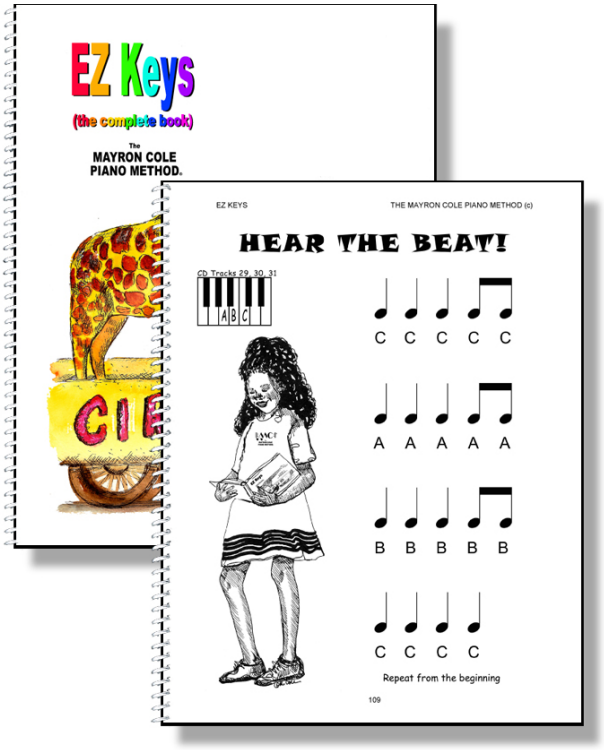
How to Teach *EZ Keys* and *Menehune* Webinar Outline

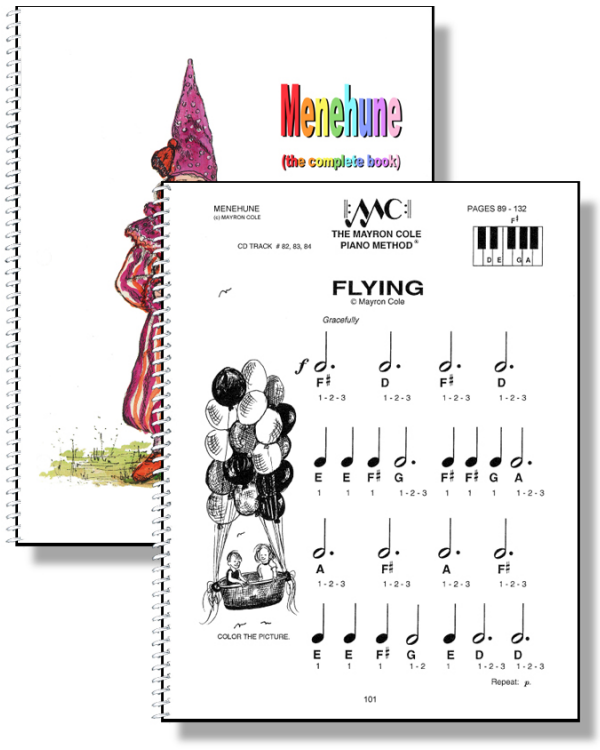
2007 The Mayron Cole Music Conservatory, Inc

Please note: PRE-LEVEL 1 was previously titled Menehune. The previously titled EZ Keys is now included as extra music and fun sheets for PRE-LEVEL 1.



EZ Keys

- For Beginners Age 5
- 114 pages; $19.95; loose-leaf or spiral bound
  - or 3 partial books with 40 pages each for $6.95 (spiral bound only)
- Big notes
- Beautiful illustrations that young students love to color
- 56 original compositions including 9 original ensembles
- With analyzing theory fun sheets
  - theory you teach in a lesson is the theory that is relevant to that lesson
- Concepts Covered:
  - How to count rhythm
  - The keys on the piano



Meneune

- For Beginners Age 6
- 132 pages; $19.95; loose-leaf or spiral bound
  - or 3 partial books with 40 pages each for $6.95 (spiral bound only)
- Big notes
- Beautiful illustrations that young students love to color
- More difficult than *EZ Keys*
- Concepts Covered:
  - How to count rhythm
  - The keys on the piano
  - Sharps and flats
  - Introduction to Dynamics
- 33 original compositions plus 5 original ensembles
- With analyzing theory fun sheets
  - theory you teach in a lesson is the theory that is relevant to that lesson

Sample 6 Year Old *Menehune* Class

The MAYRON COLE PIANO METHOD





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.**



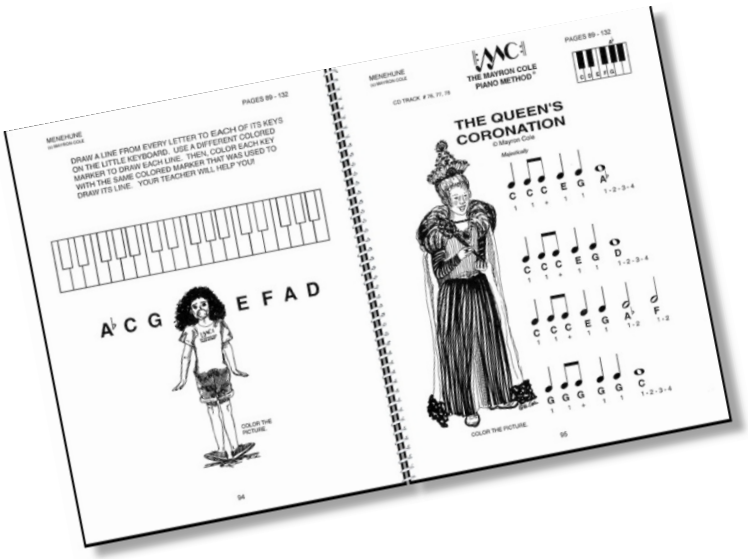
Old Music - 5 minutes

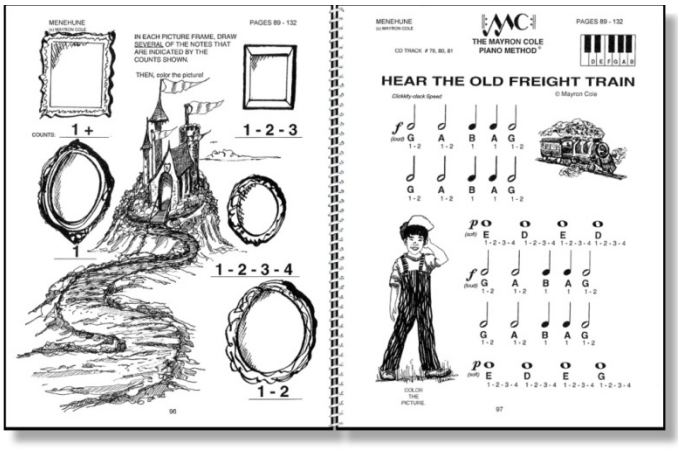
- **Play one or two of the pieces from last week's class together as a group.**
- **This is good review before presenting the new concepts for today.**
- **Play old music with the teacher's accompaniment or orchestration, if you have it.**



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.**

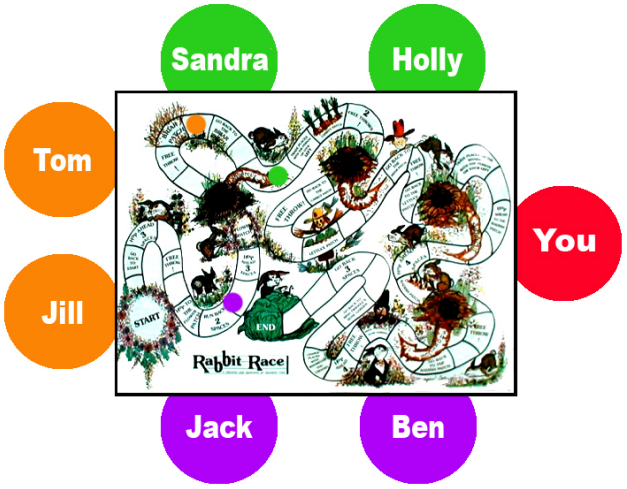




Ben, show me the A key. Show me the A-flat key.
Jack, show me the F key. The A-flat key.

Jill, show me the E-flat key. The A-flat key.
Tom, show me the G key. The A-flat key.

Sandra, show me the C key. The A-flat key.
Holly, show me the D key. The A-flat key.



I want the whole class to tap the rhythm for the first line with Ben and Jack.

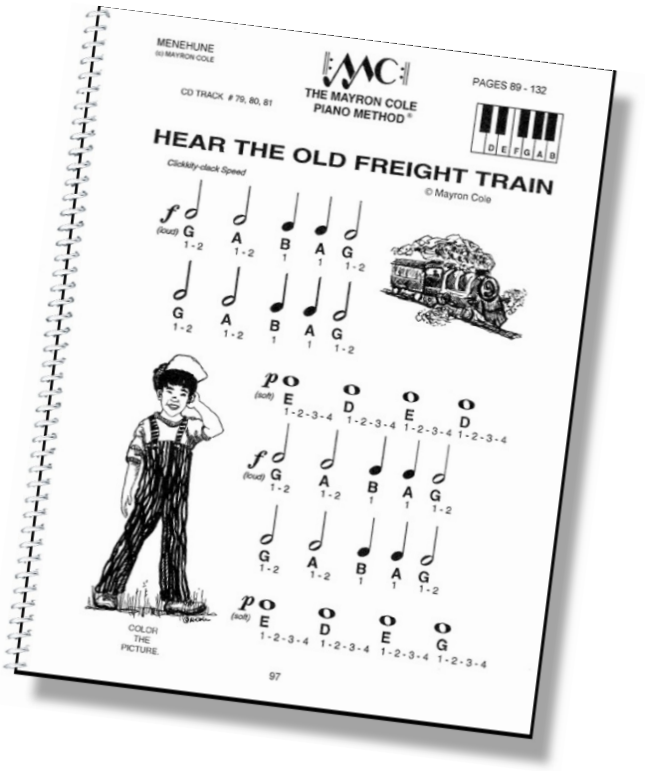
I want the whole class to tap the rhythm for the second line with Jill and Tom.

I want the whole class to tap the rhythm for the third line with Sandra and Holly.

Ben, what does this little "f" tell you to do?
(Ben says the answer is to play faster)
Not quite. Jack, can you help Ben? What does this little "f" tell you to do?

Jill, what word does the "f" stand for? *(she doesn't know the answer)*
Tom, can you help Jill? What word does the f stand for? *(he doesn't know the answer)*
Who can help them?

Sandra, what does this little "p" tell you to do?
Holly, what word does the little "p" stand for?



(in the second piece for today) I want the whole class to tap the rhythm for the first line with Ben and Jack.

(pointing to any note in the piece) Jill, for how many beats do you hold this note?
Tom, what is this note called?

Keep an eye on the clock…

(pointing to tow-eighth notes) Sandra, what are these notes called? *(she doesn't know the answer)*
Holly, can you help Sandra? What are these notes called?

(pointing to another note in the piece) Ben, what is this note called?
Jack, for how many beats do you hold this note?

(pointing to another note in the piece) Jill, for how many beats do you hold this note?
Tom, what is this note called?

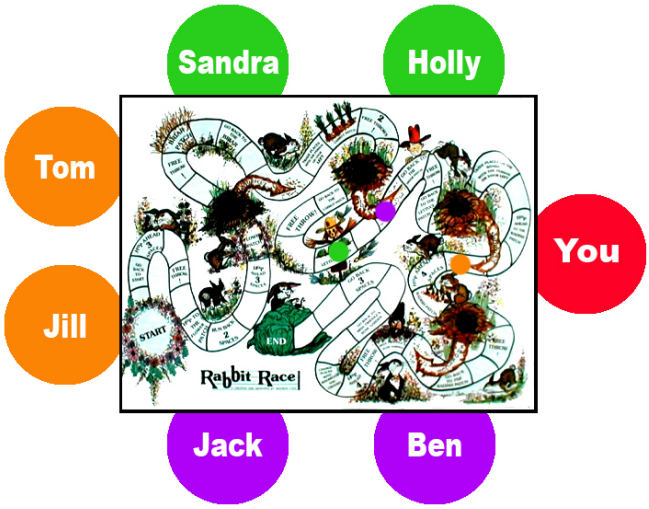
(pointing to another note in the piece) Sandra, what is this note called?
Holly, for how many beats do you hold this note?

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

Ben, show me E-flat. Show me B.
Jack, show me A-flat. Show me E.

Jill, show me C. Show me F.
Tom, show me D. Show me G.

Sandra, show me A-flat. Show me A.
Holly, show me B. Show me F.

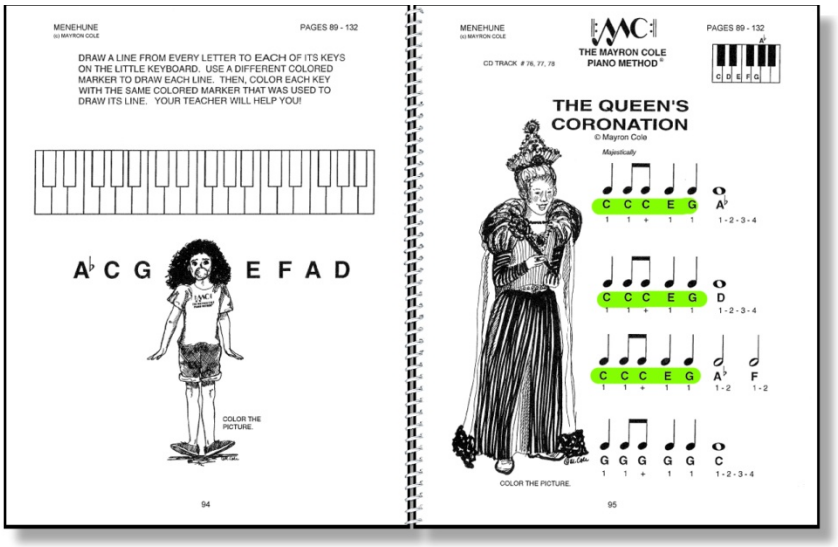


- **Orange team wins.**
- **Do NOT give a prize to the winner.**
  - **What they win is the joy of being the winner.**

Piano Time - 15 minutes

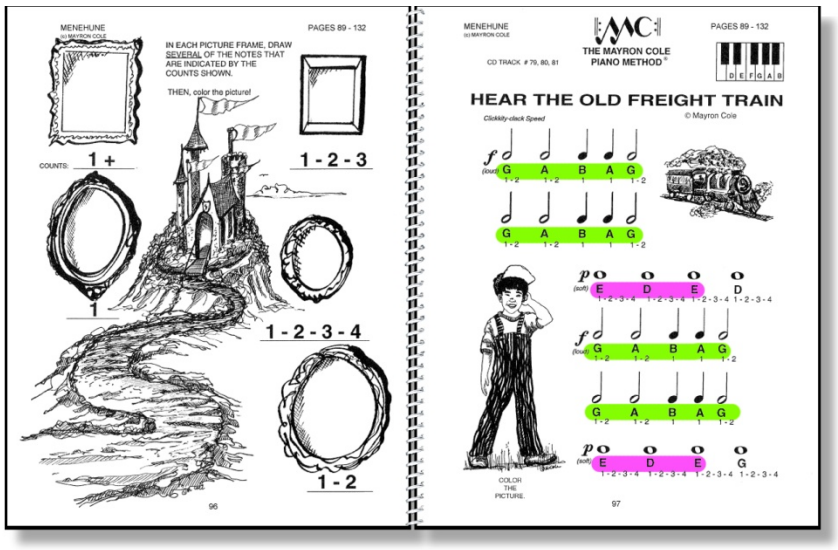
- **If you are using loose-leaf pages, have the students turn to the back of the binder and open the rings while you pull out today's pages. Each student comes up to get his/her pages.**
  - **Advantage of loose-leaf pages is that it keeps the group together, no one can work ahead.**
- **From game time, students already know all of the concepts needed to play today's assignment.**
- **Let them choose which fingers and which hand(s) to use.**
  - **Pieces using more than 5 keys will require 2 hands, but let each student choose which fingers to place on which keys.**
  - **Encourage students to use different fingers on different keys for each piece.**
  - **You don't want them to get used to playing with a certain finger on a certain key.**
- **Do NOT say thumbs on C.**
  - **Advanced pianists rarely play with "thumb on C" and these students are advanced pianists in the making.**
- **Encourage students to use the entire keyboard.**



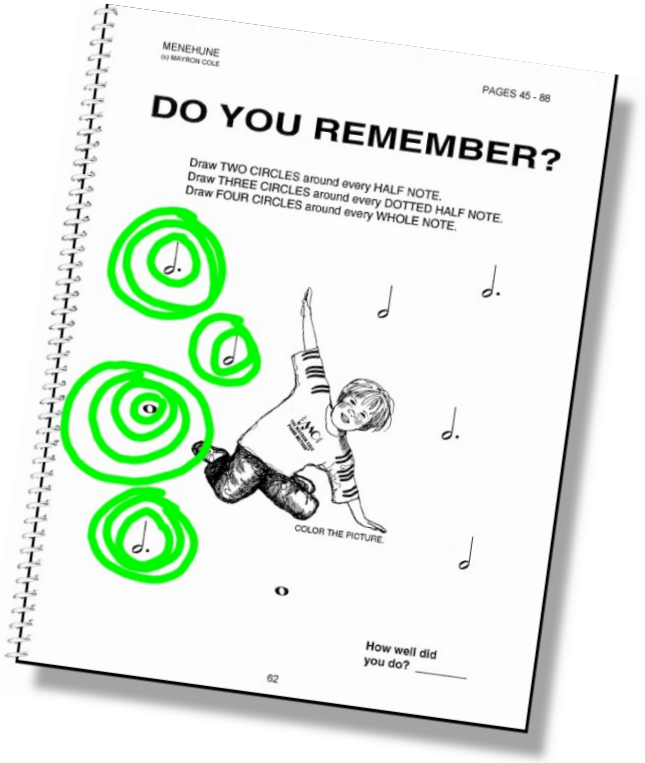


- Sometimes play up high, sometimes play down low.
- Do not always play around middle C.

- Play each piece for today's assignment together as a group about 3 times.
  - 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…

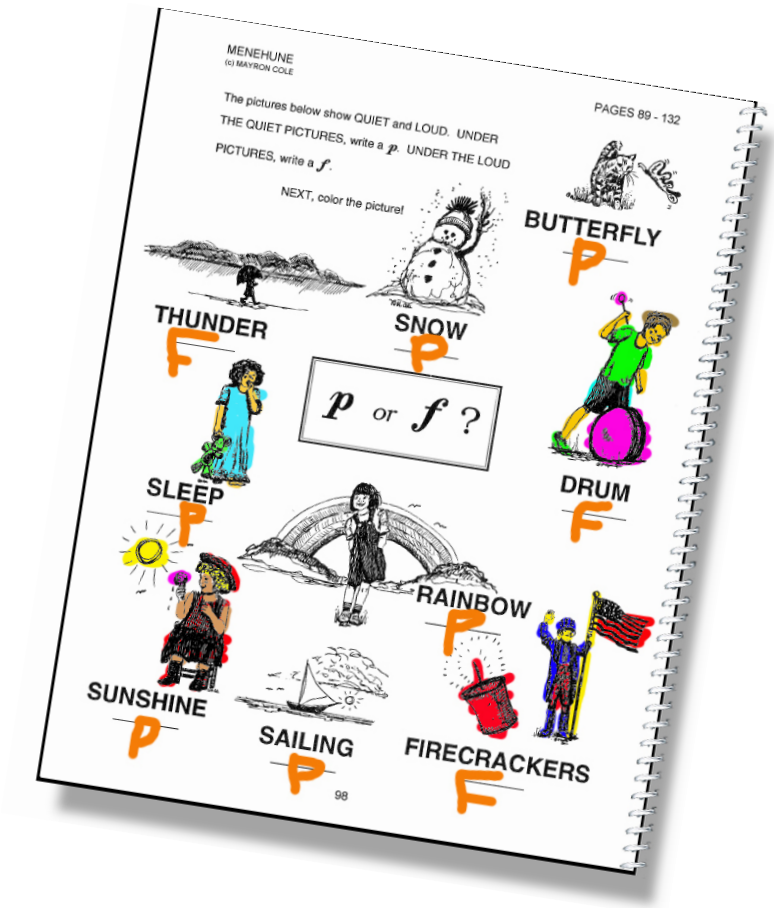


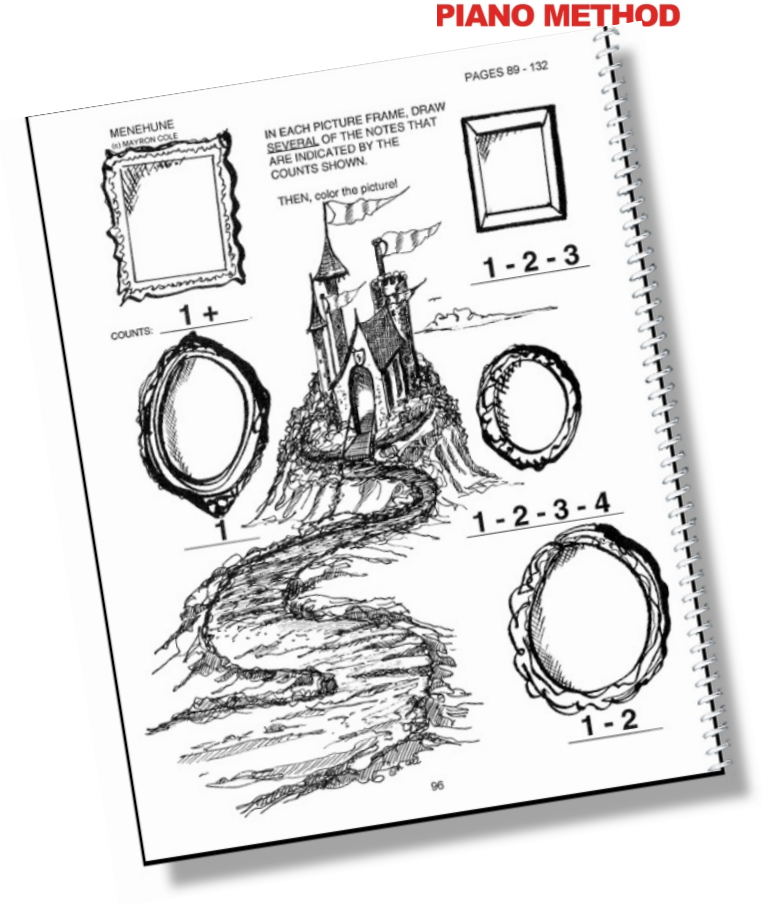
1) If you have enough time then hand out the next piece of music.
   - Some classes will move faster than others. Let each class move at its own pace.
2) Sandra, you play the first line. Tom, you play the second line. Jill, you play the third line. Jack, you play the fourth line. Ben, you play the first line. Holly, you play the second line. We will all play the last two lines 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.
6) Give a keyboard quiz.
   - Play all of the Gs on your piano. Play all of the Es on your piano. Play all of the A-flats on your piano. Etc.
7) Work on old uncompleted theory fun sheets.



Fun Sheet Time - 5 minutes

- **Have students complete the theory fun sheets for today's lesson.**





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The Only Piano Method That Takes Students from Kindergarten to College