

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

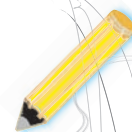
To: Parents **From:** Teacher

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





Chapter 13: **A Break in the Case**

Mrs. Taylor looked at the list. “I suggest we focus on the composers who wrote piano music.”

Everyone agreed. For the next hour, they discussed each name and looked for any connection with the children and the *Music Imagination Machine*. It was slow and tedious work. At the end, they could not reach a decision on what to do.

Meanwhile, the Inspector had been doing some work of his own.

“I have been able to obtain the address of the home of Frédéric Chopin when he was still alive and living in Paris.”



Chapter 15: **The Home of Claude Debussy**

38 rue au Pain

Paris, France

The spinning stopped, yet there was that piano music again. Inspector Beauregard’s ego deflated quickly as the machine shut down. *We didn’t go anywhere, he thought. My career is over.*

However, when he opened his eyes, he seemed to be in different surroundings. They apparently were in some kind of study. As he listened carefully, he realized that it wasn’t the same piece that he had heard before. And then, when he saw that now a rather robust man was at the piano, he knew that they had traveled to a completely new place.

Seated beside the piano were three girls. *Three! There are only supposed to be two missing girls. What is going on? This just keeps on getting more and more strange,* the Inspector thought.

At that moment, the music stopped, and the performer and his audience turned to see the *Music Imagination Machine* and the rest of the *Premier Piano Club*.

Sara and Kimberly ran into the open arms of the group. “You found us!” Sara exclaimed happily. “And what a coincidence—I was just sitting

Specific Practice Suggestions for Level 2B

Practice suggestions follow for each page in Lesson Book 2B 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 or GM disk 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.

Pages 4 and 5—Ask your child to:

1. Tell you what *allegro* means. (fast, quickly)
2. Name the intervals in the RH of measures 1–8. (6th)
3. Point to each sharp and flat on the second page of the piece; then name and play the note on the keyboard. (E-flat—RH mm. 19–20; B-flat—LH m. 26; F-sharp—LH m. 31)
4. Tell you what the LH does in measures 31–32 of *Jazzy Toccata*. (plays one octave—8 notes—lower than written)
5. Point to the notes of *Jazzy Toccata* on the page while listening to the practice tempo on the CD (Track 2).

6. Tap the rhythm of *Jazzy Toccata*, using the correct hands, while listening to the practice tempo on the CD (Track 2).
7. Play *Jazzy Toccata* with the practice tempo on the CD (Track 2); then play with the performance tempo (Track 1).

Flash Cards **MC 1, SR 1–2**

Page 6—Ask your child to:

1. Tell you what *moderato* means. (play at a moderato tempo)
2. Point to the notes of *The Erie Canal* on the page while listening to the practice tempo on the CD (Track 4).
3. Play the RH of *The Erie Canal* with the practice tempo on the CD (Track 4); then play the LH with the practice tempo on the CD (Track 4).
4. Play *The Erie Canal* with the practice tempo on the CD (Track 4); then play with the performance tempo (Track 3).
5. Explore the *Erie Canal* 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, **MC 2**, SR 1–2, **SR 3–4**

Page 7—Ask your child to:

1. Name the sharps in measure 2 of *Workout 1*; play the notes on the keyboard. (F-sharp and C-sharp)
2. Play *Workout 1* while counting aloud.
3. Tell you what *andante* means. (walking tempo)
4. Name the sharps in the RH of measures 1 and 2 of *Enchanted Forest*; play the notes on the keyboard. (C-sharp and G-sharp)
5. Tap the rhythm of *Enchanted Forest*, using the correct hands, while listening to the practice tempo on the CD (Track 6).
6. Play *Enchanted Forest* with the practice tempo on the CD (Track 6); then play with the performance tempo (Track 5).

Flash Cards MC 1–2, **MC 3**, SR 3–4, **SR 5–6**