

Premier Piano Course Assignment



TODAY'S LESSON

Day _____

Date _____

Time _____

NEXT LESSON

Day _____

Date _____

Time _____

Premier Piano Course Books	New Pages	Review Pages	Practice Suggestions
Lesson Book			
Performance Book			
Theory Book			

Other Books, Solos, Duets & Ensembles	New Pages	Review Pages	Practice Suggestions

Daily Practice Time (in minutes)

SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.	TOTAL

To: Parents

From: Teacher

Please help your child:

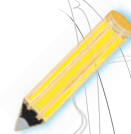
- Review Flashcards
Music Cards #
Sight-Reading Cards #
- Listen to CD Tracks
Lesson Book #
Performance Book #
- Other



To: Teacher

From: Parents

- My child really likes:
- My child needs extra help with:
- Other





P. J., Sara and the Incredible Music Imagination Machine

Chapter 1: **P. J. and Sara**

P. J. Sullivan ran down the steps of the school bus, anxious to catch up with his sister Sara.

“Wait for me!” he cried.

But Sara was too far ahead and too busy talking to hear him. He pulled his skateboard out of his backpack and let it drop to the sidewalk. With one push, he began weaving his way past the children who were going home from school.

As he passed Sara, he called out, “Come on! We’re going to be late!”

Sara pretended to ignore him, turning to her friend Kimberly to say, “Little brothers can be so annoying!” But she started to walk a little faster.

When Sara arrived at their house, P. J. was already there, waiting for her. He had taken his glasses off to clean them. Sara noticed that his face was red beneath his freckles. His blond hair stuck out even more than usual from underneath the baseball cap that he insisted on wearing backwards.

He sure is in a hurry, she thought.

“Here,” he said as he handed her an apple and a cheese stick, “you’ll have to eat this on the way.” He put on his glasses and pushed her out the door, picking up his music bag.

Piano Study—An Overview

Goals

Set your own goals for your child and discuss them with the teacher.

- Do you want your child to develop enough skills to have fun with music?
- Do you hope that your child will become a professional musician?
- Do you consider music lessons one of many extracurricular activities?

Curriculum

A well-balanced piano curriculum develops music as a lifetime skill, and will include instruction to help the student:

- read music fluently
- play at sight with ease
- play piano with physical ease and technical skill
- develop a well-trained ear
- understand musical structure and history
- play a wide range of musical styles
- participate in ensemble playing
- perform in formal and informal settings
- improvise and play by ear
- accompany singers and instrumentalists
- participate in music as a good listener

Weekly Lessons

At beginning levels, most weekly lessons (depending on lesson length) include:

- review music (including performance pieces)
- new music
- theory
- technique
- sight-reading
- ear training
- creativity and exploration

How to Practice with Your Child

(See pages 52–53 for additional suggestions.)

If you do not play piano:

- Listen to the CD with your child.
- Use the Flash Cards to review.
- Ask your child to teach you things.
- Follow the practice suggestions on pages 55–64 of this book.
- Read and discuss the story on pages 24–45 in this book.
- Read and discuss the *Learning Links* in the Theory Book.

If you play piano:

- Demonstrate pieces in the Lesson and Performance Books.
- Play duets in the Lesson and Performance Books with your child.
- Check the Theory pages to save time for the teacher at the lesson.
- Complete the *Now Hear This* ear training exercises with your child.

If your child practices on a digital piano, encourage him/her to:

- Play along with the General MIDI disks (#23258 available separately).
- Choose sounds from the instrument to reflect the mood of each piece.
- Add auto-rhythm accompaniments to reflect the style of each piece.
- Record pieces on the built-in sequencer and listen to performances.

Remember that your success as a musical parent is not measured by whether your children get a high rating at a competition, or if they perform recitals every year or even pursue a career in music. Instead, success is measured by whether or not music becomes an important part of your child's life and adds to their feelings of well-being and self-esteem.

Accept what the child has learned even if it does not meet your expectations.

About Practice

1. Realize that your child will never play an instrument well without practicing.
2. Encourage siblings and friends to respect practice time as something special, not to be interrupted.
3. The first lesson is very special. Carry the excitement of that lesson into practice time.
4. Practice on the day after the lesson is important to avoid forgetting things that were done and said in the lesson.
5. Practice is not always playing the music straight through. It may include practicing sections of a piece, working them out slowly, skipping from one part of the piece to another, playing hands separately, analyzing, memorizing, and working on details such as dynamics and articulation.
6. Practice may include playing things for fun (as well as playing the assigned lesson).
7. Emphasize the importance of music study and avoid, if at all possible, switching lessons or practice time for social activities.
8. Lack of practice is not an acceptable excuse for missing a lesson. The lesson is needed more than ever.
9. Accept the fact that students practice for a variety of reasons, including rewards, consequences (can't play or watch TV until practice is done), human relationships (to please others, get attention), feelings of self-worth (to be as good as others) and inherent joy (love of music and the reward of doing it well).
10. Accept the fact that most kids do not always like to practice. If the child doesn't want to practice, acknowledge those feelings. Agree that he/she may not want to do it, but try to explain the benefits to reorient him/her. Practicing is a discipline that carries over into many aspects of daily life.
11. Expect some frustration from your child—tears are sometimes unavoidable. Expect good days and bad days.
12. Work to avoid tension from practice carrying over into other parts of daily life.

How Can Parents Help with Practice?

1. The most important part of practice is regularity. Provide a regularly scheduled practice period each day. Try not to schedule practice when other important activities are taking place. Practice should be a regular part of the day—like brushing your teeth.
2. Provide an adequately-lit place for practice that is free from distractions such as the TV, computer and other family members.
3. Many students are not self-motivated to practice. They may need to be reminded each day.
4. Help the child organize the practice session by reading the assignment first to establish what needs to be done. You may need to read directions from the books to young beginners. Encourage the child to follow the written assignment, but do not discourage experimenting and improvising.
5. Help the child develop a positive approach to practice through encouragement, praise for achievement and enthusiasm for music. Maintain a relaxed emotional climate related to practice.
6. When tension occurs and you need to “back off” of the practice routine, help get the practice started and then leave; listen to the end of practice only; guide the practice only on the first day after the lesson to get things started correctly; sit in on the practice right before the lesson to help your child pull it all together; be an encouraging audience for your child's practice.
7. If you are not sitting with your child during practice, ask for an occasional demonstration of what he/she has done at the end of the practice session.

Specific Practice Suggestions for Level 1A

Practice suggestions follow for each page in Lesson Book 1A to assist parents in helping the child. Answers to questions are in parentheses following each question. Follow these guidelines:

1. Only do one or two of the practice suggestions from each page on a given day. Alternate the suggestions from day to day.
2. Use the Flash Cards daily. Cards to use with each Lesson Book page are identified clearly on the cards. In the practice suggestions that follow, cards that are new for each page are in **bold** print.
3. There are two types of Flash Cards—Music Cards (MC) and Sight-Reading Cards (SR). When using the Music Cards, ask your child to answer the questions on the back of the cards to demonstrate understanding of the concepts. When using the Sight-Reading Cards, your child should play the example one time each day.
4. Allow your child to play along with the CD (see page 49, question 9) or GM disk (see page 47) when he/she can play the piece securely without stopping and starting.
5. When the child has trouble doing one of the activities, use the “notepad” on the assignment page to write a note to the teacher asking for help in the lesson with the activity.

Page 4—Ask your child to:

1. Demonstrate the information on each of the three checklists.
2. Identify what is wrong with things that you demonstrate incorrectly from the checklists (Closer Look).

Page 5—Ask your child to:

1. Demonstrate a good hand position for you.
2. Identify what is wrong with your hand position when you demonstrate incorrectly.
3. Demonstrate “Finger Greetings” (Workout 1). Play other games that help the student identify finger numbers quickly.
4. Explore the string figures Learning Link in the Theory Book, page 2, by looking for

additional information about the subject at the library or on the Internet.

Page 6—Ask your child to:

1. Teach you to clap and count **Rhythm 1**.
2. Tap a steady pulse at different tempos (speeds) from slow to moderately fast. Avoid very fast tempos at this level.
3. Tap *Steady Quarter Notes* with the CD (Track 1).

Flash Cards **MC 1–2**

Page 7—Ask your child to:

1. Show you all the groups of 2-black keys on the keyboard.
2. Play some high sounds on the keyboard; play some low sounds on the keyboard.
3. Tap the rhythm of *Our Journey* on his/her lap or the closed keyboard cover using the correct hands, while listening to the practice tempo on the CD (Track 3).
4. Play *Our Journey* with the practice tempo on the CD (Track 3); then play with the performance tempo (Track 2).
5. Practice *Our Journey* using the steps in the Practice Journal.
6. Explore the Orville and Wilbur Wright Learning Link in the Theory Book, page 4, by looking for additional information about the subject at the library or on the Internet.

Flash Cards MC 1–2, **MC 3**

Page 8—Ask your child to:

1. Teach you to clap and count **Rhythm 2**.
2. Explain what a rest means. (silence)
3. Determine if *Treasure Map* moves up or down the keyboard. (down) Do the sounds get higher or lower? (lower)
4. Point to the notes of *Treasure Map* on the page while listening to the practice tempo on the CD (Track 5).
5. Play *Treasure Map* with the practice tempo on the CD (Track 5); then play with the performance tempo (Track 4).

Flash Cards MC 1–3, **MC 4–7**