

Composition

Compose a Waltz

Compose a **waltz** in the key of **A major**.

- ✓ Create a melody by choosing notes that sound good with the LH part.
The small notes above each measure tell you the rhythm to use.
- ✓ Add *slurs*, *staccatos*, *dynamics*, and any other markings you like.
- ✓ Play your waltz, and add a title.

Waltz

By _____

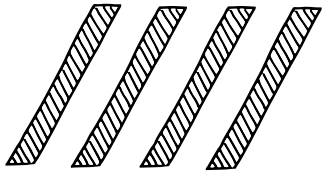
4

7

1.

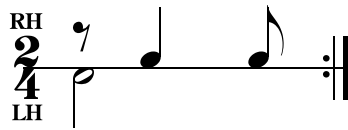
2.

Chord Charts



carol matz's **inter@active** piano method® | LEVEL **4** | **Pro Piano Skills Unit 6**
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- ✓ Tap this rhythm with both hands, and repeat it several times without stopping.



- ✓ Play that rhythm pattern with a RH **A major triad** and a LH single-note **A** or **A** octave (optional).
- ✓ Use this rhythm pattern in the chord chart below. Change the chords and LH notes at each new chord symbol.
- ✓ Add pedal. Change the pedal on each new chord.



Inversions
Dm² = A D F
E² = B E G#
E¹ = G# B E
Other Chords
F# = F# A# C#
Bm = B D F#

Give My Regards to Broadway

George M. Cohan (1878-1942)

Moderately fast

Singer/Teacher: **2/4** **A** / / | **A/C#** / / | **Dm²** / / | **E²** / / | / / | / / | / / | / / |
 Give my re - gards to Broad - way, re - mem - ber me to Her - ald

A / / | **E¹** / / | **A** / / | **A/C#** / / | **E¹** / / | / / | / / | / / |
 Square. Tell all the gang at Fort - y Sec - ond Street that

B / / | **B/D#** / / | **E²** / / | / / | **A** / / | **A/C#** / / | / / | / / |
 I will soon be there. Whis - per of how I'm

Dm² / / | **E²** / / | / / | / / | **A** / / | / / | / / | / / |
 yearn - ing to min - gle with the old - time throng.

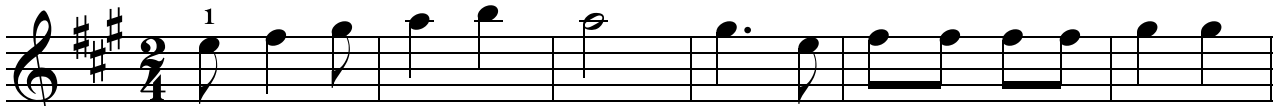
F# / / | / / | **Bm** / / | / / | **A** / / | **E¹** / / | **A** / / | / / | / / |
 Give my re - gards to old Broad - way, say that I'll be there 'ere long!

Play hands together and hold for two beats.

Give My Regards to Broadway


Optional Teacher Part (Melody)

Quickly



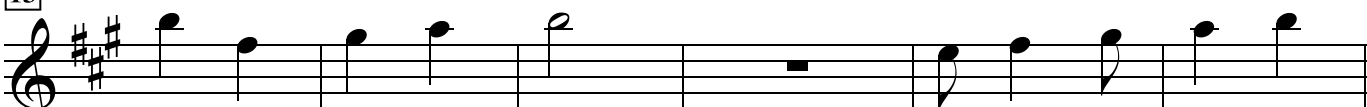
Give my re - gards to Broad - way, re - mem - ber me to Her - ald

7




Square. Tell all the gang at Fort - y Sec - ond Street that

13



I will soon be there. Whis - per of how I'm

19

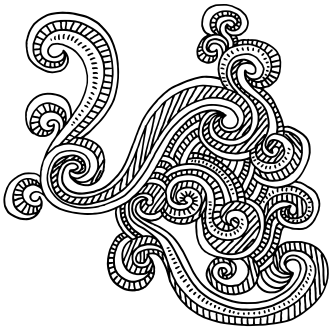


yearn - ing to min - gle with the old - time throng.

25

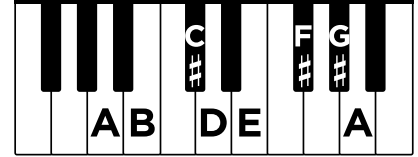


Give my re - gards to old Broad - way, say that I'll be there 'ere long!



Improvisation

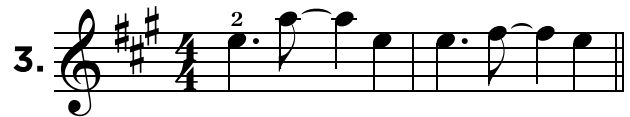
Reggae Improv



REGGAE (REG-ay) music started in the late 1960s in Jamaica. It combines elements of rhythm and blues, calypso, and African folk rhythms. Bob Marley (1945–1981) is the most famous reggae musician.

This improvisation uses the **A MAJOR SCALE**.

Practice these licks until you can play them from memory.



How to Use the Licks

Think of these licks as starting points for your improvisation. Play different combinations of the licks you learned. For example:

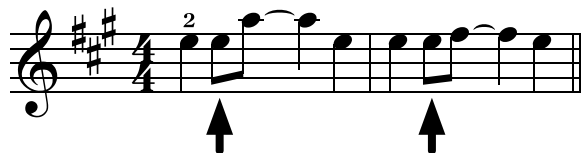
- ✓ play each lick twice in order = **1 1 2 2 3 3 4 4**
- ✓ play each lick once in order, then repeat = **1 2 3 4 1 2 3 4**
- ✓ experiment by mixing up the order = **4 2 4 1 3 3 etc.**

Next, make changes to the licks and/or add your own ideas. For example:

Lick 1 - same rhythm, different notes



Lick 3 - same lick with added notes

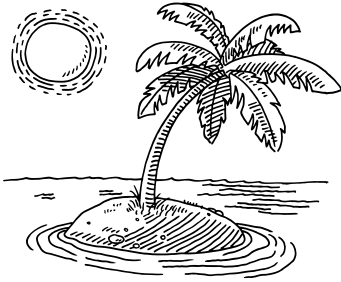


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(Student part, continued)

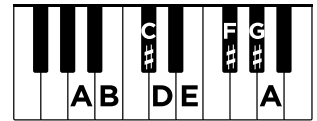
Improvise!

Use the licks you learned and feel free to add some of your own ideas! As your teacher starts playing the accompaniment, *feel the beat of the music*. Start playing whenever you're ready!



Reggae Improv

Teacher Duet



(Student notes)

Teacher Duet (Student plays *higher than the teacher*.)

Moderately fast (even 8ths)

A 5
3
1

3 **D** **E** *repeat ad lib.*