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## **Lesson Plans**

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### Lesson 1

Day \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

#### Lesson Plan

1. Discuss **How to Sit at the Piano** (p. 3).
2. Introduce **Fingers Have Numbers** (p. 4).

Create additional games to reinforce finger numbers. Allow students to call out finger numbers for other students to wiggle. For more advanced groups, call out two numbers to wiggle (the first number is for the left hand; the second number is for the right hand).

3. Introduce **Piano Tones** (p. 5).  
Ask students to identify good hand positions among class members and to make suggestions about improving hand positions.
4. Introduce **The Keyboard** (pp. 6–7).
5. Assign Theory (p. 8) making sure that students understand how to complete it on their own.
6. Complete Ear Training (p. 9).
7. Introduce **Right & Left** (p. 10).
8. Introduce **Left & Right** (p. 11).

#### Assignment

1. **Fingers Have Numbers** (p. 4)
2. **The Keyboard** (pp. 6–7)
3. Theory (p. 8)
4. **Right & Left** (p. 10)
5. **Left & Right** (p. 11)

#### Teacher's Notes

## Lesson 2

Day \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

### Lesson Plan

1. Review **Fingers Have Numbers** (p. 4).
2. Review **The Keyboard** (pp. 6–7).
3. Check Theory (p. 8).

Check individual work before or after class or discuss answers as a group in class while students check their own work or trade books and check the work of other class members.

4. Review **Right & Left** (p. 10).
5. Review **Left & Right** (p. 11).
6. Introduce Technique (pp. 12–13).

Focus on a good hand position and moving smoothly from one position to the next in a timely manner.

7. Introduce Rhythm Drills (p. 14).
8. Introduce Composition/Improvisation (p. 14).

Provide students with an aural model of a successful melody by performing one for them or playing the CD or General MIDI disk.

### Assignment

REVIEW:

1. **Right & Left** (p. 10)
2. **Left & Right** (p. 11)

NEW:

3. Technique (pp. 12–13)
4. Rhythm Drills (p. 14)
5. Composition/Improvisation (p. 14)

### Teacher's Notes

## Lesson 4

Day \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

### Lesson Plan

1. Check Theory (p. 18).

Check individual work before or after class or discuss answers as a group in class while students check their own work or trade books and check the work of other class members.

2. Review **Little Bird** (p. 19).
3. Review Sight Reading (p. 21).

After playing all exercises, ask students to play an exercise of their choice and have other students identify which exercise was played.

4. Introduce **The Grand Staff** (p. 22).
5. Introduce **C Position on the Grand Staff** and **"Position C"** (p. 23).
6. Introduce **Morning Prayer** (p. 24).
7. Assign Theory (p. 25) making sure that students understand how to complete it on their own.
8. Play *Musical Adventures* game (Notes on the Staff in C Position, Book 2).

### Assignment

REVIEW:

1. **Little Bird** (p. 19)
2. Sight Reading (p. 21)

NEW:

3. **The Grand Staff** (p. 22)
4. **C Position on the Grand Staff** and **"Position C"** (p. 23)
5. **Morning Prayer** (p. 24)
6. Theory (p. 25)

### Teacher's Notes