

# Chapter 2 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

- Review daily – Finger Numbers
- Review daily – C D E Eflat
- Have C position Races at the piano (We start off in C position. I ask them all to put their hands in their lap, stand up at piano, turn around, sit....ready set FIND C POSITION
- During review of pieces, it's helpful to demonstrate it first on your piano while they are watching to help them remember
- During review it's also helpful to start with hands separately

## Day 1

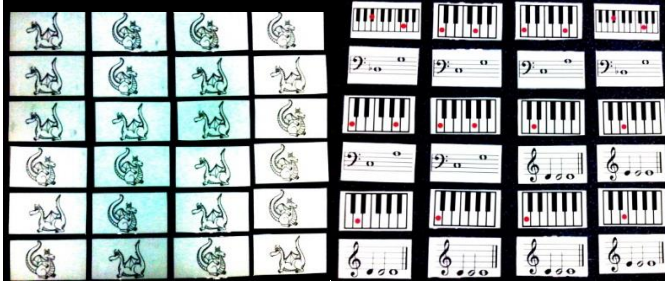
- **Introductions** – If kids were in camp together for Chapter 1, try to see who can remember the most names
- **Story Time** – with background music
- Review finger numbers
- Review C position
- Remind them “up” and “down”
- “All Alone” – Demonstrate on teacher piano. Then demonstrate just the RH.
- Introduce E flat
- **Keyboard Time** – Try playing it once as a class without orchestration. Then play orchestration and walk around the room playing it on your “arm piano”.

## Chapt 2 Lesson Plans -2-

- If students need individual help, have the class put on headphones and play while you assist students.
- Play again as a class with orchestration.
- Demonstrate LH on teacher piano. Play through with LH only.
- Students who wish to try both hands together may...if they are intimidated by it, don't force it. (At my last camp, a little boy burst into tears and said "I can't do it with both hands." I told him to just try RH and LH, but separately. Much to my surprise, when family came for the performance, he played both hands together PERFECTLY!!)
- **Story Time** – with background music
- "Flame Dance" – demonstrate at teacher piano. Introduce Csus
- **Keyboard Time** – It's helpful to play on your "arm piano" so they can visualize the rhythm. For students who still struggle, it's helpful to stand behind them and gently tap the rhythm on their shoulder or the side of their piano
- **Story Time** – with background music
- "Step Right In" – Demonstrate on teacher piano. Demonstrate RH separate
- **Keyboard Time** – RH Play it once without orchestration. Then, play orchestration and walk around room playing it on your "arm piano"
- If any students need individual help, have the class put on headphones and play while you assist students.
- Play again as a class with orchestration
- Demonstrate LH on teacher piano. Play through with LH only. (It's been really helpful, in my experience, to sing "Left left left thumb up to the white white white")
- Try both hands together as a class with orchestration
- **Activity Time** – See Activity Ideas Day 1

## Chapt 2 Lesson Plans -3-

- **Game** – Memory Game (**See last page of Lesson Plans for instructions**)



- Lights Party – with balloons!!!

## Day 2

- Review – finger numbers, C position, C D E and Eflat
- Review “All Alone” hands separately and together, “Flame Dance”, and “Step Right In”.
- Review the Story – Ask the students to see if they remember where the class is at in the story
- “Chilling Stories” – Demonstrate at teacher piano. Then, demonstrate RH only.
- **Keyboard Time** – Play together as a class. Play with orchestration. (Headphones and individual assist if necessary.)
- Demonstrate LH only – again helpful to sing “left left pinky down to the black”. Play first as a class without orchestration then with. Give them a chance to try it hands together. Allow for headphone time to try it on their own.
- **Story Time** – with background music
- “Lost in a Dream” – Improv – it’s going to be noisy and loud and crazy. As long as they’re not “pounding” or “banging” on the keys, let them go nuts and have fun!!
- “Wake-Up!” – Demonstrate at teacher piano. Demonstrate RH only
- **Keyboard Time**- Play together as a class without orchestration first, then with.
- Demonstrate LH only

## Chapt 2 Lesson Plans -4-

- **Keyboard Time** – Play together as a class without orchestration first, then with.
- Play together as a class with hands together.
- **Activity Time** – See Activity Ideas Day 2
- **Game** – Keyboard Race (Add Eflat)/ Memory Game
- Lights Party – with balloons!!

### Day 3

- Review – Finger Number, C D E and Eflat
- Review from beginning all the way through till Wake-Up (Sometimes it's fun during review to speed things up and see how fast they can play certain pieces)
- "Aerial Show" – Demonstrate on Teacher Piano
- **Keyboard Time** – Play with orchestration first and stand in front of the class with your back facing them and your hands in the air (air piano), so that they can visualize what hand is playing
- **Story Time** – with background music
- "My Prince, He'll Always Be" – Demonstrate on teacher piano.
- **Keyboard Time** – Play as a class with orchestration. (Playing on your "arm piano" in front of the class will help them with rhythm)
- "My True Love" – Demonstrate on teacher piano. Demonstrate RH only
- **Keyboard Time** – RH only without orchestration. Then, with orchestration. Headphones and individual assist if necessary
- Demonstrate LH – while demonstrating point to the LH chord shell on the sheet of music so they can visualize that the thumb on the LH is moving up to the white key when there is a line moving through it
- **Keyboard Time** – LH only without orchestration. Then, with orchestration. Headphones and individual assist if necessary. Try it hands together with orchestration
- **Activity Time** – See Activity Ideas Day 3
- **Game** – Memory Game or Keyboard Race
- Lights Party – with balloons!!

## Day 4

- Review Finger Numbers, C D E and Eflat
- Review “My True Love” – Demonstrate again and work on getting hands together.
- Prepare for performance by starting with the first piece and working your way through the book, playing each piece two or more times, until they feel comfortable. It's ok to take extra time for pieces that they are struggling with. It's also ok to spend extra time on pieces they really enjoy and want to play at a faster tempo to see “how fast they can play it”. It's still important that it's fun!! (NO STRESS)
- **REMEMBER** – during performance if children are not comfortable playing both hands they DO NOT HAVE TO. If one child wants to play LH and another RH, it's OK!!!
- **Activity Time** – See Activity Ideas Day 4
- **Game** – Memory Game or Keyboard Race
- Lights Party – with balloons!!!

## Day 5

- Review all pieces in order. Playing each piece two or more times and have fun speeding them up (if the students want to)
- Have C position race
- Get the room ready for family
- Game or Lights Party
- Performance

**Every child is successful and everyone has FUN!**

**Stephy Bailly**

## **MEMORY GAME**

### **PREP**

**The masters for the printouts are in the Activities folders. Print off 2 sheets of each. Cut and paste them together. I took them to Staples to have them laminated. (Even though treble clef F and G are present, we only use C D and E in Chapter 2 for this game.)**

### **OBJECT**

The object of the game is to collect the most matching pairs.

### **SET UP**

Shuffle the cards.

Lay out the cards face down in rows forming a large rectangle on the table or floor. Make sure the cards are not touching each other. They need to be able to be flipped over without disturbing any cards around them.

Decide who will go first.

### **HOW TO PLAY**

The first player chooses a card and turns it over.

The player then selects another card and turns it over. If the two cards are a matching pair for example the notes on the staff matches the notes on the keyboard, then they take the two cards and start a stack. A players turn is not over until they are unable to make a matching pair.

If the cards are not a match they are turned back over and it is now the next players turn.

The game continues until all the cards are played.

### **HOW TO WIN**

Once all the cards have been played the player with the most matching pairs is the winner.