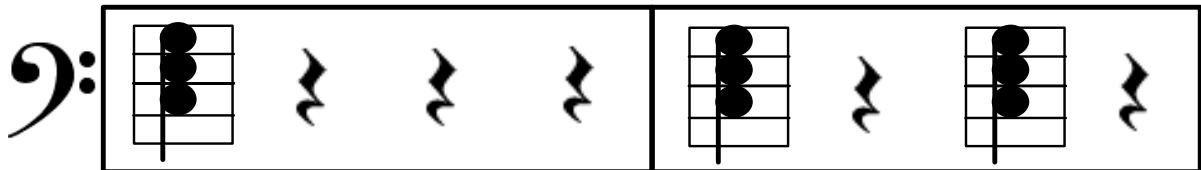
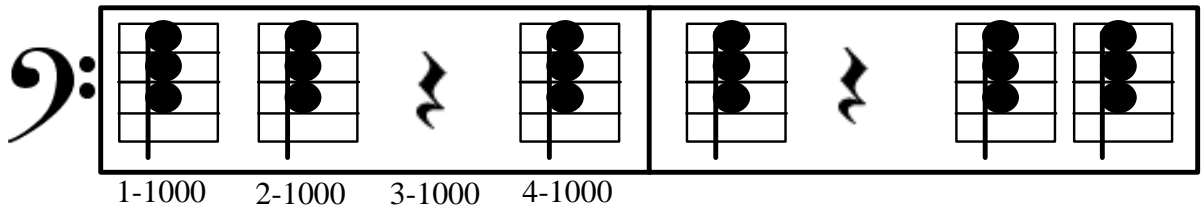
This exercise is written in a bass clef and consists of two measures. The first measure contains four boxes, each showing a C chord with a different fingering. The second measure contains four boxes: a C chord, a wavy line, a C chord, and another wavy line.

2-1000 3-1000 4-1000

This exercise is written in a bass clef and consists of two measures. The first measure contains four boxes: a C chord, a wavy line, a C chord, and another wavy line. The second measure contains four boxes: a C chord, a wavy line, a C chord, and another wavy line. The labels 2-1000, 3-1000, and 4-1000 are positioned below the second, third, and fourth boxes of the second measure, respectively.

1. Keep your eyes on the music.
2. Count (say n play) the beats.
3. Follow the rhythm of your voice.

# Last Chance



This is your last chance to perfect playing the C Chord. You should be able to do this without looking at your hands. You should be able to keep a steady beat while you count out loud.

## Teacher's Advice

The following areas **MUST** be perfected before going on. It is important to your success. If you can do the following things confidently, the remainder of this lesson will go very well for you.

1. Keeping eyes on music, not looking at hands.
2. Counting the “say n play” beats out loud.
3. Keeping a steady beat with your fingers following the rhythm of your voice.

If you have trouble in any of the above mentioned areas, go back and practice more.

Do not think that playing the correct notes is what playing music is all about. The counting and keeping your eyes on the music are **MORE** important than playing the right notes. Developing a bad habit like looking at your hands or not counting correctly, is extremely hard to correct later if you do not correct it now. When you start to play more complicated music and you are busy looking at your hands, how are you going to read the music? If you can't count the rhythm correctly, how is it going to sound right?

Keep these things in mind as you progress through your lessons.

















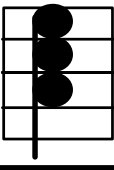
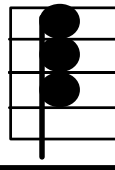
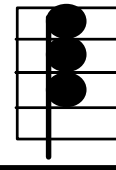
## Playing with both hands
















Are you ready to use both hands in the same song?
















Let's do a description of the following song:
















1. There are 8 measures.
2. There are 2 measures in each line.
3. There is a treble and bass clef at the beginning of each line.
4. The “say n play” beats are written below the first two measures.
5. In the first measure, your left hand is resting for four beats, while your right hand is playing GFEEF.
6. The arrow pointing through the quarter rest and toward the G is telling you that when you say “1-1000”, the count applies to both hands at the same time.

Ready to try? You'll do great! Remember to count out loud and keep your eyes on the music.

 	   	   						
		   	   					
	1-1000	2-1000	3-1000	4-1000	1-1000	2-1000	3-1000	4-1000









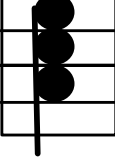

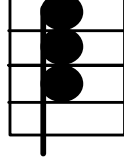

 	   	   
		   









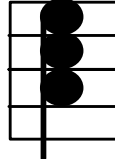

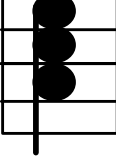

 	   	   
		   









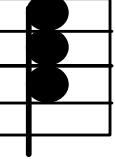

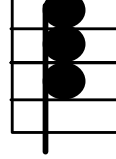

 	   	   
		   










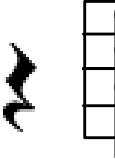
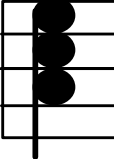
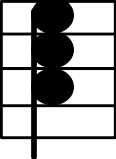
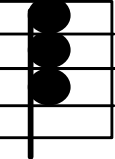
Measure 2 shows a circle around the G and the C Chord.

Since they are directly above and below each other, you play them together, at the very same time.











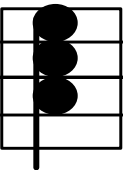
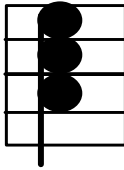
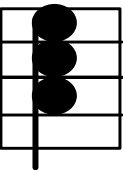
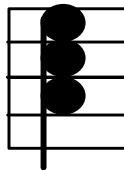
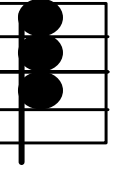

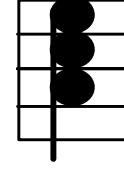

	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>		<b>G</b>	
								
	1-1000	2-1000	3-1000	4-1000	1-1000	2-1000	3-1000	4-1000











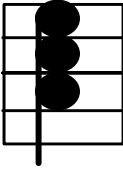



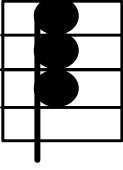



	<b>G</b>	<b>F</b>	<b>E</b>	<b>D</b>	<b>G</b>		<b>G</b>	
								











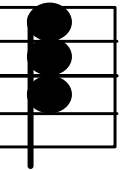

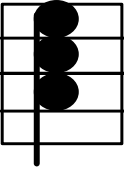

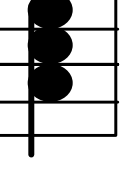



	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>		<b>G</b>	
								











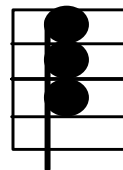



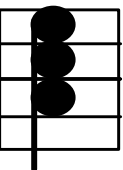

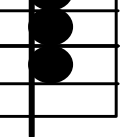

	<b>G</b>	<b>F</b>	<b>E</b>	<b>D</b>	<b>C</b>			
								

Again, measure 2 shows a circle, reminding you to play hands together, at the same time. This song starts with you left hand while you right hand rests for the first beat.

 								
								
	1-1000	2-1000	3-1000	4-1000	1-1000	2-1000	3-1000	4-1000

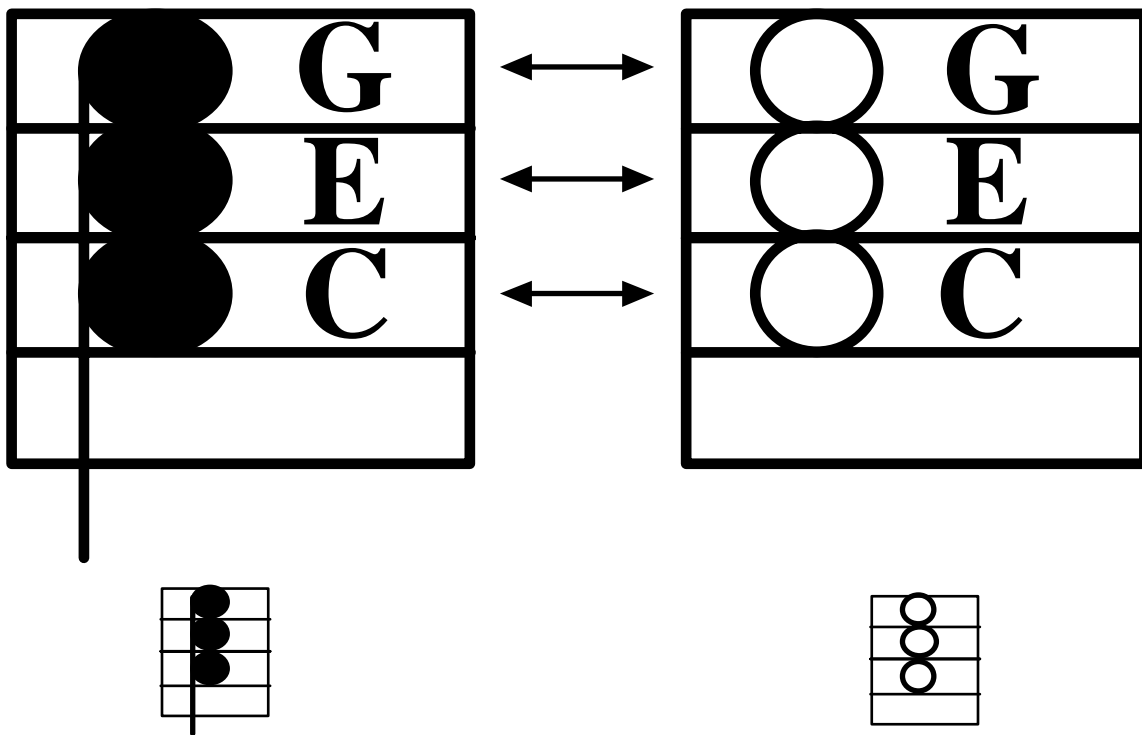
 								
								

# Whole Notes and Quarter Notes

What a note looks like tells you how many beats it receives. The notes of the C chord that you have been playing have black note heads and a stem that runs down the side. Notes that are black with a stem are called Quarter Notes and they receive 1 beat. You have already been counting 1 beat for these notes.

You will see that there is another C Chord written beside it that has white note heads and no stem.

Notes that are white with no stem are called Whole Notes. They receive 4 beats.



# Playing and Counting Whole Notes


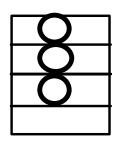
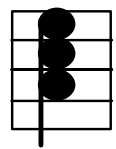



The following exercise will teach you how to play and count whole notes.

As you play the C chord in the first measure, you will hold it down while counting out loud all 4 beats of the measure as written for you.


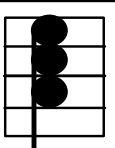



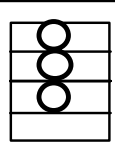
As you play the C chord in the second measure, you will let go as soon as you have counted 1 beat (1-1000) and continue to count the quarter rests remaining in the measure.

As you can see, every measure has a total of 4 beats. If you recall, every song you have played so far has 4 beats in every measure. (Something to refer to later.)



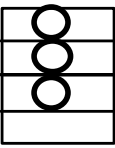

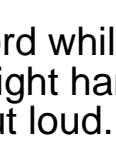
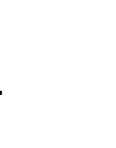
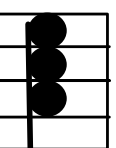

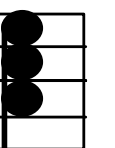

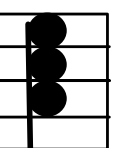

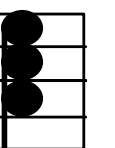

The image shows two musical exercises in bass clef, each consisting of two measures. The first exercise shows a C chord (open strings) in the first measure and a whole note (solid black oval) in the second measure, with quarter rests in the following three beats. The second exercise shows a whole note in the first measure and a C chord in the second measure, with quarter rests in the following three beats. Each beat is labeled with a count: 1-1000, 2-1000, 3-1000, 4-1000.



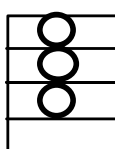
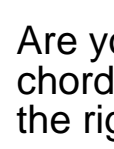
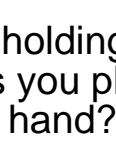
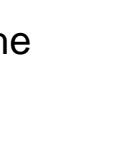
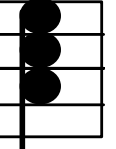

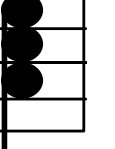

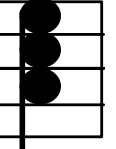

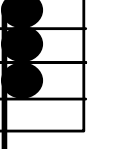

								
	1-1000	2-1000	3-1000	4-1000	1-1000	2-1000	3-1000	4-1000



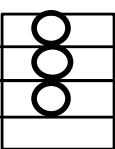
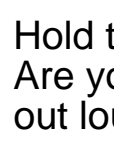
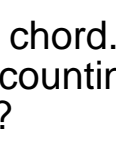

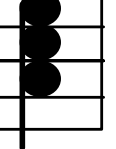

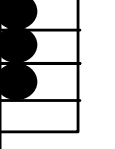

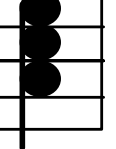

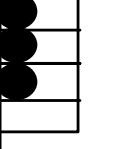

  



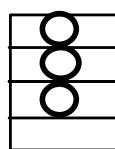



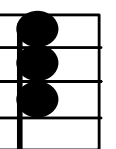

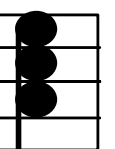

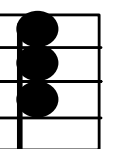

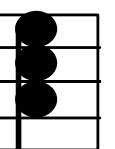

								
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Everything you have been taught is in this song, Good luck!  
 Hold down the Whole Note C Chords while you are playing your right hand.

 								
	<p>Hold chord while playing right hand. Count out loud.</p>							
	1-1000	2-1000	3-1000	4-1000	1-1000	2-1000	3-1000	4-1000

 								
	<p>Are you holding the chord as you play the right hand?</p>							




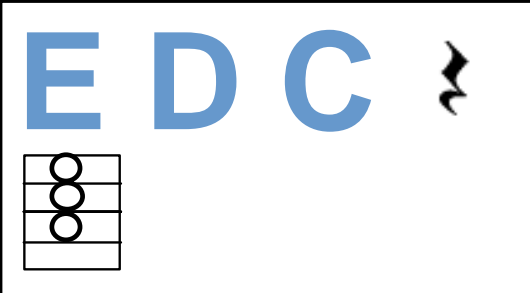
 								
	<p>Hold the chord. Are you counting out loud?</p>							

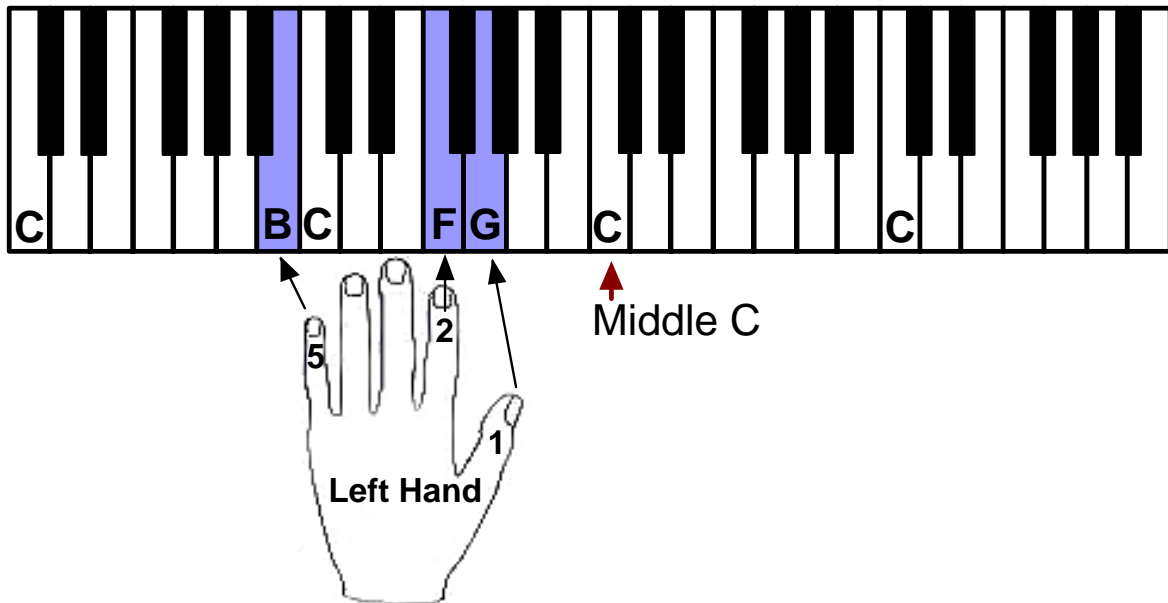
## Pay Attention to every detail....

In the first measure, you will play C chord with your left hand and hold it down 4 beats, while playing your right hand. Don't forget to count the beats!

In the first measure, notice that the last beat is a quarter rest. The note before the quarter rest is E. Make sure you are not holding the E while you are counting the quarter rest (4-1000), but make sure your left hand is still holding the C chord while counting 4-1000.

	
1-1000 2-1000 3-1000 4-1000	1-1000 2-1000 3-1000 4-1000
	

# New: G7 Chord



Use this diagram to find your finger placement of the G7 Chord.

1. #1 (thumb) plays G, just like in the C Chord.
2. #2 (pointer) plays F, right next to the G.
3. #5 (pinky) reaches and plays 1 note *below* C, to B.

Play these three notes (BFG) at the same time like you did with the C Chord. Play it several times until your fingers feel comfortable with it.

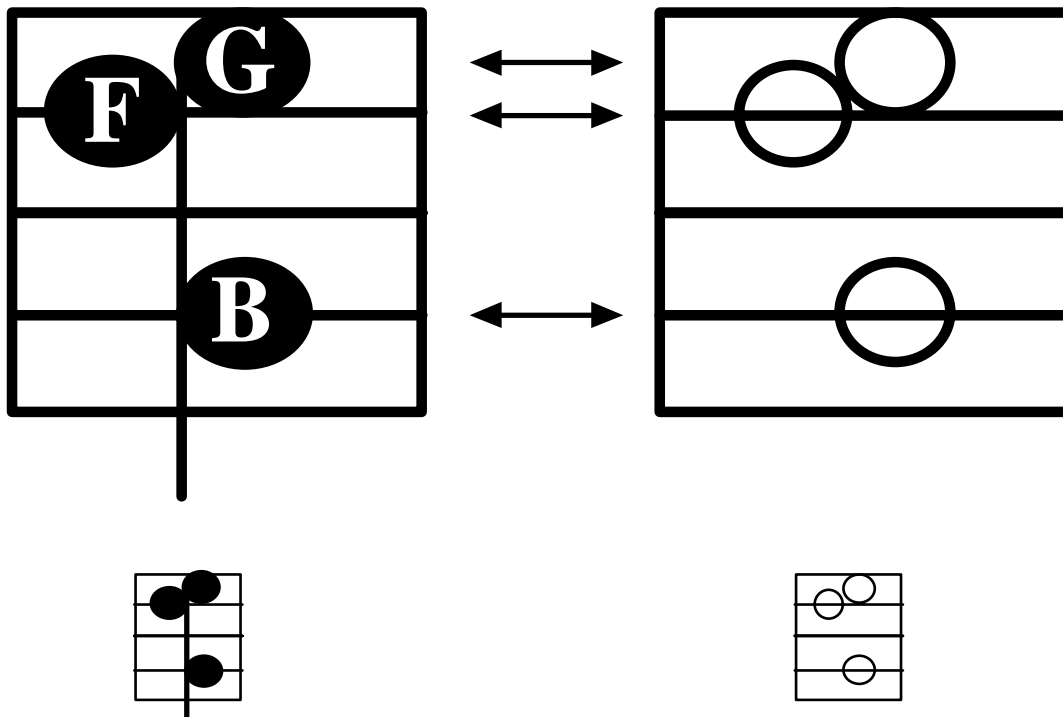
# G7 Chord: Staff Placement

Here is what the G7 Chord looks like on the staff.  
It is shown written as quarter notes (black with stem),  
and it is also written as whole notes (white without stem).

Quarter notes receive how many beats? \_\_\_\_\_

Whole notes receive how many beats? \_\_\_\_\_

(Answer is found on page 15 of this lesson)



# Short Practice

Play the following:

1. Count out loud
2. Eyes on music
3. Recognize difference between C Chord and G7 Chord.
4. Recognize difference between quarter and whole notes.
5. Give quarter notes one beat.
6. Give whole notes 4 beats.
7. Practice this until you can switch chords without interrupting the rhythm of your voice.

A diagram of a bass clef guitar fretboard. The first four frets are marked with black dots representing the C chord (C2, C3, C4, C5). The fifth fret is marked with white dots representing the G7 chord (G2, G3, G4, G5, F#4). Below the fretboard, the fret numbers are labeled: 1-1000, 2-1000, 3-1000, 4-1000, 1-1000, 2-1000, 3-1000, 4-1000.

A diagram of a bass clef guitar fretboard. The first four frets are marked with black dots representing the C chord (C2, C3, C4, C5). The fifth fret is marked with white dots representing the G7 chord (G2, G3, G4, G5, F#4). Below the fretboard, the fret numbers are labeled: 1-1000, 2-1000, 3-1000, 4-1000, 1-1000, 2-1000, 3-1000, 4-1000.

## Smooth Chord Changes

Use the following three exercises to master smooth chord changes. You should practice them until you can change chords without looking at your hands, and most importantly, without missing a beat.

Counting out loud will ensure that you will not miss a beat. I can't stress how important it is to count everything out loud. I have been playing piano for many years and I still count out loud when I learn a new song.

If you have decided that it is a hassle to count and play at the same time, then you will run into problems learning to play piano. Counting is the **ONLY** way to learn the rhythm exactly right. Once you have learned a song well and you know exactly how the rhythm goes, then you can stop counting that song.

Whenever you learn a new song, **ALWAYS** count the beats out loud.

Practice until your chord changes are smooth and you can play them to the rhythm of your voice.

# Chord Practice #1

Bass clef. A row of eight guitar fretboard diagrams. The first four diagrams show a vertical stack of four black dots on the same fret (1st, 2nd, 3rd, 4th) across four strings. The last four diagrams show a vertical stack of four black dots on the 2nd fret across four strings, with an additional black dot on the 3rd fret of the same string.

1-1000    2-1000    3-1000    4-1000

Bass clef. A row of eight guitar fretboard diagrams. The first four diagrams show a vertical stack of four black dots on the same fret (1st, 2nd, 3rd, 4th) across four strings. The last four diagrams show a vertical stack of four black dots on the 2nd fret across four strings, with an additional black dot on the 3rd fret of the same string.

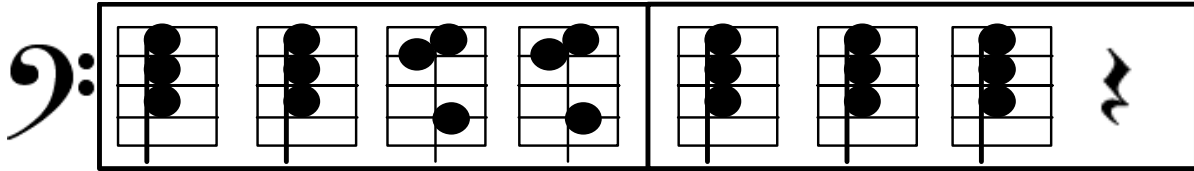
Bass clef. A row of eight guitar fretboard diagrams. The first four diagrams show a vertical stack of four open circles on the same fret (1st, 2nd, 3rd, 4th) across four strings. The last four diagrams show a vertical stack of four open circles on the 2nd fret across four strings, with an additional open circle on the 3rd fret of the same string.

1-1000    2-1000    3-1000    4-1000    1-1000    2-1000    3-1000    4-1000

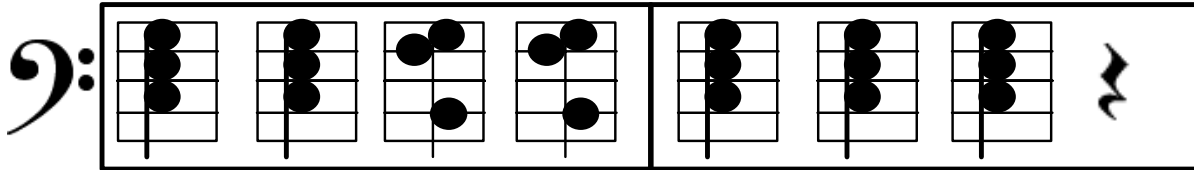
Bass clef. A row of eight guitar fretboard diagrams. The first four diagrams show a vertical stack of four black dots on the same fret (1st, 2nd, 3rd, 4th) across four strings. The last diagram shows a vertical stack of four open circles on the same fret (1st, 2nd, 3rd, 4th) across four strings.

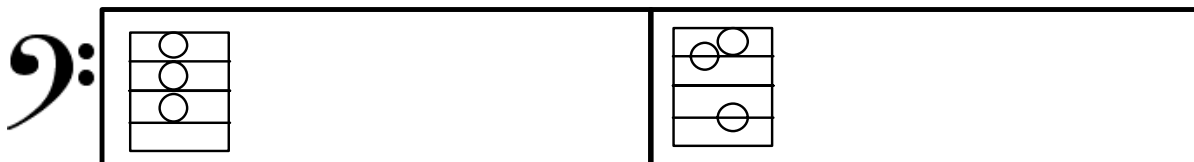
1-1000    2-1000    3-1000    4-1000

# Chord Practice #2

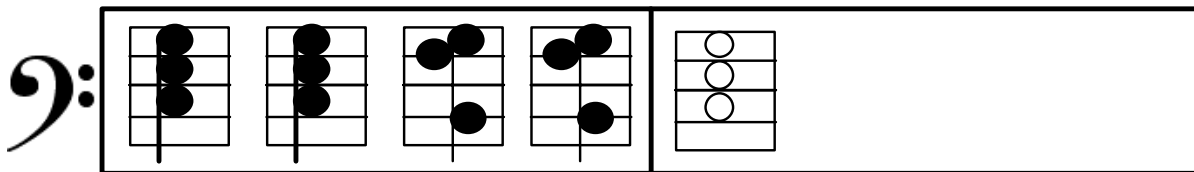

 A bass clef followed by a horizontal box divided into two sections. The first section contains four fretboard diagrams: 1-1000 (root on 1st string, 1st fret), 2-1000 (root on 2nd string, 1st fret), 3-1000 (root on 3rd string, 1st fret), and 4-1000 (root on 4th string, 1st fret). The second section contains three fretboard diagrams showing the same root positions as the first section, followed by a wavy line indicating a tremolo effect.

1-1000    2-1000    3-1000    4-1000


 A bass clef followed by a horizontal box divided into two sections. The first section contains four fretboard diagrams: 1-1000, 2-1000, 3-1000, and 4-1000. The second section contains three fretboard diagrams showing the same root positions as the first section, followed by a wavy line indicating a tremolo effect.


 A bass clef followed by a horizontal box divided into two sections. The first section contains one fretboard diagram with three open circles on the 1st, 2nd, and 3rd strings. The second section contains one fretboard diagram with two open circles on the 1st and 2nd strings and one open circle on the 4th string.

1-1000    2-1000    3-1000    4-1000    1-1000    2-1000    3-1000    4-1000


 A bass clef followed by a horizontal box divided into two sections. The first section contains four fretboard diagrams: 1-1000, 2-1000, 3-1000, and 4-1000. The second section contains one fretboard diagram with three open circles on the 1st, 2nd, and 3rd strings.

1-1000    2-1000    3-1000    4-1000



## New Counting Pattern

Now we are going to speed things up just a little.

You are going to replace the word “one-thousand” with the word “and”. Count like this: 1-and, 2-and, 3-and, 4-and.

Make sure you say it with a steady beat, each word evenly spaced like the steady beat of a drum.



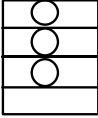



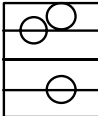

I want you to go back to the previous three chord exercises and play and count using 1-and, 2-and, 3-and, 4-and.

You will immediately notice that your TEMPO (speed) will be slightly faster because the word “and” takes less time to say than the word “one-thousand”.

If you find that this counting pattern is too fast for your fingers to follow, start the song over and count slower. NEVER slow down your counting in the middle of the song to compensate for your fingers.

You should never practice part of a song faster than another part of the song. If there is a “hard” part in the song that makes you slow down, then practice the hard part a measure or two at a time without the rest of the song. Then, after you learn the “hard” part, start the song from the beginning and slow it down to the speed it needs to be for you to keep a steady beat. You can speed up the tempo of the song after you learn the entire song at a slow, steady tempo.




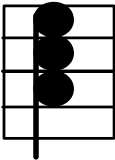

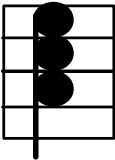

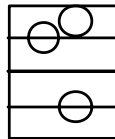
## Test Your Skills




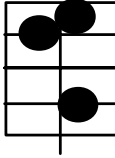

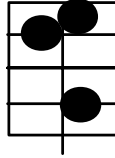

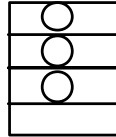
 	<b>G F E</b> ♪				<b>D E F</b> ♪			
								
	1-and	2-and	3-and	4-and	1-and	2-and	3-and	4-and
 	<b>F E D</b> ♪				<b>C D C</b> ♪			
								




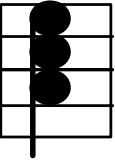

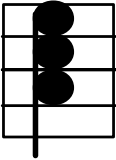

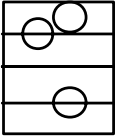
This short song includes everything you have learned, including the new counting pattern.




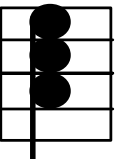

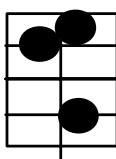

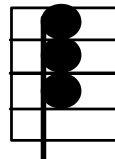
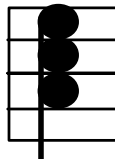

The next three songs will help you master all that you have learned in lesson 3.

# Indian Drums




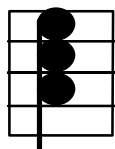

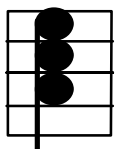

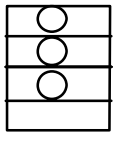
	C	C	C	C	D	D	D	
						Hold chord while playing right hand.		

	D	D	D	D	E	E	E	
						Are you holding the chord as you play the right hand?		





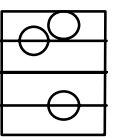
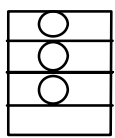
	E	E	E	E	F	F	F	
								



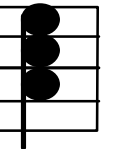

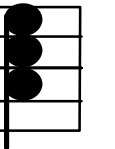

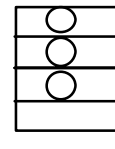
	G	F	E	D	C	C	C	
								






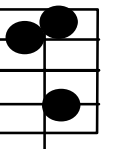

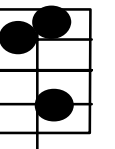

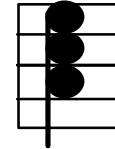
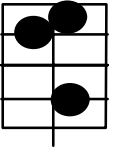
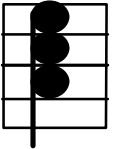

# Mary Had A Little Lamb

 	E	D	C	D	E	E	E	
						Hold chord while playing right hand.		



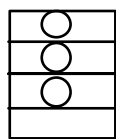
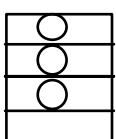
1-and 2-and 3-and 4-and 1-and 2-and 3-and 4-and

 	D	D	D		E	G	G	
						Are you holding the chord as you play the right hand?		




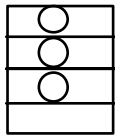
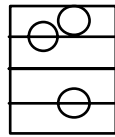
 	E	D	C	D	E	E	E	E
								



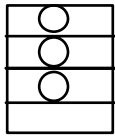
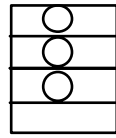
 	D	D	E	D	C			
								




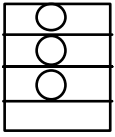
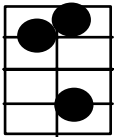
# Beethoven's Ode to Joy

	<b>E E F G</b>	<b>G F E D</b>
		

1-and 2-and 3-and 4-and 1-and 2-and 3-and 4-and

	<b>C C D E</b>	<b>E D D</b> 
		

	<b>E E F G</b>	<b>G F E D</b>
		

	<b>C C D E</b>	<b>D C C</b> 
		

## One More Word about Rhythm

These past three lessons have been very fun! Yes?  
I hope you have enjoyed them.

My hope for you is that you have established some basic skills that will make the next lessons a little easier on you.

The backbone of playing music is rhythm.  
The development of your rhythm skills must be your number one priority. Too many times I have heard people say, “I can’t play that because I have never heard it before.” You do not have to hear a song before you can play it.  
That is what reading music is all about.

It is your responsibility to make sure you follow through with everything you are taught.

This curriculum is well thought out and very thorough.  
All I ask, for your success, is to be just as thorough with your assignments.