BLAST OFF WITH PIANO JUNIOR®

The Mayron Cole Piano Method©



An Introductory Course
for Young Beginners

TEACHER'S MANUAL

Notice:

The student textbook for this level has been recently redesigned. Therefore, the student book page numbers indicated in this teacher's manual may differ from the actual page numbers in the student textbook. The music has not changed, so all of the music in the student textbook is the same as the music in this teacher's manual.

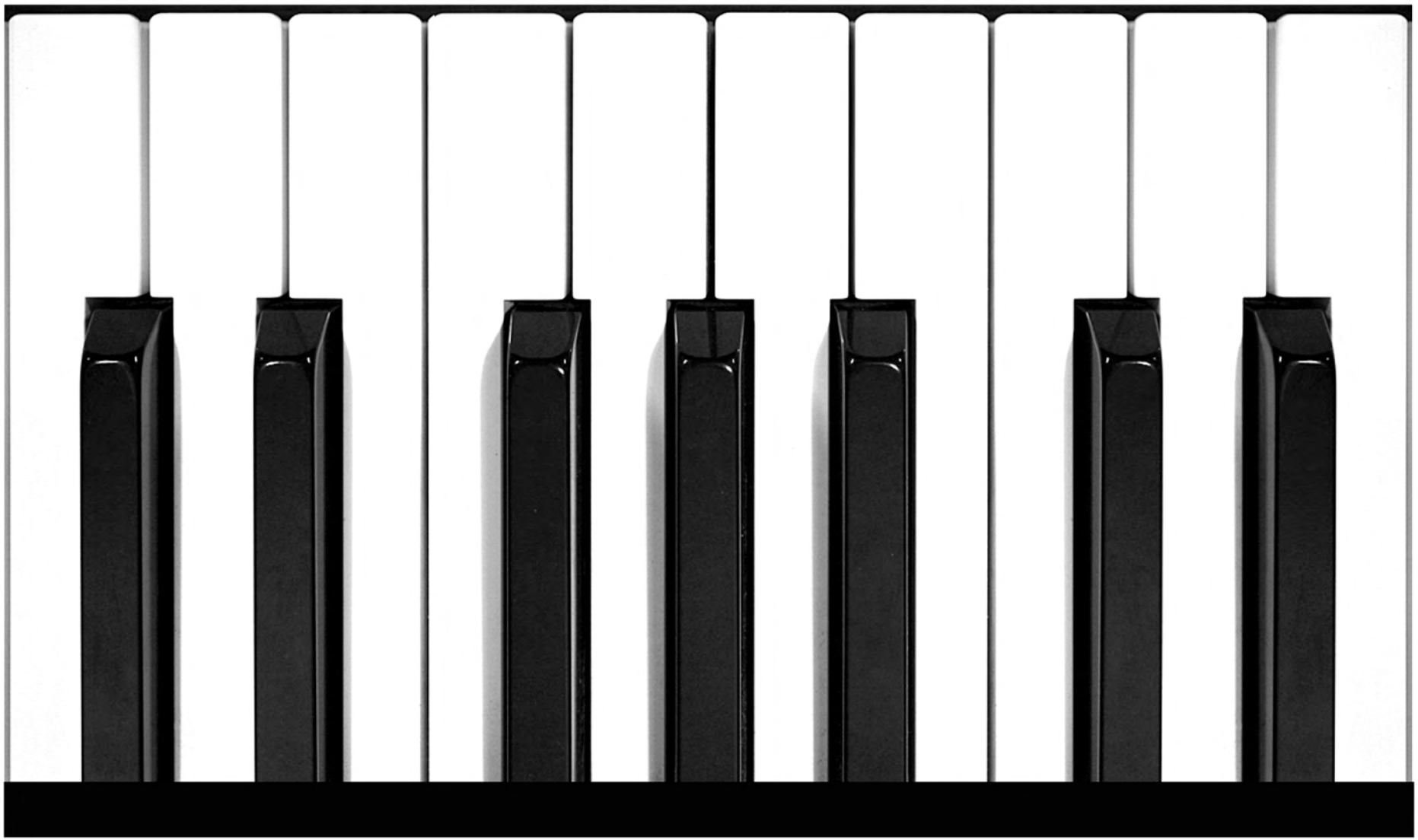
The MAYRON COLE PIANO METHOD

TIPS FOR TEACHING

1. The Mayron Cole Piano Method provides a student centered learning environment for your pianists. Your classes should move at a pace that meets the students' needs, not necessarily your pre-planned lesson. This manual was designed for an average 5 or 6 year-old class. Older students should be placed in Blast Off with Piano; we do not recommend teaching students younger than 5 years old.
2. Blast Off With Piano Junior is a great sampler course for you to use to introduce students to the fun of taking piano at your studio. We recommend teaching the 5 lesson course in one week, meeting for 45 minutes each day. At the end of the week, have a small recital during the last 5 minutes of class so parents can see how much their child learned in one short week. Be sure to have school year registration forms to hand out during the recital.
3. There should be no more that one year age difference between the students in your classes. A large age gap between students will create disastrous effects and will not get good results. Don't try it.
4. Students should play each assigned piece at home four times each day.
5. Students need a keyboard of some sort at home for this course. It can be a toy keyboard if that is all that is available, but the keys need to be standard width. Mini-sized keys train students incorrectly and they will have a difficult time playing on your studio keyboards at their lessons. Consider purchasing some inexpensive battery-operated keyboards to rent to students who have no keyboard.
6. Every student in a class needs his/her own Blast Off with Piano Junior textbook.
7. These children are not your students yet! Keep this course fun and always give approval and praise when it is justified.
8. Play a different theory game in each lesson to keep the class exciting. They Mayron Cole Piano Method carries five board games; visit our website for details.

After Blast Off With Piano Junior, students are no longer beginners. There are multiple options for which book to place them in next. Kindergarten students can go into Menehune; first grade students can go into Level 1A. Other options are: Menehune Folk Song Favorites, Menehune Classical Favorites, and Blast Off with Piano which has six ensembles. Students who progress from Blast Off with Piano Junior into Menehune Folk Song Favorites, Menehune Classical Favorites, or Blast Off with Piano will then graduate into Level 1A.





The MAYRON COLE PIANO METHOD

TIPS FOR TEACHING

Piano Class Time

Piano classes are divided into FOUR periods:

1. New Music Time
2. Old Music Time
3. Game Time
4. Theory Worksheet Time

You may arrange these four times in any order you like.

THE MAYRON COLE PIANO METHOD'S
Three Steps to Keyboard Knowledge!



The Mayron Cole Piano method is built around the theory that there are three basic steps to learning to play the piano:

1. Learning to play and count rhythms correctly.
2. Mastering keyboard geography.
3. Becoming proficient at staff note reading.

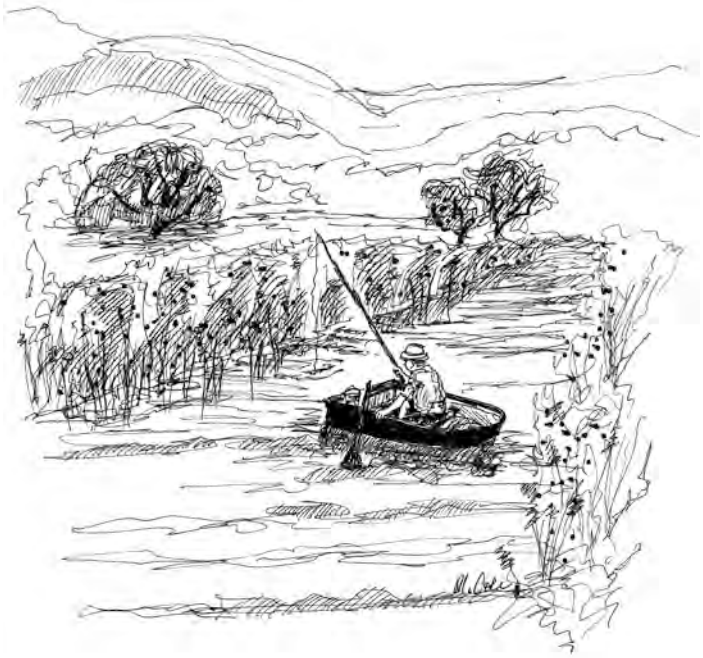
Obviously, there are many other facets involved in playing the piano such as hand position, fingering, dynamics, pedaling, phrasing, interpretation, etc. But the large majority of piano playing failures can be attributed to not understanding the above three basic steps.

Blast Off With Piano Junior teaches the first two steps. Staff note reading, is begun in Level 1-A.

The MAYRON COLE PIANO METHOD

TIPS FOR TEACHING

1. Remember to always teach to the group. You are not teaching several simultaneous private lessons. You are teaching one, successful, highly motivated piano class. There are reports of teachers who consider themselves to be "group piano teachers" running frantically from student to student to student as they attempt to teach several mini-private lessons to each student during piano class. Whew! That's not group piano teaching. That's really badly done private lesson teaching. Most teachers have been trained in private lessons and really know no other way to teach. If you don't know how to teach group piano, order our group piano teaching training webinars and/or seminar from our web site. When done properly, group piano teaching produces fantastic results! You can do it!
2. If a student has memorized a composition and wants to play it for you, have the student close his/her music book and play the piece from memory while the other students play the same composition with their books open. Put a "different" sound on the keyboard of the student playing from memory so that you can easily hear him/her: Remember, you want to keep the entire class involved all the time!
3. Have a class recital during a portion of the last lesson. See next page for more TIPS FOR YOUR RECITALS.
4. Review previously learned concepts at game time. Review, review, review.
5. From time-to-time, assign each student a different "line" to play aloud for the class. Keep your classes stress-free at all times.
6. Order orchestrated accompaniments for each of your students for at-home practicing.



www.MCpiano.com

The MAYRON COLE PIANO METHOD

TIPS FOR TEACHING

SUGGESTIONS FOR A RECITAL

There are five lessons in the **Blast Off With Piano Junior** book. Teach the course in a one-week time span (45 minutes each day, Monday through Friday.) On Friday, during class time, have a short lesson and then a recital for the parents the last five minutes of class time.

At the recital, playing should be ensemble to alleviate stage fright. Play each composition through two times. The first time through, you play the student's part with your the children to hold them together. The second time through, add teacher's accompaniment, either the teacher's sheet music from this manual or the orchestrated accompaniments (sold separately).

At the recital, have plenty of school year registration forms ready to handout to parents.



The MAYRON COLE PIANO METHOD

BLAST OFF WITH PIANO JUNIOR
Concepts



Lesson 1	<u>Counting Rhythm</u> Quarter Note Two Eighth Notes Half Note
Lesson 2	<u>Keys</u> C D E
Lesson 3	<u>Review</u> Quarter Note Two Eighth Notes Half Note C Key D Key E Key
Lesson 4	<u>Counting Rhythm</u> Whole Notes <u>Keys</u> F
Lesson 5	<u>Keys</u> B <u>Recital</u>

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BLAST OFF WITH PIANO JUNIOR! Lesson 1 45-minutes

MUSIC:	Student's Booklet	Teacher'sManual
Hear the Beat!	1	20 - 21
Tap! Tappey!	2	22 - 23
White Clouds	3	24 - 25
THEORY WORKSHEETS:		
	4	26
	5	27

SUPPLIES NEEDED:

Stick-on Stars
Theory Game Mat
Name Tags (optional)
Pencils
Pastel Watercolor Markers

CONCEPTS: ♩ ♫ 𝅗𝅥 **rhythms**

BEFORE CLASS:

On each keyboard, put a self-adhesive star on a C-Key.

Have students' name tags ready. (Name tags are optional).

WHEN THE STUDENTS ARRIVE:

Introduce yourself and handout name tags. *(Name tags are optional.)*

GO TO CENTRAL KEYBOARD (5 minutes)

Teacher, say something like this: ***Welcome! I know all of you have listened to music before today. Do you know that music is filled with something very important called BEATS? Beats are invisible which means we can't see them. But, when we listen to music we can hear and feel the BEATS. Listen as I play a small portion of some music for you.***

Play: A few measures of HEAR THE BEAT accompaniment (page 21).
Say: "Beat" on every beat.

Teacher: Can you hear the beats? We're going to practice clapping some beats. Clap along with me.

Teacher, lead the children as they clap steady beats. Have them say "beat" on every clap.

If time allows, have the students march to a steady beat as they clap/say "beat-beat-beat-beat", etc. You march/clap with them.

It's time to **play** some steady beats on the keyboards!

GO TO STUDENTS' KEYBOARDS (10 minutes)

Teacher: Today is our first class lesson, so we should discuss the GOOD MANNERS RULE: Never play your keyboards while I am talking. You play only when I tell you to play. If you feel that you MUST play, turn your keyboard off! Does everyone understand this important rule? (This rule will need to be stated often.)

Now, I'll show you how to turn on your keyboards and how to hold your hands while playing the keys.

Teacher shows the on/off switch on the keyboards.

Teacher: Purchase an electrical power strip that all the keyboards plug into. Then, all you have to do is turn the power switch off when you want the students to NOT play. You control the ON and OFF of all the instruments! Yea!

Teacher shows students how to gently "float" their hands above the keys.

Never allow a child to play "pointy fingered" or to "stab" the keys. Even though most young children will drop their wrists and play flat-fingered we can start every lesson by discussing correct hand position. Soon, holding ones hands correctly at the keyboard will come naturally--we hope!

On with the lesson!
Teacher: You see on your keyboard a small gold star on a white key. Find your star key on your keyboard. Now--with me, let's practice tapping some beats together. Be sure that you are playing only your star key. And listen to the group. We must all tap the beats together like a piano band. I'll start us off. I'll say: "One-two-Let's-play"--and we'll all start playing at the same time.

Teacher, the group must learn to start as one on the first beat of a composition or rhythm exercise. In order to get everyone to start at the same time, you must use some sort of "count in". Here are some suggestions for count-ins:
If the piece is in 4/4, say: "One-two-Let's-Play".
If the piece is in 3/4, say: "Let's-All-Play". Or, "One-two-Play".
(You are free to create some better count-ins if you like.)

Tap a C key with your students to see if they can stay together as a team. Tap about eight quarter notes. You and your students say "beat" on every beat as they tap away on their star keys.

Teacher: That was great beat tapping. Let's go to group time.

GO TO GROUP TIME (10 minutes)
Take this manual to group time.
Turn to the teaching aid that shows the QUARTER NOTE (page 28.).
Students sit in a semi-circle in front of teacher.

Teacher: How many of you have seen notes before? (Show students the quarter note on page 28.) ***This note is the quarter note or ONE NOTE because it tells us to hold a key down while we count to ONE–and then let the key up. Every time we see this note in our music we will count to one as we play it. A few moments ago when we were playing beats on our star keys, we were playing quarter notes or ONE NOTES.***

Turn to the teaching aid that shows the TWO-EIGHTHS (page 29).
Teacher: Here are some more notes. These are "Play-Fast" notes. When we see them in our music we will say "play-fast"as we make our fingers "say" play-fast. Like this: (teacher demonstrates by tapping some two-eighths on her binder or on a table or the floor.) ***Hear how my finger is tapping the same speed that my voice is saying "play fast"? Let's all try tapping and counting some play-fast notes together.***

Turn to the teaching aid that shows the HALF NOTE (page 30).
Teacher: The last rhythm note we are going to learn today looks like this. This is a ONE-TWO note or half note. When we see it in our music we'll hold a key down while we count to two. Like this: (Teacher again demonstrates. Demonstrate the counting in slow-motion, please, for all to see: when your finger touches the binder/ floor/table or whatever, say ONE. Keep your finger down while you say TWO and then raise your finger and say "UP". Then demonstrate the same thing in a slightly faster tempo. Finally, have your students try tapping the one-two count in slow motion. *After all are secure, count one-two in a faster tempo leaving out the coaching word "up".*

The reason the half note is <u>difficult</u> for small children to learn: most will depress their fingers on the count of ONE and wrongly raise their fingers on count TWO. **Watch for this rhythm counting error.**

IT'S TIME TO PLAY A GAME (10 minutes)
Have one of our great game mats ready to play.
(1) Read the game instructions before piano class.

(2) Use the rhythms provided on pages 31 through 33.

(3) Also use today's music for rhythm questions.

(4) If a student answers incorrectly, ask everyone to tap and count the rhythms with him. Then, the student moves his pawn.

(5) Keep everyone involved in the game. Every few turns, ask a "group question" where all tap/count the rhythms on a page. Then, one-at-a-time, each player moves his/her pawn.

Ask questions from the music like this:

Rhoda: Look at this first line of music. With the class, tap and count this rhythm aloud.
Elise: With Mary, tap and count the second line aloud. (Both Elise and Mary get to move their pawns on the board.
Everyone, for a free throw: Tap and count this entire piece of music. Let's all stay together. "One-two-Let's-Go".
Herman: When your get to the end of the first line of music, where do your eyes go? Ans: To the first note on the second line.

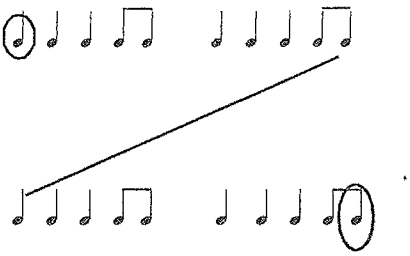
Ask the last question (above) many times to different students. Really young children don't know how to track music.

Work through each piece of music making sure all students can tap/count the rhythms correctly.

Watch the clock. Students still need to go to their keyboards and play the music.

IT'S TIME TO PLAY THE KEYBOARDS (10 minutes)
Hand to each student their Blast Off With Piano Junior booklet.

In each student's booklet, quickly draw a pink circle around the first note of the piece. Then draw a green circle around the last note of the piece. (Or any two pastel colors you choose!)
Say to the students: ***Start at the pink note. We are going to play all the way to the green note.***
With a yellow highlighter, draw a line from the last note of the first line to the first note of the second line. This helps your young students see what to do with their eyes when they come to the end of a line. Like this:



If the piece repeats, say: **Go back to the PINK NOTE (or whatever color you have chosen).** *It's an easy way to give directions to young people.*

With your students, play each composition two times in class. Many parents do NOT know music, so you must make sure that your students are capable of practicing their assignments at home by themselves.

THEORY WORKSHEET TIME (5 minutes)
Student quickly go to the group activity area and work the two theory sheets on pages 4 and 5 in their booklets. Have pencils and pastel watercolor markers ready.

RUN OUT OF TIME?
Assign theory pages 4 and 5 to be done at home.

AT HOME PRACTICE ASSIGNMENT:
Have students quickly turn to their TABLE OF CONTENTS (second page in their *Blast Off With Piano Junior* booklets). With a colored marker, check the pages your students are to practice before the next lesson.

Students should play/count each piece at least two times before the next lesson. Encourage your students to put a pencil mark at the top of each page when they play the piece at home.

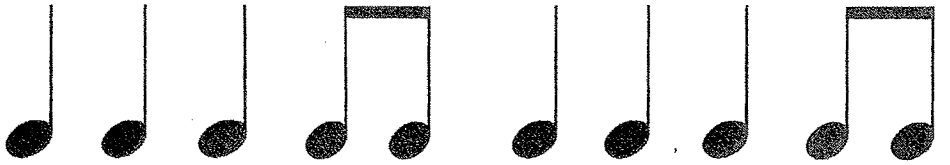
It's time to leave!

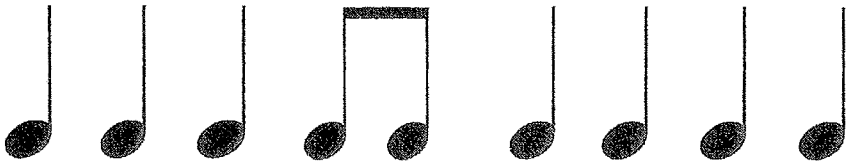
Students turn-in their name tags.

Hear the Beat!



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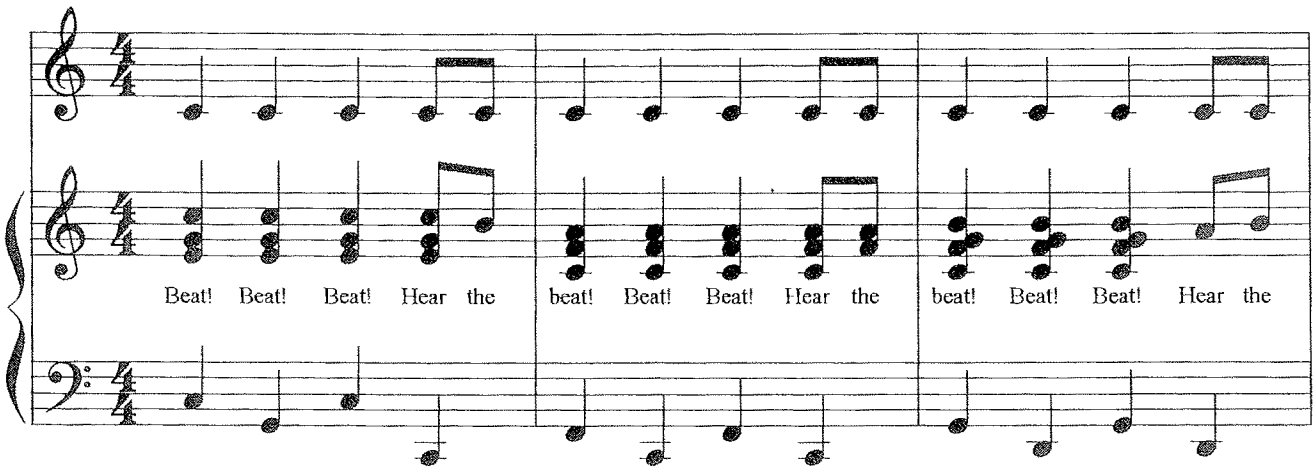
Repeat from the beginning.

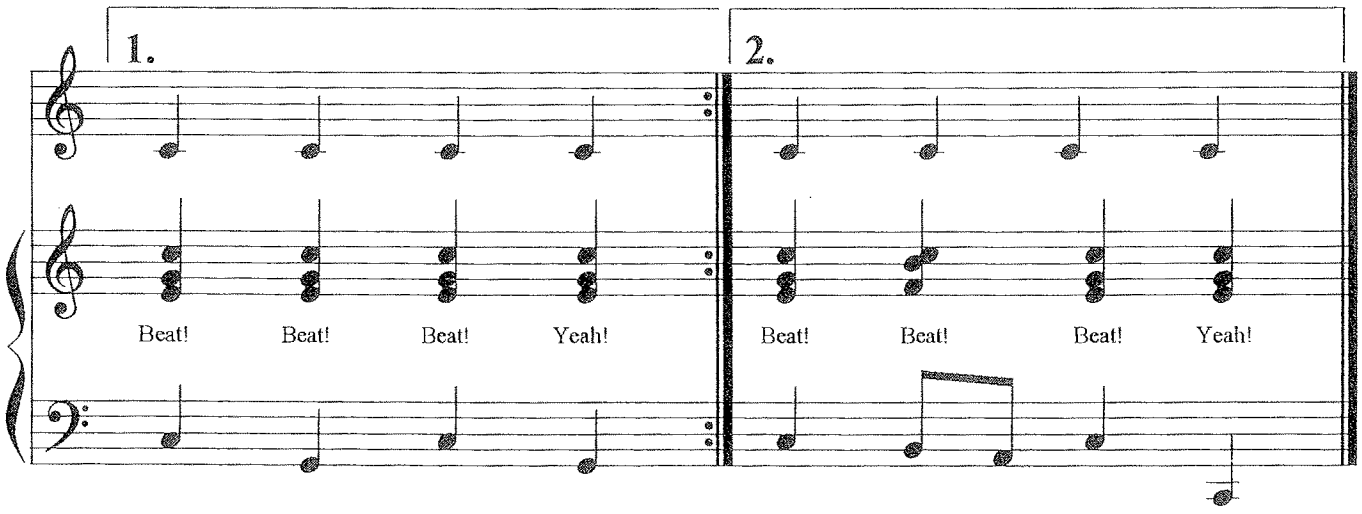


Hear the Beat!

Two-Eighth/Quarter Note Rhythms

(c) Mayron Ellis Cole

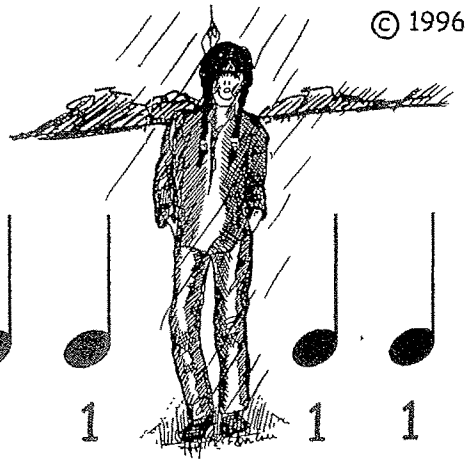




Tap! Tappey!

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1 Play - Fast 1 1 1 1 1 1

1 Play - Fast 1 1 1 1 1 1

1 Play - Fast 1 1 1 1 1 1

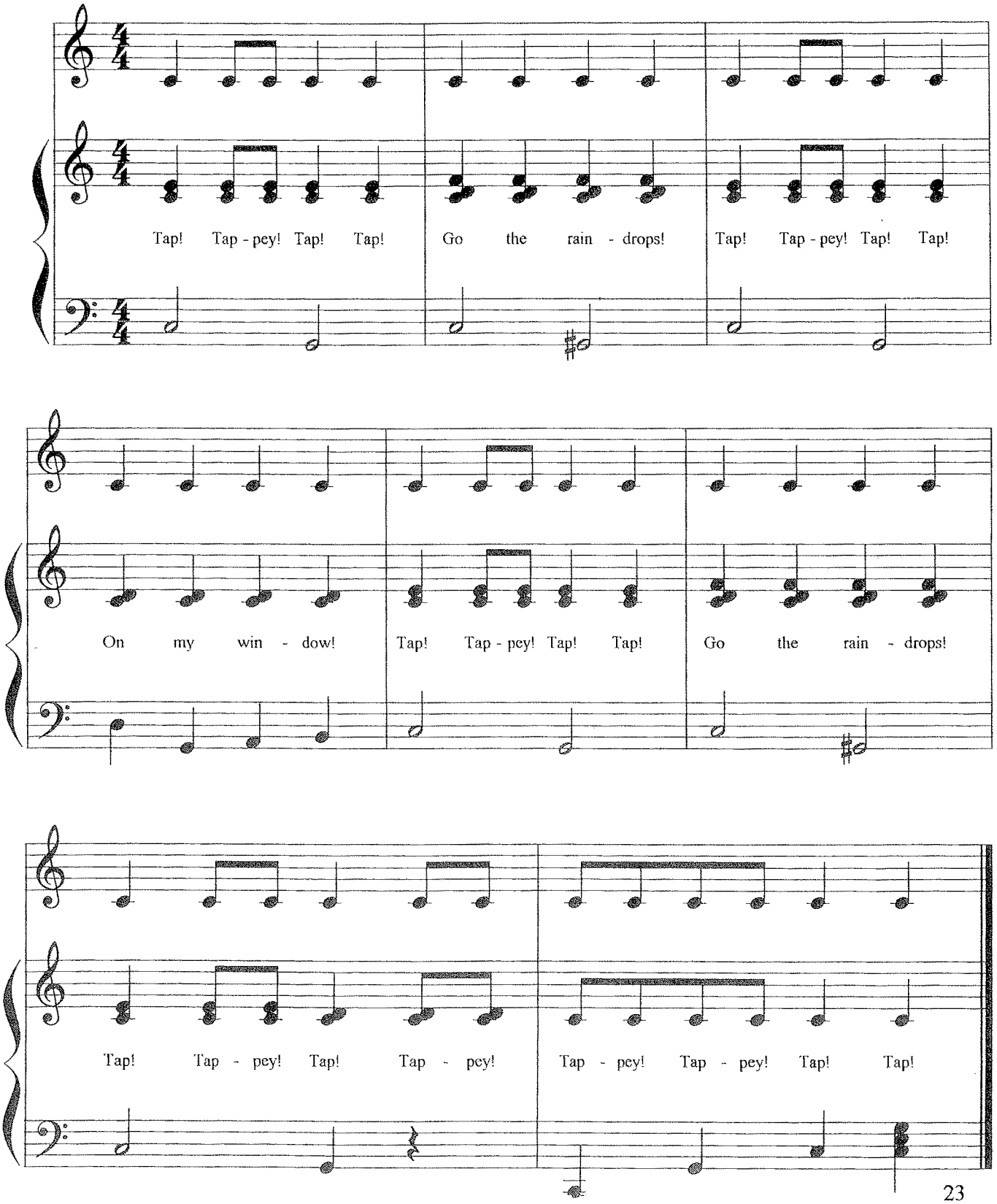
1 Play - Fast 1 Play - Fast Play - Fast Play - Fast 1 1

2

Tap! Tappey!

Two-Eighths/Quarter Note Rhythms

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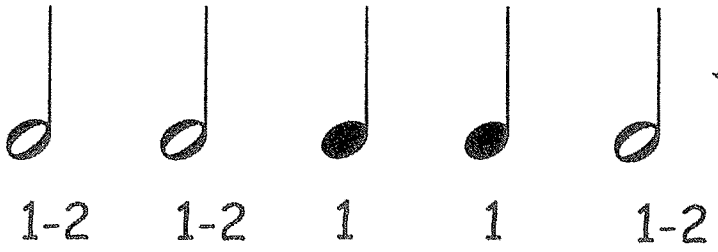


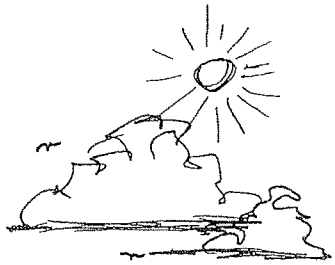
White Clouds



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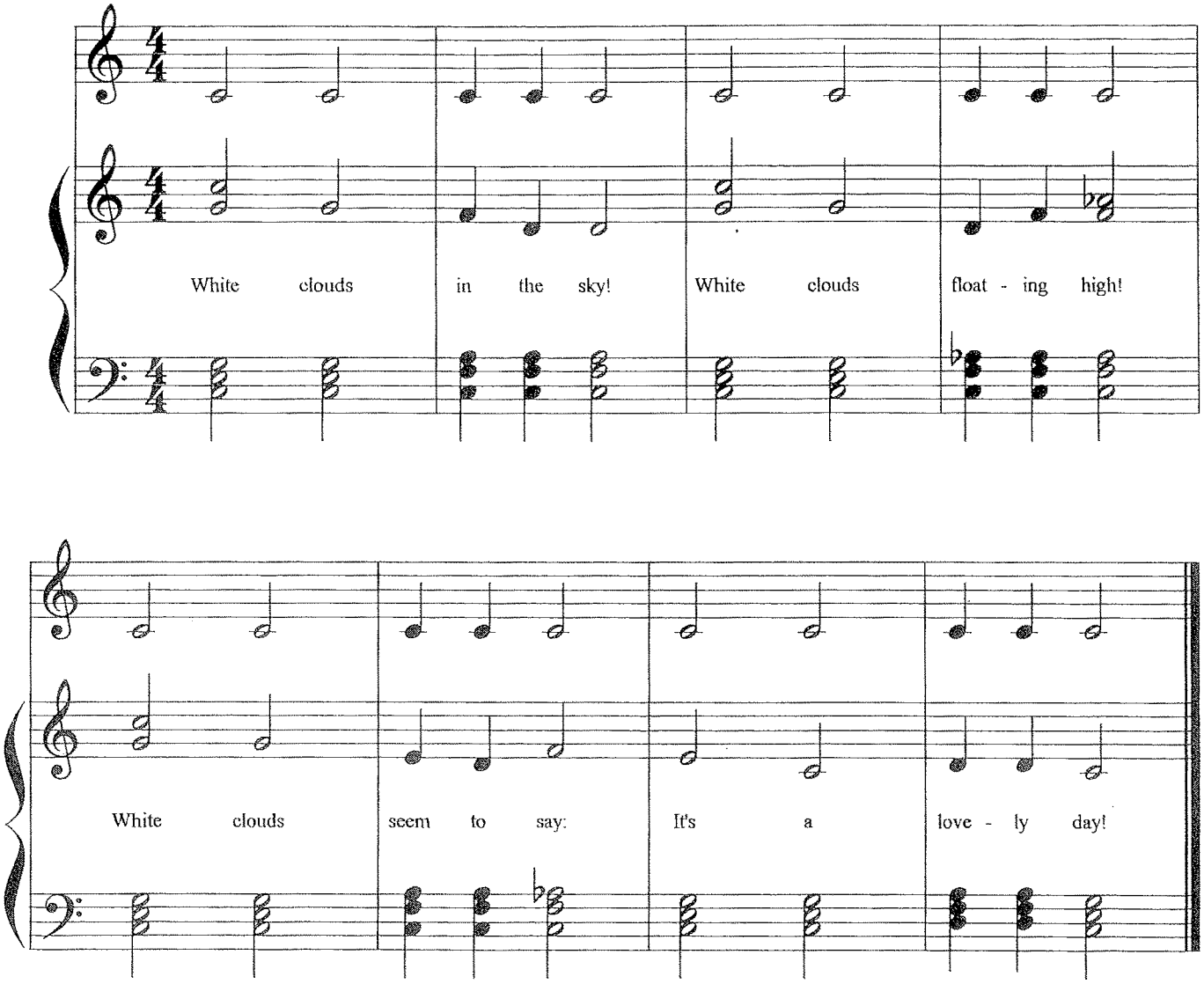
Repeat from the beginning.

3

White Clouds

Quarter Note/Half Note Rhythms

(c) Mayron Ellis Cole



THERE ARE 8 QUARTER NOTES HIDDEN IN THIS PICTURE. A QUARTER NOTE LOOKS LIKE THIS: ♩

CIRCLE ALL OF THE QUARTER NOTES WITH A BRIGHT COLOR. THEN, COLOR THE ENTIRE PICTURE.

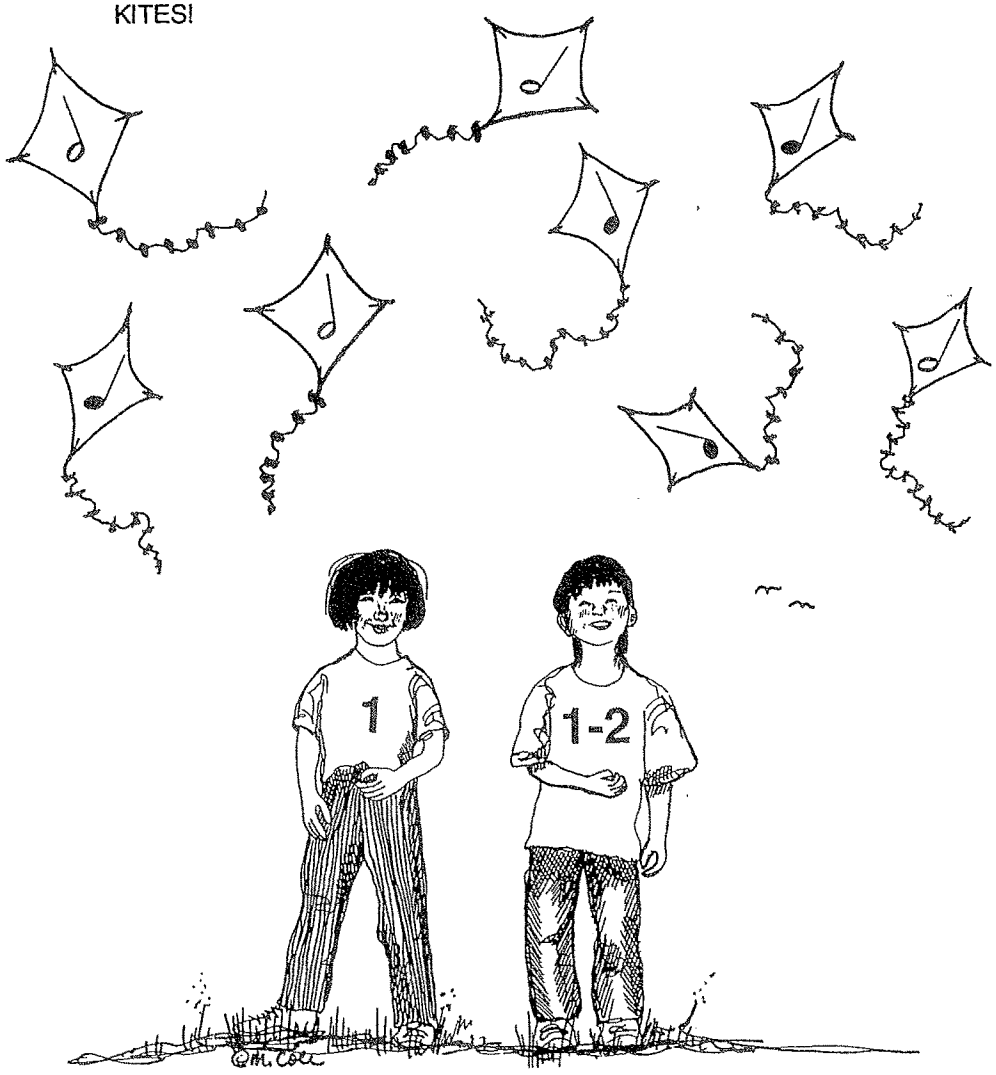


4

Blast Off With Piano Junior! Lesson 1

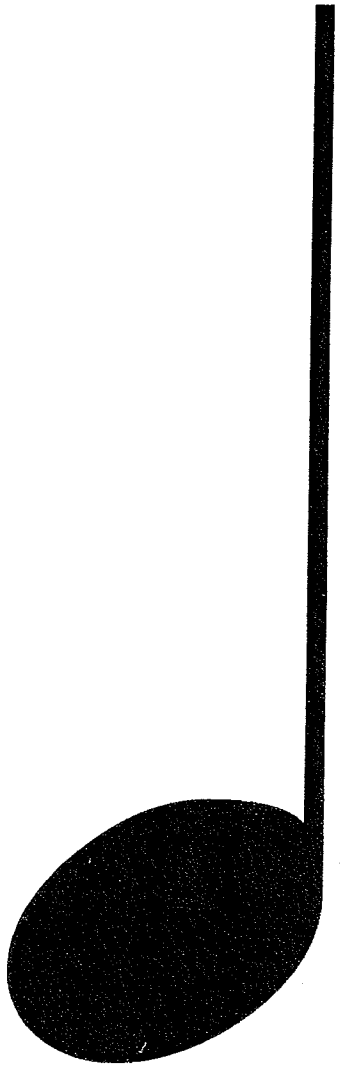
CONNECT THE QUARTER NOTE KITES TO THE CORRECT CHILD'S HAND. CONNECT THE HALF NOTE KITES TO THE CORRECT CHILD'S HAND.

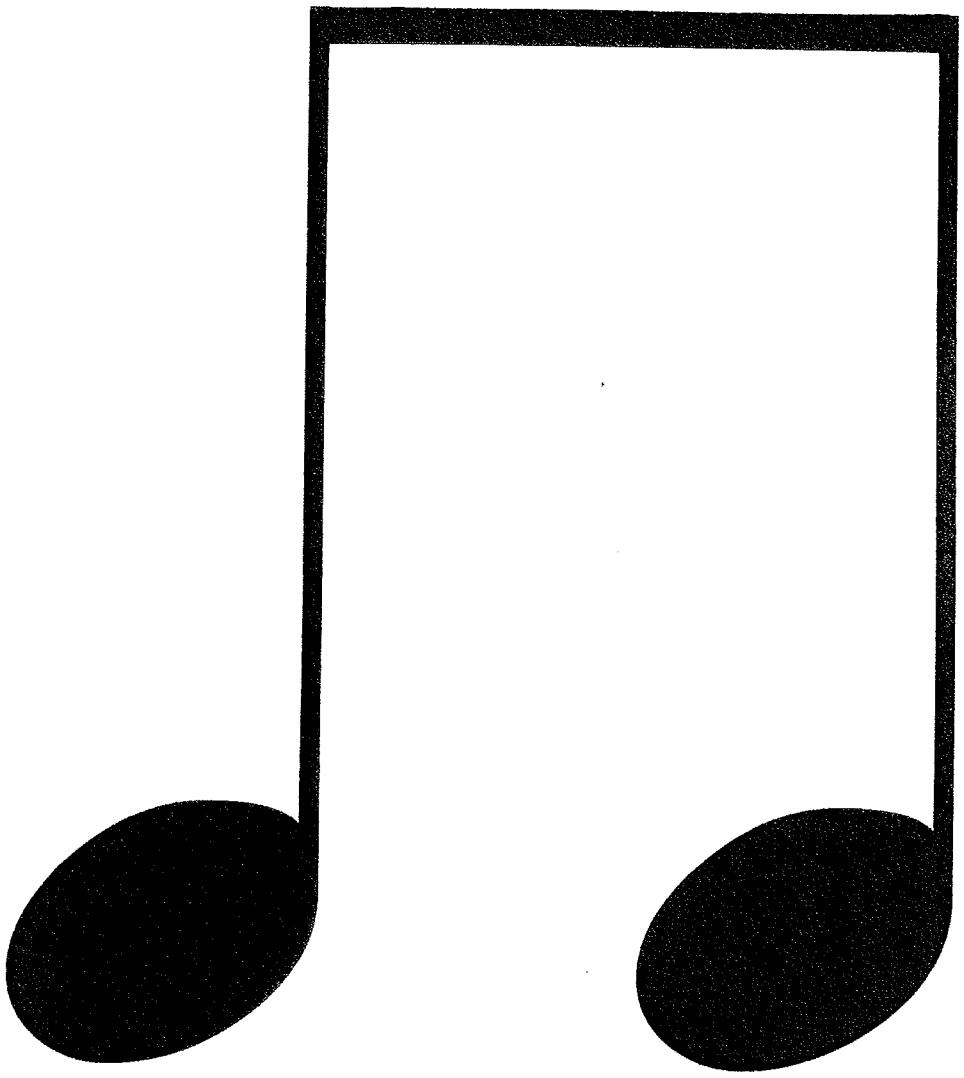
THEN, with your favorite color, COLOR ALL OF THE QUARTER NOTE KITES. With another favorite color, COLOR ALL OF THE HALF NOTE KITES!

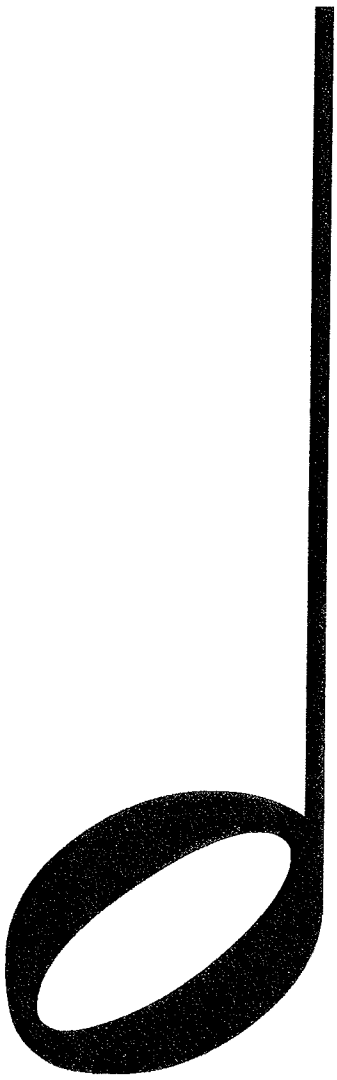


HOW MANY QUARTER NOTE KITES ARE THERE? _____
HOW MANY HALF NOTE KITES ARE THERE? _____

5

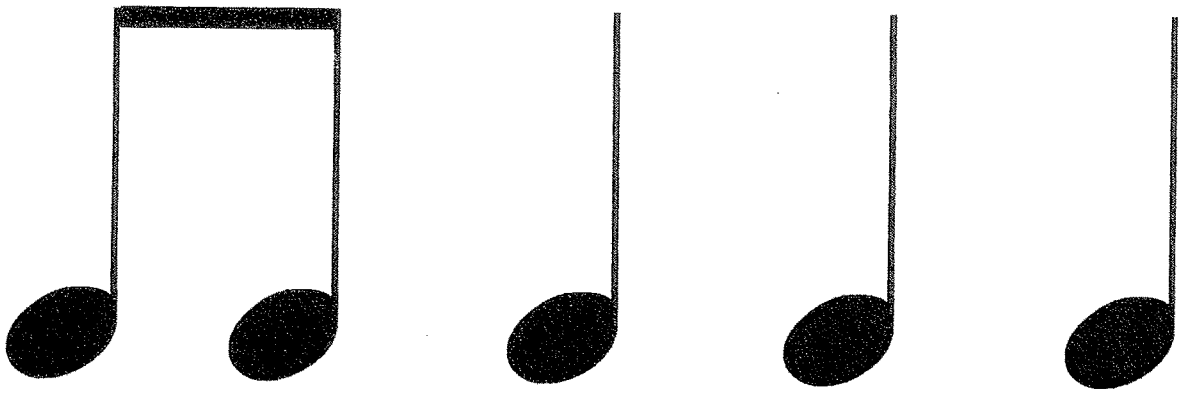




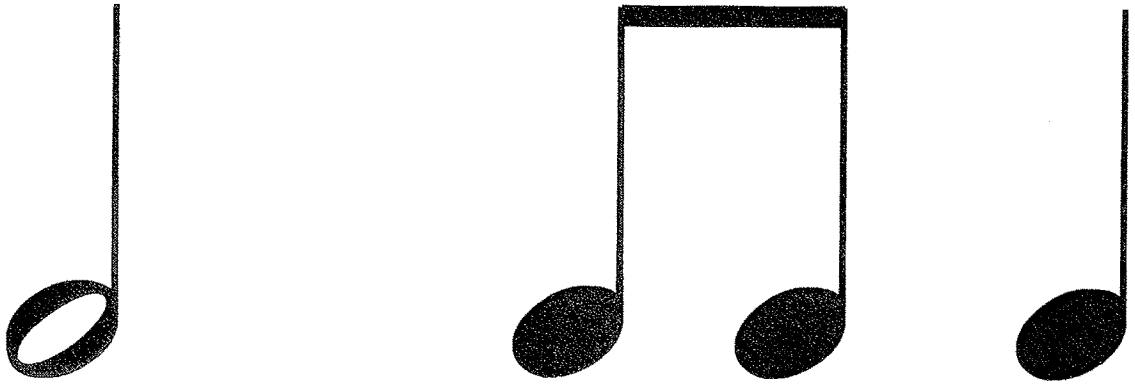




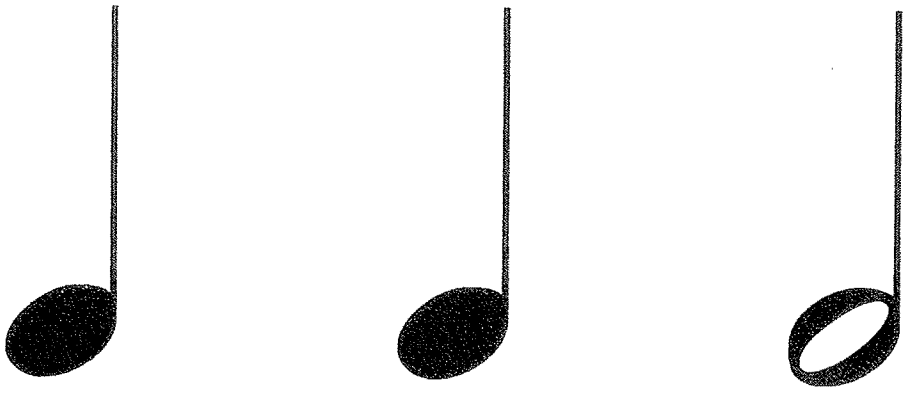
1 1 Play - Fast 1



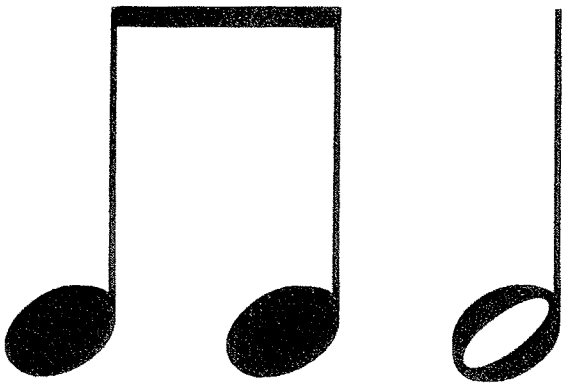
Play - Fast 1 1 1



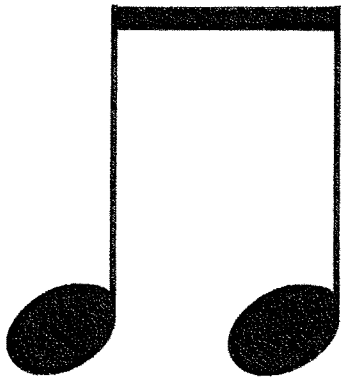
1 - 2 - Play - Fast 1



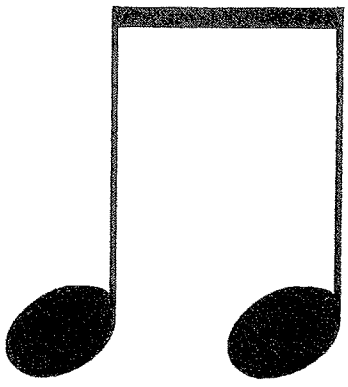
1 1 1 - 2 -



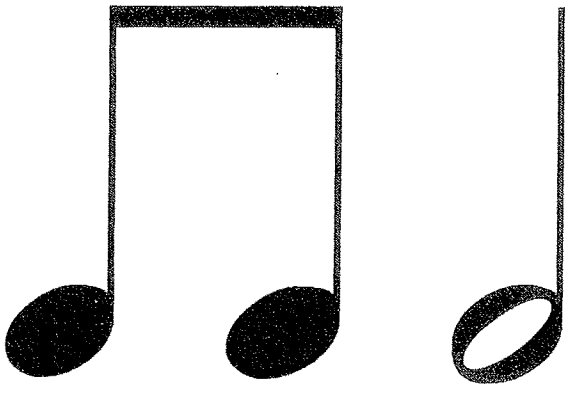
Play - Fast 1 - 2 -



Play - Fast



Play - Fast



Play - Fast 1 - 2 -

Teaching Tip for LESSON 2

Be sure to use today's music for rhythm questions!
That way, your students will know how to correctly play the rhythms when they go to their keyboards later.

About Fingering

Fingering is not taught in *Blast Off With Piano Junior* but will be taught later in Level 1-A. But be sure that your students are NOT playing "pointy" fingered. Encourage your young students to use correct hand positions. Tell them to "float their fingers above the keys." This usually works.

Tip for Learning New Music Without Using Headphones:

Have your students turn their keyboards' volumns to "mute" and practice individually finding the correct keys while tapping the correct rhythms. This saves the time of putting headphones on/off. You walk quickly from keyboard to keyboard checking each child's progress. As soon as a students has successfully played a piece, she/he may go to the next pieces--on a mute keyboard, of course. After everyone is secure playing the new music, then the students turn their keyboards' volumns back to normal and you and the students play each piece aloud. Yes, this is a little bit of one-on-one teaching, but we only do it occasionally.

Encouraging Students to Play With Both Hands

With a pastel highlighter marker, quickly circle every C note in each student's music. Then, place a yellow dot* or gold star on the student's left hand. When the student sees yellow notes in the music, she should use her left hand. Hopfully!

*Color Coding dots; available at Office Depot or any office supply shop.

BLAST OFF WITH PIANO JUNIOR! Lesson 2 45-minutes

MUSIC:	Student's Booklet	Teacher's Manual
D is for the Doggie	Rote	Rote
On This Farm	6	38 - 39
Tap! Tappey	7	40 - 41
I Love to Hoe Potatoes*	8 *Optional	42 - 43
THEORY WORKSHEETS:		
	9	44
	10	45
	11	46

SUPPLIES NEEDED:

Theory Game Mat
Name Tags
Pencils
Pastel Watercolor Markers
Paper or Toy keyboard (for game time)
Yellow Dots or Gold Stars

CONCEPTS: Keyboard: C, D, E

GO TO KEYBOARDS (7 minutes)

As a group, students tap the rhythm pieces from Lesson 1. If they are secure with the rhythms, add the accompaniments found on pages 21, 23, and 25 in this manual.

GO TO CENTRAL KEYBOARD (15 minutes)

Move the piano bench out of the way.

Have your students stand facing the keyboard so that all can easily see the keys.

Teacher: Today we are going to learn three keys on the keyboard. Look at the keyboard's black keys. Do you see how they are divided into groups of black twos and black threes? One-at-a-time we are going to find all the black twos on this keyboard. I'll go first. (Teacher, starting on low end of keyboard, depress/play all the sets of black twos--one set at a time, of course.)

Teacher: We'll play follow-the-leader. Janet, you go first, then Dennis, then Ruthie, then Raul. (Teacher watches as all students take their turns depressing the sets of black twos. This sounds simple, but often young students cannot do this on the first try.)

Teacher: Let's look at the white keys around the black twos. In the middle of the black twos is the D key. Watch as I find the D keys on this keyboard. I look for the black twos, and then I play the white key in the middle of the black twos. (Teacher, start at the low end of the keyboard and, one-at-a-time, depress each D key on the keyboard.)

Teacher: Let's follow-the-leader and find the D keys. Janet goes first. Say "D" as you play each D key, Janet. (Teacher, watch each students as he/she finds all the D key

After all students are secure with finding the D key on the keyboard, it is time to learn

D is for the Doggie With the Two Black Ears

(Play on the keys indicated below)

Teach by rote to your students:



Play: D D D D D D D D $C^{\#}/D^{\#}$ $C^{\#}/D^{\#}$ $C^{\#}/D^{\#}$

Sing: D is for the dog- gie with the two black ears!

The above little ditty is easy for your students to learn/play by rote. Show them that they stay on the white key "D" until they play/sing "two black ears" when they will depress both of the **black twos** simultaneously.

Be sure that you "count- in" your students so that all begin playing at one time. Ask:*Have you found your D key? Here's the count-in to start us playing together:* (Be sure you use a steady beat for your count-in!)

Say: *Rea - dy? Let's Play.*

Play *D is for the Doggie* on low sounding Ds (for big dogs!) and then on high sounding Ds (for little dogs!)

It's Time to Learn the C and E Keys:
Have your students come to a central keyboard for this demonstration.
Teacher, say: Another new key today is the C key. Remember the two black dog ears we found a few moments ago? This is dog ear 1 ($C^{\#}$) and this is dog ear 2 ($D^{\#}$). The C key is beside dog ear1. Let's form a "train" as each of you finds all the C keys on this keyboard.

Students form a "train" and, one-at-a-time, find all the C keys as the teacher observes for accuracy. ("Train" means students are lined up one after another.)

Do the same teaching exercise to teach the E key. Be sure students are only playing the white key, E. They are to look for the black dog ears to find the E key, but are not to play the black dog ears.

It's Time to Play Mix-It-Up:

Teacher, say: Go to your own keyboards and find the keys I call out.
Find two D keys; find four different C keys; find three E keys, etc. Keep calling out these three different keys until all students are secure with finding them.

GO TO THEORY GAME TIME (10 minutes)

Teacher, three pieces of music must be learned for today. Watch the clock and stay at game time for only about ten minutes.
Teacher, open this manual to pages 38, 40, and 42 showing the students' music .

Sample questions to ask from: *On This Farm* **Page 38**

. What two keys will you use in this music? Ans: C and D
. On this small keyboard, find two C keys; find one D key.
. How many 1-2 notes (half notes) are in this piece? Ans: Two

Sample questions to ask from: *Tap! Tappey!* **Page 40**

. What three keys will we use in *Tap! Tappey*? Ans: C,D,E keys
. Look at the last line of this piece. What key will we play on the last line? Ans: C

Sample questions to ask from: *I Love to Hoe Potatoes* **Page 42**

. Look at the first four notes on lines 1, 2, and 3. What keys do you play? C,D,E,C.
. Look at the last four notes on lines 1,2, and 3. What are those keys? Ans: Ds

GO TO KEYBOARDS (13 minutes)

Teacher: **Before class**, read the paragraph on Page 34, *Encouraging Students to Play With Both Hands.*

Teacher: Have your students turn their keyboards' volumns to MUTE and start practicing *On This Farm* on a mute keyboard. (See page 34 for more details about practicing on mute keyboards without headphones.) When a student successfully completes playing *On This Farm,* she/he may go to the next assigned piece. You quickly go from keyboard to keyboard helping where needed.

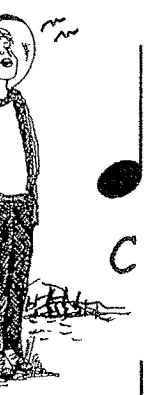
Students continue practicing on mute keyboards until all the assigned music has been played.

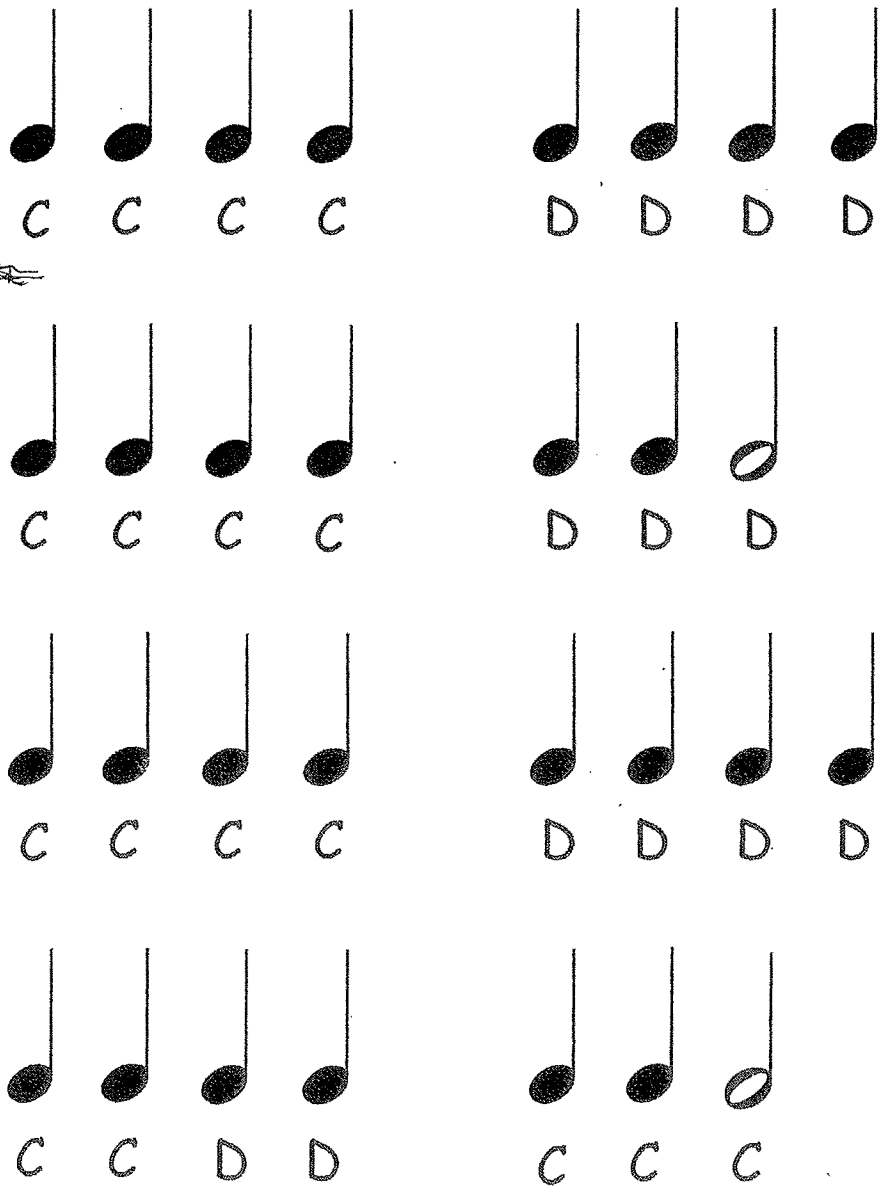
When all students are secure with playing the new music (with correct rhythms!) then play the pieces aloud--with you playing along with them. But wait to add the teacher accompaniments at the next lesson.

TIME LEFT? Work theory sheets with class.

On This Farm

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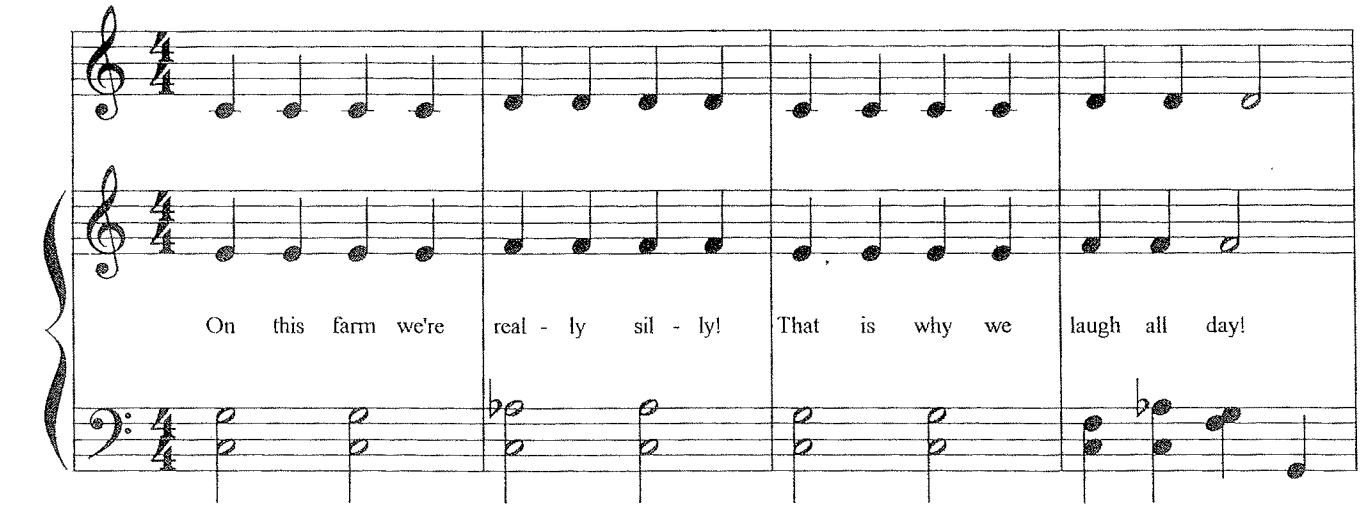


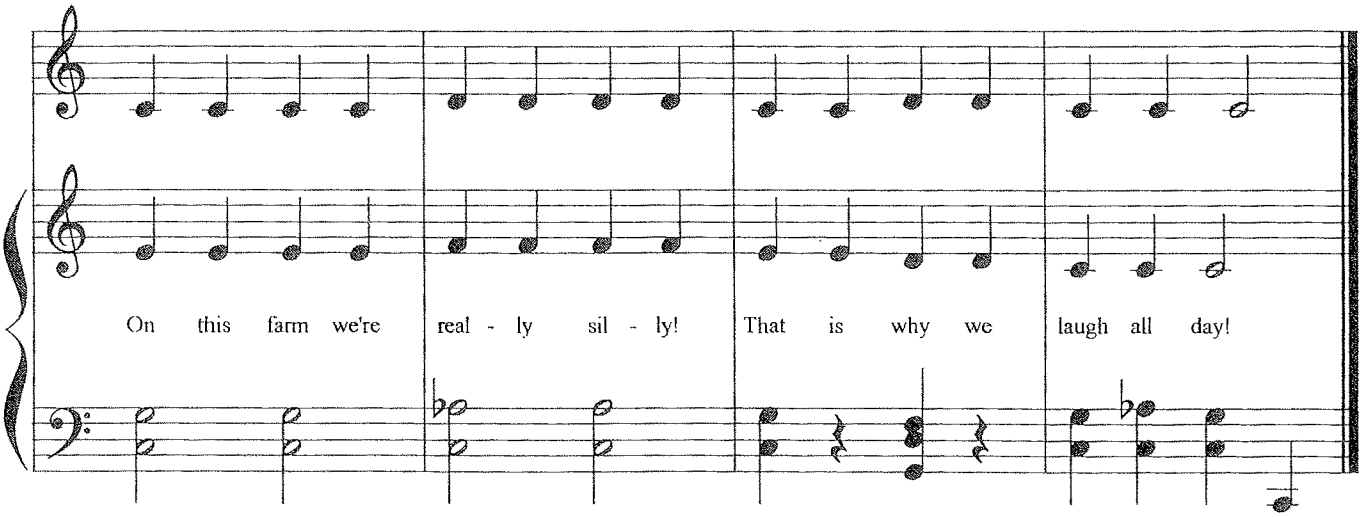
6

On This Farm

Keyboard: C D Keys

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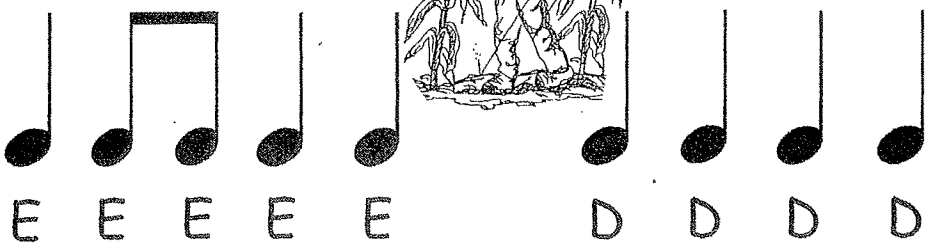


Tap! Tappey!

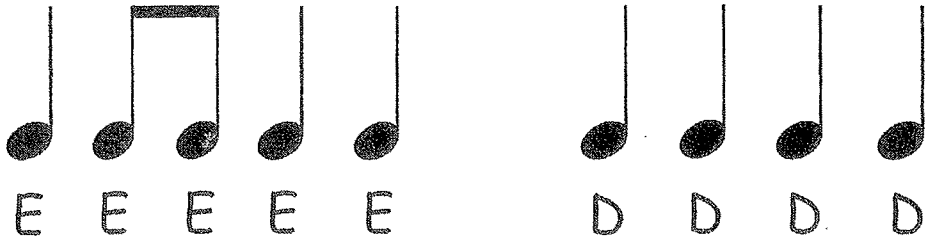


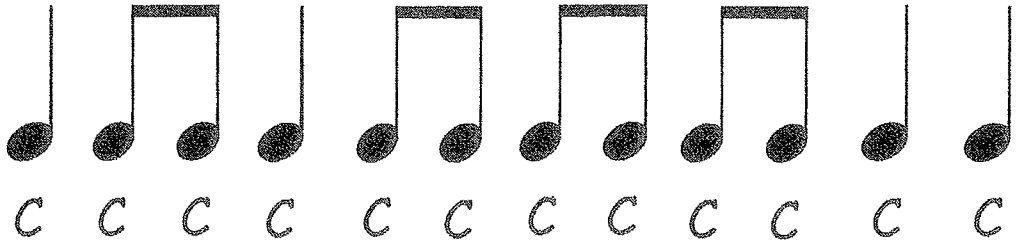
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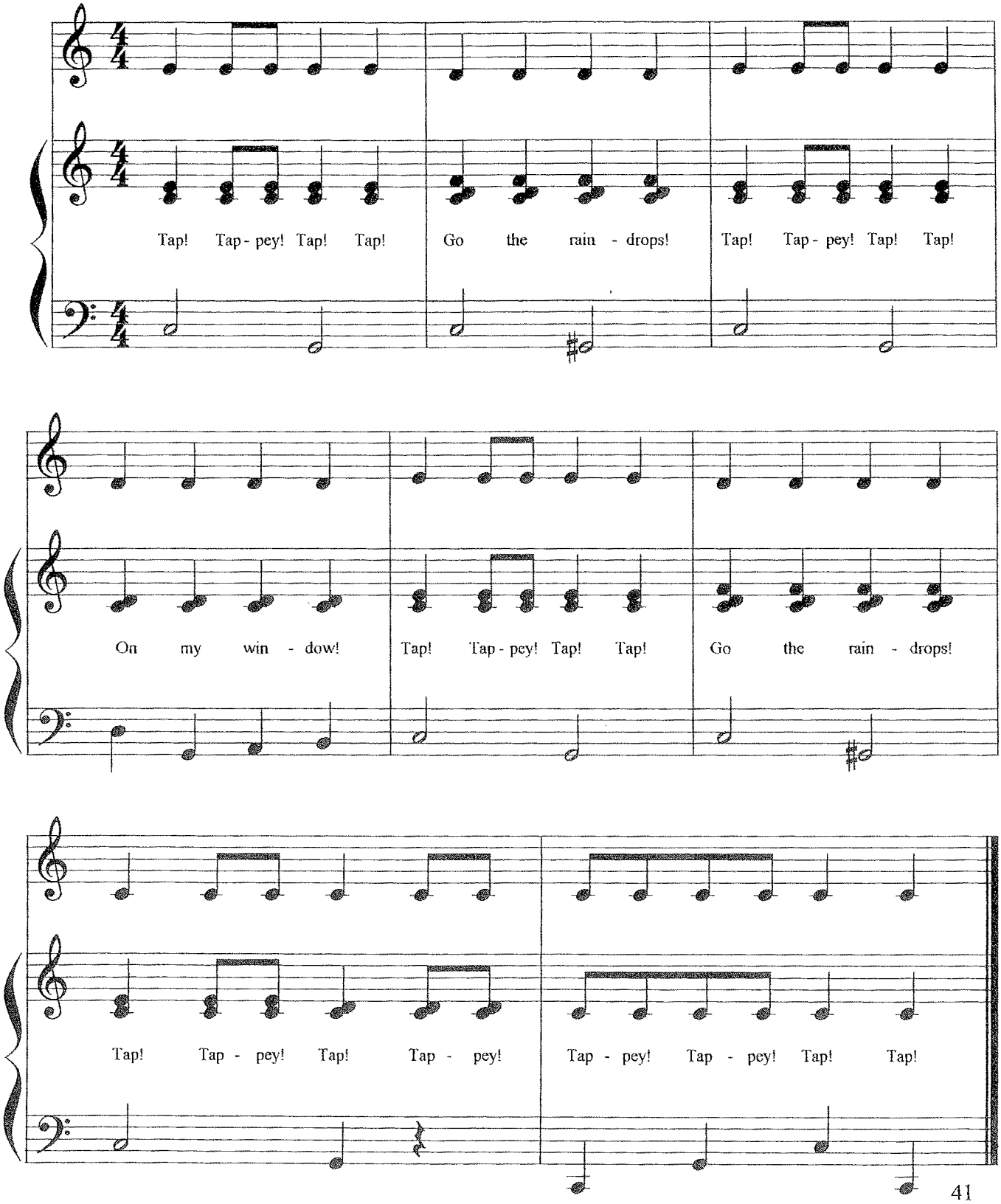


7

Tap! Tappey!

Keyboard: C, D, E Keys

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I Love to Hoe Potatoes!



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C D E C D D D D

C D E C D D D D

C D E C D D D D

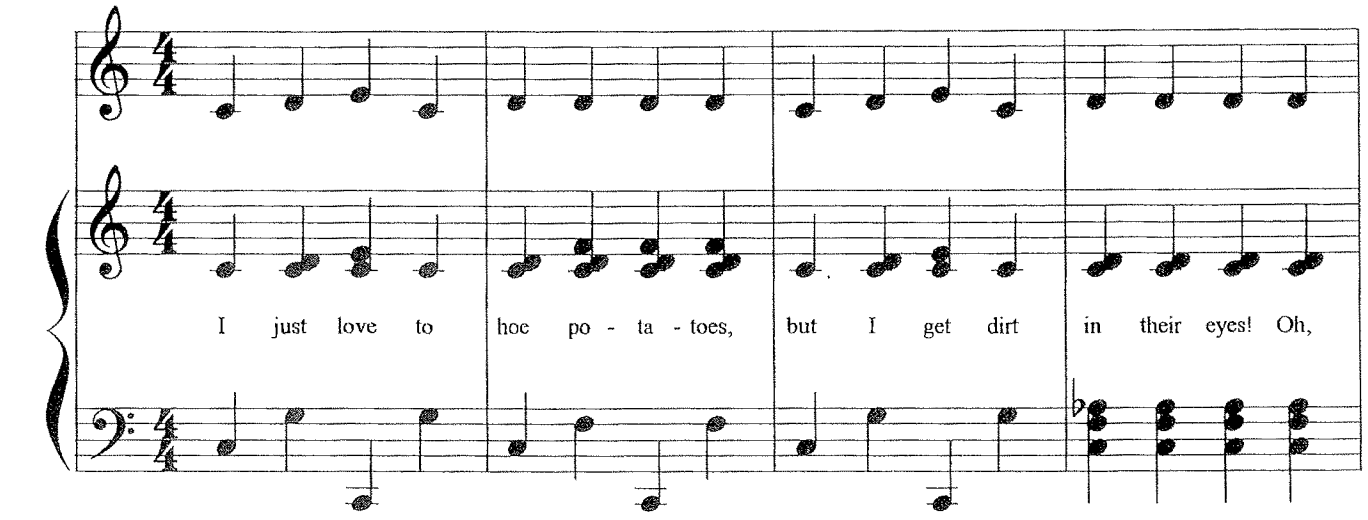
E E D D C C C C

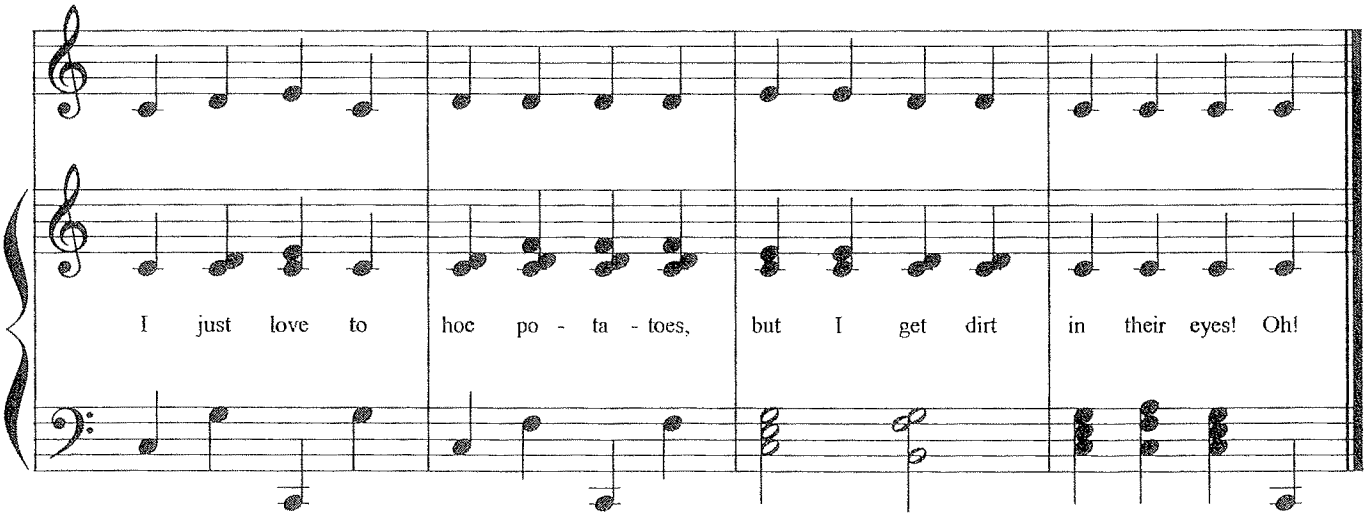
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I Love to Hoe Potatoes!

Keyboard: C, D, E Keys

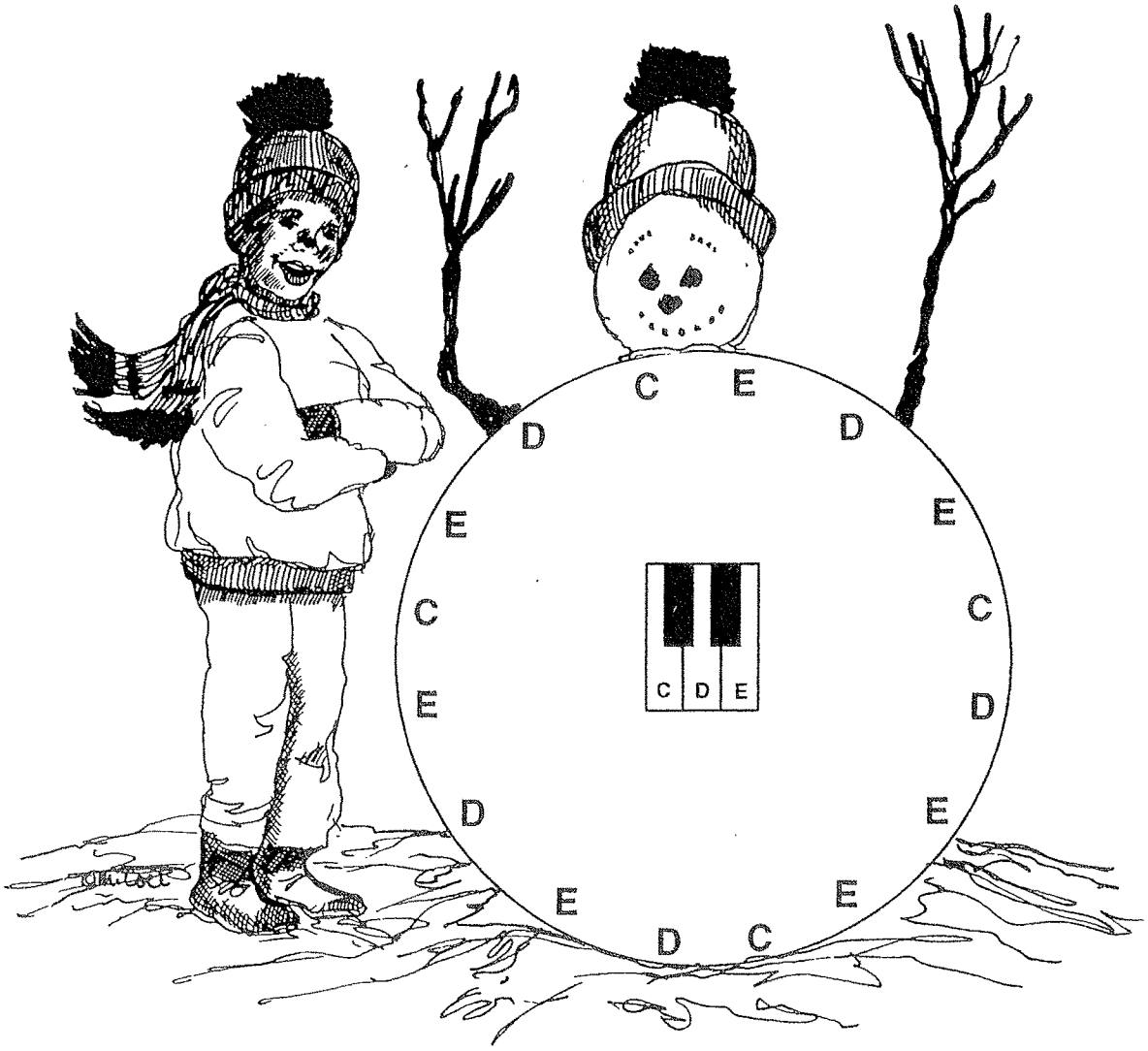
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Blast Off With Piano Junior! Lesson 2

DRAW A LINE FROM EACH LETTER TO ITS CORRECT KEY ON THE LITTLE KEYBOARD.



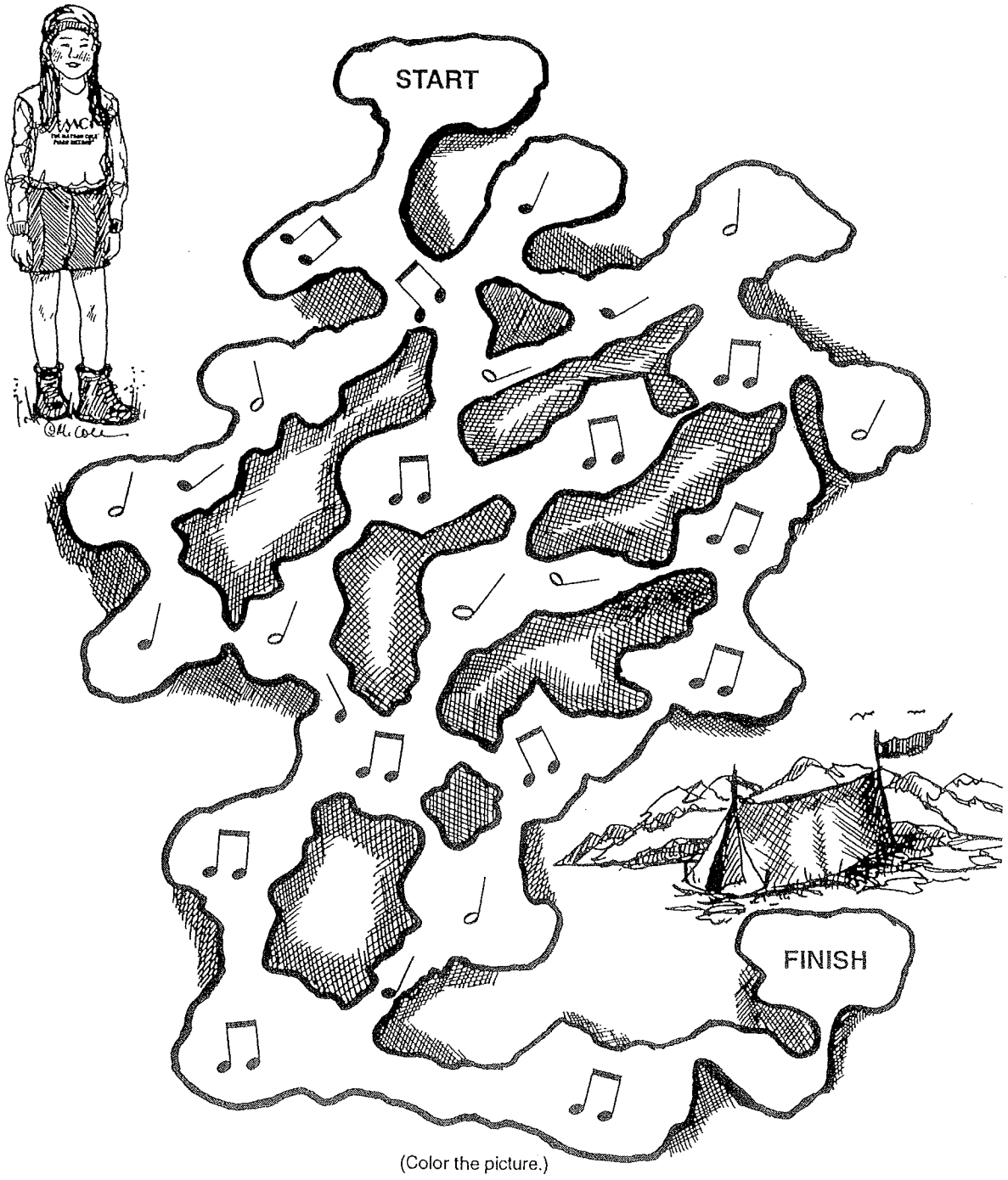
COLOR THE PICTURE.

9

Blast Off With Piano Junior!

Lesson 2

FIND YOUR WAY THROUGH THE MAZE BY FINDING ONLY TWO-EIGHTHS! CAN YOU DO IT? _____



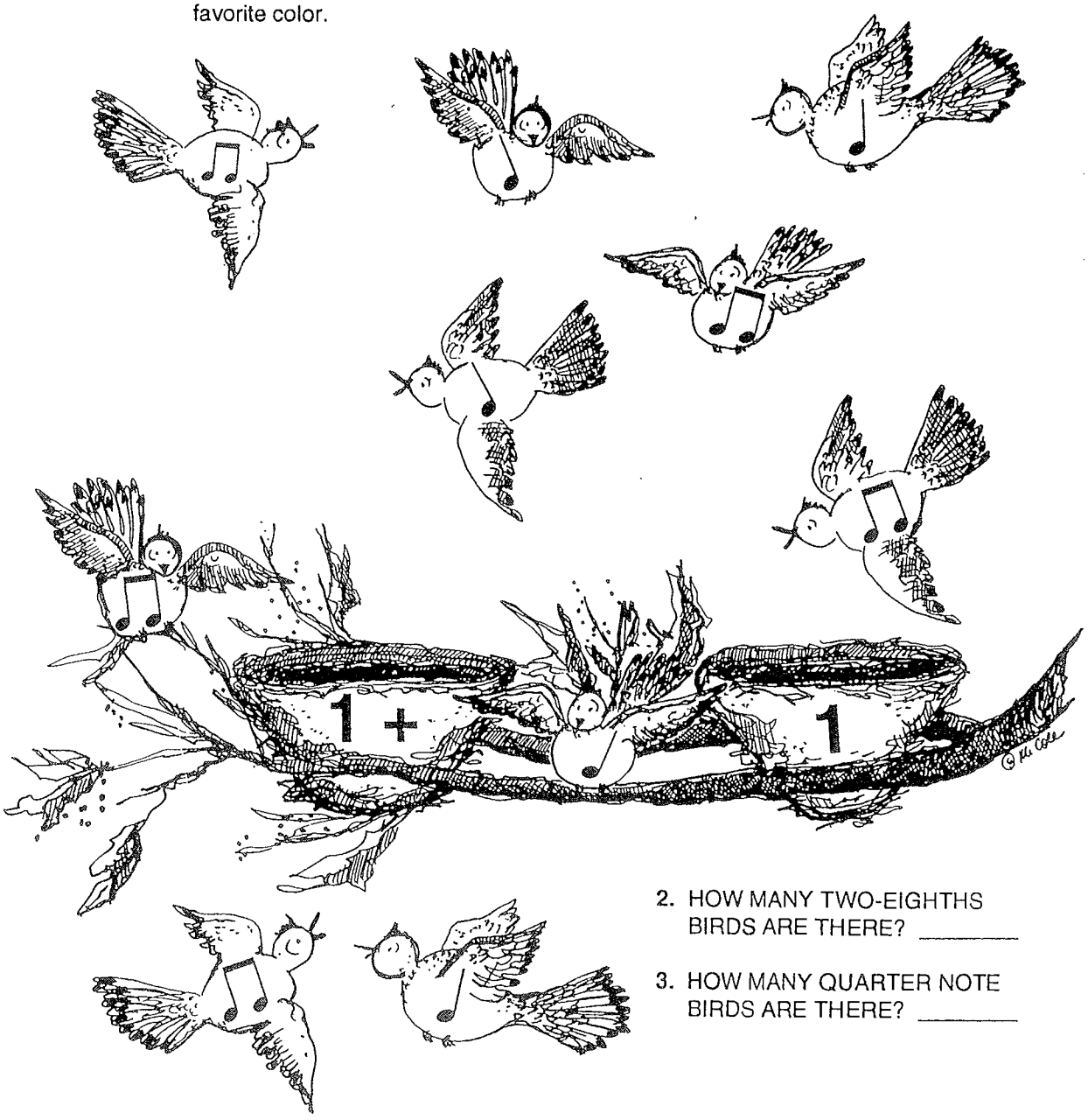
(Color the picture.)

10

Blast Off With Piano Junior! Lesson 2

1. DRAW A LINE FROM EVERY TWO-EIGHTHS BIRD TO ITS CORRECT NEST! DO THE SAME FOR EVERY QUARTER NOTE BIRD.

   THEN, COLOR ALL OF THE TWO-EIGHTH BIRDS with your favorite color. Next, COLOR ALL OF THE QUARTER NOTE BIRDS with another favorite color.



2. HOW MANY TWO-EIGHTHS BIRDS ARE THERE? _____

3. HOW MANY QUARTER NOTE BIRDS ARE THERE? _____

11

NOTES

Friday is Piano Class Recital Day

Invitation to Parents:

We will be having an informal
Piano Class Recital
Friday
During the Last 20 Minutes
of Piano Class Time.

You are invited to attend the recital
and see what great
work your child has
done in only ONE WEEK
of piano class lessons.

You child will be playing music in ensemble
with other children in the piano class.

Students Should Dress Casually.

Limited Seating.

Bring your cameras!

At the Recital,

Register for more Piano Classes at my studio
and receive a 10% discount on your down payment fee.

BLAST OFF WITH PIANO JUNIOR! Lesson 3 45-minutes

MUSIC:	Student's Booklet	Teacher's Manual
Bullfrog Jamboree!	12	52 - 53
White Clouds	13	54 - 55
Every Morning	14	56- 57
*I've Got a Goat *Optional	15	58 - 59
THEORY WORKSHEETS:		
	16	60
	17	61

SUPPLIES NEEDED:

Avery Color Coding Dots or Stick-On Stars
Theory Game Mat
Pencils
Pastel Watercolor Markers
Paper or Plastic Keyboard

CONCEPTS:

Review: Quarter, Two-Eighths, Half Note Rhythms
Keyboard: C D E

On page 48 is an invitation to your Friday recitals. Photo copy the invitation and send it home with each student. Attach the invitation to the front of each student's Blast Off With Piano Junior booklet.

LET'S GET GOING! (10 minutes)

Hear last lesson's music as students play together **in ensemble.** Add teacher accompaniments.

GO TO GAME TIME (15 minutes)

Have theory game mat ready.
Have paper or plastic keyboard ready for keyboard questions.

Use today's music at game time! ***Ask questions such as these:***

. *For a free throw for everyone, let's tap the rhythms of White Clouds* (page 54 in this manual.) Every student takes a turn on the game board.

. *Manuel, look at lines 1, 2, and 3 of White Clouds. Are the rhythms the same on all three lines?* Ans: Yes.

. *Adele, how many white keys do you skip between E down to C?* Ans: One.

. *Sam, look at Bullfrog Jamboree. Are lines 1, 2, 3 exactly the same?* Ans: No. *Which line is different?* Ans: Line 2

. *For a free throw for everyone, let's tap the rhythms of line 4 on Bullfrog Jamboree (page 52).*

. *Marcie and Sussan, look at the rhythms on I've Got a Goat. With me, tap the rhythms of I've Got a Goat* (Page 58). Marcie and Sussan both get a throw on the game board.

. *Everyone, for a free throw, look at line 1 and then line 2 of I've Got a Goat. Are both lines exactly the same?* Ans: No. (Show the students how the last three notes of line 2 differ from line 1.

IT'S NEW MUSIC TIME (15 minutes)
If you think students can play all four pieces with ONE HAND, allow them to do so.

(1) Be sure to go SLOWLY when students are trying new music.
(2) Say the letter names of the notes with students on the first try of the music.
(3) After students are secure, say aloud only the rhythm counts.
Some students will NOT track along with their eyes, but will watch their hands and wait for you to say the notes' letter names. Saying only the rhythm counts puts an end to that mischief.

Every Morning P. 56 and ***White Clouds*** P. 54

Try playing *Every Morning* and *White Clouds* aloud with the group because theseare easy pieces. You play the student's part with them to hold them together.

Bullfrog Jamboree P. 52

Have your students turn their keyboards to mute and practice line 4. Students should raise their hands when line 4 has been learned. You should go to each student and observe his playing of line 4. As his reward for finishing this task, he may go to the beginning of *Bullfrog Jamboree* and play it to the end --still using a mute keyboard. (This keeps the student busy while you quickly observe the other students' progress on Line 4.)

After all students have conquered Line 4, have them turn their keyboards' volumns back up and play the entire piece from the beginning as a group. You play the student's part with them to hold them together.

I've Got a Goat P. 58

Divide the class into halves.
Half your students practice/play line 1 of *I've Got a Goat.*
The other half does the same on line 2.
Then switch parts and repeat.

THEORY WORKSHEET TIME (5 minutes)
Students go to group time and work/color theory sheets on pages 16 and 17 in their books. If you have run out of time, students work theory sheets at home.

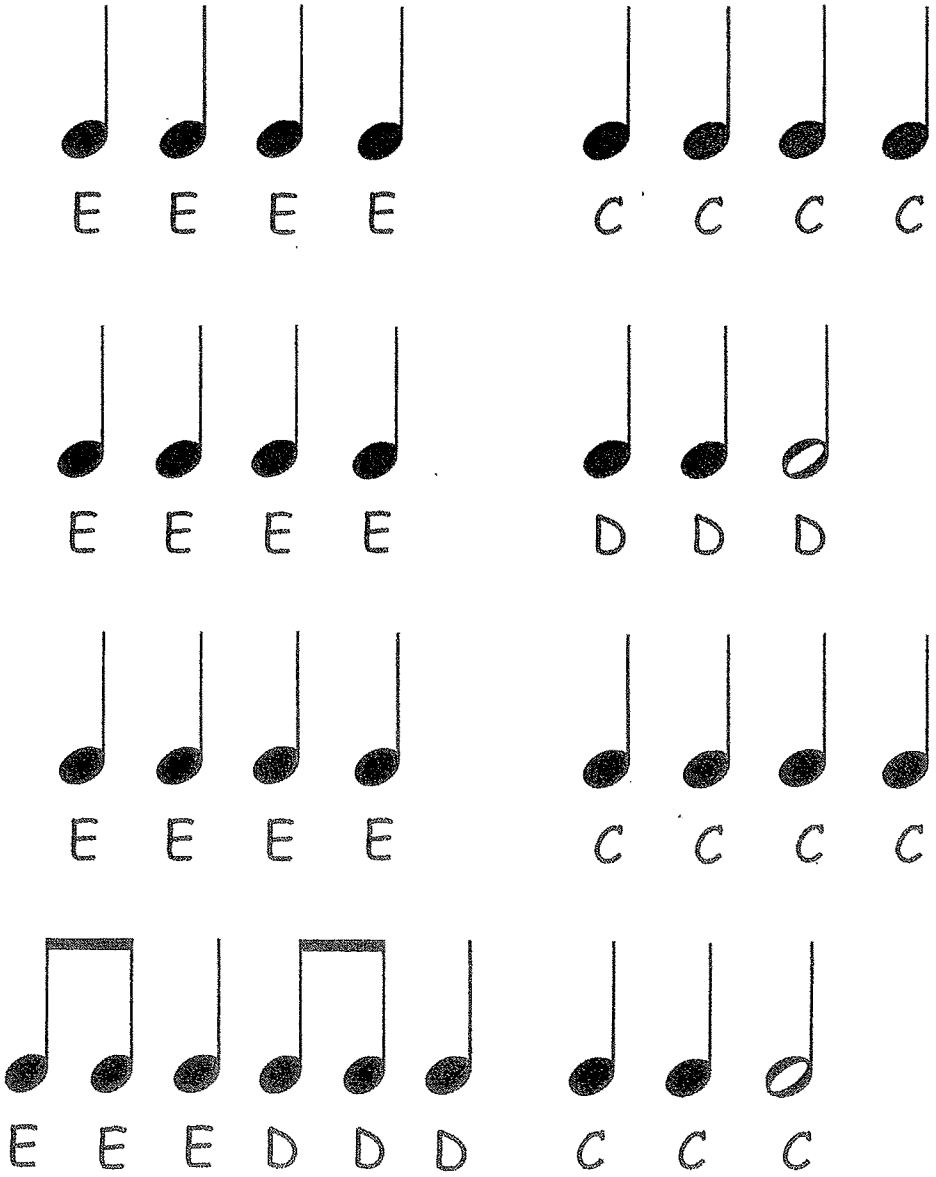
NOTES

Bullfrog Jamboree!





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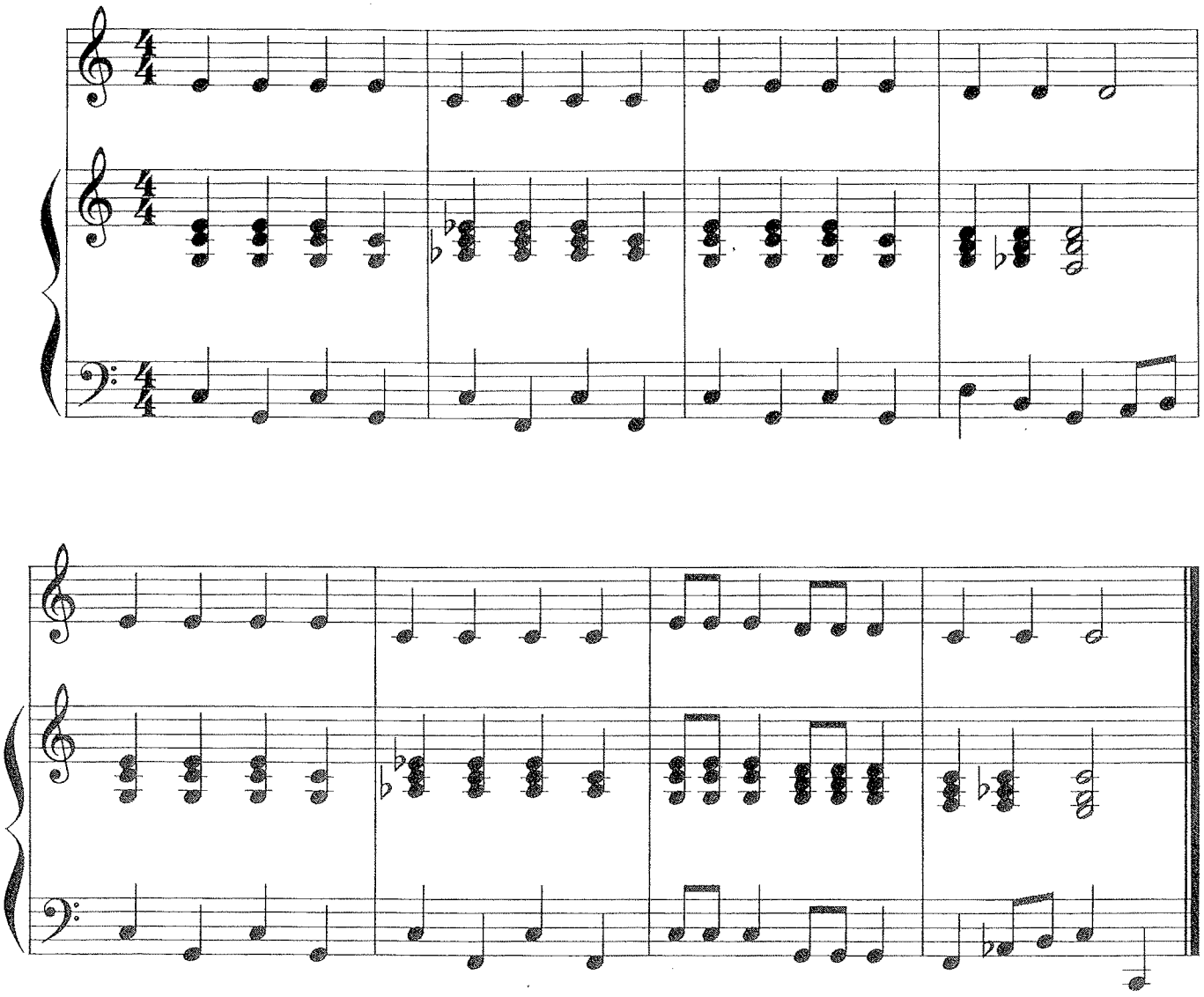


12

Bullfrog Jamboree!

Keyboard: C D E Keys

(c) Mayron Ellis Cole



White Clouds

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E C D D D

E C D D D

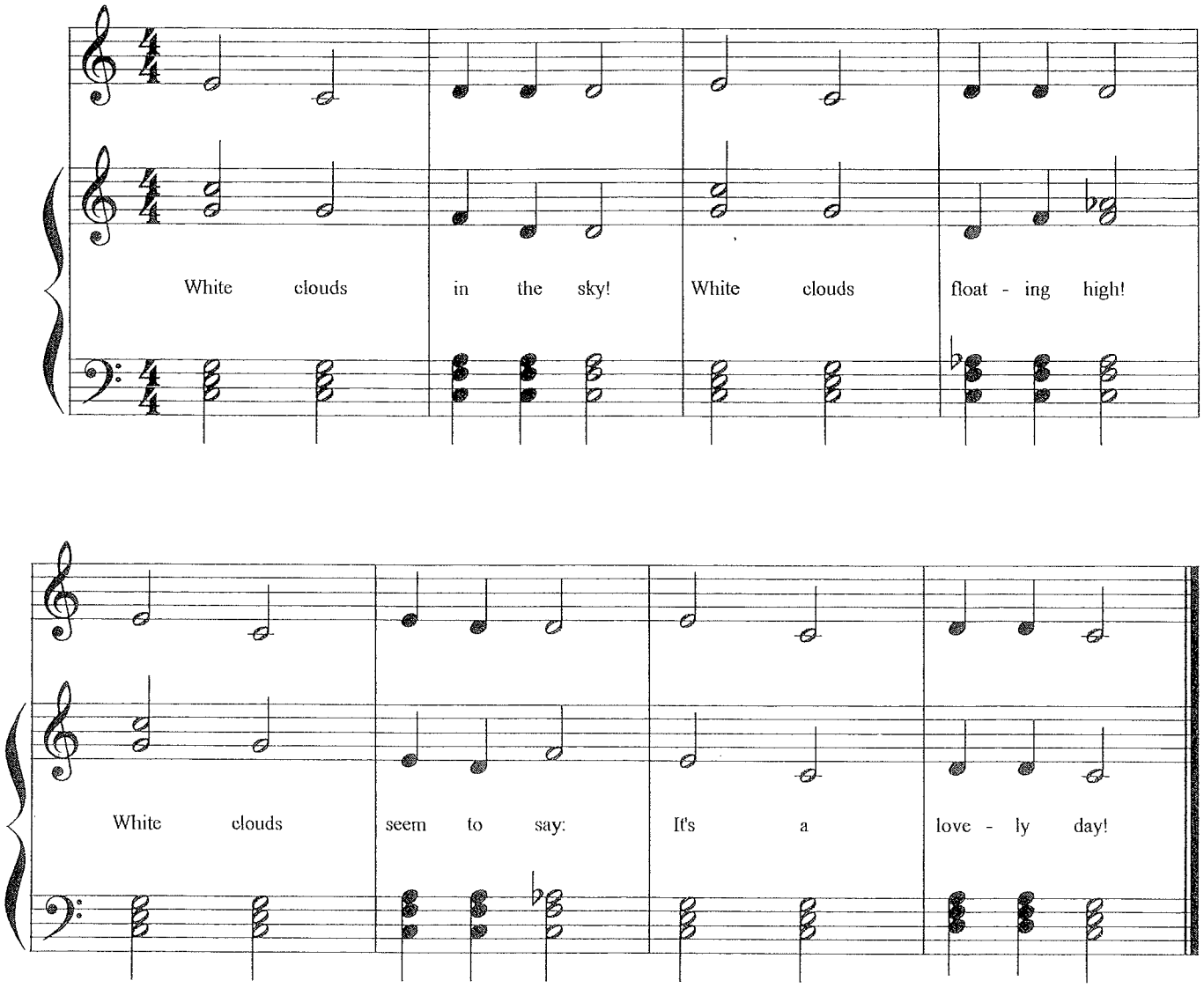
E C E D D

E C D D C

White Clouds

Keyboard: C D E Keys

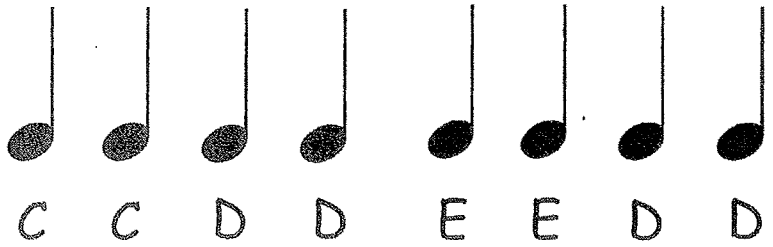
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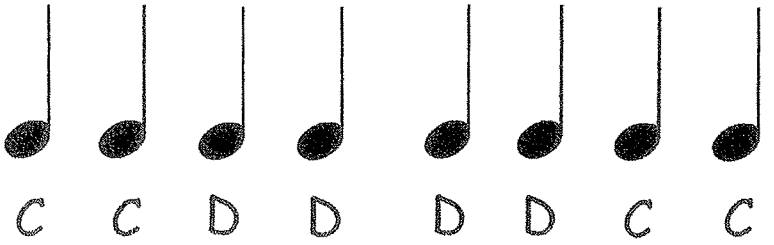


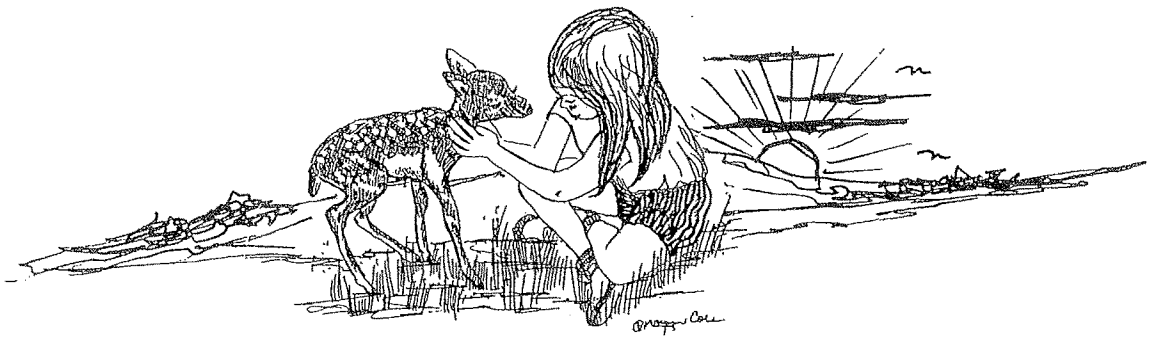
Every Morning

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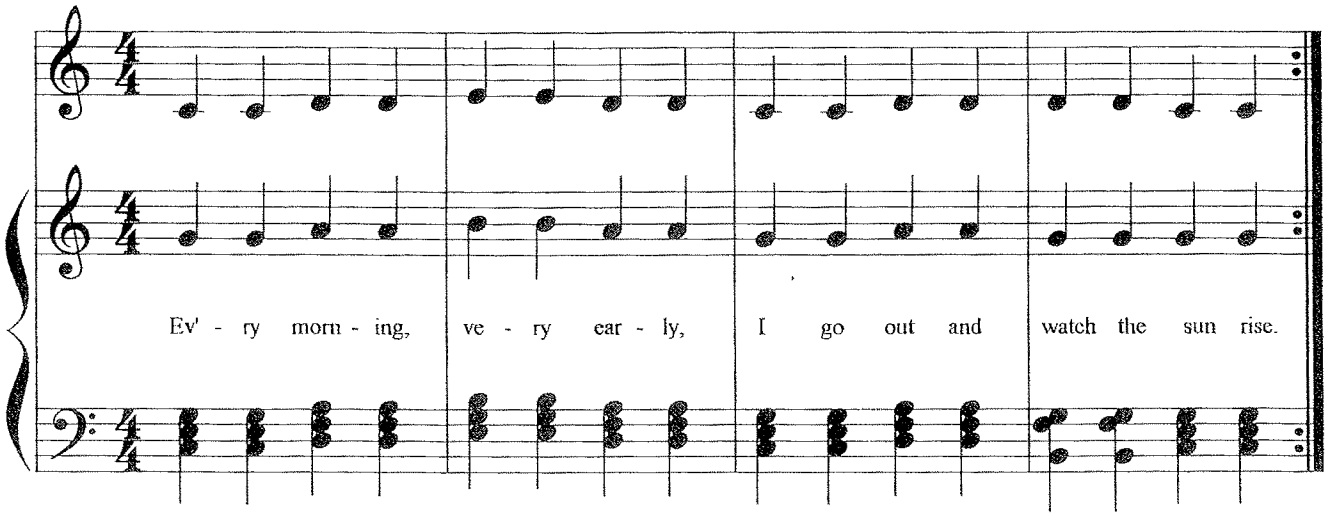


14

Every Morning

Keyboard: C, D, E Keys

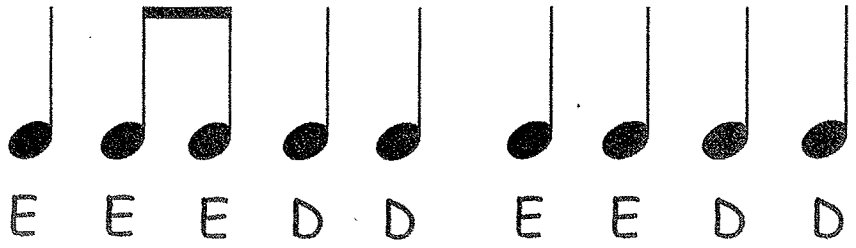
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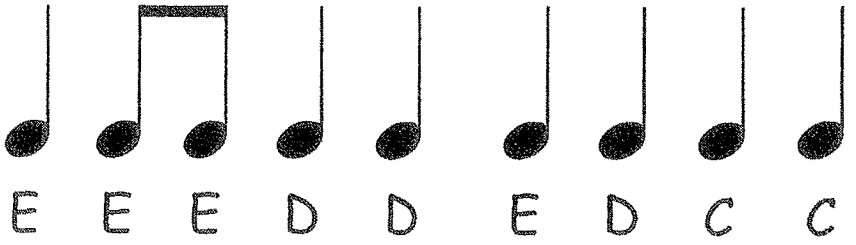


I've Got a Goat



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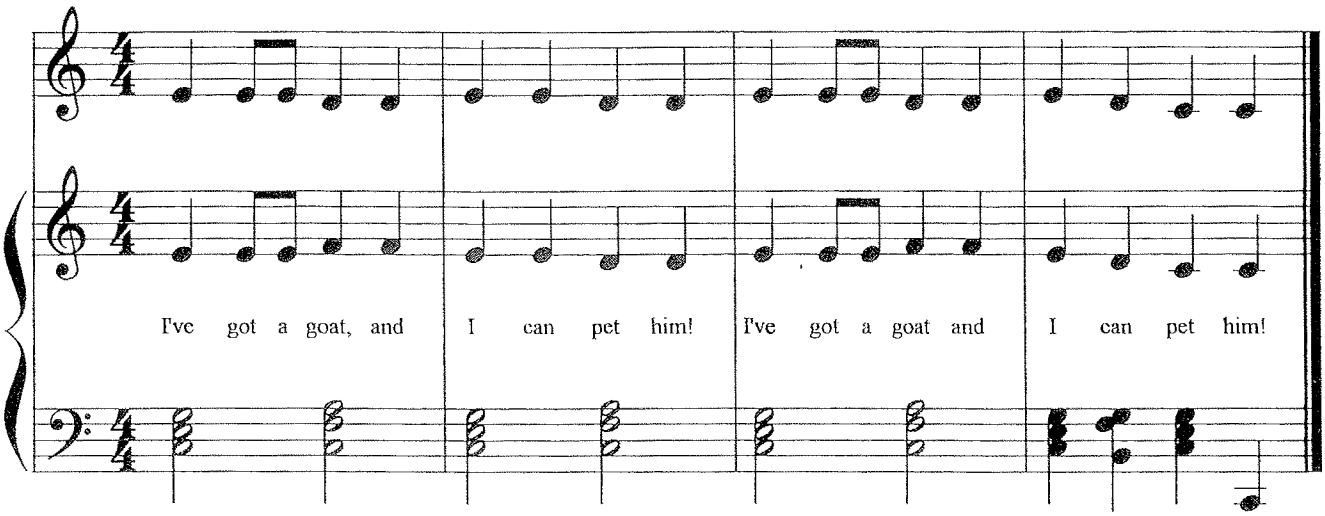


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I've Got a Goat

Keyboard: C, D, E Keys

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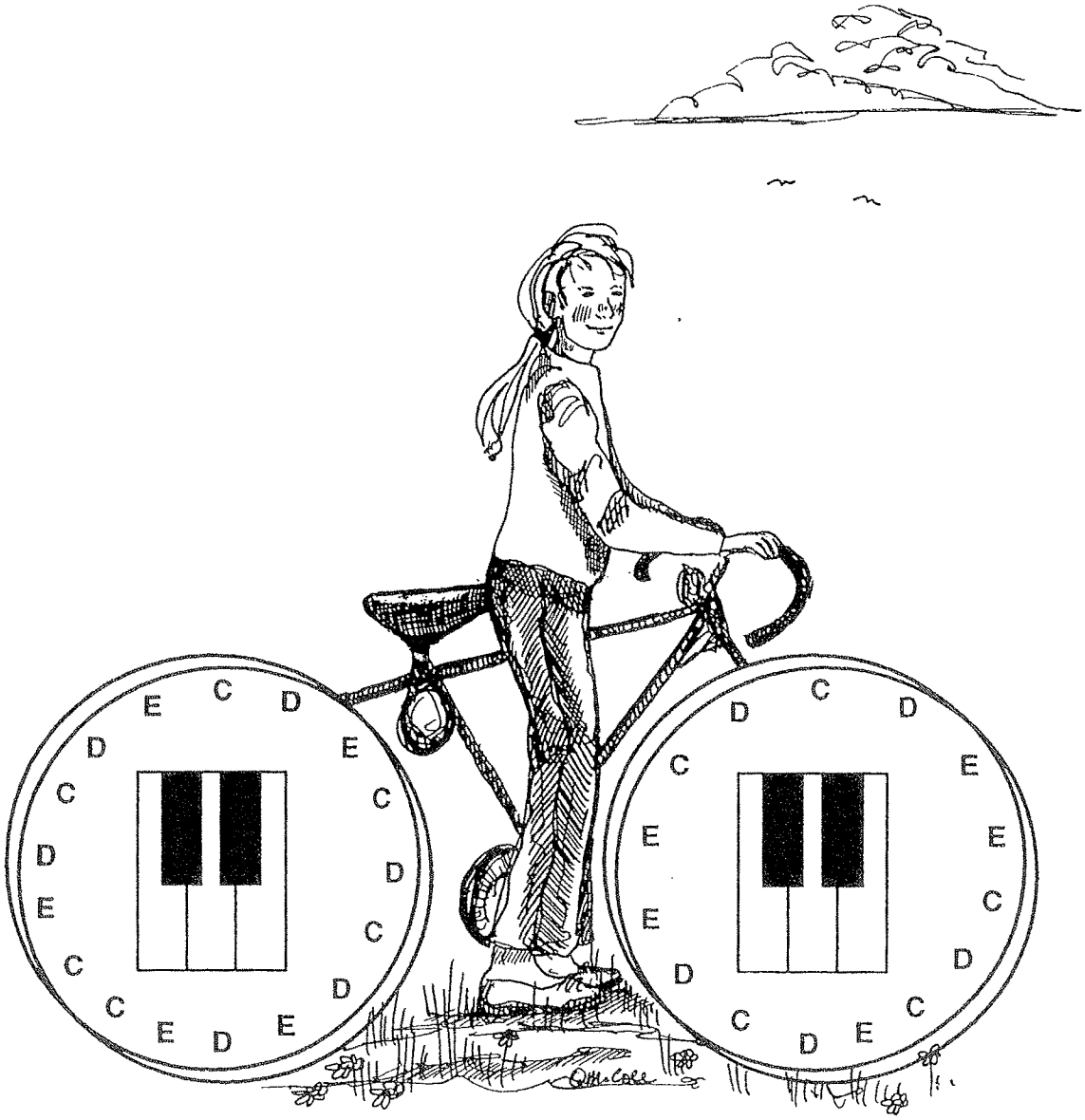


Repeat several times using one syllable animals such as cow, cat, dog, sheep, deer, etc. Let the students think of one syllable animals that they CAN pet.

If time allows, also use one syllable animals that one cannot pet: bear, fish, fly, ant, bee, snake, etc.

Blast Off With Piano Junior! Lesson 3

DRAW A LINE FROM EACH LETTER TO THE CORRECT KEY INSIDE OF THE BICYCLE WHEEL.



COLOR THE PICTURE.

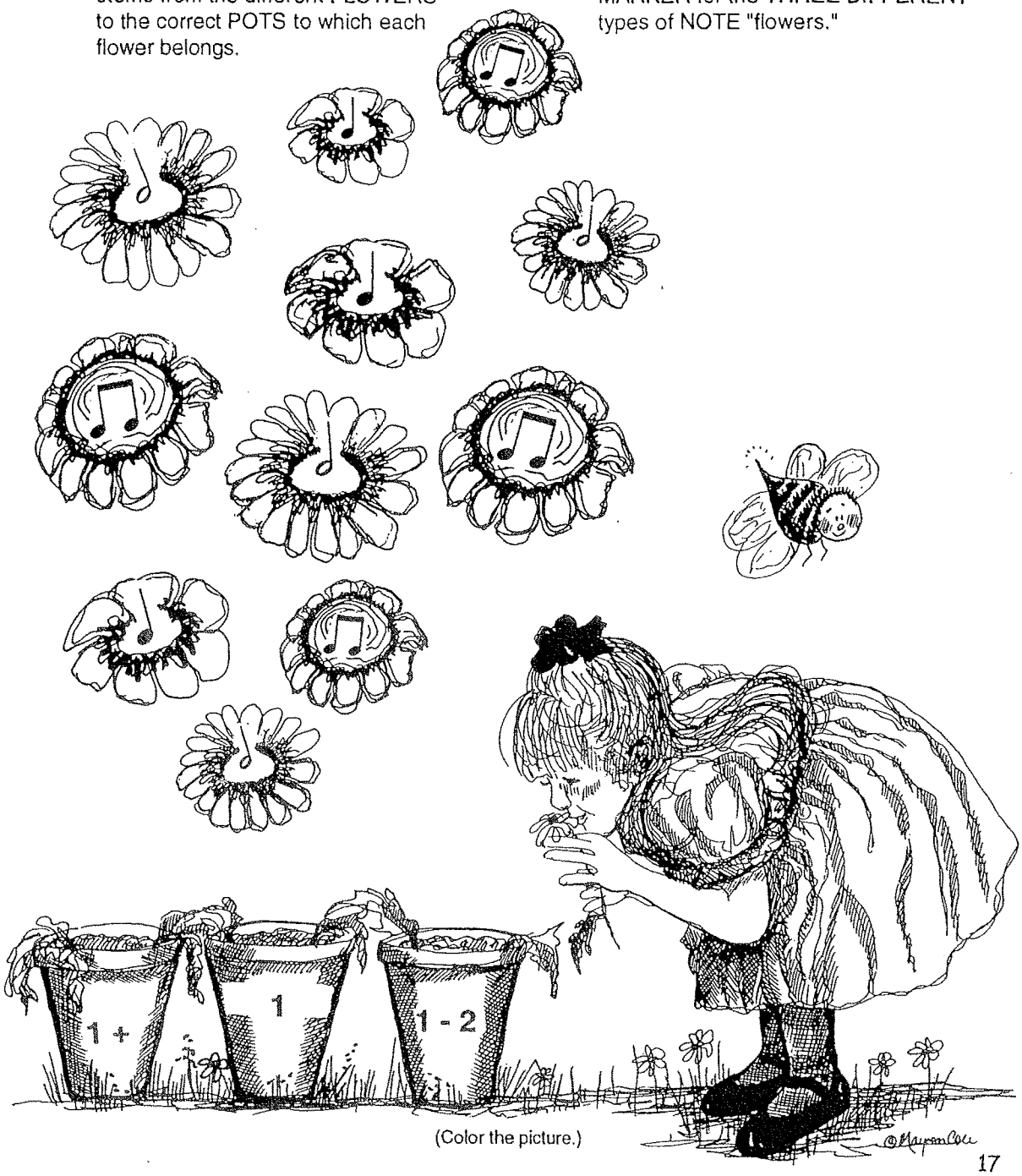
16

Blast Off With Piano Junior! Lesson 3

PLANT THE FLOWERS!

With a COLORED MARKER, draw stems from the different FLOWERS to the correct POTS to which each flower belongs.

USE A DIFFERENT COLORED MARKER for the THREE DIFFERENT types of NOTE "flowers."



(Color the picture.)

17

Make a Recital Reminder. Send it home with students at the end of LESSON 4.

Tomorrow is our Piano Class Recital (The last 20 minutes of piano class time.)

Students should dress casually. Bring Your Camera!

_____'s class will be playing in ensemble the following music:

_____

_____

_____

_____

_____

_____

At home, _____ is to play each of the above pieces two times. Be sure to bring _____'s music to the recital tomorrow. See you then!

Teacher's Name

BLAST OFF WITH PIANO JUNIOR! Lesson 4 45-minutes

MUSIC:	Student's Book	Teacher's Manual
Two Little Goats	18	68 - 69
On This Farm	19	70 - 71
Star Bright in the Sky	20	72 - 73
THEORY WORKSHEETS:		
	21	74
	22	75

CONCEPTS:

Rhythm: Whole Notes
Keyboard: F

SUPPLIES NEEDED:

Game Mat
Pencils
Pastel Watercolor Markers
Small Paper or Plastic Keyboard

TOMORROW IS CLASS RECITAL DAY! LET'S GET READY! (15 min)

Today, decide which pieces of music your students are going to perform tomorrow during their recital. Select six to eight compositions from the first three lessons.
Select music your students know well:

1. 2.
3. 4.
5. 6.
7. 8.

After you have selected the above music, it is time to practice the music. Put different instrument sounds on your students' keyboards. You play with the students to hold them together. Play each piece through two times. (1) Play only the student parts; (2) add the teacher accompaniment.

After the recital rehearsal, practice standing and taking a bow as a group. Students should bow slowly from their waists. You take a bow with them.

GO TO GAME TIME (15 min)

Teacher, have a small paper/plastic keyboard that you use for questions. Anytime a student misses a question, show her the correct answer and allow the student to move on the game mat.
Hold up the paper or plastic keyboard; say:
Today we are going to learn a key found by the BLACK THREEs. These are the black threes. (Teacher shows students the black threes on paper keyboard.)

For a free throw for everyone , each of you show me the black threes on this paper keyboard.

Show BLACK THREES teaching aid on page 65.

Teacher, say: *These are black keys 1, 2, and 3. Beside black key 1 is the F key.*
The game resumes. Ask questions like these: (using small paper or plastic keyboard)

. *Sarah, find two Fs and one E. Remember to look for black key 1 to find F.*
. *John, find one F and two Es. Always look for black key 1 to find F.*
. *Raul, find two Fs and find a set of black threes.*
. *Margaret, find two Fs, one C and one D.*
. *Cherry, find two Ds and two Fs.*

Continue asking these types of questions until the students can easily find F keys.

Show WHOLE NOTE teaching aid on page 65.

Teacher, say: *It's time to learn another rhythm note. This note is the 1-2-3-4 note or whole note. For a free throw for everyone, let's tap some whole notes as we count to four.* (Students may tap whole notes on the floor. Be sure that the counting begins the moment each little finger makes contact with the floor. Some children, when playing the piano, will depress a piano key, wait until the key sounds, and then begin the whole note counting. Watch for this.)

It's time to resume the game. Use the rhythm aids on pages 66 and 67 for rhythm questions.

GO TO KEYBOARDS (10 min)

Give each student a pastel watercolor marker. Have the students quickly circle every F in their music. Ask: *How many Fs are in Two Little Goats*? Ans: 8
How many Fs are in On This Farm? Ans: 11
How many Fs are in Star Bright in the Sky? Ans: 5

Two Little Goats P. 68

As a group, slowly play the first line of *Two Little Goats*. You play the students' music with them to hold them together. Repeat if needed. Then add the 2nd and 3rd lines. This is the most difficult piece of today's three pieces of music.

On This Farm P. 70

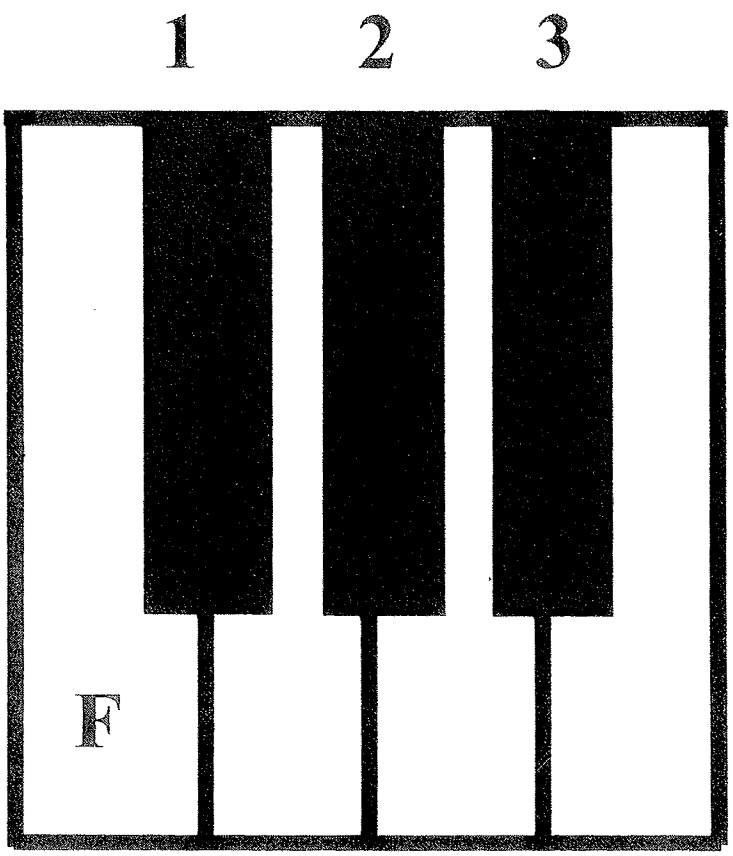
This piece should be easy for your students. Play it slowly all the way through while saying each note's letter name.

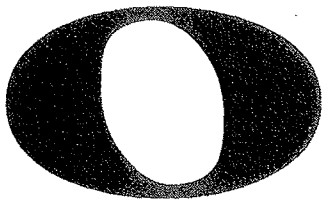
Star Bright in the Sky P. 72

Another easy piece for your students. Count aloud the rhythms as you play this piece slowly with your students.

TIME LEFT?

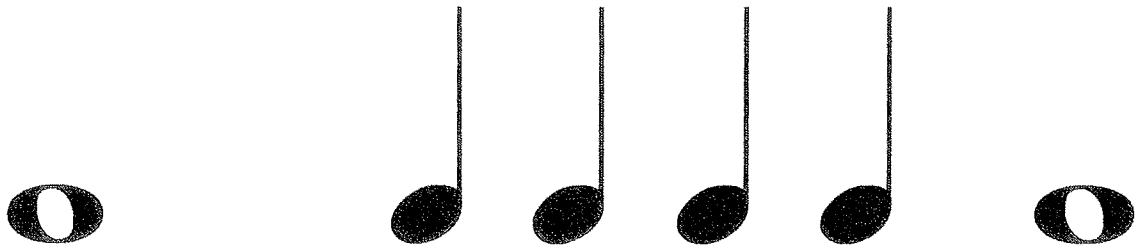
Students work theory sheets. Hand out **Recital Reminders (see page 62).**



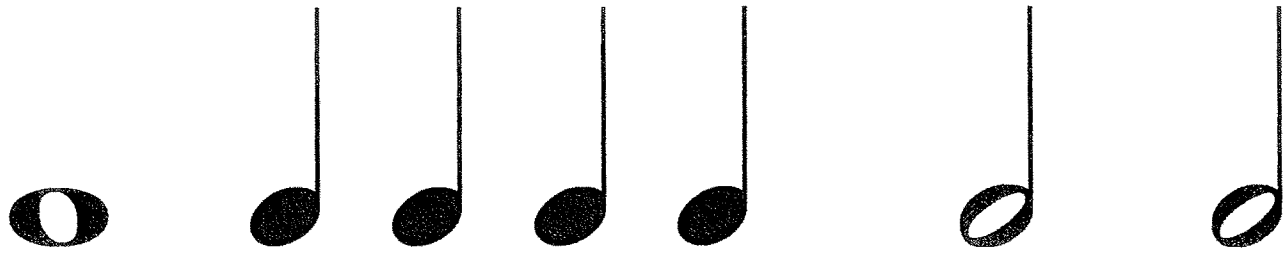


1-2-3-4

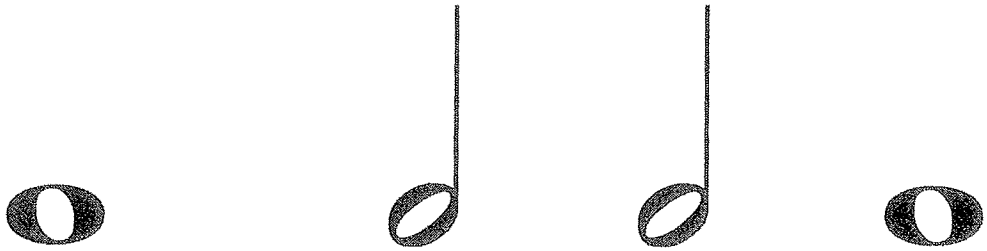










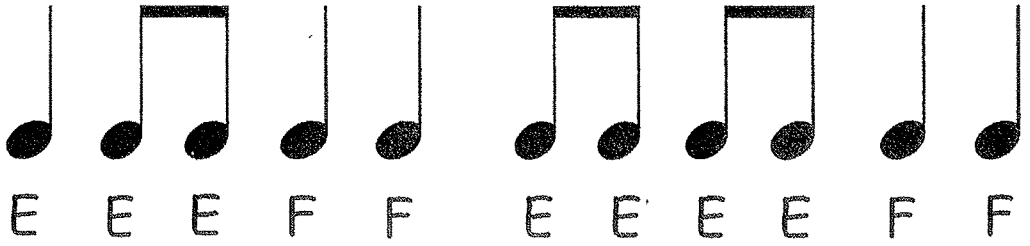


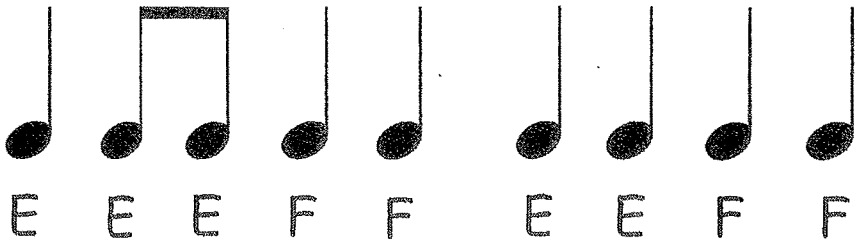
Two Little Goats

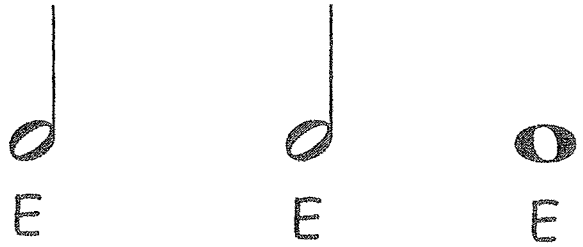




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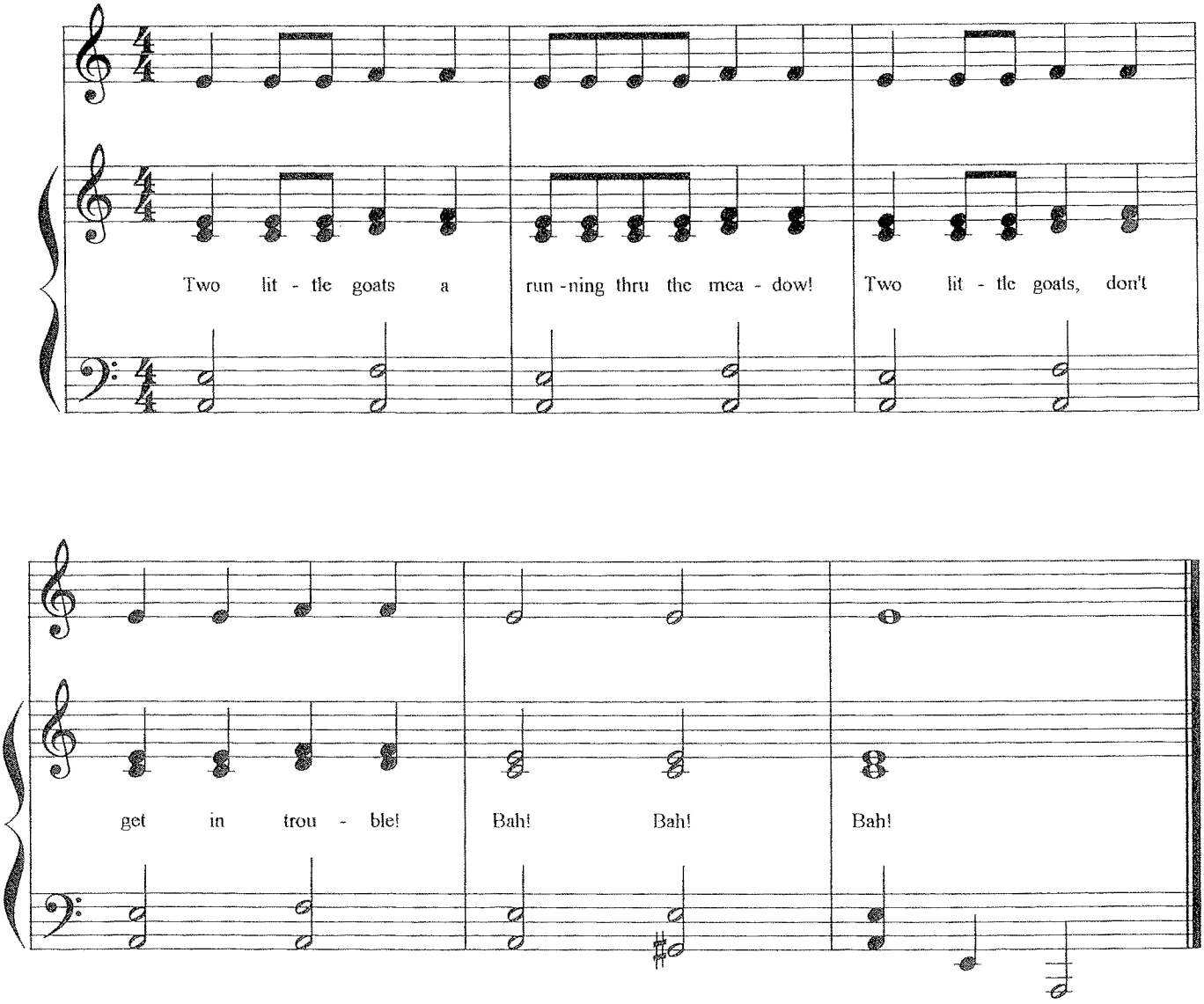


18

Two Little Goats

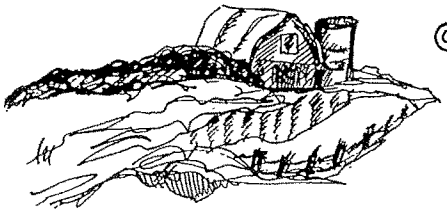
Keyboard: E F Keys

(c) Mayron Ellis Cole

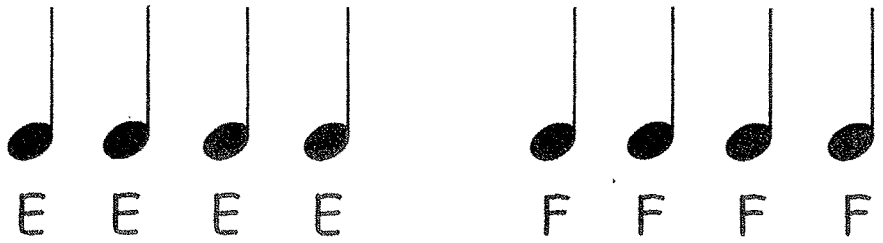


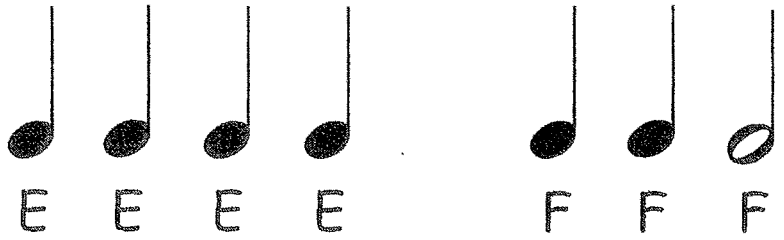
On This Farm

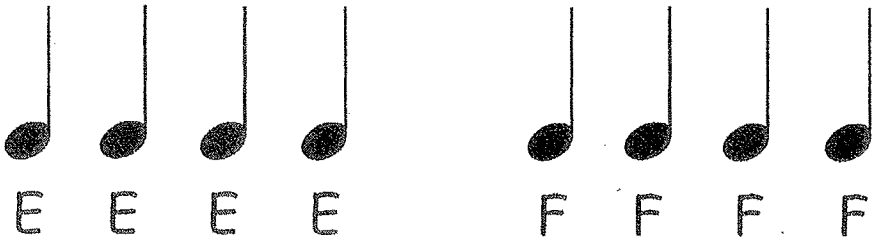


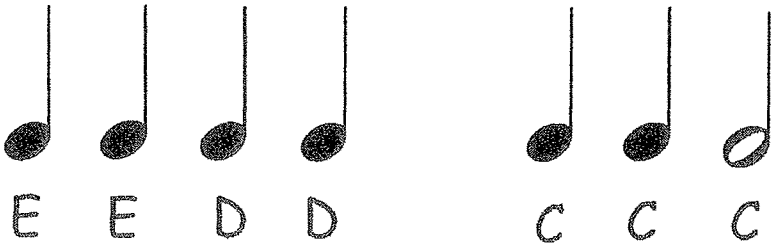


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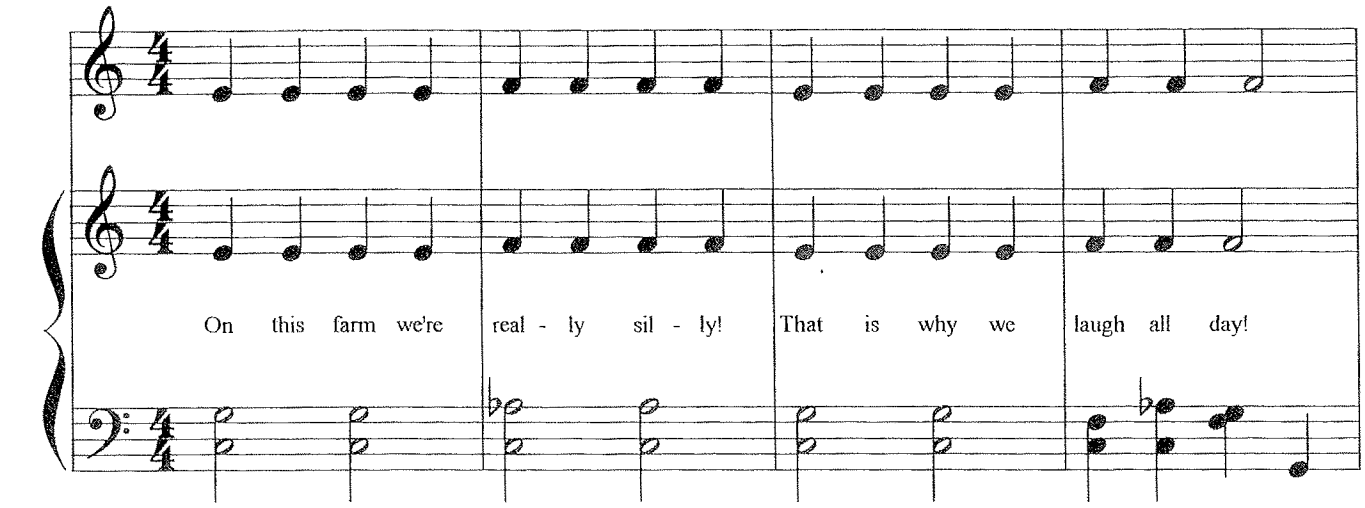


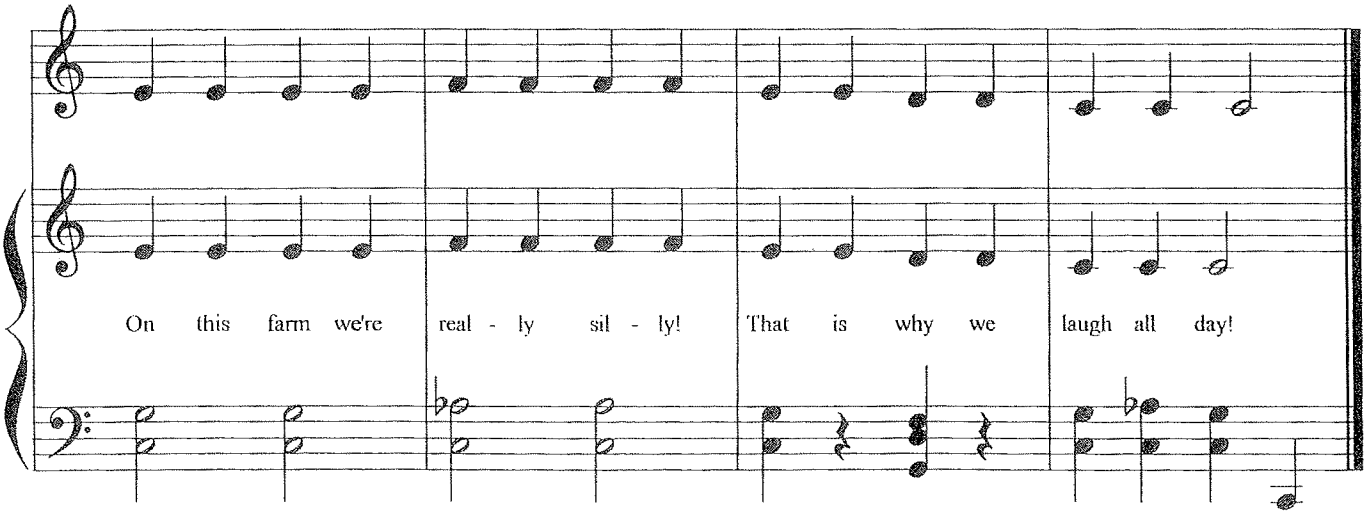


On This Farm

Keyboard: C D E F Keys

(c) Mayron Ellis Cole





Star Bright in the Sky

© 1996 Mayron Cole





E E F F F

F F E E E

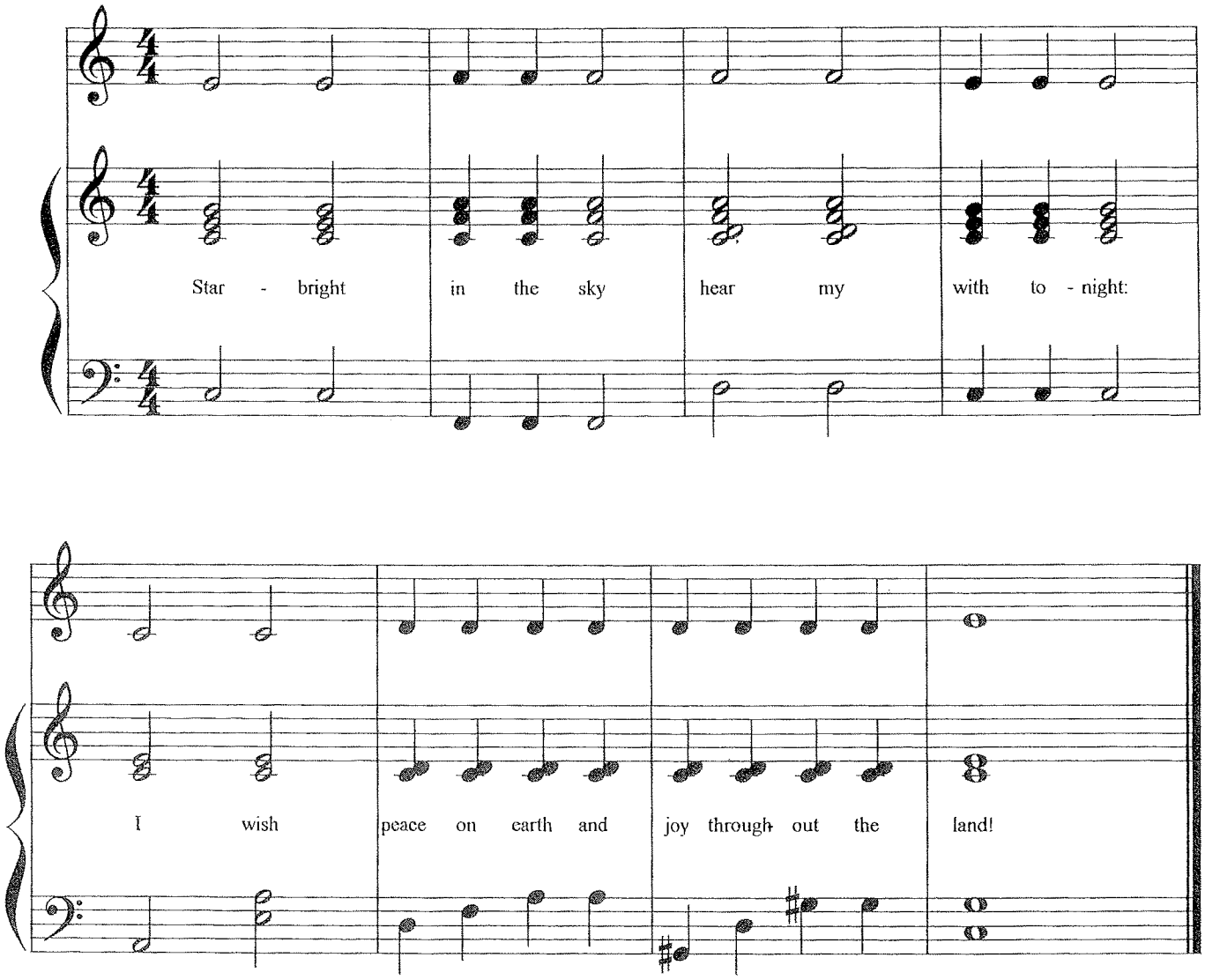
C C D D D D

D D D D E

Star Bright in the Sky

Keyboard: C D E F Keys

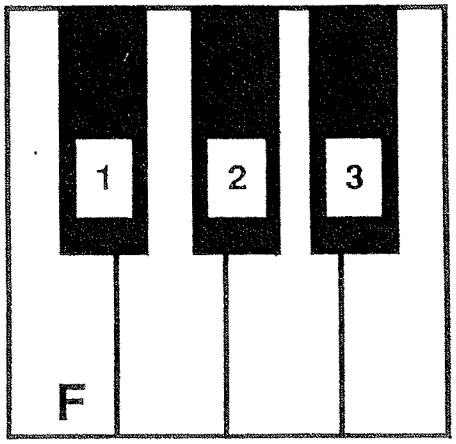
(c) Mayron Ellis Cole



Blast Off With Piano Junior! Lesson 4

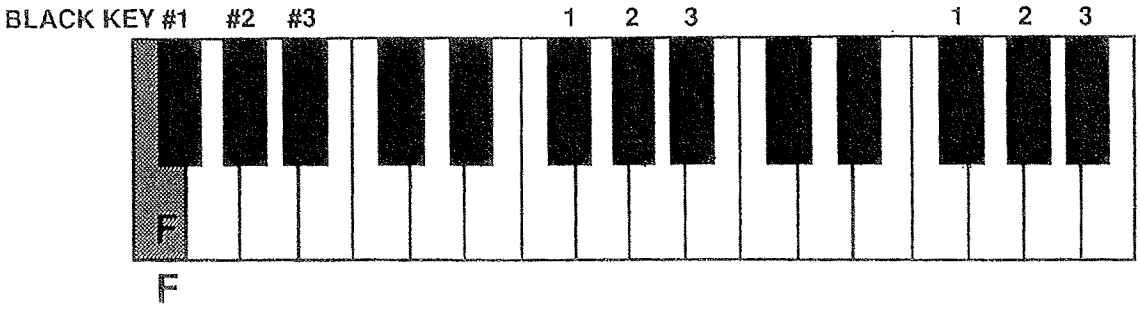


"Black 3's"



1. COLOR THE F KEY ABOVE.

2. FIND AND COLOR ALL OF THE F KEYS BELOW.



F

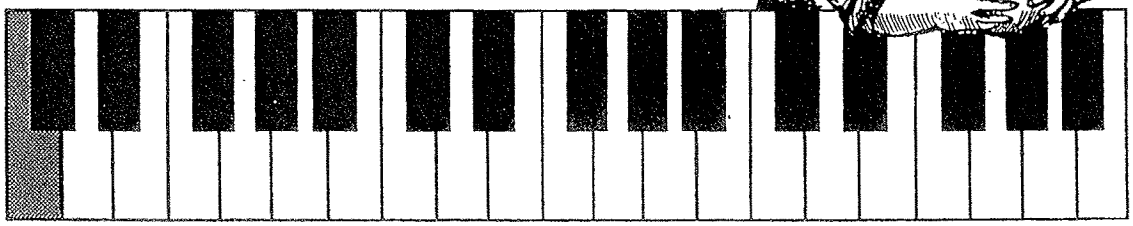
How many F Keys did you color? _____

21

3. FIND AND COLOR

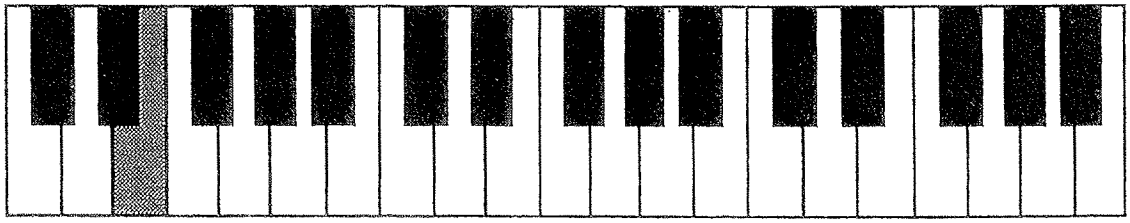


--ALL OF THE C KEYS:



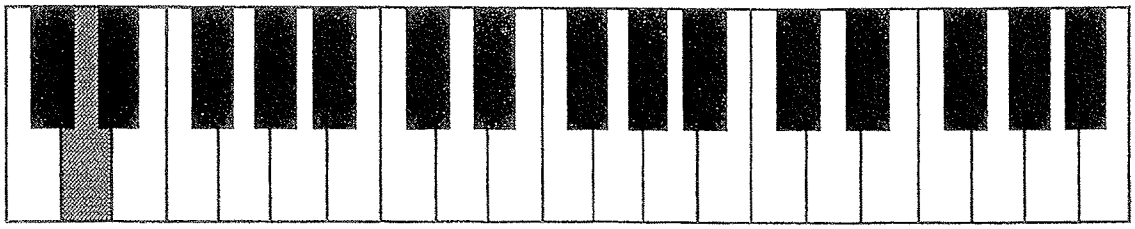
C

--ALL OF THE E KEYS:



E

--ALL OF THE D KEYS:



D

NOTES

BLAST OFF WITH PIANO JUNIOR! Lesson 5 45-minutes

MUSIC:	Student's Booklet	Teacher's Manual
Bullfrog Jamboree!	23	82 - 83
Hear the Wind Blow	24	84 - 85
*Dandelions Blowing	25 *Optional	86 - 87
THEORY WORKSHEETS:		
	26	88
	27	89

SUPPLIES NEEDED:

Ball Point Pen for Signing Graduation Diplomas
Game Mat
Small paper or plastic keyboard for game time
Pastel Watercolor Markers

CONCEPTS:

Keyboard: B key

Put a sign on your studio door asking parents/guests to wait until time for the recital to begin before entering. The sign should say something like this:

> Today is Recital Day
> We are busily practicing!
> Please wait outside until time for the recital to start.
> Thanks!

Today is recital day! What an exciting day this is for you and your students!

GO TO THE KEYBOARDS (10 min)

Go through all the pieces you have selected for your students to play today. Be sure that the music is music that the students know <u>well</u>. Then, practice standing and taking a group bow.

In a few minutes, parents will arrive for the recital. But before they arrive, it's time to learn a new key on the keyboard!

GO TO GAME TIME (7 min)

Turn to the B key teaching aid on page 79.

Teacher, say: *Today we are going to learn one more key, the B key. Look at the black threes. The B key is found beside black key 3.*

Hold up small paper or plastic keyboard and point to two different B keys.

Ask questions such as these:

Teacher, say: *For a free throw for everyone, find two different B keys on this keyboard.*

. *Ralph, find two Bs and two Fs on this paper keyboard.*
. *Emily, find one C, two Fs, and one B key.*
. *Francine, find two Es, one B, and one F key.*

Continue to ask questions such as these until you think all students are secure with finding the new key B!

Watch the clock today! Don't stay too long at game time!

GO QUICKLY TO THE KEYBOARDS (8 min)

Pass out pastel watercolor markers. Have students circle every B in their music
How many Bs in Bullfrog Jamboree? Ans: 6
How many Bs in Hear the Wind Blow? Ans: 2
How many Bs in Dandelions Blowing? Ans: 11

REMINDER:
This is the last lesson of this course. The following music is to be learned by the students at their homes. You will not hear this music again.

Let's Play

HEAR THE WIND BLOW P. 84

This is the easiest of the three pieces for today. Play the students' part with them. Say the keys letter name as you coach your students through the piece. Play through only once if short of time.

BULLFROG JAMBOREE! P. 82

This pieces uses only two keys so it should be easy for your students. Play the students' part with them. If time allows, add teacher's accompaniment.

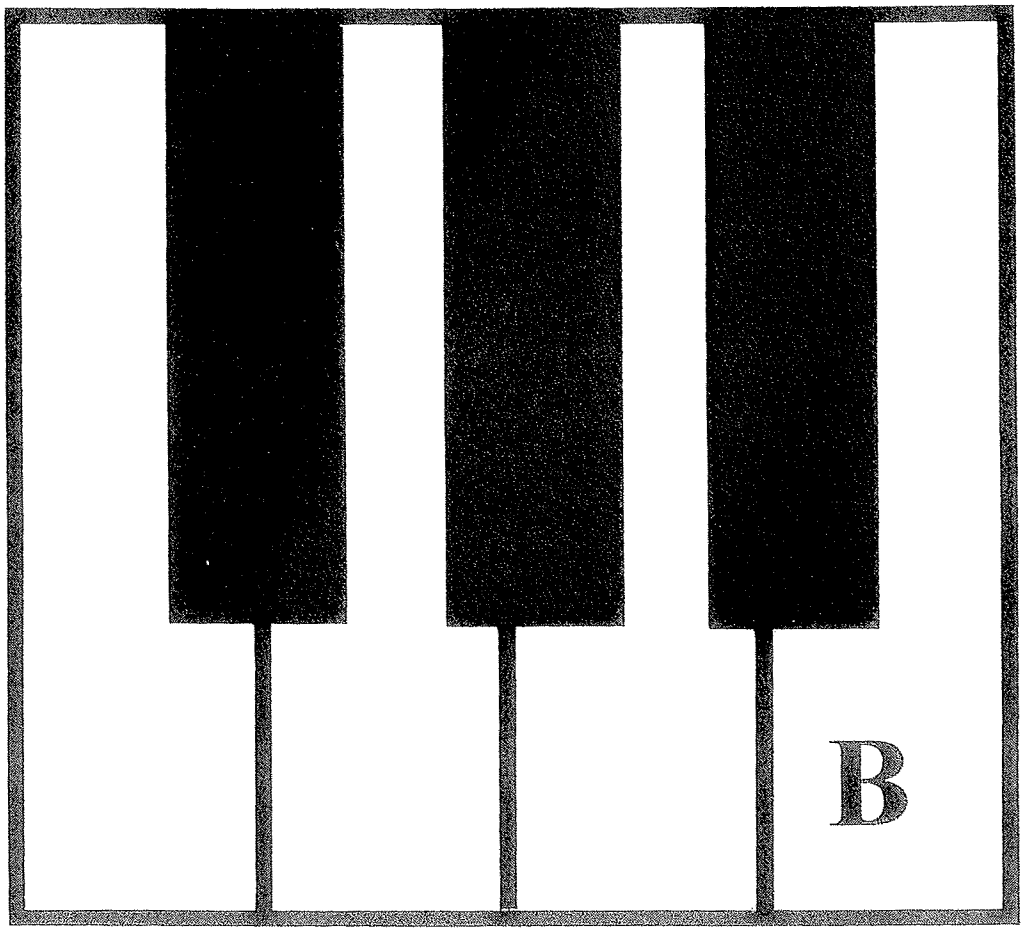
DANDELIONS BLOWING P. 86

This piece can be done by the students at home by themselves if time has run out. It's an optional pieces. Don't fret if you do not have time for it at today's lesson.

IT'S TIME TO LET THE PARENTS INTO YOUR STUDIO AND START THE RECITAL! You and your students are going to do great! Hooray for your students! Hooray for you!

B Key Teaching Aid

1 2 3



NOTES

WELCOME THE PARENTS/GUESTS TO YOUR RECITAL.

(If seating is limited, students/children may sit on the floor. Since the recital is only 20 minutes long, adults may stand if there are not enough chairs.)

Say something like the following in your own words:

Welcome to my piano studio. Today, your children have completed the Blast Off With Piano Junior course and will be playing for you a few of the pieces that they have been working on.

During the past five lessons they children have learned to count and play quarter notes, two-eighth notes, half notes and whole notes. They have also learned to find and play C,D,E,F,and B keys on their keyboards. Plus they have learned to play in ensemble--which means they must listen to me and the other musicians and stay with the group. This is tremendous training for any musician.

Any theory sheets or music we did not have time to complete in piano class can be finished by the child at home this summer.

If you want to take pictures, please wait until we have completed playing before flashing the camera bulbs. Also, hold your applause until the end of our performance when we take our group bow.

Don't run off after the recital is over. I want to sign each students' certificate at the end of his/her book.

And--if you sign up for _____(fall/spring/whatever) piano today, I will give you a 10% discount on your down payment. I have registration forms on the back table with writing pens.

We will play each piece through two times. The first time through, we will play only the students' music. The second time through, I will add the teacher's accompaniment which makes playing the music more complex for the kids. But most seem to enjoy it.

And now for our first composition, we will play:_____,
etc.

(Don't forget the group bow at the end of the recital. Now relax and enjoy your great work! You deserve all the accolaids that you are about to receive.)

—*Mayron Cole*

Bullfrog Jamboree!





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C C C C C C C C

C C C C B B B

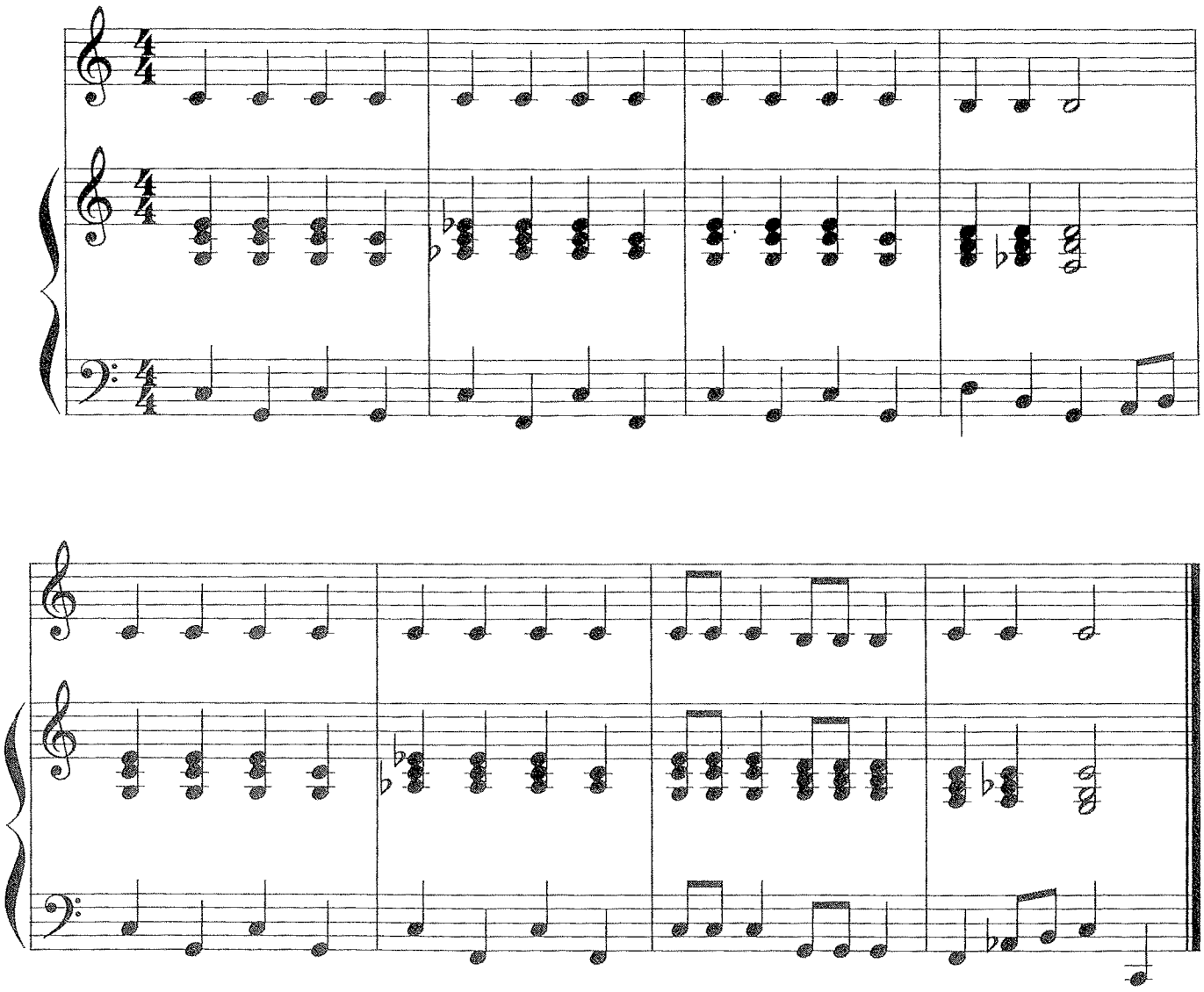
C C C C C C C C

C C C B B B C C C

Bullfrog Jamboree!

Keyboard: B C Keys

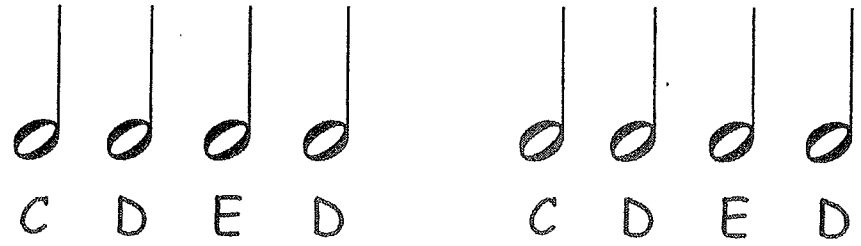
(c) Mayron Ellis Cole

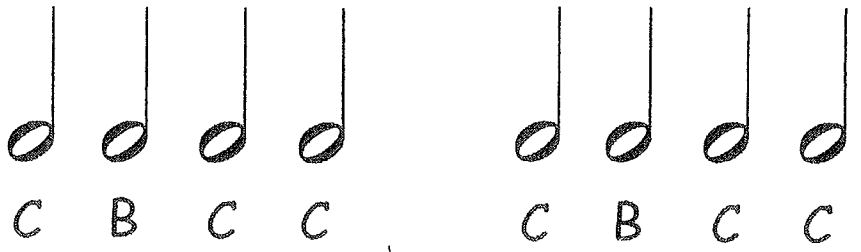


Hear the Wind Blow

© 1996 Mayron Cole





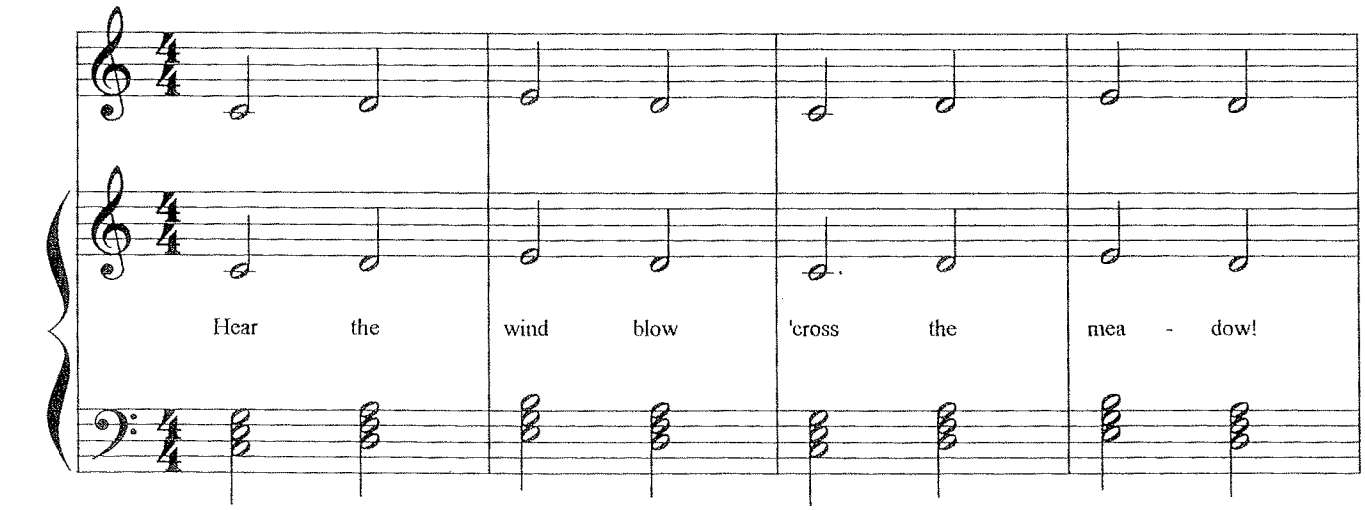


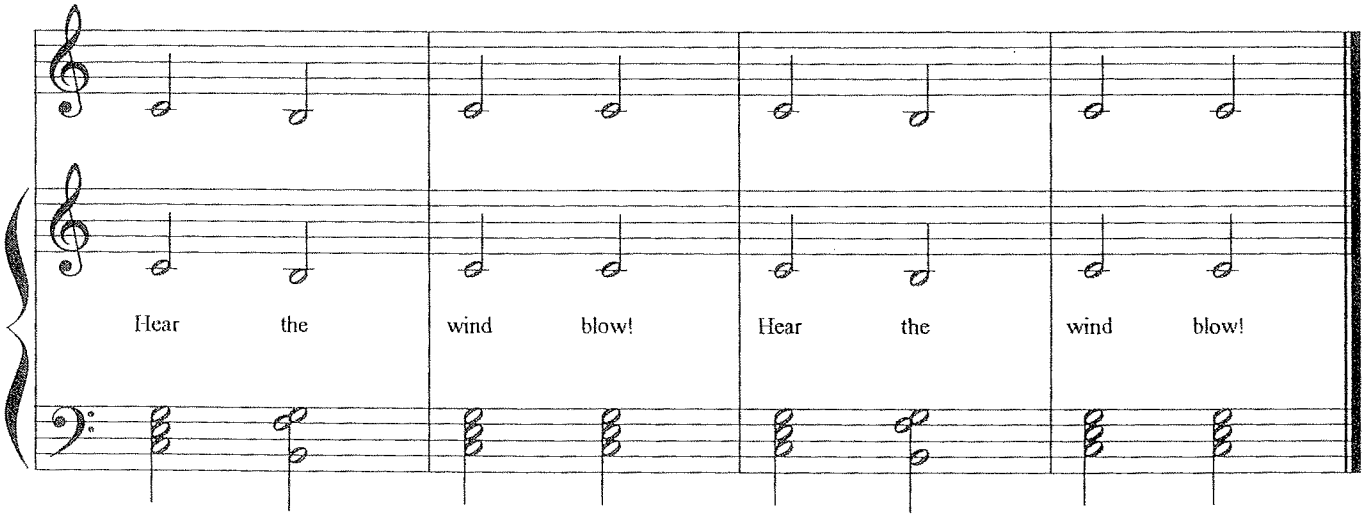


Hear the Wind Blow

Keyboard: B C D E Keys

(c) Mayron Ellis Cole



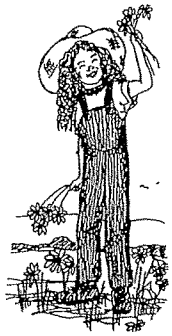


Blast Off With Piano Junior! Lesson 5

Dandelions Blowing

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B C C C B B C C C B

B C C D E

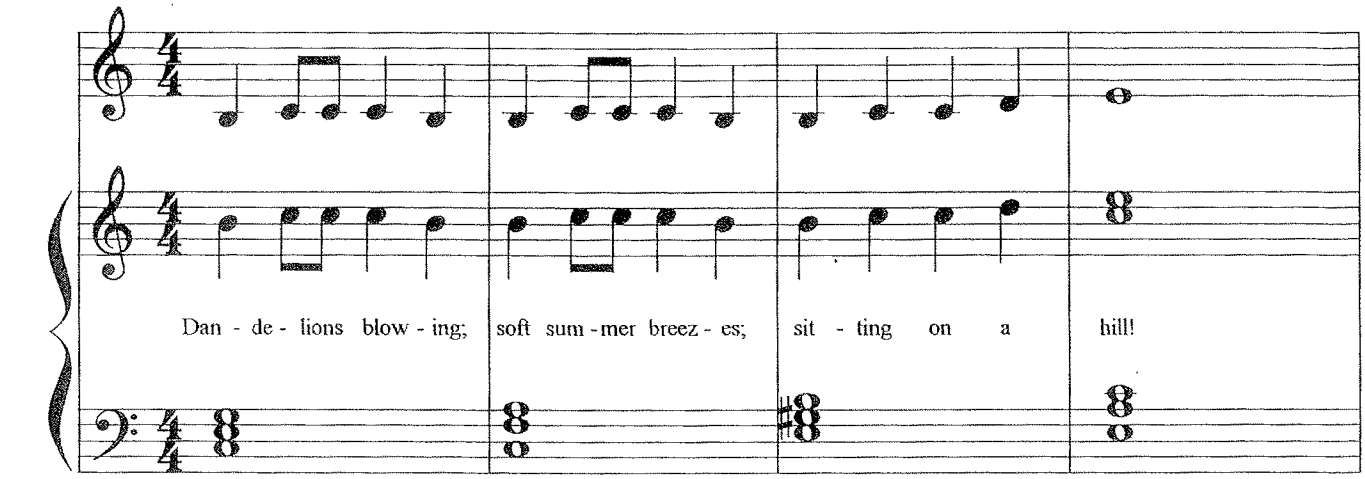
B C C C B B C C C B

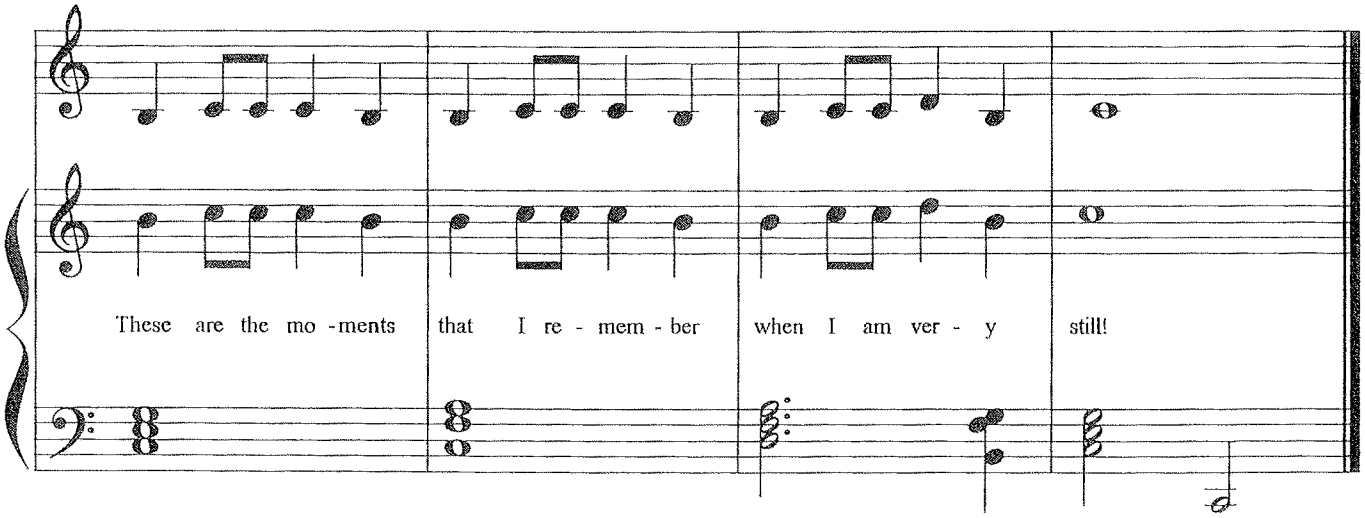
B C C D B C

Dandelions Blowing

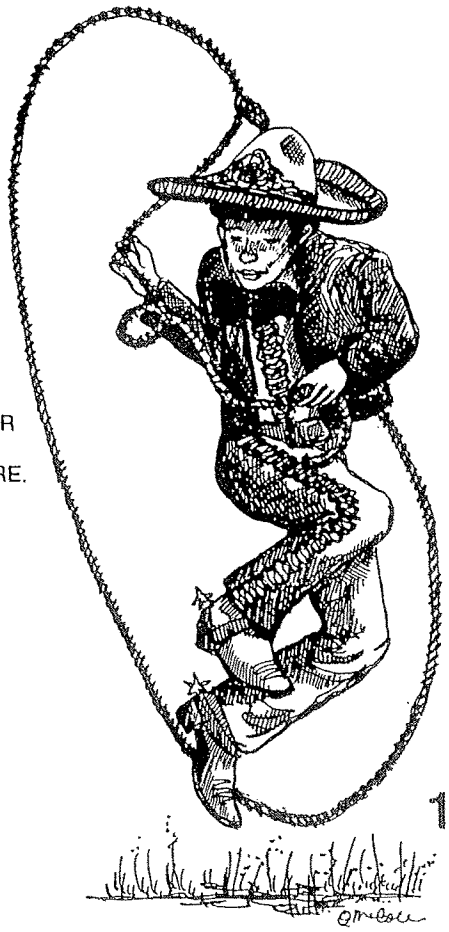
Keyboard: B C D E Keys

(c) Mayron Ellis Cole

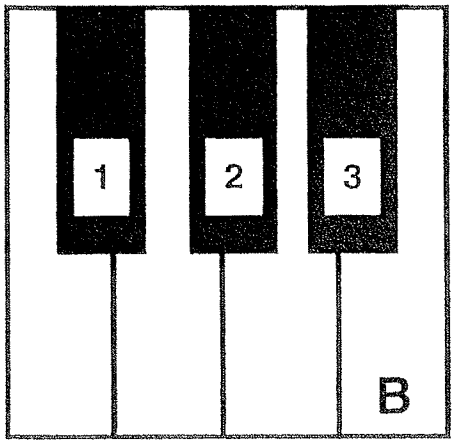




COLOR THE PICTURE.

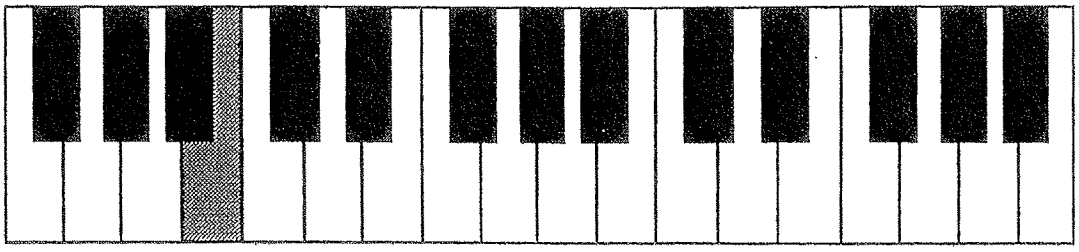


"Black 3's"



1. COLOR THE **B** KEY ABOVE.

2. FIND AND COLOR ALL OF THE B KEYS BELOW.



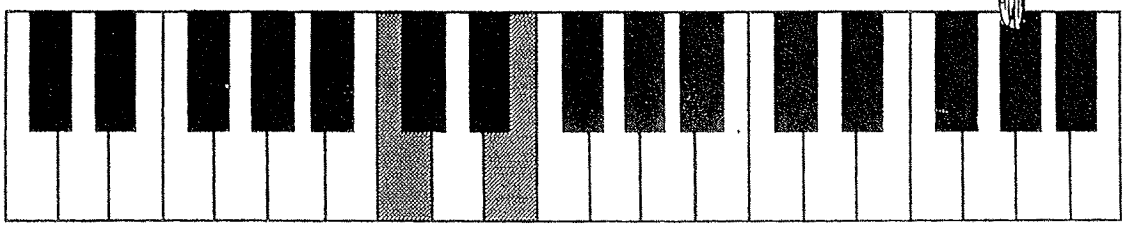
How many B Keys did you color? _____

Blast Off With Piano Junior! Lesson 5

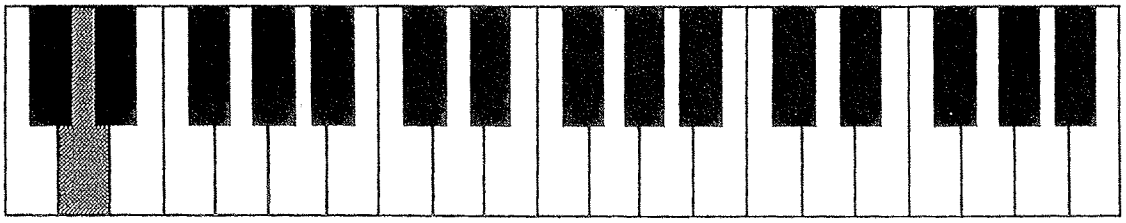


3. FIND AND COLOR

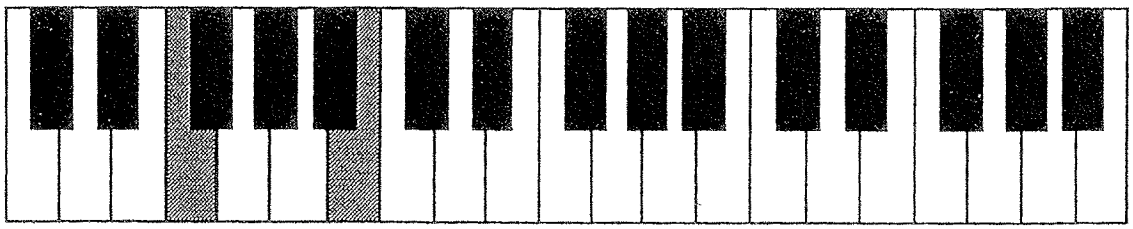
--ALL OF THE **C** AND **E** KEYS:



--ALL OF THE **D** KEYS:



--ALL OF THE **F** AND **B** KEYS:



27

Graduation Certificate

THE MAYRON COLE PIANO METHOD®

Certificate of Award

This Certifies That

_____

has successfully completed

Blast Off With Piano Junior!©

and is now capable of continuing

Piano Classes

at

_____ Studio

Phone #: _____

_____ _____

Teacher's Signature Date

