How to Teach Level 1A, Level 1B, and Older Beginner Level 1 Webinar Outline

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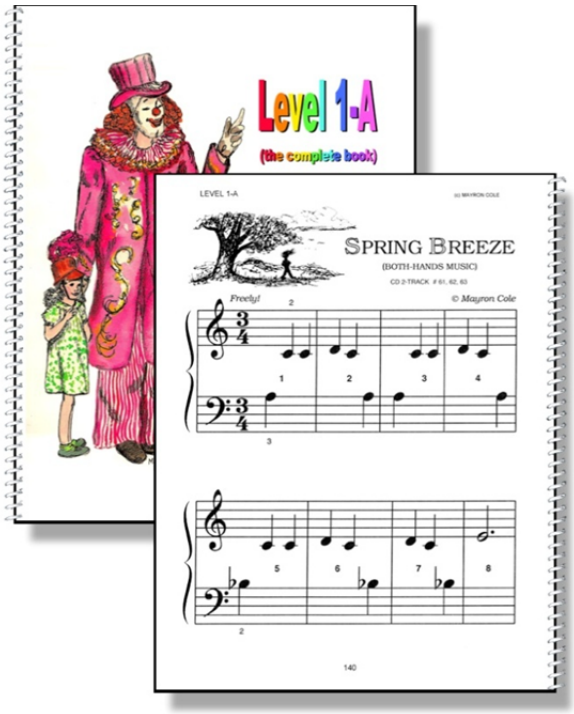
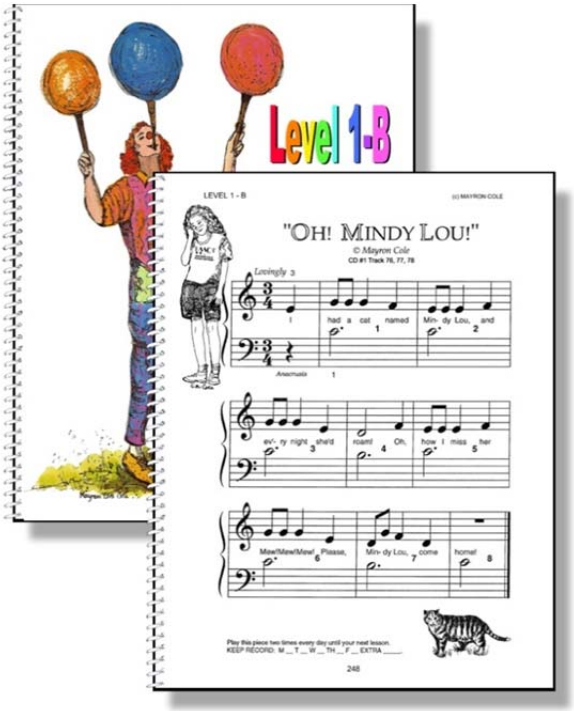


Level 1A

- For
  - Beginners Ages 7 – 10
  - Graduates of *EZ Keys* or *Menehune*
  - Graduates of *Blast Off*
  - 6 and 7 year old Graduates of *Blast Off Jr*
- 154 pages
  - $19.95
  - loose-leaf or spiral bound
- or 3 partial books with 55 pages each for $6.95
  - spiral bound only
- Big notes
- Beautiful illustrations
- Fingering introduced late in the book to ensure your students are really reading the staff notes
- 49 original compositions with analyzing theory fun sheets
  - theory you teach in a lesson is the theory that is relevant to that lesson
- Concepts Covered:
  1) How to count rhythm
  2) The keys on the piano
  3) Introduction to staff notes
     - Middle C up to G and Middle C down to A
  4) Introduction to playing hands together
  5) Sharps and flats
  6) *DC al Fine* and staccato



Level 1B

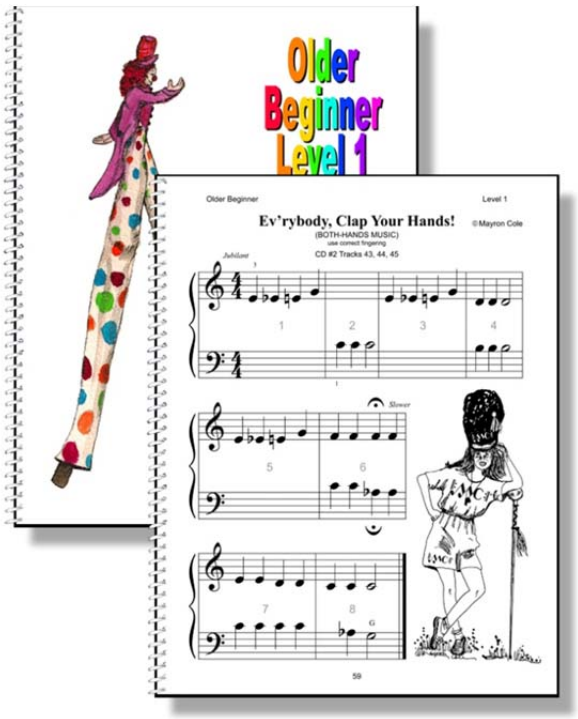
- For Graduates of Level 1A
- 126 pages
  - $19.95
  - loose-leaf or spiral bound
- or 3 partial books with 40 pages each for $6.95
  - spiral bound only
- Concepts Covered:
  1) G and F in bass clef

2) Hands together playing gradually becomes more difficult
3) Introduces dynamics and rests
4) Includes three 5 piano ensembles

- 29 original compositions plus three original ensembles
  - with analyzing theory fun sheets and challenging rhythm tap exercises

Older Beginner Level 1

- For Beginners Ages 11 – Adult
- An accelerated version of Levels 1A and 1B
  - Covers same concepts as Levels 1A and 1B but at a more accelerated pace
- 133 pages
  - $19.95
  - loose-leaf or spiral bound
- 72 original compositions plus three original ensembles
  - with analyzing theory fun sheets and challenging rhythm tap exercises geared specifically for the older beginner



Sample 9 Year Old Level 1-B Class





All group piano classes are divided into (in any order):

- Old Music
- New Music
- Theory Game Time
- Theory Fun Sheets



Homework: 5 minutes

- Students arrive and play homework.
- Choose the most difficult piece from what they learned last week.
- Large classes and young classes… hear each student play one page or even just one line.

Old Music: 5 minutes

- **Play one or two of the pieces from last week's class together as a group.**
- **This is good review before presenting the new concepts for today.**
- **Play old music with the teacher's accompaniment or orchestration, if you have it.**



Game Time: 15 minutes

- **Large classes and young classes… play in teams to keep the game moving.**
  - ***You* pick the teams.**
- **Ask questions about new concepts and review old.**
- **See Teacher's Manual for concepts covered and sample questions for each lesson.**



(You turn to *The Shadow Birds*.)

Owen, what note is this? (point to the G-sharp in measure 16)

(Owen says G-flat)

Note quite. Max, can you help him?

Purple team rolls the die and moves on the game board.

Doris, what is this arrow called? (point to the accent mark)

(Doris doesn't know the answer)

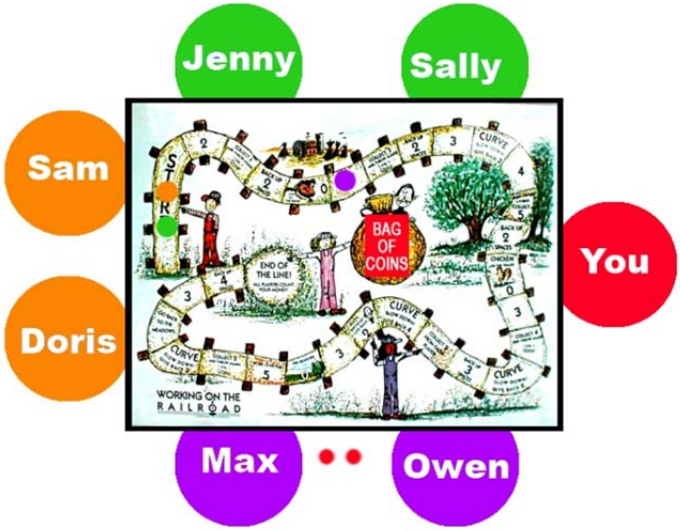
Sam, can you help her? What is this arrow called?

Orange team rolls the die and moves on the game board.

Jenny, what does an accent mark tell you to do?

Sally, what does *DC al Fine* tell you to do?

Green team rolls the die and moves on the game board.

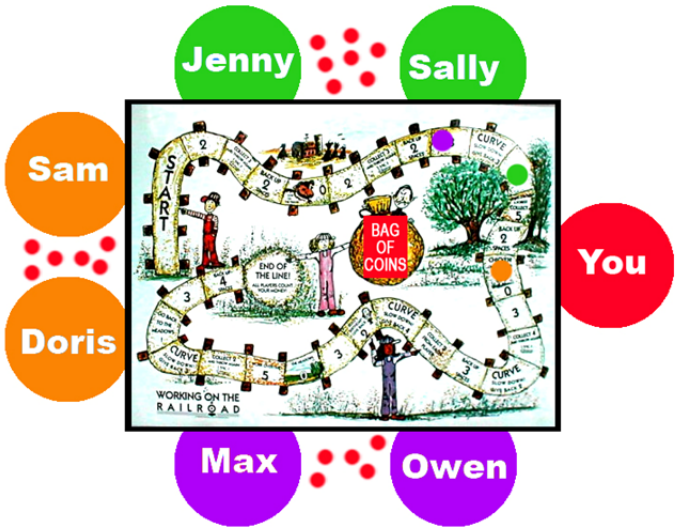


Owen, what does *Fine* mean?
Max, what language is *Fine* in?
(Max doesn't know the answer)
Does anyone know?

Purple team rolls the die and moves on the game board.

Doris, what is this dot called? (point to the staccato)
Sam, what does a staccato tell you to do?

Orange team rolls the die and moves on the game board.



Jenny, what are these numbers at the beginning of the piece called?
Sally, how many beats are going to be in each measure?

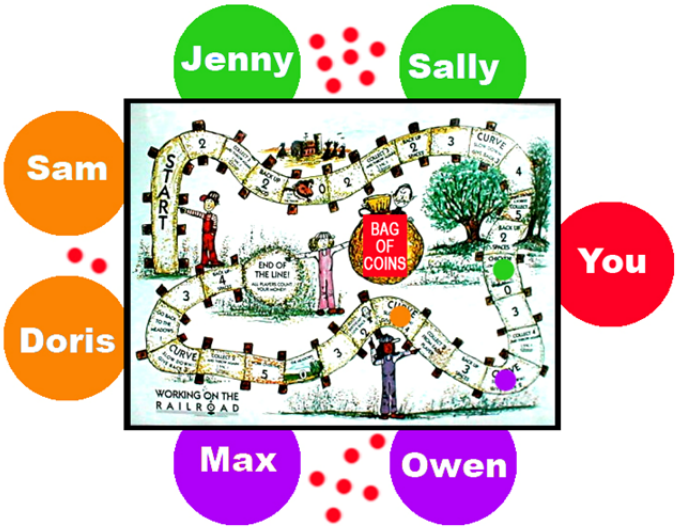
Green team rolls the die and moves on the game board.

Owen, how do we know there are going to be 4 beats in each measure?
Max, is this a one-handed piece or a two-handed piece?

Purple team rolls the die and moves on the game board.

Doris, what is this called?(point to the G-Clef)
Sam, what's another name for the G-Clef?
Sam doesn't know the answer.
Who can help him?

Orange team rolls the die and moves on the game board.



(You turn to *March of the Penguins*.)

Jenny, what note is this? (point to the B-flat)
Sally, what note is this? (point to the C-sharp)

Green team rolls the die and moves on the game board.

Owen, what two keys are you going to play at the same time? (point to the C-sharp and D in measure 4)
Max, how do we know we play these at the same time?

Purple team rolls the die and moves on the game board.

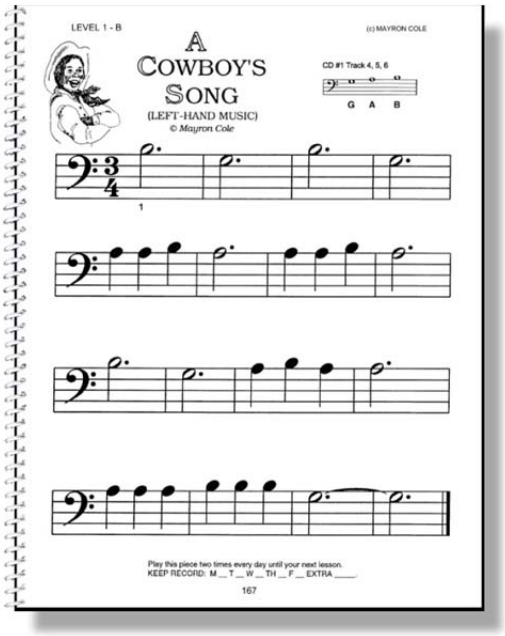
Doris, what finger are you going to put on D? (point to the first D)
Sam, what finger are you going to put on C-sharp? (point to the C-sharp in measure 4)

Orange team rolls the die and moves on the game board.

(Keep an eye on the clock; finish the game at 25 after even if students have not reached the end of the game board.)

Jenny, is this called? (point to the bass clef)
Sally, what is another name for the bass clef?

Green team rolls the die and moves on the game board.



Owen, what hand do you use to play the bass clef?
Max, what is this called? (point to the brace)

Purple team rolls the die and moves on the game board.

Doris, what does a brace tell you to do?
Sam, is this a one page piece or a more than one page piece?

Orange team rolls the die and moves on the game board.

Jenny, how do we know this is a one page piece?
Sally, show me what a measure is.

Sally indicates the first line of the music.
Not quite, can anybody help her?

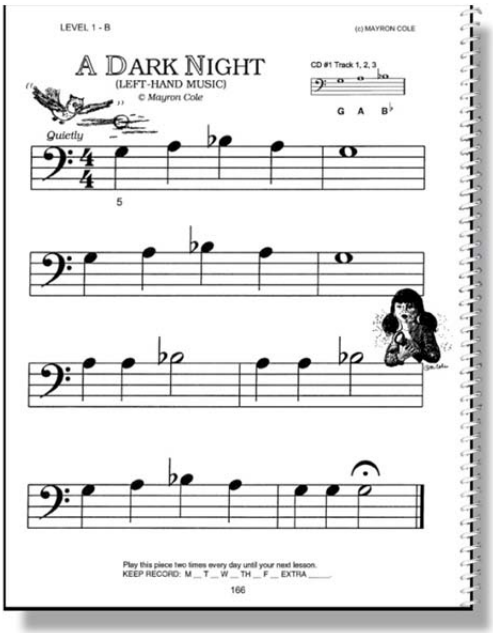
We're getting low on time, so this is our last time around even if no one makes it to the end. The team with the most coins will win.

(You turn back to *A Cowboy's Song* and ask questions from previously assigned music)

Owen, what is this? (point to the tie)
Max, what does a tie tell you to do?

Purple team rolls the die and moves on the game board.

(You turn back to *A Dark Night* and ask questions from previously assigned music)



Doris, what finger are you going to put on G? (point to the first note)
Sam, what note is this? (point to any note in the piece)

Orange team rolls the die and moves on the game board.

Jenny, what is this called? (point to the fermata)
Sally, what does a fermata tell you to do?

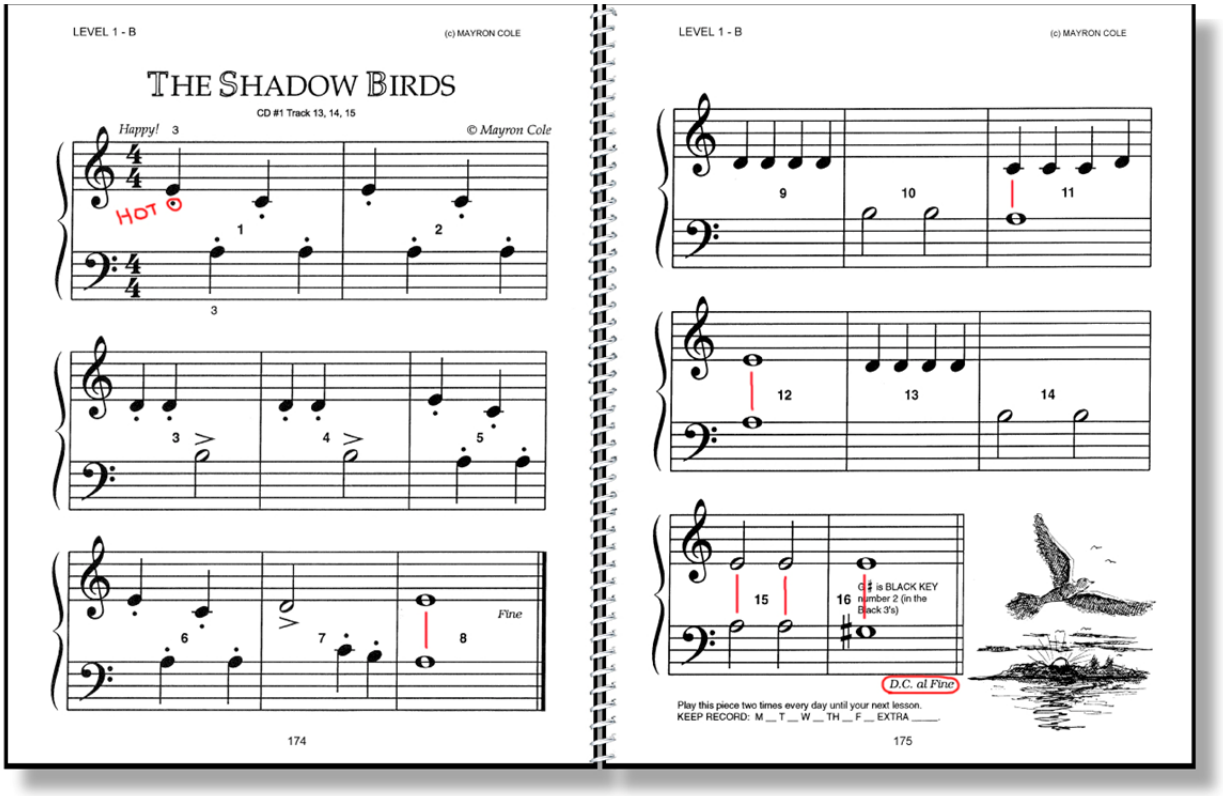
Everybody count your coins… Orange team wins.

Do NOT give a prize to the winner.
What they win is the joy of being the winner.

Piano Time: 15 minutes

- If you are using loose-leaf pages, have the students turn to the back of the binder and open the rings while you pull out today's pages. Each student comes up to get his/her pages.
    - Advantage of loose-leaf pages is that it keeps the group together, no one can work ahead.
- From game time, students already know all of the concepts needed to play today's assignment.
- Students should be able to look at the music and put their hands in the appropriate place on the piano.
- Do NOT tell students to put their thumbs on C. Advanced pianists rarely play with "thumbs on C" and these students are advanced pianists in the making.





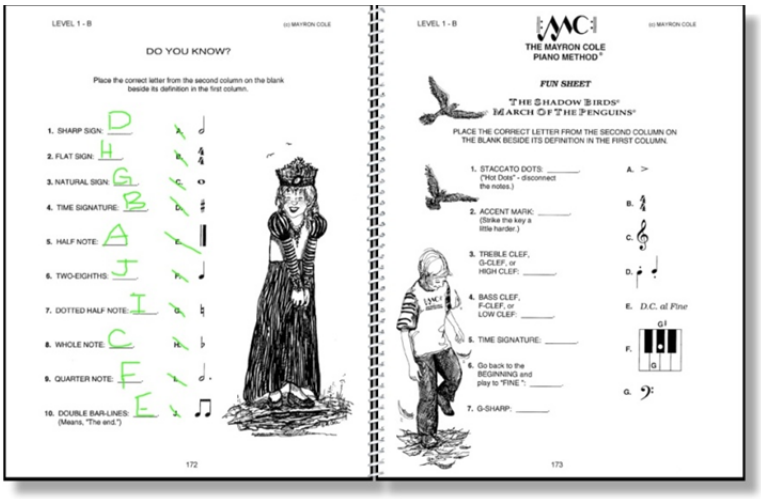
- "Rea-dy Let's Play" for 4/4 rhythm or "Now Let's Play" for 3/4 rhythm so you all start playing together.
- If there are specific measures that are difficult, work on just those measures before playing the entire piece.
    - For example, for *Shadow Birds* start with just the first line and see how everyone does. Then work on measures 15 and 16. Then, play the entire piece.
- Play each piece for today's assignment together as a group about 3 times.
- Do not call out the names of the notes, just the rhythms to make sure your students are *reading* the notes.
- If someone makes a mistake that they cannot recover from or gets too lost to jump back in with the group, don't single that student out. Stop the class, then start the piece again.
- Teach the class at the pace of the best students in the class, not the slowest.
    - The good students will take piano for years.
    - Why should good students be bored so class can move at the pace of students that don't practice?

- Just like school, students are expected to keep up with the class.

- After you play each piece of today's assignment 3 times, if there is time left over there are lots of options for what to do next…
  1) If you have enough time then hand out the next piece of music.
     - Some classes will move faster than others. Let each class move at its own pace.
     - Older classes will move much faster than younger classes.
  2) Each student plays a line
     - Owen, you play the first line.
     - Max, you play the second line.
     - Jenny, you play the third line.
     - Sam, you play the fourth line.
     - Sally, you play the fifth line.
     - Doris, you play the sixth line.
     - We will all play the last page together.



  3) If you have not played today's pieces with the orchestrated accompaniment or the teacher's accompaniment, you can do that.
     - Students love to play with the orchestra!
  4) Have students play the first line, then you count 8 beats while students move to the piano to their right (leave books on pianos, just students move). After 8 beats, play second line. Count 8 beats while they move to the piano on their right. On the 9th beat start playing the 3rd line. Play the whole piece that way.
  5) Play music from lessons past.
     - Review, review, review.
     - Students love playing music with the orchestrated accompaniments.



Fun Sheet Time: 5 minutes

- Have students complete the theory fun sheet(s) for today's lesson.
- Young students will spend less time at the piano and more time on theory sheets.



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