

Chapter 1 Lesson Plans

(These Lesson Plans are to be used as a spring board. The ideas are general. Teachers are encouraged to be flexible and aware of each class and each student. The pacing will vary depending on the age group and the unique make-up of each class. If every child has a positive first experience with piano playing then we have succeeded.)

PREP INSTRUCTIONS

- Print off and laminate large keyboard
- Download and print the book cover
- Download and print student notebooks
- Review daily - Finger Numbers
- Review daily – 2 blacks and 3 blacks (some little eyes can't see it yet)

Day 1

- **Introductions**
- **Story Time** – with background music
- Go over finger numbers –
- Show them “up” on the piano and “down”
- Ask: “Who can tell the difference between the 2 black keys and the 3 black keys?” – show them the difference.
- “Broken Bell” – demonstrate on teacher piano
- **Keyboard Time**
- “Maskerade” – demonstrate on teacher piano
- **Keyboard Time**
- Story Time – with background music
- “Who Is This?” – demonstrate on teacher piano – ask them to sing along (play it 2 or 3 times while they sing it)
- **Activity Time** – See Activity Ideas Day 1
- “Who is This?” –
- **Keyboard Time**

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- Review (In No Particular Order)
- Introduce “The Secret” – demonstrate on teacher piano – ask them to sing along
- **Lights Party** – Glow sticks or finger lights work well for this type of party. We turn the lights off and each child has a glow stick or finger light. (Finger lights will last the entire week and are usually \$1 for a pack of 3.) Turn on dance music and let the children play and dance (the girls usually dance, and the boys usually play laser tag). Filling the rooms with balloons is always a BIT HIT!! – Finger lights can be purchased at a local dollar store or on Amazon.

Day 2

- **Review** Finger Numbers/ 2 blacks 3 blacks
- **Story Time** – Review “The Secret”
- “The Secret” – demonstrate on teacher piano – ask them to sing along
- **Keyboard Time** –
- **Review** (In No Particular Order)
- **Story Time**
- “Minstrels” – allow them to create - allow them to use headphones if they choose – ask if any of the children would like to play their piece for the class (No Pressure)
- “Spring Jubilee” – demonstrate on teacher piano – show them the 2 blacks and the thumb on “C” – demonstrate the 2 and 3 fingers moving down to “D” and “C”
- ****Keyboard Time** – It may be helpful at this time to ask the students to put headphones on and go to each student, individually, and assist them before you try together as a class
- “Freedom Flight” – demonstrate on teacher piano – talk briefly about “Play Play Play hold” and “Play Hold Hold Hold” - **Ask them to raise their left arm up as if it were a piano (we call it our “arm piano”) and have them vamp the chords while you’re playing through it – as they become more familiar with the chords, let them explore rhythm

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- **Activity Time** – See Activity Ideas Day 2
- **Review** – (In No Particular Order)
- **Game** – Keyboard Race – Have 2 sets of objects labeled “C” “D” “E” placed in running distance across from the floor piano. (Floor Piano was created from a drop cloth and spray paint) Have 2 students start at the keyboard. When teacher shouts out either “C” “D” or “E”, the students race to grab the object and run it back to the keyboard quickly finding where it belongs, taps it to the correct key and races back. The team shouts for their team member (great way to build friendships and learn each other’s names, along with learning where “C” “D” and “E” are on the keyboard)
- If there is remaining time, finish out the day with a **Lights Party**

Day 3

- **Review** - finish the Review with “Spring Jubilee” – this will get them ready for “If I Confess”
- **Story Time** – with background music
- “If I Confess” – demonstrate on teacher piano – ask them to sing along
- **Keyboard Time** – Again, it may be helpful to ask students to put headphones on and go to each student, individually, and assist them before playing together as a class
- **Activity Time** – See Activity Ideas Day 3
- **Game Time** – Keyboard Race
- “Braveheart” – demonstrate on teacher piano – demonstrate hands together and then again with just the RH
- **Keyboard Time** – RH only
- “Braveheart” – demonstrate on teacher piano LH only
- **Keyboard Time** – LH only – Split up the class and have half of the class play RH while the other plays LH, and then switch
- **Free Time on Headphones** - to explore sounds, to create, to play through the songs if they choose. During this part of class, do not be surprised and do not discourage them if they switch headphones with their neighbor or walk across class to another student’s piano to hear what sound they are

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using, or to see what they are creating. It is important to nurture the friendships that have been created and allow a "free" atmosphere where they feel free to move about and visit with their friends.

Day 4

- **Review** – "Spring Jubilee" "If I Confess"
- "Braveheart" – RH separate LH separate – hands together
- **Keyboard Time** – headphone time and assist each child individually
- **Activity Time** – See Activity Ideas Day 4
- **Review All Songs**
- **Game Time** – Keyboard Race
- **Practice for Program**
- **Lights Party**

Day 5

- **Review/ Practice for Program**
- **Preparation for Celebration**
- **Activity Time** – See Activity Ideas Day 5
- **Game Time** – Race/Lights Party
- Talk with the students about how we are "**Playing**" for our parents, not performing - Give them the option of playing "Braveheart" RH or LH only, or pairing with a new friend and having one play RH and one play LH if they are not comfortable playing hands together yet
- **Celebration**
- **Pizza Party**

Every child is successful and everyone has FUN! Stephy Bailly