

**Guidelines**

- Don't talk...just do it
- Enjoy yourself...its contagious
- Lesson grows out of the children's known, fluent repertoire
- Develop inner hearing
- Sing at every lesson!
- Vary moments of concentration/relaxation
- Capture child's interest
- Go from predictable to unpredictable
- Teach through the senses...touch, see, hear
- Sequence everything you want to teach
- Lead the children to experience the concepts
- Find ways to have all the children participate
- Start with what they know and can do well
- Introduce reading and writing concepts
- Plan how to get from one activity to the next ie transitions
- Plan and memorize your lesson
- Be flexible within your structure!

## **Piano Ensemble ideas**

### **Chain**

- one or two pianos
- any number of students
- with or without the teacher
- predictable...unpredictable
- at teacher's signal
- when students decide
- involve whole class in signal

### **Change at signal**

- aural signal
- visual signal
- students decide
- ghosting
- hands behind back
- eyes closed

### **Sections**

- A, B
- Exposition, development, recapitulation
- Phrase by phrase

### **Radio off on**

- Singing
- Playing
- Teacher directs
- Student directs

### **Magic wand**

- Singing
- Playing

### **Dynamics/Tempo markings**

#### **Transpose**

- Well known melodies
- In chain
- Add LH accompaniment
- Let fingers search
- Discover key signature

#### **Improvise**

- Variations
- Teacher leads
- Student leads
- Read/write rhythms

## **Partner Songs**

Mary/London-Inner hearing

## **Ensemble skills**

- Begin and end together
- Fermata
- Who leads?
- Follow the leader (tempo, dynamics)

## **Question/answer**

- Teacher/student
- Student/teacher
- Student/student

## **Conversation**

- What's your name
- How old are you
- Where do you live

## **RH/LH switch**

- Student/teacher
- Student/student

## **Explore ranges**

- Teacher gives signal
- Student gives signal
- **Crossed hands**

## **Students perform for each other**

- Listen with a focus
- Metre, Form

## **How to involve children who are not playing**

They can:

- Sing
- Give signal following the teacher
- Give signal according to the form
- Indicate dynamics
- Give tempo markings
- Play on lap
- Name the song (on hearing whole song, one note, RH, LH...)
- Name the composer
- Clap rhythmic ostinato (by ear , reading)
- Body percussion ostinato
- Identify different note values with parts of body
- Show rise and fall of melodic line
- Conduct
- Show chord changes
- Sing solfa (interchange with piano)
- Show hand signs
- Listen

**Planning a lesson:** between 6 to 8 activities

Develop:

- Singing
- Inner hearing
- Ensemble skills
- Listening skills
- Performance skills
- Musicality
- Ear training
- Coordination
- Quick response
- Reading concepts
- Writing concepts
- Transposition and improvisation

1. Use known repertoire to start with
2. Begin and end with a musical experience. Everyone participating
3. Variety of activities and varied repetition
4. Transition...know how to lead from one activity to the next
5. When singing use a comfortable key
6. Have a clear focus for each activity
7. Teacher as example...musical and in all aspects
8. Base each activity on what they children know well
9. Take age and experience into consideration
10. Plan how to keep whole class involved

- **Enjoy...it is contagious!**