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

When I have some time to spare, this is what I do: get my book, climb in a chair, read a page or two.

Premier Performer

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

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

Landmarks: Treble G
Introduce with Music Lesson Book 2, page 28.

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

Teacher chants: Students echo:

1. Treble clef, G clef, Treble G
   G line, near the right side of the board.
   Here's my circle, do you see?
   Here's my circle, where are you?
   Here's my circle, where can you put it?

2. Treble clef, G clef, Treble G
   G line, near the right side of the board.
   Take the Treble G flash card.

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

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

Landmarks: Treble C

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

Teacher chants: Students echo:

1. Treble clef, C clef, Treble C
   C line, near the left side of the board.
   Here's my circle, do you see?
   Here's my circle, where can you put it?

2. Treble clef, C clef, Treble C
   C line, near the left side of the board.
   Show the Treble C flash card.

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

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

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

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

Teacher sings: Students echo:

1. 3rd is two keys, Treble C, where can you put it?
   Count the spaces from the base line to G.

2. 3rd is two keys, Treble C, where can you put it?
   Count the spaces from the base line to G.

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 place pairs of magnets on the bass or treble staff to form 3rds.
- 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

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

Round Dance
from Melodious Duets for Teacher and Pupil
Arnoldo Sartorio (1853–1936)
Op. 99v, No. 11

Both hands one octave higher than written throughout

Spring Song*
from 30 Instructive and Melodious Piano Duets
Arnoldo Sartorio (1853–1936)
Op. 432, No. 17

* Title is editorial.
Secure Rhythm Skills

Beginning Rhythm Patterns

1. \( \cdots \cdots \cdots \)
2. \( \cdots \cdots \, \uparrow \)
3. \( \cdots \, \cdots \)
4. \( \cdots \, \cdots \)
5. \( \cdots \, \cdots \)
6. \( \cdots \cdots \cdots \, \bullet \)
7. \( \cdots \cdots \, \bullet \)
8. \( \cdots \, \bullet \)
9. \( \bullet \)
10. \( \bullet \)

New Time Signature

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

Dotted Half Note

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

Rhythm 7

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

Let’s Take a Trip

Let’s take a trip. We’ll pack our bags. We don’t care where. Our sounds with fun! We can go three.

Duet: Student plays one octave higher.

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.
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: Students echo:

1. Half note, half note, two counts each.

Students echo: 

2. Half note, half note, show me how you keep the beat.

Students echo: 

3. Half note, half note, can you keep the beat?

Students echo: 


Students echo: 

Rhythm Chant: Dotted Half Note

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

1. Teacher chants: Students echo:

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

2. Teacher claps and chants: Students echo:

Students echo:

3. Teacher claps and chants: Students echo:

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

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)
Secure Technical Skills

Drivin' Boogie
(F Major)

DUET ACCOMPANIMENT: Student plays one octave higher.

Jazz Stomp
(F Minor)

DUET ACCOMPANIMENT: Student plays one octave higher.

Pentascale Pro, Book 1 (E) 31999
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)
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 (Cm7♭5)
• Diminished Seventh (Cdim7 or C°7)

Harmonize “The Sound of Silence” with the indicated chords.
• Use an Alberti bass accompaniment in measures 2, 4, 6, 8, 12, 15, and 16.
• Play a block chord or the single tone root of the chord in other measures.

The Sound of Silence

Moderately slow

Words and Music by Paul Simon

Harmonize “Hopelessly Devoted to You” with root position chords. Play each chord two times per measure.

Hopelessly Devoted to You
(From Grease)

Moderately slow

Words and Music by John Farrar

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

Words and Music by Charles Fox and Norman Gimbel

Alfred’s Group Piano for Adults: Popular Music, Book 1 (46270)
### Pieces That Sound Harder Than They Are

#### Caribbean Holiday

**Composer:** E. L. Lancaster

**Practice Plan:**

- While holding finger 5 down on the A, silently substitute finger 1 in its place.
- Repeat one octave lower, then two octaves lower.

**Section A**

1. Follow the suggestions to learn this piece.
2. For longer pieces such as *The Great Smoky Mountains*, it is important to have a practice plan to make learning easier. Follow the suggestions to learn this piece:
   - **Section A and Coda**
     1. Slowly block each of the triplet figures in the A sections and coda.
     2. Silently “play” both A sections of the piece to practice where to move your hands.
     3. Then play the A sections slowly, as written.
   - **Section B**
     4. In measures 17–22, silently “play” the notes on the first beat of each measure, making sure you are comfortable with each move.
     5. Slowly play these measures as written.
   - **Section C**

**Section B**

**Section C**

**Earrings**

**Composer:** Bret Adams*

**Finger Substitution**

- With spirit

**Gypsy Earrings**

**Composer:** E. L. Lancaster

**Finger Substitution**

- With spirit

**The Great Smoky Mountains**

**Composer:** David Carr Glover (1925–1998)

**Practice Plan**

- For longer pieces such as *The Great Smoky Mountains*, it is important to have a practice plan to make learning easier. Follow the suggestions to learn this piece:

- **Section A**
  1. Follow the suggestions to learn this piece.
  2. For longer pieces such as *The Great Smoky Mountains*, it is important to have a practice plan to make learning easier. Follow the suggestions to learn this piece:
  3. Slowly block each of the triplet figures in the A sections and coda.
  4. Silently “play” both A sections of the piece to practice where to move your hands.
  5. Then play the A sections slowly, as written.

- **Section B**
  6. In measures 17–22, silently “play” the notes on the first beat of each measure, making sure you are comfortable with each move.
  7. Slowly play these measures as written.

**Section C**

- Move the first inversion chords in the RH of measures 23–27.