



Music
for Young
Children®

The high note in music learning™

Course Sampler

Sunrise™
ages 2,3



Sunshine™ I
ages 3,4



Sunshine™ II



Sunbeams™ I
ages 5,6

Sunbeams™ II



Sunbeams™ III



Moonbeams™ I
ages 7,8,9

Moonbeams™ II



Moonbeams™ III

My Choice™
teens

Music Your
Best Choice™
adults



Program Direction



Age appropriate classes for children
ages 3 through 10!

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Mission Statement

We provide the best quality music education to young children by blending the pleasure and the joy of music making with sound instruction.



The high note in music learning™

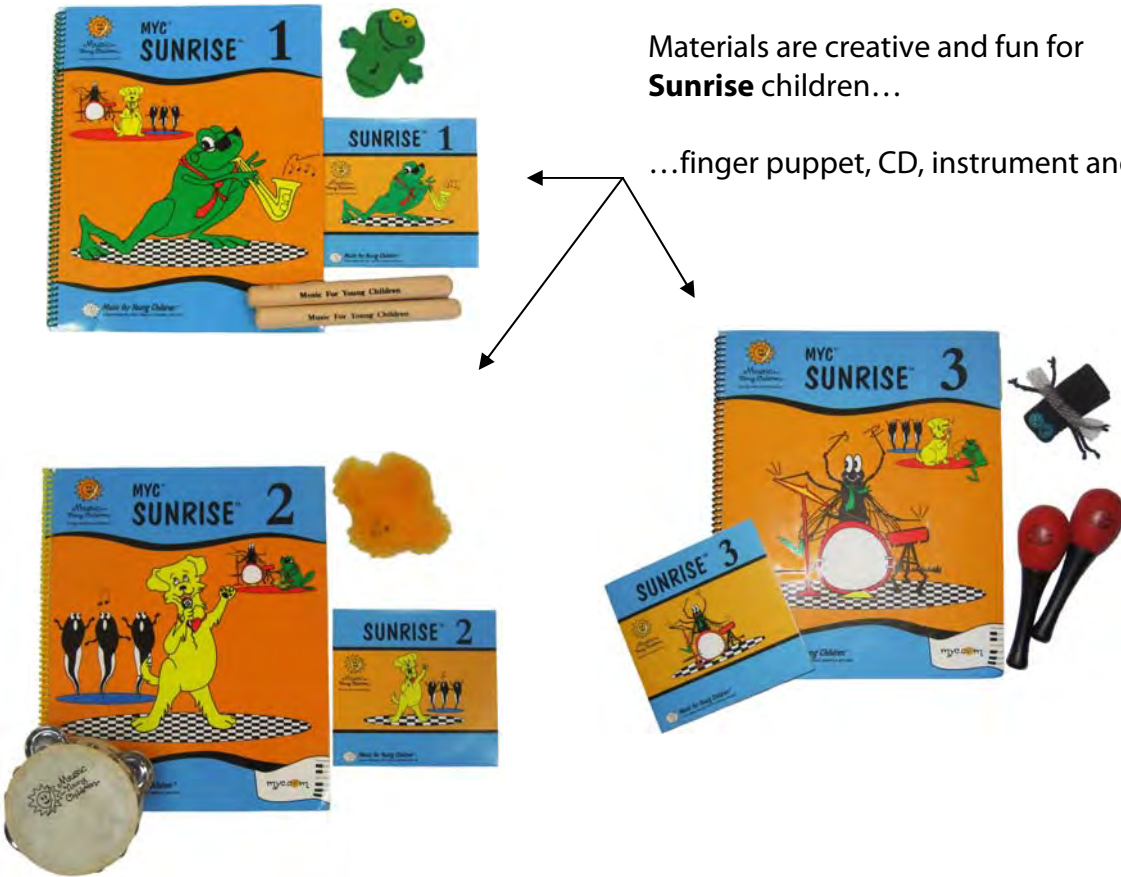
GOALS TO BE COMPLETED IN SUNRISE®
--

1. Provide a positive fun introduction to music for the young child.
2. Hold rhythm instruments correctly.
3. Strike rhythm instruments correctly.
4. Keep a steady beat on rhythm instruments.
5. Begin and end a selection together.
6. Hear their inner beat.
7. Copy simple rhythm patterns by imitation.
8. Recognize changes in tempo.
9. Sing as part of a group.
10. Echo answers to musical questions by imitation.
11. Acquire a repertoire of songs.
12. Hear their inner voice.
13. Recognize some of the basic music terms.
14. Recognize dynamics.
15. Differentiate between high and low.
16. Enjoy listening to and moving to music with a variety of tonality and meter and style.
17. Enjoy the rhythm of chants.
18. Enjoy "floating" and "moving" scarves to a variety of music.
19. Begin to recognize patterns aurally and visually.

Sunrise: A Sampling

Materials are creative and fun for **Sunrise** children...

...finger puppet, CD, instrument and book.



4
LESSON 1

Buddy and Mellow would like us to review our patterns. Which pattern do you hear?
Take Mellow for a walk through the patterns park.

It's Gotta Be Blue
(for Arms)

It's the red,
It's the green!

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The book has two sections – one section is an activity section, the other has all the songs plus activities for **Sunrise** children, ii (infant insights) and ee (extra enrichment). The CDs have live instrumentation and in this section of the book it notates what instruments are played! Great materials for visual, auditory and tactile learning.



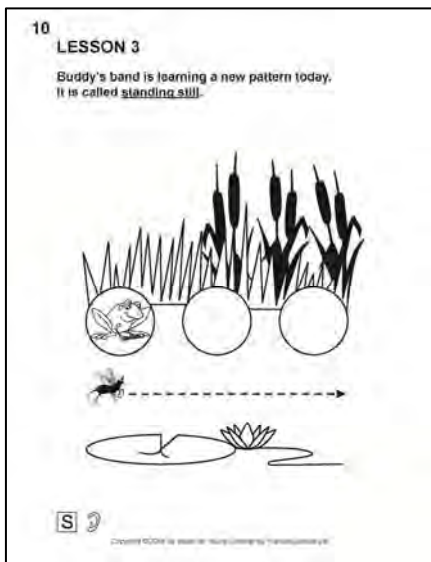
The teacher puppets are so playful.

The teacher's manual is brimming with resources for the **Sunrise** teacher. Singing, rhythm, movement – all so essential in the development of a child.

Michelle Yee (Mrs), Muzart

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Listening patterns have a creative presentation with Buzz showing the direction to read. This is excellent for young children who are beginning to read.



LESSON 2 7

Buddy is going to try to trick us today.
He will clap one of the teddy music stories for us.

-
-
-
-

← The teddy bears give the musical beat a sense of playfulness through their walking and running, plus other activities.

My Blankie

Chant: © Balodis
N. Ferguson

I have a favorite blankie.
I take it everywhere
And sometimes when I'm sleepy,
we curl up in a chair.

When I am feeling lonely
My blankie hugs me tight.
And when I'm outside playing,
it waits for me 'til night.

- Use your Sunrise Friend (or own blankie) - curlie up and lay the chant with the CD.
- Sit flat in lap. Chant the verse rhythmically, bouncing along.
- Think of a favorite "buddy" for child and substitute "blankie" in chant with this name used.

Mellow's Voice
S.O. & Rhythm: Sway (Tangle, Mini drum, Wood clicks, Saws drum)

← **Sunrise Friend** is a cuddly blue blankie that is used creatively in class. It is available for purchase for at-home cuddles too!

18 **LESSON 5**

Here are some forte and piano pictures.
Use your Buddy puppet to find forte.
Use your Mellow puppet to find piano.

The children are learning about dynamics and tempo.

LESSON 4 13



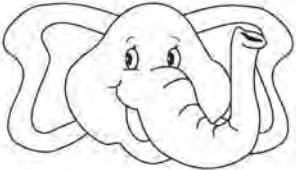
Mellow needs your help today.
She is looking at the pictures and is wondering
what goes fast and what goes slow.
Some things go not too fast or not too slow.
Mellow says this is a medium tempo.







LESSON 5 21

Buddy loves loud sounds.
The music word for loud is forte.
We use the letter **f** to tell us the music is forte.

LESSON 4 15

Mellow loves elephants. She is excited because today we are going to learn a song about elephants.

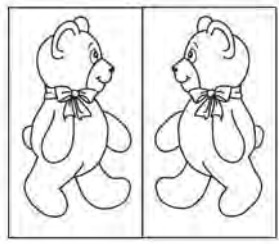


 CD 2, track 21  page 22    





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There are crafts right in the activity section of the child's book. No extra work is required – all the materials are there. The symbols on the page tell what is required – a crayon, a helping hand person, scissors and glue.

LESSON 2 7



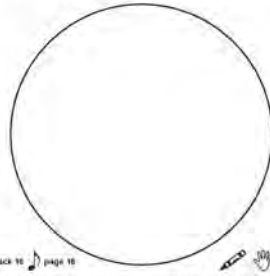
Walk Teddy is now a puppet. Use your puppet for many fun music activities.






   


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LESSON 5 21

Buddy and Mellow love to sing about Aikendrum.




 CD 2, track 16  page 16    



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GOALS TO BE COMPLETED IN SUNSHINE® 1

1. *Create a positive, happy habit of learning music.* This is very important at this level because music lessons may be the first experience a child has with a teacher other than his/her parents. Music class for **Sunshine** 1 students fulfills a social contact need, a vocabulary need, helps in the development of the fine and gross motor skills and much more.
2. Develop listening skills. Children will learn to focus on directions from the teacher and wait for musical introductions.
3. Master the music alphabet from A to G inclusive and play the same in the form of the C major scale and the a natural minor scale on the keyboard.
4. Recognize and reproduce on the keyboard high, middle and low sounds.
5. Play patterns on the keyboard by ear, i.e., stepping up, stepping down, jump up high, jump down low, stepping up and down. Students need to recognize the patterns by ear before they can reproduce them on the keyboard.
6. Read line and space notes. Read middle C, treble D and E, and bass A and B. This may be expanded on the tin sheet, but the actual songs they read will include the notes written above. All *hands separate* playing. There is pre-staff notation for **Sunshine** 1 children which will visually alert them to the patterns and the time values of the notes.
7. "Echo sing" different patterns using *do* to *la*.
8. Use 2/4, 3/4, 4/4 time signatures.
9. Employ  in singing, clapping, dictation and reading.
10. Reinforce left and right modality and fine motor control in the individual fingers. Some *Sunshine* 1 children may have the control necessary to use all their fingers and to tuck their thumbs. Others will only be able to use their pointer fingers. Finger games and action songs will help to develop finger awareness.
11. Experience independence in learning and interaction with other children in a learning situation.
12. Learn the level of sound in their daily lives, which can be incorporated into their music, using dynamics. *f ff p pp* < >
13. Compose a short (4 measure) song.
14. Play in a recital, either solo or with the class, in a keyboard ensemble or rhythm ensemble.

Sunshine 1: A Sampling

L-24

Put a circle sticker on each step.

This child is stepping down

← Where does the pattern begin?
Mark the beginning step with a stamp or star.

H-40

Match the patterns.

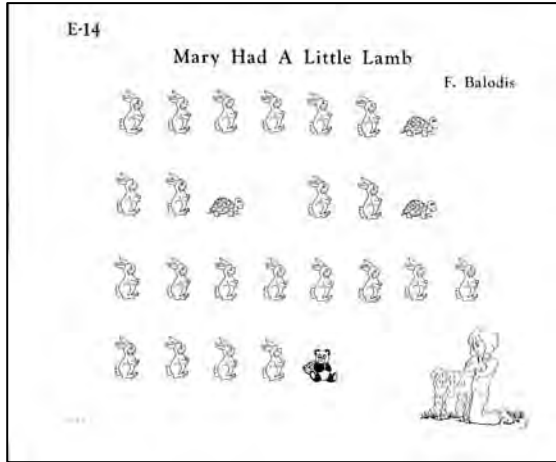
← A review of the patterns.

Now Watch Me K-55
F. Balodis

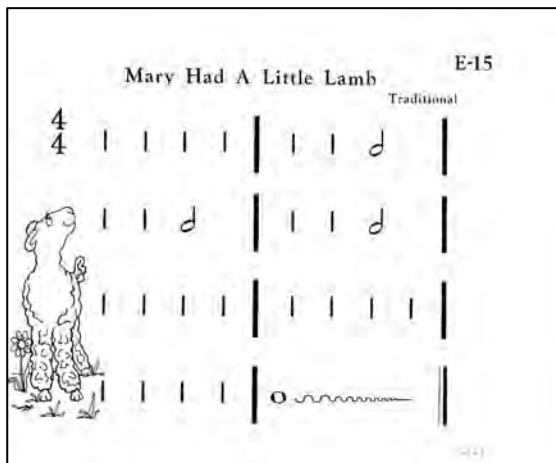
The **Sunshine** children will hear a different sound in this song. While they do not have the words *major* and *minor* in their vocabularies, they will feel the difference in the mood of the music.

K-74 **Driving Down** F. Balodis

← **Driving Down** is fun for toy car enthusiasts who love to drive toy cars on the page in the direction of the notes. Doing so helps to motivate students to read the notes from left to right. Since it is a long song, sing to all with arm signs but play only half the first week. Play the other half the next week. This song has a key change from C Major in line one to a minor in line two.

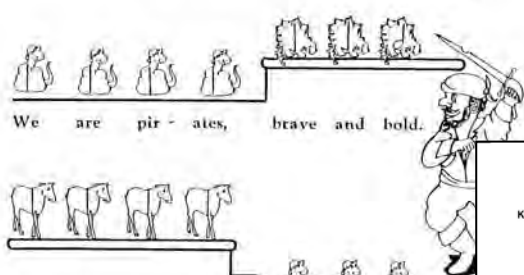


The children cannot use their puppets to walk through this song because there are three different rhythm characters. They may enjoy using a special magic pointer stick constructed from a popsicle stick and glitter to read through the whole song.

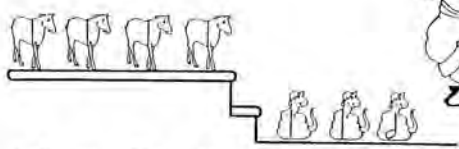


Mark each student's manual with a stamp or sticker by the upper left hand rabbit to show the student where to begin. Do not attempt to sing the actual words of the song while playing instruments. Sing, *hop, hop, hop, hop, hop, etc.*, instead.

Pirate Gold KS-1
S. Bennett



We are pi-ates, brave and bold.




And we like to hunt for gold.


← A fun keyboard piece learned last year...

↘ ...is revisited this year with "grownup" notation.

K-44



Pirates F. Balodis




We are pi-rates bold. Sear-ching for some gold.

Look up then down shi-ny and round. We are pi-rates bold.

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Make A Circle In The Air S-33
F. Balodis



Make a cir-cle in the air, larger larg-ER LARG-ER.


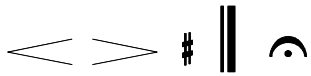
Stamp the floor with shoes you wear, loud-er loud-ER LOUD-ER.

Shake your right hand all a-round. Shake your left don't make a sound.

Nod your head so care-ful-ly, and sit down right there.

← Many songs include actions – very necessary for our little learners.

GOALS TO BE COMPLETED IN SUNSHINE® 2

1. Create the happy habit of learning music.
2. Learn to focus on directions from the teacher. Listen and wait for musical introductions when playing keyboard selections, singing songs and playing rhythm ensembles.
3. Warmups in the nature of short studies and scales in the keys of C, G and a. Primary chords in these keys.
4. Transposition of some of the simpler pieces from the key of C into G and a.
5. Play simple nursery rhymes by ear. Use arm/hand signs to follow the direction of sound.
6. Note reading extended to include middle C and D, E, F, G and high C in the treble clef and middle C, B, A, G, F, E, D, C and low B in the bass clef.
7. Echo singing using hand/arm signs for *do, re, mi, so, and la*.
8. Utilize the time signatures of 2/4, 3/4 and 4/4.
9. Begin to identify the sound of 3/4 vs. 4/4.
10. Begin to sing in 6/8.
11. Employ  in rhythm dictation, singing, clapping and in keyboard and rhythm ensembles.
12. Experience independence while learning in a group situation.
13. Dynamics and other musical terms: ***f ff p pp*** 
14. Major and minor tonality in singing and keyboard pieces. The relationship of keys to each other in both major and minor keys.
15. Develop the use of the two hands separately and together. Use individual fingers, rounded if possible.
16. Begin to use the skills and terms to compose pieces of their own. Students should begin to listen to the structure of pieces to help them with their own composing ideas.
17. Play in a recital.

Rainbows

Tune: F. Chopin
Ensemble: B. Waugh

Sunshine 2: A Sampling

← The introduction to composers is integrated into...
rhythm ensembles,

Rainbows To Play

Chopin
Arr: F. Balodis
Lyrics: K. Jackson, R. McGahey

1. I'm al-ways cha-sing rain - bows. Rain-bows are pass-ing by.
2. When will I touch a rain - bow? Rain-bows come af-ter rain.

← keyboard

H - 72

Follow Chopin through the streets of Paris. Identify the "street signs."

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← homework

S - 25

Chopin

Traditional
Lyrics: F. Balodis

Cho - pin from long a - go. Cho - pin, I love you so.

Cho - pin from Po - land far, went to Par - is, was a star.

Cho - pin, Cho - pin was bright as the morn - ing star.

Cho - pin, Cho - pin was bright as the morn - ing star.

← and song.

K - 52 **Salt And Pepper**
F. Balodis
N. Rogerson

← Keyboard repertoire children love to play.

H - 24

Find Critter's Nest on the keyboard

← Fun, child-friendly, innovative ways to introduce note reading.

L - 16

Patterns. Circle what you hear.

← Pattern "play" continues.

W - 2 **C Major Right Hand Scale**

Right Hand

1 3 1 5

C G7 C F C F G7 C
I V7 I IV I IV V7 I
(v7) (v7)

Left Hand **Bridges**

C I
5 1

G7 V7
5 1

F IV
5 1

← Children are able to harmonize scales from an early age.

WB - 68



Composition Festival Checklist ✓

Sunshine II

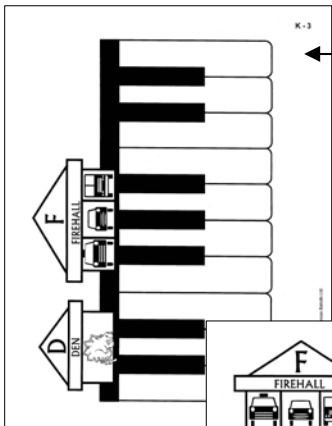
- My song is written on the staff.
- My song has at least 4 measures.
- My song has the melody going from one hand to the other or my song has bridges.
- My song has dynamics!
- I like my song! This is my own song.
- Nuts and Bolts... After you finish composing!
 1. Make a copy of your song for the MYC Festival.
 2. Print clearly on your song:
 - ◆ your whole name
 - ◆ your MYC level (Sunshine II)
 - ◆ your teacher's whole name
 - ◆ the province or state in which you live.
 3. Give yourself a great big hug!

← Composition is an integral component in all levels.

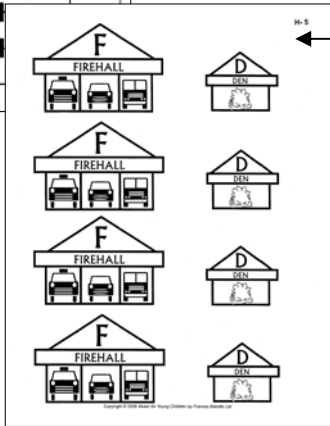
GOALS TO BE COMPLETED IN SUNBEAMS® 1

1. Create the happy habit of learning music.
2. Develop listening skills. Children will learn to focus on directions from the teacher and to wait for musical introductions when playing and singing songs and playing rhythm ensembles.
3. Play warmups including short studies and scales in the keys of C, G and a. Primary bridges in these keys.
4. Transposition of some of the simpler pieces from the key of C into G and a.
5. Play simple nursery rhymes by ear. Use arm/hand signs to follow the direction of sound.
6. Note reading extended to include middle C to high C in the treble clef and low B to ledger line D in the bass clef.
7. Echo singing using hand/arm signs for *do, re, mi, so, and la*.
8. Time signatures of 2/4, 3/4, and 4/4.
9. Begin to identify the sound of 3/4 vs. 4/4.
10. Begin to sing in 6/8.
11. Use  in rhythm dictation, singing, clapping and in keyboard and rhythm ensembles.
12. Experience independence while learning in a group situation.
13. Dynamics and other musical terms: *f ff p pp* 
14. Major and minor tonality in singing and keyboard pieces. The relationship of keys to each other in both major and minor keys.
15. Develop the use of the two hands separately and together. Use individual fingers, rounded if possible.
16. Apply musical knowledge to compose own music.
17. Play in a recital.

Sunbeams 1: A Sampling

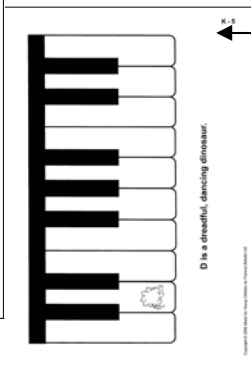


The **Sunbeams** entry level for 5 and 6 year olds brings a playful approach to learning. The keyboard/piano section moves from reading and playing friendly music critters, to pre-staff reading, to reading on the staff.



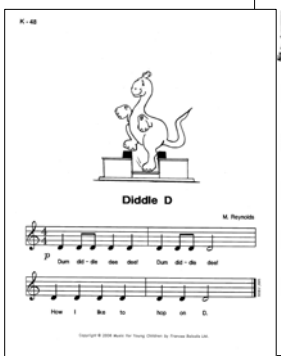
In working with the "geography" of the keyboard, the children see the two and three black keys as "dens" and "firehalls".

Children enjoy cutting out "dens" and "firehalls" for placement behind the groups of two and three black keys.



The white keys on the piano become "friends" along music street. *D is a dreadful dancing dinosaur* who lives in the dinosaur den.

This is combined with the idea that the dinosaur needs to practice regularly to improve his dancing just as children need to practice regularly to improve their piano, listening, rhythm and beat skills.



Reading on the staff begins with one-note repertoire which enables students to be immediately successful. Playful words are used to review rhythms.

Songs are also used to reinforce note placement. *Dino at the Door* is one of the wonderful songs used to bring keyboard characters to the staff.

Building Bridges H-69

1. Glue this page to cardboard
2. Cut out.
3. Place bridges on keyboard. Play bridge.
4. Bring bridges to class.

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← Children initially learn to harmonize a melody with “bridges”. This homework page shows the bridges for C Major. Students cut the bridges out and place them behind the keys at the keyboard.

Hurrah For Bridges W-3

O. Riddell

1
C G C G C Hur - rah for C G!

2
B G makes a bridge. Hur - rah for B G!

3
C A makes a bridge. Hur - rah for C A!

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← Here are the bridges written on the staff.

S-52

Travels F. Balodis

I'm go- ing for an air- plane ride, come a - long with me.

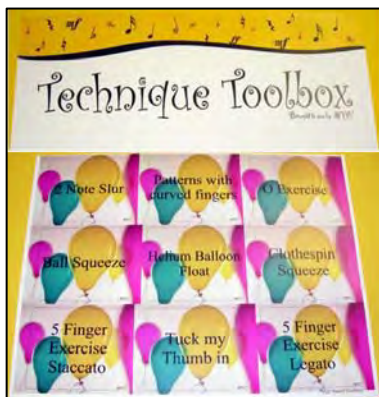
Take your arms up high then low, set hands on your knees. Gays!

Her - i - um will sit your wrists, tight and flut - ty with no feet. Then

writes will float back down a - gain, bring them down with ease.

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← A “technique” song to reinforce a specific technique. This leads to the actual *Technique Toolbox™* for this level.



← Basic Toolbox: This hands-on opportunity brings excitement to technique. Skill cards, scale and bridge stickers and pattern cards bring technique alive.

L-46

G Major

1. Listen to your teacher play this song.
2. Find the **do** notes.
3. Draw a line to the **do** hand sign.
4. Sing this song using hand signs.
5. Play this song.

Do, do, do, this G for me ends on do.

do re mi

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← Solfege in the listening section leads easily to keyboard repertoire.

S-7

Slow Poke

F. Balodis

Slow poke, slow poke, you are such a slow poke.

Catch a bug and feed it to the turtle head.

Tur-tle, tur-tle, there inside your shell.

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← **Slow Poke** is a great song to introduce the half note. There are also musical friends for the quarter note, the half note, eighth notes and whole notes.

H-9

Where Do We Go?

L-19

1. 4/4 G A B A G F E D C B A G

1a. G A B A G F E D C B A G

1b. G A B A G F E D C B A G

2. 4/4 G A B A G F E D C B A G

2a. G A B A G F E D C B A G

2b. G A B A G F E D C B A G

3. 4/4 G A B A G F E D C B A G

3a. G A B A G F E D C B A G

3b. G A B A G F E D C B A G

4. 4/4 G A B A G F E D C B A G

4a. G A B A G F E D C B A G

4b. G A B A G F E D C B A G

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← Here is the turtle puppet the children make at home. They take their puppets (one for each note value) through their music. This reinforces looking at the details in the music...where the music starts and how the music continues along the page.

Where Do We Go?

L-19

1. 4/4 G A B A G F E D C B A G

1a. G A B A G F E D C B A G

1b. G A B A G F E D C B A G

2. 4/4 G A B A G F E D C B A G

2a. G A B A G F E D C B A G

2b. G A B A G F E D C B A G

3. 4/4 G A B A G F E D C B A G

3a. G A B A G F E D C B A G

3b. G A B A G F E D C B A G

4. 4/4 G A B A G F E D C B A G

4a. G A B A G F E D C B A G

4b. G A B A G F E D C B A G

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← Exercises to refine and focus listening skills are important.

L-14 **Voice Choice!**

What do you hear?


1. <input type="radio"/> singing	2. <input type="radio"/> singing
<input type="radio"/> talking	<input type="radio"/> talking
<input type="radio"/> whispering	<input type="radio"/> whispering
<input type="radio"/> shouting	<input type="radio"/> shouting

3. <input type="radio"/> singing	4. <input type="radio"/> singing
<input type="radio"/> talking	
<input type="radio"/> whispering	
<input type="radio"/> shouting	

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← **Voice Choice** helps the students understand how the voice can be used; there are separate channels for talking, singing, whispering and shouting.

Dinosaurs E-3



1. Dinosaurs lived long ago.
[]
We have books that tell us so.
[]

2. Some ate meat and some ate greens
[]
All were strong and none were lean.
[]

3. Plates and bones were on their back
[]
Brown and green and red and black.
[]

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← The Dinosaur chant gives students an opportunity to use the talking channel. This is important in the development and use of their voices. Here the children and parents notate "hops" in the "music boxes" and then play the hops with rhythm instruments while chanting the words ensemble.

Bells Ringing E-21


Bell Ensemble L. van Beethoven
Arr. F. Balodis




Copyright ©

← **Bells Ringing** is a beautiful sounding ensemble for bells or **MYChimes**®.

Playing Tricks E-37



J. Haydn
Arr. F. Balodis



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← **Playing Tricks** is one of many rhythm ensembles through which students can explore the sounds of time-honored composers.

1-2-3 Dance With Me K-93
O. Rissdal
1 - 2 - 3, dance with me, twirl - ing a - round.
1 - 2 - 3, look at me, mer - ry - go - round.

Barking In The Park K-101
O. Rissdal
I take my dog to the park where he likes to run and bark.

More Barking K-117
I take my dog to the

French Drum
Folk Song

In **Sunbeams 1**, students play repertoire in the keys of C Major, a minor and G Major.

Keys and Keys L-43

Listen to these tunes.
Write in the time signature.

Find the Key.
Hint: Look at the last note and the key signature.

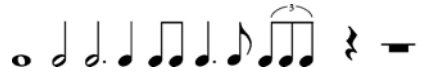

1. C Major
 a minor
 G Major

2. C Major
 a minor
 G Major

3. C Major
 a minor
 G Major

The keys are reinforced in the listening section.

GOALS TO BE COMPLETED IN SUNBEAMS® 2

1. Create a positive, happy habit of learning music.
2. Develop listening skills. The children learn to focus on the teacher's directions. They should listen and wait for musical introductions to songs and rhythm ensembles.
3. Warmups should include short studies and the following scales: C, G, D, F, a, e, and d. The primary chords of these keys should be presented.
4. Transposition of simple songs into C, G, D, F, a, e, and d by finger/hand position and by ear.
5. Play simple nursery rhymes and complete tunes by ear.
6. Extend note reading to include all lines and spaces in the treble and bass clefs including ledger lines above and below the grand staff.
7. Play single and multiple notes hands together. Play hands separately independently.
8. Echo sing from do to high do using hand signs
9. Use 2/4, 3/4, 4/4 and 6/8 time signatures in singing. In rhythm dictation use 2/4, 3/4, and 4/4 only.
10. Use  in singing, clapping and rhythm dictation and in reading keyboard selections and rhythm ensembles.
11. The children should experience independence through solo work. The opportunity to interact with other children in a learning situation is met through playing ensemble at the keyboard and playing class rhythm ensembles.
12. The children should be familiar with the following dynamics and music terms:
f ff mf p pp mp  decrescendo, diminuendo, D.C. al fine, fine, tempo, adagio, moderato, andante, allegro and presto.
13. Sing songs and play keyboard selections in major and minor keys. The children are introduced to the relationship between major and minor keys in a preliminary way leading to circle of fifths work.
14. Correct fingering and an attempt at good rounded finger control at the keyboard.
15. Use terms and skills to compose original songs.
16. Prepare students for Prep A exam. Teachers may elect to have students play this exam.
17. Learn theory concepts necessary for Preparatory Rudiments exam. Teachers may elect to have students write this exam.
18. Play in a recital.

Sunbeams 2: A Sampling

My Teddy Bear K-4
F. Balodis

My ted-dy bear al-ways cries through the night. So I
hug him and squeeze him so ve-ry

← Keyboard repertoire often includes melodies that weave into the left hand.

Creepy C S-4
D. Hall

Creepy C went sail-ing on the sea, be-
tween spac-es 2 and 3. His an-chor went down and his
flag went up. Creep-y C now sees more C's!

← This is an example of a concept song.

As tempo words are learned, they are reinforced in the homework section.

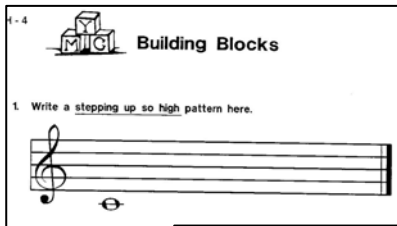
Metronome Madness H-23

Cut and paste the tempo words.

Fast Moderato Andante

Sight reading is part of every lesson.

Surprise Packages



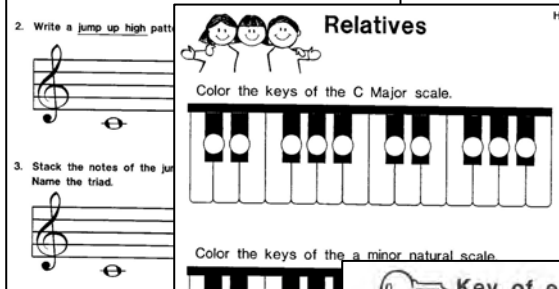
Building Blocks

1. Write a stepping up so high pattern here.

2. Write a jump up high pattern here.

3. Stack the notes of the jump. Name the triad.

Children learn chord formation through patterns.

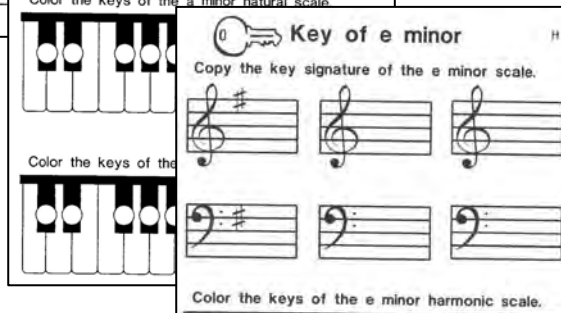


Relatives

Color the keys of the C Major scale.

Color the keys of the a minor natural scale.

When a minor key is introduced, it is related to the relative major.

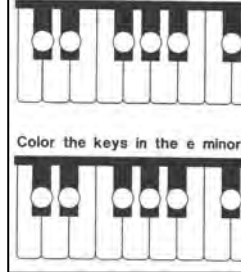


Key of e minor

Copy the key signature of the e minor scale.

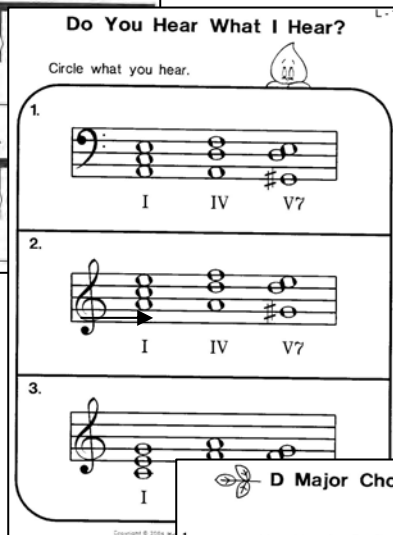
Color the keys of the e minor harmonic scale.

Similar homework pages are assigned for each new key.



Color the keys in the e minor

Chord recognition is reinforced through listening pages.



Do You Hear What I Hear?

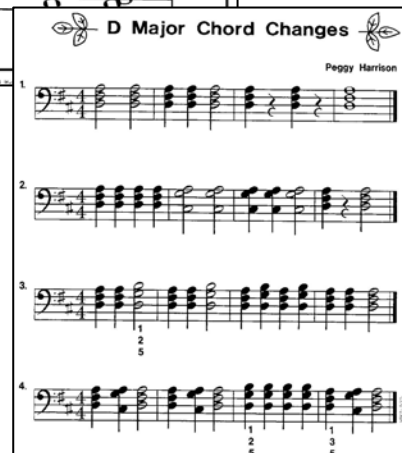
Circle what you hear.

1. I IV V7

2. I IV V7

3. I

Chord warmups for each key.



D Major Chord Changes

Peggy Harrison

1. 2. 3. 4.

“Ah, Vous Dirai-Je Maman” E-
W.A. Mozart
Ensemble: F. Balodis

← A unit on Mozart begins with a rhythm ensemble.

Mr. Mozart S-
C. Kemp
Lyrics: C. Kemp, A. M. Fleming

1. Mis-ter Moz-art did you know, I just love the pi-a-no?
2. You were born so long a-go, but your mu-sic we still know.
3. All the world did love you so, for Op'-ras like "Fig-ar-o,"
4. Mis-ter Moz-art now you're gone, but your mu-sic still lives on.

1. There are some days that I do some-com-pos-ing just like you.
2. "Won-der Child" you came to be. Now your mu-sic's played by me.
3. String quar-tets and sym-phon-ies, thru the years you still can please.
4. Wolf-gang Am-a-de-us, thank-you for your gift to us.

Find some information about Mozart and put it here. Check in the library, on a CD jacket or on the Internet. Maybe you could draw a picture of Mozart when he was a little boy.

← Many musical concepts and composer biographical information are reinforced through song.

Reach For The Stars K-9
W.A. Mozart
Words: R. McGhee

Wow, my dog-gy's grow-ing tall, she's so long-er, ve-ry small,
I will watch the stars at night, while I hug my dog so tight.

She loves howling at the moon, she makes such a fun-ny tune.

Color a star for each key you play.

C A G E D F

★
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← Children are encouraged to transpose.

Stars Do Blink K-1
F. Balodis
Stars do blink, stars do blink. Wink at me, wink at me.
They are bright, they are bright in the night in the night.

← Keyboard repertoire is supported with...

Stars
Color code the stars.

← ...homework pages,

Touches
Circle what you hear.




1. or
2. or
3. or
- 4.

← ...listening activities,

Try Your Touches W-24
P. Harrison

← ...and warm-ups.

GOALS TO BE COMPLETED IN SUNBEAMS® 3

1. Create a positive, happy habit of learning music.
2. Develop listening skills. The children learn to focus on the teacher's directions and wait for introductions to keyboard selections, rhythm ensembles and songs.
3. Play warmups in the form of short studies and scales in the following scales: C, a, G, e, D, b, F, d, A (optional). The primary chords for each key should be understood and mastered at the keyboard. Freedom to move between root, first inversion and second inversion of the triads. The perfect cadence is played at the conclusion of the solid and broken chords. CAT – cadence after triads!
4. Transposition into the above-mentioned keys of simple songs with accurate finger/hand position and by observing the structure of the song. Some transposition will be by ear alone.
5. To play melodies, such as nursery rhymes and popular songs, by ear. This will be guided through the solfege manual.
6. Extend note reading to all notes in the treble and bass clefs and ledger lines above, below and between both staves.
7. Meet the goals in solfege manual for **Sunbeams 3**.
8. Utilize 2/4 3/4 4/4  5/4 6/8 9/8  time signatures.
9. Employ  in singing, clapping and rhythm dictation and in reading keyboard selections and rhythm ensembles.
10. Experience independence in learning and interact with other children.
11. Expand dynamic and tempo vocabulary.
12. Major and minor tonality in singing and keyboard pieces. The relationship of the keys to each other...both major and minor. Understanding of the circle of fifths for keys studied.
13. Play the keyboard with the correct fingering and attempt good rounded finger control.
14. Play solo and in duet situations. Be able to play in a keyboard ensemble with the entire class.
15. Play hands together, single and multiple notes. Play hands separately independently.
16. Begin to work on homework assignments independently. Work on reading and following directions for written work. Learn theoretical concepts outlined in **Bright Ideas™ 1**.
17. Use skills and terms to compose original songs.
18. Play in a recital. If possible, participate in a local music festival.
19. Prepare students for Prep B exam. Teachers may elect to have students play this exam.
20. Learn theory concepts necessary for Preparatory Rudiments exam. Teachers may elect to have students write this exam.

Sunbeams 3: A Sampling

Supplementary material includes one of the following:

- **Conservatory Canada Pre Grade 1 repertoire**
- Royal Conservatory of Music (RCM) **Celebration Series Perspectives – Preparatory Repertoire**
- **Music of Our Time**

← It is important to include “finger fitness” in every class.

W - 6

Finger Fitness

6. Finger Independence
Hold down C D E F G throughout the entire exercise.
Play first with the right hand and then with the left hand.
Each finger plays “This is really very difficult!”

8. Balance
Play lines 1 and 2 (similar motion) first.
Step 1: Play RH forte, LH just touches the tops of keys. (Key doesn't move.)
Step 2: Play RH forte, LH moves key half way down only.
Step 3: Play RH forte, LH barely reaches key bottom.
Step 4, 5, 6: Opposite hands to step 1, 2, 3.

W. Gurnott

b minor Scales

Natural

Harmonic

Melodic

← Children are also able to harmonize the scale using I, IV, V7 chords.

W - 48

F Triads

ROOT POSITION

1ST INVERSION

2ND INVERSION

ROOT POSITION

Left Hand Right Hand

Solid

Broken

Cadence

→ Children play triads (solid and broken) as well as a I-IV-V7-I cadence in each key learned.

W. Gurnott

Surprise Packages

W. Gurnott

W. Gurnott

→ Sight reading is part of every class.

L-10

- Color the 1 beat section red.
- Color the 6 beat section blue.
- Color the 3 beat section green.
- Color the 2 beat section yellow.
- Cut out all the sections, save in an envelope and put in your rhythm bag.

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← This really helps the children understand 6/8 time!

L-5

Listen to the articulation.
Circle what you hear.

1. or or

2. or or

3. or or

4. or or

5. or or

6. or or

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← Ongoing listening exercises. Ear development enables students to reproduce what they hear.

Imagination K-1

C. Kemp

There's a rhi - no in my bed, no room for my sleep-y head.

I hope he'll a - gree in - stead to sleep in some-one el - se's bed!

1. R.H.
2. L.H.
3. H.T.
4. with chords

This is a _____ song. Write the C scale here.

What are the 3 most important chords in C? _____

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← Children transpose this piece when a new key is introduced.

K - 14 **Rockin' Aeolian**
Aeolian Mode
David Steckerreiter

Children play in many modes throughout their MYC® years.

Turkey In The Straw
Color the small turkey when you can play the section.
Color the big turkey when you complete the piece.
Allegro
Traditional
Arr: P. Harrison

A fun piece...the melody is woven from right to left hand.

Children learn 6/8 quite easily! →

K - 34 **Days Of The Week**
Allegro
D. Steckerreiter

Mon-day, Tues-day, Wedni-day, Thurs-day, week days are full of my
sched-uled things. Fri - day, Sat-ur-day, Sun - day week - ends-

Write in the length of time:
Monday _____ min. Thur-
Tuesday _____ min. Frida-
Wednesday _____ min.

Children love to play **My Water Snake!** The composer was a winner in our MYC Composition Festival! →

K - 42 **My Water Snake**
Moderato
Trent Richardson

this is time
I have a wa-ter snake that
eats bugs, eats bugs, eats bugs! He
sill-ers in the wa-ter and he eats bugs. Yum, yum, yum, yum,
yum! Hic-cup!

Write the b harmonic minor scale here.

Sonatina Op. 36 No. 1 E-9
Clementi
Arr: C. By
Allegro
woods
metals
drums



A unit on Clementi begins with a rhythm ensemble.

Clementi F. Balodis
This is Cle-men-ti How I love to play. He pub-lished mu-sic
which we play to-day. He chal-lenged Moz-art and they had a test.
He chal-lenged Moz-art to see who was best. This is Cle-men-ti.
How I love to play. He pub-lished mu-sic which we play to-day.

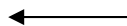


A song about Clementi reinforces information.

Making Our Own Piano K-7
Op. 36, No. 1 First Movement
M. Clementi
Arr: F. Balodis

Learning Strategies

1. RH.
2. LH.
3. Play RH while tapping LH.
4. Play LH while tapping RH.
5. Tapping H.T.
6. H.T.



The keyboard piece correlates to both the song and the rhythm ensemble. It can be used as a student accompaniment for the rhythm ensemble.

GOALS TO BE COMPLETED IN MOONBEAMS[®] 1

1. Create a positive, happy habit of learning music.
2. Develop listening skills. Children need to focus on the teacher's instructions. They need to listen and wait for musical introductions for playing, singing songs and rhythm ensembles.
3. Develop aural musical skills. The musical listening activities include recognizing and reproducing low, middle and high sounds (vocally and on the keyboard), recognizing and reproducing patterns (vocally and on the keyboard), recognizing and reproducing rhythms (by clapping, playing or writing with rhythm bag materials), recognizing dynamics, tempo, accompaniment patterns, legato and staccato articulations, simple 3/4 and 4/4 time signatures, recognizing major and minor tonalities and I, IV and V7 chords.
4. Read notes on the grand staff and on treble or bass staff. Read and play selections using these notes (single and multiple notes) hands separately and hands together.
5. Master the music alphabet from A to G inclusive and play C, G, D, and F major scales and a and e minor scales (natural and harmonic). These scales will be harmonized with primary chords (I, IV, and V7). Scales will be played one octave with single fingers in each hand. They may be played in contrary motion. Triads are introduced in theory (triads as an exercise will be a goal in the following year). Sharps, flats and naturals are used.
6. Recognize I, IV and V7 chords in printed music and be able to add chords to a simple melody line.
7. Develop good piano technique (strong, curved fingers, legato/staccato touch, two and three note slurs, transfer of melody smoothly from one hand to the other, etc.) through **Technique Toolbox[™]** exercises.
8. "Echo sing" do to la inclusive.
9. Play simple selections in the five-finger position (e.g., some of the solfege material), by ear.
10. Transpose some of the simple tunes in #9 or some of the simple selections in the K or W section into different keys.
11. Utilize 2/4, 3/4, 4/4 time signatures in singing, playing and rhythm dictation (rhythm stories). Utilize 6/8 in addition for singing.

12. Develop rhythm fluency in singing, clapping, rhythm dictation and reading using quarter notes, half notes, whole notes, eighth notes (pairs, single eighths or groups of four), quarter rest, half rest, whole rest (in 2/4, 3/4 and 4/4 time), dotted half note and dotted quarter note followed by eighth note.
13. Experience major and minor tonality in singing and keyboard material. Begin to develop an understanding of the relationship of keys on the circle of fifths for the keys studied.
14. Understand musical terms for dynamics and tempo and other musical directions as they are introduced throughout the year.
15. Incorporate the notes, rhythms, patterns, basic composing techniques and any other relevant music terms they have learned into a simple (minimum four measure) composition of their own.
16. Experience working as a team with teacher, parent and fellow students and learn to practice well at home with parent as a guide.
17. Learn theory concepts necessary for Preparatory Rudiments exam. Teachers may elect to have students write this exam.
18. Prepare students for Prep A exam. Teachers may elect to have students play this exam.
19. Play in a recital.

MOONBEAMS 1: A SAMPLING

The image shows two worksheets. The first, 'Two Black Keys', features a piano keyboard with two black keys highlighted and a simple melody line. The second, 'Mary's Lamb', includes a sheep illustration, a piano keyboard with two black keys highlighted, and a melody line with fingerings. Both worksheets include lyrics and diagrams of hand positions.

The initial learning steps are gradual and fun. It begins with playing on the black keys – with the grownup approach of using one hand, then the other and offering a bonus option to play hands together.

The image shows two worksheets. 'The D Team Workout' features a piano keyboard with two black keys highlighted, a melody line, and diagrams of hand positions. 'Move Apart,' Grandma Says' includes a piano keyboard with two black keys highlighted, a melody line, and diagrams of hand positions. Both worksheets include lyrics and diagrams of hand positions.

The prestaff reading is shown clearly on steps to emphasize patterns. Hand position on the keyboard is shown clearly.

The image shows a worksheet titled 'Lines And Spaces' with a piano keyboard illustration. It features a melody line with lyrics and a diagram of a piano keyboard with notes placed on the lines and spaces of the staff.

Singing songs about the lines and spaces helps students move their reading on to the staff.

W-14

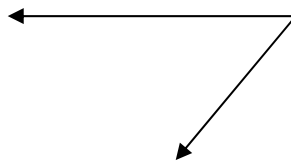
Finger Dance

Wipe both hands separately, slowly and smoothly. Wipe on the circles first, then dip on the keyboard.

Dance #1 on the circles: Finger 1 (1) 2 (2) 3 (3) 1 (1) 2 (2)

Dance #2 on the circles: Finger 2 (2) 1 (1) 3 (3) 2 (2) 1 (1) → Left Hand: Dance #1 on the circles. Dance #2 on the circles.

Dance #3 on the keys: Dance #1 on the keys.



The approach to fingering is interesting, with clear illustrations and activities to help students succeed.

W-15

Lefty, The LH Octopus

1. Press the white notes in each circle above.
2. Put the correct finger number on each key.
3. Play the C scale LH.

W-16

We're The Moonbeams Team!

All Stars

Right Hand

Walk - step - walk - step - right hand walk - step - Play the st. first with the right hand.

Left Hand

Walk - step - walk - step - left hand walk - step - Walk the team. You are Moonbeams!

Stomp: Foot the place where the RH notes and LH notes are different.
Clap: Clap the place where the RH notes and LH notes are different. Play LH part with one hand. Play RH part with one hand.

W-17

Pattern Warmup Scoreboard

Get one point for each pattern you play with good hand position and sitting position. Highlight the hands, the starting letters and finger numbers before you begin. (You have five free points on the first pattern.)

Total score for the week!

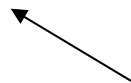
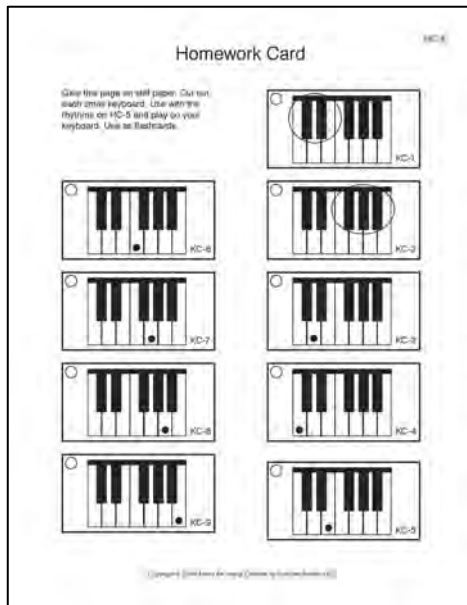
W-18

Coach Says Practice

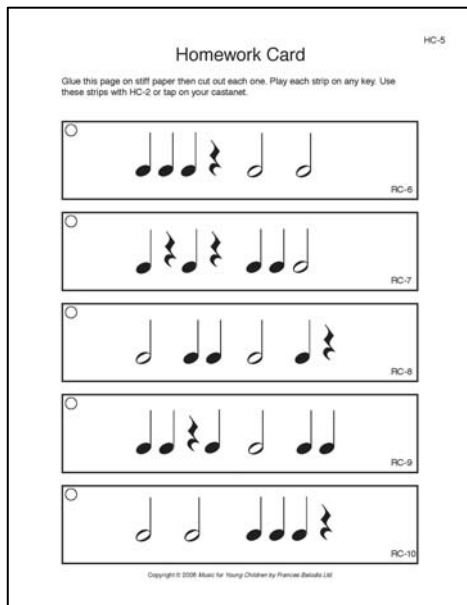
C Flute


Coach says practice - that's what makes you a star.
Run - jump - up the field - make mistakes my star.
Play - stop - rest - all - that's what you do.
Run - jump - up the field - make mistakes my star.

The **Moonbeams** students are at an age of enjoying sports and teams. This theme is motivating in all areas of the curriculum.




The homework cards are a special feature in this curriculum. These are cards to be cut out at home to reinforce learning the location of keys, notes on the staff and to practice playing and saying rhythms.




Listening Counts!  L-9


1. Find the line your teacher claps.
2. Add your bread tags.
3. Print the time signature in the box.
4. Put in the bar lines.



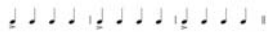

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Accents Are Important  L-10



Color in the strong, weak and medium beats.



Which line do you hear?

1.  or 

2.  or 

3.  or 

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The listening section has activities using bread tags as counters which show the accents in our different time signatures.

There are listening pages to learn about tempo, articulations and dynamics.

Tempo Teasers L-29

Circle what you hear.


1. Slow Medium Fast

2. Slow Medium Fast

3. Slow Medium Fast

4. Slow Medium Fast

5. Slow Medium Fast



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Slurs Or Staccatos?  L-30

Circle what you hear.

1.  or 

2.  or 

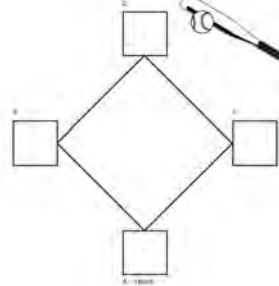

3.  or 

4.  or 

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Dynamic Baseball L-31

Listen to the sound of your baseball bat and circle **f** or **p**.



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11-56

Major/Minor House

Color the keys of C Major and a natural minor scale on the keyboards below.

minor Family
a natural minor scale

Major Family
C Major scale

share the same key signature
C Major and a minor (no ♯ / ♭)

The Major/minor concept and transposition are shown with engaging easy-to-understand presentations.

11-55

Roman Friends

1. Make Roman friends: I IV V
2. Color the first (1), fourth (4) and fifth (5) notes of each scale.

11-52

What Game Is This?

Get up set - ty, stand the pack, roll and play - like, hit it back!

Let's play hockey in another color.
This is called transposing the music:

Get up set - ty, stand the pack, roll and play - like, hit it back!

11-57

Key of a minor

Copy the key signature of the a minor scale.

Color the keys of the a natural minor scale.

Color the keys of the a harmonic minor scale. (Remember the "1-2-3")

Color the keys of the a melodic minor.

K-61



The Laughing Song

(Dedicated to friends who make us laugh.)


J. Strauss
arr. J. Barker



My friends make me laugh. Ha ha, ha ha. I'm hap - py all day. Ha ha, ha ha. We have lots of fun. Ha ha, ha ha. My friend's mum + bat on!

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K70



Beethoven's Memory

L. van Beethoven
arr. F. Balodis


Andante



It was cru - el that Bee - tho - ven did not hear his sym - phon - y. He con - duct - ed all the mu - sic, it was in his mem - or - y.


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S-14



Beethoven

L. van Beethoven
words: V. Wauchope
F. Balodis



1. When we hear Bee - tho - ven's mu - sic, Moon - beams love it's peace - ful sound.
2. When Bee - tho - ven was a young boy, he went on the riv - er Rhine.
He used walk - ing in the moon - light, look - ing at the stars a - round.
He went row - ing with his grand - pa, had a hap - py, play - ful time.
Let's sit down and close our... eyes now, then we'll... see if we can see
He would prac - tise for his... fath - er. Fa - mous con - pos - ers he would meet.
at the ac - cord - ions of the night his mu - sic makes for you and me.
Lit - tled to the bells ring out from low - ers o - ver Ger - man streets.

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Familiar repertoire is exciting to play and share. Composers such as J. Strauss and L. van Beethoven are highlighted both in the keyboard section and the ensemble section of **Moonbeams 1**.

Ludwig van Beethoven

Born, Germany : 1770
Died, Austria : 1827

Ludwig van Beethoven was born in Germany in 1770. His father hired a piano teacher for him. Beethoven travelled to Vienna to play for the great composer Mozart, who told Beethoven that he would one day be famous.

Young Beethoven supported his family by playing the organ, playing in the local orchestra, playing the piano, and teaching piano as well as composing.


When Beethoven was about 30 years old, he began to realize that he was losing his hearing and would soon be deaf! He continued to write music but he had to stop playing piano in public.

Beethoven became ill with pneumonia and died shortly after, in 1827.

He is still well remembered today because his music was so colorful and energetic.




E-12

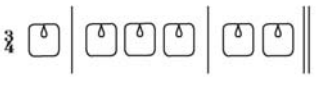


Minuet in G

L. van Beethoven
Ensemble: F. Balodis




Color the strong beats red.



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K-50



The Water Is Wide

Trad. arr. A. Dearden

Slowly, Legato



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Traditional repertoire is a delight for students to play. These songs are arranged in an approachable manner.



Make New Friends

Trad. arr. F. Balodis



What are the mystery words below?



_ O O _ _ R I N _ S

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Yankee Doodle

Trad. Words: MGS Team



Yan-kee Doo-dle, dem-i-tse, now that her's a Myon-beam!

With Fir-bud-dles and her best-friend play-fun on the same team!

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W-15

Bridge Marathon

P. Harrison

1.

2.

3.

4.

Bonus: Repeat each exercise with your right hand.

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Harmonization with the primary chords is first presented as bridges.

K-38

Distant Drums

P. Harrison

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Harmonization then progresses to the I, IV and V7 chords.

W-22

C Major Left Hand Scale

Right Hand

Primary (Block) Chords

C I

G7 V7

F IV

Left Hand

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C Major Right Hand Scale

Right Hand

Left Hand

Primary (Block) Chords

C I

G7 V7

F IV

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H-42

Chording Around

Color the notes of the chord on the keyboard

G Major Triad (I)

G7 Chord (V7)

C Chord (IV)

G Major Triad (I)

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Hands-on activity brings excitement to technique. Students work hard to receive their stickers for scales and keys learned hands separate and with chordal accompaniment. Each step receives a sticker to create/complete a puzzle/picture.

GOALS TO BE COMPLETED IN MOONBEAMS ° 3

1. Create the positive happy habit of learning music.
2. Develop listening skills in preparation for Prep B or Grade 1 piano exam.
3. Play warmups and scales in the following keys: C, a, G, e, D, b, F, d, and A. Understand the primary chords for each key. Play root, first inversion and second inversion triads solid and broken, hands separately.
4. Transpose simple songs into the above-mentioned keys with accurate finger/hand position and by observing the structure of the song.
5. Expand dynamic and tempo vocabulary to include terms from Basic Rudiments (RCM) and Theory 1 (Conservatory Canada).
6. Learn theoretical concepts outlined in **Bright Ideas™**2. These include writing major, minor scales (up to four sharps or four flats), identifying or writing major, minor, perfect intervals, adding rests to a given passage, simple analysis, finding time signatures (simple time).
7. Teachers may elect to have students write the Preparatory Rudiments exam or Basic Rudiments exam (RCM) or Theory 1 (Conservatory Canada).
8. Play in a recital.
9. Play repertoire at a Prep B or grade 1 level.
10. Develop sight reading skills in preparation for Prep B or grade 1 piano exam.
11. Play rhythm and keyboard ensembles.
12. Sing folk songs.
13. Write a 12 measure composition.
14. Play Prep B or grade 1 piano exam.


Moonbeams 3: A Sampling

In **Moonbeams 3**, students prepare repertoire and studies that align with the requirements for grade 1 as determined by The Royal Conservatory of Music (RCM) Examinations or Conservatory Canada. The repertoire and studies are in the RCM **Celebration Series Perspectives** and the CC **New Millennium Series** books. This material is supplemented with the **MYC** materials illustrated below.

Are Your Tools in Good Shape? By Wendy Guimont

Check the boxes as soon as you can play the exercises well.

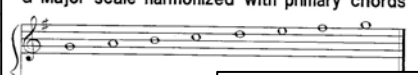
Moonbeams III




1. I can do a contrary motion scale:
 - o forte / piano
 - o piano / forte
2. I can do a wrist staccato scale:
 - o with finger 3
 - o with 5 - 1 and 1 - 5 bridges
3. I can do a "Balance Beam" silent change exercise:
 - o 2 - 1
 - o 3 - 2
4. I can do a "Legato Pedal" exercise:
 - o with finger 3
 - o 4 beats "half note, half rest"
 - o 3 beats "half note rest"
 - o 2 beats "finger, foot"
 - o with 1 chords as above

MBIII	C major	a minor	G major	e minor	D major
Scales - RH					
Scales - LH					
Solid Triads - RH					
Solid Triads - LH					
Broken Triads - RH					
Broken Triads - LH					
Chords					
Cadence					

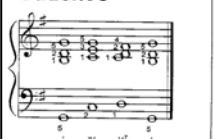
G Major scale harmonized with primary chords




G Major scale




Cadence




Triads and Inversions



Contrary motion scale




Broken



← Technique includes scales, triads, cadence, harmonized scale and contrary motion scale.

CH-1

Music in Canada Today Focus on British Columbia



BC is home to many composers today. Jean Coulthart West Coast composer to achieve international recognition, composed almost every type of music, including more than 100 pieces for children. Her first book was called "Early Pie" nine little pieces written when she was nine years old! She was born in 1950 in Vancouver. He studied with Jean Gould and written many pieces for children, including the Magical Chinese, for MYC. Jean Ethridge was born in Rossland, British Columbia, and studied at the Victoria Conservatory of Music. She was born in 1950 near Victoria. She composes music for children and teaches at the Victoria Conservatory of Music. Linda Newson was born in 1939 in Vancouver. She has written eight books of children's music including "Marching Mice", "Soda Pop and other Zoo for You". Most of her music was written for her own children.


Charlotte Diamond has become famous for her record music. You may recognize songs such as, "Four Hugs is a Flower" and "Octopus" (Slipper Fish). She lives near Vancouver.

Internationally acclaimed concert pianist **Jon Kimura Parker** was born in Vancouver and educated in Vancouver. Mr. Parker toured with the Prime Ministers of Canada and Japan.

There are also many great pop musicians from BC. **Brandy Clark** is a Vancouverian when he isn't touring around the world. He is a very famous pop rock music star, having sold more than 1 million records worldwide. **Diana Krall** was born in Nanaimo, on Vancouver Island, and began taking piano lessons when she was four years old. She is a pianist and has become famous as the top selling jazz pianist in the world. **Michael Kaeshammer** is a talented young Jazz and Pop pianist from Victoria.

CH-2

British Columbia



- I can play with my RH
- I can play with my LH
- I can play legato
- I can play staccato
- I can play 4 notes legato, 4 notes staccato
- I can play 4 notes staccato, 4 notes legato
- I can play with different dynamics

← More exercises in support of technique and regional information on the Canadian music scene.

Locate these places:

Moncton	Campbellton	Kingston
Bedford	Fredericton	Lunenburg
Windsor	Summerside	Kensington
Wabush	Gondola	
Gander	Port Hawkes	
Sydney	Bridgewater	
Barrin	Cornerbrook	
Halifax	New Glasgow	
Truro	Charlottetown	

NAME _____
PROV _____

I'VE THE B'Y

KEY OF BEATS ARE IN A MEASURE

WRITE YOUR OWN ACCOMPANIMENT!

1. I've the b'ye that builds the boat and I've the b'ye that sails her.
2. I don't want your mag-got-y fish. that's no good for win - ter.

I've the b'ye that catches the fish and takes them home to li - zer.
I can buy as good as that down in Bon-a-vis - ta.

Chorus
Hip yer part-ner Sal-ly Tib - bo! Hip yer part-ner Sal - ly Brown.

Fo - go, Twi-lla-gate, Mor'-ton's Har - bor, all a - round the cir - cle.

CHORDS: — I — IV — V⁷ SCALE: _____

Folk songs to sing flavored with a dash of geography.

16

DANCE OF THE REED PIPES

Moderato assai Tchaikovsky

0

GREENSLEEVES

Moderato Traditional

Seasonal songs to play!


Rhythm ensembles to play, along with ear training, sight reading and some music history.

BREESE

BOOK OF:
RHYTHM
ENSEMBLES: Keyboard, Rhythm, Bell/Chime RE-1
EAR: Listening
 A Study of Musical Style E-1
 Ear Training Activities E-9
SIGHT: Sight - Clap SRC-1
 Sight - Play SRP-16

for
EVERYONE

E-4

Romantic era: Approximately 1830 – 1910 

Popular composers: Ludwig van Beethoven was a transitional composer between the classical and romantic periods. Johannes Brahms, Frederic Chopin, Felix Mendelssohn, Franz Schubert, Robert Schumann, Peter Illich Tchaikovsky, Bedrich Smetana, Camille Saint-Saëns, Franz Liszt and Hector Berlioz.


Important developments: Public concerts became popular so all music forms were developed to very large proportions. New forms of music were developed. Orchestras were bigger, the piano was reinforced with an iron frame so it could play louder.


What to listen for: Long melody lines that use wide leaps and a wide range of notes. More complicated rhythms, often with a dynamic range from pppp to ffff! Dissonance and new chord sounds.


Music You Clap!


Clapping and Tapping Tips


A. What is the time signature?
 B. Are there rests?
 C. Find any repeated rhythms.
 D. Establish a beat before you begin to clap. (one measure)



5. 

6. 

7. 

8. 

Deck The Halls

Allegro $\text{♩} = 120$ Traditional arr. P. Harrison

1. play fva (higher)

Part 1 

Part 2 

Part 3 

Part 4 

2. play fvb (lower)

Part 1 

Part 2 

1. Find - sequence
 2. Name the key _____
 3. What is the dynamic? _____
 4. Place your finger - on the starting note in the right hand
 5. Play with a steady beat.

15. 

1. Find - stepping up
 - stepping down
 - stepping up so high
 2. Name the key _____
 3. What is the dynamic? _____
 4. Place your finger - on the starting note in the right hand
 5. Play with a steady beat.

16. 



TAKING MYC HOME

MUSIC FOR YOUNG CHILDREN™

Lesson # _____ Date _____

Sun Mon Tues Wed Thurs Fri Sat

Listening

Singing

Rhythm Ensemble

Handwriting

Illustration

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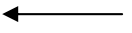


Homework sheet from student activity book for all levels of the program except **Moonbeams 3**.

MUSIC FOR YOUNG CHILDREN™

Lesson # _____ Date _____

Practicing Tips	Check notes - Is the beat steady? - Articulation details - Is the rhythm accurate?	Check fingering - Do you hear dynamics? - Repeat focus area at least 3 times.	PRACTICE RECORD						
			S	M	T	W	T	F	S
Scale									
Triads									
Cadence									
Hanon's									
Technique Toolbox									
Sight Reading									
Studies									
Repertoire									
Listening Activities									
Rhythm Ensemble									
Folk Song									
Bright Ideas									
Vocabulary									
Things to Note									



Homework sheet from **MYChecklist™** book used for **Moonbeams 3** students.