1. The 1%: Who Are They?
   - Naturally talented
   - Practice regularly
   - Technical facility
   - Good readers
   - Musical
   - Rhythmically secure
   - Learn quickly
   - Perform easily
   - Parental involvement—make music a priority

2. What do the 1% need?
   - A steady diet of ever-increasing challenging repertoire
   - Exposure to all styles of music

3. The 99%: Who Are They?
   - Our “average” students
   - May or may not practice regularly (or at all)
   - May love us more than they love their lessons
   - Parents may believe music is important but don’t make it a priority
   - Have little technical facility
   - Nothing comes “naturally”
   - Moves at an average or below average pace
   - Need extra help in developing reading and technical skills
   - Need work with rhythmic security

4. What Do the 99% Need?
   - Pieces That Sound Harder Than They Are
   - Skills that prepare them to enjoy “Piano for Life”
Secure Rhythm Skills

The Role of Recordings

- Listen and Point.
- Listen and Count Aloud.
- Listen and Clap or Tap.
- Listen and Say Letter Names.
- Listen and Say Finger Numbers.

Workout 10 On the Move

The hand can move so the same finger can play different notes. Use this workout to prepare for the RH of A Page or Two.

A Page or Two

Flowing

Premier Performer

Play A Page or Two again, using finger 1 in the RH instead of finger 2.
Secure Reading Skills

**Landmarks: Treble G**

Follow the two steps below to introduce or reinforce Treble G:

**Teacher sings:**

Students echo:

Show the Treble G Flash card.
(Flash Cards, Book 2, #17)

Music Activity Board:
After charting, have students put a magnet on the Treble G line near the treble clef.
Then, ask students to draw the magnet along the Treble G line and push it on C line near the right side of the board.

**Music for Little Mozarts: Rhythm Ensembles & Teaching Activities (47172)**

**Skips**

Follow the three steps below to introduce or reinforce skips:

**Teacher sings:**

Students echo:

**Other activities with skips:**
- Sing step 1-3 from above using the example of skips below or any step 3.
- Ask students to play the steps from step 1 above and the examples below on the keyboard.
- Using the Music Activity Board, ask students to place pairs of magnets on the base or treble staff to form skips.
- Use the following Flash cards to reinforce skips on the staff.
  - Flash Cards, Book 2: 19-20, 27-29, 32-25, 37
  - Flash Cards, Book 3: 21-23, 24-25
  - Flash Cards, Book 4: 42, 6, 13, 23, 27

**3rds**

Follow the four steps below to introduce or reinforce 3rds:

**Teacher sings:**

Students echo:

**Other activities with 3rds:**
- Name a key and have students name the key that is “up a 3rd” or “down a 3rd.”
- Ask students to play the 3rds on the keyboard.
- Using the Music Activity Board, ask students to place pairs of magnets on the base or treble staff to form 3rds.
- Sing “Three Are Skips” (p. 32) with the students while they play the accompanying part.
- Sing “Three Are Skips” again, singing “to” for each note (like a second ending).
- Use the following Flash cards to reinforce 3rds on the staff:
  - Flash Cards, Book 2: 23-26, 27-29, 32-25, 37
  - Flash Cards, Book 3: 31-21, 24, 26
  - Flash Cards, Book 4: 42, 6, 13, 23, 27

**Music for Little Mozarts: Rhythm Ensembles & Teaching Activities (47172)**
Secure Rhythm Skills

Beginning Rhythm Patterns

1. \( \underbrace{\frac{\text{\hspace{0.2cm}}}{\text{\hspace{0.2cm}}}}_{\text{\hspace{0.2cm}}} \)
2. \( \underbrace{\frac{\text{\hspace{0.2cm}}}{\text{\hspace{0.2cm}}}}_{\text{\hspace{0.2cm}}} \) \( \underbrace{\frac{\text{\hspace{0.2cm}}}{\text{\hspace{0.2cm}}}}_{\text{\hspace{0.2cm}}} \)
3. \( \frac{\text{\hspace{0.2cm}}}{\text{\hspace{0.2cm}}} \)
4. \( \frac{\text{\hspace{0.2cm}}}{\text{\hspace{0.2cm}}} \) \( \frac{\text{\hspace{0.2cm}}}{\text{\hspace{0.2cm}}} \)
5. \( \underbrace{\frac{\text{\hspace{0.2cm}}}{\text{\hspace{0.2cm}}}}_{\text{\hspace{0.2cm}}} \)
6. \( \underbrace{\frac{\text{\hspace{0.2cm}}}{\text{\hspace{0.2cm}}}}_{\text{\hspace{0.2cm}}} \) \( \circ \)
7. \( \underbrace{\frac{\text{\hspace{0.2cm}}}{\text{\hspace{0.2cm}}}}_{\text{\hspace{0.2cm}}} \) \( \cdot \)
8. \( \frac{\text{\hspace{0.2cm}}}{\text{\hspace{0.2cm}}} \) \( \text{\hspace{0.2cm}} \) \( \cdot \)
9. \( \frac{\text{\hspace{0.2cm}}}{\text{\hspace{0.2cm}}} \) \( \cdot \)
10. \( \frac{\text{\hspace{0.2cm}}}{\text{\hspace{0.2cm}}} \) \( \frac{\text{\hspace{0.2cm}}}{\text{\hspace{0.2cm}}} \)

New Time Signature

\( \frac{3}{4} \) means 3 counts in every measure.
\( \frac{1}{4} \) means a quarter note \( \cdot \) gets 1 count.

Dotted Half Note

3 counts (beats)
1 dotted half note = 3 quarter notes

\( \text{Count: } 1 - 2 - 3 \)

Rhythm 7

Count: 1 2 3 1 - 2 - 3
Tap and count aloud 3 times each day.

Let's Take a Trip

Let's We'll take pack our trip bags. We We don't will care where.

\( \text{Count: } 1 2 3 1 - 2 - 3 \)

Lon don them sounds with fun! Can 1 we go 3. there?

\( \text{Count: } 1 2 3 1 - 2 - 3 \)

Closer Look

Circle the steps that move up in Let's Take a Trip. Then, count 1 - 2 - 3 for each measure as you play.

Premier Piano Course: Lesson Book 1A (20652)
Secure Rhythm Skills

Rhythm Chant: Half Note

Teacher sings or chants:

Students echo:

Follow the steps below to introduce or reinforce the half note:

1. Teacher sings or chants:
   - 1 1/2 beats
   - Half note, half note, two quarter notes

2. Students echo:
   - Half note, half note, two quarter notes

Rhythm Chant: Dotted Half Note

Teacher sings or chants:

Students echo:

Follow the steps below to introduce or reinforce the dotted half note:

1. Teacher sings or chants:
   - Dotted half note
   - Half note, one more, keep the beat

2. Students echo:
   - Half note, one more, keep the beat

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Grape:

Grape - fruit

Watermelon:

Strawberry

Premier Piano Course: Lesson Book 4 (30202)
Secure Technical Skills

1. Relaxed Shoulders
2. Arm Weight
3. Moving Freely
4. Strong Fingertips
5. Finger Weights
6. Repeated Notes
7. Thumb Position
8. Finger Independence
9. Gentle Hand Rock
10. Smooth Legato
11. Crisp Staccato
12. Rising Wrist
13. Amazing Phrasing

Hanon for Two (46273)
Understanding Musical Style

Great Music & Musicians by Nancy Bachus and Tom Gerou

Book 1: An Overview of Music History (39060)
Book 2: An Overview of Keyboard Composers and Literature (39063)

Premier Piano Course: Lesson Book 1A (20652)

Premier Piano Course: Lesson Book 6 (33919)
Reading Lead Sheets

Knowledge of Chords

- Major
- Augmented
- Minor
- Diminished

- Inversions of Triads

- Major Seventh (Cmaj7)
- Dominant Seventh (C7)
- Minor Seventh (Cm7)
- Half-Diminished Seventh (Cm7b5)
- Diminished Seventh (Cdim7 or C°7)

Alfred’s Group Piano for Adults: Popular Music, Book 1 (46270)