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All Play Music, Voice- Level 3

Introduction

These books are designed to give you solid musical training while you **LEARN SONGS**.

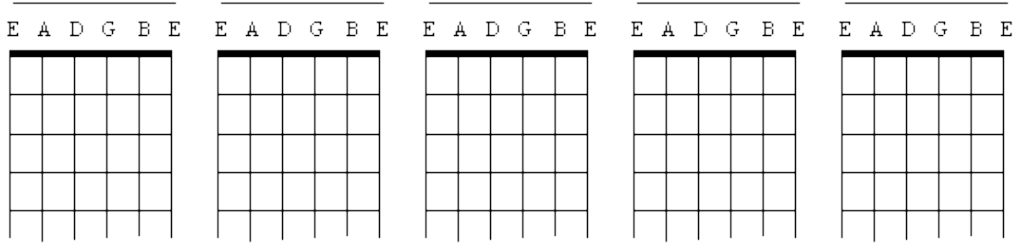
- Our books support 3 different steps in your musical journey, first you **PLAY** music, then you **UNDERSTAND** music, finally you **CREATE** your own music. This book is the **THIRD BOOK** in the **PLAYING** section.
- At the back of this book is the “**NOTES**” section. At the end of each lesson your teacher should write a brief description in the “notes” section, of the things you should work on in between lessons. This gives you a clear outline of what to work on, as well as how far you have come.
- At the very back of each book is a checklist of information that you should understand before moving on to the next book. And the **COMPLETION** page, stating that you learned all of the info on the checklist.
- Upon completing each level/book you instructor will notify the office and we will send you a **CERTIFICATE OF COMPLETION** and the book for the **NEXT LEVEL**.

What you should expect when your teacher gets to your house.

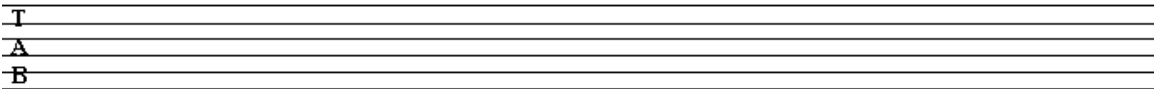
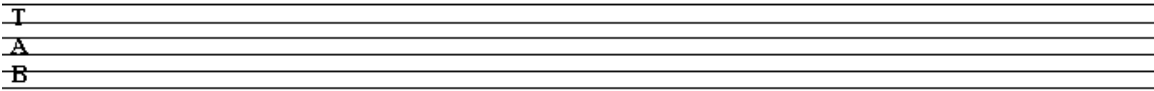
- There must be **ADULT SUPERVISION** other than the instructor in the home while the lesson is conducted.
- Your teacher should **ARRIVE ON TIME**, and should leave on time.
- Your teacher should have a way to play recordings.
- Your teacher should set up for the lesson in a **PUBLIC PLACE** in the house, preferably the living room or den. This location should have good lightning.
- Your teacher should always encourage and facilitate the learning of **SONGS**.
- If you have questions or concerns about your lessons please call our office at: (310) 745-4007

This is the workbook section of this book, the following information is very important, but remember that your priority should be learning songs.

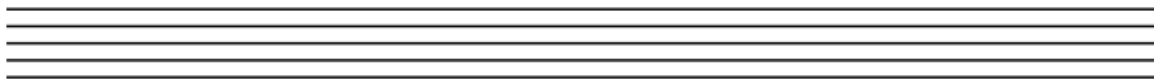
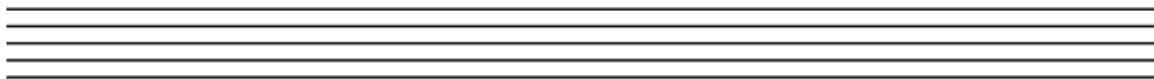
The song section of this book is after the workbook section.



Tablature:



Staff





PAGE GOAL: Be able to warm up USING PROPER BREATHING.



ACTION!

Your teacher should **demonstrate the exercise below**, and walk you through it until you are **doing it on your own**.



SINGING TIP:

Try to relax when you sing, and when you are doing warm ups. The more relaxed you are, the more natural you will sound.

1. **Take a deep breath while using good breathing posture.**
2. **Exhale slowly and steadily.**
3. **Let some air pass before you engage your voice.**
4. **As you exhale say the following phrase. Do this using first the low end of your register, then the medium, then the high.**

LOW REGISTER:

**One hippo-poti-muss,
two hippo-poti-muss,
three hippo-poti-muss,
four hippo-poti-muss,**

MEDIUM REGISTER:

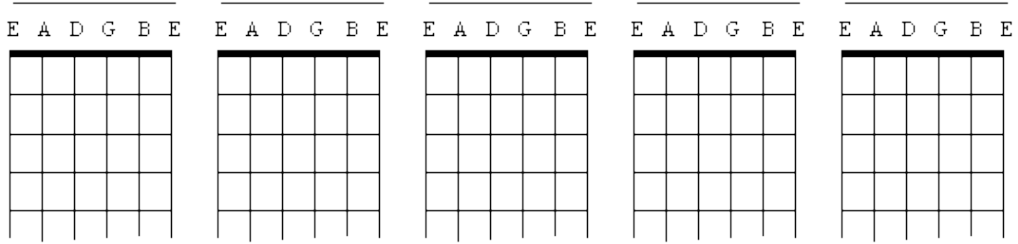
**One hippo-poti-muss,
two hippo-poti-muss,
three hippo-poti-muss,
four hippo-poti-muss,**

HIGH REGISTER:

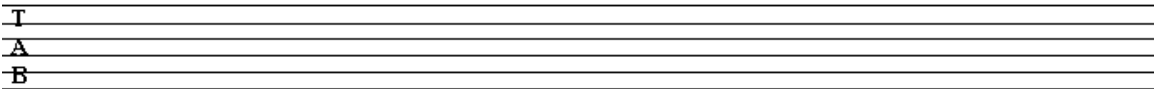
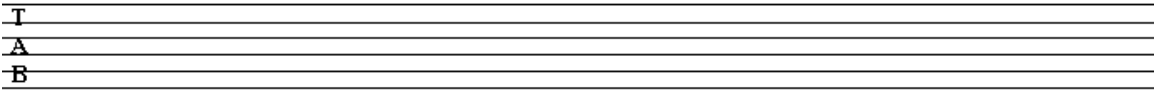
**One hippo-poti-muss,
two hippo-poti-muss,
three hippo-poti-muss,
four hippo-poti-muss,**

CHECK BOX when task is complete

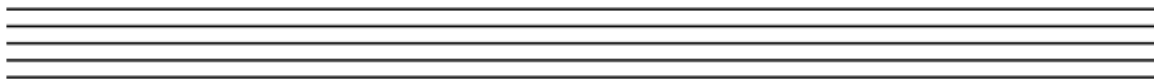
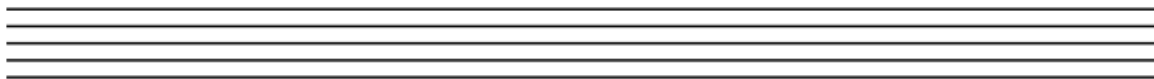




Tablature:



Staff





PAGE GOAL: Be able to **PRONOUNCE** your words clearly.



ACTION!

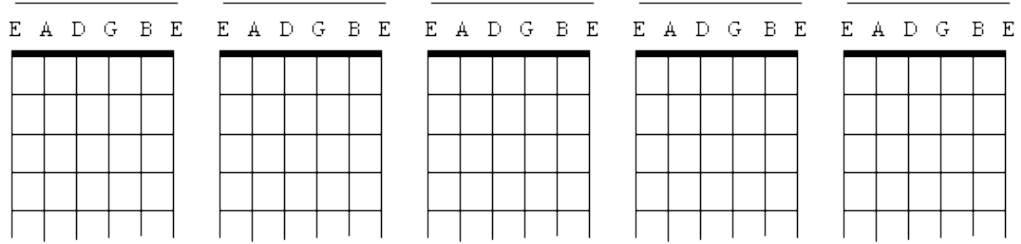
Your teacher should explain the benefits of **good annunciation**, and help you perform the exercise below.

Repeat each of the following sentences aloud, SLOWLY and CLEARLY. Be sure to pronounce all the vowel and consonant sounds. Let your mouth open wide to shape each sound accurately.

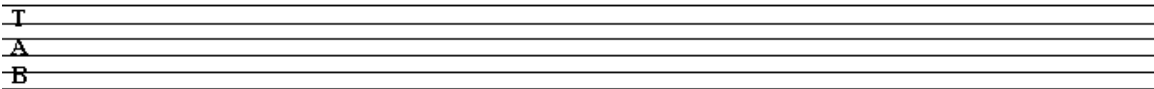
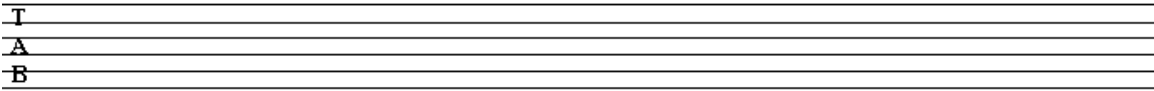
1. Eat each green pea.
2. Aim straight at the game.
3. Ed said get ready.
4. It is in Italy.
5. I tried my kite.
6. Oaks grow slowly.
7. An awed audience applauded Claude.
8. Go slow Joe, you're stepping on my toe.
9. Up the bluff, Bud runs with the cup of love.
10. Maimed animals may become mean.
11. It's time to buy a nice limeade for a dime.
12. Flip a coin, Roy, you have a choice.
13. Sheep shears should be sharp.
14. There's your cue, the curfew is due.
15. He feels keen as he schemes and dreams.
16. Boots and shoes lose newness soon.
17. Vivid experiences were lived vicariously.
18. Oddly, the ominous octopus remained calm.
19. Look, you could put your foot on the hood and push.
20. Nat nailed the new sign on the door of the diner.
21. Thoughtful thinkers think things through.

CHECK BOX when task is complete

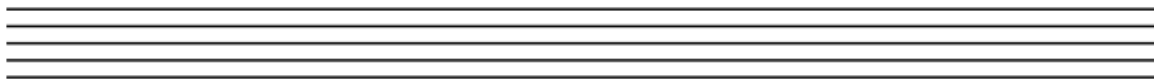
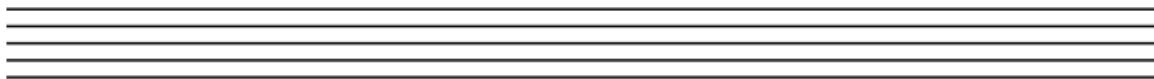




Tablature:



Staff





PAGE GOAL: To understand and be able to SING INTERVALS.



ACTION!

Your teacher should use the C major scale to show you examples of intervals, and then help you **sing the intervals listed below**. Then your teacher should write each interval, and help you write each interval, on the staff provided.

“C major scale intervals”

C	D	E	F	G	A	B	C
1	2	3	4	5	6	7	8/1

C to D = Major 2nd,
Sounds like: “happy birthday”.
Looks like:

_____ Now you write this interval: _____

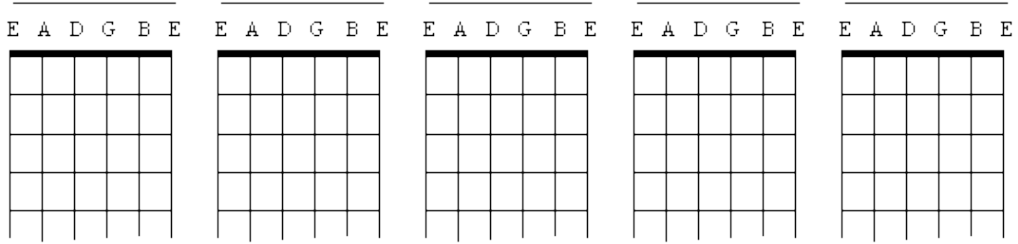
C to E= Major 3rd,
Sounds like: “Stand” by REM, “Michael row your boat”
Looks like:

_____ Now you write this interval: _____

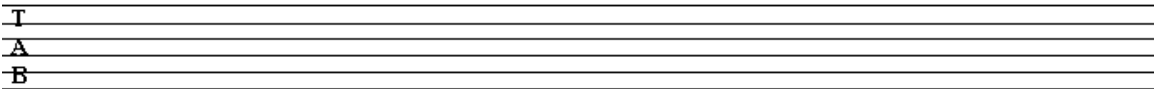
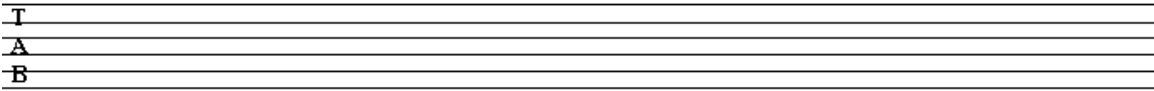
C to F= Perfect 4th
Sounds like: “The Wedding march”, “Amazing grace”
Looks like:

_____ Now you write this interval: _____

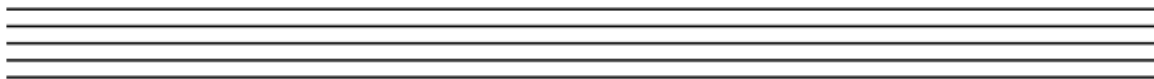
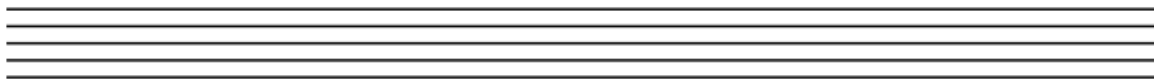
Continue this exercise on the next page.



Tablature:



Staff



C to G= Perfect 5th

Sounds like: “Twinkle twinkle little star”, “Theme from star wars”

Looks like:

_____ Now you write this interval: _____

C to A= Major 6th

Sounds like: “Dashing through the snow”, “My bonnie lies over the ocean”

Looks like:

_____ Now you write this interval: _____

C to B= Major 7th

Sounds like: “Somewhere over the rainbow” (The third note)

Looks like:

_____ Now you write this interval: _____

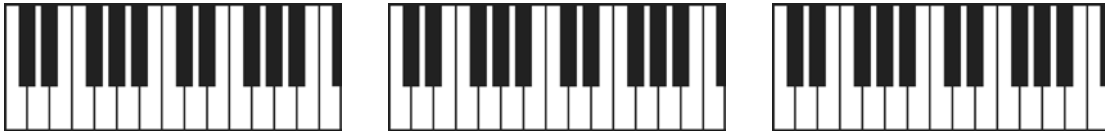
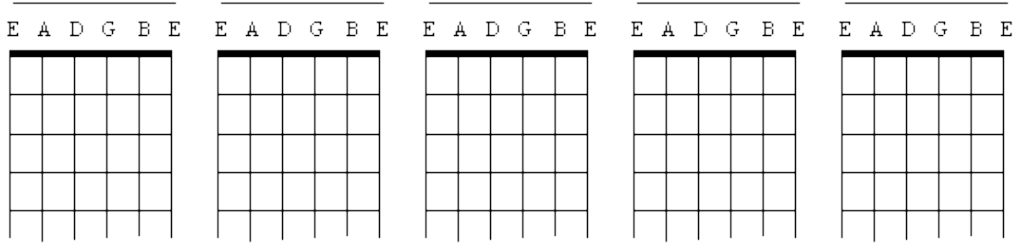
C to C= Octave

Sounds like: “when you wish upon a star”

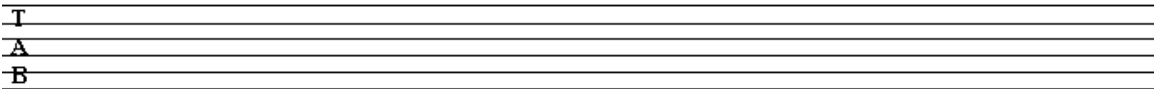
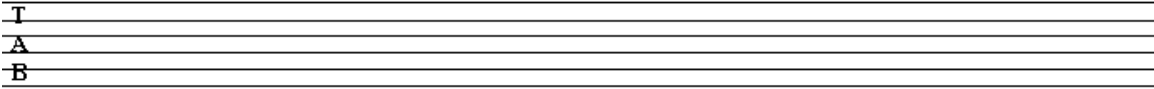
Looks like:

_____ Now you write this interval: _____

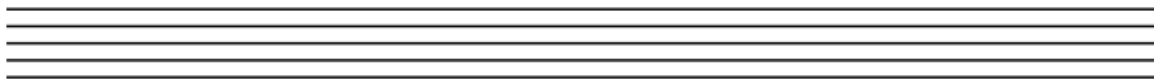
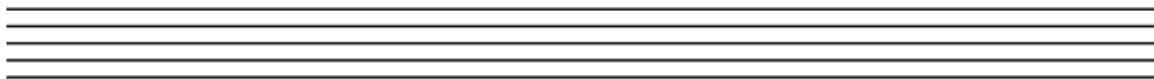
CHECK BOX when task is complete



Tablature:



Staff





PAGE GOAL: Be able to **RECOGNIZE INTERVALS** on staff.



ACTION!

Your teacher should help you **sing each of the intervals** listed in the exercise below, and then you should write the name of each interval in the space provided.



SINGING TIP:

These are the names of the intervals in the C major scale.

Major 2nd, Major 3rd, Perfect 4th, Perfect 5th, Major 6th, Major 7th, Perfect Octave.



Write the interval name here. _____



Write the interval name here. _____



Write the interval name here. _____



Write the interval name here. _____



Write the interval name here. _____



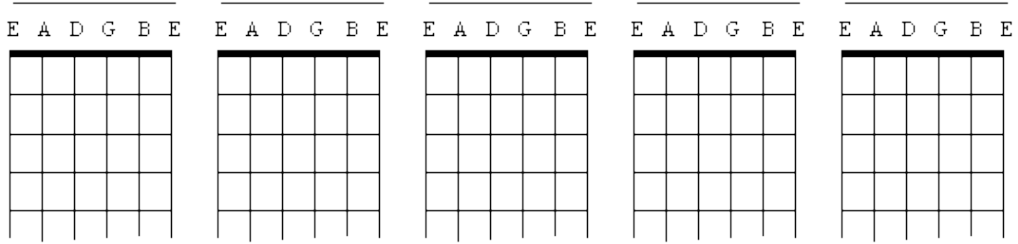
Write the interval name here. _____



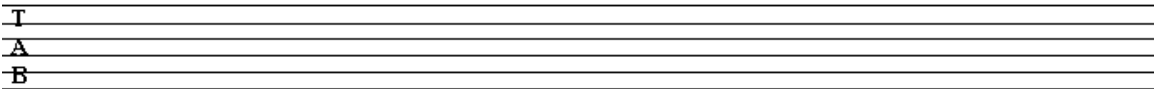
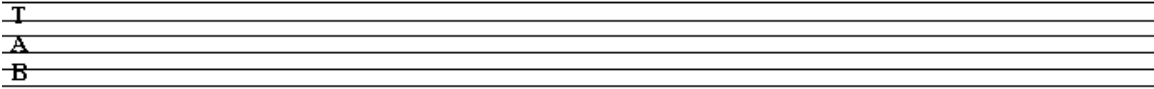
Write the interval name here. _____

CHECK BOX when task is complete

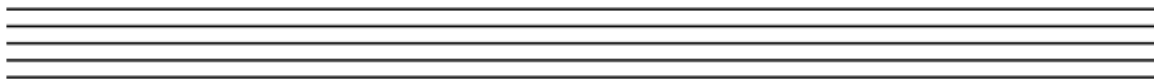
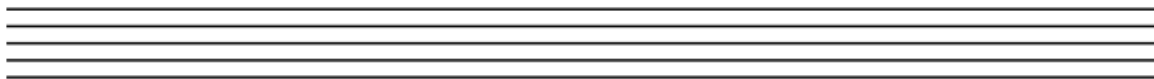




Tablature:



Staff





PAGE GOAL: Be able to sing and clap **EIGHTH NOTE** rhythms.



ACTION!

Your teacher should explain **EIGHTH NOTES** and help you sing the rhythms below while clapping a steady quarter note pulse.



SINGING TIP:

A great way to sing rhythms is to just say the beat number and its subdivision, for example, for steady eighth notes you would say:

One – and – two – and – three – and – four – and.

1 + 2 + 3 + 4 + 1 + 2 + 3 + 4 + 1 + 2 + 3 + 4 + 1 + 2 + 3 + 4 +

1 + 2 + 3 + 4 + 1 + 2 + 3 + 4 + 1 + 2 + 3 + 4 + 1 + 2 + 3 + 4 +

1 + 2 + 3 + 4 + 1 + 2 + 3 + 4 + 1 + 2 + 3 + 4 + 1 + 2 + 3 + 4 +

1 + 2 + 3 + 4 + 1 + 2 + 3 + 4 + 1 + 2 + 3 + 4 + 1 + 2 + 3 + 4 +

CHECK BOX when task is complete



This is the SONG section of this book
Each week you should be learning songs as
well as the workbook concepts.

Remember, its OK TO MAKE MISTAKES.
Try to sing along with the song as far as you
can WITHOUT STOPPING.

There are more song charts at
www.allplaymusic.com



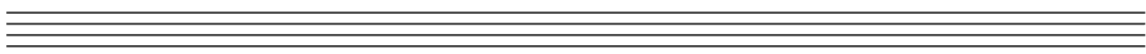
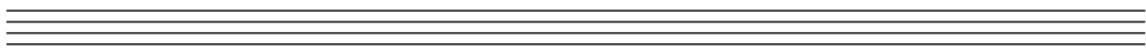
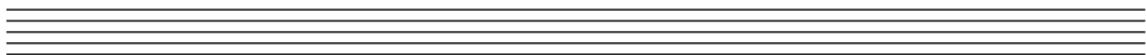
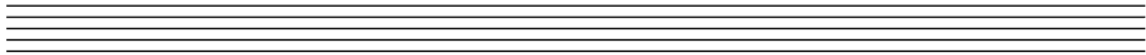
Voice Level 3 - song cover sheet

Goal:

- Sing this song while focusing on **PROPER BREATHING**.
- Make sure that you are **PRONOUNCING THE WORDS CORRECTLY**.
- Be able to sing this song **WITH THE RECORDING**, and either **KARAOKE STYLE**, or with your **INSTRUCTOR PLAYING BACK UP**.
- Be able to count and clap **EIGHTH NOTES** along with the recording of this song.

Action:

Your teacher should show you the proper techniques to sing this song, and should **write the melody notes** to this song on the staff below, and then help YOU LIST THE INTERVALS between each note.



CHECK BOX when task is complete

Let it Be- The Beatles- Let It Be

Instrumental Intro:

|C G |Am Am7 F |
 |C G |F C |
 When I...

Verse:

|C G |Am Fmaj7 F6 |
 Find myself in Times of trouble, mother mary comes to me
 |C G |F C |
 Speaking words of wisdom, let it be
 |C G |Am Fmaj7 F6|
 And in my hour of darkness, she is standing right in front of me
 |C G |F C |
 Speaking words of wisdom, let it be Let it...

Chorus:

|Am G6 |F C |
 Be Let it Be Let it be Let it be
 |C G |F C |
 Whisper words of wisdom, Let it be And...

Verse 2:

when the broken hearted people Living in the world agree
 There will be an answer Let it be For...
 Though they may parted there is still a chance that they will see
 There will be an answer, Let it be Let it...

Chorus:

|Am G6 |F C |
 Be Let it Be Let it be Let it be
 |C G |F C |
 There will be answer Let it be Let it...
 |Am G6 |F C |
 Be Let it Be Let it be Let it be
 |C G |F C |
 Whisper words of wisdom, Let it be

Bridge:

|:F C/E Dm C Bb F/A |G F C :|2x

Solo:

|:C G |Am Fmaj7 |C G |F C :|

Let it...

Chorus:

Be, let it be, let it be, let it be
Whisper words of wisdom, let it be

And...

Verse 3:

When the night is cloudy, there is still a light that shines on me
Shine until tomorrow, let it be
I wake up to the sound of music, Mother Mary comes to me
Speaking words of wisdom, Let it be

Let it...

Chorus:

Be, let it be, let it be, let it be
There will be an answer, let it be
Be, let it be, let it be, let it be
Whisper words of wisdom, let it be

Let it...

Outro:

|F C/E Dm C Bb F/A | G F C || **End**

*This transcription is the author's own work and represents his interpretation of this song. It's intended solely for private study, scholarship or research.



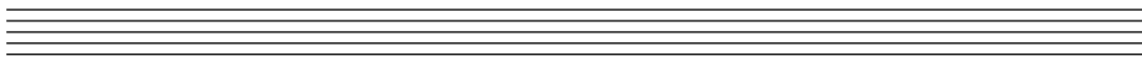
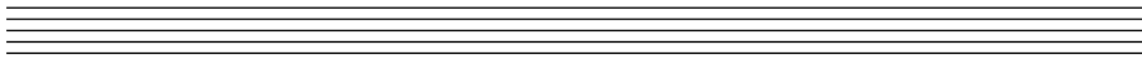
Voice Level 3 - song cover sheet

Goal:

- Sing this song while focusing on **PROPER BREATHING**.
- Make sure that you are **PRONOUNCING THE WORDS CORRECTLY**.
- Be able to sing this song **WITH THE RECORDING**, and either **KARAOKE STYLE**, or with your **INSTRUCTOR PLAYING BACK UP**.
- Be able to count and clap **EIGHTH NOTES** along with the recording of this song.

Action:

Your teacher should show you the proper techniques to sing this song, and should **write the melody notes** to this song on the staff below, and then help YOU LIST THE INTERVALS between each note.



CHECK BOX when task is complete

Brown Eyed Girl- Van Morrison-

Intro:

|:G |C |G |D :|

Verse:

|G |C |G |D |
Hey, where did we go days when the rain came

G C G D
Down in the hollow playing a new game

G C G D
Laughing, and a running, hey, hey, Skipping and a jumping

G C G D
in the misty morning fog, with our hearts a thumpin' and

|C |D |G |Em |
you, my brown eyed girl

|C |D |G |D |
You, my brown eyed girl

Verse 2

Whatever happened to Tuesday and so slow
Going down to the old mine with a transistor radio
Standing in the sunlight laughing, hiding 'hind a rainbow's wall
Slipping and a sliding, hey, hey, All along the waterfall with
you, my brown eyed girl

|C |D |G |D |
You, my brown eyed girl Do you re-

|D |D |
member when we used to sing

Chorus:

|G |C |G |D |
Sha la la la la la la la la te da Just like that

G C G D
Sha la la la la la la la la te da la te

|G | % | % | % |
da

Interlude

|G |C |G |D |

Verse:

So hard to find my way, Now that I'm on my own
 I saw you just the other day, my, how you have grown
 Cast my memory back there Lord. Sometimes I'm overcome thinkin' 'bout it
 Makin' love in the green grass behind the stadium with
 you, my brown eyed girl

C	D	G	D	
You, my brown eyed girl			Do you re-	
D	D			
member when we used to sing				

Chorus:

G	C	G	D
Sha la la la	la la la la	la la la la	te da
G	C	G	D
Sha la la la	la la la la	la la la la	te da
G	C	G	D
Sha la la la	la la la la	la la la la	te da

Repeat chorus till fade

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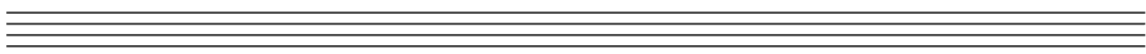
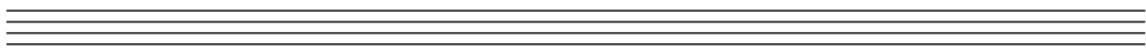
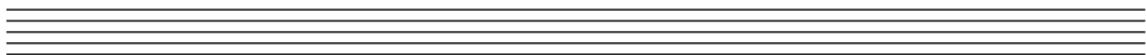
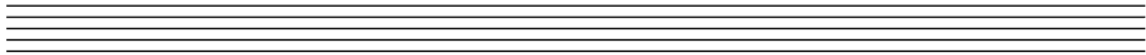
Voice Level 3 - song cover sheet

Goal:

- Sing this song while focusing on **PROPER BREATHING**.
- Make sure that you are **PRONOUNCING THE WORDS CORRECTLY**.
- Be able to sing this song **WITH THE RECORDING**, and either **KARAOKE STYLE**, or with your **INSTRUCTOR PLAYING BACK UP**.
- Be able to count and clap **EIGHTH NOTES** along with the recording of this song.

Action:

Your teacher should show you the proper techniques to sing this song, and should **write the melody notes** to this song on the staff below, and then help YOU LIST THE INTERVALS between each note.



CHECK BOX when task is complete

Imagine- John Lennon- Imagine

Instrumental Intro:

C	F	
C	F	

Verse:

C	F	
Imagine theres no	heaven	
C	F	
It's easy if you	try	
C	F	
No hell	below us	
C	F	
And above us only	sky	

Pre Chorus:

F	Am/E	Dm	Dm/C	
Imagine all the	people			
G/B	G7			
Living for today	ah ha			

Verse 2:

Imagine there's no countries
 It isn't hard to do
 Nothing to kill or die for
 And no religion too

Pre Chorus:

Imagine all the people
 Living life in peace

Chorus:

F	G	C	E7	
You may say I'm a	dreamer			
F	G	C	E7	
But I'm no the only	one			
F	G	C	E7	
I hope some day you'll	join us			
F	G	C	C/G,A,B	
And the world will	be as one			

Verse 3:

Imagine no possessions
I wonder if you can
No need for greed or hunger
A brotherhood of man

Pre Chorus:

Imagine all the people
Sharing all the world, you-hoo

Chorus:

F	G	C	E7	
You may say I'm a dreamer				
F	G	C	E7	
But I'm no the only one				
F	G	C	E7	
I hope some day you'll join us				
F	G	C		End
And the world will live as one				

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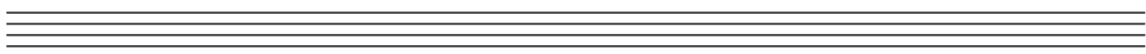
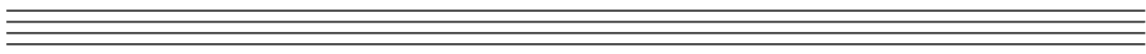
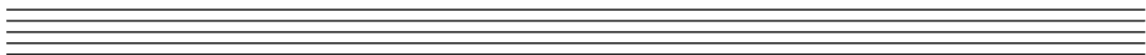
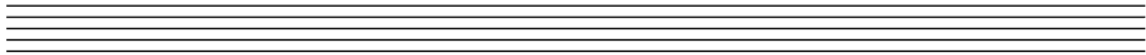
Voice Level 3 - song cover sheet

Goal:

- Sing this song while focusing on **PROPER BREATHING**.
- Make sure that you are **PRONOUNCING THE WORDS CORRECTLY**.
- Be able to sing this song **WITH THE RECORDING**, and either **KARAOKE STYLE**, or with your **INSTRUCTOR PLAYING BACK UP**.
- Be able to count and clap **EIGHTH NOTES** along with the recording of this song.

Action:

Your teacher should show you the proper techniques to sing this song, and should **write the melody notes** to this song on the staff below, and then help YOU LIST THE INTERVALS between each note.



CHECK BOX when task is complete



SWEET HOME ALABAMA - Lynyrd Skynyrd – Second Helping

Intro:

|D C |G |x4

Verse:

D C G
Big wheels keep on turning
D C G
Carry me home to see my kin.
D C G
Singing songs about the southland
D C G
I miss'ole' 'bamy once again (and I think it's a sin)

Riff:

|D C |G |x2

Verse:

Well, I heard Mister Young sing about her
Well, I heard ole Neil put her down.
Well, I hope Neil Young will remember,
A southern man don't need him around anyhow

Chorus:

|D C |G C |
Sweet home Alabama,
D C G
Where the skies are so blue,
|D C |G C |
Sweet home Alabama,
D C G
Lord, I'm coming home to you.

Verse:

In Birmingham they love the Gov'nor hoo hoo hoo !
Now we all did what we could do.
Now Watergate does not bother me.
Does your conscience bother you? (tell the truth)

Repeat Chorus

Solo:

|D C |G |x8

Riff:

|D C |G |x2

Verse:

Now Muscle Shoals has got the Swampers
And they've been known to pick a tune or two
Lord they get me off so much
They pick me up when I'm feeling blue
Now how about you?

Repeat Chorus 2X

Outro: (Play Until Fade-out)

|:D C |G :|

*This transcription is the author's own work and represents his interpretation of this song. It's intended solely for private study, scholarship or research.



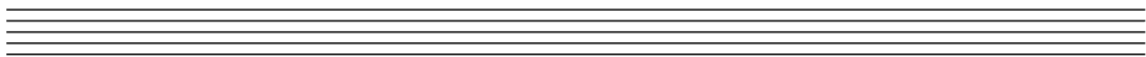
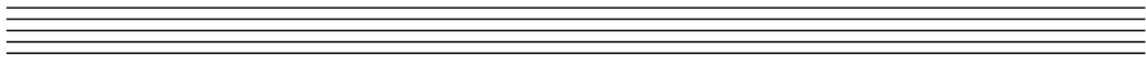
Voice Level 3 - song cover sheet

Goal:

- Sing this song while focusing on **PROPER BREATHING**.
- Make sure that you are **PRONOUNCING THE WORDS CORRECTLY**.
- Be able to sing this song **WITH THE RECORDING**, and either **KARAOKE STYLE**, or with your **INSTRUCTOR PLAYING BACK UP**.
- Be able to count and clap **EIGHTH NOTES** along with the recording of this song.

Action:

Your teacher should show you the proper techniques to sing this song, and should **write the melody notes** to this song on the staff below, and then help YOU LIST THE INTERVALS between each note.



CHECK BOX when task is complete

Falling Slowly- Glen Hansard & Marketa Irglova- Once (soundtrack)

Intro:

|:C |F :|

Verse

C F
I don't know you but I want you
C F
All the more for that
C F
Words fall through me n'always fool me
C F
And I can't react

PreChorus

|Am G |F G |
Games that never amount To more than they're
|Am G |F | % |
meant Will play themselves out

Chorus:

C F
Take this sinking boat and point it
Am F
Home We've still got time
C F
raise your hopeful voice You had the
Am |F | % |
choice, you've made it now

Verse

Falling slowly, eyes that know me
And I can't go back
Moods that take me and erase me
And I'll paint it black

PreChorus

You have suffered enough and warred with yourself
It's time that you won

Chorus:

C F
Take this sinking boat and point it
Am F
Home We've still got time
C F
raise your hopeful voice You had the
Am F
choice, you've made it now
C F
Falling slowly Sing your mellow-
Am F
dy I'll sing it now
C F Am F

Interlude:

|:F | % | % | % :|
|F |2/4 F |4/4 F |

Outro

|:C |F :| C

*This transcription is the author's own work and represents his interpretation of this song. It's intended solely for private study, scholarship or research.

Steps to achieving your musical goals!

1. With your teachers help, select a target date to complete this book.
Workbook target completion date:_____

2. Each week your teacher will make sure you have material to focus on for each subject, and will write what to practice in the space provided next to each subject.

The teacher will check the box next to each subject confirming that they taught you the information listed during that weeks class.

Then the teacher and the student will briefly share what is being taught with the parent.

The teacher will also write the lesson date, and sign their initials showing that weeks lesson is completed.

3. In the days between lessons the student must practice a minimum of 3 times, for a minimum of 10 minutes each time.

The parent must write their initials and the date on the practice page for each of the 3 required practices.



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SONGS

RHYTHM

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PARENTAL INVOLVEMENT. Student plays for the parent, and the teacher informs the parent what the student is learning.

Teachers initials _____ Lesson Date _____

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The Voice Level 3 COMPLETION PAGE

So now you have completed the subjects of this workbook. Listed below are some topics that you should understand and be able to play before moving on to the next workbook.

Your teacher should go through the following subjects with you and make sure that you understand them and or can play them. If you are struggling with a subject you should refer back to the workbook and your teacher should work with you on that subject. Check off the completed subjects once you are confident with it.

Be able to breath properly with a vocal warm up.

Be able to annunciate clearly.

Be able to sing the intervals in the C major scale.

Be able to Recognize intervals on staff.

Be able to sing eighth note rhythms.

Be able to sing 5 songs with the recording, and with your instructor playing back up, or with karaoke.

CHECK BOX when task is complete

Congratulations! You have completed your Level 3 workbook.

Your teacher SHOULD ALERT ALL PLAY MUSIC office of your achievement so we can mail you your certificate of achievement, and the book for your next level.





www.allplaymusic.com

Contact us at:

staff@allplaymusic.com

or

(310) 745-4007

**By Tim Guille
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