How to Teach Levels 2A, 2B, Older Beginner Level 2, 3A and 3B Webinar Outline

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

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



Sample 11 Year Old Level 3-B Class





Homework: 5 minutes

- Students arrive and play homework.
- Choose the most difficult piece from what they learned last week.

Old Music: 5 minutes

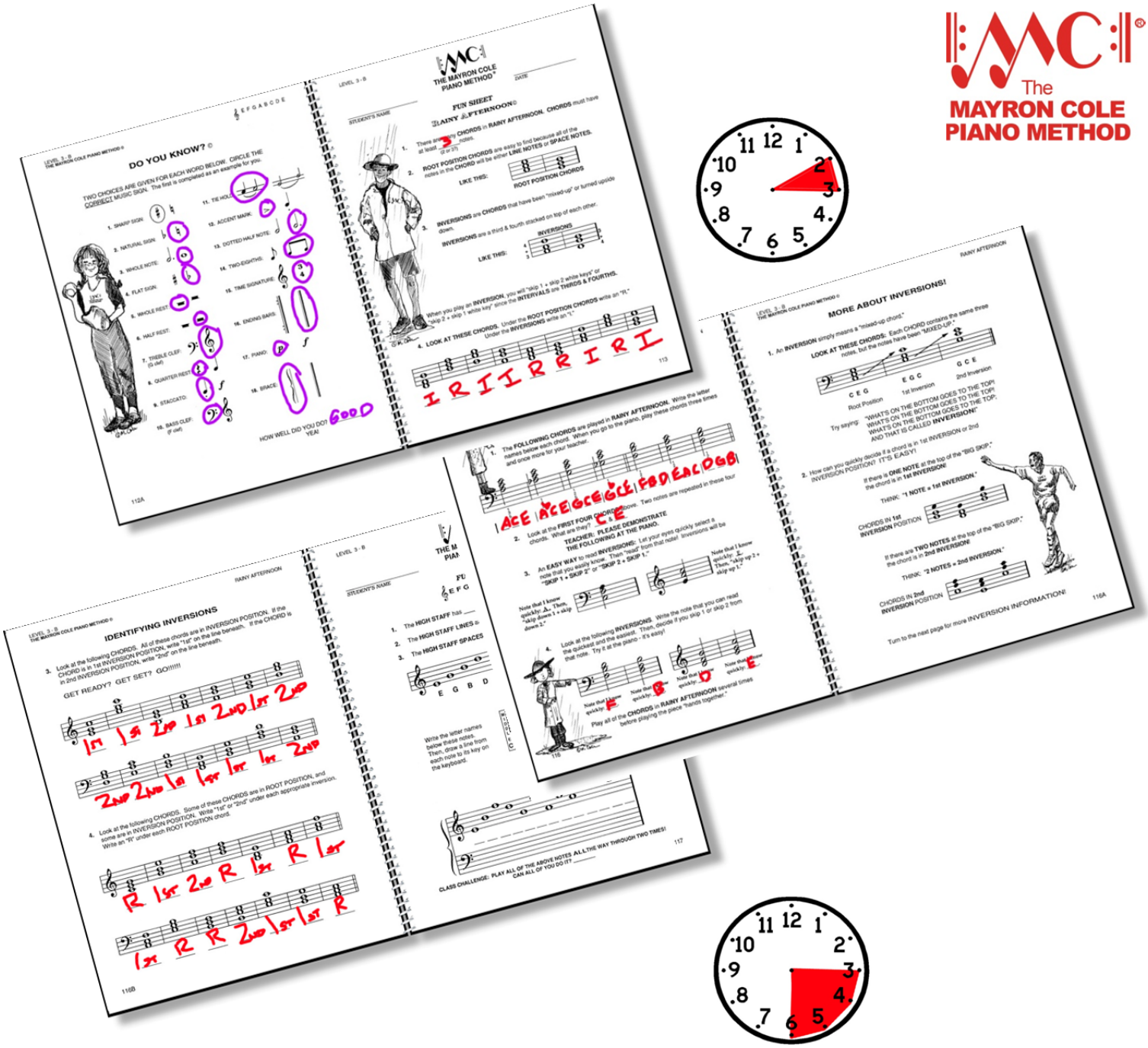
- Play one or two of the pieces from last week's class together as a group.
- This is good review before presenting the new concepts for today.
- Play old music with the teacher's accompaniment or orchestration, if you have it.



Fun Sheet Time: 5 - 10 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.
- Have students complete the theory fun sheet(s) for today's lesson.

The MAYRON COLE PIANO METHOD

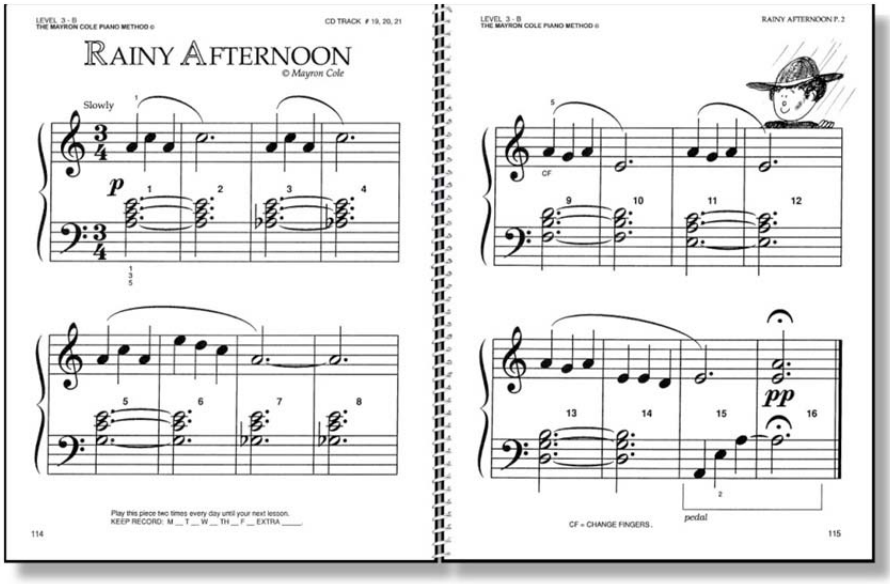


Game Time: 10 - 15 minutes

Mary, what 3 notes will you play in the bass clef chord in measure 1?

Suzie, is the chord in measure 1 a root chord or an inversion?

Taylor, how many white keys are you going to skip between each of the notes in the measure 1 chord?



Justin, when you glance at the chord in measure 1, which note do you recognize first? So from the A that you recognize first, how do you quickly find determine the other notes of this chord?

Mike, what is only difference between the chord in measure 2 and the chord in measure 3?

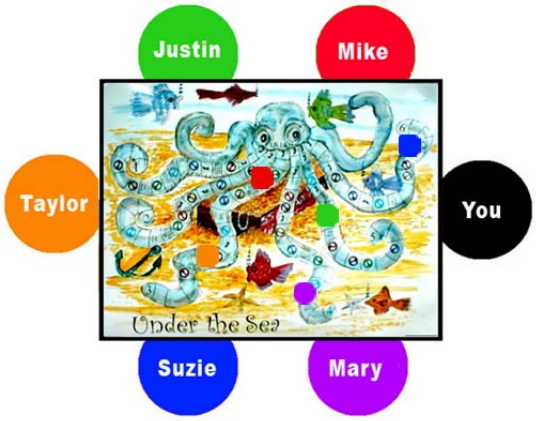
Mary, what is only difference between the chord in measure 4 and the chord in measure 5?

Suzie, what is only difference between the chord in measure 6 and the chord in measure 7?

Taylor, what two notes are you going to play in each chord on this page?

Justin, what is difference between the chord in measure 8 and the chord in measure 9?

Mike, what is difference between the chord in measure 10 and the chord in measure 11?



Keep an eye on the clock.

Mike won. We have time for a bonus round to see if anyone else can make it to the finish line.

Mary, what is difference between the chord in measure 12 and the chord in measure 13?

Suzie, in which measure in this piece will you be playing root chords?

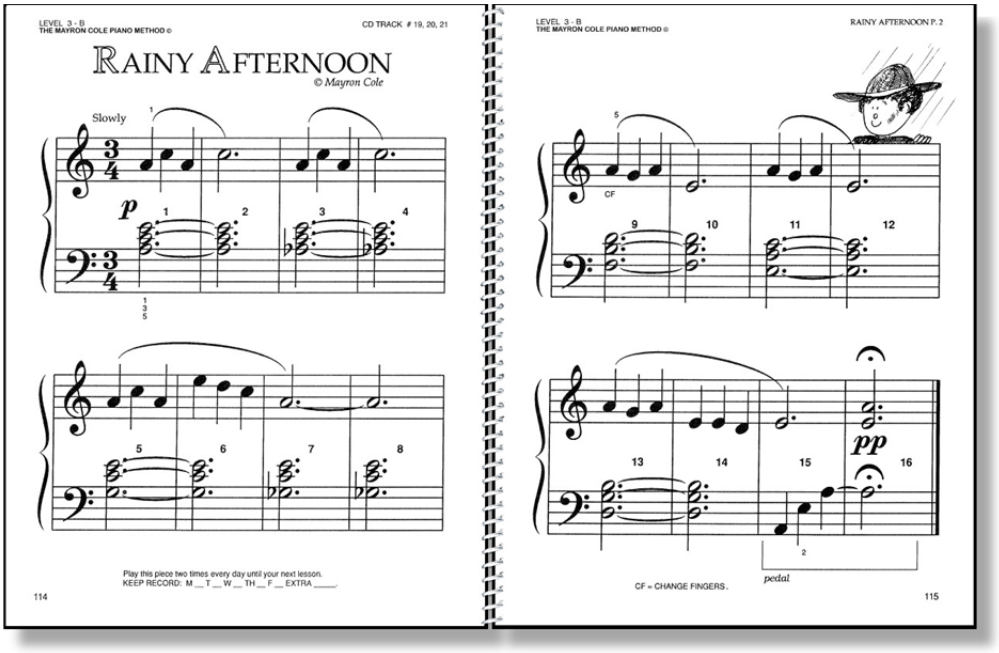
Taylor, are the chords in measures 5 – 14 first inversions or second inversions? (Hint: how many notes are on the top of the "big skip"?)

Justin, what is the top note in the chord in measure 1?

Bonus question for Mike. What is this called and what does it tell you to do? (point to a slur)

Piano Time: 15 minutes

- From game time, students already know all of the concepts needed to play today's assignment.
- Play one hand through a couple of times as a group; then play the other hand through a couple of times as a group; then play the piece hands together a couple of times as a group.



- **After the class has learned today's assignment, 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. **Mike, you play the first line. Taylor, you play the second line. Justin, you play the third line. Suzie, you play the fourth line. Mary, you play the first line. We will all play the last 3 lines together. (with today's music)**
    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. **Play music from lessons past. Review, review, review. Students love playing music with the orchestrated accompaniments.**



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Notes:

