

Piano for Life

E. L. Lancaster

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.

52



Performance Book: page 21

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*.

Practice 3 times each day.

A Page or Two

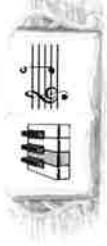


Premier Performer Play *A Page or Two* again, using finger 1 in the RH instead of finger 2.

Duet: Student plays **two** octaves higher.

Secure Reading Skills

Landmarks: Treble 6
Introduce with Music Lesson Book 2, page 26.



Follow the two steps below to introduce or reinforce Treble C.

Teacher chants:

Students echo:

Tre-ble Clef, C clef, where are you?
 Tre-ble Clef, C clef, where are you?

Here's my C clef on line 2!
 Here's my C clef on line 2!


Show the Treble C flash card.
 (Flash Cards, Book 2, #31)

Here's my C clef on line 2!
 Here's my C clef on line 2!

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

Section 2: Teaching Activities for Reading

Landmarks: Treble C
Introduce with Music Lesson Book 4, page 30.



Follow the four steps that follow to introduce or reinforce Treble C.

Teacher chants:

Students echo:

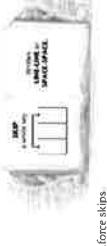
Tre-ble C, where are you, be!
 Tre-ble C, where are you, be!

You can find me in space three, be!
 You can find me in space three, be!

Count the spots - oh them, be! - to top.
 Count the spots - oh them, be! - to top.

Section 3: Teaching Activities for Reading

Skips
Introduce with Music Lesson Book 2, page 31.



Follow the three steps below to introduce or reinforce skips.

Teacher sings:

Students echo:

skip a line - get skip a key;
 skip a line - get skip a key;

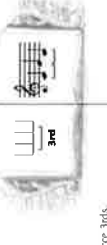
read - y go!
 read - y go!

Other Activities with Skips:

- Repeat steps 1-3 from above using the examples of skips below to vary step 3.
- Ask students to play the skips from step 3 above and the examples below on the keyboard.
- Using the Music Activity Board, ask students to place pairs of magnets on the bass or treble staff to form skips.
- Use the following flash cards to reinforce skips on the staff:
 Flash Cards, Book 2: #19-20, 27-28, 32-35, 37
 Flash Cards, Book 3: #17-21, 24, 26
 Flash Cards, Book 4: #2, 6, 13, 23, 27

Section 2: Teaching Activities for Reading

3rds
Introduce with Music Lesson Book 3, page 22.



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

Teacher sings:

Students echo:

There are skips from line to line.
 There are skips from line to line.

Space to space is a - so fine.
 Space to space is a - so fine.

It's like hop-ping on the staff.
 It's like hop-ping on the staff.

Sing-ing thirds can make you laugh!
 Sing-ing thirds can make you laugh!

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 3rds on the keyboard.
- Using the Music Activity Board, ask students to place pairs of magnets on the bass or treble staff to form 3rds.
- Sing "Thirds Are Skips" (p. 70) with the students while playing the accompaniment.
- Sing "Thirds Are Skips" again, singing "la" for each note (like a second verse).
- Use the following flash cards to reinforce 3rds on the staff:
 Flash Cards, Book 2: #19-20, 27-28, 32-35, 37
 Flash Cards, Book 3: #17-21, 24, 26
 Flash Cards, Book 4: #2, 6, 13, 23, 27

Section 3: Teaching Activities for Reading

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

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

Secure Reading Skills

33

SECONDO
Teacher

Round Dance
from: *Melodious Duets for Teacher and Pupil*

Arnaldo Soriano (1853–1936)
Op. 996, No. 11

Allegretto
mf

Both hands one octave higher than written throughout

33

PRIMO
Student

Round Dance
from: *Melodious Duets for Teacher and Pupil*

Arnaldo Soriano (1853–1936)
Op. 996, No. 11

Allegretto
mf

Both hands one octave higher than written throughout

Easy Teacher-Student Piano Duets, Book 1 (E) 46128

42

SECONDO
Teacher

Spring Song*
from: *30 Informative and Melodious Piano Duets*

Arnaldo Soriano (1853–1936)
Op. 432, No. 17

Allegro
mf

Both hands one octave higher than written throughout

43

PRIMO
Student

Spring Song*
from: *30 Informative and Melodious Piano Duets*

Arnaldo Soriano (1853–1936)
Op. 432, No. 17

Allegro
mf

Both hands one octave higher than written throughout

Easy Teacher-Student Piano Duets, Book 2 (E/LE) 46129

Secure Rhythm Skills

Beginning Rhythm Patterns

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

28

New Time Signature

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

Dotted Half Note

3 counts (beats)

1 dotted half note = 3 quarter notes

Count: 1 - 2 - 3 1 2 3

Tap and count aloud 3 times each day.

Theory Book: page 22
 Performance Book: page 11

Rhythm 7

Count: 1 2 3 1 - 2 - 3

Let's Take a Trip



Let's take a trip. We'll pack our bags. We don't care where. Lon don't see! Count them with sounds. Can you see? LH RH

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.

Duet: Student plays one octave higher.
 Moderately fast

CD #40/41
 GM 21

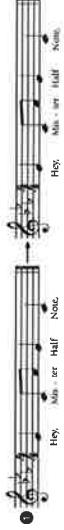
Secure Rhythm Skills

Rhythm Chant: Half Note
Introduce with Music Lesson Book 1, page 31.



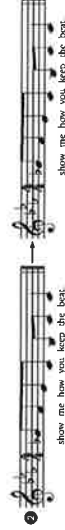
Follow the four steps below to introduce or reinforce the half note.

Teacher sings or chants:



Hey, Ma - ter Half Note.

Students echo:

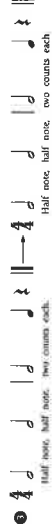


show me how you keep the beat.


Teacher claps and chants:
Show a half note flash card (Flash Cards, Book 1, #18)

Students echo:

Half note, half note, they count each.



Half note, half note, two counts each.



Half note, half note, two counts each.

1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2


1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2

1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2

1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2


54 ■ Section 2: Teaching Activities for Rhythm

Rhythm Chant: Dotted Half Note
Introduce with Music Lesson Book 2, page 6.




Follow the three steps below to introduce or reinforce the dotted half note.

Teacher chants:



Hey, Dot - ted Half Note can you keep the beat?

Students echo:

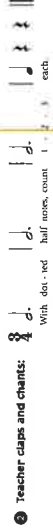


Hey, Dot - ted Half Note can you keep the beat?

Show a dotted half note flash card (Flash Cards, Book 2, #1)

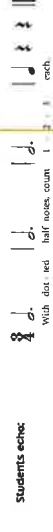
Teacher claps and chants:

With dot - ted half notes, count 1 - 2 - 3 each.



Students echo:

With dot - ted half notes, count 1 - 2 - 3 each.



Teacher claps and chants:

1 - 2 - 3 1 - 2 - 3 1 - 2 - 3 1 - 2 - 3

1 - 2 - 3 1 - 2 - 3 1 - 2 - 3 1 - 2 - 3

Students echo:


1 - 2 - 3 1 - 2 - 3 1 - 2 - 3 1 - 2 - 3

1 - 2 - 3 1 - 2 - 3 1 - 2 - 3 1 - 2 - 3

55 ■ Section 2: Teaching Activities for Rhythm

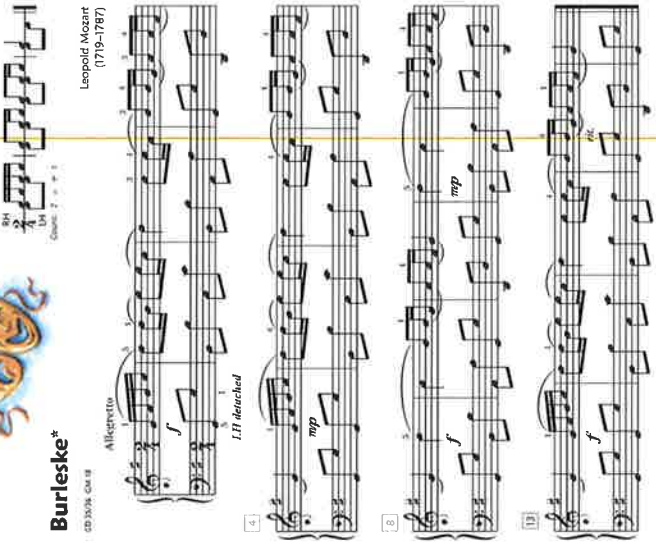
Music for Little Mozarts: Rhythm Ensembles & Teaching Activities (47172)

Rhythmic Workout
On your lap, tap the rhythm 3 times daily at your count aloud.



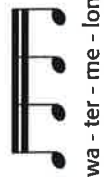
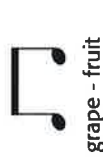
41
They show page 29

Burleske*
Op. 20/29, Act II
Leopold Mozart (1719-1787)



Allegretto
f
1/2 detached
mp
mf

* A burleske is a humorous piece that often uses some previous elements also.



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

4

SECONDINO

Melody Bober

Spirited (♩ = 112-120)

1.

2.

3.

4.

5.

5

PRIMO

Charles-Louis Hanon

Spirited (♩ = 112-120)

1.

2.

3.

4.

5.

Secure Technical Skills

20 Teacher

Drivin' Boogie
(F Major)

Duet ACCoMPAniMen T: Student plays one octave higher.

Driving (♩ = 168)

mp

Melody Baber

Student 21

Drivin' Boogie
(F Major)

Melody Baber

Pentascle Pro, Book 1 (E) 31999

22 Teacher

Jazz Stomp
(F Minor)

Duet ACCoMPAniMen T: Student plays one octave higher.

Forcefully (♩ = 160)

mp

Melody Baber

Student 23

Jazz Stomp
(F Minor)

Melody Baber

Pentascle Pro, Book 1 (E) 31999

Secure Technical Skills

16 Teacher

Saturday Night Shuffle
(One-Octave Scale Duet in G-flat Major)

With energy (♩ = 12)

Melody Baber

Student 17

Saturday Night Shuffle
(One-Octave Scale Duet in G-flat Major)

With energy (♩ = 12)
Both hands one octave higher with *hair*

Contrary Motion

Melody Baber

Major Scale Pro, Book 2 (EI/I) (44765)

18 Teacher

Let's Dance
(Two-Octave Scale Duet in G-flat Major)

With energy (♩ = 112)

Melody Baber

Student 19

Let's Dance
(Two-Octave Scale Duet in G-flat Major)

With energy (♩ = 112)
Both hands two octaves higher with *hair*

Parallel Motion

Melody Baber

Major Scale Pro, Book 2 (EI/I) (44765)

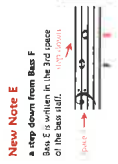
Understanding Musical Style

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)

New Note E
 a step down from Bass F
 since it is written in the 3rd octave
 of the bass staff.



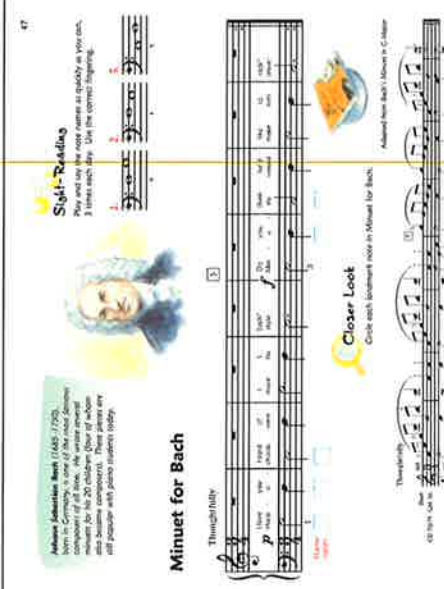
Basketball
 Chantilly



Closer Look
 Circle each note in Basketball that is not a traditional note. Name the correct notes.

43

Minuet for Bach
 ThroughBility

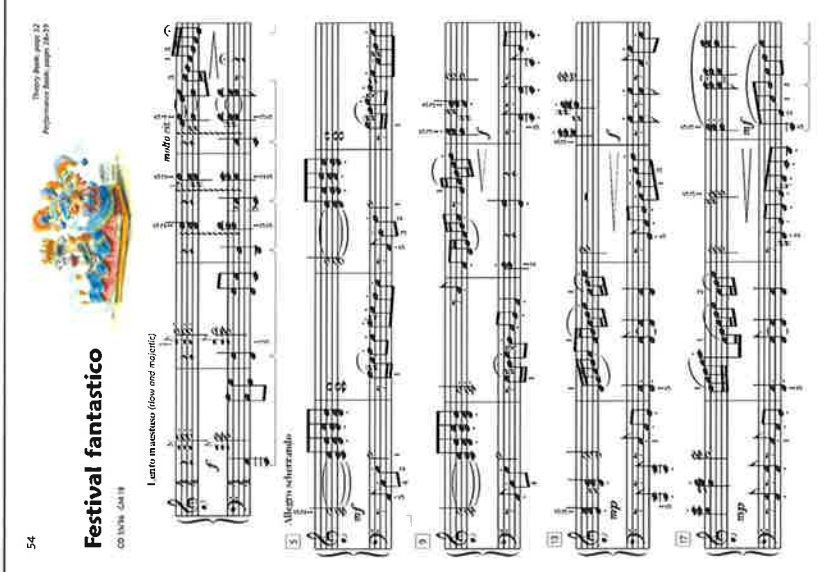


Sight-Reading
 Try and play the minuet as quickly as you can. Practice the key. Use the correct fingering.

Closer Look
 Circle each bookmark note in Minuet for Bach.

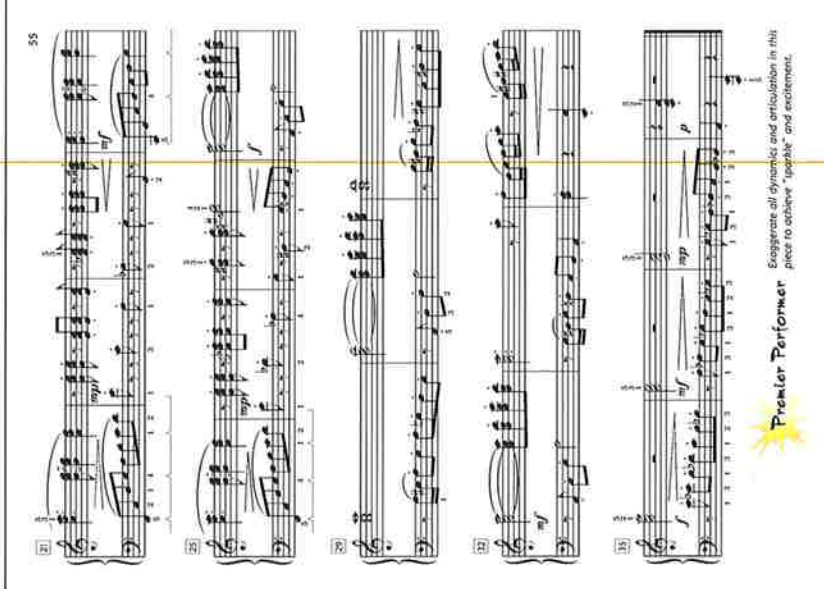
47

Festival fantastico
 CD 1016, Op. 118
 Lento maestoso (slow and majestic)



54

Premier Performer
 Exaggerate all dynamics and articulation in this piece to achieve "upbeat" and excitement.



55

Knowledge of Chords

- Major
- Augmented
- Minor
- Diminished
- Inversions of Triads
- Major Seventh (Cmaj7)
- Dominant Seventh (C7)
- Minor Seventh (Cm7)
- Half-Diminished Seventh (Cm7^b5)
- Diminished Seventh (Cdim7 or C^o7)

18 **Lead-Sheet Harmonization**
 Harmonize "Hopefully Devoted to You" with root position chords. Play each chord two times per measure.

Hopefully Devoted to You
 (from *Grease*)

Moderately slow
Cm

Words and Music by John Farnham

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36 **Lead-Sheet Harmonization**
 Harmonize "The Sound of Silence" with the indicated chords.
 • Use an Alberti bass accompaniment in measures 2, 4, 6, 8, 12, 13, 15, and 16.
 • Play a block chord or the single tone root of the chord in other measures.

The Sound of Silence

Moderately slow
Dm

Words and Music by Paul Simon

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50 **Lead-Sheet Harmonization**
 Harmonize "Killing Me Softly" with block chords. Play a chord on beat 1 of each measure and hold for 3 counts. On beat 4, move to the next chord.

Killing Me Softly

Moderately slow
Dm

Words and Music by Charles Fox and Norman Gimbel

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Pieces That Sound Harder Than They Are

Caribbean Holiday

E.L. Lancaster

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Dream Echoes

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Gypsy Earrings

Bret Adams

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The Great Smoky Mountains

David Carr Glover (1925-1988)

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Kowalchyk and Lancaster's Favorite Solos, Book 2 (39399)